

Socialist Republic of Viet Nam

FY2015 Ex-Post Evaluation of Technical Cooperation Project
“Viet Nam-Japan Human Resources Cooperation Center (Phase 2)”

External Evaluator: Kyoko Harada,
Foundation for Advanced Studies on International Development

0. Summary

This project¹ was implemented in order to strengthen the implementation structure (management system) of the Vietnam–Japan Human Resources Cooperation Center (hereinafter “VJCC”) that contributes to human resources development in business sector to increase the competitiveness for Vietnam’s transition to a market economy and to provision of high-quality services to promote mutual understanding between Vietnam and Japan. The project also aimed to establish functions of the VJCC as a hub that connects other Japan Centers² in the ASEAN member countries.

This project has been consistent with Vietnam’s development policies, which aim for industrialization of the country by 2020. Also, the project matched development needs to enhance human resources development, as required by a market economy, as well as corresponded to the expanding demand for Japanese language education. It was also consistent with Japan’s ODA policy at the time of the ex-ante evaluation, which focuses on the transition to a market economy. Therefore, the relevance of the project is high.

The total numbers of participants for each of the business courses, the Japanese language courses and mutual understanding activities³ during the project period was about 20,000, 10,000 and 100,000, respectively. These activities were conducted by Vietnamese staff members of the VJCC; hence, the project purpose of the VJCC’s strengthened implementation structure was almost achieved. Another project purpose of

¹ In this report, “this project” indicates Phase 2, the target of the current ex-post evaluation. Phase 1 was implemented before the start of this project, and Phases 3 and 4 were implemented after this project (see 1.1 Background).

² At the time of the ex-post evaluation, Japan Centers have been established in 10 locations in 9 countries in the East and Central Asia region (Mongolia, Uzbekistan, Kazakhstan and Kyrgyz), Southeast Asia region (Cambodia, Vietnam (Hanoi and Ho Chi Minh City), Myanmar and Laos) and Ukraine. “Human Resources Cooperation Center” is only used in Vietnam, instead of “Human Resources Development Cooperation Center”.

³ Mutual understanding activities in the VJCC were more focused on introduction to Japanese culture and traditions; organized large events as the NIHONGO festival and Hoi An Festival; and classes on Japanese tea ceremonies, calligraphy and Japanese cooking until 2008. From 2009 onward, VJCC shifted to focus on developing pro-Japanese human resources who contribute to a transitioning market economy, and it started organizing activities such as overseas education fairs, university student exchanges and training on understanding Japanese business culture. Additionally, in March 2008 the Japan Foundation established the “Japan Foundation Center for Cultural Exchange in Vietnam” in Hanoi and cultural events related to Japanese language education such as Japanese speech contest, which were conducted by the VJCC were transferred to Japan Foundation.

establishing the VJCC as a hub among the Japan Centers in the ASEAN member countries was partially achieved, since there have been several exchange activities with other Centers, such as sharing knowledge and organizing seminars among the Centers. The subsequent project was implemented after completion of this project, and the cumulative number of participants for each of the business courses, the Japanese language courses and mutual understanding activities was about 44,000, 22,000 and 190,000 respectively by the end of FY (fiscal year) 2015. The positive impacts identified show that the graduates improved the efficiency and productivity of their work with knowledge they obtained from the courses, which contributed to raising turnover and expanding business for their companies as a result. Thus, effectiveness and impact of the project are high.

Although the project period was as planned, the actual project cost was higher than the planned project cost because the number of courses increased consequently, the number of experts was increased to satisfy the expanding need for human resources development. Therefore, the efficiency of the project is fair.

As for sustainability, no major problems have been observed in the institutional and organizational aspects. In technical aspect, it is recognized that training of local lecturers made little headway since VJCC considers the importance of the huge demand of Japanese lecturers among students who wish to learn about Japanese methodology and know-how for the management. In financial aspect, while operation costs are mostly covered by VJCC's own revenue, support from JICA is still necessary for arranging a certain number of Japanese experts for a while and the cost burden needs to be considered. Therefore, the sustainability of the project effects is fair.

In light of the above, this project is evaluated to be satisfactory.

1. Project Description



Project Locations⁴



Vietnam-Japan Human Resources Cooperation Center (Ho Chi Minh City)

⁴ Sekaichizu <http://www.sekaichizu.jp/index.html>

1.1 Background

The government of Vietnam introduced a market economy system and a policy of opening the country to foreign business under the Doi Moi policy in 1986. From 1990s onward, the government worked on various reforms that regarded the development of human resources in the private sector as one of important issues for economic development. At that time in Japan, it was conceived to establish Japan Centers as a means of highlighting Japan's ODA activities as well as to become hubs for training business personnel in host countries transitioning to market economies, such as Asian and former Soviet countries. Based on this concept, Japan and Vietnam commenced the Vietnam–Japan Human Resources Cooperation Center (September 2000–August 2005, hereinafter “Phase 1”), offering three main programs—a business courses, a Japanese language course and programs to promote mutual understanding—in Hanoi and Ho Chi Minh City (hereinafter “HCMC”), and appointed Foreign Trade University (hereinafter “FTU”) as a counterpart organization. Moreover, the VJCC's facilities were constructed using Japan's grant aid in March 2002 in Hanoi (on the site of FTU) and in May 2002 in HCMC (on the site of FTU HCMC).

This project⁵ was intended to widen and deepen Phase 1's activities based on ideas such as human resources development contributing to a market economy, and the establishment of a hub for networking between Japan and Vietnam as an advanced project of Phase 1. It started in September 2005 as an agreement to five years of cooperation to strengthen the management system of the VJCC and to establish the functions of the VJCC as a hub that connects other Japan Centers in the ASEAN countries.

In addition, after completion of this project (Phase 2), “Project for Capacity Development of Business Persons through Vietnam–Japan Human Resources Cooperation Center” (September 2010– August 2016, hereinafter “Phase 3”) was implemented, whose aim is to support Vietnam's policy for small and medium enterprises (SMEs) and supporting industries to accelerate industrialization and modernization by 2020 which the government of Vietnam has been promoted. Furthermore, after Phase 3, “Project for Institutional Capacity Development of VJCC for a Landmark of Development and Networking for Managerial Human Resources” (September 2016–December 2021, hereinafter “Phase 4”) was started to develop managerial human resources who will play an important role for expanding supporting industries and to strengthen the management system of the VJCC as a hub for economic relations between the two countries.

⁵ Under the JICA's technical cooperation, the Japanese language course was supported by the Japan Foundation, which sent Japanese experts during Phase 2. From Phase 3 onward, the Japanese Foundation completed its cooperation for VJCC, and the VJCC has managed the Japanese language course itself.

1.2 Project Outline

| | | |
|---|----------|---|
| Overall Goal | | To enhance the competitiveness of business and human resources development in Vietnam in the market economy and to promote for mutual understanding between the Social Republic of Vietnam and Japan |
| Project Purpose | | 1. The project will strengthen the implementation structure of the VJCC as an institution which provides various high-quality courses and seminars that contribute enhancement of the competitiveness of business and human resources development in Vietnam and deepen the mutual understanding between the two countries. 2. To promote VJCC as a hub that connects other Centers of this kind in the ASEAN member-countries. |
| Output(s) | Output 1 | The management system of VJCC will be strengthened, and it will be managed effectively, efficiently and continuously. |
| | Output 2 | Business courses will continuously offer practical knowledge and skills pertinent to the market economy. The implementation of the courses will be nationalized gradually. |
| | Output 3 | Japanese language courses will continuously fulfill the needs of the general public, professionals in business and the public sector and Japanese language teachers. The implementation of the courses will be nationalized gradually. |
| | Output 4 | VJCC will become a coordinating body for promoting human network between two countries. |
| | Output 5 | VJCC will promote regional cooperation in coordination with the Centers. In addition, VJCC will utilize know-how of the Centers for effective and efficient implementation of the activities of VJCC. |
| Total cost (Japanese Side) | | 1,254 million yen |
| Period of Cooperation | | September 2005–August 2010 |
| Implementing Agency | | Ministry of Education and Training/ Foreign Trade University (FTU) |
| Other Relevant Agencies/ Organizations | | N/A |
| Supporting Agency/ Organization in Japan | | The Japan Foundation (Japanese language courses) |
| Related Projects | | <p><Grant Aid></p> <ul style="list-style-type: none"> • Project for Construction of Viet Nam–Japan Human Resources Cooperation Center in Hanoi (E/N signed in 2000) • Project for Construction of Viet Nam–Japan Human Resources Cooperation Center in Ho Chi Minh City (E/N signed in 2000) <p><Technical Cooperation Project></p> <ul style="list-style-type: none"> • Vietnam–Japan Human Resources Cooperation Center (2000–2005) • Project for Capacity Development of Business Persons through the Vietnam–Japan Human Resources Cooperation Center (2010–2016) • Project for Institutional Capacity Development of the VJCC for a Landmark of Development and Networking for Managerial Human Resources (2016–2021) |

1.3 Outline of the Terminal Evaluation

1.3.1 Achievement Status of Project Purpose at the Time of the Terminal Evaluation

At the time of the Terminal Evaluation in January 2010, it was pointed out that although one of the Output 1 indicators—strengthening the VJCC management system—was not yet satisfied, many effects had been identified in terms of strengthening the implementation structure in the business courses (Output 2), Japanese language courses (Output 3) and program for mutual understanding (Output 4). The Terminal Evaluation states that those activities contributed greatly to achieve the project's purposes.

1.3.2 Achievement Status of Overall Goal at the Time of the Terminal Evaluation (including other impacts.)

Because the overall goal was expected to make the project's effects widespread Vietnam, the time was described as being too early to evaluate the achievement status at the time of the Terminal Evaluation. However, as some positive impacts of this project the business training were recognized as contributions to small-size Japanese companies in Vietnam. Also, the launch of the Japanese Language Proficiency Test (JLPT) course was a pioneering attempt in Vietnam at the time. It was also noted that VJCC's business skill trainings for Vietnamese who were working in Japanese companies had likely inspired other organizations to start similar businesses or companies like VJCC.

1.3.3 Recommendations at the Time of the Terminal Evaluation

- ① Earlier assignment of a Vietnamese director-general after completion of Phase 2
At both VJCC-Hanoi and VJCC-HCMC, in order for Vietnamese staff to establish management systems, it is necessary to assign a director-general to both centers from FTU.
- ② Preparation of a concrete management system plan
For the smooth shift to a new system after Phase 2, it was required to provide a concrete plan for the management system based on discussions with FTU, each director-general, Japanese expert, JICA office and other stakeholders.
- ③ Securing financial sustainability
In order to further enhance the independence of the VJCC after completion of Phase 2, it was required to promote financial independence through review of the courses and tuition, revenue diversification, reviewing expenditures and so on.
A target was set that 60% of operation costs should be covered by VJCC's own revenue by the end of Phase 2.

2. Outline of the Evaluation Study

2.1 External Evaluator

Kyoko Harada, Foundation for Advanced Studies on International Development

2.2 Duration of Evaluation Study

Duration of the Study: January 2016 – March 2017

Duration of the Field Study: April 10th, 2016 – April 30th, 2016,
August 3rd, 2016 – August 11th, 2016

2.3 Constraints during the Evaluation Study

The beneficiary survey at the time of ex-post evaluation had the following constraints. At the time of the ex-post evaluation, it had been five to ten years since students of Phase 2 participated in the VJCC's courses (September 2005–August 2010), and most of the business courses which were implemented for general students were conducted in as short period as 3 days. Therefore, it became difficult to obtain cooperation from the students due to their difficulty in recollecting their memories. Moreover, most of the students' contact information had changed, and there were no other options to contact them for asking cooperation. What is more, project members raised the concern that chasing ex-students who are still potential customers of the VJCC for the purpose of the beneficiary survey may harm the good reputation and future operations of the VJCC, particularly at the time of starting Phase 4, in September 2016. Due to these situations, a beneficiary survey was implemented with careful screening and inquiring as to whether the ex-students were willing to cooperate with the survey or not.

As a result, an insufficient number of valid answers⁶ were collected. Thus, the evaluation analyzes information that was mainly collected from interviews with some of the participants (company and individual), staff members of the VJCC and other sources.

3. Results of the Evaluation (Overall Rating: A/B/C/D⁷)

3.1 Relevance (Rating: ③⁸)

3.1.1 Relevance to the Development Plan of Vietnam

“Ten-year Strategies of Socio-Economic Development in Vietnam” (2001–2010) by the Government of Vietnam targeted industrialization of the country by 2020 by achieving market economy through strengthening human resources development and improving technology. The “8th Five-year National Socioeconomic Development Plan” (2006–2010)

⁶ Number of valid answers (Hanoi and HCMC in total): 14 in the business course, 12 in the Japanese language course.

⁷ A: Highly satisfactory, B: Satisfactory, C: Partially satisfactory, D: Unsatisfactory

⁸ ③: High, ②: Fair, ①: Low

still highlighted human resources development for promoting a market economy and improving technology. In terms of contributions to human resources development to enhance a market economy, the project was highly consistent with the Development Plan of Vietnam from the time of the ex-ante evaluation through the time of project completion.

3.1.2 Relevance to the Development Needs of Vietnam

At the time of the ante-evaluation of the project, business human resources development for industrialization and modernization was an urgent task for the Government of Vietnam. However, there were limited institutes and programs available for business human resources development training, for middle-management executive personnel and on-site managers, who play important roles for industrialization and modernization. From this point of view, this project matches the demand for business human resources development in Vietnam.

During the project, Vietnam accelerated toward becoming a market economy, and the number of Japanese companies investing in Vietnam also increased⁹. In Vietnam, light industry was a major industry at the time, along with agriculture and mining, and the industry raised awareness of the need for knowledge about production control, management strategy and marketing, in the manufacturing sector. With this increasing need, the VJCC launched “Keiejuku”¹⁰ for executive human resources development based on the Japanese style of management.

In addition, there were few Japanese language institutes in Vietnam, in contrast to the increasing number of Japanese language learners. Under the circumstance, the quality of the Japanese language courses at VJCC, which also introduced Japanese culture, satisfied the needs of the learners.

At the time of the project’s completion in 2010, the total amount of direct investment from Japan for Vietnam reached 63.6 billion yen, which increased widely from 16.8 billion yen in 2005 at the beginning of the project¹¹. Obviously number of Japanese companies invested Vietnam had been increased during the project.

Also, the industry composition ratio of Vietnam’s GDP in 2010 was 32.1% for industry/construction and 36.9% for the service industry. Since 97% of those industries were SMEs, it has been very important for Vietnam to assist SMEs and supporting

⁹ Number of Japanese companies located in Vietnam: 246 (2005) → 408 (2010) (Ministry of Foreign Affairs of Japan)

¹⁰ The course aims to train young and executive human resources who will be able to lead Vietnam’s industrial sector in the future. Keiejuku is a comprehensive business course that teach “management strategy,” “marketing,” the “Japanese style of manufacturing (*monozukuri*)” and “business planning” in a ten-month period. Between 20 and 25 students are able to enroll.

¹¹ Investment environment in Vietnam in January 2014 (JBIC)

industries. At that time, the business courses offered by VJCC provided a variety of trainings for production control, quality control, human resources/financial management, Keiejuku and on-site guidance¹². Those courses complied with the need for human resources development for SMEs; hence, this project was highly consistent with the development needs of Vietnam from the time of the ex-ante evaluation through the time of project completion.

3.1.3 Relevance to Japan's ODA Policy

In the "Country Assistance Policy for Vietnam" (April, 2004), the promotion of Vietnam's economic growth was one of the priority areas in Japan's assistance in Vietnam. Based on the policy, the JICA planned the "Program for Managerial and Entrepreneur Human Resources Development." This project was positioned and implemented within the program as assistance for economic growth in Vietnam through human resources development for the transition of a market economy; therefore, this project was highly consistent with Japan's ODA policy at the time of the ex-ante evaluation.

As stated above, this project was highly relevant to Vietnam's development plan and development needs as well as Japan's ODA policy. Therefore, its relevance is high.

3.2 Effectiveness and Impact¹³ (Rating: ③)

3.2.1 Effectiveness

3.2.1.1 Achievement of Project Purpose

Five outputs of the project were established to achieve Project Purpose 1, "To strengthen the implementation structure of the VJCC as an institution, which provides various high-quality courses and seminars that contribute to enhancing the competitiveness of human resources development for the market economy in Vietnam and deepen the mutual understanding between the two countries," as well as Project Purpose 2, "To promote VJCC as a hub that connects other Japan Centers of this kind in the ASEAN member-countries."

The states of each output at the time of completion of this project are shown below. Considering the degree of achievement in each indicator, it was analyzed and evaluated in terms of the degree of improvement, such as increases/decreases and improvements/lack of improvement, since no specific target was established.

¹² On-site guidance is a service in which Japanese experts visit individual companies and provide regular advices and consultations on their site. The service by VJCC was terminated in 2013 (See 3.2.2.2 (2)).

¹³ The sub-rating for effectiveness is to be put with consideration of the impact.

Table 1 Achievement of Each Output at the Time of Project Completion

| Project Purpose | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-------------------------------------|--|------|------|------|-------------------|-------|------|-------------------|-------|-----|----|----|----|----|----|----|-----|----|------|------|------|------|------|------------------|-------|-----|----|----|----|----|----|----|-----|
| 1. The project will strengthen the implementation structure (management system) of the VJCC as an institution which provides various high-quality courses and seminars that contribute to enhancement of the competitiveness of business and human resources development in Vietnam and deepen the mutual understanding between the two countries. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. To promote VJCC as a hub that connects other centers of this kind in the ASEAN member-countries | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Output | Degree of achievement at completion | Actual (Status of the achievement of main indicators) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Output 1 To strengthen VJCC implementation structure | Achieved | Vietnamese staff members organized regular Join Coordinating Committees (JCC), set regulations and designed annual plans. The necessary infrastructure for self-management was installed, and a management system was established and strengthened by Vietnamese staff. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Output 2 To strengthen the management system of the business courses and provide high-quality courses | Achieved | <p><Actual number of business courses and seminars conducted></p> <table border="1"> <thead> <tr> <th>FY</th> <th>2005</th> <th>2006</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010 (Until Aug)</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>No.</td> <td>60</td> <td>92</td> <td>77</td> <td>75</td> <td>84</td> <td>36</td> <td>424</td> </tr> </tbody> </table> <p>*Each number is the sum of courses and seminars.</p> <p><Major course> Five core subjects: production control, human resources management, sales management, financial management and general business management (“management and IT” was later added as the sixth subject).</p> <p>The course also promoted discussion, presentation and practice based on student requests.</p> <p><Number of on-site guidance implementation></p> <table border="1"> <thead> <tr> <th>FY</th> <th>2005</th> <th>2006</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010 (Until Aug)</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>No.</td> <td>15</td> <td>16</td> <td>45</td> <td>67</td> <td>68</td> <td>19</td> <td>230</td> </tr> </tbody> </table> <p><Launched 1st Keiejuku > Keiejuku was launched in 2009 to train cooperate manager and executive business human resources by transferring knowledge on the Japanese style of management during a 10-month period. The first Keiejuku was conducted jointly with two venues, Hanoi and HCMC, and there were 16 total participants from two centers.</p> | FY | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 (Until Aug) | Total | No. | 60 | 92 | 77 | 75 | 84 | 36 | 424 | FY | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 (Until Aug) | Total | No. | 15 | 16 | 45 | 67 | 68 | 19 | 230 |
| FY | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 (Until Aug) | Total | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No. | 60 | 92 | 77 | 75 | 84 | 36 | 424 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FY | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 (Until Aug) | Total | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No. | 15 | 16 | 45 | 67 | 68 | 19 | 230 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Output 3 To provide Japanese language courses and advisory on Japanese language education | Achieved | <p><Number of Japanese language course/seminar></p> <table border="1"> <thead> <tr> <th>FY</th> <th>2005</th> <th>2006</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010 (Until Aug.)</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>No.</td> <td>69</td> <td>57</td> <td>96</td> <td>55</td> <td>74</td> <td>34</td> <td>385</td> </tr> </tbody> </table> <p><Major courses> “Preparation for Japan Language Proficiency Test (N1, N2)”, “Business Japanese,” “Office Japanese for Telephone and for Writing” (VJCC-HCMC) and “Japanese for IT</p> | FY | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 (Until Aug.) | Total | No. | 69 | 57 | 96 | 55 | 74 | 34 | 385 | | | | | | | | | | | | | | | | |
| FY | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 (Until Aug.) | Total | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No. | 69 | 57 | 96 | 55 | 74 | 34 | 385 | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | Engineers” so on. <Advisory for Japanese Language Education> The Japanese Language Teachers Association was established in Hanoi in 2006 and HCMC in 2009 with the assistance of the VJCC’s Japanese experts who were sent in 2006. At the time of the ex-post evaluation, the association was identified as having worked in Hanoi under the assistance of the Japan Foundation. | | | | | | | | | | | | | | | | |
|--|--------------------|---|------|------|------|-------------------|-------|------|-------------------|-------|-----|----|----|-----|-----|-----|----|-----|
| Output 4 To promote mutual understanding activities | Achieved | <Number of Exchange Activities> <table border="1"> <thead> <tr> <th>FY</th> <th>2005</th> <th>2006</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010 (Until Aug.)</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>No.</td> <td>79</td> <td>97</td> <td>105</td> <td>164</td> <td>196</td> <td>45</td> <td>686</td> </tr> </tbody> </table> | FY | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 (Until Aug.) | Total | No. | 79 | 97 | 105 | 164 | 196 | 45 | 686 |
| FY | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 (Until Aug.) | Total | | | | | | | | | | | |
| No. | 79 | 97 | 105 | 164 | 196 | 45 | 686 | | | | | | | | | | | |
| Output 5 To promote regional cooperation in coordination with other Japan Centers in ASEAN countries (Overlapping with Project Purpose 2) | Partially achieved | Although they were not implemented based on the plan, various partnership activities were recognized with other Japan Centers in ASEAN member countries (See Project Purpose 2 for details) | | | | | | | | | | | | | | | | |

Note: The fiscal year is from April to March. Because the cooperation period of this project was from September 2005 to August 2010, the total numbers above mentioned possibly show minor differences from the actual total number.

Source: Documents provided by JICA and interviews with people related to the project.

Compared to at the time of completion of Phase 1, the management system was more secured by Vietnamese staff members with high-quality of the services at the time of completion of Phase 2. Thus, the management system was strengthened as a result of Output 1. There had been a stable number of participants in the business courses, which provided high-quality of programs with rich content on the Japanese style of management, such as on-site guidance and Keiejuku. Therefore, Output 2 has almost been achieved. Likewise, the number of participants in both the Japanese language courses and mutual understanding activities increased stably by the actual number of events conducted in each course every year. Accordingly, Output 3 and Output 4 were also achieved (See Table 3 for the number of participants). As for Output 5, VJCC is the first Japan Center in the ASEAN region, and the highest number of Japanese companies arrived in Vietnam compared to the rest of the region. Since the VJCC had attentions d as a good model for other centers that are exploring business networking with Japanese companies, the VJCC was expected to share its experience and know-how efficiently and effectively with other Japan Centers. Although there were few planned activities, various collaborations were organized upon request from other Japan Centers (See Table 5). Accordingly, Output 5 is partially achieved.

In view of the results by outcome, the achievement status of the project purpose is as below. In the same way as the outputs indicator, the project purpose was analyzed and evaluated in terms of the degree of improvement, such as increases/decreases or improvements/lack of improvement, since no specific target was established for the project purpose.

Table 2 Achievement of Project Purpose

| Project Purpose | Indicator ¹⁴ | Main achievements |
|--|--|--|
| Project Purpose 1: The project will strengthen the implementation structure (management system) of the VJCC as an institution that provides various high-quality courses and seminars that enhance the competitiveness of business and human resources development in Vietnam and deepen the mutual understanding between the two countries | 1-1: Satisfaction level of participant of business courses and seminars which contributed to develop human resources who are promoting market economy | <ul style="list-style-type: none"> Although there was minor fluctuation in the number of participants due to the course design and activity planning every year, 3,000 and over participants joined the course each year (see Table 3). Maintained satisfaction ratio of more than 80%. FY2007: 84.5% FY2008: 83.5% FY2009: 86.1% FY2010: 85.7% |
| | 1-2: Satisfaction and improvement levels of participants in the Japanese language courses and seminars | <ul style="list-style-type: none"> The number of students had increased. Many seminars were conducted in Hanoi in 2007, and the number of students increased (see Table 3). The satisfactory ratio of students is below VJCC-Hanoi: FY2005: 70% FY2006: 84% FY2007: 83% FY2008: 79% FY2009: 73% FY2010: N/A VJCC-HCMC: FY2005: 94% FY2006: 68% FY2007: 91% FY2008: 89% FY2009: 88% FY2010: N/A No quantitative data available for the Japanese Language Proficiency Test (JLPT). The pass ratio for the JLPT improved significantly in the JLPT preparation course¹⁵ <p><Additional indicator> Percentage of students who thought that the Japanese language course and seminar at the VJCC improved their Japanese.</p> |

¹⁴ At this ex-post evaluation, the indicators at the Output level are referred to judge the achievement level of the project purpose (number of participants). Moreover, additional indicators for Project Purpose 1 set up at the terminal evaluation were not recorded regularly and were only collected for the terminal evaluation. Since no data were available at the time of the ex-post evaluation, they are not referred to at the time of this ex-post evaluation.

¹⁵ Refer to the terminal evaluation report. The VJCC provides the preparation course for the first grade (N1) and second grade (N2) of the Japanese Language Proficiency Test (JLPT). The results of the test are only given to the test-takers, so the pass ratio was calculated based on self-reports by the students.

| | | |
|--|--|--|
| | | (2005-2009 Average) VJCC-Hanoi 76.4% VJCC-HCMC: 89.7% |
| | 1-3: Record of support and cooperation for the establishment of a Japanese language instruction network in Vietnam | <ul style="list-style-type: none"> • Training courses for Japanese language teachers in Hanoi were conducted several times per year until 2008. • The courses and activities for Japanese language teachers were transferred to the Japan Foundation in 2009 when the Japan Foundation Center for Cultural Exchange was opened. |
| | 1-4: Satisfaction and understanding among participants of mutual understanding activities between the two countries as well as the number of the participants. | <ul style="list-style-type: none"> • No quantitative data available about the satisfaction and level of understanding of participants. • The number of participants had increased every year (see Table 3). <p><Major events organized></p> <ul style="list-style-type: none"> • Cultural exchange events (tea ceremony, calligraphy, origami, etc.) • Exchange between Vietnamese students and Japanese companies • Overseas Education Fair and Job Fair • Japanese BOKI (Bookkeeping) course (VJCC-Hanoi) |
| | 1-5: Status of income and expenditure in each fiscal year (Improvement of cost recovery ratio ¹⁶) | <ul style="list-style-type: none"> • The cost recovery ratio had improved every year since the first year of the project (see Table 4). |
| Project Purpose 2: To promote the VJCC as a hub that connects other centers of this kind in the ASEAN member-countries. (Overlapped Output 5) | 2-1: Number of coordinated courses and seminars among the ASEAN member-countries. | <ul style="list-style-type: none"> • No quantitative data available about the number of seminars. • Japanese experts from the VJCC were sent to other Japan Centers in ASEAN countries as lecturers and also attended Japanese-language speech contests as judges (2006) • The VJCC supported a visit by students from Cambodia-Japan Cooperation Center (2008) • TV conferences were conducted several times among four centers to follow up on the Japan-Mekong Summit(VJCC-Hanoi, VJCC-HCMC, LJI, CJCC) (2009) • The VJCC received people from Cambodia and Mongolia of Japan Center and conducted executive staff trainings (2008) • Business courses that utilized JICA-Net¹⁷ were conducted among four centers in ASEAN (as stated above) (2009).*It was terminated due |

¹⁶ The ratio that indicates the VJCC's income from its activities (self-revenue) in the VJCC's operation costs (including JICA's local operation costs but excluding the costs for Japanese experts (lecturers)).

¹⁷ JICA-Net is a distance technical cooperation project promoted by JICA. It uses three tools (Video conferencing, Multimedia-based learning materials and JICA-Net library) based on a wide range of information and communication technologies to improve the quality and efficiency of the JICA project.

| | | |
|--|--|--|
| | | to the gap in English ability among the students after that. |
|--|--|--|

Source: Documents provided by JICA and interviews with people related to the project

Both VJCC-Hanoi and VJCC-HCMC aimed to contribute to human resources development that enhanced competitiveness into a market economy through various practical business courses. There had been a certain number of participants in the business courses with high satisfaction.

Manufacturing-related subjects such as production control and quality control were the main focuses of the curriculums since Phase 1. Yet, in this project, it's the focus quickly shifted at the middle of the project according to the changing demands of companies and students. As a consequence, new, practical courses were set up, such as "Management and IT" and "Keiejuku," to introduce strategic management, marketing and so on as a comprehensive executive business courses. Thus, VJCC's responses significantly promoted the achievement of the project purpose.

Table 3 Number of Students, Participants and users during the Project Period

(Persons)

| Fiscal Year | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 (Until Aug.) | Total |
|--|--------|--------|--------|--------|--------|----------------------|---------|
| Business courses (including seminars) | | | | | | | |
| Hanoi | 1,903 | 2,636 | 2,517 | 1,380 | 2,636 | 639 | 11,711 |
| HCMC | 1,202 | 1,943 | 1,752 | 1,771 | 2,057 | 493 | 9,218 |
| Total | 3,105 | 4,579 | 4,269 | 3,151 | 4,693 | 1,132 | 20,929 |
| Japanese courses (including seminars) | | | | | | | |
| Hanoi | 814 | 880 | 3,249 | 1,163 | 1,255 | 385 | 7,746 |
| HCMC | 900 | 493 | 925 | 680 | 815 | 429 | 4,242 |
| Total | 1,714 | 1,373 | 4,174 | 1,843 | 2,070 | 814 | 11,988 |
| Mutual understanding activities | | | | | | | |
| Hanoi | 6,814 | 9,184 | 13,551 | 14,417 | 28,116 | 1,195 | 73,277 |
| HCMC | 7,530 | 7,251 | 4,285 | 4,700 | 3,515 | 828 | 28,109 |
| Total | 14,344 | 16,435 | 17,836 | 19,117 | 31,631 | 2,023 | 101,386 |
| Library¹⁸ | | | | | | | |
| Hanoi | 28,657 | 29,225 | 23,288 | 25,609 | 22,861 | 4,186 | 133,826 |
| HCMC | 15,366 | 15,191 | 11,060 | 9,046 | 6,585 | 3,628 | 60,876 |
| Total | 44,023 | 44,416 | 34,348 | 34,655 | 29,446 | 7,814 | 194,702 |

¹⁸ The number of library users is the actual number of visitors. It was counted by users' cards. When an individual used his or her card more than once per day, it counted as one time in one day.

Note: The fiscal year is from April to March. Because the cooperation period of this project was from September 2005 to August 2010, the total numbers mentioned above may show minor differences from the actual total number.

Source: Terminal Evaluation Report and documents provided by JICA

The VJCC, as a hub of Japanese language education, mainly offered assistance for Japanese language teachers and provided advanced courses for middle- and upper-level Japanese learners. This differs from other private Japanese schools, which target introductory or beginner classes. The VJCC had maintained high satisfaction with maintaining a certain number of students and good quality of services.

A large number of participants joined mutual understanding activities, particularly cultural exchange events. The 35th anniversary of the establishment of diplomatic relations was in 2008 particular, and the VJCC organized various events with other organizations at the time, such as Embassy of Japan, Japan Business Association in Vietnam and Japan Foundation. Also, the Vietnam Museum of Ethnology in Hanoi together with the VJCC organized a three-day large event: the Mid-Autumn Festival 2009: Vietnamese–Japanese Cultural Days, which contributed to a huge increase in the number of participants. These events were mainly managed by Vietnamese staff members under the assistance of Japanese experts, in collaboration with external organizations. For those reasons, the management system of the VJCC has been strengthened.

Additionally, the cost recovery ratio had improved every year since the beginning of the project. It reached 76.5% by the project’s completion.

Table 4 Cost Recovery Ratio during the Project Period

| FY | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|---------------------|-------|-------|-------|-------|-------|-------|
| Cost Recovery Ratio | 24.7% | 41.8% | 37.2% | 40.1% | 43.8% | 76.5% |

Source: Terminal Evaluation Report and VJCC

On the other hand, the VJCC planned few activities as a hub of other Japan Centers in the ASEAN region at the time of the terminal evaluation. Nevertheless, collaborations were identified among the Japan Centers, like capacity building of staff members and co-organized business courses and seminars within the area, despite the limited input for Project purpose 2 against the overall portion. Because of this circumstance, Project purpose 2 was partially achieved.

As mentioned above, the project achieved its purpose.

3.2.2 Impact

3.2.2.1 Achievement of Overall Goal

There was no specific time period set up to achieve the overall goal “To enhance the

competitiveness of business and human resources development in Vietnam in the market economy and to promote mutual understanding between Vietnam and Japan.” Thus, the degree of achievement was verified at the time of the ex-post evaluation.

Table 5 Achievement of Overall Goal

| Overall Goal | Indicator | Actual |
|---|--|---|
| Overall Goal: To enhance the competitiveness of business and human resources development in Vietnam in the market economy and to promote mutual understanding between Vietnam and Japan. | Indicator 1: Number of companies with increased working efficiency after participation in the VJCC’s business courses. | <ul style="list-style-type: none"> • No quantitative data available • According to interviews with students in the business courses (including Keiejuku), several companies experienced on-site guidance and improved efficiency (KAIZEN) of the workplace. Also, several companies recognized improvement in their work because of the business courses. |
| | Indicator 2: Number of companies with increased revenue after participation in the VJCC’s courses. | <ul style="list-style-type: none"> • No quantitative data available • According to interviews with students in the business courses (including Keiejuku), several companies had improved their revenue through the course. |
| | Indicator 3: Representative cases of exchange activities in the VJCC that particularly contributed to mutual understanding. | <ul style="list-style-type: none"> • Exchange activities such as the Japanese Festival and Japanese speech contest, which contributed to mutual understanding, were conducted regularly. • The Overseas Education Fair and Job Fair were conducted continuously in partnership with various external organizations. |

Because there were no quantitative data available for Indicators 1 and 2 for the overall goal, it was difficult to analyze the degree of achievement of the overall goal. In addition, it is highly possible that various factors contributed to the increased efficiency and revenue of the companies, and it is difficult to verify the cause-and-effect relation between the courses and services of the VJCC and improvements in the companies. On the other hand, 13 of 14 ex-students answered in a beneficiary survey that the business courses at the VJCC assisted them in improving their work. Also, 80% of the Keiejuku graduates answered that the knowledge and methodologies they obtained from the courses brought expansion of their business, according to a telephone survey conducted by JICA in 2015¹⁹.

As a considered good practice, a female entrepreneur who graduated from the first Keiejuku had established a company manufacturing toiletry amenities in 2003. While she faced difficulties in management and had many problems on human resources

¹⁹ The survey was conducted at Japan Centers in seven countries (Vietnam, Cambodia, Myanmar, Laos, Mongolia, Uzbekistan, and Kyrgyz) in June 2015 to understand the effects of the project in Japan Centers. In Vietnam, 165 students and graduates of Keiejuku were interviewed regarding the effects of the course.

management and production control in her factory, she decided to join Keiejuku. Practical lectures about management strategy by Japanese experts in the VJCC as well as trainings in Japan raised her awareness as a chief executive of the company. As a consequence of positive applying her knowledge about production control and quality control to her workshop, she recognized drastic improvements in work efficiency and turnover. She has established two more companies now and plays an important role in the Keiejuku Club (See 3.2.2.3) as a core member and is also a successful woman entrepreneur.

Table 6 Good practices and changes by companies that indicated positive changes among the first Keiejuku students

| Company | Kind of business | Type | Number of employees (Persons) | | Revenue (Billion VND ²⁰) | |
|---------|---|---------|-------------------------------|--------|--------------------------------------|-------|
| | | | 2009 | 2016 | 2009 | 2016 |
| A | Producing spare parts and components for motorcycles | State | 1,000 | 1,503 | 460 | 1,201 |
| B | Foundation work and ground reinforcement | Private | 435 | 1,189* | 150 | 1,660 |
| C | Producing precast concrete | Private | 150 | 350 | 50 | 371 |
| D | Producing industrial toiletry amenities and cosmetics | Private | 60 | 55 | 12 | N/A |
| E | Food production and processing | Private | 120 | 200 | 9 | 250 |
| F | Optical disk manufacturing | Private | 180 | 200 | 188 | N/A |

*As of FY2014

Source: VJCC-Hanoi, websites from each company and interviews at the ex-post evaluation

In fact, that there are many cases in which Keiejuku graduates send their staff and colleagues to Keiejuku from their companies. It has been also observed that there are several graduates of Keiejuku in a company and these staff members engage in management of the company.

Additionally, many graduates answered that the Japanese management style changed their mindset in terms of corporate management and that this was one of the most significant effects of the courses, rather than increasing revenue. In particular, the graduates who are company executives or owners strongly stated that human resources development was an important factor for a company. Some of them implemented more

²⁰ 1 Vietnamese Dong (VND) = 0.004582 Japanese Yen (As of October 2016. JICA rate source: JICA Homepage)

internal trainings, and others introduced thoroughly clearings and sorting for effective workplace organization based on 5S²¹ and Kaizen²². Finally, they said that those improvements led to changes in awareness among all of the staff members.



The Keieijuku class at
VJCC-HCMC



Production site in which the Kaizen
methodology is implemented
(Company of the graduate of Keieijuku
at VJCC-Hanoi)

Following Phase 3, the aim of which was to support SMEs and supporting industries, and implement activities based on the effects of Phase 2, continuously contributed to enhancing the competitiveness of Vietnamese companies.

Another good practice in the mutual understanding activities of Indicator 3 was the Japanese speech contest conducted every year in Hanoi, which was initiated as a part of the VJCC's activities. At the time of the ex-post evaluation, the contest was organized by the Japan Foundation and co-hosted by VJCC-Hanoi. It has become popular among Japanese language learners in Vietnam as an authoritative event, according to interviews with the related people. On top of that, the VJCC hosts overseas education fairs and job fairs, which correspond to the needs of universities and companies in Vietnam and Japan to promote exchange for both countries. Those events in the VJCC are conducted continuously with collaboration among various external partners.

As mentioned above, the overall goal has almost been achieved.

3.2.2.2 The Outputs and Project Purpose from after the Completion of Phase 2 until the Ex-post Evaluation

(1) Strengthening the independent implementation structure of the VJCC (Output 1)

The director-general of the VJCC has been assigned by FTU for both VJCC-Hanoi and

²¹ 5S is a methodology demonstrating sort (Seiri), set in order (Seiton), standardized (Seiketsu), shine (Seiso) and sustain (Shituke), with the intent to improve efficiency and eliminate waste.

²² Kaizen is a series of activities for reviewing work at production sites. Workers at the sites actively discuss measures for improvement and address the issues to improve productivity and secure safety. The concept can be applied not only to the manufacturing industry but also to the service industry.

VJCC-HCMC, and Vietnamese staff have created annual plans for each course and conducted administration sustainably. The introduction of performance evaluation system and internal trainings provided staff members with a good incentive for work. Also, experienced Vietnamese staff of management who work in the VJCC longer contribute to stable management of the VJCC by using their accumulated knowledge.

(2) Strengthening the implementation system of business courses and providing high-quality courses (Output 2)

At the time of the ex-post evaluation, the business courses offered by the VJCC consist of a general business course and a Keiejuku course. Phase 4 started in September 2016 and involves providing different types of courses such as a general business course (three days) for local companies, a course for human resources managers (two- to three-day courses conducted two-four times per year)²³, a production control course for on-site managers, business-related seminars and so on. With growing interest in the VJCC as an institute for studying Japanese style management, among Vietnamese and Japanese companies as well as the business community at the time of the ex-post evaluation, the numbers of participants in business courses have indicated almost a stable transition.

Table 7 Numbers of Participants in Business Courses (including Keiejuku)

(Persons)

| FY | | 2010 (From September) | 2011 | 2012 | 2013 | 2014 | 2015 | Grand total from Phase 1 to 2015 |
|---------|-------|-----------------------------|-------|-------|-------|-------|-------|--|
| Course | Hanoi | 1,153 | 946 | 832 | 722 | 640 | 1,202 | 15,721 |
| | HCMC | 1,000 | 664 | 843 | 413 | 440 | 365 | 13,409 |
| Seminar | Hanoi | 813 | 1,083 | 702 | 486 | 1,341 | 1,773 | 8,288 |
| | HCMC | 455 | 455 | 266 | 182 | 243 | 227 | 6,500 |
| Total | | 3,421 | 3,148 | 2,643 | 1,803 | 2,664 | 3,567 | 43,918 |

Source: VJCC

The first Keiejuku launched during this project (Phase 2) was organized by a mixture of students from VJCC-Hanoi and VJCC-HCMC and set up Hanoi as a main venue for the lectures. From the sixth (2014) onward, Keiejuku courses were opened up in both VJCC-Hanoi and VJCC-HCMC, and the number of enrollments increased in each center. Localized Keiejuku courses are expected to enhance further students' networks in each area in the future.

The seventh of Keiejuku has been completed in both centers, and it eventually

²³ It is formally called a "medium-term course."

produced more than 200 students since the first students by the time of the ex-post evaluation.

Table 8 Number of Participants in the Keiejuku

(Persons)

| | Keiejuku 1 st batch (K1) (2009) | K2 (2010) | K3 (2011) | K4 (2012) | K5 (2013) | K6* (2014) | K7 (2015) | Total |
|-------|--|--------------|--------------|--------------|--------------|---------------|--------------|-------|
| Hanoi | 10 | 15 | 15 | 16 | 17 | 25 | 26 | 124 |
| HCMC | 6 | 10 | 9 | 9 | 9 | 25 | 25 | 93 |
| Total | 16 | 25 | 24 | 25 | 26 | 50 | 51 | 217 |

*Keiejuku was opened up at both VJCC Hanoi and VJCC HCMC from K6 onward.

Source: VJCC

During the project period, on-site guidance was used to provide long-term consultation by Japanese experts to the individual companies. The direct consultation service on the factory site had a very good reputation among the companies that used the guidance. Nevertheless, it was decided that the Technical Assistance Center (TAC) of the Ministry of Planning and Investment of Vietnam, in cooperation with the JICA Senior Volunteer Program, would provide the same service free of charge, so the paid service by the VJCC was terminated in 2013. The on-site guidance” by JICA senior volunteers at TAC was still ongoing at the time of the ex-post evaluation.

(3) Provision of Japanese language courses (Output 3)

The number of Japanese learners in Vietnam increased from 29,982 in 2006 to 46,762 in 2012²⁴ due to the growing interest in Japanese culture as well as increasing number of Japanese companies coming to Vietnam. At the time of the ex-post evaluation, the number of learners was increasing continuously. The expanding demand for Japanese language learning has brought plenty of competitors to the VJCC. Yet, VJCC’s curriculum, which focuses on preparation for the JLPT for intermediate- and upper-level of learners and has obtained a good reputation among students. Furthermore, the high quality of the classes taught by Vietnamese Japanese language lecturers from the FTU Japanese Department or others has continuously attracted many students more than the enrollment capacity at the time of the ex-post evaluation.

In VJCC-Hanoi, elementary-level Japanese language courses were started at the end of 2012 and Japanese language courses has grown to become one of the most profitable programs in the VJCC next to the business courses. At the time of the ex-post evaluation,

²⁴ Survey on Japanese Language Education Abroad in 2012 (Japan Foundation)

JLPT preparation courses and business Japanese courses are provided as major courses.

Table 9 Number of participants in the Japanese courses

| FY | (Persons) | | | | | | Grand total from Phase 1 to 2015 |
|-------|-----------------------------|------|-------|-------|-------|-------|--|
| | 2010 (From September) | 2011 | 2012 | 2013 | 2014 | 2015 | |
| Hanoi | 827 | 533 | 618 | 751 | 813 | 998 | 13,532 |
| HCMC | 627 | 453 | 455 | 381 | 461 | 422 | 8,192 |
| Total | 1,454 | 986 | 1,073 | 1,132 | 1,274 | 1,420 | 21,724 |

Source: VJCC

While the boom in learning Japanese has overheated, it is also true that there are insufficient numbers of high-quality Japanese speakers in Vietnam. Although among many Japanese companies and others in Vietnam there has been an expanding demand of human resources who are able to operate in Japanese language, it becomes more competitive to secure a number of excellent personnel.

(4) Promoting mutual understanding activities (Output 4)

From the latter of this project, in terms of understanding Japanese business culture, mutual understanding activities such as overseas education and job fairs have been continuously conducted at VJCC. Also, from Phase 3 onward, mutual understanding activities have been run as self-program of the VJCC (see footnote 3) and many large cultural events related to Japanese-language education, such as a Japanese speech contest, were transferred to Japan Foundation. Due to this, the number of participants in mutual understanding activities has tended to shrink at VJCC.

At the time of the ex-post evaluation, assistance for overseas education in VJCC provided a service to introduce information about Japanese language schools and universities in Japan and conduct overseas education fairs together with the Japan Student Service Organization (JASSO), university fair with a local Japanese government and student exchange events between Japan and Vietnam. Activities for the job fair, which has been conducted since Phase 2, show further extension based on the practical experiences VJCC accumulated. VJCC assists at other job fairs organized by Japanese private companies and provides venues and services for operation. VJCC-HCMC develops further activities, such as co-organizing a CSR²⁵ seminar with a Japanese company in Vietnam, receiving global human resources training for Japanese companies and arranging lecturers at industrial parks upon request.

²⁵ Cooperate Social Responsibility

Table 10 Number of Participants (Users) in Mutual Understanding Activities

(Persons)

| FY | | 2010 (From September) | 2011 | 2012 | 2013 | 2014 | 2015 | Grand total Phase 1 to 2015 |
|------------------------|-------|-----------------------------|--------|--------|--------|--------|--------|-----------------------------------|
| Exchange Activities | Hanoi | 1,205 | 1,034 | 2,926 | 852 | 1,390 | 1,972 | 133,881 |
| | HCMC | 1,631 | 653 | 790 | 1,021 | 1,242 | 1,848 | 55,718 |
| | Total | 2,836 | 1,687 | 3,716 | 1,873 | 2,632 | 3,820 | 189,599 |
| Library | Hanoi | 9,224 | 7,143 | 9,499 | 10,983 | 12,882 | 7,704 | 255,392 |
| | HCMC | 8,331 | 8,606 | 11,528 | 9,900 | 6,326 | 3,634 | 128,010 |
| | Total | 17,555 | 15,749 | 21,027 | 20,883 | 19,208 | 11,338 | 383,402 |

Source: VJCC

The libraries at both centers provide a valuable opportunity to browse Japanese books during this project and have attracted many users from Vietnam. In fact, many Japanese language educational organizations other than VJCC had been established at the time of the ex-post evaluation. Likewise, internet and other media introduce various methods of Japanese language learning. Under those circumstances, the number of library users who need to browse Japanese books or education materials in the VJCC decreased in general.

(5) Coordination with Japan Centers in ASEAN member-countries (Output 5/Project Purpose 2)

At the time of the ex-post evaluation, there were three Japan Centers excluding VJCC in the ASEAN region, Cambodia Japan Cooperation Center (CJCC), Laos Japan Human Resources Development Institute (LJI) and Myanmar Japan Center (MJC). As a collaboration and exchange activity with VJCC and MJC, Myanmar business executives visited VJCC-Hanoi and VJCC-HCMC and held a networking event to exchange opinions and information with Keieijuku students and graduates in April 2016. The event was highly evaluated as very useful by both the Vietnamese and Myanmar sides in terms of not only sharing an experience as corporate managers but also promoting business relations between the two countries. Another case with LJI also began to be considered. More exchange activities in the VJCC's collaboration with other Japan Centers are expected.

(6) Strengthening the implementation structure of the VJCC as an institution that provides various high-quality services contributing to the enhancement of the competitiveness of business and human resources development for the transition to a

market economy and promotion of the mutual understanding (Project purpose 1)

After the completion of Phase 2, Phase 3, which still focused on business human resources development, was implemented. The effects of Phase 2 were taken over by Phase 3 as a foundation of the project, and at the time of the ex-post evaluation, the reputation of the VJCC's business courses increased among business communities with the increasing number of the students, as previously mentioned (see Table 7). Various business courses in the VJCC reflect the market needs and student's requests to obtain know-how of practical Japanese-style management. These courses are supported by conscious Vietnamese business personnel who are enthusiastic about the rapid development of their business in the accelerating market economy.

According to the interviews at the time of the ex-post evaluation, Keiejuku is very popular for the capacity development of SMEs' owners and company executives among government agencies, the Vietnam Chamber of Commerce and Industry (VCCI), the Japanese Business Community in Vietnam and local governments in Vietnam. Moreover, a new ten-month of Keiejuku in Haiphong located near Hanoi was launched by VJCC-Hanoi in 2016. This trial organized in collaboration with a local government²⁶ is expected to be a future model for programs expanding VJCC's services to rural regions of Vietnam.

In the same way, Japanese language courses are managed by planning activities, designing a curriculum and arranging lecturers by Vietnamese staff members under the supervision of Vietnamese managers by maintaining students' high satisfaction. Thus, it can be said that the implementation structure is strengthened (see Table 11).

Table 11 Percentage of satisfaction from participants in each course

| FY | | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|--|-------|-------|-------|-------|-------|-------|-------|
| Business course (General Training) | | 83.5% | 86.5% | 85.5% | 86.3% | 84.4% | 84.5% |
| Business course (Keiejuku) ²⁷ | | N/A | N/A | 82.1% | 90.0% | 87.7% | 92.4% |
| Japanese Course | Hanoi | N/A | N/A | N/A | 93.1% | 92.4% | 93.0% |
| | HCMC | 84.2% | 85.5% | 81.0% | 84.4% | 83.2% | 85.5% |

Source: Terminal Evaluation Report, documents provided by JICA and VJCC

As described above, the effects of each output and project purpose were almost sustained at the time of the ex-post evaluation.

²⁶ Operation costs are covered by the course revenue and the budget of human resources development from Haiphong. The cost for Japanese experts (lecturers) is covered by JICA.

²⁷ The answer "There is an effect by Keiejuku" was counted as "Satisfactory."

3.2.2.3 Other Impacts

1) Keiejuku Club

Keiejuku, which started in 2009 for the purpose of training business executives and corporate managers, developed as a major business program in the VJCC at the time of the ex-post evaluation. Most students in Keiejuku are either SME owners or middle-level managers in companies and candidates for executives. Even after the course, the networking activities expanded, and finally the graduates established the “Keiejuku-club” in 2009. Upon establishment, an executive office was also launched and self-motivated activities such as voluntary business networking, workshop and exchanging opinions were more encouraged. For further mobilization of those activities, the “Keiejuku Follow-up Seminar” was begun in 2014 with the support of the VJCC. This seminar is operated by the Keiejuku-club office with the support of the VJCC. Participants of the seminar visit a company with Japanese experts and discuss specific issues and topics onsite at the company. The Keiejuku-club office provides an annual plan and selects companies to visit for the seminars. The office also manages preparing the agenda of the day and receiving the participants’ applications. There are 50 to 100 participants in each seminar, which are conducted once in a month in general.

In previous follow-up seminars, participants visited one of the graduate’s companies and discussed onsite how to utilize a balance score card²⁸ or key performance indicator²⁹, which were introduced at Keiejuku and how problems were solved in the company. In another case, participants visited the company’s site, where the Japanese style of manufacturing, *monozukuri* (manufacturing in Japanese), was utilized. They discussed and shared opinions together with Japanese experts. The follow-up seminar has been very popular among the club members.

Enthusiasm in Keiejuku graduates for deep understanding about methodology and knowledge obtained during the course has expanded their activities in Keiejuku Club even outside of the courses. It is highly evaluated as being a positive impact of this project.

The project’s purpose, “strengthening the implementation structure of the VJCC, which provides high-quality of services for a transition of market economy contributing to enhancement of the competitiveness and mutual understanding,” was achieved by the implementation of the project. Another project purpose “coordination with Japan Centers

²⁸ The balance score card is used to complement a defect of the existing management methodology which is mainly based on finance. It categorizes “strategy and vision” into four aspects (finance, customer, internal business process and organizational capacity) and sets up financial and non-financial indicators that connect the strategic vision of companies (JICA homepage).

²⁹ Key performance indicator (KPI) is an evaluation measurement and its target which demonstrates how companies achieve their business performances (JICA homepage).

in ASEAN member countries,” was partially achieved. The overall goal has been achieved, as contribution to the enhancement of competitiveness for Vietnamese companies according to the plan has been identified. Therefore, effectiveness and impact of the project are high.

3.3 Efficiency (Rating: ②)

3.3.1 Inputs

| Inputs | Plan | Actual (At the time of completion of the project) |
|--------------------------------------|---|--|
| (1) Experts | - 9 long-term - short-term as necessary | - 18 long-term - 107 short-term |
| (2) Trainees received | N/A | Training in Japan 99 VJCC managements and staff, students in business courses (Keieijuku) and FTU lecturers, etc. |
| (3) Equipment | As necessary | PC, laser printer, camera, overhead projector, copier and screen for projector, etc. |
| (4) JICA Local Operation Cost | N/A | 235 million yen |
| Japanese Side Total Project Cost | 1,050 million yen | 1,254 million yen |
| Vietnamese Side Operational Expenses | - Local cost (revenue from the courses) - Land and facilities - Salaries for counterparts - Running expenses for implementation of the project | - Counterparts VJCC Hanoi 194 Man Month VJCC HCMC 101 Man Month - Land and facilities (VJCC) - Salaries for counterparts - Utilities, fee for local lecturers/ interpreters and equipment |

Source: Ex-ante evaluation summary, terminal evaluation report and documents provided by JICA

3.3.1.1 Elements of Inputs

The project cost on the Japanese side was higher than planned. One of the reasons for this increase was to increase the number of Japanese experts. This project aimed to develop the activities of Phase 1 widely and deeply based on its outcomes. Also, VJCC intended to increase the number of business courses while the number of SMEs and their activities have expanded at the time (particularly in Hanoi) in 2006. Moreover, while VJCC was seeking a way to extend areas of their service, International Financial Cooperation (IFC), a member of World Bank Group that promoted Mekong Private Sector Development Facilities (MPDF)³⁰, formed a partnership with VJCC. That partnership required Japanese experts and VJCC sent these experts to business courses conducted in rural areas.

³⁰ To support development of SMEs alongside the Mekong River countries (Vietnam, Cambodia and Laos), a multi-donor fund (Japan, UK, Australia, Switzerland, Ireland, ADB, IFC, etc.) was established. MPDF heard about the VJCC's good reputation and contacted the VJCC (source: interview with Japanese expert).

3.3.1.2 Project Cost

The actual project cost of 1,254 million yen was higher than the planned cost of 1,050 million yen (120% of the planned cost)³¹.

3.3.1.3 Period of Cooperation

The period of cooperation was five years, as planned.

As above, although the project period was as planned, the project cost exceeded the plan. Therefore, efficiency of the project is fair.

3.4 Sustainability (Rating:②)

3.4.1 Related Policy and Institutional Aspects for the Sustainability of Project Effects

In the “Ten-year Strategies of Socio-Economic Development in Vietnam” (2011–2020) and “Five-year National Socioeconomic Development Plan” (2016–2020), the directions for industrialization by 2020 and further economic growth are clearly stated. To achieve these goals, specific targets were set as stable economic development, quality of human resources development and improvement on productivity, with a strong commitment to support SMEs and supporting industries. Therefore, this project, which aims at human resources development for a market economy in Vietnam and formulation of its hub, highly suits the Vietnamese development policy on continuous basis.

Additionally, the Vietnamese government is promoting to participate in the Free Trade Agreement (FTA) and Trans Pacific Partnership (TPP) strategically. It is vital for Vietnam to adjust a new business environment and enhance its industrial competitiveness and human resources development to become a hub of regional trade and manufacturing. From this point of view, this project complies with the long-term vision of the Vietnamese government.

3.4.2 Organizational Aspects of the Implementing Agency for the Sustainability of Project Effects

At the time of terminal evaluation, it was recommended that the Vietnamese director-general should be assigned early to both centers. Director-generals were sent to both centers from FTU after the completion of this project, and by the ex-post evaluation, stable management by Vietnamese staff members has been put in place. Except the position of director-general, another two management staff from FTU were also sent to

³¹ It is considered that an increase in the project cost caused due to correspondence to the growing needs of business courses in Vietnam and contributed to expanding the quality of the project's effects. However, it was difficult to verify the quantitative connection between the project purpose and overall goal; thus, comparisons between initial and actual planning were analyzed.

the business courses in the VJCC-Hanoi, and now, there are 17 staff members at VJCC-Hanoi and 13 staff members at VJCC-HCMC, including staff from FTU. In October 2016, each course and program was run under this management system by these local staff members.

Local staff other than staff dispatched by FTU made direct contract with VJCC. The employee turnover ratio has been relatively low recently, and most management staff tend to stay in their positions for a long time. Although the salary is not always better than that in the private sector, many staff of the VJCC indicate a strong interest and good motivation regarding VJCC activities.

VJCC's implementing structure and capacity to provide high-quality services is almost established through practical experience. Vietnamese staff members headed by Vietnamese directors manage operational works independently and have support from Japanese experts in curriculum design, course planning and networking with the Japanese business community when necessary.

However, it has been seen that there is still less of a presence of FTU in the VJCC programs other than sending personnel, despite the fact that VJCC is positioned as part of FTU organization as a direct department under FTU's rector at the time of the ex-post evaluation. FTU is considered strategic utilization of the VJCC in FTU, and more joint projects or programs are expected in near future.

In addition a new discussion has started in the VJCC to apply for corporate status for the purpose of expecting increases in course revenues and establishing a business network between Vietnam and Japan.

As mentioned above, organizational sustainability is secured.

3.4.3 Technical Aspects of the Implementing Agency for the Sustainability of Project Effects

Capacity of management in both centers has been well developed since Vietnamese staff members work independently for operations in each course. Business courses are becoming a major program for both centers and are being operated independently by local staff with support from Japanese experts.

On the other hand, most students at the VJCC are strongly interested in Japanese style management and Japanese manufacturing (*monozukuri*). They are motivated to join the course for acquiring knowledge of the Japanese style of business, Japanese production control methodology and so on. One of the characteristic features of the VJCC is that students anticipate a high level of lectures, particularly practical lectures such as "Production Control," "Human Resources Development" and "Management Strategy." According to interviews from VJCC staff, students join Keieijuku because of lectures,

which are directly taught by Japanese lecturers. To have a higher level of knowledge and methodology, students' need for lectures by Japanese lecturers is high in the VJCC. Likewise, from the interview with the graduates of Keiejuku, many commented that Japanese lecturers motivated them to learn.

Table 12 Percentage of hours by local lecturers in a business course

| FY | 2011 | 2012 | 2013 | 2014 | 2015 |
|------------------|------|------|-------------------|------|------|
| Hanoi | 18% | 29% | 62% ³² | 29% | 38% |
| HCMC | 33% | 27% | 15% | 17% | 21% |
| Hanoi/HCMC Total | 26% | 30% | 45% | 23% | 29% |

Source: VJCC

At the same time, both centers promote to train more local lecturers and use external local personnel, yet there are still limited qualified local human resources with sufficient practical experience in the Japanese style of management, especially manufacturing. As a result, lectures by Japanese lecturers almost occupied the majority (see Table 12). As described previously, lectures that teach students about Japanese style management of know-how by Japanese lecturers have become attractive and are a strength of the VJCC. Because it is difficult to switch to local lecturers completely, there is a situation that limited number of local lecturers have been trained and utilized so far. On the other hand, the cost for dispatching Japanese experts as lecturers is significant. From a financial-sustainability point of view, it is necessary to train more local lecturers and increase the number of local lecturers as much as possible by accelerating technical transfer if there are courses available to local lecturers.

As for the Japanese language courses, it was terminated to dispatch Japanese experts from the Japan Foundation as soon as the project was completed, and now Vietnamese staff design the curriculum, assign lecturers and so on in both centers. While there is an acute increase in the number of Japanese language learners and a growing demand to learn Japanese in Vietnam, it was decided that elementary schools in Vietnam would launch Japanese as the first foreign language class in 2016. VJCC also set up courses and a curriculum that correspond to the expanding demands of Japanese language learners. Preparation courses for JLPT for intermediate and upper level students are strength of the Japanese language courses in the VJCC, and most of the classes are taught by Vietnamese lecturers. Additionally, those Vietnamese lecturers are lecturers or professors of the FTU Japanese language department or lecturers from other universities' Japanese language

³² The ratio was raised in FY2013 due to "Global Human Resources Training" and "Counterpart Training for other JICA technical cooperation project" by local lecturers of the VJCC.

departments; thus, it can be said that the high quality of the class is secured.

Regarding mutual understanding activities, besides continuing activities such as overseas education fairs, job fairs and exchange activities between Vietnamese and Japanese university students, new activities (see 3.2.2.2 (4) Promoting mutual understanding activities) are also mainly operated by Vietnamese staff. Accordingly, it is concluded that the capacity of the staff members is developed.

As mentioned above, the training and adoption of Vietnamese lecturers has not been undertaken in business courses yet. Due to the necessity to promote the use of local lecturers, technical sustainability is judged as being fair.

3.4.4 Financial Aspects of the Implementing Agency for the Sustainability of Project Effects

The VJCC's entire revenue consists of own income from VJCC's activities and JICA's local operation costs. There is no financial contribution from FTU. The breakdown of the VJCC revenue consists of income from each course, a membership fee from the library and VJCC, room rental and so on.

Table 13 Revenue and expenditure of the VJCC(Hanoi and HCMC total)

| | (thousand yen) | | | | |
|---|----------------|----------------------|----------|----------|----------|
| FY | 2011 | 2012 | 2013 | 2014 | 2015 |
| VJCC revenue | 31,351 | 36,722 | 46,700 | 60,472 | 69,494 |
| (Business course) | (13,533) | (11,963) | (16,161) | (25,735) | (32,970) |
| (Japanese course) | (5,767) | (7,145) | (10,648) | (15,107) | (16,867) |
| (Mutual understanding activities) | (2,222) | (3,291) | (4,992) | (5,814) | (7,180) |
| (Library and VJCC membership) | (324) | (412) | (484) | (766) | (231) |
| (Room rental) | (4,395) | (8,167) | (9,560) | (8,481) | (8,236) |
| (Other) | (5,110) | (5,744) | (4,855) | (4,569) | (4,010) |
| JICA local operation cost | 11,151 | 13,687 | 14,486 | 12,647 | 15,509 |
| Revenue Total | 42,502 | 50,409 | 61,186 | 73,119 | 85,003 |
| Expenditure Total (Local expenditure) | 30,671 | 53,470 | 49,888 | 52,171 | 72,053 |
| (Expenditure from VJCC revenue and retained earnings) | 19,520 | 39,782 ³³ | 35,402 | 39,525 | 56,545 |
| Balance | 11,831 | △3,061 | 11,298 | 20,948 | 12,950 |

Source: Provided by the evaluator based on the documents provided by JICA and VJCC

Since the opening of the centers, there has been a stable number of students both in the

³³ Retained earnings were used for facility construction in FY2012

business and Japanese language courses, and revenue from VJCC's activities is increasing year by year. Due to the expansion of activities in each course, local cost (salary, payment for lecturer, utilities, equipment, etc.) has also increased. Nevertheless, the income of the VJCC almost covers that cost.

In FY2015, the percentage of local expenditures against the income of the VJCC's activities was 78.5%. According to the details of VJCC's revenue in 2015 (Table 14), the business courses occupies approximately 50% of the total revenue, showing the highest rate in both centers. The Japanese language course's revenue is also expanding due to the growing population of Japanese language learners. The significant increase of Japanese learners in recent years, particularly in Hanoi, motivated VJCC-Hanoi to catch up on the needs of Japanese language learners. In 2012, VJCC-Hanoi launched an elementary-level course. Moreover mutual understanding activities also contribute to raising revenue, as they occupy 1% of the total revenue in both centers.

Table 14 Details of the VJCC's revenue in FY2015

(thousand yen)

| | Hanoi | % | HCMC | % |
|---------------------------------|--------|-------|--------|-------|
| Business course | 20,206 | 45.4 | 12,764 | 51.1 |
| Japanese course | 13,049 | 29.3 | 3,818 | 15.3 |
| Mutual understanding activities | 4,879 | 11.0 | 2,301 | 9.2 |
| Library and membership | 114 | 0.3 | 117 | 0.5 |
| Room rental | 3,155 | 7.1 | 5,081 | 20.3 |
| Other (interest etc.) | 3,113 | 7.0 | 897 | 3.6 |
| Total | 44,516 | 100.0 | 24,978 | 100.0 |

Source: Documents by JICA and VJCC

At the moment, the cost for Japanese lecturers (experts) is essential to maintain the courses for Japanese style management, Japanese *monozukuri*, 5S and Kaizen as strengths of the business courses, although local operation costs are almost covered by income from VJCC activities. Because the cost of Japanese experts is large (about 75 million yen in FY2015), the financial sustainability is considered fair.

As above, some minor problems have been observed in terms of the technical and financial aspects of the implementing agency. Therefore, the sustainability of the project effects is fair.

4. Conclusion, Lessons Learned and Recommendations

4.1 Conclusion

This project was implemented in order to strengthen the implementation structure (management system) of the Vietnam–Japan Human Resources Cooperation Center that contributes to human resources development in business sector to increase the competitiveness for Vietnam’s transition to a market economy and to provision of high-quality services to promote mutual understanding between Vietnam and Japan. The project also aimed to establish functions of the VJCC as a hub connecting other Japan Centers in the ASEAN member countries.

This project has been consistent with Vietnam’s development policies, which aim for industrialization of the country by 2020. Also, the project matched development needs to enhance human resources development, as required by a market economy, as well as corresponded to the expanding demand for Japanese language education. It was also consistent with Japan’s ODA policy at the time of the ex-ante evaluation, which focuses on the transition to a market economy. Therefore, the relevance of the project is high.

The total numbers of participants for each of the business courses, the Japanese language courses and mutual understanding activities during the project period was about 20,000, 10,000 and 100,000, respectively. These activities were conducted by Vietnamese staff members of the VJCC; hence, the project purpose of the VJCC’s strengthened implementation structure was almost achieved. Another project purpose of establishing the VJCC as a hub among the Japan Centers in the ASEAN member countries was partially achieved, since there have been several exchange activities with other Centers, such as sharing knowledge and organizing seminars among the Centers. The subsequent project was implemented after completion of this project, and the cumulative number of participants for each of the business courses, the Japanese language courses and mutual understanding activities was about 44,000, 22,000 and 190,000 respectively by the end of FY 2015. The positive impacts identified show that the graduates improved the efficiency and productivity of their work with knowledge they obtained from the courses, which contributed to raising turnover and expanding business for their companies as a result. Thus, effectiveness and impact of the project are high.

Although the project period was as planned, the actual project cost was higher than the planned project cost because the number of courses increased consequently, the number of experts was increased to satisfy the expanding need for human resources development. Therefore, the efficiency of the project is fair.

As for sustainability, no major problems have been observed in the institutional and organizational aspects. In technical aspect, it is recognized that training of local lecturers made little headway since VJCC considers the importance of the huge demand of

Japanese lecturers among students who wish to learn about Japanese methodology and know-how for the management. In financial aspect, while operation costs are mostly covered by VJCC's own revenue, support from JICA is still necessary for arranging a certain number of Japanese experts for a while and the cost burden needs to be considered. Therefore, the sustainability of the project effects is fair.

In light of the above, this project is evaluated to be satisfactory.

4.2 Recommendations

4.2.1 Recommendations to the Implementing Agency

(1) VJCC

- To strengthen the partnership with external organizations for further expansion of the activities in rural areas.

Because it is expected that there are more needs in Vietnam to disseminate Japanese style management and transfer practical business know-how, there will be more VJCC activities required, not only in urban but also rural areas, where many SMEs are located in medium- to long-term. Keiejuku, which is already conducted in Haiphong, is one of the cases. SMEs in rural areas that face difficulties in accessibility of information, require more service of the VJCC. For widespread dissemination of the VJCC's services, it is expected to have collaborations with Commerce and Industrial Bureau of local governments, the Vietnam Chamber of Commerce and Industry, the Japan Business Association in Vietnam and other external organizations. It also makes it possible to attain benefits through co-organized seminars, exchange of lecturers and expanding service areas. Under these partnerships, like in the Haiphong's case, sharing the cost with partner organizations such as local governments and private companies to secure financial sustainability is encouraged.

(2) FTU

- To strengthen collaborative programs and activities with VJCC

After completion of this project, director-generals from FTU were sent to both centers and implementation structure is established by the Vietnamese staff with support from Japanese experts. On the other hand, there are limited collaborative programs and activities for students, jointly coordinated by VJCC. To raise FTU's ownership, it is recommended that FTU promote partnerships with VJCC in terms of program operations through activities such as student exchanges between two countries and business matching with FTU alumni. First, FTU is encouraged to actively participate in planning of VJCC programs or projects.

4.2.2 Recommendations to JICA

- To provide continuing support for sending Japanese experts (lecturers) based on need in Vietnam

At the time of completion of the project, it was assumed that sustainable operation and management by the implementing agency should be established, as JICA technical cooperation projects aim for this in general. However, at the time of the ex-post evaluation, it was recognized that the training of local lecturers has hardly been conducted yet in the business courses, although the Vietnamese staff's capacity for administration and operation are strengthened. This was because lectures on Japanese style management and Japanese *monozukuri*, 5S and Kaizen by Japanese experts are very attractive and motivate students to join the course.

Now, more Japanese companies are expected to come to Vietnam in the future, and VJCC will play an important role in developing human resources who understand the Japanese style of business. Under these circumstances of the VJCC, it is necessary to dispatch a certain number of Japanese experts to VJCC to keep business courses attractive.

At the same time, local lecturers are also required to be trained in terms of financial sustainability. It is necessary to promote technical transfer to local lecturers by increasing classes of local lecturers instead of Japanese lecturers as much as possible. In addition, it is also useful to consider alternative options, such as sharing Japanese experts and their costs with other Japan Centers in the ASEAN region, implementing remote education with a TV conference system.

4.3 Lessons Learned

Flexible adjustment for changing business environment and needs

Since the start of the project, the VJCC business courses identified and understood the latest issues and problems of participating companies and participants of the business courses through active individual hearings or personal counseling by the staff, mainly Japanese experts. Based on this background information, VJCC modified its actual activities to meet the rapidly changing needs of participants. Keiejuku and onsite guidance were newly launched during the latter part of the project in accordance with the changing business environment and needs.

Rapid changes in business environments are commonly seen in countries with a shifting market economy. For the Japan Centers to have a good reputation continuously for companies and businesspeople, active communication with participants and flexible adjustment for participants' needs based on the information collected are useful.

Continuing support for graduates' network

Keiejuku has been continuously conducted as a characteristic program of the VJCC that focuses on training executives and managers at the time of the ex-post evaluation.

The duration of the Keiejuku course, which is ten months, strengthened the network among students. Even after completion of the course, graduates expanded their activities outside the course, such as arranging self-study meetings. VJCC supports the "Keiejuku-club" based on graduates' activities and organized follow-up seminars for the graduates. At the time of the ex-post evaluation, follow-up seminars are being conducted regularly with company visits and there are many participants at each seminar. The Japan Centers' continuous support for the graduates' network in terms of promoting business networking and sharing resources in recipient countries is very useful.

Effectiveness of the Japan Center project in areas or countries where there are many Japanese companies

Vietnam has the largest number of Japanese companies among countries in which Japan Centers are located. Awareness of the Japanese style of business is increasing in Vietnam, and VJCC has been playing a very important role to meet the demand for practical business human resources development in Vietnam. Especially in newly industrialized countries with transitioning market economies like Vietnam, in which further arrival of Japanese companies was expected, the Japan Center project in the place has contributed to Japanese companies providing practical business human resources and improving business efficiency through disseminating the Japanese style of business. At the same time, the Japan Center could create an opportunity for contacting Japanese companies as well as provide an opportunity for generating business and networking for recipient countries, so it is assumed that the Japan Center is a very high-effective project for both sides.