

**Corporate Participation in Career Development Assistance of
Youth:
Partnership with Schools, NPOs and the Government**

(The Ministry of Health, Labour and Welfare Commissioned Research)

Summary

Authors

- Osami Yoshida (Research Director, the Japan Institute for Labour Policy and Training)
- Hideo Shimomura (Deputy Chief Researcher, the Japan Institute for Labour Policy and Training)
- Takayuki Komoda (Temporary Research Assistant, the Japan Institute for Labour Policy and Training)

Research participants

Members of the Study Group on Youth Career Preparation in Collaboration with Companies:

- Tadashi Ijuin (Adviser, Disco Inc.; former Chief Adviser, Placement Office, Hitotsubashi University)
- Mitsuo Oneda (Senior Research Fellow, the Japan Institute for Labour Policy and Training)
- Shu Kimura (Visiting Professor, Takushoku University)
- Shinji Kirimura* (Adviser, Furukawa Electric Co., Ltd.; Member, Committee on Education and Human Resources Development, Nippon Keidanren)
- Kiyotoku Kojima (Teacher, Izumi High School, Kanagawa Prefecture; Chairman, Kanagawa Prefecture Conference on High School Career Guidance)
- Takao Mimura (Associate Professor, Joetsu University of Education)

Observer: Infrastructure Preparation Section, General Affairs Division, Human Resources Development Bureau, Ministry of Health, Labour and Welfare

* Chair

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Issues and viewpoints of analysis

1. Background

As indicated by an increase in the jobless, labor separation, and job changes as well as high unemployment rates, many young graduates today have problems making decisions about their future and are at a loss, unable to enter into stable occupations and careers. Problems related to occupations and careers of youth are gaining attention as a serious social issue.

In fiscal year 2003 alone, experts and academics from a number of fields addressed this issue and presented various reports and proposals. For instance, industry groups and government agencies, including Japan Association of Corporate Executives (2003), the Cabinet Office (2003), Nippon Keidanren and the Japan Chamber of Commerce and Industry (2003), the Strategy Council to Foster a Spirit of Independence and Taking on Challenges in Youth (2003), the Elementary and Secondary Education Bureau of the Ministry of Education, Culture, Sports, Science and Technology (2003), the Human Resources Development Bureau of the Ministry of Health, Labour and Welfare (2003), Nippon Keidanren (2003), and Japan Productivity Center for Socio-Economic Development (2003), raised various issues ranging from changes in the labor market to awareness of the youth and the state of education. Nippon Keidanren and the Japan Chamber of Commerce and Industry (2003) announced the “Joint Proposal on Employment Promotion and Human Resources Development of Youth,” in which the industry groups made proposals on specific measures that the public and private sectors should cooperate in implementing and on the efforts that should be made by the business community. On the government side, the Ministry of Health, Labour and Welfare, the Ministry of Education, Culture, Sports, Science and Technology, the Ministry of Economy, Trade and Industry, and the Cabinet Office drew up the “Plan to Foster a Spirit of Independence and Taking on Challenges in Youth” and are implementing a wide range of measures (see appendage at the end of chapter).

An awareness common to these reports and proposals is that society as a whole should address this issue of youth and occupation. During the period of rapid economic growth, the issue of youth and occupation, particularly of high school graduates, was regarded as something that should be dealt with through career guidance in the school. At times when schools’ career guidance was properly functioning and students were making smooth transition from schools to the workplace, it was considered that schools were fully capable of dealing with the issue.

With more students advancing to college, reduction in the number of job openings for

college graduates, and changes in students' perception of careers today, it is becoming difficult to deal with the issue solely through school's career guidance. Moreover, review of the long-term employment system and diversification of working styles has altered the relation between the company and employee, and there is a trend where workers are required to develop their careers on their own responsibility. In this current, newly graduating students must set their direction for the future and select their careers for themselves. As a result, young people who do not have sufficiently developed their awareness about careers are facing significant difficulties when looking for employment and in forming their careers and going through their vocational life, as they lack sufficiently independent views on work and occupation.

2. Participation of companies in supporting youth's career development

Against this background, experts from various fields have looked at cooperation between companies and schools in their reports and proposals as one of the measures for addressing the issue of youth and occupation, as schools are now incapable of dealing with the issue alone.

For instance, Nippon Keidanren (2003), in its "For Formation and Enhancement of Youth's Perception of Work and Occupation: Proposals on Concrete Measures that can be Implemented by Companies," called for "corporate support for school education designed to help students form an outlook on occupation" and "reinforcement of industry-school cooperation to expand such school education." To achieve these goals, Nippon Keidanren made concrete proposals for "dispatch of businesspeople as lecturers in career design programs," "cooperation in expanding internship programs," and "enhancement of companies' appeal for youth." The Cabinet Office's Human Potential Strategy Study Group (2003), in its report entitled, "Allowing Youth to Have Dreams and Goals and Increasing Their Motivation: Social System for Trust and Cooperation," insisted that companies should strengthen ties with schools and regional communities, and made concrete proposals for "companies' participation in career education," "companies' cooperation in students' general studies," and "dispatch of personnel to schools."

The aim of these proposals is mainly to help young people become aware of their positions and establish an independent outlook on work and occupation by encouraging companies to participate in school education and provide information about the realities of corporate society to today's youth. In other words, students will learn about some aspects of the real world through visits and practical experience, which are incorporated into schools' career guidance programs. Through this experience, they will get an idea

about what it means to work and about vocational life. They will also understand the need for basic social behavioral patterns and for basic academic aptitude, what they will be doing in their careers, and what they will need to study at school in order to realize their goals. It is expected that as young people increase their interest in and awareness of society beyond the scope of their schools, collect information about society, set their goals from the early stages of schooling, and study towards those goals, they will be able to find employment in work that matches them, thereby preventing early separation from work.

3. The meaning of considering companies' participation in youth's career development

One of the keys to the success of various youth employment measures proposed today lies in the awareness of youth themselves. Young people need to have a positive, independent outlook on work and occupation, particularly at a time like today when the labor market for youth is changing. It is therefore essential to prepare a system for raising each young person's awareness and supporting them to set their future goals for themselves.

Collaboration between schools and companies has been launched in the form of visits and field trips to companies' workplaces for junior high school students and internships and lectures delivered by businesspeople for senior high school students. These efforts have had a certain level of success, confirming the effectiveness of industry-school partnership in youth's career development.

As progress is made in cooperation between schools and companies, however, problems related to implementation of the programs and tasks that should be addressed in order to build a better partnership have gradually come to the surface. For instance, there are problems related to the actual implementation of the programs such as the difficulty in finding companies that will accept field trips, the difficulty in incorporating internships into schools' regular curricula, the lack of motivation on the part of interns, and the manpower and economic costs required for receiving students.

The partnership between schools and companies is now past the launch phase and moving towards the next phase. By closely examining the problems and tasks that have been identified and taking appropriate steps to address them, cooperation between schools and companies can develop in its scope and effectiveness. On the contrary, if steps are not taken quickly enough, it is highly probable that the partnership for supporting youth's career development will be deadlocked. There is a need to identify from past experience what needs to be done to establish the partnership as an effective social system.

4. Identification of issues related to corporate support in career development

For the purpose mentioned above, our study group first considered some of the points that companies should bear in mind when participating in activities that prepare youth for their careers and issues that have been identified regarding companies' support for such activities and regarding collaboration among companies, schools, and other organizations.

The study group, after examining the content of the reports and proposals that had been published, held a free discussion to clarify issues related to companies' support for youth's career development. The issues identified by the study group are as shown below.

(1) Issues related to schools

- Departments for preparing youths for their careers have not been established in schools. School teachers seldom visit companies.
- Teachers or departments responsible for supporting youth in their career development may have little say in schools.
- Companies offering internship programs want to accept students from particular high schools or students with particular talent. While schools need to provide preliminary guidance to students, that alone is not enough.
- Some schools hesitate to participate in internship programs, because companies' requirements of students are a burden to schools.
- The need to negotiate directly with companies increases the workload of teachers. This situation is probably the same with companies. There is a need for an intermediary organization.
- An objective of companies' support in school education is to allow students to learn about the workings of society through their observation of companies and to help them think about the meaning of work. This can be provided through visits to companies, experience of working inside companies, and giving students training on specific themes. Companies can provide place for work, facilities for education and training, personnel, knowledge, technology skills, information, and funds.

(2) Issues related to companies

- Companies only have fragmentary understanding about changes in youth's perception.
- Information on youth is not reaching companies in ways companies can properly understand the current state of youth.

- Companies should give up the idea of simply hiring graduates when they finish schooling. Companies should have the willingness to cooperate with schools in career education of students.
- Companies need to change from passively responding to requests made by schools, as the situation is now, to making an active effort to understanding the objectives of schools' programs and promoting students' career development.
- What are companies doing to assist in career education? What are their views? What are the problems and issues?
- Are companies providing information to schools and young people about the state of youth employment, employment based on abilities, allocation and transfer of posts, vocational experience, training of employees to become independent professionals, vocational development, and review of the management structure (including companies' measures to reduce the number of *freeters*, or job-hopping part-timers)?
- Companies need to clarify the concept under which they will be participating in education.
- Companies should have the attitude of cooperating in career education rather than cooperating in elementary and secondary education.

(3) Issues related to collaboration between companies and schools

- Companies, schools and other related organizations do not share a common understanding on youth's career development. A coordinated effort has not yet been launched.
- There is lack of communication between schools and companies on schools' educational design, the current state of students, and the positioning of the curricula as well as the content of companies' business and attitude in receiving students.
- Schools and companies should collaborate in career education so as to develop human resources for the regional community. They should approach career education from the viewpoint of consistently supporting students' career development from primary schools.
- The concept is to develop human resources for the local community. An organization or staff that serves as an intermediary between schools and companies should be established. This kind of a system, which may also include the participation of NPOs, is being built in recent times, but has not been successful as the cases in the U.S. Career preparation committees at local communities and at schools' or companies' should collaborate as coordinators in providing and

exchanging information on methods and other information of career preparation.

- Schools and companies should promote communication on what they need to do to raise students' awareness on work and occupation, how they need to be involved, what they can provide, and what information they need. Based on this in-depth understanding, they should launch timely and effective programs.
- An ideal model of collaboration between companies and other related organizations is probably a regional partnership of school, companies, and the government.

(4) Issues related to corporate support in career development

The above arguments made by the members of our study group can be summarized as shown below for each heading of "issues related to schools," "issues related to companies," and "issues related to collaboration between companies and schools."

① Issues related to schools: Schools already have a history of collaboration with companies in the form of students' field trip to workplaces, students working in companies, and internships. However, schools' objective in collaborating with companies is either unclear or not properly communicated to companies. One of the reasons for this is that schools do not necessarily have a sound career guidance system.

Universities' career guidance, which is undergoing drastic changes, must be studied. Career guidance at senior high schools must also be surveyed. From the past experience of collaborating with companies regarding career guidance, the staffs responsible for career guidance at schools are beginning to realize what the problems are. Still, there may be a "gap" between what companies and schools recognize as problems. By examining the practical problems related to collaboration, issues related to schools in considering corporate participation in youth's career development can be identified. We believe it an urgent task to present appropriate measures and propose practical models.

② Issues related to companies: Companies do not have a sufficient grasp on the general picture of today's youth, including the changes in their perception. One of the reasons for this is that companies' primary interest has been in youth as a source of human resources. Companies will need to have a principle by which to define the position of youth and treatment of youth. Companies must have clear objectives and attitudes of supporting youth's career development.

As a result of actively accepting students at the request of schools, in an arrangement separated from employment, companies are beginning to contemplate "what youth

means to them.” They are reconsidering the meaning of their participation in youth education. We believe that examining companies’ response to accepting students in their workplaces will provide us with the materials for considering the future of corporate support in youth’s career development.

③ Issues related to collaboration between companies and schools: Communication among companies, schools and other related organizations is insufficient, and they do not share a common understanding on the issues. Partnership between companies and other organizations will necessitate development of human resources for local communities and will require a coordinator for that purpose. There should be sufficient communication and mutual understanding before the parties enter into collaboration.

For companies to support youth’s career development, mutual understanding must be promoted in cooperation with schools and other organizations, which have different organizational cultures. This will require a specialized organization that serves as an intermediary. There are a number of NPOs and other organizations that bring companies, schools and other related organizations together in supporting youth’s career development. We believe that efforts made by these organizations, which are already active and have excellent track record, will serve as our reference in examining collaboration in which companies are participating.

5. Objective of our study group

As the results of our study group’s discussions and identification of issues, our survey and research will be conducted from three angles as shown below.

1. What are the issues that must be addressed before “corporate participation” in career development assistance can move onto the next stage?
2. Which types of “corporate participation” in career development assistance should be considered as practical models? What are the concrete ideas for promoting such models?
3. What missions and roles do companies, schools, government, and NPOs have within the framework of the practical models?

① While policy proposals at different levels are made by government agencies and industry groups, an understanding of more practical issues is necessary to realistically

promote collaboration with companies. Pioneering efforts made by the government, industry groups, and academics in varied fields have made steady progress. Meanwhile, problems and issues have also come to the surface. Those directly involved in the move towards “corporate participation” must recognize a wide range of issues. Some of them we must be aware of and address in order to be able to move on the next stage. One approach may be to ask which of Japan’s systems, institutions, and practices are making corporate collaboration in career development assistance difficult. In our study group, we move a step further and inquire what needs to be done next.

② A set of practical models for “corporate participation” will also need to be prepared at this stage and in accordance with the situation in Japan. Career guidance and career education have been carried out in Japan using various programs developed in advanced countries in Europe and the U.S. as models. As Japan has now successfully assimilated such advanced models, we can explore ways to set new models of corporate collaboration that are suited to the situation in Japan. Japanese models will inevitably be required for companies’ youth employment, school education, regional communities, and government in Japan.

③ To attract participation of a greater number of companies in supporting youth’s career development through deliberating on the above issues, we need to illuminate the missions and roles of not only companies, but also other entities that support in career development, such as schools, the government, and NPOs. How should related organizations work together in order to have a greater number of companies participate in career development assistance for youth? How should the environment be prepared for that purpose? In considering “corporate participation” in career development support, we need to discuss to explore practical ways which will lead to companies’ positive cooperation with other related organizations in supporting youth’s career development.

6. Research method of our study group

Based on the above discussion, we conducted the surveys shown below with the purpose of deepening our understanding on the quintessence of industry-academic collaboration.

- A survey on university placement offices
- A survey on high school career guidance offices
- An interview survey on companies and NPOs

(1) A survey on university placement offices

We sent question sheets to placement officers at 625 universities and colleges (including technical colleges) in Japan. There were 325 replies (response rate of 52.1 percent). Questions were asked on such topics as “placement measures currently implemented,” “problems related to students who do not respond to the placement measures,” “measures for students who do not respond to the placement measures,” “placement through collaboration between universities and companies,” “future placement guidance at universities,” and “issues for the future.”

(2) A survey on high school career guidance offices

We sent question sheets to 207 career guidance officers at high schools in the Kanto region. The question sheets were composed mainly of questions that asked career guidance officers to write freely about problems they had regarding career guidance. We received 115 replies (response rate of 55.6 percent). Questions were asked on such topics as “internships,” “cooperation with companies in career guidance,” “reasons of difficulty in collaborating with companies,” and “roles of government agencies.”

The reason we asked career guidance officers to write freely about the problems is that we could not conduct a large-scale survey on the national sample of high school career guidance officers from time and budget constraints. Therefore, the survey was designed not so much as to obtain an overall picture of the state of high school career guidance, but rather to have career guidance officers freely express their views from their day-to-day experience. We believed that rather than trying to capture an overall picture of high school career guidance from an unrepresentative and biased sample, it would be better to collect information of substance. As an intermediate approach between a large-scale survey using questionnaires and an interview survey, we carried out this survey in which the respondents were asked to write freely about their views.

(3) An interview survey on companies and NPOs

We conducted an interview survey on 12 organizations, including 6 advanced companies that were actively involved in internships, 5 NPOs that were engaged in support of career development with participation of companies, and a company whose principal business was providing assistance for youth’s career development. The questions covered such topics as “state of internships or other activities,” “problems related to operations,” “NPO’s roles,” “support that can be provided by companies,” “ideal collaboration between companies and schools,” and “support provided by the government.”

While, for this survey, we interviewed companies that offered internship programs,

corporate participation in youth's career development assistance is not necessarily limited to internships. It may also include various kinds of programs such as smaller programs that provide students with an opportunity for working within a company, dispatch of businesspeople to schools as lecturers, and interview of people by students. Internship programs, however, are most costly for companies to run, and many companies that provide internships are also involved in other kinds of programs. For this reason, we surveyed companies that offered internships and studied their other activities besides internships as well.

For this interview survey on companies and NPOs, we focused on companies and NPOs that were involved in progressive programs. Their number, however, is not many. In one respect, we carried out this survey as a preliminary survey for collecting information for larger surveys to be carried out in the future in different fields.

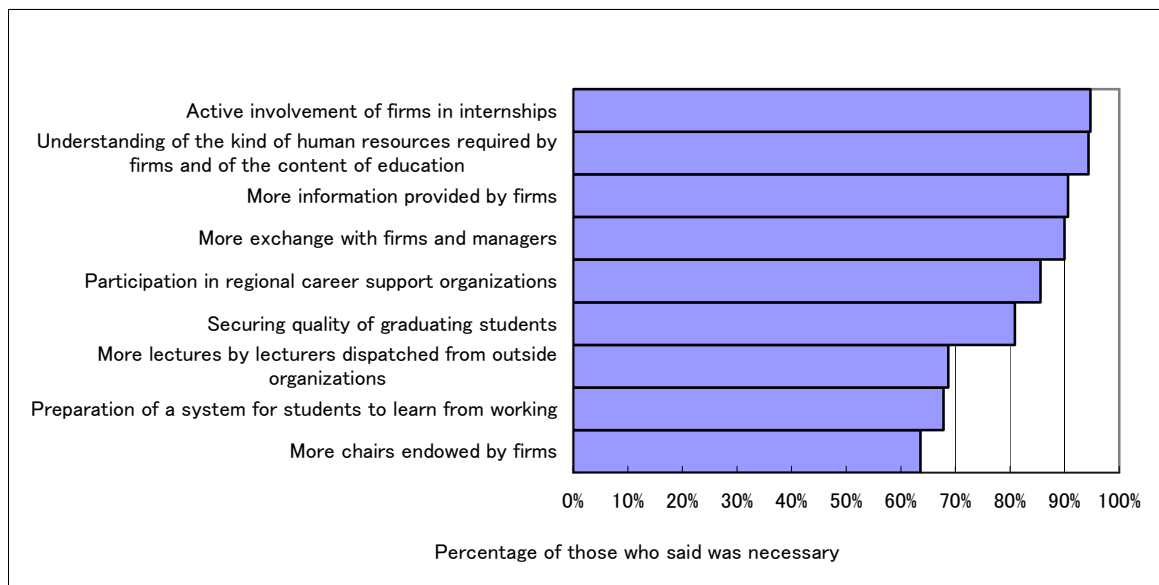
Outline of research results

Results shown below were obtained for each of the surveys.

1. Survey on universities

Placement measures at universities have not necessarily been smoothly implemented. Students' motivation is also low. To break this deadlock, universities recognize the need for collaborating with companies. However, as in the case of internship programs, there are problems related to clarification of objectives and establishment of a system for promoting partnership with companies. Universities will also need to reinforce career guidance for younger students.

Figure. Placement assistance through collaboration between universities and companies



2. Survey on high schools

While high schools are very much interested in internships, they have difficulty finding companies that will accept their students. There are also problems related to the objectives of internship programs and how they are run. In particular, there is a need for a neutral organization that will coordinate between high schools and companies. While schools hope to link career guidance with general guidance on students' aptitude and basic lifestyle, it is difficult to obtain a consensus within schools about the issue of students' career decisions. There is a need to explore ways to provide career guidance based on the premise that many students will be going to universities

and colleges while many students are not motivated about developing their careers.

3. Interview survey on companies

Companies can take in only a certain number of students in their internship programs. In addition to such incentives for companies as opportunities for social contribution (regional contribution) and public relations, the environment should be prepared so that companies can benefit from internships in terms of employment and in other areas. On the other hand, it is believed that schools should raise students' awareness about internships at least to a certain level. Objectives, significance, and content of internship programs should be continuously reviewed and widely publicized.

Points to consider when conducting internship programs (comments by surveyed companies)

- The problem is not with schools but with companies. The companies that take in the students do not have proper understanding about internships. They think they shouldn't allow students to work or they should only provide training or they need to prepare a special curriculum for internship, whereas what they should really do is to let students experience regular work. If that experience benefits the students as a result, that would be fine. This is our concept of internship. (A local shipbuilding company)
- The receiving side needs not be too attentive to the interns. They should just have the students work together with other employees, and let the students learn something from it. We believe that is enough. (A local food company)
- We started out by doing what we could do. We decided which school to take in interns from and prepared a curriculum by trial and error. (A chemical company in Tokyo)
- It becomes easier to conduct internship programs each year. For instance, our systems department includes a summer internship in their schedule each year. (A local food company)

4. Interview survey on NPOs

By carrying out projects meticulously and thoroughly as appropriate according to individuals students, NPOs are supporting and sending them into the labor market as young people who have unique advantages. Many of them assist teachers in their educational activities and have been successful at coordinating with companies. They are considerate of the school culture and participate in programs with educational backbone and interest. On the other hand, their activities are limited by the

constraints of staffing and budget, and require support in order to have their activities recognized in society.

5. Policy implications

① Key points of corporate participation in career development assistance

- Varying career development assistance in accordance with the readiness of young people.
- Increasing companies' motivation and using their resources for career development assistance as much as possible.
- Coordinating among supporting entities such as schools, companies, and NPOs.

② Five practical models of corporate participation in career development assistance

- Open employment-oriented internship model
- Educational internship model (high-added-value-type)
- NPO-led internship model
- Educational internship model (general-type)
- School-led career development model

Table. Practical models of corporate participation in career development assistance

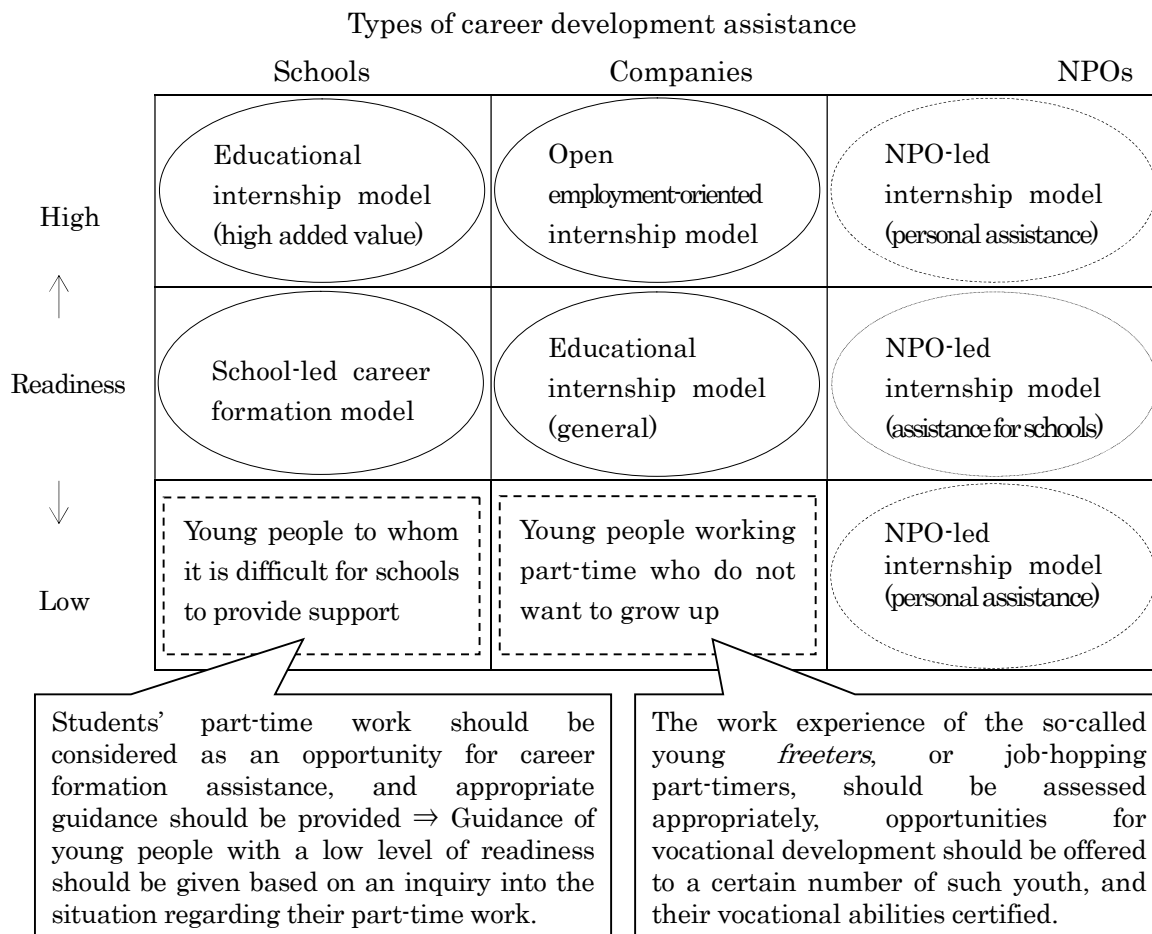
	Open employment-oriented internship model	Educational internship model (high-added-value-type)	NPO-led internship model	Educational internship model (general-type)	School-led career development model
Interns	Young people with a high level of readiness and motivation	Young people with a relatively high level of readiness and motivation to go through unique educational programs	Young people with both high and low levels of readiness and motivation	Young people with an intermediate level of readiness and motivation	Young people enrolled at schools
Role of companies	Announcement of internship program on websites. Development of advanced internship programs.	Accepting young people who have acquired specialized knowledge and skills and running result-oriented or advanced internship programs	Cooperating with NPOs upon request	Running internship programs at the request of schools and providing students with an opportunity to experience corporate activities	Dispatching businesspeople to schools upon request to hold lectures and welcoming students' request for interviews
Cooperation with other organizations	NPOs' efforts to instill a high level of motivation into students. Effective career guidance at schools to help young people have clear awareness about occupation.	Collaboration between NPOs and companies in developing unique educational programs	Cooperation with the government (budgetary support, certification of NPOs, etc.)	Establishment of special organizations for coordinating between companies and schools and securing assistance from specialized staff	Partnership with NPOs that assist schools (dispatch of lecturers, organizing classes, etc.)
Advantages to be had by companies	Education can be provided to highly conscious young people. Companies may be able to gain other benefits in terms of business performance.	Possibility of better business performance through acceptance of young people with added value. Advanced education of young people with specialized knowledge.	Opportunity for reviewing corporate activities in line with companies' mission	Companies' contribution to the regional community, public relations in the broad sense, and interaction with youth.	Companies' contribution to the regional community (including maintenance of networks, PR, etc.)
Note	The environment should be prepared to facilitate companies to conduct this type of internship programs	Interns can be differentiated from interns in other types of programs by educating them under a unique program	There is a need to invest time and labor. There is also a need to have a thorough understanding of	Establishment of special organizations for coordination and training of specialized staff. Clarification of the need	This model forms the foundation of other models. Its objective is to develop in interns a basic level of

	(year-round recruitment of new graduates, etc.)	prepared by a specialized institution within schools	the meaning and concept of personal support.	and objective of internship. Raising the awareness of interns.	readiness.
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③ Degree of young people’s maturity on matters of careers and roles of schools, NPOs and companies as supporting entities

In the figure below, the axis of ordinate shows the level of young people’s readiness. The higher up the ordinate, the more the assistance is directed towards young people with higher levels of readiness. On the other hand, the axis of abscissa indicates the types of career assistance programs. The further to the right on the abscissa, the more the programs become personal and assistance is provided mainly by NPOs. In contrast, the further to the left on the abscissa, the more the programs are based on curricula for large groups and assistance is provided principally by schools. Therefore, when providing support for young people with a high level of readiness, for instance, the “educational internship model (high added value)” is appropriate for programs based on curricula for large groups, the “NPO-led internship model (personal assistance)” for personalized programs, and the “open employment-oriented internship model” for programs that lie somewhere in between the two.

Figure. Degree of young people’s maturity on matters of careers; roles of schools, NPOs and companies; and possibility of career development assistance for young people with a low level of readiness (balloon)



④ Mission and role of schools, companies, NPOs, and the government

[Schools' mission and role]

(1) Instilling basic awareness about career development in young people

Schools have an important role to play in helping young people form their careers. Building in young people the least required foundation for career development through school education has a decisive impact on whether they will be able to successfully form their careers after graduating from school. Any programs for assisting in young people's career development will not be fully effective unless such programs are designed to encourage their awareness about themselves, willingness, and motivation. While efforts made by schools on a continuous, daily basis are often depreciated, schools nonetheless are most suited to carrying out intensive group programs with a clear sense of purpose for helping in the career development of a large number of young people. Even with regard to more personalized, one-to-one support, schools have contact with students consistently and have a richer source of information on individual students and their past records than any other organizations. Schools will inevitably need to make a school-wide effort to respond to current trends such as the rapid changes in the workplaces brought about by globalization and advancement of IT. Schools can play an important role in instilling basic awareness about career development into young people.

(2) Cooperation with outside organizations to provide education that promotes social independence of youth

While the consciousness of faculty members and students can easily be confined within the enclosure of schools, efforts should be made to direct their attention to outside schools and to society through field trips and experience outside schools. For this purpose, schools should collaborate with and actively utilize companies and NPOs. They should also continue to discuss with companies, NPOs, and the government on the question of what kind of young people schools are trying to send out to society. They need to review their current curricula, request the cooperation of outside organizations, and positively utilize external resources.

(3) Clarifying schools' goals in career development assistance

When cooperating with other organizations, schools need to clarify the objectives of the cooperation. The more schools have clear goals, the easier it is for companies to respond positively. In particular, in reinforcing partnership with outside organizations and as soon as schools have contact with companies, NPOs, and other organizations,

schools will need, in order to maintain their initiative in matters of education, to explicitly explain to outside organizations their educational philosophy and objectives of guidance for career development. Companies that accept interns are also calling for schools to clarify their objectives.

[Companies' mission and role]

(1) Playing an active role in youth's career development

Companies do not always decide to participate in career development assistance for youth because their participation was requested by schools or because it constitutes a part of companies' social contribution. It should be re-emphasized that career development assistance essentially reflects the needs of the business world and the industry as a whole. Companies' active interest in career development assistance and acceptance of interns is indicative of their "lack of human resources" and "a sense of crisis" that they cannot obtain the needed talents who would become the next generation of industrialists. In some respects, companies' active role in youth's career development contributes to realizing their own requirements. For this purpose, companies will also need to consider training of personnel who will engage in career development assistance.

(2) Providing educational opportunities to the bearers of tomorrow's industry

Since companies have an interest in young people's career development as an employer of youths who will become a major force for promoting industrial and regional activities in the future, companies should recognize the need to provide educational opportunities to those youths. All companies that already accept interns emphasize the value of providing education to young people, and the mental burden of accepting interns declines from year to year. It has been observed that if companies can afford to take in young interns and give them even supplementary work, it will have a considerable educational effect. It shows that educational opportunities provided by companies are that much valuable and effective.

(3) "Education" as an expression of corporate activities and philosophy

While striving to gain necessary economic profits in a severe business environment, many companies try to express their unique corporate philosophy, and youth education can be one way of expressing their corporate philosophy. Moreover, observing corporate activities from the standpoint of "education" provides an opportunity to reexamine the conduct of one's own company. Introducing into a company a culture of

interacting with and educating youth will also have, in many aspects, a positive effect on career development within the company.

(4) Implementing positive measures for *freeters* and other youths in unstable employment

There is a serious issue related to providing career development assistance to young people who become jobless after graduating from or dropping out of school and young people in non-regular employment such as those working as *freeters*, or job-hopping part-timers. Companies' cooperation is indispensable in addressing this issue. In order to secure human resources for future stability and development in different industries, companies should accurately evaluate work experience of youths in unstable employment, provide them with opportunities for vocational development, implement other positive measures, and prepare the environment for giving such young people a chance to work as regular employees.

[NPOs' mission and role]

(1) Promoting the use of resources through agile, flexible activities

NPOs can be defined as organizations that promote the use of resources owned by schools, companies, and the government for career development assistance and that carry out unique programs to obtain results effectively. Generally, NPOs can maneuver more easily, provide timely, agile, flexible, and attentive response, accumulate its own expertise, and offer support from a neutral standpoint in areas the government cannot provide service. For collaboration in which NPOs are a part, it is important that NPOs act as an intermediary for users to access and use the vast resources owned by schools, companies, and the government. As a step to preparing the environment for and facilitating NPO activities, the activities of first-rate NPOs involved in advanced projects for career development assistance can be widely publicized so as to increase recognition of their activities in society.

(2) Assistance that features NPOs' unique attributes

From personnel and physical constraints, there is a limit to the scope of projects that NPOs can run independently. NPOs' unique attributes can be utilized, for instance, by having them submit assistance proposals for limited-term projects in a competition calling for novel ideas and innovations on particular themes and issues, and have them test run the projects. Since there is a wide variety of NPOs, the government will need to cooperate positively with suitable NPOs and publicize their achievements in order to

help raise the social standing of NPOs.

(3) Supporting detailed assistance backed by NPOs' own information networks

NPOs maintain extensive partnerships through their own information networks. Through mutual cooperation with such partners, they can uncover grass-roots demand that goes unnoticed by the government, and provide swift, timely response to separate needs. The government, companies and schools should maintain close communication with NPOs at all times and provide appropriate follow-up.

[Government's mission and role]

(1) Cross-utilization of resources for career development assistance

When considering corporate participation in career development assistance for youth, the mission and role of the government will be to respect and encourage initiatives taken by each entity while maintaining a balance in the overall framework and ensuring that resources owned by separate entities for career development assistance are widely and smoothly distributed. Although schools, companies and NPOs have vast resources today, those resources are hardly interrelated. By removing barriers between those organizations, efforts for career development assistance will be systematically linked so that synergy is generated for more effective assistance.

(2) Establishment of special organizations for coordination among entities and training of specialized staff

Schools are specifically requesting intermediary support provided by special organizations that can coordinate between companies and schools and by specialized staff. Such organizations should be neutral and impartial, public, familiar with schools' circumstances, and trustworthy. Coordination should include training of experts who are familiar with the situation of both companies and schools, training of specialized staff for development of educational programs and career guidance, and systematic activities carried out by a number of experts who can provide correct advice to both companies and schools.

(3) Becoming a center of networks providing specialized support in regional areas

At the present stage, networking of entities that provide specialized regional assistance is needed as the first step. In this effort, government agencies and particularly local governments are expected to play an active role. There are different issues in different regions with respect to career development assistance for youth.

For instance, the way in which internship programs are carried out and the significance of school education are not the same in urban and rural areas. Some local governments are already vigorously promoting partnership with NPOs. If such moves spread to other areas as well, it would promote organization of career development assistance programs that are matched with the characteristics of each region.

Chapter 1: Issues and viewpoints of analysis

1. Background
2. Participation of companies in supporting youth's career development
3. The meaning of considering companies' participation in youth's career development
4. Identification of issues related to corporate support in career development
5. Objective of our study group
6. Research method of our study group

Chapter 2: State of career guidance at universities

1. Issues
2. Placement measures currently implemented
3. Problems related to students who do not respond to the placement measures
4. Measures for students who do not respond to the placement measures
5. Placement through collaboration between universities and companies
6. Characteristics by type of universities
7. Characteristics by size of budget and staff allotted to career guidance
8. Future placement guidance at universities
9. Issues for the future

Chapter 3: State of career guidance at high schools

1. Issues
2. Method of survey
3. Cooperation with companies in career guidance
4. On internship programs
5. Use of external staff for career guidance
6. Reasons collaborating with companies is difficult
7. Collaboration between schools and companies
8. Future placement guidance at high schools
9. Requests for the government
10. Summary

Chapter 4: Companies' approach to internship

1. Issues
2. Outline of the method of interview survey
3. Issues related to acceptance of interns

4. Reasons for accepting interns
5. Possibility of different types of internship programs
6. Requests to schools regarding internships
7. Companies that can accept interns with relative ease
8. Assistance that companies can provide
9. The kind of support requested to the government
10. Summary: towards diversified internship programs

Chapter 5: NPOs' efforts related to career development assistance by companies

1. Issues
2. NPOs' efforts (1)
3. NPOs' efforts (2)
4. NPOs' efforts (3)
5. NPOs' efforts (4)
6. NPOs' efforts (5)
7. Companies that are making similar efforts to NPOs
8. Summary

Chapter 6: Practical models of corporate participation in career development assistance

1. Issues
2. Key points in preparing practical models of corporate participation in career development assistance
3. Future roles of supporting entities
4. Framework for career development assistance that is adapted to diversity of young people
5. Five practical models for corporate participation in career development assistance
6. Summary

Chapter 7: Future career development assistance: mission and role of companies, schools, NPOs, and the government

1. Towards career development assistance for youth
2. Schools' mission and roles
3. Companies' mission and roles
4. NPOs' mission and roles
5. The government's mission and roles