

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

TRACER STUDY VI
September 2004



Tracer Study

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Executive Summary

Introduction

The Joint Japan/World Bank Graduate Scholarship Program (JJ/WBGSP) was initiated 18 years ago as part of a special Fund—the Policy and Human Resources Fund (PHRD)—set up by the Government of Japan to encourage and to strengthen human resources development in less-developed countries. The program's mission is to provide mid-career professionals in developing countries exposure to the latest techniques and knowledge available through graduate studies. Upon completion of their studies, the scholars are expected to return to their home countries in order to apply and to disseminate their newly acquired knowledge and skills to enhance the socio-economic development of their countries.

The JJ/WBGSP utilizes two schemes of operation to deliver its mission: The "Regular Program" and the "Partnership Programs". During 1987–2004, the JJ/WBGSP awarded a total of 3,265 scholarships for studying in 150 universities in 32 World Bank member countries, of which 2,457 were in its Regular Program and 808 in its Partnership Programs.

The World Bank administers these scholarship programs through a Secretariat within its World Bank Institute (WBI). Policy guidance for the program is provided by a Steering Committee comprised of three World Bank Executive Directors, four Bank senior managers, and chaired by the Vice President of WBI.

The Secretariat, in its day-to-day operation of the program: responds to the applicants' inquiries; receives and processes applications for its Regular Program; undertakes intensive selection processes, involving both in-house staff and consultants; prepares finalist summary information and lists for recommendation to the Steering Committee; informs the selected candidates; provides funds for tuition, subsistence, medical insurance and for scholars' travel to the respective host universities; and monitors their academic performance, in order to recommend second-year renewals for the two-year program scholars.

Finally, it arranges for their travel to their home countries upon graduation, and maintains contacts through questionnaires, arranging for seminars, newsletters, and regional alumni coordinators; and by utilizing different modes of communication. The Secretariat also undertakes mission travels to explore new partnerships and initiatives; to monitor the performance of existing partnerships; and to seek financial leveraging opportunities.

Since 1995, a series of tracer studies have been undertaken to provide the Government of Japan and the World Bank with feedback on the status of the program's graduates, and to continuously improve the program's performance. The present tracer study is the sixth in this series and specifically investigates whether a significant number of scholars funded through the JJ/WBGSP:

- successfully completed their study programs and returned to their home countries or other developing countries;

- were engaged in positions that disseminated the newly acquired knowledge and skills, and contributed to overall socio-economic development of their own or other developing countries.

In addition, the present study discusses the salient cost considerations associated with the overall implementation and delivery of the JJ/WBGSP.

Organization, Databases and Methodology

This study is organized in seven sections. The first three sections set the stage in tracing and evaluating the performance of the alumni. The next three sections analyze the "benefits" and the "costs" of the program. The final section discusses the results and outlook of the program, and presents conclusions and the recommendations of the study for enhancing the effectiveness of the program.

Extensive databases of the program, covering 1987-98, are used in various parts of this study. The bulk of the analysis, however, concentrates on tracing and evaluating the performance of the alumni, during 1997-98, when ample time is permitted for alumni to resume their careers after the graduation from their degree programs. Extensive data search was also conducted to update the information for the previous cohorts, i.e. 1987-96 and to link it up with that of 1997-98. In addition, data surveys and questionnaires, covering 1997-98 cohorts, provide additional sources to complement the regular data sources used to analyze and evaluate the program performance.

As part of its methodology, the study uses five types of indicators to measure the benefits and the costs associated with the program in relation to the JJ/WBGSP mission. First, input indicators, which measure the means or activities by which the program is implemented. Second, output or process indicators, which measure the extent to which the program is delivering its output and whether the use of programs' inputs has resulted in the desired output. Third, impact or outcome indicators measure the effect of the program in contributing to overall socio-economic development of the scholars' countries. Fourth, beneficiary graduates' perception and assessment indicators use self-assessment by graduates to measure the perception of benefits and usefulness of the program. Fifth, institutional indicators measure the organizations' performance, which in turn are influenced by their organizational capacity, and by their internal and external environments. Organizations' performance refers to the ability of an organization to meet its goal and achieve its mission. Indicators of organization performance measure the effectiveness, efficiency, relevance and the financial sustainability of the organization. Organizational capacity indicators show the resources, knowledge, and processes employed by the organization.

Profile of the JJ/WBGSP Scholars

Scholars differ by gender, home and host country, area of academic study and age. Female scholars are historically outnumbered by their male counterparts, but the gap has narrowed over the years. This improvement, especially compared to late and early 1990's, has

been due to special efforts on behalf of the program to look for qualified female candidates for awarding scholarships.

Most of the scholars are from Africa, followed closely by East Asia and the Pacific region. These two regions include some of the poorest countries of the world and the skilled human resources are acutely scarce. Middle East and North Africa is the least represented region. The program has persistently made efforts to disseminate information in this region, including the distribution of a brochure in the Arabic language.

The scholars are mostly studying for their masters degree. This trend is partly due to the change in the program's policy to not sponsor candidates for doctorate programs. The policy change was made because scholars pursuing doctorate degrees had relatively less favorable attainment and home country return rates, and there was a tendency for doctoral degree programs to prolong over an additional number of years.

The scholars tended to predominantly select development studies and economics as their chosen fields during 1987-98. From mid 1990s, environment; health, childcare, and gender studies; as well as information systems have become popular among the scholars as the chosen field of studies. This phenomenon reflects the fact that scholars are sensitive to prevalent policy issues and topics of their study period.

Most scholars are in the 30-34 age range in 1987-98. About 38% of them are in 30-34 age range; followed closely by the 35-39 age group. However, there seems to be a tendency in the 1997-98 period for older and hence more experienced scholars. The shares of scholars in 35-39 and 40-45 age groups in total scholars rose by 3% in each group; to 28% and 8%, respectively. This is due to the program's emphasis on sponsoring mid-career professionals.

Impact on Capacity Enhancement

Impact on the capacity enhancement is considered in its multiple dimensions. First, the impact on individual awardees' skills and knowledge, as measured by degree attainment rates, shows that 97% of the analyzed scholars attained their degrees. There were no significant differences by gender, and only marginal variations across individual regions in degree attainment. Second, the impact on development environment, as measured by return rates to home or other developing countries, shows that 83% of respondents returned home or to other developing countries. The results improve to 87% if we include working in multilateral development agencies.

Moreover, the impact on development environment, as measured by the type of employment institution shows that over a half of scholars returned to work in the public sector; while one-third of scholars returned to work at universities and public sector. In addition, there are indications of job mobility between institutions of employment after scholars return home to work.

Third, the impacts on career progression and on job effectiveness, as measured by beneficiary scholars' perceptions, show that scholars ranked the program highly useful in terms of

relevance to their jobs and to their countries' development needs. The results were less encouraging in terms of career progression, promotion and higher income. Since most scholars returned to public sector after their studies, they were subject to public sector rules and regulations for promotion and salary increase in their countries. These rules are rather inflexible compared to the private sector and often it takes more time to recognize and provide merit to scholars in the form of promotion and salary increases.

Fourth, the impacts on the Partnership Programs and on Institutional Capacity Enhancement, has been varied. It is too early yet to evaluate the full impact of the program on capacity enhancement of the Partnership Programs. Host universities, on the other hand, have in general benefited from the program and the participation of scholars in various ways. For the majority, the presence of the scholars enriched the inter-disciplinary and multi-cultural character of institutions. In addition, the twinning partners developed, experimented and added economic policy and management specialties and disciplines that seemed to be highly beneficial for other candidates as well as the institutions.

Impact on Socio-Economic Development

Impact on socio-economic development, as measured by contributions to policy and project management, shows that the majority of respondents were working in positions that could influence the policy and developmental programs of their countries as intended by the objectives of the JJ/WBGSP. Moreover, the respondent scholars found their newly acquired skills highly relevant to their countries' needs. In sum, the scholars are not only contributing to policy and management issues in their countries, but also have formed the requisite skills and the enhanced confidence for undertaking their responsibilities.

Impact on socio-economic development, as measured by new and innovative approaches and initiatives pursued by scholars, shows that the majority of respondent scholars not only improved their skills and knowledge but also gained new perspectives and insight they needed to assist in their countries' development. They increased their academic and professional partnerships, and developed useful contacts during their study period, which could be used as a conduit for new information and innovation exchange and dissemination. They also could take advantage of, and frequently did, being part of alumni community of both host universities and the JJ/WBGSP and take part in educational and other activities, which are now facilitated through internet

Costs of the Program

The total cost of the program has varied over years depending on: the size of new scholar intake and renewals of second-year scholars; increased costs at the host universities, as well as other service providers, for instance travel; inflation and exchange rate variations; and the availability of financing. The average expense per scholar was about US\$30,000. These expenses do not reflect tuition waivers and discounts, ranging from 10% to 25%, obtained from various universities, thanks to persistent leveraging efforts of the Secretariat. Additional leveraging efforts, in terms of matching funds and partial funding, increase the impact of the program, in terms of number of scholars financed, by many fold.

The total costs of the program also vary depending on the university selected and whether it is privately-run or public. Universities in the United States, Japan and United Kingdom are the most costly among the selected universities. At present there is no restriction on the part of scholars on the choice of the university, just so long as they have unconditional admission, but the average cost per student has remained stable due to a shift in the choice of host universities by scholars from American to those of European and other developing countries.

Results, Conclusions and Recommendations

The overall results of the analysis are highly favorable: 97% of the scholars attained their degree; 83% returned to home or other developing countries (87% if we include international organizations); 62% returned to work for public sector, including universities; while another 17% chose to work in NGOs and the private sector; and the majority of their work involved providing policy input, dissemination and management services.

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 countries. The scholars 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.

There were institutional gains for universities, in terms of enriching their cultural exposures as well as experimenting with and introducing new courses. There were opportunities for "twinning" between developed and developing countries' universities, which brought about valuable lessons for different parties. The institutional capacity enhancement is a gradual and iterative process, which at time may be challenging, but the payoff is valuable and worth the effort. Such is the case for the African partnership capacity enhancement experience.

In conclusion, it is important to reiterate that the JJ/WBGSP is one of the few development-focused scholarship programs that provides the recipients, mid-career professionals from the developing countries, with the enhanced knowledge and skills; exposure, and confidence needed to serve their countries. Rigorous selection policy and the management of process, including its high volume logistics, ensures quality at entry; and the two-year scholarship duration limitation and recent employment restriction at the World Bank and the IMF, ensure that the scholars return home after completing their studies.

It is, therefore, of little surprise that an overwhelming majority of scholars in fact attain their degree, return to their countries, and engage in gainful employment which contributes to the socio-development of their countries, as shown in this report. 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 in areas that contribute to development.

There are some lessons learned from the process and recommendations, however. First, extensive efforts went into tracking and contacting the individual scholar. There should be a

mechanism instituted to oblige and gauge the scholars to maintain contact with the Secretariat. This mechanism may range from formal obligation at the time the scholarship is offered, to stepping up the process of providing regular opportunities for alumni to register and attend short courses and forum, perhaps electronically through web, if not in person.

Second, continuous effort should be made to collect "before" as well as "after" graduation data, to improve the analysis of the future tracer studies. Data can be collected for the type of institutions, nature of work, ranks of the scholars. This data will provide more thorough understanding of the impact of the Program on both scholars and their employment institutions. Third, it is imperative to document the data and the operational modality of the databases to ensure continuity and integrity of information, and to ease the preparation of the follow-up tracer studies.

Fourth, individual and group tracer studies at conclusion of the African Partnership Program would provide invaluable lessons from these experiences and may be publicized for the developing countries who intend to follow "twinning" routes. They will also provide the information and mechanism to improve the performance of existing programs.



**Section 1:
Introduction**

Objective of the Study

The purpose of this tracer study is to shed light on the benefits and the costs of the JJ/WBGSP (both Regular and Partnerships) in terms of the program-stated mission. That is, "to award scholarships for graduate studies to well-qualified mid-career professionals, who are then expected to apply and to disseminate the newly acquired knowledge and skills in promoting the socio-economic development of their own and other developing countries".

More specifically, the study addresses the capacity enhancing aspects of the program during 1987-98 period, especially during 1997-98, by responding to a three-fold question:

- (a) did the scholarship awardees complete their studies and return to their home or other developing countries after graduation;
- (b) were they engaged in positions that disseminated the newly acquired knowledge and skills, and contributed to overall socio-economic development of their own or other developing countries; and
- (c) what were the cost considerations associated with the overall program implementation and delivery?

Organization of the Study

This study is organized in seven sections. The first three sections set the stage in tracing and evaluating the performance of the alumni, and hence the program. Section 1 states the objective of the study, organization of the report, and data and methodology. Section 2 discusses the salient features of the JJ/WBGSP awards and the program's "inputs". The section shows: how the awardees learned about the program; the types of the programs/awards available through the program; and the nature of relationships and contacts with the awardees/scholars/alumni during and after completion of their studies. Section 3 presents the profiles of the JJ/WBGSP applicants and scholars; by region, by age and gender, and by the academic area of the study.

The next three sections analyze the "benefits" and the "costs" of the program. Section 4 analyzes the impact of the program in enhancing the capacity of awardees, by measuring the "output" of the program. The output of the program is measured: in terms of skills acquired by scholars through completing and attaining the degrees for which the scholarships were awarded; in terms of scholars' influence on the development environment, by returning to home country or to other developing countries; in terms of career progression and impact on the beneficiary scholars; and in terms of institutional capacity enhancement in the partnership programs.

Section 5 further analyzes the impact of the program on socio-economic development through the "outcome" of the contributions and dissemination activities of alumni. These contributions consist of policy input; project management and implementation; information and knowledge dissemination; and provision of services by alumni. Section 6 analyzes the costs of the program. This involves discussing issues that affect the costs of the program; such as variations due to the number of scholars in the program, the type of host university selected; and regions of the host university. Finally, section 7 discusses the results and outlook of the program, and presents conclusions of recommendation for enhancing the effectiveness of the program.

Databases and Methodology of Analysis

Databases

Extensive databases of the program, covering 1987 – 1998, are used in various parts of this study. The bulk of the analysis, however, concentrates in tracing and evaluating the performance of the alumni, during 1997-98, when ample time is permitted for alumni to resume their careers after the graduation from their degree programs. Time series data on 403 scholars during 1997-98 are utilized for that purpose, especially in measuring the degree attainment.

Furthermore, extensive data search was conducted to update the information for the previous cohorts, i.e. 1987-96 and to link it up with that of 1997-98. Time series data are now assembled to measure the output of the program in degree attainment for all 1479 scholars during 1987-98 (Table 1). The data is further disaggregated by age and gender, by home region, by developing versus industrialized countries, by host region, and by the proposed degree.

Moreover, data surveys and questionnaires, covering 1997-98 cohorts, provide additional sources to complement the regular data sources used to analyze and evaluate the program performance, especially in employment areas. A total of 403 questionnaires (Appendix B for the questionnaire form used) were sent out to the scholars in the 1997-98 cohorts, of which 142 or 35% responded. This response rate is low, but still better than previous years and seems to be good approximation of 1997-98 cohorts (Tables 1 & 2). In addition, in order to link up with previous cohorts, questionnaires were also distributed to all 1076 scholars in 1987-96 cohorts, of which 352 responded. This response rate, although low, is much improved due to persistence and diligence of data search efforts. Questionnaire responses are now available for cohorts of 1987-98 and are used in analyzing the employment status of the scholars (Table 1, Charts 1 & 2 and the Statistical Appendix – Appendix B).

Methodology of the Analysis

This study uses five types of indicators to measure the benefits and the costs associated with the program in relation to the JJ/WBGSP mission. First, input indicators, which measure the means or activities by which the program is implemented. For instance, the number of application received and processed; number of finalists identified; and number of inquiries responded to and information disseminated.

Second, output or process indicators, which measure the extent to which the program is delivering its output and whether the use of programs' inputs has resulted in the desired output. For instance, the number of scholars who attained their degree, by gender, by region and by host university; number of graduate scholars who returned home or to other developing countries; the number of graduate scholars who returned to positions in public sector, academia, non-governmental organizations and the private sector; and the extent that the scholars fostered professional contacts and partnerships during their study period.

Third, impact or outcome indicators measure the impact on the overall socio-economic development of the scholars' countries. For instance, as proxies, the extent that scholars use the enhanced knowledge and skills acquired to perform their jobs, and to disseminate to others through on-job training and networking; number of scholars who work in positions with policy

making, project implementation and management responsibilities; and the extent that the graduates used their study period contacts and partnership to enhance their professional and academic strengths and effectiveness in performing their developmental duties.

Table 1. Datasets used in Tracer Study

	Study V		Respondents			
	1987-1996	1987-1996	1997	1998	1997-1998	1987-1998
Total Cases ¹	1076	1076	189	214	403	1479
Total Respondents ²	252	352	63	79	142	494
Percentage of Respondents	23	33	33	37	35	33

Source: JJ/WBGSP Alumni Database

¹ Time series data assembled on all scholars and used in degree attainment analysis

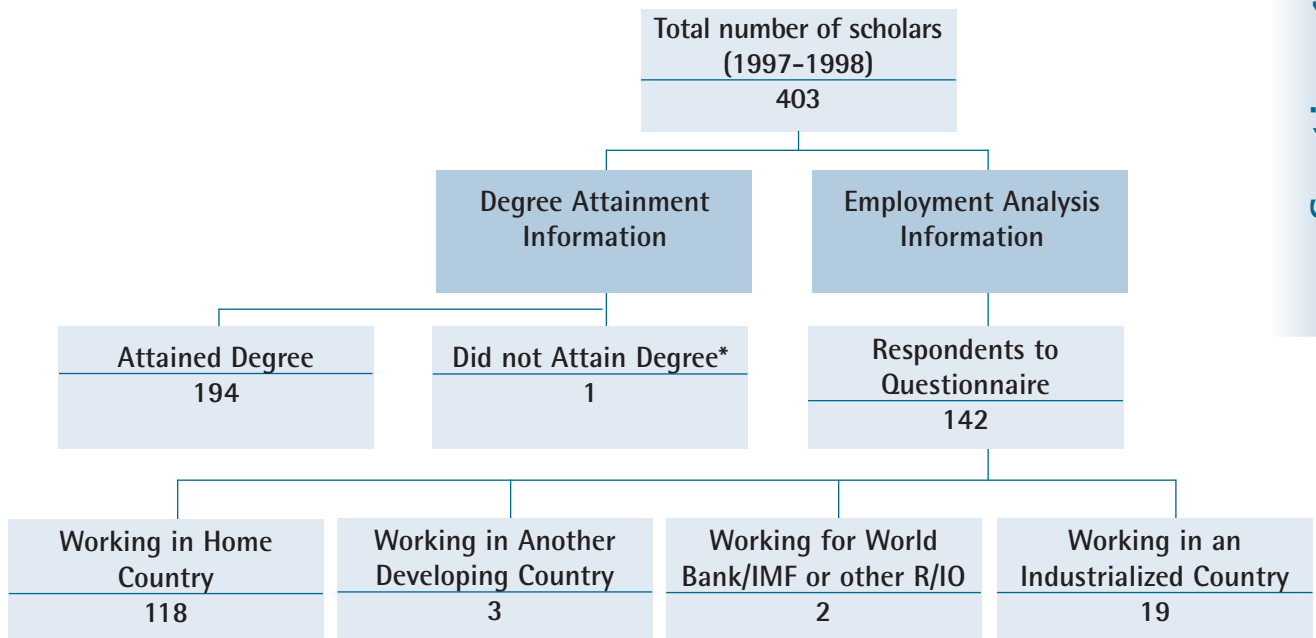
² A subset of the total cases who responded to the survey questionnaire and are used in employment analysis

Table 2. Demographic Comparison of Total Scholars and Respondents to Questionnaires, 1997-1998

	Total Alumni Population		Respondents	
Total Cases	403	100%	142	35%
Gender				
Male	266	66%	100	70%
Female	137	34%	42	30%
Home Region				
Africa	121	30%	44	31%
East Asia and Pacific	84	21%	25	18%
Europe and Central Asia	39	10%	13	9%
Latin America and Caribbean	46	11%	17	12%
Middle East and North Africa	25	6%	9	6%
South Asia	54	13%	20	14%
Industrialized Countries	34	8%	14	10%
Countries				
Developing Countries	369	92%	128	90%
Industrialized Countries	34	8%	14	10%
Host Region				
Europe	131	33%	57	40%
North America	161	40%	48	34%
All Other	111	28%	37	26%
Proposed Degree				
Doctoral	50	12%	24	17%
Master's and Equivalent	353	88%	118	83%

Source: 2003 Tracer Study Questionnaire responses and JJ/WBGSP Alumni Database

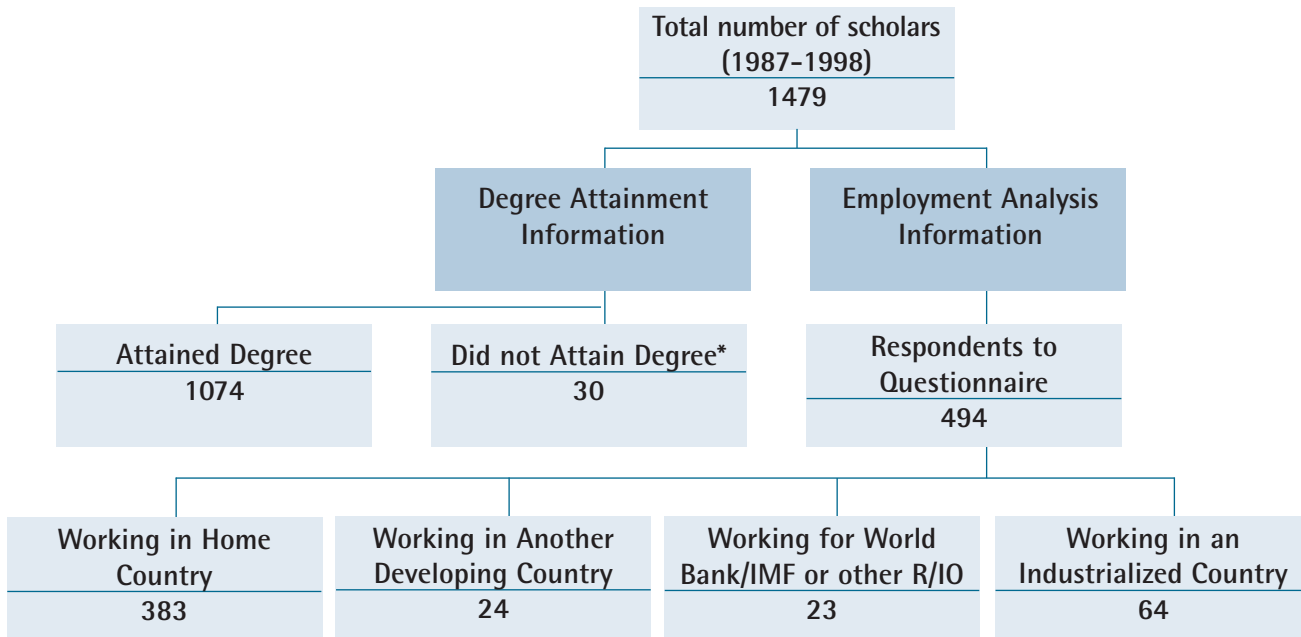
Chart 1.



Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies and JJ/WBGSP Alumni Database

*Note: 208 scholars are not included in the analysis. See Statistical Appendix for more information.

Chart 2.



Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies and JJ/WBGSP Alumni Database

*Note: 375 scholars are not included in the analysis. See Statistical Appendix for more information.

Fourth, beneficiary graduates' perception and assessment indicators use self-assessment by graduates to measure the perception of benefits and usefulness of the program. For instance, beneficiary perception of improved confidence in performing job responsibilities; higher income, higher progression in the same job or improved mobility in obtaining other jobs; recognition for enhanced skills in beneficiary organizations; and the perception of the relevance of enhanced skills to the developing countries' needs. The latter indicator may also be used as a qualitative indicator under the impact or outcome indicators.

Fifth, Institutional indicators, measure the organizations' performance, which in turn are influenced by their organizational capacity, by their internal environment; by their external environment. Organizations' performance refers to the ability of an organization to meet its goal and achieve its mission. Indicators of organization performance measure the effectiveness, efficiency, relevance and the financial sustainability of the organization. Organizational capacity indicators show the resources, knowledge, and processes employed by the organization. For instance, the staffing in the African Partnership universities; infrastructure, technology, and financial resources used in these universities; program and process management used; and networks and linkages forged with other organizations and groups. In addition, to the extent that data permit, the analysis is conducted in "before and after" mode. For instance, it is extremely useful to compare the pattern of initial organizations where the candidate work versus the pattern of those where the graduate return to work.



**Section 2:
Nature of
JJ/WBGSP Awards:
Past and Present**

Types of Programs Available Through the JJ/WBGSP

Program Background and Description

The Joint Japan/World Bank Graduate Scholarship Program (JJ/WBGSP) was initiated 18 years ago as part of a special Fund—the Policy and Human Resources Fund (PHRD)—set up by the Government of Japan to encourage and to strengthen human resources development in less-developed countries. The program's mission is to provide mid-career professionals in developing countries exposure to the latest techniques and knowledge available through graduate studies. Upon completion of their studies, the scholars are expected to return to their home countries in order to apply and to disseminate their newly acquired knowledge and skills to enhance the socio-economic development of their countries. The JJ/WBGSP utilizes 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 the scholars from the World Bank member countries to study in any host university of World Bank member countries, except their home countries at the masters degree level¹. The study areas have mostly included economics, public policy and globalization, sustainable development, including natural resources and environmental management, agriculture and rural development, urban and regional planning, and infrastructure, and health, population, and education.

The Partnership Programs

These programs enable the scholars to receive specialized graduate training in selected universities around the globe². Scholars may pursue a masters degree in themes related to economics and public policy and management; infrastructure management; public finance and taxation policy; and public administration in international development (Table 3).

Since 1992, a number of Partnership Programs have been launched in universities in Canada, France, Japan and the United States. The programs in Canada and France were transferred, in 1998, to four African universities located in Cameroon, Cote d'Ivoire, Ghana and Uganda. The Partnership Programs span the globe and address a variety of development concerns as the list below shows. These programs combine academic rigor with specialized training in practical aspects of development policymaking (Table 3).

The Partnership Programs in Japan, which started in 1995 in four universities, further manifest Japan's commitment to improving human resources in the developing world. These programs draw on Japan's expertise in areas of infrastructure development, policy management, and tax policy, which are all taught in English.

1. See the JJWBGSP Annual Report 2004 for the detailed list of the eligibility criteria. Also browse the Program website at www.worldbank.org/wbi/scholarships/.

2. Ibid.

Table 3. Partnership Programs

Host Country	University	Program Specialty	Year Begun	Year Concluded
USA	Columbia University	Economic Policy Management	1992	
Canada	McGill University	Economic Policy Management ³	1993	1998
France	Université d'Auvergne	Economic Policy Management ⁴	1993	1998
Japan	University of Tsukuba	Policy Management	1995	
Japan	Yokohama National University	Infrastructure Management	1995	
Japan	Keio University	Tax Policy and Management	1996	
Japan	Yokohama National University	Public Policy and Taxation	1996	
Japan	Saitama University/ National Graduate Institute for Policy Studies (GRIPS)	Public Finance	1997	
Cameroon	Yaoundé II University	Economic Policy Management	1998	
Côte d'Ivoire	University of Cocody	Economic Policy Management	1998	
Ghana	University of Ghana	Economic Policy Management	1998	
Uganda	Makerere University	Economic Policy Management	1998	
USA	Harvard University	Public Administration in Int'l. Devt.	1999	

Program Awards, 1987-2004

During 1987-2004, the JJ/WBGSP awarded a total of 3,265 scholarships for studying in 150 universities in 32 World Bank member countries, of which 2,457 were in its Regular Program and 808 in its Partnership Programs. A total of 1,479 scholarships were awarded during Tracer study VI reference period, i.e.1987-98, of which 1,141 were in the Regular Program and 338 were in the Partnership Programs (Table 4).

3. The program at McGill was co-sponsored with the African Capacity Building Foundation (ACBF). It was taught in English, and focused on Anglophone Africa. The Program was later transferred to the University of Ghana at Legon and Makerere University in Uganda in 1998.

4. The program at the Université of d'Auvergne, Centre d'Etudes et Recherches sur Le Développement International (CERDI) was also co-sponsored with the African Capacity Building Foundation. It was taught in French, and focused on Francophone Africa. The program was later transferred to the Yaoundé II University in Cameroon and the University of Cocody in Côte d'Ivoire in 1998.

Table 4. JJ/WBGSP Scholars in Regular and Partnership Programs, 1987 - 2004

Years	REGULAR PROGRAM	PARTNERSHIP PROGRAMS														Grand Total
		Columbia	McGill	CERDI	Tsukuba	YNU-INFRA	Keio	YNU-TAX	GRIPS	Abidjan-Cocody	Yaounde Ii	Makerere	Ghana	Harvard	Subtotal	
1987	31	-	-	-	-	-	-	-	-	-	-	-	-	-	-	31
1988	59	-	-	-	-	-	-	-	-	-	-	-	-	-	-	59
1989	54	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54
1990	90	-	-	-	-	-	-	-	-	-	-	-	-	-	-	90
1991	87	-	-	-	-	-	-	-	-	-	-	-	-	-	-	87
1992	105	24	-	-	-	-	-	-	-	-	-	-	-	-	24	129
1993	117	26	-	-	-	-	-	-	-	-	-	-	-	-	26	143
1994	102	24	11	11	-	-	-	-	-	-	-	-	-	-	46	148
1995	111	26	8	8	9	9	-	-	-	-	-	-	-	-	60	171
1996	116	25	-	8	-	-	5	10	-	-	-	-	-	-	48	164
1997	122	24	8	-	10	15	5	-	5	-	-	-	-	-	67	189
1998	147	23	-	-	-	-	5	10	5	6	7	6	5	-	67	214
1999	180	22	-	-	10	15	5	-	5	-	-	7	6	12	82	262
2000	277	14	-	-	-	-	5	10	5	7	7	7	7	14	76	353
2001	115	15	-	-	10	15	5	-	5	7	7	7	7	15	93	208
2002	117	14	-	-	-	-	5	5	5	7	7	7	7	9	66	183
2003	270	13	-	-	10	14	5	5	5	7	7	7	-	14	87	357
2004	357	15	-	-	-	-	5	5	5	7	-	7	7	15	66	423
Totals	2457	265	27	27	49	68	45	45	40	41	35	41	32	79	808	3265

Source: 2003 JJ/WBGSP Annual Report and Scholar Database

Program Administration

The World Bank administers these scholarship programs through a Secretariat within its World Bank Institute (WBI). Policy guidance for the program is provided by a Steering Committee comprised of three World Bank Executive Directors, four Bank senior managers, and chaired by the Vice President of WBI (Appendix A for more details).

How Awardees Learned About the JJ/WBGSP

Information on the program is available through official public sector channels, personal inquiries, recommendation by alumni, and the World Bank Resident Missions and Regional Offices. In recent years, prospective candidate can find requisite information on the program and application forms on the program website. The website is one of the most popular among the World Bank Institute's (WBI) sites; where about two-third of inquiries are from developing countries.

In addition, the JJ/WBGSP utilizes the Internet to maintain contact and communicate with alumni and to publicize the program. In particular, in conjunction with other WBI departments, JJ/WBGSP organizes internet courses, discussion forum, and on-line seminars for alumni on current development policy topics and issues; accepts on-line requests from alumni for the program's newsletters; and posts alumni profiles on its site to promote the achievements of the program, to encourage alumni interaction and creation of alumni chapters and community, and to attract qualified applicants.

Nature and Status of Contacts of JJ/WBGSP with Scholars Before and After Study Completion


JJ/WBGSP maintains contacts with scholars throughout their studies and beyond. Initially, the Secretariat responds to inquiries; receives and processes applications for its Regular Program. During 1987-98, the Secretariat received about 25,000 applications, mostly from Africa⁵. Next, it undertakes intensive selection processes, involving both in-house staff and consultants; prepares finalist summary information and lists for recommendation to the Steering Committee; informs the selected candidates; provides funds for tuition, subsistence, medical insurance and for scholars' travel to the respective host universities; and monitors their academic performance, in order to recommend second-year renewals for the two-year program scholars.

Finally, it arranges for their travel to their home countries on graduation, and maintains contacts through questionnaires, arranging for seminars, newsletters, and regional alumni contacts; by utilizing regular and internet modes of communication. The Secretariat also undertakes mission travels to explore new partnership and initiatives; to monitor the performance of existing partnerships; and to seek financial leveraging opportunities.

The Secretariat in responding to the requests and inquires of scholars has introduced various policies and guidelines, to be instituted by the Steering Committee, to preserve the unique character and objectives of the program. For instance, many scholars request an extension of JJ/WBGSP financial support to undertake further degrees. In order to accommodate and finance the maximum number of annual new scholars' intake within the programs financial resources, the Secretariat has declined such requests. Moreover, the Secretariat has introduced more restricted visa and employment policies to encourage the return of scholars to their home country and other developing countries⁶.

5. See Annual Report of 2004.

6. These measures include a mandatory J1 visa for studying in USA since 1998 and, more recently, a three- year employment restriction at the World Bank and the IMF immediately after graduation.



**Section 3:
Profile of the
JJ/WBGSP
Scholars/Alumni**

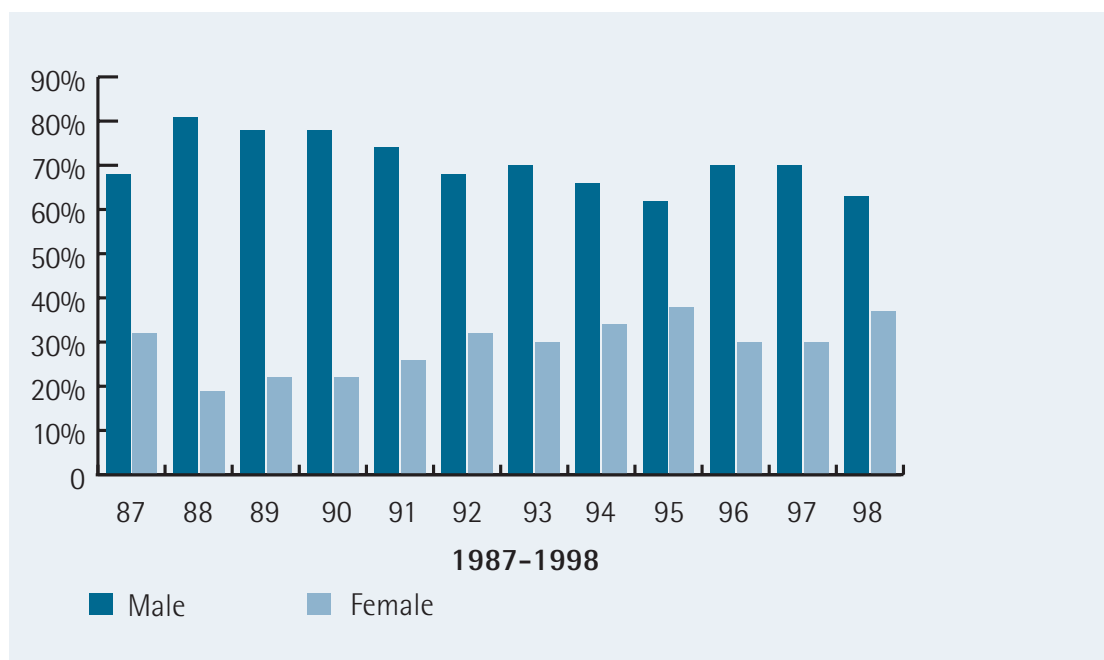
The Profile of the Scholars and Alumni

Scholars differ by gender, home and host country, area of academic study and age. The salient features of this variety of characteristics are explained below.

Gender Profile

Female scholars are historically outnumbered by their male counterparts, but the gap has narrowed over the years (Figure 1). The number of female scholars peaked in 1995 to about 38% and then remained around 30% for later years. This improvement, especially compared to late and early 1990's, has been due to special efforts on behalf of the program to look for qualified female candidates for awarding scholarships.

Figure 1. Profile of Scholars by Gender



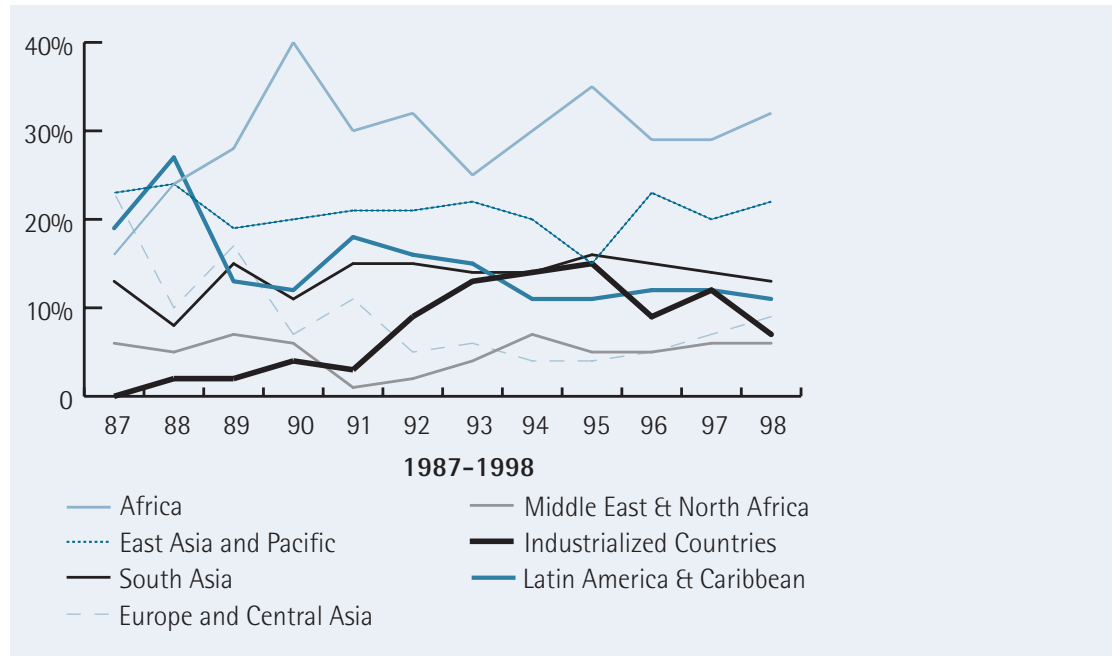
Source: JJ/WBGSP Alumni Database

Demographic/Regional Profile: Home and Host

Most of the scholars are from Africa, followed closely by East Asia and the Pacific region (Figure 2). These two regions include some of the poorest countries of the world where the skilled human resources are acutely scarce. Middle East and North Africa is the least represented

region. The program has persistently made efforts to disseminate information in this region, including the distribution of a brochure in the Arabic language.

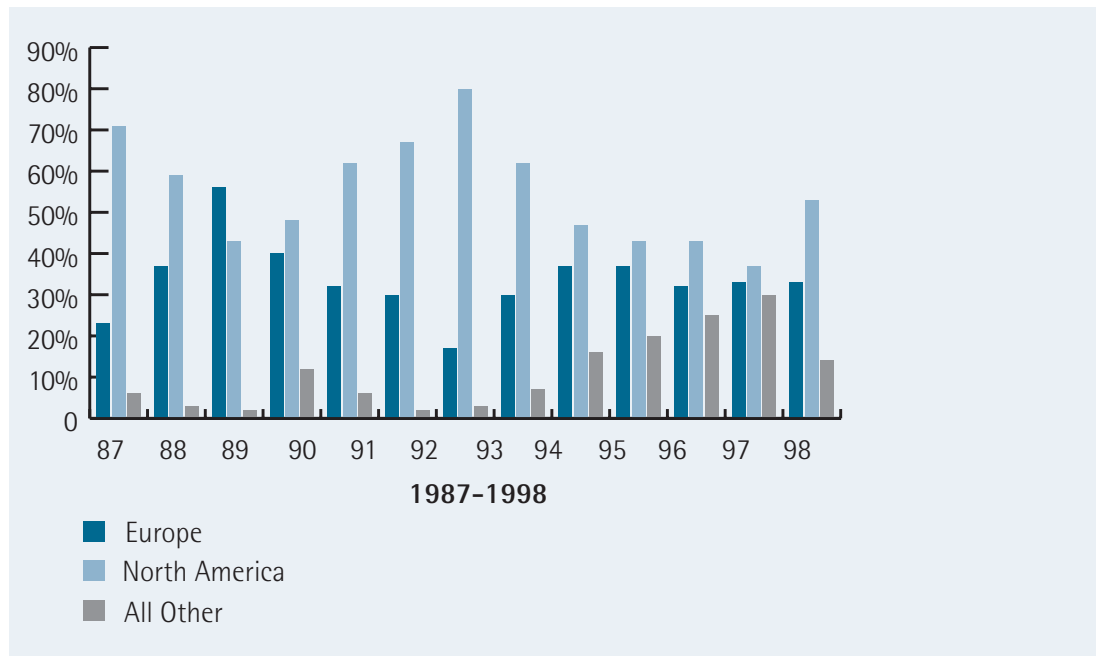
Figure 2. Profile of Scholars by Home Region



Source: JJ/WBGSP Alumni Database

Historically, North America, especially the United States, hosted the highest number of scholars. The gap between North America and Europe has narrowed, however, during the latter half of 1990s (Figure 3).

Figure 3. Profile of Scholars by Host Region

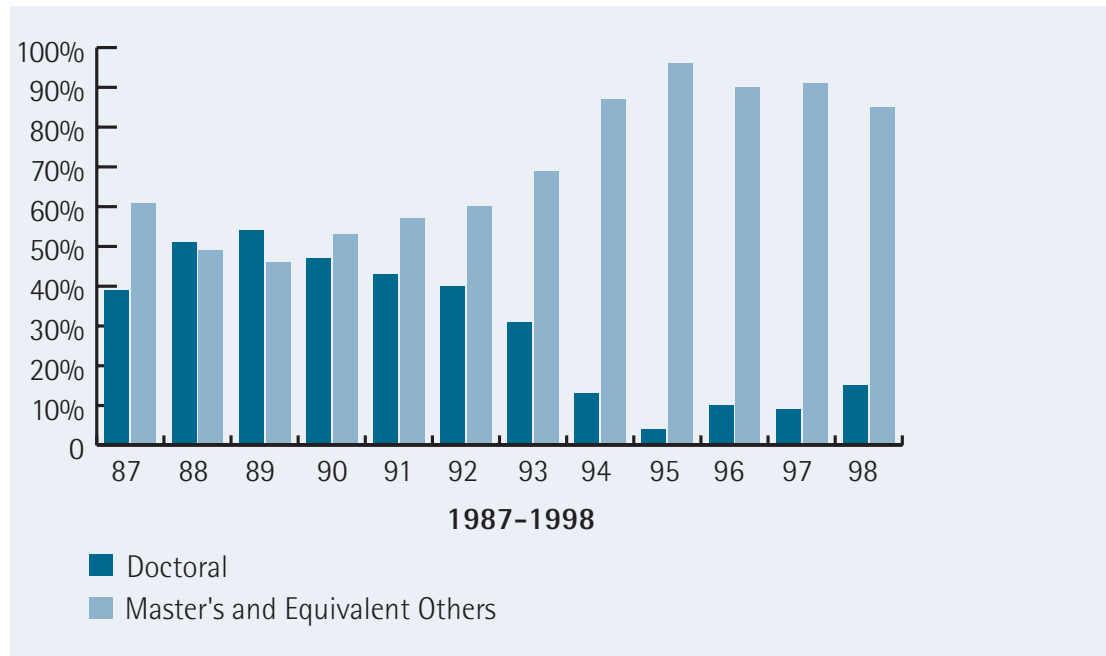


Source: JJ/WBGSP Alumni Database

Proposed Degree and Academic Area of Study Profile

The scholars are mostly studying for their masters degree. This trend is partly due to the change in the program's policy to not sponsor candidates for doctorate programs. The policy change was made because scholars pursuing doctorate degrees had relatively less favorable attainment and home country return rates, and there was a tendency for doctoral degree programs to prolong over an additional number of years (Figure 4).

Figure 4. Profile of Proposed Degree of Scholars

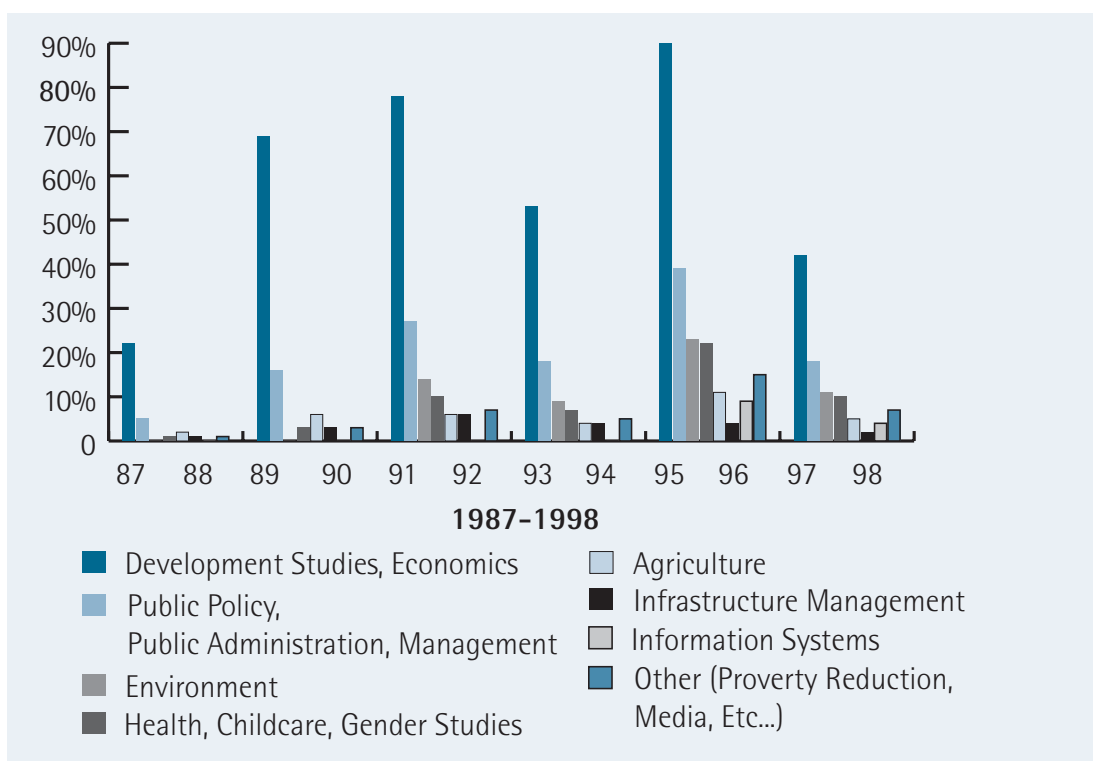


Source: JJ/WBGSP Alumni Database

The scholars tended to predominantly select development studies and economics as their chosen fields during 1987-98 (Table 5 and Figure 5). From mid 1990s, environment; health, childcare, and gender studies; as well as information systems have become popular among the scholars as the chosen field of studies. This phenomenon reflects the fact that scholars are sensitive to prevalent policy issues and topics of their study period.

Table 5. Profile of Scholars by Field of Study

	1987		1994		1998	
Development Studies, Economics	22	69%	78	53%	90	42%
Public Policy, Public Administration, Management	5	16%	27	18%	39	18%
Environment	0	0%	14	9%	23	11%
Health, Childcare, Gender Studies	1	3%	10	7%	22	10%
Agriculture	2	6%	6	4%	11	5%
Infrastructure Management	1	3%	6	4%	4	2%
Information Systems	0	0%	0	0%	9	4%
Other (Poverty Reduction, Media, Etc...)	1	3%	7	5%	15	7%
Total	32	100%	148	100%	213	100%

Figure 5. Trends in Fields of Study, 1987-1998

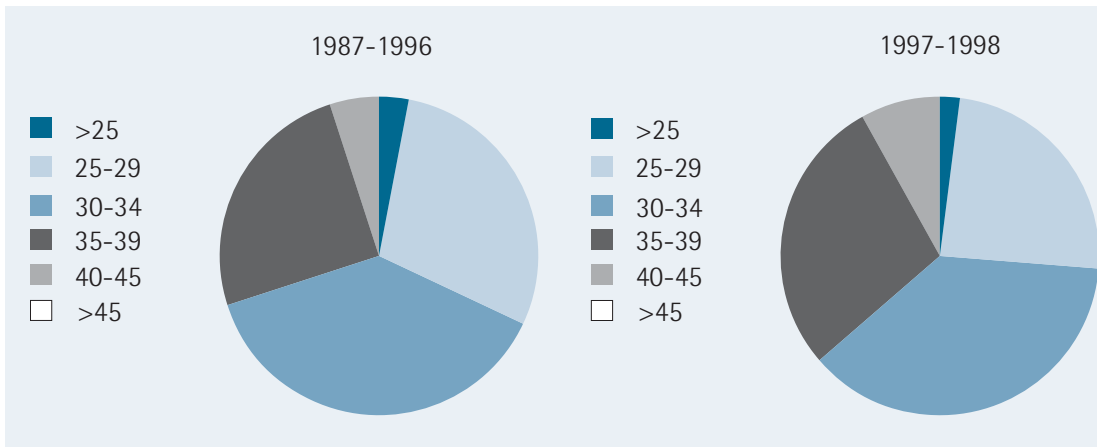
Source: JJ/WBGSP Alumni Database

Age Profile of Scholars

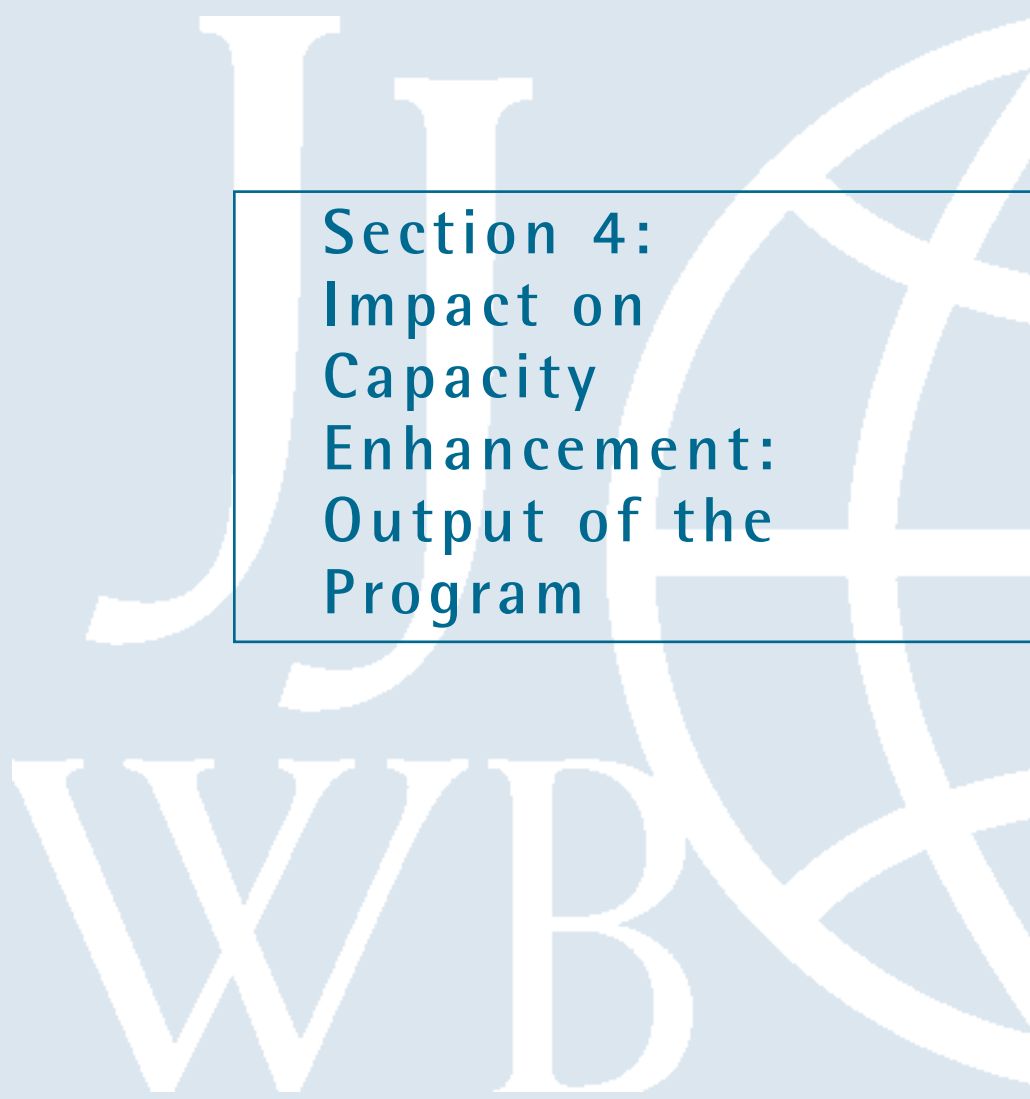
Most scholars are in the 30-34 age range in 1987-98. About 38% of them are in 30-34 age range; followed closely by the 35-39 age group. However there seems to be a tendency in 1997-98 period

for older and hence more experienced scholars (Figure 6). The shares of scholars in 35-39 and 40-45 age groups in total scholars rose by 3% in each group; to 28% and 8%, respectively. This is due to the program's emphasis on sponsoring mid-career professionals.

Figure 6. Age of Alumni as Applicants



Source: JJ/WBGSP Alumni Database



**Section 4:
Impact on
Capacity
Enhancement:
Output of the
Program**

Individual Awardees' Capacity Enhancement

Skills and Degree Attainment

Degree attainment by scholars is one of the output indicators used to measure the capacity enhancement of scholars. Despite data deficiency, of total of 1104⁷ scholars/alumni in 1987-98, 1074 scholars, equivalent to 97% of total, attained their degree. Among those who did not, three were deceased; while the others were recalled by their governments, remained in all but dissertation (ADB) status in their Ph.D. programs, or did not register their degree attainment (Table 6).

Table 6. Degree Attainment by Scholars

	1987-1996		1997-1998		1987-1998	
Total Cases:	1076	100%	403	100%	1479	100%
Scholars Not Included in the Analysis:	167	16%	208	19%	375	25%
Still Studying	74	7%	5	1%	79	5%
ABD	15	1%	3	1%	18	1%
No Degree Information	75	7%	200	50%	275	19%
Deceased During Study Period	3	0%	0	0%	3	0%
Remaining as Degree Analysis Denominator	909	84%	195	48%	1104	75%
I. Degree Analysis:						
Did Not Attain Degree	29	3%	1	1%	30	3%
Attained Degree	880	97%	194	99%	1074	97%
Total	909	100%	195	100%	1104	100%

Source: JJ/WBGSP Alumni Database

Degree Attainment by Gender and Home Region

There were not any significant differences in degree attainment by gender during 1987-98, and minor differences in the early 1990s seem to have disappeared. This may have in part stemmed from deficiency in data recording during 1996-98⁸. In regional terms, Africa and Middle East and North Africa had slightly lower attainment rate, while Europe and Central Asia had the highest (Table 5 of the Statistical Appendix). All scholars from industrialized countries, primarily Japan, attained their degree throughout 1987-98, while about 3% of the scholars from the developing countries did not (Table 6 of the Statistical Appendix).

7. 375 scholars were excluded from the analysis during 1978-98. These included those scholars who were studying at the time, were in ABD status, deceased, or for whom degree data was unavailable. See Statistical Appendix on the source of data.

8. See Statistical Annex.

Impact on Development Environment

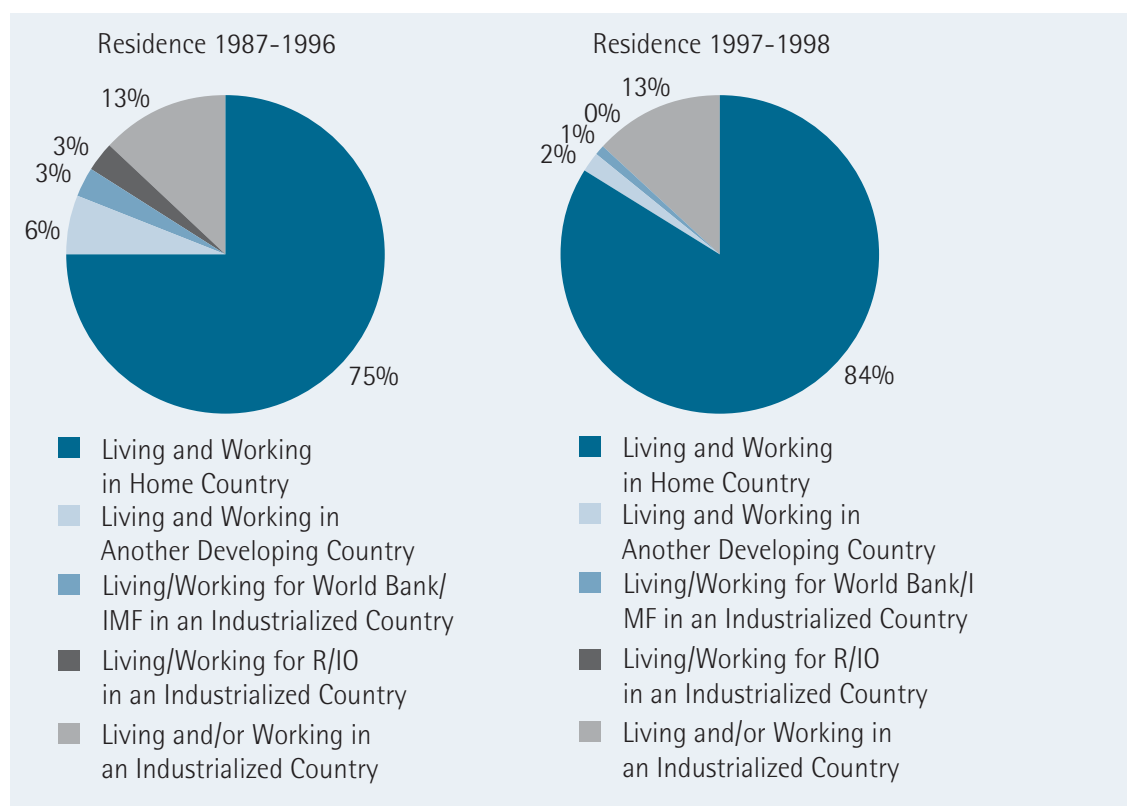
Return to Home Country or Other Developing Countries

Return to Home Country or Other Developing Countries are other output indicators that are used to measure the impact of the program on the development environment. Questionnaire data only is used to setup the underlying indicators. Overall, 83% of the 494 respondent scholars returned to home country (78%) or to other developing countries (5%) during 1987-98. The return rates of respondents improved during 1997-98 to 85% compared to an average of 81% during 1987-96, thus pulling up the average for 1987-98 (Table 7 and Figure 7). The rates improve further if we include the scholars who are working in multilateral development agencies. The "preferred employment category", consisting of those scholars who returned to either home country, other developing countries and other multilateral development agencies, show that 87% of the scholars are thus employed (Table 8).

Table 7. Returning Scholars Residence and Employment

	Updated Tracer Study V		Current Study of Respondents		Total	
	1987-1996		1997-1998		1987-1998	
Living and Working in Home Country	265	75%	118	83%	383	78%
Living and Working in Another Developing Country	21	6%	3	2%	24	5%
Living/Working for World Bank/IMF in an Industrialized Country	9	3%	2	1%	11	2%
Living/Working for R/IO in an Industrialized Country	12	3%	0	0%	12	2%
Living and/or Working in an Industrialized Country	45	13%	19	13%	64	13%
Total	352	100%	142	100%	494	100%

Figure 7. Returning Scholars Residence and Employment



Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies

Table 8. Scholars Preferred Employment

Preferred Employment Category	Updated Tracer Study V		Current Study of Respondents		Total	
	1987-1996		1997-1998		1987-1998	
Living/Working in Home, Developing Country or for Multilateral	307	87%	123	87%	430	87%
Outside Preferred Employment Category						
Living/Working in an Industrialized Country not for Multilateral	45	13%	19	13%	64	13%
Total	352	100%	142	100%	494	100%

Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies

The majority of the respondent scholars of the 1987–98 cohorts (83%) who returned to home country studied in Europe. This must have been in part due to strict immigration and employment regulations in Europe versus North America during that period. In addition, respondent scholars from Middle East and North Africa (88%), South Asia (82%) and East Asia (81%) had the highest return rates to their countries (Table 9).

North America remains the most popular place for those who seek employment outside the preferred category, but there seem to be a change in relative popularity. While 64% of those respondents who were employed outside the preferred category lived in North America, especially the United States, during 1987–96; barring any sampling deficiency, Europe seems to have gained popularity during the 1997–98 period, by attracting 53% of the respondent scholars. Thus the average of respondent scholars living in North America for 1987–98 is decreased to 56% (Table 10). Male scholars and nationals from Africa, Eastern Europe and Latin America make up the majority of respondents who obtained employment outside the preferred categories.

Table 9. Returning Scholars Residence and Employment by Host and Home Region

Host Region	Updated Tracer Study V			Current Study of Respondents			Total		
	1987–1996			1997–1998			1987–1998		
	Out of			Out of			Out of		
North America	118	177	67%	39	48	81%	157	225	70%
Europe	121	141	86%	44	57	77%	165	198	83%
Other	26	34	76%	35	37	95%	61	71	86%
Total	265	352	75%	118	142	83%	383	494	78%
Home Region									
Africa	86	115	75%	40	44	91%	126	159	79%
E. Asia	48	63	76%	23	25	92%	71	88	81%
ECA	26	38	68%	9	13	69%	35	51	69%
LCR	40	57	70%	15	17	88%	55	74	74%
MNA	14	15	93%	7	9	78%	21	24	88%
S. Asia	34	45	76%	19	20	95%	53	65	82%
Part I	17	19	89%	5	14	36%	22	33	67%
Total	265	352	75%	118	142	83%	383	494	78%

Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies

Table 10. Scholars Preferred Employment

	Updated Tracer Study V		Current Study of Respondents		Total	
	1987-1996		1997-1998		1987-1998	
Total Cases	45	100%	19	100%	64	100%
Host Region						
North America	29	64%	7	37%	36	56%
Europe	13	29%	10	53%	23	36%
Other	3	7%	2	11%	5	8%
Home Region						
Africa	15	33%	3	16%	18	28%
E. Asia	9	20%	1	5%	10	16%
ECA	10	22%	4	21%	14	22%
LCR	6	13%	2	11%	8	13%
MNA	0	0%	2	11%	2	3%
S. Asia	4	9%	1	5%	5	8%
Part I (Japanese)	1	2%	6	32%	7	11%
Gender						
Male	23	51%	15	79%	38	59%
Female	22	49%	4	21%	26	41%
Current Region						
North America	27	60%	6	32%	33	52%
Europe	12	27%	10	53%	22	34%
Other (Primarily Australia and Japan)	6	13%	3	16%	9	14%
Degree						
Doctoral	20	44%	9	47%	29	45%
* Masters	25	56%	10	53%	35	55%

Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies

* One of the Masters degree candidates "Outside the Preferred Employment Category" in 1998 was pursuing an MBA

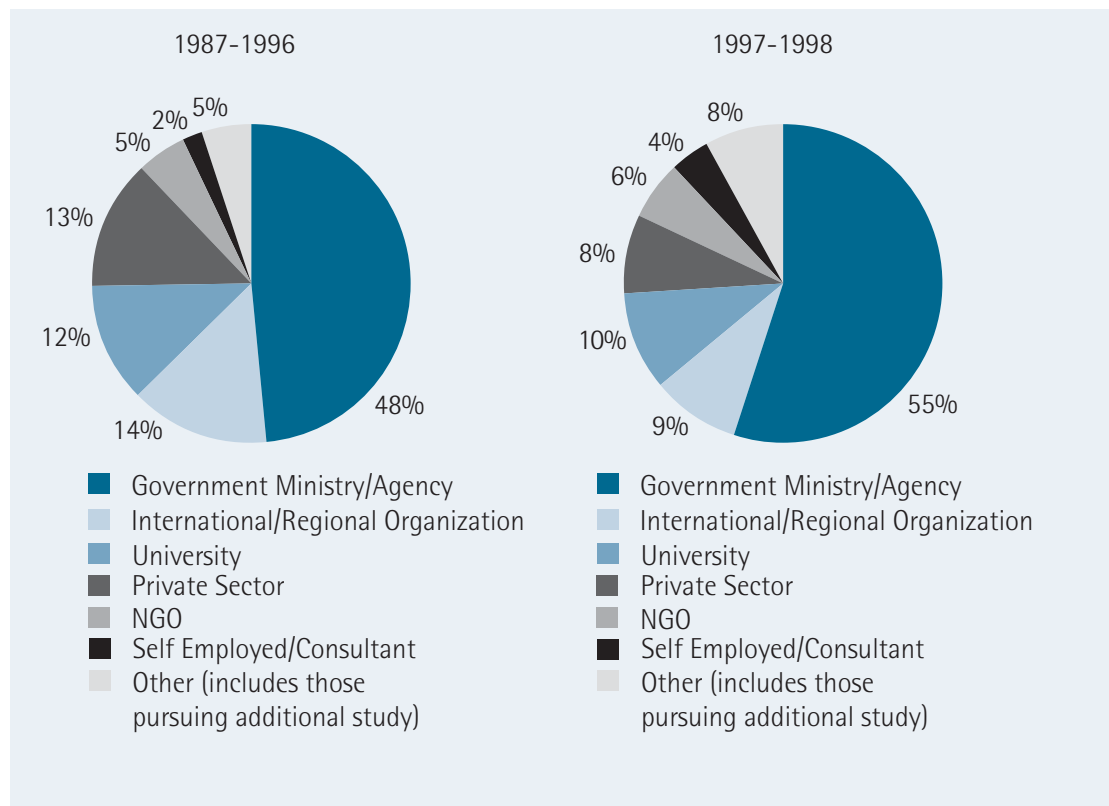
Employment Institution after Return to Home Country

About half of the respondent scholars returned to work for their respective governments during 1987-98 (Table 11 and Figures 8). This proportion seems to have increased during 1997-98 thus increasing the average for the 1987-98 period. This gain seems to be primarily at the expense of the domestic branch of international and regional organizations; although private sector also registered minor set backs. Aside from government ministries and agencies, one-third of the respondent scholars obtained employment in universities and the private sector (Table 11 and Figures 8).

Table 11. Employment Institution

	Updated Tracer Study V		Current Study of Respondents		Total	
	1987-1996		1997-1998		1987-1998	
Government Ministry/Agency	169	48%	78	55%	247	50%
International/Regional Organization	50	14%	13	9%	63	13%
University	43	12%	14	10%	57	12%
Private Sector	45	13%	11	8%	56	11%
NGO	19	5%	9	6%	28	6%
Self Employed/Consultant	7	2%	5	4%	12	2%
Other (includes those pursuing additional study)	19	5%	12	8%	31	6%
Total	352	100%	142	100%	494	100%

Figure 8. Employment Category Analysis



Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies

Ideally it would be informative to compare the employment institution of scholars before and after the scholarship program graduation. However, such data is only available for 1997-98 (Table 12). The limited data may not be sufficient to draw any definite inference, but do indicate there is job mobility between categories of employment after scholars return home. For instance, only 31% of the scholars that come from the NGO sector, return to work in NGOs; 23% go to international regional organizations; and about 15% each end up in the private and public sectors.

Of those scholars that worked in the private sector, only 25% return to work in the private sector; 50% return to work in the public sector, and the rest end up in international regional organizations. Of those scholars who worked in the public sector, about 58% return to work in the public sector; about 10% end up in international regional organizations, 8% in the private sector, and the rest work in NGOs and the other organizations.

Table 12A. Institutional Category Change, 1997 Respondents

Pre Scholarship		Post Scholarship		
NGO	4	Public	2	50%
		R/IO	0	0%
		NGO	0	0%
		Other	0	0%
		Private	1	25%
		Self Employed	1	25%
Other	1	Public	1	100%
		R/IO	0	0%
		NGO	0	0%
		Other	0	0%
		Private	0	0%
		Self Employed	0	0%
Private	2	Public	1	50%
		R/IO	0	0%
		NGO	0	0%
		Other	0	0%
		Private	1	50%
		Self Employed	0	0%
Public	38	Public	22	58%
		R/IO	3	8%
		NGO	2	5%
		Other	5	13%
		Private	4	11%
		Self Employed	2	5%
Total	45	Total	45	100%

Table 12B. Institutional Category Change, 1997 Respondents

Pre Scholarship		Post Scholarship		
NGO	9	Public	0	0%
		R/IO	3	33%
		NGO	4	44%
		Other	1	11%
		Private	1	11%
		Self Employed	0	0%
Other	3	Public	2	67%
		R/IO	0	0%
		NGO	1	33%
		Other	0	0%
		Private	0	0%
		Self Employed	0	0%
Private	6	Public	3	50%
		R/IO	1	17%
		NGO	0	0%
		Other	1	17%
		Private	1	17%
		Self Employed	0	0%
Public	33	Public	19	58%
		R/IO	4	12%
		NGO	1	3%
		Other	5	15%
		Private	2	6%
		Self Employed	2	6%
Total	51	Total	51	100%

Table 12C. Institutional Category Change, 1997 Respondents

Pre Scholarship		Post Scholarship		
NGO	13	Public	2	15%
		R/IO	3	23%
		NGO	4	31%
Other		1	8%	
		Private	2	15%
		Self Employed	1	8%
Other	4	Public	3	75%
		R/IO	0	0%
		NGO	1	25%
		Other	0	0%
		Private	0	0%
		Self Employed	0	0%
Private	8	Public	4	50%
		R/IO	1	13%
		NGO	0	0%
		Other	1	13%
		Private	2	25%
		Self Employed	0	0%
Public	71	Public	41	58%
		R/IO	7	10%
		NGO	3	4%
		Other	10	14%
		Private	6	8%
		Self Employed	4	6%
Total	96	Total	96	100%

Career Progression and Impact on the Beneficiary Scholars

In order to evaluate the impact of the Program on career progression and on job effectiveness; beneficiary scholars were asked to rank their perceptions on the benefits of the Program on a progressive scale from highest (5) to lowest (1) in ten areas (Appendix B for questionnaire form). These areas included: usefulness of knowledge and ideas gained through the program; useful contact developed; strength of academic and professional partnerships forged during the program; improved confidence in job performance; higher progression in the same job as well as mobility across jobs; higher income; recognition for enhanced skills; and the relevance of enhanced skill to scholars' countries needs.

The responses were highly encouraging (Table 13). The beneficiary respondents valued the program highly in all categories by registering predominantly 4's and 5's in their responses (Table 14 and Figure 9). Less favorable and medium responses were mostly registered in areas of developing contacts and in benefiting from higher income. In the former case, especially in Japanese universities, the scholars were extremely busy with their studies and suffered from inadequate language skills to benefit from forging contacts. In the latter case, as most

scholars returned to public sector after their studies, they were subject to public sector rules and regulations for promotion and salary increase in their countries. These rules are rather inflexible compared to the private sector and often it takes more time to recognize and provide merit to scholars in the form of promotion and salary increases.

Table 13. Benefits of the Degree Obtained, 1997-1998

	Progressive Scale 1-5 (with 6 being "No Opinion)					
	1	2	3	4	5	6
1. Extent to which you gained ideas/knowledge that are useful in your job	1	1	9	45	76	5
2. Extent to which you developed useful contacts during the study period	3	13	32	45	39	4
3. Increase in the strength of your academic partnerships	1	3	26	53	44	8
4. Increase in the strength of your professional partnerships	1	7	21	52	49	6
5. Improvement in your confidence about performing your work	1	1	8	35	89	2
6. Higher progression in the same job	9	4	25	32	42	23
7. Higher mobility across jobs	3	7	21	36	42	26
8. Higher income	19	12	28	30	32	14
9. Recognition for your enhanced skills in your organization	3	9	12	44	59	9
10. Relevance of the enhanced skills to your country's needs	1	4	10	25	87	8

Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies

*Note: The total number of respondents was 142.

Table 14A. Benefits of the Degree Obtained by Scores, 1997-1998

	Total		Total		Total	
	4's and 5's	%	3's	%	1's and 2's	%
1. Extent to which you gained ideas/knowledge that are useful in your job	121	88%	9	7%	2	1%
2. Extent to which you developed useful contacts during the study period	84	62%	32	24%	16	12%
3. Increase in the strength of your academic partnerships	97	72%	26	19%	4	3%
4. Increase in the strength of your professional partnerships	101	74%	21	15%	8	6%
5. Improvement in your confidence about performing your work	124	91%	8	6%	2	1%
6. Higher progression in the same job	74	55%	25	19%	13	10%
7. Higher mobility across jobs	78	58%	21	16%	10	7%
8. Higher income	62	46%	28	21%	31	23%
9. Recognition of your enhanced skills in your organization	103	76%	12	9%	12	9%
10. Relevance of the enhanced skills to your country's needs	112	83%	10	7%	5	4%
Total	956	76%	192	15%	103	8%

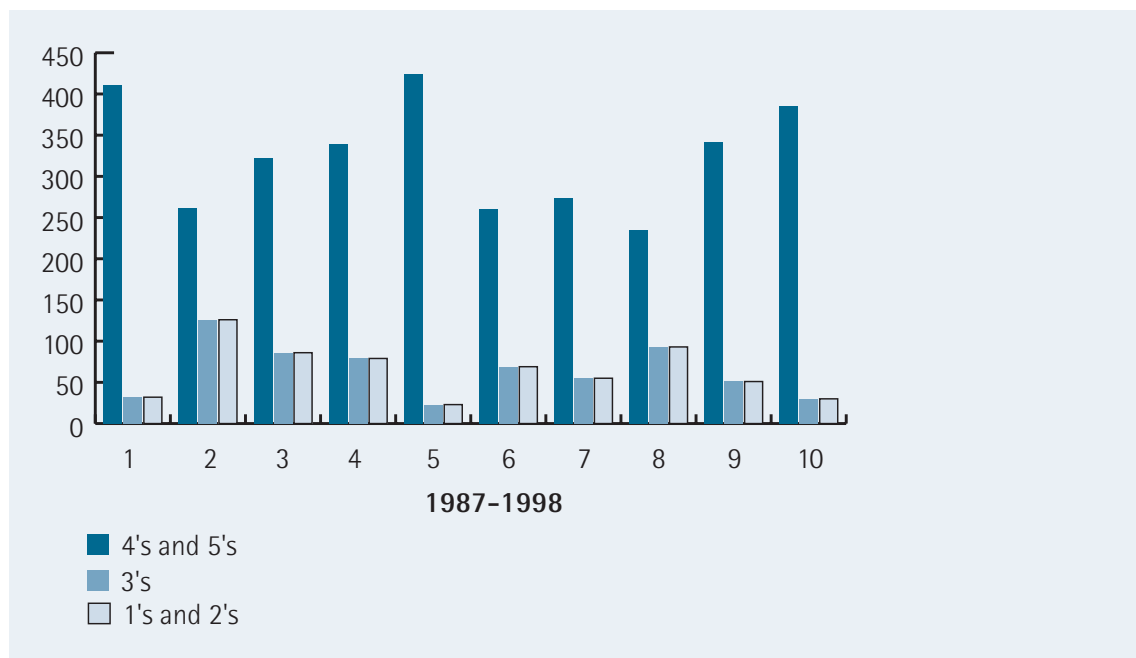
Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies

Table 14B. Benefits of the Degree Obtained by Scores, 1997–1998

	Total		Total		Total	
	4's and 5's	%	3's	%	1's and 2's	%
1. Extent to which you gained ideas/knowledge that are useful in your job	411	13%	32	5%	11	3%
2. Extent to which you developed useful contacts during the study period	261	8%	126	20%	61	16%
3. Increase in the strength of your academic partnerships	322	10%	86	13%	25	6%
4. Increase in the strength of your professional partnerships	339	10%	79	12%	24	6%
5. Improvement in your confidence about performing your work	424	13%	23	4%	9	2%
6. Higher progression in the same job	260	8%	69	11%	54	14%
7. Higher mobility across jobs	274	8%	55	9%	49	13%
8. Higher income	235	7%	93	14%	96	24%
9. Recognition of your enhanced skills in your organization	342	11%	51	8%	38	10%
10. Relevance of the enhanced skills to your country's needs	385	12%	30	5%	25	6%
Total	3253	100%	644	100%	392	100%

Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies

Figure 9. Benefits of the Degree Obtained, 1987-1998



Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies

Partnership Programs and Institutional Capacity Enhancement

Impact of the Partnership Programs

Partnership Programs performance and data are included in the analysis thus far. Although data availability and duration vary among individual partnerships and in some case are sparse, the individual results from these programs seem very encouraging (Tables 18A-18K of the Statistical Appendix). Almost all scholars obtained their degree and are living in their home country.

Institutional Capacity Enhancement

Host universities in general benefited from the program and the participation of scholars in various ways. First, for the majority, the presence of the scholars enriched the inter-disciplinary and multi-cultural character of institutions. Second, partnership programs (Table 3) developed, experimented and added economic policy and management specialties and disciplines that seemed to be highly beneficial for other candidates as well as the institutions.

Third, JJ/WBGSP, in collaboration with the African Capacity Building Foundation (ACBF), co-sponsored two masters degree programs in 1993. The programs aimed at: (a) strengthening the institutional and human capacity of the selected host African universities to offer a masters degree in economic policy management, on a sustainable basis; and (b) to train a critical mass of

African economic managers and policy advisors, primarily in the public sector, with the required professional skills and aptitudes to address Africa's challenging poverty and socio-economic problems.

In order to serve the two major international languages of Africa, the new program was divided into Anglophone and Francophone arrangements. Two Northern universities were chosen to launch the programs. McGill University in Québec, Canada, was chosen for the Anglophone Program, while the Centre d'études et de recherches sur le développement international (CERDI), at the Université d'Auvergne in Clermont-Ferrand, France, was chosen for the Francophone Program. McGill, in turn, selected as its two partners the University of Ghana at Legon and Makerere University in Uganda. CERDI selected as its partners, the University of Cocody in Côte d'Ivoire, and the University of Yaoundé II in Cameroon. Both Northern universities transferred their programs to their partners in 1998.

The Partnership Programs in Africa were established through grant agreements involving JJ/WBGSP, ACBF, and host universities. The agreements in each university were to be undertaken in two phases. Phase I consisted of both activities that strengthened the human and institutional capacities of the host African universities to perform their training functions and those activities that trained the critical mass of the in-take policymakers. The former involved: upgrading the infrastructure and the enabling environment and facilities of the universities and that of their human resources through staff developments while the latter involved training 120 students in masters degree programs in economic policy management in three cohorts. The implementation of Phase II is still underway.

Performance and Impact at Host African Universities

Although it is too early to fully discuss the impacts of these programs, initial achievements and performance, in terms of both institutional and human capacity enhancement, in the African universities has been varied – encouraging in most aspects, quite challenging in others. Midterm review missions and evaluation studies⁹ were undertaken for all four universities and have provided insightful feedbacks. Supervision missions subsequently followed these studies in 2002 and in 2004 to open up discussions with the authorities in respective universities on the modification and further fine-tuning of the programs¹¹ in order to improve their implementations.

9. Revue à mi-parcours du Programme de formation en gestion de la politique économique de l'Université de Yaoundé II, septembre 2001; Revue à mi-parcours du Programme de formation en gestion de la politique économique de l'Université d'Abidjan-Cocody, Septembre 2001; Report of the Mid-Term Review of the Economic Policy Management Program at University of Ghana, 2002; and Report of the Mid-Term Review of the Economic Policy Management Program at Makerere University, May 2002.

10. See the JJ/WBGSP Annual Report of 2002 and 2003 for extensive discussion of the implementation of the programs to date.



**Section 5:
Impact on Socio-
Economic
Development**

Contribution to Policy and Project Management

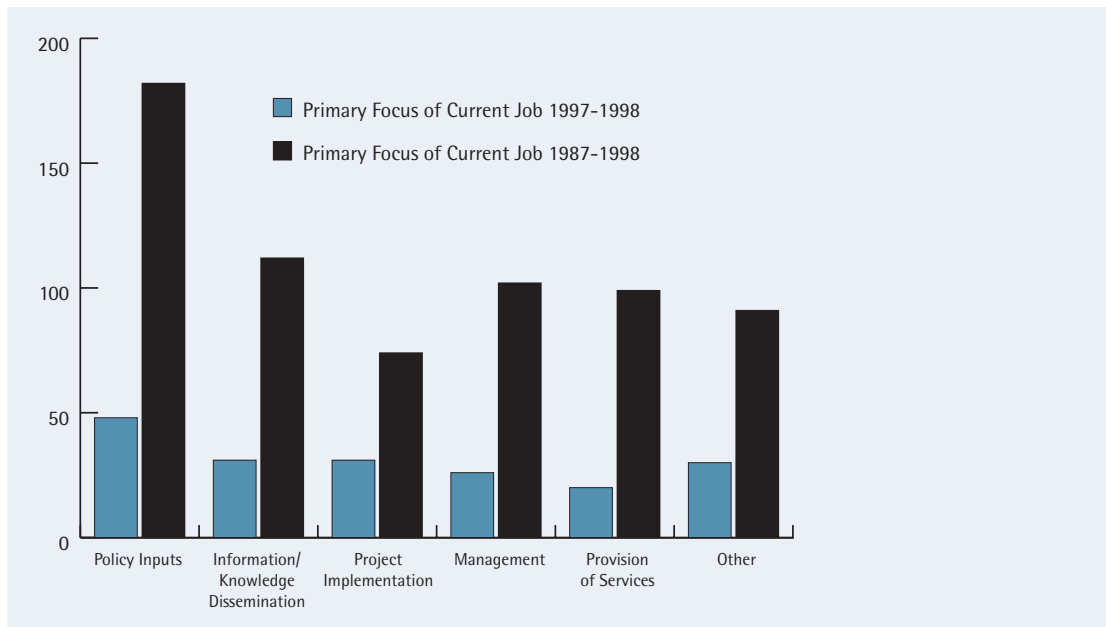
The primary focus of the current employment for the majority of the 494 respondents during 1987-98, after completing their scholarships and returning to home country, were to provide policy inputs, information/knowledge dissemination, management, and services (Table 15 and Figures 10A and 10B). This proxy outcome indicator shows that the majority of scholars are in positions that can influence the policy and developmental programs of their countries as intended by the objectives of the JJ/WBGSP. In fact, scholars are likely to engage in multi-focus positions and exercise a variety of developmentally relevant job responsibilities. Moreover, the respondent scholars found their newly acquired skills highly relevant to their countries' needs. In sum, the scholars are not only contributing to policy and management issues in their countries, but also have formed the requisite skills and the enhanced confidence for undertaking their responsibilities.

Table 15. Primary Focus of Current Employment

	Updated Tracer Study V 1987-1996		Current Study of Respondents 1997-1998		Total 1987-1998	
	Policy Inputs	134	38%	48	34%	182
Information/Knowledge Dissemination	81	23%	31	22%	112	23%
Project Implementation	43	12%	31	22%	74	15%
Management	76	22%	26	18%	102	21%
Provision of Services	79	22%	20	14%	99	20%
Other	61	17%	30	21%	91	18%

Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies

Figure 10A/10B.



Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies

New and Innovative Approaches and Initiatives

The majority of respondent scholars not only improved their skills and knowledge but also gained new perspectives and insight they needed to assist in their countries' development. They increased their academic and professional partnerships, and developed useful contacts during their study period (Tables 13 and 14 and Figure 9), which may be used as conduit for new information and innovation exchange and dissemination. They may also take advantage of, and frequently do, being part of alumni community of both host universities and the JJ/WBGSP and take part in educational and other activities now facilitated through internet.



**Section 6:
Costs of the
Program**

The total cost of the program has varied over years depending on: the size of new scholar intake and renewals of second-year scholars; increased costs at the host universities, as well as other service providers, for instance travel; inflation and exchange rate variations; and the availability of financing. The average expense per scholar was about US\$30,000. These expenses do not reflect tuition waivers and discounts, ranging from 10% to 25%, obtained from various universities, thanks to persistent leveraging efforts of the Secretariat. Additional leveraging efforts, in terms of matching funds and partial funding, increase the impact of the program, in terms of number of scholars financed, by many fold.

The total costs of the program also vary depending on the university selected and whether it is privately-run or public. Universities in the United States, Japan and United Kingdom are the most costly among the selected universities. At present there is no restriction on the part of scholars on the choice of the university, just so long as they have unconditional admissions, but the average cost per student has remained stable due to shift in the choice of host universities by scholars from American to those of European and other developing countries.



**Section 7:
Results and
Outlook**

Results of the Analysis

The overall results of the analysis are highly favorable and are summarized in Table 16 below. The output indicators of the program show that on average, 97% of the scholars attained their degree, ranging from 96% for scholars coming from Africa to 100% for those of Europe and Central Asia; 83% returned to home or other developing countries (87% if we include international organizations); 62% returned to work for public sector, including universities; while another 17% chose to work in NGOs and the private sector; and the majority of their work involved providing policy input, dissemination and management services.

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 countries. The scholars 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.

There were institutional gains for universities, in terms of enriching their cultural exposures as well as experimenting with and introducing new courses. There were opportunities for 'twinning' between developed and developing countries' universities, which brought about valuable lessons for different parties. The institutional capacity enhancement is a gradual and iterative process, which at time may be challenging, but the payoff is valuable and worth the effort. Such is the case for the African partnership capacity enhancement experience.

Table 16. Results of the Analysis

Types of Indicator	Source of data and date	Value of Indicator
I. Input Indicators		
1. No. of application received, processed (regular program)	Time series, 1987-98	24,739
2. Average cost per scholar		US\$30,000
II. Output or Process Indicators		
1. No. of scholars who attained their degrees:	Time series, 1987-98 and (%)	1074 and 97%
1.1. by gender		
1.1.1. male		744 and 97%
1.1.2. female		330 and 97%
1.2. by home country	Time series, 1987-98 and (%)	
1.2.1. Africa		328 and 96%
1.2.2. East Asia and Pacific		197 and 97%
1.2.3. Europe and Central Asia		111 and 100%
1.2.4. Latin America and Caribbean		163 and 99%
1.2.5. Middle East and North Africa		47 and 96%
1.2.6. South Asia		147 and 97%
1.3. by host country of which:	Time series, 1987-98 and (%)	
1.3.1. Europe		365 and 100%
1.3.2. North America		577 and 98%
1.4. by type of degree	Time series, 1987-98 and (%)	
1.4.1. Doctoral		216 and 92%
1.4.2. Masters		858 and 99%
2. No. of scholars who returned to:	Questionnaires: total respondents 494, 1987-98	
2.1. home country		383 and 78%
2.2. other developing countries		24 and 5%
2.3. international organizations		23 and 4%
2.4. industrial countries		64 and 13%
3. No. of scholars who returned to positions in:	Questionnaires: total respondents 494, 1987-98	
3.1. public sector		245 and 50%
3.2. academia		58 and 12%
3.3. international/regional organizations		64 and 13%
3.4. NGOs		28 and 6%
3.5. private sector		56 and 11%
3.6. self-employed/consultant		12 and 2%
3.7. other		31 and 6%
4. No. of scholars, whose the primary focus of their job is:	Questionnaires: total respondents 494, 1987-98	Majority
4.1. policy input, dissemination and management		(Table 15)
4.2. project management		
4.3. provision of services		
2. The extent to which scholars forged academic and professional contacts and partnerships during their studies	Qualitative and beneficiary scholar perception	
3. No. of facilities, e.g. internet, libraries, and so on established in the African Partnership Universities	varied among partnerships	

Types of Indicator	Source of data and date	Value of Indicator
III. Outcome Indicators		
Questionnaires: total respondents 494, 1987-98; multi-focus		
1. No. of graduate scholars who work in policy making and management positions		182 responses, 37%
2. No. of graduate scholars who work in teaching and disseminating positions		112 responses, 23%
3. Extent of relevance of knowledge and skills to the development issues of the country	Qualitative and beneficiary scholar perception	Highly relevant
4. Use of contacts to improve effectiveness on the job	Qualitative and beneficiary scholar perception	Positive
IV. Beneficiary Perception and Assessment Indicators		
1. Perception of improved confidence on the job	Qualitative and beneficiary scholar perception	Very positive
2. Higher income	Qualitative and beneficiary scholar perception	Fair
2. Higher progression in the same job and improved mobility to get other jobs	Qualitative and beneficiary scholar perception	Fair
4. Recognition in the beneficiary organization	Qualitative and beneficiary scholar perception	Positive
V. Institutional Indicators		
1. Adequacy of staffing at the African Universities	varied among partnerships	
2. No. of facilities, e.g. internet, libraries, and so on established in the African Partnership Universities	varied among partnerships	
3. Financial resources used	varied among partnerships	
4. Program and process management used	varied among partnerships	
5. Network and linkages forged with other organizations and groups	varied among partnerships	

Conclusions, Lessons Learned and Recommendations

JJ/WBGSP is one of the few development-focused scholarship programs that provide the recipients –mid-career professionals– from the developing countries with the enhanced knowledge and skills; exposure, and confidence needed to serve their countries. Rigorous selection policy and the management of process, including its high volume logistics, ensures quality at entry; and the two-year scholarship duration limitation and the three-year employment restriction at the World Bank and the IMF, ensure that the scholars return home after completing their studies.

It is, therefore, of little surprise that an overwhelming majority of scholars in fact attain their degree, return to their countries, and engage in gainful employment which contributes to the socio-development of their countries, as shown in this report. 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 in areas that contribute to development.

There are some lessons learned from the process and recommendations, however. First, extensive efforts went into tracking and contacting the individual scholar. There should be a mechanism instituted to oblige and gauge the scholars to maintain contact with the Secretariat. This mechanism may range from formal obligation at the time the scholarship is offered, to stepping up the process of providing regular opportunities for alumni to register and attend short courses and forums, perhaps electronically through web, if not in person.

Second, continuous effort should be made to collect “before” as well as “after” graduation data, to improve the analysis of the future tracer studies. Data can be collected for the type of institutions, nature of work, ranks of the scholars. This data will provide more thorough understanding of the impact of the program on both scholars and their employment institutions.

Third, it is imperative to document the data and operational modality of the data bases to ensure continuity and integrity of information, and to ease the follow-up tracer studies.

Fourth, individual and group tracer studies at conclusion of the African Partnership Program would provide invaluable lessons from these experiences and may be publicized for the developing countries who intend to follow “twinning” routes. They will also provide the information and mechanism to improve the performance of existing programs.



**Appendix A:
Administrative
Structure of the
JJ/WBGSP**

Program Administration

The administration of the JJ/WBGSP is undertaken through a Steering Committee and a Secretariat. The Steering Committee provides the overall policy and direction for the program and annually selects candidates to receive scholarships. The Secretariat is responsible for the day-to-day function of the JJ/WBGSP. The 2004 members of these entities are shown below.

Steering Committee-2004

Chairman

Frannie A. Léautier
Vice President, World Bank Institute

Deputy Chairman

Yuzo Harada
Executive Director for Japan

Members

Neil Hyden,
Executive Director for Australia, Korea, New Zealand

Geoffrey B. Lamb,
Vice President, Concessional Finance and Global Partnerships

Wafik Grais,
Senior Advisor, Financial Sector

Katherine Marshall,
Director, Development Dialogue on Value and Ethics

Louis A. Kasekende,
Executive Director for Botswana, Burundi, Ethiopia

Marito H. Garcia,
Sector Manager, Education, Latin America and the Caribbean Region

Secretariat-2004

Administrator

Abdul-Monem Al-Mashat

Program Officer

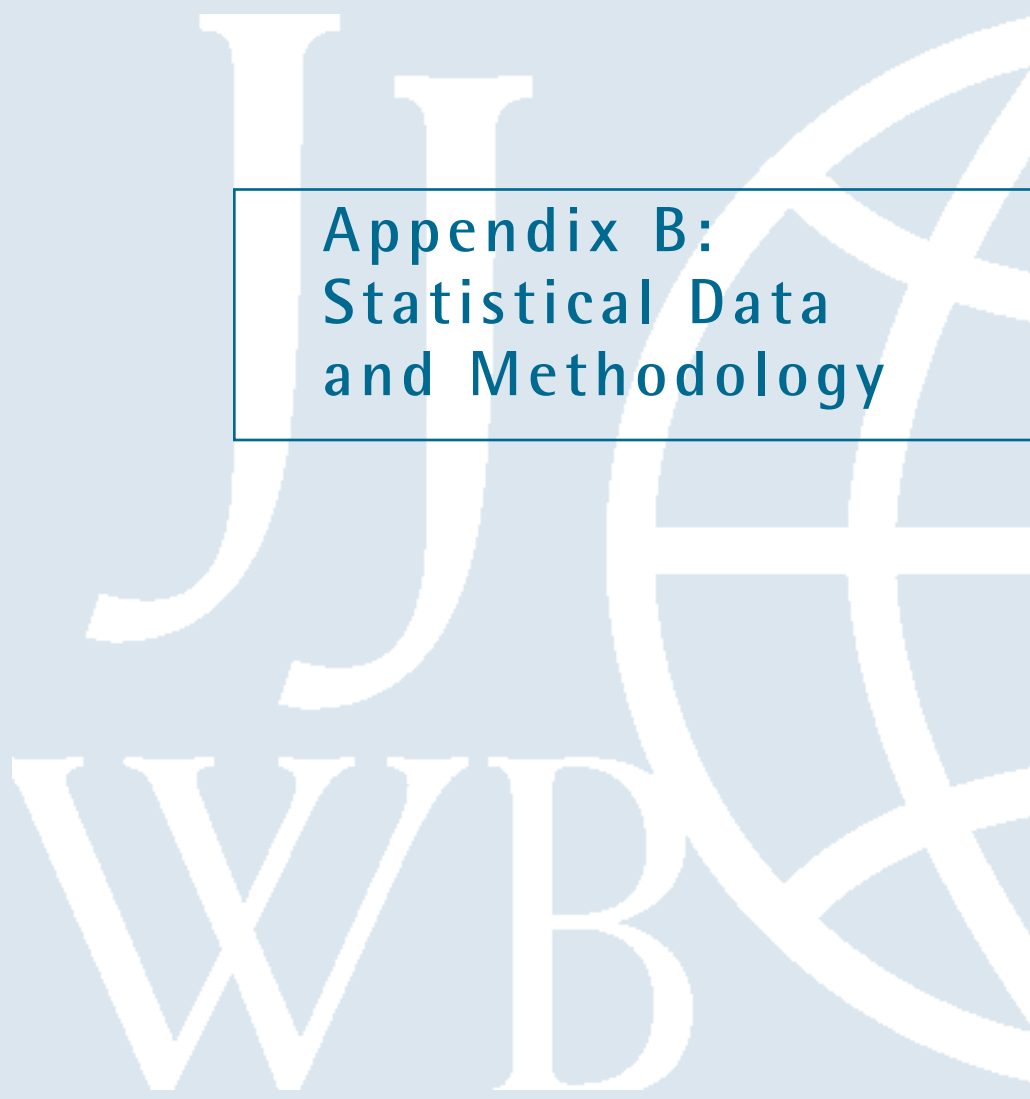
Marie des Neiges Grossas

Program Assistants

Song Li Ting Fong
Maria-Isabel Ruiz-Galindo

Junior Professional Associates

Timothy Mark Maruska
Francis Coloso Sunaz



**Appendix B:
Statistical Data
and Methodology**

Statistical Appendix

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 - d. Table 4: Degree Attainment by Gender
 - e. Table 5: Degree Attainment by Home Region
 - f. Table 6: Degree Attainment for Developing vs. Industrialized Countries
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 - i. Table 9: Demographic Profile of Respondents by Number, 1987-1998
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 - v. Makerere University, Class of 1998
 - vi. McGill University (PEPM), 1994-1997 Classes
 - vii. Saitama University, 1997-1998 Classes
 - viii. University of Tsukuba 1995-1997 Classes
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 - x. Yokohama University's Program in Infrastructure Management, 1996-1997 Classes
 - xi. Yokohama University's Program in Public Policy and Taxation, 1996-1998 Classes

Statistical Appendix

The statistical appendix contains three sections: degree attainment, employment analysis, and partnership programs. The tables included in each section provide data on the program's alumni from 1987–1998 categorized by demographical information.

Degree Attainment

Data on degree attainment is provided for all of the JJ/WBGSP's scholars and alumni from 1987–1998. The tables allow for a cross comparison of degree attainment based on the major demographic characteristics which include gender, home region, host region, and proposed degree.

Scholars are classified as having attained their degree if they graduated from their proposed study programs while receiving funding from the JJ/WBGSP. Scholars whose funding from JJ/WBGSP was terminated before the completion of a degree for various reasons are classified as *Did not Attain Degree*. These scholars are part of the analysis used to calculate the *Percent Attained Degree*.

A number of scholars have been omitted from the degree analysis, the so-called *Scholars Not included in the Analysis*. They are classified as follows: *Still Studying* refers to scholars that did not complete their programs while under sponsorship of the JJ/WBGSP, but continue to pursue a degree; *ABD*, or *All But Dissertation*, are those scholars who completed their coursework, but had yet to complete their dissertations at the time of the last payment made by the scholarships program; *No Degree Information* are scholars whose degree attainment information is not available, and *Deceased During Study Period* is used for the three scholars who became deceased during the period of study, and were therefore unable to complete their degrees. These categories are deducted from the total number of scholars, before proceeding with degree analysis.

Sources of Data

A total alumni population of 1,479 from the years 1987–1998 was used for the degree attainment analysis. Degree attainment data was extracted from the JJ/WBGSP Alumni Database. In order for return travel arrangements to be made the secretariat requires that the scholars provide transcripts or an official letter that includes degree information from the host university. This information is used to update the database, however, for the years 1995–1998 the practice was not fully executed leading to a portion of scholars whose degree information is not complete.

Employment Analysis

Data on the employment analysis includes those alumni from 1987–1998 who returned tracer study questionnaires. The tables in the employment analysis also allow for a cross comparison of employment data based on the major demographic characteristics.

The term *positive employment* is central to the employment analysis, and refers to those alumni who are currently working in their home country, another developing country, or for a multilateral development agency such as the World Bank or IMF.

Sources of Data

A total of 494 alumni from the years 1987-1998 returned questionnaires, and this data was used for the employment analysis. Questionnaires include those sent during previous tracer studies, and those that were sent between the years 2001-2004 for the current study.

Methodology

In order to reach as much of the alumni population as possible, questionnaires were sent to all alumni with physical addresses or email addresses. For the alumni whose current contact information was not available, or for those who did not respond, efforts were made to update their information by contacting universities or fellow alumni from their home countries or host universities. As new contact information was received, questionnaires were forwarded to the updated addresses.

A total of 1,325 questionnaires were sent by post to those alumni with physical addresses. 684 questionnaires were sent by email, and those who did not respond received a second email encouraging them to respond. Over 50 universities were contacted by phone or email in order to request current alumni information, including all eleven Partnership Programs who were contacted in order to assist in conducting the study amongst their alumni. The combined methods resulted in a 12% increase of respondents versus the previous study. Further efforts have been implemented in order to maintain contact with alumni for future studies. These initiatives include an online newsletter and discussion forum, a form on the JJ/WBGSP website where address information can be updated, and an insert in the Annual Report, which is sent to all alumni, that requests updated contact information.

The questionnaire sent for the current study is based on the long form of the questionnaire used in previous tracer studies. Minor changes were made to the wording of the long form questionnaire, and they are not anticipated to have affected the results. The short form was not used after Tracer Study V in order to simplify questionnaire distribution and data collection.

Only the respondents to the questionnaires were used in the employment analysis in order to have complete and consistent data that is comparable. Although further information on alumni who did not return questionnaires is available, in most cases the data is incomplete rendering it insufficient for an aggregate analysis.

Partnership Programs

The data used for the partnership programs is based on the same sources and methods used in the degree attainment and employment analysis sections. The tables only include data on the specific Partnership Program's alumni in order to highlight the degree attainment and employment analysis of these alumni.

2003 Tracer Study Questionnaire:
Joint Japan/World Bank Graduate Scholarship Program

Please return your completed questionnaire by email to jjwbgsp@worldbank.org, by fax to (202) 522-4036, or send by mail to Joint Japan/World Bank Graduate Scholarship Program Secretariat, Attn: Alumni Relations, 1818 H Street NW, Washington, DC 20433, USA.

Last Name: _____	First Name: _____
Home Phone: _____	Fax: _____
Office Phone: _____	E-mail: _____
Address: _____	

PART I: Background Information

1. Degree Received: ABD Master's Doctorate Still Studying Other...

2. Honors and Awards received during the study period. Yes No If yes, please specify:

3. If you transfer the grading system of your host university to a scale of 0 to 100, with 0 being the lowest and 100 being the maximum, under which category would your average grade fall. Please check your answer:
Grading System: Below 59 60-69 70-79 80-89 90-100

4. Please mark the broad area under which your field of study falls:

<input type="checkbox"/> Finance & Economics	<input type="checkbox"/> Management & Policy
<input type="checkbox"/> Health, Nutrition & Child Welfare	<input type="checkbox"/> Agriculture & Rural Development
<input type="checkbox"/> Environment & Natural Resources	<input type="checkbox"/> Planning & Infrastructure Development
<input type="checkbox"/> Women & Development	<input type="checkbox"/> Legal Studies
<input type="checkbox"/> Other	

5. Are you currently residing in your home country? Yes No
If no, how long have you been away from your country after receiving our degree?

<input type="checkbox"/> less than 6 months	<input type="checkbox"/> less than 3 years
<input type="checkbox"/> less than 1 year	<input type="checkbox"/> Is your stay in this country likely to be temporary
<input type="checkbox"/> less than 2 years	<input type="checkbox"/> Is your stay in this country likely to be permanent

Is your host university located in this country? Yes No

6. Are you currently employed? Yes No
If yes, current employer, position title, and address:
Employer: _____ Position: _____
Address: _____

7. Type of organization you work for:

<input type="checkbox"/> Government Ministry/Agency	<input type="checkbox"/> University
<input type="checkbox"/> International/Regional	<input type="checkbox"/> NGO
<input type="checkbox"/> Self Employed/Consultant	<input type="checkbox"/> Private
<input type="checkbox"/> Other	

8. The primary focus of your current job is:

- Policy Inputs
- Information/Knowledge Dissemination
- Provision of Services
- Management
- Project Implementation
- Other

PART II: Benefits of the Degree Obtained

Please rate the benefits below on a progressive scale of 1 to 5, where 1 is the minimum and 5 is the maximum. Indicate your answer by filling in the corresponding number.

If you feel that a question does not apply to you, or that you do not have enough information to express an opinion, please fill in the "no opinion" option represented by X.

Benefits of the Degree Obtained						
1. Extent to which you gained ideas/knowledge that are useful in your job	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> X
2. Extent to which you developed useful contacts during the study period	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> X
3. Increase in the strength of your academic partnerships	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> X
4. Increase in the strength of your professional partnerships	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> X
5. Improvement in your confidence about performing your work	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> X
6. Higher progression in the same job	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> X
7. Higher mobility across jobs	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> X
8. Higher income	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> X
9. Recognition for your enhanced skills in your organization	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> X
10. Relevance of the enhanced skills to your country's needs	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> X

9. Have you recommended the JJ/WBGSP to any of your colleagues? Yes No

10. Please provide us with your suggestions on further expanding the Program's outreach:

11. Did you enjoy being an international scholar at your host university? Overall Yes Overall No

12. Please comment on the 3 most interesting aspect of your experience.

PART III: Additional Degree/Training

After completion of our degree under JJ/WBGSP, have you pursued another degree program? Yes No

If yes, please specify the degree and field of study:

Degree: _____ Field of Study: _____

Please specify any diploma(s) and training program(s) attended:

Diploma(s) _____ Training Program(s) _____

Table 1. Demographic Profile of Scholars by Number, 1987-1998

	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	Total
Total Cases	31	59	54	90	87	129	143	148	171	164	189	214	1479
Gender													
Male	21	48	42	70	64	88	100	97	106	115	132	134	1017
Female	10	11	12	20	23	41	43	51	65	49	57	80	462
Home Regions													
Africa	5	14	15	36	26	41	36	45	59	48	54	68	447
East Asia and Pacific	7	14	10	18	18	27	32	29	25	38	37	47	302
Europe and Central Asia	0	1	1	4	3	12	19	20	25	15	23	15	138
Latin America & Caribbean	6	16	7	11	16	21	21	17	18	20	22	24	199
Middle East & North Africa	2	3	4	5	1	3	6	11	9	9	12	13	78
South Asia	4	5	8	10	13	19	20	20	28	25	27	27	206
Industrialized Countries	7	6	9	6	10	6	9	6	7	9	14	20	109
Countries													
Developing Countries	24	53	45	84	77	123	134	142	164	155	175	194	1370
Industrialized Countries	7	6	9	6	10	6	9	6	7	9	14	20	109
Host Region													
Europe	7	22	30	36	28	39	25	45	63	60	60	70	485
North America	22	35	23	43	54	87	114	92	80	71	82	80	783
All Other	2	2	1	11	5	3	4	11	28	33	47	64	211
Proposed Degree													
Doctoral	12	30	29	42	37	51	45	19	7	16	17	33	338
Master's and Equivalent Others	19	29	25	48	50	78	98	129	164	148	172	181	1141

Source: JJ/WBGSP Alumni Database

Table 2. Demographic Profile of Scholars by Percent, 1987-1998

	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	Total
Total Cases	31	59	54	90	87	129	143	148	171	164	189	214	1479
Gender													
Male	68%	81%	78%	78%	74%	68%	70%	66%	62%	70%	70%	63%	69%
Female	32%	19%	22%	22%	26%	32%	30%	34%	38%	30%	30%	37%	31%
Home Regions													
Africa	16%	24%	28%	40%	30%	32%	25%	30%	35%	29%	29%	32%	30%
East Asia and Pacific	23%	24%	19%	20%	21%	21%	22%	20%	15%	23%	20%	22%	20%
Europe and Central Asia	0%	2%	2%	4%	3%	9%	13%	14%	15%	9%	12%	7%	9%
Latin America & Caribbean	19%	27%	13%	12%	18%	16%	15%	11%	11%	12%	12%	11%	13%
Middle East & North Africa	6%	5%	7%	6%	1%	2%	4%	7%	5%	5%	6%	6%	5%
South Asia	13%	8%	15%	11%	15%	15%	14%	14%	16%	15%	14%	13%	14%
Industrialized Countries	23%	10%	17%	7%	11%	5%	6%	4%	4%	5%	7%	9%	7%
Countries													
Developing Countries	77%	90%	83%	93%	89%	95%	94%	96%	96%	95%	93%	91%	93%
Industrialized Countries	23%	10%	17%	7%	11%	5%	6%	4%	4%	5%	7%	9%	7%
Host Region													
Europe	23%	37%	56%	40%	32%	30%	17%	30%	37%	37%	32%	33%	33%
North America	71%	59%	43%	48%	62%	67%	80%	62%	47%	43%	43%	37%	53%
All Other	6%	3%	2%	12%	6%	2%	3%	7%	16%	20%	25%	30%	14%
Proposed Degree													
Doctoral	39%	51%	54%	47%	43%	40%	31%	13%	4%	10%	9%	15%	23%
Master's and Equivalent Others	61%	49%	46%	53%	57%	60%	69%	87%	96%	90%	91%	85%	77%

Source: JJ/WBGSP Alumni Database

Table 3. Degree Attainment of Alumni, 1987-1998

Indicators Related to Degree Attainment	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	Total	%
Total Cases:	31	59	54	90	87	129	143	148	171	164	189	214	1479	100%
Male	21	48	42	70	64	88	100	97	106	115	132	134	1017	69%
Female	10	11	12	20	23	41	43	51	65	49	57	80	462	31%
Scholars Not Included in the Analysis:	2	5	2	5	12	19	30	13	23	56	109	99	375	25%
Still Studying	0	4	0	3	10	16	25	11	1	4	2	4	80	5%
ABD	2	0	2	2	1	3	4	1	0	0	1	1	17	1%
No Degree Information	0	0	0	0	0	0	0	1	22	52	106	94	275	19%
Deceased During Study Period	0	1	0	0	1	0	1	0	0	0	0	0	3	0%
Remaining as Degree Denominator	29	54	52	85	75	110	113	135	148	108	80	115	1104	75%
I. Degree Analysis:														
Did Not Attain Degree	0	3	4	4	5	5	4	2	2	0	1	0	30	3%
Attained Degree	29	51	48	81	70	105	109	133	146	108	79	115	1074	97%
Percent Attained Degree	100%	94%	92%	95%	93%	95%	96%	99%	99%	100%	99%	100%	97%	97%

Source: JJ/WBGSP Alumni Database

Table 4. Degree Attainment by Gender

Male	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub-Total	1997	1998	Sub-Total	Total
Indicators Related to Degree Attainment															
Total Cases:	31	59	54	90	87	129	143	148	171	164	1076	189	214	403	1479
Male	21	48	42	70	64	88	100	97	106	115	751	132	134	266	1017
Scholars Not Included in the Analysis:	1	2	2	4	7	13	23	9	15	41	117	76	59	135	252
Still Studying	0	1	0	2	5	10	18	7	1	3	47	1	2	3	50
ABD	1	0	2	2	1	3	4	1	0	0	14	1	0	1	15
No Degree Information	0	0	0	0	0	0	0	1	14	38	53	74	57	131	184
Deceased During Study	0	1	0	0	1	0	1	0	0	0	3	0	0	0	3
Remaining as Degree Denominator	20	46	40	66	57	75	77	88	91	74	634	56	75	131	765
I. Degree Analysis:															
Did Not Attain Degree	0	3	3	4	3	3	3	2	0	0	21	0	0	0	21
Attained Degree	20	43	37	62	54	72	74	86	91	74	613	56	75	131	744
Percent Attained Degree	100%	93%	93%	94%	95%	96%	96%	98%	100%	100%	97%	100%	100%	100%	97%

Source: JJ/WBGSP Alumni Database

Table 4. Degree Attainment by Gender-continued

Female	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub- Total	1997	1998	Sub- Total	Total
Indicators Related to Degree Attainment															
Total Cases:	31	59	54	90	87	129	143	148	171	164	1076	189	214	403	1479
Female	10	11	12	20	23	41	43	51	65	49	325	57	80	137	462
Scholars Not Included in the Analysis															
Still Studying	0	3	0	1	5	6	7	4	8	15	50	33	40	73	123
ABD	1	0	0	0	0	0	0	0	0	0	1	0	2	2	3
No Degree Information	0	0	0	0	0	0	0	0	8	14	22	32	37	69	91
Deceased During Study	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Remaining as Degree Denominator	9	8	12	19	18	35	36	47	57	34	275	24	40	64	339
I. Degree Analysis															
Did Not Attain Degree	0	0	1	0	2	2	1	0	2	0	8	1	0	1	9
Attained Degree	9	8	11	19	16	33	35	47	55	34	267	23	40	63	330
Percent Attained Degree															
100%	100%	92%	100%	89%	94%	97%	100%	96%	100%	97%	96%	100%	98%	97%	

Source: JJ/WBGSP Alumni Database

Table 5. Degree Attainment by Home Region

Africa	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub- Total	1997	1998	Sub- Total	Total
Indicators Related to Degree Attainment															
Total Cases:	5	15	15	36	26	41	36	45	59	48	326	54	68	122	448
Scholars Not Included in the Analysis															
Still Studying	0	1	0	1	2	7	4	2	1	2	20	1	0	1	21
ABD	1	0	0	0	0	0	1	1	0	0	3	0	0	0	3
No Degree Information	0	0	0	0	0	0	0	0	7	13	20	26	33	59	79
Deceased During Study	0	1	0	0	1	0	0	0	0	0	2	0	0	0	2
Remaining as Degree Denominator	4	13	15	35	23	34	31	42	51	33	281	27	35	62	343
I. Degree Analysis:															
Did Not Attain Degree	0	0	2	4	0	3	3	1	1	0	14	1	0	1	15
Attained Degree	4	13	13	31	23	31	28	41	50	33	267	26	35	61	328
Percent Attained Degree															
100%	100%	87%	89%	100%	91%	90%	98%	98%	100%	95%	96%	100%	98%	96%	

Table 5. Degree Attainment by Home Region—continued

Latin America and Caribbean

Indicators Related to Degree Attainment	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub-Total	1997	1998	Sub-Total	Total
Total Cases:	6	16	7	11	16	21	21	17	18	20	153	22	24	46	199
Scholars Not Included in the Analysis															
Still Studying	0	1	0	0	2	1	3	1	1	6	15	10	9	19	34
ABD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No Degree Information	0	0	0	0	0	0	0	0	1	4	5	9	9	18	23
Deceased During Study	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Remaining as Degree Denominator	6	15	7	11	14	20	18	16	17	14	138	12	15	27	165
I. Degree Analysis:															
Did Not Attain Degree	0	0	1	0	1	0	0	0	0	0	2	0	0	0	2
Attained Degree	6	15	6	11	13	20	18	16	17	14	136	12	15	27	163
Percent Attained Degree	100%	100%	86%	100%	93%	100%	100%	100%	100%	100%	99%	100%	100%	100%	99%

Middle East and North Africa

Indicators Related to Degree Attainment	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub-Total	1997	1998	Sub-Total	Total
Total Cases:	2	3	4	5	1	3	6	11	9	9	53	12	13	25	78
Scholars Not Included in the Analysis															
Still Studying	1	1	0	0	1	1	1	2	3	5	15	9	5	14	29
ABD	0	1	0	0	0	1	1	1	0	0	4	0	0	0	4
No Degree Information	1	0	0	0	1	0	0	0	0	0	2	1	0	1	3
Deceased During Study	0	0	0	0	0	0	0	1	3	5	9	8	5	13	22
Remaining as Degree Denominator	1	2	4	5	0	2	5	9	6	4	38	3	8	11	49
I. Degree Analysis:															
Did Not Attain Degree	0	1	0	0	0	0	1	0	0	0	2	0	0	0	2
Attained Degree	1	1	4	5	0	2	4	9	6	4	36	3	8	11	47
Percent Attained Degree	0%	50%	100%	100%	0%	100%	80%	100%	100%	100%	95%	100%	100%	100%	96%

Table 5. Degree Attainment by Home Region—continued

South Asia															
Indicators Related to Degree Attainment	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub-Total	1997	1998	Sub-Total	Total
Total Cases:	4	5	8	10	13	19	20	20	28	25	152	27	27	54	206
Scholars Not Included in the Analysis															
Still Studying	0	0	1	0	2	4	9	4	3	9	32	13	9	22	54
ABD	0	0	1	0	0	1	2	0	0	0	4	0	0	0	4
No Degree Information	0	0	0	0	0	0	0	0	3	9	12	13	9	22	34
Deceased During Study	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1
Remaining as Degree Denominator	4	5	7	10	11	15	11	16	25	16	120	14	18	32	152
I. Degree Analysis:															
Did Not Attain Degree	0	1	1	0	0	1	0	1	1	0	5	0	0	0	5
Attained Degree	4	4	6	10	11	14	11	15	24	16	115	14	18	32	147
Percent Attained Degree	100%	80%	86%	100%	100%	93%	100%	94%	96%	100%	96%	100%	100%	100%	97%

Source: JJ/WBGSP Alumni Database



Table 7. Degree Attainment by Host Region

Europe															
Indicators Related to Degree Attainment	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub-Total	1997	1998	Sub-Total	Total
Total Cases:	7	22	30	36	28	39	25	45	63	60	355	60	70	130	485
Scholars Not Included in the Analysis															
Still Studying	0	3	1	1	3	5	7	4	7	20	51	26	27	53	104
ABD	0	2	0	1	2	4	6	4	0	4	23	1	1	2	25
No Degree Information	0	0	1	0	0	1	1	0	0	0	3	1	1	2	5
Deceased During Study	0	0	0	0	0	0	0	0	7	16	23	24	25	49	72
Remaining as Degree Denominator	7	19	29	35	25	34	18	41	56	40	304	34	43	77	381
I. Degree Analysis:															
Did Not Attain Degree	0	1	3	3	1	3	2	1	2	0	16	0	0	0	16
Attained Degree	7	18	26	32	24	31	16	40	54	40	288	34	43	77	365
Percent Attained Degree	100%	95%	90%	91%	96%	91%	89%	98%	96%	100%	100%	100%	100%	100%	100%
North America															
Indicators Related to Degree Attainment	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub-Total	1997	1998	Sub-Total	Total
Total Cases:	22	35	23	43	54	87	114	92	80	71	621	82	80	162	783
Scholars Not Included in the Analysis															
Still Studying	2	1	1	4	8	12	22	9	10	26	95	57	42	99	194
ABD	0	1	0	2	7	10	19	7	1	0	47	1	2	3	50
No Degree Information	2	0	1	2	1	2	2	1	0	0	11	0	0	0	11
Deceased During Study	0	0	0	0	0	0	0	1	9	26	36	56	40	96	132
Remaining as Degree Denominator	20	34	22	39	46	75	92	83	70	45	526	25	38	63	589
I. Degree Analysis:															
Did Not Attain Degree	0	2	1	1	3	2	2	0	0	0	11	1	0	1	12
Attained Degree	20	32	21	38	43	73	90	83	70	45	515	24	38	62	577
Percent Attained Degree	100%	94%	95%	97%	93%	97%	98%	100%	100%	100%	98%	96%	100%	98%	98%

Table 7. Degree Attainment by Host Region-continued

All Other															
Indicators Related to Degree Attainment	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub-Total	1997	1998	Sub-Total	Total
Total Cases:	2	2	1	11	5	3	4	11	28	33	100	47	64	111	211
Scholars Not Included in the Analysis															
Still Studying	0	1	0	0	1	2	1	0	6	10	21	26	30	56	77
ABD	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1
No Degree Information	0	0	0	0	0	0	0	0	6	10	16	26	29	55	71
Deceased During Study	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Remaining as Degree Denominator	2	1	1	11	4	1	3	11	22	23	79	21	34	55	134
I. Degree Analysis:															
Did Not Attain Degree	0	0	0	0	1	0	0	1	0	0	2	0	0	0	2
Attained Degree	2	1	1	11	3	1	3	10	22	23	77	21	34	55	132
Percent Attained Degree	100%	100%	100%	100%	75%	0%	100%	91%	100%	100%	97%	100%	100%	100%	99%

Source: JJ/WBGSP Alumni Database

Table 8. Degree Attainment by Proposed Degree

Doctoral															
Indicators Related to Degree Attainment	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub-Total	1997	1998	Sub-Total	Total
Total Cases:	12	30	29	42	37	51	45	19	7	16	288	17	33	50	338
Scholars Not Included in the Analysis															
Still Studying	0	2	0	2	7	10	17	5	0	3	46	2	3	5	51
ABD	2	0	2	1	1	3	4	0	0	0	13	1	2	3	16
No Degree Information	0	0	0	0	0	0	0	0	5	7	12	6	17	23	35
Deceased During Study	0	1	0	0	0	0	0	0	0	0	1	0	0	0	1
Remaining as Degree Denominator	10	27	27	39	29	38	24	14	2	6	216	8	11	19	235
I. Degree Analysis:															
Did Not Attain Degree	0	2	4	3	3	3	2	2	0	0	19	0	0	0	19
Attained Degree	10	25	23	36	26	35	22	12	2	6	197	8	11	19	216
Percent Attained Degree	100%	96%	100%	98%	96%	97%	98%	100%	99%	100%	99%	99%	100%	99%	99%

Table 8. Degree Attainment by Proposed Degree—continued

Master's and Equivalent Others															
Indicators Related to Degree Attainment	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub-Total	1997	1998	Sub-Total	Total
Total Cases:	19	29	25	48	50	78	98	129	164	148	788	172	181	353	1141
Scholars Not Included in the Analysis															
Still Studying	0	2	0	2	4	6	9	8	18	46	95	100	77	177	272
ABD	0	0	0	1	0	0	0	1	0	0	2	0	0	0	2
No Degree Information	0	0	0	0	0	0	0	1	17	45	63	100	77	177	240
Deceased During Study	0	0	0	0	1	0	1	0	0	0	2	0	0	0	2
Remaining as Degree Denominator	19	27	25	46	46	72	89	121	146	102	693	72	104	176	869
I. Degree Analysis:															
Did Not Attain Degree	0	1	0	1	2	2	2	0	2	0	10	1	0	1	11
Attained Degree	19	26	25	45	44	70	87	121	144	102	683	71	104	175	858
Percent Attained Degree	100%	96%	100%	98%	96%	97%	98%	100%	99%	100%	99%	99%	100%	99%	99%

Source: JJ/WBGSP Alumni Database

Table 9. Demographic Profile of Respondents by Number, 1987–1998

	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	Total	
Total Respondents	11	15	9	22	25	46	45	48	64	67	63	79	494	
Gender														
Male	10	13	9	18	15	31	28	34	41	46	46	53	344	
Female	1	2	0	4	10	15	17	14	23	21	17	26	150	
Home Regions														
Africa	2	2	3	7	5	13	10	18	31	24	20	24	159	
East Asia and Pacific	3	4	2	3	7	9	8	4	4	19	7	18	88	
Europe and Central Asia	0	1	0	1	2	6	10	7	7	4	8	5	51	
Latin America & Caribbean	3	4	2	4	3	7	9	7	9	9	7	10	74	
Middle East & North Africa	1	1	1	1	0	1	0	5	2	3	4	5	24	
South Asia	0	2	0	3	3	6	7	6	11	7	12	8	65	
Industrialized Countries	2	1	1	2	5	3	3	1	0	1	5	9	33	
Countries														
Developing Countries	9	14	8	19	20	42	44	47	64	66	58	70	461	
Industrialized Countries	2	1	1	2	5	3	3	1	0	1	5	9	33	
Host Region														
Europe	2	2	3	8	9	15	9	22	36	35	26	31	198	
North America	8	13	5	12	14	29	34	19	21	22	22	26	225	
All Other	1	0	1	2	2	2	2	7	7	10	15	22	71	
Proposed Degree														
Doctoral		2	3	7	6	12	14	12	5	1	6	9	15	92
Master's and Equivalent Others	9	9	5	16	13	32	33	43	63	61	54	64	402	

Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies

Table 10. Demographic Profile of Respondents by Percent, 1987-1998

	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	Total
Total Respondents	11	15	9	22	25	46	45	48	64	67	63	79	494
Gender													
Male	91%	87%	100%	82%	60%	67%	62%	71%	64%	69%	73%	67%	70%
Female	9%	13%	0%	18%	40%	33%	38%	29%	36%	31%	27%	33%	30%
Home Regions													
Africa	18%	13%	33%	32%	20%	28%	22%	38%	48%	36%	32%	30%	32%
East Asia and Pacific	27%	27%	22%	14%	28%	20%	18%	8%	6%	28%	11%	23%	18%
Europe and Central Asia	0%	7%	0%	5%	8%	13%	22%	15%	11%	6%	13%	6%	10%
Latin America & Caribbean	27%	27%	22%	18%	12%	15%	20%	15%	14%	13%	11%	13%	15%
Middle East & North Africa	9%	7%	11%	5%	0%	2%	0%	10%	3%	4%	6%	6%	5%
South Asia	0%	13%	0%	14%	12%	13%	16%	13%	17%	10%	19%	10%	13%
Industrialized Countries	18%	7%	11%	9%	20%	7%	7%	2%	0%	1%	8%	11%	7%
Countries													
Developing Countries	82%	93%	89%	86%	80%	91%	98%	98%	100%	99%	92%	89%	93%
Industrialized Countries	18%	7%	11%	9%	20%	7%	7%	2%	0%	1%	8%	11%	7%
Host Region													
Europe	18%	13%	33%	36%	36%	33%	20%	46%	56%	52%	41%	39%	40%
North America	73%	87%	56%	55%	56%	63%	76%	40%	33%	33%	35%	33%	46%
All Other	9%	0%	11%	9%	8%	4%	4%	15%	11%	15%	24%	28%	14%
Proposed Degree													
Doctoral	18%	20%	78%	27%	48%	30%	27%	10%	2%	9%	14%	19%	19%
Master's and Equivalent Others	82%	60%	56%	73%	52%	70%	73%	90%	98%	91%	86%	81%	81%

Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies

Table 11. Employment of Respondents, 1987-1998

Indicators Related to Employment	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	Total	%
Total Respondents	11	15	9	22	25	46	45	48	64	67	63	79	494	100%
Male	10	13	9	18	15	31	28	34	41	46	46	53	344	70%
Female	1	2	0	4	10	15	17	14	23	21	17	26	150	30%
II. Employment Analysis:														
1. Living and/or Working in an Industrialized Country	1	4	0	4	4	11	8	4	7	2	9	10	64	13%
2. Living and Working in Home Country	8	7	7	12	16	29	29	37	56	64	51	67	383	78%
3. Living and Working in Another Developing Country	0	1	2	3	3	2	5	4	1	0	2	1	24	5%
4. Working in World Bank Group and IMF	1	2	0	1	1	2	1	1	0	0	1	1	11	2%
5. Working in Other Int'l Development Agencies	1	1	0	2	1	2	2	2	0	1	0	0	12	2%
Positive Employment Sub-total (2. - 5.)	10	11	9	18	21	35	37	44	57	65	54	69	430	87%
Total (1. - 5.)	11	15	9	22	25	46	45	48	64	67	63	79	494	100%
Percent Positive Employment	91%	73%	100%	82%	84%	76%	82%	92%	89%	97%	86%	87%	87%	87%

Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies

Table 12. Employment of Respondents by Gender

Male															
Indicators Related to Degree Attainment	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub-Total	1997	1998	Sub-Total	Total
Total Respondents:	11	15	9	22	25	46	45	48	64	67	352	63	79	142	494
Male	10	13	9	18	15	31	28	34	41	46	245	46	53	99	344
II. Employment Analysis:															
1. Living and/or Working in an Industrialized Country	1	3	0	2	1	7	3	2	3	1	23	7	8	15	38
2. Living and Working in Home Country	7	7	7	10	11	20	18	27	37	44	188	38	45	83	271
3. Living and Working in Another Developing Country	0	1	2	3	1	1	4	3	1	0	16	1	0	1	17
4. Working in World Bank Group and IMF	1	1	0	1	1	1	1	1	0	0	7	0	0	0	7
5. Working in Other Int'l Development Agencies	1	1	0	2	1	2	2	1	0	1	11	0	0	0	11
Positive Employment Sub-total (2. - 5.)	9	10	9	16	14	24	25	32	38	45	222	39	45	84	306
Total (1.-5.)	10	13	9	18	15	31	28	34	41	46	245	46	53	99	344
Percent Positive Employment	90%	77%	100%	89%	93%	77%	89%	94%	93%	98%	91%	85%	85%	85%	89%
Female															
Indicators Related to Degree Attainment	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub-Total	1997	1998	Sub-Total	Total
Total Respondents:	11	15	9	22	25	46	45	48	64	67	352	63	79	142	494
Female	1	2	0	4	10	15	17	14	23	21	107	17	26	43	150
II. Employment Analysis:															
1. Living and/or Working in an Industrialized Country	0	1	0	2	3	4	5	2	4	1	22	2	2	4	26
2. Living and Working in Home Country	1	0	0	2	5	9	11	10	19	20	77	13	22	35	112
3. Living and Working in Another Developing Country	0	0	0	0	2	1	1	1	0	0	5	1	1	2	7
4. Working in World Bank Group and IMF	0	1	0	0	0	1	0	0	0	0	2	1	1	2	4
5. Working in Other Int'l Development Agencies	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1
Positive Employment Sub-total (2. - 5.)	1	1	0	2	7	11	12	12	19	20	85	15	24	39	124
Total (1.-5.)	1	2	0	4	10	15	17	14	23	21	107	17	26	43	150
Percent Positive Employment	100%	50%	0%	50%	70%	73%	71%	86%	83%	95%	79%	88%	92%	91%	83%

Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies

Table 13. Employment of Respondents by Home Region

Africa															
Indicators Related to Degree Attainment	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub-Total	1997	1998	Sub-Total	Total
II. Employment Analysis:															
1. Living and/or Working in an Industrialized Country	0	1	0	1	1	5	2	0	3	2	15	2	1	3	18
2. Living and Working in Home Country	1	1	1	3	2	6	6	17	28	21	86	17	23	40	126
3. Living and Working in Another Developing Country	0	0	2	2	1	0	0	1	0	0	6	1	0	1	7
4. Working in World Bank Group and IMF	1	0	0	0	0	1	2	0	0	0	4	0	0	0	4
5. Working in Other Int'l Development Agencies	0	0	0	1	1	1	0	0	0	1	4	0	0	0	4
Positive Employment Sub-total (2. - 5.)	2	1	3	6	4	8	8	18	28	22	100	18	23	41	141
Total (1.-5.)	2	2	3	7	5	13	10	18	31	24	115	20	24	44	159
Percent															
Positive Employment	100%	50%	100%	86%	80%	62%	80%	100%	90%	92%	87%	90%	96%	93%	89%
East Asia and Pacific															
Indicators Related to Degree Attainment	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub-Total	1997	1998	Sub-Total	Total
II. Employment Analysis:															
1. Living and/or Working in an Industrialized Country	0	2	0	2	1	1	2	1	0	0	9	0	1	1	10
2. Living and Working in Home Country	3	0	2	0	4	8	6	2	4	19	48	7	16	23	71
3. Living and Working in Another Developing Country	0	1	0	0	1	0	0	0	0	0	2	0	1	1	3
4. Working in World Bank Group and IMF	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1
5. Working in Other Int'l Development Agencies	0	1	0	1	0	0	0	1	0	0	3	0	0	0	3
Positive Employment Sub-total (2. - 5.)	3	2	2	1	6	8	6	3	4	19	54	7	17	24	78
Total (1.-5.)	3	4	2	3	7	9	8	4	4	19	63	7	18	25	88
Percent															
Positive Employment	100%	50%	100%	33%	86%	89%	75%	75%	100%	100%	86%	100%	94%	96%	89%

Table 13. Employment of Respondents by Home Region-continued

Europe and Central Asia															
Indicators Related to Degree Attainment	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub-Total	1997	1998	Sub-Total	Total
II. Employment Analysis:															
1. Living and/or Working in an Industrialized Country	0	0	0	0	1	2	3	2	2	0	10	4	0	4	14
2. Living and Working in Home Country	0	1	0	1	1	3	7	4	5	4	26	4	5	9	35
3. Living and Working in Another Developing Country	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1
4. Working in World Bank Group and IMF	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1
5. Working in Other Int'l Development Agencies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Positive Employment Sub-total (2. - 5.)	0	1	0	1	1	4	7	5	5	4	28	4	5	9	37
Total (1.-5.)	0	1	0	1	2	6	10	7	7	4	38	8	5	13	51
Percent															
Positive Employment	0%	0%	0%	100%	50%	67%	70%	71%	71%	100%	74%	50%	100%	69%	73%
Latin America and Caribbean															
Indicators Related to Degree Attainment	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub-Total	1997	1998	Sub-Total	Total
II. Employment Analysis:															
1. Living and/or Working in an Industrialized Country	1	0	0	0	1	1	1	1	1	0	6	1	1	2	8
2. Living and Working in Home Country	1	2	2	4	1	5	4	4	8	9	40	6	9	15	55
3. Living and Working in Another Developing Country	0	0	0	0	1	1	2	2	0	0	6	0	0	0	6
4. Working in World Bank Group and IMF	0	2	0	0	0	0	0	0	0	0	2	0	0	0	2
5. Working in Other Int'l Development Agencies	1	0	0	0	0	0	2	0	0	0	3	0	0	0	3
Positive Employment Sub-total (2. - 5.)	2	4	2	4	2	6	8	6	8	9	51	6	9	15	66
Total (1.-5.)	3	4	2	4	3	7	9	7	9	9	57	7	10	17	74
Percent															
Positive Employment	67%	100%	100%	100%	67%	86%	89%	86%	89%	100%	89%	86%	90%	88%	89%

Table 13. Employment of Respondents by Home Region—continued

Middle East and North Africa

Indicators Related to Degree Attainment	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub-Total	1997	1998	Sub-Total	Total
II. Employment Analysis:															
1. Living and/or Working in an Industrialized Country	0	0	0	0	0	0	0	0	0	0	0	0	2	2	2
2. Living and Working in Home Country	1	1	1	1	0	1	0	4	2	3	14	4	3	7	21
3. Living and Working in Another Developing Country	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4. Working in World Bank Group and IMF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5. Working in Other Int'l Development Agencies	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1
Positive Employment Sub-total (2. - 5.)	1	1	1	1	0	1	0	5	2	3	15	4	3	7	22
Total (1.-5.)	1	1	1	1	0	1	0	5	2	3	15	4	5	9	24
Percent															
Positive Employment	100%	100%	100%	100%	0%	100%	0%	100%	100%	100%	100%	100%	60%	78%	92%

South Asia

Indicators Related to Degree Attainment	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub-Total	1997	1998	Sub-Total	Total
II. Employment Analysis:															
1. Living and/or Working in an Industrialized Country	0	1	0	0	0	2	0	0	1	0	4	1	0	1	5
2. Living and Working in Home Country	0	1	0	2	3	4	3	5	9	7	34	11	8	19	53
3. Living and Working in Another Developing Country	0	0	0	1	0	0	3	1	1	0	6	0	0	0	6
4. Working in World Bank Group and IMF	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1
5. Working in Other Int'l Development Agencies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Positive Employment Sub-total (2. - 5.)	0	1	0	3	3	4	7	6	10	7	41	11	8	19	60
Total (1.-5.)	0	2	0	3	3	6	7	6	11	7	45	12	8	20	65
Percent															
Positive Employment	0%	50%	0%	100%	100%	67%	100%	100%	91%	100%	91%	92%	100%	95%	92%

Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies

Table 14. Employment of Respondents for Developing vs. Industrialized Countries

Developing Countries															
Indicators Related to Degree Attainment	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub-Total	1997	1998	Sub-Total	Total
II. Employment Analysis:															
1. Living and/or Working in an Industrialized Country	1	4	0	3	4	11	8	4	7	2	44	8	5	13	57
2. Living and Working in Home Country	6	6	6	11	11	27	26	36	56	63	248	49	64	113	361
3. Living and Working in Another Developing Country	0	1	2	3	3	2	5	4	1	0	21	1	1	2	23
4. Working in World Bank Group and IMF	1	2	0	1	1	2	1	1	0	0	9	0	0	0	9
5. Working in Other Int'l Development Agencies	1	1	0	2	1	1	2	2	0	1	11	0	0	0	11
Positive Employment Sub-total (2. - 5.)	8	10	8	17	16	32	34	43	57	64	289	50	65	115	404
Total (1.-5.)	9	14	8	20	20	43	42	47	64	66	333	58	70	128	461
Percent															
Positive Employment	89%	71%	100%	85%	80%	74%	81%	91%	89%	97%	87%	86%	93%	90%	88%
Industrialized Countries															
Indicators Related to Degree Attainment	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub-Total	1997	1998	Sub-Total	Total
II. Employment Analysis:															
1. Living and/or Working in an Industrialized Country	0	0	0	1	0	0	0	0	0	0	1	1	5	6	7
2. Living and Working in Home Country	2	1	1	1	5	2	3	1	0	1	17	2	3	5	22
3. Living and Working in Another Developing Country	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1
4. Working in World Bank Group and IMF	0	0	0	0	0	0	0	0	0	0	0	1	1	2	2
5. Working in Other Int'l Development Agencies	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1
Positive Employment Sub-total (2. - 5.)	2	1	1	1	5	3	3	1	0	1	18	4	4	8	26
Total (1.-5.)	2	1	1	2	5	3	3	1	0	1	19	5	9	14	33
Percent															
Positive Employment	100%	100%	100%	50%	100%	100%	100%	100%	0%	100%	95%	80%	44%	57%	79%

Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies

Table 15. Employment of Respondents by Host Region

Europe															
Indicators Related to Degree Attainment	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub-Total	1997	1998	Sub-Total	Total
II. Employment Analysis:															
1. Living and/or Working in an Industrialized Country	0	0	0	1	2	4	2	0	3	1	13	5	5	10	23
2. Living and Working in Home Country	2	2	2	4	7	10	5	22	33	34	121	20	24	44	165
3. Living and Working in Another Developing Country	0	0	1	2	0	0	2	0	0	0	5	1	1	2	7
4. Working in World Bank Group and IMF	0	0	0	0	0	1	0	0	0	0	1	0	1	1	2
5. Working in Other Int'l Development Agencies	0	0	0	1	0	0	0	0	0	0	1	0	0	0	1
Positive Employment Sub-total (2. - 5.)	2	2	3	7	7	11	7	22	33	34	128	21	26	47	175
Total (1.-5.)	2	2	3	8	9	15	9	22	36	35	141	26	31	57	198
Percent															
Positive Employment	100%	100%	100%	88%	78%	73%	78%	100%	100%	97%	91%	81%	84%	82%	88%
North America															
Indicators Related to Degree Attainment	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub-Total	1997	1998	Sub-Total	Total
II. Employment Analysis:															
1. Living and/or Working in an Industrialized Country	1	4	0	2	2	6	6	4	3	1	29	3	4	7	36
2. Living and Working in Home Country	5	5	4	8	8	18	22	10	18	20	118	17	22	39	157
3. Living and Working in Another Developing Country	0	1	1	0	2	2	3	2	0	0	11	1	0	1	12
4. Working in World Bank Group and IMF	1	2	0	1	1	1	1	1	0	0	8	1	0	1	9
5. Working in Other Int'l Development Agencies	1	1	0	1	1	2	2	2	0	1	11	0	0	0	11
Positive Employment Sub-total (2. - 5.)	7	9	5	10	12	23	28	15	18	21	148	19	22	41	189
Total (1.-5.)	8	13	5	12	14	29	34	19	21	22	177	22	26	48	225
Percent															
Positive Employment	88%	69%	100%	83%	86%	79%	82%	79%	86%	95%	84%	86%	85%	85%	84%

Table 15. Employment of Respondents by Host Region-continued

All Other															
Indicators Related to Degree Attainment	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub-Total	1997	1998	Sub-Total	Total
II. Employment Analysis:															
1. Living and/or Working in an Industrialized Country	0	0	0	1	0	1	0	0	1	0	3	1	1	2	5
2. Living and Working in Home Country	1	0	1	0	1	1	2	5	5	10	26	14	21	35	61
3. Living and Working in Another Developing Country	0	0	0	1	1	0	0	2	1	0	5	0	0	0	5
4. Working in World Bank Group and IMF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5. Working in Other Int'l Development Agencies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Positive Employment Sub-total (2. - 5.)	1	0	1	1	2	1	2	7	6	10	31	14	21	35	66
Total (1.-5.)	1	0	1	2	2	2	2	7	7	10	34	15	22	37	71
Percent															
Positive Employment	100%	0%	100%	50%	100%	50%	100%	100%	86%	100%	91%	93%	95%	95%	93%

Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies

Table 16. Employment of Respondents by Proposed Degree

Doctoral															
Indicators Related to Degree Attainment	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub-Total	1997	1998	Sub-Total	Total
II. Employment Analysis:															
1. Living and/or Working in an Industrialized Country	1	0	3	1	3	7	4	0	0	1	20	4	5	9	29
2. Living and Working in Home Country	0	2	2	3	7	6	6	5	1	5	37	3	9	12	49
3. Living and Working in Another Developing Country	0	0	2	1	2	1	1	0	0	0	7	1	0	1	8
4. Working in World Bank Group and IMF	1	1	0	0	0	0	0	0	0	0	2	1	1	2	4
5. Working in Other Int'l Development Agencies	0	0	0	1	0	0	1	0	0	0	2	0	0	0	2
Positive Employment Sub-total (2. - 5.)	1	3	4	5	9	7	8	5	1	5	48	5	10	15	63
Total (1.-5.)	2	3	7	6	12	14	12	5	1	6	68	9	15	24	92
Percent															
Positive Employment	50%	100%	57%	83%	75%	50%	67%	100%	100%	83%	71%	56%	67%	63%	68%

Table 16. Employment of Respondents by Proposed Degree—continued

Master's and Equivalent Others															
Indicators Related to Degree Attainment	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub-Total	1997	1998	Sub-Total	Total
II. Employment Analysis:															
1. Living and/or Working in an Industrialized Country	0	1	0	3	1	4	4	4	7	1	25	5	5	10	35
2. Living and Working in Home Country	8	5	5	9	9	23	23	32	55	59	228	48	58	106	334
3. Living and Working in Another Developing Country	0	1	0	2	1	1	4	4	1	0	14	1	1	2	16
4. Working in World Bank Group and IMF	0	1	0	1	1	2	1	1	0	0	7	0	0	0	7
5. Working in Other Int'l Development Agencies	1	1	0	1	1	2	1	2	0	1	10	0	0	0	10
Positive Employment Sub-total (2. - 5.)	9	8	5	13	12	28	29	39	56	60	259	49	59	108	367
Total (1.-5.)	9	9	5	16	13	32	33	43	63	61	284	54	64	118	402
Percent															
Positive Employment	100%	89%	100%	81%	92%	88%	88%	91%	89%	98%	91%	91%	92%	92%	91%

Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies

Table 17. Post-Scholarship Employment Analysis of 494 Questionnaire Respondents

North America																
Indicators Related to Degree Attainment	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	Sub-Total	1997	1998	Sub-Total	Total	%
Total Respondents:	11	15	9	22	25	46	45	48	64	67	352	63	79	142	494	100%
Male	10	13	9	18	15	31	28	34	41	46	245	47	53	100	345	70%
Female	1	2	0	4	10	15	17	14	23	21	107	16	26	42	149	30%
II. Post-Scholarship Employment Breakdown																
Government																
Ministry/ Agency	6	3	4	7	9	16	18	25	36	45	169	35	41	76	245	50%
University	0	3	0	3	7	9	5	5	5	6	43	7	8	15	58	12%
International/Regional Organization (IO)																
NGO	2	4	2	5	4	7	9	6	5	6	50	4	10	14	64	13%
Private Sector	1	0	2	1	3	1	4	1	4	2	19	3	6	9	28	6%
Self Employed/Consultant	0	4	1	5	1	10	6	9	6	3	45	6	5	11	56	11%
Other	0	0	0	0	0	1	2	2	0	2	7	3	2	5	12	2%
Total	2	1	0	1	1	2	1	0	8	3	19	5	7	12	31	6%
Total	11	15	9	22	25	46	45	48	64	67	352	63	79	142	494	100%

Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies

Table 18A. Degree Attainment Analysis

University of Abidjan-Cocody, Class of 1998		
World Bank - Supported Scholars		
Indicators Related to Degree Attainment	1988	Total
Total Cases:	6	6
Scholars Not Included in the Analysis	3	0
Still Studying	0	0
ABD	0	0
No Degree Information	3	0
Deceased During Study	0	0
Remaining as Degree Denominator	3	0
I. Degree Analysis:		
Did Not Attain Degree	0	0
Attained Degree	3	3
Percent Attained Degree	50%	50%

Source: JJ/WBGSP Alumni Database

Table 18B. Degree Attainment Analysis

Columbia University (PEPM), 1992-98 Classes										
World Bank - Supported Scholars										
Indicators Related to Degree Attainment	1992	1993	1994	1995	1996	Sub- Total	1997	1998	Sub- Total	Total
Total Cases:	24	26	24	26	25	125	24	23	47	172
Scholars Not Included in the Analysis	0	0	0	0	0	0	22	7	29	29
Still Studying	0	0	0	0	0	0	0	0	0	0
ABD	0	0	0	0	0	0	0	0	0	0
No Degree Information	0	0	0	0	0	0	22	7	29	29
Deceased During Study	0	0	0	0	0	0	0	0	0	0
Remaining as Degree Denominator	24	26	24	26	25	125	2	16	18	143
I. Degree Analysis:										
Did Not Attain Degree	0	1	0	0	0	1	0	0	0	1
Attained Degree	24	25	24	26	25	124	2	16	18	142
Percent Attained Degree	100%	96%	100%	100%	100%	99%	100%	100%	100%	99%

Source: JJ/WBGSP Alumni Database

Table 18C. Degree Attainment Analysis

University of Ghana, Class of 1998		
World Bank - Supported Scholars		
Indicators Related to Degree Attainment	1988	Total
Total Cases:	5	5
Scholars Not Included in the Analysis	5	5
Still Studying	0	0
ABD	0	0
No Degree Information	5	5
Deceased During Study	0	0
Remaining as Degree Denominator	0	0
I. Degree Analysis:		
Did Not Attain Degree	0	0
Attained Degree	0	0
Percent Attained Degree	0%	0%

Source: JJ/WBGSP Alumni Database

Table 18D. Degree Attainment Analysis

Keio University, 1996-1998 Classes				
World Bank - Supported Scholars				
Indicators Related to Degree Attainment	1996	1997	1998	Total
Total Cases:	5	5	5	15
Scholars Not Included in the Analysis	0	5	1	6
Still Studying	0	0	0	0
ABD	0	0	0	0
No Degree Information	0	5	1	6
Deceased During Study	0	0	0	0
Remaining as Degree Denominator	5	0	4	9
I. Degree Analysis:				
Did Not Attain Degree	0	0	0	0
Attained Degree	5	0	4	9
Percent Attained Degree	100%	0%	100%	100%

Source: JJ/WBGSP Alumni Database

Table 18E. Degree Attainment Analysis

Makerere University, Class of 1998		
World Bank - Supported Scholars		
Indicators Related to Degree Attainment	1988	Total
Total Cases:	6	6
Scholars Not Included in the Analysis	4	4
Still Studying	0	0
ABD	0	0
No Degree Information	2	2
Deceased During Study	0	0
Remaining as Degree Denominator	2	2
I. Degree Analysis:		
Did Not Attain Degree	0	0
Attained Degree	2	2
Percent Attained Degree	100%	100%

Source: JJ/WBGSP Alumni Database

Table 18F. Degree Attainment Analysis

McGill University (PEPM), 1994-1997 Classes					
World Bank - Supported Scholars					
Indicators Related to Degree Attainment	1994	1995	1996	1997	Total
Total Cases:	10	8	0	8	26
Scholars Not Included in the Analysis	1	0	0	6	7
Still Studying	0	0	0	0	0
ABD	1	0	0	0	1
No Degree Information	0	0	0	6	6
Deceased During Study	0	0	0	0	0
Remaining as Degree Denominator	9	8	0	2	19
I. Degree Analysis:					
Did Not Attain Degree	0	0	0	1	1
Attained Degree	9	8	0	1	18
Percent Attained Degree	100%	100%	0%	50%	95%

Source: JJ/WBGSP Alumni Database

Table 18G. Degree Attainment Analysis

Saitama University, 1997-1998 Classes			
World Bank - Supported Scholars			
Indicators Related to Degree Attainment	1997	1998	Total
Total Cases:	5	5	10
Scholars Not Included in the Analysis	3	1	4
Still Studying	0	0	0
ABD	0	0	0
No Degree Information	3	1	4
Deceased During Study	0	0	0
Remaining as Degree Denominator	2	4	6
I. Degree Analysis:			
Did Not Attain Degree	0	0	0
Attained Degree	2	4	6
Percent Attained Degree	100%	100%	100%

Source: JJ/WBGSP Alumni Database

Table 18H. Degree Attainment Analysis

University of Tsukuba 1995-1997 Classes				
World Bank - Supported Scholars				
Indicators Related to Degree Attainment	1995	1996	1997	Total
Total Cases:	9	0	10	19
Scholars Not Included in the Analysis	2	0	5	7
Still Studying	2	0	0	2
ABD	0	0	0	0
No Degree Information	0	0	5	5
Deceased During Study	0	0	0	0
Remaining as Degree Denominator	7	0	5	12
I. Degree Analysis:				
Did Not Attain Degree	0	0	0	0
Attained Degree	7	0	5	12
Percent Attained Degree	100%	0%	100%	100%

Source: JJ/WBGSP Alumni Database

Table 18I. Degree Attainment Analysis

University of Yaounde II, Class of 1998		
World Bank - Supported Scholars		
Indicators Related to Degree Attainment	1998	Total
Total Cases:	7	7
Scholars Not Included in the Analysis	3	3
Still Studying	0	0
ABD	0	0
No Degree Information	3	3
Deceased During Study	0	0
Remaining as Degree Denominator	4	4
I. Degree Analysis:		
Did Not Attain Degree	0	0
Attained Degree	4	4
Percent Attained Degree	100%	100%

Source: JJ/WBGSP Alumni Database

Table 18J. Degree Attainment Analysis

Yokohama University's Program in Infrastructure Management, 1996-1997 Classes			
World Bank - Supported Scholars			
Indicators Related to Degree Attainment	1996	1997	Total
Total Cases:	9	15	24
Scholars Not Included in the Analysis	0	9	9
Still Studying	0	0	0
ABD	0	0	0
No Degree Information	0	9	9
Deceased During Study	0	0	0
Remaining as Degree Denominator	9	6	15
I. Degree Analysis:			
Did Not Attain Degree	0	0	0
Attained Degree	9	6	15
Percent Attained Degree	100%	100%	100%

Source: JJ/WBGSP Alumni Database

Table 18K. Degree Attainment Analysis

Yokohama University's Program in Public Policy and Taxation, 1996–1998 Classes

World Bank – Supported Scholars

Indicators Related to Degree Attainment	1996	1997	1998	Total
Total Cases:	10	0	10	20
Scholars Not Included in the Analysis	0	0	1	1
Still Studying	0	0	0	0
ABD	0	0	0	0
No Degree Information	0	0	1	1
Deceased During Study	0	0	0	0
Remaining as Degree Denominator	10	0	9	19
I. Degree Analysis:				
Did Not Attain Degree	0	0	0	0
Attained Degree	10	0	9	19
Percent Attained Degree	100%	0%	100%	100%

Source: JJ/WBGSP Alumni Database

Table 19A. Employment Analysis of Respondents

University of Abidjan–Cocody, Class of 1998

World Bank – Supported Scholars

Indicators Related to Degree Attainment	1998	Total
II. Employment Analysis:		
1. Living and/or Working in an Industrialized Country	0	0
2. Living and Working in Home Country	3	3
3. Living and Working in Another Developing Country	0	0
4. Working in World Bank Group and IMF	0	0
5. Working in Other International Development Agencies	0	0
Positive Employment Sub-total (2. – 5.)	3	3
Total (1.-5.)	3	3
Percent Positive Employment	100%	100%

Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies, and assistance of Partnership University

Table 19B. Employment Analysis of Respondents

Columbia University (PEPM), 1992-98 Classes										
World Bank - Supported Scholars										
Indicators Related to Degree Attainment	1992	1993	1994	1995	1996	Sub- Total	1997	1998	Sub- Total	Total
II. Employment Analysis:										
1. Living and/or Working in an Industrialized Country	0	1	0	0	0	1	0	0	0	1
2. Living and Working in Home Country	8	6	4	5	9	32	2	8	10	42
3. Living and Working in Another Developing Country	0	1	1	0	0	2	0	0	0	2
4. Working in World Bank Group and IMF	0	0	0	0	0	0	0	0	0	0
5. Working in Other International Development Agencies	0	0	0	0	1	1	0	0	0	1
Positive Employment Sub-total (2. - 5.)	8	7	5	5	10	35	2	8	10	45
Total (1.-5.)	8	8	5	5	10	36	2	8	10	46
Percent Positive Employment	100%	88%	100%	100%	100%	97%	100%	100%	100%	98%

Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies, and assistance of Partnership University

Table 19C. Employment Analysis of Respondents

University of Ghana, Class of 1998		
World Bank - Supported Scholars		
Indicators Related to Degree Attainment	1998	Total
II. Employment Analysis:		
1. Living and/or Working in an Industrialized Country	0	0
2. Living and Working in Home Country	8	0
3. Living and Working in Another Developing Country	0	0
4. Working in World Bank Group and IMF	0	0
5. Working in Other International Development Agencies	0	0
Positive Employment Sub-total (2. - 5.)	8	0
Total (1.-5.)	8	0
Percent Positive Employment	0%	0%

Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies, and assistance of Partnership University

Table 19D. Employment Analysis of Respondents

Keio University, 1996–1998 Classes				
World Bank – Supported Scholars				
Indicators Related to Degree Attainment	1996	1997	1998	Total
II. Employment Analysis:				
1. Living and/or Working in an Industrialized Country	0	0	0	0
2. Living and Working in Home Country	3	0	0	4
3. Living and Working in Another Developing Country	0	0	0	0
4. Working in World Bank Group and IMF	0	0	0	0
5. Working in Other International Development Agencies	0	0	0	0
Positive Employment Sub-total (2. – 5.)	3	0	0	4
Total (1.-5.)	3	0	0	4
Percent Positive Employment	100%	0%	0%	100%

Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies, and assistance of Partnership University

Table 19E. Employment Analysis of Respondents

Makerere University, Class of 1998		
World Bank – Supported Scholars		
Indicators Related to Degree Attainment	1998	Total
II. Employment Analysis:		
1. Living and/or Working in an Industrialized Country	0	0
2. Living and Working in Home Country	2	2
3. Living and Working in Another Developing Country	0	0
4. Working in World Bank Group and IMF	0	0
5. Working in Other International Development Agencies	0	0
Positive Employment Sub-total (2. – 5.)	2	2
Total (1.-5.)	2	2
Percent Positive Employment	100%	100%

Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies, and assistance of Partnership University

Table 19F. Employment Analysis of Respondents

McGill University (PEPM), 1994–1997 Classes					
World Bank – Supported Scholars					
Indicators Related to Degree Attainment	1994	1995	1996	1997	Total
II. Employment Analysis:					
1. Living and/or Working in an Industrialized Country	0	0	0	0	0
2. Living and Working in Home Country	1	3	0	2	6
3. Living and Working in Another Developing Country	0	0	0	0	0
4. Working in World Bank Group and IMF	1	0	0	0	1
5. Working in Other International Development Agencies	0	0	0	0	0
Positive Employment Sub-total (2. – 5.)	2	3	0	2	7
Total (1.–5.)	2	3	0	2	7
Percent Positive Employment	100%	100%	0%	100%	100%

Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies, and assistance of Partnership University

Table 19G. Employment Analysis of Respondents

Saitama University, 1997–1998 Classes			
World Bank – Supported Scholars			
Indicators Related to Degree Attainment	1997	1998	Total
II. Employment Analysis:			
1. Living and/or Working in an Industrialized Country	0	0	0
2. Living and Working in Home Country	2	4	6
3. Living and Working in Another Developing Country	0	0	0
4. Working in World Bank Group and IMF	0	0	0
5. Working in Other International Development Agencies	0	0	0
Positive Employment Sub-total (2. – 5.)	2	4	6
Total (1.–5.)	2	4	6
Percent Positive Employment	100%	100%	100%

Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies, and assistance of Partnership University

Table 19H. Employment Analysis of Respondents

University of Tsukuba 1995-1997 Classes				
World Bank - Supported Scholars				
Indicators Related to Degree Attainment	1995	1996	1997	Total
II. Employment Analysis:				
1. Living and/or Working in an Industrialized Country	0	0	1	0
2. Living and Working in Home Country	2	0	3	2
3. Living and Working in Another Developing Country	0	0	0	0
4. Working in World Bank Group and IMF	0	0	0	0
5. Working in Other International Development Agencies	0	0	0	0
Positive Employment Sub-total (2. - 5.)	2	0	3	6
Total (1.-5.)	2	0	4	7
Percent Positive Employment	100%	0%	75%	86%

Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies, and assistance of Partnership University

Table 19I. Employment Analysis of Respondents

University of Yaounde II, Class of 1998		
World Bank - Supported Scholars		
Indicators Related to Degree Attainment	1998	Total
II. Employment Analysis:		
1. Living and/or Working in an Industrialized Country	0	0
2. Living and Working in Home Country	4	4
3. Living and Working in Another Developing Country	0	0
4. Working in World Bank Group and IMF	0	0
5. Working in Other International Development Agencies	0	0
Positive Employment Sub-total (2. - 5.)	4	4
Total (1.-5.)	4	4
Percent Positive Employment	100%	100%

Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies, and assistance of Partnership University

Table 19J. Employment Analysis of Respondents

Yokohama University's Program in Infrastructure Management, 1996-1997 Classes

World Bank - Supported Scholars

Indicators Related to Degree Attainment	1996	1997	Total
II. Employment Analysis:			
1. Living and/or Working in an Industrialized Country	0	0	0
2. Living and Working in Home Country	2	5	7
3. Living and Working in Another Developing Country	0	0	0
4. Working in World Bank Group and IMF	0	0	0
5. Working in Other International Development Agencies	0	0	0
Positive Employment Sub-total (2. - 5.)	2	5	7
Total (1.-5.)	2	5	7
Percent Positive Employment	100%	100%	100%

Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies, and assistance of Partnership University

Table 19K. Employment Analysis of Respondents

Yokohama University's Program in Public Policy and Taxation, 1996-1998 Classes

World Bank - Supported Scholars

Indicators Related to Degree Attainment	1996	1997	1998	Total
II. Employment Analysis:				
1. Living and/or Working in an Industrialized Country	0	0	0	0
2. Living and Working in Home Country	3	0	5	8
3. Living and Working in Another Developing Country	0	0	0	0
4. Working in World Bank Group and IMF	0	0	0	0
5. Working in Other International Development Agencies	0	0	0	0
Positive Employment Sub-total (2. - 5.)	3	0	5	8
Total (1.-5.)	3	0	5	8
Percent Positive Employment	100%	0%	100%	100%

Source: 2003 Tracer Study Questionnaire responses in combination with responses obtained through previous Tracer Studies, and assistance of Partnership University



**Appendix C:
Alumni Directory,
1987-1998**

Name	Year	Host University	Telephone	Fax	Email Address
AFRICA					
Angola					
Da Costa, Manuel Neto	1996	Columbia University	(244- 2) 34 24 76		
Benin					
Adebola, Ygue Patrice	1994	University of Laval	214675	229.30.14.66	iita-benin@cgnet.com
Agnikpe, Alain	1990	Université Senghor			
Akitoby, Bernardin A. Y. M.	1990	University of Montreal	514.731.0156		akitobyb@ere.umontreal.ca
Degbelo, Jacques Ayissi	1988	Institut Universitaire de Hautes Études Internationales			
Dyn, Mamadou Aliou	1988	École Nationale des Services du Trésor	610929		
Ganglo, Cossi Jean	1996	Université Libre de Bruxelles	229.51.05.80		ganglocj@syfed.bj.refer.org
Gbangbade, Kolade	1995	Université de Lyon, CIEDEL	229.22.44.13	229.22.32.45	
Gotoechan, Henriette Medeme	1997	Université Laval	33 30 89		
Lanha, Magloire B. J.	1991	Université de Geneva	+229.33.53.43		softlab@eloslia.intnet.bj
Prodjinotho, Charles	1995	Columbia University			
Senou, A. Louise	1998	Université de Cocody, Abidjan	00 229 94 56 70	00 229 30 70 42	alanhoti@yahoo.fr
Soglo, Cohovi Alain	1994	Université de Lyon	229.223420	229.22.32.45	
Tomety, Simon Narcisse	1993	Université de Lyon, CIEDEL		229.334.241	
Wonou, Clement	1992	Université Lumière Lyon II	+229.33.28.23		
Botswana					
Lijane, Lebohng	1996	Columbia University	(267) 303429		
Burkina Faso					
Bado- Kabore, Julienne	1993	Fondation Universitaire Luxembourgeoise	226-380235	226.380.235	
Bougma, Boureima	1991	Université de Grenoble	226.33.01.55	226.32.61.97	
Cisse, Abdoulaye Abdoukader	1991	Université de Toulouse	+226.36.2799		
Compaoré, Jean-Théodore	1988	Université des Sciences et Techniques du Languedoc	+33.47.640.0086		
Diop née Compaore, Mariam	1995	CERDI, Université d'Auvergne	226.36.42.18	226.31.27.15	
Drabo, Maxime Koine	1997	Institut de Médecine Tropicale Prince Léopold	226-34-13-08		
Kini, Remi	1992	Michigan State University	301.585.1031		kiniremi@student.msu.edu
Lankoandé Yameogo, Adèle	1988	Université de Montpellier I			
Liehoun, Nee Roth Mama Ch.	1998	Université de Cocody, Abidjan	226 24 69 73		
Lofo, Michel	1994	Int'l Institute of Aerospace Survey & Earth Science	226.3611803	226.31.62.21	
Milloho, Dramane	1996	CERDI, Université d'Auvergne	226.35.08.20	226.31.70.53	
Nanema, Arsuma Pierre	1990	Centre d'Études de Commerce Extérieur	+226.36.70.32	00226-314761	
Nebie, Stanislas	1994	Institut de Médecine Tropicale Prince Léopold	306951		dsf@fasonet.bf
Sama, Kanembe M. R.	1998	UNIVERSITE LIBRE DE BRUXELLES	226-36-49-36		
Yedan, Yaya	1990	World Maritime University	226.333.940	00226-311815	
Zombre, Daoogo	1998	Institut de Medecine Tropicale	226 37 29 52	226 31 54 40	dgsp@sante.gov.bf, sosthenedz@yahoo.fr
Burundi					
Baransaka, Dismas	1994	CERDI, Université d'Auvergne	+257.22.2152	257224193	
Nduwimana, Martin	1996	Université de Montreal	(256) 22 72 62		
Nobera, Epitace	1989	University of Laval	257.2.223.354		
Runumyi, Christiane	1995	University of Montreal	233867		
Ryivuze, Tharcisse	1998	University of Yaounde II			ryivuze@netscape.net
Sendazirasa,	1996	CERDI, Université D'Auvergne	257.21.14.60	257.22.41.93	
Wakana, Séraphine	1995	Brandeis University	257.22.5444	257 224193	wascraphone@yahoo.fr
Cameroon					
Abdou Rahman,	1997	McGill University			
Adeh Nsoh, Sylvester	1997	University of Exeter	237-322106		
Asana, Bigal Blaise	1997	University of East Anglia			
Binyoum Libam, Adele M.	1998	Yaounde II University			
Djuikom, Marthe	1998	Université Catholique de Louvain	237.291929		
Etoundi, Martin Jean	1995	University of Ghent			

Name	Year	Host University	Telephone	Fax	Email Address
Guikoume, Angeline M.	1989	Université d'Aix- Marseille II			
Kayou, Madeleine	1993	Université de Paris I (Panthéon Sorbonne)	315239		
Koane, Mindjimba	1996	University of Portsmouth	237.347.46.68	237.32.2622	kmindjimba@yahoo.com
Langha, Kizito	1991	University of London			
Mbouche, Jean Hilaire	1997	University of Ghent	00(237)22-1019	00237 22-1044	jeanhilaire@hotmail.com
Ndi, Johnson Nkem	1996	University of New England	(237) 7826516		jnkem@metz.une.edu.au
Nkwinkwa, Robert	1994	University of Laval		237.23.97.01	
Nouanga, Philippe	1995	École Nationale Supérieure des Mines	237-239292		
Nwurim, George Sunday	1998	Wageningen Agricultural University	2377365927		gnwurim@yahoo.com
Obam Nlong, Rene	1995	CERDI, Université d'Auvergne	(237) 31 63 84		
Powo Fosso, Bruno	1997	Université de Montreal	514 344 8528	514 340 6469	bruno.powo-fosso@hec.ca
Tchuidjang Nana, Rene A.	1992	ENSEA			
Tem, Emmanuel Babila	1992	University of Cambridge			
Central African Republic					
Bodo, Phillippe	1994	CERDI, Université d'Auvergne	236.610148	236.614850	
Chad					
Hamid, Taga	1997	CNEAR	235 29 84 50	235 52 7215	luwidtiega@yahoo.fr
Mbaindiguim, Sadina	1997	Université de Lyon, CIEDEL	235-51-4613		
Mbainelde, Nekomeel	1998	Université de Montreal	235-515740	235 52 66 13	m.zachee1@canamail.com
Montoingar, Dingambaye	1996	Université de Lyon, CIEDEL	856.21.412097	00235.68.14.13	belacd.sarh@intnet.td
Ngaryanmal, Morkemngar	1998	Yaounde II University	523548		
Riradjimbakhti, Madnodii	1997	Université Catholique de Louvain	235-534917		
Comoros					
Mmadi, Moindjie	1998	Yaounde II University	269-736172		
Congo, Republic of					
Bouki, Theophile	1998	CIEDEL, Université Catholique de Lyon			
Henkollas, André	1990	San Jose State University	408.729.1227		
Ibara, Joseph	1996	CERDI, Université d'Auvergne	242-82-10-74	242.814869	ibarasne@yahoo.fr
Kamvouatou, Nestor	1994	Centre Africain d'Etudes Supérieures en Gestion			
Mouhani, Andre	1992	University of Wales	+242.82.54.56		
N'Dion, Pierre	1989	Université de Paris I (Panthéon Sorbonne)	242.83.06.12		
Toumboula, Jean F.	1998	Yaounde II University			
Cote d'Ivoire					
Assale, Adje Louis	1994	ENSPM, Institut du Pétrole.	225.07826529		assale.louis@hotmail.com
Assi, Agbon Mathieu	1995	Institut Français du Pétrole	302653		
Codjeau, Jean Marc	1994	Université de Montpellier I	225-328591	+225.20.63.27	eec12@africaonline.co.ci
Diaby N'da, Marie Odile	1998	Université de Cocody, Abidjan	43-06-30		
Diby, Antoinette	1998	Université de Bordeaux II	225-42-21-50		
Dogore, Guisso Raymond	1996	Emory University	(225) 43 37 80		
Ehouman, Sylvestre	1988	University of Warwick			
Guetat, Noel	1992	Columbia University	+225.48.61.00	225-22-5455	
Irie Bi Irie, Jean	1989	Université Lille I			
Koli, Bi Zuéli	1989	Développement de la Télédétection Aérospatiale	415757		
Kouassi, A. Z. Hyacinthe	1997	Columbia University	216 22 69 15 80		A.H.KOUASSI@AFDB.ORG
Ouattara, Ali	1998	Université de Montreal	225 47 91 89		
Traore, Eloi	1993	Harvard University	225448296		
Eritrea					
Ketema, Ghenet Weldesslassie	1997	Brandeis University	291-1-114044		
Yehdgo, Yohannes	1998	Yokohama National University	2911-181484	291 1 126810	yohisa@hotmail.com, ire-yohannes@gemel.com.er
Ethiopia					
Abate, Tufa	1994	University of Southampton	01 612755		
Abdurezak, Hamza	1995	Harvard University			
Abteu, Mohammed Seid	1997	Illinois Institute of Technology	12-20-07		

Name	Year	Host University	Telephone	Fax	Email Address
Aduigna, Abebe	1992	Columbia University			aa71@columbia.edu
Alemayehu, Lireno Sadore	1990	University of East Anglia	650-694-4774	650-694-4774	alireno@email.uophx.edu
Atenafu, Berhanu	1995	Yokohama National University	(045) 742-2845		
Daba, Oria Gellan	1996	University of Manchester	251.1.15.24.08	251.1.53.07.85	
Dawit, Waleign Asfaw	1998	Makerere University			dwalegne@yahoo.com
Debele, Anbessie	1993	Duke University	(416) 739-8974		lencoo@acpub.duke.edu
Diriba, Getachew	1989	University of East Anglia	2581.495207	2581.491719	getachew.diriba@wfp.org
Feleke, Shiferaw	1997	Yokohama National University	251 1 131049	251 1 551496	shiferawf@hotmail.com
Gebeyaw, Mesfin Tesfaye	1992	University of British Columbia	604.263.8994		mesfin@unixg.ubc.ca
Gebru, Debru Berhe	1997	Loughborough University			
Girma Moges, Abu	1995	University of Tsukuba	251-1-116902		
Girma, Sourafel	1992	University of Manchester	0115.951.4733		sourafel.girma@nottingham.ac.uk
Legesse, Dadi	1995	University of Manchester	251-1-450788	251-1-338061	legdad@hotmail.com
Mekuria, Kassahun	1998	Columbia University	01/155182		
Regassa, Fekadu	1996	University of London	339900		
Sedi, Yigezu	1990	University of Reading			
Seyoum, Edjigayehu	1992	McGill University	514.738.4650		
Taddese, Felleke	1997	Erasmus University	c/o 13-86-20		
Tadesse, Issayas	1991	Tampere University	251.1.189321		
Tadesse, Zelealem	1996	University of Botswana	11855/117225		
Taffesse, Alemayehu Seyoum	1990	University of Oxford	+44.1865.516.973		alemayehu.taffesse@economics.oxford.ac.uk
Tegegn, Fekade	1996	Vrije Universiteit Brussel	251.1.124862		
Woldie, Atsede	1987	University of Birmingham			
Yesegat, Wollela Abehodiie	1998	Keio University	55 3900 ext. 234		
Yilma, Efrem G/Egziabher	1998	IHE, Delft	251 1 48 29 67	251 1 50 09 54	efrememu@hotmail.com
Gabon					
Eya M've, Fidel	1996	CERDI, Université d'Auvergne	225-44-06-88		
Eyeghe, Ali	1994	CERDI, Université d'Auvergne	241-28-4860	241.74.73.25	alিয়েghe@yahoo.fr
Mboro-Mboro, Michel	1996	CERDI, Université d'Auvergne	241-357132	224.76.55.99	
Rogombe, Faustin	1998	Yaounde II University	241-321973		rogoss@yahoo.fr
Gambia, The					
Fye, Lucy	1993	Harvard University	220-391278		
Janneh, Binta	1994	Columbia University	220.390.503		
Leigh, Fatou	1995	University of Connecticut	220.392.240	220.227.954	dosfea66@gamtel.gm
Mahoney, Sola David	1993	Columbia University	2341 269 3551	2542-719-749/ 714-	sola.mahoney@citigroup.com
Ghana					
Abbiw-Jackson, Kojo	1992	Columbia University	+233.21.223.240		
Acquah, Joana Gloria	1998	University of Ghana			
Acquaye, George Allotey	1988	Stanford University			
Adih, William Kofi	1993	Johns Hopkins University			wadih@welchlink.welch.jhu.edu
Adu- Duodu, Samuel	1998	University of Ghana			
Agyemang, Moses Henry	1987	Williams College	763309	771504	
Amadu, Martin	1993	Columbia University			
Amankwah-Ayeh, Kwabena	1997	Columbia University			kamankwahayeh@worldbank.org
Ampong, Isaac	1991	Universite Libre de Bruxelles			
Amuah, Isaac	1991	Harvard University	278755864		isaac@frd.ac.za
Andah (formerly Boye), Caroline	1991	University of Houston		233-21-662167	
Anisomyaansa, Anmawen Albert	1997	University of Manchester	00233-21-772409		aanmauwen@hotmail.com
Ankrah, Samuel Kpakpo-Oti	1991	McGill University			
Arhin, Dyna Carol	1990	London School of Economics and Political Science	44.707.643.505		
Arthur, Augustine	1998	University of Melbourne			
Asare, Sylvia	1993	Harvard University	233-21-778152		samrthur50@hotmail.com
Atta-Yawson, Gladys	1994	Columbia University	00.233.22.401622	00.233.21.663854	gayawson@gh.com

Name	Year	Host University	Telephone	Fax	Email Address
Atubga, Samuel Akurugu	1995	University of Stirling	0023322.401793	662226	ssnit@ncs.com.gh
Avorkliyah, Frank Yao	1991	Harvard University	028-210010		
Bedu-Addo, Jerry Kweku Boi	1995	Columbia University	774.206		
Boamah, Paulina Agyekum	1996	Cranfield University	233.21.401.422		p-boamah@hotmail.com
Boateng, Simpson Anim	1998	University of Wales College of Medicine	00233 208117615		kboat57@yahoo.com
Darkey, Kenneth	1997	Columbia University			
Djukoto, Anthony	1996	Yokohama National University			adjokoto@mailcity.com
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