

Introducing Foreign Models for Development

Japanese Experience and Cooperation in the Age of New Technology



A Perspective from Translative Adaptation

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Our Research and Publications

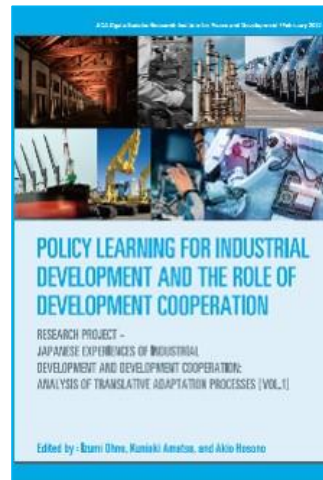
Built on a research project at the JICA Ogata Research Institute
"Japanese Experience of Industrial Development and Development Cooperation: Analysis of the Translative Adaptation Process"

Introducing Foreign Models for Development: Japanese Experience and Cooperation in the Age of New Technology

(Eds. I. Ohno, K. Jin, K. Amatsu & J. Mori / 2023 Springer)

<https://link.springer.com/book/9789819942374>

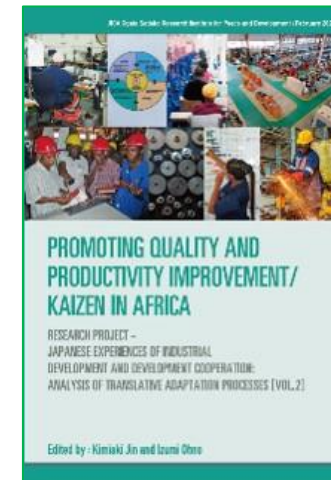
We are interested in practical approaches to learning and knowledge co-creation for developing countries in the process of economic development.



Policy Learning for Industrial Development and the Role of Development Cooperation

(Eds. I. Ohno, K. Amatsu & A. Hosono, 2022)

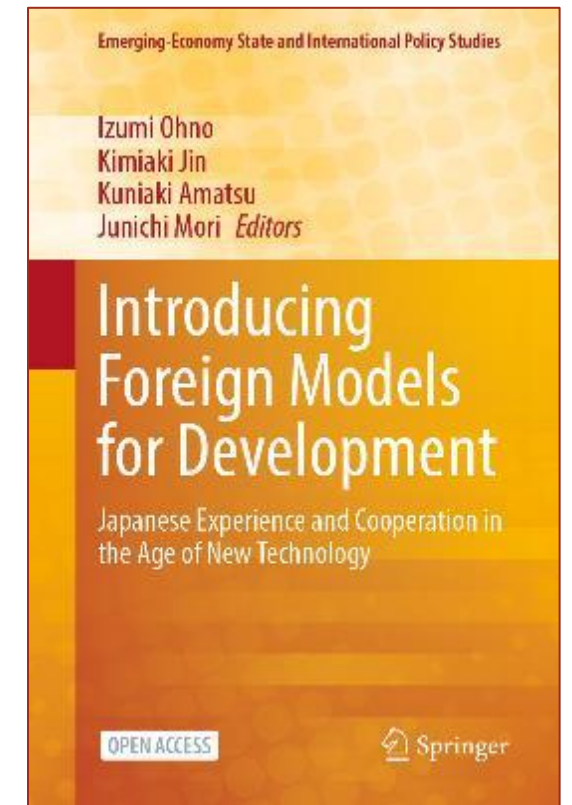
https://www.jica.go.jp/english/jica_ri/publication/booksandreports/20220210_01.html



Promoting Quality and Productivity Improvement/ Kaizen in Africa

(Eds. K. Jin & I. Ohno, 2022)

https://www.jica.go.jp/english/jica_ri/publication/booksandreports/20220210_02.html



Book Content: Introducing Foreign Models for Development

Written by 10 authors with rich experience in research and practice in development cooperation.

PART I: Translative Adaptation in the Industrialization Process

Ch 1.	Introducing Foreign Models for Development: A Perspective from Translative Adaptation	Izumi Ohno
Ch 2.	Industrial Policies for Learning, Innovation, and Transformation: Insights from Japan and Selected Countries	Akio Hosono

PART II: Case Studies from Japan, Asia, Latin America, and Africa

Ch 3.	Japan's State Learning in the Meiji Period from the Vision Perspective	Kuniaki Amatsu
Ch 4.	National Movements for Quality and Productivity Improvement with Local Adaptation: The Experience of Japan and Singapore	Izumi Ohno & Getahun T. Mekonen
Ch 5.	Bilateral Policy Dialogue: Japanese Cooperation for Enhancing Industrial Policy Capacity	Kenichi Ohno, Akio Hosono, Kuniaki Amatsu & Minoru Yamada
Ch 6.	Industry Engagement in TVET and the Japanese Cooperation in Vietnam: The Case of Hanoi University of Industry	Junichi Mori
Ch 7.	Promoting <i>Kaizen</i> in Africa: 10-Years of Experience of Japanese Cooperation in Tunisia and Ethiopia	Tsuyoshi Kikuchi
Ch 8.	Thailand's Experience of Learning Industrial Technologies and <i>Monodzukuri</i> Education with Localization	Izumi Ohno & Junichi Mori

PART III: Translative Adaptation in a Changing World

Ch 9.	<i>Kaizen</i> and Non-cognitive Skills Development in Africa in the Age of Digitalization	Kimiaki Jin
Ch 10.	New Industrial Landscape: Implications for Industrial Policy and Japanese Industrial Development Cooperation	Toru Homma

Highlights

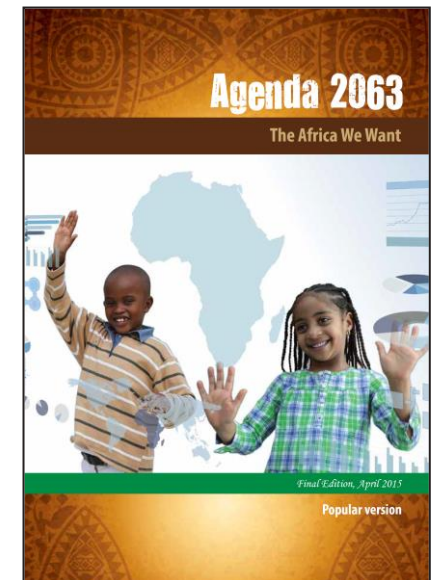
1. Centrality of learning for development
 - Importance of policy learning for industrial development
2. **Translative adaptation** as a key to localized learning
 - Key concepts and analytical framework
 - Japanese perspectives (Meiji modernization, postwar high-growth period)
3. Selected case studies – Japanese development cooperation from a lens of **translative adaptation**
 - Bilateral policy dialogue with developing countries
 - Promoting quality & productivity improvement
4. Changing industrial landscape and implications

Centrality of Learning for Development

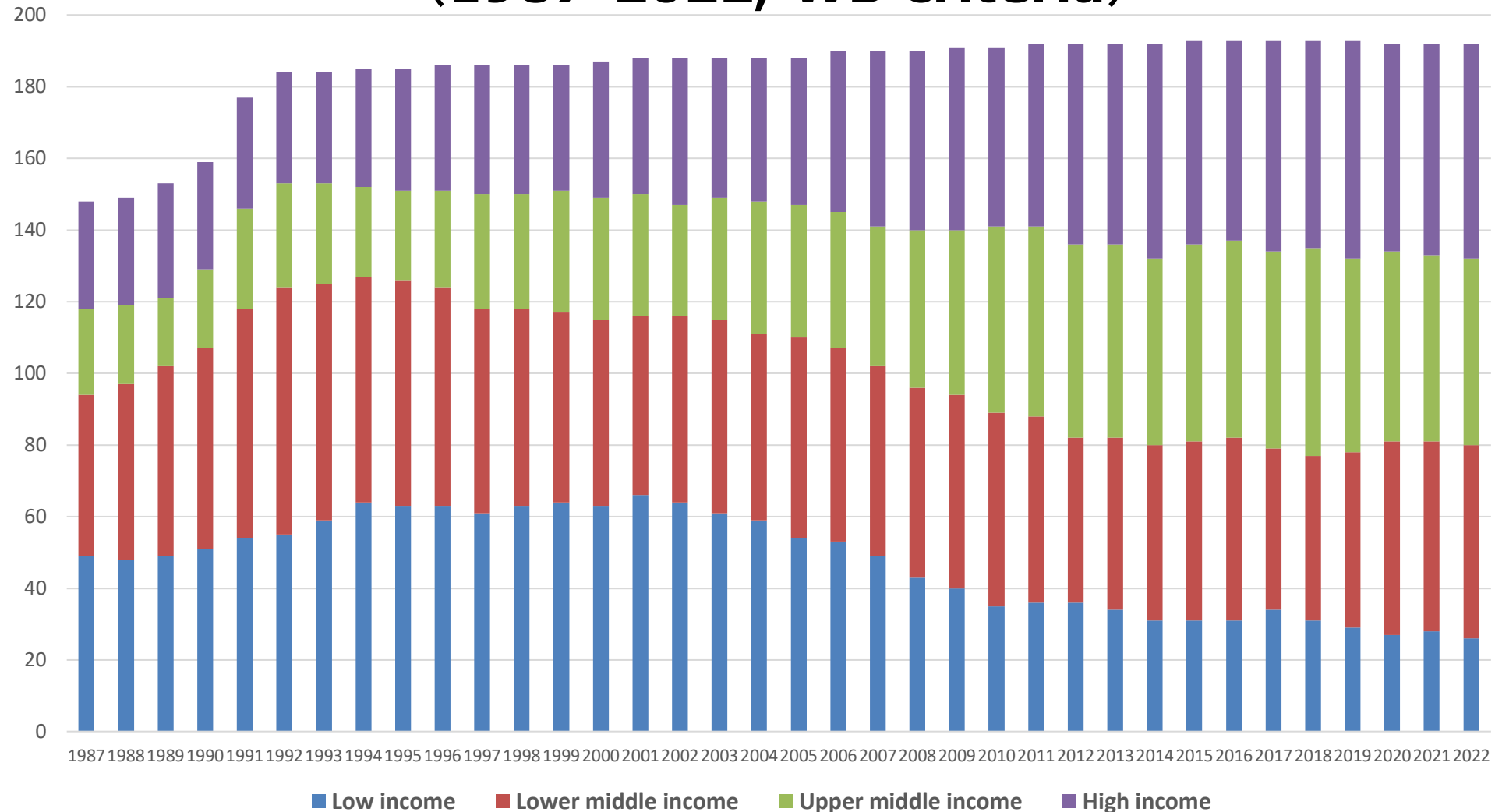
- ❑ Knowledge as a catalyst for industrialization; vital importance of local learning (Stiglitz & Greenwald 2014, Oqubay & K. Ohno 2019)
- ❑ Today, ample opportunities to access frontier knowledge; but the speed of learning varies among countries.
- ❑ National leaders & policymakers face many challenges in the real world such as:
 - How to design 'homegrown' development strategies?
 - How to adapt donor advice & 'best practices' to the reality of the country?
 - What institutional arrangements are suitable for the country?
- ❑ Need to pay greater attention to the **practical aspects** of learning

Importance of Policy Learning for Industrial Development

- ❑ Changing nature of industrial policy debates
 - While vertical industrial policy was a point of controversy, increasing recognition of balanced approach
 - Debates shifting *from whether to how* aspects of industrial policymaking (Rodrik 2008, K. Ohno 2013, Lutkenhorst 2018)
 - But, there exists limited research on such practical approaches
- ❑ African context: growing interest and needs
 - AU Agenda 2063 (AU 2013); AIDA (AU, UNIDO, UNECA 2008)
 - AfCFTA: industrial development must be integral part of the ongoing efforts to boost connectivity (e.g., tariff reduction, trade facilitation, infrastructure...)



Income Classification of UN Member States (1987-2022, WB criteria)



(Source) Calculated by the author, based on the World Bank income classification data.

<https://datahelpdesk.worldbank.org/knowledgebase/articles/378834-how-does-the-world-bank-classify-countries>.

Government as Solution and Problem

- ❑ Weak institutional capabilities are often cited as the reason for not applying industrial policies in developing countries
 - World Bank's EAM (1993) & 'two-part strategy' (WDR 1997): matching state's role to its capability (*static* views)
- ❑ Subsequent research on analytical methods for policy prioritization
 - Growth diagnostics (HRV tree/ Hausman et al. 2005)
 - Chang vs. Lin debates over comparative advantages (ODI DPR 2009)
 - Growth Identification and Facilitation Framework (Lin 2011)
- ❑ Our proposal (more practical): '**dynamic capacity development**' and '**policy learning**' (I. Ohno 2013)
 - Step by step learning through concrete, hands-on experience
 - Chain reaction of learning in East Asia

Learning Methods Matter

- Introducing foreign models for development - dynamic interaction of '**local**' knowledge vs. '**foreign**' knowledge
- Importance for developing countries to build an internal mechanism that continuously absorbs foreign knowledge and adapts to the local context
- But, there exists limited research on '**how**' aspects of industrial policymaking and learning

Translative Adaptation as a Key to Localized Learning

- ❑ Global integration with national ownership, coupled with proper selection of the model and management of the process

Translative Adaptation

Learn foreign models, modify and adapt them to create a homegrown model

- ❑ Based on Japan's own learning experience for industrial catch-up (Meiji modernization, postwar high-growth period)
- ❑ Focus on real sector, growth '**ingredients**' (vs. framework & normative approach)
- ❑ Japanese development cooperation, reflecting such perspectives

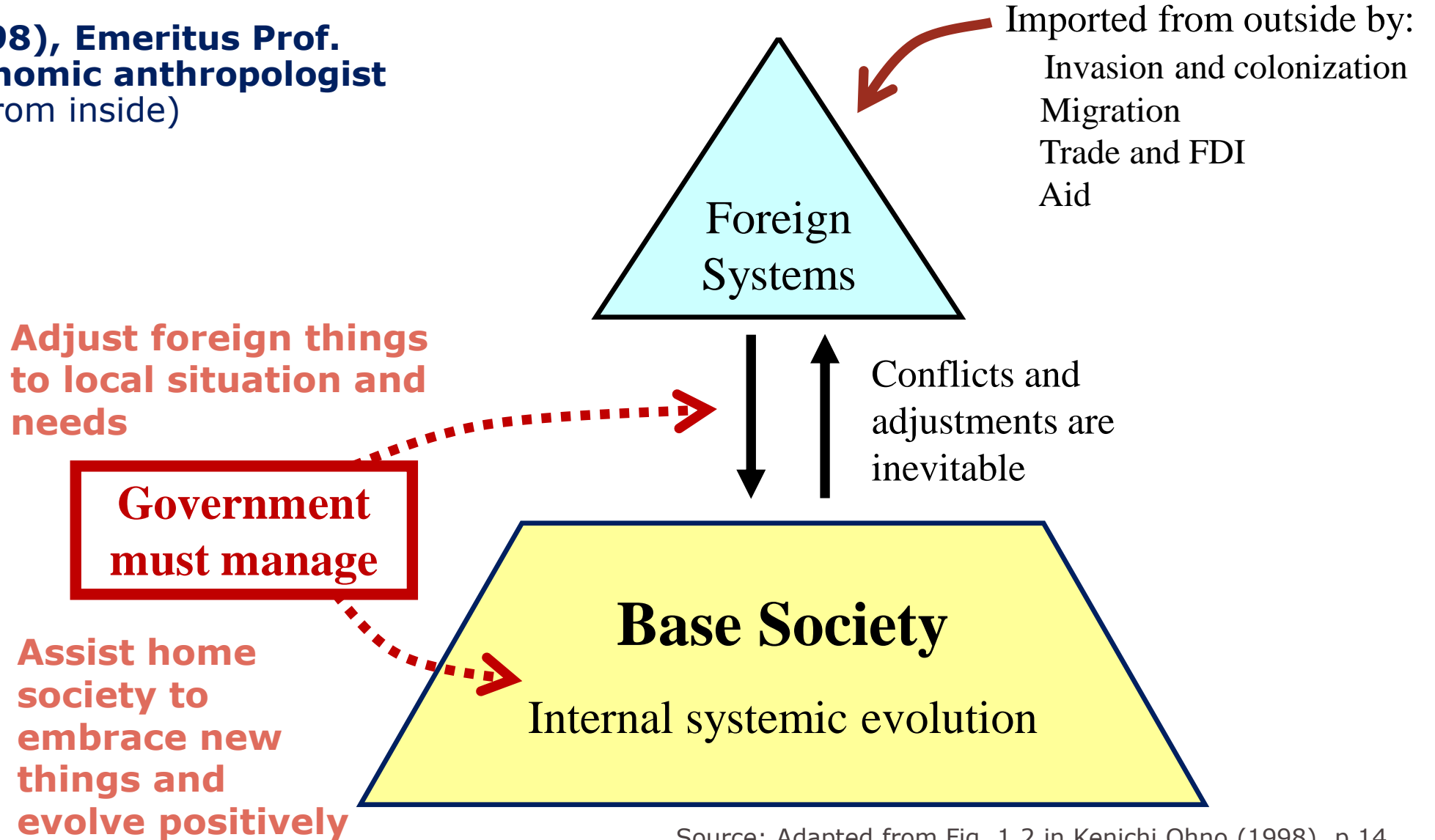
Translative Adaptation

Dynamic interaction of domestic and foreign systems

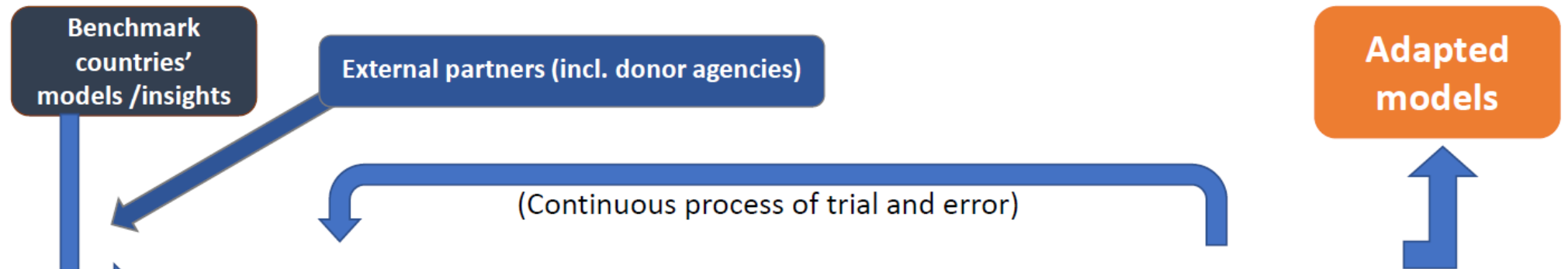
**Keiji Maegawa (1998), Emeritus Prof.
Tsukuba Univ., economic anthropologist**
(Integration viewed from inside)



A latecomer society is not really weak or passive—if it can control the type, terms and speed of the importation of foreign influences. It can even use them to stimulate new growth in the existing society.

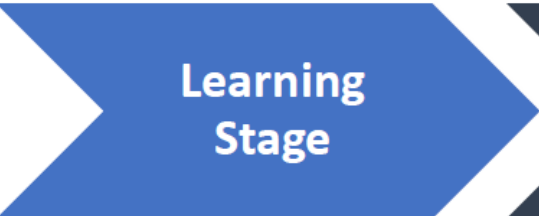


Three-Stage Process of Local Learning and Translative Adaptation



Key ingredients of translative adaptation

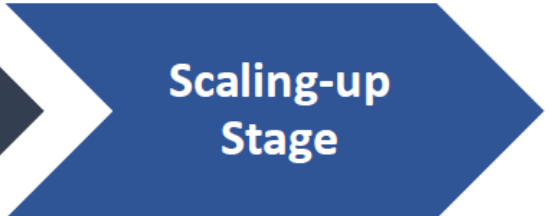
- Attention to the uniqueness of each country & society
- Country ownership
- Process orientation with room for trial & error



- Collecting knowledge of relevant foreign models (policies & practices) of benchmarking countries.
- Compare and analyze both merits and demerits of each foreign model.



- Select policies & practices suitable for each country.
- Examine their adaptability and validity (pilot projects, experiments).
- Adjust the selected policies & practices, in light of country-specific circumstances.



- Create homegrown model, by establishing institutions and incentive systems for scaling-up nationwide.
- Disseminate the adapted models to other countries as a policy option.

Japanese Experience and Perspectives

Meiji Modernization in late 19th century (Chs. 1 & 3)



- ❑ Learning to industrialize was the **National Project**. The govt. was the initiator and led the learning process through various channels.
- ❑ Sending govt. leaders & young students to US & Europe (Iwakura Mission: 1871-73) to learn industry, technology & political systems of advanced countries.
 - Developmental leaders emerged from the mission participants
 - First-hand knowledge & personal contacts of specific expertise available
- ❑ Hiring a large number of foreign advisors for large-scale projects.
- ❑ Training and educating the Japanese people in engineering (The Imperial College of Engineering (Kobu Daigakko, 1877))
- ❑ Initially, the majority of technical experts were employed in the public sector; by late Meiji (1910) the private sector jobs exceeded those of the public sector. Japanese engineers replaced foreigners.

Vision Formulation and Correction in Meiji Japan (Ch. 3)

	MOE era (1868-1873)	MOHA era (1873-1880)	MOAC era (1881-1897)
Basis of vision formulation	Euphoria-based	Euphoria and reality-based	Reality-based
Gap	Large	Being reduced	Reduced
Desired industrial composition	Silk reeling and western style modern industries	Western-style modern industries + indigenous industries in ISI	Same as the left
Main actors	State-run factories	Private sector, but substantially state-run factories	Private sector
Gov. stance and policy actions	Direct intervention through simple copy & paste	Direct intervention	Indirect intervention
Functioning factors	Strong interests and learning appetites, triggers (State survival)	Strong interests and learning appetites, error correction factors, triggers (State survival and emerging private sector)	Knowledge accumulations, better understanding on industries, error correction factors, economic rationality, trigger (private sector vitality)

Source: Presentation by Kuniaki Amatsu (Aug. 5, 2021).

Note: Abbreviation means: MOE (Ministry of Engineering), MOHA (Ministry of Home Affairs), MOAC (Ministry of Agriculture & Commerce)

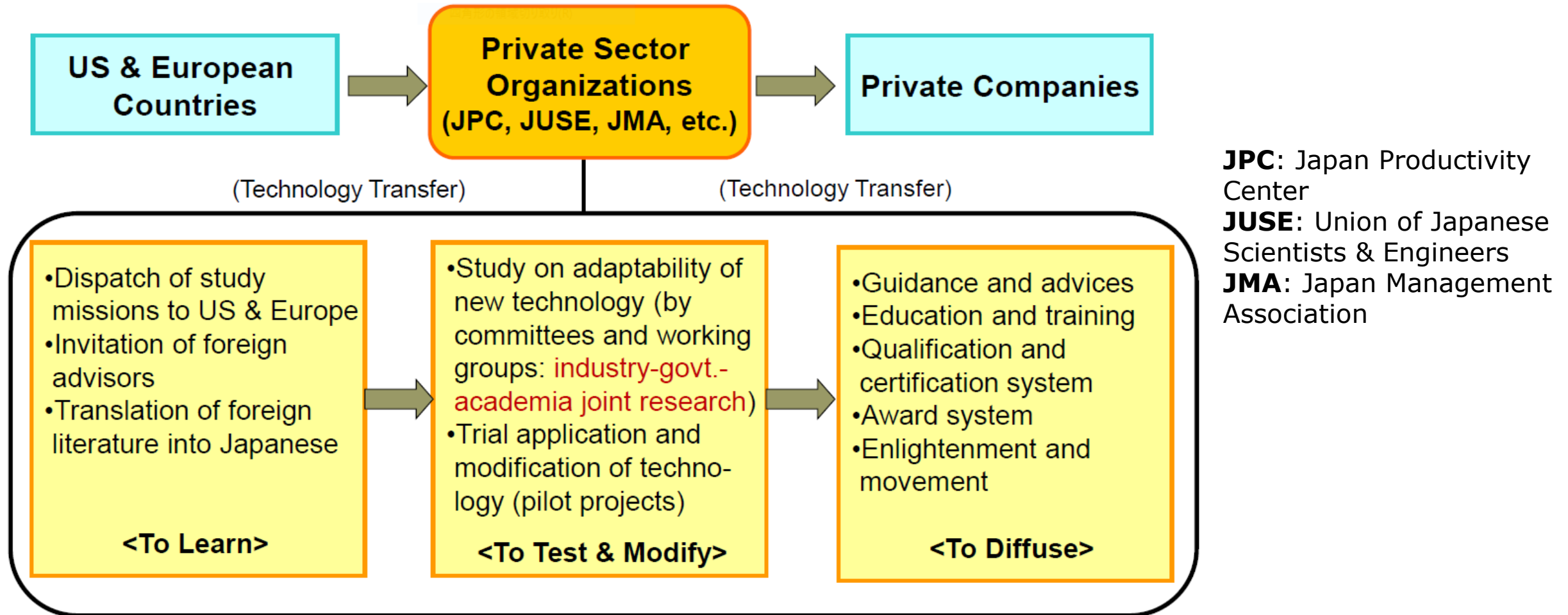
Japanese Experience and Perspectives

Postwar high-growth period (Ch.2 & Ch. 4)

- ❑ Public-private partnerships were a key in the postwar learning effort. The private sector was the main actor of learning, and the govt. (esp. MITI) acted as the facilitator.
- ❑ Sectoral industrial policies were formulated and implemented through collaboration with companies and industrial associations, rather than govt.-led interventions (Wada 2022).
 - In-depth analysis of distinct sector-specific challenges; sharing knowledge of each sector btw. MITI and the private sector
 - Eg.) development of petrochemical industry (1950s-60s); promotion of parts industry (esp. automotive sector, 1956-70)
- ❑ The American method of quality & productivity improvement was adapted to the Japanese way (Kaizen) and disseminated through private organizations (Kikuchi 2011).
 - Govt's supportive role: standard system, public research organizations, export inspection system, *shindan* system, etc.



Three-stage Process of Kaizen/QPI National Movements in Postwar Japan (private-sector led model)



Features of Japan's Industrial Cooperation

1. National customization

Policy must fit the reality of each nation. Because each nation is different, locally suited policy must be created after studying foreign benchmark practices.

2. Pragmatic real-sector approach

Long-term vision and sector-by-sector support are critical. We care about product design, quality, logistics, marketing, and other practical issues. Rapid liberalization and integration without fostering competitiveness is unwise.

3. Gemba orientation

Japanese officials and experts prefer hands-on support at *gemba* (factories, farms, etc.) instead of producing theories and frameworks.

4. Creation of wise government

Policy quality is not given but can be learned and improved. Japan wants to help create a wise government, not a small and detached one.

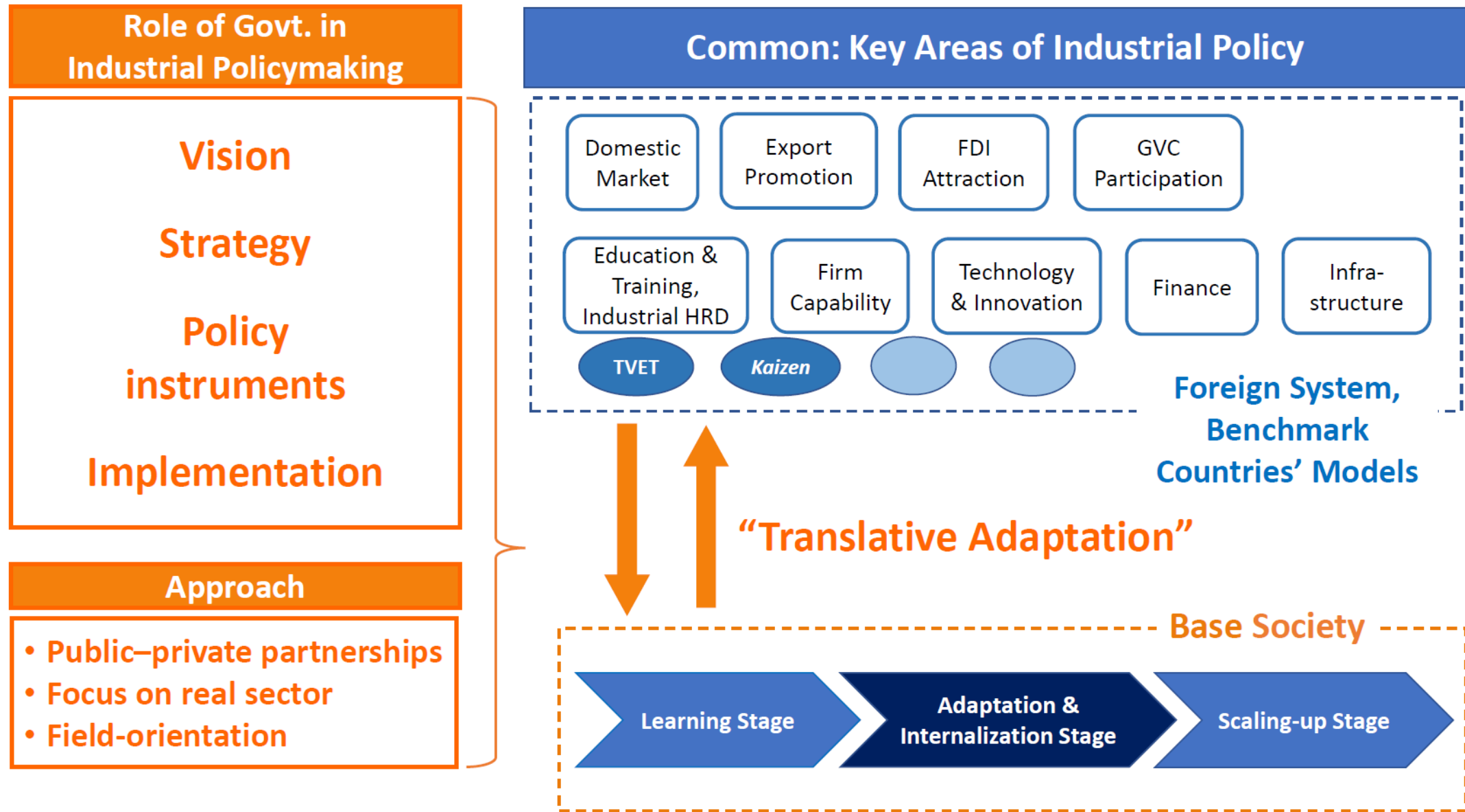
Selected Case Studies:

**Japanese Development Cooperation from a
Lens of Translative Adaptation**

Key Questions and Case Study Approach

- ❑ How can foreign models of economic development be effectively learned by and applied to today's latecomer countries?
- ❑ How can such learning be initiated by the governments and societies with different features?
- ❑ What are key factors affecting the results? What is the role of the governments in the translative adaptation and local learning process?
- ❑ What is the role of development cooperation in facilitating this process?
- How should (or should not) this learning method be revised in the age of SDGs and digitalization?

Translative Adaptation in Industrial Policymaking



Chapter Themes and Selected Case Studies

	Themes of chapters	Key areas	Local learning initiatives
	Ch.1: Introducing foreign models for development (overview)	Key concepts, analytical frameworks, Japanese perspectives	Govt. & various actors
	Ch.2: Industrial policies for learning, innovation & transformation (Japan, South Korea, Malaysia, Brazil, & Chile)	Industrial policy	Govt. & various actors
	Ch.3: State learning in the Meiji period (Japan)	Industrial policy	Govt. (esp. national leaders)
☆	Ch.4: National movements for quality & productivity improvement (Japan & Singapore)	Quality & productivity improvement	Private sector (Japan: NPO) & Govt. (Singapore: counterpart organizations)
☆	Ch.5: Bilateral policy dialogue (Argentina, Vietnam, Ethiopia, & Thailand)	Industrial policy	Govt. (esp. national leaders & key policy makers)
	Ch.6: Industry engagement in TVET (Vietnam)	Education & training	TVET university (public sector)
☆	Ch.7: Kaizen promotion in Africa (Tunisia & Ethiopia)	Quality & productivity improvement	Govt. (esp. counterpart organizations)
	Ch. 8: Industrial technology promotion & monozukuri education (Thailand)	Education & training / quality & productivity improvement	TVET university & NPO (private sector)
	Ch.9: Kaizen and non-cognitive skills development in Africa	Quality & productivity improvement	Individuals (esp. workers, managers)
	Ch.10 New industrial landscape	Industrial policy	Govt. & various actors

Bilateral Policy Dialogue (Ch. 5)

- ❑ Japan conducts policy dialogue with selected developing countries if **national leaders** are seriously committed.
- ❑ One type of knowledge cooperation, aiming at enhancing the govt's policy capacity, based on **continuous and interactive** partnerships.
- ❑ Greater attention to productive sectors (**real economy**) compared to other donors. Most of Japan's policy dialogue includes advice to the design of industrial policy suitable to the country.
- ❑ Jointly study industry situations in depth, discuss concrete goals and **benchmark countries** to learn (not just Japan but other countries).
- ❑ Dialogue details are **customized** to the unique needs and situation of the candidate country (no pre-set scheme).
- ❑ It is often followed up by **JICA's concrete cooperation projects** and (if possible) Japanese business actions (trade & investment).

Japan's Policy Dialogue: A Selected List

Country	Phases	Key members from Japan	Remark
Argentina	1985-1987 1994-1996 (follow up)	Saburo Okita (former foreign minister, IDCJ); Hirohisa Kohama (IDCJ), Akio Hosono, Kotaro Horisaka (professors); JICA	Agriculture & livestock farming, industry, transport, export promotion (Okita Report). Follow-up phase studied measures to strengthen economic ties with Japan/East Asia.
Vietnam	1995-1996 1996-1998 1998-1999 1999-2001	Shigeru Ishikawa, Yonosuke Hara (professors); JICA	Large-scale joint study on macroeconomy, industry (with in-depth studies of selected sectors), agriculture, enterprise reform, and financial crisis management (Ishikawa Project).
Paraguay	1998-2000	Kagehide Kaku (DIR), Hidesuke Kotajima (DIR); Akio Hosono (professor); JICA	Economic development, competitiveness, and export promotion (including clusters and agro-industry chain).
Thailand	1999	Shiro Mizutani (former MITI official); JICA	Study on SME promotion policy (Mizutani Plan)
Indonesia	2000	Shujiro Urata (professor); JICA	Policy recommendations for SME promotion
Myanmar	1999-2002	Konosuke Odaka (professor); JICA	Agriculture, rural development, industry, trade, finance, ICT, etc.
Mongolia	1998-2001	Hiroshi Ueno and Hideo Hashimoto (ex-World Bank economists and professors)	Study on economic transition and development
Indonesia	2002-2004	Takashi Shiraishi, Shinji Asanuma, Shujiro Urata (professors); JICA	Macroeconomic management, financial sector reform, SME promotion, private investment promotion, democratization, decentralization, human resource development
Laos	2000-2005	Yonosuke Hara (professor); JICA	Macroeconomy, finance, state enterprises, FDI, poverty reduction.
Vietnam	2003-present	Keidanren, Japanese embassy, JICA, JETRO, JBIC	Bilateral joint initiative to improve business environment with action plans and 2-year monitoring cycles
Ethiopia	2009-2011 2012-2016 2017-2023	Kenichi Ohno, Izumi Ohno (GRIPS professors); Japanese embassy, JICA	Policy methods and organizations, kaizen, export promotion, champion products, FDI policy and support, SME support, productivity, automotive assembly, inviting Japanese FDI, etc.
Myanmar	2012-2015	Konosuke Odaka, Shigeru Matsushima, Toshihiro Kudo (professors); METI, JICA	Supporting economic reform program covering finance, trade, investment, SMEs, agriculture, rural development.
Laos	2019-2020	Toshiro Nishizawa, Terukazu Suruga, Takuji Kinkyo, Kazue Demachi, Fumiharu Mieno (professors), MOF, JICA	Joint policy research and dialogue for fiscal stabilization, fiscal & debt management, resource export, balance of payments, financial system development.

Country Context for Four Cases

- ❑ **Argentina (Okita Report) – Era of structural adjustment**
 - Origin of Japan's large-scale bilateral policy dialogue, led by Saburo Okita (architect of Japan's postwar reconstruction). Advices on economic development policy (longer-term perspective), in parallel to "Austral Plan" responding to the economic crisis.
- ❑ **Vietnam (Ishikawa Project) – Era of market transition**
 - Advices on the formulation of 5-year Plan and the transition to a market economy (alternative approach to 'big-bang' reform). Realistic approach to HCI promotion discussed with data & options. Recommend int'l integration with industrial preparation.
- ❑ **Thailand (Mizutani Plan) – Asian financial crisis**
 - Intellectual support to the formulation of SME promotion policy (vs. IMF & WB focusing on response to 1997 financial crisis). Although the period of policy advice was short, many follow-up projects were implemented.
- ❑ **Ethiopia-Japan Industrial Policy Dialogue – Developmental state**
 - Policy advices from East Asian perspectives. Direct dialogue with PM, and regular discussions with minister & operational levels. Dialogues were often followed up by concrete projects.

Ethiopia-Japan Industrial Policy Dialogue (2009-2023)

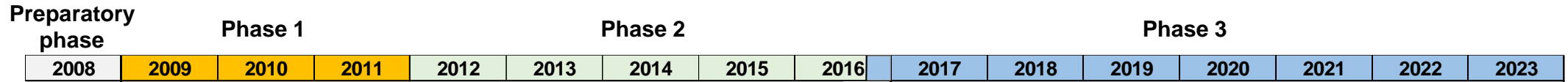


Late PM Meles Zenawi asked GRIPS & JICA to start Kaizen & policy dialogue in Ethiopia (2008).

- **Kaizen (JICA support)** – phase 1 (2009-11), phase 2 (2011-14) & phase 3 (2015-20) & phase 4 (2021-26).
 - Based on successful pilots, Ethiopia Kaizen Institute (EKI) was established; National Kaizen Movement has been launched; JICA has supported advanced Kaizen. A new project for comprehensive firm capability support is underway.
- **Policy dialogue (by GRIPS & JICA)** – phase 1 (2009-11), phase 2 (2012-16) & phase 3 (2017-23).
 - 18 sessions held with PM, regular discussions at minister-level (High Level Forums) & operational level meetings.
 - Study concrete cases in Asia & Africa, and propose pragmatic policies based on Ethiopian reality.
 - Inviting practitioners from Thailand & Malaysia to policy dialogue. Sending a group of Ethiopian senior officials to Malaysia.
 - Linking with JICA's cooperation leading to concrete practices

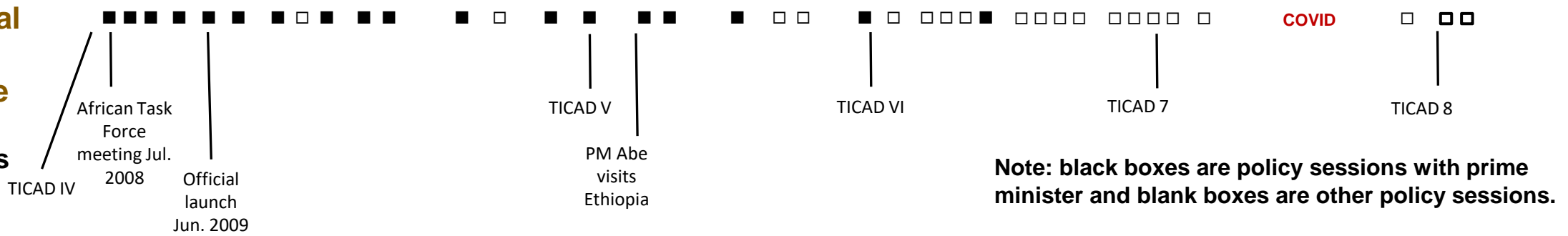
Kaizen, in Japanese management, means “continuous improvement” of productivity and quality without additional cost, in a participatory process and a bottom-up approach.

Timeline: Policy Dialogue and JICA Projects

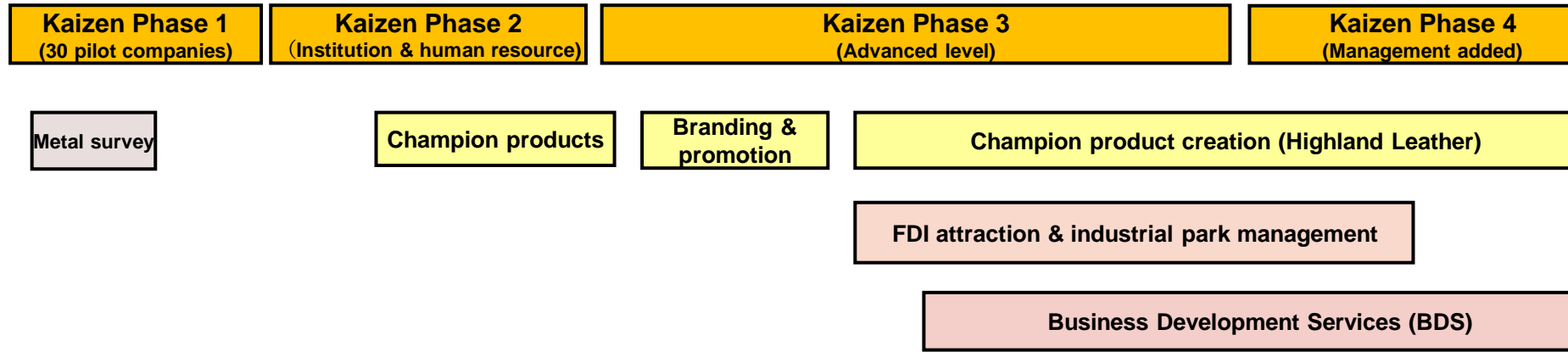


Industrial policy dialogue

Events



JICA's industrial cooperation



Dialogue Methodology: Assisting “Translative Adaptation”

Careful collection of foreign models
→ Assist construction of Ethiopia’s own model

- 1. Discover and agree on a critical policy issue for Ethiopia.**
- 2. In view of Ethiopia’s reality and our knowledge of developing countries, select a few appropriate benchmark countries (especially from Asia and Africa).**
- 3. Based on our knowledge or a new third-country study, offer relevant policy information of benchmark countries to Ethiopia.**
- 4. Discussion—what Ethiopia should learn from foreign models, and how to combine and modify them to create a model suitable for Ethiopia.**
- 5. Make a policy action to realize the model (with Japanese support if necessary).**

This is an ideal sequence but reality may proceed otherwise. Japan should be a guide and supporter from the sideline.

Different Models of Introducing QPI Movements: Japan and Singapore (Ch. 4)

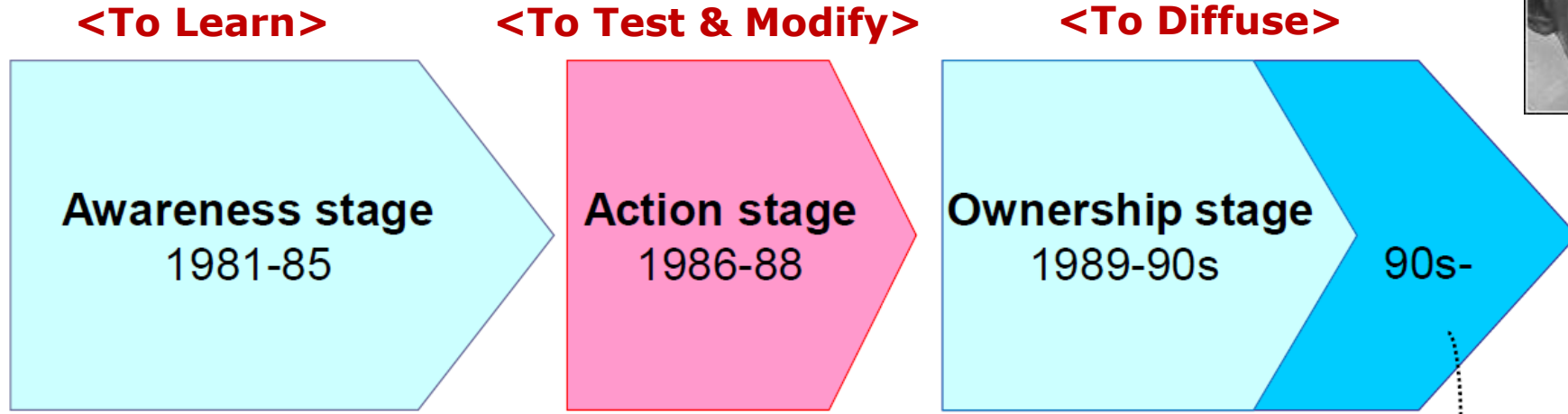
- ❑ Japan and Singapore took different approaches to promoting quality & productivity improvement (QPI) movements.
 - Postwar Japan (1950s): Learning from the US. **Private organizations** (JPC, JUSE, JMA, etc.) served as core organizations
 - Singapore (1980s): Learning from Japan. **Govt.** created the core organization (NPB, etc.)
- ❑ But, there are **'six success factors'** for national QPI movements:

- **National commitments** for QPI movement
- **Institutional infrastructure** for QPI movement
- **Grass-roots awareness** raising and participation
- **Standardized training & consulting** programs
- **Industry-academia-government partnership** for QPI movement
- Developing **private sector capability** to sustain QPI

Singapore (Govt.-led model): Three-stage Process of Productivity Movement



The task of the leaders must be to provide or create for them a strong framework within which they can learn, work hard, be productive and be rewarded accordingly. And this is not easy to achieve.
(Lee Kuan Yew)



Create widespread awareness of productivity among companies and the workforce

Translate "Awareness" into specific programs To improve productivity at the workplace

Encourage ownership of *Productivity Movement* by private firms

Start international cooperation

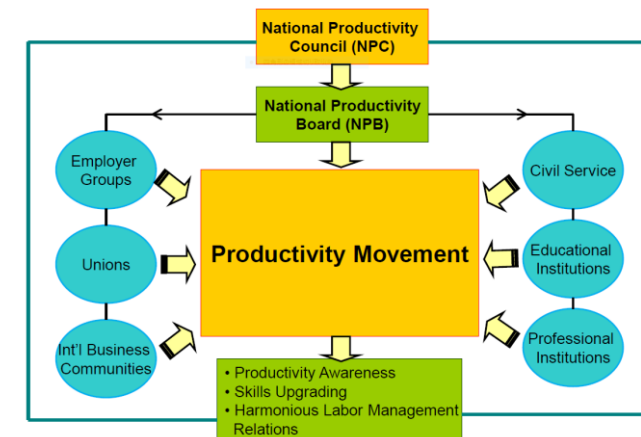
JICA-supported Productivity Development Project (PDP: 1983-90)

Training of NPB staff
Massive campaign

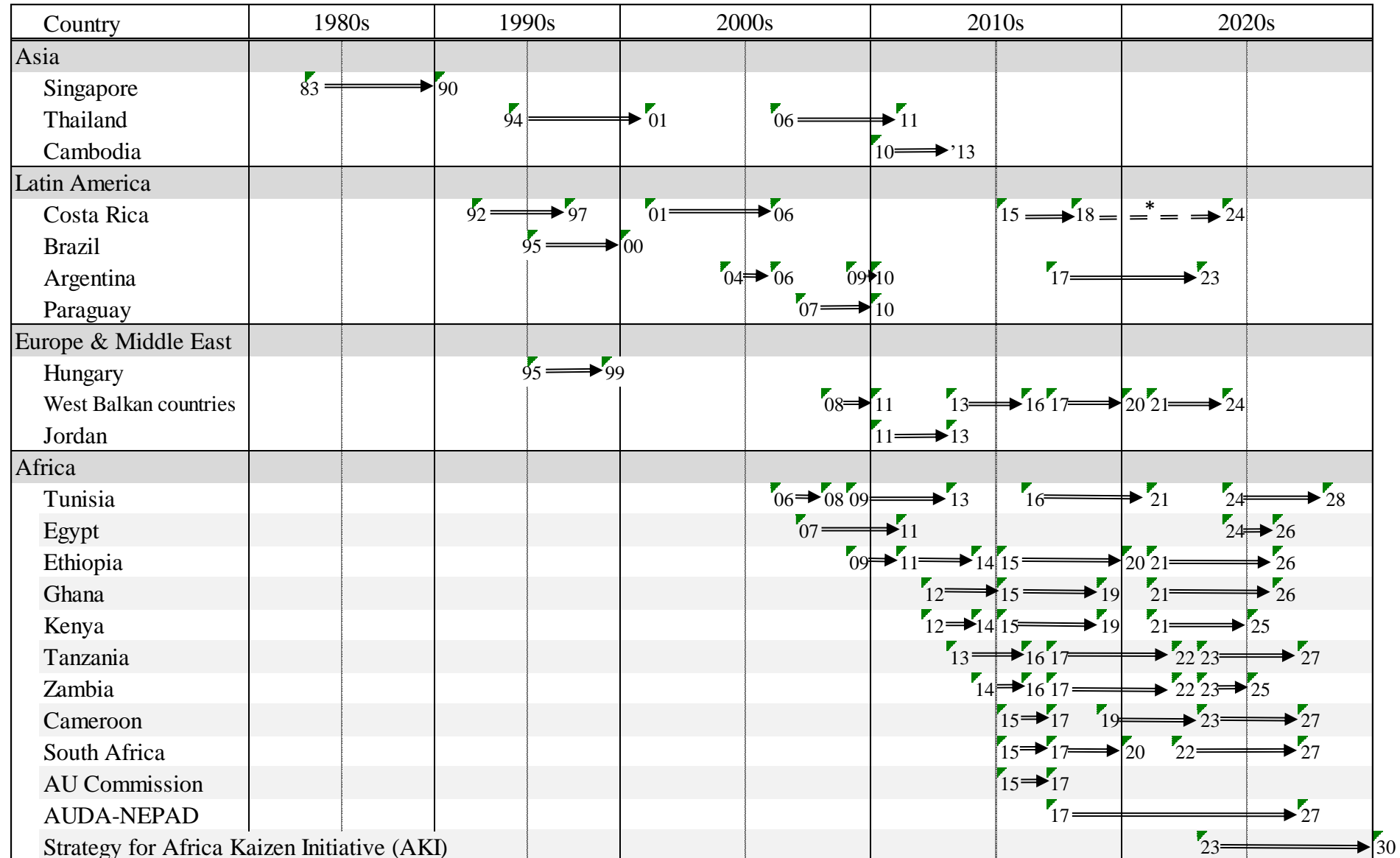
→ NPB staff (with JICA experts) conduct company visits, model company project, etc.

→ Private management consultants

Framework of Productivity Movement (1980s)



History and Plan of JICA's Kaizen Projects



* JICA supports Dominican Rep., El Salvador, Nicaragua, Guatemala, and Honduras in collaboration with Costa Rica.

Ethiopia: Learning Kaizen from Japan & Developing into National Movement

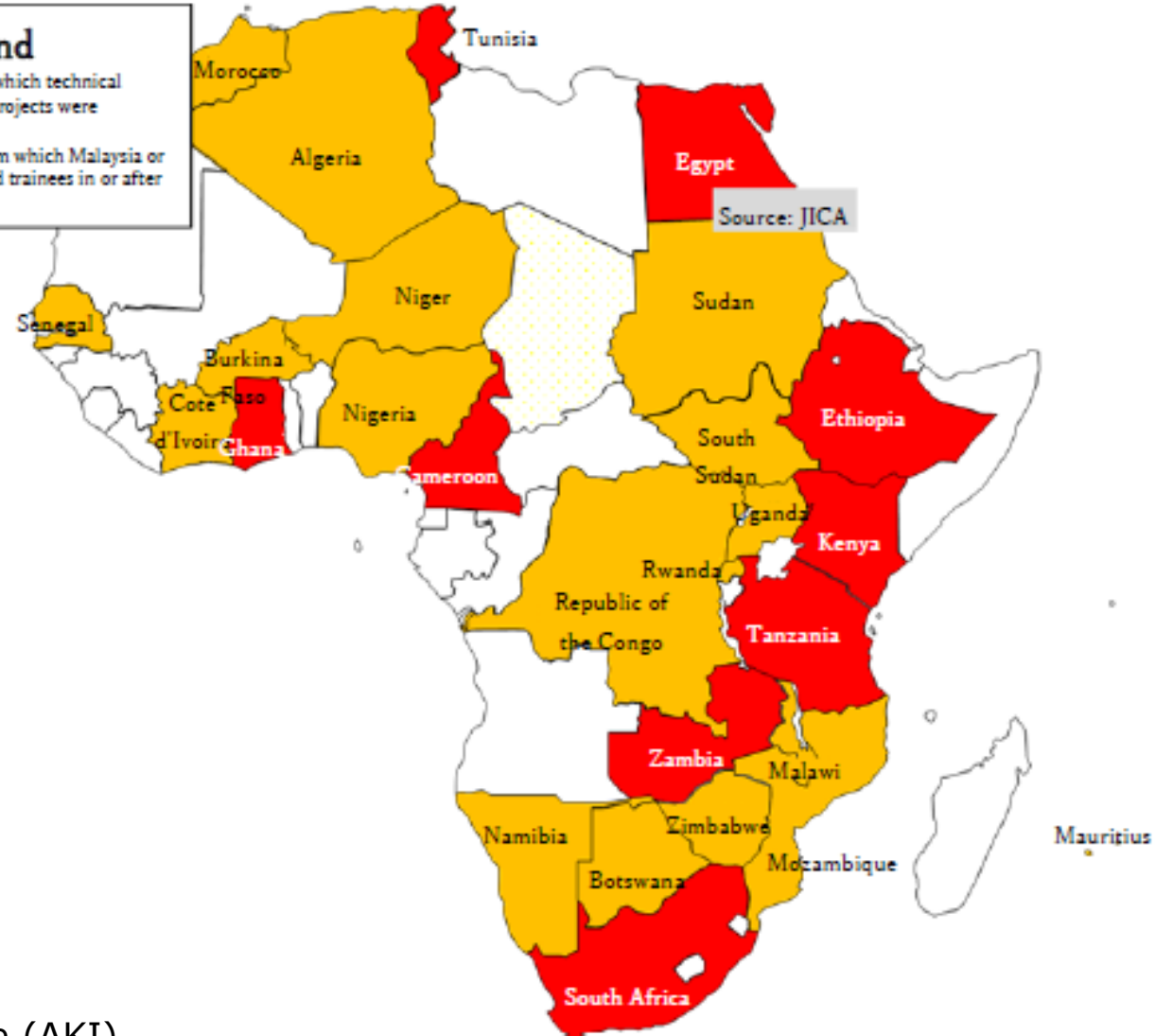
- ❑ In 2008, late Prime Minister Meles requested JICA for Kaizen assistance.
- ❑ **JICA's Kaizen projects to Ethiopia**
 - Phase 1 (2009-11)—30 pilot firms improved; Ethiopia Kaizen Unit established within MOI
 - Phase 2 (2011-14)—Kaizen Unit was upgraded into Ethiopia Kaizen Institute (EKI); 249 firms coached, a total of 409 Kaizen consultants trained; Kaizen National Movement launched, led by PM Hailemariam (2014)
 - Phase 3 (2015-20)—advanced Kaizen, teaching other countries
 - Phase 4 (2021-26)—building more comprehensive firm support system (combined with BDS)
- ❑ In parallel, Japan conducted **industrial policy dialogue** with the Ethiopian govt., where the experience of benchmarking countries (incl. Singapore) were shared and implications for Ethiopia were discussed.

Translative Adaptation and Sharing its Experience with African Countries (Mekonen 2018)



- ❑ **Govt.-led model:** Kaizen Unit within MOI (initially 10 staff in 2009) developed into EKI (now Ethiopian Kaizen Excellence Center) with 100 instructors by 2017.
- ❑ Ato Getahun T. Mekonen (first director of EKI) played a key role in training Kaizen instructors, with the support of JICA experts.
- ❑ Efforts were made to adapt the Japanese model to the Ethiopian way:
 - Modifying voluntary QC Circles to 'Kaizen Promotion Team' appointed by management
 - Additional incentives for instructors to learn Kaizen methods (e.g., scholarships at the graduate school level)
 - Classifying various Kaizen methods into three levels: basics, intermediate & advanced
- ❑ After retirement, Ato Getahun is advising African countries on homegrown Kaizen promotion through the **Africa Kaizen Initiative** (AKI: 2017-27)—in collaboration with JICA and AUDA-NEPAD.

JICA's KAIZEN Support in AFRICA



- JICA has implemented Technical Cooperation Projects in 9 countries.
- Every year, more than 60 officials from Africa participate in KAIZEN related trainings conducted in Japan and Malaysia.
- From 2009, JICA received officials from 27 countries for KAIZEN trainings.
- Following the announcement at TICAD VI in 2016 (@Nairobi), JICA launched **10-year Africa Kaizen Initiative (AKI)** in 2017 jointly with AUDA-NEPAD and more recently with PAPA.

Source: JICA (2023) "Strategy for Africa Kaizen Initiative (AKI)"

Industry-Government-Academia Collaboration and Translative Adaptation (Ch. 7)

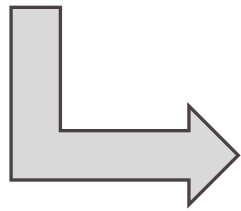
The analysis of 10-year experience of Kaizen projects in Tunisia & Ethiopia suggests:

- ❑ Importance of enhancing **industry-govt.-academia 'network capacity'** to learn, customize, and disseminate Kaizen
- ❑ This collaboration is needed because there is a limit to the ability of core organization alone
 - Industry: ability to implement new technologies (Kaizen approach, etc.)
 - Government: ability to formulate policies
 - Academia: ability for education and research
- ❑ Development cooperation should play a role in the formation of a **'core network'** of an industry-govt.-academia collaboration system in a **'comprehensive network.'**

New Landscape: What Aspects should Change from the Current Approach?

The new industrial landscape brings changes in three ways:

- ❑ Broadening scope of industrial development (e.g., DX, GX, SDGs)
- ❑ Large volume of information flows with speed & standardization (digital age)
- ❑ Rising role of emerging donors to share their catch-up experiences, relativizing Japanese development experience



- Need to adapt the policy content and prioritization, with speedy response.
- Need for a cross-cutting perspective more than ever (expanded interaction with society and consumers...)
- Need for Japan to sharpen its unique value, considering its comparative advantage.

New Landscape: What Remains Valid?

- The methods for learning foreign models remain valid. The lens of **translative adaptation** should receive greater attention as the core of development strategy in the 21st century
 - Now that new knowledge & technologies are easily and quickly available, active and effective societal learning by various actors is needed more than ever.
- But, Japan needs to upgrade its capacity for industrial cooperation to promote the process of **co-learning, co-creation and co-solving** problems.
 - Development challenges becoming increasingly complex—beyond what today's advanced countries experienced through their own development (e.g., leapfrogging)
- Japan may also wish to build intellectual networks with recent industrializers more systematically, to be a facilitator of translative adaptation approach.

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