

	China	South Korea	Thailand	Malaysia	Singapore	Indonesia	
Fundamental Indicator	Population	1,284.53 million	48.15 million (as of the end of April 2004)	64.01 million (2003)	24.1 million (2002)	4.18 million (2003) including overseas residents 3.43 million domestic residents only	212 million (2002) *Based on data provided by Mr. Ejiri of JICA
	Labor population	753.6 million (economically active population)	22.92 million (2003)	34.85 million (2003)	9.88 million (2002)	2.15 million (as of June 2003)	100.77 million (2002) *Based on data provided by the Ministry of Manpower and Transmigration of Indonesia
	Youth percentage of total labor population (aged under 25*)	Unknown	16.6% (*aged between 20 and 29) (2003)	Approximately 16.5% (2003)	-	11.7% (aged between 15 and 19: 35,000), (aged between 20 and 24: 217,000) (as of June 2003)	20.5% (2002) *Based on data provided by the Ministry of Manpower and Transmigration of Indonesia
	Unemployment rate	4.30%	3.4% (2003)	Approximately 2.0% (2003)	3.6% (2003)	4.7% (2003)	9.1% (2002) *Based on data provided by the Ministry of Manpower and Transmigration of Indonesia
	Youth unemployment rate	(No statistical data available in and after 1996)	7.4% (2003)	Approximately 6.3% (2003)	29.5% for people aged between 15 and 19 36.1% for people aged between 20 and 24	13.0% for people aged between 15 and 19 5.2% for people aged between 20 and 29 (2003)	Reportedly, the unemployment rate is extremely high, but no data are available. *The number of unemployed people by educational background is available.
Vocational training policy for youth	In China, vocational training is provided in parallel with regular education. People go through vocational education and training to obtain a certificate before they enter employment. Vocational training in China includes pre-employment training, training for incumbent workers, and training for people transferred to new occupations, covering elementary, intermediary, and advanced vocational qualification training for technicians and other types of training to help people acquire skills and adapt to different job requirements. By developing higher vocational institutions, secondary polytechnic schools, advanced technical schools, technical schools, employment training centers, non-governmental vocational training institutions and enterprises employees' training centers, the government endeavors to develop an all-around and multi-level national system of vocational education and training.	The government provides (i) training for incumbent workers, (ii) training for the unemployed, and (iii) skills development training under the basic principles of the vocational competency development training policy that are aimed at promoting employment among the unemployed, poor and other groups of people who have difficulty in finding jobs, and increasing the productivity of companies through vocational competency upgrading for incumbent workers.	• There is a shortage of labor force with skills and technologies. Human resource development is one of the priority issues in Thailand's National Social and Economic Development Plans. • Thailand has a pressing need to provide education and training opportunities to the poor in urban areas with lower school enrollment rates and the youth in rural areas, and cultivate university graduates with manufacturing and computer processing skills to meet the increasing demand of the private sector. • The Ministry of Education provides vocational training in the framework of school education, and the Ministry of Labour is responsible for offering vocational training to incumbent workers and children of poor households. They are transcending ministerial boundaries to provide vocational training that is more practical.	• The Ministry of Education is responsible for providing technical and vocational education in the framework of secondary and higher education, with a specific focus on the systematic provision of basic knowledge and skills covering extensive fields. • Work and vocational training are aimed at developing workers who can quickly adapt to the needs of the production site. The curriculum is centered on "manufacturing" technologies and skills to meet the needs of industries. The Ministry of Human Resources, the Ministry of Entrepreneur Development, the Ministry of Youth and Sports, and other public agencies provide work and vocational training programs to new graduates and incumbent workers. • State governments also offer vocational training through their own Skill Development Centers (SDC), and other administrative organs such as the Ministry of Agriculture, the Ministry of Interior, and the Ministry of Defense, operating special training schools to meet their needs.	In Singapore, vocational training is planned and implemented mainly by the Ministry of Manpower (MOM) and the Ministry of Education (MOE). MOM and MOE provide training through the Workforce Development Agency (WDA) and the Institute of Technical Education (ITE) that operate under their umbrella, respectively.	The government has a pressing need to establish three major pillars of its national vocational training policy: the "Vocational Training Coordination Institution," the "National Vocational Training System" and the "National Skills Certification System," following the enforcement of the new Labour Law No. 13/2003 on manpower. The "Vocational Training Coordination Institution" coordinates vocational training activities and evaluates training programs to determine the direction of vocational training for the country as a whole. The central government, employers' associations, vocational training centers, and other organizations constitute the members of the organization. As for the "National Vocational Training System," the central government has been transferring power to local governments based on the Law No. 22/2000 on decentralization. Presently, the central government leads the efforts to establish rules and guidelines concerning vocational training, with local governments offering actual vocational training programs. The "National Skills Certification System" aims to properly evaluate the skills of the labor force, so that highly capable workers can find jobs both at home and abroad.	
Major youth training program 【①program name, ② program content, ③ responsible organization, ④ training facility, ⑤ target trainee, ⑥ number of people received training, ⑦ training period】	Program 1 ① Vocational training system	Program 1 ① Pre-employment Training	Program 1 ① Dual System	Program 1 ① Polytechnic	Program 1 ① SMCP (The Strategic Manpower Conversion Programme)	Program 1 ① Technical Expert Development Course	
	② Vocational education and training are provided to junior and senior middle school graduates who want to work, so as to help them obtain an occupational qualification certificate.	② Pre-employment training aims to develop a skilled workforce that can meet the needs of industries by providing vocational training with a specific focus on sectors with employment potential, so as to improve the vocational competency and employability of unemployed youth such as university graduates. • Pre-employment training and business startup training began to encourage the unemployed to find a job in 1998. • The National Assembly decided to implement training in August 1998 to meet the needs of sectors with employment potential as part of the countermeasures for the issue of highly educated unemployed people.	② The Dual System is in operation for about 40 officially recognized training occupations from commerce, industry, service, art and craft, and other sectors.	② A polytechnic is a training institution that prepares students for engineering positions or for senior management positions in the commercial and service sectors. The Ministry of Education places the greatest expectation on polytechnics.	② SMCP is very popular because trainees are assured of a job before they are sent for training. Major courses include healthcare (e.g., nurse, radiological technician) and IT related courses. SMCP courses complete within a year. Successful candidates must have a junior college degree (diploma) and a certain amount of years of professional experience in non-healthcare positions. The training period is short, because trainees have a certain level of skills and are assured of a job before they enter training. WDA and healthcare institutions, who are potential employers, share part of the training costs.	② This program is aimed at developing technical experts with knowledge and skills required in the fields of "mechanical engineering," "electronic industry" and "welding."	
	③ Ministry of Labour and Social Security	③ Ministry of Labor	③ The Office of the Vocational Education commission	③ Ministry of Education		③ Department of Manpower and Transmigration, Directorate General of Domestic Employment	
	④ Employment training centers, technical schools, and non-governmental vocational training institutions	④ Public training institutes, vocational competency development training facilities, vocational competency development training businesses, general vocational technical schools	④ Secondary vocational school or tertiary college, and private companies	④ There are 12 polytechnics around the country.		④ Five training centers operating under the direct control of the central government (the Department of Manpower and Transmigration).	
	⑤ Junior and senior middle school graduates	⑤ Unemployed university graduates and other unemployed who are not in the employment insurance scheme (including graduating students), and who signed up for employment support service at a job center and received vocational guidance.	⑤ Students	⑤ Graduates of senior secondary schools		⑤ Graduates of senior secondary schools and young people aged up to 21.	
	⑥ 1.26 million (2003)	⑥ 16,298 (2003)	⑥ About 43,000 students and 9,000 private companies participate in the Dual System.	⑥ About 32,000		⑥ The maximum enrollment for each test center is 216 per year.	
	⑦ 1 to 3 years	⑦ One month to one year. Maximum of three training courses before finding a job.	⑦ More than half of the three years of secondary vocational school education and the two years of tertiary college education are allocated to on-the-job training at a private company. Trainees are paid (below minimum wage).	⑦ There are 2-year and 3-year courses. The former provides a certificate and the latter offers a diploma.		⑦ 3 years (6 semesters)	
	Program 2 ① Entrepreneurship Training Programme	Program 2 ① Government-funded Training	Program 2 ① Open System	Program 2 ① Industrial Training Institutes (ITI)	Program 2 ① Full-Time Programs		

② Promotion of business startups through vocational training and follow-up service.	② Government-funded training aims to provide training that is too difficult for individual employers to deal with, and develop workers for sectors in serious need of skilled workers or who are indispensable for national economic growth.	② Practical training programs are developed for five sectors: automobile, service, textiles, IT & software, and jewelry. Students are certified and given credits for vocational high school education, based on the results of post-training examination and the five level rating system. Examination was introduced in 2004.	② ITI focuses on manufacturing related training programs providing both short-term and long-term courses at the basic level. Upon successful completion of the short-term course and the long-term course, trainees are awarded the MSC (Malaysia Skill Certificate) and Technician Certificate, respectively.	② There are 29 courses that offer theory and practical training five days a week. Successful trainees obtain qualification upon graduation. Major qualifications include: (i) Industry-Specific Certificate (2-year engineering courses including electricity and electronics), and (ii) Higher National ITE Certificate 2 (2-year courses including precision machinery and metal processing).	
③ China Youth Federation and Ministry of Labour and Social Security	③ Ministry of Labor	③ The Department of Vocational Training, the Ministry of Education	③ Ministry of Human Resources (MHRD)		
④ Employment training centers	④ Eight vocational training institutes under the umbrella of the Korea Chamber of Commerce & Industry, and 62 private vocational training institutes and other training institutes designated every year by the Minister of Labor.	④ Secondary vocational school, tertiary college, private companies	④ There are 14 industrial training institutes around the country.	④ Vocational Schools (10 schools across the country as of 2003)	
⑤ Young laid-off workers	⑤ Unemployed aged 15 and above who registered at a job center, 3rd grade students who learn arts at high schools and do not proceed to higher education.	⑤ Incumbent workers	⑤ New graduates, incumbent workers		
⑥	⑥ 11,662 (2003)	⑥ About 30,000	⑥ About 10,000		
⑦ 80 hours	⑦ 1 to 2 years	⑦ Unknown	⑦ Long-term: 2 years		
Program 3 ① Internship Program	Program 3 ① Internship Program	Program 3 ① Pre-Employment Vocational Training Program	Program 3 ① Advanced Technology Centre (ADTEC)	Program 3 ① Traineeship Scheme	
② On-the-job training aimed at providing firsthand professional experience and improving the motivation to work.	② The internship program is in operation as one of the on-the-job training programs aimed at improving the employability of unemployed youth with the cooperation of companies that participate in the employment insurance scheme and have 5 to less than 300 employees.	② This program is aimed at helping people acquire skills that would lead to employment.	② ADTEC is a core center for vocational skills development in a region, and develops skilled workers required by industries.	② Trainees receive off-the-job training at a training center and on-the-job training at a company. This scheme is modeled after the Dual System operating in Germany. There are 83 traineeship programs in various fields, including aerospace, automotive, management, electrical, electronics and healthcare. Nationally recognized certificates such as National Certificate 2 and 3 are obtainable through most of the programs. Many sponsoring companies continue employing the trainees upon the completion of the programs.	
③ Local governments	③	③ The Department of Skill Development, the Ministry of Labour and Social Welfare	③ Ministry of Human Resources (MHRD)		
④ Company	④	④ Institute of Labor Skills Development, Regional Center of Labor Skills Development, Provincial Labor Skills Development Center	④ There are 4 advanced technology centers (ADTEC) in the country.		
⑤ Senior students who have not found a job.	⑤ Unemployed high school or university graduates aged between 18 and 30.	⑤ Young people aged between 16 and 25 who do not go to school.	⑤ New graduates, incumbent workers		
⑥ Over 2,000 in Shanghai	⑥	⑥ About 32,000	⑥ About 4,000		
⑦ 3 to 6 months (one year at the longest)	⑦ The government provides a financial aid of 600,000 won per intern for three months of training to companies that offer on-the-job training. Three months worth of financial aid is also available for companies that hire an intern as a full time employee after training.	⑦ There are 3-month training courses, 6-month training courses and 10 to 11-month courses, with 1 to 2-month workshop practice.	⑦ Long-term: 3 years, Short-term: 1 to 3 weeks		
	Program 4 ① 2+1 Program (similar to the Dual System in Germany)	Program 4 ① Skills Upgrade Program for Incumbent Workers	Program 4 ① Mara Activity Centre		
	② This program aims to promote the smooth transition from school to work by helping students acquire practical knowledge and skills that meet the needs of industries.	② Skills Upgrade Programs are aimed at helping incumbent workers improve their knowledge and skills.	② MARA Activity Centers were established as part of the Bumiputera First Policy. They center on basic skills training to meet the needs of local industries and to promote independent business.		
	③	③ The Department of Skill Development, the Ministry of Labour and Social Welfare	③ Ministry of Entrepreneur Development		
	④ Vocational high school (industrial high school)	④ Institute of Labor Skills Development, Regional Center of Labor Skills Development, Provincial Labor Skills Development Center	④ There are 140 MARA activity centres around the country.		
	⑤ Under this program, students study at a high school for the first two years and then receive two years of practical training at a company under the OJT	⑤ These programs are offered to people who have rudimentary knowledge of a specific field.	⑤ Bumiputera (Ethnic Malays)		
	⑥	⑥ About 114,000	⑥ 10,320 (1999)		
	⑦	⑦ A total of 42 to 60 hours of training.	⑦ 6 to 12 months		

Certification system	Name: National Occupational Qualification Certification System, Year of introduction: 1994, Target occupations: 413 occupations (small unit), Level: 5 levels (elementary grade skilled workers, intermediate grade skilled workers, advanced grade skilled workers, technicians, senior technicians), Vocational skill evaluation institutions: Some 80,000, Average pass rate: 84% , Total number of people who obtained certificates: 45 million	<ul style="list-style-type: none"> Classification by responsible organization: (i) National Technical Qualification (National technical qualification- Narrowly defined national qualification), (ii) Private Qualification (Genuine private qualification, recognized private qualification, in-company qualification aimed at encouraging employees to obtain specific skills). (i) National Technical Qualification: There are 637 national technical qualifications for two categories; the technical and skill group consisting of professional engineer, master craftsman, engineer, industrial engineer and craftsman, and the service group consisting of technical and basic office work. Other national qualifications are under the direct control of the state that enacts and enforces legislation. Qualifications of 114 types are available, including that for attorney, nurse and patent attorney. (ii) Private Certificate: Private qualifications are qualifications managed and administered at the private level. (The system to authorize private qualification was introduced upon the enactment of the Basic Act on Qualification in 1997. There are qualification authorized by nine ministries and governmental agencies including The Ministry of Information and Communications.) 	<ol style="list-style-type: none"> The Department of Vocational Training, the Ministry of Education: Dual System and Open System(see above). The Department of Skill Development, the Ministry of Labour and Social Welfare: Skill Standard <p>Skill standards have been established for 7 occupations and 157 fields. The vocational training is closely linked to the skill standards. There are three skill levels, and most of the youth training programs are of Grade 1. The annual budget is approximately 300 million baht. About 30,000 people took certification exams last year.</p>	<ul style="list-style-type: none"> The National Skill Certification System offers MSC (Malaysia Skill Certification). MSC is given to trainees who received education and training that comply with the National Occupational Skill Standards (NOSS). The National Vocational Training Council (NVTC) evaluates and approves training programs by adhering to NOSS. Training centers will become an Accredited Center upon approval of their training programs. There are five skill levels: L1 (semiskilled level), L2 (skilled level), L3 (advanced skill level), L4 (advanced skill/supervisor level), and L5 (advanced skill/manager level). MSC is obtainable through (i) completion of an approved program at an accredited center, (ii) acquiring credits required for certification, or (iii) obtaining recognition of actual work performance. 	<p>WDA: WDA established a framework for recognizing vocational skills in September 2000, when it launched the National Skills Recognition System (NSRS). NSRS is modeled after the British National Vocational Qualifications (NVQ) and aims to certify job skills competencies for students with no working experience and workers in all industries. To date, a total of 592 competency standards have been established for 69 jobs, including hotel, department store, supermarket, call center, sanitary service and marine transport. A National Skills Certificate is obtainable after completing the training provided by a relevant course. Job skills competencies are divided into three levels.</p> <p>ITE: ITE offers a series of Public Vocational Tests, in addition to the certification of trainees who completed full-time training programs or traineeship schemes. The Public Vocational Tests are directed at meeting skills requirements of a broad range of industry areas, and thus cover the skill levels of National Skills Certification 2 and 3. The Public Trade Test System allows workers to attain certification without taking a vocational training course.</p>	<p>Redevelopment of the “National Skills Certification System” is under way to respond to the changes brought on by the new Labour Law No. 13/2003 on manpower.</p> <p>Name: National Skills Certification System</p> <p>Target occupations: 35 occupations (which will increase in the future).</p> <p>Type and level of certifications: There are different types and levels of certification for different occupations.</p> <p>Certification organizations: Seven LSPs (certification organization) accredited by the central government.</p>
Job matching after training	Under investigation	<ol style="list-style-type: none"> General Summary <ul style="list-style-type: none"> Training institutions have an obligation to provide job placement service to people who have completed training. Job placement service must be provided to people who constitute the list of trainees provided by the Employment Stability Center operating under the umbrella of the Ministry of Labor. A career counselor of the Employment Stability Center visits universities to have students register for job placement service and provide career guidance. After pre-employment training <ul style="list-style-type: none"> Vocational training institutes: Vocational training institutes have an obligation to actively provide a job placement service for three months following the completion of training, and submit the list of trainees who are unable to find a job to the Employment Stability Center. Job Stability Center: The Job Stability Center registers the unemployed trainees reported by the vocational training institutes and actively provides job placement service to these trainees. Active participation in job fairs and other events are encouraged. For three months following the completion of training, trainees must visit or contact vocational training institutes or the Job Stability Center regularly to obtain job information and receive job placement service proactively. They have an obligation to report to vocational training institutes or the Job Stability Center when they find a job. (Trainees are relieved of such obligation upon three months from the completion of training) * The after the fact control period is due to be extended from 3 months to 6 months. 	<ol style="list-style-type: none"> General Summary <ul style="list-style-type: none"> Each program consists of work experience and workshop practice. Some trainees are hired by the companies that took them on as trainees. In addition, trainees often find jobs without much difficulty, because of the improved motivation and practical skills built up through training. After the training programs provided by the Ministry of Education <ul style="list-style-type: none"> Nearly 100% of students find jobs through the Dual System. Trainees tend to consult with the employment bureau of the school where they received vocational training when they want to find or change jobs after graduation. Schools offer a computer system to allow students to obtain job information. After the training programs provided by the Ministry of Labour and Social Welfare <ul style="list-style-type: none"> The Department of Skill Development set up the Training Development Promotion Unit at each training center to help pre-employment program trainees find a company that offers workshop practice and provide follow-up service. These units strive to secure a place of employment and increase the placement rate. About 74% of the trainees enter employment after pre-employment training, of which about 90% find jobs through the Training Development Promotion Unit. The Department of Employment, the Ministry of Labour and Social Welfare holds a presentation meeting called a job basal or job fair once a month at 85 employment centers around the country for new graduates of tertiary colleges, vocational technical schools, and universities. University <ul style="list-style-type: none"> The internship program was introduced to encourage university graduates to find jobs with private companies. Its impacts vary depending on the academic rank of the university. 	<ul style="list-style-type: none"> In Malaysia, companies do not recruit new graduates at fixed times. They recruit people only when they find it necessary to fill a vacancy. Trainees usually seek employment by looking for classified advertisement or other employment information upon completion of training. It was reported that almost 100% of trainees enter employment in the end, once they finished course programs at ITI and ADTEC. Most of the trainees are offered a position well before the end of the course programs. More than 80% of the graduates of ITI and ADTEC are said to enter employment within 6 months from the end of the course programs. 	<p>WDA: Nearly 100% of trainees enter employment upon the completion of their courses through SMCP, because trainees are assured of a job before they are sent for training.</p> <p>ITE: ITE’s vocational training programs have a 100% placement rate, because trainees are hired by the sponsoring company where they received on-the-job training.</p>	<p>The central government and local governments do not provide job placement service or other support to help trainees find a job after training. However, there are strong ties between training centers and private companies that offer on-the-job training opportunities to trainees. Many trainees use that connection to find a job.</p>
* Excluding South Korea and Singapore						