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 9th Plan from FY 2011

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.

Promotion of educational training provided by business operators
- Grant for Career Formation Promotion
- Accredited Vocational Training System

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

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

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.

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

Technical Intern Training Program
- Technical cooperation through inter-governments or international organizations, etc.
Overview of the 9th Basic Vocational Ability Development Plan

**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.

**Basic measures for vocational ability development**

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

2. **Enhancement of ability development as an employment safety net for non-regular employees**
   - 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
   - Establishment of the 2nd 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 2nd safety net.
   - 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.

3. **Improvement of the vocational ability evaluation system in cooperation with educational training**
   - Establishing the Practical Career Improvement Strategy (Career Ranking System) that systematically combines vocational abilities.
   - Providing support for the establishment of a framework that allows job seekers who are not covered by unemployment insurance to develop new skills.
   - Reviewing the skill examination system to adjust to the needs of society.

4. **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.
   - Support for company vocational ability development
     Effective utilization of grants for career formation promotion.
   - Promotion of career education
     Development of vocational ability development measures closely connected to educational measures.

5. **Promotion of skill improvement**
   - Increasing awareness about the importance of skills through a wide range of skill competitions, etc.
   - 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.

7. **Promotion of international cooperation in vocational ability development**
   - Providing support for vocational training through the dispatch of training instructors to developing countries.
   - Providing support for the establishment of a Japanese-type technical skill evaluation system in developing countries.
   - Proper implementation of new Technical Intern Training Program

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

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 1st plan created in 1971, basic plans have been created and published every five years. The 9th plan covers the period from 2011 to 2015.
As for the average amount expensed 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.

Resource: HRD Basic Survey, target year is the previous year
(For example, the description of “FY2009 survey” indicates the situation of FY2008)
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.

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.
Breakdown of the issues on HRD

- Short of the instructors: 51.3%
- Having no time in HRD: 44.5%
- Personnel would quit after training: 40.4%
- No personnel gathered to be educated: 28.6%
- Not economically affordable for HRD: 22.7%
- No proper educational training: 7.3%
- Institution has been found: 7.3%
- Unfamiliar in the method of HRD: 2.1%
- Much revisions through technical innovations and task changes: 7.9%
- Miscellaneous

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

Issues in HRD

- 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.

Responsible Actor in HRD

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

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 viewpoint 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
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 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.

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Major Vocational Training</th>
<th>Operator</th>
<th>Number of Facilities (Ad of April 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polytechnic Schools</td>
<td>・Providing vocational training for junior high school &amp; high school graduates, job seekers, and employees.</td>
<td>Prefectures</td>
<td>156</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cities, Towns, Villages</td>
<td>1</td>
</tr>
<tr>
<td>Polytechnic Colleges</td>
<td>・Providing advanced vocational training to high school graduates (specialized programs)</td>
<td>JEED*1</td>
<td>1</td>
</tr>
<tr>
<td>Polytechnic Universities</td>
<td>・Providing advanced vocational training for high school graduates (specialized programs)</td>
<td>Prefectures</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>・Providing specialized and advanced vocational training for individuals who complete specialized programs. (advanced programs)</td>
<td>JEED</td>
<td>10</td>
</tr>
<tr>
<td>Polytechnic Centers</td>
<td>・Providing short-term vocational training for job seekers and employees.</td>
<td>JEED</td>
<td>61</td>
</tr>
<tr>
<td>Polytechnic Schools for Persons with Disabilities</td>
<td>・Providing vocational training in accordance with the abilities and aptitude of individuals with disabilities.</td>
<td>State*2</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prefectures</td>
<td>6</td>
</tr>
<tr>
<td>(For reference)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polytechnic Universities</td>
<td>・Cultivating vocational training instructors, developing vocational abilities, and providing comprehensive and advanced vocational training.</td>
<td>JEED</td>
<td>1</td>
</tr>
</tbody>
</table>

*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)

- **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

**Examples of major training courses**
- Welding Technique Course
- Plasterer Course
- Architectural Course
- Automobile Maintenance Course
- Landscape Gardening Course

<table>
<thead>
<tr>
<th>Result for FY2012</th>
<th>Total</th>
<th>JEED</th>
<th>Prefectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training for unemployed workers (Indoor Training)</td>
<td>41,228</td>
<td>30,322</td>
<td>11,906</td>
</tr>
<tr>
<td>Employment</td>
<td>80.8%</td>
<td>84.9%</td>
<td>71.9%</td>
</tr>
</tbody>
</table>

※ 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

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

<table>
<thead>
<tr>
<th>Result for FY 2011</th>
<th>Total</th>
<th>JEED</th>
<th>Prefectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training for the unemployed (Contracted Training)</td>
<td>106,473</td>
<td>66.8%</td>
<td>103,731</td>
</tr>
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</tbody>
</table>

※ 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**

- 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”
  - “Investigating cause of troubles and improving Hydraulic Systems”
- Trainings dealing with the necessity for skills inheritance (Trainings dealing with the environmental issues)
  - “Practical Shielded Metal Arc Welding (for nurturing leaders)”
  - “Designing and constructing of the solar energy generating system”

<table>
<thead>
<tr>
<th></th>
<th>JEED</th>
<th>Prefectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training for employed workers</td>
<td>39,332</td>
<td>51,001</td>
</tr>
<tr>
<td>Total</td>
<td>90,333</td>
<td></td>
</tr>
</tbody>
</table>

**Prefectures**

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.
### Outline of the trainings for the graduates

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

| Facilities | General Course  
| (Training for 1 to 2 years for junior high or high school graduates) | Professional Course  
| (Two-year training for high school graduates) | Advanced Course  
| (Two-year training for the graduates of the professional course) |
| --- | --- | --- |
| Vocational Skills Development Center | Polytechnic University  
| Polytechnic Junior College etc. | Polytechnic University etc. |

| Purpose | General Course  
| To instruct the various skills and knowledge needed for the regional industry to cope with the regional circumstances | Professional Course  
| 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 | Advanced Course  
| 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. |

| Training hours | General Course  
| 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) | Professional Course  
| More than 2,800 hours (Roughly more than 1,400 hours per year) | Advanced Course  
| More than 2,800 hours (Roughly more than 1,400 hours per year) |

| Courses | General Course  
| OA Clerical, Machinery Process, Auto mechanic, Wood Architecture etc. | Professional Course  
| Production Technique, Electronic Information Technique, Control Technique, etc. | Advanced Course  
| Production Machinery system technique, Architectural work system technique, etc |

| Fees | General Course  
| Designated by Prefectures | Professional Course  
| 390,000 yen (for 1 year: trainings by JEED)  
* Entrance Fee of 169,200 yen is separately needed. | Advanced Course  
| 390,000 yen (For 1 year: trainings by JEED)  
* Entrance fee of 112,800 yen is separately needed. |

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

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*Note: JEED refers to the Japan Employment Support Organization.*
Summary of the ability for disability person occupation development administration

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 PSWD

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

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 VT institution

- Enterprise
- Social welfare corporation
- NPO
- Private VT institution

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

Collaboration
- Special support schools
- PSDW organizations
- Welfare/medical/health institutions
- Labour Bureau, Hello Work Office

PWD

Job Consultation

Hello Work Office

Employment Placement

Enterprise
### 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
  - 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.)
1. Type of training

- **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)

<table>
<thead>
<tr>
<th>Rate of Employed Trainee</th>
<th>Subsidy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 55%</td>
<td>70,000 JPY/person month</td>
</tr>
<tr>
<td>40% - 55%</td>
<td>60,000 JPY/person month</td>
</tr>
<tr>
<td>Below 40%</td>
<td>50,000 JPY/person month</td>
</tr>
</tbody>
</table>

- **Basic course:** Based on number of trainees
  60,000 JPY/person month
VT for unemployed workers

○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)

○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 befit 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 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

<table>
<thead>
<tr>
<th>Item</th>
<th>Provided to</th>
<th>Conditions</th>
<th>Provider and ratio (max)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsidy for accredited VT</td>
<td>SMEs, SME organizations, VT corporations, etc.</td>
<td>Management cost for accredited VT</td>
<td>State 1/3, Prefecture 1/3</td>
</tr>
<tr>
<td>Management cost</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facility &amp; equipment cost</td>
<td>Prefecture, municipality, SME, organization, VT corporations, etc.</td>
<td>Facility and equipment cost for accredited VT</td>
<td>Prefectural institute State 1/3, Municipality, VT corporations, etc. State 1/3, Prefecture 1/3</td>
</tr>
</tbody>
</table>
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.

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

To be continued
- 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 9th 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
**Outline**

- Subsidizing cost of VT or wage during training to employer to promote workers’ career development effectively

※Employer who produces an in-house plan for human resource development or annual plan for HRD, and HRD promoter must be assigned.

### Subsidy items

| Training types dealing with the political agenda | Detail of subsidy                                                                 | Amount of subsidy                  |
|-----------------------------------------------|********************************************************************************|-----------------------------------|
| 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.       | Subsidy for wage: JPY800/hour     |
| ③Global HRD Course                           | Training for personnel, who are in charge of the overseas related jobs              | Subsidy for cost: 1/2             |
| ④HRD for skilled workers or skills’ inheritance Course | Trainings to strengthen the leadership of the skilled workers or to inherit their skills | ※⑤There’s a subsidy for implementing OJT for the Vocational Training combined with accredited training (JPY 600/hour) |
| 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                              |                                   |

**General Type Training (Except for the above type)**

- Subsidy for wage: JPY400/hour
- Subsidy for cost: 1/3

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

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**

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>① Transportation, machine operation related</td>
<td>4,061</td>
<td>Large-sized motor vehicle, construction machine operator</td>
</tr>
<tr>
<td>② Medical, social welfare, public health related</td>
<td>1,346</td>
<td>Social worker, nursery teacher</td>
</tr>
<tr>
<td>③ Professional service related</td>
<td>731</td>
<td>Public Consultant on Social and Labor Insurance, Tax Accountant, Certified Public Accountancy</td>
</tr>
<tr>
<td>④ Office work related</td>
<td>616</td>
<td>Bookkeeping, Administrative Scrivener, English test</td>
</tr>
<tr>
<td>⑤ IT related</td>
<td>591</td>
<td>Programming, CAD, web design</td>
</tr>
<tr>
<td>⑥ Sales rep, service related</td>
<td>386</td>
<td>Registered real-estate broker, travel service supervisor, licensed cook</td>
</tr>
<tr>
<td>⑦ Technique related</td>
<td>169</td>
<td>Qualified architect, registered electrician, registered surveyor</td>
</tr>
<tr>
<td>⑧ Manufacturing related</td>
<td>61</td>
<td>Automobile mechanic, confectionery hygiene master</td>
</tr>
<tr>
<td>⑨ Others</td>
<td>580</td>
<td>Post graduate course</td>
</tr>
</tbody>
</table>
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” 1st & 2nd 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

**Current Status / Challenging Issues**

Competent and highly motivated young people with experiences in overseas internships or working holidays and the like, cannot get their desired jobs nor be employed utilizing their overseas experiences as the global human resources, without having been properly assessed.

(Factors)
1. Their job experiences cannot be efficiently appealed as part of their career formation
2. Objective evaluation method for their job experiences abroad has not been established
3. Insufficient in voluntary vocational ability development aiming at their being employed after returning home

**Measures**

Providing the support with the consistent career formation during the period before going abroad through returning home, for the young who desire the overseas experiences including the international internship, the working holidays and so on.

Utilizing the young with international sense as the global human resources will contribute to establishment of the livelihood for the individual workers and to activation of the socioeconomic system.

**Effective Dissemination and Enlightenment on the Career Formation through Disclosure of its good cases**

- **Recruiting the targeted young**
- **Activating the motivation of the young**
- **Enhancing the ability of the young**
- **Appropriate evaluation on the experiences and abilities**

**Career consulting and preparing Job Card**
- Making them motivated powerfully through overhauling their vocational abilities, and those will be thoroughly recorded.
- Drawing up the ability development plan at the overseas destination.

**Giving information**
- Providing the local information to be employed smoothly

**Establishment of evaluation method**
- Preparing the description samples in the job card

**Evaluation on the overseas experiences and abilities**
- Evaluating by the consultant on their overseas experiences, describing the job experiences abroad in the job card

**Assistance with consultation through Internet**
- Utilizing the Internet abroad, grasping regularly the status of the ability development schedule, providing consultation and assistance, disseminating the consultation cases

**Employed by a company**
- Effective vocational ability development will be done, considering the vocational development planned prior to travelling

**Recruiting the targeted young**
- **Holding the council, constituting of the employers in the overseas study**

**Providing the local information to be employed smoothly**
4 Provision against young people ("Freeter" (Job hopping part-time workers), 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.

Source: Ministry of Internal Affairs and Communications

[ ]: exclusive of Iwate, Miyagi and Fukushima
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 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

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.)

To be continued
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

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.

**Implementation of the practical vocational trainings combining the class lectures with trainings**

- **Class Lectures at the educational training Institutions (Off-JT)**
- **Training at companies (OJT)**

- **Regular Employment/Being Stabilized**

- **Grants (one million yen in total)**

- **Supporting during the training period (Monthly 150 thousand yen)**

- **Implementation of the vocational assessment, utilizing the Job-Card system**
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
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.

Program for Consultation Support at Youth Support Stations
- 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.

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

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

Maximum amount of 100 thousand yen monthly per trainee is granted.
5  Job Card System
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.

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

<table>
<thead>
<tr>
<th>Career Consulting</th>
<th>Practical vocational training</th>
<th>Evaluation of ability after the training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarifying the purpose of and desire for employment through a review of previous work experience, certifications, and strong points to appeal to prospective employers.</td>
<td>Acquiring practical abilities required by companies through vocational training combining OJT and Off-JT.</td>
<td>Clarification of vocational abilities through objective evaluation by companies or training organizations that can be used to appeal to prospective employers.</td>
</tr>
</tbody>
</table>
Details of Job-Card 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

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.

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)

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."
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.
Subsidy for Upgrading Careers

○ Subsidy comprehensively supporting for the employers, who implement the programs to promote upgrading of careers for the so-called non-regular workers (※) like the fixed-term, part-time and dispatched workers.

(※) Including the indefinite-term contract workers other than regular workers

○ Realizing the productivity improvement in the company through the enhancement in the morale and capabilities of the workers, and securement and stable employment of the capable workers.

【In applying for this subsidy】
“The managerial personnel in career-upgrade” must be deployed at every business establishment and “the career upgrading schedule” must be drawn up in accordance with the “Guidelines concerning Career Upgrading of the fixed term workers.” (※)”Fixed-term workers” include the part-time and dispatched workers; the same applies hereafter.

【Menu of Subsidies】

<table>
<thead>
<tr>
<th>Content of the Subsidies</th>
<th>Subsidized Amount</th>
</tr>
</thead>
</table>
| **Regular Employment /Conversion to the regular employment (Note 1)** | Fixed →Regular : 400 thousand yen per worker  
(300 thousand yen)  
Fixed →Indefinite : 200 thousand yen per worker  
(150 thousand yen)  
Indefinite→Regular : 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 or 50 thousand yen is added to the above amount per worker. |

| **Human Resources Development (Note 2)** | Off-JT《per worker》  
Wage subsidy : 800 yen/hour  
(500 yen)  
Expense subsidy : 200 thousand yen at the maximum  
(150 thousand yen)  
OJT《per worker》  
Subsidy in implementation : 700 yen/hour  
(700 yen) |

Subsidy is provided in case that an employer converts a fixed-term employee to a regular employee or an indefinite-term employee to a regular employee.  
(※) In case of converting to indefinite-term employment, the basic wage must be raised by more than 5%.

Subsidy is provided in case that an employer provides the followings to the fixed-term employees:  
• General vocational training (Off-JT)  
• Fixed term on-the-job training  
\(3\text{-}6\) month period vocational training combining Off-JT and OJT using a job-card!
<table>
<thead>
<tr>
<th>Improvement in working conditions</th>
<th>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%.</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care</td>
<td>Subsidy is provided in case that the physical checkup for the fixed-term employees is regulated and more than 4 of them get checked.</td>
<td>400 thousand yen per business entity (300 thousand yen)</td>
</tr>
<tr>
<td>Part-time regular employee</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>Increase of the working hours for the part-time workers</td>
<td>Subsidy is given in case that weekly working hours of 25 or less than 25 hours increase to over 30 hours</td>
<td>100 thousand yen per worker (75 thousand yen)</td>
</tr>
</tbody>
</table>

(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.
(Note2) 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

- **Employment type training**
  - Enterprise employs anyone without regular worker experience
  - Practical training + Lectures
  - Working non-regular workers can join for their upgrade and regularization

- **Commission type training (Japanese style dual system)**
  - Commission to vocational colleges
  - Practical training in enterprise + Lectures

- **Support training for job seekers**
  - Non unemployment benefit recipient
  - Acquiring basic ability or practical ability

- **Public VT (in facility/commissioned)**
  - Mainly for unemployment benefit recipient

Hello Work Office

- Career Consulting
  - Organizing vocational ability and objective of working
  - Producing self-appeal in job seeking activities

Job Card

- Overview table, Employment record, Career Sheet

Finding job without training

Vocational Ability Development Program

VT at enterprises, schools, training institutes

Enterprise evaluate ability

Job Card Evaluation Sheet

Support by Hello Work Office

Regular employment at training conducting enterprise

Step

Regular employment

Regular employment at training conducting enterprise
## Vocational Training utilizing Job Cards

<table>
<thead>
<tr>
<th>Employment Type Training</th>
<th>Public Vocational Training</th>
<th>Job Seeker Support Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed-Term on-the-job Training Program</td>
<td>Training for individuals seeking re-employment</td>
<td>Job seekers who register to Hello Work Office</td>
</tr>
<tr>
<td>Practical Human Resource development System</td>
<td>Commissio n Type Training</td>
<td>Job seekers who register to Hello Work Office</td>
</tr>
<tr>
<td>Challenging training for the youth</td>
<td>In-facility Training</td>
<td>High school graduates, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individuals who are not eligible to receive unemployment benefit</td>
</tr>
<tr>
<td>Intended participants</td>
<td>Purpose</td>
<td></td>
</tr>
<tr>
<td>• Anyone with little or no experience of being a regular worker</td>
<td>Shifting to regular workers through practical training under employment</td>
<td></td>
</tr>
<tr>
<td>• Non-regular workers in the enterprises</td>
<td>Becoming core workers at workplace through practical training under employment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shifting to regular workers through practical training under employment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Developing practical vocational ability utilizing private institution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acquiring necessary knowledge &amp; skill for re-employment at public institution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fostering skilled workers at public institutions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Developing from basic to practical vocational ability utilizing private institution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Period</td>
<td></td>
</tr>
<tr>
<td>3-6 months</td>
<td>6 months - 2 years</td>
<td>1-2 year(s)</td>
</tr>
<tr>
<td>6 months - 2 years</td>
<td>3 months - 2 years</td>
<td>3-6 months</td>
</tr>
<tr>
<td>3 months - 1 year</td>
<td>6 months - 1 year</td>
<td></td>
</tr>
<tr>
<td>Purpose</td>
<td>Purpose</td>
<td></td>
</tr>
<tr>
<td>Shifting to regular workers through practical training under employment</td>
<td>Shifting to regular workers through practical training under employment</td>
<td></td>
</tr>
<tr>
<td>Becoming core workers at workplace through practical training under employment</td>
<td>Developing practical vocational ability utilizing private institution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acquiring necessary knowledge &amp; skill for re-employment at public institution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fostering skilled workers at public institutions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Developing from basic to practical vocational ability utilizing private institution</td>
<td></td>
</tr>
</tbody>
</table>
Dissemination and Promotion of Job-Card System

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

Regional Job-Card Support Centers (58 centers)
(municipal level employers’ associations)
### Promoting status of Job Card System (As of End of Feb. 2013)

#### Number of those who obtained Job-Card (person)

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance in the developing vocational ability programs</td>
<td>652,406</td>
</tr>
<tr>
<td>Job Card for students</td>
<td>1,982 person (※1)</td>
</tr>
<tr>
<td>Miscellaneous (general job seekers, etc.)</td>
<td>185,352</td>
</tr>
</tbody>
</table>

#### Attendance in the developing vocational ability programs (person) [graduates]

<table>
<thead>
<tr>
<th>Description</th>
<th>Value (Reference)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training for employed workers (April, 2008 ~ ) (※2)</td>
<td>49,304 [31,884] 94.9% (82.1%)</td>
</tr>
<tr>
<td>Outsourced training (April, 2008 ~ )</td>
<td>123,594 [94,843] 76.8%</td>
</tr>
<tr>
<td>Public vocational training (April, 2012 ~ ) (※3)</td>
<td>124,885 [32,611] Indoors : 83.3% Outsource : 68.2%</td>
</tr>
<tr>
<td>Job seeker support training (Oct, 2011 ~ )</td>
<td>140,131 [46,170 (※4)] Basic : 73.4% Practical : 75.2%</td>
</tr>
<tr>
<td>Fund training (April, 2011 ~ ) (※5)</td>
<td>214,492 [172,363] 81.3%</td>
</tr>
</tbody>
</table>

#### Number of companies supporting dissemination of Job Card

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of companies supporting dissemination of Job Card</td>
<td>17,170 (companies)</td>
</tr>
</tbody>
</table>

※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)

<table>
<thead>
<tr>
<th>FY</th>
<th>Number of those who prepared Job-Card (person)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>65,169</td>
</tr>
<tr>
<td>2009</td>
<td>228,054</td>
</tr>
<tr>
<td>2010</td>
<td>451,898</td>
</tr>
<tr>
<td>2011</td>
<td>673,755</td>
</tr>
<tr>
<td>End of Dec. 2012</td>
<td>837,758</td>
</tr>
</tbody>
</table>
6 Vocational ability evaluation and promoting trade skills
Development of policy on the Skills Promotion

- Development and Improvement of Vocational Ability
  - Skilled Workers
  - Upgrading skills of the employed workers
    - Training for the employed workers (Public Vocational Training)
    - Accredited Vocational Training
    - Subsidy for Promotion of Career Formation
    - Career Consultation before the training
    - Assessment of acquired abilities and Recording in the Job-card
  - Supporting life-long Career Formation
    - Career Counseling
    - Job Card
    - Utilizing in assessment of the acquired skills
  - Improvement of Skills and Positions through Utilization of Competency Standard System
    - Accreditation system for in-house trade skill test and National Trade Skill Testing and Certification System
  - Promotion of Dissemination of Competency Standard System
    - Promotion of Dissemination of Competency Standard System
    - National Trade Skill Testing and Certification System
    - Development of a new program by addition of new skills
  - Promotion of Dissemination of Competency Standard System
    - Provision of the excellent skills of skilled workers
    - National Skills Competition
      - Manufacturing Competition
        - Manufacturing Competition
      - National Skills Competition
        - Master Craftsman
        - MHLW Minister Prize for HRD
        - Manufacturers’ HRD Grand Prix
        - Japan Grand Prix in Manufacturing
        - Japan Grand Prix in Manufacturing
        - Japan Grand Prix in Manufacturing
  - Employment as a skilled worker
  - Development and Improvement of Vocational Ability
    - Training for Graduates (Public Vocational Training)
    - Public Vocational Training for Unemployed
    - Training for Graduates (Public Vocational Training)
    - Job Card
  - Job Seekers
  - Public Vocational Training for Unemployed
  - Students, Children, etc.
  - Young employed workers
  - Development and Improvement of Vocational Ability
    - Regional HRD in the new support program
    - Supporting the inheritance of Skills through utilization of the skilled workers
    - Job Seekers

- Assessment of Vocational Ability
  - Career Consultation during the training
  - Assessment of the acquired abilities and recording in the Job-card

- Skills Promotion and Inheritance
  - Career Consultation before the training
  - Assessment of acquired abilities and Recording in the Job-card
  - Utilizing in assessment of the acquired skills
  - Promotion of Dissemination of Competency Standard System
  - Development of policy on the Skills Promotion
  - Enlightenment of attractiveness and importance of the skills through various competitions
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, 1st grade, 2nd grade, 3rd 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

<table>
<thead>
<tr>
<th>Year</th>
<th>Special grade</th>
<th>1st grade</th>
<th>2nd grade</th>
<th>3rd grade</th>
<th>Single grade</th>
<th>Basic 1st/2nd grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2007</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## List of National Trade Skill Testing (128 trades)

<table>
<thead>
<tr>
<th>Field</th>
<th>Trades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ceramics</td>
<td>Making ceramics and porcelain</td>
</tr>
<tr>
<td>Metal processing</td>
<td>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</td>
</tr>
<tr>
<td>General machinery &amp; instruments</td>
<td>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</td>
</tr>
<tr>
<td>Electric &amp; precision machinery and instruments</td>
<td>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</td>
</tr>
<tr>
<td>Food</td>
<td>Bread making, Cake and Japanese confectionery making, Noodle making, Ham, sausage and bacon making, Fish/meat paste food making, Miso making, Sake brewing</td>
</tr>
<tr>
<td>Garment and fiber products</td>
<td>Dressmaking, Tailoring, Kimono making, Bedclothes manufacturing, Canvas goods manufacturing, Cloth sewing, Knitted goods manufacturing, Dyeing</td>
</tr>
<tr>
<td>Timber, wood products, sand paper processing</td>
<td>Machine woodworking, Wood pattern making, Crafts Cabinet making, Joinery, Tatami making, Carton box and corrugated cardboard box making, Paperhanging</td>
</tr>
<tr>
<td>Plastic products</td>
<td>Plastic molding, Reinforced plastic moldings</td>
</tr>
<tr>
<td>Precious metals and accessories</td>
<td>Watch repairing, Precious metal accessory making</td>
</tr>
<tr>
<td>Printing and bookbinding</td>
<td>Plate making, Printing, Bookbinding</td>
</tr>
<tr>
<td>Others</td>
<td>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</td>
</tr>
</tbody>
</table>
(Vocational ability evaluation standard)

- Classify an ability into 4 levels from person in charge to manager by industry, occupation and operation.
- Necessary knowledge, technique and skill for work are described in addition to performing ability.
- Developed sample actions in typical business scenes, which are able to utilize to judgment whether a worker can perform operation properly.
- Produced through survey on job analysis in industry under the cooperation with employer's group or organization.
- Utilizing into Model Evaluation Sheet of the job card system since FY 2008.
- Developed “career map” and “vocational ability evaluation sheet” as HRD tools since FY 2010.

(Achievement)

- Developed the vocational ability evaluation standard of office work such as accounting and personnel affairs in inter-industry.
- Developed 50 industries such as electrical machinery and appliance manufacturing, hotel and automotive manufacturing.

<table>
<thead>
<tr>
<th>Established</th>
<th>Scheduled to be established (expanding annually)</th>
</tr>
</thead>
</table>
| Type of Industry | Credit Union  
| | Banking  
| | Casting  
| | ・・・  |

| | Japanese style hotel  
| Dec. 2010 |  |  |
| | Long-Term Care in facility  
| Dec. 2010 |  |  |
| | Plant maintenance  
| May 2011 |  |  |
| | Web contents design (mobile)  
| May 2011 |  |  |
| | Screw manufacturing  
| May 2012 |  |  |
| | Outdoor advertising  
| May 2013 |  |  |
| | Department Store  
| May 2013 |  |  |
| | Conductor Service  
| May 2013 |  |  |
| | DIY  
| Feb. 2008 |  |  |
| | Credit card  
| Feb. 2008 |  |  |
| | industrial waste disposal  
| Mar. 2008 |  |  |
| | Metal pressing  
| Mar. 2008 |  |  |
| | Convenience store  
| Aug. 2008 |  |  |
| | Telecommunication-related works  
| Aug. 2008 |  |  |
| | specialty store  
| Aug. 2008 |  |  |
| | Event organizing  
| Dec. 2008 |  |  |
| | Oil refining  
| Dec. 2008 |  |  |
| | Building maintenance  
| Feb. 2009 |  |  |
| | Material handling  
| Jul. 2009 |  |  |
| Forging  
| Oct. 2007 |  |  |
| Wholesales  
| Oct. 2007 |  |  |
| Vending machine Manufacturing/management  
| Feb. 2008 |  |  |
| DIY  
| Dec. 2005 |  |  |
| Engineering  
| Dec. 2005 |  |  |
| Plastering  
| Dec. 2005 |  |  |
| Landscaping & gardening  
| Dec. 2005 |  |  |
| Fitness  
| Feb. 2006 |  |  |
| Bread baking  
| Feb. 2006 |  |  |
| General contractor  
| Apr. 2006 |  |  |
| Cleaning business  
| Mar. 2007 |  |  |
| Long-Term Care at home  
| Mar. 2007 |  |  |
| Bowling alleys  
| Mar. 2007 |  |  |
| Photo studios  
| Mar. 2007 |  |  |
| Light metal products manufacturing  
| Mar. 2007 |  |  |
| Automotive manufacturing  
| Aug. 2005 |  |  |
| Advertisement  
| Sep. 2005 |  |  |
| Optical equipment manufacturing  
| Sep. 2005 |  |  |
| Engineering  
| Dec. 2005 |  |  |
| Plastering  
| Dec. 2005 |  |  |
| Landscaping & gardening  
| Dec. 2005 |  |  |
| Fitness  
| Feb. 2006 |  |  |
| Bread baking  
| Feb. 2006 |  |  |
| General contractor  
| Apr. 2006 |  |  |
| Cleaning business  
| Mar. 2007 |  |  |
| Long-Term Care at home  
| Mar. 2007 |  |  |
| Bowling alleys  
| Mar. 2007 |  |  |
| Photo studios  
| Mar. 2007 |  |  |
| Light metal products manufacturing  
| Mar. 2007 |  |  |
| electrical machinery & appliance manufacturing  
| Jun. 2004 |  |  |
| Hotel business  
| Sep. 2004 |  |  |
| Printing  
| Sep. 2004 |  |  |
| Plastic product manufacturing  
| Sep. 2004 |  |  |
| Forming work  
| Oct. 2004 |  |  |
| Steel reinforcement  
| Oct. 2004 |  |  |
| Fluid power  
| Oct. 2004 |  |  |
| Super market  
| Dec. 2004 |  |  |
| Fine ceramics product manufacturing  
| Mar. 2005 |  |  |
| Apparel  
| Mar. 2005 |  |  |
| Water proofing  
| May 2005 |  |  |
| Logistics  
| May 2005 |  |  |
| Market surveys  
| Jul. 2005 |  |  |
| Food service  
| Jul. 2005 |  |  |
**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**

<table>
<thead>
<tr>
<th>occupation</th>
<th>duty</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales</td>
<td>Sales</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sales processing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shop management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Management</td>
<td>Project Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product Development</td>
<td>Product Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>Marketing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 >**

<table>
<thead>
<tr>
<th>Duty</th>
<th>Ability Units</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common duty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotion of customer satisfaction (shop)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contribution to the regional society (shop)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**< Selective Ability Units >**

<table>
<thead>
<tr>
<th>Duty</th>
<th>Ability Units</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales</td>
<td>Counter selling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ordering - Inventory control</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Display</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sales promotion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales/Processing</td>
<td>Counter selling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Checkout operation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checker</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shop Management</td>
<td>External negotiation (shop)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Name of ability units : counter selling**

- **Ability details**
  - 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.
  - Off notice about the ambiguous point through the implementation of counter selling, asking the questions to sales manager or product manager and solve it.

- **Implementation of counter selling**
  - 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.

- **Explanation of products**
  - 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.

- **Counter selling selection and report**
  - 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.

**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
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~

<table>
<thead>
<tr>
<th>Level</th>
<th>Standard</th>
<th>Career at management division</th>
<th>Career at shop management division</th>
<th>Career at professional division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>4 years</td>
<td>[admin/utive dept.] internal section director</td>
<td>[shop management] shop management director</td>
<td>[product development/procurement dept.] merchandising director</td>
</tr>
<tr>
<td>Level 3</td>
<td>3 years</td>
<td>[admin/utive dept.] internal section chief</td>
<td>[sales dept.] shop manager</td>
<td>[marketing dept.] marketing manager</td>
</tr>
<tr>
<td>Level 2</td>
<td>3 years</td>
<td></td>
<td>(certification) Class M2 certified by S-ken</td>
<td>(certification) Class BY certified by S-ken</td>
</tr>
<tr>
<td>Level 1</td>
<td></td>
<td>(certification) Class M3 certified by S-ken</td>
<td>(Certification) Class B1/B2 certified by S-ken</td>
<td>(Certification) Class E3 certified by S-ken (department of meat, fisheries, delicatessen, fruit and vegetables)</td>
</tr>
</tbody>
</table>

Vocational Ability Evaluation Sheet

- Typical example ~supermarket industry~

<table>
<thead>
<tr>
<th>Ability Unit</th>
<th>Detailed Ability</th>
<th>Standard for Performance</th>
<th>Self-Evaluation</th>
<th>Evaluation by the boss</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compliance (at shop)</td>
<td>Understanding laws and ordinances</td>
<td>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.</td>
<td>○</td>
<td>○</td>
<td>Understanding sufficiently and practicing the action which he should take, rules to be observed.</td>
</tr>
<tr>
<td></td>
<td>Compliance</td>
<td>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 colleague.</td>
<td>○</td>
<td>○</td>
<td></td>
</tr>
<tr>
<td>Promotion of CS (Customer Satisfaction) (at shop)</td>
<td>Grasp of CS-concerning policy</td>
<td>3 Understanding company’s policy for CS in connection with own duties and services to provide customers.</td>
<td>○</td>
<td>○</td>
<td>It’s better for him to utilize customer’s opinions and requests to improve daily work.</td>
</tr>
<tr>
<td></td>
<td>Implementation of CS policy</td>
<td>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.</td>
<td>△</td>
<td>△</td>
<td></td>
</tr>
<tr>
<td>Contribution to community (at shop)</td>
<td>Grasp of a role expected by the community</td>
<td>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.</td>
<td>○</td>
<td>○</td>
<td>He can act positively by participating in the regional event voluntarily.</td>
</tr>
<tr>
<td></td>
<td>Promotion of contribution to the community</td>
<td>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.</td>
<td>-</td>
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<td></td>
</tr>
</tbody>
</table>

**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.

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

<table>
<thead>
<tr>
<th>National Skills Grand Prix</th>
<th>National Skills Competition for Young Skilled Workers</th>
<th>A young fellow manufacturing tournament</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
<td>This competition aims to give a goal of the top to young workers and improve their skills as well as to raise the public awareness of skilled work. (In even number of year, the completion has a role of preliminary of World Skills Competition for Young Skilled Workers)</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Eligibility</strong></td>
<td>Certified skilled worker of 2nd grade or upper and aged 23 and under</td>
<td>Trainee who is aged 20 and under in the acquisition process of skills in technical high school, technical junior college, public VT institutes or accredited VT institutes,</td>
</tr>
<tr>
<td><strong>Level</strong></td>
<td>Upper or intermediate (2nd grade or upper)</td>
<td>Basic (equivalent to 3rd grade)</td>
</tr>
<tr>
<td><strong>Trade</strong></td>
<td>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.</td>
<td>Lathe, electronic equipment assembly, construction carpenter, etc.</td>
</tr>
</tbody>
</table>

Diagram:

- **National Skills Grand Prix** (every 2 years)
- **World Skills Competition for Young Skilled Workers** (every 2 years)
- **National Skills Competition for Young Skilled Workers** (every year)
- **A young fellow manufacturing tournament** (every year)
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 Wealth 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 46th in 2012.
Overview of HRD Support Program for New Business Development Area

**Entrepreneur Group**
- Planning to develop new business

**Challenges regional industry is facing**
- Concrete idea or direction is determined to develop new business, but have a problem to develop human resources (Unfamiliar in the method of HRD, Not economically affordable for HRD, etc.)

**Development of educational training curriculum**
- Development of custom-made curriculum in conformity with the order of entrepreneur group in cooperation with the university, vocational school, public vocational training institution etc.

**Implementation of educational training**
- Coordination of educational training (arrangement of lecturer, facilities, equipment), planning of detailed schedule, etc.
- Lecture course, practice course, OJT, Off-JT, combination of OJT and Off-JT

**Educational Training Institutions**
- University, vocational school, public vocational training institution etc.

**Example of method to develop educational training curriculum**
- Clarify the mission for new business
- Clarify the ability
- Clarify the target
- Development of curriculum
- Make it possible to grasp and confirm the attainment level of skills, techniques and knowledge.
- Take the effect of educational training into account, draw up stepwise and systematic educational training.

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

**New Business Development utilizing ability and technology of SME**

**Regional Vitalization • Employment security**
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

Measure
- "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
  - 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

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

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**

<table>
<thead>
<tr>
<th></th>
<th>1st year</th>
<th>2nd/3rd year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptance managed by individual enterprises</td>
<td>Technical Intern Training (i)(a)</td>
<td>Technical Intern Training (i)(b)</td>
</tr>
<tr>
<td>Acceptance supervised by organizations</td>
<td>Technical Intern Training (ii)(a)</td>
<td>Technical Intern Training (ii)(b)</td>
</tr>
</tbody>
</table>

**Flow of the program**

- **Entry**
  - Technical Intern Training (i)(a),(b)
- **Lectures**
  - 2 months at implementing organization or supervising organization (no employment relationship)
- **Practical training**
  - Implementing organization conducts training
  - Supervising organization: visiting guidance, inspection
- **Change of status of residence**
  - Technical Intern Training (ii)(a),(b)
    - **Eligibility**
      - Trainee who passed evaluation exam. (equivalent to National trade skill testing basic 2nd level)
    - **Object trades**
      - Trades which there are needs in dispatching country and official skill evaluation system (presently 66 trades)
- **Back to home country**

**Practical training**
- Implementing organization conducts training
  - Supervising organization: inspection
    - **Goal**
      - Equivalent to national trade skill testing 3rd level
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.

2. Majorities are ① China, ② Vietnam, ③ Philippines

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

4. Acceptance supervised by organizations accounts for 96.7% Half of implementing organizations are small enterprises with 19 employees or less.
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 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 3rd grade in Japan is implementing.

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.

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

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
Structure of HRD cooperation in Asia and Pacific region

**ASEAN**
- Indonesia
- Malaysia
- Thailand
- Philippines
- Singapore
- Brunei
- Vietnam
- Myanmar
- Laos
- Cambodia

**[Japan]**
- Australia
- New Zealand
- Korea
- China
- Papua New Guinea

**APEC**
- U.S.A
- Canada
- Russia
- Chinese Taipei
- Hong Kong, China
- Mexico
- Chile
- Peru

**ILO-Regional Skill Program**
- Iran
- Afghanistan
- Pakistan
- India
- Sri Lanka
- Nepal
- Bangladesh
- Mongolia
- Fiji
- Solomon Islands
- Kiribati
- Vanuatu
- East Timor
- Samoa
- Marshall Islands
- Tuvalu
- Maldives
- Palau

**Cooperation for ASEAN integration**
- Raising standards of new members/encouragement of graduation from recipient country
- Smooth integration of ASEAN
- Enhancing economic cooperation between Japan and ASEAN

**Cooperation through APEC**
- Promotion of cooperation between public and private sector
- Dissolution of digital divide
- Sustainable economic growth and promotion of investment

**Cooperation through ILO/Regional Skills Program**
- Establishing network of HRD institutions/providing information about Japanese system and experiences
- Promotion of mutual cooperation among members
## Skills Evaluation System Promotion 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

<table>
<thead>
<tr>
<th>Country</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indonesia</td>
<td>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.</td>
</tr>
<tr>
<td>Thailand</td>
<td>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 3rd grade of Japanese one.</td>
</tr>
<tr>
<td>Viet Nam</td>
<td>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.</td>
</tr>
</tbody>
</table>

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

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.

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

Issues to be addressed at the moment

- For the foregoing nations, supporting with nurturing the assessors capable of evaluating in the higher level of skills (corresponding to the 2nd 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 3rd grade of the national trade skills and certification testing.
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)

“GAIN”

Improvement of VT courses & Upgrading Instructors

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

Unification and improvement of VT quality

Contribution to ASEAN integration

Malaysia (CIAST)

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

MHLW
JAVADA
PTU
JEED

Development
Prevalence
"GAIN"
Prevalence
Revision
Cooperation in conducting training courses