

# **Overview of Human Resources Development Administration**

2013

Human Resources Development  
Bureau

Ministry of Health, Labour and Welfare  
(MHLW)

# **1 Overview of HRD Administration**

# Overview of the Vocational Ability Development Measures (FY 2013)

○ Scheduled to be conducted in accordance with the Vocational Ability Development Basic Plan (5-year plan stipulating the objectives, basic matters, etc.) \*  
The 9<sup>th</sup> Plan from FY 2011

Development & improvement of vocational ability

## Provision of vocational training

- Public human resources development training (For unemployed workers, employed workers, recent graduates)  
<Executing body: Government (JEED), prefectures>  
Providing training at each facility and training outsourced to private institutions  
Providing vocational training for persons with disabilities
- Vocational training through Job Seeker Support System (unemployed workers)  
<Executing body: Private educational training institutions>  
Providing vocational training for individuals who are not covered by unemployment insurance and benefits during training period.

### ○ Job Card System

Providing opportunities for practical vocational training combining detailed career consulting, actual training at companies, and lectures targeting individuals who have not been employed as regular employees.

## Promotion of educational training provided by business operators

Grant for Career Formation Promotion  
Accredited Vocational Training System

Creation of in-house vocational ability development plans/  
Installation of vocational ability development promoters

## Career formation support for employees

Support for voluntary ability development: Educational training benefit system, Grant for career formation promotion (support through business operators)  
Consultation assistance: Dissemination & promotion of career consulting

Vocational ability evaluation/ Promotion of skill improvement

## Vocational ability evaluation system

National Trade Skill Testing, in-house certification testing,  
Creation of vocational ability evaluation standards

Support for vocational independence of unemployed young individuals  
Regional Youth Support Station Project

## Promotion of skill improvement

Promotion of skill competitions (World Skills, etc.), awarding contemporary master craftsman (*Gendai no Meiko*) certification, etc.

International cooperation

## Technical Intern Training Program

Technical cooperation through inter-governments or international organizations, etc.

# Overview of the 9<sup>th</sup> Basic Vocational Ability Development Plan

— Human Resource Cultivation in Fields with Potential & Enhancement of the Employment Safety Net —

## Recognition of the current situation

- Structural changes in labor supply and demand have been significant against the background of changes in the social and economic environment, such as declining birthrate and aging population, changes in the industrial structure, and globalization.
- The number and rate of non-regular employees who lack opportunities for vocational ability formation have increased.
- Under such circumstances, it is essential for all individuals in society to improve their working abilities and productivity, including the young generation, females, the elderly, the disabled, and non-regular employees, to establish a sustainable and vital economic society.

## Future directions

- The urgent task is to cultivate human resources in fields with potential for growth and in manufacturing, which is the fundamental industry in Japan with international competitiveness.
- Establishing a framework that allows job seekers who are not covered by unemployment insurance smooth access to vocational training as a part of the employment safety net.
- Improving the vocational ability evaluation system connected to educational training to contribute to the formation of a labor market based on individual abilities.
- Providing vocational ability development assistance to individuals and companies.
- National and local governments, private educational training organizations, companies, etc. share roles and consider the need of companies and regions to provide the necessary vocational training, etc.

The Basic Plan for Vocational Ability Development is created by the Minister of Health, Labour and Welfare to stipulate vocational training, vocational ability examinations, and other basic policies regarding vocational ability development in accordance with the Human Resources Development Promotion Act.

Since the 1<sup>st</sup> plan created in 1971, basic plans have been created and published every five years. The 9<sup>th</sup> plan covers the period from 2011 to 2015.

## Basic measures for vocational ability development

### 1. Promotion of vocational training in manufacturing and fields with the potential for growth

#### (1) Human resource cultivation in fields with the potential for growth

1. Promoting cultivation of human resources required in the fields of nursing care, welfare, healthcare services, child rearing, information & telecommunications, environment, etc.
2. Understanding the need for human resources, research & development for training curriculum and teaching methods
3. Further utilization of private educational training organizations
4. Enhancement of cooperation with educational institutions such as universities

#### (2) Cultivation of human resources in manufacturing

1. The national government provides advanced vocational training including leading training, and local governments provide basic techniques and skills that meet the needs of regional industries.
2. Expansion and improvement of training in new fields

### 4. Further promotion of career formation support throughout the individuals' employment life

#### (1) Support for individual vocational ability development

Creating an environment that allows individuals who join a company or change employers to take advantage of career consulting.

#### (2) Support for company vocational ability development

Effective utilization of grants for career formation promotion.

#### (3) Promotion of career education

Development of vocational ability development measures closely connected to educational measures.

### 2. Enhancement of ability development as an employment safety net for non-regular employees

#### (1) Enhancement of the roles and functions of vocational training as an employment safety net

1. Creating annual plans regarding the fields and scales of vocational training utilizing the councils of both national and regional organizations.
2. Providing public human resources development training for individuals seeking re-employment

#### (2) Establishment of the 2<sup>nd</sup> safety net

Establishing the Job Seeker Support System, a permanent system that provides free vocational training and benefits to support job seekers not covered by unemployment insurance who wish to undergo training, as the 2<sup>nd</sup> safety net.

#### (3) Promoting the Job Card System

1. Utilizing the Job Card System as a basic tool for vocational ability development.
2. Promoting the Job Card System under a framework of close cooperation among concerned organizations led by the national government.
3. Utilizing the job card system in the Job Seeker Support System too.

### 5. Promotion of skill improvement

1. Increasing awareness about the importance of skills through a wide range of skill competitions, etc.
2. Introducing the attractiveness of skills to young people through interactions with individuals with technical skills

### 6. Promotion of vocational ability development for individuals requiring special support

Vocational ability development for Individuals who have been unemployed for extended periods/ School graduates with no work experience/ Young people who are employed as part timers/ Single mothers/ Individuals with disabilities, etc.

### 3. Improvement of the vocational ability evaluation system in cooperation with educational training

1. Establishing the Practical Career Improvement Strategy (Career Ranking System) that systematically combines vocational abilities. evaluation and educational training
2. Promoting vocational ability evaluation standards.
3. Reviewing the skill examination system to adjust to the needs of society.

### 7. Promotion of international cooperation in vocational ability development

1. Providing support for vocational training through the dispatch of training instructors to developing countries.
2. Providing support for the establishment of a Japanese-type technical skill evaluation system in developing countries.
3. Proper implementation of new Technical Intern Training Program

### 8. Enhancement of the nationwide function of vocational ability development (comprehensive adjustment function)

#### (1) Creation of a vision for vocational ability development & training plans

1. Indication of mid- and long-term visions that determine the nationwide direction of vocational ability development
2. Creation of training plans through national and regional councils

#### (2) Establishment of an infrastructure for vocational training

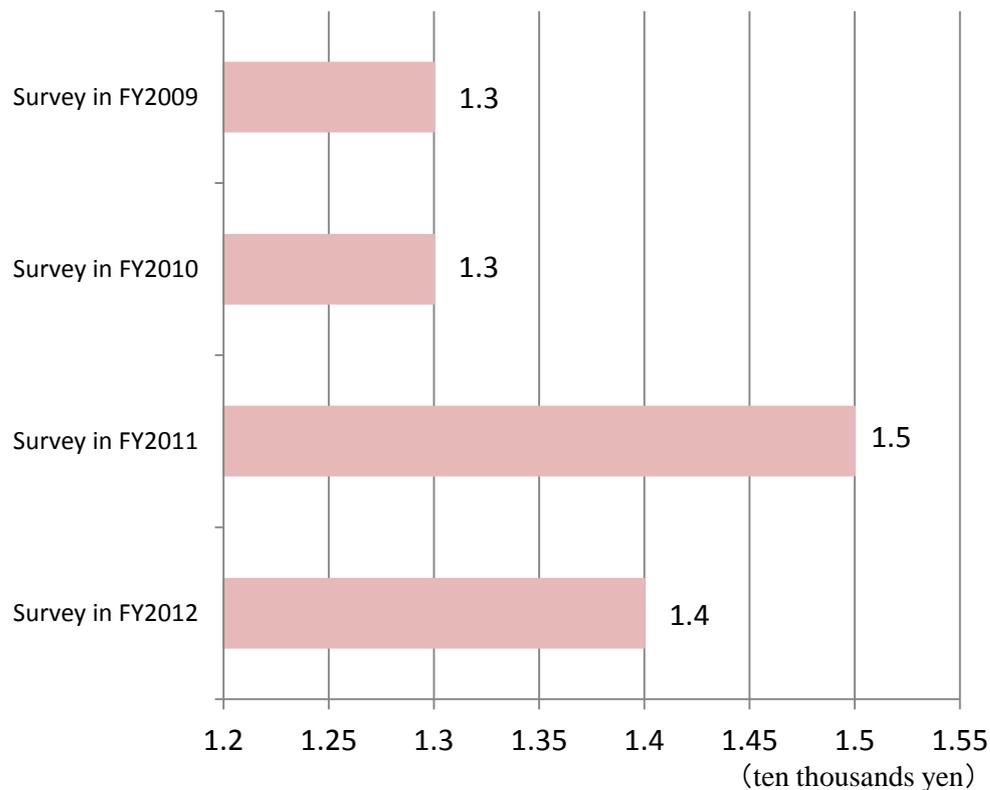
1. Development and dissemination of training curricula, teaching methods, employment support methods
2. Provision of information on training and quality assurance
3. Cultivate and secure training instructors, etc.
4. Improvement of evaluation system for vocational abilities
5. Improvement of the vocational training execution system

# Corporate Assistance in OFF—JT

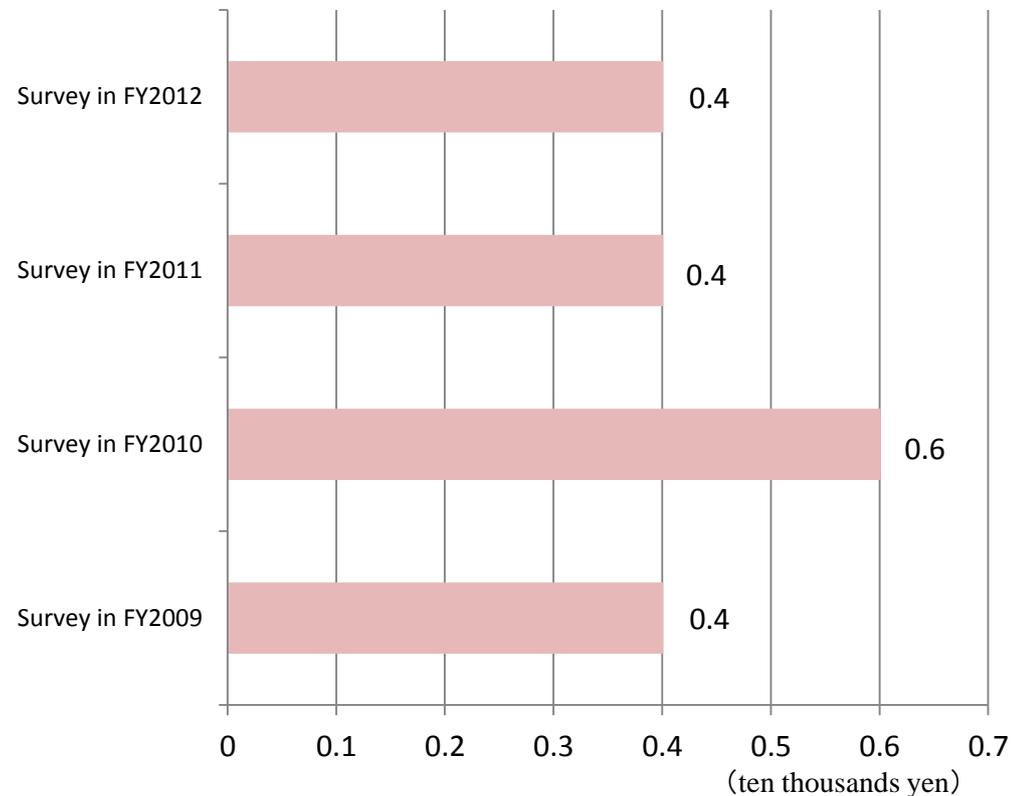
## 【Corporate Survey】

- As for the average amount expended for the educational training per worker (the average amount among the companies having paid the training fees), the FY 2012 survey indicated it was 14 thousands yen, which was lower than that of 15 thousand yen in the FY 2011 survey and higher than that of 13 thousands yen in the FY2009 and FY2010 survey in the OFF-JT category.
- As for self-enlightenment support, the FY2012 survey indicated it was 4 thousands yen, which was lower from 6 thousands yen in the FY2011 survey and same amount of yen in the FY2009 or FY2010 survey.

Average amount expended per worker on OFF-JT



Average amount expended per worker in the self-enlightenment



Resource: HRD Basic Survey, target year is the previous year

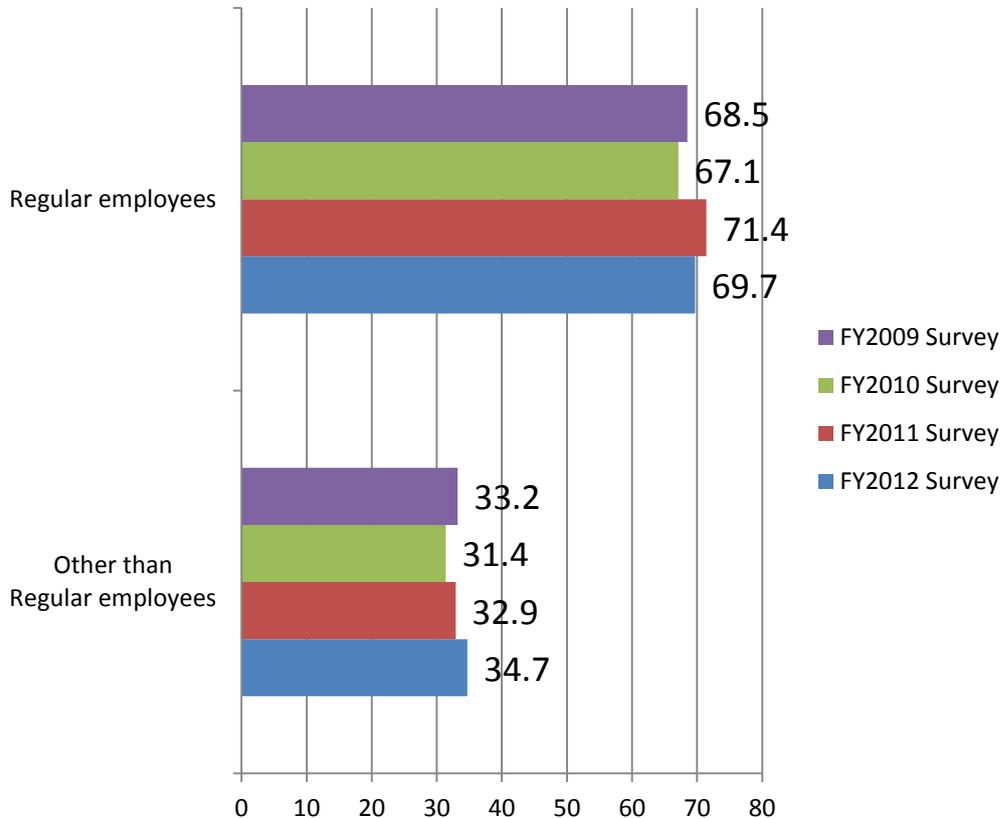
(For example, the description of “FY2009 survey“ indicates the situation of FY2008)

# Implementation Status of OFF—JT

【 Survey on Business facilities 】

• The ratio of the companies which conducted the OFF-JT for the regular workers in FY2011 was 69.7%. While the ratio of the companies that implemented OFF-JT for non-regular employees was 34.7%, which has remained low, compared to the ratio of the regular employees.

Companies which implemented OFF-JT

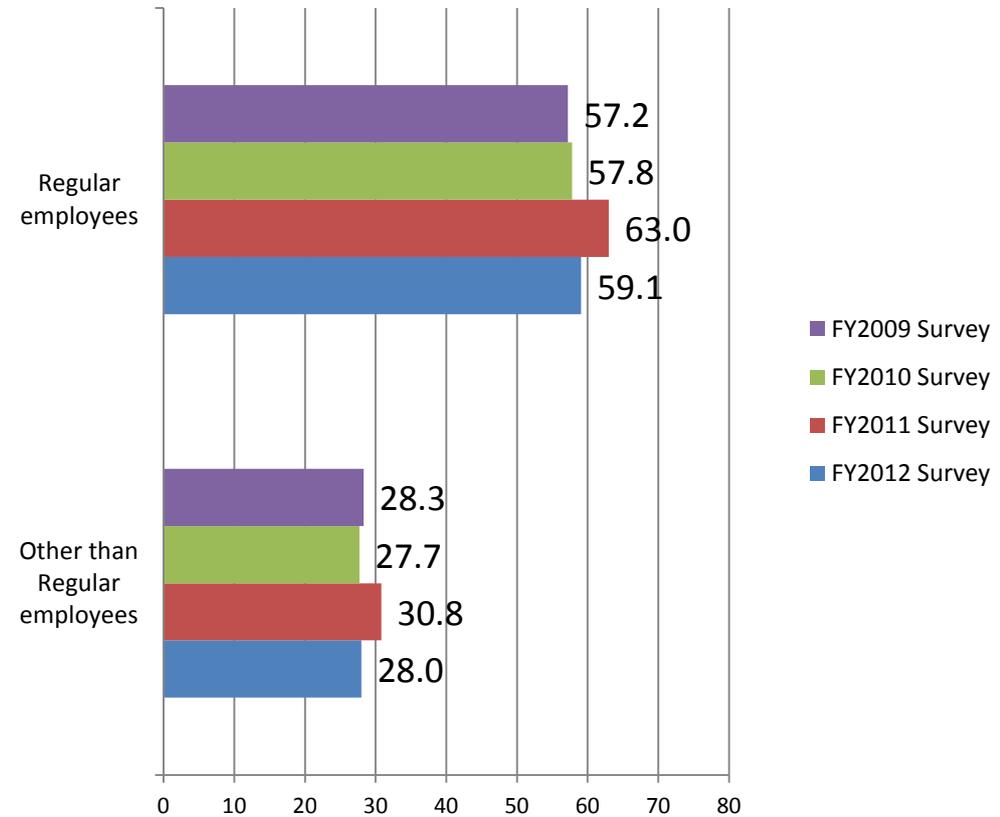


# Implementation Status of the planned OJT

【 Survey on Business facilities 】

• The ratio of the companies that conducted planned OJT for regular workers in FY2011 was 59.1%, which is lower than 63.0% in FY2010, the highest record since the survey started. On the other hand, the ratio of those who implemented it for non-regular workers is 28.0%, which has been remaining unchanged.

Companies which implemented planned OJT



Resources : Basic Survey of HRD (The year survey is the previous year.(example : FY2009 Survey indicates the situation of the 2008)

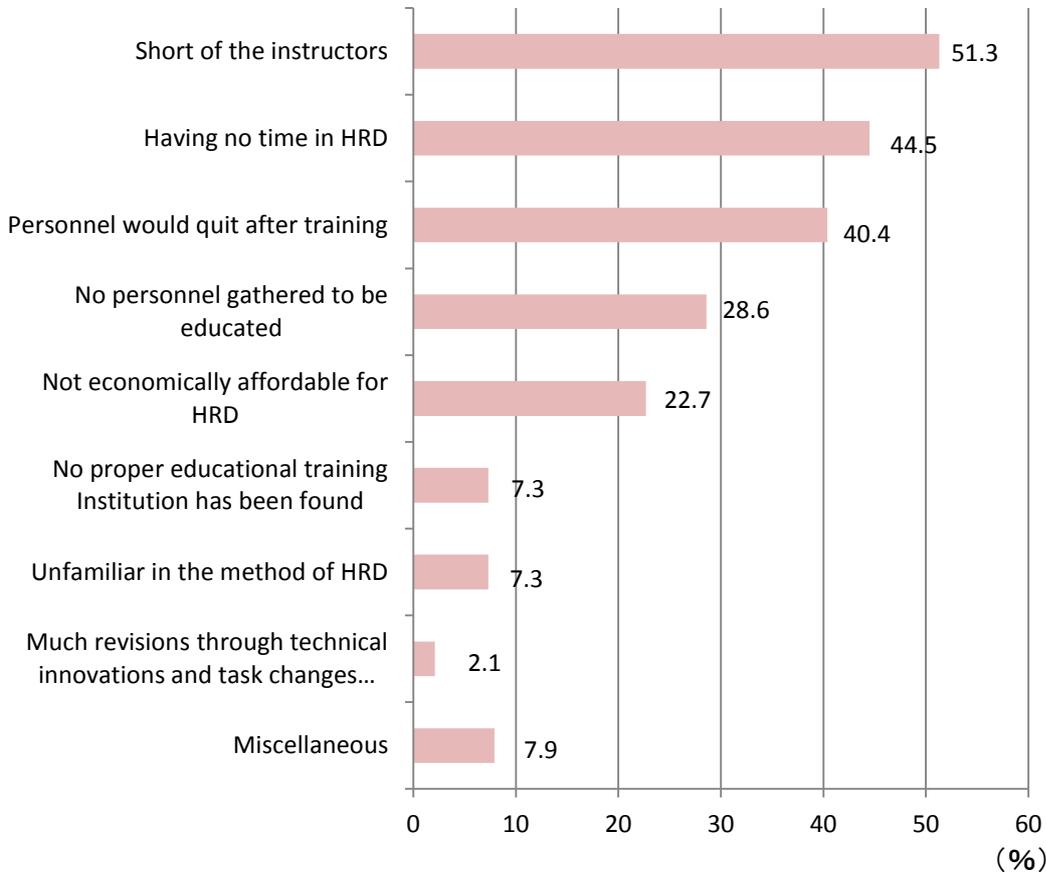
Resources : Basic Survey of HRD (The year surveyed is the previous year.(example : FY2009 Survey indicates the situation of the 2008)

# Issues in HRD

## 【 Survey on Business Facilities 】

○ The business establishments who replied that they have some problems in Vocational Ability Development or HRD have dominated about 70%. Among the issues they raised as problems with a high response rate (plural responses) are that they are in short of the instructors and that they don't have time to develop HR.

### Breakdown of the issues on HRD



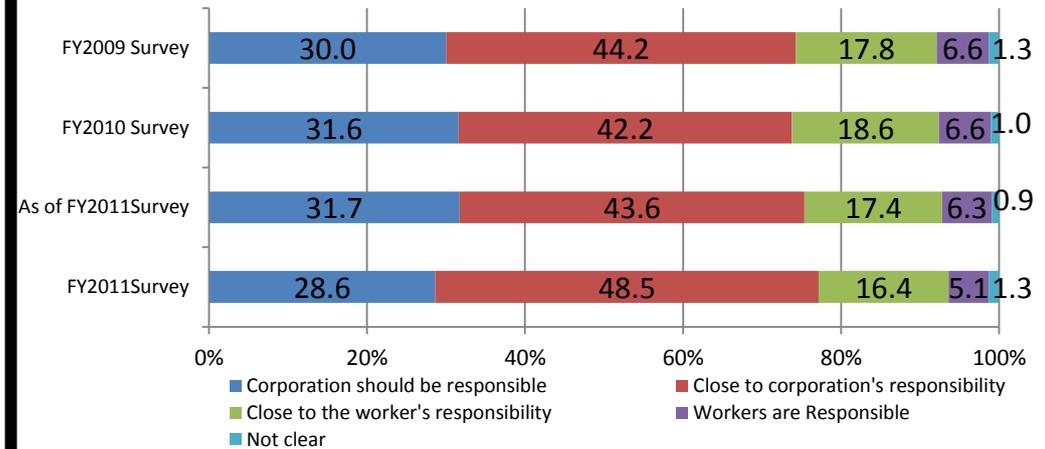
Resources : Basic Survey of HRD for FY2012 (Results of those surveyed in FY2011)

# Responsible Actor in HRD

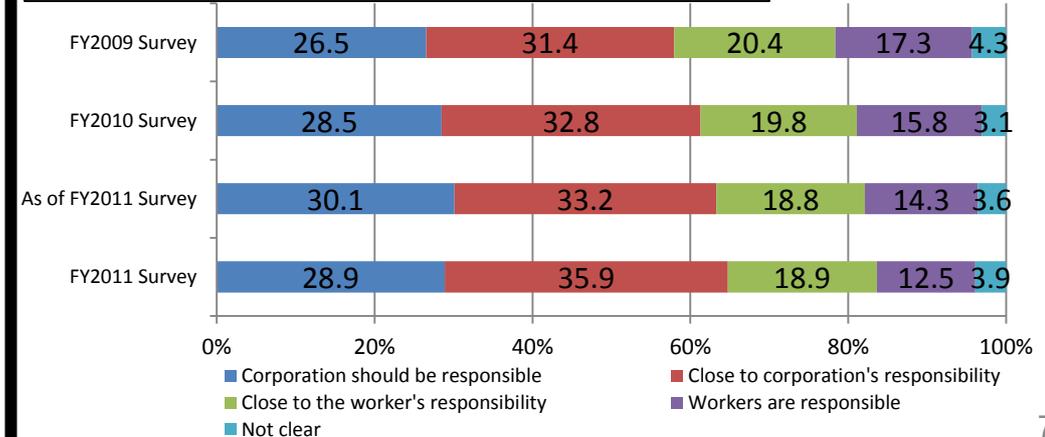
## 【 Corporate Survey 】

○ As for the policy-decision actor in HRD, companies are more than the individual workers.

### Responsible actor(Regular Employees) for HRD



### Responsible actor ( non-regular employees) for HRD



Resources : Basic Survey of HRD for FY2012 (Results of those surveyed in FY2011)

## **2 Vocational Training**

# Implementing body and role of public vocational training, involvement with regional labour bureau

## Role of state (MHLW)

- Financial support (subsidy to JEED/prefectures)
- Organizing Prefectural HRD Implementation Plan
- Producing Vocational Training Implementation Plan
- Management of entrusted trainings

※Public HRD facilities established by state and entrusted training from state

## 〔Collaboration between Labour Bureau and Prefectural Government〕

- Providing information to prefecture about (1) what kind of training courses should be conducted from view points of trend of job offering & job seekers, status of applicants of VT, status of employment), (2) training needs in industry
- Requesting prefecture to implement entrusted training flexibly in case of large bankruptcy
- Coordinating to provide necessary number of training courses

## 〔Implementing body (which produces VT Plan) 〕

Japan Organization for Employment of the Elderly, Persons with Disabilities and Job Seekers (JEED)  
(in-house training)

Polytechnic Universities/Colleges  
Polytechnic Centers

Subsidy from state to JEED

Prefectures  
(in-house training)

Polytechnic Schools  
Polytechnic Colleges

Subsidy from state

Subsidy for facility (half amount)

Prefectural budget

Prefectures  
(Entrusted training)

Entrust to private sector from public HRD facility

Budget from state (full amount)

Prefectural HRD Implementation Plan (Prefecture produces the Plan inclusive training conducted by JEED)

\* Training for unemployed workers, employed workers, new graduate and persons with disabilities

# Public Human Resources Development Training Overview

The State and individual prefectures provide **public human resources development training to individuals seeking re-employment, working adults, and recent graduates.**

\* Responsibilities of the State and prefectures: The State and prefectures shall endeavor “to provide training for workers who intend to change their jobs and for the development and improvement of their vocational abilities,” especially to those who need special assistance, and to provide vocational training to the employers and employers’ organizations if necessary.” (Source: Human Resource Development Promotion Act, Article 4, Paragraph 2)

## Training for individuals seeking re-employment

- (1) Target: Job seekers registered at Hello Work (Public employment security office) (Free/ Textbooks not included.)
- (2) Training period: Approx. 3 months to 1 year
- (3) Major examples of training programs (by the Japan Organization for Employment of the Elderly, Persons with Disabilities, and Job Seekers: JEED)
  - In-house training
    - Department of Metal Processing
    - Department of Electric Installation, etc.
  - Training outsourced by prefectures
    - Department of Nursing Care Services,
    - Department of Information Processing, etc.



## Training for employed workers

- (1) Target: Workers (to be paid)
- (2) Training period: Approx. 2 to 5 days
- (3) Examples of Major training programs (by JEED)
  - NC lathe technique
  - Manufacturing techniques for home-use electrical appliances
  - Design techniques for barrier-free houses, etc.



## Training for graduates from school

- (1) Target: High school graduates (to be paid)
- (2) Training period: 1 or 2 years
- (3) Examples of major training programs (by JEED)
  - [Specialized Programs]
    - Department of Production Engineering,
    - Department of Electronic and Information Technology, Department of Control Technology, etc.
  - [Advanced Programs]
    - Department of Production Machinery System Technology, Department of Advanced Architectural Technology for Construction, etc.

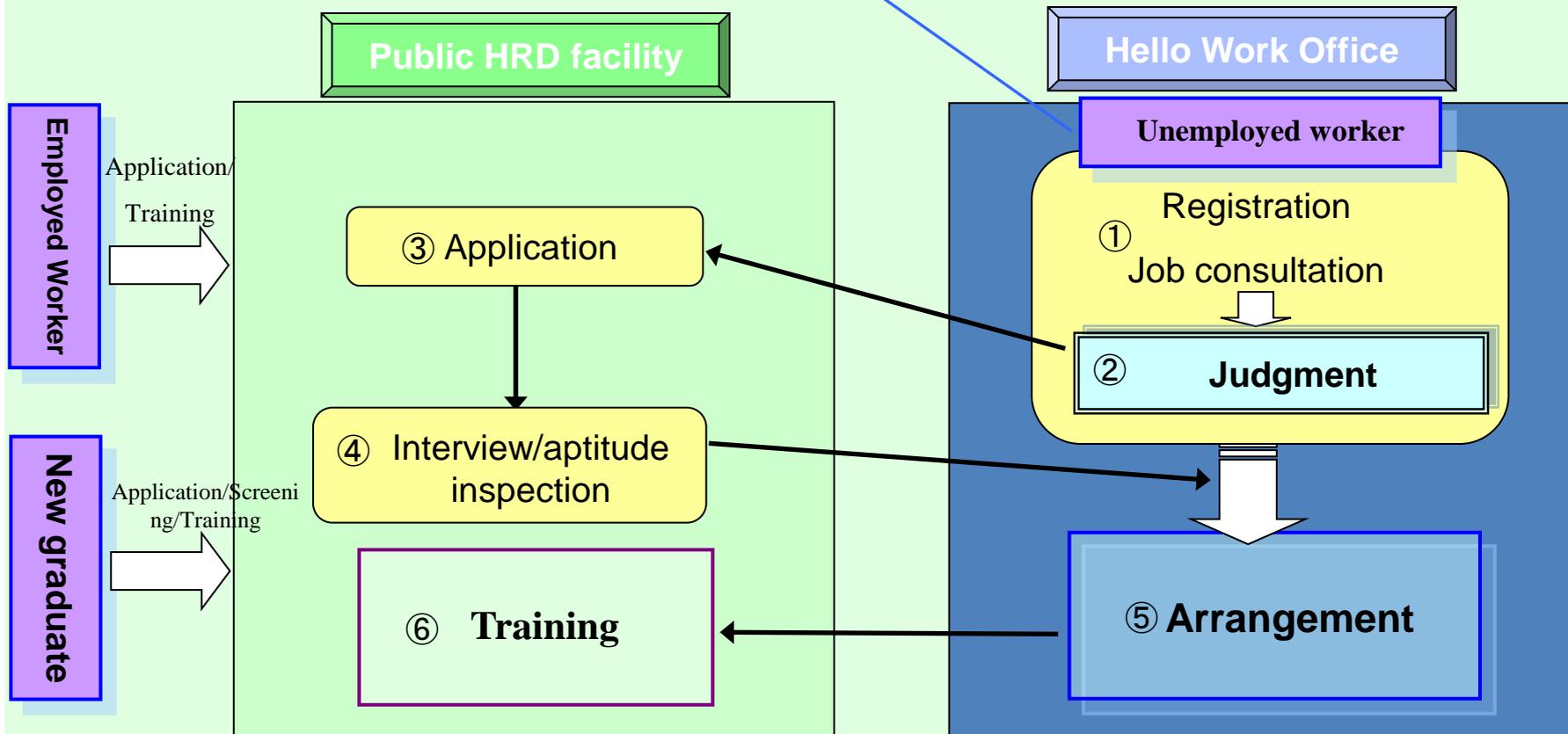


# Flow of taking vocational training

Training for unemployed workers, its object is for job seekers who register in Hello Work Offices (Public Employment Security Offices) and providing them **necessary training to realize reemployment** through consultation.

(\*Applicants for employed worker training & new graduate training can apply to Public HRD facilities directly)

Director of Hello Work Office instructs job seeker to take unemployed worker training when the director judges (1) it is **essential to take training for finding job** and (2) job seeker **has necessary ability to take training**.



# Public Human Resources Development Facilities

Public human resources development facilities include Polytechnic Schools, Polytechnic Colleges, Polytechnic Universities, Polytechnic Centers, and Polytechnic Schools for Persons with Disabilities. Polytechnic Universities are operated by JEED as organizations for the cultivation and re-training of instructors for vocational training.

Facilities	Major Vocational Training	Operator	Number of Facilities (Ad of April 2013)
Polytechnic Schools	<ul style="list-style-type: none"> <li>Providing vocational training for junior high school &amp; high school graduates, job seekers, and employees.</li> </ul>	Prefectures	156
		Cities, Towns, Villages	1
Polytechnic Colleges	<ul style="list-style-type: none"> <li>Providing advanced vocational training to high school graduates (specialized programs)</li> </ul>	JEED*1	1
		Prefectures	13
Polytechnic Universities	<ul style="list-style-type: none"> <li>Providing advanced vocational training for high school graduates (specialized programs)</li> <li>Providing specialized and advanced vocational training for individuals who complete specialized programs. (advanced programs)</li> </ul>	JEED	10
Polytechnic Centers	<ul style="list-style-type: none"> <li>Providing short-term vocational training for job seekers and employees.</li> </ul>	JEED	61
Polytechnic Schools for Persons with Disabilities	<ul style="list-style-type: none"> <li>Providing vocational training in accordance with the abilities and aptitude of individuals with disabilities.</li> </ul>	State*2	13
		Prefectures	6

(For reference)

Polytechnic Universities	<ul style="list-style-type: none"> <li>Cultivating vocational training instructors, developing vocational abilities, and providing comprehensive and advanced vocational training.</li> </ul>	JEED	1
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\*1 JEED: the Japan Organization for Employment of the Elderly, Persons with Disabilities and Job Seekers.

\*2 Polytechnic Schools for Persons with Disabilities established by the State are operated by JEED (2 facilities) and prefectures (11 facilities).

# Outline of the training for unemployed workers (Training within the institution)

- The government has implemented the trainings across the country, needed for the unemployed workers to acquire the necessary skills and knowledge to get re-employed, which has assured them of the training opportunity, functioning as safety-net of employment.
- Prefectures has also implemented the vocational trainings, depending on the regional circumstances, from the viewpoint of the services for the local residents

**JEED** (Japan Organization for Employment of the Elderly, Persons with Disabilities and Job Seekers)

**Prefectures**

▪ **Target : Unemployed workers (Job-Seekers at Hello Works (job placement centers))**

▪ **Training Period : 6 Months (Standard)**

Finish Images (Training goals ) are set every 3 month to cope with expansion of the employment range and diversification of jobs, in order to be more qualified for re-employment.  
(The two job-related finish images are set in 6 months)

Trainings with focus on manufacturing field has been conducted.

## Examples of major training courses

- Technical Operation Course
- Metalworking Course
- Electric Equipment Course
- Control Technology Course
- Housing Reform Technique Course



Skills Training of NC Machine Tool

▪ **Training Period : 6 months~1 Year (Standard)**

**Trainings in consideration of the regional circumstances have been conducted**

## Examples of major training courses

- Welding Technique Course
- Plasterer Course
- Architectural Course
- Automobile Maintenance Course
- Landscape Gardening Course

Result for FY2012	Total		JEED		Prefectures	
	Number of trainees (person)	Employment	Number of trainees (person)	Employment	Number of trainees (person)	Employment
Training for unemployed workers(Indoor Training)	41,228	80.8%	30,322	84.9%	11,906	71.9%

※ Number of trainees (persons) included the carried-over.

# Outline of the Training for unemployed workers (Outsourced Training)

## 1. Outline

Besides the trainings mainly on the manufacturing, which are conducted inside the public vocational training facilities by the government and prefectures, the outsourcing has been practiced by utilizing the private educational training institutions like the advanced vocational schools to cope flexibly with variety of the personnel needs.

## 2. Content of Training

Contractor	Advanced vocational school, Miscellaneous schools, Universities /Graduate Schools, NPO, Employers, Employers' Association
Actor	Prefectures (in charge of HRD)
Target trainees	Unemployed workers (Job Applicants at the Hello Work) [School Fees: Free]
Training Course	Nursing Care Service Course, Information Processing , etc
Training Period	3 month (Standard) (principally more than 100 hours per month)



Result for FY 2011	Total		JEED		Prefectures	
	Number of trainees (person)	Employment	Number of trainees (person)	Employment	Number of trainees (person)	Employment
Training for the unemployed (Contracted Training)	106,473	66.8%	2,742	65.4%	103,731	66.8%

※ Number of trainees (persons) included the carried- over.

# Outline of Trainings for the Employed Workers

- Government has implemented the vocational trainings to acquire the skills and knowledge of high level of manufacturing fields that are difficult for the prefectures and the private educational training institutions to provide.
- Prefectures implement the basic trainings, coping with the needs of the local companies and local industries

## JEED

## Prefectures

• Training Term : About 2~5 days

### Content of the training

- High level manufacturing training targeted for the employees who play core roles, mainly at companies, to acquire professional knowledge and skills/techniques necessary for creating the high-added value in the service and quality, and improvement and effectiveness of the tasks, to cope with diversification and sophistication of the jobs

(Trainings dealing with new techniques)

“New trend of Metal surface hardening”

(Trainings on Improvement and Reform in the production process)

“Investigating cause of troubles and improving Hydraulic Systems”

(Trainings dealing with the necessity for skills inheritance)

“Practical Shielded Metal Arc Welding (for nurturing leaders)”

(Trainings dealing with the environmental issues)

“Designing and constructing of the solar energy generating system”

### Content of the training

- Fundamental training, taking the regional personnel needs into account, mainly for the beginners to acquire handling on the operations of machines and the equipments
- Trainings dealing with the regional current situation to develop human resources necessary for local industries

(Major Training Courses)

Machinery process Course, Machinery Designing Course, Architecture Course, IT Business Course, etc.

(Training Courses dealing with the regional current situation)

Sight-seeing Business Course, Making Ceramic wares, Fiber Engineering, Auto Mechanic, etc.

Number of trainees for FY 2011	Total	JEED	Prefectures
Training for employed workers	90,333	39,332	51,001

# Outline of the trainings for the graduates

- Government has provided the long-term course trainings (for two years for the high-school graduates) to acquire the high level professional and applicable skills and knowledge necessary for work.
- Prefectures have also provided the long-term trainings of 1~2 years for high school graduates and 2years for junior high school graduates to acquire the basic techniques and knowledge needed for work.

	General Course (Training for 1 2 years for junior high or high school graduate )	Professional Course (Two-year training for high school graduates)	Advanced Course (Two –year training for the graduates of the professional course)
<b>Facilities</b>	Vocational Skills Development Center	Polytechnic University Polytechnic Junior College etc.	Polytechnic University etc.
<b>Purpose</b>	To instruct the various skills and knowledge needed for the regional industry to cope with the regional circumstances	To develop practical skilled workers with high level knowledge and skills to cope with the technical innovation for the purpose of developing high level human resources in the manufacturing field	To nurture personnel to acquire the high level skills/technique and the ability to plan and develop , with the aim of becoming leaders in the production technical and production management divisions.
<b>Training hours</b>	More than 2,800 hours for junior-high school graduates (roughly more than 1,400 hours per year) 、 high school graduates(roughly more than 1,400 hours)	More than 2,800 hours (Roughly more than 1,400 hours per year)	More than 2,800 hours (Roughly more than 1,400 hours per year)
<b>Courses</b>	OA Clerical, Machinery Process , Auto mechanic, Wood Architecture etc.	Production Technique, Electronic Information Technique, Control Technique, etc.	Production Machinery system technique, Architectural work system technique, etc
<b>Fees</b>	Designated by Prefectures	390,000 yen (for 1 year : trainings by JEED) * Entrance Fee of 169,200 yen is separately needed.	390,000 yen (For 1year : trainings by JEED) * Entrance fee of 112,800 yen is separate-ly needed.

Number of trainees in FY2011	Total		JEED		Prefectures	
	Trainees (person)	Employment Rate	Trainees (person)	Employment Rate	Trainees (person)	Employment Rate
Trainings for Graduates	20,012	93.1%	6,353	98.1%	13,659	91.5%

# Summary of the ability for disability person occupation development administration

## Promotion of the ability for occupation development for the disability person

### **1 Establishment/management for Polytechnic Schools for PWD (19 schools)**

- (1) National Polytechnic schools PWD (13 schools)
  - ① JEED (2 schools)
  - ② Prefecture (11 schools)
- (2) Prefectural Polytechnic Schools PWD (6 schools)

### **2 Promotion of intake to ordinary Polytechnic Schools**

- Make use of public Polytechnic schools for PWD  
The setting of the training course for intellectually-disabled people

### **3 The various contract training for terms of disability people**

- Company, Social Welfare Corporation, NPO corporation, private sector education or training institution uses local contract and enforce a working training
- Target of training people (budget) FY 2013: 6,700 people
  - Training courses
    - Training by lecture
    - Practical training at company
    - Early training collaboration with special support school
    - Training for employed worker

### **4 Regional HRD programs for persons with disabilities**

By utilizing resources of prefectures which are administrators of education and welfare, training for persons with disabilities shall be promoted effectively and efficiently.

### **5 Studies about disability people resource development**

### **6 The national disability people skill tournament (Abilympic)**

# Overview of entrusted VT for PSDW

**MHLW(Policy making, Allocation of budget, Advice & Guidance)**

*entrust*

## Prefectures(Polytechnic Schools)

Producing Implementation Plan, Budgeting, set up various entrusted training courses which meets local employment & PWD 's needs, Allocation of VT supporters (VT coordinator for PWD, VT coach for PWD)



*Entrusted*

< Entrusted to >

### Entrusted VT institution

**Enterprise**

**Social welfare corporation**

**NPO**

**Private VT institution**

< Content of VT >

**3 months, 100 hours/month, maximum 60,000 JPY/month**

< Training course >

- ① Knowledge/skill training course ※applicable to dual system training for PWD
- ② Practicable skill training course (training at enterprise for practical HRD)
- ③ e-learning course (IT skill)
- ④ Early training course in special support education schools
- ⑤ Employed worker training



Special support schools

PSDW organizations

Welfare/medical/health institutions

Labour Bureau, Hello Work Office



Registration of Job Seeker

VT arrangement

VT completion

Employment

**PWD**

Job Consultation

**Hello Work Office**

Employment Placement

**Enterprise**

# Support System for Job Seekers (Overview)

## Purpose of Support System for Job Seekers

- For job seekers who are not covered by unemployment insurance,
  - To ensure opportunities to receive training,
  - To provide benefits during the training period under certain conditions, and
  - To provide careful employment support initiated by Hello Work to promote early employment.
- With requirements for appropriate training, strict attendance, and visits to Hello Work to facilitate the effectiveness of the system for employment.

## Target

- Job seekers who are not covered by unemployment insurance and who are eager to receive assistance
- Specifically:
- Those for whom unemployment insurance has expired or who do not satisfy the requirements for receiving it
  - Those who are not covered by unemployment insurance
  - Those who are school graduates without work experience, self-employed individuals who have closed their businesses, etc.

## Training

- The certification of training provided by private training organizations contributing to employment.
- The creation of regional vocational training plans based on growing fields and employment needs in the region, and the certification of training that meets such needs.
- The provision of financial incentives to training organizations in light of past employment results. (only for practical programs)

## Benefits

- After job seekers satisfy certain requirements during the training, they receive benefits for undergoing the vocational training (¥100,000/ month + a set amount for transportation).
- Individuals found to have received the benefits fraudulently are required to reimburse the amount received and penalized (up to threefold the amount).

## Employment support for training participants

- Hello Work takes the initiative in maintaining close cooperation with training organizations for assistance during as well as before and after the training.
- Hello Work creates individual support plans for each trainee and asks them to make periodical visits for support (using different personnel for each individual if necessary).

**Results** •Number of trainees : 98,543 ( April, 2012 – March, 2013)  
•Employment Rate : 79.7%(basic course), 78.0%(practical course)  
(employment rate at three months follow-up of trainees who participated in training courses which was conducted after April 2012 and completed until March 2013.)<sup>19</sup>

# Job Seeker Support Training

## 1. Type of training

\*Training period: 3-6 months

- **Basic course (to learn basic ability)** - Inter-industry and inter-occupational training
- **Practical course (package training to learn from basic to practical ability)** - Training in long-term care, IT, medical office work

## 2. Accreditation of training

- Accreditation by MHLW minister.

(if applications exceeds budget, higher employment rate achieved course will be accredited)

- To keep and to improve quality of job seekers support training, courses which do not fill employment rate will not be accredited. For this, following conditions are set up.

<conditions of training contents>

- Institution which has experience of conducting equivalent\* training as job seeker training at three years before application (\*equivalent in terms of training period and training hours)
- Instructor should have enough experience of conducting training in the field
- To evaluate monthly progress, to evaluate completion of training, to produce a job card with record of completion of training
- Employment rate is not remarkably bad

<condition of employment support>

- To allocate job supporting staff

## 3. Subsidy to training institution

- **Practical course: payment based on achievement**

**Rate of employed trainee (becoming employment security insured)**

**Over 55%      70,000 JPY/person month**

**40% - 55%      60,000 JPY/person month**

**Below 40%      50,000JPY/person month**

- **Basic course: Based on number of trainees**

**60,000 JPY/person month**

# VT for unemployed workers

Public training (for unemployed worker)

○ Conducting VT on practical ability mainly for unemployment benefit recipients  
(ex. A person who has certain working experience and basic ability)

## <In house training>

○ Sate (JEED)

※ Mainly training in the field of manufacturing

Training course: control technology, technical operation, metalworking, etc.

Training period: 6 months regularly

○ Prefectures ※ Training which meets local needs

Training course: automobile maintenance, welding technique, landscape gardening, etc.

Training period: between 6 months and 1 year regularly

## <Entrusted training> (Entrusted by prefecture)

▪ Entrusted to: private VT institutions

▪ Training course: Long-Term care service, information processing, etc.

▪ Training period: 3 months regularly (maximum 2 years)

Job Seeker Support Training

○ Training for a person who is not qualified to receive unemployment benefit  
(Ex. Non-regular worker, person who has no working experience), which brings  
ability from basic to practical (training period: between 3 and 6 months)

※ Set up a training course focused on only basic ability which is applicable to trainee's various situation

○ Implementing organization: Private education/VT institutions  
(respective courses are accredited by MHLW minister)

○ Providing training benefit to trainee during training period who meets the  
requirements such as income, property, etc.

▪ 100,000 JPY monthly and travel allowance

▪ Loan if any (50,000 JPY monthly, 100,000 JPY if he/she has a spouse)

# Outline of Accredited Vocational Training

## 1 Accreditation of Vocational Training

Trainings conducted by employers which meet standards such as subject, training period, facility and etc can apply to governor for accreditation of training. (Human Resources Development Promotion Act. Article 13 and 24)

## 2 Advantage of accreditation

- Subsidy to partial training cost from state or prefecture when SME conducts accredited training
- Advantage in national trade skill test or vocational training instructor examination for trainee who completed accredited training

## 3 Number of accredited training institutes

1,143 institutes managed by individual employer or employers' group

## 4 Feature of Accredited VT

- Architecture, metal/machine processing, information processing, Japanese dressmaking, dressmaking, cooking, etc.
- Number of trainees: about 240 thousand
- Majority is managed by SMEs group

Item		Provided to	Conditions	Provider and ratio (max)
Subsidy for accredited VT	Management cost	SMEs, SME organizations, VT corporations, etc.	Management cost for accredited VT	State 1/3 Prefecture 1/3
	Facility & equipment cost	Prefecture, municipality, SME, organization, VT corporations, etc.	Facility and equipment cost for accredited VT	Prefectural institute State 1/3 Municipality, VT corporations, etc. State 1/3 Prefecture 1/3

# Guideline for Vocational Training Service at Private Educational Training Institutions

## Background of drawing-up of the Guideline

▪ A role of the private educational training institutions to play as a core actor of outsourcing trainings and job-seekers' support trainings has largely increased. The quality assurance and improvement of the vocational training services by the private educational training institutions are the urgent issues to tackle with.

○ International Standard Organization (ISO) has issued "ISO29990"(Learning service for informal education and training —Fundamental Requirements for Servicing Organization) in September, 2010.

➔ MHLW drew up "the Guideline for Vocational Training Service at Private Educational Training Institutions" in Dec.,2011.

## Content of the Guideline

- Detailed explanation on the matters to tackle with is given by the private educational training institutions to improve the quality of vocational services.
- Tools utilized in tackling with the quality assurance

### **1 . Quality Enhancement of Vocational Training Service**

1. Clarification of Needs of the Vocational Training
2. Designing of the Vocational Training Service
3. Implementation of the Vocational Training Service
4. Monitoring of the Vocational Training Service
5. Evaluation of the Vocational Training Service

### **2 .Management at Private Educational Training Institutions**

1. Establishment of the Management System
2. Strategy and Planning of the Project
3. Sharing the information on the Management System
4. Recording and filing of the documents
5. Financial Management and Risk Management
6. Personnel Management/Management of Human Resources and Material Resources
7. Reviewing and Improvement

## Current Status and Future Direction

- Requesting the prefectures and the organizations concerned for announcement and dissemination, along with uploading on the MHLW HP and holding briefing sessions.
- Descriptions on the drawing-up , dissemination and promotion of the guideline are included in the 9<sup>th</sup> Vocational Ability Development Basic Program.
- Grasping the real situation on the recognition and utilization status of the guideline through the questionnaires targeting prefectures and private educational training institutions across the country.

- 
- Roughly half of those questioned replied “they don’t know” the guideline and majority of them requested for the seminars.
  - In the future, ① seminars and individual consultation and ② individual guidance will be implemented.

# **3 Support for the working career formation**

# Career development promotion subsidy (FY2013)

## Outline

- ◆ Subsidizing cost of VT or wage during training to employer to promote workers' career development effectively
- ※ Employer who produces a in-house plan for human resource development or annual plan for HRD, and HRD promoter must be assigned.

## Subsidy items

Detail of subsidy		Amount of subsidy
Training types dealing with the political agenda	①HRD for the young Course	Trainings for the young workers under 35, who have been worked for less than 5 years since employed
	②HRD in the growing fields Course	Training for HRD in the priority fields, including Health and Environment, etc.
	③Global HRD Course	Training for personnel, who are in charge of the overseas related jobs
	④HRD for skilled workers or skills' inheritance Course	Trainings to strengthen the leadership of the skilled workers or to inherit their skills
	⑤Vocational Training with accredited practical training	Training with OJT , which is accredited by the Minister of MHLW
	⑥Voluntary HRD Course	Support for the voluntary skill development of workers
<b>General Type Training (Except for the above type)</b>		Subsidy for wage: JPY400/hour Subsidy for cost: 1/3

**Subsidy for wage:  
JPY800/hour**

**Subsidy for cost: 1/2**

※⑤There's a subsidy for implementing OJT for the Vocational Training combined with accredited training (JPY 600 /hour)

Note1: Training hour must be 20 hours or more.

Note2: Maximum 5 million JPY annually to one business operator.(Maximum 10 million JPY when use together with ⑤ and other. )

Note3: Eligible for SME only.

Note4: Raise in subsidy rate for earthquake-related special cases has been continued in FY2013.

# Education and Training Benefit System

## • Education and Training Benefit System

To encourage workers (insured or used to be insured of Employment Security Insurance \*) who work on skill development independently, and to provide benefit to worker who took a designated lecture, completed and paid by him/herself. 20% of cost (maximum 100,000 JPY) is provided. Established December 1, 1998.

(note) Duration of insured must be more than three years in total (first time: more than one year)

## • Designated lectures

As of April 1, 2013

**Total number of designated lectures: 8,541 lectures**

① Transportation, machine operation related 4,061  
(large-sized motor vehicle, construction machine operator)

② Medical, social welfare, public health related 1,346  
(social worker, nursery teacher )

③ Professional service related 731  
(Public Consultant on Social and Labor Insurance, Tax Accountant, Certified Public Accountancy)

④ Office work related 616  
(bookkeeping, Administrative Scrivener, English test)

⑤ IT related 591  
(programming, CAD, web design)

⑥ Sales rep, service related 386  
(registered real-estate broker, travel service supervisor, licensed cook)

⑦ Technique related 169  
(qualified architect, registered electrician, registered surveyor)

⑧ Manufacturing related 61  
(automobile mechanic, confectionery hygiene master)

⑨ Others 580  
(post graduate course)

# Promotion of career consulting provisions 832 M JPY (FY2013)

## ○ Career consulting

Consulting which supports job selection based on vocation and experiences or self development. It includes not only consulting & support for individual and group but also HRD system in enterprise, design/implementing/assessment of career education program at school.

## ○ Career consultant

Persons who provide career consulting and they are qualified as certified skilled worker (national trade skill testing “career consulting” 1<sup>st</sup> & 2<sup>nd</sup> grade), standard level career consultant and registered career consultant. About 75,000 persons have been trained between FY 2002 and 2011.

### Career consulting promotion project 137M JPY

#### ① Implementing Job Card courses 102M JPY

- How to fill in Job Card and effective way to utilize

#### ② HRD of career consultants 24M JPY

- Providing opportunities of advice & guidance to career consultants
- Holding experience exchanges, improvement of information providing method

#### ③ R&D 11M JPY

- Reporting on research about ability standard, roles of career consultant

### Promotion of career supporting enterprises 670M JPY

#### ① Consultation, provision of information, diagnosis service in enterprise and collection of practices

#### ② Implementation of HRD promoter course

#### ③ Awarding to best practice of career formation supporting enterprise

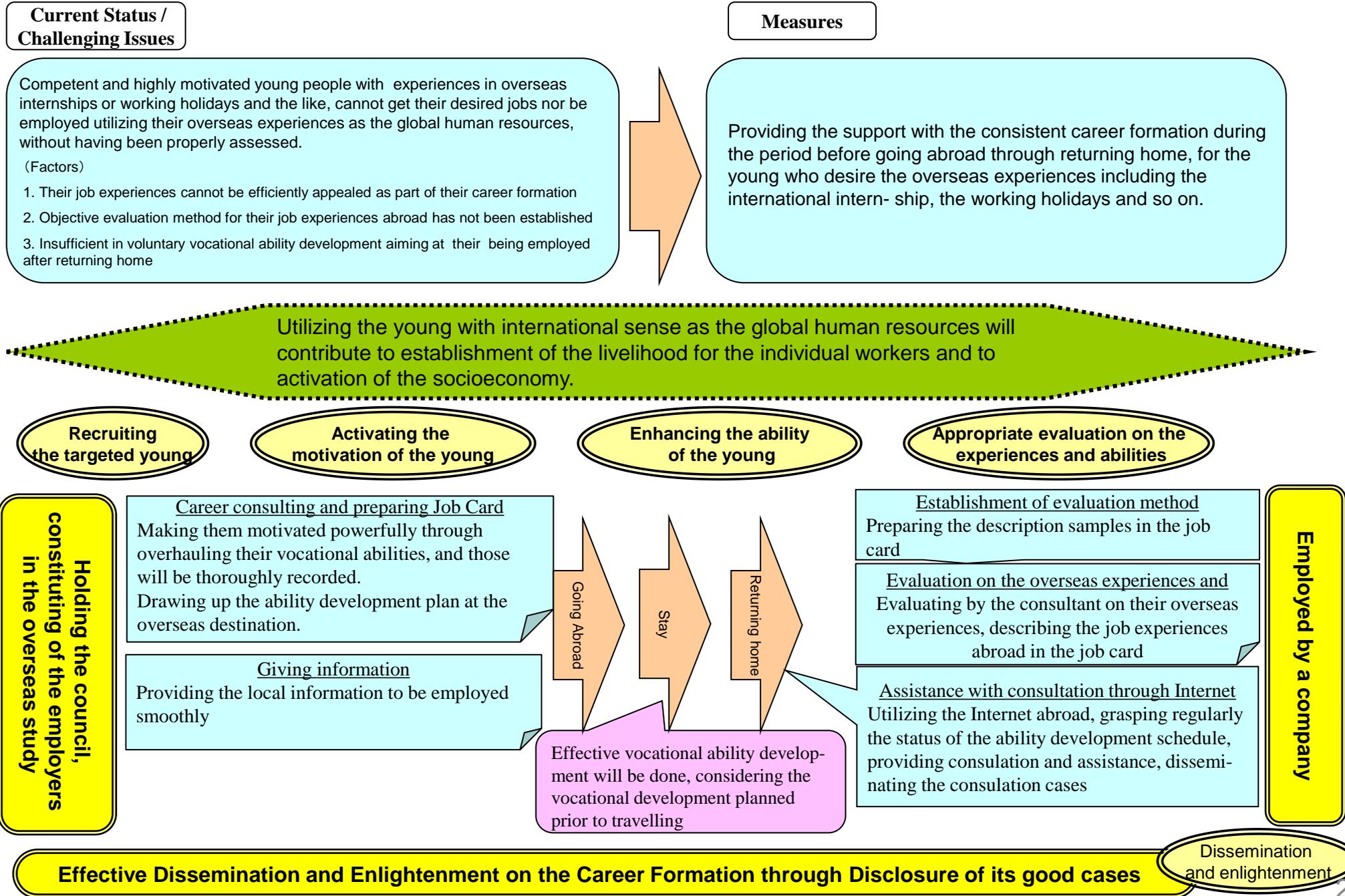
### Career education personnel development 25M JPY

- Conducting courses on planning and management of career education program for staff in universities

※ Providing career consulting service for job seekers in Hello Work Office (public employment security service) or trainees in VT, and promoting career consulting and improving specialty of career consultants.



# Career Formation Support Program utilizing the international exchanges of the youth

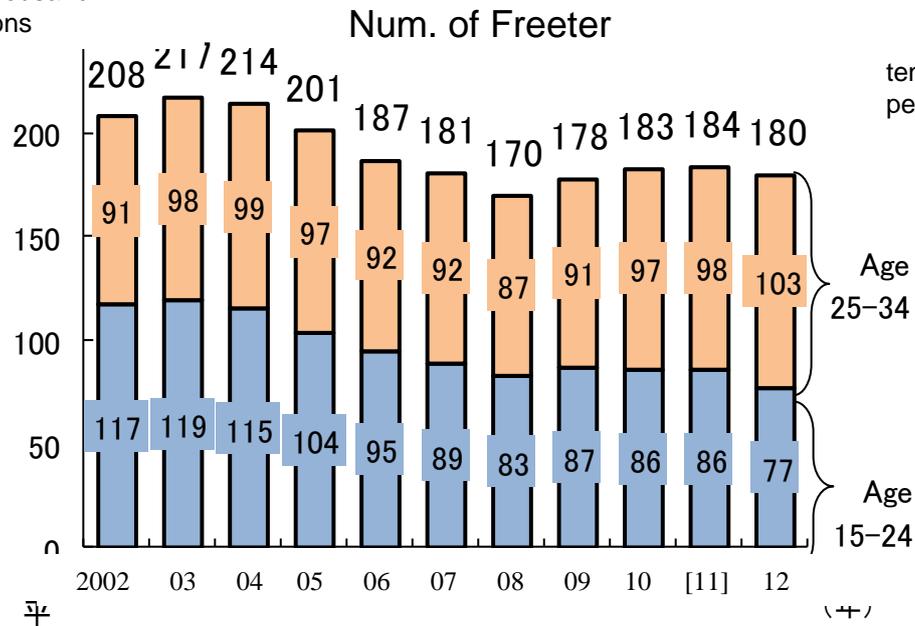


# **4 Provision against young people (“Freeter” (Job hopping part-time workers), NEET)**

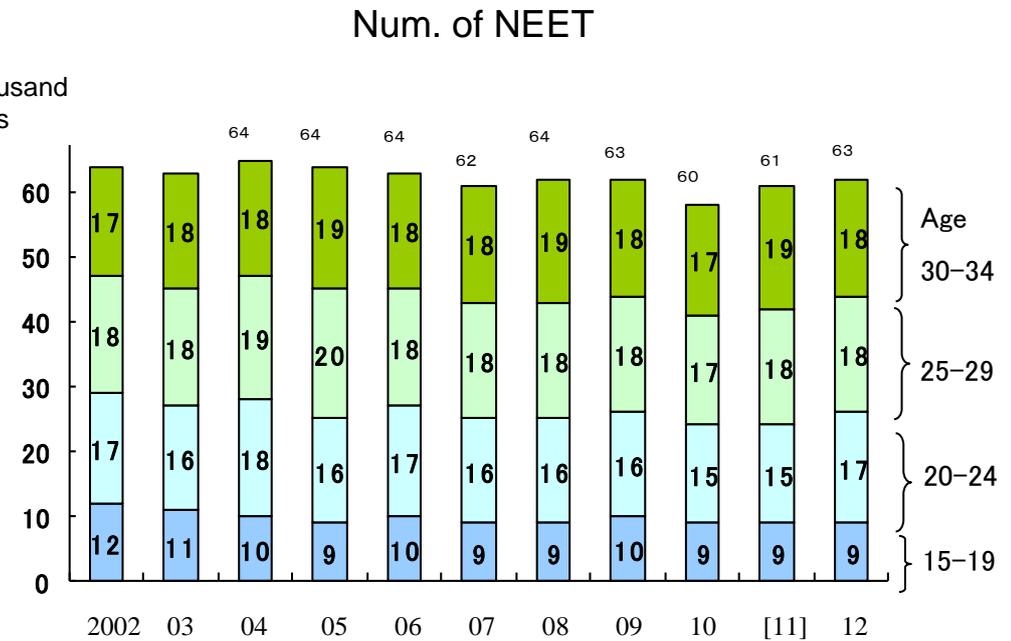
# Transition of number of Freeter & NEET

- Number of Freeter was 2.17 million and peaked in 2003. After 2003, it had decreased for 5 years continuously however it was increasing for 3 years. It was 1.76 million in 2012 and 40 thousand decreased compare to previous year.
- Number of NEET has been approximately 0.6 million since 2002. It was 0.63 million in 2012.

ten thousand persons



ten thousand persons



Source: Ministry of Internal Affairs and Communications

[ ] : exclusive of Iwate, Miyagi and Fukushima

# HRD support Program for the young workers

The Program is incorporated into the Emergency  
HRD・Employment Support Fund  
Supplementary Budget for FY2012 : 60 billion  
yen  
(Utilization of the remaining amount of the said Fund  
will enlarge the size of the project up to around 80  
billion yen.)

Strengthening the program of “Support for rechallenging” in the early stage of the young people, aiming for their vocational independence

## Grant for supporting HRD and stable employment for the young people (Youth Challenge Grant)

Project Size: 72.8 billion yen

Subsidies will be provided to the employers in case that they provide the vocational training (3 month ~ 2 year period, utilizing the Job-Card system as well as in other trainings) for the their young workers or that a trainee is employed stably as a regular worker.

### Content of Subsidy

(Grant for Training ) 150 thousand yen/month per person  
(Grant for the regular employment) 500 thousand yen will be paid for 1 year stable employment and another 500 thousand yen will be for another 1 year stable employment

Enhancement of  
Vocational Ability



Toward Vocational  
Independence of the young

## Regional Youth Support Station Program

### 1. Consultation Support Service at Youth Support Station

Consultation support by professionals will be provided at the Youth Support Station, to assist with employment for young people including the NEET.

### 2. Promotion of collaboration between the Youth Support Stations and Schools

Supporting for the students through home-visit and for the dropouts by sharing information on them with schools, will be done with building collaboration system with schools.

### 3. Intensive Training Program for the young unemployed, etc.

Supporting aggressively with the employment for the young including “NEET”, by assisting with their livelihood including by a training camping style and by conducting practical training at enterprises intensively.

#### Content of Subsidy

3: Intensive training program for the young unemployed

**(Training Grant) Maximum 100 thousand yen per person /month**

Project size: 6 billion yen

**Rousing  
eagerness for  
employment**

**Toward “Vocational  
Independence of the young”**



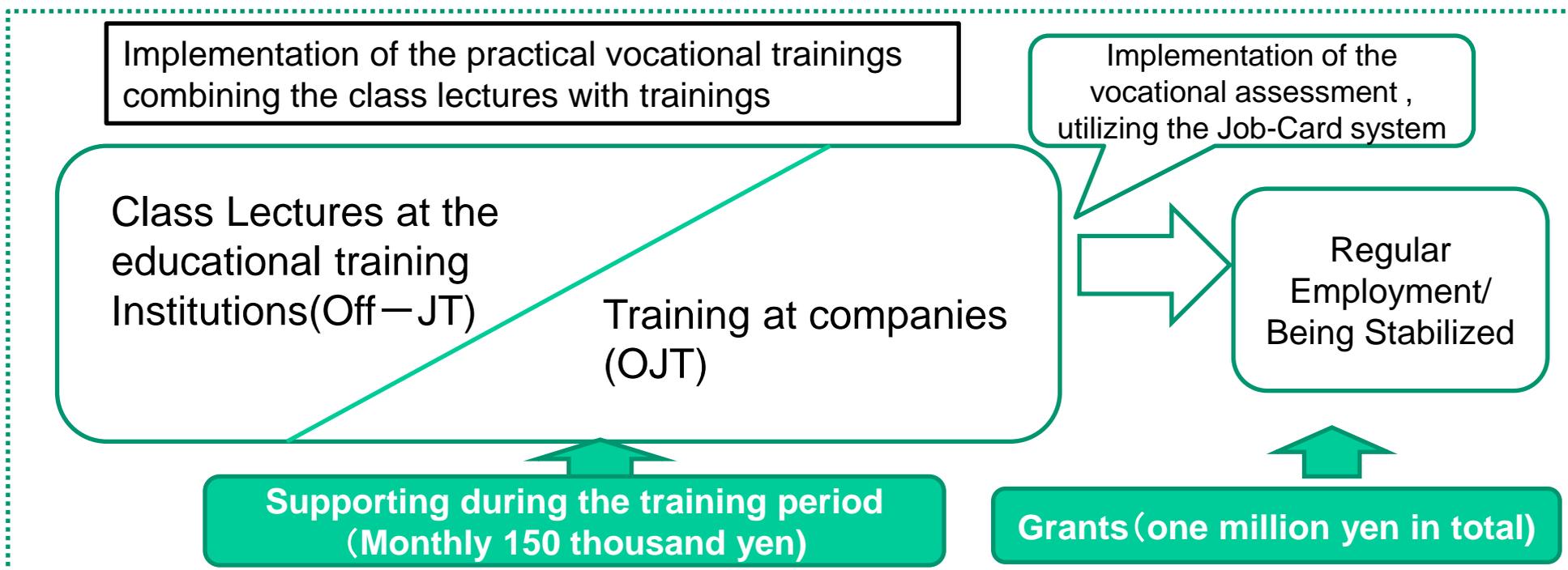
# Grants for HRD and Stable Employment for the young people

Program will be incorporated into the Emergency HRD and the Employment Support Fund

**Project Size :72.8 Billion Yen**

## Content of Program

- Supporting the employers who is to hire the trainees as their regular employees (to fulfill and strengthen the vocational trainings, which utilize the job-card system) after implementing the practical vocational training, which is combined the class lectures with trainings for the non-regular young workers.
- **Target** : Young non-regular workers (Under the age of 35)
- **Content of Support** : Supporting the employers who implement the practical vocational trainings (3 months to 2 years) for the target workers. Further the grant will be provided to the employers in case that they employ the trained workers regularly and that their employment becomes stable after finishing vocational trainings.
- **Subsidy Amount** : 150 thousand yen will be granted monthly, 500 thousand yen will be paid for 1- year period of the stable employment and another 500 thousand yen for another year period of stable employment.



# Regional Youth Support Station Project

Amount of Extra Budget for FY2012 : 6 billion yen (0 yen)

- Despite the decrease in the population of the young people, the number of the NEET has remained large. Assisting with the employment of the young including NEET etc, is the crucial measure, which enables those who are at risk of being plunged into the public assistance system in future to become economically independent and supporters for the society.  
Comprehensive supporting measures must be taken to support them continuously on individual base, considering each circumstances.
- For this to be accomplished, network among the regional youth support institutions are to be established through collaboration with the local governments. As its base, “regional youth support stations” will be operated to support the young(the NEET, etc) in determining their future paths like employment and so on. (This program started to operate in 2006).
- Utilizing the extra budget for FY2012, the operation bases of Youth Support Stations will be increased, which aim to prevent the above stated young from becoming NEET beforehand by promoting the support for students and dropouts through “program to promote collaboration between the Youth Support Stations and schools”. Furthermore, “Intensive training program for the young unemployed”, in which their livelihood is supported including in the camping style and on-the-job trainings are intensively conducted, will be implemented to support strongly the employment of the young like NEET, etc.

To be continued

Regional Support Center for the retreats

General Consulting Center for Children and the young

Job Cafe

Community Centers

Vocational Training Institutions

### Central Center for self-sufficient young

(1 place in the country)

Training for the staff of the Youth Support Stations, Meeting for Exchanging information, Task Instructions, Collecting and providing Information, etc.

Guidance (Refer)

Schools

Collaboration

### Regional Youth Support Stations (160 stations)

○ Program for Consultation Support at Youth Support Stations

General Coordinator

Career Consultant

Assisting with School Visit (Prevention of NEET)

- Implementing Professional Consultation for vocational independence by Career consultants, etc.
- Implementation of various programs (job experiences at workplaces, etc)
- Enlightenment through various seminars and Guidance((Refer) to other youth supporting institutions,

Collaboration Promotion Leader

Clinical Psychotherapist (in charge of Visit support)

○ Program for Promoting Collaboration between Youth Support Stations and Schools

- Outreach for the students at school (Visiting Support)
- Enforcing support for dropouts through information sharing between Youth Support Stations and schools
- Supporting with relearning for those who have been long absent from school

Re-learning supporter

○ Intensive training program for the young unemployed

- Supporting the livelihood, including in the camping style and implementing intensive OJT
- Provision of basic ability by OJT training
- Supporting for acquisition of basic qualification
- Acquisition of basic knowledge on job-search activities

In charge of IT control

Maximum amount of 100 thousand yen monthly per trainee is grant ed.

Students who need assistance

Visiting Supporters

Dropouts who need assistance

Visiting Supporters

Hello Work

Determining Career Path

# **5 Job Card System**

# Job Card System Overview

## ■ Background

- During the recent downturn in employment, non-regular employees including young adults working as part-timers unable to find employment as regular workers, females wishing to reenter the workforce after raising children, and single mothers
  - lack opportunities to build their vocational abilities, or
  - find it difficult to gain proper recognition for the quality of their work and vocational abilities even after accumulating work experience because they have worked as non-regular employees, a circumstance which also creates obstacles to securing employment as regular employees.
- In addition, it is necessary to promote a shift to more stable employment targeting a wide range of job seekers, etc. under the current severe employment situation.



## ■ Required measures

It is necessary to provide assistance to the above-described individuals to effect more stable employment, including regular employment, through career consulting, practical vocational training, the evaluation of ability after training, etc.



Shift to stable employment through three-step assistance **utilizing job cards**

### Career Consulting

Clarifying the purpose of and desire for employment through a review of previous work experience, certifications, and strong points to appeal to prospective employers



### Practical vocational training

Acquiring practical abilities required by companies through vocational training combining OJT and Off-JT.



### Evaluation of ability after the training

Clarification of vocational abilities through objective evaluation by companies or training organizations that can be used to appeal to prospective employers.



Employment

# Details of Job-Card System

## Purpose of the System

Job-Card system is for the purpose of promoting the transition to the stable employment through the promotion of matching between the job-seekers and the companies, and of acquisition of the practical vocational abilities by promoting :

- ① Implementation of Career Consulting utilizing the job-card by career consultants with knowledge to certain extent
- ② Provision of the opportunities to attend the practical vocational training (Vocational Ability Formation Program), including the one combining the OJT with the class lectures at the educational training institutions , etc.
- ③ Utilization in the job-seeking activities of the Job Card, in which the information of the vocational ability evaluation after the training is gathered other than the history of job experiences that is overhauled through the career consulting using the Job-Card.

### Provision of Career Consulting

**Issuance of the Job Card with description of the job experiences**  
 The number of issuance: 830 thousand (as of Feb. 2013)

Job-Card  
 Utilization of Personal History Sheet, Job Experience Sheet, Career Sheet

**Job Applicants**

Overhaul the job experiences, personal history and training experiences

Clarification of the vocational awareness and challenging issues in shaping the careers

 "Based on my job experiences so far, I have become able to explain my strong points." I have become able to explain my feasible job requests.

**student**

Using the job card for students

Overhaul the study history and the experiences in internship and part time jobs, etc.

Nurturing the career awareness and clarifying the vocational awareness

### Provision of Vocational Training

Practical Vocational Training combining OJT and Off-JT

○Employed type Training  
 Companies employ the young who have not hired as a regular employee to train them.

- Fixed-term training
- Practical human resources development system
- Challenge Grant for the young

○Japanese-style Dual System  
 Prefectures outsource the training to the private educational training institutions

○Public Vocational Training (training for the displaced workers and those for newly graduates)  
 Targeted mainly for the insured of the employment insurance

○Training for supporting the job-seekers  
 Targeted for the unemployed who cannot receive the unemployment premium

### Evaluation of Vocational Ability

**Issuance of the Job Card with description of the evaluation for the completed trainees**  
 The number of issuance: 360 thousand (as of Feb. 2013)

Completed trainees Job-card, Using the evaluation sheet

(Training implementing companies or those institutions  
 Vocational ability evaluation is done after the training, which evaluation result is described in the job card

 "Writing a Job Card clarifies what skill is lacking." "Even if I could not be employed by the training company, I feel confident that it will be utilized in my job-seeking activities as one of my training accomplishments."

Employed at the trained company

Employed at the other company

**Get employed without having trained**

# Promotion of the Job-Card System

## Budget for FY2013

Promoting the smooth employment for the trainees who get the job-card through the promotion of utilization of the job-card at the public vocational training or at the training supporting for the job-seekers, exploration of the “companies which support the dissemination of the job-card” by utilizing it as application references in the job interviews, and collection and dissemination of the good case examples utilizing the job-card for students.

### 1 Promotion of the training combining the OJT and classroom lectures

- Support for the employers who implement the training
  - ① Subsidy for upgrading careers 900 million yen
  - ② HRD Support Program for revitalization of Japan 30 billion yen(※1)
  - ③ Subsidy for promoting career formation 2.8 billion yen

### 2 Promotion of dissemination of the Job-Card System

- (1) Promotion of the dissemination of the Job-card by setting up the job-Card Centers and the like. 1.73 billion yen
  - ※ Regional Job-Card Centers : 47 centers, Support Centers : 58 centers
- (2) Promotion of the smooth employment for the new-graduates at the Small- and Medium-sized companies, utilizing the job-Card for Students 10 million yen
- (3) Nurturing the registered career consultants responsible for issuance of the job-card 0.1 billion yen

### 【 Supplementary Budget for FY 2012】

Grant for supporting the HRD and stable employment for the young (The Youth Challenge Grant) 72.8 billion yen (※2)

※1 Described is the whole size of the business (Inseparable solely into the grant for the fixed-term apprentice type training)  
(Grant for supporting the nurturing the non-regular workers)

※2 The size of business is described.



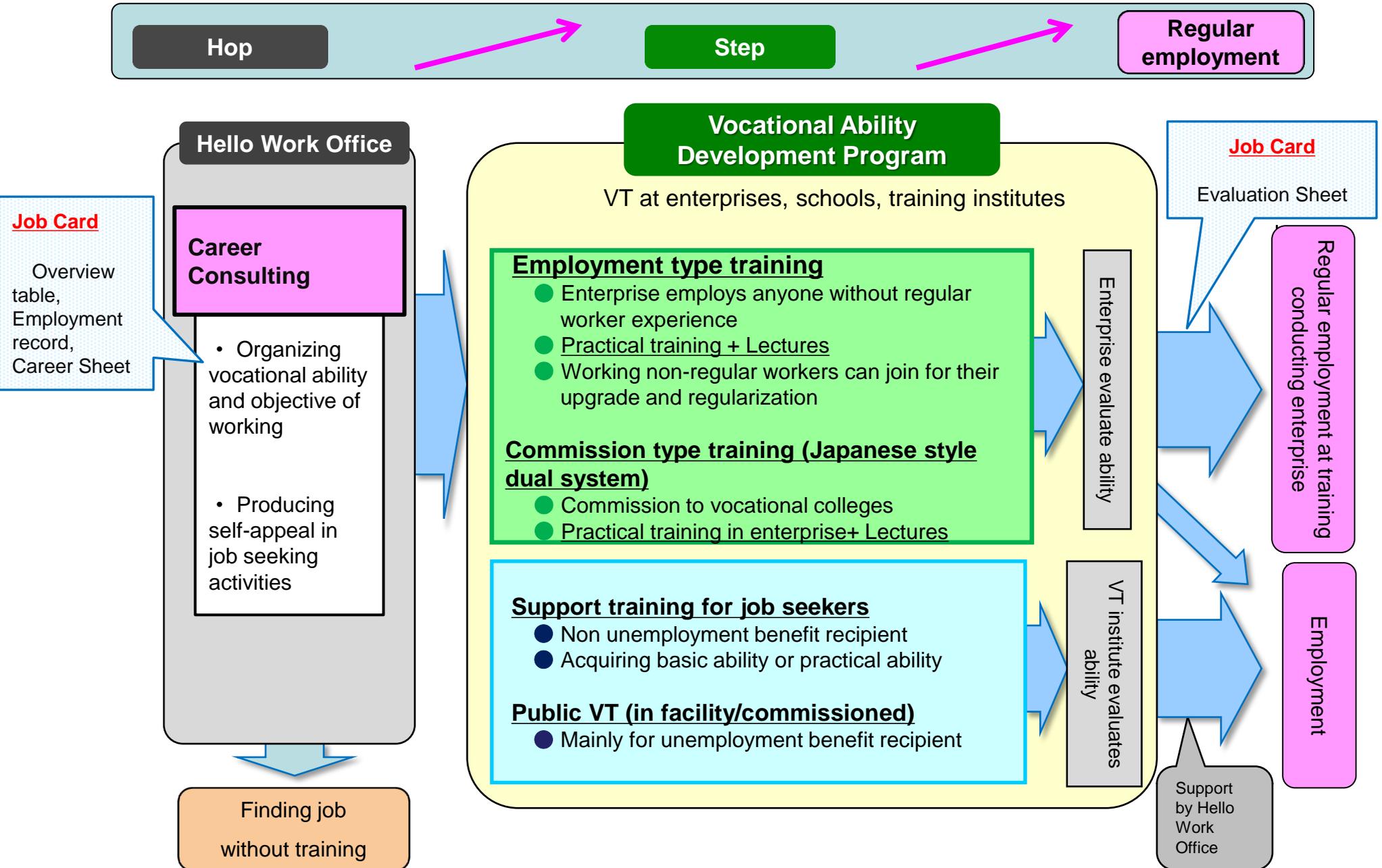
<b>Improvement in working conditions</b>	Subsidy is provided in case that on preparing the table on the basic wage of all fixed-term employees, the wage is revised to increase by more than 3%.	Ten thousand yen per worker (7.5 thousand yen) ※ In case of utilizing “evaluation on duty”, 100 thousand yen (75 thousand yen) per employer is added
<b>Health Care</b>	Subsidy is provided in case that the physical checkup for the fixed-term employees is regulated and more than 4 of them get checked.	400 thousand yen per business entity (300 thousand yen)
<b>Part-time regular employee</b>	Subsidy is given in case that transition to a part-time regular employee from a fixed-term employee or a full-time regular employee, or a part-time regular employee is newly hired	200 thousand yen per worker (150 thousand yen) ※In case that the target worker is a mother of a single-mother household or a father of a single-father household, 100 thousand yen is added to the above amount
<b>Increase of the working hours for the part-time workers</b>	Subsidy is given in case that weekly working hours of 25 or less than 25 hours increase to over 30 hours	100 thousand yen per worker (75 thousand yen)

(Note1) As for dispatched workers, it is applied in case of being directly employed by the dispatched workplace. As for conversion to the indefinite term employment, it applied, limited only to the fixed-term workers with total employment period within 3 years.

(Note 2) In case of the priority areas, the subsidy for the expense is limited up to the amount of 300 thousand yen(200 thousand yen) through the Japan Revitalization HRD Support Program. (implemented in Jan., 2013)

※Integrating and abolishing the subsidies for promotion of the equal treatment/regular employment and for promotion of Career formation (part), Special subsidy for stabilization of the employment for the dispatched workers, menus are renewed and those subsidies are established as a new subsidy system.

# Employment promotion by Job Card System



# Vocational Training utilizing Job Cards

	Employment Type Training			Public Vocational Training			Job Seeker Support Training
	Fixed-Term on-the-job Training Program	Practical Human Resource development System	Challenging training for the youth	Training for individuals seeking re-employment		Training for Recent Graduates	
				Commission Type Training	In-facility Training		
Intended participants	<ul style="list-style-type: none"> <li>• Anyone with little or no experience of being a regular worker</li> <li>• Non-regular workers in the enterprises</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals between 15 and 44 years of age</li> <li>• Non-regular workers in the enterprises only shifting to regular workers.</li> </ul>	<ul style="list-style-type: none"> <li>• Non-regular workers below 35 years of age</li> <li>• Non-regular workers in the enterprises</li> </ul>	Job seekers who register to Hello Work Office	Job seekers who register to Hello Work Office	High school graduates, etc.	Individuals who are not eligible to receive unemployment benefit
Period	3-6 months	6 months - 2 years	3 months - 2 years	3 months - 1 year	6 months - 1 year	1-2 year(s)	3-6 months
Purpose	Shifting to regular workers through practical training under employment	Becoming core workers at workplace through practical training under employment	Shifting to regular workers through practical training under employment	Developing practical vocational ability utilizing private institution	Acquiring necessary knowledge & skill for re-employment at public institution	Fostering skilled workers at public institutions	Developing from basic to practical vocational ability utilizing private institution

# Dissemination and Promotion of Job-Card System

## Labour Bureau (Prefectures)

PR and Enlightenment of overall Job-Card System to a wide range of peoples including job-seekers

### Setup and Management of Regional Job-Card management headquarters

Prefectures

Laborers and Employers' Organization

Private educational training institutions (Fund training· Contracted training institutions)

JEED

Hello Work, etc

- Implementation of Career Consulting with Job-Card
- Guiding to the program shaping the vocational ability

Job-seekers

Collaboration

## Central Job-Card Center (Nation-wide Employers' Association)

- PR and dissemination of the Job-Card System
- Instruction and arrangement of the tasks at regional job-card centers

### Regional Job-Card Centers (47 centers)

#### One center for each prefecture (prefectural-and municipal-level employers' association)

✧ Collaborating with business organizations and educational training institutions

- PR and Enlightenment of Job-Card System
- Implementation of seminars by trainers and assessors
- Promotion of utilization of the programs shaping the vocational abilities

**Regional Job-Card Support Centers (58 centers)**  
(municipal level employers' associations)

- Developing, Registering and Coordinating of corporations implementing training for employed workers and educational training institutions
- Implementing the career consultation for employed workers
- Supporting with making the training program, etc.
- Grasping the training implementation status and giving guidance, and grasping the employment situations after completing trainings, etc.

- Promoting corporations to utilize job-card at job interviews (Seeking the companies who support dissemination of the job-card)

Corporations

Job-Card Center

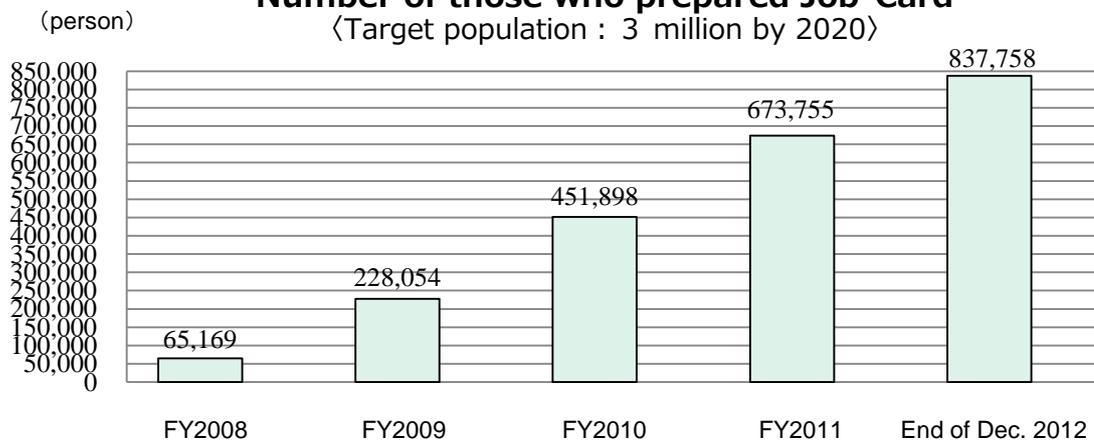
To be continued

# Promoting status of Job Card System (As of End of Feb. 2013)

<b>Number of those who obtained Job-Card (person)</b>		<b>837,758</b>	
	Attendance in the developing vocational ability programs	652,406	
	Job Card for students	(1,982 person (※1) )	
	Miscellaneous (general job seekers, etc.)	185,352	
<b>Attendance in the developing vocational ability programs (person) [ graduates ]</b>		<b>652,406 [ 365,219 ]</b>	<b>(Reference) Employment Rate(※6)</b>
	Training for employed workers (April, 2008 ~ ) (※2)	49,304 [ 31,884 ]	94.9% (82.1%)
	Outsourced training (April, 2008 ~ )	123,594 [ 94,843]	76.8%
	Public vocational training (April, 2012 ~ ) (※3)	124,885 [ 32,611 ]	Indoors : 83.3% Outsource : 68.2%
	Job seeker support training (Oct, 2011 ~ )	140,131 [ 46,170 (※4) ]	Basic : 73.4% Practical : 75.2%
	Fund training (April, 2011 ~ ) (※5)	214,492 [ 172,363 ]	81.3%
<b>Number of companies supporting dissemination of Job Card</b>		<b>17,170 (companies)</b>	

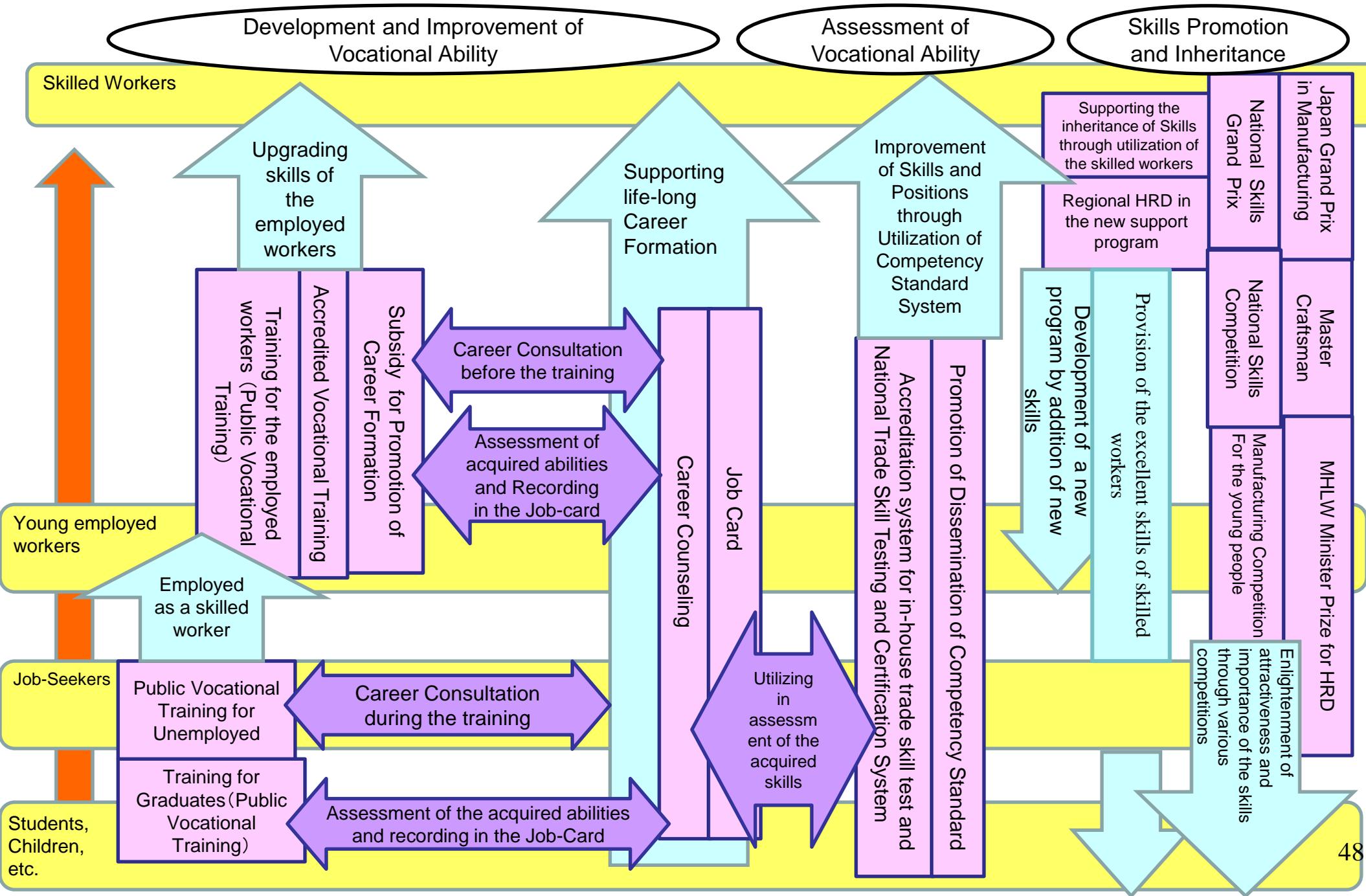
- ※1 : The figure is the cumulatively calculated one of the attendance in the vocational ability formation program and those who have got others( general job-seekers).
- ※2 : Attendance in the vocational ability formation program (completed) is not the same as the total of the attendance of each training, excepting the cumulated figure.
- ※3 : The figure shows those who attended in only trainings for the unemployed (Real figures of the training for graduates are made clear in the next year)
- ※4 : The number of those completed the trainings supporting the job-seekers is for the training which opened in FY2011 and finished in September, 2012.
- ※5 : The number of those completed the Fund Training and their employment rate is for the courses which opened after April 2011 and completed September, 2012
- ※6 : The rate of employment is for those who have got employed at this time (As for the training supporting job-seekers, it is for FY2011 at this time.)  
(However, the figures shown in the bracket in the "training for employed workers" is the number of the regular employees excluding non-regular workers)

**Number of those who prepared Job-Card**  
 (Target population : 3 million by 2020)



# **6 Vocational ability evaluation and promoting trade skills**

# Development of policy on the Skills Promotion

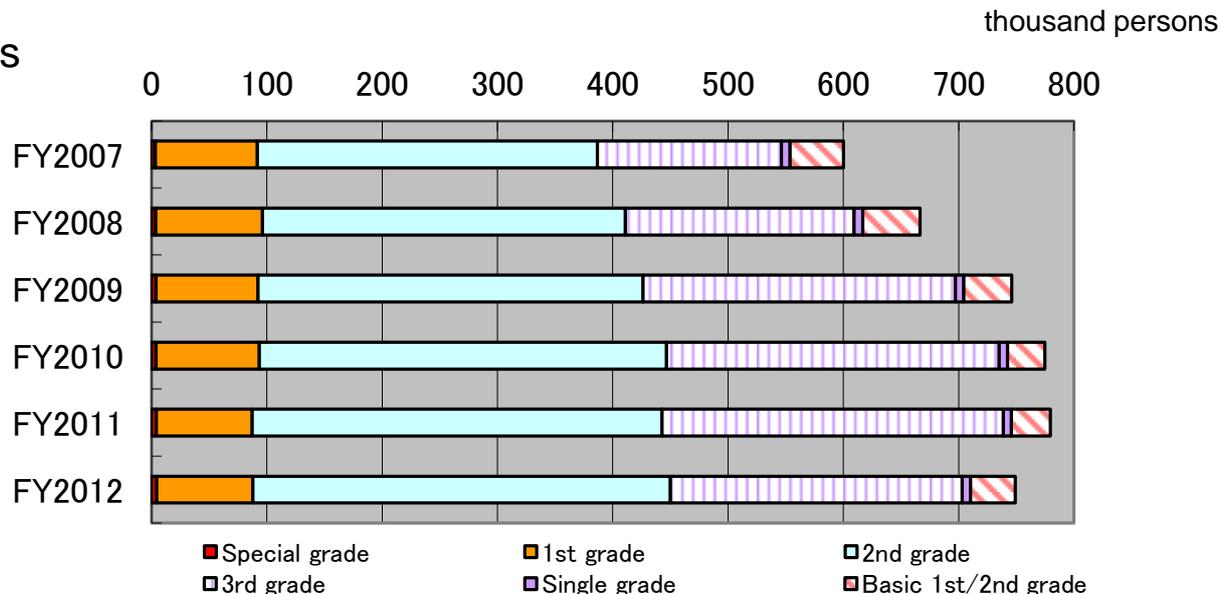


# Vocational ability evaluation system

## National Trade Skill Testing

- The central government tests workers' skill based on standards and officially certifies them. Established in 1959 by Human Resources Development Promotion Act.
- The skill tests are conducted with both practical and written test by each trades. As of April 2013, there are 128 trades by grade, namely Special grade, 1<sup>st</sup> grade, 2<sup>nd</sup> grade, 3<sup>rd</sup> grade and single grade. A person who passed is given a title "Certified Skilled Worker".
- In FY 2012, 749 thousand candidates applied the skill tests and 285 thousand were passed. Totally 5.2 million persons have been passed since 1959.
- ※ A designated examination organization system was innovated in FY 2001 to utilize private sector. (14 trades tests are conducted as of May 2013)

### ○ Number of candidates



# List of National Trade Skill Testing (128 trades)

Field	Trades
Building construction	Carpentry, Platform frame construction, Tile roofing, Scaffolding, Plastering, Furnace construction, Architectural block laying, ALC panel work, Tiling, Plumbing, Kitchen equipment installation, Molding box making, Reinforcing bar assembling, Fresh concrete pumping, Waterproofing, Resin adhesive grouting, Interior finishing, Heat insulation, Curtain wall finishing, Sash setting, Automatic door installation, Balcony installation, Glazing, Well point installation, Traffic sign and lane making, Well boring, Painting, Landscape gardening, Refrigeration and air-conditioning, equipment installation, Stonemasonry, Building sheet metal work, Advertising arts
Ceramics Pottery making	Making ceramics and porcelain
Metal processing	Machining, Electric discharging machining, Die making, Metal press, Iron work, Factory sheet metal work, Plating, Aluminum anodizing, Thermal spraying, Metal spring manufacturing, Finishing, Cutting tool grinding, Metal melting, Casting, Forging, Metal heat treatment, Powder metallurgy, Die casting, Metal material testing
General machinery & Instruments	Machining, Electric discharging machining, Die making, Metal press, Iron work, Factory sheet metal work, Plating, Aluminum anodizing, Thermal spraying, Metal spring manufacturing, Finishing, Cutting tool grinding, Metal melting, Casting, Forging, Metal heat treatment, Powder metallurgy, Die casting, Metal material testing General machinery and instruments
Electric & precision machinery and instruments	Electronic circuit connecting, Electronic equipment assembling, Electric equipment assembling, Semiconductor products manufacturing, Printed circuit board manufacturing, Vending machine adjustment, Optical equipment Manufacturing, Copy machine assembling, Electrical circuit drawing
Food	Bread making, Cake and Japanese confectionery making, Noodle making, Ham, sausage and bacon making, Fish/meat paste food making, Miso making, Sake brewing
Garment and fiber products	Dressmaking, Tailoring, Kimono making, Bedclothes manufacturing, Canvas goods manufacturing, Cloth sewing, Knitted goods manufacturing, Dyeing
Timber, wood products, sand paper processing	Machine woodworking, Wood pattern making, Crafts Cabinet making, Joinery, Tatami making, Carton box and corrugated cardboard box making, Paperhanging
Plastic products	Plastic molding, Reinforced plastic moldings
Precious metals and accessories	Watch repairing, Precious metal accessory making
Printing and bookbinding	Plate making, Printing, Bookbinding
Others	Web design, Carrier counseling, Piano tuning, Financial planning, Intellectual property management, Teller service, Kimono wearing, Restaurant service, Building facilities management, Information wiring, Window film installation, Cooking, Building cleaning, Housing cleaning, Industrial washing and cleaning, Rope processing, Artificial limb and prosthetic products making, Stage effects adjustment, Visual merchandising, Floristry, Horticultural decoration, Industrial packaging, Photography, Chemical analysis, Paint mixing, Seal engraving



# Vocational Ability Evaluation Standard (2)

“Vocational Ability Evaluation Standard” is developed by classification of ability into 4 levels from young employees to managers by industry, occupation and operation. 9 types of VAESs have been developed which target inter-industrial office and 48 types of VAESs have been developed which are classified by the type of industry.

typical example ~supermarket industry~

Form No.1 Overall structure

occupation	duty	Level 1	Level 2	Level 3	Level 4
Sales	Sales				
	Sales-Processing				
	Checker				
	Shop management				
Project Management	Project Management				
Product Development	Product Development				
Marketing	Marketing				

Form No.3 「Counter selling (Level 1)」 VAES

Name of ability units : counter selling

		Level 1	Level 2	Level 3	Level 4
		Unit number 08S0011.11			
Selective Ability units	Ability unit	Counter selling			
	outline	Ability to implement counter selling as a policy for sales promotion according to the own shop's sales strategy.			
Ability details		Standard for performance			
①Understanding for counter selling		○Understanding the effect and purpose of counter selling which leads to presence and prosperity like a retail store and also leads to sales promotion at a grocery supermarket that mainly sells products by "self-serving" way. ○Understanding the counter selling can integrate customer's requirement because it has more customer contacts than self-serving. ○Understanding the sales strategy for counter selling formulated by head office and shop. ○If notice about the ambiguous point through the implementation of counter selling, asking the questions to sales manager or product manager and solve it.			
		○Performing tasks with department's sales strategy or effect and purpose of counter selling in mind. ○Waiting on customers with a smiling face and selling products by using terminology for customer service correctly. ○Waiting on customers with care. ○Taking orders correctly, wrapping items appropriately and inputting a price precisely. ○Attending to keep sales floor in a sanitary condition by sprinkling with water regularly and replenishing stocks.			
②implementation of counter selling		○Making a good Judgment which information customers need by customer's attitude or inquiry details. ○Proposing good suggestion to customers, understanding produced area, character, and cooking method of each item. ○Explaining to customers clearly by using easy terms., ○Appealing selling points of important products, increasing customer's desire to buy. ○Certifying whether the provided information matches customer's needs or not.			
		○Reflecting whether counter selling matches the purpose or not by the end of the day, utilizing results from the following day. ○Reporting questions, remedies and customer's needs to sales manager or shop manager.			
③explanation of products					
④counter selling reflection and report					
●required knowledge		1. fundamental principle of enterprise 2. sales plan • core product • sales targets • plan for in-store promotion etc. 3. hygiene management 4. conversation according to the time, place and occasion • terminology for customer service • usage of honorific expressions • speech etc. 5. merchandise knowledge • best season for products · novelty • usage · production areas • how to eat delicious • cooking method etc. 6. customer point of view 7. method of display 8. manual			

Form No. 2 「Sales duty」 Ability Units List

Duty : Sales  
 Contents of duties : Shop management, Sales, cooking · processing, checkout..  
 Classified into "Sales", "sales/processing", "checker", "shop management" duties according to the contents of duties.

< Common Ability Units >

Duty	Ability Units	Level 1	Level 2	Level 3	Level 4
Common duty	Compliance (shop)				
	Promotion of customer satisfaction (shop)				
	Contribution to the regional society (shop)				

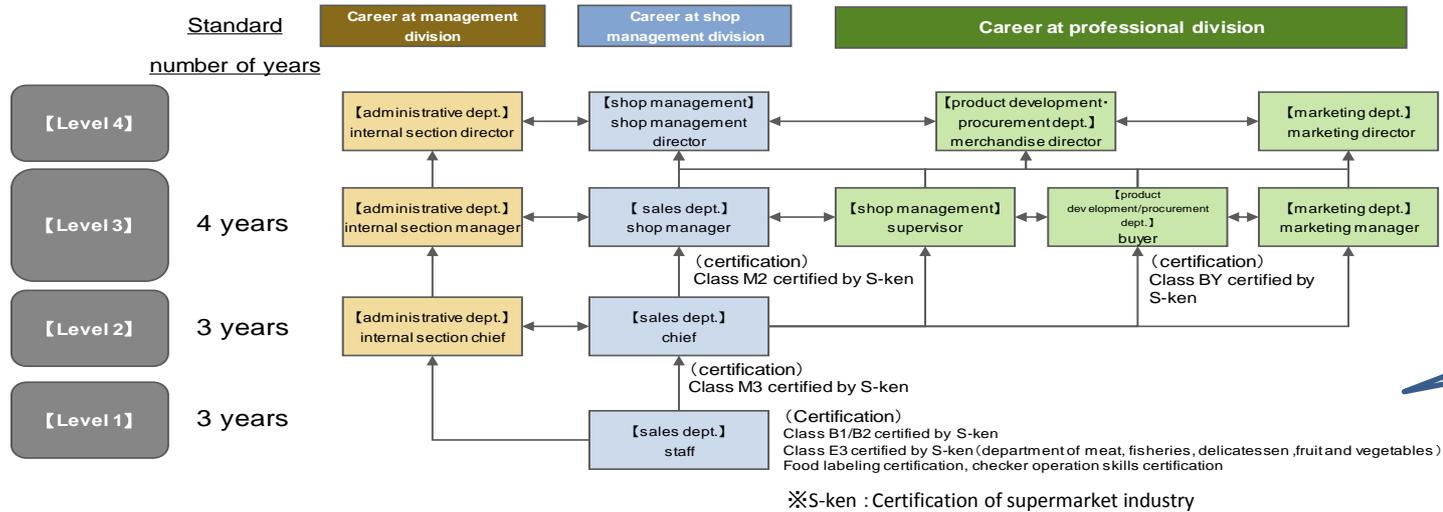
< Selective Ability Units >

Duty	Ability Units	Level 1	Level 2	Level 3	Level 4
Sales	Counter selling				
	Ordering · Inventory control				
	Display				
	Sales promotion				
Sales/Processing	Counter selling				
Checker	Checkout operation				
Shop Management	External negotiation (shop)				

# Creation of “Career Map” and “Vocational Ability Evaluation Sheet” as tools for vocational ability evaluation standard

~supermarket industry \* in-home care industry \*telecommunications construction industry \*hotel industry (FY 2010, 2011)  
 ~building maintenance industry \*apparel industry \*screw manufacturing industry \*Japanese-style inn industry (FY2012)

## ○ Career Map typical example ~supermarket industry~



**【Effect】**

- Strengthen the employee’s sense of purpose and encourage them to take concrete actions by showing them ways to develop their career.
- Realize to acquire efficient techniques and skills by activating communications between the bosses and subordinates.

## ○ Vocational Ability Evaluation Sheet typical example ~supermarket industry~

(Sales staff, Sales duty Level 1)

### I Common Ability Unit

Ability Unit	Detailed Ability	Standard for Performance	Self-Evaluation	Evaluation by the boss	Comment
Compliance(at shop)	①Understanding laws and ordinances	1 Understanding laws and ordinance and possessing the pride of a professional, consciousness of social responsibility, professional ethic, etc. Understanding the concrete example of legal and ethical problem. Also understanding effects of the influence of that problem.	○	○	Understanding sufficiently and practicing the action which he should take, rules to be observed.
	②Compliance	2 Make a clear distinction between public matters and private matters and take the lead in showing action according to the laws and ordinances. When facing with legal and ethical problem, looking for a better solution by asking a boss or colleagues.	○	○	
Promotion of CS (Customer Satisfaction) (at shop)	①Grasp of CS-concerning policy	3 Understanding company’s policy for CS in connection with own duties and services to provide customers.	○	○	It’s better for him to utilize customer’s opinions and requests to improve daily work.
	②Implementation of CS policy	4 Take initiative for implementing CS policy on daily work. Being aware of the representative of a shop, listening the customer’s voice, drawing the customer’s opinions or requests.	△	△	
Contribution to community (at shop)	①Grasp of a role expected by the community	5 Having knowledge and awareness of corporate social responsibility and regional contribution, understanding policy for contribution to region decided by the headquarters. In addition, taking part in regional events.	○	○	He can act positively by participating in the regional event voluntarily.
	②Promotion of contribution to the community	6 Take the real situation of community into account, promoting the work planning for contribution to a community and implementing the policy for safety and environmental contribution at inside and out the store.	-	-	

**【Effect】**

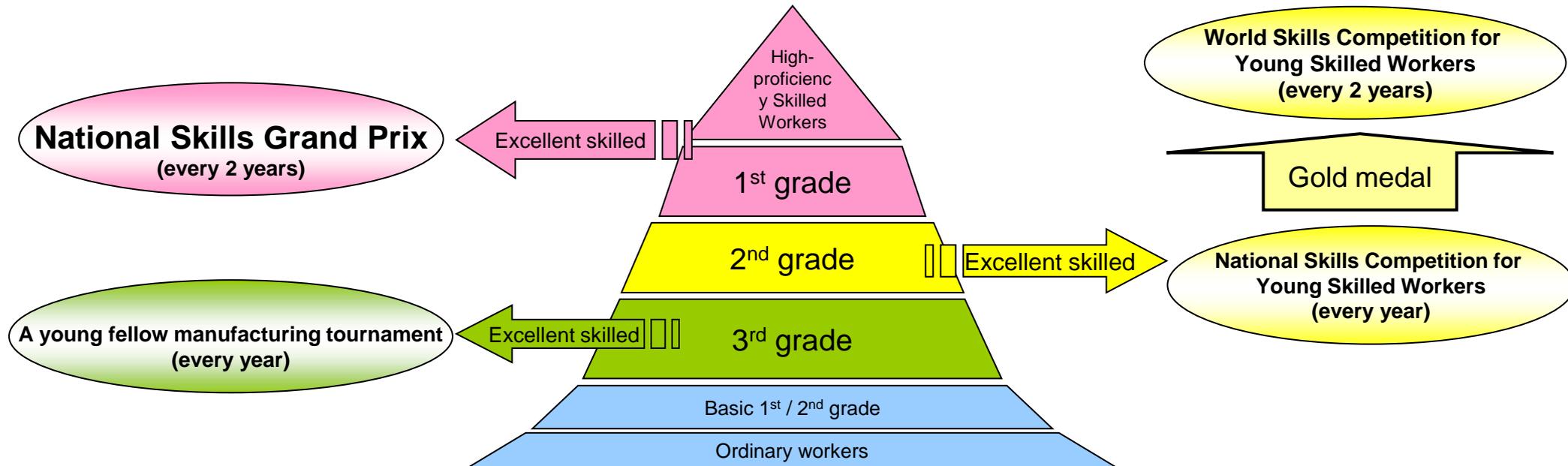
- Enable to grasp the following points concretely.
  - What level you or your subordinate are reaching.
  - What you need to acquire to reach next level.
- Enable to grasp proficiency level by using this sheet periodically.

# Overview of competitions

○Promoting skill competitions such as National Skills Competition for Young Workers for young people's awareness of employment and smooth succession of skill.

	National Skills Grand Prix	National Skills Competition for Young Skilled Workers	A young fellow manufacturing tournament
Objective	This competition has aimed to <u>further improve skills of certified skilled workers, raised their status, and promoted trade skills</u> by showing their skills to general public.	This competition aims to give a goal of the top to young workers and improve their skills as well as to raise the <u>public awareness of skilled work</u> . (In even number of year, the completion has a role of preliminary of World Skills Competition for Young Skilled Workers)	This tournament aims to give young people who are in the acquisition process of skills a goal, and promote their employment and expand youth person skills by improving skill.
Eligibility	Certified skilled worker of <u>special grade, 1st grade or single grade</u> .	Certified skilled worker of <u>2<sup>nd</sup> grade</u> or upper and aged <u>23 and under</u>	Trainee who is <u>aged 20 and under</u> in the acquisition process of skills in technical high school, technical junior college, public VT institutes or accredited VT institutes.,
Level	Upper level	Upper or intermediate ( <u>2<sup>nd</sup> grade</u> or upper)	Basic (equivalent to <u>3<sup>rd</sup> grade</u> )
Trade	sheet metal for building, dyeing adjustment, tile-roofing, etc.	Trades which are implemented in World Skills Competition for Young Skilled Workers, supposed to contribute to improve young workers or to raise the public awareness of skilled work.	Lathe, electronic equipment assembly, construction carpenter, etc.

<correlation diagram>



# Outline of Award for Outstandingly Skilled Workers

## Intent

The purpose is ① to make the feeling of skills respect permeated widely in the society in order to improve the status of the skilled workers and skills standard ② for the young people to become a skilled worker with pride and hope in accordance with their ability and aptitude to devote himself to his job.

## Determination of the prize winners

Prize winners are to be determined among the persons, who fulfill all the requirements stated below and are recommended by the Prefectural Governors, the employers' associations or the confederations, General Incorporated Associations or General Incorporated Foundations, or other organizations which are recommended by this prize winners, by the Minister of Health, Labour and Welfare through the hearing from the committee members of screening the prizewinners for the skilled workers.

1. Persons who have outstandingly excellent skills
2. Persons who are now engaged in the jobs requiring the skill
3. Persons who have contributed to promotion of the welfare for the workers and to development of the industry through the skills
4. Persons who are recognized as a model for other skilled workers

## Awarding

The Award has been granted by the Minister of the Health, Labour and Welfare to about 150 prizewinners of the outstanding skilled workers by presenting the certificate of merit, the seal plaque, the seal emblem and reward (100 thousand yen). 5,438 of outstandingly skilled workers have been awarded since the first awarding ceremony in 1967 until the 46<sup>th</sup> in 2012.

### Seal of the outstanding skills (Plaque)



### Seal of the outstanding skills (Emblem)



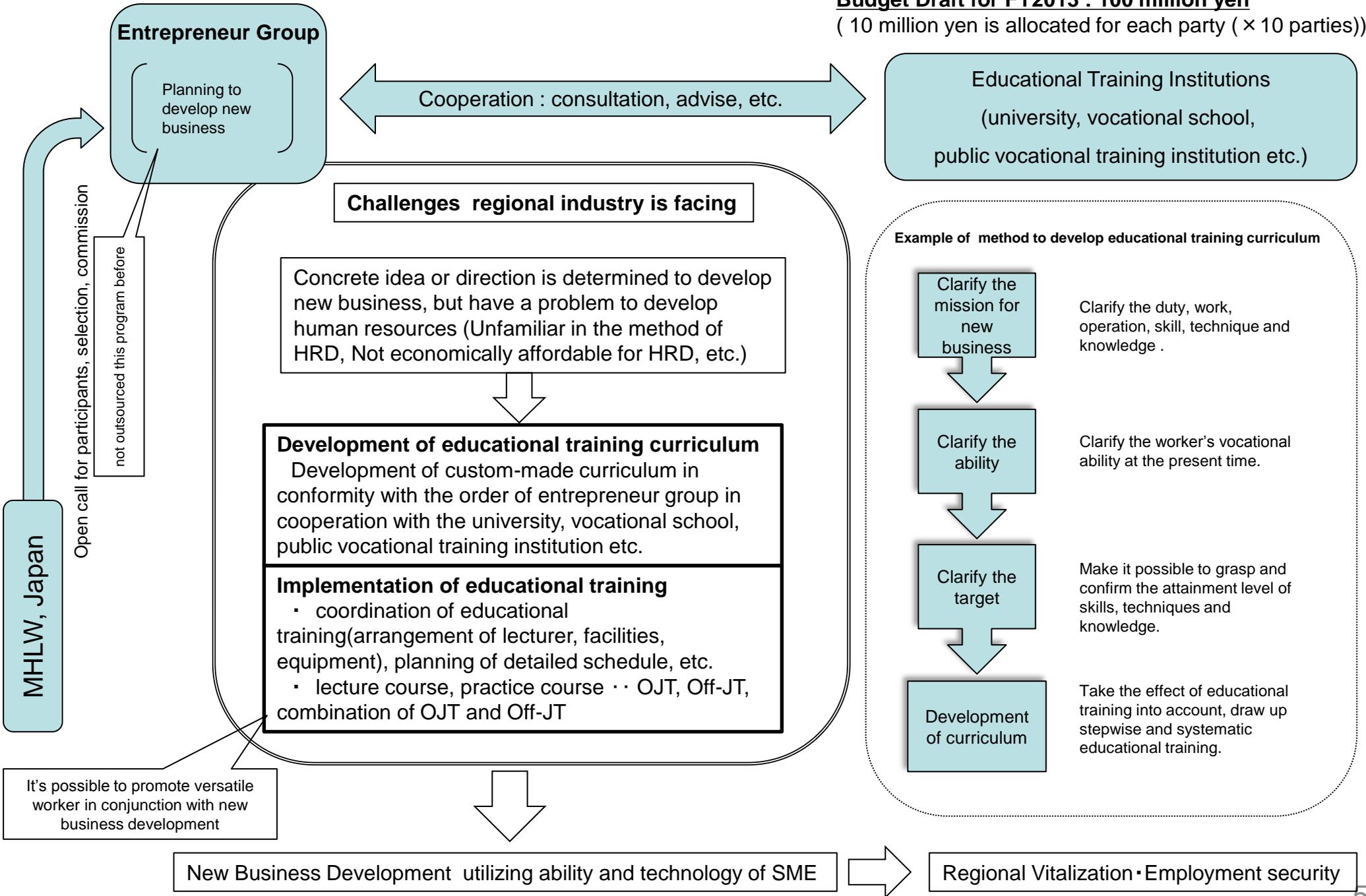
Surface



Reverse

# Overview of HRD Support Program for New Business Development Area

**Budget Draft for FY2013 : 100 million yen**  
 ( 10 million yen is allocated for each party ( × 10 parties))



# Outline of HRD for young skilled workers for FY 2013 (Budget Draft for FY 2013 : 3,374 million yen)

## Current Status · Agenda

Current Status : unpopularity of manufacturing and skills with the young people  
 Agenda : Arrangement of the environment encouraging the willingness of the young to be skilled workers, Nurturing the workers with high level skills to be the foundation of the industries

## Measures

- “Master of Manufacturing “ System Founded  
 Masters instruct various practices like effective inheritance of skills and nurturing of successors to the young skilled workers, utilizing the issues of the skills competition.
- Regional Skills Promotion  
 Aiming for nurturing the awareness of “skills respect “ by the creative ideas proposed by those who concerned in the regions, through the project for enlightenment of the awareness with utilization of the national skilled workers, as well as aiming for upgrading skills of the national skilled workers.

## Central Government

(Outsourcing to the private organizations)

### <“Utilization of “Manufacturing Masters”>

- Forming the consensus among the business organizations
- Preparing the program manuals, which explain the agenda of the skills competition
- Building the data base of “Manufacturing Master”

### <Regional Skills Promotion (Regional Support)>

- Developing various text materials, considering the promotion schedules  
 ex. · Text materials to upgrade the qualifications of national skilled workers  
 (Menu for Class Lectures and Text Materials dealing with new technique)  
 (Skills Inheritance DVD · Pamphlets (Formal announcement of implicit knowledge))
- Manufacturing experiencing classes, text materials for upgrading skills
- Information Presentation on the national skilled workers’ system through the portal site

## Prefectural level

(Outsourcing to the private organizations)

Setting up the Collaborative Meeting Between local public organizations and Business associations

Drawing up the Promotion Plan (Implementing Plan)

### <Utilization of “Manufacturing Masters”>

- Consultation and Assistance in HRD for the young skilled workers
- Implementing practical instructions, utilizing the agenda of the Skills Competition by dispatching “Manufacturing masters”

### <Regional Skills Promotion (Implemented based on the propositions from the organizations for the plan )>

- Ex. · Manufacturing experiencing classes,
- Making performance of the skilled workers
- Implementation of the class lectures to enhance qualification of the skilled workers
- Dispatching the skilled workers to the elementary and junior-high schools
- Family trip to the site where the skilled workers at work

collaboration and cooperation



<Companies · Business Organizations · Educational Training Institutions>

HRD of the young skilled workers · Nurturing the awareness of respect for the skills

# **7 Technical Intern Training Program**

# Structure of Technical Intern Training Program

The program was introduced in 1993 transferring trade skills for HRD in developing countries  
(Revised program is enforced in July 2010)

## Type of program by accepting organization

### 【Acceptance managed by individual enterprises】

Japanese company (Implementing Organization) accepts staff of overseas office, joint-venture or connections, and implements program.

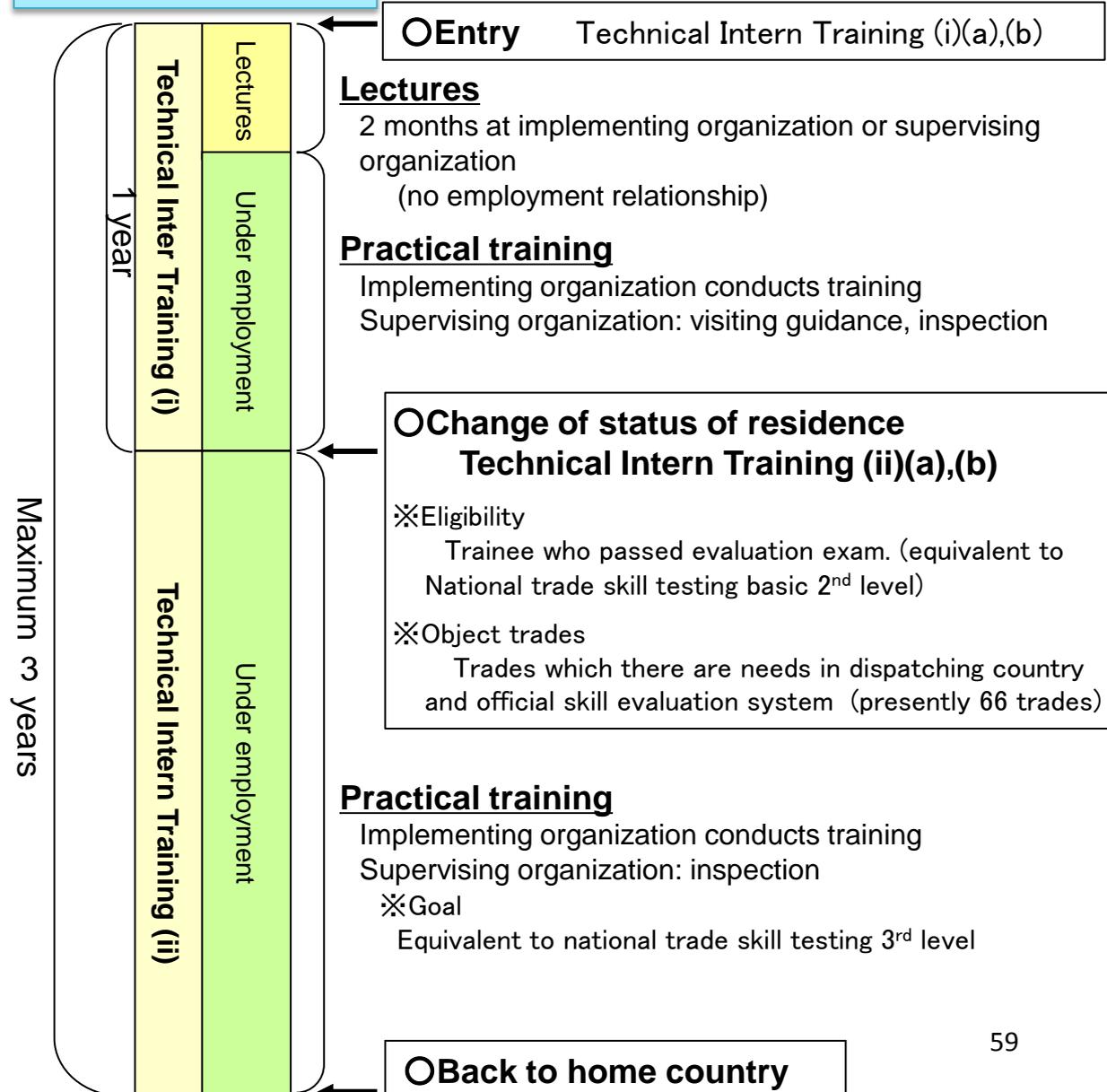
### 【Acceptance supervised by organizations】

Organizations operating for non-profit such as societies of commerce and industry or small business associations accept Technical Intern Trainees and implement program at each company (Implementing Organization).

## Status of Residence

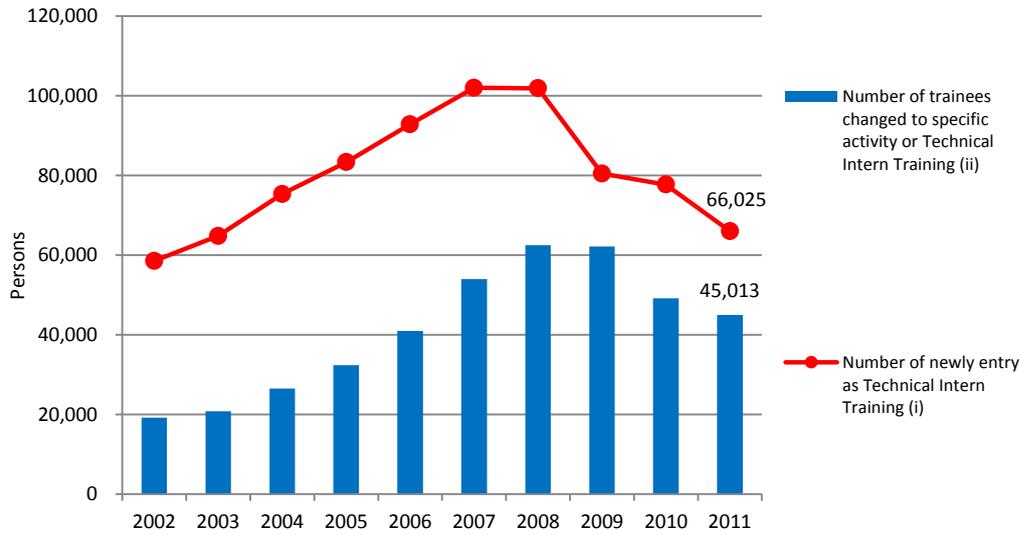
	1 <sup>st</sup> year	2 <sup>nd</sup> /3 <sup>rd</sup> year
Acceptance managed by individual enterprises	Technical Intern Training (i)(a)	Technical Intern Training (ii)(a)
Acceptance supervised by organizations	Technical Intern Training (i)(b)	Technical Intern Training (ii)(b)

## Flow of the program



# Present situation of Technical Intern Training Program

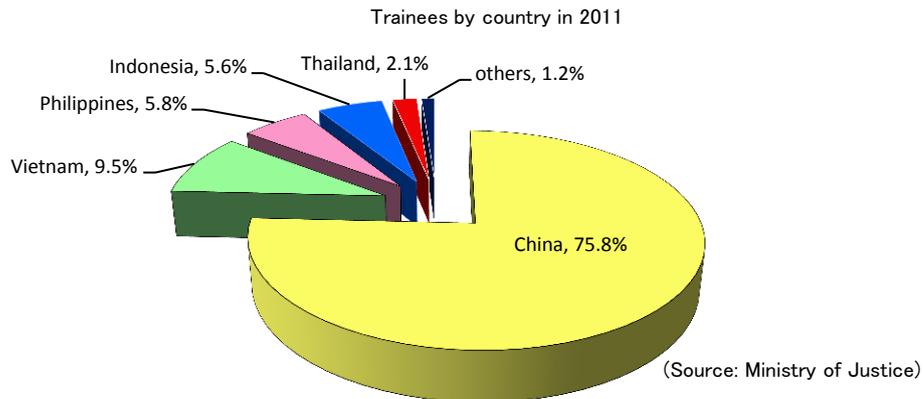
1 Number of entry as “training” and change to specific activity or Technical Intern Training (ii) have been decreasing due to Great East Japan Earthquake and downturn of economy.  
 (Entry as training and Technical Intern Training (i) in 2011 were 66 thousand.  
 Specific activity and Technical Intern Training (ii) were 45 thousand.)



Source: Ministry of Justice

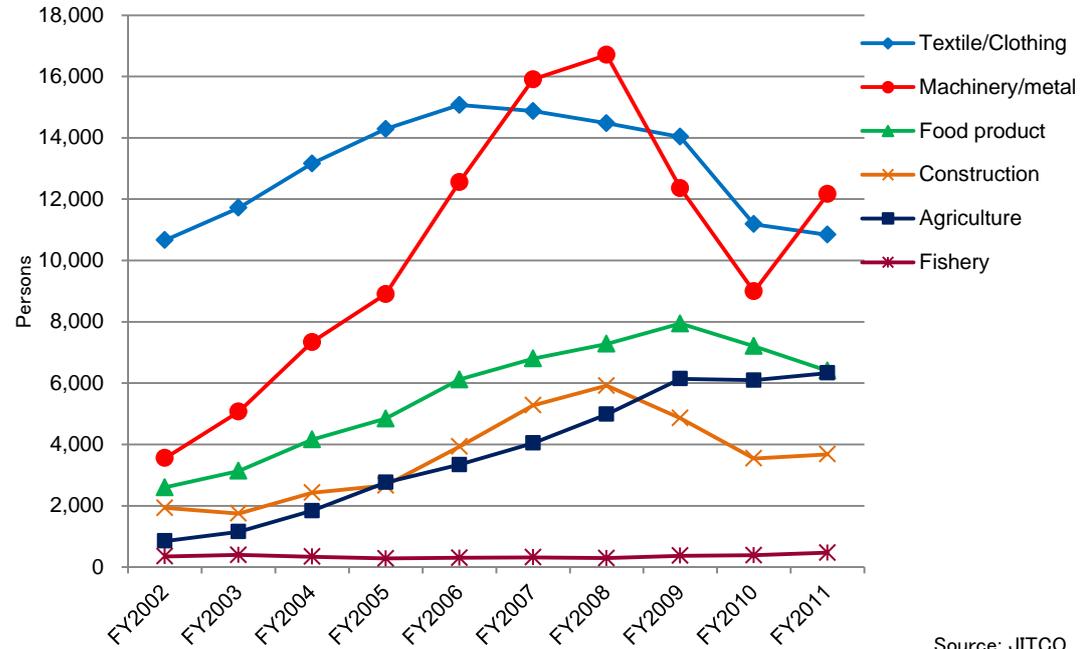
Number of Technical Intern Training program trainees is 141,994 persons as of 2011 (Source: Ministry of Justice)

2 Majorities are ①China, ②Vietnam, ③Philippines



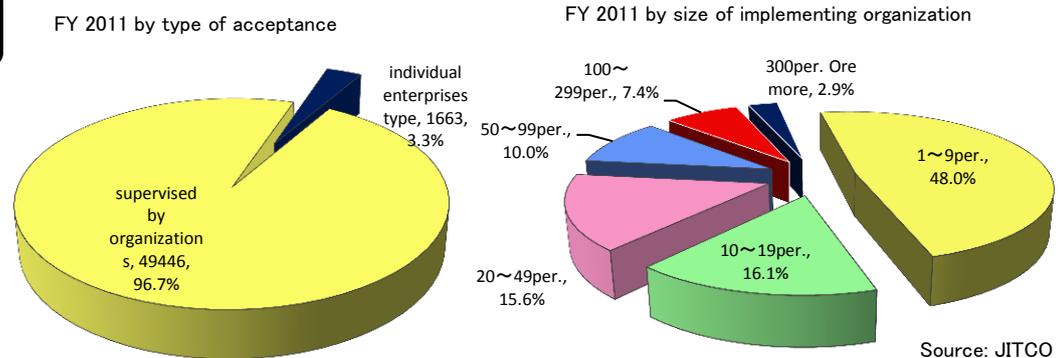
(Source: Ministry of Justice)

3 Total number of trades is 68 and majorities are:  
 ①machinery/metal work ②textile/clothing ③food production



Source: JITCO

4 Acceptance supervised by organizations accounts for 96.7%  
 Half of implementing organizations are small enterprises with 19 employees or less.



Source: JITCO

# **8 International cooperation in the field of HRD**

# International cooperation in the field of HRD

## Transference of skill evaluation system

### Implementing “skill evaluation system transference project”

- To transfer National trade skill testing system in Japan to developing countries, conducting courses for evaluator and giving technical support for trial of the testing

#### Output

In Indonesia, die mould association utilize this project and developed inter-enterprise skill trade testing in private sector. In 2006 testing of machinery diagnosis was approved as national testing and die finishing, facility maintenance & milling/lathe were approved afterwards.

In Thailand, since 2006 know-how of in-company testing in Japanese-owned companies have been utilized into national testing of electrical engineering, lathe, milling & finishing. National testing equivalent to 3<sup>rd</sup> grade in Japan is implementing.

## Cooperation in establishing and managing HRD facility (Cooperation through JICA)

- Technical cooperation project at VT facility, dispatching individual expert to skill development administration, dispatching technical expert, provision of equipment, cooperation in study survey, planning and evaluation of technical cooperation
- Cooperation in group training course, country focused training course 136 projects in 50 countries and dispatched 717 experts since 1960

## Technical cooperation through international organizations and tec.

### Cooperation through ASEAN

- Training course on HRD legislation, skill evaluation system, management of VT facility

### Cooperation through APEC

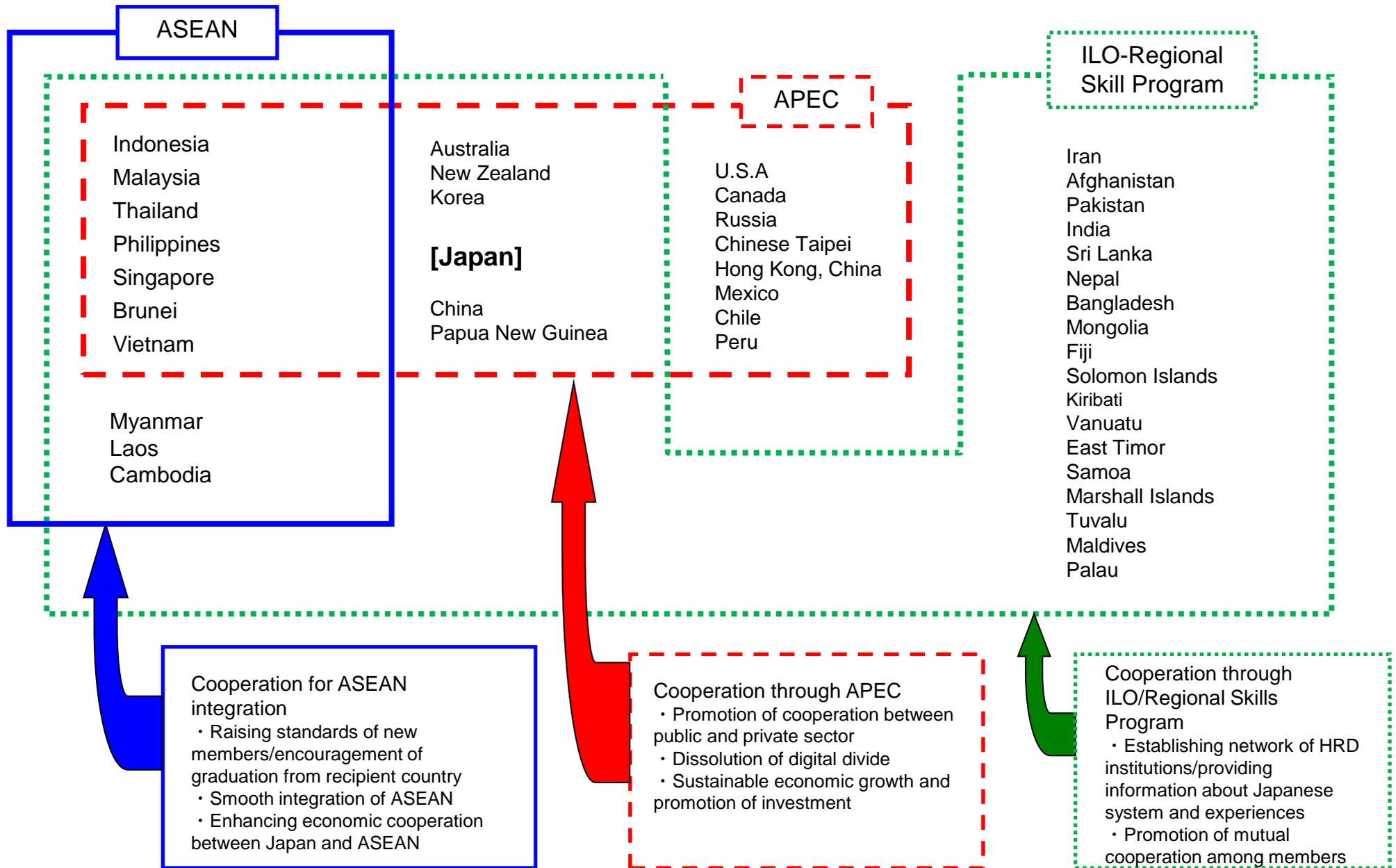
- APEC HRD Forum
- Skill development training course for developing APEC member economies

### Cooperation through ILO Regional Skill Program

- Providing information about HRD system in Japan and its experiences
- Establishing network of HRD institutions



# Structure of HRD cooperation in Asia and Pacific region



# Skills Evaluation System Promotion Program

## Necessity of this Program

### ○Points of Issue

East Asian Countries are short of the skilled workers.

(Reasons)

- Not widely known on the method to assess the skills standard
- Difficulty of reflection of skills upgrading in reward
- Poor incentives for upgrading skills of the skilled workers



### ○Addressing to this program

Aiming to transfer the Japan's skills evaluation system on a private base and to be widely utilized in real terms

→ Finally up to the national trade certification testing system



### ○Expected Effect

It will lead to facilitation of secure – ment of the skilled workers. It will improve the social and economic status of the skilled workers

## Major Achievements

In Indonesia, local molding industry Assoc. has utilized this program and established its popularity among companies as the private trade certification testing system.

In 2006, the trade skills and certification testing of machinery inspection job by the said Assoc. has been authorized as the national certification testing, **followed by the mold finishing job , facility maintenance job.**

In Thailand, the know-how of in-house trade skills and certification testing of the Japanese companies that this program has supported, has been incorporated one by one in the trade skills and certification testing of the electrical engineering, lathe, milling cutter and finishing jobs. As a result, **they have come to implement the testing, which conforms to the level of the 3<sup>rd</sup> grade of Japanese one.**

In Viet Nam, the legislation introducing the national trade skills certification testing system was enacted in 2007.

In other countries, the beneficial features of the Japanese trade skills and certification testing system has been becoming widely understood.

At the budget screening in the Ministry in May of 2010, the persons in charge, expressed their views that the strategically measures should be drawn up and consideration be given proactively concerning the transfer to other developing countries. Further, the vice-Minister of Mr. Hosokawa (at that time) also gave his views that this program was strategically important.



To be continued



### Strategical Development of the Skills Evaluation System Promotion Program

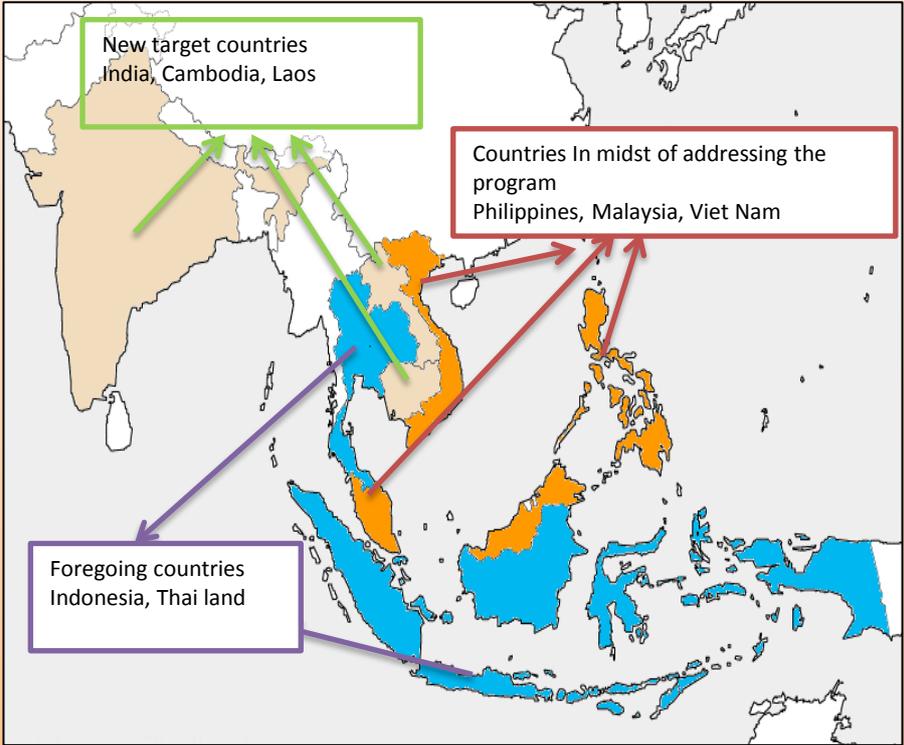
- 1 Establishment of the Japanese national trade skills certification and testing system -----Shaping de-facto on a private base
- 2 Nurturing social feelings of respect for skills -----Enhancing the credibility of skills evaluation and the status of skilled workers
- 3 Securing the countries of the same viewpoint -----Formation of the international opinions
- 4 Taking in the countries conducting the non-Japanese type of skills evaluation system -----Making the political stance of the target countries on the Japan's side

} Dissemination of the national trade skills and certification testing system in the Asian nations

The program will strengthen further the economical ties with East Asian nations and is also consistent with the concept of the East Asian Community.

### Issues to be addressed at the moment

- For the foregoing nations, supporting with nurturing the assessors capable of evaluate -in the higher level of skills (corresponding to the 2<sup>nd</sup> grade of the national trade certification testing of Japan)
- As new target countries, India, Cambodia and Laos are added.
- For the countries in midst of addressing it , foregoing countries and new target countries, supporting with nurturing the assessors capable of evaluating the skills, corresponding to the 3<sup>rd</sup> grade of the national trade skills and certification testing.



**As an ODA project,** it will contribute to the social and economic development of the target countries and also of Japan's economy through the indirect support for business activities of the Japanese companies in those nations.

# Developing VT Instructors Manual for ASEAN

## Developing VT Instructors Manual “GAIN” for ASEAN

- Roles of Instructors/ Development & evaluation of curricula (FY2013)
- Skills to conduct VT/ Samples of instructions (FY2014)
- Guidance for trainees/ Training management (FY2015)

Development

Prevalence

Prevalence

**“GAIN”**

Revision

Cooperation in  
conducting training  
courses

MHLW

JAVADA

PTU

JEED

## Improvement of VT courses & Upgrading Instructors

- Developing and improving VT curricula by PDCA cycle which meet industrial demand.
- Upgrading & harmonizing instructors' skills on pedagogy.

## Malaysia (CIAST)

- 10 days training course
- Will be held in December 2013

Unification and improvement of VT quality

Contribution to ASEAN integration