

The Socialist Republic of Viet Nam  
Ministry of Education and Training

**Preparatory Survey  
on the Project for Human Resource  
Development Scholarship  
in the Socialist Republic of Viet Nam**

**Final Report**

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**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 has accepted 5,029 international students from a total of 18 countries since the first intake of international students in FY 2000 up to FY 2019.

Since FY 2009, the project was gradually switched to a new system as adopted by partner countries subsequently. In this 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, the target of the project is limited to civil servants who are involved in the formulation and implementation of policy in development issues.

The basic research projects conducted by JICA, “Factor Analysis Concerning Results of the JDS Projects” (FY2014) and “JDS Effect Verification” (FY2019) (hereinafter referred to as the JDS basic research), verified the effectiveness and carried out a comparative analysis of JDS in the target countries, and demonstrated the proposal of future project enforcement policies and strategies. In the FY2019 basic research, the average degree recipient rate of JDS fellows from all 13 countries surveyed was 98.7%, and the average civil servants incumbent rate was still high at about 80%. In the questionnaire for returned fellows, it showed that the pro-Japanese feelings were deepened through JDS, and the knowledge and skills acquired in Japan were sufficiently useful even after a number of years had passed since they returned to their home country. Also, the fact that the senior job position incumbent rate has increased in 9 out of 11 countries since the last basic research project confirms that the rate improvement relates to the continuity of JDS. On the other hand, based on the active cases of competition with other donors, such as Australia, South Korea and China, the future directions of JDS were proposed as follows: 1. target clarification, 2. selection strategy, 3. increasing additional value, and 4. branding.

Viet Nam has been one of the target countries since 2000, the second year from the beginning of the JDS Project, with 691 JDS participants dispatched to Japan until 2020 including the first-term JDS participants in 2001. Acceptance of JDS Fellows in fiscal year 2021 will mark the completion of sending JDS Fellows in the framework designed in 2017. 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 Viet Nam, relevant JICA programs, etc. in the formulation of the project based upon the needs

of the government of Viet Nam.

### **Objectives of the Survey**

The main objectives of the survey are as follows:

- To analyze current situation in Viet Nam and needs for human resource development, and formulate a framework for the next four batches starting in FY 2021 (dispatch in FY 2022).
- To formulate a basic plan for each priority area, based on the framework, and estimate a budget necessary for the implementation of the project.

### **Method of the Survey**

In this survey, the framework was formulated by literature review, questionnaire survey and hearing with JDS main target organizations.

- November to December 2020: Field survey
  - (1) Setting priority areas (Sub-Programs) and development issues (Components) in accordance with Japanese government's economic cooperation policy for Viet Nam and development needs of Viet Nam
  - (2) Confirming the implementation structure of the project
  - (3) Selecting accepting universities in Japan which would provide appropriate educational programs corresponding to each Sub-Program/Component
- January 2021: Drafting the basic plan for each Sub-Program/Component
- February 2021: Estimating the project scale

### **Results of the Survey**

#### **(1) Project Design**

The following table shows the JDS priority areas and key development issues and accepting universities identified on the basis of the discussion with Vietnamese government.

### The Framework of the JDS Project in Viet Nam (from JDS Fellows 2022 to 2025)

Sub program	Components	University	Graduate school (GS)	Slot
1. Promotion of Economic Growth and Strengthening of International Competitiveness	1-1 Strengthening of Market Economy System	Kobe University	GS of International Cooperation Studies	2
		International Christian University	GS of Arts and Sciences	2
		International University of Japan	GS of International Management	2
	1-2 Improving of Economic Infrastructure and Traffic Accessibility (Transportation)	Saitama University	GS of Science and Engineering	2
	1-3 Improving of Economic Infrastructure and Traffic Accessibility (Energy)	Hiroshima University	GS of Advanced Science and Engineering GS of Humanities and Social Sciences	2
	1-4 Human Resource Development for Industrial Development	Kobe University	GS of International Cooperation Studies	2
		Hiroshima University	GS of Humanities and Social Sciences	2
	1-5 Agriculture and Rural Development	Kyushu University	GS of Bioresource and Bioenvironmental Sciences	2
		University of Tokyo	GS of Agricultural and Life Sciences	2
		Tokyo University of Agriculture and Technology	GS of Agriculture	2
2. Response to Fragility	2-1 Health Care/Social Security	Nagasaki University	GS of Tropical Medicine and Global Health	4
	2-2 Responding to the Threats of Climate Change, Disaster, Environmental Destruction	University of Tsukuba	GS of Life and Environmental Sciences	4
		Kyoto University	GS of Global Environmental Studies	2
3. Strengthening of Governance	3-1 Strengthening of the Legal System	Nagoya University	GS of Law	2
		Kyushu University	GS of Law	2
		Tohoku University	GS of Law	2
	3-2 Strengthening of the Administrative Capacity	Meiji University	GS of Governance Studies	3
		Rikkyo University	GS of Business	2
		International University of Japan	GS of International Relations	2
		Ritsumeikan University	GS of International Relations	2
		International Christian University	GS of Arts and Sciences	2

## **(2) Number of Slots**

Central ministries and agencies and regional administrative agencies have suffered serious staff shortages due to the Vietnamese government's ongoing civil servant reduction policy and are in a difficult position to send their officials for long-term training to obtain degrees. The number of candidates who meet the English proficiency test score specified by the Vietnamese government to study abroad has been falling year after year. Furthermore, many officials of the target organizations have already obtained a master's degree and it makes it difficult to secure outstanding candidates to whom 60 places in master's programs can be offered. In light of the situation, it has been decided that the next phase's intake of students should be changed to 50 from the current phase's intake of 63, in order to ensure the quality of candidates.

To allocate the intake of 50 students between master's programs and doctoral programs, the Vietnamese government requested an increase in the intake of doctoral degree students. The higher need for doctoral programs from the target organizations was also confirmed in the preliminary survey. Therefore, it has been agreed with the Vietnamese government that the intake of master's degree students will be decreased by 15 from 60 to 45 whereas the intake of doctoral degree students will be increased by two from three to five.

## **(3) Target Organization**

The limitation on target organization has not been introduced to Viet Nam JDS and government employees who satisfy the eligibility can apply for all components. Nevertheless, potential target organizations that are encouraged to apply are set for each component as part of the strategic recruitment activities.

Public employees include not only employees of public administration agencies but also those of research and educational institutes under the central ministries and agencies and the People's Committee, Socio-Political organization, and state owned enterprises<sup>1</sup> which are funded 100% by government.

Public administration agencies have been facing difficulty in dispatching their employees to long-term training in master's degree programs and other courses due to a shortage in workforce arising from the policy of reducing the number of government employees that has been implemented since 2014 by the Government of Viet Nam. During this preparatory survey, many stakeholders in the central ministries and the People's Committee expressed their preference for short-term training over long-term training.

It was confirmed that personnel transfers from these affiliated organizations to the central ministries and people's committees have been carried out, and in addition to personnel changes, both organizations are closely involved in business, and it was confirmed that the staff of affiliated

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<sup>1</sup> Some executives of state-owned enterprises are cadre or public service employees.

organizations may also contribute to policy making as civil servant in the future.

#### (4) Operating Committee

We confirmed that International Cooperation Department of the Ministry of Education and Training (MOET) will continue to be the chairperson and the Ministry of Planning and Investment (MPI) be the member representing Viet Nam. Although the MPI has not been able to attend the Operating Committee meeting at all due to its busy schedule in the current phase, the intention of the MPI was confirmed for the continuation of the Operating Committee in the next phase.

Although Japan suggested including the Ministry of Foreign Affairs (MOFA) as a new committee member for Viet Nam in order to strengthen the diplomatic relationship between Viet Nam and Japan, the MOET was of the opinion that the need for the MOFA's involvement in the JDS program was low and showed concern that the burden of coordinating operating procedures and other matters would increase if the Ministry was included. Accordingly, we decided to judge whether or not to add the MOFA based on an interview with the Ministry.

#### Operating Committee Member

Country	Role	Member
Viet Nam Side	Chair	International Cooperation Department, Ministry of Education and Training
	Member	Ministry of Planning and Investment
	Member	Ministry of Foreign Affairs (tentative)
Japan Side	Vice-Chair	JICA Viet Nam Office
	Member	Embassy of Japan in Viet Nam

#### (5) Evaluation of Relevance of the JDS Project

An analysis of the compatibility of the JDS Project with Viet Nam's development plans was carried out based on these development plans and the current state and issues of said sector. The focus area for aid in the next phase of the JDS Project in Viet Nam will be positioned as a contribution to priority policies in the Vietnamese government's *Socio-economic Development Strategy 2021-2030*.

In addition, Japan's Development Plan for Viet Nam Projects, dated December 2017, has "Comprehensively support Vietnam's sustainable growth by enhancing its international competitiveness, overcome its vulnerabilities, and build a fair society and country, based on the country's socio-economic development strategies and plans." as one of its major goals, divides aid priority fields into "Growth and strengthening competitiveness", "Dealing with vulnerabilities (support for the negative aspects of growth)" and "Strengthening of governance". Development issues and cooperation programs are formulated based on each of these priority fields. This project is positioned as the development and training of core personnel such as regulatory agencies in charge of each of the fields in order to deal with the various development issues, and is in line with both Japan's and JICA's policies on cooperation.

## **2. Recommendations**

### **(1) Implementation of JDS with Awareness of Diplomatic Effects**

In Viet Nam, because of its economic situation, it is approaching the phase of studying exit strategies for foreign student support projects through grant aid. Therefore it is also necessary to focus on developing human resources who can become a bridge between the two countries will be more conscious of expectations for diplomatic effects. In addition to JDS, various JICA long-term training programs are being implemented, so it is necessary to characterize that JDS is a project that is more conscious of diplomatic effects in order to differentiate and organize from other programs.

### **(2) Strategic personnel selection with awareness of formation of critical mass**

The critical mass generally refers to the "branch point where the penetration rate of products and services jumps at a stretch" in marketing. It would be possible to propose that the critical mass in JDS be defined as "20% of JDS returned fellows who have familiarity with Japan occupy the executive posts." JDS returned fellows with an understanding of Japan's standpoints and diplomatic policies will be promoted at opportunities for diplomatic negotiation between the two countries and in multinational conferences. On the other hand, Viet Nam has a large number of important posts in the government organizations, and it is not easy for JDS returned fellows to achieve a critical mass in terms of quantity. Therefore, it is necessary to aim for quality-oriented efforts to retain JDS returned fellow who have held important positions as pro-Japanese, and to increase their influence as ambassadors in Japan. For this reason, follow-up to JDS returned fellows is more important than in other countries.

### **(3) Organizations and Human Resources Targeted for Recruitment**

Viet Nam's administrative organs suffer from a serious lack of personnel due to the government's plan to reduce the number of civil servants. This survey also revealed preferences for short-term training rather than long-term training that requires long-term leave. However, there is a high need for master's and doctoral courses for subsidiary organizations, and personnel transfers from these subsidiary organizations to central government ministries or agencies or the People's Committee are common as well. At the same time, it was also confirmed that both types of organization are closely involved with each other in terms of their work. For these reasons, actively securing top-class candidates from subsidiary organizations could help improve outcomes for the JDS Project in future.

For Viet Nam in particular, Vietnamese government regulations require a minimum TOEFL score of 500 for studying abroad, so by recruiting from a wide range of target organizations, it should be possible to secure top-class potential candidates who meet the qualifications set by JDS Viet Nam, without missing anyone.

#### **(4) Points to Note on Recruitment Activities**

In order to achieve JDS objectives, obtaining excellent candidates can be a precondition. Therefore, it is important to collect more excellent applicants from main targeted organizations in the recruitment activities. To do so, by utilizing human relationships with persons in charge of JDS of the ministries and agencies which will be the target organizations and obtaining cooperation and information in the ministries, a certain effect is anticipated.

It is also important to actively communicate the benefits and advantages of the JDS Project to officials of government ministries and agencies. In Viet Nam, it is effective to appeal the advantages of JDS as compared to the Australian government scholarship project or Korean government scholarship project, which is also targeted at government officials.

#### **(5) Utilization of JICA Experts and Policy Advisors**

In the JDS Project, the cooperation of JICA experts and policy advisors is important, though at present, there is insufficient presentation of the JDS Project to these experts and advisors. Therefore, by obtaining the help of the JICA Viet Nam Office, it is proposed to hold briefings for specialists in the target ministries, and create chances to obtain cooperation for forging links with other JICA projects.

#### **(6) Implementation in collaboration with the other ODA project**

In implementing JDS as an ODA project, further collaboration with the other ODA projects is of importance from the viewpoint of Support for Development as with the other cases, not that of a scholarship program for individuals. For example, it can be linked to the expression of the synergistic effect of the entire ODA project by creating a mechanism for recommending excellent human resources to JDS among young administrative officers who have been engaged in other JICA projects, or allocating JDS returned fellows to ODA projects.

In addition, it seems possible to exchange opinions and share knowledge on effective recruitment of highly capable candidates and to make guidance on these scholarships during the course of recruitment such as JDS recruitment briefings among the persons in charge of Japan's scholarship projects such as SDGs Global Leader Program implemented by the JICA Viet Nam Office and Japan MEXT government-sponsored foreign student study program implemented by the Embassy of Japan in Viet Nam.

In order to strengthen the capacity of young administrative officials, etc. who contribute to the promotion of socioeconomic development, it is thought to be possible to increase the synergistic effect of Japan's other projects by cooperating with and supplementing the other projects, not by JDS only. With regard to a role of the implementing agent, it is important to implement JDS while being conscious of cooperation with the other ODA projects: the JICA Human Resource Development Project in Viet Nam, among others.



#### **(7) Networking, Establishment of a Follow-up Scheme and Roles of Implementing Agent**

In order to form the above-mentioned critical mass, it is necessary not only to increase the number of JDS returned fellows, but also to have "JDS returned fellows who have familiarity with Japan". For this purpose, it is necessary not only to follow up after returning to Japan, but also to raise their awareness of familiarity with Japan during the stay in Japan and to give motivation to maintain the relations with Japan even after returning to Viet Nam. The measures provided to JDS fellows during their stay in Japan and the follow-up measures after returning to Viet Nam should be considered as seamless measures.

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## LIST OF ABBREVIATIONS

Abbreviation	Description
AAS	Australia Awards Scholarships
AAV	Australia Awards Vietnam
ADB	Asian Development Bank
ADB-JSP	ADB-Japan Scholarship Program
ASEAN	The Association of Southeast Asian Nations
ASCOJA	ASEAN Council of Japan Alumni
APEC	Asia Pacific Economic Cooperation
CCOP	Central Committee of Organization and Personnel
DAAD	Der Deutsche Akademische Austauschdienst
DSP	Development Studies Program
E/N	Exchange of Note
EPOS	Development-Related Postgraduate Course
G/A	Grant Agreement
GDP	Gross Domestic Product
GNI	Gross National Income
HCMA	Ho Chi Minh National Academy of Politics
ICT	Information and Communication Technology
IDA	International Development Association
IELTS	International English Language Testing System
IIE	Institute of International Education
IMF	International Monetary Fund
IT	Information Technology
JASSO	Japan Student Services Organization
JAV	Japan Alumni of Vietnam
JDS	Project for Human Resource Development Scholarship
JICA	Japan International Cooperation Agency
JICE	Japan International Cooperation Center
JIS	Japanese Industrial Standards
JSA	Japanese Standards Association
JSN	JDS Special Network
JSPS	Japan Society for the Promotion of Science
MHI	Mitsubishi Heavy Industries, Ltd.
M/D	Minutes of Discussions
NAPA	The National Academy of Public Administration
NGO	Non Governmental Organization
ODA	Official Development Assistance
QS	Quacquarelli Symonds
SATREPS	Science and Technology Research Partnership for Sustainable Development
SDGs	Sustainable Development Goals
SNS	Social Networking Services
THE	Times Higher Education
TOEFL	Test of English as a Foreign Language
VUSAC	Vietnam-U.S. Alumni Club
WTO	World Trade Organization
YLP	Young Leader's Program

# **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 (hereinafter referred to as “JDS”) is a grant aid project conducted by Japan International Cooperation Agency (hereinafter referred to as “JICA”) that provides scholarships to international students from partner governments. It was established in fiscal year (FY) 1999 under the Japanese government’s “100,000 International Students Plan.” The purpose of the JDS Project is that “young administrative officers 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 and Ph.D. 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 5,029 international students from a total of 18 countries since the first intake of international students in FY 2000 up to FY 2020.

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 Ghana in Africa in FY 2012, to Nepal in FY 2016 and to Bhutan, Pakistan, and East Timor in FY 2019. At present, the project has 16 target countries. Indonesia left the JDS Project, which was conducted by JICA in FY 2006, when scholarships began to be coursed through the Japanese ODA loan scheme. China also has left the JDS Project with the last JDS participants from China accepted in FY 2012<sup>2</sup>. From FY 2021, it is expected to start accepting JDS fellows from Maldives, Kenya and El Salvador.

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<sup>2</sup> 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).

**Table 1 Number of JDS Fellows Dispatched (2000-2020)**

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Total
1. Uzbekistan	20	19	19	20	20	20	20	20	19	14	15	15	15	14	15	15	15	17	17	16	16	361
2. Laos	20	20	20	20	20	20	25	25	25	20	20	20	19	20	20	20	20	22	22	22	22	442
3. Cambodia	20	20	20	20	20	25	25	25	25	24	24	24	24	24	24	24	24	24	26	26	26	470
4. Vietnam	20	30	30	30	30	33	34	35	35	28	29	30	30	30	30	30	30	30	62	63	61	700
5. Mongolia	20	20	20	19	20	20	20	20	18	18	16	17	18	18	18	18	18	22	22	22	22	368
6. Bangladesh	29	19	20	20	20	20	20	20	15	15	15	15	15	15	15	25	30	30	33	33	32	426
7. Myanmar	14	19	20	20	30	30	30	30	30	22	22	22	22	22	44	44	44	48	48	48	48	605
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	20	20	20	20	21	21	21	382
10. Indonesia		30	30	30	30																	120
11. Kyrgyz								20	20	18	14	14	15	15	15	15	15	15	15	19	20	230
12. Tajikistan									3	5	5	5	5	5	5	5	5	8	8	8	13	75
13. Sri Lanka											15	15	15	15	15	15	15	15	17	17	17	171
14. Ghana													5	5	5	10	10	10	10	10	13	78
15. Nepal																	20	20	20			102
16. Timor-Leste																				8	8	16
17. Pakistan																				17	16	33
18. Bhutan																				10	10	20
Total	40	79	152	239	243	240	271	266	266	256	241	234	237	203	226	241	266	281	321	360	367	5,029

At first, intake plans for the various academic fields were made each year and human resources from both public and private sectors were accepted. Since FY 2009, the project was gradually switched to a new system as adopted by partner countries subsequently. In this 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, the target of the project is limited to civil servants who are involved in the planning and implementation of policy in development issues. This 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 area and from the same target organization and assigning them to the same accepting university. The system aims to form a “critical mass” with a group of JDS returned 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 years, 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.

### 1-1-2. Current Situation and Issues of the JDS Project

The basic research projects conducted by JICA, “Factor Analysis Concerning Results of the JDS Projects” (FY2014) and “JDS Effect Verification” (FY2019) (hereinafter referred to as the JDS basic research), verified the effectiveness and carried out a comparative analysis of JDS in the target countries<sup>3</sup>, and demonstrated the proposal of future project enforcement policies and strategies. In the FY2019 basic research, the degree recipient rate of JDS fellows was 98.7%, and

<sup>3</sup>The FY2014 basic research was conducted in 11 countries except Ghana, which was excluded because its first JDS students had only just returned to the country. The FY2019 basic research was conducted in 13 countries. East Timor, Pakistan and Bhutan were excluded because they did not have any graduated students.

the civil servants incumbent rate was still high at about 80%. In the questionnaire for returned fellows, it showed that the pro-Japanese feelings were deepened through JDS, and the knowledge and skills acquired in Japan were sufficiently useful even after a number of years had passed since they returned to their home country. Also, the fact that the senior job position incumbent rate has increased in 9 out of 11 countries since the last basic research project confirms that the rate improvement relates to the continuity of JDS. On the other hand, based on the active cases of competition with other donors, such as Australia, South Korea and China, the future directions of JDS were proposed as follows: 1. target clarification, 2. selection strategy, 3. increasing additional value, and 4. branding.

**Table 2 Recommendations from JICA Basic Research (source: JICA)**

Recommendation	Specific measure	
Target clarification	Role allocation with other JICA scholarship programs	
Selection strategy	Setting special selection capacity	
Increasing Additional Value ↓ Branding	Basic project framework	Setting 1-year course Expansion of target candidates to the middle-aged group (reduced age requirements)
	Pre-arrival program	3-month Japanese language training
	Program during study in Japan	Formation of a network with Japanese ministries and local governments Implementation of internships in government agencies, NGOs, companies, etc. Service and ceremony (VIP visit on arrival in Japan, etc.)
	Activities after returning to home country	Strengthening follow-up activities (support for alumni association networks and research activities after returning to home country, etc.) Sharing and disseminating returned fellows lists to Japan-related institutions
	Improving and strengthening public relations and promotion methods	Redesigning brochures Introducing web applications

In addition, for countries where JDS is being conducted, the number of development issues which require donors to deal with them is likely to decrease as the project continues. Therefore, JDS sets three stages of development; 1. response to development issues, 2. response to development issues and Japan's national interest, and 3. Japan's national interest. The focus of the target institution and the human resources should be shifted according to each stage. For countries that are considered ready to move to the second stage of development, the project operations need to consider diplomatic effects, including setting special selection capacities for institutions with significant economic and diplomatic value to Japan.

**Table 3 Transition in the Focus of HRD and the Targets of JDS According to the Developmental Stage of the Partner Country**

Assumed Stage of the Partner Country	A. Many development issues : The framework in line with Japan's Country Development Cooperation Policy = Current JDS program	B. Development Issues + Important Issues for Japan	C. Country of Political, Economic, and/or Diplomatic Importance (e.g., China)
Focus of Human Resources Development (HRD)	Development of core human resources in civil service who address development issues (Responding to development issues)	Development of core human resources in civil service who have influence on development issues (Development issues + Japan's national interests)	Fostering of government officials who serve as a bridge between the partner country and Japan (Expected diplomatic benefits)
Targets of JDS	<ul style="list-style-type: none"> <li>- Openly calling for applications</li> <li>- Young government officials (at government offices whose duties include policymaking and planning, as well as sectoral government offices), university faculty members</li> </ul>	<ul style="list-style-type: none"> <li>- Calling for applications only from government offices or departments whose duties include policymaking and planning</li> <li>- Introducing a smaller quota or cost-sharing between the partner country and Japan</li> <li>- Designating target organizations or departments under the Japan special quota</li> </ul>	<ul style="list-style-type: none"> <li>- Ministries, organizations, or departments agreed upon between the partner country and Japan</li> <li>- Cost-sharing agreed upon between the two countries</li> </ul>

### 1-1-3. Current Situation in JDS Viet Nam

#### (1) Establishing Assessments of JDS in Target Organizations

The Viet Nam JDS reached its twentieth anniversary in 2020. The 691 Fellows sent to study in Japan so far is the largest of all JDS target nations. With twenty years of history, awareness of the JDS is high in Viet Nam. In administrative organs which have sent relatively many Fellows to Japan, such as the Ministry of Foreign Affairs (16 Fellows), the Ministry of Finance (7 Fellows), the Ministry of Justice (11 Fellows), the State Bank of Viet Nam (9 Fellows), and the Ministry of Planning and Investment (7 Fellows)<sup>4</sup>, there are now former Fellows being promoted to management ranks, including the vice-minister level. At the Ministry of Justice in particular, the current minister, Lê Thành Long, graduated from Nagoya University, and many of his officers have also studied at universities in Japan. For these reasons, the Ministry recommends studying in Japan and the JDS is also popular.

In addition, since the first intake in 2001, about 30 Fellows a year have been sent to Japan under the JDS. However, in 2016 the Head of the Central Organizing Commission of the Communist Party, Phạm Minh Chính, requested Japanese Prime Minister Abe for cooperation with administrative reforms and human resources training. As a result, as of 2018 the hosting capacity

<sup>4</sup> Affiliated organizations are not included.

for JDS master's course students was doubled, to 60. This has allowed additional recruitment<sup>5</sup> via the Central Organizing Commission of the Communist Party of Viet Nam (CCOP). JDS Fellows selected via CCOP are considered candidates for managerial posts, with high likelihood of promotion, and can be expected to play important roles as partners for strengthening the bilateral relationship with Japan.

Some Returned JDS Fellows are utilizing their experiences studying in Japan to support cooperative bilateral programs run by Japan, contributing to strengthening the relationship between our two countries. Mr. Tran Duy Dong, from the 4th intake, has been selected as deputy secretary of the Ministry of Planning and Investment Party Congress that was convened in 2020, and subsequently was appointed Vice-Minister of the Ministry of Planning and Investment. He is the first Returned JDS Fellow from Viet Nam to reach that rank. Other Returned JDS Fellows that have careers of note are as shown in the table below.

**Table 4 Major JDS returned fellows who take active roles in Viet Nam (as of May 2021)**

Batch (arrival year)	Name	Organization	Position
Batch 1 (2001)	Mr. Giang Thanh Long	National Economics University	Associate Professor
Batch 2 (2002)	Mr. Nguyen Nhu Quynh	National Institute for Finance	Acting Vice President
Batch 3 (2003)	Mr. Chu Trung Dung	Supreme People's Court of Viet Nam	Deputy Director General
Batch 4 (2004)	Mr. Tran Duy Dong	Ministry of Planning and Investment	Vice Minister
Batch 5 (2005)	Mr. Vuong Thanh Long	Joint stock Commercial Bank for Investment and Development of Viet Nam	Head of Foreign Direct Investment Banking Department
Batch 8 (2008)	Ms. Nguyen Thi Thuy Hang	Ministry of Planning and Investment	Deputy Director General

(2) Candidates recommended by the Central Committee of Organization and Personnel (CCOP)

In 2016, Mr. Phạm Minh Chính, the head of the Central Committee of Organization and Personnel (CCOP) of the Communist Party, requested Japanese Prime Minister Abe to provide cooperation in Viet Nam's administrative reform and human resources development. Subsequently, at the Japan-Vietnam Summit Meeting held in June 2017, Mr. Abe expressed his intention to support the administrative structure reform and training of future leaders by providing training opportunities for more than 800 Vietnamese civil servants<sup>6</sup>. Following the joint statement, the number of master's degree students hosted by the JDS project, which was about 30 per year when

<sup>5</sup> Applications via the CCOP are submitted after CCOP's recommendation, but the subsequent selection process is the same as for general application candidates.

<sup>6</sup> "Joint Statement on Deepening the Japan–Viet Nam Extensive Strategic Partnership" <https://www.mofa.go.jp/mofaj/files/000262435.pdf> (June 2017)



the project first started in 2001, was doubled to 60 in 2018. Applications via the CCOP were added as a result<sup>7</sup>.

Changes in the numbers of CCOP candidates and successful CCOP candidates in the JDS project in the last four years are shown in the table below. The number of CCOP candidates has been decreasing year after year. This is not the case with CCOP candidates alone and the total number of candidates has been equally decreasing. The Vietnamese government's civil servant reduction policy is thought to have had an impact on the situation. Other possible factors behind the reduction in the number of CCOP candidates include the unavailability of English language training for JDS candidates, which was offered in 2017 when collaboration with the JDS project first started, and the imposition of more strict work experience requirements on CCOP candidates than on JDS candidates from 2019 onward. JDS Viet Nam requires candidates to have at least one year of work experience whereas the CCOP rule requires CCOP candidates recruited in 2019 and 2020 to have at least two years and three years of work experience, respectively.

**Table 5 Changes in the numbers of CCOP candidates and successful CCOP candidates**

Recruitment year	Total No. of candidates	Percentage of total successful candidates	CCOP candidates		Successful CCOP candidates	
			No. of candidates	Percentage of candidates*	No. of successful candidates	Percentage of successful candidates**
2017	182	35%	64	35%	17	27%
2018	158	39%	57	36%	17	30%
2019	113	54%	23	20%	15	65%
2020	89	Under selection	27	30%	Under selection	Under selection

\* Percentage of CCOP candidates, out of the total number of candidates

\*\* Percentage of CCOP candidates who were successful, out of the total number of CCOP candidates

The number of successful CCOP candidates has remained around 15 for the last three years and the intake of additional 30 CCOP candidates has not been reached. (Candidates for 2020 are being assessed.) However, the percentages of successful CCOP candidates out of the total number of CCOP candidates for 2017 and 2018 were both approximately 30 percent while the percentage for 2019 significantly increased to 65 percent. A contributing factor behind the rise in the success rate is said to be that university fairs were held to ensure that applicants' research projects match research fields that host universities can offer.

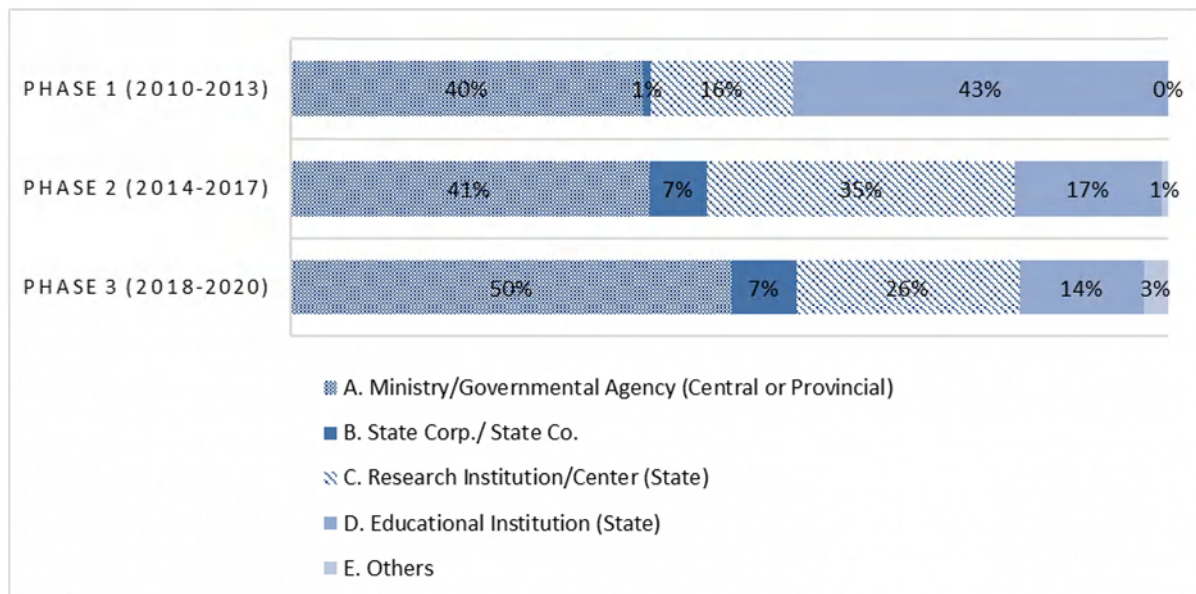
JDS fellows selected via the CCOP are considered as future management candidates with great potential for promotion. They are expected to play a vital role in strengthening Viet Nam's bilateral relationship with Japan. The first batch of 17 JDS fellows selected via the CCOP graduated in 2020. We should regularly monitor their career advancement after their return to Viet Nam and to

<sup>7</sup> To apply via the CCOP, candidates must be recommended by the CCOP, but they go through the same screening process as other candidates.

focus on follow-up actions involving former CCOP fellows.

(3) Ensuring candidates from central ministries and agencies and regional administrative agencies

The JDS project is aimed at administrative officials who are responsible for planning and implementing development policies of target countries. In Viet Nam, the JDS project is also targeted at research and educational institutions under central ministries and agencies and state-owned enterprises in addition to administrative agencies. The success rate among candidates from central ministries and agencies and regional administrative agencies has remained below 50 percent since the first phase of the new system. Of the 16 JDS target countries, there are seven countries other than Viet Nam that target non-administrative officials: Uzbekistan, Myanmar<sup>8</sup>, the Philippines, Tajikistan, East Timor, Pakistan, and the Maldives. However, no country accounts for about half, and all other countries are targeted at administrative officers.



**Figure 1 Classification of JDS Viet Nam fellows by type of organizations**

According to the findings of target organization questionnaire surveys and interviews conducted in this survey, the factors hindering central ministry and agency and regional administrative agency officials from applying for the JDS project are (1) staff shortages caused by the civil servant reduction plan promoted by the Vietnamese government, (2) their insufficient English language competence and (3) many of them having already obtained a master's degree.

<sup>8</sup> In Myanmar, non-civil servants are eligible to apply in the private sector category, which is separate from the civil service category.

The Vietnamese government has promoted the civil servant reduction policy since 2014. The number of civil servants, which was 278,000 in 2015, has been reduced to 254,000 in 2019, a reduction of around 24,000 in the last four years. At central ministries and agencies, new hiring takes place only in very limited circumstances. The Ministry of Planning and Investment has not had any new hires from the public for the last 10 years. The chronic staff shortages at administrative agencies make it difficult for potential JDS candidates to obtain permission to study abroad from their employers.

Of 15 central ministries and agencies and regional administrative agencies that were interviewed, five organizations (the Ministry of Industry and Trade, the Ministry of Agriculture and Rural Development, the Ministry of Natural Resources and Environment, the Ministry of Labour, Invalids and Social Affairs and Hanoi People's Committee) cited "officials' insufficient English language competence," which is the second hindering factor, as the reason for their reluctance. Australian Awards Scholarships provides pre-departure English language training of up to 12 months and there is a demand that the JDS project do the same. It is therefore necessary to examine the need to offer pre-departure English language training in the JDS project. The Vietnamese government specifically requires civil servants to achieve a minimum TOEFL score of 500 to study abroad. Some candidates may find it hard to reach that level if they study on their own, so we will verify the effectiveness of English language training provision in the next phase.

Three interviewee organizations (the Ministry of Industry and Trade, the Ministry of Natural Resources and Environment and the Ministry of Labour, Invalids and Social Affairs) cited "many officials having already obtained a master's degree," which is the third hindering factor, as the reason for their reluctance. Interviewee organizations that have a higher number of officials with a master's degree are the Ministry of Science and Technology (33 percent), the Ministry of Justice (22 percent), the Ministry of Home Affairs (37 percent), the State Bank of Viet Nam (28 percent) and the Ministry of Foreign Affairs (40 percent).

As explained above, JDS Viet Nam should continue to attract and secure CCOP candidates. Given the fact that about 70 percent of successful CCOP candidates were administrative officials, increasing the number of CCOP candidates can result in more administrative officials being successful in the selection process. Moreover, the CCOP has considerable influence on regional governments and some regional administrative officials have been promoted to key positions in central ministries and agencies. For this reason, we should strengthen our collaboration with the CCOP in order to secure outstanding regional administrative officials.

#### **1-1-4. Socio-Economic Situation and Situation of Higher Education**

##### **(1) Social and Economic Situation**

Viet Nam is a socialist republic located in the eastern part of the Indochina peninsula, in Southeast Asia. The eastern side of the country, which stretches a fair way north and south but is quite thin east-west, is a long coastline facing the South China Sea, while to the north it borders China and to the west it borders Laos and Cambodia. Geographically, it plays a key role in the politics and economics of Southeast Asia. The population of Viet Nam is about 92,700,000<sup>9</sup>, (as of 2016), making it the most populous in the Mekong region. Demographically, the working population is 54,560,000<sup>10</sup> (as of 2016), making it notably younger than other ASEAN member states. This means that the country has a large labor force to power its industrial development, which not only is promising for the country's further economic growth, but makes it appealing in terms of a consumer market as well.

Back in 1994, the Vietnamese government presented a mid- to long-term goal of becoming an industrialized nation by 2020. To that end, it has developed legal systems related to private enterprises, worked on privatizing state-owned enterprises, joined ASEAN (1995), signed the U.S.-Viet Nam Bilateral Trade Agreement (2001), and joined the WTO (2007). This active participation in the international market has attracted foreign capital and expanded its exports. Previously, the industrial structure was based around exporting natural resources and lightly-processed industrial products, but suffered from chronic trade deficits and economic balances in the red. However, starting in 1995 with Samsung's entry into Viet Nam, there has been a rapid increase in exports of telephones and semiconductors. As a result, in 2012 the balance of trade was in the black, as was the balance of payments.<sup>11</sup> In 2010, Viet Nam entered the ranks of lower middle income countries, and over the last few years, its economic growth has been one of the strongest among ASEAN nations.

However, the effects of COVID-19 pandemic in 2020 caused Viet Nam's real economic growth rate to only increase by 2.9% over the previous year, the lowest level in a decade. Nevertheless, Viet Nam is a successful example of a country that was able to contain COVID-19 early, and while its real economic growth rate has slowed greatly from 7.0% more than the previous year, it still stands in contrast to other major ASEAN nations, which are all expected to show negative growth. Its low wages, its closeness to China, and its active pursuit of trade agreements increase its superior position as an alternative production site to China, which have helped its rapid economic recovery in recent years<sup>12</sup>.

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<sup>9</sup> Website of Ministry of Foreign Affairs (MOFA), [http://www.mofa.go.jp/mofaj/area/Viet Nam/data.html#section1](http://www.mofa.go.jp/mofaj/area/Viet%20Nam/data.html#section1), [Accessed 2017/6/9]

<sup>10</sup> Ministry of Planning and Investment 2017. "Report on Labor Force Survey"

<sup>11</sup> Mitsubishi UFJ Research & Consulting, 2015, "Current Situation and the Prospect of Vietnamese Economy", [http://www.murc.jp/thinktank/economy/analysis/research/report\\_150220.pdf](http://www.murc.jp/thinktank/economy/analysis/research/report_150220.pdf), [Accessed 2017/6/9]

<sup>12</sup> Website of the Japan Research Institute, Limited. <https://www.jri.co.jp/page.jsp?id=38111> [Accessed 2021/4/3]

However, even before the COVID-19 pandemic, with this economic growth has come a number of problems, including delays in developing economic infrastructure such transportation and energy, environmental pollution, gaps between regions, and undeveloped health, medicine, and social welfare systems. While high-quality policies need to be formulated and implemented, the low capabilities of officials in national organs, especially administrative organs, their inefficient work, bureaucratism, and corruption are targets of criticism, and administrative reform and the development of a public official system are frequently raised issues.

## **(2) Situation of Higher Education**

The school system in Viet Nam has changed repeatedly as part of the historical changes in the country, from the time the country was a colony of France, to its division into North and South Viet Nam, the unification in 1976 and its socialist period. The Third Educational Reforms in 1981 established the framework of five years of primary education, four years of lower secondary education, and three years of higher secondary education. This 5-4-3 split, for a total of 12 years, remains today.<sup>13</sup>

Viet Nam's Education Law was first established in 1998, and revised in 2005, 2009 and 2019. Article 4 of the law states that the development of education is the highest priority of the state. In the 1998 law, only the five years of primary education were made compulsory, but in the 2005 law, this was extended to nine years. In the 2019 law, the five years of primary education were emphasized as "forced education" while five-year-old preschool children were also added to those requiring compulsory education. This has made the current total length of compulsory education ten years. Previously, those who failed the graduation exam for normal lower secondary education (upper secondary school) would be treated as having only attained lower secondary education, but now, even those who fail the exam can be issued completion certificates<sup>14</sup>.

Viet Nam's education standards are extremely high. Figures from recent years show at least 95% of people are literate, while school enrollment figures are 98.0% for primary school, 92.6% for lower secondary school, 74.3% for upper secondary school, and 28.3% for universities<sup>15</sup>. There were about 1.5 million university students in 2018–2019, and about 110,000 in master's or doctoral courses. There is a total of 237 universities in the country<sup>16</sup>. Public universities have a much greater presence than private ones. In terms of students, more than 80% go to public universities, while in terms of university numbers, more than 70% are public. There are also a lot of students studying abroad at institutions of higher education. In 2017, there were about 94,000. The most popular destination is Japan, followed by the United States<sup>17</sup>.

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<sup>13</sup> Ito Miho, 2013, Development process of higher education and transition of labour market in Viet Nam, Japan institute for labour policy and training

<sup>14</sup> JETRO Vietnam Education Industry Survey, 2021

<sup>15</sup> Capital Asset Management "Vietnam Special Report", 2019

<sup>16</sup> MOET <https://moet.gov.vn/thong-ke/Pages/thong-ke.aspx>

<sup>17</sup> JETRO "Advanced Human Resources in Viet Nam", 2020

The Law on Higher Education<sup>18</sup> took effect in 2013. It is Viet Nam's first law that is systematically applicable to its higher education. Under the law, each higher education institution is required to have a division responsible for assuring the quality of its higher education, to regularly conduct self-assessments and to receive third party assessments. University faculty staff are also required to have a master's degree. Furthermore, the law also contains the provisions relating to the globalization of higher education, such as collaborative educational programs with foreign institutions and the establishment of Vietnamese offices of foreign universities<sup>19</sup>. The delegation of fundamental authority from the Ministry of Education and Training to higher education institutions under the law has given them autonomy over their academic governance and quality assurance<sup>20</sup>.

As part of the reforms of the examination system, in 2015 the secondary school graduation exams were merged with the university entrance exams, meaning that the results of the subjects taken would determine pass or fail for both. Students taking the exams are required to sit them in three compulsory subjects and at least one elective subject for a minimum of four subjects. Of these, mathematics, Vietnamese literature, and a foreign language are compulsory, while the remaining elective can be chosen from physics, chemistry, history, or geography. The Ministry of Education and Training publicly announces the results of the exams and the minimum pass marks, and students register the university of their choice based on the passing standards issued by that university and their own exam results.<sup>21</sup>

The main scholarship projects supported by the Vietnamese government so far include "Project 322", "Project 911", and "Project 599". "Project 322" has been implemented since 2000 and is intended for study abroad in master's and doctoral programs. About 7,300 civil servants have been dispatched, but due to the financial crisis, it was finished earlier than planned in 2011. "Project 911" was started in 2010 with the aim of strengthening the national science and technology capabilities. The target is university faculty members, and the goal was to obtain a doctoral degree from 20,000 people by 2020, but the dispatch was canceled in 2017 because the target number was not achieved. "Project 599" is aimed at government employees, and was planned to be dispatched to 1800 bachelor's and master's programs by 2017, but the project was also terminated in 2018<sup>22</sup>. Currently, the Vietnamese government is considering a project to succeed these scholarship projects.

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<sup>18</sup> Law on Higher Education, No. 08/2012/QH13

<sup>19</sup> "Quality Assurance in Higher Education" 2017, National Institution for Academic Degrees and Quality Enhancement of Higher Education

<sup>20</sup> World Bank <https://www.worldbank.org/en/results/2015/06/25/strengthening-governance-financing-and-quality-of-higher-education>

<sup>21</sup> Viet Jo, "Merging the graduation exam of high school and entrance exam of university from 2015" <http://www.viet-jo.com/news/social/140911092610.html>, [Accessed 2016/11/23]

<sup>22</sup> Vu Thi Van Anh 2020, "The Reform of Education and Training Overseas Policy for Civil servants and Public Employees at Ho Chi Minh National Academy of Politics", Master's thesis of JDS2018 Fellow, Decision No. 322/2000/QĐ-TT, Decision No. 911/QĐ-TTg, Decision No. 599/QĐ-TTg

### 1-1-5. Viet Nam's Development Plan

The medium- to long-term socio-economic development plan in Viet Nam is defined by "Socio-Economic Development Strategy 2011-2020" and "Socio-Economic Development Plan 2016-2020", and the policy framework for human resource development is as shown in the figure below.



**Figure 2 Policy framework for human resource development in Viet Nam<sup>23</sup>**

"Human Resources Development Strategy 2011-2020" aims to improve the international competitiveness of Viet Nam's human resources to the same level as developed countries. On the other hand, in the "Human Resources Development Master Plan 2011-2020", it is stipulated to achieve (1) rapid increase in the ratio of trained human resources in the market, (2) comprehensive human resource development to improve quality and effectiveness in all fields, and (3) training of high quality teachers to realize them.

Other strategies in the field of higher education for human resource development include the "Education Development Strategic Plan 2011-2020" and the "Higher Education Reform Agenda 2006-2020". The "Education Development Strategic Plan 2011-2020" is a plan to develop and improve the quality of human resources (especially highly skilled and talented human resources) set as a national goal. The plan aims to fundamentally and comprehensively reform Viet Nam's education system for standardization, modernization, socialization and internationalization by 2020. On the other hand, the "Higher Education Reform Agenda 2006-2020" symbolizes the Vietnamese government's commitment to the field of higher education. It aims to improve the quality of education with the goal of improving the university enrollment rate, the number of education and master's and doctoral degrees of teachers, and so on by 2020.

<sup>23</sup> Basic Study on Human Resources Development in Vietnam, 2012, JICA

Moreover the Vietnamese government decided the 13th Session Party leadership personnel at the 13th National Congress of the Communist Party in 2021. In addition, it evaluated implementation of the Twelfth Session (2016–2020) resolutions and determined the future policies of the Party and the State. Current mid- to long-term targets are as shown below, and are aimed at making Viet Nam a member of the advanced nations by 2045<sup>24</sup>.

**Mid- to Long-term Targets**

1. By 2025 (the fiftieth anniversary of the reunion of North and South Vietnam), leave the ranks of lower middle income nations as a developing nation with modern industry.
2. By 2030 (the centennial of the founding of the Party), enter the ranks of higher middle income nations as a developing nation with modern industry.
3. By 2045 (the centennial of the nation's founding), enter the ranks of advanced nations with high incomes.

This Party Conference was a key one that laid out the direction for development of Viet Nam over the next few decades. In addition to setting out the direction and mission for the five years from 2021 to 2026, it set out the target for 2030, the centennial of the Party founding, and laid out a vision for 2045, the centennial of the nation's founding.

According to materials from this Party Conference, in future the government plans to focus on infrastructure and equipment, strengthening trade relations with developed countries and attracting investment, revamping its economic growth model, transforming its economic structure, building a digital government, developing a digital economy, developing processing and manufacturing industries (public electronics, automobiles, supporting industries, energy industries, etc.), and in the long term, emphasizes the economic development of information technology.

**Table 6 Target Figures for 2025 and 2030 and Achievements as of 2020<sup>25</sup>**

Item	2020 Achievement Levels	2025 Target Figures	2030 Target Figures
Average annual GDP growth rate for target period (%)	6.01%	6.5–7%	7%
Per-capita GDP (USD)	2,750	4,700–5,000	7,500
Processing and manufacturing as a percentage of GDP (%)	16.69%	25%	30%
Digital economy as a percentage of GDP (%)	5%	20%	30%
Total factor productivity (TFP) contribution (%)	47.89%	45%	50%
Social labor productivity (annual average) (%)	5.40%	6.50%	6.50%
Urbanization (%)	40%	45%	50%

In the field of human resource development, education and training will be focused on modernization and reform of education and training methods, especially in higher education and vocational training, based on the "Socio-Economic Development Strategy 2021-2030" formulated

<sup>24</sup> JETRO <https://www.jetro.go.jp/biznews/2021/03/655398b95c700912.html>

<sup>25</sup> Capital Asset Management, Summary for the 13th National Congress of the Communist Party in 2021



at the Party Conference. It was decided to accelerate the improvement and renovation of the quality of the training, and to focus on the development of high-quality human resources by utilizing domestic and foreign experts who have deep knowledge and ability. In addition, regarding the training of administrative officers, it was defined to enhance the unity of administrative officers by training cadres and civil servants who have a high moral sense and a firm political perspective, and who have high expertise based on employment competitiveness, treatment, and promotion system.

## **1-2. Background and Overview of the Grant Aid**

As noted earlier, after Viet Nam moved to a market economy, there has been a high average economic growth rate, and issues that need tackling are surfacing in a number of areas. However, the capabilities and systems of the workers, organizations, finances, etc. of the government organizations and related ministries that deal with this development issues are as a whole not up to the task of dealing with these issues. So for Viet Nam, which is now a lower middle income country, to maintain economic growth rates at the current level, administrative reform and training core personnel who can support this reform are urgent tasks.

In addition, as symbolized by frequent visits from high ranking officials and the emergence of private enterprises, as well as the increase in the number of international students and tourists from Viet Nam, Japan and Viet Nam are currently building a good relationship as important partners in a range of areas that include politics, economy, and culture. In October 2020, Prime Minister Suga made his first overseas visit since taking office to Viet Nam. The two countries confirmed that they will work closely together as "Indo-Pacific nations" for regional peace and prosperity, and bilateral relations are expected to develop further in the future.

This background is why the Vietnamese government recently requested the Japanese government to plan to accept four intakes of overseas students starting in FY2022 under the Project for Human Resource Development Scholarship. This also matches the "rule of law" (strengthening governance capacity) and "pursuing economic prosperity" (personal connectivity) that Japan's Free and Open Indo-Pacific concept aims for. Through the development of human resources such as administrative officials in this project, we expect to contribute to strengthening administrative organizations and solving development issues.

## **1-3. Civil Service System in Viet Nam**

### **1-3-1. Administration system**

#### **(1) Framework of Viet Nam's Administration system**

After its independence in 1945, Viet Nam brought in a modern public official system, but the long war and other factors since then have meant that regulations related to public officials have not been developed. However, with the move from a planned economy towards a market economy in accordance with state management under the Doi Moi policy introduced in 1986, the development of state organs to cope with economic expansion has been an urgent issue. The establishment of a public official system and strengthening of public official training have been positioned as pillars of administration reform, which became serious in the 1990s. Since then, attempts have been made to develop and expand the public official system, such as the hiring, promotion, management, and training of public officials, in order to strengthen administrative functions building on self-criticism of the low abilities of public officials, their inefficiency, bureaucratism, and corruption issues. In addition, the Public Employees Ordinance<sup>26</sup> that forms the systematic laws and regulations related to public officials was adopted in 1998 and forms the basis of the current public official system.<sup>27</sup>

Current laws relating to public officials are defined in the Law on Cadres and Civil Servants,<sup>28</sup> amended in 2019, and the Law on Public Employees,<sup>29</sup> amended in 2019, which lay out the definitions, classifications, duties, authority, hiring, evaluation, management, training, and so on of public officials. In addition, the sections on the definitions and hiring of public officials are stipulated in more detail in various government ordinances, while the formulation of plans and laws related to human resources and the implementation and monitoring of public official systems are the jurisdiction of the Ministry of Home Affairs as per the above government decision.<sup>30</sup>

## **(2) Classification of Civil Servants**

As per the above regulations, public officials in Viet Nam are classified into cadres (cán bộ), civil servants (công chức), and public service employees (viên chức). Cadres are elected to their posts, and appointed on a term-limited basis to social or political organizations of the central ministries or regional provinces. Their salaries are paid from the state budget, and they are members of the Standing Committee of the People's Council, the People's Committee, the General Secretary or Under Secretary of the Communist Party, or the heads of mass organizations.<sup>31</sup>

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<sup>26</sup> 01/1998/PL-UBTVQH10

<sup>27</sup> Shiraishi Masaya, 2000, *Organ of the State of Viet Nam*, Akashi Books

<sup>28</sup> Law on Cadres and Civil Servants (No. 22/2008/QH12)

<sup>29</sup> No.58/2010/QH12

<sup>30</sup> Defining Civil Servants (No. 06/2010/ND-CP), Providing for the Recruitment, Employment and Management of Civil Servants (No. 24/2010/ND-CP)

<sup>31</sup> Project for Strengthening Capacity of Ho Chi Minh National Academy of Politics and Academy of Public Administration in Training of Public Leaders and Civil Servants, Pre Implementation Stage Evaluation

Civil servants are the bureaucrats responsible for management or other roles. They are administration officials at central ministries or regional administration or officials at the deputy director general level or above in research/educational institutions under ministerial jurisdiction, or the management level in state-owned enterprises. Public service employees refers to public officials other than civil servants, and includes some staff at central ministries or regional administration, general lecturers or research staff at research/educational institutions under ministerial jurisdiction or in state-owned enterprises, as well as the office workers who work at these organizations.<sup>32</sup>

In terms of hiring periods for civil servants and public service employees, under the partially revised and expanded the Law on Cadres and Civil Servants and the Law on Public Employees enforced in July 2020, with some exceptions, lifetime employment of newly-hired civil servants and state officials has been abolished<sup>33</sup>.

Viet Nam's civil servants are defined as staff working at the following nine organizations. In Viet Nam, there is no distinction between national and local civil servants in Japan, and civil servants nationwide are subject to the same system.

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<sup>32</sup> Law on Public Employees (No. 58/2010/QH12)

<sup>33</sup> VIET JO, <https://www.viet-jo.com/news/law/200630200006.html> [Accessed:2021/4/4]

**Table 7 Definition of work place of Vietnamese civil servants**

	Work place
1	Communist party organizations
2	the government office, the parliament secretariat, the government inspectorate
3	central ministries and agencies or similar-level organs
4	regional administration organizations
5	the People's Court
6	the People's Procuratorate
7	mass organizations (such as the Viet Nam Liberation Front, etc.)
8	the People's Army or the Public Security Office
9	other government organizations

Statistics from the General Statistics Office of Viet Nam from 2018 show that of the approximately 54,280,000 working population of Viet Nam, civil servants and public service employees as described above account for around 4,530,000, or about a tenth of the whole. Of these, civil servants number about 260,000, or about 5.7% of all public employees.

### (3) Recruitment

There are no unified examinations to become a civil servant in Viet Nam. Instead, organizations stipulated in the above laws have authority over personnel matters, and hold employment exams as needed within the quota assigned from the Ministry of Home Affairs. The main qualifications to apply and the exam subjects are as shown. At present, support for reforming the public official system by JICA<sup>34</sup> includes support for the introduction of a unified public official system that can administer the hiring of officials centrally, based on the Japanese public official system.

**Table 8 Qualifications to apply and exam subjects for Vietnamese civil servant employment exams**

Eligibility	Vietnaese citizen who resides in Viet Nam. Over and 18 years old.
	Fulfill the required education background, career, and political qualification
	Good health
Subjects of employment exam	General knowledge (political system, structure and policy of communist party, state, and social-political organizations)
	Expertize (related field which apply for)
	Foreign language skill
	PC skill

In addition, the Vietnamese government has set out a policy in 2014 to reduce the numbers of public officials by 10% by the year 2021.<sup>35</sup> In addition, it was stipulated that the number of new hires should be less than 50% of the reduced number and the number of retirees.

<sup>34</sup> Project for Training and Refresher Training of Leaders and Managers at Different Levels, especially the Strategic One, from September, 2014 to March, 2024

<sup>35</sup> Decree 108 (<https://vanbanphapluat.co/decreed-no-108-2014-nd-cp-downsizing-policies>)

The total number of civil servants in 2019 decreased by 8.68% (compared to 2015), a decrease of about 24,000 in the past four years. The civil servant reduction plan is scheduled to continue in the future, and according to the staffing plan of all central ministries and local governments in 2020, the total number of civil servants will be reduced to about 247,000 by 2021. (Approximately 3,700 people decreased compared to the target value for 2020).

#### **(4) Promotion and transfer (Career path)**

Civil servants are divided into five grades, from high-ranking specialists to general staff, as shown in Table 9. Exams for promotion between grades take into account the number of vacant posts in each organization stipulated by the Ministry of Home Affairs, and are held irregularly by either the Ministry or the organization the applicant is affiliated with. Grades do not always match with position, but can be a condition for being appointed to certain positions.<sup>36</sup> They are equivalent to the specialist bureaucrats in Japan who are responsible for civil servants. The promotion exams consist of (1) general knowledge, (2) specialist knowledge, (3) a foreign language, and (4) computer skills (Microsoft Office, etc.). Like the hiring exams for public officials, those who have a degree in a foreign language or obtained their degree in a foreign country are waived the need to sit (3), while those with an IT degree are waived the need to sit (4).

However, there are no promotion exams for positions, and it is common for people to be appointed by superiors in higher positions. However, to increase the transparency of promotion, the Ministry of Transport and the Ministry of Culture, Sports and Tourism are bringing in promotion exams for the position of director on a trial basis.<sup>37</sup> In addition, while the relationship between the Communist Party and public official human resources is not documented, according to the Central Committee of Organizational and Personnel of the Communist Party, which is responsible for Communist Party personnel, regional and central administrative organizations and Communist Party organizations regularly prepare a list of personnel who are candidates for promotion and submit this to the Central Committee of Organizational and Personnel of the Communist Party. It is then reviewed by the committee, and forms an important criterion for determining promotion.

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<sup>36</sup> Interview from Ministry of Home Affairs. It is required to be senior official to promote to Director General and higher. If the person is principal official, the title would be Acting Director General.

<sup>37</sup> Mai Anh Duy, 2015, A comparative study of Vietnamese and Japanese central government recruitment systems- Lessons learned for the Vietnamese national public servants recruitment system (Master's thesis of JDS 13<sup>th</sup> batch)

**Table 9 Promotional system for civil servants in Viet Nam**

Rank	Title	Required work experience	Required training course	Jurisdiction
Senior Specialist	Vice Minister, Director General	6 years as Principal Specialist	Senior Political Theory Training Senior Official Training	Ministry of Home Affairs
Principal specialist	Director General, Deputy Director General, Head of Division	9 years as Specialist	Principal Official Political Theory Training	Each Organization
Specialist	Head of Division, Deputy Head of Division, Official	3 years as Technician or 5 years as Employee		Each Organization
Technician	Official, Staff	3 years as Employee		Each Organization
Employee	Staff			

**(5) Gender consideration**

The Gender Equality Law, approved in 2006, clearly outlines the qualifications and age criteria regarding promotions, guidance positions, or managerial positions within government organizations, and clearly states that these shall apply equally to men and women. In addition, in 2020 the Vietnamese government announced its decision regarding the Gender Equality State Strategy 2021–2030, and in the political field, the ratio of women in management positions in government organizations was set to be 60% by 2025 and 75% by 2030. Also, in the economic field, the ratio of female wage workers was set to be 50% by 2025 and 60% by 2030.

The ratio of female employees in Vietnamese government organizations is about 29.3%,<sup>38</sup> a gap which has been noted. However, the ratio of female applicants over the three-year period of the 3<sup>rd</sup> phase of the new system (2018-2020) was 59%, and the rate of successful applicants was 59.6%, both of which are more than half. In addition, compared with the JDS in other countries, the ratio of female fellows until FY2018 was 49.9%, which is higher than the JDS average of 40.2%, putting Viet Nam in fifth place behind Myanmar, Mongolia, the Philippines and Sri Lanka.<sup>39</sup> So compared to the situation as a whole, the ratio of women is generally high. As of 2020, 37% of JDS returnees who have been promoted to section chief level or higher are women. Some of the female returned fellows who are doing well post-study include a board member of the State Capital Investment Corporation, a deputy director general of the Public Procurement Agency, Ministry of Planning and Investment, and a director general of the Hanoi Stock Exchange, so the JDS Project does appear to contributing to gender equality. It is considered that the activities of these female JDS returned fellows have led to the application of even more excellent female candidates to JDS.

<sup>38</sup> Ministry of Internal Affairs and Communications, World Statistics 2020

<sup>39</sup> JICA Basic Research: Factorial Analysis of the Outcome of JDS

### **1-3-2. Human resource development system**

The Vietnamese government established the Administration Reform Master Program 2011-2020 in 2011, which set out human resources training for public officials as a priority area in order to improve administrative functions and public services, and make them more efficient. As a training institution, there are the School of Politics (63) in each centrally administered city and regional province, specialist training institutions in each ministry or agency (30), and training centers at the district level (700 locations). These are responsible for training chief specialists.<sup>40</sup> In addition, the Ho Chi Minh National Academy Of Politics (HCMA), which trains Communist Party core officials and is directly controlled by the Central Committee of the Communist Party, and the National Academy of Public Administration (NAPA), which is responsible for training related to administration/state management skills and specializations under the umbrella of the Ministry of Home Affairs are mainly responsible for training senior specialists, and taking training classes in each institution is a condition of promotion for civil servants (see Table 9). Both institutions have received support from the JICA Project for Strengthening Capacity of Ho Chi Minh National Academy of Politics and Academy of Public Administration in Training of Public Leaders and Civil Servants, for strengthening the training implementation capacity of HCMA and for supporting the establishment of a graduate school in public policy at NAPA.

In addition, there are the short-term trainings run by the Program 165 Office of the Central Committee of the Organization and Personnel of the Communist Party, the core administrative official overseas training program.

In addition, at the meeting to summarize the "Administrative Reform Master Program 2011-2020" held in March 2021, Prime Minister Nguyen Xuan Phuc looked back on the implementation of the program for 10 years, and the efforts and positiveness of ministries, sectors and local governments. He expressed his high praise and announced that he would continue to create a practical and effective "Administrative Reform Master Program 2021-2030" with the aim of providing administrative services that satisfy the people.<sup>41</sup>

### **1-3-3. Human Resource Situation and Potential Candidates in Each Organizations**

In order to understand the human resource development status of staff at each ministry, local government, and affiliated organizations that are JDS target organizations, we asked 71 organizations to answer questionnaires or conduct interviews, and received responses from 48 organizations.

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<sup>40</sup> Nguyen Khac Hung 2012 "A training roadmap for civil servants in Ho Chi Minh City in the context of administrative decentralization in Viet Nam" *Comparative Studies of Public Administration XI* Ministry of Internal Affairs and Communications, Local Autonomy College

<sup>41</sup> Viet Nam Social Security, <https://vss.gov.vn/english/research/Pages/research.aspx?CateID=184&ItemID=9735>

First, when asked if they would encourage staff to participate in long-term training to identify their need for long-term training for more than a year, 88% of institutions answered they would encourage it. The results are the same for each ministry, local government, and affiliated organizations, and it is confirmed that all organizations intend to strengthen their organizational capabilities by improving the specialized knowledge and abilities of staff through long-term training.

However, in an interview with the central ministries, Hanoi and Ho Chi Minh People's Committee (15 organizations in total), when asked additional questions about the needs for long-term training and short-term training, eight organizations answered that they prefer the short-term training. Central ministries and local governments are in a situation where it is difficult to dispatch for long-term training even if there is a need, especially due to the shortage of personnel caused by the civil servant reduction plan promoted by the Vietnamese government. As for the main reasons for requesting short-term training, "insufficient staff" was the most common, followed by "insufficient English ability", "concern about changing jobs after returning to Japan", and "many of the staff have already obtained a master's degree".

However, there was the opinion that the State Bank of Viet Nam prefers long-term study abroad to allow deepening of specialist knowledge over short-term training, and so there should be no barriers to sending 20 to 30 officials for long-term studying abroad every year. The Ministry of Public Security dispatches an average of 20 people, including organizations under its jurisdiction, to study in master's courses, and 20 to 30 to study in doctoral courses. However, research fields which get funding from the scholarship program are more suited to other ministries or agencies than Public Security, so there was the opinion that in some cases, dispatching trainees was difficult.

At the same time, there is a high level of long-term training needs among subsidiary organizations such as research institutions or educational institutions. The ratio of organizations responding that obtaining a master's degree or doctorate was necessary for promotion was 48% for a master's degree and 33% for a doctorate among central ministries or agencies and regional administrative organs, but for subsidiary organizations, those figures were 94% and 100%, respectively.

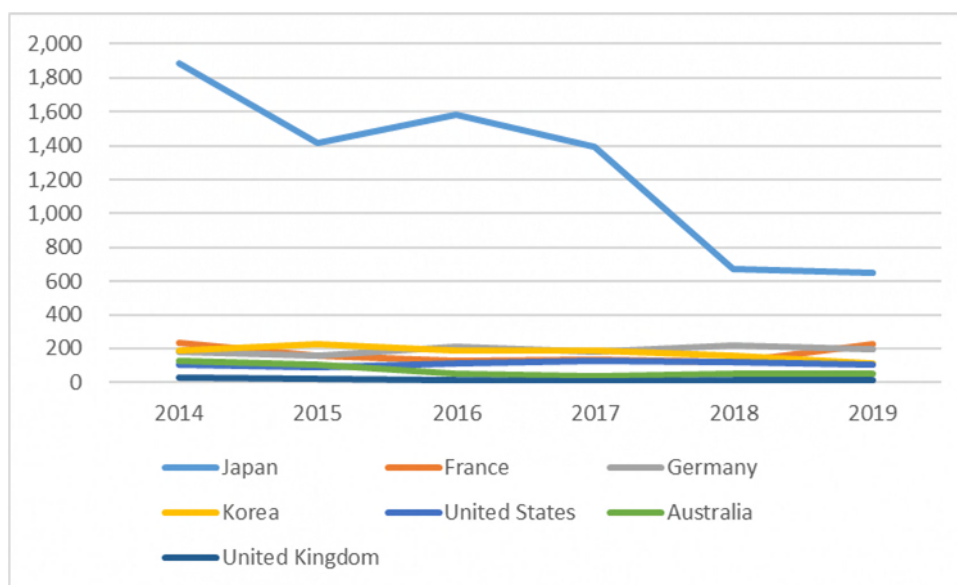


## 1-4. Trends of the Japan's ODA to Viet Nam

### 1-4-1. Trends of the Japanese ODA

For Japan, Viet Nam is an important partner from the political, security, economic, and every other aspect. In 2008, Japan became the first country to conclude the Economic Partnership Agreement (EPA) with Viet Nam. Japan and Viet Nam established a "Strategic Partnership" and later elevated their bilateral relationship into the new level of "Extensive Strategic Partnership" in 2014. In addition to political, security, economic, and cultural exchanges, Japan has strengthened its extensive collaboration and cooperation with Viet Nam under regional and international frameworks such as ASEAN and APEC.

In 1991, the Agreements on a Comprehensive Political Settlement of the Cambodia Conflict (1991 Paris Peace Accords) were signed. With regard to bilateral aid, Japan resumed official development assistance (ODA) in 1992, the year following the Paris Peace Accords. Since 1995 to the present, Japan has been the largest ODA donor country to Viet Nam. Viet Nam is currently the largest recipient of Japan's bilateral ODA, and Japan provides a wide range of aid in various forms including Grand Aid, technical assistance, and government loans to Viet Nam. Changes in aid made by major donor countries recently are shown in Figure 3.



**Figure 3 Changes in aid expenditure of major donors to Viet Nam<sup>42</sup>**  
(Dollars in millions, based on aggregate spending)

<sup>42</sup> OECD/DAC "OECD Stats" <https://data.oecd.org/> [Accessed: 2021/4/4]

In the Project Deployment Plan for Viet Nam established by the government of Japan in December 2017, the "Comprehensively support Viet Nam's sustainable growth by enhancing its international competitiveness, overcome its vulnerabilities, and build a fair society and country, based on the country's socio-economic development strategies and plans." is defined as the grand goal, with three priority areas and six development issues. The JDS projects in Viet Nam are positioned as projects that contribute to all development issues in the Project Deployment Plan established under the Country Assistance Program for Viet Nam.

**Table 10 Rolling Plan for Viet Nam by Japanese Government**

Basic Policy (Overall Goal)	Priority Areas (Mid-term Goal)	Development Issues (Short-term Goal)
Comprehensively support Vietnam's sustainable growth by enhancing its international competitiveness, overcome its vulnerabilities, and build a fair society and country, based on the country's socio-economic development strategies and plans.	Growth and strengthening competitiveness	Strengthening market economy systems
		Strengthening industrial competitiveness/ Human resources training
		Development of economic infrastructure/ Improving access services
	Dealing with vulnerabilities (support for the negative aspects of growth)	Support for climate change, disasters, environmental destruction, etc.
		Improving social and life aspects, eliminating poverty, correcting gaps
	Strengthening governance	Improving governance capacity

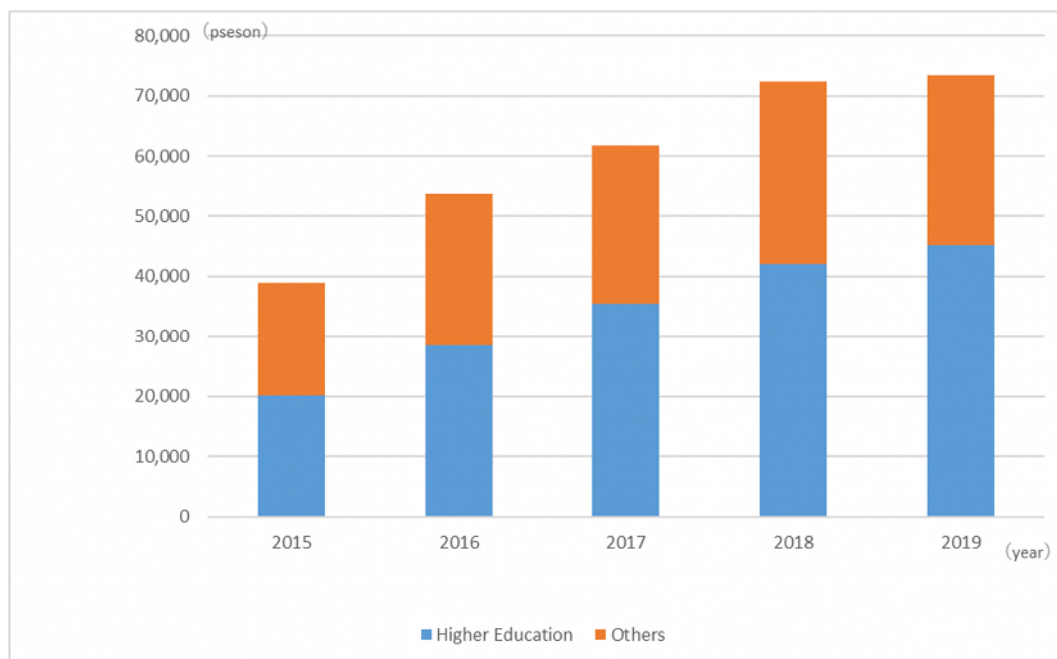
JICA provides comprehensive assistance to Viet Nam to become a modern industrialized country, which Viet Nam aims at, placing a priority on institutional development, human resource development, and infrastructure development in order to build a fair society and country through the strengthening of growth and global competitiveness, overcoming of vulnerability, and strengthening of governance.

#### **1-4-2. Japanese government's scholarship programs**

As of May 2020, the total number of international students, both government-funded and privately-funded, in Japan is 279,597 (a drop of 32,617 (10.4%) over the previous year)<sup>43</sup>. This is the first drop since 2012, and is thought to be due to the effects of COVID-19 pandemic preventing international travel and host schools canceling their schemes. Students from Asia account for 94.6% of the total foreign students in Japan, and foreign students from Viet Nam are 62,233, the second largest, presently accounting for 22.3% of the total foreign students. The total number of foreign students studying in Japan excluding those in Japanese language schools is 218,783. Of these, the number of students from Viet Nam is 43,791, the second largest, which account for 20.0%. The number of Vietnamese students studying in Japan has rapidly increased since 2013, with 6,290 in 2013 to 45,248 in 2019. The increase ratio is almost 2 times in the past four years.

<sup>43</sup> JASSO, "Result of an Annual Survey of International Students in Japan 2020" 2021

The ratio of Vietnamese international student at each level of education in 2019 was 38.3% in Japanese language schools, 39.5% in vocational schools, 17.6% in undergraduate departments, and just 2.1% in postgraduate courses. Looking at the increase ratio compared to four years ago, there has been an approx. 1.5-fold increase in Japanese language schools, and approx. twice as many in undergraduate departments, two-year colleges, and vocational schools. However, there has not been a large change in the number of international students in postgraduate courses. The cause of the rise in the number of Vietnamese international students at institutions of higher education is thought to be an increase in the number that are not in postgraduate courses.



**Figure 4 Transition of Number of Vietnamese students to Japan<sup>44</sup>**

Mainly five organizations operate programs for Vietnamese students studying in Japan sponsored by the Japanese government. There are three major types of programs which target administrative officers like JDS: Young Leaders' Program (YLP), a scholarship student program sponsored by Ministry of Education, Culture, Sports, Science and Technology; scholarship student programs operated with contributions from the Japanese government to international organizations; and JICA's long-term training programs. Table 11 describes the outlines of these programs.

<sup>44</sup> Created from the statistics of Result of survey on enrollment situation of foreign students from 2015 to 2019. Students who study at Japanese language school are not included.

**Table 11 Japanese Government's Scholarship Programs**

Organizations	Project	Purpose	The number of people dispatched from Viet Nam
Ministry of Education, Culture, Sports, Science and Technology (MEXT)	The Japanese Government (Monbukagakusho) 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.	Refer to Table 13
Japan Society for the Promotion of Science (JSPS) <sup>45</sup>	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.	2 in 2021
	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.	5 in 2021
Ministry of Foreign Affairs (MOFA)	Joint Japan/ World Bank Graduate Scholarship Program (JJ/WBGSP) <sup>46</sup>	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.	2 in 2020
	Japan-IMF Scholarship Program for Asia (JISPA) <sup>47</sup>	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. Annually, the scholarship is provided to about 35 scholars who study a Master's degree program in the partner universities such as Hitotsubashi University, International University of Japan, GRIPS and the University of Tokyo. There are also small slots for those who apply for a doctoral course in any university in Japan (not specified).	12 in total (From 2021 to 2016)
	Asian Development Bank - Japan Scholarship Program (ADB-JSP) <sup>48</sup>	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.	2 in 2019
JICA	Long Term Training Program <sup>49</sup>	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.	Refer to Table 14
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.	Researcher: 1 Doctoral course: 1 in 2019

<sup>45</sup> Website of Japan Society for the Promotion of Science

<sup>46</sup> JJ/WBGSP Annual Report 2020

<sup>47</sup> 2016 JISPA review report

<sup>48</sup> ADB-JSP Annual Report 2019

<sup>49</sup> Website of Japan Foundation

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

The Japanese Government Scholarship Program started in 1954. Japan has accepted students from Viet Nam since 2004. The number of research students studying at graduate schools has been on an upward trend in recent years. As of 2018, the number of foreign research students enrolling at graduate schools in Japan exceeds 500.

**Table 12 Overview of Research Student and YLP in MEXT Scholarship Program**

Program	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 officers, 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 course.
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
Slots	Not fixed	Not fixed
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 13 Number of MEXT Scholarship Vietnamese Students (by Program)<sup>50</sup>**

Year	2012	2013	2014	2015	2016	2017	2018
Research Scholarship	412	382	366	498	549	553	543
YLP	1	2	1	3	1	6	1

<sup>50</sup> Provided by JASSO

## **(2) JICA Projects Connected to Overseas Study**

A number of JICA projects in Viet Nam have overseas study programs, as shown in Table 14. Innovative Asia is a program to promote the exchange of high-level human resources between Japan and Asian countries through training particularly talented people from Asia, and sends 200 people annually from Asian countries to study in master's and doctoral courses.

In addition, in the Can Tho University Improvement Project, JICA provides human resource development, joint research, construction of research facilities, and procurement of research equipment with the goal of strengthening the research and education capacities of the university, an educational base for the Mekong Delta region, in the fields of agriculture, fisheries, and the environment. This project started in 2016, and by April 2021, 35 people had enrolled in doctoral courses and 9 in the master's courses. Returned JDS Fellows are also taking part.

Moreover, there is the ASEAN University Network / Southeast Asia Engineering Education Development Network (AUN / SEED-Net), with the goal of strengthening engineering higher education institutions and developing engineering human resources through the network of universities in Japan and ASEAN countries. Member universities are designated in each country, and Viet Nam is Hanoi University of Technology and Ho Chi Minh City University of Technology.

While not a project related to overseas study, work is being done on Viet Nam Japan University, the brainchild of both national governments, and the JICA technical cooperation project, Project to Establish a Master's Course at Viet Nam Japan University, started in 2015. The second phase of this project started in 2020, and the JDS expects to see the same synergistic effects through working with this project.

**Table 14 Overseas Study Programs of JICA Projects for Viet Nam**

JICA Project	Scheme	Achievement (The number of people dispatched)	Plan (The number of people dispatched)		
		2020	2021	2022	2023
JICA Long-term Training Program for Disaster Risk Reduction (DRR) to implement the Sendai Framework	Technical Cooperation	0	0	1	0
Innovative Asia	Technical Cooperation	2	6	-	-
Legal and Judicial Human Resources Development	Technical Cooperation	0	3	3	3
Advanced Program for Legal and Judicial Human Resources Development	Technical Cooperation	0	0	0	1
Sustainable Urban Planning and Urban Transportation Development	Technical Cooperation	0	0	1	1
Solving Social Challenges by Information Communication and Technologies – Training Program for Promotion of Digital Transformation (DX) and X-Tech/for Cyber Security– "	Technical Cooperation	0	2	0	0
Human Resources Development in the Mining Sector (KIZUNA Program)	Technical Cooperation	1	1	2	2
Human Resources Development for Electricity and Energy Sector	Technical Cooperation	0	0	1	0
Investment Promotion and Industrial Development for Asian Region	Technical Cooperation	0	0	1	1
Sustainable Tourism Development	Technical Cooperation	0	0	1	0
Human Resources Development in Science, Technology and Innovation	Technical Cooperation	1	1	1	1
Fostering Global Leaders on Infectious Disease Control to Build Resilience against Public Health Emergencies	Technical Cooperation		2	2	2
SDGs Global Leader Program	Technical Cooperation	4	5	5	5
Human Resources Development in Space Technology Utilization for SDGs	Technical Cooperation	0	1	2	1
SATREPS “The Project for Development and Dissemination of Sustainable Production System based on Invasive Pest Management of Cassava in Viet Nam, Cambodia and Thailand”	Technical Cooperation	1	-	-	-
Can Tho University Improvement Project	ODA loan	1	1	0	0
Maritime Safety and Security Policy Program	Technical Cooperation	0	1	1	1

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

Since implementing the market opening policy in 1986, Viet Nam has been actively promoting the attraction of foreign capital. As such, many Japanese companies are operating in Viet Nam. As labor costs in China and Thailand increased and the Japan–China relationship worsened around 2000, the trend of transfer of the manufacturing bases of Japanese companies to Viet Nam occurred. In pursuit of cheap and quality labor force, the number of Japanese companies, mainly large manufacturing companies, operating in Viet Nam rapidly increased.<sup>51</sup>

With regard to the trade value between Japan and Viet Nam in 2020, Viet Nam's exports to Japan are worth 19.28 billion dollars, and Japan is Viet Nam's third largest export destination, following the U.S. and China. Major export items to Japan include sewn products, transport machinery and components, and machinery and its components. Viet Nam's imports from Japan amount 20.34 billion dollars, which makes Japan the third largest exporter to Viet Nam, following China and South Korea. Major import items from Japan include machinery and its components, computer electronics products and components and iron and iron scraps.<sup>52</sup>

There are now 1,943 (as of 2019) Japan-based companies in Viet Nam<sup>53</sup>. In 2017, Japan was the top direct investor in Viet Nam, thanks to large-scale investments led by general trading companies, and is increasing its presence in Viet Nam as a country for investment. In addition, the Vietnamese government welcomes investment from Japan, and hopes to expand Japanese investments in the agricultural sector, high-tech sector, and even the food safety sector through Japan's technological capabilities. At present, a lot of Japan-based companies are taking part in the development of special economic zones and industrial estates. Long Duc Industrial Park and Thang Long Industrial Park operated by Sojitz are examples of Japan-based company industrial estates.

While Japanese companies advancing into Viet Nam are increasing in line with the introduction of the market opening policy and the subsequent economic growth in Viet Nam, several problems of Viet Nam as an investment destination have been pointed out, including the undeveloped infrastructure and legislation, immature supporting industries, and a shortage of advanced industrial human resources. Against this background, the framework for the Japan-Viet Nam Joint Initiative was launched in 2003. Since then, efforts have been made to strengthen Viet Nam's global competitiveness through the improvement of the investment environment and the promotion of foreign investment.

#### **(1) Example of Private Sector Cooperation and Exchange**

##### **① Japan Alumni of Viet Nam (JAV)**

Japan Alumni of Viet Nam (JAV) was established in 2001. The main aim of JAV is to promote

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<sup>51</sup> Mizuho Research Institute, 2014, Why Vietnamese economy is steady, <https://www.mizuho-ri.co.jp/publication/research/pdf/insight/as140128.pdf>, [Accessed: 2017/6/9]

<sup>52</sup> Website of Ministry of Foreign Affairs, <https://www.mofa.go.jp/mofaj/area/vietnam/data.html>

<sup>53</sup> JETRO, Overview and Basic Statistics in Vietnam, 2021



friendship, cooperation, and understanding among the Vietnamese with an experience of studying in Japan, as well as academic, scientific, technical, and cultural exchange activities. The current membership exceeds 1,500. JAV's main activities include the following: holding of alumni meetings, transmission of scholarship programs to Japan, support for the Japan Study Fair and other events, and participation in the ASEAN Council of Japan Alumni (ASCOJA) activities. JAV also serves as a liaison with the Japanese Embassy in Viet Nam to coordinate appointments with those who studied in Japan before when important people from Japan visit Viet Nam.

## **②Japan Business Association in Viet Nam (JBAV) <sup>54</sup>**

The Japan Business Association in Viet Nam (JBAV), founded in 1992, aims to contribute to the promotion of exchange among members, friendship and cultural exchange between Japan and Viet Nam, and bilateral trade and commerce and economic cooperation. As of 2021, the number of JBAV member companies is 793. JBAV consists of industry-specific departments, such as the trade, manufacturing, and services departments, for promoting information exchange among members and making recommendations to Vietnamese government organizations and working committees, such as the Business Environment Committee, for supporting companies' local operations. In FY2017, Japan will host the Viet Nam Business Forum where foreign business associations in Viet Nam engage in a dialogue with the government of Viet Nam, and JBAV also plays a central role in the forum.

## **③Japanese language schools**

In line with the recent increase in demand for Japanese language learning in Viet Nam, the number of Japanese language education institutions in Viet Nam as of 2018 was 818, which has nearly quadrupled in three years, and the number of Japanese language learners is about 170,000, which has increased 2.5 times. The main factor is that economic exchanges and cultural exchanges with Japan continue to expand against the backdrop of good Japan-Viet Nam relations. Along with this, the number of Japanese companies entering the market has increased significantly, and the opportunities for employment in Japan have increased, so many people study Japanese with employment and job changes in mind.<sup>55</sup>

## **④Japanese Universities**

Nagoya University, International University, Kyushu University, Ritsumeikan University, and University of Tsukuba, which are also the accepting universities of JDS Viet Nam in the next phase, have local offices in Viet Nam, and promotion activities related to university courses and programs, etc. They provide support for students enrolled in Japanese universities when conducting field surveys and internships in Viet Nam.

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<sup>54</sup> Website of Japan Business Association in Viet Nam, <http://jbav.vn/ja/>

<sup>55</sup> The Japan Foundation, "Current Situation of Japanese Language Education Overseas from the 2015 Survey of Japanese Language Education Institutions", 2019

Among them, Nagoya University established the Research and Education Center for Japanese Law in Hanoi Law University in 2007 to provide Japanese law education in Japanese, and is developing human resources who can study specialized subjects in Japanese. About 25 excellent students are selected from about 200 applicants every year, and the selected students will study at the double school of regular classes at Hanoi Law University and classes at the center. Students who have completed the center are enrolled in graduate schools at Japanese universities, or are employed by Embassy of Japan in Hanoi, JICA projects, Japanese law firms, or Japanese companies.

In addition, Ritsumeikan University received a request from the Ministry of Education and Training of Viet Nam in 2019, and conducted a four-day university administration training for a total of 18 people, including executives of the Ministry of Education and Training and the presidents and vice presidents of top Vietnamese universities. The Hanoi office is also a base for ASEAN countries, and travels to Laos and Myanmar to carry out university promotion activities.

Moreover, although it is not a host university of JDS Viet Nam, Osaka University has a branch office in the Viet Nam Academy of Science and Technology and the Joining and Welding Research Institute in Hanoi University of Science and Technology. They have signed industry-academia collaboration joint contracts with Japanese companies, and are engaged in activities such as coupling internships in which Osaka University students and Vietnamese students train local companies for two weeks.

### **1-5. Trend of Other Donor's Aid**

In Viet Nam, many donor nations implement scholarship programs. As the applicants have a wide range of choices from many programs, securing candidates with excellent performance is competitive (Table 15). A questionnaire survey was conducted with the major target organizations in Viet Nam in which they were asked to list the scholarship programs with high name recognition in their ministries (multiple answers accepted). According to the questionnaire results with 39 organizations' responses, Australia Awards Viet Nam was the most well-known. Meanwhile, almost half of the responding organizations answered that JDS has a high name recognition. (Figure 5)

The target organizations that chose the Australia Awards Viet Nam answered that the reason was pre-arrival English training, which can be taken for up to 12 months. In particular, the central ministries and local governments have commented that the lack of English proficiency of staff is an obstacle to study abroad dispatch, therefore it is considered that the implementation of long-term English training has helped them to study abroad.

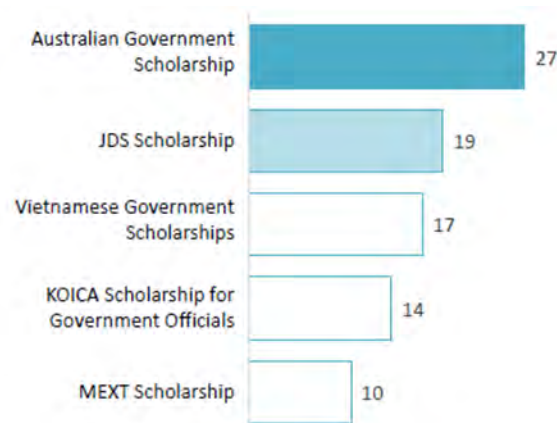
In addition, the Ministry of Justice, which produces a relatively large number of JDS returned fellows, commented that JDS Viet Nam has a long history of 20 years and that JDS has the advantage of dispatching many staff from the Ministry of Justice.

An overview of the scholarship programs by other donor nations mentioned in the questionnaire survey is as follows.

**Table 15 Other Donor's Scholarship Programs in Viet Nam<sup>56</sup>**

Country	Program	Degree	Target	Slot / year	Requirement	Field of Study	Support	Characteristic
Australia	Australia Awards Viet Nam	Master (2 year)	Public Officers, Employees of private companies and NGO	60	-2 years work experience -obtain recommendation letter from expected supervisor	Governance, Economic Growth, Transport, Water and Sanitation, Education, Gender Equality, Agriculture and Rural Development, Climate Change	Travel Expenses, Living Expenses, Academic Support Expenses, Reunion Airfare, Disability Support	Maximum 12 months English Training Support from implementing agent
The United Kingdom	Chevening Scholarships	Master (1 year)	Vietnamese Citizens with more than 2 years of work experience	About 30	-2 years work experience	Any field	Travel Expenses, Living Expenses, Travel Grant to attend Chevening events	Study period is 1 year Most of universities are available
America	Fulbright Vietnamese Student Scholarship	Master (2 year)	Vietnamese Citizens with more than 2 years of work experience	About 15 to 20	-2 years work experience	Mainly Social Sciences and Humanities	Travel Expenses, Living Expenses	Many privilege for alumni Very high competition
France	Excellence Scholarship	Master (1 year) Doctor (3year)	Public Officers, Employees of private companies	30 (Master) 10 to 15 (Doctor)	Doctor: Recommendation Letter form expected co-supervisors both of in France and Vietnam	Engineering, Economics, Law, Political Science	Travel Expenses, Living Expenses	Launched alumni portal site in 2014
Germany	Development-Related Postgraduate Course	Master (1 to 3 year)	Public Officers, Employees of private companies	About 5	-2 years work experience -Language Skill Course in German: B1 Course in English: IELTS 6.0	Economics, Development Cooperation, Engineering, Mathematics, Agriculture, Natural and Environmental Sciences, Medicine/ Public Health	Travel Expenses, Living Expenses, Monthly Allowance for accompanying members of family	Focus on human resources related to development policy Framework of the program is fixed
Korea	Korean Government Scholarship	Master (3 year) Doctor	Public Officers	23 (Master) 10 (Doctor)	-2 years work experience -obtain recommendation letter from applicant's organization	Climate Change, ICT, Public Policy, Agricultural Economic, Health Policy, Public Administration	Travel Expenses, Living Expenses, Extracurricular Activities Allowance	1 year language training
Russia	Russian Government Scholarship	Master Doctor	Public Officers, Employees of private companies	About 600	-permanent officers or contract officers with social insurance covered at least 12 months	55 fields including Public Policy	Russian Government: Living Expenses Vietnamese Government: Travel Expenses	Cost sharing with Vietnamese Government 1 year language training is compulsory
China	Government bilateral Scholarship	Master Doctor	Public Officers, Employees of private companies	29	-permanent officers or contract officers with social insurance covered at least 12 months -1 year work experience	Philosophy, Economics, Law, Science, Engineering, Fine Arts, Medicine	Living Expenses	Cost sharing with Vietnamese Government

<sup>56</sup> Created by information from interview and website of the donors, Embassies, and VIED



**Figure 5 Popular Scholarship Programs among Vietnamese government officials<sup>57</sup>**

### **(1) Australia Awards Scholarship**

Australia Awards Viet Nam (AAV) was launched in Viet Nam in 1974, and up till now, 5,800 people have studied in Australia. AAV consists of the Australia Awards Scholarship (AAS), which is the master's program scholarship for which selection is conducted in the respective countries, and the Endeavour Scholarships and Fellowships, which accept applications from the whole world and provide an opportunity for short-term research and survey.

To be eligible for AAS, prospective applicants shall have a minimum of two years of work experience in the relevant fields in the government, NGOs, or private companies. In the 2020 application process, priority is given to the following fields: governance and economic growth, transportation, water and hygiene, education, gender equality, development of agriculture and agricultural communities, regional stability and human rights, physical disability, and climate change.

Characteristics of AAS in comparison with JDS are as follows: (1) Pre-departure English training, (2) Different requirements based on the category of applicants, (3) Higher scholarship amount than JDS, (4) Online management of foreign student database, (5) Generous support. Pre-departure English training students can receive up to 12 months is the biggest attraction for applicants. The requirements of academic performance and English ability are set lower for candidates who have disabilities or come from rural areas compared with those affiliated to the central or educational organizations. Under AAS, students are allowed to work part time while studying and receive a large amount of scholarship, which are the elements for candidates to consider applying to AAS.

<sup>57</sup> Qusetionnarie about the famous scholarship within organizations. Multiple answer.

With regard to the implementation of the program, Coffrey International, a consulting company, is the implementing body in charge of recruiting and selecting prospective students, budget management during studying in Australia, and follow-ups after they return to Viet Nam. Foreign students are cared for by student contact officers assigned at the respective accepting universities. The program pays the tuitions to the accepting universities as well as provides funds to hire student contact officers. At the universities accepting many foreign students, five to six student contact officers are hired, with an average of two to three student contact officers at each university. While the accepting universities are in charge of problems occurring during studying, they consult with the implementing body in Hanoi about budget-related issues before making decisions. The information about each foreign student is managed by the global database, which can be accessed by the related parties, such as the Embassy of Australia, the implementing body, and the accepting universities.

The alumni society activities consist of three pillars: "Professional development," "Social gathering," and "Small Grant Fund," with an emphasis on engagement activities. For professional development, workshops and seminars are held with the themes of research thesis writing, gender and other social problems, capacity development, etc. It also holds more casual networking events, including BBQ parties in which the families of the returned students can participate and charitable activities in areas severely affected by natural disasters. The Small Grant Fund, which was started four years ago, is a scheme to provide 5,000 AUD maximum per person to fund academic conferences, research, training, and reorganization based on the proposals by the returned students.

In April 2016, the Department of Foreign Affairs and Trade of Australia announced the Australia Global Alumni Engagement Strategy 2016–2020 to initiate a strategic policy to strengthen the network of returned students, promote their exchange, and recognize those with distinguished accomplishments based on the idea that the people who studied in Australia and returned to their home countries are important human resources for Australian diplomacy, business, and public relations. In line with such movement, Viet Nam formulated the Australian Alumni in Viet Nam Strategy 2016–2021 in December 2016 to initiate a strategy for implementing more comprehensive follow-up activities involving the returned students who studied in Australia on AAS as well as at their own expense.

## **(2) Chevening Scholarship (United Kingdom)**

Chevening Scholarship, founded in 1983, is a study program funded by the U.K. government for foreign students to study their master's. So far, approximately 50,000 foreign students have studied in the U.K. through the Chevening Scholarship. In Viet Nam, the program started in 1993, and more than 500 Vietnamese students have been sent to the U.K. The number of successful applicants in Viet Nam, which used to be six to ten people until several years ago, has increased to around 30 in 2015 and 2016. The recipients of the Chevening Scholarship are increasing globally.

The Chevening Scholarship is a scholarship for the master's program with the aim of developing leaders for the next generation. Applicants need to have at least two years of work experience and a minimum IELTS score of 5.5 or a TOEFL iBT score of 79 as the English language requirements. The quota of recruitment is not set for each field, and applicants with excellent quality and performance are selected from among the total applicants. The other characteristics are as follows: the study period of the master's program is one year and applicants are allowed to choose courses at all the universities that meet the condition in the U.K.

The Chevening Scholarship is actively engaged in recruitment activities through recruitment briefings in several cities (Hanoi, Hoh Chi Minh, Da Nang, Hue, and Nghe An); participation in study abroad fairs; and live streaming, videos, and online Q&A sessions using SNS. The program introduced the online application system around 2011.

The Chevening Scholarship has its own alumni society separate from the UK Alumni Viet Nam in which privately financed students also participate. Their alumni activities have just begun. In October 2016, the Chevening Viet Nam Day was held in Hanoi City at which a panel discussion was held on the themes of global economic integration and career development after returning to the home country. In addition, the kickoff of the Mentorship Program was also held. Under the Mentorship Program, the returned students active in various fields make their credentials open to the public and serve as volunteer advisers for candidates who are thinking about applying for the program.

### **(3) Fulbright Vietnamese Student Scholarship (United States of America)**

As the Fulbright Program is designed to promote mutual understanding between the U.S. and target nations, the U.S. not only accepts fellows from target nations but also dispatches their people to other nations. The Fulbright Vietnamese Student Scholarship, a master's programme, is one component of the Fulbright Program.

Since the launch of the Fulbright Vietnamese Student Scholarship in 1992, over 500 Vietnamese students have been selected to participate in the Program. With the baseline of the number of applicants to be accepted set at 20, approximately 15 to 20 applicants for a master's degree are accepted on an annual basis. There is no upper limit on the number because the number of eligible fellows varies depending on the level of candidates. Compared to approximately 500 applicants, the scholarship is highly competitive. Eligible fields of study focus on humanities and social sciences, without preference given to specific ministries and agencies or organizations. Information sessions are held at hotels or other facilities in cities. Recruiting and selection are led by the U.S. Embassy and the Vietnamese government is not involved in the selection at all— this is one of the characteristics of the Program. Applicants can choose their desired academic program for a master's degree from among all U.S. universities, but the Institute of International Education (IIE), the implementing organization in New York, is in charge of matching for them based on the budgets of each nation and the U.S. Embassy's intention.

The Fulbright fellows are able to register themselves on the portal of International Exchange Alumni operated by the U.S. Department of State, which provides them with a variety of services such as up to USD 50,000 of small-scale fund through competition and access to 20,000 issues of online academic journals, newspapers and magazines. By allowing participants in short-term exchange programs to become members of the International Exchange Alumni, the U.S. has wider networks of alumni in place strategically. In Viet Nam, the Vietnam-U.S. Alumni Club (VUSAC) was established in July 2014, targeted at all the fellows who have received education in educational facilities in the U.S. Currently approximately 400 alumni are members of the club. The VUSAC holds seminars on studying in the U.S. and scholarship programs, workshops with private enterprises and exchange meetings between alumni and general participants.

#### **(4) Excellence Scholarship & Eiffel Excellence Scholarship (France)**

Major scholarship programs for Vietnamese fellows provided by the French government are Excellence Scholarship and Eiffel Excellence Scholarship. The Excellence Scholarship is awarded for 12 months for entry at M2 level (the second year of a master's course) and for a maximum of 3 years for PhD programme. The maximum number of students to be awarded is 30 for a master's degree and 10 to 15 for a PhD degree. The Eiffel Excellence Scholarship, aimed at developing leaders of the government and the private sector, is available mainly in the fields of science, economics & management and law & political sciences. The Scholarship is awarded for 1 to 3 years for a master's course and 10 months for a PhD course.

According to the French national agency for the promotion of higher education, international student services, and international mobility (Campus France) in Hanoi, France used to be a popular destination for Vietnamese students 10 to 15 years ago. However, now that France is a fiercely contested market, English-speaking nations such as the U.S., the U.K. and Australia are more popular. To address this situation, France has started accepting English-speaking fellows: French skills are not necessarily required of applicants in the scholarship selection.

As part of follow-up activities for alumni, Campus France has a website portal "France Alumni" in place, in which returned fellows who received higher education in France can participate. This portal enables them to register their background on it and interact with other alumni as well as obtaining companies' help-wanted information and event information. It also serves as a tool for companies and external entities to access people with experience of studying in France. Up to date, France Alumni has approximately 52,000 registered members. Campus France holds three or four events for alumni such as sports events, job fairs and cultural events annually. However, their basic principle is that the alumni take the lead in drawing up plans and proposing the implementation of them and Campus France provides financial and physical support such as location and equipment for them in implementing the proposals well received by the agency. Specific examples include the holding of concerts and fashion shows by famous Vietnamese alumni who learned music and apparel in France.



### **(5) Development-Related Postgraduate Course (Germany)**

Der Deutsche Akademische Austauschdienst (DAAD) is a collaborative agency of universities in Germany which is federally funded. In cooperation with various partners, it awards scholarship for studying abroad and research activities and studies. For Vietnamese fellows in master's and PhD degrees, there are approximately 45 scholarship programs. A program similar to JDS is Development-Related Postgraduate Course (EPOS), which is aimed at developing human resources of public and private entities which are engaged in planning and implementation of development policies in the fields of scientific technology, economy and society in developing nations.

The EPOS is focusing on events that help build up networks among fellows who are studying in Germany. One example is workshops which are held in cities in Germany. As each workshop carries different themes, fellows are able to participate in the one related to the field of their study. Planning and implementation of events are all left to fellows: they make decisions on various matters from themes to venues and fellows to be invited within the budget (EUR 50,000) provided by the DAAD. They are offered the opportunity to plan and implement a joint workshop based on the DAAD's policy that such an experience should be a part of training for international students.

### **(6) Korean Government Scholarship (KOICA)**

The KOICA Scholarship Program invites applications from 44 countries around the world. Master's programs are conducted in English and usually last for a year and a half. English requirements are set for each university, which is generally about TOEIC 700. The common points with JDS are that the job requirements are two years, work history in the same field as the application field is required, only those who have a master's degree from KOICA have the right to apply for a doctoral degree, and the universities and fields that can be applied are fixed, and so on. Compared to KOICA, JDS dispatches more people per year, however KOICA has more choices in application fields than JDS, and it is possible to apply in ICT, smart cities, etc., which were often requested in the interview of this preparatory survey.

### **(7) Chinese Government Scholarship**

The Vietnamese and Chinese governments collaborate to send 44 people to China every year as a degree program. Bachelor's programs are offered for 4 to 5 years, master's programs for 2 to 4 years, and doctoral programs for 3 to 5 years. The program will be conducted in English or Chinese, and Chinese training will be provided as pre-education. 289 universities in China are designated as host universities and the candidate selects the university to apply for. In case the candidate cannot contact the university directly, the China Scholarship Council will support the university placement.

## **Chapter 2. Contents of the JDS Project**

### **2-1. Overview of JDS Project**

The JDS Project is a grant aid project that provides scholarships to international students from partner governments with purpose on developing human resources who can be expected to play central roles in policy making and implementation for socio-economic development of the developing countries. It was established in FY 1999 under the Japanese government's "100,000 International Students Plan."

The JDS Project is not for supporting individuals, but characterized by focusing on developing human resources engaging in the priority areas (Sub-Programs) that are selected through discussions between target countries and Japanese related parties.

On the basis of the above mentioned aim and features of the JDS Project, the preparatory survey team investigates human resource development needs corresponding to the concerned Sub-Programs established based on the national development plan of the target country and Country Assistance Policy for Viet Nam by the Japanese government, and existence of potential candidates at expected Target Organizations and others. Further, based on the result of the 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).

#### **2-1-1. Project Design**

Table 16 shows the JDS priority areas and key development issues and expected degrees identified on the basis of the field survey conducted from December 2020 to January 2021. Although this framework is for master's programs, in accordance with the JDS doctoral program operation policy for all countries, it is also required that the research themes of doctoral programs match the target development issues in the JDS Project plan of each country.

**Table 16 Framework of Viet Nam JDS Project (FY 2022 - FY 2025)**

Priority Area (Sub-program)	Development Issue (Component)	Expected Theme of the Research/ Possible Fields of Study	Slots
1. Promotion of Economic Growth and Strengthening of International Competitiveness	1-1 Strengthening of Market Economy System	Economic Policies, Fiscal Policies, Monetary Policies, Industrial Policies	6
	1-2 Improving of Economic Infrastructure and Traffic Accessibility (Transportation)	Urban Development Policy, Environment Oriented City Plan, Sustainable Urban Development	2
	1-3 Improving of Economic Infrastructure and Traffic Accessibility (Energy)	Energy Policies, Energy Environmental/ Renewable Energy Policies, Electrical Engineering	2
	1-4 Human Resource Development for Industrial Development	Labor protection policy, Improvement of working environment, Education for Industrial human resource development and training policy of unskilled labor force, Labor export policy	4
	1-5 Agriculture and Rural Development	Agriculture, Forestry and Fisheries Policies, Rural Development Policies, Food Safety/Food Preservation & Processing Technology, Agricultural Cultivation Technology and Mechanization, Livestock Science and Diseases	6
2. Response to Fragility	2-1 Health care/Social Security	Healthcare Policies/Administration, Public Health, Social Welfare/Social Work, Health Economic, Tropical medicine/Infectious Disease Control, Health Management	4
	2-2 Responding to the Threats of Climate Change, Disaster, Environmental Destruction	Environmental Policies, Global Environment, Natural Resources and Ecological System Management, Environmental Ethic and Education, Countermeasures against Global Warming, Management of water supply, sewerage system and waste, Urban Environment (General Policies • Legal system), Application of Satellite Data (Disaster Management)	6
3. Strengthening of Governance	3-1 Strengthening of the Legal System	Legal/Judicial Policies, The law of the Sea	6
	3-2 Strengthening of the Administrative Capacity	Public Policies, Civil service system, E-government	9

### (3) Number of Slots

As described above, central ministries and agencies and regional administrative agencies have suffered serious staff shortages due to the Vietnamese government's ongoing civil servant reduction policy and are in a difficult position to send their officials for long-term training to obtain degrees. The target organizations cited their officials' insufficient English language competence as a factor hindering them to study abroad. The number of candidates who meet the

English proficiency test score specified by the Vietnamese government to study abroad has been falling year after year. Furthermore, as part of this preliminary survey, we examined how many percentage of officials of the target organizations, on average, have obtained a master's degree. It is found that 41 percent of them have already obtained a master's degree and it makes it difficult to secure outstanding candidates to whom 60 places in master's programs (three places in doctoral programs) can be offered. In light of the situation, it has been decided that the next phase's intake of students should be changed to 50 from the current phase's intake of 63, in order to ensure the quality of candidates.

To allocate the intake of 50 students between master's programs and doctoral programs, the Vietnamese government requested an increase in the intake of doctoral degree students. The higher need for doctoral programs from the target organizations was also confirmed in the preliminary survey. Therefore, it has been agreed with the Vietnamese government that the intake of master's degree students will be decreased by 15 from 60 to 45 whereas the intake of doctoral degree students will be increased by two from three to five.

#### **(4) Component and Research Theme**

Considering the tendencies shown by technical interns and the COVID-19 pandemic, the new Components 1-4 Human Resource Development for Industrial Development and 2-1 Health care/Social Security have been determined to be added from the next phase with the aim of developing human resources who can contribute to the strengthening governmental and public organizations in charge of planning and implementing vocational education training and labor policies, and the establishment of medical policies and a social security system. The detailed background of the new component is as follows.

#### 1-4 Human resources development

Since the launch of the Doi Moi policy in 1986, Viet Nam has achieved rapid economic growth boosted mainly by the development of the manufacturing industry. However, the economic growth has slowed down in the last 20 years and creating added value in the manufacturing industry is needed. For Viet Nam to create higher added value particularly in the manufacturing industry and to promote the country's industrialization, it is crucial to train and develop high quality human resources at all levels, including skilled workers, engineers with practical skills and corporate executives. Regrettably, many vocational training institutions in Viet Nam are not always able to provide sufficient training programs to workers to train and equip them with the skills that industries expect of them because of training instructors' insufficient experience and skills and/or a lack of training tool upgrade budgets. In addition to the development of high quality skilled workers, both the Japanese government and the Vietnamese government make more focused efforts on the development of Vietnamese human resources through Japan's existing Technical Intern Training Program and the newly created Specified Skilled Worker Status framework. Therefore, in order to provide effective support to Viet Nam's human resources development, it is essential to carry out capacity building at government and public agencies that are responsible for planning and implementing relevant vocational training and labor policies.

#### 2-1 Health and social security

Although Viet Nam has been making efforts to improve its healthcare services in recent years, it is faced with various challenges, including the quality of the healthcare services, disparities between cities and regions, high healthcare costs and a rapidly aging population. To successfully deal with these challenges, it is necessary to take measures to provide universal health coverage (UHC) and it is also essential to speedily establish a sustainable health insurance system from a long-term perspective. It is feared that various new infectious diseases may emerge in Viet Nam and the Vietnamese government regards preparedness for an epidemic of infectious diseases as one of its priority challenges. Having an effective healthcare system is important in a post-COVID-19 era. Together with socioeconomic development and COVID-19 impact minimization, an effective healthcare system could help Viet Nam to recover from the impact of COVID-19. The JDS project is expected to train and develop personnel who will contribute to healthcare policy making and the development of a social security system.

The number of participants in each component has been reduced as a result of the addition of new components and the smaller number of applicants to be accepted. The degree of reduction is significant especially with Component 1-2 Improving of Economic Infrastructure and Traffic Accessibility (Transportation), which attracted few applicants this phase, and stakeholders have reached an agreement to reduce the number of participants from 7 to 2.

#### **(5) Target Organization**

The limitation on target organization has not been introduced to Viet Nam JDS and government

employees who satisfy the eligibility can apply for all components. Nevertheless, potential target organizations that are encouraged to apply are set for each component as part of the strategic recruitment activities.

Public employees include not only employees of public administration agencies but also those of research and educational institutes under the central ministries and agencies and the People's Committee, Socio-Political organization, and state owned enterprises<sup>58</sup> which are funded 100% by government. Public administration agencies have been facing difficulty in dispatching their employees to long-term training in master's degree programs and other courses due to a shortage in workforce arising from the policy of reducing the number of government employees that has been implemented since 2014 by the Government of Viet Nam. During this preparatory survey, many stakeholders in the central ministries and the People's Committee expressed their preference for short-term training over long-term training.

The policy of reducing the number of government employees also covers affiliated organizations, but only permanent employees are targeted, and contract employees included in the JDS recruitment are not targeted for reduction.<sup>59</sup> In fact, according to the questionnaire survey of affiliated institutions, more than 90% of the institutions answered that master's and doctoral degrees are necessary for promotion, confirming that there is a high need for master's and doctoral programs. In addition, in this preparatory survey, it was confirmed that personnel transfers from these affiliated organizations to the central ministries and people's committees have been carried out. Although the detailed data on personnel changes between each ministry and affiliated organizations are not available, for example, at the International Cooperation Department of the Ministry of Education and Training, one director (Chairman of the JDS Operating Committee) and one deputy director among three has been transferred from the affiliated university. In addition, the former director of the Ministry of International Education Cooperation was transferred from the president of Hanoi University to the post. In addition, in the Ministry of Justice, out of the 28 directors, 5 are from affiliated universities and 2 out of 5 deputy ministers are from the affiliated universities. Furthermore, in addition to personnel changes, it was confirmed that both organizations are closely involved in business, and it was confirmed that the staff of affiliated organizations may also contribute to policy making as civil servant in the future.

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<sup>58</sup> Some executives of state-owned enterprises are cadre or public service employees.

<sup>59</sup> Many organizations have a fixed-term employment period before permanent employment, or conclude a fixed-term employment contract on the premise of permanent employment.

**Table 17 Expected Main Target Organizations**

Priority Area (Sub-program)	Development Issue (Component)	Main Target Organizations
1. Promotion of Economic Growth and Strengthening of International Competitiveness	1-1 Strengthening of Market Economy System	<ul style="list-style-type: none"> <li>• Ministry of Planning and Investment</li> <li>• Ministry of Industry and Trade</li> <li>• Ministry of Finance</li> <li>• The State Bank of Vietnam</li> <li>• Vietnam Academy of Social Science</li> <li>• Office of the Government</li> <li>• CPV Economic Commission</li> <li>• National Assembly Economic Committee</li> <li>• Vietnam News Agency</li> <li>• Local Governments</li> <li>• Public economic universities</li> <li>• Hue university</li> <li>• Others</li> </ul>
	1-2 Improving of Economic infrastructure and Traffic Accessibility (Transportation)	<ul style="list-style-type: none"> <li>• Institute of Transport Science and Technology/ Ministry of Transport (MOT)</li> <li>• University of Transport Technology/ MOT</li> <li>• Vietnam Institute for Building Science and Technology/ Ministry of Construction (MOC)</li> <li>• National Architecture Institute/ MOC</li> <li>• Vietnam Institute for Urban and Rural Planning/ MOC</li> <li>• University of Civil Engineering/ Ministry of Education and Training</li> <li>• Hanoi City People's Committee</li> <li>• Ho Chi Minh City People's Committee (HCMC PPC)</li> <li>• Management Authority for Urban Railways/ HCMC PPC</li> <li>• Da Nang City People's Committee</li> <li>• Others</li> </ul>
	1-3 Improving of Economic infrastructure and Traffic Accessibility (Energy)	<ul style="list-style-type: none"> <li>• Ministry of Industry and Trade (MOIT)</li> <li>• Institute of Energy</li> <li>• Vietnam Electricity</li> <li>• Petro Vietnam Group</li> <li>• Ministry of Science and Technology</li> <li>• University of Mining and Geology/ Ministry of Education and Training</li> <li>• Hanoi University Science and Technology/ Ministry of Education and Training</li> <li>• Vietnam National University - Hanoi</li> <li>• Vietnam National University - Ho Chi Minh City</li> <li>• Others</li> </ul>
	1-4 Human Resource Development for Industrial Development	<ul style="list-style-type: none"> <li>• Ministry of Labors, Invalids and Social Affairs</li> <li>• Ministry of Planning and Investment</li> <li>• Ministry of Industry and Trade</li> <li>• Ministry of Agriculture and Rural Development</li> <li>• Local governments</li> <li>• Vocational Education and Training Institutions</li> <li>• Others</li> </ul>
	1-5 Agriculture and Rural Development	<ul style="list-style-type: none"> <li>• Ministry of Agriculture and Rural Development (MARD)</li> </ul>

		<ul style="list-style-type: none"> <li>• National Institution of Agricultural Planning and Projection/ MARD</li> <li>• Institute of Policy and Strategy for Agriculture and Rural Development/ MARD</li> <li>• Vietnam Agriculture Academy/ MARD</li> <li>• University of Forestry/ MARD</li> <li>• Local governments</li> <li>• Others</li> </ul>
2. Response to Fragility	2-1 Health care/Social Security	<ul style="list-style-type: none"> <li>• Ministry of Health(MOH)</li> <li>• Ministry of Labors, Invalids and Social Affairs(MOLISA)</li> <li>• Vietnam Social Security (VSS)</li> <li>• National institutes under MOH or MOLISA</li> <li>• Local governments</li> <li>• Others</li> </ul>
	2-2 Responding to the Threats of Climate Change, Disaster, Environmental Destruction	<ul style="list-style-type: none"> <li>• Ministry of Natural Resources and Environment</li> <li>• Ministry of Planning and Investment</li> <li>• Vietnam Academy of Science and Technology</li> <li>• Ministry of Agriculture and Rural Development</li> <li>• Ministry of Industry and Trade</li> <li>• Ministry of Education and Training</li> <li>• Vietnam National University - Hanoi</li> <li>• Vietnam National University - Ho Chi Minh City</li> <li>• Hue university</li> <li>• Local governments</li> <li>• Others</li> </ul>
3. Strengthening of Governance	3-1 Strengthening of the Legal System	<ul style="list-style-type: none"> <li>• Ministry of Justice</li> <li>• Ministry of Public Security</li> <li>• Supreme People's Court</li> <li>• Supreme People's Prosecution</li> <li>• Ministry of Industry and Trade</li> <li>• Ministry of Foreign Affairs</li> <li>• State Bank of Vietnam</li> <li>• State Audit of Vietnam</li> <li>• Local governments</li> <li>• Others</li> </ul>
	3-2 Strengthening of the Administrative Capacity	<ul style="list-style-type: none"> <li>• Ministries</li> <li>• Government Inspectorate</li> <li>• State Audit of Vietnam</li> <li>• The Office of the National Assembly</li> <li>• Ho Chi Minh National Academy of Politics</li> <li>• Office of the National Assembly</li> <li>• Local governments</li> <li>• Diplomatic Academy of Vietnam/ MOFA</li> <li>• Others</li> </ul>

## (6) Accepting Universities

Prior to this preparatory survey, the JICA presented proposed fields of study and development issues of the JDS Project in Viet Nam to existing and potential JDS host universities and invited them to submit student hosting proposals indicating their preferred countries and proposed issues. Subsequently, a total of 62 proposals were submitted from 23 universities or 36 graduate schools.

The details of the student hosting proposals submitted by these universities and their experiences



of hosting international students including JDS fellows were assessed by the JICA based on the assessment guidelines. Then, the universities that had made suggestions about the components were reviewed by the JICA and those shortlisted and ranked highly in the review were presented to Vietnamese government officials when this preparatory survey was discussed with them in Viet Nam. The shortlisted universities' profiles were described to the government officials during the discussion. After the discussion, host universities and the number of available places were agreed as shown in the table below.

**Table 18 Accepting Universities of the JDS Project in Viet Nam**

Sub program	Components	University	Graduate school (GS)	Slot
1. Promotion of Economic Growth and Strengthening of International Competitiveness	1-1 Strengthening of Market Economy System	Kobe University	GS of International Cooperation Studies	2
		International Christian University	GS of Arts and Sciences	2
		International University of Japan	GS of International Management	2
	1-2 Improving of Economic Infrastructure and Traffic Accessibility (Transportation)	Saitama University	GS of Science and Engineering	2
	1-3 Improving of Economic Infrastructure and Traffic Accessibility (Energy)	Hiroshima University	GS of Advanced Science and Engineering GS of Humanities and Social Sciences	2
	1-4 Human Resource Development for Industrial Development	Kobe University	GS of International Cooperation Studies	2
		Hiroshima University	GS of Humanities and Social Sciences	2
	1-5 Agriculture and Rural Development	Kyushu University	GS of Bioresource and Bioenvironmental Sciences	2
		University of Tokyo	GS of Agricultural and Life Sciences	2
		Tokyo University of Agriculture and Technology	GS of Agriculture	2
2. Response to Fragility	2-1 Health Care/Social Security	Nagasaki University	GS of Tropical Medicine and Global Health	4
	2-2 Responding to the Threats of Climate Change, Disaster, Environmental Destruction	University of Tsukuba	GS of Life and Environmental Sciences	4
		Kyoto University	GS of Global Environmental Studies	2
3. Strengthening of Governance	3-1 Strengthening of the Legal System	Nagoya University	GS of Law	2
		Kyushu University	GS of Law	2
		Tohoku University	GS of Law	2
	3-2 Strengthening of the Administrative Capacity	Meiji University	GS of Governance Studies	3
		Rikkyo University	GS of Business	2
		International University of Japan	GS of International Relations	2
		Ritsumeikan University	GS of International Relations	2
		International Christian University	GS of Arts and Sciences	2

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

### (1) Operating Committee

Considering the role of the Operating Committee stipulated by the JDS Operating Guidelines, we confirmed that International Cooperation Department of the Ministry of Education and Training (MOET) will continue to be the chairperson and the Ministry of Planning and Investment (MPI) be the member representing Viet Nam. Although the MPI has not been able to attend the Operating Committee meeting at all due to its busy schedule in the current phase, the intention of the MPI was confirmed for the continuation of the Operating Committee in the next phase. We will encourage MPI the active involvement in JDS projects, including attending the ministry's Operating Committee meeting.

Although Japan suggested including the Ministry of Foreign Affairs (MOFA) as a new committee member for Viet Nam in order to strengthen the diplomatic relationship between Viet Nam and Japan, the MOET was of the opinion that the need for the MOFA's involvement in the JDS program was low and showed concern that the burden of coordinating operating procedures and other matters would increase if the Ministry was included. Accordingly, we decided to judge whether or not to add the MOFA based on an interview with the Ministry.

**Table 19 Operating Committee Member**

Country	Role	Member
Viet Nam Side	Chair	International Cooperation Department, Ministry of Education and Training
	Member	Ministry of Planning and Investment
	Member	Ministry of Foreign Affairs (tentative)
Japan Side	Vice-Chair	JICA Viet Nam Office
	Member	Embassy of Japan in Viet Nam

### (2) Role of Operating Committee

Vietnamese Operating Committee members provide a range of support. Their activities include approaching various government ministries and agencies and networks to invite applications for the JDS Project, and posting the recruitment information on the website. They have had meetings and discussions not as a mere formality but to make the operation of the JDS Project and its application and selection processes more effective. It is hoped that they will continue to provide cooperation in the next phase and beyond.

Securing the right number of the right candidates is the JDS Project's issue. To secure such applicants as well as to adopt a recruitment policy and select final candidates, assistance of Vietnamese Operating Committee members should be more eagerly sought to approach governmental bodies, and in particular, central ministries and agencies, and People's Committee. The Operating Committee's active involvement and cooperation is vital when taking follow-up actions after fellows' return to Viet Nam and creating an environment that allows them to advance

their careers.

**Table 20 Role of Operating Committee**

Role	Details
Formulate the recruitment and selection plan	Determined in accordance with the basic principles of recruiting activities for each year (taking into account priority development areas, the main target organizations and promotional methodology), based on the national development plan of Viet Nam and general aid principles in Japan Selection principles for JDS Project in Viet Nam determined in accordance with the JDS Operating Guidelines
Interview the candidates	At the third-round selection (comprehensive interview), the interviewer evaluates the potential candidate; the Operating Committee makes the final determination on candidates
Select JDS fellows from the candidates	The final candidates chosen through the selection process are approved by the Operating Committee
Promote effective utilization of JDS returned fellows and follow-up	Follow-up including strategies for utilizing JDS returned fellows to promote the outcomes of the project
Others	Principles to be determined when JDS returned fellows occur and necessary measures to be undertaken Attendance at events such as send-off party and debriefing upon return, with suggestions provided with a view to encouraging statements to be made about the outcomes of JDS In addition, respond to any necessary matters in relation to operation of the JDS scheme and make decisions as appropriate

### 2-1-3. Basic Plan for Sub-Programs (Master' Program)

Based on the framework agreed upon during the field survey in January 2021, the Basic Plan was drafted in each of the JDS priority areas (Sub-Programs) and the consultant presented it to the Operating Committee members. Each Basic Plan outlines the objectives and evaluation indicators and also describes the role of JDS in the context of development policy in Viet Nam in each of the JDS priority areas. In addition, it sets out the principles and a summary of the history of aid provided by Japan, and describes the initiatives undertaken by the accepting universities. JDS fellows for four batches will be formulated as a single package or phase. They are sent under the same Sub-Programs/Components, Target Organizations and accepting universities for six years, in accordance with the Plan. This approach is designed to boost the policy-making and administrative competencies of core personnel and in turn enhance the policy-making capacity of Target Organizations.

Regarding the application qualification requirements, in the current phase, "those who have received a scholarship and obtained a master's degree as a result of studying abroad" are excluded from the recruitment target, however it was proposed by MOET to exclude "those who have already obtained a master's degree from both domestic and overseas universities, including their own funds" in order to provide equal opportunities for studying abroad as a master's student. However, since many applicants for Vietnam JDS have already obtained a master's degree at domestic universities, and the ratio has been increasing in recent years and it may be difficult to

acquire excellent applicants due to stricter qualification requirements, careful consideration is required. Therefore, it was agreed that the details will be decided at the first Operating Committee of FY 2021. Table 21 is proposed applicant eligibility of the JDS Project in Viet Nam.

**Table 21 Applicant Eligibility of the JDS Project in Viet Nam**

Item	Eligibility
Nationality	Citizens of Viet Nam
Age	Between 24 and 39 as of April 1 in the year of dispatch
Academic Background	Possess a Bachelor Degree from universities authorized by the Government of Viet Nam or other countries (Full-time and formal training).
Job Category	Only Public Employees are eligible (including Communist organizations, Socio-Political organization, and state owned enterprises which are funded 100% by government)
Reinstatement	Have at least 12 months of full-time work experience after graduation in current organization of public sector with social insurance covered by the organization, particularly in work relevant to the selected Component.
English Proficiency	Have a good command of both written and spoken English. Note: Final candidates must obtain TOEFL ITP 500 (iBT 61)/IELTS 5.5 (with no sub-band under 5.0) or above.
Others	A person who falls under the following category is NOT eligible to apply <ul style="list-style-type: none"> <li>Those who are currently receiving (or scheduled to receive) another international government scholarship (including other scholarships of Japan).</li> <li>Those who have obtained a master's or higher degree in a foreign country under any kind of scholarship.</li> <li>Those who were sent for overseas study by State but could not complete their study or did not report their completion as regulated.</li> <li>Those who were awarded scholarship for overseas study and being in the constraints of compensation training expenses.</li> <li>Military personnel registered on the active list or person on alternative military service.</li> </ul>
	Must well understand the objective of JDS Project, and should have a strong willingness to work for the development of Viet Nam and work for belonging organization at least four years after completing master's course in Japan in order to make a contribution to the development of Viet Nam through their work in their organizations
	Must not be serving in the military
	Must be in good health, both mentally and physically.

#### **2-1-4. Acceptance into the Ph.D. Program**

In response to the Vietnamese government's request for an increase in the intake of doctoral degree students and as a result of the confirmation of the higher need for doctoral programs from the target organizations in the preliminary survey, it has been agreed with the Vietnamese government that the intake of doctoral degree students will be increased by two from three to five. Detailed student intake policy for the next phase will be determined in the first meeting of the Operating Committee based on the following objectives and fundamental principle.

## **(1) Objectives**

In addition to allowing JDS fellows to make policy and other decisions on development issues in their respective countries from a broad point of view based on high-level knowledge and research results, the objective of the doctor's course is to develop human resources that lead international discussions as representatives of their respective countries and exert influences on domestic and foreign affairs from a global perspective by establishing a network of connections worldwide. Another objective is to develop true leaders knowledgeable about Japan in the countries by encouraging them to build and evolve favorable relationships with Japan throughout the doctor's course.

## **(2) Basic policy**

JDS fellows will be accepted in autumn at the second year since the project starts. Aside from that for the master's courses, the number of JDS fellows to be accepted is set at five per a year. Fulfilling the one slot for the doctor's courses is not considered as a goal. The slot is fulfilled only if there are appropriate candidates for the course.

## **(3) Form of acceptance and treatment**

In principle, the upper limit to the period of support is three years<sup>60</sup>. The scholarship during the stay in Japan is granted in the same way as for government-financed research students in the doctor's course.

## **(4) How to recruit and select applications**

Apart from those for the regular master's course slot, applications, recruitment and selection policy are decided by the JDS Operating Committee. Applicants are required to obtain the prior approval of their belonging organizations and the accepting university (and required documents such as guidance plans and letters of recommendation) and submit an application together with a set of application documents and research plans.

Applications are screened by the JDS Operating Committee. The nomination letter submitted by the applicant's belonging organizations should describe the order of priority for applicants from the ministry. If the number of applicants is three times the acceptance slot or larger, the document screening is conducted by the Operating Committee members. Later, the Operating Committee member conducts the interview to decide a final successful candidates.

Unlike the master's course, the JDS doctor's course requires final successful candidates to submit an application to the university to which they apply and take entrance examinations there. If they fail to pass the examinations, their status as the JDS final successful candidates will be revoked. This does not necessarily mean that each year four JDS fellows are admitted to a Japanese

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<sup>60</sup> The period can be extended by up to six months only if it is judged that the student concerned is highly likely to obtain a doctor's degree.

university to study in the JDS doctor's course.

#### **(4) Eligibility**

Stakeholders have agreed to broaden the eligibility from the next phase to include applicants who have obtained a master's degree in a university in Japan in addition to JDS master's degree program participants. The Ministry of Education and Training has requested including applicants who have obtained a master's degree in a country other than Japan in the future and it was confirmed that this request will be discussed in the future.

In response to another request from the Ministry of Education and Training to extend the work experience requirement to 12 months because 6 months of work experience is too short for applicants to commit themselves in the organization they belong to and too short for their organizations to assess the applicants' abilities, Japan has agreed to this change.

**Table 22 Applicant Eligibility of the JDS Project for PhD course in Viet Nam (Tentative)**

Item	Details
Age	Be at the age of 45 or under 45 years old (as of 1 <sup>st</sup> of April on arrival)
Academic Background	Completed a Master's course in Japan
Job Category	Public employees
Work Experience	Applicants must have returned to Viet Nam after finishing the Doctor's program and have worked for more than 6 years in the previous workplace. 4 years reinstatement period of the Master's program can be carried over after obtaining Doctor's degree. Therefore, it is possible to go for the Doctor's program directly after completing the Master's program.
Others	Applicants must obtain approval (reference letter from a supervising professor) from a university in Japan
	Applicants must obtain a permission letter from his/her belonging organization

## **2-2. Obligations of Recipient Country**

During the period of recruitment and selection of JDS fellows, Ministry of Education and Training takes a main role in planning, implementation, management and supervision of the JDS Project as a chair of the Operating Committee. They ask main government organizations related to each Sub-Program for cooperation to disseminate the information about JDS and promote application.

While the JDS fellows study in Japan, the Vietnamese government 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 Operating Committee members if necessary. In addition, the Vietnamese government supports the JDS fellows to collect data or other materials necessary for completing their master's theses.

After the JDS fellows return to Viet Nam, taking into consideration that main objectives of the

JDS Project include contribution of the JDS returned fellows to solving development issues of the country as well as the development of the human network, the Vietnamese government shall hold a Reporting Session 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. The Operating Committee takes necessary measures to facilitate the outcomes of the project, particularly it is essential for them to make efforts to let JDS fellows return to their previous job or have a position in a key government organization where they can utilize their experience in Japan.

### 2-3.JDS Project Implementation Schedule

When Ministry of Foreign Affairs of Japan and JICA officially make a decision to implement JDS from FY 2021 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 6 below. Officially, the Ministry of Foreign Affairs determines the maximum number of students and the maximum amount to be accepted each year with the approval of the Japanese government through cabinet meeting.

	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025	FY2026	FY2027	FY2028
Preparatory Survey									
1st Batch (Master)		R/S	A		R				
2nd Batch (Master)			R/S	A		R			
3rd Batch (Master)				R/S	A		R		
4th Batch (Master)					R/S	A		R	
1st Batch (Ph.D.)		R/S	A			R			
2nd Batch (Ph.D.)			R/S	A			R		
3rd Batch (Ph.D.)				R/S	A			R	
4th Batch (Ph.D.)					R/S	A			R

R/S: Recruitment & Selection    A: Arrival in Japan    R: Returning home

**Figure 6 Implementation Process**

### 2-4. Recruitment and Selection Methods

#### 2-4-1. Recruitment Methods

##### (1) Recruitment Tools / Materials

Recruitment tools include a recruitment website, brochures, posters and leaflets, as well as information through SNSs, blogs, press releases on each organization's website, in cooperation with the Operating Committee members and HR department in the target organizations.

Application requirements, application forms and PR materials (posters, leaflets, and website etc.) will be designed to include information according to the needs of applicants by adding, for



example, “advice for preparing application documents”. It will be possible to effectively utilize these application tools. Also, advantages of studying abroad with JDS will be demonstrated, using comments from the JDS returned fellows who are currently playing active parts in the government organizations.

## **(2) Recruitment Methods**

Pamphlets, posters, and leaflets for the recruitment of applicants will be distributed to government bodies. Visits to government ministries and agencies and other government bodies to invite applications and promotion seminars in the capital city as well as several other cities will be considered. In promotion seminars, opportunities to consult with JDS returned fellows will be established. In this way, support will be provided such that research plans of candidates will be suitable for research at master’s courses. In addition, it’s expected to prevent mismatch between candidates and universities through these opportunities.

The locations and frequency of promotion seminars will be determined by the Operating Committee at a later date. It is desirable to organize these events efficiently and effectively in conjunction with the JICA’s other programs.

Another effective means of recruitment is to cooperate with teachers at host universities and with universities that have offices in Viet Nam, such as Nagoya University, International University of Japan, Kyushu University, Ritsumeikan University and University of Tsukuba, to provide applicants with more specific information about the universities. To acquire talented candidates in Viet Nam where there are many opportunities to get scholarships from various countries, it is considered necessary to cooperate with relevant organizations in Japan, such as the Japan Student Services Organization (JASSO) and the Japan Foundation, to provide information on good points of Japan and attractions of studying in Japan.

Following the current phase, the Central Committee of the Communist Party of Viet Nam will conduct their own recruitment of administration officials who are executive candidates. The International Cooperation and Training Division, Department of Training and Professional Development, which takes charge of practical business, will receive applications and submit them to implementing agencies.

### **2-4-2. Selection Method**

Selection will be conducted in three stages: document screening by accepting university, technical interview by professor of accepting university, and comprehensive interview by the Operating Committee. Prior to the selection, guidelines for selection procedures will be formulated, which are to be approved by the Operating Committee, to select candidates according to the purpose of this project.

Starting this phase, a measure has been taken to give excellent applicants who did not pass the

document screening or technical interview due to a mismatch between their field of research and the applied field of study a second chance by allowing them to re-apply to universities that received fewer applications than certain times of the number of available seats. We will continue to consider the introduction of this measure to discover excellent applicants.

The Government of Viet Nam requires its employees to have TOEFL ITP500 or IELTS5.5 or higher to study abroad. Many applicants, however, fail to pass this requirement every year although they are selected as final candidates for JDS participants. English training has been introduced for candidate participants since FY 2019 to address this issue. It has been decided that this training will be continued in the next phase.

## **2-5. Pre-departure and Post-arrival Orientation, Enrichment Program and Special Program**

### **2-5-1. Contents of Pre-departure and Post-arrival Orientation**

In order to achieve the project goal through the JDS fellows, it is further essential to understand the society and development experiences of Japan as background knowledge. According to results of the questionnaire subjected to JDS returned fellows of other countries, as for questions about pre-departure and post-arrival orientations, more than half of them responded that Japanese language trainings and lectures focusing on Japanese culture and society were useful. Therefore, (1) Lectures to understand the social and development experiences of Japan, the basic knowledge of assistance policy toward Viet Nam, (2) Programs to improve self-awareness as JDS fellows such as lecture by the president of JICA, (3) Orientations with the aim of enabling them to smoothly commence their life in Japan, (4) Programs to understand Japanese culture and language are going to be implemented.

#### **(1) Before Coming to Japan**

During the pre-departure orientation program in Viet Nam, likewise in other countries, JICA Viet Nam Office will be requested to give a briefing on Japan's development experience and assistance policy toward Viet Nam as well as projects currently implemented in Viet Nam. In addition, the Agent will explain JDS Project, necessary preparations and procedures to go to Japan, and introduce Japan society and culture.

Moreover, Japanese language training will be implemented for around 100 hours from next phase. Assuming that a total of 135 hours of pre-arrival and post-arrival training, including post-arrival Japanese language training, will be provided, the target level should be Japanese Language Proficiency Test (JLPT) N5 (Basic level: The ability to understand some basic Japanese.). This training is designed to help students to deepen their understanding of Japan and to better communicate with their communities and universities so that they will truly have strong pro-Japanese sentiment.

## **(2) After Arrival in Japan**

After arrival, the gist and objectives of this project, the roles JDS fellows are expected to play and possibilities of coordination with other projects will be communicated to improve recognition of participation to the JDS Project and their motivation. By incorporating leadership training and through active group work, the fellows will be urged to have a sense of purpose as leaders and an opportunity to learn about what elements are necessary to become a leader.

University faculties will be requested to give lectures on the basic knowledge of Japanese politics, economy, society and culture.

JDS fellows will also be given information on rules, procedures and lifestyle in Japan. In particular, with regards to managing their safety during their stay in Japan, they will be given explanations regarding natural disasters such as earthquakes, tsunamis, typhoons and avalanches, as well as crime and traffic rules. They will gain an understanding and be prepared to spend their time in Japan safely with peace of mind. Hands-on training using anti-disaster training facilities will also be implemented.

The Japanese language training will be implemented for around 35 hours, following the language training at the pre-departure orientation. JDS fellows will not only gain necessary conversation ability in Japanese, they will also gain an understanding of Japanese culture, lifestyle and social manners through hands-on learning, and they will be taught useful communication techniques for daily life.

Opportunities for JDS fellows to smoothly adapt to Japan will also be offered, such as workshops for overcoming culture shock in an unfamiliar lifestyle environment and to promote understanding of other cultures with opportunities to learn the experiences of JDS returned fellows.

In regards to the impact of the new coronavirus infectious disease that occurred in 2020, it is difficult to predict the impact of orientation before and after training for JDS fellows in the next phase, which will be accepted from the next fiscal year, but considering the social changes after corona, taking care of the infection prevention, it is required to consider using video content and conducting online orientation without compromising the quality and quantity of training content.

### **2-5-2. Contents of Enrichment Program**

JDS fellows are expected to contribute to solving the country's development problems as core human resources after returning home and contributing to the expansion and strengthening of friendly relations between the two countries with good understanding of Japan. While other similar projects by other donors are being offered, it is possible for the JDS Project to be competitive not only by obtaining a degree at a graduate school, but also by offering a program to increase added value.

For this reason, in addition to education in high quality and research at each accepting university, it is desirable for the JDS Project to improve the quality of existing programs such as pre-departure and post-arrival orientation, special programs offered by accepting universities, joint programs. At the same time, it is important to provide more useful opportunities for the JDS fellows such as networking events during their stay and internship programs at JICA or other organizations.

According to the results of the questionnaire to the returned fellows of other countries, many of them wanted internship opportunities in the Japanese ministries and agencies, networking events with Japanese administrative officers, etc. as possible programs provided during their stay. Some programs have been already implemented, such as networking events with Japanese administrative officers conducted by the implementing agent and individual internships at the Ministry of Foreign Affairs and JICA, and it is desirable to be continued as a part of the project and further developed.

In addition, exchange events with local communities are also of great interest to returned fellows. In the questionnaire survey conducted before the return of JDS fellows by the implementing agent, many fellows comment that they wanted to have more opportunities to interact with Japanese people, along with Japanese language. If those opportunities to exchange with local Japanese people and community are provided such as events coordinated with a local international communication organization and homestay programs, it will lead for the JDS fellows to gain deeper experience of Japanese society.

In the JDS basic research conducted in FY2019, the following recommendations were made for adding value and branding so that JDS will continue to be recognized as a high-value scholarship program. As mentioned above, some programs are already being implemented, but it is necessary to promote efforts with these recommendations to differentiate JDS as a scholarship program with more distinctive features.

**Table 23 Methods of added value to make JDS more attractive**

Timing	Examples of efforts to increase the added value of the project
Before studying in Japan	Japanese language training improvement (conducted approx. 3 months)
During study in Japan	Social meetings with the JICA Issues Department, Japanese government agencies, local governments, etc.
	Lectures on Japanese development experience, Japanese politics and administration, Japanese diplomacy and Asia/Africa, and Japanese culture and society
	Leadership training
	Internships in government agencies, NGOs, companies, etc.
	Service and ceremony as a JDS fellow (VIP visit on arrival in Japan, etc.)
After studying in Japan	Follow-up activities improvement
	Sharing and disseminating the list of returned fellows to relevant Japanese organizations
	Online database of returned fellows list
	Support for alumni networks
	Support for returned fellows' research activities and their families

### **2-5-3. Contents of Special Program**

The accepting universities will engage in extra activities for JDS fellows in accordance with necessities of their country and development issues taking into consideration circumstances of JDS fellows in addition to the existing university program.

The special program consists of the following aims.

- (a) To solve development issues in the relevant countries, JDS fellows learn about practical knowledge and experiences through more practical and specific cases.
- (b) Through special program activities, JDS fellows or related organizations in the relevant countries build a network for future activities of researchers and organizations from Japan and overseas.
- (c) JDS fellows will gain the necessary support within a limited period to engage in school research and smooth communication with related persons, and to attain their goals.

Many universities who have already accepted JDS fellows have already implemented field trips and seminars both in Japan and abroad by utilizing the special programs.<sup>61</sup> Among them, field trips were particularly highly evaluated in the questionnaire to the JDS returned fellows. As well as continuous encouragement by the Agent for the use of special programs at each university, it is expected that appropriate consultation, such as to share good practices from other universities and to feedback the results of questionnaires answered by JDS fellows, should be provided by the Agent to the universities so that the universities can provide useful programs that will contribute to the above purpose of the JDS Project with reference to the questionnaire results of JDS returned fellows.

## **2-6. Monitoring, Guidance and Counseling**

### **2-6-1. Implementation System**

A coordinator of the implementing Agent is assigned to each university, which accepts the JDS fellows in order to build a good relationship with faculty members and staff of the university and to respond to the fellows promptly in case of emergency. In case the university is located in a provincial city, a responsible person is assigned in the nearest branch of the agent.

### **2-6-2. Guidance and Counseling**

The coordinator provides advice for the JDS fellows with regard to their campus life and daily life after they arrive Japan until immediately before they leave Japan. In addition, the responsible person assists the fellows by arranging for accommodations, assisting them to go through a

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<sup>61</sup> See Appendix 6 for activities that utilize the special programs of each host university.

procedure for notifying moving-in, to enter the national health insurance plan, to get insurance coverage, and to vacate housing, etc.

### **2-6-3. Monitoring**

In order to check the efficient implementation of the Project, it is necessary to understand the condition of the academic and daily life of the JDS fellows under the project. For appropriate monitoring, a good relationship needs to be built with the university staff to receive information on the fellows on a daily basis. In addition, it should be prepared to have an opportunity to have an interview with the fellows regularly to understand their academic and daily life, and provide necessary support in an appropriate timing.

In particular, regular monitoring system by one on one interview helps to find the fellows' problem in an early stage, which normally cannot be seen on daily life, and problems such as the incompleteness of academic courses and aggravated physical condition can be prevented by this system. Furthermore, good practice such as distinguished academic research accomplishments can be found through regular interviews, and they are reported as the result of the project through periodic and other public relations reports on the project.

In order to prevent the spread of COVID-19, when it is difficult to conduct face-to-face monitoring, interviews will be conducted remotely such as online interviews. In case a possible case of infection is found among JDS fellows, the implementing agent will contact frequently with them, and take the necessary support by working together with related stakeholders until the concerns are solved.

### **2-6-4. Response in Case of Emergency**

A support system is established with the assistance of call centers in the private specialized company to respond to the JDS fellows with regard to their health problems and other life-related problems during night time, weekends and holidays, and during the year-end and New Year holidays.

In addition, the e-mail delivery system and the safety confirmation system are provided so that information on the safety and whereabouts of all the fellows can be consolidated promptly and accurately even if phone lines are disconnected while large-scale disasters and other emergencies happen.

Furthermore, the following measures will be taken to prevent JDS fellows from being infected with COVID-19 during their stay in Japan.

- Providing the information on COVID-19
- Bring to JDS fellows attention to prevention of infection

- Request for postponement of overseas travel (overseas research, private travel), provision of support for JDS fellows to return to Japan
- Hearing from JDS fellows on their health conditions, supporting JDS fellows with a possible case of infection, and providing counseling with JDS fellows who are worried

For JDS fellows who are concerned about infection, the implementing agent promptly consults with medical institutions and provides the necessary support under the guidance. In addition, if there is a possibility of infection, the implementing agent will immediately report to JICA and the persons involved in the project.

## **2-7.Follow-up**

### **2-7-1. Current Follow-up activities**

Follow-up activities in Viet Nam had not been active except a reunion in 2013, preparation of an essay collection by the 12th batch participants in 2015, and annual database updates. This is because they are too busy to take a leadership role in organizing alumni association activities and some returned JDS fellows already have a horizontal network within their year group and do not regard a vertical cross-batch network as important.

In January 2017, however, nearly 100 people who had returned to their countries after the JDS program attended the JDS returned fellows reception co-held by JICA Viet Nam Office and JICE. This reception was a new event and no events this big had ever been held for JDS returned fellows. The presence of faculty staff from host universities, who were visiting Viet Nam to conduct interviews, was also a contributing factor to the success of the event. Following this event, the JDS Special Network (JSN) consisting of a group of like-minded JDS returned fellows was set up.

Since then, various events that can contribute to solving social issues in Viet Nam have been held using the follow-up activity support fund of JICE. Along with the accumulation of cases that used this fund and the diffusion of information among JDS returned fellows, non-JSN members have voiced ideas such as holding workshops utilizing knowledge gained in Japan, giving us a glimpse of the enthusiasm of JDS returned fellows. The network of JDS returned fellows of all batches is expected to be developed as not only JSN members but also other JDS returned fellows have cooperated in managing events held in the past. Media also participated in these events and published articles about them. In this way, follow-up activities have contributed to branding and an increase in the popularity of JDS in Viet Nam.

Furthermore, JDS returned fellows have playing a major role in PR for JDS by attending the information sessions, managing SNS accounts to support candidates who have interest in JDS, and other activities.

**Table 24 Example of follow-up currently planned and executed**

Activities	Content
JDS returned fellow reception	Held jointly by the JICA Viet Nam Office and JICE in January 2017. One hundred twenty-six members, including 98 JDS returned fellows from 1 to 14 batches participated in the reception. An Alumni Executive Committee was established by ten members.
Workshop for food safety	A workshop concerning food safety was held in July 2017 inviting JICA experts, ex-JDS participant experts, farmers, and private enterprises and approximately 100 people including ex-JDS participants and media participated in it.
Workshop for water safety	A workshop concerning water safety was held in April 2018 inviting JICA experts and private enterprises and approximately 70 people including ex-JDS participants and media participated in it.
Event for environmental education	An event about environmental conservation, mainly the 3Rs (reuse, reduce, and recycle) for child education was held. This event was planned and organized in cooperation with the staff of the environment group in JICA Viet Nam Office and the enterprise to which an ex-JICA expert belongs. Approximately 30 people including ex-JDS participants, children, and media participated in it.
Participation in the lecture at Ho Chi Minh National Academy of Politics	Established two audit student slots in the Japan Class, and participate in a lecture given at Ho Chi Minh National Academy for leaders of the Communist Party, executed by JICA Viet Nam Office since 2015. Total participants are 14.
Essay booklet	Essay booklet titled “Unforgettable experience with JDS” was issues in March 2015 as part of follow-up activities for 12 <sup>th</sup> batch JDS returned fellows (2012-2014)
Participation in the Returned Fellow Reporting Session	Inviting returned fellows, experience of returning to work and career formation after returning home is shared.
Participation in the explanatory session	Returned fellows are invited to JDS recruiting and information sessions held for the general public and in government agencies to share their experience and to provide information about preparing for the JDS project. Some JDS returned fellows opened SNS accounts to support candidates by offering advice on applying for JDS.
Database update	The execution agency confirms the information of returned fellows once per year via e-mail, telephone and other means

Opportunities for follow-up activities with social value and events, JDS returned fellows' engagement in these events, and JDS applicant recruitment activities have increased, which contributes to strengthening of the JDS returned fellows' network, the establishment of their identity as JDS returned fellows, and an increase in their reputation in society. The remaining issues include a decrease in the activities of JSN members who had led the follow-up activities due to their working conditions, maintenance of stakeholder motivation, the limited number of JDS returned fellows who participate in the follow-up activities, and the limited number of activities that are directly connected to JDS returned fellows' expertise and function as an opportunity for career advancement for them. Further promotion among JDS returned fellows and planning of specialized activities that are directly connected to the expertise of each JDS returned fellows are thought to be important.



### **2-7-2. Follow-up plan of the next phase**

Considering the situation mentioned above, promotion of follow-up activities among JDS returned fellows and events that contribute to specialized career development are important factors in the follow-up plan to improve the outcomes of the JDS program. In addition to follow-up seminars developed by each university under special programs, exchange activities with experts by field of expertise, such as opinion exchanges and networking events by field of expertise held in collaboration with JICA Vietnamese experts, would be effective. We also hope to improve the popularity of the follow-up activity support fund of JICE among JDS returned fellows to further activate follow-up activities. Meanwhile, we will promote these activities among Japanese stakeholders to improve the reputation of JDS returned fellows, which in turn would help JDS returned fellows stay motivated and help them develop their careers.

## **Chapter 3. Evaluation of the JDS Project and Recommendation**

### **3-1. Relevance between JDS Project and Development Issues / Country Assistance Policy**

In light of the Viet Nam development plan and status and issues of relevant sectors, the consistency of the JDS project and the Viet Nam development plan was analyzed as described below.

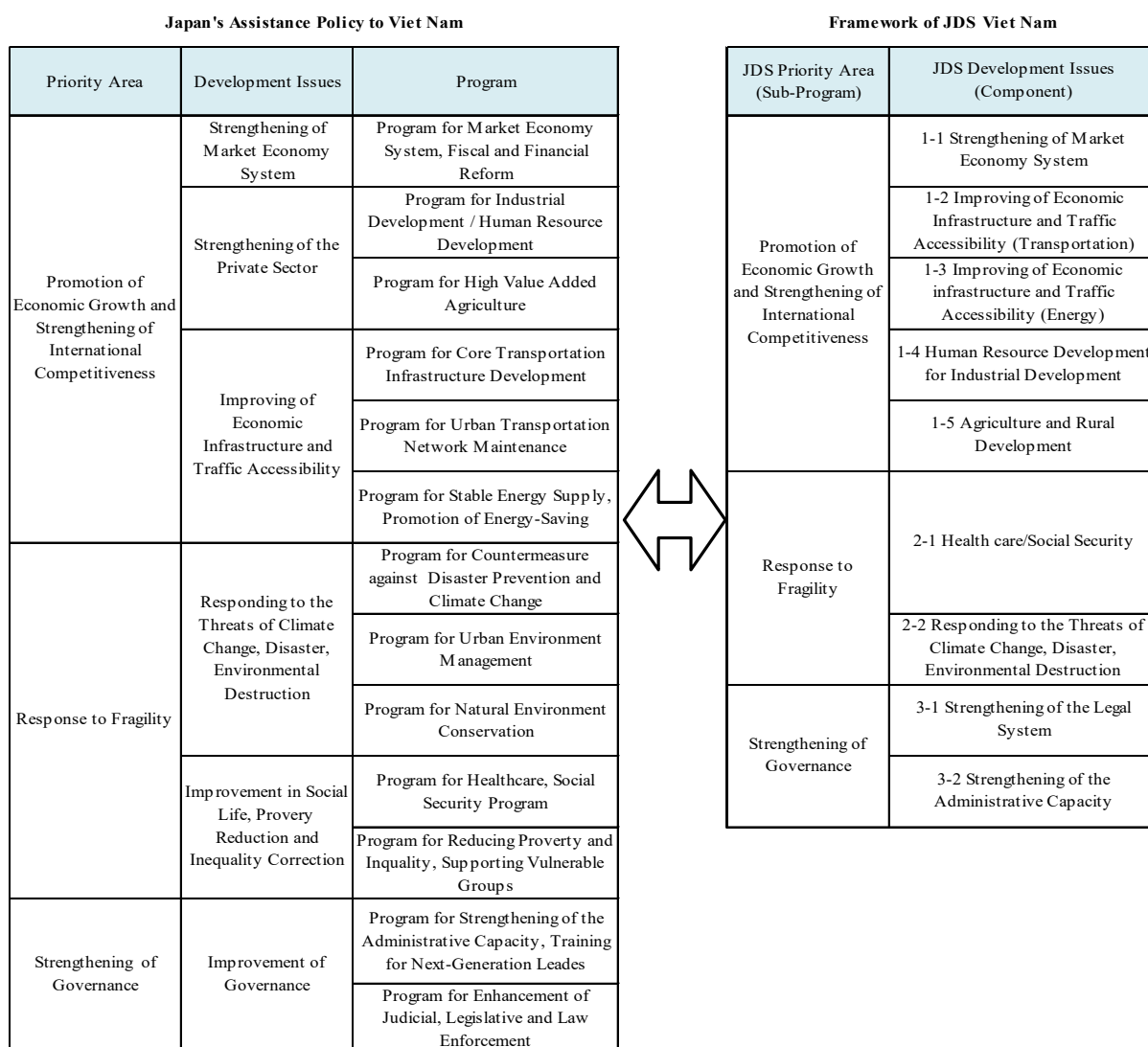
#### **3-1-1. Conformity with Priority Development Issues in Viet Nam**

The Government of Viet Nam published the Socio-Economic Development Strategy for the period of 2021 to 2030 at the 13<sup>th</sup> Congress of the Viet Nam Communist Party in 2021. According to materials from this Party Conference, in future the government plans to focus on infrastructure and equipment, strengthening trade relations with developed countries and attracting investment, revamping its economic growth model, transforming its economic structure, building a digital government, developing a digital economy, developing processing and manufacturing industries (public electronics, automobiles, supporting industries, energy industries, etc.), and in the long term, emphasizes the economic development of information technology. The priority areas of JDS projects, "Promotion of Economic Growth and Strengthening of International Competitiveness," "Response to Fragility," and "Strengthening of Governance," are positioned as support for solving these issues.

#### **3-1-2. Conformity with Japanese Economic Cooperation Policy to Viet Nam**

A major objective described in Japan's country assistance policy for Viet Nam dated December 2017 is that Japan will assist Viet Nam in achieving sustainable growth, overcoming vulnerable aspects, and developing a fair society and country through strengthening international cooperation in line with the mid- and long-term growth strategy of the Government of Viet Nam.

Important area of assistance that had been established are "Promotion of Economic Growth and Strengthening of International Competitiveness" "Response to Fragility" and "Strengthening of Governance" and development issues as well as cooperative programs are formulated for each of these important area. JDS development issues, possible research themes and major agencies corresponds to the issues are listed below, and they are positioned as programs to develop core human resources of the control authorities that are responsible for each field. This corresponds to the cooperation policy of Japan and JICA.



**Figure 7 Relevance between Japan's Aid Policy to Viet Nam and JDS Framework**

### **3-1-3. Feasibility of Providing Grant Assistance through JDS**

Recipients of grant assistance are chosen in accordance with the criteria for interest-free loan recipients as defined by the global Independent Development Association (IDA), namely, Gross National Income (GNI) of \$1,175 per capita. Grant assistance is generally used to assist developing countries with major nation-building projects and initiatives designed to alleviate poverty, often in areas where the local government does not have enough funds or is unable to obtain the necessary loans. Grant assistance is designed to help recipient countries to be more autonomous and independent, and is carefully coordinated with other technical aid projects and interest-bearing loans provided by Japan and other donor countries.

Viet Nam has a GNI of \$2,590 per capita<sup>62</sup>, and as such is considered a lower-middle income country in the World Bank classifications. Given the relatively high income levels in Viet Nam, it is considered that the ongoing validity of gratis financial aid under the JDS scheme, with reference to the principles outlined in the relevant official notification from the Ministry of Foreign Affairs,<sup>63</sup> taking into account the nature of the program, Japan's foreign policy position, and the current circumstances of the recipient developing country. It is therefore JDS delivers significant benefits in terms of foreign policy.

Being located next to China and surrounded by ASEAN nations, Viet Nam is a country of importance in terms of geopolitics and regional security. The sustainable development of Viet Nam will thus play an important role in regional security and development.

JDS is targeted at young civil servants who are responsible for creating and implementing socioeconomic development policies in the Philippines. One of the aims of the program is to promote the emergence of future leaders who will be sympathetic to Japan—the JDS returned fellows. JDS returned fellows constitute a very important resource for strengthening bilateral relationships in that they have an understanding and appreciation of Japan. The JDS basic research stresses the importance of maintaining continuity in the JDS Project, so that it becomes a respected and valued program in the recipient country that ultimately encourages stronger bilateral ties. Cutting off funds for JDS would potentially impact on diplomatic relationships, because JDS not only contributes to development in the immediate sense, it also fosters pro-Japanese sentiment in the recipient country, which is an important diplomatic asset.

Thus, the JDS Project can be seen as a project that will help the country of Viet Nam to achieve the goals of its medium to long-term development plan, by providing high-level education to key personnel in government and private industry. It is highly consistent with aid policy and the philosophy of overseas aid in Japan. By augmenting other aid programs in areas such as technical cooperation and ODA loans, the JDS Project provides additional synergies for the benefit of Viet Nam.

### **3-2.Expected Effect of JDS Project**

#### **3-2-1. Identifying Relationships with Other JICA Cases and Considering the Feasibility of Collaboration with Them**

##### **(1) Role Allocation with Other JICA Programs for Studying Abroad**

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<sup>62</sup> World Bank

<sup>63</sup> “On the Effective Utilization of Gratis Aid Schemes in Developing Countries with Relatively High Income Levels,” Ministry of Foreign Affairs, April 2014

As mentioned above, a total of 13 JICA's studying abroad projects in Viet Nam are being implemented, but most of them target all public employees, including research institutes and educational institutions. Among them, "Innovative Asia" is targeting university students, "Can Tho University Improvement Project" is targeting university faculty and staff, and "SDGs Global Leader" is a project targets only government officials. The "SDGs Global Leader", which is aimed at doctoral degree students, trains and develops administrative officers who may lead Viet Nam's public policy making in the future. Since a fixed number of students will be hosted by the JDS project, the areas in which Viet Nam should improve their administrative capacity, such as issues surrounding participants of the Technical Intern Training Program, can also be specifically targeted in addition to major challenges facing the country's administrative agencies. Given the characteristics of the project hosting students for four consecutive years, it is possible to continuously host and train and develop a fixed number of students who can be future public policy makers with the aim of ensuring they will be pro-Japanese in their respective fields. Each of the schemes may have different objectives or strategies, but each scheme can create synergy through an effective recruitment strategy, programs offered during stay in Japan for future networking, know-how sharing and collaboration. Therefore, closer communication and collaboration will be necessary.

## **(2) Collaboration with Other JICA Cases**

JDS is to be implemented as an ODA project. Therefore, further collaboration involving other ODA projects is of importance based on the following standpoints: (i) this program is not merely a scholarship program for individuals; and (ii) projection for development related to contribution to prioritized areas in assistance policies classified by country, as is the case with other projects. It is necessary to review collaborative projects with associated parties on the side of Japan through use of Table below.

For example, at Viet Nam Japan University, a master's program has been established since 2015, and programs such as public policy, climate change, environmental engineering, and social infrastructure engineering, which are the research fields targeted by JDS, are also set up. The current JDS doctoral course is not intended for master's degree holders in countries other than Japan, however considering the fact that Viet Nam-Japan University is a joint project being promoted by both Japanese and Vietnamese government, it is also worth consideration to allow those who have completed the master's program at Vietnam Japan University to apply for the JDS doctoral program. Furthermore, it can be also considered that Viet Nam Japan University will become a JDS accepting university for the master's program, and during the two-year master's program, one year will be studied at University in Japan and the remaining one year will be studied at Vietnam Japan University.

In addition, Project for Training and Refresher Training of Leaders and Managers at Different Levels, especially the Strategic One aims to develop next-generation leaders who will be responsible for administrative reform and promotion of new social models in Viet Nam by conducting short-term and medium-term training in Japan for Communist Party executive candidates. By encouraging participants in this training to apply for JDS and JDS returned fellows to participate in this training, it is expected that the results of the overall human resource development program will be realized.

In other projects as well, in addition to training human resources who will be count-parts, it is expected that further results will be realized by the involvement of JDS returned fellows who have experienced studying in Japan and have become pro-Japanese in the project.

**Table 25 Prospective JICA Technical Cooperation Project to be Carried out in Partnership with JDS**

Project	Organization
Project for Enhancement of Education, Research and University Management Capacity at Vietnam-Japan University	Vietnam-Japan University
The Project for Establishment of the “bench-to-bedside” feedback system for sustainable ART and the prevention of new HIV transmission	National Hospital for Tropical Diseases
Project for Training and Refresher Training of Leaders and Managers at Different Levels, especially the Strategic One	Central Committee of Organization and Personnel, Ho Chi Minh National Academy of Politics
Project on Strengthening Management Ability of Operation and Maintenance Company for the opening of Urban Railway Line 1 in Ho Chi Minh City	Management Authority for Urban Railways

### **3-2-2. Measures to be taken with each indicator toward the achievement of JDS Project goals**

The effect of the human resource development program is expected to manifest itself in the long term. Therefore, the project goal which is to be reached at the completion of the project, is that “the capacity of human resources engaged in the development issues improves.” In addition, overall goal is “to improve the competence of related administrative agencies concerning the development issues” through the effective use of the knowledge and experience acquired by the returned fellows to their organization. Through these, it is expected ultimately “to contribute to solving the development issues of their home country.”

The appropriateness of implementing the JDS in Viet Nam will be evaluated on the basis of this preparatory survey, and will eventually be reviewed by the Japanese government. It is, however, necessary for the Vietnamese government dispatching JDS fellows to provide support during their study and after their return and, in addition, for the accepting universities to provide a curriculum that makes contributions to solving the development issues of the country. It is, therefore, expected that the achievement of the project goal will continue to be promoted.

The following indicators used to measure the achievement of the project goal are common to all Components in view of the perspectives mentioned above.

- Ratio of JDS fellows who have obtained master's degree
- Enhancement of the capacity of JDS returned fellows on analysis, policy making and project operation/management
- Policy formulation and implementation by utilizing the study outcomes of JDS returned fellows

With respect to the indicators of “ratio of JDS fellows who have obtain master's degree” and “enhancement of the capacity of JDS returned fellows on analysis, policy making and project operation/management,” 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 Department in the organizations that are consistent with each Sub-Program and Component as well as the human resources that match the intent of the project at the time of recruitment; 2) Selecting JDS fellows on the basis of academic knowledge, relevant work experience, basic quality, 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.

Regarding the other indicator, “policy formulation and implementation by utilizing the study outcomes of JDS returned fellows,” it is desirable to make efforts by Viet Nam side and the Operating Committee so that returned fellows are able to use the knowledge and capabilities acquired in Japan.

In addition, it is integral to monitor how the JDS fellows' experience in Japan will be utilized in their professional careers after returning to their country over the mid to long term in order to evaluate the effectiveness of the JDS Project. Through the monitoring, it is required to conduct follow-up activities necessary for producing project outcomes and support JDS fellows to further develop their professional skills and expand the networking. Appropriate follow-up activities will not only clarify the project outcomes, but also maintain relations between JDS fellows and Japan, and benefit Japan into future collaboration with JDS fellows who are familiar with Japan and will be leaders of the country.

### **3-3.Comparison with Other Scholarship Programs Provided by Other Donors**

The JDS 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. Based on this the factors in terms of JDS Viet Nam are summarized as shown in the table below:

**Table 26 Examples of Factors that Affect the Achievement of JDS Viet Nam  
(Findings from JICA Basic Research)**

Items	Contributing Factors	Inhibiting Factors
Recruitment, selection, before coming to Japan.	<ul style="list-style-type: none"> <li>● Highly transparent selection</li> <li>● University faculty members conduct local interviews and contribute to the selection of appropriate human resources.</li> <li>● Acceptance field meets development needs</li> <li>● Recommendation for application by the partner government</li> </ul>	<ul style="list-style-type: none"> <li>● work experience is required</li> <li>● Limited target organizations / fields</li> <li>● Long selection period</li> <li>● There is little pre-training for improving English</li> <li>● There is no training to learn Japanese culture and language</li> <li>● Strict rules during study abroad</li> </ul>
During the arrival in Japan	<ul style="list-style-type: none"> <li>● Providing high-quality educational opportunities in Japan</li> <li>● Living support for students</li> </ul>	<ul style="list-style-type: none"> <li>● Low awareness by Japanese ministries</li> </ul>
After returning home	<ul style="list-style-type: none"> <li>● Building a network between returned fellows and the accepting universities</li> <li>● There are regulations for returning to work. The Japanese government is working on the appropriate allocation of returned fellows to the partner government</li> </ul>	<ul style="list-style-type: none"> <li>● Undeveloped mechanism for Japanese government and companies to utilize returned fellows</li> <li>● As there is no way to obtain information from Japan, it is difficult to have an identity as a "JDS returned fellow."</li> </ul>

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 implementing 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. Though the average completion rate of Japan's master's program for the past 10 years (2008-2017) is 87.8 %, that of JDS Viet Nam is 99 % for the past 20 years.

On the other hand, one of the disadvantages of JDS is considered to be follow-up. Follow-up activities for Australian scholarships are based on the "A Australia Global Alumni Engagement Strategy 2016-2020." This is a comprehensive alumni strategy for all alumni of Australia Awards Scholarship, and alumni are considered to be an important human resource in Australia's diplomacy, business and public relations for returning students active in every country in the world. Based on this strategy, the establishment of an online community, the calling of graduate ambassadors, the fostering of connections among researchers, and the organization of digital libraries for returnees are strengthening the network and promoting exchanges all over the world.



In comparison, follow-up activities at JDS are left to the voluntary activities of each JDS fellows and alumni associations in each country. In the future, it is considered to lead to the achievement of project results by effectively utilizing the implementing agent that has a network with JDS returned fellows and carrying out follow-up activities such as alumni association activities within the framework of the JDS Project.

### **3-4. Project Evaluation Indicator Data**

#### **3-4-1. Indicators for Outcome and Impact of JDS Project**

Result and impact indices for the JDS project in Viet Nam are as shown in Table 27. Degree acquisition rate of Vietnamese JDS fellows has reached 99%. Sixty-nine percent of the returned fellows are public servants.

**Table 27 Project evaluation indicator data on JDS Viet Nam (as of May, 2021)**

Inaugural year		2001
New system inaugural year		FY 2010
Annual maximum slot	FY 2001	20
	FY 2002~2005	30
	FY 2006~2009	35
	FY 2010~2016	30
	FY 2017~2020	60
Fellows accepted	Total	691
	Female	355 (51%)
	Male	336 (49%)
	Average age	28 years old (upon arrival)
Returned Fellows	Total	573
	Fellows who obtained degree	570
	Fellows who failed degree	3
	Completion rate	99.5%
By category of work place (upon arrival)	Ministry, People's Committee	249 (36%)
	Research Institute	148 (21%)
	University	146 (21%)
	State-owned enterprise (100% government-owned)	32 (4%)
	Private company	98 (14%)
	Other	18 (3%)
By category of work place (after return to country)	Ministry, People's Committee	156 (28%)
	Research Institute	91 (16%)
	University	121 (21%)
	State-owned enterprise (100% government-owned)	21 (4%)
	Private company	123 (22%)
	Other	51 (9%)

In addition, in order to decide the items for measuring qualitative effects, information will be gathered focusing on the following items as the definition of best JDS practices.

**Table 28 Items indicating Qualitative Effects of JDS (Proposal)**

<b>1. Contribution to resolving development issues in the country</b>
Attaining promotion, obtaining influential power inside the organization, and engaging in policy making as a key person
Especially utilizing research conducted on the Master's Degree Course
Conducting activities concerning political measures as a member of JDS alumni
<b>2. Contribution to strengthening relationships with Japan as a Japanophile</b>
Engaging in JICA projects as the counterpart
Participating in diplomatic negotiations with Japan
Collaboration with private businesses in Japan and participating in joint research studies with Japanese universities
Implementing activities concerned with strengthening relationships with Japan as JDS alumni members
<b>3. Utilization of networks other than the above</b>
Smoothly conducting services utilizing the JDS fellow network
<b>4. Other secondary outcomes</b>
Contribution to university internationalization (mainly students staying in Japan) and contribution to regional internationalization (mainly students staying in Japan)
Planning and implementing social contribution activities, activities concerning Japan, and other activities to raise JDS values using the name of JDS outside the worksite
Academic contribution (excellent academic achievement, submission of articles to journals, sharing of research outcomes, etc.)

### **3-5.Evaluation of the Past JDS Project**

This survey was designed to examine effectiveness status. To that end, in addition to the data analysis survey in accordance with the quantitative indices listed in "3-4. Data Related to Project Evaluation Indices (Indices Related to JDS Results and Impact)," indices for qualitatively measuring effectiveness based on outcome indices were set and questionnaires and interviews aimed at Returned JDS Fellows who are active in their home country following their return, and their affiliated organizations, were carried out to collect good practices.

#### **(1) Contributions to Solving Development Issues in Viet Nam**

Good practices in contributing to solving the country's development issues are shown below. It was confirmed that JDS Fellows are involved in policy-making.

- While a university faculty member, the Fellow provides expert consulting relating aging, health care financing and social protection policies for the Ministry of Health and the Ministry of Labour, Invalids and Social Affairs. In addition, the Fellow contributed as a member of key policy formation teams such as Viet Nam's Social Protection Strategy 2011–2020, the Master Plan for Social Assistance Reform and Development, and the Master Plan for Social Insurance Reform. (Graduated in 2003)

- After returning to Japan as an employee of the State Bank of Vietnam, the Fellow was involved in the formulation of monetary policies related to foreign exchange market regulations and foreign currency reserve management, drawing on his knowledge of development economics learned through the JDS. The Fellow has also been involved in surveys for policy-making at his current organization, a strategy institution under the State Bank of Vietnam, where he has developed development strategies for financial inclusion. (Graduated in 2004)
- As head of a justice research institute, the Fellow provides advice to the Minister of Justice on how to go about reforming laws. (Graduated in 2004)
- As a member of the Trade Promotion Bureau, the Fellow was involved in drafting laws related to trade promotion and branding. (Graduated in 2009)
- As a member of the Party Central Economic Committee which is responsible for strategy consultation in the economic development of the Communist Party of Vietnam, the Fellow conducts research and provides advice related to socio-economic development policies. (Graduated in 2010)
- After studying administrative law, especially corruption prevention, as a JDS Fellow, he is currently involved in the implementation of multilateral agreements related to preventing corruption as a member of Vietnam's Government Inspectorate. In addition, the Fellow also provides advice to teams drafting laws related to corruption prevention and monitoring. (Graduated in 2006)
- After researching commercial arbitration and mediation as a JDS Fellow, on returning home he provided information on several provisions of the Bankruptcy Law and also drafted commercial arbitration statutes as a Ministry of Justice official. (Graduated in 2013)
- As a member of the United Nations Development Programme, the Fellow has been working with the Vietnam Forestry Bureau on project management related to dealing with vulnerabilities in coastal areas which are subject to the effects of climate change. (Graduated in 2007)

## **(2) Contributing to Strengthening Relationships with Japan as Pro-Japan People**

Good practices that contributed to strengthening relationships with Japan as pro-Japan people are shown below. It can be confirmed that Returned JDS Fellows are actively collaborating with universities, JICA offices, Japanese embassies, and Japanese companies and contributing to strategy implementation. It can also be confirmed that there are cases where former international students in Japan have been appointed by their affiliated organizations to serve as counterparts to Japanese organizations.

- As head of the Overseas Direct Investment Department of the Bank for Investment and Development of Vietnam, the Fellow has had the opportunity to collaborate with JBIC, and his department has accepted secondees from 16 Japanese regional banks. In addition to JICA, the Fellow is involved with projects as a partner with many major Japan-based companies such as Marubeni and Suzuki. (Graduated in 2007)
- The Fellow was invited to give a visiting lecture at the Fukino Project started by Hitotsubashi University. In addition, the Fellow worked with the Sasakawa Peace Foundation to solve issues of aging and social protection in Vietnam and ASEAN countries. (Graduated in 2003)
- As a member of the Directorate for Standards, Metrology and Quality, the Fellow cooperates with Japanese standardization organizations such as JSA and JIS, as well as the Asian Productivity Organization and Sanno University. (Graduated in 2010)
- With the help of a faculty member from Tokyo University of Agriculture and Technology, from which he graduated, the Fellow was involved in a proposal to JICA for a grassroots technical cooperation project in Bach Ma National Park. (Graduated in 2006)
- Being a Returned JDS Fellow working at the state-run news agency, the Fellow plays an active role as an officer familiar with Japan, being appointed to work with a range of Japanese organizations such as the Japanese Embassy in Vietnam, JICA, Kyodo News and other Japanese media. (Graduated in 2011)

### **(3) Utilizing Networks among JDS Fellows**

Examples of utilizing the networks among JDS Fellows can be seen in the good practices shown below. In addition to the following practices, many said that they kept in touch with JDS alumni on a regular basis, actively exchanging opinions and collecting information regardless of the type of industry, whether that be administrative organs, private companies, or international organizations.

- In his work at the Bank for Investment and Development, the Fellow uses the JDS alumni and cross-badge networks to exchange ideas, and sometimes collaborates with Returned Fellows in the financial sector. (Graduated in 2007)
- Due to working as a program officer at JICA's Vietnam Office, the Fellow is very useful in gathering information for business through the network of JDS alumni holding important positions in government organizations and private companies. (Graduated in 2006)

### **(4) Other Secondary Outcomes**

In addition to being able to confirm outcomes such as the receipt of awards or the publication of articles, alumni association activities that involve Japanese specialists are frequently held, and it was confirmed that Returned JDS Fellows are contributing to social activities and not just academic ones.

- Research related to aging, poverty, and social protection in Vietnam has been awarded by the Unicers Foundation. (Graduated in 2003)
- At the Institute of Information Technology under the jurisdiction of the Vietnam Academy of Science and Technology, the Fellow serves as the key person for implementing a project related to the World Bank's project to use big data analysis technology to strengthen R&D capabilities and the effectiveness of corporate management. The Fellow was also involved in support for the establishment of the Centre for Artificial Intelligence and Advanced Technologies. In addition, the Fellow has published more than 30 academic articles as a researcher. (Graduated in 2005)
- Through an introduction from his former supervising professor at Kyushu University, from where he graduated, the Fellow has been involved in joint research with Japanese universities and has worked with Japan-based companies at his current workplace, the Da Nang Institute for Socio-Economic Development. (Graduated in 2005)
- As the representative of the JDS Alumni Committee, the Fellow has been bringing in other committee members to hold three events starting in 2017, themed around social issues such as food safety, water safety, and environmental conservation. (Graduated in 2007)
- As a member of the JDS Alumni Committee, the Fellow has published articles describing the committee's activities in newspapers published by the Vietnam News Agency where he works, contributing to public relations. (Graduated in 2011)

### **3-6. Issues and Recommendations**


Issues and recommendations obtained in this survey are as follows.

#### **(1) Implementation of JDS with Awareness of Diplomatic Effects**

In relation to the next-phase JDS Viet Nam Project, projects conducted with an awareness of generating more diplomatic effects should be implemented. As described in "1-1-2. Current Situation and Issues of the JDS Project ," according to the basic research "JDS's effect verification (2019)" implemented by JICA, three development phases of JDS ((i) responses to development issues, (ii) responses to development issues + national interest of Japan, and (iii) national interest of Japan) have been designated. It is suggested that the focus on targeted organizations and personnel should be shifted during each phase. In Viet Nam, because of its economic situation, it is approaching the phase of studying exit strategies for foreign student support projects through grant aid. Therefore it is also necessary to focus on developing human resources who can become

a bridge between the two countries will be more conscious of expectations for diplomatic effects.

**Table 29 Changes in the focus of human resource development and the targets that JDS should bear by the development stage**

Assumed Stage of the Partner Country	A. Many development issues The framework in line with Japan's Country Development Cooperation Policy = Current JDS Project	B. Development Issues + Important Issues for Japan	C. Country of Political, Economic, and/or Diplomatic Importance (e.g., China)
Focus of Human Resources Development (HRD)	Development of core human resources in civil service who address development issues (Responding to development issues)	Development of core human resources in civil service who have influence on development issues (Development issues + Japan's national interests)	Fostering of government officials who serve as a bridge between the partner country and Japan (Expected diplomatic benefits)
Targets of JDS	<ul style="list-style-type: none"> <li>- Open recruitment</li> <li>- Young government officials (at government offices whose duties include policymaking and planning, as well as sectoral government offices), university faculty members</li> </ul>	<ul style="list-style-type: none"> <li>- Target to recruitment from government offices or departments whose duties include policymaking and planning</li> <li>- Introduce reducing number of slot or cost-sharing between the partner country and Japan</li> <li>- Designating target organizations or departments under the Japanese special slot</li> </ul>	<ul style="list-style-type: none"> <li>- Ministries, organizations, or departments agreed upon between the partner country and Japan</li> <li>- Cost-sharing agreed upon between the two countries</li> </ul>
the current position of JDS Viet Nam			

## (2) Strategic personnel selection with awareness of formation of critical mass

In the preparatory survey, in order to produce the project achievement in JDS, the definition of the critical mass for JDS, and the recruitment and selection strategy based on the definition was attempted as follows.

### Definition of critical mass

The critical mass generally refers to the "branch point where the penetration rate of products and services jumps at a stretch" in marketing. When trying to define critical mass in JDS, there is a theory that "the critical mass is achieved if JDS returned fellows can occupy 16% of the executive posts in an organization" by quoting the idea of "early adapter and early majority" in marketing. However, in this case, the concept of the chasm theory that "there is a large gap between the early

adopter and the early majority, and the new product will not explosively spread if it does not exceed this” is a problem. Therefore, as a method to overcome the gap pointed out by this chasm theory, JDS would like to use the concepts of ambassador marketing and influencer marketing.

Ambassador marketing is that there are people who are enthusiastic about the spread of new products, influencer marketing approaches consumers through influencers with a certain influence, rather than directly approaching consumers. In other words, it is important for JDS returned fellows to play the "role to enthusiastically disseminate Japanese policy." For example, occupying two of the 10 executive posts of an organization with JDS returned fellows does not mean that a critical mass has been achieved. It can be achieved only when they become ambassadors and influencers who understand and disseminate Japan's policies.

Therefore, it would be possible to consider that the critical mass in JDS be defined as "20% of JDS returned fellows who have familiarity with Japan occupy the executive posts." Even if it is difficult to achieve only with JDS, it will be achieved as an All Japan initiative also by counting on the other students who are studying in Japan including JICA long-term trainees, government-sponsored international students, and even privately-sponsored international students. In that case, JDS returned fellows would be mostly suitable for taking a role as a leader among them. For that reason, the follow-up activity of JDS returned fellows is important. In addition to efforts to prevent decreasing the familiarity with Japan of JDS returned fellows, a strong network of JDS returned fellows is also required. This idea is also taken as a reference when considering the definition in the future.

#### Long-term strategies for recruitment and selection in JDS Viet Nam

The ratio of JDS returned fellows holding positions of section chief or higher in JDS Viet Nam (ratio of officers) is a low 24.6%, and there are still few JDS returned fellows working in the higher levels of management. However, in October 2020, a JDS returned fellow was appointed as vice-minister of the Ministry of Planning and Investment, and there have been some other recent cases of Fellows being appointed to high positions in key organizations. In particular, the Ministry of Planning and Investment, the Ministry of Foreign Affairs, and the State Bank of Viet Nam, which are administrative organs with a relatively large number of JDS returned fellows coming from them, the ratio managerial post of JDS returned fellows is 20% to 30%. Strengthening the abilities of people with knowledge or love of Japan like JDS fellows to give advice or have influence can be expected to improve understanding of Japan's position and foreign policy in bilateral diplomatic negotiations and at multinational international conferences.



For that reason, it is necessary to create an image of the distribution of personnel at these ministries or agencies five or ten years hence and study strategies for recruitment and selection that are aware of forming a critical mass. For example, strengthening pin-point recruitment activities in organizations where the number of Fellows has not reached the target, or for the Japanese government to be aware of the number of foreign students in these ministries or agencies when conducting the selection process, and to set quotas for certain central government organizations. In addition, for recruitment via the CCOP in particular, where there is a high chance that the Fellow will occupy a key post in the future, more effort needs to be put into securing top-class applicants via CCOP.

### **(3) Organizations and Human Resources Targeted for Recruitment**

Viet Nam's administrative organs suffer from a serious lack of personnel due to the government's plan to reduce the number of civil servants. This survey also revealed preferences for short-term training rather than long-term training that requires long-term leave. However, there is a high need for master's and doctoral courses for subsidiary organizations, and personnel transfers from these subsidiary organizations to central government ministries or agencies or the People's Committee are common as well. At the same time, it was also confirmed that both types of organization are closely involved with each other in terms of their work. For these reasons, actively securing top-class candidates from subsidiary organizations could help improve outcomes for the JDS Project in future. Although the detailed data on personnel changes between each ministry and affiliated organizations are not available, for example, at the International Cooperation Department of the Ministry of Education and Training, one director (Chairman of the JDS Operating Committee) and one deputy director among three has been transferred from the affiliated university. In addition, the former director of the Ministry of International Education Cooperation was transferred from the president of Hanoi University to the post. In addition, in the Ministry of Justice, out of the 28 directors, 5 are from affiliated universities and 2 out of 5 deputy ministers are from the affiliated universities.

For Viet Nam in particular, Vietnamese government regulations require a minimum TOEFL score of 500 for studying abroad, so by recruiting from a wide range of target organizations, it should be possible to secure top-class potential candidates who meet the qualifications set by JDS Viet Nam, without missing anyone.

### **(4) Points to Note on Recruitment Activities**

In order to achieve JDS objectives, obtaining excellent international students can be a precondition. Therefore, it is important to collect more excellent applicants from main targeted organizations in the recruitment activities. However, at the present time, with high mobility of higher education, the competition for obtaining international students among donors is intense.

Currently, the universities of Japan are not ranked highly in the world university rankings such as those of the Times Higher Education (THE) and Quacquarelli Symonds (QS), and in view of this

situation, their international competitiveness and name recognition is low. First, by building human relationships with persons in charge of JDS of the ministries which will be the target organizations and obtaining cooperation and information in the ministries, a certain effect is anticipated. Most applicants often obtain information from the department in charge of JDS of each ministry. In order to spread information from persons in charge of JDS to the applicant level, it is most important to build good relationships with persons in charge and obtain cooperation. It is vital to conduct steady business activities such as visiting the main government organization frequently and increasing awareness of JDS itself.

It is important to actively communicate the benefits and advantages of the JDS Project to officials of government ministries and agencies. The officials should be informed that the JDS Project is a human resources development program aimed at civil servants which has been tailored to Vietnamese development challenges and offers the following added value: The JDS Project is beneficial to Vietnamese medium to long-term development; Host universities are regarded as project partners; In addition to existing programs, special programs tailored to the specific needs of Viet Nam will be provided. The following benefits and advantages should also be communicated: The comprehensive framework is put in place to provide advice, guidance, and support to scholarship students; Scholarship students will be provided with full support including regular monitoring service while in Japan; Scholarship students will be invited to civil service networking events and offered individual internships at the Ministry of Finance and the JICA. It must be stressed that from the next phase, the JDS Project in Viet Nam will be available to core civil servants only and that the JDS Project is a highly prestigious scholarship program that offers great value to civil servants working for central government ministries and agencies.

In addition, in the JICA Development Studies Program (JICA-DSP), which JICA is promoting now, the fact that international students can learn not only from research in their specialized fields but also Japan's development experience would also be an attractive point.

#### **(5) Utilization of JICA Experts and Policy Advisors**

In the JDS Project, the cooperation of JICA experts and policy advisors is important, though at present, there is insufficient presentation of the JDS Project to these experts and advisors. Therefore, by obtaining the help of the JICA Viet Nam Office, it is proposed to hold briefings for specialists in the target ministries, and create chances to obtain cooperation for forging links with other JICA projects.

JDS returned fellows are already working at ministries where experts and policy advisors have been dispatched to, so for both sides to create useful relationships, what should be done is to start with increasing awareness of the JDS Project among related parties on the Japan side, informing them that there are JDS returned fellows in those ministries.

As a specific initiative, one suggestion is for the JICA Office to take the lead and provide information about the JDS Project when experts are appointed, or provide a forum for an exchange of views with the returned JDS Fellows working in the relevant ministry. For the experts, it will make their work

following appointment go more smoothly, and for JDS Fellows, they will be able to retain ties with Japan even after returning home, and have ways to utilize what they learned in Japan. So it is a win-win situation for both sides.

In Myanmar, JICA experts and policy advisors participated in the follow-up seminar for JDS returned fellows held by Kyushu University in 2019, and from the Myanmar side, the Secretary-General of the Ministry of Planning and Finance and the Director of the Ministry of Agriculture, Livestock and Irrigation participated. A panel discussion was held among the parties. Kyushu University is enthusiastic about follow-up activities in this way, and 28.5% of Myanmar international students who have obtained a master's degree from Kyushu University are going to study abroad again to obtain a doctoral degree.

#### **(6) Implementation in collaboration with the other ODA project**

In implementing JDS as an ODA project, further collaboration with the other ODA projects is of importance from the viewpoint of Input for Development as with the other cases, not that of a scholarship program for individuals. Dissemination of this project to the persons in charge at JICA offices abroad and experts, encouragement of competent human resources from partner countries to apply to JDS, utilization of alumni network for the project, etc. are required. In particular, in order to promote the cooperation with the technical cooperation projects under implementation, not only it is important to share information with involved experts, but also, to provide them with opportunities to directly meet with JDS returned fellows. In this point, it is expected that the agent also further deepen their understanding of the projects implemented by JICA and the relevant policies of the Vietnamese government and make beneficial proposals.

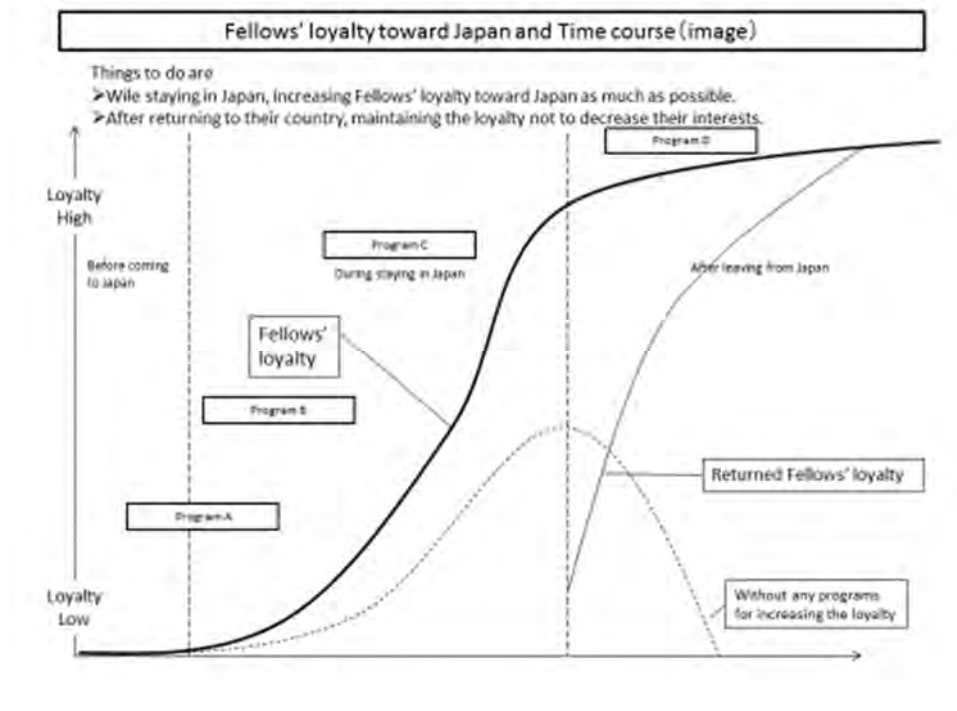
In addition, it seems possible to exchange opinions and share knowledge on effective recruitment of highly capable candidates and to make guidance on these scholarships during the course of recruitment such as JDS recruitment briefings among the persons in charge of Japan's scholarship projects such as SDGs Global Leadership Program implemented by the JICA Viet Nam Office and Japan MEXT government-sponsored foreign student study program implemented by the Embassy of Japan in Viet Nam.

In order to strengthen the capacity of young administrative officials, etc. who contribute to the promotion of socioeconomic development, it is thought to be possible to increase the synergistic effect of Japan's other projects by cooperating with and supplementing the other projects, not by JDS only. With regard to a role of the implementing agent, it is important to implement JDS while being conscious of cooperation with the other ODA projects: the JICA Human Resource Development Project in Viet Nam, among others.

#### **(7) Networking, Establishment of a Follow-up Scheme and Roles of Implementing Agent** **Measures to be taken during the fellows' stay in Japan for follow-up conducted after they return home**

To facilitate continuous follow-up actions and ultimately deliver results in the form of “stronger partnership between Japan and Viet Nam,” it is necessary to increase Vietnamese student’s loyalty to Japan during their stay and inspire and motive them to maintain their strong relationships with Japan despite their return home. Follow-up actions in Viet Nam will prove to be even more effective if measures are taken to maintain and improve their loyalty that has been increased during their stay.

There is a JDS alumni association in Viet Nam. It provides valuable opportunities for JDS returned fellows to make full use of the JDS network and maintain their ties with Japan. However, some incentives will be needed for busy JDS returned fellows to take the lead in organizing alumni activities. For this purpose, it is important to take actions that enhances their loyalty while they are staying in Japan. Specifically, special programs are used to exchange opinions with experts in the same field in Japan and overseas, and internships at private companies are being carried out.



**Figure 8 Fellows’ Royalty toward Japan and Time Course (Image)**

#### **Follow-up measures implemented after the JDS fellows return home**

To take continuous follow-up actions, measures will be taken to maintain and improve Vietnamese students’ loyalty to Japan that has been increased during their stay. For this purpose, the JDS Special Network (JSN) and the implementation agent are expected to work closely to design a more comprehensive range of follow-up actions. It is proposed that, in the future, their activities be expanded to include seminars aimed at specific fields of expertise and philanthropic activities.

#### **Networking with Japanese administrative officers for networking**

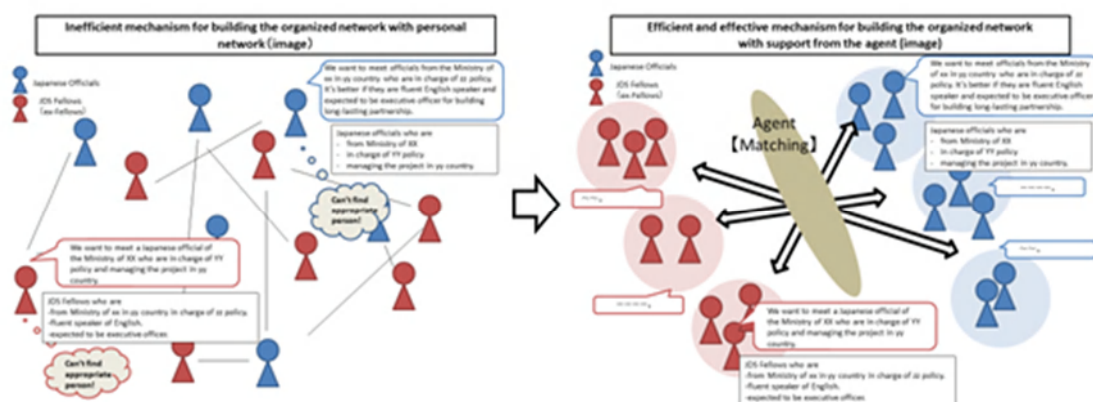
From the viewpoint of improving loyalty to Japan, the measures to be provided to the JDS fellows during their stay in Japan generally include the holding of lessons for understanding the Japanese culture and seminars for informing about development experience in Japan. However, it is desirable to implement measures utilizing the greatest characteristics of the JDS project, which mean that the JDS fellows are administrative officers involved in policy making of each country. For the JDS fellows who are expected to serve as a bridge between Japan and Viet Nam as a person fond of or familiar with Japan, a network with the Japanese ministries and agencies would be useful for their future career. It is desirable to provide support for establishing a network through exchange with administrative officers and the holding of seminars and workshops with the persons concerned with the Japanese ministries and agencies as a lecturer.

The network formulated by these measures is practical for the fellows' operations after they return home, giving an incentive to the fellows to maintain such network and therefore it is expected to establish a continuous relationship.

### **Roles to be performed by the implementing Agent**

#### **Role as a mediator**

The JDS fellows formulate a network with various Japanese people during their stay in Japan. However, it is not easy to meet an appropriate person only by establishing a personal relationship between individuals and such network merely connects a point with a point, having only a sporadic effect. For this reason, the implementing Agent is expected to function as a mediator between the JDS fellows and the Japanese ministries and agencies and the persons concerned with ODA. It is expected that the implementing Agent will perform matching based on the interest of both parties and work for establishing an organizational network and thereby contribute to better project achievements.



**Figure 9 Roles as a Mediator by the Implementing Agent**

#### **Firm network foundation with JDS fellows**

The implementing agent gets involved with the JDS fellows from the time of public announcement for recruitment and selection, regularly contacts the fellows through monitoring, etc. during their stay in Japan and provides immediate support in the case of emergency. For the JDS fellows, the implementing agent is like a partner having a firm trust relationship. For this reason, the implementing Agent can understand the information on the quality and other matters of JDS fellows in a detailed and integrated manner.

Generally speaking, a problem arising in connection with the follow-up of the fellows is to obtain the information on their whereabouts after returning home. In the JDS project in other countries, the implementing agent and the JDS fellows have a trust relationship and therefore the JDS fellows can contact the implementing agent even after returning home, and they have already established a relationship and system that make it possible to know the detailed matters on the fellows' division and work.

The role to be played by the implementing agent would be to function as the network foundation with the JDS fellows who are staying in Japan or have returned home based on their mutual trust relationship. The implementing agent's function for establishing a relationship with the JDS fellows should be focused on from the viewpoint of follow-up activities.

#### Network foundation with the Japanese ministries

On the other hand, it is also important to advertise the JDS project to the persons concerned with the Japanese ministries and agencies. According to the questionnaire survey conducted by the consultant independently, the degree of recognition of the JDS project by the persons concerned with the Japanese ministries and agencies is very low. However, the importance of a network with the JDS fellows is high for the persons concerned with the Japanese ministries and agencies. For example, in terms of the infrastructure export, human resource development is considered to form the basis of all measures taken for the infrastructure export and its many-sided significance was also pointed out by the Ministerial Meeting on Strategy relating to Infrastructure Export and Economic Cooperation.

In order to enhance the opportunities to utilize JDS project at ministries and agencies, it is important to inform them that the fellows from the ministries and agencies that can be counterparts of the projects developed by Japanese ministries and agencies in Viet Nam are staying in Japan, that the JDS returned fellows have been actually promoted in each country and are playing an important role for diplomacy and economy, and that the existence of the implementing Agent makes it easier to select an appropriate network conveniently and thereby create an opportunity for utilizing the JDS project.

For this reason, the implementing Agent is expected to have a network with, and the ability to transmit information to, not only the persons concerned with ODA but also the Japanese ministries.

The measures mentioned above will make the JDS project a human development project that can

achieve the development of the relevant country and the economic growth of Japan at the same time, enabling the establishment of win-win relationship between Japan and Viet Nam.

### **3-7. Conclusion**

After moving to a market economy in 1986, Viet Nam has enjoyed high economic growth on average, while at the same time, issues that need to be tackled have surfaced in a range of areas. In addition, while Viet Nam is considered one of the countries that successfully contained COVID-19 pandemic that broke out in 2020 at the early stages, its real economic growth rate dropped greatly from the previous fiscal year, and it remains to be seen how long the benefits of being considered "China Plus One" will continue. In this situation, relative to the issues that need to be tackled there is an overall lack of abilities and systems in the officers, organizations, systems, finances and so on of the government organs and related ministries or agencies that deal with the various problems of development, and for Viet Nam, which is now a lower middle income country, to maintain its current high economic growth will urgently require administrative reforms and the training of core personnel to support this.

In Viet Nam that the JDS moved into in fiscal 2000, the 570 Returned JDS Fellows who had obtained master's degrees at Japanese universities were playing active roles in each sector, contributing to solving development issues. With 99.5% of them obtaining degrees, 24.6% of Returned JDS Fellows occupy section chief or higher positions, which is an indicator of their influence following their return home. Beginning with the Ministry of Foreign Affairs (16 Fellows) and the Ministry of Justice (11 Fellows), major ministries with almost ten Returned JDS Fellows include the Ministry of Planning and Investment, the Ministry of Finance, and the State Bank of Viet Nam. A critical mass, a group large enough that effects can be expected, is gradually being formed.

In Viet Nam, where a number of donors have study abroad projects, the environment in which the JDS finds itself is changing. Strengthening project strategies to meet these changes and improving quality even more, while still maintaining the JDS's position and relative superiority, are important. Basic research has noted the importance of migrating from a format that addresses a wide range of development issues to one that focuses on diplomatic effectiveness and national interests. In Viet Nam, recruitment strategies that give more consideration to diplomatic effects are being rolled out with the addition of recruitment via the CCOP as of Phase 3, earlier than other countries. In Viet Nam's civil servant system, young officials selected via the CCOP are more likely to be promoted in future, so could be considered candidates at managerial ranks. Based on the current situation, recruitment via the CCOP needs to be utilized to the maximum in the next phase.

At the same time, the focus of the JDS in both countries at the present stage will remain the human resources training of civil servants working on development issues. For that reason, the implementing agencies need to fully understand JICA's technical cooperation projects and work

to ensure synergistic effects with the JDS. For example, there are advantages to ensuring the quality of candidates in fields with inadequate recruitment statuses through the JDS also collaborating with other project stakeholders and by using JDS as a human resource development tool for counterpart organizations, while keeping an exit strategy for technical cooperation projects in mind. It is important to link the JDS organically with other projects rather than considering it as a single project.

End



## **List of Appendixes**

1. Member List of the Survey Team
2. Flowchart of the Preparatory Survey for JDS
3. List of Contact Persons
4. Minutes of Discussions (M/D)
5. The Number of JDS Fellows to be Accepted for the Next Four Years under the JDS Project in Viet Nam
6. Basic Plans for the Target Priority Areas
7. Summary of the Result of Supplementary Survey on Target Organizations
8. Report on Japanese-Taught Graduate Program Framework Development

### Member List of the Survey Team

Name	Assigned Work	Organization and Position
Mr. MUROOKA Naomichi	Leader	Senior Representative JICA Viet Nam Office
Mr. ISHIMARU Hiroki	Cooperation Planning	Representative JICA Viet Nam Office
<Consultants>		
Mr. ISHIRO JUN	Human Resource Development Planning	Managing Director International Student Programs Department I, JICE
Ms. HITOTSUBASHI Reiko	Overseas Study Planning	Deputy Director International Student Programs Division, International Student Programs Department I, JICE
Ms. TERASHITA Chie	Needs Study/ Coordination	Country Officer International Student Programs Division, International Student Programs Department I, JICE

### Flowchart of the Preparatory Survey

	Field Survey	in Japan	Accepting Universities
2020 Jul.	Mar. to July. (JICA/ Embassy/ MOFA) • Formulation of the list of target areas and development issues (Sub-Program/ Component)		
Aug.	Oct. [Survey on the needs and achievements of JDS Project by the consultant]	Aug. • Implementation of the request survey of accepting universities (JICA)	Aug. to Sep. • Formulation and submission of proposals for JDS Project
Sept.	• Information collection of civil servant system • Information collection of Gender policy in human resource development system for government officers	Sep. to Oct. [University review / survey] • Evaluation of Proposals • Review of proposals from universities	
Oct.	• Information collection for designing the		
Nov.	Dec. [Agreement on the project framework 1/2] (OC/JICA Survey Team) • Agreement on the new project framework and implementation structure	Oct. • Conclusion of a contract with the consultant	
Dec.	• Agreement on JDS target issues (Sub-Program, Component) • Selection and agreement on Target Organizations and target demographic	Nov. to Dec. • Preparation of draft basic plan for priority fields	
2021 Jan.	• Selection and agreement on accepting universities and the number of fellows	Jan. • Preparation for the draft report on the preparatory survey	Evaluation and review of proposals from universities by the Government of Vietnam, JICA and other
Feb.	Jan. to Feb.2021 [Agreement on the project framework 2/2] (OC/JICA Survey Team) • Confirmation of selection procedures • Confirmation of draft basic plans • Confirmation of follow-up activities	Jan.2021 • Preparation for the outline design of the budget	
Mar.		Feb. • Submission of the report on the budget to Ministry of Foreign Affairs	
Apr.		Mar. • Notification of the result of the selection to accepting universities (JICA)	Mar. • Receipt of the result of the selection, and preparation for accepting JDS fellows
May		Jun. • Finalization of the report on the preparatory survey	
Flow after Preparatory Survey			
Jun.	May - • Exchange of Note (E/N) • Grant Agreement (G/A) • Contract between a client of the recipient countries and an agent	May. • Decision on the implementation of JDS Project by Japanese government (cabinet meeting)	
2021 Jul. to 2022 Feb.	Aug.- Recruitment Nov.- • 1st screening by application document • Health examination Dec. to Feb.2022 • 2nd screening by Technical Interview with university faculty		Participate in Selection Nov.- 2021 • Screening by application document Dec. to Feb. 2022 • Technical Interview in Viet Nam
Mar. to Jul.	-Mar. • 3rd screening by Comprehensive Interview with OC members		Apr.- • Preparation for Enrollment
Aug.		Aug. • Student Arrival • Briefing and Orientation	
Sept.	Jul. • Pre-departure orientation		Sept.- • Enrollment

The Project for Human Resource Development Scholarships (JDS)  
List of Contact Persons during the Field Survey in Viet Nam

1. Survey by Consultant

Date and Time	Organization	Contact Person	Remark
15 <sup>th</sup> January 2020	JICA Viet Nam Office	- Mr. MUROOKA Naomichi, Senior Representative - Mr. ISHIMARU Hiroki, Representative - Ms. Nguyen Thi Thanh Hai, Program Officer	Discussion with the Operating Committee (OC) members
	Ministry of Education and Training	- Dr. Pham Quang Hang, Director General, International Cooperation Department - Ms. Phung Thi Hong Van, Deputy Head, International Education Division	
26 <sup>th</sup> of November 2020	Ministry of Agriculture and Rural Development	- Ms. Nga, Organization and Personnel Department	Human resource needs in Viet Nam
30 <sup>th</sup> November 2020	Ministry of Labour, Invalids and Social Affairs	- Ms. Thuy, Personnel and Organization Department	
30 <sup>th</sup> November 2020	Ministry of Transport	- Mr. Phuong, International Cooperation Department	
8 <sup>th</sup> December 2020	Ministry of Natural Resources and Environment	- Mr. Hieu, Executive, Organization and Personnel Department - Ms. Thuy, Senior Executive, Organization and Personnel Department	
9 <sup>th</sup> December 2020	Hanoi People's Committee	- Mr. Duy, Division of Civil Servants and Public Employees, Department of Home Affairs	
10 <sup>th</sup> December 2020	Ministry of Industry and Trade	- Ms. Nguyen Thi Cam Tho, Executive, Training Division, Organization and Personnel Department	
11 <sup>th</sup> December 2020	Ministry of Justice	- Mr. Nguyen Do Kien, Deputy Head, Organization and Personnel Department - Ms. Huong, Executive, Organization and Personnel Department	
11 <sup>th</sup> December 2020	Ministry of Home Affairs	- Mr. Tu, Head, Department of International Cooperation - Ms. Hang, Deputy Head, Department of International Cooperation - Ms. Huong, Senior Executive, Organization and Personnel Department - Mr. Diep, Executive, Organization and Personnel Department	
11 <sup>th</sup> December 2020	Ho Chi Minh City People's Committee	- Representatives from 11 Departments under Department of Home Affairs - Representatives from 1 Academy and 1 Research Institute under People's Committee	
16 <sup>th</sup> December 2020	Ministry of Health	- Ms. Ho Nguyen Anh, Training Division, Organization and Personnel Department	

18 <sup>th</sup> December 2020	Ministry of Foreign Affairs	- Ms. Trinh Thi Thu Ha, Head of Training Division, Organization and Personnel Department - Mr. Nguyen Trung Kien, Officer, Training Division	
22 <sup>nd</sup> December 2020	Vietnam Electricity	- Ms. Linh, Executive, Organization and Personnel Department	
22 <sup>nd</sup> December 2020	Vietnam Social Security	- Ms. Huyen, Executive, Organization and Personnel Department	
22 <sup>nd</sup> December 2020	Ministry of Public Security	- Mr. Nguyen Dang Sau, Deputy Head of Training Department - Ms. Nguyen Thi Viet Ha Deputy Head of General Affair Division, Training Department - Ms. Nguyen Thi Thanh Xuan, Official of General Affair Division, Training Department	
23 <sup>th</sup> December 2020	State Bank of Viet Nam	- Mr. Duong Hai Chi, Deputy Head of Training Division, Human Resources Department	

**MINUTES OF DISCUSSIONS  
ON THE PREPARATORY SURVEY OF  
THE PROJECT FOR HUMAN RESOURCE DEVELOPMENT SCHOLARSHIP  
TO THE SOCIALIST REPUBLIC OF VIET NAM**

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

In view of the above, JICA dispatched a Preparatory Survey Team (hereinafter referred to as “the Team”) headed by Mr. MUROOKA Naomichi, Senior Representative, JICA Viet Nam Office, to Hanoi from November 2020 to January 2021.

The Team held a series of discussions with the members of the Operating Committee of the JDS Project (hereinafter referred to as “the Committee”). The both parties reached an agreement on the JDS Project as attached hereto.

Hanoi, January 15, 2021



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MUROOKA Naomichi  
Leader  
Preparatory Survey Team  
Japan International Cooperation Agency



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Pham Quang Hung  
Director General  
International Cooperation Department  
Ministry of Education and Training  
Vietnam

*Attachment***I. Objective of the Preparatory Survey**

The Viet Nam side understood the objectives of the Preparatory Survey explained by the Team referring to ANNEX 1 “Flowchart of the Preparatory Survey and Implementation Schedule of the JDS Project”.

The main objectives of the Survey are:

- (1) To agree on the framework of the JDS Project from Japanese fiscal year 2021 to 2024 to be implemented under Japan’s grant aid
- (2) To design the outline of the JDS Project through collecting basic information on human resource development for public service officials in Viet Nam
- (3) To estimate overall costs of the first cycle, that is a period of four years, of the JDS Project

**II. Objective of the JDS Project**

The objective of the JDS Project is to support human resource development in recipient countries of Japanese Grant Aid, through highly capable, young civil servants and others, who are expected to engage in formulating and implementing social and 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.

**III. Framework of the JDS Project****1. Project Implementation**

The Viet Nam side confirmed that the JDS Project is implemented under “Flowchart of JDS Project for the Succeeding Four Batches (ANNEX 2)”.

**2. Implementation Coordination**

Both parties confirmed that the Operating Committee consists of the organizations as follows.

Viet Nam side

- Ministry of Education and Training (Chair)
- Ministry of Planning and Investment

Japanese side

- JICA Viet Nam Office (Vice-chair)
- Embassy of Japan

In addition, the Team proposed to add Ministry of Foreign Affairs to Viet Nam side of Operating Committee in view of the importance of diplomatic relationship between both countries. Viet Nam side agreed to the proposal.



### 3. Target Areas of the JDS Project

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.

#### Priority Area as Sub-Program 1 :

Promotion of Economic Growth and Strengthening of International Competitiveness

##### Development Issue as Component

- 1-1. Strengthening of Market Economy System
- 1-2. Improving of Economic infrastructure and Traffic Accessibility (Transportation)
- 1-3. Improving of Economic infrastructure and Traffic Accessibility (Energy)
- 1-4. Human Resource Development for Industrial Development
- 1-5. Agriculture and Rural Development

#### Priority Area as Sub-Program 2 :

Response to Fragility

##### Development Issue as Component

- 2-1. Health care/Social Security
- 2-2. Responding to the Threats of Climate Change, Disaster, Environmental Destruction

#### Priority Area as Sub-Program 3 :

Strengthening of Governance

##### Development Issue as Component

- 3-1. Strengthening of the Legal System
- 3-2. Strengthening of the Administrative Capacity

### 5. Maximum Number of JDS Fellows (Master's and Doctor's Program)

The total number of JDS Fellows for the first batch in Japanese fiscal year 2021 shall be at forty-five (45) for Master's Program and five (5) for PhD Program, and this number would indicate the maximum number per batch for four batches, from Japanese fiscal year 2021 to 2024.

### 6. Target Organizations

Both parties agreed to take an open application system that targets at all the Public Employees.

In addition, both parties set the supposed target organizations for each component as identified in ANNEX-3 "Design of JDS Project for the Succeeding Four Batches".

It was agreed that these supposed organizations shall be reviewed according to the result of recruitment / selection, discussed and decided in the Committee if necessary.

### 7. 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 following universities would be suitable to the development issues in the Viet Nam.



- 1) Development Issue as Component : Strengthening of Market Economy System  
Accepting University:
  - Kobe University, Graduate School of International Cooperation Studies (2 slots)
  - International Christian University, Graduate School of Arts and Sciences (2 slots)
  - International University of Japan, Graduate School of International Management (2 slots)
- 2) Development Issue as Component : Improving of Economic infrastructure and Traffic Accessibility (Transportation)  
Accepting University:
  - Saitama University, Graduate School of Science and Engineering (2 slots)
- 3) Development Issue as Component : Improving of Economic infrastructure and Traffic Accessibility (Energy)  
Accepting University:
  - Hiroshima University, Graduate School of Advanced Science and Engineering/Graduate School of Humanities and Social Sciences (2 slots)
- 4) Development Issue as Component : Human Resource Development for Industrial Development  
Accepting University:
  - Kobe University, Graduate School of International Cooperation Studies (2 slots)
  - Hiroshima University, Graduate School of Humanities and Social Sciences (2 slots)
- 5) Development Issue as Component : Agriculture and Rural Development  
Accepting University:
  - Kyushu University, Graduate School of Bioresource and Bioenvironmental Sciences (2 slots)
  - University of Tokyo, Graduate School of Agricultural and Life Sciences (2 slots)
  - Tokyo University of Agriculture and Technology, Graduate School of Agriculture (2 slots)
- 6) Development Issue as Component : Health care/Social Security  
Accepting University:
  - Nagasaki University, Graduate School of Tropical Medicine and Global Health (4 slots)
- 7) Development Issue as Component : Responding to the Threats of Climate Change, Disaster, Environmental Destruction  
Accepting University:
  - University of Tsukuba, Graduate School of Life and Environmental Sciences (4 slots)
  - Kyoto University, Graduate School of Global Environmental Studies (2 slots)
- 8) Development Issue as Component : Strengthening of the Legal System

Accepting University:

- Nagoya University, Graduate School of Law (2 slots)
- Kyushu University, Graduate School of Law (2 slots)
- Tohoku University, Graduate School of Law (2 slots)

## 9) Development Issue as Component : Strengthening of the Administrative Capacity

Accepting University:

- Meiji University, Graduate School of Governance Studies (3 slots)
- Rikkyo University, Graduate School of Business (2 slots)
- Ritsumeikan University, Graduate School of International Relations (2 slots)
- International University of Japan, Graduate School of International Relations (2 slots)

**8. Basic Plan for Each Component**

The Team explained a Basic Plan for each component (ANNEX 4), which included the background, project objectives, summary of the activities of the project and others, would be prepared for mutual understanding of both parties during the Preparatory Survey.

The both parties confirmed necessary meeting arrangement would be taken for preparation of the Basic Plan for each component.

**9. Monitoring and Evaluation**

It was agreed that monitoring and evaluation of JDS returning Fellows should be done actively by Government of Viet Nam. In addition, organizing an alumni group could be considered for enhancing knowledge sharing and networking among JDS Fellows.

**IV. Undertakings of the Project**

Both parties confirmed the undertakings of the Project as described in Annex 5.

**V. Important Matters Discussed****1. Qualifications for Application for Master's Program**

Viet Nam side proposed to revise the qualification so that those who have obtained Master or higher degrees regardless of whether it is funded by scholarship or private expense shall be ineligible to apply. The Team explained that tightening the qualification should be carefully considered in terms of securing competent and certain number of applicants. The Team proposed to continuously discuss on this issue and make a decision at the 1<sup>st</sup> Operating Committee Meeting. Viet Nam side agreed to the proposal.

**2. Qualifications for Application for PhD Program**

The Team proposed to ease the qualification for applying PhD program based on the demand from the ministries so that not only JDS returned Fellows but also others who successfully completed the Master Program in Japan can apply for PhD program. Viet Nam side agreed to the proposal.

Viet Nam side also showed their expectation to ease the qualification more so that those who



completed the Master Program in any country can apply for PhD program. The Team noted the expectation and would reconsider in the future.

Besides, Vietnamese side also proposed to tighten the eligibility of applicants for PhD program in terms of working experience. Six (06) month-period is too short for applicants to show their commitment at their host organizations, and not long enough for the organizations evaluate the applicants' ability and reference to the PhD program. Besides applicants may take advantages to work for public sector for a short period in order to apply for scholarship. Therefore, the eligibility should be revised to "Be public employee with at least twelve (12) months at the current organizations with social insurance covered by the organizations". The Team agreed to the proposal.

### **3. Government of Vietnam's Official Request to Government of Japan**

The Team proposed that Vietnamese side accelerates internal procedures so as the Official Request from the Government of Vietnam on JDS Project implementation would be sent to the Government of Japan in a timely manner so as the project can be approved by the Government of Japan and implemented seamlessly from the Japanese fiscal year 2021.

The Vietnamese side noted the proposal and agreed to speed up procedures necessary for the Official Request submission to the Government of Japan.

ANNEX 1: Flowchart of the Preparatory Survey

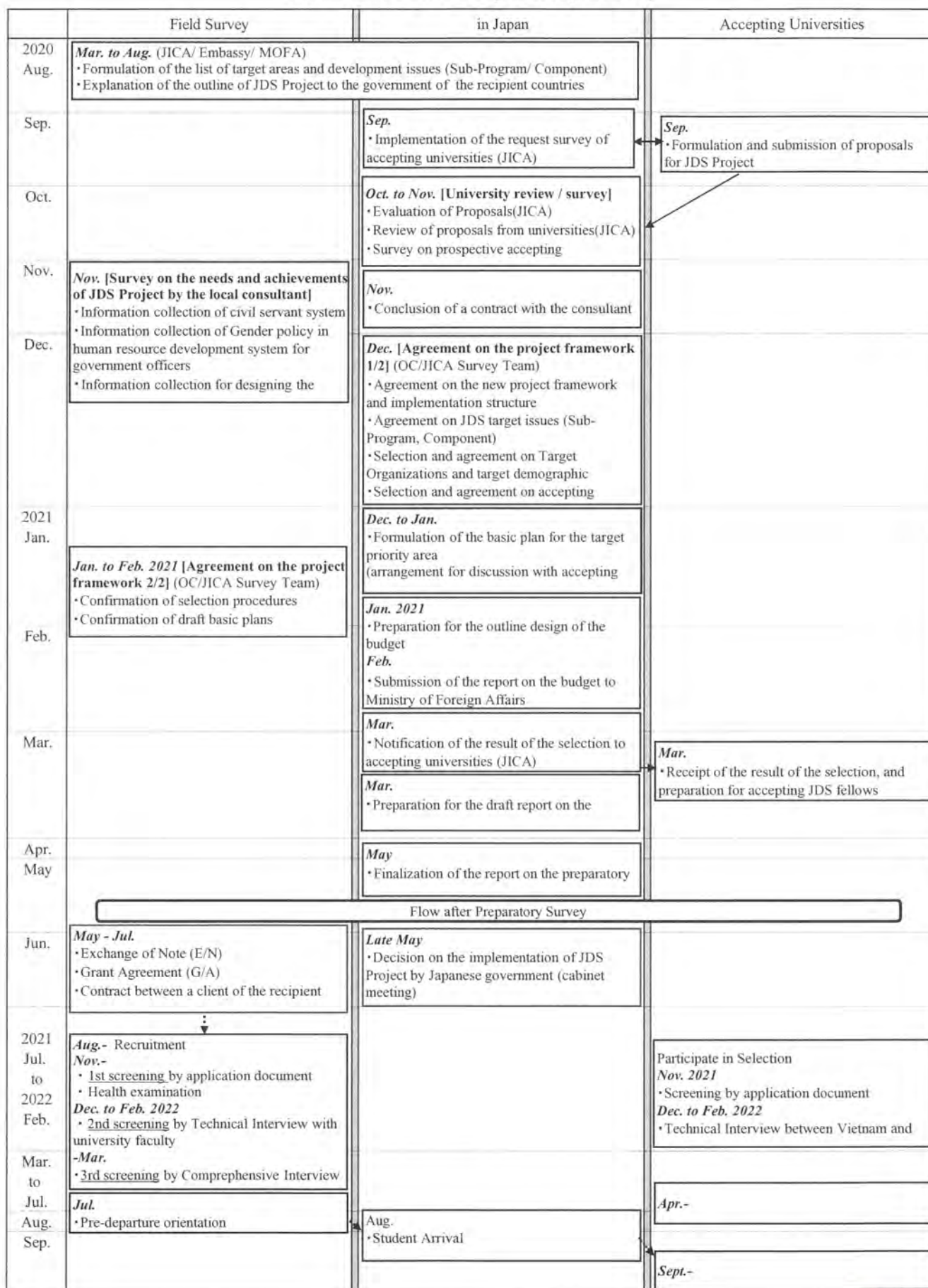
ANNEX 2: Flowchart of JDS Project for the Succeeding Four Batches

ANNEX 3: Design of JDS Project for the Succeeding Four Batches (Draft)

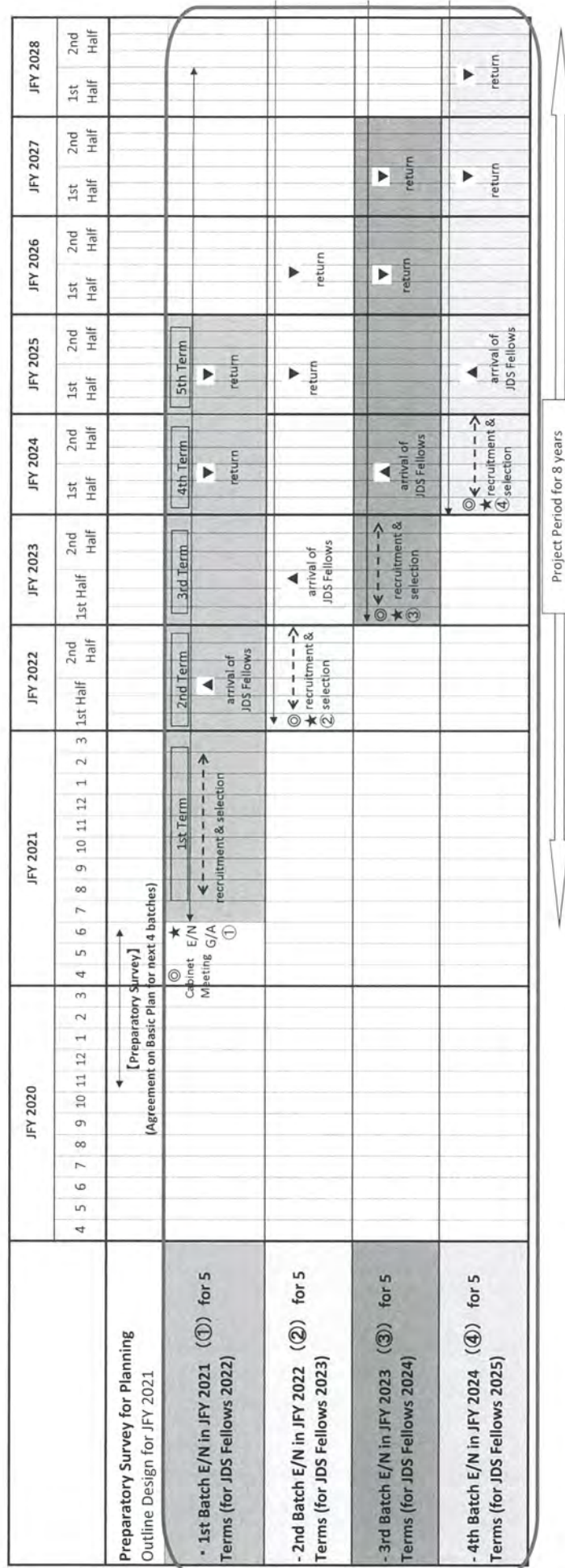
ANNEX 4: JDS Basic Plan for the Target Priority Area (Draft)

ANNEX 5: Undertakings of the Project (Draft)

## Flowchart of the Preparatory Survey



## Flowchart of JDS Project for the Succeeding Four Batches



- ◎ : Cabinet Meeting (Japan)  
 ★ : Exchange of Notes (E/N), Grant Agreement (G/A)  
 → : Period covered by Grant Agreement (G/A)  
 ▲ : Arrival  
 ▼ : Return to the country



Design of the JDS Project for Four Batches (from JFY 2022-2025)

Sub-Program (JDS Priority Areas)	Components (JDS Development Issues)	Numbers of Fellows	Possible Fields of Study	Supposed Target Organizations	University	Slot
1. Promotion of Economic Growth and Strengthening of International Competitiveness	1-1	6	<ul style="list-style-type: none"> <li>Economic Policies</li> <li>Fiscal Policies</li> <li>Monetary Policies</li> <li>Industrial Policies</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of Planning and Investment</li> <li>Ministry of Industry and Trade</li> <li>Ministry of Finance</li> <li>The State Bank of Vietnam</li> <li>Vietnam Academy of Social Science</li> <li>Office of the Government</li> <li>CPV Economic Commission</li> <li>National Assembly Economic Committee</li> <li>Vietnam News Agency</li> <li>Local Governments</li> <li>Public economic universities</li> <li>Hue university</li> <li>Others</li> </ul>	<b>Kobe University</b> Graduate School of International Cooperation Studies	2
					<b>International Christian University</b> Graduate School of Arts and Sciences	2
					<b>International University of Japan</b> Graduate School of International Management	2
	1-2	2	<ul style="list-style-type: none"> <li>Urban Development Policy</li> <li>Environment Oriented City Plan</li> <li>Sustainable Urban Development</li> </ul>	<ul style="list-style-type: none"> <li>Institute of Transport Science and Technology/ Ministry of Transport (MOT)</li> <li>University of Transport Technology/ MOT</li> <li>Vietnam Institute for Building Science and Technology/ Ministry of Construction (MOC)</li> <li>National Architecture Institute/ MOC</li> <li>Vietnam Institute for Urban and Rural Planning/ MOC</li> <li>University of Civil Engineering/ Ministry of Education and Training</li> <li>Hanoi City People's Committee</li> <li>Ho Chi Minh City People's Committee (HCMC PPC)</li> <li>Management Authority for Urban Railways/ HCMC PPC</li> <li>Da Nang City People's Committee</li> <li>Others</li> </ul>	<b>Saitama University</b> Graduate School of Science and Engineering	2
	1-3	2	<ul style="list-style-type: none"> <li>Energy Policies</li> <li>Energy Environmental/ Renewable Energy Policies</li> <li>Electrical Engineering</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of Industry and Trade (MOIT)</li> <li>Institute of Energy</li> <li>Vietnam Electricity</li> <li>Petro Vietnam Group</li> <li>Ministry of Science and Technology</li> <li>University of Mining and Geology/ Ministry of Education and Training (MOET)</li> <li>Hanoi University Science and Technology/ Ministry of Education and Training (MOET)</li> <li>Vietnam National University - Hanoi</li> <li>Vietnam National University - Ho Chi Minh City</li> <li>Others</li> </ul>	<b>Hiroshima University</b> (1) Graduate School of Advanced Science and Engineering (2) Graduate School of Humanities and Social Sciences	2
2. Response to Fragility	1-4	4	<ul style="list-style-type: none"> <li>Labour protection policy, Improvement of working environment</li> <li>Education for Industrial human resource development and training policy of unskilled labour force</li> <li>Labour export policy</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of Labor, Invalids and Social Affairs</li> <li>Ministry of Planning and Investment</li> <li>Ministry of Industry and Trade</li> <li>Ministry of Agriculture and Rural Development</li> <li>Local governments</li> <li>Vocational Education and Training Institutions</li> <li>Others</li> </ul>	<b>Kobe University</b> Graduate School of International Cooperation Studies	2
					<b>Hiroshima University</b> Graduate School of Humanities and Social Sciences	2
	1-5	6	<ul style="list-style-type: none"> <li>Agriculture, Forestry and Fisheries Policies</li> <li>Rural Development Policies</li> <li>Food Safety/Food Preservation &amp; Processing Technology</li> <li>Agricultural Cultivation Technology and Mechanization</li> <li>Livestock Science and Diseases</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of Agriculture and Rural Development (MARD)</li> <li>National Institution of Agricultural Planning and Projection/ MARD</li> <li>Institute of Policy and Strategy for Agriculture and Rural Development/ MARD</li> <li>Vietnam Agriculture Academy/ MARD</li> <li>University of Forestry/ MARD</li> <li>Local governments</li> <li>Others</li> </ul>	<b>Kyushu University</b> Graduate School of Bioresource and Bioenvironmental Sciences	2
					<b>University of Tokyo</b> Graduate School of Agricultural and Life Sciences	2
3. Strengthening of Governance	3-1	6	<ul style="list-style-type: none"> <li>Legal/Judicial Policies</li> <li>The law of the Sea</li> </ul>	<ul style="list-style-type: none"> <li>Ministry of Justice</li> <li>Ministry of Public Security</li> <li>Supreme People's Court</li> <li>Supreme People's Prosecution</li> <li>Ministry of Industry and Trade</li> <li>Ministry of Foreign Affairs</li> <li>State Bank of Vietnam</li> <li>State Audit of Vietnam</li> <li>Local governments</li> <li>Others</li> </ul>	<b>Nagoya University</b> Graduate School of Law	2
					<b>Kyushu University</b> Graduate School of Law	2
3. Strengthening of Governance	3-2	9	<ul style="list-style-type: none"> <li>Public Policies</li> <li>Civil service system</li> <li>E-government</li> </ul>	<ul style="list-style-type: none"> <li>Ministries</li> <li>Government Inspectorate</li> <li>State Audit of Vietnam</li> <li>The Office of the National Assembly</li> <li>Ho Chi Minh National Academy of Politics</li> <li>Office of the National Assembly</li> <li>Local governments</li> <li>Diplomatic Academy of Vietnam/ MOFA</li> <li>Others</li> </ul>	<b>Tohoku University</b> Graduate School of Law	2
					<b>Meiji University</b> Graduate School of Governance Studies	3
					<b>Rikkyo University</b> Graduate School of Business	2
					<b>Ritsumeikan University</b> Graduate School of International Relations	2
					<b>International University of Japan</b> Graduate School of International Relations	2
Total Number/ year		45				

A

**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:
2. Target Priority (Sub-Program) Area:
3. Operating Committee:

**Itemized Table 1-1-1****1. Outline of Sub-Program / Component****(1) Basic Information**

1. Target Priority (Sub-Program) Area:
2. Component:
3. Implementing Organization:
4. Target Organization:

**(2) Background and Needs (Position of JDS in Development Plan of Vietnam)****(3) Japan's ODA Policy and Achievement (including Vietnam)**

Relevant Projects and Training Programs of JICA Vietnam Office:

**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 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 Vietnam.

**(2) Project Design**

- 1) Overall goal
- 2) Project purpose

**(3) Verifiable Indicators**

- 1) Ratio of JDS participants who obtain Master degree
- 2) Enhancement of the capacity of JDS returned participants 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 participants.

**(4) Number of JDS Participants and Accepting University**

Graduate School of X X X fellows / year total XX fellows / 4 years



**(5) Activity (Example)****Graduate School of XXXXX**

Target	Contents/ Programs to achieve target
1) Before arrival in Japan	
Pre-departure preparation in Vietnam in order for the smooth study/research in Japan	
2) During study in Japan	
3) After return	
Utilization of outcome of research	

**(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    X   fellows × 4 years = XX   fellows  
 From the year 2022 (Until 2024) : X   fellows, From the year 2023 (Until 2025) : X   fellows  
 From the year 2024 (Until 2026) : X   fellows, From the year 2025 (Until 2027) : X   fellows

**(7) Inputs from the Vietnam 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: Be a citizens of Vietnam
- 2) Age: Between 24 and 39 years old as of April 1<sup>st</sup> in the year of dispatch
- 3) Academic Background:
  - Possess a Bachelor Degree from universities authorized by the Government of Viet Nam or other countries
  - For Component 3-1: Those who obtained the bachelor degree in the field of law is preferable.
- 4) Work Experience:
  - Only **Public** Employees are eligible
  - Have at least 12 months of full-time work experience after graduation in current organization of public sector with social insurance covered by the organization, particularly in work relevant to the selected Component.
- 5) Others
  - Have a good command of both written and spoken English
  - Note:** Final candidates must obtain TOEFL ITP 500 (iBT 61)/IELTS 5.5 (with no sub-band under 5.0) or above.
  - Be in good physical and mental conditions
  - A person corresponds to the followings is not eligible to apply



- Those who are currently receiving (or will receive) another foreign government scholarship (including Japan)
  - Those who have obtained Master or higher degrees in a foreign country under the support of foreign scholarship
  - Those who were sent for overseas study by State budget but could not complete their study or did not report their completion as regulated.
  - Those who were awarded scholarship for overseas study and being in the constraints of compensation training expenses.
  - Military personnel registered on the active list or person on alternative military service.
- JDS Fellows are obliged to return and work in Viet Nam for belonging organization at least four years after completing master's course in Japan in order to make a contribution to the development of Viet Nam through their work in their organizations, complying with the Act of Pledge required by the Ministry of Education and Training.



## Undertakings of the Project (Draft)

## (1) Specific obligations of the Recipient which will not be funded with the Grant

NO	Items	Deadline	In charge	Estimated cost	Ref.
1	To establish an operating committee (hereinafter referred to as “the Committee”) in order to discuss any matter that may arise from or in connection with the G/A	Within 1 month after signing of the G/A	Ministry of Education and Training	N/A	
2	To appoint the head of representatives of the Recipient who will be a chairman of the Committee	Within 1 month after signing of the G/A	Ministry of Education and Training	N/A	
3	To open the Bank Account (Banking Arrangement (B/A))	Within 1 month after signing of the G/A	Ministry of Education and Training	N/A	
4	To issue A/P to a bank in Japan (the Agent Bank) for the payment to the Agent	Within 1 month after the signing of the contract	Ministry of Education and Training	N/A	
5	To bear the following commissions to a bank of Japan for the banking services based upon the B/A		Ministry of Education and Training		
	1) Advising commission of A/P	Within 1 month after the signing of the contract	Ministry of Education and Training	approx. JPY6,000.-	
	2) Payment commission for A/P	Every payment	Ministry of Education and Training	approx. 0.1% of the payment amount	
6	To organize the first meeting of the Committee	Within 1 month after assigning the Agent	Ministry of Education and Training	N/A	
7	To organize the Committee meeting	During the Project	Ministry of Education and Training	N/A	
8	To ensure that customs duties, internal taxes and other fiscal levies which may be imposed in the country of the Recipient with respect to the purchase of the products and/or the services are exempted.	During the Project	Ministry of Education and Training	N/A	
9	To accord the Japanese physical persons and/or physical persons of third countries whose services may be required in connection with the supply of the products and/or the services such facilities as may be necessary for their entry into the country of the Recipient and stay therein for the performance of their work	During the Project	Ministry of Education and Training	N/A	
10	To bear all the expenses, other than those covered by the Grant, necessary for the implementation of the Project	During the Project	Ministry of Education and Training	N/A	
11	To give due environmental and social consideration in the implementation of the Project	During the Project	Ministry of Education and Training	N/A	

(B/A: Banking Arrangement, A/P: Authorization to pay, N/A: Not Applicable,)

## (2) Other obligations of the Recipient funded with the Grant

No	Items	Deadline	Amount (Million Japanese Yen)
1	To work on the recruitment and selection procedures of JDS candidates	During the Project	
2	To provide JDS candidates with information on study in Japan	During the Project	
3	To carry out matriculation procedures and make arrangements for trips to Japan for JDS fellows	During the Project	
4	To handle payment of tuition fees and scholarships	During the Project	
5	To provide pre-departure and after arrival orientation on JDS before/after arrival in Japan to JDS fellows	During the Project	
6	To monitor academic progress and living conditions of JDS fellows	During the Project	
7	To organize JDS fellow's 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 fellow's returning to their respective countries, and	During the Project	
8	To perform other duties necessary for implementation of the Project.	During the Project	
	Total		

The Number of JDS Participants to be Accepted for Next Four Years  
under the JDS Project in Viet Nam (Master's Course)

Sub-Program	Component	University	Graduate School	Expected Number of JDS Participants				
				1st Batch	2nd Batch	3rd Batch	4th Batch	Total
1. Promotion of Economic Growth and Strengthening of International Competitiveness	1-1 Strengthening of Market Economy System	Kobe University	Graduate School of International Cooperation Studies	2	2	2	2	8
		International Christian University	Graduate School of Arts and Sciences	2	2	2	2	8
		International University of Japan	Graduate School of International Management	2	2	2	2	8
	1-2 Improving of Economic infrastructure and Traffic Accessibility (Transportation)	Saitama University	Graduate School of Science and Engineering	2	2	2	2	8
	1-3 Improving of Economic infrastructure and Traffic Accessibility (Energy)	Hiroshima University	Graduate School of Advanced Science and Engineering, Graduate School of Humanities and Social Sciences	2	2	2	2	8
	1-4 Human Resource Development (Training of unskilled labour force)	Kobe University	Graduate School of International Cooperation Studies	2	2	2	2	8
		Hiroshima University	Graduate School of Humanities and Social Sciences	2	2	2	2	8
	1-5 Agriculture and Rural Development	Kyushu University	Graduate School of Bioresource and Bioenvironmental Sciences	2	2	2	2	8
		University of Tokyo	Graduate School of Agricultural and Life Sciences	2	2	2	2	8
		Tokyo University of Agriculture and Technology	Graduate School of Agriculture	2	2	2	2	8
2. Response to Fragility	2-1 Health Care/Social Security	Nagasaki University	Graduate School of Tropical Medicine and Global Health	4	4	4	4	16
	Responding to the Threats of Climate Change, Disaster, Environmental Destruction	University of Tsukuba	Graduate School of Life and Environmental Sciences	4	4	4	4	16
		Kyoto University	Graduate School of Global Environmental Studies	2	2	2	2	8
3. Strengthening of Governance	3-1 Strengthening of the Legal System	Nagoya University	Graduate School of Law	2	2	2	2	8
		Kyushu University	Graduate School of Law	2	2	2	2	8
		Tohoku University	Graduate School of Law	2	2	2	2	8
	3-2 Strengthening of the Administrative Capacity	Meiji University	Graduate School of Governance Studies	3	3	3	3	12
		Rikkyo University	Graduate School of Business	2	2	2	2	8
		Ritsumeikan University	Graduate School of International Relations	2	2	2	2	8
		International University of Japan	Graduate School of International Relations	2	2	2	2	8
Total				45	45	45	45	180

**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: Socialist Republic of Viet Nam
2. Target Priority (Sub-Program) Area: Promotion of Economic Growth and Strengthening of International Competitiveness
3. Operating Committee:  
 Viet Nam Side: Ministry of Education and Training, Ministry of Planning and Investment, Ministry of Foreign Affairs  
 Japanese Side: JICA Viet Nam Office, Embassy of Japan

**Itemized Table 1-1**

**1. Outline of Sub-Program / Component**

**(1) Basic Information**

1. Target Priority (Sub-Program) Area: Promotion of Economic Growth and Strengthening of International Competitiveness
2. Component: Strengthening of Market Economy System
3. Main Target Organization: Ministry of Planning and Investment, Ministry of Industry and Trade, Ministry of Finance, The State Bank of Vietnam, Vietnam Academy of Social Science, Office of the Government, CPV Economic Commission, National Assembly Economic Committee, Vietnam News Agency, Local Governments, Public economic universities, Hue university

**(2) Background and Needs (Position of JDS in Development Plan of Viet Nam)**

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

In order to achieve national target of industrialization by 2020, Vietnam needs to develop internationally competitive private sector. To this end, various economic institutions should be improved, and its operation system is necessary to be strengthened to meet the needs of market economy and WTO rules. However, while such economic institutions have improved to some extent, they have not been perfectly operated and human resources to maintain the system needs more capacity development.

In this sector, JDS project aims to promote international economic integration and trade facilitation, to implement and operate various economic systems required in the course of the transition from planned to market economy, and to foster human resources responsible for modernization of the finance sector through strengthening the function of the State Bank.

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

"Strengthening of Market Economy Systems" is set as one of the development issues under a priority area, "Promotion of Economic Growth and Strengthening International Competitiveness", in "Country Assistance Policies for Vietnam" initiated by the government of Japan in the year of 2012.

In a program, "Market Economy System, and Fiscal and Financial Reforms", in accordance with the priority area and development issue addressed by the government of Japan, JICA has supported improvement of market economy system to promote activities of private sector smoothly, state owned enterprises reform, and financial sector reform

The JDS project of Vietnam started in the year of 2000 and dispatched 691 participants in total through the 1<sup>st</sup> to 20<sup>th</sup> batch. 570 participants obtained master's degree and returned to Vietnam. 199 participants were dispatched in the field of strengthening market economy system.

**Relevant JICA Projects:**

[Technical Cooperation Project]

- Project for Improving Efficiency and Effectiveness in Tax Administration through International Experiences
- Project for Strengthening Capacity in Industrial Property Examination in IP Viet Nam
- Project for SME Promotion and Industrial Development
- Project for Improving Competition Policy and Enhancing the Effective Enforcement of Competition Law
- The Project for Capacity Building on Improving Fairness and Transparency of Vietnamese Equity Market

[Expert]

- Expert on Improving Business and Investment Environment

**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 Viet Nam.

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

To ensure that JDS Returned Fellows will help to improve the institutional capacities of relevant administrative institutions, which are engaged in policy formulation, planning and implementation in the field of economy.

**2) Project purpose**

To ensure that government officials, who are/ will be engaged in policy formulation, planning and implementation in the field of economy, improve their capability of policy making and implementation.

**(3) Verifiable Indicators**

- 1) Ratio of JDS participants who obtain Master's degree
- 2) Enhancement of the capacity of JDS returned participants 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 participants.

**(4) Number of JDS Participants and Accepting University**

Kobe University / Graduate School of International Cooperation Studies
2 fellows / year    total 8 fellows / 4 years
International Christian University / Graduate School of Arts and Sciences
2 fellows / year    total 8 fellows / 4 years
International University of Japan / Graduate School of International Management
2 fellows / year    total 8 fellows / 4 years

**(5) Activity****1) Kobe University / Graduate School of International Cooperation Studies**

Target	Contents/ Programs to achieve target
1) Before arrival in Japan	
Pre-departure preparation in Viet Nam in order for the smooth study/ research in Japan	The graduate school conducts pre-enrollment training aimed at improving mathematical and statistical analysis capacity. Also, starting approximately four months before their arrival, the supervisors maintain close contact with JDS Fellows, and the faculty in charge of JDS visits the field and instructs data collection, literature survey etc. individually.
2) During study in Japan	
Improve analysis skill and fundamental ability for forming the policy	In order to improve the ability to analyze the challenges faced by developing countries, the graduate school provides a large number of subjects related to specific development issues, as well as basic and advanced courses on Economics as analytical tool. Also, in seminars, the Fellows make a comparative review of a case study similar to their research topic, and learn policy proposal/analysis on development issues, including presentation skills. In addition, the graduate school offers practical lectures, inviting the experts from international organizations and assistance agencies.
Acquire practical skills related to policy	The graduate school conducts study tours to related companies and government agencies, such as Toyota, Mitsubishi Heavy Industries, Bank of Japan, Tokyo Stock Exchange, National Tax College, and JETRO. Also, field surveys are conducted in Viet Nam, such as General Statistics Office and Ministry of Planning and Investment.
Improve English academic writing skill	The graduate school holds "Academic Writing" course in order to strengthen the ability to write thesis in English. In addition, the Fellows are provided with an opportunity to have their thesis proofread by native instructors and receive guidance.

3) After return	
Utilize the outcome of research	The graduate school organizes seminar and symposium for the purpose of follow up and enhancement of the network after return.

## 2) International Christian University / Graduate School of Arts and Sciences

Target	Contents/ Programs to achieve target
1) Before arrival in Japan	
Pre-departure preparation in Viet Nam in order for the smooth study/ research in Japan	The graduate school contacts with the Fellows and provides necessary information for the smooth study and research after arrival.
2) During study in Japan	
Improve English academic writing skill	An experienced lecturer provides instruction on academic writing in English in the class "Writing for Researcher".
Acquire practical knowledge and skills	Through small-scale seminars, the graduate school provides opportunities for networking and exchanging opinions with experts and researchers, who address development issues at various sectors such as government, international organizations, and research institutions. Moreover, the Fellows participate in UNU Global Seminar, which is jointly organized by ten universities including UNU and ICU; field trips; and academic conferences in Japan and overseas.
3) After return	
Enhance practical ability and build network with alumni and university	As a new attempt, once a year, the graduate school invites alumni as guest speakers and ask them to have a lecture on problem solving skills and practical skills. This lecture provides practical learning opportunities for JDS Fellows, and contributes to enhancement of network with faculty members and alumni.

## 3) International University of Japan / Graduate School of International Management

Target	Contents/ Programs to achieve target
1) Before arrival in Japan	
To Improve basic academic ability before enrolment	Before enrolment, GSIM conducts preparatory courses for two weeks (20 sessions in total) on mathematics, statistics, and economics. The Fellows also participate in pre-enrollment programs (e.g. basic course of finance and accounting, case study skills, Excel skills), curriculum guidance, English and Japanese language orientations, and meetings with faculty members.



2) During study in Japan	
To learn theoretical foundation and expert knowledge	In the first year, all Fellows take compulsory subjects such as management strategic theory and corporate finance theory, and obtain general knowledge on business management in the private sector In the second year, according to the selection of the Fellows, the advanced subjects are taken
To learn practical skills and applied skills at the field	JDS Fellows participate in special lectures by the experts and field trips as a part of Special Program. In addition, GSIM organizes lectures on cross-border M&A and microfinance, inviting investment specialists; fund managers; policy makers; and experts from World Bank and Japan Bank for International Cooperation.
To learn paper preparation method and others	Academic writing courses are available for two years for the Fellows to take as necessary.
3) After return	
To build and maintain network	Based in IUJ Hanoi Cooperative Office, GSIM continues developing relations with the Fellows and follow-up activities.

**(6)-1 Inputs from the Japanese Side**

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

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

1 batch      6 fellows × 4 years = 24 fellows
From the year 2022 (Until 2024) : 6 fellows, From the year 2023 (Until 2025) : 6 fellows
From the year 2024 (Until 2026) : 6 fellows, From the year 2025 (Until 2027) : 6 fellows

**(7) Inputs from the Viet Nam 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: Be a citizens of Vietnam
2) Age: Between 24 and 39 years old as of April 1 <sup>st</sup> in the year of dispatch
3) Academic Background: <ul style="list-style-type: none"> <li>• Possess a Bachelor Degree from universities authorized by the Government of Viet Nam or other countries</li> <li>• For Component 3-1: Those who obtained the bachelor degree in the field of law is preferable.</li> </ul>
4) Work Experience: <ul style="list-style-type: none"> <li>• Only Public Employees are eligible</li> </ul>

- Have at least 12 months of full-time work experience after graduation in current organization of public sector with social insurance covered by the organization, particularly in work relevant to the selected Component.

#### 5) Others

- Have a good command of both written and spoken English

**Note:** Final candidates must obtain TOEFL ITP 500 (iBT 61)/IELTS 5.5 (with no sub-band under 5.0) or above.

- Be in good physical and mental conditions
- A person corresponds to the followings is not eligible to apply
  - Those who are currently receiving (or will receive) another foreign government scholarship (including Japan)
  - Those who have obtained Master or higher degrees in a foreign country under any kind of scholarship
  - Those who were sent for overseas study by State budget but could not complete their study or did not report their completion as regulated.
  - Those who were awarded scholarship for overseas study and being in the constraints of compensation training expenses.
  - Military personnel registered on the active list or person on alternative military service.
- JDS Fellows are obliged to return and work in Viet Nam for belonging organization at least four years after completing master's course in Japan in order to make a contribution to the development of Viet Nam through their work in their organizations, complying with the Act of Pledge required by the Ministry of Education and Training.

## **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: Socialist Republic of Viet Nam
2. Target Priority (Sub-Program) Area: Promotion of Economic Growth and Strengthening of International Competitiveness
3. Operating Committee:  
 Viet Nam Side: Ministry of Education and Training, Ministry of Planning and Investment, Ministry of Foreign Affairs  
 Japanese Side: JICA Viet Nam Office, Embassy of Japan

#### **Itemized Table 1-2**

#### **1. Outline of Sub-Program / Component**

##### **(1) Basic Information**

1. Target Priority (Sub-Program) Area: Promotion of Economic Growth and Strengthening of International Competitiveness
2. Component: Improving of Economic infrastructure and Traffic Accessibility (Transportation)
3. Main Target Organization: Institute of Transport Science and Technology/ Ministry of Transport (MOT), University of Transport Technology/ MOT, Vietnam Institute for Building Science and Technology/ Ministry of Construction (MOC), National Architecture Institute/ MOC, Vietnam Institute for Urban and Rural Planning/ MOC, University of Civil Engineering/ Ministry of Education and Training, Hanoi City People's Committee, Ho Chi Minh City People's Committee (HCMC PPC), Management Authority for Urban Railways/ HCMC PPC, Da Nang City People's Committee

##### **(2) Background and Needs (Position of JDS in Development Plan of Viet Nam)**

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

In this sector, JDS project aims to foster human resources responsible for strategically important infrastructures and managing urban transportation systems which support sound development of urban cities.

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

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

In accordance with the Country Assistance Policies for Vietnam, in the priority area of "Improving of Economic Infrastructure and Traffic Accessibility", JICA supports following areas to improve basic infrastructures that are strategically important and to develop urban transportation network for sound development of cities:

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

Formulating plans to develop infrastructure for transportation and developing human resources for construction and maintenance of transport facilities.

The JDS project of Vietnam started in the year of 2000 and dispatched 691 participants in total through the 1<sup>st</sup> to 20<sup>th</sup> batch. 570 participants obtained master's degree and returned to Vietnam. 46 participants were dispatched in the field of strengthening market economy system.

Relevant JICA Projects:

[Technical Cooperation Project]

- Project for Capacity Enhancement in Developing State Management Tools for Construction Project
- Project on Strengthening Management Ability of Operation and Maintenance Company for the Opening of Urban Railway Line 1 in Ho Chi Minh City
- Training on Enhancing Capacity of Vietnam Coast Guard on Law Enforcement, Maintaining Maritime Safety and Security

[Loan Aid]

- Hanoi Ring Road No.3 Project
- North-South Expressway Construction Project
- Lach Huyen Port Infra Const Prj(Port)
- Ho Chi Minh City Urban Railway Construction Project
- Hanoi City Urban Railway Construction Project

## 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 Viet Nam.

### (2) Project Design

#### 1) Overall goal

To ensure that JDS Returned Fellows will help to improve the institutional capacities of relevant administrative institutions, which are engaged in policy formulation, planning and implementation in the field of transportation.

#### 2) Project purpose

To ensure that government officials, who are/ will be engaged in policy formulation, planning and implementation in the field of transportation, improve their capability of policy making and implementation.

**(3) Verifiable Indicators**

- 1) Ratio of JDS participants who obtain Master's degree
- 2) Enhancement of the capacity of JDS returned participants 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 participants.

**(4) Number of JDS Participants and Accepting University**

Saitama University / Graduate School of Science and Engineering  
2 fellows / year    total 8 fellows / 4 years

**(5) Activity****Saitama University / Graduate School of Science and Engineering**

Target	Contents/ Programs to achieve target
1) During study in Japan	
Acquire broad range of knowledge about transportation infrastructure	The curriculum covers areas of civil and environmental engineering concerning infrastructure and urban development. Courses include construction science and technology such as structural engineering, concrete engineering, and geotechnical engineering, as well as transportation and urban planning, disaster prevention and mitigation, environment protection and restoration, infrastructure management and so on.
Improve the problem solving skills related to development issues in Viet Nam	The graduate school organizes the joint seminars with National University of Civil Engineering in Viet Nam, which is one of the partner universities of Saitama University, and Institute of Transportation Science and Technology under Ministry of Transportation of Vietnam. Utilizing the network with specialized/ educational institutions in Viet Nam, which was built through the joint seminars, the graduate school provides education to the Fellows.
Improve practical ability related to transportation infrastructure in urban area	JDS Fellows are offered opportunities of short-period internship or training in companies and institutes involving in infrastructure and urban development, in order to learn practical knowledge and technology.
2) After return	
Enhance the network of human resources, technique, and information	The graduate school stipulates alumni network by SNS, updating/sending the alumni list, and publishing a newsletter. Also, collaborating with the graduated students working at universities, several education and academic treaties with their universities were established. Furthermore, in the International Cooperative Graduate Program with universities in Asia, including National University of Civil Engineering in Vietnam, Saitama University promotes interaction among faculty members and students as well as conducting joint research and satellite lectures.

**(6)-1 Inputs from the Japanese Side**

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

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

1 batch      2 fellows × 4 years = 8 fellows  
 From the year 2022 (Until 2024) : 2 fellows, From the year 2023 (Until 2025) : 2 fellows  
 From the year 2024 (Until 2026) : 2 fellows, From the year 2025 (Until 2027) : 2 fellows

**(7) Inputs from the Viet Nam 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: Be a citizens of Vietnam
- 2) Age: Between 24 and 39 years old as of April 1<sup>st</sup> in the year of dispatch
- 3) Academic Background:
  - Possess a Bachelor Degree from universities authorized by the Government of Viet Nam or other countries
  - For Component 3-1: Those who obtained the bachelor degree in the field of law is preferable.
- 4) Work Experience:
  - Only Public Employees are eligible
  - Have at least 12 months of full-time work experience after graduation in current organization of public sector with social insurance covered by the organization, particularly in work relevant to the selected Component.
- 5) Others
  - Have a good command of both written and spoken English
  - Note:** Final candidates must obtain TOEFL ITP 500 (iBT 61)/IELTS 5.5 (with no sub-band under 5.0) or above.
  - Be in good physical and mental conditions
  - A person corresponds to the followings is not eligible to apply
    - Those who are currently receiving (or will receive) another foreign government scholarship (including Japan)
    - Those who have obtained Master or higher degrees in a foreign country under any kind of scholarship
    - Those who were sent for overseas study by State budget but could not complete their study or did not report their completion as regulated.
    - Those who were awarded scholarship for overseas study and being in the constraints of compensation training expenses.
    - Military personnel registered on the active list or person on alternative military service.
  - JDS Fellows are obliged to return and work in Viet Nam for belonging organization at least four years after completing master's course in Japan in order to make a contribution to the development

of Viet Nam through their work in their organizations, complying with the Act of Pledge required by the Ministry of Education and Training.

## **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: Socialist Republic of Viet Nam
2. Target Priority (Sub-Program) Area: Promotion of Economic Growth and Strengthening of International Competitiveness
3. Operating Committee:  
 Viet Nam Side: Ministry of Education and Training, Ministry of Planning and Investment, Ministry of Foreign Affairs  
 Japanese Side: JICA Viet Nam Office, Embassy of Japan

#### **Itemized Table 1-3**

#### **1. Outline of Sub-Program / Component**

##### **(1) Basic Information**

1. Target Priority (Sub-Program) Area: Promotion of Economic Growth and Strengthening of International Competitiveness
2. Component: Improving of Economic infrastructure and Traffic Accessibility (Energy)
3. Main Target Organization: Ministry of Industry and Trade (MOIT), Institute of Energy, Vietnam Electricity, Petro Vietnam Group, Ministry of Science and Technology, University of Mining and Geology/ Ministry of Education and Training (MOET), Hanoi University Science and Technology/ Ministry of Education and Training (MOET), Vietnam National University – Hanoi, Vietnam National University - Ho Chi Minh City

##### **(2) Background and Needs (Position of JDS in Development Plan of Viet Nam)**

Energy consumption and maximum amount of electricity in past 5 years in Vietnam grew on average 10 % per year, which was faster than its economic growth rates. Demand for electricity was 198,000GWh in 2017, and is currently estimated 350,000GWh in 2025 (1.8 times higher). Also, Vietnam had been shifted to a net energy-importing country around 2015. In order to achieve long-term sustainable economic growth, new energy sources and electric transmission and distribution network should be developed to help promote electricity supply. It is also important to increase varieties of energy sources for stable electricity supply, develop primary energy and promote energy saving.

In this sector, JDS project aims to foster human resources responsible for formulating comprehensive energy policies, maintaining power generation infrastructure, and designing technical and safety standards.

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

"Improving of Economic Infrastructure and Traffic Accessibility" is set as one of the development issues under a priority area of "Promotion of Economic Growth and Strengthening International Competitiveness" in "Country Assistance Policies for Vietnam" initiated by the government of Japan in the year of 2012. In order to solve the said issues, the government of Japan focuses on following support for sustainable energy supply to meet the increasing energy demand needed for Vietnam's economic growth.

Based on this assistance policy, JICA is supporting the sustainable energy supply to meet the increasing energy demand that supports Vietnam's economic growth in the "Sustainable Energy Supply / Energy Saving Promotion" program, focusing on the following items.

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



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

The JDS project of Vietnam started in the year of 2000 and dispatched 691 participants in total through the 1<sup>st</sup> to 20<sup>th</sup> batch. 570 participants obtained master's degree and returned to Vietnam. 21 participants were dispatched in the field of strengthening market economy system.

Relevant JICA Projects:

[Loan Aid]

- Thai Binh Power Plant and Transmission Lines Construction Project
- Second Power Transmission and Distribution Network Development Project
- Da Nhim Hydropower Expansion Project

## **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 Viet Nam.

### **(2) Project Design**

#### **1) Overall goal**

To ensure that JDS Returned Fellows will help to improve the institutional capacities of relevant administrative institutions, which are engaged in policy formulation, planning and implementation in the field of energy.

#### **2) Project purpose**

To ensure that government officials, who are/ will be engaged in policy formulation, planning and implementation in the field of energy, improve their capability of policy making and implementation.

### **(3) Verifiable Indicators**

- 1) Ratio of JDS participants who obtain Master's degree
- 2) Enhancement of the capacity of JDS returned participants 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 participants.

### **(4) Number of JDS Participants and Accepting University**

Hiroshima University / 1) Graduate School of Humanities and Social Sciences 2) Graduate School of Advanced Science and Engineering  
2 fellows / year total 8 fellows / 4 years

**(5) Activity****Hiroshima University / 1) Graduate School of Humanities and Social Sciences 2) Graduate School of Advanced Science and Engineering**

Target	Contents/ Programs to achieve target
1) Before arrival in Japan	
Pre-departure preparation in Viet Nam in order for the smooth study/ research in Japan	<ul style="list-style-type: none"> <li>• Provided with the textbooks of their specialized field, JDS Fellows are required to examine technical and policy issues for the construction of sustainable infrastructure and submit reports about measures to address the issues.</li> <li>• The academic supervisors provide guidance and advice on the Fellows' reports by email.</li> </ul>
2) During study in Japan	
Acquire energy technology assessment skill	<ul style="list-style-type: none"> <li>• Through the lectures on energy science and technology; potential assessment of renewable energy including biomass energy; sustainable architecture; and transportation engineering, JDS Fellows acquire basic ability to assess the energy related technologies in both supply and demand</li> <li>• Out of two sub-supervisors, at least one is from a different specialized area as that of the main supervisor.</li> </ul>
Acquire energy planning skill	<ul style="list-style-type: none"> <li>• JDS Fellows acquire ability to develop energy planning through energy balance analysis, energy demand analysis and projection, electricity planning through the related course works and research seminar.</li> <li>• Out of two sub-supervisors, at least one is from a different specialized area as that of the main supervisor.</li> </ul>
Acquire policy formulation skill	<ul style="list-style-type: none"> <li>• JDS Fellows acquire ability to develop public policy including setup short- and long- terms social goals of energy and environmental policies and choice of policy instruments through the related course works in the field of environmental economics, urban and transportation economics, and policy evaluation.</li> </ul>
Acquire interdisciplinary debate skill	<ul style="list-style-type: none"> <li>• JDS Fellows learn ability to develop interdisciplinary and practical policy debate and dialogues through internship, practical seminar of debate exercise, and cross disciplinary and inter-laboratory research seminars.</li> </ul>
Promote research with support for necessary research materials and related literature	<ul style="list-style-type: none"> <li>• JDS Fellows promote research, utilizing research materials, related literature, spatial analysis software "Arc GIS", and database, which are provided by the university for their research.</li> </ul>

Acquire the necessary knowledge of thesis writing in English	<ul style="list-style-type: none"> <li>• In the course “Academic Writing I”, JDS Fellows obtain knowledge and skills which are essential for writing a thesis in English.</li> <li>• JDS Fellows improve the quality of their thesis, having them proofread by a native speaker with expertise.</li> </ul>
Promote research with mentor system	<ul style="list-style-type: none"> <li>• As one of the Special Program activities, the graduate school implements mentor system to enable all JDS Fellows to receive advice on their research.</li> <li>• JDS Fellows promote research with sound advice and sufficient support from their mentors.</li> </ul>
<b>3) After return</b>	
Utilize the knowledge and technique at own workplace after returning to Viet Nam	<ul style="list-style-type: none"> <li>• The graduate school hold the follow-up/feedback seminar within one or two years after the Fellows going back to the country, in order to get feedback on how they utilize the knowledge acquired in the program. Information obtained from the seminar will be utilized to improve the quality of the JDS program and make sure that their knowledge and skills are used in the most effective and suitable ways for their work.</li> </ul>

**(6)-1 Inputs from the Japanese Side**

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

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

1 batch    2 fellows × 4 years = 8 fellows

From the year 2022 (Until 2024) : 2 fellows, From the year 2023 (Until 2025) : 2 fellows

From the year 2024 (Until 2026) : 2 fellows, From the year 2025 (Until 2027) : 2 fellows

**(7) Inputs from the Viet Nam 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: Be a citizens of Vietnam
- 2) Age: Between 24 and 39 years old as of April 1<sup>st</sup> in the year of dispatch
- 3) Academic Background:
  - Possess a Bachelor Degree from universities authorized by the Government of Viet Nam or other countries
  - For Component 3-1: Those who obtained the bachelor degree in the field of law is preferable.
- 4) Work Experience:
  - Only Public Employees are eligible

- Have at least 12 months of full-time work experience after graduation in current organization of public sector with social insurance covered by the organization, particularly in work relevant to the selected Component.

#### 5) Others

- Have a good command of both written and spoken English

**Note:** Final candidates must obtain TOEFL ITP 500 (iBT 61)/IELTS 5.5 (with no sub-band under 5.0) or above.

- Be in good physical and mental conditions
- A person corresponds to the followings is not eligible to apply
  - Those who are currently receiving (or will receive) another foreign government scholarship (including Japan)
  - Those who have obtained Master or higher degrees in a foreign country under any kind of scholarship
  - Those who were sent for overseas study by State budget but could not complete their study or did not report their completion as regulated.
  - Those who were awarded scholarship for overseas study and being in the constraints of compensation training expenses.
  - Military personnel registered on the active list or person on alternative military service.
- JDS Fellows are obliged to return and work in Viet Nam for belonging organization at least four years after completing master's course in Japan in order to make a contribution to the development of Viet Nam through their work in their organizations, complying with the Act of Pledge required by the Ministry of Education and Training.

## **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: Socialist Republic of Viet Nam
2. Target Priority (Sub-Program) Area: Promotion of Economic Growth and Strengthening of International Competitiveness
3. Operating Committee:  
 Viet Nam Side: Ministry of Education and Training, Ministry of Planning and Investment, Ministry of Foreign Affairs  
 Japanese Side: JICA Viet Nam Office, Embassy of Japan

#### **Itemized Table 1-4**

#### **1. Outline of Sub-Program / Component**

##### **(1) Basic Information**

1. Target Priority (Sub-Program) Area: Promotion of Economic Growth and Strengthening of International Competitiveness
2. Component: Human Resource Development for Industrial Development
3. Main Target Organization: Ministry of Labors, Invalids and Social Affairs, Ministry of Planning and Investment, Ministry of Industry and Trade, Ministry of Agriculture and Rural Development, Local governments, Vocational Education and Training Institutions

##### **(2) Background and Needs (Position of JDS in Development Plan of Viet Nam)**

Vietnam has achieved rapid economic growth since the launch of Doi Moi in 1986, partly driven by robust growth of the manufacturing sector in which FDI's inflow has been huge thanks to Vietnam's cheap labour costs. However, economic growth has been slowing down over the last 20 years due to a lack of innovations and low and declining labour productivity. The value-added products created by the manufacturing sector are still low due to various factors, one of which is unskilled labour force in the manufacturing sector. In order to achieve industrialization with higher value-added manufacturing, Vietnam's manufacturing sector needs high quality human resources including highly-skilled workers, practical engineers, and corporate managers.

However, the vocational education and training (VET) institutions cannot necessarily provide sufficient training programs which satisfy the requirement of the industries due to the lack of experiences and techniques of tutors and insufficient budget to update the training equipment.

In addition to training the capable skilled workers in Vietnam, as a current trend, both Vietnamese and Japanese Governments tend to put more and more focus on nurturing the Vietnamese industrial human resources in Japan under the framework of Japanese technical intern training program and specified skilled worker.

Therefore, in order for JICA to support skilling immature labour force in Vietnam in more effective way, nurturing the capable human resources of the Vietnamese Government and relevant public agencies that are involved in the above-mentioned policy implementation is imperative..

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

"Human Resource Development for Industrial Development" is set as one of the development issues under a priority area of "Promotion of Economic Growth and Strengthening International Competitiveness" to strengthen the market economy system and to support the strengthening of

industrial competitiveness for development of industrial human resources in “Country Assistance Policies for Vietnam” initiated by the government of Japan in the year of 2012.

Based on this assistance policy, JICA is providing support on human resource development for industrial development such as model promotion for Vietnam's strong and sustainable economic growth and development of highly industrialized human resources who will contribute to high economic growth.

The JDS project of Vietnam started in the year of 2000 and dispatched 691 participants in total through the 1<sup>st</sup> to 20<sup>th</sup> batch. 570 participants obtained master's degree and returned to Vietnam.

Relevant JICA Projects:

[Technical Cooperation Project]

- Institutional Capacity Development of VJCC for a Landmark of Development and Networking for Business Human Resources

- ASEAN University Network / Southeast Asia Engineering Education Development Network (AUN/SEED-Net)

- Project for SME Promotion and Industrial Development

[Loan Aid]

- Project for Strengthening Vocational Education and Training in Vietnam (Pledged)

## **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 Viet Nam.

### **(2) Project Design**

#### **1) Overall goal**

To ensure that JDS Returned Fellows will help to improve the institutional capacities of relevant administrative institutions, which are engaged in policy formulation, planning and implementation in the field of human resource development for industrial development.

#### **2) Project purpose**

To ensure that government officials, who are/ will be engaged in policy formulation, planning and implementation in the field of human resource development for industrial development, improve their capability of policy making and implementation.

### **(3) Verifiable Indicators**

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

2) Enhancement of the capacity of JDS returned participants 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 participants.

### **(4) Number of JDS Participants and Accepting University**

Kobe University / Graduate School of International Cooperation Studies

2 fellows / year total 8 fellows / 4 years

Hiroshima University / Graduate School of Humanities and Social Sciences

2 fellows / year total 8 fellows / 4 years

**(5) Activity****1) Kobe University / Graduate School of International Cooperation Studies**

Target	Contents/ Programs to achieve target
<b>1) Before arrival in Japan</b>	
Pre-departure preparation in Viet Nam in order for the smooth study/ research in Japan	The graduate school conducts pre-enrollment training aimed at improving mathematical and statistical analysis capacity. Also, starting approximately four months before their arrival, the supervisors maintain close contact with JDS Fellows, and the faculty in charge of JDS visits the field and instructs data collection, literature survey etc. individually.
<b>2) During study in Japan</b>	
Improve analysis skill and fundamental ability for forming the policy	In order to improve the ability to analyze the challenges faced by developing countries, the graduate school provides a large number of subjects related to specific development issues, as well as basic and advanced courses on Economics as analytical tool. Also, in seminars, the Fellows make a comparative review of a case study similar to their research topic, and learn policy proposal/analysis on development issues, including presentation skills. In addition, the graduate school offers practical lectures, inviting the experts from international organizations and assistance agencies.
Acquire practical skills related to policy	The graduate school conducts study tours to related companies and government agencies, such as Toyota, Mitsubishi Heavy Industries, Bank of Japan, Tokyo Stock Exchange, National Tax College, and JETRO. Also, field surveys are conducted in Viet Nam, such as General Statistics Office and Ministry of Planning and Investment.
Improve English academic writing skill	The graduate school holds "Academic Writing" course in order to strengthen the ability to write thesis in English. In addition, the Fellows are provided with an opportunity to have their thesis proofread by native instructors and receive guidance.
<b>3) After return</b>	
Utilization of outcome of research	The graduate school organizes seminar and symposium for the purpose of follow up and enhancement of the network after return.

**2) Hiroshima University / Graduate School of Humanities and Social Sciences**

Target	Contents/ Programs to achieve target
<b>1) Before arrival in Japan</b>	
Pre-departure preparation in Viet Nam in order for the smooth study/ research in Japan	Textbooks on microeconomics and macroeconomics are provided. JDS Fellows are required to obtain the basic knowledge about economics under the instruction of teaching assistants (Ph.D. students in the course) and professors. In addition, Fellows with low English ability are also provided with English language textbooks and are required to submit periodical reports by e-mail and take exams to improve their English skills.
<b>2) During study in Japan</b>	
Improve analysis skill and fundamental ability for forming the policy	<p>JDS Fellows learn the basic subjects such as development macroeconomics, development microeconomics, and econometrics. Through the one-year intensive training on these basic subjects, Fellows will learn the fundamental knowledge and skills necessary for economic analysis.</p> <p>From the second half of the first year, Fellows can obtain more specialized knowledge based on their interests, such as Environmental and Resource Economics (Environmental externality, Optimal design of resource development), Development Economics (Economic Development, Comparative Economic Development, Economic Development and Policy), Trade and Investment (International Economics, International Trade, International Economic Policy), and Private Sector Development (Industrial Development, SME Development, Multinational Corporations).</p>
Acquire practical skills related to policy	<p>Several opportunities are provided to discuss with specialists from other universities and institutions, and to learn practical knowledge from officers of governmental and international organizations, which would be very useful to build a network of personal connections with professionals. In particular, “JDS seminars” are held regularly, inviting professionals or specialists from other universities or institutions. The content of the seminar ranges from the latest research findings to general developmental issues.</p> <p>Field research by Fellows are monitored regularly by professors. Fellows are able to obtain appropriate advice from them.</p>



	In collaboration with JICA Graduate School of Development, since 2015, joint international seminars have been holding with Kyusyu University and Kumamoto University for research reports, and academic/professional information exchange.
Improve English academic writing skill	Special English language courses “English Academic Writing for Publication” are provided. Through these courses, Fellows can obtain basic skills in writing academic papers. In addition, JDS Fellows can utilize English proofreading by native speakers on their master theses.
3) After return	
Utilization of outcome of research	The graduate school hold the follow-up/feedback seminar within one or two years after the Fellows going back to the country, in order to get feedback on how they utilize the knowledge acquired in the program. Information obtained from the seminar will be utilized to improve the quality of the JDS program and make sure that their knowledge and skills are used in the most effective and suitable ways for their work.

**(6)-1 Inputs from the Japanese Side**

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

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

1 batch    4 fellows × 4 years = 16 fellows  
 From the year 2022 (Until 2024) : 4 fellows, From the year 2023 (Until 2025) : 4 fellows  
 From the year 2024 (Until 2026) : 4 fellows, From the year 2025 (Until 2027) : 4 fellows

**(7) Inputs from the Viet Nam 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: Be a citizens of Vietnam
- 2) Age: Between 24 and 39 years old as of April 1<sup>st</sup> in the year of dispatch
- 3) Academic Background:
  - Possess a Bachelor Degree from universities authorized by the Government of Viet Nam or other countries
  - For Component 3-1: Those who obtained the bachelor degree in the field of law is preferable.
- 4) Work Experience:
  - Only Public Employees are eligible
  - Have at least 12 months of full-time work experience after graduation in current organization of public sector with social insurance covered by the organization, particularly in work relevant to the selected Component.
- 5) Others
  - Have a good command of both written and spoken English
  - Note:** Final candidates must obtain TOEFL ITP 500 (iBT 61)/IELTS 5.5 (with no sub-band under 5.0) or above.
  - Be in good physical and mental conditions
  - A person corresponds to the followings is not eligible to apply
    - Those who are currently receiving (or will receive) another foreign government scholarship (including Japan)
    - Those who have obtained Master or higher degrees in a foreign country under any kind of scholarship
    - Those who were sent for overseas study by State budget but could not complete their study or did not report their completion as regulated.
    - Those who were awarded scholarship for overseas study and being in the constraints of compensation training expenses.
    - Military personnel registered on the active list or person on alternative military service.
  - JDS Fellows are obliged to return and work in Viet Nam for belonging organization at least four years after completing master's course in Japan in order to make a contribution to the development of Viet Nam through their work in their organizations, complying with the Act of Pledge required by the Ministry of Education and Training.

## **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: Socialist Republic of Viet Nam
2. Target Priority (Sub-Program) Area: Promotion of Economic Growth and Strengthening of International Competitiveness
3. Operating Committee:  
 Viet Nam Side: Ministry of Education and Training, Ministry of Planning and Investment, Ministry of Foreign Affairs  
 Japanese Side: JICA Viet Nam Office, Embassy of Japan

#### **Itemized Table 1-5**

#### **1. Outline of Sub-Program / Component**

##### **(1) Basic Information**

1. Target Priority (Sub-Program) Area: Promotion of Economic Growth and Strengthening of International Competitiveness
2. Component: Agriculture and Rural Development
3. Main Target Organization: Ministry of Agriculture and Rural Development (MARD), National Institution of Agricultural Planning and Projection/ MARD, Institute of Policy and Strategy for Agriculture and Rural Development/ MARD, Vietnam Agriculture Academy/ MARD, Vietnam National University of Agriculture/MARD, University of Forestry/ MARD, Local governments

##### **(2) Background and Needs (Position of JDS in Development Plan of Viet Nam)**

Agriculture, forestry and fisheries industries are still important in Vietnam, accounting approximately 14.7% of the GDP and 37.7% of the working population, although its industrial structure has been changing because of economic growth. However, the income level of rural population which consists of approximately 70% of the nation's population remains low, and the gap of living standards between urban and rural areas is widening. Moreover, Vietnam has not achieved global competitiveness in agriculture due to inadequate quality and safety assurance for their products. Thus, innovation in techniques for agriculture and generating additional values in their products are vital to the sustainable development of agriculture and rural areas.

In this sector, JDS project aims to foster human resources who contribute to modernizing techniques for agriculture, utilizing local resources such as land and water, and vitalizing rural communities and agricultural economies.

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

"Promotion of Economic Growth and Strengthening of International Competitiveness" is set as one of the priority areas in the "Country Assistance Policies for Vietnam" initiated by the government of Japan in the year of 2012. Under the said policies, the government of Japan supports agricultural development and rural development in order to improve the social aspects and living, reduce poverty and correct disparity.

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

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

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

The JDS project of Vietnam started in the year of 2000 and dispatched 691 participants in total through the 1<sup>st</sup> to 20<sup>th</sup> batch. 570 participants obtained master's degree and returned to Vietnam. 113 participants were dispatched in the field of agriculture and rural development.

#### Relevant JICA Projects:

##### [Technical Cooperation Project]

- Project for Improvement of Reliability of Safe Crop Production in the Northern Region

##### [Expert]

- Advisor for Development of Food Value Chain on Agricultural Sector in Nghe An
- Advisor for Policy Formulation on Agriculture and Rural Development

##### [Loan Aid]

- North Nghe An Irrigation System Upgrading Project

##### [Grant Aid]

- Project for Enhancing Laboratory Capacities of the Reference Testing and Agrifood Quality Consultancy (RETAQ) Center for Ensuring Safety of Agro-Fishery Foods

## 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 Viet Nam.

### (2) Project Design

#### 1) Overall goal

To ensure that JDS Returned Fellows will help to improve the institutional capacities of relevant administrative institutions, which are engaged in policy formulation, planning and implementation in the field of agriculture and rural development.

#### 2) Project purpose

To ensure that government officials, who are/ will be engaged in policy formulation, planning and implementation in the field of agriculture and rural development, improve their capability of policy making and implementation.

### (3) Verifiable Indicators

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

#### 2) Enhancement of the capacity of JDS returned participants 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 participants.

### (4) Number of JDS Participants and Accepting University

Kyushu University, Graduate School of Bioresource and Bioenvironmental Sciences

2 fellows / year    total 8 fellows / 4 years

The University of Tokyo, Graduate School of Agricultural and Life Sciences

2 fellows / year    total 8 fellows / 4 years

Tokyo University of Agriculture and Technology, Graduate School of Agriculture

2 fellows / year    total 8 fellows / 4 years

**(5) Activity****1) Kyushu University, Graduate School of Bioresource and Bioenvironmental Sciences**

Target	Contents/ Programs to achieve target
<b>1) Before arrival in Japan</b>	
Pre-departure preparation in Viet Nam for the smooth study/ research in Japan	Under the guidance of academic supervisors, JDS Fellows examine the relevance of their research plans to the overall goals, and prepare for their research by confirming the methods and country data. Also, the textbooks are provided, along with necessary instructions for the pre-enrollment preparation.
<b>2) During study in Japan</b>	
Enhancement of knowledge on agriculture, forestry, and fishery; and their resources	<ul style="list-style-type: none"> <li>• The Fellows acquire specialized knowledge through the courses on International Rural Development, Rural Survey Research Methods, Agricultural Resources Development, Soil and Water Environment, Forest and Forestry Sciences, and Agricultural and Life Sciences.</li> <li>• As a crosscutting subject, the Fellows attend international seminars held by the university and invited researchers, and learn advanced research on international development. They also participate in the joint seminars with Hiroshima University, and seek a solution to the issues specific to Southeast Asian countries through discussions and sharing information with JDS Fellows from neighboring countries. Moreover, in the practicum of “International Presentation Skill”, the Fellows build presentation skills through the opportunities to make presentations at international conferences and academic meetings.</li> <li>• In Project Based Learning, the Fellows participate in the discussions as a facilitator and learn how to promote discussions.</li> <li>• In the laboratory, the Fellows acquire specialized knowledge and build a network with international students including Japanese students.</li> </ul>
Development of research for addressing the issues specific to Vietnam	Kyushu University provides individualized instruction on the master thesis and lectures at each laboratory for tackling challenges specific to Vietnam. JDS Fellows are also provided research instruction collaborated with Institute of Tropical Agriculture and other faculties regarding the development issues in Vietnam.
Improvement of capacity for 1) solving administrative issues on agriculture and rural development, 2) problem-based policy	• In the lecture, training at irrigation facilities applicable to developing countries is conducted. For the purpose of development of organic agriculture which has high

proposal related to agricultural productivity enhancement, market economy, and high added value, and 3) practical research	<p>added value, the Fellows learn the farming system using ducks from Mr. Takao HURUNO, a prominent researcher on this field. In addition, through training at the terraced paddy field, the Fellows gain knowledge on ecotourism and agricultural product direct selling system.</p> <ul style="list-style-type: none"> <li>• In the subjects for JICA Development Studies Program (compulsory), the Fellows learn Japan's experience of development and its perception as an aid donor in the postwar period, which helps them develop their practical skills.</li> </ul>
Learning methods of academic writing and research	The Fellows participate in special programs provided by Northern Arizona University and University of Georgia, and receive guidance on reading/writing for academic writing and presentation skills.
3) After return	
Maintaining the relationship with the supervisors after graduation	<ul style="list-style-type: none"> <li>• For the purpose of ensuring the quality of instruction given to the Fellows, Kyushu University introduces Multiple Supervisor System, in which Fellows are under supervision of at least three members; the main senior supervisor, sub-supervisor from the same field and the sub-supervisor from another field. The Fellows receive instruction from the supervisors for publication of research papers.</li> <li>• The follow-up seminars are held to provide JDS Returned Fellows with the latest data so that they can grasp and address the emerging issues.</li> <li>• Through the website of Kyushu University and online meetings, the university maintains and strengthens networks with JDS Returned Fellows at the Vietnamese Government and research institutions.</li> </ul>

## 2) The University of Tokyo, Graduate School of Agricultural and Life Sciences

Target	Contents/ Programs to achieve target
1) During study in Japan	
Learning transdisciplinary knowledge in the field of Agriculture	During the first 6 months of the 2 years program, JDS Fellows acquire basic knowledge and skills necessary for administrative officer in agricultural field, through cross-disciplinary lectures and practical work (coursework).
Acquiring tools to solve the problems in agricultural and rural development and the methods to evaluate the impact of policies	In terms of improving the capacity of government officials, research is recommended to analyze agricultural policies to address the specific challenges of agriculture in Vietnam, using impact evaluation

	<p>methods. The goal of this program is to develop human resources capable of grounded (i.e., evidence-based) activities by collecting actual data and evaluating value chains in rural and urban markets in Vietnam.</p> <p>Through transdisciplinary lectures and practices listed below which are provided in the first six months, JDS Fellows will acquire tools to solve the problems in agricultural and rural development and the methods to evaluate the impact of policies. For the remaining 1.5 years, they will conduct research of their discipline, review the necessary literature, and write master thesis to gain the professional capacity.</p> <ol style="list-style-type: none"> <li>1) Rural Development</li> <li>2) International Environmental Economics</li> <li>3) Agro-Environmental Science and Informatics</li> <li>4) Plant Science for Sustainable Science</li> <li>5) International Agricultural Development Studies</li> </ol>
Enhancement of the practical planning and problem-solving abilities	<p>In order to acquire practical planning and problem-solving abilities, following activities are executed. Among them, some activities will be conducted as JDS Special Program as necessary.</p> <ol style="list-style-type: none"> <li>1) Fieldwork in rice farming villages</li> </ol> <p>Over the years, the rice farming areas in Japan have been mechanized, scaled up and incorporated. In this project the Fellows will visit such areas and interview government officials, farmers, agricultural corporations and agricultural cooperatives to gain knowledge useful for the promotion of rice farming in Vietnam.</p> <ol style="list-style-type: none"> <li>2) Internship on food-borne diseases, such as bovine fascioliasis disease, and animal waste management</li> </ol> <p>This program provides Fellows with the opportunity to do short-term internships at research institutions and other universities in Japan, and gain comprehensive knowledge about food-borne diseases, which cause significant economic loss to livestock in Vietnam and has been linked to food safety, and animal waste management.</p> <ol style="list-style-type: none"> <li>3) Project Proposal Formation Training</li> </ol> <p>Forming small groups together with Japanese students, JDS Fellows conduct a group field study on agricultural production, distribution and consumption, and work</p>

	together to form a proposal and present it. This project aims to improve the Fellows' ability to analyze and plan agricultural issues.
Acquisition of learning skills	<p>1) The graduate school provides special lectures on statistical theory and statistical software of international standard, which are necessary to analyze the experimental survey data.</p> <p>2) The graduate school provides lectures on English expression and thesis writing by native speakers to help the Fellows play an active role on a global scale.</p>

### 3) Tokyo University of Agriculture and Technology (TUAT), Graduate School of Agriculture

Target	Contents/ Programs to achieve target
1) Before arrival in Japan	
Learning skills and planning theory necessary for the sustainable agricultural/rural development in Vietnam Strengthening problem-finding skills	TUAT prepares technical subjects on improvement of agricultural technology and productivity; policy and planning in agriculture and rural development; and international cooperation. These lectures nurture the technology and planning skills which are necessary for sustainable agriculture and rural development in Vietnam, and improve the Fellows' problem-finding ability.
2) During study in Japan	
Strengthening policy making ability	TUAT provides General Study Lectures including "General Aspect of Regional Development" and "Comparative Agricultural Technology" to strengthen policy making ability.
Enhancement of the practical planning and problem-solving abilities	Subjects for Thesis (Communication Exercise, Study Tour, and Subjective Exercise) enhance practical planning and problem-solving abilities, so that the Fellows can address various issues on agriculture and rural development.
Acquisition of skills to make an effective proposal on agriculture and rural development policies	Through the research at each laboratory and minor subjects, JDS Fellows acquire the skills to write highly organized thesis with overall understanding of improvement of farming technologies, effective use of resources, and enhancement of agricultural/rural development. The Fellows are also expected to develop skills needed to make an effective proposal on agriculture and rural development policies, and eventually implement the policy.
Learning of Japanese culture and life style	Japanese Language Courses are given credits, which promotes learning of Japanese culture and life style as well as Japanese language proficiency.



3) After return	
Enhancement of co-working academic activity utilizing network of TUAT after return	TUAT has established a wide network with graduates and the counterparts working at each area through many co-research activities with Vietnamese educational institutions and provision of education to the Master and Doctor students from Vietnam for the past 20 years. Utilizing the asset of the network, Fellows are given support for academic activities co-worked with the institutions and researchers above not to mention TUAT after their return.

**(6)-1 Inputs from the Japanese Side**

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

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

1 batch    6 fellows × 4 years = 24 fellows  
 From the year 2022 (Until 2024) : 6 fellows, From the year 2023 (Until 2025) : 6 fellows  
 From the year 2024 (Until 2026) : 6 fellows, From the year 2025 (Until 2027) : 6 fellows

**(7) Inputs from the Viet Nam 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: Be a citizens of Vietnam
- 2) Age: Between 24 and 39 years old as of April 1<sup>st</sup> in the year of dispatch
- 3) Academic Background:
  - Possess a Bachelor Degree from universities authorized by the Government of Viet Nam or other countries
  - For Component 3-1: Those who obtained the bachelor degree in the field of law is preferable.
- 4) Work Experience:
  - Only Public Employees are eligible
  - Have at least 12 months of full-time work experience after graduation in current organization of public sector with social insurance covered by the organization, particularly in work relevant to the selected Component.
- 5) Others
  - Have a good command of both written and spoken English
  - Note:** Final candidates must obtain TOEFL ITP 500 (iBT 61)/IELTS 5.5 (with no sub-band under 5.0) or above.
  - Be in good physical and mental conditions
  - A person corresponds to the followings is not eligible to apply
    - Those who are currently receiving (or will receive) another foreign government scholarship (including Japan)

- Those who have obtained Master or higher degrees in a foreign country under any kind of scholarship
  - Those who were sent for overseas study by State budget but could not complete their study or did not report their completion as regulated.
  - Those who were awarded scholarship for overseas study and being in the constraints of compensation training expenses.
  - Military personnel registered on the active list or person on alternative military service.
- JDS Fellows are obliged to return and work in Viet Nam for belonging organization at least four years after completing master' s course in Japan in order to make a contribution to the development of Viet Nam through their work in their organizations, complying with the Act of Pledge required by the Ministry of Education and Training.

**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: Socialist Republic of Viet Nam
2. Target Priority (Sub-Program) Area: Response to Fragility
3. Operating Committee:  
 Viet Nam Side: Ministry of Education and Training, Ministry of Planning and Investment, Ministry of Foreign Affairs  
 Japanese Side: JICA Viet Nam Office, Embassy of Japan

**Itemized Table 2-1**

**1. Outline of Sub-Program / Component**

**(1) Basic Information**

1. Target Priority (Sub-Program) Area: Response to Fragility
2. Component: Health care/Social Security
3. Main Target Organization: Ministry of Health (MOH), Ministry of Labors, Invalids and Social Affairs (MOLISA), Vietnam Social Security (VSS), National institutes under MOH or MOLISA, Local governments

**(2) Background and Needs (Position of JDS in Development Plan of Viet Nam)**

Although health care services have been improving, issues such as the quality of health services, urban and local disparities, high medical expense, and rapid aging population are emerging, and measures are needed to achieve universal health coverage (UHC). It is essential for Vietnam to swiftly establish a sustainable health insurance system with the long term perspective.

Vietnam has been exposed to a variety of emerging infectious diseases and the government regards preparedness of infectious diseases outbreaks as one of the priority issues. An effective health system will be important in the post-corona era, which can help build resilience by minimizing the impact of infection as well as social and economic development.

In this sector, JDS project aims to foster human resources who contribute to build health policy and social security system.

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

"Response to Fragility" is set as one of the priority areas in the "Country Assistance Policies for Vietnam" initiated by the government of Japan in the year of 2012. Under the said policies, the government of Japan supports Health care/Social Security in order to improve the social aspects and living, reduce poverty and correct disparity.

Based on this assistance policy, JICA supports strengthening health care and social security service provision system, and infectious disease prevention and response capabilities, and the improvement of the health insurance system while utilizing the knowledge of the private sector to achieve UHC in the "Health Care and Social Security Program".

The JDS project of Vietnam started in the year of 2000 and dispatched 691 participants in total through the 1<sup>st</sup> to 20<sup>th</sup> batch. 570 participants obtained master's degree and returned to Vietnam.

**Relevant JICA Projects:****[Technical Cooperation Project]**

- Project for Establishment of the "Bench-to-bedside" Feedback System for Sustainable ART and Prevention of New HIV Transmission
- The Project for Improvement of Hospital Management Competency
- The Project for Capacity Development for Medical Laboratory Network on Biosafety and Examination of Highly Hazardous Infectious Pathogens in Vietnam, Laos and Cambodia

**[Expert]**

- Health Policy Advisor

**[Loan Aid]**

- Cho Ray Viet Nam-Japan Friendship Hospital Development PJ

**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 Viet Nam.

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

To ensure that JDS Returned Fellows will help to improve the institutional capacities of relevant administrative institutions, which are engaged in policy formulation, planning and implementation in the field of Health care/Social Security.

**2) Project purpose**

To ensure that government officials, who are/ will be engaged in policy formulation, planning and implementation in the field of Health care/Social Security, improve their capability of policy making and implementation.

**(3) Verifiable Indicators**

- 1) Ratio of JDS participants who obtain Master's degree
- 2) Enhancement of the capacity of JDS returned participants 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 participants.

**(4) Number of JDS Participants and Accepting University**

Nagasaki University, School of Tropical Medicine and Global Health

4 fellows / year total 16 fellows / 4 years

**(5) Activity****Nagasaki University, School of Tropical Medicine and Global Health**

Target	Contents/ Programs to achieve target
1) Before arrival in Japan	
Enhance the academic ability for the smooth start of the research in Japan.	<ul style="list-style-type: none"> <li>• Conduct self-study by receiving related documents or internet materials from supervisor to improve English ability and acquire basic knowledge on global health.</li> </ul>

2) During study in Japan	
<p>Enhance practical skills and ability to formulate policies and plans that are relevant to strengthening of health systems.</p> <p>Develop competence in designing policies related to public health insurance systems.</p>	<ul style="list-style-type: none"> <li>• 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. The Fellows also take courses from Advanced Module such as Health Policies and Management Module.</li> <li>• Take a transdisciplinary seminars to acquire advanced and specialized knowledge on important global health topics.</li> <li>• Take overseas practical trainings (short-term field training, long-term overseas training) to learn health system comprehensively.</li> <li>• Take supplemental classes on Epidemiology, Statistics to deepen the basic understandings.</li> </ul>
<p>Gain practical skills required to a specialist through trainings provided by a cooperation inside and outside of the university.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Education and research of Fellows are supported through the relation between the University and JICA, National Center for Global Health and Medicine (NCGM), London School of Hygiene and Tropical Medicine, the Institute of Tropical Medicine in Antwerp and other academic partners as well as advisors at home and abroad, scholarly societies and an alumni network.</li> </ul>
<p>Improve basic ability required to write a master thesis.</p>	<ul style="list-style-type: none"> <li>• Take supplementary language classes by native English speakers to improve basic English proficiency.</li> </ul>
3) After return	
<p>Put the knowledge and technology acquired in Japan in practice effectually to the future.</p>	<ul style="list-style-type: none"> <li>• JDS Returned Fellows are supported for the publication of their master dissertation and academic presentations even after they return home. Also consultations for JDS Fellows about PhD programs are held. Joint projects with Returned Fellows are also planned.</li> </ul>

#### (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</p>
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workshops, follow-up activities after returning home)

2) Expenses for studying in Japan (e.g. travel expenses, scholarships during stay in Japan, examination fees, tuition fees, etc.)

3) Expenses for supports during stay in Japan (e.g. monitoring, daily life support, etc.)

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

1 batch      4 fellows × 4 years = 16 fellows

From the year 2022 (Until 2024) : 4 fellows, From the year 2023 (Until 2025) : 4 fellows

From the year 2024 (Until 2026) : 4 fellows, From the year 2025 (Until 2027) : 4 fellows

#### **(7) Inputs from the Viet Nam 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: Be a citizens of Vietnam

2) Age: Between 24 and 39 years old as of April 1<sup>st</sup> in the year of dispatch

3) Academic Background:

- Possess a Bachelor Degree from universities authorized by the Government of Viet Nam or other countries
- For Component 3-1: Those who obtained the bachelor degree in the field of law is preferable.

4) Work Experience:

- Only Public Employees are eligible
- Have at least 12 months of full-time work experience after graduation in current organization of public sector with social insurance covered by the organization, particularly in work relevant to the selected Component.

5) Others

- Have a good command of both written and spoken English

**Note:** Final candidates must obtain TOEFL ITP 500 (iBT 61)/IELTS 5.5 (with no sub-band under 5.0) or above.

- Be in good physical and mental conditions

- A person corresponds to the followings is not eligible to apply

- Those who are currently receiving (or will receive) another foreign government scholarship (including Japan)
- Those who have obtained Master or higher degrees in a foreign country under any kind of scholarship
- Those who were sent for overseas study by State budget but could not complete their study or did not report their completion as regulated.
- Those who were awarded scholarship for overseas study and being in the constraints of compensation training expenses.
- Military personnel registered on the active list or person on alternative military service.

- JDS Fellows are obliged to return and work in Viet Nam for belonging organization at least four years after completing master' s course in Japan in order to make a contribution to the development of Viet Nam through their work in their organizations, complying with the Act of Pledge required by the Ministry of Education and Training.

**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: Socialist Republic of Viet Nam
2. Target Priority (Sub-Program) Area: Response to Fragility
3. Operating Committee:  
 Viet Nam Side: Ministry of Education and Training, Ministry of Planning and Investment, Ministry of Foreign Affairs  
 Japanese Side: JICA Viet Nam Office, Embassy of Japan

**Itemized Table 2-2**

**1. Outline of Sub-Program / Component**

**(1) Basic Information**

1. Target Priority (Sub-Program) Area: Response to Fragility
2. Component: Responding to the Threats of Climate Change, Disaster, Environmental Destruction
3. Main Target Organization: Ministry of Natural Resources and Environment, Ministry of Planning and Investment, Vietnam Academy of Science and Technology, Ministry of Agriculture and Rural Development, Ministry of Industry and Trade, Ministry of Education and Training, Vietnam National University - Hanoi, Vietnam National University - Ho Chi Minh City, Hue university, Local governments

**(2) Background and Needs (Position of JDS in Development Plan of Viet Nam)**

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

In this sector, JDS project aims to foster human resources who contribute to policymaking and its operation in order to accommodate and reduce climate change, as well as to handle urban environmental issues, sustainable forest administration, conservation of biodiversity, and disaster prevention.

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

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

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

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

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

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

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

The JDS project of Vietnam started in the year of 2000 and dispatched 691 participants in total through the 1<sup>st</sup> to 20<sup>th</sup> batch. 571 participants obtained master's degree and returned to Vietnam. 75 participants were dispatched in the field of environment, climate change, and disaster management.

### **Relevant JICA Projects:**

#### **[Technical Cooperation Project]**

- Support for Planning and Implementation of the Nationally Determined Contributions in Vietnam
- Enhancing Sustainable Natural Resource Management Phase 2
- Strengthening the Capacity to Cope with and Minimize Damages Caused by Flash Floods and Landslides for the Northern Mountainous Region
- Strengthening Capacity in Weather Forecasting and Flood Early Warning System
- Establishment of Environmentally Sound Management of Construction and Demolition Waste and Its Wise Utilization for Environmental Pollution Control and for New Recycled Construction Materials in Vietnam

#### **[Expert]**

- Environmental Policy Advisor (tent.)
- Advisor for Sewerage Policy
- Advisor on Green Growth in Quang Ninh Province
- Advisor for Disaster Risk Management

#### **[Loan Aid]**

- Hai Phong City Environmental Improvement Project
- Southern Binh Duong Province Water Environment Improvement Project
- Protection Forests Restoration & Sustainable Management Project
- Hanoi City Yen Xa Sewerage System Project
- Dong Nai Province Water Infrastructure Construction Project
- Ha Long City Water Environment Improvement Project
- Second HCMC Water Environment Improvement Project
- Ben Tre Water Management Project
- Bien Hoa City Drainage and Wastewater Treatment Systems



## 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 Viet Nam.

### (2) Project Design

#### 1) Overall goal

To ensure that JDS Returned Fellows will help to improve the institutional capacities of relevant administrative institutions, which are engaged in policy formulation, planning and implementation in the field of environment.

#### 2) Project purpose

To ensure that government officials, who are/ will be engaged in policy formulation, planning and implementation in the field of environment, improve their capability of policy making and implementation.

### (3) Verifiable Indicators

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

2) Enhancement of the capacity of JDS returned participants 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 participants.

### (4) Number of JDS Participants and Accepting University

University of Tsukuba/ Graduate School of Science and Technology

4 fellows / year total 16 fellows / 4 years

Kyoto University / Graduate School of Global Environmental Studies

2 fellows / year total 8 fellows / 4 years

### (5) Activity

#### 1) University of Tsukuba/ Graduate School of Science and Technology

Target	Contents/ Programs to achieve target
1) Before arrival in Japan	
Support of pre-departure preparation for making a smooth start on research at time of arrival	<ul style="list-style-type: none"> <li>• JDS Fellows learn basic mathematics (especially basic statistics and method of data analysis) by e-learning system if needed.</li> <li>• JDS Fellows are provided with 5-10 hours' tutor's support from 1 month prior to their enrollment (for up to 6 months), which encourages their smooth start of learning and researching activities.</li> <li>• JDS Fellows receive instructions from their laboratories by selecting their desired supervisors with the information provided in advance (Fellows' supervisors are fixed after the enrollment.).</li> </ul>
2) During study in Japan	
Establishment of Global Network among Experts	• JDS Fellows participate in and make presentations in international conferences held twice a year inviting

	<p>distinguished professionals inside and outside of the country.</p> <ul style="list-style-type: none"> <li>• JDS Fellows will not only listen to the speakers but also present about the development issues in the first year, and about their research topics in the second year, which leads comments from the guests for further revision.</li> <li>• JDS Fellows establish academic networks with the researchers, which contributes to the responsible tasks at their offices after graduation.</li> </ul>
Acquisition of the capacities to be practical officers with obtaining ability to compare and analyze development agenda in an international context.	<ul style="list-style-type: none"> <li>• The SUSTEP Program Committee selects internship places in the country or around the world based on the development agenda, where field researches on environment preservation, disaster control, traditional knowledge of native inhabitants, disposal of waste and drainage and biogas et al. are to be implemented. JDS Fellows participate in the internships to be entitled to expand the knowledge on good practices of each place and to foster the capacity to compare and analyze the development agenda in an international context, which helps JDS Fellows to build the foundation to be practical officers.</li> </ul>
Enhancement of better learning effects through the URL for JDS Fellows, on-line learning system and information sharing.	<ul style="list-style-type: none"> <li>• Tsukuba University provides necessary information for JDS Fellows, follow-ups for the alumni and prior information-sharing for new JDS Fellows with the further improvement of the URLs for JDS Special Programme and for SUSTEP programme, which have been updated for nearly a decade.</li> <li>• The SUSTEP Programme Committee secure learning opportunities with an efficient use of on-line learning environment in light of the pandemic situation.</li> <li>• The SUSTEP Programme Committee share JDS Fellows' research results with the Fellows' offices and alumni.</li> </ul>
Improvement of academic English logical composition skills	<ul style="list-style-type: none"> <li>• JDS Fellows enroll around 1 academic writing course whose levels are equivalent to beginner, intermediate and advanced every year.</li> <li>• JDS Fellows completed the course receive a SUSTEP Programme certificate based on the School Education Act.</li> <li>• JDS Fellows receive tutorials on academic logical composition with the supervisors' corrections to their book-review assignments.</li> </ul>

	<ul style="list-style-type: none"> <li>• JDS Fellows use proofreading service of a private sector if needed.</li> <li>• Tsukuba University provides JDS Fellows TOEFL-ITP exam every year to support and monitor the improvement of their English skills, which is to be a part of an index of learning effects.</li> </ul>
3) After return	
Support for creating network after return and improving the thesis skills	<ul style="list-style-type: none"> <li>• Tsukuba University holds follow-up seminars where graduates make a presentation on their research, and provides support of creating network among researchers and improving the academic thesis, if necessary.</li> </ul>

## 2) Kyoto University / Graduate School of Global Environmental Studies

Target	Contents/ Programs to achieve target
1) During study in Japan	
Fostering capacities to solve the global environmental problems with comprehensive views	<ul style="list-style-type: none"> <li>• Master's Program in Environmental Management holds researchers from various academic field such as legal philosophy, policy, economics, natural resources, environmental education, and environmental technology, which enables a curriculum covering a wide range of challenges such as mitigation measures against climate change, water and air pollutions, waste management, management of natural resources and ecosystems, disaster mitigation, etc.</li> </ul>
Nurturing the capacities necessary for practitioners and researchers in the field related to environmental issues	<ul style="list-style-type: none"> <li>• JDS Fellows are required to participate in the internship and field study program which lasts three months, where they are trained for problem-finding and problem-solving skills.</li> </ul>
Improvement of the practical skills applicable to the development challenges specific to Vietnam	<ul style="list-style-type: none"> <li>• Graduate School of Global Environmental Studies provides instructions suitable to each of the development challenges that each Fellow tackles at their belonging workplace by utilizing the network developed by co-work experience with Hanoi University of Science, Hue University and Da Nang University of Technology.</li> </ul>

### (6)-1 Inputs from the Japanese Side

<ol style="list-style-type: none"> <li>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)</li> <li>2) Expenses for studying in Japan (e.g. travel expenses, scholarships during stay in Japan, examination fees, tuition fees, etc.)</li> <li>3) Expenses for supports during stay in Japan (e.g. monitoring, daily life support, etc.)</li> </ol>
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**(6)-2 Input Duration and the Number of JDS Participants**

1 batch      6 fellows × 4 years = 24 fellows

From the year 2022 (Until 2024) : 6 fellows, From the year 2023 (Until 2025) : 6 fellows

From the year 2024 (Until 2026) : 6 fellows, From the year 2025 (Until 2027) : 6 fellows

**(7) Inputs from the Viet Nam 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: Be a citizens of Vietnam

2) Age: Between 24 and 39 years old as of April 1<sup>st</sup> in the year of dispatch

3) Academic Background:

- Possess a Bachelor Degree from universities authorized by the Government of Viet Nam or other countries
- For Component 3-1: Those who obtained the bachelor degree in the field of law is preferable.

4) Work Experience:

- Only Public Employees are eligible
- Have at least 12 months of full-time work experience after graduation in current organization of public sector with social insurance covered by the organization, particularly in work relevant to the selected Component.

5) Others

- Have a good command of both written and spoken English

**Note:** Final candidates must obtain TOEFL ITP 500 (iBT 61)/IELTS 5.5 (with no sub-band under 5.0) or above.

- Be in good physical and mental conditions

- A person corresponds to the followings is not eligible to apply

- Those who are currently receiving (or will receive) another foreign government scholarship (including Japan)
- Those who have obtained Master or higher degrees in a foreign country under any kind of scholarship
- Those who were sent for overseas study by State budget but could not complete their study or did not report their completion as regulated.
- Those who were awarded scholarship for overseas study and being in the constraints of compensation training expenses.
- Military personnel registered on the active list or person on alternative military service.

- JDS Fellows are obliged to return and work in Viet Nam for belonging organization at least four years after completing master's course in Japan in order to make a contribution to the development of Viet Nam through their work in their organizations, complying with the Act of Pledge required by the Ministry of Education and Training.

**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: Socialist Republic of Viet Nam
2. Target Priority (Sub-Program) Area: Strengthening of Governance
3. Operating Committee:  
Viet Nam Side: Ministry of Education and Training, Ministry of Planning and Investment  
Japanese Side: JICA Viet Nam Office

**Itemized Table 3-1**

**1. Outline of Sub-Program / Component**

**(1) Basic Information**

1. Target Priority (Sub-Program) Area: Strengthening of Governance
2. Component: Strengthening of the Legal System
3. Target Organization: Ministry of Justice, Ministry of Public Security, Supreme People's Court, Supreme People's Prosecution, Ministry of Industry and Trade, Ministry of Foreign Affairs, State Bank of Vietnam, State Audit of Vietnam, Local governments

**(2) Background and Needs (Position of JDS in Development Plan of Viet Nam)**

Vietnam implements legal and judicial reform towards 2020 but there are remaining problems such as inconsistencies among legal documents and arbitrary enforcement of laws and lack of capacity of civil servants. As for the law enforcement, Vietnam doesn't have enough capacity to cope with newly emerging issues such as cyber security and maritime security. In addition to above, the National Assembly functions to a certain extent under on party system, but has still a lot to be improved in terms of information disclosure, decision making process and legislative capacity.

In this sector, JDS project aims to foster human resources responsible for planning and operating legislative and judicial policies. These human resources are expected to contribute to strengthen the legal and judicial reform of Vietnam and law enforcement while acquiring knowledge on Japanese legal and judicial system and cooperating with the other assistance to Vietnam stated above.

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

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

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

The JDS project of Vietnam started in the year of 2000 and dispatched 691 participants in total through the 1<sup>st</sup> to 20<sup>th</sup> batch. 570 participants obtained master's degree and returned to Vietnam. 105 participants were dispatched in the field of laws.

Relevant JICA Projects:

[Technical Cooperation Project]

- Enhancing the Quality and Efficiency of Developing and Implementing Laws in Vietnam
- Project for Capacity Development of the Office of the National Assembly of Vietnam

## 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 Viet Nam.

### (2) Project Design

#### 1) Overall goal

To ensure that JDS Returned Fellows will help to improve the institutional capacities of relevant administrative institutions, which are engaged in policy formulation, planning and implementation in the field of Strengthening of the Legal System.

#### 2) Project purpose

To ensure that government officials, who are/ will be engaged in policy formulation, planning and implementation in the field of Strengthening of the Legal System, improve their capability of policy making and implementation.

### (3) Verifiable Indicators

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

#### 2) Enhancement of the capacity of JDS returned participants 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 participants.

### (4) Number of JDS Participants and Accepting University

Nagoya University / Graduate School of Law	2 fellows / year	total 8 fellows / 4 years
Kyusyu University / Graduate School of Law	2 fellows / year	total 8 fellows / 4 years
Tohoku University / Graduate School of Law	2 fellows / year	total 8 fellows / 4 years

### (5) Activity

#### 1) Nagoya University / Graduate School of Law

Target	Contents/ Programs to achieve target
1) During study in Japan	
Acquisition of fundamental and technical knowledge	<ul style="list-style-type: none"> <li>• The program entails a comprehensive curriculum of subjects including core subjects such as fundamental legal theory, and foundational courses which include Japanese Civil Code, Japanese Civil Procedure Code, and the Japanese Political System.</li> <li>• The program aims to enable Fellows to carry out comparative studies between the legal system of</li> </ul>

	<p>their own country and other countries, including Japan.</p> <ul style="list-style-type: none"> <li>• Special lectures and workshops are provided as part of the JDS special program. These special lectures are given by distinguished scholars and legal experts from within Japan and overseas in the areas related to the JDS Fellows' selected topics to share the updated legal information in each country and to build up relationship and networking among each other.</li> <li>• Certain credits from the Graduate School of International Development of the university are to be accredited as the credits for the degree of the Graduate School of Law to support the Fellows to acquire knowledge on "development", which is vital for their countries' growth.</li> </ul>
Nurturing the skills of thesis composition	<ul style="list-style-type: none"> <li>• JDS Fellows receive individual and specialized regular tutorials for master theses provided by their supervisor and/or co-supervisor throughout the 2 years.</li> <li>• Graduate School of Law provides Academic Writing courses led by lecturers including native English lecturers.</li> <li>• JDS Fellows are provided with literature related to their specialized field of study and are sent to international conferences or encouraged to conduct interviews.</li> </ul>
Nurturing practical and applied skills in a field	<ul style="list-style-type: none"> <li>• Aichi Prefecture Bar Association provides JDS Fellows basic lectures on Japanese legal procedures of civil and criminal laws. Fellows are also to have opportunities for a mock court and a practical training.</li> <li>• Graduate School of Law provides a field trip so that JDS Fellows can learn the practical applications of laws by observing the foundation forming the society. Fellows will also foster applied skills to compare and review the challenges of their countries based on their set agendas.</li> <li>• Graduate School of Law provides Fellows internship opportunities on legal affairs at a company or at a law firm.</li> </ul>

**2) Kyusyu University / Graduate School of Law**

Target	Contents/ Programs to achieve target
<b>1) Before arrival in Japan</b>	
Support of pre-departure preparation for acquisition and strengthening of the basic knowledge	<ul style="list-style-type: none"> <li>• JDS Fellows are completely complemented and strengthened their basic academic skills with their supervisors' half-a-year "pre-arrival training".</li> </ul>
<b>2) During study in Japan</b>	
Comprehension of research method balanced with "theory" and "practice"	<ul style="list-style-type: none"> <li>• JDS Fellows learn Law and Policy, International Economy &amp; Business Law, Intellectual Property Law, Comparative Law, Criminal Law, International Public Law and International Private Law et al. from the dual aspects of theory and practice.</li> <li>• JDS Fellows strengthen their analytical abilities and academic English writing skills through the lectures such as "post-arrival training", "legal reading &amp; legal writing seminar", "academic English class" and "special lectures", which are provided by specialists of each field. Fellows also receive well-balanced education with theory and practice.</li> <li>• JDS Fellows upgrade the quality of their thesis by attending every week's "JDS Forum", where they repeatedly train English presentation and debate with more practical aspect.</li> </ul>
Acquisition of "experience of Japan/ developed countries" and "International system/ regulations", believed to solve challenges, and pursuit and suggestion for actual solutions for "challenges"	<ul style="list-style-type: none"> <li>• JDS Fellows receive leading guidance mainly on legal systems/ cases of Japan and developed countries and International systems/ regulations relevant to their development agenda.</li> <li>• JDS Fellows find out solutions for their countries' challenges by receiving "two-way interactive" education, where Fellows and lecturers cooperatively design their contents of research and teaching with the full convergent of Fellows'/ their offices' needs.</li> </ul>
Acquisition of understanding about Japanese culture and cultivate international sense.	<ul style="list-style-type: none"> <li>• Graduate School of Law proactively implements various activities to foster better understanding of Japanese society with the maximum use of "JDS Special Program" on top of study in classes. As a result, JDS Fellows receive the instructions to become a real "good supporter of Japan"</li> <li>• JDS Fellows enhance the international mindedness through active participations in various international activities and seminars held in and out the country.</li> </ul>



3) After return	
Continuous cooperation with JDS Fellows even after graduation	<ul style="list-style-type: none"> <li>• Graduate School of Law maintains and strengthens the long-term and solid network with JDS Fellows with constant joint activities of many channels such as e-mail, Zoom, Facebook, SNS, JDS Round Table (on-line) and the visit to their countries.</li> </ul>

### 3) Tohoku University / Graduate School of Law

Target	Contents/ Programs to achieve target
1) During study in Japan	
Acquisition of professional knowledge on International Law	<ul style="list-style-type: none"> <li>• JDS Fellows acquire necessary knowledge of International Law and its operation method through the curriculum to foster specialists of International Law including the field of Law of the Sea. This will enable Fellows to handle problems of high importance for Vietnam such as maritime security and settlement of an international conflict</li> </ul>
Improvement of ability of problem-solving based on theory	<ul style="list-style-type: none"> <li>• Graduate School of Law fosters capability to apply expert knowledge into problem-solving through the education based on the practical aspect of International Law.</li> <li>• JDS Fellows develop perspectives for problem-solving on international issues by visiting ministries concerned and/or think tanks utilizing Special Program.</li> </ul>
Improvement of ability of presentation and thesis writing in English	<ul style="list-style-type: none"> <li>• Graduate School of Law provides learning opportunities of proactive presentations and discussions through curriculums focused on exercises in a small group, which enables JDS Fellows to improve ability to debate and make presentation on a professional subject in English.</li> <li>• JDS Fellows foster and improve their ability to write thesis on the problems of International Law with supervisors' instruction in the field.</li> </ul>

#### (6)-1 Inputs from the Japanese Side

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

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

1 batch      6 fellows × 4 years = 24 fellows
From the year 2022 (Until 2024) : 8 fellows, From the year 2023 (Until 2025) : 8 fellows
From the year 2024 (Until 2026) : 8 fellows, From the year 2025 (Until 2027) : 8 fellows

**(7) Inputs from the Viet Nam 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: Be a citizens of Vietnam
- 2) Age: Between 24 and 39 years old as of April 1<sup>st</sup> in the year of dispatch
- 3) Academic Background:
  - Possess a Bachelor Degree from universities authorized by the Government of Viet Nam or other countries
  - For Component 3-1: Those who obtained the bachelor degree in the field of law is preferable.
- 4) Work Experience:
  - Only Public Employees are eligible
  - Have at least 12 months of full-time work experience after graduation in current organization of public sector with social insurance covered by the organization, particularly in work relevant to the selected Component.
- 5) Others
  - Have a good command of both written and spoken English
  - Note:** Final candidates must obtain TOEFL ITP 500 (iBT 61)/IELTS 5.5 (with no sub-band under 5.0) or above.
  - Be in good physical and mental conditions
  - A person corresponds to the followings is not eligible to apply
    - Those who are currently receiving (or will receive) another foreign government scholarship (including Japan)
    - Those who have obtained Master or higher degrees in a foreign country under any kind of scholarship
    - Those who were sent for overseas study by State budget but could not complete their study or did not report their completion as regulated.
    - Those who were awarded scholarship for overseas study and being in the constraints of compensation training expenses.
    - Military personnel registered on the active list or person on alternative military service.
  - JDS Fellows are obliged to return and work in Viet Nam for belonging organization at least four years after completing master's course in Japan in order to make a contribution to the development of Viet Nam through their work in their organizations, complying with the Act of Pledge required by the Ministry of Education and Training.

**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: Socialist Republic of Viet Nam
2. Target Priority (Sub-Program) Area: Strengthening of Governance
3. Operating Committee:  
 Viet Nam Side: Ministry of Education and Training, Ministry of Planning and Investment, Ministry of Foreign Affairs  
 Japanese Side: JICA Viet Nam Office, Embassy of Japan

**Itemized Table 3-2**

**1. Outline of Sub-Program / Component**

**(1) Basic Information**

1. Target Priority (Sub-Program) Area: Strengthening of Governance
2. Component: Strengthening of the Administrative Capacity
3. Main Target Organization: Ministries, Government Inspectorate, State Audit of Vietnam, The Office of the National Assembly, Ho Chi Minh Academy, Office of the National Assembly, Local governments, Diplomatic Academy of Vietnam/ MOFA

**(2) Background and Needs (Position of JDS in Development Plan of Viet Nam)**

Vietnam has continuously implemented various administrative reforms to adapt itself to a socio-economic transition. However, there remains several challenges such as administrative agencies with duplicated roles and tasks, growing number of civil servants, and inefficient and complicated administrative system. In addition, there lacks human resources, who are able to analyze and make a necessary policy towards socio-economic changes, because of inadequate knowledge on market economy, ambiguous criteria for recruitment of civil servant and etc.

In this sector, JDS project aims to foster human resources who contribute to policymaking, improving management, ensuring justice, fairness, neutrality, and transparency of administration in the whole government including provinces.

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

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

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

The JDS project of Vietnam started in the year of 2000 and dispatched 691 participants in total through the 1<sup>st</sup> to 20<sup>th</sup> batch. 570 participants obtained master's degree and returned to Vietnam. 82 participants were dispatched in the field of governance.

**Relevant JICA Projects:****[Technical Cooperation Project]**

- Project for Training Young Leaders of Cities under Provinces and Centrally Run Cities across the Country
- Project on Technical Reform for Civil Servant Entrance Examination in Vietnam
- Project for Training and Refresher Training of Leaders and Managers at Different Levels, especially the Strategic One
- Project on Capacity Building for Cyber Security in Vietnam
- Project to Build Professional and Efficient State Operation for Improvement of Business Environment

**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 Viet Nam.

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

To ensure that JDS Returned Fellows will help to improve the institutional capacities of relevant administrative institutions, which are engaged in policy formulation, planning and implementation in the field of administrative capacity.

**2) Project purpose**

To ensure that government officials, who are/ will be engaged in policy formulation, planning and implementation in the field of administrative capacity, improve their capability of policy making and implementation.

**(3) Verifiable Indicators**

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

2) Enhancement of the capacity of JDS returned participants 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 participants.

**(4) Number of JDS Participants and Accepting University**

Meiji University, Graduate School of Governance Studies

3 fellows / year    total 12 fellows / 4 years

Rikkyo University, Graduate School of Business

2 fellows / year    total 8 fellows / 4 years

Ritsumeikan University, Graduate School of International Relations

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****1) Meiji University / Graduate School of Governance Studies**

Target	Contents/ Programs to achieve target
<b>1) During study in Japan</b>	
Enhancement of the discipline on the specialized field, case analyses of economic development, political and administrative reforms and the knowledge on governance issues	Graduate School of Governance Studies provides three programs: Public Policy, International Development Policy, and Community Planning and Management so that the Fellows can develop their own study plan based on the chosen program by learning necessary subjects from another study of field.
Acquisition of the knowledge on global and local issues and skills for public policy formulation and implementation	Graduate School of Governance Studies invites distinguished scholars from Japan or abroad and prepares special lecture related to the Fellows' research theme. It also arranges Joint multi-lingual (English and Japanese) courses for fostering exchange between Japanese and international students, as well as fieldwork (site visits) opportunities for visiting various fields of practice in Japan. In addition, various field studies are provided to nurture practical insight into Japanese public policy formulation and implementation.
Enhancement of skills necessary for academic writing	The graduate school offers workshops on English academic writing/reading; and special lectures and meetings which cover thesis proofreading and grammar instruction. It also sets up the courses and provides guidance on social research method and technical writing.
<b>2) After return</b>	
Utilization of outcome of the research	Follow-up seminar and other opportunities for developing network are organized after their return.

**2) Rikkyo University / Graduate School of Business**

Target	Contents/ Programs to achieve target
<b>1) Before arrival in Japan</b>	
Deepening the knowledge on the research theme before the arrival and making pre-departure preparation for the upcoming lectures and research	Graduate School of Business provides short-term pre-enrollment program in Vietnam or Japan, which covers basic mathematics, economics, and statistics.
<b>2) During study in Japan</b>	
Enhancement of the fundamental knowledge on policy formulation, implementation, analysis and evaluation	In the first year, through mandatory courses on statistics, mathematics, public management and economics, JDS Fellows acquire fundamental knowledge in Public Management and Economics as well as analytical skills and tools. In the second year, Fellows gain diverse and inter-disciplinary points of

	views to apply basic knowledge and analytical skills to a wide range of problems by taking elective courses.
Acquisition of the capacities to review, formulate, implement, manage, analyze and evaluate development challenges and public policies.	Graduate School of Business allocates the most suitable supervisor for consistent support to the Fellows from narrowing down the research question and situating it into a broader academic debate, to analyzing data and completing the final draft under the close supervision of the supervisor. In addition, the graduate school organizes special seminars on reference management software “Refworks” and statistical software “Stata”.
Promotion of the practical knowledge and skills	Special lectures whose speakers are invited from the public sector or private companies in Japan are arranged to learn specialized knowledge from distinguished specialists. In addition, field trips to ministries in the central government, some sub-national governments or private companies are also prepared for connecting academic knowledge to the practical skills through exchanging opinions with the administrative officials in Japan.
Support for learning the way of thinking and behaviors of Japanese people by daily interaction with Japanese students and other international students	Graduate School of Business organizes field trips accompanied by faculty members and administrative staff, and encourage interaction among Master’s students. International students account for only 25% of all students and the rest of students are Japanese in Graduate School of Business. JDS Fellows are very likely to have a daily interaction with Japanese students and learn the way of thinking and behaviors specific to Japanese people, leading to understanding of Japanese culture.
3) After return	
Enhancement of the outcome of the research after the return Follow-up activities and networking	Outstanding Fellows are given opportunities to publish co-authored articles with the supervisor as well as to report the result of research at international conference. It helps them not only build up their experience in presenting research outcomes but also improve their thesis from the aspect of policy proposal based on the feedbacks from other researchers, with the goal of publishing the article in peer-reviewed academic journal. The faculty members hold post-graduate trainings and follow-up meetings in Viet Nam as appropriate so that the Fellows can continuously improve their skills after their return. Furthermore, through regular

	communication of information, the graduate school ensures that the network is maintained.
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### 3) Ritsumeikan University, Graduate School of International Relations

Target	Contents/ Programs to achieve target
1) Before arrival in Japan	
Pre-departure preparation in the country in order for the smooth study/ research in Japan	JDS Fellows are assigned to faculty supervisors based on their research topics before arrival in Japan. Email communication with supervisors prior to arrival helps ensure that the Fellows can easily adjust to both study and life in Japan. Further, supervisors introduce Fellows the recommended textbooks on global governance and encourage them to acquire foundational knowledge. Moreover, JDS Fellows with limited proficiency in the English language or mathematics are encouraged to conduct self-study with the recommended textbooks.
2) During study in Japan	
Acquisition of broad and advanced expertise	<p>Building on foundations in international relations theory, the curriculum cultivates an advanced sense of academic equilibrium through three course clusters organized in accordance with broad subject classifications, as follows:</p> <p>1) "Global Governance", a political science-based area that deals with transnational political and security issues and involves the study of security, non-traditional approaches to security, international politics, comparative democracy, and post-conflict peacebuilding.</p> <p>2) "Sustainable Development", an economics-based area that deals with transnational economic issues and gives Fellows a deeper understanding of development strategy and governance, development economics, macroeconomic policy, globalization and environmental problems, economic cooperation policy, and problems relating to migrants and refugees.</p> <p>3) "Culture, Society, and Media", which deals with transnational social problems and involves Fellows in the latest debates over religion and international relations, race and ethnicity, and gender.</p>
Southeast Asian Studies courses and co-learning in a multinational student body to cultivate ASEAN regional perspectives	By taking courses in South East Asian Studies that sit across all three of the course areas named above, JDS Fellows can study the distinctive characteristics and international relations of their region through keywords such as regionalism, democratization, and

	regional cooperation, thereby developing a regional outlook on ASEAN as a whole. Co-learning with Japanese students in coursework and seminar classes is promoted and realized through a cross-registration system (enabling Fellows to register for courses beyond their program of affiliation). Moreover, Fellows can pursue concrete discussion of issues in the ASEAN region with the many other students from ASEAN member states enrolled in the Graduate School.
Seminars and thesis writing to cultivate advanced specialization and problem-solving skill	JDS Fellows pursue in-depth research on practical and academic topics in line with their individual interests, through the production of a Master's thesis. Support for the Fellows in this regard begins with pre-arrival guidance (advice on how to develop a concrete topic, recommendations for reading, etc.), and after arrival they attend weekly small-group Advanced Seminar classes and periodic research reporting sessions, gradually refining their research projects as well as honing their academic presentation skills.
Improve proficiency in academic English	JDS Fellows undergo training in academic writing essential to produce a Master's thesis. They study the fundamentals of academic writing, as well as writing essays on a range of topics and gaining feedback from instructors, thereby developing their practical skills in the English language.
3) After return	
Follow-up and network building	The graduate school will offer follow-up events led by the professors with the goal of updating the technical knowledge Fellows gained during their study.

#### 4) International University of Japan / Graduate School of International Relations

Target	Contents/ Programs to achieve target
1) During study in Japan	
To obtain specialized knowledge and advanced analytical skills related to economic development policy	<p>Under the Coursework, all Fellows must complete 9 required courses (17 credits), including Public Management, Public Administration, Public Policy Process, Public Policy Modeling, and Public Finance and Budgeting, which provide basic knowledge and skills for public management and policy analysis.</p> <p>Three advanced seminars (6 credits) are also required for three terms to continuously receive guidance on thesis writing from their academic supervisors.</p> <p>Fellows need to take elective courses to earn at least 21 credits. Eight credits out of the 21 must come from</p>



	elective courses, such as Public Organization Theory, Public Human Resource Management, Public Information Policy and Management, Local Government and Public Services, and Public Management Information Systems, that are listed in the curriculum handbook. Fellows also need to take other elective courses or Graduate School of International Management courses to acquire remaining 13 credits.
To learn practical skills and applied skills at the field	Under the Special Program, the graduate school conducts seminars and workshops on case studies and policy implementations, inviting prominent guest speakers from other universities and foreign government institutions. Considering the global pandemic of COVID-19, there is a possibility to hold seminars online, utilizing Zoom or IUJ's video conference facility. Furthermore, the graduate school organizes field trips to government organizations and private companies in Japan in order to apply academic theory to practice.
2) After return	
To build and maintain alumni network	The academic supervisors maintain contact with JDS Fellows after graduation, and encourage them to publish the outstanding thesis in peer-reviewed academic journal. In addition, based in IUJ Hanoi Cooperative Office, the graduate school continues developing relations with the Fellows and follow-up activities.

#### (6)-1 Inputs from the Japanese Side

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

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

1 batch    9 fellows × 4 years = 36 fellows  
 From the year 2022 (Until 2024) : 9 fellows, From the year 2023 (Until 2025) : 9 fellows  
 From the year 2024 (Until 2026) : 9 fellows, From the year 2025 (Until 2027) : 9 fellows

#### (7) Inputs from the Viet Nam 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: Be a citizens of Vietnam
- 2) Age: Between 24 and 39 years old as of April 1st in the year of dispatch
- 3) Academic Background:
  - Possess a Bachelor Degree from universities authorized by the Government of Viet Nam or other countries
  - For Component 3-1: Those who obtained the bachelor degree in the field of law is preferable.
- 4) Work Experience:
  - Only Public Employees are eligible
  - Have at least 12 months of full-time work experience after graduation in current organization of public sector with social insurance covered by the organization, particularly in work relevant to the selected Component.
- 5) Others
  - Have a good command of both written and spoken English
  - Note: Final candidates must obtain TOEFL ITP 500 (iBT 61)/IELTS 5.5 (with no sub-band under 5.0) or above.
  - Be in good physical and mental conditions
  - A person corresponds to the followings is not eligible to apply
    - Those who are currently receiving (or will receive) another foreign government scholarship (including Japan)
    - Those who have obtained Master or higher degrees in a foreign country under any kind of scholarship
    - Those who were sent for overseas study by State budget but could not complete their study or did not report their completion as regulated.
    - Those who were awarded scholarship for overseas study and being in the constraints of compensation training expenses.
    - Military personnel registered on the active list or person on alternative military service.
  - JDS Fellows are obliged to return and work in Viet Nam for belonging organization at least four years after completing master' s course in Japan in order to make a contribution to the development of Viet Nam through their work in their organizations, complying with the Act of Pledge required by the Ministry of Education and Training.

### Summary of the Result of Supplementary Survey on Target Organizations

#### (1) List of responded organizations

Responses collected by JICE   O: Received responses   X: Did not receive responses									
No	Group	Organization	Response		No	Group	Organization	Response	
			QNR	IDI				QNR	IDI
1	Ministries (N = 13)	Ministry of Industry and Trade	O	O	14	Provincial People's Committees (PPCs) (N = 7)	Ha Noi People's Committee	O	O
2		Ministry of Justice	O	O	15		HCM City People's Committee	X	O
3		Ministry of Natural Resource and Environment	O	O	16		Da Nang People's Committee	O	X
4		Ministry of Home Affairs	O	O	17		Hai Phong People's Committee	O	X
5		Ministry of Foreign Affairs	O	O	18		Nghe An People's Committee	O	X
6		Ministry of Public Security	O	O	19		Quang Ninh People's Committee	O	X
7		Ministry of Health	X	O	20		Can Tho People's Committee	O	X
8		Ministry of Agriculture and Rural Development	X	O	21	Others (N = 8)	Vietnam Social Security	X	O
9		Ministry of Labor, War Invalids and Social Affairs	X	O	22		Viet Nam Electricity	X	O
10		Ministry of Transport	X	O	23		State Securities Commission of Vietnam	O	X
11		Ministry of Planning and Investment	O	X	24		Management Authority for Urban Railways	O	X
12		Ministry of Science and Technology	O	X	25		Central Committee of Economics	O	X
13		State Bank of Vietnam*	O	O	26		Petrol Vietnam	O	X
					27		Supreme People's Court	O	X
					28		General Department of Taxation	O	X

\*State Bank of Vietnam is a Ministerial level agency and is allocated to Group Ministries & PPCs in this report

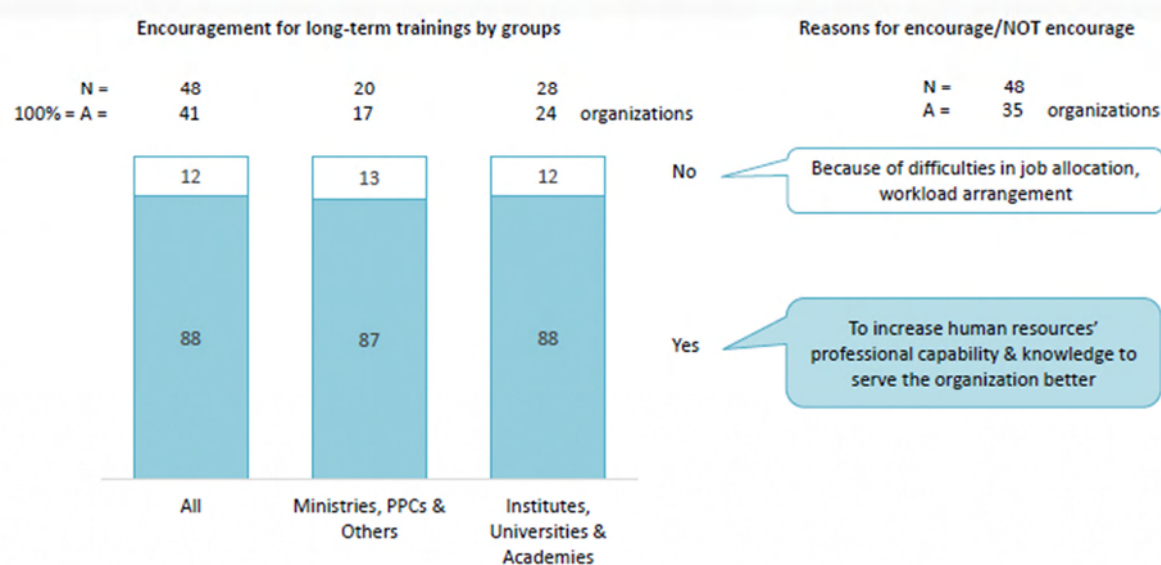
Responses collected by JICE   O: Received responses   X: Did not receive responses									
No	Group	Organization	Response		No	Group	Organization	Response	
			QNR	IDI				QNR	IDI
29	Universities & Academies (N = 9)	Vietnam National University of Agriculture	O	X	38	Institutes (N = 11)	Institute of Policy and Strategy for Agriculture and Rural Development	O	X
30		Hanoi University of Science and Technology	O	X	39		Viet Nam Institute for Building Science and Technology	O	X
31		Hue University	O	X	40		National Institute of Agricultural Planning and Projection	O	X
32		Vietnam National University of Forestry	O	X	41		Institute of Transport Science and Technology	O	X
33		University of Transport Technology	O	X	42		The Institute of Labor Science and Social Affairs	O	X
34		National University of Civil Engineering	O	X	43		Central Institute of Economic Management	O	X
35		University of Economics and Law, VNU-HCM	O	X	44		Vietnam Institute of Industrial and Trade Policy and Strategy	O	X
36		Hue University - University of Economics	O	X	45		Viet Nam Academy of Social Sciences	O	X
37		Hue University of Agriculture and Forestry	O	X	46		Viet Nam Academy of Science and Technology	O	X
					47		Vietnam Institute for Urban and Rural Planning	O	X
					48		Transport Development and Strategy Institute	O	X

## (2) Interview Respondents

Responses collected by JICE				
No	Notation	Organization	Department	IDI respondent
1	EVN	Viet Nam Electricity	Organization & Personnel	Ms. Linh – Executive
2	HN PPC	Ha Noi People's Committee	Department of Home Affairs	Mr. Duy – Executive
3	HCM PPC	Ho Chi Minh City People's Committee	Department of Home Affairs and representatives from 11 Departments under HCM PPC, 1 Academy, and 1 Research institute	
4	MARD	Ministry of Agriculture and Rural Development	Organization and Personnel	Ms. Nguyen Phuong Nga – Executive
5	MOH	Ministry of Health	Organization and Personnel	Ms. Ho Nguyet Anh – Executive
6	MOHA	Ministry of Home Affairs	International Cooperation	Mr. Tu – Head, Mrs. Hang – Deputy Head, Mrs. Huong – Senior Executive
			Organization and Personnel	Mr. Diep – Executive
7	MOIT	Ministry of Industry and Trade	Organization and Personnel	Ms. Nguyen Thi Cam Tho – Executive
8	MOJ	Ministry of Justice	Organization and Personnel	Mr. Nguyen Do Kien – Deputy Head, Ms. Huong – Executive
9	MOFA	Ministry of Foreign Affairs	N/A	Ms. Ha – Executive, Mr. Hieu – Executive
10	MOLISA	Ministry of Labor, War Invalids and Social Affairs	Organization and Personnel	Ms. Thuy – Executive
11	MONRE	Ministry of Natural Resource and Environment	Organization and Personnel	Mr. Hieu – Executive, Ms. Thuy – Senior Executive
12	MT	Ministry of Transport	International Cooperation	Mr. Phuong – Executive
13	MPS	Ministry of Public Security	Training	Mr. Sau – Deputy Head, Ms. Ha – General Affair Division Deputy Head, Ms. Xuan – Official
14	SBV	State Bank of Vietnam	Human Resources	Mr. Chi – Training Division Deputy Head
15	VSS	Vietnam Social Security	Organization and Personnel	Ms. Huyen – Executive

## General opinion towards long-term training

Most responded organizations, regardless of the group, encourage long-term trainings to increase officials' professional capability & knowledge



[SA] [F4] Does your organization encourage officers to attend the long-term training? (more than 1 year)

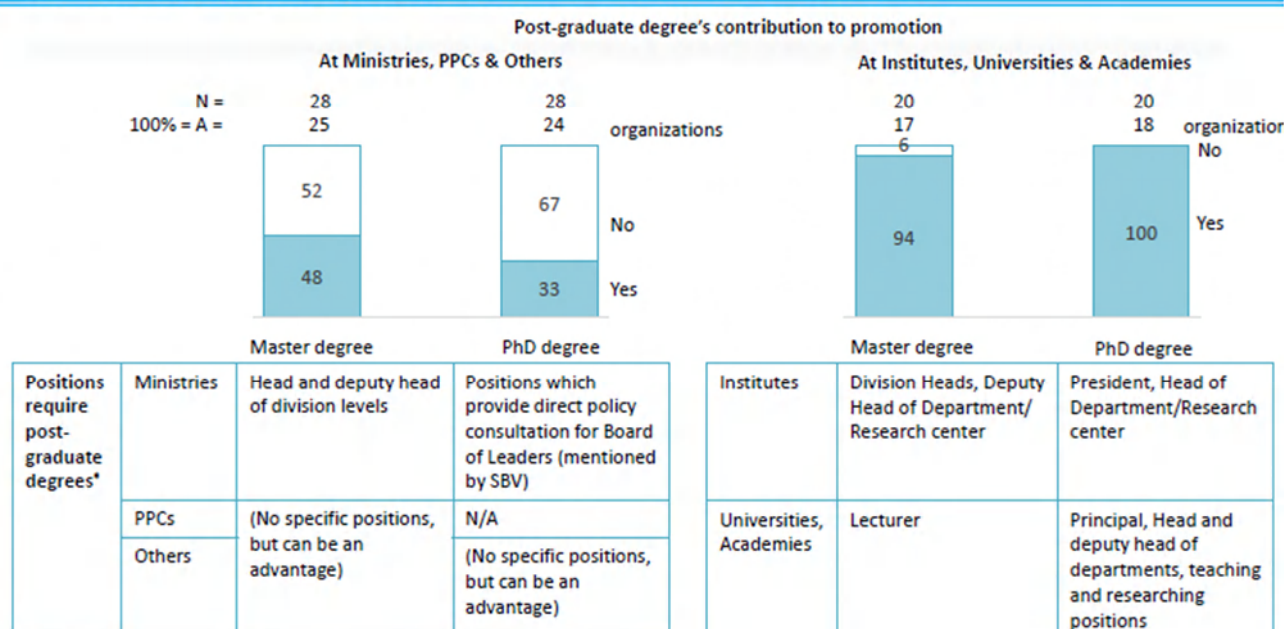
[FA] [F4.98] Reason

Source: QNR, IDI



## Contribution of long-term training to different groups

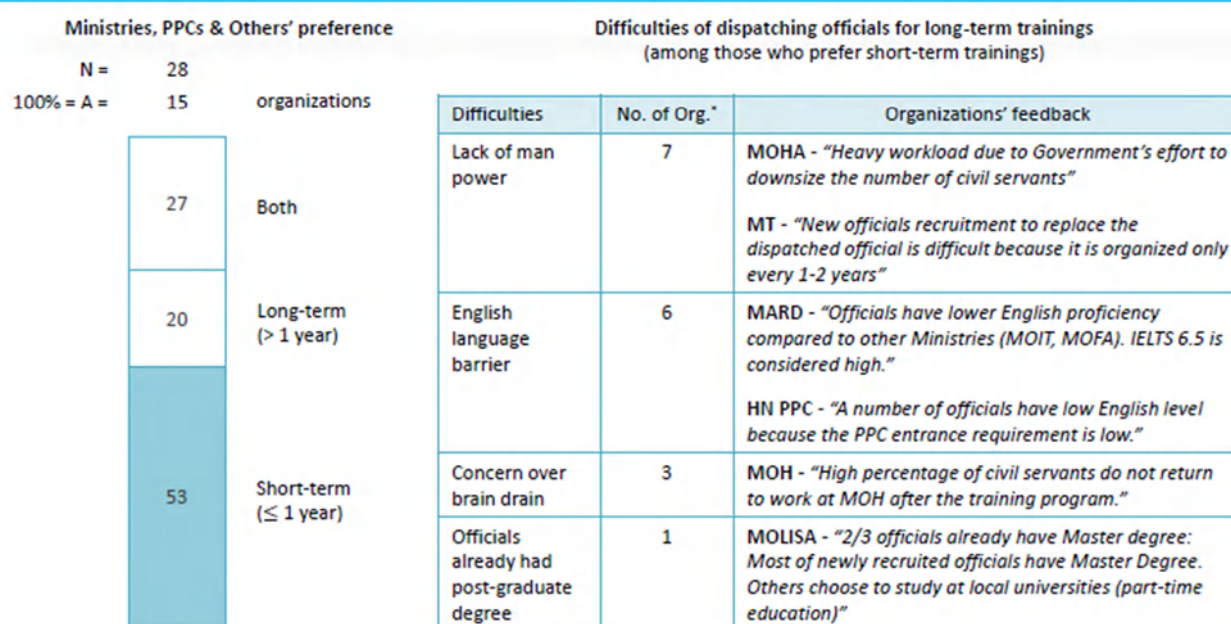
Despite similar high proportion of encouragement for long-term trainings, Ministries, PPCs & Others see lower contribution of post-graduate degree to promotion than Institutes, Universities & Academies do



## Difficulties of long-term training

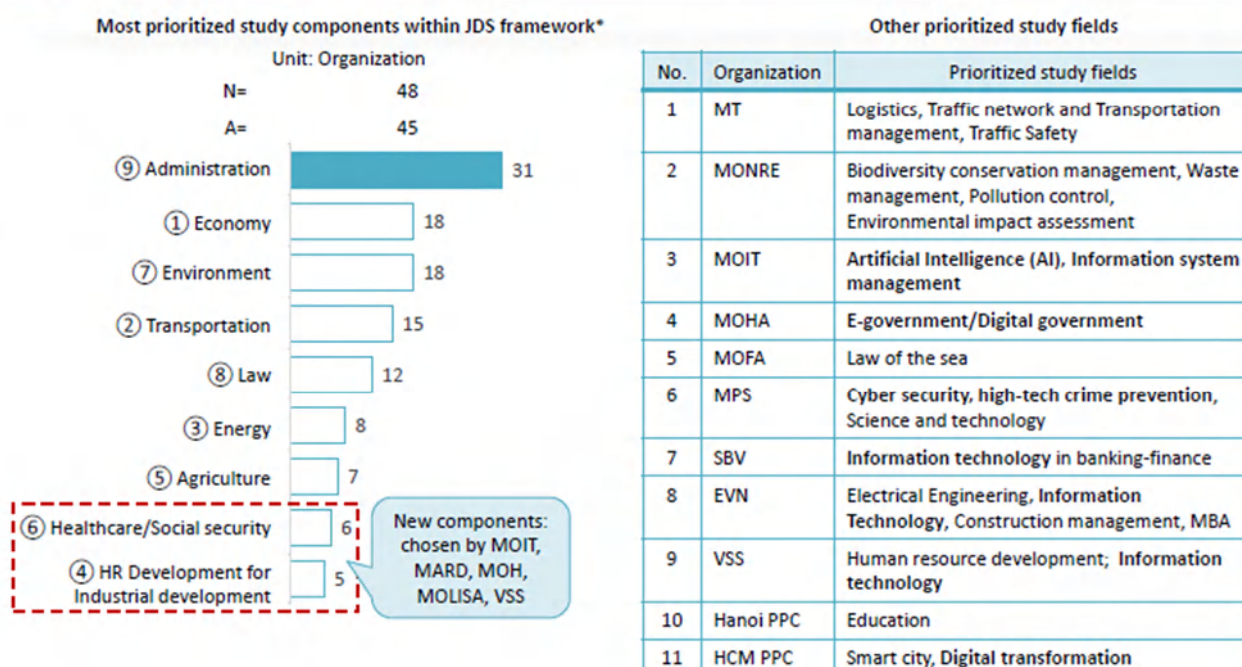
### At Ministries, PPCs & Others

More than half of interviewed organizations prefer short-term training. TOP 2 difficulties are lack of man power and English language barrier



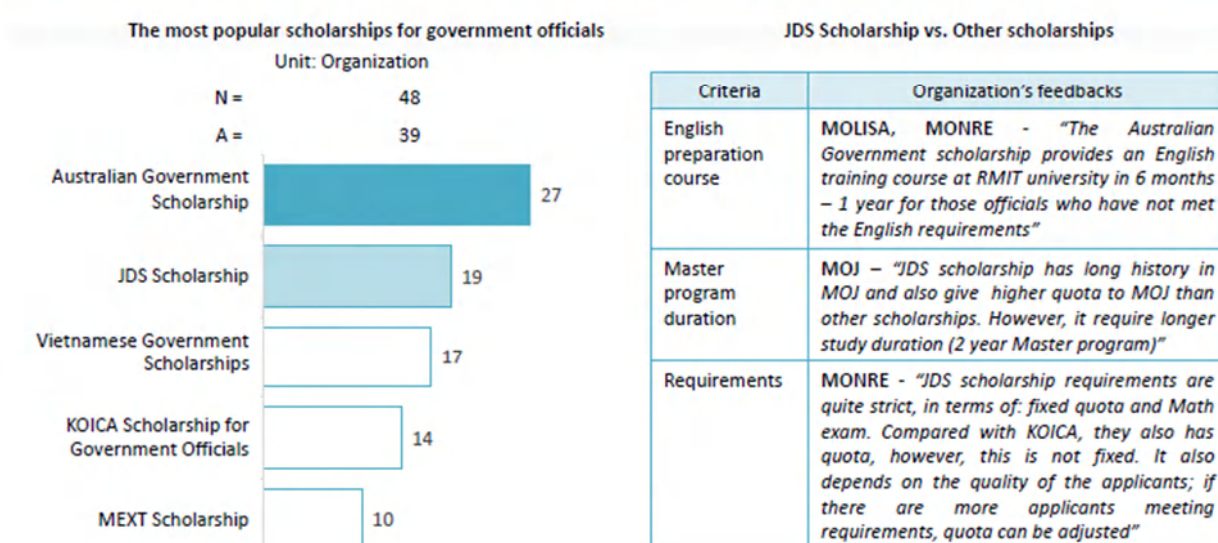
## Study fields

Within JDS framework, Administration component is most selected while two newly added components, though least selected, are still chosen by JICE's target organizations. Besides, IT field has high demand due to Vietnam's current context of National digital transformation



## Common scholarships for government officials

JDS scholarship is among Top 5 most common scholarships for government officials. Compared with JDS, other scholarships have English preparation course, less strict requirements, flexible quota and shorter study duration



## **Designing a System for a Japanese-language Framework (Viet Nam)**

This report discusses the possibility of accepting international students for graduate programs taught in Japanese within the framework of the Project for Human Resource Development Scholarship (JDS), which has been explored based on information collected in a JDS preliminary survey. Firstly, we provide insights into obtaining degrees in Japan from a diplomatic perspective. Secondly, we report the need for such programs in Vietnam identified from information collected through local administrative agency interviews and questionnaire surveys. Thirdly, we report the findings of interviews about considerations to take into account in the future in order to consider accepting international students from Vietnam and other countries for Japanese-taught graduate programs. The considerations that we have identified from experts in the field of Japanese language teaching (e.g. Japanese language teachers and universities) include the length of study time required before obtaining a master's degree taught in Japanese and arrangements that must be made by host universities in Japan. Lastly, we present a proposed framework for Vietnam based on the local needs and the information gathered from the experts.

### **1. Insights into learning Japanese and obtaining degrees from a diplomatic perspective**

#### **(1) Significance of learning Japanese**

In order to increase other countries' interest in and understanding of Japan, it is highly effective to provide opportunities to learn Japanese to non-Japanese people and to increase the number of people learning the language<sup>1</sup>. It is a first step toward fostering strong pro-Japanese sentiment in the international community. The knowledge of the Japanese language is vital for gaining a better understanding of our country's public policy and our thinking, culture and society that lie behind it. It is considered important to offer enriched Japanese language courses to non-Japanese people who can be our partners (e.g. government agency officials or diplomats) to strengthen our relationship with their country and to increase people who have strong pro-Japanese sentiment<sup>2</sup>.

From a perspective of public diplomacy, it is important to increase people who have Japanese listening and speaking skills (regardless of whether they have an academic level of Japanese language competence) in order to increase pro-Japanese people and to ensure that Japan's soft power has an impact on international students during their stay in Japan and will continue to do so after their return to their home countries.

#### **(2) Obtaining degrees taught in Japanese**

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<sup>1</sup> 2008 Report "Improvement of Japan's Presence in the Promotion of the Japanese Language: For Intellectual Infrastructure Development to Advance Economic Growth" presented by the International Exchange Council of Ministry of Foreign Affairs

<sup>2</sup> "International Economy and Diplomacy Research Report" by the International Economy and Diplomacy Research Committee, the House of Councilors of the National Diet of Japan, 2019

In addition to the significance of learning Japanese described in (1) above, if international students obtain a degree taught in Japanese, they will be able to engage in in-depth discussions and apply critical thinking (to their fields of specialty) with a good command of Japanese that exceeds the everyday conversational level and to communicate with Japanese people in general (including experts in their fields of specialty). They will also be expected to make a significant contribution to developing a closer network with Japan and to help build an even stronger relationship between their home countries and Japan as well as encourage people to have strong pro-Japanese sentiment.

The JDS project is aimed at administrative officials who are responsible for public policy making. In addition to the significance described in (1) above, there is another important point that a Japanese language course will be offered in the JDS project, which is, as described above, international students (i.e. administrative officials) can be expected to help build a closer relationship with Japan (including experts in their fields of specialty and administrative officials) through synergy achieved by studying their chosen fields and learning Japanese alongside. The Chinese government has been attempting to extend its influence around the world with the Belt and Road Initiative, a global infrastructure development strategy, and the establishment of Confucius Institutes<sup>3</sup>. Japan, on the other hand, can develop a strategy that is uniquely Japanese. It will be of significant importance, in terms of both diplomacy and the project's outcome and added value, to train and develop, through a Japanese language course offered in the JDS project, a small number of core talent in the governments of countries important to the Japanese government, who will truly understand our country and have a closer relationship with it.

### (3) Other

While it is a significant achievement for international students to obtain a degree taught in Japanese, it can be challenging. If that is the case, they may opt for a degree taught in English. Nevertheless, studying in Japan itself will give them an opportunity to have a growing interest in Japanese. If they are given ample opportunities to learn the language, they are likely to be even more interested in Japan's soft power, such as culture and tradition, and to make a contribution to building a closer network with Japanese experts and administrative officials in the same specialty fields and to maintaining the relationship after their return to their home countries (even if they find it hard to engage in academic discussions). As a result, they may be able to help build a stronger relationship between their home countries and Japan as well as increase pro-Japanese people.

## 2. Target organization needs survey

We requested 67 target organizations to participate in questionnaire surveys or interviews in this preliminary survey and 43 target organizations responded.

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<sup>3</sup> The Confucius Institute program is China's national program launched by the Chinese government in 2004 to promote its language and introduce its culture in the world. Confucius Institutes are Chinese language educational institutions. 550 Confucius Institutes have been established in 162 countries around the world and 15 have been set up in universities in Japan. In August 2020, the US government made an announcement that the Confucius Institute will be designated as a foreign mission, similar to diplomatic embassies.



Some central ministries and agencies and provincial people's committees have the need for their officials to obtain a master's degree taught in Japanese, but the number of officials who have Japanese language competence is limited and it is therefore difficult to send them to Japan for study. The survey reveals that even those central ministries and agencies that are enthusiastic about their officials obtaining a Japanese-taught master's degree find it difficult for the time being to send officials for long-term training programs, even if the programs are taught in English, because of (1) staff shortages caused by a civil servant reduction plan and (2) many officials having already obtained a master's degree. Among such organizations, the State Bank of Vietnam, which has a higher number of officials who have studied in Japan, says they are willing to send one official to Japan each year to foster a long-lasting cooperative relationship with our country.

As shown below, some research and educational institutions under central ministries and agencies that responded to the questionnaire survey have staff who have Japanese language competence. Many of these institutions say they have the need for their staff to obtain a master's degree taught in Japanese and are able to send those staff to Japan for study.

### Answers to questions relating to obtaining master's degrees taught in Japanese

Question 1: Do you have any staff who are able to speak Japanese?	
Yes (N1): 4 institutions	National University of Forestry, Hue University (College of Economics), University of Transport Technology, Ministry of Foreign Affairs*
Yes (N2-N3): 4 institutions	National University of Forestry, Hue University (College of Economics), Da Nang People's Committee, Ministry of Foreign Affairs*
Yes (N4-N5): 8 institutions	Vietnam Institute of Transportation Science and Technology, National University of Forestry, Hue University (College of Economics), Da Nang People's Committee, Central Economic Commission of the Communist Party, Supreme People's Court, Ho Chi Minh City Management Authority for Urban Railways, Ministry of Foreign Affairs*
No: 18 institutions	—
Question 2: Is there a need to obtain a master's degree taught in Japanese?	
Yes: 24 institutions	National University of Forestry, University of Transport Technology, Central Economic Commission of the Communist Party, Supreme People's Court, Ho Chi Minh City Management Authority for Urban Railways, Ministry of Foreign Affairs, Ministry of Justice, Ministry of Public Security, Ministry of Labour, Invalids and Social Affairs, State Bank of Vietnam, etc.
No: 19 institutions	Hue University (College of Economics), Da Nang People's Committee, Hanoi People's Committee, Ho Chi Minh People's Committee, Ministry of Natural Resources and Environment, Vietnam Social Security, Ministry of Agriculture and Rural Development, Ministry of Planning and Investment, etc.
Question 3: Is it possible for your staff to be sent for a Japanese language course before enrolling in a graduate program? If so, how long?	
Yes (less than 6 months): 12 institutions, Yes (6 months): 7 institutions, Yes (1 year): 11 institutions, No: 3 institutions	

\* It has been confirmed from an interview with the Ministry of Foreign Affairs that they do have officials who have Japanese language competence, but it is difficult to send them for master's programs due to their advanced age.

National University of Forestry and University of Transport Technology both have staff who have Japanese language competence. When asked how those staff had learned Japanese, their response was as follows: (1) The staff obtained a bachelor's degree taught in Japanese, (2) The staff majored in the Japanese language at university in Vietnam, or (3) The staff obtained a master's degree taught in Japanese after completing a one-year Japanese language course in Japan.

Other target organizations' comments are as follows:

## Other target organizations' comments

- Personnel and Organization Department, Ministry of Industry and Trade: We have a few officials who can speak Japanese, but a demand for such personnel is low in our department. It may be more feasible for us to send staff for study if a three-month to six-month pre-enrollment Japanese language course is offered.
- Personnel and Organization Department, Ministry of Agriculture and Rural Development: Currently, English language competence is preferred. There may be a higher demand for Japanese-speaking officials if Vietnam has an even stronger partnership with Japan in the future.
- Personnel and Organization Department, Ministry of Labour: At our department, we often work closely with Japanese companies particularly in the field of foreign worker management, so there is a need for our officials to learn Japanese. None of our officials have Japanese language competence at the moment, but it may appeal to them if it is possible to complete a master's program and obtain a master's degree and learn Japanese alongside. Ideally, a pre-enrollment Japanese language course should last one year.
- Deputy head of Department of Organization and Personnel, Ministry of Justice: If our officials obtain a master's degree taught in Japanese, they will be able to use Japanese training tools and receive guidance and instructions from Japanese instructors who only use Japanese as a medium of instruction. But our officials are all busy and a pre-enrollment Japanese language course should be six months or shorter. Attendance should be optional rather than compulsory.
- Head of Training Division, Personnel Department, Ministry of Foreign Affairs: We have 18 officials who have a higher level of competence in Japanese, but it is difficult to send them for master's programs due to their advanced age. We would recommend enrolling in master's programs taught in Japanese to officials of the Vietnamese Embassy in Tokyo.
- Deputy head of Training Division, Human Resources Department, State Bank of Vietnam: We hope to build a long-lasting cooperative relationship with Japan. If the JDS project offers Japanese-taught master's programs, we would like to send one official to Japan for study each year.
- Deputy head of Training Department, Ministry of Public Security: We hope to send one to two officials to be enrolled in Japanese-taught master's programs each year.
- Personnel and Organization Department, Ministry of Natural Resources and Environment; Hanoi People's Committee; Department of Home Affairs; Ho Chi Minh People's Committee; representatives from 11 departments and one academy, one research institute: Japanese language competence is not required. English-taught bachelor's degrees are preferred.

As explained above, it is believed that even in Vietnam where there are more people learning Japanese than any other country, it may be a challenge to secure each year candidates who meet the Japanese

language competence requirements imposed by Japanese universities. Some institutions under central ministries and agencies and people's committees gave a positive response to the idea of sending staff to Japan to be enrolled in programs taught in Japanese as it would be beneficial. It has been confirmed that transfer personnel to central ministries and agencies from their subordinate organizations is carried out. Introducing in the JDS project a framework that enables students to obtain a master's degree taught in Japanese is also thought to have diplomatic significance. In light of the above survey findings, we should accommodate the target organizations' needs. We should not only target those officials who meet the language requirements, but also consider extending program eligibility to those who are not yet competent enough in Japanese to write a master's thesis at graduate school and developing a framework within the JDS project that enables such officials to improve their Japanese skills before going to graduate school.

We also received the following feedback from a Japanese organization in Vietnam:

Feedback from a Japanese organization (Embassy of Japan in Vietnam)

The administrative agencies of each country have more or less contact with Japan, and it seems that the Directorate General of International Affairs, which is the contact point for each ministry and agency, has a strong relationship with Japan, however it does not necessarily mean that Japanese language is necessary. Regarding the acquisition of a master's degree in Japanese, since it is currently difficult to limit the desired target organizations and fields from a diplomatic point of view, we would like to consider in which field should be prioritized in developing Japanese language human resources based on the needs from the Vietnamese side.

The situation surrounding Japanese language institutes in Vietnam is described below:

Japanese language institutes

The Vietnam-Japan Institute for Human Resources Development is a Japanese language institute set up in Vietnam in partnership between JICA and Foreign Trade University. The Institute offers a wide range of Japanese language courses, such as Elementary Japanese Communication Courses, Japanese Language Proficiency Test (JLPT) Preparation Courses, Business Japanese Language Courses and Japanese Translation and Interpretation Courses. The Japanese Language Proficiency Test (JLPT) Preparation Courses (for N1 to N3) are divided into the Taisaku Course, which is designed to equip students to pass the test in three to four months and the Junbi Course, in 10 months<sup>4</sup>.

According to a 2018 survey conducted by the Japan Foundation, there were a total of 818 Japanese language institutes, including language schools, in Vietnam and approximately 175,000 people were learning Japanese, making the country the sixth highest country in terms of the number of learners. As compared with other countries, Vietnam is characterized as having more people learning the language in preparation for technical training they will receive in Japan. Institutions that offer technical training

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<sup>4</sup> Vietnam-Japan Institute for Human Resources Development (VJCC) website <https://www.vjcchcmc.org.vn/ja/>

preparation courses are rising not only in big cities like Hanoi and Ho Chi Minh, but also in those regional cities where Japanese language courses were not available in the past.

Nagoya University, the alma mater of Vietnam's incumbent Minister of Justice and Deputy Minister of Justice, has its Research and Education Center for Japanese Law at Hanoi Law University. The Center teaches students Japanese laws using Japanese as a medium of instruction to enable them to study their chosen field in Japanese.

However, it can be difficult for civil servants in Vietnam to attend a Japanese language course at a local Japanese language school for six months to one year to improve their Japanese skills or to pass a Japanese Language Proficiency Test (JLPT) Level N1, etc. because of (1) difficulty in taking a long-term leave of absence for language training and/or (2) difficulty in securing a study environment.

With respect to the reason (1) above, it is highly likely to be difficult for civil servants to obtain their employers' support and permission for a long-term leave of absence to attend language training. With respect to the reason (2) above, it is highly likely to be difficult to secure a study environment that allows civil servants to focus on their study with the support of their families and those around them. Currently, many of students enrolled in 2020 receive online lessons from their universities in Japan, but they would find it difficult to concentrate on their study if they were in Vietnam. JICE Japanese language teachers say that in order to pass JLPT N1, it is crucial to think how to secure a study environment that allows students to focus on their learning.

### **3. Interviews with experts in the field of Japanese language teaching**

Experts in the field of Japanese language teaching made the following comments on the development of a Japanese-taught graduate program framework and shared their insights about how candidates can improve their Japanese language competence and how they can study in Japan:

#### **(1) JASSO**

- Approaches for developing a framework for Japanese-taught master's programs vary greatly depending on the purpose of enrolling students in the programs. If the sole purpose is to train and develop civil servants who have a better understanding of Japan and a good command of Japanese, they can take English-taught graduate courses and learn Japanese alongside. (Consider offering a Japanese language course as an optional course or providing incentives for acquiring Japanese language qualifications.)
- Assuming that the level of Japanese language competence required for a master's program is Japanese Language Proficiency Test (JLPT) N1 and that it takes at least two years for students learning Japanese at an elementary level to reach N1, they will need a total of four years, including a two-year master's program.
- If a Japanese-taught graduate program framework is to be developed, it is a good idea to carry out the project on a pilot basis and to narrow down the target and start off on a smaller scale.

#### **(2) JDS China**

- To apply for the Japanese language course, applicants must have Japanese Language Proficiency Test (JLPT) N1 equivalent Japanese language competence. Applicants who do not meet the N1 requirement are required to take an N1 equivalent test to prove their language competence.
- A 70-hour pre-arrival Japanese language course is provided to students in Beijing before their arrival in Japan (5 hours a day × 14 days). The course is for all students and level specific. Japanese language course students are in an advanced class. They are provided with practical guidance on how to write theses and how to communicate with faculty staff in Japanese. Presentations on research projects are made at the end of the course.

### (3) Japanese language teachers (about Japanese Language Proficiency Test (JLPT))

- It is said that beginner-level Japanese language learners need to study for at least 900 hours to pass JLPT N1.
- Beginner-level Japanese language learners who have studied for five to six hours a day for two years can pass JLPT N1 if they perform well. The average learner would aim for JLPT N2.
- Those who have already passed JLPT N3 may be able to pass JLPT N1 or N2 if they study for five to six hours a day for a year if they perform well.
- To enroll in an undergraduate program, an applicant must have a minimum EJU score of 300 (equivalent to JLPT N1). Those who apply for an undergraduate program may often be required to have a higher level of Japanese language competence than those applying for a master's program. (It appears that a focus is placed on master's degree applicants' Japanese competence levels and specialist knowledge by evaluating their research projects in Japanese in master's program admission examinations.)

### (4) Project for the Promotion and Enhancement of the Afghan Capacity for Effective Development (PEACE)<sup>5</sup>

- Each year, about 50 master's program students from Afghanistan are hosted on this project. More than 50% of the students are first granted admission as research students and then as regular students in a master's program after completing a six-month training course. (Research students spend most of their training course period improving their basic academic skills necessary for admission as regular students.)
- The types of admissions vary from university to university. Universities provide information on how they grant admission e.g. (1) admission as regular students, (2) admission as research students first and then as regular students, or (3) admission as either regular students or research students depending on their admission assessment results. Applicants are advised to check the admission criteria of their preferred universities before applying.

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<sup>5</sup> This project accepts students who will be enrolled in a master's program taught in English. The comment from this project is not intended to provide information on master's programs taught in Japanese, but it is given to provide general information on how students with no master's degree level of Japanese competence would be accepted as research students before enrolling in a master's program in Japan.

- The same application documents and admission process apply to both regular students and research students.
- Even if students are granted admission as research students, they will be assessed on the assumption that they will be enrolled in a master's program as regular students. There is a regular student admission examination for research students during their research student period, but very few students have failed in the examination (because they prepared for the examination while they were research students).

(5) Graduate School of Political Science, Waseda University

- As its international student admission policy, the Graduate School of Political Science, Waseda University gives no priority to specific countries or projects in the admission process and grants admission to international students on merit. The Graduate School offers three courses in the master's program and the political science course accepts JDS students from China.
- The graduate school admission screening process consists of two stages: an application review and an interview. Applicants must have Japanese language competence equivalent to JLPT N1. According to supervisors, even those who have passed JLPT N1 may not necessarily have sufficient Japanese language competence. Therefore, those who have only passed JLPT N2 or N3 are not allowed to apply. Further, those applying for the Japanese language course also need to submit their English language proficiency test scores (TOEFL or IELTS).
- International students on the international student sponsorship program of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) may be admitted as non-regular students (i.e. research students) for up to one year from their arrival in Japan after passing a government-sponsored international student admission examination. They will be admitted to the graduate program once they have passed a general admission examination for regular master's degree students after studying for one year as non-regular students. (Alternatively, they may be transferred to other universities.)

(6) Result of questionnaire survey to accepting universities of JDS Viet Nam

We collected information from universities hosting JDS Vietnamese fellows (19 graduate programs) via the questionnaire surveys and interviews. As shown below, underlined six universities say their graduate programs accept Vietnamese students as non-regular students (research students) before they are admitted as regular students and that they can offer Japanese language courses.

**University questionnaire survey findings (research student admission) <sup>6</sup>**

University	Study period as a research student	Japanese language course provided by the university	Regular student admission examination <sup>7</sup>
Saitama University, Graduate School of Science and Engineering	Half a year (maximum 1 year)	No	Yes: General admission examination
<u>Nagaoka University of Technology, Master's Program</u>	No limit	Yes (Existing course)	No
<u>Kobe University, Graduate School of International Cooperation Studies</u>	1 year (maximum 2 year)	Yes (Existing course)	No
<u>University of Tsukuba, Graduate School of Science and Technology</u>	1 year	Yes (Existing course)	Yes: General admission examination
<u>Nagoya University, Graduate School of Law</u>	2 years	Yes (Existing course)	Yes: General admission examination
<u>Hiroshima University, Graduate School of Advanced Science and Engineering</u>	1 or 2 years	Yes (Existing course)	Yes: General admission examination
<u>Hiroshima University, Graduate School of Humanities and Social Sciences</u>	Half a year	Yes (Existing course)	No

#### **4. Proposal on the development of a Japanese-taught graduate program framework**

##### **(1) Proposal based on the situation in Vietnam**

As explained in 1. above, developing a Japanese-taught graduate program framework in the JDS program is thought to have diplomatic significance as well as a considerable impact on the project outcome. However, there is a limited number of administrative officials whose native languages do not use Chinese characters and who have sufficient Japanese language competence to write a master's thesis in Japanese in Japanese graduate schools. It is nevertheless a challenge to secure such candidates even if a Japanese-taught graduate program framework is to be created.

We should therefore decide how we can assist candidates in improving their Japanese language competence when we develop a Japanese-taught graduate program framework. We specify target organizations and candidates based on the need for Japanese-taught graduate programs from Vietnamese ministries and agencies and the opinions of Japanese experts in the field of Japanese language teaching. We then propose a framework for enabling candidates to improve their Japanese language competence as well as to study in Japan.

##### How to select target organizations and candidates

The need to send officials for master's programs taught in Japanese is not very high in Vietnam, particularly central ministries and agencies. Given the civil servant shortages caused by the government's civil servant reduction policy, it is not very practical to send central ministry and agency officials to Japan for study. The Ministry of Foreign Affairs, however, gave a positive response to our

<sup>6</sup> Universities that accept candidates who are less than the level of Japanese that can be admitted as research students, and if they meet the Japanese language proficiency requirements by the time of admission as regular students, they can be accepted as regular students.

<sup>7</sup> It refers to whether or not a research student (language is Japanese) has a track record of being accepted as a regular student after passing a regular student examination.

survey and is enthusiastic about sending its staff, i.e. Tokyo embassy staff, for study. We will focus our efforts on encouraging Tokyo embassy staff to apply.

On the other hand, the questionnaire survey and interview reveal that there is a higher need from educational and research institutions under central ministries and agencies and that they have candidates who have at least a JLPT N3 level of Japanese language competence. Therefore, it is desirable to specify target organizations and candidates from a wide range of organizations including those educational and research institutions. Officials working for those educational and research institutions are perfect JDS candidates as it has been confirmed in the survey that they are likely to be transferred to central ministries and agencies in the future and to become involved in public policy making. No data on personnel transfers between central ministries and agencies and their subordinate organizations is available, but we are aware that, for example, at the International Cooperation Department of the Ministry of Education and Training, which is led by one director general (who is the JDS chairman) and three deputy director generals, the director general and a deputy director general have been transferred to the department from its subordinate universities. The former head of the Department of International Education and Cooperation of the Ministry of Education and Training was the president of Hanoi University before taking up the position.

However, we assume that it can be difficult to secure in Vietnam each year those candidates who have a certain level of Japanese language competence. Therefore, we will also consider a plan to conduct application assessments only if there are applicants who meet the admission criteria, as well as developing a framework for offering a fixed number of places each year.

For the above framework, candidates should ideally be those who have learned Japanese for one year or less and have either Japanese language qualifications or Japanese language competence equivalent to the JLPT N3 level or higher, which should be as close to the JLPT N2 level or higher (the level which enables candidates to be admitted to graduate school) as possible.

#### Example of framework development

We propose the following framework development approaches:

- ① Framework
  - No fixed number of slots for Japanese language course and if there are applicants who meet the qualification requirements, the selection will proceed.
- ② Qualification requirement
  - Those who have at least the JLPT N3 level of Japanese language qualifications
  - Those who can take a leave of absence from their work up to 3 years, including the research student period (the research student period is adjusted according to their Japanese level)
- ③ System
  - Research student period up to 1 year and 2 years master's course period
- ④ Conditions
  - Assign the Japanese university that can accept JDS fellow as research students and offer Japanese language courses with the goal of Japanese proficiency N2 or N1 during the



research student period.

- Even if accepted as the research student, it is necessary to coordinate with the accepting university in advance so that the JDS selection will be based on the premise of regular admission to the master's program.
- In principle, the accepting university will select those who have reached the level of being accepted as regular students except for Japanese proficiency at the time of JDS selection.

⑤ Points to be considered

- Select doctoral course (in English) or master's degree (in Japanese)
- Narrow down the target ministries and research fields that match the needs of Vietnam and the diplomatic strategy of Japan.
- In collaboration with the JICA Viet Nam office and the Embassy of Japan in Viet Nam, build a follow-up system after returning to Japan.
- Consider the possibility of collaboration with the JICA Chair JICA Program for Japanese Studies)

(2) Proposal on alternatives to degree programs taught in Japanese

If it proves to be difficult to offer graduate programs taught in Japanese to Vietnamese students, we propose the following alternative plans in order to ensure diplomatic significance of the project and to increase pro-Japanese people. As described by JASSO, it is proposed that (1) students take graduate courses taught in English and learn Japanese alongside and that a Japanese language course and incentives for acquiring Japanese language qualifications be offered, or (2) students obtain degrees taught in English during their stay in Japan for a research student period plus two years and learn Japanese at university during the research student period.

- Regularly conduct Japanese language courses as part of the JDS program during students' stay in Japan.
- Pay JLPT fees for test takers.
- Research student period (a fixed period of learning Japanese) plus a two-year master's program (taught in English)

Based on the survey findings, we will continue to consider frameworks that enable students to improve their Japanese skills and study in Japan while monitoring the situations in other countries.

End