

Skills Evaluation System Promotion Program (SESPP) dispatches experts as a lecturer to Vietnam, Cambodia and Indonesia and implements Workshops and Skills Evaluation Trial in order to transfer the know-how of Japan's skills evaluation.

JTB Corp. has been entrusted the project and has set the Secretariat of SESPP.

In J-Skills News, we inform people about an effort on project in order to promote the utilization of Japan's skills evaluation. (published 4 times a year)

### □ 6 people from Vietnam and Cambodia participated in the training course of Sequence Control in Technical Seminar in Japan

1 person from Directorate of Vocational Education and Training of Vietnam government, 1 person from Ministry of Labour and Vocational Training of Cambodian government and 4 people who are in charge of skills assessment and human resources development and guidance of electrical field in training centers, total 6 people came to Japan on 12<sup>th</sup> November and participated in the practical training course of Sequence Control for 2 weeks.

The participants created original assignments for practical skills test of Sequence Control focusing on practical training.

On the last day the original assignment created by the participants was demonstrated and the system brilliantly worked.

Mr. YASUHARA from Polytechnic University of Japan, who was mainly in charge of practical training this time, gave the participants general view, "I was in charge of teaching practice for 4 days, 2 days of which we exercised creation of Japanese practical skills test questions. We also implemented creation of both Vietnamese and Cambodian assignments. We would like the participants to spread what they studied here by their own languages for establishment of the institution after they return to their countries.



Instruction of Mr. YASUHARA

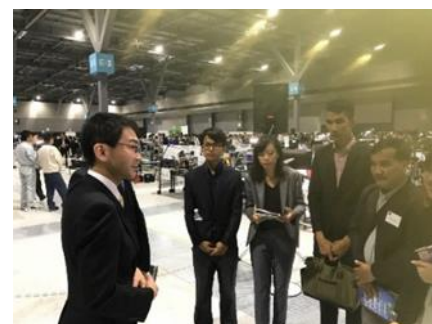


Experts, look into Cambodian team's Demonstration

### □ Technical Seminar in Japan : inspection of National Skills Competition

In the part of Technical Seminar in Japan, the participants inspected National Skills Competition, which was implemented in Aichi Sky Expo. All participants visited the opening ceremony and were explained about outline of competition of 4 trades of electrical trades (Electrical Installations, Industrial Control, Electronic Equipment Assembling and Mechatronics) from a competition manager. They eagerly listen to the explanation about equipment used, arrangements for use preparation and so on.

We were able to listen to comments from the participants such as "We learned a lot from the experience that we could see the final work finished by the winner and from working attitude of the players".



Participants, listen to the explanation

## □ About National Skill Test in Japan (from the lecture in Technical Seminar by Mr. INAGAWA Fumio, Technical Adviser of Secretariat of SESPP)

National Skill Test in Japan started in 1960 for the purpose of increasing of employees' willingness to acquire skills, increasing the public's appreciation of employees' skills in order to improve their skills and status. It has become one of the most common qualifications, which about 800,000 people take the tests every year.

### ■ Grades of National Skill Test

There are Special Grade, Grade 1 and Non-classified Grade, Grade 2 and Grade 3, from the upper grade. The level of the Grades are as follows;

#### Special Grade

Skills and knowledge required for an administrator or a manager

#### Grade 1 and Non-classified Grade

Skills and knowledge required for a skilled worker of highest level (with more than 10 years of experience)

#### Grade 2

Skills and knowledge required for a skilled worker of upper level (with more than 5 years of experience)

#### Grade 3

Skills and knowledge required for a skilled worker of middle level

Grade 3, since it has been revised for technical-high-school students, it especially has large quantity of examinees from technical-high-school students. It is that the certificates of Grade 3 can be appealing materials in job hunting.

### ■ Implementation System

Regarding implementation and operation of Skills Test, four organizations share the responsibility. The main roles are as follows in the table below. In the real implementation of test, skills test committee members commissioned by PVADA play an important role in the implementation and management (preparation, implementation, and scoring). Through Skills Assessors Training and Skills Evaluation Trial, implemented by SESPP, it is aimed to train such assessors (Skill Evaluation Commissioners).

Ministry of Health, Labour and Welfare (MHLW)	<ul style="list-style-type: none"> <li>·Creation of Skills Test standard, its scope and details</li> <li>·Certification of test questions and scoring standard</li> <li>·Decision of test passing criteria</li> <li>·Creation and issuance of pass certificates (above Grade 1)</li> </ul>
Japan Vocational Ability Development Association (JAVADA)	<ul style="list-style-type: none"> <li>·Creation of test questions based on Skills Test standard and details</li> <li>·Creation of guidelines for test procedures and scoring standard</li> </ul>
Prefectural Governor	<ul style="list-style-type: none"> <li>·Setting of commission fee, etc.</li> <li>·Formulation of Skills test implementation plan</li> <li>·Public announcement of Skills Test implementation</li> <li>·Decision whether pass / fail the test, announcement of successful applicants</li> <li>·Creation and Issuance of pass certificates (Grade 2 and 3)</li> </ul>
Prefectural Vocational Ability Development Associations (PVADA)	<ul style="list-style-type: none"> <li>·Recruitment of examinees, acceptance of applications</li> <li>·Collection of commission fee, etc.</li> <li>·Commissioning Skills Test commissioners and implementation of test</li> <li>·Grading of test</li> </ul>

### ■ Features of practical skills test

Theoretical test and practical skills test are implemented in Skills Test. The feature of the practical skills test is that it is scored and evaluated by subtractive method. Working attitude and working time are also scored and evaluated by the subtractive method and the score of 60 or more is passed. Since this is the first time the participants from ASEAN countries have ever scored or evaluated by the subtractive method, they study with great interest.

### ■ Successful Applicants Ratio

The pass rate varies depending on the trades, but on average it is about 60% for Grade 3, about 30% for Grade 2, and about 35% for Grade 1. Regarding Grade 2 or upper grades, even a veteran worker cannot pass the test without a lot of practice and learning. For this reason, many companies value passing certificates and treat successful applicants accordingly. There are many companies which use the skill test to develop employees' abilities.



Mr. INAGAWA, giving a lecture

❑ **Technical Seminar in Japan : Training Programs and Comments from Participants**

◆ Program of the training course ※Sequence Control [5-days course]

Lecture (4 hours)	Outlines of Job Trades, Job Criteria and Details Explanation of Theoretical test questions Explanation of Practical test questions
Lecture & Practice (3 hours)	Explanation of Practical test questions based on Job Criteria and Details Explanation of Scoring Procedures & Scoring sheet
Lecture & Practice (4 hours)	Exercise of Practical test questions according to work procedures manual
Lecture & Practice (14 hours)	Key point on creating practical test questions / list of work elements / Exercise for practical test questions creation (original test creation)
Lecture & Practice (7 hours)	Exercise for practical test questions creation (original test creation) / Scoring sheet creation / Validation of check items
Lecture (6 hours)	Demonstration of original test Creation, announcement of action plan, summary



Group photo after the training

From left:

Participants from **Vietnam**

Mr. Hieu from Nha Trang College of Technology  
Ms. Hoi from DVET

Mr. YASUHARA from Polytechnic University of Japan

Participants from **Cambodia**

Mr. Sidan from MLVT, Mr. Touch from NTTI,  
Mr. Voha from PPI, Mr. Panha from NPIC

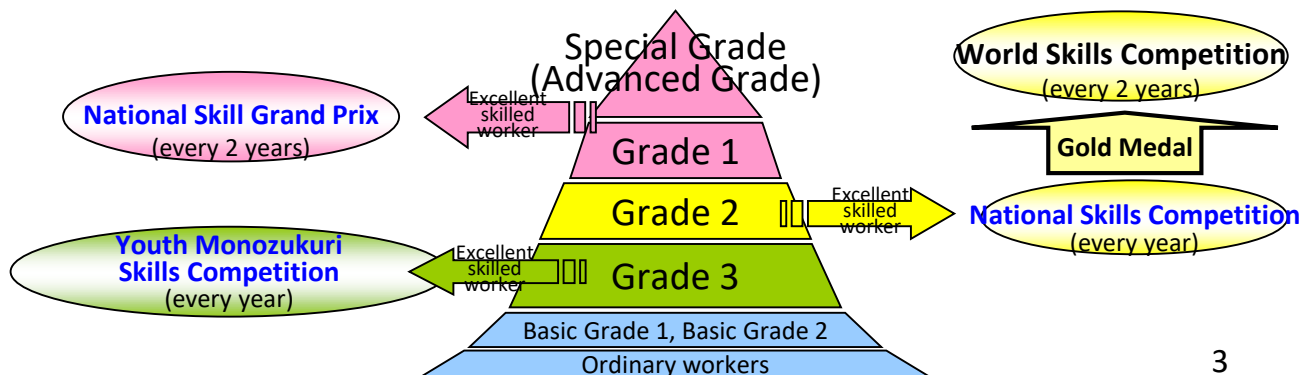
● The followings are feedbacks from Vietnamese and Cambodian trainees participated in two weeks training course in Japan.

- I want to enhance the social reputation of my country's national skills test.
- I would like to make use of my experience for lectures and tests for my students after going back to my country.
- I would like the training period to be longer.
- I would like to share the knowledge and experience gained from this training course with my colleagues and students.
- I would like to receive training for Grade 1 and Special Grade and training for other job trade.
- I felt that it was necessary to prepare standards for evaluation, test questions, assessors and equipments.

**Column : Skills Competition in Japan**

In Japan, various skill competitions are held depending on the skill level in order to stimulate young people's desire to work and to smoothly pass on skills. "National Skills Competition" is a competition for the best technical level among young technicians (23 years or younger in principle) in Japan. "Youth Monozukuri Skills Competition" is targeting young people (20 years or younger in principle), who are acquiring skills at vocational ability development facilities or industrial high schools.

Class 1 technicians with excellent skills can participate in "National Skill Grand Prix" regardless of age. Please refer to the following for each skill competition and skill level.



## □ Training Report The workshops this year has commenced in each country

### ■ Skills Accessors Training and Skills Evaluation Trial on Milling Grade 3 in Vietnam (Ho Chi Minh)

In Vietnam, business development in the southern part of the country (Ho Chi Minh) has started and this fiscal year Skills Assessors Training and Skill Evaluation Trial were carried out first time at Ho Chi Minh Vocational College of Technology (HVCT). Milling was officially certificated by the government in May 2018, and certificated Assessors have been highly anticipated in the future.

Besides HVCT, the training site, 9 assessors were lecturers chosen from Ho Chi Minh City Vocational Training College, Maritime College No.2 and Vinh Long University of Technology Education.

The person in charge was Mr. TAKAHATA Norimasa (Toyota Motor Corporation), who supported the training course on Milling in Hanoi. Mr. TAKAHATA reviewed that “in the southern part of the country, since the training course on Turning already started, about a half of the assessors experienced the training course in Turning. Consequently, the training course was implemented smoothly by making pairs with an experienced person and an inexperienced person. I could see many situations in which they actively performed and I thought they enthusiastically participated in the training course, for example, they proposed some improvements for the operation of the Trial.” The content of the training was promising for the certification of assessors in Ho Chi Minh in the future.



Demonstration by Mr. TAKAHATA



Skills Assessors Training



Skills Evaluation Trial (practical exam)

We also received the following advice from Mr. TAKAHATA. While Turning are widely used in Vietnam, few facilities have Milling machines. The model used this time had weak rigidity and heavy cutting was difficult, but in order to examine the processing method suited to the model used, it is important to raise the level of the assessors. In the next Skills Assessors Training, I would like to have assessors actually create assignments and I would like to give advice on the ultimate level and processing of work.

The assignment is also settled in the condition that it is difficult to complete in time without processing close to the limits of the tool. I would like to give them time to study about test cutting and tools and tell them how to improve their skills. Not only their experiencing the management of Skills Evaluation Trial, but also experiencing importance of preparation, fun and difficulty of processing, we hope to raise awareness and expand the field in Vietnam.

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