



JOINT JAPAN/WORLD BANK
GRADUATE SCHOLARSHIP
PROGRAM (JJ/WBGSP)

TRACER STUDY VII
May 2007



T r a c e r S t u d y

Joint Japan/World Bank
Graduate Scholarship Program
(JJ/WBGSP)

Tracer Study VII

May 2007



The Scholarship Program will create a community of highly trained professionals working in development-related field;... the scholars will return to their countries to apply their enhanced knowledge and skills toward helping accelerate the pace of economic and social development.

Kenji Yamaguchi, Executive Director for Japan,
to the President of the World Bank
May 27, 1987

Table of Content

Executive Summary	1
Section 1: Introduction	5
Program Background and Description	6
Objective of the Study.....	7
Organization of the Study	8
Section 2: Methodology of Analysis	9
Databases.....	10
Tracer Survey	10
Indicators	13
Section 3: Input Indicators: Selection Process; Scholars' Profile; and Academic Programs	15
Selection and Awards Process.....	16
Scholars' profile	16
Host Regions and Academic Programs	18
Costs of the program.....	19
Section 4: Output Indicators: Completion and Skills Enhancement	21
Degree Attainment	22
Skills enhancement	22
Section 5: Outcome Indicators: Impact on Individual Scholars; and on Development Environment	25
Impact on Individual Scholars	26
Impact on Development Environment	27
Residence status.....	27
Employment after Return to Home Country	30
Link to Development.....	32
Section 6: Results and Outlook	35
Conclusions, Lessons Learned and Recommendations.....	39
Appendix I: Statistical Tables	41
Appendix II: Eligibility and Selection Criteria	61
Appendix III: Tracer Survey 2006 Questionnaires	64

Table of Content

Boxes

The Program in Economic Policy Management at Columbia University	7
The Tax Program in Japan	14
The Program in Economic Policy Management at CERDI	33
The Economic Policy Management Program at Makerere University	38
The Williams College Center for Development Economics	40

Figures

Breakdown of JJ/WBGSP Scholars and Graduates, 1987–2006	10
Respondents to Tracer Survey per Cohort	11
Average Age of Awardees, 1987–2006	16
Share of Female Scholars	17
JJ/WBGSP Scholars' Main Host Countries	18
JJ/WBGSP Main Fields of Study, 1987–2006	18
Rating of Benefits Gained through Studies Supported by JJ/WBGSP	23
Rating of Usefulness at Work of Studies Supported by JJ/WBGSP	23
Rating of Individual Professional Benefits	26
RDC per Cluster	29
Status of Alumni not Residing in Home Country or Another Developing Country	30
Employment Status	30
Distribution of Employed Alumni per Employer Type	31
Distribution of Employed Alumni per Cluster and Position Type	32

Tables

Population, Respondents, and Response Rates for Tracer Studies I to VII	11
Cohort Clusters Profile	12
Scholars' Profile	17
Average Costs of Scholarships for Selected Host Countries (Regular Program)	19
Partnership Universities Cost Matrix	19
Trends in Attainment Rate	22
Professional Progression per Cluster	27
Residence Status per Gender and Degree	28
Respondents and RDC Tracer Studies I to VII	28
Residence Status per Program Type	29
Employment per Cluster	30
Employment Status per Program Type	31
Alumni Activities and Development	33
Summary of JJ/WBGSP Alumni Analysis	36-37

Executive Summary

Introduction

The Joint Japan/World Bank Graduate Scholarship Program (JJ/WBGSP) began 20 years ago as part of the Policy and Human Resources Fund (PHRD) which had been set up by the Government of Japan in partnership with the World Bank to enhance improvements in less-developed countries. JJ/WBGSP's mission has been to educate mid-career professionals from developing countries about current techniques. After finishing their studies, the scholars will, ideally, return to their home countries where they will use their newly acquired knowledge and skills to enhance their country's socio-economic development.

The JJ/WBGSP delivers its mission through a Regular Program and a Partnership Scheme. The flexible Regular Program allows the scholars from the World Bank member countries to study at universities of their choice from around the world. The Partnership Programs give scholars specialized graduate training at selected universities.

Since 1994, a series of tracer studies have provided the Government of Japan and the World Bank with feedback about Program graduates, and has been used to continuously improve the overall program's performance. The 2006 tracer study, the seventh in this series, addressed the scholars' accomplishments during 1987-2006 by investigating specific achievements in terms of completion, return to home country, employment, professional progression and alumni's perception of the benefits gained through the program.

The study uses information from databases about JJ/WBGSP's existing scholars and alumni as well as results from a specific tracer survey conducted, in two phases, during August 2006-February 2007. The purpose of the first phase was mainly to update the alumni database through collecting basic data on the alumni residence and employment status as well as their contact information. The total number of respondents to this first phase reached 812 alumni. The survey's second phase addressed qualitative aspects of the study such as perception of the program's benefits, and had a total of 348 respondents. In order to incorporate the cohort effect, respondents were grouped in clusters according to their years of graduation.

Special contributions complement the analysis by providing a feedback about the program's effectiveness from the perspective of host and partner universities.

Scholars' Profile

The JJ/WBGSP awarded a total of 3,554 during 1987-2006. Most scholars were in the range of 30-34 years old when awarded their scholarships. However the trend is to select older and hence more experienced scholars. Although female scholars are historically outnumbered by males, the gap has narrowed. Most scholars come from humble background. About two-thirds have parents who completed only high school and parents of one-fourth completed only primary school. Most scholars are from Africa, followed closely by East Asia and the Pacific region. The majority who were selected (73 percent) had previously worked in the public sector. The rest were equally divided between nongovernmental organizations (NGOs), regional and international organizations, and the private sector.

Host Regions and Academic Programs

Throughout the Program's 20 years, scholarships have been awarded for studies in 150 universities in 32 World Bank member countries. Five countries- France, Japan, the Netherlands, the United Kingdom, and the United States- hosted 80 percent of JJ/WBGSP scholars. Historically, the United States has hosted the highest number of scholars. However its share was cut from 53 percent during the first ten years of the program to 27 percent for the second decade. At the same time, the shares of Japan and the Netherlands increased from 4 percent to 12 percent for each country. Among the scholarships awarded during 1987-2006, 2,586 (73 percent) were in the Regular Program and 968 (27 percent) under the Partnership Programs. Most of the scholars (89 percent) were studying for Masters Degree studies. The scholars generally selected public administration and economics as their chosen fields. From the mid-1990s, agriculture, infrastructure, environment and health; as well as development studies (including gender and poverty reduction) have been popular choices.

Costs of the program

The average cost per scholar for the Regular Program was \$ 41,000 for the most recent three cohorts of graduates. The cost depends mainly on the level of tuition fees, on one hand, and on the stipend provided to scholars on the other hand. Differences in costs among host countries are substantial ranging from a low \$ 29,000 in Thailand to a high of \$ 57,000 in the United States. The costs of the Partnership Programs are constant and are fixed by the current agreements between the universities and the JJ/WBGSP. The costs per scholar- including tuition, subsistence and travel- range from US\$20,000 in African partner universities to more than US\$100,000 in US and Japanese partner universities.

Degree Attainment

A total of 3,184 scholars have completed their studies by July 2006, of which 3,141, or an equivalent of 98.7 percent of the total attained their degree. The attainment rate has been improving over the years. That improvement can be explained by a combination of (a) the discontinuation of scholarship awards to PhD candidates in 2000, for whom the degree attainment rates were significantly lower than those for master's degree scholars and (b) the increased competitiveness of the program, which has resulted in better qualified scholars.

Around 90 percent of the respondents considered their improved technical and methodological skills, plus their improved intercultural understanding and personal development through their academic program, to be high or very high.

Impact on Individual Scholars

Respondents to the tracer survey were asked to rate their personal benefits from the program in terms of recognition of skills, higher progression in their existing job, progression into other jobs, and higher income. In this category, three-fourths of the alumni ranked recognition of their skills as being very high or high, and their progress in the same job was similarly rated by three-fifths of the alumni. Recognition through higher income was less favorably ranked; because alumni who worked mostly for the public sector had to undergo inflexible and challenging rules and regulations regarding salary increase and promotions. Alumni were also asked more specifically about the program's effect on their progression in their careers. Almost 76 percent of alumni confirmed that they had obtained higher grades and more than 55 percent had been promoted.

Impact on Development Environment

The program's impact on development is measured through three main indicators: residence status, employment status and work relation to development issues. Almost 85 percent of the 812 respondent scholars returned either to their home country (79.7 percent) or to other developing countries (4.8 percent). Moreover, the scholars who reside in developing countries as measured in the past and previous years' tracer studies show a continuous increase from 71.4 percent in 1994 to 84.5 percent in 2006. Previous tracer studies have been instrumental in adapting the program's policy to ensure a higher effect from scholars returning to their home countries. Regular and Partnership Programs show similar return rates among their alumni.

Overall, 93.2 percent of the respondents to the Tracer Survey 2006 were employed but 5.3 percent were continuing further studies and 1.5 percent were unemployed. The employment shares are slightly higher for those alumni who studied in the Partnership Programs. About three-fourths of the respondents who are employed live in Africa (30 percent), East Asia (21 percent), South Asia (12 percent), and Latin America (11 percent).

Most respondent alumni are employed at senior positions in government organizations and with public service providers. Of the 757 of the respondent alumni who are employed; about half work for their respective governments. Those government institutions include central government (41 percent); public sector providers (13 percent); and regional and local governments (4 percent). More than one-fourth of employed respondents are working at managerial and executive levels, and another one-fourth are working at the senior professional level. Those alumni are in positions where they can influence public policy and the well-being of their communities. The experienced alumni occupied most of the senior posts, as would be expected.

The respondent scholars found their newly acquired skills highly relevant to their countries' needs. To further verify and measure the effect of alumni contributions, the survey asked them to rank their perceptions about the relevance of their current and overall professional activities to the development of their own country and of other developing countries. About half of the respondents mentioned that at least three-fourth of their current and overall work related to development of their own countries and one-fifth mentioned that three-fourths or more of their current and overall work related to development of other developing countries.

Results, conclusions and recommendations

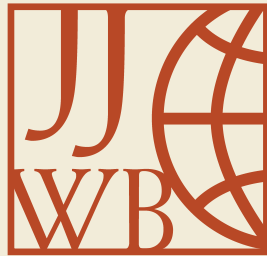
The main indicators show that the JJ/BGSP is achieving its goal at a reasonable cost. The overwhelming majority of the scholars in fact attain their degrees, return to their countries, and engage in gainful employment that contributes to the development of their countries, as shown in this report. Survey 2006 results, contacts with alumni, anecdotal evidence and testimonials have shown that the positive results obtained through the program have been sustained and the scholars continue to work, mostly at senior and executive levels, in areas that contribute to development.

Some lessons can be learned from the process and recommendations, however. First, efforts toward tracking and contacting the individual scholar and each of the alumni should be strengthened. The scaling-up program launched in 2005 should be instrumental to that end because it creates a community of development practitioners and facilitates a lifelong learning environment.

Second, continuous effort should be made to collect “before” as well as “after” graduation data which will improve the analysis of the future tracer studies. For instance, the tracer survey should start when the scholarship is awarded and should gather information related to the type of institution, nature of work, last position and ranks of the scholars before their selection.

Third, although tracer studies have provided valuable indicators and have allowed the program to improve its performance over the years, there is a need for a comprehensive evaluation of the program. It is recommended to (a) undertake an external evaluation of the program that could be performed by the World Bank Institute’s Independent Evaluation Group (WBIEG) and (b) cooperate with similar international scholarship programs in order to set up benchmarks.

Fourth, impact indicators for the Partnership Programs are very similar to those for the Regular Program although their costs are generally much higher. Therefore, there is a need to further evaluate individually the programs in cooperation with partner universities.



Section 1. Introduction

- Program Background and Description
- Objective of the Study
- Organization of the Study

Section 1. Introduction

Program Background and Description

The Joint Japan/World Bank Graduate Scholarship Program (JJ/WBGSP) was initiated 20 years ago as part of a special fund—the Policy and Human Resources Fund—that was set up by the government of Japan to encourage and to strengthen the development of human resources in less-developed countries. The program’s mission is to expose midcareer professionals in developing countries to the latest techniques and knowledge that are available through graduate studies. Upon completion of their studies, the scholars are expected to return to their home countries so they can apply and disseminate their newly acquired knowledge and skills to enhance the socioeconomic development of their countries.

The JJ/WBGSP uses two schemes of operation to deliver its mission: the “Regular Program” and the “Partnership Programs.”

The Regular Program

This program is very flexible and allows scholars from the World Bank member countries to study in a wide range of universities from all around the world.¹ (see example Williams College, box page 40.) The study areas have included mostly public administration, development studies, public health, and agriculture. Although the program used to provide scholarships for doctoral studies, its support has been limited to master’s degree studies since 2000.

The Partnership Programs

These programs enable the scholars to receive specialized graduate training in selected universities around the globe.² In 1992, a partnership was initiated with Columbia University (in the United States) to establish the Program in Economic Policy Management (see box page 7). In 1994, two similar programs, one “Anglophone” and one “Francophone,” were launched in cooperation with the African Capacity Building Foundation in McGill University (in Canada) and in CERDI (at the Université d’Auvergne in France, see box page 33), respectively, with a view to transferring the programs to African universities. The African Economic Policy Programs were established in 1998 at Makerere University (in Uganda, see page 38) and at the University of Ghana in Legon for the Anglophone part, and at the University of Yaounde II and the University of Cocody in Abidjan for the Francophone part.

The Partnership Programs in Japan, which started in 1995 at four universities, further manifest Japan’s commitment to improving human resources in the developing world. Those programs draw on Japan’s expertise in specific areas. The Tax Program, which involves Keio University, the National Graduate Institute for Policy Studies (GRIPS) and Yokohama National University (see box page 14), provides for those professionals working in the field of tax administration and related areas a program of rigorous academic training complemented by a practicum at the National Tax Agency. The Infrastructure Management Program provides midcareer engineering professionals with chances to study the management of infrastructure projects. The objective of the Program in Policy Management at the University of Tsukuba is to provide training and the necessary skills for the conception, design, and execution of development policies.

¹ See the JJ/WBGSP Annual Report 2006 for a detailed list of the eligibility criteria. Also browse the program’s website at www.worldbank.org/wbi/scholarships/.

² *Ibid.*

The Program in Economic Policy Management at Columbia University

In 1991, the World Bank and the School of International and Public Affairs at Columbia University came together to design an innovative new graduate program that is in economic policy management and is aimed at addressing the problems within developing and transition countries. This initiative program responded to an increasingly evident need to increase the capacity of policymakers in various countries so they could design sound policies in all areas of economic and development policy.

Over the past 16 years, the Program in Economic Policy and Management (PEPM) has trained close to 700 students in critical analytical skills such as microeconomic and macroeconomics analysis, econometrics, financial and public management, political economy, and development economics. Among those students, 299 have benefited from generous scholarships offered by the Joint Japan/World Bank Graduate Scholarship Program (JJ/WBGSP). Many students would have had no option of attending Columbia University without such assistance. The ongoing dialogue between Columbia University and colleagues at the World Bank has led to a continual reshaping of the program's curriculum and focus, thereby ensuring that Columbia's training meets the needs of policymakers in the target audience.

We at Columbia are gratified that the success of the PEPM has served as an inspiration and model for similar programs at other universities that are throughout the world and are affiliated with the World Bank. Our success has had several dimensions. Most of our alumni return to their home countries after obtaining their degree and immediately assume positions of greater responsibility. Within the group of JJ/WBGSP scholars, for instance, PEPM alumni occupied or currently occupy the posts of Vice Governor of the Central Bank of Moldavia, Secretary to the King of Bhutan, chairman of the Budget Committee in the Parliament of Mongolia, and member of the Board of Directors of the Czech Central Bank. Our alumni are also connected to each other and other graduates of the school in an ever-growing network of top policymakers that stretches across the globe, thus promoting better communication among governments and a better flow of ideas across borders.

The JJ/WBGSP's recent scaling-up initiative has greatly aided our efforts in this area as it has broadened and deepened the network by linking our students to those of other universities. Finally, we have created a community of life-long learners and teachers. Several of our alumni have returned to PEPM to give lectures about their policymaking experiences, and one alumnus regularly teaches a course on fiscal federalism, thereby building on his work in that area.

Objective of the Study

Since 1994, a series of tracer studies has been undertaken to provide the government of Japan and the World Bank with feedback on the status of program graduates and to continuously improve the program's performance. The purpose of this work was to trace the performance of the scholars and alumni of the JJ/WBGSP in terms of the program-stated mission. That is, to award scholarships for graduate studies to well-qualified midcareer professionals, who are then expected to apply and to disseminate the newly acquired knowledge and skills in promoting the socioeconomic development of their own and other developing countries.

The 2007 tracer study, the seventh in this series, addresses the performance of the scholars during 1987–2006 by investigating whether they:

- attained their degrees successfully and benefited from their academic programs;
- returned to their home country or other developing countries;
- achieved recognition for their enhanced skills, progression and mobility, higher income, and better grades and promotion in their jobs;
- engaged in senior professional and managerial positions that provided them with the opportunity to disseminate their newly acquired skills and knowledge; and
- contributed to the overall socioeconomic development of their own country or of other developing countries.

In addition, the current study discusses the salient cost considerations associated with each scholar's program of study.

Organization of the Study

The study is organized in seven sections. The first two sections set the stage in tracing and evaluating the performance of the scholars and alumni. Section 1 gives a brief description and historical background of the program, the objective of the study, and organization of the report. Section 2 presents the methodology of the study including a description of databases, tracer survey and type of indicators used.

The next three sections analyze and trace the performance of the scholars and alumni in terms of input, output and impact indicators. Section 3 discusses the Program's "inputs" by showing the profiles of the JJ/WBGSP applicants and scholars; the academic programs attended by JJ/WBGSP scholars; and the average costs of scholarships.

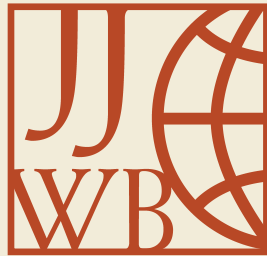
Section 4 measures the "output" of the Program in terms of capacity enhancement of the Program graduates. That is, the individual scholars' capacity enhancement through completing and attaining the degrees for which the scholarships were awarded; and through the skills acquired by scholars through their academic programs.

Section 5 analyzes the impact of the Program. First, the impact on the individual scholars is analyzed in terms of recognition for their enhanced skills at work, added mobility within and across jobs, higher income and grades, and promotion. Second, the impact on the socio-economic environment is analyzed at the time, when the scholars returned to their home or other developing countries; obtained employment, especially at senior professional, and managerial and executive levels; and applied their newly acquired skills at work.

Finally, section 6 discusses the results and outlook of the Program, and presents conclusions of recommendation for enhancing the effectiveness of the Program.

Sid Naing is managing the CARE Health Program in Myanmar.

I am currently working for CARE International, a nongovernmental organization that is primarily of a relief nature, but I am also working in development and health in Myanmar. In that position, I am responsible for managing the health program. We currently have approximately five projects running with 40 full-time staff members and a few hundred people who are semi-volunteers in the program. The program's focuses are on reproductive health, AIDS, and community health care and promotion. I'm glad that I could put to use the skills and knowledge I obtained as a result of being granted the scholarship.



Section 2. Methodology of Analysis

- Databases
- Tracer Survey
- Indicators

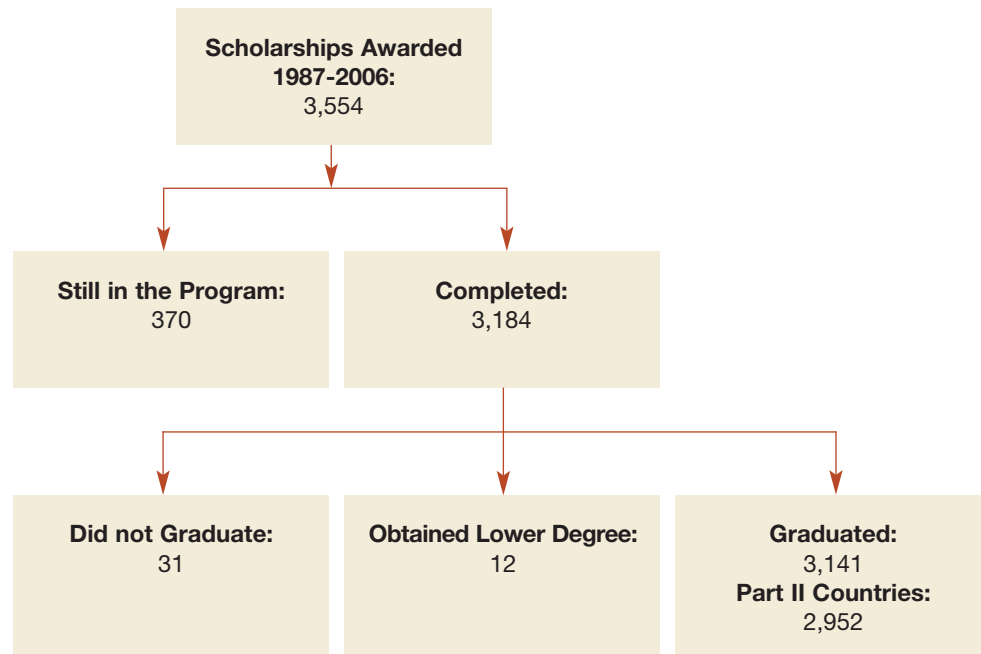
Section 2. Methodology of Analysis

Databases

Scholars and alumni databases that cover 3,554 scholarships awarded during 1987–2006 are used in various parts of this study, especially in presenting the profile of scholars as input indicators. Moreover, a comprehensive survey was initiated in 2006 (Tracer Survey 2006) to trace the alumni who completed the program. That survey provides a rich source of data to complement the regular databases of the program, and it was used to analyze and trace the scholars' performance, especially in areas related to residence status, employment, and impact on development.

As of July 2006, 3,184 scholars had completed the program, of whom 3,141 had obtained the degree for which their scholarship was awarded; however, 43 did not complete the program of study or they obtained a lower degree (see figure 1).

FIGURE 1. Breakdown of JJ/WBGSP Scholars and Graduates, 1987–2006



Tracer Survey

The tracer survey was conducted in two phases. The main purpose of the first phase was to update the alumni database by collecting basic data about alumni residence, employment status, and contact information. This first phase was conducted during August to October 2006 through two complementary channels. The questionnaire I (see Appendix III) was first sent by regular mail and e-mail to all alumni for whom contact information was

available⁴. The questionnaire was also posted on the program’s website and was forwarded to the main host universities, which, in turn, were requested to update the information related to their respective alumni.

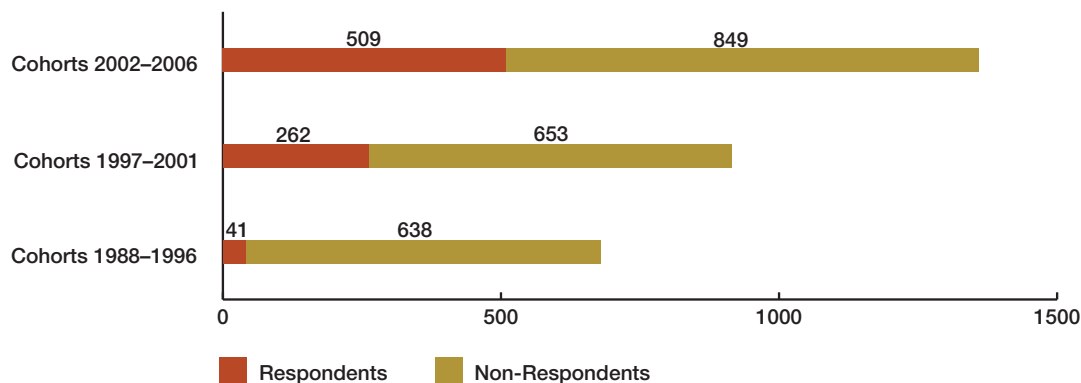
The total number of respondents to the first phase of the survey reached 812 alumni, or 27.5 percent of the alumni who were from Part II countries and who had successfully completed the program. Although the total respondents to Tracer Study VII (812) is the highest among all previous tracer studies, the overall response rate has been decreasing since the first study in 1994 (see table 1).

TABLE 1		POPULATION, RESPONDENTS AND RESPONSE RATES TRACER STUDIES I TO VII		
TRACER STUDY	COVERAGE			
	Cohorts	Cases	Respondents	Response Rate
I	Classes 87–90	234	177	75.6%
II	Classes 87–91	283	213	75.3%
III	Classes 87–92	424	212	50.0%
IV	Classes 87–95	641	297	46.3%
V	Classes 87–96	1075	252	23.4%
VI	Classes 87–98	1479	494	33.4%
VII	Graduated 1988–2006	2952	812	27.5%

Source: JJ/WBGSP Tracer Studies I to VI, Tracer Survey 2006.

A low response rate is a common characteristic of tracer studies. This low rate is generally caused by the lower responsiveness of alumni who are from older cohorts and who tend not to update their contact information on a regular basis. Almost one-third of the e-mails sent (594 of 2,127 e-mails) were rejected because the recipients were not recognized; very few alumni responded to the 702 questionnaires sent through the regular mail. The lower response rate for older cohorts is shown in figure 2.

FIGURE 2. Respondents to Tracer Survey per Cohort



Source: JJ/WBGSP Tracer Studies I to VI, Tracer Survey 2006.

⁴ Questionnaires were sent by e-mail to 2,127 alumni and by regular mail to 724 alumni.

The second phase of the survey, which addresses qualitative aspects of the study such as the perception of the program's benefits, was undertaken during November 2006–February 2007. The questionnaire II was posted on the program's website and was forwarded to the alumni who did respond to questionnaire I. A total of 348 alumni responded to this part. They represent 42.9 percent of the respondents who responded to first part and 11.8 percent of the total number of alumni.

In addition, in order to incorporate the cohort impact, the survey grouped respondents in three clusters according to their years of graduation. Cluster 1 alumni had completed and graduated from their scholarship programs at least 10 years earlier, Cluster 2 alumni had completed their program 5–10 years ago, and Cluster 3 alumni had graduated fewer than 5 years ago. The demographic profile of the three clusters is given in table 2.

TABLE 2	COHORT CLUSTERS PROFILE				
	NUMBER OF CASES			AVERAGE VALUES	
	Male	Female	Total	Age	Number of Years after Graduation
Cluster 1: Graduated 1988–1996	29	12	41	48.4	13.0
Cluster 2: Graduated 1997–2001	171	91	262	41.8	6.7
Cluster 3: Graduated 2002–2006	325	184	509	36.8	1.7
TOTAL	525	287	812	39.0	3.9

Source: JJ/WBGSP Tracer Survey 2006.

Indicators

Three types of indicators are used to measure the benefits and costs associated with the program in relation to the JJ/WBGSP mission. First, input indicators, measure the resources and processes by which the program is implemented. For instance, the number of application received and processed, number of finalists identified, and number of scholars selected including their profile, as well as the host institutions and areas of study chosen. Costs associated with the program's implementation are also analyzed as part of input indicators.

Second, output indicators measure (a) to what extent the program is delivering its output and (b) whether the use of inputs from the program has resulted in the desired output. Such outputs would include the number of scholars who attained their degree and the skills that the scholars acquired by benefiting from the academic programs, including forming skills in technical, methodological, communication, and negotiations areas, as well as by their developing personal and intercultural understanding.

Third, impact or outcome indicators assess the effectiveness on the overall socioeconomic development of the scholars' countries. For instance, the impact on individual scholars and on development environment might be considered as proxies. The indicators show the extent that scholars use their enhanced knowledge and the skills that were acquired both to perform their jobs and to disseminate to others through on-job training and networking. They also show the number of graduate scholars who returned to their home or to other developing countries; the number of graduate scholars who gained employment in senior positions in the public sector, academia, nongovernmental organizations, and the private sector; and the number who were able to use their enhanced professional and academic strengths and effectiveness in performing their developmental duties.

Some of the indicators use self-assessment by graduates to measure the perception of benefits and usefulness of the program. For instance, each will assess the beneficiary benefit of the academic program, the higher income and higher progression in the same job or the improved mobility in obtaining other jobs, the recognition for enhanced skills in beneficiary organizations, and the perception of the relevance of enhanced skills to the developing countries' needs. Those types of qualitative indicators are used both under output indicators and under impact or outcome indicators.

In addition, to the extent that data permit, the analysis is conducted in before and after modes. For instance, it is extremely useful to compare the pattern of initial organizations for which the candidate worked versus the pattern of those organizations to which the graduate returned to work.

The Tax Program in Japan

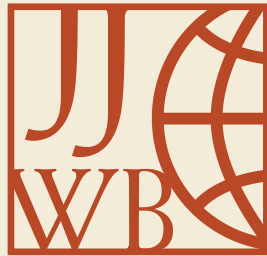
The tax program was established in 1996 in partnership with Yokohama National University, Keio University, and Saitama University (all in Japan). The latter was transferred in 2000 to the National Graduate Institute for Policy Studies. The program provides professionals who are working in the field of tax administration and related areas with rigorous academic training that is aimed at developing an understanding of the theoretical, empirical, and institutional aspects of tax and customs administration. A practicum at the National Tax Agency or the Customs Training Institute complements the formal learning by providing hands-on experience in a tax- and customs-related work environment. By the end of 2005, 129 midcareer professionals from 45 countries were graduated by the three programs. However, more than half of them came from nine countries: Indonesia (15), China (10), Mongolia (10), the Philippines (7), Pakistan (6), Ghana (5), India (5), Nepal (5), and Tanzania (5).

Almost half (61 of 129) of the tax program alumni responded to the tracer survey: 57, or 93.5 percent, of them were working in their home countries; 3 were continuing further studies at the doctoral level; and 1 was working for a financial institution in a Part 1 country. Most of the alumni (55, or 90 percent) who responded to the survey were working for their respective governments at the central or regional level. Unsurprisingly, most of them (43, or 70 percent) were working for tax and customs departments. The case of Indonesia is worth mentioning because 12 graduates from the tax program are now working at the Directorate General of Taxes. Although all tax program alumni have fewer than 10 years of post-program professional experience, almost 51 percent of the respondents held managerial positions in their institutions, and a few reached the executive level. Such cases include the Deputy Minister of Economy in Georgia and the Second Secretary of the National Board Revenue in Bangladesh.

Yam Nath Sharma works at the National Planning Commission of Nepal.

I was fortunate enough to have the opportunity to graduate in Public Policy and Taxation (PPT) as part of the master's program from Yokohama National University in 2000. Those two years of study in Japan were the most productive parts in my life in terms of learning, building confidence, and making friends. My participation in the program turned out to be a new beginning for my career.

On my return to my home country of Nepal, I was posted at the training center under the Ministry of Finance as a revenue instructor. Later, I was transferred to the Ministry of Finance with assignments as a special deputy. After being promoted, I am now working at the National Planning Commission Secretariat. The habit of working hard and appreciating the hard work of others that I learned from studying in Japan will always help me to succeed in any organization. I have initiated a number of activities toward achieving public sector reform, the results of which are yet to be seen.



Section 3. Input Indicators: Selection Process, Scholars' Profile, and Academic Program

- Selection and Awards Process
- Scholars' Profile
- Host Regions and Academic Programs
- Costs of the Program

Section 3. Input Indicators: Selection Process; Scholars' Profile; and Academic Program

Selection and Awards Process

Selection of JJ/WBGSP awardees takes different patterns for the Regular Program and for the Partnership Programs. For the later, the selection process is undertaken mainly by partner institutions, which submit to the JJ/WBGSP Steering Committee a short list of preselected candidates. Applications for the Regular Program are, however, submitted directly to the program's Secretariat, which undertakes several levels of screening, including an evaluation by external reviewers (see Appendix II for JJ/WBGSP eligibility and selection criteria).

Eligible applications are assessed according to three main factors: academic excellence, professional experience, and relevance of program of study. Priority is given to candidates from the public sector who have a high potential to affect the development within their own countries after completion of their studies. To the extent permitted by program requirements and selection standards, the JJ/WBGSP seeks (a) to maintain a reasonably wide geographical distribution of awards and to give priority to applicants from low income countries; (b) to support promising female candidates; (c) to give priority to those candidates who, other things equal, have limited financial resources; and (d) to encourage studies in line with the Millennium Development Goals.

During 1987–2006, the Secretariat received a total 51,863 applications. Roughly half of them were ineligible for the scholarship. The most frequent ineligibility criteria have been incomplete application, ineligible field of study, and insufficient work experience. The scholarship award is highly competitive, and the ratio of awards per eligible candidate has been decreasing over the past years: from 12 percent in 2001 to 8 percent in 2006.

Scholars' Profile

The JJ/WBGSP awarded 3,554 scholarships during 1987–2006. Most scholars were in the 30 to 34-year-old range when awarded the scholarship. However, the trend is for selecting older and hence more experienced scholars (see table 3 and figure 3). This trend is the result of the program's emphasis on sponsoring midcareer professionals.

FIGURE 3. Average Age of Awardees, 1987–2006

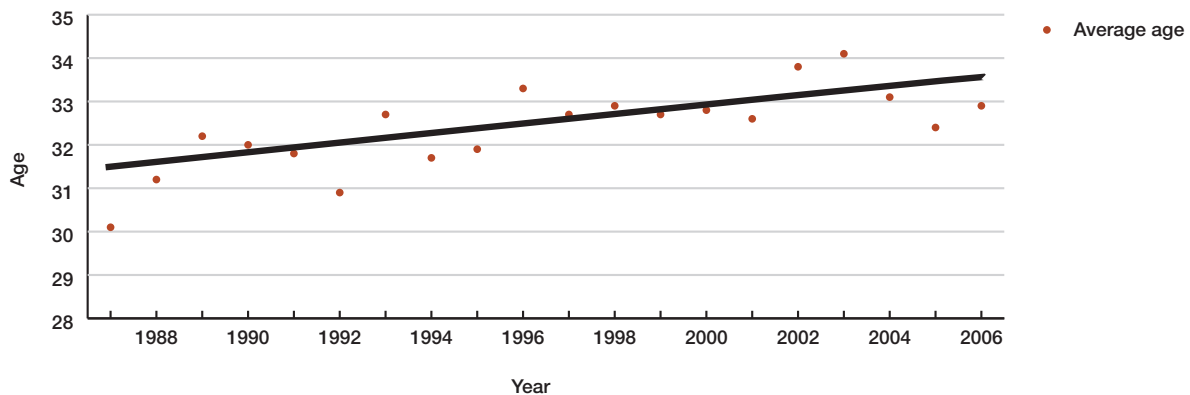


TABLE 3		SCHOLARS PROFILE	
TOTAL CASES			3554
Age^a			
Average Age of Scholar (as applicant)			32.39
Poverty Index:			
Education of Parents^b			
No Education			21.0%
Primary Education			22.0%
High School Education			27.0%
Greater than High School Education			30.0%
Gender^a			
Male			67.0%
Female			33.0%
Home Regions^a			
Africa			33.0%
East Asia and Pacific			18.0%
Europe and Central Asia			9.0%
Latin America and Caribbean			14.0%
Middle East and North Africa			5.0%
South Asia			13.0%
Industrialized Countries			8.0%
Employment Category^b			
Public Sector			74.0%
Private Sector			7.6%
R/IO			8.1%
NGO			8.7%
Other			1.3%
Countries			
Developing Countries			91.7%
Industrialized Countries			8.3%

a Average 1987–2006.

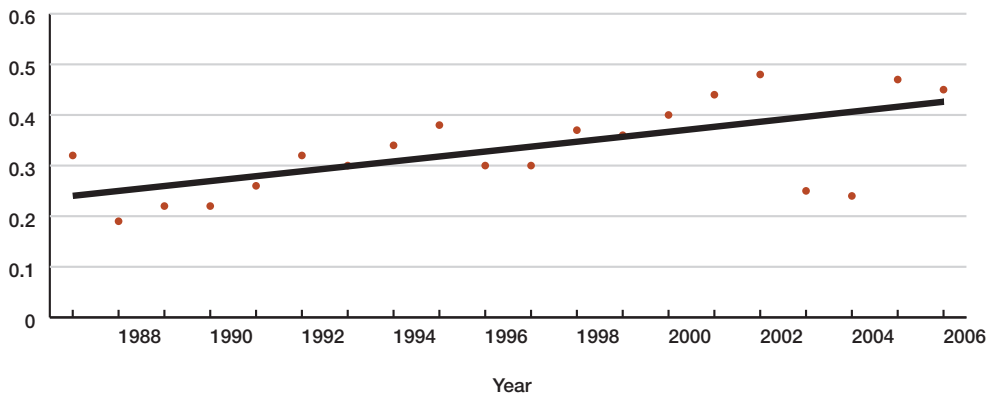
b Average 2000–06.

Source: JJ/WBGSP scholars database.

Although female scholars are historically outnumbered by males, the gap has narrowed over the years (see table 3 and figure 4). The number of female scholars peaked in 2002 to about 48 percent and then remained around 45 percent for later years. This improvement, especially compared to late and early 1990s, has been the result of special efforts on behalf of the program to look for qualified female candidates for awarding scholarships. The scholars come mostly from humble backgrounds. More than two-thirds of their parents completed only high school, and one-fourth completed only primary education (see table 3).

Most of the scholars are from Africa, followed closely by scholars from East Asia and the Pacific region. Those two regions include some of the poorest countries of the world, and skilled human resources are acutely scarce. Middle East and North Africa is the least represented region, which may be the result of a lack of readily available information about the program and its requirements in those countries. The majority of the scholars selected (74 percent) previously worked in the public sector during 2000–06. The rest were equally divided among NGOs, regional and international organizations, and the private sector (see table 3).

FIGURE 4. Share of Female Scholars



Host Regions and Academic Programs

During the program's 20 years, scholarships were awarded for studies in 150 universities in 32 World Bank member countries. Five countries—France, Japan, the Netherlands, the United Kingdom, and the United States,—hosted around 80 percent of JJ/WBGSP scholars during 1987–2006. Historically, the United States hosted the highest number of scholars. However, its share was cut by half—from 53 percent during the first 10 years of the program to 27 percent for the second decade. During the same period, the share of Japan and the Netherlands increased from 4 percent to 12 percent for each country.

Among the 3,554 scholarships awarded during 1987–2006, 2,586 (73 percent) were in the Regular Program, and 968 (27 percent) were in the Partnership Programs. Most of the scholars (89 percent) were supported for master's degree studies. The program discontinued sponsoring doctoral studies in 2000 partly because of the relatively less favorable attainment and home country return rates and partly because of the tendency of such programs to prolong the time that the scholars had to remain in the program. The scholars tended to predominantly select public administration and economics as their chosen fields during 1987–2006. From the mid-1990s, agriculture, infrastructure, environment, and health, as well as development studies (including gender, poverty reduction, etc.), have become popular among scholars as their chosen fields of studies. This phenomenon reflects the fact that scholars are sensitive to prevalent policy issues and topics during their study period.

FIGURE 5. JJ/WBGSP Scholars' Main Host Countries

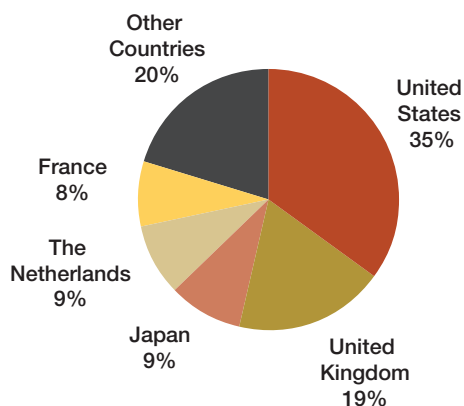
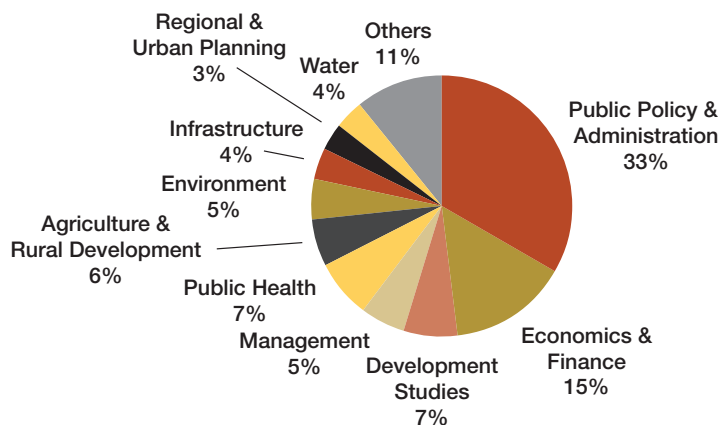


FIGURE 6. JJ/WBGSP Main Fields of Study, 1987–2006



Costs of the Program

The cost per scholarship is an indicator of the average investment made in the scholars. Average cost was calculated for scholars who started the program during 2002–04 and who graduated between 2003 and 2006. The average cost for the Regular Program was around US\$41,000 for the past three cohorts of graduate. That cost depended mainly on the level of tuition fees (US\$18,161 on average for scholarships awarded in 2004) on the one hand and on the stipend provided to scholars (US\$20,267) on the other hand. Differences in costs among host countries are substantial with a low of US\$28,700 in Thailand to a high of US\$57,200 in United States. This variance is caused mainly by the level of tuition fees, which are four times higher in the United States than they are in Thailand.

DURATION OF STUDY		2002			2003			2004			BREAKDOWN 2004		
		Tuition	Subsistence	Travel	Tuition	Subsistence	Travel	Tuition	Subsistence	Travel	Tuition	Subsistence	Travel
United States	12–24 months	52,039	62,149	57,233	32,916	22,146	2,170						
Europe													
	United Kingdom	12 months	38,217	38,984	39,529	18,197	19,501	1,829					
	France	12–14 months	31,667	39,365	40,711	16,562	21,165	2,984					
	The Netherlands	12–18 months	15,327	24,507	30,716	7,903	20,525	2,289					
	Belgium	12–24 months	19,785	20,840	35,861	18,112	14,826	2,924					
Australia	24 months	53,165	43,556	46,304	20,029	24,687	1,589						
Asia													
	Thailand	24 months	29,715	30,248	26,418	8,365	17,750	303					
Latin America													
	Chile	24 months			28,698	7,596	20,805	297					
AVERAGE COST			37,123	41,487	40,917	18,161	20,627	2,129					

Source: JJ/WBGSP scholars database and financial statements.

The costs of the Partnership Programs are constant and are fixed by the current agreements between the universities and the JJ/WBGSP. The costs per scholar, including tuition, subsistence, and travel, range from US\$20,000 in African partner universities to more than US\$100,000 in U.S. and Japanese partner universities.

PARTNERSHIP UNIVERSITIES	COST PER SCHOLAR TO OBTAIN DEGREE*	# OF SCHOLARS PER YEAR PER UNIVERSITY	LENGTH OF STUDY PROGRAM (MONTHS)
Japanese Universities	\$ 77,369–110,725	5–15	24
African Universities	\$ 20,000	7	18

Meynar Sihombing established a business to create employment for unemployed villagers in Indonesia.

I graduated in June 2002 from the International University of Japan (IUJ) at Niigata after studying in the International Development Program. My research interest was in SME and microfinance development issues. Before studying at IUJ, I worked for a private local bank in my country, Indonesia, for nearly 11 years. My expertise is in trade finance and international banking business.

As some of us have experienced, I discovered that finding the right job and organization to work with is not easy. For a while, I felt disappointed, but I finally decided that I could not simply wait for some institutions and organizations to hire me. Instead, I could do small things. So I took a step and recently started my own activities in development of SE's and microfinance business. My organization's focus is on establishing business that would create employment for unemployed villagers. Currently, we produce different sizes of various wood flooring and mosaic wood tile. We export to Singapore and China, and I hope we can expand to many other developing countries as well.



Section 4. Output Indicators:
Completion and Skills Enhancement

- Degree Attainment
- Skills Enhancement

Section 4. Output Indicators: Completion and Skills Enhancement

Degree Attainment

98.7% ATTAINED THEIR DEGREE

Degree attainment by scholars is one of the output indicators used to measure the capacity enhancement of those scholars. Of the 3,554 scholars in the program during 1987–2006, 370 are still studying, and 3,184 scholars have completed their studies, of which 3,141 (equivalent of 98.7 percent of total) have attained their degree. In addition,

the attainment rate has been improving over the years. This improvement can be explained by the combination of (a) the discontinuation of scholarship awards to PhD candidates in 2000, for whom the degree attainment rates were significantly lower than for those who were studying for master's degrees, and (b) the increased competitiveness of the program, which resulted in better qualified scholars.

Among the 43 scholars (1.3 percent of total) who did not attain their degrees, 7 were deceased or unable to continue for medical reasons. The others were recalled by their governments, remained in all courses but did not finish their PhD dissertation, received degrees other than a master's, or did not register their degree attainment (see table T.1 in Appendix I).

TABLE 6	TRENDS IN ATTAINMENT RATE	
	TRACER STUDY	ATTAINMENT RATE
	I	93.8%
	II	93.9%
	III	91.6%
	IV	95.4%
	V	96.8%
	VI	97.3%
	VII	98.7%

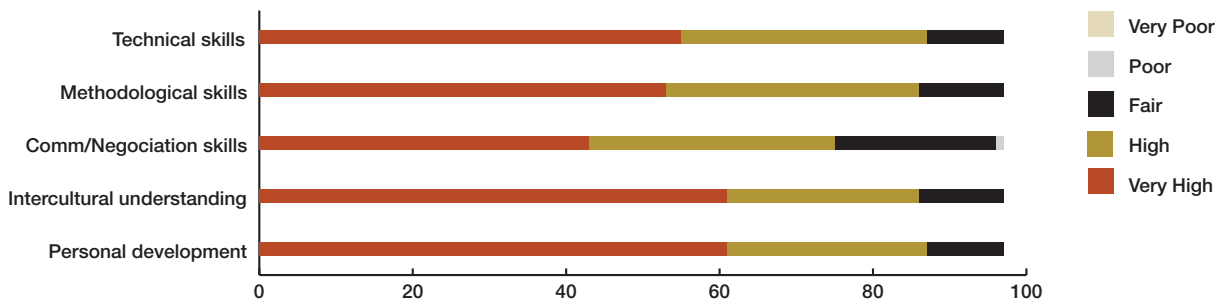
Source: JJ/WBGSP Scholars database.

Skills Enhancement

The scholars are expected not only to improve their skills and knowledge but also to gain the new perspectives and insights that they will need to assist in their countries' development. They are also expected to increase their academic and professional knowledge, to develop useful communications and negotiation skills, and to gain intercultural understanding during their study period—an awareness that may be used as a conduit for new information and for innovation exchange and dissemination. In addition, they may take advantage of being part of an alumni community of both host universities and the JJ/WBGSP, and they may participate in educational and other activities that are now facilitated through the Internet and the Scaling-up program conferences and workshops.

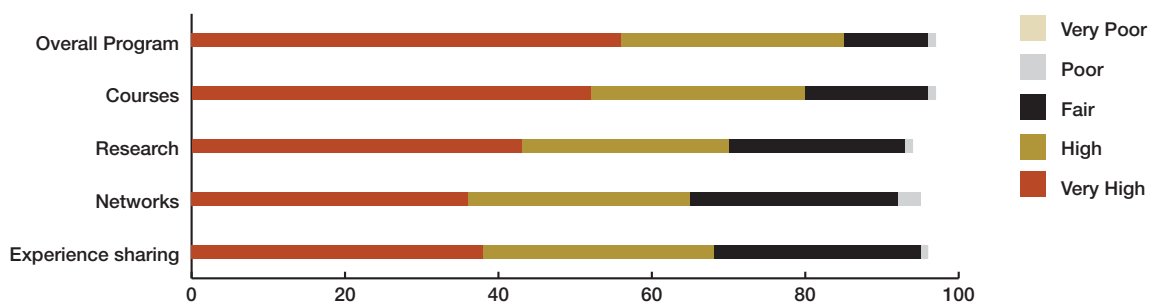
Scholars were asked to rank their perceptions of the training gained through the program on a progressive scale from “very poor” to “very high.” Those alumni were first asked to assess the impact of the academic programs on improving their skills. Around 90 percent of the respondents considered the improvement of their technical and methodological skills, as well as their intercultural understanding and personal development, as being high or very high (see figure 7). Appreciation of improving their communication and negotiation skills was rated slightly lower by scholars (80 percent used high or very high ratings).

FIGURE 7. Rating of Benefits Gained through Studies Supported by JJ/WBGSP



The alumni were also asked to rank the usefulness to their work of the studies supported by the JJ/WBGSP. They were requested to rate the overall academic program, as well as its main aspects in terms of courses and research undertaken, network forged, and experience shared. Almost 90 percent of the alumni considered the overall usefulness of the programs to be very high and high, especially when examining the courses they had undertaken (see figure 8). This rating is consistent with the emphasis put on the technical and methodological skills that were seen as the main benefits gained from the program.

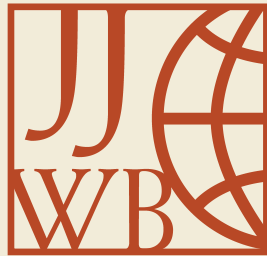
FIGURE 8. Rating of Usefulness at Work of Studies Supported by JJ/WBGSP



Mary Onyango currently works at Maseno University in Kenya and carries out research on African indigenous vegetables.

I was a JJ/WBGSP scholar in 1992 at the University of London where I studied for a doctorate degree in horticulture, graduating about 10 years ago. I am currently working at Maseno University in my home country, Kenya. I am happy to say that despite all the problems we have in our countries, it is very gratifying to feel that I am contributing in my own small way to the development of my country.

As a result of the training and skills I received during my studies in the United Kingdom, I am involved in training young scholars in the field of horticulture. Kenya is an agricultural country and depends a lot on the horticultural sector for foreign exchange. In addition to teaching at the university, I also carry out research on vegetables, with a particular interest in African Indigenous vegetables. Such vegetables are some of the food plants that have great value and potential and that could play a major role in the livelihoods of the many rural communities in my country.



Section 5. Outcome Indicators:
Impact on Individual Scholars,
and on Development Environment

- Impact on Individual Scholars
- Impact on Development Environment

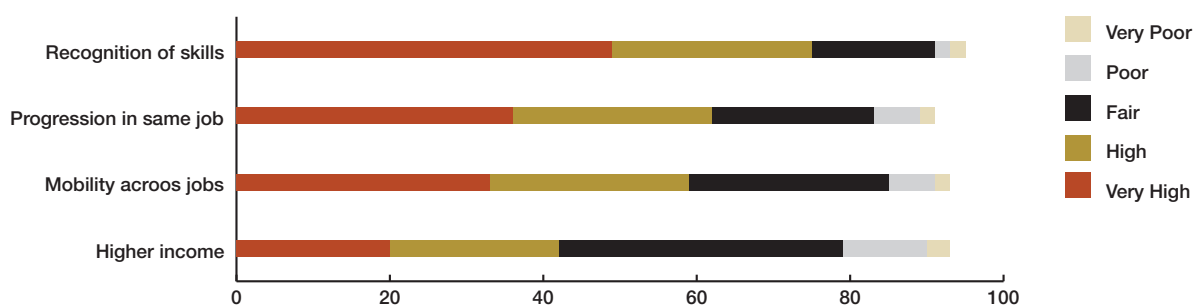
Section 5. Outcome Indicators - Impact on Individual Scholars; and on Development Environment

Impact on Individual Scholars

75.6% OBTAINED HIGHER PROFESSIONAL GRADES

The alumni were asked to rank their personal benefits from the program in terms of recognition of skills, higher progression in their existing job, progression into other jobs, and higher income. In this overall category, three-fourth of the alumni ranked the recognition of their skills as being very high or high, and progress in the same job was similarly ranked by three-fifth of the alumni (see figure 9). Recognition through higher income was less favorably ranked, because alumni who worked mostly for the public sector had to undergo inflexible and challenging rules and regulation regarding any salary increases and promotions.

FIGURE 9. Rating of Individual Professional Benefits



Source: JJ/WBGSP Survey 2006

The alumni were asked more specifically about the program's impact of their progression in their careers in terms of (a) higher grades or ranking and (b) promotion or higher positions. Almost 76 percent confirmed that they had obtained higher grades, and more than 55 percent had been promoted. As expected, most promotions were obtained by older respondent graduates (with an average age of 48.8 years) who had been in their countries the longest (an average of 13 years). Of this group (Cluster 1), 88 percent stated they had received a higher grade, and 69 percent mentioned that they had received a promotion after the JJ/WBGSP scholarship (see table 7).

Furthermore, most of the youngest alumni (with an average age of 36.8 years) have been back in their countries an average of fewer than 2 years (see table 2) and have yet to insert themselves fully in the cadre of the previous

environment and a new work environment, especially in the public sector where most of them now work after the program. Nevertheless, 76 percent of this group registered having received a higher grade, and 55 percent registered having been given a promotion after the JJ/WBGSP (see table 7). The slight difference between the two younger groups (Clusters 2 and 3) might indicate that for many alumni it takes 10 years or more to see the true impact of their studies on their career's progression.

		HIGHER GRADE IN WORK AFTER JJ/WBGSP				PROMOTION AFTER JJ/WBGSP			
		Yes	No	NA	Total	Yes	No	NA	Total
Cluster 1	Cases	14	2	0	16	11	4	1	16
	% within Group	87.5%	12.5%	0.0%	100.0%	68.8%	25.0%	6.3%	100.0%
Cluster 2	Cases	73	22	4	99	54	40	5	99
	% within Group	73.7%	22.2%	4.0%	100.0%	54.5%	40.4%	5.1%	100.0%
Cluster 3	Cases	176	49	8	233	128	94	11	233
	% within Group	75.5%	21.0%	3.4%	100.0%	54.9%	40.3%	4.7%	100.0%
TOTAL	Cases	263	73	12	348	193	138	17	348
	% within Group	75.6%	21.0%	3.4%	100.0%	55.5%	39.7%	4.9%	100.0%

Source: JJ/WBGSP Tracer Survey 2006.

Impact on Development Environment

The impact of the program on development environment is measured through three main indicators:

- 1. Residence status.** By returning to their home countries, alumni ensure that the human capital accumulated through the program is available so they can contribute to the development of their respective countries. Those alumni who are residing in a developing country other than their own are also considered as contributing to the enhancement of human capital in the developing world.
- 2. Employment status.** Employment indicators such as employment status, type of employer institution, and professional position provide an indication about the contribution of the human capital accumulated through the program.
- 3. Link to Development.** The alumni's perception of the direct link of their work to development issues is another indicator of the focused positive impact of the program.

Residence Status

84.5% ARE WORKING IN THEIR HOME COUNTRIES OR ANOTHER DEVELOPING COUNTRY

The share of alumni who are residing in a developing country (RDC) is a major indicator that measures the impact of the program on the development environment. Almost 85 percent of the 812 respondent scholars returned either to their home country (79.7 percent) or to another developing countries (4.8 percent). There was no significant difference

between the RDCs for male and female alumni. Such rates were, however, much higher (80 percent) for the alumni who had graduated from a master's program than for the PhD graduates (60 percent). This difference, moreover, narrows when the return rates to other developing countries are included and becomes 84.6 percent and 73.3 percent, respectively (see table 8).

DEGREE		RESIDENCE STATUS				
		Own country	Other Part 2 country	Part 1 country	Unknown	Total
Master's						
	Female	79.9%	3.6%	15.8%	0.7%	100.0%
	Male	80.8%	4.6%	13.3%	1.4%	100.0%
	TOTAL	80.4%	4.2%	14.2%	1.2%	100.0%
PhD						
	Female	66.7%	11.1%	22.2%		100.0%
	Male	57.1%	14.3%	28.6%		100.0%
	TOTAL	60.0%	13.3%	26.7%		100.0%
TOTAL						
	Female	79.4%	4.5%	15.3%	0.7%	100.0%
	Male	79.8%	5.0%	13.9%	1.3%	100.0%
	Cases	647	39	117	9	812
	%	79.7%	4.8%	14.4%	1.1%	100.0%

Source: JJ/WBGSP Survey 2006.

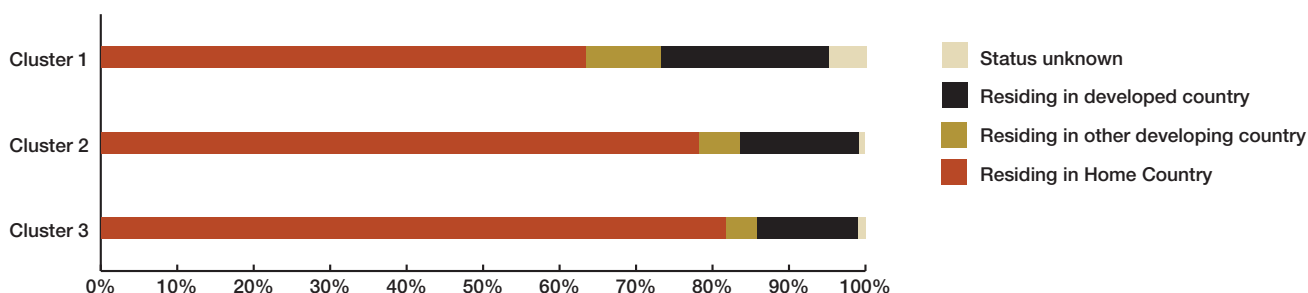
TRACER STUDY	RESPONDENTS	RDC
I	177	71.4%
II	213	71.8%
III	212	74.1%
IV	297	75.9%
V	252	79.9%
VI	494	82.4%
VII	812	84.5%

Source: JJ/WBGSP Tracer Studies I to VI and Tracer Survey 2006.
*Return to Developing Country rate

Furthermore, the RDCs as measured in previous years' tracer studies show a continuous increase (see table 9). Previous tracer studies have been instrumental in adapting the policy of the program so it could ensure a higher positive impact. Major measures taken by the program include (a) discontinuing the award of scholarships for PhD studies, (b) establishing the employment restriction policy that limits employment opportunities at international organizations, and (c) better targeting of scholars who are the most likely to return to their home countries by having the selection focus especially on candidates coming from the public sector.

Alumni who graduated at least 10 years ago (Cluster 1) have a lower RDC than among younger alumni (see figure 10). This conclusion is consistent with the increase in RDC observed over time.

FIGURE 10. RDC per Cluster.



Both the Regular and Partnership Programs show similar return rates among their alumni (see table 10). This similarity is relatively surprising because one should expect higher return rates for the Partnership Programs as a result of their specific focus.

PROGRAM TYPE		RESIDENCE STATUS				Total
		Own country	Other Part 2 country	Part 1 country	Unknown	
Regular Program	Cases	423	26	75	6	530
	%	79.8%	4.9%	14.2%	1.1%	100.0%
Partnerships	Cases	224	13	42	3	282
	%	79.4%	4.6%	14.9%	1.1%	100.0%
TOTAL	Cases	647	39	117	9	812
	%	79.7%	4.8%	14.4%	1.1%	100.0%

Source: JJ/WBGSP Survey 2006.

Of the 117 respondents who are residing in a developed country, 32 alumni, or 27 percent, are pursuing further studies that are mostly at the doctoral level; they will probably return to their home country after eventually completing their studies. Few of them (4 alumni, or 3.4 percent) are residing temporarily in a developing country because they are representing their own countries abroad. About 14 percent work in international organizations where they deal mostly with development issues (see figure 11).

FIGURE 11. Status of Alumni not Residing in Home Country or Another Developing Country

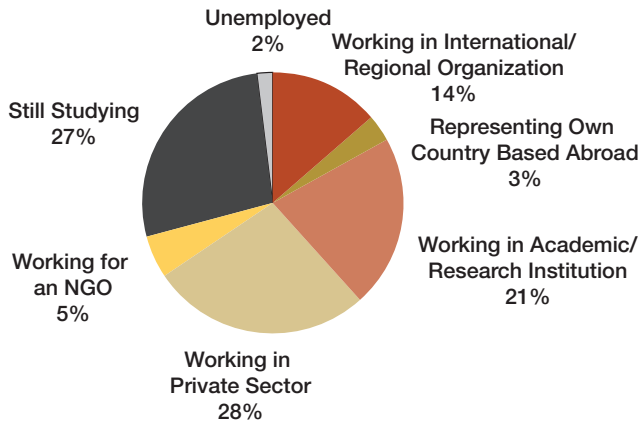
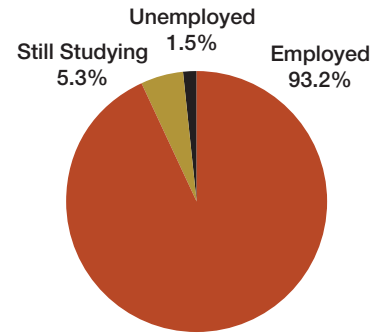


FIGURE 12. Employment Status



Employment after Return to Home Country

93.2% OF THE RESPONDENTS ARE EMPLOYED

Overall, 93.2 percent of the respondents to Tracer Survey 2006 were employed, 5.3 percent were continuing further studies, and 1.5 percent were unemployed (see figure 12).

Unemployed alumni are mostly (11 out of 12) from the younger group (Cluster 3), which is possibly because of the frictional unemployment of their just returning to their countries and adjusting to a home environment after their studies. Some alumni sustained their employment for long periods after returning home. Thus, employment ratios progressively increase for the groups that have been graduated longer from the program, and the ratio reaches 100 percent for members of the group that has been graduated the longest (see table 11).

CLUSTER		EMPLOYMENT			
		Employed	Still studying	Unemployed	Total
Cluster 1	Count	41	0	0	41
	% within Group	100.0%	0.0%	0.0%	100.0%
Cluster 2	Count	253	8	1	262
	% within Group	96.6%	3.1%	0.4%	100.0%
Cluster 3	Count	463	35	11	509
	% within Group	91.0%	6.9%	2.2%	100.0%
TOTAL	Count	757	43	12	812
	% within Group	93.2%	5.3%	1.5%	100.0%

Source: JJ/WBGSP Survey 2006.

The employment shares are slightly higher for those alumni who studied in the Partnership Programs (see table 12). However, one could expect a more significant difference because the Partnership Programs more closely represent the goal of the JJ/WBGSP in preparing policy and development professionals and managers.

PROGRAM TYPE		EMPLOYMENT			
		Employed	Still studying	Unemployed	Total
Regular Program Cases		493	29	8	530
	%	93.0%	5.5%	1.5%	100.0%
Partnerships Cases		264	14	4	282
	%	93.6%	5.0%	1.4%	100.0%
TOTAL	Cases	757	43	12	812
	%	93.2%	5.3%	1.5%	100.0%

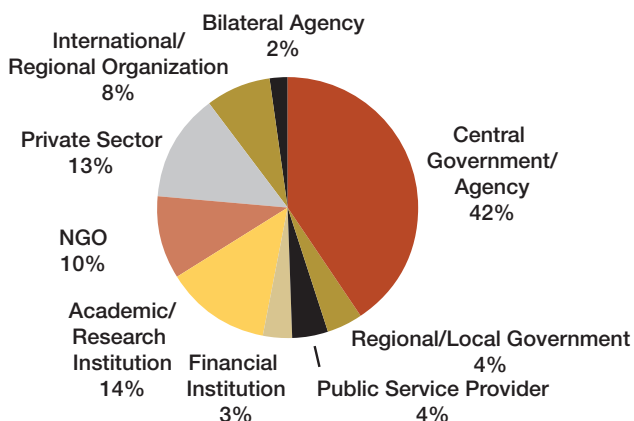
Source: JJ/WBGSP Survey 2006.

Almost three-fourths of the employed respondents live in Africa (30 percent), East Asia (21 percent), South Asia (12 percent), and Latin America (11 percent). Within the regions, the alumni have employment rates ranging from 93.2 percent in the Middle East and North Africa to 100 percent in South Asia. The relatively higher unemployment rates in Latin America (4.9 percent) might be related to inability of the scholars to obtain study leaves, especially from positions in the public sector, for which the majority of alumni work. (see table T.11 in Appendix I).

45.2% WORK FOR CENTRAL AND LOCAL GOVERNEMENTS

Most respondent alumni are employed at senior positions in the government organizations and for public service providers. Of the 757 respondent alumni who are employed, about half work for their respective governments (see table T.11 in Appendix I, as well as figure 13). Those government institutions include central government (41 percent), public sector providers (13 percent), and regional and local governments (4 percent). Aside from government ministries and agencies, more than one-third of the respondent scholars obtained employment in academic and research institutions (13.1 percent), NGOs (10.3 percent), and the private sector (13.5 percent).

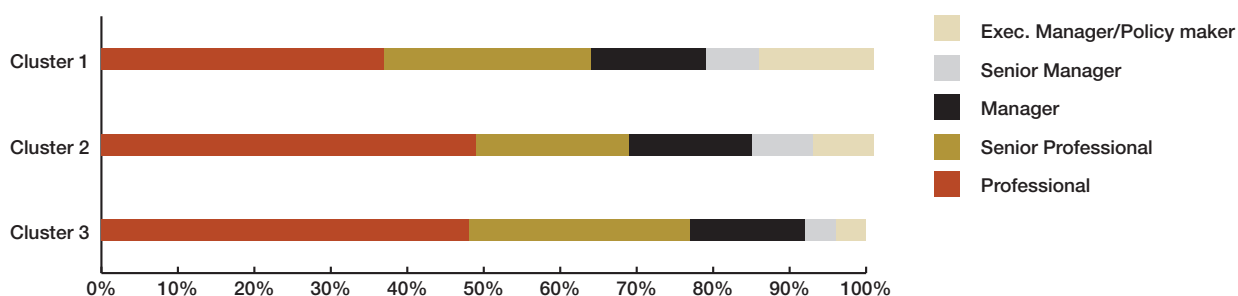
FIGURE 13. Distribution of Employed Alumni per Employer Type



26.2% HOLD MANAGERIAL POSITIONS

More than one-fourth of employed respondents are working at managerial and executive levels, and a further one-fourth work at senior professional levels. Those alumni are in positions where they can influence both public policy and the well-beings of their people. The more experienced alumni occupied most of the senior posts, as would be expected. Alumni working in regional or local governments and for financial institutions seem more likely to obtain managerial and executive positions (see table T.11 in Appendix I, as well as figure 14).

FIGURE 14. Distribution of Employed Alumni per Cluster and Position Type



Link to Development

The primary focus of the current employment for most of the 348 respondents—after completing their scholarships and returning to their home country—was to provide policy inputs, information and knowledge dissemination, management, and services. The proxy impact indicators show that most scholars are in positions that can influence the policy and developmental programs of their countries—as was intended by the objectives of the JJ/WBGSP. In fact, scholars are likely to engage in multifocus positions and to exercise a variety of developmentally relevant job responsibilities.

Moreover, the respondent scholars found that their newly acquired skills were highly relevant to their countries' needs. To further verify and measure the impact of the alumni's contributions, the survey asked them to rank their perceptions on the relevance of their current and overall professional activities to the development of their own country and other developing countries on a progressive scale from zero to 100 percent. About half of the respondents mentioned that at least three-fourth of their current and overall work related to development of their own countries, and one-fifth of respondents mentioned that three-fourth or more of their current and overall work related to the development of other developing countries.

**TABLE
13**

ALUMNI ACTIVITIES AND DEVELOPMENT

	CURRENT ACTIVITIES				OVERALL ACTIVITIES			
	RELATED TO DEVELOPMENT IN OWN COUNTRY		RELATED TO DEVELOPMENT IN OTHER COUNTRIES		RELATED TO DEVELOPMENT IN OWN COUNTRY		RELATED TO DEVELOPMENT IN OTHER COUNTRIES	
Appreciation	Cases	%	Cases	%	Cases	%	Cases	%
75–100%	169	48.6%	66	19.0%	164	47.1%	63	18.1%
50–75%	80	23.0%	72	20.7%	94	27.0%	72	20.7%
25–50%	36	10.3%	64	18.4%	37	10.6%	66	19.0%
0–25%	29	8.3%	86	24.7%	18	5.2%	84	24.1%
NA	34	9.8%	60	17.2%	35	10.1%	63	18.1%
TOTAL	348	100.0%	348	100.0%	348	100.0%	348	100.0%

Source: JJ/WBGSP Survey 2006.

The Program in Economic Policy Management at CERDI


In 1994, the Centre d'Etudes et de Recherches sur le Développement (CERDI) was selected by the JJ/WBGSP to establish a program in Economic Policy Management (EPM) that would enhance the capabilities of African partner universities and would enable them to offer master's programs. After 3 years of preparation and a detailed institution-building plan, the program was successfully transferred to the University of Cocody in Côte d'Ivoire and the University of Yaoundé II in Cameroon. However, the EPM at CERDI continued. Since its inception, 360 scholars have graduated from the program in EPM. About half of them (159) received a scholarship from the JJ/WBGSP.

The program in EPM at CERDI is taught mainly, but not exclusively, in French because most scholars come from francophone countries, specifically sub-Saharan Africa. About two-thirds (99 of 159) of the scholars come from sub-Saharan Africa. North Africa is also well represented with 27 scholars (or 17 percent), as well as Europe and Central Asia with 19 scholars (12 percent). The total number of sponsored females is 36, or 22 percent of the total.

The aim of the EPM program at CERDI is to train primarily, but not exclusively, economists from the public sector. Half of the scholars work in policymaking ministries, the main one being the Ministry of Economy and Finance. Some scholars work in sector ministries such as Agriculture, Commerce, Foreign Affairs, Health, Industry, and Public Works. Throughout the years, other public institutions have been represented, such as the Offices of the Presidents, Offices of the Prime Ministers, Parliaments, and Central Banks, which shows the great diversity of the scholars' profiles. In total, almost two-thirds of the scholars work in policymaking positions and are at the heart of the policymaking process.

Many other scholars (17 percent) work in academia, in research, and as independent consultants. Those activities are considered to be upstream of the policymaking process. Some scholars (12 percent) exercise their talent in the banking and finance sector, most of whom are in the Central Bank of their countries and are de facto in the heart of analysis and policymaking decisions. A few scholars (7 percent) have joined regional and international institutions, but generally they are stationed in country offices in the developing world and are very often in their own country (UNDP, ADB, CEMAC, COMESA).

Overall, 152 of 159, or 95.6 percent, of the JJ/WBGSP scholars reside in developing countries. Only 12 scholars (7.5 percent) are expatriates: 5 reside in developing countries, other than their own; 3 study in France for specific reasons; 3 work at the headquarters of an international organization in developed countries; and 1 is a diplomat in a developed country embassy.



**Peter Andrew Sinon, who is from Seychelles,
is monitoring reforms at the African Development Bank.**

I am the first beneficiary of a JJ/WBGSP from the Republic of Seychelles. This scholarship has made a world of difference to my career. It enhanced my analytical and technical skills, improved my confidence, and expanded the potential limits of my career as a development economist.

The master's degree has been the main catalyst that moved me from the position of principal economist to that of director general of International Economic Affairs. It then propelled me to become the first resident of the Seychelles High Commissioner of the African Continent, which is based in Pretoria, Republic of South Africa. My next career move led me to the African Development Bank (ADB) in 2004 as advisor and alternate for the executive director of Eritrea, Ethiopia, Kenya, Rwanda, Seychelles, Tanzania, and Uganda. I am also involved in analyzing and advising about the sanctioning, as well as the monitoring and evaluation, of ongoing reforms that the newly elected president of the ADB, Dr. Donald Kaberuka, is undertaking.



Section 6. Results and Outlook

- Conclusions, Lessons Learned
and Recommendations

Section 6. Results and Outlook

The overall results of the analysis are summarized in table 14. The output indicators of the program show that 98.7 percent of the scholars attained their degree; 85 percent returned to home or other developing countries, of which 93.2 percent obtained and sustained employment; and about two-thirds were employed in Africa, Asia, and Latin America. Most alumni returned to work for the public sector (46 percent), about 13 percent were in academic and research institutions, and another 13 percent chose to work in the private sector. More than one-fourth hold managerial and executive positions, which should enable them to have a wider impact on the development of their countries.

Moreover, the responding scholars found the knowledge and skills gained during their studies highly useful and relevant to their jobs, and to the development needs of their own and other countries. Almost 72% of respondents considered that at least half of their professional activities relate directly to development in their countries. The alumni also benefited from improved confidence; and forging useful academic and professional contacts, and partnerships, which may be used in improving their effectiveness in discharging their duties.

SUMMARY OF JJ/WBGSP ALUMNI ANALYSIS		
TYPES OF INDICATOR	SOURCE OF DATA AND DATE	VALUE OF INDICATOR & SHARE
I. Input Indicators		
1. No. of application received, processed (regular program), scholarships awarded	Time series, 1987–2006	51,863
2. No. of scholars and Average cost per scholar		3,554 US\$40,917 (2004)
II. Output Indicators		
1. No. of scholars who completed the program and attained their degrees:	Time series, 1987–2006 and (%)	3,141 98.7%
2. Benefits from the academic program to individual scholar:	Tracer Survey 2006 (Part II): total respondents 348	
2.1 Technical skill		very high, 54.6%, high, 31.9
2.2 Methodological skills		very high, 53.2%, high, 33.0
2.3 Comm./negotiation skills		very high, 43.4%, high, 32.5
2.4 Intercultural skills		very high, 60.9%, high, 23.9
2.5 Personal development		very high, 61.2%, high, 25.6

**TABLE
14**

SUMMARY OF JJ/WBGSP ALUMNI ANALYSIS (CONTINUED)

TYPES OF INDICATOR	SOURCE OF DATA AND DATE	VALUE OF INDICATOR & SHARE
III. Outcome Indicators	Tracer Survey 2006 (Part II):	
1. Alumni benefits from the scholarship program:	total respondents 348	
1.6 Recognition of skills		very high, 48.9%; high, 26.1
1.7 Progression in same job		very high, 36.5%, high, 26.1
1.8 Mobility across jobs		very high, 33.3%, high, 26.1
1.4 Higher income		very high, 19.5%, high, 21.8
2. No. of scholars who returned to:	Tracer Survey 2006 (Part I):	
	total respondents 812	
2.1. Home country		647 and 79.7%
2.2. Other developing countries		119 and 14.7%
2.3. Part I countries		37 and 4.6%
2.4. Unknown		9 and 1 %
3. No. of scholars who were:	Tracer Survey 2006 (Part I):	
	total respondents 812	
3.1 Employed		751 and 92.5%
3.2 Still studying		49 and 6%
3.3 Unemployed		12 and 1.5%
4. No. of scholars who returned to positions in:	Tracer Survey 2006 (Part I):	
	total respondents 812	
4.1. Public sector (including central, regional & local gov. and public sector providers)		374 and 46%
4.2. Academic & research institutions		97 and 12.9%
4.3 Private sector		101 and 13.4%
4.4. NGOs		77 and 10.3%
5. No. of employed alumni who work at managerial and executive levels:	Tracer Survey 2006 (Part I):	
	total respondents 751 over 812	280, 26.2%
6. Relevance of alumni activities to development:	Tracer Survey 2006 (Part II):	
	total respondents 348	
6.1 Current activities		75–100%; 48.6%
6.1.1 Related to the development of own country		50–75%; 23.0%
6.1.2 Related to the development of other countries		75–100%; 19.0%
		50–75%; 20.7%

The Economic Policy Management Program at Makerere University

In pursuit of their common objective to strengthen the public sector capacity in sub-Saharan Africa, the World Bank and the African Capacity Building Foundation (ACBF) launched the Economic Policy Management program (EPM) in 1998 in four African universities: Makerere University (Uganda), University of Ghana–Legon, University of Yaounde II (Cameroon), and the University of Cocody (Côte d’Ivoire). Since its inception, the EPM program has trained more than 950 midcareer professionals who are supported by ACBF and the JJ/WBGSP and are from 32 countries.

Established in 1922 as a technical school, Makerere University is one of the oldest and most prestigious universities in Africa. Today, Makerere University has 22 faculties, institutes, or schools offering study programs to a student body of about 30,000 undergraduates and 3,000 postgraduates. The EPM program has been hosted since 1998 by the faculty members who teach economics and management. The program has trained eight cohorts, or a total of 285 scholars of whom 81 (28.4 percent) were females and 132 (46.3 percent) were non-Ugandan. Although most students (88 percent) were funded by ACBF and the World Bank Institute (the co-sponsors of the program), the Makerere EPM program has succeeded in attracting 26 self-financed students and 8 scholars who are supported by other donors, such as the French Cooperation, the Government of Kenya or the Bank of Uganda.

A tracer study conducted by Makerere University covering the six first cohorts of the program showed that more than 76 percent of EPM alumni were able to improve their professional situation during the 5 years following their graduation; they were either being promoted by their previous employers or were moving from their previous jobs to better positions. Although they work mainly for central and local governments and agencies (54 percent), Makerere EPM alumni are also present in the private sector (16 percent), academia (13 percent), NGOs (13 percent,) and independent organizations (4 percent). Positions occupied by EPM alumni include chief economist at the Zambia Competition Commission; senior economists at the Ministry of Finance of Kenya; and senior economist at the Ministry of Planning, Economy, and Empowerment of Tanzania.

Conclusions, Lessons Learned, and Recommendations

JJ/WBGSP is one of the few development-focused scholarship programs that provide the recipients—midcareer professionals from developing countries—with the enhanced knowledge and skills, exposure, and confidence needed to serve their countries. Substantial numbers of applications and a rigorous selection policy ensure quality at entry and high attainment rates. The focus on midcareer professionals, the formal commitment of scholars, and the employment restriction at the World Bank and the International Monetary Fund ensure that the scholars return home after completing their studies.

The main indicators show that the JJ/BGSP is achieving its goal at reasonable costs. The overwhelming majority of scholars, in fact, attain their degree, return to their countries, and engage in gainful employment that contributes to the sociodevelopment of their countries, as shown in this report. Survey 2006 results, contacts with alumni, anecdotal evidence, and testimonials have shown that the positive results obtained through this program have been sustained and that the scholars continue to work in areas that contribute to development, especially at senior executive and professional levels.

There are some lessons to be learned from the process and recommendations, however. First, extensive efforts went into tracking and contacting the individual scholars and alumni. The recommendations of the previous report (Tracer Study VI) regarding tracing alumni,—such as stepping up the process of providing regular opportunities for alumni to register and to attend short courses and for them to create a forum electronically and through the Web—were initiated. The scaling-up program launched in 2005 is a significant step toward creating a community of development practitioners and toward facilitating a lifelong learning environment. These efforts need to be sustained and strengthened.

Second, continuous effort should be made to collect data both before and after graduation, which will improve the analysis of the future tracer studies. Additional data can be collected for the type of institutions, nature of work, and ranks of the scholars before their selection. For instance, the tracer survey should start when the scholarship is awarded and should gather information about such topics. Those data will provide a more thorough understanding of the impact of the program on both scholars and their employment institutions.

Third, although tracer studies have provided valuable indicators and have allowed the program to improve its performance over the years, those studies do not constitute a comprehensive evaluation of the program. It is recommended to (a) undertake an external evaluation of the program, which could be performed by the World Bank Institute's Independent Evaluation Group, and (b) cooperate with similar international scholarship programs in order to set up benchmarks.

Fourth, impact indicators for the Partnership Programs are very similar to those of the Regular Program although their costs are generally much higher. Therefore, there is a need to further evaluate the programs individually and in cooperation with partner universities.

The Williams College Center for Development Economics

Since 1960, the Williams College Center for Development Economics (CDE) has trained more than 1,000 future economic policymakers from around the world. Generous support has come from the JJ/WBGSP. Many alumni have risen to critical leadership positions in their nations. Overall, more than 90 percent of alumni still live in their home nations, and more than 80 percent remain engaged in the public policy process.

From the 1990s, close cooperation with the JJ/WBGSP has enabled the CDE to extend its reach to nations in transition. Among CDE alumni, 22 now serve in South African institutions, and more than 100 South African members of parliament were trained by CDE faculty members through a series of short courses.

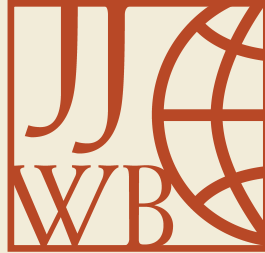
At Williams College, our involvement in the CIS has been most obvious in the Kyrgyz Republic (with 10 recent alumni) and in Georgia. Since November 2003, many CDE graduates in Georgia have risen to important leadership positions in a short time. The following are some examples:

- Chairman, Georgian Tax Department—Kakha Baidurashvili, JJ/WBGSP 2005–06
- Advisor to the Minister of Finance—Mikheil Giorgadze, JJ/WBGSP 2000–01
- Deputy Minister of Finance—Grigoli Gobejishvili, JJ/WBGSP 2003–04
- Vice Premier, Tbilisi Municipality—Ucha Gelashvili, JJ/WBGSP 2003–04
- Head, Monetary Policy, National Bank—Giorgi Laliashvili, JJ/WBGSP 2005–06
- Project Manager, German foreign aid in Georgia—Maia Gikoshvili, JJ/WBGSP 2001–02

The World Bank and IFC publication titled “Doing Business, September 2006” cited Georgia as the world’s top reformer for 2005–06.

Most recently, the CDE program has reached out to enroll participants from postconflict nations, including Afghanistan, Lebanon, and Liberia. We also have begun recruitment in Iraq.

Going forward, Williams College hopes to continue our cooperation with the JJ/WBGSP.



*Appendix I. Statistical tables**

Table A1	JJ/WBGSP Regular Program Applicants: Distribution by Region and Gender 1987–2006	42
Table A2	JJ/WBGSP Regular Program Applicants: Distribution by Region and Country 1987–2006	43-47
Table A3	JJ/WBGSP Scholarship Awards: Distribution by Region and Gender 1987–2006	48
Table A4	JJ/WBGSP Scholarship Awards: Distribution by Region and Country 1987–2006	49-52
Table T.1.	Degree Attainment by Alumni Awarded Scholarships, 1987–2004*	53
Table T.2.	Cohort Groups Statistics	53
Table T.3.	Residence status per gender and degree	54
Table T.4.	Residence status per field of study	55
Table T.5.	Residence status per program type	55
Table T.6.	Status of alumni residing in Part 1 countries	56
Table T.7.	Employment status per field of study	56
Table T.8.	Employment per group	57
Table T.9.	Employment status per program type	57
Table T.10.	Employment status per region of residence	57
Table T.11.	Distribution of employed alumni per organization type and position	58
Table T.12.	Distribution of employed alumni per group and position	59
Table T.13.	Skills enhancement	59
Table T.14.	Extent to which academic program was useful at work	59
Table T.15.	Rating of professional benefits attributed to the program	60
Table T.16.	Professional progression after the program	60
Table T.17.	Alumni activities and development	60

*Data sources are: (i) JJ/WBGSP Scholars database for Tables A1 to A4 and T, and (ii) Tracer Survey 2006 for tables T2 to T16

TABLE A1

JJ/WBGSP Regular Program Applicants: Distribution by Region and Gender 1987–2006

Region	Africa	E. Asia	ECA	LCR	MNA	S. Asia	Unknown	Part 1	Total
Total 1987–2000									
Total	18,881	2,871	1,055	2,797	1,279	3,945	18	625	31,471
# Male	15,781	1,818	617	1,841	1,015	3,319	17	366	24,774
# Female	3,100	1,053	438	956	264	626	1	259	6,697
2001									
Total	2,822	288	145	419	258	457	0	34	4,423
# Male	2,283	150	69	232	188	358	0	16	3,296
# Female	539	138	76	187	70	99	0	18	1,127
2002									
Total	1,542	260	105	313	88	365	0	50	2,723
# Male	1,252	129	52	165	66	278	0	20	1,962
# Female	290	131	53	148	22	87	0	30	761
2003									
Total	1,830	263	93	329	93	362	0	50	3,020
# Male	1,449	137	34	166	78	275	0	24	2,163
# Female	381	126	59	163	15	87	0	26	857
2004									
Total	2,178	234	100	407	149	331	0	62	3,461
# Male	1,793	128	52	205	126	250	0	24	2,578
# Female	385	106	48	202	23	81	0	38	883
2005									
Total	2,169	241	92	321	129	352	0	82	3,386
# Male	1,764	125	37	171	92	263	0	34	2,486
# Female	402	116	57	151	37	89	0	48	900
2006									
Total	2,226	209	71	332	115	358	0	68	3,379
# Male	1,779	92	31	170	81	287	0	27	2,467
# Female	447	117	40	162	34	71	0	41	912
Grand Total									
Total	31,648	4,366	1,661	4,918	2,111	6,170	18	971	51,863
# Male	26,101	2,579	892	2,950	1,646	5,030	17	511	39,726
# Female	5,544	1,787	771	1,969	465	1,140	1	460	12,137

TABLE A2

JJ/WBGSP Regular Program Applicants: Distribution by Region and Country 1987-2006

AFRICA	1987-2000	2001	2002	2003	2004	2005	2006	Totals
Angola	79	10	4	2	6	0	4	105
Benin	378	69	22	37	42	32	46	626
Botswana	59	7	3	9	9	6	5	98
Burkina Faso	329	45	38	41	44	42	43	582
Burundi	85	19	5	5	6	6	9	135
Cameroon	617	129	42	86	126	103	87	1,190
Cape Verde	20	3	1	3	1	1	3	32
Central African Republic	58	9	7	12	11	27	12	136
Chad	206	64	21	31	31	38	30	421
Comoros	17	4	1	3	4	7	10	46
Congo, Democratic Republic of	621	100	48	53	88	67	50	1,027
Congo, Republic of	252	61	21	18	35	30	19	436
Cote d'Ivoire	401	55	18	32	42	24	20	592
Djibouti	20	2	1	1	3	0	0	27
Equatorial Guinea	7	2	6	0	0	0	0	15
Eritrea	20	12	30	16	14	16	27	135
Ethiopia	1,009	180	143	213	205	268	276	2,294
Gabon	28	8	2	2	2	1	5	48
Gambia, The	126	12	14	21	21	23	21	238
Ghana	1,563	214	166	183	199	144	134	2,603
Guinea	212	67	23	31	30	31	38	432
Guinea Bissau	23	0	1	3	2	1	1	31
Kenya	1,649	231	113	111	95	108	104	2,411
Lesotho	73	12	8	10	12	6	16	137
Liberia	126	11	3	2	3	4	6	155
Madagascar	280	28	12	52	28	14	44	458
Malawi	354	66	40	29	35	35	46	605
Mali	214	21	7	10	20	17	19	308
Mauritania	67	8	6	9	15	11	11	127
Mauritius	17	1	6	3	2	0	0	29
Mozambique	51	17	4	3	2	5	5	87
Namibia	42	6	2	2	1	4	6	63
Niger	146	52	47	33	24	28	33	363
Nigeria	3,469	605	298	348	506	525	543	6,294
Rwanda	154	26	8	23	25	29	31	296
Sao Tome & Principe	8	2	2	0	1	4	2	19
Senegal	319	70	24	27	36	46	47	569
Seychelles	4	0	0	0	2	0	2	8
Sierra Leone	373	39	18	10	36	34	45	555
Somalia	108	0	0	1	1	0	0	110
South Africa	104	11	9	8	11	5	5	153
Sudan	566	35	19	16	19	21	22	698
Swaziland	65	3	4	4	6	7	3	92
Tanzania	1,785	177	102	101	127	145	138	2,575
Togo	188	42	32	33	41	34	23	393
Uganda	1,503	128	73	91	107	121	101	2,124
Zambia	622	110	69	87	91	81	106	1,166
Zimbabwe	464	49	19	15	11	18	28	604
Grand Total	18,881	2,822	1,542	1,830	2,178	2,169	2,226	31,648

TABLE A2

JJ/WBGSP Regular Program Applicants: Distribution by Region and Country 1987–2006

E. ASIA	1987–2000	2001	2002	2003	2004	2005	2006	Total
Cambodia	87	12	14	11	10	20	5	159
China	1,094	46	56	81	47	36	18	1,378
East Timor	0	0	0	0	6	0	1	7
Fiji	15	0	6	1	1	1	2	26
Indonesia	478	64	54	29	27	21	35	708
Kiribati	3	0	1	0	0	0	0	4
Korea	78	7	0	0	0	0	0	85
Lao PDR	26	8	1	5	7	5	2	54
Malaysia	61	3	2	7	12	5	8	98
Mongolia	51	15	10	11	13	13	7	120
Myanmar	110	58	46	40	62	68	66	450
Papua New Guinea	14	1	3	10	6	10	6	50
Philippines	514	37	34	35	20	30	32	702
Solomon Islands	2	0	0	0	0	1	0	3
Thailand	162	12	9	8	4	2	5	202
Tonga	9	0	0	1	0	0	0	10
Vanuatu	0	2	0	1	0	0	0	3
Vietnam	157	23	24	22	18	28	22	294
Western Samoa	10	0	0	1	1	1	0	13
Grand Total	2,871	288	260	263	234	241	209	4,366

JJ/WBGSP Europe and Central Asia Applicants: Distribution by Region and Country 1987–2006

ECA	1987–2000	2001	2002	2003	2004	2005	2006	Total
Albania	78	5	8	5	3	6	1	106
Armenia	22	5	3	2	4	6	6	48
Azerbaijan	19	2	2	2	4	5	2	36
Belarus	36	3	5	2	3	0	4	53
Bosnia	11	2	0	0	0	0	2	15
Bulgaria	94	10	12	6	4	9	3	138
Croatia	8	0	1	4	2	2	2	19
Czech Republic	18	0	0	1	0	0	0	19
Estonia	11	2	3	1	2	0	0	19
Georgia	31	17	12	8	9	4	8	89
Hungary	64	3	2	1	0	0	0	70
Kazakhstan	24	7	3	4	1	1	3	43
Kyrgyz Rep.	30	13	7	5	9	7	4	75
Latvia	9	1	0	4	1	0	0	15
Lithuania	10	6	3	2	1	1	0	23
Macedonia	5	2	0	2	0	1	1	11
Moldova	16	3	5	2	5	2	2	35
Poland	51	0	2	2	0	0	0	55
Portugal	11	0	0	0	0	0	0	11
Romania	95	16	6	6	9	9	7	148
Russia Federation	90	13	6	8	3	3	3	126
Serbia and Montenegro	54	3	1	2	2	4	3	69
Slovak Republic	19	3	1	1	0	1	0	25
Slovenia	6	1	3	0	1	0	0	11
Tajikistan	5	2	2	4	8	5	2	28
Turkey	168	7	10	10	20	9	9	233
Turkmenistan	2	0	0	1	1	0	1	5
Ukraine	43	10	3	3	2	3	2	66
Uzbekistan	25	9	5	5	6	14	6	70
TOTAL	1,055	145	105	93	100	92	71	1,661

TABLE A2

JJ/WBGSP Regular Program Applicants: Distribution by Region and Country 1987–2006

LCR	1987–2000	2001	2002	2003	2004	2005	2006	Total
Antigua	4	1	1	0	0	2	1	9
Argentina	218	22	30	27	26	15	15	353
Bahamas	11	0	1	0	0	0	0	12
Barbados	26	2	0	1	2	1	1	33
Belize	9	0	0	1	0	0	0	10
Bolivia	108	20	15	18	23	12	16	212
Brazil	181	31	17	20	21	24	27	321
Chile	145	14	19	12	21	23	25	259
Colombia	330	46	30	29	73	44	59	611
Costa Rica	54	8	7	2	5	10	7	93
Cuba	0	1	1	0	0	0	0	2
Dominica	18		2	2	1	0	0	23
Dominican Republic	27	3	0	1	3	3	3	40
Ecuador	145	26	11	10	9	12	11	224
El Salvador	40	4	1	1	3	2	2	53
Grenada	11	0	0	1	1	2	1	16
Guatemala	31	2	4	1	0	2	5	45
Guyana	49	8	6	5	2	1	4	75
Haiti	91	52	25	25	21	20	17	251
Honduras	27	7	2	4	9	9	4	62
Jamaica	72	7	12	7	5	2	8	113
Mexico	511	48	45	55	73	61	53	846
Nicaragua	27	7	7	8	4	8	10	71
Panama	16	2	4	0	1	0	0	23
Paraguay	26	1	2	1	2	3	5	40
Peru	341	74	51	62	61	42	31	662
St. Kitts	3	0	1	1	3	1	0	9
St. Lucia	29	6	1	1	0	2	0	39
St. Vincent	12	0	0	1	0	1	2	16
Suriname	9	0	0	0	0	1	2	12
Trinidad & Tobago	46	7	1	2	0	1	0	57
Uruguay	99	14	13	22	19	6	9	182
Venezuela	79	6	4	9	19	11	14	142
West Indies	2	0	0	0	0	0	0	2
Grand Total	2,797	419	313	329	407	321	332	4,918

TABLE A2

JJ/WBGSP Regular Program Applicants: Distribution by Region and Country 1987–2006

MNA	1987–2000	2001	2002	2003	2004	2005	2006	Total
Afghanistan	13	2	0	1	5	10	14	45
Algeria	164	46	14	17	29	13	18	301
Bahrain	4	0	0	0	0	0	0	4
Egypt	483	68	17	34	25	22	18	667
Iran	74	16	3	3	21	19	10	146
Iraq	19	4	1	1	0	0	12	37
Jordan	118	14	16	3	11	12	7	181
Kuwait	6	1	0	0	0	0	0	7
Lebanon	27	1	0	1	0	4	0	33
Libya	6	0	0	2	0	0	0	8
Malta	2	0	0	0	0	0	0	2
Morocco	147	48	10	10	5	10	6	236
Oman	6	1	5	1	2	11	5	31
Saudi Arabia	11	0	0	1	0	0	0	12
Syria	26	9	1	1	1	3	2	43
Tunisia	78	26	6	2	2	3	6	123
West Bank and Gaza	31	10	10	11	27	10	7	106
Yemen Republic	64	12	5	5	21	12	10	129
Grand Total	1,279	258	88	93	149	129	115	2,111

JJ/WBGSP Regular Program Applicants: Distribution by Region and Country 1987–2006

SOUTH ASIA	1987–2000	2001	2002	2003	2004	2005	2006	Total
Bangladesh	779	53	57	51	54	49	52	1,095
Bhutan	29	8	5	9	5	13	15	84
India	1,126	83	114	119	108	98	102	1,750
Maldives	40	3	3	0	0	0	0	46
Nepal	797	103	67	61	71	88	75	1,262
Pakistan	939	172	100	100	67	76	79	1,533
Sri Lanka	235	35	19	22	26	28	35	400
TOTAL	3,945	457	365	362	331	352	358	6,170

TABLE A2

JJ/WBGSP Regular Program Applicants: Distribution by Region and Country 1987–2006

PART I	1987–2000	2001	2002	2003	2004	2005	2006	Total
Australia	13	0	0	0	0	0	0	13
Austria	1	0	0	0	0	0	0	1
Bahrain	0	0	0	0	1	0	0	1
Belgium	5	0	0	0	0	0	0	5
Canada	35	0	0	0	0	0	0	35
Cyprus	21	0	0	0	1	0	0	22
Finland	4	0	0	0	0	0	0	4
France	36	0	0	0	0	0	0	36
Germany	23	0	0	0	0	0	0	23
Greece	32	0	0	0	0	0	0	32
Iceland	1	0	0	0	0	0	0	1
Ireland	9	0	0	1	0	0	0	10
Israel	18	0	0	1	0	1	0	20
Italy	21	0	0	0	0	0	1	22
Japan	208	31	50	45	56	80	65	535
Korea, Rep.	0	0	0	0	2	1	0	3
Kuwait	0	0	0	0	1	0	2	3
Qatar	1	0	0	0	0	0	0	1
Netherlands	7	0	0	0	0	0	0	7
New Zealand	3	0	0	0	0	0	0	3
Norway	2	0	0	0	0	0	0	2
Saudi Arabia	0	0	0	0	0	0	0	0
Singapore	17	3	0	2	1	0	0	23
Spain	20	0	0	1	0	0	0	21
Sweden	5	0	0	0	0	0	0	5
Switzerland	1	0	0	0	0	0	0	1
Taiwan	1	0	0	0	0	0	0	1
United Kingdom	44	0	0	0	0	0	0	44
United States	97	0	0	0	0	0	0	97
Grand Total	625	34	50	50	62	82	68	971
<hr/>								
	1987–2000	2001	2002	2003	2004	2005	2006	Total
Total of Developing Member Countries	30,828	4,389	2,673	2,970	3,399	3,304	3,311	50,874
Total of Industrialized Countries	625	34	50	50	62	82	68	971
Unknown	18	0	0	0	0	0	0	18
Total Member Countries	31,471	4,423	2,723	3,020	3,461	3,386	3,379	51,863

TABLE A3

JJ/WBGSP Scholarship Awards: Distribution by Region and Gender 1987–2006

Region	Africa	E. Asia	ECA	LCR	MNA	S. Asia	Part 1	Total
1987–2000								
Total	677	422	187	270	110	297	127	2,090
# of Men	479	239	104	163	81	227	94	1,387
# of Women	198	183	83	107	29	70	33	703
2001								
Total	75	39	20	26	8	24	8	200
# of Men	41	20	10	13	6	18	4	112
# of Women	34	19	10	13	2	6	4	88
2002								
Total	71	33	14	25	12	17	10	182
# of Men	42	19	9	17	9	11	5	112
# of Women	29	14	5	8	3	6	5	70
2003								
Total	141	59	40	41	13	48	17	359
# of Men	95	34	17	27	10	37	6	226
# of Women	46	25	23	14	3	11	11	133
2004								
Total	153	54	37	58	26	30	15	373
# of Men	101	24	19	30	21	20	6	221
# of Women	52	30	18	28	5	10	9	152
2005								
Total	70	30	16	32	9	17	15	189
# of Men	52	11	12	17	4	12	7	115
# of Women	18	19	4	15	5	5	8	74
2006								
Total	73	24	11	18	7	13	15	161
# of Men	45	7	5	10	6	10	5	88
# of Women	28	17	6	8	1	3	10	73
TOTAL								
Total	1,260	645	325	470	185	446	207	3,554
# of Men	855	340	176	277	137	335	127	2,261
# of Women	405	305	149	193	48	111	80	1,293

TABLE A4

JJ/WBGSP Scholarship Awards: Distribution by Region and Country 1987–2006

AFRICA	1987–2000	2001	2002	2003	2004	2005	2006	Total
Angola	5	1	0	0	1	0	0	7
Benin	22	0	1	4	4	2	1	34
Botswana	4	0	0	0	2	0	0	6
Burkina Faso	26	2	2	7	8	2	2	49
Burundi	9	1	2	3	3	2	2	22
Cameroon	27	3	4	5	5	2	4	50
Cape Verde	2	0	0	1	0	0	1	4
Central African Republic	4	2	2	3	3	2	2	18
Chad	12	1	3	2	4	2	2	26
Comoros	2	0	2	0	2	1	2	9
Congo, Democratic Republic of	7	2	3	2	3	1	1	19
Congo, Republic of	11	1	2	3	5	2	1	25
Côte d'Ivoire	17	3	2	3	3	3	3	34
Djibouti	1	0	0	0	0	0	0	1
Eritrea	3	1	0	2	3	0	1	10
Ethiopia	40	4	3	7	8	5	5	72
Gabon	4	1	0	1	1	1	1	9
Gambia	6	1	0	3	3	1	2	16
Ghana	58	4	6	5	8	3	3	87
Guinea	17	2	0	4	3	1	3	30
Guinea-Bissau	2	0	0	0	0	0	0	2
Kenya	47	6	5	12	7	6	3	86
Lesotho	3	0	1	1	3	0	1	9
Liberia	7	1	0	0	2	1	1	12
Madagascar	20	3	1	5	4	1	1	35
Malawi	16	1	1	1	3	2	2	26
Mali	9	0	1	3	4	2	2	21
Mauritania	4	1	1	2	3	2	2	15
Mauritius	1	0	1	1	0	0	0	3
Mozambique	2	1	0	0	0	0	1	4
Namibia	3	1	0	0	0	1	0	5
Niger	9	2	1	4	3	2	1	22
Nigeria	63	5	3	7	8	2	3	91
Rwanda	12	1	1	6	4	3	3	30
Sao Tome & Principe	2	0	0	0	0	0	0	2
Senegal	16	3	2	5	6	1	2	35
Seychelles	1	0	0	0	1	0	1	3
Sierra Leone	14	3	3	6	5	4	2	37
Somalia	3	0	0	0	1	0	0	4
South Africa	6	2	0	3	0	1	1	13
Sudan	22	3	3	5	5	1	2	41
Swaziland	4	0	1	0	3	0	0	8
Tanzania	36	3	3	8	5	3	3	61
Togo	11	1	3	4	7	1	1	28
Uganda	46	5	4	7	4	3	3	72
Zambia	26	3	3	5	4	2	2	45
Zimbabwe	15	1	1	1	2	2	0	22
TOTAL	677	75	71	141	153	70	73	1,260

TABLE A4
JJ/WBGSP Scholarship Awards: Distribution by Region and Country 1987–2006

EAST ASIA & PACIFIC	1987–2000	2001	2002	2003	2004	2005	2006	Total
Cambodia	14	3	4	5	2	1	1	30
China	133	7	5	8	8	5	5	171
Fiji	2	0	0	0	1	1	0	4
Indonesia	40	4	4	8	4	6	4	70
Kiribati	0	0	1	0	0	0	0	1
Korea	16	0	0	0	0	0	0	16
Lao PDR	11	1	1	2	4	0	1	20
Malaysia	6	0	1	2	3	0	2	14
Mongolia	26	3	3	5	3	4	3	47
Myanmar	31	5	4	12	9	4	3	68
Papua New Guinea	4	0	1	1	3	1	1	11
Philippines	54	5	2	5	6	3	2	77
Thailand	24	5	1	2	1	0	1	34
Tonga	2	0	0	1	0	0	0	3
Vietnam	57	6	6	8	9	5	1	92
Western Samoa	2	0	0	0	1	0	0	3
TOTAL	422	39	33	59	54	30	24	661

JJ/WBGSP Scholarship Awards: Distribution by Region and Country 1987–2006

EUROPE & CENTRAL ASIA	1987–2000	2001	2002	2003	2004	2005	2006	Total
Albania	10	0	2	1	3	1	0	17
Armenia	9	1	0	4	1	0	2	17
Azerbaijan	5	1	0	1	2	1	0	10
Belarus	6	0	2	0	0	0	0	8
Bosnia	1	0	0	0	0	0	0	1
Bulgaria	20	4	1	3	1	0	0	29
Croatia	2	0	0	1	0	0	0	3
Czech Republic	1	1	0	1	0	0	0	3
Estonia	3	0	0	0	1	0	0	4
Georgia	12	1	1	4	3	3	2	26
Hungary	11	0	0	1	0	0	0	12
Kazakhstan	6	2	1	2	2	0	0	13
Kosovo	0	0	0	0	0	1	0	1
Kyrgyz Republic	4	2	1	2	2	1	1	13
Latvia	4	0	0	1	0	0	0	5
Lithuania	3	2	0	1	1	0	0	7
Macedonia	3	0	0	0	0	0	0	3
Moldova	4	0	2	0	3	0	0	9
Poland	4	0	0	1	0	0	0	5
Romania	17	1	1	5	3	1	1	29
Russia Federation	18	0	0	3	0	1	0	22
Serbia and Montenegro	2	0	0	1	1	0	1	5
Slovak Republic	4	0	0	0	0	0	0	4
Slovenia	3	0	0	0	0	0	0	3
Tajikistan	3	0	1	0	2	2	0	8
Turkey	12	1	1	4	6	2	1	27
Turkmenistan	0	1	0	0	2	0	0	3
Ukraine	9	2	0	0	0	1	1	13
Uzbekistan	11	1	1	4	4	2	2	25
TOTAL	187	20	14	40	37	16	11	325

TABLE A4

JJ/WBGSP Scholarship Awards: Distribution by Region and Country 1987–2006

LCR	1987–2000	2001	2002	2003	2004	2005	2006	Total
Antigua and Barbuda	0	0	0	0	0	0	1	1
Argentina	22	2	3	2	3	2	0	34
Bahamas	1	0	0	0	0	0	0	1
Barbados	0	0	0	0	0	0	0	0
Belize	2	0	0	0	0	0	0	2
Bolivia	9	1	1	2	6	2	1	22
Brazil	19	2	3	2	8	3	1	38
Chile	18	2	0	4	5	4	1	34
Colombia	29	4	1	4	4	2	3	47
Costa Rica	4	1	2	0	1	1	0	9
Dominica	1	0	0	1	0	0	0	2
Dominican Republic	2	0	0	0	0	1	0	3
Ecuador	15	1	1	1	1	1	1	21
El Salvador	3	2	1	1	0	1	0	8
Grenada	2	0	0	0	1	1	0	4
Guatemala	6	0	1	1	0	0	0	8
Guyana	15	1	1	1	2	0	1	21
Haiti	15	0	3	2	1	0	0	21
Honduras	1	1	0	1	2	2	1	8
Jamaica	5	0	1	0	1	0	1	8
Mexico	33	4	1	5	7	3	1	54
Nicaragua	2	0	1	2	0	0	1	6
Panama	0	0	0	0	1	0	0	1
Paraguay	1	0	0	0	0	0	0	1
Peru	40	3	2	6	6	5	4	66
St. Kitts	1	0	0	1	2	1	0	5
St. Lucia	2	1	1	0	0	1	0	5
St. Vincent	1	0	0	1	0	0	1	3
Suriname	1	0	0	0	0	0	0	1
Trinidad & Tobago	5	0	1	1	0	1	0	8
Uruguay	9	1	1	2	3	0	0	16
Venezuela	6	0	0	1	4	1	0	12
TOTAL	270	26	25	41	58	32	18	470

JJ/WBGSP Scholarship Awards: Distribution by Region and Country 1987–2006

MNA	1987–2000	2001	2002	2003	2004	2005	2006	Total
Algeria	14	1	2	1	3	1	1	23
Egypt	35	3	1	3	6	2	1	51
Iran	14	1	1	2	6	1	1	26
Iraq	2	0	0	0	0	0	0	2
Jordan	13	1	2	1	3	1	0	21
Lebanon	2	0	1	0	0	1	0	4
Morocco	15	2	1	1	1	1	1	22
Oman	0	0	0	0	0	0	0	0
Syria	1	0	0	0	0	1	0	2
Tunisia	6	0	1	1	1	1	1	11
West Bank & Gaza	6	0	2	2	3	0	1	14
Yemen Republic	2	0	1	2	3	0	1	9
TOTAL	110	8	12	13	26	9	7	185

TABLE A4

JJ/WBGSP Scholarship Awards: Distribution by Region and Country 1987–2005

SOUTH ASIA	1987–2000	2001	2002	2003	2004	2005	2006	Total
Afghanistan	1	0	0	1	1	1	1	5
Bangladesh	38	3	2	9	4	2	2	60
Bhutan	9	3	3	5	3	3	3	29
India	116	8	4	11	7	3	2	151
Maldives	5	0	0	0	0	0	0	5
Nepal	48	3	3	5	5	3	2	69
Pakistan	60	5	3	11	4	4	1	88
Sri Lanka	20	2	2	6	6	1	2	39
TOTAL	297	24	17	48	30	17	13	446

JJ/WBGSP Scholarship Awards: Distribution by Region and Country 1987–2005

PART I	1987–2000	2001	2002	2003	2004	2005	2006	Total
Australia	1	0	0	0	0	0	0	1
Belgium	1	0	0	0	0	0	0	1
Canada	4	0	0	0	0	0	0	4
Cyprus	1	0	0	0	0	0	0	1
Ireland	1	0	0	0	0	0	0	1
Italy	1	0	0	0	0	0	0	1
Japan	112	8	10	17	15	15	15	192
Sweden	1	0	0	0	0	0	0	1
United Kingdom	1	0	0	0	0	0	0	1
United States	4	0	0	0	0	0	0	4
TOTAL	127	8	10	17	15	15	15	207

TOTAL AWARDEES	1987–2000	2001	2002	2003	2004	2005	2006	Total
Total of Developing Member Countries	1,963	192	172	342	358	174	146	3,347
Total of Industrialized Countries	127	8	10	17	15	15	15	207
Total Member Countries	2,090	200	182	359	373	189	161	3,554

TABLE T.1.

Degree Attainment by Alumni Awarded Scholarships, 1987–2004*

Indicators Related to Degree Attainment	Degree Attainment of Alumni Part 2, 1987–2004*		Degree Attainment of Alumni the Entire Program, 1987–2004*	
	Total	%	Total	%
Total Cases:	2,992	100%	3,184	100%
Male	1,919	64%	2,046	64%
Female	1,073	36%	1,138	36%
Did not Attain Degree	40	1.3%	43	1.3%
Medical/ Deceased During Study Period	7	0%	7	0%
Did not Meet Academic Requirements	3	0%	3	0%
Other	20	1%	21	1%
Did not Attain Proposed Degree		0%		0%
All but Dissertation	2	0%	2	0%
Received Degree Other than PhD	6	0%	8	1%
Received Degree Other than Master's	2	0%	2	0%
Remaining as Degree Analysis Denominator	2,952	93%	3,141	99%
Percent Attained Degree	99%	93%	99%	99%
	TOTAL	%	TOTAL	%
	2992	100%	3184	100%

TABLE T.2.

Cohort Groups Statistics

	Number of Cases			Average Values	
	Male	Female	Total	Age	Number of years after graduation
Group 1: Graduated 1988–96	29	12	41	48.4	13.0
Group 2: Graduated 1997–2001	171	91	262	41.8	6.7
Group 3: Graduated 2002–06	325	184	509	36.8	1.7
TOTAL	525	287	812	39.0	3.9

TABLE T.3.
Residence Status per Gender and Degree

Degree		Residence Status				Total	
		Own country	Other Part 2 country	Part 1 country	Unknown		
Master's	Female	Cases	222	12	42	2	278
		%	79.9%	3.6%	15.8%	0.7%	100.0%
	Male	Cases	407	23	67	7	504
		%	80.8%	4.6%	13.3%	1.4%	100.0%
TOTAL		Cases	629	35	109	9	782
		%	80.4%	4.2%	14.2%	1.2%	100.0%
PhD	Female	Cases	6	1	2		9
		%	66.7%	11.1%	22.2%		100.0%
	Male	Cases	12	3	6		21
		%	57.1%	14.3%	28.6%		100.0%
		Cases	18	4	8		30
		%	60.0%	13.3%	26.7%		100.0%
TOTAL	Female	Cases	228	13	44	2	287
		%	79.4%	4.5%	15.3%	0.7%	100.0%
		Male	419	26	73	7	525
		%	79.8%	5.0%	13.9%	1.3%	100.0%
		Cases	647	39	117	9	812
		%	79.7%	4.8%	14.4%	1.1%	100.0%

TABLE T.4.
Residence Status per Field of Study

Field of Study		Residence Status				Total
		Own country	Other Part 2 country	Part 1 country	Unknown	
Public Policy & Administration	Number of cases	125	4	39	2	170
	% within field	73.5%	2.4%	22.9%	1.2%	100.0%
Economic Policy Management	Number of cases	97	10	4	1	112
	% within field	86.6%	8.9%	3.6%	0.9%	100.0%
Economics & Finance	Number of cases	73	7	9	1	90
	% within field	81.1%	7.8%	10.0%	1.1%	100.0%
Development Studies	Number of cases	41	4	9	0	54
	% within field	75.9%	7.4%	16.7%	0.0%	100.0%
Infrastructure & Civil Engineering	Number of cases	67	2	6	0	75
	% within field	89.3%	2.7%	8.0%	0.0%	100.0%
Environment & Natural Resources	Number of cases	30	1	7	0	38
	% within field	78.9%	2.6%	18.4%	0.0%	100.0%
Water Studies	Number of cases	36	1	8	1	46
	% within field	78.3%	2.2%	17.4%	2.2%	100.0%
Regional & Urban Planning	Number of cases	21	0	4	0	25
	% within field	84.0%	0.0%	16.0%	0.0%	100.0%
Agriculture & Rural Development	Number of cases	51	0	11	2	64
	% within field	79.7%	0.0%	17.2%	3.1%	100.0%
Public Health & Medical Studies	Number of cases	29	5	9	1	44
	% within field	65.9%	11.4%	20.5%	2.3%	100.0%
Other Fields	Number of cases	77	5	11	1	94
	% within field	81.9%	5.3%	11.7%	1.1%	100.0%
TOTAL	Number of cases	647	39	117	9	812
	% within field	79.7%	4.8%	14.4%	1.1%	100.0%

TABLE T.5.
Residence Status per Program Type

Program Type		Residence Status				Total
		Own country	Other Part 2 country	Part 1 country	Unknown	
Regular Program	Cases	423	75	26	6	530
	%	79.8%	14.2%	4.9%	1.1%	100.0%
Partnerships	Cases	224	42	13	3	282
	%	79.4%	14.9%	4.6%	1.1%	100.0%
TOTAL	Cases	647	117	39	9	812
	%	79.7%	14.4%	4.8%	1.1%	100.0%

TABLE T.6.
Status of Alumni Residing in Part 1 Countries

		Gender		Total
		Female	Male	
Working in international/regional organization	Count	6	10	16
	%	13.6%	13.7%	13.7%
Representing own country abroad	Count	2	2	4
	%	4.5%	2.7%	3.4%
Working in academic/research institution	Count	7	18	25
	%	15.9%	24.7%	21.4%
Working in private sector	Count	11	21	32
	%	25.0%	28.8%	27.4%
Working for an NGO	Count	5	1	6
	%	11.4%	1.4%	5.1%
Still studying	Count	11	21	32
	%	25.0%	28.8%	27.4%
Unemployed	Count	2	0	2
	%	4.5%	0.0%	1.7%
TOTAL	Count	44	73	117
	%	100.0%	100.0%	100.0%

TABLE T.7.
Employment Status per Field of Study

		Employment			Total
		Employed	Still studying	Unemployed	
Public Policy & Administration	Number of cases	150	17	3	170
	% within field	88.2%	10.0%	1.8%	100.0%
Economic Policy Management	Number of cases	109	1	2	112
	% within field	97.3%	0.9%	1.8%	100.0%
Economics & Finance	Number of cases	86	3	1	90
	% within field	95.6%	3.3%	1.1%	100.0%
Development Studies	Number of cases	51	2	1	54
	% within field	94.4%	3.7%	1.9%	100.0%
Infrastructure & Civil Engineering	Number of cases	75		0	75
	% within field	100.0%	0.0%	0.0%	100.0%
Environment & Natural Resources	Number of cases	34	4	0	38
	% within field	89.5%	10.5%	0.0%	100.0%
Water Studies	Number of cases	41	4	1	46
	% within field	89.1%	8.7%	2.2%	100.0%
Regional & Urban Planning	Number of cases	22	3	0	25
	% within field	88.0%	12.0%	0.0%	100.0%
Agriculture & Rural Development	Number of cases	60	3	1	64
	% within field	93.8%	4.7%	1.6%	100.0%
Public Health & Medical Studies	Number of cases	42	2	0	44
	% within field	95.5%	4.5%	0.0%	100.0%
Other Fields	Number of cases	87	4	3	94
	% within field	92.6%	4.3%	3.2%	100.0%
TOTAL	Number of cases	757	43	12	812
	% within field	93.2%	5.3%	1.5%	100.0%

TABLE T.8.
Employment per Group

Group		Employment			Total
		Employed	Still studying	Unemployed	
Group 1	Count	41	0	0	41
	% within Group	100.0%	0.0%	0.0%	100.0%
Group 2	Count	253	8	1	262
	% within Group	96.6%	3.1%	0.4%	100.0%
Group 3	Count	463	35	11	509
	% within Group	91.0%	6.9%	2.2%	100.0%
TOTAL	Count	757	43	12	812
	% within Group	93.2%	5.3%	1.5%	100.0%

TABLE T.9.
Employment Status per Program Type

Program Type		Employment			Total
		Employed	Still studying	Unemployed	
Regular Program	Cases	493	29	8	530
	%	93.0%	5.5%	1.5%	100.0%
Partnerships	Cases	264	14	4	282
	%	93.6%	5.0%	1.4%	100.0%
TOTAL	Cases	757	43	12	812
	%	93.2%	5.3%	1.5%	100.0%

TABLE T.10.
Employment Status per Region of Residence

		Employment			Total
		Employed	Still studying	Unemployed	
Africa	Cases	227	2	1	230
	% within Region	98.7%	0.9%	0.4%	100.0%
E. Asia	Cases	158	2	2	162
	% within Region	97.5%	1.2%	1.2%	100.0%
ECA	Cases	66	2	2	70
	% within Region	94.3%	2.9%	2.9%	100.0%
LCR	Cases	82	2	4	88
	% within Region	93.2%	2.3%	4.5%	100.0%
MNA	Cases	43	0	0	43
	% within Region	100.0%	0.0%	0.0%	100.0%
S. Asia	Cases	92	0	1	93
	% within Region	98.9%	0.0%	1.1%	100.0%
Part 1	Cases	83	32	2	117
	% within Region	70.9%	27.4%	1.7%	100.0%
Unknown	Cases	6	3	0	9
	% within Region	66.7%	33.3%	0.0%	100.0%
TOTAL	Cases	757	43	12	812
	% within Region	93.2%	5.3%	1.5%	100.0%

TABLE T.11.
Distribution of Employed Alumni per Organization Type and Position

Organization Type	Position Type	Professional	Senior Professional	Manager	Senior Manager	Executive Manager/ Policy-maker	Total
Central Government/Agency	Cases	138	87	52	13	18	30
	% within Type of Organization	44.8%	28.2%	16.9%	4.2%	5.8%	100.0%
	% of Total						40.7%
Regional/Local Government	Cases	11	4	11	4	4	34
	% within Type of Organization	32.4%	11.8%	32.4%	11.8%	11.8%	100.0%
	% of Total						4.5%
Public Service Provider	Cases	14	10	9	1	0	34
	% within Type of Organization	41.2%	29.4%	26.5%	2.9%	0.0%	100.0%
	% of Total						4.5%
Financial Institution	Cases	6	8	4	7	1	26
	% within Type of Organization	23.1%	30.8%	15.4%	26.9%	3.8%	100.0%
	% of Total						3.4%
Academic/Research Institution	Cases	62	25	7	4	1	99
	% within Type of Organization	62.6%	25.3%	7.1%	4.0%	1.0%	100.0%
	% of Total						13.1%
NGO	Cases	32	22	13	2	9	78
	% within Type of Organization	41.0%	28.2%	16.7%	2.6%	11.5%	100.0%
	% of Total						10.3%
Private Sector	Cases	47	22	14	9	10	102
	% within Type of Organization	46.1%	21.6%	13.7%	8.8%	9.8%	100.0%
	% of Total						13.5%
International/Regional Organization	Cases	43	14	2	0	1	60
	% within Type of Organization	71.7%	23.3%	3.3%	0.0%	1.7%	100.0%
	% of Total						7.9%
Bilateral Agency	Cases	9	5	2	0	0	16
	% within Type of Organization	56.3%	31.3%	12.5%	0.0%	0.0%	100.0%
	% of Total						2.1%
TOTAL	Cases	362	197	114	40	44	757
	% within Type of Organization	47.8%	26.0%	15.1%	5.3%	5.8%	100.0%
	% of Total						100.0%

TABLE T.12.
Distribution of Employed Alumni per Group and Position

							Executive Manager/ Policy- maker	Total
		Professional	Senior Professional	Manager	Senior Manager			
Group 1	Count	15	11	6	3	6	41	
	% within Group	36.6%	26.8%	14.6%	7.3%	14.6%	100.0%	
	% of Total	2.0%	1.5%	0.8%	0.4%	0.8%	5.4%	
Group 2	Count	125	50	40	19	19	253	
	% within Group	49.4%	19.8%	15.8%	7.5%	7.5%	100.0%	
	% of Total	16.5%	6.6%	5.3%	2.5%	2.5%	33.4%	
Group 3	Count	222	136	68	18	19	463	
	% within Group	47.9%	29.4%	14.7%	3.9%	4.1%	100.0%	
	% of Total	29.3%	18.0%	9.0%	2.4%	2.5%	61.2%	
TOTAL	Count	362	197	114	40	44	757	
	% within Group	47.8%	26.0%	15.1%	5.3%	5.8%	100.0%	
	% of Total	47.8%	26.0%	15.1%	5.3%	5.8%	100.0%	

TABLE T.13.
Skills Enhancement

Appreciation	Technical Skills		Methodological Skills		Communication & Negotiation Skills		Intercultural Understanding		Personal Development	
	Cases	%	Cases	%	Cases	%	Cases	%	Cases	%
Very High	190	54.6%	185	53.2%	151	43.4%	212	60.9%	213	61.2%
High	111	31.9%	115	33.0%	113	32.5%	83	23.9%	89	25.6%
Fair	36	10.3%	40	11.5%	72	20.7%	38	10.9%	36	10.3%
Poor		0.0%		0.0%	2	0.6%	1	0.3%	1	0.3%
Very Poor		0.0%		0.0%		0.0%	1	0.3%	1	0.3%
NA	11	3.2%	8	2.3%	10	2.9%	13	3.7%	8	2.3%
TOTAL	348	100.0%	348	100.0%	348	100.0%	348	100.0%	348	100.0%

TABLE T.14.
Extent to Which Academic Program Was Useful at Work

Appreciation	Overall Program		Courses		Research		Networks		Experience-sharing	
	Cases	%	Cases	%	Cases	%	Cases	%	Cases	%
Very High	196	56.3%	182	52.3%	151	43.4%	125	35.9%	132	37.9%
High	102	29.3%	97	27.9%	95	27.3%	102	29.3%	103	29.6%
Fair	39	11.2%	54	15.5%	80	23.0%	94	27.0%	95	27.3%
Poor	2	0.6%	3	0.9%	5	1.4%	12	3.4%	2	0.6%
Very Poor							1	0.3%	1	0.3%
NA	9	2.6%	12	3.4%	17	4.9%	14	4.0%	15	4.3%
TOTAL	348	100.0%	348	100.0%	348	100.0%	348	100.0%	348	100.0%

TABLE T.15.
Rating of Professional Benefits Attributed to the Program

Appreciation	Recognition of Skills		Progression in Same Job		Mobility Across Jobs		Higher Income	
	Cases	%	Cases	%	Cases	%	Cases	%
Very High	170	48.9%	127	36.5%	116	33.3%	68	19.5%
High	91	26.1%	91	26.1%	91	26.1%	76	21.8%
Fair	56	16.1%	74	21.3%	91	26.1%	129	37.1%
Poor	8	2.3%	20	5.7%	21	6.0%	37	10.6%
Very Poor	6	1.7%	8	2.3%	6	1.7%	11	3.2%
NA	17	4.9%	28	8.0%	23	6.6%	27	7.8%
TOTAL	348	100.0%	348	100.0%	348	100.0%	348	100.0%

TABLE T.16.
Professional Progression after the Program

		Higher Grade in Work after JJ/WBGSP				Promotion after JJ/WBGSP			
		Yes	No	NA	Total	Yes	No	NA	Total
Group 1	Cases	14	2	0	16	11	4	1	16
	% within Group	87.5%	12.5%	0.0%	100.0%	68.8%	25.0%	6.3%	100.0%
Group 2	Cases	73	22	4	99	54	40	5	99
	% within Group	73.7%	22.2%	4.0%	100.0%	54.5%	40.4%	5.1%	100.0%
Group 3	Cases	176	49	8	233	128	94	11	233
	% within Group	75.5%	21.0%	3.4%	100.0%	54.9%	40.3%	4.7%	100.0%
TOTAL	Cases	263	73	12	348	193	138	17	348
	% within Group	75.6%	21.0%	3.4%	100.0%	55.5%	39.7%	4.9%	100.0%

TABLE T.17.
Alumni Activities and Development

Appreciation	Current Activities				Overall Activities			
	Related to development in own country		Related to development in other countries		Related to development in own country		Related to development in other countries	
	Cases	%	Cases	%	Cases	%	Cases	%
75–100%	169	48.6%	66	19.0%	164	47.1%	63	18.1%
50–75%	80	23.0%	72	20.7%	94	27.0%	72	20.7%
25–50%	36	10.3%	64	18.4%	37	10.6%	66	19.0%
0–25%	29	8.3%	86	24.7%	18	5.2%	84	24.1%
NA	34	9.8%	60	17.2%	35	10.1%	63	18.1%
TOTAL	348	100.0%	348	100.0%	348	100.0%	348	100.0%



Appendix II. Eligibility and Selection Criteria

ELIGIBILITY

To apply for a JJ/WBGSP scholarship under the Regular Program, an applicant must:

- Be a national of a World Bank member country that is eligible to borrow.
- Be between the ages of 25 and 45. *Applicants born before April 1, 1962 or after March 31, 1982, will not be considered.*
- Have, by March 31, 2007, *at least 2 years of recent full-time professional experience acquired after a university degree*, in the applicant's home country or in another developing country.
- Hold a bachelor's degree or its equivalent;
- Be in good health.
- Be of good character.
- Not be a permanent resident or a national of any industrialized country.
- Not be residing in an industrialized country for more than one year.
- Executive Directors, their alternates, staff of the World Bank Group (the World Bank, International Finance Corporation, International Development Association, Multilateral Investment Guarantee Agency, and International Center for Settlement of Investment Disputes), consultants, and relatives of the aforementioned are excluded from consideration.

PROGRAM OF STUDY

- Eligible applicants should propose a program of study related to development at the master's level, in fields such as agriculture, economics, education, environment, health, natural resource management, or other development-related subject.
- The proposed program of study should start during the academic year 2007/2008 for a maximum duration of two years. The JJ/WBGSP Program does not support applicants who are already enrolled (i.e., taking classes) in graduate degree programs.
- Applicants should submit evidence of current ***unconditional admission to at least one development-related university master's degree program*** and proof of application to a second such program ***in one of the Program's host institutions (see Annex 1). Only admissions in institutions listed in Annex 1 will be considered.***
- The Program does not support studies in the applicant's home country.
- The Program does not support applicants for MBA, MPhil, or PhD degrees.
- The Program does not support legal studies such as JD, LLM, or SJD, except for LLMs related to human rights, environment, or good governance.

SELECTION CRITERIA

Eligible applications are assessed according to three main factors: academic excellence, professional experience, and relevance of program of study. Priority is given to candidates from the public sector with a high potential to affect the development in their own countries after completion of their studies. To the extent permitted by Program requirements and selection standards, the JJ/WBGSP

- seeks to maintain a reasonably wide geographical distribution of awards and gives priority to applicants from low income countries.
- supports promising female candidates;
- gives priority to those candidates who, other things equal, have limited financial resources; and
- encourages studies in line with the Millennium Development Goals, among which are poverty, education, gender equality, and maternal health. For more details, refer to the following web site:
<http://www.developmentgoals.org>

SPECIAL CONDITIONS

- In accepting the JJ/WBGSP scholarship, candidates commit themselves to return to and work in their home countries after completion of their studies.
- 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 International Monetary Fund for three years after completion of their academic program.



Appendix III. Tracer Survey 2006 questionnaires

**2006 Tracer Study Questionnaire:
Joint Japan World Bank Graduate Scholarship Program**

Please return completed questionnaire by fax to (202) 522-4036, by email to jjwbgsp@worldbank.org or send by mail to Joint Japan/World Bank Graduate Scholarship Program Secretariat (JJWBGSP), 1818 H Street NW, Washington, DC 20433, USA. For any inquiries please contact the JJWBGSP Secretariat.

Salutation: _____ **Last Name:** _____ **First Name:** _____
Country: _____ **Date of Birth:** _____

Country of Residence: **Residence Region:**

<p>Home Address: City: State/Province: Country: Post Code:</p>	<p>Office Address: City: State/Province: Country: Post Code:</p>
<p>Home Phone: Cell Phone: E-mail:</p>	<p>Fax: Office Phone: E-mail:</p>

JJ/WBGSP Educational Information

Start Year: _____ **Graduation Year:** **Program Name:** _____

Host University: _____ **Host Country:** _____

Current Career Information

Organization Name: **Country :**
Position Title: **Start Date :**

Type of Organization you work for:

- | | |
|---|---|
| <input type="checkbox"/> Central Government | <input type="checkbox"/> International/Regional Organization |
| <input type="checkbox"/> Regional/Local Government | <input type="checkbox"/> Not-for-Profit Non-Government Organization (NGO) |
| <input type="checkbox"/> Financial Institutions (Banks, insurance, Micro-credit, etc) | <input type="checkbox"/> Private Sector |
| <input type="checkbox"/> Public Service/Utility Providers (Healthcare, Education, Waste Management, etc.) | <input type="checkbox"/> Other... |
| <input type="checkbox"/> Academic/Research Institution | |

Please specify other:

**Professional Expertise:
How do you define your main area of expertise?**

- | | |
|--|--|
| <input type="checkbox"/> Agriculture & Rural Development | <input type="checkbox"/> Information & Communications Technology |
| <input type="checkbox"/> Economic Policy & Planning | <input type="checkbox"/> Infrastructure, Transport & Urban Development |
| <input type="checkbox"/> Education, Children & Youth Care | <input type="checkbox"/> Public Sector Administration & Governance |
| <input type="checkbox"/> Environment & Natural Resources | <input type="checkbox"/> Social Development, Gender & Human Rights |
| <input type="checkbox"/> Financial Sector & Taxation | <input type="checkbox"/> Water Resources Management |
| <input type="checkbox"/> Health, Nutrition & Population | |
| <input type="checkbox"/> Industry & Private Sector Development | |

Please provide key words for your specific areas of expertise:
.....
.....

How would you describe your individual function at work?

- | | | | |
|--|---|--|-----------------------------------|
| <input type="checkbox"/> Information & Knowledge Dissemination | <input type="checkbox"/> Project Implementation | <input type="checkbox"/> Research & Analysis/Policy Inputs | <input type="checkbox"/> Other... |
| <input type="checkbox"/> Management | <input type="checkbox"/> Provision of Services | | |

Please specify other:

JJ/WBGSP TRACER STUDY SURVEY- Phase II Questionnaire

First Name : _____ Last Name : _____

HOW DID YOU BENEFIT FROM THE TRAINING?

1. How would you grade the benefits gained from the study funded by JJ/WBGSP?

1.1. Technical skills

very high high fair poor very poor

1.2. Methodological skills

very high high fair poor very poor

1.3. Communication/Negotiation skills

very high high fair poor very poor

1.4. Intercultural understanding

very high high fair poor very poor

1.5. Private/personal development

very high high fair poor very poor

1.6. Other, please specify: _____

2. To which extent the knowledge gained from the training under the JJ/WBGSP was useful in your work?
Please grade the following aspects of the training.

2.1. Overall program

very high high fair poor very poor

2.2. Courses

very high high fair poor very poor

2.3. Research (thesis)

very high high fair poor very poor

2.4. Networks (peers, professors, etc.)

very high high fair poor very poor

2.5. Experience sharing with peers

very high high fair poor very poor

2.6. Other, please specify: _____

3. Did you undertake any additional degree studies/training program after the completion of the JJ/WBGSP?

None Masters PhD

Other, please specify _____

4. Did you undertake any additional non-degree training program after the completion of the JJ/WBGSP? Please specify the approximate total number of weeks or months of training taken after completion of your JJ/WBGSP scholarship.

_____ Weeks **OR** _____ Months

5. Did you participate in any of WBI's learning programs?

Yes No

If Yes, what was the area (s)? _____

6. Please rank the following elements of your education according to their relevance/importance for your work? Please rank from 1-3 (1 being the most important and 3 being the least important.)

Undergraduate studies	
Graduate studies under JJ/WBGSP	
Other graduate studies	

WHERE ARE YOU WORKING NOW?

7. Are you currently working in your native country?

Yes No

8. If you are not currently working in your native country, for how many years did you work in your native country after completion of the JJ/WBGSP?

_____ Years

9. If you are not currently working in your native country, what is the main reason for not working in your native country?

- | | |
|---|--|
| <input type="checkbox"/> Did not find suitable position | <input type="checkbox"/> Continuing further studies |
| <input type="checkbox"/> Representing public/private organization from your native country abroad | <input type="checkbox"/> Working for regional organization |
| <input type="checkbox"/> Working for international organization | <input type="checkbox"/> Other, please specify _____ |
- _____

HOW WAS YOUR PROFESSIONAL EXPERIENCE AFTER THE JJ/WBGSP?

10. Did the degree obtained through the JJ/WBGSP result in a higher grade in your work?

- Yes No

11. Did you get promotion at your work upon your completion of the JJ/WBGSP?

- Yes No

12. Your current employment status is:

- | | |
|--|--------------------------------------|
| <input type="radio"/> Employed | <input type="radio"/> Still studying |
| <input type="radio"/> Voluntary unemployed | <input type="radio"/> Unemployed |

13. Employer(s) after completing the degree with the JJ/WBGSP (starting from the latest)

Employer _____
Job title _____
From: Month [][] Year [][][][] To: Month [][] Year [][][][]
Type of position:
<input type="radio"/> Professional <input type="radio"/> Manager <input type="radio"/> Exec. manager/Policy maker
<input type="radio"/> Senior professional <input type="radio"/> Senior manager

Employer _____
Job title _____
From: Month [] [] Year [] [] [] [] To: Month [] [] Year [] [] [] []
Type of position:
 Professional Manager Exec. manager/Policy maker
 Senior professional Senior manager

Employer _____
Job title _____
From: Month [] [] Year [] [] [] [] To: Month [] [] Year [] [] [] []
Type of position:
 Professional Manager Exec. manager/Policy maker
 Senior professional Senior manager

Employer _____
Job title _____
From: Month [] [] Year [] [] [] [] To: Month [] [] Year [] [] [] []
Type of position:
 Professional Manager Exec. manager/Policy maker
 Senior professional Senior manager

Employer _____
Job title _____
From: Month [] [] Year [] [] [] [] To: Month [] [] Year [] [] [] []
Type of position:
 Professional Manager Exec. manager/Policy maker
 Senior professional Senior manager

14. If you currently holding a managerial position, how many employees do you supervise?

- 0-9 10-29 30-49 50-99 100 and above

15. If you currently holding a managerial position, what is the approximate budget you are managing/supervising?

_____ (Please specify the currency)

16. Please grade the type of professional benefits that you gained from the studies funded by the JJ/WBGSP.

16.1. Recognition for your enhanced skills in your organization

- very high high fair poor very poor

16.2. Higher progression in the same job

- very high high fair poor very poor

16.3. Higher mobility across jobs

- very high high fair poor very poor

16.4. Higher income

- very high high fair poor very poor

HOW IS YOUR WORK RELATED TO DEVELOPMENT?

17. To which extent do you consider your current professional activities related to the development of:

17.1. Your country?

- 0-25% 25-50% 50-75% 75-100%

17.2. Other developing countries?

- 0-25% 25-50% 50-75% 75-100%

18. To which extent do you consider your overall professional activities after completing the JJ/WBGSP related to the development of:

18.1. Your country?

- 0-25% 25-50% 50-75% 75-100%

18.2. Other developing countries?

- 0-25% 25-50% 50-75% 75-100%

19. Please provide the list of development projects to which you have significantly contributed.

PROJECT TITLE	YOUR CONTRIBUTION*			
	Design	Implementation	Supervision	Monitoring & Evaluation
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Please check the box(es) that corresponds to your contribution to each project.

20. Please provide the list of development reforms to which you have significantly contributed.

REFORM TITLE	YOUR CONTRIBUTION*			
	Design	Implementation	Supervision	Monitoring & Evaluation
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Please check the box(es) that corresponds to your contribution to each project.

21. Please provide the list of development study/research to which you have significantly contributed.

STUDY TITLE	YOUR CONTRIBUTION*			
	Design	Implementation	Supervision	Monitoring & Evaluation
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Please check the box(es) that corresponds to your contribution to each project.

THE JJ/WBGSP 20TH ANNIVERSARY

The JJ/WBGSP celebrates its 20th anniversary in 2007 and the Program wishes to learn and disseminate your development as appraisal of our past 20 years and also for future improvements of the Program. In few words, please explain what were the main benefits you got from the JJ/WBGSP. What was made possible because of the scholarship?

Yam Nath Sharma works at the National Planning Commission of Nepal.

I was fortunate enough to have the opportunity to graduate in Public Policy and Taxation (PPT) as part of the master's program from Yokohama National University in 2000. Those two years of study in Japan were the most productive parts in my life in terms of learning, building confidence, and making friends. My participation in the program turned out to be a new beginning for my career.

On my return to my home country of Nepal, I was posted at the training center under the Ministry of Finance as a revenue instructor. Later, I was transferred to the Ministry of Finance with assignments as a special deputy. After being promoted, I am now working at the National Planning Commission Secretariat. The habit of working hard and appreciating the hard work of others that I learned from studying in Japan will always help me to succeed in any organization. I have initiated a number of activities toward achieving public sector reform, the results of which are yet to be seen.

Mary Onyango currently works at Maseno University in Kenya and carries out research on African indigenous vegetables.

I was a JJ/WBGSP scholar in 1992 at the University of London where I studied for a doctorate degree in horticulture, graduating about 10 years ago. I am currently working at Maseno University in my home country, Kenya. I am happy to say that despite all the problems we have in our countries, it is very gratifying to feel that I am contributing in my own small way to the development of my country.

As a result of the training and skills I received during my studies in the United Kingdom, I am involved in training young scholars in the field of horticulture. Kenya is an agricultural country and depends a lot on the horticultural sector for foreign exchange. In addition to teaching at the university, I also carry out research on vegetables, with a particular interest in African Indigenous vegetables. Such vegetables are some of the food plants that have great value and potential and that could play a major role in the livelihoods of the many rural communities in my country.



**THE JOINT JAPAN/WORLD BANK
GRADUATE SCHOLARSHIP PROGRAM**
20 Years of Investing in Human Capital

Phone: 202-473-6849

Fax: 202-522-4036

www.worldbank.org/wbi/scholarships/

Email: jjwbgsp@worldbank.org



THE WORLD BANK

1818 H. Street, NW

Washington, DC 20433

USA

www.worldbank.org/

Information Line: 202-458-2498

Email: wbi_infoline@worldbank.org