

【Articles】

Regional Promoter Upbringing, Educational Program —Using the JICA-Net Development, Implementation and a Evaluation—

Hiroya YOSHIKAWA

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Regional Promotion Theory and Practice (III)

— Taking Experience of Regional Promotion in Okinawa to Southeast Asia —

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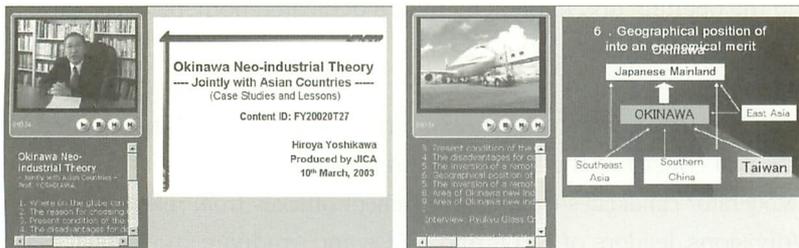


Photo 1

In order to maximize the Effectiveness of training, the use of the remote technical assistance system will be based on sufficient Compact Disk-based educational materials.

〈Compact Disc for preliminary study〉



〈At JICA-Net Okinawa Studio〉



〈From JICA-Net Okinawa Studio〉

I . Program Outline of this course

〈Training Course Title〉

Methods for Regional Promotion as Seen in Okinawa and Regional Development in Southeast Asia – Case Study: Utilizing Characters Common throughout the Neighboring Countries in Asia –

1. Course Purpose and Principles

This course introduces attempts and lessons learned at regional promotion in Okinawa, to link them to an examination of regional promotion methods for Southeast Asia. The following points are the basic guidelines for the course.

- Focus on the geographical, natural and cultural characteristics that Okinawa and Southeast Asian countries have in common.
- Use case studies to apply Okinawa's lessons to Southeast Asian countries.
- Investigate the potential for business partnerships, between Okinawa and Southeast Asian Countries at the company level, with expectations for regional companies in Southeast Asia to gain some business successes. It is thought that these successful experiences would build those companies' self confidence for subsequent projects, and the companies would stand as role models for other companies and regions.
- Training will target multiple countries via remote technical assistance, so that trainees can communicate bi-directionally in real time, (not only with the Lecturer(s) but also) among participating countries.
- In order to maximize the effectiveness of training, the use of the remote technical assistance system will be combined with local workshops moderated by the Lecturer(s), an assistance system based on sufficient CD-based educational materials, and the opening and management of a dedicated homepage for the course.

2. Target Participants

Participants from the *Philippines, Indonesia and Thailand* will be invited. Each country's participants will consist of the following three(3) groups;

- ① *Group A*: Moderator candidates (central government officials from relevant departments /divisions, leaders of NPOs and NGOs and graduate students).
- ② *Group B*: Main actors in regional economies (local government officials, business persons and entrepreneurs in local areas).
- ③ *Group C*: University students.

3. Staff Composition

- ① *Director and Chief lecturer*: Prof. Hiroya YOSHIKAWA

Professor at the Department of Law and Economics, University of Okinawa, Japan.

Director of the Japan Venture Business Society

Prof. Yoshikawa has over 35 years experience in research in economics, commercial science, and regional development. He has been advocating "Action Research," synergy between research and practice, and struggling to improve the entrepreneurship movement in Okinawa. In addition, to advocate the advance of unique, original goods and services of Okinawa into mainland's markets, Prof. Yoshikawa studies the theory of venture business,

advocates reform of Okinawa's venture, and supports and coordinates actual venture companies not only in Okinawa but also between the mainland and Okinawa.

② *Assistant lecturer*: Prof. Shinji FUKUI

Assistant Professor at the Department Social System and Policy (Business Administration), University of the Ryukyus, Japan.

Prof. Fukui specializes in management accounting, venture accounting and Okinawa small and medium business theory. While working in Okinawa for seven years, he studied Okinawa and Southeast Asia, taking local industries, analysis of local companies and community promotion as his themes in studies, research and publications with the prefectural office, other public agencies and local consultants. He is developing theories for local and global industries and companies (including state theory and regional theory) in the 21st century. He has also established and managed local NPOs, such as for a group for the handicapped and a community promotion group.

③ *Managers A and B*:

A.Motokuni Ishiguro (Production of educational materials)

B.Kayoko Nakanishi (Course implementation)

B.Madoka Yamaryo (Course implementation)

④ *Local Facilitators and Assistant Lecturers*:

Each of the Participating countries will provide one local facilitator and one assistant lecturer.

Facilitators will manage local enrolment and the progress of training and carry on various coordination duties through communication with PADECO and local JICA offices. Assistant lecturers will communicate in English with the lecturers and be on hand in the local classrooms to offer supplementary explanation on the lectures and lead workshops.

The staff scheduled to fill the facilitator and assistant lecturer positions in each country are as listed below.

• Thailand

Ms. Nuengnam Navaboonyom (To-U-Power Limited Partnership; Consult)

• Indonesia

Dr. Deddy Herdiansjah (The Indonesian Institute for Management Development)

• Philippines

Mr. Gilbert G. Gartchitorea (C. Virata & Associates, Inc.)



Photo 2

On 27th and 28th December 2003, the staff composition met in Okinawa to discuss about the course implementation. Staff Composition at Okinawa University Conference room.

(From left)

Mrs. Yamaryo (The director of curriculum development)
Mr. Hanchai Sawangned (The second assistant of Thailand)
Ms. Navaboonniyom (Thailand)
Mr. Gilbert (Philippines)
Pro. Yoshikawa (Okinawa Univ.)
Pro. Fukui (Ryukyu Univ.)
Dr. Herdiansjah (Indonesia)

4. Curriculum Structure

This course will follow the scenario below. First, it will introduce and explain efforts and successes in community promotion in Okinawa, and at the same time, present the basic theories necessary for devising community promotion strategies.

Thereafter, 3 days-session including lectures and workshops (Module 3-5) will be held by the Lecturer(s) at each country successively. During this session, guidance on the preparation of regional promotion strategy will be provided according to each country's needs, while all countries can share this in real time through the network in order to learn and apply it to their own country or region. During the workshops, Group B will be divided to work in teams (each team consists of participants from the same region), Group A will participate as Moderators and Group C will be able to take part as observers.

Groups A and C will complete an attainment test at the end of the 3-days session in their own country. Each team from Group B will make a presentation on the last day to gauge the results of the training.

(1) *Module 1 (Lecture) "The Experience of Okinawa and Basic Theories of Regional Promotion":*

Introduction will be provided on the status of Okinawa, its regional characteristics and the lessons learned from its regional promotion. At the same time, explanations will be given on the concepts of the management strategy and regional industry domains, which are necessary to understand regional promotion, will be given.

(2) *Module 2 (Self-study) "Exploration of Candidate Cases in the Promotion of Local Economies":*

Based on the preceding lectures, participants will be asked to understand problems and limitations affecting the progress of local regional promotion and to identify a number of candidate cases.

(3) *Module 3 (Lecture/Workshop) "Country-by-Country: How to Approach Regional Promotion":*

With application to the characteristics and circumstances in each country, successful cases of Okinawa will be introduced and the potential for cooperation between Okinawa and Southeast Asia will be subjected to theoretical examination. On this basis, participants will focus on a specific case or theme according to their own country/region.

(4) *Module 4 (Lecture/Workshop) "Country-by-Country: Advanced Theories, Methods and Strategies for Regional Promotion Strategy":*

As in the preceding module, the characteristics and circumstances in each country will be considered, where a lecture is given on corporate management methods and concepts, followed by a workshop on proposals of specific business models and other methods. Instruction in presentation methods will also be provided. Groups A and C will take attainment tests.

(5) *Module 5 (Self-study) "Work Out a Regional Promotion Strategy":*

Following the instructions given during the workshops, participants will practice to structure regional promotion business models, to establish regional (niche) brands and other methods.

(6) *Module 6 (Presentation and Discussions) "Presentation of a Regional Promotion Strategy":*

Each team of Group B will make a presentation on its own region's promotion strategy. All groups will then join in for discussions based on the presentations.

5. Course Schedule

Table 1 Course Implementation Schedule (Transmission, Workshops, and Self-studies)

	Host-Site	Philippines (<1h) L: Lecture W: Workshop	Indonesia(<2h) L: Lecture W: Workshop	Thailand(<2h) L: Lecture W: Workshop	Japan (Okinawa, Tokyo) Lecture only	JICA-Net Reservations(Japan Time) For Transmission(all countries) /For no transmission(host-site only)
Module 1 Feb. 10 (Tue)	Japan	11:30-17:00 L	10:30-16:00 L	10:30-16:00 L	12:30-18:00	10:00-19:30
Module 2 Feb. 11 ~ 12	—	Self-study	Self-study	Self-study	—	—
15 (Tue)	(Lecturers: Japan → Thailand)					
Module 3 16 (Mon)	Thailand	14:00-16:00 L	13:00-15:00 L	13:00-15:00 L 15:30-17:10 W	15:00-17:00 L	14:00-17:30 / 17:30-19:30
Module 4 17 (Tue)		11:00-12:30 L	10:00-11:30 L	10:00-11:30 L 12:30-14:10 W	12:00-13:30 L	11:00-14:00 / 14:00-16:30
Module 5 18 (Wed)		(Lecturers: Japan → Thailand)		9:00-15:00 Self-study		/ 11:00-17:00
Module 3 19 (Thu)	Indonesia	14:00-16:00 L	13:00-15:00 L	13:00-15:00 L	15:00-17:00 L	14:00-17:30 / 17:30-19:30
Module 5 20 (Fri)		9:30-11:00 L	8:30-10:00 L	8:30-10:00 L	10:30-12:00 L	9:30-12:30 / 12:30-20:30
21 (Sat)	(Lecturers: Indonesia → Philippines)					
22 (Sun)						
Module 3 23 (Mon)	Philippines	10:00-12:00 L 13:00-14:40 W	9:00-11:00 L	9:00-11:00 L	11:00-13:00 L	10:00-13:30 / 13:30-16:00
Module 4 24 (Tue)		10:30-12:00 L 13:00-14:40 W	9:30-11:00 L	9:30-11:00 L	11:30-13:00 L	10:30-13:30 / 13:30-16:00
Module 5 25 (Wed)		9:00-15:00 Self-study	(Lecturers: Philippines → Japan)			/ 10:00-16:00
Module 6 Mar. 2 (Tue)	Japan	11:30-16:00 L	10:30-15:00 L	10:30-15:00 L	12:30-17:00 L	10:00-19:00

II . Preliminary Survey of Needs

The preliminary survey was carried out over 12 days between 16th and 27th April 2003 by a team of four persons comprising the director and chief lecturer (Yoshikawa), the assistant lecturer (Fukui), the chief of teaching material development (Ishiguro) and the chief of curriculum development (Yamaryo). The team toured Thailand (Bangkok), Indonesia (Jakarta) and the Philippines (Manila), conducting interview surveys at JICA offices, central ministries and agencies, regional authorities, chambers of commerce and industry and local entrepreneurs (see Figure 1). The curriculum was revised on the basis of the survey results, in coordination with the JICA-Net office.

Besides gathering information on local situations and concerns, the implementation of a survey of local needs received advice on the methods used for running the course. Information gathered on local situations and concerns covered issues such as industry in each country, the progress of decentralization, unemployment, nationwide efforts for regional promotion, and the problems facing local companies (particularly small and medium businesses). We referred to this information in reconsidering the curriculum, to see how the experiences of Okinawa could be applied to the challenges faced by each country. We also received advice on course implementation, including the languages to be used, the times and duration of implementation and the enrollment of participants. Local people (staff of the agencies running the training and consultants) assisted in the selection of interview subjects, enabling efficient and appropriate visits and interviews.

Unfortunately, poor explanation to JICA offices in each county in advance meant that the details of this course had to be explained to the office staff from the beginning. Also, we had not gathered enough local information before beginning the survey, thus the curriculum had to be substantially revised on the basis of the survey results. The revision was a time-consuming process.

The survey of local needs gave a grasp of local situations and concerns, and obtained advice on course implementation methods, thus it was enormously useful in the curriculum revision process. Local people (staff of the agencies running the training and consultants) assisted in the selection of interview subjects, enabling efficient and appropriate visits and interviews. However, investigating local information before preparing the curriculum and providing the JICA offices with thorough explanations in advance would have made the survey more efficient and reduced the workload which followed the survey.

Photo 3 JICA -Net Remote office in each countries



JICA Export Training Center (Indonesia)

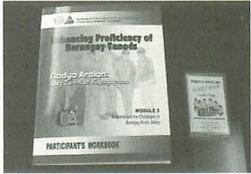


JICA Thailand Office



JICA-Net Center in the Philippines (UP)

Figure 1 Places Visited during the Preliminary Survey

Country	Location Visited
Indonesia	<ul style="list-style-type: none"> • Head of Office of Industry and Trade, Bekasi Area(Drs. H. Dadang Mulyadi, MM) <I-1,2> • Tangerang Chamber of Commerce and Industry(Mr. H. Udin Syahbudin) <I-3> • PT. Fumakilla Indonesia (manufacturer and distributor of mosquito repellents and other chemicals)(Mr. Toendan, Sutikno, Rudy Munthe) <I-4> • PT. Pan-Sadoshima Components (Electronic components factory in Bekasi) Mr. Dien Hussein Keshar G. <I-5,6> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p><I-1></p> </div> <div style="text-align: center;">  <p><I-2></p> </div> <div style="text-align: center;">  <p><I-3></p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  <p><I-4></p> </div> <div style="text-align: center;">  <p><I-5></p> </div> <div style="text-align: center;">  <p><I-6></p> </div> </div>
Philippines	<ul style="list-style-type: none"> • LGU Guarantee Corporation (Ms. Lydia N. Orial) <P-1,2> • Local Government Academy (Mr.Marivel C. Ssacendoncillo,ceso III) <P-3,4> • Quezon City Chamber of Commerce and Industry(Mr. Nathan C. Zulueta) <P-5> • ENW Manufacturing Tech. Inc. (Manufacturer of metal (steel) products and components) (Mr. Jose Ignacio) • League of Cities of the Philippines(Mr. Gil Fernando C. Cruz) <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p><P-1></p> </div> <div style="text-align: center;">  <p><P-2></p> </div> <div style="text-align: center;">  <p><P-3></p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  <p><P-4></p> </div> <div style="text-align: center;">  <p><P-5></p> </div> <div style="text-align: center;">  <p><Philippine-Okinawan Society></p> </div> </div>

Thailand

- Foreign Agricultural Relation Division, Ministry of Agricultural and Cooperatives(Mr. Boonnorm Oonkasem) <T-1,2>
- Department of Policy and Planning, Bangkok Metropolitan Administration (Mr. Prasit Pongpaesat) <T-3>
- Department of Community Development, Ministry of Interior(Mr. Mr. Jarupong Phondej) <T-4>
- The Thai Chamber of Commerce (Mr. Apiruh Wanasathop) <T-5>
- National Science and Technology Development Agency, Ministry of Science Technology and Environment (Dr. Chadamas Thuvasethakul)
- National Institute of Health, Department of Medical Sciences, Ministry of Public Health <T-6>
- Pathom Asoke Community, Nakhon Pathom Province, Herbal Medicine Research Center (Ms. FagFaNueng Asoketrakul) <T-7,8>
- Decentralization to Local Government Organization Committee
- The Prime Minister Office, Secretariat of National Committee Board on "One Tambol, One Product" Project <T-9>



<T-1>



<T-2>



<T-3>



<T-4>



<T-5>



<T-6>



<T-7>



<T-8>



<T-9>



<The workshops saw lively discussion between the participants, which is not normally seen in distance lectures.>

III Preparation Meeting in Okinawa

On 27th and 28th December 2003, the director and chief lecturer (Yoshikawa), the assistant lecturer (Fukui), local assistant lecturers (one each from Indonesia, Thailand and the Philippines), the chief of teaching material development (Ishiguro) and the chief of curriculum development (Yamaryo) met in Okinawa to make study visits to venture companies in Okinawa, special free trade zones and other sites, as well as to discuss about the course implementation (See Photo 2, Table 2).

As the preparation meeting was concentrated in a short period, the course objectives, course content, and lecturers' views were thoroughly reviewed and shared. This was very important, because the course was run in three countries.

Visiting Okinawa enabled the local assistant lecturers to experience the similarities and differences between Okinawa and their own countries, and gave them an opportunity to study the activities of companies in Okinawa that are using the resources of their own and nearby areas.

Table 2 Schedule of Preparation Meeting in Okinawa

Date and time	Content	Location
December 27 (Saturday) A.m. and P.m.	Visits to venture companies in Okinawa, special free trade zones, activities of companies which make use of local and nearby resources, and site inspections of systems to promote regional economic progress.	<ul style="list-style-type: none"> • Site visit to Naha New Port • Visit to Nihon Gettou • Visits to Okinawa Special Free Trade Zones (visits to Camellia Asia Pacific and Umichu Factory) • Visit to the JICA Okinawa International Center and the JICA-Net studio
December 28 (Sunday) A.m. and P.m.	<ul style="list-style-type: none"> • Lectures of regional promotion • Course curriculum checking • Explanation of the KJ Method to be used in local workshops • Explanation of the course homepage 	Okinawa University conference Room 

Carrying out this kind of preparatory meeting via JICA-Net is another option. However, as the course was run in three countries, the actual meeting between all the parties involved was highly effective in ensuring full sharing of information and building close relationships. In order to hold such a concentrated meeting, it was important for the participants to have some common knowledge before the meeting, thus all had to read the relevant documentation in advance.

IV. Recruitment of participants

Participants for this course were enrolled in January 2004 after candidates were selected between mid-November and the end of December 2003. The lecturers, local assistant lecturers, local facilitators, and training implementation managers cooperated in the selection process. In particular, JICA local offices cooperated in the selection of regional participants.

Table 3 Participant Recruitment Schedule

	2003		2004	
	November	December	January	February
Selection of candidate participants	—————	—————		
Enrollment of participants			—————	

Table & Photo 4 Summary of Participants

	Group A	Group B	Group C
Indonesia	Officials of Ministry of Tourism (3)	Bali(Eco-tourism), Bekasi (local government officials), etc. (10)	Students (4)
Thailand	Officials of Community Development Dept., Business Development Dept., Export Promotion Dept., etc. (10)	Health food and organic food manufacturers, etc. (7)	Lecturer of University (2)
Philippines	Officials of National Economic and Development Authorities (Regions III and IV-B), Department of Interior and Local Government, Union of Local Authorities of the Philippines, etc. (19)	Officials of City of San Fernando, La Union, Department of Labor and Employment - Region III, etc. (11)	Graduate students (2)

The numbers in () indicate numbers of participants



Indonesia Participants (17)



Thailand Participants (19)



Philippines Participants (32)

Three groups were envisaged for participants in this course, namely Group A (central

government staff, NPO and NGO leaders, postgraduates etc.), who are seen as leadership candidates for regional promotion, Group B (regional authority staff, regional companies and entrepreneurs), who are the supporters of regional economies, and Group C (university students). Therefore they had to be gathered from a variety of agencies and groups. Time was taken to select the participants carefully, with the cooperation of local JICA offices, so all three groups were assembled in each country.

However, coordination with local JICA offices on the participant recruitment process and the handling of participant expenses took large amounts of time. Preliminary coordination was inadequate on issues such as how much advice local offices should provide on candidate participants, whether to pay the daily allowances, transport expenses, and accommodation costs.

Allowing sufficient time for the selection of candidate participants in the enrollment process made it possible to gather groups of participants in line with the course objectives. Nevertheless, preliminary coordination with local JICA offices must begin at an earlier

stage on matters such as the participant recruitment process, their costs and other matters requiring coordination with local offices, and on matters where the regulations and customary practices of those offices are applicable.



JICA-Net Training Course

Methods for Regional Promotion
as Seen in Okinawa and Regional Development in Southeast Asia
-Utilizing Common Characteristics among Neighboring Countries

JICA (Japan International Cooperation Agency) is conducting the "Methods for Regional Promotion" course using the JICA-Net, a distance learning facility of JICA.

Participating Countries:

The course is delivered through the JICA-net sites in Bangkok (Thailand), Jakarta (Indonesia), and Manila (Philippines) from Okinawa (Japan).

Training Period: January 2004 to March 2004

Location:

JICA-Net Office (Satellite Center)
 4F National Engineering Center Building
 University of the Philippines-Diliman, Quezon City

Course Fee:

-still under discussion with JICA regional office-

Language: English

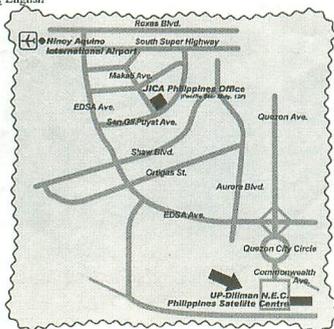


Figure 2

Recruitment of participants in Philippines case: Participants for this course were enrolled in January 2004 to March 2004.

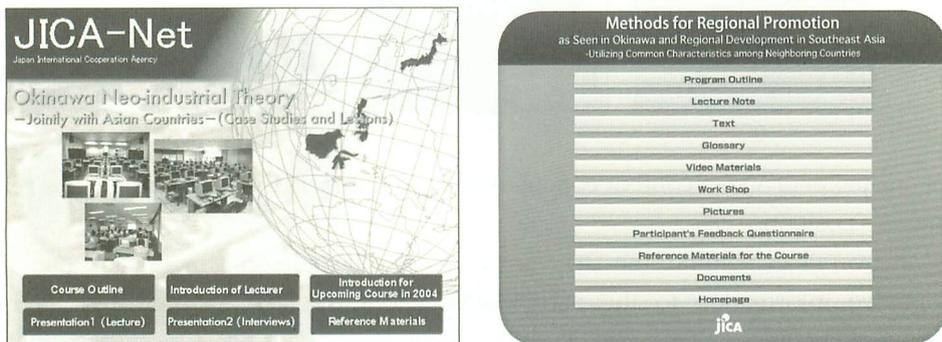
Allowing sufficient time for the selection of candidate participants in the enrollment process made it possible to gather groups of participants in line with the course objectives.

V. Development of Teaching Materials

The following materials were developed for this course.

- 1) CD for preliminary study
Course summary, schedule, video introducing cases of companies in Okinawa, glossary, reference documents.
- 2) Teaching materials for preliminary study (trilingual materials in English, Indonesian and Thai).
Comprising documents of 16 types, lettered A~P. Documents correspond to the lecture content for each module.
- 3) Teaching materials for lectures (PowerPoint)
These materials are used for each remote lecture.
- 4) Teaching Materials for follow-up study (assignments for modules 2 and 5)
Topics are proposed for private study after the completion of each distance lecture.
- 5) Various manuals and glossaries
Manuals etc. for the KJ method and other techniques used in local workshops.
- 6) Dedicated homepage

Photo 5 List of developed teaching materials



The following is a summary of the evaluation and lessons gained from the development of this content.

1. Compact Disc (CD) for preliminary study

CDs for preliminary study were distributed to all participants in the three countries at the start of the lecture. The CD contains a course summary, commentary on the schedule and the teaching staff, summaries of the live lectures, and recorded images of trends in company startups that contributed to regional vitalization in Okinawa. It also contains papers by the teaching staff (specific examples and data documentation that students should know as basic or supplementary knowledge) and glossaries as extra material, supporting students in their comprehensive self study. The aim of this material is to raise the readiness and motivation of participants.

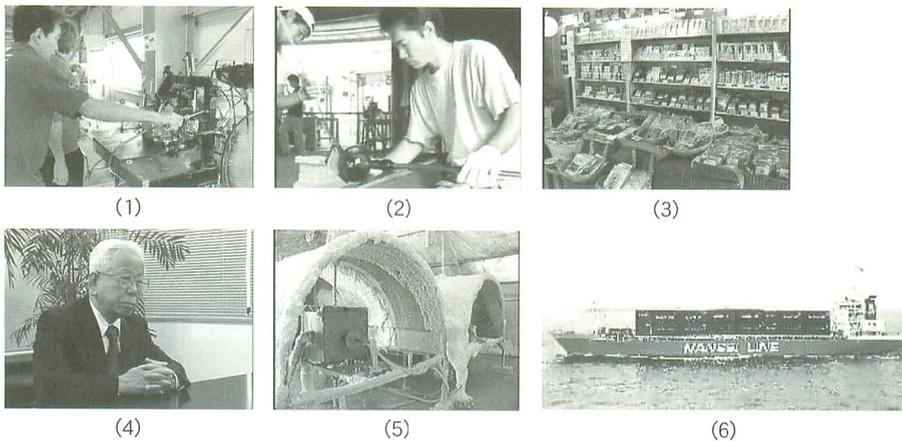
Table 5

Speed Industres Corporation (1)
RYUKYU Glass Craft Cooperative (2)
OKINAWA Tourist Service, INC.
NIPON GETUTO Corporation
Nakazen co., LTD (3)
Interview with Prof. KIYONARI (4)
Nuchimaasu (5)
Daiyonekousan (6)
Other Materials

Table 5 & Photo 6

The inclusion of video content containing large numbers of interesting images related to Okinawa's position and entrepreneurial trends, in addition to the text-centered content, was important in motivating the participants to take the CD and explore its content.

Photo 5



The inclusion of Video content containing large number of interesting images related to Okinawa's position.

As an overall evaluation, the CD was successful in delivering a certain amount of lecture-related information to the participants before the live lectures and after the completion of module 1. This had a major effect at the start of the course, enabling participants to smoothly gain an understanding of lecture content. In particular, the inclusion of video content containing large numbers of interesting images related to Okinawa's position and entrepreneurial trends, in addition to the text-centered content, was important in motivating the participants to take the CD and explore its content.

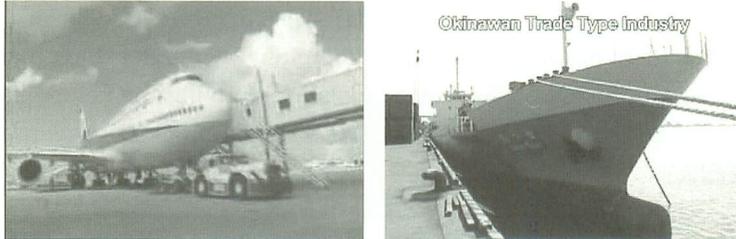
Most participants who viewed the CD did so after the completion of module 1, and we assume that relatively few viewed the CD before the start of module 1. This pattern indicates the difficulty of making participants put the CD into an audio player and listen to its content before the course starts, while they have very little information about the lectures. Lessons for the future include hard copy introducing the content of the CD in a more convenient form (one which takes no time to access), taking time during the live lectures for module 1 to announce the content of the preliminary CD, and guiding all participants to complete listening to the CD by the start of module 2, at the least.

2. Teaching materials for preliminary study

Figure 3 Teaching materials for preliminary study (trilingual materials in English Indonesian and Thai)

<p>A. Self-introduction and greeting to all participants</p> <p>B. Why regional development now?</p> <p>C. My experience (the lecturer speaks from experience of regional promotion projects)</p> <p>D. From the perspective of decentralization</p>	<p>E. The emergence of trade-type venture businesses</p> <p>F. How to promote regional industries</p> <p>G. Nihon Gettou (example of a successful venture in Okinawa)</p> <p>Regional venture business theory</p>	<p>H. Music industry in Okinawa</p> <p>I. Why Okinawa was chosen as the case study subject</p> <p>J. Industrial and corporate domains in Okinawa</p> <p>K. The KJ Method</p>	<p>L. Resource mapping</p> <p>M. Starting points for regional promotion</p> <p>N. From regions within a country to regions within a regional positioning</p> <p>O. Tourism as a regional industry</p>
<p>English</p>	<p>Thai</p>	<p>Indonesian</p>	
<p>What is Regional Promotion? Using Japan's Experience</p> <p>New regional promotions are so popular in all over Japan. Regional promotions are carried out not only in small villages in mountain area, but also large firm villages in plains, big cities, small towns, fishing villages in coastal area, and islands. You see many regional projects in all over Japan. Mass media also report these projects frequently. New regional projects are in full bloom. Why regional promotions are so popular?</p> <p>1. Beginning of regional promotion boom</p> <p>In the first place, Takeshita cabinet's policy named "Regional Creation Program One Hundred Million Yen" played important role in 1988 and in 1989. The policy was said "Subsidary for self participation of people in the region". This policy was extraordinary.</p> <p>The subsidiary gave people opportunity to think and act for their own region. 100,000,000 yen was not big money for major cities but it was big amount of money for small villages. Whatever the subsidiary is big amount or small amount, it stimulated people to discuss regional promotion and finance activity of their place.</p> <p>Of course, many other and towns had carried regional project out before the policy launched, but the policy should be highly valued for the reason that it expanded regional promotion activities to places in all over Japan. The policy, "Regional Creation Program One Hundred Million Yen", made the boom of regional promotion.</p>	<p>การส่งเสริมพัฒนาท้องถิ่น เป็นเรื่องที่น่าสนใจและเป็นที่ถกเถียงกันมากในสังคมเมืองไทย โดยเฉพาะอย่างยิ่งในเขตเมืองใหญ่ ซึ่งในอดีตเคยมีโครงการส่งเสริมพัฒนาท้องถิ่นในลักษณะต่างๆ มากมาย แต่โครงการที่ประสบความสำเร็จมากที่สุดและเป็นที่ยอมรับกันโดยทั่วไปก็คือโครงการส่งเสริมพัฒนาท้องถิ่นของรัฐบาลไทย ซึ่งดำเนินมาตั้งแต่ปี 1988-89 และ 1989-90</p> <p>โครงการส่งเสริมพัฒนาท้องถิ่นนี้ มีจุดประสงค์เพื่อส่งเสริมให้ประชาชนในท้องถิ่นได้มีส่วนร่วมในการพัฒนาท้องถิ่นของตนเอง และเป็นการส่งเสริมให้ประชาชนในท้องถิ่นได้มีโอกาสในการพัฒนาท้องถิ่นของตนเอง</p> <p>1. เริ่มต้นของยุคทองของการส่งเสริมพัฒนาท้องถิ่น</p> <p>ในขั้นแรก นโยบายของรัฐบาลไทยที่มีชื่อว่า "โครงการสร้างเมืองหนึ่งแสนบาท" มีบทบาทสำคัญมากในการส่งเสริมพัฒนาท้องถิ่นในลักษณะต่างๆ มากมาย แต่โครงการที่ประสบความสำเร็จมากที่สุดและเป็นที่ยอมรับกันโดยทั่วไปก็คือโครงการส่งเสริมพัฒนาท้องถิ่นของรัฐบาลไทย ซึ่งดำเนินมาตั้งแต่ปี 1988-89 และ 1989-90</p> <p>โครงการส่งเสริมพัฒนาท้องถิ่นนี้ มีจุดประสงค์เพื่อส่งเสริมให้ประชาชนในท้องถิ่นได้มีส่วนร่วมในการพัฒนาท้องถิ่นของตนเอง และเป็นการส่งเสริมให้ประชาชนในท้องถิ่นได้มีโอกาสในการพัฒนาท้องถิ่นของตนเอง</p> <p>โครงการส่งเสริมพัฒนาท้องถิ่นนี้ มีจุดประสงค์เพื่อส่งเสริมให้ประชาชนในท้องถิ่นได้มีส่วนร่วมในการพัฒนาท้องถิ่นของตนเอง และเป็นการส่งเสริมให้ประชาชนในท้องถิ่นได้มีโอกาสในการพัฒนาท้องถิ่นของตนเอง</p>	<p>Apa yang Dimaksudkan dengan Promosi Daerah</p> <p>— Mempertingkatkan Penguasaan Daerah —</p> <p>Sekarang di Jepang, di mana-mana ada gerakan mempromosikan berbagai daerah. Walaupun di desa kecil di daerah pegunungan atau desa besar di daerah pantai yang di kota besar atau kecil, di kota perkotaan di daerah pantai atau di pulau-pulau terpencil. Gerakan tersebut dilakukan di segala tempat di Jepang. Media massa juga sering mempopulerkannya dan bahkan ini belum pernah terlihat benar-benar promosi daerah selang dikembangkannya. Mengapa promosi daerah berkembang seperti begini?</p> <p>1. Dimulainya Perkembangan Gerakan Promosi Daerah</p> <p>Pertama-tama, selama 2 tahun, yaitu pada tahun fiskal 1988 dan 1989, kebijakan utama Kabinet Takeshita, "Program Satu Seten Juta Yen (Penciptaan Kampung Halaman dengan Anggaran Seratus Juta Yen)" telah memainkan peranan besar. Tindakan kongres bernama "Subsidi untuk Promosi Daerah melalui Pribadi Sendiri dan Pelaksanan Sendiri" ini penuh dengan konsep baru bisa.</p> <p>Hal ini berarti pihak otonomi dan pemerintah telah diberikan kesempatan untuk memaki subsidi secara independen dan sebanyak sendiri, di samping jumlah yang banyak dan sedikit (seratus juta yen adalah jumlah kecil bagi kota besar, dan jumlah besar bagi desa kecil). Memang, mereka perlu berdiskusi masalah yang dikawal dan visi masa depan di daerah, dan akhirnya hal ini memulainya promosi daerah.</p> <p>Tentu saja, sebelum itu, tidak sedikit daerah telah berusaha melakukan promosi. Namun demikian, sistem ini boleh dievaluasi dan dinilai tinggi karena penyebaran konsep promosi daerah secara nasional. "Program Satu Seten Juta Yen" ini telah memberikan sekali, kesempatan untuk mengembangkan gerakan promosi daerah lebih lanjut.</p>	

three countries, thus there were problems such as interruptions in the video feeds, which included the PowerPoint presentations, and loss of sound. In particular, the Thai studio, which lacks an adequate audio system, was unable to transmit video directly, thus video images seen locally had instead to be broadcast indirectly to each country. This introduces signal noise and participant voices into the transmission, making viewing very difficult.



〈Power Point in conjunction with the lecture content〉

Lessons for the future include use of studios with adequate equipment, if the PowerPoint materials are to include video, and limiting the broadcast destinations to one point at a time, because broadcasting to multiple Countries increases the risk of degraded images).

4. Teaching Materials for follow-up study

Word files were used to suggest points to consider for self-study assignments in modules 2 and 5.

In this course, lecturers left Japan to have on-site lectures in three countries, and workshop sessions were held after each live lecture, thus the lecturers and facilitators/ teaching assistants can provide instruction following the points presented in the relevant teaching materials, thereby giving the participants a semi-Compulsory experience of workshop participation.

Therefore, we believe these teaching materials were part of an enormously effective follow-up study process.

Assignments for Each Country Module 2 and 5
(Self-study in each individual country)

[Module2]

Group A (If possible, Group C as well)

Individually, use the KJ method to come to a conclusion on the following topic. (People who cannot do this should use this time for preparations so that they can accomplish the task)

Form an image or picture of being a regional promoter and come up with future potentialities, issues that need to be tackled, and problems using the KJ method (Those who can't finish should write out 5-6 KJ cards).

Group B

Indonesia

As we will use the KJ method to come to a conclusion as a group, use this time to make preparations. As a group, come up with how Bali can solve its tourism problems (measures to deal with decreasing tourist numbers following the recent terrorist bombing is a very big issue, but also consider issues outside of this as well), break away from being dependent on outside forces (large travel agencies, etc.), and come up with methods for creating local or regional industries and the problems there within. (Even if this cannot be completed, write out responses on KJ cards)

Thailand

Come up with issues and problems for methods to expand ways for cash-based in come in individual communes (For example, the Asoke Society's capsule). (Even if you can't complete this, write out your responses on KJ cards)

Philippines

The Group A and B will be split into two separate groups (the KJ method will be used)

1. (Common/mutual) issues for Group A

2. Explore possibilities for cooperative businesses between Okinawa and the three countries.

[Module 5]

Group A: Using KJ cards that have been prepared (written down) come to a consensus and also help Group B

Come to a conclusion using the KJ cards that Indonesia and Thailand B Group have prepared (written down).

Group B*: will make concrete business proposals, collect and prepare the appropriate materials for this.

Indonesia: Prepare materials for ecotourism resources and ecotourism courses on Bali Thailand: We would like to do a case study to set up test-marketing shops, including inspection tours in each of the communes. Please prepare materials for this.

*possibly, also Philippine's Group A, as well

〈Self-study assignments in word files, Module 2 and 5〉

5. Manuals

Manuals were prepared on the content, procedures and other aspects of the KJ Method and resource mapping, for use in workshop sessions conducted by lecturers after their on-site lectures. The manuals were used by the lecturers in the preliminary meetings which took place in Okinawa at the end of December, to provide assistant lecturers (from the three countries) with explanations in preparation for use in local workshops.

The use of these manuals meant that, in addition to providing teaching materials in line with lecture content, the course could provide tools for studying the key points of regional vitalization methods. In the same way as 4 above, the manuals are regarded as having yielded great results.

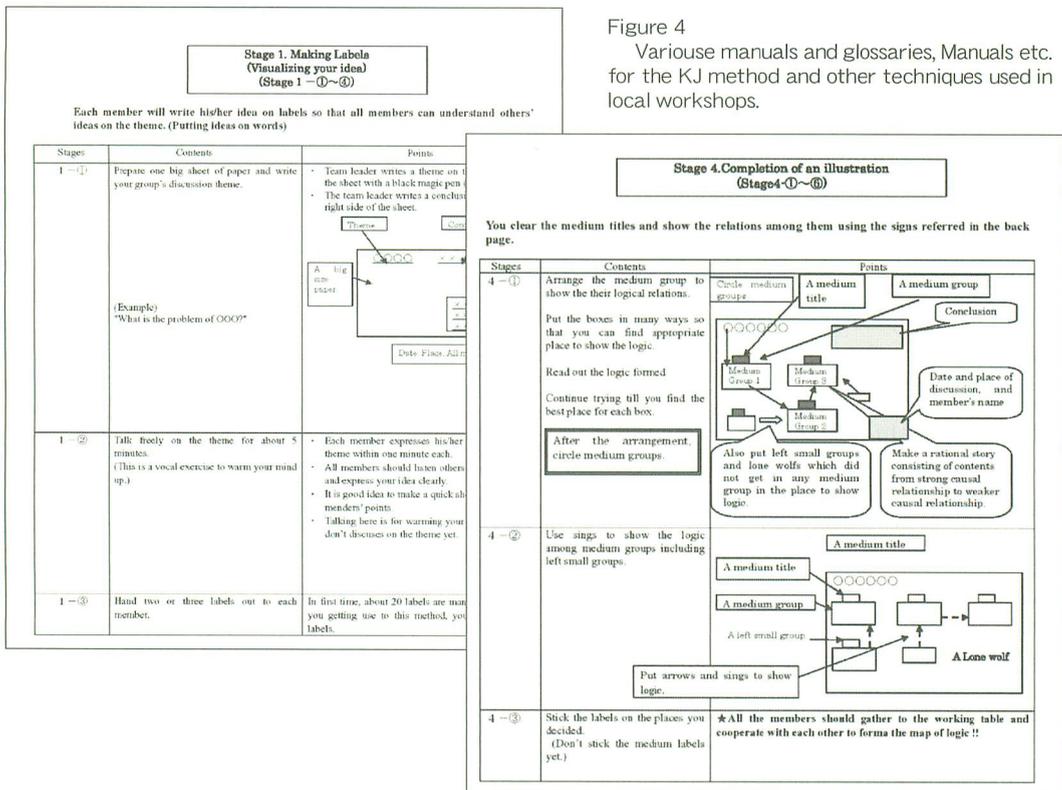


Figure 4
Various manuals and glossaries, Manuals etc. for the KJ method and other techniques used in local workshops.

6. Dedicated homepage

A dedicated homepage for this course was set up to enable exchanges of information and views between participants and their lecturers and assistant lecturers, and between individual participants, both during the training period and afterwards.

At each live lecture, the host tells the participants the address of the homepage and the information it contains, to encourage them to use it to the full.

The homepage is still maintained, even now that all modules have been completed, and the participants use it as a forum for discussion with Okinawan entrepreneurs.

Thus the establishment of this homepage can be seen as highly significant for the regional promotion, which is the aim of the course.

Among the participants from Southeast Asia, some cannot access the Internet or lack computer skills. Therefore, one lesson for the future is that we should look for some other way for participants to access the lecturers at times other than the live lectures.

Photo 7 The opening and management of a dedicated homepage for the course.



VI. Implementation of the Course

The twelve modules (comprising eight live lecture modules, three workshop modules and one self study module) were carried out between 10th February and 2nd March 2004.

The implementation schedule is as shown in Appendix 1.

Modules 1, 2 and 6 were implemented simultaneously in the three countries, while modules 3, 4 and 5 were run as boarding courses over two nights and three days (1 set), in Indonesia, Thailand then the Philippines (three sets in all). The course schedule concentrated twelve modules into a short period of around one month, and was composed to enable participants to maintain their concentration for the duration.

The following is a summary of the evaluation and lessons gained from the implementation of the course.

1. Live lectures

(1) Contents of the lectures

Modules 1 and 6 were live lectures, as were modules 3 and 4, which ran in three countries simultaneously. Each of the live lectures progressed in clear order through the main message and case studies of Okinawa. The lecturers' speeches were limited to around 40 minutes, to maintain participants' concentration and promote understanding. Image-based supplementary teaching materials were used to the full, and time was allotted for participants to pose questions in Q&A sessions. This approach appears to have produced a system that maintained participants' concentration and interest through the duration of each lecture.

On the other hand, for the modules broadcast from the three Southeast Asian countries (modules 3 and 4 in each country), interpreting for the Q&A sessions between lecturers and participants was handled by Padeco staff in Tokyo ITC. The interpreting method used is that the staff in Tokyo are in contact with the lecturers by IP telephone in addition to the broadcast, interpreting each question over the telephone, and finally interpreting the answers for communication to the participants. Unfortunately, this method left participants waiting for the responses to each question.

As a lesson for the future, lecturers should be selected who are able to handle Q&A sessions in English, or expert English-Japanese interpreters should be posted on site to provide interpreting service.

(2) Audio system of the live lectures

Broadcasts which linked four countries experienced occasional interruptions and indistinct sound, systemic problems which continued to the final module. In particular, the lack of a satellite center in Thailand meant that it took time to adjust the sound and video, forcing a 30 minute interruption of module 3 transmission from Thailand. As a lesson for the future, video transmission must be improved by measures such as allowing more time for setting up.

Photo 8 The JICA-Net Remote Technical Assistant System

	Contents of the lectures	Workshops (without net broadcast)	Audio system of the live lectures
Indonesia			
Thailand			
Philippines			

2. Workshops (without net broadcast)

In addition to remote live lectures, workshops based on the KJ Method followed on from the lectures. The workshops examined the real challenges faced by each region and considered grand designs and business models for each region.

The lecturers who were on site in the three countries were able to lead the workshops as well, so participants were able to receive direct instruction from the lecturers in the KJ Method and other methods, which increased their interest in regional promotion.

The workshops saw lively discussion between the participants, which is not normally seen in distance lectures. The debate between participants from different walks of life, such as civil servants, entrepreneurs and university students, generated ideas that will contribute to regional promotion. Bringing the participants, facilitators and assistance lecturers together in the same forum builds participants' familiarity with and trust in the lecturers and, as a result, earned this course high evaluations from the participants.

In contrast to the one-way flow of information from the lecturer in classes, the workshops provide participants with opportunities to use their own heads and hands to tackle challenges. This approach makes them a highly effective learning tool, and it would be worth considering ways to run workshops on a distance learning basis.

3. Presentation (module 6: Live)

In the last live lecture (module 6), the participants made presentation of what they had learned in the live lectures and the results of their deliberations in the workshops. In that way, each individual participant was given an opportunity to present his or her inquiries live to each country. They were clearly enjoying the course as they took the microphone to give lively presentations of their ideas.

Photo 9 Presentation of a Regional Promotion Strategy



<Indonesia>



<Thailand>



<Philippines>

This revealed the importance, in an extensive program such as this one, which spreads over 12 modules, of enabling the participants themselves to create their own broadcast scenes of some kind.

Conversely, the following problems require consideration:

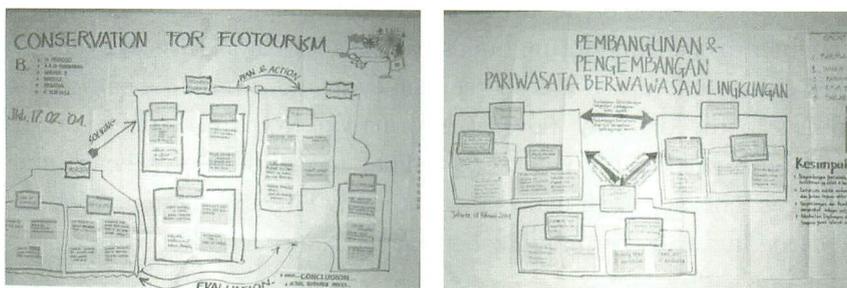
- The style of presentation in which the KJ Method results are displayed on simili paper and viewed through the camera was unclear due to blurring of the characters and chart lines.
- It was not possible for the lecturers to give adequate time as well as comments and evaluation on the presentations from each country, partly due to time constraints.
- It was not possible to fully elicit comments from the company participants in Okinawa in the short time available.

Therefore, we could learn from this to arrange the media better for each country's

presentations (making figures appear larger, etc.), and allocate more time for exchanges between lecturers and students in classes after the presentations.

The attainment test for this course was used for the lecturers to provide their evaluations of the presentations. The evaluation results were fed back to the students, a process which is expected to contribute to the development of future “regional promoters”.

Photo 10 The style of presentation are displayed on simili paper and viewed through the camera.



The following are examples of evaluation results returned by lecturers.

Table 6 Presentation evaluation results

【Indonesia】 KJ Method presentation

Grade	B+
Theme	Development of eco-tourism
Evaluation	This group summarized strategies of the development of eco-tourism. It raised a wide range of issues, from the support of the government, law and regulations, marketing, the useful investment on the eco-tourism, to the importance of hospitality. The idea of the three pillars, attraction, accessibility and amenity, was interesting. More detailed investment strategy, law enforcement strategy, or marketing strategy should have been commented.

Grade	A-
Theme	Eco-tourism in Indonesia and ASEAN
Evaluation	All the students worked hard to produce a comprehensive and balanced presentation. Nevertheless, I would have liked to see some bold and unique content from such a young group. As a rule, the kind of culture and events proposed can, of course, serve as resources for eco-tourism, and they are important. But, perhaps you should consider eco-tourism that focuses on culture in everyday life. In that way it would be possible to focus efforts on improving that everyday living culture and building social capital, reconciling enhanced living standards with eco-tourism (the economics of the tourism industry). The implementation strategy should contain more originality. How about a single unique proposal from such a youthful group?

【Thailand】 KJ Method presentation

Grade	A-
Theme	How to develop agricultural products for national and global markets
Key Points	The conclusion is as follows: Producers must aim at producing goods with best quality, uniqueness, brand names

	and reduced cost of production; market channels must be increased with financial and investment supports from the government. The conclusion is drawn from these three areas: Product development / Marketing survey consumer behavior, create brand name and increased market channels / The government supports in financial and investment
Evaluation	This presentation was a well-balanced overall summary, which is worthy for evaluation in this regard. However, as this was a Group B presentation, it must look a little more into personal themes.

Grade	A-
Theme	How to develop agricultural products for national and global markets
Key Points	The conclusion is as follows: Producer must aim at producing goods with best quality, uniqueness coupling with the market promotion through government and private sector supports. The conclusion is drawn from these three areas: Production development / Market promotion / Outside supports
Evaluation	Considering the fact that this was summarized by Group A, this presentation lacks specificity compared to 7, but perhaps I am asking for too much.

Grade	A+++
Theme	The Enlargement of Thai Herbal Products to nationwide & international market?
Key Points	The conclusion, as below, is that this is a compact and skilful presentation, but it lacks impact. In particular, I would like to see the characteristics of a Group B presentation. Conclusions (KJ mapping) shows that the producing of developing chemical free products of good standard must be consisted of old wisdom, research works, and appropriate technology, the result of which lead to quality control and guarantee both in and outside Thailand. Only through so doing, the product make would be developed to nationwide and global. This is built on the following three key elements. Promotion of Herbal Products 1. Productivity Process (Production, P&D, Packaging) 2. QC 3. Marketing
Evaluation	One of these three elements is unique, being specific to a Buddhist group, as follows: Production <ul style="list-style-type: none"> • • • • Because raw material is 100% chemical free produced by Buddhist group, who emphasis starting on human spiritual through raw material, therefore it effects to the limitation of qualified raw material and labor. This promotion characteristic is to be reflected in the marketing plan as follows. Marketing Plan <ul style="list-style-type: none"> • • • • Arrange visiting tour on manufacture • • • • Participate in exhibition on Health Products, join health activities Self study into specific plan proposals and projects for realizing them yielded results which were also presented. One plan included opening the commune once in two weeks for tour buses from Bangkok. A herb restaurant could be opened, and the general public could tour the commune, which would promote sales of health foods, while aiding outside understanding of the ideas of the commune. These proposals included very detailed content, such as diagrams planning specific facilities and suggested tours. It is regrettable that the detailed content cannot be reproduced here. Above all, I was impressed by the way all the participants enjoyed spirited discussions

	into the night, and extended their debate to consider the ideal character of the commune, which was outstanding.
Guest Comments 	Nakazen Corporation (the largest manufacturer of health foods in Okinawa)- Comments from Mr. Mitsuru Horita, head of the Planning and PR Office. “We are primarily a health food company, and we went on to create a herb restaurant and tourism facilities, which we use in PR. You all start with spirit, and create health foods on that basis. That is an excellent approach. Please ask us if there is anything, even technical matters, which we can help you with”

【The Philippines】 KJ Method presentation

Grade	B+
Theme	Regional Promotion in the Philippines (A)
Key Points	The presentation identified general challenges in regional promotion, and emphasized the importance of exploiting regional resources and obtaining finance from the state.
Evaluation	This presentation was commendable as a skilful summary with a broad perspective. However, more commentaries on specific challenges, based on participants’ experiences are desired.

Grade	B++
Theme	Regional Promotion in the Philippines (B)
Key Points	This is similar to 1 above, but with the following additional issues: Problems due to political interference, and technological aspects ranging from production technology to information technology.
Evaluation	Compared to 1, this presentation took a wider perspective and raised new issues. However, in common with 1, it lacked specifics.

Grade	A
Theme	Domestic Sales Promotions and Export Trials for Agricultural Produce
Key Points	The presentation began with an overview of Bataan, followed by explanation focused on agricultural produce (fruit, vinegar). At present, mango pickles, guava jelly, fruit vinegar and other foods are produced for sale and local consumption. The presentation proposed marketing and quality improvement efforts to begin direct sales (door to door) as the first step, followed by Internet sales, diversified marketing, advertising and distribution channels. It also proposed the use of local ports for exporting.
Evaluation	This kind of study is necessary as the first stage, to summarize the tasks and problems. This was a skilful summary. Its proposals for future sales promotion activities were also commendable. It also requires consideration of the objective, whether it is centered on profit or sale volume (employment), and what markets efforts should focus on. However, In future it will be necessary to consider product characteristics (quality improvement, tailoring to individual applications, etc.), product development to expand sales channels, and the relationship between product position and characteristics and sales channels. There was no specific consideration of exports, thus the proposal and advice below were provided as an example. If exports are planned, there will be differences in diet and tastes between countries, so the question of what market in which country must be considered. For example, in Japan, JETRO will send an expert taster to producers who request one. The lecturer advised planning based on this kind of support.

Grade	A
Theme	Regional Promotion in the Philippines (D)
Key Points	This group summarized general content on regional promotion, and went on to discuss the specific fields in which the participants were involved (for example, furniture production, biotechnology). It raised a wide range of issues, from local products to improvements in marketing to quality control, in order to expand domestic and overseas sales channels, draw in foreign investment and found public and private partnerships. The range of issues raised was wide, so comments were focused on the two points of orders of priority for investments and the problems of public and private partners.
Evaluation	The balance of two perspectives, the broad summary of challenges and the tasks for specific regions was impressive.

Grade	A+
Theme	Improving city Economy by harnessing Agricultural-Industrial by product
Key Points	First there was a summary of the region, followed by “Strengths and opportunities”, “Issues and concerns”, “Strategies”, namely marketing improvements, and measures such as agricultural trade fairs, improvement and expansion of agricultural data, government support for related policies, with proposals for specific projects under “Projects identified” .It also raised a wide range of issues, from local products to improvements in marketing to quality control, in order to expand domestic and overseas sales channels, draw in foreign investment and found public and private partnerships. The range of issues raised was wide, so comments were focused on the two points of orders of priority for investments and the problems of public and private partners. It presented the following proposals and documents on joint projects with Okinawa. The proposal concerns the seed industry, which is one industry in the region concerned. The industry discards fruits after their seeds have been extracted, but the proposal suggests using that fruit in some way. Data was presented on the usable volumes of watermelon and bitter melon (Galaxy Jadestar).
Guest Comments	Special guest, Mr. Mitsuo Taira (papain enzyme extraction factory) gave his comments and discussed the potential for a cooperative project. “The technology for making bitter melon into juice as a medicine (health food) has been established in Okinawa, so wouldn’t it be possible to build a factory on site to produce the raw materials? I (Taira) have developed technology to extract enzymes from papaya, so the same kind of activity would be possible where papaya fruit is being discarded. I would like to visit the site and investigate.”



Photo 11 Proposals and documents on Joints with Okinawa



〈At JICA-Net Okinawa Studio〉