

Annex-1

Developed Market Oriented Export Promotion Strategy / Marketing Strategy (C)

Job Report

Name:

Country:

Organization and present post:

E-mail:

Remarks 1: The Report should be typewritten in English (12-point font, A4 size paper), and total pages of the report should be limited up to 3 pages in WORD document or Power Point format is accepted.

Remarks 2: Each participant is required to have presentation in 10 minutes based on this Job Report and IAS at the early stage of the training for the purpose of making the training more effective and fruitful by comprehending the situations and problems of the participants each other.

1. Your organization and your task

1) Organization chart

Please draw a chart of your organization including the department (section) names with the number of staffs in it and mark where you are positioned.

(The chart should be attached and not be counted in this page limit.)

Please describe a duty of each department (section) briefly.

2) Brief description of your assignments

2. Situation Analysis

Describe local goods to be better marketed and branded.

※You can present maximum 3 local goods to enhance export as your case. If you can bring these goods to Japan, you may be able to have comment/suggestion about the goods from trade adviser or buyer who is importing foreign goods directly.

- 1) Name of local goods, Reasons for the selection
- 2) Their comparative advantages/strengths, unique specification and features
- 3) Potential exporters' profile
 - Basic information including statistics such as destination country for export, export quantity, actual result/achievement and number of years.
 - Name of production area
 - Potential market (Name of city, or target customer)
 - Merchandise photograph is a requisite. It is preferable to bring an actual article or goods.
- 4) Challenges in terms of branding/marketing issues
- 5) Current promotional tools such as leaflet, website, photos, etc.

3. Expectations for the training course

- 1) Your purpose of participating in the course
- 2) Subjects of the course which you are interested in the most

[This kind of information is very important to implement the training course. Please write your answers in IAS shown in p. 14 after reading carefully IAS Guideline (p. 13.)]

4. Write if there are other areas of strong interest or fields that you want to know in particular.

Annex-2

Issue Analysis Sheet (IAS) Guidelines

1. What is IAS?

- (1) IAS is a tool to logically organize relationships between issues and contents of the training program in Japan.
- (2) IAS will help the nominee to clarify his/her challenges to be covered in each expected module output and to formulate solutions to them.
- (3) The sheet is to be utilized as a logical process control sheet to draw up improvement plans for the issues by filling out the sheet in phases from prior to the nominee's arrival through to the end of the training.
- (4) In addition, it is used for the course leader and lecturers to understand the issues that each participant is confronting, and provide him/her with technical advice, useful references and solutions through the training program in Japan.

2. How to fill out IAS?

- (1) Please describe the issues you (your organization) confronts in column "**A: Issues that you (your organization) confront(s)** "
Prepare the separate rows for each problem; if necessary, please add new rows.
- (2) In column "**B: Actions that you (your organization) are (is) taking**", please describe actions that you (your organization) are taking to solve the issues shown in "**Column A**".
This information is very important to carry out the training course and also to make Action Plan as a fruit of the training.
- (3) In order to solve issues, you (your organization) need various types of information, so you hope to participate in this training course.
The main purpose of this training course is to provide the information you need.
The contents of this course are shown in **9. Expected Module Outputs and Contents** on p. 3 - 4.
Referring to the "List of Subjects" in this table, please extract subjects from which you expect to get useful information you need, and write their Subject name in column "**C: Subject No.**"
You can input as many subjects as you think the subjects are related.
You do not need to input "Subject Titles" into the chart, but only "Subject No."

Issue Analysis Sheet (IAS)

Name:

[A] Issues that you (your organization) confront(s).		No	[B] Actions that you (your organization) are (is) taking.	[C] Subject ^{*)}
1				
2				
3				

[C] Please write the **Subject No.** ^{*)} you most expect to get the information you need.

^{*)} Please refer the Number of Subject/Agenda shown in the tables of this General Information (p. 3 - 4)

For Your Reference

JICA and Capacity Development

The key concept underpinning JICA operations since its establishment in 1974 has been the conviction that “capacity development” is central to the socioeconomic development of any country, regardless of the specific operational scheme one may be undertaking, i.e. expert assignments, development projects, development study projects, training programs, JOCV programs, etc.

Within this wide range of programs, Training Programs have long occupied an important place in JICA operations. Conducted in Japan, they provide partner countries with opportunities to acquire practical knowledge accumulated in Japanese society. Participants dispatched by partner countries might find useful knowledge and re-create their own knowledge for enhancement of their own capacity or that of the organization and society to which they belong.

About 460 pre-organized programs cover a wide range of professional fields, ranging from education, health, infrastructure, energy, trade and finance, to agriculture, rural development, gender mainstreaming, and environmental protection. A variety of programs are being customized to address the specific needs of different target organizations, such as policy-making organizations, service provision organizations, as well as research and academic institutions. Some programs are organized to target a certain group of countries with similar developmental challenges.

Japanese Development Experience

Japan was the first non-Western country to successfully modernize its society and industrialize its economy. At the core of this process, which started more than 140 years ago, was the “*adopt and adapt*” concept by which a wide range of appropriate skills and knowledge have been imported from developed countries; these skills and knowledge have been adapted and/or improved using local skills, knowledge and initiatives. They finally became internalized in Japanese society to suit its local needs and conditions.

From engineering technology to production management methods, most of the know-how that has enabled Japan to become what it is today has emanated from this “*adoption and adaptation*” process, which, of course, has been accompanied by countless failures and errors behind the success stories. We presume that such experiences, both successful and unsuccessful, will be useful to our partners who are trying to address the challenges currently faced by developing countries.

However, it is rather challenging to share with our partners this whole body of Japan’s developmental experience. This difficulty has to do, in part, with the challenge of explaining a body of “tacit knowledge,” a type of knowledge that cannot fully be expressed in words or numbers. Adding to this difficulty are the social and cultural systems of Japan that vastly differ from those of other Western industrialized countries, and hence still remain unfamiliar to many partner countries. Simply stated, coming to Japan might be one way of overcoming such a cultural gap.

JICA, therefore, would like to invite as many leaders of partner countries as possible to come and visit us, to mingle with the Japanese people, and witness the advantages as well as the disadvantages of Japanese systems, so that integration of their findings might help them reach their developmental objectives.



CORRESPONDENCE

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