ICCDPP
THE INTERNATIONAL CENTRE FOR CAREER DEVELOPMENT AND PUBLIC POLICY

CATE
Ngā Kaitohutohu Rapuara Aotearoa
Careers and Transition Education Association NZ

Tertiary Education Commission
Te Amorangi Mātauranga Matua

Country Report

10th International Symposium on Career Development and Public Policy, Auckland, New Zealand, November 2026

Country name

Japan

This country report has been prepared for discussion and information purposes in connection with the 10th International Symposium on Career Development and Public Policy. It draws on an online questionnaire on the Symposium themes, which national teams were invited to complete in advance.

ICCDPP: Navigating new horizons - Country perspectives survey

Introduction

Q1. Do you agree to participate in this survey?

Yes

Q2. I confirm that I am providing a response on behalf of my country.

No

Q3. I confirm that I am happy for the responses to this survey to be shared publicly.

Yes

Q4. Is your country going to participate in the 2026 ICCDPP symposium in New Zealand?

Don't know yet

Q5. Who have you consulted with before completing this survey?

This response was prepared through internal consideration within the Japan Career Development Association (JCDA) and through a review of published materials from the Japanese Government and relevant ministries and agencies. JCDA is a Japanese professional association with approximately 22,000 career practitioners, and is also one of the registered examination institutions and registered renewal-training providers for Japan’s national qualification, Career Consultant.

Japan has a broad and complex set of policy and system areas related to career development, involving many ministries and agencies, educational institutions, public employment services, employers, professional associations, researchers and others. It was not realistic to conduct a full national stakeholder consultation within the available timeframe. Therefore, this response is not an official view of the Japanese Government. It is prepared from the perspective of a professional association in career development, based on official information and practical knowledge.

Where possible, advice was sought from experts in career education and career development policy, but the response remains a JCDA submission and will be recorded as such.

About you

Q6. What is your name?

Q7. What organisation do you work for?

Q8. What is your job title?

Q9. What is your email address?

Q10. Are you happy for your contact details to be published on the ICCDPP website/ relevant documents as part of the publication of this data?

No

About your country

Q11. What is the name of your country?

Japan

Q12. Which groups can access career development services in your country?

	Accessible and free to everyone	Accessible and free to some groups	Accessible to those who can pay	Not accessible
Indigenous people		X		
Young people in schools		X		
Young people in Technical and Vocational Education and Training (TVET)		X		
Young people in university or higher education		X		
Young people not in education or work (e.g. NEETs)		X		
Adults in education		X		
Adults in work		X		
Adults not in education or work (e.g. unemployed workers and the economic inactive)		X		
Migrants		X		
People in the criminal justice system		X		
Employers/businesses		X		

Note: In Japan, career development services are not integrated into a single comprehensive system. They are provided through schools, universities, public employment security offices, vocational training, employers, local governments, private services and other channels. For this reason, many items are most appropriately answered as “Accessible and free to some groups”

Q13. Are there any other groups in your country, not listed in Question 12 above, that can access career development services?

People with disabilities, people raising children, single parents, women, the employment ice-age generation, middle-aged and older people, non-regular workers, people from low-income backgrounds, long-term unemployed people, people who need to balance medical treatment and work, people who need

Q13. Are there any other groups in your country, not listed in Question 12 above, that can access career development services?

to balance caregiving and work, international students, and people facing livelihood difficulties are among the groups addressed within various employment, education, welfare and regional support policies.

About your country

Q14. How far do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The career development policies, programmes and services in my country are meeting the career needs of the population.		X			
School leavers in my country are well prepared for successful transitions to work or further learning.			X		
There is a strong evidence base to support the provision of career development services in my country.			X		
AI is having a major impact on the education system in my country.		X			
AI is having a major impact on labour market in my country.		X			
AI is having a major impact on the provision of career development services in my country.			X		

Additional note: In Japan, career formation support, vocational ability development, career education in schools, public employment services and vocational training are developed to a certain extent. However, these services are distributed across different systems, and there remain challenges in assessing the extent to which they meet the career needs of all citizens and in developing a sufficient evidence base on the effects of career development services.
AI is beginning to affect education, the labour market and public services. In career development services, however, its use is still at a stage where potential is increasing, and its nationwide and systemic impact requires further examination.

Q15. Are indigenous groups involved in the design of career development services in your country?

No
Additional note: In Japan, the Ainu people are recognised as an Indigenous people. However, from the official information currently available, it is difficult to confirm that Indigenous groups are institutionally involved in the design of national career development services.

About your country

Q16. Please provide a short summary of your country's career development system. [Up to 300 words]

Japan's career development system is not organised as a single comprehensive system. Rather, it is distributed across economic and fiscal policy, vocational ability development policy, education policy, employment policy and social inclusion policy.

At the core of vocational ability development policy is the 12th Basic Plan for Human Resources Development, covering fiscal years 2026 to 2030. Against the background of rapid industrial structural

Q16. Please provide a short summary of your country's career development system. [Up to 300 words]

change and labour supply constraints caused by population decline, the plan aims to strategically develop and secure human resources needed by industry and growth sectors, make labour market information more visible, support individuals' autonomous and proactive career formation, and strengthen vocational ability development in companies.

Systems directly related to career development include the national qualification of Career Consultant, the Job Card system, the Career Development and Reskilling Support Programme, and the occupational information website job tag. Career Consultant is a registered and title-protected national qualification. Registration must be renewed every five years. As of the end of March 2026, there were 86,370 registered Career Consultants.

In education, the 4th Basic Plan for the Promotion of Education positions career education, vocational education, recurrent education, lifelong learning and responses to diverse educational needs as important policy areas. Public employment security offices, schools, universities, vocational training institutions, employers, local governments, private providers, professional associations and NPOs all play roles in providing career development services.

Q17. Please provide links to any key reports, articles or websites that provide insights into your country's career development policies and systems. [Up to 300 words]

•Basic Policy on Economic and Fiscal Management and Reform:
https://www5.cao.go.jp/keizai-shimon/kaigi/cabinet/honebuto/honebuto-index.html

•Council of New Form of Capitalism Realization:
https://www.cas.go.jp/jp/seisaku/atarashii_sihonsyugi/index.html

•12th Basic Plan for Human Resources Development: https://www.mhlw.go.jp/stf/newpage_72145.html

•Career Consulting and Career Consultant system:
https://www.mhlw.go.jp/stf/seisakunitsuite/bunya/koyou_roudou/jinzaikaihatsu/career_consulting.html

•For those who want to become Career Consultants:
https://www.mhlw.go.jp/stf/seisakunitsuite/bunya/koyou_roudou/jinzaikaihatsu/career_consultant01.html

•For those working as Career Consultants:
https://www.mhlw.go.jp/stf/seisakunitsuite/bunya/koyou_roudou/jinzaikaihatsu/career_consultant02.html

•Career Development and Reskilling Support Programme: https://carigaku.mhlw.go.jp/

•Job Card system: https://www.job-card.mhlw.go.jp/

•Occupational information website job tag: https://shigoto.mhlw.go.jp/User/

•4th Basic Plan for the Promotion of Education: https://www.mext.go.jp/a_menu/keikaku/index.htm

•Human capital management: https://www.meti.go.jp/policy/economy/jinteki_shihon/index.html

Q18. Do you have any other comments that you would like to make about the way in which your country organises its career development services? [Up to 300 words]

A key feature of Japan is that career development services are multi-actor and multi-system. Career formation support is distributed across the Ministry of Health, Labour and Welfare's vocational ability development policy, the Ministry of Education, Culture, Sports, Science and Technology's education policy, public employment security offices, schools and universities, vocational training institutions, corporate human resource development, local governments, private providers and professional associations.

This structure makes it possible to provide support according to diverse target groups and regional circumstances. At the same time, it creates challenges in connecting systems, assuring service quality, making services easy for users to understand, and building a continuous evidence base.

Q18. Do you have any other comments that you would like to make about the way in which your country organises its career development services? [Up to 300 words]

The national qualification of Career Consultant, introduced in 2016, provides a foundation of specialised human resources within this distributed system. Career Consultants support individuals in occupational choice, career-life planning and vocational ability development. The Career Consultant examination is conducted by two examination institutions registered by the Minister of Health, Labour and Welfare, one of which is the Japan Career Development Association. Continued registration requires renewal every five years, and continuing professional development is positioned within the renewal training system.

The activity areas, professional expertise and continuing professional development of Career Consultants, as well as responses to AI and labour market change, remain subject to ongoing policy discussion. In the corporate field, recent policy interest in human capital management and human capital disclosure has increased attention to the linkage between management strategy and human resource strategy, human resource development, reskilling and employees' capability development. This is one factor raising the importance of career development support within companies.

Productivity and the inclusive economy

Q19. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services contribute to economic growth.		X			
Career development services contribute to workforce productivity.		X			
Career development services deliver a positive return on investment on public spending.			X		
Career development services support entrepreneurialism.		X			
Career development services help to address employers' skills and labour needs.		X			
Career development services can be accessed by small and medium sized businesses (SMEs).		X			
Career development services improve levels of job satisfaction.			X		
Career development services contribute to decent work (jobs with access to training, a living wage and other benefits).		X			
Career development services support equality of access to learning and work opportunities.		X			
Career development services contribute to the green transition.			X		

Note: In Japanese policy, career development support is linked to improving labour productivity, securing human resources, reskilling, labour mobility, and improving working conditions and treatment. In addition, entrepreneurship education and startup support policies are also being promoted, and in a broad sense, career development services are related to the development of entrepreneurship. On the other hand, there

Q19. To what extent do policies for education, training, and employment in your country reflect the following statements?

is not yet sufficient evidence to make strong claims regarding a clear return on public investment, contributions to job satisfaction, or direct contributions to the green transition. For these areas, a cautious response is therefore appropriate.

Productivity and the inclusive economy

Q20. Provide further information about the way in which policies and practices for career development services in your country support productivity. [Up to 300 words]

In Japan, improving labour productivity and developing human resources for growth sectors are important policy issues against the background of population decline and labour supply constraints. The Government is promoting a “three-part labour market reform” consisting of support for capacity development through reskilling, the introduction of job-based pay according to the circumstances of individual companies, and smoother labour mobility into growth sectors.

The 12th Basic Plan for Human Resources Development states that Japan will strategically develop and secure human resources needed by industry and growth sectors in response to changes in industrial structure, and will make labour market information more visible. It also emphasises improving labour productivity and supporting workers’ self-realisation and improved treatment through support for individuals’ autonomous and proactive career formation and the enhancement of vocational ability development in companies.

Career development services can serve as one of the foundations supporting these policies by helping individuals review their work experience, abilities, aspirations and learning opportunities, and connect these to vocational ability development, reskilling and, where necessary, smoother labour mobility. The Career Development and Reskilling Support Programme provides free support for individuals, companies, organisations and schools, using the Job Card to support career formation and reskilling. The occupational information website job tag also visualises information on job content, required knowledge and skills, aptitudes and labour market information, thereby supporting individual career choice and corporate human resource development.

Q21. Provide further information about the way in which policies and practices for career development services in your country support an inclusive economy. [Up to 300 words]

In Japan, career development support related to an inclusive economy is implemented across employment policy, education policy, policies for coexistence with foreign nationals, gender equality policy, and measures to address loneliness and social isolation.

Public employment security offices provide specialised support not only for general jobseekers but also for people with disabilities, people raising children, foreign nationals and older people. For young people, Regional Youth Support Stations provide support toward employment for people aged 15 to 49 who have difficulties related to work. For foreign nationals, Employment Service Centers for Foreigners provide career counselling, job placement and employment guidance for international students and foreign workers in professional and technical fields.

In addition, the Roadmap for the Realisation of a Society of Harmonious Coexistence with Foreign Nationals, the 6th Basic Plan for Gender Equality, the Priority Plan for Measures to Address Loneliness and Isolation, and the Basic Plan on Promoting Public Understanding of Diversity in Sexual Orientation and Gender Identity set out cross-government policy responses to factors that make social participation and labour market participation difficult. Career development services can function as a support foundation that helps disadvantaged groups access education, training and employment in connection with these measures.

Q22. Please provide links to any key reports, articles or websites that provide further insights into the relationship in your country between policies for career development, and policies for productivity and the inclusive economy. [Up to 300 words]

•Basic Policy on Economic and Fiscal Management and Reform: https://www5.cao.go.jp/keizai-shimon/kaigi/cabinet/honebuto/honebuto-index.html

•Council of New Form of Capitalism Realization: https://www.cas.go.jp/jp/seisaku/atarashii_sihonsyugi/index.html

•Guidelines for the Three-Part Labour Market Reform: https://www.cas.go.jp/jp/seisaku/atarashii_sihonsyugi/pdf/roudousijou.pdf

•12th Basic Plan for Human Resources Development: https://www.mhlw.go.jp/stf/newpage_72145.html

•Career Development and Reskilling Support Programme: https://carigaku.mhlw.go.jp/

•Occupational information website job tag: https://shigoto.mhlw.go.jp/User/

•Job Card system: https://www.job-card.mhlw.go.jp/

•Human capital management: https://www.meti.go.jp/policy/economy/jinteki_shihon/index.html

•6th Basic Plan for Gender Equality: https://www.gender.go.jp/about_danjo/basic_plans/6th/index.html

•Roadmap for the Realisation of a Society of Harmonious Coexistence with Foreign Nationals: https://www.moj.go.jp/isa/support/index.html

•Priority Plan for Measures to Address Loneliness and Isolation: https://www.cao.go.jp/kodoku_koritsu/torikumi/jutenkeikaku.html

Enhancing skills and developing technical and vocational education and training (TVET)

Q23. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services support people to develop skills		X			
Career development services support people to access training		X			
Career development services support the uptake of TVET pathways		X			
Career development services support lifelong learning		X			

Note: In Japan, career development services support access to vocational education, vocational training, practical and professional education, and reskilling opportunities through schools, public employment services, vocational training institutions, job information tools, the Job Card system, and the Career Development and Reskilling Support Programme. However, the concept of “TVET” is not used as a single integrated policy category in Japan. TVET-related pathways are distributed across upper secondary vocational courses, colleges of technology, professional training colleges, professional universities, public vocational training, and company-based training. Strengthening cross-sectoral career support across these pathways remains an important issue.

Q24. What are the biggest challenges for participation in the technical and vocational education and training (TVET) system in your country? [Please tick all that apply.]

School leavers do not see TVET pathways as attractive
Parents do not see TVET pathways as attractive for their children
School staff do not know enough about TVET pathways and the occupations they lead to
Career development practitioners do not know enough about TVET pathways and the occupations they lead to
The influence of gender stereotyping on TVET choices
Falling numbers of adult learners
Shortage of employers offering training placements
Poor alignment between TVET provision and employers' needs
Additional note: In Japan, there is a strong orientation toward university entrance, and challenges may include the social evaluation of vocational and practical education, parental understanding, school staff and career practitioners' understanding of occupational information, and the connection with employer needs. However, these issues do not apply uniformly across the entire TVET-related system, and there are differences by system, region and field.

Enhancing skills and developing technical and vocational education and training (TVET)

Q25. At what age do young people generally move onto a TVET pathway if that is the path they take?

In Japan, there are multiple pathways corresponding to TVET. After completing lower secondary school, some young people enter upper secondary schools with vocational courses or colleges of technology at around age 15. After completing upper secondary school, some enter specialised training colleges, junior colleges, professional universities or public vocational training at around age 18. In addition, adults may participate in vocational training at any age through reskilling or public vocational training pathways.

Q26. Does the age of pathway selection cause challenges for your TVET system?

Yes

Q27. Is there anything else that you would like to say about the age of pathway selection? [Up to 300 words]

In Japan, pathways chosen at around age 15, such as vocational upper secondary schools and colleges of technology, coexist with pathways chosen after age 18, such as specialised training colleges, professional universities and public vocational training. When career pathways are selected at an early stage, decisions can be strongly influenced by the young person's understanding of occupations, parental expectations, information provided by school staff and the educational opportunities available in the region.

At the same time, Japan has a strong orientation toward university entrance, and vocational or practical education is not always recognised as an attractive pathway. Therefore, when young people consider TVET-related pathways, it is important that they receive neutral and high-quality career support from an early stage, including occupational information, labour market information and information on future opportunities for further study and career development.

Q28. Provide further information on the ways in which policies for career development services in your country enhance policies for skills development, TVET, and lifelong learning. [Up to 300 words]

In Japan, the 12th Basic Plan for Human Resources Development positions vocational ability development, the visualisation of labour market information, autonomous and proactive career formation support, and human resource development in companies in an integrated manner. Career development services function as support that helps individuals review their experience, abilities and aspirations, and connect them to vocational training, reskilling, education and training, and occupational choice.

Q28. Provide further information on the ways in which policies for career development services in your country enhance policies for skills development, TVET, and lifelong learning. [Up to 300 words]

The Job Card is a tool for lifelong career planning and evidence of vocational abilities, and is used in career consulting and vocational training. The Career Development and Reskilling Support Programme provides free support for individuals, companies and schools, using the Job Card to support career formation and reskilling.

In education policy, the 4th Basic Plan for the Promotion of Education emphasises career education, vocational education, connections between school and society, recurrent education and lifelong learning. In primary and secondary education, “Career Passport” is being used as teaching material through which pupils and students look ahead to and reflect on their learning and lives, and consider their future ways of living. This initiative encourages the accumulation of self-understanding and learning from the school stage, and can be regarded as one foundation for lifelong career formation support.

However, the concept of TVET is distributed across multiple systems in Japan. Strengthening career support across vocational courses in upper secondary schools, colleges of technology, specialised training colleges, professional universities, public vocational training and corporate training remains an important challenge.

Q29. Please provide links to any key reports, articles or websites that provide further insights about how career development services can enhance skills and support TVET. [Up to 300 words]

•12th Basic Plan for Human Resources Development: https://www.mhlw.go.jp/stf/newpage_72145.html

•4th Basic Plan for the Promotion of Education: https://www.mext.go.jp/a_menu/keikaku/index.htm

•Career Passport: https://www.mext.go.jp/a_menu/shotou/career/detail/1419917.htm

•Career Development and Reskilling Support Programme: https://carigaku.mhlw.go.jp/

•Job Card system: https://www.job-card.mhlw.go.jp/

•About the Job Card: https://www.job-card.mhlw.go.jp/guidance/know

•Occupational information website job tag: https://shigoto.mhlw.go.jp/User/

•Career Consulting and Career Consultant system: https://www.mhlw.go.jp/stf/seisakunitsuite/bunya/koyou_roudou/jinzaikaihatsu/career_consulting.html

•For those working as Career Consultants: https://www.mhlw.go.jp/stf/seisakunitsuite/bunya/koyou_roudou/jinzaikaihatsu/career_consultant02.html

Ensuring disadvantaged and vulnerable groups can thrive

Q30. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services help vulnerable and disadvantaged groups to thrive.		X			
Vulnerable and disadvantaged groups can access career development services.		X			
Career development services support vulnerable groups to access decent		X			

Q30. To what extent do policies for education, training, and employment in your country reflect the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Career development services help vulnerable and disadvantaged groups to thrive.		X			
work.					
Career development services support vulnerable groups to access the education and training system.		X			
There is adequate funding for career development services targeting vulnerable and disadvantaged groups.			X		
Policies for social inclusion intersect with policies for education, training, and employment.		X			

Additional note: Japan has target-specific employment support, education support, livelihood support and regional support. However, these are operated in a distributed manner, and cautious evaluation is needed regarding the sufficiency of funding, continuity of support, regional disparities and coordination across systems.

Q31. Which disadvantaged and vulnerable groups does your government have policies to support and which are provided with bespoke or targeted career development services. [Tick all that apply]

	Government has policies to support	Provided with bespoke or targeted career development services
Indigenous people	Yes	No/Limited
Women and girls	Yes	Yes
Men and boys	Limited	Limited
Ethnic minorities	Limited	Limited
Religious minorities	Limited	No/Limited
Lesbian, gay, bisexual and transgender people	Yes	No/Limited
People from low-socio-economic backgrounds	Yes	Yes
People with low skill levels	Yes	Yes
Migrants	Yes	Yes
People with disabilities	Yes	Yes
People with health and mental health challenges	Yes	Yes/Limited
Younger people	Yes	Yes
Older people	Yes	Yes
Other	Yes	Yes

If Other, please specify: Other examples: The employment ice-age generation, non-regular workers, single parents, people raising children, people who need to balance caregiving and work, people who need to

Q31. Which disadvantaged and vulnerable groups does your government have policies to support and which are provided with bespoke or targeted career development services. [Tick all that apply]

balance medical treatment and work, long-term unemployed people, people facing livelihood difficulties, international students and others.

Ensuring disadvantaged and vulnerable groups can thrive

Q32. Can you provide any further information about the way in which policies for career development in your country support vulnerable and disadvantaged people? [Up to 300 words]

In Japan, career development support for disadvantaged and vulnerable groups is implemented across employment policy, education policy, welfare policy, policies for coexistence with foreign nationals, gender equality policy, child and youth support, and measures to address loneliness and social isolation.

Public employment security offices provide specialised support for people with disabilities, people raising children, foreign nationals, older people and others. For people with disabilities, staff and counsellors with specialised knowledge provide vocational counselling, job placement and workplace retention support. For young people, Regional Youth Support Stations provide counselling, preparation for work and retention support for people aged 15 to 49 who have difficulties related to employment. For foreign nationals, Employment Service Centers for Foreigners provide career counselling, job placement and employment guidance for international students and foreign workers in professional and technical fields.

In addition, the Roadmap for the Realisation of a Society of Harmonious Coexistence with Foreign Nationals, the 6th Basic Plan for Gender Equality, the Priority Plan for Measures to Address Loneliness and Isolation, and the Basic Plan on Promoting Public Understanding of Diversity in Sexual Orientation and Gender Identity set out policy responses to factors that hinder social participation. In recent years, the establishment of the Children and Families Agency and measures based on the Act on Promoting Measures to Address Loneliness and Isolation have also advanced cross-sector support systems for children and young people facing difficulties and for people experiencing social isolation.

The challenge is to connect these distributed supports into career development services that are easy for users to understand, continuous and high in quality.

Q33. Please provide links to any key reports, articles or websites that provide further insights into the way that your country's career development system supports vulnerable and disadvantaged people. [Up to 300 words]

•Public Employment Security Offices (Hello Work): https://www.mhlw.go.jp/index.html

•Regional Youth Support Stations:
https://www.mhlw.go.jp/stf/seisakunitsuite/bunya/koyou_roudou/jinzaikaihatsu/saposute.html

•Regional Youth Support Stations portal: https://saposute-net.mhlw.go.jp/

•Policies for people with disabilities:
https://www.mhlw.go.jp/stf/seisakunitsuite/bunya/koyou_roudou/koyou/shougaishakoyou/shisaku/shougaisha/index.html

•Disability policy: https://www8.cao.go.jp/shougai/index.html

•Employment Service Centers for Foreigners: https://www.mhlw.go.jp/stf/newpage_12638.html

•Roadmap for the Realisation of a Society of Harmonious Coexistence with Foreign Nationals:
https://www.moj.go.jp/isa/support/index.html

•6th Basic Plan for Gender Equality: https://www.gender.go.jp/about_danjo/basic_plans/6th/index.html

•Priority Plan for Measures to Address Loneliness and Isolation:
https://www.cao.go.jp/kodoku_koritsu/torikumi/jutenkeikaku.html

•Child and youth support: https://www.cfa.go.jp/policies/youth

Q33. Please provide links to any key reports, articles or websites that provide further insights into the way that your country's career development system supports vulnerable and disadvantaged people. [Up to 300 words]

•Promoting understanding of diversity in sexual orientation and gender identity: https://www8.cao.go.jp/rikaizoshin/index.html

•Basic Plan on promoting understanding of diversity in sexual orientation and gender identity: https://www8.cao.go.jp/rikaizoshin/kihon/index.html

•12th Basic Plan for Human Resources Development: https://www.mhlw.go.jp/stf/newpage_72145.html

•Career Development and Reskilling Support Programme: https://carigaku.mhlw.go.jp/


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