

**Report of the 6th COE International Symposium on  
“Social Capacity Development for Environmental Management and International Cooperation”**

<b><i>Time &amp; Date</i></b>	13:30 - 17:00 Tuesday, November 27, 2007
<b><i>Venue</i></b>	International Conference Hall, Institute for International Cooperation, JICA (Tokyo)
<b><i>Organizer</i></b>	Hiroshima University (Graduate School for International Development and Cooperation (IDEC), Hiroshima International Center for Environmental Cooperation (HICEC))
<b><i>Co-Organizers</i></b>	Japan International Cooperation Agency (JICA) Japan Bank for International Cooperation (JBIC)
<b><i>Supporting -Institutions</i></b>	National Institute of Advanced Industrial Science and Technology (AIST) Institute for Global Environmental Strategies (IGES) Institute of Developing Economies, Japan External Trade Organization (IDE-JETRO) National Institute for Environmental Studies (NIES)

**1. Keynote Address**

**Prof. Roland J. Fuchs (Director, START, the global change SysTem for Analysis, Research and Training)**

**“Lessons Learned from the START Programs’ Capacity Building Experiences”**

In his address, Prof. Fuchs provided some lessons of the global change SysTem for Analysis Research and Training (START) program activities as the human experiences. Firstly, Prof. Fuchs supplied his introductory remarks that try to link global environmental change to sustainable development. He remarked that responses to global environmental change and sustainable development must be based on scientific understanding, which is an important reason for capacity development in developing countries. Consequently, capacity building for managing and adapting to climate change is the prime thrust behind the START program.

START has adopted a regional scientific approach to develop scientific capacity in cooperation with many organizations and institutions around the world. Mainly focusing on early- or mid-career scientists, START has a wide range of modalities of capacity building in developing countries ranging from regional science planning and institutional development to overseas affiliations and fellowship programs.

As one of these modalities, Prof. Fuchs introduced START visiting fellowship programs—he briefly introduced the goal, process and its desired outcomes of these programs along with two examples targeting African scientists, i.e., African Doctoral Research and African Climate Change Fellowships. A different kind of institute launched by START is introduced as Advanced Institutes. The general model for these institutes is based on three consecutive periods: initial intensive workshop period (three weeks), researches conducted by successful participants of the initial workshop supported by grants (two years), and the synthesis workshop at the end. In this line, Prof. Fuchs provided examples of advanced institutes based on this general model.

Another important mission of START is defined as building regional research networks which might enhance cooperation and mobilize researchers in close proximity—regarding this, Miombo research network covering sub-equatorial Africa region is introduced. In the last part of his lecture, Prof. Fuchs provided information about a grand project managed by START in cooperation with other agencies and institutions—Assessments of Impacts & Adaptation to Climate Change (AIACC)—and other activities mainly focusing on young scientists.

Prof. Fuchs finished his address by underlining the importance of linking capacity building activities with scientific research. However, peculiarities different regions and problems require flexibility in approach. Other important lessons are given as the importance of focusing on young scientists, collaborating with senior mentors, and fostering international collaborative researches.

## **2. *Report on Research Achievement of the 21st Century COE Program***

**Prof. Nobukazu Nakagoshi (Principal Researcher of COE Program, Professor, IDEC Hiroshima University)**

In his talk, Prof. Nakagoshi introduced the 21st Century COE program for Social Capacity Development for Environmental Management and International Cooperation at the Graduate School for International Development and Cooperation (IDEC).

Objective of the COE program is to propose long term strategies for Japan's international environmental cooperation and to establish the world's center of excellence in international cooperation studies through three main activities that are research, education and practice. Prof. Nakagoshi further talked about the intention of the current COE program to create a new interdisciplinary study area—international (environmental) cooperation studies.

There are three study teams established under the COE program: the technological assessment team, the socio-economic assessment team, and the policy analysis team. By closely collaborating with other research units in Hiroshima University as well as other universities, research institutions, and aid agencies mainly in Asia, these three study teams are working together to analyze the development process of Social Capacity for Environmental Management (SCEM) in Asian countries. The established international cooperation network has been also utilized to improve education in IDEC and to promote efficiency in international cooperation practices.

Up to now, six international symposiums and workshops have been organized by the COE program in addition to a joint seminar by the Japan committee on social capacity development and the World Bank in Washington, D.C. on assessing capacity development for environmental management. Lastly, based on the successes of the current program, Prof. Nakagoshi expressed his expectations that they would like to extend the COE program further to cover more challenging topics and extend its educational program for advancing Japan's international cooperation and development.

## **3. *Panel Discussion “International Cooperation Network for Capacity Development in Environmental Sustainability”***

### **3.1 *Panelist1:***

**Prof. David J. Eaton (Professor, Lyndon B. Johnson School of Public Affairs, The University of Texas at Austin)**

**“Academic Programs of LBJ School of Public Affairs, The University of Texas at Austin”**

In his talk, Prof. Eaton introduced training programs at the University of Texas at Austin and discussed how they might relate to the future activities with Hiroshima University (IDEC) and capacity building. After briefly introducing the Lyndon B. Johnson School of Public Affairs (hereafter LBJ School), Prof.

Eaton introduced Masters in Public Affairs and Master of Global Policy Studies. Both Masters programs are also instituted as dual degrees within the university. In addition to these programs, Prof. Eaton also introduced international programs of LBJ School; at this point he mentioned about the willingness of LBJ School to develop dual degrees program with IDEC. According to the dual degrees program, a student might get a degree at LBJ School in cooperation with a degree at IDEC in three years. Prof. Eaton expressed his hope that a dual degrees program could start in the next six to nine months. In the final part of the presentation, Prof. Eaton stressed the importance of information and communication technologies used for the educational purposes and implementation of education programs aiming at developing countries.

### **3.2 Panelist2:**

#### **Dr. Kinya Sakanishi (Director, Biomass Technology Research Center, AIST) “Asian Biomass Center for Sustainable Biomass Utilization in Asian Countries”**

Dr. Sakanishi emphasized the importance of collaboration among the Asian countries for biomass as it causes “trilemma” among energy, environment and supply of food. Because Asia is rich in biomass, technical support from Japan might foster win-win partnership between Japan and Asian countries. Dr. Sakanishi has remarked that Asia Biomass Research Consortium is actively promoting collaborative programs with Asian countries. Dr. Sakanishi emphasized that characteristic of biomass resources is enormous residue and it is possible to use residue without competition with main product by utilizing Japanese technology. For sustainable utilization of biomass resources, three scenarios—Palm Oil and Energy Complex, Sugar and Rice Energy Complex, and Wood Refinery Complex—were proposed. Furthermore, three proposals for sustainable partnership in Asia were suggested: 1.) Organizing work groups for biomass in Asia, 2.) Organizing workshops, 3.) Establishing personnel exchange programs.

### **3.3 Panelist3:**

#### **Prof. Akio Morishima (Special Research Advisor, IGES) “Comments on Achievement of the 21st Century COE Program, and Japan's Aid Policy for the Future”**

Prof. Morishima made a presentation mainly focusing on how to make use of the current COE program outputs for future programs. Prof. Morishima emphasized that Asian developing countries have many problems, however they do not have enough capacity for taking prompt measures. Asia is diverse in terms of natural as well as historical, cultural and social backgrounds. Therefore, in the globalized world economy, Asia-Pacific region must cooperate to achieve sustainable development. An important question that immediately comes to mind at this point is how universities can contribute to the cooperation. Universities must collect data, and do research to improve public and corporate governance, disseminate knowledge, and conduct capacity building activities. Contribution of universities in this line has critical importance for inducing empowerment of the public in Asian developing countries. However, capacity building is a very difficult task. Therefore, universities' cooperation for capacity building activities must be focused on their objectives, especially their scope to cover and their partners to deal with.

Although these five years 21st Century COE program has conducted researches covering wide issues, they are not very related to each other. For the next step, the program proposal must set objectives clearly by concentrating on certain issues. Collaboration of governments, firms and citizens make the situation for environmental management better. Therefore, the program proposal must aim at analyzing theoretically necessary conditions and actions for the collaboration and cooperation. Hiroshima University must also explain how to connect the research to capacity building and who are the targets.

#### **3.4 Panelist4:**

**Ms. Daisy Joyce Indra Aswandy (Head of Division for Bilateral Cooperation, Bureau for Planning and International Cooperation, Ministry of Environment, Indonesia)**

[replacement of Mr. Imam Hendargo Abu Ismoyo, Head of Bureau for Planning and International Cooperation, Ministry of Environment, Indonesia]

**“Japan’s Aid: Lessons of the Past and Expectation for the Future”**

Ms. Joyce began her talk by presenting pictures describing the current condition of the environment in Indonesia. Facing environmental problems caused mainly by rapid industrial development, population growth and urbanization in Indonesia, Ms. Joyce stressed the lack of financial and human resources sufficient for managing the environment and coping with the environmental problems. More importantly, she stressed the lack of human resources in local governments for environmental management. In the last part of her talk, Ms. Joyce provided a summary of activities that are mainly supported by foreign aid and projects. In the last part of her talk, she also gave a summary of activities jointly undertaken with JICA and other agencies/institutions in Australia and USA.

#### **3.5 Panelist5:**

**Dr. Shinji Kaneko (Associate Professor, IDEC Hiroshima University)**

**“Human Resources Development and International Environmental Cooperation toward Peace”**

In his talk, Prof. Kaneko introduced an idea of future directions for the COE Program.

### **4. Comments from the Participants of the Panel Discussion**

#### **4.1 Comments from Prof. Fuchs**

- The program should be flow on the Research -> Policy -> Implementation basis.
- From his experience in UN University in Tokyo, he told that it is very difficult to bring people with different backgrounds and perspectives together; thus he suggested the program should be more focused on particular sectors.

#### **4.2 Comments from Prof. Eaton**

- He proposed a training program on a team of local people: training with the team -> select most qualified -> do field work with the most qualified -> produce results
- Try to cooperate with other institutions and countries at no cost: exploit all benefits of communications and the Internet for training programs.
- Work with the stakeholders of real disputes (e.g., water use issues) and develop ways to prevent disputes and communication between parties as well as to promote environmental management and sustainable practices.

#### **4.3 Comments from Ms. Joyce**

- Cooperation with Japan should be extended to human resources in local governments in addition to the current focus on the central government.
- She stressed the importance of developing policy toolboxes based on research.

#### **4.4 Comments from Prof. Morishima**

- Citizen and Practitioner Education Programs must have distinct curriculums. Therefore, separation of these programs from regular courses is necessary. Otherwise, the burden on the faculty will be too heavy.

- Several questions need to be answered in this context: How does the program connect the research toward peace with capacity building by university exchange? What is a capacity building innovation brought by formulation of road map toward peace? These connections are ambiguous.
- Hiroshima University must develop a kind of research and education approach similar to the one adopted in the University of Texas.

#### ***4.5 Comments from Dr. Sakanishi***

- It is important to focus on concrete cases for connecting research to concrete policy recommendations.