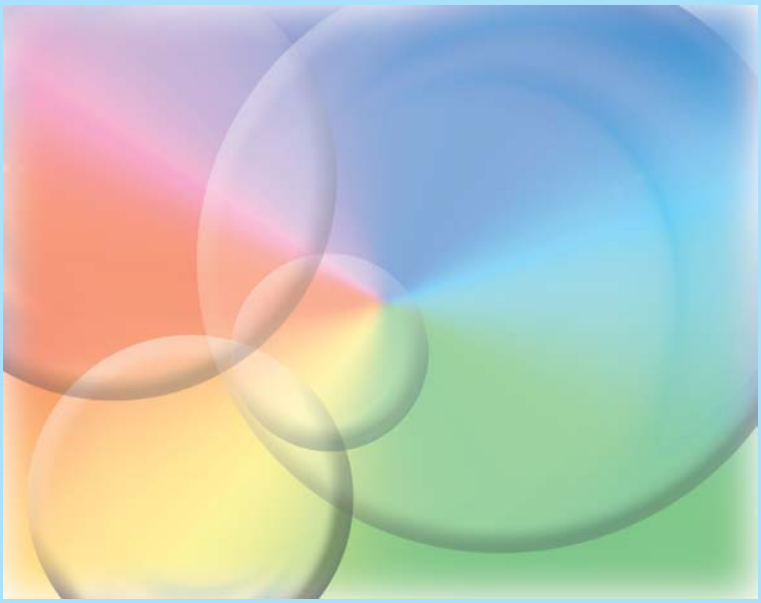
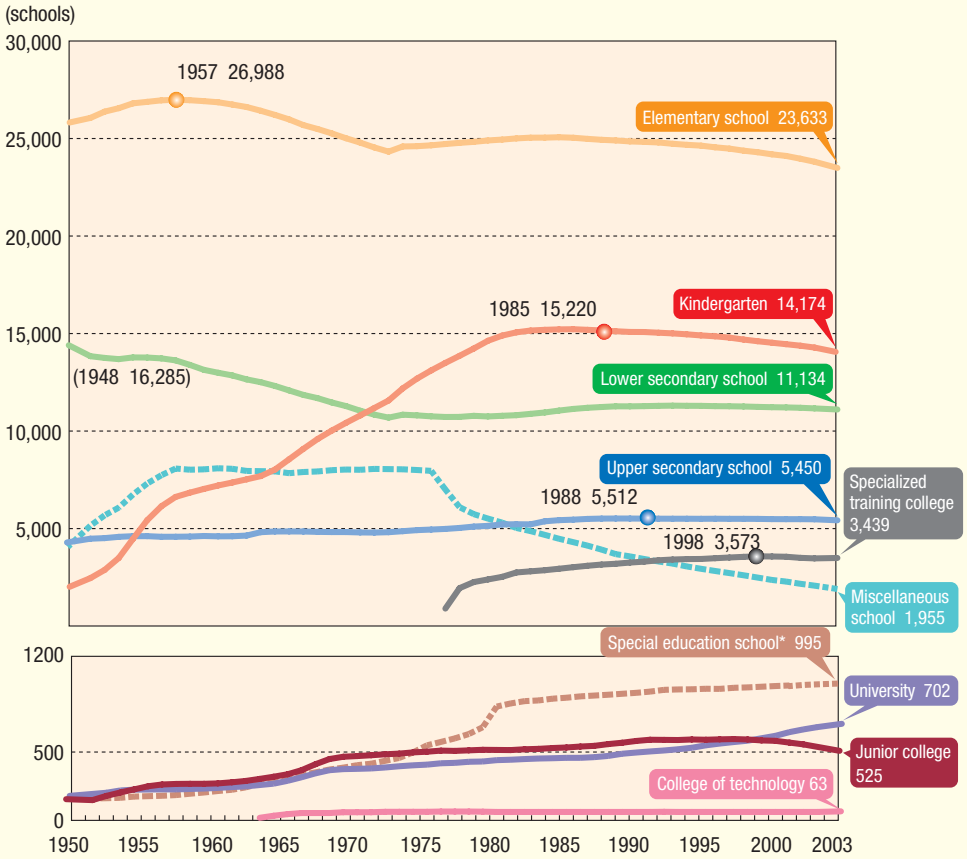
I

School Education



I-1 Number of Institutions

I-1-1 Trends in Number of Institutions

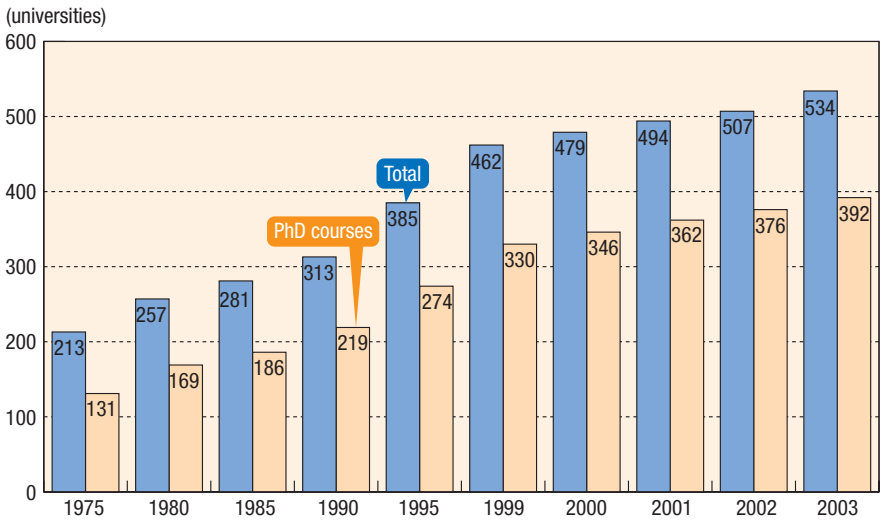


Note: *Schools for the blind, for the deaf and other disabled.
Source: MEXT, *School Basic Survey*

The number of institutions at the primary and secondary education level is on the decline as schools merge or close due to the low childbirth rate. However, the number of universities has increased consistently.

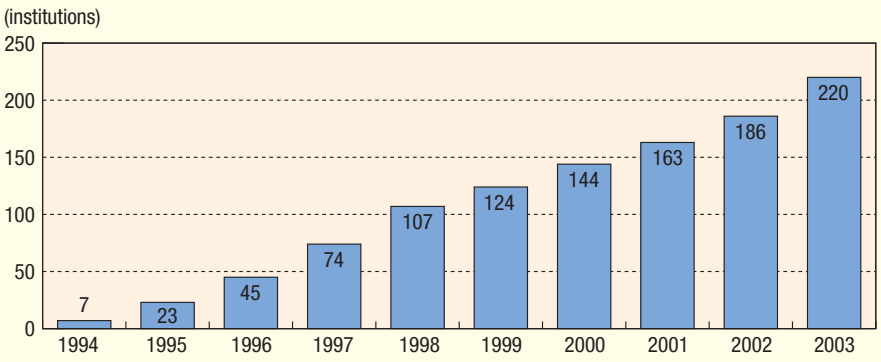
See p60 of reference documents

● Number of Universities with Graduate Schools ●



Note: Depends on student enrollments.
Source: MEXT, *School Basic Survey*

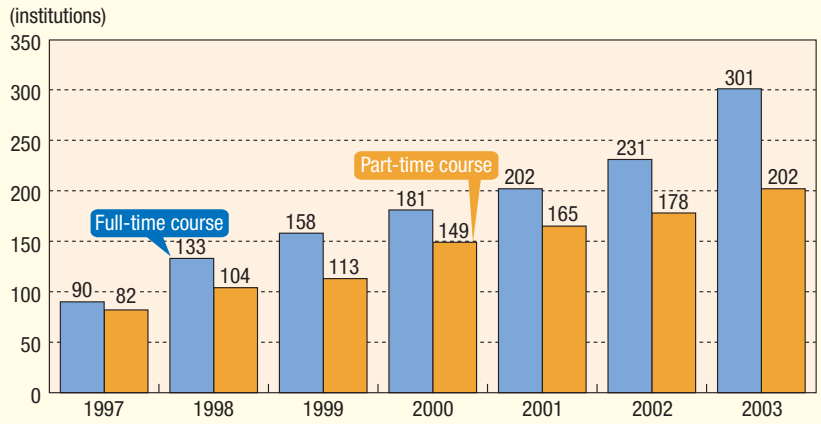
I-1-2 Trends in Number of Upper Secondary Schools with Integrated Courses



Source: MEXT, *Progress of Reform in Upper Secondary Education*

The number of upper secondary schools with integrated courses has grown consistently since the system was introduced in 1994. 220 schools had integrated courses in 2003.

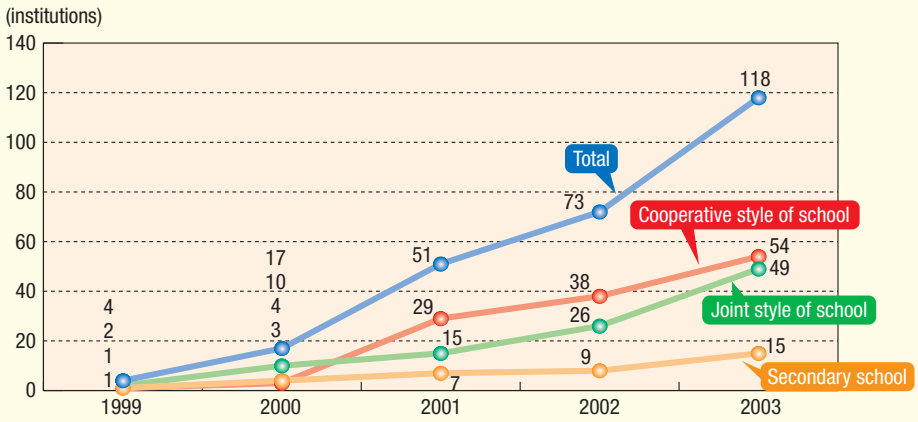
I-1-3 Trends in Number of Credit-based Upper Secondary Schools



Source: MEXT, *School Basic Survey*

Upper secondary schools with the new credit-based system enable students to graduate by building up attendance and amassing credits, as opposed to a school year-based system. The number of upper secondary schools with credit system-based courses has grown consistently since the part-time course and the correspondence course were introduced in 1988 and the full-time course system in 1993. Over 500 schools have adopted the credit systems.

I-1-4 Trends in Number of Unified Secondary Schools

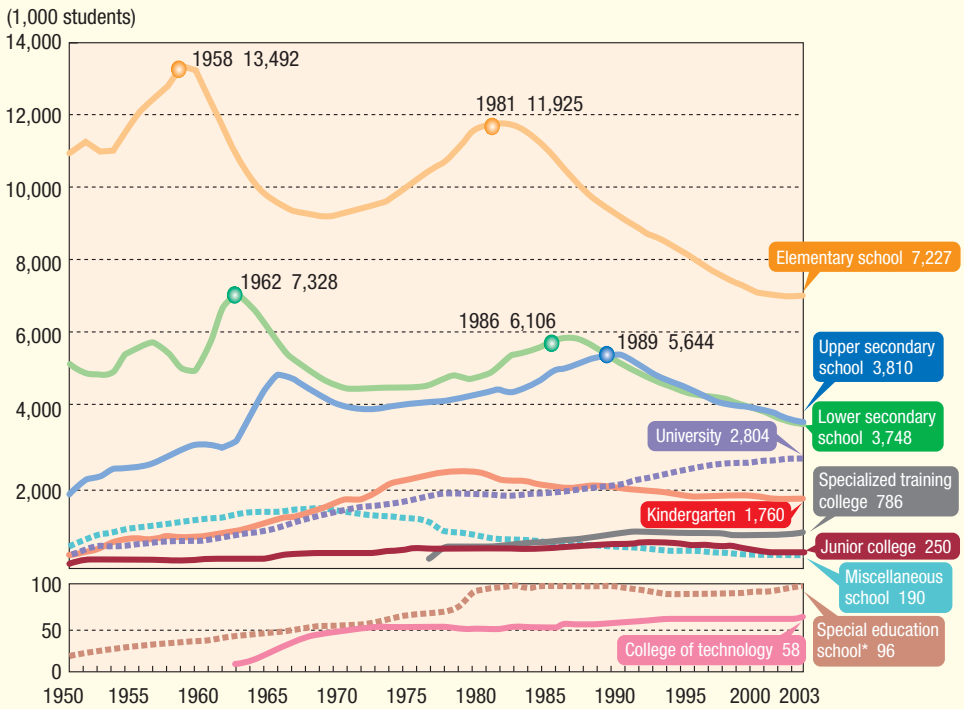


Source: Reported by MEXT

The number of schools providing a unified secondary education has also been climbing since the introduction of the system in 1999, with a particularly marked increase in the cooperative style of schools.

I-2 Number of Students

I-2-1 Trends in Number of Students

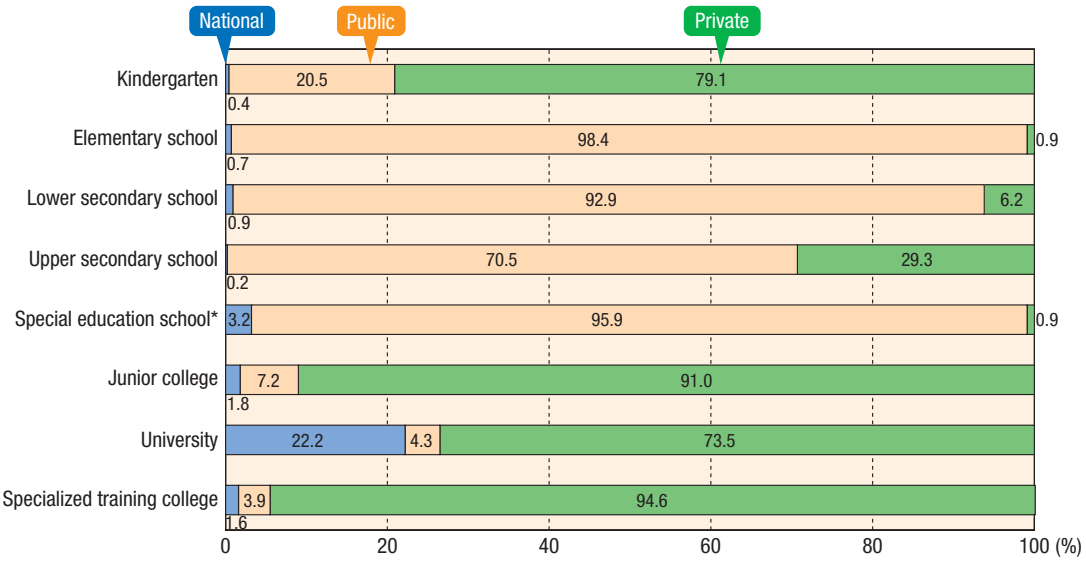


Note: *Schools for the blind, for the deaf and for the other disabled.
Source: MEXT, *School Basic Survey*

The number of students continues to decline at the primary and secondary education stage, as well as at junior colleges. However, the number of students at universities continues to grow.

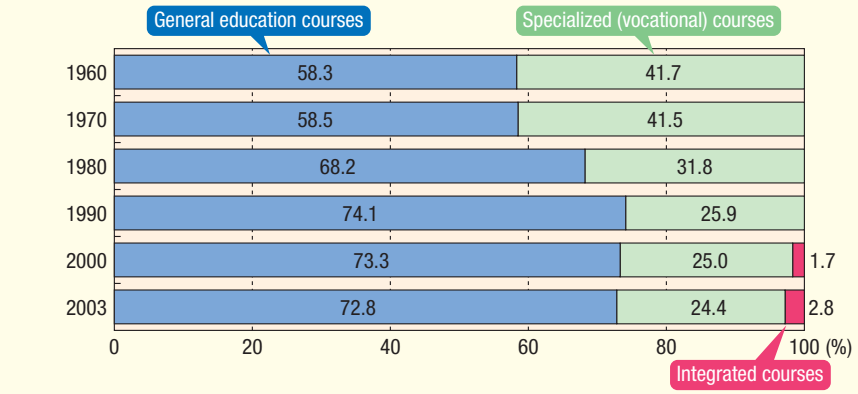
See p61 of reference documents

● Percentage Distribution of Student Enrollments: National, Public, Private (2003) ●

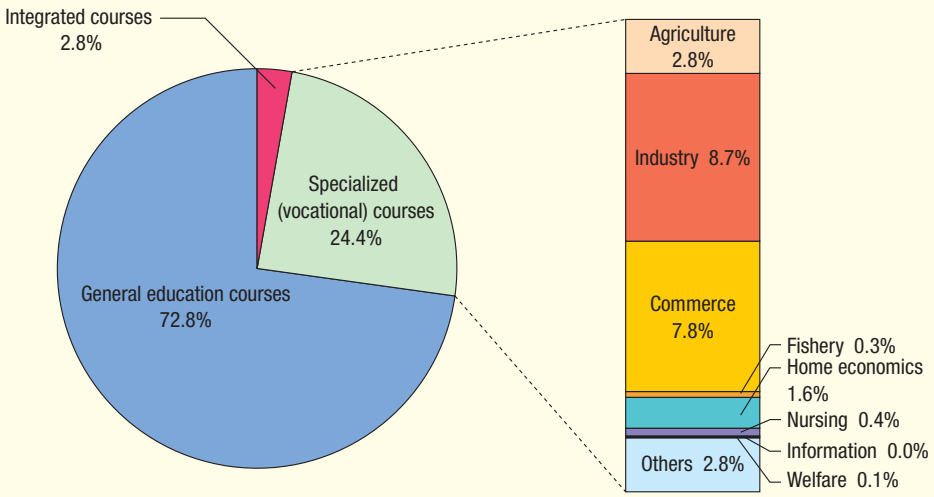


Note: *Schools for the blind, for the deaf and for the other disabled.
Source: MEXT, *School Basic Survey*

I-2-2 Percentage Distribution of Upper Secondary School Students by Type of Course



[2003]

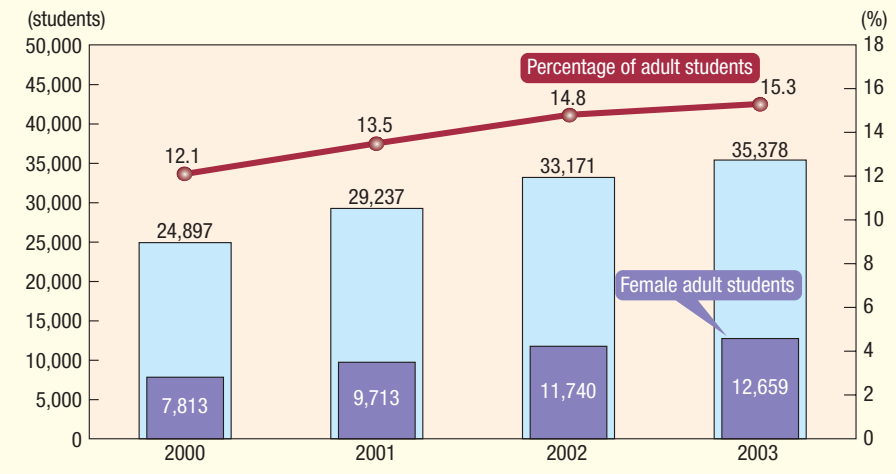


Source: MEXT, *School Basic Survey*

Looking at the percentage distribution of upper secondary school students by type of course, we can see that the proportion of those taking specialized (vocational) courses, once over 40%, is falling. Meanwhile, the popularity of general courses has risen, but in recent years the percentage of students enrolled in integrated courses and other specialized courses has risen slightly.

See p64 of reference documents

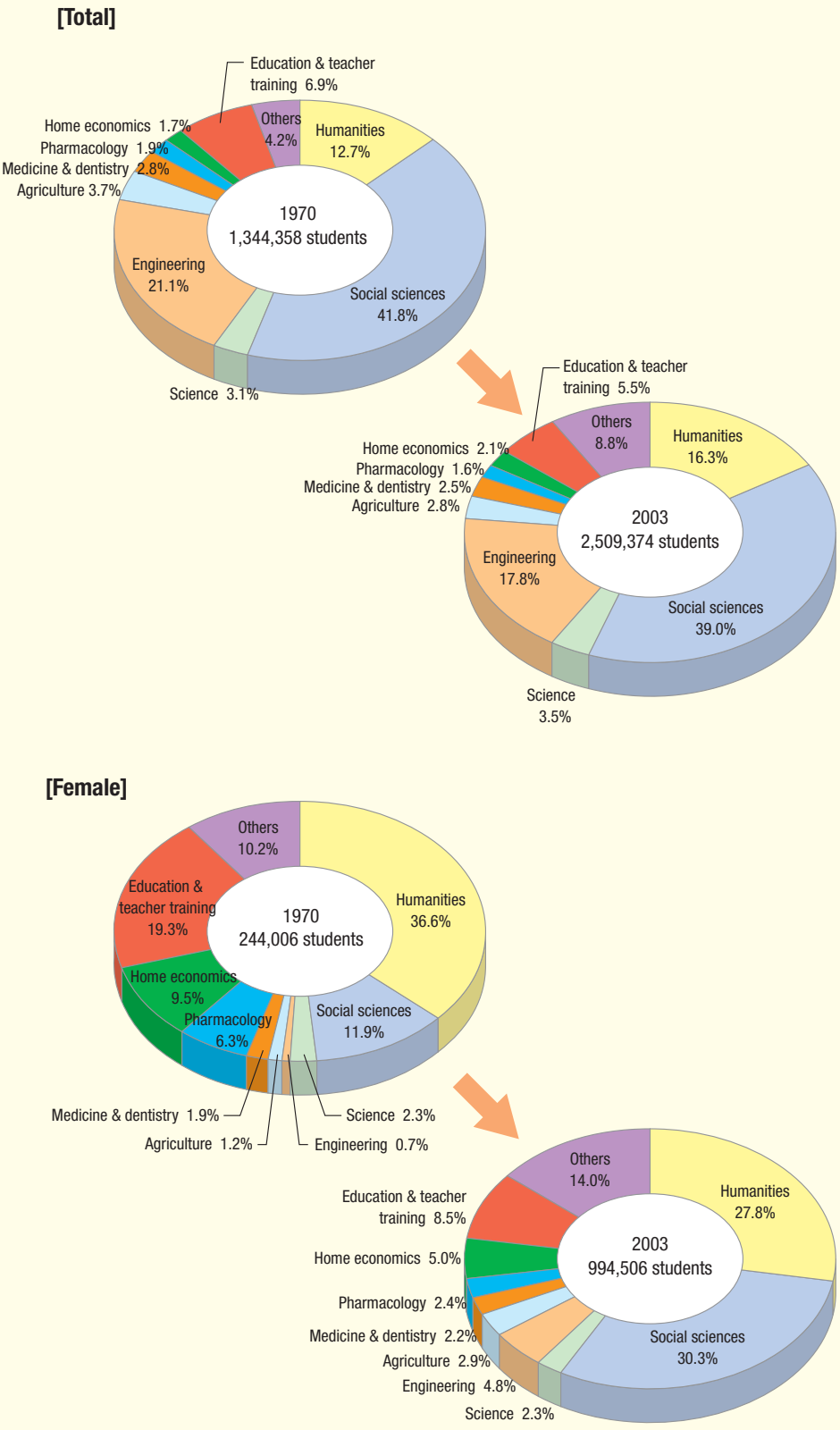
I-2-3 Trends in Number of Adult Students (Graduate Schools)



Source: MEXT, *School Basic Survey*

The number of adult students has continued to grow since the survey began in 2000 and in 2003, 35,000 were enrolled, accounting for 15.3% of university graduate students.

I-2-4 Percentage Distribution of University Students by Major Field of Study

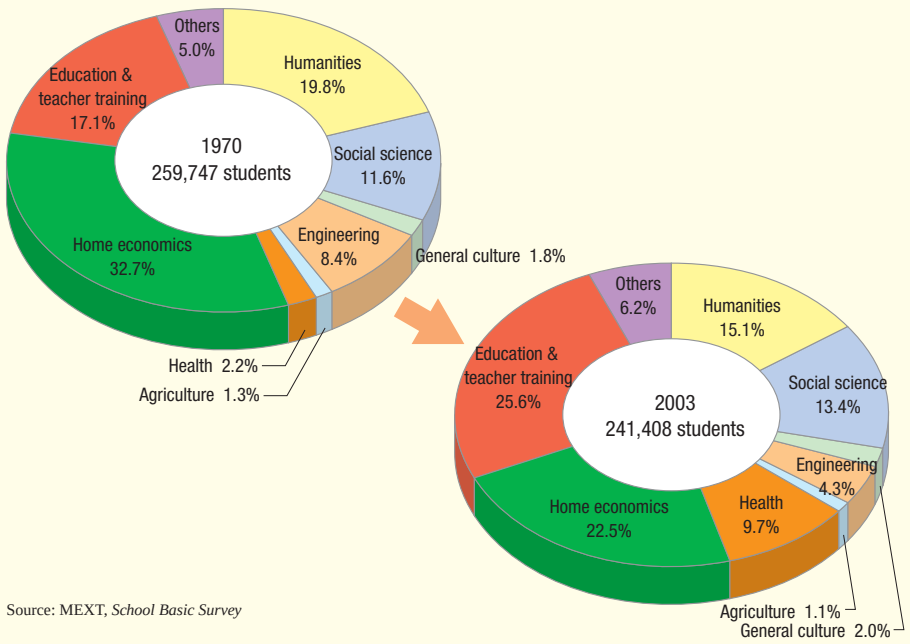


Source: MEXT, *School Basic Survey*

The percentage distribution of university students by major field of study shows that in 2003, the highest proportion took Social Sciences (39.0%), followed by Engineering (17.8%) and Humanities (16.3%). There has been no substantial change in the ratio of the top fields of study since 1970. Looking at female students, the proportion majoring in Social Sciences increased significantly.

See p64 of reference documents

I-2-5 Percentage Distribution of Junior College Students by Major Field of Study

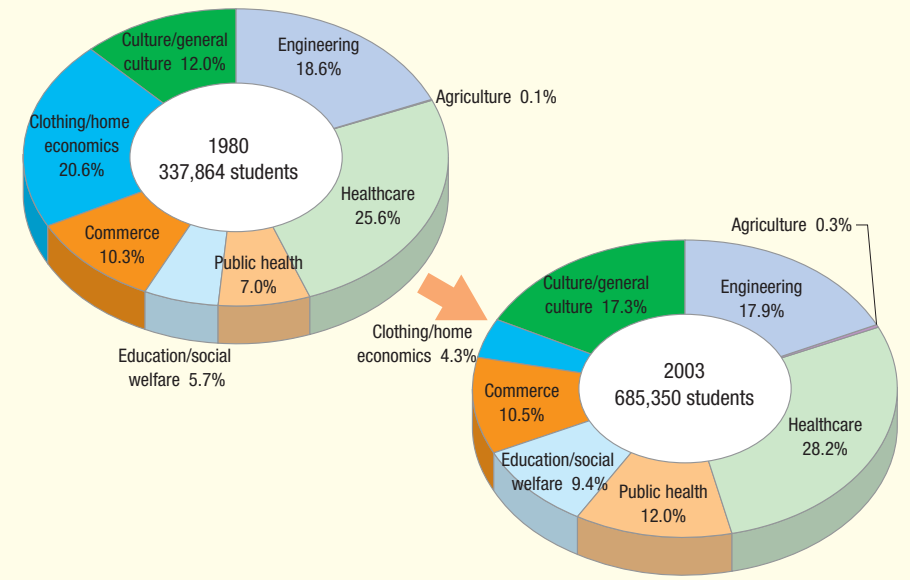


Source: MEXT, *School Basic Survey*

The percentage distribution of junior college students by major field of study reveals that the most common major in 2003 was Education with 25.6% of enrollment, followed by Home Economics (22.5%) and Humanities (15.1%). Compared to 1970, the proportion of Education students is higher and that of the Home Economics students has declined dramatically.

See p65 of reference documents

I-2-6 Percentage Distribution of Specialized Training College Students (Specialized Courses) by Major Field of Study



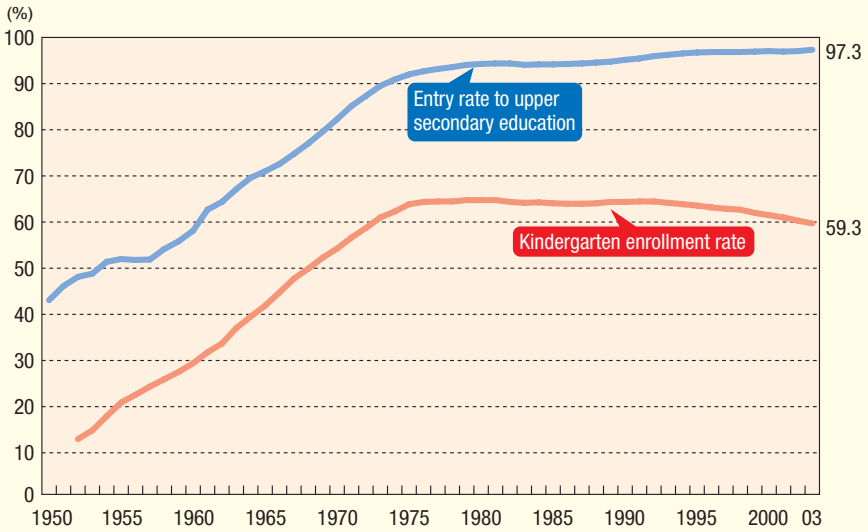
Source: MEXT, *School Basic Survey*

Looking at the percentage distribution of specialized training college (ISCED 5B) students by major field of study, in 2003 the most enrollments were in Healthcare at 28.2%, followed by Engineering (17.9%) and Culture/general culture (17.3%). There has been a significant drop in the proportion of students enrolled in Clothing/home economics compared to 1980.

See p65 of reference documents

I-3 Entry Rate

I-3-1 Trends in Enrollment Rate of Kindergarten and Entry Rate to Upper Secondary Education



Kindergarten enrollment rate (%) = (No. of pupils completing kindergarten / No. of pupils in first year of elementary school) x 100

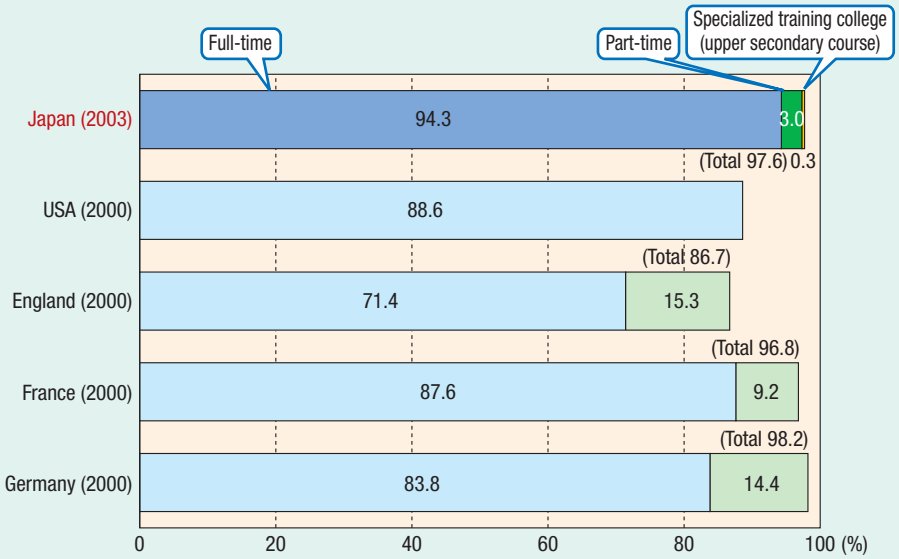
Entry rate to upper secondary education (%) = (Students entering upper secondary education regular/special courses or colleges of technology (including those entering employment but not those re-taking university entrance examinations) / Lower secondary school graduates + those who have completed lower division of secondary school) x 100

Source: MEXT, *School Basic Survey*

The kindergarten enrollment rate grew dramatically until around 1975 and has remained even or declined slightly since. The rate was 59.3% in 2003. On the other hand, the entry rate to upper secondary education grew dramatically until around 1975 and has moved in the 90% range since. The rate was at 97.3% in 2003.

See p65 of reference documents

I-3-2 International Comparison of Entry Rates to Upper Secondary Education

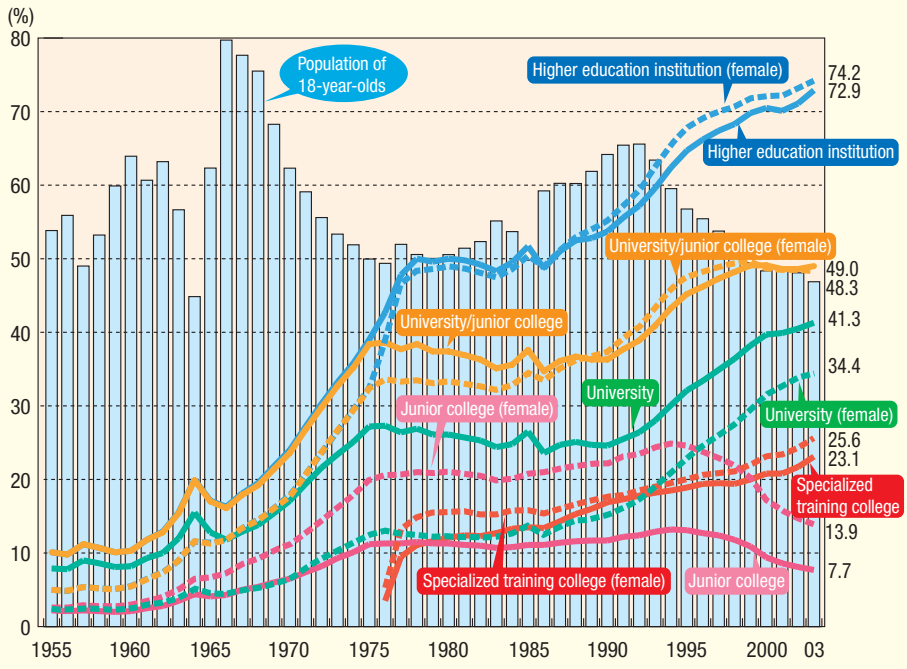


Entry rate (%) = (No. of students in first year of upper secondary education or no. of students / No. of students completing compulsory education or total population in the corresponding age group) x 100

Note: "Full-time" in Japan refers to the full-day course, "part-time" to the day/evening course and correspondence course (regular course).
Source: MEXT, *International Comparison of Educational Indicators 2004*

Japan's entry rate to upper secondary education (upper secondary schools, etc.) is high at 97.3% including day/evening course and correspondence course (regular course) students, with 94.3% enrolled under the full-time course.

I-3-3 Trends in Entry Rates to Higher Education



$$\text{Entry rate (\%)} = \frac{\text{No. of enrolled students (including those who graduated in the previous year. For colleges of technology, the number of four-year students)}}{\text{Population of 18-year-olds}} \times 100$$

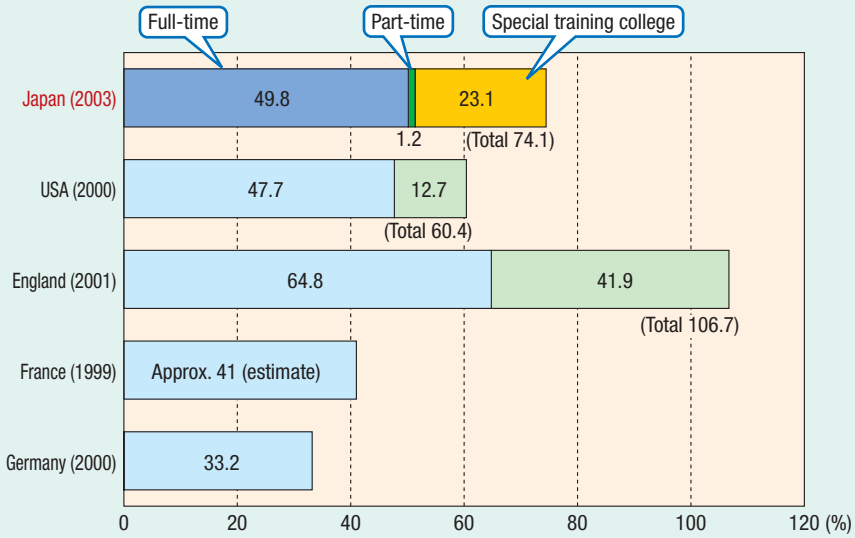
Population of 18-year-olds = No. of students who graduated from lower secondary school three years ago + no. of students who have completed lower division of secondary schools

Source: MEXT, *School Basic Survey*

The entry rate to higher education institutions is still more or less on the rise, reaching 72.9% in 2003, and 74.2% for females. Looking at the entry rate to university and junior college (including those retaking university entrance exams), an upward trend was sustained until recently, when the rate flattened. In 2003 the rate was 49.0%, and 48.3% for females.

See p66 of reference documents

I-3-4 International Comparison of Entry Rates to Higher Education



$$\text{Entry rate (\%)} = \frac{\text{No. of students enrolled in higher education institutions (including students of all ages)}}{\text{Population of relevant age group}} \times 100$$

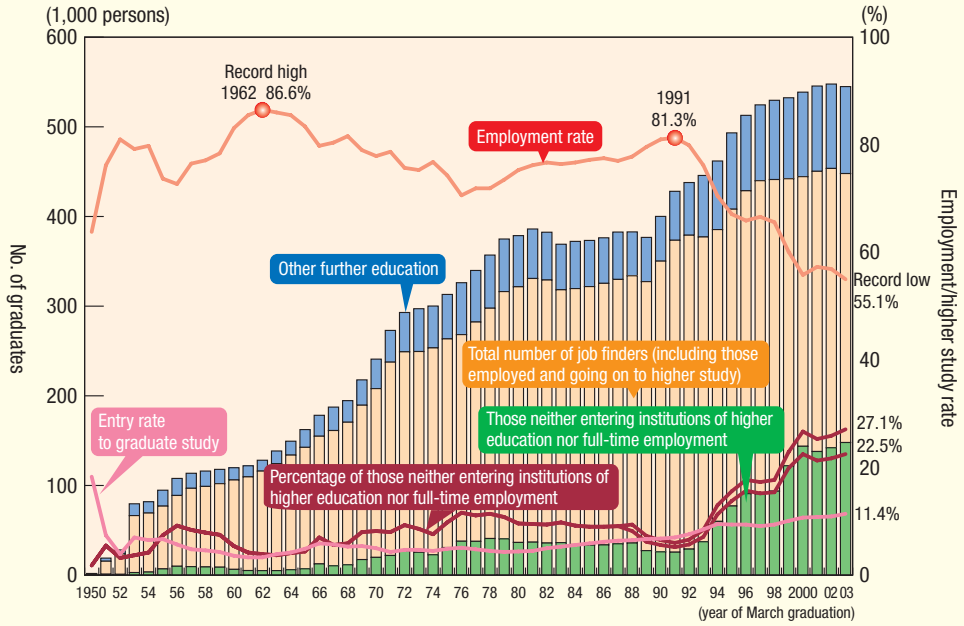
Note: In Japan, university, junior college and colleges of technology (fourth year) count as full-time, while correspondence courses and the University of the Air (regular course) count as part-time.

Source: MEXT, *International Comparison of Educational Indicators 2004*

Japan's entry rate to higher education is high at 74.1%, with 49.8% of students going on to universities, junior colleges or colleges of technology (fourth year). The remainder go on to correspondence schools, the University of the Air (regular course) and specialized training colleges (specialized course). In England, not only the number of enrollment-age (18-year-old) students, but that of adult students (21 or over) is increasing rapidly.

I-4 First Destination of New Graduates

I-4-1 First Destination of New Graduates of Universities (Undergraduate)

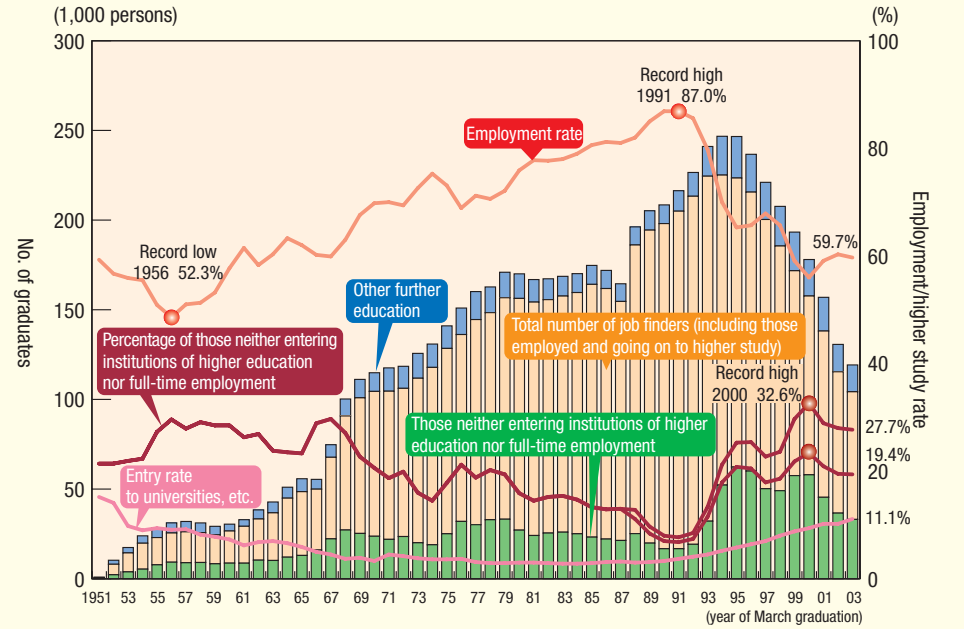


Notes: 1 "Those neither entering institutions of higher education nor full-time employment" refers to those who are clearly neither entering employment nor entering institutions of higher education, for example those helping at home, those remaining at their schools as research students and those enrolling in specialized training schools, miscellaneous schools, foreign schools, public vocational training institutions etc. This category also includes "those in temporary work."
2 Since 1988, "those in temporary work" has been surveyed as an independent category. Therefore, the difference in percentages gives the proportion of "those in temporary work."
Source: MEXT, *School Basic Survey*

The number of new university graduates (undergraduate) fell to 545,000 in 2003, 3,000 fewer than the record high number of 2002. The employment rate has also been in decline since 1991, dropping to a record low of 55.1%in 2003.

See p67 of reference documents

I-4-2 First Destination of New Graduates of Junior Colleges

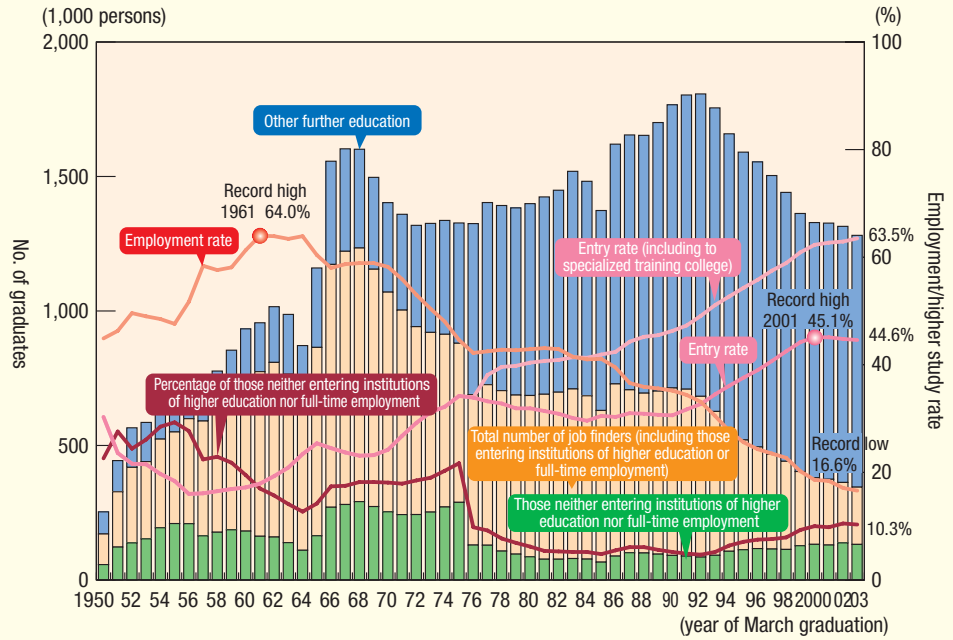


Notes: 1 "Those neither entering institutions of higher education nor full-time employment" refers to those who are clearly neither entering employment nor entering institutions of higher education, for example those helping at home, those remaining at their schools as research students and those enrolling in specialized training schools, miscellaneous schools, foreign schools, public vocational training institutions, etc. This category includes "those in temporary work."
2 Since 1988, "those in temporary work" has been surveyed as an independent category. Therefore, the difference in percentages gives the proportion of "those in temporary work."
Source: MEXT, *School Basic Survey*

The number of junior college graduates has continued to decline since peaking in 1994, with 119,000 students graduating in 2003. The employment rate also dropped 0.6% from 2002 to 59.7%.

See p67 of reference documents

I-4-3 First Destination of New Graduates of Upper Secondary Schools



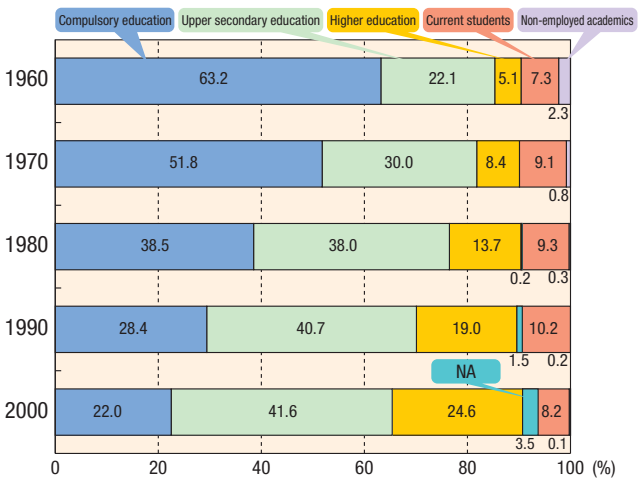
Note: "Those neither entering institutions of higher education nor full-time employment" refers to those without clearly defined future plans, neither entering employment nor entering institutions of higher education or specialized training colleges (specialized course), nor enrolled in specialized training colleges (general course) or professional skills development schools. This category includes those helping at home, those enrolling in study overseas and those in temporary work. Before 1975, this category included students enrolled in miscellaneous schools and public human resources development facilities.

Source: MEXT, *School Basic Survey*

The number of upper secondary school graduates has been declining continuously since it peaked in 1992, falling to 1,281,000 in 2003. The employment rate has also been falling since 1961, reaching an all-time low of 16.6% in 2003.

See p68 of reference documents

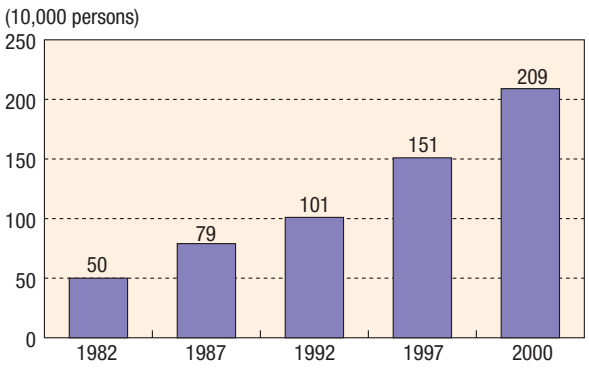
●Population by Highest Educational Attainment (Over 15)●



Note: "NA" refers to those whose final school of graduation is not known.

Source: Ministry of Internal Affairs and Communications, *Population Census of Japan*

●Number of "Freeters"●



Note: "Freeter" refers to males of 15-34 years of age or unmarried women who are employed in part-time work (but who had under five years of continuous work experience to 1997) and those who are not employed but hope to find part-time employment and neither engage in domestic chores nor go to school.

Source: Ministry of Labour, Health and Welfare, *White Paper on the Labor Economy 2003*

I-5 Curriculum, Student Achievement and Learning

I-5-1 IEA: International Mathematics and Science Study

(1) Arithmetic/mathematics results

	Elementary school	Lower secondary school
1964 (first study)	Not carried out	2nd-12 countries/regions
1981 (second study)	Not carried out	1st-20 countries/regions
1995 (third study)	3rd-26 countries/regions	3rd-41 countries/regions
1999 (third follow-up study)	Not carried out	5th-38 countries/regions

Note: Elementary school scores are from fourth year pupils. Lower secondary school scores are from first year students in 1964 and 1981 and from second year students in 1995 and 1999.

(2) Science results

	Elementary school	Lower secondary school
1970 (first study)	1st-16 countries/regions	1st-18 countries/regions
1983 (second study)	1st-19 countries/regions	2nd-26 countries/regions
1995 (third study)	2nd-26 countries/regions	3rd-41 countries/regions
1999 (third follow-up study)	Not carried out	4th-38 countries/regions

Note: Elementary school scores were from fifth year pupils in 1970 and 1983 and from fourth year pupils in 1995. All lower secondary school scores are from second year students.
Source: The International Association for the Evaluation of Educational Achievement (IEA), *International Mathematics and Science Study*

According to the IEA's International Mathematics and Science Study, the scores of Japanese children in mathematics and science have consistently been in the top ranks internationally.

See p69 of reference documents

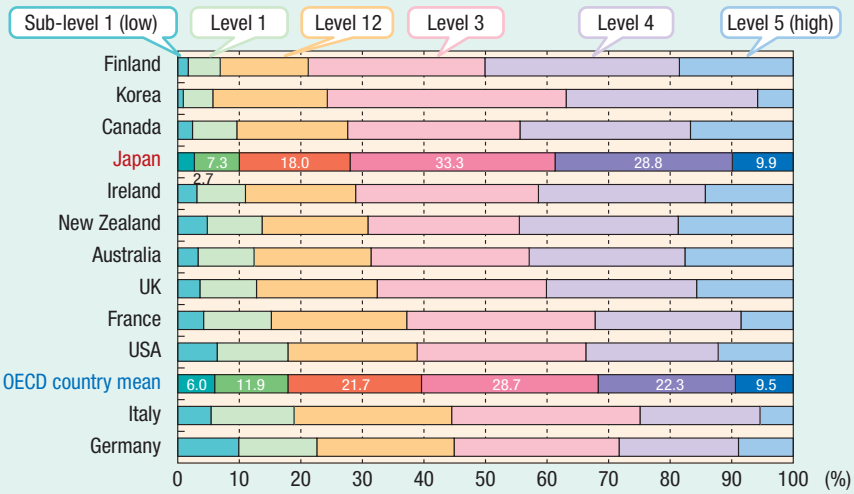
I-5-2 OECD: Programme for International Student Assessment (PISA) (2000)

(1) International comparison of average scores (across 31 countries)

Combined reading literacy	1st-	Finland
	Second group-	Canada, New Zealand, Australia, Ireland, Korea, UK, Japan
Mathematical literacy	First group-	Korea, Japan and New Zealand
Scientific literacy	First group-	Korea and Japan

Note: Study of 15-year-olds. The first and second groups consist of countries with no statistically significant divergence in average score from Japan.

(2) Percentage of students performing at each of the proficiency levels on the combined reading literacy scale



Note: Countries ranked in order of proportion of students of Level 3 or higher.
Source: National Institute for Educational Policy Research of Japan (NIER), *"Knowledge and Skills for Life – OECD Programme for International Student Assessment (PISA) – Global Report 2000"*

According to the OECD Programme for International Student Assessment (PISA) undertaken in 2000 (31 countries), Japan's 15-year-olds (first year upper secondary school students) were top-class internationally in the knowledge and skills useful for real life.

Looking at the six combined reading literacy proficiency levels from Sub-level 1 (low) to Level 5 (high), approximately three-quarters of Japan's 15-year-olds were Level 3 or above, with very few falling into the Sub-level 1 and Level 1 categories. Meanwhile, the percentage of students of Level 5 was around the OECD country mean.

See p70 of reference documents

●Attitudes toward Mathematics and Science (Second Year Lower Secondary School Students)●

(1) Mathematics

	"Like" or "love" mathematics	Studying mathematics is fun	I want to do a job that uses mathematics in the future	Important in my life
1995	53% (68%)	46% (65%)	24% (46%)	71% (92%)
1999	48% (72%)	38% (—)	18% (—)	62% (—)
Change from previous study	-5	-8	-6	-9

Figures in ( ) are international averages.

(2) Science

	"Like" or "love" science	Studying science is fun	I want to do a job that uses science in the future	Important in my life
1995	56% (73%)	53% (73%)	20% (47%)	48% (79%)
1999	55% (79%)	50% (—)	19% (—)	39% (—)
Change from previous study	-1	-3	-1	-9

Figures in ( ) are international averages.

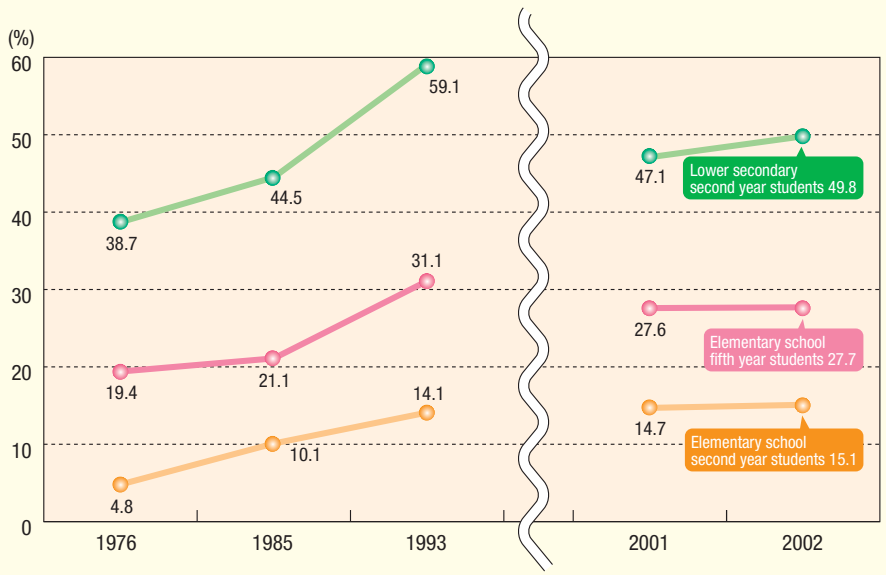
Source: IEA, *International Mathematics and Science Study*

●Time Spent on Homework●

	Time spent on homework (27 countries)
Japan	27th
Finland	23rd
UK	3rd
USA	17th
Korea	20th

Note: Study of 15-year-olds.
Source: National Institute for Educational Policy Research of Japan (NIER), *"Knowledge and Skills for Life – OECD Programme for International Student Assessment (PISA) – Global Report 2000"*

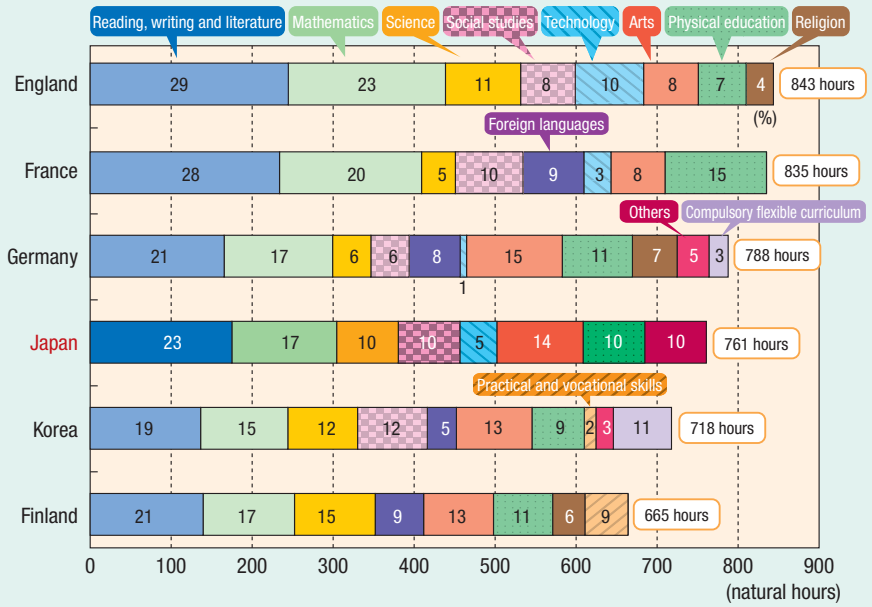
I-5-3 Trends in Percentage of Students Attending Private Cram Schools (7, 10 and 13-year-olds)



Note: A simple comparison is not possible, as the survey methodology changed in 2001.
Sources: MEXT, *1976 Survey Concerning Out-of-School Learning Activities of Schoolchildren*
MEXT, *1985 Survey Concerning Out-of-School Learning Activities of Schoolchildren*
MEXT, *1993 Survey on Juku and Related Matters*
Study Group of Children's Experience Activities, *Survey for the Improvement of Education in Regions Under the Full Five-Day School Week System (2002)*

Looking at the three year levels, the highest percentage attending cram school are second year lower secondary school students.

I-5-4 Intended Instruction Time per Subject as a Percentage of Total Compulsory Instruction Time for 9 to 11-year-olds (2001)

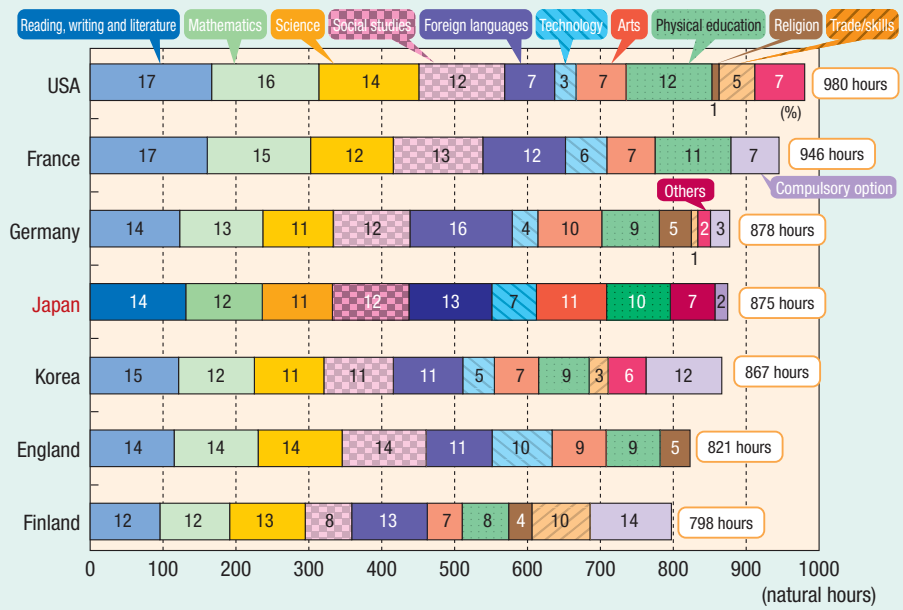


Note: Annual instruction hours (averaged across three year grades) are for the compulsory course 2000/2001 and are the education curriculum standard as set by law in each country. The Japanese figures are from the former Courses of Study (promulgated 1989, implemented 1992), and "Others" includes moral education and homeroom activities. The England figures are based on a sampling survey and are highly likely to include short breaks and moving time. In Finland, science includes social studies.
Source: OECD, *Education at a Glance 2003*

The annual standard instruction time for 9 to 11-year-olds in Japan (elementary school 4th-6th year) is 761 hours, more or less the same as top-group countries for student achievement and average score (see I-5-2) Finland and Korea.

See p71 of reference documents
(For reference, the annual standard instruction hours for each subject under the new Courses of Study are shown)

I-5-5 Intended Instruction Time per Subject as a Percentage of Total Compulsory Instruction Time for 12 to 14-year-olds (2001)

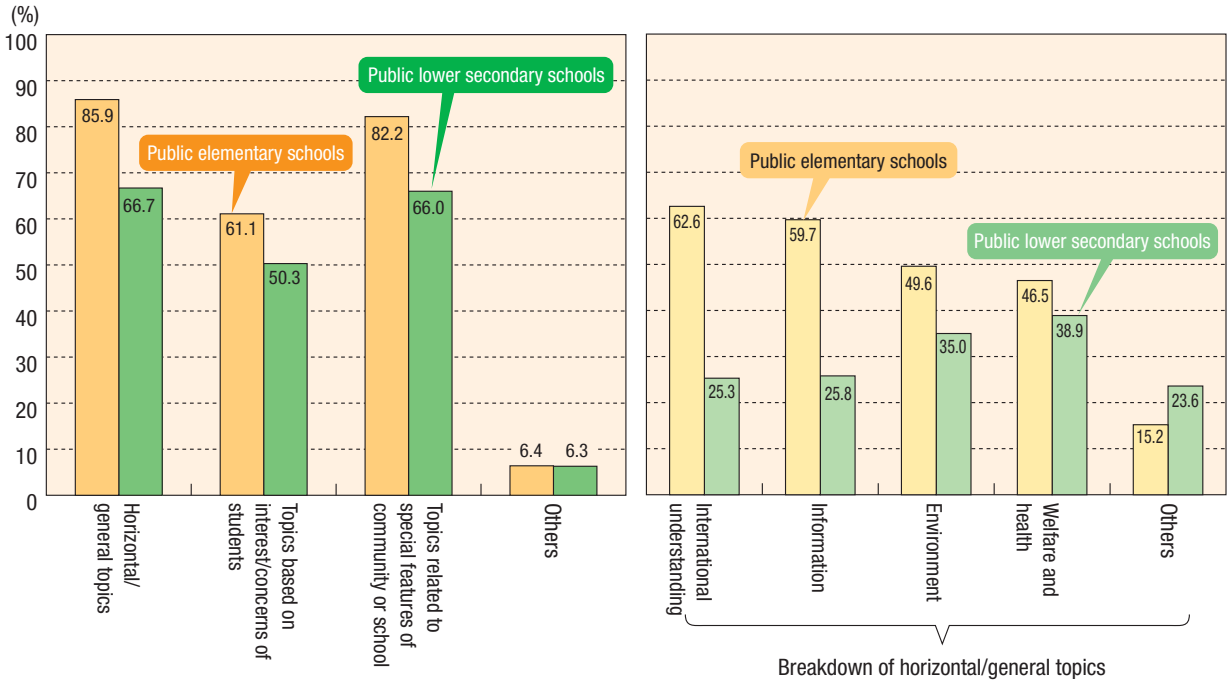


Note: Annual instruction hours (averaged across three year grades) are for the compulsory course 2000/2001 and are the curriculum standard as set by law in each country. The Japanese figures are from the former Courses of Study (promulgated 1989, implemented 1992), and "Others" includes ethics and homeroom activities. The USA figure is from a 1993/1994 sample survey of 14-year-olds. The England figures are based on a sampling survey and are highly likely to include short breaks and moving time.
Source: OECD, *Education at a Glance 2001, 2003*

The annual standard instruction time for 12 to 14-year-olds in Japan (lower secondary school 1st-3rd year) is 875 hours, more or less the same as top-group countries for student achievement and average score (see I-5-2) Korea, England and Finland.

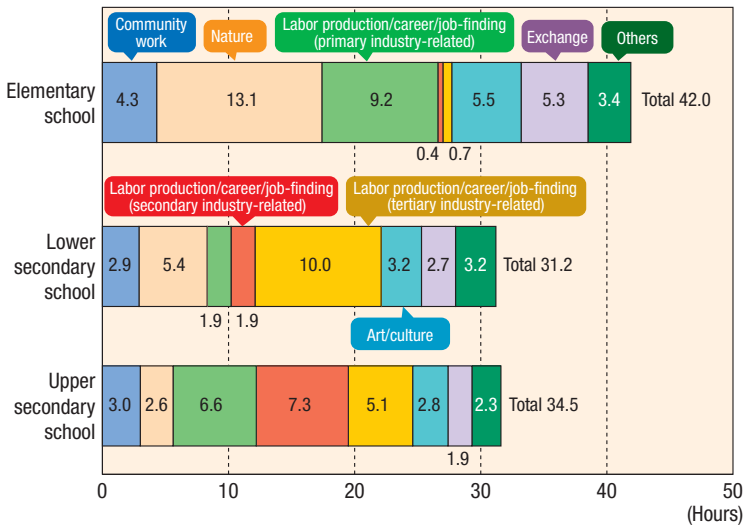
See p71 of reference documents
(For reference, the annual standard instruction hours for each subject under the new Courses of Study are shown)

●Content of Period of Integrated Study (2003)●



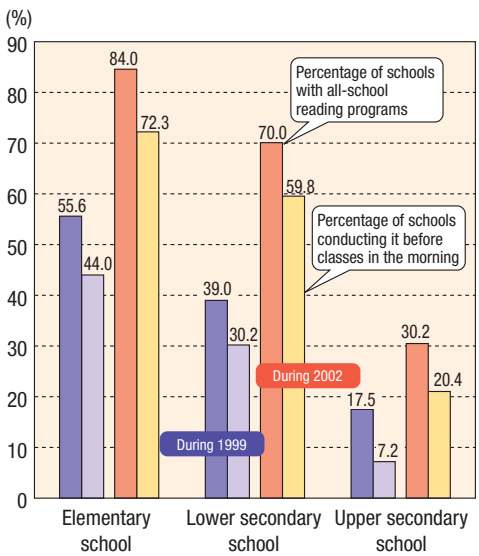
Notes: 1 The value shows the percentage of schools dealing with each topic as a proportion of the period of integrated study.
2 The breakdown of horizontal/general topics are the four suggested in the Elementary School Courses of Study and the Lower Secondary School Courses of Study (announced 1998, implemented 2002).
Source: MEXT, *Research on the Curriculum for Elementary and Secondary Schools 2003*

● Hands-on Activities in Schools (2003)●



Notes: 1 Public schools only.
2 Values are average overall unit hours of experiential learning over one year, for fifth year elementary school students and second year lower secondary school and upper secondary school students.
Source: Reported by MEXT

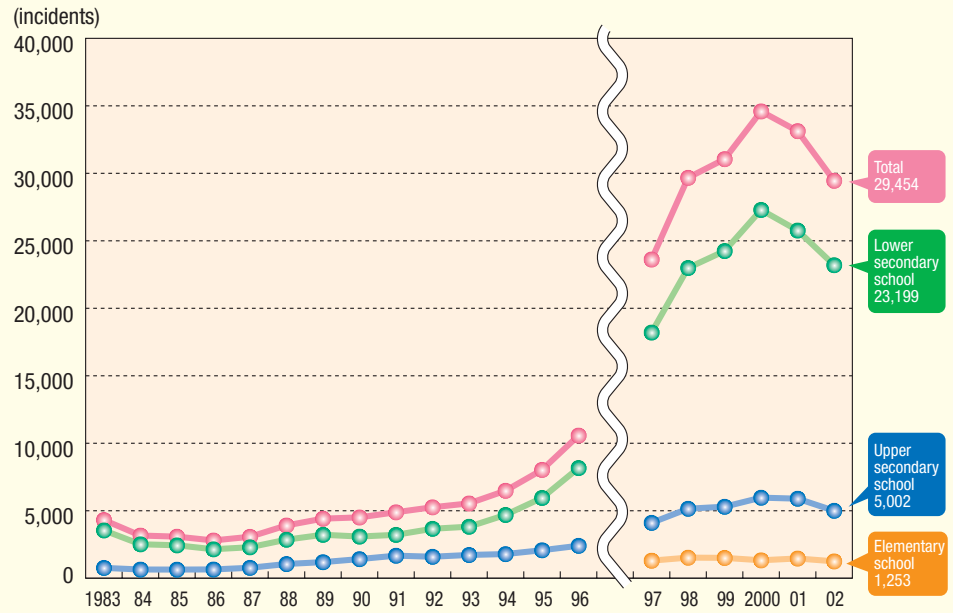
●Implementation of All-school Reading Programs●



Note: Values are for public schools only.
Source: MEXT, *Survey of School Libraries*

I-6 Student Guidance

I-6-1 Trends in Occurrence of Acts of Violence in Schools

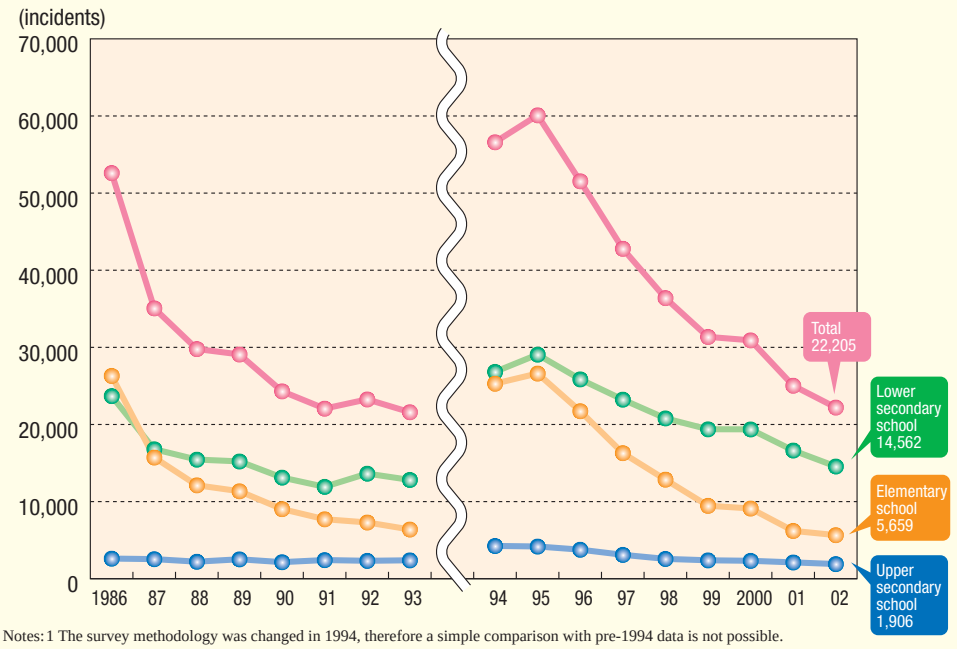


Notes: 1 Until 1996, the study was a survey of "violence in school."
2 The survey methodology was changed in 1997, therefore a simple comparison with pre-1997 data is not possible.
Source: MEXT, *Statistics on Student Guidance*

Since the peak of 27,000 violent incidents at lower secondary schools in 2000, such acts have been in decline, with 23,000 reported in 2002. The total number of such incidents from elementary to upper secondary schools also fell from 30,000 in 2002 to 29,000.

See p73 of reference documents

I-6-2 Trends in Bullying Cases

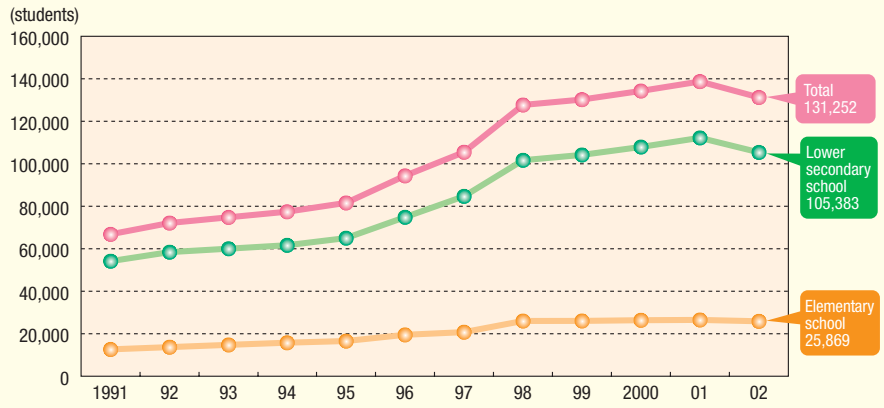


Notes: 1 The survey methodology was changed in 1994, therefore a simple comparison with pre-1994 data is not possible.
2 Totals after 1994 include incidents from various special schools.
Source: MEXT, *Statistics on Student Guidance*

Occurrences of bullying declined from their peak in 1995, with 6,000 cases reported by elementary schools in 2002, 15,000 by lower secondary schools and 2,000 by upper secondary schools.

See p73 of reference documents

I-6-3 Trends in Number of Students Who Refuse to Attend Schools

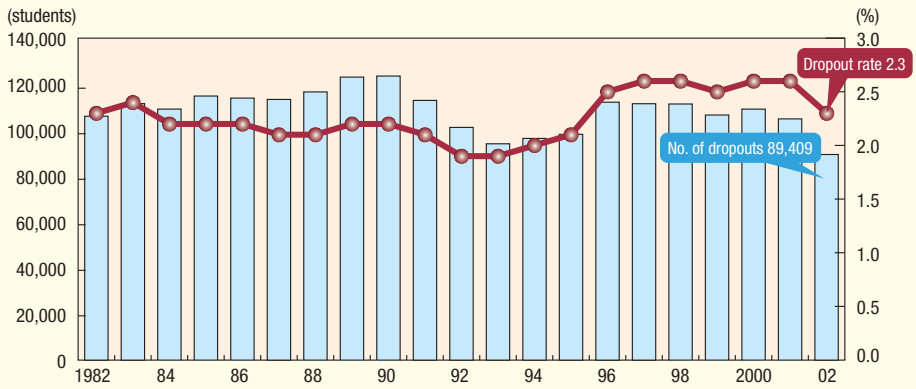


Note: Number of students refusing to attend national, public and private elementary and lower secondary schools because of school-phobia (known as "school-hatred" to 1997) for 30 or more days in a year.
Source: MEXT, *Statistics on Student Guidance*

The number of students refusing to attend national, public and private elementary and lower secondary schools because of school-phobia (known as "school-hatred" to 1997) for 30 or more days in a year increased continuously among both elementary and lower secondary school students, but in 2002 the number fell to 26,000 elementary school students and 105,000 lower secondary school students.

See p73 of reference documents

I-6-4 Trends in Number of Upper Secondary School Dropouts

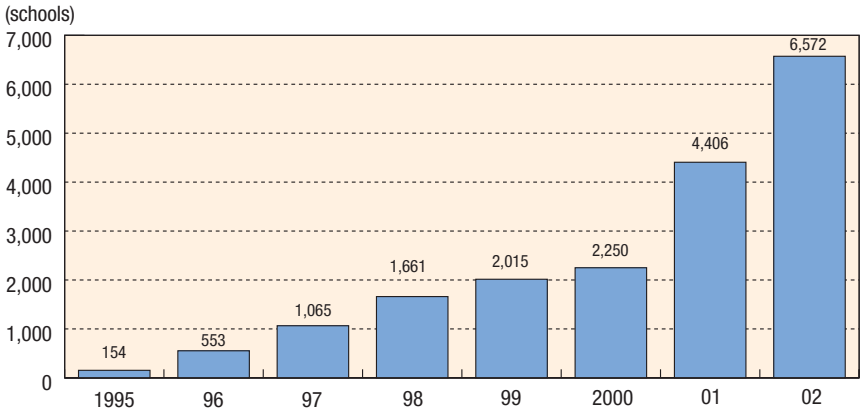


Source: MEXT, *Survey on the State of Dropouts in Upper Secondary Schools*

The dropout rate has remained static for the last few years. There were 89,000 dropouts in 2002, a dropout rate of 2.3%.

See p73 of reference documents

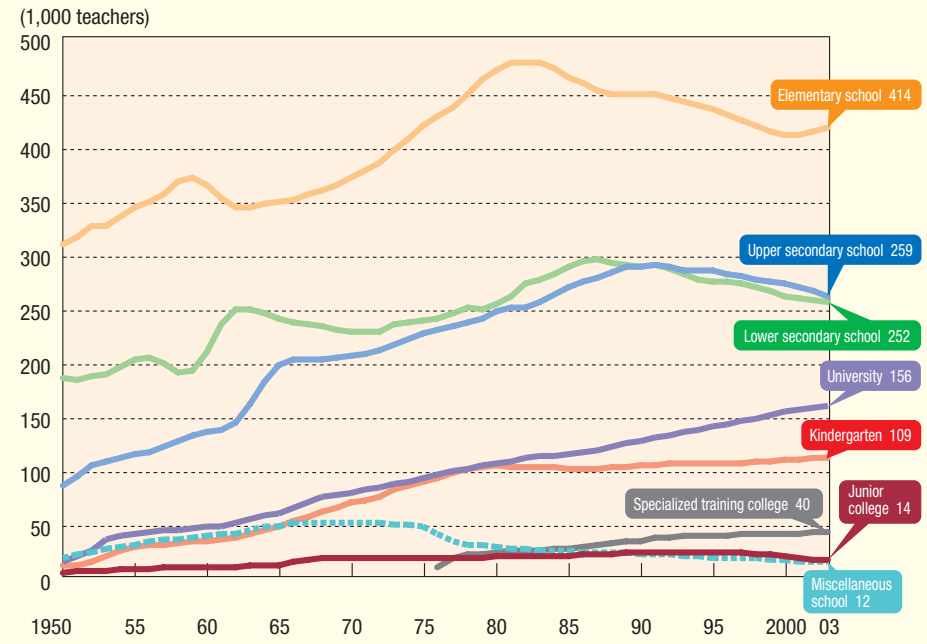
●Number of Schools with School Counselors●



Note: Number of schools with a school counselor survey research contractor project (1995–2000) and school counselor survey research contractor project assistance (2001 onwards).
Source: Reported by MEXT

I-7 Teaching and Non-teaching School Staffs

I-7-1 Trends in Number of Full-time Teachers

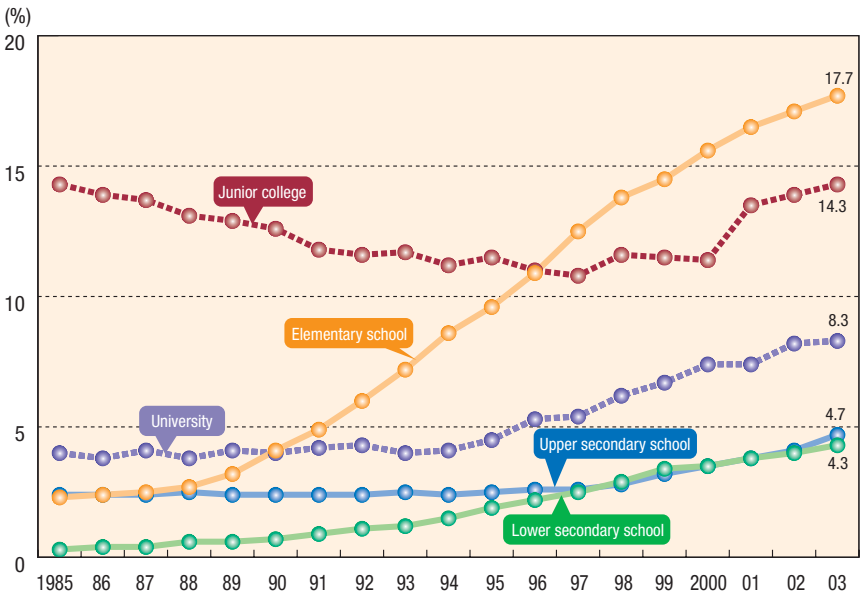


Source: MEXT, *School Basic Survey*

The number of full-time teachers has been growing since 1950 for all school types, but this trend has more or less flattened in recent years. The school type with the most teachers is elementary school, with 414,000 full-time educators.

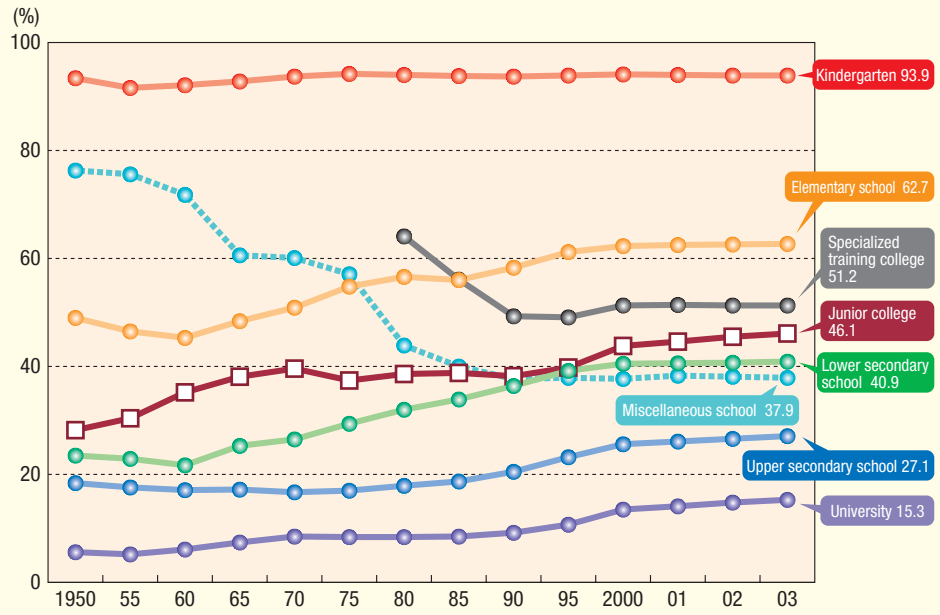
See p74 of reference documents

●Proportion of Female School Principles/Presidents●



Note: Full-time staff.
Source: MEXT, *School Basic Survey*

I-7-2 Trends in Percentage of Females among Full-time Teachers

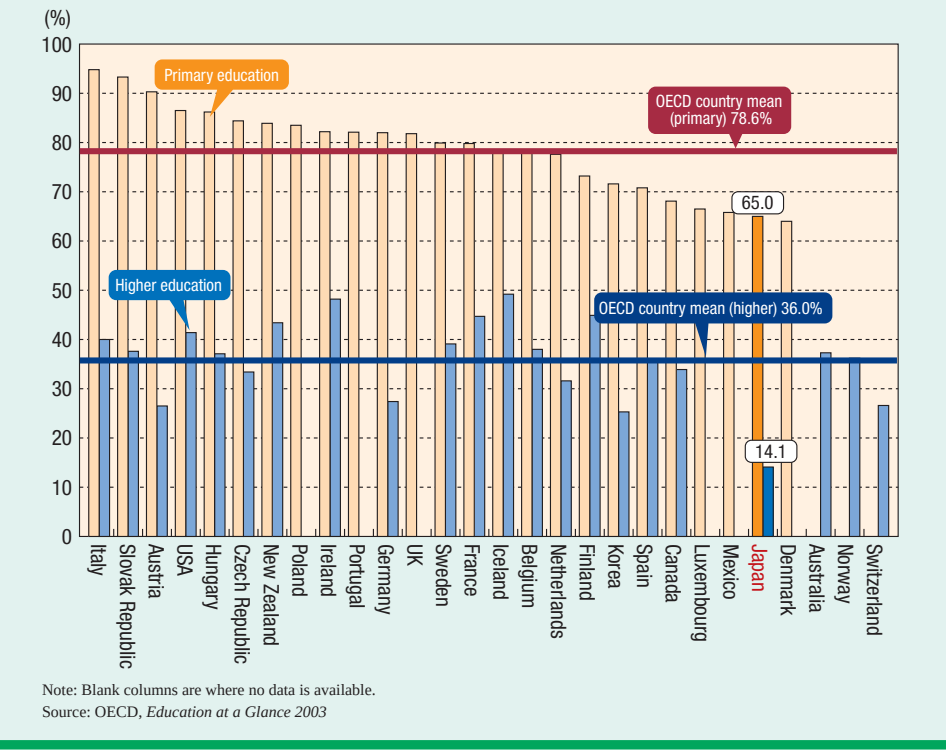


Source: MEXT, *School Basic Survey*

In all schools other than kindergartens, specialized training colleges and miscellaneous schools, the number of female full-time teachers is creeping up. Of all school types, the one with the most female teachers is kindergartens.

See p75 of reference documents

I-7-3 International Comparison of Percentage of Females among Teachers (2001)

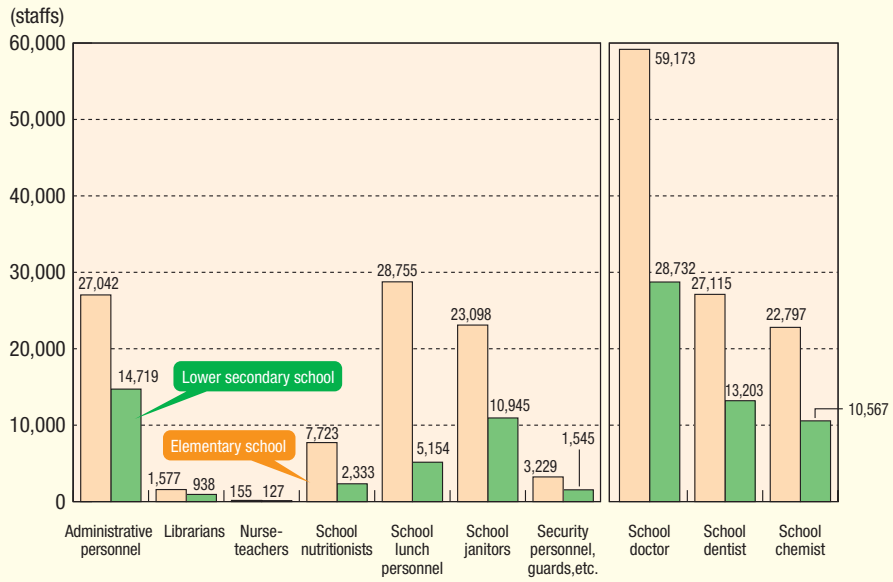


Note: Blank columns are where no data is available.
Source: OECD, *Education at a Glance 2003*

All OECD countries have a proportion of female teachers in primary education, with an average of around 80%. In Japan, meanwhile, just two-thirds of elementary school teachers are women. In higher education (university, graduate level), Japan has the lowest female participation in teaching in the OECD, at under 50% of the average.

See p75 of reference documents

I-7-4 Number of Full-time Non-teaching Staffs and School Doctors, etc. (2003)

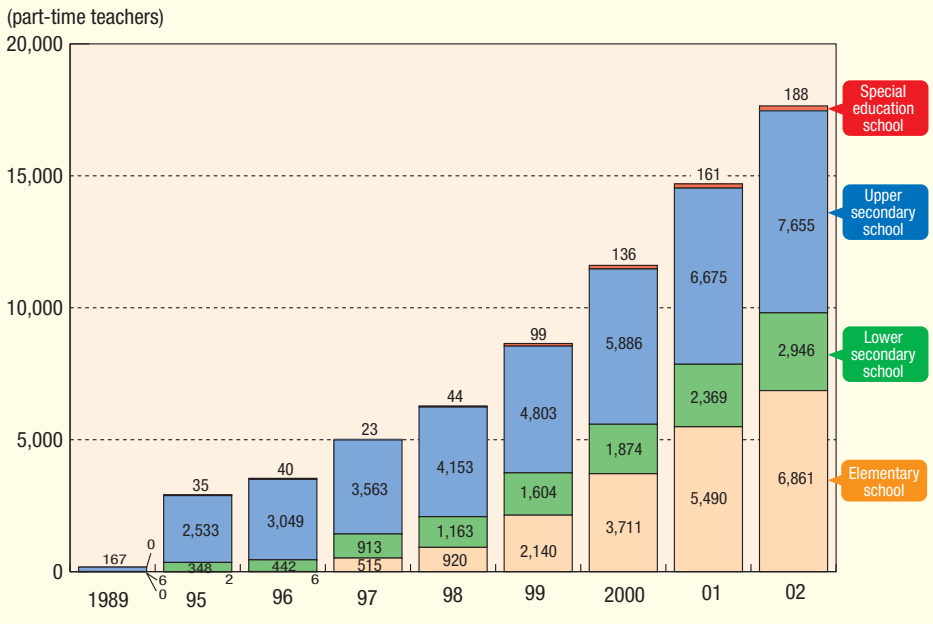


Note: School doctors are not usually located full-time on school premises. If the position of school doctor is the responsibility of a general hospital, that is counted as one doctor.

Source: MEXT, *School Basic Survey 2003*

Looking at the number of full-time non-teaching staff, etc. at elementary and lower secondary schools in 2003, the most populous category is school doctors for both school types. However, looking at full-time staff only, the most numerous staff was school lunch personnel at elementary schools and administrative personnel at lower secondary schools.

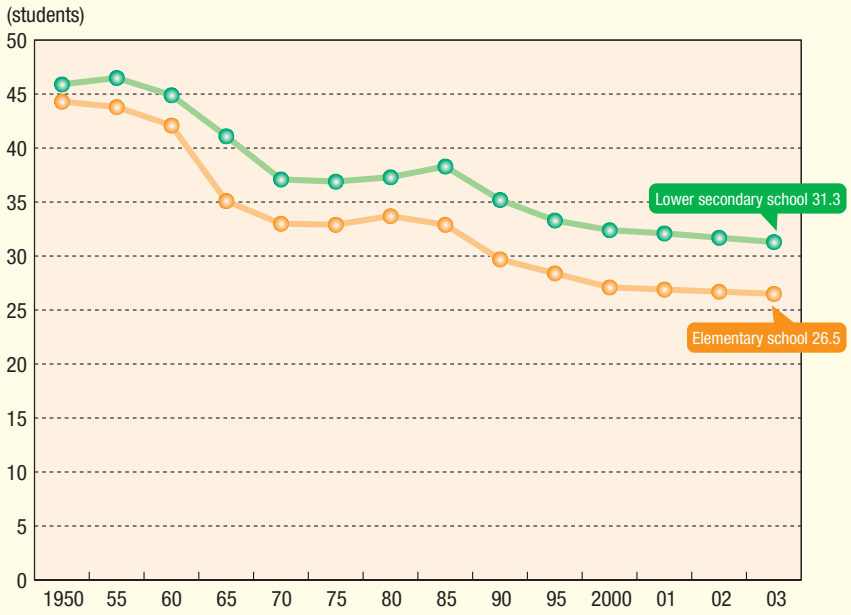
I-7-5 Special Arrangements for Part-time Teachers without Teacher Certificates



Source: Reported by MEXT

The number of special part-time teachers (part-time teachers without teacher certificates) has more or less risen consistently across all school types. Looking at the 2002 figures, the highest number was at upper secondary schools (8,000) followed by elementary schools with 7,000 such teachers.

I-7-6 Trends in Average Class Size

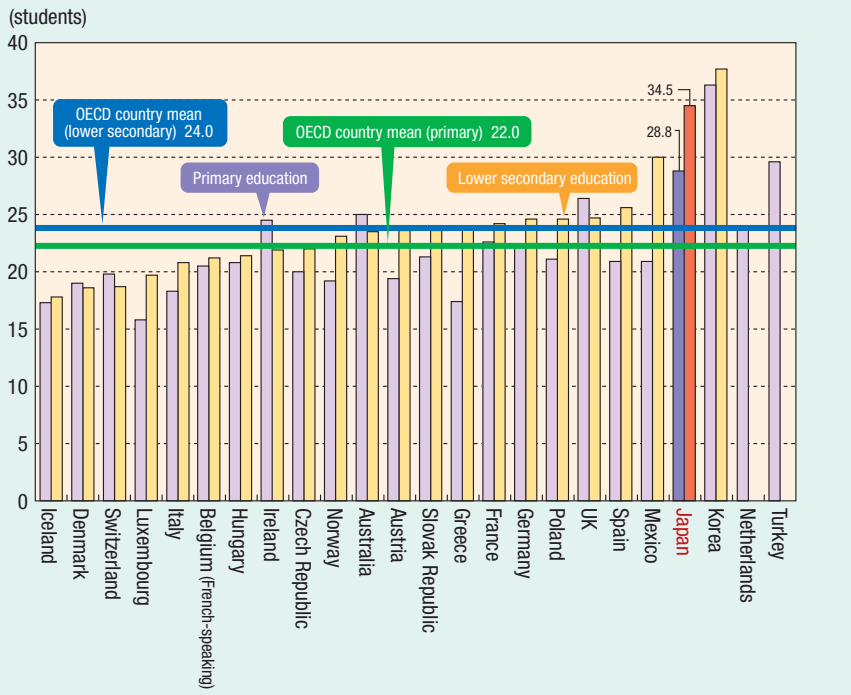


Source: MEXT, *School Basic Survey*

In both elementary and lower secondary schools, class sizes are trending downward. Classes in both school types had an average size of 45 students in 1950. That ratio was down to 26.5 students per class in elementary schools and 31.3 students per class in lower secondary schools by 2003.

See p76 of reference documents

I-7-7 International Comparison of Average Class Size (2001)

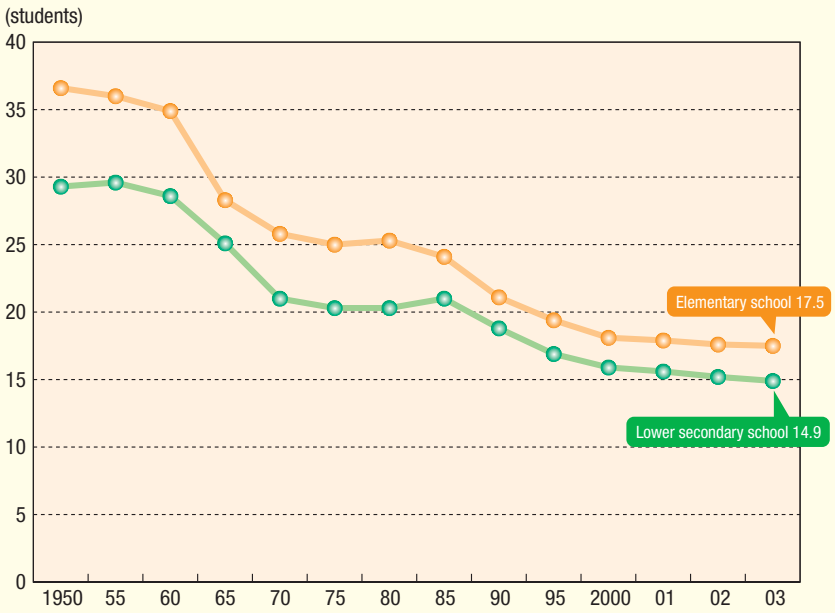


Note: Ordered from left, starting from country with lowest number of students per class in lower secondary schools.
Source: OECD, *Education at a Glance 2003*

Japan had 28.8 students per class in primary education and 34.5 per class in lower secondary education in 2000, both in excess of the OECD country mean and one of the highest levels for any OECD country.

See p76 of reference documents

I-7-8 Trends in Ratio of Students to Full-time Teacher

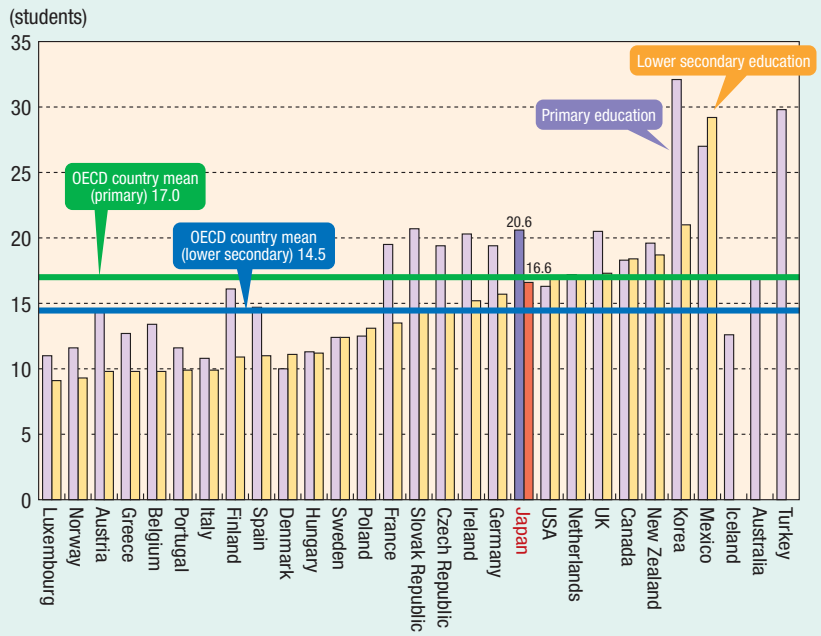


Source: MEXT, *School Basic Survey*

The full-time teacher-student ratio has been dropping since 1950, reaching 17.5 students per teacher in 2003 for elementary schools and 14.9 students per teacher for lower secondary schools.

See p76 of reference documents

I-7-9 International Comparison of Ratio of Students to Teaching Staff (2001)

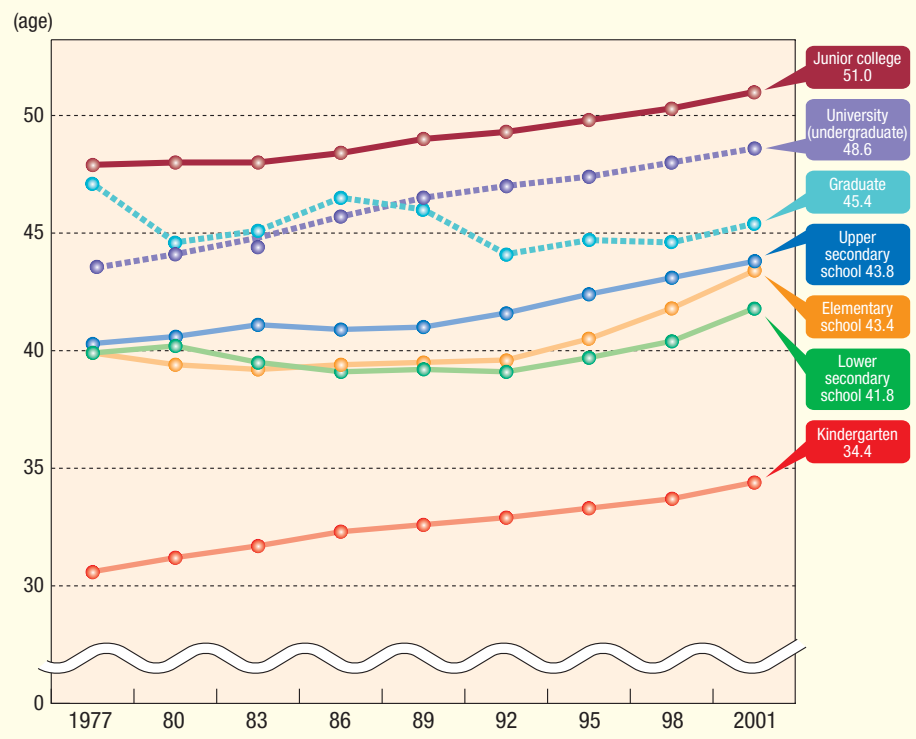


Notes: Ordered from left, starting from country with lowest number of students per class in lower secondary schools. In Iceland, lower secondary education is included in primary education.
Source: OECD, *Education at a Glance 2003*

There were 20.6 students to each teaching staff member in primary education in Japan in 2000 and 16.6 students for every staff member in lower secondary education. Both exceed the OECD country mean.

See p77 of reference documents

I-7-10 Trends in Average Age of Full-time Teachers

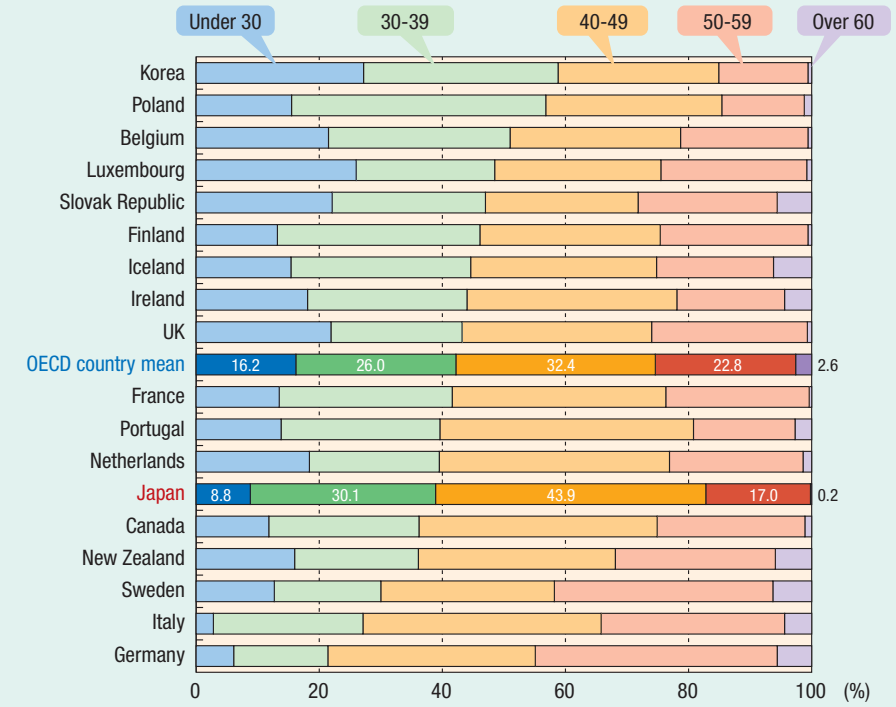


Source: MEXT, *School Teachers Survey*

At the primary and lower secondary education level, all school types have seen a rise in the average age of full-time teachers in recent years, which is now over 40 in all schools other than kindergartens. The oldest average age of teachers is at upper secondary schools at 43.8 years.
At the higher education level, the average age of teachers has risen in recent years in all but the graduate schools, with the average age of junior college teaching staff now over 50 at 51.0.

See p77 of reference documents

I-7-11 International Comparison of Age Distribution of Teachers (2001)



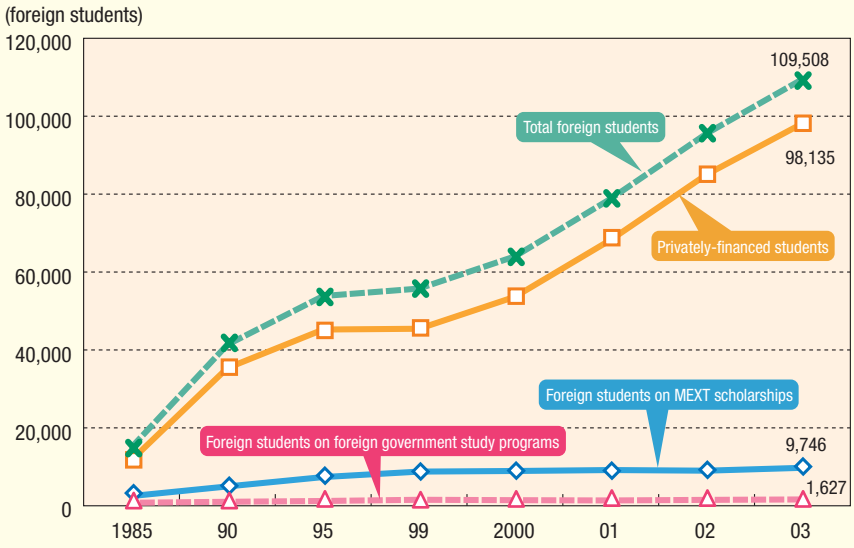
Notes: In order of proportion of teachers under 40 (highest country at top).
Source: OECD, *Education at a Glance 2003*

In terms of the age distribution of primary education teachers, Japan has a lower proportion of teachers under 30 and 50 or over than the OECD country mean and a high ratio of teachers in the 30-39 and 40-49 age brackets.

See p77 of reference documents

I-8 Internationalization

I-8-1 Trends in Number of Foreign Students

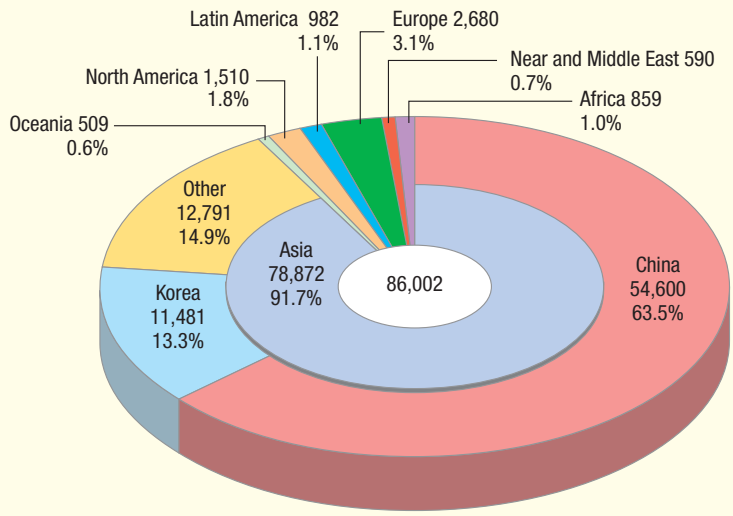


Source: Reported by MEXT

While the number of foreign students studying on MEXT scholarships in Japanese institutions of higher education has increased slightly in recent years, the number of privately-financed foreign students has continued to grow and in 2003 the overall number of foreign students exceeded 100,000 for the first time to reach 110,000.

See p78 of reference documents

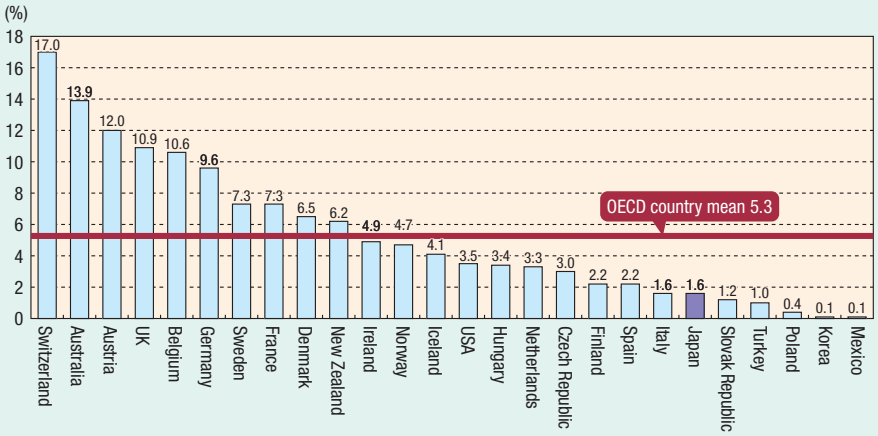
I-8-2 Number of Foreign Students by Region and Country of Origin (2003)



Notes: 1 As of May 1, 2003.
2 Total of undergraduate, graduate and junior college students.
Source: Reported by MEXT

The most common country/region of origin for foreign students was China, with 55,000 students in Japan (63.5%), followed by Korea with 11,000 students. Students from Asian countries accounted for over 90% of the total number of foreign students.

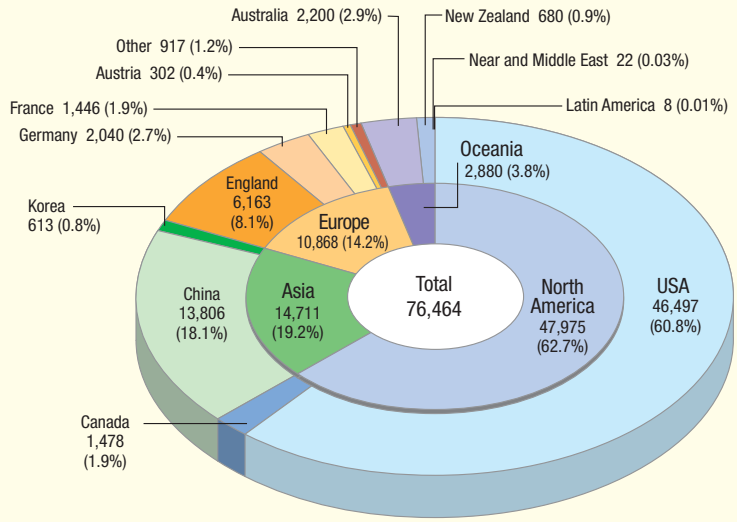
1-8-3 Percentage of Higher Education Students Enrolled who are not Citizens of the Country of Study (2001)



Source: OECD, *Education at a Glance 2003*

The percentage of foreign students (non-Japanese citizens) enrolled in Japanese higher education institutions is 1.6%, significantly below the OECD country mean of 5.3%.

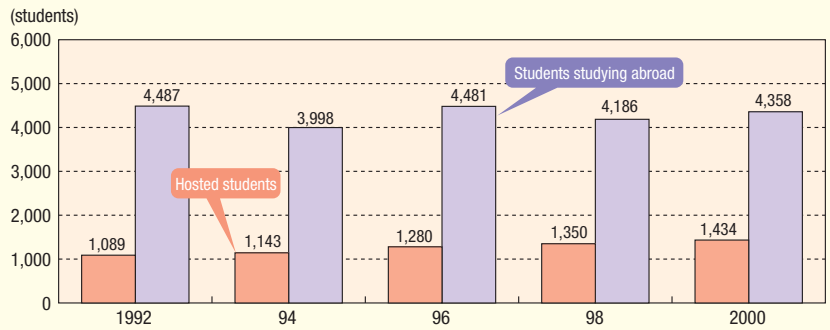
I-8-4 Number of Japanese Students Studying Abroad (2000)



Note: Figures from 32 major countries from IIE Open Doors, the China Department of Education and OECD, *Education at a Glance.*
Source: MEXT, *Outline of the Student Exchange System in Japan 2003*

There are 76,000 Japanese university students studying in 32 major countries overseas, with approximately 80% studying in Europe and North America.

I-8-5 Trends in Number of Upper Secondary Students Studying Abroad and Foreign Students

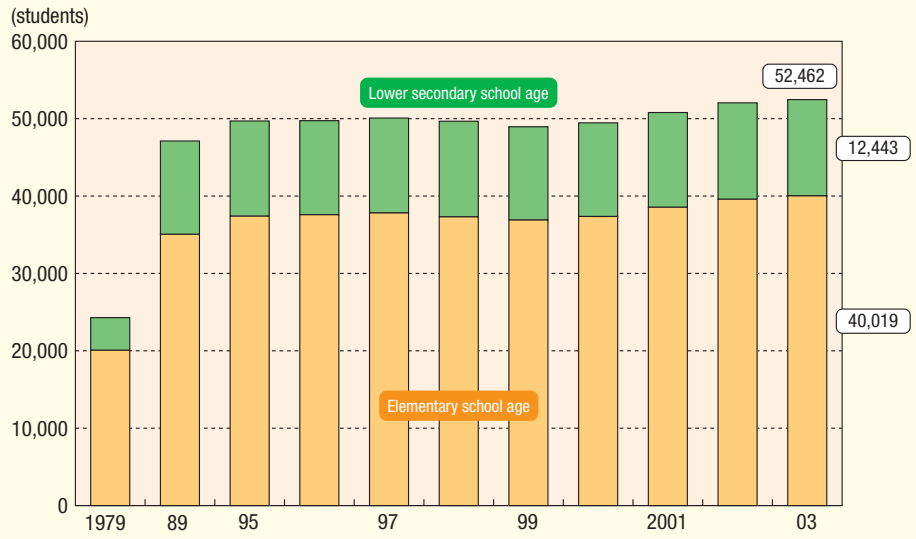


Note: Figures include public and private upper secondary schools (2002 includes secondary schools).
Source: MEXT, *Survey on the State of International Exchange in Senior High Schools*

The number of foreign students hosted by public and private upper secondary schools has been increasing, with 1,400 host students in 2000. The number of Japanese upper secondary school students studying abroad has risen since 1998 to 4,400.

See p78 of reference documents

I-8-6 Trends in Number of Children of Compulsory Education Age Residing Abroad

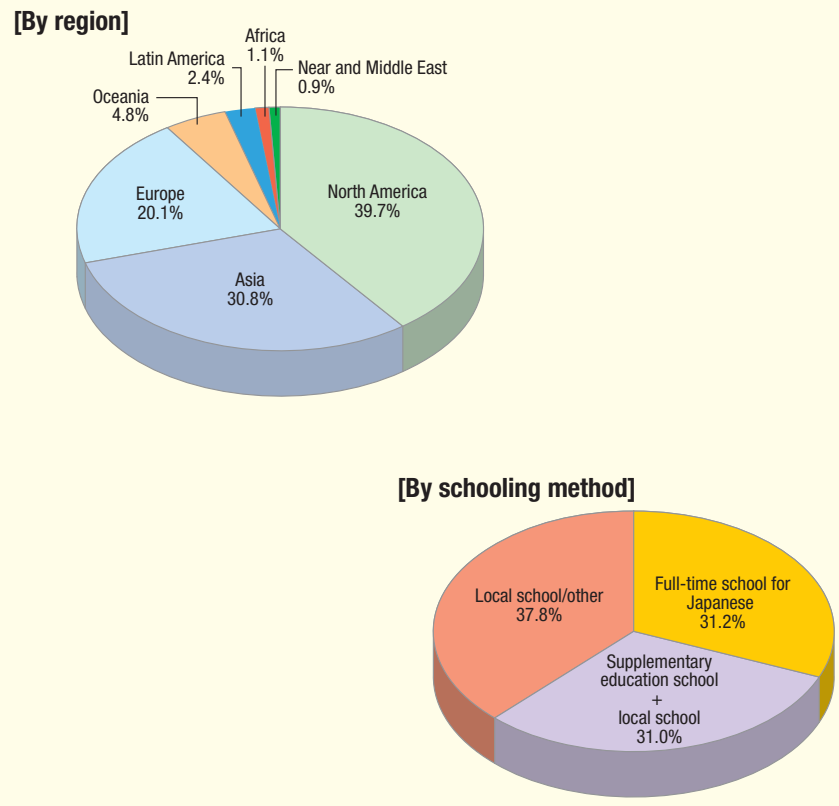


Source: Ministry of Foreign Affairs, *Statistics on Japanese Children Overseas*

The number of students of elementary or lower secondary school age children residing abroad has leveled off at around 50,000 in recent years, with 52,000 such students in 2003.

See p78 of reference documents

I-8-7 The Distribution of Japanese Children in the 7 Areas of the World (2003)

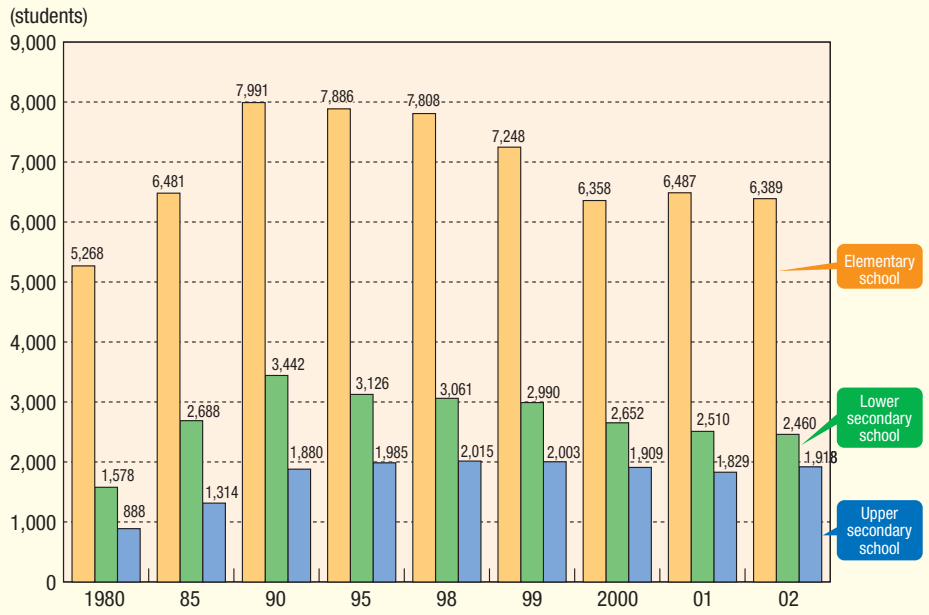


Source: Ministry of Foreign Affairs, *Statistics on Japanese Children Overseas*

The region with the highest number of Japanese students was North America, with 39.7%. Next was Asia with 30.8% and Europe with 20.1%.
Looking at schooling method, one-third of the students attended a full-time school for Japanese (31.2%).

See p78 of reference documents

I-8-8 Trends in Number of Children Who Have Returned from Abroad

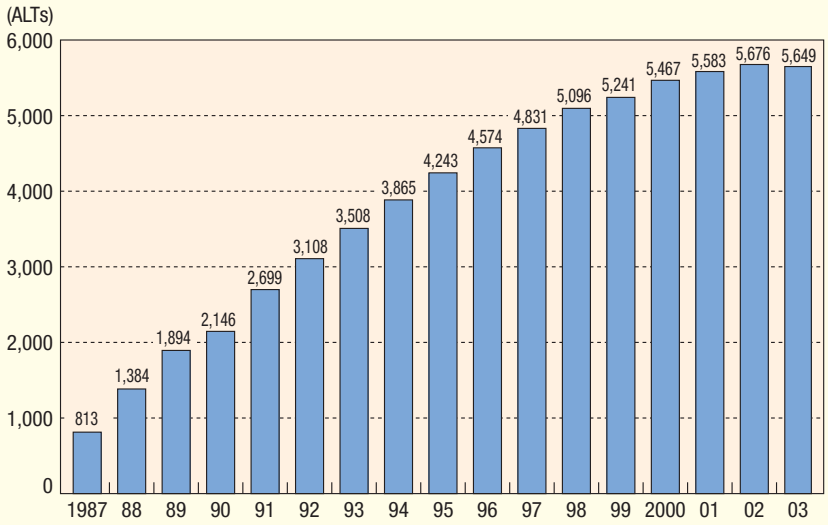


Source: MEXT, *School Basic Survey*

Trends in recent years show that the number of returnee students has been declining at elementary and lower secondary school level, and is flat for children of upper secondary school age.

See p78 of reference documents

I-8-9 Trends in Number of Assistant Language Teachers (ALTs)

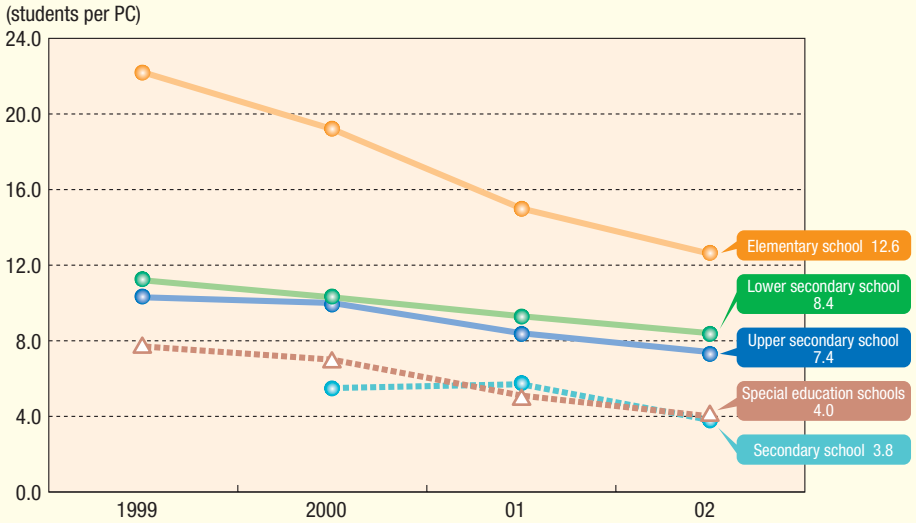


Source: Reported by MEXT

There were 5,600 Assistant Language Teachers (ALT) in Japanese schools on the JET Program in 2003.

I-9 Information Technology in Schools

I-9-1 Trends in Number of Students per Computer

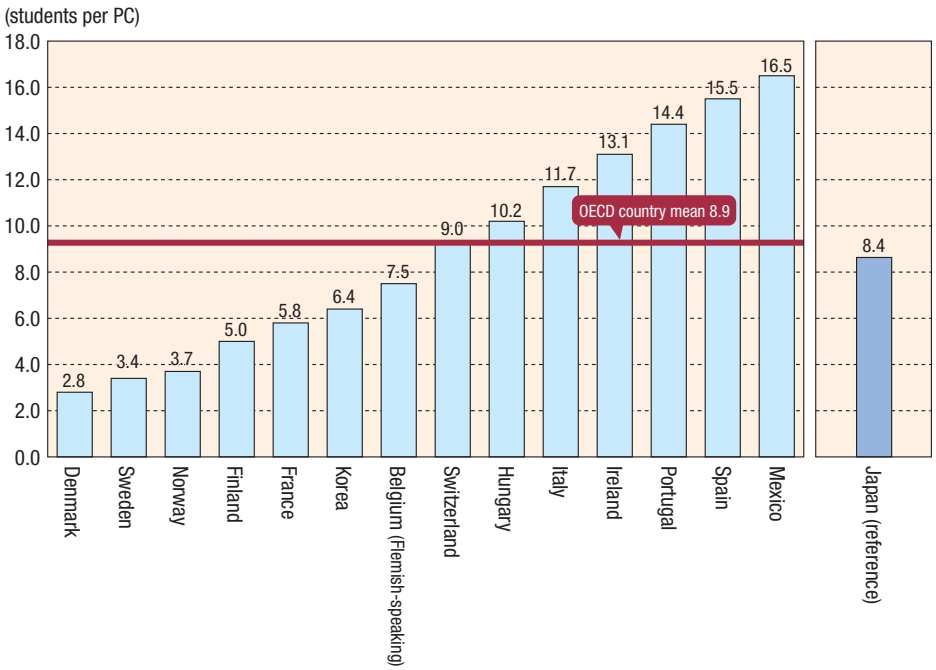


Note: Figures from public schools only.
Source: MEXT, *Survey on IT Education in Schools*

The ratio is declining across all schools. Secondary schools have lowest ratio of 3.8 students per PC, elementary schools the most at 12.6 students per computer.

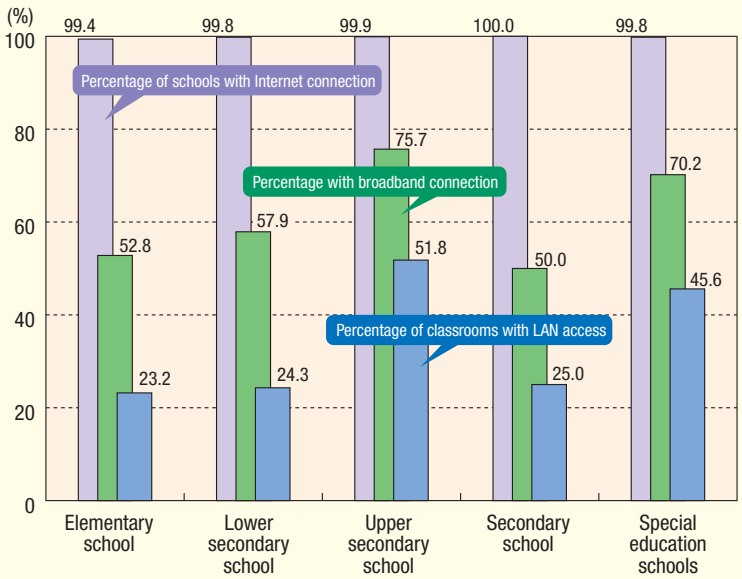
See p79 of reference documents

●Number of Students per Computer in Other Countries (Upper Secondary Education) (2001)●



Notes: 1 Overseas figures are taken from the public and private school statistics of the OECD International Survey of Upper Secondary Schools (ISUSS) and represent a sample.
2 Japanese figures are for public schools and represent a complete survey (see I-9-1).
Sources: OECD, *Education at a Glance 2003*
MEXT, *Survey on IT Education in Schools 2001*

I-9-2 Percentage of Schools with Internet Connections and School LANs (2002)

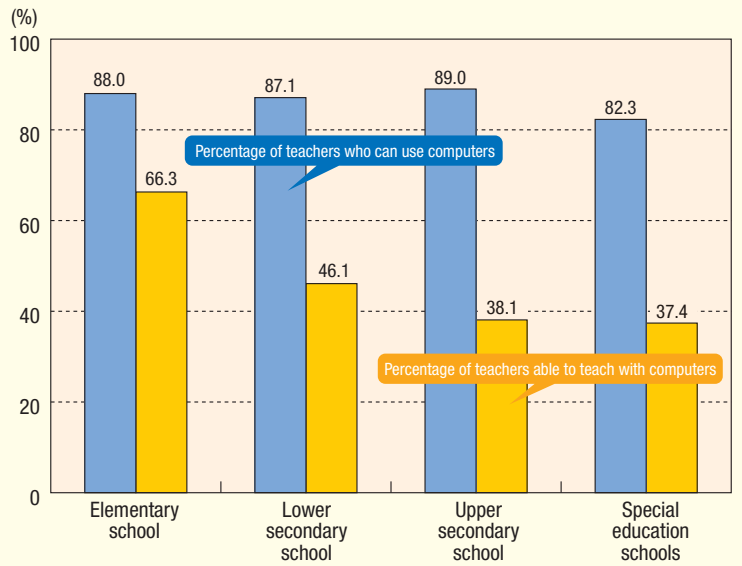


Note: Figures from public schools only.
Source: MEXT, *Survey on IT Education in Schools 2002*

The rate of Internet connection across all schools was at or near 100%. Upper secondary schools had the highest rate of LAN access in their classrooms, at 51.8%.

See p79 of reference documents

I-9-3 Percentage of Teachers Who Can Use Computers (2002)



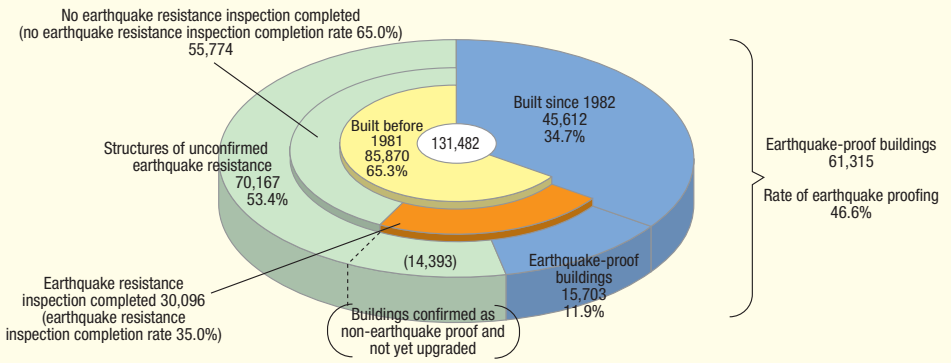
Notes: 1 Figures from public schools only.
2 Upper secondary schools include secondary schools.
Source: MEXT, *Survey on IT Education in Schools 2002*

The percentage of teachers able to use computers is over 80% across all school types. There is a big difference in the percentage of teachers able to teach with computers across school types, the most being in elementary schools with 66.3% or around two-thirds of teachers being able to do so.

See p79 of reference documents

I-10 School Facilities

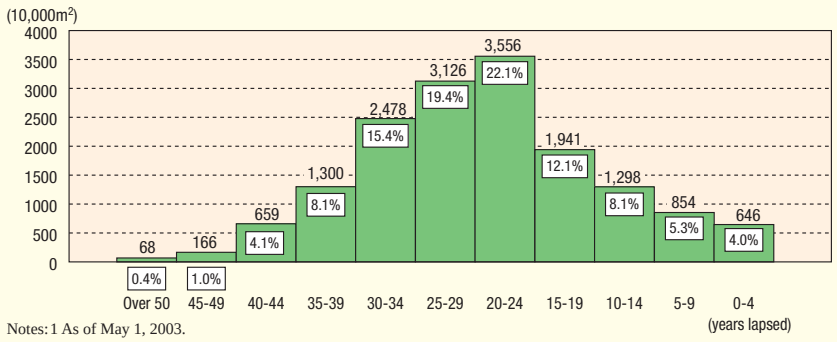
I-10-1 Situations of Anti-earthquake Measures of Public Elementary and Lower Secondary School Facilities (2003)



Notes: 1 All buildings built since 1982 (45,612) are considered earthquake-proof.
2 Earthquake resistance inspection (non) completion rate is counted against structures built before 1981.
Source: Reported by MEXT

53.4% of public elementary and lower secondary school buildings are not certified earthquake-proof. 65.0% of structures built before 1981 have not undergone earthquake resistance inspections.

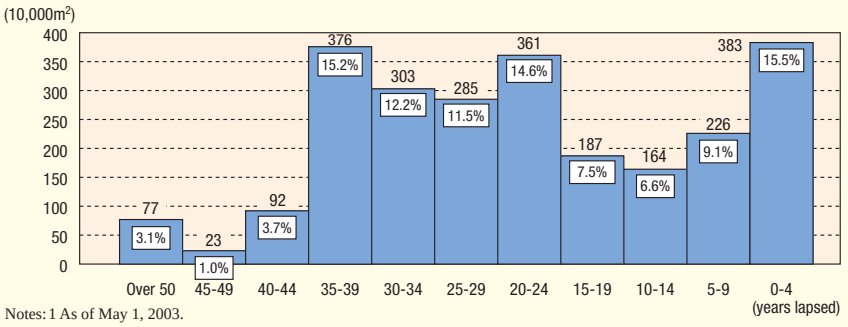
I-10-2 Building Area of Public Elementary and Lower Secondary Schools According to Years Lapsed (2003)



Notes: 1 As of May 1, 2003.
2 The total includes school buildings, indoor gymnasiums and school accommodation blocks.
Source: Reported by MEXT

Roughly 42% of public elementary and lower secondary school buildings are between 20 and 29 years old and need to be considered for large-scale renovations, while 29% of all buildings were over 30 years old and must be considered as candidates for rebuilding.

I-10-3 Building Area of National Schools According to Years Lapsed (2003)



Notes: 1 As of May 1, 2003.
2 The total includes national universities (including attached hospitals and schools), colleges of technology and inter-university research institutes.
Source: Reported by MEXT

National universities (national university corporations from April 2004) currently possess some 25 million m² of building space. Buildings over 25 years old and generally estimated to be in need of large-scale renovation account for some 47% of those buildings.