

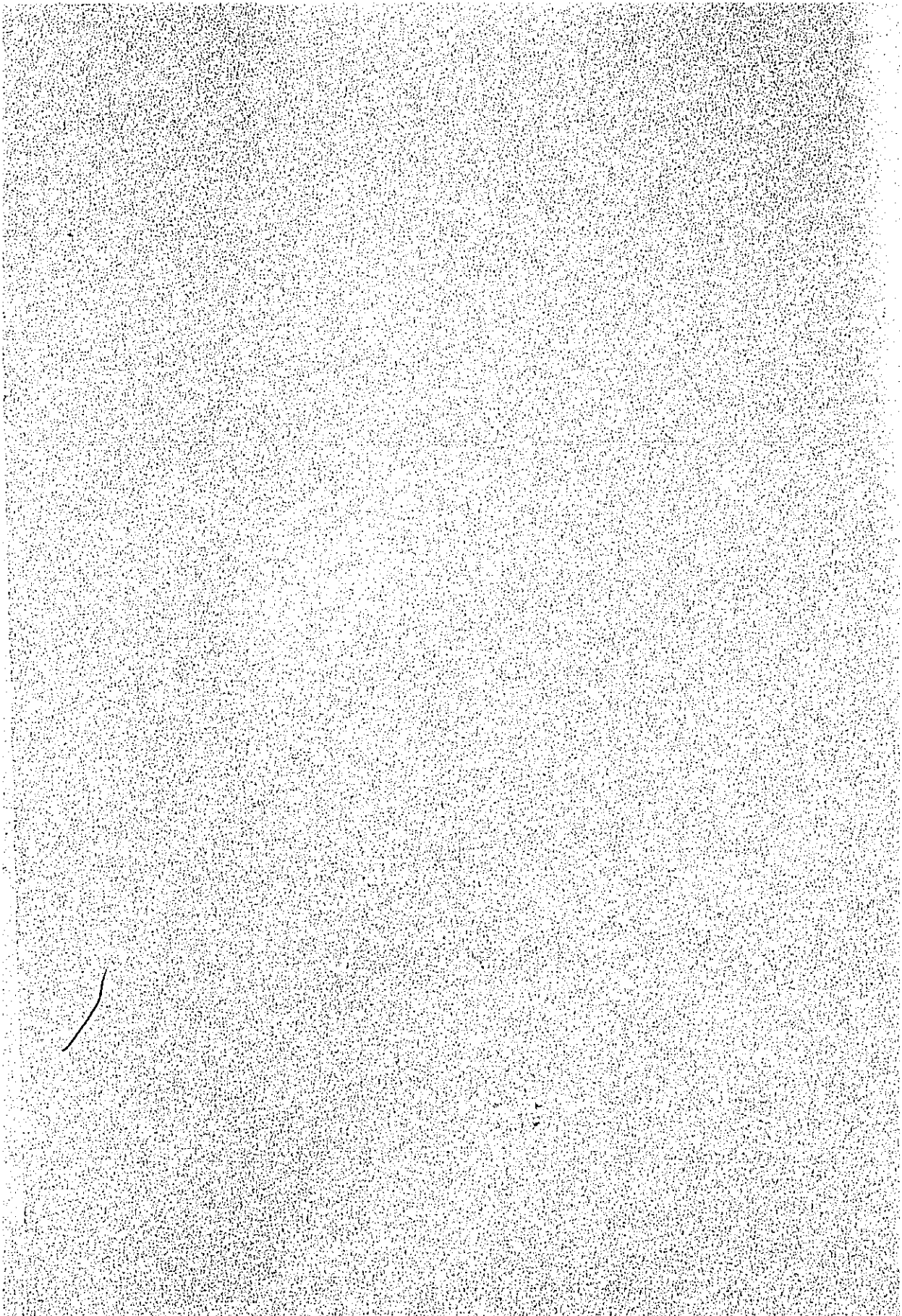
JAPAN/HARVARD UNIVERSITY PANEL DISCUSSION

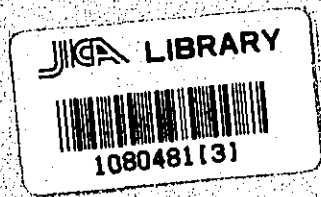
— Role of Universities in Development Studies, Research and Manpower Training —

21 JUNE 1989, Tokyo

INSTITUTE FOR INTERNATIONAL COOPERATION (IFIC)
JAPAN INTERNATIONAL COOPERATION AGENCY (JICA)

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JAPAN/HARVARD UNIVERSITY PANEL DISCUSSION



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Opening Address

Ladies and gentlemen,

It gives me great pleasure to say a few words of welcome at the opening of the "Japan/Harvard Seminar" jointly organized by the Ministry of Foreign Affairs, the Ministry of Education, and the Japan International Cooperation Agency (JICA).

First of all, I would like to express my sincere welcome and deepest appreciation to all the participants in the seminar, particularly to our distinguished panelists from Harvard University who kindly accepted our invitation to tell us about the "Role of Universities in Development Studies, Research and Manpower Training".

With the continued economic development of Japan, the international community considers it to be Japan's duty to expand its aid to developing countries. To realize this goal, Japan must have enough aid to officials, experts and consultants, in addition to developing human resources for international cooperation. To this end, the universities' role is invaluable, and its relationship with aid organizations, such as JICA, which train experts, should be further advanced. (This kind of cooperation between universities and aid organizations, however, have a responsibility to, not only, develop Japanese experts but also, to train participants from developing countries so that they may function as key persons in the advancement of their countries.)

From this point of view, ladies and gentlemen, I'm sure that today's panelists will make very enlightening presentations and discussions on the role of universities in development studies, research and manpower training.

Now, I would like to hand over the microphone to Professor Hirono, who will be today's panel moderator.

Thank you.

Kiyoshi Kato

Director,

Institute for International Cooperation, JICA

Panel Discussion I

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略歴： 1964年 哲学・政治・経済学修士号取得
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1972年～現在 ハーバード大学政治学部教授
1975～1977年 ハーバード大学J. F. ケネディ校副学長
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1968～1969年 マレーシア政府経済企画庁アドバイザー
1969～1977年 ハーバード大学経済学部教授 (現代中国)
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1980～1981年 USAID客員教授
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1987年～現在 ハーバード大学J. F. ケネディ校講師

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西野文雄	東京大学教授
目良浩一	東京国際大学教授
柳原透	アジア経済研究所主任研究員
大島賢三	外務省経済協力局政策課長

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HIRONO : Thank you very much for the introduction, my name is Hirono. As you know, today we will be taking up the topic of the role of the university in developmental studies, research and manpower training, which is a major topic of concern. We would like to open discussion on this topic.

Japanese universities are not necessarily equipped or playing a role in this respect, so it is our desire to play a greater role, particularly in terms of aid, training and studies, so that Japanese aid will have a greater effect or efficiency. Furthermore, Japanese aid needs to be more effective in a world-wide context as well. So in that perspective, it is indeed timely that we have this panel and Mr. Ohshima, who is sitting to the right of me from the Ministry of Foreign Affairs. I hope that our past activities on this topic will be some contribution to this panel.

The panelists have come in response to an invitation from the Ministry of Foreign Affairs and JICA, and I hope that everyone will feel free to speak based on their expertise and experiences. In Japan, as I have mentioned, cooperation is still not sufficient, therefore, I'd say that more people are engaged in many different aspects of cooperation, and since we have the Japanese panelists who are mainly from universities, I hope they will be able to enlighten us on the aid issue.

We have many panelists here, both from Japan and from Harvard University. We will have elaborations from the panelists first, and then we would like to accept questions from the floor to the panel, or general discussion. The participants from Harvard University have come a long way, however, I think everyone is aware of the fact that we are short of time so I would like each of you to limit yourselves to ten-minutes each. We have a number of Japanese panelists here today, but, regretfully, we do not have enough time to hear from you individually, so we will have Professor Mera take fifteen minutes to represent all the panelists on the Japanese side, and if we have any additional time, we would like to allot that time to freer response from the panelists. I have been to the UNDP for about two years and have been engaged in various activities, and based on my experience I would like to participate from that perspective. But since I'm acting as moderator, I shouldn't speak too much.

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From Harvard University we have, sitting to my right, Dr. Graham Allison Jr. , who is the Dean of the John F. Kennedy School of Government, at Harvard University, and a professor of politics. Dr. Allison has, in many ways, contributed to the study of aid. To his right, is Dr. Perkins, who has also been with Harvard for a long time, specifically with the HIID, Harvard Institute for International Development of which he has been the Director in the eighties. He is particularly knowledgeable in Chinese problems or issues. And sitting next to him is Dr. Susan J. Pharr. Currently she is with the U.S.- Japan Relations Program at Harvard University, and specializes, not only in economics, but also has an expertise in political affairs as well. Sitting next to her is Dr. Marc Lindenberg. Dr. Lindenberg graduated from Southern California University, and is at Harvard University currently ; he is with the John F. Kennedy school of Government and is a lecturer there. He has particular expertise in the aid field. Last, but certainly not least, we have Dr. John Thomas, who is a researcher with the HIID.

The Japanese panelists are, to my left, the Dean of the International University, Dr. Shishido. Dr. Shishido has contributed greatly to the people who have attended the International University from developing countries. Sitting next to him is Dr. Yoshimura from Saitama University where he teaches political science. Saitama University is very unique, particularly in relation to the political science field, teaching a very unique course in political science to the people not only of the Japanese government but also of developing countries as well. Next to him is Dr. Nishino from Tokyo University. He has been with Asian Institute of Technology, and has extensive experience in engineering and is famous for giving lectures in English at Tokyo University. Next we have Dr. Mera, and as you know, he was formerly with the World Bank and also with the Tsukuba University, and is currently teaching at the Tokyo International University ; so, he also has broad expertise as well. And he will be representing the Japanese panelists in giving his view. From the Institute of Developing Economies, we have Mr. Yanagihara. And from the Economic Cooperation Bureau of the Ministry of Foreign Affairs, we have Mr. Ohshima. Mr. Ohshima has had a great interest in this particular issue and within the Ministry of Foreign Affairs he is one

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of the leaders in the economic cooperation issue.

I have taken a long time in the introduction, so, we would now like to ask the Harvard University panelists to give their presentation. Firstly, Dean Allison for ten-minutes please. Dean Allison.

DEAN GRAHAM ALLISON JR. : Thank you very much. It's a pleasure for those of us from Harvard University to be with you today and to be part of this panel. In my presentation, I will try to give an over-view on the subject of "Harvard and International Development," and will specifically, ask and try to answer three questions. When we were taking a tour just before this meeting today, I saw this brochure that says, "What is JICA?" So my first question will be, "what is Harvard's John F. Kennedy School of Government?" The second question is, "what is HIID, Harvard's Institute of International Development?"; of which, Dr. Perkins is the Director. And the third question is, "what are Harvard's goals and capabilities as a University in the field of International Development?" And I will try to stick within my ten-minutes, so these will be short answers to big questions.

Let me begin by mentioning, just to make things more specific and concrete, three students, who are graduates of the John F. Kennedy School of Government, who work in the field of International Development, and who, I think, are good examples of what we are trying to produce. One is named Carlos Salinas, one is named Loong Lee, and one is named Bob Clickguard. Carlos Salinas was a student at the school, *who came in the one year Mason Fellows Program, in about 1971. I remember him very well because he was a student of mine. He stayed, eventually to get a Ph. D.. He came as a budget analyst and, indeed, that was what he always aspired to be, because he had been working in the government of Mexico as a budget analyst. In the course of his period at the school, he continued raising his sights. When de la Madrid became President of Mexico he picked Carlos to be his Minister of Planning and Budgeting; and no one was more surprised than Carlos, when de la Madrid chose Carlos to be his successor. At age thirty-nine, he's now the President of Mexico.*

Loong Lee is a different story. Loong started with more advantages,

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from Singapore, since he is son of Lee Kuan Yew. Loong received a double at Oxford in University, but then entered government service where he became Brigadier General. He came to the school to study in the one year program, again, to better prepare himself for responsibilities of leadership in Singapore, and found the school very valuable in his own experience, indeed. The only thing he teased about, and continues to tease me when I see him, because each year there are students from Singapore who come to the school, is that he has some questions about the democratic presumptions, as he calls them, that students come away from the school with, which is not an uninteresting comment in the light of recent events.

Third, Robert Clickguard, is an American, who finished Harvard Undergraduate school among other things, then came to the Kennedy school in the two year Public Policy Program, and eventually stayed for a Ph. D.. He thought he was mainly interested in education policy, but he turned out to be interested in development, and has now spent two or three years in Equatorial Guinea, running programs for the World Bank, and is a scholar who writes about international development. These are not three average students, but they are three outstanding students who are examples of the kinds of students the school tries to attract.

So quickly to question number, "What is Harvard's John F. Kennedy School of Government?" In the hand-out, which I think is available to some of you, there's a little one page sheet, which will give you a picture of the school in one easy lesson. The school is something new, in American higher education and has been Harvard's major initiative in graduate education in this generation. The school is a professional school of government, that is a graduate level school of government, which is the equivalent, in Harvard terms, to Harvard Business School in the realm of business, or the Law School in the realm of law, or the Medical School in the realm of medicine. It is a school dedicated to excellence in government, its mission is excellence in government, and it pursues that mission in two ways: first, through educational programs, that attempt to recruit and educate leadership for government, through courses which combine the best of theory and the best of practice, by taking seriously, particularly through

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the case method, best practice in public problem solving ; and by doing research, what we call problem solving research, that clarifies the shape of major public policy problems and options for choice and action, by governments, to address these problems. The school consists of a faculty who, on the one hand, are, many of them, world-class scholars of issues, public policy and government, many of whom might otherwise, be professors of economics or political science, or even history or sociology and distinguished practitioners who come from the world of practice, and spend a time as regular members of the faculty at the school. The faculty of the school numbers about a hundred ; there are seven-hundred and fifty full-time graduate students pursuing degrees at the school ; about seven-hundred students at the school in executive programs, which run from a little one-week program for newly elected members of Congress to a thirteen-week program for top level career officials ; and ten, what we call, problem solving research centers, that cover topics from health and human resources to energy and environment or international security, and a special collaboration with Harvard's Institute for International Development, and, in that way, pursue international development.

Second question, "What is Harvard's Institute for International Development?" Professor Perkins may want to say more about this, but just in brief, HIID is a unique branch of Harvard University, whose primary mission is to work directly with developing countries to implement programs of mutual benefit. So in that way, HIID may resemble, somewhat more, JICA than it would most university settings, as you would think of it, because it works directly with developing countries to implement programs. But HIID, at the same time, seeks to draw lessons from this primary experience for teaching and research about development. And HIID has a staff of approximately a hundred professionals, who provide technical assistance in some twenty countries, with an annual budget of about thirty-seven million dollars. If I go back to the Kennedy School, per se, the annual budget of the school now is about forty million dollars, to put it in perspective of size and scope.

Third and final question, "what are Harvard's goals and capabilities

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in international development?" To state, very briefly the goals, I would mention three. First, we want to make and keep Harvard the principal center in the industrialized world, for attracting the best students from the developing world, and preparing them for leadership in their own countries. We would like to have many students like, Carlos Salinas or Loong Lee. Secondly, the objective of Harvard is to strengthen the study of international development and provide leadership in intellectual work in the field of international development. Third, Harvard hopes to assist in preparing a new generation of outstanding scholars interested in international economic and political development. So these are the goals.

As to the capabilities, I'd mentioned the Kennedy School and HIID. The Kennedy School and HIID, together, provide a critical mass of about twenty-five faculty members, and more that fifty professionals and research associates, who are primarily interested in international development. So there's a critical mass of scholars working and teaching on the field. Secondly, in the context of a university in which there are a couple of hundred additional faculty members, in the Kennedy School, in the departments of economics and government, at the business school or elsewhere who are tangentially interested in subjects of international development. Some two-hundred and fifty students each year at the Kennedy School, about a third or more than forty percent, of whom come from developing countries including the Mason Fellows, for people who have an average on ten years experience, people who have already had serious experience who come back for a year, other international students who have been involved in development agencies in Europe or in the U.S. or in Japan, plus Americans. So some two-hundred and fifty students who are studying and preparing themselves to play roles in international development. So there's a substantial community of work on the subject.

Secondly, this happens in a University in which there are ten other professional schools, and in particular, our faculty of arts and sciences, which are the graduate programs in the physical sciences, economics, political science and sociology. And those faculties have capabilities which can be relevant to our subject.

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And finally, a set of area study centers at Harvard , more than a dozen of these centers, which include, for example, the U.S.–Japan program, which Professor Pharr runs, the Reischauer Center for Asian studies, or a center that looks at Latin-American politics. So area centers provide some competence in the particular arena. This is a brief overview of “what is Harvard’s John F. Kennedy School? what is HIID? and what are our goals and capabilities in this field?”

HIRONO : Thank you very much, Dr. Allison, and could I now ask Dr. Perkins to present his view ?

DWIGHT PERKINS : Yes, I’d like to follow on, from what Graham Allison has said, to give you a very brief overview of what the Harvard Institute for International Development has tried to do over the last thirty-plus years. As Dean Allison has said, the objective of HIID is to provide technical assistance abroad and to bring that experience back into the classroom and the research program of Harvard University. The basic view, particularly in the teaching of professionals from developing countries and teaching Americans who are going to work on problems of development, is that it is critical that the people who do much of the teaching have real experience with those problems.

The Institute, originally got started when the governments of Pakistan and Iran came to one of Dean Allison’s predecessors Edward Mason, and asked if Harvard would help these two countries establish planning commissions. This was soon after the end of the colonial period for Pakistan and the re-establishment of independence in Iran. And we worked, for many years, mainly in Pakistan. We worked for a few years in Iran but it proved very difficult to work in Iran because the Shah kept throwing the head of the planning commission in jail for being too honest. But in Pakistan we worked for a long period of time and the basic objective in Pakistan, and later in planning commissions in Malaysia, Argentina, Indonesia, Liberia, Ghana and several other countries, was to work with the economists in the country to build a planning commission to do policy analysis with them, but,

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eventually over time, to be able to withdraw our people and leave behind an effective planning commission that did not require outside technical assistance. That's a principal of which we continue to operate in other areas to this day. But our initial effort was largely oriented toward bringing technical, economic analysis to the planning process in various developing countries. Over time we began to realize, however, that there was no such thing as technical economics that could be dealt with in isolation.

This came home to us in many ways. One way it was brought home to us was when some of our best technical analysts were in Ghana working with the Ministry of Finance in Ghana, and persuaded the Minister of Finance that devaluation was the right answer to a balance of payments problem, and it was the right answer to the balance of payments problem. So the Minister of Finance thought it was such a good idea that he doubled the rate of devaluation. Two weeks later, the army decided that its cost of living had gone up too much, and moved in and threw the government out and eventually threw us out too. So there are various ways in which one learned that in order to understand economics you had to also understand politics, and to understand politics you really have to understand the society that underlies it.

At about the same time there was also a decision within the University that if it was a good idea to have this kind of experience in economics, it was also a good idea to have this kind of experience in other areas in which the University was involved in teaching, particularly teaching graduate professionals. And so, in 1974, the decision was made to involve a number of schools in the University, including the School of Public Health, the School of Education, the School of Design, and later, the Kennedy School and the School of Management, in our activities. One of the early projects, for example, that we dealt with, with the School of Public Health, was in Mali where the objective was to design an effective health care system for some very poor rural areas of Mali, in Africa, for two dollars per capita per year. That was the maximum amount of money available. As it turned out, the Malians could not afford two dollars per capita per year and we were eventually trying to design an effective health care intervention for

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around twenty cents per capita per year, which is a formidable task, but certain things could be done. But again, it was not just a case of either, medicine or even of the economics of medicine, there was the basic problem that many of the sick people were women and children, and in an Islamic society, the really fundamental problem was how you reach the woman and children when in fact the male medical professionals were only able to deal with the men.

We began, as I said, to work across a wide range of subjects, not all subject, only those in which Harvard had some credible expertise in which it could supervise what was going on. Today we work in a range of areas and I can illustrate this with the work we have done in Indonesia, and several African countries. In Indonesia, for example, we have been involved in the tax reform. Indonesia has introduced a value-added tax, a total revamping of its income tax, revamping of its customs service, and we have been involved in helping them do that. Our role has been to basically bring the best that international expertise has to offer, in terms of knowledge of everything from details, like depreciation methods, to the problems of introducing value-added taxes, computerization of the system et cetera. The actual decision making is done by Indonesians. In fact, a typical way in which this process would proceed is that our expert, the then Minister of Finance would call in all of the tax experts of the Ministry at about four o'clock in the afternoon while our specialist would present, sort of the basic argument, for say, a value-added tax, what the basic advantages and disadvantages were, and then the Indonesian policy makers would argue back and forth about it, until about nine or ten at night, breaking for a little food, and then continue on. At the end of which they'd either decide they ought to go ahead or they'd put it off until another two or three weeks. But essentially our job was to provide them with that international expertise. Eventually Indonesia ended up with a sweeping tax reform across the board. The political process was, of course, one managed by the Indonesians not by us.

We've done similar work in trade policy reform and in research on industrial policy. Not all of the work we've done has been directly involved

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in the policy making process, some of it has been fairly pure research. We've been working with the Koreans, for example, to try to fully understand the Korean decisions to promote heavy and chemical industries in the early 1970's; both so that the Koreans would understand their own industrial policy better, and also so others could learn more effectively from the kind of industrial policy that the Koreans pursued.

The heavy and chemical industry program was one that was largely put in place by President Park, and by a group of engineers. And, they went charging ahead on large scale industry and proceeded, over a period of time, to get the macro-economic situation in really, fairly serious trouble in causing inflation, at which point the economist began to play a bigger role. And initially, the argument was that the engineers knew what was best, later it was the economist knew what was best and the engineers were all wrong, but as you look back, they both had something to say that was valuable.

So we've ranged across a whole series of these kinds of topics. In the health area we've been working in Chad on developing a health care information system. Again, in one of the poorest countries in Africa, what kind of information is it that you can actually, effectively collect that will really be useful to people who are going to design health care interventions? In this case, it was some simple information that made it possible to avoid a meningitis epidemic. If you look at what is happening in central Africa right now, there are about five or six countries with major meningitis epidemics. Chad is the one country, it happens to be the poorest of them, but it's the one country that doesn't have a meningitis epidemic.

Well, it is this kind of experience brought back into the classroom, as Graham Allison said, we have roughly about a hundred full-time professionals, we typically put about two-hundred and fifty, short term consultants into the field on top of that. We hire people internationally, as well as the core staff of Harvard, of our staff of around a hundred at any given time, about forty-five or so are overseas in resident positions, typically in the Ministries of Finance, and then they feed back into the classroom of which forty-odd courses at Harvard are taught by our people, and many more are, in fact, influenced by people, as many other Harvard

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faculty have played a role in our projects and have been influences in their teaching.

HIRONO: Thank you very much Dr. Perkins and now could I ask Susan to present her view?

SUSAN PHARR: Thank you, my own field is political science, and I teach courses at Harvard on contemporary Japan, but I began in this world, in my own studies with an interest in Africa. I've studied the Hausa language, and it was because of, really, an interest in the Meiji Period that I became interested in Japan. I thought that maybe the contribution I could make to the discussion, today, would be to draw some contrasts between my view of how things are managed at Harvard, as far as manpower training in third world studies is concerned, and then contrast that with the way things work in Japan; and I probably will make some mistakes, and I hope in the course of the discussion later on, you will talk about how you do things in Japan, so this just lays out my general views of this.

Let me mention several different types of tasks that Harvard takes up that really involves ways in which Harvard is linked to an international development effort, some of which are very close to what goes on in Japan. Let me first mention, that one clear task that Harvard is engaged in is simply the training of people from third world countries, and here I mean students who'll be receiving degrees. They're at Harvard from third world countries to get a degree. Harvard has about seventeen-thousand students, one out of every seventeen is from a developing country, so that gives you a sense of the overall presence. We have about a thousand students from third world countries who are at Harvard to get a degree. In addition, we also are training students, again for degrees, who are from first world countries, but whose primary interest is development. Some of them might be in the economics department, and my suspicion is, probably far more students in our economics departments are interested in development than might be the case in Japan, or they may be in the Kennedy School, they may be in the Business School, they may be in other parts of the University,

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but their interests, their studies, are directed toward becoming experts in development.

A third, kind of task, that Harvard takes up that is related to international development is certainly the task of individual faculty members who, through their work as consultants and other forms of work they take on as individuals outside their Harvard duties, make their own contribution to development. That, again, is a common practice in Japan, but, I would say that, probably it is facilitated in the United States by the fact (this came up in the luncheon discussion I just had) I understand in Japan, at least within public universities, there are some restrictions on faculty members, actually serving actively and receiving pay as consultants. In the United States, it is possible to work as a consultant in a development project. Just to give you an example, I spent a year, leaving university on a leave of absence, working in the Agency for International Development and during that time, I went to India and did a social forestry evaluation. So this is a very common practice of faculty members, and represents a kind of contribution that a university, like Harvard, makes to international development.

Now I've mentioned training, I've mentioned the activities of individual faculty members, to go back, a moment on what we do in terms of training people in development, let me draw some contrasts between Japan and Harvard. I think that one thing that stands out is that (this came out very strongly, I think, in Professor Allison's presentation) Harvard emphasizes leaders in development. It is not concerned as much with training specialists in irrigation or agriculture, there are other schools in the United States that might do that better. Harvard tends to emphasize the training of leaders, people who will be leaders in third world countries in administrative positions and policy positions in government. That, I would say is a kind of emphasis in general in our training.

Another thing that might stand out, as a contrast, would be the issue of age. My impression is, that in universities in Japan, many of the people from third world countries are young students, or young graduate students without so much actual experience. In the case of Harvard, for

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example, the program that Graham Allison was mentioning for mid-career third world people, often they have ten years experience before they come back to Harvard to get an advanced degree. This means that in the class rooms at Harvard, there will be many students who we call students but in fact may be forty-five years old or fifty years old or thirty-eight years old, and, therefore, that situation is quite different from Japan.

Another point to make about Harvard in contrast to universities in Japan, is we have, of course, different programs. For example, we have a Mason Fellows program for development professionals, but these people who might be in a particular program, join classes rather freely throughout the university. So, for example, as a professor of political science, when I teach my course in Japanese foreign policy, in the classroom there will probably be, if there are forty students in the class, ten, young Americans, who are undergraduates; there'll be ten American graduate students; usually, if I teach Japanese foreign policy, for some strange reason, there are always, at least, three people from Gaimusho; and there'll may be a JICA student in the class, such as Mr. Tomimoto, who might be in this room today, who once took my course in Japanese foreign policy, and there will probably be at least ten students from third world countries. And there will be many different ages represented in the class, and I would argue, it leads to a very fascinating, lively discussion, in which people who have a great deal of field experience, or work experience with JICA or Gaimusho or foreign person from a third world country can mention their own experience in the classroom.

So these will all be points of contrast in these basic tasks, which are, in and of themselves, quite similar to what go on in Japan. Let me now just point out two functions or kinds of activity that I think are quite distinctive about American universities, and stand out about what Harvard does. One of them would be, seminars. Of course you have seminars in Japanese universities, but I think the unusual thing about seminars in American universities, is that I'm speaking of seminars that are normally open to the public. For example, I run a program at Harvard, called, the U.S.-Japan Relations Program. Each year, we have, about fifty different

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seminars through the year. For example, we invited Professor Hirono, our moderator today, to come from New York, to speak on Japan's aid programs in Asia. We advertise that in the newspaper, put up bulletins and put many signs around the university, so at least sixty people will come to such a seminar; they will be from throughout the University, from M. I. T., from Boston University and some may be from consulting firms in the Boston area. So it's a very public atmosphere, and, again, a very interesting exchange of different points of view.

And finally, the other distinctive thing about Harvard, I think, that, in addition to students who are at Harvard for a degree, we also have quite a large number of people who are at Harvard as non-degree candidates. They come, normally, for nine months, or an academic year, and during that year, they do research or they attend seminars. It's a learning experience for them without actually seeking a degree. The program I run, for example, this U.S. - Japan Relations Program has, each year, about twenty people in residence, of whom, about twelve come from Japan, and tend to be an average age of thirty-seven years old. And each year in my program, at least four or five people have a special interest in Japan and the third world. Japan's relations with ASEAN, for example, or next year, we will have a Russian in my program from the Institute for International Relations in Economy in Moscow, who will be doing research on basically Japan's role in development in the Asia-Pacific region. So these kind of professional people also make a contribution and provide a lot of direct experience that, in seminars, other people can learn from as they hear professionals talk about their own experience.

And finally, one other thing I would simply mention about Harvard, is to emphasize what an unusual thing I think it is in relation to what goes on in Japanese universities, to have a program like that described by Professor Perkins, HIID, which is like having Ajiken. To have, in other words, a think-tank on development, as a regular part of an actual university. And as he was mentioning, there are as many as a hundred scholars and experienced development professionals, who are there doing research, doing consulting, and having on going relations with third world

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governments and private organizations to actively promote development so its a very practical contribution to development, that is going on within the university.

HIRONO : Okay, thank you, Susan, very much. Just one remark, Ajiken in Japan is quite different, as you know, we are more academically oriented, rather than policy oriented at Harvard. Thank you. Now we will have John Thomas' presentation, please.

JOHN THOMAS : Thank you, I want to continue, to some degree, along the lines of Professor Pharr's talk, but to pick up on the structure that Professors Allison and Perkins have described as the specific structure for development studies and professional studies at Harvard. The Kennedy School of Government being the teaching and training institution, the Harvard Institute for International Development being the actively involved institution. I am a member of both, and I would like to be, if I may, somewhat more personal to illustrate from my own experience, how those two blend together.

As a long term member of the staff of HIID I've spent ten years living in developing countries, working for their governments ; four years in Kenya, working for the Ministry of Agriculture ; three years in Bangladesh, working for their planning commission ; I've also done a lot of consulting for different governments ; and, in my times back at Harvard, considerable research on rural development and on the process of policy reform. When I go into the classroom at the Kennedy School, I bring with it, a kind of experience that most faculty members are not privileged to have, the kind of direct experience having worked with close colleagues in developing countries to view their problems from their prospective.

When I walk into my classroom to teach my course on Design and Management of Development Projects, I usually find forty-five to fifty students, sitting there, and I want to say a word about them, because it is quite a unique group of people. We spoke a minute ago about the various programs in the Kennedy School, about half of that group will be mid-career students, probably ages thirty-five to fifty, many of them officials from

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developing countries, some, members of donor agencies, the USAID organization, CIDA, I've had someone from JICA in that class, and members of the staff of non-governmental organizations. In addition to these mid-career students, there will be of younger students, most of whom have had maybe one, two, three years experience, frequently with the Peace Corps, or other volunteer programs. So I find myself, in this class, someone with considerable experience in developing countries, I think if you tally it up it probably comes to twenty-five years of working very closely with development, and I look out at these fifty people, and I think to myself, there are probably two-hundred and fifty years of experience in developing countries out there in this classroom.

So I can not assume that I can tell these students how to do things. My role, as I see it, as an instructor, is to provide a framework, around which the discussion will take place. My role is to make sure that critical issues get addressed. I frequently say, at the outset, "I do not have answers to the questions and the issues of development because there are no answers. What I expect us to do in this classroom is to look at the issues you are likely to confront, as future practitioners of development, and make sure, you have thought them through carefully ; so that when you find yourself in a particular country, in a particular situation, having to deal with these issues, you will not be coming to them for the first time, and able to make choices based on some prior thinking and an understanding of that specific environment."

A word about how we proceed. You've heard a lot about case studies, and the case method at Harvard. The case method is particularly well suited to this kind of course, and to the kind of experience base we find in a typical classroom of this sort. Cases are drawn, to some degree, from my own experience, to some degree, the experience of my colleagues, and to some degree from the experience of former students, and I'll come back to that in just a moment. The cases are based on actual development situations, and what they do, is allow all of us together to sharpen our skills at problem solving, at diagnosis and analysis, and trying to make decisions on how what type of action might best be taken in a particular situation. We use cases

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to a great extent in that class.

I also use assimilated negotiation, which grows out of my work in Bangladesh, and a negotiation that took place, which I was involved in or viewed, between the World Bank and the government of Bangladesh, over the choice of irrigation technology. It's a very interesting case because the actual outcome was determined more by the organizational requirements of the aid donor and the recipient country, than it was of the formerly stated development objectives of either party. But of course the students don't know the outcome, and it gives them practice in negotiating, doing the analysis, the preparation, negotiation techniques, and then they always come up with the choice of technology that best suits the development goals. Then I give them, what we call, part two of the case, that says what really happened, and we have an interesting discussion about how the organizational necessities of development organizations and of governments sometimes override development priorities. We go on and I divide the class into groups, and each group takes a particular donor organization and examines how they do development projects, and comes back and reports to the class. Finally, the conclusion of this, I ask members of the class to form groups and do development projects based on real country situations. One of the things that has pleased me the most is that a number of those projects have actually been carried out; people from developing countries have been part of the group, and working with colleagues in the class, have done project that they have then gone back to their countries and put into the process, perhaps refined, but those projects have been carried out.

I also, in a few cases, if there are one or more students in that class that have had a unique experience, I may ask them to write a case. I had a very interesting case, a few years ago, of two Bolivian officials; one who had been a Executive Director at the World Bank, and one who had been the Head of the Mining sector in Bolivia, and they'd worked together on a project for the small mining sector in Bolivia. From their two, both as Bolivians but from the two very different perspectives, they wrote a case, which I now use regularly in that class. I think this description gives you a sense of how we bring the practical, the first hand experience, problem

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solving and collegial learning philosophy into the classroom.

Let me just conclude by saying what we get out of it. First of all, I learn a great deal from those fifty students each year. Teaching is fun and a learning process for me, because there are always new experiences, new ideas that I have not encountered before in that classroom. We develop, together, a real capacity to solve problems to address the issues and a familiarity with the issues of development. We form a network, which, I think, is a very critical aspect. People go out of that to different countries, and they often meet each other again in very different situations. Somebody read the project development guidelines from Papua New Guinea in last years class. They had been written by someone who had taken that class about five years before. It was a very nice feeling because they supported much that we had been saying in that class. I've had a Director of Trade for the government of Hong Kong. On a number of occasions, people from this classroom have met each other across the negotiating table, in discussions in international fora of development issues. So there is a network that forms out of it. So what we have at Harvard, with our institution focusing on international development, is a capacity to bring real experience, to combine first-hand knowledge in developing countries, research interests, and a very stimulating group of people, student and faculty alike, in a common learning process. I believe that is really quite a unique element of what we have at Harvard University.

HIRONO : Thank you, John. The final speaker from the Harvard panel, will be Dr. Lindenberg. Please.

MARC LINDENBERG : John Thomas has provided you with an intensely personal experience of what it's like to be a faculty member at the Kennedy School of Government, and, like John, the Kennedy School tries to bring people with tremendous experience into the classroom to do different kinds of activities. What I would like to speak to the group about are basically three topics. I would like to put John's comments into the context of what Kennedy School students experience in teaching in curriculum. I would like

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to tell you a bit about the research agenda that may be on the table, in international development at the Kennedy school in coming years. And I would like to finish by discussing another topic, helping to build over-seas institutions, which is another dimension of Harvard's work in international development. And I'll do this with the help of some slides.

Some of the activities at a major university are those in which students come from outside the institution to join us for a brief period of time, and also in which many of us collect research data from different regions of the world.

My colleagues have spoken a bit about the kinds of students that we have at the Kennedy School. We basically have two kinds of students. One group comes in what we call our masters in administration. This is a group, as my colleagues have mentioned, which is older, generally five to ten years experience, and has a chance to have a flexible program – a program in which they can choose a great deal depending upon their interests and concerns. We get some people with a wonderful background in the technical dimensions of economics, and they may choose to broaden themselves. We have others, who have other levels of experience, and they may choose to concentrate more in economics. These people, obviously have many electives.

We have a younger group as well, which we've talked about less, which go into a two years, Masters in Public Policy. These are students who, maybe, have two years of experience, who have a required program core, public policy core program and then have electives in their second year, and may select international development as a specialization.

Each of these groups, has a chance to draw on the Kennedy School's key courses in international development. And without going through the course structure, let me mention blocks of courses. We have a whole series, from introductory to advanced courses, in the area of international development itself. We have a series of courses in political analysis and management. We have a series of courses in economics and international trade. And then a series of courses in special policy areas, and I've selected two, that are important for us in international development – courses in

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agriculture and food policy, for example, and courses in energy and the environment. No student would take all of these courses. Students would select areas that would be of most interest, and probably, then, as Susan and others have mentioned, look for particular courses in area studies, like Latin-America, Africa or Asia, depending upon their interests.

What happens to our students? Graham Allison mentioned some of our more distinguished students from some time ago; let me simply mention some examples of people who participated in recent classes, in fact the Class of 1989, which graduated two-weeks ago, and what they'll be doing after taking these courses. We have one person who will be Mexico's trade representative to Canada. Another, who will be one of the presidential candidates in the next election in Ecuador. A senior civil servant from Pakistan. The representative of CIDA, the Canadian International Development Agency, who'll be managing the portfolio for the People's Republic of China. And a person who will be going into the World Bank-Young Professional's Program. These are the kinds of things that people do when they complete the program and courses that we've mentioned.

In order to set a research agenda, we often, try to go out to the international development community, and ask colleagues, what they think the most important issues are going to be. I would like to show you, briefly, some results of the five issue areas, that international development professionals, like many of us here, have said are going to be the important cutting-edge issues, that the Kennedy School should be doing research on. This is based on a survey, which we did recently with people participating who have been Ministers of various governments in developing countries, Ministers of donor agencies and policy makers. This is what they told us. Many felt that we would be judged, as human beings, by the response that we made in the next twenty years, to the issues of global environmental degradation. Many were concerned, in their own jobs, with the issues of world economic collapse of the 1980s and the restructuring that was necessary in the process. At the same time, those who are working in donor agencies and also in governments in developing countries noted that, probably in the nineteen-eighties, living standards had declined almost twenty-five

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years as a result of the world economic collapse. And so the issues of basically dealing with stopping the decay in levels of living was a tremendously important research topic. Many countries were undergoing, in the 1980s, political transitions, and openings in the context of polarization, and our survey respondents recommended to us to concentrate on this issue. And finally a whole series of responses to these problems were taking place in the 1980s, like liberalization, privatization, the use of small scale organizations, and it was recommended that we pay attention to these things in our research agenda.

Here were some of the topics that were mentioned in each of the areas. There was a tremendous interest, in the respondents, on innovation in environmental policy, looking at success stories in managing the environment, and looking at global environmental policy options. On the issue of economic collapse and restructuring, there has been lots of discussion of the importance of the political management policy reform and the politics of adjustment to get around the problems, like my colleague mentioned, of having devaluations followed by coups immediately, because no one thought about how to manage the politics of economic restructuring. With the issue of rapidly declining levels of living, many people were concerned at having us look at innovation in service delivery and health in education, where there's a declining budget. Innovations in poverty reduction activities. With the issues of transition, in a context of polarization, there were issues of, basically managing political transitions in Eastern Europe, in other parts of the world and managing under violence, which people in many countries are having to do. Finally, in terms of generic response to the problems of the 1980s, our respondents expressed a great deal of interest in evaluating the roles of non-profit organizations in the 1980s, because they received tremendous amounts of development resources, in order to implement programs, and they wanted to look at how well or how poorly they had done in the process. Restructuring the public sector/institutional reform. These are the kinds of issues that may be on our agenda in the future at the Kennedy School, and many of us are already working on them.

Finally, in addition to bringing people to an institution, one can have

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a tremendous spread-effect by reaching out to the community, and beginning to do things elsewhere. The example of HIID's role in technical assistance is an important one in the process. But there's another role that Harvard has had since the 1960s, which is important to mention. And that's the role in helping to start over-seas policy analysis organizations, graduate schools of management and other activities in many parts of the world. And there are some interesting kinds of benefits to this process as well. And let me speak to them briefly.

What's the logic of institutional development? Susan mentioned that we train, educate and participate with leaders at Harvard. This means, that by definition, we're dealing with a very small number of people within the Harvard environment. By reaching out to build institutions elsewhere, one builds a critical mass of expertise in other parts of the world. This produces the potential for spread effects with much greater impact in different regions. It permits a chance for each new institution to adapt to its local conditions, and provides a set of economies of scale. Now, naturally, there are problems with developing new institutions. Unlike something that we currently do, this takes a lot of time and resources, it's like watering a plant, fertilizing the plant and waiting for the pay-offs, which are often long-term rather than very immediate. Your talking about a process of development of an institution that might take twenty to thirty years before you really begin to see interesting returns in the process. It's particularly subject to fragility in the earlier stages of this process, and often, the results may be different from what the founders may have imagined. They may surprise people and the institution itself may reject its parent as part of the process, but that's an understandable piece of the process.

Now, in the 1960s, Harvard was very intimately involved in the development of several over-seas management schools: three in Latin-America, one in the Philippines (the Asian Institute of Management), one in India (the Indian Institute of Management), three in Europe and one in Iran, and like Dwight Perkins' projects in Iran, this one didn't survive either; it was one that, basically, went under.

Let me simply generalize about the phases in this process and what

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it's taken, and then finish by commenting, very briefly on one institution and its impact. First, when we talk about a feasibility phase of the process, this is a phase of really trying to see whether there's an interesting promoter group which can be found to establish a linkage in the situation, whether resources may be available, whether there's a potential faculty, and so on; and if one is lucky, as Harvard might have been in the situations of the nine institutions that I've mentioned, there is a start-up phase. And this is how it worked in the case of the institutions that I've mentioned. Harvard faculty helped to teach the early courses in these institutions and a core group of local faculty was sent to Harvard to do doctoral work. Curriculum was designed, often highly adapted to each environment. There was a lot of major case writing and research which went on in this period, and a local organization in infrastructure began to be built. Many of my colleagues at the table have been involved in similar institution building efforts in other parts of the world, and know the dynamics of this experience. It's often very exciting and stimulating to be involved with.

During the phase of really full operation, which might be four to five years after the start-up period, Harvard faculty began to disappear from the scene, the local faculty has generally returned and teaches most of the program. The curriculum get refined. Case-writing and research is continued, and the local organization really plays its predominant role.

And finally, the most exciting phase of the process, which has often been, in the case of these management schools, perhaps ten to fifteen years later, is that the organization develops its own unique style. In Central-America, the regional organization became very involved in the problems of small, highly opened export economies, because that's what its member countries were interested in. It became very involved in policy reform activities, and helping to lead dialogue programs between the presidents of the countries, later, labor leader, business leaders in the 1980s, and had a tremendous impact, so that this organization is unique. In the Indian Institute of Management, the problems were much more a larger, closed economy, and that Institute took on a totally different character. So that in this phase, each institution develops a unique style, its own set of courses

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and programs, and target groups for services often change. And, finally, we see new initiatives.

What's the final impact of this kind of program? If you talk about the Central-American program, which I directed in Latin-America for more than seven years, it generally will serve five – to six – thousand people in short courses, a year, which is more than, many times, the Kennedy School's program, but focused on Latin-America. It currently has more than five-thousand graduates of its program at the masters level, and an interesting research agenda. If you begin to think about each of the parts of the world, where these programs are taking place, you have an example of the spread effects that go far beyond the initial institution. And while Harvard is involved in training leaders at Harvard, it's also involved, indirectly, through having helped in institution building, and creating, really, a cadre and a corps of people really interested in the development process. I think that that's a good place to stop.

HIRONO : Thank you very much indeed, Marc. We have had a round of presentation from the Harvard faculty, and we are running a little over the program time, but we would like to have a little more of your patience and go into the Japanese presentation. Dr. Mera, please.

Outline of Lecture

by Professor Mera

Outline of Lecture

June 21, 1989

Education, Research & Manpower Training in Development Aid at Japanese Universities and Research Institutes

1. Present Situation of Education in Development Aid

- a. In general, scholars at universities tend to shy away from applied fields and to concentrate on theoretical issues.
- b. After World War II, scholars tended to move away from the field of imperialism, colonization, and, therefore, development assistance. The major issue has been to learn from more advanced countries.
- c. Economic development has been a major field, but it was concerned with Japan, and secondarily with European countries and the U.S.
- d. Engineers have been occupied with most advanced technologies.
- e. The Ministry of Education maintains a rigid system in the administration of national universities. Each chair is tied to a specific field, and cannot be changed.
- f. From the late 1960s, some economists started to specialize in the development of LDCs. However, these scholars are scattered in a large number of universities. Still, there is no organized program specializing LDCs issues.
- g. The number of scholars working in LDC issues is increasing gradually. A major source of supply is those who had experience in working in international organizations such as the World Bank, UN, FAO, and UNIDO.

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2. Characteristics of Education and Research

- a. There is no organized program in development aid in any university. Usually a major university's department of economics has one professor specializing in LDC issues. The International University of Japan has a program at the MA level, which is taught in English. But, it has serious financial problems. The International Development Center has a program for DEVELOPMENT ECONOMISTS. This is a one year program, and does not offer any degree.
- b. There is no organized source of funding for research in development assistance. Although JICA finances "studies" fairly generously, it does not finance serious "research". Most policy decisions are made by government officials without assistance from academics.
- c. National universities are in a difficult position to receive research contracts from outside. If any, professors receive them personally.
- d. There is no academic association in this field. Only exception is SRID, the Society of Researchers for International Development.
- e. There are two scholarship programs aimed at helping to train researchers as development experts. One is administered by the International Development Center of Japan, and the other by JICA for its own staff. Both are financed by the Ministry of Foreign Affairs and executed by JICA.
- f. There are a large number of training for individuals from developing countries. These programs are administered by government agencies and research institutes, and financed fully by ODA budget. But, there is no fully financed program for training Japanese experts.

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3. Constraints to the Promotion of Education, Research and Training in the Field of Development Aid

- a. The shortage of faculty members and professionals. There is only a limited number of scholars, professionals, and researchers who are able to teach subjects related to development aid.
- b. The rigidity in the university system. There are a large number of chairs which could be transferred to those related to development aid without reducing the effectiveness of education.
- c. In spite of large increases in the total budget for ODA, fund for basic research for development aid remains nil.
- d. There is no career position for development aid experts. There are career positions in Ministries, but government officials need to be generalists and are not allowed to specialize in development aid. Also, Japanese organizations do not usually employ people at mid-career. Therefore, those trained in development aid at mid-career can hardly find satisfactory jobs. This is a deterrent to going to graduate schools without first taking a job.

4. Needs for Strengthening Education, Research & Training in Development Aid

- a. The ODA budget is bound to expand in the future. It exceeded \$9 billion in 1989. It would expand at a rate of 6 percent per year at the minimum for some years.
- b. Currently the Japanese aid is capital intensive, i.e., each government official in charge of ODA is disbursing 2 to 4 times as much money as a comparable government official in other advanced countries. This implies a shortage of personnel as well as possible poor quality.
- c. As of this time, it is estimated that there are about 10,000 persons

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who are engaged in ODA including those in the government, universities, research institutes, consulting firms, experts assigned to overseas posts, and international organizations. This number needs to a projection. In this projection, it is assumed that the technical assistance component, which is personnel intensive, is assumed to grow from 16% in 1990 to 20% in 2000, and for other compents of ODA, the number of persons engaged is assumed to grow at the same rate as the budget.

- e. The ODA of Japan is frequently criticized for its poor quality, if not for its hardware provided, for its software, if any is provided. The major emphasis is placed on the provision of hardware in the current ODA programs, mainly because the budget has been expanding at a rapid rate. However, due to limited provision of software aid, even the hardware provided cannot function fully. The expansion and improvement of software aid means expansion and quality improvement of Japanese experts engaged in development aid.

5. Recommended Actions

- a. Each Ministry should establish career positions for development aid. Also, Ministries concerned should employ or hire more readily temporary advisers or consultants for developing policies.
- b. Aid agencies such as JICA or OECF should employ mid-career experts.
- c. To train those who are in the field further, there is a need of expanding training programs and scholarships for study abroad for willing Japanese nationals.
- d. A portion of the ODA budget should be allocated to universities and research institutes for supporting research and education related to development aid. The concept of fractional time employment such as

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- a half-time or a quarter-time teaching staff be introduced to universities.
- e. Research grant should be provided from ODA budget for undertaking specific research related to development aid. Also, funding should be made to universities to finance training programs for Japanese nationals as well as foreign nationals.
 - f. The legislation should be ammended so that faculty members of national universities are more freely allowed to participate in assignments abroad.
 - g. In order to supplement Japanese faculty in the field foreign nationals should be allowed to become regular faculty members even in national universities. The compensation for such faculty should be commensurate to the opportunity cost.
 - h. The review process of those programs funded by the ODA budget should be strenghtened. Although the government should not intervene in them frequently, it should undertake reviews periodically. To strengthen impartiality, reviewers from third countries should be included.

Panel Discussion II

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HIRONO: Since we are short of time, we would like to go into the discussion period. Prior to the coffee break, the Harvard panelists mentioned what is taking place in Harvard and the issues at hand, and Professor Mera has indicated the issues in Japan. We would like to hear from Mr. Ohshima of the Ministry of Foreign Affairs, who could clarify the issues. And we would like to ask the panelists to respond to those special issues. So Mr. Ohshima please.

OHSHIMA: In this March I went to the United States, and stayed in Boston for a day, and during that stay I met Dean Allison, Prof. Perkins and Dr. Pharr. From the three of them, I heard of the John F. Kennedy School of Government and HIID. I had a look around those institutes, and I am very pleased to meet you again in Tokyo. After my stay in Boston, I went to New York, prior to coming back to Japan. And I met one of my colleagues in New York, who told me a joke that's popular in New York. This joke is in English so I would like to say it in English:

There are four journey makers in a compartment on a train — a Pole, a Russian, an American and a Japanese.

The Polish passenger laments and says, "These days, you know, in this country, Poland, there is a terribly serious shortage of meat."

The Russian looks up and says, "What is meat? We do not see meat in my country. Lots of *perestroika*, but no meat."

Then the American says, "What is shortage? We know no shortage in America. Of course the government has a big budget deficit, but no worry, the Japanese come along and help us out with Japan money."

Then the Japanese, like a good, typical Japanese, not have a very good understanding of English and not very fluent, feels he has to say something. And he says, "I do not know what you are talking about, but you must be saying that the Polish government is asking for a loan from Japan."

As Prof. Mera has mentioned, ODA from Japan is increasing. Recently, we have seen in the papers, that in monetary terms, it's some 9.1 billion dollars in Japan, while in the U.S. this point is 9.8 billion. Of

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course we have to compare the recent amount. For example, in the 1990s, we may surpass the number of ODA extended by the U.S.. This fact can be looked to with pride by the Japanese, and as far as the Japanese are concerned, we would like to improve our activity. As far as ODA is concerned, there are many criticisms, and we have had a similar meeting of this nature, and I often participate in such meetings. I am the person who has to be seated in the defendant's seat to defend myself in many of these meetings. Governmental aid and international cooperation is a responsibility which is important for Japan's present and future. And I think as far as this is concerned, we have a consensus, as well as abroad.

Recently, we have an international cooperation initiative or vision from the government. One is a cooperation towards aims of peace keeping efforts, and is to be participated in by civilians, because we only have a self-defense force. Another area, of course, for Japanese developmental aid, is particularly centered around money giving, and not much on the personnel or people giving. But in terms of international cultural exchange, I think we can take pride in this activity. The developing countries have limitations in budget and, therefore, in terms of culture, we have to resort to money, but we can contribute multi-laterally in international culture. And thirdly is the ODA. The world is looking to Japanese ODA with expectation, but on the other hand, with some doubt. Or rather, more with a "question mark."

At the same time, there is a question of what the Japanese are trying to do. Does it have ambitions? Does it have a specific design? These are the questions, or "question marks" placed on Japanese ODA. At the same time, the world is looking to Japan concerning the developed countries, operations that have been taken up in the developed countries in the past, and people are looking to Japan's leadership and the ideas that Japan may bring up. There is an expectation in this direction in the OECD meetings and the international conferences that are held. Recently, we see people looking toward Japanese leadership and expectations towards Japanese leadership. We are trying, as much as possible, to respond to these directions. It was also mentioned that infrastructure oriented cooperation be

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extended by Japan. Of course, this in itself has specific aims, and we can not say that this is bad. We have, also, some significance in role as far as infrastructural cooperation is concerned. But on the other hand, another infrastructure, for example, the intellectual infrastructure, needs to be established, or else, there will not be a balanced cooperation extended by Japan in the future.

Yesterday, I had a meeting with the panelists from Harvard, and it was mentioned that, Japan should build up the intellectual infrastructure towards the future, or else Japan will become a dinosaur, or a monster : it will have a large body, but a small brain. Of course, I didn't say this, of course, I wouldn't say this. But this was more or less metaphorically indicated by the people in the meeting. So, infrastructural building is necessary, particularly, in the extension of cooperation by Japan are towards the world. Often quoted is Dr. Chie Nakane's book called, *Potentials and Limitations of the Japanese*, particularly in referring to the Japanese Overseas Cooperation Volunteers, and what these volunteers will do abroad. Of course there are possibilities and limitations here as indicated almost a decade ago by Dr. Nakane in her book. I'm sure the crux of the issue lies there.

The intellectual infrastructure needs to be taken into consideration if we are to expand our overseas cooperation in the future. Of course this is a necessity within the government or the Foreign Ministry, I think that there is awakening, or a conscience towards this. We are not blind, and, therefore, there were specific implementations about three years ago within the Ministry of Foreign Affairs. We had an ODA study meeting, and proposed the construction of an International Cooperation University, whereby the private people can come together to study this issue. And in the past two years, we have been thinking of the specifics and the process of realizing this within the domestic arena as well as in the foreign countries that we have studied extensively. And obviously this International Development University would be the responsibility of the Ministry of Education. We have the report at hand and those of you who are interested may look into the report, which will give a detailed description of what Dr. Mera has mentioned. The current situation at Harvard is also included in the second

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part.

Just to highlight the issue, of course, Japan is behind. And we can not negate this fact. It is not that we are not extending any effort at all, but, as it was mentioned by the panelists from Harvard and Dr. Mera, of the Japanese situation, we can compare these two and see a gap, or discrepancy, clearly, between the two countries. And I am sure that the participants will recognize this discrepancy or difference.

If we dwell a little longer on this point, the Harvard University had, in 1962, a predecessor to HIID called the Development Advisory Service, and in the United Kingdom, there was one in 1966, and GDI in Germany, was established in 1964. 1964 was a time when a lot of independences were observed in many African countries. At this time, the developed or the donor countries, looked at the cooperation and also looked at the Education and Research Institution that would back up the cooperation activity. And ever since, some twenty years have passed, with a lot of considerations.

In the past twenty years, Japanese were receiving aid from abroad. From the World Bank, Japan received a loan to make the Tomei Expressway, the dam in the Kurobe district, and also the Bullet Train. In the roughly ten years from 1953 to 1966, Japan received loans, which we will complete payment of in 1990.

Only in the past decade, have we had an increasing amount of developmental aid extended from Japan towards the overseas countries, therefore, people continue to say that Japan is behind in this area, but we can not continue saying this. Despite this fact, it is not that we should allow ourselves to continue in this manner in the future.

The basic question here is, "Why does it have to be in universities?" In the case of Harvard, professors are going into research and study outside of the university institution. Why does it have to be outside of the university? I would say that there are basic issues here. Experts are being trained at certain institutions. During the training sessions, for example, the JICA expert may go to Harvard University, or other universities abroad, and institutions abroad. But the domestic university does not have a direct role to play, as Dr. Mera has mentioned. So the training is conducted within

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the link of the university.

So why is this conducted in this manner? The report gives four points: one is related to diplomas. In the training systems in Japan, diplomas or certificates are not extended. And usually in Japan, if you are showy about these diplomas, you are considered pretentious, but it is not so in overseas countries. In development or cooperative activities, when one goes abroad and meets people, these people have professional status in various institutions and universities.

In the report that will be coming out in July, there was a questionnaire sent to Japan Overseas Cooperation Volunteers, and people related to these developmental activities, and it was interesting to see that the technical experts that are dispatched from abroad, and the Japanese experts, when they are compared, as far as the technical expertise are concerned, the Japanese experts have equal or superior expertise; however, the foreign experts are good in lecturing, communicating and also planning these comprehensive capabilities. It was mentioned that the Japanese should have at least a master's degree. So this degree is an important issue. And that is why the development aid needs to try to center around the university.

The second problem is language. When you look at the Japanese, they are not necessarily very good at the command of foreign languages. In many cases, they are fairly weak in foreign language communication capabilities; so, it would be good, if these people could be imparted language capabilities, when they are still in their twenties. Of course people in JICA, or people like me are trying our best to learn through the job experiences, but I have a feeling it's going to be very important to try and tackle this problem of language in the very early stages of expert training.

The third problem is the interdisciplinary approach to problem solving, and in the international development process it is becoming very important to try to take a such approach. It's not going to be sufficient to just know anything about economy, but one has to know cultural anthropology, history, culture and other interdisciplinary areas, and just an intermittent training sessions would not be able to cover all the subject which one would be required to take to become an expert in international

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development efforts. So, in that respect, manpower development or human capabilities development, should take place, also, at the university level, here in Japan, too.

I would like to think that what is done at Harvard University at the John F. Kennedy School of Government, or HIID, serves a very good example. Similar institutions exist not only in Harvard University, but also in other academic research institutes in advanced nations such as Germany, France, Australia, etc. There are, of course, slight discrepancies in the manner in which the courses are organized and the objectives they set, in any respect, academic institutions in advanced nations overseas, too, have these capabilities. And we have to try to give importance to academism and pragmatism. And it's important that research and consultation activities all go together, hand in hand. This is already taking place in other countries, and so, I think, we can emulate their example. It's going to be very important to approach the subjects, just as they are, because when we come to look at the Japanese, we come to see that there is no counterpart available in Japan. And it is probably going to be very difficult for Japanese to try to exchange or establish linkages with institutions overseas. So, these are the four main points that I wanted to raise.

There are probably more points to raise, but I would like to add two more points which are in relation to my own personal feelings. One is that academic institutions, i.e. universities, must attach more importance to the role that they can play, and should try to support such programs more actively. Development education must be given at the university level, as well. Some people say that development education starts at the nursery school level, and I have a feeling that in academic institutions it is going to be very important to try and place a lot of importance on these issues. If the top academic institutions are not interested in development problems, and one just talks about the importance of starting such education in the very lower levels of schools, I think that one's dreams will not be realized. I think that it's important that the top academic institutions and the upper educational echelon try to grapple with this problem more seriously.

The second point is that it's important to try to cultivate proper

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knowledge of the importance of international development. There are a lot of criticisms that are raised without any solid base of knowledge of development efforts. So in that respect, I think that it is important that the proper understanding be given. Maybe it's because the Japanese bureaucracy dominated the scene, but it's important for the academia to get involved in this scene, too. And, regardless of what role is given to the role of universities, I think that it's important in order for a healthy development of a society with the mentality toward international development, to attach importance to the total approach to the solution of the problem. The effort that is expended at the national university, I think, is something to start with, and something to be commended. But I think that its important that more Japanese universities get involved in this process. I think there is a lot of significance in Japanese academic institutions to get involved in this area. As I quoted before, in this article by Prof. Nakane, on the *Potential and Limitations of the Japanese*, I think its important that we reflect on her thoughts. I still have more things that I wish to relate, but I don't want to take up all of the time, so thank you very much for this opportunity.

HIRONO: I know that each and everyone of you would like to take as much time as you like, but time is very pressing and we only have limited time that we can expend, so, I would like to concentrate our discussion on the role of Japanese universities in development efforts. Many of the Japanese say that the Japanese universities are not doing what they should be doing, and so I think it is important that we consider this point. I think that a limited session like this will not be able to cover all the points, but I would like to invite the Japanese professors here, who have experience in the field at their own universities. So, taking this provocative statements by Mr. Ohshima, I would like to ask the panelists on the Japanese side, starting with the University of Saitama, the University of Tokyo and the Institute of Developing Economics. After that, I would like to ask the panelists from the Harvard side to comment on what issues are raised. Now I'd like to invite Prof. Shishido.

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SHISHIDO : I am Shishido of International University, and I would like to start off the discussion.

There have been some critical views outlined, concerning the Japanese universities. There were some proposals as to what the Japanese universities should do. I would like to try to introduce to you what small efforts we are making in this direction. I would also like to try to express my view on development research.

We have two graduate schools at the International University, and one school, which is similar to the Kennedy School or HIID, the Graduate School of International Relations. We have two-hundred student there, of which half come from corporations and the other half from overseas. A small part of the student body consists of new students from universities, composing about ten percent of the class. So in comparison to the structure of other universities, our composition of the student body is very unique. The education is all taught in English.

We also have something like the area studies at the John F. Kennedy School of Government, in addition to a group engaged in area studies we also have another group taking an interdisciplinary approach in political science and economics. And so we are trying to emphasize interdisciplinarity in our research efforts.

In area studies we have four areas : U.S. studies, Asian studies, Middle Eastern studies and Japanese studies. Japanese students, usually engage in Asian, U.S. and Middle Eastern research, while most of the students from abroad concentrate their efforts on Japanese studies. People from the U.S. also engage in Japanese studies as do those people from Africa. So, the area of foreign students studies, are very Japanese oriented. In any case, the student body is a mixture of Japanese and overseas students. As to the education curriculum, half of the curriculum deals with development studies, particularly with East Asia and Middle Eastern problems. The internationally based group is doing international economics, seventy-percent of the students are interested in development studies, development economic and technology transfer.

We also deal with development policies including institutions. As Prof.

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Mera has mentioned, many of the people from Japanese corporations look toward the industrialized nations, but not exactly so with our student body. There are some people who are interested in development policies and regional studies. We see the number of students in this area increasing.

Actually, together with this problem I'd like to raise the issue of a point related to development policies. I think it is important that the academia have a close relationship with the government so that it will be able to get some knowledge as to how these policies are formulated. We have eleven faculty members and they are engaged in development studies. There is what is called a Ministry of Foreign Affairs course, which will be started very soon under the joint auspices of the Minister of Foreign Affairs and our university.

We operate on a three-term basis and so, we want to try to complete this course in two terms. We want to solicit eight people from the Ministry of Foreign Affairs starting with Mr. Ohshima of the Economic Cooperation Bureau of the Ministry of Foreign Affairs. We already have four faculty members coming from the Ministry of Foreign Affairs, and since this is the first semester, they are about to finish their course. We will have another course in the second semester. We have Prof. Inukai on the issue of economic cooperation. We actually have twenty sessions all together and of these twenty sessions, sixteen of them are conducted by our faculty, but the remaining four sessions are conducted by faculty who come from outside, and we want to have the lecturer choose their own area of expertise in giving lectures to the students.

Actually this program is very well received by the students. It was made public in the newspapers, after which many references were made to our university particularly from the United Nations University, which has expressed interest in getting a video tape of this session. Actually, we have a seminar after the courses are over, and we have consulted the Ministry of Foreign Affairs, whose conclusion was that we should be very cautious about taking such an approach, just like any other Japanese bureaucracy. So it will take some time for a video to come out. Indonesian, Filipino and Thai students are enrolled in the program and they are very interested in

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the development assistance programs of the Japanese government and are, therefore, very interested in the lectures that are given by the government officials.

Regarding research activities, we find that we are often deficient in a research budget, just like any research institutions and universities.

We want to get some of the ODA money filtered into university institutions and the manner of getting such funds is going to be a matter of discussion in the future, I think. But it is important to try to take an interdisciplinary approach to this international development issues, and so, in budgetary appropriations, we have to think of a mechanism in which an interdisciplinary approach can be realized. I hope that there can be a thicker pipe laid so that ODA efforts can be linked to university research activities.

There is other point about JICA and other development organizations research, which are very case studies oriented. We think, of course, that this case studies method is important, just like the John F. Kennedy School of Government. But I think that it is important to try to think of the Kennedy School as an example and try to formulate a unique method for ourselves. Thank You.

YOSHIMURA : My name is Yoshimura, thank you for the introduction. I would like to simply describe my university which is similar to the John F. Kennedy School of Government which Dean Allison has described. So I would like to ask that you refer to it, as an independent graduate school. There are foreigners and people in the government, many of whom go into teaching as well as research at our university, after which they will go back to governmental work. Analytical tools, and an analytical framework or concept, are the core of the courses, where, they have their policy issues, themselves. So they will go into study, and will be given an MA.

The course was established in 1977, as what is often called a domestic program, in addition to which, from 1983, the international program was established, which is directed to the ASEAN people, in order to improve the administrative capabilities of the ASEAN government officials so that they will contribute to the development of their country. A little

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less than twenty participants, including the administrators from the ASEAN countries and Korea for a period of about two years. Before, all first rate administrators went to the John F. Kennedy School of Government, under Dean Allison, but, these days, I think that we are having first rate people too and we are trying to be competitive as a "Saitama Mafia". We will, I think, relate ourselves to the future development activities, but our curriculum is different when compared to Harvard.

One of the best examples may be in teaching about the Japanese society. Japanese society, as you know started from the Meiji Restoration, after which there was a rapid pace of modernization. Up till 1986, we were borrowing money, as someone has mentioned, however, 1965 was somewhat of a turning point in terms of industrial policy, which shifted from the old industrial policies to the new industrial policies.

After World War II, the government played an important role in the development of Japan, therefore, we go into a very detailed study of the success and the failure of the assistances made by the Japanese government. We analyze and clarify this and have the students study them, so that when the foreigners go back to their countries, they can clarify and also contribute to their development. And the policy dynamism, is also another aspect that these people may contribute or elaborate on in their countries.

The Ministry of Foreign Affairs, also, has a part to play, in which the university tries to take up, as a next step, a new field. As Dr. Mera mentioned, previously, that the Japanese universities are somewhat hopeless, because the Ministry of Education is rather rigid, or frigid. Over our experience of the past ten or so years, I think the lesson we have learned is that if you have the guts to attain an objective, you can. Even if our budget is limited.

I forgot to say that on project research training, currently, Sweden, W. Germany and Japan, are tri-laterally involved in technical policy, and cross national studies have gone on for five years or so. The Swedish board for technical development was, of course, born in Sweden. They have about fifteen times the budget of Japan. Therefore, Japan must recognize the activity with a limited budget, but we have to compete with intellectual

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knowledge.

The economic and social council in the United Kingdom, is another Ministry, like the Ministry in Japan, with a program that is backed by Mrs. Thatcher which takes up the issue of secret, high technology in Japan. You might laugh, that only a seventy thousand pounds budget is allocated for this study; however, as far as we are concerned, we must compete with a mere six-million yen. But I guess the competition is on a fifty-fifty basis, because, the Japanese, high technology industry is very well known by the Japanese counterpart. As to the budget, there is the science and technology subsidy which is above fifty-billion yen; so we do have some help here, but, if we are to help, we must try to make proposals to the government, as well as the Ministry of Education. I often say that we do have the budget, but I don't think the proper allocation of fund is right, i.e. the priority is not right. Prof. Shishido, Yanagihara and many other members have the expertise in these issues, but these people are distributed sporadically in the academia. From the U.S. side, the conflict is the approach that one should make.

Where do our American counterparts find the first scientist or researchers? Harvard is where all these brains are located and concentrated. So in a smooth operation, we have to, on the Japanese side, have the center of excellence where international experts are concentrated and these experts can stimulate each other. To make a center of this nature, is the role of the government, that is the first point that I would like to mention. All the Ministries in Japan, the Foreign, the Educational, and MITI, need to cooperate in order to make such a center.

In the allocation of the grants, grants towards the graduate school do not include personal expenses, only the direct research expenses. So the professors, will be busy studying, as well as lecturing at the school; so they would be three times as busy. So within the grant, we should include personal expenses. The national science foundation in the United States has a strength, because it has a four-hundred billion yen allocation, which will be doubled in the coming years. The salary of the principle investigators are included in this allocation. So in the universities, they are freed of the

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faculty, or lecturing activities. Unless we incorporate such personal expenses, I don't think we can compete in the international arena, so that is the second point: the government should allocate a budget, inclusive of personal expenses.

We should have multi-channel access, so that people can approach the universities. Prof. Mera has mentioned this aspect briefly. The Ministry is also trying to strengthen this aspect and under the Ministry there is what is called the STA – the science and technology agency, equivalent to the Office of Science and Technology under the U.S. government which has an eight-billion dollar allocation. I think Mr. Nishizawa of Tohoku University had seen that the principle investigators can use this allocation freely, so many scientists want to work under this allocation. So, we can say that in education programs, grants are required so that the experts can work freely in the university environment. That is my proposal.

HIRONO : Thank you very much, Prof. Nishino please.

NISHINO : I'm Nishino of the engineering department at Tokyo University. There were a lot of proposals made, and I will not try to go into those problems because I agree with all the proposals. Instead, I would like to give you an idea of what we are talking about at our university. I was very impressed by the presentation made by the John F. Kennedy School of Government, but then I was rather discouraged by the statement made by Mr. Mera about the Japanese university system. After that, Professors Shishido and Yoshimura gave some indication that we should not feel that dismal; that there are some hopes which lay in our hearts. Actually, in our engineering department, there are about thirty people who are involved in development efforts, and I would like to try to take this up as an example.

We are trying to concentrate our efforts on infrastructure building, to which one fourth of our ODA goes. This is probably related to the customs and traditions of the Japanese, but many of the infrastructure activities are brought about by the concerns of the people in the engineering field — people who will be picked up by a JICA project finding group or who will be used

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as experts by related people in the field. So we do conduct some consulting work in the actual construction projects and we do have some ODA funds flowing into special organizations, that is, our graduates have entered international institutions and over-seas development agencies. So with respect to the area of infrastructure building, many of our graduates enter the field of international development. So in different projects, they would be very involved in the design and construction of projects. So we encourage people to go abroad, and with that in mind, we try to foster as many people who are overseas oriented as possible.

This is a project which we started six years ago, which is very popular among the graduate school students, so we are trying to involve many graduate school students in our program. As Mr. Ohshima said, the Japanese are known to be very good in terms of technology, but they're not very good in terms of communication capabilities; so, in that respect, I think its important to reflect on this. For this reason, at my university, we use a bilingual approach and we are trying to emphasize the importance of the English language in international communication capabilities. We have the Japanese student body working together with overseas students and mix with them as much as possible in our classes, so that they will be able to learn what is happening in developing countries, what their thoughts are in contrast to our on Japanese way of thinking et cetera. Because of the nature of this program, we recruit foreign staff members, almost all the tim. So there are some foreign lecturers lecturing in English.

What I would like to emphasize here, is the importance given to the training of leaders at Harvard. We consider that an important approach in our course as well, and with this objective in mind, we are trying to formulate our course. We already have two graduates who have entered the cabinet, so we do feel that we are trying to fulfill a purpose. So, in that respect, we want to develop leadership qualities in the people who are coming to study from overseas, as well. We are putting a lot of effort into developing leadership qualities in people from over-seas, two thirds of whom come from less developed countries. Many people have entered the consulting field and feel that they have provided services too, not only the Ministry

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of Foreign Affairs, but also, JICA and other international organizations here in Japan, which are interested in international development issues.

YANAGIHARA: I would like to indicate to you, my view to what the people of the John F. Kennedy School of Government have said. Please allow me to speak in English. First of all, all of us Japanese, I can safely say, were very impressed by the kind of interaction you have between practitioners and academics. And more than that, many of you are practitioners on the one hand, or have been at one time, and academicians at another or at the same time. And this, I believe, is really something we should try to achieve on the Japanese side.

As Mr. Ohshima indicated, the need for building up intellectual infrastructure has been suddenly, very clearly identified. And there are some specific areas, where such need is particularly a key. One of them, for example, is the area of policy based lending, which is a relatively new Japanese practice, but because of the strong pressure for Japan to disburse a lot of aid money, quickly, this has become one of the dominant channels for our aid practice. And one thought I have on this issue, this is a kind of cultural background to this whole question; the emphasis in this panel, is on how to establish academic institutions to meet that requirement, and the need to strengthen the supply of intellectually trained experts.

But one question in the back of my mind is that it seems that, maybe, it's not only the lack of such institution that accounts for the gap between practitioner and academia, but maybe, it's more a different mode of thinking, or different orientation. For example, our practitioners, or Japanese in general, are not really good at conceptualizing, what we are doing, and sometimes, we are very good at doing without being aware of what we are doing. For example, Japan has been a marvelous success story in terms of economic development, either viewed at the macro level or in some specific aspect, be it civil engineering or what not, and yet, I think we have, so far, failed to make that experience of our own, translated into an articulate, conceptual system of understanding.

And that same tendency is also reflected in our approach, or at least

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has been traditionally reflected in our approach to development thinking and in the design of economic assistance, and I often use a term, in the Japanese case, that the development is conceived almost exclusively, in terms ingredients – you build a bridge here, factory there, school there – and as you accumulate those ingredients of modernity, somehow, the idea is, you will achieve a modern economic society. But in, let's say, the Anglo-American tradition, much more emphasis is placed on the framework of economic management, be it, again, at a macro level or in specific sectors or even project levels, and there, the approach is more conceptual. And maybe this somehow relates to the distinction, some of our Japanese panelists have been drawing between hardware, and our weakness on software.

So, in this sense, I have been very impressed with the emphasis you place, at the Kennedy School and HIID, on having constant feedback, between thinking and experiences. Some of us have also referred to the usefulness of the case method, so maybe by trying to adopt your mode of organizing thoughts by establishing constant feedback between actual involvement and experience, on the one hand, and classroom discussion and research, on the other, I hope, our practitioners will begin to learn how to conceptualize what they are doing, while our academics begin to see how real world issues could be put in systematic thinking. So, I hope that the new institutions that are developing in Japan, will have this kind of interaction between practice and research.

And also, another sort of aspect of your experience, that's really impressed me, is the meaning of the classroom experience. In Japan, typically, it is a one-way stream of teaching with lectures and students taking notes without much interaction. By somehow emphasizing, real world experiences, and having them actively developing a culture, so to speak, in the classroom that are real-world oriented, I hope, that the teaching experience for the Japanese professors will be turned into useful, meaningful ties, since many of your colleagues at university simply see teaching at university as a necessary evil. The teacher-student relationship, however, is not, at this point, in most Japanese universities. The professors you heard from are real exceptions to the general rule ; so the teaching, classroom

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atmosphere, I hope, will become more vivid.

And finally, let me summarize what I understood as your spirit in a maxim. This is something I really like, and I myself, hope to live up to. It goes like this: Act as a man of thought and think as a man of action. I found this in a book written by Richard M. Nixon, but I'm sure it summarizes the spirit of the John F. Kennedy School, thank you.

HIRONO: Thank you very much. Mr. Yanagihara is a very modest person, but he is very much involved in the academic activities, and he is considered to be the future. The Japanese side has laid out its programs in their universities on what kind of programs are there in relation to international development. And the panelists from Harvard have given us their experiences. Actually we are very short on time, but I would like to ask the panelists from the Harvard side to comment on the views that have been provided on the Japanese side. I hope that you will feel free to respond to any of the points that have been raised by the Japanese professors. Of course, we would like to have some people from the floor, given the opportunity at the very end, to raise their views or comments. Please comment on any point made by our Japanese panelists, based upon your experiences.

ALLISON: Just a few short comments. From the Harvard perspective, as a group, we certainly have appreciated hearing more about the experience of Japanese universities in international development. And, I think it's clear, even from the short presentations that we've been able to hear, that we have a lot to learn from the Japanese experience. This morning, we talked a little with Prof. Nishino. I think the idea of the bilingual program in engineering is certainly not one that we had ever thought of or heard about before, but it seems very interesting to me. But also, many of the specific comments. Though I think, on Prof. Mera's point, it is always surprising for Americans, given our understanding of Japan, which is very limited, but none the less, surprising to hear about the number of constraints that the universities are trying to operate under. And it'd be interesting to hear

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over time, how you manage to work around these constraints, as Japanese are famous for doing. Secondly, I was fascinated by two of the metaphors from Mr. Ohshima. The one which we heard yesterday, of the dinosaur – the very large body and the very small head, is a good metaphor for all of us, in many different institutional settings, nowhere more so than in ODA. But, I think, it probably even applies to people. So I like the metaphor very much. Also the metaphor of intellectual infrastructure. And again, especially in ODA, where the Japanese have become, or will this year in 1989, become the number one ODA provider, it's necessary to build the intellectual capability to invest the funds wisely. Otherwise, the funds will be wasted and misspent. So, the argument seems compelling to me, and the question is, therefore, as the charts shows the growth of the ODA and the infrastructure has not changed that much, there's obviously a big gap which has to be addressed.

Third point and final point, just for my comments, there's a saying, I don't know if it's a Japanese saying or an American saying, that, "aid or ODA begins and ends with people." And if you ask what is the scarcest element, or the most essential element in successful economic development, it's certainly not money, money's scarce, but it's certainly not money. And I think my answer would be that it is people. Especially people in leadership positions. In the developing countries, to make good use of their opportunities and resources, and in the agencies that manage development strategies for ODA. So, again, I think there's a special place for universities and institutions to play in the preparation and training of that leadership in the people who are going to be the element that makes the biggest difference.

HIRONO : Would anyone like to add anything further? Go ahead.

PERKINS : I was struck by a number of things in what people said, but, I think the one thing that I had not fully registered, had to do with the lack of career paths for development practitioners. I think it was Prof. Mera who made this point very clearly, but I think it was a strand in a number

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of remarks made. And it's also related to the remarks made about how Japanese may or may not be good at conceptualizing.

Technical assistance, in its best form, is really, primarily helping others to learn how to do something. And so it is, in some fundamental sense, a teaching activity, rather than a pure doing activity. HIID does not go out and build bridges, it does not go and make operational decisions. It works with people to, when it's doing its job best, help them try to figure out how to do it better. Occasionally we do it. And that means that you really need people with that kind of experience doing it. Teaching people how to do this isn't so difficult, one can have courses, one can give them experience, but if they then come back to Japan and there's no place for them to go, and no one appreciates what they've done, and has no career path into which this fits, either within the aid agency itself, because it is a Foreign Ministry career to some degree, or in the academic world, because the academics only appreciate a sort of standard, what we would call arts and sciences discipline based research. So I guess I was struck by the need to be creative about some institution building. I have no idea what the right answer is in Japan, but to be creative about institution building in Japan to create those career paths, seems to be critical.

HIRONO: Thank you very much. When you come back to Japan, next time, you'll have an answer. Susan, would you have any...

PHARR: No, actually, I think I'd love to hear from the audience. Whenever. I hope there'll be time.

HIRONO: Okay. For those of you in the audience who have any comment or question, feel free to raise them because it is important for our future.

1st question: I am engaged with the Silver Volunteers, which is a very rare organization or institution in Japan. Those who have retired from companies contribute to the developing countries; so, this is a voluntary association, in which there are about six-hundred members around Japan.

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The average age of the members is sixty-two years old. Asian countries are the main destinations where we are dispatched, and from our experience, I would like to propose an issue, and would like to solicit a reaction or solution to this.

I would like to take up an actual example for you to consider. Some four or five years ago, one of our members a first rate designer/manufacturer in Japan, who was engaged in engineering and technical developmental works and management, went to Taiwan to direct and manage the people there so that good bicycles would be developed, manufactured and exported to the U.S.. He was engaged with this project, which was successful ; however, after returning to Japan, he was called by the manufacturer that he used to work for, and told off. He was told that he was assisting the competitor, and that he should not do that. He replied that he was retired and had no relation to the company, so what's wrong in contributing to the development of the developing countries, using his intelligence and experience.

So this is the issue, or the problem. The university professors have indicated that you are going through the education of developmental aids and you have many pupils or students graduating from the schools. The graduates, if they are to remain in the universities, go on with the research studies, or go into the bureaucracy and work for the government, or work for a private company. Those are the three major works that graduates can find. If the graduates go to work for a company, and encounters a similar experience as the one I have related to you, this is going to be a big problem. I don't think we have anyone from any of the major companies in Japan, or the executives from those companies here today, but if the Japanese corporations do not have a deep understanding of developmental aid, then even if a person educated in developmental aid is working for his company, then I would say that he who has learned a lot about developmental aid would lose hope. This is not the same in American companies, for I don't think people who are engaged in American companies become attached completely to the company, but in Japan, we have this heavy attachment to the company. So I was wondering how you would react

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to my story, because this will be a major issue in developmental aid.

HIRONO : Well I'd say that there will be a response to this but is there any other question or comment ?

2nd question : I am from Tokyo Agricultural University's international agricultural development department. I have been listening to the hopelessness of Japanese developmental studies, but then I have also been encouraged by some stories which are coming up in Japan, and also, with the very good example that is set by Harvard University. But people, like me, feel that national universities here in Japan are very inflexible. And also, although the people who are represented here have an international orientation, there are many universities which are not oriented in that direction.

I was once lecturing at a very small Hokkaido livestock college in Obihiro, with two-hundred people, including the staff and the students. I just want to shed some light on the fact that there can be some bright prospects for a small college like that to try to contribute to international development. Mr. Yoshimura has mentioned that international experts are scattered around in different institutions and that they are not concentrated in a certain area. In the 1960's, at this college, there were three graduate who went to Sri Lanka and Morocco. And from 1967 to 1970, I went to the UNESCO headquarters. And in 1962, there was a person who went to Liberia, to the UNESCO planning commission. And so this was an effort which was done very much on an individual basis. Also, a student exchange program was instituted to have exchanges in south east Asian countries, such as Sri Lanka, the Philippines, Korea et cetera, and the development assistance effort became somewhat systematized.

From somewhere in the mid seventies, there have been offers to try to hold seminars on international development. One course would be for engineering and science, one for agricultural science, et cetera. At the moment the JICA seminar and the UNESCO seminars are being organized by this college. There is also a cooperative program with Asuncion University

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in Paraguay and several other universities. The staff at these colleges, are sent to different countries with sponsorship by JICA. So I just wanted to raise this as an example of how a very small college can contribute to international development efforts.

Of course, in this process, this college was suffering from despair in the course of trying to do things. But the people who were involved, thought that if they fought through they would be able to get what they wanted and would be able to try to contribute to international efforts, and actually, because of the efforts we spent, we have been pin-pointed as the model school in international development.

Now I'd like to propose some issues that need to be addressed. I think that it's important to foster and nurture young people who can become instructors and lecturers or faculty members in the area of international cooperation. There seems to be a lack of young teaching staff who have adequate interest in international cooperation. Particularly in the 1970's there were not many people interested in international cooperation efforts. Actually, by the approach by JICA, there were efforts to send one teaching staff from an organization a year, and as a result, these people came to have an interest in international development efforts. So this program was very successful in trying to foster young people in the area of development studies. In that respect, this kind of project is very important. I think that it is very important that we put a lot of effort in trying to foster and create new young people who are interested in lecturing on the subject of development studies.

I was with UNESCO for three years, but in assuming that position in UNESCO, I found that it was very difficult to obtain a leave of absence from my university, as Mr. Hirono has mentioned. Actually, I was given exceptional treatment so I was able to contribute to UNESCO's efforts for three years, but when I came back, I was showered with criticism and told I shouldn't have left my position for so long. But I think that it's important to try to correct and eliminate this problem in order for talented people who are interested in development efforts to be able to serve overseas. So I think a goal should be to try to build a system in which one can get

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a sabbatical leave for some time.

The other point that I'd like to raise, is that there are many organizations involved in international cooperation efforts, but, they are so scattered and have a vertical placement, so there are no horizontal linkages. Of course sporadic attempts are made to involve development studies in different universities but, I have a feeling that these efforts are all scattered and sporadic, and I think that it is important that there be some sort of networking system developed. Maybe a clearing house for collecting and disseminating information may be necessary. That is the kind of a request that I wanted to make.

HIRONO: Thank you very much. May we then expect another comment or question? I don't mean to be persistent on age, but maybe a younger member of the audience. One at the very front? Please.

3rd question: Currently, I'm working for the Sumitomo Bank, and have little contact with government people; so it may be rather peculiar for me to be in this hall, as I work in the private sector.

I would like for you to enlighten me on the graduates from these training and education courses, and their career paths. If, while in school, they think of an industrial, academic, or governmental field they are interested in, many of these students may find that experts have already been dispersed into these three areas. For example, for the JOCV, even if they come back from abroad, these people may have difficulty in finding their jobs. So if the graduates from these graduate courses are to have specific career paths in the future, and are to have leadership in the field, this will be a major issue in the future. Particularly from the perspective of professors, maybe you can enlighten us a little bit on this issue, please.

HIRONO: Maybe one more final comment.

4th question: I don't have a question, but I'd like to make a point. As Mr. Mera mentioned, evaluation by foreigners should be enhanced. In the case of JICA, the ODA of the United Kingdom and UNDP participation have been

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realized together with the Ministry of Foreign Affairs. Furthermore, We are now considering the joint evaluation with USAID this year. So, I just wanted to comment on this point. Thank you very much.

HIRONO : Is there maybe one more comment? A final urgent comment?

5th question : I am from JICA. The Harvard group has gone into institution building, and training of personnels. The Harvard group, as well as their counterpart government has linked together to go into developmental activities and training of personnel. In institutional building, what was the criteria, and when were these institutional establishments made, ie. what was the year? What is the follow-up that is conducted after that establishment?

My second point is concerned with USAID, particularly in developmental aid. You have land grant universities and private universities implemented for institution building in various countries. Particularly with the shift in the Reagan administration to the Bush administration, the focus may have been changed, namely, that there is a decrease in the activity here. I think Harvard is funded by USAID and other institutions, but in the institutional building, under USAID, how much effect would this change have in the Harvard Institute activities? In various countries, I think the Harvard group is going into various activities, but on the other hand you have the Boston group and other organizations. Are you in a competitive situation or are you coordinating your activities with other institutions? That is all, thank you.

HIRONO : One more, please.

Sixth question : I am currently on the board at the Sumitomo Bank, but I wanted to take the floor because it was mention that when Japanese students are recruited to a certain company, they become very attached to a corporation, not to mention that it is very difficult to try and resolve this problem. The point is that I think that its important to foster people

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who have international common sense. Maybe it will be a time consuming effort, but I think that it's important to direct your efforts in that direction, so that there will be people who are interested in the international area.

Also, because of the fact that I have this background from which I come, namely, that of pre-war times where we were told and educated that we should be good Japanese citizens; and in order to be good Japanese citizens we should not just have a eye to what is happening in the domestic scene, but that it is important to look outward too.

I would also like to mention the surprise that I felt in this panel discussion, because I have found that there was such wide discrepancy between the policies which Harvard employs and that of Japanese universities. And I think the important thing, is for us to face the reality. To do this, I think it's important that the industrial sector, the academia and the government should all get together to resolve this problem. I think it's important that they all get together to try to impart all their wisdom. And in this course, I think that it's important to try to develop a master plan which outlines what should be done in the future for the sake of promoting development studies. I think it's important that independent and individual efforts be conducted but it's important that they be integrated in some manner or another, so that needs can be met when they are found. Of course, people are good at trying to direct their efforts towards problem solving when problems come up, but I think that that's not such an approach that one should aim for, I think that it's important that we should be able to approach different problems from different sides from a comprehensive perspective.

HIRONO : I feel the same way. Thank you for the comments that you have all raised from the floor. There were some questions which were raised and also some comments, but the fact is that we really don't have any time left. And so I would like to invite the Harvard panelists to respond to one of the specific questions raised. Would you like to start off with Marc?

LINDENBERG : In regard to the question about institution building efforts,

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that Harvard was involved in, that I was discussing, those are largely efforts which began in the early 1960's and their efforts to get started the regional management schools which exist at this point today in many countries. You ask as well, what the role of USAID or the U.S. government was in that process. It's interesting that in some of those situations, USAID69 was one of the founders, but in all of those situations, they were cooperative arrangements between the local private sector in those countries, which basically provided part of the donation to get the institution started and part of the endowment fund. At times the US government, and at times, other major donors, and at times, the governments of those countries, each of the situation was somewhat different, but under no circumstances, was USAID the major and sole donor. What's interesting about the reason those institutions have survived, I think, is because, they were viewed much more as partnerships, with multiple actors involved, each contributing a part to the process.

You also ask a question about follow-up related to those institutions. In the initial stage, there were cooperative or agreements or arrangements, between Harvard and the institutions for getting Harvard faculty trained and for being involved in the initial strategy. Very quickly, those institutions had boards of directors, their own independent funding sources, and Harvard's role became purely advisory. At this point if you look at the institutions, there are advisory committees which have Harvard members on them, but they're institutions which function on their own and are very powerful within their own environments.

HIRONO: Thank you very much, I would like to solicit the Japanese response to the question raised by the person on the floor concerning their anxiety over the career paths of development experts.

SHISHIDO: Some of you in the private sector who are interested in different types of development efforts. There are people from the private sector who are interested in the policy aspects of development efforts. And I think that many people in the private sector are very good at micro-approach. So in

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that respect, development research, development studies are conducted in a manner to try to evaluate micro-economic efforts. And I think that in that respect people in the private sector can play a very important role.

People who are involved in macro-public policies are taking, sort of a bird's eye view of everything. And of course it does have a significance but there are many efforts in the micro-economic level, which are very much contributing to the development of less developed economies. I think it's important that consulting efforts, also, must be fostered and grown much bigger than it is at the moment. And, so because of the fact that many of the private companies are going into development areas, I think that it's important that they have a fairly good perspective of what development efforts involve. But actually, we do have a pool of talented people who have already gone into the private sectors, so I am very optimistic about what they can do in the future.

Now, as to the point about career paths, we consider human power development to be very important, and it is also going to be very important to try to be matched with the container that they will be going into to work. And I think that even if you train people in the area of development efforts, that it's going to be important that there be some institutions, organizations, which will be able to accept them.

So, it's important that efforts be spent in two directions. Both in the manpower development sector and also in the sector in which different types of efforts are made. It's important to try to build, for instance, international cooperation manpower center or something like that, where there will be a lot of information collected, so that match making can be appropriately done. I think that rather than scatter sporadic efforts, it will be more efficient to try to organize a framework or system or institution by which one can collect and disseminate information. I think that would make it more easy for people to formulate policies on development efforts. If you know that certain institutes or certain countries, are looking towards such and such talents, then we will be able to find out who are the talents and who are people the who would like to get those talents. Actually, the Ministry of Foreign Affairs has taken interest in the manpower development

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aspect and has been interested in finding out the possibility of establishing an international cooperation manpower development center. And actually, a budget has been allocated to try to possibly build such a center.

NISHINO : The teaching staff from the Japanese side already have experience in this area. So, I think maybe what I am saying is not only the single truth, but I think that it's important that we recognize the fact that different efforts that have been realized have been a result of drastic efforts that have been made by each individual participant and I hope that there will be more cooperation expressed by the government side.

I'd also like to raise a point about a case of a construction firm. There is an overseas operation department in such construction companies, but most overseas funds are allocated to this overseas operation department. Because of this allocation of budget from the management, there is a show of interest from the top management that development efforts are very important.

The other point that I would like to raise is that, I myself have gone abroad two times, and all together it lasted five years, but I still have not been fired from the University of Tokyo.

HIRONO : A word at the end. Dean Allison please.

ALLISON : Given the time, I think it's enough speeches, but only to say from the Harvard group, how much we've enjoyed this conversation. It's clear that Japan has chosen to exercise leadership in the international community in the field of international development. That's a wise choice, given Japan's history, example and experience. And so we look forward to the next decade of the intellectual infrastructure that's going to go with Japan's leadership position and to learning from it. Thank You.

HIRONO : Thank you very much. Regarding career paths, I would like to supplement. I have been with UNDP in the past and even at the UNDP, we Japanese sent some two hundred and eighty applications from Japan,

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of which two were passed. One important issue is the language barrier. You have to use the English, or French vernacular, and another point, as Dr. Yanagihara has mentioned, is conceptualization. The conceptualization of the approach is not good. So I think that there is this view of conceptualization here. For the professors of universities, I think we need to look into the ways that we teach our students. And most of the people from banks and trading houses have experience in the past and these people do not have specializations. We ask what is the area of your speciality and people aren't explicit in the answer to the question. So these are three major points which were the major reason for having only two people pass among the two hundred and eighty-six applicants to the UNDP.

We would like to have more and more Japanese working at international organizations, however, if the Japanese are to work for these international organs, I'd say that there will be three hundred job openings at the international organizations in total, and there is a possibility that the Japanese might occupy only one of these positions. But there are difficulties I have mentioned. And there is also the low payment issue in the international organizations which makes people work in private corporations.

I have talked very fast, but would like to thank the panelists from Harvard University and also the Japanese panelists who participated in this panel discussion despite your very tight schedules. As Dr. Mera has mentioned, there are various difficulties in the Japanese university, I don't think this is only limited to the Japanese universities, but also to the Japanese society as a whole, as well as the government.

Many issues have been pointed out today, however, as the presentation by the panelists have clarified, I think we can say two things. One is that men, or personnel are important for enterprise activities. Universities should train these personnel, or personal talents. The second important thing is that due to efforts by the senior members, as mentioned, where there's a will there's a way. And I think we have confirmed this saying, thank you very much for your cooperation.

* This transcript was taken from a tape recording of the proceedings of the Japan/Harvard University Panel Discussion (1989) and has been edited for clarity. As a result, certain correctors were necessary to make up for tape errors. This transcript was edited by Mr. Tsuneco Kurokawa (IFIC staff) and Mr. Satoshi Kitahama (IFIC Summer Assistant/Columbia University Student).

Appendix

1. Material prepared by Dean Allison

HARVARD UNIVERSITY
John F. Kennedy School of Government



MISSION

EXCELLENCE IN GOVERNMENT
EXCELLENCE IN PUBLIC PROBLEM-SOLVING

CANONICAL OBJECTIVES

(as stated by President Derek Bok)

• TO BE A PROFESSIONAL SCHOOL OF GOVERNMENT THAT SERVES SOCIETY'S DEMAND FOR EXCELLENCE IN GOVERNMENT IN MANY OF THE WAYS HARVARD'S SCHOOLS OF BUSINESS, LAW AND MEDICINE SERVE ANALOGOUS DEMANDS IN THEIR RESPECTIVE PRIVATE PROFESSIONS.

• TO BE THE HUB OF THE UNIVERSITY-WIDE PROGRAM IN PUBLIC POLICY AND MANAGEMENT.

GRADUATE DEGREE PROGRAMS

- Master in Public Administration (Mid-Career) (291)
- Master in Public Policy (320) (including City and Regional Planning)
- Master in Public Administration (Two-Year) (120)
- PhD Programs (49)

TOTAL: 780 Students

EXECUTIVE PROGRAMS

- New Mayors (21 in 1987)
- New Congressmen (22 in 1988)
- Massachusetts Executives (45)
- Senior Managers in Government (110)
- National Forum for Black Public Administrators (20)
- State and Local Executives (150)
- Senior Executive Fellows (60)
- Senior Officials in National Security (80)
- National and International Security Managers (105)
- Subcabinet Seminars (20)
- Defense Policy Seminars (43)
- National Hispanic Leadership Program (22)

TOTAL: 698

RESEARCH CENTERS

- Institute of Politics (Including Public Affairs Forum)
- Center for Science and International Affairs
- Energy and Environmental Policy Center
- Center for Business and Government
- Center for Health and Human Resources Policy
- Program in Science, Technology & Public Policy
- Program in Criminal Justice Policy & Management
- Institute for the Study of Smoking Behavior & Policy
- Joan Shorenstein Barone Center on the Press, Politics and Public Policy
- Taubman Center for State and Local Government

BUDGET: 1988-89
\$36,108,325

• Harvard Institute for International Development

Dean's Office
March 1989

Appendix

2. OHP material prepared by Dr. Linderberg

HARVARD'S ROLE IN INTERNATIONAL DEVELOPMENT

TEACHING RESEARCH AND OVERSEAS INSTITUTION BUILDING

● RESEARCH AGENDA FOR THE 1990S

KEY PROBLEMS

- * GLOBAL ENVIRONMENTAL DEGRADATION
- * WORLD ECONOMIC COLLAPSE AND RESTRUCTURING
- * SHARPLY DECLINING LEVELS OF LIVING
- * POLITICAL TRANSITION IN A CONTEXT OF POLARIZATION
- * NEW GENERIC RESPONSES

● RESEACH AGENDA

- * INNOVATION IN ENVIRONMENTAL POLICY
- * GLOBAL ENVIRONMENTAL POLICY OPTIONS
- * REFINING ADJUSTMENT POLICIES
- * MANAGEMENT OF POLICY REFORM
- * WHAT COMES AFTER ADJUSTMENT
- * DEBT OPTIONS
- * FUTURE MODELS OF FOREIGN ASSISTANCE

Appendix

- * ADJUSTMENT WITH A HUMAN FACE
- * SERVICE DELIVERY WITH DECLINING \$ US
- * INNOVATIONS IN POVERTY REDUCTION

- * MANAGING POLITICAL TRANSITION
- * CHARACTERISTICS OF TRANSITIONS
- * MANAGING UNDER VIOLENCE

- * EVALUATING ROLE OF NON PROFITS
- * SCALING UP AND SCALING DOWN
- * RESTRUCTURING PUBLIC SECTOR
- * INSTITUTIONAL REFORM
- * LIBERALIZING IN SOCIALIST COUNTRIES

Appendix

● STUDENTS AT KSG

• 700 A YEAR

• 33% INTERESTED IN INTERNATIONAL DEVELOPMENT

● TWO GROUPS

①

1 YEAR

M.P.A.

• OLDER

• 5 – 10 YEAR OF EXPERIENCE

• FLEXIBLE PROGRAM

10 COURSES

• MANY ELECTIVES

②

2 YEAR

M.P.A.

• YOUNGER

• 2 YEARS OF EXPERIENCE

• REQUIRED PUBLIC POLICY
CORE PROGRAM

• ELECTIVES IN SECOND YEAR

• INTERNATIONAL DEVELOP-
MENT SPECIALIZATION

Appendix

● WHAT DO THEY DO AFTER GRADUATING FROM KSG ?

EXAMPLES CLASS OF 1989

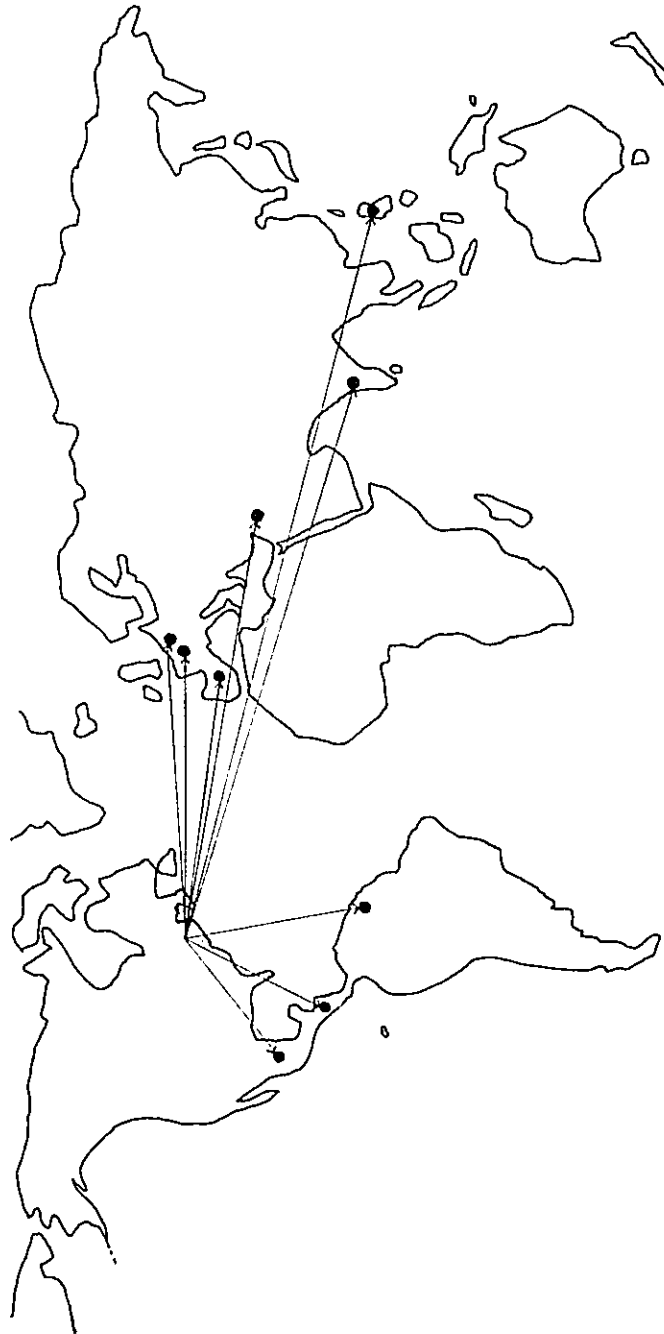
- MEXICO'S TRADE REPRESENTATIVE (CANADA)
- EQUADOR PRESIDENTIAL CANDIDATE
- SENIOR CIVIL SERVANT PAKISTAN
- CIDA REPRESENTATIVE FOR CHINA (PRC)
- WORLD BANK YOUNG PROFESSIONAL

EARLIER CLASSES

- MEXICO'S LAST TWO PRESIDENTS
- GUATEMALA'S FINANCE MINISTER

Appendix

1960 — 1970
OVERSEAS INSTITUTIONAL DEVELOPMENT by HIID



Appendix

● INSTITUTIONAL DEVELOPMENT

A PROCESS OF IMPROVING THE ABILITY OF INSTITUTIONS TO MAKE USE OF HUMAN AND FINANCIAL RESOURCES THROUGH FINDING WAYS TO IMPROVE EFFICIENCY AND EFFECTIVENESS

● CRITERIA FOR SUCCESS IN INSTITUTIONAL DEVELOPMENT

- ACTIVE, INFLUENTIAL AND BROADLY BASED PROMOTOR GROUP
- REQUIRES SERIOUS COMMITMENT FROM PARENT INSTITUTION
- HIGH POTENTIAL DEMAND FOR SERVICES
- SUPPORT AND GUARANTEES FROM THE GOVERNMENT
- COMMITTED LOCAL FACULTY
- SUBSTANTIAL RESOURCES AND SOUND LONG TERM FINANCIAL PLAN
- LEARNING AND ADAPTIVE CAPACITY

Appendix

● STAGES IN INSTITUTIONAL DEVELOPMENT

I. FEASIBILITY

II. START UP

- * HARVARD FACULTY TAUGHT EARLY COURSES
- * LOCAL FACULTY SENT TO HARVARD
- * CURRICULUM DESIGNED
- * MAJOR CASE WRITING AND RESEARCH EFFORT
- * LOCAL ORGANIZATION BUILT

III. OPERATION

- * LESS HARVARD FACULTY

- * LOCAL FACULTY RETURNS AND TEACHES MOST OF PROGRAM
- * CURRICULUM REFINED
- * CASE WRITING AND RESEARCH CONTINUES
- * LOCAL ORGANIZATION PLAYS PREDOMINANT ROLE

IV. ADAPTATION

- * ORGANIZATION DEVELOPS ITS OWN UNIQUE STYLE
- * NEW COURSES AND PROGRAMS DEVELOPED
- * TARGET GROUPS FOR SERVICES OFTEN CHANGE
- * MAJOR NEW INITIATIVES

Appendix

● THE LOGIC OF INSTITUTIONAL DEVELOPMENT

- BUILDS A CRITICAL MASS OF EXPERTISE
- PRODUCES SPREAD EFFECTS WITH GREATER IMPACT
- ADAPTS TO LOCAL CONDITIONS
- * PROVIDES ECONOMIES OF SCALE

● THE LIMITS OF INSTITUTIONAL DEVELOPMENT

- TAKES A LOT OF TIME AND RESOURCES
- BENEFITS ARE LONG TERM RATHER THAN IMMEDIATE
- SUBJECT TO FRAGILITY IN THE EARLY STAGES
- RESULTS ARE SOMETIMES DIFFERENT THAT WHAT THE FOUNDERS IMAGINED

JICA

