December 19, 2014

Announcement on FY2014 School Basic Survey (confirmed values)

With the aim of clarifying basic school matters necessary for the administration of school education, MEXT has been annually carrying out the Basic School Survey since 1948.

This is to report promptly on the survey results for FY2014.

1. Survey Contents
   1) Date of survey: May 1, 2014
   2) Subject of survey: kindergartens, elementary schools, lower secondary schools, upper secondary schools, secondary education schools, schools for special needs education, universities, junior colleges, colleges of technology, specialized training colleges, miscellaneous schools, local boards of education
   3) Items of survey: number of schools, number of students enrolled, number of teachers, number of graduates, number of students advancing to next stage of education, number of graduates entering employment, etc.
2. Summary of Survey Results (Capital letters in brackets refer to the figures and tables on the following pages).
   1) **Number of students enrolled** (see p. 1, Table 1; p. 2, Table 2; and p. 3, Fig. 1)
      1. At kindergartens: 1,557,000 (A), a decrease of 26,000 (B) on the preceding academic year. (Table 1)
      2. At elementary schools: 6,600,000 (C), a decrease of 77,000 (D) on the preceding academic year, and a new record low. (Table 1)
      3. At lower secondary schools: 3,504,000 (E), a decrease of 32,000 (F) on the preceding academic year, and a new record low. (Table 1)
      4. At upper secondary schools: 3,334,000 (G), an increase of 14,000 (H) on the preceding academic year. (Table 1)
      5. At schools for special needs education: 136,000 (I), an increase of 3,000 (J) on the preceding academic year, a new record high. (Table 1)
      6. At universities (undergraduates): 2,552,000 (K), a decrease of 10,000 (L) on the preceding academic year. (Table 2)
      7. At university graduate schools: 251,000 (M), a decrease of 4,000 (N) on the preceding academic year. (Table 2)

8. Professional training colleges(specialized training colleges (post-secondary courses)): 589,000 (O), an increase of 2,000 (P) on the preceding academic year. Fifth consecutive annual increase. (This number is included in the number of specialized training colleges in the graph on page 3.)(Table 1)

2) Ratio of advancement to further studies among upper secondary school students (See p. 4, Table 3; and p. 5, Fig. 3)

-The ratio of students advancing to university is up on the last academic year.

1. Ratio of students advancing to university or junior college (current upper secondary school students who successfully passed the entrance exam): 53.9% (Q) (up 0.7 points on the preceding academic year)
2. Ratio of students advancing to university undergraduate program (current upper secondary school students who successfully passed the entrance exam): 48.1% (R) (up 0.7 points on the preceding academic year)
3. Ratio of students advancing to vocational school (current upper secondary school students who successfully passed the entrance exam): 17.0% (S) (same as the preceding academic year)

The ratio of advancement to higher studies (including graduates of preceding academic years), has also increased.

4. Ratio of advancement to university or junior college (including graduates of preceding years): 56.7% (up 1.6 points on the preceding academic year)
5. Ratio of advancement to university (undergraduate) (including graduates of preceding academic years): 51.5% (up 1.6 points on the preceding academic year), a record high.
6. Ratio of advancement to higher education institutions (including graduates of preceding academic years): 80.0% (up 2.1 points on the preceding academic year), a record high.

3) The ratio of students successfully entering employment

(See p. 4, Table 3; p. 7, Table 4; p. 10, Table 5 and p. 11, Table 6)

1. Upper secondary school graduates 17.5% (T) (up 0.6 points on the preceding year)

2. University graduates (undergraduate) 69.8% (U) (up 2.5 points on the preceding year)
3. Graduate schools (master's course) 74.4% (V) (up 0.7 points on the preceding year)
4. Graduate schools (doctor's course) 66.0% (W) (up 0.2 points on the preceding year)

4) **Proportion of university graduates (undergraduate) who are not in stable employment** (p. 7, Table 4)

Among 'employed' university graduates, the total number of people who are 'not in regular employment' or 'entering provisional employment', as well as those who have 'advanced to neither further study nor employment' is 105,000.

Among these, the proportion of 'not in stable employment' is 18.6% (X), which is a decrease of 2.1 points on the preceding academic year.

5) **Number of long-term absentees** (See p. 12, Table 7)

Among the long-term absentees (30 days or longer) during the 2013 academic year, 'truancy' was given as the reason for absence for a total of 120,000 pupils.

1. Elementary schools: 24,000 (an increase of 3,000 on the preceding year)
2. Lower secondary schools: 95,000 (an increase of 4,000 on the preceding year)

6) **Number of students whose status was unknown for a year or longer** (See p. 13, Fig. 15)

The number of students whose status was unknown for a year or longer was 383 (a reduction of 322 on the preceding academic year), showing a downward trend for the third consecutive year.

Other outcomes are as per the attached document.

In addition, detailed spreadsheets have been posted on the home page of the Portal Site of Official Statistics of Japan (e-Stat)

(http://www.e-stat.go.jp/SG1/estat/NewList.do?tid=000001011528)

Office for Research and Statistics Planning, Policy Planning and Coordination Division, Lifelong Learning Policy Bureau

Points regarding the FY2014 School Basic Survey (confirmed values)

I. Number of schools, number of students enrolled, number of teachers

1. Elementary school,lower secondary school, upper secondary school, etc.

< Number of students enrolled>

- At kindergartens, the number is 1,557,000, a decrease of 26,000 on the preceding academic year, and the lowest figure since 1989.
- At elementary schools, the number decreased by 77,000, a new record low.
- At lower secondary schools: 3,504,000, a decrease of 32,000 on the preceding academic year, and a new record low.
- At upper secondary schools: 3,334,000, an increase of 14,000 on the preceding academic year.
- At schools for special needs education: 136,000, an increase of 3,000 on the preceding academic year, a new record high.
- At professional training colleges (specialized training colleges (post-secondary courses)): 589,000, an increase of 2,000 on the preceding academic year. Fifth consecutive annual increase.

<Number of teachers>

- Among teaching staff numbers, at upper secondary schools and schools for special needs education, the number of female teachers reached a new high. Also, the proportion of female teachers in the total number of teaching staff is 42.6% at lower secondary schools (up 0.1 points on the preceding academic year), 31.0% at upper secondary schools (up 0.3 points on the preceding academic year), and 60.6% at schools for special needs education (up 0.3 points on the preceding academic year), which are new record highs.

Table 1 - Number of students enrolled and teachers at elementary and secondary education institutions.

Category	Number of schools				Number of enrollments					Number of teachers			
	Total	National	Public	Private	Total		National	Public	Private	Total	Female teachers	Female teacher ratio (%)	
Kindergartens	(-138)	(−)	(-103)	(-35)	(-26,149)	(B)	(-171)	(-9,601)	(-16,377)	(-52)	(-90)	(-0.1)	
	12,905	49	4,714	8,142	1,557,461	(A)	5,614	264,563	1,287,284	111,059	103,648	93.3	
Elementary schools	(-279)	(-2)	(-278)	(1)	(-76,914)	(D)	(-1,026)	(-75,131)	(-757)	(-1,078)	(-1,234)	(-0.1)	
	20,852	72	20,558	222	6,600,006	(C)	41,067	6,481,396	77,543	416,475	259,875	62.4	
Lower secondary schools	(-71)	(−)	(-77)	(6)	(-31,848)	(F)	(-217)	(-28,012)	(-3,619)	(-403)	(27)	(0.1)	
	10,557	73	9,707	777	3,504,334	(E)	31,220	3,227,314	245,800	253,832	108,148	42.6	
Upper secondary schools	(-18)	(−)	(-18)	(−)	(14,379)	(H)	(28)	(-1,288)	(15,639)	(244)	(736)	(0.3)	
	4,963	15	3,628	1,320	3,334,019	(G)	8,613	2,286,385	1,039,021	235,306	72,830	31.0	
Secondary education schools	(1)	(−)	(1)	(−)	(1,273)		(146)	(1,290)	(-163)	(63)	(32)	(0.5)	
	51	4	30	17	31,499		3,160	20,424	7,915	2,432	797	32.8	
Schools for special needs education	(16)	(−)	(16)	(−)	(3,047)	(J)	(−)	(3,043)	(4)	(1,617)	(1,206)	(0.3)	
	1,096	45	1,037	14	135,617	(I)	3,033	131,781	803	79,280	48,066	60.6	
Specialized training colleges	(-10)	(−)	(-1)	(-9)	(-626)		(-30)	(-228)	(-368)	(394)	(369)	(0.4)	
	3,206	10	195	3,001	659,452		450	26,255	632,747	40,774	21,376	52.4	
Specialized training colleges, upper secondary-courses	(-5)	(-1)	(−)	(-4)	(698)		(−)	(-22)	(720)	(1)	(-18)	(-0.7)	
	438	1	7	430	40,057		23	537	39,497	2,751	1,529	55.6	
Specialized training colleges post-secondary courses	(3)	(−)	(-1)	(4)	(1,558)	(P)	(-26)	(-208)	(1,792)	(396)	(393)	(0.5)	
	2,814	10	192	2,612	588,888	(O)	335	25,697	562,856	36,718	19,555	53.3	
Miscellaneous schools	(-54)	(−)	(-1)	(-53)	(-1,044)		(−)	(-158)	(-886)	(-22)	(21)	(0.4)	
	1,276	—	8	1,268	121,846		—	638	121,208	8,823	3,570	40.5	

(Notes:) 1. The figures in brackets show the increase or decrease on the preceding academic year.

2. Specialized training colleges that offer either upper secondary courses or post-secondary courses are given as a total number, while colleges that offer both upper secondary courses and post-secondary courses are listed separately.

2. University, junior college, college of technology

<Number of students enrolled>

○ Overall (inclusive of university undergraduates, graduate school students, advanced course and short-term course),university enrollments showed a long term tendency of increase, but this peaked in 2011 and has since decreased for three consecutive years.

• The total number of university enrollments is 2,856,000, a decrease of 13,000 on the preceding academic year.
Among these, 2,552,000 are university,undergraduates, a decrease of 10,000 on the preceding academic year.
Among these, 251,000 are graduate school students, a decrease of 4,000 on the preceding academic year.

○ There are 1,118,000 female undergraduate students, an increase of 4,000 on the preceding academic year, and a new record high. The proportion of female undergraduate students is 43.8% (up 0.3% on the preceding academic year), a new record high.

○ The number of enrollments at junior colleges reached a record high in 1993, but has been decreasing since the following year, and is at a record low since 1989.

<Number of teachers>

○ The total number of female teachers at universities is 41,000 (an increase of 2,000 on the preceding academic year), a new record high.

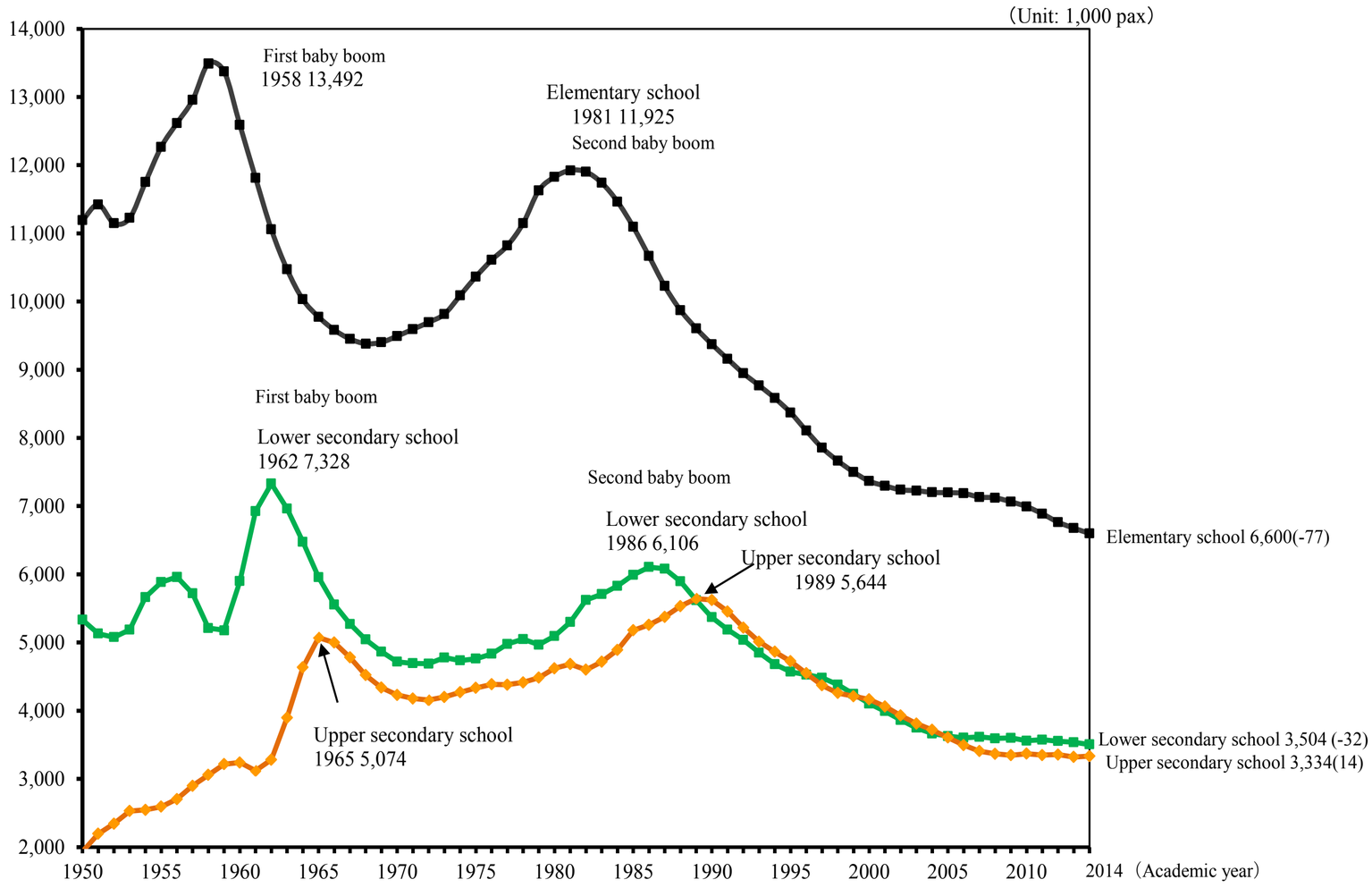
Also, the proportion of female staff is 22.5% of the total (up 0.7 points on the preceding academic year), which is a new record high.

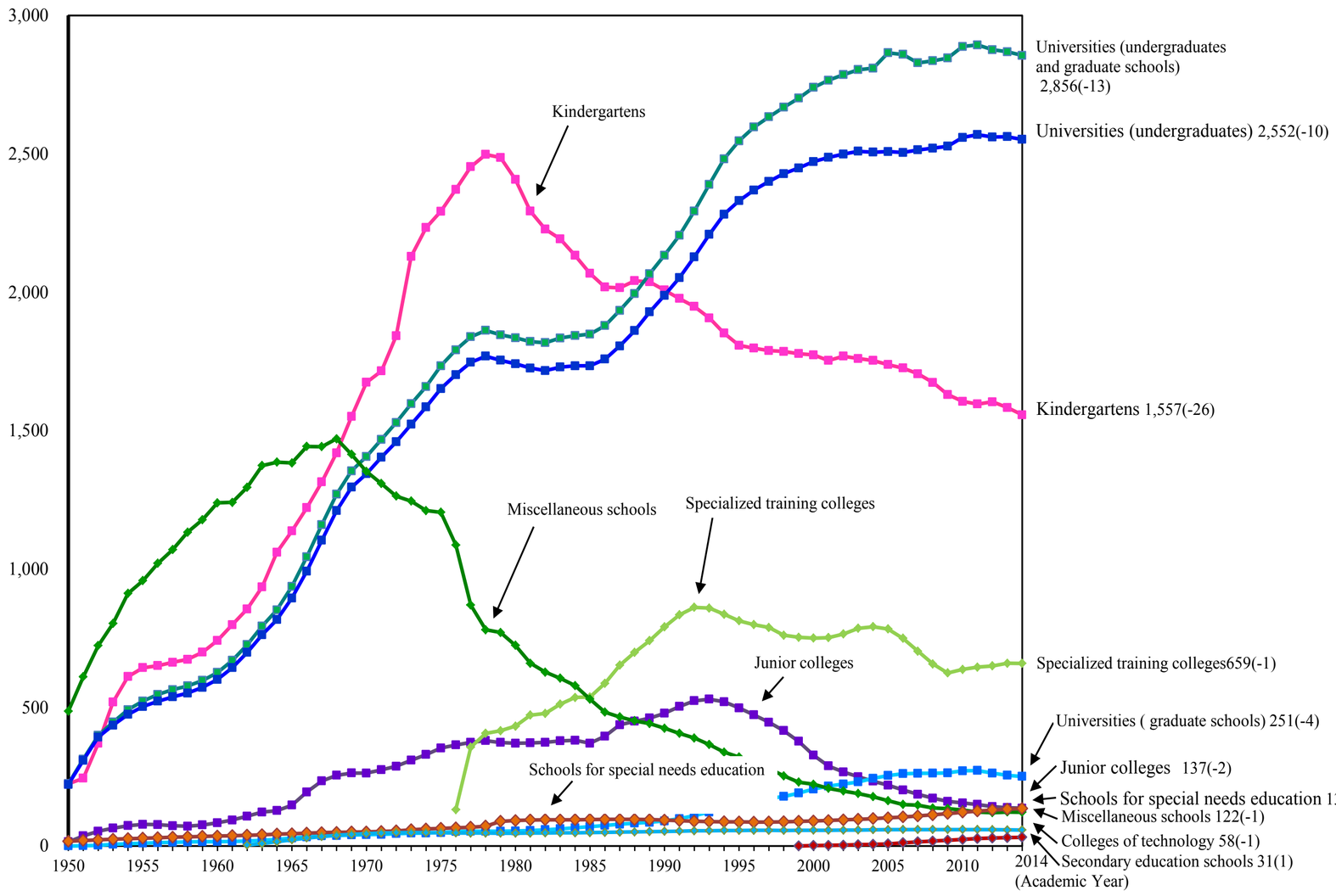
Table 2 - Number of enrolled students or pupils and teaching staff at higher education institutions.

Category	Number of schools										Number of teachers		
	Total	National	Public	Private	Total		Females	Female ratio (%)	National	Public	Private	Total	Females	Female ratio (%)
Universities	(-1)	(−)	(2)	(-3)	(-13,343)		(4,079)	(0.3)	(-2,274)	(1,882)	(-12,951)	(2,210)	(1,714)	(0.7)
	781	86	92	603	2,855,529		1,220,091	42.7	612,509	148,042	2,094,978	180,879	40,744	22.5
University undergraduate schools	(-1)	(−)	(1)	(-2)	(-10,046)	(L)	(3,966)	(0.3)	(-635)	(1,734)	(-11,145)			
	751	82	87	582	2,552,022	(M)	1,117,778	43.8	447,338	128,878	1,975,806			
University graduate schools	(-1)	(−)	(3)	(-4)	(-4,373)	(N)	(-755)	(0.2)	(-2,002)	(-90)	(-2,281)			
	623	86	77	460	251,013	(O)	77,645	30.9	150,336	16,071	84,606			
University master's courses	(4)	(−)	(4)	(−)	(-2,764)		(-424)	(0.3)	(-1,265)	(-171)	(-1,328)			
	591	86	74	431	159,929		48,235	30.2	93,403	10,514	56,012			
University doctor's courses	(2)	(−)	(−)	(2)	(-213)		(-86)	(−)	(-375)	(107)	(55)			
	437	77	55	305	73,704		24,320	33.0	50,686	4,789	18,229			
University professional graduate school, professional courses	(−)	(−)	(−)	(−)	(-1,396)		(-245)	(0.9)	(-362)	(-26)	(-1,008)			
	126	45	6	75	17,380		5,090	29.3	6,247	768	10,365			
University,professional graduate schools,graduate law schools	(−)	(−)	(−)	(−)	(-1,343)		(-370)	(−)	(-279)	(-40)	(-1,024)			
	73	23	2	48	6,919		1,911	27.6	2,864	204	3,851			
Junior colleges	(-7)	(−)	(-1)	(-6)	(-1,726)		(-1,454)	(−)	(−)	(-261)	(-1,465)	(-193)	(-71)	(0.4)
	352	−	18	334	136,534		120,722	88.4	−	7,388	129,146	8,438	4,359	51.7
Colleges of technology	(−)	(−)	(−)	(−)	(-549)		(91)	(0.3)	(-565)	(-47)	(63)	(8)	(20)	(0.5)
	57	51	3	3	57,677		9,772	16.9	51,725	3,834	2,118	4,344	376	8.7

(Notes:) 1. The numbers in brackets show the increase or decrease on the preceding academic year.
2. In addition to those enrolled at university as undergraduates and at junior colleges in regular courses, the figure for students enrolled also includes those enrolled in advanced courses or short-term courses, and non-degree students.
3. The figure for the number of schools includes only schools that have students enrolled.

(Reference:) Shifts in enrollment numbers for the various educational stages (Figure 1)





(Notes:) 1. The numbers in brackets show the increase or decrease on the preceding academic year. (in units of 1,000 people).

2. Before 2006, figures for schools for special needs education are shown separately as schools for the blind, schools for the hearing impaired, and schools for the disabled.

3. In addition to undergraduates and post graduates, the figure for university enrollments also includes also includes those enrolled in advanced courses or short-term courses, and non-degree students.

II. Situation after graduation

1. Graduates of upper secondary schools (full day school and day/evening school) (secondary education school upper division. The same applies hereafter).

- ○ The proportion of job finders among graduates has increased for four consecutive years, and is at 17.5% (up 0.6 points on the preceding academic year).
- ○ The ratio of advancement to university (undergraduate) studies (including graduates of previous academic years) is 51.5%, an increase on the preceding academic year of 1.6 points and a new record high. (See p. 6 fig. 5)
- ○ The ratio of advancement to higher education institutions (including graduates of previous academic years) is 80%, up 2.1 points on the preceding academic year and a new record high. (See p. 6 fig. 5)
- ○ There is no change in the ratio of applicants for enrollment at university or junior college at 60.4% (same as the preceding academic year)
- ○ There is no change in the ratio of progression to technical colleges at 17.0% (same as the preceding academic year)

Table 3 – The situation after graduation from upper secondary school

(individuals (%))

Category	Graduates	Those advanced to university or junior college (ratio)		Those advanced to university undergraduate program (ratio)		Those advanced to professional training college (ratio)		Job finders (Proportion of job finders among graduates) (ratio)		Those entering provisional employment (ratio)		Those neither advanced to higher studies nor to employment (ratio)		Others (ratio)	
March 2005	1,203,251	568,710	(47.3)	473,263	(39.3)	228,867	(19.0)	208,747	(17.3)	22,855	(1.9)	78,922	(6.6)	97,145	(8.1)
March 2006	1,172,087	578,525	(49.4)	490,242	(41.8)	213,122	(18.2)	210,442	(18.0)	19,232	(1.6)	66,434	(5.7)	85,956	(7.3)
March 2007	1,148,108	587,999	(51.2)	505,951	(44.1)	193,156	(16.8)	212,635	(18.5)	16,358	(1.4)	59,962	(5.2)	79,491	(6.9)
March 2008	1,089,188	575,659	(52.9)	500,631	(46.0)	167,092	(15.3)	206,628	(19.0)	12,862	(1.2)	53,757	(4.9)	74,452	(6.8)
March 2009	1,065,412	574,333	(53.9)	503,840	(47.3)	156,363	(14.7)	193,615	(18.2)	13,592	(1.3)	54,678	(5.1)	74,035	(6.9)
March 2010	1,071,422	582,272	(54.3)	513,013	(47.9)	170,352	(15.9)	168,727	(15.7)	15,560	(1.5)	59,703	(5.6)	76,112	(7.1)
March 2011	1,064,074	573,679	(53.9)	507,509	(47.7)	172,200	(16.2)	173,566	(16.3)	14,994	(1.4)	56,965	(5.4)	73,865	(6.9)
March 2012	1,056,387	565,779	(53.6)	503,545	(47.7)	177,486	(16.8)	176,931	(16.7)	13,892	(1.3)	51,922	(4.9)	71,384	(6.8)
March 2013	1,091,614	581,144	(53.2)	517,416	(47.4)	185,588	(17.0)	184,656	(16.9)	13,623	(1.2)	53,951	(4.9)	73,637	(6.7)
March 2014	1,051,343	566,309	(53.9)	505,240	(48.1)	178,735	(17.0)	183,635	(17.5)	11,957	(1.1)	47,795	(4.5)	63,793	(6.1)
			(Q)		(R)		(S)		(T)						

(Notes:) 1. The number of 'job finders' includes, among those who advanced to university, junior college or professional training college, etc., those who found jobs (881).

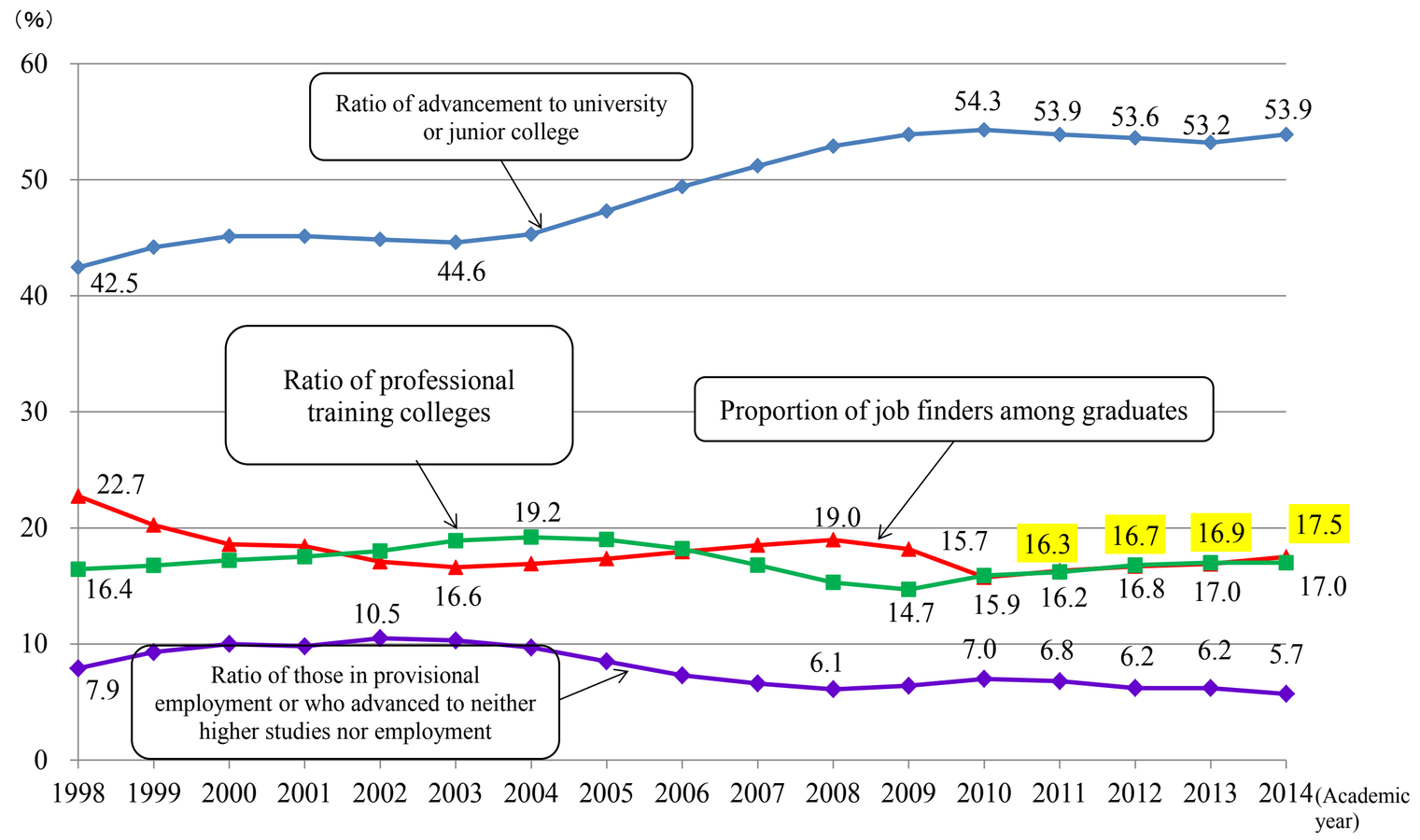
2. Rate of advancement to university or junior college = $\frac{\text{Those who advanced to university or junior college, either as regular students or through correspondence, as well as those advancing to short-term courses at such institutions, or to advanced courses at upper secondary schools and at schools for special needs education.}}{\text{The number of graduates of upper secondary schools courses and of secondary education school upper division in March of the reference year.}}$

3. Proportion of job finders among graduates = $\frac{\text{Job finders}}{\text{The number of graduates of upper secondary schools courses and of secondary education school upper division in March of the reference year.}}$

4. 'Others' includes those enrolled at specialized training colleges (general courses), or public human resources development facilities, and those whose status is unknown or who are deceased.

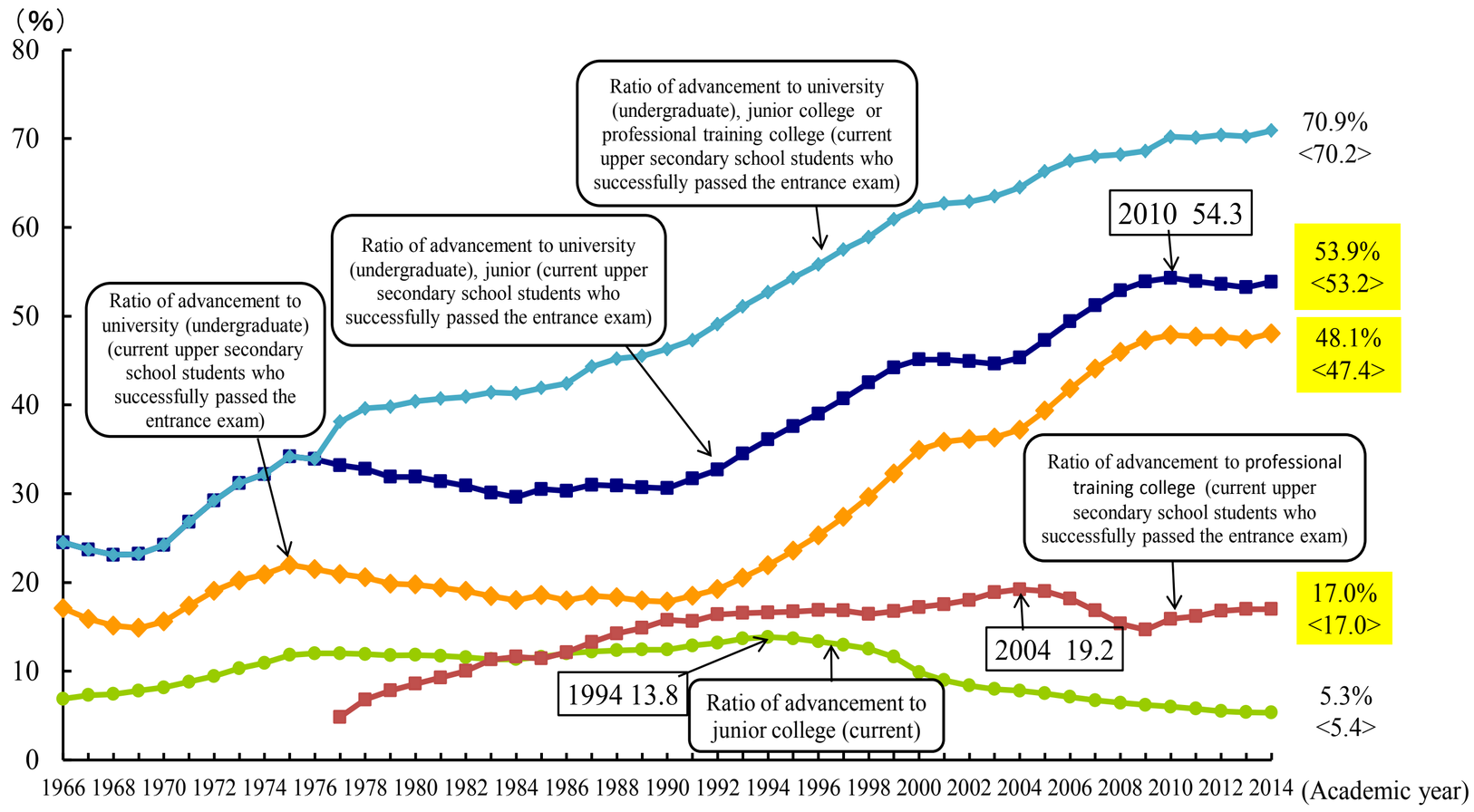
(1.) Employment situation

Shifts in the ratio of job finders among graduates of upper secondary schools (Fig. 2)



(2.) Advancement to higher studies

1) Shifts in the ratio of graduates of upper secondary schools to higher studies (ratio of current upper secondary school students who successfully passed the entrance exam) (Fig. 3)

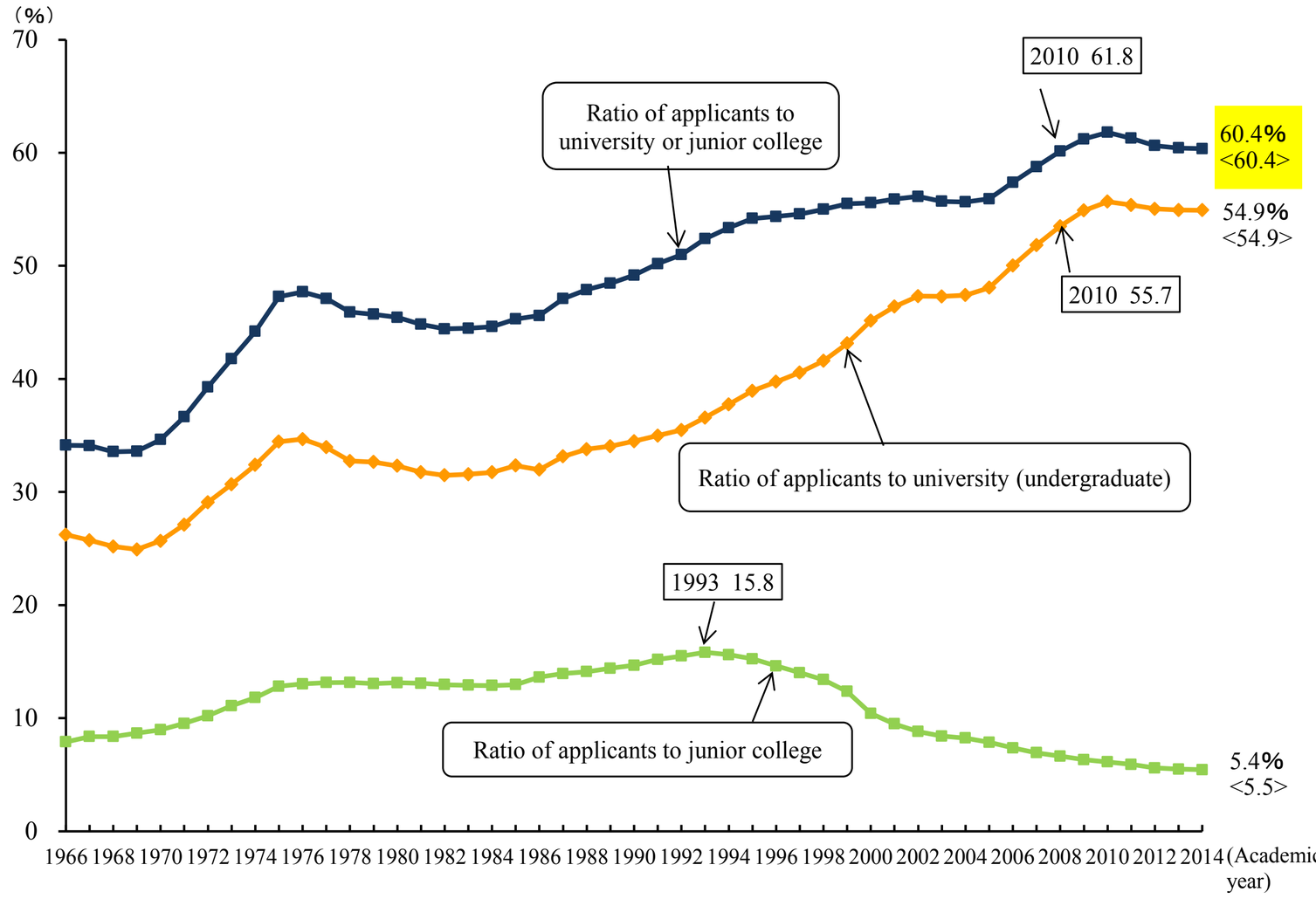


(Notes:) 1. < > indicates the value for the preceding academic year (the same applies hereafter).

2. In the chart, maximum values are shown in brackets (the same applies hereafter).

3. Rate of advancement to university or junior college (current) = Those who advanced to university or junior college, either as regular students or through correspondence, as well as those advancing to short-term courses at such institutions, or to advanced courses at upper secondary schools and at upper secondary department in schools for special needs education. / The number of graduates of upper secondary schools courses and of secondary education school upper division in March of the reference year.

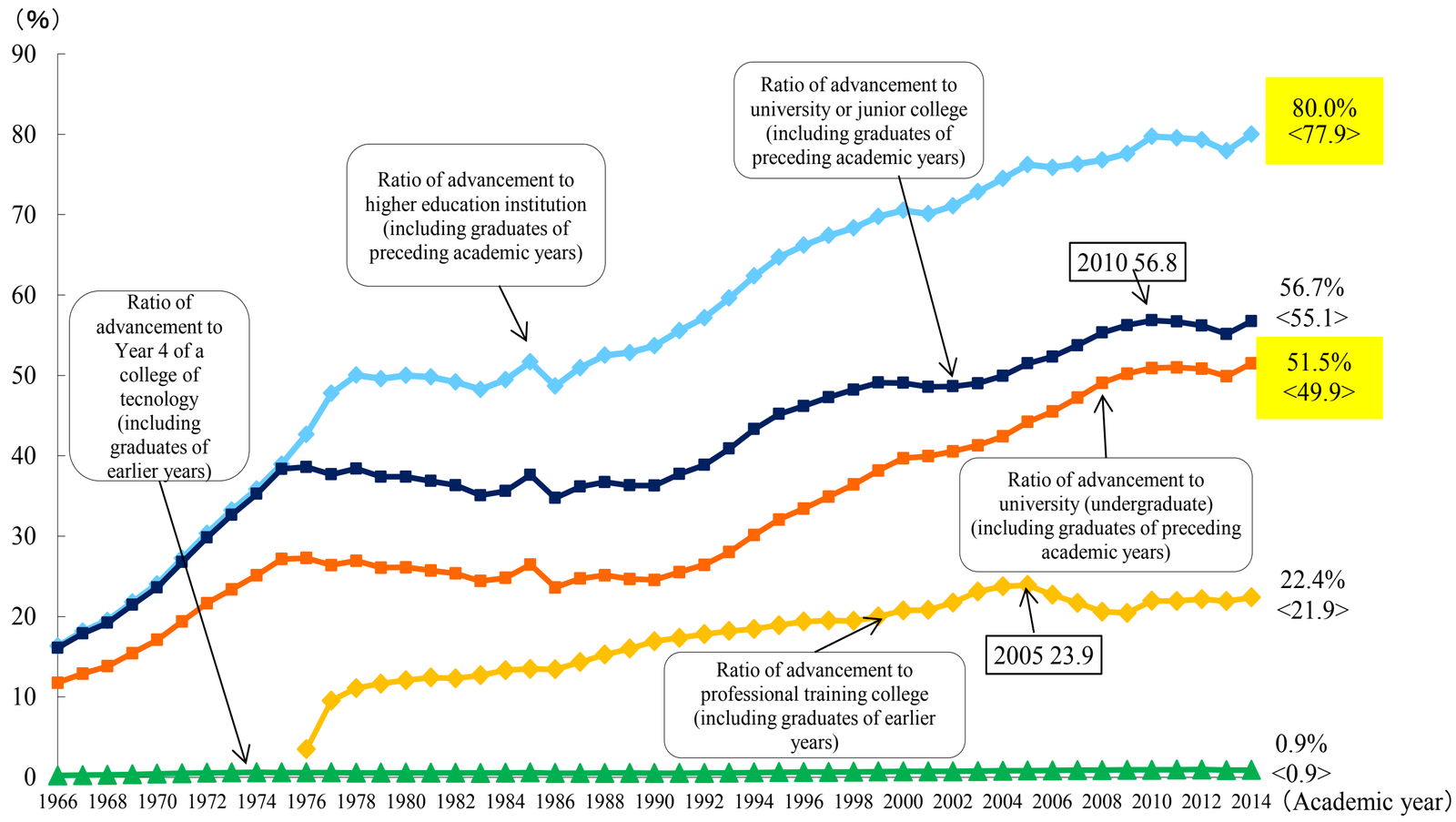
2) Shifts in the ratio of applicants for admission to a school (Fig. 4)



(Notes:) 1. Ratio of applicants for admission to a school (current) = Number of applicants for admission to a school (actual number) / The number of graduates of upper secondary schools and of secondary education school upper division in March of the reference year.

2. The number of applicants for admission to a school is the actual number of persons among the graduates of upper secondary schools courses and of secondary education school upper division who have presented an application form to a university or junior college. If a person has presented application forms for two schools (faculties or courses) he/she is counted as one person.

3) Shifts in the ratio of advancement to higher studies (school entry ratios), including graduates of previous academic years (Fig. 5)



(Notes:)

1. Ratio of advancement (entry) to high education institutions (including graduates of previous years) = New students enrolled at university or junior college, those currently enrolled in Year 4 at technical colleges as well as those enrolled at technical schools / Those aged 18 (who graduated from lower secondary school three years previously, or who have completed secondary education school lower division)

2. Ratio of advancement (entry) to university undergraduate program (including graduates of previous years) = New students enrolled at university undergraduate school / Those aged 18 (who graduated from lower secondary school three years previously, or who have completed secondary education school lower division)

3. University graduates (undergraduate)

○ Advancement into graduate school showed a moderate tendency to increase, but since a peak in the 2010 academic year, there have been four consecutive years of decline. 12.6% (down 0.4 points on the preceding academic year).

○ The proportion of job finders among graduates decreased sharply in 2010, but since then there have been four consecutive years of increase. 69.8% (up 2.5 points on the preceding academic year).

○ The total number of those 'not in regular employment', those 'in provisional employment' and 'not advanced to either higher studies or employment' is 105,000. The ratio of graduates not in stable employment is 18.6%, a decrease of 2.1 points on the preceding academic year.

Table 4 – The situation after graduation from university

Category	Graduates	Those advancing to higher studies (ratio)		Job finders (proportion of job finders among graduates)		Not in regular employment (ratio) A		In provisional employment (ratio) B		Not advanced to either higher studies or employment (ratio) C		Others (ratio)		Not in stable employment (ratio) A＋B＋C	
March 2005	551,016	78,169	(14.2)	329,125	(59.7)	…	…	19,507	(3.5)	97,994	(17.8)	26,301	(4.8)	…	…
March 2006	558,184	79,337	(14.2)	355,820	(63.7)	…	…	16,659	(3.0)	82,009	(14.7)	24,401	(4.4)	…	…
March 2007	559,090	77,165	(13.8)	377,776	(67.6)	…	…	13,287	(2.4)	69,296	(12.4)	21,608	(3.9)	…	…
March 2008	555,690	76,343	(13.7)	388,480	(69.9)	…	…	11,485	(2.1)	59,791	(10.8)	19,654	(3.5)	…	…
March 2009	559,539	78,265	(14.0)	382,485	(68.4)	…	…	12,991	(2.3)	67,894	(12.1)	17,955	(3.2)	…	…
March 2010	541,428	86,039	(15.9)	329,190	(60.8)	…	…	19,332	(3.6)	87,174	(16.1)	19,751	(3.6)	…	…
March 2011	552,358	82,657	(15.0)	340,217	(61.6)	…	…	19,107	(3.5)	88,007	(15.9)	22,444	(4.1)	…	…
March 2012	558,692	76,856	(13.8)	357,088	(63.9)	21,993	(3.9)	19,569	(3.5)	86,566	(15.5)	18,690	(3.3)	128,128	(22.9)
March 2013	558,853	72,822	(13.0)	375,957	(67.3)	22,782	(4.1)	16,736	(3.0)	75,929	(13.6)	17,507	(3.1)	115,447	(20.7)
March 2014	565,573	71,387	(12.6)	394,845	(69.8)	22,276	(3.9)	14,519	(2.6)	68,484	(12.1)	16,415	(2.9)	105,279	(18.6)
			(U)												(X)

(Notes:)
1. In addition to the breakdown shown, the total number of graduates also includes clinical trainees (including candidates) (of which there are 8,899 in 2014).
2. 'Job finders' means those who are working in order to receive a salary, wages, fees or other regular income (including those working at home or self-employed). Those who are entering university graduate school while in employment (77) are also included.
3. Among job finders, 'those not in regular employment' means those who are employed for a limited period of one year or longer, and who regularly work 30 to 40 hours per week. (See p.9)

4. Ratio of advance to higher eduction = $\frac{\text{Those enrolled at university graduate school, in undergraduate courses, junior colleges, advanced courses, short-term courses, specialized training colleges or overseas universities}}{\text{Those who graduated in March of the reference year}}$

5. Ratio of job finders among graduates = $\frac{\text{Job finders}}{\text{Those who graduated in March of the reference year}}$

6. 'Others' includes clinical trainees (including candidates), status is unknown and deceased persons.

Figure 6 – Shifts in the ratio of job finders among university graduates

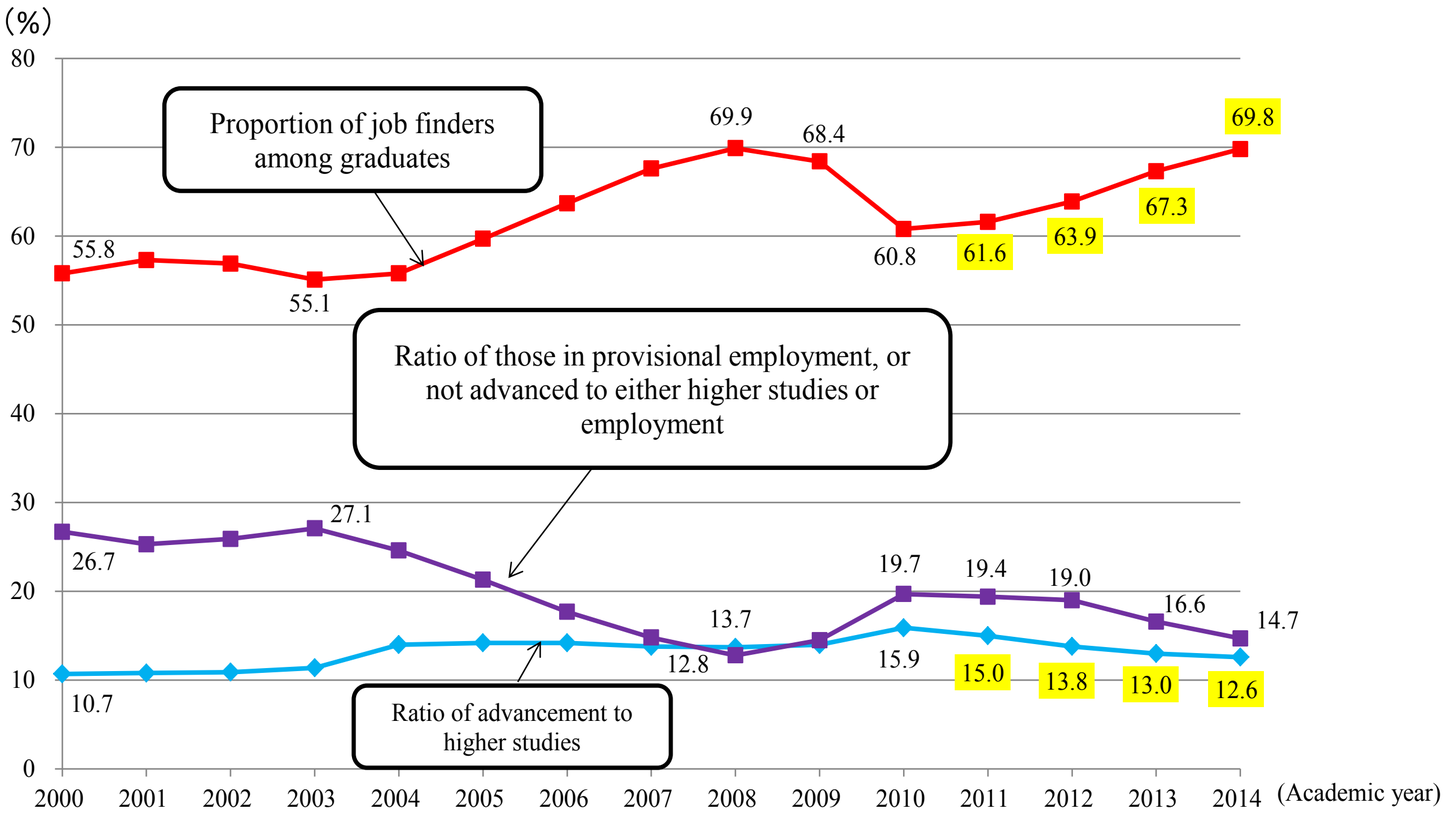
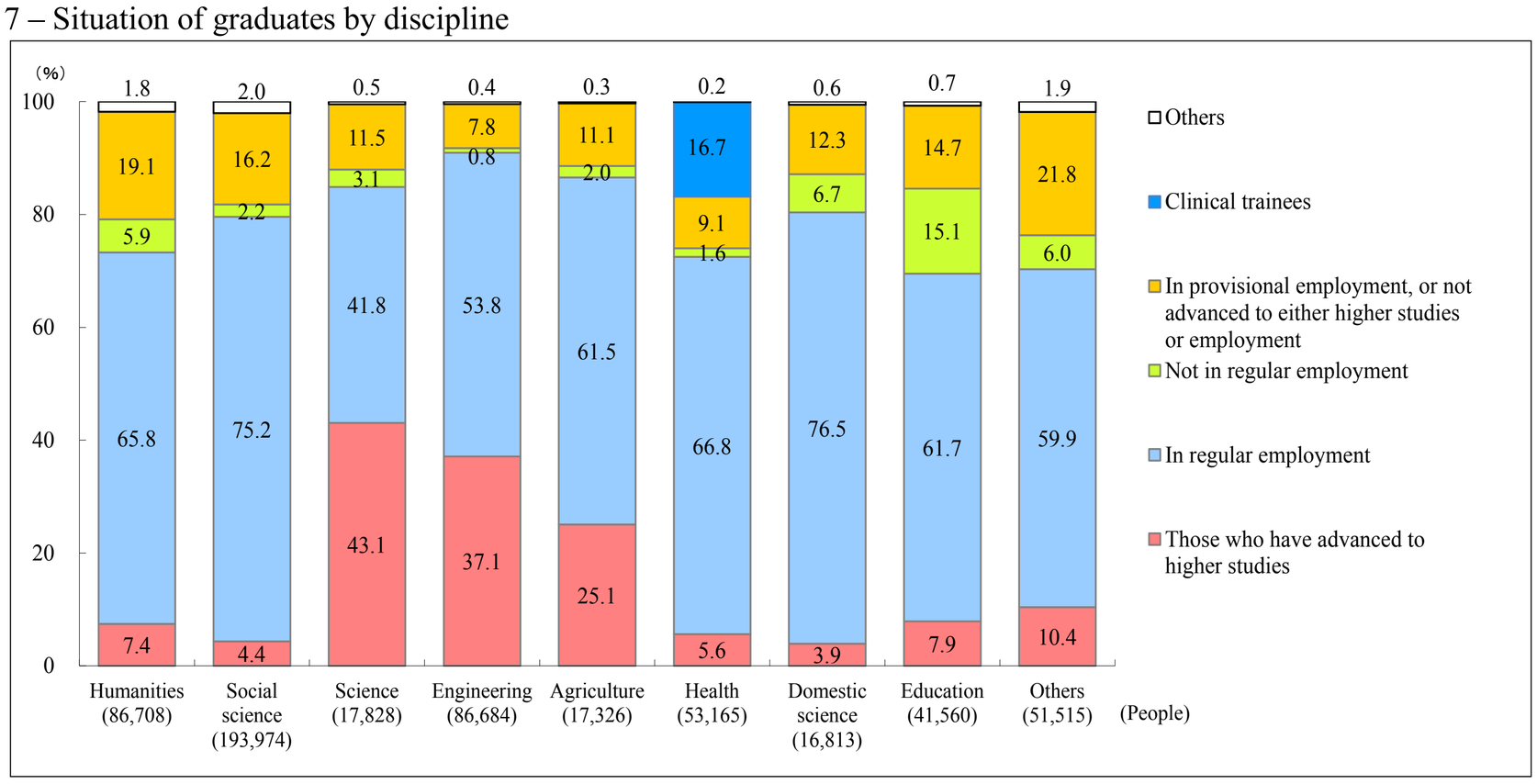
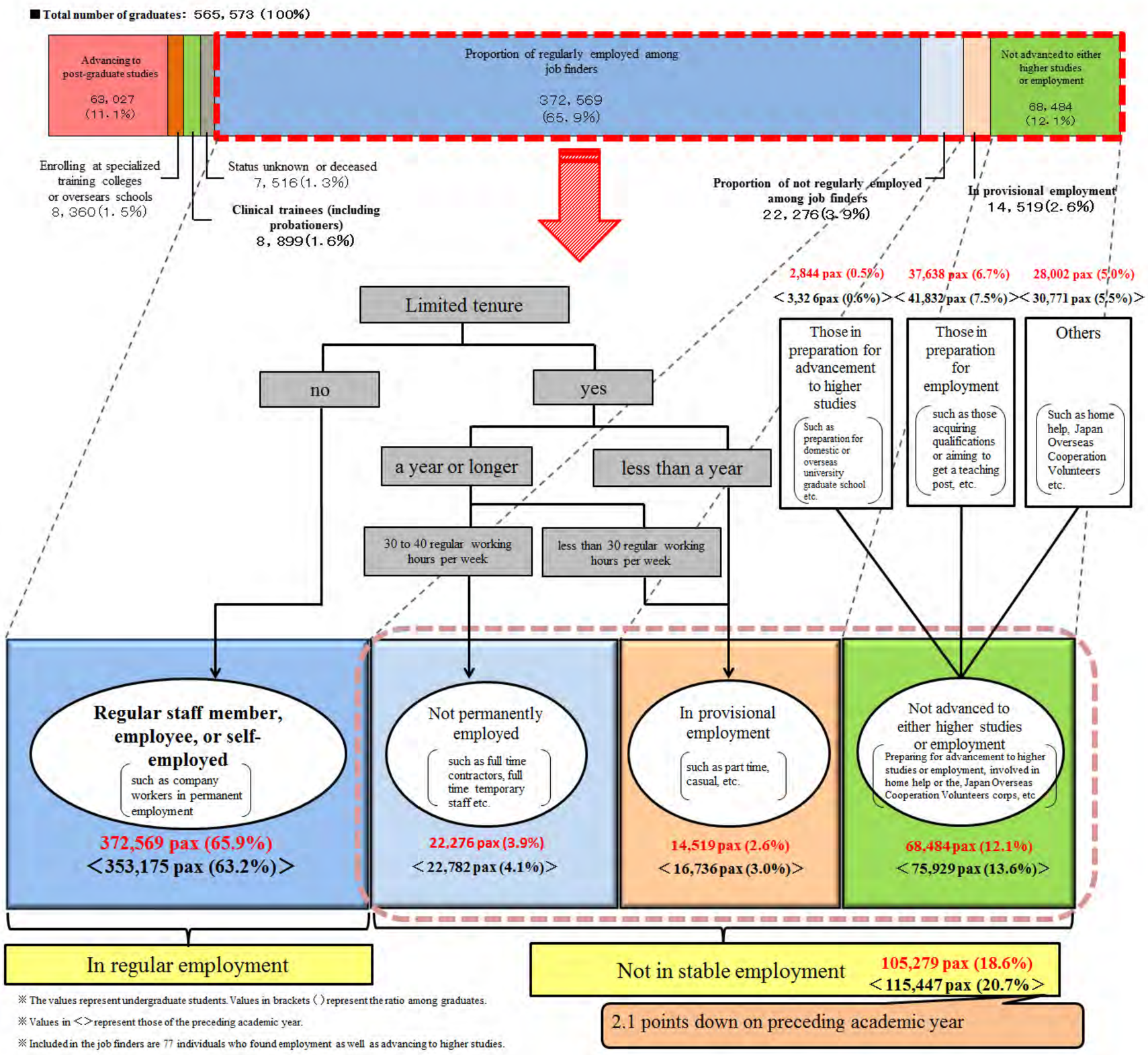


Figure 7 – Situation of graduates by discipline

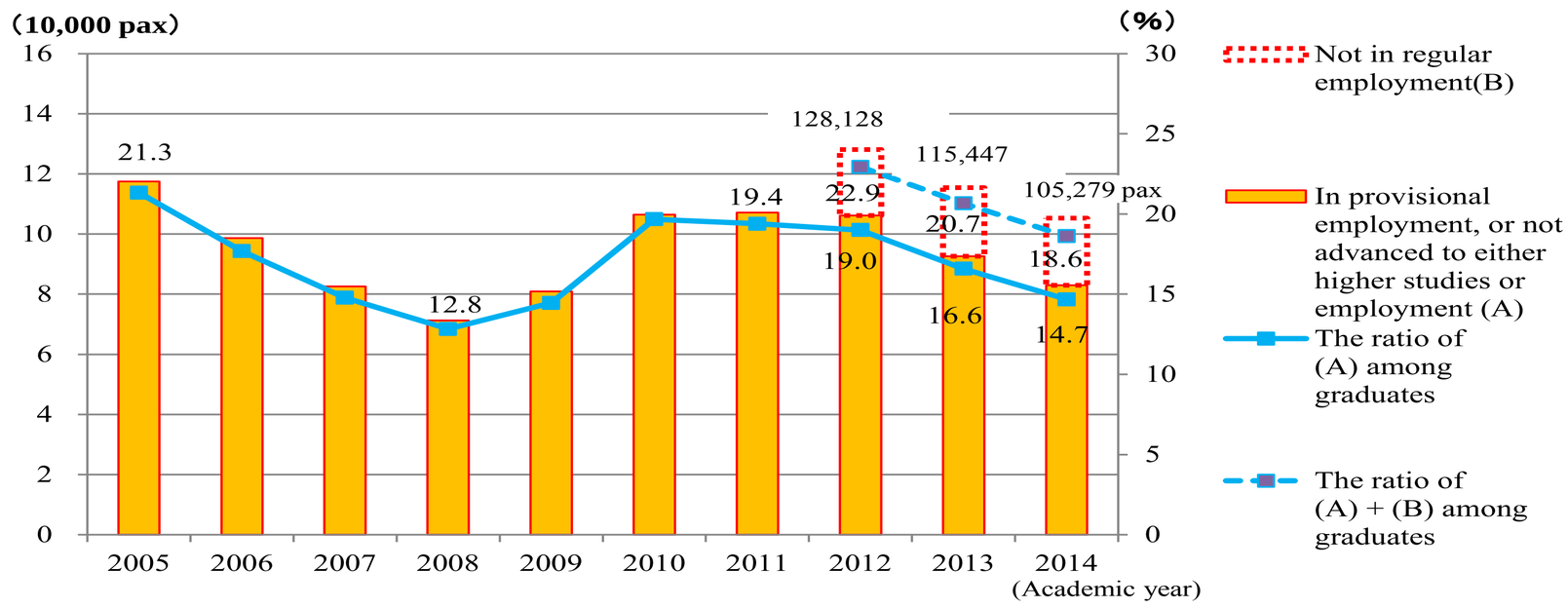


(Notes:)
1. The values of the various items are relative to the number of graduates.
2. Fractions are rounded to the nearest unit, so percentages for some items do not add up to 100.
Also, since the number of job finders includes those who advanced to higher studies while also entering into employment, the percentages of some items exceed 100.
3. Temporary teaching appointments are included in those in not regular employment in the educational field.

Reference: The relationship between those ‘in regular employment’, those ‘not in regular employment’, those ‘in provisional employment’ and ‘not advanced to either higher studies or employment’ among ‘job finders’ (Fig. 8)



Reference: The shifts between those in provisional employment and those not advanced to either higher studies or employment (Fig. 9)



4. Those who have completed a Master's Course

○ The ratio of job finders among those who have completed a Master's has increased for four consecutive academic years, and is 74.4% (up 0.7 points on the preceding academic year).

Table 5 – The situation for graduates of Master's course

(Individuals, (%))

Category	Completed studies	Advancing to post-graduate studies (ratio)		Job finders (Proportion of job finders among those who have completed their studies)		Not in regular employment (ratio) A		In provisional employment (ratio) B		Not advancing to either higher studies or employment C		Status unknown or deceased (ratio)		Not in stable employment A + B + C	
March 2005	71,440	9,834	(13.8)	48,357	(67.7)	…	…	1,002	(1.4)	9,673	(13.5)	2,731	(3.8)	…	…
March 2006	72,531	9,560	(13.2)	50,782	(70.0)	…	…	1,023	(1.4)	8,618	(11.9)	2,712	(3.7)	…	…
March 2007	73,993	8,918	(12.1)	53,638	(72.5)	…	…	969	(1.3)	8,197	(11.1)	2,472	(3.3)	…	…
March 2008	73,881	8,348	(11.3)	55,480	(75.1)	…	…	961	(1.3)	7,150	(9.7)	2,158	(2.9)	…	…
March 2009	73,811	8,379	(11.4)	55,243	(74.8)	…	…	944	(1.3)	7,411	(10.0)	2,053	(2.8)	…	…
March 2010	73,220	9,101	(12.4)	52,278	(71.4)	…	…	1,099	(1.5)	8,687	(11.9)	2,281	(3.1)	…	…
March 2011	74,680	8,508	(11.4)	54,188	(72.6)	…	…	997	(1.3)	9,048	(12.1)	2,121	(2.8)	…	…
March 2012	78,711	8,123	(10.3)	57,659	(73.3)	2,455	(3.1)	1,199	(1.5)	10,266	(13.0)	1,692	(2.1)	13,920	(17.7)
March 2013	76,511	7,972	(10.4)	56,381	(73.7)	2,418	(3.2)	1,270	(1.7)	9,540	(12.5)	1,565	(2.0)	13,228	(17.3)
March 2014	73,154	7,691	(10.5)	54,450	(74.4) (V)	2,323	(3.2)	1,177	(1.6)	8,751	(12.0)	1,288	(1.8)	12,251	(16.7)

(Note:) The number of 'job finders' includes those who advanced to higher studies while also entering into employment (203 people)

Figure 10 – Shifts in the ratio of job finders among those who have completed a Master's Cource

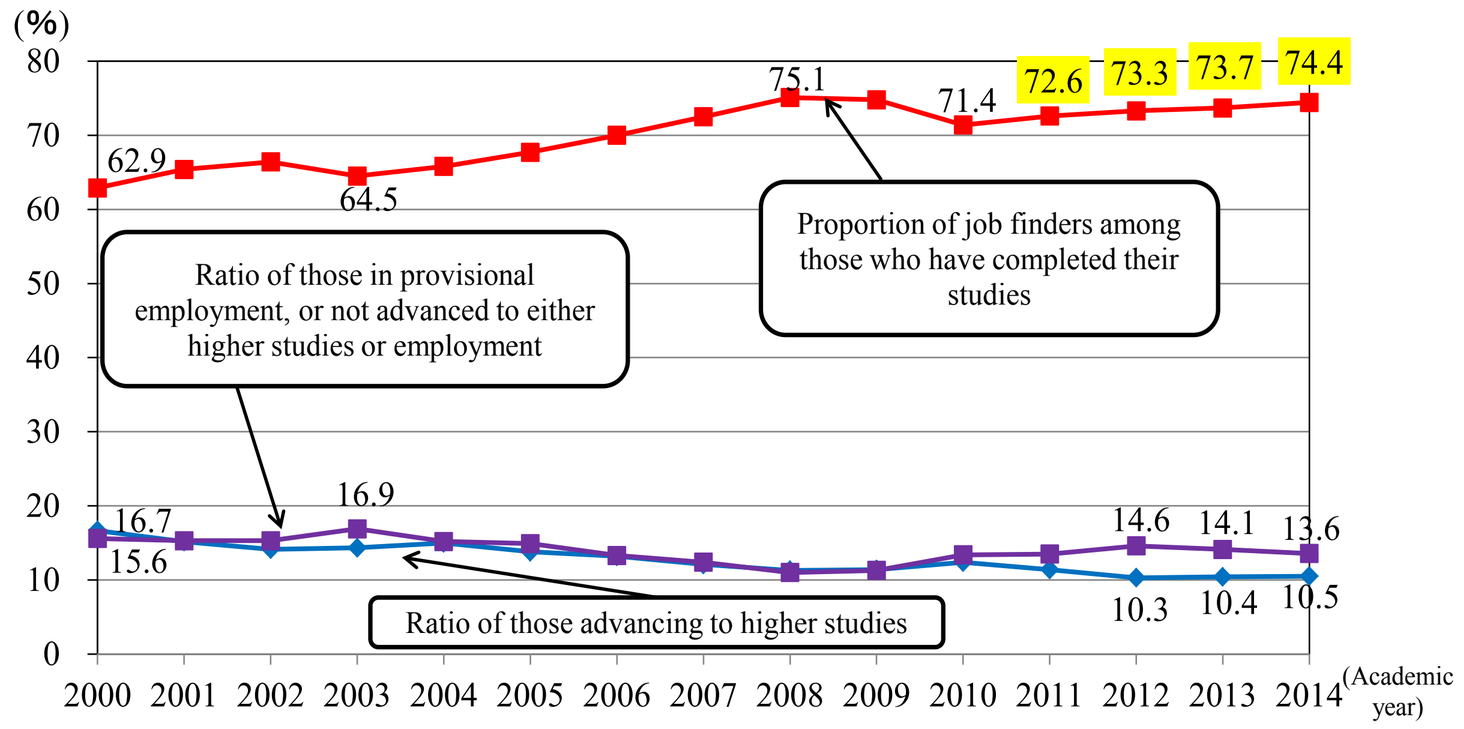
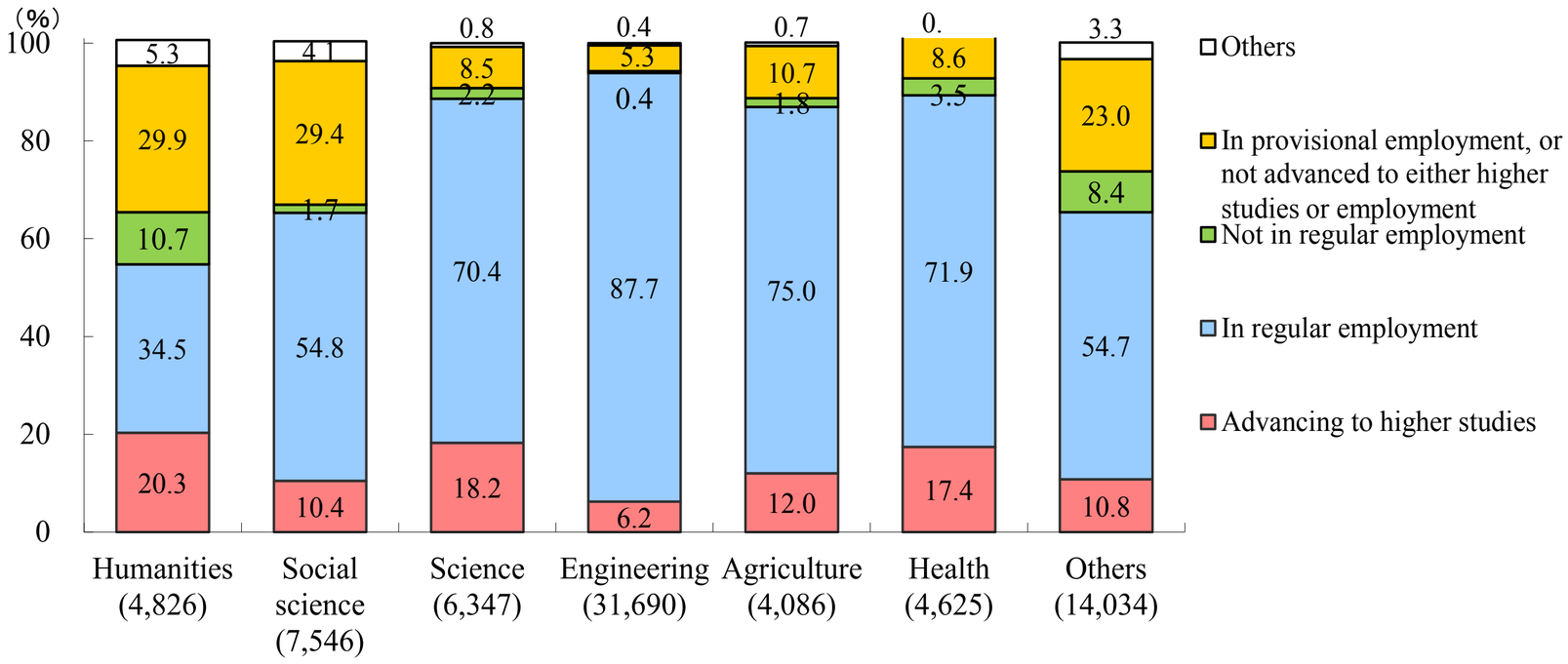


Figure 11 – The situation following graduation by advanced discipline



5. Those who have completed a Doctor's Courses

○ The ratio of job finders among those who have completed a Ph.D. is 66.0% (up 0.2 points on the preceding academic year).

Table 6 – The situation for graduates of Doctor's Courses

(Individuals, (%))

Category	Completed studies	Job finders (Proportion of job finders among those who have completed their studies)		Not in regular employment (ratio) A		In provisional employment (ratio) B		Not advanced to either higher studies or employment (ratio) C		Others(ratio)		Not in stable employment (ratio) A + B + C	
March 2005	15,286	8,746	(57.2)	…	…	753	(4.9)	3,950	(25.8)	1,860	(12.2)	…	…
March 2006	15,973	9,167	(57.4)	…	…	730	(4.6)	4,216	(26.4)	1,878	(11.8)	…	…
March 2007	16,801	9,885	(58.8)	…	…	808	(4.8)	4,146	(24.7)	1,975	(11.8)	…	…
March 2008	16,281	10,288	(63.2)	…	…	695	(4.3)	3,340	(20.5)	2,007	(12.3)	…	…
March 2009	16,463	10,579	(64.3)	…	…	636	(3.9)	3,386	(20.6)	1,904	(11.6)	…	…
March 2010	15,842	9,812	(61.9)	…	…	950	(6.0)	3,171	(20.0)	1,949	(12.3)	…	…
March 2011	15,892	10,160	(63.9)	…	…	1,022	(6.4)	2,867	(18.0)	1,853	(11.7)	…	…
March 2012	16,260	10,937	(67.3)	2,408	(14.8)	855	(5.3)	3,003	(18.5)	1,534	(9.4)	6,266	(38.5)
March 2013	16,445	10,828	(65.8)	2,521	(15.3)	998	(6.1)	3,082	(18.7)	1,556	(9.5)	6,601	(40.1)
March 2014	16,003	10,563	(66.0)	2,517	(15.7)	1,019	(6.4)	3,159	(19.7)	1,285	(8.0)	6,695	(41.8)
post-doctorals	<1,554>	…	(W)	<789>		<348>		<417>		…		<1,554>	

(Notes:)

1. The number of ‘completed studies’ (those who have completed a Ph. D.) includes graduates who attended courses for the prescribed number of years or more and acquired the prescribed number of units, but did not obtain a doctor's degree.

2. ‘Post-doctorals’ means those who have acquired the units for a Ph.D., or who have withdrawn from studies after acquiring the required units for a Ph.D. (so called ‘full term withdrawals’) and are employed on limited tenure, and are:
(i) engaged in research tasks at a university or an inter-university research institute, but not engaged in education or research as a professor, associate professor, assistant professor or assistant in terms of article 92 of the School Education Act
(ii) while involved in research duties at an independent administrative agency such as a public institution (including national or public exam research institutes), do not occupy a managerial position such as research group leader or chief scientist.

3. Among the post-doctoral group, ‘not a regular staff member’ are taken to be post-doctoral researchers with an employment contract of a year or longer and who are typically working a full time equivalent; ‘in provisional employment’ are researchers with an employment contract of less than a year’s duration, or short term employees; while ‘those who have advanced to neither further studies or employment’ are researchers without pay.

4. Sometimes post-doctoral researchers are employed part-way through an academic year, and the number for full-time employees may exceed the number given above.

5. The number of ‘job finders’ includes those who advanced to higher studies while also entering into employment (23 people)

6. ‘Others’ includes those who advanced to higher studies, clinical trainees (including candidates), those enrolling at specialized training colleges or at universities overseas, those of unknown status and the deceased.

Figure 12 – The shifts in the ratio of job finders among post-doctorals

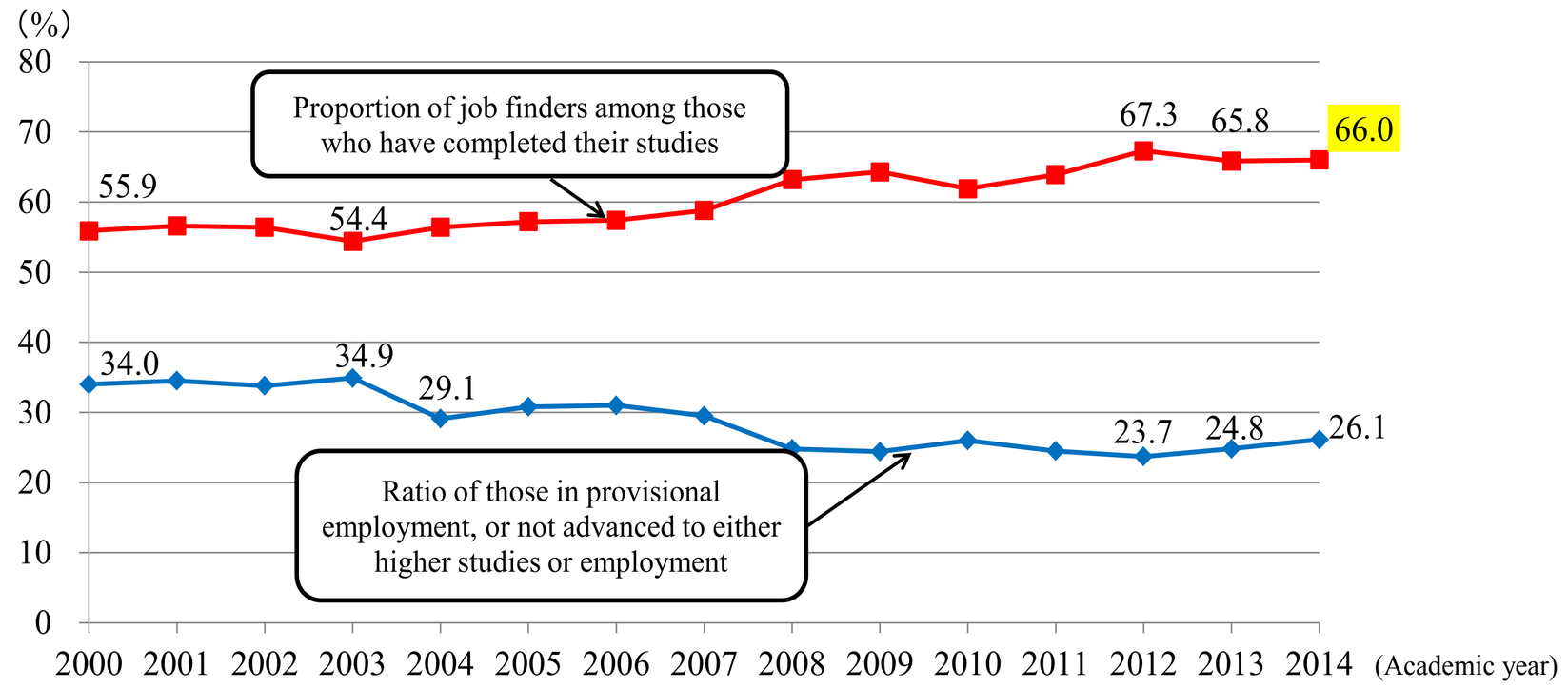
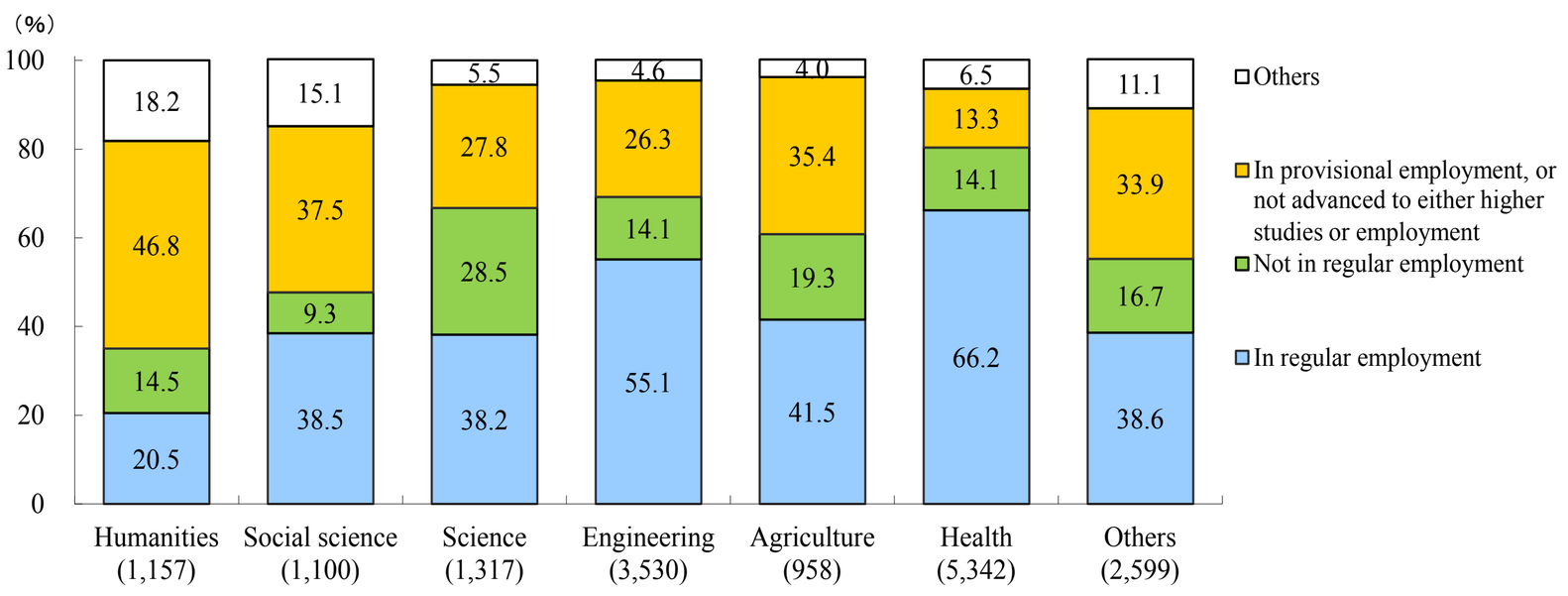


Figure 13 – The situation of graduates by advanced discipline



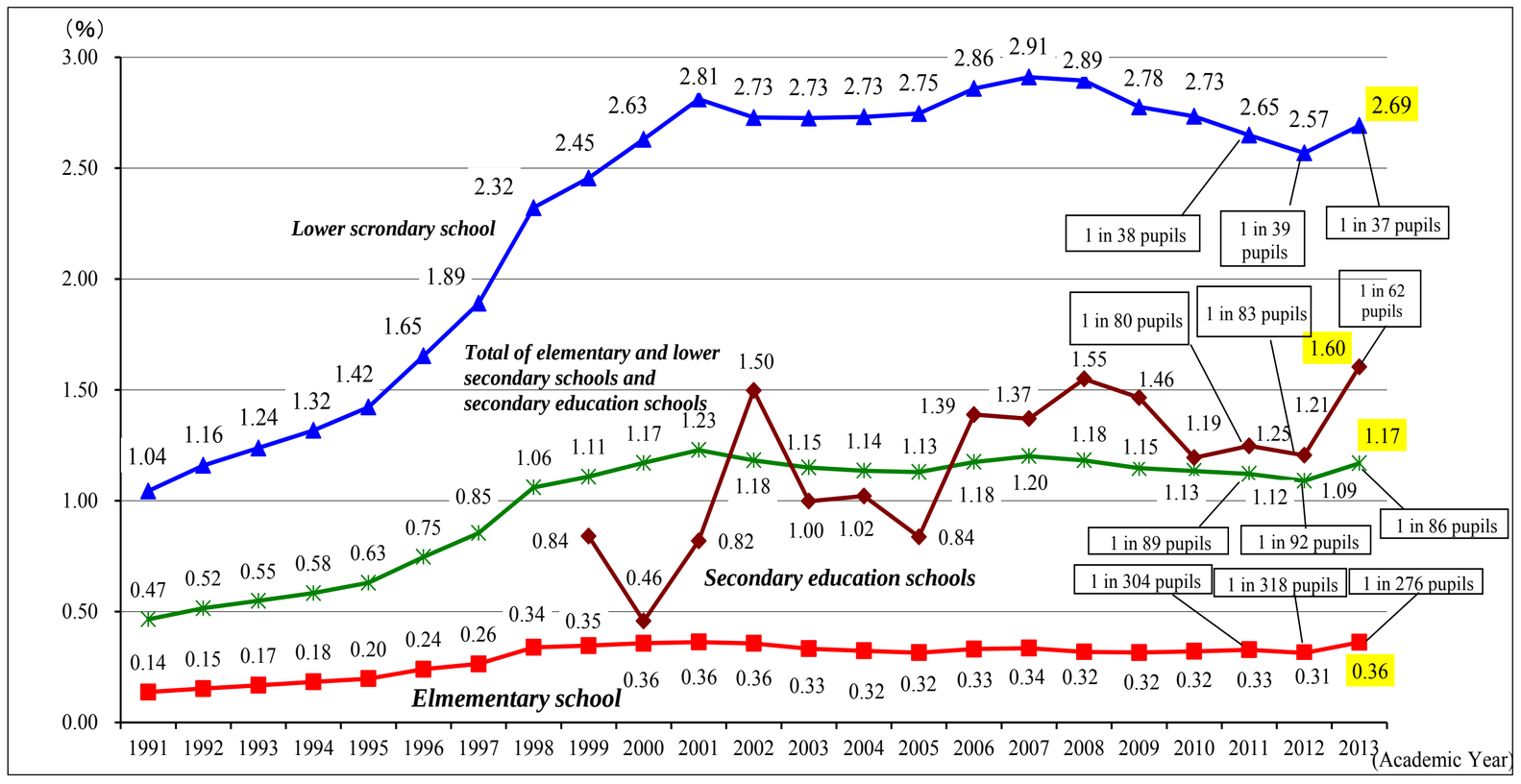
III The state of long-term absentee numbers

○ Among the long-term absentees (30 days or more of absence) during the 2013 academic year, ‘school non-attendance’ is given as the reason for 24,000 elementary school pupils (an increase of 3,000 on the preceding academic year)and for 95,000 lower secondary school pupils (an increase of 4,000 on the preceding academic year).

Table 7 – The shifts in numbers of pupils for whom ‘school non-attendance’ is given as the reason for long-term absence, by reason

Category	Total			Elmementary schools			Lower secondary schools			secondary education schools (lower division)		
	Total number of pupils	School non-attendance	Ratio of ’school non-attendance’ among the total number of pupils	Total number of pupils	School non-attendance	Ratio of ’school non-attendance’ among the total number of pupils	Total number of pupils	School non-attendance	Ratio of ’school non-attendance’ among the total number of pupils	Total number of pupils	School non-attendance	Ratio of ’school non-attendance’ among the total number of pupils
	(unit: individual)	(People)	(%)	(People)	(People)	(%)	(People)	(People)	(%)	(People)	(People)	(%)
1991	168,303	66,817	0.47	65,234	12,645	0.14	103,069	54,172	1.04	…	…	…
1992	179,121	72,131	0.52	70,746	13,710	0.15	108,375	58,421	1.16	…	…	…
1993	175,603	74,808	0.55	67,517	14,769	0.17	108,086	60,039	1.24	…	…	…
1994	183,199	77,449	0.58	70,598	15,786	0.18	112,601	61,663	1.32	…	…	…
1995	187,825	81,591	0.63	71,047	16,569	0.20	116,778	65,022	1.42	…	…	…
1996	208,443	94,351	0.75	78,096	19,498	0.24	130,347	74,853	1.65	…	…	…
1997	223,334	105,466	0.85	81,173	20,765	0.26	142,161	84,701	1.89	…	…	…
1998	227,991	127,692	1.06	82,807	26,017	0.34	145,184	101,675	2.32	…	…	…
1999	221,179	130,228	1.11	78,428	26,047	0.35	142,750	104,180	2.45	1	1	0.84
2000	223,577	134,290	1.17	78,044	26,373	0.36	145,526	107,913	2.63	7	4	0.46
2001	225,782	138,733	1.23	77,215	26,511	0.36	148,547	112,211	2.81	20	11	0.82
2002	204,143	131,281	1.18	68,099	25,869	0.36	136,013	105,383	2.73	31	29	1.50
2003	193,361	126,257	1.15	62,146	24,077	0.33	131,181	102,149	2.73	34	31	1.00
2004	187,023	123,398	1.14	59,305	23,318	0.32	127,658	100,040	2.73	60	40	1.02
2005	187,713	122,327	1.13	59,053	22,709	0.32	128,596	99,578	2.75	64	40	0.84
2006	196,719	126,890	1.18	61,095	23,825	0.33	135,472	102,957	2.86	152	108	1.39
2007	199,295	129,255	1.20	60,236	23,927	0.34	138,882	105,197	2.91	177	131	1.37
2008	191,692	126,805	1.18	55,674	22,652	0.32	135,804	103,985	2.89	214	168	1.55
2009	180,863	122,432	1.15	52,437	22,327	0.32	128,210	99,923	2.78	216	182	1.46
2010	177,370	119,891	1.13	52,594	22,463	0.32	124,544	97,255	2.73	232	173	1.19
2011	176,673	117,458	1.12	54,340	22,622	0.33	122,053	94,637	2.65	280	199	1.25
2012	175,769	112,689	1.09	53,952	21,243	0.31	121,509	91,249	2.57	308	197	1.21
2013	181,320	119,617	1.17	55,486	24,175	0.36	125,465	95,181	2.69	369	261	1.60

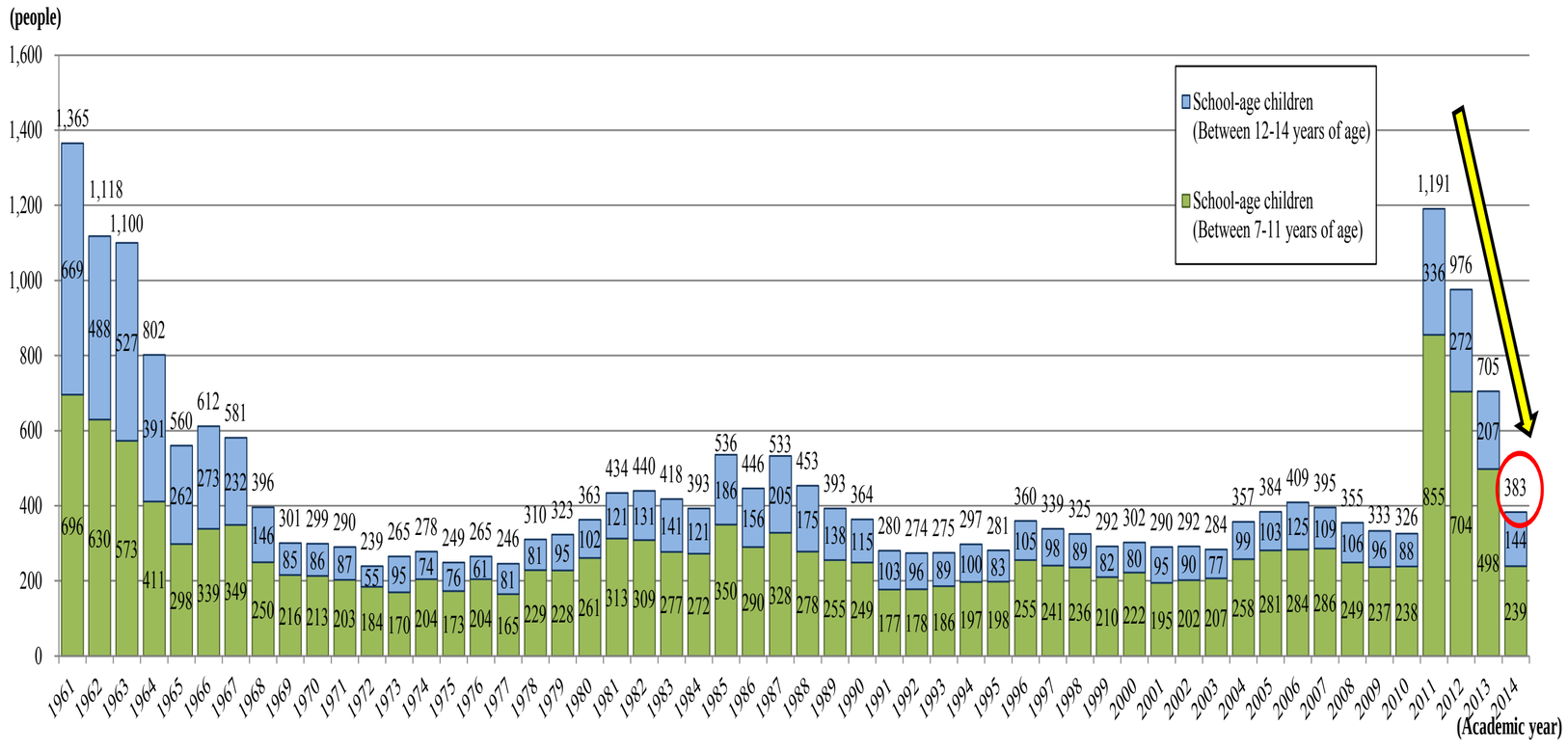
Figure 14 – Shifts in the proportion of those for whom ‘school non-attendance’ is given as the reason for absence of the total number of pupils



IV The state of the numbers for those whose status is unknown for a year or longer

○ The number of those whose status is unknown for a year or longer is 383, showing a decreasing trend of three consecutive years since the survey of the 2011 academic year.

Figure 15 - Shifts in the numbers for those whose status is unknown for a year or longer



Reference: The situation in Iwate, Miyagi and Fukushima Prefectures

1. Shifts in enrollment numbers

○ Enrollments in these three prefectures post- earthquake show a gradually declining trend.

Figure 16 – Elementary schools

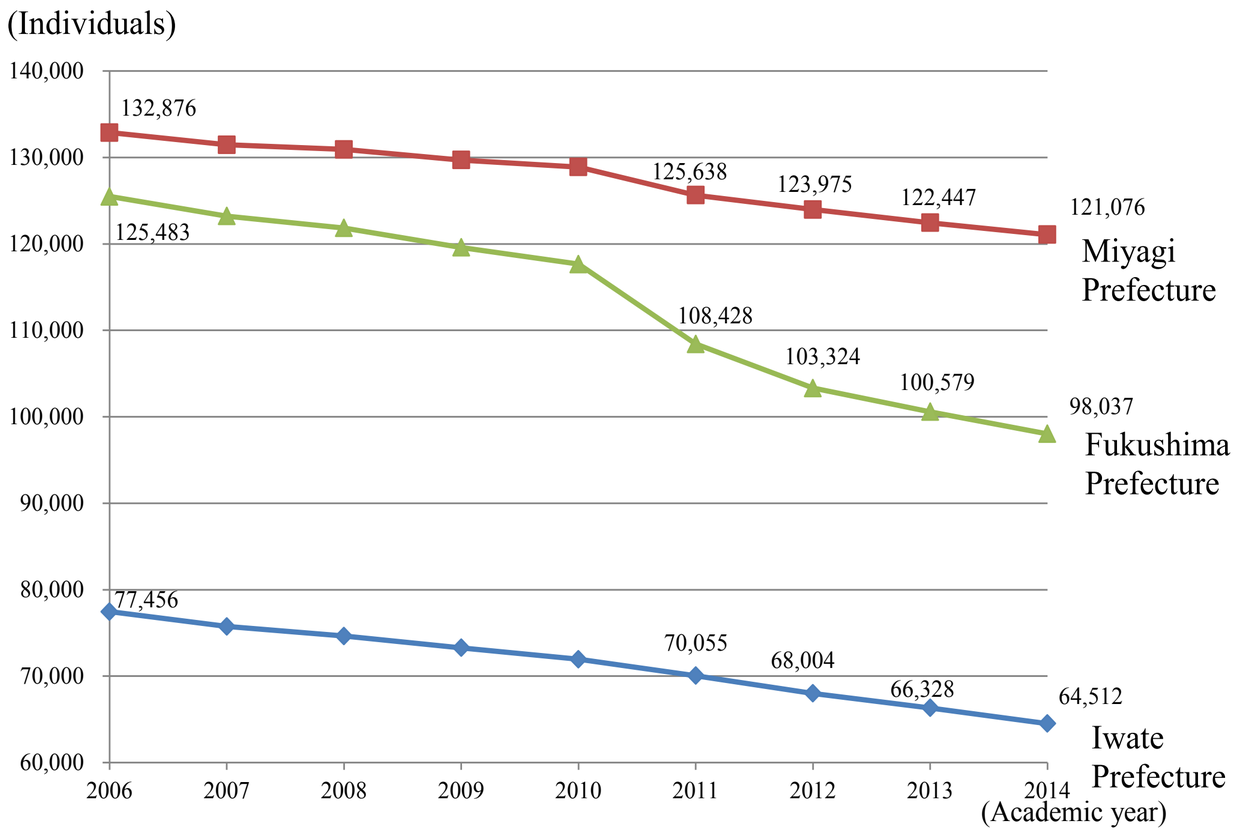
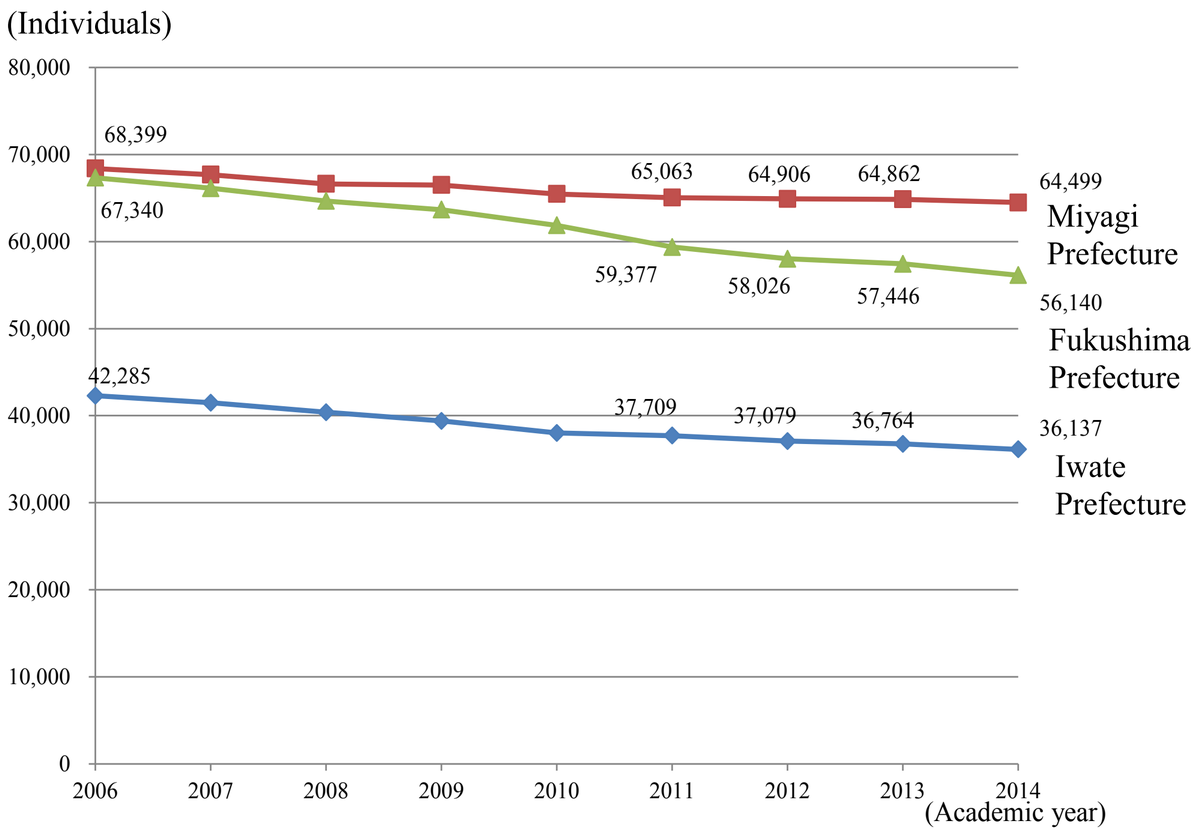


Figure 17 - Lower secondary schools



2. The situation after graduation

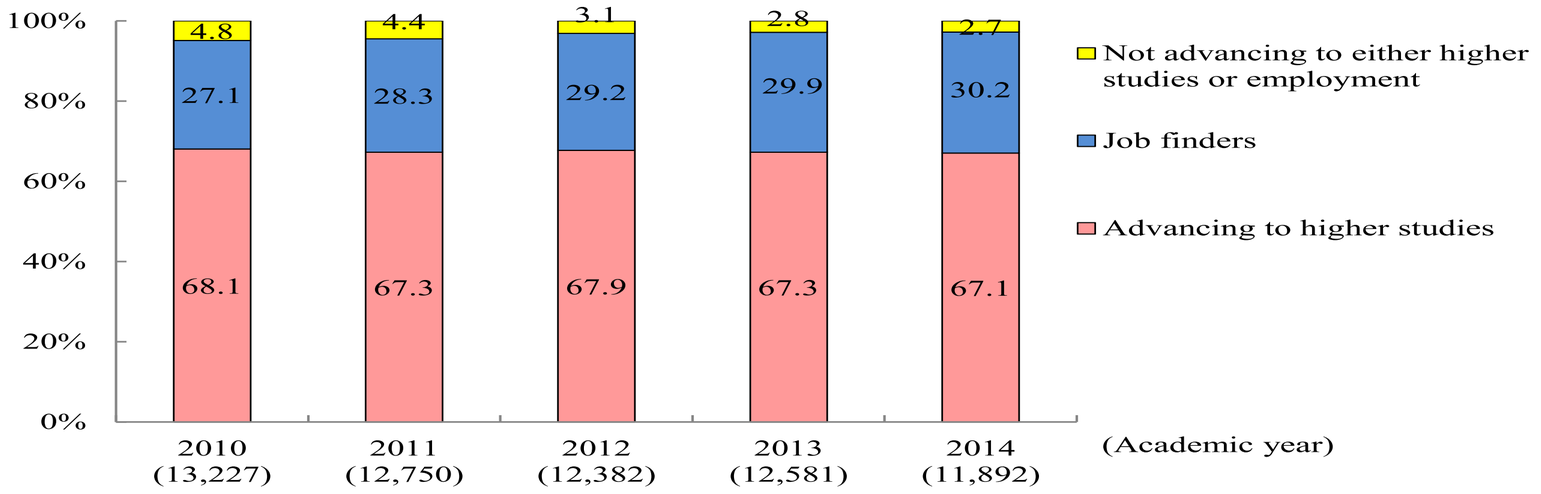
Shifts in the situation for graduates of upper secondary schools (including secondary education schools upper division)

○ The proportion of job finders among graduates in Iwate and Miyagi Prefectures has increased for four consecutive years. In Fukushima Prefecture, the proportion of those advancing to higher studies has increased for three consecutive years.

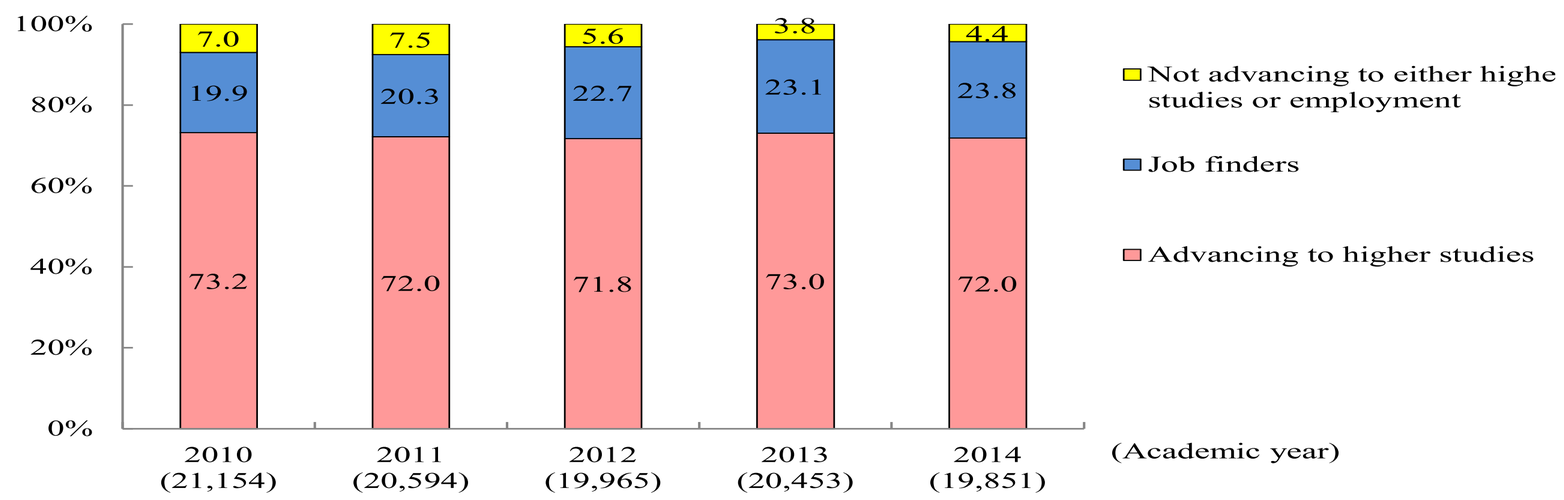
※The national average for those advancing to higher studies is 76.9% (of which 53.9% Advanced to university or junior college (current)), job finders 17.5%, while for those in provisional employment or advancing to neither further studies nor employment it is 5.7%.

(Note) 'Those advancing to higher studies' include those enrolling for regular studies or correspondence studies at universities or junior colleges, short-term courses at such institutions, at upper secondary schools, advanced courses at schools for special needs education, as well as those advancing to specialized traning college, post-secondary courses, specialized training college,general courses, miscellaneous schools and at public human resources development facilities (The same applies hereafter).

1) Iwate Prefecture (Fig. 18)



2) Miyagi Prefecture (Fig. 19)



3) Fukushima Prefecture (Fig. 20)