



EAST-WEST CENTER
COLLABORATION • EXPERTISE • LEADERSHIP



EAST-WEST CENTER ORAL HISTORY PROJECT

Ronny Adhikarya Interview Narrative

8-27-2007 interview in Honolulu, Hawaii

Please cite as: Ronny Adhikarya, interview by Terese Leber, August 27, 2007, interview narrative, East-West Center Oral History Project Collection, East-West Center, Honolulu Hawaii.

These narratives, which reflect interviewees' personal perceptions, opinions, and memories, may contain errors of fact. They do not reflect positions or versions of history officially approved by the East-West Center.

The **East-West Center Oral History Project** strives to capture the Center's first 50 years as seen through the eyes of staff, alumni, and supporters who have contributed to its growth.

Co-coordinators: Terese Leber and Phyllis Tabusa

Narratives Editor: Susan Yim Griffin

Copyright East-West Center, 2008.

Ronny Adhikarya

8-27-2007 interview in Honolulu, Hawaii

Personal Background

My name is Ronny Adhikarya. I'm Indonesian. I was born in Indonesia in 1949. I came to the United States for the first time in 1968. I was a student activist before I came to the United States. That was during the time when Sukarno, the first president of the Republic of Indonesia, who was overthrown in 1966.

At that time, I was involved in the 1965 student demonstration against the Sukarno regime. I was also working, when I was 16. I was under-age, actually, at that time, but I was working already as a journalist. One of the reasons was because I had to get my own income. I had some difficulties -- growing up -- with my parents. My parents wanted me, as usual, to study the safe type of disciplines, like being a lawyer, or being a doctor, being an engineer. But I was more interested in politics and community involvement and other stuff. So, journalism was one of the areas I was interested in at that time.

Life Before EWC

Entering Journalism

I initially worked in Bogor, not far from Jakarta. At that time I was, I think, about 15 to 16, just after my junior high. I worked for several local papers, then later for a national newspaper, *Indonesia Raya*, when it was reopened in 1966. It was banned for many years because the editor-in-chief, Mr. Mochtar Lubis, was in prison for opposing the government of Sukarno. When the Sukarno regime fell down, Mr. Mochtar Lubis, was released from prison, and he reopened the newspaper, and I joined the newspaper. So I was working at a newspaper and also involved in the student activities at that time.

Then I finished my high school. It happened to be, I was the valedictorian in the school -- SMA III "Teladan" (Model) High School -- in Jakarta. So, I was nominated to be the delegate -- the representative to the World Youth Forum in the United States. It was sponsored by CBS-TV network and the old *New York Herald Tribune* at that time. It was an open competition. I got to write two essays, interviewed by the American Embassy -- the Cultural Affairs Division -- competing with all the best students of Indonesia.

I was fortunate to be selected as Indonesia's sole delegate in 1968 to this World Youth Forum. I left for the United States the first time. I spent 100 days here, had a lot of television interviews, gave presentations in organizations like the Kiwanis, the Lions Club, and in high schools in various parts of New York State and New Jersey. I went to Philadelphia and St Louis, also.

I started establishing networks with all those people, including my host families. So, that was my first exposure to international living, to living in a different culture, and I was -- in '68, I was about 19, I suppose, at that time. Then, I had to return because part of the requirement is that as an exchange student, you need to return back home for two years. So, I did return.

I continued working for the newspaper. You remember, the first time the newspaper was banned because it was opposing the government, the old government. In 1966, the newspaper and the editor helped the new regime to come to power. But then, come 1969, there were a lot of problems with the new regime. The newspaper was also criticizing the new government. There was a threat that the newspaper would be closed again. So, before that happened, my editor-in-chief told the young journalists to find another job or go somewhere else. Otherwise, if you continued doing this kind of work, it was too dangerous. We might end up all in jail. So we tried to find a way to get out. I did try different avenues.

Schooling in New York

Finally, with all my contacts that I previously established -- the network that I established back

in 1968 when I came here first during the World Youth Forum -- I decided to go to New York. I applied to several schools. I came with \$300 -- a little bit more than many other people.

Meheroo [*Jussawalla*] came with \$8. I heard somebody came with \$3. So, now, in retrospect, \$300 was a lot of money back then -- in 1970, I think, in January. So, I applied to universities in the New York area -- because that is the area that I had been before.

I spent a summer at Columbia University, but that was too expensive of a school. At that time, Nelson Rockefeller was the governor of New York. So, finally, the Rockefeller Foundation said, well, perhaps if you go to the State University of New York, you may be able to get something. So, I applied to SUNY -- State University of New York at Stony Brook -- and I was accepted there with a scholarship. That is where I spent, about a year to complete my undergraduate.

Interest in Communication

After that, I applied to graduate school. I studied sociology and social psychology, mostly, and social sciences because I thought I was going to be back in the journalism type of work because that was what I was doing before. It was at the library of Columbia University, where I first read a book by somebody called Wilbur Schramm -- I mention this because later there is a connection.

At Columbia University, I intended to study journalism initially. But, after reading that book, *Mass Media and National Development*, by Wilbur Schramm, published by UNESCO in 1964, if I am not mistaken -- a revolutionary book, in my opinion, in the field of communication. At that time, communication is not known. Nobody really knew what communications are. They know about journalism. They know about advertising, but communication is, you know -- everything is communication. There is no discipline as such.

But he was writing about, how can you communicate better with the rural population, with the lowly educated people, in trying to share with them new innovations in health, population -- at

that time was not prominent yet -- agriculture and nutrition to build a nation. So, it was an intriguing book.

So, I said, this is better than journalism because the journalism requirement was tough. My native language was not English, so how can I compete and be a winner if I apply to the Columbia -- well, at that time, the best journalism school was Columbia University. I don't think I will be able to compete. But communication is broader, and it requires more cognitive understanding about development, about human behavior, etc. The basis for this is social sciences -- social psychology, educational psychology, sociology -- rural sociology, urban sociology, etc.

So, I went to SUNY, as I told you, and studied social sciences. I graduated *cum laude*. Then I applied to many universities. Being in the U.S. for about one year, I really didn't know the top schools but I did apply to Wisconsin, Berkeley, Stanford, to various others -- Syracuse. I got accepted at these schools, including Cornell. But Cornell was the only university to give me some money. So, I went to Cornell for graduate school, master's program. And this was how I got eventually to the East-West Center.

This is the long circuitous way to the East-West Center. If I didn't come to the World Youth Forum, there is no East-West Communication Institute, no East-West Center. If I didn't go to Columbia to read that Schramm book, or to SUNY, I would not have gone to Cornell and therefore, again, I would not trace my way here.

But, what happened was, I went to Cornell for a master's degree in communication. They had one, a very new one. It started from agriculture communication. And then, there is a new program, almost brand new -- I think I was in the second or third batch, if I am not mistaken -- in communication. At that time, I got also a full fellowship from the Southeast Asian Studies -- from Asian Studies -- to study at Cornell. I majored in communication, with a minor in

Southeast Asian Studies.

Applying for EWC Staff

One day, almost at the end of my first semester, I was supposed to make a proposal for my thesis and do some field work. I did not know where to go. I did not have that much money at the time. And I saw a newsletter in the library.

It says, East-West Center. What the hell is East-West Center? Then I really looked at it.

Ah, they are, this is a center for cultural interchange, educational and cultural interchange. That sounds interesting. They have various programs based on problem-solving type of streams. And there is a Communication Institute already, brand new, under the directorship of Lyle Webster, the first director. Agriculture communication person, with experience in India, and basically an extension guy, and agriculture communication was his forte. Now, I was interested, at that time, in the use of folk media for family planning -- population communication -- in rural Java.

Folk media, at that time -- the most primary one is the shadow puppets, and marionette puppets, and the folk operas. I read there are two or three people at the East-West Center and the University of Hawai'i who have been dealing with family planning/population. One was in public health, Emmanuel Voulgaropoulos. But, there is another person by the name of Roger Long who used to work at the University of Hawai'i and did some work on folk media.

If they have all these resources, this is where I am going to do my field work. But how do I get to Hawai'i from the East Coast? It required money, travel, things like that. So, I went to see my advisor at Cornell, Dr. Robert Crawford, who suggested I apply for a grant from the Center for International Studies, which I did.

I got a research grant to come to the East-West Center for two to three weeks. Very happy, you know -- Hawai'i.

I forgot to tell you something else about Hawai'i. You remember when I said, for the first time, I

came to the United States in '68? I flew with PanAm, all the way. We had a stop-over in Honolulu. And I remember, vividly, Hawai'i was such a nice place because earlier I did not know – Hawai'i? It must be a small, little island somewhere. It must be just not a really nice place. I wanted the United States.

But then, when we laid over there for about six, seven hours at the airport, I went out to a place where there was open air. It is not, like the typical air terminal. You know, you go out, and there were flowers. There was a nice garden. I remember -- I took a photograph. And I said, this is nice. This is paradise -- at that time.

So, you know, first impression makes a lasting impression. That is the first impression of Hawai'i -- beautiful place, colorful flowers, and a beautiful garden with a stream of water.

I remember the airport in 1968. At that time, we could wander around. We took photographs -- beautiful, nice memories. It stuck in my mind. So, when I saw this East-West Center's brochure at the Cornell Library it came back. I said, I want to go there.

First Encounter with Communication Institute

So, I got the money, came to Honolulu -- so excited. I came here, met these people, then I met some people at the East-West Center's Communication Institute -- I think I first met with Robert Worrall -- Bob Worrall -- and David Radel. Those were two individuals I met, in addition to other people and Lyle Webster, of course, the director.

Just for two, three weeks. Just to collect information -- just a research grant, for my field work, to collect data and to interview people for three weeks. So, I came here, and met another person -- Sanford Danzinger, a medical doctor who is very, very good -- we call him Sandy. I talked to those people and explained what I was doing.

Bob Worrall, Dave Radel and Sandy Danzinger were interested in what I was doing, as much as I was interested in what they are doing. And then, they told me, they just received a big grant

from USAID for population/family planning IEC -- information, education, communication.

Basically, it is to motivate people, to educate people, to inform people about the benefits, about contraceptive practices.

Family planning. The concept of having small families. And the target audiences are not only couples, but also policymakers because at that time in most countries they were ignorant, about this. So, there are two things -- advocacy to the decision-makers and policymakers, as well as motivating the middle-managerial level, and the mass population, about the availability of new technology or innovation in family planning.

So, a huge grant was given by USAID, and they were recruiting people. So, I said -- oh, great, but my first task was to collect my data, to write my thesis. So, that's it. I went back, and I was supposed to write my thesis during the remaining summer at Cornell, so I can finish by September, October, and graduate by then. So I returned to Ithaca, and I reported to my committee. Great, they said, go ahead and start writing.

But about two weeks after I returned, I got a phone call from the East-West Center. They asked me "Are you interested in working at the East-West Center after your graduation?" I didn't apply. I didn't talk about working possibility or employment at all.

I don't know why, but then, I said I was preparing to go home. I bought two trunks -- you know - - those square aluminum trunks from Woolworth's at that time. Ready to go home, back home. And here comes this phone call from David Ravel, who unfortunately passed away about two years ago. And he asked -- do you want to come? I said, I was not thinking about that, and then I asked, when do you want me? As soon as possible.

Well, look, I was planning to write and that was -- I told you, in February, right? I said, I was planning to write my thesis during summer, and finish by end of summer. He said, no, we want you here before the end of summer. That means I have got to finish by early/mid-summer. So I

talked to Robert Crawford -- my advisor. And he said, well, the only way is for you, then, to finish -- write fast.

So, I did. I finished my master's thesis in record time, and I got the distinction of finishing my master's program in record time -- less than nine months for my master's degree. So, I finished Cornell and came to the East-West Center -- I think late summer 1972.

Life at EWC

Communication Institute, Early '70s

That's how I came to the East-West Center. I didn't know that this place is THE place for communication -- not only educators, but also for communications practitioners, and I will tell you why later on.

At that time, the Communication Institute was located at the old Lincoln Hall. We occupied, I think, only one floor, if I am not mistaken -- that is, the ground floor. It was a rather small operation -- I think not more than 12 people.

I can name them if I remember them, still. Jim Richstad was with the Pacific Island Studies. He was not involved in the population part because -- remember, first of all, it is a Communication Institute, general. At that time, one of the first funding grants the East-West Center received from outside appropriation was from USAID.

The Communication Institute was one of the first recipients of external funding -- the UN calls it extra-budgetary funding, from USAID. It got quite a bit of money, in the millions, already, at that time. A couple of million for three years or five years. The Population Institute also got funds from USAID.

The Communication Institute was there before money from USAID came. That means, earlier there was just a general communication program dealing with intercultural communication, journalism, international communication, etc.

Jim Richstad was concentrating on the Pacific Islands -- development of the press and media, journalism in the Pacific area, news flow, and all that. Then, there is Lyle Webster – an agriculture communication person, at that time. Then, there was this money from USAID, and therefore they were hiring more people, and they hired people who were interested in what we call later on “development communication.” That means communication for development. This is the operationalization of the concepts of what I read about two years ago at Columbia University, of what Wilbur Schramm wrote -- *Mass Media and National Development*.

Wilbur Schramm was not here yet. He came later.

So, what happened was, with the USAID money came also other people who were doing a lot of work in the area called “diffusion of innovation.”

Diffusing ideas and innovation -- and again, there is a big story, a long story about this because I was again fortunate. This was another turning point in my life, where I met the father of the diffusion of innovation [*Everett Rogers*] here at the Communication Institute. They hired people like Bob Worrall and David Radel, formerly at the Ford Foundation, and John Middleton. Then there was Florangel Rosario, a Filipino lady who was working as a journalism professor, but she later worked on husband-wife communication related to family planning issues. She was the expert on that.

Then there was a lady, a public health specialist from Singapore, Dr. Maggie Lim, who provided us the more technical, medical content aspects on family planning, contraceptive technology, and things like the IUD, the pills, and all this stuff. Betty Buck was working part-time at that time. And Sandy Danzinger, another medical doctor who was not interested in medical practice. He was more interested in low-cost media using filmstrips, using all these audio-visual aids to communicate messages, you know. Then I was hired. They hired more people after that -- Larry Kincaid and various other people. I am bringing these names because they later became

prominent people in this field.

Knowledge Management

From '72 to '76, 80 percent of the activities I would say were on population/family planning IEC, headed by the deputy director, Bob Worrall. Within that, there were two sections, as I remembered it. One was for training or professional development, led by John Middleton. The other section was what we now called, knowledge management, led by David Radel.

Again, these two guys were important because later we congregated -- at least the two of them and me -- at the World Bank. (laughter) See, this is the whole thing about networks and networking. I am going to later talk about the network of networks.

So, training -- John Middleton. Bob Worrall was the overall administrator, and then David Radel who played a very important role in the knowledge utilization. His task was to look at the population/family planning information system. Information system means, how do we make sure that East-West Center can become a broker, like a matchmaker, by identifying and assessing the felt needs of the countries, types of needed assistance in family planning/population IEC, and the interests and available resources of the donors in meeting those felt needs.

The Ford Foundation, UNFPA, USAID, UNESCO, WHO, etc. They need to match. We, at that time, became matchmakers. The operation followed concepts which we now call knowledge management. The Communication Institute became what is now known as "tacit" operation knowledge brokers -- brokering "tacit" knowledge. So we were doing it already, 30 years -- 35 years earlier, with different names. (laughter)

This was how I got involved with Betty. I was working -- initially with Dave Radel on this, and later also with John Middleton.

Back to School/ Communication Planning, Mid '70s

Now, David Radel left [1977]. He left for the World Bank. He paved the way for some of us to

go to the World Bank, eventually. Then I came back here. After Malaysia [1974-76 as visiting professor at University of Science, Malaysia], I came back here as a Fellow to work on the training. And then, I said, well, looking at those people, they all had Ph.D.'s I didn't. I had a master's from the Cornell Program, one of the youngest -- most were older. And, I said, well, I should go back to school. I have enough experience. Now I think I need to get more grounding in concept and theories.

So, I applied to Stanford. Wilbur Schramm said, "Well, Ronny, you must go to Stanford" because he was at Stanford earlier. But he was not director anymore. He couldn't help me. He was out.

Schramm came as director here in '74, toward the end of my first stay. I stayed -- overlap with Schramm for about nine months, probably -- after he came here. That time he left Stanford already. But, he said, go to Stanford. Apply there. Sure, I applied. And, lo and behold, there was another person from whom I learned a lot here and with whom -- I have been working very closely -- Everett Rogers. Everett Rogers came as Janet M. Peck Professor at Stanford.

The first time, I didn't get in. So, I applied again a second time. I finally got in. (laughter) Perseverance, again. (laughter) So, I got in, and that was '77. Later in '78-'79, I had to write a dissertation for my doctorate at Stanford.

I got to go, again, for field research, but not to Honolulu only. I said I want to do it in Honolulu, but more. (laughter) I did that last time. So, I negotiated with East-West Center. I said, I am going to do it here, but you need to also finance my research in five countries -- at that time, my dissertation was on knowledge utilization -- transnational knowledge utilization in communication studies. Between ASEAN and the U.S. To what extent are the theories, the teaching of American universities -- affecting the teaching of communication science in the five ASEAN countries?

So, I traced all those people who had studied overseas -- studied in America -- and see how they were teaching in their own university, what kind of books they were using, what kind of theories they were using, what kind of research they were conducting. So, knowledge utilization, OK? I knew most of the people already, so it was very easy for me to get an appointment and to get collaboration in five countries, the ASEAN countries -- at that time, there were only five, not nine, 10 like now.

And, I said, I wanted to come to Communication Institute, but I wanted to be a Fellow, and write my dissertation here. John was heading the Communication Planning Project with Syed Rahim at that time. Middleton, yeah. Middleton before he moved. From training, he then worked communication policies and planning. Jack Lyle was the director.

Now, I think Mary Bitterman was the director at that time... after Schramm, Mary Bitterman came. And Jack Lyle came later, so I was having both as director. *[Ed. note: CI directors = Schramm 1973-'75, Lyle 1975-'83, (ICC) Bitterman 1984-'88, Bob Hewett 1988-'89, Tu Weiming 1990]* So, finally, they agreed to offer me the funding.

They said there was not enough money. OK, I said we will need to find some more money. And I managed to get extra money from UNESCO -- from Alan Hancock, who was interested and later involved in the project --communication planning. So, Alan Hancock of UNESCO partnered with our communication planning work. He brought money, and he gave some money to me. So it was joint funding between the East-West Communication Institute, and UNESCO to support my dissertation research. So I stayed here, wrote the dissertation, and finished.

Communication Institute, Late '70s

Late '70s, the Communication Institute was under the leadership of Jack Lyle. This was an important period. Jack Lyle also sort of resuscitated, reinvented.

I think the important period of the East-West Communication Institute was during Wilbur's time.

Lyle Webster was critical in getting USAID grant. I think he was cooperative enough, although he didn't really predict that it would become sort of a family planning or population communication institute. But then he left after that because the retirement age. So, Wilbur Schramm's time was critical. Jack Lyle's time was also critical.

Jack Lyle brought new people with him -- brought in Meheroo [*Jussawalla*], brought in [*Andrew*] Arno, brought in several people, OK? New blood, basically, various areas and nationalities. Jack was Wilbur Schramm's student. Jack Lyle brought other people, different type of people.

Then you have other people like Wimal [*Dissanayake*], Clay Vollan, like Georgette Wong. Now, that came in transition between Schramm and Jack Lyle, and I think even Wimal and, I think, Georgette was brought in during Jack Lyle's time. Jack Lyle was the first student of Wilbur. Godwin was also, I think, first or second batch student of Wilbur at Stanford. Then Larry [*Kincaid*] brought in several people. I think Wimal, Georgette Wong -- came in for a longitudinal study on television and sex roles.

So, there are new areas. At that time, I was not very much interested in the Center's work because it was not really -- I specialized at that time on behavioral change, attitude and behavioral change, to use communication for behavioral changes for dissemination of innovation -- basically part of the diffusion of innovation because Everett Rogers influenced me a lot. I was more interested in the application of communication for social development. At that time, it was being repackaged as social marketing or behavioral change communication, you know.

Partnerships and Networks

In Asia, Europe, UN, '70s

I mentioned earlier that at the Communication Institute, we were bringing people from developing countries, people who were involved in family planning/population for professional

development activities, right? The policymakers, the managers, the field workers.

In the new context of knowledge management, we treated these professional development participants as multiplier knowledge agents, so that they can train other people. They could help institutionalize the new ideas. But there was another group who indirectly benefited -- maybe it was not by design also, just because of accident, thus not strategically planned, but the impact was great nevertheless. Wilbur Schramm and others at the Communication Institute before him - - invited people from the (U.S.) mainland, from the big and top universities for retreats.

These were not only from the U.S. universities, but also from all the universities or think-tanks who were interested in communication and communication development, in their country.

European as well as Asian. And there was an impact on people like Alex Edelstein, Steve Chaffee from Wisconsin and later Stanford, Fred Yu from Columbia. There were many communication scholars and educators from the U.S. and also from Asia -- Nora Quebral and Gloria Feliciano from the Philippines, Timothy Yu from Hong Kong, Dube from India, Boomrungsuk from Thailand. Later the younger generations of communication educators and researchers from the U.S. and Asia as well.

There were so many other communication specialists from all over the world who came here and were exposed to this new challenge about how we use communication to alleviate poverty, improve education and health, etc., especially those people who live in overpopulated areas in developing country.

They were being exposed to these challenges, they are beginning to think about this and beginning to shape or revise their own curriculum back home. So it affected, also, the curriculum, and the teaching, and the orientation, of many educators. Not all, of course. Some did not subscribe to the whole approach. But it influenced the way communication for development is taught.

I mentioned this dilemma that the Communication Institute was facing, right -- for students who could not fit. Now, in the Philippines, in the 1970s, one of the leading universities that offered communication program was the Institute of Mass Communication in the University of the Philippines, in Diliman headed by Gloria Feliciano, who was considered to be one of the communication education pioneers in Asia, along with other people like Nora Quebral and Lakshamana Rao.

She was interested in this model of the East-West Communication Institute and also got a grant from UNESCO and UNFPA. So, in a way, a similar approach of the early East-West Center Communication Institute was also used in the Philippines, with similar results -- resented by many faculty members and students as well. (laughter) The same thing that happened here, Gloria Feliciano was having similar problems there. People are protesting this “population” Communication Institute thing.

This is an institute of mass communication. This is not an institute of family planning, of population communication. What I am trying to say is that our Communication Institute’s work initially was limited to conceptualizing and facilitating the sharing of “explicit” knowledge. At that time, we didn't have field best practices. We were reviewing, discussing, and thinking about “explicit” communication knowledge, i.e., approaches, models, strategies, and then we said, let's do it. Try it out. And then that became “tacit” knowledge because we learned from lessons and best or poor practices. But the process started in 1972. So eventually, later, '74, '75, '76, it started again with the sharing of the “tacit” knowledge. What were the experiences from the field?

Later many communication practitioners from Asia also participated in conferences, workshops and other professional development activities, although initially limited to those working in population/family planning IEC, due to the nature of the Institute funding. They significantly

enriched the quality of peer-learning process and results, as they brought and shared “tacit” communication knowledge -- their real-life experiences, lessons learned and best practices which had been previously only available in their own minds, filing cabinets or dusty unread and poorly circulated reports.

We had many memorable discussions on innovative communication approaches especially with the great communicators of Asia such as Mr. “Condom” Mechai Viravaidya of Thailand, Juan Flavio of the Philippines, Haryono Suyono and Lukas Hendrata of Indonesia. In addition, we also benefitted from the “tacit” know-how of many other “field-smart” and veteran communication specialists from other regions and international development agencies as well, such as Guy Scandlen, Bob Gillespie, Frank Wilder, Bill Sweeney, Sam Keeney, Lyle Saunders, Jeff Tsai, Geoffrey Salkeld, Clay Vollan, David Kline who came often to the Institute. These “tacit” knowledge interchanges were inspiring, exciting and insightful, and very useful for developing new, improved communication and educational approaches and strategies.

The early '70s were modeling. Modeling, trying to identify what are the strategic approaches, then try it out, and then bring them back again.

So, '72-'74, I was here, and I left. But then, when I left, people were still continuing this work, and they were saying, ah, we got still some money. There was still some existence here, although the activity load of the population IEC decreased to probably only about 50 percent, maybe even 30 to 40 percent later on.

So, it's balanced now. Still, a lot of activities in that field, but already started into the lessons learned, into the institutionalization, into learning from peers -- peer-based learning.

Intellectual Innovations

Diffusion of Innovation/ KAP/ Training

The East-West Center was not only doing research but also involved in training and awareness

creation, at that time.

Because in the concept of “diffusion of innovation,” the first stage you need to do is create awareness. The next step is to dispel misperception or rumors, or anything that is not really correct in terms of family planning and population issues, the side-effects, etc. So we need to counteract that -- mitigate those misunderstandings.

So, what we did was first bring in policymakers, decision- makers, from various countries, for conferences -- three five-day conferences -- brought in people from all over Asia. But, since we wanted also to exchange experiences, later on, we were bringing people from outside Asia for the information sharing.

It sort of became global, and also because there were a lot of donor agencies involved with family planning/population -- donor means SIDA of Sweden, UNESCO/Paris, WHO/Geneva, IPPF/England, etc. -- so, a lot of people from Europe were also coming here, to participate in Communication Institute meetings seminars.

One type of meeting was for policymakers or decision-makers, opinion leaders. That is the first thing, to get the green light from them. The next one is to prepare the next level -- the managers of family planning/population, the executives, administrators, who need to understand the importance of this and how to implement it.

The Population Institute was also doing work in population and demography, population and development, looking at the demographic aspects of population, land-carrying capacity, impact of population or overpopulation over resources, employment, economic growth, etc. Also, the demographic patterns -- about the value of children, etc.

But, the task of how to communicate those concepts and their implications to the society, and to educate the millions of people to adopt family planning practices, was basically the Communication Institute's job.

Conceptually it's a KAP approach -- Knowledge, to provide relevant information for creating awareness and understanding. Attitude -- to motivate and persuade people so they perceive the recommended innovation as a good idea. Practice -- to provide specific training and education to facilitate people in changing their behavior regarding the adoption of and practicing the innovations. It is important that they also change their behavior once they change their attitude. You need to go through these three levels, sequentially, normally -- although there are exceptions. Knowledge, creation of awareness, information exposure -- then you need to change their attitude towards this new innovation and ideas. But change of attitude does not always lead to behavior change. For instance, look at me. I know that I will have to exercise. I need to diet. The same thing with smoking -- the same thing in family planning. They go, yes, we need to have smaller number of children. But still, they don't do that because of various other reasons. The behavior is not consistent with their attitude -- either due to religious belief, whatever. It is too long to go into that. But, that was what we were doing at that time, an exciting time. Now, the communication part about this was almost brand new in the sense that, there was no paradigm for this. So, the great thing at that time was that people were doing this, even though you could say, by trial and error -- but you could have your own creativity. You could think outside of the box.

And during -- I would say the first 10 years, '70 to the late '70s, people who were working in this population area had a field day. Plenty of money, a lot of opportunities for trying out new concepts, and testing new methods, and working with people in various countries, etc. Now, I mentioned policy advocacy, but there is another group of people -- that was training people. You bring people -- who came here to develop curriculum for training on KAP, training on population/family planning communication strategies and planning and so on, so that they could train the midwives, train the field workers, who would in turn train the rural families -- or urban

families for that matter. So, we also have an intensive and extensive training operation at that time.

The other part was the information clearinghouse -- repository of the know-how and fugitive materials -- now we call it, knowledge management through the collection, processing and sharing of "lessons learned" and "best practices." We have been doing that a long time ago.

And, the whole program was basically -- if you were to summarize it -- called knowledge utilization. It is not only knowledge transfer but knowledge utilization, so that it can be utilized in developing countries.

So, that was basically the whole idea of the Communication Institute. Now, how do we do that?

We only had five, six people. Some of them were new in this field. Hah! It is similar to what we now know as outsourcing -- (laughter) -- bringing in people who know this and to come here.

Of course, they were big names from Michigan State University, from Stanford, Chicago, Johns Hopkins, North Carolina, Harvard. What the project did was invite those people to come here -- and everybody wants to come to Hawaii for a week or two weeks, combining leisure and some intellectual retreat -- and to talk. They called it talk-stories, but, of course, you know, we were talking about the challenges and how to communicate effectively with rural population, with the lowly educated people, with the illiterate. We were trying to develop -- what we called -- family planning communication. So came all the big guys -- the "who is who" in this field.

When the first director, Lyle Webster, started this, he was already close to retirement. He was there until, probably, about six months after I came, and was replaced by a Japanese called Michio Nagai. I think I got the sequence correct. Yes, Michio Nagai came before Wilbur -- Michio Nagai, was a famous editorial writer of the *Asahi Shimbun* in Japan, who later became Minister of Education of Japan. He came here as the director, but he did not stay long. I think he served about a year or so only. He was more into journalism, newspaper business and

publishing -- so he didn't really fit well with the direction of the Communication Institute at that time.

Some people were not happy with this because the population/family planning activities seemed to dominate the Communication Institute. This also created some problem for students, grantees, who were not interested in family planning/population -- because most of the Institute's resources were being used by this population communication group. So there was a sort of dilemma at that time. You know, to what extent could you get extra funding, but still be devoting enough time to non-family planning/population programs?

So, those who were not in this project, or dealing with the project, were having some tough time, but not many at that time because the Institute was almost brand new. And Jim Richstad had his own niche -- Pacific Islands communication, so there was no problem.

Basically, 95 percent -- for a while, the Communication Institute was dominated by the more pragmatic, more practical type of communication scholars -- really, problem-solving because we had a problem to solve, and this was dictated by, of course, the specific objectives of the population and communication grant that we received from USAID.

Wilbur Schramm

Now, people kept coming from the (U.S.) mainland, and those are big names -- the "who is who" type, as I mentioned. Then, Wilbur Schramm came [1974]. Wilbur was interested in development, of course, but his interest was not only population/family planning Information, Education and Communication (IEC). He had other interests as well because he was a more well-rounded and important figure in the field of communication. He was considered the founder of communication studies.

Wilbur brought in people from his network, so came all those big guys -- Harold Lasswell, Margaret Mead, Ray Carpenter, Daniel Lerner, Kenneth Arrow, etc. And this was

interdisciplinary because, after all, communication is influenced by so many different disciplines. We also had David Berlo and Hideya Kumata from Michigan State, Fred Yu from Columbia, Wayne Danielson from Texas, Alex Edelstein from University of Washington. Those were the old timers -- the academicians, and many more.

For me personally, one of the most important “gurus” was Everett Rogers. He passed away in 2004. Everett Rogers was the biggest name in diffusion of innovation. And, Ev came here many times.

At least once every summer, there was a gathering of the top 20 to 30 communication scholars, basically -- the *crème de la crème* of the field. They were working with Wilbur, not only on population communication. They were involved in population IEC -- because this was the interest of many people in the Institute and there was plenty of money for research. There was some money for training. But also, they were doing other things.

‘Feed-Forward’ Information and ‘Franchising’ of Training

The work with Dave Radel was very interesting, and Betty [Buck] also worked part-time on these activities. This is where I got to travel a lot. So my first task was to prepare and undertake Population IEC’s needs assessment -- country needs assessment -- as perceived by the country’s stakeholders. Not by us, but their felt needs, as perceived by the countries themselves. So, I had to go to about 16 countries, in Asia, Middle East, and North Africa. We covered that region because the project was global in scope, thus not only limited to Asia and the Pacific.

I was only 23. I had just graduated and I traveled like six to seven months out of the year. Why? Because I was the only single staff member then. I didn't mind. I was just fresh out of graduate school. This was the way to travel the world. So, living out of a suitcase, going to a country, interviewed about 100 people about what their needs are in training, for field workers, in the use of multi-media, in materials development and production, then prepared a detailed report about

the country needs in population IEC. These series of reports become the “demand-side” of the information resources. We also call it the “feed-forward” information.

This is information about needs. Put it here in our repository. Then we have another group -- and Betty was responsible for this -- to prepare reports about what the interests of the donors were.

The donors said, ah, we are interested only in assisting the field worker's training or we are interested in mass media campaigns, OK? Assuming they have the expertise and are going to provide the assistance, then our task was to match such interests and available resources with the relevant felt-needs identified by the countries.

So, there was a binder. Ask Betty. The red binder is the donor's report and we have my set of reports in the yellow binder, about 16 or 18 reports from the countries. So we did that. So that's one part.

And Sumi Konoshima led another initiative -- Sumi had been here also for a long time, since the beginning. I forgot to mention. Sumi was in the information clearinghouse. She did an excellent job at that time, back in 1972 -- we were already working with computers, trying to computerize and trying to have online access for population information material. Before the '70s, you know? Using telephone dial-up with the coupler.

At that time, it was glorious days, and we trained people based on all this information. We converted it into training materials. We brought in people, not only those at the policy level, but also the doers, the practitioners, and learning together. We were also struggling at that time.

And to a certain extent, I also adapted this whole operation in my later work in the World Bank.

It was useful in the sense that it provided a model, although we adapted and improved it further.

When I replicated it at the World Bank later I said “instead of doing “retailing” of training, we are doing “franchising” of training, or “wholesaling” of training – although, we didn't coin those

words at the Communication Institute.

What was it? Very simple. We trained trainers at the global-level because we were not good at training at the local-level because we don't speak the language. We don't have the social and cultural understanding that well, and it would take ages for people from the East-West Center to go and train thousands of people in different countries.

So, we selected good trainers from different institutions -- from Ministry of Health, from the private sector at that time already, the Planned Parenthood Federation, the Family Planning Association -- from any NGOs that deal with family planning/population IEC.

Now, I want to pay tribute to those people who were behind the scene. We were there doing the acting, as trainers. I always say -- a trainer is like a movie star. Trainers like actors need to act, in fact, perform in real-time, it is live performance. Right? But in organizing training, there were a lot of people who provided logistical support. And those were people like Meg White, Merry Lee Corwin, etc., who were doing that at that time.

Could you imagine bringing in those many participants? If we just had about seven or eight meetings a year, bringing in about 40 to 50 people each, plus degree students and research interns, resource persons -- and probably we had more than eight meetings a year, OK? We brought in about easily, easily 400 to 500 participants. And these are multiplier agents, or -- I'm using our new jargon -- multiplier knowledge champions.

The 500 then would multiply further. They were training more people in their own countries.

So these 500 people were the multiplier knowledge champions and advocates whom we trained here. That's why the influence, the impact, was so great in the different countries. Those people came in here, but could you imagine processing 500, 600 people each year? Without the internet! Without email! Telexes, cable, no fax yet. My gosh, you got to plan ahead.

How did they do that in the 1970s? I had conducted training programs, and in the last 10, 15

years, even with all these new computer-aided facilities, we were still having so much trouble.

We did this kind of international workshop and it's complicated because the funding, getting the visa in different countries. It had to be approved by USAID offices in the various countries, there were a lot of bureaucracies as well because we not only have to comply with the East-West Center's rule, but we have to comply with USAID rules as well.

Typing it. Every time an error, you've got to redo it with a Selectric IBM typewriter.

And then, later, we had Telex, before even fax. Fax wasn't there, but we managed. You know, now, training 500 participants a year is not exceptional because of the e-mail, but (laughter) at that time, with that technology -- fantastic.

So we had a lot of great resources. We had a lot of good people, and this was where I personally got rewarding and valuable experiences -- I was the youngest at that time. I was 23. Could you imagine, how thrilled I was?

Here I was sitting and working next to a person whose book I read three years ago, and changed my whole perspective about my career, and things like this. Here comes a guy whom I only knew from, the literature, and suddenly I was in the same meeting room and having lunch together. That was a heady experience.

Pioneering Population/ Family Planning Communication

And for many around the room, I think they had the same experiences. The main reason for people like Larry, David, and John to work for and value the Communication Institute was because, as I mentioned, there was no box. There was no paradigm. We had to be the pathfinders in this area, the pioneer in this area. This became the center for population/family planning communication - IEC - in the world.

There was no competition, except probably to a certain extent, University of Chicago, which had a program led by Don Bogue. But, instead of competing with them, we "cooperated" with them.

We invited him to come here (laughter), so it was like “mergers & acquisitions.” In practice, he came here (laughter) quite often. But few of us went to his – Chicago program. Who wants to go to Chicago when they can come to Honolulu?

Yeah, and Don liked to come here. (laughter) Don Bogue was a demographer, very famous. But, you know, he initially didn't get much money from USAID, because the bulk of its population communication funding went to the Communication Institute.

Later, there were some activities at the University of North Carolina headed by Chuck Ausherman. You know, we brought him, also, here. So basically, Honolulu became the center of the universe in this field for many years, until late '70s, I think. I worked from '72 to '74, then again in '76-'77 and again in '79-'80 as Research Fellow.

Starting about in '75-'76, the writing was on the wall already. Degree students were restless as many of them were not really interested in population IEC. Remember, there were people, grantees, of the Communication Institute who studied at the University of Hawai'i for their master's degree and for Ph.D.'s.

Many found that their study interests did not quite match or fit with the majority of the Communication Institute's projects and/or its staff's interests. Wilbur Schramm, the director, saw the problem coming and took steps to have a better balance. After all, it was not a population/family planning institute. (laughter) It was still a communication institute.

So, slowly, the population communication IEC programs taper off. But that did not start until about '76, '77. So the Institute got the first two- to three-year population IEC grant or contract from USAID, and then finally they got another extension, I think, for another two to three years. But after 1975 or '76, the pace and intensity were different because Wilbur Schramm started to balance it -- and later the USAID funding went to Don Bogue's Chicago for a couple of years and then in a big way went to Johns Hopkins University under the leadership of Phyllis Piotrow,

another internationally known population IEC pioneer who regularly came to Communication Institute in the early-mid '70s.

The Communication Institute was doing other things, including satellite communication.

Then you have sex, gender and -- what is that again? -- TV and socialization project with [George] Gerbner. You know, stereotyping and television. So there were many other things.

I was more interested in development support communication, because I thought this was something that needs to be done in Asia. So in '74, I thought, well, probably because the funding was going to disappear at the end of the first USAID project grant period, I should start planning to jump ship somewhere else.

And then there was a university which wanted to expand their relatively new program and to open a development communication specialization. It was the University of Science Malaysia in Penang. One of the senior staff there informed me he wanted to go to MIT for his Ph.D., and the university wanted somebody to replace him for at least two or three years. I said, OK, I'll come there as visiting professor.

So I came there, expanded their program offerings and opened the development communication sequence there. This is basically applying communication in order to do development. You know, at that time there were problems related to drug abuse and addiction, tourism, agriculture, health, etc. So I had communication education and other related activities to support tourism, drug abuse education.

Of course, agriculture was there. Population was still strong. So I was there for two years until '76, to help develop the USM -- University of Science Malaysia -- communication program.

Development Communication/ Social Marketing/ Training

Although I left in '74, officially, I kept on coming [back to the East-West Center]. I came back here several times as a research fellow. I came here to help -- you know -- did training with John

Middleton. But that activity, I think, continued until -- '76, '77, and then another three years.

The USAID grant was completed, I think, around the '77 period. Now, during that time, when I kept on coming, we were already training many people who were already doing training in their own countries. So, even if the East-West Center was no longer that prominent any more, we already have our clones. (laughter)

In a way, there were many people who were already prepared to institutionalize it in their own countries -- the kind of work that we were doing here. And it continues. And this is a success of a project -- if there is sustainability after the project is over.

And continuing on their own, with their own resources, and probably improving on what we have been doing. So, that was what happened. Both in the field of family planning or population IEC, as well as communication education. And the principles that we had been using in population/family planning -- because it's generic, because we were more process-oriented -- could be applied in other fields.

In environment, in women and development, at that time, nutrition communication -- people like Manoff was doing the social marketing. Then, the whole label changed into social marketing. What we know as development communication becomes social marketing. That was more acceptable with some groups. So, that continues.

So this is the kind of intellectual contribution -- conceptual contribution -- that is felt, I think, in many parts of the world because a new discipline -- a new application of communication for development that started here.

If you didn't have that much money, nobody would have experimented with the various approaches to group communication, social networking, use of commercial resources like piggybacking on existing networks. Now we call it OPM -- using Other People's Money.

(laughter)

OPN – “Using Other People's Network.” You know -- Bill Sweeney, one of our resource persons from Ford Foundation kept on saying -- “When you can buy milk in a supermarket, why have the cow?” Right? So, again, there were many things that we learned from this.

The approach was very, very important. The strategic planning -- I wrote a book that was published here on communication planning, the 10 steps -- how to develop a campaign. These ideas, concepts -- all, you know, came from here. And that was because we had the resources, we had the manpower, and that's the way it was. It's not the money. It's getting the brains of the world in communication at that time -- we got it here.

The money helps. Hawai'i helps, also. (laughter) Hawaii itself is a great, you know, magnet. Also, of course, that everybody was coming here because they were not the only one, and they know, oh, if Mr. X is coming, and they know he is great -- oh, I had better come, also. (laughter) So, basically, for a time being, there was a sort of monopoly of all the big guys.

Now, those people -- Wilbur Schramm, of course, was prominent already at that time. He was at Stanford. He came here. He brought all his methods and his people from the different countries. He brought his protégés -- people like McAnany, Hornik, and John Mayo, Godwin Chu, Fred Yu, Syed Rahim, Jack Lyle, Wayne Danielson, who became famous scholars later on in this field of communication -- here. And Everett Rogers came here, brought also his protégés, like Doug Solomon, who later made it big at Apple, but he was working as a grantee here. Larry Kincaid, who came here and brought many other people with him.

So, big names were bringing their own networks, as well. So, this becomes not only one network, but the East-West Center's Communication Institute became a nucleus of a network of networks.

I knew Bruce Koppel. He has already died. Gary Hansen, Manny Alba, the TDI Group, they operated more or less like us. And, could you imagine if the whole East-West Center was

looking at this and saying, oh, my gosh, we had so many different networks.

We are talking about, now, '74, '76, I came back several times to work with the training. *[Around '77]* the money from USAID project ran out. Some people left. David Radel was the first to leave. David was my first mentor, so to speak, here, the first person whom I worked for internationally. I owe him a great deal. He was a great mentor to me. As I mentioned to you, I was the youngest, and in every meeting, sort of -- my gosh -- they were -- you know, those people were big. Big names and I was intimidated.

But that was the greatest experience. I learned more during my two, three years in the East-West Center than the whole, I think -- my whole experiences until now. That was the most productive time because of this interaction with all these thinkers.

EWC's Impact

Influence of Communication Institute

Because the Communication Institute had a new direction and study areas (leading to the merger later with the Culture Learning Institute), some people left. John Middleton and Larry Kincaid left.

John went to AED, the Academy of Educational Development. A lot of similar work that we are doing. So, slowly, this whole field that we started here was being adopted in different countries, including in the U.S. By USAID type of people who need to disseminate innovation, like agriculture, nutrition -- at the time, that was the big thing -- public health, and also other things by UNICEF at that time, ORT for diarrhea control. Sanitation, things like that.

The United Nations got influenced by this, and they called it development support communication. So, there was a group then at UNDP Bangkok, headed by Erskine Childers and also in UNDP New York by Paul Boyd, who started doing these kind of things, you know -- development support communication. UNICEF adopted and adapted it, and they called it project

support communication, and this was the early days -- to support a project on women, or on reducing infant mortality, or on sanitation, water, and things like this. Oral rehydration therapy. So, a lot of things going on in the UN were sort of influenced perhaps by the early work of the Communication Institute.

Also, a lot of UN people -- remember, during that time, worked on development planning? So, it spread into the donor agencies, and so on, including USAID. And, therefore, when they called for RFP -- a request for proposal -- they were asking for this type of work. The consulting firms, like AED -- the Academy of Educational Development -- also then started providing services in this area. And they were hiring a lot of people in this area.

So, a new sort of -- I wouldn't say discipline, specialization, or whatever -- approach -- then blossomed. And that was the late '70s and early '80s.

Larry also left. First he worked for a university in New York, SUNY at Albany. Dave Radel joined the World Bank. John Middleton joined AED, and then he worked in Indonesia, in India, and eventually he joined the World Bank. Larry did not go to the Bank, but he later joined Johns Hopkins. Meanwhile, what happened to this whole accumulation of materials and tacit knowledge? Well, the tacit knowledge, unfortunately, spread all over the world. Tacit knowledge -- this is in your memory.

It went with people like Larry, John, myself, and the hundred others. It goes to their own universities, their own workplace. But how about all this documentation center, all the manifests, the explicit knowledge -- Sumi's collection, basically, at that time, what we call fugitive materials.

That was given to Chicago. Remember, I told you there was a "competition" or collaboration -- with Don Bogue's office? Don Bogue continued his population IEC program within the University of Chicago where he was a sociologist/demography expert. So, all the population IEC

materials collection went to Chicago -- these were not digitalized materials, remember, pre-Google time, here.

All the thousand of documents and fugitive materials, reports, and also samples of posters, pamphlets, slides and filmstrip, and all that you have, at that time were physical materials.

There was a USAID policy – when project is finished, the materials go to USAID. Property is ours, not East-West – so it went to Chicago which was awarded the population IEC project by USAID. So the collection was transferred to Chicago.

Don Bogue was getting old, so he retired. So, later the collection went to Phyllis Piotrow at the Johns Hopkins which during the last 10 to 20 years perhaps has been the recipient of large USAID grants in this area. Phyllis Piotrow during the 1970s also came here often. In the late 1970s or early 1980s when the Center just started, many of their staff were participants (laughter) of our program. Now, of course, there are younger guys who didn't know this, but in the early days, there were so many people working in population IEC programs in Asia who were, one way or another, one time or another -- were here.

Yes, AID continued supporting this activity through other centers -- North Carolina, Charles Ausherman -- if I remember -- Harvard, to a certain extent, Chicago in quite a big way, and then, later, Johns Hopkins, until now. So, that's the part of how the Communication Institute had influenced this discipline, particularly the development support communication field.

It was then continued by the UN system and by some NGOs, and now by Rockefeller Foundation and several other organizations in a consortium called Communication Initiative Partnership focusing on Communication for Social Change programs.

EWC's Impact on Work with FAO/ Bangladesh, Rome

Almost immediately [*after finishing my dissertation, 1981*] I got an offer from the United Nations, from FAO, to go to Bangladesh. So then, I went to Bangladesh for two years.

My work in Bangladesh was basically on agriculture communication, education, training, and extension, outreach.

I have no background in agriculture, but we can easily adapt the communication process, strategies, methods, etc. And throughout my career now, I have been using these for agriculture, family planning, nutrition, environment -- in education. So, again, it is applicable to many things, given the context.

I worked in Bangladesh, wrote a book on campaigns -- communication campaigns, which used a model that I developed here in East-West Center. This is a book on communication planning which uses a 10-step approach. The book was published by GTZ in Germany on our multi-media campaigns in Bangladesh, titled *Motivating Farmers for Action* (1987).

Now, after Bangladesh I was asked to go with UNICEF to Kenya to be the regional communication advisor there. But that same week, I got also an offer to go to Rome -- the FAO/United Nations headquarters, to move to FAO headquarters. Since I have already accumulated some corporate know-how about how FAO works -- although, I thought UNICEF post was also an attractive offer, being regional advisor in East Africa -- I decided not to go to Nairobi. I went to Rome instead.

I stayed there for about 14 years -- 13 years and a half. And, basically, in a small way, replicating some part of what we were doing here, working with various networks of institutions in disseminating information, education, and communication in the area of agriculture extension -- agriculture technology for rural audiences.

I was the head of the extension education and training methodology unit. We also did many other things, including use of microcomputer applications, microcomputer technologies, desktop publishing -- and all kinds of campaigns -- use of small groups, use of networks. Those were initially developed or tested in the field during our East-West Center days.

At the Center, we advocated the use of folk media, the use of campaigns, the use of group dynamics, the use of social networks and identifying opinion leaders, identifying change agents, community-based participation. We conducted knowledge attitude and practice surveys before planning a campaign because you need to know your audiences. You need to know the problems in attacking the problems. If you don't know the level of knowledge, the level of attitude, you don't know how to counterattack the misperception.

So, all those were actually developed, tested, and modified during our East-West Center days -- the genesis in terms of the conceptual development. So, that early work at the Communication Institute helped a lot in this. Plus, of course, the influence of Everett Rogers and his network. You remember, I went to study at Stanford with Everett Rogers. So, Everett Rogers introduced me to his network of diffusion of innovation. So, again, you know, the Rogers network at Stanford and the Institute's experiences were really the two most important forces that shaped my intellectual experience or intellectual approach to my work, until the World Bank. The World Bank is a different chapter, but again, the basic ingredients from the various exposure at the East-West Center and Stanford, were very important at the macro level. Not at the technical and micro level, but the strategic approach on the importance of networking, the importance of partnerships, and things like this. And, within the context of knowledge management, at that time.

I spent over 13 years in headquarters, and that was useful because it was from the headquarters that we can influence the programs of agriculture and rural development of the United Nations in more than 100 countries. I was a global officer, so, I had programs in many countries, and I worked in about 46 countries over the years.

Having projects in various countries, with a lot of travel, with probably, 150 to 200 days of the year traveling -- either my luck or my misfortune that I had to be away from home most of the

time, from 1970 almost non-stop until now. Even now, after I retired, I still travel quite a bit.

So, you know, the East-West Center's contribution here is that I got to know many people. Those people whom I met, they were already mid-career -- about their 40s, most of them. I was, like, 25. They were about 40 to 45. So, they peaked during the time when I was working in FAO. That was '83 when I was in Rome, to about '96. So they were about 50 to 55 [*years old*] when I was with FAO. These people had become director generals. They had become ministers. And I am on first-name basis with them.

There's a network. That's what I said, this is where it is not planned -- opening doors. Of course, you need to be good. People only help you opening doors, but you still need to deliver, you know. But that is already halfway becoming a winner. So, those people -- everywhere when I met them, they would say, ah, I know you. And many of those people were my trainees -- remember, we conducted program -- training program? Now, those people have become big guys.

Now, those whom I trained and John, Dave, Sumi and Betty trained, they are now already directors and managers. For instance, one of our younger participants in our faculty development seminar, Tess Stewart -- she is now a regional advisor -- in Nepal, for the whole Southeast Asia region, for UNICEF. Another person, Delia Barcelona, UNFPA country director in Mongolia. So, there are many people.

Ramli Mohamad -- he was dean, he was -- he was deputy vice-chancellor. Many older ones had become ministers, CEOs, presidents of universities, etc. So they became VIP -- they became decision-makers or policymakers, and when I was working with them, they helped me. And some of those people are now still in important positions -- especially the younger ones, the ones we worked with in the late '70s.

They became also big guys. Now, after mid-1980s, East-West Center gradually changed from

serving as problem-solving institution -- later on they merged Communication and CLI [*Culture Learning Institute*], and after that no more silos, no more specialization. The concept is holistic. They are integrated, OK? There is no more communication -- as a line discipline, for instance, right? Or, even population. So, this is where I think the dynamics of the network become important.

Those people who have managed to maintain good networking and keep on making those people friends for life, benefited tremendously from this. But, in order to do so, we all will have to maintain our personal and professional contacts with them -- more than just saying, Happy New Year. Right?

You know, in most cases, I have had many collaborative working relationships with them: joint programs, joint activity.

My work at FAO has again benefited from all this relationship with those people. Like many others, I don't think my story is -- atypical. I think many people are working through networks like this.

Life After EWC

Work with World Bank/ Knowledge Utilization

The next phase of my career was the knowledge utilization program that I founded at the World Bank. Remember the time I spent with David Radel at the Communication Institute? He was there when I joined the Bank in 1996. David was about to retire at that time. He was still working on population and nutrition communication, at that time. John Middleton also joined the Bank, and his interests and his specialization -- you know, he studied education at Harvard. So, he was in the education sector in the Bank.

James Wolfensohn, the president of the World Bank, came, and the first three months, he would look at the Bank, and he basically said -- the World Bank will have to reform. And people said,

why? Because we are not any more competitive in the core business that we have been doing, and that is lending money. Twenty years ago, maybe we lent to developing countries, to governments, 80 percent of all the capital that they require -- and 20 percent by the commercial banks. But now, he said, when we look at the situation, the commercial banks are lending more money than us. It is the other way -- 20 percent/80 percent.

You cannot be doing more of the same, James Wolfensohn said -- in the business of lending money. It's not going to be successful because the commercial banks are more aggressive, better in many ways. So, we need to reform, and the way to reform is, ensuring and monitoring the effective use of all this money in the area of development. The World Bank is an international bank that will do reconstruction and development.

And, if that is the case, then there must be a lot of know-how about development practices, what works, what doesn't work. That is what we need to leverage. So, he said, the mission is no longer being a lending institution only. We are a knowledge bank.

And, at that time, you know, Peter Senge and his group that deals with the Society for Organizational Learning, are also advocating this whole idea -- knowledge management and learning organization. And, if you want to become a learning organization, you need to have organizational learning. So, the requirement for the bank to change is, you need to leverage technical assistance, making sure lending and learning will go hand in hand. Otherwise, your lending will go down the drain because people do not know how to manage it properly -- unless you train people to manage the project properly and how to utilize the money for strategic projects. So, we need to make sure that people also know the technical aspects and the knowledge aspects of that. We need to transform the Bank from an investment bank -- development investment bank -- into a knowledge bank.

This was in '96. This is the contribution of James Wolfensohn, to transform that. Now,

knowledge management -- knowledge becomes so important suddenly -- not money. Remember, we are now in the K-based economy. It's knowledge-based. It's tacit knowledge instead of explicit knowledge. Remember my dissertation? Knowledge utilization. We were already doing that during Betty and David's time at the Communication Institute.

The Communication Planning Project -- you know -- I told you I did come back again after Penang, to join the East-West Communication Institute as a Fellow. I was working with John Middleton and Syed Rahim. And there was another person who is very important, and the person is George Beal. George Beal still lives in Kailua. George Beal is actually my academic grandfather -- because Ev Rogers, my academic godfather was a student of George Beal.

So, I worked with George Beal -- came here and worked on the communication planning, and our project was called Transnational Knowledge Utilization project -- the TKU.

That's why my dissertation was called TKU. When the World Bank started with knowledge management, I said, this is where I need to be. And then, suddenly, it clicks. John Middleton -- John was already there. He was there, and he said, Ronny, the Bank is doing what we were doing in the East-West Center. (laughter) Thirty years ago! So, I said, I will join you. So, I went to the Bank.

I joined the Bank, and then we did a lot of work. I founded and managed a program called Knowledge Utilization through Learning Technologies (KULT), using learning technologies -- not only the hardware, but also the concepts about learning, and learning methods -- peer-based learning -- to facilitate knowledge utilization.

You cannot just have knowledge. You need to adapt it and utilize it. You cannot only manage it, but you need to utilize it. So, the whole idea is how to utilize knowledge for problem-solving, for informed decisions, and things like that. So, this is part of the knowledge management field as many people know it now. They don't call it communication anymore. They don't call it

social marketing. Many activities which we had been doing 30 years ago here were basically what people now know as knowledge management within the context of learning organizations. Now, learning organizations are not only universities or think tanks like the East-West Center. Many private companies also consider themselves learning organizations. Why? Because they say, if you want to compete, you need always to let your staff keep on learning every day because the technology changes -- the society keeps on changing.

You cannot stop learning, and you need to provide them with all kinds of mechanisms and facilities, and stimulate them to continuous learning. And that is why people like Peter Senge keep on saying organizational learning. How does the organization learn from its own mistakes, from its own staff, in addition to spying the competitors and learning the competitors.

So now it is merged with management, the science of management. Knowledge becomes knowledge management -- why? Because, in the past, during our time here, the biggest critical issue was -- information shortage. Dearth of information. People are hoarding information, and there is limited access to information, unless you have lots of resources and reputation, you can go to good universities, you come to East-West Center meetings, etc. The rest, who do not have that, they are handicapped. It is people like us, who can come to the East-West Center, and listen to all these wise guys who got the knowledge advantage.

But now, with Google, you don't need the East-West Center -- Google is free and simpler and better, at least for accessing explicit knowledge.

Before there were blocks. The filters -- you know. Now the playing field is leveled. This is what, [Tom] Friedman said, back again to what I said earlier. The world is no more round. The world is flat, provided you have access to the internet, and you are curious, and you are passionate. You will win.

But, before, in order to do that, you need to have been privileged. Either you have money to go

to university, or you go to meetings, or you meet important people. I was so fortunate. I went to the best schools. I met the -- you know -- the Einsteins, so to speak, in my field, while being paid (laughter) -- and in Honolulu, the paradise, the best place on earth. Life cannot be better than that.

Knowledge Management, 2000s

But now, in this whole context of knowledge management, the world has changed. You can get any explicit knowledge through Google, at no cost, faster, better. So, a place like East-West Center will have to change. No more the business of explicit knowledge. Universities cannot just be giving lectures about anything -- that is in a textbook, already. MIT and several other universities are offering all their curricula for free on the internet.

So what is the value, then? The value is, you need to leverage the best practices that are not in the book -- what we call now, tacit knowledge that is not transcribable. That is why one of the best methods now in knowledge management, in learning -- organizational learning -- is, you know what? Something that we are doing now -- they call it storytelling.

Storytelling is the biggest method for knowledge management, to get people like me to talk, to share experiences. Otherwise, it's there [points to his head]. It's not in the book.

An organization, like Apple or IBM, will need to be sharing knowledge about their business, about their industry -- first among their own staff, and later through benchmarking, by spying competitors, how they are doing. Or, through collaborative work. No institution can win by itself now. Everybody is doing merger and acquisition or strategic alliances. If you cannot beat them, get out, or join them, or buy them out. (laughter)

The advantage of the East-West Center is that there are so many people who have a lot of experience, and one needs to tap the relevant experience. But the problem is you need to find people who are relevant to your experience.

And that is where Google, or any effort in knowledge management, is having difficulty. For instance -- now the problem is no more lack of information. There is an explosion of information. So, it is called knowledge management -- because you need to manage, in an efficient and effective manner, knowing which information to use for solving your problem. Getting the information is no big deal. It's sorting through, making sense of that, trying to see the relationships. That is the most important. But most of those are explicit knowledge. Explicit knowledge means formulas, definitions. But a lot of important things are about the process -- you can say anything about the results, like an evaluation. You can see the results, what works and what doesn't. They will tell you what are the factors, but they didn't tell you: Why you made the decision, what was the alternative? (laughter) Why did you choose the wrong alternative? That is what you need to know.

It's the process, not the end result that is more important to understand. And that is tacit knowledge. And this is where the reservoir of all these minds of people who have been exposed to the various experiences would be critical. There is so much. But I don't think the East-West Center has captured all those tacit experiences in the various disciplines, in the various fields. And if there is a project here, to document not only about the history, like you are doing -- that is why I was quite, enthusiastic to respond to you. I said, this is useful, but it needs more than this. Remember what we did 35 years ago here [*at EWC*]? But within very narrow confines -- in family planning communication and development. But my program, (laughter) or the World Bank program, is basically, also, using the same model conceptually, doing the same knowledge brokering concept. And I was very confident that it could be done because we had done it 35 years ago. And with the bank, the name, and the money, of course it can be done because we have more resources than the East-West Center did many years ago. And with the new technologies in addition to that.

We didn't have, -- you know, all this web-based software, and things like this. So, again, in many ways, everything started in 1972, 1974, during the East-West Communication Institute days.

FAO Country Director for Pakistan

I retired from the World Bank after I completed several important projects, including the Knowledge Utilizations through Learning Technology (KULT) Program.

I thought I could retire in peace -- you know -- watch the Food Channel, and do many other things that I am planning to do, but never had the time to do.

But FAO/United Nations asked me to become their representative and country director for Pakistan. That was in 2003, immediately after I retired.

And, why Pakistan? Well, Pakistan is a “must-defend” country. It is a very important country. There has been a lot going on there in terms of problems -- with the Taliban -- the whole Middle East -- the Afghanistan war. And, if government is not going to survive, there is a problem for the rural poor. Even now, because they are giving more attention to defense matters, trying to prevent terrorism, and stop Taliban influence to spread to the middle class, it seems that the agriculture sector is being neglected, and the loser are the rural poor.

So the role of FAO/United Nations is becoming more and more important. So, FAO of the United Nations asked me -- to be their representative there, to help them, and help the Ministry of Agriculture to develop new agricultural and rural development policies and strategies, and to provide technical assistance in these areas.

One UN System Reform

Among the work that I am doing now, the most challenging one is a special assignment on country programming for the United Nations Reform – One UN System Reform.

Basically, Kofi Annan, before he stepped down, got approval from the UN member states to

reform the United Nations. And one specific program was trying to merge all the UN agencies. This is a rather -- you know, ambitious program. I am not sure to what extent it will succeed, but eight countries are designated as pilot countries in implementing a One UN System Reform, including in Asia -- Vietnam and Pakistan. So, I was assigned to prepare the country program for Pakistan in the area of agriculture/rural development/poverty reduction, and, basically, representing this vested-interest in the preparations and negotiation for the One UN system. UNESCO, of course, will have somebody to negotiate for the vested interest of the education and culture sector. WHO will be, also making sure that the health aspects are being included in this new UN programming and budgeting system.

Yeah, it is the ONE UN System, delivering as one. And there will be one program, one budget, one leader, and one office. So, I just finished two phases of this exercise in Pakistan. I have been there three times in the last five months, and we will see how it develops. But, the attempt is to make sure that we minimize duplication, increase coordination, ensure that there is coherence in the various programs that the UN delivers so that there is no confusion and conflicting of messages and objectives because sometimes they are conflicting.

You know, the health people will say, you should not be having this fish pond because it creates a lot of problem with mosquitoes. So malaria control will be there. And, of course, the FAO people, the agriculture people, say, oh, you had better have fish because that will increase your protein, nutrition intake, and increase your income, also. So you need to have water. And the farmers will be totally confused or have a different opinion. In order to ensure that there is no conflicting message, in order to ensure that the messages and the program are coherent, and to avoid waste -- we need to have a system where all the various components coordinate with one another. So, this is one challenging task.

EWC Impact on Career

That's basically -- in a way, my career, in the sense that I had been working for the UN for about almost 27 years, when you count the World Bank, but always being a professional staff -- not a country director. So, being country director makes one realize, yeah, there are so many decisions, so many considerations, whereas when you are a professional, you only look at your own vested-interest being a professional. Why is it that my program is not being funded? Why is it that we cannot do certain things?

But being the head of the mission, there are so many things to consider that have nothing to do with professional-oriented aspects only. Most of them have something to do with political consideration, with diplomacy, with having an IOU (laughter) in -- say, in a certain situation where you are being supported by somebody and later it is -- our turn to support them. So, it is not easy in the sense that you need to compromise a lot.

But sometimes, we are being criticized. By compromising, you are also compromising to accept certain standards -- certain qualities, especially when working with partners. May be true. But, what if you can deliver something that is of very high quality, but in fact it won't be implemented by your team? You can strive. You can say, oh, these are our standards. Our standards should be higher. But, what is the point of telling that if the activity or the program is not approved in the first place?

We need to be pragmatic. Basically, pragmatism is important, and diplomacy, and understanding certain vested-interests of our partners and teammates. So, balancing the various considerations and still making it happen, I think, is more important. So, that's the challenging part, and in addition, having to think about security issues, oh my God, what happens if somebody is being kidnapped? You know, we need to be thinking about a security solution, ensuring our staff, especially those in the field and dangerous areas, are safe. These all have to

be planned, especially in a country like Pakistan. Security is a big consideration.

Pakistan is a very challenging country but also a very beautiful country. It is a nice place to work, despite the complexity of the poverty alleviation program. So, there is no reason to be thinking we are going to fail. We just have to be optimistic and say, we must be able to solve all these problems.

It is through positive thinking, but also you need to have a realism and pragmatism and accept the best possible solution, best possible outcome. And, I think that brings back to our discussion earlier. Within the East-West Center, in the early days, we were also saying that, new innovation -- like, we were working on family planning -- got a lot of resistance in different countries, trying to get it approved, getting family planning policies into the political agenda or social agenda of a country. That is a big challenge, and you need to also negotiate with people, with a lot of people who oppose new ideas. Advocacy and negotiation were taking place there, as well.

Similarly, the initial conflict about is this a communication institute, or is it a family planning communication institute? There were a lot of negotiations taking place. There were lots of sacrifices that need to be made. So, those are all important experiences that prepared me, and I think also other people, for managing conflict, managing different situations in different workplaces.

And, I think, I can talk for some other people who have indicated that their valuable experience in the East-West Center was in dealing with different cultures, different ways people perceived things, and trying to understand why people perceived things different, and manage their differences in perception and opinion.

Win-win Partnerships/ Strategic Alliances

I would like people to remember me as a good friend, as a friend who helped introduce opportunities to other friends. I am basically a broker. I am a matchmaker. I am basically a

person who likes to provide other people with new opportunities or trying to get people's new idea being shared. And, the way to do it is through good personal contact.

I make friends during this work -- networking, and to me, a friend who has been working with me, with whom we did break bread together -- went shopping together -- is a friend for life. So, basically, I want to be remembered as a person who introduced, or who tried to get other people working together.

That's because one cannot work by him- or herself. We need to, basically, get other people to collaborate.

I believe in a win-win partnership, strategic alliances, especially in this global competitive workplace. As I said, no single institution is now attempting to do the work on its own.

Chronology of Ronny Adhikarya's EWC participation

1972-74	Communication Institute Staff Researcher
1974-76	Visiting professor, University of Science, Malaysia
1976-77	Communication Institute Research Fellow
1977-79	Stanford for Ph.D
1979-80	Communication Institute Research Fellow
1981-96	FAO
1996-2003	World Bank
