

Republic of the Union of Myanmar
Ministry of Education

**PREPARATORY SURVEY
OF THE PROJECT
FOR HUMAN RESOURCE DEVELOPMENT SCHOLARSHIP
TO THE REPUBLIC OF THE UNION OF MYANMAR
FINAL REPORT**

May 2016

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

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Summary

1. Summary of the Preparatory Survey

Background of the Survey

The Project for Human Resource Development Scholarship (hereinafter referred to as “JDS”) was first launched in Uzbekistan and Laos in fiscal year (FY) 1999 as part of the “100,000 International Students Plan” of the Japanese government, with the aim of developing human resources who can play core roles in the formulation and implementation of social and economic development policies in developing countries. The project has later been introduced to other countries as well, and the number of target countries has reached 14 by FY 2015.

Since FY 2009, the project was gradually switched to the "new system" in one country after another. In the new system, an intake framework in four batches is planned, based on the aid policies of the Japanese government and the development issues and the human resources development needs of the target countries. Due to its political situation, there are many unsettling elements about the needs for human resource development and Japan's assistance policy. JDS Project in Myanmar have been continued based on the method in which planning is conducted each year. Presently, the policy on priority areas and development issues of JDS Project is almost fixed in accordance with Japan's economic cooperation policy for Myanmar. So, as is the case with other countries, it is considered that the implementation method for the Myanmar JDS Project would be changed to the JDS New System, in which target fields and organizations and accepting universities are determined based on four-batch planning, and it will examine the continuous effects and efficiency.

Subsequently, in the basic research project "Factor Analysis concerning the Result of the JDS Projects" (referred to below as the JDS basic research) conducted by JICA in FY 2014, the results and factors of the JDS project in the 11 target countries were compared and analyzed, and future project enforcement policies and strategies were demonstrated. The basic research report indicated that over past 15 years the JDS project has contributed significantly to the improvement of the abilities of administration officials and organizations in the target countries to solve development issues, to the reinforcement of bilateral relationships between Japan and the target countries, and to the promotion of the internationalization of the accepting universities in Japan. The report gave the following four issues to be dealt with: (1) drawing up the basic enforcement policy; (2) selection of fellows who add value, to intake in key persons; (3) follow-up for reinforcement of bilateral relationships; (4) development of pro-Japanese human resources and the establishment of networks between such people. The following measures were suggested in order to deal with these issues: increasing the PhD program quota and establishing a special recommendation quota; the development of original Japanese programs; promotion of cooperation with Japanese industry and the involvement of ministries and agencies; and the strengthening of cooperation with local projects and of the relationships between Japanese universities and local related organizations.

Under such circumstances, this Preparatory Survey was decided to be conducted with the aim of verifying the appropriateness of implementation of the project and properly reflecting the policy of Japan's economic cooperation to Myanmar, relevant JICA programs, etc. in the formulation of the project based upon the needs of the government of Myanmar.

Objectives of the Survey

The main objectives of the survey are as follows:

- To agree on the framework of the JDS Project starting from Japanese fiscal year 2016 (for JDS Fellows 2017-2020).
- To discuss with relevant parties about further effective use of JDS Project to promote the development in Myanmar and the partnership between Myanmar and Japan.
- To identify the number of potential candidates for the JDS Projects

Method of the Survey

As part of the Preparatory Survey, the survey in Myanmar has been conducted from November 2015 to March 2016.

- February, 2016: Confirmation of the principle/ policy for the survey
 - (1) To set Sub-Programs and Components in accordance with economic cooperation policy for Myanmar by the Japanese government and development needs of Myanmar
 - (2) To select and determine the Accepting Universities of Japan which would provide the educational programs corresponding to each Sub-Program/Component
 - (3) To select Target Organizations corresponding to each Sub-Program/Component
 - (4) To confirm the implementation system of the project
- February 2016: Estimation of the project scale
- March 2016: Formulation of the drafts of Basic Plans for each Sub-Program

Results of the Survey

As a result of the Preparatory Survey, it was confirmed and agreed that the JDS Project in Myanmar would be implemented under the new system starting from FY 2016. Also based on the discussion during the Survey, Sub-Program, Component, and accepting universities are determined as follows.

Framework of JDS Project in Myanmar (2017-2020)

| Sub-Program | Component | Accepting University | Graduate School | Slot | |
|--|--|-------------------------------------|--|-------------|-----------|
| 1. Assistance for improvement of people's livelihoods | 1-1 Agriculture and Rural Development | Kyushu University | GS of Bioresource and Bioenvironmental Sciences | 2 | |
| | | University of Tsukuba | GS of Life and Environmental Sciences | 2 | |
| | 1-2 Disaster Risk Management | Kobe University | GS of International Cooperation Studies | 2 | |
| | 1-3 Health Administration / Policy | Nagasaki University | School of Tropical Medicine and Global Health | 2 | |
| 2. Assistance for capacity building and institution development to sustain economy and society | 2-1 Law | Nagoya University | GS of Law | 2 | |
| | | Kyusyu University | GS of Law | 2 | |
| | | Kobe University | GS of International Cooperation Studies | 1 | |
| | 2-2 Public Policy / Administration | Meiji University | GS of Governance Studies | 2 | |
| | | International University of Japan | GS of International Relations | 2 | |
| | 2-3 Economics / Business Management | International University of Japan | GS of International Management | 2 | |
| | | Ritsumeikan Asia Pacific University | GS of Management | 3 | |
| | | Ritsumeikan University | GS of Economics | 2 | |
| | 2-4 International Relation | Ritsumeikan University | GS of International Relations | 2 | |
| | 2-5 Educational Development / Planning | Hiroshima University | GS for International Development and Cooperation | 2 | |
| 3. Assistance for development of infrastructure and related systems necessary for sustainable economic development | 3-1 ICT | International University of Japan | GS of International Management | 2 | |
| | | Kobe Institute of Computing | GS of Information Technology | 2 | |
| | | Waseda University | GS of Fundamental Science and Engineering | 2 | |
| | 3-2 Transportation / Traffic | Yokohama National University | GS of Urban Innovation | 2 | |
| | | Saitama University | GS of Science and Engineering | 2 | |
| | 3-3 Electric Power / Energy | University of Miyazaki | GS of Engineering | 2 | |
| | | Kumamoto University | GS of Science and Technology | 2 | |
| | 3-4 Urban Development Planning | Hiroshima University | GS for International Development and Cooperation / GS of Engineering | 2 | |
| | Total | | | | 44 |

In a field survey conducted in February 2016, the survey team explained to the Myanmar stakeholders

that the launch of the PhD program will be determined once the needs for the PhD program at each government organization have been confirmed by the full survey, which the Myanmar stakeholders welcomed with a great anticipation. It was also explained that a maximum of four fellows in the PhD program, which is approximately 10% of the maximum intake for the Master's program (44 persons per year), are annually accepted in a separate slot from the Master's program, which the Myanmar stakeholders agreed with. In the briefing, the Myanmar stakeholders expressed to the Japanese stakeholders their desire to discuss the possibility of expanding the current criteria for eligibility, which is limited to returned JDS fellows, to include others. It was confirmed that the Coordinating Committee will continue to discuss the application/selection process, which needs further clarification.

2. Recommendations

(1) Improvement of recruitment activities

JDS fellows are recruited in Myanmar through the ministry nomination system in where each ministry makes a recommendation according to a specific number of fellows allocated to each ministry by Sub-Committee for Scholarship Selection. This system will continue to be effective because the ministries can endorse the candidates with certain qualification, and it is difficult for Myanmar to establish an open recruitment process in which individuals can voluntarily apply for JDS.

The existing nomination process adopted within each ministry relates to its own personnel affairs, having many internal aspects. During the survey, hearings were conducted at several ministries, and the results indicated that only a few ministries have strategically used JDS based on their human resources development policies. Many ministries replied that internal scholarship selection committees are formed, and nomination and internal selections are done there. However, sometimes the replies to the hearings seem to imply that fellows are selected automatically in order. As a measure to improve the situation, it will be necessary to explain the objective and intent of the JDS project once again to relevant sources (especially those in charge of human resources management), to the extent that it does not interfere with internal affairs, and request to nominate candidates who are appropriate to the Project. In particular, even after the number of nominees is allocated to each ministry, it is necessary to clearly indicate what types of applicants are desired for the Project. As one of the effective methods, a letter can be issued from the Project side to explain the intent of the JDS Project.

Also, the JDS Project needs to create added value to increase competitive position against other donors to recruit excellent candidates. It is important to come up with ideas such as, enhancing networking with JDS fellows, government officers and other practitioners from Japan and other countries while they are in Japan, inviting senior management level officials of the JDS fellows to Japan to hold seminars, and introducing follow-up activities of JDS even from the time of recruitment.

According to a field survey, returned JDS fellows are providing support for young officers who seek to participate in JDS. Some candidates do not have enough knowledge about studying in Japan. There

will be a huge effect of publicity if returned JDS fellows themselves share their study experience in Japan and provide applicants with ideas on how they can benefit from the JDS in the future. Furthermore, there was a suggestion in the field survey to implement a "mentor system" in which JDS fellows would be assigned as mentors in each ministry. This will become a concrete measure to respond to an issue, improving quality of the research plans prepared by applicants in Myanmar, which has been pointed out by faculty of Accepting Universities. It is important to improve the use of returned JDS fellows, asking them to provide on-site support to encourage their colleagues to apply for JDS and help their application procedures.

Another effective method is collaboration with Graduate School of Administration and Development established in 2014 by Ministry of National Planning and Economic Development. If the JDS program is recognized by young government officials studying in the school, they may apply after completion of the program. Moreover, if information on promising students is provided by faculty of the school, JDS can contact ministries, etc., to which the promising students belong. The same applies to the Central Institute for Civil Service under the Union Civil Service Board, and Diplomatic Academy to be created under the Ministry of Foreign Affairs, where JDS can be promoted as tools for further capacity development of the young government officials.

Improving a way to introduce JDS is indispensable to achieving the objective of the Project, and effective recruiting activities are desired via the above-mentioned channels.

(2) Effective use of JICA specialists and policy advisors

There was an opportunity to meet with many JICA experts and policy advisors in the field survey. However, according to the results of the interview with the experts, JDS is unfortunately not sufficiently recognized at present. There are JDS fellows in ministries to which the experts are assigned, and priority should be placed on recognition of the JDS fellows so that the experts can facilitate their job in each ministry. Accordingly, a system is required to increase understanding of JDS before JICA experts are actually assigned.

Even in the process of recruiting JDS fellows, the experts can play an effective role in encouraging excellent candidates to apply for JDS. Approach to personnel affairs may interfere in Myanmar's domestic affairs, so caution must be taken. It would be helpful if JICA experts can promote the effectiveness of studying in Japan, even indirectly, to Myanmar's officials in charge of personnel affairs. Furthermore, JICA experts can contribute in enhancing research plans indicated by Accepting Universities by providing concrete advice based on their expertise and practical experience.

JDS fellows can expect further promotion and success if JICA experts facilitate the use of JDS fellows for their job and encourage each ministry to make the effective use of JDS fellows. JICA legal advisors to the Union Attorney General's Office commented in the interview survey that seminars inviting Japanese university professors would be useful to increase the specialized knowledge among the project counterparts and to follow up the returned JDS Fellows, as well as to promote understandings about JDS in the ministry.

Each JICA expert has his or her office in a ministry to which he or she is assigned, and knows the ministry's circumstances; therefore, the JICA experts can be effective in establishing complementary relationship with the JDS project in various ways.

(3) Establishment of a follow-up scheme

369 JDS fellows from Myanmar have already been accepted in Japanese universities, and a total of 261 JDS fellows, up to the 12th batch of fellows, have completed their study in Japan and returned to Myanmar. However, there has been no concrete follow-up system in place to monitor the progress of JDS alumni. The only regular follow-up is done by the Implementing Agent once a year to update their contact list and see how they are doing. To connect with Japan, JDS fellows join the Myanmar Association of Japan Alumni (MAJA) on a voluntary basis. Accepting universities or their faculty are the only ones who play a major roles in maintaining the connection.

In Myanmar, establishment of an individual alumni association was previously not allowed, but the situation has changed and a JDS alumni association is expected to be established by many JDS fellows. If the alumni association is established, it should be operated mainly by JDS fellows in an independent manner. However, establishment of the association solely by JDS fellows may involve difficulty, and in such case, the Agent can support the establishment as an alternative idea. In terms of the operation, the alumni association should have the initiative in selecting directors and raising funds, and it is important to continue activities and ensure sustainability. The alumni association is expected to collaborate with JICA, JETRO, and other Japanese organizations and actively build a network with Japanese firms as well, including managing a members list.

In the field survey, there was a suggestion from a member of Coordinating Committee in Myanmar to establish a "Refreshment Course" in which faculty of Accepting Universities can gather JDS fellows by holding a seminar when visiting Myanmar and conduct technical interviews for the JDS candidates. JDS fellows voluntarily gather together whenever the faculty visit Myanmar, but establishing the gathering as a system will become an effective follow-up scheme.

The follow-up scheme should not start only after the JDS fellows return to Myanmar, instead should commence while the JDS fellows are still studying in Japan. For instance, it is necessary to expand contact point between JDS Fellows and Japanese ministries, JICA, personnels of local governments and in private sectors in light of the purpose of JDS. In FY 2015, some JDS Fellows had opportunities to participate in trainings conducted by the National Personnel Authority of Japan, JICA training program in Japan, and even internship in some ministries. The systematic approach on networking is strongly desired as a project, as those chances of interaction have been expanding,

In addition, by mastering the Japanese language, JDS fellows can build various types of network and develop a deeper understanding of Japan. This will help increase JDS fellows who become familiar with Japan, which will eventually lead to acquiring excellent candidates in the future. The JDS project is not merely for obtaining a graduate degree, but also a deeper understanding of values and building relationships that will contribute to achieving the overall objectives of the JDS project.

(4) Points to be considered for implementing a PhD program

According to the hearings conducted with Ministry officials, a doctor's degree is not always required when officials get promotion in Myanmar, noting however that promotion largely depend on the superiors' evaluation. On the other hand, in hearings conducted with JDS fellows, implementation of the doctor's course is welcomed with great expectations. The JDS fellows mentioned that it would be effective for administrative leaders to hold a doctor's degree for the future of Myanmar. Even presently, some minister-level leaders are often chosen from rectors of universities who hold a doctor's degree. Accordingly, as the number of Master degree holders increases, importance of a doctor's degree, especially international ones, will most likely increase, and implementation of the doctor's course in JDS will be of great significance.

Furthermore, establishment of the doctor's course will not only become a follow-up system for JDS fellows but must have a great appeal to potential candidates as a further step when they consider applying for JDS to obtain a Master's degree. The establishment of the doctor's course is expected to have an impact on attracting excellent candidates.

One important factor to consider in the establishment of the doctor's course is to have a common understanding among the Project's organizers, JDS fellows applying for the course, and Accepting Universities as to "why the doctor's course is established in the JDS" and "what the objective of the JDS doctor's course is." It should be made clear that the JDS doctor's course is solely designed to develop policy-making leaders, not for fostering researchers. If this point is not clear, it may be difficult to differentiate JDS from governmental and other scholarship schemes. The clear definition is essential when the doctor's course is implemented.

(5) Significance and effective use of fellows from private sector

In the current JDS project, Myanmar is the only country that accepts a certain number of fellows from the private sector. Accepting fellows from the private sector was decided along with an increase of total fellows to 44 in 2013 on the basis that further collaboration between public and private sectors is essential in the Myanmar's reforms towards democratization and rapid political and economic growth. According to hearings conducted with NGO officers who have studied in Japan under the JDS, connection between public and private sectors is weak in Myanmar, but a strong network has been maintained with administration officials who studied in Japan during the same period. As the JDS fellows exchange information and rely on each other, the same effect can be expected from JDS in which fellows are gathered from both public and private sectors.

Democratization, progress in industrial development and modification of regional inequality through ASEAN Integration in Myanmar could only be achieved through the cooperation of both public and private sectors by exchanging their views, opinions and information. In JDS project, the significance would lie in the system in which fellows from both government and private sectors learn together in the same institute. JDS fellows are expected to engage in settling development issues after their return. It is the same for fellows from private sectors studying abroad. Through studying abroad with the same

goal of developing their home country, both parties have opportunity to consider their roles back home, exchange views and interact with each other. This will lead to a long lasting network between public and private sectors after their return and that is the significance of adopting slots for private sectors to JDS project.

Unlike those from administrative agencies, JDS fellows from the private sector desire to learn more practical knowledge in addition to acquiring knowledge contributing to resolving development-related issues faced by Myanmar. They also desire to build a broad, business-oriented network during their stay in Japan. Accordingly, it is necessary to establish a system for JDS fellows from the private sector to build a network with Japanese firms during their stay in Japan. For instance, it is effective to provide internship opportunities at Japanese firms during their stay in Japan. According to hearings conducted for several Japanese firms operating business in Myanmar, Japanese firms are actually seeking business partners in Myanmar, and there is a strong need for building a network with human resources from the private sector in Myanmar. Moreover, according to the hearings, Japanese firms are willing to accept interns at their headquarters if the interns work in the same business category in Myanmar.

The Myanmar-Japan Center for Human Resources Development in Myanmar was established in October 2013, and the number of fellows in business courses is dramatically increasing based on strong needs in Myanmar. The Center not only implements business courses but also builds database of fellows, aiming to develop a network with Japanese firms keen to investing in Myanmar. This trend is expected to further increase in the future. With regard to establishing a network, it is probably effective to collaborate with the Center to include JDS fellows in the aforementioned database.

(6) Political risks associated with the operation of the Project

The National League for Democracy (NLD) won an overwhelming victory in the general election held in November 2015, and a new Administration has been formed since April 2016, assuming great responsibility for democratization. A central government restructuring bill was approved by the Congress to reduce the number of ministries from 31 to 21. The situation should be closely monitored as to whether or not JDS fellows can return to ministries affected by the bill and whether or not new ministers will raise objections on the currently approved scheme, particularly the results of selected JDS fellows.

The position of the Minister of Education was temporarily assumed by Ms. Aung San Suu Kyi in April 2016, but it has been taken over by Mr. Myo Thein Gyi, a former rector of West Yangon University. Mr. Myo Thein Gyi used to be a counterpart of a JICA project as a director of research bureau in the Ministry of Education, and has a close relationship with Mr. Hiromitsu Muta, currently serving as a policy advisor at the Ministry of Education. Furthermore, Mr. Myo Thein Gyi attended the first Coordinating Committee meeting held in 2015 as a representative of the Ministry of Education, having a certain level of understanding about JDS. Given the current ministers who have assumed office, the current Administration will probably have no significant amendments on the Project.

The current Administration faces various challenges, including relationship with military forces and issues related to ethnic minorities. The NLD is burdened with high expectations from the Myanmar people, and political trends should be closely monitored.

(7) Success of JDS fellows and necessity of maintaining the Project

A mechanism of promotion adopted by Myanmar's ministries is not clearly specified even in the Civil Services Personnel Law implemented in March 2013. However, according to hearings conducted as part of the field survey, strong authority is given to senior officers, and as described above, the period of service in each ministry is an important factor in promotion. 53.1% of JDS fellows have been promoted to assistant director or higher as of December 2014, which is not extremely low compared to the relevant percentages in other countries. However, only 4.6% of JDS fellows have been promoted to director level or higher, which is not sufficient considering the level of success JDS fellows have made so far. Even in the hearings, many JDS fellows mentioned that they were not able to obtain recognition from their organizations and superiors and that their work volume and responsibility have increased although treatment given to them has remained unchanged. Not many JDS fellows are satisfied with their current circumstances.

There are 369 JDS fellows in Myanmar, and 44 JDS fellows will study in Japan every year. The JDS fellows will play more active roles in Myanmar's administrative organizations in the future. Senior officers usually have power in Myanmar's ministries, which means that it will take more time until JDS fellows occupy senior positions and play a main role in decision-making in their ministries. The JDS project began in Myanmar in 2002, and eleven years have passed since the first-term fellows returned to Myanmar. In keeping with the momentum of change, investing in human resources by enabling future leaders to improve their skills and strengthen their abilities is a good investment not only for Myanmar but for Japan and the region. It is time to increase investments in human resource development in each ministry by maintaining and supporting the JDS Project and ensuring that program goals are achieved. In the near future, the sleeping lion will awake, equipped with the necessary tools to shape Myanmar's future. It is during this time that the JDS project will be able to bear its fruits, or achieving great results, in Myanmar.

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List of Abbreviations

| Abbreviations | Description |
|---------------|--|
| AAS | Australian Awards Scholarship |
| ADB | Asian Development Bank |
| ASEAN | Association of South-East Asian Nations |
| CESR | Comprehensive Education Sector Review |
| DAAD | Der Deutsche Akademische Austauschdienst |
| DAC | Development Assistance Committee |
| E/N | Exchange of Notes |
| FESR | Framework on Economic and Social Reform |
| G/A | Grant Agreement |
| GDP | Gross Domestic Product |
| GSAD | Graduate School of Administration and Development |
| IMF | International Monetary Fund |
| JAAM | JICA Alumni Association of Myanmar |
| JDS | Project for Human Resource Development Scholarship |
| JETRO | Japan External Trade Organization |
| JICA | Japan International Cooperation Agency |
| JICE | Japan International Cooperation Center |
| KOICA | Korea International Cooperation Agency |
| LDC | Least Developed Country |
| MAJA | Myanmar Association of Japan Alumni |
| MCDV | Myanmar Comprehensive Development Vision |
| MES | Myanmar Engineering Society |
| MJC | Myanmar-Japan Center for Human Resources Development |
| NCDP | National Comprehensive Development Plan |
| NGO | Non Governmental Organization |
| NLD | National League for Democracy |
| ODA | Official Development Assistance |
| OECD | Organization for Economic Co-operation and Development |
| TICA | Thailand International Cooperation Agency |
| UMFCCI | The Union of Myanmar Federation of Chambers of Commerce and Industry |
| TOEFL | Test of English as a Foreign Language |
| YLP | Young Leader's Program |

Remarks:

In this report, the term “JDS old system” is used to refer to the JDS project prior to the introduction of the “New System,” which accepts 4-batch fellows under the same field, Target Organization and Accepting University.

Chapter 1 Background of the Project for Human Resource Development Scholarship (JDS)

1-1. Present Situation and Issues of the JDS Project

1-1-1. Background of the Project

The Project for Human Resource Development Scholarship (herein referred to as “JDS”) is a grant aid project that provides scholarships to international students from partner governments. It was established in FY 1999 under the Japanese government's "100,000 International Students Plan." The purpose of the JDS project is that "young government officials and others, who are involved in formulating and implementing the social and economic development plans of the country and are expected to play important roles in the future, shall obtain Master's degrees at Japanese graduate schools and they shall then contribute to solving development issues of the country as core human resources after returning to their home country; they shall also contribute to strengthening the partnership between the two countries by building up person-to-person networks." The project has accepted 3,434 international students from a total of 14 countries since the first intake of international students in FY 2000 up to FY 2015.

Although the original target countries of the JDS project were transition economies in Asia, they were expanded later to other Asian countries such as the Philippines. The project expanded to Africa in Ghana in FY 2011, and to Nepal in FY 2015. At present, the project has 13 target countries. Indonesia left the JDS project, which is conducted by the Japan International Cooperation Agency (herein referred to as “JICA”) in FY 2006, when scholarships began to be coursed through the Japanese yen-based loan scheme. China also has left the JDS project with the last JDS fellows from China accepted in FY 2012¹.

Table 1 Number of JDS Fellows dispatched (2000 - 2015)

| Year | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | total |
|----------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|-------|
| 1. Uzbekistan | 20 | 19 | 19 | 20 | 20 | 20 | 20 | 20 | 19 | 14 | 15 | 15 | 15 | 14 | 15 | 15 | 280 |
| 2. Laos | 20 | 20 | 20 | 20 | 20 | 20 | 25 | 25 | 25 | 20 | 20 | 20 | 19 | 20 | 20 | 20 | 334 |
| 3. Cambodia | | 20 | 20 | 20 | 20 | 20 | 25 | 25 | 25 | 25 | 24 | 24 | 24 | 24 | 24 | 24 | 344 |
| 4. Vietnam | | 20 | 30 | 30 | 30 | 30 | 33 | 34 | 35 | 35 | 28 | 29 | 30 | 30 | 30 | 30 | 454 |
| 5. Mongolia | | | 20 | 20 | 20 | 19 | 20 | 20 | 20 | 18 | 18 | 16 | 17 | 18 | 18 | 18 | 262 |
| 6. Bangladesh | | | 29 | 19 | 20 | 20 | 20 | 20 | 20 | 20 | 15 | 15 | 15 | 15 | 15 | 25 | 268 |
| 7. Myanmar | | | 14 | 19 | 20 | 20 | 30 | 30 | 30 | 30 | 22 | 22 | 22 | 22 | 44 | 44 | 369 |
| 8. China | | | | 42 | 43 | 41 | 43 | 47 | 47 | 48 | 45 | 39 | 35 | - | - | - | 430 |
| 9. Philippines | | | | 19 | 20 | 20 | 25 | 25 | 25 | 25 | 20 | 20 | 20 | 20 | 20 | 20 | 279 |
| 10. Indonesia | | | | 30 | 30 | 30 | 30 | - | - | - | - | - | - | - | - | - | 120 |
| 11. Kyrgyz | | | | | | | | 20 | 20 | 18 | 14 | 14 | 15 | 15 | 15 | 15 | 146 |
| 12. Tajikistan | | | | | | | | | | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 33 |
| 13. Sri Lanka | | | | | | | | | | | 15 | 15 | 15 | 15 | 15 | 15 | 90 |
| 14. Ghana | | | | | | | | | | | | | 5 | 5 | 5 | 10 | 25 |
| Total | 40 | 79 | 152 | 239 | 243 | 240 | 271 | 266 | 266 | 256 | 241 | 234 | 237 | 203 | 226 | 241 | 3,434 |

¹ After its termination as grant aid, the project has been shifted under the Ministry of Foreign Affairs of Japan and continued as “Japan Human Resource Development Scholarship for Chinese Young Leaders” (JDS China).

At first, intake plans for the various academic fields were made each year and human resources from both public and private sectors, depending on the country, were accepted. Since the FY 2009, the project was gradually switched to the "new system" as adopted by partner countries subsequently. In the new system, an intake framework in four batches is planned, based on the aid policies of the Japanese government and the development issues and the human resources development needs of the target countries. Furthermore, in the new system, the target of the project is limited to government officials who are involved in the planning and implementation of policy in development issues. The new system endeavors to select and focus Japanese government development aid through the JDS project by accepting international students in four batches in the same target areas and from the same target organizations and assigning them to the same accepting universities. The system aims to form a "critical mass," with a group of former JDS fellows in each government ministry and agency, so that JDS fellows will be able to smoothly utilize the fruits of their studying in Japan in each organization they belong to after returning to their home countries. In addition, by fixing the accepting university for four batches, the system plans to form networks between related organization in the target countries and Japanese accepting universities, and to provide education and research programs which match the development issues and the human resource development needs of each country.

Subsequently, in the basic research project "Factor Analysis concerning the Result of the JDS Projects" (herein referred to as the "JDS basic research") conducted by JICA in FY 2014, the results and factors of the JDS project in the 11 target countries² were compared and analyzed, and future project enforcement policies and strategies were demonstrated. The JDS basic research report indicated that over the past 15 years the JDS project has contributed significantly to the improvement of the abilities of administration officials and organizations in the target countries to solve development issues, to the reinforcement of bilateral relationships between Japan and the target countries, and to the promotion of the internationalization of the accepting universities in Japan. The report highlighted 4 pending issues: (1) drawing up the basic implementation policy; (2) selection of fellows to intake in key persons and creation of value added; (3) follow-up for reinforcement of bilateral relationships; (4) development of pro-Japanese human resources and the establishment of networks between such people. The following measures were suggested in order to deal with these issues: introducing the PhD program quota and establishing a private/ special recommendation quota; the development of original Japanese programs; promotion of cooperation with Japanese industry and the involvement of ministries and agencies; and the strengthening of cooperation with projects conducted in the partner countries, and of the relationships between Japanese universities and related organizations.

² Ghana was not included in the survey since the research was conducted right after the 1st batch fellows

Strategic Reinforcement of the JDS Program and Further Initiatives

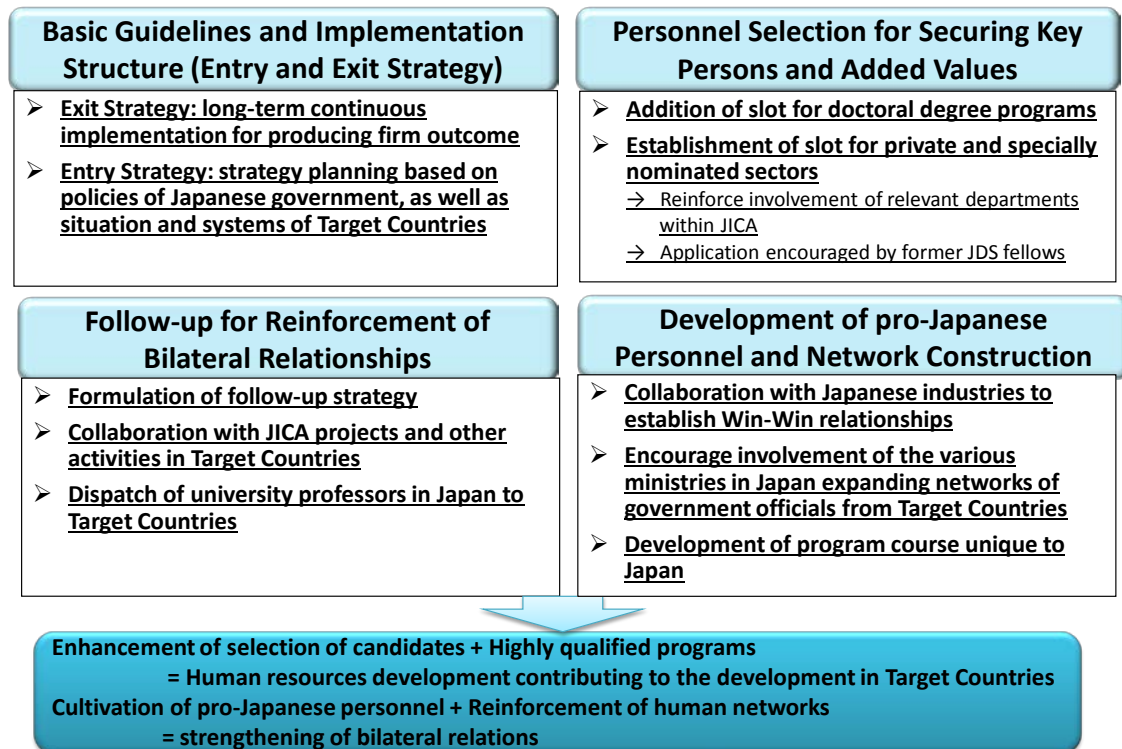


Figure 1 Recommendations from JICA Basic Research (source:JICA)

1-1-2. Current situation and issues of the JDS Project in Myanmar

The JDS Project in Myanmar commenced with 1st batch fellows accepted in Fiscal Year 2002. A total of 369 fellows have been dispatched to Japan for the past 15 years, of which 281 fellows have already acquired Masters Degree and are now utilizing the specialized knowledge required for social and economic development of Myanmar. The slot was doubled from 22 to 44 since 2014, which makes Myanmar the highest number of Fellows accepted per year among the 12 countries where the JDS Project are currently conducted.

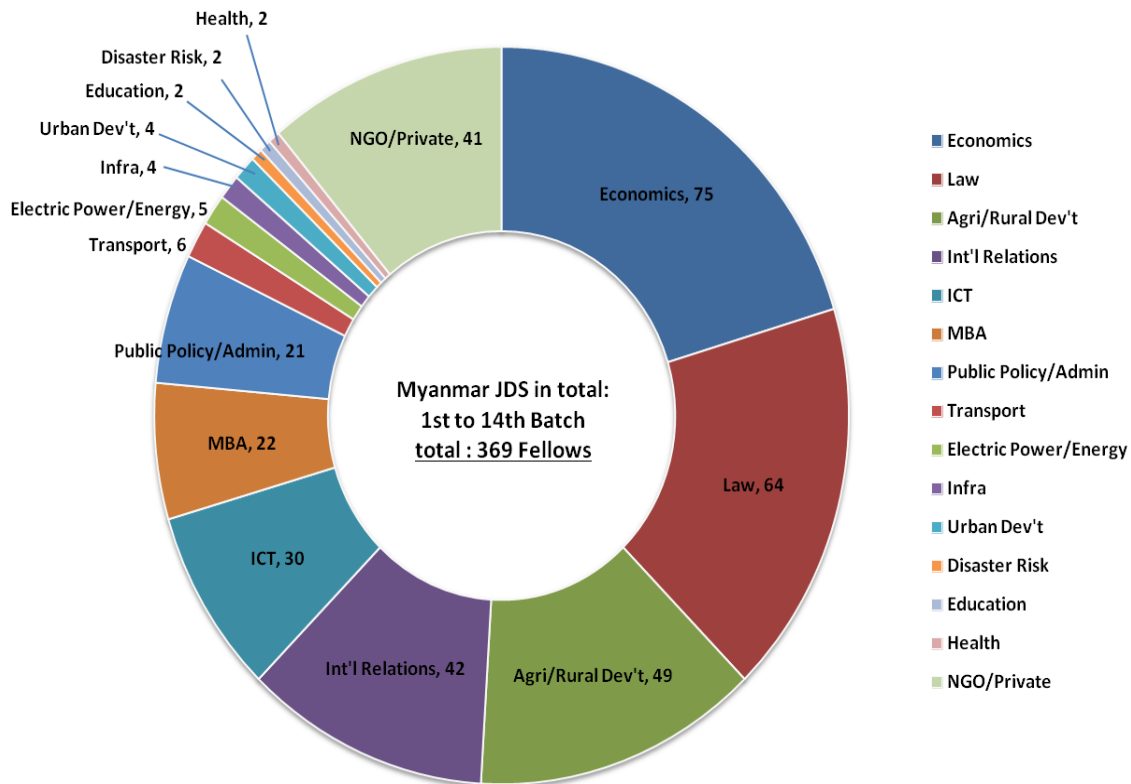


Figure 2 Number of JDS Fellows from Myanmar (by study fields)

Due to its political situation, there are many unsettling elements about the need for human resource development and Japan's assistance policy. The JDS Project in Myanmar has continued based on results of annual planning (JDS old system). Presently, the policy on priority areas and development issues of JDS Projects is in accordance with Japan's economic cooperation policy for Myanmar. So, as is the case with other countries, JICA has changed the implementation method for the Myanmar Project to the JDS New System, in which target fields and organizations and accepting universities are determined based on four-batch planning, and it will examine the continuous effects and efficiency.

The issues concerning the JDS project in Myanmar are as follows:

Mismatches in allocation to target ministries by the Sub-Committee on Scholarship Selection

Since the beginning of the JDS Project in Myanmar, the following procedure has been taken: First, the number of applicants to be nominated for each field (four times the number of fellows accepted) is decided by the first Coordinating Committee. The Sub-Committee for Scholarship Selection (herein referred to as the “SSS”), with the secretariat provided by the Ministry of Education, then assigns the set fields, accepting universities and graduate schools, and nomination quotas to ministries. Finally, the applicants nominated by the ministries apply to the project. If the number of applications in a ministry does not reach the allocated quotas, the unused quotas are reallocated to other ministries.

This nomination system has its advantages, such as addressing the balances in competition rates each fields and accepting university and securing a definite number of applicants. On the other hand, the opinions of the stakeholders are not always reflected in the decision-making done by the SSS.

Moreover, sometimes there are mismatches between the expected research fields in the university and the ministries and agencies they are assigned to. Since the SSS assigns ministries and agencies mainly based on the title of the graduate course and the degrees the fellows can obtain, specific research fields are often overlooked.

Mismatch of applicants nominated by ministries and agencies and access to potential applicants

The process of nomination is directly handled by the ministries themselves. As such, the process varies between ministries. In some cases, the entries are invited openly, followed by screening tests conducted by respective ministries; while others rely on the Human Resources Department to select applicants from a list of candidates who wish to study abroad. There are instances also wherein superiors appoint applicants. However, there are cases wherein the scholarship information does not reach potential applicants in ministries and agencies, which results in unfilled nomination quotas every year. There are also cases where the nominated applicant's work background is not related to the research areas and programs of accepting universities which consequently make it difficult for these applicants to formulate research plans. Competition with other donors is an emerging challenge as well. For these reasons, it is important to secure qualified applicants by establishing a mechanism in which potential applicants are informed about the application in a timely manner and encouraged to apply to the program, as well as proactively pursue nomination of outstanding applicants.

Necessity to improve academic English proficiency

In Myanmar, there are only a few applicants who satisfy the English proficiency levels required by accepting universities. A number of JDS fellows have had trouble in writing academic theses in English. To tackle this issue, Myanmar's Ministry of Education has conducted 3-week English language training in Yangon University of Foreign Languages for applicants before the English examination, and 5-week English language training for successful candidates to improve their English proficiency before their departure to Japan, for 8 years. Despite this effort, it is still necessary to improve their English more to reach to the required level of English proficiency.

Now that Western scholarship programs have resumed, it can be expected that applicants with high English proficiency will choose to study in English-speaking countries. In other countries like Laos, the Australian scholarship program, which provides English training before studying abroad, is popular, and a similar situation may well occur in Myanmar also. There should be measures in place to improve the applicants' English proficiency.

Follow-up after returning to Myanmar

As mentioned above, at the same time as the "critical mass" is being formed in ministries at an accelerated pace, the number of returned JDS fellows who are contributing to development issues in Myanmar and to the bond between the two countries, is increasing. However, effective follow-up activities which build organic links between returned JDS fellows themselves, and between returned JDS fellows and related organizations, have been not conducted. Follow-up activities in this area remain an important issue.

1-1-3. Socio-Economic Situation and Situation of Higher Education

(1) Social and Economic Situation

Myanmar is located in the westernmost part of Southeast Asia. It borders India, Bangladesh, China, Laos and Thailand. The coastline facing the Bay of Bengal and the Andaman Sea is around 2,800 km long. Myanmar's land area is about 680,000 km² (about 1.8 times as large as Japan). According to the national census of 2014, its population is about 51.42 million.

The people of Myanmar can be largely divided in to 8 major ethnic groups (Kachin, Kayah, Karen, Chin, Mon, Bamar, Rakhine, and Shan), with about 135 ethnic groups in total. The majority belong to the Bamar group from the plains area in central Myanmar.

In 1988, the nationwide demands for democratization overthrew the Ne Win

administration which had exercised a one-party dictatorship. The nation's armed forces suppressed the demonstrations and took control of the government; the military regime ruled until March 2011. A new constitution was approved by national referendum in 2008, and as a result a general election was held in 2010 and the civil government led by President Thein Sein was established in March 2011.

In November 2015, a general election was held for the first time in five years. Since the National League for Democracy (NLD) led by Aung San Suu Kyi won in a landslide, the former government stepped down and the new government took office in April 2016.

As the new administration took office, 31 government ministries and agencies were restructured into 21 ministries (as shown in Table 2). This report, however, refers to the former names of ministries as it was used during the conduct of the survey.

Myanmar's economic growth rate has been surging at a high level. Although Myanmar's nominal GDP and per-capita GDP are at the lowest level within the ASEAN region, its growth rate has remain high at around 7-8% since 2012. In addition, direct foreign investment is increasing rapidly. Foreign investment inflow, which had been 1,419 million USD in FY 2012/13, increased to 4,107 million USD in FY 2013/14 (about three times as much as the previous year) and further to 8,011 million USD in FY 2014/15 (twice as much as the previous year). It has increased 6 times in two years. Investment by sector show the amount of investment is largest for the oil and gas sector and the transport and communication sector, however, the manufacturing industry has by far the largest number of investment cases.

The amount of direct foreign investment has been growing very rapidly, especially since democratization and economic liberalization in 2012. Many investors have a promising outlook for Myanmar due to its inexpensive yet good quality labor force, potential growth of the local market, the

| |
|--|
| Summary of Economy Situation of Myanmar |
| GDP : 62.8 billion USD (2014/15: IMF) |
| GDP per Capita : 1,221USD (2014/15 IMF) |
| Economic (real GDP) Growth Rate : 8.5% |
| Major Industries : Agriculture, Fisheries, Forestry (accounts 30% of GDP), Manufacturing (20%), Commerce (19%) (2012) |
| (source: based on data from JETRO, IMF, Embassy of Japan in Myanmar) |

geographic importance of bordering India and having a coastline as long as 2,800 km. On the other hand, the country has several hurdles for foreign investments such as shortage of infrastructure like scarce electricity, restrictive regulations on investments as stipulated in the Foreign Investment Law and related laws.

Table 2 List of ministries after reformation

| New Ministries | Old ministries |
|---|---|
| Ministry of Foreign Affairs | • Ministry of Foreign Affairs |
| Ministry of the President's Office | • Ministry of the President's Office 1, 2, 3, 4, 5 |
| Ministry of Electricity and Energy | • Ministry of Electric Power • Ministry of Energy |
| Ministry of Education | • Ministry of Education • Ministry of Science and Technology |
| Ministry of Home Affairs | • Ministry of Home Affairs |
| Ministry of Defense | • Ministry of Defense |
| Ministry of Border Affairs | • Ministry of Border Affairs |
| Ministry of Information | • Ministry of Information |
| Ministry of Religious and Culture Affairs | • Ministries of Culture • Ministry of Religious Affairs |
| Ministry of Agriculture, Livestock and Irrigation | • Ministry of Agriculture and Irrigation • Ministry of Livestock, Fisheries and Rural Development • Ministry of Cooperative |
| Ministry of Transport and Communication | • Ministry of Transport • Ministry of Communications and Information Technology • Ministry of Railway |
| Ministry of Natural Resources and Environmental Conservation | • Ministry of Environmental Conservation and Forestry • Ministry of Mines |
| Ministry of Labour, Immigration and Population | • Ministry of Labour, Employment and Social Security • Ministry of Immigration and Manpower |
| Ministry of Industry | • Ministry of Industry |
| Ministry of Commerce | • Ministry of Commerce |
| Ministry of Planning and Finance | • Ministry of National Planning and Economic Development • Ministry of Finance |
| Ministry of Construction | • Ministry of Construction |
| Ministry of Social Welfare, Relief and Resettlement | • Ministry of Social Welfare, Relief and Resettlement |
| Ministry of Health | • Ministry of Health • Ministry of Sports |
| Ministry of Hotels and Tourism | • Ministry of Hotels and Tourism |
| Ministry of Ethnic Affairs | (new) |

(2) Situation of Higher Education

Education in Myanmar is largely divided into three categories: basic education, higher education, and vocational education. Basic education takes 11 years and consists of elementary school (5 years), junior high school (4 years), and high school (2 years). The basic education system will be changed to a 12-years system from the beginning of the new semester in June 2016. In the eleventh school year, which is the last year of the present basic education system, students take a nation-wide Matriculation Examination. Based on the results of the examination, students are assigned to various fields of universities, junior colleges, and vocational schools. It is necessary to obtain high scores to enter science universities.

The number of institutions, which provide higher education in Myanmar, has increased rapidly in the past 20 years. From 1988 to 2014, the number of institutions increased from 32 to 169, and the number of students increased more than fivefold. All institutions for higher education in Myanmar are national universities and related ministries hold jurisdiction over the universities. 68 universities are under the jurisdiction of the Ministry of Education and 62 universities are under the jurisdiction of the Ministry of Science and Technology. In Myanmar, universities were closed intermittently from September 1989 to 1992 and December 1996 to July 2000 due to student demonstrations for democratization, centered in Yangon University in 1988 (except Master's programs and the Distance Education Faculty (Bachelor's)).

Length of study and types of degrees at universities vary considerably depending on the higher education institution and university controlled by ministries, and on the duration of the courses³. Although it used to take 3 years to obtain a Bachelor's degree at most arts and social science universities, due to the Comprehensive Education Sector Review (CESR) implemented since 2012, Bachelor of Arts courses now take 4 years. Engineering courses require 5 to 6 years and medical courses require 6 years. Most students in engineering courses proceed from a technical diploma course called A.G.T.I (2 years) to a Bachelor of Technology course (2 years) and then further to a Bachelor of Engineering course (1 year). The new diploma system also started in 2012 in this field.

Most universities in Myanmar are said to apply a one-sided lecture approach by teaching staff. It was pointed out that it is difficult for such teaching method to foster critical and independent thinking. In addition, due to the rapid growth in the number of universities in Myanmar since its democratization, securing high-quality teaching staff with extensive experience and securing good-quality education is an emerging challenge.

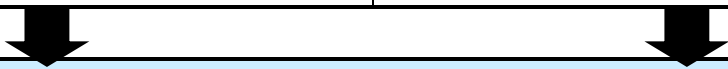
1-1-4. Myanmar's Development Plan

Under the Thein Sein government in Myanmar, the Ministry of National Planning and Economic

³ Based on the passage of the Educational Basic Law in 2014, the budget of each university is planned to be moved from the jurisdiction of each ministry and agency to the jurisdiction of the Ministry of Education, with the exception of some universities under the jurisdiction of some ministries and agencies such as the Ministry of Defense. However, according to hearings with the Ministry of Education in March 2016, it has not been officially decided and the budget measures and the management system have not yet been changed.

Development formulated the National Comprehensive Development Plan (NCDP) in 2014, running on a long-term perspective till 2030. The NCDP has two long-term goals and seven strategies to achieve these goals as seen in table 3. As the NCDP was formulated, the Japanese Economic Research Institute for ASEAN and East Asia presented the Myanmar Comprehensive Development Vision (MCDV) to the Myanmar government for consideration in support of policy formulation.

Table 3 National Comprehensive Development Plan (NCDP)

| Two long-term goals | |
|--|---|
| 1. Build a growing, diversified and sustainable economy | 2. To ensure inclusive growth and development are people centered |
|  | |
| Seven strategies | |
| (1) Strengthening Governance & Institution | |
| (2) Enabling Business Environment | (5) Local Economic Potentials |
| (3) Expand domestic & global connectivity | (6) Human Development |
| (4) Fostering Competitive Sectors | (7) Environmental Protection |

Prior to the formulation of the NCDP, in November 2012 the government of Myanmar set out the Framework for Economic and Social Reform (FESR) for 2012–2015, working toward the long-term goal of a socioeconomic reform framework and a national general development plan. During the first Myanmar Development Cooperation Forum held in January 2013, the following ten strategic focus areas were announced: (1) tax and public finance, (2) monetary policy and finance, (3) trade and investment, (4) private sector development, (5) health and education, (6) food security and agriculture, (7) governance and transparency, (8) mobile phones and internet, (9) infrastructure, and (10) government effectiveness and efficiency.

Furthermore, Myanmar has drawn up four 5-year plans based on the long-term NCDP. Although the plan for the first term (2011–2015) is not open to the public, the bold economic reforms by the Thein Sein government was not only well received by the international community but, more importantly, contributed to achieving a high annual average growth rate of 7–8%.

In January 2016, the five-year plan for the second term (2016–2020) was set out. In the planning process, related Japanese ministries and agencies like the Ministry of Economy, Trade and Industry have drawn up Japan’s country-assistance strategy for Myanmar called the "Myanmar Industrial Development Vision." Japanese Prime Minister Abe presented this document to President Thein Sein on July 3, 2015 at the Mekong-Japan Summit Meeting. The Myanmar Industrial Development Vision set out a "Urban-Rural Synergy Strategy" and the following five policies to be pushed forward in the coming five years: (1) Improving infrastructure and connectivity to boost industrial development, (2) Improving rules and institutions for predictable and efficient business environment, (3) Human

resource upgrading to support “Human-centered development” , (4) Other strategic and cross-sectoral policies, and (5) Realizing sustainable, high-value-added agriculture/fishery/forestry industries. It is considered that the five-year plan for the second term in Myanmar was influenced significantly by this Myanmar Industrial Development Vision.

The education sector is included in the 10 focus areas of FESR. The Ministry of Education decided to implement the CESR in February 2012. The Ministry of Education in Myanmar had not actively accepted support from development partners in the education sector, and in the same manner, development partners had still suspended support as a part of the sanctions against the military regime. However, the Myanmar government requested development partners for support through the CESR on a broad basis. This provided an opportunity for Myanmar's Ministry of Education and various development partners to launch joint support projects with UNICEF and Australia at the center.

The Ministry of Education in Myanmar had drawn up a 30-year long-term plan (2001/02–2030/31) and determined six focus areas: (1) Development of human resources, (2) Utilization of technology, (3) Expansion of research, (4) Development of a lifelong learning society, (5) Promotion of the quality of education, and (6) Preservation of national identity as citizens and the preservation of national values. However, the National Development Plan in Education Sector (2012–2015) was newly formulated in line with the NCDP and 13 action plans for education sector reform. In addition, a long-term plan for National Education Promotion 20-year (2011/12–2030/31) was set out based on the National Development Plan.

In Myanmar, the new government took office on March 30, 2016 with high expectations from its constituents. However, if the people's high expectations are not met, they may well pivot to criticizing the government. Creating economic policy in which the bulk of the people can enjoy prosperity is an urgent issue for the new government.

1-2. Background and Overview of the Grant Aid

In Myanmar, the Thein Sein administration was formed in March 2011, which was a change from a military regime to a democratic government. The administration has rapidly promoted reform towards democratization and national reconciliation. Given this movement, the Japanese government changed its economic cooperation policy in April 2012, which had been limited to the area of basic living since 2003, and resumed its full-fledged support so that a wider scope of people in Myanmar could appreciate the effects of the reforms. Under this policy, Japan aims at supporting Myanmar's broad range of reform efforts towards democratization and sustainable development and causing the effects of cooperation to widely benefit the people in Myanmar.

On the other hand, the universities in Myanmar had been intermittently closed until 2000. So, developing human resources who will lead the country in the future is a quite an important issue. Amidst a rapidly changing situation, Myanmar today has not fully developed a system of government and relevant organizations and needs much capable human resources to engage in the necessary development issues. Therefore, there is a pressing need to develop capable officers who can

demonstrate leadership in various fields for achieving democratic and economic reforms. JDS Project is expected to contribute in Myanmar’s development, particularly in Human Resources.

Myanmar, which is located between China and India, is a geopolitically important country and a member country of ASEAN, an important partner for Japan. From the standpoint of establishing Myanmar as a country that contributes to a prosperous, stable and integrated ASEAN, it is important for Myanmar to become a democratic and stable country based on a market economy. Further strengthening of the bilateral relationship between Japan and Myanmar is also expected.

Against this background, the Myanmar government has made a request to the Japanese government for support in the development of human resources through of the JDS project. It is expected that this project will improve administrative capacities and the training of government officials who will form the core for institution-building.

1-3. Civil Service System in Myanmar

(1) Administration system and government officials

The Civil Services Personnel Law, passed in 2013, regulates the basic principles of the management of government officials in Myanmar, including recruitment guidelines and salary of staff members, duties, promotion based on examinations, personnel evaluation, and so on.

Based on the Civil Services Personnel Law, the Union Civil Service Board (UCSB) conducts recruitment, training and promotion of gazette officials, who deal with the planning, management and implementation of policies in ministries and agencies. When a ministry or an agency wishes to recruit a new staff member, they first submit a request for recruitment to the UCSB. Then the ministry and the UCSB consider recruitment conditions such as age, academic background, etc. and invite applicants. The UCSB carries out recruitment examinations consisting of written tests, psychological tests, individual tests, and so on, all together. The Human Resources section of the ministry or the agency chooses the new recruit from among the applicants. Recruitment competition rates for administration official posts are larger than 10.

Recruitment competition rates for major ministries, such as the Ministry of Foreign Affairs and the Ministry of National Planning and Economic Development, are also high, and those ministries are acknowledged to be difficult to get into.

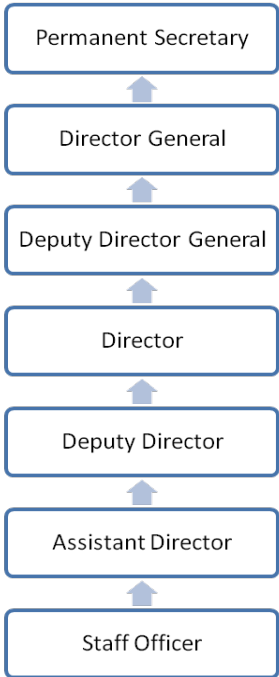


Figure 3 Example of Career Path for Government Officer

A common career path for a new recruit is to spend 2–7 years as a Staff Officer (in some ministries, Deputy Staff Officer is the starting position/level), then to be promoted to Assistant Director, then after about 3 years to be promoted to Deputy Director. Beyond that, there are job titles such as Director, Deputy Director General, and Director General. In order to be promoted to these levels, one needs other appraisals rather than just years in office.

According to the Civil Services Personnel Law, the requirements necessary for promotion are: (1) the minimum necessary academic qualification, (2) skills, and (3) term in post and term of service (Chapter 7 of the Law). According to the interviews conducted by this survey with ministries and agencies, recruitment and promotion of staff members are basically carried out based on the Civil Services Personnel Law, supervised by UCSB.

The interviews conducted also revealed that although the acquisition of a Master's degree does not solely affect promotion, international degrees and knowledge obtained through studying abroad do work positively in promotion examinations. In addition, some ministries and agencies require a Master's degree or a PhD for promotion. For example, in the Ministry of Education, it is necessary to obtain a PhD in order to get a professorship in a university.

In April 2015, a position of Permanent Secretary, which is the highest job title for government administrative officers, was established. The aim is to avoid stagnation and to promote continuity in the management of ministries and agencies while ministers are being replaced due to the new government taking office in April 2016.

(2) Development and training of human resources

Since the start of the new administration, Myanmar's government has displayed a policy of democratization, promotion of market economy, development of rural areas and reduction of poverty. It has started new initiatives, such as holding related workshops.

Training for government officials is carried out by the Central Institute of Civil Service (CICS) which UCSB established in Yangon and Mandalay. All new recruits are required to attend preliminary training, and training courses are organized for each level of staff. Training for the improvement of management skills was organized for staff at the Director level in FY 2013 and for staff at the Manager level in FY 2014. The above-mentioned Civil Services Personnel Law also clarifies that attendance at such training is considered positively for promotion (Chapter 7 of the Law). In addition, each ministry and agency has its own training institution and carries out training for staff members who are to be promoted. For example, the Ministry of Foreign Affairs plans to establish a Diplomacy Academy in Yangon within three years to deal with human resources development⁴.

The Ministry of National Planning and Economic Development founded the Graduate School of Administration and Development in 2014 for the purpose of improving the administrative capabilities of government workers and developing human resources. The school offers lectures in the following two forms: (1) full-time courses for Staff Officials to Assistant Director level (6 months) and (2)

⁴ Based on the hearings conducted at Ministry of Foreign Affairs in December 2015

part-time courses for the Deputy Director level and Director level (9 months). In 2014, a total of 117 government officers from 22 ministries and agencies and 5 institutions studied in three courses (public policy and administration, development practice, and development planning)⁵.

Support from Western countries and international institutions to ministries and agencies have been rapidly increasing, especially since 2012. Also, regional integration among ASEAN countries are being pushed forward in such movement as ASEAN Economic Community was formulated at the end of year 2015. This highlights the importance and relevance of international cooperation in support of human resource development for administration officials who will acquire management skills necessary to contribute to the formulation of development plans and effectively strengthen governance in Myanmar's new administration in such social and economic situation.

(3) Government officers who are former military personnel

In Myanmar, the military regime continued in power for a long time and universities were closed for more than 10 years since mid-1980s, but even in those period Myanmar Armed Forces continued education with certain standard in the Defense Services Academy. While many young graduates from the Academy are recruited every year, those who retiring are often assigned to managerial posts in ministries, and being in charge of administration.

This questionnaire survey checked the number of staff members in ministries who had worked in the army. The organizations with a high proportion of former army members in their permanent staff are: Mandalay City Development Committee (38%), the Ministry of Hotels and Tourism (32%), Naypyidaw City Development Committee (29%), the Ministry of Communications and Information Technology (28%), the Ministry of Commerce (24%), and so on. The ratio of staff members who have been assigned to the Director level or higher among those with army experience was high for the Ministry of Religious Affairs (48%), the Ministry of Transport (34%), the Ministry of Information (33%), the Ministry of Industry (31%), Naypyidaw City Development Committee (29%), and so on. For example, in the Myanmar Port Authority under the Ministry of Transport, former military personnels account for 36% of the total permanent staff and 67% of those personnel are in positions at Director level or higher.

Similar survey was also conducted in the Ministry of Defense, the Ministry of Home Affairs, and the Ministry of Border Affairs, whose Union Ministers are designated by Myanmar's Armed Forces. Although the Ministry of Defense answered that they could not disclose information like the number of staff members, a hearing at the time of visit revealed that about 60% of staff members used to work in the army. As for the Ministry of Home Affairs, though we have not received an answer to the questionnaire from the General Affairs Bureau, 1 out of 5 (20%) of the permanent staff members in the Police Bureau have army experience. About 14% of the permanent staff members in the Ministry of Border Affairs have army backgrounds. As we visited the ministry, we heard that since the ministry's mission is peace and stability in the border areas, they are in a position to cooperate with the army and thus they have many staff members with army backgrounds.

⁵<http://globalnewlightofmyanmar.com/nped-ministry-conducts-post-graduate-courses-for-capacity-enhancement-of-staff/>

From the hearings with the Ministry of Defense, the Ministry of Home Affairs, and the Ministry of Border Affairs, it was confirmed that staff members who work in the ministries, apart from the Union Ministers and the deputy ministers, have already retired from the army, and no staff members currently hold positions in the army or will return to the army.

It can be said that, for those young potential human resources, to enter the Defence Services Academy then to Myanmar Armed Forces, and to be assigned in managerial position upon retirement is a shortcut for getting higher position. It is assumed that the potential for human resource development that leads to democratization, economic reform and reconciliation with minorities can be expanded by not excluding the military personnel from the eligible applicants.

1-4. Trends of the Japanese Official Development Assistance to Myanmar and Cooperation/Interaction with the Private Sector

1-4-1. Trends of the Japanese ODA

In the area of bilateral aid with Myanmar, Japan was the top donor in 2012 and 2013, consecutively. This is because Japan has long been supporting Myanmar's democratization, national reconciliation, and economic revolution, with a view to achieving Myanmar's early return to active engagement with the international community. Initiatives such as the "Social and Economic Development Support Program" (program loan)⁶ was launched under the yen loan scheme as one measure to ease Myanmar's debt burden with Japan.

Table 4 Disbursement of Japanese ODA to Myanmar⁷

Unit: Million USD

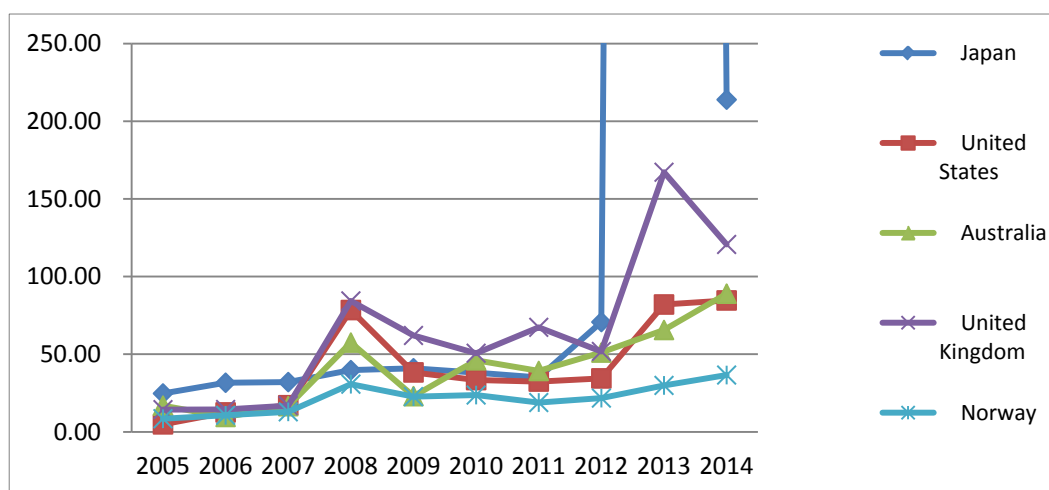
| Aid Scheme | 2010 | 2011 | 2012 | 2013 | 2014 | Total |
|-----------------------|-------|-------|-------|----------|--------|----------|
| Yen Loan | — | — | 0.00 | -758.78 | 11.14 | 563.09 |
| Grant Aid | 21.56 | 19.70 | 54.82 | 3,238.45 | 119.68 | 4,829.37 |
| Technical Cooperation | 25.27 | 26.81 | 37.96 | 48.65 | 83.10 | 618.27 |

Note:

1. The yearly figures for Loan Aid and Grant Aid are based on the amount of assistance agreed to through exchange of notes during the fiscal year. However, Grant Assistance for Japanese NGOs, Cultural Grassroots and Grassroots Human Security projects within Grant Aid depends on grant contracts (G/C). A yearly figure for Technical Cooperation indicates the amount of fund disbursed from the budget of JICA, relevant ministries and local governments in the fiscal year.
2. The sum of Loan Aid does not include cancelled or rescheduled debt.
3. The figures for Technical Cooperation (T/C) up to the fiscal year 2013 indicate the amount of T/C carried out by all relevant authorities. Fiscal year 2014 shows the amount of T/C implemented by JICA.
4. Accumulated totals may not always add up due to rounding

⁶ Under the military regime, the principal western donors took the principle of not designating the Myanmar government as a direct recipient of aid, and provided only limited support through international organizations and international NGOs which operated in Myanmar. Since the transition to civilian rule, it has been announced that aid from each donor will increase significantly in the future. For example, EU announced that it will offer aid of 250 million Euros each year from 2014 to 2016.

⁷ Ministry of Foreign Affairs of Japan, "Japan's ODA Data by Country"



*Since the value is too big to show in the same graph, the value of Japan in 2013 is not shown. (4,996.90 mil.USD)

Figure 4 Gross Disbursement of ODA by main donors (Unit: million USD)⁸

In order to support Myanmar's efforts for reforms in various areas towards its democratization, national reconciliation and sustainable development, Japan reviewed its economic cooperation policy in April 2012 and extended economic cooperation focusing on the following areas.

Table 5 Japan's Economic Cooperation Policy to Myanmar (April 2012)

| Basic Policy | Priority Areas | Target |
|---|---|--|
| To spread the dividends of democratization, national reconciliation and economic reforms to the people of Myanmar | Improvement of peoples livelihoods (including assistance to ethnic minorities and poverty groups as well as agricultural and rural development) | Japan steadily implements assistance of 5 billion yen already decided this year and will continue to support improvement of people's welfare and well-being of ethnic minorities |
| | Capacity building and development of systems to sustain economy and society (including assistance for promotion of democratization) | Japan receives 400 students and trainees annually, and continues to promote capacity building |
| | Development of infrastructure and related systems necessary for sustainable economic development | Japan promotes development of infrastructure through various schemes including ODA soft loans |

Under the economic cooperation policy towards Myanmar, the JDS project is positioned to contribute to the education sector with the goal of "accepting international students and trainees to promote human resources development" set under the rubric of "support to improve the ability of human resources who support society and the economy, and to maintain systems."

As stated in section1-1-4. Myanmar's Development Plan, the government of Myanmar puts special focus on the education sector and has announced various development plans since 2011 in this regard. In response to such efforts, support from international donors continues to increase. Noting that Japan

⁸ OECD Creditor Reporting System <http://www.oecd.org/>

has long been providing support in the education sector, it has established a strong and close relationship with the Ministry of Education. As the presence of international donors increase, it will be important for Japan to cooperate with other donors and share Japan's extensive experience in supporting Myanmar's development.

1-4-2. Overseas education system in Japan

As of May 2015, the total number of international students in Japan who are financed from national or private budgets is 208,000 and students from the Asia region account for 92.7%. In the breakdown of international students by homeland, Myanmar is in 8th place with 2,755 students. The number of Myanmar students has increased dramatically in recent years, in FY 2015, the number went over 2,000 for the first time.

Table 6 shows number of Myanmar students in Japan in past 10 years. There is a drastic increase of privately-funded international students. Especially in 2015, many of the categories has around 20 % increase compared to 2014, and 68% increase was seen in the number of students at Japanese language education schools.

Also, Table 7 shows the increasing number of students on scholarship by the Japan Government (above 1.5.) before AY2013, increasing about 20 to 30 % each year compared to the previous year; the total number of scholarship students of JDS and other Japan government organization in AY 2014 and 2015 increased more than 60 % each year compared to the previous year. Furthermore, the number of other privately financed international students is predominantly high. Particularly in AY2014, there was a 22% increase from the previous year and in AY2015, a 46% increase from the previous year. This may be attributed to democratization, economic growth and strengthening of economic relationship between Japan and Myanmar such as expansion of Japanese companies into Myanmar market after 2012.

**Table 6 Trends in Number of Students from Myanmar in past 10 years
by Government scholarship/ Privately financed Students and Academic level**

As of each May 1

| Type | Academic level | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|-----------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| Government Scholarship in Japan | Doctoral course | 72 | 74 | 76 | 73 | 68 | 59 | 57 | 55 | 57 | 64 |
| | % of government scholarship total | 43.6% | 43.3% | 47.8% | 49.0% | 44.2% | 44.7% | 47.9% | 47.8% | 54.3% | 53.8% |
| | Master's course | 44 | 46 | 45 | 47 | 52 | 52 | 41 | 29 | 22 | 27 |
| | % of government scholarship total | 26.7% | 26.9% | 28.3% | 31.5% | 33.8% | 39.4% | 34.5% | 25.2% | 21.0% | 22.7% |
| | Graduate school (Professional) | 1 | 3 | 3 | 2 | 1 | 1 | 2 | 1 | 1 | 1 |
| | Graduate School (Non-regular) | 37 | 37 | 28 | 21 | 27 | 11 | 14 | 23 | 15 | 15 |
| | Undergraduate School | 7 | 9 | 6 | 5 | 5 | 9 | 5 | 7 | 8 | 9 |
| | College of technology | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| Specialized training college | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 3 |
| Sub-total | 165 | 171 | 159 | 149 | 154 | 132 | 119 | 115 | 105 | 119 | |
| Privately Financed | Doctoral course | 38 | 33 | 36 | 41 | 46 | 43 | 48 | 44 | 56 | 104 |
| | % of private financed total | 6.7% | 4.9% | 4.7% | 4.8% | 4.9% | 4.4% | 4.7% | 4.1% | 4.8% | 6.8%* |
| | Master's course | 90 | 105 | 113 | 98 | 107 | 106 | 106 | 114 | 131 | 166 |
| | % of private financed total | 15.8% | 15.5% | 14.8% | 11.4% | 11.4% | 10.8% | 10.3% | 10.6% | 11.1% | 10.8%* |
| | Graduate school (Professional) | 0 | 1 | 1 | 2 | 8 | 8 | 8 | 7 | 9 | 7 |
| | Graduate School (Non-regular) | 18 | 13 | 17 | 18 | 23 | 19 | 10 | 13 | 20 | 19 |
| | Undergraduate School | 188 | 220 | 286 | 353 | 387 | 374 | 333 | 336 | 328 | 486 |
| | Junior College | 40 | 33 | 34 | 47 | 49 | 38 | 29 | 24 | 25 | 27 |
| | College of technology | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 |
| | Specialized training college | 178 | 258 | 264 | 281 | 310 | 384 | 486 | 532 | 598 | 709 |
| | University preparatory course | 19 | 15 | 12 | 23 | 9 | 14 | 12 | 7 | 7 | 14 |
| Japanese language institution | 0 | 0 | 0 | 0 | 348 | 381 | 418 | 405 | 655 | 1,103 | |
| Sub-total | 571 | 678 | 763 | 863 | 1,287 | 1,367 | 1,450 | 1,483 | 1,830 | 2,636 | |
| (Exclude Japanese language institution) | 571 | 678 | 763 | 863 | 939 | 986 | 1,032 | 1,078 | 1,175 | 1,533 | |
| Total | 736 | 849 | 922 | 1,012 | 1,441 | 1,499 | 1,569 | 1,598 | 1,935 | 2,755 | |

*Percentages of Privately Financed Doctoral course and Master's course students are calculated by excluding the students number of Japanese language institution.

Source: Japan Student Services Organization (JASSO)"Annual survey of International Students in Japan"

Table 7 Details in Number of Private financed Students from Myanmar in past 5 years

*As of each May1

| Type of International Students | 2011 | 2012 | 2013 | 2014 | 2015 |
|--|-------|-------|-------|-------|-------|
| 1. Monbukagakusho Honors Scholarship for Privately Financed International Students ⁹ | 0 | 34 | 48 | 53 | 41 |
| 2. Foreign government sponsored students | 0 | 0 | 2 | 1 | 1 |
| <u>3. Project for Human Resource Development Scholarship by Japanese Grant Aid (JDS)</u> | 50 | 42 | 42 | 42 | 66 |
| 4. Other scholarship programs of Japan Gavornment or related organizations of Japan Government (JICA long term training participants, International students of JST and SATREPS, etc.) | 5 | 3 | 3 | 32 | 57 |
| 5. Scholarship programs of International Organizations (IMF-JISPA, WB-JJ/WBGSP, ADB-JSP, etc.) | 9 | 15 | 19 | 27 | 26 |
| 6. International Students under a student exchange agreement between Japanese and their home university | 0 | 0 | 1 | 1 | 3 |
| 7. Other Privately Financed International Students | 1,303 | 1,356 | 1,368 | 1,675 | 2,442 |
| Total | 1,367 | 1,450 | 1,483 | 1,830 | 2,636 |

Source: Japan Student Services Organization (JASSO)

“Annual survey of International Students in Japan”¹⁰

The Japanese government’s international student projects for Myanmar are carried out mainly by five institutions. Projects which target administration officials, like JDS, can be divided into the following: (1) the Young Leaders Program (YLP) for government-sponsored overseas education systems run by the Ministry of Education, Culture, Sports, Science and Technology, (2) scholarship projects through donations from the Japanese government to international institutions, and (3) JICA long-term trainees.

Table 8 Overseas scholarship program to Japan

| Implementing Organization | Program | Purpose, etc |
|---|-------------------------------------|--|
| Ministry of Education, Culture, Sports, Science and Technology (MEXT) | The Japanese Government Scholarship | To promote international cultural exchange between Japan and other countries and to promote mutual friendship, as well as to contribute to human resources development of foreign countries. |

⁹ Support program offered by JASSO for privately financed international students who belong to Japanese university, graduate school, junior college, college of technology (3rd grade or upper, including advanced course), specialized training college (post secondary course), university preparatory course designated by MEXT or Japanese language institution. Successful applicants are decided by recommendation of each university or school. Program name was changed to “Monbukagakusho Honors Scholarship for Privately Financed International Students” in AY2016.

¹⁰ Although there are a few differences of the number of JDS students from 2011 to 2014, it is based on the direct answer from accepting universities without any adjustments.

| Implementing Organization | Program | Purpose, etc |
|---|---|---|
| Japan Society for the Promotion of Science (JSPS) | JSPS Fellowship Programs for Overseas Researchers | To support the progress of research by individual foreign research fellows, as well as to promote Japanese academic research and internationalization through cooperative research relationships with foreign researchers. |
| | RONPAKU (Dissertation PhD) Program | To support outstanding researchers from Asian and African nations in obtaining PhDs from Japanese universities by submitting theses, regardless of the graduate school course. The aim is to improve academic research standards in the target countries and to develop academic exchange relationships between Japan and the target countries. |
| Ministry of Foreign Affairs (MOFA) | Joint Japan/ World Bank Graduate Scholarship Program (JJ/WBGSP) | To provide <u>middle managers</u> in developing countries with opportunities to study in Master's degree courses in development-related areas in Western countries, Japan, etc. The project has been administered with donations from the Japanese government for longer than 25 years. More than 5,000 people have received the scholarship so far and more than 200 million dollars has been spent by the Japanese government. The project is intended for personnel in both the government and the private sector. |
| | Japan-IMF Scholarship Program for Asia | This is a scholarship system run in Tokyo by the IMF Regional Office for Asia and the Pacific, based on aid from the Japanese government. The scholarship is offered in order to contribute to the reinforcement of government capabilities in macroeconomic and financial policy planning and implementation, with the aim of training <u>young administration officials</u> in the Asia-Pacific region. |
| | Asian Development Bank - Japan Scholarship Program (ADB-JSP) | For developing countries who are members of ADB, the program offers opportunities to obtain degrees in development-related fields in 27 designated graduate schools in 10 countries in the Asia-Pacific region. It was established in April 1988, and the Japanese government has spent more than 100 million dollars. More than 2,700 people from 35 member countries have received the scholarship. About 300 people receive the scholarship every year. |
| JICA | Long Term Training Program | A technical cooperation program to accept outstanding young human resources from <u>counterparts to JICA projects</u> in developing countries, and from government-related organizations of target countries, for a period of longer than one year, and to have them learn comprehensive and advanced knowledge and techniques. |
| Japan Foundation | Japanese Studies Fellowship Program | In order to promote Japanese Studies overseas, this program provides support to outstanding foreign scholars, researchers, and doctoral candidates in Japanese Studies by providing them with the opportunity to conduct research in Japan. Natural sciences, medicine, or engineering fields are not applicable. Maximum 14 months. |

(4) The Japanese Government Scholarship (Ministry of Education, Culture, Sports, Science and Technology: MEXT)

The scholarship program was established in FY 1954. There are seven categories, namely: 1) research student, 2) undergraduate student, 3) college of technology student, 4) special training college student, 5) Japanese studies student, 6) teacher training student, and 7) young leaders program (YLP). While Myanmar students have been dispatched under all these categories, most students have been accepted as “research student”, which is equivalent to a master level graduate program like the JDS. In FY 2014, 105 students have been accepted, among which 90 are “research students” and 3 are YLP scholars.

Table 9 Overview of Research Student and YLP

| | Research Student | Young Leaders Program (YLP) |
|--------------------------------------|---|---|
| Purpose | To Promote the international cultural exchange between Japan and other countries, promote friendship and goodwill, while contributing to the development of human resources in other countries. Students start as research students for 1-2 years. The duration of scholarship will be extended if the students pass entrance examination of graduate schools to be regular students. Half year will be allocated for preparatory education if students' Japanese proficiency is not enough. | To invite young government officials, etc. that are expected to play an active role as future national leaders in Asian countries to Japan, to create a human intellectual network of leaders etc. of countries throughout the world by deepening the understanding of Japan, and to contribute to the construction of friendly relations between countries including Japan and improvement of policy formulations functions. 1 year Master's degree cours. |
| Year started | 1954 | 2001 |
| Fields of study | All fields which Japanese graduate schools offer | Public Administration/ Local Governance (GRIPS), Medical Administration (Nagoya University), Business Administration (Hitotsubashi University), Law (Kyushu University) |
| Language | Japanese or English | English |
| Main qualifications and requirements | Age: under 35 Work Experience: no special experience is required. (Undergraduate students can apply.) | Age: under 40 (except for business administration course), or under 35 (only for business administration course) Work experience: has 3~5 years of actual work experience in the related field |
| Selection of Candidates | Recommendation by Japanese embassies and missions abroad, recommendation by universities | Based on recommendations from the recommending institutions of the target country, document screening at Japanese accepting university, and final selection by MEXT YLP Committee |

Table 10 Number of MEXT Scholarship students from Myanmar (graduate level)

| Fiscal | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | total |
|------------------|------|------|------|------|------|------|------|------|------|------|-------|
| Research Student | 120 | 139 | 144 | 139 | 132 | 135 | 117 | 107 | 95 | 90 | 1,218 |
| YLP | 3 | 5 | 6 | 5 | 6 | 3 | 3 | 5 | 4 | 3 | 43 |

Source: Japan Student Services Organization (JASSO)

(5) Other Scholarship Program of Japanese Government

A large number of students from Myanmar has been accepted to Japanese graduate schools under the JICA Long Term Training Program implemented by JICA Myanmar Office, a total of 214 participants (from 2010 to 2014). Sometimes the universities where JDS Fellows have been accepted also have other Myanmar students under other JICA projects. The projects which dispatch long-term training participants for graduate school level are as follows:

- Project for Enhancement of Engineering Higher Education (doctor)
- AUN/SEED-Net (ASEAN University Network / Southeast Asia Engineering Education Development Network) (master, doctor)
- Project for Development of Core Human Resources in Agricultural Sector (master)
- Project for Capacity Development for Mining Administration in Myanmar (master)
- Project for Enhancement of Medical Education in Myanmar (doctor)

As to other scholarship programs, a total of 151 scholars have been dispatched to universities in Japan and the Philippines, among others under the Asian Development Bank - Japan Scholarship Program¹¹ since 1988 to 2014. Until 2012, the number of scholars was about 5-7 people per year, but after its change into democratic government, the number increased to 12 scholars in 2013 and 16 scholars in 2014. Also under the Japan IMF Scholarship Program for Asia, a total of 38 scholars have been dispatched to Japanese graduate schools from 1993 to 2013.

1-4-3. Situation of private cooperation and exchange

Since the transition to civilian rule in 2011, Myanmar has been promoting economic reforms rapidly. More than 200 Japanese companies have already expanded their business into Myanmar. Over 40 companies have decided to expand into the Thilawa Special Economic Zone, which is the first special economic zone in Myanmar, and about half of them are Japanese companies. Japan announced cooperation on the development of the Dawei Economic Zone at the summit meeting in July 2015. When completed, this economic zone will be the largest industrial area in South-east Asia, and the expectations of Japanese companies are already rising.

The number of Japanese companies registered with the Japan Chamber of Commerce and Industry in

¹¹ Asian Development Bank - Japan Scholarship Program 2014 Annual Report

Myanmar has been increasing significantly since democratization began in 2013. While the number was 51 in 2010, it exceeded 100 in May 2013 and reached 250 at the end of July 2015. Myanmar's labor cost is the lowest in the ASEAN area and therefore the country is expected to become a base for labor-intensive manufacturing industries. With a population of over 50 million, it is considered to be a huge consumption region and an attractive market as well.

In October 2014, foreign banks, including three Japanese mega-banks, obtained business licenses in Myanmar. Now that it has become possible for these banks to provide foreign companies moving into Myanmar with services such as loans and money transfer, it is expected that even more Japanese companies will advance into Myanmar in the future. The breakdown by industrial sector show that while "wholesaling" accounted for the most in the past, "service industry" reached the top at the end of October 2014. The types of business, which are expanding, not only large companies but also small and medium-sized companies, are expected to expand its operations in the future.

Myanmar is the only country of all the JDS project target countries where the quota for the private sector was restored in FY 2013. Out of 44 JDS fellows accepted, 10 students were from the private sector. At present, a quota of five is allocated to the Republic of the Union of Myanmar Federation of Chambers of Commerce and Industry (UMFCCI) and Myanmar Engineering Society (MES), respectively. From FY2015 a quota of one is newly allocated to Myanmar-Japan Center for Human Resources Development (herein referred to as the "Japan Center"). According to the questionnaire and interview survey on the returned JDS fellows, many of the fellows from private sectors are keeping network with Japan and being involved with business/projects with Japanese business partners. As the number of Japanese companies going to Myanmar increases, the fellows are expected to play key roles in cooperation and interaction with private sectors of both Japan and Myanmar.

1-5. Trend of Other Donor's Aid

Other principal donors operating similar scholarship projects for administration officials in Myanmar include Australia, China, India and South Korea. Norway has announced that it will begin a scholarship project for ASEAN and recruit 50 applicants from Myanmar out of a quota of 100 applicants for the whole area. In a scholarship project sponsored by the Australian government (the Australia Awards Scholarships), participants are able to get preliminary English training; the financial scholarship is higher than the JDS projects, and there is a one-year Master's degree course with no need to submit a Master's thesis. Therefore, the scholarship program is popular in Asian nations, including Myanmar. According to the information from Ministry of Education about the recent situation of scholarships from other donors, it was revealed that the number of government officials who received the scholarship sponsored by the Australian government was 0 in 2011, 4 in 2012, 6 in 2013, and increased dramatically to 32 in 2014. China and India also offer scholarship projects for government officials. 82 persons were dispatched to China between 2011 and 2015, and short-term training was offered to 1,266 administration officials. India is also carrying out a scholarship project, and 82 persons received scholarships from 2011 to 2015. The number of participants increased

dramatically, as in the case of the scholarship project sponsored by the Australian government—6 in 2014 and 32 in 2015.

Table 11 Main scholarship programs used in expected target organizations

| Organization | Scholarship Programs |
|--|--|
| Ministry of Home Affairs | (1) JDS, (2) YLP, (3) TICA ¹² |
| Ministry of Foreign Affairs | (1) JDS, (2) Japanese government (MEXT: YLP and others) (3) New Zealand Scholarship, (4) Chinese Government Scholarship, (5) TICA, (6) KOICA, (7) Singapore Government Scholarship |
| Ministry of Finance | (1) JDS, (2) IMF-JISPA, (3) Australian Scholarship, (4) Fullbright Scholarship (5) GRIPS scholarship (Japan) |
| Ministry of National Planning and Economic Development | (1) JDS, (2) ADB, (3) Chinese Scholarship, (4) Japanese government (MEXT) |
| Central Bank | (1) JDS, (2) IMF-JISPA, (3) World Bank (JJ/WBGSP), (4) ADB-JSP |
| Ministry of Education | (1) JDS, (2) Japanese government (MEXT), (3) Chinese Government Scholarship, (4) ASEAN Scholarship |
| Ministry of Commerce | (1) JDS, (2) TICA, (3) KOICA |
| Ministry of Agriculture and Irrigation | (1) JDS, (2) Japanese government (MEXT), (3) Chinese Government Scholarship, (4) KOICA, (5) TICA, (6) DAAD, (7) India Scholarship |
| Ministry of Environmental Conservation and Forestry | (1) ADB-JSP, (2) JDS, (3) TICA, (4) Japanese government (MEXT), (5) DAAD, (6) Australian Scholarship, (7) Chinese Government Scholarship |
| Union Civil Service Board | (1) JDS, (2) Japanese government (MEXT) (3) KOICA, (4) Singapore Scholarship, (5) Chinese Government Scholarship, (6) TICA |

1-6. Situation and Needs for Human Resource Development in Target Organizations

Under the new system, the governmental organizations which are highly relevant to priority development issues are set as Target Organizations in each Sub-Program, so that the most relevant government officials can be trained intensively. In Myanmar, target organizations were set as candidate ministries of each field to consider allocation of slots, since the candidates are to be nominated by each ministry. The survey team collected information about the current functions of each target organization. Administrative institutions deeply associated with each Sub-Program/Component and expected to contribute directly to resolution of such issues were selected as Target Organizations.

In addition, the Supplementary Survey of the Target Organizations was conducted with the questionnaires shown below, in order to validate the situation of Target Organizations such as the

¹² TICA: Thailand International Cooperation Agency

necessity of human resource development in priority area/development issue in the Target Organization, the roles, number of employees (breakdown by job class) of the Target Organization, and the number of potential JDS candidates in the Target Organization (e.g., number of employees who meet qualifications and requirements, such as English proficiency), among others.

(1) Method of Supplementary Survey

At the onset of the preparatory survey, questionnaires were sent to Target Organizations. The hearing on the contents of supplementary survey, collection of questionnaires and follow-ups were also carried out by individual visits to Target Organizations during the period of recruitment of candidates.

(2) Contents of Supplementary Survey

- 1) Roles of organizations, issues and needs of human resource development
- 2) Availability of potential candidates (e.g., number of permanent employees, number of employees who meet age requirements)
- 3) Necessity of Ph.D course
- 4) Opportunity of Training/ Scholarships by Other Donors
- 5) Comments and Requests for the JDS Project

(3) Organizations Surveyed

The Supplementary Survey was conducted using questionnaires and validation interview. Out of the 41 Target Organizations, 37 responded to the questionnaires and 9 organizations were interviewed.

(4) Summary of the Results of Supplementary Survey

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

As shown in Appendix 7, the roles/requirements of each Target Organization, the development issues and the needs of human resource development, among others, were clarified. It was found that many Target Organizations share the same challenges and that the need for human resource development is deemed an important and necessary solution to address these challenges.

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

Ministry of Border Affairs is leading development projects with aid from international organizations in a wide range of sectors including infrastructure, education, electricity and health care in the border regions and the residential areas of ethnic groups. Particularly, the development of road and bridge infrastructure is regarded as a priority area that relates to planning and implementation of each development project. It also covers management of educational institutions in the border regions. Therefore, the Ministry requested to have allocation for components of Urban Development and Educational Development/Planning. In addition to the requests from each organization, significant reorganization of ministry that took place in March

2016 requires review of the framework based on roles and development issues of each organization before the commencement of 1st batch under the New System.

2) Availability of Potential Candidates

According to the survey results, the Gazetted Officers within Target Organization of the JDS aged between 20 and 40, more than 25% account for the total number.

As for the proportion of administration officials working in target institutions with a Master's degree, about 15% of the staff members in the institutions which answered the questionnaire have a Master's degree. The percentage is especially high in ministries and agencies which have universities or research institutions attached, such as the Ministry of Education, the Ministry of Agriculture and Irrigation, and the Ministry of Science and Technology. About half of the employees in the Central Bank already have a Master's degree. The Ministry of Foreign Affairs encourages its staff members to obtain at least a Master's degree.

In interviews conducted with ministries and returned JDS fellows, it was confirmed that the graduate degrees obtained in foreign countries have priority over local universities. Some of the returned JDS fellows who were interviewed stated that although they had been registered in a five-year PhD program in universities in Myanmar, they withdrew from the domestic PhD program in order to get a Master's degrees in Japan through the JDS project, in consideration of their future careers and the quality education acquired from overseas study.

While the survey inquired about the number of staff members with English proficiency (TOEFL) score of 500 or higher, only a few ministries (or departments) answered the question. According to the limited response received, 95% of staff members in the Ministry of Foreign Affairs and about 50% of staff members in the Ministry of Hotels and Tourism and the Union Attorney General's Office have met the said English proficiency level. On the other hand, many ministries and agencies answered that only a small number of staff members have adequate English proficiency. The level of English proficiency varies considerably between ministries, agencies and departments.

Along with issues on English proficiency, the proportion of staff members with domestic or foreign Master's degrees is still small. Ministries requested slot allocation and commented on needs and expectation for overseas study. It can be assumed that there is a definite number of potential candidates in each ministry and agency.

3) Request for Ph.D programs

Concerning the introduction of PhD programs, about 70% of the ministries (with valid answers) stated that there is a need for PhD programs. With regard to the possible structure of scholarship, most answered a "total of 5 years to cover both Master's program and PhD program." Although sending staff members from busy ministries and agencies to Japan for long periods may be a concern, a majority of the ministries and agencies interviewed were open to the introduction of PhD programs. This is because respondents feel that since the JDS project offers only a Master's

degree level, it may be perceived as uncompetitive given that the number of scholarship programs from various countries is increasing recently. As for the length of study, persons in charge of scholarship affairs in ministries had no comment on the possible five year period, while expressing expectations about the knowledge and experience which can be gained through overseas study.

4) Opportunity of Training/ Scholarships by Other Donors

With respect to the availability of training and scholarship programs provided by other donors, governmental organizations have different opportunities as described in “1-4. Trend of Other Donor’s Aid.” However, the Target Organizations are all interested in capacity development of their officers and understand its importance. It was also confirmed that the needs for human resource development remains urgent and a top priority.

Although more than 80% of the Target Organizations named Japan as a preferred destination of their officers, the USA, Australia and the UK come next with a narrow margin. At the moment, Japan is being the main destination, however, with the increase of other scholarship programs in western countries, maintaining and enhancing comparative advantage of the JDS Project is crucial.

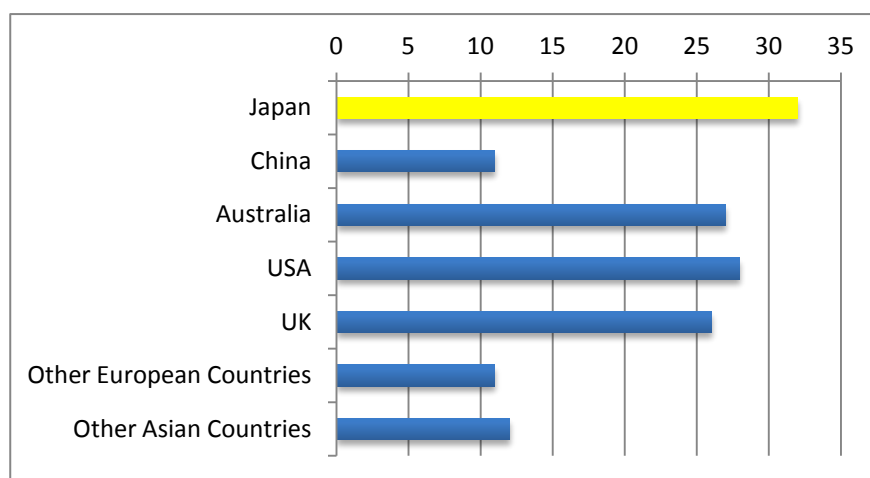


Figure 5 Countries the ministry value the most to dispatch staff for study (33 valid answers among 41 organizations: multiple answer)

5) Comments and Requests for the JDS Project

There are many favorable comments regarding the JDS project since it is mainly targets government officers responsible for solving development issues, and that the program has continued for more than 15 years, which is different from scholarship programs by other donors.

On the other hand, while the number of nomination slot is allocated depending on the priority placed on each government organization, some organization commented that the competition rate is too high and their candidates tend to fall behind those from major organizations such as the Ministry of Foreign Affairs, Ministry of Finance and Ministry of National Planning and

Economic Development at the selection stage. Countermeasure to improve the situation was requested to be considered by those organizations.

Chapter 2 Contents of the JDS Project

2-1. Overview of JDS Project

As stated in Section 1-1-2, JDS project is the project for acceptance of international students by grant aid and was launched in fiscal 1999 as part of the “100,000 International Students Plan” of the Japanese government, with the aim of developing human resources who can play core roles in the formulation and implementation of social and economic development policies in developing countries.

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

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

Until FY2015, target areas and accepting universities have been planned each year for Myanmar. Based on a field survey conducted in February 2016, a new framework of the JDS project was established as shown in Table 12. The names of the target agencies and organizations in the table are as of February 2016, at the time when minutes were concluded. Since ministries and agencies were drastically reorganized as the new government took office at the end of March 2016, it is necessary for the Coordinating Committee to review the target organizations, in line with the reorganization.

Table 12 Framework for Myanmar JDS under the New System

| Sub-Program (Target Priority Area) | Component (Development Issues) | Target Organizations (Expected Ministries for Slot Allocation) |
|--|--|---|
| 1. Assistance for improvement of people's livelihoods | 1-1 Agricultural and Rural Development | <ul style="list-style-type: none"> ▪Ministry of Agriculture and Irrigation ▪Ministry of Environmental Conservation and Forestry ▪Ministry of Livestock and Fishery and Rural Development ▪Ministry of Border Affairs, etc. |
| | 1-2 Disaster Risk Management | <ul style="list-style-type: none"> ▪Ministry of Home Affairs ▪Ministry of Defense ▪Ministry of Border Affairs ▪Ministry of Transport ▪Ministry of Social Welfare, Relief and Resettlement ▪Ministry of Education ▪Ministry of Science and Technology, etc. |
| | 1-3 Health Administration/ Policy | <ul style="list-style-type: none"> ▪Ministry of Health ▪Ministry of Labour, Employment and Social Security |
| 2. Assistance for capacity building and institution development to sustain economy and society | 2-1 Law | <ul style="list-style-type: none"> ▪Supreme Court of the Union ▪Union Attorney General's Office ▪Hluttaw Office ▪Ministry of National Planning and Economic Development ▪Ministry of Finance ▪Ministry of Commerce ▪Ministry of Education ▪Ministry of Labour, Employment and Social Security ▪Ministry of Foreign Affairs, etc |
| | 2-2 Public Policy /Administration | <ul style="list-style-type: none"> ▪Ministry of Home Affairs ▪Ministry of Defense ▪Ministry of Border Affairs ▪Ministry of National Planning and Economic Development ▪Ministry of Labour, Employment and Social Security ▪Ministry of Education ▪Union Civil Service Board ▪Ministry of Finance ▪Union Auditor General's Office, etc. |
| | 2-3 Economics and Business Management | <ul style="list-style-type: none"> ▪Ministry of Finance ▪Ministry of Commerce ▪Central Bank ▪Ministry of National Planning and Economic Development ▪Ministry of Foreign Affairs ▪Ministry of Co-operatives ▪Ministry of Education ▪Ministry of Industry ▪Ministry of Hotel & Tourism ▪Private Sector etc. |

| Sub-Program (Target Priority Area) | Component (Development Issues) | Target Organizations (Expected Ministries for Slot Allocation) |
|--|--------------------------------------|--|
| 2. Assistance for capacity building and institution development to sustain economy and society | 2-4 International Relations | <ul style="list-style-type: none"> ▪Ministry of Home Affairs ▪Ministry of Defense ▪Ministry of Border Affairs ▪Ministry of Foreign Affairs ▪Ministry of National Planning and Economic Development ▪Ministry of Education ▪Ministry of Culture ▪Ministry of Information ▪Ministry of Hotel & Tourism ▪Ministry of Labour, Employment and Social Security ▪Ministry of Religious Affairs ▪Union Civil Service Board, etc. |
| | 2-5 Educational Development/Planning | <ul style="list-style-type: none"> ▪Ministry of Education ▪Ministry of Science and Technology |
| 3. Assistance for development of infrastructure and related systems necessary for sustainable economic development | 3-1 ICT | <ul style="list-style-type: none"> ▪Ministry of National Planning and Economic Development ▪Ministry of Science & Technology ▪Ministry of Information ▪Ministry of Communications and Information Technology ▪Ministry of Construction ▪Ministry of Transport ▪Ministry of Education ▪Ministry of Border Affairs ▪Ministry of Immigration and Population ▪Ministry of Finance ▪Central Bank ▪Private Sector, etc. |
| | 3-2 Transportation | <ul style="list-style-type: none"> ▪Ministry of Transport ▪Ministry of Construction ▪Ministry of Rail Transportation ▪City Development Committee ▪Private Sector etc. |
| | 3-3 Electric Power, Energy | <ul style="list-style-type: none"> ▪Ministry of Electric Power ▪Ministry of Industry ▪Ministry of Energy ▪Ministry of Environmental Conservation and Forestry ▪Ministry of Mines ▪Private Sector etc. |
| | 3-4 Urban Development | <ul style="list-style-type: none"> ▪Ministry of Construction ▪Ministry of Rail Transportation ▪Ministry of Environmental Conservation and Forestry ▪City Development Committee ▪Ministry of National Planning and Economic Development ▪Private Sector etc. |

2-1-1. Implementation System of the JDS Project

(1) Coordinating Committee¹³

The implementation system, functions and roles of the Coordinating Committee were explained at the meeting of the Preparatory Survey (based on Appendix 4), which started in February 2016, and approved by the government of Myanmar. At the meeting, Ministry of Education was chosen to chair the Coordinating Committee, based on the fact that the Ministry had been playing key role on recruitment and dispatch of JDS fellows since the launch of JDS project and was expected to continuously take an active role in the JDS project.

It was also agreed that the Coordinating Committee consists of Myanmar members (Ministry of Education, Ministry of National Planning and Economic Development and Ministry of Foreign Affairs), and Japanese members (Embassy of Japan in Myanmar and JICA Myanmar Office).

The Coordinating Committee had been chaired by the Deputy Minister of Education, however, since the position would be abolished with the start of new administration in March 2016, the Chair of the CC was assigned to the Permanent Secretary of Ministry of Education.

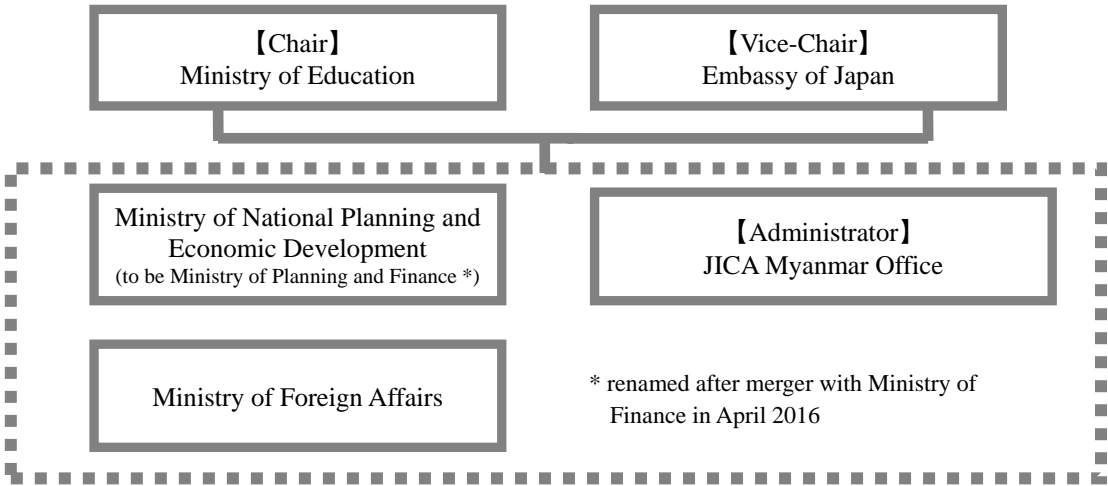


Figure 6 Formation of Myanmar JDS Coordinating Committee

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

- (a) Participation in the discussion for the formulation of the project design in the Preparatory Survey:
 - To set the priority areas (Sub-Programs) and development issues (Components) based on the national development plan of Myanmar, Japan’s economic cooperation policy for Myanmar

¹³ In other countries the Committee is named as the “Opearting Committee(OC).” However, in Myanmar JDS it was said that OC is not appropriate in Myanmar, and the Committee has been named as Coordinating Committee since the launch of the project.

and other policies.

- To agree on Japanese accepting universities.
 - To formulate the Basic Plan for the Sub-Programs through the discussion among Target Organizations and Accepting Universities.
- (b) To select JDS fellows from the candidates:
- To cooperate for smooth selection after deciding the selection policy in the Coordinating Committee.
 - To implement the 3rd selection (Comprehensive Interview) and decide/approve the final successful candidates in the Coordinating Committee meeting.
- (c) To encourage utilization of JDS returned fellows and following them up:
- To consider how to utilize the JDS returned fellows effectively and follow them up to make full use of the program.
- (d) To review other matters related to the management and implementation of this project:
- To agree on Japanese accepting universities.

(2) Accepting Universities

In the JDS new system, Accepting Universities are expected to participate in the Preparatory Survey as partners for implementing the project from a professional perspective, and play a role in achieving goals of the project through implementing Special Programs which will be described later. Therefore, selected Accepting Universities will be basically fixed for the following 4 batches, and are expected to tackle the development issues continuously and systematically.

1) Determination of Accepting Universities

For the Accepting Universities, the same universities, as approved by the Coordinating Committee in August 2015 to accept JDS Fellows in 2016, were determined as Accepting Universities for the next 4 batches, 7 years duration. Prior to the Preparatory Survey, JICA presented assumed Target Areas and Development Issues of JDS project in Myanmar to universities that have accepted JDS fellows in the past and those who wish to newly accept, and invited the universities to submit proposals on the countries/issues from which they wish to accept fellows. As a result, 105 proposals in total were submitted from 36 universities or 64 graduate schools.

Based on evaluation procedure, JICA Headquarters and JICA Myanmar Office evaluated the contents of proposals which had been submitted by universities and items such as the past records of accepting international students including JDS fellows and systems for accepting fellows from Myanmar. In the course of selecting Accepting Universities, it was considered to involving new universities in order to offer the opportunity of participating in JDS project to more universities and graduate schools.

After that, in the Preparatory Survey, the survey team presented the proposals (short list) of the universities in each Component to the government of Myanmar and the Accepting Universities

were finally agreed after discussion between the survey team and the Coordinating Committee (see Table 13).

In the JDS new system, the various components and the accepting Japanese universities basically remain unchanged for four years. However, in order to react promptly to changes in human resource development needs depending on the trends and situation in Myanmar, it was agreed that possibility of some adjustment on the universities should be discussed in the Coordinating Committee meeting to accord with those emerging/ad-hoc needs. For example, in the field survey conducted in February 2016, the survey team recommended two other universities under the Component 1-1 “Agricultural and Rural Development” for fishery science, and under Component 1-2 “Disaster Risk Management” for the research from engineering approach, for provisionally replacement to accept the candidates.

Table 13 Accepting University (JDS Myanmar: 2017-2020)

| Sub-Program | Component | Accepting University | Graduate School |
|--|--|-------------------------------------|--|
| 1. Assistance for improvement of people's livelihoods | 1-1 Agriculture and Rural Development | Kyushu University | GS of Bioresource and Bioenvironmental Sciences |
| | | University of Tsukuba | GS of Life and Environmental Sciences |
| | 1-2 Disaster Risk Management | Kobe University | GS of International Cooperation Studies |
| | 1-3 Health Administration / Policy | Nagasaki University | School of Tropical Medicine and Global Health |
| 2. Assistance for capacity building and institution development to sustain economy and society | 2-1 Law | Nagoya University | GS of Law |
| | | Kyusyu University | GS of Law |
| | | Kobe University | GS of International Cooperation Studies |
| | 2-2 Public Policy / Administration | Meiji University | GS of Governance Studies |
| | | International University of Japan | GS of International Relations |
| | 2-3 Economics / Business Management | International University of Japan | GS of International Management |
| | | Ritsumeikan Asia Pacific University | GS of Management |
| | | Ritsumeikan University | GS of Economics |
| | 2-4 International Relation | Ritsumeikan University | GS of International Relations |
| | 2-5 Educational Development / Planning | Hiroshima University | GS for International Development and Cooperation |
| 3. Assistance for development of infrastructure and related systems necessary for sustainable economic development | 3-1 ICT | International University of Japan | GS of International Management |
| | | Kobe Institute of Computing | GS of Information Technology |
| | | Waseda University | GS of Fundamental Science and Engineering |
| | 3-2 Transportation / Traffic | Yokohama National University | GS of Urban Innovation |
| | | Saitama University | GS of Science and Engineering |
| | 3-3 Electric Power / Energy | University of Miyazaki | GS of Engineering |
| | | Kumamoto University | GS of Science and Technology |
| | 3-4 Urban Development Planning | Hiroshima University | GS for International Development and Cooperation / GS of Engineering |

2) Discussion and Exchange Views with Government of Myanmar

In the new system, Accepting Universities are expected to arrange the acceptance system and curriculums/programs suitable for the issues which the target country is confronting and direct

the research toward one based on the actual situations and needs of the country by actively and positively taking part in the JDS project from the stage of planning and survey. Also they are expected to increase possibility to give the outcomes of research/study back to society in the future and further to promote the effectiveness of the JDS project. For this reason, the survey team requested to hold view exchange sessions between related parties in Myanmar such as the Coordinating Committee and Target Organizations and professors of Accepting Universities who will be dispatched to Myanmar to conduct interviews for candidates in the selection of JDS fellows. The following are the objectives of exchanging opinions:

- To share perceptions of the issues and the measures for human resource development of the target country through the exchange of opinions with the concerned parties
- To obtain information on the situations of the concerned issues and the needs for human resource development so that Accepting Universities can plan and formulate the program (Special Program¹⁴) specially organized for the Sub-Programs/Components of the country.

Through the exchange of views between the Accepting Universities and the concerned parties on the JDS project, Accepting Universities will be able to understand the issues and the needs of human resource development under the Sub-Programs/Components, and the background of the Target Organizations and candidates, which allows the Accepting Universities to consider appropriate curriculum and accepting system. Further, acceptance of JDS fellows for four straight batches is anticipated to turn to an occasion to establish the long-term collaborative relationship with the target country and Target Organizations.

3) Acceptance of JDS fellows and Support for Utilization after Return to the Country

In the new system of the JDS project where universities accept the JDS fellows under the same Sub-Program/Component from the target country for four batches, Accepting Universities are expected not only to guide/teach the fellows based on the existing curriculum and programs but to offer the Special Program appropriate for the concerned issues of the country consistently at three stages of before /during/after their study in Japan. The purposes of the Special Program are as follows:

- To allow the JDS fellows to acquire practical knowledge and experience through introduction of more practical and detailed cases in order to solve the issues corresponding to the Sub-Program/Component of the country
- Through the activities offered as the Special Program, to allow the JDS fellows or the Target Organization to establish the network with Japanese and foreign researchers and/or organizations that contributes for future activities.

Some of the universities selected as accepting universities for students from Myanmar have a successful record in intake of JDS fellows from other countries, according to the advance and ex

¹⁴ The Special Program is conducted with additional fees provided to Accepting universities apart from the tuition fees. It includes special courses or seminars to offer the JDS fellows to have additional values in addition to existing courses offered by the university, and courses that offers programs specializing in the development issues of the target country.

post facto assessment. Some universities already carry out follow-up activities in Myanmar on their own accord. Further involvement is expected as the new system starts.

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

Through the discussion of the Preparatory Survey, target priority areas (Sub-Programs) and development issues (Components) on the JDS project were selected, sufficiently considering the consistency with Myanmar national development plan, Japan's economic cooperation policy, and ongoing JICA's projects. Based on the Supplementary Survey of Target Organizations in the Preparatory Survey and proposals submitted from those Accepting Universities, the Basic Plan for two Sub-Programs and five Components were respectively drafted (see Appendix 6).

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

In addition, each Accepting University is expected to provide Special Programs to try to tackle the issues in each Sub-Program/Component of Myanmar exclusively and promote the development of the relationship with organizations of the government of Myanmar. The Basic Plan for the Sub-Programs will be finalized at the 1st JDS Coordinating Committee in FY 2016-2017, in the Preparatory Survey will be the guideline for Accepting Universities to educate/guide JDS fellows for the next four batches and will be the base for the program evaluation.

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

1. Outline of the Sub-Program/Component

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

2. Cooperation Framework

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

After consultation with the Coordinating Committee, "Qualifications and Requirements of JDS Applicants" described in the above-mentioned Basic Plan for the Sub-Programs were set as shown

below. However, it will be confirmed and decided at the Coordinating Committee every year.

Qualifications

- 1) Nationality: Citizens of Myanmar
- 2) Age: Between 22 and 40 as of April 1st in the year of dispatch
- 3) Academic Background: Should have a Bachelor's degree¹⁵
- 4) Work Experience:
 - <Ministry>
 - Currently employed in the Target Organizations
 - Has at least 2 years of work experience in civil service at the time of application is preferable
 - <Private Sector>
 - Staff or Member of the organization of UMFCCI / Myanmar Engineering Society (MES) / Myanmar Japan Center (MJC)
 - Have a full-time job.
 - Have work experience for 2 or more years
 - Take long-term leave and return to the work place after 2 years studying
- 5) Others
 - Currently not awarded or scheduled to receive another scholarship of foreign countries (including other scholarship of Japan)
 - Has not been awarded foreign scholarships for Master's or higher degrees
 - Has a good command of both written and spoken English at graduate school level
 - Must be in good health, both mentally and physically

It was confirmed that those Sub-Programs and Components are associated with Myanmar development issues and the economic cooperation policy of Japanese government (see “3-1 JDS Project and Development Issues, and Conformity with the economic cooperation policy” for details), and these were officially agreed as priority areas/issues to be tackled on the JDS project during the discussion on the field survey conducted in February 2016 (see Appendix 4 for details).

2-1-3. Considerations regarding acceptance into the PhD program

As a part of the preparatory survey, a survey was conducted to explore the possibility of introducing the PhD program in the JDS Project. The following objectives and points about the basic policy were taken into consideration in conducting the survey:

¹⁵ Additional requirements: Nagoya University (Law), Kyushu University (Law): Have a Bachelor of Law, Saitama University (Transportation/Traffic): Have a B.E. (in civil engineering), Yokohama National University (Transportation/Traffic), Kumamoto University (Electric Power/Energy), University of Miyazaki (Electric Power/Energy) Preferably have a B.E.

(1) Objectives

The objective of establishing a PhD program in the JDS project is to develop human resources who are capable of decision-making and policy judgments on development issues in the target countries in a broader perspective, based on highly advanced knowledge and research ability; these human resources will also be able to take the initiative in international discussions as a representative of their country, and to exercise influence domestically and internationally, based on a global perspective and the person-to-person networks they build.

An additional purpose is to develop truly pro-Japan leaders in the target countries by establishing a deeper relationship with Japan through consistent study in the Master's and PhD programs.

(2) Basic policy

- 1) In principle, eligible persons are returned JDS fellows (who have obtained a Master's degree) aged 40 or under (as of April 1 of the admission year).
- 2) In principle, they have returned to their country after finishing the Master's program and have worked for a certain period of time (to contribute to their workplace or to prepare for research) before studying in Japan again.
- 3) The maximum length of study is three years. In principle, admission is in the spring of Term 2 of the four-year project scale. (Refer to Figure 7 below.)
- 4) The target countries are limited by closely examining relevant needs in the preparatory survey.
- 5) The number of JDS fellows in the PhD program will be approximately 10% of the maximum initially assumed total number.
- 6) No target number is set for the PhD program. Fellows will be selected and dispatched only when there are appropriate candidates.
- 7) In principle, the fellows are expected to study at the universities, or in the courses, from which they obtained their Master's degree, etc

(3) Acceptance

The support period is three years at the maximum. It is recommended that fellows stay in Japan for two years and return to their country in the third year (the last year) to write their dissertation.

(4) Recruitment/selection method

- 1) Applicants for the PhD program are recruited and selected separately from those for the Master's program, and determined by the JDS Coordinating Committee.
- 2) Applicants must obtain approval from the accepting university (together with the necessary documents, including the guidance plan and letters of reference) in advance, and submit a set of application documents (including references from the organizations they belong to), accompanied by their research plan.

- 3) Selection is conducted by the JDS Coordinating Committee. Proactive involvement by Japanese partners such as JICA offices and Japanese embassies is also important, therefore interviews by a chief representative of a JICA office or equivalent may be held in order to discover the qualities demanded in future top leaders.

(5) Remuneration

The amount of the scholarship while staying in Japan is equivalent to that for government-sponsored (MEXT) scholars enrolled in the PhD program.

In a field survey conducted in February 2016, the survey team explained to the Myanmar stakeholders that the launch of the PhD program will be determined once the needs for the PhD program at each government organization have been confirmed by the survey, which the Myanmar stakeholders welcomed with a great anticipation. It was also explained that a maximum of four fellows in the PhD program, which is approximately 10% of the maximum intake for the Master's program (44 persons per year), are annually accepted in a separate slot from the Master's program, which the Myanmar stakeholders agreed with. In the briefing, the Myanmar stakeholders expressed to the Japanese stakeholders their desire to discuss the possibility of expanding the current criteria for eligibility, which is limited to returned JDS fellows, to include others. It was confirmed that the Coordinating Committee will continue to discuss the application/selection process, which needs further clarification.

Hearings were conducted using a questionnaire in order to ascertain the needs for the PhD program at each target organization. According to the survey, approximately 70% of the respondent organizations have needs for the PhD program. Some organizations set the condition that applicants for the PhD program shall be returned JDS Fellows who have worked at their original posts on their return. On the other hand, many organizations wished for a study period of five continuous years (combining the Master's and PhD programs).

From the survey, target organizations welcomed the introduction of PhD program that the program will be very effective for further capacity development of their human resources. Other concrete opinions from target organizations are as follows: "In light of the age limit for JDS fellows in the Master's program, the age limit of the PhD should be relaxed to over 40 years of age," "The proposed framework of 'two years in Japan and one year in Myanmar' may be a good idea. But it is difficult for the fellows to study and work at the same time while they are in Myanmar. So it is necessary to set an additional condition that one year in Myanmar is treated as a leave period, so that they can concentrate on study," "Acquisition of the PhD degree is not direct criteria for promotion but will be a great competitive advantage for promotion. So there is a need for the PhD program," and so on.

2-2. Four-Year Project Scale Design

After considering the maximum number of JDS fellows in each year of the four batches from fiscal

year 2017 onwards (44 fellows per year), the maximum number of acceptable fellows by Accepting Universities proposed on their proposals, and the most appropriate program to solve the issues of each Component, the accepting number (proposal for four batches) in each Sub-Program/Component was decided through the survey as shown in Appendix 5.

The accepting number of fellows per Sub-Program/Component is set for each fiscal year. However, it was confirmed that, if the prescribed number is not achieved and there is a vacant slot for certain Component or Accepting University through recruitment and selection, another university or Component would accept an alternative candidate for the vacant slot to fulfill the maximum number of 44 per year.

2-3. Obligations of Recipient Country

During the period of recruitment and selection of JDS fellows, Ministry of Education takes a main role in planning, implementation, management and supervision of the JDS project as the Coordinating Committee Chair, as follows.

(1) Coordination and promotion to ministries

Since the launch of the JDS project in Myanmar, the first Coordinating Committee has determined the number of applicants nominated in each field (four times of the intake), and the Sub-Committee for Scholarship Selection (SSS)¹⁶, for which the Ministry of Education serves as the secretariat, allocates the eligible fields of study, the accepting universities/courses, and the quotas for nomination to each ministries. Then, the applicants nominated by the ministries apply to the JDS project. Under the transition to the new system, the allocation of the number of recommendations in each government organization continues as is, while the fields of study and accepting universities are fixed for four years as in principle. From now on, proposals for allocation to each organization are reviewed and approved by the Coordinating Committee, which is then submitted by the Ministry of Education to the SSS. If the relevant organizations cannot fill the prescribed number of allocations, the number that has not been filled is returned and then re-allocated to other organizations. In order to avoid such a situation as much as possible, the Ministry of Education cooperates in the JDS project, including holding explanatory meetings with the personnel departments in the relevant government organizations, and encourages the target organizations which have received allocations to cooperate with the JDS project.

(2) Implementation of the English language training

As mentioned earlier, Myanmar's Ministry of Education has conducted 3-week English language training in Yangon University of Foreign Languages for applicants before the English examination, and 5-week English language training for successful candidates to improve their English proficiency before their departure to Japan, for 8 years. Also, since the Japanese language training in Japan after

¹⁶ The foreign study program for government officials is governed by the Sub-Committee for Scholarship Selection (SSS). The SSS determines the allocation number of each scholarship program for each government organization.

right after the fellows arrival in Japan was abolished in FY 2011, the Ministry of Education has provided the Japanese language training for the final successful candidates to acquire very basic survival Japanese. The survey team also requested the continuation of the English training program at Yangon University of Foreign Languages, held before the English test and the departure of the fellows under the coordination of the Ministry of Education.

(3) Conducting regular monitoring

While the JDS fellows study in Japan, the government of Myanmar monitors the fellows via the Agent on a regular basis to report to JICA. They also find the updates on the progress or concerns of the JDS project on the regular report submitted by the Agent to take appropriate actions in cooperation with the Coordinating Committee members if necessary. In addition, the government of Myanmar provides data or other materials necessary for the JDS fellows to complete their master's theses.

(4) Follow-up of returned JDS fellows

After the JDS fellows return to the country, taking into consideration that main objectives of the JDS project include contribution of the JDS returned fellows to the solution to development issues of the country as well as the development of the human network, the government of Myanmar shall hold a Reporting Session after the JDS fellows return to the country in order to acknowledge their achievements, and take necessary measures including the subsequent trend survey or the promotion of academic and cultural exchange and cooperation with Japan.

2-4. JDS Project Implementation Schedule

When Ministry of Foreign Affairs of Japan and JICA officially make a decision to implement the JDS project from FY 2016 onwards as the result of the Preparatory Survey, the project will presumably be implemented for the next four batches according to the schedule shown in Figure 7 below. More specifically, following the conclusion of the Exchange of Notes (E/N) and Grant Agreement (G/A) every year, JICA will recommend a consultant entrusted to conduct said Preparatory Survey as the "Agent" to the government of Myanmar. The Agent will conclude a contract with the government of Myanmar to implement JDS project on behalf of the government.

| | FY2015 | FY2016 | FY2017 | FY2018 | FY2019 | FY2020 | FY2021 | FY2022 |
|--------------------|--------|---------------------------|---------------------------|---------------------------|---------------------------|------------------|----------------|----------------|
| Preparatory Survey | | | | | | | | |
| 1st Batch (MA) | | Recruitment/ Selection | Come to Japan | | Return Home | | | |
| 2nd Batch (MA) | | | Recruitment/ Selection | Come to Japan | | Return Home | | |
| 3rd Batch (MA) | | | | Recruitment/ Selection | Come to Japan | | Return Home | |
| 4th Batch (MA) | | | | | Recruitment/ Selection | Come to Japan | | Return Home |
| 1st Batch (PhD) | | Recruitment/ Selection | Come to Japan | | Return Home | | | |
| 2nd Batch (PhD) | | | Recruitment/ Selection | Come to Japan | | Return Home | | |
| 3rd Batch (PhD) | | | | Recruitment/ Selection | Come to Japan | | Return Home | |
| 4th Batch (PhD) | | | | | Recruitment/ Selection | Come to Japan | | Return Home |

Figure 7 Implementation Process

Spring admission is required in order to fit the PhD program into the four-year project scale. Therefore, in order to shorten the recruitment/selection period, the schedule should be as follows: The announcement of recruitment starts in the summer; the successful applicants are determined before the end of the year; and they arrive in Japan in March of the following year.

2-5. Follow-ups of the Project

The purpose of JDS project is "to help young government officials and others, who are involved in the socio-economic development of Myanmar and are expected to play important roles in the future, through providing them with the opportunity to earn master's degrees from Japanese graduate schools, to contribute to the resolution of development issues that their country is facing as core human resources after returning from Japan, and to contribute to partnership between Myanmar and Japan in the future by building up personal networks." To accomplish such purpose, it is necessary to provide various follow-ups for JDS fellows staying in Japan and returned JDS fellows, in addition to encouraging them to study and acquire specialized knowledge and to build human networks at Japanese universities. The effective follow-ups will largely depend on understanding, cooperation, and voluntary efforts by the government of Myanmar and the concerned parties involved in the JDS project.

Under the JDS project in Myanmar, 369 JDS fellows have been sent to Japan as of March 2016, of whom more than 280 JDS fellows have already returned. In Myanmar, there is an alumni association of students who have studied in Japan, called the "Myanmar Association of Japan Alumni (MAJA)." It was established in December 2001. According to hearings with the MAJA, it consists of about 1,500 members as of August 2015, with an annual membership fee of 2,000 Myanmar Kyats (around 200 yen). The benefits of MAJA membership are participation in the annual general meeting and various events organized by the MAJA, including a speech contest, joint programs with Japanese companies, Japanese education (free and charged courses), interpretation/translation service, Burmese language

courses for foreigners and the Visit Japan program for members' children.

The JICA Alumni Association of Myanmar (JAAM), which is an alumni association of returned JICA fellows, has been in operation under the aegis of the MAJA, which is specially approved by the government of Myanmar. Though returned JDS fellows have joined the MAJA, many of the people involved wish to have an alumni association specifically for returned JDS fellows. According to the hearings with returned JDS fellows about launching an alumni organization, they eagerly wish to establish a horizontal network between the returned fellows in the first place. They point out that such a horizontal network can lead to the establishment of networks between administration officials, between people working in the private sector, and between administration officials and the private sector, which will be beneficial in various points. The significance of accepting fellows from the private sector into the JDS project will be enhanced by strengthening networking between these returned fellows. Currently, the returned JDS fellows have started to form a loose network using SNS and other means. This network is expected to continue to function effectively.

Beyond that, the alumni association of returned JDS fellows is expected to establish a network with the Japanese companies operating in Myanmar in the future, in cooperation with the JAAM and the people enrolled in the business programs held by the Myanmar-Japan Center for Human Resources Development. If such cooperation with Japanese companies works organically, further investment in Myanmar can be pitched.

In Myanmar, follow-up on returned JDS fellows has not been conducted in an organized manner. It is necessary to consider various follow-up methods for the JDS fellows studying in Japan. In addition to follow-up by their organizations, possible follow-up programs which could be undertaken as part of the JDS project include: intermediate group training (leadership training) and exchange events for Japanese government officials; workshops jointly organized by the accepting universities; and opportunities for JDS fellows to participate in relevant training courses in Japan held as JICA technical cooperation projects.

Government officials who had studied abroad on scholarship were required to return to work at the organizations they belonged to after returning to the country. They were subject to certain penalties if they violated this provision, which continued until 2015. Today, this provision is no longer in force. In order to strengthen networks between JDS fellows and related people, it is necessary to consider a scheme or mechanism to construct and maintain the network by establishing an alumni association for JDS fellows.

Chapter 3 Evaluation of the JDS Project and Recommendations

3-1. JDS Project and Development Issues, and Conformity with the Economic Cooperation Policy

(1) Outline

A field survey was conducted in February 2016 to supplement the Preparatory Survey to assess the relevance of the JDS project to the development issues faced by the target country and the economic cooperation policy and JICA programs. The field survey also confirmed whether the needs of the target country and the educational programs offered by Accepting Universities are aligned. The relevance of the JDS project is validated in terms of its conformity with the (1) priority development issues in Myanmar and the (2) Japan's Economic Cooperation policy for Myanmar.

(2) Conformity with Priority Development Issues in Myanmar

The academic program of the JDS Project in relation to the National Comprehensive Development Plan (NCDP) is shown in the following figure. In 2016, under the JDS new system, the target areas were set to address the priority development issues based on both the NCDP and the Japanese economic cooperation policy.

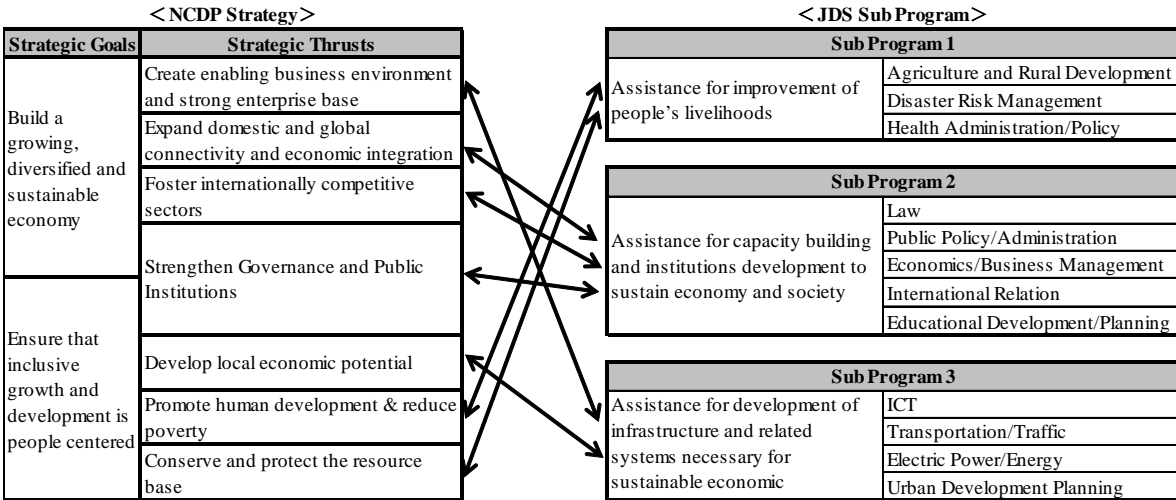


Figure 8 The Relation of the JDS Project to the National Comprehensive Development Plan

(3) Conformity with Japanese Economic Cooperation Policy to Myanmar

The economic cooperation policy of Japan to Myanmar (reviewed in April 2012 by Ministry of Foreign Affairs of Japan) states that it supports Myanmar's efforts for reforms in various areas towards its democratization, national reconciliation and sustainable development. The Sub-programs were designed as a human resources development program contributing to each target priority area relevant to both the NDCP and the Japanese economic cooperation policy.

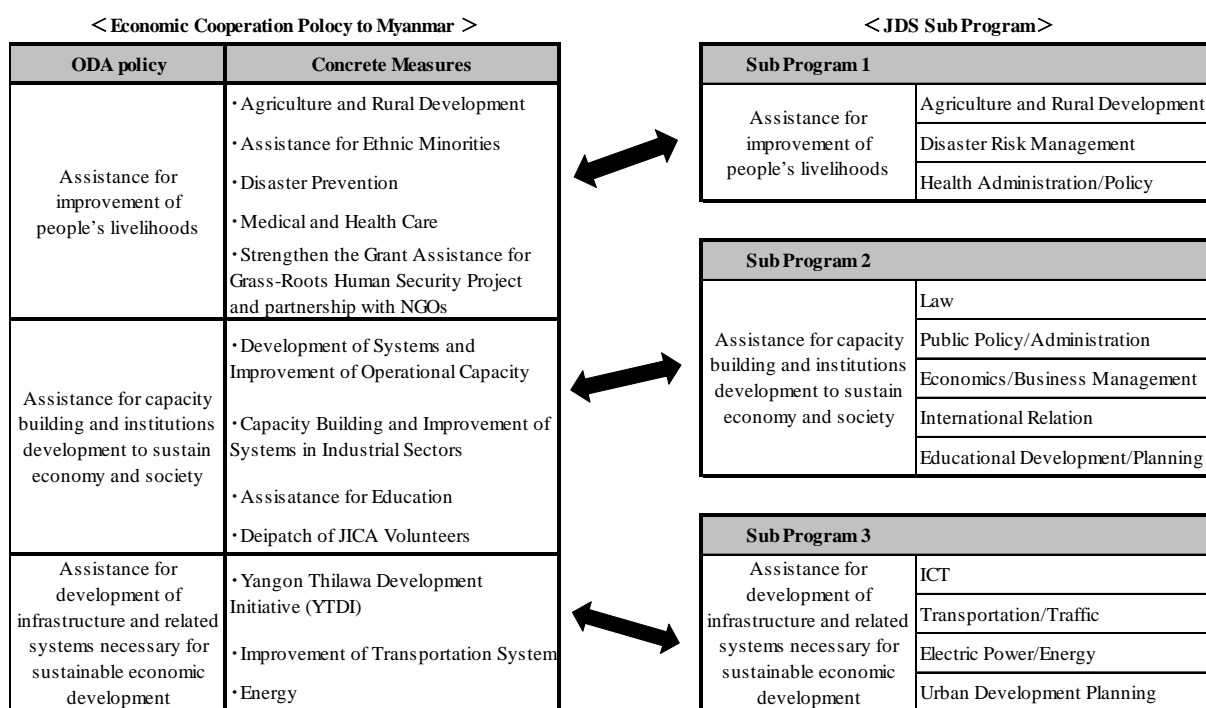


Figure 9 The Relation of the JDS Project to Japan's Economic Cooperation Policy to Myanmar

3-2. Expected Effect of JDS Project

The JDS project aims to develop human resources, especially young government officials who will have technical knowledge to offer practical solutions to the issues of socio-economic development and will actively contribute to resolving the issues. The Project Design (consisting of Overall Goal and Project Purpose) has been established for each Sub-Program and Component (see Appendix 6) in line with the Project's overall objective. The effect of the human resource development program is expected to manifest itself in the long term. Therefore, the Project Design, particularly the Project Purpose which defines the performance target at the time of project completion, can only refer to the acquisition of knowledge necessary to solve the development issues and the resulting increase in the competence of the personnel involved in policy-making in the Target Organizations. It is expected that JDS fellows will ultimately "contribute to solving development issues in their countries" by applying the acquired knowledge effectively, given their roles and responsibilities in the Target Organizations.

The following indicators are used to measure the achievement of the Project Purpose:

- Ratio of JDS fellows who obtain Master's degree
- Enhancement of the capacity of JDS returned fellows on research, analysis, policy making and project operation/ management after their return
- Policy formulation and implementation by utilizing the study outcomes of JDS returned fellows

With respect to the indicator, "Ratio of JDS fellows who obtain Master's degree" and "Enhancement

of the capacity of JDS returned fellows on research, analysis, policy making and project operation/management after their return,” a high completion rate is expected to be achieved as a result of the steady implementation of the following: 1) Encouraging applications by appealing to Human Resource Office in the Target Organizations of each Sub-Program and Component as well as the human resources that match the intent of the program at the time of recruitment; 2) Selecting JDS fellows on the basis of academic knowledge, relevant work experience, basic training, and potential for contribution after returning to the country; and 3) Offering various types of support and regular monitoring (namely, managing and advising on academic, lifestyle, and health issues in the form of interviews) to JDS fellows in Japan.

The appropriateness of implementing the JDS new system in Myanmar will be evaluated on the basis of this preparatory survey, and its application in Myanmar will eventually be reviewed by the Japanese government. It is, however, necessary for the government of Myanmar and Target Organizations dispatching JDS fellows to provide support during their study and, in addition, for the Accepting Universities to offer a curriculum that make even greater contributions to solving the development issues of the country. It is, therefore, expected that the achievement of the Project Purpose, which is measured by the first indicator, will continue to be promoted.

The retention ratio of government officials is high in Myanmar. As of the survey held in July 2015, over 91% of returned JDS fellows who are government officials have returned to the workplace they belonged to before going to Japan, or work at a government organization. The figure amounts to 99% in the last five years. In Myanmar, government officials had concluded a 10-year agreement for reinstatement at their organizations. In recent years, although some government organizations have abolished the reinstatement agreement, this does not change the fact that they are dispatched from government organizations. As such, ensuring that JDS fellows will return to their workplace upon completion of the program remains an important concern.

Comparison with other scholarship programs provided by other donors

The “JICA basic Research” analyzed the factors that contribute and hinder the effective progress and achievement of the JDS Project, in comparison with other donor’s scholarship program, as shown in the table below:

**Table 14 Examples of factors which influences outcome of JDS
(Findings from JICA Basic Research)**

| Goals | Contributing Factors | Inhibiting Factors |
|--|---|--|
| Pre-condition: Personnel, who fulfil the purposes of the JDS Program, is to be nominated. | <ul style="list-style-type: none"> • The target countries are able to maintain a strong ownership because of the JDS Coordinating Committee. • The selection process is transparent. | <ul style="list-style-type: none"> • Target organizations and fields are limited • PhD course is not covered. • There are no courses provided about Japanese culture and/or language. |
| Overall Goal 1: Contribution to solving development issues | <ul style="list-style-type: none"> • Quality education provided in Japan • Fixed number of government officers is continuously accepted every year. • Target areas (study fields) meet the development needs of the target countries | <ul style="list-style-type: none"> • PhD course is not covered • There is limited official networking with Japan after returning to their home countries |
| Overall Goal 2: Contribution to strengthening bilateral relations | <ul style="list-style-type: none"> • Safe study and research environment in Japan • Strengthened networking with JDS returned Fellows and accepting universities | <ul style="list-style-type: none"> • JDS returned Fellows are given limited opportunities to get further information from Japan and to exchange information with the JDS returned Fellows in other target countries. • Official Systems to utilize JDS Graduates by the government of Japan or Japanese private companies are limited. |

(source: JICA report)

Furthermore, project partnership with accepting universities enables each university to be widely involved in the selection of candidates, and the Special Program, which is offered in addition to existing university programs, provides curriculums that meet needs of each JDS fellow and country. The throughout involvement of accepting universities in the selection, guidance, acceptance and follow-up works as an advantage to JDS Project.

In addition, proactive involvement of the Agent in the establishment of project policy each year and its versatile support for JDS fellows, such as recruitment and selection of candidates, send-off, regular monitoring throughout their stay in Japan, alumni activities and reappointment to their original job posts after their return, give JDS Project a comparative advantage over other donors.

The comparative advantage of the JDS project, especially in Myanmar, over other competing scholarship programs are as follows:

- It is the one and only scholarship project which continued even under the military regime and is still continuing.
- The transparency of the selection is well acknowledged, so that the applicants develop self-confidence as they proceed through the selection process and those who are chosen as final

applicants have pride and self-awareness as JDS fellows.

- The hospitable support system before, during and after the program influence a positive feedback among JDS fellows. The statement that "in the JDS project, you can relax and study with no worries," is often expressed by former JDS fellows.

The trust which Myanmar's ministries and agencies have in overseas education in Japan is strong. This is due to the good relationship between Japan and Myanmar, strengthened by the long established partnership through this project. Successful examples of overseas education in Japan are communicated by former JDS fellows to their younger colleagues.

3-3. Project Evaluation Indicator Data

The following are the indicators for the evaluation of JDS Project in Myanmar shown in the JDS Basic Research.

Table 15 Project evaluation indicator data on JDS Myanmar

| | Number of Fellows accepted* | Upon arrival | | | After return to country | | Completion rate* |
|---------|-----------------------------|--------------|--------------------------|--|--------------------------|--|------------------|
| | | Average age* | government officers* (%) | Those who were in managerial posts (%) | government officers* (%) | Those who were in managerial posts (%) | |
| Myanmar | 369 | 32.4 | 90.5% | 39.2% | 87.3% | 53.1% | 99.6% |

*Updated with the data of JDS Fellows arrived in 2015 (As of April 2016)

In Myanmar, the nomination system for the JDS scholarship by government organizations has been institutionalized as part of human resource development for government officials. As a result, a consistent number of applicants (around four times of the final slot) are received. Government officials account for more than 90% of the total JDS fellows since the project has been positioned as a human resource development initiative mainly for government officials. They are required to return to work at their government organizations, and the reinstatement ratio and retention ratio of government officials are higher than those in other countries.

The effectiveness of the project after the introduction of the JDS new system can be measured on the basis of various criteria, including the independence of relevant organizations and the activities of JDS fellows after returning to the country, in addition to the management and progress of the project. Indicators are created to evaluate the "Degree of capacity building of JDS fellows (especially capacities necessary for policy making and implementation)" and the "Level of appropriateness of university curricula" and also conduct a questionnaire survey. The survey respondents were principally JDS fellows.

(1) Contents of Survey

As for the "Degree of capacity building of JDS fellows," given that the "Development of young government officials and others" is the objective of the JDS project, it was aimed to examine changes

in the abilities required for policy making and implementation in the developing country as a result of the JDS project. In concrete terms, the survey was conducted to measure improvements in skills and thinking abilities such as “Scientific research and analytical skills,” “Logical thinking ability,” “Problem-solving ability,” and “Leadership,” as well as changes in attitudes including “Morality,” “Discipline,” “Sense of responsibility,” and “Aggressiveness.”

The appropriateness of university curricula for the solution of development issues, on the other hand, was already confirmed when the curricula were presented for screening before the beginning of the survey. Survey items are, therefore, created in order to check whether the proposed curricula were actually implemented and, in addition, whether the offered curricula truly produced an outcome that contributes to resolving the development issues. Also, another questionnaire survey was conducted targeting returned JDS fellows to see how the graduates utilize their outcome of their study in policy making / implementation.

(2) Method of Survey

The questionnaire survey to measure “Degree of capacity building of JDS fellows” targeting JDS fellows was undertaken in the following three stages: Upon their arrival in Japan, during their study, and upon their completion of study. At the time of their arrival in Japan and during their study, preliminary reports on the periodic monitoring of the JDS fellows were received. At the time of the completion of their study and shortly before their return to their home country, questionnaires are to be distributed and collected, instead of preliminary reports on the evaluation meetings that had been convened with the JDS fellows at each Accepting University and in each graduate school.

For returned JDS fellows, another questionnaire was distributed, asking about their promotion and utilization of their study outcome in their ministries after return. About 33% of the returned JDS Fellows answered. (For the survey results, see 3-4-2. Evaluation by the returned JDS fellows.)

(3) Use of the Survey Result

Figure 10 presents an analysis of the results of the questionnaires filled out by the JDS returned fellows (JDS fellows who had come to Japan in 2009 to 2012).

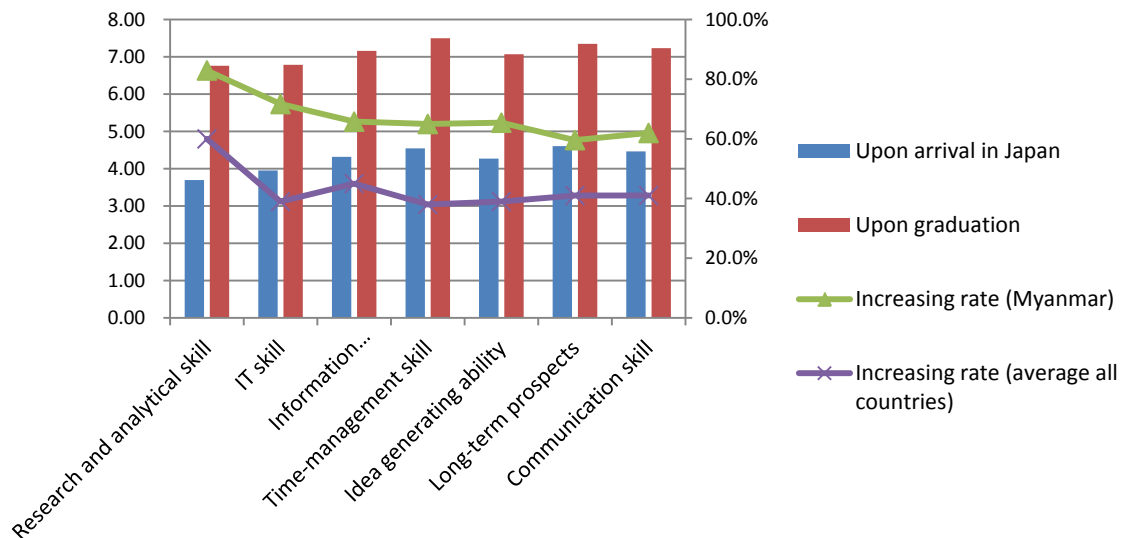


Figure 10 increased skills and Abilities of the JDS Fellows from Myanmar during their Study in Japan (between their arrival in Japan and Graduation)

All of the fellows' abilities had improved on completion of study from their arrival in Japan. One characteristic of the JDS fellows from Myanmar is significant improvement in their "Scientific research and analytical skills," "IT skills" and "Information collection/processing abilities." Their "ability to create new ideas or concepts," and their ability for "time management," which is generally required for government officials in developing countries, have also greatly improved.

3-4. Evaluation by JDS Returned Fellows in Myanmar and the Accepting Universities

3-4-1. Considerations from Project evaluation indicator data

In the JDS Project in Myanmar, the completion rate is 99.6% as of April 2016, and it can be said that one of the indicators "Ratio of JDS fellows who obtain Master's degree" has been achieved. Also, regarding the indicator "Enhancement of the capacity of JDS returned fellows on research, analysis, policy making and project operation/ management after their return," according to the questionnaire above the improvement rate for the Myanmar fellows is much higher in each item compared to other countries, which is thought to reflect the fact that they have become more confident in themselves through their study in Japan.

Enhancement of the policy making/ implementation skills through studying in Japan and contribute to the organization is one of the JDS project outcomes. JDS returned fellows are expected to utilize the skills and contribute to their belonging organizations and development issues of Myanmar.

3-4-2. Evaluation by JDS Returned Fellows

The questionnaire survey targeted all returned JDS fellows—from the first batch of fellows who arrived in 2002 to the 12th batch of fellows who returned in 2015. The survey was done to check their promotion situation, how they have utilized (or will utilize) their research findings after returning to their country, their desire to go on to the PhD program, and so on. Ninety-four out of the 281 returned JDS fellows responded.

During the survey period, group and individual interviews were also conducted with the returned JDS fellows who have been promoted after studying in Japan with the JDS project and are now in managerial positions. They have been playing a key role in their organizations, using their experience in Japan. The returned JDS fellows who were interviewed are given in Appendix 3.

(1) Work roles and promotions of JDS fellows after their return to Myanmar

More than 80% of the respondents said that they were promoted after studying in Japan under the JDS project. The following are frequent comments from the JDS fellows who have been promoted:

- "I got opportunity for promotion (to a more influential position) from my superior, in order to share and spread the knowledge I obtained in Japan,"
- "I acquired internationally excellent knowledge and experience at graduate school in Japan, which was highly evaluated by my superior after I returned. This helped with my promotion examination,"
- "After returning from Japan, I was assigned as a liaison with foreign governments and international organizations, and my work has been highly evaluated."

In the Ministry of Education, a Master's degree is a requirement for promotion. Many returned JDS fellows who belong to the Ministry of Education and were tutors before going to Japan responded that they had been promoted to assistant lecturer because they had obtained their Master's degree with the JDS.

While several returned fellows said that they received various opportunities for promotion after returning to Myanmar, some say that promotion depends on their years of work experience, which implies that a Master's Degree does not always necessarily result to a promotion.

One of the examples of promotion is a JDS fellow who studied at the Graduate School of International Development and Cooperation at Hiroshima University. She was a staff officer at the Ministry of National Planning and Economic Development before coming to Japan. After returning to Myanmar, she was now serving as deputy director general of Planning Bureau. Playing an active role in the organization, she also actively supports candidates for the JDS and current JDS fellows, and serves as a lecturer at the Graduate School of Administration and Development (GSAD) established by her Ministry. In this manner, she has been actively involved in development of her junior staff.

Another example is a returned JDS fellow who studied at the Graduate School of International Relations at the International University of Japan. He was a manager at the Myanmar Economic Bank under the Ministry of Finance before studying in Japan. Now he is a manager at the Treasury Department of the Ministry of Finance. In addition, there are many returned JDS fellows who have been promoted to deputy-director level positions. A returned JDS fellow studied at Nagoya University, Graduate School of Law, got three promotion chances and now he is assigned as deputy director of

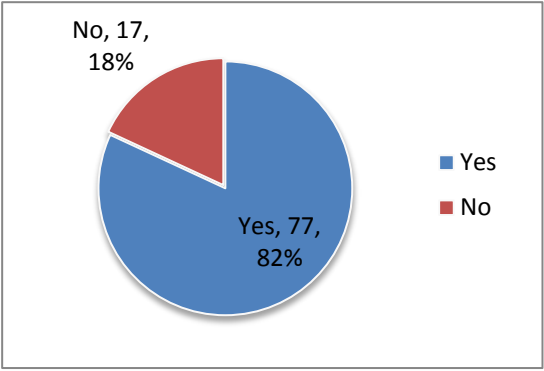


Figure 11 Promotion after return from Japan

the Political Department. Another returned fellow, who was a staff member at the Bureau of International Relations, the Minister's Secretariat at the Ministry of Labour, Employment and Social Security, has been promoted twice, and currently serves as an assistant director at the Bureau of Internal and International Relations of the Minister's Secretariat. Many returned JDS fellows at the Ministry of Foreign Affairs are dispatched to overseas diplomatic missions. It is also confirmed that a JDS fellow of the Ministry of Commerce has been dispatched as minister counselor at an important overseas diplomatic mission, and works on trade coordination with foreign countries.

(2) Utilization of research findings obtained in the study through the JDS

Many returned JDS fellows responded that they were assigned as liaison officers for international cooperation, dealing with JICA, international organizations, international NGOs and other assistance organizations after they studied in Japan. Out of the 94 valid respondents, 34 persons (36%) said that they work in counterpart organizations to the above-mentioned aid organizations, or are involved in projects run by aid organizations. This shows that their experience of studying in English and completing a Master's programs at a foreign university is highly evaluated in their organizations.

A returned JDS Fellow who studied at University of Tsukuba from Ministry of Hotels and Tourism mentioned that upon his return to work, he was actively involved in the formulation process of Myanmar Tourism Master Plan and Ecotourism Policy and Management Strategy, wherein he is able to utilize the knowledge he gained from his JDS Master's program. He is working at the Training and Education Department and facilitating the projects assisted by development partners and international institutions. He also expressed that without this chance to attend the JDS, he would have not been able to do this kind of work effectively.

Another returned JDS Fellow from Ministry of Commerce, graduated from International University of Japan, Graduate School of International Management, is now serving as Counsellor (WTO Section) to the Myanmar Mission in Geneva. He has been facilitating the development of Aid for Trade programme especially Enhanced Integrated Framework (EIF) which is the key component Aid for Trade of WTO, and the WTO's Trade Policy Review of Myanmar in 2014 which is ever first

experiences of Myanmar. Also, he has been involved in the cross sector, Trade Facilitation under the National Export Strategy (NES) which was designed in 2014 and started implemented in 2015.

Also, a Fellow who had studied at Ritumeikan Asia Pacific University from Yangon University of Economics (YUE) stated that soon after her return from Japan, she had been taking part in curriculum development of High School Level Economic Course for whole Myanmar. She also facilitated the earlier phase of ERIA¹⁷ research works with the collaboration of the other Ministries in 2007 under the supervision of Dr Kan Zaw (Rector of YUE then). She shared and utilized her knowledge widely, not limited within her normal duties as tutor at the university. At the same time, she has shared her experiences from Japan to her colleagues and has been encouraging them to apply for the JDS since 2006. Since then, around 20 faculties received the scholarship due to her efforts.

(3) Involvement with Japan after returning to Myanmar

Many returned fellows liaise with aid organizations. Almost all of them say that they are involved with Japanese government organizations such as JICA, and the Japanese embassy. Many responded that they have participated in JICA projects at organizations such as the Union Attorney General's Office, the Supreme Court of the Union and the Ministry of Agriculture and Irrigation. Their experience as returned fellows from Japan has been utilized to put the right person in the right place.

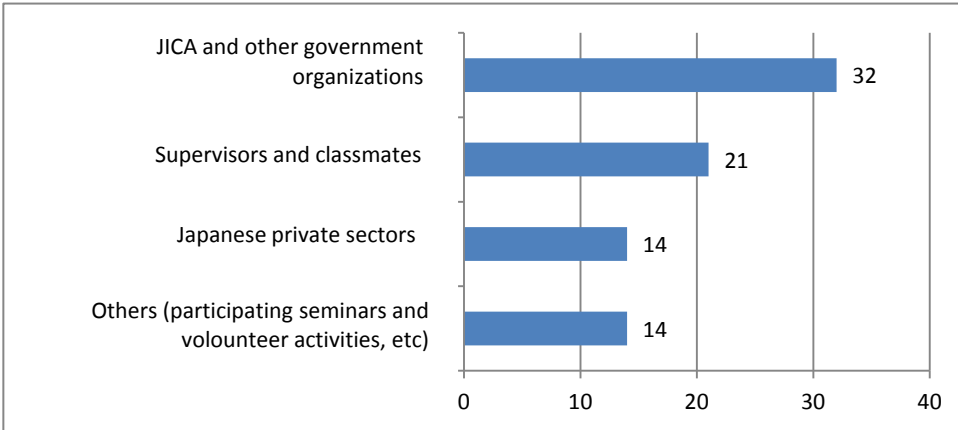


Figure 12 Cooperation or connection with Japan after coming back to Myanmar

One of the returned fellows from Ministry of National Planning and Economic Development, who studied at International University of Japan, is now assigned at Myanmar Embassy in Tokyo as a counselor. It can be assumed that her experience in the JDS was valued in the ministry to consider her assignment in Japan.

The following are other examples:

- A Returned Fellow from the Central Bank responded that he was promoted to Assistant Director, assigned as a commercial counsellor in Myanmar Embassy in Beijing. He has established good networks with JICA, Japanese Ministry of Finance and Japanese nationals who work in IMF or World Bank, and has been engaged in various issues such as negotiations meetings for bridge

¹⁷ ERIA: Economic Research Institute for ASEAN and East Asia.

loans program, TA program etc.,. He has established a good relationship with the Japanese commercial counselor in Beijing as well.

- A Fellow from the Ministry of Commerce who studied at Ritumeikan University responded that the most frequent visitors to her Ministry is the Japanese delegation. She has engaged with discussions not only with the Japanese Government but also Japanese associations and companies that assist in human resource development, infrastructure development and provide policy advice to the Ministry,
- A Fellow from Ministry of Finance, who is promoted to the Director of Treasury Department commented that she had good relation with Japanese bank, and had dealt with Japanese Ministry of Finance for ASEAN+3 matters. Also, Myanmar Securities Exchange Center (MSEC) is Joint Venture Company of Japan - Daiwa Institute of Research (DIR) and Myanmar Economic Bank, so she had participated in discussion with Japan-DIR.

Especially many returned fellows from the Myanmar Post under the Ministry of Communications and Information Technology responded that they have cooperation opportunities and interaction with Japan through their work. A Fellow who graduated with an MBA degree from the International University of Japan is now the Deputy General Manager for the Myanmar Post. She is responsible for coordination with the Ministry of Internal Affairs and Communications of Japan, Embassy of Japan in Myanmar, and frequent interactions with Japanese companies like Japan Post, Hitachi, Marubeni, Sojitz, and Nagata, to name a few. In addition, she accompanied the high-level Myanmar delegation in the signing ceremony in Japan for two Memorandum on Cooperation between the Ministry of Internal Affairs of Japan and the Ministry of Communications and Information Technology to improve postal services in Myanmar.

In addition, several returned JDS Fellows from the same ministry shared that they worked with the Japanese companies involved in the 2013 emergency improvement plan for the telecommunications network, which was an ODA infrastructure construction project. Currently they are participating in the joint project for developing the telecommunications infrastructure with KDDI Corporation and Sumitomo Corporation as managing contractors.

Many returned JDS fellows in the private sector also work as business partners for the Japanese companies working on ODA projects and other businesses in Myanmar. They say that their experience in Japan through the JDS program is helpful in building relationships with Japanese companies, and conducting business with smoothly.

Most of the returned fellows still have connections with their teachers and friends at their university. Some of them conduct joint research projects with their teaching advisors or serve as directors of the Myanmar branch of their university's alumni association. They are actively involved in various activities that contribute to building the foundation for amicable bilateral relationships between Japan and Myanmar.

(4) Advantages and merits of studying abroad through the JDS

Many of the returned JDS fellows explained that one of the advantages of studying through the JDS project is career advancements after returning to their country. According to the hearings with the target government organizations, promotion is based on years of experience, and the acquisition of a Master's degree does not directly lead to promotion. Some of the returned JDS fellows also answered that studying with the JDS cannot be said to directly influence promotion, due to similar reasons. Still, many responded that their superiors put premium on the Master's Degree obtained through the JDS, and appreciate the knowledge and experience obtained in Japan, which lead to their promotion. This implies that the value of the JDS and study in Japan is well recognized in their organizations.

In addition, many returned JDS fellows pointed out that the continuous relationship with their academic advisors is also an advantage. Several of them said that they continue to consult with their academic advisors on their work or research. The teaching faculty in the accepting universities also regards the relationship with them as important. It seems that they have a good reciprocal relationship.

Other responses are as follows:

- "I got strong confidence by getting education at the international level, and getting through it,"
- "I learned business skills such as English communication skills, critical thinking, the ability to decide, and self-management,"
- "When I do business with the Japanese (after returning from Japan), I feel it's easier to understand the Japanese way of thinking, which helps me bridge the cultural gap between Japan and Myanmar."

These comments show that the advantages of studying in Japan go beyond the mere acquisition of academic knowledge.

(5) Improvement of English skills

All of the respondents say that their English skills improved due to their study in Japan through the JDS. 46% of them said that the English programs provided by their universities were helpful in improving their English. 38% of the respondents said that they had improved their English proficiency through self-study, and 12% through communication with their academic advisors and friends on campus. According to the respondents, improved English skills influence their assignment to sections related to Japan or to other international organizations after returning to Myanmar.

(6) Desire to go on to the PhD program

Ninety percent of the returned JDS fellows who responded to the questionnaire expressed their desire to go on to the PhD program. They want to enhance their professional skills by obtaining deeper knowledge that it is necessary for their future promotion and career development. These responses account for more than one third. Many returned JDS fellows belonging to the Ministry of Education wish to obtain a PhD degree as the PhD degree is required for promotion from lecturer to assistant professor.

Returned JDS fellows from the other government organizations commented as follows:

- "The Master's degree holders need to take a promotion examination, but the PhD holders are given the opportunity of promotion without taking the promotion examination,"
- "In my present organization, a PhD degree is necessary to become a liaison with JICA and other international organizations."

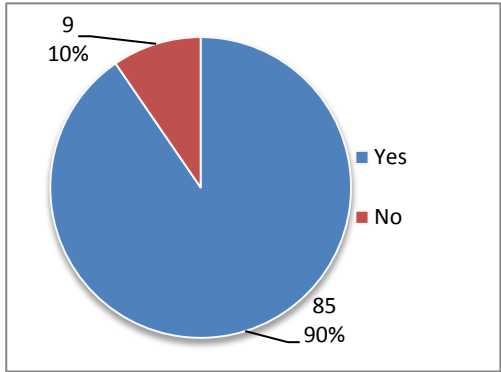


Figure 13 Desire to go on to PhD

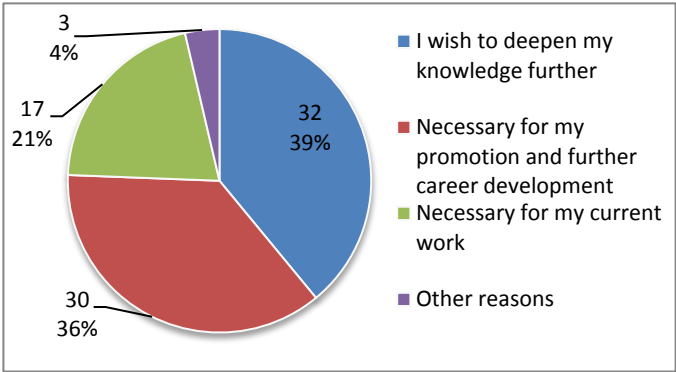


Figure 14 Reason to go to PhD

(7) Comparative advantages of the JDS and areas for improvement

Respondents enumerated the advantages of the JDS program, as compared to other scholarship, which are key points in recommending the program to potential applicants.

The following responses are summarized as follows:

- The program is designed to benefit not only individuals but also the JDS fellows' organizations and target countries;
- First-class foreign study programs, with a well-planned system thanks to a fair selection process and the provision of high-level university programs;
- Sufficient scholarships are provided, so that the fellows can concentrate on their studies without worrying about their livelihoods;
- Detailed and close support is given from the application period up to the fellows' stay in Japan,
- It helps to promote mutual understanding of the history and culture of both Japan and Myanmar and to strengthen the relationship between the two countries;
- Relationships with Japan as well as the other JDS fellows' countries can be established;
- Relationships with returned JDS fellows are maintained by conducting follow-up surveys with returned JDS fellows.

One Fellow said that "Japan is one of the top developed countries, which has many good experiences to be shared to the people who want to participate in the process of developing their country." Another Fellow from one of the Ministries which has large number of returned fellows stated that "the JDS can

fill the human resource gap and support the development of Myanmar.” They added that “high level officials have a good impression on JDS scholars because JDS scholars have acquired broader perspectives because of the experience. In this context, the JDS scholar is equipped with new knowledge and skills that improve their work performance.” These responses underline their confidence in the JDS project and their high evaluation of the project, which has continued for 15 years.

On the other hand, areas for improvement were also pointed, such as the need to include a PhD program in the JDS. Of the 53 responses related to requests and points to be improved, about half were requests to establish the PhD program. Not a few people requested abolition of the age limit for application if the PhD program is launched. These comments show the high levels of expectation the fellows have.

Some fellows commented that it is necessary to promote further collaboration between returned JDS fellows and JICA projects in order to share and utilize research findings further. One Fellow commented that all JDS alumni had been contributing their knowledge, qualification and experiences from Japan in some ways for the development of Myanmar. But there is very limited chance for the alumni to participate in the process of research-based policy formulation since such practice is still weak in Myanmar's public administration and management. Therefore, to effectively assist Myanmar in research-based policy formulation, JDS should be connected with such kind of special program newly created or attached with the former one.

Other points to be improved include: (1) Shortening of the selection process; (2) Enhancement of English/Japanese training before departure and training in specialized fields; and (3) Enhancement of field trips and internship programs while staying in Japan.

3-4-3. Evaluation by the accepting universities

A questionnaire survey was conducted with the 13 universities (16 graduate schools) which have accepted JDS fellows from Myanmar since FY 2013; the questionnaire covered the merits and impact of accepting the JDS fellows, issues with regard to their acceptance, and proposals for future, etc. The interview survey was conducted by visiting 11 universities (13 graduate schools).

(1) Background and purpose of accepting JDS fellows from Myanmar

In many cases, the universities concerned accept foreign ODA-related students through JICA projects, in addition to the JDS fellows. Many of them have deepened their relationship with Myanmar through projects on Myanmar or university linkages other than the JDS, and the intake of JDS fellows from Myanmar is understood in this context. Many institutions responded that they are interested in a rapidly developing Myanmar. Yokohama National University Graduate School responded that "We aim to cooperate with human resource development in the field of social infrastructure in Myanmar and to construct and strengthen person-to-person networks with the country." Responses from other universities are as follows: "The present Myanmar is in the process of development into a market

economy, which is interesting as a research subject," (International Christian University); "We think that the importance of Myanmar has increased more than ever after democratization" (Kyushu University).

(2) Impact of accepting JDS fellows

The universities confirmed that accepting JDS fellows had an impact on the following four points: (1) University globalization, (2) Networking (connections with foreign government organizations), (3) Japanese and foreign students, and (4) Regional revitalization.

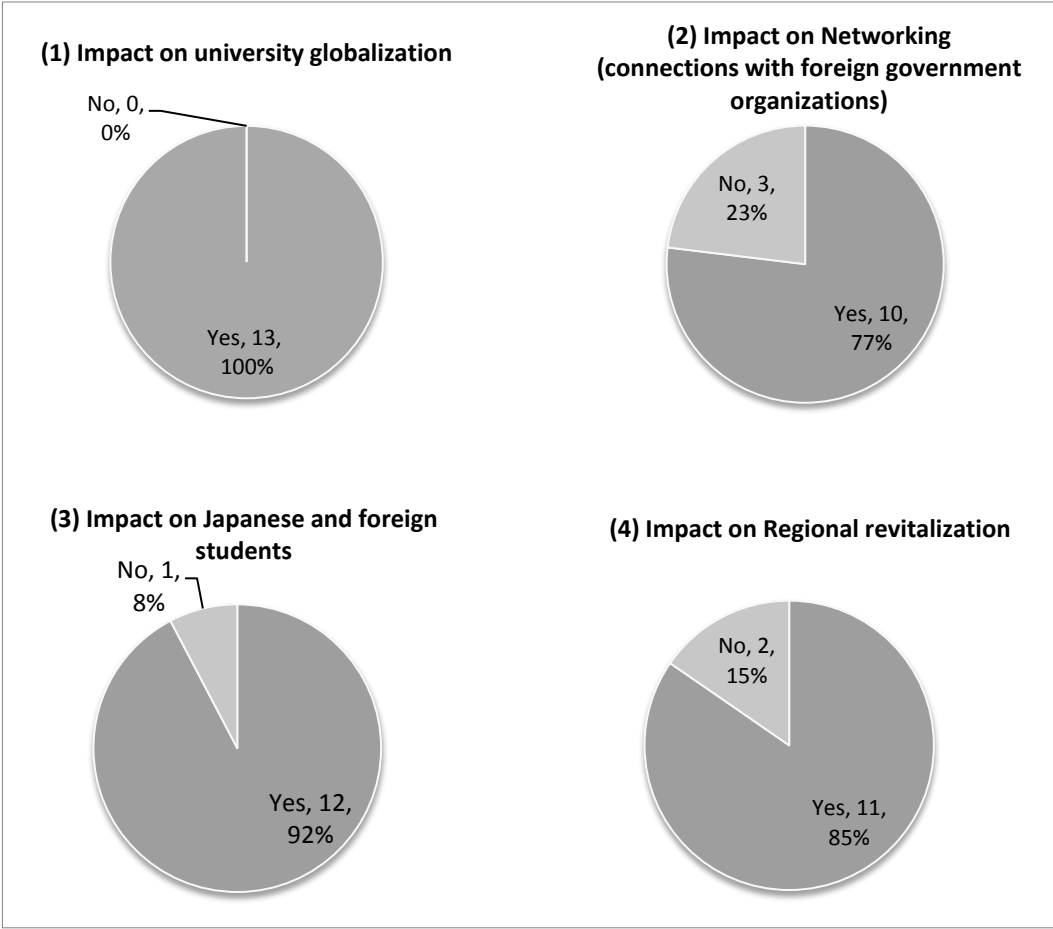


Figure 15 Impact on accepting JDS fellows

All universities are unanimous in conforming impact of accepting JDS scholars on their organizationin in terms of university globalization.

Among the accepting universities, Kumamoto University Graduate School and Yokohama National University Graduate School responded that the acceptance of JDS fellows from Myanmar contributes to strengthening the relationship with universities in Myanmar.

Hiroshima University said that "the university wishes to expand both exchanges with Myanmar and the intake of students from Myanmar. Under these circumstances, the intake of JDS fellows from

Myanmar is highly evaluated in the university as a whole. The JDS fellows are expected to contribute to the promotion of exchanges between the university and Myanmar as alumni in the future."

One specific example of the impact of JDS on the university is the case of the Graduate School of Bio-resources and Bioenvironmental Sciences in the Faculty of Agriculture of Kyushu University. In 2010, an international undergraduate program with admissions in October was launched in the Faculty of Agriculture and the Faculty of Engineering, in which classes are taught in English only. The international undergraduate program was launched in the Faculty of Agriculture because of the highly acclaimed outcome of the Graduate School's International Development Research Course, which accepted JDS fellows. Similarly, at Yamaguchi University, the importance of the English training has become more recognized, and a public management course was established as a bridge course to the graduate program. The above examples show the impact on globalization of the entire university organization.

Other universities' opinions on the impacts of the intake of JDS fellows are as follows:

- "Foreign students from countries in conflict with China and from the ASEAN region promote mutual understanding through interaction and discussions at the seminar." (International Christian University)
- "The intake of JDS fellows contributes to globalization, mainly in graduate school. Understanding the situation of electric power and telecommunications in Myanmar helps us understand the situation in Myanmar with regard to JICA projects, setting up inter-university agreements, etc." (Kumamoto University)
- "The JDS fellows have high aspirations to represent their country and sharp awareness about the problems of global society. They have enhanced the level of class discussion and positively stimulated other students, which has helped to enhance the quality of the students as a whole." (International University of Japan)

With regard to the impact on networking (connections with local government organizations in their country, etc.), 10 out of the 13 courses that responded said that they had an influence on connections with foreign government organizations, etc. According to the Graduate School for International Development and Cooperation at Hiroshima University, a joint research project with was undertaken with Yangon University of Economics, a center of policy research in Myanmar, through the connections with a returned JDS fellow. At the graduate school of Kyushu University, contact with the government of Myanmar has become easier through returned JDS fellows, and this has resulted in the launch of the two joint research projects with the Myanmar government, contributing to the promotion of scientific and other research activities.

In addition, the Graduate School of International Management of the International University of Japan stated that a returned JDS fellow at the Ministry of Commerce is aiming at the launch of a diploma program at the Yangon Institute of Economics with their support. In this way, strengthened relationships between the various universities and related local organizations in Myanmar through the returned JDS fellows have been confirmed.

Shared responses with regard to the impact of JDS fellows on Japanese students and other foreign students are as follows:

(1) Other students get a new perspective; (2) Japanese students and JDS fellows interact in terms of research because the Japanese students often choose the target country as the theme of their thesis; (3) The interaction is not limited to Japanese students but extends to foreign students from the ASEAN regions and JICA-related foreign students; and (4) The JDS fellows get seriously engaged in their research as their period of study in Japan is limited, and they have a deep awareness of problems as businesspersons, which stimulates the Japanese and other foreign students and leads to the improvement of the quality of the students.

According to the Graduate School of International Management, International University of Japan, Japanese and foreign students can build relationships through group work in classes, as many of their Japanese students from companies will be sent to the ASEAN countries after graduation. They say that the network with the JDS fellows from Myanmar, which has attracted attention in recent years, is particularly valuable for the Japanese students.

With regard to the impact on regional revitalization, several good practices, however limited, are cited in the survey. Examples of participation in international exchange organization in the region are as follows: The International University of Japan conducts exchange activities with elementary schools through an international exchange organization in Minamiuonuma City, Niigata Prefecture, where the university is located, and the International Christian University, in collaboration with an NPO organization in Mitaka City, Tokyo, refers of regional volunteer organizations which request the cooperation of foreign students for international exchange events. Collaboration by these universities with international exchange organizations in the various regions can be a role model of good practice for other universities and regions. They contribute greatly to the globalization of the region. It also helps foreign students understand Japanese society and culture more, and helps make their study in Japan more meaningful.

(3) Expansion of the industry-academia-government network in Japan

Some examples of networks between industry, academia and government due to the intake of JDS fellows are as follows, noting that the number of networks are still limited:

- Cooperation on classes in collaboration with the Kobe City and other local governments started in FY 2015, and this educational collaboration is to be strengthened in and after FY 2016. Educational collaboration has expanded to research collaboration. In March 2016, a field survey was conducted in Myanmar in collaboration with the relevant agencies of Kobe City government. (Kobe University)
- A private company operating in Myanmar made a proposal for collaboration and cooperation in the area of foreign students' specialties. In addition, the collaboration network has been strengthened by requesting local governments and private companies to accept JDS fellows for training and holding an opinion exchange meeting. (Yokohama National University)

- The network of returned JDS fellows was effective in the business operations of Asia Air Survey Co., Ltd. (AAS) and the Forestry and Forest Products Research Institute (FFPRI) of the National Research and Development Agency, which had no connections in Myanmar. Through human network of the JDS graduates in Myanmar, now AAS has established a local subsidiary in Myanmar, and FFPRI has started a joint research project with a local organization in FY 2015. (Kyushu University)

In addition, Kumamoto University had the opportunity to observe several facilities related to research themes in electric power with the support of Kansai Electric Power Company. The company provides support for Yangon City Electricity Supply Board in Myanmar under a JICA project. According to the university, collaboration can be expected after the JDS fellows return. Some universities commented that they expect networks to develop between the JDS fellows from government organizations and the university and industry. In line with the recent trend of increasing numbers of Japanese companies operating in Myanmar, further contributions to government, academia and industry collaboration can be expected.

(4) Utilization and outcomes of supplementary courses at university

The merits common to the universities are as follows:

- Programs can be formed to strengthen fields at which JDS fellows from Myanmar generally have difficulty, such as "preparation and presentation of theses in English" and "mathematical ability." As a result, they can tackle research at graduate school with confidence.
- The intermediate presentation of the Master's thesis in the fellow's country helps to enhance the completeness of the thesis as well as establish the relationship with country.
- Hearings with local governments are conducted as a part of field trips. On-site observation, which cannot be experienced through classroom lectures on campus, enables students to understand the policies and administrative systems related to their research fields. This is helpful for further research.
- We can now carry out a wider range of activities, including domestic surveys, to provide the opportunity to get to know the actual situation of the policies in the regions. This has had a good effect on the program as a whole.

The Kyushu University commented as follows: "Using the budget for the university's supplementary programs enables us to provide precise and direct guidance on research methods and/or analysis methods on site. As a result, we can collect and analyze data correctly and steadily, which leads to a substantial enhancement of the level of education and research."

(5) Comparison with other scholarship programs

In response to the question on the merits of the JDS compared to other scholarship programs, given that foreign students on other scholarship programs also attend the accepting universities, the following responses were obtained from the universities surveyed:

- The universities can offer guidance on research planning and Master's thesis that can be more useful for the JDS fellows and the development issues of their home country, because we know what the fellows are expected to achieve and for how long after they return to their country and workplace.
- As the JDS fellows are students who have a clear purpose, the educational effect of the program is high.
- Close support and sufficient scholarships enable the JDS fellows to concentrate on their studies. So, in a study period two years, which is not long, they can give presentations at academic conferences and have their papers appear in academic journals.
- Current and returned JDS fellows contribute in some form to the construction of networks with university researchers and universities, and adopt a cooperative attitude.

On the other hand, on the issues and areas for improvement, as compared with other scholarship programs are as follows:

- "The ability to perform research will be substantially improved if the 3 to 6 months' training in Japanese is provided before departure,"
- "The volume of paperwork for university education supplementary courses is enormous and the difference of rules from other JICA scholarship projects (Afghanistan PEACE, ABE Initiatives, etc.) is difficult to understand, which causes chaos in the office,"
- "As almost all of the JDS fellows are government officials and conduct research on issues involving their country, it will be nice if support for travel expenses was provided for the field survey in their home country,"¹⁸
- "If experts were posted to help with the process of choosing universities, that would enhance the reliability of JDS."

(6) Follow-up after returning to Myanmar

With regard to the follow-up of JDS fellows after returning to their home country, many responded as follows:

- "The current situation of the returned JDS fellows is updated by holding an alumni meeting when the expert interviews are held in Myanmar,"
- "The network of returned JDS fellows is put to work when we do field surveys in Myanmar."

In addition, several universities mentioned that they have conducted joint research projects with returned JDS fellows in the past or that they have considered inviting returned fellows as special lecturers, using the budget for the university education supplementary courses and special programs.

The Graduate School for International Development and Cooperation at Hiroshima University is

¹⁸ After the JDS new system is introduced, the travel expenses can be covered under the budget of "Special Program" paid to the university.

conducting a joint research project with a returned JDS fellow who is a graduate of Yangon University of Economics. The joint research project has been furthered by extending and developing the research content after he returned to Myanmar. As a government official, he can factor the research findings into his work in a form of policy recommendations. This is confirmed to be an effective practical follow-up. The university commented that follow-up is easier if they can intake fellows specializing in the same field for the four consecutive batches under the new system, because they can continue to work together after they return and obtain the necessary research requirements and information. It is expected that the merits of introducing the new JDS system in Myanmar will spread to other universities in the future.

(7) Introduction of the PhD program

The results of the questionnaire survey to which the accepting universities and courses responded confirmed that the need for a PhD program is generally high. Fourteen out of the 16 universities responded that there is a need for the PhD program. 60% to 75% of the respondents said that the current and returned JDS fellows wish to go on to the PhD program, and some of them have the ability to study at the PhD level. Both the universities and JDS fellows wish to have the PhD program as a JDS project. Some accepting universities have recommended their students to return to Japan to study on the PhD program using the government scholarship program. So, many of them welcomed the launch of the PhD program as a JDS project.

Table 16 Needs for Ph.D Program

| Valid: 16 answeres | Yes | No / no answer |
|--|-----|-------------------|
| (1) Needs for Ph. D Program by JDS | 14 | 2 |
| (2) Are there any <u>Current</u> JDS Fellows who desire and are qualified to enroll a Ph.D Program? | 10 | 6 |
| (3) Are/Were there any <u>Returned</u> JDS Fellows who desire and are qualified to enroll a Ph.D Program | 12 | 4 |

With regard to the period of study necessary for the PhD degree, most of the responses commented that "at least three years is necessary." While some commented that, out of the three years, the period required to stay in Japan to do research is "one year if the student is extremely excellent academically" or "one to three years;" many of the comments say that usually three years are necessary.

The universities' comments on the introduction of the PhD program are as follows:

- We have requested the PhD program, so we will welcome it if it is launched. If the JDS project includes a Master's program as well as the PhD program, it will contribute to more enhanced human resource development.
- In order to research and finish the PhD program in three years, it is desirable to directly go to the PhD program without interrupting one's study by returning to one's home country. But it is also

important to go back to work and experience the actual situation of work.

- Completion of the PhD program in three years is difficult for foreign students unless they are particularly excellent or have a foundation in research to some extent. If the same academic advisor at the Master's program continues to teach at the PhD program, students may be able to obtain the PhD degree in three years.
- In the case of the engineering field, whether part of research can be conducted back in their country depends on the content of the research. In the case of simulation-oriented research, research can be partially conducted if only the necessary equipment is available, while a laboratory is necessary if the research is centered on experiments.
- Even if the JDS project does not set acquisition of the PhD degree as the outcome indicator, going back to their home country without the PhD degree after three years of study may be a disgrace for the JDS fellows. It is desirable to extend the period of their return until they obtain a PhD degree.
- The PhD program is a forum for developing researchers. If students do not have a forum to utilize the knowledge they have obtained through their research, it will be a waste.

3-5. Issues and Recommendations

Issues and recommendations obtained in this survey are as follows.

(1) Improvement of recruitment activities

JDS fellows are recruited in Myanmar through the ministry nomination system in which each ministry makes a recommendation according to a specific number of fellows allocated to each ministry by Sub-Committee for Scholarship Selection. This system will continue to be effective because the ministries can endorse the candidates with certain qualification, and it is difficult for Myanmar to establish an open recruitment process in which individuals can voluntarily apply for JDS.

The existing nomination process adopted within each ministry relates to its own personnel affairs, having many internal aspects. During the survey, hearings were conducted at several ministries, and the results indicated that only a few ministries have strategically used JDS based on their human resources development policies. Many ministries replied that internal scholarship selection committees are formed, and nomination and internal selections are done there. However, sometimes the replies to the hearings seem to imply that fellows are selected automatically in order. As a measure to improve the situation, it will be necessary to explain the objective and intent of the JDS project once again to relevant sources (especially those in charge of human resources management), to the extent that it does not interfere with internal affairs, and request to nominate candidates who are appropriate to the Project. In particular, even after the number of nominees is allocated to each ministry, it is necessary to clearly indicate what types of applicants are desired for the Project. As one of the effective methods, a letter can be issued from the Project side to explain the intent of the JDS

Project.

Also, the JDS Project needs to create added value to increase competitive position against other donors to recruit excellent candidates. It is important to come up with ideas such as, enhancing networking with JDS fellows, government officers and other practitioners from Japan and other countries while they are in Japan, inviting senior management level officials of the JDS fellows to Japan to hold seminars, and introducing follow-up activities of JDS even from the time of recruitment.

According to a field survey, returned JDS fellows are providing support for young officers who seek to participate in JDS. Some candidates do not have enough knowledge about studying in Japan. There will be a huge effect of publicity if returned JDS fellows themselves share their study experience in Japan and provide applicants with ideas on how they can benefit from the JDS in the future. Furthermore, there was a suggestion in the field survey to implement a "mentor system" in which JDS fellows would be assigned as mentors in each ministry. This will become a concrete measure to respond to an issue, improving the quality of the research plans prepared by applicants in Myanmar, which has been pointed out by faculty of Accepting Universities. It is important to improve the use of returned JDS fellows, asking them to provide on-site support to encourage their colleagues to apply for JDS and help their application procedures.

Another effective method is collaboration with Graduate School of Administration and Development established in 2014 by Ministry of National Planning and Economic Development. If the JDS program is recognized by young government officials studying in the school, they may apply after completion of the program. Moreover, if information on promising students is provided by faculty of the school, JDS can contact ministries, etc., to which the promising students belong. The same applies to the Central Institute for Civil Service under the Union Civil Service Board, and Diplomatic Academy to be created under the Ministry of Foreign Affairs, where JDS can be promoted as tools for further capacity development of the young government officials.

Improving a way to introduce JDS is indispensable to achieving the objective of the Project, and effective recruiting activities are desired via the above-mentioned channels.

(2) Effective use of JICA specialists and policy advisors

There was an opportunity to meet with many JICA experts and policy advisors in the field survey. However, according to the results of the interview with the experts, JDS is unfortunately not sufficiently recognized at present. There are JDS fellows in ministries to which the experts are assigned, and priority should be placed on recognition of the JDS fellows so that the experts can facilitate their job in each ministry. Accordingly, a system is required to increase understanding of JDS before JICA experts are actually assigned.

Even in the process of recruiting JDS fellows, the experts can play an effective role in encouraging excellent candidates to apply for JDS. Approach to personnel affairs may interfere in Myanmar's domestic affairs, so caution must be taken. It would be helpful if JICA experts can promote the effectiveness of studying in Japan, even indirectly, to Myanmar's officials in charge of personnel

affairs. Furthermore, JICA experts can contribute in enhancing research plans indicated by Accepting Universities by providing concrete advice based on their expertise and practical experience.

JDS fellows can expect further promotion and success if JICA experts facilitate the use of JDS fellows for their job and encourage each ministry to make the effective use of JDS fellows. JICA legal advisors to the Union Attorney General's Office commented in the interview survey that seminars inviting Japanese university professors would be useful to increase the specialized knowledge among the project counterparts and to follow up the returned JDS Fellows, as well as to promote understandings about JDS in the ministry.

Each JICA expert has his or her office in a ministry to which he or she is assigned, and knows the ministry's circumstances; therefore, the JICA experts can be effective in establishing complementary relationship with the JDS project in various ways.

(3) Establishment of a follow-up scheme

369 JDS fellows from Myanmar have already been accepted in Japanese universities, and a total of 261 JDS fellows, up to the 12th batch of fellows, have completed their study in Japan and returned to Myanmar. However, there has been no concrete follow-up system in place to monitor the progress of JDS alumni. The only regular follow-up is done by the Implementing Agent once a year to update their contact list and see how they are doing. To connect with Japan, JDS fellows join the Myanmar Association of Japan Alumni (MAJA) on a voluntary basis. Accepting universities or their faculty are the only ones who play a major roles in maintaining the connection.

In Myanmar, establishment of an individual alumni association was previously not allowed, but the situation has changed and a JDS alumni association is expected to be established by many JDS fellows. If the alumni association is established, it should be operated mainly by JDS fellows in an independent manner. However, establishment of the association solely by JDS fellows may involve difficulty, and in such case, the Agent can support the establishment as an alternative idea. In terms of the operation, the alumni association should have the initiative in selecting directors and raising funds, and it is important to continue activities and ensure sustainability. The alumni association is expected to collaborate with JICA, JETRO, and other Japanese organizations and actively build a network with Japanese firms as well, including managing a members list.

In the field survey, there was a suggestion from a member of Coordinating Committee in Myanmar to establish a "Refreshment Course" in which faculty of Accepting Universities can gather JDS fellows by holding a seminar when visiting Myanmar and conduct technical interviews for the JDS candidates. JDS fellows voluntarily gather together whenever the faculty visit Myanmar, but establishing the gathering as a system will become an effective follow-up scheme.

The follow-up scheme should not start only after the JDS fellows return to Myanmar, instead should commence while the JDS fellows are still studying in Japan. For instance, it is necessary to expand contact point between JDS Fellows and Japanese ministries, JICA, personnels of local governments and in private sectors in light of the purpose of JDS. In FY 2015, some JDS Fellows had opportunities

to participate in trainings conducted by the National Personnel Authority of Japan, JICA training program in Japan, and even internship in some ministries. The systematic approach on networking is strongly desired as a project, as those chances of interaction have been expanding,

In addition, by mastering the Japanese language, JDS fellows can build various types of network and develop a deeper understanding of Japan. This will help increase JDS fellows who become familiar with Japan, which will eventually lead to acquiring excellent candidates in the future. The JDS project is not merely for obtaining a graduate degree, but also a deeper understanding of values and building relationships that will contribute to achieving the overall objectives of the JDS project.

(4) Points to be considered for implementing a PhD program

According to the hearings conducted with Ministry officials, a doctor's degree is not always required when officials get promotion in Myanmar, noting however that promotion largely depend on the superiors' evaluation. On the other hand, in hearings conducted with JDS fellows, implementation of the doctor's course is welcomed with great expectations. The JDS fellows mentioned that it would be effective for administrative leaders to hold a doctor's degree for the future of Myanmar. Even presently, some minister-level leaders are often chosen from rectors of universities who hold a doctor's degree. Accordingly, as the number of Master degree holders increases, importance of a doctor's degree, especially international ones, will most likely increase, and implementation of the doctor's course in JDS will be of great significance.

Furthermore, establishment of the doctor's course will not only become a follow-up system for JDS fellows but must have a great appeal to potential candidates as a further step when they consider applying for JDS to obtain a Master's degree. The establishment of the doctor's course is expected to have an impact on attracting excellent candidates.

One important factor to consider in the establishment of the doctor's course is to have a common understanding among the Project's organizers, JDS fellows applying for the course, and Accepting Universities as to "why the doctor's course is established in the JDS" and "what the objective of the JDS doctor's course is." It should be made clear that the JDS doctor's course is solely designed to develop policy-making leaders, not for fostering researchers. If this point is not clear, it may be difficult to differentiate JDS from governmental and other scholarship schemes. The clear definition is essential when the doctor's course is implemented.

(5) Significance and effective use of fellows from private sector

In the current JDS project, Myanmar is the only country that accepts a certain number of fellows from the private sector. Accepting fellows from the private sector was decided along with an increase of total fellows to 44 in 2013 on the basis that further collaboration between public and private sectors is essential in the Myanmar's reforms towards democratization and rapid political and economic growth. According to hearings conducted with NGO officers who have studied in Japan under the JDS, connection between public and private sectors is weak in Myanmar, but a strong network has been maintained with administration officials who studied in Japan during the same period. As the JDS

fellows exchange information and rely on each other, the same effect can be expected from JDS in which fellows are gathered from both public and private sectors.

Democratization, progress in industrial development and modification of regional inequality through ASEAN Integration in Myanmar could only be achieved through the cooperation of both public and private sectors by exchanging their views, opinions and information. In JDS project, the significance would lie in the system in which fellows from both government and private sectors learn together in the same institute. JDS fellows are expected to engage in settling development issues after their return. It is the same for fellows from private sectors studying abroad. Through studying abroad with the same goal of developing their home country, both parties have opportunity to consider their roles back home, exchange views and interact with each other. This will lead to a long lasting network between public and private sectors after their return and that is the significance of adopting slots for private sectors to JDS project.

Unlike those from administrative agencies, JDS fellows from the private sector desire to learn more practical knowledge in addition to acquiring knowledge contributing to resolving development-related issues faced by Myanmar. They also desire to build a broad, business-oriented network during their stay in Japan. Accordingly, it is necessary to establish a system for JDS fellows from the private sector to build a network with Japanese firms during their stay in Japan. For instance, it is effective to provide internship opportunities at Japanese firms during their stay in Japan. According to hearings conducted for several Japanese firms operating business in Myanmar, Japanese firms are actually seeking business partners in Myanmar, and there is a strong need for building a network with human resources from the private sector in Myanmar. Moreover, according to the hearings, Japanese firms are willing to accept interns at their headquarters if the interns work in the same business category in Myanmar.

The Myanmar-Japan Center for Human Resources Development in Myanmar was established in October 2013, and the number of fellows in business courses is dramatically increasing based on strong needs in Myanmar. The Center not only implements business courses but also builds database of fellows, aiming to develop a network with Japanese firms keen to investing in Myanmar. This trend is expected to further increase in the future. With regard to establishing a network, it is probably effective to collaborate with the Center to include JDS fellows in the aforementioned database.

(6) Political risks associated with the operation of the Project

The National League for Democracy (NLD) won an overwhelming victory in the general election held in November 2015, and a new Administration has been formed since April 2016, assuming great responsibility for democratization. A central government restructuring bill was approved by the Congress to reduce the number of ministries from 31 to 21. The situation should be closely monitored as to whether or not JDS fellows can return to ministries affected by the bill and whether or not new ministers will raise objections on the currently approved scheme, particularly the results of selected JDS fellows.

The position of the Minister of Education was temporarily assumed by Ms. Aung San Suu Kyi in

April 2016, but it has been taken over by Mr. Myo Thein Gyi, a former rector of West Yangon University. Mr. Myo Thein Gyi used to be a counterpart of a JICA project as a director of research bureau in the Ministry of Education, and has a close relationship with Mr. Hiromitsu Muta, currently serving as a policy advisor at the Ministry of Education. Furthermore, Mr. Myo Thein Gyi attended the first Coordinating Committee meeting held in 2015 as a representative of the Ministry of Education, having a certain level of understanding about JDS. Given the current ministers who have assumed office, the current Administration will probably have no significant amendments on the Project.

The current Administration faces various challenges, including relationship with military forces and issues related to ethnic minorities. The NLD is burdened with high expectations from the Myanmar people, and political trends should be closely monitored.

(7) Success of JDS fellows and necessity of maintaining the Project

A mechanism of promotion adopted by Myanmar's ministries is not clearly specified even in the Civil Services Personnel Law implemented in March 2013. However, according to hearings conducted as part of the field survey, strong authority is given to senior officers, and as described above, the period of service in each ministry is an important factor in promotion. 53.1% of JDS fellows have been promoted to assistant director or higher as of December 2014, which is not extremely low compared to the relevant percentages in other countries. However, only 4.6% of JDS fellows have been promoted to director level or higher, which is not sufficient considering the level of success JDS fellows have made so far. Even in the hearings, many JDS fellows mentioned that they were not able to obtain recognition from their organizations and superiors and that their work volume and responsibility have increased although treatment given to them has remained unchanged. Not many JDS fellows are satisfied with their current circumstances.

There are 369 JDS fellows in Myanmar, and 44 JDS fellows will study in Japan every year. The JDS fellows will play more active roles in Myanmar's administrative organizations in the future. Senior officers usually have power in Myanmar's ministries, which means that it will take more time until JDS fellows occupy senior positions and play a main role in decision-making in their ministries. The JDS project began in Myanmar in 2002, and eleven years have passed since the first-term fellows returned to Myanmar. In keeping with the momentum of change, investing in human resources by enabling future leaders to improve their skills and strengthen their abilities is a good investment not only for Myanmar but for Japan and the region. It is time to increase investments in human resource development in each ministry by maintaining and supporting the JDS Project and ensuring that program goals are achieved. In the near future, the sleeping lion will awake, equipped with the necessary tools to shape Myanmar's future. It is during this time that the JDS project will be able to bear its fruits, achieving great results, in Myanmar.

3-6. Conclusion

In the Preparatory Survey, introduction of the PhD program and enrichment of follow-up systems were considered. The comprehensive evaluation made by JICA on the JDS basic research conducted in the previous year led to this movement to improve the JDS Project. In order for the JDS Project to continuously contribute to the human resource development in Myanmar, it is essential to meet priority requirements of Myanmar and maintain strong international competitiveness. The Preparatory Survey and its examination certainly served as a great first step towards this goal.

The years 2015 and 2016, in which the field survey was conducted, have been crucial years for Myanmar with the historical change in its regime. It was also during this time that the JDS new system is implemented in Myanmar. The New JDS system provides a flexible framework in order to be up-to-date and remain relevant to Myanmar's rapidly changing political economic landscape. Myanmar's new administration is beset by big challenges ahead along with the pressure of meeting the high expectations of its people. The JDS Project will support the new administration's democratization efforts, particularly in the development of its human resource—the driving force in reform. The more democratic the country becomes, the more important the roles the returned JDS fellows become.

In the past, Japan sent civil servants and exchange students called the “Iwakura Mission” to the USA and Europe aiming to advance modernization of Japan. It is clear that the mission made great influence over the modernization of Japan. The JDS Fellows study in Japan with the same aim as the Iwakura Mission of promoting development in their home country and when they return, they bring many achievements back home. It takes a long time to see the outcome of education. The same applies to the JDS Program and its outcome would take a long time to come to fruition. That being said, by meeting many JDS returned fellows through the Preparatory Survey, it was made clear that there is great potential to realize project goals. The number of JDS returned fellows with a firm sense of mission to promote development in their country increases more and more, and forms as backbones of each organization. In the near future, these fellows will be at the forefront of decision-making and have a strong influence in shaping Myanmar's future. Therefore, it is highly desirable to continue and strengthen the JDS Project in Myanmar which already has a 16-year history. By maximizing the of JDS brand, networks between JDS returned fellows and accepting universities, and cooperation with local resources such as JICA Projects, it is essential to build programs that will meet the needs of the rapidly changing Myanmar under the administration.

End

List of Appendixes

1. Member List of the Survey Team
2. Flowchart of the Preparatory Survey for JDS
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6. Basic Plan for the Target Priority Area
7. Summary of the Result of Preparatory Survey of Target Organizations

Member List of the Survey Team

| | | |
|-----------------------|---|--|
| Mr. Takahiro SASAKI | Leader | Director General Financial Cooperation Implementation Department, JICA |
| Ms. Yurie URAYAMA | Cooperation Planning | Deputy Director, Grant Aid Project Management Division 2, Financial Cooperation Implementation Department, JICA |
| <Consultants> | | |
| Ms. Tsuyoshi SHIONOYA | Human Resource Development Planning | Managing Director International Students Affairs Department, JICE |
| Ms. Mayumi AOKI | Overseas Study Planning | JDS Program Supervisor, International Students Division, International Students Affairs Department, JICE |
| Mr. Junichi YAMAZAKI | Needs Study/ Coordination | Country Officer International Students Division, International Students Affairs Department, JICE |

Flowchart of the Preparatory Survey for JDS

| | Field Survey | in Japan | Accepting Universities |
|-------------------------------|---|---|---|
| 2015 | | | |
| Aug. | Mar. to Aug. (JICA/Embassy/MOFA) •Formulation of the list of target areas and development issues (Sub-Program/ Component) •Explanation of the outline of JDS Project to the government of Mongolia | | |
| Sept. | | Sept. Implementation of the request survey of accepting universities (JICA) | |
| Oct. | | Oct. Conclusion of a contract with the consultant •Survey on accepting universities | Sept. to Oct. Formulation and submission of proposals for JDS Project |
| Nov. | Evaluation and review of proposals from universities by the Japanese side of OC members Nov. - Survey on the needs and achievements of JDS Project by the consultant | Nov. Review of proposals from universities (JICA) • Evaluation of proposals • Consideration for the draft plan of accepting universities | |
| Dec. | | | |
| 2016 | | | |
| Jan. | Dec. - Jan. [Agreement on the project framework] (OC/JICA Survey Team) • Agreement on the new project framework and implementation structure • Agreement on JDS target issues (Sub-Program, Component) • Selection and agreement on Target Organizations and target demographic • Selection and agreement on accepting universities and the number of fellows • Agreement on selection procedures • Confirmation of follow-up activities | Jan. Preparation for the outline design of the budget Feb. Submission of the report on the budget to Ministry of Foreign Affairs | |
| Feb. | | Feb. Notification of the result of the selection to accepting universities (JICA) Feb. Formulation of the basic plan for the target priority area (arrangement for discussion with accepting university) | Feb. Receipt of the result of the selection, and preparation for accepting JDS fellows |
| Mar. | Mar. Explanation of the basic plan for the target priority areas to the government of Mongolia | Mar. Preparation for the draft report on the preparatory survey | |
| Apr. | | Apr. Finalization of the report on the preparatory survey | |
| Flow after Preparatory Survey | | | |
| May | May - •Exchange of Note (E/N) •Grant Agreement (G/A) •Contract between a client and an agent | Late Apr. • Decision on the implementation of JDS Project by Japanese government (cabinet meeting) | |
| June | | | |
| July | | | |
| Aug. | July Pre-departure orientation | Aug. Student Arrival Briefing and Orientation | |
| Sept. | | | Sept. -Enrollment |

The Project for Human Resource Development Scholarship (JDS)
List of Contact Persons during the First Field Survey in Myanmar

1. Discussion on the Minute

| Date | Contact Persons | Remarks |
|---|---|---------------------------|
| February 8 (Mon) 2016 10:30~11:00 | <ul style="list-style-type: none"> ■ Ministry of National Planning and Economic Development - Mr. Kan Zaw, Minister of National Planning and Economic Development - U Tun Tun Naing, Permanent Secretary, Minister of National Planning and Economic Development | Courtesy Call to Minister |
| February 8 (Mon) 11:30~12:30 | <ul style="list-style-type: none"> ■ Ministry of Education -Dr. Hiromitsu Muta, Education Policy Advisor | Discussion with |
| February 8 (Mon) 14:30~15:00 | <ul style="list-style-type: none"> ■ Ministry of National Planning and Economic Development - Mr. Tsutomu Kudo, Aid Coordination Advisor | Coordinating Committee |
| February 9 (Tue) 10:00~12:00 | <ul style="list-style-type: none"> ■ Coordinating Committee Members - H.E Dr.U Zaw Min Aung, Minister's Office, Ministry of Education - Dr. Soe Win, Permanent Secretary, Permanent Secretary Office, Ministry of Education - Ms. Myat Myat Maw, Assistant Director, Department of Human Resources and Educational Planning, Ministry of Education - Mr. Zaw Tun Aung, Assistant Director, Permanent Secretary Office, Ministry of Education - Ms. Hnin Hnin Aye, Deputy Staff Officer, Department of Human Resources and Educational Planning, Ministry of Education - Mr. Kyaw Zeya, Director General, Political Department, Ministry of Foreign Affairs - Mr. Han Thein Kyaw, Deputy Director, Political Department, Ministry of Foreign Affairs - Ms. Cho Cho Win, Deputy Director General, Foreign Economic Relations Department, Ministry of National Planning and Economic Development - Mr. Aung Khaning Tun, Director, Foreign Economic Relations Department, Ministry of National Planning and Economic Development - Ms. Yu Yu Aung, Deputy Director, Foreign Economic Relations Department, Ministry of National Planning and Economic Development | Discussion on the Minutes |
| February 10 (Wed) 14:15~15:00 | <ul style="list-style-type: none"> ■ Ministry of Education - Dr. Soe Win, Permanent Secretary, Permanent Secretary Office, Ministry of Education - Dr. Aung Kyaw Thin, Acting Director General, Department of Human Resources and Educational Planning, Ministry of Education - Mr. Ko Lay Win, Deputy Director General, Department of Human Resources and Educational Planning, Ministry of Education - Daw Myat Myat Maw, Assistant Director, Department of Human Resources and Educational Planning, Ministry of Education | Signing of the Minutes |
| February 11 (Thu) 12:30 ~14:00 | <ul style="list-style-type: none"> ■ JICA Myanmar Office - Mr. Keiichiro Nakazawa, Chief Representative | Discussion with |
| February 11 (Thu) 15:00~16:30 | <ul style="list-style-type: none"> ■ Embassy of Japan in Myanmar - Mr. Hideaki Matsuo, Counselor (Economic & ODA) - Mr. Taro Watanabe, Second Secretary | Coordinating Committee |

2. Visit to Expected Target Organizations

| Date | Contact Persons | Remarks |
|----------------------------------|--|-------------------------------|
| February 9 (Tue) 13 :30~14:30 | <ul style="list-style-type: none"> ■ Ministry of Defense - Brigadier General San Win, Permanent Secretary - Ms. Yin Yin Kyi, Director, Internal and External Relations and Information Department, Office of Permanent Secretary - Mr. Thet khine Oo, Deputy Director, Internal and External Relations and Information Department, Office of Permanent Secretary - Mr. Kyaw Swar Myint, Assistant Director, Internal and External Relations and Information Department, Office of Permanent Secretary | Expected Target Organizations |
| February 9 (Tue) 15:00~16:00 | <ul style="list-style-type: none"> ■ Ministry of Finance - Ms. Khin Khin Lwin, Assistant Secretary, Internal and International Relations and Information Department - Ms. Mya Hnin Wai Pwint, Assistant Director, Internal and International Relations and Information Department - Ms. Moh Moh Swe, Staff Officer, Internal and International Relations and Information Department - Ms. Pann Moh Moh, Staff Officer, Internal and International Relations and Information Department | |
| February 9 (Tue) 16:30~17:30 | <ul style="list-style-type: none"> ■ Central Bank - Ms. May Malar Maung Gyi, Deputy Director General - Ms. Thet Thet Hla, Director, International Relations and Training Department - Ms. Thin Thin Hlaing, Deputy Director, Policy Research, International Relations and Training Department - Ms. Moe Moe Than, Deputy Director, Policy Research, International Relations and Training Department | |
| February 10(Wed) 15:15~16:00 | <ul style="list-style-type: none"> ■ Ministry of Agriculture - Mr. Kenichiro Kobayashi, Agriculture and Rural Development Advisor | |
| February 11 (Thu) 9:30 ~10:30 | <ul style="list-style-type: none"> ■ Directorate of Investment and Company Administration DICA - Mr. Toru Homma, JICA Investment Promotion Advisor - Mr. Takahide Tahara, JETRO Investment Promotion Advisor | |

3. JICA Experts, Returned JDS Fellows, and others

| Date | Contact Persons | Remarks |
|---------------------------------|---|---------|
| February 8 (Mon) 18:30~20:00 | <ul style="list-style-type: none"> ■ JICA Experts - Mr. Hiromitsu Muta, Education Policy Advisor (Ministry of Education) - Mr. Hasegawa, Transport Policy Advisor (Ministry of Rail Transportation) - Mr. Atsuo Okasaki, Housing Policy Advisor (Ministry of Construction) - Mr. Akira Goto, Policy Advisor for Communication and Information (Ministry of Communication and Information Technology) - Mr. Hiroki Kunii, Chief Legal Advisor (Union Attorney General's Office) - Mr. Kenta Komatsu, Legal Advisor (Union Attorney General's Office) - Mr. Issei Sakano, Legal Advisor/Coordinator (Union Attorney General's Office) | |

| | | |
|----------------------------------|---|--|
| | <ul style="list-style-type: none"> - Mr. Tsutomu Kudo, Aid Coordination Advisor (Ministry of National Planning and Economic Development) - Ms. Mayumi Omachi, MCH Expert/Project Coordinator (Ministry of Health) - Mr. Masanobu Ueda, Advisor (Intellectual Property) (Ministry of Science and Technology) | |
| February 9 (Tue) 15:00~16:00 | <ul style="list-style-type: none"> ■ JICA Experts (on Law Sector) - Mr. Hiroki Kunii, Chief Legal Advisor - Mr. Kenta Komatsu, Legal Advisor - Mr. Issei Sakano, Legal Advisor/Coordinator | |
| February 9 (Tue) 19:00~20:30 | <ul style="list-style-type: none"> ■ Ex-JDS Fellows - Ms.Thida Oo (Law/ Niigata University/2003), Deputy Director General, Legal Advice Department, Union Attorney General's Office - Ms. Thway Thway Chit (Economics / Hiroshima University/ 2003), Deputy Director General, Planning Office, Ministry of National Planning and Economic Development - Ms. Su Su Hlaing(Law/ Niigata University/2003), Director, Legal Translation Division, Union Attorney General's Office - Ms. Thanda Khin (Public Policy, Administration / Ritsumeikan University /2006), Deputy Director, Minister's Office, Ministry of Commerce - Ms. Khin Soe Oo (Economics/ International University of Japan/ 2007), Director, Treasury Department, Ministry of Finance - Mr. Han Thein Kyaw (Law/ Nagoya University /2008), Deputy Director/ Counsellor, Political Department, Ministry of Foreign Affairs - Ms. Kalyar Nay Tun (Economics / International University of Japan /2009), Deputy Director, Monetary Policy Affairs Department, NayPyiTaw, Central Bank of Myanmar - Ms. Kay Khine Oo (Business Administration / International University of Japan /2010), Deputy Director, Minister's Office, Ministry of Commerce - Mr. Nyan Win Maung (Business Administration / International University of Japan /2010), Deputy Director, Cooperative Department, Ministry of Co-operatives | |
| February 10 (Wed) 11:30~13:00 | <ul style="list-style-type: none"> ■ President Advisor's Office - Col. Than Swe, President Advisor | |
| February 10 (Wed) 19:30~21:00 | <ul style="list-style-type: none"> ■ Ex-JDS Fellows - Ms. Kay Khine Nyein (Economics / Ritsumeikan University /2004), Lecturer (Head of Department), East Yangon University , Department of Economics, Ministry of Education - Ms. Thi Thi Khin (Economics / Hiroshima University/2004), Lecturer(Private), CISM & Myanmar Noble College, CISM & Myanmar Noble College - Ms. Seint Seint Aye (ICT/ Ritsumeikan University /2006), Assistant Director, Posts and Telecommunications Department, Ministry of Communications and Information Technology - Ms. May The Win (ICT/ International University of Japan /2008), General Manager, Bizsoft /Business Information Systems Ltd, Myanmar Computer Federation - Ms. Hla Hla Myo (Business Administration International University of Japan /2008), Director, Education Department at MWEA, Myanmar Women Entrepreneur's Association / People Express Transportation Services / Nature Land Travels and Tours | |

| | | |
|------------------------------------|--|--|
| | <ul style="list-style-type: none"> - Mr. Zaw Min Htwe (ICT/ International University of Japan /2009), Managing Director, EMJ Travel / Own Business - Ms. Khine Tin Zar Lwin (Business Administration/ Hiroshima University/2009), Tutor, Department of Commerce, Yangon University of Economics, Ministry of Education - Ms. Hnin Yi (International Relations / Ritsumeikan Asia Pacific University (APU)/2012), Assistant Lecturer, Department of International Relations, University of East Yangon, Ministry of Education - Ms. Mon Mon Oo (Economics/ Hiroshima University/2012), Tutor, Department of Economics, National Management College, Ministry of Education - Ms. Khin Sandar Thein (Economics/ Hiroshima University/2013), Tutor, Department of Commerce, Yangon University of Economics, Yangon, Ministry of Education - Ms. Sint Sint Myat (International Relations / Waseda University /2013), Assistant Lecturer, University of East Yangon, Internal Relations Department, Yangon, Ministry of Education | |
| February 11 (Thu), 10:00 ~10:40 | <ul style="list-style-type: none"> ■ President Advisor's Office - Dr. U Myint, President Advisor - Mr. Keiichiro Nakazawa, Chief Representative, JICA Myanmar Office | |
| February 11 (Thu), 11:00 ~12:00 | <ul style="list-style-type: none"> ■ JETRO Yangon - Mr. Hirokazu Yamaoka, President | |
| February 11 (Thu), 17:00~18:00 | <ul style="list-style-type: none"> ■ Politician of Yangon - Dr. Nyo Nyo Thinn (Alumni of JICA Long Term Training) | |
| February 11 (Thu), 18:30~20:00 | <ul style="list-style-type: none"> ■ Founder of Educational Institute for NLD Politicians - Mr. Khine Win, Director, SANDHI Governance Institute - Ms. Nilar Myaing, Managing Director, Sapphire Language and Consultancy Services | |
| February 12 (Fri) 11:30~14:00 | <ul style="list-style-type: none"> ■ Ex-JDS Fellows - Ms. Zin Zin Naing(Economics/University of Tsukuba/2002), Lecturer, Yangon University of Economics , Department of Applied Economics, Ministry of Education - Ms. Kay Khine Nyein (Economics/ Ritsumeikan Asia Pacific University (APU)/2004), Lecturer (Head of Department), East Yangon University , Department of Economics, Ministry of Education - Ms. Aye Aye Win (Law/ Yokohama National University/2005), Director, Customs Department, Yangon, Ministry of Finance - Mr. Min Thein (Law/ Kyushu University/2005), Assistant Director (Retired), Partner, Rajah & Tann NK Legal(Private) - Ms. Myo Pa Pa Htun (International Relations / Hiroshima University/2009), Deputy Director, Strategic Studies and Training Department, Yangon, Ministry of Foreign Affairs - Ms. Yee Yee Myint (Agriculture and Rural Development/ Kyushu University/2009), Deputy Staff Officer, Plant Protection Division/ Department of Agriculture, Yangon, Ministry of Agriculture and Irrigation - Ms. Hnin Yi (International Relations/ Ritsumeikan Asia Pacific University (APU)/2012), Assistant Lecturer, Department of International Relations, University of East Yangon, Ministry of Education | |

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| | <ul style="list-style-type: none"> - Ms. Khin Sandar Thein (Economics/ Hiroshima University/2013), Tutor, Department of Commerce, Yangon University of Economics, Yangon, Ministry of Education - Ms. Sint Sint Myat (International Relations/ Waseda University/2013), Assistant Lecturer, University of East Yangon, Internal Relations Department, Yangon, Ministry of Education - Ms. Yin Yin Zaw (ICT/ Waseda University/2013), Junior Engineer, ADSL Team, Myanmar Post and telecommunication, Ministry of Communications and Information Technology, - Ms. Yin Yin Nyein (Economics/ International Christian University/2012), Deputy Staff Officer, Directorate of investment and Company Administration, Yangon, Ministry of National Planning and Economic Development | |
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MINUTES OF DISCUSSIONS

ON THE PREPARATORY SURVEY OF

THE PROJECT FOR HUMAN RESOURCE DEVELOPMENT SCHOLARSHIP

TO THE REPUBLIC OF THE UNION OF MYANMAR

In response to a request from the Government of the Republic of the Union of Myanmar (hereinafter referred to as “GOM”), the Japan International Cooperation Agency (hereinafter referred to as “JICA”) decided to conduct a Preparatory Survey in respect of “the Project for Human Resource Development Scholarship” (hereinafter referred to as “the JDS Project”) to be implemented in Myanmar..

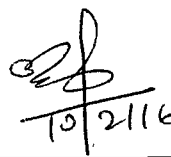
In view of the above, JICA dispatched a Preparatory Survey Team (hereinafter referred to as “the Team”) headed by Mr. Takahiro Sasaki, Director General, Financial Cooperation Implementation Department, JICA, to Myanmar from 8th to 11th February, 2016.

The Team held a series of discussions with the members of the Coordinating Committee of the JDS Project (hereinafter referred to as “the Committee”). The two parties confirmed the design of the JDS Project and the related items attached hereto.

Nay Pyi Taw, 10th February 2016



Takahiro SASAKI
Leader
Preparatory Survey Team
Japan International Cooperation Agency



Dr. Soe Win
Permanent Secretary
Ministry of Education

I. Objective of the Preparatory Survey

The Committee agreed the objectives of the Preparatory Survey explained by the Team referring to ANNEX-1 “Flowchart of the Preparatory Survey of JDS Project”.

The main objectives of the Survey are:

- (1) To agree on the framework of the JDS Project starting from Japanese fiscal year 2016.
- (2) To discuss with relevant parties about further effective use of JDS Project to promote the development in Myanmar and the partnership between Myanmar and Japan.
- (3) To identify the number of potential candidates for the JDS Projects
- (4) To estimate overall costs of the first cycle, that is a period of four years, of the JDS Project.

II. Design of the JDS Project

1. JDS New System and Confirmation of the Operating Guidelines

The Committee confirmed and understood the major changes of the JDS Project under the new system. The Committee also confirmed the framework of the JDS Project which was explained by the Team referring to “Operating Guidelines of the Project for Human Resource Development Scholarship under the New System” (ANNEX-2).

2. Confirmation of the Implementation Coordination

Both parties confirmed that the Committee remains as the “Coordinating Committee” and consists of the organizations as follows.

Myanmar side

- Ministry of Education (chair)
- Ministry of National Planning and Economic Development
- Ministry of Foreign Affairs

Japanese side

- Embassy of Japan (vice-chair)
- JICA Myanmar Office

3. Recruitment and Selection of Fellows

Both parties confirmed the recruitment and selection process of candidates as follows.

- (1) The Committee discusses and approves a draft of ministry allocation to each target area and its accepting university.
- (2) Ministry of Education proposes the draft to the Sub-Committee for Scholarship Selection. The Sub-Committee decides and approves final allocation to each ministry.
- (3) Candidates would be recruited through nomination by each target organizations as it has been implemented.

Selection of the qualified candidates shall be implemented in accordance with “Selection Flowchart of the JDS Project” (ANNEX-3).

4. Flow of the JDS Project for the Succeeding Four Batches

The flow of the JDS Project of the next four batches was agreed as attached in the ANNEX-4 “Flowchart of the Succeeding Four Batches”.

One JDS Project is formulated for each batch and the first year of the project is for recruitment and selection of the JDS fellows who study in Japan from the second year to the fourth year.

Therefore the JDS Project for First Batch is planned to start in 2016 and the JDS Fellows for this batch are scheduled to arrive in Japan in 2017.

5. Maximum Number of JDS Fellows (Master’s Program)

The total number of JDS Fellows for the first batch in Japanese fiscal year 2016, shall be at forty four (44) and this number would indicate the maximum number per batch for four batches, from Japanese fiscal year 2016 to 2019.

The Team took note of the request from the Myanmar side to increase the number of slots.

6. JDS Sub-Program and Component

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

(1) Priority Area as Sub-Program 1 :

Assistance for Improvement of People’s Livelihoods

Development Issue as Component :

- 1-1. Agricultural and Rural Development
- 1-2. Disaster Risk Management
- 1-3. Health Administration/ Policy

(2) Priority Area as Sub-Program 2 :

Assistance for Capacity Building and Institution Development to Sustain Economy and Society

Development Issue as Component :

- 2-1. Law
- 2-2. Public Policy /Administration
- 2-3. Economics and Business Management
- 2-4. International Relations
- 2-5. Educational Development/Planning

(3) Priority Area as Sub-Program 3:

Assistance for development of infrastructure and related systems necessary for sustainable economic development

Development Issue as Component :

- 3-1. Information and Communication Technology (ICT)
- 3-2. Transportation
- 3-3. Electric Power/ Energy

3-4. Urban Development

7. Target Organizations and Target Persons

Based on the discussion held between the both parties, the target organizations were identified as ANNEX-5 “Design of JDS Project for the succeeding four batches”. Following changes are included:

- Ministry of Defense is included as a target organization.
- Those who have military status can apply for Component 1-2 “Disaster Risk Management”, Component 2-2 “Public Policy/Administration,” and Component 2-4 “International Relations”

Also, ten (10) slots out of 44 are allocated for private sector candidates with nomination by Union of Myanmar Federation of Chambers of Commerce and Industry, Myanmar Engineering Society, and one (1) slot is allocated for Myanmar-Japan Center for Human Resources Development.

It was agreed that possibility of some adjustment on the target organizations shall be discussed in accordance with the result of recruitment/selection in the Committee meeting.

8. Accepting Universities and Supposed Numbers of JDS Fellows per University

Based on the discussion held between the both parties, it was agreed that the educational programs of the following universities for master’s program are suitable to the development issue in Myanmar.

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

It was agreed that possibility of some adjustment on the universities shall be discussed in the Committee meeting to accord with emerging needs. In this context, the Team recommended two universities as mentioned under the accepting universities of Component 1-1 and Component 1-2, for candidates of provisionally replacement with the following accepting universities.

1) Development Issue as Component : 1-1. Agricultural and Rural Development

Accepting University:

- Kyushu University, GS of Bioresource and Bioenvironmental Sciences (2 slots)
- University of Tsukuba, GS of Life and Environmental Sciences (2 slots)

[Recommendation by the Team]

Since the above mentioned two universities would not cover the research area on fishery science, Tokyo University of Marine Science and Technology may be a candidate for provisionally replacement with the above mentioned universities if fishery should be partially included. The university has an advantage in terms of corroboration with a Japanese company which has been expanding into Myanmar market, as well as practical contents of program.

2) Development Issue as Component : 1-2. Disaster Risk Management

Accepting University:

- Kobe University, GS of International Cooperation Studies (2 slots)

[Recommendation by the Team]

The program of the above mentioned university is based on the social and administrative approach. If there are certain needs on engineering approach, the program of the University of Tokyo is highly recommendable.

3) Development Issue as Component : 1-3. Health Administration/ Policy

Accepting University:

- Nagasaki University, School of Tropical medicine and Global Health (2 slots)

4) Development Issue as Component : 2-1. Law

Accepting University:

- Nagoya University, GS of Law (2 slots)
- Kyushu University, GS of Law (2 slots)
- Kobe University, GS of International Cooperation Studies (1 slot)

5) Development Issue as Component : 2-2. Public Policy /Administration

Accepting University:

- Meiji University, GS of Governance Studies (2 slots)
- International University of Japan, GS of International Relations (2 slots)

6) Development Issue as Component : 2-3. Economics and Business Management

Accepting University:

- International University of Japan, GS of International Management (2 slots)
- Ritsumeikan Asia Pacific University, GS of Management (3 slots)
- Ritsumeikan university, GS of Economics (2 slots)

7) Development Issue as Component : 2-4. International Relations

Accepting University:

- Ritsumeikan University, GS of International Relations (2 slots)

8) Development Issue as Component : 2-5. Educational Development/Planning

Accepting University:

- Hiroshima University, GS for International Development and Cooperation (2 slots)

9) Development Issue as Component : 3-1. ICT

Accepting University:

- International University of Japan, GS of International Management (2 slots)
- Kobe Institute of Computing, GS of Information Technology (2 slots)
- Waseda University, GS of Fundamental Science and Engineering (2 slots)



10) Development Issue as Component : 3-2. Transportation

Accepting University:

- Yokohama National University, GS of Urban Innovation (2 slots)
- Saitama University, GS of Science and Engineering (2 slots)

11) Development Issue as Component : 3-3. Electric Power/ Energy

Accepting University:

- University of Miyazaki, GS of Engineering (2 slots)
- Kumamoto University, GS of Science and Technology (2 slots)

12) Development Issue as Component : 3-3. Urban Development

Accepting University:

- Hiroshima University, GS for International Development and Cooperation /
GS of Engineering (2 slots)

10. Basic Plan for Each Component

The Team explained a Basic Plan on each component, which includes the background, project objectives, summary of the activities of the project and other, would be drafted and proposed by the consultant of the Preparatory Survey, as attached in the ANNEX-6 “The Project for Human Resource Development Scholarship (JDS)-Basic Plan for the Target Priority Area.”

It is also confirmed that the Basic Plan is required to be finalized in the Committee after commencement of the next JDS Project.

11. Introduction of PhD Program in Japan under the JDS Project

The Team explained that PhD Program could be introduced in JDS after confirmation of its needs in each target ministry considering further career development of JDS Fellows in order to contribute to development of the country. PhD program would be offered at most 4 slots per batch. Basically JDS returning Fellows could apply for PhD Program. Both parties confirmed that detail procedure for recruitment and selection would be discussed in the Committee.

III. Other Matters Discussed

1. Selection and Follow-up of the JDS Fellows

In order to assure the project outcome, both party confirmed the importance of selection of the candidates, posting and allocation of the returned JDS Fellows.

It was agreed that monitoring and evaluation of JDS returning Fellows should be done actively by GOM for expanding their outcomes and human network.

The Myanmar side suggested to organize “refreshment course” for the JDS returned Fellows to update their knowledge gained in Japan.

2. Effective recruitment of capable candidates

The Team proposed the introduction of “Mentor System” to support JDS applicants by

utilizing JDS returned Fellows at each ministry.

The Team encouraged that the graduates of Graduate School of Administration and Development under the Ministry of National Planning and Economic Development apply for JDS Project.

3. Sharing the information with the accepting universities

The Myanmar side requested that Myanmar members of the Committee should be invited to Japan to understand the status of on-going JDS Fellows in Japan as well as to have a view exchange with professors of accepting universities.

The Team suggested the Committee shall conduct a program for professors of accepting universities to promote their understanding on the current situation of Myanmar when they come to Myanmar for the selection of JDS Fellows.

4. English language training to JDS applicants and Fellows

The Team requested Ministry of Education for the continuous arrangement of language training for the JDS applicants before the English examination, and for the JDS Fellows as a preparation before going to Japan.

-ANNEX-1: Flowchart of the Preparatory Survey of JDS Project

-ANNEX-2: Operating Guidelines of the Project for Human Resource Development Scholarship under the New System

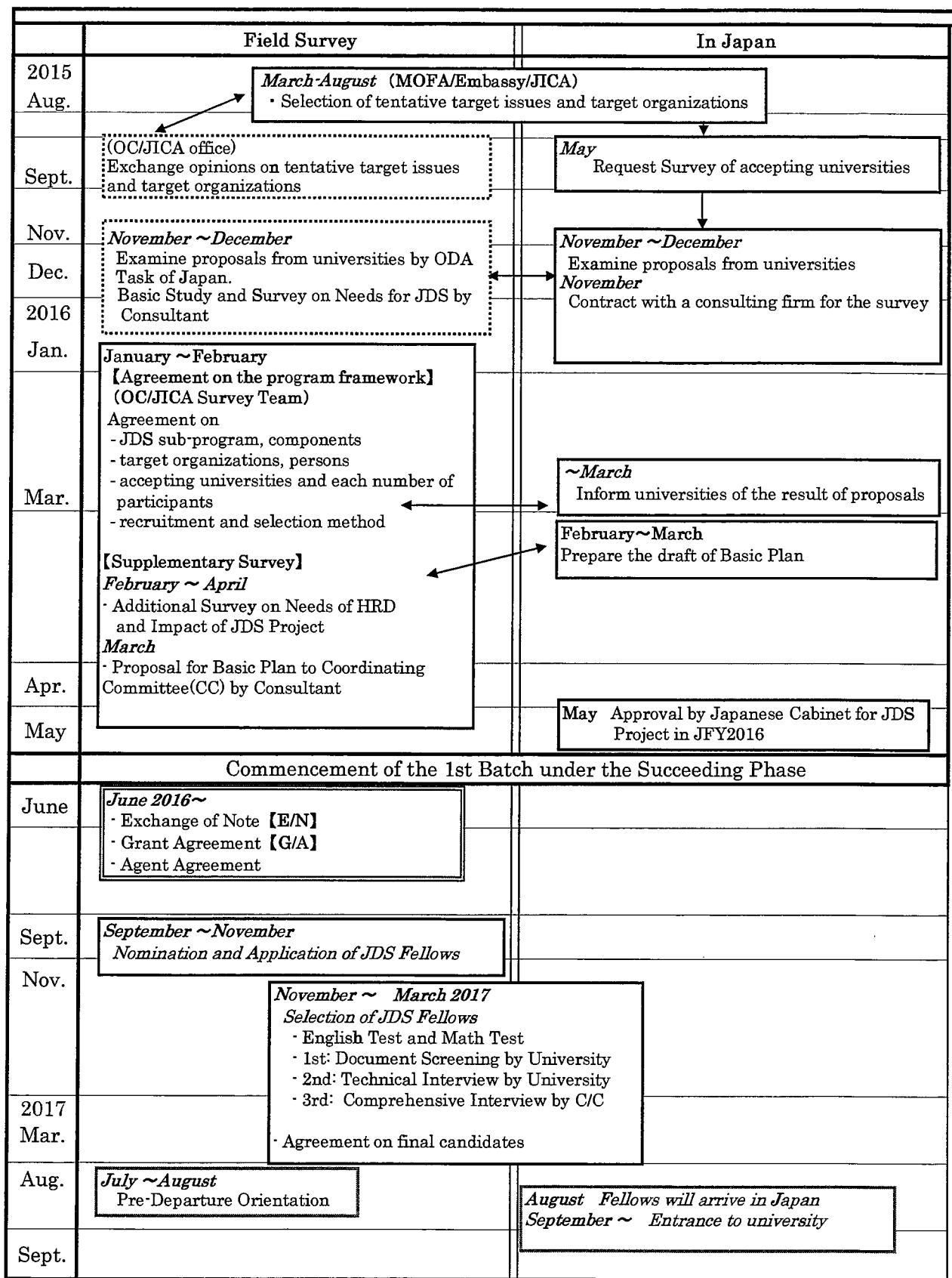
-ANNEX-3: Selection Flowchart of the JDS Project

-ANNEX-4: Flowchart of JDS Project for the Succeeding Four Batches

-ANNEX-5: Design of JDS Project for four batches

-ANNEX-6: The Project for Human Resource Development Scholarship (JDS)-Basic Plan for the Target Priority Area

Flowchart of the Preparatory Survey



Operating Guidelines of the Project for Human Resource Development Scholarship by Japanese Grant Aid (JDS) under the New System (for Myanmar)

July, 2015

Japan International Cooperation Agency (JICA)

These operating guidelines apply to the Project for Human Resource Development Scholarship in Myanmar, which starts in/after Japanese fiscal Year 2016 under the New System.

PART 1 Basic Principles

1. Preface

The purpose of the Project for Human Resource Development Scholarship (hereinafter referred to as the “JDS”) is to support human resource development in developing countries that receive Japanese grant aid (hereinafter referred to as “recipient countries”) through accepting highly capable, young government officials and others, who are expected to engage in formulating and implementing social economic development plans and are expected to become leaders in their countries, by means of accepting them in Japanese universities as JDS fellows. Moreover, the Project aims to strengthen the partnership between their countries and Japan.

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

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

These guidelines prescribe general guiding principles which are to be followed regarding the operation of the JDS Project as a whole. They are to be based on the Exchange of Notes (hereinafter referred to as the “E/N”) concluded with the government of the recipient country



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

2. Overview of the JDS Project

(1) Basic Concept

- (a) JDS is designed to foster exceptional human resources capable of working to resolve various development challenges in the recipient countries in future by imparting advanced expertise to JDS fellows through studying at Japanese universities. The recruitment, selection, and dispatch of JDS fellows shall be conducted based on mutual agreement of the concerned officials from recipient countries and Japan.
- (b) JDS contributes to strengthen the partnership between Japan and the recipient country by graduating a wide range of fellows who have deep understanding about Japan.
- (c) The courses offered by the JDS are basically master’s course with considering the applicability and duration of study. A limited number of doctor’s courses could be also offered when the proper needs for the human resource development in more advanced level as well as appropriate candidates are identified.
- (d) The language of study shall, in principle, be English. This is based on the recognition that efforts to solve the development issues that developing countries face are undertaken under international cooperation frameworks and on the assumption that ex-JDS fellows will be active on the international stage after their return to their home countries.
- (e) For the purpose of the JDS Project which is to support human resource development, targeting highly capable, young government officials and others who are expected to engage in formulating and implementing social and economic development plans and to become leaders in their countries in future, the main fields of study are categorized in “Social Science” such as Law, Economics, Public Policy.

(2) JICA

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

(3) Implementing Organization

A designated authority of the government of the recipient countries shall take on a role of the

Implementing Organization for JDS Project.

The Implementing Organization shall enter into contracts on the services for the JDS Project with an agent recommended by JICA.

(4) The Consistency with the Framework of Japan's County Assistance Policy

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

(5) Japanese Accepting Universities

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

(6) Eligible Organizations

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

The eligible organizations are required to cooperate in consultation with accepting universities, and in drafting the basic plan of the field of study.

Also, the Eligible Organizations are required to cooperate in inviting the applications from suitable persons among their officials.

(7) Preparatory Survey

Prior to the implementation of the JDS Project in the recipient countries, JICA shall conduct a preparatory survey. The preparatory survey shall be conducted every four year period to design the JDS Project for the period ("A batch of" : JDS fellows shall be accepted in each fiscal year of the four-year period constitutes one cycle of the JDS Project).

The major objectives of the preparatory survey shall be as follows¹:

- (a) To agree on priority fields of study for JDS fellows,
- (b) To agree on accepting Japanese universities,
- (c) To agree on eligible organizations of each priority field of study,
- (d) To identify the needs for human resource development including number of potential candidates for the JDS Projects,
- (e) Discussion on measures for promoting meaningful outcome from the JDS Project,
- (f) Finding the outcomes from the JDS Project, in the case where the Project continues, and
- (g) To estimate overall costs of the first cycle, that is a period of four years, of the JDS Project.

(8) The Agent

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

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

- (a) To work on the recruitment and selection procedures of JDS candidates,
- (b) To provide JDS candidates with information on study in Japan,
- (c) To carry out matriculation procedures and make arrangements for trips to Japan for JDS Fellows,
- (d) To handle payment of tuition fees and scholarships,
- (e) To provide pre-departure and after arrival orientation on JDS before/after arrival in Japan to JDS fellows,
- (f) To monitor academic progress and living conditions of JDS fellows,
- (g) To organize JDS fellows’ returning program which consists of support for necessary procedure on JDS fellows’ returning, Evaluation meeting on JDS program upon the graduation, meeting for reporting the results after JDS Fellows’ returning to their respective countries, and
- (h) To perform other duties necessary for JDS Project implementation.

(9) The Coordinating Committee

An Coordinating Committee shall be set in each recipient country towards the smooth

¹ The following items are included in the preparatory survey started by July, 2015.

- (f) To select the candidates for the first batch
- (g) To prepare the basic plan of each priority field of study

implementation of the JDS Project.

The Coordinating Committee (hereinafter referred to as “the Committee”) shall consist of government officials from related organizations of the recipient country (e.g.: diplomatic authorities, authorities in charge of economic cooperation, government official’s personnel authorities, education authorities) and the relevant Japanese officials of Embassy of Japan and JICA. In principle, a representative of the government of the recipient country shall serve as chairperson, and a representative of the Government of Japan shall serve as vice chairperson. However, it shall be possible for representatives of the two governments to serve as co-chairpersons based on an agreement between the two governments. The chairperson (representative of the government of the recipient country) shall chair and manage Committee meetings. A JICA representative shall serve as the head of the Committee’s secretariat, and shall handle all administrative duties of the Committee, including calling Committee meetings and taking meeting minutes.

The major roles of the Committee are as follows:

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

(10) Number of JDS Fellows

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

(11) Scope of Expenses covered by the Grant

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

- (a) Expenses for the purchase of services necessary for implementing the JDS Project:
 - Expenses for recruitment and selection,
 - Expenses for pre-departure and after arrival orientation and arrangement in Japan,
 - Expenses for monitoring academic progress and living conditions of JDS fellows,
 - Expenses for JDS fellows’ returning program which consists of support for necessary procedure on JDS fellows’ returning, evaluation meeting on JDS program upon

graduation, meeting for reporting the results after JDS Fellows' returning to their respective countries

- (b) Expenses necessary for the JDS fellows and accepting universities in Japan:
- Scholarships,
 - Allowances for travel to and from Japan,
 - Outfit allowances,
 - Accommodation allowances for rent,
 - Subsidiary allowances to purchase books,
 - Shipping allowances,
 - Traveling and seminar allowances,
 - Tuition fees,
 - Expenses for Special Program as customized activities provided for JDS fellows by accepting universities to maximize the impact of the Project, and others.

3. Qualifications and Selection of JDS Fellows

(1) Qualifications and Requirements

- (a) Nationality: Applicants must be citizens of the recipient country
- (b) Age: In principle, JDS fellows shall be between the ages of 22 and 39 (both inclusive) as of the first of April of the fiscal year of their arrival in Japan.
- (c) Persons who have strong will to work for the development of recipient countries after their return home.
- (d) Persons have acquired a master's degree after studying abroad on a scholarship awarded by other foreign assistances are ineligible. Persons who are currently receiving or planning to receive another scholarship through other foreign assistance are ineligible as well.
- (e) JDS fellows must be in good health, both mentally and physically.
- (f) Persons who have English proficiency that is fluent enough for studying in Japan.

*Remarks: Those who are serving in the military can apply for JDS in Myanmar, however, the possible components for application are limited. These components are decided in preparatory survey.

(2) Recruitment and Selection

- (a) **Recruitment and selection polices**

- ① Eligible organizations of each priority field of study shall invite applications for the JDS candidates from its own officials and submit qualified candidates to the Implementing Organization or the authority agreed among the Coordinating Committee. Recruitment from the public by the recipient country shall not be precluded if recruitment from the public is deemed to be reasonable.
- ② The selection of JDS fellows shall be unequivocally based on overall evaluation to each person's academic abilities and the suitability of research plan to the development issues in recipient countries. The fellows shall be determined through an examination of the application documents and interviews.

(b) System for Selection

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

4. Conditions for Study in Japan

(1) Benefits

(a) Scholarships

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

(b) Term of Scholarship Payment, etc.

In principle, the scholarship shall be provided for the JDS fellow from his /her arrival date to the departure date after his/her acquisition of the scheduled degree within the initially scheduled period of study. In principle, the extension of the

period of study shall not be accepted. The recipient country shall cancel payment of the scholarship and arrange the JDS fellow's early return to the recipient country in any of the following cases:

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

(2) Obligation to report

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

(3) Follow up

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

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

PART 2 Contract with Agent and Verification

1. Recommendation of Agent

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

2. Contract Procedure

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

3. References to the G/A

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

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

4. References to the number of JDS fellows

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

5. Scope of Service

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

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

6. Period of Execution

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

7. Contract Price

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

8. Verification of Contracts

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

9. Payment Procedure

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

shall be made in accordance with the procedures of JICA.

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

10. Responsibilities and Obligations of the Recipient Country

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

11. Amendments

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

The Amendment to the Contract shall clearly state that:

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

12. Project Modifications

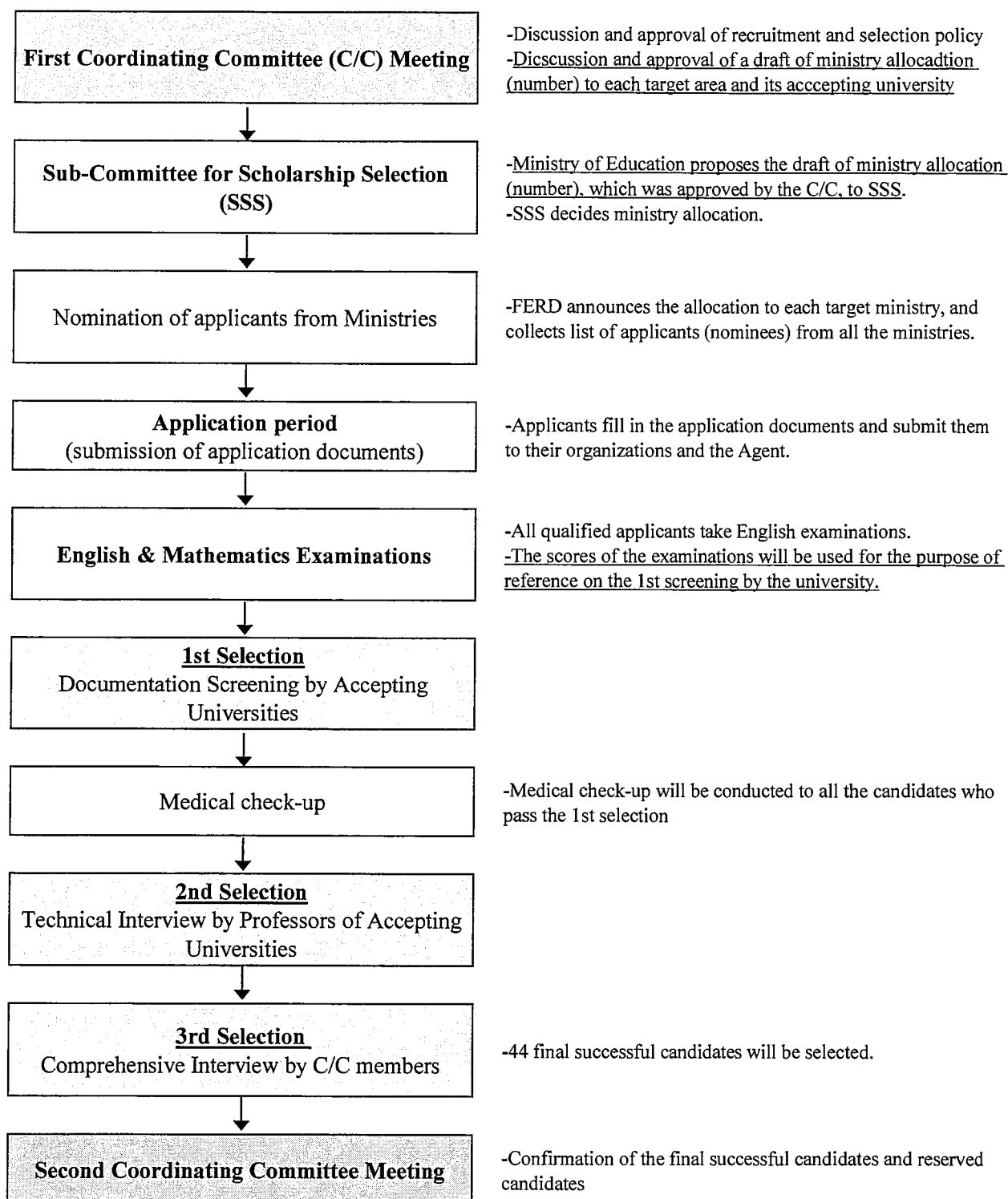
The Grant shall be used properly based on the Contract between the Implementing Organization of recipient country and the Agent which is verified by JICA. If unpredicted circumstances, however, require any modifications of the project, as illustrated below except minor modifications, the recipient country through the Agent shall obtain prior consent from JICA. The prior consent for the modifications is conducted by JICA to ensure that the modifications for the project are appropriate and whether any modifications are required on the contract price or not, however it does not mean that JICA will assume the legal or technical responsibilities for the substance of the modifications.

- 1) significant change of dispatching numbers of JDS fellows;
- 2) change of sub-program (JDS priority area)

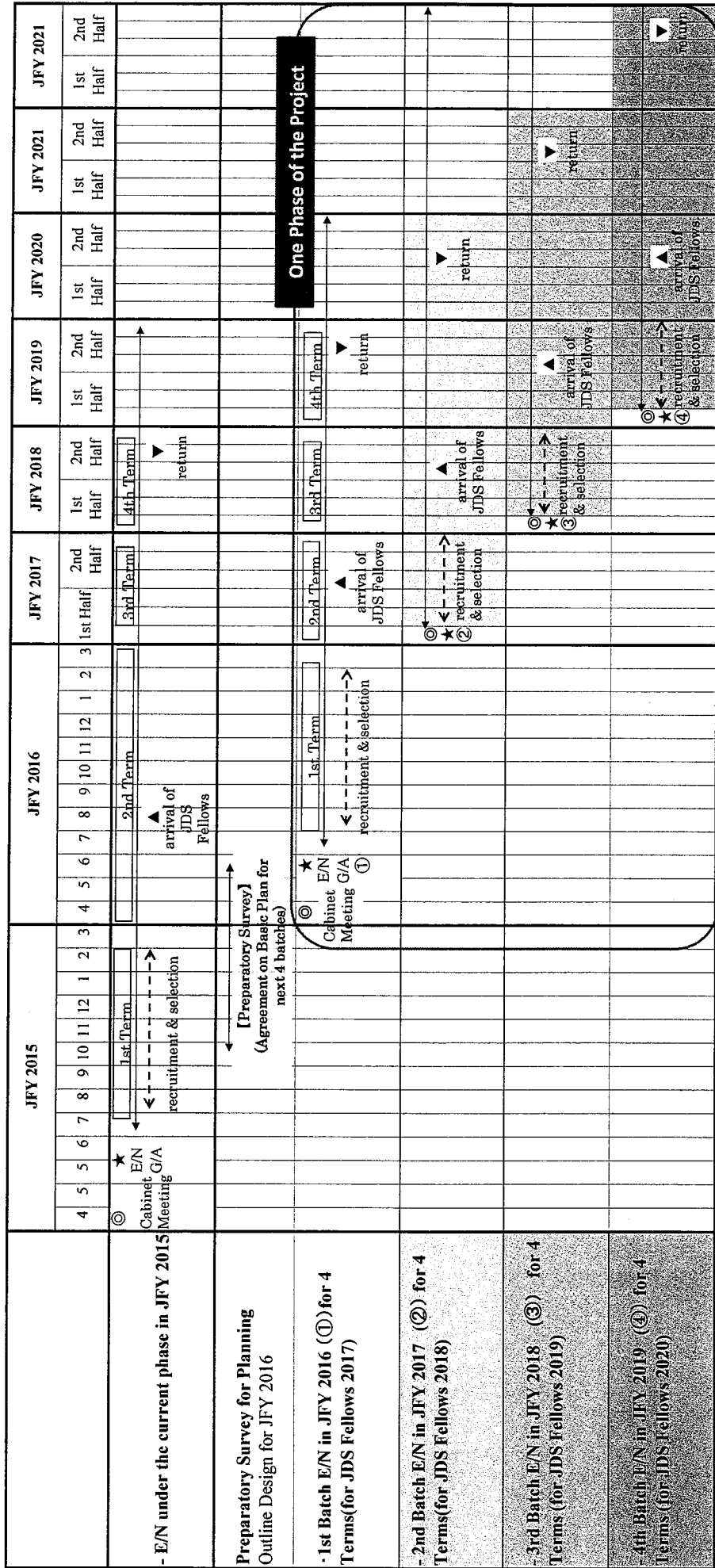
*If application of the Guidelines is inconsistent with the laws and regulations of the Government of the recipient country, the Government of the recipient country is requested to consult with JICA.

END

Selection Flowchart of JDS Project in Myanmar



Flowchart of JDS Project for the Succeeding Four Batches



Project Period for 7 years

- ⊙ : Cabinet Meeting
- ★ : Exchange of Notes (E/N), Grant Agreement (G/A)
- ▲ : Arrival
- ▼ : Return to Myanmar

Design of the JDS Project for Four Batches (from JFY 2016-2019)

| Myanmar Sub-Program (JDS Priority Areas) | Components (JDS Development Issues) | Expected Theme of the Research/Possible Fields of Study | Supposed Target Organizations | Accepting Universities | Slots | |
|--|---------------------------------------|--|---|---|-------|---|
| 1. Assistance for improvement of people's livelihoods | 1-1 Agriculture and Rural Development | <p><u>Possible Fields of Study:</u></p> <ul style="list-style-type: none"> • Rural Development (agricultural economics, agricultural policy, farm management, agricultural extension) • Plant Breeding (Breeding and Genetics, Biotechnology) • Environment for agriculture (weather, irrigation system) • Sustainable agriculture system • Improving quality of fruit and vegetable (technical improvement, post-harvest treatment, inspection system) • Plant pathology (Integrated pest management, plant protection, inspection techniques) • Environmental protection and natural resource management • Livestock and veterinary technology • Irrigation system • Aquaculture techniques etc. <p><u>Preferred Degree:</u> Degree to be related to the above</p> | <ul style="list-style-type: none"> • Ministry of Agriculture and Irrigation • Ministry of Environmental Conservation and Forestry • Ministry of Livestock and Fishery and Rural Development • Ministry of Border Affairs, etc. | <p>Kyushu University GS of Bioresource and Bioenvironmental Sciences</p> | 2 | |
| | | <p><u>Possible Fields of Study:</u></p> <ul style="list-style-type: none"> • Disaster prevention Policy • Mainstreaming for disaster prevention • Urban disaster prevention • Earthquake prevention, countermeasures for natural disaster (flood, cyclone, typhoon etc) etc. <p><u>Preferred Degree:</u> Degree to be related to the above</p> | | | | <p>University of Tsukuba GS of Life and Environmental Sciences</p> |
| | 1-2 Disaster Risk Management | <p><u>Possible Fields of Study:</u></p> <ul style="list-style-type: none"> • Health Policy / Administration • Strengthening system of health-care • Policy for public health care insurance to achieve Universal health coverage • Strengthening the policy making ability etc. <p><u>Preferred Degree:</u> Degree to be related to the above</p> | <ul style="list-style-type: none"> • Ministry of Home Affairs • Ministry of Defense • Ministry of Border Affairs • Ministry of Transport • Ministry of Social Welfare, Relief and Resettlement • Ministry of Education • Ministry of Science and Technology, etc. | <p>Kobe University GS of International Cooperation Studies</p> | 2 | |
| | | <p><u>Possible Fields of Study:</u></p> <ul style="list-style-type: none"> • Improvement of legal systems which contribute to promotion of democratization, (Capacity building of judicial administration) • Improvement of legal system which contribute to promotion of market economy. (Lawmaking of economy-related law such as Investment Law, Export and Import transaction law/ Interpretations and operation of Laws/ Commercial arbitration etc.) <p><u>Preferred Degree:</u> Degree to be related to the above</p> | | | | <p>Nagasaki University School of Tropical Medicine and Global Health</p> |
| 2. Assistance for capacity building and institution development to sustain economy and society | 2-1 Law | <p><u>Possible Fields of Study:</u></p> <ul style="list-style-type: none"> • Supreme Court of the Union • Union Attorney General's Office • Htuttaw Office • Ministry of National Planning and Economic Development • Ministry of Finance • Ministry of Commerce • Ministry of Education • Ministry of Labour, Employment and Social Security • Ministry of Foreign Affairs, etc | <ul style="list-style-type: none"> • Supreme Court of the Union • Union Attorney General's Office • Htuttaw Office • Ministry of National Planning and Economic Development • Ministry of Finance • Ministry of Commerce • Ministry of Education • Ministry of Labour, Employment and Social Security • Ministry of Foreign Affairs, etc | <p>Nagoya University GS of Law</p> | 2 | |
| | | <p><u>Possible Fields of Study:</u></p> <ul style="list-style-type: none"> • Improvement of legal systems which contribute to promotion of democratization, (Capacity building of judicial administration) • Improvement of legal system which contribute to promotion of market economy. (Lawmaking of economy-related law such as Investment Law, Export and Import transaction law/ Interpretations and operation of Laws/ Commercial arbitration etc.) <p><u>Preferred Degree:</u> Degree to be related to the above</p> | | | | <p>Kyusyu University GS of Law</p> |
| | | <p><u>Possible Fields of Study:</u></p> <ul style="list-style-type: none"> • Improvement of legal systems which contribute to promotion of democratization, (Capacity building of judicial administration) • Improvement of legal system which contribute to promotion of market economy. (Lawmaking of economy-related law such as Investment Law, Export and Import transaction law/ Interpretations and operation of Laws/ Commercial arbitration etc.) <p><u>Preferred Degree:</u> Degree to be related to the above</p> | | | | <p>Kobe University GS of International Cooperation Studies</p> |

Design of the JDS Project for Four Batches (from JFY 2016-2019)

| [Myanmar] Sub-Program (JDS Priority Areas) | Components (JDS Development Issues) | Expected contents of the Research/Possible Fields of Study | Supported Target Organizations | Acceding Universities | Slots |
|--|--|---|--|---|-------------|
| 2. Assistance for capacity building and institution development to sustain economy and society | 2-2 Public Policy / Administration | <p>Possible Fields of Study:</p> <ul style="list-style-type: none"> • Design and management of the national development plan • Design and management of regional development plan • Theory of public organization and system • Civil service reform, human resource development of government officials • Development of labor employment system • Decentralization • Corruption • Election system, etc. <p>Preferred Degree: Degree to be related to the above</p> | <ul style="list-style-type: none"> • Ministry of Home Affairs • Ministry of Defense • Ministry of Border Affairs • Ministry of National Planning and Economic Development • Ministry of Labour, Employment and Social Security • Ministry of Education • Union Civil Service Board • Ministry of Finance • Union Auditor General's Office, etc. | <p>Meiji University GS of Governance Studies</p> <p>International University of Japan GS of International Relations</p> | 2 |
| | 2-3 Economics / Business Management | <p>Possible Fields of Study:</p> <ul style="list-style-type: none"> • Analysis of macro economics (Interindustry analysis etc.) • Fiscal management, taxation system • Construction of financial system, Monetary policy, Inflation control • Leading foreign investment, special economic zones • ASEAN Free Trade Area, ASEAN Economic Community(AEC), FTA (Free Trade Agreement) Policy and Analysis • Private sector, SME support • Local economic development • Finance etc. <p>Preferred Degree: MBA, Degree to be related to the above</p> | <ul style="list-style-type: none"> • Ministry of Finance • Ministry of Commerce • Central Bank • Ministry of National Planning and Economic Development • Ministry of Foreign Affairs • Ministry of Co-operatives • Ministry of Education • Ministry of Industry • Ministry of Hotel & Tourism • Private Sector etc. | <p>International University of Japan GS of International Management</p> <p>Ritsumeikan Asia Pacific University GS of Management</p> <p>Ritsumeikan University GS of Economics</p> | 2 3 2 |
| | 2-4 International Relation | <p>Possible Fields of Study:</p> <ul style="list-style-type: none"> • ASEAN, GMS relationship • Relation with Japan, China, India, the United States, Europe • Socio-economic development and development assistance • Human security and human rights • Development and environmental issues (ex. climate change) • International labor market • Food security (ex. population problem) • Development of Tourism etc. <p>Preferred Degree: Degree to be related to the above</p> | <ul style="list-style-type: none"> • Ministry of Home Affairs • Ministry of Defense • Ministry of Border Affairs • Ministry of Foreign Affairs • Ministry of National Planning and Economic Development • Ministry of Education • Ministry of Culture • Ministry of Information • Ministry of Hotel & Tourism • Ministry of Labour, Employment and Social Security • Ministry of Religious Affairs • Union Civil Service Board, etc. | <p>Ritsumeikan University GS of International Relations</p> | 2 |
| | 2-5 Educational Development / Planning | <p>Possible Fields of Study:</p> <ul style="list-style-type: none"> • Educational development and planning • Educational policy, finance and administration • Educational statistics • Curriculum development • School/University Management etc. <p>Preferred Degree: Degree to be related to the above</p> | <ul style="list-style-type: none"> • Ministry of Education • Ministry of Science and Technology | <p>Hiroshima University GS for International Development and Cooperation</p> | 2 |

Design of the JDS Project for Four Batches (from JFY 2016-2019)

| Myanmar Sub-program (JDS Priority Areas) | Components (Sub-Components/Issues) | Expected Theme of the Research/Possible Fields of Study | Supporting Target Organizations | Accepting Universities | Slot | |
|--|------------------------------------|--|---|--|-------|----|
| 3. Assistance for development of infrastructure and related systems necessary for sustainable economic development | 3-1 ICT | <p>Possible Fields of Study:</p> <ul style="list-style-type: none"> • Diffusion of ICT, promoting of computerization • Electronic government • Development of ICT network technology • Application to e-business • ICT Application to financial, distribution and transportation etc. <p>Preferred Degree: Degree to be related to the above</p> | <ul style="list-style-type: none"> • Ministry of National Planning and Economic Development • Ministry of Science & Technology • Ministry of Information • Ministry of Communications and Information Technology • Ministry of Construction • Ministry of Transport • Ministry of Education • Ministry of Border Affairs • Ministry of Immigration and Population • Ministry of Finance • Central Bank • Private Sector, etc. | <p>International University of Japan GS of International Management</p> <p>Kobe Institute of Computing GS of Information Technology</p> <p>Waseda University GS of Fundamental Science and Engineering</p> | 2 | |
| | 3-2 Transportation / Traffic | <p>Possible Fields of Study:</p> <ul style="list-style-type: none"> • Transport/traffic policy, National land development policy, Traffic network • Planning and development of traffic infrastructure (road, rail, aviation, water transport) • Development of Traffic control system, Public transport and Mass transit • Design and construction technology, construction management technology of road, highway, bridges, railway and port. • Safety management system. • Safety control technology of aviation. • Methods of traffic survey using IT technology etc. <p>Preferred Degree: Degree to be related to the above</p> | <ul style="list-style-type: none"> • Ministry of Transport • Ministry of Construction • Ministry of Rail Transportation • City Development Committee • Private Sector etc. | <p>Yokohama National University GS of Urban Innovation</p> <p>Saitama University GS of Science and Engineering</p> | 2 | |
| | 3-3 Electric Power / Energy | <p>Possible Fields of Study:</p> <ul style="list-style-type: none"> • Energy policy and analysis of electric power supply and demand • Energy and environmental issues • Hydropower technology • Thermal power generation technology • Renewable energy • System planning (transmission and distribution of electricity) etc. <p>Preferred Degree: Degree to be related to the above</p> | <ul style="list-style-type: none"> • Ministry of Electric Power • Ministry of Industry • Ministry of Energy • Ministry of Environmental Conservation and Forestry • Ministry of Mines • Private Sector etc. | <p>University of Miyazaki GS of Engineering</p> <p>Kumamoto University GS of Science and Technology</p> | 2 | |
| | 3-4 Urban Development Planning | <p>Possible Fields of Study:</p> <p><Urban Planning></p> <ul style="list-style-type: none"> • Urban structure planning, urban spatial planning, urban transport planning (Transit Oriented Development; TOD), urban growth management planning, urban water system planning, urban road drainage planning, urban development policy, urban environment, participative community development, urban redevelopment, housing development, Environmental assessment. <Urban Engineering and Architecture > • Architectural design building design and construction management <Water and Sewage> • Water supply management, water quality management, water utilities etc. <p>Preferred Degree: Degree to be related to the above</p> | <ul style="list-style-type: none"> • Ministry of Construction • Ministry of Rail Transportation • Ministry of Environmental Conservation and Forestry • City Development Committee • Ministry of National Planning and Economic Development • Private Sector etc. | <p>Hiroshima University GS for International Development and Cooperation / GS of Engineering</p> | 2 | |
| | | | | | TOTAL | 44 |

* Among total 44 slots, 10 slots are allocated to the private sector candidates.

The Project for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub Program)

- | |
|---|
| <ol style="list-style-type: none"> 1. Country: Republic of the Union of Myanmar 2. Target Priority (Sub-Program) Area: 3. Coordinating Committee: Myanmar Side: Ministry of Education, Ministry of National Planning and Economic Development, Ministry of Foreign Affairs Japanese Side: Embassy of Japan, JICA Myanmar Office |
|---|

Itemized Table X-X

1. Outline of Sub-Program / Component

(1) Basic Information

- | |
|--|
| <ol style="list-style-type: none"> 1. Target Priority (Sub-Program) Area: 2. Component: 3. Target Organization: |
|--|

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

| |
|--|
| |
|--|

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

| |
|--|
| |
|--|

2. Cooperation Framework

(1) Project Objective

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

(2) Project Design

- | |
|---|
| <ol style="list-style-type: none"> 1) Overall goal 2) Project purpose |
|---|

(3) Verifiable Indicators

- | |
|--|
| <ol style="list-style-type: none"> 1) Ratio of JDS fellows who obtain Master's degree 2) Enhancement of the capacity of JDS returned fellows on research, analysis, policy making and project operation/ management after their return. 3) Policy formulation and implementation by utilizing the study outcomes of JDS returned fellows. |
|--|

(4) Number of JDS Fellows and Accepting University

| |
|---|
| XXXX University, Graduate School of XX X fellows / year total X fellows / 4 years |
|---|

(5) Activity (Example)

XXXX University, Graduate School of XXXX

| Target | Contents/ Programs to achieve target |
|----------------------------|--------------------------------------|
| 1) Before arrival in Japan | |
| 2) During study in Japan | |
| 3) After return | |

(6)-1 Inputs from the Japanese Side

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

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

1 batch X fellows × 4 years = X fellows
From the year 2017 (until 2019) : X fellows, From the year 2018 (until 2020) : X fellows
From the year 2019 (until 2021) : X fellows, From the year 2020 (until 2022) : X fellows

(7) Inputs from the Myanmar Side

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

(8) Qualifications (example)

- 1) Nationality: Citizens of Myanmar
- 2) Age: Between 22 and 40 as of April 1st in the year of dispatch
- 3) Academic Background:
 - Should have a Bachelor's degree
- 4) Work Experience:
 - Currently employed in the Target Organizations
 - Has at least 2 years of work experience in civil service at the time of application is preferable
- 5) Others
 - Currently not awarded or scheduled to receive another scholarship of foreign countries (including other scholarship of Japan)
 - Has not been awarded foreign scholarships for Master's or higher degrees
 - Has a good command of both written and spoken English at graduate school level
 - Must be in good health, both mentally and physically

The Number of JDS Participants to be Accepted for Next Four Years under the JDS Project in Myanmar

| Sub-Program | Components | University | Graduate School | Expected Number of JDS Participants | | | | |
|--|--|-------------------------------------|--|-------------------------------------|-----------|-----------|-----------|-------|
| | | | | 1st Batch | 2nd Batch | 3rd Batch | 4th Batch | Total |
| 1. Assistance for improvement of people's livelihoods | 1-1 Agriculture and Rural Development | Kyushu University | GS of Bioresource and Bioenvironmental | 2 | 2 | 2 | 2 | 8 |
| | | University of Tsukuba | GS of Life and Environmental Sciences | 2 | 2 | 2 | 2 | 8 |
| | 1-2 Disaster Risk Management | Kobe University | GS of International Cooperation Studies | 2 | 2 | 2 | 2 | 8 |
| | 1-3 Health Administration / Policy | Nagasaki University | School of Tropical Medicine and Global Health | 2 | 2 | 2 | 2 | 8 |
| 2. Assistance for capacity building and institution development to sustain economy and society | 2-1 Law | Nagoya University | GS of Law | 2 | 2 | 2 | 2 | 8 |
| | | Kyusyu University | GS of Law | 2 | 2 | 2 | 2 | 8 |
| | | Kobe University | GS of International Cooperation Studies | 1 | 1 | 1 | 1 | 4 |
| | 2-2 Public Policy / Administration | Meiji University | GS of Governance Studies | 2 | 2 | 2 | 2 | 8 |
| | | International University of Japan | GS of International Relations | 2 | 2 | 2 | 2 | 8 |
| | 2-3 Economics / Business Management | International University of Japan | GS of International Management | 2 | 2 | 2 | 2 | 8 |
| | | Ritsumeikan Asia Pacific University | GS of Management | 3 | 3 | 3 | 3 | 12 |
| | | Ritsumeikan University | GS of Economics | 2 | 2 | 2 | 2 | 8 |
| | 2-4 International Relation | Ritsumeikan University | GS of International Relations | 2 | 2 | 2 | 2 | 8 |
| | 2-5 Educational Development / Planning | Hiroshima University | GS for International Development and Cooperation | 2 | 2 | 2 | 2 | 8 |
| 3. Assistance for development of infrastructure and related systems necessary for sustainable economic development | 3-1 ICT | International University of Japan | GS of International Management | 2 | 2 | 2 | 2 | 8 |
| | | Kobe Institute of Computing | GS of Information Technology | 2 | 2 | 2 | 2 | 8 |
| | | Waseda University | GS of Fundamental Science and Engineering | 2 | 2 | 2 | 2 | 8 |
| | 3-2 Transportation / Traffic | Yokohama National University | GS of Urban Innovation | 2 | 2 | 2 | 2 | 8 |
| | | Saitama University | GS of Science and Engineering | 2 | 2 | 2 | 2 | 8 |
| | 3-3 Electric Power / Energy | University of Miyazaki | GS of Engineering | 2 | 2 | 2 | 2 | 8 |
| | | Kumamoto University | GS of Science and Technology | 2 | 2 | 2 | 2 | 8 |
| | 3-4 Urban Development Planning | Hiroshima University | GS for International Development and Cooperation / GS of Engineering | 2 | 2 | 2 | 2 | 8 |
| | Total | | | | 44 | 44 | 44 | 44 |

The Project for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub Program)

1. Country: Republic of the Union of Myanmar
2. Target Priority (Sub-Program) Area: Assistance for improvement of people's livelihoods
3. Coordinating Committee:
 Myanmar Side: Ministry of Education, Ministry of National Planning and Economic Development,
 Ministry of Foreign Affairs
 Japanese Side: Embassy of Japan, JICA Myanmar Office

Itemized Table 1-1

1. Outline of Sub-Program / Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Assistance for improvement of people's livelihoods
2. Component: Agricultural and Rural Development
3. Target Organization: Ministry of Agriculture and Irrigation, Ministry of Environmental Conservation and Forestry, Ministry of Livestock and Fishery and Rural Development, Ministry of Border Affairs

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

- In Myanmar, agriculture is a main industry and accounts for 35% of its GDP. The government of Myanmar recognizing that the agricultural development is important for food security and socioeconomic development, aiming at improvement of agricultural productivity, market-oriented economic reform and high-value added economy by public-private partnerships as well as poverty alleviation in rural area, human resource development is demanded who contribute to the agricultural policy-making.
- Japan has maintained close relationships with related government agencies of Myanmar by providing technical cooperation for agricultural sector for many years, including livestock and fishery industries. The agricultural policies and techniques between Myanmar and Japan having a number of common features in the context of same rice culture, a multiplier effect created by the cooperation provided so far is anticipated by developing young human resources in this field.

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

- The government of Japan announced Japan's Projected Economic Cooperation to the Republic of the Union of Myanmar in April, 2012. "To spread the dividends of democratization, national reconciliation and economic reforms to the people of Myanmar" is set as a basic policy, and it has three focusing areas of (i) Assistance for improvement of people's livelihoods, (ii) Assistance for capacity building and institutions development to sustain economy and society, and (iii) Assistance for development of infrastructure and related systems necessary for sustainable economic development.
- Agricultural and Rural Development is deemed as one of the target areas of the above policy (i), and in accordance with its policy, JDS Project sets the component of "Agricultural and Rural Development" to promote the human resource development of the officials who contribute to the

development issues in this field.

- The JDS project in Myanmar started in the year of 2001 and has dispatched 369 fellows in 15 years. 281 fellows completed their master's degree course (as of March 2016), and they actively engage in practical improvement of social economic development issues with specialized knowledge acquired in Japan. The study field of "Agricultural and Rural Development" was set from the first year of the project and 49 fellows have been dispatched under this field by 2015.

Relevant Projects and Training Programs of JICA Myanmar Office:

【Technical Cooperation】

- Development of Participatory Multiplication and Distribution System for Quality Rice Seeds
- Project for development of water saving agriculture technology in Central Dry Zone
- Project for Eradication of Opium Poppy Cultivation and Rural Development in Northern part of Shan State
- Project for Small-scale Aquaculture Extension for Promotion of Livelihood of Rural Communities in Central Dry Zone
- Project of Irrigated Agriculture Development for strengthening the productivity (scheduled)
- Project for Capacity Development of Yezin Agricultural University in Myanmar (scheduled)

【ODA Loans】

- Irrigation Development Project in Western Bago Region

【Grant Aid】

- Grant Assistance Program for Underprivileged Farmers (2KR)
- The Project for Strengthening Human Development Institutions in Agriculture
- The Project for Improvement of Equipment for Foot-and-Mouth Disease Control (scheduled)

【Individual Expert】

- Adviser on Livestock Development in Central Dry Zone
- Agriculture and Rural Development Advisor (scheduled)

【Long-term Training】

- Human resource development in Agriculture Sector (scheduled)

2. Cooperation Framework

(1) Project Objective

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

(2) Project Design

1) Overall goal

To ensure that the human resource development through JDS project will help to improve the institutional capacities of relevant administrative institutions, which are engaged in agricultural and

rural development.

2) Project purpose

To ensure that government officials, who are engaged in agricultural and rural development, improve their capability of policy making and implementation.

(3) Verifiable Indicators

1) Ratio of JDS fellows who obtain Master's degree.

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

(4) Number of JDS Fellows and Accepting University

Kyushu University, Graduate School of Bioresource and Bioenvironmental Sciences

2 fellows / year total 8 fellows / 4 years

University of Tsukuba, Graduate School of Life and Environmental Sciences

2 fellows / year total 8 fellows / 4 years

(5) Activity (Example)

1) Kyushu University, Graduate School of Bioresource and Bioenvironmental Sciences

| Target | Contents/ Programs to achieve target |
|---|---|
| 1) Before arrival in Japan | |
| To participate in Pre-arrival program. | <ul style="list-style-type: none"> To find relevance with overall goal and research plan and confirm the research methods and country data.. |
| 2) During study in Japan | |
| To deepen knowledge of policies and technology for agriculture, forestry, and fishery farming. | <ul style="list-style-type: none"> To acquire technical knowledge through studying subjects, such as international rural development, rural survey method and biological resources utilization, and soil and water environment. To take special and intensive lectures by oversea lecturers provided in parallel to the main course and learn the advanced research of international development. To acquire the skills of research presentation through the actual practice in international academic conferences. To learn how to lead discussion by participating in problem-based learning as a facilitator. |
| To improve the ability of taking measures to the target issues in the areas of agriculture and rural development and policy development process and practices related to food security, agricultural productivity, market economy, and the high added value production. | <ul style="list-style-type: none"> To take various individual seminars in the field of agriculture and fisheries and participate in practical trainings on farms and training sessions at rural communities regarding such as ecotourism and agricultural product sales. |
| To acquire the research methods and to | <ul style="list-style-type: none"> To take research skills seminars such as survey |

| | |
|--|---|
| complete the Master thesis. | methodology, academic writing skills, and presentation practice. |
| 3) After return | |
| To participate in Post-Program and enhance the human network in Myanmar. | <ul style="list-style-type: none"> · To have continuous support by supervisor to submit a journal article based on data and analysis conducted during the program. · To get updated information in follow-up seminars, in order to have an opportunity to discuss and inspire the further research · To continue and enhance a human network among JDS graduates in each government and research institution via JDS Kyushu University homepage and social network services. |

2) University of Tsukuba, Graduate School of Life and Environmental Sciences

| Target | Contents/ Programs to achieve target |
|---|---|
| 1) Before arrival in Japan | |
| To participate in pre-arrival seminar to prepare for the smooth start of the study and research. | <ul style="list-style-type: none"> · To learn Basic Mathematics, Statistics, and Data Analysis with prospected academic supervisor upon necessity. · To take pre-arrival seminar to build a network among new JDS participants and the graduates. |
| 2) During study in Japan | |
| To acquire research/ analytical skills and advanced knowledge about agricultural technologies, economics, and policies. | <ul style="list-style-type: none"> · To enroll in the SUSTEP (Sustainability Science, Technology, and Policy) certificate English program and learned advanced knowledge of 4 fields (Water environment, bio, waste, and policy), and acquire the higher comprehensive perspective and analysis ability as a global leader. · To receive a certificate from SUSTEP after taking main programs and meeting requirements. |
| To obtain independent problem-diagnosis and problem-solving skills. | <ul style="list-style-type: none"> · To conduct a tailor made internship for action oriented practitioners such as farming experience, agricultural water rights, pollution and rural development that are closely related to “agricultural and rural development”. · To acquire action-oriented in-depth problem identification/analysis skills before and after the internship. · To examine problems and articulate their opinions about core issues in writing/ presentation assignments. To have detailed feedback from supervisor. |

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| Through international / oversea seminars, to promote establishing global networking among experts. | <ul style="list-style-type: none"> · To participate in international seminars by inviting internationally renowned scholars from universities or research institutions in Japan or overseas and build network with these scholars for the future success in Myanmar. |
| To become globally competitive and competent with having skills for presenting, writing, debating, and negotiating in English. | <ul style="list-style-type: none"> · To improve English presentation, writing and debating skills in the class, and acquire the ability of persuasively explanation of technical knowledge in English. · To improve English writing and proof reading skills for thesis and technical report in Writing Center or weekly academic writing seminar. · To receive essential information of thesis writing in required class, including citation, styles, and referencing and a prevention of plagiarism. |
| 3) After return | |
| To establish the graduate networks. | <ul style="list-style-type: none"> · To participate in post-graduate seminar to graduates to maintain and strengthen the networks. · By aluminum mailing list or Website, to have follow-up or necessary information and to share information in advance with the new JDS participants. |
| To improve the course activities by reflecting their results of researches. | <ul style="list-style-type: none"> · To take continuous monitoring by supervisors for the current conditions in agriculture/rural development. |

(6)-1 Inputs from the Japanese Side

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| <ol style="list-style-type: none"> 1) Expenses for activities of Special Program provided by the accepting university before, during, and after studying in Japan (e.g. preparatory instructions including local activities, special lectures and workshops, follow-up activities after returning home) 2) Expenses for studying in Japan (e.g. travel expenses, scholarships during stay in Japan, examination fees, tuition fees, etc.) 3) Expenses for supports during stay in Japan (e.g. monitoring, daily life support, etc.) |
|--|

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

| |
|---|
| 1 batch 4 fellows × 4 years = 16 fellows |
| From the year 2017 (Until 2019) : 4 fellows, From the year 2018 (Until 2020) : 4 fellows |
| From the year 2019 (Until 2021) : 4 fellows, From the year 2020 (Until 2022) : 4 fellows |

(7) Inputs from the Myanmar Side

| |
|--|
| <ol style="list-style-type: none"> 1) Dispatch of JDS fellows 2) Follow-up activities (e.g. providing opportunities for JDS returned fellows to share/disseminate the knowledge they acquired in Japan at their organizations/ other priority organizations) |
|--|

(8) Qualifications

| |
|--|
| <ol style="list-style-type: none"> 1) Nationality: Citizens of Myanmar 2) Age: Between 22 and 40 as of April 1st in the year of dispatch 3) Academic Background: |
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-Should have a Bachelor's degree

4) Work Experience:

-Currently employed in the Target Organizations

-Has at least 2 years of work experience in civil service at the time of application is preferable

5) Others

-Currently not awarded or scheduled to receive another scholarship of foreign countries (including other scholarship of Japan)

-Has not been awarded foreign scholarships for Master's or higher degrees

-Has a good command of both written and spoken English at graduate school level

-Must be in good health, both mentally and physically

The Project for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub Program)

1. Country: Republic of the Union of Myanmar
2. Target Priority (Sub-Program) Area: Assistance for improvement of people's livelihoods
3. Coordinating Committee:
Myanmar Side: Ministry of Education, Ministry of National Planning and Economic Development,
Ministry of Foreign Affairs
Japanese Side: Embassy of Japan, JICA Myanmar Office

Itemized Table 1-2

1. Outline of Sub-Program / Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Assistance for improvement of people's livelihoods
2. Component: Disaster Risk Management
3. Target Organization: Ministry of Home Affairs, Ministry of Defense, Ministry of Border Affairs,
Ministry of Transport, Ministry of Social Welfare, Relief and Resettlement, Ministry of Education,
Ministry of Science and Technology

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

- Since 2009 when a national disaster risk reduction plan, “Myanmar Action Plan for Disaster Risk Reduction (MAPDRR)”, was formulated in Myanmar, the disaster management has been consolidated and disaster-prevention law will come into force in the near future.
- In order to strengthen the disaster-prevention administration based on the law and to expand it to rural area, it is urgently necessary to develop human resources who is not only exercise leadership in the central government but also draws up detailed regulations to carry out the law, coordinates jurisdiction of related ministries and agencies and immediately establishes the disaster-prevention system.

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

- The government of Japan announced Japan's Projected Economic Cooperation to the Republic of the Union of Myanmar in April, 2012. “To spread the dividends of democratization, national reconciliation and economic reforms to the people of Myanmar” is set as a basic policy, and it has three focusing areas of (i) Assistance for improvement of people's livelihoods, (ii) Assistance for capacity building and institutions development to sustain economy and society, and (iii) Assistance for development of infrastructure and related systems necessary for sustainable economic development.
- Disaster Risk Management is deemed as one of the target areas of the above policy (i), and in accordance with its policy, JDS Project sets the component of “Disaster Risk Management” to promote the human resource development of the officials who contribute to the development issues in this field.
- The JDS project in Myanmar started in the year of 2001 and has dispatched 369 fellows in 15 years.

281 fellows completed their master's degree course (as of March 2016), and they actively engage in practical improvement of social economic development issues with specialized knowledge acquired in Japan. The study field of "Disaster Risk Management" was newly set in 2014 and 2 fellows have been dispatched under this field by 2015.

Relevant Projects and Training Programs of JICA Myanmar Office:

【Technical Cooperation】

- Project on Establishment of End-to-End Early Warning System for Natural Disaster
- Project for Development of a Comprehensive Disaster Resilience System and Collaboration Platform in Myanmar (SATREPS)
- Project for Capacity Building on Disaster Risk Reduction (DRR) in Disaster Risk Area (Grassroots Technical Cooperation Project)

【Grant Aid】

- The Project for Establishment of Disastrous Weather Monitoring System
- The Project for Mangrove Rehabilitation Plan for Enhancement of Disaster Prevention in Ayeyawady Delta

【Long-term Training】

- Disaster management policy Advisor (scheduled)

【Long-term Training】

- Meteorology

2. Cooperation Framework

(1) Project Objective

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

(2) Project Design

1) Overall goal

To ensure that the human resource development through JDS project will help to improve the institutional capacities of relevant administrative institutions, which are engaged in disaster risk management.

2) Project purpose

To ensure that government officials, who are engaged in disaster risk management, improve their capability of policy making and implementation.

(3) Verifiable Indicators

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

(4) Number of JDS Fellows and Accepting University

Kobe University, Graduate School of International Cooperation Studies

2 fellows / year total 8 fellows / 4 years

The University of Tokyo, Graduate School of Engineering

2 fellows / year total 8 fellows / 4 years

(5) Activity (Example)

1) Kobe University, Graduate School of International Cooperation Studies

| Target | Contents/ Programs to achieve target |
|---|---|
| 1) Before arrival in Japan | |
| To study beforehand and gather information which are necessary for acquiring professional degrees. | <ul style="list-style-type: none"> • To have the preparatory tasks from academic advisor for acquiring professional degrees, and receive guidance about preparatory resource acquisition for writing Master's thesis. |
| 2) During study in Japan | |
| To acquire the comprehensive knowledge on the disaster risk management cycle consisting of effective emergency response, disaster relief, rehabilitation and recovery, and the preparedness toward next risks. | <ul style="list-style-type: none"> • To attend lectures and special seminars in the field of law on disasters by the scholars in the division of institution building and disaster-preventive engineering and post-disaster recovery by the scholars in the division of international disaster recovery studies. • To participate in active learning environment by joint fieldworks both inside and outside of Japan, internships, and other opportunities of active learning. |
| To acquire the objective comparative attitude to apply international knowledge to the domestic problems. To acquire the disaster management methods by practical educations learnt from the disaster affected areas. | <ul style="list-style-type: none"> • To participate in fieldworks for learning from the experiences of local government, NGOs, and international organizations stationed in Kobe on Hanshin-Awaji Earthquake; and a fieldwork in East Japan Earthquake-affected areas in cooperation with Iwate University; an oversea fieldwork in collaboration with Syiah Kuala University, Sichuan University, University of the Philippines, Canterbury University, etc. |
| To deepen the thoughts on policy choices through a process of completing a master thesis. | <ul style="list-style-type: none"> • To acquire a wide range of knowledge and promote their studies through the academic supervision and guidance to enhance English ability and basic knowledge of mathematics. |

| | |
|---|---|
| 3) After return | |
| To participate in Follow up activities. | <ul style="list-style-type: none"> To participate in following-up educational programs implemented by Inter-university cooperation negotiated with Yangon University and Dagon University. |

(6)-1 Inputs from the Japanese Side

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

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

1 batch 2 fellows × 4 years = 8 fellows
 From the year 2017 (Until 2019) : 2 fellows, From the year 2018 (Until 2020) : 2 fellows
 From the year 2019 (Until 2021) : 2 fellows, From the year 2020 (Until 2022) : 2 fellows

(7) Inputs from the Myanmar Side

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

(8) Qualifications

- 1) Nationality: Citizens of Myanmar
- 2) Age: Between 22 and 40 as of April 1st in the year of dispatch
- 3) Academic Background:
 - Should have a Bachelor's degree
- 4) Work Experience:
 - Currently employed in the Target Organizations
 - Has at least 2 years of work experience in civil service at the time of application is preferable
- 5) Others
 - Currently not awarded or scheduled to receive another scholarship of foreign countries (including other scholarship of Japan)
 - Has not been awarded foreign scholarships for Master's or higher degrees
 - Has a good command of both written and spoken English at graduate school level
 - Must be in good health, both mentally and physically

The Project for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub Program)

- | |
|---|
| <ol style="list-style-type: none">1. Country: Republic of the Union of Myanmar2. Target Priority (Sub-Program) Area: Assistance for improvement of people's livelihoods3. Coordinating Committee: Myanmar Side: Ministry of Education, Ministry of National Planning and Economic Development, Ministry of Foreign Affairs Japanese Side: Embassy of Japan, JICA Myanmar Office |
|---|

Itemized Table 1-3

1. Outline of Sub-Program / Component

(1) Basic Information

- | |
|---|
| <ol style="list-style-type: none">1. Target Priority (Sub-Program) Area: Assistance for improvement of people's livelihoods2. Component: Health Administration / Policy3. Target Organization: Ministry of Health, Ministry of Labour, Employment and Social Security |
|---|

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

- | |
|--|
| <ul style="list-style-type: none">▪ Currently, poor access to medical services (medical expenses, insufficient medical facilities, human resources and transportations) is a major issue in Myanmar. In order to improve this situation, the government of Myanmar is planning to increase the budget for the health / medical field. However, the inadequate administrative capabilities (health system), to manage the rapidly-increased budget and aid from foreign countries and international organizations, hinders the government from drawing up efficient and effective policy.▪ Therefore, human resource development is an urgent need in this field in order to improve the access to medical services by expanding fair and qualified medical services through strengthening their management capacity of health administration. |
|--|

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

- | |
|--|
| <ul style="list-style-type: none">▪ The government of Japan announced Japan's Projected Economic Cooperation to the Republic of the Union of Myanmar in April, 2012. "To spread the dividends of democratization, national reconciliation and economic reforms to the people of Myanmar" is set as a basic policy, and it has three focusing areas of (i) Assistance for improvement of people's livelihoods, (ii) Assistance for capacity building and institutions development to sustain economy and society, and (iii) Assistance for development of infrastructure and related systems necessary for sustainable economic development.▪ Medical and Health Care is deemed as one of the target areas of the above policy (i), and in accordance with its policy, JDS Project sets the component of "Health Administration / Policy" to promote the human resource development of the officials who contribute to the development issues in this field.▪ The JDS project in Myanmar started in the year of 2001 and has dispatched 369 fellows in 15 years. 281 fellows completed their master's degree course (as of March 2016), and they actively engage in |
|--|

practical improvement of social economic development issues with specialized knowledge acquired in Japan. The study field of "Health Administration / Policy" was newly set in 2014 and 2 fellows have been dispatched under this field by 2015.

Relevant Projects and Training Programs of JICA Myanmar Office:

【Technical Cooperation】

- Major Infectious Diseases Control Project Phase 2
- Project for Health System Strengthening
- Project for Enhancement of Medical Education (scheduled)

【Grant Aid】

- The Project for Upgrading the Health Facilities in Central Myanmar
- The Project for Improvement of Medical Equipment in Hospitals in Yangon and Mandalay
- Project for Improvement of Medical Equipment in General Hospitals in Yangon
- The Project for Improving Loikaw General Hospital in Kayah State
- The Project for Improving Lashio General Hospital in Shan State
- Provision of equipment for malaria (scheduled)
- Provision of equipment for tuberculosis

2. Cooperation Framework

(1) Project Objective

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

(2) Project Design

1) Overall goal

To ensure that the human resource development through JDS project will help to improve the institutional capacities of relevant administrative institutions, which are engaged in health administration / policy.

2) Project purpose

To ensure that government officials, who are engaged in health administration / policy, improve their capability of policy making and implementation.

(3) Verifiable Indicators

1) Ratio of JDS fellows who obtain Master's degree.

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

(4) Number of JDS Fellows and Accepting University

Nagasaki University, School of Tropical Medicine and Global Health

2 fellows / year total 8 fellows / 4 years

(5) Activity (Example)

1) Nagasaki University, School of Tropical Medicine and Global Health

| Target | Contents/ Programs to achieve target |
|---|--|
| 1) Before arrival in Japan | |
| To enhance the academic ability for the smooth start of the research in Japan. | <ul style="list-style-type: none"> • To conduct self study by receiving related documents or internet materials from supervisor to improve English ability and acquire basic knowledge on global health. |
| 2) During study in Japan | |
| <p>To enhance practical skills and ability to formulate policies and plans that are relevant to strengthening of health systems.</p> <p>To develop competence in designing policies related to public health insurance systems.</p> | <ul style="list-style-type: none"> • To take courses from Natural Science Module on the Basic Human Biology such as Tropical Medicine, Global Health and Environment / Sanitation, and Research Method Module such as Epidemiology, Statistics and Research Ethics. They also take courses from Advanced Module such as Health Policies and Management Module. • To take a transdisciplinary seminars to acquire advanced and specialized knowledge on important global health topics. • To take oversea practical trainings (short-term field training, long-term oversea training) to learn health system comprehensively. • To take supplemental classes on Epidemiology, Statistic to deepen the basic understandings. |
| To gain practical skills required to a specialist through trainings provided by a cooperation inside and outside of the university. | <ul style="list-style-type: none"> • To participate in Global Health Seminars by the world's leading researchers and lecturers and have opportunities of Problem Based Learning (PBL) with students of different courses. • To participate in practical curriculums (short/long-term oversea trainings) that are applicable to the real practices under the close institutional relationships in research and education with JICA, National Center for Global Health and Medicine (NCGM), advisors at home and abroad, scholarly societies and alumni network. |
| To improve basic ability required to write a master thesis. | <ul style="list-style-type: none"> • To take supplementary language classes by native English speakers to improve basic English proficiency. |
| 3) After return | |
| To put the knowledge and technology acquired in Japan in practice effectually to the future. | <ul style="list-style-type: none"> • To get updated information through the network of graduates or workshop with faculty, continue self-study and apply to policy making and implementing. To |

| | |
|--|--|
| | enhance the network between faculty, graduates and JDS fellows in Japan. |
|--|--|

(6)-1 Inputs from the Japanese Side

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

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

| | |
|---------------------------------|--|
| 1 batch | 2 fellows × 4 years = 8 fellows |
| From the year 2017 (Until 2019) | : 2 fellows, From the year 2018 (Until 2020) : 2 fellows |
| From the year 2019 (Until 2021) | : 2 fellows, From the year 2020 (Until 2022) : 2 fellows |

(7) Inputs from the Myanmar Side

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

(8) Qualifications

- 1) Nationality: Citizens of Myanmar
- 2) Age: Between 22 and 40 as of April 1st in the year of dispatch
- 3) Academic Background:
 - Should have a Bachelor's degree
- 4) Work Experience:
 - Currently employed in the Target Organizations
 - Has at least 2 years of work experience in civil service at the time of application is preferable
- 5) Others
 - Currently not awarded or scheduled to receive another scholarship of foreign countries (including other scholarship of Japan)
 - Has not been awarded foreign scholarships for Master's or higher degrees
 - Has a good command of both written and spoken English at graduate school level
 - Must be in good health, both mentally and physically

The Project for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub Program)

1. Country: Republic of the Union of Myanmar
2. Target Priority (Sub-Program) Area: Assistance for capacity building and institution development to sustain economy and society
3. Coordinating Committee:
Myanmar Side: Ministry of Education, Ministry of National Planning and Economic Development, Ministry of Foreign Affairs
Japanese Side: Embassy of Japan, JICA Myanmar Office

Itemized Table 2-1

1. Outline of Sub-Program / Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Assistance for capacity building and institution development to sustain economy and society
2. Component: Law
3. Target Organization: Supreme Court of the Union, Union Attorney General's Office, Hluttaw Office, Ministry of National Planning and Economic Development, Ministry of Finance, Ministry of Commerce, Ministry of Education, Ministry of Labour, Employment and Social Security, Ministry of Foreign Affairs

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

- Because it is essential for Myanmar, promoting market-oriented economy, to introduce private-sector dynamism and to invite foreign investment in order to expedite its opening economy to the world, it is necessary to foster specialized human resources who can be involved in establishing concerned laws and institutions. Moreover, human resources who can bear an enhancement of entire legal bar are also demanded, such as improvement of judicial organs as Attorney General's Office, Supreme Court and quality improvement of judicial education.
- The government of Japan has been supporting this law field by implementing training programs and granting equipment (books, computers, etc.) to Supreme Court to follow up trainees learnt in Japan. In particular, this field is also highly demanded from a viewpoint of fostering necessary human resources who help the government of Myanmar, came into office of the civilian government in 2011, advance further process of democratization and achieve economic development.

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

- The government of Japan announced Japan's Projected Economic Cooperation to the Republic of the Union of Myanmar in April, 2012. "To spread the dividends of democratization, national reconciliation and economic reforms to the people of Myanmar" is set as a basic policy, and it has three focusing areas of (i) Assistance for improvement of people's livelihoods, (ii) Assistance for capacity building and institutions development to sustain economy and society, and (iii) Assistance for development of infrastructure and related systems necessary for sustainable economic development.

- Development of Systems and Improvement of Operational Capacity (Support for the improvement of transparency and efficiency of administration and operational capability of legal systems) is deemed as one of the target areas of the above policy (ii), and in accordance with its policy, JDS Project sets the component of “Law” to promote the human resource development of the officials who contribute to the development issues in this field.
- The JDS project in Myanmar started in the year of 2001 and has dispatched 369 fellows in 15 years. 281 fellows completed their master’s degree course (as of March 2016), and they actively engage in practical improvement of social economic development issues with specialized knowledge acquired in Japan. The study field of “Law” was set from the first year of the project and 64 fellows have been dispatched under this field by 2015.

Relevant Projects and Training Programs of JICA Myanmar Office:

【Technical Cooperation】

- The Project for Capacity Development of Legal, Judicial and Relevant Sectors in Myanmar

2. Cooperation Framework

(1) Project Objective

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

(2) Project Design

1) Overall goal

To ensure that the human resource development through JDS project will help to improve the institutional capacities of relevant administrative institutions, which are engaged in law.

2) Project purpose

To ensure that government officials, who are engaged in law, improve their capability of policy making and implementation.

(3) Verifiable Indicators

1) Ratio of JDS fellows who obtain Master’s degree.

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

(4) Number of JDS Fellows and Accepting University

Nagoya University, Graduate School of Law

2 fellows / year total 8 fellows / 4 years

Kyushu University, Graduate School of Law

2 fellows / year total 8 fellows / 4 years

Kobe University, Graduate School of International Cooperation Studies

1 fellows / year total 4 fellows / 4 years

(5) Activity (Example)

1) Nagoya University, Graduate School of Law

| Target | Contents/ Programs to achieve target |
|--|---|
| 1) Before arrival in Japan | |
| To prepare for the smooth start of the study after arrival in Japan. | <ul style="list-style-type: none"> • To improve English skills and Writing skills for writing master's thesis in English, if needed. |
| 2) During study in Japan | |
| To acquire the knowledge and understanding of the principles of fair market economics, the rule of law, human rights, and democracy for sustaining a market economy system. | <ul style="list-style-type: none"> • To take a comprehensive curriculum including basic subjects such as fundamental legal theory and Japanese law and the Japanese political system. • To take some courses in subjects related to the development and the mechanisms of market economy, such as competition law, intellectual property law, international arbitration, private international law, international economic law. |
| To acquire skills to conduct comparative research of legislation and legal systems from multiple perspectives. | <ul style="list-style-type: none"> • To learn comparisons between the legal system of participants' own country and other countries, including Japan. |
| To improve English skills in communication and legal writing and develop analytical problem-solving abilities, information retrieval skills, as well as logical thinking through training in academic writing. | <ul style="list-style-type: none"> • To set practical research topics related to market economic development and receive individual and specialized tutorials from a supervisor to progress with the research topic. • To take extra English courses and individual teachings particularly in the area of thesis writing skills, if English ability is not enough. |
| To learn about the role of laws and the application of laws in Japan, through internships at major local Japanese corporations and Japanese judicial organizations by understanding Japanese society and original cultures, and develop comparative perspective of law systems in Myanmar and Japan. | <ul style="list-style-type: none"> • To attend internships at law departments in major corporations or law offices provided to ensure that learning occurs through taught program and research on the practical issues. • To gain the practical knowledge and experience on Justice by attending lectures by external organizations, participating in mock trials and practical trainings by lawyers at judicial institutions, |
| To establish networks with Japanese people. | <ul style="list-style-type: none"> • To participate in a program of a student-driven cross-national study, namely Peer Support Initiative (PSI) . which offers group studies with Japanese law students to exchange ideas on each other's society and legal system comparatively. • To have tutorial support by Japanese law students in academic study. |
| 3) After return | |

| | |
|--|--|
| To enhance networks between graduate fellows and professors. | <ul style="list-style-type: none"> · To participate in special lectures offered by Nagoya University Alumni Association in Myanmar and enhance the networks with the graduate fellows. · To diffuse the laws of Japan and Myanmar, collect and share legal information, and establish human networks in “Research Center for Japanese Law” of Nagoya University which is located in Yangon University, the partner university. |
|--|--|

2) Kyushu University, Graduate School of Law

| Target | Contents/ Programs to achieve target |
|---|---|
| 1) Before arrival in Japan | |
| To prepare to acquire basic knowledge. | <ul style="list-style-type: none"> · As a “distance learning” scheme, to participate in pre-arrival training for 6 months until the entrance and have fully support by supervisor provided the basics to enhance the capacity. |
| 2) During study in Japan | |
| To acquire understanding of research methodologies that balance theory and practice. | <ul style="list-style-type: none"> · To learn a wide range of legal knowledge in contemporary international trade and business, as well as development and reform of legal system in Japan and other developed nations from the both theoretical and practical perspectives focusing on international economic and business law, and comparative jurisprudence, · As a post-arrival training, to participate in “legal reading & legal writing seminar” and “follow-up seminars on thesis writing and presentation skills” to improve the capacity for the analysis and reading materials, skills for the academic English writing and presentation. · Towards the finalization of the thesis, to participate in “JDS Forum” and have debates on substantive law issues related to the thesis by repeating the training of English presentation and debate with practical advises in order to improve the technical aspects of the thesis writing. |
| To acquire experiences of developed countries such as Japan necessary to solve contemporary legal challenges, as well as knowledge of the relevant legal rules. | <ul style="list-style-type: none"> · To acquire the knowledge of “state of the art” such as international systems and rules related to overcoming development challenges, and Japanese and advanced country’s’ law systems and legal case studies. |
| To gain ability to identify the solutions to these challenges. | <ul style="list-style-type: none"> · To gain problem solving skills through a balanced education between theoretical and practical learning. |

| | |
|--|--|
| | Through maximum convergence between the needs of the JDS Fellows and their institutions, to facilitate “interactive two-way” synergy effects with professors by designing the contents of the research and educational program together. |
| To deepen understanding about Japanese society as well as to cultivate an international sense. | <ul style="list-style-type: none"> · To deepen understanding towards Japanese society through programs for JDS Fellows, and contribute to enhance good relations between Myanmar and Japan as a person who knows Japan well. · To participate in international seminars in and out of Japan to develop an international sense as possible. |
| 3) After return | |
| To maintain international relationships of cooperation. | <ul style="list-style-type: none"> · Regularly, to keep in touch with professors through e-mails and reunion meetings. |

3) Kobe University, Graduate School of International Cooperation Studies

| Target | Contents/ Programs to achieve target |
|--|--|
| 1) Before arrival in Japan | |
| To study beforehand and gather information which are necessary for acquiring professional degrees. | <ul style="list-style-type: none"> · To have the preparatory tasks from academic advisor for acquiring professional degrees, and receive guidance about preparatory resource acquisition for writing Master’s thesis. |
| 2) During study in Japan | |
| To acquire the comparative and practical legal knowledge particularly in the areas of economic and social laws which are important for social economic development and directly relevant to legal reforms in Myanmar | <ul style="list-style-type: none"> · To attend lectures and special seminars in the field of law and development by the scholars in the division of institution building, with particular focus on Asian comparative economic law, social law, and public law, and in the field of international public law by the scholars in the division of international law. · To attend English lectures at the school of law at Kobe University in the field of the basic comparative law. |
| To increase the awareness of legal issue on consistency with model law system and law system in Myanmar. | <ul style="list-style-type: none"> · To acquire comprehensive knowledge in the various fields of social science other than law by attending lectures of economics, political science, and international relations. · To identify the problems in the target issues through active learning such as oversea fieldworks and internships at ODA related bodies. · To participate in fieldworks at public offices in Tokyo, seminars at the court houses, law firms, and governmental offices in charge of intellectual |

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| | properties, District Courts as well as the Family Courts in Osaka and Kobe, and seminars on legal technical assistance in cooperation with the International Cooperation Department of the Ministry of Justice of Japan. |
| To deepen the thoughts on policy choices for better legal reforms beneficial to the socio-economic welfare of the national people through a process of writing up a master thesis. | <ul style="list-style-type: none"> • To have language support by English instructors and have support of collecting research materials and its translation by tutors in order to improve academic writing quality. • To learn for the thesis writing, based on the strength of teaching staff, 3 instructors per student and various seminars by inviting lecturers from Japan and overseas. |
| 3) After return | |
| To attend follow-up seminars to examine the impact of the support on law improvement in Myanmar. | <ul style="list-style-type: none"> • To participated in post-graduation follow-up seminars in Myanmar conducted by academic advisors in order to examine the impact of the support on development of law system. |

(6)-1 Inputs from the Japanese Side

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| <ol style="list-style-type: none"> 1) Expenses for activities of Special Program provided by the accepting university before, during, and after studying in Japan (e.g. preparatory instructions including local activities, special lectures and workshops, follow-up activities after returning home) 2) Expenses for studying in Japan (e.g. travel expenses, scholarships during stay in Japan, examination fees, tuition fees, etc.) 3) Expenses for supports during stay in Japan (e.g. monitoring, daily life support, etc.) |
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(6)-2 Input Duration and the Number of JDS Fellows

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| <p>1 batch 5 fellows × 4 years = 20 fellows</p> <p>From the year 2017 (Until 2019) : 5 fellows, From the year 2018 (Until 2020) : 5 fellows</p> <p>From the year 2019 (Until 2021) : 5 fellows, From the year 2020 (Until 2022) : 5 fellows</p> |
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(7) Inputs from the Myanmar Side

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| <ol style="list-style-type: none"> 1) Dispatch of JDS fellows 2) Follow - up activities (e.g. providing opportunities for JDS returned fellows to share/disseminate the knowledge they acquired in Japan at their organizations/ other priority organizations) |
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(8) Qualifications

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| <ol style="list-style-type: none"> 1) Nationality: Citizens of Myanmar 2) Age: Between 22 and 40 as of April 1st in the year of dispatch 3) Academic Background: <ul style="list-style-type: none"> -Should have a Bachelor's degree 4) Work Experience: <ul style="list-style-type: none"> -Currently employed in the Target Organizations -Has at least 2 years of work experience in civil service at the time of application is preferable |
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5) Others

-Currently not awarded or scheduled to receive another scholarship of foreign countries (including other scholarship of Japan)

-Has not been awarded foreign scholarships for Master's or higher degrees

-Has a good command of both written and spoken English at graduate school level

-Must be in good health, both mentally and physically

The Project for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub Program)

1. Country: Republic of the Union of Myanmar
2. Target Priority (Sub-Program) Area: Assistance for capacity building and institution development to sustain economy and society
3. Coordinating Committee:
Myanmar Side: Ministry of Education, Ministry of National Planning and Economic Development, Ministry of Foreign Affairs
Japanese Side: Embassy of Japan, JICA Myanmar Office

Itemized Table 2-2

1. Outline of Sub-Program / Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Assistance for capacity building and institution development to sustain economy and society
2. Component: Public Policy / Administration
Target Organization: Ministry of Home Affairs, Ministry of Defense, Ministry of Border Affairs, Ministry of National Planning and Economic Development, Ministry of Labour, Employment and Social Security, Ministry of Education, Union Civil Service Board, Ministry of Finance, Union Auditor General's Office

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

- Since the inauguration of the new administration, the government of Myanmar has presented a working principle on advancing democratization and market economy, rural development and poverty reduction, and begun new endeavors, holding workshops relating to the issues. To expand this movement, it is essential to foster human resources in the field of public administration and public policy. Moreover, it is also essential to develop the human resources in these fields from the viewpoint of developing social and economic infrastructure for the economic development effectively.

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

- The government of Japan announced Japan's Projected Economic Cooperation to the Republic of the Union of Myanmar in April, 2012. "To spread the dividends of democratization, national reconciliation and economic reforms to the people of Myanmar" is set as a basic policy, and it has three focusing areas of (i) Assistance for improvement of people's livelihoods, (ii) Assistance for capacity building and institutions development to sustain economy and society, and (iii) Assistance for development of infrastructure and related systems necessary for sustainable economic development.
- Development of Systems and Improvement of Operational Capacity (Support for the improvement of transparency and efficiency of administration and operational capability of legal systems) is deemed as one of the target areas of the above policy (ii), and in accordance with its policy, JDS Project sets the component of "Public Policy / Administration" to promote the human resource development of

the officials who contribute to the development issues in this field.

- The JDS project in Myanmar started in the year of 2001 and has dispatched 369 fellows in 15 years. 281 fellows completed their master's degree course (as of March 2016), and they actively engage in practical improvement of social economic development issues with specialized knowledge acquired in Japan. The study field of "Public Policy / Administration" was set in 2005 and 21 fellows have been dispatched under this field by 2015.

Relevant Projects and Training Programs of JICA Myanmar Office:

None

2. Cooperation Framework

(1) Project Objective

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

(2) Project Design

1) Overall goal

To ensure that the human resource development through JDS project will help to improve the institutional capacities of relevant administrative institutions, which are engaged in public policy / administration.

2) Project purpose

To ensure that government officials, who are engaged in public policy / administration, improve their capability of policy making and implementation.

(3) Verifiable Indicators

1) Ratio of JDS fellows who obtain Master's degree.

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

(4) Number of JDS Fellows and Accepting University

Meiji University, Graduate School of Governance Studies

2 fellows / year total 8 fellows / 4 years

International University of Japan, Graduate School of International Relations

2 fellows / year total 8 fellows / 4 years

(5) Activity (Example)

1) Meiji University, Graduate School of Governance Studies

| Target | Contents/ Programs to achieve target |
|---|---|
| 1) Before arrival in Japan | |
| To develop fundamental capacity for study such as searching basic literatures and | • To study in advance based on information from university by e-mail. |

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| information before enrollment. | |
| 2) During study in Japan | |
| To understand the new social management scheme, involving a partnership between government, the private sector and civil society. | <ul style="list-style-type: none"> • To take “Public Policy Program,” and “Community Planning and Management Program” and acquire the fundamental knowledge of human resource development and policy making such as Governance Studies, Public Administration, Public Finance, Economic Policies, Environmental Policies, Regional Planning and Development, Community Management which covers wide range of public policy. • To take “International Development Policy Program” related to International Relations, International Development, Politics and Economics of East Asia to enhance the analytic skills from an international perspective on international relations policy in Myanmar. |
| To enhance their knowledge and ability in policy formulation and implementation. | <ul style="list-style-type: none"> • In addition to become independent researchers in respective field, to enhance the abilities as professional practitioners with skills to tackle with local and global issues effectively by utilizing their knowledge on policy making and policy management and become independent researchers in respective field. • To visit and exchange of opinions with central and local government to learn from Japan’s experiences under the “policy study” subject. |
| To acquire wider perspectives on international relations and development through exchanging experiences with Asia and ASEAN countries. | <ul style="list-style-type: none"> • To participate in various field study visits to national government ministries, local governments, local assemblies and non-profit organizations as hands-on experience in the actual field which enhance the capability of bridging/translating the difference between Myanmar and Japan. • To participate in joint multi-lingual (English and Japanese) course offered to foster exchange between Japanese and international students, and fieldworks on the current situation of public administration utilizing the cases in Japan. |
| To acquire the research methods and English comprehensive ability through writing master’s thesis. | <ul style="list-style-type: none"> • To have support by instructors on quality study via qualitative and quantitative research methodologies. • To participate in workshops which provide an original approach to thesis comprehension and English thesis |

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| | <p>writing only for students in Governance Studies.</p> <ul style="list-style-type: none"> • To have thesis writing support that are combined with special lectures and interviews including guidance on thesis correcting through grammatical instructions. • To learn Social research methods and have academic advises. • To conduct various interviews and surveys with Japanese government officials concerned and researchers at other universities, and utilize its data proactively. |
| 3) After return | |
| To participate in Follow-up activities and utilize the outcome of research in Japan. | <ul style="list-style-type: none"> • To participate in the local seminars and refer website composed of latest information on public policies and professors' columns. |

2) International University of Japan, Graduate School of International Relations

| Target | Contents/ Programs to achieve target |
|---|--|
| 1) Before arrival in Japan | |
| To prepare for the smooth start of the course by strengthening basic capacity before enrollment. | <ul style="list-style-type: none"> • To take seminars on such subjects as Basic Mathematics and Basic Economics in Myanmar or in Japan prior to the enrollment. |
| 2) During study in Japan | |
| To gain theoretical bases to administer and implement effective public policy. | <ul style="list-style-type: none"> • In the first year, to learn theories of public policies intensively with a focus on Public Administration and Public Management, and systematically comprehend basic knowledge of formulating, implementing and managing public policies which are necessary for administrators. • To learn theories of Political Science and Economics which cover the knowledge of Public Policy. |
| To gain application of theoretical knowledge to the formation of public policy. | <ul style="list-style-type: none"> • In the second year, to make the policies more effectively, to learn more practical system and the role of governance. To acquire the capacity of application for the theories of public administration and public policy, and public management. |
| To acquire practical skills for implementing public policy and governance which are necessary for administrators. | <ul style="list-style-type: none"> • To participate in regular seminars on the implementation of public policies and the role of governance by special lecturers from public institutions in Japan as well as Asian countries. • To participate in joint seminars with private financial organizations on Japanese economy and international |

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| | <p>financial market.</p> <ul style="list-style-type: none"> • To visit Japanese Parliament, central ministries, local prefectures and towns, as well as public facilities such as dams and roadside stations. |
| To acquire highly qualified writing skills and management skills of public policy through master's thesis writing. | <ul style="list-style-type: none"> • Closely supervised by faculty members, to write a highly-qualified master's thesis which could contribute to practical solutions to the current policy issues and improve analytical and writing skills to independently administer and manage policy problems. |
| To form international visions, networks and communication skills. | <ul style="list-style-type: none"> • In the international environment where students of over 40 different countries live, to acquire international human networks and global communication skills as well as being able to widen their views by interacting each other. |
| 3) After return | |
| To participate in follow-up training after graduation and utilize the outcome of research in Japan. | <ul style="list-style-type: none"> • To participate in follow-up training after graduation in Myanmar and Joint seminars with graduates, current students, and new JDS participants. • To facilitate joint research projects between graduates and faculty with a possibility of cooperation from public institutions, |

(6)-1 Inputs from the Japanese Side

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

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

1 batch 4 fellows × 4 years = 16 fellows
 From the year 2017 (Until 2019) : 4 fellows, From the year 2018 (Until 2020) : 4 fellows
 From the year 2019 (Until 2021) : 4 fellows, From the year 2020 (Until 2022) : 4 fellows

(7) Inputs from the Myanmar Side

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

(8) Qualifications

- 1) Nationality: Citizens of Myanmar
- 2) Age: Between 22 and 40 as of April 1st in the year of dispatch
- 3) Academic Background:
 - Should have a Bachelor's degree

4) Work Experience:

- Currently employed in the Target Organizations
- Has at least 2 years of work experience in civil service at the time of application is preferable

5) Others

- Currently not awarded or scheduled to receive another scholarship of foreign countries (including other scholarship of Japan)
- Has not been awarded foreign scholarships for Master's or higher degrees
- Has a good command of both written and spoken English at graduate school level
- Must be in good health, both mentally and physically

The Project for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub Program)

1. Country: Republic of the Union of Myanmar
2. Target Priority (Sub-Program) Area: Assistance for capacity building and institution development to sustain economy and society
3. Coordinating Committee:
Myanmar Side: Ministry of Education, Ministry of National Planning and Economic Development, Ministry of Foreign Affairs
Japanese Side: Embassy of Japan, JICA Myanmar Office

Itemized Table 2-3

1. Outline of Sub-Program / Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Assistance for capacity building and institution development to sustain economy and society
2. Component: Economics / Business Administration
Target Organization: Ministry of Finance, Ministry of Commerce, Central Bank, Ministry of National Planning and Economic Development, Ministry of Foreign Affairs, Ministry of Co-operatives, Ministry of Education, Ministry of Industry, Ministry of Hotel & Tourism, Private Sector

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

- The new administration of the government of Myanmar, aiming at transition to a market economy and promotion of investment, has active discussion on the future economic development. However, Myanmar's economy is still in a state of being faced with many challenges such as strains on national finance by the state-owned enterprises, undeveloped financial institutions and trade barriers by import/export regulations.
- Therefore, it is a pressing need to develop human resources who can cope with issues in the transition of market economy such as proper management of its macro-economy, responses to international financial markets, fostering domestic industries, trade promotion and private-sector support.
- In addition, the private sector, typified by UMFCCI, has a great influence on economic development and policy-making in Myanmar. Therefore the human resource development in the private sector is also very important.

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

- The government of Japan announced Japan's Projected Economic Cooperation to the Republic of the Union of Myanmar in April, 2012. "To spread the dividends of democratization, national reconciliation and economic reforms to the people of Myanmar" is set as a basic policy, and it has three focusing areas of (i) Assistance for improvement of people's livelihoods, (ii) Assistance for capacity building and institutions development to sustain economy and society, and (iii) Assistance for development of infrastructure and related systems necessary for sustainable economic

development.

- Development of Systems and Improvement of Operational Capacity (Support for the improvement of transparency and efficiency of administration and operational capability of legal systems) / Capacity Building and Improvement of System in Industrial Sectors is deemed as one of the target areas of the above policy (ii), and in accordance with its policy, JDS Project sets the component of “Economics / Business Administration” to promote the human resource development of the officials who contribute to the development issues in this field.
- The JDS project in Myanmar started in the year of 2001 and has dispatched 369 fellows in 15 years. 281 fellows completed their master’s degree course (as of March 2016), and they actively engage in practical improvement of social economic development issues with specialized knowledge acquired in Japan. The study field of “Economics / Business Administration” was set from the first year of the project and 116 fellows have been dispatched under this field by 2015.

Relevant Projects and Training Programs of JICA Myanmar Office:

【Technical Cooperation】

- Project for Modernizing the Funds Payment and Securities Settlement Systems in Myanmar
- Project of Capacity Development for Custom Administration by Introducing Automated Cargo Clearance System in Myanmar

【ODA Loans】

- Assistance for Finance Facilitation by SME Two-Step-Loan (scheduled)

【Grant Aid】

- The Project for Development of ICT System for Central Banking
- Project of Capacity Development for National Single Window and Customs Modernization by Introducing Automated Cargo Clearance System in Myanmar

2. Cooperation Framework

(1) Project Objective

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

(2) Project Design

1) Overall goal

To ensure that the human resource development through JDS project will help to improve the institutional capacities of relevant administrative institutions and private sector, which are engaged in economics / business administration.

2) Project purpose

To ensure that government officials and members of private sector who are engaged in economics / business administration, improve their capability of policy making and implementation.

(3) Verifiable Indicators

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

(4) Number of JDS Fellows and Accepting University

International University of Japan, Graduate School of International Management

2 fellows / year total 8 fellows / 4 years

Ritsumeikan Asia Pacific University, Graduate School of Management

3 fellows / year total 12 fellows / 4 years

Ritsumeikan University, Graduate School of Economics

2 fellows / year total 8 fellows / 4 years

(5) Activity (Example)

1) International University of Japan, Graduate School of International Management

| Target | Contents/ Programs to achieve target |
|--|--|
| 1) Before arrival in Japan | |
| To prepare for the smooth start of the study after arrival in Japan. | <ul style="list-style-type: none"> • To participate in pre-arrival seminars which cover basic mathematics, statistics, how to use excel software either in Myanmar or during orientation on campus. |
| 2) During study in Japan | |
| To acquire knowledge on theoretical bases and frameworks to implement effective enterprise management strategies for effective "hard" infra (ports, logistics and telecom networks etc.) and needed skills to strategically manage "soft" infra (legal, education, organization structures etc.) | <ul style="list-style-type: none"> • During the first year study, to learn indispensable general management skill and know-how with intensive simulating activities and industrial outreach. • To take courses to deepen the knowledge more and acquire the technical knowledge and skills. • To participate in a new MBA concentration track called Social Enterprise and take courses such as Strategic Environmental Management, Corporate Social Responsibility, Strategies for Social Infrastructure Projects, etc., which are truly beneficial for economic development in Myanmar, and enhancement the high sense of morality and the leaderships. |
| To acquire analytical skills and advanced professional knowledge for financial and investment management, attracting domestic and foreign investments, macro marketing and | <ul style="list-style-type: none"> • To study private sector development related courses to acquire deep knowledge on Myanmar's economic development issues. |

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| concerned policy matters such as Public Private Partnership and trade blocks, such as ASEAN FTA, AEC. | |
| Through research for thesis, to gain insight for practical aspects of fostering new industries, managing, reforming, re-structuring, and expanding industries, including state enterprises and SMEs; and private sector for sustainable economic growth in Myanmar. | <ul style="list-style-type: none"> • To participate in field trips to observe the real management practice, special guest lectures by the top leader of financial worlds, lectures on ASEAN free trade agreements and international management in the context of Economic Community in order to deepen the management experiences and knowledge in the real settings. • To have consultation with the faculty member from the beginning about the academic issues such as courses to take and research topics to work on. |
| To establish a strong and healthy international network as a result of living in a closely connected campus with students from about 40 countries (including Japanese corporate-sponsored) and faculty with diverse backgrounds. | <ul style="list-style-type: none"> • To establish international insights and strong networks by sharing a living sphere with students with diverse backgrounds, participating in field trips, getting interacted with local societies. |
| 3) After return | |
| To maintain and strengthen the network. | <ul style="list-style-type: none"> • As a part of strengthening of the relationship with professors and follow-up activity, to participate in alumni receptions, and interact with not only graduates but also many government officials and employees from the private sector which enables enhancing a good relationship between Japan and Myanmar. |

2) Ritsumeikan Asia Pacific University, Graduate School of Management

| Target | Contents/ Programs to achieve target |
|--|--|
| 1) Before arrival in Japan | |
| To acquire favorable knowledge before enrollment on Finance, Accounting, Marketing and System theory which are required as MBA students. | <ul style="list-style-type: none"> • On some compulsory subjects that pre-arrival study are required, to have reading assignment and confirm the depth of understanding with academic advisor after enrollment. • To receive a prescriptive guide which shows academic objectives and academic items from academic advisor because it is important to study in advance especially on the fields of Finance and Accounting to prevent the professor from changing the contents of the |

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| | lecture. |
| 2) During study in Japan | |
| To utilize financial and economic tools and techniques to confidently handle the real world business situation. | <ul style="list-style-type: none"> • To learn theories and concepts in the areas of corporate finance, financial engineering and financial institutions, financial accounting and managerial accounting as well as to acquire tools to familiarize with concepts and techniques, formulate strategies, implementation of financial and business plans, design control systems and evaluate the impact of corporate strategies on various stakeholders in the markets and economy. |
| To enhance understanding the role, functions and administration of the financial markets and institution for business and economic development. | <ul style="list-style-type: none"> • To acquire knowledge on the need of organizations to develop multi-dimensional and differentiated strategies, and sustainable competences and capabilities not only to cope with the changing business environment but also to lead innovatively and responsibly. |
| To increase practical understanding on the role of private entrepreneurship and working of public-private partnerships. | <ul style="list-style-type: none"> • To learn in the areas of production planning, flexibility in production management, inventory management, quality management, management of supply chain and the impact of information technology on the whole process of production as well as management of product development, role of entrepreneurship from the perspective of technology. |
| To improve perception on the regional (ASEAN, AEC, etc.) and international trade and investment environment through essay writing and business case solutions. | <ul style="list-style-type: none"> • To learn issues such as cases of success and failure of Japanese corporations and model of corporate management in the Asia Pacific Region. • To participate in special lectures and workshops with corporate and finance leaders that provide opportunities to interact with specialists in business and economic fields. • To have support from Teaching Assistant to improve the academic writing skills required to write their master's thesis or report. |
| 3) After return | |
| To apply the academic experiences in Japan to ministries or other institutes in Myanmar and built a | <ul style="list-style-type: none"> • To consider the widening way to have advices from professors for the enhancement of |

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| <p>supporting relationship with professors for the advice of analysis or career options.</p> <p>To consider the support system for the younger JDS Fellows.</p> | <p>networks or career options. For example, to participate in guidance actively to support younger JDS Fellows and strengthen that support system.</p> |
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3) Ritsumeikan University, Graduate School of Economics

| Target | Contents/ Programs to achieve target |
|--|---|
| 1) Before arrival in Japan | |
| To prepare for smooth start of the study after arrival in Japan. | <ul style="list-style-type: none"> • As well as receiving explanatory pamphlets for prospective enrollees, to participate in pre-enrollment seminars in Myanmar. |
| 2) During study in Japan | |
| To gain understanding of the basic theories and the knowledge on designing economic development plan / policy and evaluations. | <ul style="list-style-type: none"> • To have mid to high-level education in core subjects (microeconomics, macroeconomics, and econometrics) as well as requisite knowledge to draft, oversee, and evaluate policy related to economic infrastructure through applied courses in international economics, development economics, international finance, environmental economics, public policy, etc. • To examine Myanmar's economic development policy through the lens of understanding the role of Japanese economic policy in its postwar growth. |
| To gain the various methodologies that needs to promote economic planning and policy by studying the cases and examples. | <ul style="list-style-type: none"> • To learn to use data analysis software, such as STATA, for data management and the statistical evaluation of projects and policy. • To acquire practical ability in cost analysis, cost-benefit analysis, and project management techniques through case studies which are necessary before and after the project to promote economic plans and policies. |
| To deepen the understandings and widen the views on practices in the areas of public administrations through writing a thesis. | <ul style="list-style-type: none"> • Through coordination with the Pacific Resource Exchange Center (PREX), to visit small and medium-sized enterprises in the Kansai area that are pursuing overseas expansion, and learn about the actual support they receive from the government. |
| 3) After return | |
| To utilize Follow up on the results of the researches how they are realized in Myanmar. | <ul style="list-style-type: none"> • To utilize the knowledge of ODA projects they acquired in Japan to plan grassroots and |

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| | <p>ODA-related projects conducted by companies in the Kansai area and local governments, in coordination with Ritsumeikan University.</p> <ul style="list-style-type: none"> • To share how the study in Japan is applied to the current jobs with the professors, and have some adjustments to refine the research themes to ensure the most useful knowledge and most practical skills possible. To strengthen the network between current students and alumni. |
|--|--|

(6)-1 Inputs from the Japanese Side

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

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

1 batch 7 fellows × 4 years = 28 fellows
 From the year 2017 (Until 2019) : 7 fellows, From the year 2018 (Until 2020) : 7 fellows
 From the year 2019 (Until 2021) : 7 fellows, From the year 2020 (Until 2022) : 7 fellows

(7) Inputs from the Myanmar Side

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

(8) Qualifications

- 1) Nationality: Citizens of Myanmar
- 2) Age: Between 22 and 40 as of April 1st in the year of dispatch
- 3) Academic Background:
 - Should have a Bachelor's degree
- 4) Work Experience:
 - <Ministry>
 - Currently employed in the Target Organizations
 - Has at least 2 years of work experience in civil service at the time of application is preferable
 - <Private Sector>
 - Staff or Member of the organization of UMFCCI / Myanmar Engineering Society (MES) / Myanmar Japan Center (MJC).
 - Have a full-time job.
 - Have work experience for 2 or more years
 - Take long-term leave and return to the work place after 2 years studying
- 5) Others
 - Currently not awarded or scheduled to receive another scholarship of foreign countries (including

other scholarship of Japan)

- Has not been awarded foreign scholarships for Master's or higher degrees
- Has a good command of both written and spoken English at graduate school level
- Must be in good health, both mentally and physically

The Project for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub Program)

1. Country: Republic of the Union of Myanmar
2. Target Priority (Sub-Program) Area: Assistance for capacity building and institution development to sustain economy and society
3. Coordinating Committee:
Myanmar Side: Ministry of Education, Ministry of National Planning and Economic Development, Ministry of Foreign Affairs
Japanese Side: Embassy of Japan, JICA Myanmar Office

Itemized Table 2-4

1. Outline of Sub-Program / Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Assistance for capacity building and institution development to sustain economy and society
2. Component: International Relations
Target Organization: Ministry of Home Affairs, Ministry of Defense, Ministry of Border Affairs, Ministry of Foreign Affairs, Ministry of National Planning and Economic Development, Ministry of Education, Ministry of Culture, Ministry of Information, Ministry of Hotel & Tourism, Ministry of Labour, Employment and Social Security, Ministry of Religious Affairs, Union Civil Service Board

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

- Toward ASEAN integration in 2015, appropriate policy-implementation of Myanmar is strongly demanded for diplomacy, economy and democracy. It is significant to foster human resources who assume a leading role to strengthen the international relations with a wide vision for social and economic development of Myanmar in the future.

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

- The government of Japan announced Japan's Projected Economic Cooperation to the Republic of the Union of Myanmar in April, 2012. "To spread the dividends of democratization, national reconciliation and economic reforms to the people of Myanmar" is set as a basic policy, and it has three focusing areas of (i) Assistance for improvement of people's livelihoods, (ii) Assistance for capacity building and institutions development to sustain economy and society, and (iii) Assistance for development of infrastructure and related systems necessary for sustainable economic development.
- Development of Systems and Improvement of Operational Capacity (Support for the improvement of transparency and efficiency of administration and operational capability of legal systems) is deemed as one of the target areas of the above policy (ii), and in accordance with its policy, JDS Project sets the component of "International Relations" to promote the human resource development of the officials who contribute to the development issues in this field.
- The JDS project in Myanmar started in the year of 2001 and has dispatched 369 fellows in 15 years.

281 fellows completed their master's degree course (as of March 2016), and they actively engage in practical improvement of social economic development issues with specialized knowledge acquired in Japan. The study field of "International Relations" was set in 2005 and 42 fellows have been dispatched under this field by 2015.

Relevant Projects and Training Programs of JICA Myanmar Office:

【Individual Expert】

- Aid Coordination Advisor

2. Cooperation Framework

(1) Project Objective

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

(2) Project Design

1) Overall goal

To ensure that the human resource development through JDS project will help to improve the institutional capacities of relevant administrative institutions, which are engaged in international relations.

2) Project purpose

To ensure that government officials, who are engaged in international relations, improve their capability of policy making and implementation.

(3) Verifiable Indicators

1) Ratio of JDS fellows who obtain Master's degree.

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

(4) Number of JDS Fellows and Accepting University

Ritsumeikan University, Graduate School of International Relations

2 fellows / year total 8 fellows / 4 years

(5) Activity (Example)

1) Ritsumeikan University, Graduate School of International Relations

| Target | Contents/ Programs to achieve target |
|---|---|
| 1) Before arrival in Japan | |
| To work for the necessary preparations to write a thesis. | <ul style="list-style-type: none"> • To contact the academic advisor privately, receive advice on forming their research theme, and proceed with any necessary preparations. |
| 2) During study in Japan | |
| To acquire a balanced set of specialized | <ul style="list-style-type: none"> • To gain a high-level of academic balance by four pillars |

| | |
|--|---|
| <p>knowledge in international economics, international politics, and global development issues.</p> <p>To learn the lessons of Japan's experience with economic growth and environmental problems.</p> | <p>of course groups, which are; International Economics (ASEAN economic integration, etc.), International Politics (Asian regional security, etc.), Global Development Issues (food supply and population, poverty, environment, development of tourism, human security, migrant laborer issues, etc.), and Japan Research (economics, politics, foreign relations, development assistance experience and lessons).</p> |
| <p>To gain deep expertise and problem-solving capabilities in regards to issues faced at individual workplaces.</p> | <ul style="list-style-type: none"> • To complete deep research on the topic of interest by hands-on and comprehensive thesis supervision. • To acquire essential knowledge in thesis structure and research methods via taking skill improvement courses at early stage of the course. |
| <p>To increase English fluency and improvement in thesis writing skills necessary to complete the above studies.</p> | <ul style="list-style-type: none"> • To receive basic training for "Academic Writing" and the English writing support course "Development Graduate-level Writing," to gain the opportunity to practice and comprehensively improve their English language and thesis writing skills. |
| <p>To deepen the understandings among ASEAN member countries, as well as with Japan, and the building of an international network with fellow students for the future.</p> | <ul style="list-style-type: none"> • To participate in the special seminar course entitled "Professional Training" to promotes mutual understanding among multinational student body. • To be led by professors with real-world experiences and participate in field trips, attend lectures held by working international relations professionals, and hold debates amongst themselves as well as with Japanese counterparts. |
| <p>3) After return</p> | |
| <p>To participate in Follow up activities and enhance network.</p> | <ul style="list-style-type: none"> • To participate in follow up seminars and to strengthen the networks among graduates students when the faculty member visit Myanmar. |

(6)-1 Inputs from the Japanese Side

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

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

| |
|---|
| <p>1 batch 2 fellows × 4 years = 8 fellows</p> <p>From the year 2017 (Until 2019) : 2 fellows, From the year 2018 (Until 2020) : 2 fellows</p> <p>From the year 2019 (Until 2021) : 2 fellows, From the year 2020 (Until 2022) : 2 fellows</p> |
|---|

(7) Inputs from the Myanmar Side

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

(8) Qualifications

- 1) Nationality: Citizens of Myanmar
- 2) Age: Between 22 and 40 as of April 1st in the year of dispatch
- 3) Academic Background:
 - Should have a Bachelor's degree
- 4) Work Experience:
 - Currently employed in the Target Organizations
 - Has at least 2 years of work experience in civil service at the time of application is preferable
- 5) Others
 - Currently not awarded or scheduled to receive another scholarship of foreign countries (including other scholarship of Japan)
 - Has not been awarded foreign scholarships for Master's or higher degrees
 - Has a good command of both written and spoken English at graduate school level
 - Must be in good health, both mentally and physically

The Project for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub Program)

1. Country: Republic of the Union of Myanmar
2. Target Priority (Sub-Program) Area: Assistance for capacity building and institution development to sustain economy and society
3. Coordinating Committee:
Myanmar Side: Ministry of Education, Ministry of National Planning and Economic Development, Ministry of Foreign Affairs
Japanese Side: Embassy of Japan, JICA Myanmar Office

Itemized Table 2-5

1. Outline of Sub-Program / Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Assistance for capacity building and institution development to sustain economy and society
2. Component: Educational Development / Planning
Target Organization: Ministry of Education, Ministry of Science and Technology

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

- Setting an improvement of education quality and accessibility as one of prioritized issues, the government of Myanmar is rapidly going ahead with its effort to reform the education system drastically, such as revision of the National Education Law and relevant laws, drawing National Development Plan for Educational Sector, a review of the education system (to add pre-school education, raise enrollment age of primary school and extend the study-duration of upper secondary school by one year). In this situation, it is very important to foster human resources who can contribute to the educational development and planning.

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

- The government of Japan announced Japan's Projected Economic Cooperation to the Republic of the Union of Myanmar in April, 2012. "To spread the dividends of democratization, national reconciliation and economic reforms to the people of Myanmar" is set as a basic policy, and it has three focusing areas of (i) Assistance for improvement of people's livelihoods, (ii) Assistance for capacity building and institutions development to sustain economy and society, and (iii) Assistance for development of infrastructure and related systems necessary for sustainable economic development.
- Assistance for Education is deemed as one of the target areas of the above policy (ii), and in accordance with its policy, JDS Project sets the component of "Educational Development / Planning" to promote the human resource development of the officials who contribute to the development issues in this field.
- The JDS project in Myanmar started in the year of 2001 and has dispatched 369 fellows in 15 years. 281 fellows completed their master's degree course (as of March 2016), and they actively engage in

practical improvement of social economic development issues with specialized knowledge acquired in Japan. The study field of “Educational Development / Planning” was newly set in 2014 and 2 fellows have been dispatched under this field by 2015.

Relevant Projects and Training Programs of JICA Myanmar Office:

【Technical Cooperation】

- The Project for Curriculum Reform at Primary Level of Basic Education
- Project for Enhancement of Engineering Higher Education in Myanmar
- ASEAN University Network / Southeast Asia Engineering Education Development Network (AUN / SEED-Net) Project

【Grant Aid】

- The Project for Improvement of Education College
- The Project for Enhancing Technological Universities in Myanmar

【Individual Expert】

- Education Policy Advisor

2. Cooperation Framework

(1) Project Objective

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

(2) Project Design

1) Overall goal

To ensure that the human resource development through JDS project will help to improve the institutional capacities of relevant administrative institutions, which are engaged in educational development / planning.

2) Project purpose

To ensure that government officials, who are engaged in educational development / planning, improve their capability of policy making and implementation.

(3) Verifiable Indicators

1) Ratio of JDS fellows who obtain Master's degree.

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

(4) Number of JDS Fellows and Accepting University

Hiroshima University, Graduate School for International Development and Cooperation
2 fellows / year total 8 fellows / 4 years

(5) Activity (Example)

1) Hiroshima University, Graduate School for International Development and Cooperation

| Target | Contents/ Programs to achieve target |
|---|---|
| 1) Before arrival in Japan | |
| To prepare for smooth start of the study and research activities upon arrival in Japan. | <ul style="list-style-type: none"> • To strengthen English ability before coming to Japan if English abilities are low. |
| 2) During study in Japan | |
| To gain the basic and fundamental knowledge and concepts on educational development issues. | <ul style="list-style-type: none"> • To take lectures on development of research skills. • To take basic subjects to enhance the level of understanding on educational development. |
| To gain the educational policy planning ability and problem-solving skills through developing a master's thesis. | <ul style="list-style-type: none"> • To participate in academic conferences to develop research and communication skills. • To receive supports for gaining research methods and academic writing skills by a tutor. To improve quality of the thesis to be proofread by outsourcing body. |
| To gain an ability to identify the problems holistically based on the reliable and valid data, and comprehend development issues in the areas of educational administration / policy. | <ul style="list-style-type: none"> • To participate in fieldworks. • To improve the research quality by participating in educational research seminars which focused on the case of education issues in Myanmar, and a review of the thesis by inviting professors from other universities. |
| 3) After return | |
| To participate in a follow up education after the graduation and enhance the network. | <ul style="list-style-type: none"> • To establish and enhance the networks with graduates and professors by follow up education. • To participate in a follow up education considering the research will be proceeded to be involved in the international cooperation project. |

(6)-1 Inputs from the Japanese Side

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

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

| |
|--|
| 1 batch 2 fellows × 4 years = 8 fellows |
| From the year 2017 (Until 2019) : 2 fellows, From the year 2018 (Until 2020) : 2 fellows |
| From the year 2019 (Until 2021) : 2 fellows, From the year 2020 (Until 2022) : 2 fellows |

(7) Inputs from the Myanmar Side

| |
|---|
| 1) Dispatch of JDS fellows |
| 2) Follow - up activities (e.g. providing opportunities for JDS returned fellows to share/disseminate the |

knowledge they acquired in Japan at their organizations/ other priority organizations)

(8) Qualifications

1) Nationality: Citizens of Myanmar

2) Age: Between 22 and 40 as of April 1st in the year of dispatch

3) Academic Background:

-Should have a Bachelor's degree

4) Work Experience:

-Currently employed in the Target Organizations

-Has at least 2 years of work experience in civil service at the time of application is preferable

5) Others

-Currently not awarded or scheduled to receive another scholarship of foreign countries (including other scholarship of Japan)

-Has not been awarded foreign scholarships for Master's or higher degrees

-Has a good command of both written and spoken English at graduate school level

-Must be in good health, both mentally and physically

The Project for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub Program)

1. Country: Republic of the Union of Myanmar
2. Target Priority (Sub-Program) Area: Assistance for capacity building and institution development to sustain economy and society
3. Coordinating Committee:
Myanmar Side: Ministry of Education, Ministry of National Planning and Economic Development, Ministry of Foreign Affairs
Japanese Side: Embassy of Japan, JICA Myanmar Office

Itemized Table 3-1

1. Outline of Sub-Program / Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Assistance for capacity building and institution development to sustain economy and society
2. Component: ICT
Target Organization: Ministry of National Planning and Economic Development, Ministry of Science & Technology, Ministry of Information, Ministry of Communications and Information Technology, Ministry of Construction, Ministry of Transport, Ministry of Education, Ministry of Border Affairs, Ministry of Immigration and Population, Ministry of Finance, Central Bank, Private Sector

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

- In accordance with a goal of the new administration of the government of Myanmar to rapidly diffuse mobile phone for the improvement of people's lives, the government of Japan has been supporting to the improvement of the communication network by Official Development Assistance (ODA). Moreover, e-government and application of ICT system to other fields, promoted by the new administration, significantly contribute to productivity-enhancement of the domestic economy, thereby there is a pressing need to foster young human resources who can cope with the new technology.
- On the other hand, despite of serious concerns of a technician shortage along with backwardness of ICT infrastructure, there is a reality that even university graduates can not be industry-ready workforce due to lecture-oriented ICT education at the universities in Myanmar which limits the students from more practical exercises.
- Because the government of Japan has been working on this issue to solve by bridging the universities and industries, through a technical cooperation project to strengthen a capacity of the computer universities in Myanmar, multiple effects created by the both hard and soft cooperation can be expected by fostering human resources in this field. Moreover, having a great influence on ICT development and policy-making in Myanmar, human resource development in private sector is also very important.

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

- The government of Japan announced Japan’s Projected Economic Cooperation to the Republic of the Union of Myanmar in April, 2012. “To spread the dividends of democratization, national reconciliation and economic reforms to the people of Myanmar” is set as a basic policy, and it has three focusing areas of (i) Assistance for improvement of people’s livelihoods, (ii) Assistance for capacity building and institutions development to sustain economy and society, and (iii) Assistance for development of infrastructure and related systems necessary for sustainable economic development.
- Improvement of Infrastructure by using ICT is deemed as one of the target areas of the above policy (iii), and in accordance with its policy, JDS Project sets the component of “ICT” to promote the human resource development of the officials who contribute to the development issues in this field.
- The JDS project in Myanmar started in the year of 2001 and has dispatched 369 fellows in 15 years. 281 fellows completed their master’s degree course (as of March 2016), and they actively engage in practical improvement of social economic development issues with specialized knowledge acquired in Japan. The study field of “ICT” was set from the first year of the project and 45 fellows have been dispatched under this field by 2015.

Relevant Projects and Training Programs of JICA Myanmar Office:

【Technical Cooperation】

- Project on ICT Human Resource Development at ICT Training Institute in the Union of Myanmar

【ODA Loans】

- Communication Network Improvement Project (scheduled)

【Grant Aid】

- The Project for Urgent Improvement of Communication Networks
- Central Bank ICT, MACCS

【Individual Expert】

- Advisor for Improvement of Telecommunication Infrastructure

2. Cooperation Framework

(1) Project Objective

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

(2) Project Design

1) Overall goal

To ensure that the human resource development through JDS project will help to improve the

institutional capacities of relevant administrative institutions and private sector, which are engaged in ICT.

2) Project purpose

To ensure that government officials and members of private sector who are engaged in ICT, improve their capability of policy making and implementation.

(3) Verifiable Indicators

1) Ratio of JDS fellows who obtain Master's degree.

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

(4) Number of JDS Fellows and Accepting University

International University of Japan, Graduate School of International Management

2 fellows / year total 8 fellows / 4 years

Kobe Institute of Computing, Graduate School of Information Technology

2 fellows / year total 8 fellows / 4 years

Waseda University, Graduate School of Fundamental Science and Engineering

2 fellows / year total 8 fellows / 4 years

(5) Activity (Example)

1) International University of Japan, Graduate School of International Management

| Target | Contents/ Programs to achieve target |
|---|--|
| 1) Before arrival in Japan | |
| To prepare for the smooth start of the course. | <ul style="list-style-type: none"> To attend special classes such as Basic Mathematics, Statistics and how to use Excel software either in a pre-arrival seminar in Myanmar or during the orientation on campus in order to strengthen the quantitative analysis skills. |
| 2) During study in Japan | |
| To gain knowledge on theoretical bases and frameworks to implement effective ICT development strategies. | <ul style="list-style-type: none"> In the first year, to learn fundamental economics to acquire indispensable general management skills and know-how with intensive simulating activities and industrial outreach, basic knowledge of ICT and theory on implementation of technical ICT policy. In the second year, to learn actual application of ICT and practical management skills. To attend applied practical courses related to ICT and gain the knowledge and experience.. |
| To gain theoretical knowledge needed for ICT project financing, infrastructure management and concerned policy matters such as Public Private Partnership, public sector use of social networking and | <ul style="list-style-type: none"> To learn the mechanism and theory of ICT policy planning, designing, development, control, maintenance and administration of e-businesses and ICT networks in Japan, US and Europe. To learn the measure for the importance of public and |

| | |
|---|---|
| enabling of social enterprises. | private use on ICT. |
| To gain practical understanding of how to through ICT, and to improve business environment and enterprise management skills in Myanmar. | <ul style="list-style-type: none"> • To learn not only the development aspect of e-businesses , ICT systems and networks and ICT policy making, but also how to sustain and manage the developed systems in given situation, more practical administrative system and the role of governance. |
| Through research for thesis, to gain insight for practical aspects of fostering new industries, improving and managing existing industries, including state enterprises and Small and medium enterprises in Myanmar.. | <ul style="list-style-type: none"> • To attend special lectures on administrative management and information network application by guest speakers from national government and private sector to deepen the practical knowledge. • To participate in fieldtrips and group project assignments on E-government service to learn the maintenance and cloud service delivery. |
| To gain strong and healthy international network as a result of living in a closely connected campus with international students (including Japanese corporate-sponsored) and faculty from diverse backgrounds. | <ul style="list-style-type: none"> • In the international environment where students of over 40 different countries live, to acquire international human networks and global communication skills as well as being able to widen their views by interacting each other. |
| 3) After return | |
| To maintain and strengthen the networks. | <ul style="list-style-type: none"> • As a part of strengthening the relationship with professors and enhancing follow-up activity, to participate in alumni receptions, and interact with not only graduates but also many government officials and employees from the private sector which enables enhancing a good relationship between Japan and Myanmar. |

2) Kobe Institute of Computing, Graduate School of Information Technology

| Target | Contents/ Programs to achieve target |
|--|---|
| 1) Before arrival in Japan | |
| To receive instructions to make the thesis to be actual to the Myanmar's situation. | <ul style="list-style-type: none"> • To have advices from faculty about the inception report to solve the development issue utilizing ICT. |
| 2) During study in Japan | |
| To improve a practical ability on investigating specific issues, forming hypotheses and suggesting solutions related to ICT. | <ul style="list-style-type: none"> • To participate in a field research to investigate the current condition in Myanmar again to re-acknowledge the development issues what be solved. • To acquire the knowledge and technique of practical ICT in subjects specialized in ICT and also learn the knowledge, know-how to promote ICT4D in social development in subject for social development practice. |

| | |
|--|---|
| | <ul style="list-style-type: none"> • To learn how to ascertain the issues, to construct and verify the tentative theory of solution and the effects of the solution utilizing ICT and to research through investigation and discussion. |
| To gain deep knowledge and practical know-how about social development that utilized ICT4D. | <ul style="list-style-type: none"> • To learn the technology to build the safe system with the authentication technique and the security technology which ties various services and apparatuses safely in network together. • To learn the technology such as the communication traffic control using the construction technology of the communication service using the store and storage transfer type communication technology which is expected as communication technology in a disaster and the developing country and the visualization technology of the network management and SDN technology. • To learn project management technique such as the PCM technique for ICT infrastructure maintenance. • To learn drafting technique of the city planning which combines analysis and geography data (GIS) with the acquisition of the city information using ICT. |
| To enhance the ability to make practical solutions, to implement and to evaluate the effects using ICT to the specific issues through writing a Master's thesis. | <ul style="list-style-type: none"> • By uniting the knowledge and the technique comprehensively learned in each subjects, to make an action plan using ICT. • Under the Special Program, to receive academic writing instructions that needs to complete the Master's thesis. |
| 3) After return | |
| To participate in follow up activities and utilize the outcome to the development in Myanmar. | <ul style="list-style-type: none"> • After the graduation, to exchange the information with the faculty members to confirm the progress for the development in Myanmar, and receive advices when necessary. |

3) Waseda University, Graduate School of Fundamental Science and Engineering

| Target | Contents/ Programs to achieve target |
|--|---|
| 1) Before arrival in Japan | |
| If e-mails are available, to receive reference materials related to the research theme and find what programming language is necessary for the research. | <ul style="list-style-type: none"> • To read the academic thesis related to the research, write reports on the outline of the thesis, study for the programming language required to the research. |
| 2) During study in Japan | |

| | |
|--|---|
| To learn basic and advanced knowledge of ICT systematically. | <ul style="list-style-type: none"> • To take courses from Computer Science, Communication Engineering and lectures related to Communication Engineering. |
| To enhance research and investigation abilities. | <ul style="list-style-type: none"> • To receive the advice for academic paper writing in English, native review, and basis of Statistics as basic subjects. In laboratory, to have advices from academic advisor, present and discuss research outcome at seminar in order to improve research capacity. To participate in academic conference and present research outcome. |
| To enhance abilities to contribute to develop and maintain Myanmar's ICT infrastructure practically. | <ul style="list-style-type: none"> • To get the information about the future direction of ICT in Myanmar from the latest information and trends of other countries through the resource exchange with foreign universities and research organizations. • To learn researcher's ethics by the Web tools. • To participate in trainings in overseas and internships at Japanese companies. |
| 3) After return | |
| To maintain the network with graduate students and professors. | <ul style="list-style-type: none"> • To promote the English availability of Waseda EWE (The Waseda Electrotechnical Society) as a mother body for the alumni association for foreign students. |

(6)-1 Inputs from the Japanese Side

| |
|--|
| <ol style="list-style-type: none"> 1) Expenses for activities of Special Program provided by the accepting university before, during, and after studying in Japan (e.g. preparatory instructions including local activities, special lectures and workshops, follow-up activities after returning home) 2) Expenses for studying in Japan (e.g. travel expenses, scholarships during stay in Japan, examination fees, tuition fees, etc.) 3) Expenses for supports during stay in Japan (e.g. monitoring, daily life support, etc.) |
|--|

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

| |
|--|
| <p>1 batch 6 fellows × 4 years = 24 fellows</p> <p>From the year 2017 (Until 2019) : 6 fellows, From the year 2018 (Until 2020) : 6 fellows</p> <p>From the year 2019 (Until 2021) : 6 fellows, From the year 2020 (Until 2022) : 6 fellows</p> |
|--|

(7) Inputs from the Myanmar Side

| |
|--|
| <ol style="list-style-type: none"> 1) Dispatch of JDS fellows 2) Follow - up activities (e.g. providing opportunities for JDS returned fellows to share/disseminate the knowledge they acquired in Japan at their organizations/ other priority organizations) |
|--|

(8) Qualifications

- 1) Nationality: Citizens of Myanmar
- 2) Age: Between 22 and 40 as of April 1st in the year of dispatch
- 3) Academic Background:
 - Should have a Bachelor's degree
- 4) Work Experience:
 - <Ministry>
 - Currently employed in the Target Organizations
 - Has at least 2 years of work experience in civil service at the time of application is preferable
 - <Private Sector>
 - Staff or Member of the organization of UMFCCI / Myanmar Engineering Society (MES) / Myanmar Japan Center (MJC).
 - Have a full-time job.
 - Have work experience for 2 or more years
 - Take long-term leave and return to the work place after 2 years studying
- 5) Others
 - Currently not awarded or scheduled to receive another scholarship of foreign countries (including other scholarship of Japan)
 - Has not been awarded foreign scholarships for Master's or higher degrees
 - Has a good command of both written and spoken English at graduate school level
 - Must be in good health, both mentally and physically

The Project for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub Program)

1. Country: Republic of the Union of Myanmar
2. Target Priority (Sub-Program) Area: Assistance for capacity building and institution development to sustain economy and society
3. Coordinating Committee:
Myanmar Side: Ministry of Education, Ministry of National Planning and Economic Development, Ministry of Foreign Affairs
Japanese Side: Embassy of Japan, JICA Myanmar Office

Itemized Table 3-2

1. Outline of Sub-Program / Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Assistance for capacity building and institution development to sustain economy and society
2. Component: Transportation / Traffic
Target Organization: Ministry of Transport, Ministry of Construction, Ministry of Rail Transportation, City Development Committee, Private Sector

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

- Myanmar is in a situation where socioeconomic infrastructure is extremely insufficient, influenced also by prolonged stagnation of foreign investment, financial aid and technical support. Foreseen a sharp increase of the foreign investment from now on, it is necessary to develop and improve the transportation infrastructure to meet it.
- Amid this situation, National Transport Master Plan (MP) was formulated and the related ministries and agencies are to formulate projects based on it. Therefore, their administrations have to play more important roles than ever, where human resource development is the urgent need. In addition, human resource development in private sector is also very important, having a great influence on the development and policy-making in the transportation / traffic field.

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

- The government of Japan announced Japan's Projected Economic Cooperation to the Republic of the Union of Myanmar in April, 2012. "To spread the dividends of democratization, national reconciliation and economic reforms to the people of Myanmar" is set as a basic policy, and it has three focusing areas of (i) Assistance for improvement of people's livelihoods, (ii) Assistance for capacity building and institutions development to sustain economy and society, and (iii) Assistance for development of infrastructure and related systems necessary for sustainable economic development.
- Improvement of Transportation System is deemed as one of the target areas of the above policy (iii), and in accordance with its policy, JDS Project sets the component of "Transportation / Traffic" to promote the human resource development of the officials who contribute to the development issues

in this field.

- The JDS project in Myanmar started in the year of 2001 and has dispatched 369 fellows in 15 years. 281 fellows completed their master's degree course (as of March 2016), and they actively engage in practical improvement of social economic development issues with specialized knowledge acquired in Japan. The study field of "Transportation / Traffic" was set in 2012 and 10 fellows have been dispatched under this field by 2015.

Relevant Projects and Training Programs of JICA Myanmar Office:

【Technical Cooperation】

- Project on Improvement of Service and Safety of Railway
- Project for Improvement of Road Technology in Disaster Affected Area
- The Project for Capacity Development on CNS/ATM Systems

【Grant Aid】

- The Project for Installation of Operation Control Center System and Safety Equipment
- The Project for Construction of New Thaketa Bridge
- The Project for Improvement of Nationwide Airport Safety and Security
- The Project for Upgrading Ferryboat in Yangon City

【Individual Expert】

- Transport Policy Advisor
- Urban Transport Policy Advisor

2. Cooperation Framework

(1) Project Objective

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

(2) Project Design

1) Overall goal

To ensure that the human resource development through JDS project will help to improve the institutional capacities of relevant administrative institutions and private sector, which are engaged in transportation / traffic.

2) Project purpose

To ensure that government officials and members of private sector who are engaged in transportation / traffic, improve their capability of policy making and implementation.

(3) Verifiable Indicators

1) Ratio of JDS fellows who obtain Master's degree.

2) Ratio of JDS returned fellows assigned to the workplace which has good relevance to their research/

expertise after their return.

(4) Number of JDS Fellows and Accepting University

Yokohama National University, Graduate School of Urban Innovation
2 fellows / year total 8 fellows / 4 years

Saitama University, Graduate School of Science and Engineering
2 fellows / year total 8 fellows / 4 years

(5) Activity (Example)

1) Yokohama National University, Graduate School of Urban Innovation

| Target | Contents/ Programs to achieve target |
|--|---|
| 1) During study in Japan | |
| To develop an ability to make countermeasures against transportation problems by acquiring the basic knowledge of transportation planning and engineering. | <ul style="list-style-type: none"> • To study basic knowledge on transportation planning and engineering through lectures and exercises systematically. • To attend Basic Statistic class and GIS training under the Special Program. |
| To develop a capacity for being a leading engineer with wide and interdisciplinary knowledge about transportation as well as urban environment. | <ul style="list-style-type: none"> • To study cases of transportation improvements projects conducted in Japan and other countries, as well as visit some of those sites. • To take a wide-range of urban and regional studies, such as sociology, politics, public administration, development studies and regional studies. • To participate in various field trips, special lectures, visits and internships in public administrative bodies, NPO and consultant companies. |
| To gain a practical ability to plan solutions that addresses to the problems in Myanmar's transportation system through writing a master's thesis. | <ul style="list-style-type: none"> • To acquire ability to diagnose and solve transportation problems through lectures, exercises and seminars discussing with professors and classmates. • To be allocated with a tutor, receive English proofreading on master's thesis, and attend academic writing classes. |
| 2) After return | |
| To establish a local network in Myanmar. | <ul style="list-style-type: none"> • To participate in reunion of the university's graduates in Myanmar and enhance a local network. |

2) Saitama University, Graduate School of Science and Engineering

| Target | Contents/ Programs to achieve target |
|---|---|
| 1) Before arrival in Japan | |
| To acquire fundamental and specialized knowledge which are necessary for the academic study in graduate school. | <ul style="list-style-type: none"> • To study fundamental subjects (English, Mathematics and Physics) and specialized subjects (Structural Dynamics, Construction Material, Hydraulics, City Planning and Soil Engineering) again, and gain the advanced knowledge. |

| | |
|--|--|
| 2) During study in Japan | |
| To acquire new and effective technology relating to the transportation system first, and to choose the right theme which address to the issues in Myanmar. | <ul style="list-style-type: none"> • To take a general civil engineering lectures as well as other subjects such as management and maintenance of constructions, earthquake disaster prevention, environmental preservation, ecology, to acquire systematic and comprehensive knowledge on social infrastructures. |
| To gain a problem solving ability through learning from the practical training of the Japanese transportation techniques. | <ul style="list-style-type: none"> • To participate in practical trainings and internships in public sectors and/or private companies related to transportation such as Nippon Expressway Company and research institutes, as well as to participate in field trips to some construction sites. • To gain knowledge on how to bridge the practices and basic education in the construction and environmental subjects. |
| 3) After return | |
| To establish foundation for human / technical / information networks after graduation. | <ul style="list-style-type: none"> • To contact faculty members closely, and exchange opinions and updated situations so that the close human network is established and maintained. |

(6)-1 Inputs from the Japanese Side

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

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

1 batch 4 fellows × 4 years = 16 fellows
 From the year 2017 (Until 2019) : 4 fellows, From the year 2018 (Until 2020) : 4 fellows
 From the year 2019 (Until 2021) : 4 fellows, From the year 2020 (Until 2022) : 4 fellows

(7) Inputs from the Myanmar Side

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

(8) Qualifications

- 1) Nationality: Citizens of Myanmar
- 2) Age: Between 22 and 40 as of April 1st in the year of dispatch
- 3) Academic Background:
 - Should have a Bachelor's degree
- 4) Work Experience:
 - <Ministry>
 - Currently employed in the Target Organizations

-Has at least 2 years of work experience in civil service at the time of application is preferable

<Private Sector>

-Staff or Member of the organization of UMFCCI / Myanmar Engineering Society (MES) / Myanmar Japan Center (MJC).

-Have a full-time job.

-Have work experience for 2 or more years

-Take long-term leave and return to the work place after 2 years studying

5) Others

-Currently not awarded or scheduled to receive another scholarship of foreign countries (including other scholarship of Japan)

-Has not been awarded foreign scholarships for Master's or higher degrees

-Has a good command of both written and spoken English at graduate school level

-Must be in good health, both mentally and physically

The Project for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub Program)

1. Country: Republic of the Union of Myanmar
2. Target Priority (Sub-Program) Area: Assistance for capacity building and institution development to sustain economy and society
3. Coordinating Committee:
Myanmar Side: Ministry of Education, Ministry of National Planning and Economic Development, Ministry of Foreign Affairs
Japanese Side: Embassy of Japan, JICA Myanmar Office

Itemized Table 3-3

1. Outline of Sub-Program / Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Assistance for capacity building and institution development to sustain economy and society
2. Component: Electric Power / Energy
Target Organization: Ministry of Electric Power, Ministry of Industry, Ministry of Energy, Ministry of Environmental Conservation and Forestry, Ministry of Mines, Private Sector

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

- In Myanmar, electric power supply and demand is strained due to decrepit existing power facilities, fuel shortage for thermal power generation, and output constraints of hydro-electric generation during the dry season.
- Human resource development of the related ministries and agencies in this sector is an urgent need in order to improve the power and energy supply to populated urban areas and to rural areas where 70% of the citizen make a living, and to support Myanmar's sustainable economic growth. In addition, human resource development in private sector is also very important, having a great influence on the development and policy-making in the electric/energy field.

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

- The government of Japan announced Japan's Projected Economic Cooperation to the Republic of the Union of Myanmar in April, 2012. "To spread the dividends of democratization, national reconciliation and economic reforms to the people of Myanmar" is set as a basic policy, and it has three focusing areas of (i) Assistance for improvement of people's livelihoods, (ii) Assistance for capacity building and institutions development to sustain economy and society, and (iii) Assistance for development of infrastructure and related systems necessary for sustainable economic development.
- Energy is deemed as one of the target areas of the above policy (iii), and in accordance with its policy, JDS Project sets the component of "Electric Power / Energy" to promote the human resource development of the officials who contribute to the development issues in this field.
- The JDS project in Myanmar started in the year of 2001 and has dispatched 369 fellows in 15 years.

281 fellows completed their master's degree course (as of March 2016), and they actively engage in practical improvement of social economic development issues with specialized knowledge acquired in Japan. The study field of "Electric Power / Energy" was set in 2012 and 10 fellows have been dispatched under this field by 2015.

Relevant Projects and Training Programs of JICA Myanmar Office:

【Master Plan Survey】

- Program for Electric Power Development Planning in Myanmar

【ODA Loan】

- Urgent Rehabilitation and Upgrade Project
- Regional Development Project for Poverty Reduction
- Infrastructure Development Project in Thilawa Area
- National Power Transmission Network Development Project

【Grant Aid】

- The Project for Rehabilitation of Baluchaung No.2 Hydropower Plant

【Individual Expert】

- Advisor for Improvement of Electric Supply System in Yangon

2. Cooperation Framework

(1) Project Objective

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

(2) Project Design

1) Overall goal

To ensure that the human resource development through JDS project will help to improve the institutional capacities of relevant administrative institutions and private sector, which are engaged in electric power / energy.

2) Project purpose

To ensure that government officials and members of private sector who are engaged in electric power / energy, improve their capability of policy making and implementation.

(3) Verifiable Indicators

1) Ratio of JDS fellows who obtain Master's degree.

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

(4) Number of JDS Fellows and Accepting University

| |
|--|
| University of Miyazaki, Graduate School of Engineering 2 fellows / year total 8 fellows / 4 years |
| Kumamoto University, Graduate School of Science and Technology 2 fellows / year total 8 fellows / 4 years |

(5) Activity (Example)

1) University of Miyazaki, Graduate School of Engineering

| Target | Contents/ Programs to achieve target |
|---|--|
| 1) Before arrival in Japan | |
| Generally no schedule. (Depends on the academic advisors) | <ul style="list-style-type: none"> • Generally no schedule. (Only if the academic advisor required, to have the preparatory tasks such as reading introductory academic thesis. |
| 2) During study in Japan | |
| To acquire fundamental knowledge related to advanced expertise in energy technology development as well as creativity in order to contribute to the development of the sustainable low-carbon society. | <ul style="list-style-type: none"> • To take professional subjects in Energy and Electronics Course such as Electrical and Electronic Engineering, Electrical Materials, Applied Physics and Applied Mathematics, and learn the wide science technology related to Energy. • To work in research subjects related to the utilization of natural energy such as solar energy generation, concentrating solar power, construction and maintenance of solar energy generation, and small hydropower as master's research. |
| To gain not only the research skills but also the practical know-how and industry-ready skills to the immediate contribution as professional engineers and researchers after returning to Myanmar, and seek to develop the wide human relationship. | <ul style="list-style-type: none"> • To gain know-how by experiencing actual operations of the photovoltaic power systems and solar thermal collecting systems. • To gain practical knowledge and skills in public and private sectors by visiting municipal offices and sites outside of campus and discuss with person in charge. |
| To gain skills to implement the targeted research subject systemically through writing a master's thesis. | <ul style="list-style-type: none"> • To take lectures of "Research Skills" for the systematic study on research methodology and "Ethics" for preventing administrative fraud. • To present the research outcome at academic conference, and exchange the opinions with participants from university and private companies. |
| 3) After return | |
| To participate in follow up activities and build networks after the graduation. | <ul style="list-style-type: none"> • To utilize satellite office in Yangon city, and continually enhance the academic exchange and cooperative research, technical cooperation, communication |

| | |
|--|--|
| | between faculty members and students networks among graduates. |
|--|--|

2) Kumamoto University, Graduate School of Science and Technology

| Target | Contents/ Programs to achieve target |
|---|--|
| 1) Before arrival in Japan | |
| To prepare for the smooth start of the study. | <ul style="list-style-type: none"> • To contact faculty members for exchanging information before arrival. |
| 2) During study in Japan | |
| To acquire knowledge and skills to solve various issues including Myanmar specific ones utilizing most advanced technology in Japan with economically rational view. | <ul style="list-style-type: none"> • To take two special and compulsory subjects in English; "Current Science and Technology in Japan I" and "English for Science and Technology under "IJEP" (International Joint Education Program). • To take interdisciplinary subjects in English under Global Joint Education Center (GJEC). |
| To deepen the knowledge learnt in lecturers, especially the application of state-of-arts technology in Power Electronics and Energy field. To gain knowledge and experiences that will be effective for planning the power electronics and energy policies in Myanmar. | <ul style="list-style-type: none"> • To visit actual Power Generation, Transmission and Distribution sites of Power Electric Company in Japan. • To learn the actual social impacts by the new system design of regulation in Japan during 2015 -2020. |
| To build a large human network. | <ul style="list-style-type: none"> • To build large human network by meeting many international students, not only Myanmar but also various nationalities among ASEAN through the coordination with JDS project and the other projects. |
| 3) After return | |
| To maintain a continuous cooperation. | <ul style="list-style-type: none"> • To keep contact faculty members and develop a continuous cooperative relations. |

(6)-1 Inputs from the Japanese Side

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

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

| |
|--|
| 1 batch 4 fellows × 4 years = 16 fellows |
| From the year 2017 (Until 2019) : 4 fellows, From the year 2018 (Until 2020) : 4 fellows |
| From the year 2019 (Until 2021) : 4 fellows, From the year 2020 (Until 2022) : 4 fellows |

(7) Inputs from the Myanmar Side

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

(8) Qualifications

- 1) Nationality: Citizens of Myanmar
- 2) Age: Between 22 and 40 as of April 1st in the year of dispatch
- 3) Academic Background:
 - Should have a Bachelor's degree
- 4) Work Experience:
 - <Ministry>
 - Currently employed in the Target Organizations
 - Has at least 2 years of work experience in civil service at the time of application is preferable
 - <Private Sector>
 - Staff or Member of the organization of UMFCCI / Myanmar Engineering Society (MES) / Myanmar Japan Center (MJC).
 - Have a full-time job.
 - Have work experience for 2 or more years
 - Take long-term leave and return to the work place after 2 years studying
- 5) Others
 - Currently not awarded or scheduled to receive another scholarship of foreign countries (including other scholarship of Japan)
 - Has not been awarded foreign scholarships for Master's or higher degrees
 - Has a good command of both written and spoken English at graduate school level
 - Must be in good health, both mentally and physically

The Project for Human Resource Development Scholarship (JDS)
Basic Plan for the Target Priority Area

Basic Information of Target Priority Area (Sub Program)

1. Country: Republic of the Union of Myanmar
2. Target Priority (Sub-Program) Area: Assistance for capacity building and institution development to sustain economy and society
3. Coordinating Committee:
Myanmar Side: Ministry of Education, Ministry of National Planning and Economic Development, Ministry of Foreign Affairs
Japanese Side: Embassy of Japan, JICA Myanmar Office

Itemized Table 3-4

1. Outline of Sub-Program / Component

(1) Basic Information

1. Target Priority (Sub-Program) Area: Assistance for capacity building and institution development to sustain economy and society
2. Component: Urban Development Planning
Target Organization: Ministry of Construction, Ministry of Rail Transportation, Ministry of Environmental Conservation and Forestry, City Development Committee, Ministry of National Planning and Economic Development, Private Sector

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

- In Myanmar today, a large scale of population inflow from rural areas into urban areas occurs, and the urban areas are rapidly expanding. In particular, Yangon, as a central city of economy, is rapidly growing, and its population has exceeded 5 million at present which used to be approximately 2.5 million in 1983. On the other hand, due to decrepit infrastructure to support city function, it is not fully functioning to support resident's life and economic activities in the cities.
- Master Plan for Urban Development, Transportation and Water and Sewage of the Greater Yangon formulated, there is an urgent need for the project formulation, new infrastructure development, establishment of proper maintenance-management system for the existing facilities, formulation of a comprehensive city-planning and measures to realize it, based on the master plans. Therefore, human resource development in this sector is extremely important, and that of private sector is also very important, having a great influence on the development and policy-making in the field of urban development.

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

- The government of Japan announced Japan's Projected Economic Cooperation to the Republic of the Union of Myanmar in April, 2012. "To spread the dividends of democratization, national reconciliation and economic reforms to the people of Myanmar" is set as a basic policy, and it has three focusing areas of (i) Assistance for improvement of people's livelihoods, (ii) Assistance for capacity building and institutions development to sustain economy and society, and (iii) Assistance for development of infrastructure and related systems necessary for sustainable economic

development.

- Yangon Thilawa Development Initiative (YTDI) is deemed as one of the target areas of the above policy (iii), and in accordance with its policy, JDS Project sets the component of “Urban Development Planning” to promote the human resource development of the officials who contribute to the development issues in this field.
- The JDS project in Myanmar started in the year of 2001 and has dispatched 369 fellows in 15 years. 281 fellows completed their master’s degree course (as of March 2016), and they actively engage in practical improvement of social economic development issues with specialized knowledge acquired in Japan. The study field of “Urban Development Planning” was set in 2013 and 6 fellows have been dispatched under this field by 2015.

Relevant Projects and Training Programs of JICA Myanmar Office:

【Master Plan Survey】

- Project for the Strategic Urban Development Plan of the Greater Yangon
- Project for Comprehensive Urban Transport Plan of the Greater Yangon (YUTRA)
- Project for the improvement of water supply, sewerage and drainage system in Yangon city

【Pilot Survey for Disseminating SME Technologies 】

- Improvement of Traffic Environment in Yangon City by Implementing Traffic Signals

【Individual Expert】

- Urban Development Advisor of Greater Yangon
- Urban Transport Policy Advisor
- Advisor on Water Supply Management in Yangon City (current) / Advisor on Water Supply and Sanitation Improvement in Yangon City (new)

2. Cooperation Framework

(1) Project Objective

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

(2) Project Design

1) Overall goal

To ensure that the human resource development through JDS project will help to improve the institutional capacities of relevant administrative institutions and private sector, which are engaged in urban development planning.

2) Project purpose

To ensure that government officials and members of private sector who are engaged in urban

development planning, improve their capability of policy making and implementation.

(3) Verifiable Indicators

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

(4) Number of JDS Fellows and Accepting University

Hiroshima University, Graduate School for International Development and Cooperation/ Graduate School of Engineering
 2 fellows / year total 8 fellows / 4 years

(5) Activity (Example)

1) Hiroshima University, Graduate School for International Development and Cooperation/ Graduate School of Engineering

| Target | Contents/ Programs to achieve target |
|--|---|
| 1) Before arrival in Japan | |
| To prepare for smooth start of the study and research by enhancing the knowledge related to own research theme. | <ul style="list-style-type: none"> • To receive textbooks on basic sustainable infrastructure development and conduct self-study under the instruction of professors. To submit a report, "importance of designing and realizing a sustainable infrastructure in Myanmar", and receive some advices from professors based on their expertise to improve academic skills. |
| 2) During study in Japan | |
| To acquire the fundamental knowledge on sustainable society and infrastructure systems, and strengthen problem-solving and analytical skills on current issues of infrastructure system vulnerability. | <ul style="list-style-type: none"> • To gain the interdisciplinary knowledgebase for designing sustainable infrastructure system through systematic theory and PBL(problem-based learning), which is based on effective combination of lecture, group work, and debate, etc. • To gain academic expertise and practical skills of each subject area through the lectures such as "Regional and Urban Development Planning", "Forest Management and Ecosystem Conservation" and "Natural Disaster Management". |
| To gain the technical knowledge of problem-solving policy, institution and development technology with the interdisciplinary knowledge on the above perspectives, analytical skills and methods to evaluate the effectiveness and feasibility of policy and technology measures. | <ul style="list-style-type: none"> • To practice case studies for problem solving for policy, regulations and development techniques. • To participate in a field research by using the existing internship programs. |

| | |
|--|---|
| To strengthen presentation and communication skills. | <ul style="list-style-type: none"> • To participate in domestic and international academic conferences and PBL education program, etc. in which group work discussion and presentation, as well as debate, are included. |
| To strengthen a policy making and practical implementation ability. | <ul style="list-style-type: none"> • To join the seminar held by main-supervisor and gain basic skills to write a thesis through own research. To receive more deliberate supervisions from other sub-supervisors to refine the research contents and advance the research methodologies. • To attend special English language courses to obtain basic skills in writing academic papers. In addition, to utilize English proofreading by native speakers on master thesis. • To get appropriate advice and ample support on the research from a mentor, Ph.D. student, assigned to every JDS participant. |
| 3) After return | |
| To participate in a follow-up seminar to utilize the outcome of the research in Japan. | <ul style="list-style-type: none"> • To participate in feedback seminars within 1-2 years after the graduation, and make sure that knowledge and skills acquired in Japan are used in the most effective and suitable ways for current work. |

(6)-1 Inputs from the Japanese Side

| |
|--|
| <ol style="list-style-type: none"> 1) Expenses for activities of Special Program provided by the accepting university before, during, and after studying in Japan (e.g. preparatory instructions including local activities, special lectures and workshops, follow-up activities after returning home) 2) Expenses for studying in Japan (e.g. travel expenses, scholarships during stay in Japan, examination fees, tuition fees, etc.) 3) Expenses for supports during stay in Japan (e.g. monitoring, daily life support, etc.) |
|--|

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

| |
|---|
| <p>1 batch 2 fellows × 4 years = 8 fellows</p> <p>From the year 2017 (Until 2019) : 2 fellows, From the year 2018 (Until 2020) : 2 fellows</p> <p>From the year 2019 (Until 2021) : 2 fellows, From the year 2020 (Until 2022) : 2 fellows</p> |
|---|

(7) Inputs from the Myanmar Side

| |
|--|
| <ol style="list-style-type: none"> 1) Dispatch of JDS fellows 2) Follow - up activities (e.g. providing opportunities for JDS returned fellows to share/disseminate the knowledge they acquired in Japan at their organizations/ other priority organizations) |
|--|

(8) Qualifications

| |
|--|
| <ol style="list-style-type: none"> 1) Nationality: Citizens of Myanmar 2) Age: Between 22 and 40 as of April 1st in the year of dispatch 3) Academic Background: <ul style="list-style-type: none"> -Should have a Bachelor's degree |
|--|

4) Work Experience:

<Ministry>

-Currently employed in the Target Organizations

-Has at least 2 years of work experience in civil service at the time of application is preferable

<Private Sector>

-Staff or Member of the organization of UMFCCI / Myanmar Engineering Society (MES) / Myanmar Japan Center (MJC).

-Have a full-time job.

-Have work experience for 2 or more years

-Take long-term leave and return to the work place after 2 years studying

5) Others

-Currently not awarded or scheduled to receive another scholarship of foreign countries (including other scholarship of Japan)

-Has not been awarded foreign scholarships for Master's or higher degrees

-Has a good command of both written and spoken English at graduate school level

-Must be in good health, both mentally and physically

Summary of the Result of Survey on Target Organizations

| New organization | Old Organization | Permanent Staff | Top five (5) prioritized Development Issues | Top three (3) Field of Study wish to dispatch | | | Needs for Ph.D program | Types of Ph.D program | Comment/ Suggestions for Request for JDS Project |
|------------------------------------|---|-----------------|---|---|------------------------------------|---|------------------------|--|---|
| | | | | 1 | 2 | 3 | | | |
| Ministry of Foreign Affairs | Ministry of Foreign Affairs | 450 | (1) Human Resource Development Problem (2) Need more Oversea scholarship (3) Requirement of upgrade technology standard (4) Challenge to establish Diplomatic Foreign Academy (5) Need to train the diplomats in accord with diplomatic field specialization | Master of Arts in international Relation | Master of Public Policy | Master of International Studies | Yes | Master + Ph.D(5 yrs in Japan) Ph.D (3 yrs in Japan) | I was kindly recommended to offer the Master and PhD Degree scholarship programme in Political Science, International Relations, Public Policy, International Studies and others related with diplomatic field and short term course in accord with human resource development in diplomatic field for one or three months. |
| Ministry of the President's Office | President Office | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Ministry of Electricity and Energy | Ministry of Electric Power | 1865 | (1) Language Barrier (2) Technology Development and Security (3) Vocational Training (4) Simulation Training for Operation & Maintenance | Management | Engineering (Environment) | Economics/ Business Administration, Urban Development Planning | Yes | Master+Ph.D Ph.D | MOEP hopes not only Engineering Scholarships but also Management and Economic Scholarships. Thanks. |
| | Ministry of Energy | 1861 | (1) Skilled Labours (2) Weakness Technologies | Law | Economic / Business Administration | 1. International Relation 2. ICT 3. Environmental Conservation And Evaluation | Yes | Master+Ph.D Ph.D | n/a |
| Ministry of Education | Ministry of Education Scholar Affairs Section, Department of Human Resource and Education Planning | 24 | (1) Lack of Cooperation and Coordination between Officials each other. (2) Some Staff are not dutiful (3) Poor capability of Staff (4) Skilful officials and staff are not enough | Master of Education (esp. Teacher Education) | Master of International Relations | Master of Business Administration Master of Law Master of Economic | n/a | n/a | As a Focal Department and Focal Ministry, JDS Program is very systematically and useful. Thank you very much for you continuous support to Myanmar and please support under opportunities continuously to our country. |
| | Ministry of Education Yangon University of Foreign Languages, Department of Higher Education | 154 | (1) The problem of the international standard technologies to conduct the researches effectively (2) The problem of the insufficient modernized language labs to teach languages effectively (3) The problem of conducting the continuation the staff development course to promote the teachers' qualities (4) The problem of conducting the courses for Administrative Staff, to promote their qualities (5) The problem of not having the efficient budget plans for research work | n/a | n/a | n/a | Yes | Ph.D | To conduct Ph.D Course in JDS Programme |
| | Ministry of Education Department of Teacher Education and Training | 30 | (1) Qualitative Staff (2) Techniques advantages | Curriculum and methodology | Public policy | Economic | Yes | Master + Ph.D | n/a |

| New organization | Old Organization | Permanent Staff | Top five (5) prioritized Development Issues | Top three (3) Field of Study wish to dispatch | | | Needs for Ph.D program | Types of Ph.D program | Comment/ Suggestions for Request for JDS Project |
|-----------------------|---|-----------------|--|---|--|--|------------------------|-----------------------|--|
| | | | | 1 | 2 | 3 | | | |
| Ministry of Education | <u>Ministry of Education</u> Yangon University of Economics | 171 | (1) Number of scholarship is limited for candidates compared to the total number of students of the university (2) Unable to specialize in specific fields because of the master degree provided by JDS (3) Need for quality education in every area (4) Teaching workload is greater than the research workload for faculty member (5) We need for qualified faculty members as there is a high student teacher ratio | International University of Japan (IUJ) - MBA | Meiji University - Master of Public Policy | Ritsumeikan University - Master of Economics | Yes | Ph.D | JDS programme support the development of Human Resource of every sectors in Myanmar |
| | <u>Ministry of Education</u> Department of Basic Education, Nay Pyi Taw, Myanmar | 6631 | (1) Capacity Building (2) Information Technology (3) Management and Training (4) The need for infrastructures (5) Delay of Information | Educational Development/ Planning | Information and Communication Technology (ICT) | Public Policy / Administration | Yes | Ph.D | n/a |
| | <u>Ministry of Education</u> Research Section Department of Myanmar Education Research | 21 | Human Resource Development Issue (1) Capacity building (2) Professional Development (3) Professional communication Skills (4) Access to information and management (5) 21st century skills | Educational Development/ Planning | Information and Communication Technology (ICT) | Disaster Risk Management | Yes | Ph.D | JDS scholarship program should be for those who would like to explore future studies for professional development, capacity building and academic qualification related with own professional fields, functions of departments and ministries and appreciate for being JDS scholarship program |
| | <u>Ministry of Education</u> Myanmar Examinations Department | 10 | (1) Security (2) Use of ICT (3) Utilization of Modern Technology | Public Policy, Public Administration | Educational Development Planning | ICT | Yes | Ph.D | n/a |
| | <u>Ministry of Science and Technology</u> *部署名記載なし | 39 | (1) Human Resource (2) Research (3) Budget | Engineer Subject | Computer | n/a | n/a | n/a | n/a |
| | <u>Ministry of Science and Technology</u> Biotechnology and Material Science Research Department | 93 | (1) Human Resource (2) Research and Development (3) Implementing as regional and international scale (4) Budget (5) Infrastructure development | n/a | n/a | n/a | n/a | n/a | JDS should give scholar for management for research and development. |

| New organization | Old Organization | Permanent Staff | Top five (5) prioritized Development Issues | Top three (3) Field of Study wish to dispatch | | | Needs for Ph.D program | Types of Ph.D program | Comment/ Suggestions for Request for JDS Project |
|-----------------------|--|-----------------|--|---|---|--|------------------------|--|--|
| | | | | 1 | 2 | 3 | | | |
| Ministry of Education | <u>Ministry of Science and Technology</u> Department of Research and Innovation | 93 | (1) Less availability of Qualified human resources in various/related field (2)Limited availability for international standard level labs, instruments , equipments, apparatus and supportive materials (3)Less availability for short and long term training to developed countries. (4)Less availability for internet assessments, references, books, published papers for selected / related field with current research (5)Less chance for collaboration with international universities and research centers. (6)Not enough number of qualified staff in the fields relating to the standardization, accreditation and metrology. (7)Insufficient laboratory equipment used in metrology laboratory. (8)Trainings need relating to the areas in the standardization, accreditation and metrology. (9) Need to be conducted more public awareness programs for stakeholder engagement of standards, accreditation and metrology in the future. (10)Need to be conducted more activities to link as possible as same level for task force on national quality infrastructure of regional and international member states. (11) Power unstable and 24 hour basic (12) Maintenance Training for instruments (13) cooperate and collaborate with universities for human resource | Pharmacologic al studies for herbal medicines, safety and efficient testing and quality control techniques and production of herbal medicines | Electron Microscope(SE M and TEM) Training for National Analytical Laboratory | Production of food and quality control including food microbiology and food biotechnology. Production of polymer , plastics, composites, industrial chemicals, environmental protection , waste treatment and quality control for products | Yes | Master + Ph.D (5 years in Japan) Ph.D (3 years in Japan) Ph.D (partly in Japan; while working at the ministry) | |
| | <u>Ministry of Science and Technology</u> University of Information Technology | 56 | (1) Problem of insufficient technology and technical skills in preparing labs for teaching as well as research activities (2) Problem of technical development for searching new technology (3) Problem of insufficient technology for producing skillful professionals (4) Problem of safety for intellectual properties (5) Problem of requirement for establishing E-Government System | Computer Science and Information Technology | n/a | n/a | Yes | Ph.D | n/a |
| | <u>Ministry of Science and Technology</u> Department of Atomic Energy | 64 | n/a | n/a | n/a | n/a | Yes | Master + Ph.D (5 years in Japan) Ph.D (3 years in Japan) Ph.D (partly in Japan; while working at the ministry) | n/a |

| New organization | Old Organization | Permanent Staff | Top five (5) prioritized Development Issues | Top three (3) Field of Study wish to dispatch | | | Needs for Ph.D program | Types of Ph.D program | Comment/ Suggestions for Request for JDS Project |
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| | | | | 1 | 2 | 3 | | | |
| Ministry of Education | <u>Ministry of Science and Technology</u> Department of Technical and Vocational Education | 822 | (1) The necessity of qualified teachers (2) The need of building and practical rooms to develop capacity building of students in teaching (3) Inefficiency in cooperation with industries (4) The need of skill standard (5) No collection of exact statistics for the needs of labor market | Field for the TVET sector | Field for administration and management system | Field for Human Resource Development | Yes | Master + Ph.D (5 years in Japan) Ph.D (3 years in Japan) Ph.D (partly in Japan; while working at the ministry) | n/a |
| | Ministry of Science and Technology Technological University(LoiKaw), Department of Technological and Promotion Cooperation | 39 | (1) Basic Buildings to be added are needed (2) Staffs to be added are needed (3) Laboratory Equipments to be added are needed | Engineering Subjects | n/a | n/a | Yes | Ph.D | n/a |
| | <u>Ministry of Science and Technology</u> Department of Technology Promotion and Coordination, University of Science and Technology | 76 | (1) Infrastructure Fulfillment (2) Training to get skillful staffs (3) Good Administration (4) Convenient Transportation (5) Supportive Budgeting System | Administrative functions | n/a | n/a | Yes | Ph.D(3 years in Japan) | n/a |
| | <u>Ministry of Science and Technology</u> Department of Advanced Science & Technology, Computer University of Myitkyina | 20 | (1) There is no territory in area of the University of Computer Studies, Myitkyina is transferred to Technical High School. (2) There are no enough rooms for lecture if CESTD Project form C-DAC (India) is opened in this Campus. (3) There is no enough for teaching Staff and Administrative staff. (4) Experienced teachers less for teaching and research. (5) There is no enough for electricity for teaching and practical periods. | n/a | n/a | n/a | Yes | Master+Ph.D Ph.D | JDS is supported project to raise human resource of Myanmar. |
| Ministry of Home Affairs | <u>Ministry of Home Affairs</u> General Administration Dept | 1320 | (1) Need to upgrade capacity Development for Staff (2) Need to have more international experiences for Staff | Public Policy / Administration | Law | International Relations | No | No preference | Number of Slots should be increased for JDS programs |

| New organization | Old Organization | Permanent Staff | Top five (5) prioritized Development Issues | Top three (3) Field of Study wish to dispatch | | | Needs for Ph.D program | Types of Ph.D program | Comment/ Suggestions for Request for JDS Project |
|----------------------------|--|-----------------|---|---|--|--|------------------------|-----------------------|--|
| | | | | 1 | 2 | 3 | | | |
| Ministry of Home Affairs | Ministry of Home Affairs Bureau of Special Investigation | 320 | (1) Human Resources Development (2) Legal Affairs (3) International Relations (4) English Proficiency (5) On the Job Training | Economics/Business Administration | International Relations | Law | Yes | Master + Ph.D | n/a |
| | Ministry of Home Affairs Myanmar Police Force | 3202 | n/a | n/a | n/a | n/a | Yes | No preference | To allocate some slot in the field of Law enforcement, Rules of Law for MPF |
| | Ministry of Home Affairs Fire Services Department | 203 | (1) Requirement of the Technical Development (2) Shortage of faculties (3) Weakness to abide the fire safety instructions by the public (4) being unstipulated the Fire Safety Code of Practices (5) Weakness in doing research | Disaster Risk Management | Information and Communication Technology (ICT) | International Relations | Yes | Master + Ph.D | To be effective and successful of the disaster management of Fire Services Department, we would like to join disaster risk management in JDS programme. |
| Ministry of Defense | Ministry of Defense | n/a | (1) System development for security of intellectual property rights (2) Development of Information Technology for data information Security (3) Human Resource development for professional skill (4) Technical Support and investment for technological Research (5) Requirement to be more cooperation and in the education programme of international organization for exchange of technology and data information | Law | International Relations | Information and Communication Technology (ICT) | Yes | Ph.D | Truly appreciate to receive annual allocation of scholarships for the Defense Services. |
| Ministry of Border Affairs | Ministry of Border Affairs | 786 | (1) Weakness in making the plan in line with international standards (2) Weakness in English and so that we have some difficulties in studying the rural development subjects (3) Weakness in utilization of information and communication technologies (4) Difficulties in collecting the good qualities data to get in time (5) Be short of Human resources development | Agricultural and Rural Development | Public Policy / Administration | Information and Communication Technology (ICT) | Yes | Ph.D | (1) Among the subject of scholarship/training programs, rural development program should be focused only with the theories rather than technical concerns. (2) Preferably, the ministry expects to get opportunity for English Language Scholarship Program |
| Ministry of Information | Ministry of Information | 238 | (1) Technical Changes (2) Code of Ethics (3) Training Needs (4) Human Resources (5) Management Structure | n/a | International Relations | n/a | Yes | Ph.D | We would like to request : (1) Media law , IP law related subjects (2) Journalism Bachelor Course (3) Broadcasting business Model (Marketing) Course |

| New organization | Old Organization | Permanent Staff | Top five (5) prioritized Development Issues | Top three (3) Field of Study wish to dispatch | | | Needs for Ph.D program | Types of Ph.D program | Comment/ Suggestions for Request for JDS Project |
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| | | | | 1 | 2 | 3 | | | |
| Ministry of Religious and Culture Affairs | Ministry of Culture | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Ministry of Religious Affairs | 364 | n/a | Public Policy / Administration | International Relations | Law | Yes | Master + Ph.D | MORA would like to make a request to grant scholarships directly to the Ministry for the studies mentioned in paragraph 2.5 since the officials from the ministry have never received the JDS scholarship, even through Myanmar Oversea Scholarships Scrutinizing Committee allocated scholarships for twice, we have not achieved scholarships. |
| Ministry of Agriculture, Livestock and Irrigation | Ministry of Agriculture and Irrigation Agricultural Mechanization Department | 362 | System development for security of intellectual property rights. (1) Requirement of Agricultural Engineers. (2) Requirement of technology on Farm Matching Testing (3) Requirement of technology on Research and Development of farm machinery (4) Requirement of technology on Maintenance and Repair of advanced farm machinery (5) Requirement of advanced technology on land consolidation | Agricultural Engineering Mechanization (Agricultural and Rural Development) | Tractor and Farm Power Engineering (Agricultural and Rural Development) | Field Machineries and Implements Engineering (Agricultural and Rural Development) | Yes | Master + Ph.D | As JDS post graduate program is good at objective and sound selection system, proposed post graduate course (field of study) are requested to allow |
| | Ministry of Agriculture and Irrigation Yezin Agricultural University | 17 | (1) Language skills (2) Training for high technology (3) Doing research skills | n/a | n/a | n/a | Yes | Ph.D | There are many teachers who do not get Ph.D degree in Yezin Agricultural University. They should be trained to agriculture Ph.D degree for their carrier and organization. And so, nes Ph.D program is very suitable for the human resource development of agriculture sector of Myanmar. |
| | Ministry of Agriculture and Irrigation International Relation and Agricultural Economics Section, Department of Agricultural Research | 130 | (1) Creating profitable and sustainable market (2) Developing seed industry (3) Adoption of Scientific Agricultural Practices (4) Application of Agricultural inputs efficiently (5) Encouraging agro-based industry | Agriculture and rural development | International Relations | Information and Communication Technology (ICT) | Yes | Master + Ph.D(5 years in Japan) Ph.D (3 years in Japan) Ph.D (partly in Japan; while working at the ministry) | Need more development program on Agricultural research and policy development |
| | Ministry of Agriculture and Irrigation Department of Agriculture (Industrial Crops) Planning Division | 524 | (1) Delay in process of working activities due to poor infrastructure in Human Resource Development Sector (2) Not able to gain fully advantages in research activities due to poor soft ware and hard ware in Agricultural research sector (3) To upgrade the staff's ability (4) Poor conducting workshops and trainings to transfer the research findings to extension workers | Master of Science | Master of Environmental Science | Master of Science in Information System | Yes | Master + Ph.D Ph.D | should be considered in age limitation, under (45) years (or) post graduate program for Myanmar student promote to assist the long term and short term training |

| New organization | Old Organization | Permanent Staff | Top five (5) prioritized Development Issues | Top three (3) Field of Study wish to dispatch | | | Needs for Ph.D program | Types of Ph.D program | Comment/ Suggestions for Request for JDS Project |
|---|---|-----------------|---|---|-----------------------------------|--|------------------------|--|--|
| | | | | 1 | 2 | 3 | | | |
| Ministry of Agriculture, Livestock and Irrigation | Ministry of Agriculture and Irrigation Project Planning, Monitoring and Evaluation Division, Department of Agriculture | 1072 | (1) Seed Industry development (2) System development for security of intellectual property rights (3) Post Harvest technology development (4) Plant Biotechnology development (5) Environment Friendly Sustainable agriculture development | Agriculture and rural development | Disaster Risk Management | Education Development Planning | Yes | Ph.D (3 years in Japan) Ph.D (partly in Japan; while working at the ministry) | n/a |
| | Ministry of Agriculture and Irrigation Administration Department, Myanmar Agricultural Development Bank | 224 | System development for security of intellectual property rights. (1) Luck of Sources of fund (2) Luck of saving (3) LUCK of sufficient staff (4) To Gear-up capacity building of the staff (5) Lick of modern IT technology | Economics/ Business Administration | Public Policy / Administration | Information and Communication Technology (ICT) | Yes | Ph.D | We need assistance from JDS Program for Human Resource Development of Our Bank |
| | Ministry of Agriculture and Irrigation Survey and Mapping Division, Department Of Agricultural Land Management and Statistics | 353 | (1) To gear-up capacity building of the staffs (2) Luck of information technologies (3) Luck of international relation experience (4) Luck of budget (5) Luck of modern technologies | Agricultural and Rural Development | Economics/Business Administration | Information and Communication Technology (ICT) | Yes | Master + Ph.D | Need assistance and help for human resource development |
| | Ministry of Agriculture and Irrigation Administration & Planning(Water Resources Utilization Department), Government | 331 | (1) River bank unstabilities (Bank erosions, Sand dunes formation, etc..) (2) Insufficient electricity (3) Insufficient technology and facility for Monitoring of ground water balance (4) Need effective ground water law (5) Need of human resources especially in irrigation technology | Agriculture, Irrigation and Rural Development | Disaster Risk Management | Economic and Project Planning | Yes | Master + Ph.D | n/a |
| | Ministry of Agriculture and Irrigation Irrigation Department, Government | 830 | (1) Aware and encourage the rural people to comply with irrigation tules, regulation rules, regulation and instructions. (2) Identify project area for implementation of facilities including dams, sluice gates, and embankments to protect natural disaster. (3) Capacity building for irrigation personals. (4) Support modernized technology and engineering equipments (5) Organize training for continuous improvement of innovative technologies | n/a | n/a | n/a | Yes | Ph.D | n/a |

| New organization | Old Organization | Permanent Staff | Top five (5) prioritized Development Issues | Top three (3) Field of Study wish to dispatch | | | Needs for Ph.D program | Types of Ph.D program | Comment/ Suggestions for Request for JDS Project |
|---|--|-----------------|--|---|--|---|------------------------|--|---|
| | | | | 1 | 2 | 3 | | | |
| Ministry of Agriculture, Livestock and Irrigation | Ministry of Agriculture and Irrigation International Relations, Department of Planning | 45 | (1) Weakness in formulating the agri-policy and planning (2) Insufficient skill in monitoring and evaluation of project implementation (3) Weakness in preparing project proposal (4) Weakness in English language proficiency | Agricultural and Rural Development | Disaster Risk Management | Seed Technology - Post harvest Technology | Yes | Master + Ph.D | JDS is one of the best programs for studying the different Japanese Universities which can be benefit not only to the participants for strengthening the educational and knowledge background individually but also for the country development especially the developing world to build up country's HRD. So, the request/ suggestion is to allocate more seats for master program and should include the doctoral program for agriculture sector as which is the backbone of country's economy. |
| | Ministry of Agriculture and Irrigation Survey Department | 71 | (1) Insufficient number of staff (2) Lack of adequate technicians (3) Absence of higher specific technicians for their modified subject (4) Less amount of budget allotment to provide advanced equipment (5) There is no research process to develop the departmental programs | Urban Development | Information and Communication Technology (ICT) | n/a | Yes | Master + Ph.D | We would like to request two candidates should be selected as JDS participant every year to upgrade our department |
| | Ministry of Livestock, Fisheries and Rural Development | 1754 | (1) Human Resource (2) Budget (3) Quality assurances (4) Technology (5) Weak of Training | Veterinary Sciences | Animal Sciences | Human Resources | Yes | Ph.D (3 years in Japan) Ph.D (partly in Japan; while working at the ministry) | To increase the number of scholarship awards related with livestock technology and animal husbandry |
| | Ministry of Cooperatives | 758 | (1) Human Resource Development (2) Upgrade IT Sector (3) Research and Development (4) Upgrade Co-operative Universities, Colleges and Schools (5) Upgrade Co-operative Societies | Economics/Business Administration | International Relations | Public Policy / Administration | Yes | Ph.D | JDS scholarships may be allocated to Ministries |
| Ministry of Transport and Communication | Ministry of Transport Myanmar Mercantile Marine College | 51 | (1)Very difficult to recruit qualified instructors , certificate of competency holder with sea service, (2) requiring staff for nautical and marine engineer departments who are capable for IT works (3)Weak in management skill. (4)Need more training regarding maritime education and training (5)To train some staff for shipping management since to involve in business related to shipping industry in future. | Business management | Disaster Risk management | Maritime Transportation management | Yes | Ph.D | n/a |
| | Ministry of Transport Myanmar Maritime University | 132 | (1) Transportation (2) Information and Communication (3) Teaching Materials (4) Infrastructure (5) Budget | Maritime of Engineering (Transportation) | Master of Engineering (Electric Power) | Master of Environmental Science | n/a | n/a | n/a |
| | Ministry of Transport Myanma Shipyards | 35 | (1) Lack of modern technology transfer (2) Basic technical training for new recruitment | Economics/Business Administration | Information & Communication Technology (ICT) | Disaster Risk Management | Yes | Ph.D | no more comments / suggestion / advice on that matter |

| New organization | Old Organization | Permanent Staff | Top five (5) prioritized Development Issues | Top three (3) Field of Study wish to dispatch | | | Needs for Ph.D program | Types of Ph.D program | Comment/ Suggestions for Request for JDS Project |
|---|---|-----------------|---|--|--|---|------------------------|---|---|
| | | | | 1 | 2 | 3 | | | |
| Ministry of Transport and Communication | Ministry of Transport administration Department, Myanmar National Airlines | 152 | (1) Language (English) (2) IT Knowledge (3) International Experience (4) Marketing Experience (5) Software using Experience | Economics/Business Administration | Information & Communication Technology (ICT) | Transportation / Traffic | n/a | n/a | No.Comment of Suggestion |
| | Ministry of Transport Inland Water Transport | 130 | (1) Human Resource Development (2) Technology & Instrumental Development (3) Financial Supports (4) No keep and control of movies commodities. (5) To be expert ship handling. (6) To be expert ship control and keep instrument. | The course of Marine Knowledge | The course of Ship building | The course Port and Transportation Management | Yes | Ph.D | n/a |
| | Ministry of Transport MyanmaPort Authority | 207 | (1) Lack of modern technology transfer (2) Basic technical training for new recruitment | Economics/Business Administration | International Relations | Information & Communication Technology (ICT) | Yes | Ph.D | no more comments / suggestion / advice on that matter |
| | Ministry of Transport Department of Meteorology and Hydrology | 143 | (1) Human Resource Development (2) Technology Development (3) Instrumental Development (4) Financial Supports (5) Basics Constructions Development | DM (Meteorology, Hydrology, Seismology) | ICT | Management | Yes | Master + Ph.D Ph.D (3 years in Japan) Ph.D (partly in Japan; while working at the ministry) | More sharing for the scholarships. |
| | Ministry of Transport Department of Water Resource and Irrigation Development | 171 | (1) System development problem for safety of knowledge grab opportunity (2) Problem for requirement of staff's ability enhancement (3) Problem for requirement of technology to enhance. (4) Problem for requirement of international experience | Disaster Risk Management (Master of Law) | Law (Master of Laws) | n/a | Yes | Ph.D | n/a |
| | Ministry of Transport Legal and Technical Standard Division | 105 | (1) Capacity building (2) Infrastructure shortage (3) Financial Constraint (4) Technical shortage (5) insufficient of expert | n/a | n/a | n/a | Yes | Ph.D (3 years in Japan) Ph.D (partly in Japan; while working at the ministry) | We believe that JDS project would be a beneficial project for our country |
| | Ministry of Transport Department of Civil Aviation | 210 | (1) Less knowledge and ability in IT field (2) Can not create applied process in relative technology field | Information and Communication Technology (ICT) | Transportation/Traffic | Education Development Planning | n/a | n/a | n/a |
| | Ministry of Transport Permanent Secretary Office | 40 | (1) No enough soft and hard Infrastructure (2) Budget limitation (3) Language barrier (4) No enough technical expert for transport (5) Less Legal expert | Economics/Business Administration | Information and Communication Technology (ICT) | Transportation / Traffic | Yes | Master Ph.D | n/a |

| New organization | Old Organization | Permanent Staff | Top five (5) prioritized Development Issues | Top three (3) Field of Study wish to dispatch | | | Needs for Ph.D program | Types of Ph.D program | Comment/ Suggestions for Request for JDS Project |
|--|---|-----------------|--|--|--|--|------------------------|---|---|
| | | | | 1 | 2 | 3 | | | |
| Ministry of Transport and Communication | Ministry of Communications and Information Technology | 18 | Development Issues: (1) Human Resource Development (2) Technology Development (3) Budget (4) Strategic Plan (5) Consultant | Information and Communication Technology (ICT) | Public Policy / Administration | Law | Yes | Ph.D | n/a |
| | Ministry of Rail Transportation | 706 | (1) Difficulty to raise price fares in spite of rising fuel prices. (2) Insufficient funds to maintain existing assets. (3) Difficulty for proper maintenance caused by low number of skilled labour power, which in turn is caused by low monthly salary. (4) Lack of a master plan for current and future demands of passenger and freight transportation for region wise and also for the whole country for the socio economic development system. (5) Lack of technicians in the fields of Transportation Management, Traffic Engineering and in Transport Economy. | Transportation/ Traffic | Economics/Business Administration | Information and Communication Technology (ICT) | Yes | Ph.D | Ministry of Rail Transportation would like to request to get more chance to dispatch the candidates. Because capacity development of the human resource is the most important factor for the development process of our country. |
| Ministry of Natural Resources and Environmental Conservation | Ministry of Environmental Conservation and Forestry Environmental Conservation Department | 90 | (1) Capacity building (2) Advanced technology, work experience and knowledge and Finance (3) Policy and Legal requirements and enforcement (4) Communication and collaboration with relevant instituting (5) Public Participant | Agricultural and Rural Development - Master of Environmental Sciences | Disaster Risk Management - Master of Laws | Urban Development Planning - Master of International Cooperation Studies | Yes | Master+Ph.D(5 years in Japan) Ph.D(3 years in Japan) Ph.D(partly in Japan; while working at the ministry) | n/a |
| | Ministry of Environmental Conservation and Forestry University of Forestry, YeZin | 38 | (1) Limitation of Human Resource (both quality and quantity) (2) Limitation of Teaching programs (3) In Sufficient Teaching Facilities (4) Weakness in structural Organization | Life and Environment sciences | n/a | n/a | Yes | Master + Ph.D Ph.D | n/a |
| | Ministry of Environmental Conservation and Forestry Planning Division, Headquarters, Dry Zone Greening Department | 105 | (1) To establish more successful forest plantation, advanced techniques of nursery practice, establishment of forest plantation with site matched native species, long term strategy for protection and conservation of forest plantation should be developed and enough budget for establishing plantation are required (2) Enough allocation of budget for distribution of energy efficient stove for fuel wood substitution to local people; thereby deforestation rate would be prevented. More research on energy efficient stove is needed (3) Conducting scientific research for conservation of soil and watershed (4) Extension program and campaign for local people to enhance their awareness on environmental conservation and planting trees (5) Requirement of people participation in carrying out the activities of environmental conservation, planting and protection of forest and forest plantation | Environmental Conservation and forestry sciences (Master of Environmental Science) | Disaster Risk Management (Master of International Studies) | Bioresource and Bioenvironmental Sciences | Yes | Master + Ph.D Ph.D | JDS project should allow the candidate to select their own professor. In addition, JDS project should provide to study the environmental and forestry sciences especially for Myanmar which is facing many environmental and deforestation problems |

| New organization | Old Organization | Permanent Staff | Top five (5) prioritized Development Issues | Top three (3) Field of Study wish to dispatch | | | Needs for Ph.D program | Types of Ph.D program | Comment/ Suggestions for Request for JDS Project |
|--|--|-----------------|--|---|--|---|------------------------|-----------------------|--|
| | | | | 1 | 2 | 3 | | | |
| Ministry of Natural Resources and Environmental Conservation | <u>Ministry of Environmental Conservation and Forestry</u> Training and Research Development Division, Forest Department | 447 | (1) Institutional Capacity (2) Information and Communication Technology Development (3) Field Level Forestry Extension (4) Disease and Pest Management in Forestry (5) Research & Development | Forest est Management | Silviculture | Natural Resource Management, Forest Utilization, Social Forestry, RS&GIS, Watershed Management, Coastal Area Management | Yes | Master + Ph.D | (1) The JDS project should have the program for bridging the Master to Doctoral study program continuously if the Master candidates are qualified enough to continue Ph.D study. (2) The selection process takes so much time |
| | <u>Ministry of Environmental Conservation and Forestry</u> Planning & Statistics, Myanmar Timber Enterprise (MTE) | 879 | (1) Capacity Building (2) Technical Support for Woodbased Industry Sector (3) Needs of Knowledgeable Workers (4) Lack of Public Awareness (5) Budget | Economics / Business Administration | Public Policy / Administration | Information and Communication Technology (ICT) | Yes | Master + Ph.D | (1) Many bachelors (Forestry & another fields) in MTE (2) To improve their capacity building, they should get chance to involve JDS project offered by Japan |
| | <u>Ministry of Mines</u> Mineral Development Division, Department of Mines | 67 | (1) Lack of Technical Knowledge , advance technique and equipments. (2) Environmental impact Mine Safety and Health (3) Local Community participation. (4) Lack of Monitoring & Inspection (5) Taxation is not comply with International Practice. | Environmental Engineering | Geological , Metallurgical and Mining and other engineering subjects | Mine Safety and Related subjects. | Yes | Master+Ph.D Ph.D | This is a Perfect Project. |
| | <u>Ministry of Mines</u> Myanmar Pearl Enterprise | 61 | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | <u>Ministry of Mines</u> Myanmar Gems Enterprise | 133 | n/a | Disaster Risk Management | Economics/Business Administration | Environmental Conservation | n/a | n/a | n/a |
| | <u>Ministry of Mines</u> Department of Geological Survey and Mineral Exploration | 196 | (1) Procedures overweight in the application of mineral exploration proposed by foreign and local companies. (2) Further study is required for the Human Resources Developments. (3) Training is also required in technical knowledge for the capacity building of the staffs. (4) To establish e-government system smoothly. (5) Database building using Geographic Information System. (GIS) | Economic Geology, Geology, Geochemistry, Geophysics | Geochemist | Geo-hazard | n/a | n/a | n/a |
| | <u>Ministry of Mines</u> No(1)Mining Enterprise | 107 | (1) Low production and high losses of mineral resources due to the lock of advanced mining technology (2) Labor safety issues (3) Environmental issues (4) Social issues | Mining Engineering | Metallurgical Engineering | Geology | Yes | Master + Ph.D | We would request that JDS scholarship awards are also shared to the Ministry of Mines to develop human resources of the Ministry and to promote mining sector of Myanmar. |

| New organization | Old Organization | Permanent Staff | Top five (5) prioritized Development Issues | Top three (3) Field of Study wish to dispatch | | | Needs for Ph.D program | Types of Ph.D program | Comment/ Suggestions for Request for JDS Project |
|--|---|-----------------|--|---|--------------------------------|--|------------------------|---|--|
| | | | | 1 | 2 | 3 | | | |
| Ministry of Natural Resources and Environmental Conservation | <u>Ministry of Mines</u> No(2)Mining Enterprise | 158 | (1) Environmental degradation due to mining projects. (2)Occurrence health problems due to mining projects (3)Occurrence socio economic problems due to mining projects. (4) ME.2 does not operate the mining project s State Owned Enterprises, and only operates as Joint Venture with private compares. So ME.2 needs experts to inspect mining projects | Agricultural and Rural Development (Master of Environmental Sciences) | Earth/ Geo science Engineering | Economics/ Business Administration (Master of Business Administration) | Yes | Master + Ph.D | To minimize the impacts due to mining operations to implement the mine closing and reclamation program, ME.2 needs the experts on environmental moreover, reducing the mineral losses, needing the mining and metallurgy engineers. That why ME.2 request a favor to concern this requirement. |
| Ministry of Labour, Immigration and Population | Ministry of Labour, Employment and Social Security | 794 | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Ministry of Immigration and Population | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Ministry of Industry | Ministry of Industry | 2719 | (1) Policy Development for Industrial Sector (2) Development for Industrial Intelligence (3) Development of ToT Programs for Industrial Sector (4) Development for awareness of global supply chain system (5) Development of PPP System for Industrial Sector | Master of Engineering | Master of Economics | Master of Business Administration(MBA) | Yes | Master+Ph.D Ph.D | n/a |
| Ministry of Commerce | Ministry of Commerce | 571 | (1)Technology advancement problem concerned with consumer protection (2)Human resource shortage problem regarding consumer protection (3)Fewer utilization of technology (4)Lower capability of the personnel's innovation (5) Weak in reading of knowledgeable literature concerning the operation of department | Economics/Business Administration | Law | International Relations | n/a | n/a | Prefer to have more quotas for scholarships |
| Ministry of Health | <u>Ministry of Health</u> Planning Division, Department of Medical Care | 8451 | (1) Inadequate health workforce (2) Lessen chance of development in intellectual skill (3) Less of working environment safety and career development safety (4) Less of foreign training supported by government (5) Less of support for modern techniques and information technology | Patient Safety | Health Social Science | Health Service Management | Yes | Master + Ph.D Ph.D (3 years in Japan) Ph.D (partly in Japan; while working at the ministry) | n/a |
| | <u>Ministry of Health</u> Department of Public Health, Planning Division, Nay Pyi Taw, | 811 | (1) Appointed Professionals less than 50% (2) No established high technology ICT (3) Need to Strengthen Human Resources Plan | n/a | n/a | n/a | Yes | Master + Ph.D | n/a |

| New organization | Old Organization | Permanent Staff | Top five (5) prioritized Development Issues | Top three (3) Field of Study wish to dispatch | | | Needs for Ph.D program | Types of Ph.D program | Comment/ Suggestions for Request for JDS Project |
|----------------------------------|---|-----------------|---|---|--|---|------------------------|--|---|
| | | | | 1 | 2 | 3 | | | |
| Ministry of Health | Ministry of Health Department of Food and Drug Administration | 117 | (1)Capacity building & technical support for Medical Device & Cosmetic Regulation.To train the new staff for on Job training.(Human Resource Development). (2)To organize and install the Computerized system for process & record.(Technical Development). (3)Infrastructure Development. (4)Equipment and Instrument. (5) Collaboration and Co-ordination of regional and international networking. | Regulatory of Pharmaceuticals ,Food and Drug Safety , Master of Public Health | Inspection Practice of Pharmaceuticals , Master of Pharmacy Cosmetic and medical device safety | Pharmacovigilance, Master of Public Policy, Upgrading of Analytical Quality Control Laboratory in FDA | Yes | Master + Ph.D Ph.D (3 years in Japan) Ph.D (partly in Japan; while working at the ministry) | n/a |
| | Ministry of Health Department of Traditional Medicine | 269 | (1) Development for great leaders and skilled technicians (2) Succession crisis, Synergistic combination (3) Weakness of English proficiency (4) Creation power, innovation capacity and flexibility in organization (5) Development for IPR for TK/TM | Health Administration/ policy (research management related to quality, safety and efficacy of traditional medicine) | International relations (ICT, software development for administration and finance section) | Agricultural and rural development for good agriculture and collection practice for medicinal plants | Yes | Ph.D (3 years in Japan) Ph.D (partly in Japan; while working at the ministry) | To support master and PhD programs of relevant sectors for Department of Traditional Medicine |
| | Ministry of Health Department of Health Professional Resource Development and Management | 2211 | (1)Requirement of human resources for health (2)Requirement of information and communication technology (3)Requirement of infrastructure (4)Requirement of learning and teaching aids | Health Administration | Public Health | Health care financing and health economic | Yes | Ph.D (3 years in Japan) Ph.D (partly in Japan; while working at the ministry) | PhD program online courses are more suitable for government staff |
| Ministry of Planning and Finance | Ministry of National Planning and Economic Development Planning Department | 911 | (1) Human Resource Management and Development Gap (2) Institutional Strengthened Mechanism (3) IT Development and Capacity (4) Management (5) Technical development | Development Economics and Finance | Public Policy | Public Administration | Yes | Ph.D (3 years in Japan) Ph.D (partly in Japan; while working at the ministry) | I would like to request the organization to create learning environment study for JDS |
| | Ministry of National Planning and Economic Development Central Statistical Organization (CSO), Survey Section | 114 | (1) System development for security of intellectual property rights (2) To effectively gain in Statistical assistance (3) To apply the methodology and knowledge gained from the training (4) To train the effectively resources for human resources development (5) To apply the administrative management | Economics | Public management/ Policy or regional development | Economic Development | Yes | Master + Ph.D Ph.D | Request for JDS that to train not only for master degree but also Ph.D |
| | Ministry of National Planning and Economic Development Directorate of Investment and Company Administration | 172 | (1) Weakness in Capacity (2) Weakness in Apply Technology (3) Language Barrier (4) Less of skilled officials in the field of Economic and Legal (5) Weakness in International Relation | Economics/ Business Administration | Public Policy / Administration | Law | Yes | Master + Ph.D | The project can promote for the development of human resources if it can arrange more scholarship for young officials |

| New organization | Old Organization | Permanent Staff | Top five (5) prioritized Development Issues | Top three (3) Field of Study wish to dispatch | | | Needs for Ph.D program | Types of Ph.D program | Comment/ Suggestions for Request for JDS Project |
|---|---|-----------------|---|---|-----------------------------------|--|------------------------|-----------------------|---|
| | | | | 1 | 2 | 3 | | | |
| Ministry of Planning and Finance | Ministry of Finance | 2465 | n/a | Public Policy / Administration | Economics/Business Administration | International Relations | Yes | Ph.D | It may be better to get more JDS scholarships yearly. If we Ministry of Finance is offered the scholarships concerned with other related study fields besides economics, not only the economic-graduated officials but also the not economic-graduated officials can get more chances to study their interested fields. |
| Ministry of Construction | Ministry of Construction | 1461 | n/a | Transportation / Traffic | Urban Development | Electric Power Energy / Disaster Risk Management | Yes | Master + Ph.D Ph.D | In (2016-2017)Academic year, we have three fields of study but Moc would like to get more opportunities such as Electric power Energy, Disaster Risk Management, Public Policy Administration. |
| Ministry of Social Welfare, Relief and Resettlement | Ministry of Social Welfare, Relief and Resettlement | 192 | (1) Welfare Service Development for the key areas; Early Childhood Care, Early Childhood Intervention, Care and Rehabilitation for children in special needs, Women Empowerment, Elderly Care and Trafficked Persons (2) Case Management System Development (3) Information Management System Development | Educational Planning/ Development | Public Policy/ Administration | Laws | Yes | Master+Ph.D Ph.D | n/a |
| Ministry of Hotels and Tourism | Ministry of Hotels and Tourism | 215 | n/a | Economics/Business Administration | International Relations | Information and Communication Technology (ICT) | Yes | Ph.D | It is better to receive Master Degree and Ph.D program directly related to the field of Hospitality and Tourism for Ministry of Hotels and Tourism. |
| Union Attorney General's Office | Union Attorney General's Office | 822 | (1) System development for the sustainable training and research for various laws. (2) System development for the capacity building for all law officers. (3) Fostering system for law officers to participate in or learn in various international laws at abroad. (4) ICT improvement system to maintain the data collection of cases with smoothly and safely. (5) Innovative system to create the modernized legal environment. | Law | Law | Law | Yes | Master + Ph.D | To extend the offering amount of candidates. |
| Supreme Court of the Union | Supreme Court of the Union | 937 | - Protect Public Access to Justice - Promote Public Awareness - Enhance Judicial Independence and Accountability - Maintain Commitment to Ensuring Equality, Fairness and Integrity of the Judiciary - Strengthen Efficiency and Timeliness of Case Processing | Law | Public Policy / Administration | Disaster Risk Management | n/a | n/a | n/a |
| Union Civil Service Board | Union Civil Service Board | 285 | (1) Recruitment and selection of well qualified persons in the right jobs (2) Fundamental needs and aids to enhance capacity development of the trainers (3) Awareness of Civil Service Personnel Law, Rules and Regulations (4) Training aids and needs in line with the international standards to facilitate training courses (5) Effective e-government system for the training courses | Master of Public Administration (MPA) | Master of Public Policy (MPP) | Master of Business Administration (MBA) | Yes | Master+Ph.D Ph.D | Pursuant to the prime duty of the UCSB that has been mentioned above, the allocation of the seat for the JDS scholarship programme should be extended for the UCSB in future it ensures to enhance the capacity of trainers to nurture the civil servants to become efficient, reliable and entrusted ones by people. |

| New organization | Old Organization | Permanent Staff | Top five (5) prioritized Development Issues | Top three (3) Field of Study wish to dispatch | | | Needs for Ph.D program | Types of Ph.D program | Comment/ Suggestions for Request for JDS Project |
|--------------------------------------|--|-----------------|---|---|--|--|------------------------|-----------------------|---|
| | | | | 1 | 2 | 3 | | | |
| Constitutional Tribunal of the Union | Constitutional Tribunal of the Union | 39 | (1) My organization needs more international experiences because it is the time of the beginning establishment period of my organization (2) My organization has to enhance the efficiency in each level of the officers and clerical staff (3) My organization is seeking for knowledge and experience from equivalent organization | Law | Information and Communication Technology (ICT) | International Relations | Yes | Master + Ph.D | As we are beginners for Constitutional Tribunal practice, we are looking for knowledge and experience from other equivalent institutions |
| Pyithu Hluttaw | Pyithu Hluttaw Office | 143 | (1) To develop Technological Skill of Parliament Staffs (2) Sustainable development of MPs and Committees (3) For the development of Hluttaw Strategic Plan (4) For the appointment of highly competent staff (5) Heavy Legislative Agenda with new MPs in the new Hluttaw term | Law | Public Policy / Administration | International Relations | Yes | Ph.D | It is very thankful for your further such like surveys which are aimed for best results for our country and citizens, and are consistent with our parliaments. |
| Pyihtaungsu Hlutaw | Pyihtaungsu Hlutaw, Division of International Relations, Research and Technology | 67 | (1) Weak in Human Resource (2) Weak in Language Resource (3) Weak in ICT Skill | Law | IT skill | Budget | Yes | Master+Ph.D Ph.D | We are pleased to request you to allocate more JDS scholarships to our Hluttaw offices. |
| Amyotha Hluttaw | Speaker's Office, Amyotha Hluttaw | 120 | (1) Language (2) Technology Expertise (3) Institutional Knowledge | Law | International Relations | Information and Communication Technology (ICT) | Yes | Master + Ph.D | n/a |
| Central Bank | Central Bank | 196 | (1) Need to train to fulfill the individual capacity. (2) To improve the intellectual property, physical appearance, to accomplish the word in time and effectively. (3) Requirement of negotiation, innovation optimism to communicate friendly. | Master of Economics | n/a | n/a | n/a | n/a | n/a |
| Auditor General of the Union | Auditor General of the Union | 676 | (1) Being unable to appoint sufficient staff to conduct audit (2) Scarcity of skilled staff members, a few people desiring to become civil servants (3) Inadequate time limit for audit because auditors have to audit biannually according to the proposal of Union Parliament (4) Audit staff having to carry out a great deal of responsibilities. (5) Being still in need of compliance with International Accounting and Auditing Standards such as International Accounting Standards(IAS) and International Financial Reporting Standards(IFRS), International Public Sector Accounting Standards(IPSAS) and International Standards of Supreme Audit Institutions(ISSAI) | Economics/Business Administration | Information and Communication Technology (ICT) | Public Policy / Administration | Yes | Master + Ph.D | JDS Project has contributed much to the development of human resource in Myanmar by allocating JDS scholarships 15 times and brought up over 280 Master Degree holders. We hope you will be able to allocate more scholarships to Government Ministries after reviewing the answers to the questionnaire sent back by Ministries. |
| Yangon City Development Committee | Yangon City Development Committee | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Mandalay City Development Committee | Mandalay City Development Committee | 141 | (1) To train the staff to get capacity building (2) To get more public participation (3) Water Supply (4) Solid waste management (5) Housing Project | Urban Development Planning | Transportation/Traffic | Disaster Risk Management | Yes | Master+Ph.D Ph.D | For development Committee, please consider more in the field of infrastructure development programs given as water supply, solidwaste management, road & bridge construction, Urban development planning |

| New organization | Old Organization | Permanent Staff | Top five (5) prioritized Development Issues | Top three (3) Field of Study wish to dispatch | | | Needs for Ph.D program | Types of Ph.D program | Comment/ Suggestions for Request for JDS Project |
|--|--|-----------------|--|---|--------------------------------|-------------------------|------------------------|-----------------------|---|
| | | | | 1 | 2 | 3 | | | |
| Nay Pyi Taw City Development Committee | Nay Pyi Taw City Development Committee | 511 | (1) Technical development of garbage disposal and collection (2) Technical development of energy reproduction from garbage (3) Few technical training from developed countries | Urban Development Planning | Public Policy / Administration | International Relations | Yes | Master+Ph.D Ph.D | Please allocate the training programs related to the urban development and municipal works because Nay Pyi Taw Development Committee is carrying out the urban development and municipal works. |