Necessity of Asian Style Development Studies

NORTH-EAST ASIA DEVELOPMENT COOPERATION FORUM 2022
SESSION #3 : 16:00-17:00(JST) 25 AUG 2022
EXPLORING A NEW DISCOURSE FOR INTERNATIONAL COOPERATION

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WHO AM I?

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LIMITS OF CONVENTIONAL AID SYSTEM(1)

• The basic infrastructure of Development Aid created by traditional donors in the 1940s has evolved dramatically over the decades.

• Since the turning of the 21st century, this conventional infrastructure has reached its limits in many dimensions.
LIMITS OF CONVENTIONAL AID SYSTEM(2)

- Organizationally, OECD-centric mechanism fails to catch up new trend of hybridity of Aid and Business (PPP, BOP Business, Blended finance etc.)

- Especially on Aid-Business mixture, Japan had been criticized severely in OECD during 1970s and 80s. But after China emerged as non-OECD donor, OECD countries failed to criticize China on Aid-Business mixture.

- Financially: Increasing financial power of emerging donors (such as BRICS and private foundations) and aid fatigue of traditional donors

- Ideologically: a) Prevailing Post-colonial thoughts and critique to the conventional way of aiding

- Ideologically: b) Contradiction between modern industrialism and environmental sustainability (Climate Change, Anthropocene)
LIMITS OF CONVENTIONAL AID SYSTEM(3)

• Actors in the East Asian subregion have yet to focus their efforts on creating a new Development Aid/ International cooperation paradigm in order to overcome limitations of conventional aid mechanism.

• Now, what the alternative International Development Aid Paradigm would be?

• I think East Asian countries can play the essential role in making up this alternative paradigm through Asian style International Development Studies
ASIAN STYLE DEVELOPMENT STUDIES?
WE HAVE NEVER HEARD!

• Well, no wonder. It is not yet existed explicitly.
• My proposal is...... let’s create them together!
WHAT ARE THE INTERNATIONAL DEVELOPMENT STUDIES (IDS)

- IDS are not only theories or definitions of development by a single discipline or single sector
- IDS are the **holistic vision** of International Development covering both academic and practical knowledge
- ie. Development Economics/ Sociology or Primary Health Care/ Primary Education may be a part of Development studies.
- Development Studies are not only know-hows on effective Aid.
- Development Studied include philosophy and ethics of Aiding.
- Development Studies cover from technical transferer to infrastructure building.
...AND ASIAN STYLE?

• Conventional Development studies have been formulated based on western donors’ Aid experience trace back to the colonial periods

• East Asian donors have accumulated their own experience of international development aid, but not yet formulate their own development studies made up by their own knowledge.
THE WORDING: IC VS. ID

• East Asian donors prefer using word International Cooperation for their Aid agencies. Ex. JICA, KOICA.....

• Western donors prefer using International Development for their Aid agencies. Ex. USAID, DfID, SIDA, CIDA......

• Why we choose different word?
• There should be many interpretations......
• But this difference may reflect something.
Japan started its ODA from 1954. At that time there is no Development studies in Japan.

Easy way to get knowledge is learn/borrow the knowledge of others who are running before us. Japan follow suit.

After starting ODA, we have accumulated successes and failures. With these experiences, our original knowledge on Development Aid/Cooperation have accumulated.

This may apply to all the non-Western donors.
ARE WE BORROWING SECONDHAND KNOWLEDGE ON DEVELOPMENT?

• When Japan became the top donor of the world in 1990s, there emerged a lot of Faculties of International Cooperation in Japanese universities.

• Because Japan needed International Development Studies as a leading donor.

• At the first step, many teachers borrowed text from western academia.

• Many young talented students went abroad (mainly Europe and US) to get MA and PhD on International Development.

• This was quite similar with knowledge transfer of colonial period.
HOW TO CONSTRUCT OUR OWN DEVELOPMENT STUDIES?
COMPARATIVE STUDY OF ASIAN DEVELOPMENT SOCIOLOGY

• Sato Kan and Colleagues are conducting Comparative study of Asian Development Sociology since 2017.

• How is Development Sociology taught in University education in Asia (East, South-East, South) ?

• Who create and support those faculties ?

• Who attend these courses ?

• What are the model curricular and what are the textbooks?

• What kind of jobs the student can get after graduation?

• What is the role of Development Sociology in each country?
RESEARCH STRATEGY OF ASIAN DEVELOPMENT SOCIOLOGY

Development Sociology of Individual Society

Comparative Study

Finding out Universalities and Differences

① Japan, Korea, China, Thai, Philippines, Indonesia, India, Nepal

② Academic status

③ Teaching Syllabus

④ Job Opportunity: Consultancy etc

★ Common Feature of Asian Development Sociology
★ Compare with European, African, Latin American Development Sociologies

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SOME FINDINGS(1)
(FINAL REPORT WILL COME NEXT YEAR)

• Each country has different genealogy of Development Sociology.
• In many courtiers, Development sociology course are not under Sociology Department but Development Studies Department (or Public administration).
• In the academic circle, Development Sociology are not ranked high-grade discipline and less funded by the government.
• Most texts are Western origin. Very few Development Sociology studies in domestic context.
• Teachers are busy in consulting job with international donors (Not in Japan)

• Where the civil societies are active, Development Sociology is popular among NGO people

• Outsider (Westerners, Christians) have strong influence in choosing research topic and funding research in some countries.
ARE WE SIMILAR OR DIFFERENT?

• In Development Cooperation, are we similar as East Asians? Or are we different each other?

• When we invite people (officers, technicians) from developing countries as a part of development cooperation, each donor agency tend to emphasis on “Special Feature of our (Japanese, Korean, Chinese, Russian) way of Development Cooperation” ⇒emphasizing the difference with western donor and difference even among East Asian countries.

• However, for a mid-rank officer from Tanzania (or Zambia, Ghana...) , difference between Japan, Korea and China may be minor, I wonder .

• If this is the case, we should know “how similar we are” in conducting Development cooperation

• That may be the first step for constructing new paradigm on International cooperation and International Development study Asian style.
TO WHOM
WE WILL TALK ABOUT ASIA-NESS (EASTERN-NESS)?(1)

• When we talk to Western (conventional) donors, what are the uniqueness of us?
• We are non-Westerner , and have been catch-uppers
• This is one of the reason why we prefer International cooperation wording
• We need our own development studies as late starters.
TO WHOM WE WILL TALK ABOUT ASIA-NESS (EASTERN-NESS)? (2)

• When we talk to the developing countries (Recipients)
• East Asian as an alternative donor.
• More horizontal relationship than conventional donor (international cooperation)
• Preference for Triangular Cooperation
• 和魂洋才 Japanese spirits, Western technology (in 19 century when we started modernization): Similar expression in China and Korea
• Respect for the pride of aid recipient is very important in order to avoid being colonialistic donor.
• Experience of being aided is unique knowledge asset.
• We need our own development studies.
TO WHOM WE WILL TALK ABOUT ASIA-NESS (EASTERN-NESS) (3)

• When we talk to Asian (South-East, South) people
• Do we have “common Asian-ness”? 
• Is Asian Myth really existing? Collectivism, respect for the nature, respect for the elders, Family Value
• East Asian Miracle still valid?
• We need our own development studies.
BEFORE COLLABORATION, WE SHOULD KNOW EACH OTHER

• In Session 1 yesterday, there was a discussion on International cooperation as a Global Public Goods. And necessity of regional collaboration was mentioned.

• Before the collaboration, we should know each other especially on the similarities and differences.

• Common platform to exchange our knowledge, culture, habitus, belief, value and experiences on Development is needed.

• We can learn a lot from each other.

• That will be the base of Asian style Development studies.

• Let’s make it together.
BE CAREFUL! THERE ARE SEVERAL BANANA SKINS

• We should not stick to the prejudices of East and West dichotomy
• There are variety of Westerners just like we have variety of Easterners
• Balance between Universality and Particularity
• Balance Global dimension and local dimension
• Myth of Modernism and Linear evolutionism. Danger of Developing/Developed dichotomy
• Bitter lesson of Japan’s 脱亜入欧 (abandon Asia and join Europe). 19century dogma leads calamity for Asian people. We should learn from post colonial arguments.
ASIAN STYLE DEVELOPMENT STUDIES MAY COVER....

• Argument on Hard (infrastructure) aid and Soft (Social) aid
• Argument on Tied aid and non-tied aid
• Non-interference principle and Human rights principle
• Myth of Asian Developmentalism. We need peer scrutiny.
PROPOSAL

• Joint comparative study project: Knowledge Exchange trial
• Make a profile of Current situation of Development Studies in each member countries of North-East Asian Development Cooperation Forum
THANK YOU !