1. Record Nr. UNINA9910746982403321

Autore	Ohno Izumi
Titolo	Introducing Foreign Models for Development : Japanese Experience and Cooperation in the Age of New Technology
Pubbl/distr/stampa	Singapore : , : Springer, , 2023 ©2024
ISBN	981-9942-38-1
Edizione	[1st ed.]
Descrizione fisica	1 online resource (354 pages)
Collana	Emerging-Economy State and International Policy Studies
Altri autori (Persone)	JinKimiaki AmatsuKuniaki MoriJunichi
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Intro -- Foreword -- Preface and Acknowledgements -- Contents -- About the Editors and Contributors -- Abbreviations -- List of Figures -- List of Tables -- Part I Translative Adaptation in the Industrialization Process -- 1 Introducing Foreign Models for Development: A Perspective from Translative Adaptation -- 1.1 Introduction -- 1.2 Key Concepts and Analytical Frameworks -- 1.2.1 Translative Adaptation and Local Learning -- 1.2.2 Two Types of Local Learning: 'Policy Learning' and 'Societal Learning' -- 1.3 Revisiting Japanese Experiences of Industrial Development and Development Cooperation -- 1.3.1 Japanese Perspectives on Industrial Development -- 1.3.2 The Japanese Approach to Industrial Development Cooperation -- 1.3.3 Regional Diffusion of Learning in East Asia -- 1.4 Approach, Structure, and Main Themes of This Book -- 1.4.1 Case Study Approach -- 1.4.2 Structure of This Book and Main Themes to Be Addressed -- 1.5 Findings of the Remaining Chapters and the Way Forward -- 1.5.1 Findings Related to the Key Ingredients of Translative Adaptation and Effective Local Learning -- 1.5.2 Implications of the New Industrial Landscape and the Way Forward -- References -- 2 Industrial Policies for Learning, Innovation, and Transformation: Insights from Japan and Selected Countries -- 2.1 Introduction -- 2.2 Essential Aspects of Industrial Policies and Typology of Industrial Policy Measures --

2.2.1 Broader Scope of Industrial Policy -- 2.2.2 Critical Role of 'Learning' for Industrial Policy -- 2.2.3 Structural Transformation as an Overarching Purpose of Industrial Policy -- 2.2.4 Typology of Industrial Policy Instruments/Measures -- 2.2.5 Key Policy Areas and Domains of Industrial Policy -- 2.2.6 Process of Formulation and Implementation of Industrial Policy -- 2.3 Country Experiences -- 2.3.1 Japan -- 2.3.2 Korea -- 2.3.3 Malaysia -- 2.3.4 Brazil.
2.3.5 Chile -- 2.4 Comparison of Industrial Policies in Key Areas: Insights from Country Experiences -- 2.4.1 Technology, Long-Term Finance, and FDI -- 2.4.2 Firm Capabilities, Especially of SMEs -- 2.4.3 Competition in Domestic Markets, Scheduled Trade Liberalization, and Export Promotion -- 2.4.4 Formulation and Implementation of Industrial Policies and the Public and Private Relationship -- 2.5 Translative Adaptation and Local Learning: Insights from Country Experiences -- 2.6 Concluding Remarks -- References -- Part II Case Studies from Japan, Asia, Latin America, and Africa -- 3 Japan's State Learning in the Meiji Period from the Vision Perspective -- 3.1 Introduction -- 3.2 Why Does Japan's Experience Matter? -- 3.3 The Experience of Meiji Japan in Vision Formulation and Learning -- 3.3.1 Ministry of Engineering Era (1868-1873) -- 3.3.2 Ministry of Home Affairs Era (1873-1880) -- 3.3.3 Ministry of Agriculture and Commerce Era (1881-1897) -- 3.3.4 Comparison of the Three Eras -- 3.4 Analysis of the Learning Process -- 3.4.1 Learning Factors -- 3.4.2 Triggers -- 3.5 Conclusions: Implications for Today's Developing Countries -- References -- 4 National Movements for Quality and Productivity Improvement with Local Adaptation: The Experience of Japan and Singapore -- 4.1 Introduction -- 4.2 Japan: The Experience of a Private Sector-Led National Movement -- 4.2.1 Leadership and the Role of Core Organizations -- 4.2.2 Analysis of the Three-Staged Process of Technology Transfer and Local Learning -- 4.2.3 The Role of Academia, Industry, and Government in Local Learning and Translative Adaptation Process -- 4.3 Singapore: The Experience of the Government-Led National Movement -- 4.3.1 Leadership and the Role of Core Organizations -- 4.3.2 Analysis of Three-Stage Evolution of the Productivity Movement.
4.3.3 Mechanisms for Stakeholder Engagement in the Productivity Movement -- 4.4 A Chain of Learning and Diffusion of Quality and Productivity Improvement -- 4.5 Conclusion: Implications for Successful National Movements -- 4.5.1 National Movements as Societal Learning -- 4.5.2 Six Critical Factors for Successful National Movements -- References -- 5 Bilateral Policy Dialogue: Japanese Cooperation for Enhancing Industrial Policy Capacity -- 5.1 Introduction -- 5.2 Features of the Japanese Policy Dialogue -- 5.3 Argentina, 1985-1987 and 1994-1996 -- 5.3.1 Background -- 5.3.2 Main Pillars and Recommendations -- 5.3.3 How the Report Was Received -- 5.3.4 The Follow-Up Reports and Sectoral Cooperation Projects -- 5.3.5 Assessment -- 5.4 Vietnam, 1995-2001 -- 5.4.1 Background -- 5.4.2 A Penchant for Heavy Industries -- 5.4.3 Three Phases -- 5.4.4 Industrial Policy Controversies and Japan's Position -- 5.4.5 Characteristics of the Ishikawa Project -- 5.4.6 Achievements, Lessons, and Remaining Issues -- 5.5 Ethiopia, 2008-Present -- 5.5.1 A Low-Income but Rising Country -- 5.5.2 The Evolution of Industrial Policy -- 5.5.3 Systematic Learning from Japan and East Asia -- 5.5.4 The Dialogue Agenda -- 5.5.5 Remaining Challenges -- 5.6 Thailand, 1999 -- 5.6.1 The Situation Before the 1997 Crisis -- 5.6.2 Responding to the Asian Financial Crisis -- 5.6.3 The SME Promotion Master Plan -- 5.6.4 The Factory Evaluation System -- 5.6.5 The Automotive Supporting Industries -- 5.6.6 Lessons -- 5.7 Conclusion

-- References -- 6 Industry Engagement in TVET and the Japanese Cooperation in Vietnam: The Case of Hanoi University of Industry -- 6.1 Introduction -- 6.2 Overview of Industry Engagement with TVET in Vietnam -- 6.2.1 Government Policies -- 6.2.2 Challenges for Industry Engagement -- 6.3 JICA Support to Hanoi University of Industry.
6.3.1 Background for the HaUI-JICA Project -- 6.3.2 Enhancement of Industry Engagement in Improvement of Education and Training -- 6.3.3 HaUI's Motivation to Learn a Japanese Model -- 6.3.4 Confidence with the Accumulation of Small Successes -- 6.4 Progress of HaUI's Industry Engagement After the HaUI-JICA Project -- 6.4.1 Changes After the HaUI-JICA Project -- 6.4.2 Learning Industry Skills Needs Through Partnership Activities -- 6.4.3 Institutionalizing Industry Engagement -- 6.5 Challenges in Disseminating the HaUI Model -- 6.5.1 Difference in Capacity with Other TVET Institutions -- 6.5.2 Lack of Government Support -- 6.6 Discussion and Conclusion -- References -- 7 Promoting Kaizen in Africa: 10-Years of Experience of Japanese Cooperation in Tunisia and Ethiopia -- 7.1 Introduction -- 7.2 History and Key Features of JICA Cooperation in Tunisia and Ethiopia -- 7.3 The Achievements of the Kaizen Projects in Tunisia and Ethiopia -- 7.3.1 Formulation of Vision, Policy, and Strategy -- 7.3.2 Establishment of Mechanism, Organization, and System -- 7.3.3 Development and Accumulation of Capacities -- 7.4 Key Factors Affecting Sustainable Development of Kaizen -- 7.4.1 National Leaders' Commitments -- 7.4.2 Political and Administrative Stability -- 7.4.3 Organizational Structure for Kaizen Dissemination and Development -- 7.4.4 Counterpart and Foreign Expert Teams in Customization -- 7.4.5 Capacity Required for Advanced-Level of Kaizen -- 7.4.6 Industry-Government-Academia Collaboration and the Role of Development Cooperation -- 7.5 Conclusion -- References -- 8 Thailand's Experience of Learning Industrial Technologies and Monodzukuri Education with Localization -- 8.1 Introduction -- 8.2 TPA: 50-Years' Efforts Toward Learning and Promoting Industrial Technologies in Thailand -- 8.2.1 Origin and Background.
8.2.2 Philosophy and New Cooperation Framework -- 8.2.3 Activities of TPA -- 8.3 TNI: Promoting Monodzukuri Education in Thailand -- 8.3.1 Origin and Background -- 8.3.2 Philosophy and Core Values -- 8.3.3 Educational Programs -- 8.4 TPA and TNI under the New Landscape of Industrialization -- 8.4.1 New Landscape of Industrialization -- 8.4.2 Smart Monodzukuri Support Team Scheme: Integrating Kaizen into the IoT Process -- 8.4.3 Thailand-Japan Investment Promotion Project (J-SME Project) -- 8.4.4 Thai-Nichi International College (TNIC): New International Education Program -- 8.5 Development of TPA and TNI from a Perspective of Translative Adaptation and Local Learning -- 8.5.1 Five Stages of Development of TPA and TNI -- 8.5.2 Key Factors for Successful Development of TPA and TNI -- 8.5.3 The Role of Japanese Industrial Cooperation -- 8.6 Conclusions and the Way Forward -- References -- Part III Translative Adaptation in a Changing World -- 9 Kaizen and Non-cognitive Skills Development in Africa in the Age of Digitalization -- 9.1 Introduction -- 9.2 Evolution of Kaizen and Its Relation with Business Management and Capacity Development -- 9.2.1 Definition and Evolution of Kaizen -- 9.2.2 Review of Business Management Theories from a Perspective of Kaizen -- 9.2.3 Kaizen from a Perspective of Capacity and Skill Development Theories -- 9.3 Review of the Arguments on Non-cognitive Skills Development -- 9.3.1 Importance of Non-cognitive Skills -- 9.3.2 Digital Technologies and Non-cognitive Skills -- 9.4 Analysis of Impact of Kaizen -- 9.4.1 Outcomes of Kaizen Activities

that Relate to Mindset -- 9.4.2 A Case of Mindset Change Prompted by Kaizen in Ethiopia -- 9.4.3 Impact of Kaizen Activities on COVID-19 Responses -- 9.4.4 Impact of Kaizen Activities on Digital Transformation -- 9.5 Discussion -- 9.5.1 Non-cognitive Skills Development Through Kaizen.
9.5.2 Importance of Cyclical and Continuous Process.