
Developing the Vocational Training Instructors Manual

Considering the employment conditions based on various industries and educational communities, the vocational training (VT) in Japan has made contributions to the society in order to achieve the purpose of enacting the Human Resources Development (HRD) Promotion Act, namely to achieve employment stability for laborers including to develop and to enhance their vocational ability. The VT courses provided have changed their forms, such as training for the unemployed, training for junior high school graduates, training for those leaving or transferring jobs, up grading training for employed workers, and advanced training for high school graduates.

In Japan, VT instructors working for public VT institutions have spared no effort in supporting VT related activities. Before the importance of process management (PDCA) regarding organization management was recognized, they changed and adjusted the VT course content with the focus on employment conditions, industrial trends, and the trends among graduates, while developing, operating, and enhancing VT courses. Needless to say, not only changing the training materials, but also reviewing the training courses, including changing instruction methods was required to change the two-year training course targeting junior high school graduates to a one-year training course mainly targeting job seekers. Currently, the VT course for unemployed workers has been implemented for six months based on two training objectives (one training objective is achieved in three months) which are adapted to the conditions of local industries. This VT course for unemployed workers is called “System Unit Training” which adopts the concept of ILO module training. This training method is developed from VT management knowhow accumulated by VT instructors. This training method has maintained a high employment rate.

Global intergovernmental cooperation in the field of HRD was officially started in 1961. In this framework too, VT instructors were dispatched from the Overseas Technical Cooperation Agency (currently known as Japan International Cooperation Agency (JICA)) as long/short-term VT experts to developing countries in order to operate and manage VT institutions including the implementation of VT courses. By doing so, they have played a part in the development of industrial human resources in overseas countries. The training forms actually varied depending on the country, such as VT for graduates from schools and VT for employed workers. The characteristic point in this cooperation method was not merely to introduce the VT system of Japan into each country, but to engage in VT systems and operation of VT institutions in collaboration together with each counterpart while the industrial conditions and educational systems of each country were considered. We can say that this cooperation met the purpose of international cooperation support where VT institutions were operated by each country themselves after the relevant cooperation project ended.

As mentioned earlier, the Japanese VT instructors have examined the entire concept of educational training and have implemented a variety of VT courses having their focus on the point as to what kind of VT courses can really lead to societal contributions within a legal framework that supports public vocational training. We have managed training institutions and equipment, prepared training materials, and examined effective training methods in order to achieve a certain level of training results to the point where we are now. Our experience of implementing VT courses in Japan enabled us to conduct VT based on a consideration of related conditions of each country (industrial and educational conditions) within the international-cooperation framework.

This manual contains the management knowhow of VT institutions, and VT courses, and the knowhow regarding instructions for practice and theoretical subjects accumulated by VT instructors over the last three years.

We introduced PDCA training management, persons in charge of PDCA as well as management and evaluation (POCE) in the first year (2013). We picked up the need for analysis, planning, design and development of VT courses by training management in the second year. In the third year, we introduce the core of the instructor’s manual which is the instruction skills for class procedure.

It is inevitably necessary to refer to services and work done by VT instructors and concerned person in charge and, it will be useful to the newly recruited instructors.

We hope that this manual will serve as help for development of industrial human resources in ASEAN countries. We also desire that tireless efforts will be made so that all VT concerned personnel can make further contributions to the society with the use of this manual while working with challenging and rewarding feelings.

To develop this manual, we utilized “PROTS, CUDBAS”, and “Theory and Practice of Vocational Training”.

Finally, we would like to express our gratitude to all VT personnel that took part in the development of the manuals for their understanding and for the utilization of the materials in these manuals for reference.