

[6] Human Resources Development

Human Resources Development Measures

Overview

Structure of Human Resources Development Measures



(Note) The Job Card system is being implemented in promoting the transition to stable employment of job seekers, students, and workers, etc. via fostering their occupational aspirations and clarifying any issues through careful career consultations using Job Card, providing them with the opportunity to take practical vocational training (vocational ability development programs), and then compiling the results of the evaluations made by training institutions along with their work histories, etc. as Job Card.

Public Vocational Training

Overview

Outline of Public Vocational Training

1. Outline

The government and prefectures are obliged to “provide vocational training for workers who intend to change their jobs and other persons who need special assistance for the development and improvement of their vocational abilities” (Article 4-2 of the Human Resources Development Promotion Act). In consideration of this provision, public human resources development facilities are established to provide various types of vocational training to meet individual worker’s needs.

2. Eligible persons

Unemployed workers, employed workers, and graduates

3. Public human resources development Facilities (259 facilities)

Category	Type of Vocational training	Establishing entity	Number of facilities
Polytechnic Colleges	Advanced vocational training for senior high school graduates, etc. (specialized course) More advanced, specific and practical vocational training for those who finished advanced course (applied course)	Japan Organization for Employment of the Elderly, Persons with Disabilities and Job Seekers	10
Polytechnic Junior Colleges	Advanced vocational training for senior high school graduates, etc. (specialized course)	Japan Organization for Employment of the Elderly, Persons with Disabilities and Job Seekers	1
Polytechnic Centers	Short-term vocational training for unemployed workers and employed workers	Prefectures	13
Advanced Polytechnic Centers	Advanced and innovative vocational training in production-related fields mainly for middle-career engineers	Japan Organization for Employment of the Elderly, Persons with Disabilities and Job Seekers	61
Polytechnic Schools	Vocational training for junior and senior high school graduates, unemployed workers, and employed workers, etc.	Japan Organization for Employment of the Elderly, Persons with Disabilities and Job Seekers	[1]
Polytechnic Schools	Vocational training for junior and senior high school graduates, unemployed workers, and employed workers, etc.	Prefectures	154
Polytechnic Schools for Persons with Disabilities	Vocational training according to the ability and aptitude of persons with disabilities	Minicipalities	1
Polytechnic Schools for Persons with Disabilities	Vocational training according to the ability and aptitude of persons with disabilities	The government (Note)	13
Polytechnic Schools for Persons with Disabilities	Vocational training according to the ability and aptitude of persons with disabilities	Prefectures	6

(Note) The operation has been entrusted to Japan Organization for Employment of the Elderly, Persons with Disabilities and Job Seekers (2) and prefectures (11).

Promotion of National Trade Skill Testing and Certification

Overview

Promotion of Vocational Ability Evaluation System

Name of system	National Trade Skills Testing system	In-house trade skills test
Outline	The government tests workers' skills based on standards and officially certifies them.	The Minister of Health, Labour and Welfare authorizes in-house trade skills tests which are regarded necessary to promote skills development.
Skills and occupations, etc. covered	Common trade skills widely used in enterprises across the country, and occupations in which a large number of workers are engaged. As of January 31, 2014, skill tests are conducted for 128 occupations including machining and building carpentry by grade, namely Special Grade, Grade 1, Grade 2, and Grade 3 (for some skills, there is single grade).	Particular trade skills used in-house are subjected. As of January 31, 2014, 122 occupations (44 enterprises, etc.) including food processing and automobile parts management, etc. are authorized.
Type of certification	A person who passed the test is given a certificate either in the name of the Minister of Health, Labour and Welfare (for Special Grade, Grade 1, and single grade) or the prefectural governors or the head of designated test organization (for Grades 2 and 3), and is given a title "Certified Skilled Worker".	Authorized in-house trade skills tests can be labeled as "authorized by the Ministry of Health, Labour and Welfare".
Eligible applicants	Persons who have practical experiences in principle.	Workers employed by enterprises conducting authorized in-house trade skills tests

Grade	Outline of skills test
Special Grade	The level of skills that managers or supervisors of each tested occupation must have, and the level of knowledge related to the skills
Grade 1	The level of skills that advanced skilled workers of each tested occupation must have, and the level of knowledge related to the skills
Grade 2	The level of skills that intermediate-level skilled workers of each tested occupation must have, and the level of knowledge related to the skills
Grade 3	The level of skills that elementary-level skilled workers of each tested occupation must have, and the level of knowledge related to the skills
Basic Grade 1	The skills required to carry out basic works of the tested occupation, and the level of knowledge related to the skills
Basic Grade 2	The essential skills required to carry out basic works of the tested occupation, and the level of knowledge related to the skills
Single Grade	The level of skills that advanced skilled workers of each tested occupation must have, and the level of knowledge related to the skills

Name	Vocational ability evaluation standards
Outline	Standards that specify the ability levels required for each trade, occupation, and duty for enabling evaluation of vocational abilities of workers using common criteria.
Occupations, etc. covered	Broad range of trades is covered as well as cross-cutting clerical occupations such as accounting and personnel management, etc.
Evaluated persons	Workers/job seekers (who should be evaluated depends on evaluators using evaluation standards)
Evaluation methods	The government formulates model standards for the respective industries. These standards can be customized by the individual enterprise. Evaluation methods used may be continuous observations or written examinations.

Detailed Data

Statistics of National Trade Skills Tests

	Special Grade	Grade 1	Grade 2	Grade 3	Basic Grade 1	Basic Grade 2	Single Grade	Total
Number of applicants (persons)	4,568	83,446	361,987	253,067	133	38,623	7,321	749,145
	77,501	3,036,657	6,581,929	1,967,801	3,153	454,873	287,956	12,409,870
Number of persons passed (persons)	1,060	32,886	88,127	122,704	127	35,851	4,001	284,676
	21,672	1,296,127	2,367,710	908,624	2,913	430,174	162,378	5,189,518
Percentage of persons passed the tests (%)	23.2	39.4	24.3	48.5	95.5	92.8	54.7	38.0
	28.0	42.7	36.0	46.2	92.4	94.6	56.4	41.8

Source: Human Resources Development Bureau, MHLW
Upper figures: FY2012, lower figures: cumulative total (FY1959-FY2012)

Promotion of Skills

Overview

Promotion of Skills

Measures	Outline
Young Skilled Workers Development Support Projects	“ <i>Monozukuri</i> meisters (experts in manufacturing)”, who have excellent skills and experience, are sent to enterprises, industrial organizations, and educational training institutions to provide young skilled workers with hands-on instructions using competition tasks of skills competitions, etc. In order to develop society’s respect for skills, efforts through originality and ingenuity of concerned parties in regions, including provision of opportunities to acquire skills through utilization of skilled workers, etc., are further promoted.
Youth <i>Monozukuri</i> Skills Competition	The Youth <i>Monozukuri</i> (or manufacturing-related) Skills Competition has been held annually since FY2005 and is open to anyone aged 20 or younger that is currently studying at a human resources development institution, an accredited vocational training institution, or a technical high school. The Competition was designed to set targets for any such young people and increase their skills to get the opportunities of employment.
National Skills Competition	The National Skills Competition has been held annually since FY1963 with the aim of providing skilled young workers (23 or younger in principle) in Japan with aspirational goals via use of a proficiency level competition and thus appealing to the importance and necessity of skills to the general public widely in developing a positive social feeling of respect for having obtained a skill.
WorldSkills Competition	The WorldSkills Competition was first held in Spain in 1950 and at present is held once every two years with the aim of promoting vocational training and developing worker skills in participating countries and promoting international goodwill and exchanges through holding an international skills competition among young skilled workers (22 or younger in principle). Japan has been participating in the Competition since FY1962. In November 2007 the “39th WorldSkills Competition” and “7th International Abilympics”, an international skills competition for persons with disabilities, were held simultaneously for the first time in Japan (Shizuoka pref.) under the title of the “International Skills Festival for All, Japan 2007”.
National Skills Grand Prix	The Skills Grand Prix has been held annually since FY1981 and at present has been held once every two years since FY2002 as a skills competition in which skilled workers with advanced grades of skills, 1st grade, etc., can participate with the aim of further advancing their proficiency levels and promoting their social status and skills.
Award for Outstandingly Skilled Workers	This award has been granted to outstandingly skilled workers annually since FY1967 with the aim of developing a social feeling of respect for skills and thus improving the status of skilled workers and their proficiency levels, while also developing the positive social feeling of enabling young people to become skilled workers who have pride and hope in and are devoted to their work.
<i>Monozukuri</i> Nippon Grand Award (Prime Minister’s Commendation)	The award has been granted to individuals, groups, or organizations engaged in “ <i>Monozukuri</i> ” (manufacturing), which supported the development of industries and culture and made such a great contribution to the public wealth of Japan, that have had outstanding achievements (once every two years) since FY2005 and with the aim of ensuring a succession to the next generation of the technologies and skills involved in “ <i>Monozukuri</i> ” via praising their achievements.
Award for Human Resource Development from the Minister of Health, Labour and Welfare	This award is granted to offices, organizations, or individuals that are recognized to have made an outstanding achievement in promoting the accredited vocational training and National Trade Skills Tests that serve as a model to others and to offices and organizations that have been recognized to have made an outstanding achievement in promoting trade skills which serve as a model to others with the aim of contributing to the promotion of accredited training, national trade skills testing, and trade skills, and thereby to the advancement of technology levels, and disseminating/enlightening the purpose of the Human Resources Development Promotion Act.
Abilympics (National Vocational Skills Contest for the Disabled Persons)	The Abilympic has been held since 1972 with the aim of promoting the vocational ability development of persons with disabilities and in enabling them to participate in society with confidence and pride as skilled workers and also facilitating the employment of persons with disabilities through raising public awareness and understanding of them.

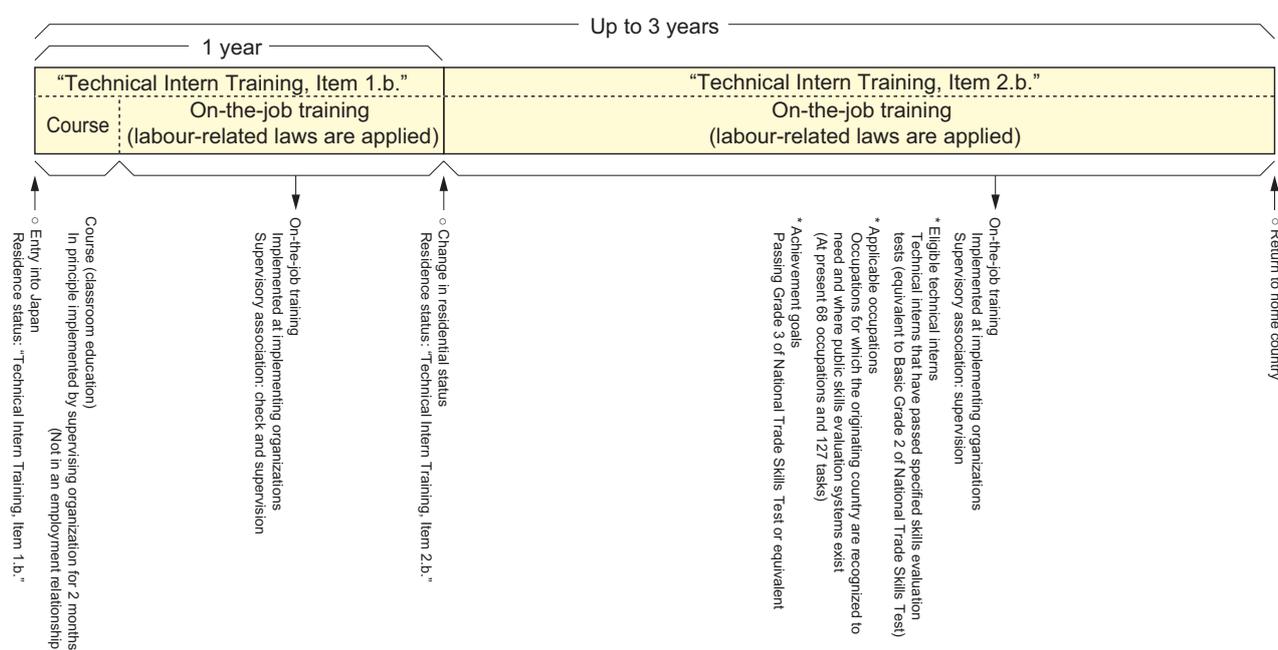
Technical Intern Training Program

Overview

The Technical Intern Training program was created in 1993 as a new system for transferring trade skills to foreign people. The program was revised by the revised "Immigration Control and Refugee Recognition Act" that was promulgated on July 15, 2009, and with the current program having come into force from July 1, 2010.

The program enables technical interns to acquire technologies and skills, etc. in an employment relationship after entering into Japan with the residential status of "Technical Intern Training, Item 1.b." and receiving training for a certain period of time (a program that enables the acquisition of technologies and skills, etc. while working). Those that passed certain skills tests (equivalent to the Basic Grade 2 of National Trade Skills tests) and are deemed to be willing to acquire further practical skills, etc. can change their residential status to "Technical Intern Training, Item 2.b." and stay in Japan for up to 3 years, including the period "Technical Intern Training, Item 1.b.". At present 68 occupations and 127 tasks are applicable to "Technical Intern Training, Item 2.b.".

Outline of Technical Intern Training (supervisory organization type)



Changes in the number of foreign technical interns

(Unit: person, as of the end of each year)

	2009	2010	2011	2012	2013
Total	175,002	150,088	141,994	151,482	155,214

Source: "2012 Immigration Control", Immigration Bureau, Ministry of Justice

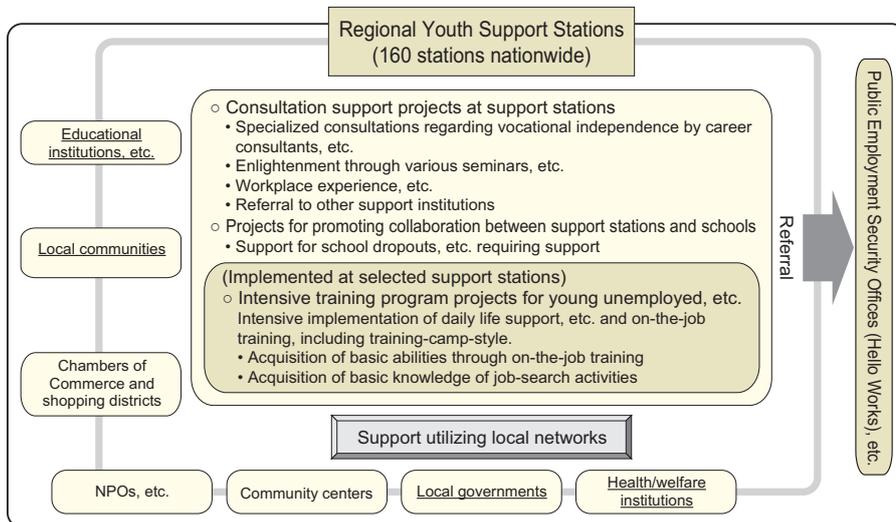
(Note) The Technical Intern Training system was revised in the revised Immigration Control and Refugee Recognition Act, etc. that was promulgated on July 15, 2009, with the current systems being in force from July 1, 2010. The figures for 2009 indicate the total number of registered foreign nationals with the residential status of "Trainee" and those of "Designated Activities (Technical Intern Training)", as under the former program. The figures for 2010 indicate the total number of registered foreign nationals with the residential status of "Designated Activities (Technical Intern Training)", "Technical Intern Training, Item 1.b." and "Technical Intern Training, Item 2.b.". The figures for the period of 2011 through to 2013 indicate the total number of foreign nationals residing in Japan (registered foreign nationals for 2011) with the residential status of "Technical Intern Training, Item 1.b." and "Technical Intern Training, Item 2.b.".

Vocational Independence Support for the Youth, including NEETs, etc.

Overview

Regional Youth Support Stations

- Regional youth support station projects
 - Supporting vocational independence of young people, including NEETs, etc. requires support being provided individually and continuously according to the situations they are in. In consideration of this and in cooperation with local governments, “Regional Youth Support Stations” were put in operation as bases of employment support utilizing local networks.
- Establishment of “Regional Youth Support Stations” (commonly referred to as “support stations”)
 - (92 stations in FY2009 → 100 in FY2010 → 110 in FY2011 → 116 in FY2012 → 160 in FY2013 → 160 in FY2014)
 - * Total visitors: 364,288 persons (FY2010), 454,675 (FY2011), 505,210 (FY2012), and 639,083 (FY2013)
 - * Number of those who decided their future courses: 6,742 persons (FY2010), 12,165 (FY2011), 14,713 (FY2012), and 19,702 (FY2013)

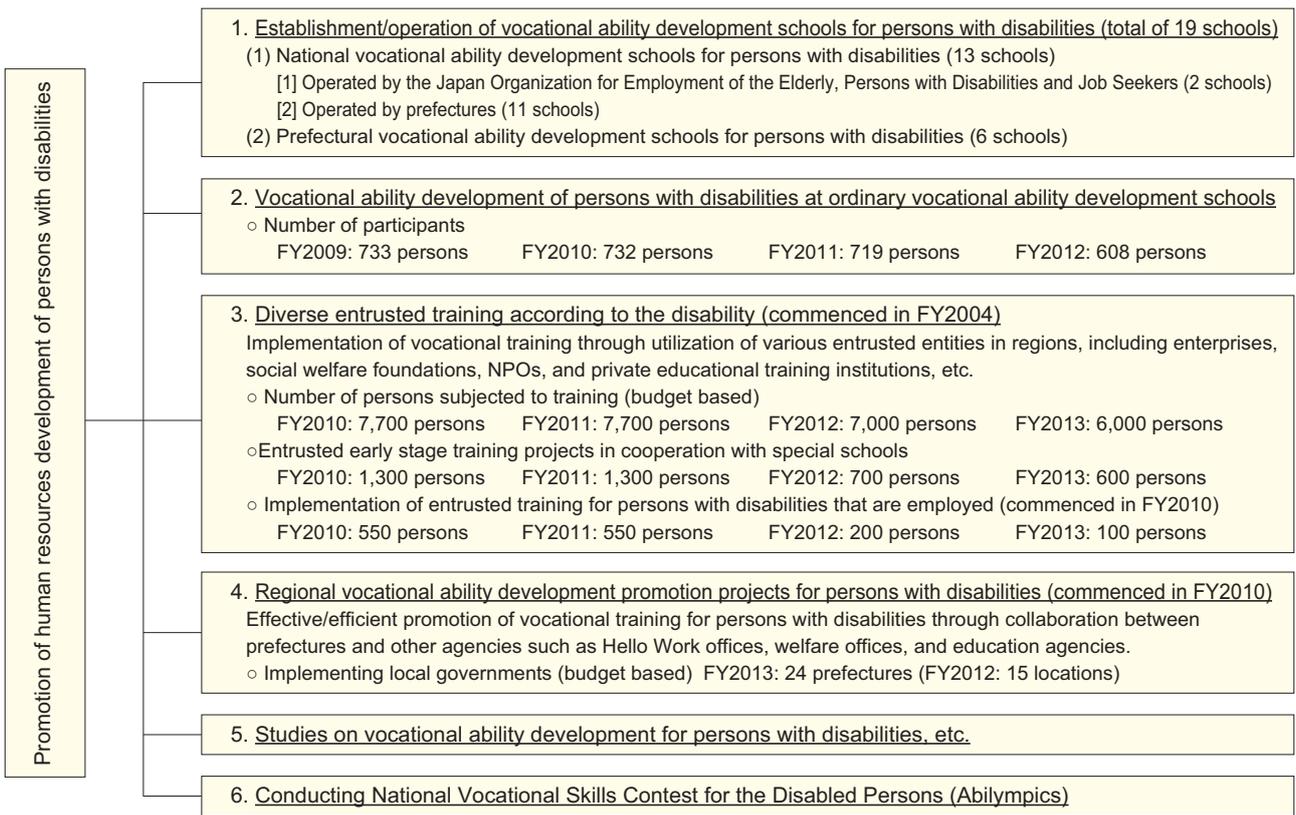


- Support station step-up projects (new)
 - Providing those who were employed via support stations with follow-up support for workplace adaptation such as step-up consultations to enable them to gain stable employment opportunities through “medium- to long-term career development”, etc. (implemented at 60 support stations)

Vocational Ability Development for Persons with Disabilities

Overview

Outline of Human Resources Development Administration for Persons with Disabilities



Career Development Support

Overview

Promotion of Career Development Support throughout Working Life

- Progress made in a prolonged work life and the diversity of work styles, etc. have made the provision of support for career development throughout a person's vocational life, according to the characteristics of the individual, in addition to enhanced/improved vocational training and ability-oriented labour market development, necessary in thereby promoting the development/improvement of vocational abilities of workers in a step-wise and systematic manner, and thus leading to the greater security and development of human resources and improved productivity, etc.
- The following measures have therefore been promoted in accordance with the 9th Basic Plan for Human Resources Development

(1) Support for individual voluntary human resources development

- Effective utilization of education and training benefits, etc.
- Development of an environment in which career consultations can be received at certain points in one's working life, such as when leaving/changing jobs, etc.
- Securement and improvement of human resources through the development of ability improvement systems for career consultants, etc.
- Active promotion of utilizing Job Card that can serve as effective tools in career consultations

(2) Support for human resources development of workers by enterprises

- Further effective utilization of the career development promotion subsidy and accredited vocational training systems, etc. and promotion of the development of human resources that can lead the promotion of career developments within enterprises, etc.
- Further effective use of training for employed workers implemented according to the individual needs of small- and medium-sized enterprises and a training instructor dispatch system, etc. to make the vocational training available that is difficult to implement within enterprises due to the lack of facilities, training instructors, or funds, etc.

(3) Promotion of career education

- Development/evaluation of specialized human resources, including career consultants, etc., who lead career education at each school stage from elementary and secondary education to determination of future courses.