



Human Resources Development Administration in Japan

2007 Edition

**Human Resources Development Bureau
Ministry of Health Labour and Welfare**

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Priority Measures and Budget of the Human Resources Development Bureau for Fiscal 2007 (Outline)

Budget for FY2007: 144.8 billion yen

I. Reinforcing the Capacities and Improving the Desire to Work of Young People 21.1 billion yen

1. Development “on field excellence” youth in job sites 7.8 billion yen
 - Promoting and diffusion of the “practice-based human resources development system” (new) 370 million yen
Implementing leading model projects by local business groups to popularize and establish the “practice-based human resources development system” (vocational training combined with practical learning) for small- and medium-size enterprises and new graduates and then to extend the results throughout Japan, and establishing support measures for accredited vocational training facilities and employers that implement the system.
 - Promoting and diffusion of the “business/education-based human resources development systems” through collaboration among industry, academia, and government 7.4 billion yen
Working to establish human resources development systems in society that are based on collaboration between business and education to support practical and effective human resources development of young people. This is achieved by introducing experienced-based courses to promote young people's participation in educational training which combines practical training at companies and classroom lectures and by introducing business- and private sector educational training institutions, an effort that includes developing companies that accept students for practical learning.
2. Reinforcement of plans for regular employment of 250,000 “freeters” 10.2 billion yen
 - Support for regular employment of long-term freeters 2 billion yen
 - Establishment of the “system for developing the vocational independence of long-term freeters” (new) 2 billion yen
Establishment of vocational training systems that push forward practical training at companies so as to determine the vocational skills of long-term freeters, and establishment of a “system for developing the vocational independence of long-term freeters” that develops and implements vocational training courses for application to the employment requirements of business.
 - Implementation of practical human resources development 7.4 billion yen
 - Promoting and diffusion of the “business/education-based human resources development systems” through collaboration among industry, academia, and government (re-notation) 7.4 billion yen
3. Support for the vocational independence of young people, including “Freeters” and “NEETs” 2 billion yen

- Expanding and reinforcing Regional Youth Support Stations 960 million yen
 Reinforcing the expert support framework of Regional Youth Support Stations, which are community bases that assist NEETs and other young people, so as to provide fine-tuned consultation to young people needing support with mental issues, and expanding the number of such stations 25 sites → 50 sites
 - Promotion of the “Wakamono Jiritsu Juku” (school of independence for youths) programme 1 billion yen
 Promoting the “Wakamono Jiritsu Juku” programme, which gives young people self-confidence and desire to work through lifestyle training, work experience, etc. in group “camp-like” activities. 25 sites → 30 sites
 - Support for Minister of Health, Labour and Welfare, awards for organisation having distinguished records in independence support for young people (new) 23 million yen
 Presenting Minister of Health, Welfare, and Labour citations to companies, individuals, and organisations recognised as having distinguished records in helping young people gain vocational independence, and holding forums for opinion exchanges by awards recipients and others, in order to expand opportunities for young people to gain independence and tackle new challenges in all aspects of society.
4. Support for smooth transition from student to worker 1.1 billion yen
- Promoting the training and diffusion of career consultants for young people 2 billion yen
 Reviewing the capabilities required of career consultants for young people so that they can respond to NEET independence and other issues in order to promote smooth career building by young people. 2 billion yen

II. Establishment of labour environments for the realization of fair and diversified employment 41 million yen

1. Expansion of opportunities for non-fulltime employees to achieve fulltime employee status (new) 41 million yen
- Promoting in-house vocational skills development to help non-fulltime employees achieve fulltime employee status (new) 7 million yen
 Expanding measures to encourage employers to develop and improve the vocational skills of non-fulltime employees in their companies through, for example, education and training to help employees shift from non-fulltime status to fulltime employee status.

- Establishment of a framework for human resources development and career development for dispatched workers 34 million yen
Formulation of desired models for human resources development and evaluation as well as career development support plans for each major field, targeting dispatched workers and contract workers for which disparities in human resources development opportunities emerge with fulltime employees, and education pertaining to such models and plans.

III. Realising a nation founded on human resources that stimulate the economic society 34.4 billion yen

1. Promotion of a “nation founded on manufacturing” 41 million yen
 - Promotion of skills taking advantage of the “International Skills Festival For All, Japan 2007” based on industry-academia cooperation (new) 3.7 billion yen
Working to arouse desire among young people in manufacturing and to promote public understanding of the importance of manufacturing, taking advantage of the successful holding of the "International Skills Festival For All, Japan 2007," which that two international competitions — one for young people and the disabled people were held simultaneously for the first time in Japan.
 - Advancement of understanding of the attractiveness of manufacturing 880 million yen
Creating a society that is comfortable with manufacturing by promoting the opening of factories, human resources development facilities, providing opportunities for people to experience manufacturing, and dispatching highly skilled workers to industrial high schools, etc.
 - Support for smooth of the skills inheritance to small-and medium-size enterprises, etc. 300 million yen
Supporting small-and medium-size enterprises that subsidy in systematic education and training to pass on skills and reinforcing information pravision and counselling assistance for the skills inheritance
2. Promotion of human resources development through careers 4.4 billion yen
 - Promotion of career development support by improving the quality of career consultants, etc. 3.7 billion yen
Working to expand opportunities for career consultants to receive practical training as well as practical advice and guidance, and studying integrated implementation of vocational ability evaluation tests and the system for renewing qualifications

- Establishment of a vocational ability evaluation system that targets a wide variety of vocations 720 million yen
Working to expand the job classifications in the vocational ability evaluation standards, which are integrated standards for evaluating vocational ability; promoting systems that support the acquirement of vocational skills by introducing e-learning, etc., so that they can handle a variety of workers, including non-fulltime workers; and reviewing the job classifications of the national trade skill testing and certification system based on the needs of companies and industrial groups

3. Development “on-field excellence” youth in job sites 7.8 billion yen

IV. Comprehensive promotion of employment support toward achieving the vocational independence of the disabled people 41 million yen

1. Promotion of human resources development for the disabled people 7.8 billion yen

- Promotion of vocational training for the disabled people in general human resources development centers 4.3 billion yen

IN general human resources development centers that are in addition to vocational training at human resources development centres for the disabled people, have been implemented, vocational training on a model basis for people with developmental disabilities by establishing training courses, which targets people with intellectual disabilities

Number of people receiving outsourced training: 6,300 → 6,600

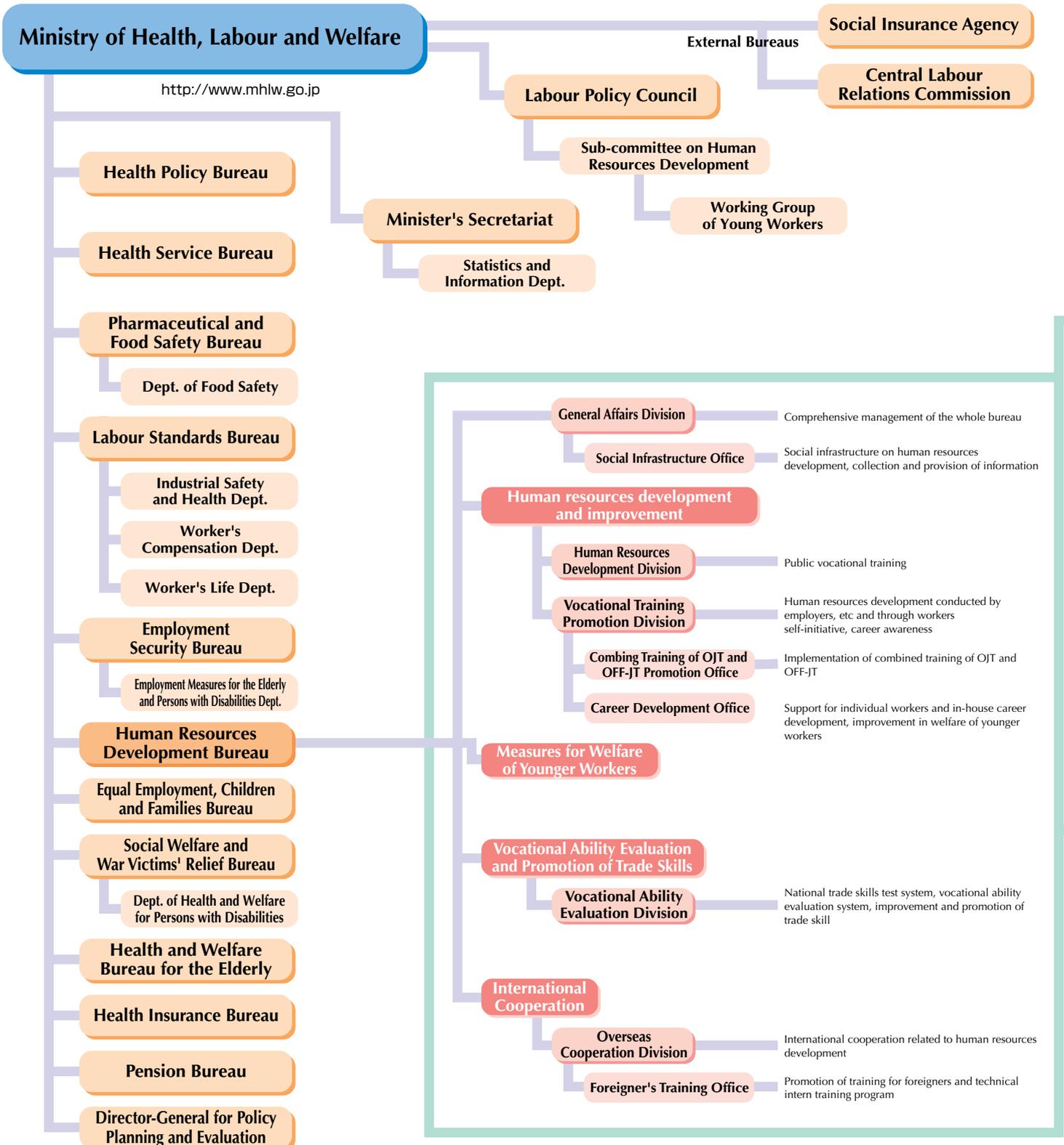
- Promoting practical vocational training that utilizes regional facilities for the disabled 1.5 billion yen
Expanding outsourced training that corresponds to conditions faced by the disabled, and implementing model projects in which regional social welfare corporations and others that support disabled employment foster companies to which training can be outsourced.
- Expanding the “Promotional Project to Develop Vocational Ability of Disabled People” 55 million yen
Expanding projects to form systems for smooth transfer from education and welfare to vocational training by establishing a collaboration framework with public human resources development facilities and relevant institutions, such as welfare institutions and schools for disabled people, in government-designated cities 3 sites → 6 sites

V. Appropriate response to problems associated with overseas workers 440 million yen

- Appropriate of the Technical Inter Training Program and skills systems 440 million yen
Reinforcing rotating guidance for organisations that accept trainees and employment of technical interns in order to ensure strict operation of systems, including prevention of inappropriate undertakings that violate labour relations laws and ordinances

1

Organization of the Ministry of Health, Labour & Welfare and System of the Human Resources Development administration



Employment and Human Resources Development Organization of Japan (EHDO)

<http://www.ehdo.go.jp/>
 Assistance for improving employment management, establishment and operation, etc. of public human resources development facilities

Japan Organization for Employment of the Elderly and Persons with Disabilities (JEED)

<http://www.jeed.or.jp/>
 Promotion of vocational stabilization for the elderly and disabled and improvement in their welfare

Care Workers Support Center

<http://www.kaigo-center.or.jp/>
 Project of vocational stabilization for care workers and increase in their welfare

Japan Vocational Ability Development Association (JAVADA)

<http://www.javada.or.jp/>
 Key organization to promotion of private-sector vocational training and implementing of national trade skill testing and certification

Prefectural Centers of the Employment and Human Resources Development Organization of Japan (EHDO)

(47)

Local organizations of the EHDO

Polytechnic University

(1)

<http://www.uitec.ehdo.go.jp>

Polytechnic Colleges

(10)

Polytechnic Junior College

(1)

Polytechnic Centers

(62)

Advanced Polytechnic Centers

<http://www.apc.ehdo.go.jp/>

Lifelong Human Resources Development Center (Ability Garden)

<http://www.ab-garden.ehdo.go.jp/>

Vocational Museum

<http://www.shigotokan.ehdo.go.jp>

National Human Resources Development Centers for the Disabled (operated by JEED)

(2)

Branches of the Care Workers Support Center

(47)

Prefecture

Human resources development department
 Workers' welfare department

Councils, etc. set up in prefectures

Prefectural Vocational Ability Development Association

Guidance and assistance for employers, etc., promotion of private-sector vocational training and implementation of National trade skill testing and certification

Polytechnic Junior Colleges

(9)

Polytechnic colleges

(179)

National Human Resources Development Centers for the Disabled (operated by prefectures)

(11)

Prefectural Human Resources Development Centers for the Disabled

(6)

Working Youth Welfare Centers

(464)

(Note) As of April 1, 2007

2

The Eighth Basic Plan for Human Resources Development Rebuilding the Environment to develop workers' capabilities for sustainable career development

Due to the decrease in the population, it has become necessary for Japan to improve productivity by improving each and every person's abilities.

In the process of meeting that requirement, it has become important to fundamentally construct a system that corresponds to structural changes, such as changes in the labor market that underly the problem related to vocational career (*) development, changes in the treatment of human resources within companies, and changes in job consciousness and working conditions, while developing policies that support vocational career development towards not only the employed and unemployed but also people in "NEET" situations and people who have discontinued to work due to childbirth, child-rearing, nursing of parents, etc. This construction also aims to secure accession of young people as future core

workers and cultivate the so-called "on-field excellence" in them.

To implement this, the Ministry of Health, Labor and Welfare formulated the Eighth Basic Plan for Human Resources Development in July, 2006. Based on this Plan, they work on measures and policies such as provision of diversified vocational training opportunities, establishment of labor market infrastructure (social economic infrastructure) including the enhancement of ability evaluation systems and vocational career support, providing sustainable career development support throughout workers' lives and reinforcement of "on-field excellence" and skills inheritance and advancement.

(*) Accumulation of vocational and educational training and practical experience in line with the vocational life design

Points of the Eighth Basic Plan for Human Resources Development

1. Implementation Objectives of Human Resources Development Policies

- Human resources development policies will be implemented to support smooth career formulation.
- Human resources development measures will be promoted in consideration of all "working people," including NEETs and people who have left work due to childbirth, child-rearing, etc., as well as currently employed and unemployed people.
- Training for people who have left work as a part of employment measures will be conducted mainly by public-sectors considering the awareness of educational training needs in companies and utilization of private educational training institutions.
- Promotion of measures for smooth skills inheritance from baby-boomer generation workers, while reconstructing the system to improve "on-field excellence" (*) and secure youth in job sites.

(*) Techniques, skills, problem-solving abilities, and management skills that are underpinned by practical experience in various sites including manufacturing job sites.

- Promotion of policies by public-private cooperation through support for vocational career development of youths, balancing work and life, and creation of employment in community contributing fields under NPO management.

2. Basic Measures of Human Resources Development

(1) Enhancement of labor market infrastructure

- Implementing public human resources development in accordance with the needs of companies and job seekers, as well as developing educational training conducted by

employers and high-quality private educational training institutions.

Furthermore, they promote the diffusion and illumination of the "Practical System for Human Resources Development" as stated in the amended Human Resources Development Promotion Provision.

- Enhancing the system that provides information regarding career development such as vocational abilities evaluation systems and career consulting.

(2) Support for sustainable career development throughout workers' lives

- Providing opportunities to develop vocational abilities for disabled people and single mothers to move from welfare to independence, as well as enhancing support measures in accordance with their career level.
- Implementing necessary measures for the understanding of vocational ability development needs of non-regular workers such as part-time workers and temp workers.

(3) Promotion of Human Resources Development

In response to industrial trends, technological innovations, and diversified needs of job seekers, vocational training will be reorganized and provided to meet the needs of companies in accordance to their fields in manufacturing or service.

(4) Improvement of "on-field excellence" and skills inheritance

- Based on the amended Human Resources Development Promotion Provision, approaches to promote the development and securement of human resources that support the "on-field excellence" which are inevitable for the maintenance and improvement of industrial competitiveness, have been adopted, starting with the

"Practical System for Human Resources Development."

- Reinforcing the support measures for providing information and know-how as well as financial support, for the smooth inheritance and development of skill; working on the cooperation between public human resources development facilities and companies with the cooperation of relevant administrative institutions and organizations.
- Creating opportunities for children and students to gain knowledge about the importance of manufacturing to promote skills and manufacturing toward youth, as well as publicizing "International Skills Festival for All, Japan 2007."

Other necessary measures include the implementation of international cooperation.

3.Period

Implementation will be over a five-year period, from FY2006 to FY2010.

3

Promotion of Comprehensive Human Resources Development Measures for Young People

As is reflected by the severe employment situation of recent years, young people are now facing many problems that include a high unemployment rate, a growing number of people with no occupation, and the emergence of "freeters". If this situation continues, the following may result:

- (1) Workers will not accumulate necessary skills and know-how when they are young, which will become an obstacle to their career development in the future
- (2) The human resources that support Japan's industries and society will not be developed, which may place a damper on the country's economic growth

Consequently



In June 2003 four ministers (Minister of Education, Culture, Sports, Science and Technology; Ministry of Health, Labour, and Welfare; Minister of Economy, Trade, and Industry; Minister of Economic and Fiscal Policy) set up the **"Independence and Challenge Plan for Young People"** in order to arouse a desire to work among young people and to support the vocational independence of all motivated young people.

→ The Ministry of Health, Labour, and Welfare has been implementing the **"Japanese-style Dual System"** and other measures targeting young people based on the plan since FY2004.

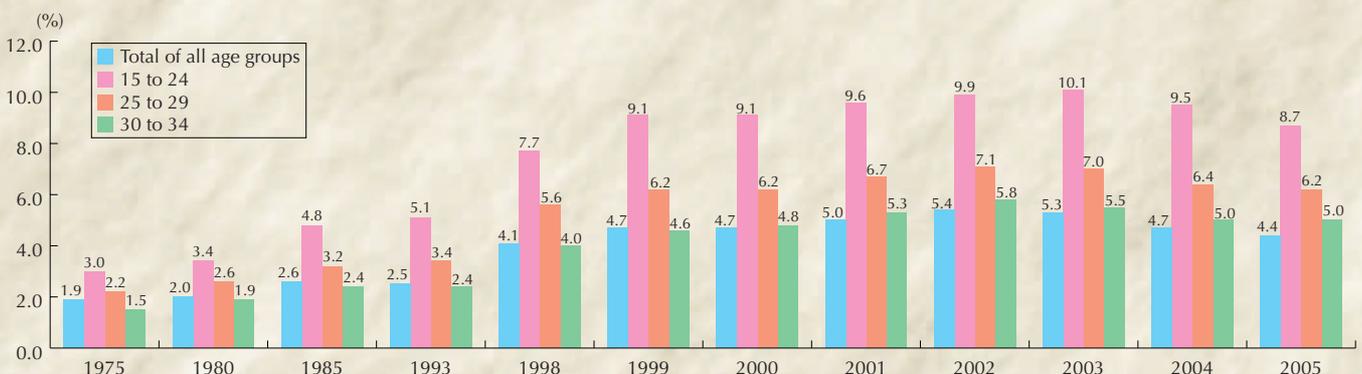
From FY2005, in response to the NEET problem etc., approaches to reinforce "Ningen-ryoku" (power of human capacities) of youth are being promoted as comprehensive and fine-tuned measures to raise the desire and capacity of young people to work. Furthermore, in the future, "Practical System for Human Resources Development," which combines classroom lectures and temporary practical training under working conditions, will be statutorily placed, and will be diffused and embedded as the "Third Option" combining employment and schooling, for companies to become the main actor that cultivates job adaptive capabilities.

Reference 1

Current status of youth employment

Youth unemployment rates

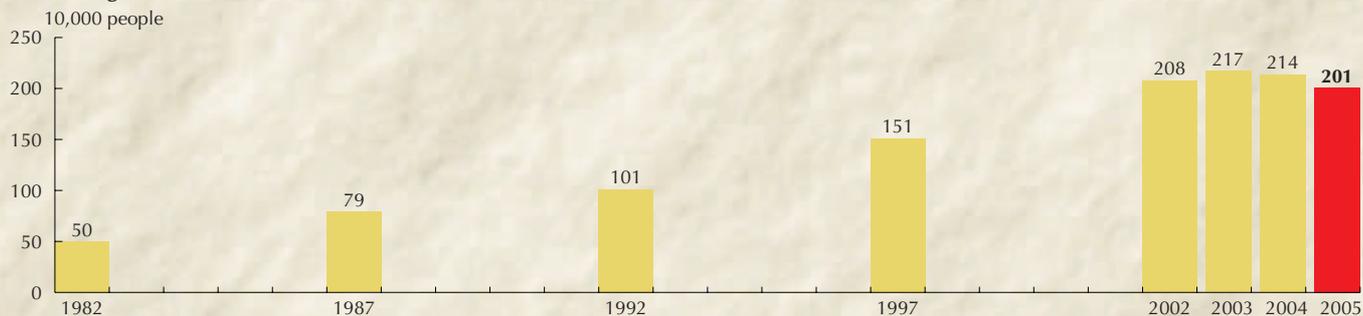
The unemployment rate among young people aged 24 or less has risen from 5.1% in 1993 to 10.1% in 2003. In general, there has been a doubling of the unemployment rate for all age groups, there was a decrease in the unemployment rate for 2004.



Growing number of "freeters"

The number of so-called "freeters" has risen by 1 million people over the last ten years due to the increase of unemployed graduates and early job separations, but decreased for the first time in 2004; the number is estimated to be 2.01 million people in 2005.

Changes in the number of freeters



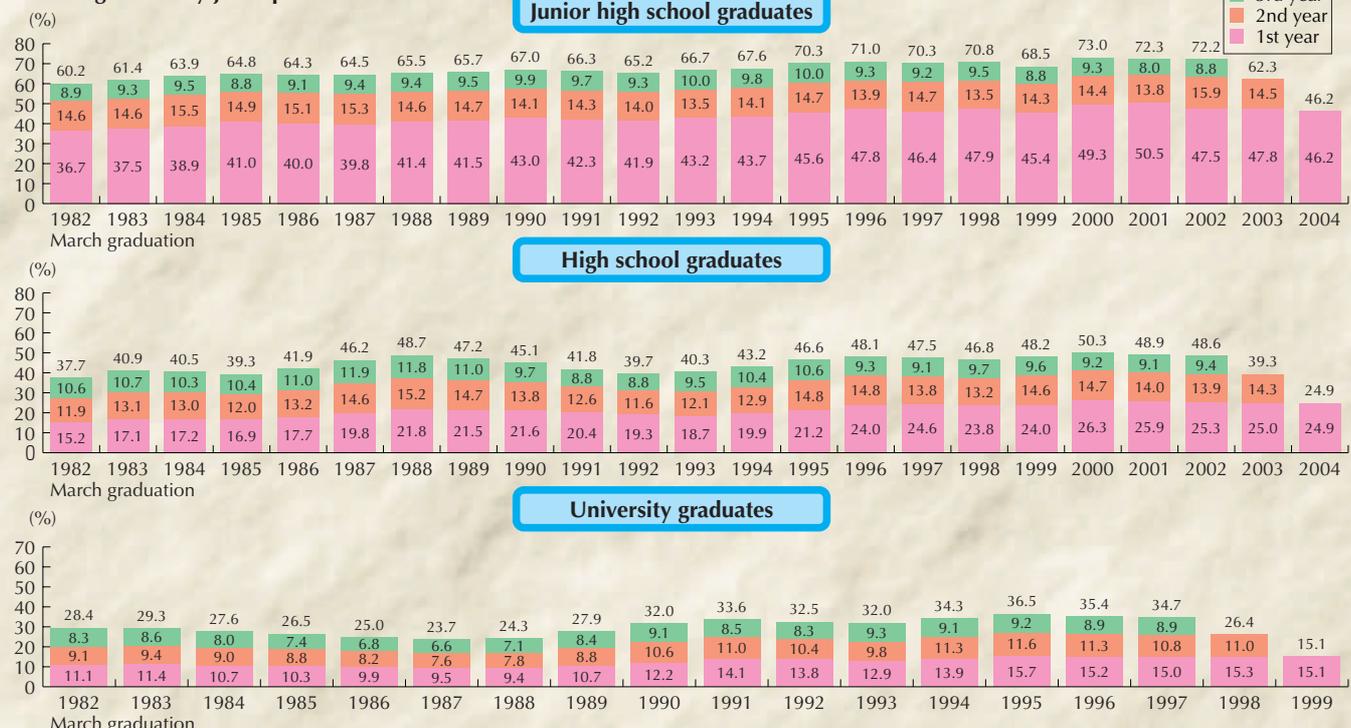
Sources : Special tabulation of "Employment Status Surveys" (Statistics Bureau, Management and Coordination Agency) by the Policy Planning and Research Department, Ministry of Labour (until 1997)

Special tabulation of the "Labour Force Survey 'Detailed Tabulation'" (Statistic Bureau, Ministry of Internal Affairs and Communications) by the Office of the Councillor in charge of Labour Policy; Ministry of Health, Labour, and Welfare (2002 and 2003)

Changes in separation rates according to the job tenures of newly graduated employees

The percentages of graduates leaving their jobs within three years of graduation are as follows: 70% for junior high school graduates, 50% for high school graduates, and 30% for university graduates

Changes in early job separation rates

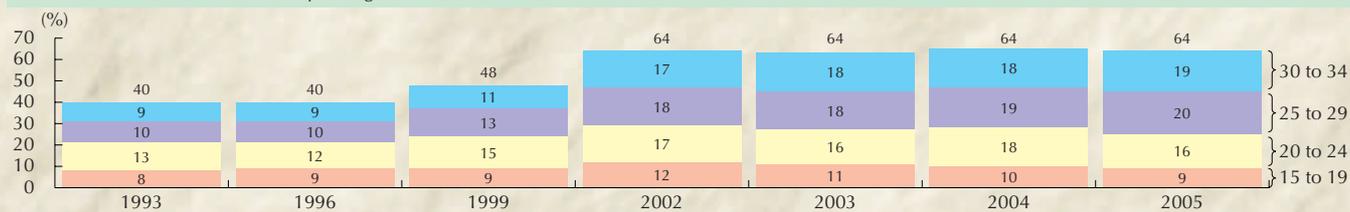


Source: Statistics tabulated by the Employment Security Bureau, Ministry of Health, Labour, and Welfare

Note : This separation rate calculated it based on a record of the insured person of employment whom Ministry of Health, Labour and Welfare manages and divides it into each educational background by the date and the date of birth when acquired a person insured qualification newly separation rate until the third year dose not accord with a total of separation rate of the third year concerning rounding off in the second year in the first year

Changes in the number of NEETs

Among the non-labour force population aged 15-35 years old, the number of unemployed young people who are not attending school or engaged in domestic duties increased from 400,000 ten years ago to 640,000.



Sources: "Labour Forces Survey" by Ministry of Internal Affairs and Communication

Promotion of Reinforcing the Capacities of Young People

Promotion of the business / education-based human resources development systems (Japanese-style Dual System) 8.7 billion yen

- ◆ Establishing introduction environments by enhancing subsidy measures for companies that introduce educational training combining practical training at companies and classroom lectures to support practical and effective development of young people socially embedding the above system.

Implementation of intensive courses on basic employment capacities 130 million yen

- ◆ Promoting early employment by implementing courses (extending over approximately 10 days) on job consciousness, communication in the workplace, and basic business manners among other topics using private-sector businesses

Construction of regional systems supporting the vocational independence of "NEETs" 320 million yen

- ◆ Establishing "Regional Youth Support Stations" in various regions to perform professional consultation according to individual situations; supporting the independence of "NEETs" by effectively providing services from related institutions for regional young people supporting the network.

Creation of "Wakamono Jiritsu Juku" (school of independence for youth) to arouse a desire to work 1.1 billion yen

- ◆ Giving young people necessary and basic skills as workers and members of society through lifestyle training, work experience, etc., in group "camp-like" activities; fostering career outlooks; providing self-confidence and desire to work

Promotion of a "nation founded on manufacturing" 790 million yen

- ◆ Aiming to create a society that is comfortable with manufacturing and further promoting advanced skills based on this. To be accomplished through efforts to encourage the opening of factories, private/public-sector training facilities, etc., to parents and children; holding of symposia on manufacturing skills; implementation of manufacturing skills competitions by young people, etc.

Promoting the training and diffusion of career consultants for young people 110 million yen

- ◆ Training of career consultants for young people at the Polytechnic University and other institutions, and implementation of career consulting that utilizes the existing facilities of municipalities.

Establishment of a framework for evaluation and certification of practical abilities for graduates and young people 560 million yen

- ◆ Promoting extension of a programme to support the basic employment abilities of young people (the YES Programme) to ensure that graduates and young people have goals for their own development and can move toward these goals with ambition; expanding the vocations covered by the 3rd Grade of national trade skill testing and certification.

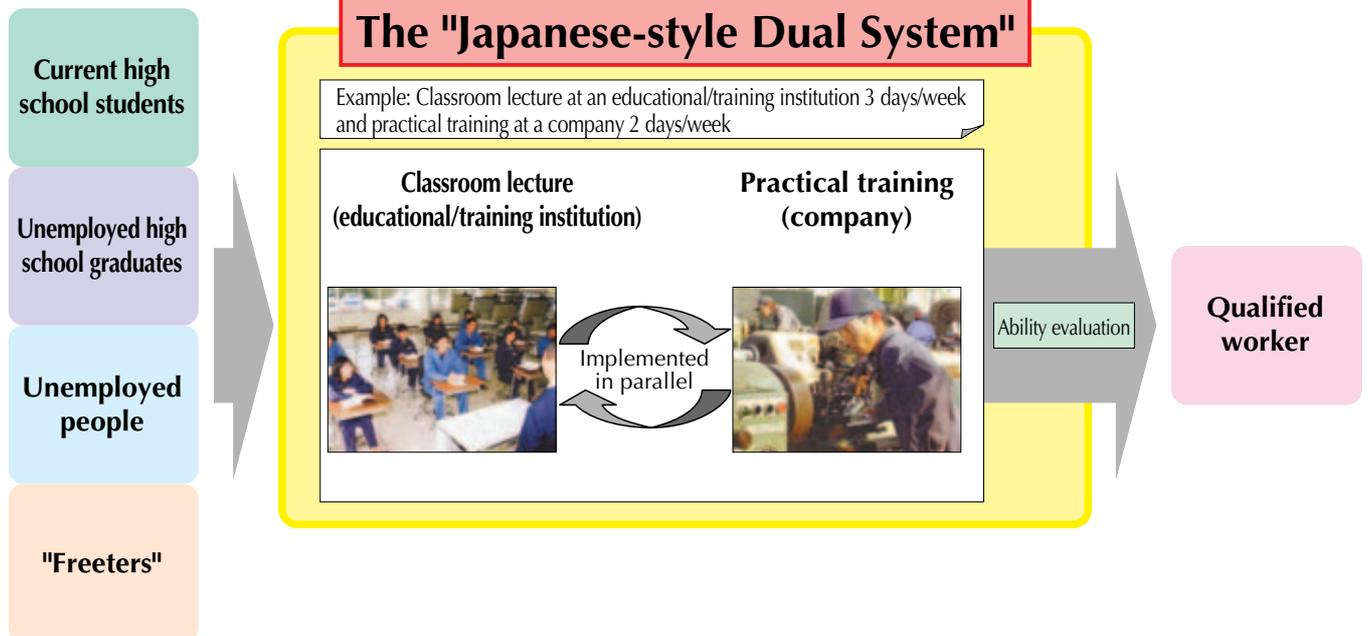
Promotion of the "Japanese-style Dual System"

Ministry of Education, Culture, Sports, Science, and Technology

- Development of a pioneering model curriculum for special training schools
- Implementation of model projects for introduction into special high schools, etc.

Ministry of Health, Labour, and Welfare

- Implementation of experience-based courses for graduates without a career path
- Coordination between special training schools, etc., and accepting companies



Implementation in FY2005

- Short-term training (standard 5-month period): Total of some 26,500 participants
- Long-term training (1 to 2 years): Implemented in 28 prefectures 47 schools 57 courses (began in 2005)
- Model projects in special high schools, etc., being implemented in 20 regions; development of educational programs for special training schools being implemented in 10 prefectures (Ministry of Education, Culture, Sports, Science, and Technology)

4

Promotion of Human Resources Development Conducted by Employers

1

Support to human resources development conducted by employers

a. Subsidy to employers to assist their workers' human resources development

A portion of wages and expense is subsidized through career development promotion grants to employers who are providing vocational training where the objectives have been clarified, supporting human resources development through self-initiative, or implementing vocational ability evaluation for their workers. This is for the purpose of promoting effective worker career development at enterprises that meet certain requirements.

b. Promotion of skilled worker training through effective utilization of accredited vocational training

Textbooks, training periods, facilities, etc., of vocational training courses implemented by employers that meet standards set by the Minister of Health, Labour, and Welfare can be accredited by the prefectural governor. Furthermore, grants are paid to employers of small- and medium-size enterprises conducting training who have got this accreditation.

(2006: 1,254 schools)



c. Promotion of effective utilization of "Regional Vocational Training Centers"

Regional Vocational Training Centers provide facilities for a variety of education and training programs for workers in small-and medium-size enterprises and job-seekers. These include programs by employers and employers' organization as well as by regional public bodies and other organizations for local residents.

d. Enhancement of information, provision, and counseling on human resources development

The Human Resources Development Service Centers of prefectural Human Resources Development Associations provide advice and guidance on the formulation of human resources development plans conducted by employers. They also provide various types of information on education and training institutions as well as lecturers for training or seminars.

e. Supporting Japanese enterprises through development of their staff ability for globalization

In collaboration with Overseas Vocational Training Association (OVTA), seminars and training courses are offered in Japan and overseas to develop staff ability for globalization. Besides, overseas information on human resources development is provided through Internet and publications. Furthermore, advisers are sent to assist Japanese staff in Japanese enterprises to solve problems on human resources development for globalization.

2

Dissemination of career development support guidelines

It is so important for employers to support appropriate career development for workers, that career development support guidelines (guidelines for employers on measures to develop and improve vocational abilities through own workers' self-initiative in responding to their vocational life design) are formulated and being disseminated. In addition to Career development promotion grants(see P.22).

1. Items related to provision of information, consultation, and other assistance

- Provision of information needed to set goals with regard to development and improvement of vocational skills
- Implementation of fair and effective data provision to workers to be hired through application of all forms of communication
- Measures for appropriate and effective career consultation

2. Items related to consideration of placement and other employment management issues

- When determining worker placement, employers shall give consideration to ensure opportunities to gain practical experience in line with workers' career plans
- Following introduction of an internal recruitment system, employers shall establish systems, if necessary, that can ensure accurate consideration of placement and pay that emphasize the worker's initiative, appropriateness for the position, and skills
- Employers shall give consideration to worker placement that allows workers to fully demonstrate the vocational skills they have developed or improved through vocational training, etc.

3. Items related to provision of leave

- With regard holidays such as paid leave for education and training, leave for long-term training, etc., employers will promote utilization of leave by clarifying the content of training for relevant workers in labor agreements, company rules, or internal vocational skills development programs, making this content widely known by workers
- Employers will consider giving leave that will contribute to the promotion of various forms of vocational skill development by workers themselves. This will include leave to receive training, leave to undergo trade skills evaluation, and leave to receive career consultation.
- With regard to the scope of training that will be eligible for leave, the employer shall give consideration that will make it possible for the worker to select from a variety of opportunities that match his or her desires and aptitude
- With regard to long-term leave, employers shall consider implementing a framework that will give regular leave in combination with career counseling and effective granting of said leave.

4. Ensuring time to undergo education and training

- In the event that the time period for training a worker wishes to participate in and his or her work hours overlap, the employer shall implement appropriate measures to change the time said worker begins or ends his or her duties, limit overtime work, etc.
- The employers shall promote application of said measures by clearly noting them in labor agreements, company rules, or internal vocational skills development programs and by making them widely known to workers.

5

Promotion of Human Resources Development through Workers' Self-Initiative

1

Improvement of the counseling and information provision system on human resources development through workers' self-initiative

Personal counseling on human resources development is being provided at "Career Development Support Corners" in prefectural centers of the Employment and Human Resources Development of Japan (EHDO) and Hello Works (Public Employment Security offices), etc. At the same time, support for making a "Human resources development program" is also available there.

Furthermore, in order to support workers' career development, information on human resources development (data on training courses, data on vocational ability evaluation, etc.) are provided on the "Career Information Navigation" website (<http://www.endo.go.jp/career-navi/>).

2

Application of the Education and training grants system

In order to support voluntary efforts by workers to develop or improve their vocational human resources and to promote stability in employment or success in finding new employment as a result of this effort, workers that meet certain conditions can receive grants that will pay a portion of their personal expenses for vocational education and training courses designated by the Minister of Health, Labour, and Welfare when they complete

As of April 2007, 6,825 courses have been designated under this programme. Specifically, designation is provided to courses that are held so that participants can obtain a national qualification (specialist in social insurance, tax accountant, basic data technician, etc.) or courses for members of the general public with advance skills held at universities, post-graduate schools, etc.

3

The YES Programme

The YES Programme classifies skills that companies require young people to have into five fields (e.g., communication skills, worker awareness, basic scholarship, business manners, and acquisition of qualifications) and then presents "targets for acquiring basic employment skills" in each field. Then, after receiving applications from private-sector educational/training institutions for courses and examinations conducted by these institutions, the YES Programme certifies courses and examinations and provides information on them so that young people can set targets for acquiring skills in line with the goals and begin study to reach them.

4

Dissemination of career counseling

To improve the vocational life of individual workers, the vocational needs of each individual should be considered independently, and the most suitable type of job and ability development should be put into practice.

To support this, the selection of appropriate work or necessary ability development and careful counseling and assistance (career counseling) is encouraged by sufficiently grasping workers' or job seekers' aspirations, aptitude and abilities. At the same time, information is provided on labour market trends (for example, abilities that are required). In addition, a five-year training program for career counselors is being promoted for attaining the goal of 50,000 persons since 2002.

Specifically, following the "Career Counseling Study Meeting" by concerned groups from the public and private sectors to systematize the competency requirements for career counselors, training courses for career counselors are being promoted at polytechnic colleges, etc. and career counselors are being trained in the private sector by effectively utilizing career development promotion grants and an education and training grants system.

Furthermore, career counseling for workers or job seekers is being implemented at Career Development Support Corners and Hello Works, etc.



Career development support for young people

1. Fostering the "vocational awareness" of young people

If we look at current conditions surrounding the young people that will take the reigns of Japan's economy in the future, it becomes apparent that there are serious problems emerging in terms of accumulated vocational capacity and employment attitude. Such problems are evident in increasing numbers of people who do not find employment even if they have graduated from school, people that find employment but leave their jobs after a short period of time, and people that continually elect to take unstable employment (part-time jobs, etc.) rather than becoming fulltime employees.

Behind these problems is the fact that young people's understanding and awareness of themselves, vocation, as well as work itself are weakening. Given this situation, measures that encourage appropriate career development are required. Such measures will need to promote understanding of "work" and "self" at an early stage as well as independent career planning, while at the same time supporting development of necessary vocational capacities.

2. Establishment of the Vocational Museum

The Vocational Museum was established in the Kansai Science City as a core base for comprehensive career development support aimed at young people. The museum became fully operational on October 4, 2003.

The Vocational Museum aims to give visitors an opportunity to

consider vocations they would like to pursue in the future. It does this by allowing them to sense the broad range, interesting aspects, and importance of available vocations; to expand their own ambitions and desires; and to examine their own aptitudes. Toward this end, the museum works hand-in-hand with other facilities to provide a wide range of services that include a) providing opportunities to come into contact with vocations through exhibits and personal-experience facilities, b) providing comprehensive vocational information, c) providing career consultation and assistance, and d) holding training and seminars on career development.

Another major characteristic of the museum is that it gives visitors an opportunity to actually experience a broad range of vocations and to obtain comprehensive information on them.

The museum offers spaces where visitors can gain a mental picture of the professional workplace for a variety of vocations (approximately 40 types) that were selected from such themes as advanced technology, manufacturing, traditional handicrafts, architecture and construction, healthcare and welfare, mass communications, arts and design, office work, services, and public service.

On top of this, there are areas for demonstrations by professionals, talk shows, and simple "experience" sessions for other vocations.

And one more feature of the museum is that it provides comprehensive vocational information by allowing visitors to search for the information they desire using personal computers. The museum also disseminates information to outside users through the Internet.

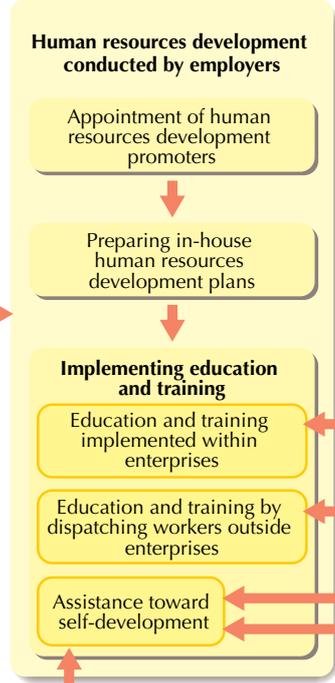
Outline of support for human resources development conducted by employers or through workers' self-Initiative

Support for implementation of accredited vocational training
Support for employers or employers' organizations of small- and medium-size enterprises providing accredited vocational training
(For further information, please contact the division responsible for vocational skills development in your prefecture.)

Effective utilization of regional vocational training centers, etc.
Facilities for small- and medium-sized employers or employers' organizations for vocational training for regional workers

Providing information, advice and guidance, etc.
Providing information, advice and guidance, etc., by effectively utilizing "Human Resources Development Services Centres" of Prefectural Human Resources Development Associations; providing facilities for employers or organisations

Counseling, provision of information, etc.
Counseling, provision of information, etc., by effectively utilizing "Career Development Support Corners" at prefectural centers of the Employment and Human Resources Development Organization of Japan



Career development promotion grants*1

Benefits to support training, etc.

- Vocational skills evaluation promotion benefits
- Grants for advanced skills development for regional human resources
- Grants for skills development for job creation, etc., by small- and medium-size enterprises

Education and training grants system*2
Workers receive a portion of the required expenses borne by them for certain types of education and training programs

Business career certification examination*3
Implementation of a test that objectively evaluates knowledge, etc., workers in administrative vocations need to execute their duties.

*1 Career development promotion grants
Please refer to the website of the Employment and Human Resources Development Organization of Japan (EHDO) (<http://www.ehdo.go.jp/>)
*2 Education and training grants system
*3 Business career certification examination
Please refer to the website of the JAPAN Vocational Ability Development Association (<http://www.javada.or.jp/>)



6

Implementation of Public Vocational Training

1 Public human resources development facilities

In accordance with the provision that the central government and prefectures shall endeavor "to provide vocational training for workers intending to change occupation and other workers in need of assistance regarding development and improvement of vocational ability" (Paragraph 2 of Article 4 or the Human Resources Development Promotion Law), public human resources development facilities are established in order to meet the diversified vocational training needs of workers.

These facilities offer following training courses.

- ① Mainly six-month courses are for the unemployed that makes job-seekers obtain skills necessary for reemployment. (examples are technical operations [mechanical design and processing] building maintenance and service, and housing services).
- ② Primarily one-week training courses are also offered for workers who wish to improve their skills (mechanical design, electrical and electronic theory, CAD/CAM/CAE, etc.).
- ③ Long-term courses are for junior high school and high school graduates that give them the vocational skills and knowledge necessary for their employment. Depending on the level of participants, these courses run for one, two, or four years (production technology, electrical technology, architectural and construction systems, etc.)

The Entrepreneur Support Center opened in Minato ward, Tokyo in FY2001 and the Kansai Entrepreneur Support Center also opened in Osaka in FY 2003 for the purpose of providing counseling on human resources development for workers and the unemployed to start-up businesses and for enterprises to develop new fields.

2 Promotion of outsourcing of training to private education and training institutions

When rapid and effective vocational training for workers who wish to change their jobs is required, a portion of this training is outsourced to private-sector institutions such as special technical schools, employers, or employers' organizations.

In order to implement training on a variety of subjects and levels, universities, postgraduate schools, employers seeking workers, and NPOs have been utilized as outsourced training institutes adding to special technical schools, for the sake of an effort to promote even more effective public vocational training since FY 2002.

1. Examples of training courses
Office automation, accounting, nursing care services, data processing systems, etc.
2. Training period
Generally three months

3 Public vocational training implementation and planning

	FY2004 results	FY2005 results	FY2006 results	FY2007 plan
Training for unemployed job-seekers	190,000 persons (of those, 130,000 by outsourced training)	290,000 persons (of those, 130,000 by outsourced training)	170,000 persons (of those, 140,000 by outsourced training)	160,000 persons (of those, 110,000 by outsourced training)
Training for workers	180,000 persons	170,000 persons	140,000 persons	170,000 persons
Training for school graduates	20,000 persons	20,000 persons	30,000 persons	30,000 persons
Total	390,000 persons	380,000 persons	340,000 persons	360,000 persons

4 Providing various opportunities for human resources development for the disabled people

a. Promoting access to general human resources development centers

Facilities and equipment are being improved within general human resources development facilities so that disabled people can take vocational training alongside individuals without disabilities.

Furthermore, from FY2004, programs for human resources development of disabled people through public human resources development centers have been implemented to expand the opportunities of vocational training for the disabled people. Vocational training is provided by establishing training courses, which targets people with intellectual disabilities. Furthermore, from 2007, vocational training have been implemented by establishing training courses, which targets people with developmental disabilities on a model basis

b. Vocational training at human resources development centers for the disabled people

For the profoundly disabled who find it difficult to receive vocational training in public human resources development facilities, vocational training is provided at human resources development centers for the disabled. Vocational training for working disabled people is being implemented to help them cope with changes in their job situations.

For more details, please contact a human resources development center for the disabled people or your neighborhood public employment security office

c. Implementation of various forms of commissioned training that match the circumstances of the disabled people

Commissioned training has been implemented with nationwide mobility since FY2004 in response to the increase of disabled people seeking employment to provide vocational training in their residing areas. This measure has included development of organizations, such as enterprises, social welfare corporations, and private-sector education and training institutes that can provide a broad range of commissioned training as well as training for individuals with disabilities.

1. Training courses
 - Training courses for acquirement of know-how and skills needed for employment
 - Training courses for acquirement of practical skills that can be applied in actual places of business
 - E-learning courses provided for disabled people who have difficulty attending human resources development facilities
2. Training period
Generally three months

5 Expansion of human resources development opportunities for mothers, etc., in single-mother households

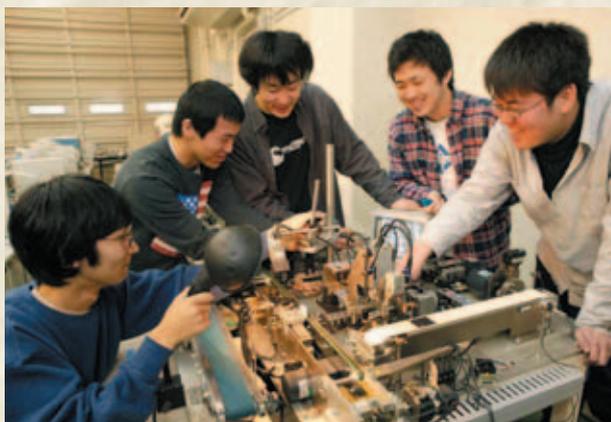
"Vocational Training with Preparatory Lessons" was commenced in FY2005. This programme combines "preparatory lessons" (business manners, etc.) as a step toward employment with "outsourced training" for the acquirement of skills and know-how needed in the actual workplace. It is aimed at single mothers who have little or now employment experience as well as persons who are receiving childcare allowances or welfare benefits, wish to participate in this programme through a welfare office or other facility based on the "Independence Support Programme", and who have applied for work at a public employment security office.

Reference
4

Overview of public human resources development facilities, etc.

April 1, 2007

Classification	Overview	Main body	Number of facilities
Human resources development centers	Facilities for comprehensive vocational training for unemployed job-seekers, current workers, graduates, etc.	Prefectures	179 1
Polytechnic junior colleges	Facilities for advanced vocational training for senior high school graduates, current workers, etc.	Independent administrative organization Employment and Human Resources Development Organization of Japan Prefectures	1 9
Polytechnic colleges	Facilities to pioneer advanced vocational training for senior high school graduates and workers	Independent administrative organization Employment and Human Resources Development Organization of Japan	10
Polytechnic centers	Facilities for short-term vocational training for unemployed job-seekers and workers	Independent administrative organization Employment and Human Resources Development Organization of Japan	62
Human resources development centers for the disabled	Facilities for special vocational training for the disabled	National government Prefectures	13 6
Total			281
Polytechnic University	Facilities for vocational training instructors training and to pioneer advanced vocational training	Independent administrative organization Employment and Human Resources Development Organization of Japan	1



7

Outline of Vocational Abilities Evaluation Systems

The evaluation of skills and knowledge required for occupations based on certain criteria is very useful in developing and improving workers' vocational abilities and enhancing their social and financial status. Currently, evaluation of vocational ability is comprised of three systems: national trade skills test system, accreditation system for in-house trade skill test, and business career system.

1 National trade skill testing and certification system

Workers' trade skills are tested and authorized by the government. This system, which has been implemented since FY1959, is implemented by prefectural governors or designated testing institutions, depending on the job classification.

System for trade skills that are common nationwide in which many workers are engaged; currently 137 job classifications that include machining, dressmaking, carpentry, etc. These tests are graded as follows: Special Grade, 1st Grade, 2nd Grade, 3rd Grade, etc. (Some vocational categories are not graded but given a Single Grade.)

Successful workers are granted a certificate by the Minister of Health, Labour, and Welfare (Special, 1st and Single Grades), prefectural governors, or designated testing institutions (for 2nd and 3rd Grades, etc.). These workers are authorized to use the title Certified Skilled Worker.

(Approximately 220,000 successful candidates in FY2006, approximately 3.52 million successful candidates in total)

2 Accreditation system for in-house trade skill tests

Some in-house trade skill tests implemented by employers are accredited by the Ministry of Health, Labour and Welfare from the viewpoint of skill promotion.

This system is for specific trade skills within enterprises. Currently, 137 job classifications (40 employers, etc., as of April 2007) including food sales and processing and automobile parts control have been accredited. Accredited in-house skills tests may be indicated "Accredited by the Ministry of Health, Labour and Welfare."

3 Establishment of vocational ability evaluation standards

Abilities and know-how necessary for the performance of work duties are arranged and systematized on four levels-ranging from local persons in charge to organizational or department heads-and then formulated and released as vocational ability evaluation standards for a wide variety of job descriptions, from administrative work (such as accounting and personnel) to technical and skill-related work that is common in manufacturing industries. This process is based on collaboration with industrial organizations and is intended to allow the objective evaluation of worker abilities.

4 Business career examination

Specialized knowledge necessary for the performance of work duties in fulfilling job assignments (8 fields) is classified into 45 units and then systematised into examination standards. The business career certification examination is a vocational abilities evaluation examination that confirms learning of the relevant knowledge based on these standards and is intended to allow objective evaluation of specialized knowledge and ability matched to company administration for each unit.

Moreover, the examination provides education and training through e-learning on duties in administrative vocations in order to help non-fulltime employees tackle new challenges.



● National trade skill testing and certification

5 The YES Programme

The YES Programme lays out basic employment skills that companies require young people to have (e.g., communication skills, worker awareness, basic scholarship, business manners, and acquisition of qualifications) as well as "targets" for acquiring these skills. Based on this, the programme then issues "Certificates for Acquisition of Basic Vocational Skills for Young People" bearing the name of the Minister of Health, Labour, and Welfare to young people who request the certificate after completing certified courses for the acquirement of these skills.

**Reference
5**

List of job classifications of National trade skill testing and certification (137 Job Classifications)

1. Metal materials manufacturing	(1) Metal materials manufacturing	Metal melting, casting, forging, metal heat treatment, powder metallurgy, thermal spraying, die casting
2. Metal processing, assembly and repair of general machinery and tools	(2) Metal processing	Machining, electric-discharging machining, die making, metal press, ironwork, factory sheet metalwork, industrial engraving, metal spring manufacturing, rope processing, finishing, cutting-tool grinding, lumber saw setting
	(3) Metal surface treatment	Plating, aluminum anodizing, metal polishing & buffing
	(4) Assembly and repair of general machinery and tools	machine inspection, machinery maintenance, internal combustion engine assembly, pneumatic circuits and apparatus assembly, hydraulic system adjustment
	(5) Assembly and repair of other machinery and tools	Time piece repair, optical equipment manufacturing, copy machine assembly, sewing machine maintenance, woodworking machine maintenance, machine woodworking
3. Assembly and repair of electric machinery and tools	(6) Assembly and repair of electric machinery and tools	Electronic circuit connecting, electronic equipment assembling, electric equipment assembling, semiconductor products manufacturing, printed control panel manufacturing, vending machine adjustment, home electric health equipment adjustment
4. Assembly and repair of transport machinery and tools	(7) Assembly and repair of electric machinery and tools	Industrial vehicle maintenance, railroad car manufacturing & maintenance, construction machine maintenance, agricultural machine maintenance
5. Spinning & textile, clothing & fibrous products manufacturing	(8) Spinning & textile, clothing & fibrous products manufacturing	Dyeing, knitted goods manufacturing, dressmaking, tailoring, kimono (Japanese garments) making, bedclothes manufacturing, canvas goods manufacturing, cloth sewing
6. Building, civil engineering & paving	(9) Building-related fields	Building sheet-metal work, refrigerating & air conditioning equipment installation, Information wiring, carpentry, tile roofing, scaffolding, platform frame construction, plastering, bricklaying, furnace constructing, architectural block laying, ALC panel work, concrete block laying, tiling, tatami making, plumbing, bathtub & bath equipment installation, kitchen equipment installation, molding box making, reinforcing bar assembly, fresh concrete pumping, waterproofing, interior finishing, slating, heat insulating, curtain wall finishing, sash setting, automatic door installation, balcony installation, glazing
	(10) Civil engineering & paving	Horticultural decoration, landscape gardening, well boring, resin adhesive grouting, well point installation, traffic sign and lane making
7. Ceramic products manufacturing, quarrying, chemical products manufacturing	(11) Ceramic products manufacturing, quarrying	Glass products manufacturing, pottery making, fine ceramics products manufacturing, masonry material laying
	(12) Chemical products manufacturing	Plastic molding, reinforced plastic molding, enamel work
8. Other fields	(13) Wood, bamboo, paper products manufacturing	Wooden pattern making, cabinet making, fittings making, bamboo arts & crafts, carton & corrugated cardboard box making
	(14) Food manufacturing	Bread making, cake & Japanese confectionery making, noodle making, ham, sausage & bacon processing, miso making, fish meat paste foods processing, sake brewing
	(15) Sales & service	Financial planning, financial counter service, restaurant service, advertising arts, stage effects adjustment, photography, cooking, building cleaning, visual merchandising flower decoration, building maintenance
	(16) Other job classifications	Plate making, printing, bookbinding, technical illustration, architectural drawing, machinery & plant drawing, electrical circuit drawing, chemical analysis, metallic material testing, lacquer ware making, precious metal accessory making, stamp engraving, glass film pasting, paperhanging, painting, paint mixing, artificial limb & prosthetic products making, commercial packaging, industrial washing & cleaning

8

Promotion of Trade Skills

In order to maintain, succeed, and develop superior skills, it is necessary to promote the "creation of a society in which skills are respected". The following projects are being promoted for this reason.

1 Implementing the awarding system

a. Awards related to Human Resources Development from the Minister of Health, Labour and Welfare

Awards are given for the purpose of promoting Human Resources Development by the Minister of Health, Labour and Welfare to outstanding employers, etc. in fields of Accredited vocational training programs, National trade skill testing and certification system, or promotion of trade skills.

b. Awards for Outstanding Skilled Workers

The Minister of Health, Labour and Welfare awards skilled workers with the highest level of skill in various fields for the purpose of promoting Human Resources Development and improving respect for trade skills. (FY2003: 150 persons)

c. The Monodzukuri Nippon Grand Award

In order to succeed and develop *monodzukuri* (manufacturing) that support Japan's industries and cultures, this award is presented to arouse a desire among human resources that support manufacturing and of spreading recognition of manufacturing among society as a whole.

2 Implementing the Skills Competition

a. National Skills Competition (Youth Skills Workers Competition)

The purpose of this competition is to help young skilled Japanese workers set objectives by competing for first place in trade skills. It is an excellent opportunity for young people throughout Japan to become familiar with advanced trade skills, thereby appealing to the importance and necessity of trade skills and creating and enhancing respect for such skills.

b. World Skills Competition (International Vocational Training Competition)

The purpose of this competition is to promote vocational training in participating nations through international trade skill competition, to promote improvement in technical standards and to establish international exchanges and goodwill among young skilled workers. The 39th Competition will be held in Japan (Shizuoka prefecture) in November 2007 and the first ever International Abilympics will be concurrently held.

c. National Skills Grand Prix (Advanced Skills Competition)

The purpose of this Grand Prix is to promote the further improvement in the trade skills of skilled workers, their social status and skills.

The National Skills Competition is a competition for young skilled workers; whereas, the Skills Grand Prix is a competition for 1st Grade certified skilled workers of all ages selected by a prefecture who especially have outstanding skills.

3 Promotion of projects that encourage the development of young people possessing manufacturing skills

This program implements various nationwide projects to enlighten young people on the importance of manufacturing, instill in them an

interest in places where things are manufactured, establish environments in which they can acquire manufacturing skills on their own, and promote employment through acquisition of such skills, while contributing to the societal formulation familiarized to manufacturing and the nationwide recognition of the importance of skills.

a. Encouraging the opening of factories, private/public-sector training facilities, etc.,

Because it is important to provide opportunities to enlighten young people on the appeal of possessing manufacturing skills in order to eliminate young people's disassociation with manufacturing and to promote understanding of manufacturing skills, this programme encourages the opening of company factories and training schools, public human resources development facilities, etc., so that they can observe manufacturing sites and experience manufacturing for themselves.

b. Implementation of manufacturing skills competitions by young people, etc.

The programme implements manufacturing skills competitions aimed at people aged 20 or less who are currently acquiring skills in human resources development facilities, certified vocational training facilities, technical high schools, etc. By doing so, the programme seeks to give these young people goals and improve their skills, and by extension, promote employment among young people, broaden the horizons of young technicians, and foster respect of skills.

c. Dispatch of highly skilled workers to industrial high schools, etc.

By selecting highly skilled workers that support Japan's industries and supplying information, these projects support the application and passing on of skills, provide practical training toward passage of the 1st and 3rd Grades of national trade skill testing through the dispatch of highly skilled workers to industrial high schools and other institutions, and aim to expand the basis for human resources in the manufacturing sector.

d. Holding of symposia on manufacturing skills, etc.

To encourage the recognition of the importance of manufacturing skills at all levels, and thus building social momentum of respecting skills, manufacturing symposia and demonstrations from highly skilled workers will be held in major cities.

e. Implementation of "Plan to Double Gold Medals for International Skills Festival for ALL, JAPAN 2007" (tentative title)

To support Japanese contestants participating in the "International Skills Festival for ALL, JAPAN 2007," various stepped up measures will be implemented.



● National Skills Grand Prix

Projects to promote trade skills and trade skills competitions

Human Resources Development Promotion Month (November) and Trade Skills Day (November 10)

To commemorate the 18th International Vocational Skills Competition held in Japan in 1970, November 10, the day of the opening ceremony, was designated Trade Skills Day, and November as Human Resources Development Promotion Month.

Various events are held every year during this period with the cooperation of a wide range of individuals in order to produce and enhance the environment for promoting human resources development across the country.

National Skilled Workers Meeting

Many skilled workers gather to exchange experiences and opinions with the aim of improving trade skills and knowledge for skilled workers in order to enhance the social and economic status of skilled workers, and to raise the social evaluation of trade skills.

National Vocational Skills Contest for Persons with Disabilities (Abilympics)

This competition is held for the purpose of promoting the development of vocational abilities of the disabled by providing them with confidence and pride to participate in society as skilled workers, increasing widespread understanding and recognition of the disabled in society, and promoting their employment.

Participation in the International Vocational Skills Contest for Persons with Disabilities (International Abilympics)

Japan participates in worldwide competitions for the disabled for the purpose of encouraging their vocational independence as well as better understanding by employers and the general public, and thereby promoting international friendship.

The next event-the 7th such competition to date-will be the 2007 Universal Skills Competition, which will coincide with the 39th World Skills Competition in Japan (Shizuoka).



● National Skills Competition



● National Vocational Skills Competition for Persons with Disabilities (Abilympics)



Under the growing expectation of cooperation in human resources development, which constitutes the basis for economic development in developing countries, Japan must provide technical cooperation aimed at developing and improving the vocational abilities of workers in developing countries in order to contribute to the international community.

For this purpose, the following measures have been taken.

1 Promoting technical cooperation in the field of human resources development

a. Bilateral technical cooperation

In collaboration with the Ministry of Foreign Affairs and the Japan International Cooperation Agency (JICA), cooperation has been implemented that involves the establishment and operation of human resources development facilities, provision of advice on human resources development policy in developing countries, dispatch of experts to developing countries, acceptance of trainees, and holding of seminars.

b. Contributions to human resources development through international organizations, etc.

As a contribution to human resources development through Asia Pacific Economic Cooperation (APEC) activities, opportunities for basic vocational training are being provided to people in developing countries with the cooperation of Japan-affiliated companies operating overseas. Also, seminars are being held to foster human resources skilled in IT technology for the purpose of bridging the

digital divide among economies.

Moreover, the "APEC Forum on Human Resources Development" is being held as a venue for opinion and information exchanges by national and regional representatives on shared human resources development-related issues.

And, as a contribution through ASEAN (Association of Southeast Asian Nations), training is provided to help raise the level of human resources development in the four newest member nations (Cambodia, Lao PDR, Myanmar, and Vietnam).

In addition, cooperation is being extended to the implementation of seminars and other events supporting the activities of the Asian and Pacific Skill Development Programme (APSDEP), which was established to improve vocational training and skills in the Asia-Pacific region.



2

Promoting technical cooperation in the field of human resources development

a. Bilateral technical cooperation

In order to secure effective transfer of trade skill under the Technical Intern Training Program, instruction and assistance to secure appropriate and effective training and trade skill practice for companies accepting trainees is being conducted through the Japan International Training Cooperation Organization (JITCO). Furthermore, efforts are underway to promote the smooth employment of technical interns in accepting companies by disseminating knowledge of labor protection laws, etc., and through individual instruction.

b. Effective promotion of projects for accepting foreign trade skill trainees

The "International Skill Development Training Scheme" and the "Skills Evaluation System Promotion Program" are being effectively promoted.

c. Effectively promoting acceptance of foreign students

In order to nurture high-quality vocational training instructors in developing countries, foreign students are being accepted for undergraduate and graduate courses at the Polytechnic University.



10

Promotion of the Welfare of Young Workers

As the birthrate declines rapidly, the population ages, and international competition intensifies, efforts are being made to foster they young workers — who will have to shoulder industry and society in the future — so that they can develop into competent workers and spend better vocational life. In order to achieve this goal, a wide variety of areas related to the welfare of young workers are being advanced, including enhancement of occupational and social guidance, support for improvement in vocational ability, and establishment of welfare facilities. Major projects are as follows.

1 Support for operation of Working Youth Welfare Centers

Working Youth Welfare Centers are comprehensive welfare facilities established at 464 locations nationwide (as of April 2006) to implement comprehensive welfare-related projects for the provision of accommodation for leisure activities through necessary guidance, while remaining attached to the voluntary activities of younger workers.

2 For better vocational life

Expert counselors are assigned to public facilities that are easily accessible to young people (Working Youth Welfare Centers, etc.), where they provide counseling on career development as well as guidance matched to a variety of problems and uncertainties of young workers.

3 Promoting career development support through overseas experience

With the advance of internationalization, working holidays has become a popular way of experiencing life abroad among young people. However, many young people using the working holiday scheme leave their jobs to travel and become "freeters" when they return. In response to this, support such as career consulting for the illumination of sense of purpose before and after the working holiday will be implemented by the commission of the Japan Association for Working Holiday Makers (JAWHA) so that working holiday users can effectively use their overseas experience.

4 Implementing the "Contributor to the Welfare of Working Youths" award

To improve the welfare of working youths (related to the support of vocational independence), awards will be granted by the Minister of Health, Labor and Welfare in recognition of great contributions to the improvement of welfare for working youths. Through this measure, it is intended that the activities of working youths welfare actors be further promoted and thus enhance the protection and welfare of working youths and their sound development.

2007

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