



Evaluation Study

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ADB's Japan Funds: Japan Scholarship Program

Operations Evaluation Department

Asian Development Bank

ABBREVIATIONS

ADB	–	Asian Development Bank
DMC	–	developing member country
JSP	–	Japan Scholarship Program
OCO	–	Office of Cofinancing Operations
OED	–	Operations Evaluation Department

NOTE

In this report, "\$" refers to US dollars.

Key Words

adb, asian development bank scholarships, adb japan scholarships, adb japan scholarship alumni association, designated institutions, japan scholarship applications, japan scholarship programs, jsp, postgraduate studies

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The guidelines formally adopted by the Operations Evaluation Department (OED) on avoiding conflict of interest in its independent evaluations were observed in the preparation of this report. Graham Walter and Joji Watanabe were the international consultants assisted by Grace Agnes Sevilla, national consultant. To the knowledge of the management of OED, there were no conflicts of interest of the persons preparing, reviewing, or approving this report.

EXECUTIVE SUMMARY

The Japan Scholarship Program (JSP) in the Asian Development Bank (ADB) was established in 1988 to encourage human resources development in developing member countries. The JSP aims to provide qualified citizens with opportunities to pursue further studies at designated national and international institutions recognized for their programs in economics, business and management, science and technology, or any other development-related field. Currently, the Asia and Pacific region has 20 so-called designated institutions in 10 countries. Scholars are expected to return to their home countries upon completion of their studies to apply their acquired knowledge and skills, thereby contributing to economic and social development.

This evaluation was conducted through interviews with JSP coordinators at selected designated institutions, professors and educators, current scholars and alumni, and the JSP team at ADB. In addition, a tracer study was prepared using a survey questionnaire sent to current scholars and alumni. A survey of designated institutions was also conducted.

This report discusses issues and challenges related to the JSP, including candidate selection, scholarship amount, contribution to capacity building of scholars, contribution to socioeconomic development, support to ADB priority areas, contribution to strengthening partnerships between Japan and developing countries in the Asia and Pacific region, and fund management and administrative issues.

The evaluation concluded the following:

- (i) Overall, the program is *successful*. From 1988 to 2006, 2,104 scholarships were awarded. Dropout rates have been low (4%), and 83% of candidates have completed their chosen fields of study. The program is rated *highly relevant*. It focuses on human resources development, which ADB and the countries in the region consider a high priority. The fields of study supported by the JSP are relevant and consistent with ADB priorities.
- (ii) The program is rated *effective*. Contributions to the socioeconomic development of the scholars' countries appear positive in terms of the nature of employment and the increased scope of responsibilities of returning scholars. The acquisition of the necessary knowledge and skills to prepare them for challenging careers enhanced the development of the scholars.
- (iii) The program has been *efficient*. Considering the complexity of the application process among different courses in the 20 designated institutions, the program funds have been managed effectively and efficiently. This factor and its socioeconomic contributions are indicators that the sustainability of the program is *likely*. Nonetheless, a few designated institutions could have managed their scholarships more efficiently with advance payments and promotions if they had had a better understanding of the JSP implementing guidelines. The program supports scholarships in 20 designated institutions, a number that appears manageable and appropriate.

While the JSP has been rated successful, its implementation could be improved by revisiting the guidelines and procedures as follows:

Recommendation	Responsibility	Time Frame
1. Delegate more autonomy to designated institutions that are relatively experienced in candidate selection by reducing the number of candidates on the short list prepared by these institutions from the current minimum of twice the number of slots to 1.5.	Office of Cofinancing Operations (OCO), in consultation with the Government of Japan	From 2008 (in time for the Academic Year 2008–2009 scholarship intakes)
2. Extend the current 2-year limitation of the assistance to 3 years on a case-by-case basis.	OCO, in consultation with the Government of Japan	From 2008
3. Raise the age limit for candidates in short programs (less than 2 years), which are also appropriate for senior officials and managers, to 45 from 35 years.	OCO, in consultation with the Government of Japan	From 2008
4. Establish annual/regular payment schedules from ADB to designated institutions to facilitate better financial management in these institutions.	OCO	From 2008
5. Add a provision in the implementing guidelines that will require scholarship recipients to work for the government of their home countries or work in a company based in their home countries for a specified duration.	OCO, in consultation with the Government of Japan	From 2008
6. Upload the JSP implementing guidelines to the JSP website to allow JSP coordinators in the designated institutions to access and refer to them easily.	OCO	Immediate
7. Carefully consider the timing and choice of placing advertisements in local newspapers and other modalities of disseminating information for JSP applications, taking into account the preparation period and the different application deadlines of the designated institutions.	OCO	Immediate

Recommendation	Responsibility	Time Frame
8. Encourage the alumni association to strengthen its networking function by establishing alumni chapters in all DMCs, with websites linked but operated independently from the JSP website administered by ADB (Appendix 5).	OCO	From 2008

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I. INTRODUCTION

A. Study Objectives

1. This evaluation of the Japan Scholarship Program (JSP) has been undertaken by the Operations Evaluation Department (OED) of the Asian Development Bank (ADB) at the request of, and with funding from, the Government of Japan. It seeks to assess whether (i) the program has contributed to capacity building of the scholarship recipients, and (ii) the scholars subsequently have contributed to the socioeconomic development of their home countries. The appropriateness of the current fields of study to the conditions of the scholars' countries is one of the key concerns regarding the JSP. An additional concern is whether these fields of study have supported ADB's priority areas, such as (i) pro-poor, sustainable economic growth; (ii) social development; (iii) good governance; (iv) protection of the environment; (v) gender and development; (vi) private sector development; and (vii) regional cooperation. The JSP's contribution to the strengthening of partnerships between Japan and ADB's developing member countries (DMC) is another area of concern. The study also assessed whether the fund has been managed efficiently and effectively.

B. Background

2. In 1988, ADB and the Government of Japan agreed to establish the JSP to encourage human resources development in ADB's DMCs. The JSP aims to provide qualified citizens with opportunities for further studies at selected national and international academic institutions (herein referred to as designated institutions) known for their programs in economics, business and management, science and technology, or any other development-related field.

C. Approach and Methodology

3. The evaluation involved a desk review of pertinent background materials (such as letters of agreement, annual reports, implementing guidelines, and JSP databases), as well as fieldwork in selected designated institutions, to identify the development impact of the program and the nature and extent of its impact on the scholarship beneficiaries.

4. A tracer study (Appendix 1) was conducted of JSP scholarship recipients using a survey questionnaire (Appendix 2) sent to current scholars and alumni through the assistance of the designated institutions. The study was designed to examine whether (i) the JSP has contributed to the enhancement of the scholars' knowledge and skills, (ii) the scholars have completed their studies, and (iii) they are in positions that would contribute to the socioeconomic development of their home countries. Another survey questionnaire was prepared and distributed among partner designated institutions (Appendix 3) to gain insights into the management and administration of the program. Selected JSP stakeholders¹ in Japan and Philippines (the countries with the most scholars and alumni); Hong Kong, China; and Singapore also were interviewed to gain a better perspective on the program.

¹ The JSP stakeholders included the JSP team at ADB, selected scholars/alumni, professors, and JSP coordinators in 10 designated institutions in Philippines (International Rice Research Institute and Asian Institute of Management); Hong Kong, China (University of Hong Kong); Singapore (National University of Singapore); and Japan (International University of Japan, University of Tokyo, National Graduate Institute for Policy Studies at Saitama University, Graduate School of International Development at Nagoya University, Ritsumeikan University, and Keio University).

II. THE JAPAN SCHOLARSHIP PROGRAM

A. Objectives

5. The JSP was established to provide qualified nationals of ADB's DMCs with opportunities to undertake postgraduate studies in development-related fields at selected educational institutes in the Asia and Pacific region. Upon completion of their studies, the scholars are expected to return to their home countries to apply and disseminate their newly acquired knowledge and skills, thereby assisting in the socioeconomic development of their countries.

B. Designated Institutions and Fields of Study

6. **Designated Institutions.** At the program's inception in 1988, four institutions² initially were selected. However, as program directions and development needs of DMCs evolved, the JSP gradually increased the number of its partner designated institutions. In the same year, an additional four designated institutions in Japan (International University of Japan), Pakistan (Lahore University of Management Sciences), India (India Institute of Technology, Delhi), and United States (East–West Center) were added. Currently, the JSP has 20 partner designated institutions in Australia, People's Republic of China, India, Japan, New Zealand, Pakistan, Philippines, Singapore, Thailand, and United States. The list of JSP partner designated institutions and the fields of study offered by each are in Appendix 4.

7. **Fields of Study.** JSP implementing guidelines stipulate that the scholarship grant is for an advanced study program (in management, technology, or any other development-related field) covering 1–2 years and are awarded at the designated institutions. Other fields of study have been added over the years to reflect the evolving directions and priorities of the program. The scholarship currently covers master's,³ doctorate, and certificate/diploma programs in the following fields of study:⁴

- (i) agriculture, forestry, and aquatic resources;
- (ii) business, management, and finance;
- (iii) economics;
- (iv) engineering and technology;
- (v) environmental studies;
- (vi) gender studies;
- (vii) international relations;
- (viii) policy studies;
- (ix) public health; and
- (x) others (including rural sociology, regional planning, etc.).

² The first four designated institutions selected for the program were the Asian Institute of Management (Philippines), Asian Institute of Technology (Thailand), International Rice Research Institute/University of the Philippines at Los Baños (Philippines), and the University of Sydney (Australia).

³ The master's program covers master of arts, master of science, and master in business administration degrees.

⁴ Fields of study are culled from programs offered by JSP partner designated institutions and grouped into categories listed in para. 7. Refer to Appendix 4 for the complete list of JSP fields of study in each designated institution.

C. Administration and Management⁵

1. Terms of Scholarship Awards

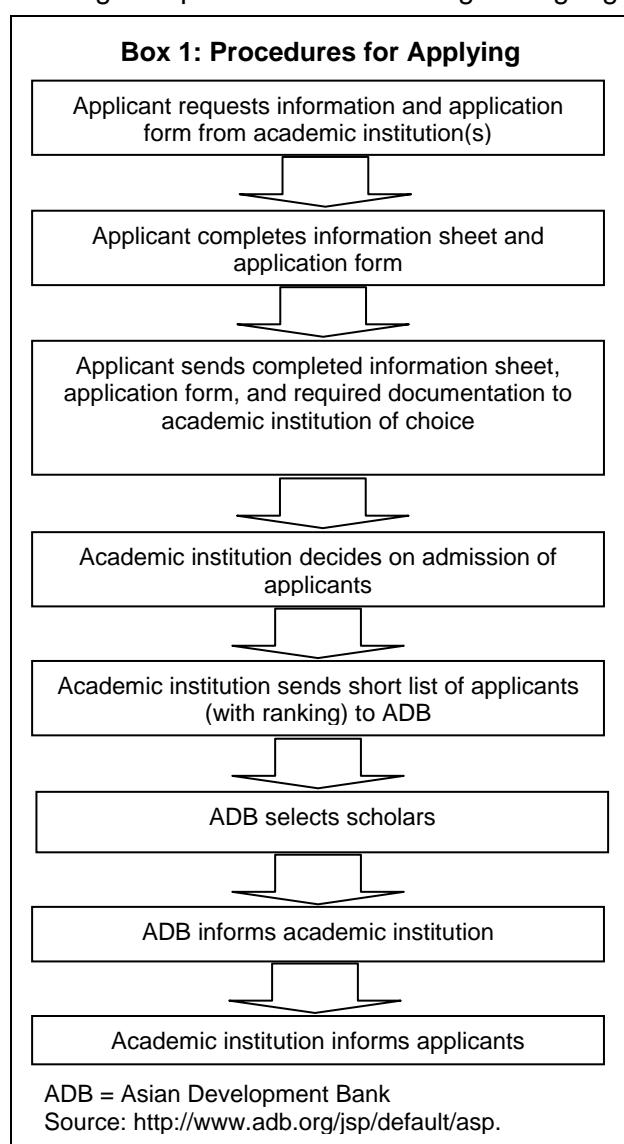
8. The initial scholarship period is 1 year. An extension for the second year of study depends on a scholar's maintaining a satisfactory level of performance as determined by the concerned designated institution. An extension of scholarships beyond the 2-year period is not allowed. Deferment of awards may be granted for up to 6 months at the discretion of the designated institution. The replacement of scholars who have dropped out of their degree programs is not allowed during the academic year.

9. The scholarship program covers tuition, subsistence allowances, travel and thesis/research subsidies, housing and book allowances, medical insurance, and allowance for excess luggage. In special cases wherein a scholar might require additional training in language or computer skills, the scholarship grant may cover expenditures incurred for such training. Designated institutions will consider giving tuition fee discounts to outstanding scholars, as agreed with ADB.

2. Application Procedures

10. A scholarship applicant can get information on the JSP through brochures distributed in ADB headquarters and resident missions, and in the designated institutions. Advertisements also are placed in local newspapers. Information about the program also can be found on the JSP website (www.adb.org/JSP/default.asp), including application forms and contact information for any inquiries from applicants. These promotional initiatives ensure that information about the program reaches as many individuals as possible.

11. Applicants are required to complete and submit an application form with other necessary information/documents to the designated institution within the prescribed application period. Each designated institution sets its own application period depending on the timing of its academic year or "student intake" in the graduate programs. Box 1 shows the procedures for applying.



⁵ This section draws from the 2003 JSP Implementing Guidelines (ADB, 2003. *Japan Scholarship Program Implementing Guidelines*. Manila).

3. Candidate Selection and Eligibility Requirements

12. Each year ADB reviews and sets the number of scholarship awards. ADB and each designated institution agree on the details of candidate selection procedures. Based on such procedures, the designated institution submits to ADB a short list of qualified candidates arranged according to rank or merit. ADB reviews the short list and approves new scholars based on the recommendations of the designated institutions and the selection criteria of ADB. The number of eligible candidates on the short list should be at least twice the number of slots provided by ADB. Preference normally is accorded to women applicants, those with at least 2 years of work experience, and those without the financial capacity to study abroad. The JSP aims to achieve a balanced distribution of the nationalities in the program as well as at each designated institution.

13. Once finalized, the list of candidates will be sent to ADB's executive director for Japan for approval. After that, ADB advises the designated institutions about the final list of successful candidates. The designated institutions then inform the applicants of the outcome of the selection process and arrange for successful candidates to sign the acceptance of scholarship award (wherein scholars agree to return to their home countries after completion of their studies). Table 1 shows the yearly allocation of scholars per designated institution.

Table 1: Annual Allocation of Scholars by Designated Institution and by Host Country (1988–2006)

Designated Institution	Location	Allocation of Scholars																		
		1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
IUJ	Japan	4	8	7	7	7	8	9	15	20	20	20	28	33	37	37	37	37	36	36
UOT-Civil	Japan		4	8	7	7	8	10	15	15	15	15	16	27	27	20	20	19	19	19
UOT-Envi	Japan															8	8	12	12	12
UOT-Health	Japan									5	10	9	13	13	13	13	13	13	12	12
UOT-Urban	Japan															4	5	2	2	2
SU	Japan								5	10	15	18	26	16	20	22	22	22	22	22
GRIPS	Japan													15	18	20	22	22	22	22
GSID	Japan															8	11	13	13	13
Keio	Japan																5	5	5	5
RITS	Japan																5	5	5	5
AIM	Philippines	16	34	30	32	31	26	26	26	28	28	28	26	26	24	25	23	23	22	22
IRRI	Philippines	4	8	9	7	5	8	9	10	10	10	7	7	7	7	7	7	7	7	7
AIT	Thailand	10	19	19	20	28	24	24	25	27	27	24	27	27	28	26	23	23	22	22
TU	Thailand											8	5	3	4	6	6	6	6	6
HKU	China		2	4	5	7	5	10	12	17	17	15	16	16	16	15	11	10	10	10
NUS	Singapore		2	6	7	7	9	11	12	17	17	13	11	11	11	11	10	10	10	10
LUMS	Pakistan	3	9	11	11	11	6	8	8	11	11	10	8	7	7	7	4	4	4	4
IITD	India	5	5	8	6	8	6	6	10	10	10	10	6	5	5	5	4	4	4	4
UOS	Australia	4	6	6	6	8	12	8	15	15	15	15	13	13	13	11	11	10	10	10
NCDS	Australia			4	8	6	8	11	14	19	19	19	17	17	17	15	15	12	12	12
UOM	Australia											8	12	11	11	10	10	9	8	8
UOA	New Zealand								5	5	10	14	11	11	10	10	10	10	10	10
EWC	United States	4	5	8	7	6	6	10	14	19	19	19	21	21	21	17	16	12	12	12
Total		50	102	120	123	131	126	142	186	228	259	253	260	280	300	300	300	290	285	285

AIM = Asian Institute of Management; AIT = Asian Institute of Technology; EWC = East-West Center; GRIPS = National Graduate Institute of Policy Studies; GSID = Graduate School of International Development; HKU = University of Hong Kong; IITD = Indian Institute of Technology, Delhi; IRRI = International Rice Research Institute; IUJ = International University of Japan; LUMS = Lahore University of Management Sciences; NCDS = National Center for Development Studies; NUS = National University of Singapore; RITS = Ritsumeikan University; SU = Saitama University; TU = Thammasat University; UOA = University of Auckland; UOM = University of Melbourne; UOS = University of Sydney; UOT = University of Tokyo.

Source: Japan Scholarship Program management information systems.

14. To be eligible for the program, applicants must:
- (i) be a citizen of an ADB DMC;
 - (ii) have a bachelor's degree or its equivalent with a superior academic record;
 - (iii) have gained admission to an approved degree program at a designated institution (master's, doctorate, certificate/diploma);
 - (iv) have at least 2 years of full-time professional experience;
 - (v) be proficient in oral and written English communication;
 - (vi) be in good health;
 - (vii) not be more than 35 years old at the time of application; and
 - (viii) agree to return to his/her home country after completion of their studies.
15. Staff of ADB, JSP designated institutions, and other international organizations are not eligible for the scholarship grant. Applicants living or working in a country other than his or her own also are ineligible.

4. Program Administration

16. **Within ADB.** The program is managed by a JSP team comprising professional, national and contractual staff (Table 2):

Table 2: JSP Team

Professional Staff	JSP Scholarship Administrator (Principal Director, OCO) JSP Scholarship Coordinator (Senior Financing Partnerships Specialist, OCO)
National Staff	JSP Scholarship Assistant (Associate Cofinancing Analyst, OCO)
Contractual Staff	Administrative support (to JSP Scholarship Assistant mainly in data management)

JSP = Japan Scholarship Program, OCO = Office of Cofinancing Operations.

Source: OCO.

17. The JSP scholarship administrator is responsible for (i) coordination of matters related to the administration of the program with the Government of Japan (through the ADB executive director for Japan) and ADB, (ii) candidate selection, and (iii) review of the number of JSP-supported fields of study and designated institutions. The JSP scholarship coordinator is responsible for the general management and administration of the program and coordination with designated institutions. The JSP scholarship assistant is responsible for providing administrative and technical support to the management and administration of the JSP, particularly in budget planning and monitoring, selection of scholars, preparation of annual report for submission to the ADB Board of Directors, liaison with designated institutions, maintenance of the JSP website, and visibility activities, including arranging alumni activities. The JSP scholarship assistance also supervises the work of the temporary staff in data management. ADB's Controllers' Department is in charge of the preparation of a quarterly report on interest income and expenditures, administrative expenditures, and running balance.

18. **Within Designated Institutions.** The designated institutions are responsible for administering and monitoring the accounts of the JSP, as well as monitoring the performance of the scholars and reporting to ADB from time to time. Designated institutions are expected to orient the scholars about the program (including the presentation of eligible expenditures and conditions) and submit progress reports on each scholar to ADB (through the JSP scholarship administrator) at the end of every semester. The designated institutions are required to sign an agreement with ADB regarding their involvement in the implementation of the scholarship program. In accordance with the JSP implementation arrangements of June 1988, ADB will

reimburse the designated institutions for expenses incurred in the administration of the scholarship. In addition, designated institutions are responsible for following up on the whereabouts of the JSP alumni and provide such information to ADB.

5. Cost and Financing

19. ADB provides to each designated institution an advance payment, which normally covers one semester. The advance payment also includes administrative expenses in managing the program.⁶ ADB pays all advances directly to the designated institutions, not to the scholars. Advertising costs of the program, if necessary, are eligible for reimbursement subject to prior approval of ADB. Within 1 month of the close of each semester, the designated institutions are required to submit statements of accounts or vouchers, receipts, and other documentation required to liquidate payments made by ADB.

20. The Government of Japan has been generous in supporting the JSP, even in the years when it has reduced its budget for official development assistance. The yen-based JSP budget in the past 5 years has declined only once—from ¥909 million in 2004 to ¥862 million in 2005. However, in US dollar terms, the budget increased from \$7.5 million to \$7.8 million in that period due to the appreciation of the yen (Table 3).

Table 3: Japan Scholarship Program Budget, 2002–2006

Currency	2002	2003	2004	2005	2006
¥ million	900	900	909	862	897
\$ '000	7,374	7,377	7,455	7,836	8,384

Source: Office of Cofinancing Operations.

D. Performance of the JSP

21. Since the JSP was established in 1988, the Government of Japan has contributed more than \$84 million to the program. As of 2006, the JSP had awarded 2,104 scholarships,⁷ of which 1,739 scholars have completed their studies (Table 4).

Table 4: Scholarships Awarded and Completed, 1988–2006

Status	1988–2000	2001	2002	2003	2004	2005	2006	Total
Awarded	1,166	170	143	144	157	146	178	2,104
Completed	869	121	152	158	142	132	165	1,739

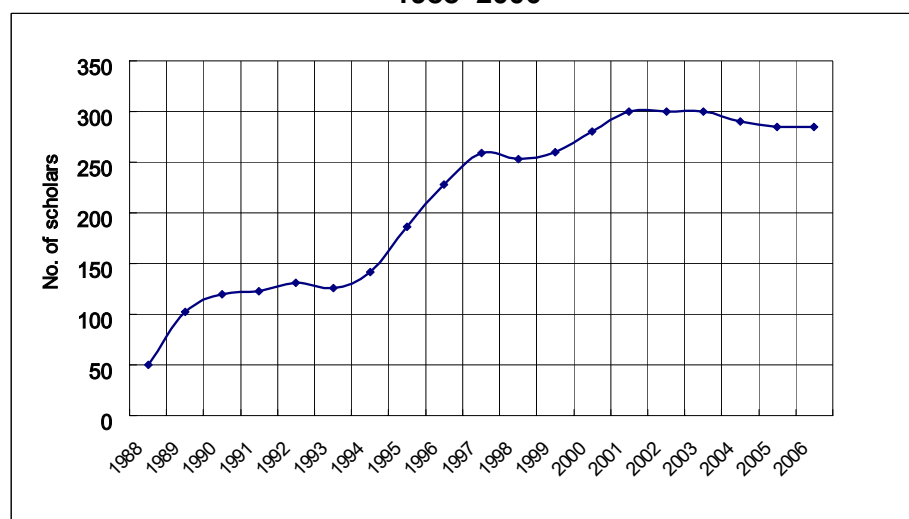
Source: Japan Scholarship Program management information systems.

22. During the first year of the JSP's implementation, the program had 50 scholars. This number more than doubled the following year and was kept to less than 150 up to 1994 (Figure 1). During these years, ADB promoted the JSP through advertisements in local newspapers and ADB's resident missions.

⁶ Based on estimated costs, but not exceeding 15% of total program costs and subject to the submission of relevant documentation.

⁷ An average of 117 scholarship grants has been awarded yearly since the start of the program.

Figure 1: Annual Number of Japan Scholarship Program Scholars, 1988–2006



Source: Japan Scholarship Program management information systems.

23. After applications increased, the number of the scholars rose from 187 in 1995 to 259 in 1997, and peaked at 300 from 2001 to 2003. However, the number decreased to 285 in 2005/2006, reflecting a decline in availability of funds.

24. As the 1999 JSP evaluation study suggested⁸ (section F), the proportion of recipient scholars studying in Japan should be increased gradually from an average of 16% in 1988–1997 to at least 30% in the near future. In 2006, Japan hosted the largest proportion of JSP scholars (52%), followed by Australia (11%), Philippines (10%), and Thailand (10%) (Table 5). The steady increase in JSP scholars studying in Japan might be attributed to the Government of Japan's efforts to offer new graduate programs, using English as medium of instruction, that cater to international students. Japan has seven designated institutions, followed by Australia with three. Most of the other countries have one.

Table 5: Distribution of Scholars by Host Country, 1988–2006
(%)

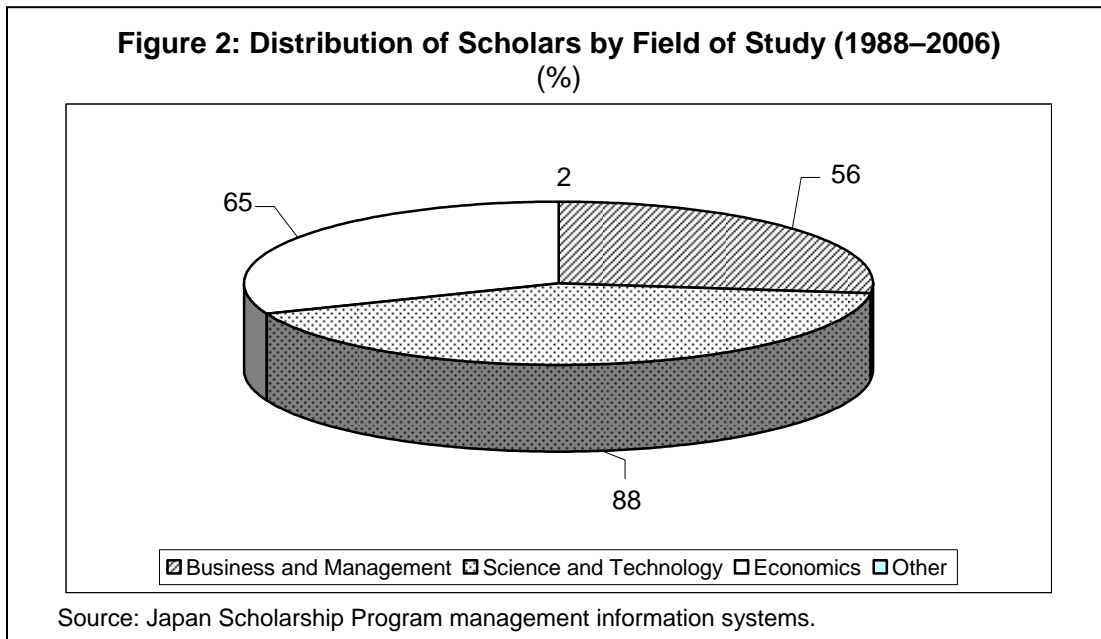
Host Country	1988–1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	Total
Japan	16	25	32	37	41	45	50	52	52	52	33
Australia	13	18	16	15	14	12	12	11	11	11	13
Philippines	24	14	13	12	10	11	10	10	10	10	16
Thailand	16	11	12	11	11	11	10	10	10	10	12
United States	7	8	8	8	7	6	5	4	4	4	6
Hong Kong, China	5	6	6	6	5	5	4	3	4	4	5
Singapore	6	5	4	4	4	4	3	3	4	4	5
New Zealand	1	6	4	4	4	3	3	3	4	4	3
Pakistan	6	4	3	3	2	2	1	1	1	1	4
India	5	4	2	2	2	2	1	1	1	1	3
Total	100	100	100	100	100	100	100	100	100	100	100

Source: Japan Scholarship Program management information systems.

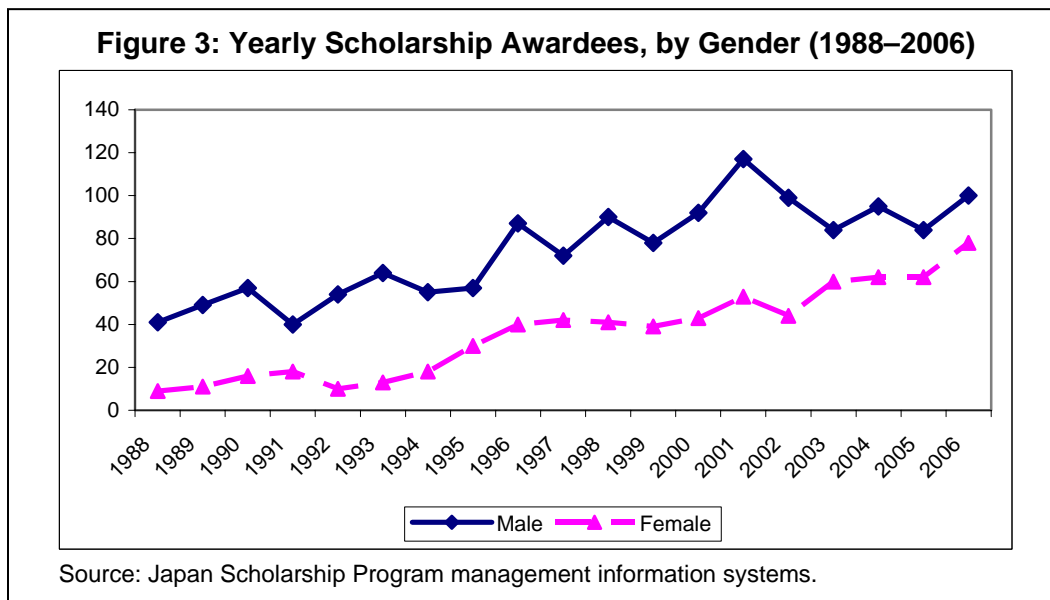
⁸ Consultant's Report on the Study on ADB-Japan Scholarship Program.

25. In 1988–2006, 93% of the scholars took the master's degree program, while the rest were enrolled in the doctorate program (6%) or the diploma/certificate program (1%).

26. Since 1988, science and technology has been the most popular of the JSP-supported degree programs among scholars, followed by economics and business administration (Figure 2).



27. In terms of gender distribution, the proportion of female scholars among new scholars increased from 20% in 1988 to 42% in 2006 (Figure 3). This trend is consistent with the program's design to prioritize women candidates.



E. Rationale for the JSP Management Scheme

28. In the early years of the JSP, information regarding the program was disseminated to potential candidates through ADB directors, ADB-financed projects, and resident missions in DMCs. As a result, a substantial number of candidates for the scholarship were seen as linked to ADB. The current practice of promoting the JSP through local newspapers in DMCs and through the ADB website enables the information to reach more potential candidates, contributing to a fair and transparent selection process.

29. ADB, through the JSP scholarship administrator, has reviewed the number of designated institutions and JSP-supported degree programs. The JSP has added other institutions or fields of study over the years, as the Government of Japan and ADB have agreed, to reflect the evolving priorities of the program and the needs of developing countries. The designated institutions and ADB (through the JSP scholarship administrator) normally discuss administrative procedures and degree program contents. ADB evaluates the performance of the designated institutions each year.

30. Because of the limited number of designated institutions and JSP-supported degree programs, ADB has more control over the diversification of nationalities within the program and the fields of study chosen by scholarship recipients compared to the World Bank scholarship initiative (Joint Japan/World Bank Graduate Scholarship Program), where candidates can select any graduate program.

31. Payments need to be provided in advance to cover the program implementation costs at designated institutions. The submission of statements of accounts, vouchers, receipts, etc. to ADB twice a year is designed to ensure the proper use of the scholarship fund. Given the different costs of living in each country where a partner designated institution is located, ADB and the designated institutions set living allowances on a case-by-case basis.

F. Past Review and Evaluation of the JSP

32. In 1999, Office of Cofinancing Operations (OCO) initiated an evaluation of the JSP (footnote 8), which resulted in (i) several recommendations for procedural changes, (ii) establishment of an alumni association,⁹ (iii) adoption of information sharing arrangements, and (iv) changes in scholarship recipient selection procedures.

1. Evaluation Study Objectives

33. The study was intended to assist ADB in the review and assessment of the performance of the program in its first 10 years. Future directions of the program in terms of operational strategies were expected to be drawn from the recommendations of the study. In particular, the study explored

- (i) improving the systems and procedures for degree programs/fields of study and designated institutions; and
- (ii) introducing new schemes, e.g., to extend scholarships to undergraduate students in developing countries or introduce new fields of studies.

⁹ Japan-ADB Scholarship Alumni Association.

34. The study also assessed the following aspects in comparison with other scholarship programs (e.g., Joint Japan/World Bank Graduate Scholarship Program):

- (i) overall management practice,
- (ii) promotional activities,
- (iii) systems analysis,
- (iv) selection procedures, and
- (v) monitoring system of scholars/alumni association.

2. Evaluation Study Recommendations

35. **Introduction of a Competitive Program Administration System.** In a number of cases, candidates were given scholarship grants without undergoing the requisite selection procedures to align the use of the fund as close as possible to the budget. This was also due to time constraints, as well as inadequate communication between ADB and designated institutions.

36. A new set of implementing guidelines was proposed to improve administrative procedures. The new guidelines included a proposal to take into account the overall performance of each designated institution—the size of the candidate pool, administration capabilities, and relevance of objectives to ADB policies—in determining the scholarship allocation.

37. The 1999 evaluation study (footnote 8) suggested changes to the implementing guidelines, including the following:

- (i) The number of candidates on the short list to be proposed by each designated institution should be two to five times ADB's predetermined number of slots for each designated institution.
- (ii) ADB decides the final number of slots and candidates over the predetermined number of slots depending on the total number and quality of recipient candidates on the short list.
- (iii) Outside the designated institutions, potential candidates may be allowed to get ADB scholarships for their selected programs.

38. **Enhanced Role of the JSP Scholarship Administrator.** To ensure fair candidate selection across all the designated institutions, and to reflect the policies of ADB, the study suggested enhancing the role of the JSP scholarship administrator, including involvement in the final stage of candidate selection and in informing candidates of the scholarship award.

39. **Enhancement of the Japanese Profile.** From 1988 to 1997, Japan hosted the third largest proportion of scholarship recipients (14%) after the Philippines (29%) and Thailand (16%). In view of the Government of Japan's 1983 policy to increase international students in the country by more than 100,000 within 20 years, and given that Japan is the main source of funds for the program, the study suggested that Japan's proportion of scholarship recipients at designated institutions should increase to more than 30% in the near future. This would make Japan the largest host country for the program.

40. **Optimization of Expense Items.** The study suggested optimization of expense items, with reference to excellent practices by designated institutions such as the International Rice Research Institute, Asian Institute of Technology, and the International University of Japan.

At these institutions, the amount of the scholarships was adjusted to the same level as other full scholarship grants they administer. It also was suggested that each designated institution should submit comparison tables yearly on the costs of living in their respective locations (in comparison with other scholarship grants they administer) to gain a better perspective on the amounts of subsistence and living allowances to be provided to scholarship recipients.

41. **Creation of the Alumni Association.** Scholars and alumni proposed the establishment of the Japan-ADB Scholarship Alumni Association to enhance the network of scholars and foster long-term relations between the JSP team and alumni. However, this would mean additional work for the JSP scholarship assistant. Thus, the study suggested outsourcing and using the Internet, where activities of the alumni association and designated institutions could be shown together with newsletters, etc., to facilitate information exchange among alumni and designated institutions.

42. **Introduction of Undergraduate Programs through the Zero-One Scheme.** At the request of the JSP scholarship administrator, the introduction of a new scholarship scheme and appropriate methods for undergraduate programs were studied. The study suggested that the scholarships should be awarded to students who have excellent academic records (based on academic testing such as Physics Olympics and Mathematics Certification), so the competition to receive the scholarship can be at least one of 1,000 candidates—or 0.1% (zero-one).

3. Actions Taken After the Evaluation Study

43. Several initiatives were undertaken to implement the recommendations of the 1999 evaluation study (Table 6).

Table 6: Actions Taken After the 1999 Evaluation Study

Recommendations by the Study	Actions Taken
<p>A. Introduction of a competitive program administration system:</p> <p>(i) The number of candidates on the short list should be two to five times the number of slots allocated for each designated institution.</p> <p>(ii) ADB decides the final number of slots/candidates based on quality of candidates, etc.</p> <p>(iii) Scholarships can be awarded to programs outside designated institutions.</p>	<p>Items (i) and (ii) were implemented, but item (iii) has not been implemented to avoid increasing the complexity of program administration.</p>
<p>B. A larger role for the JSP scholarship administrator</p>	<p>The new implementing guidelines stipulate that the JSP scholarship administrator is responsible for all the administrative procedures—from candidates' application to final selection.</p>
<p>C. Enhancement of Japan's profile</p>	<p>Since 2000, Japan has been the largest host country for JSP scholars, followed by Australia and the Philippines.</p>
<p>D. Optimization of expense items in the scholarship grants</p>	<p>The JSP scholarship administrator had been adjusting the respective expense items at each designated institution from time to time.</p>
<p>E. Creation of Japan-ADB Scholarship Alumni Association</p>	<p>Partly implemented. The alumni association was set up in 2001, and the JSP scholarship administrator has organized periodic gatherings. However, the</p>

Recommendations by the Study	Actions Taken
F. Introduction of undergraduate programs	proposed alumni association website has not yet provided the service it was intended to make available. Not implemented to maintain the focus of JSP on graduate programs to contribute to developing countries' needs within a limited time.

ADB = Asian Development Bank, JSP = Japan Scholarship Program.

44. In addition, alumni association gatherings were held one to three times every year (except in 2004) in ADB DMCs and designated institutions. Attendees included JSP alumni, current scholars, and ADB staff (Table 7).

Table 7: Japan–Asian Development Bank Scholarship Alumni Association Gatherings, 1995–2006

Year	1995	1996	1997	1998	1999	2000
Alumni Gathering	Manila (AIM, IRRI)		Manila (AIM, IRRI)		Tokyo (UOT, SU, IUJ)	Canberra (UOS, UOM, NCDS); Manila (AIM, IRRI); Bangkok (AIT, TU)
No. of Gatherings	1	0	1	0	1	3
Year	2001	2002	2003	2004	2005	2006
Alumni Gathering	Honolulu (EWC); Tokyo (UOT, GRIPS, GSID, IUJ, SU)	Canberra (UOS, UOM, NCDS) Manila (AIM, IRRI) Bangkok (AIT, TU)	Tokyo (GRIPS, SU, UOT)	Jakarta	Hanoi	Phnom Penh Ulaanbaatar
No. of Gatherings	2	3	1	1	1	2

AIM = Asian Institute of Management; AIT = Asian Institute of Technology; EWC = East-West Center; GRIPS = National Graduate Institute for Policy Studies; GSID = Graduate School of International Development; IRRI = International Rice Research Institute; IUJ = International University of Japan; NCDS = National Center for Development Studies, Australian National University; No. = number; SU = Saitama University; TU = Thammasat University; UOM = University of Melbourne; UOS = University of Sydney; UOT = University of Tokyo.

Source: Japan Scholarship Program management information systems.

III. FINDINGS OF THE EVALUATION

45. This section discusses the findings of the evaluation and identifies several issues relating to administrative procedures.

A. Findings

1. Candidate Selection

46. In general, the success of scholarship programs depends on the following:

- (i) Effective marketing schemes that attract potential candidates while presenting a certain level of competition among candidates for the scholarship.
- (ii) Fair screening/selection for candidate scholars.
- (iii) Quality of the fields of study.
- (iv) Efficiency of scholarship administration at the designated institutions.
- (v) Effective monitoring system for scholars that would encourage them to perform well in their studies.
- (vi) Career assistance through the designated institutions and the alumni network.

47. The first two factors are crucially important since other factors generally depend on the administrators and professors at the designated institutions. Interviews with JSP coordinators at selected designated institutions showed that fair candidate selection is ensured by maintaining transparency between the designated institutions and the JSP team. Each designated institutions has a selection committee that conducts open discussions in the preparation of a candidate list. Final decisions by the JSP team regarding candidate selection also are explained to the designated institutions.

48. Further, the interviews showed that designated institutions regard the JSP highly, as it enables them to recruit good students. The JSP coordinator at the University of Hong Kong indicated that its applicants come mainly from a limited number of organizations in a few developing countries (i.e., Bangladesh, Nepal, and Pakistan). In addition, the scholars said that they had heard about the JSP scholarship opportunity from their peers, senior staff, or professors.

49. Most designated institutions interviewed indicated that competition among candidates for scholarship slots is high. Keio University, where the program has been implemented only recently, was one of the few exceptions.

50. The Internet plays an important role in the communication among the applicant, the designated institutions, and ADB. Nearly all candidates use personal computers at their offices or Internet cafes to check and confirm the application procedures, and to initiate communication with designated institutions and ADB. The JSP website is one of the most popular within the ADB website (www.adb.org), where it has consistently ranked among the top 20¹⁰ in terms of average number of hits generated per quarter since 2003. December is the peak month of accessing the JSP website, in time for the application periods of most designated institutions. However, JSP's promotional materials published through local newspapers are also important and should be continued to reach as many potential candidates as possible.

51. However, not many designated institutions visit countries to recruit students. Among the selected designated institutions interviewed, only the Asian Institute of Management and University of Tokyo visit DMCs to promote their programs and recruit candidates. Although the JSP scholarship administrator is willing to reimburse expenses incurred for these visits, many designated institutions still do not do so.

¹⁰ Based on the number of times a user opens a file inside a first level directory of a web page. The first level directory contains numerous files.

2. Scholarship Amounts

52. Scholarship amounts differ substantially,¹¹ because of the different costs of living and tuition fee amounts, etc. The yearly scholarship amounts of designated institutions in Japan range from \$30,000 to \$33,000 (except in Ritsumeikan University at \$26,000 per year) (Table 8).

Table 8: Comparison of Annual Scholarship Amounts of Designated Institutions in Japan (\$)

Cost Items	Designated Institution										Average
	GRIPS	GSID	IUJ	Keio	RITS	SU	UOT-Civil	UOT-Health	UOT-Envi	UOT-Urban	
1. Tuition Fees	7,136	5,823	17,719	8,402	5,949	5,823	5,760	5,697	5,823	5,823	7,625
2. Housing and Subsistence Allowance	17,374	17,374	12,037	17,374	13,030	18,586	18,586	18,586	18,586	18,586	16,921
3. Materials/ Thesis/ Research Allowance	1,221	2,210	410	2,315	1,842	2,146	2,988	2,147	2,146	2,147	2,018
4. Travel Expenses	2,946	1,674	1,262	1,263	1,768	926	2,273	968	1,852	2,273	1,573
5. Medical Insurance/ Language Training	589	697	248	168	703	1,503	610	168	611	610	578
6. General Administration	3,367	2,525	766	1,077	2,252	1,136	2,020	2,189	2,020	2,020	1,685
Total	32,633	30,303	32,442	30,599	25,544	30,120	32,237	29,755	31,038	31,459	30,399

GRIPS = National Graduate Institute for Policy Studies, GSID = Graduate School of International Development, IUJ = International University of Japan, RITS = Ritsumeikan University, SU = Saitama University, UOT = University of Tokyo.

Source: Interviews with Asian Development Bank-Japan Scholarship Program Coordinators and Asian Development Bank-Japan Scholarship Program Scholarship Administrator.

53. Education for international students is subsidized, with the amount depending on the host country and the designated institution. For instance, designated institutions in Japan receive a small subsidy from the Government to cover the tuition fee of international students. Ritsumeikan University, a private university in Japan, charges a lower tuition for international students than for Japanese students. On the other hand, designated institutions in Australia charge the highest tuition fee due to the Government policy to charge more tuition from international students than Australian students.

54. The designated institutions in countries that are more developed have scholarship amounts ranging from about \$19,000 per year (Singapore) to \$40,000–\$45,000 per year (Australia) (Table 9). In general, all three designated institutions in Australia charge the highest scholarship amounts of all the designated institutions in this group (30% higher than the average for designated institutions in Japan). This is attributed to the high living costs and higher tuition fees charged to international students.

¹¹ The lowest scholarship amount is \$11,000 per year at India Institute of Technology, Delhi; the highest is at the University of Melbourne at \$45,000 per year.

**Table 9: Comparison of Scholarship Amounts
in Designated Institutions in Developed Countries**

Cost Items	Designated Institution							Average
	EWC	HKU	NCDS	NUS	UOA	UOM	UOS	
1. Tuition Fees	6,875	9,174	17,969	9,000	16,154	21,254	19,529	14,279
2. Housing and Subsistence Allowance	12,311	15,914	16,280	7,500	10,269	11,932	15,103	12,758
3. Materials/Thesis/ Research Allowance	660	1,613	0	1,050	1,309	2,262	468	1,052
4. Travel Expenses	1,300	744	1,755	1,000	1,120	1,802	1,170	1,270
5. Medical Insurance/ Language Training	225	134	811	500	1,321	7,046	1,750	1,684
6. General Administration	3,500	774	3,681	0	388	624	5,832	2,114
Total	24,871	28,353	40,496	19,050	30,561	44,920	43,852	33,158

EWC = East-West Center, HKU = Hong Kong University, NCDS = National Centre for Development Studies, NUS = National University of Singapore, UOA = University of Auckland, UOM = University of Melbourne, UOS = University of Sydney.

Source: Interviews with Japan Scholarship Program coordinators at designated institutions and the Japan Scholarship Program scholarship administrator.

55. Among the designated institutions in ADB's DMCs, the Asian Institute of Management has the highest yearly scholarship amount at \$24,000, while others range from \$11,000 per year (India Institute of Technology, Delhi) to \$17,000 per year (International Rice Research Institute) (Table 10).

Table 10: Comparison of Scholarship Amounts in Designated Institutions in DMCs

Cost Items	Designated Institution						Average
	AIM	AIT	IITD	IRRI	LUMS	TU	
1. Tuition Fees	13,975	10,557	4,527	2,400	7,114	3,918	7,082
2. Housing and Subsistence Allowance	6,378	3,259	3,911	6,600	3,458	5,138	4,791
3. Materials/Thesis/ Research Allowance	1,559	786	270	2,650	1,770	1,495	1,422
4. Travel Expenses	1,000	557	634	1,000	1,389	512	849
5. Medical Insurance/Language Training	1,181	73	1,405	1,656	1,041	605	994
6. General Administration	0	0	378	2,575	992	1,205	858
Total	24,093	15,232	11,125	16,881	15,764	12,873	15,995

AIM = Asian Institute of Management; AIT = Asian Institute of Technology; DMC = developing member country; IITD = Indian Institute of Technology, Delhi; IRRI = International Rice Research Institute; LUMS = Lahore University of Management Sciences; TU = Thammasat University.

Source: Interviews with Japan Scholarship Program coordinators at designated institutions and the Japan Scholarship Program scholarship administrator.

3. Contribution to Development of the Scholars

56. The tracer study survey questionnaire¹² provided some indicators for determining whether the program had contributed to enhancing the knowledge and skills of scholars. The survey found that the program has assisted the scholars in obtaining the necessary knowledge and skills to help them take on various responsibilities in their organizations. This section presents a summary of the findings of the tracer study.

57. **Degree Attainment.** Degree attainment is an indicator for determining the program's impact on capacity enhancement. Nearly all the scholars who responded to the tracer study questionnaire studied or are studying for their master's degrees (94%), with the remainder distributed between the doctorate programs and certificate/diploma programs. In the case of alumni scholars, nearly all (94%) indicated that they finished their master's degree, while the rest attained a doctorate (5%) or a certificate/diploma (1%). More than three quarters of the respondents (78%) graduated between 2001 and 2006, while 16% of respondents graduated between 1996 and 2000 and the rest graduated between 1990 and 1995.

58. **Fields of Study.** Engineering and technology courses were the most popular fields of study among the 288 respondent scholars, followed by business, management, and finance and policy studies. Among respondent alumni, engineering and technology remained the most popular field of study at 28%, followed by policy studies at 17%. Most of the respondents who took this course now work for the government in their home countries or are connected with international/regional development organizations.¹³ The third most popular field of study among respondent alumni was business, management, and finance courses (14%).

59. **Employment Status and Career Progression.** Of the respondent alumni, 88% (222) said that they are gainfully employed, while the rest are not employed (4%) or pursuing further studies (8%). Of those who are employed, 32% are connected with an academic/research institution, 19% are working for the government of their home countries, and 14% are in the private sector. The rest are affiliated with international/regional development institutions, financial institutions, nongovernment organizations, or utility providers; are working as consultants; or have their own businesses.

Box 2: Compliments from Scholars

JSP is a stepping stone for our careers and provides an excellent opportunity to expose scholars to the wider arena of research.

- *Bijan Gurung, Nepal (MS Environmental Studies [2004], University of Tokyo)*

I commend ADB for the JSP program that made it possible for young professionals like me who want to pursue graduate studies but lack the funding to do so.

- *Mary Rosary Caspillo, Philippines (MS Food Engineering and Bioprocess Technology [2005], Asian Institute of Technology)*

I think JSP is very beneficial to young people especially in assisting them gain knowledge to help their home countries. All the courses are very relevant and important in my work.

- *Kimhor Meng, Cambodia (MA Public Policy [2006], National Graduate Institute for Policy Studies)*

Thanks to ADB for providing me with the education at IUJ through the JSP. Without the scholarship, it will be impossible for me to get my degree from an international institution.

- *Eka Putra Yusril, Indonesia (MA International Development [2006], International University of Japan)*

¹² The tracer study survey received responses from 288 JSP alumni and current scholars, representing 14.5% of total scholarship recipients. Response rates among alumni and current scholars from the different designated institutions varied. However, this may be considered an improvement over the result of the 1999 evaluation due to the persistent follow-up efforts of the JSP coordinators.

¹³ International and/or regional development organizations include the headquarters or in-country offices of ADB, World Bank, United Nations agencies, United States Agency for International Development, etc.

60. About 87% of respondent alumni said their careers had advanced after obtaining their degrees, either in the form of promotions upon returning to their organizations or higher positions in a different organization. About 9% of the respondent alumni indicated that they returned to their former positions in their organizations or had difficulty finding suitable employment upon returning to their home countries. Several factors contributed to the difficulty some alumni scholars had in finding employment. First, because of the enhanced knowledge and skills the scholars acquired through their study, potential employers might perceive alumni as “overqualified” for available positions in their firms. Second, because of the enhanced qualifications of the alumni, potential employers also might think that alumni scholars are likely to demand higher positions and higher compensation than the organizations are able (or are willing) to provide. Third, industries in their home countries might not have the “absorptive capacity” for the newly acquired expertise of returning scholars.

61. **Perceptions of Scholars.** As part of the tracer study, a self-assessment section was included in the survey questionnaire to gain insights into the scholars’ perceptions of (i) the effectiveness of their fields of study in transferring knowledge and skills to students, (ii) the usefulness/relevance of the knowledge and skills to the scholars’ respective organizations, (iii) the prospects for career progression, and (iv) the effectiveness of the degree program in improving the scholars’ network of academic and professional partnerships.

62. Overall, the scholars had high regard for the benefits they acquired from their degree programs, as demonstrated by the proportion of 4s and 5s in their ratings¹⁴ in all the categories listed. Nearly all (about 99%) of the 283 respondent scholars believed that the program design had been effective in transferring knowledge and skills to them. About 96% of the scholars thought that the knowledge and skills gained from their degree programs were relevant and/or useful in their organizations. Of these respondents, 81% gave a rating of 4 or 5, indicating a high regard for the benefits obtained from their degree programs. About 90% of the scholars thought that their degree program was instrumental in improving their chances of career advancement. Of these respondents, 76% rated this category as 4 or 5. However, respondents said that their degree programs were not as effective in helping them build partnerships with their fellow students/alumni. As some of the scholars mentioned, the difficulty in establishing partnerships with their fellow students/alumni stemmed from language barriers, the rigors of their studies, and the occasional or lack of networking activities among students/alumni outside the academe (such as seminars and training, or get-together activities).

4. Contribution to Socioeconomic Development

63. The results of the tracer study provided some indicators for ascertaining the impact of the JSP on the socioeconomic development of scholars’ home countries. This section provides a summary of findings of the tracer study on this topic.

64. **Return to Home Countries.** An indicator of the program’s impact on socioeconomic development is the return of alumni scholars to their home countries after completing their studies. Of the 251 respondent alumni, 64% are residing and/or working in their home countries, 6% are working in another ADB DMC,¹⁵ and 2% are in other developing countries.¹⁶ The rest (about 22%) are residing and/or working in more developed countries.¹⁷

¹⁴ Respondents were asked to rate the list of benefits using a scale of 1 to 5, where 1 is the lowest and 5 is the highest.

¹⁵ Some alumni scholars are residing and/ or working in ADB DMCs, such as People’s Republic of China; Hong Kong, China; India; Maldives; Philippines; Samoa; Singapore; Sri Lanka; and Thailand.

65. **Employment Status and Nature of Work Assignments.** Of the 160 respondent alumni who returned to their home countries,¹⁸ majority (96%) are employed. Of those, about 27% are affiliated with an academic and/or research institution, 23% returned to work for their respective governments, 14% are affiliated with different industries in the private sector, and 10% are involved with in-country branches of international and/or regional development organizations.

66. In terms of the nature of assignments¹⁹ in their respective organizations, about 20% of respondent alumni who returned to their home countries indicated that their responsibilities include research and analysis, followed by management (19%), education/training or project implementation (18% each), and policy formulation and implementation (16%).

67. **Perceptions of Scholars.** Scholars were asked for their perceptions on the relevance and usefulness of the knowledge and skills gained from their degree programs to the development needs of their home countries. Of the 283 respondents to the question, 97% thought the knowledge and skills gained from degree programs are highly relevant and would be beneficial to their home countries. In fact, 84% of the respondents gave a rating of 4 or 5 to this category. This shows that scholars believe that they have acquired the requisite knowledge and skills to undertake their responsibilities in their organizations, and thus were able to contribute to their countries' development in different capacities.

5. Support for ADB's Priority Areas

68. A survey questionnaire²⁰ was distributed to designated institutions to gain insight into the management and administration of the scholarship program. Interviews of JSP coordinators in selected designated institutions complemented the survey results. The results of the survey and the interviews indicated that a majority of the designated institutions have incorporated most, if not all, of ADB's priority areas into the curricula of JSP-supported fields of study. Some designated institutions have initiated seminars/lectures that cover specific areas, such as environmental protection,

Box 3: Compliments from Designated Institutions

The JSP has been very effective in allowing us to sponsor students from emerging economies to further their education and prepare them to be business leaders back home.

- *Celia Wu, Head of Student Development, National University of Singapore*

The JSP is a very effective way to strengthen partnerships.

- *Ichiro Abe, Deputy Manager of Student and Partner Service Center, International University of Japan*

The graduates will make use of the knowledge and experience in Japanese universities to significantly contribute to sustainable development in their home countries. In addition, offering access to higher education through the JSP to disadvantaged people in the region certainly has a favorable impact on the perception about ADB and Japan.

- *Makoto Sagane, Deputy Managing Director, Division of International Affairs, Ritsumeikan University*

¹⁶ Some alumni scholars are living/working in other developing countries not included in ADB's DMCs, such as Nigeria, Russian Federation, and Seychelles.

¹⁷ Some alumni scholars are residing and/or working in developed countries, such as Australia, Canada, France, Italy, Japan, Macao, Netherlands, New Zealand, Switzerland, United Kingdom, United Arab Emirates, and United States.

¹⁸ Of the 91 respondent alumni who indicated that they are residing and/or working outside their home countries, about 75% said that they are employed, while the rest are unemployed. Almost half (44%) of the respondent alumni living and/or working outside their home countries are affiliated with an academic/research institution, 12% said they are connected with industries in the private sector, and 10% said they went back to work for their respective governments but were sent for training abroad or were assigned to their government's representative offices in different countries.

¹⁹ Respondents were asked to identify the nature of their assignments in their current organizations from the categories listed in the questionnaire. Because of the usually multi-focus nature of job responsibilities, respondents were given the option to choose two or more categories when applicable.

²⁰ All 20 designated institutions responded to the survey questionnaire.

socioeconomic development, good governance, and gender and development, to complement the lessons provided in the individual fields of study.

69. However, some designated institutions (particularly those offering fields of study related to science and technology) have not incorporated ADB's priority areas. This reflects the structure of the programs (i.e., the availability of elective courses and level of understanding of professors regarding ADB's priority areas). Designated institutions who offer science and technology-related fields of study should integrate elective subjects, such as business or economics, into their curricula to provide the students with lessons and information that could be related to their chosen programs.

6. Management of the Scholarship Fund

70. Considering the complexity of administering the fund—e.g., the year-round rolling schedule of application and enrolment, etc.—the scholarship fund has been managed efficiently and effectively. Based on interviews with selected designated institutions, transparency and fairness have been ensured. Another significant factor that contributed to management efficiency is that the full-time ADB staff in charge of JSP administrative matters has not changed, thus ensuring that long-term relationships with JSP coordinators in designated institutions are nurtured.

7. Contribution to Strengthening Partnerships between Japan and DMCs

71. Survey results showed that 79% of respondent designated institutions agreed that the JSP has contributed to strengthening the partnerships between Japan and developing countries. The results of the tracer study, where Japan ranked highest among the countries that host JSP scholars, confirmed this. The designated institutions made some suggestions on how to strengthen this partnership, including

- (i) encouraging a student exchange program between Japanese universities and JSP designated institutions;
- (ii) encouraging formal bilateral partnerships between universities to foster greater understanding and stronger ties between institutions; and
- (iii) organizing joint programs between Japanese universities and other reputable universities in developing countries where scholars can study in both countries to promote mutual cooperation in the long run, thereby providing these scholars with advanced education in a more cost-effective manner, while further promoting Japanese universities.

B. Issues Arising

1. Administrative Issues

72. **Inadequate Understanding of the JSP Implementing Guidelines.** The implementing guidelines were updated in 2003. However, selected designated institutions indicated in the interviews that they do not always understand the guidelines completely, partly because of inadequate communication between the JSP team and the JSP coordinators in those institutions. For instance, one JSP coordinator reported frustration regarding advance payments as they usually use their own funds until the end of the academic year after the advance payment from ADB has been used up. They only claim for advance payment at the end of the academic year. This JSP coordinator was unaware that the implementing guidelines stipulate

that advances normally cover scholarship-related costs for one semester, and ADB must agree to advances covering a longer period. Designated institutions also need to estimate accurately the scholarship amount to be claimed in advance before submitting it to the JSP scholarship administrator. As such, it is proposed that the JSP implementing guidelines be uploaded onto the JSP website, where the JSP coordinators in the designated institutions can access and refer to them easily.

73. **Selection Procedures.** All the interviewed designated institutions indicated that they follow the selection procedures. However, some professors have requested that more autonomy be given to designated institutions in scholarship candidate selection by reducing the minimum number of candidates on the short list from the current twice the number of slots to 1.5 times. This change would provide an incentive for designated institutions to conduct better candidate selection, while also giving them the opportunity to select scholarship applicants with excellent professional and academic records for their graduate programs.²¹

74. **Duration of Scholarship Assistance.** The current 2-year limit of the assistance could be extended to 3 years in special cases, depending on the needs of the programs and the scholars' home countries. Some doctorate students in engineering and technology courses need to find other scholarship sources to support their third year of studies in the doctorate program. For instance, scholars from the International Rice Research Institute sometimes had difficulty completing their research within 2 years since it is normally affected by weather and season. In addition, scholars studying at the International Rice Research Institute often come from developing countries where English proficiency is not comparable to others. Thus, they need time to become proficient in the language. Moreover, pursuing an academic career would entail earning a doctorate.

75. Designated institutions offer some 1-year master's degree programs, such as the e-business management program at the International University of Japan, the management and development management programs at the Asian Institute of Management, and the program in public policy at National Graduate Institute for Policy Studies. These programs with duration of less than 2 years will enable more candidates to be given opportunities to receive the scholarships.

76. **Age Limit for Candidates.** During an interview at the Asian Institute of Management, a professor mentioned that younger scholarship recipients are not necessarily the most appropriate candidates for JSP, because they tend to be discouraged with employment prospects in their home countries after completing their programs and returning home. Thus, they cannot implement what they have learned from the programs. Thus, the age limit for scholars in some programs²² could be raised to 45 years from the current 35, thereby enhancing the opportunities for scholars to implement their acquired knowledge and skills. In addition, creation of a new 1-year master's program catering specifically to senior government officials might be an option.

77. **Obligation to Return to Home Countries.** The current JSP implementing guidelines stipulate that recipient scholars have to return to their home countries after the completion of their studies to contribute to socioeconomic development. However, the guidelines do not have a clear provision on how to enforce this requirement. Scholars and professors interviewed at

²¹ Excellent candidates often get other scholarship opportunities and withdraw from the candidacy before being notified of the scholarship awards by ADB.

²² One-year programs such as master in development management and master in public policy.

selected designated institutions opined that scholars in graduate programs should be encouraged to stay and apply their knowledge to jobs in advanced countries, because they can contribute to their home countries more effectively if they first acquire some experience in advanced countries.

78. Results of the tracer study showed that 64% of the respondents are living/working in home countries, 6% in other developing countries, 22% in developed countries, and the remaining 8% living/pursuing further studies in other countries. Given that some alumni who are living/working in developed countries are not contributing directly to the socioeconomic development of the home countries, this obligation to return to their home countries is considered one of the important rules to make the scholarship objective clear to all the recipients.

79. As such, a provision needs to be added to the implementing guidelines that will require²³ scholarship recipients to (i) work for the governments of their home countries, or (ii) work in their home countries for a specified duration. How long the obligation in the home countries should be, and whether 2 years is appropriate, is unclear. However, the scholar accepts this obligation by accepting the scholarship.

80. **Fields of Study.** The relevance of the current fields of study to the socioeconomic development of ADB's DMCs was assessed based on their contribution to the scholars' technical skills development, as well as the economic and sociopolitical development of the scholars' home countries. Based on these criteria, all current fields of study are relevant. Noteworthy are the programs on international relations, rice research, economics, civil/urban engineering, and the master in business administration, which were assessed to be highly relevant. This is based on their contribution to the scholars' overall development, impact on the socioeconomic needs of their home countries, and alignment with ADB's priority areas.

81. Two new fields of study, peace studies and industrial technology, may be considered part of the current suite of graduate programs supported by JSP. Peace studies is a multidisciplinary program combining policy formulation, development, and human security. Given Japan's focus on promoting peace through multilateral assistance, this program might be a good avenue to enhance Japan's relations with other countries. This program is proposed to be part of the International University of Japan's list of JSP-supported fields of study. On the other hand, industrial technology (with majors in applied chemistry, electrical and electronics engineering, computer systems, mechanical engineering and robotics, environmental and urban engineering, and human information science) is proposed to be part of the JSP-supported programs at Ritsumeikan University. Given the importance of technology in helping accelerate a country's development, an assessment of the relevance of technology to the candidate's home country should also be considered before accepting candidates for technology-related programs.

²³ In comparison with the JSP, the Joint Japan/World Bank Graduate Scholarship Program (JJ/WGSP) stipulated special conditions to their scholars: (i) in accepting the JJ/WBGSP scholarship, candidates commit themselves to return to and work in their home countries after completion of their studies; and (ii) in accepting this scholarship, candidates consent to the employment restriction policy of the JJ/WBGSP and acknowledge that they will not be able to work at the World Bank Group or at the International Monetary Fund for 3 years after completion of their academic program. In addition, the JJ/WGSP Secretariat introduced more restricted visa policy to encourage the return of scholars to their home countries.

2. Alumni Association Chapters

82. Many of the respondents to the tracer study survey proposed annual alumni gatherings, knowledge sharing activities through conferences and seminars, alumni association newsletters, use of website or e-mails, etc. Bylaws should be established for management of the chapters of the alumni association to enhance its networking function in all the home countries of JSP alumni.

83. While the alumni association was established in 2001, its activities have been limited to those initiated by the JSP scholarship administrator. Alumni scholars should undertake more initiatives, especially in establishing alumni chapters in their home countries.

C. Performance Assessment

84. From 1988 to 2006, 2,104 scholars were awarded scholarships in the fields of economics (31%), business management (27%), and science and technology (42%). In this period, 85 recipients dropped out of their programs for various reasons: poor academic performance (54%), health problems (14%), family problems (18%), and other individual reasons (14%). The scholars who dropped out represent 4% of the total, which can be considered acceptable, particularly with the big change in living conditions for the scholars after leaving their home countries.

85. Overall, the program is rated *successful*, based on OED's rating criteria and using the four dimensions of evaluation (relevance, effectiveness, efficiency, and sustainability). The program is rated *highly relevant*. Its focus on capacity building is a high priority of ADB and its DMCs, and the courses are relevant to the socioeconomic needs of the scholars' home countries. The program is rated *effective*. The attrition rate is only 4%, with almost all scholars graduating from their chosen fields of study. However, while the scholars reported their own positive contributions to the socioeconomic development of their countries, 30% of the respondents said they were not living in their own countries. Thus, there has been some degree of "brain drain" associated with JSP.

86. The program is rated *efficient*. Considering the complexity of administering the program for the different fields of study in the designated institutions, the scholarship fund has been managed effectively and efficiently. However, a few designated institutions could have managed their scholarships more efficiently with advance payments and promotions if they had communicated better with the JSP team. In addition, costs of scholarships vary in different countries. Costs in Australia and New Zealand are 50% higher than in other countries, thus reducing the efficiency of fund usage. The program is rated *likely sustainable*. The capacity building efforts and scholars' contributions to their own countries are likely to continue. Similarly, fund performance and management are good sustainability indicators. While Japan's funding of the scholarship scheme is uncertain, it is assessed as likely to continue.

IV. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

87. Overall, the JSP is rated *successful*. The courses supported are highly relevant to the needs and priorities of DMCs and ADB. The program is assessed *effective* and *efficient*. The low attrition rate of scholars indicates that the JSP is effective in achieving its goal of

enhancing human resources development in developing countries, given the program's positive impact on the nature of the returning scholar's employment and scope of responsibilities. The program funds also have been managed effectively and efficiently amid the complexity of application deadlines for various courses in the 20 designated institutions. These good results are indicators that the sustainability of the program is likely. Despite the good performance of the program, challenges and opportunities remain to improve the administration of the JSP. Table 11 summarizes the JSP's strengths and weaknesses, including possible opportunities and threats.

Table 11: Strengths, Weaknesses, Opportunities, and Threats of the JSP

Strengths	Weaknesses
<ul style="list-style-type: none"> • Very relevant—fully consistent with priority areas of developing member countries and ADB. • The fields of study (engineering, economics, master of business administration) provide the knowledge and skills needed in essential economic activities. • Efficient program administration. • Support from Japan, and the increase in the number of scholars studying in Japan, raises Japan's profile in region. 	<ul style="list-style-type: none"> • Inadequate face-to-face communication between designated institutions and JSP administrator. Some designated institutions do not fully understand implementation procedures. • Designated institutions in ADB's developing member countries conduct insufficient marketing activities to promote the JSP and attract potential scholarship candidates. • Alumni gatherings have been arranged one to three times a year, but activities of the Japan–ADB Scholarship Alumni Association have not started.
Opportunities	Threats
<ul style="list-style-type: none"> • More strategic program administration—relaxing the age limit from 35 to 45 years. • Profile of Japan to be enhanced by encouraging alumni association activities. • Former scholars likely to have a better understanding of ADB's priority areas in developing countries. 	<ul style="list-style-type: none"> • Increasing tuition costs at designated institutions. • Inadequate motivation of designated institutions to attract enough good candidates. • Uncertainty of continued financial support by the Government of Japan. • Scholars might not contribute to their home countries, preferring to stay in more developed countries.

ADB = Asian Development Bank, JSP = Japan Scholarship Program.

B. Recommendations

88. While the JSP has been rated *successful*, its implementation could be improved by revisiting the guidelines and procedures, as follows (Table 12):

Table 12: Recommendations, Responsibilities and Time Frame

Recommendation	Responsibility	Time Frame
1. Delegate more autonomy to designated institutions that are relatively experienced in candidate selection by reducing the number of candidates on the short list prepared by these institutions from the current minimum of twice the number of slots to 1.5.	Office of Cofinancing Operations (OCO), in consultation with the Government of Japan	From 2008 (in time for the Academic Year 2008–2009 scholarship intakes)

Recommendation	Responsibility	Time Frame
2. Extend the current 2-year limitation of the assistance to 3 years on a case-by-case basis.	OCO, in consultation with the Government of Japan	From 2008
3. Raise the age limit for candidates in short programs (less than 2 years), which are also appropriate for senior officials and managers, to 45 from 35 years.	OCO, in consultation with the Government of Japan	From 2008
4. Establish annual/regular payment schedules from ADB to designated institutions to facilitate better financial management in these institutions.	OCO	From 2008
5. Add a provision in the implementing guidelines that will require scholarship recipients to work for the government of their home countries or work in a company based in their home countries for a specified duration.	OCO, in consultation with the Government of Japan	From 2008
6. Upload the JSP implementing guidelines to the JSP website to allow JSP coordinators in the designated institutions to access and refer to them easily.	OCO	Immediate
7. Carefully consider the timing and choice of placing advertisements in local newspapers and other modalities of disseminating information for JSP applications, taking into account the preparation period and the different application deadlines of the designated institutions.	OCO	Immediate
8. Encourage the alumni association to strengthen its networking function by establishing alumni chapters in all DMCs, with websites linked but operated independently from the JSP website administered by ADB (Appendix 5).	OCO	From 2008

JAPAN SCHOLARSHIP PROGRAM TRACER STUDY

A. Introduction

1. Objectives of the Tracer Study

1. The Government of Japan requested an immediate evaluation of the three funds¹ it provides to the Asian Development Bank (ADB) to determine their performance, outcomes, and impact. At the request of the Office of Cofinancing Operations (OCO), the administrator of the funds, the Operations Evaluation Department conducted the evaluations.

2. The evaluation of the Japan Scholarship Program (JSP) focused on whether (i) current fields of study are appropriate to the conditions of the home countries of the scholarship recipients; (ii) fields of study have supported ADB's priority areas, (iii) JSP has contributed in strengthening partnerships between Japan and ADB's developing member countries (DMC), (iv) JSP has contributed to capacity building of the scholarship recipients, and (v) scholars subsequently have contributed to the socioeconomic development of their home countries. As with the evaluations of the Japan Special Fund and the Japan Fund for Poverty Reduction, the study assessed whether the funds have been managed efficiently and effectively.

3. As an input to the evaluation of the JSP, the tracer study was conducted to examine whether

- (i) the JSP has contributed to the development of scholars,
- (ii) the scholars have completed their studies successfully and returned to their home countries (or other DMCs), and
- (iii) the scholars are engaged in positions that applied their acquired knowledge and skills, and thereby contributed to the socioeconomic development in their home countries or other developing countries.

2. Methodology

4. The tracer study used a survey questionnaire (Appendix 2) to complement the information provided by the JSP databases. The questionnaire was sent to the 20 partner designated institutions, which it sent to all their JSP alumni and current scholars via e-mail or post.² The questionnaire aimed to provide the indicators that determine whether the program achieved its intended output, as well as the impact of the program on the capacity enhancement of scholars. The questionnaire also aimed to trace where the scholarship recipients are residing, including their current occupations or activities.

5. A self-assessment section was included in the questionnaire to provide indicators for assessing the scholars' perception of (i) the effectiveness of the program in transferring knowledge and skills to its students, (ii) the usefulness and relevance of the knowledge and skills gained from the field of study to the scholars' organizations, (iii) prospects of career progression, and (iv) the relevance of the knowledge and skills gained from study to the needs of the scholars' home countries.

¹ The three Japan funds are (i) Japan Special Fund, (ii) Japan Fund for Poverty Reduction, and (iii) Japan Scholarship Program.

² Current scholars are included in the survey since some of the designated institutions have initiated the scholarship program in their institutions only recently.

6. The scholars also were asked for their suggestions on how the JSP and the Japan–ADB Scholarship Alumni Association can be made more effective. The responses are listed according to themes/categories that emerged from the survey. Findings of the tracer study are compared with those of the 1999 JSP evaluation initiated by OCO.

B. JSP Fields of Study and Partner Development Institutions

7. **JSP Fields of Study.** The JSP implementing guidelines stipulate that the scholarship grant is intended for advanced studies in the fields of management, technology, or any other development-related field. Other fields of study have been added over the years to reflect the evolving directions and priorities of the program. JSP currently covers master's, doctorate, and certificate/diploma programs in the following fields of study:³

- (i) agriculture, forestry, and aquatic resources;
- (ii) business, management, and finance;
- (iii) economics;
- (iv) engineering and technology;
- (v) environmental studies;
- (vi) gender studies;
- (vii) international relations;
- (viii) policy studies;
- (ix) public health; and
- (x) others (including rural sociology, regional planning, etc.).

8. **Designated Institutions.** At the program's inception, four institutions⁴ were initially selected as ADB's partners. However, as program directions and development needs of DMCs evolved, JSP gradually increased the number of its partner designated institutions. Currently, JSP has 20 partner designated institutions in Australia, People's Republic of China (PRC), India, Japan, New Zealand, Pakistan, Philippines, Singapore, Thailand, and United States. The list of the JSP partner designated institutions and the study programs offered by each designated institutions are in Appendix 4.

C. Profile of Respondent Scholarship Recipients

9. The tracer study survey received responses from 288 JSP alumni and current scholars, representing 15% of the total scholarship recipients (Table A1.1). Of the respondents, 87% are alumni and the rest are currently studying. Response rates among alumni and current scholars of the different designated institutions varied. However, this may be considered an improvement over the earlier evaluation due to the persistent follow-up efforts of the JSP coordinators in the designated institutions.

³ The fields of study listed are culled from actual programs offered by JSP partner designated institutions and grouped in several categories.

⁴ The first four designated institutions selected for the program are the Asian Institute of Management (Philippines), Asian Institute of Technology (Thailand), International Rice Research Institute/University of the Philippines at Los Baños (Philippines), and the University of Sydney (Australia).

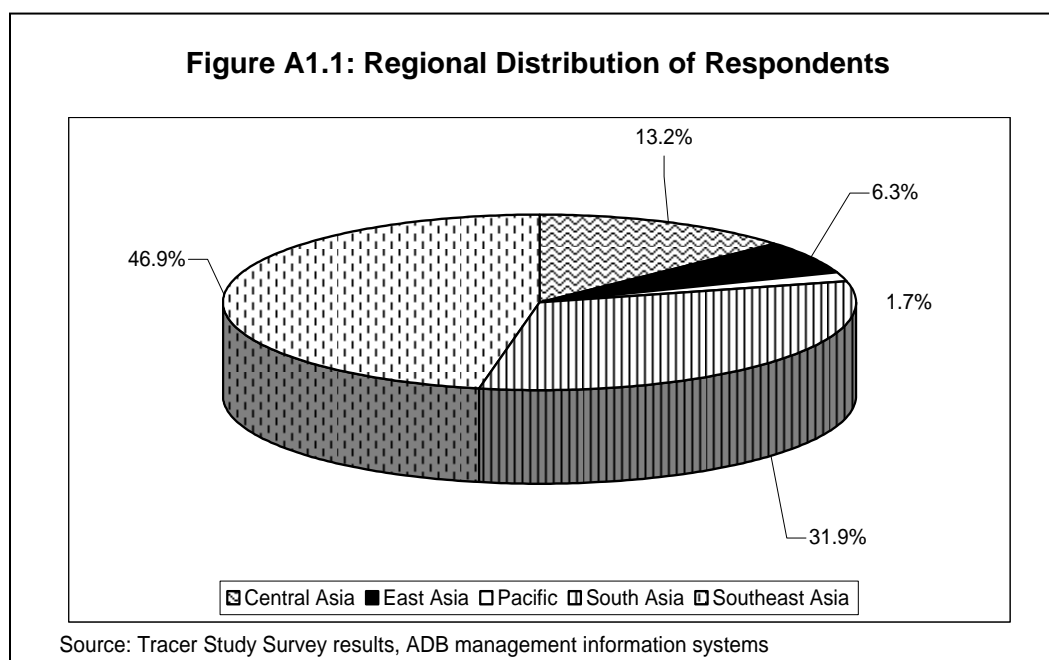
Table A1.1: Total Respondents vs. Total Scholarship Recipients

Item	Number	% Share
Respondent Alumni	251	87.2
Respondent Scholars Studying	37	12.8
Total respondents	288	100.0
Total Number of JSP Alumni	1,739	87.3
Total Number of JSP Scholars Studying	252	12.7
Total Alumni/Scholars Studying	1,991	100.0
% Share of Respondent Alumni to Total JSP Alumni		14.4
% Share of Respondent Scholars to Total Scholars Studying		14.7
% Share of Respondents to Total Alumni/Scholars Studying		14.5

JSP = Japan Scholarship Program.

Sources: Tracer Study Survey results, and Asian Development Bank management information systems.

10. **Home Regions/Countries.** All the scholarship recipients are from ADB's DMCs. Most of the respondents (47%) are from Southeast Asia, followed by South Asia (32%), and Central Asia (13%). The least represented region among the respondents is the Pacific with only 2% of respondents (Figure A1.1). These regions are home to more than half of Asia's poor, where human resources are rarely skilled. These results, therefore, demonstrate that the program has been effective in reaching out to poor but deserving individuals from developing countries whose additional knowledge and skills gained from the JSP scholarship could make a difference in their home countries.



11. In terms of home countries, 16% of respondents are from Viet Nam, followed by Nepal at 11%, and Indonesia and Bangladesh each with 9% (Table A1.2). Only 14% of the JSP alumni responded to the tracer study, with Viet Nam accounting for the most respondent alumni (40), followed by Nepal (26), and Bangladesh (25).

Table A1.2: Profile of Respondents, by Home Country

Home Country	Respondent Alumni	Total Alumni	Total Respondents	% of Respondent Alumni to Total Alumni	% of Respondent Alumni to Total Respondents	% Share of Total Respondents
Afghanistan	1	2	1	50.0	100.0	0.3
Azerbaijan	2	10	2	20.0	100.0	0.7
Bangladesh	25	139	26	18.0	96.2	9.0
Bhutan	2	38	7	5.3	28.6	2.4
Cambodia	12	57	13	21.1	92.3	4.5
China, People's Republic of	11	165	12	6.7	91.7	4.2
Fiji Islands	3	10	3	30.0	100.0	1.0
India	8	123	12	6.5	66.7	4.2
Indonesia	22	129	26	17.1	84.6	9.0
Japan	0	10	0	0	0	0
Kazakhstan	2	13	2	15.4	100.0	0.7
Kiribati	0	2	0	0	0	0
Korea	0	1	0	0	0	0
Kyrgyz Republic	7	32	7	21.9	100.0	2.4
Lao People's Democratic Republic	5	32	5	15.6	100.0	1.7
Malaysia	3	28	3	10.7	100.0	1.0
Maldives	0	8	0	0	0	0
Mongolia	6	57	6	10.5	100.0	2.1
Myanmar	12	68	15	17.6	80.0	5.2
Nepal	26	167	32	15.6	81.3	11.1
Pakistan	15	112	17	13.4	88.2	5.9
Papua New Guinea	2	17	2	11.8	100.0	0.7
Philippines	15	149	20	10.1	75.0	6.9
Solomon Islands	0	2	0	0	0	0
Sri Lanka	15	101	15	14.9	100.0	5.2
Taipei, China	0	3	0	0	0	0
Tajikistan	5	10	5	50.0	100.0	1.7
Thailand	8	51	8	15.7	100.0	2.8
Timor-Leste	0	1	0	0	0	0
Tonga	0	2	0	0	0	0
Turkmenistan	0	1	0	0	0	0
Tuvalu	0	1	0	0	0	0
Uzbekistan	4	17	4	23.5	100.0	1.4
Vanuatu	0	2	0	0	0	0
Viet Nam	40	179	45	22.3	88.9	15.6
Total	251	1,739	288	14.4	87.2	100.0

Sources: Tracer Study Survey results, and Asian Development Bank management information systems.

12. **Host Countries.** Survey results showed that Japan hosted the most respondents (58%) during the study period (Table A1.3). This differed from the findings of the JSP evaluation study initiated by OCO in 1999 where Japan ranked third (after Philippines and Thailand). This may be attributed to the current suite of graduate courses offered by the partner designated institutions in Japan (all of which are conducted in English) compared to those offered in 1999. In fact, this change might be due to the Government of Japan's effort to offer more programs

catering to international students in the past 10 years. Japan's proximity to most of ADB's DMCs is another likely reason why more scholars preferred to study there. In addition, Japanese designated institutions offered the top three fields of studies taken by scholars (para. 14). Australia ranked second on the list of host countries with 11% of respondents, followed by the Philippines and Thailand each with 10%. Among the alumni, Japan had the most respondents (about 30% of JSP alumni), followed by Australia (15%), Pakistan (12%), Thailand (11.4%), and PRC (10%).

Table A1.3: Profile of Respondents, by Host Country^a

Host Country	Respondent Alumni	Total Alumni	Total Respondents	% of Respondent Alumni to Total Alumni	% of Respondent Alumni to Total Respondents	% Share of Total Respondents
Australia	31	209	31	14.8	100.0	10.8
China, People's Republic of	9	90	9	10.0	100.0	3.1
India	2	23	4	8.7	50.0	1.4
Japan	159	533	168	29.8	94.6	58.3
New Zealand	3	41	4	7.3	75.0	1.4
Pakistan	7	59	10	11.9	70.0	3.5
Philippines	6	368	28	1.6	21.4	9.7
Singapore	1	72	1	1.4	100.0	0.3
Thailand	28	244	28	11.5	100.0	9.7
United States	5	100	5	5.0	100.0	1.7
Total	251	1,739	288	14.4	87.2	100.0

^a Location of designated institution while scholars are studying.

Sources: Tracer Study Survey results, and Asian Development Bank management information systems.

13. **Degree Programs.** The JSP offers more slots for the master's program than for the doctorate and certificate/diploma programs. The scholarship award for the master's program⁵ has a maximum duration of 2 years. The doctorate program also has 2-year duration, while the certificate/diploma program covers 1 year. Survey results indicated that nearly all of the respondent scholars studied or are studying for their master's degrees (94%), with the remainder distributed between the doctorate programs and certificate/diploma programs (Table A1.4).

Table A1.4: Profile of Respondents, by Degree Program

Degree	Number ^a	%
Master's	272	94.1
Doctorate	15	5.2
Certificate/Diploma	2	0.7
Total	289	100.0

^a Total exceeds total respondents of 288 because one scholar received an MA degree and a PhD.

Source: Tracer Study Survey results.

⁵ The master's program covers master of arts, master of science, and master in business administration.

14. **Fields of Study.** The JSP includes several development-related fields of study covering, among others, economics, business and management, and science and technology. Since the program started in 1988, science and technology has remained the most popular with almost 45% of all scholarship recipients taking this course. This might be attributed to the scholars' sensitivity to the benefits that this field of study can provide them (in terms of career advancement) and their home countries (in terms of the applications of the knowledge and skills gained from the course).

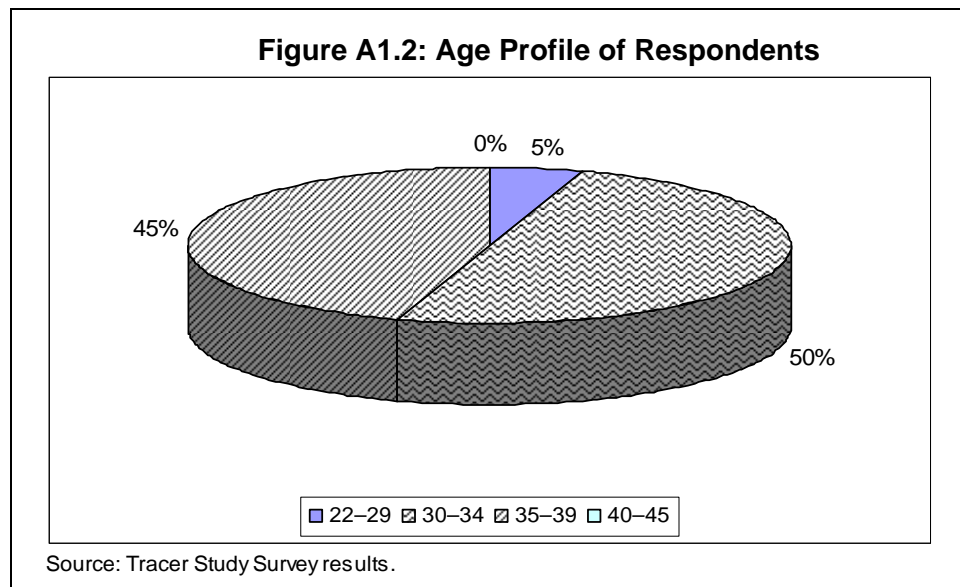
15. The tracer study questionnaire grouped the fields of study offered by JSP partner designated institutions into several categories (Table A1.5). The survey results showed that engineering and technology courses were the most popular courses among respondent scholarship recipients with 27% preferring these courses. This finding is consistent with the JSP's historical trend (para. 14). Business, management, and finance is the second most popular field of study among respondents (18%), probably owing to the popularity of the course worldwide due to the benefits the program provides to the graduate in terms of personal development and career progression. The third most popular course is policy studies (15%), which might be an indication of the scholars' sensitivity to policy issues in their home countries.

Table A1.5: Profile of Respondents, by Field of Study

Field of Study	Number	%
Agriculture, Forestry, and Aquatic Resources	6	2.1
Business, Management, and Finance	53	18.4
Economics	26	9.0
Policy Studies	42	14.6
Gender Studies	2	0.7
International Relations	26	9.0
Engineering and Technology	78	27.1
Environmental Studies	23	8.0
Public Health	14	4.9
Other (Rural Sociology, Regional Development Planning, etc.)	18	6.3
Total	288	100.0

Source: Tracer Study Survey results.

16. **Age Profile.** On average, half of the respondents are 30–34 years old, followed closely by the 35–39 years age group (Figure A1.2). This might be attributed to the JSP's emphasis on providing grants to professionals who have at least 2 years of work experience or who are in middle management positions in their organizations.



D. Impact on the Development of Scholars

1. Degree Attainment and Fields of Study of Respondents

17. **Degree Programs.** Degree attainment is a useful indicator in determining the program's impact on the development of scholars. Nearly all the alumni scholars (94%) indicated that they had finished their master's degree, while the rest attained either their doctorate degree (6%) or a certificate/diploma degree (0.4%) (Table A1.6). More than three quarters of the respondents (78%) said they graduated between 2001 and 2006 (Table A1.7), followed by 16% of respondents who indicated that they graduated between 1996 and 2000.

Table A1.6: Profile of Respondent Alumni, by Degree Attainment^a

Degree	Number	% Share
Master's	236	93.7
Doctorate	15	6.0
Certificate/Diploma	1	0.4
Total	252	100.0

^a Total exceeds total alumni respondents of 251 because one scholar received both an MA degree and a PhD.

Source: Tracer Study Survey results.

Table A1.7: Years of Graduation of Respondent Alumni^a

Years	Number	% Share
1990-1995	13	5.2
1996-2000	39	15.5
2001-2006	196	77.8
Not indicated	4	1.6
Total	252	100.0

^a Total exceeds total alumni respondents of 251 because one scholar received both an MA degree and a PhD.

Source: Tracer Study Survey results.

18. **Fields of Study.** Engineering and technology courses are the most popular among the 288 respondent scholarship recipients, followed by business, management, and finance, and policy studies. For respondent alumni, engineering and technology remained the most popular field of study with 29% of respondents preferring these courses (Table A1.8). On the other hand, the second most popular field of study among 17% of respondent alumni is policy studies. Most of the respondents who took this course work for the government in their home countries or are connected with international/regional development organizations.⁶ Business, management, and finance courses are the third most popular field of study, preferred by 14% of respondent alumni.

Table A1.8: Fields of Study of Respondent Alumni^a

Field of Study	Number	%
Agriculture, Forestry, and Aquatic Resources	6	2.4
Business, Management, and Finance	34	13.5
Economics	22	8.7
Policy Studies	42	16.7
Gender Studies	2	0.8
International Relations	26	10.3
Engineering and Technology	72	28.6
Environmental Studies	23	9.1
Public Health	13	5.2
Other (Rural Sociology, Regional/Urban Planning, etc.)	12	4.8
Total	252	100.0

^a Total exceeds total alumni respondents of 251 because one scholar received both an MA degree and a PhD.

Source: Tracer Study Survey results.

19. **Honors and/or Awards.** The receipt of honors and/or awards or citations for their academic performance is an indicator of the performance of scholarship recipients during and/or after their study period. Almost 23% of the respondents (Table A1.9) indicated that they received honors and/or awards during their study period in the form of dean's certificates for excellent academic performance in the preceding semester or citations for excellent research papers presented in seminars or symposia after they graduated from their programs. However, 73% of survey respondents did not receive honors or awards within or after their study period.

Table A1.9: Respondents Who Received Honors and/or Awards during or after their Study Period

	Number	%
With Honors/Awards	65	22.6
Without Honors/Awards	209	72.6
No Answer	14	4.9
Total	288	100.0

Source: Tracer Study Survey results.

⁶ International and/or regional development organizations include the headquarters or domestic branches of ADB, World Bank, United Nations agencies, United States Agency for International Development, etc.

2. Employment Status of Scholarship Recipients

20. Another indicator of the impact of the program on scholarship recipients' development is their employment status. Of the 288 respondents, 237 (82%) said that they are gainfully employed, while about 18% indicated otherwise (Table A1.10). Of the employed, almost a third (32%) indicated that they are connected with an academic or research institution in their home countries or in another country. About 20% indicated that they are employed by the government in their home countries, and about 13% said they are working in the private sector in their home countries or in another country. About 9% of respondents indicated that they are working in an international or regional development organization (footnote 6). The rest of the respondents are connected with financial institutions, nongovernment organizations, or public utility providers. Others indicated that they have their own businesses or are consultants in fields such as engineering or business development.

Table A1.10: Employment Status of Scholarship Recipients^a

	Number	%
No Answer	0	0.0
Not Employed	51	17.7
Employed	237	82.3
Total	288	100.0
Types of organizations currently working for:		
Academic/Research institution	75	31.6
Central/Regional/Local government	46	19.4
Financial Institution	18	7.6
International/Regional organization	22	9.3
Nongovernment organization	13	5.5
Public service/Utility provider	10	4.2
Private sector	31	13.1
Self employed	4	1.7
Consultant	14	5.9
Other	4	1.7
Total	237	100.0

^a Includes current scholars and alumni. The 51 "Not Employed" scholars include 29 alumni (19 of whom are pursuing further studies) and 22 current scholars who resigned from their jobs and are studying full time. The 237 "Employed" scholars include 222 alumni and 15 current scholars who are on "study leave" from their organizations.

Source: Tracer Study Survey results.

21. On the other hand, 222 (88%) of the respondent alumni said they are gainfully employed, while the rest indicated that they are not employed (4%) or are pursuing further studies (8%) (Table A1.11). Of the employed, 32% said they are connected with an academic/research institution, 19% said they are connected with the government of their home countries, and 14% said they are working in the private sector. The rest are affiliated with international/regional development institutions (10%), financial institutions (7%), nongovernment organizations (5%), or utility providers (3%); are working as consultants (6%); or have their businesses (2%). Others are affiliated with investment management or trading firms (2%) or are engaged as consultants (6%).

22. The proportion of alumni connected with an academic/research institution appears to be high compared to those who are working for their respective governments or in industries in the

private sector. This might be attributed to the natural tendency of academic institutions to offer teaching positions to alumni scholars, particularly those who performed exceptionally well during their study period. This bodes well for scholars who have a natural inclination for teaching or research since this would mean transferring the knowledge and skills they acquired from their study to others (either in their home countries or outside). However, it is also possible that some alumni scholars might have had difficulty in finding suitable employment that is in line with their field of study, and thus opted to pursue a career in teaching.

Table A1.11: Employment Status/Activities of Respondent Alumni

	Number	%
Not Employed		
But pursuing further studies	19	7.6
But residing in home country	10	4.0
Employed	222	88.4
Total	251	100.0
Employment by Type of Organization		
Academic/Research institution	72	32.4
Central/Regional/Local government	43	19.4
Financial institution	16	7.2
International/Regional organization	22	9.9
Nongovernment organization	10	4.5
Public service/Utility provider	7	3.2
Private sector	30	13.5
Self employed	4	1.8
Consultant	14	6.3
Other (investment management, trading, etc.)	4	1.8
No answer	0	0.0
Total	222	100.0
Nature of Assignment^a		
Education/training/Knowledge dissemination	74	18.8
Management	71	18.0
Policy formulation and implementation	58	14.7
Project implementation	70	17.8
Research and analysis	91	23.1
Service provision	14	3.6
Other (marketing, finance, business development, etc.)	12	3.0
No answer	4	1.0
Total	394	100.0

^a Respondents were asked to identify the nature of their assignments in their current organizations and may opt to choose two or more categories when applicable.

Source: Tracer Study Survey results.

23. About 87% of respondent alumni said their careers had advanced after obtaining their degrees (Table A1.12), either in the form of promotions upon returning to their organizations or higher positions in a different organization. On the other hand, about 9% of the respondent alumni indicated that they returned to their former positions in their organizations or had difficulty finding suitable employment upon returning to their home countries. Several factors might have contributed to the difficulty some alumni scholars had finding employment. First, because of the enhanced knowledge and skills the scholars acquired through their study, potential employers might perceive alumni as “overqualified” for available positions in their firms. Second, because of the enhanced qualifications of the alumni, potential employers also might

think that alumni scholars are likely to demand higher positions and greater compensation than the organizations are able (or are willing) to provide. Third, industries in their home countries might not have the “absorptive capacity” for the newly acquired expertise of returning scholars.

Table A1.12: Proportion of Respondent Alumni Who Experienced Career Advancement

	Number	%
Experienced Career Advancement	219	87.2
Did Not Experience Career Advancement	23	9.2
No Answer	9	3.6
Total	251	100.00

Source: Tracer Study Survey results.

3. Current Locations of Respondent Scholarship Recipients

24. Survey results showed that 58% of the respondent scholars are in their home countries, while the rest are living outside their home countries (Table A1.13). Of the respondents living outside their home countries, 28% indicated Japan was their host country, followed by the Philippines (15%) and Australia (11%) (Table A1.14).

Table A1.13: Current Country Residences of Respondents

Countries	Number	%
Australia	13	4.5
Canada	8	2.8
China, People's Republic of	1	0.3
France	1	0.3
Hong Kong, China	1	0.3
India	3	1.0
Italy	1	0.3
Japan	33	11.5
Macao	1	0.3
Malaysia	1	0.3
Maldives	1	0.3
Netherlands	1	0.3
Nigeria	1	0.3
New Zealand	3	1.0
Pakistan	1	0.3
Philippines	18	6.3
Russian Federation	1	0.3
Samoa	1	0.3
Seychelles	1	0.3
Singapore	4	1.4
Sri Lanka	1	0.3
Switzerland	2	0.7
Thailand	4	1.4
United Kingdom	3	1.0
United States	14	4.9
United Arab Emirates	1	0.3
Home countries	168	58.3
Total	288	100.0

Source: Tracer Study Survey results.

Table A1.14: Current Residences of Respondents Living Outside Home Countries

Countries	Number	%
Australia	13	10.8
Canada	8	6.7
China, People's Republic of	1	0.8
France	1	0.8
Hong Kong, China	1	0.8
India	3	2.5
Italy	1	0.8
Japan	33	27.5
Macao	1	0.8
Malaysia	1	0.8
Maldives	1	0.8
Netherlands	1	0.8
Nigeria	1	0.8
New Zealand	3	2.5
Pakistan	1	0.8
Philippines	18	15.0
Russian Federation	1	0.8
Samoa	1	0.8
Seychelles	1	0.8
Singapore	4	3.3
Sri Lanka	1	0.8
Switzerland	2	1.7
Thailand	4	3.3
United Kingdom	3	2.5
United States	14	11.7
United Arab Emirates	1	0.8
Total	120	100.0

Source: Tracer Study Survey results.

25. Moreover, about 37% of the respondents living outside their home countries indicated that their stay was less than 1 year, while 23% said their stay was less than 2 years, and 22% indicated that their stay was more than 3 years. More than 84% of the scholars said their stay in the new country was temporary, while only 10% indicated that their stay was permanent. Since the respondents include alumni and current scholars, the length and status of stay outside the scholars' home countries fall within the study period of current scholars, or are due to work-related assignments or the pursuit of further studies (Tables A1.15 and A1.16).

Table A1.15: Status of Residency of Respondents^a Living Outside Home Countries

	Number	%
Length of stay outside home country		
Less than 1 year	44	36.7
Less than 2 years	28	23.3
Less than 3 years	10	8.3
3 years or more	26	21.7
No answer	12	10.0
Total	120	100.0
Status of stay outside home country		
Temporary	101	84.2
Permanent	12	10.0
No answer	7	5.8
Total	120	100.0

^a Including scholars who are still studying.

Source: Tracer Study Survey results.

Table A1.16: Reasons for Staying Outside Home Country

	Number	%
Current scholar	29	24.2
For employment	69	57.5
Further studies ^a	19	15.8
No answer	3	2.5
Total	120	100.0

^a Pursuing doctorate degree.

Source: Tracer Study Survey results.

4. Scholars' Perceptions of the Benefits Received from the Program

26. To gain additional perspective about the benefits and impacts of the program, scholarship recipients were asked to rate the following areas⁷ based on their perceptions: (i) effectiveness of the program design in transferring knowledge and skills to scholars, (ii) relevance/usefulness of knowledge and skills gained from the program to the scholars' organizations, (iii) usefulness of the degree program in improving the scholars' chances of career advancement, (iv) effectiveness of the degree program in improving the scholars' network of academic and professional partnerships, and (v) relevance/usefulness of the knowledge and skills gained from the degree program to the scholars' home countries. The results of the perception survey are in Table A1.17. The questionnaire is in Appendix 3.

27. Overall, the scholars regard highly the benefits they derived from their degree programs as demonstrated by the proportion of 4s and 5s in their ratings in all the categories listed. However, respondents said the degree program was not as effective in helping them forge academic and professional partnerships. Although this category also garnered ratings of 4 (30%) and 5 (36%), the proportion of respondents that gave these ratings was the lowest among all the categories listed.

28. Nearly all (99%) of the 283 respondent scholars believed that the program design had been effective in transferring knowledge and skills to the individual. This also is demonstrated

⁷ Respondents were asked to rate the list of benefits using a scale of 1 to 5, where 1 is the lowest and 5 is the highest.

by the high proportion of 4s (38%) and 5s (53%) in their ratings. About 96% of the respondents thought that the knowledge and skills gained from their degree programs were relevant or useful in their organizations. Of these respondents, about 81% gave a rating of 4 or 5, indicating high regard for the benefits obtained from their degree programs. About 90% of the respondents thought that their degree program was instrumental in improving their chances of career advancement. Of these respondents, 76% rated this category as a 4 or a 5. Nearly all of the respondents (97%) thought the knowledge and skills gained from degree programs are highly relevant and consequently would be beneficial to their home countries. However, respondents thought that their degree programs were not as effective in helping them build partnerships with their fellow students/alumni. Although about 80% indicated that their degree programs helped them forge partnerships, the proportion of the scholars who responded in the affirmative is the lowest among all the categories listed. As some of the scholars mentioned, the difficulty in establishing partnerships with their fellow students/alumni stemmed from language barriers, the rigors of their studies, and the occasional or lack of networking activities among students/alumni outside the academe (such as seminars and training, or get-together activities).

Table A1.17: Scholars' Perceptions on the Benefits Obtained from the Degree Program

Item	Responses						Rating Scale from 1 to 5 (6 means "No Opinion")												Total Responses
	Yes		No		No Opinion		1		2		3		4		5		6		
1. Effectiveness of program design in transferring knowledge and skills to scholars	280	98.9%	2	0.7%	1	0.4%	2	0.7%	5	1.8%	14	4.9%	106	37.5%	151	53.4%	5	1.8%	283
2. Relevance/ usefulness of knowledge and skills gained to scholars' organizations	269	96.1%	5	1.8%	6	2.1%	15	5.4%	10	3.6%	21	7.5%	82	29.3%	145	51.8%	7	2.5%	280
3. Usefulness of degree program in improving scholars' chances of career advancement	247	89.5%	10	3.6%	19	6.9%	8	2.9%	10	3.6%	33	12.0%	66	23.9%	145	52.5%	14	5.1%	276
4. Effectiveness of degree program in improving scholars' network of academic and professional partnerships	226	80.4%	27	9.6%	28	10.0%	13	4.6%	18	6.4%	39	13.9%	84	29.9%	100	35.6%	27	9.6%	281
5. Relevance/ usefulness of knowledge and skills gained to the scholars' home countries	274	96.8%	3	1.1%	6	2.1%	4	1.4%	6	2.1%	25	8.8%	72	25.4%	166	58.7%	10	3.5%	283

Note: Respondents were asked to rate the list of benefits on the left using a scale from 1 to 5, where 1 is the lowest and 5 is the highest.

Source: Tracer Study Survey results.

E. Impact on Socioeconomic Development

1. Return to Home Countries

29. The return of alumni scholars to their home countries after completing their studies is an indicator of the program's impact on socioeconomic development. Of the 251 respondent alumni, about 64% are living/working in their home countries, 6% are working in another ADB DMC,⁸ and 2% are in other developing countries⁹ (Table A1.18). The rest (22%) are living/working in more developed countries.¹⁰ This finding is consistent with the implementing guidelines of JSP, which stipulated that scholarship recipients should return to their home countries upon completion of their studies to apply the knowledge and skills acquired during their study toward helping accelerate its economic and social development.

Table A1.18: Residence/Employment of Respondent Alumni

	Number	% Share
Living/Working in home country	160	63.7
Living/Working in an ADB DMC (other than in Home Countries) ^a	16	6.4
Living/Working in an industrialized country ^b	55	21.9
Living/Working in other developing countries ^c	4	1.6
Living/Pursuing further studies in other countries	16	6.4
Total	251	100.0

ADB = Asian Development Bank, DMC = developing member country.

^a Respondent alumni are currently located in Hong Kong, China; India; Malaysia; Maldives; Philippines; People's Republic of China; Samoa; Singapore; Sri Lanka; and Thailand.

^b Respondent alumni are currently located in Australia, Canada, France, Italy, Japan, The Netherlands, New Zealand, Switzerland, United Kingdom, and United States.

^c Other developing countries refer to countries not included in ADB's DMCs like Nigeria, Russia, and Seychelles.

Source: Tracer Study Survey results.

30. Scholars from Afghanistan, Azerbaijan, Bhutan, Kazakhstan, Malaysia, Papua New Guinea, and Thailand had the highest return rates among the respondent alumni (Table A1.19).

⁸ Some alumni scholars are residing/working in ADB DMCs such as People's Republic of China; Hong Kong, China; India; Maldives; Philippines; Samoa; Singapore; Sri Lanka; and Thailand.

⁹ Some alumni scholars are living/working in other developing countries not included in ADB's DMCs, such as Nigeria, Russian Federation, and Seychelles.

¹⁰ Some alumni scholars are residing/working in developed countries, such as Australia, Canada, France, Italy, Japan, Macao, the Netherlands, New Zealand, Switzerland, United Kingdom, United Arab Emirates, and United States.

Table A1.19: Return Rates of Respondent Alumni

Country	Respondent Alumni Who Returned to Home Countries	Respondent Alumni	% Share of Returning Alumni to Total Respondent Alumni
	Afghanistan	1	1
Azerbaijan	2	2	100.0
Bangladesh	13	25	52.0
Bhutan	2	2	100.0
Cambodia	9	12	75.0
China, People's Republic of	8	11	72.7
Fiji Islands	0	3	0
India	7	8	87.5
Indonesia	14	22	63.6
Kazakhstan	2	2	100.0
Kyrgyz Republic	3	7	42.9
Lao People's Democratic Republic	2	5	40.0
Malaysia	3	3	100.0
Mongolia	3	6	50.0
Myanmar	7	12	58.3
Nepal	15	26	57.7
Pakistan	10	15	66.7
Philippines	10	15	66.7
Papua New Guinea	2	2	100.0
Sri Lanka	9	15	60.0
Tajikistan	4	5	80.0
Thailand	8	8	100.0
Uzbekistan	2	4	50.0
Viet Nam	24	40	60.0
Total	160	251	63.7

Sources: Tracer Study Survey results, and Asian Development Bank management information systems.

2. Employment Status and Nature of Assignments of Returning Scholars

31. Another indicator of the program's impact on the socioeconomic development environment is the employment status of returning scholars. Of the 160 respondent alumni who returned to their home countries,¹¹ nearly all (96%) are employed (Table A1.20). Of these, about 27% are affiliated with an academic/research institution, 23% returned to work for their respective governments, 14% are affiliated with different industries in the private sector, and 10% are connected with in-country branches of international/regional development organizations. The proportion of returning scholars affiliated with academic institutions is high compared to the proportion who opted to return to work for their governments or industries in

¹¹ Of the 91 respondent alumni who indicated that they are residing and/or working outside their home countries, about 75% said that they are employed, while the rest are unemployed. Almost half (44%) of the respondent alumni living/working outside their home countries are affiliated with an academic/research institution, 12% said they are connected with different industries in the private sector, and 10% said they went back to work for their respective governments but were sent for training abroad or were assigned to their government's representative offices in different countries.

the private sector. This might be attributed to (i) the recruitment initiatives of academic/research institutions, (ii) the natural inclination of alumni scholars (particularly those who had exceptional academic records) to teach, and (iii) the lack of employment opportunities in their home countries that are in line with the returning scholars' fields of study.

32. In terms of the nature of assignments¹² in their respective organizations, about 20% of respondent alumni who returned to their home countries indicated that their responsibilities include research and analysis, followed by management (19%), education/training or project implementation (18% each), and policy formulation and implementation (16%) (Table A1.20). This shows that scholars believed they had the requisite knowledge and skills to undertake their responsibilities in their organizations, and thus were able to contribute to their countries' needs in different capacities.

Table A1.20: Employment/Activities of Respondent Alumni Living in Home Countries/Outside Home Countries

Item	In Home Countries		Outside Home Countries		Total	%
		%		%		
Not Employed						
But pursuing further studies	0	0.0	19	20.9	19	7.6
But residing in home country/outside home countries	6	3.8	4	4.4	10	4.0
Employed	154	96.3	68	74.7	222	88.4
Total	160	100.0	91	100.0	251	100.0
Employment by Type of Organization						
Academic/Research institution	42	27.3	30	44.1	72	32.4
Central/regional/Local government	36	23.4	7	10.3	43	19.4
Financial institution	12	7.8	4	5.9	16	7.2
International/Regional organization	16	10.4	6	8.8	22	9.9
Nongovernment organization	8	5.2	2	2.9	10	4.5
Public service/Utility provider	4	2.6	3	4.4	7	3.2
Private sector	22	14.3	8	11.8	30	13.5
Self employed	3	1.9	1	1.5	4	1.8
Consultant	9	5.8	5	7.4	14	6.3
Other (investment management, trading, etc.)	2	1.3	2	2.9	4	1.8
No answer	0	0.0	0	0.0	0	0.0
Total	154	100.0	68	100.0	222	100.0
Nature of Assignment^a						
Education/Training/Knowledge dissemination	55	18.7	19	19.0	74	18.8
Management	56	19.0	15	15.0	71	18.0
Policy formulation and implementation	47	16.0	11	11.0	58	14.7
Project implementation	55	18.7	15	15.0	70	17.8
Research and analysis	59	20.1	32	32.0	91	23.1
Service provision	10	3.4	4	4.0	14	3.6
Other (marketing, finance, business development, etc.)	9	3.1	3	3.0	12	3.0
No answer	3	1.0	1	1.0	4	1.0
Total	294	100.0	100	100.0	394	100.0

^a Respondents were asked to identify the nature of their assignments in their current organizations and may opt to choose two or more categories when applicable.

Source: Tracer Study Survey results.

¹² Respondents were asked to identify the nature of their assignments in their current organizations from the categories listed in the questionnaire. Because of the usually multi-focus nature of job responsibilities, respondents were given the option to choose two or more categories when applicable.

3. Suggestions and Recommendations of Scholars

a. On the JSP

33. Scholars were asked for their suggestions recommendations to improve or enhance the effectiveness of the JSP based on their firsthand experience with the program. The survey yielded 180 suggestions/recommendations from scholars, and these are classified into themes that emerged from the process (Table A1.21).

Table A1.21: Suggestions/Recommendations of Respondents to the JSP

Suggestions	Number of Responses	%
1. Career assistance for ADB-JSP alumni	29	16.1
2. Create a network for alumni and current scholars	28	15.6
3. Extend scholarship support from Master's until Doctorate	26	14.4
4. Increase scholarship slots from developing countries	25	13.9
5. Regular review of course/degree program contents in order to be up to date with the current needs of the scholars' home countries	17	9.4
6. Increase stipend and allowances of scholars based on host countries' living expenses	15	8.3
7. Increase awareness about JSP in ADB's DMCs and in affiliated institutions	12	6.7
8. Provide in-country preparation for scholars prior to sending them to their host designated institutions	8	4.4
9. Expand ADB-JSP program to other institutions in Asia, the United States, and Europe	4	2.2
10. Preparation of an ADB-JSP Newsletter	3	1.7
11. Others	13	7.2
Total	180	100.0

ADB = Asian Development Bank, DMC = developing member country, JSP = Japan Scholarship Fund.

Source: Tracer Study Survey results.

34. About 16% of the scholars suggested that JSP should provide a career assistance program for its alumni. Some of the alumni had difficulty finding suitable employment that is in line with their field of study (para. 23), especially when they return to their home countries. The career assistance program could include internship and employment opportunities at ADB (headquarters or resident missions) or in other in-country organizations. This would provide the scholars with the practical application of the knowledge and skills gained from their degree programs, as well as the exposure to different situations/projects that could help them enhance their experience and confidence in serving their countries.

35. A system for JSP alumni and current scholars to interact and forge ties also needs to be established, as suggested by 16% of respondents (and demonstrated by the results of the perceptions survey). Respondents said annual get-togethers, seminars, training, newsletters, and a JSP alumni website or group e-mail would help them establish academic and professional partnerships. Regular contacts/meetings between JSP and current scholars would also help create a sense of belonging to the community of JSP scholars.

36. Of particular interest is the suggestion to increase awareness of the JSP in developing countries (as suggested by 7% of respondents). Scholars mentioned that the JSP was not as

well known in their home countries as other scholarship programs. Scholars said they learned about the program through their colleagues who were former scholars or through professors. Thus, advertisements in local newspapers in the DMCs and the JSP brochures in ADB resident missions apparently are not enough to create a broader awareness of the program. Increasing the visibility of the JSP in developing countries could attract more applicants, thereby broadening the target market of the scholarship program.

37. An overwhelming majority (97%) of the respondents expressed their willingness to recommend the JSP to their colleagues and friends (Table A1.22). This indicates that scholars appreciated the opportunity given them and valued the benefits provided by the JSP.

Table A1.22: Respondents' Willingness to Recommend JSP to Colleagues/Friends

Item	Number	%
Willing to recommend	279	96.9
Not willing to recommend	3	1.0
No answer	6	2.1
Total	288	100.0

JSP = Japan Scholarship Program.

Source: Tracer Study Survey results.

b. On the Japan–ADB Scholarship Alumni Association

38. The survey questionnaire yielded 119 suggestions on how the alumni association can expand or improve (Table A1.23). As with suggestions on the JSP in section E.3, responses were classified into themes that emerged from the process. The responses suggest a need to establish networking activities for alumni (such as annual gatherings, seminars/conferences, newsletters, etc.) and to increase awareness about the existence of the alumni association (through brochures, website, newsletters), preferably when scholars are about to finish their degree programs. This lack of awareness about the alumni association is demonstrated by the findings of the survey, which showed that only 40% of the 288 respondents said they were members of the alumni association (Table A1.24).

Table A1.23: Suggestions/Recommendations of Respondents to JASAA

Suggestions	Number of Responses	%
1. Organize annual alumni gatherings	41	34.5
2. Organize knowledge sharing activities among alumni (conferences, seminars, etc.)	22	18.5
3. Provide JASAA Newsletter to alumni	17	14.3
4. Dissemination of information about JASAA and its activities through JASAA website or e-mails	9	7.6
5. Organize national/regional chapters of JASAA	6	5.0
6. Create a database of alumni	6	5.0
7. Career assistance for ADB-JSP Alumni/JASAA Members	5	4.2
8. Others	13	10.9
Total	119	100.0

ADB-JSP = Asian Development Bank-Japan Scholarship Fund, JASAA = Japan-ADB Scholarship Alumni Association.

Source: Tracer Study Survey results.

Table A1.24: Membership in Japan-ADB Scholarship Alumni Association

Item	Number	%
Member	114	39.6
Not a Member	163	56.6
No Answer	11	3.8
Total	288	100.0

Source: Tracer Study Survey results.

F. Conclusions

39. As a development-focused scholarship program, the JSP has provided the opportunity for residents of ADB's DMCs to enhance their knowledge and skills toward assisting their home countries (or other developing countries) in achieving socioeconomic development. The overall results of the tracer study indicate that a majority of the scholars attained their degrees, returned to work in their home countries or in other developing countries, and have taken on responsibilities in organizations that contribute to the economic development of their countries. Respondent scholars likewise confirmed that they found the knowledge and skills gained from their study to be highly relevant to their jobs and to their home countries' development needs. Scholars also were able to establish academic and professional partnerships despite encountering some difficulty in doing so.

40. The scholars' suggestions on how to enhance the effectiveness of the scholarship program, as well as for the alumni association, are worth noting, particularly (i) increasing awareness about the program/alumni association in ADB's DMCs, (ii) establishing a career assistance program, and (iii) initiating activities to improve the network of alumni and current scholars.

41. In the future, to facilitate analysis or evaluation of the JSP (especially for tracer studies), a database should be set up with an up-to-date set of information on alumni/current scholars' information, type of institutions affiliated with, nature of work assignments, and positions in organizations, etc. This could also provide a better understanding of the impact of the scholarship program to the beneficiary, as well as to the organization he or she is affiliated with. The JSP scholarship assistant in ADB headquarters can liaise with all the coordinators in the designated institutions in setting up this database.

42. In addition, a system should be set up to prompt scholars to maintain contact with JSP coordinators in the designated institutions, not only while they are studying for their degree but especially after they have graduated. This is one way of creating a network or a community of JSP scholars and alumni. This also would assist designated institutions in tracing the scholars/alumni, especially for programs/activities that might be of interest to them (such as training, seminars, conferences, symposia, and alumni gatherings).

TRACER STUDY QUESTIONNAIRE
Asian Development Bank-Japan Scholarship Program
(ADB-JSP)
 Special Evaluation Study on Japan Funds

Last Name: _____ First Name: _____
 Age: _____ Nationality: _____
 Home Address:
 Street _____
 City _____ State/Province _____
 Zip Code _____ Country _____
 Telephone number _____ Cell Phone Number _____
 E-mail: _____

A. Background

1. JSP Educational Information

1-a Degree Received with JSP:
 _____ Master's _____ Doctorate _____ Certificate/Diploma
 Degree Program: _____

1-b College/University attended as a scholar of JSP:

 Is the College/University you attended located in your home country? ____ Yes ____ No

1-c Year of Graduation: _____
 Are you a member of the Japan-ADB Scholarship Alumni Association (JASAA)?
 ____ Yes ____ No

2. Please tick the category to which your JSP field of study/degree program falls:

- | | |
|--|--|
| <input type="checkbox"/> Agriculture, Forestry & Aquatic Resources | <input type="checkbox"/> International Relations |
| <input type="checkbox"/> Business, Management, & Finance | <input type="checkbox"/> Engineering & Technology |
| <input type="checkbox"/> Economics | <input type="checkbox"/> Environmental Studies |
| <input type="checkbox"/> Policy Studies | <input type="checkbox"/> Public Health |
| <input type="checkbox"/> Gender & Development Studies | <input type="checkbox"/> Other, please specify _____ |

3. Did you receive honors and awards during/after the study period?
 ____ Yes (Please specify: _____)
 ____ No

4. Are you currently residing in your home country?
 ____ Yes ____ No (Specify country: _____)

4-a If no, how long have you been away from your home country after receiving your degree?
 ____ Less than 1 year
 ____ Less than 2 years
 ____ Less than 3 years
 ____ 3 years or longer

4-b Is your stay in this country _____ temporary or _____ permanent?

5. Are you currently employed? _____ Yes _____ No

5-a Kindly indicate your current position and the organization you work for in the spaces below:

Current Position: _____
 Organization: _____
 Address: _____
 Country: _____ Telephone Number: _____
 Fax: _____ E-mail: _____

5-b Please specify the type of organization you currently work for by ticking the appropriate category below.

<input type="checkbox"/> Academic/Research Institution	<input type="checkbox"/> Private Sector (Please specify industry: _____)
<input type="checkbox"/> Central/Regional/Local Government	<input type="checkbox"/> Self-Employed (Please specify business: _____)
<input type="checkbox"/> Financial Institution (State-owned/commercial bank, Insurance agency, Micro-credit agency, etc)	<input type="checkbox"/> Consultant (Please specify area/s of consulting: _____)
<input type="checkbox"/> International/Regional Organization	<input type="checkbox"/> Other (Please specify: _____)
<input type="checkbox"/> Non-government Organization (NGO)	
<input type="checkbox"/> Public Service/Utility Provider (Healthcare, Utilities, etc)	

5-c What is the nature of your assignment in your current job? (*Respondent can tick two or more items, when applicable*)

<input type="checkbox"/> Education and Training/Knowledge Dissemination	<input type="checkbox"/> Research and Analysis
<input type="checkbox"/> Management	<input type="checkbox"/> Service Provision
<input type="checkbox"/> Policy Formulation and Implementation	<input type="checkbox"/> Other, please specify _____
<input type="checkbox"/> Project Implementation	

B. Benefits Obtained from JSP

6. Have you experienced career advancement after obtaining your degree? _____ Yes _____ No

6-a Please indicate your past positions and organizations you worked for before obtaining your degree through the JSP.

Position 1: _____ from (Yr) to (Yr)
 Organization: _____
 Position 2: _____ from (Yr) to (Yr)
 Organization: _____
 Position 3: _____ from (Yr) to (Yr)
 Organization: _____

6-b Please indicate your past positions and organizations you worked for after obtaining your degree through the JSP.

Position 1: _____ from (Yr) to (Yr)
 Organization: _____
 Position 2: _____ from (Yr) to (Yr)
 Organization: _____
 Position 3: _____ from (Yr) to (Yr)
 Organization: _____

7. Kindly mark your answer in the corresponding space provided:

<p>7-a Was the Program design in your field of study effective, particularly in the transfer of knowledge and skills to its students? _____ Yes _____ No _____ Don't know</p>
<p>7-b On a scale of 1 to 5 (where 1 is the lowest and 5 the highest), how would you rate the Program design of your field of study? _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 Don't know</p>
<p>7-c Are the knowledge and skills gained from your study relevant and useful in your organization? _____ Yes _____ No _____ Don't know</p>
<p>7-d On a scale of 1 to 5 (where 1 is the lowest and 5 the highest), how would you rate the relevance and usefulness of these knowledge and skills to your organization? _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 Don't know</p>
<p>7-e Did your chances of career advancement improve after obtaining your degree? _____ Yes _____ No _____ Don't know</p>
<p>7-f On a scale of 1 to 5 (where 1 is the lowest and 5 the highest), kindly rate how the degree helped your chances of career advancement. _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 Don't know</p>
<p>7-g Did the JSP help you improve your network of academic and professional partnerships? _____ Yes _____ No _____ Don't know</p>
<p>7-h On a scale of 1 to 5 (where 1 is the lowest and 5 the highest), kindly rate how the JSP helped you in improving your network of academic and professional partnerships? _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 Don't know</p>
<p>7-i Did the knowledge and skills obtained from your field of study prove relevant to your country's needs? _____ Yes _____ No _____ Don't know</p>
<p>7-j On a scale of 1 to 5 (where 1 is the lowest and 5 the highest), kindly rate the relevance of the knowledge and skills obtained from your field of study to your home country's needs. _____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 Don't know</p>

C. Suggestions and Recommendations

8. Please provide your suggestions on how the JSP and JASAA can further expand or improve their effectiveness.

8-a. On JSP

8-b. On activities of JASAA

9. Will you recommend the JSP to your colleagues or friends? ___ Yes ___ No

QUESTIONNAIRE FOR DESIGNATED INSTITUTIONS
Asian Development Bank–Japan Scholarship Program
(ADB–JSP)
 Special Evaluation Study on Japan Funds

JSP Designated Institution: _____

Address:

Street _____
 City _____ State/Province _____
 Zip Code _____ Country _____
 Telephone number _____ Cell Phone Number _____
 E-mail: _____

Respondent's name (in behalf of the Designated Institution): _____

Position: _____

1. JSP Degree Programs

1-a Degree(s) Provided with JSP:
 _____ Master's _____ Doctorate _____ Certificate/Diploma
 Field(s) of study:

1-b Year when JSP was initiated in your institution: _____

1-c Number of JSP scholars:
 _____ Graduated _____ Currently studying

2. What are your views about the JSP compared to other scholarship funds that your college/university are also administering in terms of the following criteria?

Criteria	Comments
2-a Candidate selection	
2-b Reporting requirements	
2-c Administrative procedures	
2-d Size of scholarship grants	

2-e Kindly identify the other scholarship grants that you currently administer.

3. Have you initiated any management improvements in the administration of the JSP in the last five years?

_____ Yes (Please specify your answer in the space provided below)

____ No (Please specify your answer in the space provided below)
____ Not Applicable

4. The JSP values graduate programs with a competency-based approach to enhance competencies, such as communication/management skills to complement the scholars' technical skills and knowledge to be gained from the graduate programs.

4-a. What competencies besides technical skills and knowledge can scholars expect to gain from the JSP supported degree programs in your institution?

4-b. In what ways do you incorporate these additional competencies into the graduate program curriculum?

5. ADB's priority areas include: (i) promotion of pro-poor, sustainable economic growth; (ii) social development; (iii) good governance; (iv) protection of the environment; (v) promotion of gender and development; (vi) private sector development; and (vii) regional cooperation (*For a detailed description ADB's priority areas, kindly refer to the discussion at the end of the questionnaire*).

5-a. Were these areas incorporated in the degree programs supported by JSP?

____ Yes ____ No ____ Not Applicable

5-b. If yes, in what way(s) were these incorporated in the JSP graduate program(s)?

6. Do you have any suggestions on how the JSP and JASAA (Japan-ADB Scholarship Alumni Association) can further expand or improve its effectiveness?

6-a. On JSP

6-b. On activities of JASAA

6-c. In your opinion, do you think the JSP has contributed to strengthening partnerships between Japan and ADB's developing member countries?

____ Strongly Agree ____ Agree ____ Disagree ____ Strongly Disagree ____ No Opinion

6-d. Please provide your suggestions on how to strengthen partnerships with Japan (in relation to sectors such as public, private and the academe) on a long-term basis.

ADB's priority areas include:

- (i) Promotion of pro-poor, sustainable economic growth;
 - (ii) Social development;
 - (iii) Good governance;
 - (iv) Protection of the environment;
 - (v) Promotion of gender and development;
 - (vi) Private sector development; and
 - (vii) Regional cooperation.
-

A. Promoting Pro-Poor, Sustainable Economic Growth

Growth is neither automatically pro-poor, nor by itself broad-based and inclusive. It must be made so. This requires that:

- (i) Equity in access to and use of production factors, such as land, capital, knowledge, labor, and other factor markets be addressed;
- (ii) Economic development that generates income and employment for the poor be promoted;
- (iii) Macroeconomic constraints that penalize the poor, such as inflation, tariffs, and prices, and national and external terms of trade policies, be tackled;
- (iv) Market-driven, effective private sector development that benefits the poor and free public resources for improving social development and reducing poverty be promoted;
- (v) Socioeconomic development through regional and sub-regional cooperation be accelerated;
- (vi) Infrastructure projects be located in poor areas or that they incorporate specific components to ensure that the poor have increased access to project facilities and services; and
- (vii) Economic growth is sustained by enhancing quality and productivity of the environment and natural resources.

B. Supporting Social Development

Economic growth most effectively reduces poverty when accompanied by comprehensive programs for social development. Just as some targeting of economic development is necessary to reach bypassed areas, so also must social development be targeted. ADB's strategy recognizes this.

Social protection assists individuals, households, groups, and communities to better manage risks and achieve economic stability. Such programs include old-age pensions, insurance, formal and informal social safety nets, and policies to improve labor standards and labor mobility. In many societies, women suffer disproportionately from the burden of poverty and are systematically excluded from access to essential assets. Improving the status of women, particularly poor women, addresses a priority area of poverty reduction and provides important socioeconomic returns through reduced health and welfare costs, and lower fertility and maternal and infant mortality rates.

C. Facilitating Good Governance

Good governance facilitates participatory, pro-poor policies as well as sound macroeconomic management. It ensures the transparent use of public funds, encourages growth of the private sector, promotes effective delivery of public services, and helps establish the rule of law. Since effective and efficient delivery of basic services by the public sector matters most to the poor, weak governance hurts them disproportionately.

In recognition of the importance of good governance for sustained economic development in Asia and the Pacific, ADB adopted, in October 1995, a policy on governance that identified four means to sustained economic development: accountability, participation, predictability, and transparency. Since 1995, ADB has engaged in a variety of country-based and subregional technical assistance activities to disseminate international experience in governance and public management, and through loans, has supported several governance reform programs adopted by the governments of its developing member countries (DMCs).

As a major extension of its governance policy, ADB formally adopted an anticorruption policy in 1998. The policy is centered on three objectives:

- Supporting competitive markets and public administrations that are efficient, effective, accountable, and transparent;
- Supporting promising anticorruption initiatives on a case-by-case basis and improving the quality of dialogue with DMCs on a range of governance issues, including corruption; and
- Ensuring that ADB's projects and staff adhere to the highest ethical standards.

D. Protecting the Environment

Since the historic Earth Summit in Rio de Janeiro in 1992, ADB has been aggressively responding to the escalating demand from its DMCs for assistance in environmental management. Over the years, ADB's environment agenda has evolved from impact mitigation to impact prevention, and has expanded to cover environmental integration into country operations, and sector and macro policy work, along with targeted interventions in loan projects to achieve direct environmental benefits. ADB and its partners have achieved significant progress; but considering the magnitude of environmental issues, the impact of these programs on broad environmental trends throughout Asia and the Pacific has been less than what was hoped for in Rio. ADB's decision to make poverty reduction its overarching objective strengthened its environment agenda; moreover, it shifted its environment program focus to support this overarching objective.

Sound environmental management is critical to sustainable development, and as a consequence, to poverty reduction. Growth will be short-lived if it does not conserve the natural environment and its resources. Although much of the past damage has been caused by powerful vested interests, the pressures of poverty and population can compound the problem through deforestation, overgrazing, and over fishing. The rural poor are often forced to live on fragile lands and near-fragile waters that require sensitive resource management in the face of increasing degradation. The urban poor are exposed to diseases and illnesses resulting from overcrowding, inadequate basic services, and polluted living conditions. To address poverty, it is important to empower the poor and to give them a stake in managing the environment and natural resources.

E. Promotion of Gender and Development

ADB's new goal of poverty reduction has focused attention on improving the status of women. Most of the poor in the region are women. In many societies, women are disproportionately burdened by poverty and systematically excluded from access to resources, essential services, and decision making. Yet they contribute to the economy and to the fight against poverty through their remunerative work as well as their unpaid work at home and in the community.

Providing economic opportunities for poor women to improve their incomes is therefore a critical strategy for poverty reduction. Policy changes must be made and investments in women across all sectors must increase to provide women with greater access to education, primary health services, and income and employment opportunities.

F. Private Sector Development and Finance

Expanding private sector activities is vital for ADB's fight against poverty in Asia and the Pacific Region. ADB supports private sector development by:

- Encouraging reforms and policy environments that establish the right conditions for businesses to flourish;
- Promoting public-private partnerships; and
- Providing financial assistance to private enterprises and financial institutions.

The key premises for ADB's work towards strengthening the private sector in its developing member countries are:

- Private sector development is crucial to economic growth;
- Sustainable economic growth creates jobs and can reduce poverty; and
- Expanding the private sector increases the tax base for the delivery of social services.

G. Regional Cooperation and Integration

ADB adopted a strategy to guide its work with developing Asian nations on regional cooperation and integration (RCI) on 25 July 2006. The strategy is designed to support ADB's overarching goal of poverty reduction through regional collective actions that lead to greater physical connectivity; expansion of trade and investment; development of financial systems and macroeconomic and financial stability; and improved environmental, health, and social conditions. The RCI strategy aims to build and deepen integration in four interrelated pillars, namely:

1. Regional and sub-regional programs on cross-border infrastructure and related software;
2. Trade and investment;
3. Money and finance; and
4. Regional public goods such as prevention of communicable diseases and environmental degradation.

The strategy lays out the options and means of achieving the objectives and goals established in the Regional Cooperation Policy (RCP, 1994), Poverty Reduction Strategy (PRS, 1999), Private Sector Development Strategy (PSDS, 2000), Long-Term Strategy Framework (LTSF, 2001), ADB's commitment to Millennium Development Goals, (MDG, 2002), and Medium-Term Strategy II (MTS II, 2006).

ADB can play four distinct roles in supporting and promoting RCI:

1. Fund source for providing financial resources for RCI projects, programs, and related technical assistance and helping developing countries mobilize additional funding and technical assistance;
2. Knowledge bank by creating, consolidating, and disseminating knowledge and information on RCI;
3. As capacity builder by helping countries and regional or sub-regional bodies build institutional capacity to manage RCI; and
4. Honest broker by serving as catalyst and coordinator of RCI for developing nations.

Source: Asian Development Bank (Available: <http://www.adb.org/About/FAQ/activities.asp>).

**JAPAN SCHOLARSHIP PROGRAM FIELDS OF STUDY
AND PARTNER DEVELOPMENT INSTITUTIONS**

Country	Institution	Approved Field of Study	Year Initiated	Program Duration
Australia	National Center for Development Studies, Australian National University	Master/Doctorate in (1) International and Development Economics (2) Public Policy (Development Administration) (3) Environmental Management and Development (4) Infrastructure Management	1990	18 months 18 months 18 months 18 months
Australia	University of Melbourne	Masters Coursework in (1) Business Administration (2) Commerce (3) Commerce (specializing in Economics or Finance) (4) Engineering (5) International Business (6) Public Health (7) Agribusiness, Agricultural Sciences, and Forest Science	1997	24 months 18 months 18 months 18 months 24 months 18 months
Australia	University of Sydney	(1) Master/Doctorate in Economics (2) Master of Commerce or International Business (3) Master of Transport Management (4) Master of International Public Health (5) Master in Engineering Studies	1988	18 months 18 months 18 months 18 months 18 months
China, People's Republic of	University of Hong Kong	(1) Master of Science in Urban Planning (2) Master of Urban Design	1989	24 months 13 months
India	Indian Institute of Technology, Delhi	(1) Master of Technology (2) Doctorate in Science and Technology	1988	24 months 24 months
Japan	International University of Japan	(1) Master in International Development (2) Master in International Relations (3) Master in International Management (4) Master in e-Business Management	1988	24 months 24 months 21 months 12 months
Japan	International Graduate Program on Advanced Science and Technology, Keio University	(1) Nano-Science Program (2) Electronics and Photonics Program (3) Mechanics and Manufacturing Program (4) Computer Science and Communication Technology (5) Environment and Multi-Scare Dynamics Program	2005	24 months 24 months 24 months 24 months 24 months
Japan	Graduate School of International Development, Nagoya University	(1) Master of International Development (2) Master in International Cooperation Studies	2001	24 months 24 months
Japan	National Graduate Institute for Policy Studies, Saitama University	Master/Doctorate in (1) Policy Studies (2) Policy Analysis (3) Public Policy (4) Public Administration	2000	12 months 12 months 12 months 12 months
Japan	Ritsumeikan University	Master in Economics	2005	24 months
Japan	Saitama University	Master/Doctorate in Civil and Environmental Engineering	1996	24 months
Japan	University of Tokyo	(1) Master/Doctorate in Civil Engineering and Infrastructure Development (2) Master/Doctorate in Urban Engineering (3) Master/Doctorate in Environmental Studies (4) Master/Doctorate in International Studies (5) Master/Doctorate in Public Health (International Health)	1989 2002 2001 2001 1997	24 months 24 months 24 months 24 months 24 months

Country	Institution	Approved Field of Study	Year Initiated	Program Duration	
New Zealand	University of Auckland	(1) Master in International Business	1996	18 months	
		(2) Master in Commerce (International Business)		24 months	
		(3) Master of Arts (Development Studies)		18 months	
		(4) Master of Science (Environmental Science)		18 months	
		(5) Master/Doctorate in Engineering		18 months	
		(6) Master of Public Health		18 months	
Pakistan	Lahore University of Management Sciences	Master in Business Administration	1988	24 months	
Philippines	Asian Institute of Management	(1) Master in Business Management	1989	24 months	
		(2) Master in Management		11 months	
		(3) Master in Development Management		11 months	
		(4) Master in Entrepreneurship for Social Development		18 months	
Philippines	International Rice Research Institute/University of the Philippines in Los Baños	Master/Doctorate in Rice and Rice-based Farming Systems	1988	24 months	
Singapore	National University of Singapore	(1) Master in Business Administration	1993	24 months	
		(2) Master in Public Policy		18 months	
		(3) Master in Social Sciences (Economics)		24 months	
		(4) Master in Environmental Management		18 months	
Thailand	Asian Institute of Technology	Master of Science or Engineering in Advanced Technologies	1989	24 months	
		(1) Computer Science			
		(2) Information Management			
		(3) Industrial Engineering			
		(4) Design Manufacturing Engineering			
		(5) Mechatronics			
		(6) Telecommunications			
		(7) Microelectronics			
		(8) Remote Sensing and Geographic Information Systems			
		(9) Information and Communications Technologies			
		Master of Science in Civil Engineering			24 months
		(10) Geotechnical and Geoenvironmental Engineering			
		(11) Construction, Engineering, and Infrastructure Management			
		(12) Structural Engineering			
		(13) Transportation Engineering			
		(14) Water Engineering and Management			
		Environment Resources and Development			24 months
		(15) Agricultural Systems and Engineering			
		(16) Aquaculture and Aquatic Resources Management			
		(17) Energy			
		(18) Food Engineering and Bioprocess Technology			
		(19) Gender and Development Studies			
		(20) Natural Resources Management			
		(21) Regional and Rural Development Planning			
		(22) Environmental Engineering and Management			24 months
		(23) Urban Environmental Management			
		Master in Business Administration:			
(24) International Business					
(25) Management of Technology					
(26) Service Marketing and Technology					
(27) International Public Marketing					

Country	Institution	Approved Field of Study	Year Initiated	Program Duration
Thailand	Thammasat University	(1) Master in Engineering	1997	24 months
		(2) Master/Doctorate in Economics		24 months
United States	East-West Center	Master/Doctorate in	1988	
		(1) Architecture		24 months
		(2) Business Administration		24 months
		(3) Economics		24 months
		(4) Geography		24 months
		(5) International Management		24 months
		(6) Natural Resources and Environmental Management		24 months
		(7) Ocean Engineering		24 months
		(8) Oceanography		24 months
		(9) Pacific Island Studies		24 months
		(10) Public Administration		24 months
		(11) Sociology		24 months
		(12) Tropical Plant and Soil Science		15 months
		(13) Japan-focused Executive MBA		24 months
		(14) Urban and Regional Planning		12 months
		(15) Master of Laws		

Source: Asian Development Bank-Japan Scholarship Program website (Available: <http://www.adb.org/JSP/institutions.asp>).

SUGGESTED ACTIVITIES FOR THE JAPAN–ASIAN DEVELOPMENT BANK SCHOLARSHIP ALUMNI ASSOCIATION

1. The operations of Japan–Asian Development Bank (ADB) Scholarship Alumni Association will be as follows:

- (i) ADB will appoint a company knowledgeable about scholarship administration and international education to coordinate activities for the first year. This company will assist in the design and setup of a Japan Scholarship Program (JSP) website in cooperation with interested designated institutions to enhance and strengthen the network among JSP stakeholders.
- (ii) With most of the designated institutions and scholars located in Japan, the center of the alumni association should be established there. Some activities will be intended to enhance closer relations with activities of the ADB Institute in Tokyo. The institute is an effective venue for scholars who seek contacts and hands-on advice from economists and other professionals participating in the training and research activities at the institute.
- (iii) One of the designated institutions in Japan should be selected by open bidding as the initial host to manage the website. The administration and teaching staff of the master's program in e-business at the International University of Japan might be an appropriate candidate as the recipients in this program will help improve and monitor the website operations.
- (iv) Each developing member country or country with designated institutions should select one designated institution as a host website manager for the chapter activities of the alumni association in each country.
- (v) A website with appropriate firewall will be established and designed to create a network of alumni and current scholars among chapters. The website also will contain information about designated institutions, messages from the JSP scholarship administrator and professors, and a directory/database of scholars. It also will have a bulletin board to facilitate information exchange among the alumni, current scholars, and designated institutions/ADB. The section with individual information should be designed and operated exclusively for scholars and the JSP team.
- (vi) A set of sample guidelines or bylaws of the alumni association for respective countries should be created and disseminated to potential chapter presidents.
- (vii) Alumni activities will be arranged in country chapters. One of the activities will be chapter annual gatherings at least once a year.
- (viii) International conferences also will be arranged in coordination with the JSP team to foster interaction among country chapters and designated institutions.

2. Table A5 shows a tentative budget to create and maintain a global website and international conferences for the alumni association activities.

Table A5: Tentative Budget for JASAA

Item	Expense	Amount (\$)		
		Initial Setup	Working Days/Month	Yearly Amount
1.	System improvement including operation and maintenance (including server rental)		4	24,000
2.	Website design (with firewall)	8,000		
3.	Alumni directory/database	3,000		

Item	Expense	Amount (\$)		
		Initial Setup	Working Days/Month	Yearly Amount
4.	Bulletin board/blog site for alumni	500		
5.	Mailing list	500		
6.	Newsletter (JSP and JASAA)		2	12,000
7.	Information on designated institutions and job opportunities		4	24,000
8.	International conferences (up to three countries)			30,000
	Total	12,000		90,000

JASAA = Japan-Asian Development Bank (ADB) Scholarship Alumni Association, JSP = Japan Scholarship Program.