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A STUDY ON THE INTERNAL INCONSISTENCY OF THE JAPANESE WORKERS' EDUCATION MOVEMENT AFTER THE SECOND WORLD WAR

Teruo SASAKI

This study is intended to trace the trade union approach to workers' education during the 'occupation period' following the World War II. For this purpose the following documents were analysed:

- 1) educational clauses contained in policy declarations and rule-books of trade unions,
- 2) educational clauses in the 'model' agreements drawn up both by trade unions and employers' associations as guidelines for the affiliated organisations,
- 3) educational clauses in collective agreements reached through union-employer negotiations.

What has been observed from these documents is that although trade unions expressed concern over workers' education and tried to persuade the employers to provide the educational opportunities for the workers they failed to substantiate this claim through negotiations. This is perhaps because trade union movement grew under the protective policy of the Occupation Forces and therefore was not mature enough to realize the significance of workers' education for better working life and human dignity.

A PROPOSAL CONCERNING THE REORGANIZATION OF THE VOCATIONAL TRAINING CURRICULUM

Kazutoshi TANAKA

The initial training for young school graduates at the vocational training centres is given in line with the 'Standard Curriculum' which is drawn up for theory and trade practice separately. And while this 'Standard Curriculum' is reviewed from time to time by the central authorities and also considerable efforts are made by the individual instructors to translate it into instructional terms, little attempt has been made at the level of the VTC to develop a curriculum best suited to its specific needs.

In this paper the author argues that the 'Standard Curriculum' is imperfect for practical application because it is concerned only with the 'scope' or the contents of the subjects to be taught and not with the sequence in which they are taught, and presents a new approach and method whereby curriculum improvement could be achieved at the level of the VTC.

The findings from this experimental study suggest that this new approach would be beneficial not only to the trainees but also to the instructors as well.

LABOUR MOBILITY AND VOCATIONAL TRAINING

— The Case of Younger Workers —

Terutaka IZUMI

This paper analyses the situation of labour mobility of younger workers and their training needs in the course of their movement. A survey was made of younger trainees enrolled in the public vocational training centres and having experienced displacement previously.

The findings are as follows:

- 1) Many of them are in the stage of job exploration and their separation rate before enrollment is very high.
- 2) Job changes improve their wage level, but at the same time result in less stability of employment and less satisfaction with the new job.
- 3) The main motivation for entering the VTC is not only the intention to acquire skills but the desire to move upward within the stratification system by means of job changes from blue collar jobs to technologist or self-employed or of acquiring certain occupational qualifications.

These findings show that the public VTCs are functioning as facilities for recurrent education or training which would enable the young job changers to move upward within the stratification system.

STABILITY OF VOCATIONAL INTEREST IN THE PROCESS OF VOCATIONAL TRAINING

katsuya TODA

The main aim of this study is to investigate the stability of vocational interest in the process of vocational training.

The Fujiwara Vocational Interest Test was administered to 1,078 trainees 15 and 17 of age. The subjects were composed of 13 groups, and test-retest correlations coefficients of each group ranged from 0.54 to 0.74.

The findings of this study would seem to have implications for guidance : vocational interest tests should be used cautiously in the case of trainees of around 15 years of age.

THE THEORETICAL AND UNIVERSAL METHOD OF SKILL ASSESSMENT —Basic Skill of Welding —

Kazuo KOGA, Sakae MIYAMOTO & Torao OKANO

One acquires perfect-level skill out of non-skill through his effort to remove unskillfulness. Dr. Koga, by using the theory of probability, devised the universal measure for skill assessment which sets up full-fledged skill level as mark 60 and first-class skill level as mark 90. Before, he had successfully applied it to a turning skill.

In this paper, we clarified the method which applies the above measure to a basic welding skill. Based on the figures gotten from both height and width dispersions and sectional area of reinforcement, and also from degree of defect caused by bending test, the fully reliable result was obtained.

INTERNATIONAL STANDARDS FOR VOCATIONAL TRAINING

— 'Human Resources Development' Convention and Recommendation 1975 and Their Implications —

Toshio ISHIKAWA

The International Labour Conference has adopted at its 60th session a Convention and a Recommendation concerning Vocational Guidance and Vocational Training in the Development of Human Resources. The original proposal was made by the International Labour Office to review the existing international instruments concerning vocational guidance and vocational training with a view to adopting a new instrument to supplement them. As a result of the final decision made after the double-discussion procedure, a new Convention and a Recommendation have been adopted and the previous Recommendations Nos. 87, 101 and 117 were superseded.

This article is intended to outline the background, major points raised during the course of discussion at the Conference and contents of the new instruments which have now become the only comprehensive international instruments concerning vocational guidance and vocational training, and also to comment on the implications which they may have on vocational training in member countries and Japan in particular.

A NOTE ON THE MODULAR TRAINING SYSTEM

Motosuke MUNAKATA

The International Labour Organisation has developed the 'Modular Training System' for employable skills to be applied to the member countries, especially to the developing countries. This article is intended to examine and comment on the characteristics of this Modular System. The system is significant as a social institution, but there seems to be some shortcomings when applied in actual learning situations. The basic principles of curriculum formation are not familiar with the Japanese training system, mainly because of the different conceptualisation of 'employability'. When adequately modified, however, this system will be applicable to the training of certain categories of people, e. g., aged unemployed or workers in small-scale industries where labour mobility is comparatively high.