

Job Seekers Referred to Vocational Training: Vocational Training and Job-Search Activities

Summary

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Organizations that cooperated in the survey

The Employment and Human Resources Development Organization of Japan (Tokyo Center)

Academy Temp Co., Ltd.

Technos International Research Institute

Tokyo Architecture School

Tokyo Nisshin Gakuen (Tokyo College of Commerce)

Tokyo Nisshin Gakuen (Tokyo College of Law)

Research period

Second half of the fiscal year 2003

1. Objective of the research

Under the current difficult state of employment, reemployment of unemployed people is an urgent policy issue, and a variety of measures have been implemented. In particular, vocational training for unemployed people is considered one of the most important measures. Vocational training is often provided by specialized institutes for vocational training and development, while public employment security offices provide introductions to job offers. At times, a director of a public employment security office may give instructions to job seekers who lack necessary skills for employment to receive such vocational training. The instruction to receive training is given as part of job guidance preliminary to introductions to job offers, and vocational training is expected to improve trainees' skills as well as to have a positive, concrete effect on raising the employment rates. Job seekers who receive vocational training will be required to increase knowledge they need in selecting jobs and to engage in active job-search activities. As public employment security offices play the principal role in introducing jobs and providing job guidance, discussions about vocational training tend to be limited to its functions and effectiveness in improving trainees' skills and raising

the employment rates. Vocational training, however, actually has broader functions, from uncovering trainees' talent and abilities to facilitating employment and settlement in a job. In this research, we will focus on these broader functions of vocational training and attempt to understand the effect of vocational training on trainees' job-search activities.

2. Outline of the survey

(1) Objective of the survey

We will examine the effectiveness of vocational training by focusing on the trainees' awareness in the course of acquiring vocational skills and on their access to information on jobs.

The vocational training, the subject of this survey, was public job training commissioned to private vocational schools and similar organizations based on the Human Resources Development Law. We wanted to understand the effect of such public job training on the trainees' job search activities as well as to find a key as to how related public agencies could coordinate and cooperate with private organizations that provide education and training that meet public standards.

The purpose of this survey also includes providing reference information to all staff of public employment security offices (hereafter called the "employment security offices") and organizations administering vocational training (hereafter called the "training organizations") who are working for reemployment of unemployed people.

(2) Subject and methodology of the survey

- A. A total of 137 trainees (42 men and 95 women) who were instructed to receive vocational training by employment security offices and subsequently received public job training offered by vocational schools and similar organizations on commission were made the subject of this survey. The survey was undertaken twice. The number of respondents was 136 and 122 in the first and second surveys, respectively.
- B. The vocational training was provided in a three-month course starting in September 2003 and ending at the end of November 2003. The trainees received training in the use of PCs. They were enrolled in five different classes in five vocational schools.
- C. The questionnaires used in the first and second surveys contained a number of

common questions to make comparison possible.

(3) Main items of the survey

The items shown below, which are related to the trainees' attitude regarding employment and jobs and their job search activities, were the main items of the survey.

[Relation between job and self]: Formation of occupational self-image, understanding of the type of jobs one is seeking and the type of training one is receiving, and how trainees view their situation.

[Accessing information needed for job-search activities]: use of various channels for gathering necessary information for employment.

(4) Outline of the results of the survey

[General observations]

A. Effectiveness of vocational training

On the effectiveness of vocational training on job-search activities, 85.2 percent of the trainees said, immediately before the end of their training, that the training had a positive effect. Broadly speaking, the positive effect was felt in four areas, namely, (1) the training increased the ability to deepen knowledge about a wide range of jobs, (2) it deepened understanding of the self with respect to work, (3) it gave confidence in one's vocational abilities, and (4) it became a mainstay in the process of organizing one's life in unemployment and carrying on forward-looking job-search activities.

The trainees were also aware, at the end of training than at the beginning of training, that they were making more efforts for expanding their vocational potential and were more motivated in selecting the right jobs for them. Moreover, they had a greater sense of self-efficacy and were eager to make their decisions as they increasingly felt that they could be more flexible in their job-search activities.

In addition, they gradually acquired the ability to see themselves objectively, as they began to think what impression they would give to employers. This was also one of the effects of training.

On the other hand, the respondents also mentioned some negative effects. In some cases, trainees lost confidence in their aptitude or ability. In others, they were confused as to the selection of jobs.

The effect of vocational training as seen in the time sequence from the start of training to immediately before the end of training can be summarized below. Firstly, trainees who were separated from their previous work and were directed by an

employment security office to receive training showed a moment of relief at the start of the training, as they were temporarily set free from the pressures of looking for employment. Apparently, they felt they were given a time allowance for finding a job.

Before the trainees received training, they discussed with an employment security office staff about which kind of jobs they would receive the training in. It was observed, however, that many trainees started training without specific understanding of the jobs they were training in. As a result, the jobs they were training in did not necessarily match with jobs they wished to be employed in.

The survey results showed that the trainees were not necessarily knowledgeable about either the jobs they were training in or the jobs they wanted to be employed in. If trainees could, during the course of their training, gain knowledge about the jobs they wanted to be employed in, it would contribute to improving the prospects for employment.

On the other hand, most trainees hoped that by acquiring specific skills through training, they might apply the acquired knowledge and skills in related job types, thereby increasing their chances for finding employment in other fields as well. While trainees were expected to know what their requirements were through consultation at the employment security office, it was conceivable that training in such skills as basic computer skills, which could be used in a wide variety of job types, was not necessarily designed for employment in specific job types.

Moreover, trainees who could come to believe, through the training, that they have the potential to take on a variety of jobs or who could be open to learning new skills saw brighter prospects for employment at the end of their training. In contrast, those whose sense of self-efficacy declined during the course of training were not optimistic about the prospects for employment.

Generally, trainees who were able to deepen their understanding about themselves with respect to work—how they perceived work and employment, what they wanted from work, and their aptitude—and who knew better about which jobs they wanted to be employed in tended to be more active and to exercise more initiative in their job-search activities.

With respect to collection of information as part of job-search activities, the employment security offices and the Internet were more frequently used than other information channels. The percentage of those using the employment security offices was 69.2 percent immediately after starting training and 38.5 percent immediately before the end of training. On the other hand, the percentage of those using the

Internet rose from 30.8 percent at the beginning of training to 61.6 percent just before the end of training. The percentage of those using these two channels was particularly higher than those of other information sources. Although the two channels differed considerably in the form of services (one was interpersonal while the other was not) and in the environment in which they were used (one was public while the other was private), the use of these two channels of information during training tended to give better prospects for employment.

The most important thing to note is not that vocational training will lead to enhancing one's sense of self-efficacy, but that trainees who were able to feel they acquired specific skills through training and as a result improved their sense of self-efficacy had a positive effect on their job-search activities. There are certain requirements that trainees, employment security offices that direct unemployed people to receive training, and vocational training organizations that provide training should meet to increase the effectiveness of vocational training. The requirements are: addressing the basic issues related to how trainees are directed to receive training, such as whether they have the aptitude to receive training in certain job types and whether they made the selection based on sufficient understanding of the job types, as well as to how trainees are instructed during training, such as whether the method of instruction is suited to each trainee's ability to adapt to training.

B. Direction of job-search assistance during training

To enhance the effectiveness of vocational training on trainees' job-search activities, it is desirable that specialized assistance is provided to the trainees. In this respect, employment security offices and vocational training organizations can provide important assistance.

More specifically, the type of assistance may include the following:

- During the initial stage of "relief" felt by trainees at the beginning of training, the trainees should be encouraged to clarify their views on the relation between jobs they wish to be employed in and jobs for which they will receive training.
- Before they select jobs for which they will receive training, they should be given the opportunity to visit the training site of candidate jobs or to experience training in advance for a short period of half a day or a day.
- After training in practical skills is well under way, trainees should be provided additional information and advice on the jobs they seek employment in, as skills

training will help to deepen their understanding of particular jobs.

- If it becomes evident, after the training has started, that there is a large gap between jobs a trainee seeks employment in and jobs he or she is receiving training in, the trainee should be encouraged to reconsider what he or she wants out of training and to maximize the training's benefits by focusing on the objectives.
- Towards the end of training, trainees should be reminded that they should not "fight a lone battle" in their job-search activities. Advice should be given so that their use of such information channels as the Internet, which can be used at home almost endlessly, is not misguided.
- Vocational training schools also have expertise on the use of information posted on employment security offices' websites. Instruction on how to interpret job descriptions on the websites and other useful advice should be included in the training program.

C. Positioning of trainees

Both trainees and their supporters, including employment security offices and vocational training schools, should adopt the view that trainees receiving vocational training for reemployment are "job seekers directed to receive training." The awareness that the training period is part of the overall job-search period and implementation of specific actions based on that awareness will bring a positive effect on the job search.

[Observation by items]**I. Beginning of training****A. Understanding of jobs and self**

We examined how much the trainees actually knew about the jobs they hoped to be employed in and jobs they were receiving training in.

At the beginning of training, there were more trainees who thought they “did not know” much about the jobs they sought to be employed in. The percentage of those who “knew well” or who “knew” about their desired jobs was 49.6 percent. On the other hand, those who “did not know much about” or who “hardly had any knowledge” of their preferred jobs made up 50.4 percent.

We looked at the trainees’ “general outlook on work.” They were asked which of the following was closer to their idea of work: (a) emphasis on work as a means to make a living or (b) emphasis on a meaning of life and job satisfaction for self-realization through work. There were differences in the answers from those 60 and above and those of less than 60. All respondents who were 60 and above chose (b).

We inquired on the trainees’ attitude and views on job selection from three viewpoints of (1) awareness that they were the decision makers in the job selection process; (2) preferences regarding different selection factors; and (3) attitude and views on how they should proceed with their job-search activities.

On the question of whether the trainees would be able to make their own decisions about themselves in the job selection process, the majority of the trainees did not necessarily know which jobs suited them best but were aware of the direction of their job-search activities. Because of the difficult situation of the labor market, it was observed that they thought they needed help of third-parties in their activities.

On the question of their preferences regarding selection factors, the trainees were strongly aware about which jobs they wanted to find employment in and were clearly willing to learn new things in order to adapt to changes.

On their attitude and views on how they would proceed with job search, the majority of them clearly indicated determination to find employment and willingness to make the effort.

The results showed that in general, the trainees, at the beginning of training, showed hope and motivation for finding employment.

There was also a tendency where the more the trainees knew about the actual situation surrounding their preferred jobs, the more they knew what jobs suited them. Such trainees tended to have more clearly defined goals regarding work, to understand their selling points that would help them in the labor market, and to be more aware that they were able to look for job assistance.

No statistical significance was observed between the trainees' general or abstract outlook on work and other survey items related to the actual job-search activities. Therefore, it can be said that regardless of one's outlook on life or work, it is important that trainees are able to know where they stand in the labor market and the relation between work and the self when narrowing down their desired jobs.

B. Time for securing employment

The highest percentage of trainees, with 62.2 percent, said "they had to find employment" at "an early period after the training ended." The percentage of trainees who wanted to find employment before their training ended was only about 10 percent.

C. Views about the relation between desired jobs and jobs one was training in

The trainees were not so much concerned about matching "jobs they wished to find employment in" and "jobs they were receiving training in." More specifically, the highest percentage of them felt that "as long as they could utilize the skills they were trained in, it did not matter which job they were employed in" (44.8 percent), which was followed by those who said that "even if they were not employed in the desired job, they would not mind if they were employed in an analogous job" (30.6 percent). The results indicate both the trainees' expectations on training and the reality they face.

II. End of training

A. Understanding of jobs and self

On understanding of trainees' preferred jobs towards the end of training, 69.4 percent said they "knew" about their desired jobs, while 30.6 percent replied they "did not know" much about their desired jobs. Clearly those who knew about their preferred jobs increased from the previous survey taken at the beginning of training both in terms of percentage and absolute numbers.

On a closer look, however, the increase was mainly attributed to those who "knew vaguely" about their preferred jobs and not to those who gained new knowledge about particular jobs. This was probably because they began to access, towards the end of their training, a greater amount of job opening information at employment security

offices and other employment information on the Internet in the hope of realizing employment. Their knowledge, therefore, is not based on their experience of actually seeing what their desired jobs are like. It is conceivable that as their urgency to find employment increases, collecting job opening information becomes more important to the trainees than knowing the actual situation of their preferred jobs.

On the question of whether “the trainees were able to make their own decisions about themselves,” the number of those who replied in the affirmative increased compared to the first survey. The increase was significant particularly with respect to questions about the trainees’ sense of self-efficacy in determining the direction of their job-search activities. It was shown that a half to more than 70 percent of them were aware of and confident about their selection of jobs.

On the question of how they would proceed with job search, the results were basically unchanged from the previous survey. It is particularly noteworthy, however, that the percentage of trainees who felt they could “cope with any job if they gave it their best effort” rose by some 10 percentage points. On a scale of 1 to 4, with “1” replying in the negative and “4” in the affirmative, there was a significant difference in the average value between the first and second surveys. This may be attributed to the fact that through acquisition of skills through training, the trainees actually felt that they had enhanced their abilities.

B. Access to employment information during training

With respect to access to information on employment, the role of employment security offices and the Internet was particularly noticeable.

For information on “the general situation of the labor market,” the percentage of the trainees using the employment security offices was 40.2 percent, followed by the Internet with 22.1 percent, help-wanted columns in newspapers and magazines with 20.5 percent, job advertisement magazines with 14.8 percent, and inserts, handbills, and posters at convenience stores and supermarkets with 11.5 percent.

For information on “particular jobs and work,” the highest percentage of the trainees used the employment security offices with 27.0 percent, followed by the Internet with 16.4 percent, and help-wanted columns in newspapers and magazines with 14.8 percent.

We broke down information on “actual job openings and employment” into information on “actual job offers,” on “working conditions such as the standard wages in preferred jobs,” and on “employment by firms one hopes to apply or firms in certain

regional areas.” The point of access to information on “actual job offers” used the most by the trainees was employment security offices with 54.9 percent, followed by the Internet with 30.3 percent, job advertisement magazines with 20.5 percent, help-wanted columns in newspapers and magazines with 18.0 percent, and inserts, handbills, and posters at convenience stores and supermarkets with 15.6 percent.

For information on “working conditions such as the standard wages in preferred jobs,” employment security offices had the highest percentage with 44.3 percent, followed by the Internet with 21.3 percent, job advertisement magazines with 18.0 percent, and help-wanted columns in newspapers and magazines with 13.1 percent. All other information sources figured less than 10 percent. The use of vocational training schools and teachers made up only 4.9 percent, and information from fellow trainees 3.3 percent.

For information on “employment by firms one hopes to apply or firms in certain regional areas,” employment security offices had the highest percentage with 43.4 percent, the Internet with 19.7 percent, job advertisement magazines 13.9 percent, and help-wanted columns in newspapers and magazines 10.7 percent.

III. Changes brought about by vocational training (comparison of results at beginning and end of training)

A. Changes in the understanding of jobs and self

With respect to how much one was able to picture oneself working in a desired job, there was a slight difference between the results at the beginning of training and end of training. The nature of work, the situation of the workplace, the surrounding people, and what one’s family thought about the job all had a positive correlation between the two surveys, but the degree of correlation was different. Towards the end of training, the trainees were able to comprehensively visualize themselves working in a desired job. They were also able generally to picture themselves working in jobs they were receiving training in. In particular, the ability to visualize what their workplaces would be had a high correlation with the nature of work and other factors. It may be that encounters with specific job offers and better understanding of the nature of work helped to see the actual workplace better, which in turn helped to visualize various things associated with the workplace, including coworkers.

Understanding of the self, in response to four questions of “one should not be employed in a job unless one truly wants to engage in that job,” “one can cope with any job if one gave it a best effort,” “one should try different kinds of jobs,” and “one can find a considerable amount of information on and support for employment,” was

different at the beginning of training and at the end of training.

Support for the first question, “one should not be employed in a job unless one truly wants to engage in that job,” declined towards the end of training. On the other hand, approval on other three questions increased. There was an overall tendency for the trainees to become more aware of their possibility for employment and at the same time, their feelings for their preferred jobs became stronger. This is probably because in some respects, they were more flexible to changes in their environment. A closer look must be taken at individual cases to see whether these changes benefit finding employment. When we look at individual trainees, for instance, the “stronger feelings for their desired jobs” and the belief that “they can cope with any jobs with their effort” did not necessarily coexist with the notion of “one should try different kinds of jobs.” Therefore, it is appropriate to say that the results obtained here suggest the importance of and the need for employment security offices and vocational training schools to provide skills instructions as well to make sure that clarification of one’s desired jobs and increased confidence in their chances for employment gained through the process of training have a positive effect on their job-search activities. In particular, there is a need to help those who lack adequate understanding of their preferred jobs to deepen their understanding of their preference.

B. Views on employment and job retention

On the question of how the trainees thought they would react to the unpleasant event of not being able to adapt to their new job, about one thirds of the respondents, in both the first and second surveys, replied that they did not know how they would respond. In some cases, however, those who said they “did not know” in the first survey replied in the second survey that it was possible to change to another job. At the same time, more trainees believed that “even though it was possible to change jobs again, they would not do so lightly.” Also, the number of trainees who thought changing jobs again would be difficult decreased. At the same time, however, among those who thought it difficult, more of them were of the view that even though it may be difficult, one should “change jobs nonetheless.” These results may have been influenced by an increase in the trainees’ sense of self-efficacy during the course of training.

C. Changes in access to information on employment

On the question of whether the trainees had access to more information for their job-search activities during the training period than before, 42.5 percent said they had

“more information,” 55.8 percent replied that “the amount of information remained unchanged,” and 1.7 percent answered that they had “less information.”

On the source of information on actual job offers and employment, the largest number of trainees obtained information from employment security offices, making up 54.9 percent of all respondents in the second survey. This was followed by the Internet with 30.3 percent, job advertisement magazines with 20.5 percent, and help-wanted columns in newspapers and magazines with 18.0 percent. With respect to the sufficiency of information, 43.9 percent of those obtaining information from employment security offices felt that it was sufficient. Similarly, 30.6 percent of those accessing information on the Internet, 25.0 percent of those using job advertisement magazines, and 28.6 percent of those obtaining information from help-wanted columns in newspapers and magazines felt the information was sufficient. Only about four percent accessed information from vocational training organizations.

D. Factors in the selection of jobs

With respect to factors in selection of jobs, many respondents chose “the nature of the job/work” and “working conditions such as wages and working hours” as their answers in both the first survey taken at the beginning of training and the second survey taken towards the end of training. In the second survey, the percentage of those who chose “working conditions such as wages and working hours” rose, and at the same time, an increased percentage of respondents chose “conditions related to commuting, such as location of the workplace.” About one third of those who had selected “the nature of the job/work” in the first survey began to give a greater emphasis on “working conditions such as wages and working hours” and “conditions related to commuting, such as location of the workplace” in the latter survey.

On the other hand, two fifths of those who had put priority on working conditions in the first survey gave a greater emphasis on “the nature of the job/work” and “conditions related to commuting, such as location of the workplace” in the second survey. It appears that as the urgency to find employment increases, the importance of actual compatibility with work becomes more important than highly evaluating one’s value as a worker and receiving wages commensurate with such evaluation.

In the second survey, about 40 percent of the respondents chose that “the nature of the job/work” as the most important factor in the selection of job offers. Of these respondents, about 60 percent replied that “the nature of the job/work” was also the most important factor in deciding which job they would actually be employed in, while

the remaining 40 percent chose other factors.

Moreover, among those who said “working conditions such as wages and working hours” was the priority in deciding which job to take on, about half were selecting job offers based on other conditions. Therefore, conditions for selection of job offers and selection of actual jobs did not necessarily match.

E. Areas in which vocational training was effective

On the effectiveness of vocational training on job-search activities, 85.2 percent of the trainees were aware that it had a positive effect. However, 41.0 percent replied that training had both positive as well as negative effects. The effect of vocational training on job-search activities was not always positive. It can be said that it was positive when trainees could feel a greater sense of self-efficacy through training.

On the effect of vocational training that was gauged objectively and not necessarily realized by the trainees, the trainees could be aware that they were decision makers about their selection of jobs, and they could be confident about their ability to go through job-search activities. The trainees, towards the end of training, came to see the value of making an effort to increase their opportunity with regard to jobs and were motivated to find employment in a job that suited them. At the same time, they could increasingly feel that they could be more flexible in job-search activities, as their sense of self-efficacy and motivation to make their own decisions were enhanced. Moreover, they were able to see themselves objectively, for instance, by thinking how employers would evaluate them.

A number of data indicate trainees’ rising sense of self-efficacy. Those trainees who thought “they can cope with any jobs with their effort” scored higher towards the end of training than at the beginning. There was a significant difference in the average figures before and after training. Moreover, there was a statistically significant rise in the percentage of those who felt they could find information and support for employment by themselves and who believed that one should try different kinds of jobs.

There was also a marked tendency for trainees who had had deepened understanding about themselves and who had enhanced their sense of self-efficacy to feel they had good prospect for employment, although they were not yet assured of a job. This could also be substantiated from another angle. For trainees, to whom the effect of vocational training was little, there was a tendency for them to have a decreased awareness about making their own decisions and a declining sense of their

self-efficacy.

F. Notable groups of trainees

Apart from the overall tendency, there were three groups of whom a separate explanation would suffice. They are all in the minority, but they require special attention in the performance of job consultation and training. Each group is briefly described below as a reference for those providing these services. Statistically they are often not noticed, but they require special attention when providing them assistance for finding employment.

a. Trainees who “knew vaguely” about their preferred jobs and those who “only had knowledge” of their preferred jobs

About 10 percent of the trainees “knew vaguely” about the jobs they wanted to be employed in at the beginning of training. All of these trainees, moreover, had not deepened their knowledge about the jobs they wanted to be employed in even at the end of their training. It may be that those who “knew vaguely” about a job did not necessarily mean that they had little knowledge about the job, but that they were not sure about how much they actually understood the job. Obviously, these trainees had never been employed in those jobs and had little information about those jobs.

On the other hand, there were trainees who, at the beginning of training, knew about their preferred jobs not through experience but only through knowledge. Although subsequent changes in their level of understanding were varied from trainee to trainee, understanding about their desired jobs generally tended to decrease.

It should be noted, however, that three trainees changed their preferred jobs to ones they had “the experience in,” and another changed their desired jobs to ones that the person had “seen through visits to workplaces, etc.” Unlike those who knew vaguely about their preferred jobs, what is important is the fact that these trainees were aware that they had “no experience but only knowledge,” which most probably brought about these changes in diversity.

b. Trainees who could not decide on their desired jobs

Immediately before the end of training, 5.1 percent of the trainees were still “unable to decide on their desired jobs.” During the course of training, these trainees became less concerned about finding a job. As a result, they did not necessarily insist on the jobs they wanted to do, but they still did not want to be employed in the jobs where they had to give up their interest or preference. From the beginning, they were uncertain about their vocational aptitude, and even after training, they still did not know what kind of jobs suited them or what they wanted to do in their occupational life. They were increasingly unclear about their selling points and skeptical about making efforts to gain results. They also felt helpless about their ability to find support in their effort to find a job. On the other hand, they thought it was a good thing that they try different things. Nonetheless, perhaps because they were not good at understanding their position relative to other people, they were less reluctant than before to think about how prospective employers might evaluate them.

If employment security offices or vocational training schools could provide, before or at the beginning of training, these trainees with detailed counseling to help them with their understanding of jobs and of themselves, with opportunities for experiencing or seeing the actual training for different types of jobs for a day or even half a day, and with discussions to encourage them to inspect their awareness about jobs and employment, the current situation could change drastically.

c. Trainees with good prospects for employment

Immediately before the end of training, 10.7 percent of the trainees replied that they either had received an informal job offer or had a good prospect for finding a job. These trainees were characterized by a good understanding about jobs from the very beginning of training. In particular, they formed a clear image of the nature of work and the workplaces of their preferred jobs. In the course of training, they could become more confident about their self-understanding and could grasp an appropriate perception of the actual labor market environment.

Generally speaking, they tended to have a high level of understanding about themselves and confidence about their self-efficacy in job-search activities. More specifically, a large percentage of such trainees were able to know which jobs suited them and to clearly see what they wanted to do through their jobs. They knew well from the start what their strengths and characteristics were, and had apparently been carrying out job-search activities by considering how prospective employers might see them, an attitude they continued to maintain. They increasingly gave weight on their

interest and at the same time, were open to and believed in the possibility of learning new skills to adapt to the environment. Because they were confident about themselves, they could take on a number of jobs, but they appeared to be of a type who set out in the beginning to clarify what they wanted to do and focus their energies into their objectives. They had clear direction or standards for selection, and their interest was not disjointed. Therefore, they saw the value of making an effort but were focused in their job-search activities.

[Reference]

The Employment and Human Resources Development Organization of Japan (Tokyo Center) and other vocational training organizations followed up on the results of job-search activities of the trainees of this survey. The follow-up showed that 13.3 percent of the trainees found a job within a month after the end of training, and another 36.4 percent found a job within two months after the training. It could be expected that a large number of trainees would go on to find employment in subsequent months. It can be presumed that vocational training was effective in bringing about a change in trainees' understanding about themselves as well as greater flexibility and rationality in their job-search activities. As a result, it may have brought about a change in the quality of job-search activities that would not have happened if they had not taken the training. Further research into these hypotheses will remain to be made.

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