Strategic Collaboration between NPO and Local Government for Social Innovation: A Case of Implementing Web Based Video Conference for Global Communication Program at Osaka, Miyakojima

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Abstract--**Japan has embarked on aggressive global outreach programs in various sectors and administrative levels in order to develop people with global outlook to cope with the rapid advancement of globalization. In this regard regional local governments have also embarked on a number of initiatives in designing localized global outreach programs. A case study analysis is used to show how regional local governments, (hereinafter referred to as the municipal government) strategically build collaborative networks to advance the global human resources development programs designed to train the work force who can address the challenges affected by globalization. Specifically, this paper employs the social network framework to analyze the collaboration between the Osaka Miyakojima municipality and a Non-Profit organization (NPO) in developing social networks to link Osaka municipality schools and there international counterparts for the purpose of conducing online based international exchange programs that enable the students conduct real time communication and give them exposure at an early age in this notoriously closed society.**

I. BACKGROUND

Advancements towards globalization has been accelerated by information and communication technology, and subsequently it has intensified economic growth and given rise to new budding markets. Globalization has been described as a new contemporary stage of development of capitalism, a process of social change in which geographic and cultural barriers are reduced while economies of different countries are oriented to a global market, where people of the world are unified into a single society and function together. This shift has given rise to the need for a unifying mode of communication where the world is embracing English as a common language.

In most developed countries, it is common to see that the composition of its people are of mixed races and nationalities, and therefore the use of a common language among different races occurs naturally. However in Japan, it is rare to find communities that consist of other nationalities, furthermore, elementary and junior high school students rarely have external interaction with their peers of other nations and consequently do not develop their English language capability and global aptitude until a later stage in life in comparison to their overseas peers.

However, early child hood experts emphasize the importance of linguistic diversity an early age and therefore the government has tried to foster English education and training programs through various initiatives such as employing international native English speaking educators to teach at the elementary and junior high school levels. In addition, Ministry of Education, Culture, Sports, Science and Technology (MEXT) has initiated information communication technology (ICT) based international exchange programs. A case in point is the international exchange program between Kagoshima prefecture's Inogawa junior high school and a counterpart school in Thailand that was carried out in 2012 using the free and easily accessible ICT application known as skype. The case involved connecting the students in Japan and Thailand through skype to enable them engage in a practical and close to real time face to face exchange.The case analysis results revealed that, students learning ability and their appetite and motivation to grasp a foreign language increased, however the program did no extend to other schools as expected, only reaching a handful of schools in the same prefecture.

This lack of proliferation of the program has been attributed to the fact that not all the schools (municipal schools) had the capacity to create linkages and long term relationships with schools in other countries. The municipal government that has jurisdiction over the education program of the local schools also did not have the capability to build the relevant networks to enable the schools have linkages with overseas schools. Informed by these deficiencies, this paper examines how the municipal government can systematically develop a social network and strategically position itself within the network so that it can informally control it and be able to carry out its objectives in a sustainable mode.

II. LITERATURE REVIEW

The Promotion of Global Human Resource Development initiated by MEXT is a government funded project aimed to overcome the Japanese "inward tendency" exhibited by the younger generation's in order to foster global human resources who are able to positively meet the challenges and succeed in the global field, as the basis for improving Japan's global competitiveness and enhancing the ties between nations. However, this initiative was designed to target the higher education echelons in efforts to promote internalization of university education in Japan [6].

A. Global Human Resource Development

Among the objectives set out in the program is the emphasis on enhancing English as a spoken language in Japan. In this regard a number of initiatives have been directed to enhance the linguistic education specifically targeting the improvement of English lessons and enrichment of the English educators' teaching methodology. In addition, in order to increase the motivation to learn English, English has been included as an examinable subject for high school and university entrance exams. Enhancing English ability is not enough since it is only a tool, guidelines have also been laid out to enhance on the communication skill by developing schemes to enhance self-expression and logical thinking 5) enhancing English conversation activities and increasing the number of English lessons at the elementary level 6) improving the self-expression abilities and logical thinking in order to produce a globally oriented person [5].

The improvement of English as a language is not only focused on the singular advantage of enhancing the language ability, but has the potential of achieving diversified objectives in enhancing communication skills, while developing an independent person capable of grasping cultural differences and participating in the globalization process and subsequently translating into human resources who are able to be active in the global space in the coming generations.

As mentioned earlier, a number of programs are underway, but mainly focusing on high schools, universities and firm level initiatives. So, whereas the government through MEXT has laid out the policies for the program, a comprehensive scheme has not been laid out that trickles down to the junior high school and elementary level and so the burden i on the regional local government to actually design and carry out programs that are suitable for the elementary and junior high

school level, however, budget and capacity constraints combined with the lack of the municipal governments international network building abilities greatly limits it capabilities to draw out a wide-ranging sustainable global outreach program

Social network studies have shown that networks can enable the access to resources that are not inherently available in one's domain. In this regard, the municipal government can draw on the collaboration of an external entity so that it can be able to access networks or resources that can make it possible to design a sustainable international cultural exchange program.

B. Social Network Theory

In general, social networks can be deliberate or self-organizing, emergent, and complex, set of connections (nodes) and interactions (ties and edges) of the elements that make up the system [7]. Networks can become complex and more apparent as network size increases. Therefore it is imperative that social networks be analyzed at the scale relevant to the researcher's theoretical question. Network researchers have distinguished between strong ties and weak ties [1][2][3]. This distinction can involve a multitude of facets, including affect, mutual obligations, reciprocity, and intensity. Strong ties are particularly valuable when an individual seeks socioemotional support and often entail a high level of trust. Weak ties are more valuable when individuals are seeking diverse or unique information from someone outside their regular frequent contacts [4]

This study builds on the concept of weak ties and aims to establish the kind of relationship regional local governments should establish with an external entities in order to create linkages that can enable them access external resources they require.
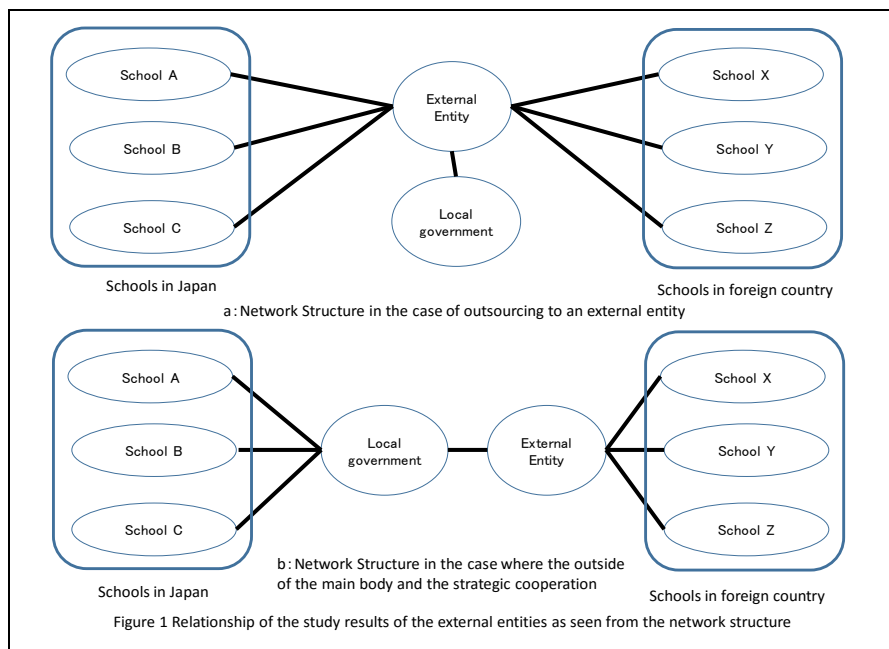

Figure 1 Relationship of the study results of the external entities as seen from the network structure

Local governments can either engage in a formal contract or outsource the service to an external entity as depicted in Fig 1A, or can try and build strategic alliance with an external entity as shown in Fig 1B. The local government has administrative jurisdiction of regional schools and therefore can control information to and from the schools, however it does not have linkages to international schools and would employ either of the above approaches in seeking to establish the international linkages. Even though the objectives of the local government and the external entity could be distinct, social network theory explains that the attributes of individuals are less important than their relationships and ties with other actors within the network. Therefore in assessing the whole relationship we can deduce that the linkage of the local government and the external entity would lead to the attainment of a collective objective.

Fig. 1B clearly depicts this situation where the local government and external entity have collective control, in other words the local government and external entity share the collective power to run the networks, even though the local government would prefer to have some controlling stake in the network in order to dictate the direction of the objectives. A collective network accords room for individual agency to influence the network success. In this regard the guiding hypothesis for this research states that if the local government can have some influential power in the whole network structure then it will be more inclined to actively participate in building networks that promote international exchange programs that have the effect of promoting global human resource development project at the elementary level.

III. RESEARCH FRAMEWORK AND METHOD

In order to analyze the impact of building sustainable networks in regard to linking Japanese schools to their international peers, this research employs the case study approach. The case study method was chosen since it is an effective approach in addressing the "what" which forms the proposition of this study [8]. Thus the research question asks "what kind of social network should local government develop in the promotion of international exchange programs for junior and elementary schools?"

A. Method

This paper employs a case study approach to analyze the Global human resource training program commissioned by the Miyakojima ward was undertaken. The program involved the collaboration of the Miyakojima municipal government and a Non-profit Organization (NPO, now referred to as Colorbath but at the time of this study it was known as SPEC) in conducting a teleconferencing communication sessions using Skype to link Japanese junior high school students and Nepal junior high school students. The program was carried out between 2002 and 2015, a period of 3 years.

Primary data was gleaned mainly from the observations carried out in 2015 while conducting the program, in addition interviews were conducted with the Mayor of the Municipal government and the head of the NPO organization SPEC in order to get insight into the objectives, the operations and the achievements of the program. Secondary data was also collected from the municipality's publication. All data was then analyzed using the social network framework.

B. Framework of Analysis

Social network analysis looks at network structures and formations to identify patterns, locate influential entities, and examine network dynamics of individual, collective and integrated networks.

In order to clarify the municipal government's strategy, the research focused on the municipal government's network building activities, employing the powerful but readily accessible ICT infrastructure in designing a sustainable exchange program. In addition, this paper also analyzes the strategic positioning of the local government within the network in order to have some informal but strategic control of the objectives of the social network. The network nodes constitute the Miyakojima municipal government, the Miyakojima junior high schools, the Nepal high schools and the NPO organization. The links will be defined by the path of communication and information flow between the nodes and the negotiations involved towards enabling the network to facilitate the development of the program.

IV. CASE STUDY

The global human development program was started in 2013 initiated by the Miyakojima ward director Mr. Tabata. Mr. Tabata did his undergraduate studies in engineering and received an MBA, he then worked for an IT and consulting company, before running for elective office in August 2012.

A. Start up process of global human development program at Miyakojima ward

Mr. Tabata who had been on a number of foreign assignments, realized that Japan is faced with some major issues that were deterring the progress of global human development programs, for example while on his foreign missions he noticed that Japanese people's ability to engage in discussions was weak, in addition he also noticed that the Japanese had limited ability to express the knowledge of their country, consequently they were not able to fully express themselves and in most situations the "Japanese" presence was often subordinate when comparing to people of other nations.

Mr. Tabata decided to run for elective office in August 2012 on the platform of reforming the region and the country as a whole. Some of the reforms he earmarked and planned to make major improvements on were the expansion of IT infrastructure and its use and to improve quality of education, specifically he intended to initiate projects relating to ICT literacy and use in the elementary level. This was inspired by the experience he had during his university days when he

realized that you could have meetings with persons in other countries that you are not directly connected with through functions like chat programs. This series of experiences encouraged his intentions for rooting ICT in elementary schools, especially to enable Japanese kids connect with their overseas counterparts in a simple and safe environment.

In 2012 a body called the *Osaka wo Kangaeru Hyakunin Kaigi* (Association of a 100 Members to Make Osaka better) held and event where Mr. Yoshikawa, who was director of an NPO know as SPEC made a presentation on his intentions on how to link Nepal and Osaka. SPEC had already been active in aid activities and educational support programs in Nepal. It was during this event that Mr. Tabata and Mr. Yoshikawa made their initial contact.

In 2007 SPEC inaugurated programs to aid orphans that were followed by a series of activities to aid street children and support schools in remote rural areas in Nepal. On the other hand, Mr. Tabata was looking for a partner to collaborate with in linking children of Osaka with children of developing countries, he already had connections with Bangladesh and Vietnam, however his contacts were engaging in local activities in one country, he still had not located an organization that had activities and staff operating both in Japan and in a developing country.

In this regard, it was logical to settle on SPEC as a partner especially after listening to Mr. Yoshikawa's presentation about their activities in Nepal. However, Mr. Tabata faced a few challenges in engaging SPEC as a partner, first, the regional government is a public service entity and so cannot just form a collaboration with any kind of entity without the consent of the a number of stake holders since its main activity is serving public interest,

Another administrative issue that Mr. Tabata faced was that within the regional education committee which is charged with educational missions of the municipality (Appendix 2), there was an administrative department, but there was no planning unit, and therefore the committee was not able to spearhead projects regarding international linkages and exchange at the elementary levels such as the one introduced in this research.

The lack of a planning unit made the case to engage with an external entity who had experience in networking with or had international affiliates even stronger. In this regard, after Mr. Tabata was elected into office and officially becoming part of the regional education committee, which is a 4 member team that was set up to develop a global human development program, he together with the team drew up a detailed outline of the tasks and modes of operation of the program and actively sought the input from the non-government sector in hindsight of the network building deficiency that existed in the committee.

The responsibilities and modes of operation were outlined as follows

1) The main responsibilities consisting of making and maintaining links between the Osaka city education committee and the ward schools, setup and improving the ICT infrastructure of the ward, ensuring that all the laws and legalities are kept. For example the local ward would have to ensure and insure the safety of the students as they travel between the school and the ward office for the project sessions, the ward would also have to ensure that the educators job is not adversely affected when they engage in this program.

2) In regard to the actual running of the program, the operational responsibilities would be placed with a non-government institution.

The non-governmental institution was to be selected based on the following factors.

1) An institution that was already engaged in activities in overseas countries
2) An institution that had staff working both in overseas post and Japan
3) An institution engaged in educational development and consulting firm.
4) An institution that could collaborate with on voluntary basis.

B. 2013 Exchange Program

The global human resource development program started in earnest in 2013, there was no formal contract between the Miyakojima municipal government and SPEC, however on a voluntarily basis, SPEC facilitated the selection of the schools in Nepal that were suitable for the program. In the first instance a budget of 100,000 yen was set aside for the program excluding the purchase of materials. The low budget was suggested by Mr. Tabata since a higher budget would require additional verifications and explanations that would have stalled the inception of the project. In regard to the school selection in Japan, Mr. Tabata made presentations to 5 schools out of which 2 school were selected for the program. On the Nepal side, the selection focused on schools that had the ICT infrastructure, and the motivation to engage in such a program, in this regard Mr. Yoshikawa selected a few schools then conducted some interviews and held discussions with the school administrators before settling in on the selected schools. And Mr Tabata visited Nepal in Aug.

On 2013 August 6th, Miyakojima ward office held a pre-session learning exchange session after which the first online exchange session was hosted at Miyakojima ward offices on September 16th of the same year. The Japanese side was presented by the Takakura Junior high school and Sakuranomiya Junior high school, the Nepalese side was represented by Hillary School and Mount Kailash School. The venue at the ward office was proposed since the high schools are not equipped with fast internet connectivity at the same time there was a closed security setup for the internet in the junior high schools that did not allow for easy external access.

TABLE 1 : OUTLINE OF THE 2013 PROGRAM(SOURCE MIYAKOJIMA PUBLIC RELATIONS REPORT)

Date	Detail
Aug, 6, 2013	In order to have a better understanding of Nepal, a pre-session study was conducted by a SPEC coordinator. In this session, various facets on Nepal including culture, education and recreational activities of Nepalese students was introduced.
Sep, 16, 2013	The teleconferencing session took place at the Miyakojima City office meeting rooms in Japan, while the Nepal counterparts carried out the sessions from their respective schools. Students of Hillary school were pitted with students of Takakura junior high school while the students of Mount Kailash were pitted with students Sakuranomiya junior high school English club. After the formal introductions were done, students from the Japanese side used materials they had earlier prepared to talk about Japanese culture and typical lifestyle in Japanese schools
Dec, 1, 2013	A session was conducted between Hillary school and Takakura junior high school at Miyakojima City offices.
Dec, 8, 2013	A session was conducted between Mount Kailash school and Sakuranomiya junior high school at Miyakojima City offices.
Mar, 2, 2014	A session was conducted between and orphanage in Nepal called New Youth Children Development Society (NYSDS) and Sakuranomiya junior high school at Miyakojima City offices

The main objective of the exchange program was for the students to be able to have a working understanding of the English language while building on their communicative skills and developing a deeper understanding of other cultures in relation to their own. In order to have a full understanding of their counterparts' cultures, the Japanese students also made use of a translator during some of the exchanges. In addition the Japanese students usually had prior preparations for their sessions in order to try and have a meaningful engagement. Mr. Yoshikawa noted that "the students made an effort to speak in English, however they were only able to communicate what they had prepared for and were unable to articulate themselves in the areas they had not prepared for. Subsequently other session were held without prior preparations, however, the main exchange sessions were done both in English and another session done in the students' respective languages using a translator, this formed the structure of the following sessions.

Before the exchange sessions began, the educators had some reservations about the Japanese students English ability and the capability to express themselves, however after the session, despite some ICT hardware and network issues, it was noticed that the students developed an interest in learning English and were highly motivated to participate in conversations as they were able to engage in real time interaction, this transformation in the students attitude led to a change of heart of the educators and at the same time proved to be a very effective way of learning.

This observation was noted by Mr. Tabata, who had also worried about the connectivity issues of both countries, and about the kind of discussions that would take place, he also had doubts as to whether the educators would be open to the concept of the program as it could directly affect their work and schedules. However after the program began, most of the issues were addressed and Mr. Tabata felt that in part, the initiative was successful. In addition, the students who initially were even uncertain while introducing themselves experienced a change and were able to initiate conversations and looked more relaxed. Mr Tabata said that even if they did not get to the level of actively engaging in discussions, in retrospect, he believed that the change he witnessed was quite a substantial.

C. 2014 Exchange Program

In 2013, most of the sessions centered around self-introductions and basic forms of greetings. To build on this, the objective of the 2014 sessions was to have students engage more in discussion by having the students draw up topics that they would like to talk about.

In addition, in 2014 the number of participating schools from Japan increased to 3, this prompted Mr. Yoshikawa to look for another school and saw the addition of a counterpart school in Nepal called NYCD. Similar to 2013 all the sessions were to be held at the Miyakojima ward offices.

TABLE 2 : OUTLINE OF THE 2014 PROGRAM

Date	Detail
July, 25, 2014	A pre study session was carried out at Miyakojima city offices which was led by SPEC. The participating schools were Takakura, Sakuranomiya and Miyakojima Junior high schools.
Aug, 6, 2014	The schools were pared with their counterparts, where Sakuranomiya was set up with NYCDS, Takakura was paired with Hillary schools and Miyakojima was paired with Ankuru School. The sessions were exclusively conducted in English.
Oct, 7, 2014	A session was conducted at Miyakojima offices where Sakuranomiya junior high school, Miyakojima Junior high and Takakura junior had and exchange with visiting high school students from Latvia and Indonesia
Oct, 17, 2014	The Minister of education from Nepal. Chitra Leckha Yadav a member of Nepali conress, paid a visit to Miyakojima junior high school, Miyakojima city offices and discussions touching of the exchange program were carried out.
Nov, 9, 2014	The session took place and the city offices. In this session Sakuranomiya junior high school students and NYCDS were paired together while Takakura junior high school and Hillary school were paired to carry out the exchange session.
Jan, 28, 2015	The sessions took place at the meeting rooms in Miyakojima city offices. The first exchange session was locally based between Sharmaine Tan, a lady from the sister city in Australia who had previously visited Japan. The second exchange session was online based between Miyakojima junior high school student council and Ankoru School students.

In 2014, the students who had participated in 2013 acted as mentors to the students taking part for the first time. The sessions held in August 6th between the schools in both countries were carried out simultaneously and facilitated by SPEC. During these sessions, members from the paired schools were split into 4 members, composing 2 students

from each school regardless of the sexes. The topic of discussion looked at what the students thought would happen if there was a black out (temporarily no electricity service) in Japan and Nepal. During the session, there was unstable connectivity which led to voice only session, despite this situations the students carried on in a positive manners.

The session held in January 28th focused on the differences between Japan and Neipal.

D. 2015 Exchange Program

In 2015 the number of participating school in Japan increased from 3 to 5 schools, however the number of students in each school greatly varies so it was prudent to split the group into 4 and also have 4 counterpart schools to carry out the remaining sessions. Like all previous sessions the session were held at Miyakojima ward offices.

TABLE 3 OUTLINE OF THE 2015 PROGRAM

Date	Detail
July, 28, 2015	A pre study session was carried out at Miyakojima city offices which was led my SPEC. The session was held to pick up the topics that the students would like to discuss with their Nepalese counterparts.
July, 30, 2015	A session was carried out at Miyakojima city offices. The schools were pared with their counterparts, where Sakuranomiya was set up with NYCDS, Takakura was paired with Hillary schools and Miyakojima was paired with Ankuru School.
Aug, 5, 2015	A session was carried out at Miyakojima city offices. The schools were pared with their counterparts, where Yodogawa junior high school was set up with Vidya Kunja Secondary School

In 2015 the number of schools increased to 5 but SPEC was not able to facilitate and participate in all the sessions, therefore the ward offices program representative and the high school program representative facilitated the sessions on the Japan side.

V. ANALYSIS AND DISCUSSION

The global human development program was started in 2013 initiated by the Miyakojima ward, initially there were only 2 schools but by 2015 all 5 junior high schools in Miyakojima were participating. However the participants were not all the students attending the 5 schools, and so in 2016 a concerted effort was undertaken to try and enable all students to participate. Furthermore Mr. Tabata is working on a plan to use Miyakojima project as a model study to spread the program across the Kansai region (West Japan).

To enable the development of a model case, we analyze how 1) Network linkage between local regional government and an external entity were created and 2) the network configuration that can enable the implementation global human resource development program and the

complimentary guiding strategy effected by the local government to advance the network structure

A. Network building process

TABLE 5 PROCESS OF NETWORK BUILDING

2007	SPEC conducted a study tour to Nepal and initiated the aid program for orphans
2010	SPEC held a sporting event in aid of street children
2012	Mr Tabata was appointed the Ward Mayor through a public recruiting process. Mr Tabata and Mr. Yoshikawa meet during the "Improve Osaka" Event in August. Mr Yoshikawa gives a presentation on his intention to link Osaka and Nepal.
2013	Mr Tabata gave a presentation the head of Junior high schools on the global human resource development program. 2 schools are selected to participate in the 2013 program. Mr, Yoshikawa begins locating Nepalese schools that can participate in the program. Mr. Tabata travels to Nepal to meet the local SPEC personnel. Miyakojima Junior high school and the Nepal high school make contact for the first time.

As seen on table 5, in 2007, SPEC through its support program in Nepal, had managed to make contact with a number of schools, on the other hand, in Osaka city, the education board charged with administration of elementary and junior high schools were distributed among the various wards and in the case of Miyakojima ward a cluster of elementary and junior high schools were put under the umbrella of the ward education committee.

1) Network building process between local government and external entity

The project was began in 2013 by collaborating with an NPO who could engage on a voluntary basis. The reason for selecting an NPO is that NPO has grass-root connections and is the most trusted entity when it comes to activities regarding social issues. Apart from the mission of solving social issues, NPOs also do a number of volunteer efforts which is an important factor when dealing with social constructs.

In this regard, selecting an NPO as an external entity was the most strategic option for the local government, in addition the particular NPO had overseas connections and staff working both in Japan and the overseas offices, and were already engaged in educational efforts. Therefore, these credentials gave SPEC the legitimacy of being the external entity to the local government.

B. Actor Behavior (Strategy of local regional government in controlling the network)

Miyakojima global human resource program main activities and the participant actions

TABLE 6. MAIN ACTIVITIES AND THE PARTICIPANT ACTIONS

Phase of development	Action and Events	Main Actors	
		Japan	Nepal
Preparations of the program	Locating Target schools	Miyakojima Ward office	SPEC
	Correspondence	Miyakojima Ward office	SPEC
	Program Setting and design	2013: SPEC principal actor 2014: SPEC and Miyakojima enter into collaboration 2015 Miyakojima becomes principal actor	※Not required in Nepal
Deployment of the program	Session Venue preparation	Miyakojima Ward office	SPEC
	Participants guide	Schools in Miyakojima	Junior high school
	Skype Connection management	2013: SPEC 2014: SPEC 2015: Miyakojima municipal government	SPEC
	Exchange program facilitator	2013: SPEC 2014: SPEC 2015: Miyakojima Ward office & Junior High school	SPEC
Designing Rules and regulations	Rules regarding educators	Miyakojima Ward office	High schools
	Expenses related to operations	Miyakojima Ward office	
	Safety regulations during exchange programs	Miyakojima Ward office	

1) Network structure and local government network managing strategy

The global human resource development program was centered between Miyakojima ward office and the NGO SPEC. Miyakojima office was responsible for all communication, correspondence and scheduling of the session with the other schools, the schools however did not have direct communication with each other. On the other hand, SPEC was responsible for locating the counterpart schools in Nepal and undertaking all correspondence and communications with the schools, however just like in Japan, the schools in Nepal did not have direct communication with each other.

SPEC and Miyakojima ward office made correspondence through email or face-to-face meetings. The following figure shows the network of communication and correspondence stated above.

Figure 2 shows that in the original configuration, the positioning of the 2 main nodes in the network seem to be equally balanced. However, retrospectively in 2013 SPEC was the main entity managing the course of the program especially by enabling the linkage to the overseas schools, developing the protocols of engagements and managing the necessary schedules and negotiations. In 2014 both SPEC and Miyakojima ward office designed and implemented the project as the municipal government was accumulating knowledge on how to handle the program, subsequently by 2015 it was the municipal office that was managing the program, in other words the municipal office gradually amassed network management skills through a series of ICT training, project development and negotiating techniques in order to be able to effectively acquire the know-how to exclusively manage the network.

Figure 2
Network structure of The Miyakojima Global Human development Program
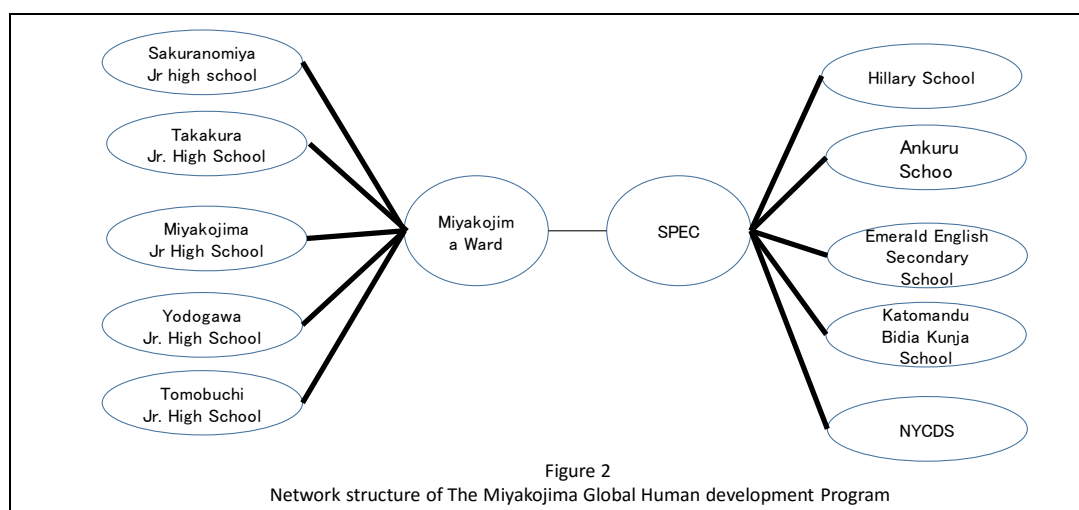
VI. CONCLUSION

In this study, shows that as society advances towards a globalized world, the local governments participation in coming up with solutions that will resolve local challenges related to the globalization process is vital. A longitudinal study was carried out on the global human resources development program initiated by the Osaka Miyakojima municipal government. The study illustrations how the municipal government entered into a collaboration and leveraged the social network of an external entity to in order to create links to enable it develop an international exchange program.

Specifically, this study examined the collaboration between the Miyakojima municipal government and the NPO SPEC. The study also demonstrated the necessity for the municipal government to embrace the vital know-how on ICT and network management in order to eventually control and manage the network to allow it carry out its objectives. The main objective being to develop global human resources that can effectively address the challenges presented by globalization.

However, this paper did not analyze attributes of global oriented person, and therefore further studies are needed to develop an index to represent a globally oriented person, and showing how the index is affected by the social network constructed.

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