

The “Job-Card System” in Japan



2009, the Ministry of Health, Labour and Welfare of Japan

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Economic Boost Strategy (Basic Plan) (excerpt)

February 15, 2007

Economic Boost Strategy Planning Team

I. Basic Approach

1. Aim of a Boost for “All Workers”

- The “Economic Boost Strategy” aims to raise the standard of living of all workers and prevent any disparities between them through making an effort to improve the base (human resources, employment opportunities, and small- and medium-sized enterprises) that supports economic growth as part of a national growth strategy.
- The strategy is basically intended for (a) anyone that was not provided with the opportunity to develop their vocational abilities, (b) anyone aiming for financial independence (employment) but that had not been provided with the necessary opportunities, and (c) small- and medium-sized enterprises aiming to improve productivity and raise wages but that have not been provided with the necessary opportunities. The concern is that the issue of those people and enterprises not having been provided with the necessary opportunities may lead to disparities if no action is taken to reverse the situation. These cases are therefore being directly tackled in attempting to resolve the issue.

2. “Economic Boost” through “Maximizing Opportunities”

- The “Economic Boost Strategy” differs from disparity reduction measures that merely aim for “equality of results” in that it aims at an economic boost through expanding to the maximum “opportunities” for people and enterprises with the motivation to engage in self-improvement. Through this the strategy aims to promote participation of human resources in the labour market and improve productivity in combination with other growth strategies facilitate economic growth with a decreasing labour force.

3. “Three Arrows” – “Human Resource Investment” as the Core

- The “Economic Boost Strategy” includes the following three mainstays with “human

resource investment” as the center of the strategy.

1) “Human Resource Abilities Strategy”

Support for “anyone wishing to improve their vocational abilities that had not been provided with adequate opportunities to do so”

2) “Employment Support Strategy”

Support for “anyone aiming for financial independence (employment) but that had not been provided with the necessary opportunities, including recipients of public aid (welfare)”

3) “Small- and Medium-Size Enterprise Boost Strategy”

Support for “small- and medium-sized enterprises etc aiming to improve productivity and raise wages but that have not been provided with the necessary opportunities”

II. Basic Plan of the Strategy

1. Human Resource Abilities Strategy

○ Realization of an “Ability Displayable Society”

- Aims to realize a “society where anyone can participate in the development of their vocational abilities anywhere anytime and thus display their abilities (ability displayable society)”. The following measures therefore are being promoted by society as a whole including the government, local governments, industry, etc as a breakthrough for the future.

(1) Creation of the “Vocational Ability Development System” (commonly referred to as the “Job-Card System”)

1) Provision of “vocational ability development program”

- Active provision of programs combining OJT (on-the-job training) and classroom education through “employment-style training” and “commission type training”, to anyone willing to participate in them (intended not only for those with difficulties in being employed, including job-hopping part-timers (Freeters), women who finished raising children, mothers of lone parent families, etc, but also new graduates).

2) Issuance of “Job-Card”

- “Job-Card” that authorize the situation with participation in programs and evaluations on the achievements are issued to anyone completing the program. Achievements gained through skill tests or in past jobs, completion certificates of practical educational programs (described later), etc may be entered in “Job-Card” for utilization in job seeking activities by submitting them.

3) Financial support for “vocational ability development”

- Financial support is provided to program participants and participating enterprises etc.

4) Expanding “career consultations”

- Thorough career consultations, from guidance/preparation for participation in training to actual employment, are provided to program participants at Hello Work (Public Employment Securities Office) and Job Cafes.

(2) Creation of the “practical human resource development system” utilizing universities and technical colleges etc

1) Provision of “practical educational program” at universities and technical colleges etc

- Educational programs for higher education at universities, junior colleges, technical junior colleges, or technical colleges will be made available to anyone willing to participate in them (intended not only for anyone with difficulties in being employed, including job-hopping part-timers (Freeters), women who finished raising children, mother of lone parent families, etc, but also new graduates and anyone wishing to advance their career).
- In the creation of the educational programs new programs will be developed in cooperation with industry and enterprises in addition to utilizing existing programs.

2) Issuance of certificates of completion

- Certificates of completion are issued to anyone completing a program and its content entered in “Job-Card”.

(3) Establishment of Public-Private Joint Promotion System

- Discuss the concrete plan for the “Vocational Ability Development System” and the “Practical Human Resource Development System” mentioned above and establish a promotion system consisting of the public and private sectors to promote the smooth implementation of the system including opportunities to develop abilities being provided in regions and by industry according to the following schedule.
- ◆ FY 2007 (Preparation for full implementation)
 - Establish a “planning committee” and implement “preliminary projects”.
- ◆ FY 2008 and FY2009 (Full implementation)
 - Establish a “promotion council” consisting of the public and private sectors and fully implement the system (start with business types, enterprises, universities, etc that are ready for implementation).
- ◆ FY 2010 and onward
 - Expand the business types, enterprises, universities, etc involved with the situation with implementation then verified.

2. Employment Support Strategy (Omitted)

3. Small- and Medium-Size Enterprise Boost Strategy (Omitted)

4. Promotion System of the “Economic Boost Strategy” (Omitted)

“Job-Card System Planning Committee” Final Report

<Summary>

December 12, 2007

“Job-Card System Planning Committee” Final Report (Summary)

I. Significance of Creation of “Vocational Ability Development System (Job-Card System)”

1. Background

- In order to maintain consistent economic growth with a decreasing population, serious efforts will be needed to create a society where everyone is provided with the opportunity to develop their skills and be capable of displaying their abilities.
- If new graduates fail to become regular workers early on it can be difficult for them to become regular workers there afterwards. In addition, vocational ability development in Japan mainly focuses on in-house training.
- Many young people that engaged in job seeking activities during the so-called “job-finding ice age” failed to become regular workers and hence as a result of then becoming non-regular workers were not provided with adequate opportunities to develop their vocational abilities.
- The same can be said for women who finished raising children, mothers of lone parent families, etc.

2. Aim of Creation of “Job-Card System”

- The “Job-Card System” is a system in which practical vocational training is provided at enterprise workplaces and education/training institutions with certificates then issued after completion of that training for utilization in job seeking activities. They are oriented toward being general accepted throughout the whole of society.
- “Job programs”, which are the core of the system, will consist of “vocational ability development program” and “practical educational program”.
- The system is expected to break the vicious cycle described above by improving the abilities of job-hopping part-timers (Freeters), women who finished raising children, mothers of lone parent families, and anyone else that was not given the opportunity to develop their vocational abilities, thus promoting the chance for them to obtain stable employment.

II. How the “Job-Card System” Works

1. Overview of the “Job-Card System”

- In the “Job-Card System” job-hopping part-timers (Freeters), women who finished raising children, mothers of lone parent families, etc will:
 - 1) be provided with career consultations at Hello Works(Public Employment Security Offices) etc and then participate in practical

vocational training at enterprise workplaces etc (vocational ability development program), or

2) be provided with practical educational training (practical educational program) at universities, junior colleges, technical junior colleges, or technical colleges that can be utilized at workplaces, upon completion of which they will receive certificates of completion (“vocational ability certificates (Job-Card core)”).

- In addition to the “vocational ability certificates” information on their job histories, educational histories, gained qualifications, etc will be collectively known as “Job-Card”. Recipients will retain their Job-Card for utilization in job seeking activities. This will then facilitate an appropriate match being made between recruiters and job seekers.
- “Job-Card” can be issued to job seekers that require them who have been provided with career consultations but have not actually participated in any of the training described in 1) and 2).
- The target number of those who are expected to complete job programs and become eligible to receive a “vocational ability certificate” will number about 200,000 for the first three years and then 400,000 for the subsequent five years. The target number of Job-Card holders will be about half a million for the first three years and then about a million for the subsequent five years.

2. Maintenance etc of “Job-Card”

- Anyone issued with a “Job-Card” will be responsible for maintaining their own “Job-Card”.

3. “Vocational Ability Development Program”

- The flow of the “vocational ability development program” is as follows: anyone willing to participate in the program and whose participation would be considered effective are first provided with career consultations at Hello Works(Public Employment Security Offices), Job Cafes, private placement agencies, etc and are then guided into a particular program after taking into consideration the result of their consultation.
- The “vocational ability development program” include the following three types of training:
 - 1) The fixed-term on-the-job training program
 - 2) Practical human resource development system
 - 3) The Japanese Dual System (commission type training)
- Upon completing the program “evaluation sheet” (“vocational ability certificates”) with an evaluation of the training received at enterprise workplaces are issued.
- If a participant is not employed as a regular worker by the recipient enterprises they will be provided with another career consultation and re-engage in job seeking activities.

(1) “The Fixed-term on-the-job training program”

- Anyone who was not provided with the opportunity to develop their vocational abilities will be employed by a recipient enterprise and a combination of practical training at that workplace (practical training conducted in an employment relationship with enterprises; hereinafter referred to as “OJT”) and classroom study at education/training institutions (hereinafter referred to as “Off-JT”).
- The aim of the training above is to facilitate participants acquiring the skills required for stable employment and then obtain regular employment at the recipient or other enterprise.
- Any enterprise implementing vocational training shall be capable of receiving a grant to offset part of the training costs etc incurred during the training.

(2) “Practical human resource development system”

- A combination of OJT and Off-JT will be provided targeting newly graduate mainly in the development of professional workers with practical abilities that will then enable them to become core workers at workplaces.

(3) “The Japanese Dual System”

- Training programs will be mainly conducted by education/training institutions that have been entrusted to do so by the Employment and Human Resources Development Organization of Japan or a prefectural government. Enterprises will undertake practical training.

(4) Reducing their financial burden while participating in “vocational ability development program”

- In order to avoid anyone ceasing to participate in training due to financial reasons, a support system shall be developed where anyone having financial difficulties can obtain a loan while participating in a “vocational ability development program”.

4. “Practical education program”

- “Practical education programs” will be introduced in which anyone wishing to gain employment or boost their career can participate in a practical education program at a university, junior college, technical junior college, or technical college that can then be utilized at workplaces.

<h2>III. Matters of Importance in Establishment of the “Job-Card System” (Issues)</h2>

1. Importance of Combining Practical Training at Enterprise Workplaces with Classroom Study

- In order to respond to the need of enterprises for advanced abilities and a readiness-oriented perspective and to develop human resources that can help sustain economic growth practical training at enterprise

workplaces will substantially needed to be combined with classroom education.

2. Importance of Promoting General-Purpose Vocational Ability Evaluation Standards

- Facilitating the development of a high quality external labour market through establishing a socially adopted vocational ability evaluation standards system etc will be necessary to ensure that quitting their job or switching careers does not result in great losses by workers.
- Further development of and enhancing “vocational ability evaluation standards”, which the government and industry organizations will cooperatively promote the formation of as unified standards for use in evaluating vocational abilities after taking into consideration the needs of enterprises and industrial organizations, will be important.

3. Importance of Career Consultations

- Implementing career consultations will be of great importance in:
 - 1) promoting self-understanding through people reviewing their own job experience etc
 - 2) promoting job understanding through providing information on the labour market and enterprises
 - 3) supporting people’s work life plans according to individual aptitudes and job experience etc

4. Roles of Industry, Academia, Labour Groups and Public Sector

- Establishing “vocational ability development program” will require the development of a labour market infrastructure that includes:
 - 1) support for and development of corporate bodies that can provide a variety of educational training which will include practical training at enterprise workplaces and classroom study at education/training institutions
 - 2) establishment of a vocational ability evaluation system that incorporates the needs of enterprises and industry organizations
 - 3) training of career consultants at public/private placement agencies etc and further improvement of their abilities

(1) Role of industry

- It is essential that the needs of industry are reflected in drawing up the curriculums. Industries, therefore, will be expected to play an active role in providing practical training sites at enterprise workplaces and formulating general-purpose vocational ability evaluation standards etc.
- In addition, from the point of view of Corporate Social Responsibility (CSR), industry will be expected to present their “public” viewpoint through making a social contribution through supporting young people in their vocational career development etc.

(2) Role of academia

- As part of making a “social contribution” universities and technical colleges etc will be expected to make an active effort to develop and provide “practical educational programs”.
- Develop and provide training courses that conform to the needs of industry as the primary implementers of classroom study at education/training institutions.

(3) Role of labour groups

- Increase the work consciousness of non-regular workers and invite them to participate in “vocational ability development program” if necessary.
- In addition, actively engage in smooth implementation of a system such as creating work environments wherein trainees can easily be accepted.

(4) Roles of public sector

- Engage in the following activities:
 - 1) supporting enterprises that actively provide opportunities for vocational abilities to be developed
 - 2) providing occasions where the needs of private education/training institutions, industry and other related fields can be adjusted smoothly
 - 3) providing opportunities for educational training

- 4) establishment of ability evaluation standards for career consultants to use in supporting work life plans

IV. Promotion System (Future Activities)

1. Job-Card Center

- Establish a central Job-Card center and at least one regional Job-Card center in each prefecture nationwide. Job-Card centers will need to be operated by national-scale business operator organizations.

(1) Central Job-Card center

- a. Publicity on and dissemination of the “Job-Card System”
- b. Provision of guidance and adjustment of the operations of regional Job-Card centers
- c. Management and operation of the “vocational ability development program registration system (tentative name)”.

(2) Regional Job-Card centers

- a. Operation of “regional Job-Card headquarters” and formation of regional promotion plans
- b. Publicity on and dissemination of the “Job-Card System”
- c. Conducting classes for training/evaluation staff
- d. Conducting workplace visits and work experience classes

- e. Promotion of the utilization of “vocational ability development program”
 - Finding/registering/coordinating cooperative enterprises and education/training institutions
 - Providing guidance on drawing up evaluation sheets and training curriculums and making referrals to related institutions etc.
 - Identifying situations of training, guidance, etc provided.
- f. Identification of employment status of people who completed “vocational ability development program”.

2. Private Sector

(1) Organizations of the employers (excluding organizations entrusted to the Job-Card center)

- Nationwide organizations of the employers etc that have know-how on vocational ability evaluations will play a leading role in establishing “model evaluation sheets (tentative name)” and gradually expanding the job category they concern.
In addition, “model curriculums” will be drawn up indicating effective training models.
- Actively find cooperative enterprises by inviting enterprises to participate in “vocational ability development program” etc.

(2) Enterprises

- Appropriately educate training staff to ensure that the training does actually improve the vocational abilities of trainees.
Appropriate education will also be provided to evaluation staff in order to ensure objectivity and fairness in evaluating that education and that the result of the evaluation can make a contribution to trainees in their job seeking activities in the future.

(3) Private placement agencies

- The expectation is that they will actively utilize “Job-Card” in job placements and make appropriate matches with enterprises that are willing to provide training and job seekers who are willing to participate in training as required.

3. Public Sector

(1) The government

- A “Job-Card Promotion Council”, which will consist of the government, industry, labour groups, academia, etc, shall be established and a “Basic Plan for Nationwide Promotion” should be formulated for promoting the “Job-Card System”.
- Hello Works(Public Employment Security Offices) will facilitate matches between job seekers and enterprises that are willing to participate in “vocational ability development program”, find participatory enterprises, guide job seekers, etc.

(2) Employment and Human Resources Development

Organization of Japan

- Provide support for enterprises in conducting Off-JT, drawing up training curriculums and training career consultants, etc.

(3) Local public organizations

- Participate in regional Job-Card headquarters and disseminate “vocational ability development program” at Job Cafes, Independence and Employment Support Center for Single Mother Households, welfare offices, etc.

4. Career Consultants

- Actively participate in classes to ensure they are well informed on the “Job-Card System” and make voluntary efforts to enhance specialties.

V. Present Direction and Future Prospects

1. Present Direction

(1) Promotion measures

- Job-Card centers and other related organizations will make joint efforts in publicizing the “Job-Card System”.
- In addition to developing the types of industry included in the general-purpose vocational ability evaluation standards used in

formulating evaluation sheets for “vocational ability development program”, efforts will be made to promptly establish “model evaluation sheets (tentative name)” and drawing up model curriculums.

(2) Preliminary Project

- In order to promote/facilitate the “Job-Card System”, a preliminary project will be implemented in FY 2007 and the situation with the project then publicized.

2. Future Prospects

- Formulate a “Basic Plan for Nationwide Promotion” within the “Job-Card Promotion Council” to be established in the Cabinet Office and consisting of the government, industry, labour groups, academia, etc. The public and private sectors will make unified efforts in promoting the plan step by step and review it as required.

“Job-Card System Planning Committee” Final Report

December 12, 2007

“Job-Card System Planning Committee”

Final “Job-Card System Planning Committee” Report

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IV. Promotion System (Future Activities)

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2. Private Sector

(1) Business operator organizations (excluding organizations entrusted to the Job-Card center)

(2) Enterprises

(3) Private placement agencies

3. Public Sector

(1) The government

(2) Employment and Human Resources Development Organization of Japan

(3) Local public organizations

4. Career Consultants

V. Present Direction and Future Prospects

1. Present Direction

(1) Promotion measures

(2) Preliminary Project

2. Future Prospects

Final “Job-Card System Planning Committee” Report

I. Significance of Creation of “Vocational Ability Development System (Job-Card System)”

1. Background

The total population of Japan peaked in 2004 and then started declining. In order to maintain consistent economic growth with a decreasing population it will be important to improve the productivity of labour, thus making the establishment of bases for use in making that improvement an urgent issue. Serious efforts therefore will be needed to create a society where everyone is provided the opportunity to develop their skills and be capable of display their abilities.

In Japan, in particular, people mainly build a career in an enterprise in which they are employed after graduating from educational institutes. However, if a new graduate fails to become a regular workers it can then be difficult for them to become one later on. In addition, vocational ability development in Japan is mainly focused on in-house training.

Because of this many people that graduated from an educational institute and then engaged in job seeking activities during the so-called “job-finding ice age” that followed the collapse of the “bubble economy” in 1991 failed to become regular workers. This then resulted in them becoming non-regular workers who were not provided with an adequate opportunity to develop their vocational abilities.

In addition, quite a few women who have gone through child care and single mothers have failed to become regular workers because of the long period in which they were unemployed.

A “Human Resources Abilities Strategy” was therefore declared to be a major components of the “Economic Boost Strategy (Basic Plan)” decided upon by the “Economic Boost Strategy Planning Team” (chairperson: the Chief Cabinet Secretary) on February 15, 2007, and the decision to create a “Vocational Ability Development System” (commonly referred to as the “Job-Card System” and hereinafter referred to as the “Job-Card System”) in support of anyone “wishing to improve their vocational abilities who had not been provided with adequate opportunities to develop their abilities”. In addition, the strategy was positioned as a priority issue for the government in the “Basic Policies for Economic and Fiscal Management and Structural Reform 2007 (decided upon by the Cabinet on June 19, 2007)”.

In response the Committee then compiled an interim report on July 24, 2007.

2. Aim of Creating the “Job-Card System”

The “Job-Card System” is a system¹ in which practical vocational training will be provided at enterprise workplaces and education/training institutions and certification etc issued after completion of that training for utilization in vocational career development that includes job seeking activities etc. This system is oriented toward general acceptance throughout the whole of society.

“Job programs”, which will be the core of the “Job-Card System”, consist of “vocational ability development program” and “practical educational program”.

“Vocational ability development program” are of practical training that combines practical training at enterprise workplaces and classroom study at education/training institutions. The programs aim at job-hopping part-timers (Freeters), females who have gone through child care, mothers of lone parent families, or anyone else that was not provided with the opportunity to develop their vocational abilities to improve their abilities and hence enhance their careers, and thus promoting the chance for them to obtain stable employment.

“Practical educational program” is educational type programs developed and provided by utilizing the know-how of universities and technical colleges etc on education and research, and can be expected to contribute to the development of the vocational abilities of trainees.

The “practical educational program” also play a role in making a “social contribution²”, the expected role of higher educational institutions such as universities. At the same time the programs, together with the vocational ability development program, aim to “boost” the human resource abilities of Japan as a whole.

II. How the “Job-Card System” Works

1. Overview of the “Job-Card System” (Refer to page 3 of the supplementary document)

Through the “Job-Card System” anyone not provided with an adequate opportunity to have developed their vocational abilities, including job-hopping part-timers (Freeters), women who finished raising children, mothers of lone parent families, etc, will:

¹ The NVQ system is a system established in the U.K. in 1986 that offers vocational training and evaluations and certification in a single package. Trainees are evaluated not through examinations but rather through the process and what they have accomplished in the vocational training. The total number of job titles (job types) is about 800, with each title being divided into the five levels of level 1 through to level 5. As of 2003 a total of 450,000 people were making use of it annually, mainly in the fields of engineering, health care, construction, manufacturing, etc. About 14% of the labour force have acquired certification through it.

² Amendment of the Fundamental Law of Education (Act No. 120 of 2006) in December 2006 and amendment of the School Education Law (Act No. 26 of 1947) in June 2007 legally positioned contributing to the development of society through widely offering accomplishments in education and research as the “social contribution” role of universities and technical junior colleges.

1) receive career consultations at Hello Works(Public Employment Security Offices) etc and then participate in practical vocational training at enterprise workplaces etc. (vocational ability development program)

or

2) participate in practical education training (practical education program) at universities, junior colleges, technical junior colleges, or technical colleges that can be utilized at workplaces and then receive “evaluation sheets” or “certificates of completion” (collectively referred to as “vocational ability certificates”).

In addition to the “vocational ability certificates” information on people’s job histories, educational histories, gained qualifications, etc will be collectively known as “Job-Card”. “Job-Card” can also be issued to job seekers who wish to have one issued and who have been provided with a career consultation but are not actually participating in a “job program” (= Vocational Ability Development System, practical education program).

The target number of those who will complete job programs and become eligible to receive “vocational ability certificates” will be about 200,000 over the first three years, with 400,000 over five years, while that of Job-Card holders will be about half a million over the first three years and about a million over five years.

2. “Job-Card”

“Job-Card³” compiles “vocational ability certificates” as well as information on people’s employment records, education and training backgrounds, gained qualifications, etc and are expected to be utilized in job seeking activities.

More concretely, anyone requiring a “Job-Card” must download the “Job-Card” form from the website of the central Job-Card center (the assumption being that website of the Ministry of Health, Labour and Welfare will be used for the time being in FY 2008), fill out the required items, and receive a consultation from a career consultant⁴ that has completed a “Job-Card class⁵”. “Job-Card” will then be issued to them. In addition to supporting job seekers in formulating individual job histories etc career consultants will also then verify them using the documents etc submitted by anyone wishing to have a “Job-Card” issued. The assumption is that career consultations will be

³ For more details on the “Job-Card” form refer to pages 21 to 30 of the supplementary document.

⁴ “Career consultants” concerns anyone providing support through guidance etc in accordance to individual needs so that people can plan a work life that fits their own aptitude, job experience, etc and more efficiently develop their vocational abilities accordingly, including through making the right career choice and participating in vocational training etc. With regard to their position in the system, the examination system of institutions that conduct career consultant training will be a designated subject that can receive benefits to promote vocational ability evaluations of career development promotion grants.

⁵ “Job-Card classes” will be held for career consultants to ensure they understand the content of the “Vocational Ability Development System (Job-Card System)” and to acquire knowledge/skills regarding methods of conducting career consultations etc with use of “Job-Card”. The assumption is that information on anyone completing the classes shall be maintained by the conductors of those classes.

provided to applicants with consideration given to their goals and wishes and the career consultation then recorded on the “Job-Card”.

Upon being issued with a “Job-Card”, therefore, job seekers will receive career consultations to clarify their motivation to work and career development issues to enable them to make their own decision on the choice and direction of a career. "Job-Card" can thus be considered a fundamental support tool in self-motivated career development.

In addition, “Job-Card” will include employment records, education and training backgrounds, gained qualifications, etc, and with those who have completed job programs “vocational ability certificates” are also included, and hence clearly describe ones’ vocational career situation in its entirety. In this way “Job-Card” being widely utilized in job seeking/recruiting activities matches between recruiting enterprises and job seekers can be facilitated.

As “Job-Card” is the fundamental support tool for use in self-motivated career development, anyone issued with one will be responsible for maintaining them.

Therefore it is considered appropriate that Job-Card holders make their own decisions on whether to submit the evaluation sheets and career sheets of “Job-Card” to enterprises or not in their job seeking activities.

3. “Vocational Ability Development Program”

The flow of the “vocational ability development program” is as follows. Anyone willing to participate in the program and whose participation would be considered effective are first provided with career consultations at Hello Works(Public Employment Security Offices), Job Cafes, private placement agencies, etc (hereinafter referred to as “placement agencies etc”). They are then guided to a particular program after taking into consideration the result of the consultation. Upon completion of the program evaluation reports based on “evaluation sheets” (“vocational ability certificates”) indicating the evaluation of their training at enterprise workplaces are issued to them. The assumption is that if participants are not employed as a regular worker by the recipient enterprises they get provided with career consultations again at placement agencies etc and then re-engage in job seeking activities.

The plan for promoting it include disseminating the program at institutions where many people that were not given the opportunity to develop their vocational abilities go to for employment assistance such as community youth support stations, Independence and Employment Support Center for Single Mother Households, welfare offices, schools, etc and by sending/providing information through various media including cell phone websites.

The following three types of training are included in “vocational ability development program”:

- 1) “The fixed-term on-the-job training program”: Intended for anyone that was not provided with the opportunity to develop their vocational abilities. The aim is for participants to be employed by a recipient enterprise after being provided with a combination of practical training at enterprise workplaces (the practical training conducted in an employment relationship with

enterprises shall hereinafter be referred to as “OJT”) and classroom study at education/training institutions (classroom study conducted in an employment relationship with enterprises shall hereinafter be referred to as “Off-JT”).

- 2) “Practical human resource development system”: Mainly aimed at new graduates. In order to develop professional workers with practical abilities to become core workers at workplaces they are provided with a combination of OJT and Off-JT.
- 3) The Japanese Dual System: Commission type training conducted by private education/training institutions entrusted to do so by the Employment and Human Resources Development Organization of Japan or a prefectural government and which combines classroom study provided by the private education/training institution and practical training at an enterprise.

Desirable human resource abilities can be developed, regardless of the type of training, which suit the needs of enterprises, through implementing practical training at their own workplaces. In addition, the expectation is that the participants receiving practical vocational training will make it easier for them to gain employment after completing the program. With the “the fixed-term on-the-job training program” and “practical human resource development system”, in particular, enterprises themselves coordinate the training curriculums, thus making it possible for them to develop human resources that specifically suit their needs.

This can be described more concretely as follows. (Refer to page 16 of the supplementary document)

(1) “The fixed-term on-the-job training program”

The assumed participants of “the fixed-term on-the-job training program” is anyone who was not given the opportunity to develop their vocational abilities and whose participation is considered necessary to gain stable employment after receiving a career consultation. “Anyone who was not given the opportunity to develop their vocational abilities” may be considered to be, for example, “anyone other than those who have been continuously employed for three years or more over the last five years (excluding those who graduated from schools less than two years ago)”.

The total period of the “fixed-term on-the-job training program” is at least three months but not exceeding six months (one year for special cases) and the percentage of OJT in terms of hours has to be at least 20 percent but not exceeding 80 percent. A request will be made that Off-JT be implemented by other enterprises than are implementing OJT.

In addition, evaluations made during the OJT period will need to describe that which was achieved in the training that could then lead to stable employment, hence making it necessary for the evaluation sheets to be based on general-purpose vocational ability evaluation standards.

Regional Job-Card centers (refer to pages 10, 19(2), etc of the supplementary document) will provide support to enterprises implementing “the fixed-term on-the-job training program” through providing guidance on drawing up evaluation sheets and training curriculums, coordinating education/training institutions implementing classroom study, conducting classes for

training/evaluation staff, and providing guidance on problems encountered during training as well as referring them to specialized institutions such as the Employment and Human Resources Development Organization of Japan etc if necessary.

In addition, in order no excessive burden is imposed on enterprises implement vocational training they will be eligible to receive grants to offset part of the training costs etc they incur during the training.

(2) “Practical human resource development system”

The “Practical human resource development system” is vocational training with practical work authorized by the Minister of Health, Labour and Welfare in accordance with Article 26-3 of the Human Resources Development Promotion Act (Act No. 64 of 1969) and intended for young people under 35 years old. The aim of the system, as described above, is to develop professional workers with practical abilities who can then become core workers at workplaces, and is mainly intended for new graduates.

The total training period of the “practical human resource development system” is at least six months but not exceeding 2 years and the percentage of OJT in terms of hours has to be at least 20 percent but not exceeding 80 percent. The request will be made that Off-JT be implemented at facilities established by other than enterprises than those implementing OJT. In addition, evaluations made during the OJT period need to be objective and fair and describe that which was achieved in the training that could lead to stable employment, thus making it necessary in the future that the evaluation sheets used are based on the general-purpose vocational ability evaluation standards.

With the “practical human resource development system”, similar to the “fixed-term on-the-job training program”, support through providing guidance on drawing up evaluation sheets and training curriculums, coordinating education/training institutions implementing classroom study, classes for training/evaluation staff being held, and the provision of guidance on problems encountered during training shall be provided at regional Job-Card centers. Although part of the training costs etc incurred during the training is currently being subsidized, further enhancement will be discussed.

(3) “The Japanese Dual System”

“The Japanese Dual System” is a system that was established in 2004 in response to the increase in number of job-hopping part-timers (Freeters) and those not in education, employment or training (NEETs) which aimed at developing young people into professional workers through providing practical training at enterprise workplaces in parallel with classroom study at education/training institutions intended for job seekers of about 35 years old or younger. The system is of three types: the professional course utilization and short-term course utilization types implemented at public vocational ability development institutions and the commission type training utilization type entrusted to private education/training institutions etc.

The expectation is that utilization of “Job-Card” will mainly facilitate employment for participants of the commission type training utilization type within the system. It is considered appropriate therefore that anyone whose participation in that training is considered necessary as a result of a career consultation should be guided into participating in the “vocational ability development program” of the “Job-Card System”.

The standard training period is four months with an practical workplace training period of at least one month, but no more than half the total training period.

In the future evaluations made during the practical workplace training period at enterprises will need to describe that which was achieved in the training that could lead to stable employment, thus making it necessary to use evaluation sheets that are based on the general-purpose vocational ability evaluation standards.

In addition, when positioning the “the Japanese Dual System” as part of the “Job-Card System”, it is considered appropriate to include anyone, other than young people, who were not provided with the opportunity to develop their vocational abilities, including women who finished raising children, mothers of lone parent families, etc, as the intended participants. The concept with “anyone who was not given the opportunity to develop their vocational abilities” should be considered the same as with “the fixed-term on-the-job training program”.

(4) Reducing their financial burden while participating in “vocational ability development program”

Among those willing to participate in “vocational ability development program” some may have cease participation due to financial difficulties. A system, therefore, should be established where, for example, anyone requiring financial assistance can obtain a loan while participating in the program.

4. “Practical Education Program”

“Practical education program” concern programs developed and provided that utilize the know-how of universities, junior colleges, technical junior colleges, and technical colleges on education and research and the content of them will be expected to contribute to the development of the vocational abilities of trainees. An amendment to the Fundamental Law of Education in December 2006 and another to the School Education Law in June 2007 legally positioned contributing to the development of society through making available accomplishments in education and research to society a “social contribution” role of universities and technical junior colleges.

These programs can play a role in making a “social contribution”, the expected role of higher educational institutions such as universities in the future, and are an effort to “boost” the human resource abilities of Japan.

The flow of the programs is as follows. Anyone willing to participate in the programs can access information on them at universities and technical colleges etc and participate in them according to

their own interests and aptitude. In addition, it is also assumed that people will be provided with information on the programs at placement agencies etc and then participate in them.

Furthermore, anyone that has completed the program will receive a certificate of completion from the relevant university, technical college, etc. Similar to the “evaluation sheets” provided in the “vocational ability development program” the certificates can then be utilized as “vocational ability certificates”.

One method of guiding the people to “practical educational program”, which in principle is based on their aptitude and interests as well as their self-motivation, would be to provide them with information on the programs through career consultations according to their individual aptitude and interests. Universities and technical colleges etc developing programs will need to make an active effort to provide information on the programs here.

(1) Participants of the program

The assumed participants of “practical educational program” will be mainly “anyone who was not provided with the opportunity to develop their vocational abilities”, such as job-hopping part-timers (Freeters), women who finished raising children, mothers of lone parent families, etc, but could also include employed persons wishing to advance their careers and new graduates.

(2) Content of the program

“Practical educational program” will be developed and provided by universities and technical colleges etc and their content will need to confirm to the following requirements:

- 1) Utilization of the know-how of universities and technical colleges etc on education and research and ensure a contribution is made to the development of the vocational abilities of trainees.
- 2) Systematically include internship or on-the-job training in the curriculums for a certain period of time in addition to classroom education training.
- 3) The content of the classroom education training will also need to be of a practical nature.
- 4) Participants should be able to complete the program in a relatively short period of time.
- 5) “Certificates of completion⁶” should be issued to anyone completing the program, in principle, and in accordance with the School Education Law.

(3) Matters that require attention for developing/providing programs

⁶ “Certificates of completion” differ from degrees such as bachelor's or master's etc degrees etc, but will still be issued by universities etc to certify that certain curriculums have been completed (equivalent to the certificates etc issued in the U.S.). Partial amendment of the School Education Law (promulgated on June 27, 2007; to be enforced within a period not exceeding 6 months of the date of promulgation) provided that universities etc specified by the Minister of Education, Culture, Sports, Science and Technology may draw up special curriculums intended for those other than their students and issue certificates of completion to anyone completing the curriculum (Article 105 of the amended act).

All universities, technical college, etc will be required to pay attention to the following when developing/providing programs:

- 1) The programs should be planned to suit the human resource needs that will lead to employment in cooperation with local communities, local enterprises, etc.
- 2) Attention should be paid to not imposing an excessive financial burden on participants.
- 3) Universities, technical colleges, etc implementing programs should make an active effort to publicize/disseminate implementation of the programs through various media including the internet, posters, fliers, etc.
- 4) Universities, technical colleges, etc implementing programs should actively provide information on the programs to placement agencies etc and ensure adequate cooperation with the agencies to enable career consultants to provide information on the individual programs as available choices in career consultations.

III. Matters of Importance in Establishment of the “Job-Card System” (Issues)

1. Importance of Combining Practical Training at Enterprise Workplaces with Classroom Study

In order to respond to the needs of enterprises for advanced abilities and a readiness-orientation and to develop human resources that can help sustain economic growth the adoption of practical training at enterprise workplaces as OJT in addition to classroom education training and institutional practical training as Off-JT will be important.

Adopting them in "vocational ability development program" will enable:

- 1) Participants to be capable of specifically recognizing the type of work in which what they have achieved in the training can be utilized through practical training at enterprise workplaces, thus enhancing their motivation and allowing the acquisition of practical abilities that suit the human resource needs of enterprises to result in the higher possibility of being employed.
- 2) Enterprises will be able to develop/secure high quality human resources while reducing the burden of training but enabling participants to acquire systematic knowledge/skills by implementing educational training at external institutions, and also fulfilling their social responsibility through providing opportunities for that educational training to take place.

With regard to this, since “practical educational program” will be developed/provided by higher educational institutions that include universities and technical colleges etc, the assumption is that classroom study will tends to account for the higher percentage, especially at universities. In order to ensure that the programs will contribute to the development of vocational abilities, however, practical skills training will need to be combined with on-the-job training etc for a certain period of time. The expectation is, therefore, that “vocational ability development program” will need to include an adequate amount of that training.

2. Importance of Promoting General-Purpose Vocational Ability Evaluation Standards

With some exceptions, a cross-enterprise labour market by job type has not been developed in Japan. However, in the future it will be necessary to facilitate the development of a high quality external labour market through establishing a vocational ability evaluation system etc as part of the social infrastructure to ensure that people quitting their jobs or switching careers does not result in a major loss of the work force. In addition, the risk both labour and management face with employment needs to be reduced through mismatches between the vocational abilities that suit the enterprise needs and those that workers acquire being controlled.

In order to promote evaluations being made based on general-purpose vocational ability evaluation standards in the “Job-Card System”, a system shall be established through which enterprises will issue evaluation reports based on “evaluation sheets” as “vocational ability certificates” to anyone completing a “vocational ability development program”.

To ensure smooth implementation of the system it will be important in the future to further develop and enhance the “vocational ability evaluation standards”, which the government and industry organizations have been cooperatively promoting the formulation of, as unified standards for use in evaluating vocational abilities that take into consideration the needs of enterprises and industry organizations.

In addition, in order to secure the vocational abilities of anyone completing “practical educational program” implemented by universities and technical colleges etc it will be necessary for the mechanism of issuing certificates etc as “vocational ability certificates” to be discussed.

3. Importance of Career Consultations

As the work/vocational abilities required of workers are changing due to prolonged work lives, rapid technical innovations, etc has resulted in an external labour market being in the process of being developed. This has therefore caused the importance of career consultations to increase.

In particular, in many cases, anyone who was not provided with the opportunity to develop their vocational abilities is assumed to have issues/problems regarding their career choice and vocational career/ability development. Facilitating their self-understanding through reviewing their own job experiences etc, therefore, and supporting their work life plans being in accordance with their individual aptitudes, job experiences, etc, or that is, providing career consultations, is extremely important.

Career consultations therefore will be a requirement when “Job-Card” is issued through the “Job-Card System”.

In this way anyone was not provided with the opportunity to develop their vocational abilities will be able to choose a career in accordance with their individual work life plans and develop their vocational abilities in an efficient manner. And hence the expectation is that not only matches

between job seekers and recruiting enterprises can be better facilitated but also the retention rate and productivity will be improved.

4. Roles of Industry, Academia, Labour Groups and Public Sector

Establishing “vocational ability development program” will require efforts to be made in developing a labour market infrastructure that will include 1) further development of the corporate bodies providing various educational training, including practical training at enterprise workplaces and classroom study at education/training institutions, 2) establishment of a vocational ability evaluation system that takes into consideration the needs of enterprises and industry organizations, and 3) training of career consultants at public/private placement agencies etc and the further improvement of their abilities.

The active participation of industry, labour groups, and academia and close cooperation between the private and public sectors will therefore be important in establishing the programs. Industry in particular, as it understands the needs of enterprise workplaces for human enterprises, will be expected to play a very active role.

In addition efforts in 1) ensuring efficient use of the know-how of universities and technical colleges etc on education, 2) cooperating/collaborating with industry in program developments, and 3) providing sufficient information on the provision of the programs will be important in developing/providing “practical educational program”.

This then means that while academia playing the central role through making an active effort is important, promoting close cooperation/collaboration with industries will also be important in establishing the programs. In addition, keeping labour groups well informed about efforts made will also be required.

Their roles can be described more concretely as follows.

(1) Role of industry

Industry understands the field of human resource shortages and needs best with human resource development. In addition, developing human resources that can sustain economic growth will require reflection upon the human resource needs of industry when drawing up the curriculums and vocational ability evaluation standards, which need to take into consideration structural changes in industry and technical innovations. Industry is therefore expected to play an active role in providing practical training sites at enterprise workplaces and formulating general-purpose vocational ability evaluation standards etc for use in the smooth implementation of “vocational ability development program”, while the public sector provides indirect support.

In addition, from the point of view of Corporate Social Responsibility (CSR), the expectation is that industry will present a “public” point of view for pursuing a sustainable society through contributing to local communities and supporting young people in their vocational career development etc.

Furthermore, in addition to clearly and actively indicating what the human resource needs of industry are to educational circles, industry can be expected to provide support by providing instructors and financial aid to universities and technical colleges etc and by cooperating/collaborating in joint research etc.

(2) Role of academia

Higher educational institutions such as universities whose main duties include education , research, etc will be expected to play a role in making a “social contribution” through contributing to the development of society by actively offering that accomplished in education and research to society as an “intellectual anchor” in their respective region. As part of that role the expectation is that each individual university, technical college, etc will make an active effort in developing and providing “practical educational program”.

Closely cooperation/collaboration with industry, which has a deep knowledge of human resource needs and vocational abilities, will be important in doing so.

In addition, as the primary implementers of classroom study at education/training institutions, education/training institutions such as special training schools will be expected to develop and provide courses that suit the needs of enterprises in promoting the “vocational ability development program”.

Furthermore, it is essential that information is provided to industry and labour groups on efforts made in spreading the effects of the policy.

(3) Role of labour groups

As described above it is important that industry play an active role in the smooth implementation of the “vocational ability development program”. However, trainees are accepted at workplaces get instructed and evaluated by other workers. In addition, leading anyone who wishes to gain stable employment but are working as part-timers into stable employment is a major issue in the realization of the aim of creating the programs.

Labour groups, therefore, will be expected to promote the programs, make the “vocational ability development program” truly attractive to workers through identifying the work consciousness of individual non-regular workers and then inviting them to participate in the programs if necessary, actively engage in the smooth implementation of the programs through for example creating work environments that trainees can easily be accepted into, etc.

(4) Role of public sector

In order to implement the “Job-Card System” in a smooth manner the public sector will be required to make the following efforts:

- 1) in addition to supporting enterprises that are active in providing opportunities to develop vocational abilities,

- 2) provide occasions the where needs of private education/training institutions, industry and other related fields can be smoothly adjusted for,
- 3) provide opportunities for educational training in supplementing private education/training institutions,
- 4) provide opportunities for training for job seekers through private education/training institutions, and
- 5) develop/place career consultants to support work life planning and establish evaluation standards and further improve their abilities, etc.

IV. Promotion System (Future Activities)

1. Job-Card Center

In order to promote the “Job-Card System” and to make the system more effective a central Job-Card center and at least one regional Job-Card center in each prefecture nationwide will need to be established. Since industry is expected to play an active role in the smooth implementation of the “Job-Card System” Job-Card centers will need to be primarily be operated by national-scale business operator organizations.

(1) Central Job-Card center

Central Job-Card center will be responsible for the following tasks:

a. Publicity and dissemination in promoting the “Job-Card System”

Publicity and dissemination activities will be carried out to promote the system through creating a website for the “Job-Card System” and dissemination to national-scale business operator organizations etc.

b. Providing guidance on and adjusting the operations of regional Job-Card centers

Manuals etc will be created and guidance/instructions etc provided to respective regional Job-Card centers so that the tasks of regional Job-Card centers can be smoothly carried out.

c. Management and operation of the “vocational ability development program registration system (tentative name)”

A database will be created/utilized etc to identify enterprises and job seekers that are willing to participate in the programs and training situations etc with the aim of smooth implementation of the “vocational ability development program” (excluding the “the Japanese Dual System”). In addition, a system to make information available on both enterprises and job seekers willing to participate in the programs and wish to have it made public over the internet will be managed/operated to help facilitate participation in the training.

(2) Regional Job-Card centers

Regional Job-Card centers will be responsible for the following tasks:

a. Operation of a “regional Job-Card headquarters” and formation of its regional promotion plans

“Regional Job-Card headquarters” (members: labour-management organizations, Prefectural Labour Offices, local public organizations (vocational ability development related departments, Boards of Education, welfare related departments, etc), anything related to regional education/training institutions, private welfare organizations, etc) to be established and operated for smooth operation of the “Job-Card System” in the region and discuss methods of promoting the system regionally, with consideration given to the characteristics of the respective region. In addition, regional promotion plans will be formulated using the results of those discussions.

b. Publicity and enlightenment of the “Job-Card System”

Publicity and enlightenment activities will be carried out to promote the “Job-Card System” through dissemination of it to regional level industry organizations etc and by holding vocational ability development promotion fairs etc.

c. Conducting classes for training/evaluation staff

In order to secure objectivity and fairness in the execution of and instruction provided on the training and to evaluate the result of that training, classes will be provided to train/evaluate the staff of enterprises participating in “the fixed-term on-the-job training program” and the “practical human resource development system” to learn about the methods of evaluation methods etc using evaluation sheets.

d. Promoting utilization of “vocational ability development program”

In order to smoothly implement “the fixed-term on-the-job training program” and the “practical human resource development system” the following support activities etc will be provided to enterprises participating in that training:

- Finding/registering/coordinating cooperative enterprises and education/training institutions
- Providing guidance on drawing up evaluation sheets and training curriculums and referring them to the related institutions etc.
- Identifying the situation with training, providing guidance, etc

e. Conducting workplace visits and work experience classes

Workplace visits and work experience classes will be conducted in cooperation with Job Cafes, high schools, etc in order for anyone that has had little opportunity to cultivate a motivation to work due to not having been provided with the opportunity to develop their vocational abilities can consciously participate in “vocational ability development program”.

f. Identifying the situation with employment after completing a "vocational ability development program"

In order to utilize the "vocational ability development program" effectively the employment situation of job seekers who have participated in "the fixed-term on-the-job training program" and "practical human resource development system" after completing the training will need to be ascertained.

2. Private Sectors

(1) Organizations of the employers (excluding entrusted organizations of the Job-Card center)

a. Evaluation sheets

"Evaluation sheets" (vocational ability certificates), which will be essential for enterprises in implementing "vocational ability development program", are expected to be formulated wherein the result of training can be used to lead participants into stable employment. Nationwide organizations of the employers etc with know-how on making vocational ability evaluations therefore will be expected to play a leading role in establishing "model evaluation sheets (tentative name)" and gradually expanding the job category they concern to reflect the human resource needs of enterprises.

b. Training curriculums

The expectation is that "model curriculums" will be drawn up pinpointing effective training models so that training curriculums can then be easily drawn up.

c. Cooperation with Job-Card centers

In order to provide sufficient training sites for job seekers willing to participate in vocational ability development program the private sector will be expected to actively cooperate with Job-Card centers in activities to find enterprises that will participate by inviting member enterprises etc.

(2) Enterprises

The role of enterprises that will receive training at their workplaces will be considerable in the smooth implementation of the "vocational ability development program". Enterprises that accept practical training will be expected to ensure their best effort is made, for example in appropriately educating training staff etc, so that the training will actually improve the vocational abilities of trainees. In addition, appropriate education will also be provided to the evaluation staff in order to ensure objectivity and fairness in evaluating that education and so that the result of the evaluations contribute to trainees in their job seeking activities in the future.

As the primary aim of an evaluation is to improve the vocational abilities of a trainee, it is desirable that the trainees are provided with opportunities to be aware of what is going on by

interviewing them and ensuring that they understand the results of their evaluation and by conducting interim evaluations in the middle of their training period etc, in addition to having them conduct self evaluations.

(3) Private placement agencies

It is desirable that private placement agencies actively participate in the “Job-Card System”.

The reason for which is that if a recruiting enterprise is willing to participate in the “practical human resource development system” or “the fixed-term on-the-job training program” matches between the enterprise and job seekers willing to participate in the training can be conducted in cooperation with regional Job-Card centers as required.

In addition, career consultants will be able to take “Job-Card classes” more easily.

The expectation is that through those efforts private placement agencies will develop an environment themselves in which “Job-Card” can be actively utilized when implementing career consultations.

3. Public Sector

(1) The government

The government can be expected to actively support efforts made by industry and enterprises in promoting the “Job-Card System”.

a. Cabinet Office

The “Job-Card Promotion Council”, which consists of the government, industry, labour groups, academia, etc, shall be established within the Cabinet Office and formulate a “Basic Plan for Nationwide Promotion” for use in promoting the “Job-Card System” in cooperation with related ministries and agencies.

b. Ministry of Health, Labour and Welfare

In order to disseminate the “Job-Card System” to job seekers that were not provided with the opportunity to develop their vocational abilities and motivate them to participate in it, the expectation is that a system to provide a broad range of information on vocational ability development, including the “Job-Card System”, be developed through effectively utilizing cell phone websites, which young popular have an affinity to and that also have the advantage of being accessible anytime anywhere etc.

In addition, Prefectural Labour Offices and Hello Works(Public Employment Securities Offices) will be expected to closely cooperate with regional Job-Card centers and facilitate matches being made between job seekers and recruiting enterprises willing to participate in “vocational ability development program”, as well as to find enterprises that will participate in the programs while also actively providing job seekers with guidance.

Furthermore, community youth support stations etc, where job seekers who were not given the opportunity to develop their vocational abilities go to for employment assistance, will be expected to implement the career consultations needed in issuing “Job-Card”, as well as disseminate the “vocational ability development program” and motivate them to participate in them.

c. Minister of Education, Culture, Sports, Science and Technology

Provide information regarding “Job-Card” to related institutions and implement support measures to facilitate efforts being made to develop/provide “practical educational program” at universities and technical colleges etc.

(2) Employment and Human Resources Development Organization of Japan

Efforts to promote the “Job-Card System” shall be actively made by industry and enterprises while the government and organizations that have the know-how on training will be required to provide active support and make unified public-private sector efforts through community-based business developments.

In addition to drawing up training curriculums and providing training instructions, therefore, the “Employment and Human Resources Development Organization of Japan”, which has accumulated know-how on vocational training, will be expected to provide active support to enterprises participating in the “vocational ability development program” as a primary implementer of Off-JT and also train career consultants etc to issue “Job-Card”.

(3) Local public organizations

Local public organizations will take the approach of finding cooperative enterprises and promoting acceptance of the classroom study (Off-JT) of the “vocational ability development program” at public vocational ability development institutions established at respective local public organizations. In addition, local public organizations will be expected to disseminate “vocational ability development program” at Job Cafes, Independence and Employment Support Center for Single Mother Households, welfare offices, etc where job seekers who were not provided with the opportunity to develop their vocational abilities go to for employment assistance. Job Cafes etc with career consultants will be expected to implement career consultations using “Job-Card” and also issue the actual cards themselves.

In addition, local public organizations will be expected to cooperate with regional Job-Card headquarters established at regional Job-Card centers and play an active role in promoting the “Job-Card System” in their respective region.

4. Career Consultants

The primary aim of the “Job-Card System” is to lead job seekers who were not provided with the opportunity to develop their vocational abilities into stable employment. Many of those job seekers,

however, have problems making career choices and with vocational career/ability development. Within the system, therefore, career consultants will take on an important role in implementing the system in that receiving a career consultation will be a requirement for having a “Job-Card” etc issued and hence will be required to have advanced specialties and ethics.

In developing that system, therefore, it will be important that individual career consultants planning to provide career consultations utilizing “Job-Card” actively participate in “Job-Card classes” and make a voluntary effort to enhance their own specialty.

It will also be important to acquire knowledge on “practical educational program” through information provided by educational institutions so that it can then be provided as a choice in career consultations.

V. Present Direction and Future Prospects

1. Present Direction

(1) Promotion measures

The “Job-Card System” will be a new method for use in the recruiting activities of enterprises, which conventionally used resumes, job histories, etc.

In order to raise social recognition of the “Job-Card System” it will be necessary to focus on dissemination and obtain the understanding of enterprises on utilizing “Job-Cards” in recruiting activities. Related institutions, including Job-Card centers, therefore, will be expected to make effort in cooperatively publicizing the “Job-Card System”.

In addition, as career consultations will be an essential requirement in a “Job-Card” being issued the expectation is that “Job-Card classes” will be conducted nationwide while the specialties of career consultants are also enhanced.

Furthermore, in order to draw up the evaluation sheets (“vocational ability development program”) that will be a precondition to participating in “vocational ability development program”, the expectation is that establishment of “model evaluation sheets (tentative name)” and model curriculums will be facilitated while the development of general-purpose vocational ability evaluation standards is promoted.

(2) Preliminary Project

In order to promote/facilitate the “Job-Card System” a preliminary project will need to be implemented in FY 2007 and status of it widely publicized.

More concretely, model curriculums and model evaluation standards are being drawn up for a model project to promote the “practical human resource development system” to small- and medium-sized enterprises. In addition, in order to further promote the “the Japanese Dual System” successful cases will need to be collected/identified and then widely publicized.

Furthermore, Nippon Keidanren (Japan Business Federation) can be expected to continue to actively request participation in the preliminary project by its member enterprises.

2. Future Prospects

Because of such circumstances as structural changes in industry and employment, advances in technical innovations, and a diversity of work styles, developing an environment in which one can repeatedly participate in educational training, practical training, etc according to one's own work life plan and effectively display your vocational abilities is becoming an important issue in the realization of continuous as well as smooth development of the vocational careers of workers, thus making the promotion of labour market infrastructure development necessary in developing full-scale labour market.

As it is important for any such development to take into consideration the human resource needs of enterprises and industry organizations etc the role of industry will be considerable. A particularly important issue will be developing a system in which small- and medium-sized enterprises, which employ 70 percent of workers, can actively participate.

In addition, for the government, development of a vocational/educational training infrastructure and vocational ability evaluation infrastructure that incorporates the human resource needs of enterprises and industry organizations etc will be an issue.

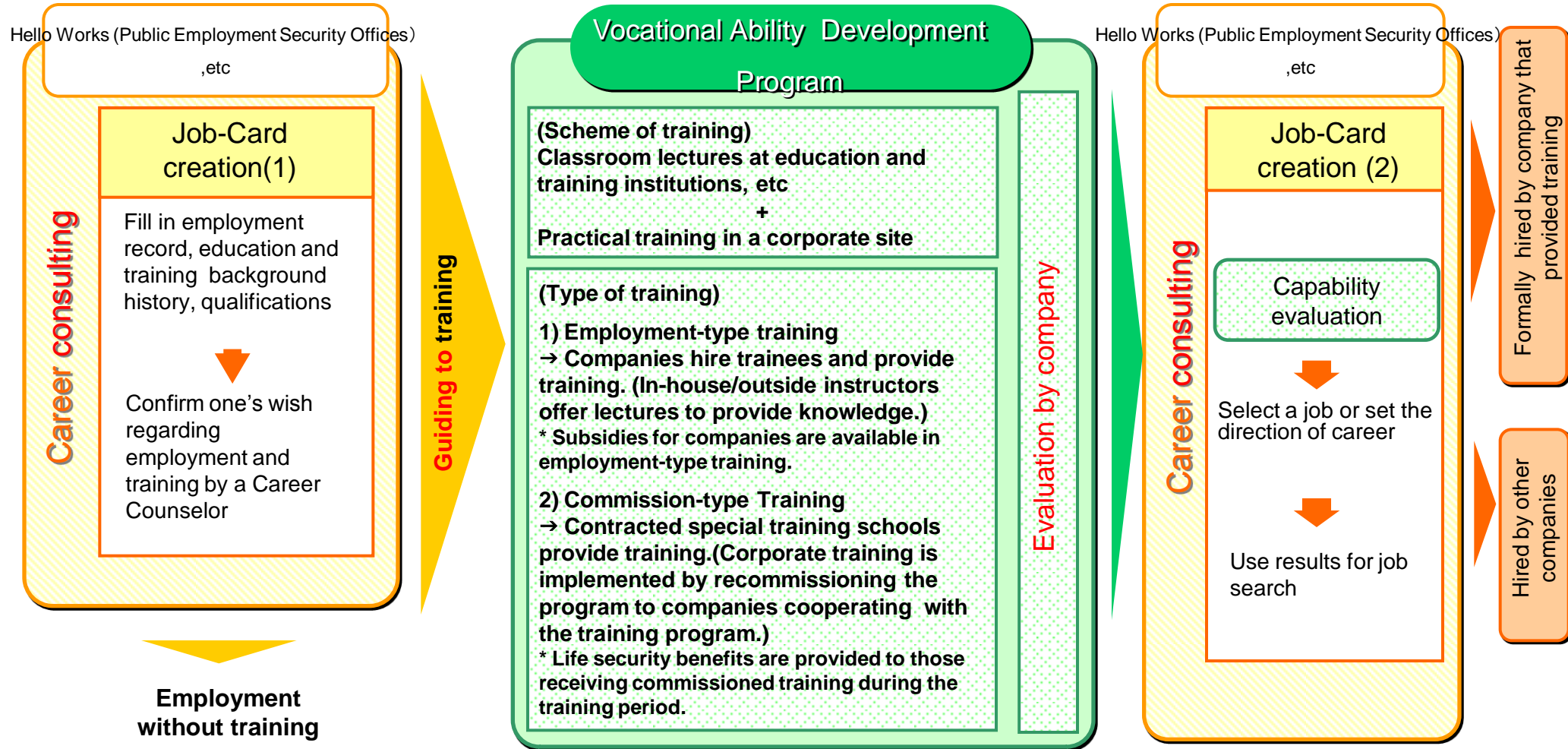
Since the establishment of the "Job-Card System" is the response to these issues it will be important in the future to promote the system widely in a unified effort by the public and private sectors and then review it as required after taking into consideration the needs of the labour market and any necessary related system reforms etc.

Concrete measures in this will be establishing a "Job-Card Promotion Council", consisting of the government, industry, labour groups, academia, etc within the Cabinet Office and the formulation of a "Basic Plan for Nationwide Promotion" by that council. The expectation is that the public and private sectors will also make a unified effort to promote the plan step by step and then review it as required.

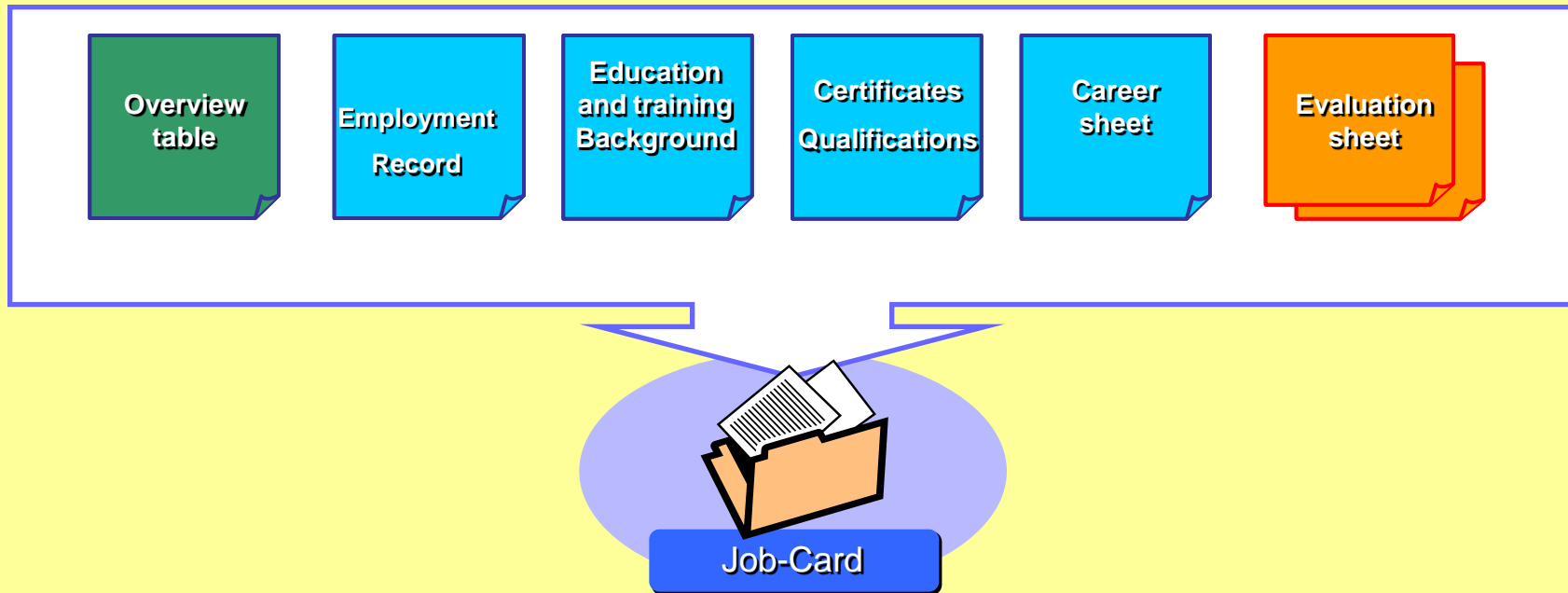
Outline of the Job-Card System

Background: In order to maintain continuous economic growth with a decreasing population it will be important to create a society where everyone is provided with the opportunity to develop their skills and be capable of displaying their abilities. However, a vicious cycle exists where job-hopping part-timers (Freeters) who had no choice but to have become non-regular workers during the “job-finding ice age”, etc were not provided with adequate opportunities to develop their abilities, even if they had wanted to have improved their abilities and become regular workers. The Job-Card System is being established in order to break that vicious cycle and provide support for the ability development and stable employment of “those who were not provided with opportunities to develop their vocational abilities”.

Outline of Measures: The government and industries etc will cooperate in providing opportunities for such as job-hopping part-timers (Freeters) that were not provided with the opportunity to have developed their vocational abilities to improve their vocational abilities. More concretely, they will facilitate their regular employment through 1) thorough career consultations, 2) practical vocational training incorporating on-the-job training at enterprises, and 3) compilation of Job-Card that include the results of ability from enterprises, evaluations and employment record.



Details and Targets of the Job-Card



Call the whole file “**Job-Card**”.

It is created on the occasion of career counseling through confirmation and recording by the career counselor.

Those who have completed the vocational ability development program will receive an “**Evaluation Sheet.**”

Vocational Training within the Job- Card System

	Employment type Training		Commission type Training
	The fixed-term on-the-job Training Program	Practical Human Resource Development System	The Japanese Dual System
Intended Participants	<ul style="list-style-type: none"> • Anyone with little or no experience of being a regular worker (excluding anyone that has graduated from a school in last six months) • Non-regular workers such as part-time workers etc.in the enterprises only shifting to regular workers. 	<ul style="list-style-type: none"> • Mainly new graduates aged 15 to 39 • Non-regular workers such as part-time workers in the enterprises only shifting to regular workers. 	Those not likely to be employed by enterprises in the near future including job-hopping part-timers (Freeters)
Total Training Period	<ul style="list-style-type: none"> • Three to six months (one year in special cases) • The percentage of Off-JT to be 20 to 80 percent of the total training period.(10 to 90 percent in case fixed to become regular workers after training.) 	<ul style="list-style-type: none"> • Six months to two years • The percentage of Off-JT to be 20 to 80 percent of the total training period 	Standard training period of four months
Position	The aim is to provide practical training to anyone with little or no experience of being regular workers such as job-hopping part-timers (Freeters) etc, in helping them to obtain regular employment .	Development of human resources that can be core workers at workplaces through systematic training.	Type of public vocational training. Educational/training institutions, as the primary implementers, will train Freeters etc to help them to acquire practical vocational abilities.

Promotion of the Job-Card System

Job-Card Centers



Central Job-Card Center

(national-scale business operator organizations)

- ➔ Promotion/publication of the Job-Card System
- ➔ Provision of guidance and adjustment of the operations of regional Job-Card Centers

Cooperation

- National level industry organizations
- National level human resource development business operator organizations
- National level educational/training institutions
- The government etc

Regional Job-Card Headquarters

(Members: the government, prefectures, labour-management organizations, academia)



Regional Job-Card Centers

(prefectural- and municipal-level business operator organizations)

* Cooperation with industry organizations and education/training institutions

- ➔ Implementation of regional promotion plans
- ➔ Classes for training/evaluation staff
- ➔ Workplace visits and work experience classes
- ➔ Facilitation of utilization of vocational ability development program
 - Finding/registering/coordinating cooperative enterprises and educational/training institutions
 - Career consultations for employed workers etc
 - Support for handling the application forms
 - Identification of the situation with training and the provision of guidance, employment after completing training etc

Cooperation

- Prefectural Labour Offices, Hello Works(Public Employment Security Offices)
- Private placement agencies
- Regional level industry organizations
- Prefectural centers of the Employment and Human Resources Development Organization of Japan
- Local level human resource development business operator organizations
- Local level educational/training institutions
- Local governments
- Boards of Education, schools, etc

Form 1

Job-Card [Overview table]

Name _____ (seal)	E-mail address	
	_____ @ _____	
HP/Blog address		
Date of birth	(Age _____)	Male / Female
_____ Address		
_____ (Phone number) - -		
_____ Contact address		
_____ (Phone number) - -		

Attach photograph

(Upper part of the body, no head wear facing front, plain background, taken within the past three months)

Employment record

Month, Year	Place of employment, outline of job, etc	Notes

Education and training background

Month, Year	Education/training institution, course, etc

Form 1 (Overview table 2)

Name		(seal)	Date of birth		Male / Female
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Certificates and Qualifications		
Date of acquisition	Title	Implementer

History of social activities (volunteer and club activities etc)	
Period	Content of activities

Motivation for application (if enterprise has been determined)

Interests, specialties, areas of expertise, etc (self-appeal)

Requests on work conditions etc		Commutation time: approx. hours and min.	Spouse: Yes / No	Obligation to support spouse: Yes / No	Number of dependents (excluding spouse): persons
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Form 2

Job-Card [Employment record]

Name		Date of birth		Male / Female
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Employment record				
From (Month, Year) To (Month, Year)	Company, department, job title (type of employment contract)	Job content	To be filled out by career consultant	Proof of job history
Work experience and knowledge/skills gained				
Work experience and knowledge/skills gained				
Work experience and knowledge/skills gained				
Work experience and knowledge/skills gained				
Work experience and knowledge/skills gained				

* Enterprises will be requested to also confirm job histories etc which will be important factors in making decisions.

Form 3

Job-Card [Education and Training background]

Name		Date of birth		Male / Female
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Education and Training background

From (Month, Year) To (Month, Year)	Name of school, implementing enterprise, education/training institution	Name of department, course	Major, content of educational training	To be filled out by career consultant	Confirmation method

* Enterprises will be requested to also confirm educational histories etc which will be important factors in making decisions. Ver.1.0

Form 4

Job-Card [Certificates and Qualifications]

Name		Date of birth		Male / Female
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Certificates and Qualifications

Date of acquisition	Qualification title	Implementer	Content etc	To be filled out by career consultant

Form 5

Job-Card ["Career Sheet"]

Name		Date of birth		Male / Female
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Goals and hopes toward finding a job

(Describe any advantageous points from the point of view of the employment record, education and training background, qualifications gained, etc, future issues taking into consideration past job seeking activities and ability evaluations etc, and

--

(Desired occupation/job type)	(Reasons etc)

Career consultation records

	<p>(Career development issues, keys to support)</p> <p>(Development process of career consciousness)</p> <p>(Others)</p>
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Form 6

Job-Card [Evaluation Sheet]

Job type of the training

Name of participant

Content of the training and our evaluation of the vocational abilities of the person above during the training period are as follows. Please use them as reference material for future career developments.

Date:

Implementer of the training

(Name of person in charge of evaluation. seal/signature)

(Name of representative person. seal/signature)

I. Job content during practical workplace training/OJT period

Period	Category	Job content
From ()	Practical workplace training	
to ()	or	
	OJT	

II. Basic ability to fulfill duty (put a circle in the appropriate box for each item of “standard in fulfilling duty”)

A: Always, B: Generally, C: Not evaluated very highly

In the case of “did not evaluate” delete column C with a slash

Ability units	Self-evaluation			Enterprise evaluation			Standard in fulfilling duty
	A	B	C	A	B	C	
Work conscientiousness and effort (ability to make an effort to fulfill duty with motivation/attitude to work)							(1) Obeys the laws and rules/customs of workplaces.
							(2) Arrives before the start of office hours and always keeps appointments.
							(3) Follows directions/orders from superior/seniors with understanding.
							(4) Makes an effort with sense of purpose and expectation toward work.
							(5) Makes an effort in work to achieve customer understanding/satisfaction.
Sense of responsibility (ability to fulfill duty with self-motivation and awareness of being a member of the society)							(1) Carries through to the end without giving up halfway the work undertaken.
							(2) Sincerely keeps agreements with superiors, seniors, coworkers, customers, etc.
							(3) Carries out duties by following fixed procedures without omitting required processes or labour.
							(4) Takes failure or mistakes seriously without passing the responsibility to others.
							(5) Makes best effort in engaged work while looking forward to future issues.
Business manner (ability to respond with good manners in smoothly fulfilling duty)							(1) Maintains appearance appropriate to duty at workplace.
							(2) Exchanges daily greetings with superiors and coworkers at workplace.
							(3) Uses polite expressions where appropriate.
							(4) Responds to customers in courteous manner (bows, greetings, word selection).
							(5) Practices basic business manners at time of reception or visits.
Communication (ability to appropriately express oneself and understand each other)							(1) Accurately reports to, communicates with, and consults superior and seniors etc.
							(2) Explains opinion and position to others in logical order.
							(3) Makes requests to or negotiates with others using appropriate manner, wording, and attitude taking into consideration feelings of others.
							(4) Builds good relationships with coworkers etc at workplace enabling earnest discussions.
							(5) Maintains required relationships with superiors or coworkers who are hard to deal with.
Teamwork (ability to fulfill duty in cooperation with others)							(1) Helps others who are busy when with time to spare.
							(2) Makes an effort to divide roles and cooperate with others when working in a team.
							(3) Works in a team with consideration given to position and situation of coworkers.
							(4) Works cooperatively with coworkers who are hard to deal with or have different views.
							(5) Provides directions and know-how on jobs to newcomers and subordinates at workplace.
Will to challenge (ability to fulfill duty through displaying energy and action)							(1) Makes an effort in working out and improving work so that it can be carried out more efficiently.
							(2) Takes action whenever aware of its necessity before being pointed out by others.
							(3) Actively expresses opinion to superiors on what one considers right.
							(4) Voluntarily makes an offer to take on inexperienced or hard work.
							(5) Makes an effort in acquiring qualifications and self-development in challenging new work.
Thinking power (ability to fulfill duty while identifying issues with aspiration and an inquiring mind)							(1) Gets to work or whatever requested with the prospect of completing it.
							(2) Identifies procedures and requirements with new work.
							(3) Re-inspects what has been worked out or improved for further improvement.
							(4) Identifies the causes of work that is not going well and re-challenges it.
							(5) Responds by solving unexpected problems or troubles when they occur.

(General comment)

III. Ability on technical skills

(1) Basic items (put a circle in appropriate box for each item of “standards in fulfilling duty”)**A: Always, B: Generally, C: Not evaluated very highly****In the case of “did not evaluate” delete column C with a slash**

Ability units	Self-evaluation			Enterprise evaluation			Standards in fulfilling duty	Code
	A	B	C	A	B	C		

[Clerical/service work]**(Clerical/service)**

Acquisition of business knowledge							(1) Makes effort to acquire basic matters that are likely to be a subject of business conversation including political/economic trends and common knowledge.	B001101
							(2) Understands outline of business areas, organization, and structure of company.	B001101
							(3) Understands business philosophy of company, company policy, company principles, etc and practices them where possible.	B001101
Basic PC operation							(1) Creates basic documents accurately using word processing software.	B001101
							(2) Creates basic tables and graphs accurately using a spreadsheet application.	B001101
							(3) Utilizes e-mail and retrieves information using internet smoothly.	B001101
Business ethics and compliance							(1) Distinguishes between private and work clearly in daily work activities.	B001101
							(2) Never makes improper use of or discloses confidential information to others without good reason.	B001101
							(3) Understands legal requirements to follow in performing duty and always obey them.	B001101
Cooperation and relationships with others							(1) Responds willingly when asked questions or requested for help by others.	B001101
							(2) Sincerely responds to requests that are not directly related to duty.	B001101
							(3) Actively expands human network and adapts to surroundings.	B001101
Pursuit of achievements							(1) Sincerely and honestly engages in work, even in difficult situations.	B001101
							(2) Submits reports and other required materials without fail or delay.	B001101
							(3) Decides appropriately what to do first to fulfill duty when more than one job has been assigned.	B001101
Improvement and efficiency							(1) Develops environment to work efficiently, including keeping documents in order and desk tidy, cleaning them	B001101
							(2) Careful not to repeat the same mistake again.	B001101
							(3) Works within one's discretion and tries to make improvements.	B001101

(Service)

Negotiations with customers and business connections							(1) Makes concise explanations without omitting any required matters.	B001201
							(2) Distinguishes between facts and opinions when making explanations to others.	B001201
							(3) Negotiates and makes arrangements with appropriate manner and wording according to the time, place, and	B001201
Promotion of customer satisfaction							(1) Serves customers with a cheerful voice and expression, including greetings.	B001201
							(2) Acts promptly when requested by customers.	B001201
							(3) Understands how one's politeness to customers affects their satisfaction and confidence in the company and carefully serves customers.	B001201

[Skills work]

Observance of safety and health management and other rules							(1) Correctly understands safety regulations of company and workplace and does not act against them.	B002101
							(2) Aware of environmental issues and acts in accordance with rules including the disposal, recycling, classification, etc of waste materials/fluids.	B002101
							(3) Manages mental/physical health in preventing accidents.	B002101
							(4) Makes an effort to eliminate hazardous factors including keeping the workplace organized etc.	B002101
							(5) Always careful at work with the consciousness of the possibility of causing an accident" rather than "probably alright".	B002101
Problem solving through improvement activities							(1) Correctly understands role of assigned process/work in overall production.	B002101
							(2) Understands standard work including processing, assembly, inspection, maintenance, etc and works correctly.	B002101
							(3) Always asks superior or seniors on solving problems without leaving them ambiguous when there is any ambiguity in methods or procedures of work.	B002101
							(4) Works out in one's own way and tries to improve even little things.	B002101
							(5) Develops easy to work healthy environment through keeping things in order and tidying up.	B002101
							(6) Actively participates in systematic improvement activities including small group activities.	B002101
Performs tasks in cooperation with others							(1) Understands organizational structure and role division of individual processes etc of the company (workplace).	B002101
							(2) Absorbs skillful methods and art of doing work from coworkers and seniors.	B002101
							(3) Acts in accordance with advice and instructions from coworkers and seniors.	B002101
							(4) Makes an effort to build friendly/trusting relationships through responding politely and referring to persons in charge with requests that are not directly related to one's duty.	B002101
							(5) Makes an effort to communicate with persons in charge of preceding/subsequent shifts or processes in building cooperative relationships.	B002101
							(6) Makes an effort to expand human network with persons not in the same workplace through participating in non-work gatherings including company events, various parties, etc.	B002101

[Engineering work]

Observance of engineering ethics							(1) Works with awareness of being an engineer and having social responsibility.	B003101
							(2) Always aware of and tackles legal or ethical issues related to daily activities.	B003101
							(3) Never makes improper use of or discloses confidential information to others without good reason.	B003101
							(4) Interested in current topics related to duty or specialized field and always raising an awareness of issues.	B003101
							(5) Understands the affect of research and development on technical issues in one's specialized fields on local communities or production activities.	B003101
							(6) Understands current topics on environmental or legal issues in engineering field in relation to one's work.	B003101
							(7) Understands minimum requirement standards required for product development/design from safety/environmental point of view.	B003101
Performs one's duty in accordance with safety guidelines							(1) Correctly understands the safety regulations and manuals (including unwritten rules) of the company or department and obeys them.	B003101
							(2) Makes an effort to eliminate any hazardous factors including organizing/tidying up laboratories and laboratory instruments etc.	B003101
							(3) Understands own health and reports to, communicates with, and consults superior how much work has been completed without taking on too much.	B003101
Work plan formulation and pursuit of achievements							(1) Always confirms with superiors or seniors and clarifies any ambiguous points on high level policies in formulating own work plan.	B003101
							(2) Finds and eliminates work loss and waste based on self-formulated time table.	B003101
							(3) Performs duty in accordance with the schedule set by the company/department.	B003101
							(4) Promptly responds to decisions of superior when the work is not on schedule due to unexpected trouble, specification changes, etc.	B003101
							(5) Carefully manages own health and reports to superior in case of poor health without forcing oneself to do too	B003101
							(6) Makes an effort to absorb new knowledge and technologies and actively collects information.	B003101
Performs tasks in cooperation with related departments							(1) Understands details of work process and role division of the department.	B003101
							(2) Always asks persons involved and solves problems without leaving them ambiguous when there is any ambiguity in procedures of work.	B003101
							(3) Responds willingly when asked questions or requested for advice after having understood the work content of other departments.	B003101

(General comment)

(2) Specialized items (put a circle in appropriate box for each item of "standards in fulfilling duty")

(Source of evaluation standards:)

A: Always, B: Generally, C: Not evaluated very highly

In the case of "did not evaluate" delete column C with a slash

Ability units	Self-evaluation			Enterprise evaluation			Standards for in fulfilling duty	Code
	A	B	C	A	B	C		
							(1)	
							(2)	
							(3)	
							(4)	
							(2)	
							(3)	
							(4)	
							(5)	
(General comment)								

Form 1

Job-Card [Overview table]

Name	<i>Taro Koso</i> (seal)	E-mail address	<i>abcdef @ mhlw.jp</i>
		HP/Blog address	<i>http://abcdef.mhlw.ne.jp</i>
Date of birth	<i>October 15, 1982</i>	(Age <i>25</i>)	<input checked="" type="radio"/> Male <input type="radio"/> Female
〒 <i>100 - 8916</i>		Refer to "confirmation points for using job"	
Address	<i>1-2-2 Kasumigaseki, Chiyoda-ku, Tokyo</i>		
(Phone number)	<i>03 - 5253 - 1111</i>		
Contact address	<i>Same as above</i>		
(Phone number)			

Attach photograph

(Upper part of the body, no head wear facing front, plain background, taken within the past three months)

- Enter the entire regular worker history
- Enter part-time work etc related to the desired job type or that which was continued for six months or more
- Enter employment type in parentheses

Employment record

Month, Year	Place of employment, outline of job, etc	Notes
<i>April 2002 to July 2002</i>	<i>Daisho Foods Corporation; Clerical work (Internship)</i>	
<i>April 2004 to December 2005</i>	<i>Joge Mart Corporation; Kasumigaseki store (part-time) Merchandise management etc</i>	
<i>April 2006 to December 2007</i>	<i>Sayu Shoji Corporation; Second Sales Department; Sales staff (regular worker) Marketing of imported foods to retail stores</i>	<i>Dismissal due to business contraction</i>

Enter any experience with internships

Enter the period of employment

Enter all the jobs if possible

Enter the reason for retirement if possible

Enter practical human resource development system

Education and training background

Month, Year	Education/training institution, course, etc
<i>March 2000</i>	<i>Graduated from Tokyo Metropolitan Kasumigaseki High School, general course</i>
<i>April 2001</i>	<i>Admitted to Chiyo University, Faculty of Economics, Department of Economics</i>
<i>March 2003</i>	<i>Withdrew from the university</i>
<i>April 2008</i>	<i>Participated in fixed term practical training (international logistics course) at Kokusai Soko Corporation</i>
<i>September 2008 (six months)</i>	<i>Completed the training</i>
<i>October 2008 (one month)</i>	<i>Participating in Basic Communication Training</i>

Withdrawal may be entered if a specific school record exists

Enter the primary implementer of fixed term practical training, practical human resource development system, Japanese-style Dual System, etc that were implemented by more than one institution. Enter the name of the courses if any in case of training implemented by enterprises.

Short-term training (less than one month)

Form 1 (Overview table 2)

Name	Taro Koso (seal)	Date of birth	October 15, 1999	<input checked="" type="radio"/> Male <input type="radio"/> Female
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Sporting activities may also be entered

Certificates and Qualifications		
Date of acquisition	Title	Implementer
2002	Class 1 ordinary drivers license	Tokyo Metropolitan Public Safety Commission
2002	TOEIC 678 points	Institute for International Business Communication
2003	Certified Nissho 3rd Level Bookkeeper	The Japan Chamber of Commerce and Industrv
2004	3rd grade Certified Skilled Worker of Financial Planning	Kinzai Institute for Financial Affairs

History of social activities (volunteer and club activities etc)	
Period	Content of activities
2002 to present	Chiyoda-ku Orchestra
November, December 2004	Niigata Tyuuetu earthquake disaster reconstruction project
	Participated in the project as a volunteer transporting humanitarian relief supplies immediately after the disaster by utilizing the pastime of motorcycle riding.

Motivation for application (if enterprise has been determined)

I understand that your company is the biggest logistics enterprise in Japan handling xxx, and the consideration is that it will continue to grow with the diversification of business developments. I was informed, therefore, that your company is aiming to secure various human resources and actively offering mid-career employment.

I have worked as a part-timer at a retail store where I assisted the manager in merchandise management and have been thinking about logistics from the user's point of view. In addition, although for a short period of time, I was employed by an import company and learned about issues on logistical costs while engaged in business planning. Furthermore, I have participated in fixed term practical training (international logistics course) where I acquired knowledge and skills on various tasks involving the logistics industry. My strength lies in my ability to make suggestions on efficiency and cost reduction etc from the point of view of users. I believe that ability could be well utilized in your company and decided to apply for a job.

Interests, specialties, areas of expertise, etc (self-appeal)

I have been actively playing in a brass band since junior high school. In my senior year of senior high school I played a clarinet and won third prize in a national contest.

Requests on work conditions etc	Willing and ready to accept regular employment.	Commutation time: approx. _____ hours and 45 min.	Spouse: Yes <input type="radio"/> No <input checked="" type="radio"/>	Obligation to support spouse: Yes / No	Number of dependents (excluding spouse): 0 persons
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Form 2

Job-Card [Employment record]

Name	Taro Koso	Date of birth	October 15, 1982	<input type="radio"/> Male <input type="radio"/> Female
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Employment record				
From (Month, Year) To (Month, Year)	Company, department, job title (type of employment contract)	Job content	To be filled out by career consultant	Proof of job history
April 2002 to July 2002 (four months)	Daisho Foods Corporation (Internship)	Assisted in conference material preparation as a clerical staff in Sales Department.	Conducted career consultation based on the left and above. March 10, 2008 Organization: Tokyo Center, Employment and Human Resource Development Organization of Japan Phone Number: 03-5638-2280 Job Card Class Completion Number: 07-13-125	<div style="border: 1px solid black; padding: 2px;">Not required</div> <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: auto;">Company seal</div>
Work experience and knowledge/skills gained		<i>I have learned presentation with food sales, although indirectly.</i>		
April 2004 to December 2005 (one year and nine months)	Joge Mart Corporation; Kasumigaseki store (part-time)	Receipt and inspection of merchandise based on receipt slips Sorting in accordance with the specified work procedure Filling out various stock management sheets	<div style="border: 1px solid black; padding: 5px; border-radius: 10px;"> Ask business operators yourself if possible. Unemployment insurance data may be requested from Hello Work desks if difficult to obtain proof from business operators. </div>	<div style="border: 1px solid black; padding: 2px; width: fit-content; margin: auto;">Company seal</div>
Work experience and knowledge/skills gained		<i>I have studied the mechanism of a POS system, handling methods, service manners, and basic knowledge on stock management such as the necessity for and preparation of inventories. In addition, I was instructed by the manager on merchandise selection and its timing and quantity etc.</i>		
April 2006 to December 2007 (one year and nine months)	Sayu Shoji Corporation; Second Sales Department; Sales staff (regular worker)	Preparation and presentation of proposals for sales activities mainly for developing new markets. (obtained two major contracts) Delivery management and collecting bills etc after receiving orders	Conducted career consultation based on the left and above. March 10, 2008 Organization: Tokyo Center, Employment and Human Resource Development Organization of Japan Phone Number: 03-5638-2280 Job Card Class Completion Number: 07-13-125	<div style="border: 1px solid black; padding: 2px; width: fit-content; margin: auto;">Unemploy- ment insurance data</div>
Work experience and knowledge/skills gained		<i>I have gained basic know-how on sales including utilization of presentation software and materials etc. In addition I have also felt the responsibility and a feeling of accomplish- ment as a regular worker.</i>		
			<div style="border: 1px solid black; padding: 5px; border-radius: 10px;"> Unemployment insurance data may also be requested </div>	
Work experience and knowledge/skills gained		<div style="border: 1px solid black; padding: 10px; border-radius: 15px;"> <ul style="list-style-type: none"> Enter the entire history of being a regular worker Enter histories of part-time work etc related to the desired job type or that which was continued for six months or more May entered each job type in the case of having experienced multiple job types within a company. Enter for each client in the case of being a dispatched worker </div>		
Work experience and knowledge/skills gained				

* Enterprises will be requested to also confirm job histories etc which will be important factors in making decisions.

Form 3

Job-Card [Education and Training background]

Name	Taro Koso	Date of birth	October 15, 1982	<input type="radio"/> Male <input type="radio"/> Female
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Education and Training background

From (Month, Year) To (Month, Year)	Name of school, implementing enterprise, education/training institution	Name of department, course	Major, content of educational training	To be filled out by career consultant	Confirmation method
April 1997 to March 2000 (three years)	Tokyo Metropolitan Kasumigaseki High School	General course		Confirmed educational/training history on the left with that on the right. March 10, 2008 Organization: Tokyo Center, Employment and Human Resource Development Organization of Japan Phone Number: 03-5638-2280 Job Card Class Completion Number: 07-13-125 Name: Hanako Sodan	Graduation certificate
April 2001 to March 2003 (two years)	Chiyo University	Faculty of Economics, Department of Economics	Macroeconomics	Confirmed educational/training history on the left with that on the right. Confirmation Date: Same as above Organization: Same as above Phone Number: Same as above Job Card Class Completion Number: Same as above Name: Hanako Sodan	Transcript of academic record
April to September 2008 (six months)	<u>Kokusai Soko Corporation</u> Japan Institute of Logistics	Fixed term practical training (international logistics course)	Logistics related information systems, basic knowledge on laws and regulations etc, stock management, exercise on work improvement, clerical training throughout 200 hours of classroom education 600 hours of practical training	Confirmed educational/training history on the left with that on the right. October 5, 2008 Organization: Tokyo Center, Employment and Human Resource Development Organization of Japan Phone Number: 03-5638-2280 Job Card Class Completion Number: 07-13-456 Name: Jiro Sodan	Form 6 and the training plan
October 2008 to present (one month)	Ability Development Academy	Basic Communication Course	Yes Program certified course Communication abilities, consciousness as a professional		

Underline the primary
implementer

Provide as much detail on hours
and content as possible

Those currently being
participated in may also
be entered

Classes etc for the
period of a few days
may also be entered

Job-Card [Certificates and Qualifications]

Name	Taro Koso	Date of birth	October 15, 1982	<div style="border: 1px solid black; border-radius: 50%; padding: 2px; display: inline-block;">Male</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px; display: inline-block; margin-top: 5px;">Female</div>
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Certificates and Qualifications

Date of acquisition	Qualification title	Implementer	Content etc	To be filled out by career consultant
March 2002	Class 1 ordinary drivers license	Tokyo Metropolitan Public Safety Commission		Confirmed: the left with the drivers license March 10, 2008 Organization: Tokyo Center, Employment and Human Resource Development Organization of Japan Phone Number: 03-5638-2280 Job Card Class Completion Number: 07-13-125 Name: Hanako Sodan
October 2002	TOEIC	Institute for International Business Communication	A common International test for evaluating international English communication ability 678 points	Confirmed: the left with the official certificate Confirmation Date: Same as above Organization: Same as above Phone Number: Same as above Job Card Class Completion Number: Same as above Name: Hanako Sodan
November 2002	Certified Nissho 3rd level bookkeeper	The Japan Chamber of Commerce and Industry	Provides participants with the basic knowledge required by financial management staff and may be utilized in the accounting work of stores and small- and medium-size enterprises. Will be able to read accounting documents and understand the financial condition of enterprises using the numbers.	Confirmed: the left with the certificate Confirmation Date: Same as above Organization: Same as above Phone Number: Same as above Job Card Class Completion Number: Same as above Name: Hanako Sodan
March 2004	3rd grade Certified Skilled Worker of Financial Planning	Kinzai Institute for Financial Affairs	Examines the level of abilities required for formulating plans and provides instructions on saving/investment etc according to customers' assets.	Confirmed: the left with the certificate Confirmation Date: Same as above Organization: Same as above Phone Number: Same as above Job Card Class Completion Number: Same as above Name: Hanako Sodan

Enter abilities proven by licenses or certificates. "Content etc", however, need not be entered for a common license/certificate such as a drivers license.

Form 5

Job-Card ["Career Sheet"]

Example of entries after career consulting (1st time; before the training)

Name	Taro Koso	Date of birth	October 15, 1982	<input type="radio"/> Male <input checked="" type="radio"/> Female
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May be added or modified during career consultation

Goals and hopes toward finding a job

(Describe any advantageous points from the point of view of the employment record, education and training background, qualifications gained, etc, future issues taking into consideration past job seeking activities and ability evaluations etc, and

I have experienced clerical work at a food company in an internship for three months during my college years and learned how hard work can be.

From my past work experience I have confidence in interpersonal work as I have worked as a part-time worker at a retail store where I engaged in serving customers and as a regular worker engaged in sales to enterprises.

In addition, although as a part-timer, I was engaged in assisting the manager in merchandise management and acquired basic work knowledge. With regard to this, the knowledge of bookkeeping that I learned at university was useful.

Because I had to withdraw from university due to financial reasons I started job seeking a job focusing on an hourly wage. Since I was assigned a responsible job, however, I have been engaging in job seeking activities mainly in the fields of my interest. I was then employed as a regular worker at the company of my previous job.

(Desired occupation/job type)	(Reasons etc)
Merchandise management in logistics field	<i>I have worked as a part-timer at a retail store where I assisted the manager in merchandise management and have been thinking about logistics from the user's point of view.</i>
Marketing	<i>Although for a short period of time I was employed by an import company where I engaged in business planning. In addition, I wish to utilize my language skills.</i>
Trade business	

Career consultation records

March 10, 2008 14:30 to 15:30 Organization: Tokyo Center Employment and Human Resource Development Organization of Japan Phone Number: 03-5638-2280 Job Card Class Completion Number: 07-13-125 Name: Hanako Sotan	<p>(Career development issues, keys to support)</p> <p>This person understands their own strengths to a certain extent from job histories etc. However, he was not very aware of the issues etc. involved and hence assistance was provided to him for objectively considering the reasons why he has not been able to re-employment as a regular worker.</p> <p>(Development process of career consciousness)</p> <p>(Others)</p> <p>This person has little work experience as a regular worker and is recognized as one of those who were not provided with adequate opportunities to develop their abilities.</p> <p>His strong wish to participate in fixed term practical training (international logistics course) has been confirmed. Judging from past work experiences there seems to be no obstacles to him in participating in the training.</p> <p>This training is expected to be an opportunity for him to become more aware of future issues and goals.</p>
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Form 5

Job-Card ["Career Sheet"]

Example of entries after career consultation
(2nd time; after the training)

Name	Taro Koso	Date of birth	October 15, 1982	<div style="border: 1px solid black; border-radius: 50%; padding: 2px; display: inline-block;">Male</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px; display: inline-block;">/</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px; display: inline-block;">Female</div>
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Goals and hopes toward finding a job

(Describe any advantageous points from the point of view of the employment record, education and training background, qualifications gained, etc, future issues taking into consideration past job seeking activities and ability evaluations etc, and

Through my past job experience where I engaged in merchandise management at Joge Mart Corporation as a part-time worker I have recognized that I have a strong interest in logistics work. In consideration of this I have participated in a fixed term practical training (international logistics course).

Although I had confidence in serving customers etc from my past experience of being a regular worker and a part-time worker I was unexpectedly severely evaluated for my communication abilities by an evaluation staff member of the Kokusai Soko Corporation in the ability evaluation of the vocational abilities development program. I understand that I have problems in explaining my opinions and position in logical order etc.

Therefore I am now voluntarily participating in the Basic Communication Course of the Ability Development Academy.

On the other hand, I was evaluated highly for my specialized abilities that include basic stock management and inventory. In order to improve those abilities I have been making the effort to acquire knowledge through various reference materials with the aim of acquiring the qualification of a Certified Logistics Master of the Japan Institute of Logistics.

Furthermore, I wish to be able to participate in managing enterprises in the future while acquiring a

(Desired occupation/job type)	(Reasons etc)
<p><i>Business Planning in logistics field, or warehouse management</i></p>	<p><i>I understand that retailers are the biggest users of the logistics industry. I have worked as a part-timer at a retail store where I assisted the manager in merchandise management and have been thinking about logistics from the user's point of view. In addition, although for a short period of time, I was employed by an import company where I learned about issues with logistical costs while engaged in business planning.</i></p> <p><i>I have recently participated in fixed term practical training (international logistics course) and have acquired knowledge and skills on various tasks involving the logistics industry. My strength lies in my ability to make suggestions on efficiency and cost reduction etc from the point of view of users. I believe that ability could be best utilized in the jobs/work on the left.</i></p>

Career consultation records

<p>October 5, 2008 14:30 to 15:30 Organization: Tokyo Center Employment and Human Resource Development Organization of Japan Phone Number: 03-5638-2280 Job Card Class Completion Number: 07-13-456 Name: Jiro Sodan</p>	<p>(Career development issues, keys to support)</p> <p>Since this person has a very high motivation to work providing support mainly through offering information on concrete classes and qualifications etc is important.</p> <p>(Development process of career consciousness)</p> <p>Based on the advice given in a career consultation in March this year he became aware of future issues and decided to participate in fixed term practical training (international logistics course).</p> <p>As a result of participating in the training, he further understood his future issues. In this career consultation his desired job types were further clarified upon.</p> <p>(Others)</p> <p>His motivation for self-development and to work is very high as he voluntarily participated in a class after completing fixed term practical training (international logistics course).</p> <p>Please make arrangements for his work hours during participation in the class (with schooling).</p>
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* Please ensure you have your entire "Career Sheet" including any from the past when receiving a career consultation. Ver.1.0

Job-Card Forms for Persons with Long Vocational Careers

Methods of Utilization of Job-Card Forms for Persons with Long Vocational Careers

Job cards may be utilized as

- “A plan for assistance for job -seeking” that employers will issue to people who are scheduled to retire in accordance with the Elderly Employment Stabilization Law
- Resumes or job histories that people scheduled to retire formulate for use in job seeking activities

Difference to Compared with Original Job-Card

- Added a space for “reemployment support measures by business operators” on Form 5 (“Career Sheet”)
- In addition to registered career consultants, employers may confirm employment record, education and training background, and acquire Certificates/qualifications



As a result of these changes they can now be utilized as a plan for assistance for job -seeking

(Note) A plan for assistance for job –seeking

Documents that are issued on request to older people etc (aged 45 to 64) scheduled to retire due to dismissal with the reason given by the employer, etc. Mentions matters regarding the employment record and vocational abilities etc of older persons etc and measures for re-employment assistance to be taken by employers.

Form 1

Job-Card [Overview table]

Name (seal)	E-mail address @ ----- HP/Blog address
Date of birth - -	(Age) Male / Female
Address (Phone number) - -	
Contact address (Phone number) - -	

Attach photograph

(Upper part of the body, no head wear facing front, plain background, taken within the past three months)

Employment record

Month, Year	Place of employment, outline of job, etc	Notes

Education and training background

Month, Year	Education/training institution, course, etc

Form 1 (Overview table 2)

Name		(seal)	Date of birth		Male / Female
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Certificates and Qualifications			History of social activities (volunteer and club activities etc)	
Date of acquisition	Title	Implementer	Period	Content of activities

PC utilization		(Operating system)	(Word	(Spreadsheet)	(Others)
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Motivation for application (if enterprise has been determined)	Interests, specialties, areas of expertise, etc (self-appeal)

Requests on work conditions etc		Commutation time:	Spouse:	Obligation to support spouse:	Number of dependents (excluding spouse):
		approx. hours		Yes / No	persons
		and min.	Yes / No	Yes / No	

Form 2

Job-Card [Employment record]

Name		Date of birth		Male / Female
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Employment record				
From (Month, Year) To (Month, Year)	Company, department, job title (type of employment contract)	Job content	To be filled out by career consultant/confirmed by enterprise	Proof of job history
Things learned at work, knowledge/skills gained, achievements, appeal points				
Things learned at work, knowledge/skills gained, achievements, appeal points				
Things learned at work, knowledge/skills gained, achievements, appeal points				
Things learned at work, knowledge/skills gained, achievements, appeal points				

* Enterprises will be requested to also confirm job histories etc which will be important factors in making decisions.

Form 2 (Individual sheet)

Job-Card [Employment record]

Name		Date of birth		Male / Female
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Employment record

Company name, outline of business, etc	Position or type of employment contract /employment period	To be filled out by career consultant/confirmed by enterprise	Proof of job history

Type of work	Content of work	Achievements, appeal points (entered by the person concerned)

Form 3

Job-Card [Education and Training background]

Name		Date of birth		Male / Female
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Education and Training background					
From (Month, Year) To (Month, Year)	Name of school, implementing enterprise, education/training institution	Name of department, course	Major, content of educational training	Confirmed by career consultant/enterprise	Confirmation method

* Enterprises will be requested to also confirm educational histories etc which will be important factors in making decisions. Ver.1.1

Form 4

Job-Card [Certificates and Qualifications]

Name		Date of birth		Male / Female
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Certificates and Qualifications

Date of acquisition	Qualification title	Implementer	Content etc (entered by the person concerned)	To be filled out by career consultant/confirmed by enterprise

* Enterprises will be requested to also confirm qualifications etc which will be important factors in making decisions.

Form 5

Job-Card ["Career Sheet"]

Name		Date of birth		Male / Female
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Goals and hopes toward finding a job

(Describe any advantageous points from the point of view of the employment record, education and training background, qualifications gained, etc, future issues taking into consideration past job seeking activities and ability evaluations etc, and vocational ability goals)

(Desired occupation/ job type)	(Reasons etc)

Reemployment support measures by employers

(Enter reemployment support measures by employers including making information available on reemployment preparation seminars and intermediation in participation, granting days off for participation, paying participation fees, etc)

- (Date of entry)
- (Office)
- (Representative)
- (Location)
- (Phone number)
- (Unemployment insurance covering office number)
- (Reemployment support staff)
- (Planned date for retirement)
- (Insured person number)

Career consultation records

	(Career development issues, keys to support)
	(Development process of career consciousness)
	(Others)

Form 1

Job-Card [Overview table]

Name <i>Ichiro Suishin</i> (seal)	E-mail address aaabbb @ mhlw.jp
	HP/Blog address <i>http://aaabbb.mhlw.ne.jp</i>
Date of birth <i>July 30, 1952</i> (Age <i>56</i>) (<input checked="" type="radio"/> Male) <input type="radio"/> Female	
〒 <i>100 - 8916</i>	
Address <i>1-2-2 Kasumigaseki, Chiyoda-ku, Tokyo</i>	
(Phone number) <i>03 - 5253 - 1111</i>	
〒 -	
Contact address <i>Same as above</i>	Attach photograph (Upper part of the body, no head wear facing front, plain background, taken within the past three months)
(Phone number) - -	

Employment record

Month, Year	Place of employment, outline of job, etc	Notes
<i>April 1975 to March 1978</i>	<i>Kasumigaseki Corporation; Accounting (regular worker)</i>	
<i>April 1978 to September 2008</i>	<i>Kasumigaseki System Corporation; Sales of accounting system (regular worker) * First Sales Section Manager, Sales Department of the head office for the period from April 2000 to September 2008.</i>	<i>Early retirement due to business</i>

Education and training background

Month, Year	Education/training institution, course, etc
<i>March 1971</i>	<i>Graduated from Tokyo Metropolitan Kasumigaseki High School, general course</i>
<i>April 1971</i>	<i>Admitted to Kasumigaseki University, Faculty of Economics, Department of Economics</i>
<i>March 1975</i>	<i>Graduated from Kasumigaseki University, Faculty of Economics, Department of Economics</i>

Form 1 (Overview table 2)

Name	<i>Ichiro Suishin</i> (seal)	Date of birth	<i>July 30, 1952</i>	<input type="radio"/> Male <input checked="" type="radio"/> Female
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Certificates and Qualifications			History of social activities (volunteer and club activities etc)	
Date of acquisition	Title	Implementer	Period	Content of activities
1974	<i>Class 1 ordinary drivers license</i>	<i>Tokyo Metropolitan Public Safety Commission</i>	1998 to present	<i>Instructor of weekend classes at an elementary school in the neighborhood</i>
1977	<i>Certified Nissho 2nd level bookkeeper</i>	<i>The Japan Chamber of Commerce and Industrv Institute for International Business Communication</i>		
1997	<i>TOEIC 750 points</i>			

PC utilization	(Operating system)	(Word	(Spreadsheet)	(Others)
	<i>MS Windows</i>	<i>MS Word</i>	<i>MS Excel</i>	<i>MS PowerPoint etc</i>

Motivation for application (if enterprise has been determined)	Interests, specialties, areas of expertise, etc (self-appeal)
<p><i>Your company has been developing/selling many leading high quality products. I have always been interested in your company since working for Kasumigaseki System Corporation (First Sales Section Manager, Sales Department of the head office) where I was involved in business relations with your company.</i></p> <p><i>I understand that your company entered the xxxx field last year. In my previous work I engaged in developing new markets in that field. I am certain that my knowledge and know-how will be useful in expanding the achievements of your company and improving customer satisfaction.</i></p>	<p><i>I have been teaching the game of go and Japanese chess in weekend classes at an elementary school in the neighborhood since 1998 and have cultivated an ability to teach others in an understandable manner.</i></p>

Requests on work conditions etc	<i>Willing and ready for regular employment.</i>	Commutation time:	Spouse:	Obligation to support spouse:	Number of dependents (excluding spouse):
		approx. 1 hours and min.	<input checked="" type="radio"/> Yes/ No	<input checked="" type="radio"/> Yes/ No	1 persons

Form 2

Job-Card [Employment record]

Name	Ichiro Suishin	Date of birth	July 30, 1952	<div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> Male </div> <div style="text-align: center; margin-top: 2px;">/</div> <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> Female </div>
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Employment record

From (Month, Year) To (Month, Year)	Company, department, job title (type of employment contract)	Job content	To be filled out by career consultant/confirmed by enterprise	Proof of job history
(1) April 1975 to March 1978 (three years)	Kasumigaseki Corporation; Accounting Department; Section Staff (regular worker)	Engaged in preparing financial statements and concluding lease contracts etc as a clerical staff member of the Accounting Department.	Conducted career consultation based on the left. September 27, 2008. Organization: xxx Public Job Placement Office. Phone Number: 03-5638-2280 Job Card Class Completion Number: 07-13-125 Name: Hanako Sōdan	Unemploy- ment insurance data
Things learned at work, knowledge/skills gained, achievements, appeal points		Understanding enterprise accounting through preparing financial statements was very useful in carrying out sales and business strategies afterward.		
(2) April 1978 to September 2008 (thirty years and six months)	Kasumigaseki System Corporation; Sales Department; Section Staff - Section Manager (regular worker)	Engaged in sales of accounting system to a wide range of industries as a sales staff member of the Sales Department.	Confirm the job history on the left. September 25, 2008. Office: Kasumigaseki System Corporation Representative: Ichiro Kasumigaseki, President and Representative Director. Location: nn-nn-nn Kasumigaseki, Tokyo Phone Number: 03-nnnn-xxxx	Compan y seal
Things learned at work, knowledge/skills gained, achievements, appeal points		I engaged in sales work for a long period of time and provided services to enterprises etc of various business statuses and scales according to their needs. In addition to sales I have experience in marketing and subordinate management. I have acquired know-how not only on individual business negotiations but also on formulating strategic plans and leading a team to accomplish goals.		
Things learned at work, knowledge/skills gained, achievements, appeal points				
Things learned at work, knowledge/skills gained, achievements, appeal points				

* Enterprises will be requested to also confirm job histories etc which will be important factors in making decisions.

Form 2 (Individual sheet)

Job-Card [Employment record]

Name	<i>Ichiro Suishin</i>	Date of birth	<i>July 30, 1952</i>	<input checked="" type="radio"/> Male <input type="radio"/> Female
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Employment record

Company name, outline of business, etc	Position or type of employment contract /employment period	To be filled out by career consultant/confirmed by enterprise	Proof of job history
<i>(Company Name)</i> <i>Kasumigaseki System Corporation</i> <i>(Business Contents)</i> <i>Sales of accounting systems</i> <i>(Capital)</i> <i>900 million yen.</i> <i>(Number of employees)</i> <i>250 persons</i> <i>(Number of Offices)</i> <i>Three offices in Tokyo, Nagoya.</i>	<i>(Position)</i> <i>Section Chief (April 1985 to March 1990)</i> <i>Assistant Manager (April 1990 to March 2000)</i> <i>Manager (April 2000 to September 2008)</i> <i>(Employment Period)</i> <i>April 1978 to September 2008</i>	Confirm the job history on the left. September 25, 2008: Office: Kasumigaseki System Corporation Representative: Ichiro Kasumigaseki President and Representative Director Location: nn-nn-nn Kasumigaseki, Tokyo Phone Number: 03-rrrrn-xxxx	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Company</div>

Type of work	Content of work	Achievements, appeal points (entered by the person concerned)
Sales	<ul style="list-style-type: none"> • New market development and business support for small- and medium-scale enterprises (including venture enterprises) • Sales of new market development targeting major enterprises (with capital of 1 billion yen or more) in Kasumigaseki area • Marketing support for partners in Kasumigaseki area 	<ul style="list-style-type: none"> • Won the President's Award twice for sales of new market development • Being capable of sales according to customer's needs regardless of the business status and scale of the enterprise
Marketing	<ul style="list-style-type: none"> • Expanding sales of new products through participation in exhibitions • Writing advertising articles for specialized magazines and making arrangements for them to be published • Establishing sales strategy through inquiries using questionnaires 	<p><i>I contributed to the development of the current main product through collecting/analyzing feedback from customers through inquiries using questionnaires.</i></p>
Management	<ul style="list-style-type: none"> • Management of 15 subordinates • Sales management of partner enterprises 	<p><i>In subordinate management I tried to bring out their motivation through work assignments and allowing them discretion etc and was concerned not only with the sales achievements of the team but also of the career development of subordinates.</i></p>

Form 3

Job-Card [Education and Training background]

Name	<i>Ichiro Suishin</i>	Date of birth	<i>July 30, 1952</i>	<input checked="" type="radio"/> Male <input type="radio"/> Female
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Education and Training background

From (Month, Year) To (Month, Year)	Name of school, implementing enterprise, education/training	Name of department, course	Major, content of educational training	Confirmed by career consultant/enterprise	Confirmatio n method
<i>April 1968 to March 1971 (three years)</i>	<i>Tokyo Metropolitan Kasumigaseki High School</i>	<i>General course</i>	/	Confirmed educational history on the left with the certificate on the right. September 27, 2008 Organization: xxx Public Job Placement Office Phone Number: 03-5638-2280 Job Card Class Completion Number: 07-13-125 Name: Hanako Sotan	Graduation certificate
<i>April 1971 to March 1975 (four years)</i>	<i>Kasumigaseki University</i>	<i>Faculty of Economics, Department of Economics</i>	<i>Macroeconomics</i>	Confirmed educational history on the left with the certificate on the right. September 27, 2008 Organization: xxx Public Job Placement Office Phone Number: 03-5638-2280 Job Card Class Completion Number: 07-13-125 Name: Hanako Sotan	Graduation certificate

* Enterprises will be requested to also confirm educational histories etc which will be important factors in making decisions. Ver.1.1

Form 4

Job-Card [Certificates and Qualifications]

Name	<i>Ichiro Suishin</i>	Date of birth	<i>July 30, 1952</i>	<div style="border: 1px solid black; border-radius: 50%; padding: 2px; display: inline-block;">Male</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px; display: inline-block;">Female</div>
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Certificates and Qualifications

Date of acquisition	Qualification title	Implementer	Content etc (entered by the person concerned)	To be filled out by career consultant/confirmed by enterprise
<i>June 1974</i>	<i>Class 1 ordinary drivers license</i>	<i>Tokyo Metropolitan Public Safety Commission</i>		Confirmed the left with the drivers license. September 27, 2008. Organization: xxx Public Job Placement Office. Phone Number: 03-5638-2280. Job Card Class Completion Number: 07-13-125 Name: Hanako Sodar
<i>June 1977</i>	<i>Certified Nissho 2nd level bookkeeper</i>	<i>The Japan Chamber of Commerce and Industry</i>	<i>Able to read financial statements and understand the financial condition of enterprises.</i>	Confirmed the left with the certificate. September 27, 2008. Organization: xxx Public Job Placement Office. Phone Number: 03-5638-2280. Job Card Class Completion Number: 07-13-125 Name: Hanako Sodar
<i>September 1997</i>	<i>TOEIC 750 points</i>	<i>Institute for International Business Communication</i>	<i>Will be able to negotiate with overseas companies in English and conclude regular business deals without an interpreter.</i>	Confirmed the left with the official certificate. September 27, 2008. Organization: xxx Public Job Placement Office. Phone Number: 03-5638-2280. Job Card Class Completion Number: 07-13-125 Name: Hanako Sodar

* Enterprises will be requested to also confirm qualifications etc which will be important factors in making decisions. Ver.1.1

Form 5

Job-Card ["Career Sheet"]

Name	Ichiro Suishin	Date of birth	July 30, 1952	<input type="radio"/> Male <input type="radio"/> Female
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Goals and hopes toward finding a job

(Describe any advantageous points from the point of view of the employment record, education and training background, qualifications gained, etc, future issues taking into consideration past job seeking activities and ability evaluations etc, and

I engaged in the sales of an accounting system to enterprises etc of various business statuses/scales for a long period of time at Kasumigaseki System Corporation where I worked as the First Sales Section Manager, Sales Department of the head office. I had many achievements including winning the President's Award twice. In addition to sales I have experience in marketing and subordinate management. I have acquired the ability to make adjustments with various entities and have know-how not only on individual business negotiations but also on formulating strategic plans and leading a team to accomplish goals.

Furthermore, since I have long been in an industry where rapid advancement of technologies takes place I have gained the ability to promptly cope with environmental changes, including updating knowledge on merchandises.

I also had opportunities to communicate in English with affiliates overseas and have confidence in my English ability (obtained 750 points in TOEIC).

(Desired occupation/ job type)	(Reasons etc)
Sales	<i>I wish to continue to engage in sales so that I can utilize the knowledge/experience that I acquired in the past which includes know-how on business deals, new market development methods, formulating business strategies for a team, etc.</i>

Reemployment support measures by employers

(Enter reemployment support measures by employers including making information available on reemployment preparation seminars and intermediation in participation, granting days off for participation, paying participation fees, etc)

- Conducted reemployment preparation classes focusing on reviewing careers, preparing job histories and taking interviews, etc (five days from 14 to 18 of July, 2008)
- Granted days off for job seeking activities (20 days with pay, the same as for a paid vacation)
- Provided recruitment information of affiliates and information on market trends of the industry (March 1 to September 30, 2008)

(Date of entry) September 25, 2008
 (Office) Kasumigaseki System Corporation
 (Representative) Ichiro Kasumigaseki, President and Representative Director
 (Location) 〒100-0001 Kasumigaseki, Tokyo
 (Phone Number) 03-6666-xxxx
 (Unemployment insurance covering office number) 9999-xxxx-xxxx
 (Reemployment support staff) Jiro Kasumigaseki, Human Resource Manager
 (Planned date for retirement) September 30, 2008
 (Insured person number)

Career consultation records

	(Career development issues, keys to support)
Conducted career consultation based on the above. September 27, 2008 Organization: xxx Public Job Placement Office Phone Number: 03-5638-2280 Job Card Class Completion Number: 07-13-125 Name: Hanako Sadan	This person understands his own strengths based on his work experience. It is considered that he will be able to continue his vocational career through performing duties at reemployment workplaces. (Development process of career conscious) (Others)

“Basic Nationwide Promotion Plan” (Summary)

I. Basic Concept of the Plan

This plan reveals the issues in the medium-term promotion of the Job-Card System, including at each school educational stage and inside/outside of enterprises, the basic items included in the measures, and the promotion system etc, and indicates the direction the formation of a regional promotion plan, which includes concrete priority job types etc, will take in respective regions.

1. Situation and Issues regarding the Job-Card System

(1) Publication/dissemination of the Job-Card System

In addition to disseminating to the public in an easy to understand manner, thorough dissemination will also be necessary, including presenting support measures according to respective user type, so that enterprises, job seekers, etc can use the system smoothly.

(2) Promotion of vocational ability development program

The current biggest issue is exactly how to ensure that enterprises provide as many opportunities for educational training as possible.

Technical support in the drawing up of evaluation sheets and training curriculums and securing institutions to implement Off-JT is

therefore necessary. In addition, it is also important to ensure there are participants before the training starts.

(3) Promotion of practical education program

How to facilitate efforts of universities and technical colleges etc to develop/provide practical education programs is important, thus making it is necessary the required support is provided.

Utilizing career consultants and obtain the understanding and cooperation of industry in addition to cooperation in development of practical educational programs will be important so that participants of the program are evaluated appropriately upon being employed.

(4) Promoting employment of participants

The employment of participants of the fixed-term on-the-job training program and the Japanese Dual System after completion of training in particular is not guaranteed and thus how to support the job seeking activities of participants is an issue.

(5) Promotion of Job-Card forms

Job-Card will be a tool used for developing careers. Although the assumption is that Job-Cards will be basically utilized by anyone who was not provided with the opportunity to develop their vocational abilities, expanding their use to job seekers, employed workers, and students in general will facilitate better self-understanding and lead to more efficient matches and improvement of abilities throughout their

careers. However, as the concept of career development is unfamiliar to the general public in Japan exactly how to expand its use remains an issue.

(6) Training of career consultants

Receiving a career consultation from a career consultant that has taken a Job-Card class is an essential requirement to a “Job-Card” being issued. However, establishing a system in where anyone can easily receive a career consultation through training career consultants with practical skills remains an issue.

2. Planning Period

FY 2008 to FY 2012

3. Targets of the plan

Number of persons who complete job programs: 400,000

Number of persons issued with Job-Card: 1,000,000

II. Basic Items of the Plan

1. Promotion Plan of Vocational Ability Development Program

The following is mainly concerns the practical human resource development system and the fixed-term on-the-job training program (hereinafter referred to as “employment type training”).

(1) Expanding Utilization Patterns

The aim of the fixed-term on-the-job training program is to help anyone with little or no experience of being a regular worker to become one. In addition to basic pattern 1), the other examples of utilization given in 2) to 4) are also possible, with efforts being made to disseminate the different patterns. It is desirable that enterprises and industries that employ many non-regular workers actively utilize the program.

1) Case of employing new workers from labour market who are willing to participate in the program

Employers who have employed new workers that were not provided with opportunities to develop their vocational abilities and provided fixed term practical training to them will receive grants to offset the cost etc of doing so (“career development promotion grants”). In addition, small- and medium-sized enterprises will receive tax deductions for part of their educational training costs.

2) Case of appointing non-regular workers to regular workers within enterprises

The grant system (“career development promotion grants”) can be utilized if an enterprise appoints a non-regular worker as a regular worker through utilizing fixed term practical training (only the costs incurred for those expected to become regular workers after completing the training are subject to the grants).

Assumes cases in which their work content changes after becoming a regular worker and they have acquired the necessary skills.

3) Case of supporting non-regular workers to become regular workers at other enterprises

The grant system in 2) can be utilized in cases in which enterprises provide support for their non-regular workers who are willing to be employed at other enterprises to acquire skills.

4) Case of reemploying those who have left their jobs due to child care etc

The grant system etc in 1) can be utilized.

(2) Setting Priority Utilization Areas

In consideration of (1), concrete fields (job type, business type, etc) that actively utilize employment type training will be discussed at regional Job-Card headquarters and included in the “regional promotion plans”, and hence regional Job-Card centers will conduct investigations etc.

The results can be divided into the following types:

1) Business/job types in which securing human resources (regular workers) is an issue

Business/job types that a large number of workers are recruited for and have the possibility of securing participants.

Business/job types that have a high vacancy rate (which may be inferred that needs for human resources are high) include the textile industry (sales workers), retailers (sales workers), restaurants and lodging industry (administrators, service workers, professional and technical workers), information and telecommunications industry (professional and technical workers), transportation industry (transport and communication workers), building maintenance (technical worker, security guards), and food manufacturing industry.

2) Business types that employ a large number of non-regular workers

Specific examples include retailers, restaurants, the service industry, etc.

3) Enterprises etc that are actively engaged in making a social contribution from the point of view of CSR etc

For example enterprises and organizations that are making efforts to provide opportunities for internships, work experience, etc.

4) Enterprises etc that own training facilities whose affiliates are having difficulty in securing human resources

Large-scale enterprises are expected to support small- and medium-sized enterprises within their groups that are having difficulties in securing human resources through supporting utilization of their own training facilities.

5) Industry organizations that are making efforts to develop/secure human resources

Industry organizations etc that are implementing projects such as training etc for member enterprises etc, who are also expected to be the primary implementers of Off-JT as well.

6) Areas for which vocational ability evaluation standards are drawn up

Fields that have model evaluation sheets and model curriculums etc.

(3) Finding Cooperative Enterprises, Coordinating Training

1) Basic model (fields of human resource shortage)

Based on training curriculums drawn up for enterprises that have displayed their intention to implement training, enterprises in the same industry will be invited to participate through industry organizations and request education/training institutions to implement training through common training courses for participating enterprises.

2) Enterprises that support advancing the careers of their non-regular workers

Examine enterprises that display the intention to implement training in the fields in (2) 2) on whether they will implement fixed-term on-the-job training program in the patterns of (1) 2) or 3) or not. Primarily aimed at large-scale enterprises and their affiliates, with

large-scale enterprises being expected to act as the primary implementers of Off-JT (small- and medium-sized enterprises will conduct coordination in accordance with 1) above).

3) Affiliates and enterprises that own training facilities

In order to secure human resources for their affiliates, enterprises that own training facilities will provide support in drawing up training curriculums and evaluation sheets after taking into consideration their human resource needs. They are also expected to implement Off-JT.

4) Industry organizations that make efforts in the development of human resources

Industry organizations that implement training projects will be requested to draw up training curriculums and evaluation sheets that include their training experience. These organizations are expected to encourage their member enterprises etc to implement employment-style training.

(4) Understanding Differences etc to Other Measures

1) Internships

When finding cooperative enterprises internships should be recommended for supporting students in developing a motivation to work etc while vocational ability development program should be recommended for facilitating job seekers to become regular workers through supporting their vocational abilities development.

2) Trial employment

When finding cooperative enterprises vocational abilities development programs should be recommended for cases that require certain specific educational training for performing ones' duties after employment.

3) Public vocational training and employment type training

The appropriate training course should basically be selected through a career consultation and according to a job seekers' aptitude and wishes.

Utilization of employment type training is recommended, however, for cases that will face difficulty in securing living costs during training.

(5) Establishment of Vocational Ability Development Program Registration System

A system to register employment type training and make that information available to the public will be established. In addition, a system to support job seekers in formulating Job-Card will be developed.

2. Promotion Plan of Practical Educational Program

(1) Promotion of Development/Provision of Practical Educational Programs by Universities and Technical Colleges etc

A system in which universities and technical colleges etc will continue to develop/provide programs that contribute to the development of vocational abilities by utilizing their know-how on education will be discussed.

(2) Cooperation with Career Consultants etc

It is important that universities and technical colleges etc make the effort to cooperate with career consultants and disseminate the content of programs to related institutions so that those who are willing to participate can be provided with appropriate information on practical educational program at universities and technical colleges etc.

3. Promoting Employment of Participants etc

(1) Support by Enterprises that Implement Training

It is desirable that enterprises make arrangements through which participants whose fixed-term labour contracts terminate after training can engage in job seeking activities, including collecting employment related information and be provided time to consult with career consultants before completing their training.

(2) Career Consultations, Job Placements

Career consultants will make the effort to provide advice on overcoming issues with the career development of participants based on the evaluation sheets of vocational ability development program and

their status with regard to practical educational program and update their Job-Card. After taking these into consideration job placement staff will implement job placements while providing advice on job seeking activities.

4. Promotion Plan of Job-Card Forms

(1) Promoting and Expanding Examples of Job-Card Utilization

In addition to be used for participating in job programs Job-Card will be assumed to be utilized in the following ways.

- 1) The forms will be widely distributed to junior high schools through to higher education institutions, including universities, so that internship and part-time job histories can be prepared while still studying at school. They can also then be used as reference materials during job seeking activities (expected to have a preventative effect against becoming job-hopping part-timers (Freeters) or those not in education, employment or training (NEETs)).
- 2) Enterprises will distribute the forms to their non-regular workers and establish environments within enterprises for the provision of career consultations in support of people advancing their careers.

3) Enterprises will distribute the forms to their regular workers and arouse them into organizing their abilities and wishes through providing career consultations at certain points in their work lives. Its utilization is expected to supporting reemployment at an advanced age in particular.

4) To be utilized not only by anyone seeking mid-career employment but also new graduates as a job seeking activity support tool that will take the place of resumes and job histories.

(2) Reviewing Job-Card Forms

Job-Card forms will be reviewed according to users' needs while leaving the basic function of being a career support tool intact. In addition, new forms will be created so make them easier for anyone who has had a variety of careers over a long period of time to use.

(3) Promotion of Career Consultations and Quality Improvement

Job-Card classes requiring certain career consultant qualifications for participation in will be conducted nationwide. Not only supply and demand labour adjustment institutions but also education/training institutions and enterprises will be expected to make arrangements in securing the opportunity to participate in the classes of those with career consultant qualifications.

III. Establishment of Job-Card Promotion System

1. Establishment/Operation of Job-Card Promotion Council

The Job-Card Promotion Council will, in cooperation with related institutions that include Job-Card centers, identify the opinions and requests of job seekers and enterprises which accept trainees etc and follow up on the plan while reviewing it if necessary. At that time discussions will be held on 1) measures to increase the number of cooperative enterprises in vocational ability development program, 2) improving the Job-Card System for better usability of users, and 3) the target number of Job-Card holders.

2. Establishment/Operation of Regional Job-Card Headquarters

Regional Job-Card centers in respective prefectures will establish and operate “regional Job-Card headquarters”. The headquarters will confirm the division of roles and cooperation systems in regions and discuss promotion measures for the Job-Card System with consideration given to the characteristics of their own region and from the point of view of collaborating with other regions if necessary. Regional promotion plans will be formulated that take into consideration the results of those discussions and this plan and be revised if necessary.

3. Round-Table Conference for the Promotion of Economic Boost Strategy

The Conference will cooperate with institutions involved in the “Employment Support Strategy” and “Small- and Medium-Sized Enterprises Boost Strategy” of the “Economic Boost Strategy” and improve the effectiveness of support.

In addition, the situation with of efforts being made in the Job-Card System and formulated promotion plans etc will be occasionally reported at central and regional round table conferences.

4. Division of Roles and Cooperation with Related Institutions in Regions

(1) Job-Card Center

- a. Establishment and operation of regional Job-Card headquarters
- b. Publicity and dissemination on the promotion of the Job-Card System
- c. Classes for training/evaluation staff
- d. Workplace visits and work experience classes
- e. Promotion of the utilization of vocational ability development program
- f. Identification of the status of implementing vocational ability development program

(2) Employment and Human Resources Development

Organization of Japan

The Employment and Human Resources Development Organization of Japan will cooperate in supporting the drawing up of training implementation plans with regard to employment type training and the implementation of classroom study upon request from regional Job-Card centers or enterprises. In addition, it will implement commission type training and loan from the skilled workers development fund to the intended participants of the training. Furthermore, its registered career consultants will visit public job placement offices and engage in issuing Job-Card and carry out work related to career development promotion grants.

(3) Public Job Placement Offices

The role of public job placement offices will include finding participating enterprises for the employment type training and accepting job offers from those enterprises, guiding intended participants of employment type training to registered career consultants and then providing them with guidance on employment and job placement services, and guiding intended participants of commission type training to registered career consultants and then providing them with guidance on employment and mediation in participation.

(4) Prefectures

With the commission type training prefectures will implement the Japanese Dual System. In addition, Job Cafes etc will guide intended participants of vocational ability development program to registered career consultants.

(5) Japan Vocational Ability Development Association and Prefectural Vocational Ability Development Associations

The Japan Vocational Ability Development Association and Prefectural Vocational Ability Development Associations will cooperate with the Employment and Human Resources Development Organization of Japan and organizations of the employers etc and establish/promote model evaluation sheets. In addition, the vocational ability evaluation standards that will be the basis for the model evaluation sheets will also be developed. Prefectural Vocational Ability Development Associations will provide support for the training of “evaluation staff” of enterprises implementing practical training.

Job-Card System
“Basic Nationwide Promotion Plan”

June 30, 2008

Job-Card Promotion Council

Basic Nationwide Promotion Plan

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Basic Nationwide Promotion Plan

I. Basic Concept of the Plan

In the “Economic Boost Strategy (Basic Plan)” decided upon by the “Economic Boost Strategy Planning Team” on February 15, 2007 the “Human Resources and Abilities Strategy” was declared to be main component and a “Vocational Ability Development System” (commonly called “Job-Card System”) was decided to be created in support of anyone “wishing to improve their vocational abilities that had not been provided with adequate opportunities to develop their abilities”. In addition, the strategy was positioned as a priority issue for the government in the “Basic Policies for Economic and Fiscal Management and Structural Reform 2007 (decided upon by the Cabinet on June 19, 2007)”.

In response the Job-Card System Planning Committee (chairperson: Yoichi Morishita, Corporate Counselor, Matsushita Electric Industrial Co., Ltd.) held discussions on realization of the system and compiled a final report on December 12 the same year. The report provided for the “Job-Card Promotion Council”, to consist of the government, industry, labour groups, academia, etc, to formulate a “Basic Plan for Nationwide Promotion”, systematically promote the plan, and then review it when necessary.

In addition, a new employment strategy formulated in April 2008 provided that in addition to development/improvement of the Job-Card system smooth reemployment should be facilitated for older persons through promotion of Job-Card.

The plan then shall reveal issues with the medium-term promotion of the Job-Card System, including at each educational stage of schools and inside/outside of enterprises, the basic items included in the measures, the promotion system etc, and indicate the direction the formation of a regional promotion plan, which includes concrete priority job types etc, shall take in respective regions. The plan shall be reviewed, however, while the Job-Card System is being disseminated if the labour market environment, including the economic climate or administrative organizations involved in the Job-Card System, should drastically change.

1. Situation and Issues with the Job-Card System

(1) Publication/dissemination of the Job-Card System

Since many entities will be involved in the system, including Job-Card centers, the government, prefectures, the Employment and Human Resource Development Organization of Japan, education/training institutions, private placement agencies, career consultants, etc, many new titles will be introduced that include “Job-Cards”, and the participants of job programs (vocational ability development program and practical educational program) will not necessarily become Job-Card

holders it will be difficult to provide an overall picture of the system. In addition to disseminating the purpose, aim, situation, etc of the Job-Card System to the general public, therefore, selecting the appropriate media to use in publicity and thorough dissemination, including presenting support measures according to the respective user type, will also be necessary so that the various enterprises and job seekers who are the subjects of the system etc will be able to use the system smoothly.

(2) Promotion of vocational ability development program

Vocational ability development program will not work out without the help of enterprises willing to cooperate in the program. With the fixed-term on-the-job training program and practical human resource development system, in particular, enterprises that are willing to help in implementing the program voluntarily are essential. The biggest current issue, therefore, is exactly how to obtain the understanding of a large number of enterprises on the significance of the Job-Card System and the advantages of implementing vocational ability development program, thus providing as many opportunities for educational training as possible to participants.

Secondly, enterprises that are willing to provide opportunities for OJT (practical training conducted in an employment relationship with enterprises) may find it difficult to draw up training curriculums and evaluation sheets, which could be a deciding factor in whether or not they voluntarily become the primary implementers of the training. The procedures assumed to have taken place before implementation of the training include first determining the departments and job types that will be used for the OJT, then clarification of the required vocational abilities with consideration given to the work content of the department and knowledge, skills, and abilities of its workers and the drawing up of evaluation sheets indicating what was accomplished in the training. Although this could be advantageous, such as in providing opportunities for the content and procedures of the work to be reviewed, small- and medium-sized enterprises in particular may feel it to be too heavy a burden. In addition, enterprises will have to draw up training curriculums for improving the abilities needed to achieve what the training is expected to achieve. Small- and medium-sized enterprises can be assumed to have great difficulty achieving this if no support institutions can be found.

This therefore makes technical support in drawing up evaluation sheets and training curriculums essential. In addition, it will be important to prepare model curriculums and model evaluation sheets beforehand for utilization as required in providing efficient support. As of April 2008 vocational ability evaluation standards formulated by the Ministry of Health, Labour and Welfare had been set for nine job types within 36 business types of clerical work and model evaluation sheets for 50 job types/fields. The business types etc can be expected to be expanded as early as possible.

In addition, securing opportunities for Off-JT (classroom study conducted in employment relationships with enterprises) is also an issue. The practical human resource development system, in particular, but excluding accredited vocational training, must be entrusted to other

educational/training institutions. However, educational/training institutions that can meet the needs of the training may not exist in some regions. And in addition to securing educational/training institutions it will be necessary to secure a certain number of participants before training can be implemented.

(3) Promotion of practical education program

Practical education program is program that will utilize the know-how of universities and technical colleges etc on education and research and can be expected to contribute to the development of the vocational abilities of trainees. The content of these programs includes the following as examples.

- 1) Systematic inclusion of on-the-job training etc in the curriculums for a certain period of time in addition to classroom education training.
- 2) The classroom education training will also need to be of a practical nature.
- 3) Participants should be able to complete the program in a relatively short period of time.
- 4) “Certificates of completion” should be issued to anyone completing the program, in principle, but in accordance with the School Education Law.

In order to have universities and technical colleges etc develop/provide the practical educational programs support through the provision of incentives will be necessary (With regard to this the Minister of Education, Culture, Sports, Science and Technology will support efforts being made respective universities and technical colleges through budgetary projects in FY 2008, however in addition to those projects measures to facilitate voluntary efforts being made by respective universities and technical colleges will need to be discussed).

In addition, in order to make practical educational programs more effective accurately identifying the needs of local communities and local industries will be necessary. Furthermore, obtaining the understanding and cooperation of industry not only on the classes and on-the-job training but also employment and treatment etc will be essential to ensure that the participants of the program get evaluated appropriately on their program participation histories upon being employed by enterprises. Cooperation between the related institutions is therefore necessary in developing/providing practical educational programs, including responding to the broad needs of those willing to participate in the programs, and taking into consideration the needs of local communities and local industries, and utilizing those with career consultant qualifications.

In December 2007 the revised School Education Law was enforced and “certificates of completion” institutionalized for further facilitation of the provision of various opportunities for employed persons to study at universities and technical colleges etc. It is also necessary to widely disseminate that the “certificates of completion” that are issued to anyone completing a practical educational program can be utilized as “vocational ability certificates” included in Job-Card.

(4) Promoting employment of participants

Promotion of the Job-Card System is merely a means to an end to help those with little or no experience of being regular workers become one through participation in training.

Of the vocational ability development program many participants of the practical human resource development system can be expected to continue to be employed by the enterprises implementing the training as is the very purpose of creating the system. Participants of the fixed-term on-the-job training program and the Japanese Dual System, on the other hand, are not guaranteed any employment after completing the training.

This, therefore, makes exactly how to support the job seeking activities of participants of the training an issue. If they are not employed by the enterprises that implemented the training, then their relationship with that enterprise will weaken and it will be difficult to identify their situation after completing the training (although questionnaires on their employment situation will be distributed to participants of the fixed-term on-the-job training program and practical human resource development system to be sent back to the central Job-Card center, personal information will not get entered in the questionnaire, thus making follow up difficult after the training). Since the fixed-term on-the-job training program and the practical human resource development system in particular are not public vocational training, the participants of them do not necessarily get registered as job seekers at Hello Works (Public Employment Security Offices) etc. Exactly how to support the job seeking activities of participants during the training therefore still remains an issue.

(5) Promotion of Job-Card forms

Job-Card will be a tool for use in developing careers. In addition to those who were not provided with the opportunity to develop their vocational abilities, expanding the use of Job-Card to job seekers, employed workers, and students in general can facilitate better self-understanding and lead to more efficient matches and improved abilities throughout their careers. Formulation and issuing of Job-Card, however, requires a lot of time and effort. Their advantages therefore need to be recognized not only by job seekers and enterprises but also throughout society itself.

As the concept of career development is rather unfamiliar to the general public in Japan its main use at first is expected to be in job seeking/recruiting activities. How to expand its use in the future, including at each educational stage of schooling and inside/outside of enterprises, therefore remains an issue.

(6) Training of career consultants

Receiving a career consultation from a career consultant that has taken a Job-Card class is an essential requirement to a "Job-Card" being issued. In addition, filling out Job-Card forms requires a lot of time and effort. Anybody that was not provided with opportunities to develop their vocational abilities, in particular, or the primary subjects of the Job-Card System, can be expected

to have difficulty completing them to a level that will attract the recruiting staff of enterprises. Career consultants with specialized knowledge will play an important role, therefore, in organizing their vocational abilities and clarifying their wishes. It will be necessary, therefore, to facilitate training of career consultants with practical skills and establish a system in which anyone can easily receive a career consultation in increasing the number of Job-Card holders.

As of March 2007 the number of standard level career consultants was estimated to be approximately 43,000 nationwide. However, they are not necessarily engaged in career consultations, thus making the training of career consultants with practical skills an important issue. In order to improve the quality of career consultations it was added to the types of skill tests in February 2008.

2. Planning Period

FY 2008 to FY 2012

3. Targets of the Plan

Number of persons completing job programs: 400,000

Number of persons issued with Job-Card: 1,000,000

II. Basic Items within the Plan

1. Promotion Plan of Vocational Abilities Development Programs

The Japanese Dual System is public vocational training. Since being established in 2004 a specific number of participants are entrusted every year through the Employment and Human Resources Development Organization of Japan and prefectures to special training schools and various schools etc, with the employment rate also having shown improvement. In consideration of this, the following is aimed at the practical human resource development system and the fixed-term on-the-job training program (hereinafter referred to as “employment type training”), unless expressly stated otherwise.

(1) Expanding Utilization Patterns

The aim of fixed-term on-the-job training program is to help anyone with little or no experience in being a regular worker to become one. In addition to basic case 1) described in the final Job-Card System Planning Committee report, its utilization in the following other cases is also possible within the scope of the system, with efforts being made to disseminate those cases. It is desirable that enterprises and industries that employ many non-regular workers will actively utilize the program.

1) Case of employing new workers from labour market willing to participate in the program

In FY 2008 a system (“career development promotion grants”) was established in which business operators who have employed new workers that were not provided with the opportunity to develop their vocational abilities and provided the fixed-term on-the-job training program to them receive grants to offset the cost and part of wages of doing so. In this system the assumption is that dispatched workers can be newly employed by clients and participate in the fixed-term on-the-job training program according to the wishes of the worker when dispatched workers will engage in jobs differing from what they were engaged in during the period of the worker dispatch contract and to acquire more advanced or new knowledge/skills after completion of the worker dispatch contract between the dispatching business operators and clients. In addition, limited to small- and medium-sized enterprises only, part of the educational training costs can be tax deductible in accordance with the “human resource investment promotion tax system”. Efforts will be made to promote the fixed-term on-the-job training program through these systems etc.

2) Case of appointing non-regular workers to regular workers within enterprises

The grant system in 1) can be utilized in cases in which an enterprise appoints a non-regular worker as a regular worker through utilizing the fixed-term on-the-job training program. Subjects of the grants, however, are limited to those who have become or expect to become a regular worker after completing the fixed-term on-the-job training program.

Since enterprises usually have specific ideas on the basic vocational abilities of the workers they need when deciding to appoint non-regular workers as regular workers, providing them with training (especially OJT) will not be considered necessary in most cases if the workers will engage in the same job. Fixed term practical training, therefore, can be utilized in cases where the type of job the worker engages in changes before or after the training and the workers are required to acquire more advanced or new knowledge/skills.

3) Case of supporting non-regular workers to become regular workers at other enterprises

The basic mechanism is the same as 2). The number of participants to be employed by recipient enterprises, however, is limited. The assumption in this case, therefore, is large-scale enterprises that have investment affiliates will help in participants aiming to become regular workers at affiliates etc by aiding them to acquire abilities through the fixed-term on-the-job training program. The grant system in 2) can also be utilized in this case.

4) Case of reemploying those who have left their jobs due to child care etc

In order to reemploy ex-workers who have left their jobs due to child care etc and thus strengthen the workforce, the Job-Card System may be utilized in retraining them through Off-JT and OJT for a certain period and then determining their aptitude. The grant system etc in 1) can also be utilized in this case.

(2) Setting Priority Utilization Areas

In consideration of the above utilization patterns concrete fields (job type, business type, etc) for actively utilization of employment type training will be discussed at regional Job-Card headquarters (hereinafter referred to as “headquarters”) operated by regional Job-Card centers and included in the “regional promotion plans”.

In order to collect basic data, regional Job-Card centers will make the effort to conduct investigations through listening etc to business operators or business operator organizations on their level of interest and willingness to participate etc in vocational ability development program in addition to identifying regional employment situations, in particular the situation with job offer by business/job type and job searches by job type. Enterprises, business operator organizations, etc that have a lot of need for vocational ability development program, for example, were divided into the following types after taking into consideration the results of the investigations. In addition, in order to identify the feasibility of implementing employment type training, efforts will be made to collect information on educational/training institutions in respective regions and the courses etc provided by them.

1) Business/job types in which securing human resources (regular workers) is an issue

Business/job types for which a large number of workers get recruited and that have the possibility of securing participants through investigations etc by regional Job-Card centers. Also includes business/job types that are required to secure participants and provide them with training for succession of skills.

In many cases enterprises that are unable to fulfill job offers or that face large number of workers taking early retirement have issues with employment management. Efforts will therefore be made in recommending implementation of employment type training in helping to improve their employment management or as a measure to secure the required human resources for the succession of skills. More concretely, efforts will be made to promote vocational ability development program while facilitating the understanding that creating new work environments with the opportunity of implementing vocational ability development program can be effective in securing human resources, including reviewing/improving methods of performing duties and OJT, facilitating the understanding of trainees in workplaces, and improving workplaces through using accepting trainees as an opportunity etc.

In addition, efforts will be made to facilitate the understanding of enterprises by, for example, revealing how it will help enterprises secure human resources if enterprises are able to explain to job seekers using concrete examples how their job types will change according to their improved skills or gained qualifications, how they can improve their careers, and how their treatment including wages will change accordingly etc, although their jobs may be simple and wages low at the time they are first employed as regular workers.

Business/job types with human resource needs will therefore be regarded as primary utilization areas with consideration given to the possibility of improved work conditions and environments at the respective enterprise. As indications for estimating human resource needs the business/job types that have high vacancy rates are as follows (source: “Survey on Employment Trends” by the Ministry of Health, Labour and Welfare).

Textile industry (sales workers), retailers (sales workers), restaurants and lodging industry (administrators, service workers, professional and technical workers), information and telecommunications industry (professional and technical workers), transportation industry (transport and communication workers), building maintenance (technical worker, security guards), and food manufacturing industry

2) Business types that employ a large number of non-regular workers

Some enterprises are appointing their non-regular workers whose job types are the equivalent of those of regular workers to regular workers in accordance with the revised Part-time Workers Act (Act on Improvement etc of Employment Management for Part-Time Workers; Act No. 76 of 1993) enforced in FY 2008. The Job-Card System, however, is expected to be utilized mainly in areas where non-regular worker’s job types differ from those of regular workers need to be trained to acquire the abilities required of regular workers. Concrete examples include utilizing employment type training when appointing part-time workers etc as regular workers in managerial positions at retailers, restaurants, the service industry, etc.

3) Enterprises etc that are actively engaged in making a social contribution from the point of view of CSR etc

Examples include organizations and enterprises that are making the effort to provide opportunities for internships, work experience, etc. Information collected at administrative institutions etc in addition to the above investigations etc may be considered for use in identifying them.

4) Enterprises etc that own training facilities whose affiliates are having difficulty in securing human resources

Off-JT of the employment type training will basically be implemented by other educational/training institutions. It will be difficult to implement Off-JT if a specific number of participants cannot be secured when education/training institutions get entrusted to create new programs. Large-scale enterprises that own training facilities will be expected to support the small- and medium-sized enterprises within their group that are having difficulties in securing human resources through supporting utilization of their training facilities. Since the expectation is that the required number of participants can be secured through efforts being made by enterprise groups, member enterprises in the group may jointly participate in employment type training in this case.

5) Industry organizations that are making efforts to develop/secure human resources

Some industry organizations have declared human resource development and securing human resources etc as key policies on their websites. Industry organizations that are implementing projects such as training etc for member enterprises etc in particular can also be expected to be the primary implementers of Off-JT.

6) Areas for which vocational ability evaluation standards are drawn up

The Ministry of Health, Labour and Welfare in cooperation with related organizations of the employers has been expanding industry/job categories of vocational ability evaluation standards after taking into consideration the needs of industry. Industries for which vocational ability evaluation standards have already been established can be considered candidates for the primary utilization areas as it will be easier to draw up evaluation sheets based on their standards and the organizations of the employers with a positive attitude toward human resource development that cooperated in drawing up evaluation sheets are already in place.

Areas with model evaluation sheets and model curriculums, in particular, will be easier to use in approaching enterprises, organizations of the employers, and educational/training institutions, and hence should be adequately considered when discussing the primary utilization areas.

The Ministry of Health, Labour and Welfare will make the effort to continue to expand model evaluation sheets and model curriculums with consideration given to the above primary utilization areas in respective regions.

(3) Finding Cooperative Enterprises, Coordinating Training

Depending on the primary utilization area regional Job-Card centers will find and coordinate participating enterprises for the employment type training according to the actual situation in the region after taking the following into consideration.

1) Basic model (fields with human resource shortages)

Since enterprises that have their own training staff will be expected to be capable of individually drawing up training curriculums and evaluation sheets it is unlikely that they will implement the practical human resource development system or entrust Off-JT of fixed term practical training to other institutions. The following therefore is mainly aimed at supporting small- and medium-sized enterprises that do not have their own training staff to implement employment type training.

- a. Based on the results of the investigations in (2) enterprises that have an interest in employment type training will be encouraged using data regarding the cost of implementing the training, examples of grant estimations, and the affect on business management etc.

- b. The work type of enterprises that display an intention to implement training and draw up training curriculums will be analyzed in cooperation with the Employment and Human Resources Development Organization of Japan etc (with reference to model curriculums if they exist).
- c. Through approaching industry organizations etc enterprises in the same industry will be invited to participate using the training curriculums drawn up in b.
- d. When a certain number of participants can be expected to participate, education/training institutions for which the information was collected in (2) will be examined on whether they can implement common courses through discussions between participating enterprises.

2) Approach to enterprises that support advancing the careers of their non-regular workers

The flow of the coordination of supporting implementation of the fixed-term on-the-job training program in patterns (1) 2) and 3) for business types (2) 2) is as follows. Primarily aimed at large-scale enterprises and their affiliates and with enterprise groups being expected to act as the primary implementers of Off-JT (small- and medium-sized enterprises will coordinate in accordance with 1) above).

- a. Based on the results of the investigations in (2) enterprises that have an interest in appointing non-regular workers to regular workers will be encouraged using data regarding the cost of implementing the training, examples of grant estimations, and affect on business management etc.
- b. The types of work of departments that plan to appoint non-regular workers to regular workers are analyzed. Support is requested from vocational ability development related specialized institutions such as the Employment and Human Resources Development Organization of Japan etc if necessary.
- c. The vocational abilities/knowledge required to become regular workers are organized.
- d. The work content, vocational abilities, etc of non-regular workers who are the subjects of being appointed to a regular worker are organized.
- e. The above are then used to support the drawing up of evaluation sheets and training curriculums.

3) Approach to affiliates and enterprises that own training facilities

In order to secure human resources for their affiliates large-scale enterprises that own training facilities for their workers including accredited vocational training facilities can be expected to provide support in drawing up training curriculum and evaluation sheets after taking into consideration their human resource needs. In addition, they are also expected to implement Off-JT.

- a. Using the results of the investigations in (2) information on enterprises that own training facilities, especially those that are interested in CSR, is collected.
- b. In addition to explaining to the relevant enterprises from a. the Job-Card System they will be encouraged to participate in vocational ability development program from the point of view of making a contribution to local communities and supporting the vocational career development of young people, and requested to include their affiliates.
- c. Through enterprises from a. affiliates will be encouraged to implement employment type training and to consent to undertake implementation.
- d. Support will be provided to enterprises in a. in drawing up evaluation sheets and training curriculums with consideration given to the human resource needs of their affiliates.

4) Approach to industry organizations that make efforts in the development of human resources

Industry organizations that implement training projects will be requested to draw up training curriculums and evaluation sheets that include their own training experience and will be expected to encourage their member enterprises etc to implement employment type training.

- a. Using the results of investigations in (2) etc business operator organizations that implement training projects, including organizations that own accredited vocational training facilities, will be listed and information on the content of the training project etc and situation of their participants etc collected.
- b. The mid-career employment situation of member enterprises of the organization will be identified. Recruitment requirements (especially requirements on abilities) for those being provided with mid-career employment will be identified.
- c. Organizations will be examined on whether they can review existing training curriculums to confirm that the training standards take into consideration the expected achievements of the training.
- d. Candidate curriculums and evaluation sheets are used by these organizations to encourage their member enterprises to implement employment type training.

(4) Understanding Differences etc to Other Measures

In finding enterprises to implement employment type training and guiding subject job seekers to the necessary training related institutions will be required to understand the differences in the following measures and encourage enterprises etc to utilize them.

1) Internships

Vocational ability development program will be intended for job seekers while internships will be for students. A difference also exists in the aim of the two systems. The aim of the former is to facilitate job seekers to become regular workers through supporting their vocational abilities development while that of the latter is to support students in developing a motivation to work etc. In addition, the formulation and cost etc of the training curriculums of the Off-JT in the fixed-term on-the-job training program and practical human resource development system do not exist with internships.

However, the advantage to recipient enterprises, namely that of making a social contribution, is common to both systems.

In finding cooperative enterprises the two respective systems will be recommended for utilization after taking into consideration the differences in their subjects and aims as given above.

2) Trial employment

Vocational ability development program and trial employment both aim at facilitating regular employment. The fixed-term on-the-job training program, in particular, and trial employment have in common that enterprises can identify the aptitudes etc of workers while employing them for a certain period and then determine whether to employ them as regular workers or not. The biggest difference, however, is in the practicality and existence of systematic training. Utilization of vocational ability development program will therefore be recommended for enterprises that will accept participants into departments that require certain specific educational training and enterprises that will employ job seekers required to develop their abilities.

3) Public vocational training and employment type training

Although the fixed-term on-the-job training program and the practical human resource development system are similar to public vocational training standards they are more practical as the OJT training period is generally longer. In addition, job seekers select the appropriate training course according to their aptitude and wishes through career consultations. However, utilization of employment type training in which wages being paid to participants is recommended where possible for those who will face difficulty in securing living costs during training, including anyone not entitled to unemployment insurance, so that they can receive wages while being trained.

(5) Establishment of Vocational Ability Development Program Registration System

With the vocational ability development program information on the Japanese Dual System is being provided at the Employment and Human Resources Development Organization of Japan website and job seekers can also access that information at respective public job placement offices. To recruit participants in employment type training, however, implementing enterprises will need to provide training plans and job offers at public/private placement agencies. Some enterprises, however, will be able to directly recruit participants. This then makes it rather difficult for anyone

willing to participate in the training to gather information on employment type training in an efficient manner, which could possibly prevent the promotion of employment type training.

A system wherein employment type training is collectively registered for and that information then made available to the public will be established. In addition, a support system will be developed so that job seekers can easily formulate Job-Cards on a website.

2. Promotion Plan of Practical Educational Programs

(1) Promotion of Development/Provision of Practical Educational Program by Universities and Technical Colleges etc

Since practical educational program is part of the educational activities of universities and technical colleges etc the development/provision of those programs should be based on their independent ideas. It will be necessary, therefore, to facilitate efforts being made by respective universities and technical colleges etc to promote practical educational programs with this point in mind.

In FY 2008 efforts of respective universities and technical colleges etc with developing/providing practical educational programs were to be supported by budgetary projects of the Minister of Education, Culture, Sports, Science and Technology. In the future, however, a system where some of the efforts of universities and technical colleges etc can be established as model cases and used to influence the efforts of other universities and technical colleges etc will be discussed.

(2) Cooperation with Career Consultants etc

Since receiving a career consultation from a career consultant who taken a Job-Card class is an essential requirement to a "Job-Card" being issued ensuring adequate cooperation with career consultants will be important so that job seekers can be provided with appropriate information on practical educational programs and capable of access the programs through career consultations.

Because of this it will be important that respective universities and technical colleges etc make the effort to disseminate the content of the programs to career consultants and related institutions, including public placement agencies etc, in addition to developing/providing practical educational programs.

3. Promoting Employment of Participants etc

(1) Support by Enterprises Implementing Training

When recruiting participants in the practical human resource development system and the fixed-term on-the-job training program they must be shown in writing whether continued employment after completing the training is available or not.

It is desirable that enterprises not only encourage participants whose fixed-term labour contracts terminate after training to receive career consultations and consult placement agencies but also make arrangements through which they can engage in job seeking activities, including collecting employment related information, registering with placement agencies as job seekers, and be provided with time to consult career consultants before completing their training. With participants who are required to make an effort to improve their evaluation sheets, in particular, it is desirable that they be provided with helpful information on education/training institutions and educational materials etc.

In case enterprises that suggested the possibility of continued employment after completing the training, including anyone involved in the practical human resource development system, could not fulfill that offer they will be expected to explain the reason to trainees to their satisfaction in addition to providing the above support.

In the case of trainees not being offered continued employment due to their vocational abilities, for example, careful explanations on the reason why using evaluation sheets etc will be required to reveal any issues with their career development and solutions to them such as improving points where they failed despite receiving guidance. Following that environments in which career consultations can be received in encouraging them to receive career consultations should be done.

(2) Career Consultations, Job Placements

1) Career consultants will request participants of vocational ability development program engaging in job seeking activities after completing training to list:

- the reason why they did not continue to be employed
- the knowledge/skills they were able acquire through the training
- any changes in work consciousness the training resulted in
- future issues with consideration given to their evaluation sheets etc
- desired work

etc and advise them to enter them onto their Job-Cards.

In addition to making an effort to support the job seeking activities of participants through guiding them to job placement desks etc career consultants will also need to make the effort to provide advice on overcoming any possible issues and on updating their Job-Card. Career consultants will need to encourage participants to improve their abilities, in particular anyone that was evaluated with a C on their evaluation sheet, through providing information on the various related courses etc.

2) In the case of universities and technical colleges etc implementing practical educational programs can provide career consultant qualification classes they will be encouraged to take Job-Card classes and actively engage in instructing program participants to fill out Job-Card.

- 3) Job placement staff will identify the wishes, aptitude, etc of job seekers from their updated Job-Card and implement job placements while providing advice on job seeking activities.

4. Promotion Plan of Job-Card Forms

(1) Promoting and Expanding Examples of Job-Card Utilization

Form 1 of the Job-Card forms, a summary sheet, is a form to be utilized in job seeking activities while form 2 and those following are to be mainly for use as career consultation tools that support career development and which can be used throughout people's careers through being continually updated (copies get submitted in job seeking activities). There are two sides to a Job-Card form, as mentioned above. Since formulating Job-Card for specific employment places only would be too much of a burden focusing on disseminating the effectiveness of the latter to individual job seekers would be the most effective.

In addition to being used in job programs, therefore, Job-Card will be assumed to be also utilized in the following ways.

- 1) The forms will be distributed from junior high schools right through to higher education institutions, including universities, as part of career education so that internship and part-time job histories etc can be prepared while still studying at school. They can also then be used as reference materials during job seeking activities (expected to have a preventative effect against becoming job-hopping part-timers (Freeters) or those not in education, employment or training (NEETs)).
- 2) Enterprises will distribute the forms to their non-regular workers and can place career consultants within enterprises at their own discretion in support of non-regular workers advancing their careers (including worker dispatch business operators).
- 3) Enterprises will distribute the forms to their regular workers and arouse them into organizing their abilities and motivation through providing career consultations at certain points in their work lives. Their utilization can be expected to support the reemployment of people at an advanced age in particular.
- 4) Job-Card forms may be utilized not only by anyone seeking mid-career employment but also new graduates as a job seeking activity support tool that takes the place of resumes and job histories.

(2) Reviewing Job-Card Forms

Job-Card forms will be reviewed according to the needs of users, including human resource managers of enterprises, workers, job seekers, career consultants, etc, while retaining the basic function of being a career support tool.

Form 6 (evaluation sheet), in particular, involves evaluation items that are common to every job/business type and evaluation items can be selected for review if necessary after taking into consideration the opinions of industry and gaining the advice of specialized institutions such as the Japan Vocational Ability Development Association and the Employment and Human Resources Development Organization of Japan etc. In addition, efforts will be made to expand model evaluation sheets so that they can be easily used in more business/job types.

The current forms, ver.1.0, are being formulated with the assumption that their primary users will be those with little or no experience at being a regular worker. In the case of utilization such as in (1) 3) above, however, listing their job history in chronological order may not be very useful to anyone who has had a variety of careers over a long period of time or to the enterprises that are willing to employ them. Hence in addition to revising the current forms, new forms will be created if necessary.

(3) Promotion of Career Consultations and Quality Improvement

Since FY 2007 Job-Card classes requiring certain career consultant qualifications for participation in have been held nationwide.

In consideration of the various utilization cases as in (1) above, it is desirable that registered career consultants who will be able to sign Job-Card will be positioned in enterprises and schools. Not only supply and demand labour adjustment institutions but also educational/training institutions and enterprises will be expected to provide information on Job-Card classes to staff etc with career consultant qualifications and arrange for them to be able to secure the opportunity to participate in the classes.

In order to improve the quality of career consultants, efforts will be made to support the smooth implementation of the National Trade Skills Test National Trade Skills Test and then promote them.

III. Establishment of Job-Card Promotion System

1. Establishment/Operation of Job-Card Promotion Council

In order to fully implement the Job-Card System and further promote/expand the system from the point of view of promoting “Human Resources and Abilities Strategy” in the “Economic Boost Strategy”, “Job-Card Promotion Council Meetings”, which will consist of experts, economic groups, labour groups, and representatives from education/training institutions etc, will be held.

For the moment the Job-Card Promotion Council will, in cooperation with related institutions including Job-Card centers, identify the opinions and requests of job seekers and enterprises that accept trainees etc and follow up on the plan while reviewing it if necessary. At that time discussions will be held on measures to increase the number of cooperative enterprises in vocational abilities development programs. In addition, improving the Job-Card System for better usability of users and the target number of Job-Card holders will also be discussed.

2. Establishment/Operation of Regional Job-Card Headquarters

Regional Job-Card centers in respective prefectures will establish and operate “regional Job-Card headquarters” (members: labour-management organizations, Prefectural Labour Offices, local public organizations (vocational ability development related departments, Boards of Education, welfare related departments, etc), anything related to regional education/training institutions, private welfare organizations, etc) that will ensure smooth operation of the “Job-Card System” within their region. The headquarters will confirm the division of roles and cooperative systems in regions and discuss promotion measures for the Job-Card System with consideration given to the characteristics of their own region and from the point of view of collaborating with other regions if necessary. “Regional promotion plans” will be formulated that take into consideration the results of those discussions and this plan, which will be revised if necessary.

3. Round-Table Conference for the Promotion of Economic Boost Strategy

The Conference will cooperate with related institutions involved in the “Employment Support Strategy” and “Small- and Medium-sized Enterprise Boost Strategy” of the “Economic Boost Strategy” and improve the effectiveness of support.

In addition, the situation with efforts being made in the Job-Card System and formulated promotion plans etc will be occasionally reported upon at central and regional round table conferences.

4. Division of Roles and Cooperation with Related Institutions in Regions

In respective prefectures related institutions that include the staff of regional Job-Card headquarters led by regional Job-Card centers, in close cooperation/collaboration, will make the effort to ensure smooth operation of the Job-Card System.

(1) Job-Card Center

1) Regional Job-Card centers will be responsible for the following tasks:

a. Establishment and operation of regional Job-Card headquarters

“Regional Job-Card headquarters” will be established and operated to ensure smooth operation of the Job-Card System in the region and formulate regional promotion plans.

b. Publicity and dissemination on the promotion of the Job-Card System

In promoting the Job-Card System enlightenment seminars targeting individual business operators and “vocational ability development promotion fairs” presenting curriculums of education/training institutions etc will be held in addition to efforts being made to disseminate and publicize the system to regional level industry organizations etc.

c. Classes for training/evaluation staff

In order to ensure the quality of the training and objectivity/fairness in evaluations classes will be held for training/evaluation staff in enterprises on methods of instructing practical training and evaluation methods etc.

d. Workplace visits and work experience classes

Workplace visits and work experience classes will be conducted in order for anyone that has had little opportunity to cultivate a motivation to work due to not having been provided with the opportunity to develop their vocational abilities can consciously participate in vocational abilities development programs.

e. Promotion of the utilization of vocational abilities development programs

In addition to finding enterprises willing to participate in employment type training and education/training institutions etc in close cooperation with public job placement offices, guidance on evaluation sheets and training curriculums will be provided in cooperation with vocational ability development related institutions that include the Employment and Human Resources Development Organization of Japan etc.

f. Identification of the status of implementing vocational ability development program

In order to ensure the quality of content of training through providing any necessary advice, enterprises implementing practical training will be visited to identify the situation with their training while listening to their opinions/requests. In addition, the employment situation of job seekers who have participated in employment type training after completing the training will also be identified.

2) Central Job-Card center will be responsible for the following tasks in support of regional Job-Card centers.

a. Publicity and dissemination on the promotion of the Job-Card System

Publicity and dissemination activities will be carried out to promote the system through a Job-Card System website and dissemination to national-scale business operator organizations etc.

b. Providing guidance on and adjusting the operations of regional Job-Card centers

Manuals etc will be created and guidance/instructions etc provided to respective regional Job-Card centers so that the tasks of regional Job-Card centers can be smoothly carried out.

(2) Employment and Human Resource Development Organization of Japan

The Employment and Human Resources Development Organization of Japan will utilize their know-how on vocational training in supporting the drawing up of training implementation plans with regard to employment-style training and providing training instructions upon request from

regional Job-Card centers or enterprises. It will also cooperate in implementing the classroom study within the employment type training if private education/training institutions face difficulty in providing it. In addition, the Employment and Human Resources Development Organization of Japan will implement commission type training (Japanese Dual System and training system with preceding on-the-job training) and make loans from the skilled workers development fund to intended participants of the training who request one and meet the requirements. Furthermore, its registered career consultants will visit public job placement offices, Job Cafes, etc and engage in issuing Job-Card and carry out work related to career development promotion grants.

(3) Public Employment Securities Offices

Public employment securities offices in cooperation with the regional Job-Card centers of (1) 1) will find participating enterprises for the employment-style training and accept job offers from those enterprises. The intended participants of employment type training will be guided to registered career consultants and then provided with guidance on employment and job placement services. In addition, the intended participants of commission type training will be guided to registered career consultants and then provided with guidance on employment and mediation in participation.

(4) Prefectures

With the commission type training prefectures will implement the Japanese Dual System (courses for young people). In addition, efforts will be made in guiding intended participants of vocational ability development program to registered career consultants at institutions including Job Cafes etc.

(5) Japan Vocational Ability Development Association and Prefectural Vocational Ability Development Associations

As an organization with know-how on making vocational ability evaluations, the Japan Vocational Ability Development Association will cooperate with the Employment and Human Resources Development Organization of Japan and organizations of the employers etc and establish/promote model evaluation sheets etc. In addition, the vocational ability evaluation standards that will be the basis for model evaluation sheets will also be developed.

The Prefectural Vocational Ability Development Associations will provide support for the training of “evaluation staff” of enterprises implementing practical training.