

# Survey on the Organization and Functions of Education and Training Service Providers: the First Survey on the Education and Training Service Market

## Summary

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#### **Research Period**

April 2004 to March 2005

#### **Objective and Purpose of the Survey and Research**

With the background of intensifying global competition, Japanese firms are faced with the management challenge of providing high value-added products and services to survive in the market, and for these firms, developing and accumulating capable human resources is becoming more and more important than ever before. Workers are also required to develop their abilities and careers on their own amid changing market environment and corporate reorganization of personnel management.

The government, therefore, is expected to prepare social infrastructures for assisting firms and individuals in their effort for human resources development. And for the government to draw up an effective policy for such a purpose, it must have an accurate understanding of the structure of the education and training service market, including the understanding of “which kinds of education and training providers” are providing “what kind of education and training programs” to “which workers and firms.”

From this viewpoint, we conducted two surveys for this research project. The first survey was conducted with the purpose of comprehensively understanding the activities of education and training providers participating in the education and training service market. Based on the results of the first survey, the second survey will be conducted with the purpose of clarifying the details of the contents of education and training provided by such providers. This report summarizes the results of the first survey.

## **Outline of the Results of the Survey**

### **1. Survey method, period, and collection of questionnaires**

In this survey, a mail questionnaire was sent to private firms (joint-stock corporations, limited-liability companies, limited partnerships, and unlimited partnerships); employers' associations (chambers of commerce and industry, commerce associations, cooperatives, and commercial and industrial associations); public corporations (incorporated foundations and associations); vocational training corporations; private organizations neither controlled nor protected by the law; and schools (universities, graduate schools, junior colleges, technical colleges, and vocational schools). These (10,000 organizations) represent all organizations, other than public vocational training centers, that provide education and training services.

The main questions of the survey were as follows:

- Organization profile  
Management structure (organizational structure), personnel structure, corporate revenues, etc.
- Outline of workshops, seminars, correspondence courses
- Policy on future education-related projects
- Graduate school education for working people (questions for universities only)

### **Period of survey and questionnaires collected**

The questionnaires were sent in late July 2004 and collected by August 31.

The number of effective responses was 3,493. The effective response rate was 34.9 percent.

Among the 3,493 organizations, 1,939 organization, or 55.5 percent, provided education and training services for working people.

(**Figure 1.** see the end of this summary)

## **2. Characteristics of education and training service providers**

### **(1) Supply structure of education and training services, by type of organization**

The supply structure of education and training services, by organizational structure, as clarified in the survey, is shown in Figure 1 as "composition of organizations." This shows that public corporations (incorporated foundations and associations: 25.6 percent) and employers' associations (chambers of commerce and industry, commerce associations, etc.: 24.7 percent) play an important role, and together with private firms (joint-stock corporations, limited-liability companies, etc.: 16.1 percent), constitute

three major providers, accounting for slightly less than 70 percent of all education and training services (66.4 percent).

### **3. Composition of the volume of education and training services**

#### **(1) Composition as observed from organizational characteristics (organizations' revenues and employment)**

Secondly, the composition of education and training services offered by providers to working people is shown in Figures 2 and 3.

When we consider the volume of education and training services from the aspect of money (organizations' revenues), the "composition of organizations providing education and training services," as shown in Figure 2, is private firms, 51 percent, public corporations, 26 percent, universities, etc., 12 percent, vocational schools, etc., 5 percent, employers' associations, 4 percent, and vocational training corporations, etc., 2 percent. Therefore, private firms, which provide about half of all education and training services, and public corporations, which offer about a quarter of all such services, are the two major providers in terms of revenues, these two types of organizations accounting for slightly less than 80 percent of all services.

**(Figure 2.** see the end of this summary)

A same trend was observed in the volume of employment. With respect to number of staffs employed by organizations (Figure 3), the composition of organizations is private firms, 45 percent, public corporations, 24 percent, universities, etc., 14 percent, vocational schools, etc., 9 percent, vocational training corporations, etc., 5 percent, and employers' associations, 3 percent.

**(Figure 3.** see the end of this summary)

#### **(2) Composition as observed from training courses**

The above shows the market structure as considered from service providers' management characteristics. However, when considered in terms of training courses (number of training courses, number of trainees), another aspect of the market emerges. As for the types of training courses, there are two types of courses: workshops and seminars is one, and correspondence courses the other. Here, we focus on workshops and seminars, which make up an overwhelmingly large volume of education and training services.

In terms of “composition of organizations in all education and training services” as considered from the number of trainees, public corporations, as shown in Figure 4, are the largest providers, offering 54 percent of all services, and vocational schools, etc. are the smallest providers with 1.6 percent. In between them are private firms with 14 percent, employers’ associations with 13 percent, universities, etc. with 9 percent, and vocational training corporations with 8 percent.

(Figure 4. see the end of this summary)

In terms of the number of courses, private firms (33 percent) and public corporations (30 percent) are the largest providers, and together with employers’ associations (18 percent), the three major providers offer more than 80 percent of all services. In contrast, universities, etc. make up only 9 percent, vocational training corporations, 7 percent, and vocational schools, etc., 2 percent.

If we look at the number of trainees per course, public corporations are representative of organizations that mainly provide courses for large number of trainees. Universities, etc. are similar. On the other hand, private firms are representative of organizations offering courses for small number of trainees, which are followed by vocational schools, etc. and employers’ associations. Therefore, public corporations, which have a large number of trainees per course, make up a noticeably large percentage of services in terms of the number of trainees when compared with the percentage of services in terms of the number of courses. In contrast, private firms and employers’ associations constitute only small percentages of services in term of the number of trainees when compared with the percentages of services in terms of the number of courses.

### **(3) Composition as observed from correspondence courses**

In the above, we looked at workshops and seminars, which are the main type of training services provided. For reference, we would also like to briefly look at the composition of the volume of education and training services offered through correspondence courses. As summarized in Figure 5, universities, etc. are the largest provider in terms of the number of trainees, providing more than 40 percent of all service, and together with private firms and public corporations, the three major providers provide almost all services. In terms of the number of courses, private firms, at 71 percent, constitute an overwhelmingly large percentage. Universities, etc. and public corporations each only makes up around 10 percent.

(Figure 5. see the end of this summary)

#### **(4) Summary of the composition of volumes of education and training services**

We have examined the composition of the volume of education and training services from four viewpoints. A summary is shown in Figure 6. Firstly, from the “viewpoint of management characteristics,” private firms and public corporations are the major providers with respect to both indexes of organizations’ revenues and employment, and together they compose around 70 percent of the entire market. In particular, with respect to organizations’ revenues, which are the representative index of market share, the two types of organizations make up 76 percent of the market.

Secondly, the composition as considered from the “viewpoint of training courses” (number of trainees and courses) differs significantly from the composition from the “viewpoint of management characteristics.” While it is the same with the latter in that private firms and public corporations are the major providers, the number of trainees is concentrated noticeably on public corporations. With regard to the number of courses, the percentages of private firms and public corporations are about the same.

In addition, a comparison of the compositions from both viewpoints shows that public corporations and employers’ associations have noticeably smaller percentages in terms of revenues when compared with their percentages in terms of the number of trainees (indicating that revenues are not as significant as the number of trainees might suggest). In contrast, private firms and vocational schools, etc. are opposites of public corporations and employers’ associations (indicating revenues are more significant than the number of trainees might suggest). One of the reasons is the difference in the price of training courses. Private firms and vocational schools, etc. provide training courses in the higher price range that contribute to larger “revenues from education and training business per trainee.” On the other hand, public corporations and employers’ associations provide training courses in the lower price range, which results in markedly smaller “revenues from education and training business per trainee.”

(Figure 6. see the end of this summary)

#### **4. Composition of education and training services as considered from the contents of the services**

We then examined the composition of the contents of education and training services from the point of view of the job types of service providers’ principal trainees. The results showed that one thirds of all providers offered services for no particular types of

jobs. For the rest of the providers, many provided services for technical skills and research, clerical work and sales, and work in the field, while a few provided services for medical care, nursing, social welfare, and other managerial work. Looking also at the types of training courses provided (workshops and seminars), the largest number of courses was for specialized training, followed by training for acquiring qualifications and for use of office equipment. There were a few courses for language training and training of new recruits. Intermediate were training in management and instructions in hobbies and culture.

If we look at Figure 7, which summarizes the composition of the contents of education and training services, we can see that education and training service providers can be divided into a number of categories. The first category includes private firms and employers' associations whose principal trainees are clerical workers and managers (clerical work and management) with an emphasis on training targeted at specific organizational layers. Employers' associations also give weight to specialized training. It is possible that such specialized training is provided to clerical workers to teach them business manners and sales skills.

The second category includes public corporations and vocational training corporations, etc. whose principal trainees are specialized workers working in the field (technical skills & research, work in the field, medical care, nursing & social welfare). Public corporations give a particular emphasis on training in medical care, nursing, and social welfare. While it is conceivable that these types of organizations both provide education and training services with a focus on technical contents, the specific type of training they emphasize is different. Public corporations focus on specialized training, while vocational training corporations, etc. focus on training for acquiring qualifications.

The last category is composed of "schools" such as vocational schools, etc. and universities, etc. They do not provide training for specific job types. Vocational schools, etc. and universities, etc. are the same in the respect neither conduct training targeting specific layers of organizations, but are different in that while universities, etc. provide general instructions on hobbies and culture that have no relation with work, vocational schools, etc. focus on training on the use of office equipment, for acquiring qualifications, and other training to develop vocational ability.

(Figure 7. see the end of this summary)

## 5. Market structure of commissioned training

We have made a study of the entire education and training services. Here, we focus specifically on training services commissioned by other businesses and summarize the market structure of such services. The percentage of education and training service providers that offer such commissioned training is 24 percent, and the percentage of incomes from commissioned training in all incomes from education and training services is 7.2 percent. In other words, we can see that in terms of money, commissioned training makes up slightly less than 10 percent of the entire market for education and training services. The market structure of commissioned training is shown in Figure 8.

In terms of both the percentage of organizations providing commissioned training (number of organizations providing commissioned training as percentage of all organizations providing education and training services) and the percentage of commissioned training business (incomes from commission training as percentage of all incomes from education and training services), vocational schools, etc. and vocational training corporations, etc. are most actively involved. However, when we look at the composition of organizations as regards the volume of commissioned training in all education and training services provided in terms of money (organizations' revenues), private firms become the largest provider at more than 30 percent, followed by public corporations and vocational schools, etc. at around 20 percent, and universities, etc. and vocational training corporations, etc. at slightly more than 10 percent. Employers' associations only make up about 1 percent.

In addition, a look at the percentage of organizations providing commissioned training shows that organizations that derive a high percentage of their incomes from education and training service business, and therefore provide such services as their core business, have greater dependence on commissioned training. It is also clear that growth of education and training service business is greater among these organizations with greater dependence on commissioned training (in other words, the percentage of commissioned training business is high). This shows that for providers that have established education and training business as important business activities, commissioned training plays an important role in securing the growth of the organizations. In this respect, the future development of commissioned training has a significant meaning for the education and training service market.

(Figure 8. see the end of this summary)

## 6. Future education and training business



### **(1) Policy on education and training business**

On the future policy on education and training business (workshops, seminars, and correspondence courses), the largest percentage of organizations, at 53.6 percent, intend to “go with the status quo,” followed by those that plan to “slightly expand” the business (26.7 percent) and those that plan to “expand” the business (11.0 percent). By type of organization, private firms take the most positive stance, while employers’ associations are most negative. Among private education and training service providers (excluding universities, etc.), the larger the size of organization, the more inclined they are to expand the education and training service business. With respect to attributes related to education and training service business, organizations with large incomes from such business tend to have a more positive attitude. By the main job type of trainees, organizations providing training for medical care, nursing, and social welfare tend to be more positive, while organizations providing training for work in the field and for clerical work and management tend to be negative.

### **(2) Training courses that service providers would like to focus on**

The types of training courses that education and training service providers want to give weight to are specialized training (55.9 percent), training for acquiring qualifications (44.0 percent), training on the use of office equipment (30.9 percent), and training in management (25.8 percent), in that order. The type of training courses with the least emphasis is language training (6.5 percent). By type of organization, private firms would like to give added focus on the training of new recruits; public corporations on specialized training; employers’ associations on training targeted at specific organizational layers (new recruits and managers), specialized training, and training on the use of office equipment; universities, etc. on language training and instructions in hobbies and culture; and vocational training corporations on training for acquiring qualifications.

Among private education and training service providers (excluding universities, etc.), the larger the organization, the more inclined the organization is to focus on training of new recruits and specialized training, and the smaller the organization, the more inclined they are to give emphasis on training in management and instructions in hobbies and culture. With regard to attributes related to education and training service business, organizations with large incomes from such business tend to give weight to training of new recruits, language training, training for acquiring qualifications, and instructions in hobbies and culture. On the other hand, organizations with small incomes from such business are more inclined to focus on

specialized training and training in the use of office equipment. By the job type of trainees, organizations providing training for managers lay emphasis on training in management; organization providing training for clerical workers and sales personnel on training of new recruits, language training, and training in the use of office equipment; organizations providing training for technical and research workers on training for acquiring qualifications; and organization providing training for those in medical care, nursing, and social welfare on specialized training. Lastly, with respect to commissioned training, organizations with large incomes from commissioned training tend to focus on training in the use of office equipment and for acquiring qualifications, while organizations with small incomes from commissioned training give added emphasis on training of new recruits, training in management, and specialized training.

### **7. Graduate school education for working people**

Lastly, we investigate on graduate schools providing education and training to working people from the two considerations of special entrance examinations for working people and programs in which many working people are enrolled. With respect to the former, 41.8 percent of universities have a graduate school. Of these graduate schools, about 80 percent (79.1 percent) administer special entrance examinations for working people.

The programs in which many working people are enrolled, cited by universities that run special entrance exams for working people, are “management” (28.3 percent), “science and engineering” (27.0 percent), “humanities” (25.8 percent), and “economy” (23.9 percent). A wide range of programs were mentioned, which were not limited to such programs as management and science and engineering that lead directly to business.

### **8. Contributions made by this survey and future research topics**

In this survey, we have clarified the characteristics of the education and training service market. The most significant point of this survey is that we have been able to reveal the market structure by type of service providers. In other words, we have shown what kinds of service providers are providing how much of and what kinds of education and training services in the education and training service market in Japan. There has been very little research done on education and training service market, and our discovery of the market structure in this survey is valuable. Moreover, the findings of this survey will be useful benchmark information for education and training

service providers in developing business plans and for the government in drawing up education and training policies.

This survey and research, however, leaves a number of important issues unaddressed. Firstly, the population of education and training service providers must be determined (or a database created) by considering the bias in the response rate. This should allow us to more accurately understand the structure of the education and training service market.

Secondly, in understanding the market structure, there is a need to grasp the characteristics of consumers of education and training services in greater detail. This will allow us to identify “which service providers” are playing the main role in providing “what kinds of education and training services” to “which workers,” which are important data in understanding the characteristics of the market. These issues will be addressed in the subsequent second survey and will be subject to our analysis.

**Figure 1.** Number of Questionnaires Sent and Collected (by organization structure)

Number of questionnaires sent, etc. Organizational structure	Number of questionnaires sent	Effective responses	Effective response rate (%)	Number of organizations providing education and training services	Organizations providing education and training services (%)	Composition of organizations (%)
Private firms (joint-stock corporations, limited-liability companies, etc.)	3,033	660	21.8	313	47.4	16.1
Public corporations (incorporated foundations and associations)	1,614	682	42.2	497	72.9	25.6
Employers' associations (chambers of commerce and industry, commerce associations, cooperative societies, etc.)	1,967	686	34.8	478	69.7	24.7
Vocational schools	2,004	684	34.1	215	31.4	11.1
Universities, junior colleges, and technical colleges	996	481	48.3	271	56.3	14.0
Vocational training corporations and private organizations neither controlled nor protected by law	386	290	75.1	161	55.5	8.3
No response		10				
<b>Total</b>	<b>10,000</b>	<b>3,493</b>	<b>34.9</b>	<b>1,939</b>	<b>55.5</b>	<b>100</b>

**Figure 2.** Composition of the Volume of Education and Training Services as Considered from the Aspect of Money (Organizations' Revenues)

	Number of cases	Percentage (%)	Total annual revenues (¥10,000)	Education and training business		
				Revenues from education and training business as percentage of total revenues (%)	Revenues per organization from education and training business (¥10,000)	Composition of organizations providing education and training services (%)
				d	e=c*d	f
a	b	c	d	e=c*d	f	
All organizations	1,571	100	116,816	5.7	6,671	100
Private firms	245	15.6	50,006	43.4	21,693	50.7
Public corporations	433	27.6	43,307	14.4	6,219	25.7
Employers' associations	371	23.6	27,229	3.6	992	3.5
Vocational schools, etc.	173	11	33,646	9.6	3,235	5.3
Universities, etc.	228	14.5	594,950	0.9	5,650	12.3
Vocational training corporations, etc.	121	7.7	7,792	27.2	2,117	2.4

- (1) The numbers in the figure were calculated with organizations that responded to all questions regarding the total annual revenues, revenues from education and training business, and revenues from commissioned training as the parameter (N = 1,571).
- (2) Composition of organizations providing education and training services (f) = (a\*e of a specific organizational structure)/(a\*e of all organizational structures)

**Figure 3.** Composition of the Volume of Education and Training Services as Considered from the Aspect of Staff (Organizations' Employment)

	Number of cases	Number of regular administrative and teaching staff	Revenues from education and training business as percentage of total revenues (%)	Number of regular administrative and teaching staff in charge of education and training business	Composition of organizations with respect to staff in charge of education and training business
	a	b	c	d=b*c	e
All organizations	1,353	72.4	4.2	3.1	100.0
Private firms	219	23.2	36.8	8.5	45.1
Public corporations	343	22.8	12.7	2.9	24
Employers' associations	300	16.3	2.8	0.5	3.3
Vocational schools, etc.	163	21.5	10.3	2.2	8.7
Universities, etc.	227	335.0	0.7	2.5	13.6
Vocational training corporations, etc.	101	6.4	34.2	2.2	5.3

Note:

- (1) The numbers in the figure were calculated with organizations that responded to all questions as the parameter (N = 1,353).
- (2) Composition of organizations with respect to staff in charge of education and training business (e) = (a\*d of a specific organizational structure)/(a\*d of all organizational structures)
- (3) The composition shows the numbers as percentage of all cases surveyed (1,353 cases).

**Figure 4.** Composition of the Education and Training Services as Considered from the Aspect of Training Courses  
(Workshops and Seminars)

	Number of cases	Aggregate number of courses offered	Aggregate number of trainees	Number of trainees per course	Total number of trainees	Composition of all education and training services in terms of the number of trainees (%)	Total number of courses offered	Composition of all education and training services in terms of the number of courses offered (%)
Private firms	244	79.3	1,481.10	18.7	361,393	14.3	19,356	32.5
Public corporations	451	40.1	3,048.20	76.1	1,374,748	54.4	18,075	30.4
Employers' associations	445	24.6	742.7	30.2	330,486	13.1	10,955	18.4
Vocational schools, etc.	160	8.8	249.9	28.5	39,983	1.6	1,405	2.4
Universities, etc.	255	20.9	882.5	42.2	225,039	8.9	5,333	9
Vocational training corporations, etc.	138	32	1,403.50	43.9	193,681	7.7	4,414	7.4
All organizations	1,693	35.2	1,491.60	42.4	2,525,330	100	59,538	100

Note:

- (1) The numbers in the figure were calculated with organizations that responded to all questions as the parameter.
- (2) Composition of all education and training services in terms of the number of trainees (f) = (a\*e of a specific organizational structure)/(a\*e of all organizational structures)
- (3) Composition of all education and training services in terms of the number of courses offered (h) = (a\*g of a specific organizational structure)/(a\*g of all organizational structures)

**Figure 5.** Composition of the Education and Training Services as Considered from the Aspect of Training Courses (Correspondence Courses)

	Number of cases	Aggregate number of courses offered	Aggregate number of trainees	Number of trainees per course	Total number of trainees	Composition of all education and training services in terms of the number of trainees (%)	Total number of courses offered	Composition of all education and training services in terms of the number of courses offered (%)
Private firms	49	85.4	2,877.30	58.0	140,988	28.4	4,187	71.0
Public corporations	40	20.2	2,932.50	193.3	117,301	23.7	806	13.7
Employers' associations	12	10.6	604.80	43.5	7,257	1.5	127	2.2
Vocational schools, etc.	21	6.9	441.00	336.2	9,267	1.9	145	2.5
Universities, etc.	9	67.9	24,484.60	84.4	220,361	44.5	611	10.4
Vocational training corporations, etc.	2	9	234.5	40.4	469	0.1	18	0.3
All organizations	133	44.3	3,726.60	90.6	495,641	100	5,894	100

Note:

- (1) The numbers in the figure were calculated with organizations that responded to all questions as the parameter.
- (2) Composition of all education and training services in terms of the number of trainees (f) = (a\*e of a specific organizational structure)/(a\*e of all organizational structures)
- (3) Composition of all education and training services in terms of the number of courses offered (h) = (a\*g of a specific organizational structure)/(a\*g of all organizational structures)



**Figure 6.** Composition of the Volume of Education and Training Services (summary table)

	Composition of organizations with respect to the volume of all education and training				Revenues from education and training business per trainee (yen)
	Viewpoint of management characteristics		Viewpoint of training courses		
	Composition as considered from organizations' revenues	Composition as considered from employment	Composition as considered from the number of trainees	Composition as considered from the number of courses	
All organizations	100.0	100.0	100.0	100.0	44,723
Private firms	50.7	45.1	14.3	32.5	146,464
Public corporations	25.7	24	54.4	30.3	20,402
Employers' associations	3.5	3.3	13.1	18.4	13,357
Vocational schools, etc.	5.3	8.7	1.6	2.4	129,455
Universities, etc.	12.3	13.6	9.0	9.0	64,022
Vocational training corporations, etc.	2.4	5.3	7.7	7.4	15,084

Note:

- (1) The percentages shown in the figure are taken from Figures 2 to 4 above, and therefore indicate the percentages among the organizations subject to analysis in this survey.
- (2) The “revenues from education and training business per trainee” are obtained by dividing “revenues per organization from education and training business” of Figure 2 by “aggregate number of trainees” of Figure 4.

**Figure 7.** Composition of Education and Training Services as Considered from the Contents of Education and Training Services

	Job types of principal trainees	Contents of training courses (workshops and seminars)	
		Training for specific organizational layers	Training other than training for specific organizational layers
Private firms	Management and clerical work	Emphasized	Diverse training courses
Public corporations	Technical skills & research, work in the field, medical care, nursing & social welfare	Emphasized	Emphasis on specialized training
Employers' associations	Management and clerical work	Emphasized	Emphasis on specialized training
Vocational schools, etc.	No particular job types	Not emphasized	Emphasis on training on the use of office equipment and for acquiring qualifications
Universities, etc.	No particular job types	Not emphasized	Emphasis on hobbies and culture
Vocational training corporations, etc.	Technical skills & research and work in the field	Intermediate	Emphasis on training on the use of office equipment and for acquiring qualifications

**Figure 8.** Composition of the Volume of Education and Training Services as Considered from the Aspect of Money (Organizations' Revenues)

[Commissioned training]

	Percentage of organizations providing commissioned training (Organizations providing commissioned training as percentage of all organizations providing education and training services)	Percentage of commissioned training business (Incomes from commission training as percentage of all incomes from education and training services)	Composition of organizations with respect to all incomes from commissioned training (%)
All organizations	24.1	7.2	100.0
Private firms	36.4	4.6	32.3
Public corporations	20.9	6.5	23.3
Employers' associations	12.8	2.4	1.2
Vocational schools, etc.	47.4	26.7	19.9
Universities, etc.	7.4	6.4	11.0
Vocational training corporations, etc.	40.4	36.2	12.3

Note: Incomes in the figure were obtained using the database indicated in Figure 2.

## **Composition of the Report**

### **Part I. General discussions: summary and conclusions**

#### Chapter 1. Objective and outline of the survey

1. Background, issues, and purpose of this survey and research
2. Outline of the survey and composition of the report
3. Outline of organizations responding to the survey

#### Chapter 2. Outline of organizations providing education and training services

1. Form, location, and year of establishment of organizations
2. Number and composition of employees (administrative and teaching staff)
3. Business standing as considered from annual income

#### Chapter 3. Outline of the education and training business of organization providing education and training services

1. Execution of commissioned training
2. Incomes from education and training service business and commissioned training
3. Growth of education and training service business
4. Main users of education and training services

#### Chapter 4. Size and structure of education and training services

1. Outline of workshops and seminars
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3. Future education and training business
4. Graduate school education for working people

#### Chapter 5. Conclusion

1. Viewpoints from which to examine the education and training service market
2. Characteristics of education and training service providers
3. Composition of the volume of education and training services
4. Composition of education and training services as considered from the contents of the services
5. Market structure of commissioned training
6. Contributions made by this survey and future research topics

### **Part II. Analysis of survey**

#### Chapter 1. Outline of the survey

1. Objective of the survey
2. Contents of the survey
3. Survey method

Chapter 2. Characteristics of education and training service providers

1. Characteristics of organizations responding to the survey: form of organizations and conduct of education and training business
2. Characteristics of organizations providing education and training services

Chapter 3. Size and structure of education and training services

1. Outline of workshops and seminars
2. Outline of correspondence courses
3. Future policies on education and training business
4. Composition of the volume of education and training services as observed from training courses

Chapter 4. Graduate school education for working people

1. Administration of special entrance examinations for working people
2. Graduate school programs in which many working people are enrolled