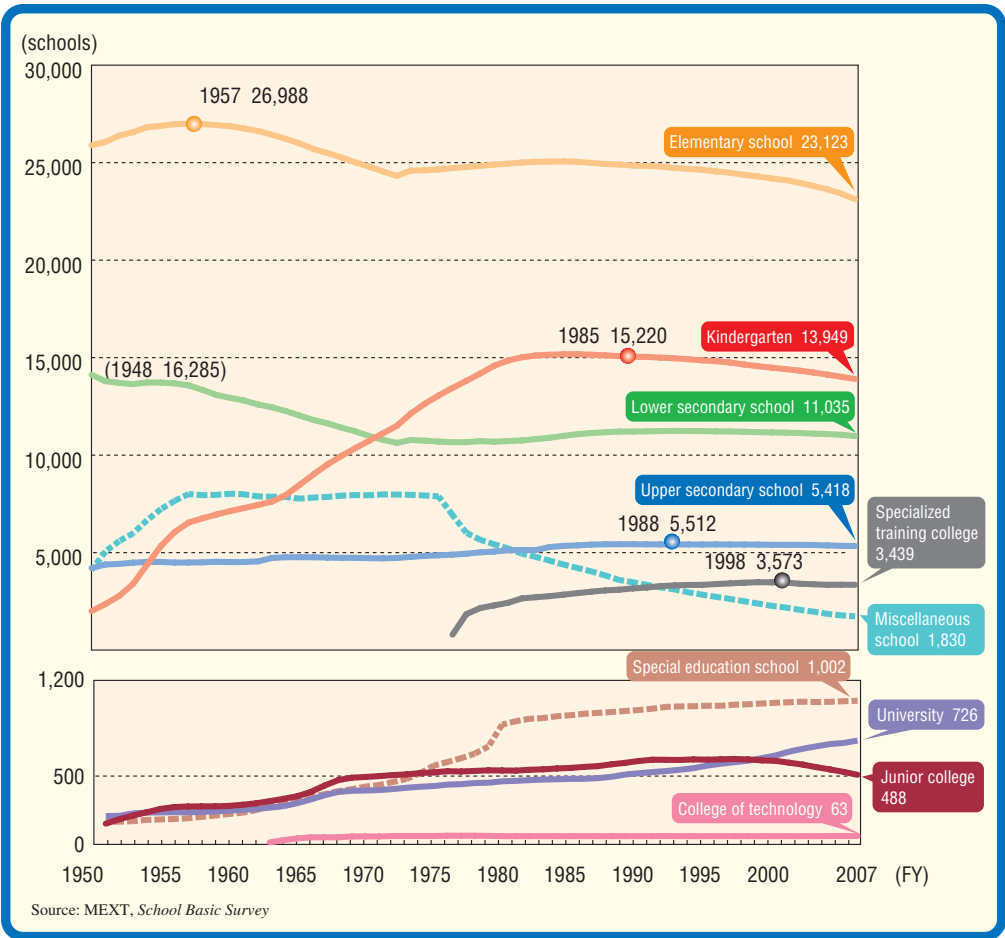


School Education



I-1 Number of Institutions

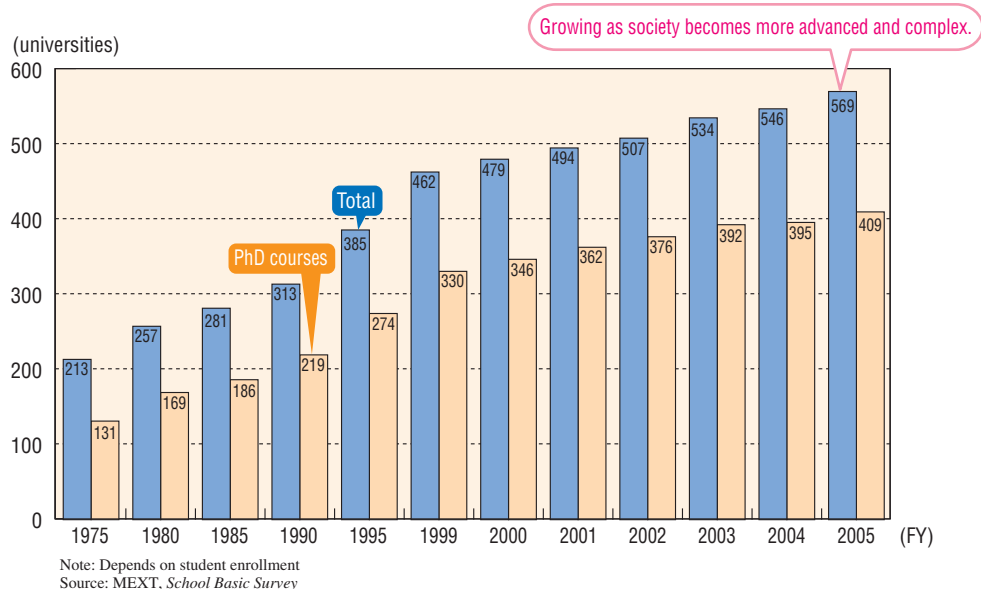
I-1-1 Trends in Number of Institutions



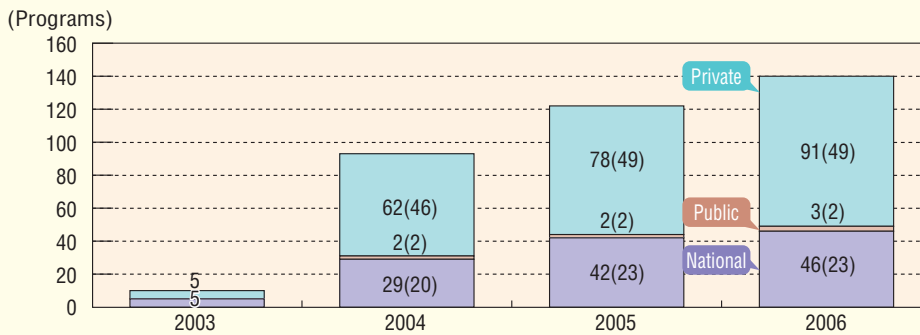
The number of institutions at the primary and secondary education level is on the decline as schools merge or close due to the low childbirth rate. However, the number of universities has increased consistently.

See p.60 of reference documents

Number of Universities with Graduate Schools



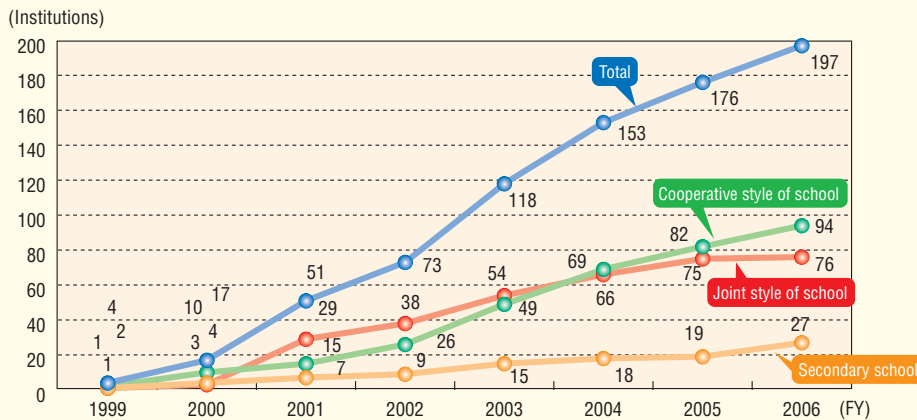
I-1-2 Trends in Number of Professional Graduate Schools



Notes: 1 The number of programs offered by professional graduate schools.
 2 Professional graduate schools were institutionalized by the revision of the School Education Law in 2003
 3 Numbers in parentheses are programs offered in law schools and are included in non-parenthesized numbers.
 4 Numbers for private graduate schools include those established by business corporations according to the Structural Reform Special District Law.
 Source: Reported by MEXT

The number of professional graduate schools, an educational scheme institutionalized in 2003, continues to grow. Particularly the number soared in 2004 when the law school system was established. There are 140 professional graduate schools which is a number of programs set up as of 2006.

I-1-3 Trends in Number of Unified Secondary Schools

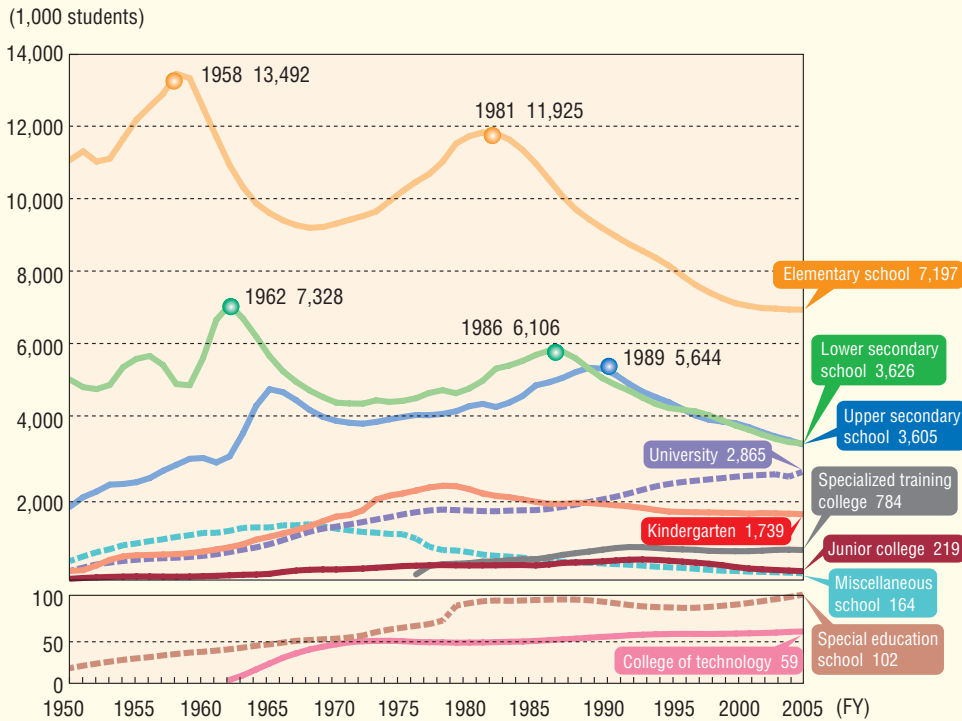


Source: Reported by Mext

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 joint style of schools.

I-2 Number of Students

I-2-1 Trends in Number of Students

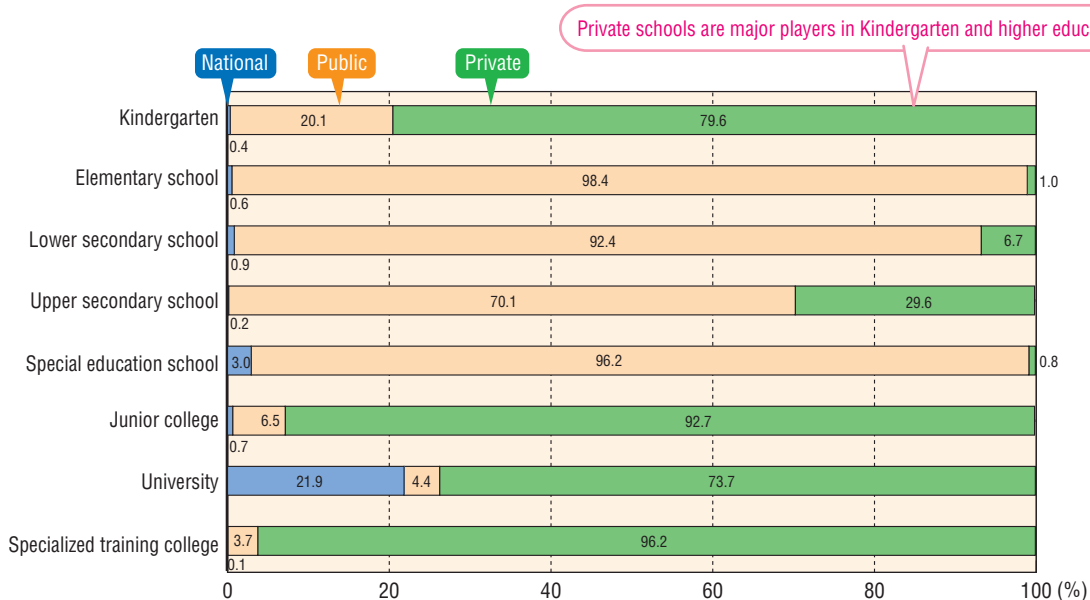


Source: MEXT, School Basic Survey

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.

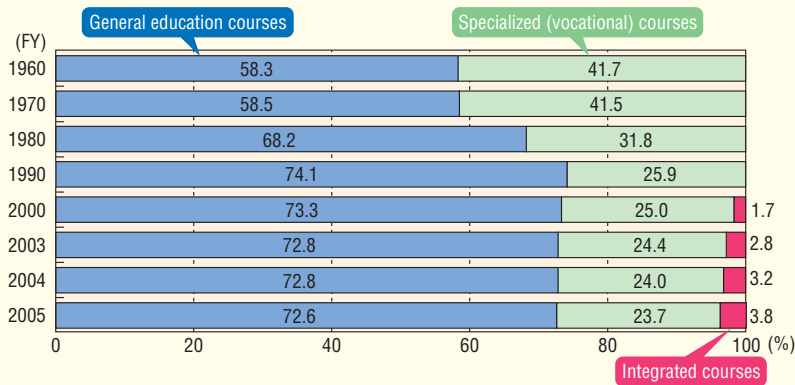
See p.61 of reference documents

Percentage Distribution of Student Enrollments: National, Public, Private (2005)



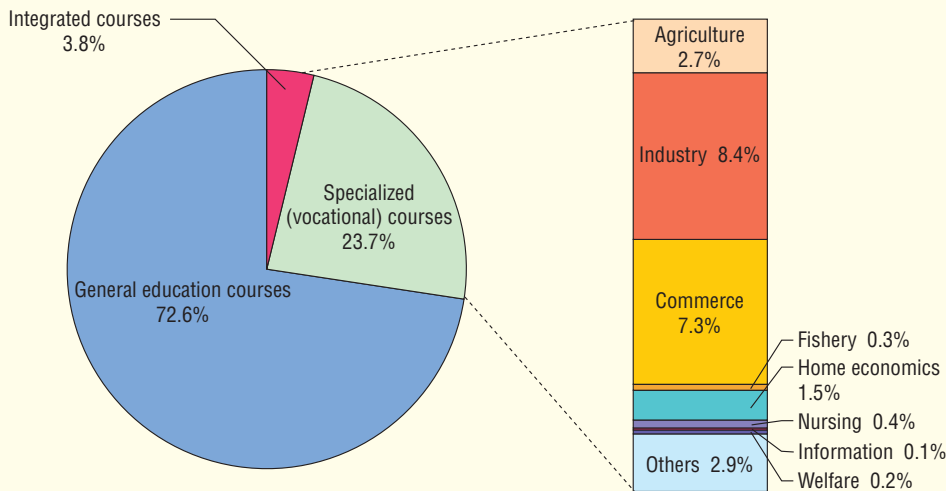
Source: MEXT, School Basic Survey

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



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.

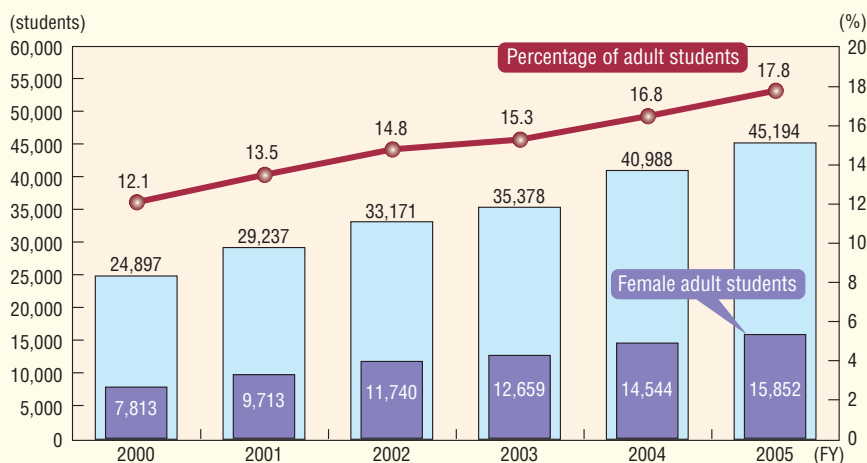
[2005]



Source: MEXT, School Basic Survey

See p.64 of reference documents

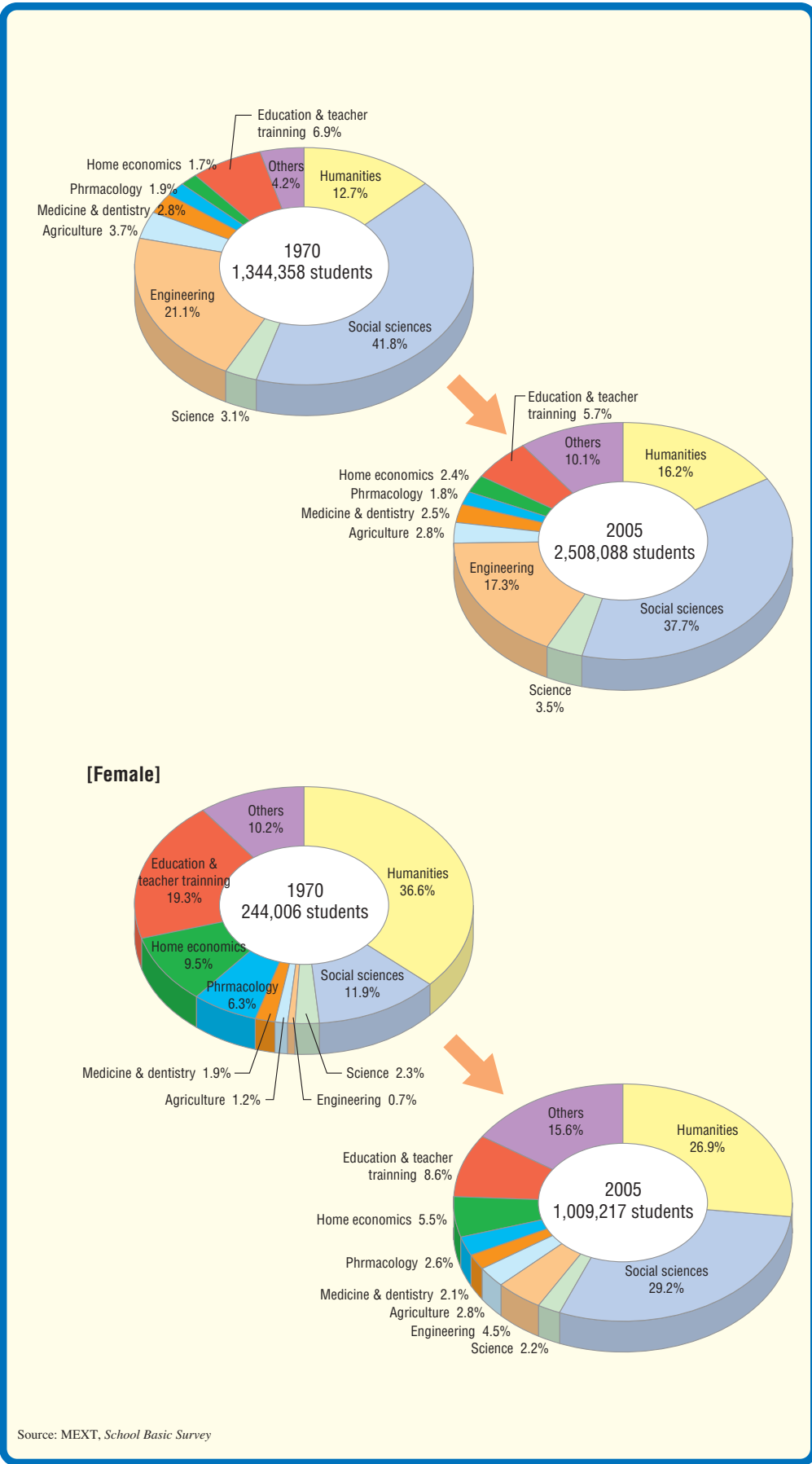
I-2-3 Trends in Number of Adult Students (Graduate Schools)



Source: MEXT, School Basic Survey

The number of adult students has continued to grow since the survey began in 2000 and in 2005, 45,000 were enrolled, accounting for 17.8% of university graduate students.

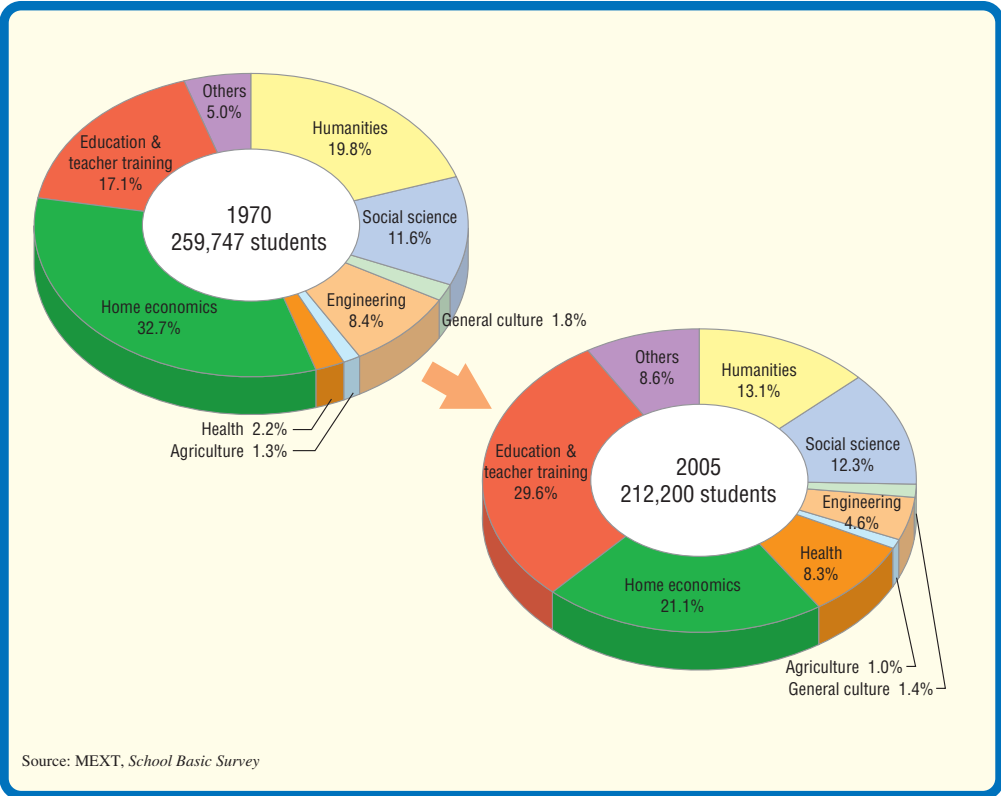
I-2-4 Percentage Distribution of University Students by Major Field of Study



The percentage distribution of university students by major field of study shows that in 2005, the highest proportion took Social Sciences (37.7%), followed by Engineering (17.3%) and Humanities (16.2%). 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 p.64 of reference documents

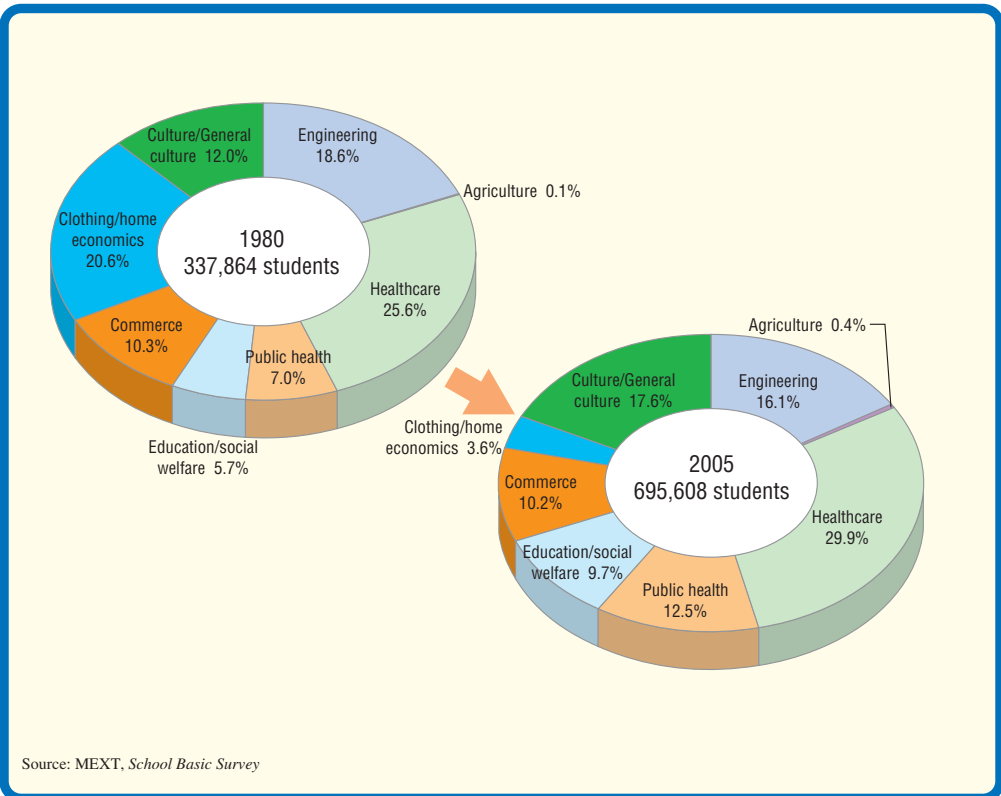
I-2-5 Percentage Distribution of Junior College Students by Major Field of Study



The percentage distribution of junior college students by major field of study reveals that the most common major in 2005 was Education with 29.6% of enrollment, followed by Home Economics (21.1%) and Humanities (13.1%). Compared to 1970, the proportion of Education students is higher and that of the Home Economics students has declined dramatically.

See p.65 of reference documents

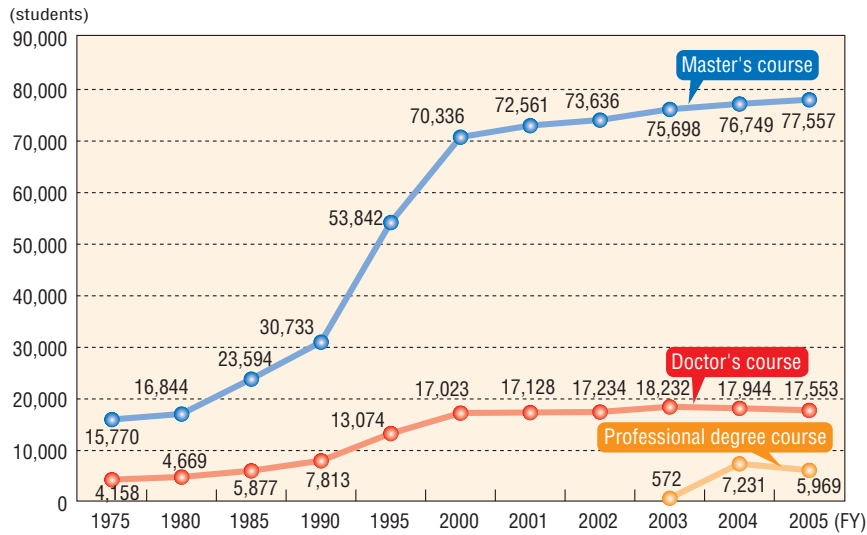
I-2-6 Percentage Distribution of Specialized Training College Students (Specialized Courses) by Major Field of Study



Looking at the percentage distribution of specialized training college (ISCED 5B) students by major field of study, in 2005 the most enrollments were in Healthcare at 29.9%, followed by Culture/general culture (17.6%) and Engineering (16.1%). There has been a significant drop in the proportion of students enrolled in Clothing/home economics compared to 1980.

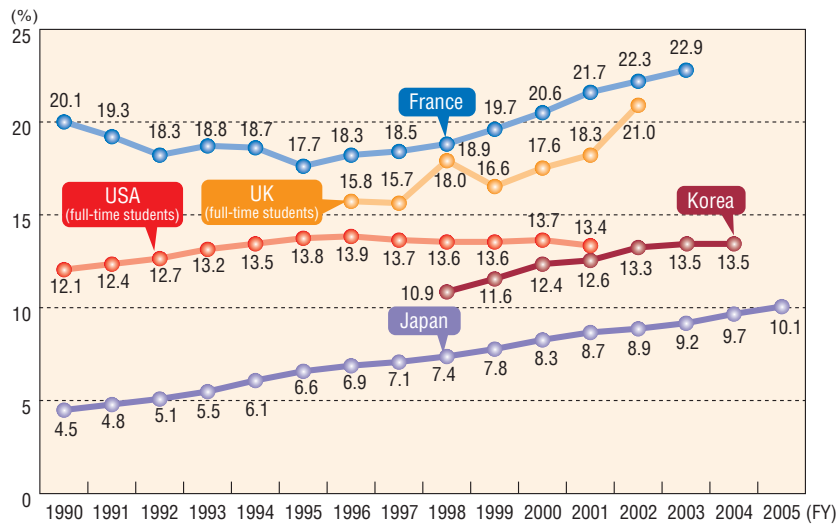
See p.65 of reference documents

● Trends in Number of New Entrants of Graduate Schools by the Course ●



Source: MEXT, School Basic Survey

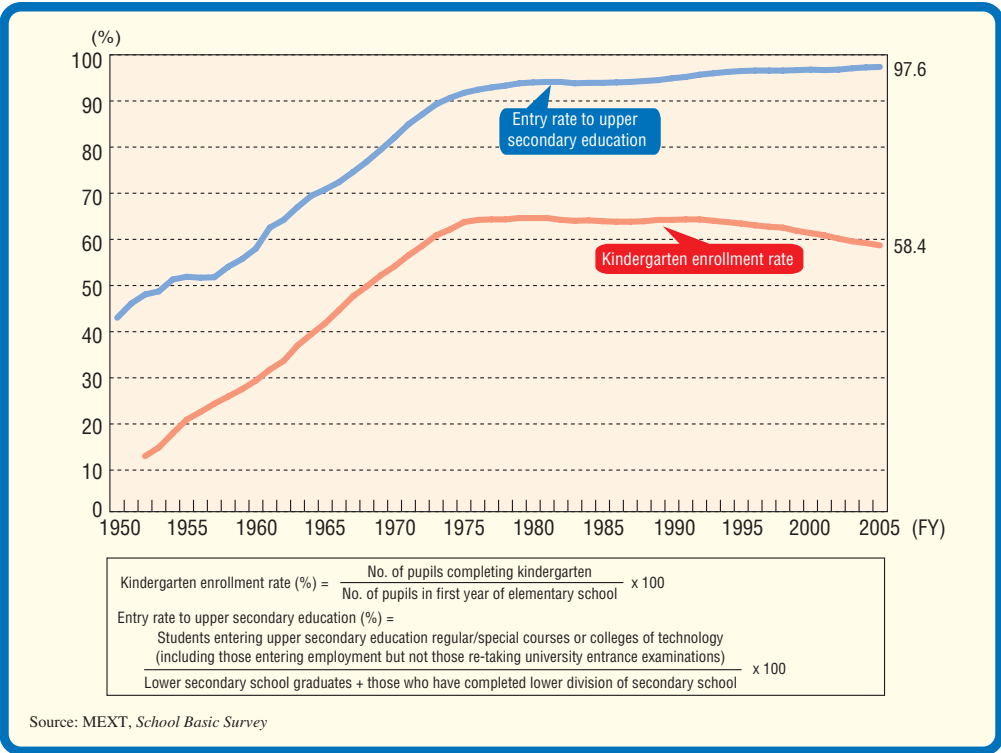
● International Comparison of Trends in Ratio of Graduate Students to Undergraduate Students ●



Note: 1 The data for Japan only include the number of students of universities and exclude the students of junior colleges, correspondence courses and the University of the Air.
 2 The number of US university students is the sum of students in degree programs and non-degree programs. The number of university graduate students is the sum of those in graduate programs and first professional degree programs.
 3 The number of UK university students is that of first degree students. The figure of each year includes foreign students.
 4 Full-time students, as used of for USA and UK, are those who are enrolled in school with the intention of graduation after completing the general study period.
 5 The number of university students in France includes students enrolled in the first-term and second-term courses of universities and exclude technical junior college students. The number of university graduate students is that of third-term course students.
 6 The data for Korea covers universities, universities of education, industrial universities and technical colleges excluding special colleges, correspondence courses and the university of the air.
 Source: MEXT, International Comparison of Educational Indicators; and Ministry of Education and Human Resource Development, Korea Educational Statistics Year Book

I-3 Entry Rate

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

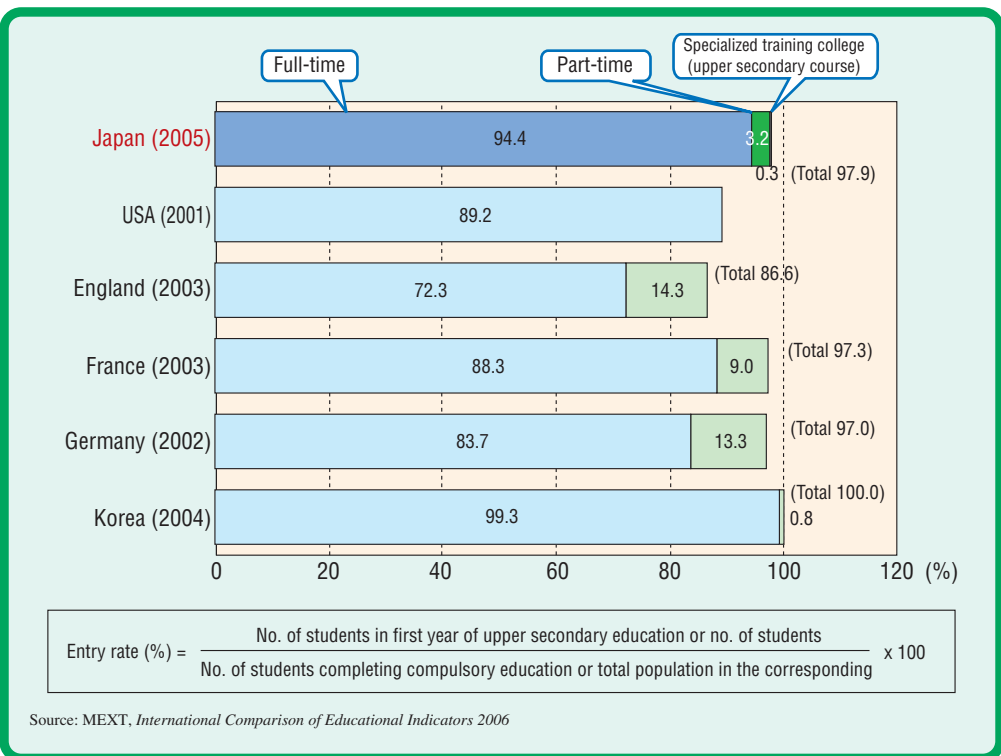


The kindergarten enrollment rate grew dramatically until around 1975 and has remained even or declined slightly since. The rate was 58.4% in 2005. On the other hand, the entry rate to upper secondary education grew dramatically until around 1975 and has moved in the 90% range since. The rate was at 97.6% in 2005.

See p.65 of reference documents

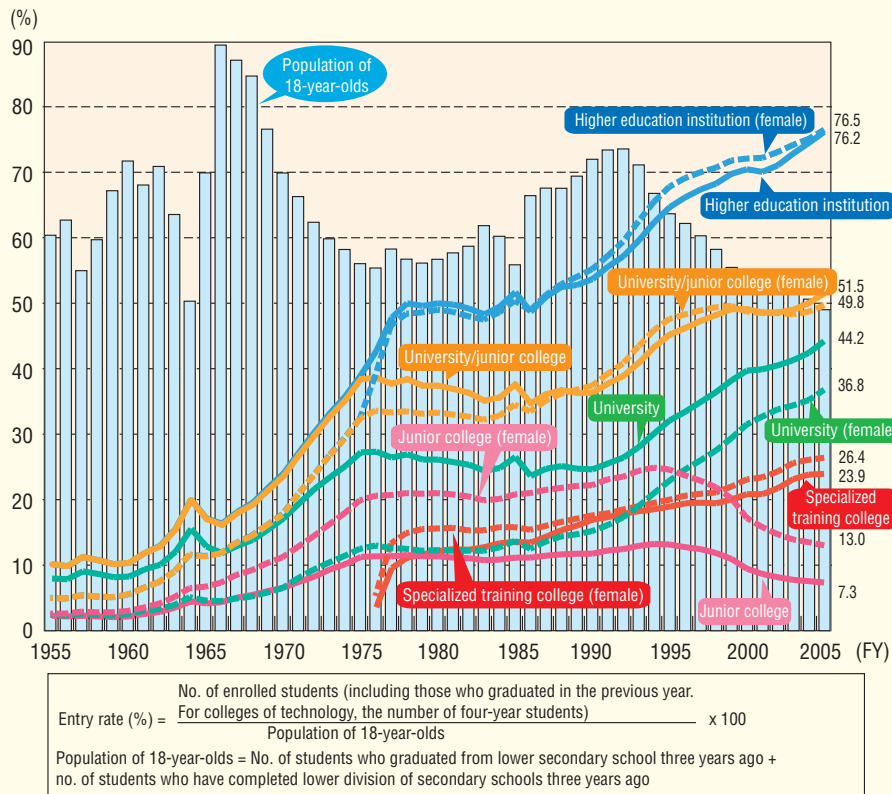


I-3-2 International Comparison of Entry Rates to Upper Secondary Education



Japan's enrollment rate to upper secondary education (upper secondary schools, etc.) enrolled under in full-time courses is 94.4%, including day/evening courses and correspondence courses (regular courses) students is high at 97.6%.

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



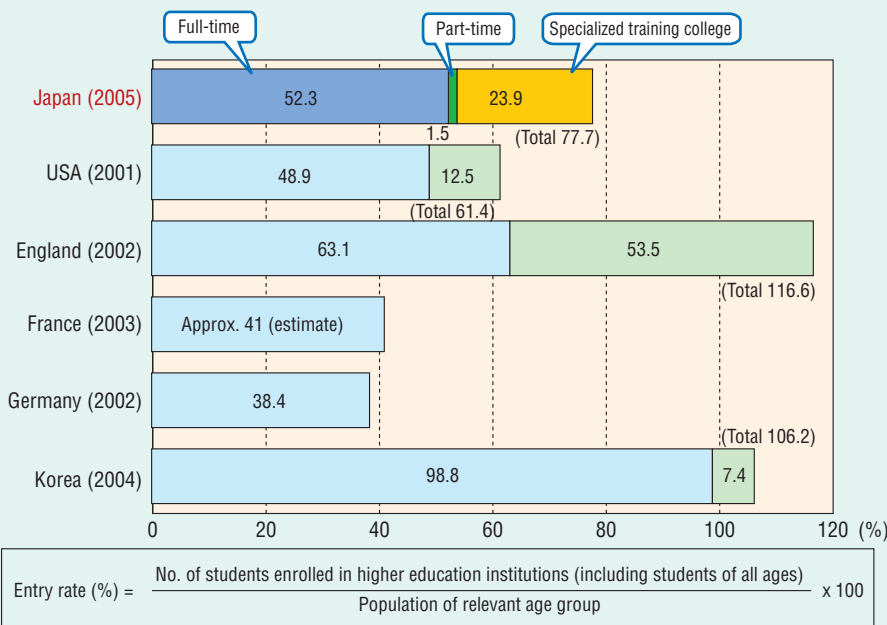
Source: MEXT, School Basic Survey

The entry rate to higher education institutions is still more or less on the rise, reaching 76.2% in 2005, and 76.5% 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 2005 the rate was 51.5%, and 49.8% for females.

See p.66 of reference documents



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

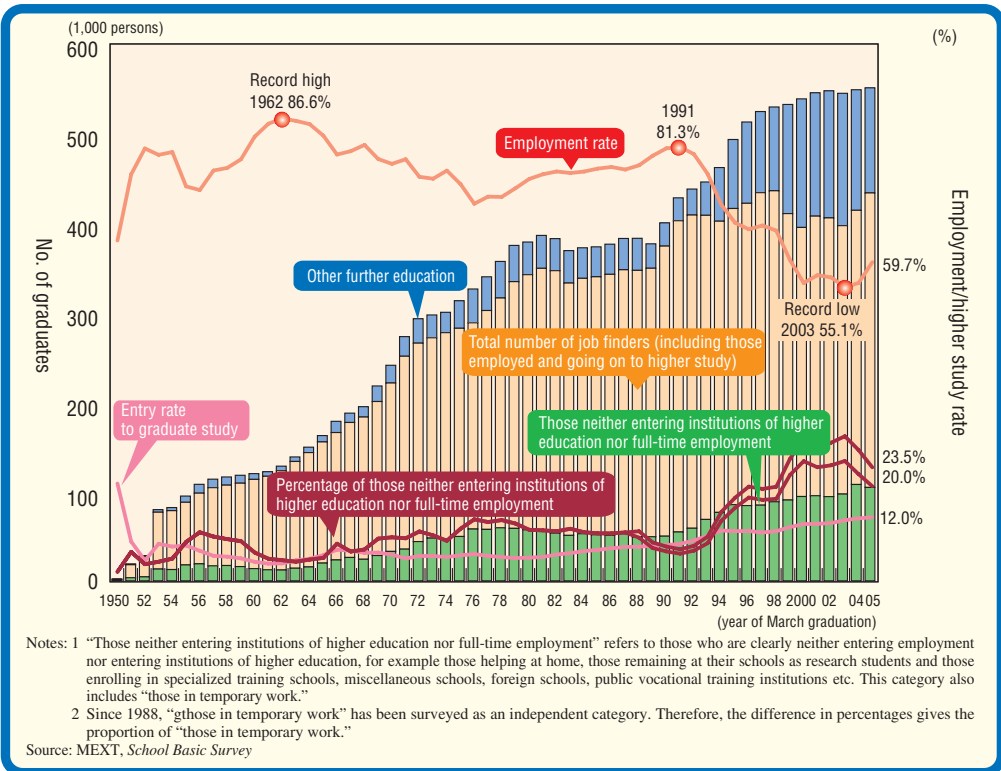


Source: MEXT, International Comparison of Educational

Japan's entry rate to higher education is high at 77.7%, with 52.3% 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 enrollmentage (18-year-old) students, but that of adult students (21 or over) is increasing rapidly.

I-4 First Destination of New Graduates

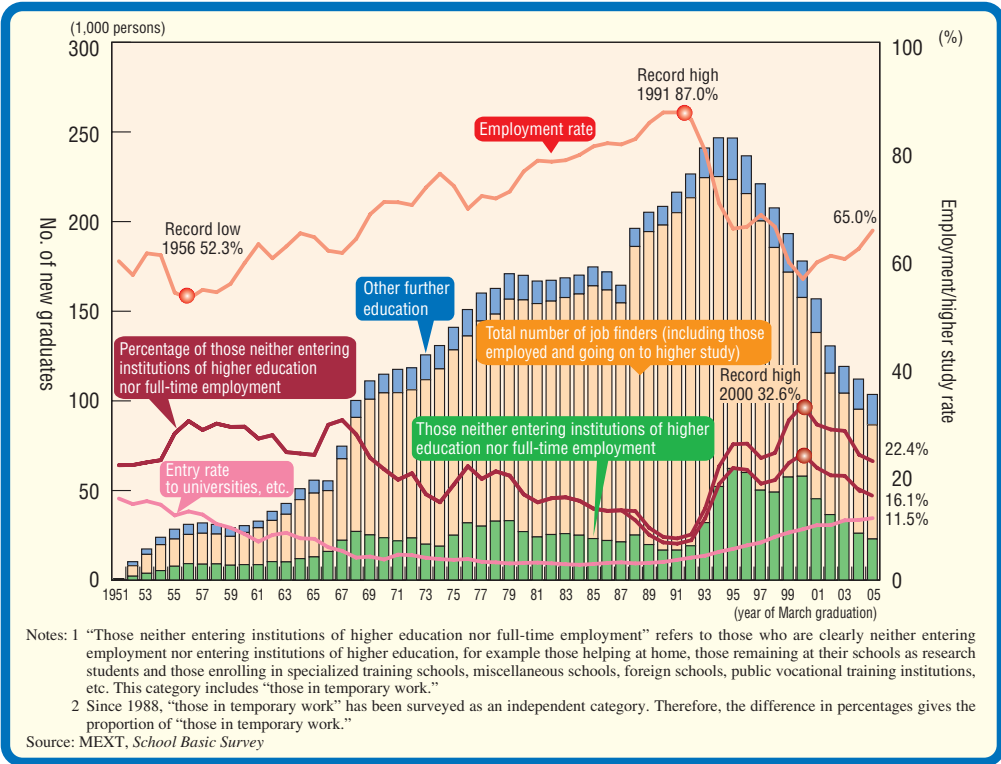
I-4-1 First Destination of New Graduates of Universities (Undergraduate)



The number of new university graduates (undergraduate) reached 551,000 in 2005, hitting a record high. The employment rate, which had been declining since 1991, is on an upward trend compared from 2004.

See p.67 of reference documents

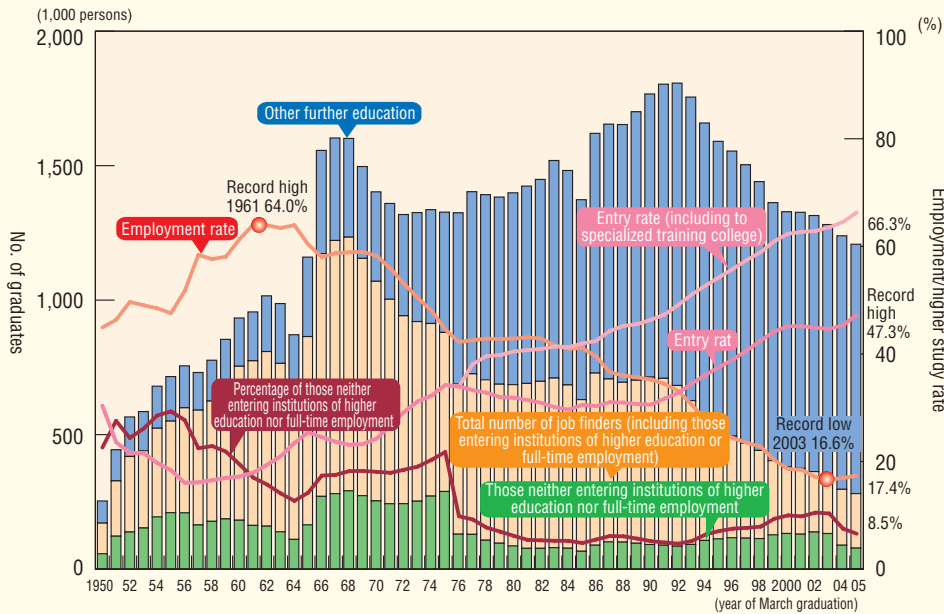
I-4-2 First Destination of New Graduates of Junior Colleges



The number of junior college graduates has continued to decline since peaking in 1994, with 105,000 students graduating in 2005. The employment rate rose to 65.0%, 3.4 points up from the previous year.

See p.67 of reference documents

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



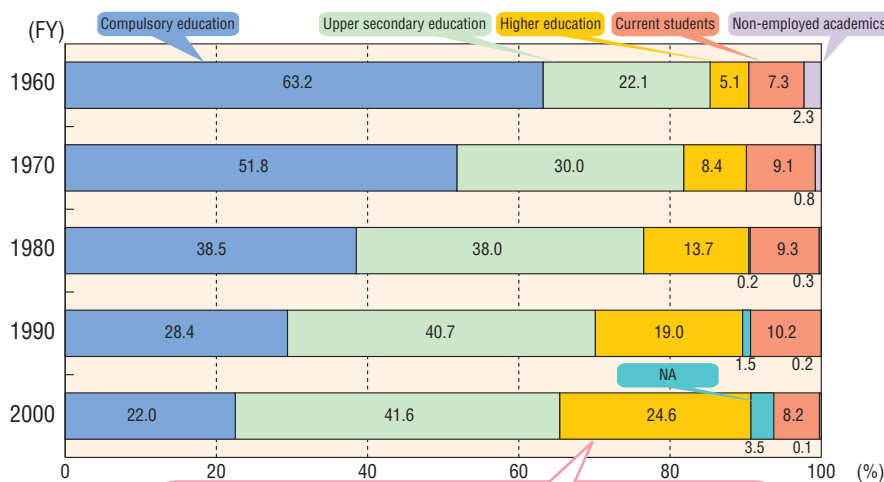
Note: "Those neither entering institutions of higher education nor full-time employment" refers to those without clearly defined future plans, neither entering employment nor entering institutions of higher education or specialized training colleges (specialized course), nor enrolled in specialized training 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 1,203,000 in 2005. The employment rate stopped its descent, which started in 1961, and is on an upward trend from 2004.

See p.68 of reference documents

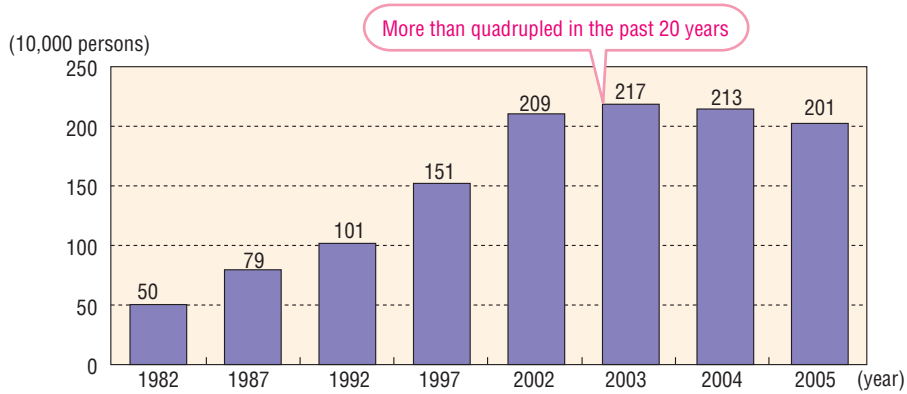
● Population by Highest Educational Attainment (Over 15) ●



Those who completed higher education occupy over 20%.

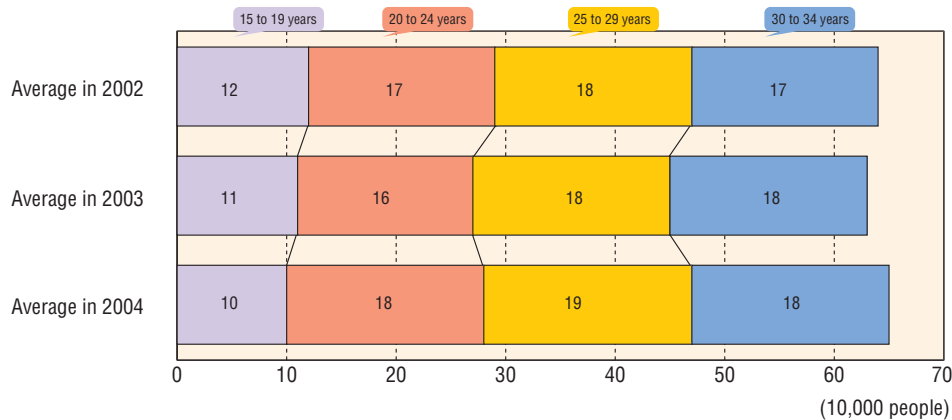
Note: "NA" refers to those whose final school of graduation is not known.
Source: Ministry of Internal Affairs and Communications, *Population Census of Japan*

● Number of "Freeters" ●



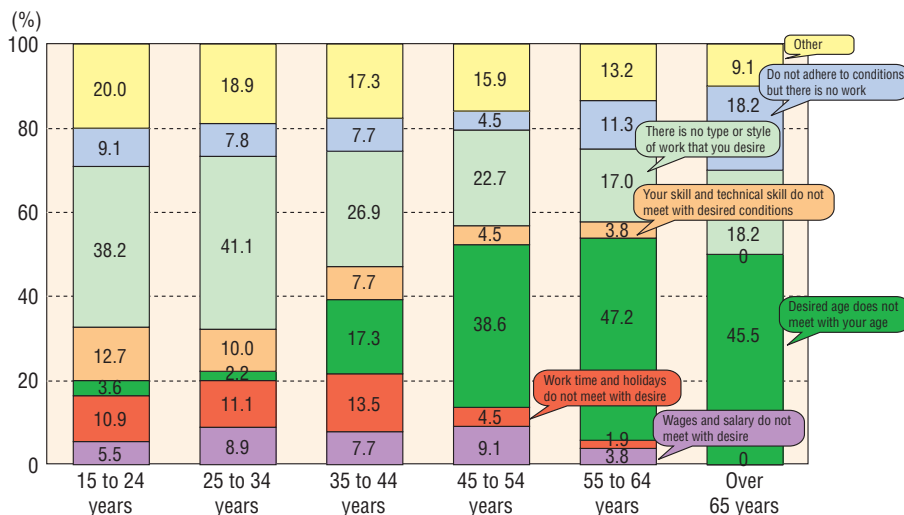
Note: "Freeter" refers to males of 15-34 years of age or unmarried women who are employed in part-time work (but who had under five years of continuous work experience to 1997) and those who are not employed but hope to find part-time employment and neither engage in domestic chores nor go to school.
 Source: Cabinet Office, White Paper on Youth 2006 Data for 1982, 1987, 1992 and 1997 are taken from *White Paper on the Labor Economy 2005*. Data for 2002 and after are from Labor Force Survey (Detailed Tabulation).

● Trends in Number of Unemployed Youth ●



Notes: 1 Figures of the Labor Force Survey (Detailed Tabulation), Statistics Bureau, Ministry of Internal Affairs and Communications, compiled by the Ministry of Health, Labour and Welfare.
 2 Subjects compiled are those of non-working population who are aged 15 to 34, graduated from school, remain single and are not in education or housekeeping.
 Source: Ministry of Labour, Health and Welfare, *White Paper on the Labor Economy 2005*

● The reason why the completely unemployed can not get jobs (Break down by age-groups) ●



Data: MIC "labor force investigation (detailed result)" (2005 January - March)

I-5 Curriculum, Student Achievement and Learning



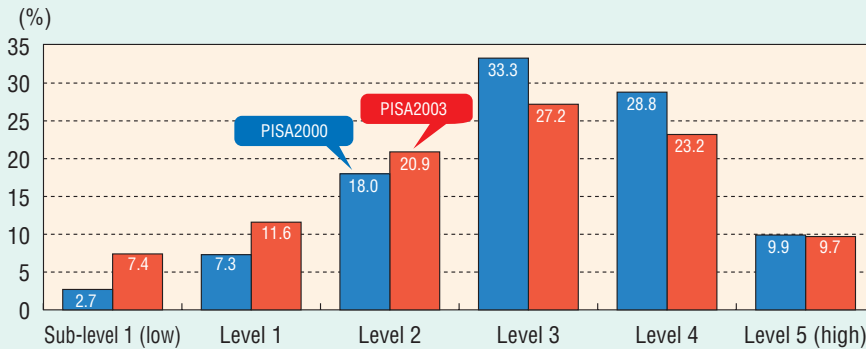
I-5-1 Academic Ability of 15-year-olds according to OECD Programme for International Student Assessment (PISA) (2003)

(1) International comparison of the average scores (across 40 countries and regions)

Mathematical literacy (top in PISA 2000)	First group: Hong Kong, Finland, Korea, the Netherlands, Liechtenstein, and Japan (6th)
Reading literacy (8th in PISA 2000)	Almost equal to the OECD average (14th)
Scientific literacy (2nd in PISA 2000)	First group: Finland, Japan (2nd) , Hong Kong and Korea
Problem solving (newly added category)	First group: Korea, Hong Kong, Finland and Japan (4th)

Note: The subject children are those of 15 years of age. The first or second group represents the group of countries whose average scores have no statistically significant difference from the Japanese scores.
Source: National Institute for Educational Policy Research of Japan (NIER), "Knowledge and Skills for Life - OECD Programme for International Student Assessment (PISA) - Global Report 2003"

(2) Comparison of percentage of students performing at each of the achievement-based levels on the reading literacy scale



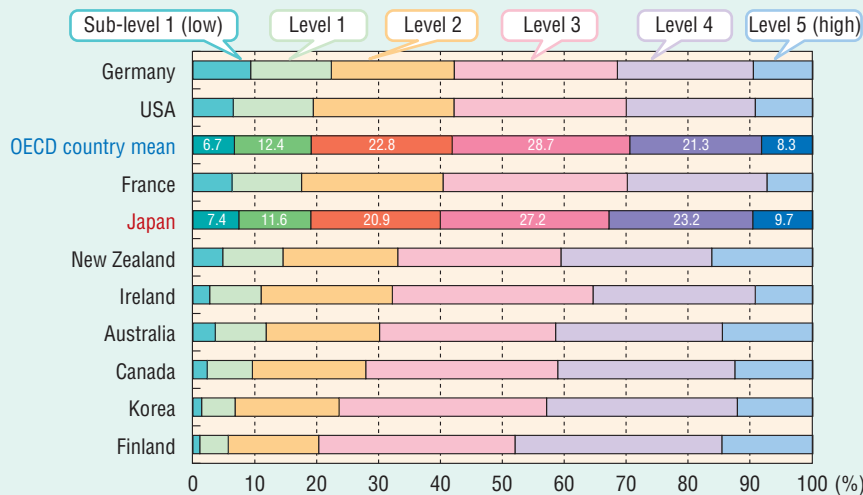
Note: Level rises from left to right.
Source: National Institute for Educational Policy Research of Japan (NIER), "Knowledge and Skills for Life - OECD Programme for International Student Assessment (PISA) - Global Report 2003"

According to the OECD Programme for International Student Assessment (PISA) undertaken in 2003 (41 countries and regions), Japan's 15-year olds (first year upper secondary school students) were in the top class internationally. The reading literacy of the Japanese students, however, is dropping in rank and is not considered the world's top class.

See p.68 of reference documents



I-5-2 International Comparison of Percentage of Students at Each Level of Achievement-base on the Reading Scale in OECD Programme for International Student Assessment (PISA) (2003)

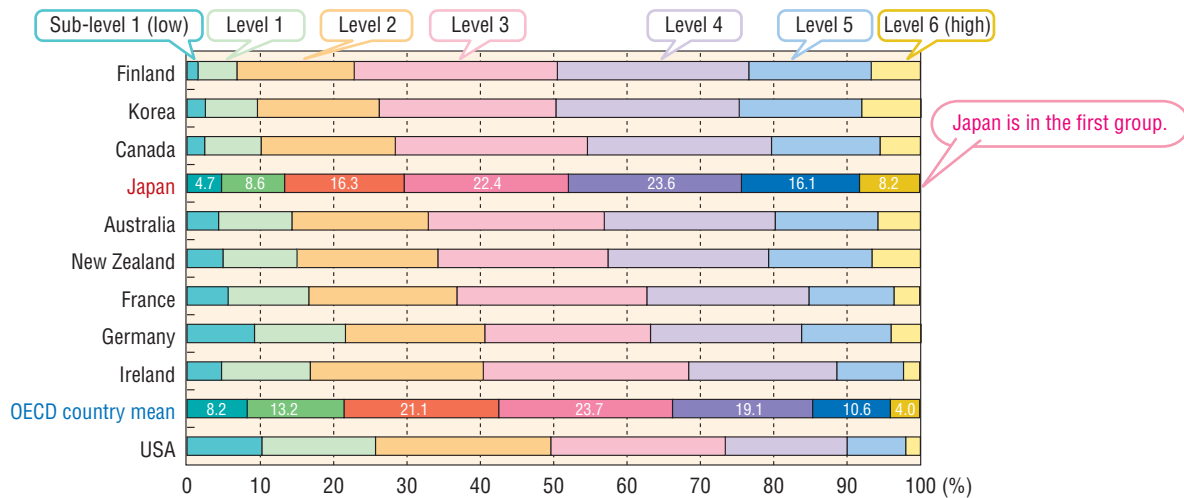


Note: Level rises from left to right.
Source: National Institute for Educational Policy Research of Japan (NIER), "Knowledge and Skills for Life - OECD Programme for International Student Assessment (PISA) - Global Report 2003"

Looking at the six reading literacy achievement-based levels from Sub-level 1 (low) to Level 5 (high), approximately 60% of Japan's 15-year-olds were Level 3 or above, with a few falling into the Sub-level 1 and Level 1 categories. Meanwhile, the overall distribution of achievement-based level percentages is almost equal to the OECD country mean.

See p.69 of reference documents

● International Comparison of Percentage of Students at Each Level of Achievement-base on the Mathematical Scale in OECD Programme for International Student Assessment (PISA) ●



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 2003"

● International Comparison of Mathematics and Science Results according to IEA's Trends in International Mathematics and Science Study (TIMSS) ●

(1) Results of arithmetic/mathematics

	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
2003 (fourth study)	3rd-25 countries/regions	5th-46 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, 1999 and 2003.

(2) Results of science

	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
2003 (fourth study)	3rd-25 countries/regions	6th-46 countries/regions

Note: Elementary school scores were from fifth year pupils in 1970 and 1983 and from fourth year pupils in 1995 and 2003. All lower secondary school scores are from second year students.

● Attitudes toward mathematics and science (second year lower secondary school students) ●

	Studying is fun		Mathematics/science is one of the subjects I am best at	
	Mathematics	Science	Mathematics	Science
Lower secondary school	39%	59%	39%	49%
International mean	65%	77%	54%	54%

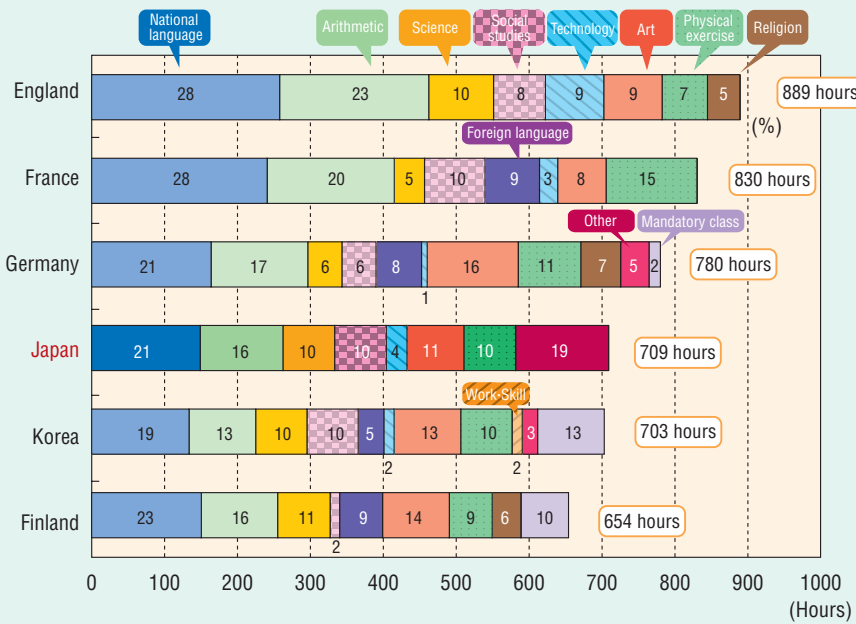
● How to spend out-of-school time ●

	Study	Watch TV or video	Help housekeeping
Lower secondary school	1.0 hours/day	2.7 hours/day	0.6 hours/day
International mean	1.7 hours/day	1.9 hours/day	1.9 hours/day

Source: IEA (International Association for the Evaluation of Educational Achievement), Trends in International Mathematics and Science Study



I-5-3 International Comparison of Compulsory Instruction Time for 9 to 11-year-olds (2003)



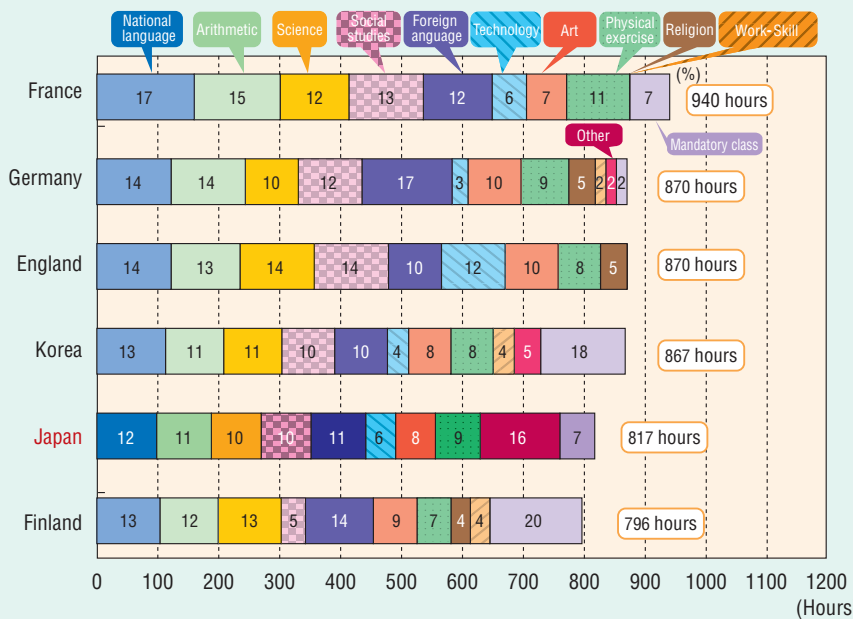
Note: Annual class time (average of 3 grades) is based on the standard curriculum which each country decides by their law, and the value is from the data of 2002/2003. Japan's data is based on the Education Ministry guidelines. England's investigation year is 2002.
Source: OECD, Education at a Glance 2005

The number of annual hours of compulsory instruction time for children of age 9-11 (4th-6th grades in elementary school) in Japan is 709 hours. This is about the same level as South Korea and Finland, both ranking in the top group under the International Student Assessment (see I-5-2).

See p.69 of reference documents



I-5-4 International Comparison of Compulsory Instruction Time for 12 to 14-year-olds (2003)

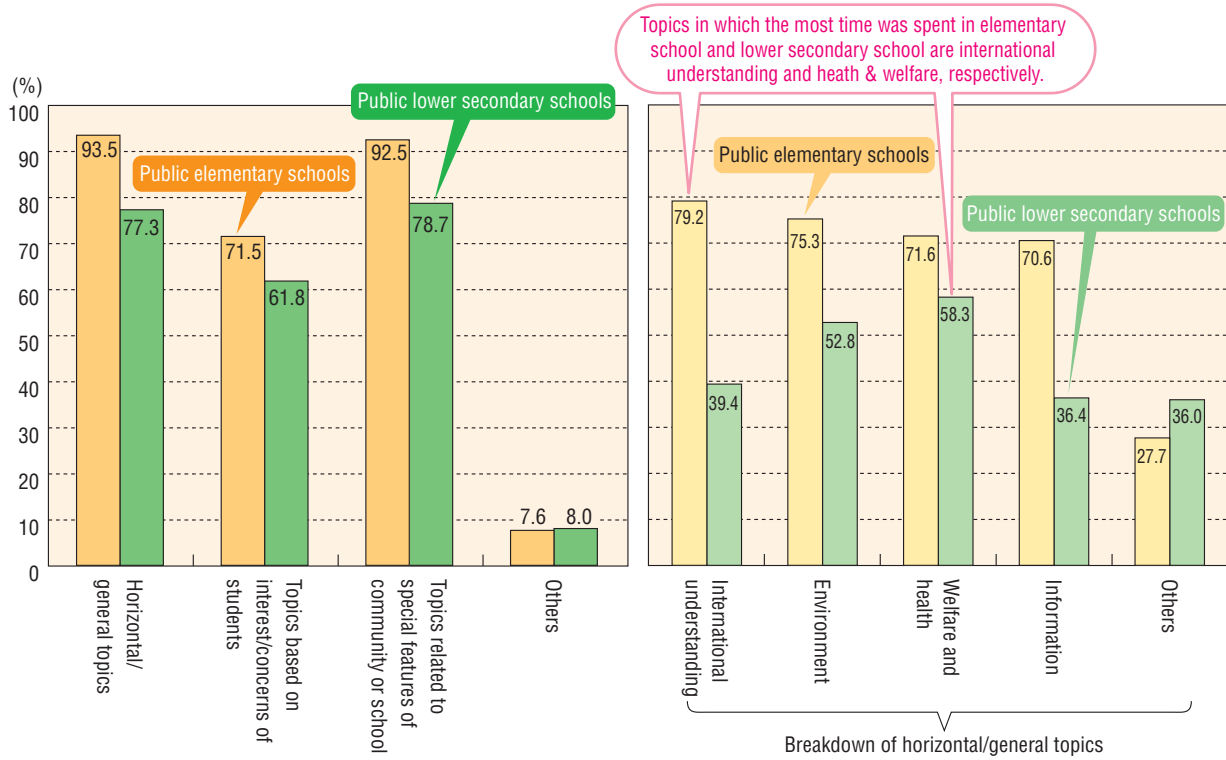


Note: Annual class time (average of 3 grades) is based on the standard curriculum which each country decides by their law, and the value is from the data of 2002/2003. Japan's data is based on the Education Ministry guidelines. England's investigation year is 2002.
Source: OECD, Education at a Glance 2005

The number of annual hours of compulsory instruction time for children of age 12-14 (1st-3rd grades in lower secondary school) in Japan is 817 hours. This is about the same level as South Korea and Finland, both ranking in the top group under the International Student Assessment (see I-5-2).

See p.69 of reference documents

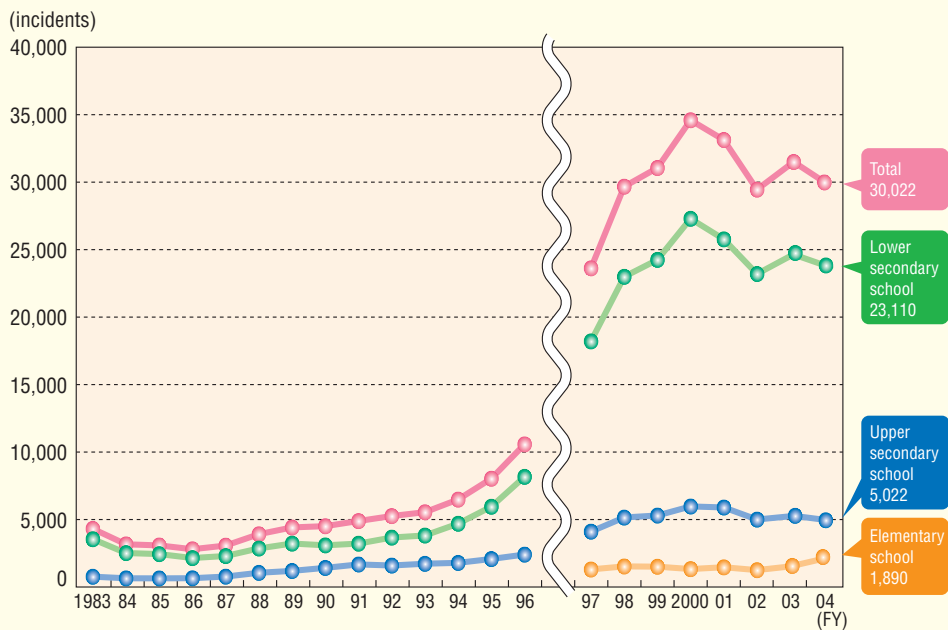
●Content of Period of Integrated Study (2004)●



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 2004*

I-6 Student Guidance

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

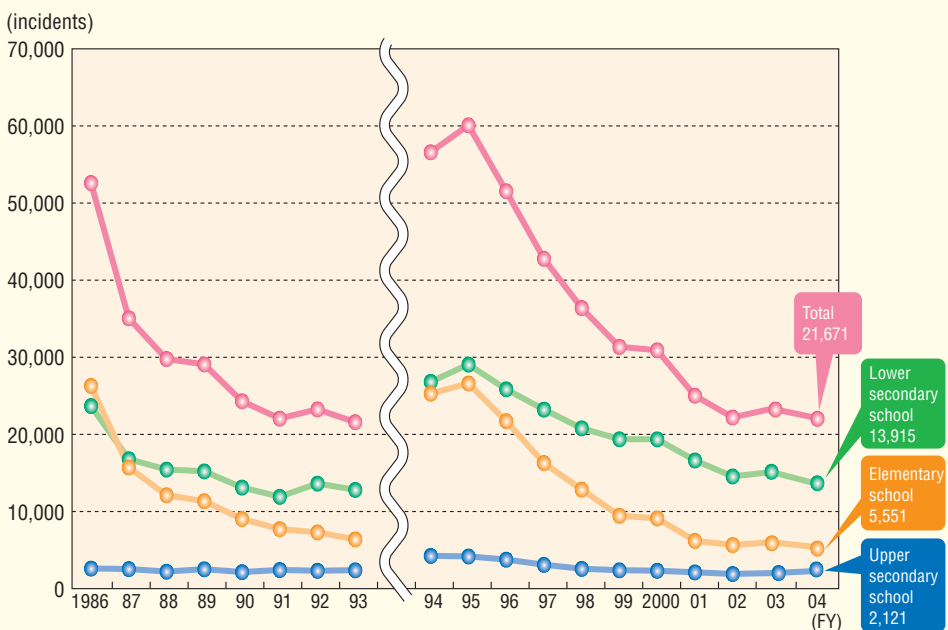


Notes: 1 Until 1996, the study was a survey of "violence in school."
 2 The survey methodology was changed in 1997, therefore a simple comparison with pre-1997 data is not possible.
 Source: MEXT, *Statistics on Student Guidance*

Violent incident occurrence in lower secondary school is the highest or 23,000 in 2004. The total number of such incidents across elementary to upper secondary schools rose to 30,000 in 2004.

See p.70 of reference documents

I-6-2 Trends in Bullying Cases

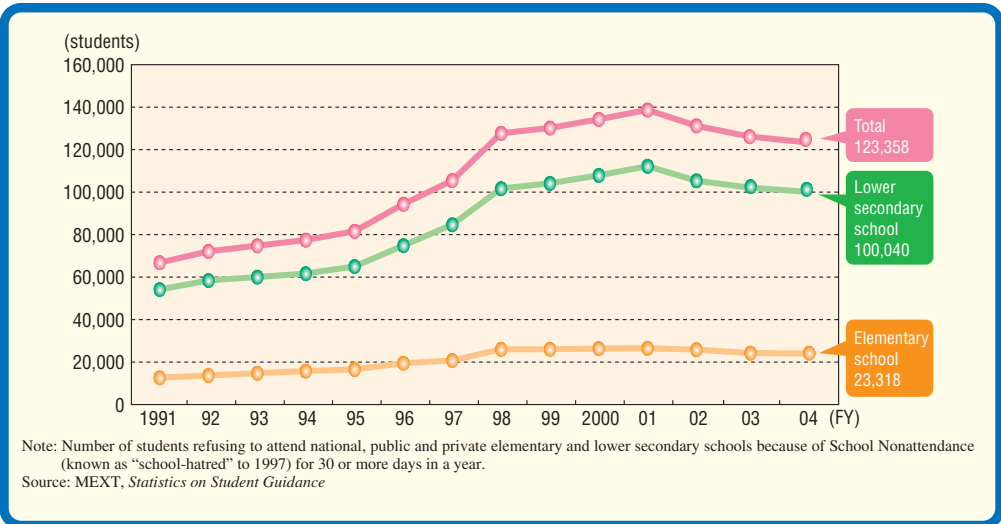


Notes: 1 The survey methodology was changed in 1994, therefore a simple comparison with pre-1994 data is not possible.
 2 Totals after 1994 include incidents from various special schools.
 Source: MEXT, *Statistics on Student Guidance*

Occurrences of bullying declined from their peak in 1995, with 6,000 cases reported by elementary schools in 2003, 14,000 by lower secondary schools and 2,000 by upper secondary schools.

See p.70 of reference documents

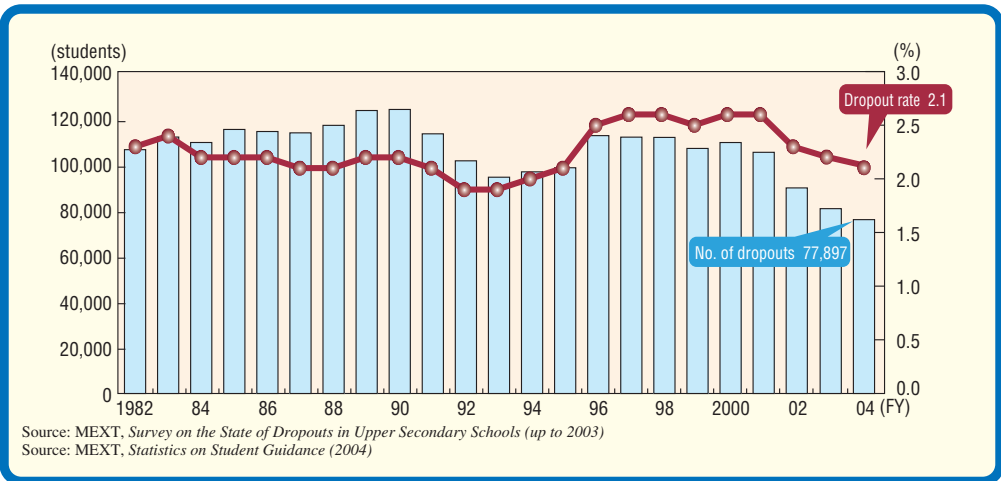
I-6-3 Trends in Number of Students Who Refuse to Attend Schools



The number of School Non-attendant students increased continuously among both elementary and lower secondary school students until 2001. The number fell in 2003, consecutively from 2002, to 23,000 elementary school students and 100,000 lower secondary school students.

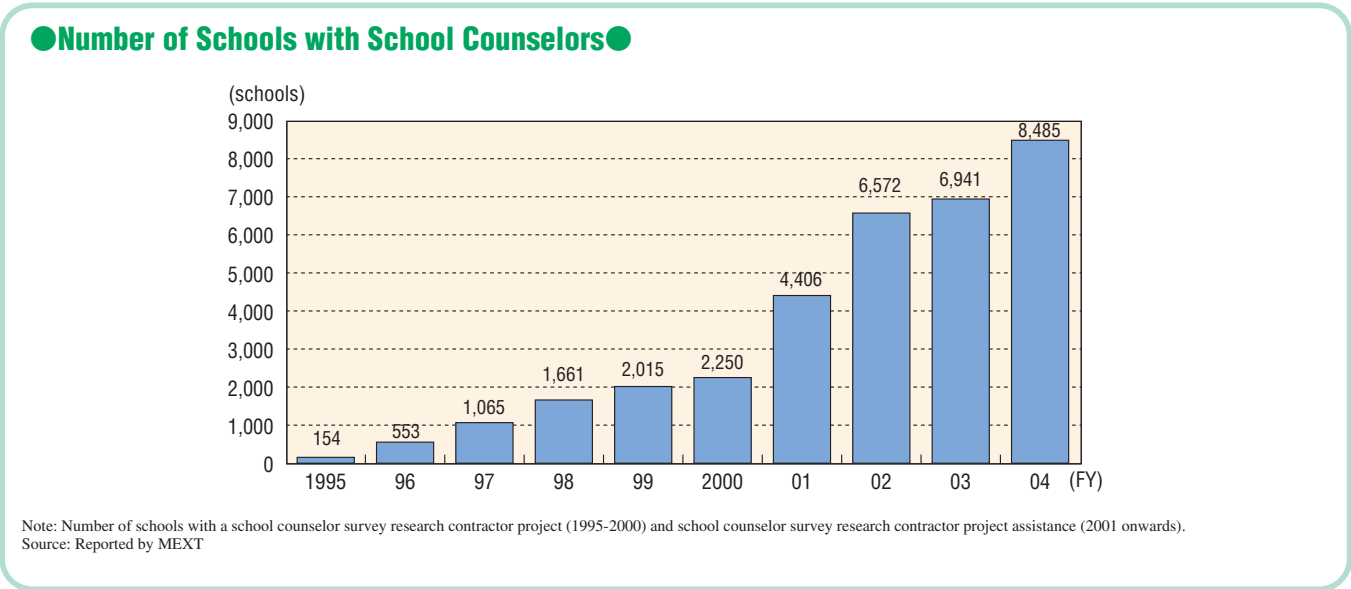
See p.70 of reference documents

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



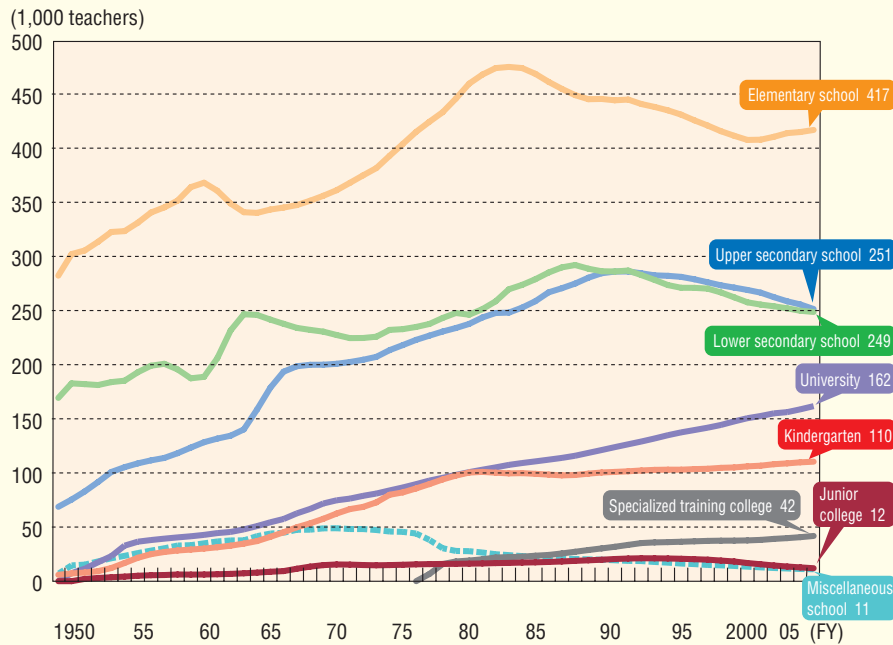
The dropout rate has been declining for the last few years. There were 78,000 dropouts in 2004, a dropout rate of 2.1%.

See p.70 of reference documents



I-7 Teaching and Non-teaching School Staffs

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

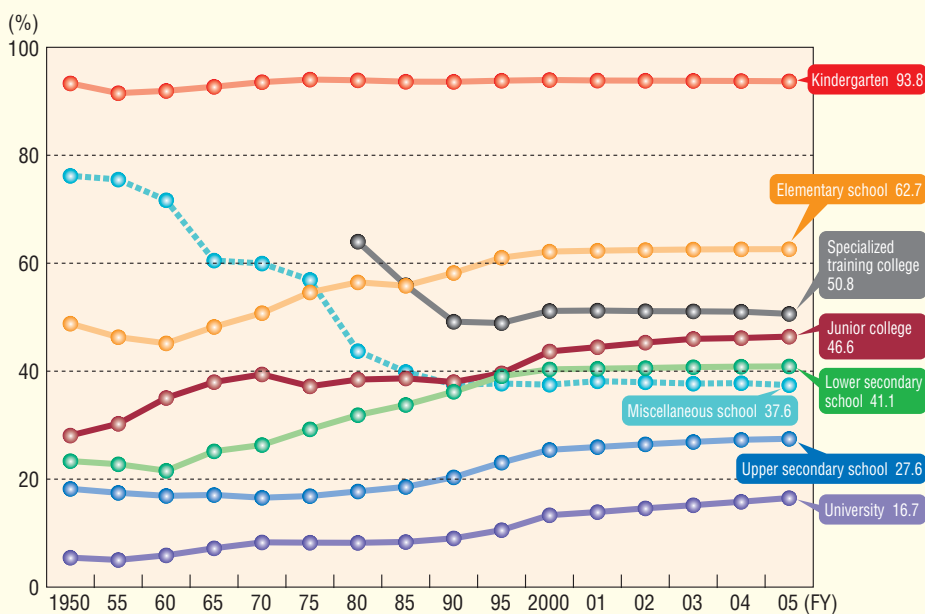


Source: MEXT, School Basic Survey

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 417,000 full-time educators.

See p.71 of reference documents

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



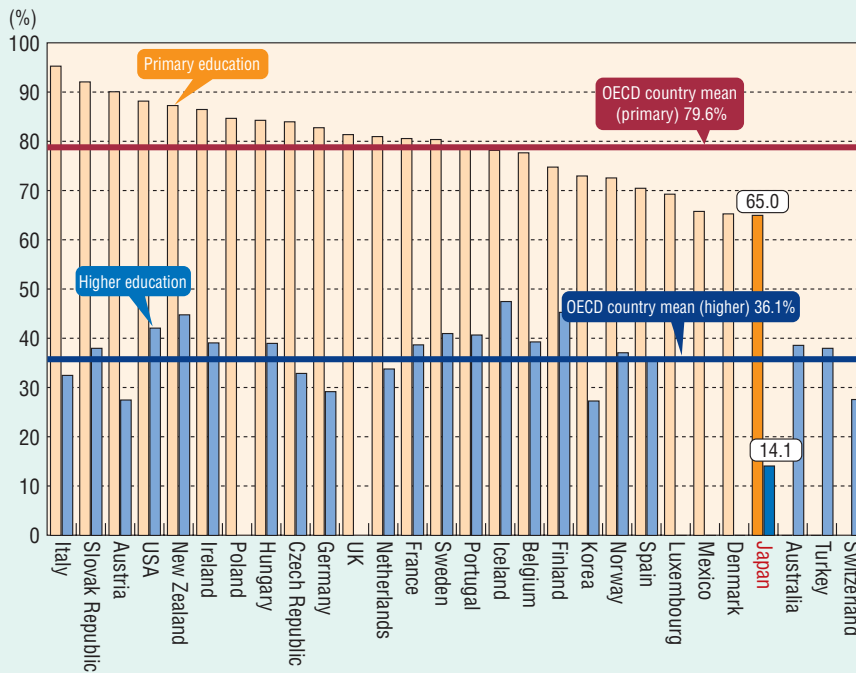
Source: MEXT, School Basic Survey

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 p.72 of reference documents



I-7-3 International Comparison of Percentage of Females among Teachers (2003)

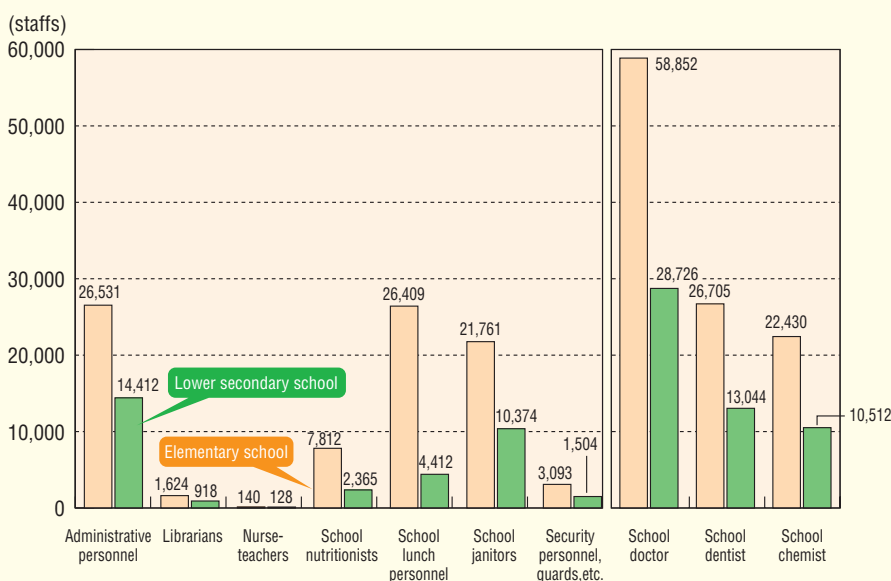


Note: Blank columns are where no data is available.
Source: OECD, *Education at a Glance 2005*

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 p.72 of reference documents

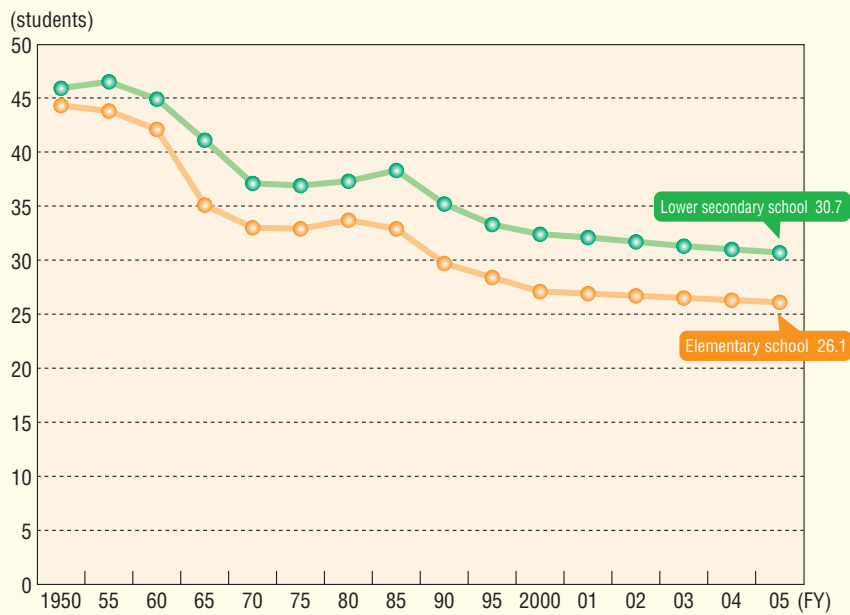
I-7-4 Number of Full-time Non-teaching Staffs and School Doctors, etc. (2005)



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 2004*

Looking at the number of full-time non-teaching staff, etc. at elementary and lower secondary schools in 2005, 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 Trends in Average Class Size



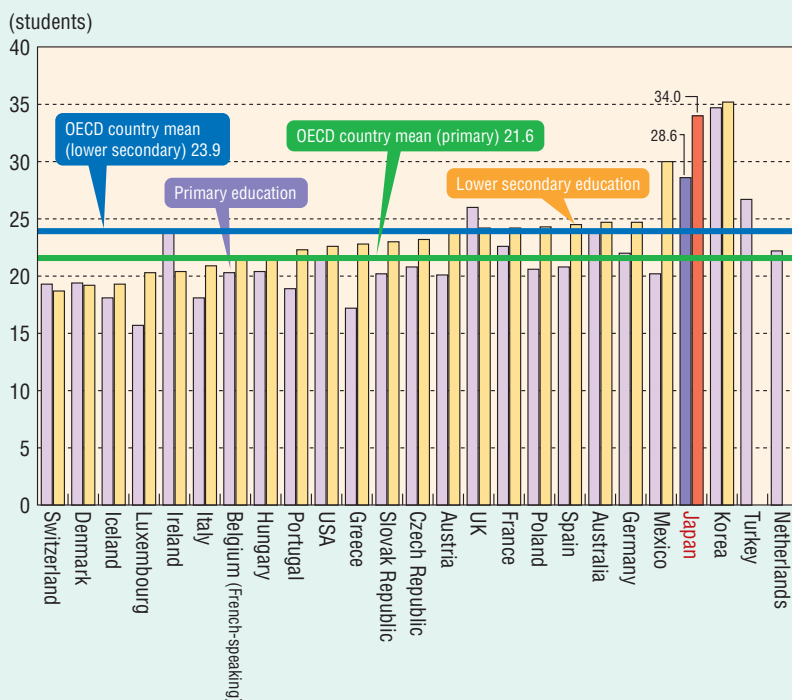
Source: MEXT, School Basic Survey

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 26.1 students per class in elementary schools and 30.7 students per class in lower secondary schools by 2005.

See p.73 of reference documents



I-7-6 International Comparison of Average Class Size (2003)

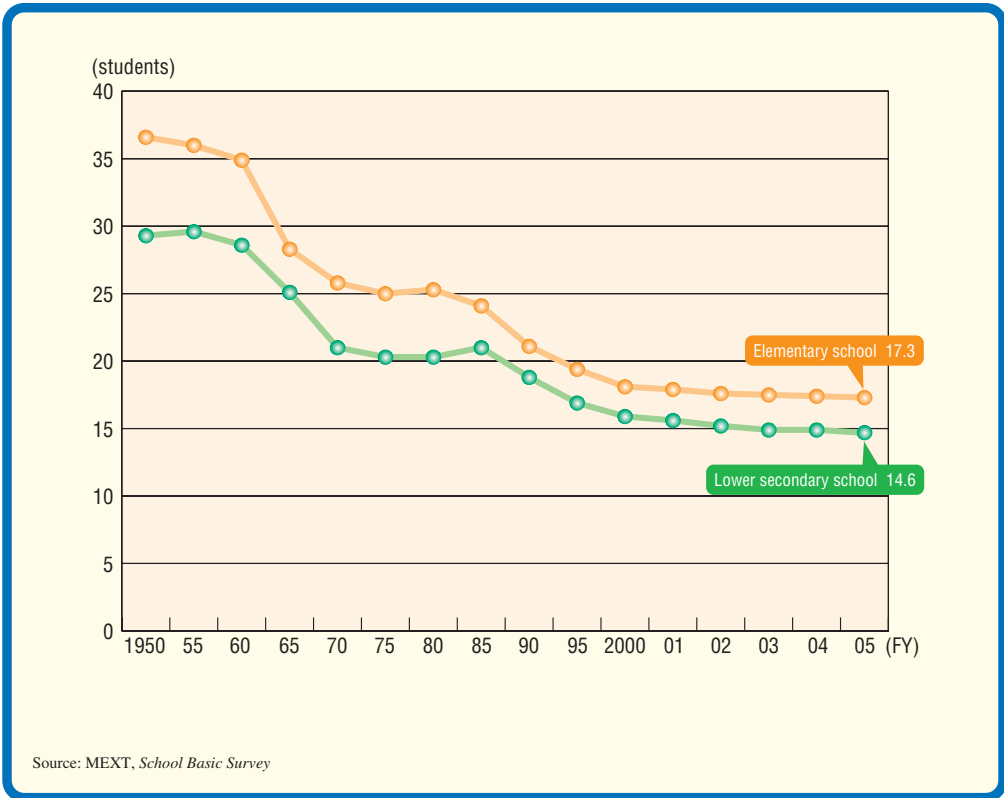


Note: Ordered from left, starting from country with lowest number of students per class in lower secondary schools.
Source: OECD, Education at a Glance 2005

Japan had 28.6 students per class in primary education and 34.0 per class in lower secondary education in 2002, both in excess of the OECD country mean and one of the highest levels for any OECD country.

See p.73 of reference documents

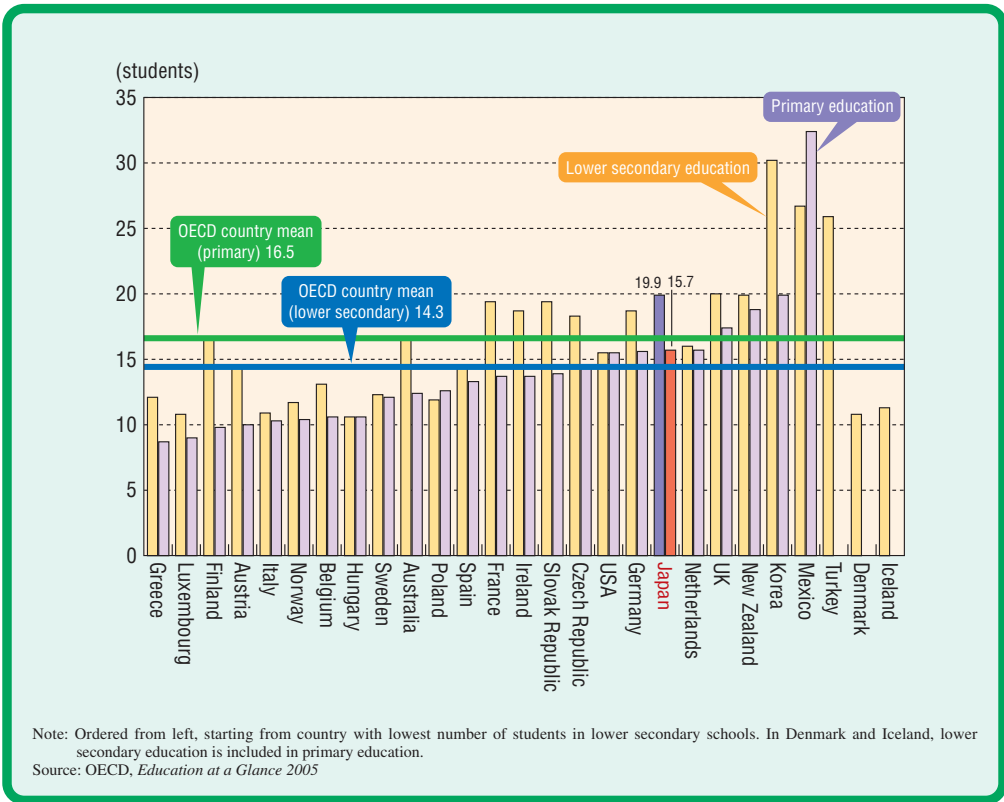
I-7-7 Trends in Ratio of Students to Full-time Teacher



The full-time teacher-student ratio has been dropping since 1950, reaching 17.3 students per teacher in 2005 for elementary schools and 14.6 students per teacher for lower secondary schools.

See p.73 of reference documents

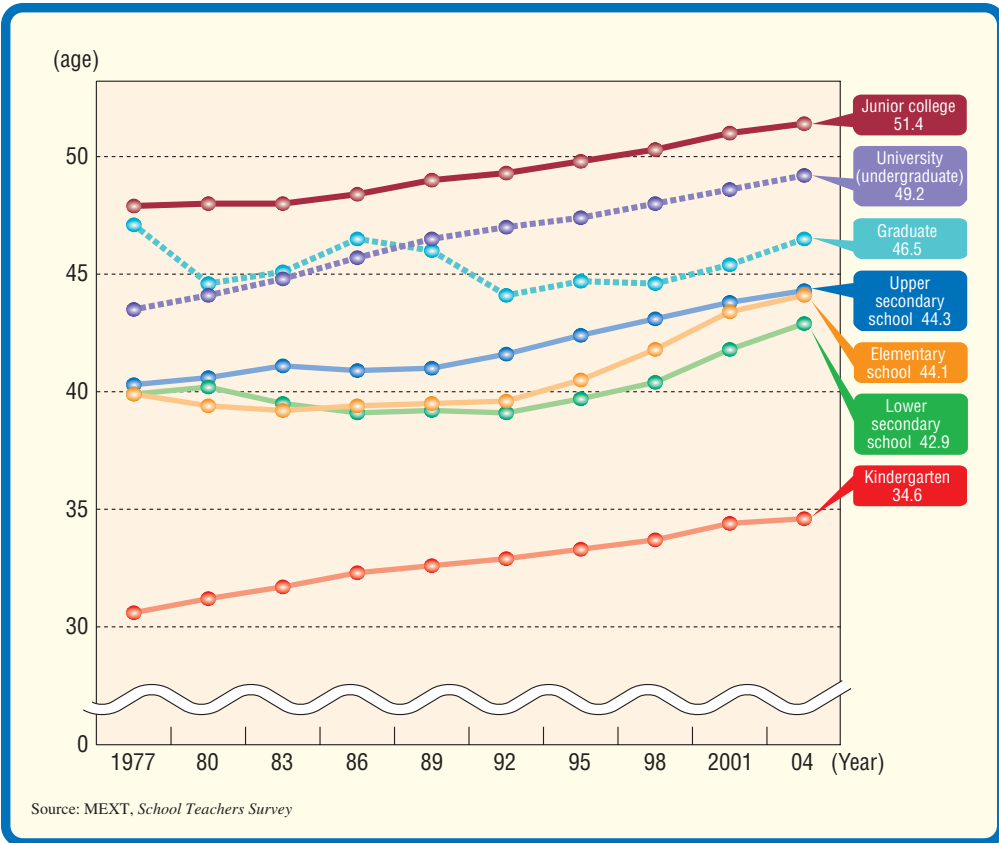
I-7-8 International Comparison of Ratio of Students to Teaching Staff (2003)



There were 19.9 students to each teaching staff member in primary education in Japan in 2002 and 15.7 students for every staff member in lower secondary education. Both exceed the OECD country mean.

See p.74 of reference documents

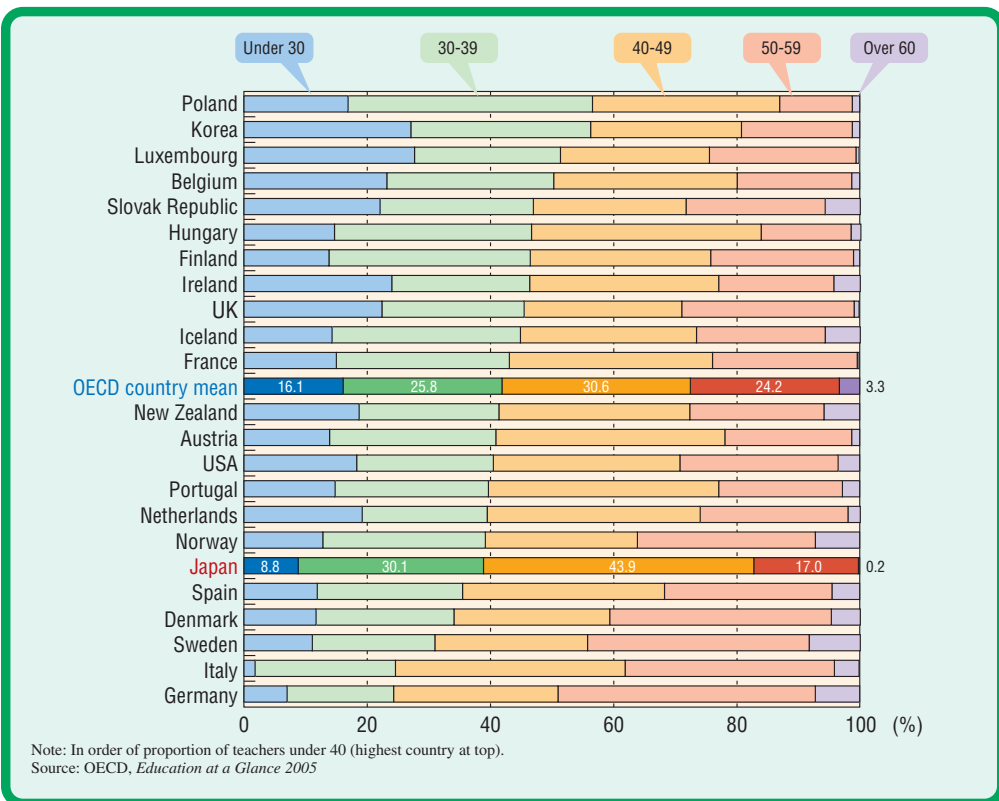
I-7-9 Trends in Average Age of Full-time Teachers



At the primary and secondary education level, all school types have seen a rise in the average age of fulltime 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 44.3 years. At the higher education level, the average age of teachers has risen in recent years in all, with the average age of junior college teaching staff now over 50 at 51.4.

See p.74 of reference documents

I-7-10 International Comparison of Age Distribution of Teachers (2003)

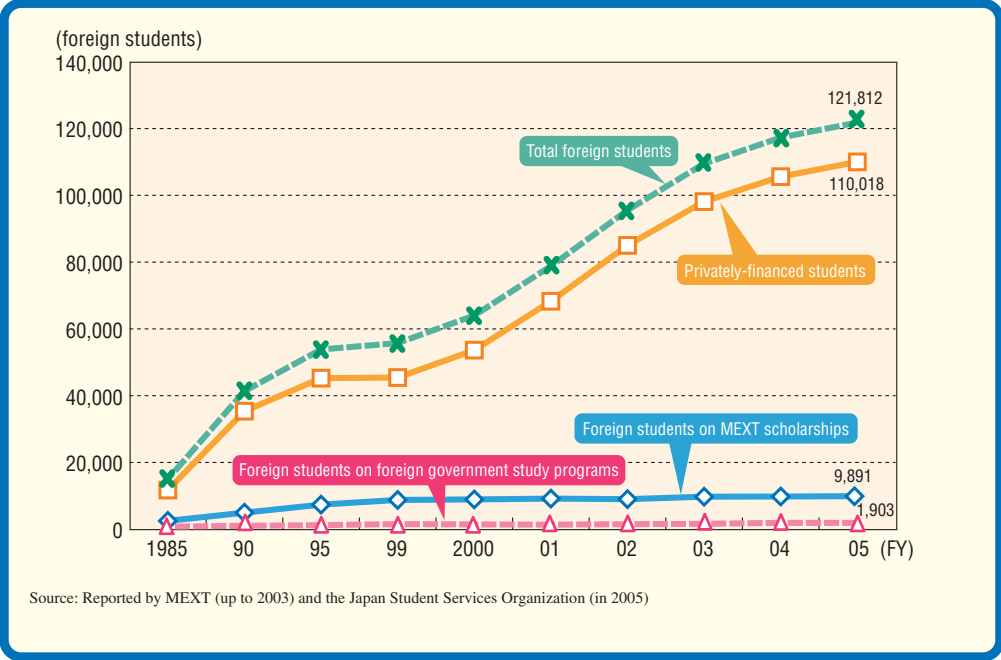


In terms of the age distribution of primary education teachers, Japan has a lower proportion of teachers under 30 and 50 or over than the OECD country mean and a high ratio of teachers in the 30-39 and 40-49 age brackets.

See p.74 of reference documents

I-8 Internationalization

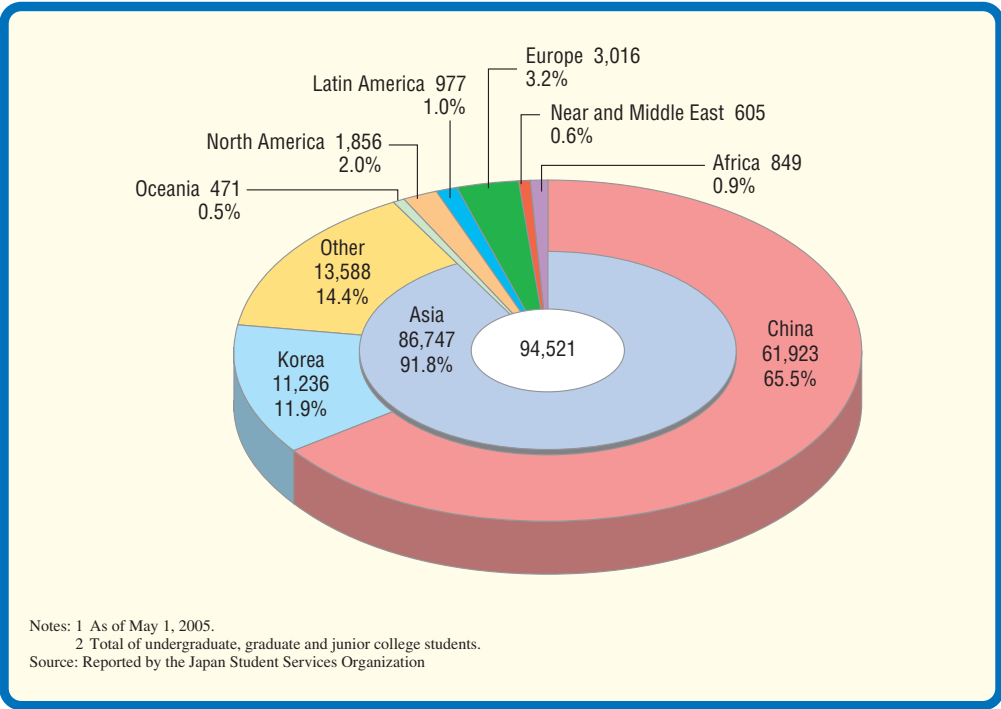
I-8-1 Trends in Number of Foreign Students



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 2005 the overall number of foreign students exceeded 100,000 to reach 122,000.

See p.75 of reference documents

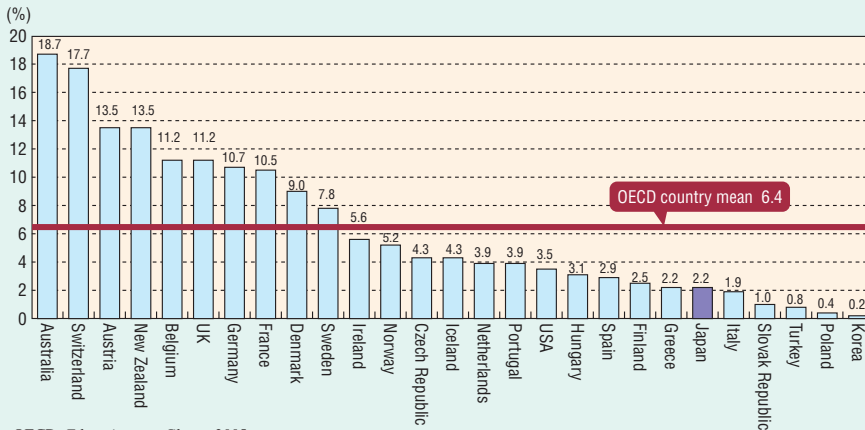
I-8-2 Number of Foreign Students by Region and Country of Origin (2005)



The most common country/region of origin for foreign students was China, with 62,000 students in Japan (65.5%), followed by South Korea with 11,000 students (11.9%). Students from Asian countries accounted for over 90% of the total number of foreign students.



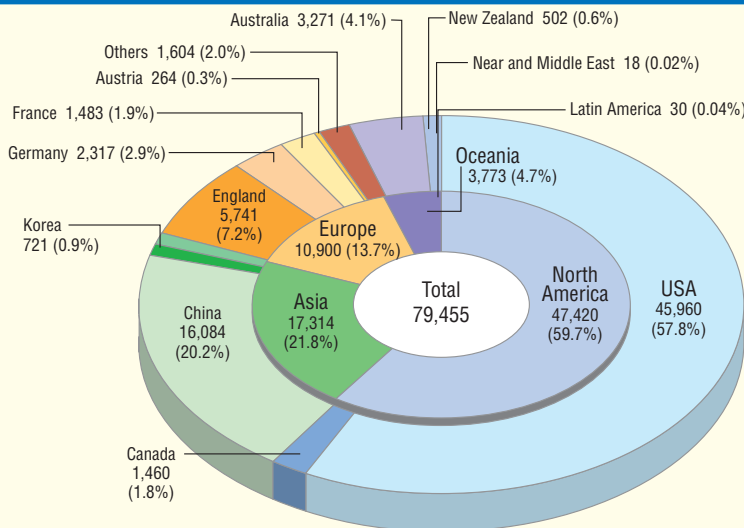
1-8-3 Percentage of Higher Education Students Enrolled who are not Citizens of the Country of Study (2003)



Source: OECD, Education at a Glance 2005

The percentage of foreign students (non-Japanese citizens) enrolled in Japanese higher education institutions is 2.2%, significantly below the OECD country mean of 6.4%.

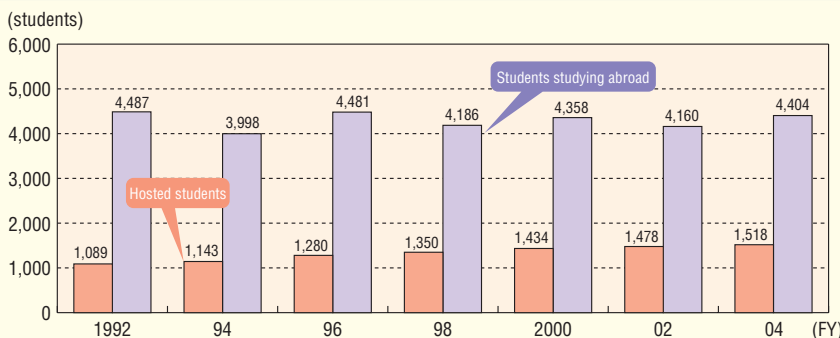
1-8-4 Number of Japanese Students Studying Abroad (2002)



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 2005

There are 79,000 Japanese university students studying in 33 major countries overseas, with approximately 80% studying in Europe and North America.

1-8-5 Trends in Number of Upper Secondary Students Studying Abroad and Foreign Students

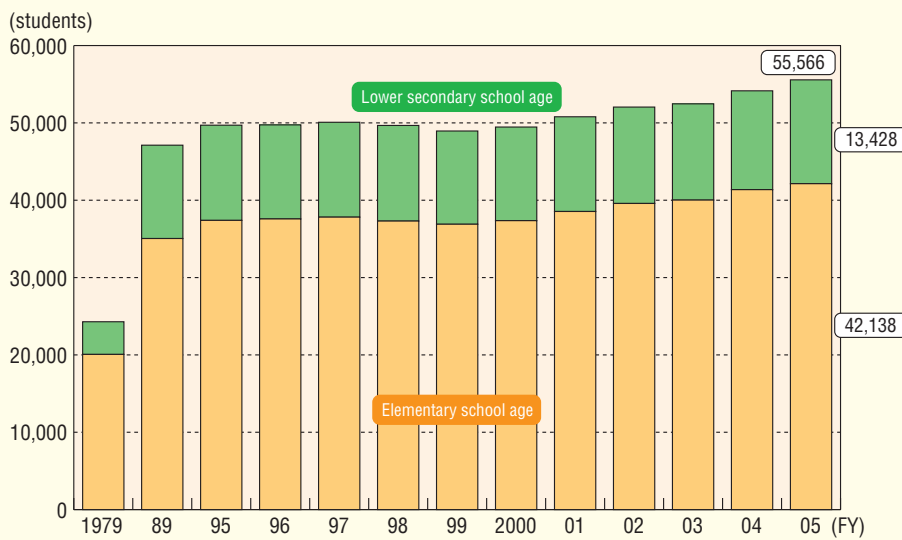


Note: Figures include public and private upper secondary schools (It includes secondary schools after 2000). Source: MEXT, Survey on the State of International Exchange in Senior High Schools

The number of foreign students hosted by public and private upper secondary schools has been increasing, with 1,500 foreign students in 2004. The number of Japanese upper secondary school students studying abroad has increased from the previous survey (2002) to 4,400.

See p.75 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 is increasing in recent years, with 56,000 such students in 2005.

I-8-7 Trends in Destinations for School Trip of Upper Secondary Schools to Other Countries

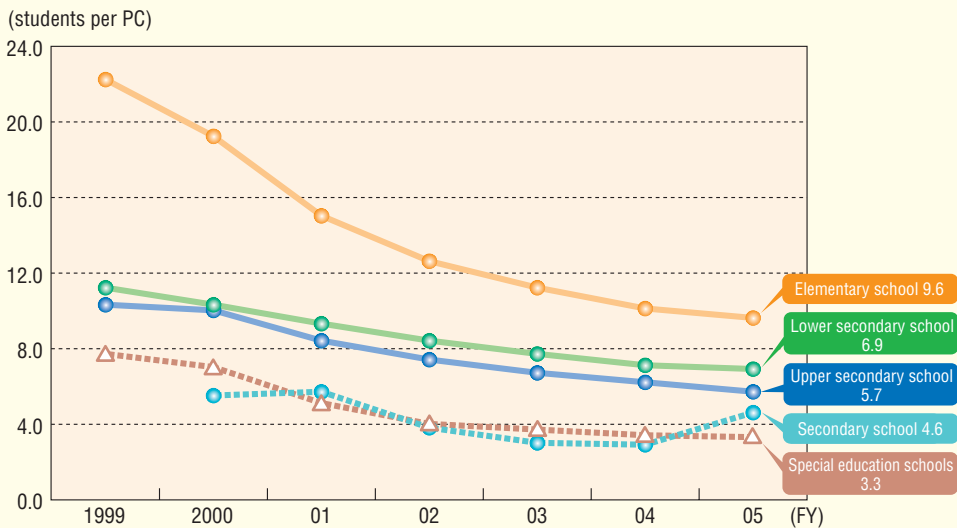


Note: Total of public and private high school
Data: Circumstances of international interchange in high schools

The number of upper secondary school students going abroad on school trips is decreasing since 2000, accounting for 163,000 in 2004. As for the destination, the share of Australia is increasing while that of South Korea and China are decreasing.

I-9 Informatization of Schools

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

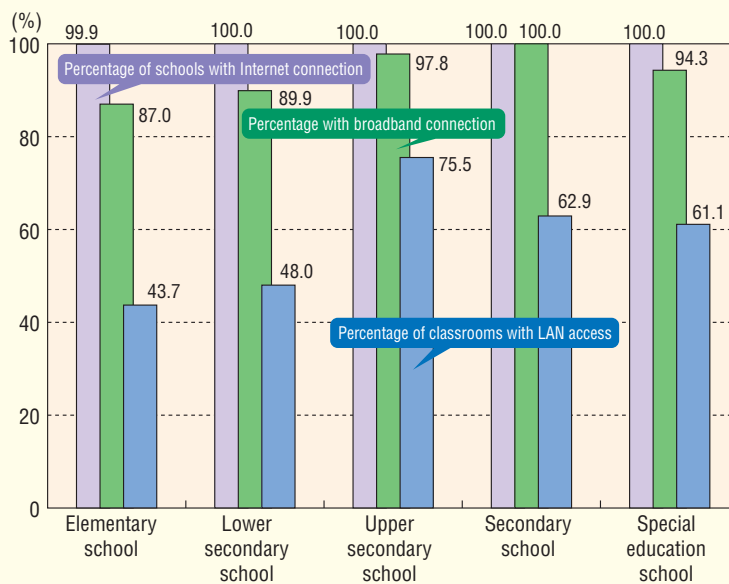


Note: Figures from public schools only. Educational computers for students as of May 1 every year are divided by the overall total.
Source: MEXT, Survey on IT Education in Schools

Although the ratio is declining across all schools, that for secondary school increased in 2005. Special education schools have the lowest rate, at 3.3 students per PC, while elementary school students have the highest ratio with 9.6 students per PC.

See p.75 of reference documents

I-9-2 Percentage of Schools with Internet Connections and School LANs (2005)

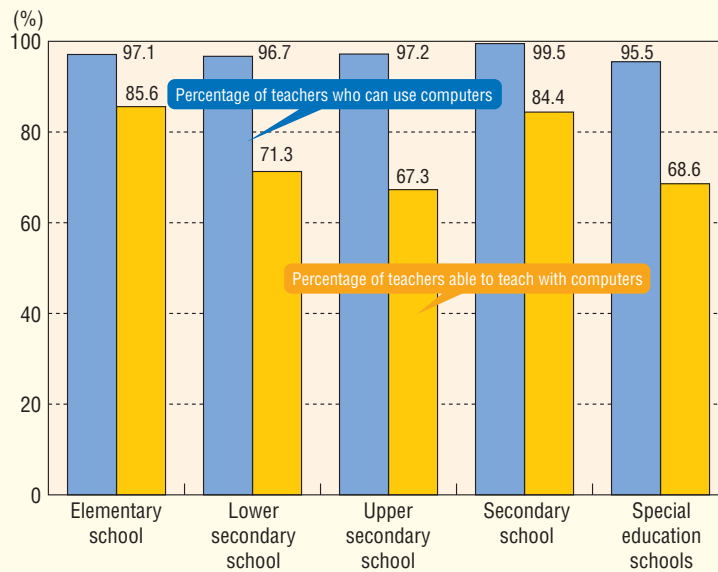


Note: Figures from public schools only.
Source: MEXT, Survey on IT Education in Schools 2005

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 75.5%.

See p.75 of reference documents

I-9-3 Percentage of Teachers Who Can Use Computers (2005)



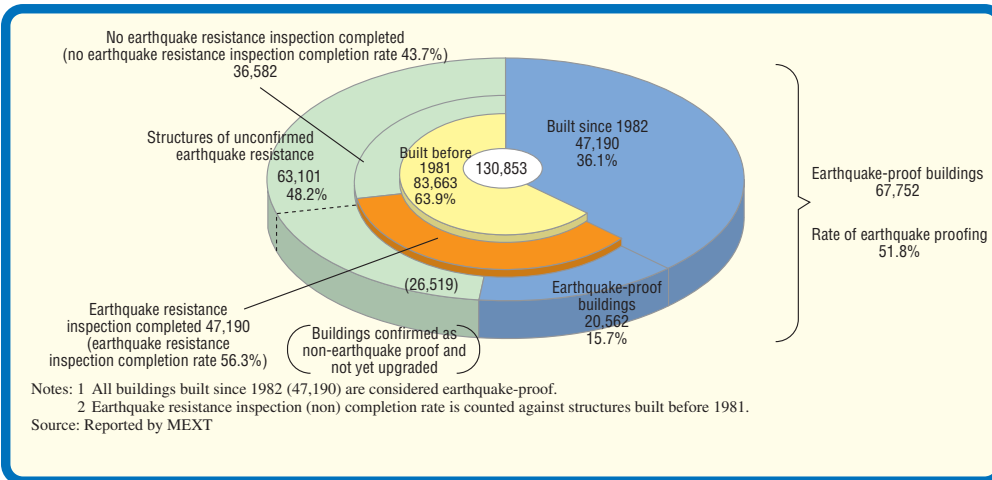
Notes: Figures from public schools only.
Source: MEXT, *Survey on IT Education in Schools 2005*

The percentage of teachers able to use computers is over 90% across all school types. There is a difference in the percentage of teachers able to teach with computers across school types. The rate exceeds 80.0% in elementary schools and secondary schools, showing that four out of five teachers are able to do so.

See p.75 of reference documents

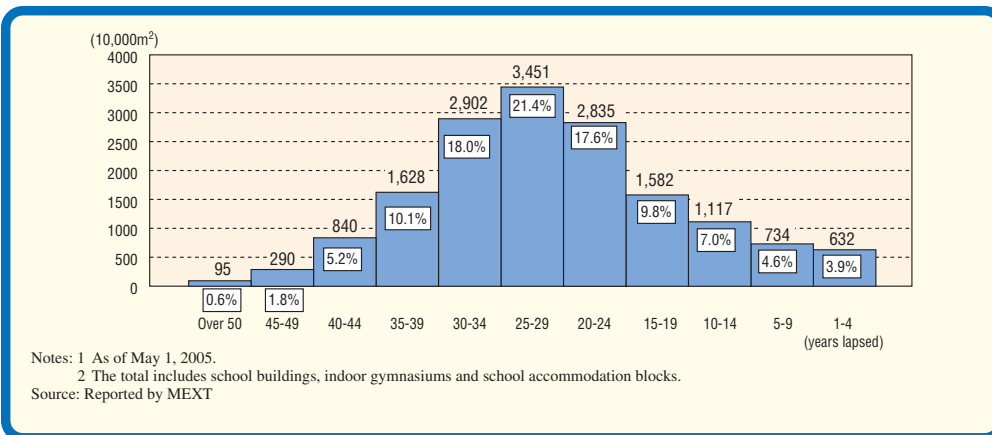
I-10 School Facilities

I-10-1 Situations of Anti-earthquake Measures of Public Elementary and Lower Secondary School Facilities (2005)



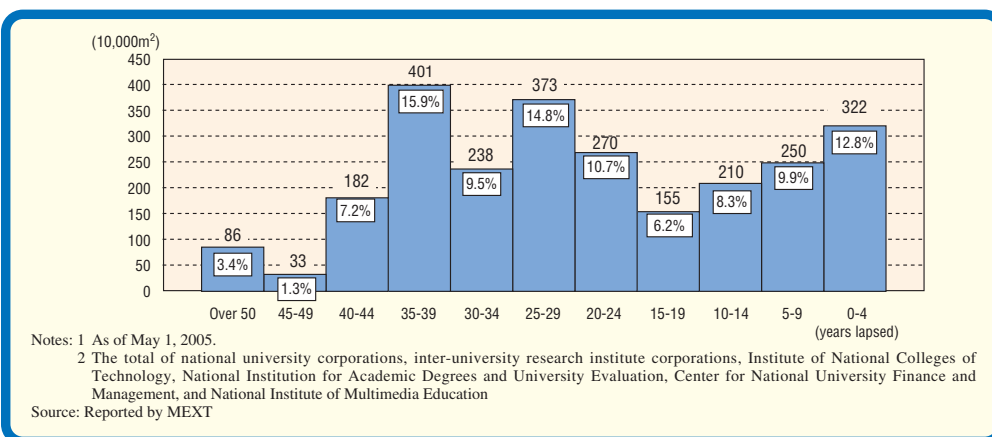
48.2% of public elementary and lower secondary school buildings are not certified earthquake-proof. 43.7% of structures built before 1981 have not undergone earthquake resistance inspections.

I-10-2 Building Area of Public Elementary and Lower Secondary Schools According to Years Lapsed (2005)



Roughly 39% 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 36% 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 (2005)



National university corporations 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 52% of those buildings.