

考試院 108 年度文官制度國外考察

日本公務人力培訓及
物流技師考試制度
考察報告

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日本公務人力培訓及物流技師考試制度考察報告

馮正民

壹、考察緣起與行程

為增進對日本公務人力培訓制度及專門職業技術人員考訓之了解，本人於 108 年 11 月 10 日至 11 月 15 日，前往日本東京進行考察。本次考察主題為「日本公務人力培訓制度及物流技師考試培訓制度」，以供考試院研議公務人力培訓政策之參考及探討增設物流技師類科之可能性。

考察行程、機關及訪談對象如下：

- 一、 11 月 11 日：拜訪政策研究大學院大學(National Graduate Institute for Policy Studies, GRIPS)，訪談副校長增山幹高教授，及東亞運輸學會前理事長森地茂教授；
- 二、 11 月 12 日：拜訪人事院公務員研修所，訪談府川陽子主任教授。
- 三、 11 月 13 日：拜訪中央職業能力開發協會 (Japan Vocational Ability Development Association, JAVADA)，拜會能力開發支援部的岡村知昭副課長及物流專家菅田勝顧問。

此外，並於 11 月 11 日會見台北駐日經濟文化代表處蔡政務副代表明耀公使。

以下分述三個考察單位之訪談內容及心得。

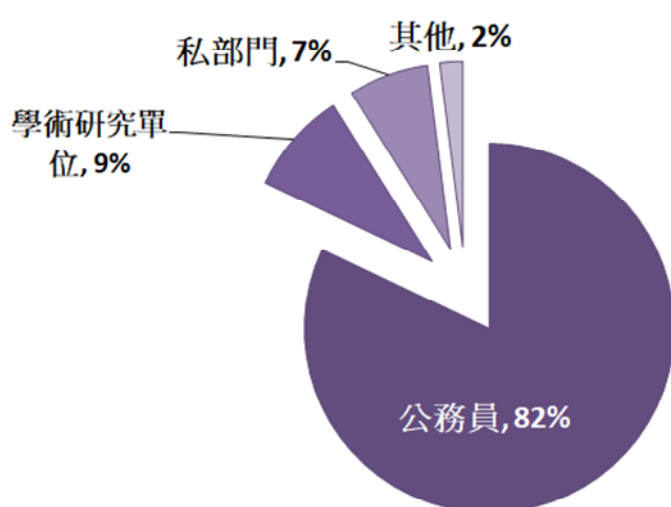
貳、 考察內容及心得建議

一、 政策研究大學院大學

(一)、 政策研究大學院大學(GRIPS)簡介

日本政策研究大學院大學(National Graduate Institute for Policy Studies)) 簡稱 GRIPS，成立於 1977 年，位於東京市中心的六本木，為日本唯一從事政策研究與官員進階教育及培訓的大學。其沒有大學課程，只有碩士班(master degree)、博士班(Phd degree)及政府官員短期培訓的(short-term training)的課程。碩、博士學生人數有 343 人，主要來源為政府官員，以碩士班學生來源為例，有 60%-70%來自國外，其他來自日本中央及地方政府，故授課以英文為主。教師組成包括學術專長的教師及有經驗的前政府官員，課程設計強調政府政策相關的學術理論與政府政策的實務應用。

以 GRIPS 校友目前的工作組成而言，約有 82%在政府公部門，9%在學術研究單位，7%在私部門，2%為其他，如圖一所示。至 2019 年 5 月，校友共有 5,043 人，跨及 106 個國家。



圖一 GRIPS 校友的工作組成結構

(二)、短期政府官員的中高階管理培訓(Short-Term Executive Training)

基於政府部門中高階政府官員(middle and senior executives)培訓的需求，GRIPS 於 2013 年成立了「全球領導力管理發展中心」(Executive Development Center for Global Leadership，簡稱 CGL)

CGL 短期培訓包括多樣的活動(activities)，譬如：

1. 課程內容講解(lectures)
2. 參訪相關議題之政府單位(field trips)
3. 群體研討(group discussions and workshops)
4. 學員簡報(participate presentation)
5. 與日本民意交流(exchanges with people from Japan)

CGL 短期訓練課程包括以下的主題(subjects)

1. 21 世紀的領導發展與管理(Leadership development and management in the 21st century)
2. 政府的結構與程序(Structure and process of government)
3. 公共管理概論(Public management in general)

4. 組織管理(Organization management)
5. 公務人員系統與人力資源管理(Civil service system and human resource management)
6. 政府的政策工具(Tools of government)
7. 法制體系與立法審查(Legal systems and legislative review)
8. 行政改革新與創新(Administrative reform and innovation)
9. 良好治理(Good governance)
10. 政府的信任(Trust in the government)
11. 倫理與反貪污(Ethics and anti-corruption)
12. 地方政府治理概論(Local governance in general)
13. 地方政府行政管理(Local government administration)
14. 地方政府財務管理(Local government financial administration)
15. 政府內部關係管理(Management of inter-governmental relations)
16. 公共政策分析(Public policy analysis)
17. 其他特定的實質政策(Specific substantive policies)

(三)、 碩士及博士學位的政策研究

1. 碩士學位

政策研究大專學院大學之碩士學位設立目的在培養中央與地方官員為未來具有政府政策管理與領導人的知識與能力。碩士學位又分一年學位課程及二年學位課程，二年學位課程除了多修一些課外，並要求須研寫較嚴謹的碩士論文。碩士學位課程尚包括一些具有主題式的學程(program)，譬如：

- (1). 總體經濟政策(Macroeconomic policy)
- (2). 公共財政(Public finance)
- (3). 經濟規劃與公共政策(Economics, planning and public policy)
- (4). 災害管理政策(Disaster management policy)
- (5). 海運安全與保安政策(Maritime safety and security policy)

2. 博士學位

政策研究大專學院大學之博士學位設立目的在培養學生成為政府政策研究的研究人員、學者及專家。課程設計強調研究政策之理論與觀念，研究方法等。博士學位又分為五年博士課程博士學位課程(已有碩士者)，及三年博士學位課程(未有碩士者)。博士學位課程尚包括一些具有主題式的學程(program)，譬如：

- (1). 公共政策(Public policy)
- (2). 全球管理(Global governance)
- (3). 保安與國際研究(Security and international studies)
- (4). 國家建設與經濟發展(State building and economic development)
- (5). 災害管理(Disaster management)
- (6). 科技及創新政策(Technology and innovation policy)

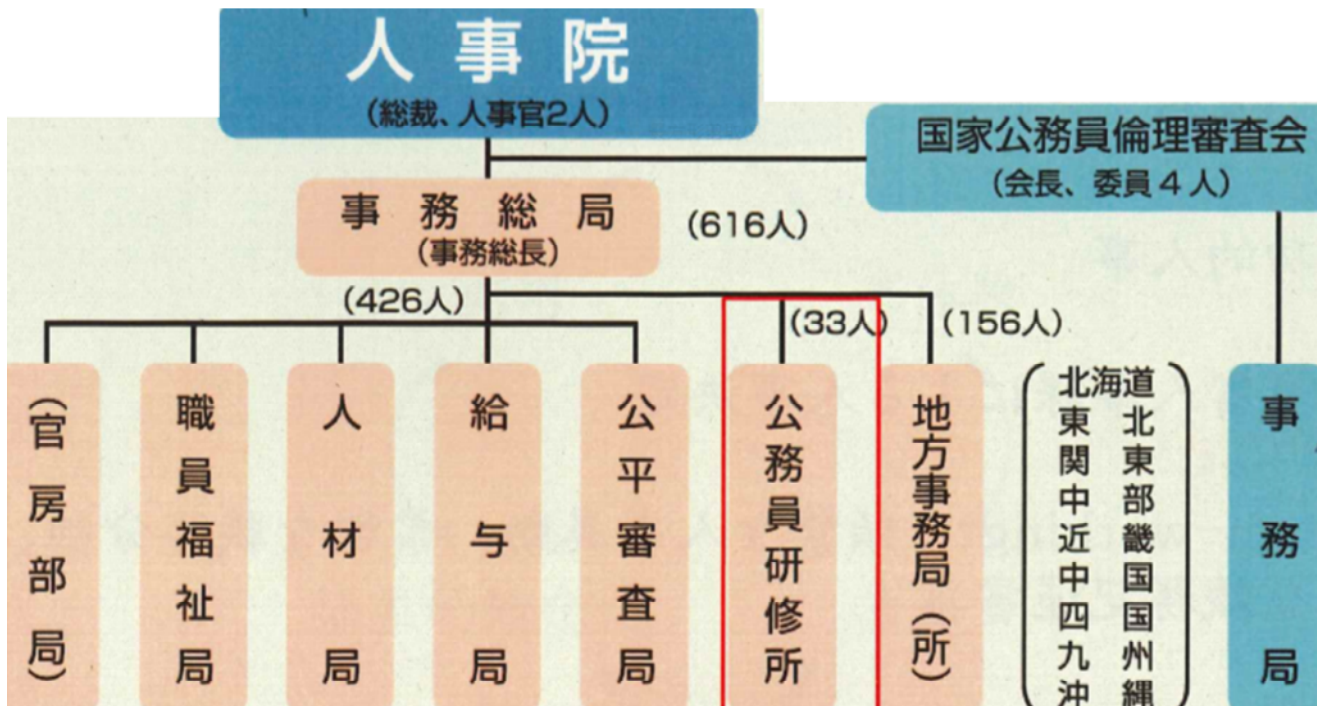
(四)、心得與建議：

1. 日本 GRIPS 的特色為培養政府官員政策研究與分析的能力。學生不僅來自日本公務員，亦有來自國外政府公務員，且上課以英文授課。台灣目前雖有一些系所研究公共行政，但尚無這種專門為政府政策研究分析而成立的研究所，建議可以考慮評估成立這種類似 GRIP 學術單位之可行性，並推廣至東南亞國家公務員的培訓，以加強國際外交的影響力。
2. 台灣目前僅有少數公務員參與 GRIPS 學位課程或短期培訓課程，未來可以鼓勵較積極的參與。
3. GRIPS 的課程中除了一般的公共管理與政策課程外，尚設計有總體經濟政策，公共財政、災害管理等專題學程。GRIPS 的課程可供我國公務體系培訓課程之參考。

二、人事院公務員研修所

(一)、公務人員修所簡介

日本公務員研修所係在日本人事院之下。人事院之組織架構圖如圖二所示。

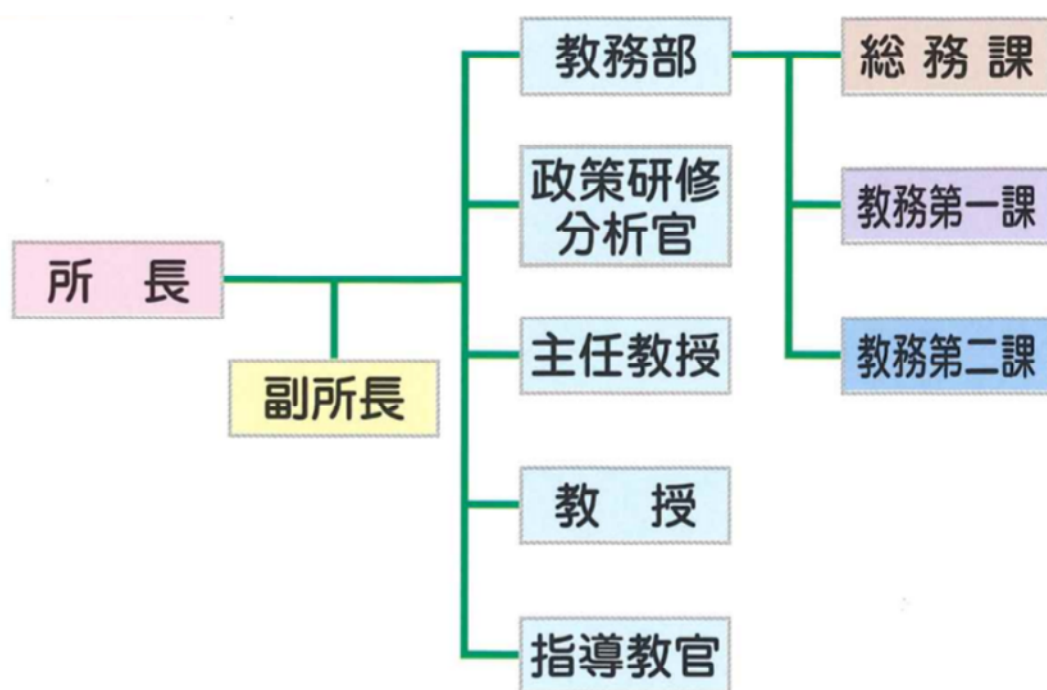


圖二 人事院與公務員研修所

資料來源:人事院公務員研修所, 2019

人事院掌管的對象為日本的公務員，下設之人才局及公務員研修所專門負責人員培訓業務。人才局負責公務員的任用、晉升、保障及人才培育，而公務員研修所為主要的公務員培訓單位。

公務員研修所設立於昭和 31 年 10 月，目前之組織如圖三所示。所長、副所長下設教務部、政策研修分析官、主任教授、教授及指導教官。教務部下設總務課、教務第一課與教務第二課。

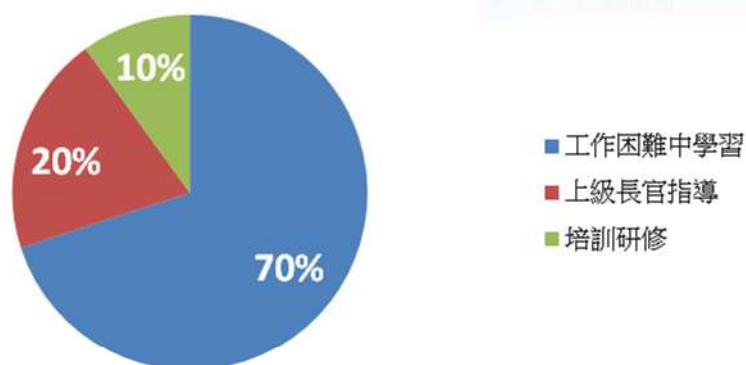


圖三 公務員研修所組織圖

資料來源：人事院公務員研修所，2019

公務員研修所認為公務員在學習過程中學習的來源主要來自三種：一為從工作困難中自我學習成長，占 70%；二為上級長官指導，佔 20%；三為來自培訓，占 10%。公務員研修所培訓主要目標是想將培訓學習來源的 10%與工作學習來源的 70%予以連結，使其能解決工作上的困難問題及藉由培訓學習而成長。（見圖四）

培訓能力之開發泉源



圖四 培訓能力之開發泉源(Lombando and Eichinger 的 70-20-10 模式)

資料來源:人事院公務員研修所，公務人公務人才育成，2019

公務員研修所下設有教職員人數 33 人，主要預算來源為政府補助。公務員研修所設施基地面積 39,774M²，建物面積 13,456M²，其平面圖配置如圖五所示。



圖五 公務員研修所平面圖

(二)、日本公務人員生涯規劃的路徑

日本公務員從初任的新進人員開始(課員)至股長、副課長、課長、局長，最終至次長，歷經 30 多年。圖六即為日本公務員生涯規劃的案例。由其歷程可知，其中包括派至海外研究所學習、地方政府、其他部會、及其他局處，這種海外、中央地方、各部會單位之輪調目的是欲擴增公務員的視野及解決不同問題的能力。

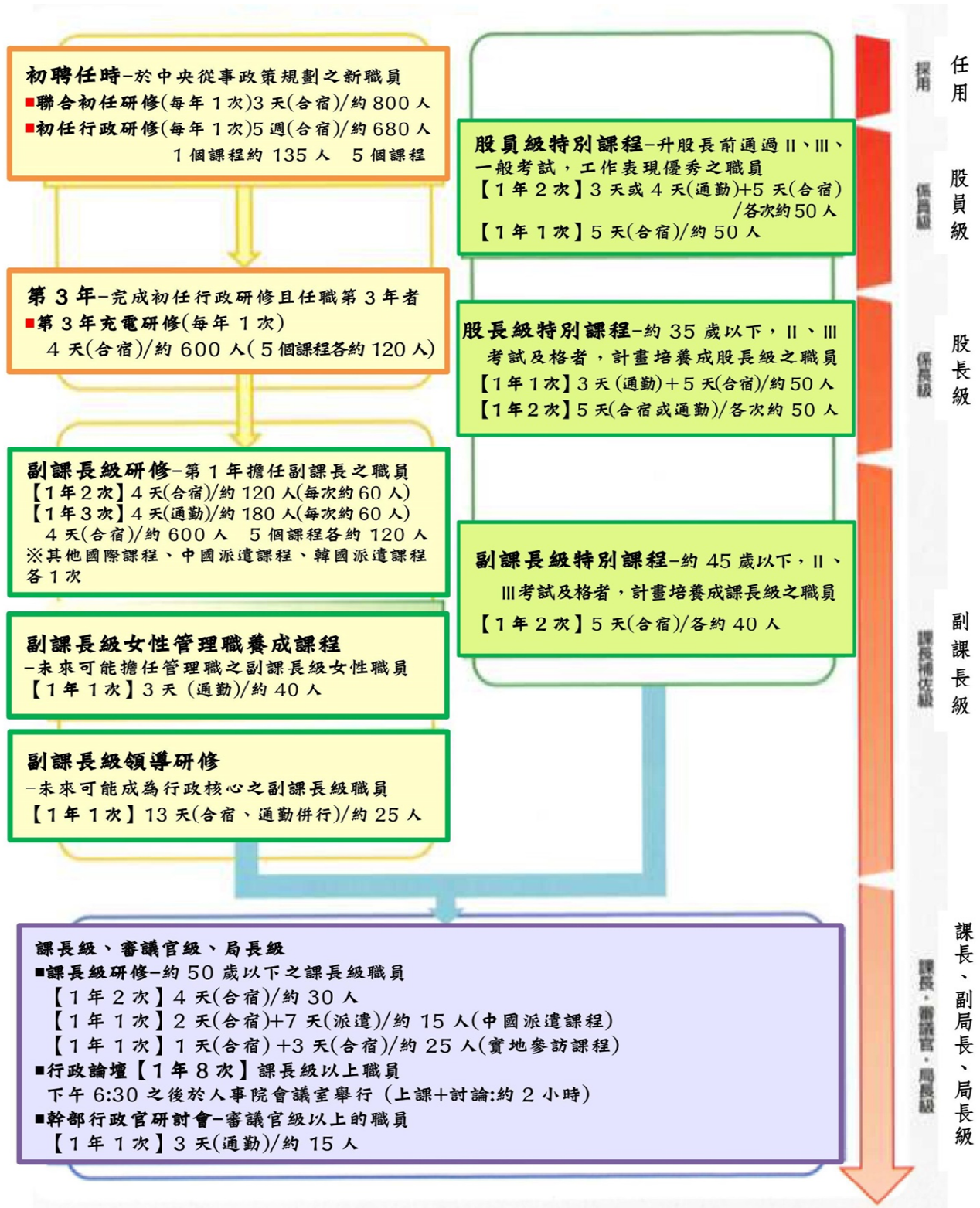
年齡	職位(職等)
<u>58</u>	<u>事務次官</u>
55	X 局長
53	Y 局長
51	Z 局長
<u>50</u>	<u>X 局審議官</u> (副局長, Deputy Director General)
48	X 局 A 課長
46	Y 局 F 課長
44	Z 局 I 課長
<u>42</u>	<u>X 局 C 課長</u>
41	Z 局 B 課 K 室長
<u>39</u>	<u>X 局 B 課計畫官</u>
37	<i>借調其他部會</i>
35	X 局 A 副課長
34	Z 局 H 副課長
33	Y 局 E 副課長
30	<i>借調至地方政府</i>
29	X 局 A 股長
27	<i>派遣至國外研究所</i>
<u>25</u>	<u>Z 局 G 課股長</u>
24	Y 局課股員
22	X 局 A 股員

注:1. 標底線者為升等、 2. 斜粗體者為借調、派遣

圖六 公務員生涯路徑案例圖

(三)、公務員研修所培訓研修的體系

公務員研修所培訓研修的體系如圖七所示。



圖七 公務員研修所行政研修的體系

左邊部分為總和人員(相當於台灣薦任人員)，右邊為一般人員(相當於台灣委任人員)。總和人員為大學以上報考且錄取之人員，一般人員為高中、大學以上人員報考且錄取之人員。總和人員錄取較難，責任較重。以總和人員為例，開始受訓分為合同初任研修與初任行政研修。合同初任研修為大家一起上的課程，約 80 人的 3 天課程，課程為擔任公務人員的使命與形象的介紹。

初任行政研修對象為新進且從事政策研擬規劃的人員，分為 5 個課程。每個課程為 5 週且約有 135 人上課。3 年後為了避免公務員因工作倦怠而離職，再次給予上課充電的研修，上課時間為 4 天，分為 5 個課程。在初任行政研修後，再進行課長輔佐級(相當於副課長)研修，課長級、審議官級、局長級的研修。此外，一般人員之係長即台灣的股長。

(四)、主要的研修科目

公務員研修的主要科目有下列四項

1. 了解身為公僕的使命與責任：
 - (1). 公務員的角色
 - (2). 公務員的倫理
 - (3). 古典學說之研習
2. 由多個視角來驗證檢視公共政策的合理性
 - (1). 行政政策案例研究
 - (2). 政策課題研究
 - (3). 個別政策研究
 - (4). 政策辯論

3. 學習公正的執行公務

- (1). 領導(leader)
- (2). 促進(facilitation)
- (3). 管理(management)

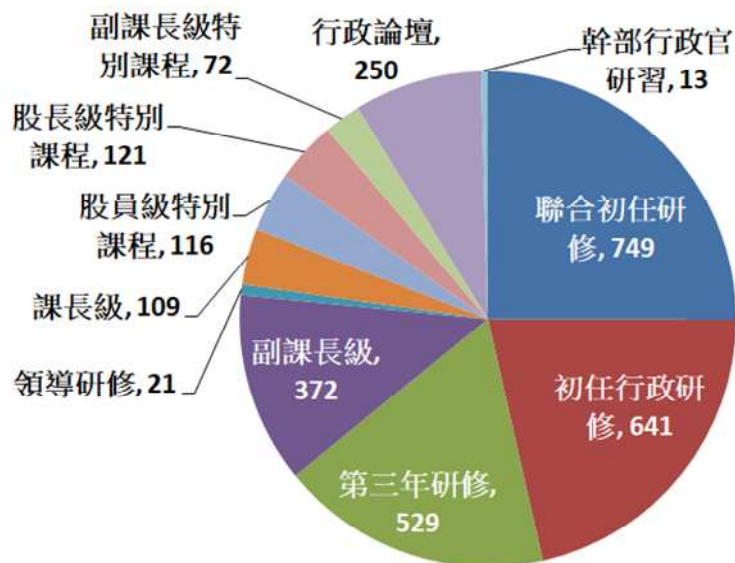
4. 透過實際體驗來思考上述三項科目

- (1). 照顧老人病人
- (2). 地方自治體實地體驗
- (3). 國際行政現場體驗
- (4). 與駐日外交官交換意見
- (5). 現場訪談

(五)、平成 30 年度行政研修實施狀況

1. 各職等行政研修結業人數

各職等行政研修結業人數之分布人數如圖八所示，其中包括股員、股長、副課長、課長、局長及等之人數。



圖八 各職等行政研修結業人數

2. 民間企業及外國政府參與情形

除了日本公務員之研修外，公務員研修所亦讓民間企業及外國政府公務員參與研修，其參與情形如表一所示。

表一 民間企業及外國政府參與情形

	國家公務員	民間企業	外國政府	其他	合計
副課長級	287	57	19	8	372
課長級	72	31	0	4	109
幹部行政官研討	13	0	0	0	13

3. 海外派遣研修

- (1). 行政官長期在外研究員制度
- (2). 行政官短期在外研究員制度

(六)、心得與建議：

1. 日本公務員研修所規劃生涯路徑的做法值得參考，讓公務員了解其必經的途徑、時間及所需的培訓要求。
2. 日本公務員研修的主要主修科目中，如何檢視公共政策的合理性及如何透過實際體驗讓公務員思考公務，可供我國培訓課程設計參考。
3. 日本公務員輪調及海外派遣研修制度，可增進公務員的視野，值得參酌研擬。

三、日本中央職業能力開發協會

物流行業在台灣為新興行業，台灣之相關協會也一直在探詢是否可以列為國家技師的一種。此次拜訪 JAVADA 目的之一，一則是為了了解 JAVADA 在日本專業技能職責，一則擬了解日本物流技師檢定的負責單位及考試方式。

(一)、日本中央職業能力開發協會(JAVADA)簡介

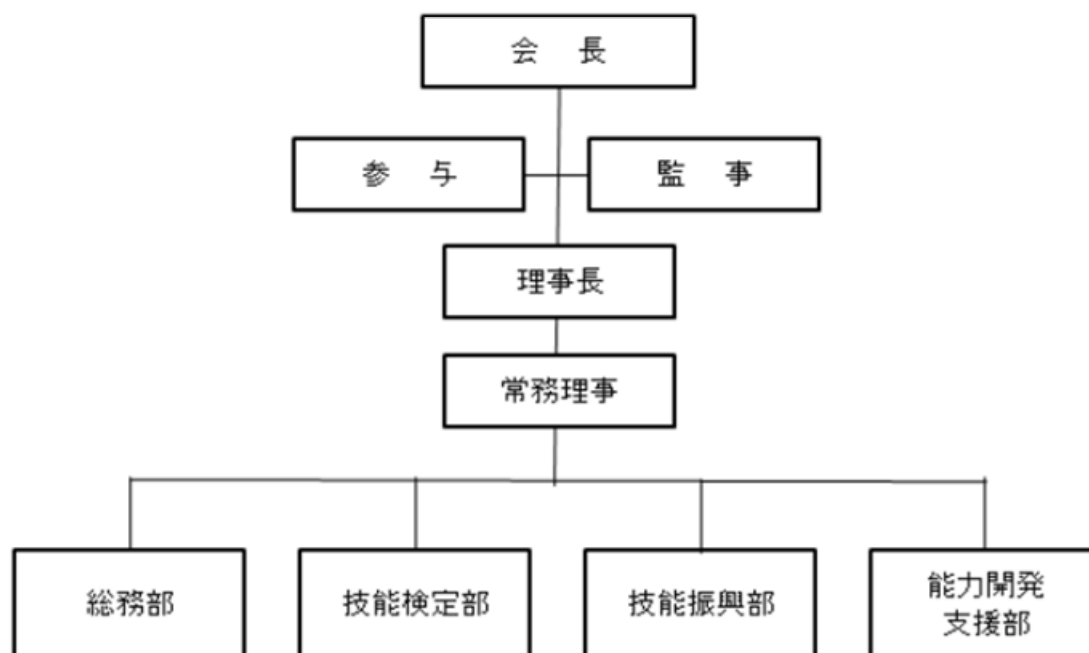
日本中央職業能力開發協會 (Japan Vocational Ability Development Association)，簡稱 JAVADA，是一個半官方半民間的協會，其負責專業技師的檢定考試。專業技能的檢定分為「國家檢定」及「公的資格檢定」，國家檢定的技能，大部分為生產業及營建業的技能，由國家負責考試認證，但由 JAVADA 協助出題目。公的資格檢定的技能，並非由國家認證，而由 JAVADA 負責考試認證及出題。所以，國家檢定的職業技能認證較嚴謹且值錢。

JAVADA 與日本國家、都道府縣與產業界之關係如圖九所示。JAVADA 在國家、都道府縣的設立認可下而成立，並與其有密切連接的關係，即 JAVADA 協助政府處理職業技能的檢定試驗。此外，JAVADA 亦提供產業界資訊、人才派遣，技能派遣等。JAVADA 與中央政府、產業界密切合作之下，制定公平公正的能力評定系統，成為中央職業能力開發的部門。至於地方的都道府縣，亦成立都道府縣職業能力

開發協會，在日本各地方提供服務。另外，為使企業主的意見能反映在營運上，JAVADA 設立會員制度。



圖九 JAVADA 與政府及產業界之關係



圖十 JAVADA 之組織架構圖

JAVADA 之組織架構圖如圖十所示，由理事長、常務理事，至總務部、能力開發支援部、技能振興部、技能檢定部等所組成，共有 171 人。

(二)、日本技能檢定考試的等級區分

日本專業技能檢定考試分為「國家級檢定」及「公的資格檢定」，分述如下：

1. 日本國家職業技能檢定考試

國家技能檢定考試共 130 種職種，領域有以下 12 項：

- (1). 造園、配管、塗裝等營建類，有 32 個職種
- (2). 窯業、陶瓷器製造的土石相關職種
- (3). 鑄造、金屬衝鍛、電鍍等金屬加工類，有 19 個職種
- (4). 鐵路車輛製造、維修、油壓裝置調整等一般機器類，有 12 個職種
- (5). 半導體、自動販賣機調整等電器、精密機械工具類，有 12 個職種
- (6). 烘培、點心製作、味噌製作、釀酒等食品相關類，有 7 個職種
- (7). 染色、女裝童裝製作、男裝製作、和服裁縫、服裝類及纖維製品類，有 7 個職種
- (8). 家具製作、紙製品及硬紙板製作等木材、木製品、紙加工類，有 6 個職種
- (9). 塑膠成型等塑膠品製造類，有 2 個職種
- (10). 鐘錶維修等貴金屬、配飾品等類，有 2 個職種
- (11). 預印、印刷等印刷製書類，有 3 個職種
- (12). 商品裝飾展示、花藝等上述以外之其他職種，有 30 個

國家技能檢定考試之等級區分包括特級、一級、二級、三級與基礎級，適用於不同之技能程度，如表二所示。

表二 國家技能檢定考試之等級：

等級	程度
特級	管理經營者一般應具有之技能程度
一級及單一等級	高級技士一般應具有之技能程度
二級	中級技士一般應具有之技能程度
三級	初級技士一般應具有之技能程度
基礎級	執行基本勤務應具有之基礎技能程度

2. 公的資格檢定考試

JAVADA 負責「公的資格檢定」考試之領域有下列八項，每一項亦分四級：一級、二級、三級及基礎級，如表三所示。每一級的科目深度，亦按技能級別有所區別。

考試(檢定)領域為：

- (1)、 人事、人才開發、勞務管理
- (2)、 經理、財務管理
- (3)、 銷售、行銷
- (4)、 生產管理
- (5)、 企業法務、總務

- (6)、 物流
- (7)、 經營資訊系統
- (8)、 經營策略

表三 公的資格檢定考試等級

等級	應考對象
一級	有 10 年以上實務經驗(以擔任處長、主管職為目標者)
二級	有 5 年實務經驗的程度(以擔任課長、經理職為目標者)
三級	有 3 年實務經驗的程度(以擔任股長、初級管理職為目標者)
基礎級	學生、擬就業者、已錄用者、錄取後可直接工作者

(三)、 物流業的職業技能檢定考試

物流業的職業技能考試分為物流管理(management)類及物流作業(operation)類，兩類考試亦各分為四級，如圖十所示。「物流管理類」的考題範圍為物流概念與物流管理、倉儲管理、物流系統管理、物流成本管理、物流資訊系統。「物流作業類」之考試範圍為物流作業面之包裝、裝卸、倉儲保管、輸配送系統、國際運輸、物流中心計畫、物流中心管理與營運。

物流檢定考試日期為每年兩次。前期在 10 月上旬，有第一、第二及第三級之考試，後期在 2 月上旬，有第二、第三級及基礎級之考試。前期申請期間在 4 月中旬 至 7 月下旬，後期申請期間為 10 月上旬至 12 月中旬。考試費用按等級

區分，1 級為 11,000 日元，二級為 7,700 日元，三級為 6200 日元，基礎級為 3,300 日元。

物流檢定考試檢定的等級與企業職等有關，如：企業部長(處長)級屬於第一級考試，課長及股長屬於第二級考試，股長及職員屬於第 3 級考試，學生屬於基礎級考試。

商業職涯檢定考試(物流領域)	
處長	一級物流
課長	二級物流管理
股長	二級物流作業
職員	三級物流管理
學生	三級物流作業
	物流基礎級

圖十一 物流考試與職等之關係

以一級物流管理為例，考試範圍包括以下題綱：

1. 物流管理

(1). 物流管理體系

- 物流管理的體系
- 企業經營和物流管理
- 物流管制

- 物流和環境問題

- 物流政策

(2). 倉儲、系統、成本管理

- 倉儲管理

- 系統管理

- 成本管理

(3). 物流資訊系統

- 物流資訊系統與資訊通信技術

- 物流資訊系統開發

- 國際物流的貿易實務與資訊系統

2. 物流作業

(1). 輸送包裝和單位負載(unit loading)

- 輸送包裝的適當化、標準化

- 輸送包裝設計和輸送包裝技法

- 具代表性的單位負載系統

(2). 物流中心系統

- 物流據點計畫

- 物流中心管理與營運

(3). 運輸配送系統

- 運輸配送管理組織的特性和選擇

- 運輸配送系統的建構

- 國際配送

- 適應社會的需求

(四)、心得與建議

1. 日本中央職業能力開發協會(JAVADA)，與日本厚生勞動省的關係較為密切，類似我國勞動部勞動力發展署，但其分級考試的制度，分為「國家級檢定」及「公的資格檢定」，值得我國參考。
2. 日本專業技師考試之辦理機關與我國不同，譬如：日本律師辦理考試機關為法務省，建築師為國土交通省，專利師為經濟產業省，物流技師為厚生勞動省等，我國則為考選部。此緣於日本三權分立制度，考試權屬於行政系統所致。
3. 日本物流技師是由 JAVADA 負責，可供我國相關物流協會及主管部會之參考。

附錄一 參訪問題

一、拜訪政策研究大專學院大學

1. What are the purpose of education and training programs for the government staff in your Institute? (eg. to get the degree, to get certificate, or others.)
2. Who (government staff) are qualified to attend the courses? (eg. the senior, the middle, or the junior staff) Are there any requirement conditions to enter your Graduate Institute?
3. What are the courses provided in the programs for the government staff?
4. How long is designed for the education and training program for the government staff? (eg. the period for the short-term training program, the period for the degree-seeking program)
5. What are the performances or outcomes of providing these programs for the government staff?

二、拜訪人事院公務員研修所

1. What are the curriculums to train different levels of government employees? (such as entry level, senior level and executive level)
2. What are the learning deliveries to help employee obtain the knowledge, skills and abilities needed to achieve their career goals? (e.g. classroom, e-learning , social learning, and team-based project learning)

3. What is the performance assessment to measure and determine whether the trainees pass the training program?
4. Do you partner with local universities or consultancy companies to provide learning programs?
5. What does training organization chart look like? How many staff in this organization?

三、拜會 中央職業能力開發協會

1. Which organization is responsible for the Certification of Logistics Professional (such as government agency, semi-government association, or private institute, etc.)
2. How many levels are designed in the Certification? (such as operational level, planning level, or strategy level, etc.) And what are courses provided for each level?
3. What are the requirements to obtain the Certification? (such as written exams, seminar discussion, etc.) If these are exams or tests, who provides and reviews those questions in the exams?
4. Is there any requirement on the working experience before obtaining the Certificate?

附錄二 參訪活動照片



於東京六本木的政策研究大學院大學 (National Graduate Institute for Policy Studies, GRIPS) 留影



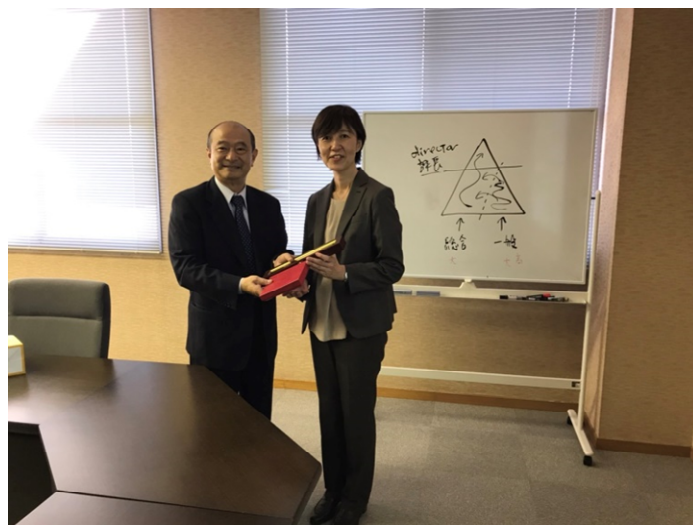
與政策研究大學院大學副校長增山幹高教授(中)、東亞運輸學會前理事長森地茂教授(右)合影



與政策研究大學院大學副校長增山幹高教授、東亞運輸學會前理事長森地茂教授及外交部傳秘書國華合影



日本人事院位於埼玉縣入間市之公務員研修所之設施



與人事院公務員研修所府川陽子主任教授合影



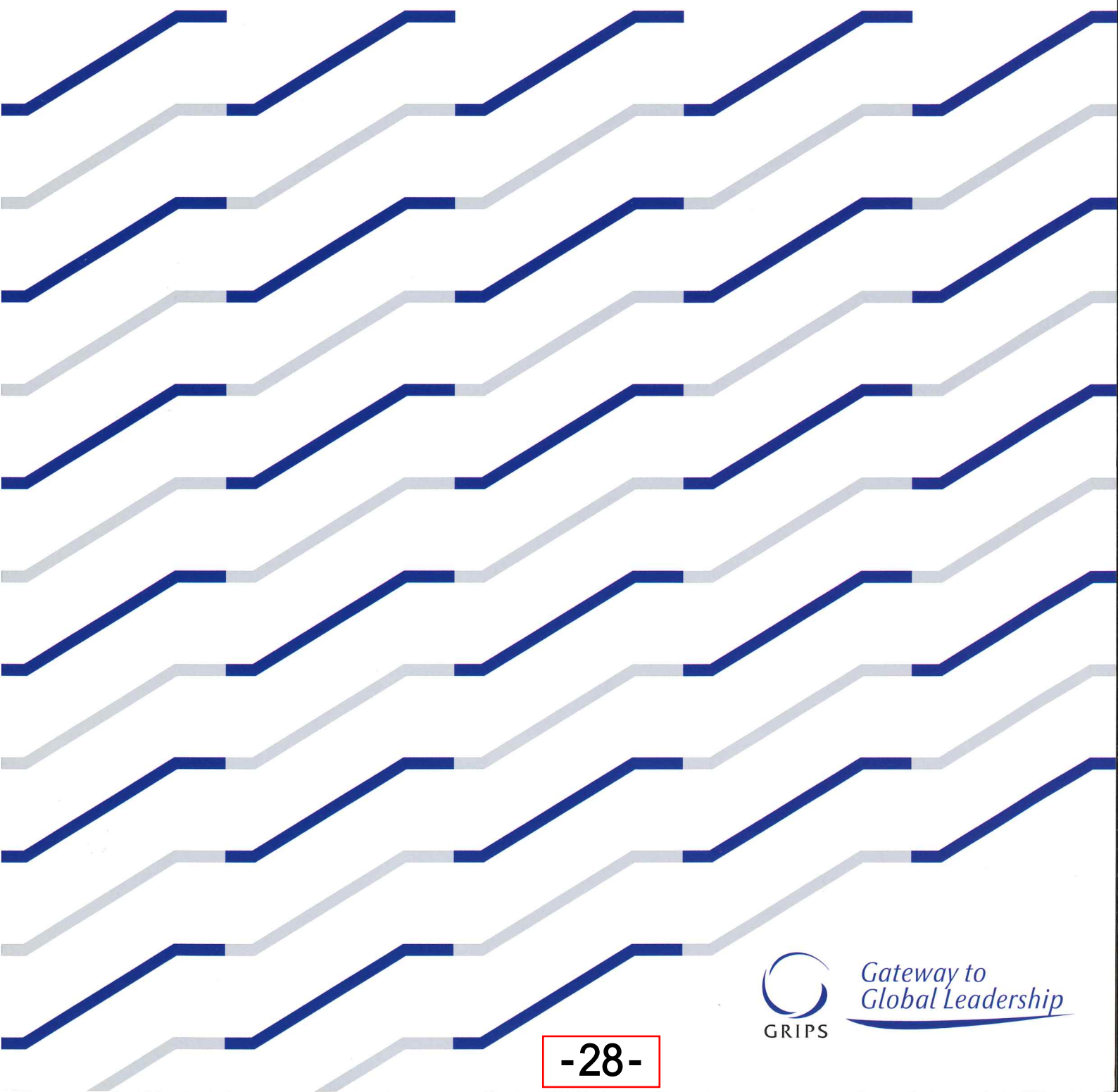
於東京新宿中央職業能力開發協會（Japan Vocational Ability Development Association, JAVADA）之座談



與中央職業能力開發協會能力開發支援部的岡村知昭副課長(右 2)、物流專家菅田勝顧問(右 1)、黃博士(左 1)合影



與外交部台北駐日經濟文化辦處蔡副代表明耀公使(左 1)及傳秘書國華(右 1)合影



Message from the President

The National Graduate Institute for Policy Studies (GRIPS), a graduate school established in 1997, aims to contribute to the development and advancement of democratic governance both in Japan and abroad through research and education in governmental policy and policy reform. Since its inception as the Graduate School of Policy Science at Saitama University in 1977, GRIPS has conducted policy research relevant to the current affairs of Japan and the world and has provided graduate education in advanced policy studies designed primarily for mid-career administrative and government officials from Japan and overseas, mainly from developing countries. At GRIPS we place particular emphasis on education for our international students; many of our degree programs can be obtained through study entirely in English.

GRIPS endeavors to produce young policy-makers who can tackle problems faced by countries, cities, international organizations, companies, and civil society at large. To that end, graduate education at GRIPS focuses on the fundamentals of policy research as well as practical problem-solving. Students benefit from high-quality instruction in economics, political science, public administration, international relations, engineering, and other subjects. They also have the opportunity to acquire a valuable set of data science skills. Leveraging GRIPS' location in Japan, we have formed our curriculum around the examination of selected case studies reflecting the experiences of Japan and other Asian countries related to modernization, rapid economic growth, and disaster management.

GRIPS' current policy on education, research and management is strongly linked to the Sustainable Development Goals (SDGs) adopted by the United Nations General Assembly in 2015. Our curriculum highlights the 17 goals of the SDGs: we work to raise awareness and knowledge of the SDGs amongst our students—many of whom will go on to become future leaders of their countries. I am also keen on encouraging research that will contribute to the achievement of the SDGs.

Currently, international students make up 60% of our student population. Even by global standards, we are a particularly international research and education institution. In this environment, international students have the opportunity to engage in friendly competition among themselves and with the people who will lead Japan in the future. On the other hand, our Japanese students have the chance to create bonds with those who will go on to be future leaders in their home countries around the globe.

In this global atmosphere, we particularly welcome Japanese applicants to the English program. We also place strong emphasis on improving the English of the students in the Japanese program, and encourage them to participate in classes conducted in English. We also provide English classes and other learning opportunities at the Center for Professional Communication (CPC). For international students, the CPC provides Japanese classes and other learning opportunities, notably through the center's programs for rich exposure to elements of Japanese culture.

GRIPS is centrally located in Tokyo and has extensive access to the Japanese government and its agencies and to other major stakeholders. This proximity allows our students to observe important Japanese policymaking action closely as they conduct their research.

In addition to high-quality graduate education, we offer training programs that meet the needs of various stakeholders including the government agencies of a wide array of countries; we also accept funded research that draws on our faculty's expertise.

The world in the 21st century faces a great number of urgent issues that require action on both national and international scales. These issues, reflected in the SDGs, impact on areas including economic development, security, the environment, population, equality, and technological progress. GRIPS will continue to conduct research addressing these issues, and to nurture policy professionals who are motivated and equipped to take on global challenges.



Profile

Akihiko Tanaka obtained his Ph.D. in political science from the Massachusetts Institute of Technology in 1981 and has held various positions at the University of Tokyo, including Professor of International Politics, Director of the Institute of Oriental Culture, and Executive Vice-President. He served as President of the Japan International Cooperation Agency (JICA) from April, 2012, to September, 2015. Professor Tanaka's academic specialties include theories of international politics, development cooperation, contemporary international relations in East Asia, and Japanese foreign policy. In 2012, he received the Medal of Honor with Purple Ribbon (*shiju hōshō*) for his academic achievements. In April 2017, Professor Tanaka became President of GRIPS.

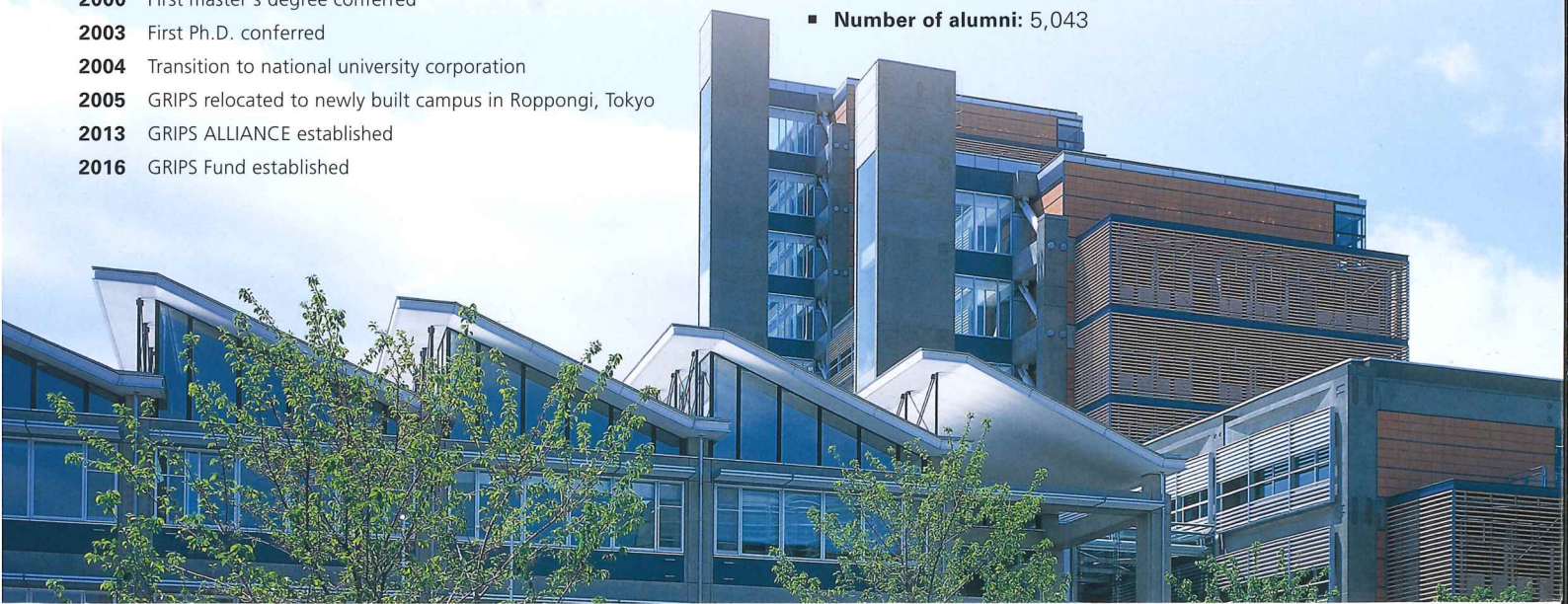
Akihiko Tanaka
President

Brief History

- 1977** Graduate School of Policy Science (GSPS), Saitama University established
- 1997** National Graduate Institute for Policy Studies (GRIPS) established
- 1998** GRIPS relocated to campus in Shinjuku Wakamatsu-cho, Tokyo
- 2000** First master's degree conferred
- 2003** First Ph.D. conferred
- 2004** Transition to national university corporation
- 2005** GRIPS relocated to newly built campus in Roppongi, Tokyo
- 2013** GRIPS ALLIANCE established
- 2016** GRIPS Fund established

Basic Data

- **Location:** Central Tokyo (Roppongi)
- **Degrees awarded:** Master's degrees and doctorates
- **Language of instruction:** English
- **Academic calendar:** October-September
- **Total number of students:** 343
- **Number of alumni:** 5,043



Meet Policy Professionals from Around the World

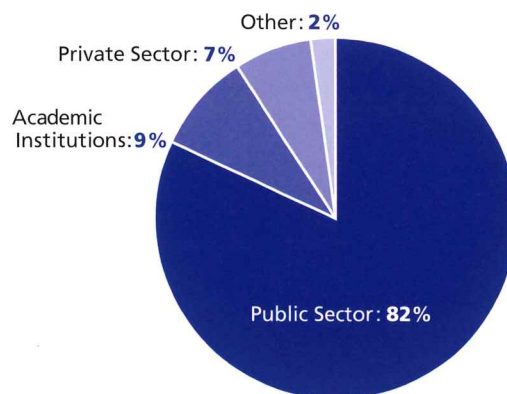
Many students at GRIPS are mid-career personnel from central and local government, related institutions and private companies. About 60% of the student body is composed of international students from nearly 50 countries and regions, many of whom are administrative officials in their own countries.

Our students have diverse nationalities, cultures, and languages, but they are all dedicated policy professionals. GRIPS is an environment where Japanese and international students can address the same problems in the same classroom, thinking about future policy from a global perspective.



GRIPS attracts students from around the world in a variety of fields. Networks established during study are precious assets after graduation. Our graduates number over 5,000 and hail from 116 different countries and regions, including those from GRIPS's predecessor, the Graduate School of Policy Science (GSPS) at Saitama University.

Where are GRIPS Alumni working? (Graduated 2018)



GRIPS/GSPS Alumni in the World (as of May 2019)

Asia 23 countries & regions	Bangladesh	172	Bhutan	33	Brunei	3	Cambodia	110	China	220	India	63
	Indonesia	480	Japan	1,780	Republic of Korea	67	Laos	39	Malaysia	123	Maldives	15
	Mongolia	76	Myanmar	112	Nepal	81	Pakistan	100	Philippines	208	Singapore	8
	Sri Lanka	79	Thailand	180	Timor-Leste	2	Viet Nam	173	Taiwan	2		
Pacific 6 countries	Australia	43	Fiji	11	New Zealand	1	Papua New Guinea	6	Samoa	1	Vanuatu	1
North America 2 countries	U.S.A.	2	Canada	1								
Latin America 17 countries	Belize	1	Brazil	10	Chile	3	Colombia	7	Costa Rica	2	Cuba	1
	Dominican Republic	6	Ecuador	6	El Salvador	22	Guatemala	4	Haiti	1	Jamaica	2
	Mexico	3	Nicaragua	16	Paraguay	4	Peru	19	Venezuela	3		
Europe (including NIS countries) 30 countries	Albania	3	Armenia	2	Azerbaijan	7	Bulgaria	12	Croatia	1	Czech Republic	12
	Georgia	13	Germany	5	Greece	1	Hungary	14	Iceland	1	Italy	2
	Kazakhstan	48	Kyrgyz Republic	64	Latvia	1	Lithuania	2	North Macedonia	2	Moldova	2
	Netherlands	3	Poland	22	Romania	13	Russia	1	Serbia	2	Slovakia	6
	Spain	1	Switzerland	2	Tajikistan	16	Turkmenistan	6	Ukraine	7	Uzbekistan	95
Middle East 7 countries	Afghanistan	13	Iran	3	Jordan	1	Saudi Arabia	2	Syria	2	Turkey	15
	Yemen	2										
Africa 31 countries	Algeria	7	Botswana	2	Burundi	1	Cameroon	3	DR Congo	1	Cote d'Ivoire	3
	Egypt	17	Ethiopia	37	Eritrea	1	Ghana	46	Guinea	1	Kenya	39
	Lesotho	1	Liberia	2	Madagascar	3	Malawi	4	Mauritius	3	Morocco	1
	Mozambique	3	Namibia	1	Nigeria	4	Rwanda	5	Sierra Leone	5	Republic of South Africa	1
	South Sudan	1	Sudan	3	Tanzania	45	Tunisia	1	Uganda	40	Zambia	30
	Zimbabwe	25										

Total number of countries and regions: 116 Total number of alumni: 5,043

Center for Professional Communication

The mission of the Center for Professional Communication is to support GRIPS' students, faculty, and staff in developing effective professional communication skills and competencies needed to communicate productively in an environment of multiple stakeholders. To this end, we offer a range of instruction and support in fundamental areas of professional communication in English and Japanese including policy paper writing, professional speaking, grant proposal writing, and digital communications. We also provide opportunities for cultural and academic exchanges through a self-access learning center, organize seminars and special events related to all aspects of professional communication, and prepare customized materials for students and staff on academic and professional writing and language learning.



Focused Knowledge of Policy Studies

Located in Roppongi, Tokyo, the GRIPS campus is close to Nagatacho and Kasumigaseki, the political and administrative centers of Japan respectively, making it easy for current administrative officers and practitioners to visit. Through lectures, seminars, the GRIPS Forum and other events, students have the opportunity to deepen their knowledge of policy studies by hearing from top-class experts on the front lines of domestic and international academia, government, politics and industry.

Diversity and Depth of Teaching

Our faculty consists of leading scholars in policy studies from Japan and overseas, and highly gifted individuals with practical experience in government, international development and related fields. Together, they make a team of instructors with great diversity and depth. We have more than 70 full-time and many part-time professors to our approximately 350 students. The curriculum includes discussions and tutorial classes with a small number of students, alongside regular lectures. Instruction is closely attuned to the needs of the individual student.

Short-Term Executive Training

Based on experience of short-term training of government executives, GRIPS established the Executive Development Center for Global Leadership (CGL) in 2013. CGL provides various short-term training programs for government officials, particularly senior executives and middle management level officials, in response to specific requests of their governments.

» Subjects of Short-Term Executive Training Program include:

- Leadership Development and Management for the 21st Century
- Public Management in General
- Structures and Processes of Government
- Organizational Management
- Civil Service Systems and Human Resource Management
- Tools of Government
- Legal Systems and Legislative Review
- Administrative Reform and Innovation
- Good Governance
- Trust in the Government
- Ethics and Anti-Corruption
- Local Governance in General
- Local Government Administration
- Local Government Financial Administration
- Management of Inter-Governmental Relations
- Public Policy Analysis
- Selected Substantive Policies



Soukairou Hall

Photo : Masao Nishikawa



» Short-term training programs consist of various activities:

- Lectures by government officials, business executives, specialists from research institutions, as well as professors from GRIPS and other universities
- Field trips or visits to government offices and other places of interests related to themes of training
- Group discussions and workshops
- Participants' presentations and policy papers
- Exchanges with people from Japan

For the past programs, please visit GRIPS website at
<http://www.grips.ac.jp/en/training/>

Degree Programs

Sustainable development goals (SDGs) relevant to our master's and doctorate programs

Master's Programs

Young Leaders Program 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

This program focuses on exposing students in a systematic way to the fundamentals of politics, government and public administration, public policy, management and leadership. The program prepares students to work as senior executives and leaders in the national, sub-national and local governments as well as in other public sector organizations.

One-year Master's Program of Public Policy (MP1)

1 2 3 4 5 7 8 9 10 11 12 16 17

This program equips managers and leaders with the skills and knowledge necessary for analysis, implementation, and evaluation of public policy. Students who enroll in this program become part of a global network of leaders.

Two-year Master's Program of Public Policy (MP2)

1 2 3 4 5 7 8 9 10 11 12 16 17

This program conveys technical policy analysis skills to early-career professionals in local or national governments, international organizations, or policy institutes.

Macroeconomic Policy Program 1 4 8 10

The aim of this program is to enable macroeconomic policy professionals to plan and maintain robust national economies by equipping them with an understanding of macroeconomic fluctuations and the roles of monetary and fiscal policies in domestic and global economies.

Public Finance Program 1 3 4 5 8 10

This program provides students with the conceptual understanding and technical competence they need to become leaders in taxation and customs.

Economics, Planning and Public Policy Program

1 3 4 6 7 8 9 10 17

This is a joint two-year GRIPS-Indonesia Linkage program offered in conjunction with top national universities in Indonesia. The program is aimed at preparing local and central government officials who will contribute to good governance and economic development in Indonesia.

Disaster Management Policy Program 9 11 17

This program equips professionals from developing countries with effective approaches to, and techniques for, coping with natural disasters, as well as with engineering knowledge and skills needed to minimize seismic risks and counteract widespread water hazards.

Maritime Safety and Security Policy Program 14 16 17

This program is designed and administered jointly by GRIPS and the Japan Coast Guard Academy. Students benefit from both institutions' resources in the fields of public policy, security studies, maritime safety, and maritime security.

Ph.D. Programs

Our Ph.D. programs prepare a new generation of public policy researchers, scholars, and professionals. The programs stress the development of theoretical, conceptual, and methodological knowledge as well as advanced skills needed for high-level policy analysis in government, universities, and international organizations. The Policy Analysis Program is 5-year doctoral program designed for bachelor's degree holders; all other doctoral programs are 3-year programs designed for master's degree holders.

5-Year Ph.D. Program

Policy Analysis Program

1 2 3 4 5 6 7 8 9 10 11 12 13 15

3-Year Ph.D. Programs

Public Policy Program

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

GRIPS Global Governance Program (G-cube)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

Security and International Studies Program

7 16 17

State Building and Economic Development Program*

1 3 4 5 8 9 10 11 16 17

Disaster Management Program

1 2 3 6 7 9 10 11 13 14 15 17

Science, Technology and Innovation Policy Program

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

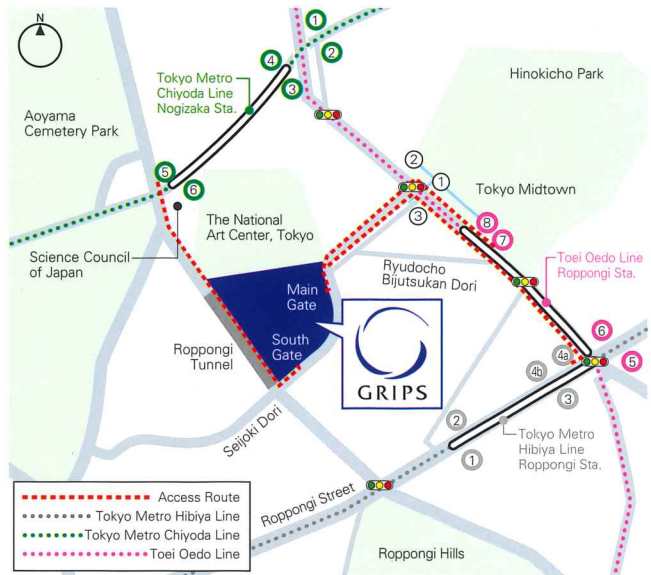
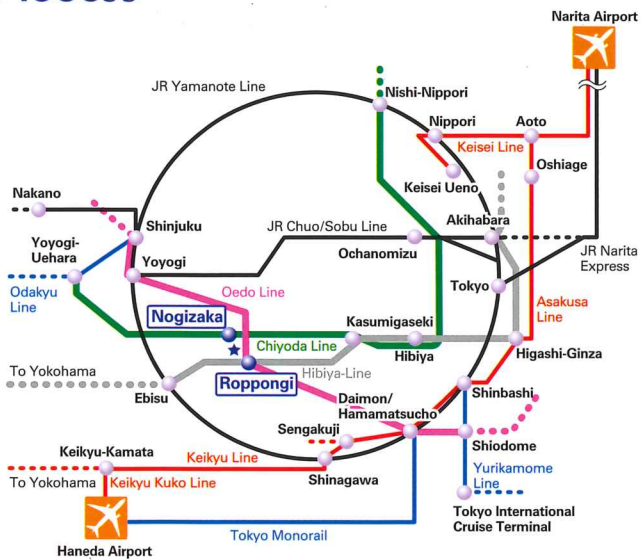
*No longer accepting applications.

17 GOALS TO TRANSFORM OUR WORLD

Please visit the dedicated website, Knowledge and Research: GRIPS' contributions to the SDGs, to see the connections between our research and education activities and the SDGs. <http://www.grips.ac.jp/sdgs/en/>



Access



From Narita Airport to Roppongi via Tokyo by Narita Express: 1 hour 30 minutes
 From Narita Airport to Roppongi via Nippori by Skyliner: 1 hour 15 minutes
 From Haneda Airport to Roppongi by Tokyo Monorail: 40 minutes
 From Tokyo to Roppongi: 17 minutes

From exit no. 7 at Roppongi station on the Toei Oedo Line: 5 minutes walk
 From exit no. 4a at Roppongi station on the Tokyo Metro Hibiya Line: 10 minutes walk
 From exit no. 5 at Nogizaka station on the Tokyo Metro Chiyoda Line: 6 minutes walk

National Graduate Institute for Policy Studies (GRIPS)

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GRIPS Admissions Office

TEL: +81-3-6439-6046 FAX: +81-3-6439-6050

E-MAIL: admissions@grips.ac.jp

URL: <http://www.grips.ac.jp/en/admissions/index>

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EXECUTIVE
DEVELOPMENT CENTER FOR
GLOBAL LEADERSHIP (CGL)

Executive Development Center for Global Leadership (CGL)

One of the core missions of the National Graduate Institute for Policy Studies (GRIPS) is to educate and develop public policy leaders and public sector professionals from around the world. Accordingly, in response to requests by foreign government agencies, since 2005 GRIPS has offered a wide range of training programs in addition to its regular academic programs (masters and doctoral degrees).

Human resource development in the public sector in foreign countries, especially in Asia and Africa, is expected to increase steadily in the future. The Executive Development Center for Global Leadership (CGL) was established at GRIPS in April 2013 in response to increasing demand for short-term training for government officials, particularly for senior executives, middle management level officials and public policy professionals. CGL, contributing the wide variety of experience of its membership, will continue to strive to meet the challenge of developing high-quality training programs.

CGL's core mission is to continue the development of tailor-made training programs which meet the specific needs of each foreign government organization. However, we will also expand our activities strategically, conducting ongoing research to support the development of ready-made programs for both general and specialized training of domestic government officials. In addition, we will promote exchanges and network building with human resource development organizations in both domestic and international public sectors.

About the National Graduate Institute for Policy Studies (GRIPS)

GRIPS is a unique national university in Japan which focuses on graduate level education and high level research in public affairs and policy matters. It does not have any undergraduate program; it provides various master's degree and doctoral degree programs in government, public administration and public policies. Most students are from Japanese and foreign governments and other public organizations. The majority of students (60~70% in the case of master's degree programs) are foreign students. The GRIPS faculty is composed of eminent academic scholars and experienced former government officials. The combination of theories and practices forms the basis of the education programs and research activities at GRIPS, and the human resources and experience of GRIPS provide a strong basis for the activities of the new Executive Development Center for Global Leadership (CGL).

Core Faculty Members of CGL



HORIE Masahiro

Director of CGL, Professor of Public Administration



YOKOMICHI Kiyotaka

Professor of Local Autonomy and Local Government

MASUYAMA Mikitaka

Professor of Politics

SONOBE Tetsushi

Professor of Economics

TAKADA Hirofumi

Professor of Local Public Administration and Finance

NEI Hisanori

Professor of Science, Technology and Innovation Policy

KUDO Toshihiro

Professor of Development Economics

KOBAYASHI Naoyuki

Professor of Development Policy

WATANABE Yasuyuki

Assoc. Professor of Public Administration



Examples of Themes in Short-Term Training Programs

- Leadership development and management in the 21st century
- Public management in general
- Organization management
- Tools of government
- Administrative reform and innovation
- Trust in the government
- Local governance in general
- Local government financial administration
- Public Policy Analysis
- Structure and process of government
- Civil service system and human resource management
- Legal systems and legislative review
- Good governance
- Ethics and anti-corruption
- Local government administration
- Management of inter-governmental relations
- Specific Substantive Policies

Components of Training Programs

In response to specific demands, the short-term training programs are composed of the following components.

- Lectures (by professors from GRIPS and other universities, government officials, business executives and specialists in research institutions, etc.)
- Field trips or visits to government offices and other places of interests related to themes of training
- Group discussions and workshops with government officials and GRIPS students (foreign government officials)
- Writing policy papers and presentations
- Exchanges with people from Japan

Specific Short-Term Training Programs by GRIPS

- Training program for vice-minister level officials of the Vietnamese government
- Public management and leadership training program (PMLTP) for Thai high-potential officials
- Training program of competency-based human resource management for officials of the Ministry of Finance of Indonesia
- Seminar on knowledge-based management 2013 for ASEAN countries
- Philippines Bansamoro comprehensive capacity development project 2013
- Japan-IMF macroeconomic seminar for Asia (JIMS) (16~20 Asian countries)
- Short-term training for the Central Party School of the Communist Party of China
- Senior executive development program (SEDP) for Thai provincial governors/vice governors
- Training program for executive officials of Quang Ninh Province of Vietnam
- Training programs for the King Prajadhipok's Institute (KPI) of Thailand
- Singapore-Japan Trade Ministry Exchange Program 2014
- Training Program for Government Executive Officials of Bangladesh
- Training program for junior officials of the Office of the Council of State (OCS), Thailand
- Training of trainer: planning and budgeting for BAPPENAS, Republic of Indonesia
- Special three-month training and research program for senior executive officials of Vietnamese government

Lectures via GRIPS Distance Learning System (DLS)

GRIPS implemented a distance learning system (DLS) in 2014. This system offers high impact lecture material, thanks to its high quality sound and video images, and simultaneous viewing of presentation materials such as PowerPoint and video.

Sample past productions

Lectures for King Prajadhipok's Institute (KPI), Thailand

Topics:

- Management of Public Administration and Roles of Leaders in the Government
- Creating the Future with Knowledge-based Management and Wise Leadership
- Local Government Merger and Cooperation: Japanese Experience



Other activities

- Research project on leadership and management development in Asian countries
- Consulting services regarding human resource development
- Research and studies to enrich the content of training programs
- Support for development of training programs in foreign countries

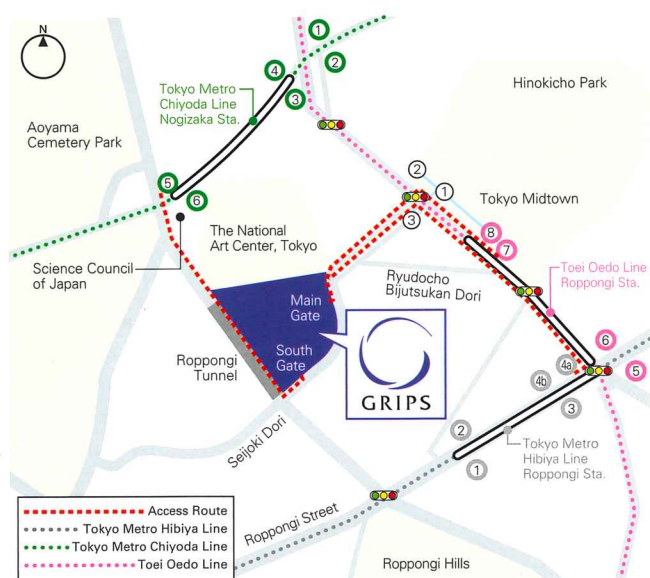
Contact

GRIPS International Liaison Office

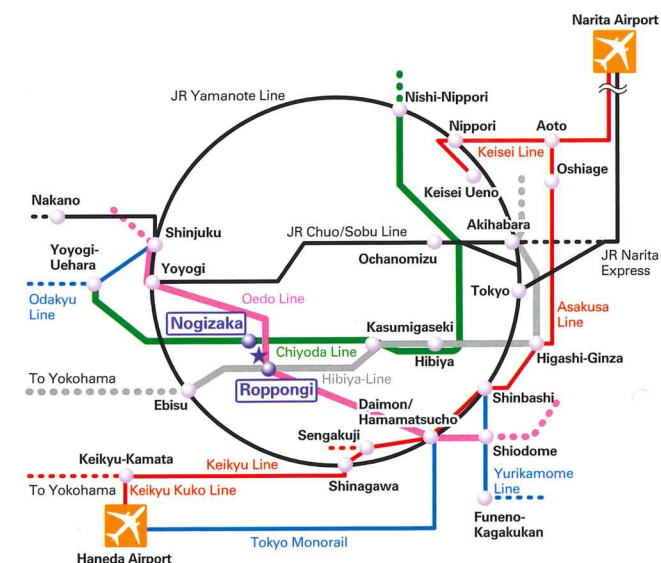
TEL: +81-3-6439-6037 FAX: +81-3-6439-6030

E-mail: international-liaison@grips.ac.jp

Access



From exit no. 7 at Roppongi station on the Toei Oedo Line: 5-minute walk
 From exit no. 4a at Roppongi station on the Tokyo Metro Hibiya Line: 10-minute walk
 From exit no. 5 at Nogizaka station on the Tokyo Metro Chiyoda Line: 6-minute walk



From Narita Airport via Tokyo Station by Narita Express: 1 hour 30 minutes
 From Narita Airport via Nippori Station by Skyliner: 1 hour 15 minutes
 From Haneda Airport via Hamamatsucho Station by Tokyo Monorail: 40 minutes

Our campus



Campus Photographs by Masao Nishikawa

GRIPS

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 TEL: +81-3-6439-6000 FAX: +81-3-6439-6010
 URL: <http://www.grips.ac.jp/>

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行政研修のご案内 2019

府省の枠を超え、「あるべき国家公務員」を目指す



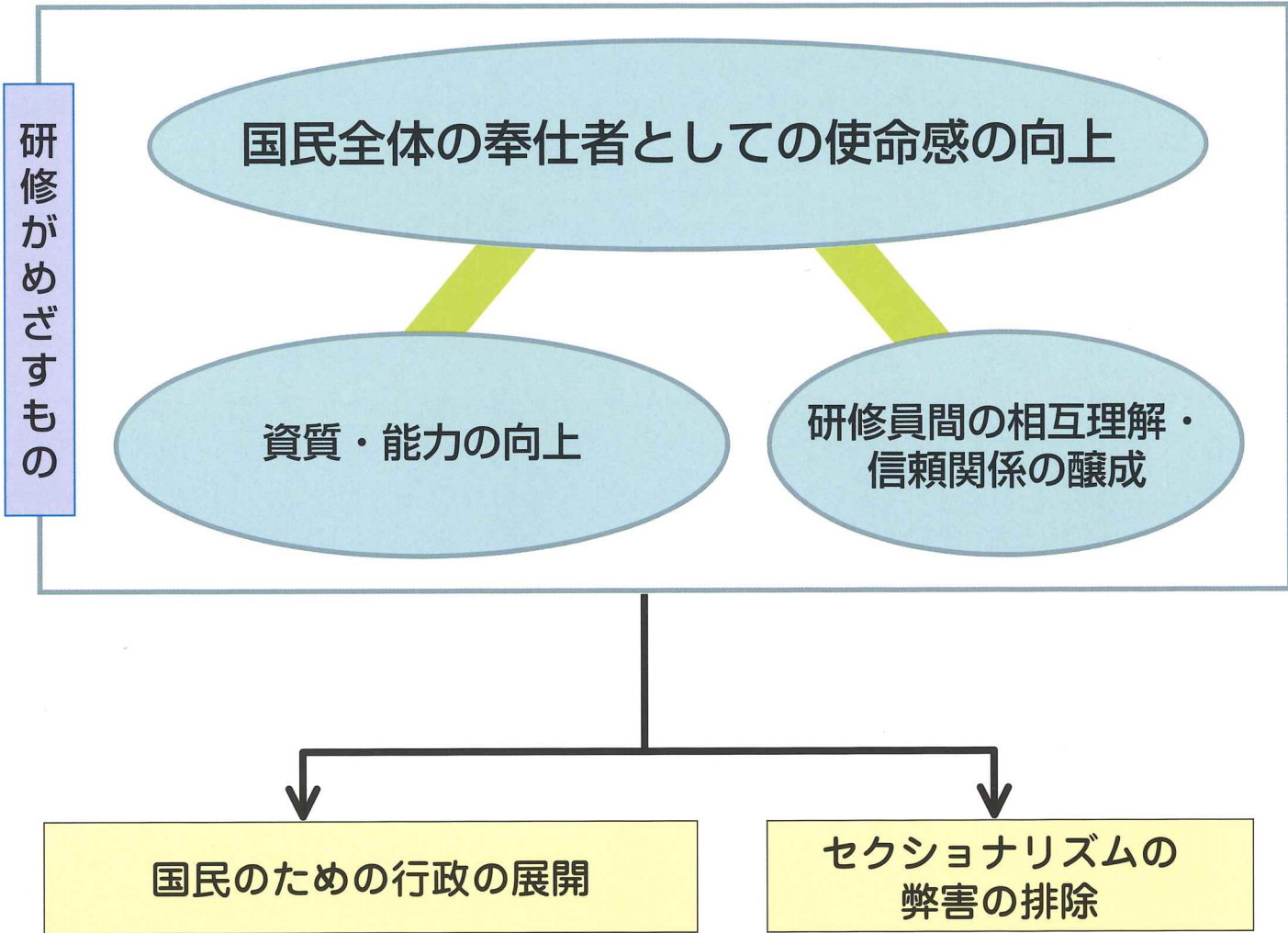
人事院公務員研修所

National Institute of Public Administration
National Personnel Authority

行政研修の目的

.....

国民全体の奉仕者たる幹部公務員の養成



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カリキュラム編成の基本

国民全体の奉仕者としての使命と
職責について考えるための科目

公共政策の在り方を多角的に
検証し考えるための科目

公正な公務運営について
学ぶための科目

研修の特徴

①研修の内容

- ・ 具体的な事例、体験等に基づく研究、講義等
- ・ 幅広い研修内容（実地体験、古典等も活用）
- ・ 優れた講師陣

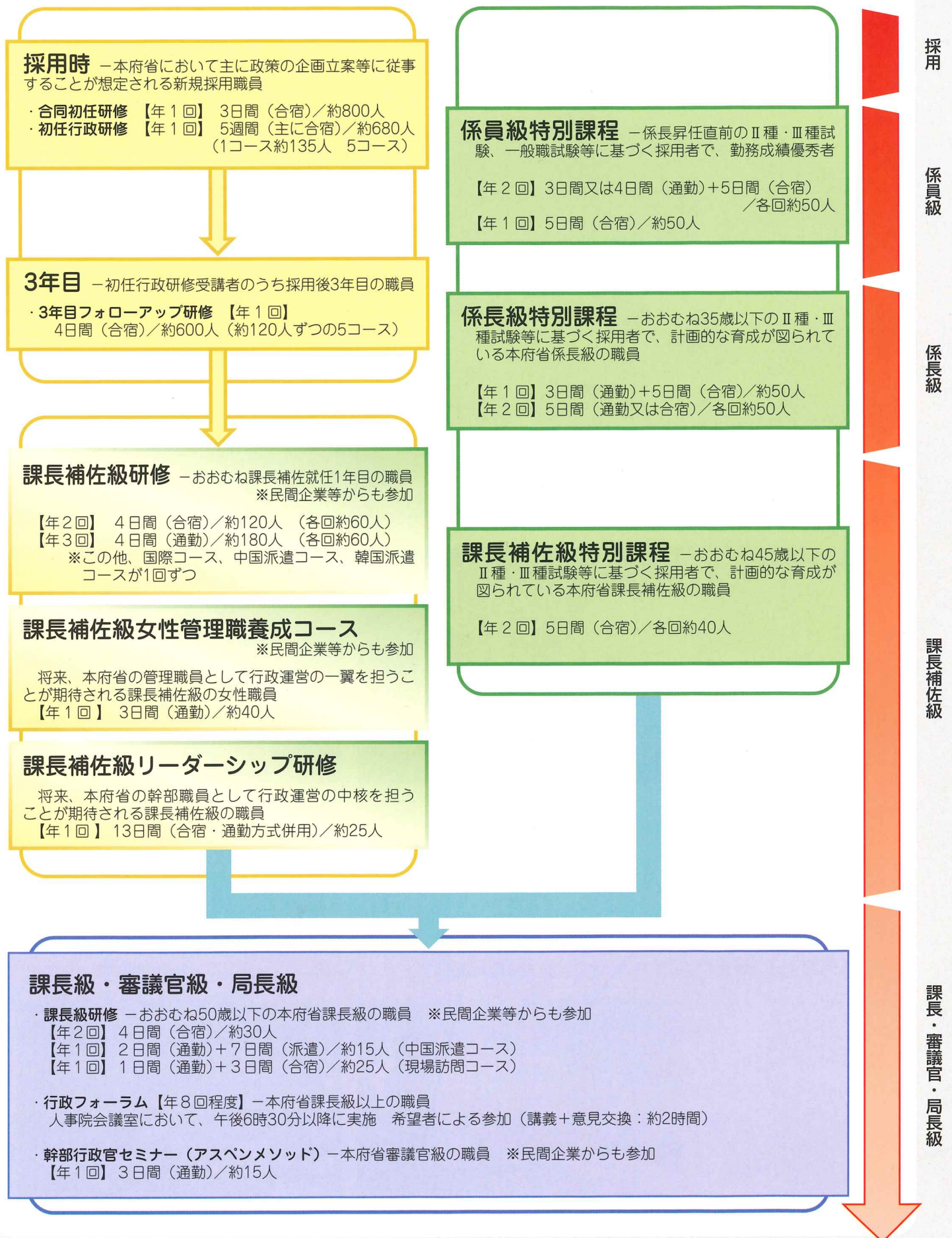


②研修の手法

- ・ 参加型カリキュラム（研修員相互のグループ討議・意見交換などを重視）
- ・ 相互理解・信頼関係醸成のための「合宿方式」
- ・ 公務外からの研修への参加（民間企業・外国政府など）



行政研修の体系



2019年度（平成31年度）行政研修日程表（予定）

2019年 4 月	5 月	6 月	7 月
<p>4/3(水)～4/5(金)</p> <p>国家公務員合同初任研修 (第53回)</p> <p>■4/17(水)</p> <p>行政フォーラム (第168回)</p>	<p>5/13(月)～6/14(金)</p> <p>初任行政研修(Aコース) (5週間)</p> <p>5/20(月)～6/21(金)</p> <p>初任行政研修(Bコース) (5週間)</p> <p>5/27(月)～6/28(金)</p> <p>初任行政研修(Cコース) (5週間)</p> <p>6/3(月)～7/5(金)</p> <p>初任行政研修(Dコース) (5週間)</p>	<p>6/24(月)～7/26(金)</p> <p>初任行政研修(Eコース) (5週間)</p> <p>■7/12(金)</p> <p>行政フォーラム (第169回)</p>	
8 月	9 月	10 月	11 月
<p>8/2(金)、9/2(月)～9/6(金)、10/4(金)</p> <p>行政研修(課長補佐級) 韓国国家公務員人材開発院派遣コース</p> <p>9/3(火)～9/6(金)</p> <p>行政研修(課長補佐級) (第274回)(通動課程)</p> <p>8/7(水)～8/9(金)</p> <p>行政研修(課長補佐級) リーダーシップ研修</p> <p>8/21(水)～8/30(金)</p> <p>行政研修(係員級特別課程) (第33回)</p>	<p>9/24(火)～9/27(金)</p> <p>行政研修(課長級) (第228回)</p> <p>9/17(火)～9/20(金)</p> <p>行政研修(課長補佐級) (第275回)</p> <p>9/13(金)</p> <p>行政研修(課長補佐級)リーダーシップ研修 (在外公館意見交換)</p> <p>9/3(火)～9/6(金)</p> <p>3年目フォローアップ研修(Aコース)</p> <p>9/10(火)～9/13(金)</p> <p>3年目フォローアップ研修(Bコース)</p> <p>■9/11(水)</p> <p>行政フォーラム (第170回)</p>	<p>9/18(水)、10/28(月)、11/25(月)</p> <p>幹部行政官セミナー (アスペンメソッド)</p> <p>10/8(火)～10/11(金)</p> <p>行政研修(課長補佐級) (第276回)(通動課程)</p> <p>10/16(水)～10/18(金)</p> <p>行政研修(課長補佐級) リーダーシップ研修(行政現場学習)</p> <p>10/1(火)～10/4(金)</p> <p>3年目フォローアップ研修(Cコース)</p> <p>10/8(火)～10/11(金)</p> <p>3年目フォローアップ研修(Dコース)</p> <p>10/15(火)～10/18(金)</p> <p>3年目フォローアップ研修(Eコース)</p> <p>■10/16(水)</p> <p>行政フォーラム (第171回)</p>	<p>10/23(水)～10/25(金)</p> <p>行政研修(課長級) (第229回)</p> <p>9/27(金)、10/23(水)～10/30(水)、 11/26(火)</p> <p>行政研修(課長補佐級) 中国派遣コース</p> <p>10/28(月)～11/1(金)</p> <p>行政研修(課長補佐級特別課程) (第35回)</p> <p>11/6(水)、7(木)、8(金)</p> <p>行政研修(課長補佐級) リーダーシップ研修</p> <p>11/11(月)～11/15(金)</p> <p>行政研修(係員級特別課程) (第50回)</p> <p>11/19(火)～11/22(金)</p> <p>行政研修(課長補佐級) (第277回)(通動課程)</p> <p>11/25(月)～11/29(金)</p> <p>行政研修(係員級特別課程) (第34回)</p> <p>■11/13(水)</p> <p>行政フォーラム (第172回)</p>
12 月	2020年 1 月	2 月	3 月
<p>12/3(火)、1/12(日)～1/18(土)、1/28(火)</p> <p>行政研修(課長級) 中国派遣コース</p> <p>12/10(火)、1/15(水)～1/17(金)</p> <p>行政研修(課長級) (第230回)現場訪問</p> <p>12/5(木)～12/6(金)</p> <p>行政研修(課長補佐級) リーダーシップ研修</p> <p>12/4(水)～12/13(金)</p> <p>行政研修(係員級特別課程) (第51回)</p> <p>■12/18(水)</p> <p>行政フォーラム (第173回)</p>	<p>1/10(金)、1/14(火)、1/15(水)</p> <p>行政研修(課長補佐級) 女性管理職養成コース(通動)</p> <p>1/21(火)～1/24(金)</p> <p>行政研修(課長補佐級) (第278回)</p> <p>■1/8(水)</p> <p>行政研修(課長補佐級) リーダーシップ研修 (最終セッション)</p> <p>1/20(月)～1/24(金)</p> <p>行政研修(係員級特別課程) (通動課程)(第52回)</p> <p>1/22(水)</p> <p>行政フォーラム (第174回)</p>	<p>2/17(月)～2/21(金)</p> <p>行政研修(課長補佐級特別課程) (第36回)</p> <p>2/7(金)、2/12(水)～2/14(金)</p> <p>行政研修(課長補佐級) 国際コース(通動)</p> <p>1/28(火)～2/7(金)</p> <p>行政研修(係員級特別課程) (第35回)現場訪問</p> <p>■2/19(水)</p> <p>行政フォーラム (第175回)</p>	

※各行政研修の回数は、開始以来の累積数です。

1 国民全体の奉仕者としての使命と職責について考える

公務員の在り方

各府省の事務次官等から、自らの経験に基づいた行政官としての心構えに関する話を聞き、国家公務員としての在り方について考えます。

公務員倫理を考える

班別討議方式による事例研究などを通じて倫理的な行動の在り方について検討し、実践への動機づけを図ります。

古典に学ぶ

古典を通じて、与えられた課題や論点等について自ら考え、行政官として必要な深い思索力を涵養するとともに、自ら判断できるよりどころを築きます。

2 公共政策の在り方を多角的に検証し考える

行政政策事例研究

歴史的意義の大きい行政事例を題材とする講義や討議を通じて、行政官としてとるべき行動について多角的視点から考えます。

自主研究

研修開始前に参考文献、資料等により各研修員が研究

基調講義

当時の担当者等による事例に関する講義、課題の提示

班別討議

班別に分かれ、課題検討・討議、報告書作成、発表準備

全体討議

各班より討議結果の発表、講師より講評

(実施テーマ) 成田空港建設／日米外交史／消費税導入／水俣病事例 など

政策課題研究

研究テーマごとに設定された課題について、班ごとの調査研究、議論、具体的な政策提言のとりまとめ、発表を通じて、府省の枠を超えて、課題認識や政策立案を行うことの重要性を認識するとともに、問題発見能力、企画立案能力、表現力等行政官として求められる資質の向上を目指します。

(実施テーマ) 社会保障／資源・エネルギー問題／安全保障／知的財産戦略 など

個別政策研究

各研修員が所属組織の政策課題について発表し、討議するケース・スタディです。

事前準備

発表テーマの選定、プレゼンテーションの準備

発表・討議

5～10名程度のグループの中で発表、質疑応答・討議

報告書の作成・提出

討議結果の整理、報告書の作成提出

政策ディベート

- ・ ディベートを通して政策に関する対立した二つの立場や客観的な審判という立場をすべて経験します。
- ・ 論理的思考力を養い、相手の意見を的確に把握する能力や効果的な説明手法を身につけます。



3 公正な公務運営について学ぶ

リーダーシップを 考える

リーダーシップとマネジメントに関する講義・討議・演習などを行います。

ファシリテーション

対人関係や問題解決・合意形成のスキル等についての講義・演習を行います。

マネジメント 研究

各研修員がマネジメントに関して抱えている課題を持ち寄り討議を行い、管理者の果たすべき役割、解決すべき問題に関する認識を深めます。

4 体験を通して使命と職責、公共政策の在り方、公正な公務運営について考える

介護等 実地体験

- ・ 1グループ3～4人の研修員が5日間、老人福祉施設や障害者更生施設で、介護補助業務等を体験します。
- ・ 利用者やスタッフとの交流を通じて、福祉とそのあるべき姿について具体的な思いを抱くとともに、今後の行政の在り方について考えます。



地方自治体 実地体験等

- ・ 1グループ3～4人の研修員が5日間、市町村で窓口業務、ゴミ収集などの自治体業務や農作業などを体験します。
- ・ 自治体職員や住民との意見交換を通じて、地域の多様性、住民の意識やニーズなどについての認識を深めます。
- ・ 一部の研修員は、NPO法人等で被災地復興・地方創生プログラムに取り組みます。



国際行政の 現場

国際的な業務の最前線で活躍した経験に基づく生きた話を聞き、国際情勢や我が国の置かれている立場、諸外国との交渉や国際協力の在り方などについて認識を深めます。

駐日外交官との 意見交換

各国外交官との意見交換を通じて、国際社会において我が国に期待される役割や国家公務員として留意すべきことについて考えを深めます。
一部のコースでは英語で実施します。

現場訪問

政策の最前線である現場の視察や企業経営者・関係者との意見交換を通じ、行政の役割について考えを深めます。

コース別のカリキュラム例

1 初任行政研修

・ 国家公務員としての基本的な心構えを身につけさせ、国民全体の奉仕者としての使命感を徹底

	主な科目
第1週 (合宿)	公務員の在り方、政策課題研究、国際行政の現場、人権
第2週 (通勤)	介護等実地体験（高齢者福祉施設、障害者福祉施設等）
第3週 (通勤)	公務員倫理、政策ディベート、現場訪問（中小企業、NPO等）
第4週 (合宿)	地方自治体実地体験又は被災地復興・地方創生プログラム
第5週 (合宿)	行政政策事例研究、古典に学ぶ（読書研究）、駐日外交官との意見交換

2 課長補佐級研修

・ 府省及び行政の枠を超えた幅広い視野に立って、行政や行政官としての在り方を追求
・ リーダーシップの在り方や組織マネジメントの修得

1日目	オリエンテーション	政策課題研究（基調講義） 「生活保障にむけた諸政策・制度の連携」	政策課題研究（班別討議）
2日目	マネジメント研究（班別討議）	マネジメント研究（全体討議）	政策課題研究（班別討議）
3日目	個別政策研究	講義「世界を生き抜く行政」	政策課題研究（班別討議）
4日目	個別政策研究	政策課題研究（全体討議） 「生活保障にむけた諸政策・制度の連携」	

3 特別課程（係員級・係長級・課長補佐級）

・ 幹部公務員や管理職への登用に当たり必要な資質・能力を向上

1日目	オリエンテーション	政策課題研究（基調講義） 「高齢者介護」	政策課題研究 （班別討議）
2日目	現場訪問（地方自治体、介護関連施設等）		
3日目	講義 「リーダーシップ」	政策課題研究 （班別討議）	
4日目	個別政策研究	古典に学ぶ（読書研究）	
5日目	個別政策研究	政策課題研究 （班別討議）	
6日目	政策課題研究（関連講義）	政策課題研究 （班別討議）	
7日目	個別政策研究	政策課題研究（全体討議） 「高齢者介護」	
8日目	公務員倫理	小論文作成	

4 中国派遣コース（課長級・課長補佐級）

・中国の行政機関等を訪問し、両国の公共政策の実情を理解させ、国際的視野、判断力、社会的識見等の向上を図る（平成30年度の訪問都市・訪問先）

	主な訪問都市	主な訪問先
課長級 5日間	北京市、四川省	最高人民法院、外交部、国家監察委員会、中国社会科学院、四川省人民政府、雅安市小学校防災プロジェクト
課長補佐級 8日間	北京市、桂林市、南寧市	中国国際戦略学会、外交部、国家衛生健康委員会、社会保障部、中日友好病院、北京外国語大学、中関村創業大街、桂林漓江・陽朔、広西チワン族自治区人民政府、広西民族博物館、南寧市国際コンベンションセンター

5 韓国派遣コース（課長補佐級）

・国際的視野、判断力、社会的識見等の向上を図るとともに、日韓両国行政官の直接対話による相互理解を深める（平成30年度の訪問都市・訪問先）

	主な訪問都市	主な訪問先
課長補佐級 5日間	ソウル市、果州市	韓国国家公務員人材開発院、清溪川再生プロジェクト、ソウル市交通情報センター、国土開発発展展示館

行政フォーラム

様々な行政課題に関する講演、講師との意見交換を通じて、国民全体の視点から施策を行うための識見を高めます。（平成30年度のテーマ及び講師）

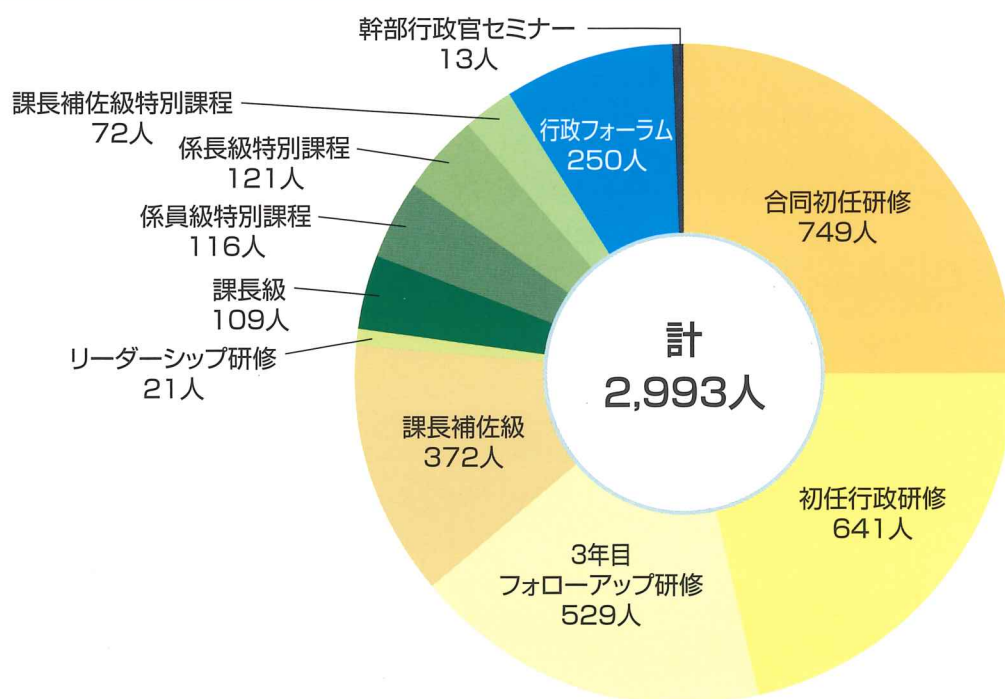
回	テ　　マ	講　師　名	所　　　属
162	法治主義の現代の変容	櫻　井　敬　子	学習院大学法学部教授
163	デジタルが社会・経済・産業・地方を変える ～データ駆動型経済の威力と未来予想図～	森　川　博　之	東京大学大学院工学系研究科教授
164	時間のなかの行政：惰性について	真　　　　勝	京都大学名誉教授・立命館大学政策科学部教授
165	JAXA宇宙科学研究所の太陽系探査 ～宇宙と地上にイノベーションを創出～	國　中　　均	宇宙科学研究所所長
166	民事訴訟における文書提出命令	畑　　瑞　穂	東京大学大学院法学政治学研究科教授
167	？を楽しむ、ゆるい冒険社会	若　新　雄　純	慶應義塾大学大学院政策・メディア研究科特任准教授、株式会社NEW YOUTH代表取締役

幹部行政官セミナー（アスペンメソッド）

様々な古典、例えば論語、聖書をはじめ、ニコマコス倫理学（アリストテレス）、アメリカンデモクラシー（トクヴィル）、東洋の理想（岡倉天心）、日本の禍機（朝河貫一）など二十数冊の枢要な部分を事前に深く読み込み、3日間にわたり論じ合う思索型プログラム（アスペンメソッド）により、優れた思想や人間的価値の本質を探る中で、深い教養に根ざした洞察力、職業公務員としての高い倫理観、高次のリーダーシップを養成します。

平成30年度 行政研修実施状況

役職段階別行政研修修了者数



民間企業、外国政府からの参加状況

(人)

	国家公務員	民間企業	外国政府	その他	合 計
課長補佐級	287	57	19	8	372
課長級	72	31	0	4	109
幹部行政官セミナー	13	0	0	0	13

民間企業からの参加者の声

●課長級

- ・ 政策研究、マネジメント、イノベーション、ダイバーシティと、現在の管理職にも求められるエッセンスが全体的に盛り込まれていた。
- ・ 民間と異なる視点での質疑・意見等を伺い、幅広く多角的に物事を見ることの重要性を再認識した。
- ・ 古典の大切さに気づいた。一般的な教養をないがしろにしがちですが、宗教や哲学の素養は一人の人間として身に付けるべきと思います。
- ・ 参加者の自主性に任せたプログラムで、同世代の管理者と自由に意見交換でき、とても参考になった。

●課長補佐級

- ・ 幅広い知識と見識、国の制度等への理解を持つことの必要性、重要性と自らの未熟さを実感するとともに、さらなる自己研鑽を継続的に積むことへの思いを新たにしました。
- ・ 政策・事業立案ということを経験したことがなかったため、このような経験を得て大変有意義でした。
- ・ とても意識の高い官の研修員との共同研修を通じてスキルアップだけでなく、マインドセット、モチベーションの向上にも非常に役立つ研修だった。
- ・ 官民の繋がりを強固にする意味でも非常に意義のある研修。この人的繋がりは、自身のキャリアにおいてもプラスになるものであり、将来に向けて継続していきたい。

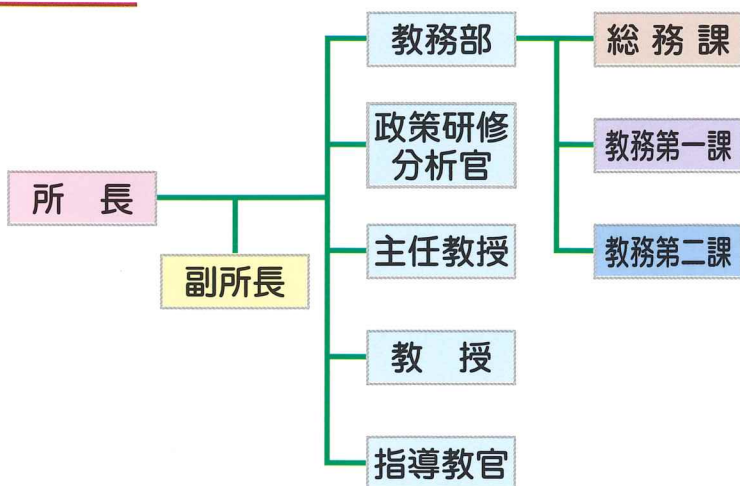
施設概要

敷地面積 39,774㎡

建物（延床面積） 13,456㎡

- ▶ 管理棟
- ▶ 研修棟 （講義室3、演習室18、図書・OA室）
- ▶ 厚生棟 （講義室1、食堂、ラウンジ、和室）
- ▶ 第一宿泊棟 （宿泊室116、談話室4）
- ▶ 第二宿泊棟 （宿泊室45、談話室3）
- ▶ 体育館

組織図



主な沿革

- 昭和31年10月 …… 行政研修（係長級）開始
- 昭和34年 4月 …… 公務員研修所設置（東京都港区）
- 昭和38年11月 …… 管理者研究会（後に行政研修（課長級）に改称）開始
- 昭和40年 6月 …… 行政研修（課長補佐級）開始
- 昭和42年 4月 …… 合同初任研修開始
- 昭和43年 3月 …… 埼玉県入間市へ移転
- 平成 8年11月 …… 行政フォーラム開始
- 平成 9年 5月 …… 初任行政研修開始
- 平成11年 3月 …… 新庁舎完成
- 平成11年10月 …… 行政研修（係長級特別課程）開始
- 平成12年11月 …… 行政研修（課長補佐級特別課程）開始
- 平成17年11月 …… 行政研修（係員級特別課程）開始
- 平成20年 7月 …… 3年目フォローアップ研修開始
- 平成22年11月 …… 行政研修（課長補佐級）リーダーシップ研修開始
- 平成25年 1月 …… 行政研修（課長補佐級）国際コース開始
- 平成26年 2月 …… 行政研修（課長補佐級）女性管理職養成コース開始
- 平成29年 3月 …… 西ヶ原研修合同庁舎完成



大講義室

140人収容可能。大画面プロジェクター、電動昇降型ホワイトボードを設置。



演習室

各演習室にホワイトボード、プロジェクター、パソコン（インターネット常時接続）を設置。



宿泊室

バス・トイレ付。インターネット接続可能。



食堂

140人収容可能。

- ★研修内容等については、人事院公務員研修所までお問い合わせください。
- ★研修カリキュラム等の詳細は、人事院公務員研修所のホームページ（<http://www.jinji.go.jp/kensyusyo/>）でもご覧になれます。



人事院公務員研修所

〒358-0014 埼玉県入間市宮寺3131

TEL.04-2934-1291 FAX.04-2934-1587

<http://www.jinji.go.jp/kensyusyo/>

都内からの交通の便

《乗用車による場合》

- 圏央道入間インター出口すぐ（関越道練馬インターから約35分、中央道調布インターから約40分）
- 新青梅街道、国道16号線利用のときは都心から約2時間

《電車による場合》

- 西武池袋線の飯能（又は秩父）行電車（急行）に乗車、入間市駅下車（池袋より43分）
- 入間市駅より三井アウトレットパーク（又は入間市博物館、二本木地蔵前、箱根ヶ崎駅）行バス乗車（約10分）人事院研修所下車、徒歩5分

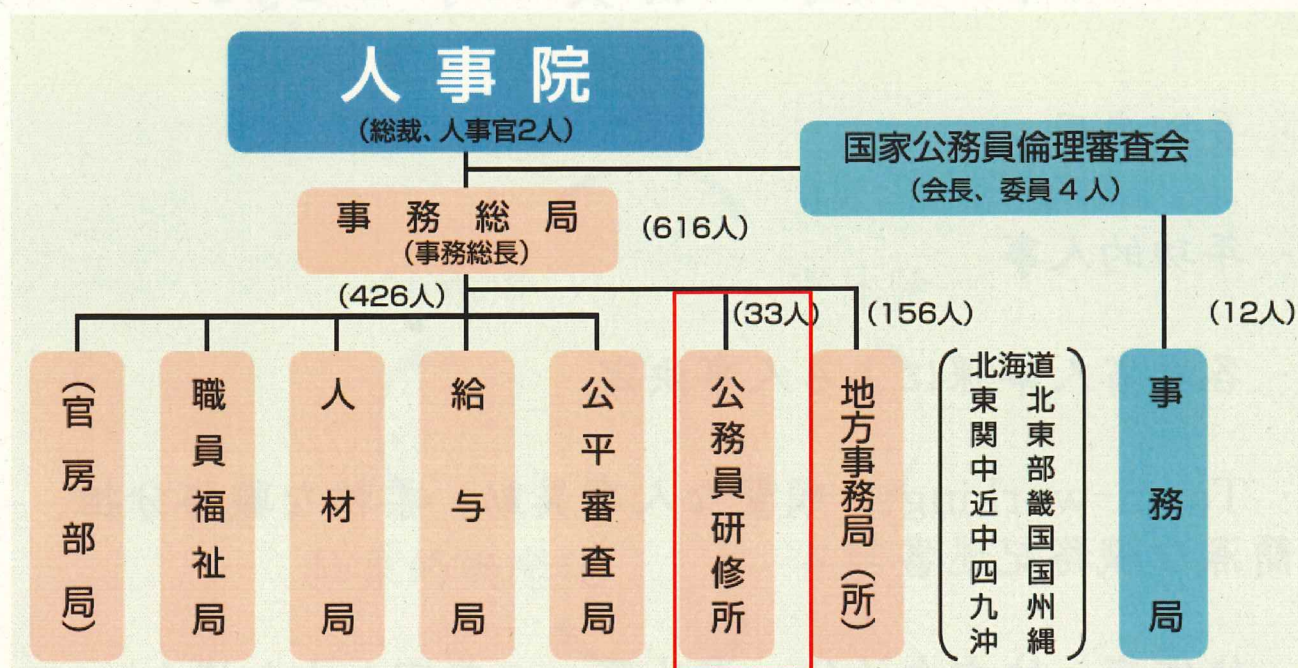
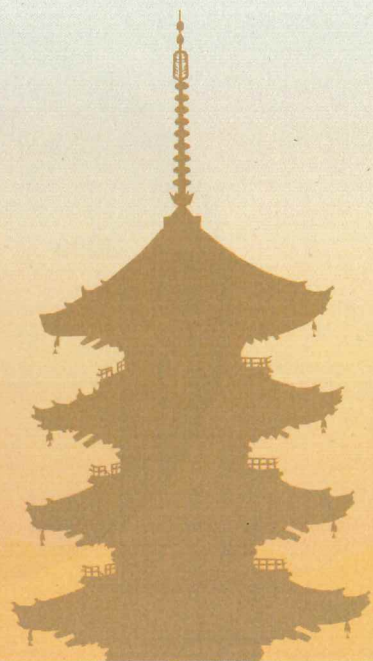


リサイクル適性 (A)

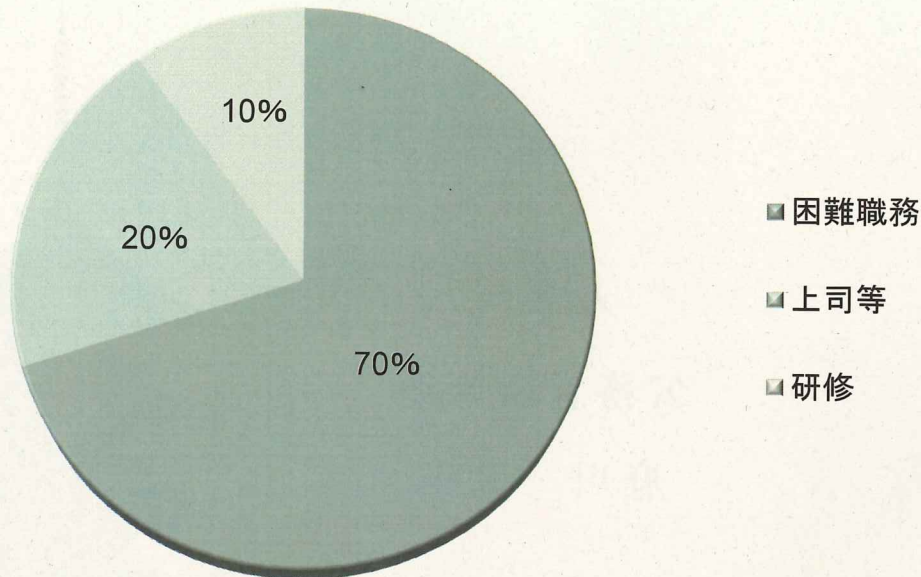
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公務人材育成

人事院
公務員研修所
府川 陽子



能力開発の源泉 (Lombardo and Eichinger's 70-20-10 Model)



3

日本の国家公務員人事とOJT

- ・ 長期雇用
- ・ 年功的人事
- ・ 各府省人事課による人事決定
- ・ Team-working、頻繁な人事異動、柔軟な職務分担、簡潔な職務記述書
- ・ 他省庁・地方自治体・海外等への豊富な出向機会

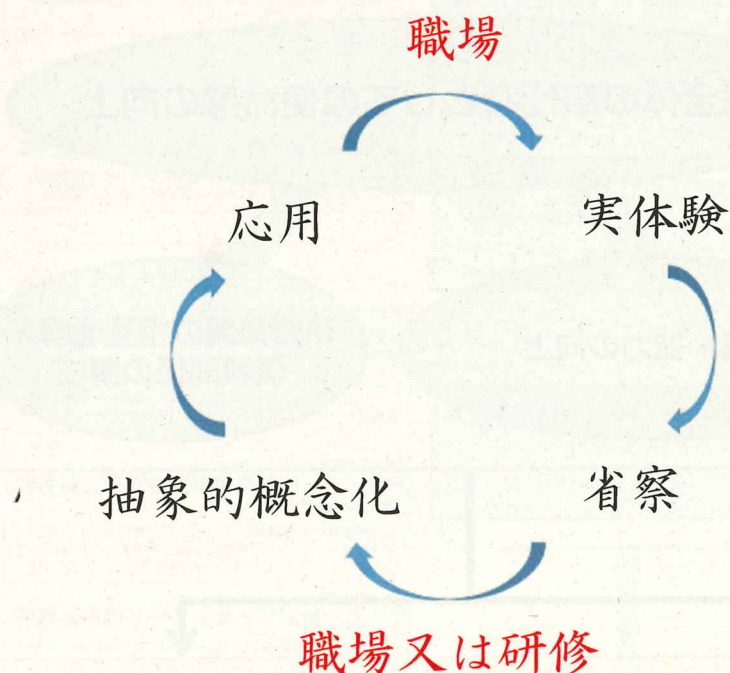
Career Path Example (Fast Streamer)

年齢	職位
58	事務次官
55	X局長
53	Y局長
51	Z局長
50	X局審議官
48	X局A課長
46	Y局F課長
44	Z局I課長
42	X局C課長
41	Z局B課K室長
39	X局B課企画官
37	他省への出向
35	X局A課長補佐
34	Z局H課長補佐
33	Y局E課長補佐
30	地方自治体への出向
29	X局A課係長
27	海外大学院への派遣
25	Z局G課係長
24	Y局課係員
22	X局A課係員へ採用

注: 下線は昇任
太字は出向・派遣

5

David Kolb's Experiential Learning Model



6

日本の国家公務員研修の特徴

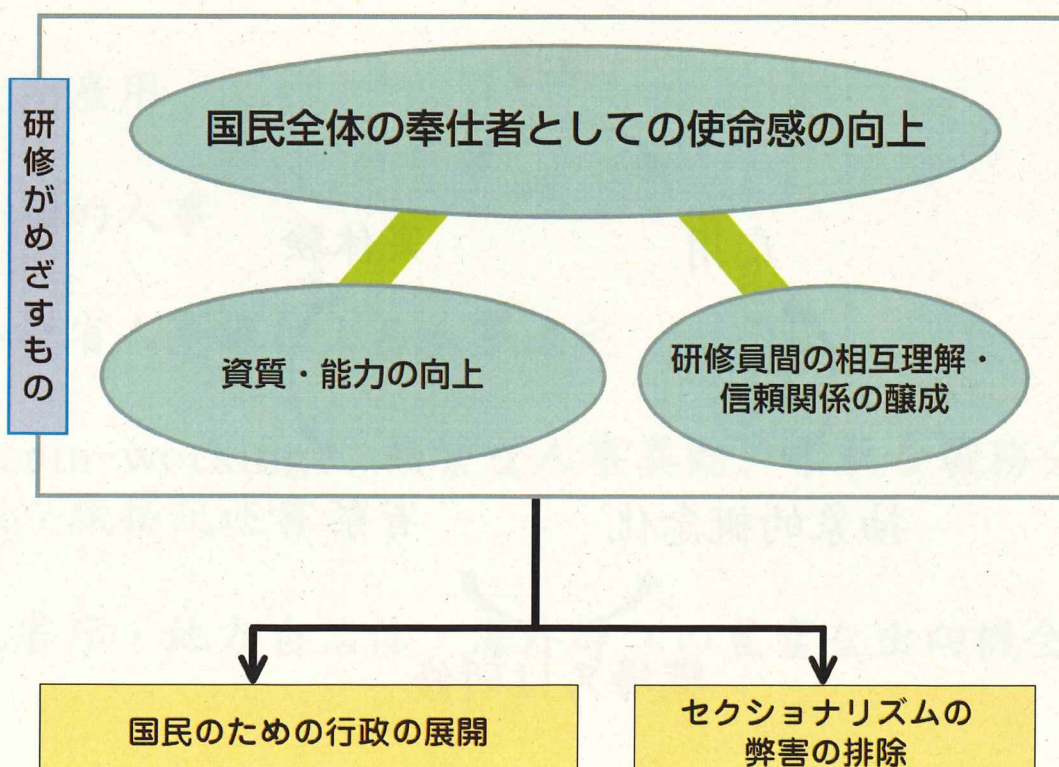
- ・ 研修の大半は各府省個別研修
- ・ 公務員研修所の行政研修は各府省幹部とその候補が対象
- ・ 研修効果向上には仕事と研修の連携が鍵
⇒ case studies, field studies, role-playing, action-learning

7

行政研修の目的

.....

国民全体の奉仕者たる幹部公務員の養成



8

研修の特徴

①研修の内容

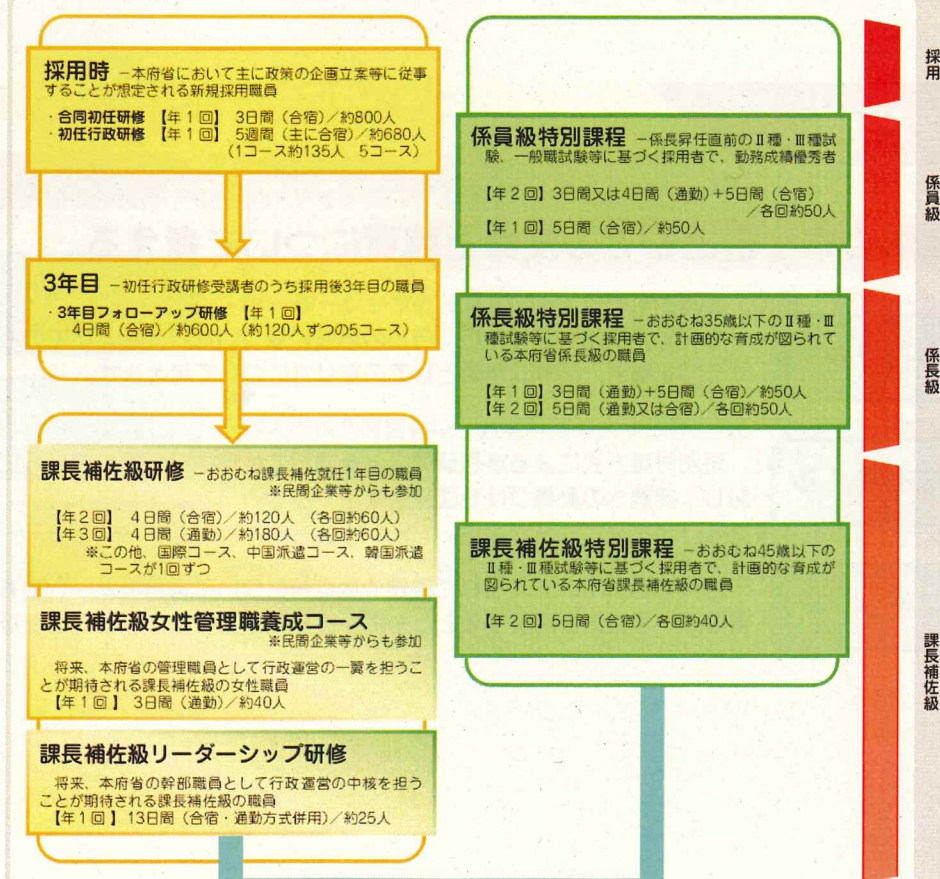
- ・ 具体的な事例、体験等に基づく研究、講義等
- ・ 幅広い研修内容（実地体験、古典等も活用）

②研修の手法

- ・ 参加型カリキュラム（研修員相互のグループ討議・意見交換などを重視）
- ・ 相互理解・信頼関係醸成のための「合宿方式」
- ・ 公務外からの研修への参加（民間企業・外国政府など）

9

行政研修の体系



10

課長級・審議官級・局長級

- ・課長級研修 - おおむね50歳以下の本府省課長級の職員 ※民間企業等からも参加
【年2回】4日間（合宿）／約30人
【年1回】2日間（通勤）+7日間（派遣）／約15人（中国派遣コース）
【年1回】1日間（通勤）+3日間（合宿）／約25人（現場訪問コース）
- ・行政フォーラム【年8回程度】- 本府省課長級以上の職員
人事院会議室において、午後6時30分以降に実施 希望者による参加（講義+意見交換：約2時間）
- ・幹部行政官セミナー（アスペンメソッド）- 本府省審議官級の職員 ※民間企業等からも参加
【年1回】3日間（通勤）／約15人

課長・審議官・局長級

11

主な研修科目

1 国民全体の奉仕者としての使命と職責について考える

公務員の在り方

各府省の事務次官等から、自らの経験に基づいた行政官としての心構えに関する話を聞き、国家公務員としての在り方について考えます。

公務員倫理を考える

班別討議方式による事例研究などを通じて倫理的な行動の在り方について検討し、実践への動機づけを図ります。

古典に学ぶ

古典を通じて、与えられた課題や論点等について自ら考え、行政官として必要な深い思索力を涵養するとともに、自ら判断できるよりどころを築きます。

12

2 公共政策の在り方を多角的に検証し考える

行政政策事例研究

歴史的意義の大きい行政事例を題材とする講義や討議を通じて、行政官としてとるべき行動について多角的視点から考えます。

自主研究

研修開始前に参考文献、資料等により各研修員が研究

基調講義

当時の担当者等による事例に関する講義、課題の提示

班別討議

班別に分かれ、課題検討・討議、報告書作成、発表準備

全体討議

各班より討議結果の発表、講師より講評

(実施テーマ) 成田空港建設／日米外交史／消費税導入／水俣病事例 など

政策課題研究

研究テーマごとに設定された課題について、班ごとの調査研究、議論、具体的な政策提言のとりまとめ、発表を通じて、府省の枠を超えて、課題認識や政策立案を行うことの重要性を認識するとともに、問題発見能力、企画立案能力、表現力等行政官として求められる資質の向上を目指します。

(実施テーマ) 社会保障／資源・エネルギー問題／安全保障／知的財産戦略 など

個別政策研究

各研修員が所属組織の政策課題について発表し、討議するケース・スタディです。

事前準備

発表テーマの選定、プレゼンテーションの準備

発表・討議

5～10名程度のグループの中で発表、質疑応答・討議

報告書の作成・提出

討議結果の整理、報告書の作成提出

政策ディベート

- ・ディベートを通して政策に関する対立した二つの立場や客観的な審判という立場をすべて経験します。
- ・論理的思考力を養い、相手の意見を的確に把握する能力や効果的な説明手法を身につけます。



13

3 公正な公務運営について学ぶ

リーダーシップを考える

リーダーシップとマネジメントに関する講義・討議・演習などを行います。

ファシリテーション

対人関係や問題解決・合意形成のスキル等についての講義・演習を行います。

マネジメント研究

各研修員がマネジメントに関して抱えている課題を持ち寄り討議を行い、管理者の果たすべき役割、解決すべき問題に関する認識を深めます。

14

4 体験を通して使命と職責、公共政策の在り方、公正な公務運営について考える

介護等 実地体験

- ・1グループ3～4人の研修員が5日間、老人福祉施設や障害者更生施設で、介護補助業務等を体験します。
- ・利用者やスタッフとの交流を通じて、福祉とあるのでべき姿について具体的な思いを抱くとともに、今後の行政の在り方について考えます。



地方自治体 実地体験等

- ・1グループ3～4人の研修員が5日間、市町村で窓口業務、ゴミ収集などの自治体業務や農作業などを体験します。
- ・自治体職員や住民との意見交換を通じて、地域の多様性、住民の意識やニーズなどについての認識を深めます。
- ・一部の研修員は、NPO法人等で被災地復興・地方創生プログラムに取り組みます。



国際行政の 現場

国際的な業務の最前線で活躍した経験に基づく生きた話を聞き、国際情勢や我が国の置かれている立場、諸外国との交渉や国際協力の在り方などについて認識を深めます。

駐日外交官との 意見交換

各国外交官との意見交換を通じて、国際社会において我が国に期待される役割や国家公務員として留意すべきことについて考えを深めます。
一部のコースでは英語で実施します。

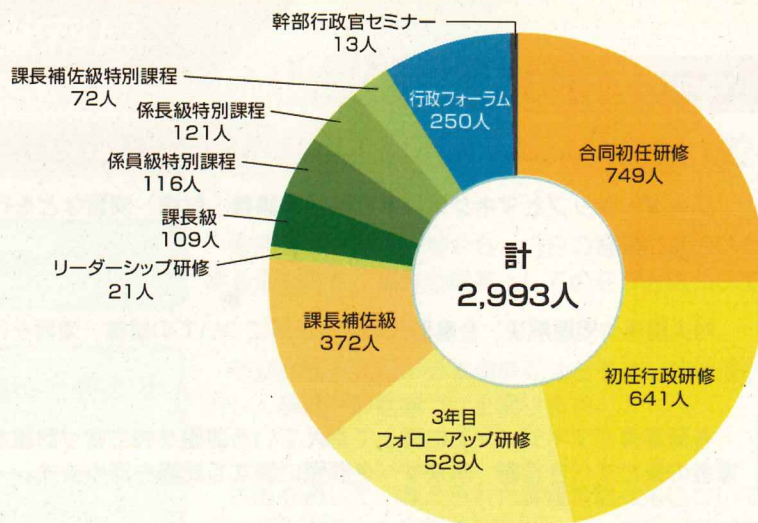
現場訪問

政策の最前線である現場の視察や企業経営者・関係者との意見交換を通じ、行政の役割について考えを深めます。

15

平成30年度 行政研修実施状況

役職段階別行政研修修了者数



民間企業、外国政府からの参加状況

	国家公務員	民間企業	外国政府	その他	合 計
課長補佐級	287	57	19	8	372
課長級	72	31	0	4	109
幹部行政官セミナー	13	0	0	0	13

(人)

16

海外派遣研修

行政課題の国際化の進展に対応し得る人材を育成するために、海外派遣研修制度を運営しています

【行政官長期在外研究員制度】

派遣先：外国の大学院（修士課程・博士課程）

期 間：2年（博士課程への進学の場合は延長可）

（平成30年度派遣実績）149人

米国97人、英国39人、フランス4人、ドイツ4人、カナダ2人、
オーストラリア2人、シンガポール1人



▲ザールラント大学（ドイツ）にて

【行政官短期在外研究員制度】

派遣先：外国の政府機関・国際機関等

期 間：6か月又は1年

（平成29年度派遣実績）21人

米国5人、英国5人、ベルギー等8カ国11人



▲米国疾病予防管理センター（米国）にて



JAVADA
JAPAN VOCATIONAL ABILITY DEVELOPMENT ASSOCIATION

To maximize the power of each individual.



For all working people

Philosophy

We will contribute towards achieving a rich worker life and the development of a vibrant economical society through supporting career development, promoting skills and supporting human resource development at companies while also contributing towards the development of measures to develop national vocational skills.

Contributing towards developing a sustainable society through vocational skill development.



Today, as structural changes in economies, especially global economic competition, become more intense, the environment surrounding companies is evolving significantly, including the issue of a shrinking society and the problems of how to maintain skills and secure human resources as the baby boomer generation goes into retirement.

In the midst of such circumstances, in order to have rich and stable vocational lives, there is a need that each person develop and improve his or her own skills and a need for the creation of an environment where companies and society are in a position to support career development.

We at JAVADA have been engaged in efforts to firmly respond to changing times and the needs of society ever since our establishment in 1979 based on the Human Resources Development Promotion Act.

As a specialist institution for evaluation of vocational ability, JAVADA use various projects related to vocational ability evaluation to ensure suitable evaluation and work to provide career development support for working people related to vocational ability development.

Moreover, because Monozukuri and development of the human resources to support it form the foundations of industry, we engage in various projects related to skill promotion to foster respect for Monozukuri.

We will contribute to social progress by supporting career development, promoting skills and supporting human resource development at companies and will work to enrich the vocational lives of working people. Thank you for your continued guidance and cooperation.

Japan Vocational Ability Development Association

Chairman Kazuaki Kama



Japan Vocational Ability Development Association Logo

The logo uses the letter “V” doubling as a graphical representation of a right angle square to represent vocational training and a graphical representation of calipers measuring a product to represent skills testing. In its entirety, the logo appears as a fist (or hand) which conveys the meaning of ability.

Framework for projects implemented by JAVADA

National Trade Skill Testing & Certification
Computer Services Skills Evaluation Test
Business Skills Test - Business Career Kentei

Vocational ability evaluation tests
Developing employee ability evaluation to improve work quality

Youth Monozukuri Skills Competition
National Skills Competition/World Skills Competition
Skill Grand Prix
Implementation of Project for Supporting the Vocational Ability Development of Young Skilled Workers

Improving the monozukuri foundation
Enhancing opportunities to respect technical skills while also improving the status and skill standards of skilled workers

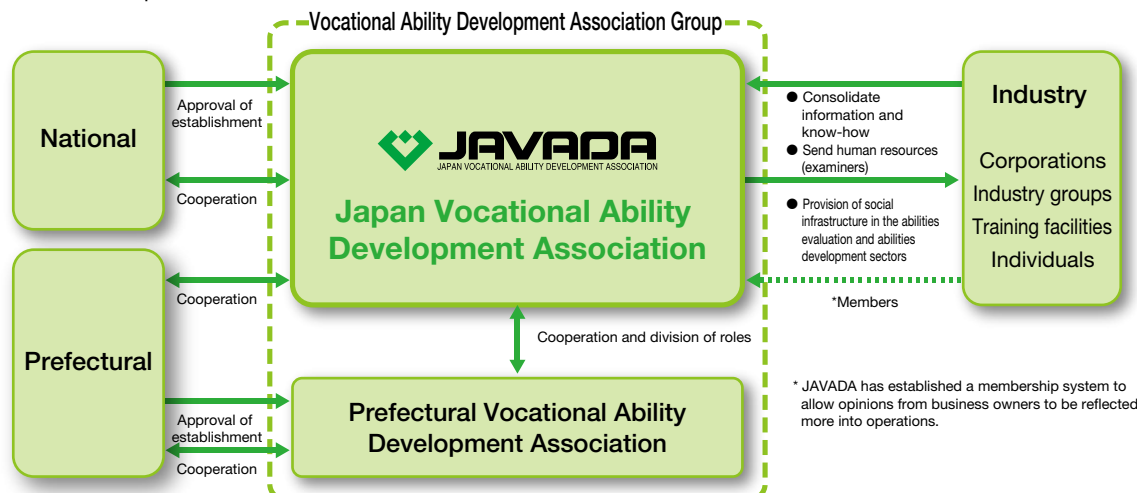
JAVADA
JAPAN VOCATIONAL ABILITY DEVELOPMENT ASSOCIATION
Japan Vocational Ability Development Association

Career development support
Improving employee job motivation through appropriate human resource training

Providing a career development support tool
Holding career development support seminars

Close Cooperation with Industry, and with the National and Prefectural Governments

The Japan Vocational Ability Development Association has created a fair and impartial abilities evaluation system, in close cooperation with industry and with the national and prefectural governments and, as a comprehensive public institution for vocational abilities development, joins the Prefectural Vocational Ability Development Association to provide a nationwide service.



Vocational ability evaluation tests

A proper evaluation of an individual's vocational abilities allows them to market their abilities and also provides a rough guide to set goals for future career development.

For companies, it serves as a guideline for proper personnel evaluation criteria and appropriate human resource allocation.

JAVADA carries out the vocational ability evaluation tests shown below so that people working in various fields can obtain proper evaluations.

Skill Testing & Certification (National Testing & Certification)

The National Trade Skill Test & Certification (NTSTC) is a national testing system certified by the Japanese government. The NTSTC is carried out based on the Human Resources Development Promotion Act for the purpose of enhancing skill evaluation for society in general and improving the abilities and status of workers.

The types of trades covered by the NTSTC have been expanded since its establishment in 1959 based on the needs of the times, and as of April 2019,

- 32 trades related to constructions such as landscape gardening, general construction work, plumbing and painting
- Porcelain production trade related to ceramics, soil and stone
- 19 trades related to metal processing such as casting, metal work and plating
- 12 trades related to general machinery and equipment such as railway car manufacture and servicing, and hydraulic equipment adjustment
- 8 trades related to electrical and precision machinery and equipment such as semi-conductor product manufacture and vending machine adjustment
- 7 trades related to foodstuff such as bread baking, confectionery baking, miso production and brewing alcohol
- 8 trades related to dyeing, women and children's clothing manufacture, menswear manufacture, kimono making, and clothes/textile products
- 6 types related to lumber, wooden products and processed paper such as furniture making, paper containers and cardboard manufacture
- 2 trades related to plastic manufactured products such as plastic molding
- 2 trades related to precious metals and personal accessories such as watch repair
- 3 trades related to print binding such as the printing press and printing
- 30 trades other than the above including product decoration display and flower display



Landscape gardening trade



Machining trade



Electrical equipment assembly trade



Kimono making trade

it has been implemented for a total of 130 trades.

JAVADA has created exam questions for 111 trades from among the 130 trades, and vocational ability development associations in Japanese administrative divisions have implemented testing and certification.

Those who pass the NTSTC are awarded a certificate of passing bearing the name of the Minister of Health, Labour and Welfare (Advanced Grade, Grade 1 and Non-classified Grade) or the prefectural governor (Grade 2, Grade 3 and Basic) and are given the title of Certified Skilled Worker.

As of 2017, more than 4.30 million people* have successfully passed NTSTC, an achievement that has been highly lauded in the workplace as a sure certification of skill.

*Implemented at the Prefectural level

▼NTSTC grade classes

Currently, some skills tests are classified into Advanced, Grade 1, Grade 2 or Grade 3, while others are not classified and are instead categorized as non-classified grades. There is also a Basic Grade for technical trainees from overseas. These test levels are described as follows:

- Advanced The grade for skills that managers and supervisors should have as standard
- Grade 1 and Non-classified Grade The grade for skills that high level skilled workers should have as standard
- Grade 2 The grade for skills that intermediate level skilled workers should have as standard
- Grade 3 The grade for skills that beginner level skilled workers should have as standard
- Basic Grade The grade for fundamental skills required to perform basic tasks

Business Skills Test - Business Career Kentei (Official qualification exam)

The Business Skills Test and Business Career Kentei is a test based on the vocational ability evaluation criteria defined by the Ministry of Health, Labour and Welfare available for participants to take in line with their fields of work out of eight categories including personnel administration, HR development and labor administration, sales and marketing, and production control and logistics.

Since its start in 1994, this program has served over 500,000 examination participants and continues to be used by many companies in diverse business fields as a precondition for personnel advancement and promotion as well as for individual self-development.

We have created an environment that allows for easy study because JAVADA recognized “certified courses” (at schools and through correspondence) are available as courses to prepare for exams in addition to standard textbooks and past problem explanatory documentation for when taking the exams. Visit our homepage for details.

[Test fields]

Personnel, human resource development and labor management/accounting and financial management/sales and marketing/production management

Corporate legal and general affairs/logistics/management information systems/management strategy

[Grade classes]

	Type of people who are expected to take the exam
Grade 1	10 years or more work experience (people who are working towards a post equivalent to divisional manager or director)
Grade 2	About 5 years work experience (people who are working towards a post equivalent to section manager or manager)
Grade 3	About 3 years work experience (people who are working towards a post equivalent to assistant manager or group leader)
Basic	Students, job applicants, candidates and employees who have only been with the company for a short time

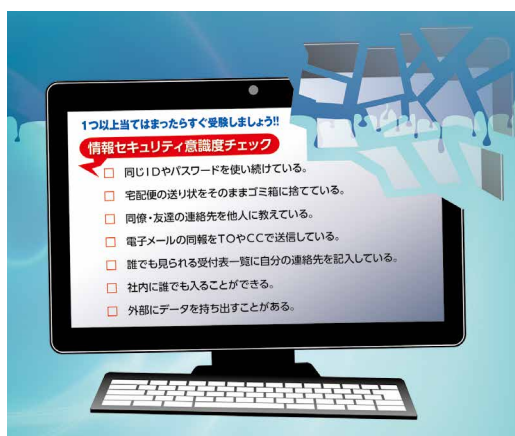
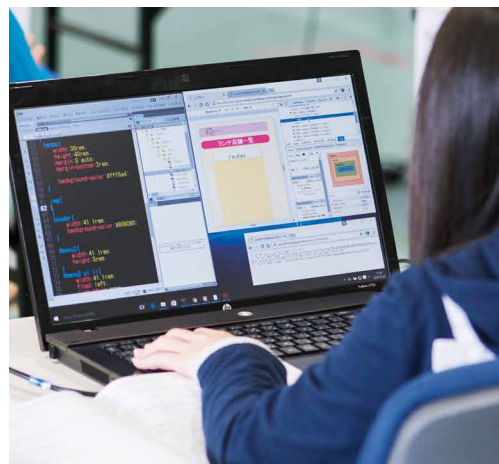


Computer Services Skills Evaluation Test (Official qualification exam)

The Computer Services Skills Evaluation Test is for people who have learned computer operation methods or who are engaged in all kinds of services using computers in educational training facilities or business offices. This test has been conducted together with the Prefectural Vocational Ability Development Association since 1983 to evaluate those abilities.

Many people take the exam each year and a total of over 2.58 million people have taken the exam as of 2018. Those who pass the test are given the title of Specialist.

The word processing division and spreadsheet division have exams comprising 3 grades. Examinees are evaluated on their ability to operate such software through examination questions with practical content that assumes practical work experience for people from beginner to expert level. This enables the exam to be used for human resource development and evaluation of how ready the examinee is to work on a task.



The information security division sets questions required for information security measures relating to compliance, including morals and the importance of information close to the workplace and home.

It is not possible for management in companies and organizations, security managers and system managers alone to implement security measures.

It is important that each individual belonging to an organization is “aware of” and “puts into practice” the “importance” of “handling information as an individual”.

Questions set by this division are not limited to people in charge of internal security but consist of content that should be shared by all people who work there. Therefore, it can be used to educate employees concerning security measures and to improve individual security awareness leading to stronger security.

Improving the monozukuri foundation

“Monozukuri” has supported the development of Japan’s economy and industry. With the aging of the baby boomer generation and the drifting of younger people away from manufacturing, this foundation is beginning to weaken. JAVADA is holding the following skills competitions to improve the level of skilled workers and to contribute to society by spreading the interest and importance of “Monozukuri” skills.

Youth Monozukuri Skills Competition

This competition is for youths 20 years old or younger who are currently learning skills at vocational abilities development institutions, technical high schools or other such institutes of learning and have not started work. This competition was launched in 2005 for the purpose of providing them with goals and widening the horizons of young skilled workers.

No.	Year	Main venues	Number of competitors
13	2018	Ishikawa Prefecture	445
12	2017	Aichi Prefecture	443
11	2016	Tochigi Prefecture/Okinawa Prefecture	358
10	2015	Yamagata Prefecture	352
9	2014	Yamagata Prefecture	353
8	2013	Iwate Prefecture	333

The 14th Competition to be held in 2019 will be held in Fukuoka Prefecture



Skill Grand Prix

The Skill Grand Prix is held every two years with the aim of contributing towards developing an atmosphere conducive to respecting skills and improving the status of skills while also working towards further improving certified skilled workers of advanced grade, grade 1 and non-classified grade.

No.	Year	Main venues	No. of participants
30	2018	Hyogo Prefecture	533
29	2016	Shizuoka Prefecture	514
28	2014	Chiba Prefecture	444
27	2012	Chiba Prefecture	482
26	2010	Chiba Prefecture	468
25	2008	Hyogo Prefecture	554



National Skills Competition

The National Skills Competition is a competition in which young skilled workers age 23 or under pit their skills against each other. It is held for the purpose of encouraging the development of skilled workers of the next generation, and for having participants experience the importance and wonder of “Monozukuri”. Visitors have the opportunity to view the monozukuri process up close, something normally not possible, and be amazed and inspired.

Furthermore, the National Skills Competition also serves as a qualifying event for the World Skills Competition.

No.	Year	Main venues	Number of competitors
56	2018	OKinawa Prefecture	1292
55	2017	Tochigi Prefecture	1337
54	2016	Yamagata Prefecture	1318
53	2015	Chiba Prefecture	1183
52	2014	Aichi Prefecture	1200
51	2013	Chiba Prefecture	1127
50	2012	Nagano Prefecture	1097
49	2011	Shizuoka Prefecture	1066
48	2010	Kanagawa Prefecture	1028
47	2009	Ibaraki Prefecture	983
46	2008	Chiba Prefecture	953

The 57th Competition to be held in 2019 and the 58th Competition to be held in 2020 will both be held in Aichi Prefecture.



World Skills Competition

The World Skills Competition is a competition between young skilled workers basically 22 years of age or younger selected from countries all over the world and is held once every two years.

Japan has achieved excellent results in these competitions ever since joining the 11th competition in 1962.

The competition has been held three times in Japan, including the 19th competition in 1970 (Tokyo, Chiba), the 28th competition in 1985 (Osaka), and the 39th competition in 2007 (Shizuoka). The 39th competition was called the “International Skills Festival for All, Japan 2007.”

Furthermore, we are conducting bidding activities to hold the 47th competition in Japan in 2023.

JAVADA serves as the Japan representative member of World Skills International (WSI), the organizing

committee for this global competition and, in addition to sending Japanese teams to the competition, plays an important role in the competition operations.

While the emerging nations of Asia are rising fast, resulting in ever stiffer competitions, the young craftsmen representing Japan who are responsible for its future of Monozukuri, always accomplish exceptional results that leave everyone else greatly impressed.

●World Skills Competition

No.	Date held	Country (city) where held	Gold	Silver	Bronze
44	2017	United Arab Emirates (Abu Dhabi)	3	2	4
43	2015	Brazil (Sao Paulo)	5	3	5
42	2013	Germany(Leipzig)	5	4	3
41	2011	England (London)	11	4	4
40	2009	Canada (Calgary)	6	3	5
39	2007	Japan (Shizuoka)	16	5	3
38	2005	Finland (Helsinki)	5	1	2
37	2003	Switzerland (St. Gallen)	6	2	4
36	2001	Korea (Seoul)	4	2	4
35	1999	Canada (Montreal)	6	3	2

The 45th Competition in 2019 will be held in Kazan, Russia while the 46th Competition in 2021 will be held in Shanghai, China

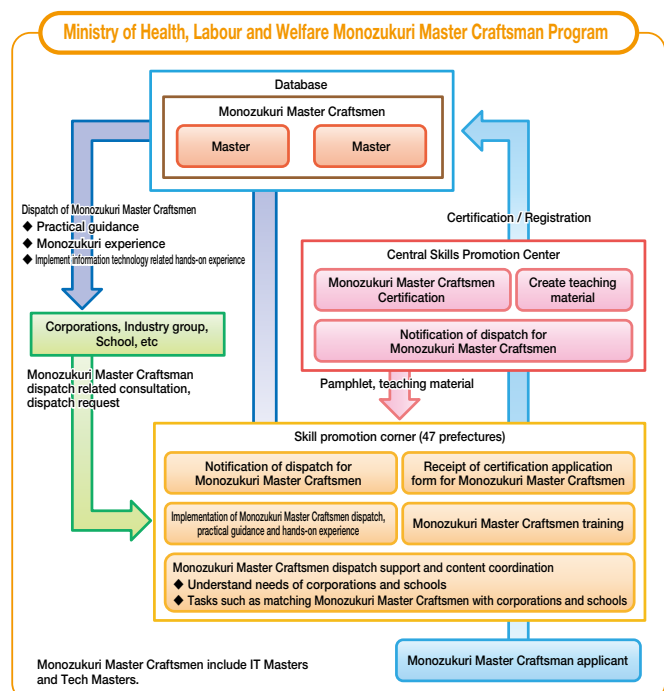


Implementation of Project for Supporting the Vocational Ability Development of Young Skilled Workers

As young people continue to drift away from Monozukuri and skills, it has become challenging to prepare an environment in which young people can actively aspire to become skilled workers, as well as train and equip skilled workers with the advanced skills that will serve as the foundation for industry.

Furthermore, since it is important for each worker to be able to make effective use of information technology, it is becoming necessary for them to quickly familiarize themselves with information technology and acquire the ability to master it.

Therefore, the “Project for Supporting the Vocational Ability Development of Young Skilled Workers” supports training for young skilled workers and provides support to maintain skills from the previous generation through activities such as a practical guidance and monozukuri experience from a “Monozukuri Master Craftsman” who has a high level of skill, while the project also contributes towards developing an atmosphere conducive to respecting skills, and also operates a portal website that sends out information on matters that include the technical skill test system.



Career development support

This generation has reached the point where each individual working person selects their workplace and way of working based on their vocational life design.

Working people seek personal independent career development. Whereas, companies seek support for the career development of their employees.

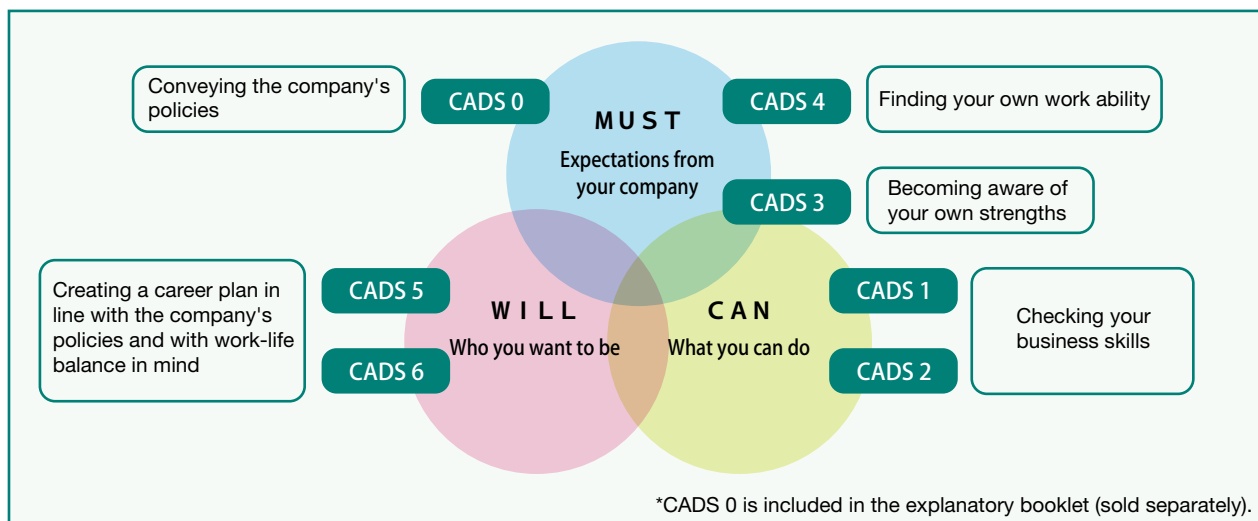
JAVADA provides tools, teaching materials, seminars and training to support self-directed career development in line with the management policies of companies.

Providing career development support tools

● CADS (Career Assessment and Development Sheets)

A training material aimed mainly at the young and middle-aged that trains them to design a work style for the future through self-analysis.

This training works by having participants fill out six sheets, the CADS1 Career History Sheet, CADS2 Business Skills Regulation Slip, CADS3 Strengths-Discovery and Implementation Sheet, CADS4 Work Ability Check Sheet, CADS5 Work-Life Balance Check Sheet and CADS6 Career Plan, and then having them carry out group work.



● CADI (Challenge And Discovery Inventory)

This is a psychological test (environment change self-diagnostic tool) that helps you understand how much strength you have to develop a career against a swiftly changing social environment and also what type of individual tendencies you have.

The test has 81 questions to measure career development strength under 5 scales and individual tendencies under 3 scales that prompt you to discover things about yourself.

Opinions from companies who use it

CADS & CADI

- I was made aware again that my subordinates and I have a life outside of work (Information and communication company A)
- For the first time I understand what my weaknesses and strengths are due to CADI (Transport company B)
- I'm now able to empathize and talk with staff (Medical and welfare company C)

● Workshop teaching material for CSC (Career Shift Change)

Career Shift Change means taking stock of skills, behavioral characteristics and work views cultivated so far by people who are about to reach a period of old age in their lives and have them rebuild a model for work that will allow them to work during old age.

This is a teaching material that can provide self-diagnosis of "basic skills necessary to respond to change" required to continue working with vitality even when the role required by a job changes, during a time in which it has become common to continue working even after reaching senior age.

Holding career development support seminars

JAVADA holds advanced practical seminars and lectures, given by lecturers with rich practical experience, on the theme of career development support for corporate vocational ability development promoters and people in charge of human resource development.

[For the young and middle-aged]

Career development support seminars for employees using the career development support tools CADS & CADI

In order for employees to be motivated and perform their job it is effective that they have a career plan based on contributing to the organization which they can do for themselves, and not just do what they wish. During this seminar we will consider methods to support employee career development using "CADS and CADI" while also learning about the necessity of career development.

1. Career development support

What is career?/Social work environment/Issues related to human resource development

2. Understanding CADS & CADI

What is CADS?/What is CADI?/Experience filling in CADS & CADI

3. Using CADS & CADI

Career interview using CADS and CADI

*This information is from last year. Please refer to the homepage for the latest information.



[For the middle and senior-aged]

Workshop instructor training for Career Shift Change (CSC)

Continuing to work with vitality as part of the company's strength even when the role and position of a job changes within a company due to retirement or re-employment is an important issue faced by both corporations and employees due to the current lack of labor shortage. The CSC Workshop educates instructors that conduct in-house training to prepare for such as environment changes after retirement. Up to this date, over 400 instructors have been certified.



People attending a course for CSC instructor training

CSC Workshop and certified instructor positioning

Workshop experience

- Case studies through individual work and group work
- Explanation of the abilities of platforms, etc.

Workshop experience

- Self-diagnosis of platform ability using 2 types of diagnosis sheets
- Formulate action plan
- Self-disclosure and feedback, etc.

Explanation upon implementation to perform workshop

- Background explanation for training goals, positioning and platform ability indexing
- Explanation for purchasing teaching material and how to use it (customization)
- Share impressions of seniors who want to work with vitality, etc.

Work to have participants understand more deeply about training

- How to explain the terms
- Roleplays for answer examples in case studies
- Simulations for training in general
- Examine deployment within the company, etc.



Providing support for course designation under the Training and Education Benefits System and information on designated courses

The Training and Education Benefits System is run as one of the benefit programs of the employment insurance scheme to support the efforts of working people to engage in independent ability development and promote employment stability and re-employment. We provide support to education and training institutions wishing to receive course designations under the system and supply information on education and training courses that have received Minister of Health, Labour and Welfare designation.

About Japan Vocational Ability Development Association

Established

July 1, 1979

Governing

Human Resources Development Promotion Act (Act No. 64, 1969)

Purpose of

Achieving sound growth of the vocational skill development associations and promoting the development of vocational skills through close cooperation with the government and administrative divisions of prefecture, in order to realize the fundamental principles of development and improvement of working skills

History

- 1979
 - Consolidated the National Common Vocational Training Association and the Central Technical Skills Testing Association in the Japan Vocational Ability Development Association
 - Established an office in Akasaka, Minato-ku
 - Sent a Japanese team to the World Skills competition (the 25th World Skills Competition, held in Ireland)
- 1980
 - Held the National Skills Competition as the Japan Vocational Ability Development Association for the first time (The 18th time the competition was held)
- 1982
 - Held the Skills Grand Prix for the first time as a competition for skilled technicians such as those holding grade 1 proficiency in the Skills Test
- 1983
 - Started the Computer Services Skills Evaluation Test (known at the time as the "OA devices operation skills evaluation test")
- 1985
 - The 28th World Skills competition held in Osaka Prefecture
- 1988
 - A special grade was created in the Skills Test positioned above Grade 1 for managers and supervisors
- 1993
 - Introduced Grade 3 for beginning technicians such as vocational school students and industrial high school students, and a basic grade for foreign students studying technical skills, to the Skills Test
 - Started the "Business Career Certification Test" for people pursuing business occupations, as a counterpart for the Skills Test, which targets technical personnel
- 1998
 - Transitioned from reliance on government funding to a privately incorporated organization
 - Moved to an office in Koishikawa, Bunkyo-ku
- 2005
 - Held the first skills competition for young people studying at vocational skills development facilities, industrial high schools, etc., who have yet to enter the workforce (The first Youth Monozukuri Skills Competition)
- 2007
 - Held the 39th World Skills Competition and the 7th International Abilympics concurrently in Shizuoka Prefecture as the 2007 Universal World Skills Competition
- 2010
 - Moved part of the office to premises in Nishi-Shinjuku, Shinjuku-ku
- 2012
 - Integrated the association office in Nishi-Shinjuku, Shinjuku-ku
- 2013
 - Started Project for Supporting the Vocational Ability Development of Young Skilled Workers (Monozukuri Master Craftsman Program)

Presidents

Name	Affiliation (at time of becoming Chairman)	Date became Chairman
Shigekazu Koga	Mitsubishi Heavy Industries	July 1, 1979
Akira Miki	Nippon Steel Corporation*	July 1, 1990
Shunkichi Miyoshi	JFE Holdings, Inc.	July 1, 1998
Nobuo Tateishi	OMRON corporation	July 1, 2008
Kazuaki Kama	IHI Corporation	August 1, 2013-present

*Now NIPPON STEEL CORPORATION



18th National Skills Competition



1st Skills Grand Prix



28th National Skills Competition



Basic grade skill testing and certification



1st Youth Monozukuri Skills Competition



2007 Universal World Skills Competition

Prefectural Vocational Ability Development Association Addresses

Association name	Postal No.	Address	Telephone No.	Skill promotion corner Telephone No.	Home Page address
Hokkaido	003-0005	Hokkaido Vocational Ability Development Support Center 1-1-2 Higashi-sapporo 5-jo, Shiroishi-ku, Sapporo City	011-825-2385	011-825-2387	http://www.h-syokunou.or.jp/
Aomori	030-0122	Aomori Vocational Training School 43-1 Aza-Imata, Oaza-Nojiri, Aomori City	017-738-5561	017-738-5561	http://www.a-noukaikyo.com/
Iwate	028-3615	Iwate Industrial Technology Junior College 10-3-1 Oaza Minami Yahaba, Shihaba-cho, Shiwa-gun	019-613-4620	019-613-4622	http://www.noukai.com/
Miyagi	981-0916	16-1 Aoba-machi, Aoba-ku, Sendai City	022-271-9260	022-727-5380	http://www.miyagi-syokunou-kyoukai.com/
Akita	010-1601	Akita Prefectural General Vocational Training Center 1-2-1 Mukohama, Akita City	018-862-3510	018-874-7135	http://www.akita-shokunou.org/
Yamagata	990-2473	2-2-1 Shoei, Yamagata City	023-644-8562	023-645-3131	http://www.y-kaihatu.jp/
Fukushima	960-8043	5F Fukushima Prefectural Self-Government Hall, 8-2 Naka-machi, Fukushima City	024-525-8681	024-522-3677	http://business2.plala.or.jp/fuvada/
Ibaraki	310-0005	Ibaraki Prefecture Human Resource Development Center 864-4 Suifu-cho, Mito City	029-221-8647	029-221-8647	http://www.ib-syokkyo.com/
Tochigi	320-0032	Tochigi Prefecture West Office, 1-3-10 Syowa, Utsunomiya City	028-643-7002	028-612-3830	http://www.tochi-vada.or.jp/
Gunma	372-0801	1211-1 Miyako-machi, Isezaki City	0270-23-7761	0270-23-7761	http://www2.gunmanet.ne.jp/g-vada/
Saitama	330-0074	5F Saitama Prefectural Urawa Regional Building 5-6-5 Kitaurawa, Urawa-ku, Saitama City	048-829-2801	048-814-0011	http://www.saitama-vada.or.jp/
Chiba	261-0026	4-1-10 Makuhari Nishi, Mihama-ku, Chiba City	043-296-1150	043-296-7860	http://www.chivada.or.jp/
Tokyo	102-8113	7F Tokyo Job Center, 3-10-3 Iidabashi, Chiyoda-ku, Tokyo	03-5211-2350	03-5211-2357	http://www.tokyo-nokaikyo.or.jp/
Kanagawa	231-0026	Kanagawa Labor Plaza 1-4 Kotobuki-cho, Naka-ku, Yokohama City	045-633-5420	045-633-5403	http://www.kan-nokaikyo.or.jp/
Niigata	950-0965	4F Niigata Kosha Sogo Bldg. 15-2 Shinko-cho, Chuo-ku, Niigata City	025-283-2155	025-283-2155	http://www.nvada.com/main.html
Toyama	930-0094	2F Azumi-cho Daiichi Seimei Bldg., 7-18 Azumi-cho, Toyama City	076-432-9883	076-432-8870	http://www.toyama-noukai.or.jp/
Ishikawa	920-0862	3F Ishikawa Prefectural Vocational Ability Development Plaza 1-15-15 Hosai, Kanazawa City	076-262-9020	076-254-6487	http://www.ishivada.com/
Fukui	910-0003	4F Fukui-ken Shokuin Kaikan Bldg. 3-16-10 Matsumoto, Fukui City	0776-27-6360	0776-27-6360	http://www.fukui-shokunou.jp/
Yamanashi	400-0055	2130-2 Otsu-machi, Kofu City	055-243-4916	055-243-4916	http://www.yavada.jp/
Nagano	380-0836	3F Nagano Prefectural Ladies' Hall 688-2 Minamiagata-machi, Minami Nagano, Nagano City	026-234-9050	026-234-9050	http://www.navada.or.jp/
Gifu	509-0109	Gifu Prefectural Human Resources Development Center 1-18 Techno plaza Kagamihara City	058-322-3677	058-379-0521	http://www.gifu-shokunou.or.jp/
Shizuoka	424-0881	160 Kusunoki, Shimizu-ku, Shizuoka City	054-345-9377	054-344-0202	http://shivada.com/
Aichi	451-0035	2-3-14 Sengen, Nishi-ku, Nagoya City	052-524-2031	052-524-2075	http://www.avada.or.jp/
Mie	514-0004	4F Mie Prefectural Resident Service Center 1-954 Sakae-machi, Tsu City	059-228-2732	059-225-1817	http://www.mivada.or.jp/
Shiga	520-0865	5-2-14 Nango, Otsu City	077-533-0850	077-537-1213	http://www.shiga-nokaikyo.or.jp/
Kyoto	612-8416	Kyoto Prefectural Kyoto Vocational Training School 121-3 Takedaryuchi-cho, Fushimi-ku, Kyoto City	075-642-5075	075-642-5075	http://www.kyo-noukai.com/
Osaka	550-0011	6F Osaka Hon-cho Nishi Daiichi Bldg. 2-1-1 Awaza, Nishi-ku, Osaka City	06-6534-7510	06-4394-7833	http://www.osaka-noukai.jp/
Hyogo	650-0011	1F Hyogo Labor Welfare Center 6-3-30 Shimoyamate-dori, Chuo-ku, Kobe City	078-371-2091	078-371-2047	http://www.noukai-hyogo.jp/
Nara	630-8213	2F Nara Prefectural Small/Medium-Sized Enterprise Hall 38-1 Nobori Oji-cho, Nara City	0742-24-4127	0742-24-4127	http://www.aaa.nara.nara.jp/
Wakayama	640-8272	Wakayama Skill Center 3-3-38 Sunayama Minami, Wakayama City	073-425-4555	073-499-6484	http://w-syokunou.com/
Tottori	680-0845	5F Hisamoto Bldg., 2-159 Tomiyasu, Tottori City	0857-22-3494	0857-30-0708	http://www.hal.ne.jp/syokunou/
Shimane	690-0048	2F SP Bldg., 1-4-5 Nishiyomeshima, Matsue City	0852-23-1755	0852-61-0051	http://www.noukai-shimane.or.jp/
Okayama	700-0824	3F Amano Bldg., 2-3-10 Uchisange, Kita-ku, Okayama City	086-225-1546	086-225-1580	http://www.okayama-syokunou.or.jp/
Hiroshima	730-0052	5F Hiroshima Prefectural Information Plaza 3-7-47 Senda-machi, Naka-ku, Hiroshima City	082-245-4020	082-245-4020	http://www.hirovada.or.jp/
Yamaguchi	753-0051	3F Yamaguchi Kensetsu Bldg 2-9-19 Asahi-Dori Yamaguchi City	083-922-8646	083-922-8646	http://y-syokunou.com/
Tokushima	770-8006	1-1-7 Shinhamacho, Tokushima City	088-662-5366	088-662-1974	http://www.tokounoukai.jp/
Kagawa	761-8031	Kagawa Prefectural Local Vocational Training Center 587-1 Goto-cho, Takamatsu City	087-882-2854	087-882-2910	http://www.noukai-kagawa.or.jp/
Ehime	791-1101	2F Ehime Institute of Industrial Technology Administration Bldg, 487-2 Kumekebota-machi, Matsuyama City	089-993-7301	089-993-7301	http://nokai.bp-ehime.or.jp/
Kochi	781-5101	Kochi Vocational Training Center, 3992-4 Nunoshida, Kochi City	088-846-2300	088-846-2303	http://www.kovada.or.jp/
Fukuoka	813-0044	2F Fukuoka Prefectural Human Resources Development Center 5-3-1 Chihaya, Higashi-ku, Fukuoka City	092-671-1238	092-681-2110	http://www.fukuoka-noukai.or.jp/
Saga	840-0814	1-15 Seisho-machi, Saga City	0952-24-6408	0952-24-6667	http://www.saga-noukai.or.jp/
Nagasaki	851-2127	Nagasaki Vocational Training School 547-21 Kodago, Nagayo-cho, Nishisonogi-gun	095-894-9971	095-883-1671	http://www.nagasaki-noukai.or.jp/
Kumamoto	861-2202	Applied Electronics Research Center 2081-10 Tabaru, Mashiki-machi, Kamimashiki-gun	096-285-5818	096-289-5015	http://www.noukai.or.jp/
Oita	870-1141	Oita Prefectural Local Vocational Training Center 1035-1 Aza Furukawa, Oaza-Shimo Munakata, Oita City	097-542-3651	097-542-6441	http://www.noukai-oita.com/
Miyazaki	889-2155	2-4-3 Gakuen Kihanadai Nishi, Miyazaki City	0985-58-1570	0985-58-1570	http://www.syokuno.or.jp/
Kagoshima	892-0836	9-14 Kinko-cho, Kagoshima City	099-226-3240	099-226-3240	http://www.syokunou.or.jp/
Okinawa	900-0036	3-14-1 Nishi, Naha City	098-862-4278	098-894-3231	http://www.oki-vada.or.jp/

(As of April 2018)

[Logo marks and such associated with projects conducted by JAVADA]

National trade skill test system and certified skilled workers logo mark



The logo was created with the aim of widely making public and popularizing the national trade skill test system and certified skilled workers.

[Meaning of the design]

- Created with the letter “G” as the motif to represent “Global” and “Ginou (the Japanese word for skill)”.
- The outline of the sun as seen on the flag of Japan is shown at the center to represent the determination of people who will continue onwards. It can also represent the message that people are starting point and you should not forget where you started.
- The lines appear well organized to represent an “accurate fitting”, “craftsmen”, “effort”, “accumulated technology” and “grades”.

Ministry of Health, Labour and Welfare Monozukuri Master Craftsman symbol mark



The symbol mark was established with the aim of improving awareness of monozukuri master craftsmen and to produce an environment to easily promote activity while also have monozukuri master craftsmen work actively with pride and a sense of purpose.

[Meaning of the design]

- The symbol mark shows two skilled workers represented by the letter “M” for Monozukuri Master Craftsman as the motif.
- The person of the left represents a young skilled worker performing a manual task while growing up and diligently studying their craft. The person on the right represents the Monozukuri Master Craftsman.

Good Skill mark



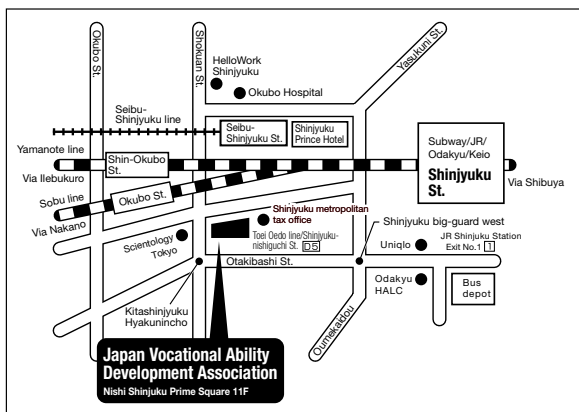
The mark indicates that a product was created by a certified skilled worker who passed grade 1 or similar of the technical skill test system (Advanced Certified Skilled Worker, Grade 1 Certified Skilled Worker and Non-classified Grade Certified Skilled Worker).

Through recognition of the “Good Skill mark” displayed on products created by highly skilled grade 1 certified skilled workers, we aim to pass on this expert skill to the following generations and revive monozukuri in Japan as well as demonstrate to consumers both in Japan and overseas that the products have high added value because they were manufactured with such excellent skill.



**Japan Vocational Ability
Development Association**
www.javada.or.jp

160-8327 7-5-25 Nishi-Shinjuku, Shinjuku-ku, Tokyo
Nishi-Shinjuku Prime Square 11th Floor
TEL.03-6758-2800 [Representative] FAX.03-3365-2716



<Traffic guide>

Approx. 8 min. walk from Shinjuku St. West side exit/JR line, Odakyu line, and Keio line

Approx. 7 min. walk from Shinjuku St. B15 exit/Tokyo metro Marunouchi line

Approx. 3 min. walk from Seibu-Shinjuku St. North exit/Seibu-Shinjuku line

Approx. 7 min. walk from Shin-okubo St. South exit/JR Yamanote line

Approx. 5 min. walk from Shinjuku-nishiguchi St. D5 exit/Toei Oedo line

附録8

ビジネス・キャリア検定試験®

ロジ検定 管理 オペレーション

1級・2級・3級・BASIC級（後援：厚生労働省／経済産業省／国土交通省）

※ロジ検定とはビジネス・キャリア検定試験ロジスティクス分野の通称です。

ロジ 検定

ロジスティクス管理とは？

荷主企業でロジスティクス業務をご担当の方、物流業でロジスティクスの企画・管理職等の業務をご担当の方など

試験範囲（概要）

物流の概念と物流管理、在庫管理、物流システム管理、物流コスト管理、物流情報システム

ロジスティクス・オペレーションとは？

物流業で輸送・保管・荷役・包装・流通加工のオペレーション業務をご担当の方、荷主企業で自主物流をご担当の方など

試験範囲（概要）

包装・荷役・MH・保管、輸配送システム、国際輸送、物流センター計画、物流センターの管理と運営

例えば、こんな問題です

ロジスティクス管理

3級

取引条件の見直しによる物流システム効率化に関する記述として不適切なものは、次のうちどれか。

- ア. 配送先数の絞込みは、平均納品ロットが拡大されるため、輸送・荷役コスト低減に繋がる。
- イ. 定曜日配送の導入は、納品先への輸送回数が削減されるため、輸送コスト低減に繋がる。
- ウ. 納品時の時間指定へ対応しないようにすると、配車の制約が削減されるため、輸送コスト低減に繋がる。
- エ. 配送単位の小ロット化は、納品先での荷下ろし時間が短縮されるため、輸送コスト低減に繋がる。

※解答はウラヘ

ロジスティクス・オペレーション

3級

荷役作業に関する記述として不適切なものは、次のうちどれか。

- ア. オーダーピッキングの基本的な方式には、摘み取り方式及び種まき方式がある。
- イ. ピッキングの作業方式には、デジタルピッキングやリストピッキング等がある。
- ウ. 仕分けコンベヤの仕分け方式には、浮き出し式、ダイバータ式、スライドシュー式等がある。
- エ. 貨物コンテナ等からモノを取り卸す作業は、デパレタイズと呼ばれる。

※解答はウラヘ

ビジネス・キャリア検定試験(ビジキャリ)とは?

厚生労働省が定めた職業能力評価基準に準拠した「職務を遂行する上で必要となる専門知識の習得と実務能力の評価を行うこと」を目的とした試験です。「人事・人材開発・労務管理」、「経理・財務管理」、「営業・マーケティング」、「生産管理」、「企業法務・総務」、「ロジスティクス」、「経営情報システム」、「経営戦略」の8分野について、1級からBASIC級まで設定されています。※一部未実施分野があります。各分野共通の特徴は以下のとおりです。中でも、「ロジスティクス」については、「公的資格試験」という特徴もあり、各界経営者層から物流に対する注目が高まる中、受験者数が毎年増加しています。

職業能力評価基準準拠	各分野とも厚生労働省が定めた職業能力評価基準をベースに設定されており、それぞれの分野で必要とされる知識が体系的に整理されています。
選べる学習方法	標準テキストや過去問解説集による自学自習の他、試験内容に準拠した通信講座の受講も可能です。(1級にはテキストや解説集はありません。)
低コスト	例えばロジスティクス BASIC 級の場合、受験料は 3,300 円、テキスト代は 2,200 円です。

ビジキャリQ&A

Q どのような活用方法がありますか?

A 主なビジキャリのご活用方法は以下のとおりです。他にも様々な場面でご活用いただいています！
具体的な活用事例はHPに掲載しております。

担当職務に必要な専門知識の
向上とスキルアップに!

社内で使用される専門知識の
共通化と知識レベルの底上げに!

試験結果を従業員の
昇進・昇格要件の一つに!

Q どのような企業が活用していますか?

A ビジキャリをご活用いただいている企業様の例は以下のとおりです。他にも多くの企業様にご活用いただいております。

株式会社 IHI / 株式会社あらた / イオングローバル SCM 株式会社 / 株式会社伊藤園 / 株式会社イワキ / 株式会社 VSN / 株式会社エイブルジャパン
AGS 株式会社 / 株式会社 NTT データ東海 / 株式会社 NTT ロジスコ / 株式会社 OKI プロサーブ / 株式会社オリエンタルランド / 株式会社オンダ製作所
京セラコミュニケーションシステム株式会社 / KDDI 株式会社 / 三和コンピュータ株式会社 / 株式会社資生堂 / シチズン時計マニファクチャリング株式会社
昭和電線ホールディングス株式会社 / 大和物流株式会社 / トピー実業株式会社 / 株式会社名古屋銀行 / パナソニック ES エンジニアリング株式会社
浜名湖電装株式会社 / 林純薬工業株式会社 / 広島 Law & Business 専門学校 / 株式会社ヒロテック / 福岡運輸システムネット株式会社 / 株式会社不二越
富士紡ホールディングス株式会社 / 株式会社ベルーナ / マルコメ株式会社 / 株式会社丸和運輸機関 / 三貴ホールディングス株式会社 / 森永乳業株式会社
リコーインダストリアルソリューションズ株式会社 (50 音順)

Q ロジ検定と J I L S (日本ロジスティクスシステム協会) の各種資格認定講座との違いは何ですか?

A それぞれ強みが違います。多くの従業員に共通的な専門知識を習得させたい場合は「ビジキャリ (ロジ検定)」を、さらに、専門知識の習得と企業事例や演習を通じて、実務での実践力・応用力を身につけさせたい場合は、「J I L S の講座」を是非ご活用ください。

【試験体系】	ビジネス・キャリア検定試験 (ロジスティクス分野)		JILS 資格認定講座・コース		
役員・経営幹部・ トップマネジメント			資格認定講座		
部門長・ディレクタ	1級ロジスティクス		ロジスティクス 経営士 資格認定講座		講座・コース
課長・マネージャー	2級 ロジスティクス 管理	2級 ロジスティクス・ オペレーション	物流技術 管理士 資格認定講座	物流現場 改善士 資格認定講座	国際物流 管理士 資格認定講座
係長・リーダー	3級 ロジスティクス 管理	3級 ロジスティクス・ オペレーション	物流技術 管理士補 資格認定コース		
スタッフ	ロジスティクスBASIC級				ロジスティクス 基礎講座
学生等					

JAVADA の「2・3級ロジスティクス管理」、「2・3級ロジスティクス・オペレーション」に合格された企業等での実務経験を有する方が、JILS の物流技術管理士補資格認定コースを受講できるようになりました。

 公益社団法人
日本ロジスティクスシステム協会
JAPAN INSTITUTE OF LOGISTICS SYSTEMS

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TEL: 03-3436-3191 FAX: 03-3436-3190
お問い合わせ: <https://www1.logistics.or.jp/contact.html>

JILS の資格認定講座・
コースのご案内はこちら

JILS 講座 


試験概要

試験日	前期 10月上旬 [1・2・3級]	後期 2月中旬 [2・3・BASIC級]
申請期間	前期 4月中旬～7月下旬	後期 10月上旬～12月中旬
受験料(税込)	1級 11,000円 / 2級 7,700円 / 3級 6,200円 / BASIC級 3,300円	

 **JAVADA**
JAPAN VOCATIONAL ABILITY DEVELOPMENT ASSOCIATION
中央職業能力開発協会
(職業能力開発促進法により設立された公的団体)

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TEL: 03-6758-2836 FAX: 03-3365-2716
<https://www.javada.or.jp/jigyuu/gino/business/index.html>

試験の詳細についてはこちら

ビジキャリ 



解答: 上からエ、エ