

In order to help you understand Japanese training/testing system effort for many people even a little, we hereby publish J-Skills News.

## “Techno instructor ~Explore your future with your skill~ ”

### We have consolidated nickname and catchphrase of Vocational Training Instructor !

MHLW selected "Techno instructor ~Explore your future with your skill~" as nickname and catchphrase of "Vocational Training Instructor" \*1, for public vocational training such as "Hello Training ~Do not take shortcuts. Take your time to learn skills~". The nickname and catchphrase of Vocational Training Instructor (hereinafter referred to "Instructor") was selected after final examination among 557 entries (nickname:338, catchphrase:219) from all over the country. It will be used by administration organizations and will be utilized in raising the awareness on instructor's work.

\*1 Vocational Training Instructor: The instructors who support job hunting or give instructions regarding skills and technology that is required for job hunting and skill up in the field of Hello Training (Public Vocational Training).

## Activity Report of JICA Expert



Japan is ready to host  
WorldSkills Competition  
2023 Aichi, Japan



Lathe grade 2 - Assessor Training

SESPP training courses are conducted with the cooperation of overseas JICA experts. We have received reports from Mr. Tomohiro Uchino, in Vietnam about training contents of this program.

### ■ Machine inspection grade 2 & 3 SET, SAC were held in collaboration with Japanese companies.

On 10th-13th of October 2017, "Machine Inspection(MI) grade 2 & 3 SAT and SET" were conducted at Ebara, Vietnam, Pump Company (Hai Duong Province) as the venue. Training course on MI grade 2 SET has been conducted three times in Vietnam but this is the first time that some examinees successfully passed the trial test (SET). In Vietnam, SET are implemented by using theoretical test questions, practical test questions and marking procedure in conformity with Japanese style. It is difficult to pass the practical test of MI grade 2 because it includes planning test, however, two examinees passed the test. Also, 6 assessors challenged the Skills Assessor Certification in the same period. I expect that if more assessors are certified as accredited assessor of MI in the future, they will greatly contribute to the self-reliant implementation of National Skill Test on MI.

### ■ Lathe grade 3 SAT and SET

Lathe grade 3 SAT and SET was held on 11th-16th December 2017 at Ho Chi Minh Vocational College of Technology. The trial test (SET) was conducted in the southern area of Vietnam for the first time in two years and a half. There were 33 applicants as examinees from Japanese companies that significantly exceeded the initial capacity of 12 participants. For this reason, the schedule was re-adjusted and the capacity of examinees was increased. Eventually 15 people took the examination and 8 examinees passed the trial (9.5 points pass rate higher than the previous examination) ; 13 examinees passed theoretical test (5.4 points pass rate higher than the previous one) and 10 examinees passed practical test (22.9 points pass rate higher than the previous one). It seems that the examinees practiced beforehand for practical test . Through this SET, we understood that the needs of examination in the southern area are extremely high.



Mechanical Inspection Grade 2 -  
Practical Examination



Lathe Grade 3, Trial, Marking and  
Evaluation

Skills Evaluation System Promotion Program (SESPP) conducts various training sessions in Japan and target countries, in order to transfer know-how of Japanese-styled National Skill Testing System.

### Training Report

## For the first time, mind set seminar regarding National Skill Test was conducted in India! !

Secretariat of SESPP implemented a mindset seminar on 11th December 2017 at Delhi, India aiming for more effective to utilize the result of SESPP and responding to the requests from the India side. Three guest speakers gave lectures about Japanese "Monozukuri (manufacturing)".

First, Mr. Kumagai, Principal of JTEKT Senior High School gave a lecture regarding to "National Skill Testing System" mentioning significance of various knowledge for manufacturing, importance of creator's special attachment to products and significance and role of National Skills Competition.

Secondly, Mr. Kono, Secretary general of Japan Chamber of Commerce and Industry in India gave a lecture on "THE SPIRIT OF JAPANESE" MONOZUKURI ". Regarding insistence on Japanese manufacturing, he talked passionately about Japanese's taking seriously regarding Monozukuri with examples of Shinkansen (Bullet trains) which spread all over Japan and demonstration of food packaging film.

Thirdly, "Soft skill seminar" by Ms.Ritu Kochar Mishra, Deputy General Manager of Pasona India PVT. Ltd. was conducted. The topics of the seminar were "Japanese people's mind toward working", "Importance of working in groups", "Reporting phase as a tool of communication" and "Improvement & 5S". In addition, there was a group activity with origami paper. Participants were divided into small groups, inside the group, each process was assigned to each member and they made two origami boats following the process.

We have received opinions from participants of the seminar such as:

- Regarding explanation of the skills evaluation system, we will try to make the same system in our company.
- I understand that" Monozukuri "is very important for development. It is important to understand 5S and improvement as well.
- The knowledge and experience I gained through this seminar is useful to mindset towards work. It is also true for not only for the organization I belong to, but also for the growth of individual.

There were 37 participants and it was a great success.



## ☐ Trainees Report

### Capacity Improvement Project of employed Vocational Training Instructors in developing countries

#### ■ Project outline and purpose

This project accepts in-service vocational training instructors from developing countries for about a year in Japan. And as a result, it intends them to gain advanced and professional skills so that they can play a core role in their home country.



From the left, Mr. Agus Susilo (Agus san : Indonesia), Mr. Srey Sophyn (Sophyn san from Cambodia), Mr. Syamsul Azmirullah Bin Mohd Diah (Malaysia)

#### ■ Trainee Report

The report from the 4th year trainees (Apr 2017~ March 2018)

##### ○Mr. Srey Sophyn (Cambodia)

I learned about leadership subjects which don't exist in the field of instructor education in Cambodia such as HRD system, career design, out-of-facility training support theory and method of learning support. These subjects may be able to improve the vocational training (VT) in Cambodia if we are able to introduce them to instructor training because those subjects above are necessary. In particular, I was able to understand better the business management of factory through production and quality management, statistical quality management, special theory of corporate development management, factory tour, and so on. Since these knowledge are necessary for companies, I would like to introduce them to the training curriculum for students in grade 3. Regarding practical subjects related to mechatronics course which I was not good at, I have practiced sufficiently for pneumatic/hydraulic control, PLC and micro-computer and therefore, I have improved my practical skills. Since these practical skills are required at the factory site, I feel that I must teach those skills for trainees of mechanical department. I think this training was useful in three points 1) I got new knowledge on leadership skills, 2) I gained better understandings regarding teaching method that I learned before and 3) I was able to sufficiently train practical skills of the professional subject.

##### ○Mr. Syamsul Azmirullah Bin Mohd Diah (Malaysia)

Malaysia is developing and in the efforts of the Fourth Production Revolution, Industry 4.0, in order to enhance international competitiveness, to train skilled workers who have the latest technology and skills will be a future task. In order to overcome these tasks, the Malaysian Labor Force Bureau, JTM is reforming and developing further VT systems. Moreover, JTM instructors will challenge the achievement of production revolution by improving the level of technology and skills of the instructor through receiving research which is related to the technology and skills of Industry 4.0 and improving facility equipment.

I have acquired the ability, practical skills and techniques which is required as VT instructors in Polytechnic University in Japan. By making full use of those skills, I would like to contribute to the development of my home country through committing training many skilled workers related to future industries in Malaysia from now on.

◦ **Mr. Agus Susilo (Indonesia)**

Through participating in this training of this project, not only understanding training of VT instructors in Japan, but also by taking courses with trainees who will become Japanese instructors, I have acquired instructional ability, coordinating ability and career consulting skills.

Besides, I was also able to study problem discovery and solution ability, management ability, innovation ability through production management subjects, factory tours and tours of National Skills Competition.

I would like to utilize these knowledge and experience for VT in Indonesia.

Moreover, I hope to contribute to the cooperation of VT in Indonesia and Japan, and keep the good relationship with the teachers and the trainees of long-term training course who I have studied together at Polytechnic University.