

## Announcement on FY2016 School Basic Survey (Confirmed Values)

To clarify those basic matters that are deemed necessary for the administration of school education in Japan, since 1948 the Ministry of Education, Culture, Sports, Science and Technology (MEXT) has annually carried out the School Basic Survey.

On this occasion, we are publishing a summary of the confirmed values that were recorded through the undertaking of the FY2016 survey.

### 1. Survey Contents

(1) **Date of survey:** May 1, 2016.

(2) **Subject of survey:** Kindergartens, Integrated centers for early childhood education and care, Elementary schools, Lower secondary schools, Compulsory education schools, Upper secondary schools, Secondary education schools, Schools for special needs education, Universities, Junior colleges, Colleges of technology, Specialized training colleges, Miscellaneous schools, and Municipal boards of education

(3) **Items of survey:** School Numbers, Enrollment Numbers, Teacher Numbers, Graduate Numbers, Numbers of students advancing to the next stage of education, Numbers of graduates obtaining employment, etc.

\*The number of students with long-term absenteeism is no longer referred as it is aggregated in the “survey on problems of pupil guidance for behavior problems of students” except schools for special needs education.

### 2. Summary of Survey Results (The capital letters appearing in the brackets throughout the results listed below refer to links to figures and tables on the following pages).

#### (1) Enrollment numbers

(Please see Table 1 on Page 1; Table 2 on Page 2; and Figure 1 on Page 3)

1. At universities: Some 2,874,000 students were enrolled, an increase of 13,000 (A) on the previous academic year. There had been a general tendency towards decreases due to a declining birthrate except some of the other types of school.
2. At integrated centers for early childhood education and care: Some 398,000 children were enrolled, an increase of 116,000 (B) on the previous academic year.
3. At compulsory education schools: Some 13,000 students were enrolled (C), starting at 22 schools from the current academic year.

**(2) Matriculation rates of graduates from upper secondary schools and from the upper divisions of secondary education schools in March of the respective years**

(Please see Table 3 on Page 4; and Figure 3 on Page 5)

**—The matriculation ratio to university was up on the previous academic year—**

1. The ratio of graduates (of the current academic year) who successfully matriculated to either university or junior college was 54.8% (D), an increase of 0.2 points on the previous academic year. This result represented a record high.
2. The ratio of graduates (of the current academic year) who successfully matriculated to university undergraduate studies was 49.3% (E), an increase of 0.4 points on the previous academic year. This result represented a record high.
3. The ratio of graduates (of the current academic year) who successfully matriculated to professional training college was 16.3% (F), a decrease of 0.4 points on the previous academic year. Nevertheless, the matriculation ratio to such institutions was up on the previous academic year (when graduates of earlier academic years were also included).
4. The ratio of graduates (when graduates of earlier academic years were also included) who successfully matriculated to either university or junior college was 56.8%, an increase of 0.3 points on the previous academic year. This result represented a record high (the same ratio as the academic year of 2010).
5. The ratio of graduates (when graduates of earlier academic years were also included) who successfully matriculated to university undergraduate studies was 52.0%, an increase of 0.5 points on the previous academic year. This result represented a record high.
6. The ratio of graduates (when graduates of earlier academic years were also included) who successfully matriculated to professional training college was 22.3%, a decrease of 0.1 points on the previous academic year.
7. The matriculation rate to higher education institutions (when graduates of earlier academic years were also included) was 80.0%, an increase of 0.2 points on the previous academic year. This result represented a record high (the same ratio as the academic year of 2014).

**(3) Ratios of graduates who successfully secured employment**

(Please see Table 3 on Page 4; Table 4 on Page 7)

**—The ratios of graduates who successfully secured employment were all up on the previous academic year—**

1. Upper secondary school graduates: 17.8% (G) (up 0.1 points on the previous academic year)  
Those who found regular employment: 17.7% (H) (up 0.1 points on the previous academic year)
2. University graduates (undergraduate courses): 74.7% (I) (up 2.1 points on the previous academic year)  
Those who found regular employment: 71.3% (J) (up 2.4 points on the previous academic year)

**(4) Ratios of graduates who entered provisional employment, or who neither advanced with their studies nor found employment**

(Please see Table 3 on Page 4; and Table 4 on Page 7)

1. Upper secondary school graduates:
  - Ratio of those entering provisional employment: 0.8% (down 0.1 points on the previous academic year)
  - Ratio of those who neither matriculated nor found employment: 4.3% (down 0.1 points on the previous academic year)
2. University graduates (undergraduate courses):
  - Ratio of those entering provisional employment: 1.8% (down 0.3 points on the previous academic year)
  - Ratio of those who neither further advanced with their studies nor found employment: 8.7% (down 1.6 points on the previous academic year)

**(5) Female teacher ratios**

1. Female teacher ratio: 51.4% (up 0.8 points on the previous academic year). A new record.
2. Ratio of women in management positions: 25.8% (up 0.9 points on the previous academic year). A new record.

**(6) Numbers of children whose status has been unknown for a year or more**

There were some 104 children whose status had been unknown for a year or more (a reduction of 14 children on the preceding academic year). This figure has declined for the fifth year in a row.

Other results of the survey are as indicated in the attached document.

Additionally, detailed spreadsheets have been posted on the home page of the Official Statistics of Japan (e-Stat) portal.

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

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# Points Regarding the FY2016 School Basic Survey

## I. School numbers, enrollment numbers, teacher numbers

### 1. Elementary schools, lower secondary schools, upper secondary schools, etc.

#### (Enrollment numbers)

- ☐ At kindergartens: Some 1,340,000 children were enrolled, a decrease of 63,000 on the previous academic year.
- ☐ At integrated centers for early childhood education and care: Some 398,000 children were enrolled, an increase of 116,000 on the previous academic year.
- ☐ At elementary schools: A record low of 6,484,000 students were enrolled, a decrease of 60,000 on the previous academic year.
- ☐ At lower secondary schools: A record low of 3,406,000 students were enrolled, a decrease of 59,000 on the previous academic year.
- ☐ Concerning compulsory education schools, which are a new type of school established from April of this year that are designed to bring together the elementary and lower-secondary schooling phases within a single institution, there are currently some 22 schools in operation that boast combined enrollments of 13,000 students.
- ☐ At upper secondary schools: Some 3,309,000 students were enrolled, a decrease of 10,000 on the previous academic year.
- ☐ At schools for special needs education: A record high of 140,000 students were enrolled, an increase of 2,000 on the previous academic year.
- ☐ At professional training colleges (specialized training colleges (post-secondary courses)): Some 589,000 students were enrolled, an increase of 1,000 on the previous academic year.

#### (Teacher numbers)

- ☐ At upper secondary schools and schools for special needs education, female teacher numbers reached new highs. What is more, the ratio of female teachers was 43.0% overall at lower secondary schools (up 0.2 points on the previous academic year), 31.7% at upper secondary schools (up 0.4 points on the previous academic year), and 61.2% at schools for special needs education (up 0.3 points on the previous academic year). All these figures represented record highs.

Table 1 – Numbers of primary and secondary educational institutions, enrollments, and teacher numbers

Category	School Numbers (Schools)				Enrollment Numbers (Students)				Teacher Numbers (Teachers)		
	Total Schools	National	Public	Private	Total Enrollments	National	Public	Private	Total Teachers	Female Teachers	Female Teacher Ratio (%)
Kindergartens	(-422) 11,252	(-) 49	(-194) 4,127	(-228) 7,076	(-62,687) 1,339,761	(-116) 5,394	(-14,970) 223,066	(-47,601) 1,111,301	(-1,540) 99,957	(-1,319) 93,450	(0.1) 93.5
Integrated centers for early childhood education and care	(879) 2,822	(-) —	(78) 452	(801) 2,370	(116,451) 397,587 <sup>(b)</sup>	(-) —	(8,084) 52,012	(108,367) 345,575	(19,657) 57,118	(18,655) 53,992	(0.2) 94.5
Elementary schools	(-288) 20,313	(-) 72	(-291) 20,011	(3) 230	(-59,589) 6,483,515	(-725) 39,543	(-58,969) 6,366,785	(105) 77,187	(-179) 416,973	(-386) 259,639	(-) 62.3
Lower secondary schools	(-80) 10,404	(-) 73	(-82) 9,555	(2) 776	(-59,186) 3,406,029	(-186) 30,840	(-57,155) 3,133,644	(-1,845) 241,545	(-1,726) 251,978	(-223) 108,319	(0.2) 43.0
Compulsory education schools	22	—	22	—	12,702 <sup>(c)</sup>	—	12,702	—	934	504	54.0
Upper secondary schools	(-14) 4,925	(-) 15	(-15) 3,589	(1) 1,321	(-9,772) 3,309,342	(7) 8,630	(-15,220) 2,252,942	(5,441) 1,047,770	(-359) 234,611	(704) 74,295	(0.4) 31.7
Secondary education schools	(-) 52	(-) 4	(-) 31	(-) 17	(111) 32,428	(-35) 3,107	(475) 21,941	(-329) 7,380	(47) 2,556	(31) 885	(0.6) 34.6
Schools for special needs education	(11) 1,125	(-) 45	(11) 1,067	(-) 13	(1,927) 139,821	(-28) 2,991	(1,980) 136,072	(-25) 758	(1,467) 82,372	(1,111) 50,385	(0.3) 61.2
Specialized training colleges	(-18) 3,183	(-) 9	(-4) 189	(-14) 2,985	(543) 656,649	(3) 414	(-201) 25,762	(741) 630,473	(273) 41,190	(210) 21,706	(0.2) 52.7
Those that have established upper secondary courses	(-7) 424	(-) 1	(-) 6	(-7) 417	(-1,133) 38,962	(-2) 17	(-18) 501	(-1,113) 38,444	(-18) 2,731	(-) 1,534	(0.4) 56.2
Those that have established post-secondary courses	(-6) 2,817	(-) 9	(-4) 186	(-2) 2,622	(867) 589,050	(8) 309	(-171) 25,251	(1,030) 563,490	(319) 37,382	(232) 19,941	(0.1) 53.3
Miscellaneous schools	(-29) 1,200	(-) —	(-) 6	(-29) 1,194	(2,902) 120,629	(-) —	(-25) 560	(2,927) 120,069	(112) 8,731	(154) 3,690	(1.3) 42.3

(Notes) 1 The figures in brackets show the numeric increase or decrease vis-à-vis the previous academic year.

2 Specialized training colleges that have established either “upper secondary courses” or “post-secondary courses” are given as a total figure, while those that offer both options are accounted for separately in the respective cells.

## 2. Universities, junior colleges, colleges of technology

### (Enrollment numbers)

- In overall terms (being inclusive of undergraduate students, postgraduate students, and both advanced course and short-term course students as well), in following on from the previous academic year, university student enrollments once again increased.
    - The total number of university enrollments was 2,874,000 students, an increase of 13,000 on the previous academic year.

Of the total, some 2,567,000 students were enrolled as undergraduates, an increase of 11,000 on the previous academic year.

Meanwhile, some 250,000 students were enrolled as postgraduates, a figure almost identical to that recorded in the previous academic year.
  - A record high of 1,141,000 female undergraduates were enrolled, an increase of 14,000 on the previous academic year.
- Female students accounted for a record high of 44.5% of all undergraduates (up 0.4% on the previous academic year).
- Junior college enrollments peaked in 1993, and have been decreasing ever since. They are now at their lowest levels since 1989.

### (Teacher numbers)

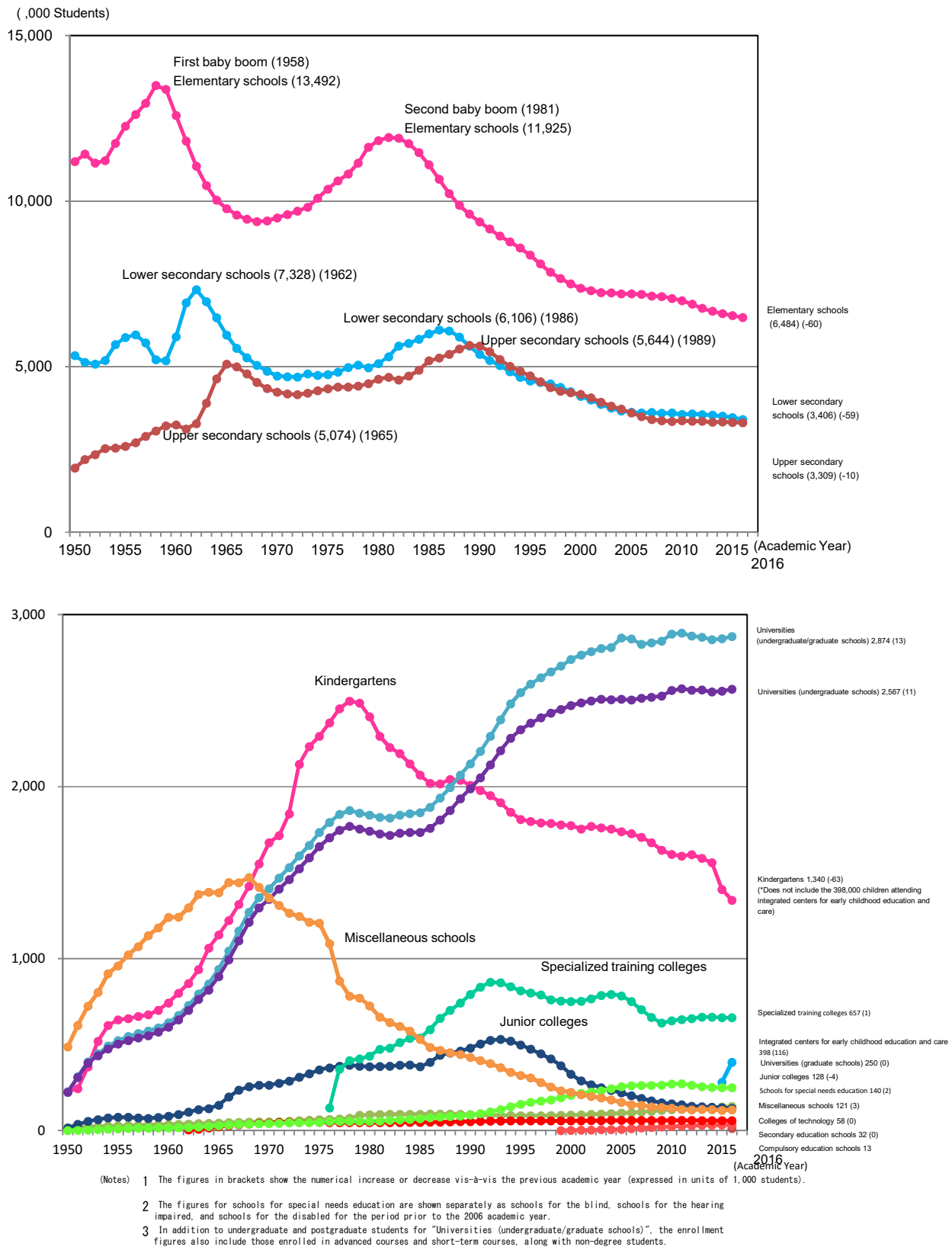
- Overall, there were a record high 44,000 female university teachers, an increase of 1,000 on the previous academic year. Furthermore, the female ratio of all university teachers was 23.7%, up 0.5 points on the previous academic year. This figure also represented a record high.

Table 2 – Numbers of higher educational institutions, enrollments, and teacher numbers

Category	School Numbers (Schools)				Enrollment Numbers (Students)						Teacher Numbers (Teachers)		
	Total Schools	National	Public	Private	Total Students	Female Students	Female Student Ratio (%)	National	Public	Private	Total Teachers	Female Teachers	Female Teacher Ratio (%)
Universities	(-2) 777	(-) 86	(2) 91	(-4) 600	(13,414) 2,873,624	(a) (15,858) 1,247,726	(0.3) 43.4	(-401) 610,401	(1,747) 150,513	(12,068) 2,112,710	(1,525) 184,248	(1,290) 43,723	(0.5) 23.7
Undergraduate schools	(-4) 749	(-) 82	(-) 87	(-4) 580	(10,968) 2,567,030	(14,053) 1,141,425	(0.4) 44.5	(-1,464) 444,204	(1,788) 131,406	(10,644) 1,991,420			
Graduate schools	(-) 627	(-) 86	(1) 79	(-1) 462	(114) 249,588	(772) 78,603	(0.3) 31.5	(633) 150,724	(134) 16,108	(-653) 82,756			
Master's programs	(-) 599	(-) 86	(1) 77	(-1) 436	(140) 159,114	(687) 49,067	(0.4) 30.8	(524) 93,940	(150) 10,522	(-534) 54,652			
Doctoral programs	(6) 446	(-) 77	(2) 58	(4) 311	(-26) 73,851	(-85) 24,380	(-0.1) 33.0	(-115) 50,561	(-23) 4,853	(112) 18,437			
Professional courses	(6) 133	(9) 56	(1) 7	(-4) 70	(-) 16,623	(170) 5,156	(1.0) 31.0	(224) 6,223	(7) 733	(-231) 9,667			
Graduate law schools	(-5) 69	(-) 24	(-) 2	(-5) 43	(-764) 5,330	(-172) 1,564	(0.8) 29.3	(-247) 2,331	(-33) 151	(-484) 2,848			
Junior colleges	(-5) 341	(-) —	(-1) 17	(-4) 324	(-4,221) 128,460	(-3,486) 113,975	(0.2) 88.7	(-) —	(-206) 6,750	(-4,015) 121,710	(-126) 8,140	(-63) 4,247	(0.1) 52.2
Colleges of technology	(-) 57	(-) 51	(-) 3	(-) 3	(47) 57,658	(343) 10,402	(0.5) 18.0	(8) 51,623	(-38) 3,740	(77) 2,295	(-70) 4,284	(19) 432	(0.6) 10.1

- (Notes) 1 The figures in brackets show the numeric increase or decrease vis-à-vis the previous academic year.
- 2 In addition to university undergraduates and students enrolled in regular courses at junior colleges, the enrollment numbers include students enrolled in advanced and short-term courses, and those enrolled as non-degree students.
- 3 The figures listed under the numbers of schools include only those institutions that have students enrolled.

(Reference) Shifts in enrollment numbers for the various stages of education (Figure 1)



## II. Post-graduation situation

1. Graduates of upper secondary schools (full-day schools and day/night schools) (including graduates from the upper divisions of secondary education schools. The same stipulation applies hereafter.)

- The ratio of graduates (of the current academic year) who successfully matriculated to either university or junior college was 54.8%, an increase of 0.2 points on the previous academic year. Of their number, the ratio of graduates (of the current academic year) who successfully matriculated to university undergraduate studies was 49.3%, an increase of 0.4 points on the previous academic year. (Please see Fig. 3 on Page 5).
- The ratio of graduates (including graduates from earlier academic years) who successfully matriculated to either university or junior college was at its highest level ever at 56.8%, the result being an increase of 0.3 points on the previous academic year.  
The ratio of graduates who successfully matriculated to university undergraduate studies (including graduates from earlier academic years) was at its highest level ever at 52.0%, the result being an increase of 0.5 points on the previous academic year. (Please see Fig. 5 on Page 6).
- The matriculation rate to higher education institutions (including graduates of earlier academic years) was 80.0%, it being up 0.2 points on the previous academic year. (Please see Fig. 5 on Page 6).
- The ratio of graduates who applied to university or junior college was 61.1%, it being up 0.3 points on the previous academic year. (Please see Fig. 4 on Page 5).
- The matriculation rate to technical colleges was 16.3%, it being down 0.4 points on the previous academic year.
- The ratio of graduates who found employment was 17.8% (of which 17.7% secured regular employment). Both results represented an increase of 0.1 points on the previous academic year.

(1) Destinations of upper secondary school students post-graduation

Table 3 - Situation of upper secondary school students post-graduation

(Units: Graduates, %)

Category	Graduates	Matriculation to university or junior college (ratio)	Those entering university (ratio)	Matriculation to professional training college (ratio)	Those who found employment (ratio among graduates)	Those who found regular employment (ratio)	Those entering provisional employment (ratio)	Those who neither matriculated nor found employment (ratio)	Others (ratio)
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)
March, 2015	1,068,989	583,533 (54.6)	522,656 (48.9)	178,069 (16.7)	189,739 (17.7)	187,677 (17.6)	9,616 (0.9)	46,721 (4.4)	62,085 (5.8)
March, 2016	1,064,352	583,704 (54.8)	525,195 (49.3)	173,629 (16.3)	189,868 (17.8)	188,053 (17.7)	8,397 (0.8)	46,057 (4.3)	63,377 (6.0)

(Notes) 1 "Those who found employment" includes graduates who gained employment from among those who matriculated to university, junior college or professional training college, etc.

<sup>2</sup> Matriculation ratio to university or junior college =

Those who matriculated to university or junior college, either as regular students or through correspondence, as well as those matriculating to short-term courses at such institutions, or to advanced courses at upper secondary schools and at schools for special needs education

The number of graduates of upper secondary school courses and of the upper divisions of secondary education schools in March of the respective years

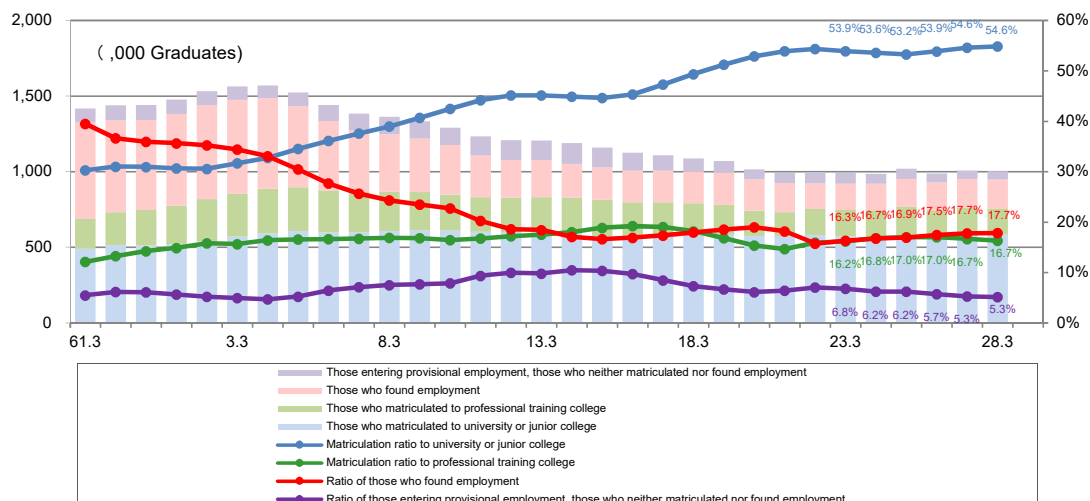
<sup>3</sup> Ratio of those who found employment among graduates =

Those who found employment

The number of graduates of upper secondary school courses and of the upper divisions of secondary education schools in March of the respective years

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.

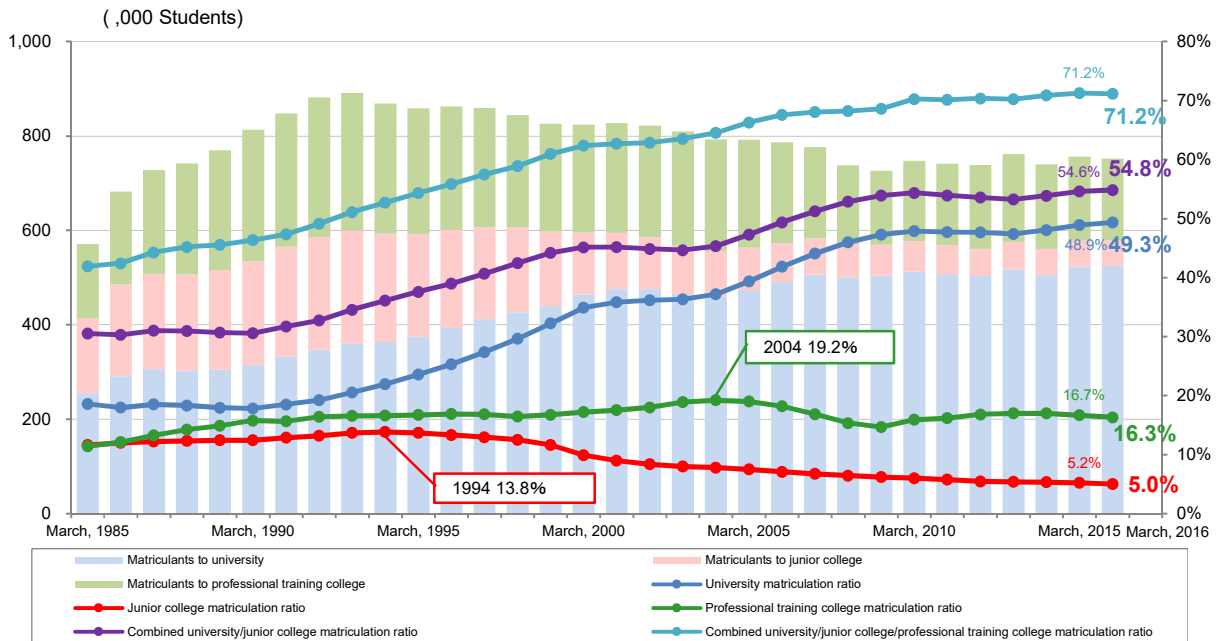
Figure 2 – Destinations of upper secondary school students post-graduation





## (2) Matriculation situation

1) Shifts in the matriculation ratios of graduates of upper secondary schools to higher education (current upper secondary students and students from the upper divisions of secondary education schools who successfully passed entrance examinations) (Figure 3)

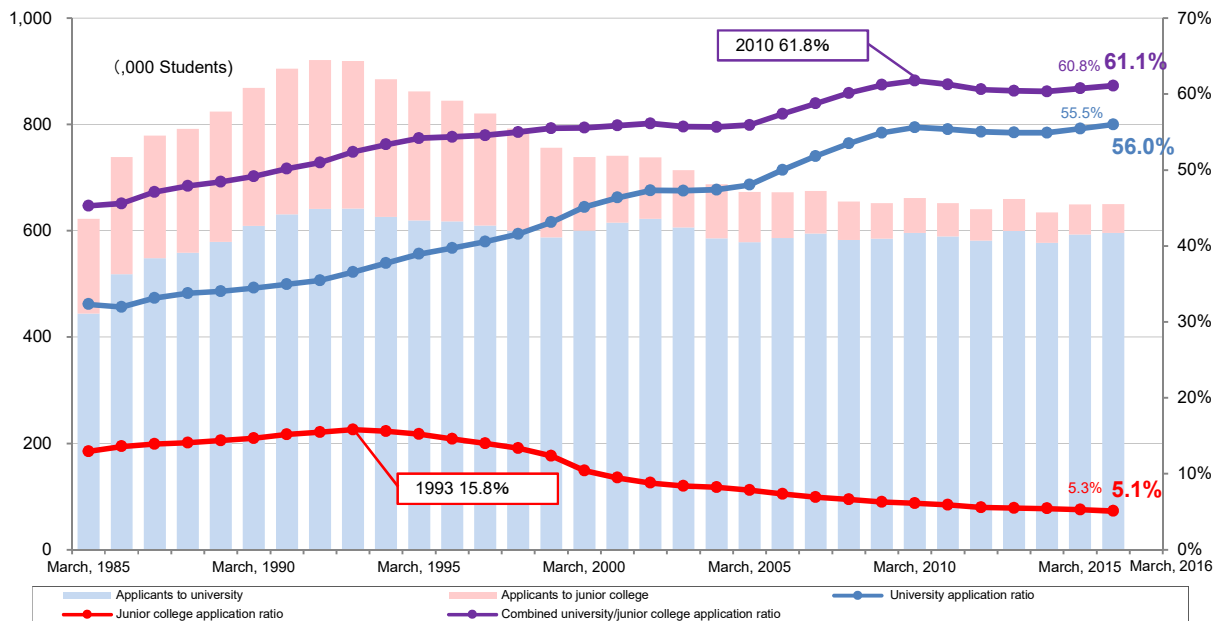


(Notes) 1 In the above figure, the maximum values for each matriculation route have been highlighted within frames (and the same applies hereafter).

2 University/junior college matriculation ratio (among current students) =

Those who matriculated to university or junior college, either as regular students or via correspondence courses, as well as those matriculating to short-term courses at such institutions, or to advanced courses at upper secondary schools or to the upper secondary departments of schools for special needs education  
The number of graduates from upper secondary school courses and from the upper divisions of secondary education schools in March of the respective years

2) Shifts in the ratios of applicants to higher education institutions (current upper secondary students and students from the upper divisions of secondary education schools) (Figure 4)

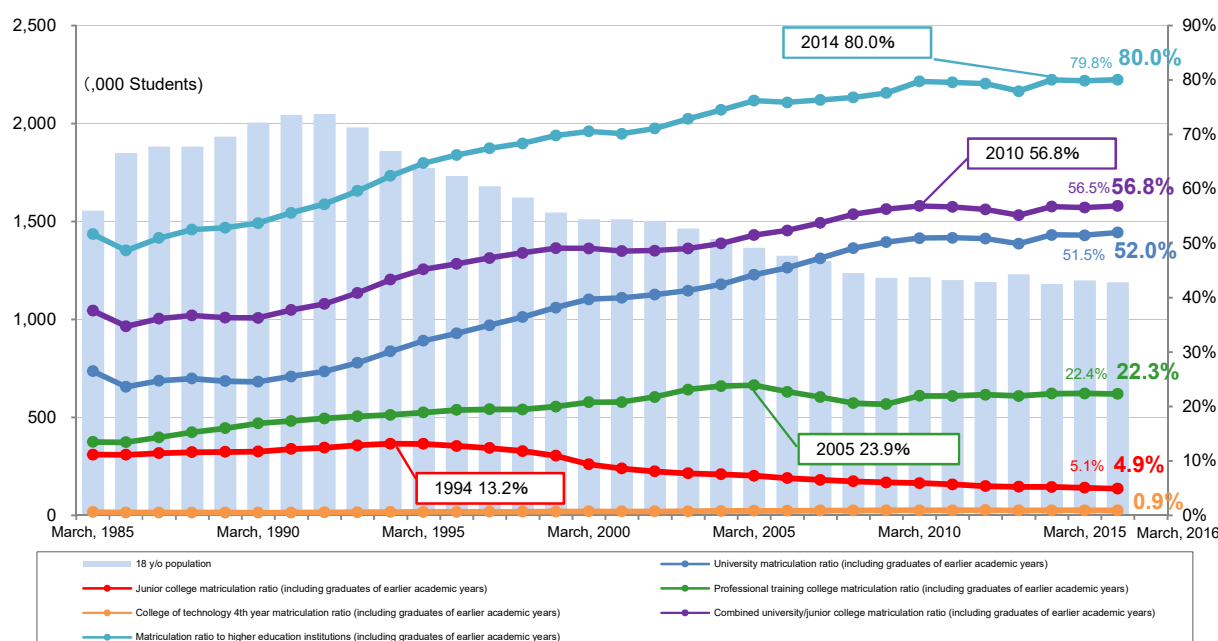


(Notes) 1 University/junior college application ratio (among current students) =

Applicant numbers (true figures)  
The number of graduates of upper secondary school courses and of the upper divisions of secondary education schools in March of the respective years

2 The number of applicants to higher education institutions represents the actual number of students from among graduates of upper secondary schools and from the upper divisions of secondary education schools who apply to a university or junior college. Whereby individual students submit two or more applications (to different undergraduate departments, schools), they are still only counted once.

3) Shifts in the matriculation ratios of graduates of upper secondary schools to higher education (including graduates of earlier academic years) (Figure 5)



- (Notes) 1 Matriculation ratio to higher education institutions (including graduates of earlier academic years) = New students enrolled at university or junior college, those currently enrolled in the 4th year at colleges of technology as well as those enrolled in professional training colleges  
The 18 y/o population (those who graduated from lower secondary school or who have completed the lower division of secondary education schools three years previously)
- 2 University matriculation ratio (including graduates of earlier academic years) = New students enrolled at university  
The 18 y/o population (those who graduated from lower secondary school or who have completed the lower division of secondary education schools three years previously)

## 2. University graduates (graduates of undergraduate programs)

- While there had been a tendency towards moderate increases in the ratio at which graduates of undergraduate programs advanced to graduate school, etc., since the peak that was achieved in the 2010 academic year (in March of 2010), subsequently there have been six consecutive years of decline. In 2016, the advancement ratio to graduate school was 12.1%, down 0.1 points on the previous academic year.
- After the ratio of graduates who found employment dipped dramatically in the 2010 academic year (in March of 2010), subsequently there have been six consecutive years of increase. In 2016, the ratio was 74.7% (up 2.1 points on the previous academic year). Of this figure, some 71.3% of graduates secured regular employment (up 2.4 points on the previous academic year).
- The ratios of “those entering provisional employment” or who neither “further advanced their education nor found employment” both declined. Combined, these segments accounted for 10.6% of graduates (down 1.8 points on the previous academic year).

Table 4 – Situation after graduation from university undergraduate programs

(Units: Graduates, %)

Category	Graduates	Students advancing to graduate school, etc. (ratio)	Those who found employment (ratio among graduates)	Those who found regular employment (ratio)	Those entering provisional employment (ratio)	Those who neither further advanced with their studies nor found employment (ratio)	Others (ratio)
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)	335,095 (60.0)	19,569 (3.5)	86,566 (15.5)	18,690 (3.3)
March, 2013	558,853	72,822 (13.0)	375,957 (67.3)	353,175 (63.2)	16,736 (3.0)	75,929 (13.6)	17,507 (3.1)
March, 2014	565,573	71,387 (12.6)	394,845 (69.8)	372,569 (65.9)	14,519 (2.6)	68,484 (12.1)	16,415 (2.9)
March, 2015	564,035	68,958 (12.2)	409,759 (72.6)	388,611 (68.9)	11,730 (2.1)	58,102 (10.3)	15,535 (2.8)
March, 2016	559,678	67,563 (12.1)	418,163 (74.7)	399,025 (71.3)	10,184 (1.8)	48,866 (8.7)	14,970 (2.7)

(Notes) 1 “Those who found employment” includes “graduates of undergraduate programs who advanced to graduate school, etc.” (The same stipulation applies hereafter.)

2 Of “those who found employment,” “those who found regular employment” refers to individuals who are employed as staff members, employees and in positions of self-employment, whereby the period for which they are to be employed is not defined. (The same stipulation applies hereafter.)

3 Advancement ratio = 
$$\frac{\text{Those who enrolled in university graduate schools, in undergraduate courses, at junior colleges, in advanced courses or short-term courses at universities or junior colleges, at specialized training colleges or at overseas schools}}{\text{The number of graduates of university undergraduate courses in March of the respective years}}$$

(The same stipulation applies hereafter.)

4 Ratio of those who found employment = 
$$\frac{\text{Those who found employment}}{\text{The number of graduates of university undergraduate courses in March of the respective years}}$$

(The same stipulation applies hereafter.)

5 “Others” includes graduates in medicine undergoing their clinical residency (including candidates), those whose status is unknown as well as deceased persons. (The same stipulation applies hereafter.)

Figure 6 – Destinations of graduates of university undergraduate studies

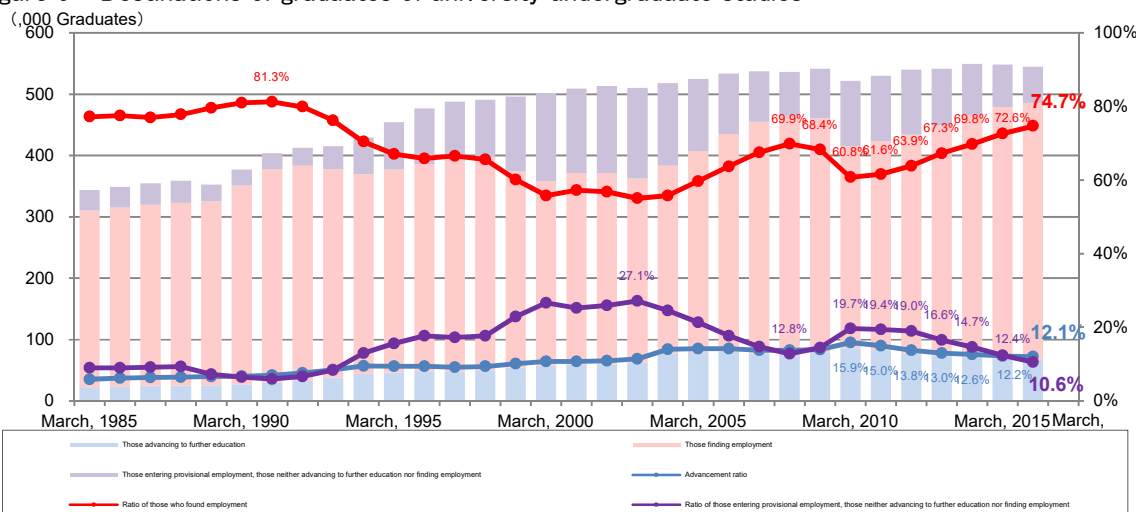
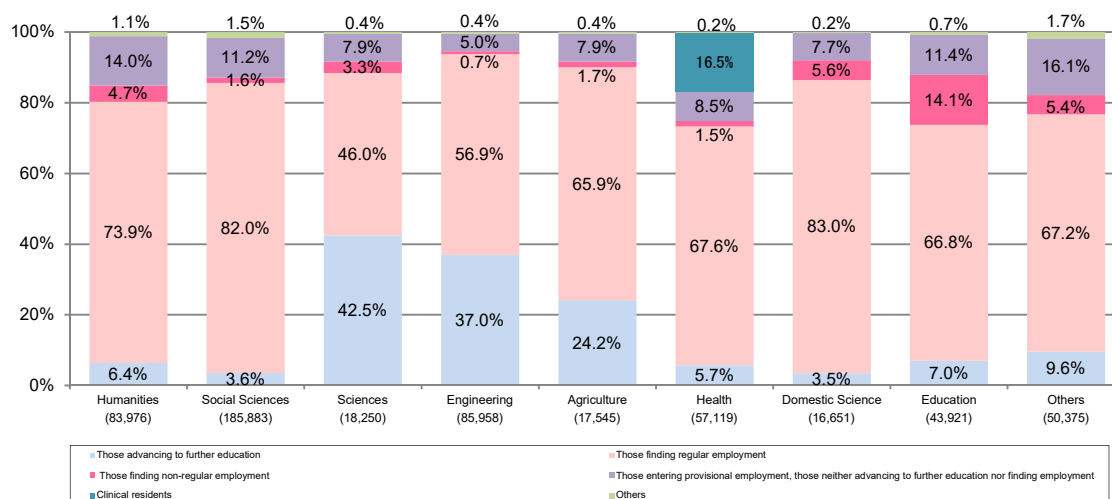


Figure 7 – Destinations of graduates by academic discipline

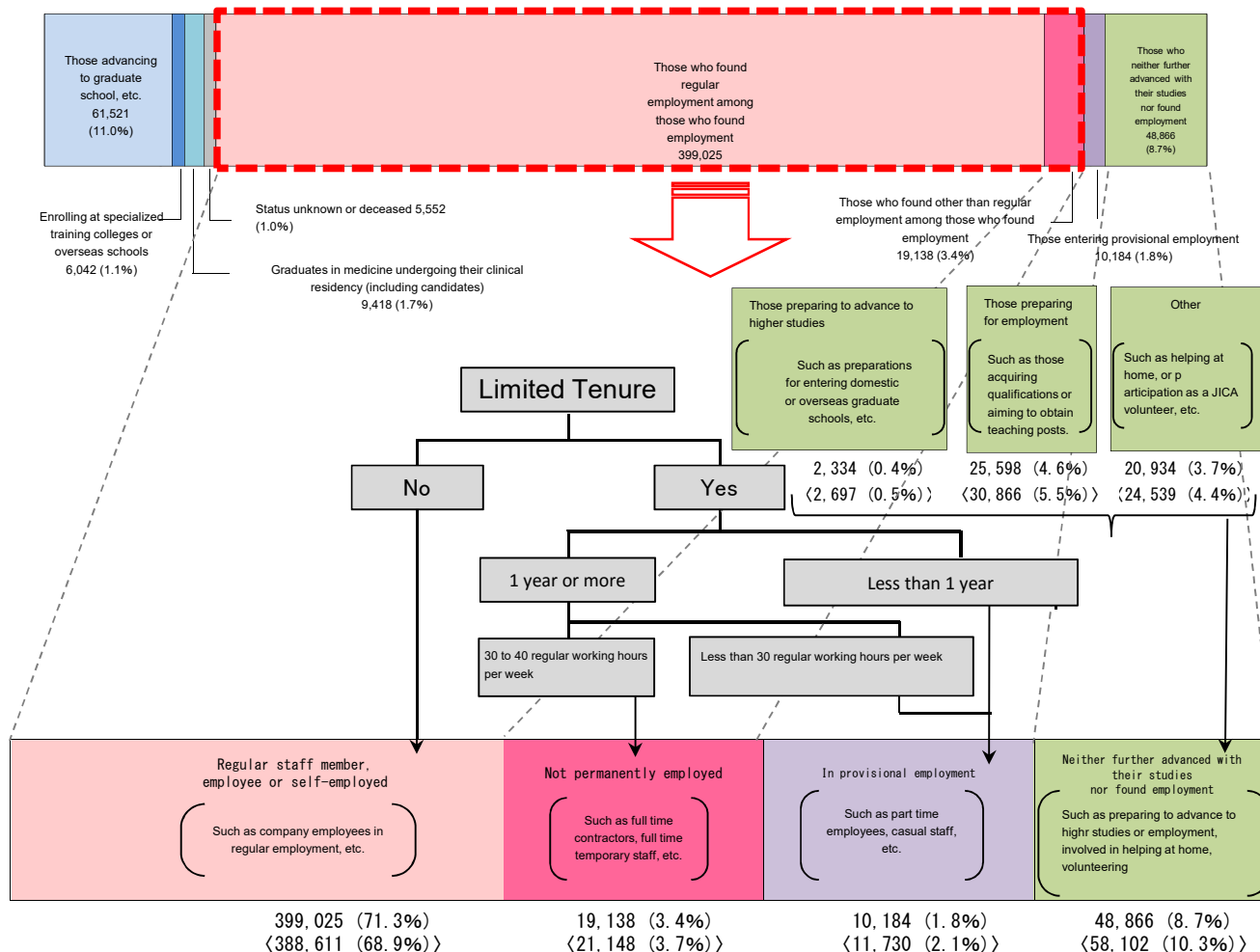


- (Notes) 1 The values expressed with respect to the various academic disciplines are relative to the number of graduates within those disciplines. (The same stipulation applies hereafter.)
- 2 Fractions have been rounded either up or down to the nearest whole figure. Thus, the percentages expressed with respect to the various items might not add up to 100%. (The same stipulation applies hereafter.)
- 3 Among those graduates who found employment, in that there are some who advanced to further education while also being employed, the percentages expressed with respect to the various academic disciplines might exceed 100%. (The same stipulation applies hereafter.)
- 4 In the education discipline, those graduates who found temporary teaching appointments are included among those who found non-regular employment.
- 5 Arts graduates are included under "Others." (The same stipulation applies hereafter.)

(Reference) Relationship among graduates of university undergraduate programs who “found employment,” and who are classified as being “in regular employment,” in “other than regular employment,” “entering provisional employment” or “who neither further advanced with their studies nor found employment” (Figure 8)

■ Total graduates from university undergraduate programs: 559,678 (100%)

== Those finding employment” under the terms of the “School

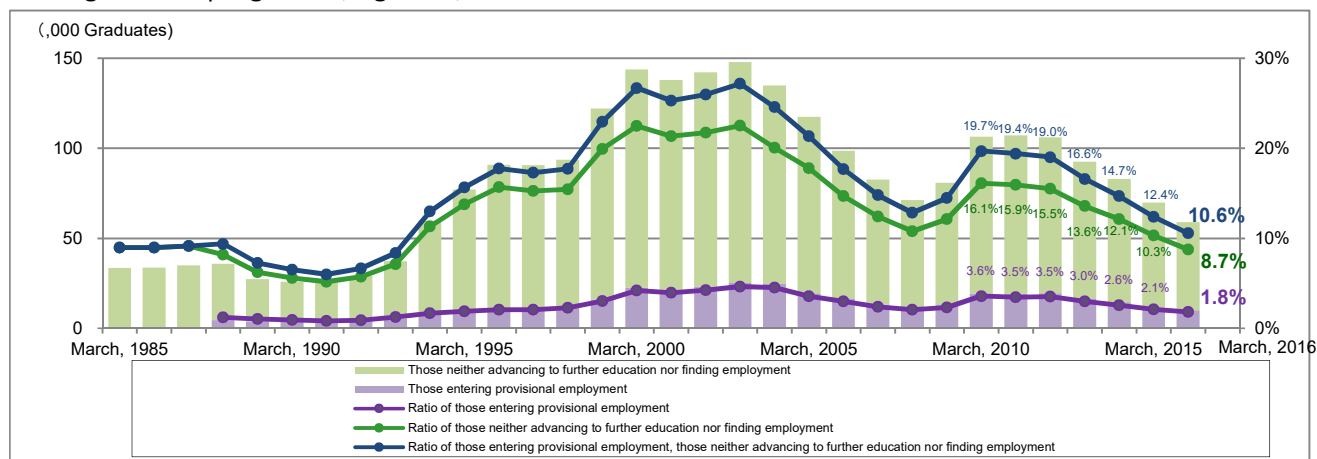


(Notes)

1 The values shown thus < > are those of the previous academic year.

2 Among those graduates who found employment, there are some who advanced to further education while also being employed.

(Reference) Shifts between those who found “provisional employment” and those who “neither further advanced with their studies nor found employment” among graduates of university undergraduate programs (Figure 9)



### 3. Postgraduate students who completed master's courses

○ The ratio of postgraduates who secured employment upon completion of a master's course increased for the sixth year in a row to 77.5%, up 1.3 points on the previous academic year.

Table 5 – Situation after graduation for postgraduate students who completed a master's course

(Units: Master's Graduates, %)

Category	Graduates	Master's graduates advancing further with their studies, etc. (ratio)	Those who found employment (ratio among master's graduates)	Those who found regular employment (ratio)	Those entering provisional employment (ratio)	Those who neither further advanced with their studies nor found employment (ratio)	Others (ratio)
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)	55,204 (70.1)	1,199 (1.5)	10,266 (13.0)	1,692 (2.1)
March, 2013	76,511	7,972 (10.4)	56,381 (73.7)	53,963 (70.5)	1,270 (1.7)	9,540 (12.5)	1,565 (2.0)
March, 2014	73,154	7,691 (10.5)	54,450 (74.4)	52,127 (71.3)	1,177 (1.6)	8,751 (12.0)	1,288 (1.8)
March, 2015	71,301	7,360 (10.3)	54,345 (76.2)	52,069 (73.0)	1,118 (1.6)	7,498 (10.5)	1,187 (1.7)
March, 2016	71,016	6,976 (9.8)	55,046 (77.5)	52,678 (74.2)	1,021 (1.4)	6,986 (9.8)	1,212 (1.7)

Figure 10 – Shifts in the ratio of those who found employment among postgraduate students who completed a master's course

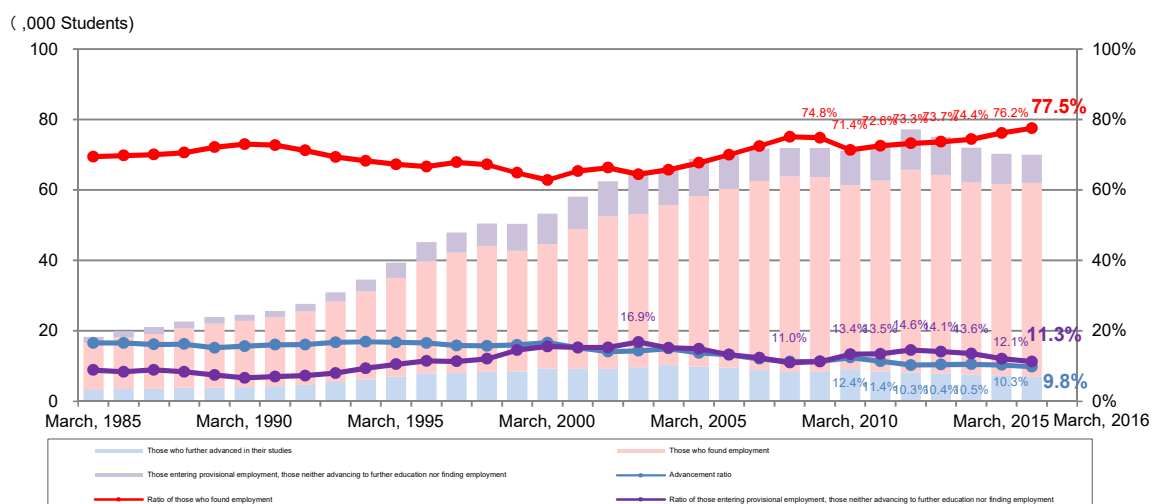
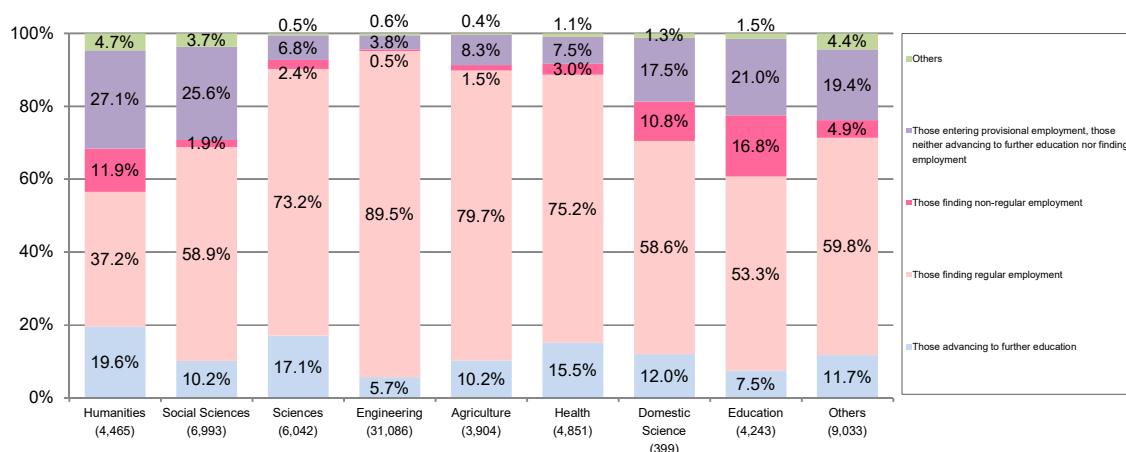


Figure 11 – Destinations of graduates by academic discipline



#### 4. Postgraduate students who completed doctoral courses

- The ratio of postgraduates who secured employment upon completion of a doctoral course increased for the third year in a row to 67.4%, up 0.2 points on the previous academic year.

Table 6 – Situation after graduation for postgraduate students who completed a doctoral course

(Units: Doctoral Graduates, %)

Category	Graduates	Those who found employment (ratio among doctoral graduates)	Those who found regular employment (ratio)	Those who found other than regular employment (ratio)	Those entering provisional employment (ratio)	Those who neither further advanced with their studies nor found employment (ratio)	Others (ratio)
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)	8,529 (52.5)	2,408 (14.8)	855 (5.3)	3,003 (18.5)	1,534 (9.4)
March, 2013	16,445	10,828 (65.8)	8,307 (50.5)	2,521 (15.3)	998 (6.1)	3,082 (18.7)	1,556 (9.5)
March, 2014	16,003	10,563 (66.0)	8,046 (50.3)	2,517 (15.7)	1,019 (6.4)	3,159 (19.7)	1,285 (8.0)
March, 2015	15,684	10,541 (67.2)	8,062 (51.4)	2,479 (15.8)	944 (6.0)	2,967 (18.9)	1,262 (8.0)
March, 2016	15,773	10,628 (67.4)	8,151 (51.7)	2,477 (15.7)	1,026 (6.5)	2,916 (18.5)	1,209 (7.7)
Post-doctorals	1,436	...	...	785	390	261	...

(Notes) 1 "Graduates" of doctoral courses include candidates who were enrolled for the prescribed number of years or more and completed the required coursework. However, they withdrew from their studies before a degree was conferred. (The same stipulation applies hereafter.)

2 "Post-doctorals" refers to those doctoral candidates who have completed the required coursework and who have had a degree conferred, or who have withdrawn from their studies after completing the required coursework (so-called "full-term withdrawals"); and who have then subsequently been employed under limited tenure in accordance with the following conditions:

① They are engaged in research tasks at a university or an inter-university research institute, but have not been engaged in education or research as a professor, associate professor, assistant professor or assistant in accordance with the provisions of Article 92 of the School Education Act.

② While involved in research duties at an independent administrative agency such as a public institution (including national and public research and examination institutes), they shall not occupy a managerial position such as research group leader or chief scientist.

3 Among post-doctoral employees, being "not a regular staff member" is taken to mean post-doctoral researchers with an employment contract of a year or longer who are typically working in a manner that is equivalent to being employed full-time; "in provisional employment" refers to those researchers with employment contracts of less than a year's duration (short-term employees), while "those neither further advanced with their studies nor finding employment" are considered to be researchers without pay.

4 Post-doctoral researchers are sometimes employed part-way through an academic year. Thus, the number of full-time employees may exceed the number given above.

"Others" includes those who advance to higher studies, clinical practice trainees (including candidates), those enrolling at specialized training colleges or at 5 universities overseas, those of unknown status and those who are deceased.

Figure 12 – Shifts in the ratio of those who found employment among postgraduate students who completed a doctoral course

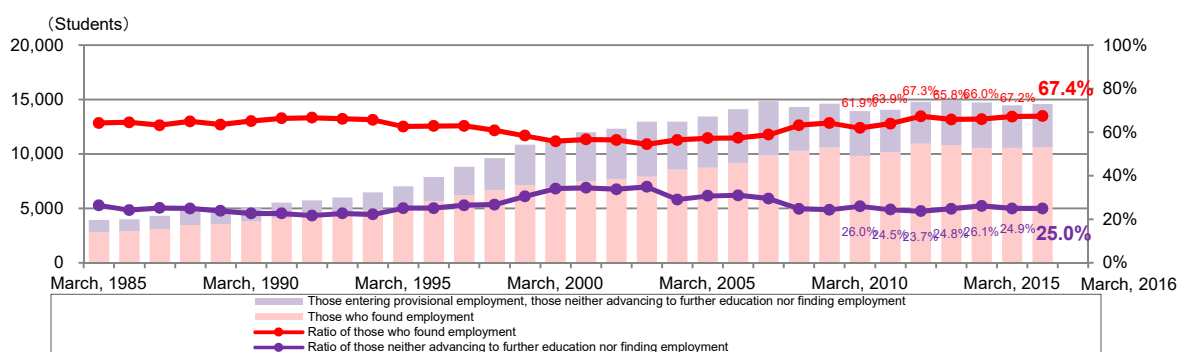
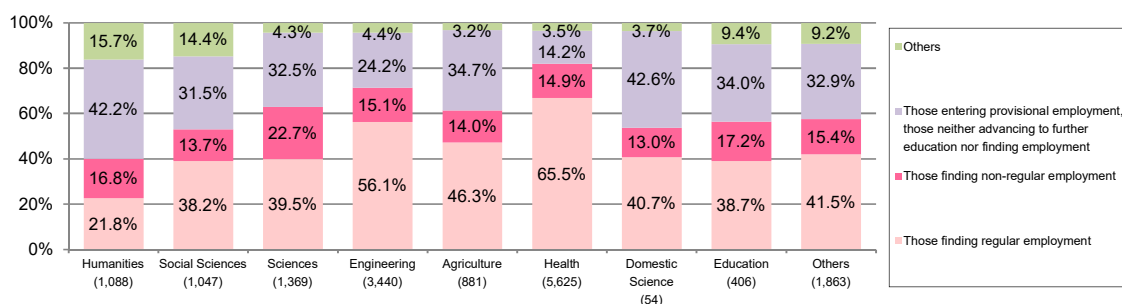


Figure 13 – Destinations of graduates by academic discipline



### III. Ratio of female teachers

○ The ratio of female teachers reached a new high at 51.4%, being up 0.8 points on the previous academic year. What is more, the ratio of women in management positions was 25.8%, being up 0.9 points on the previous academic year. This result also represented a new high.

Figure 14 – Ratio of female teachers

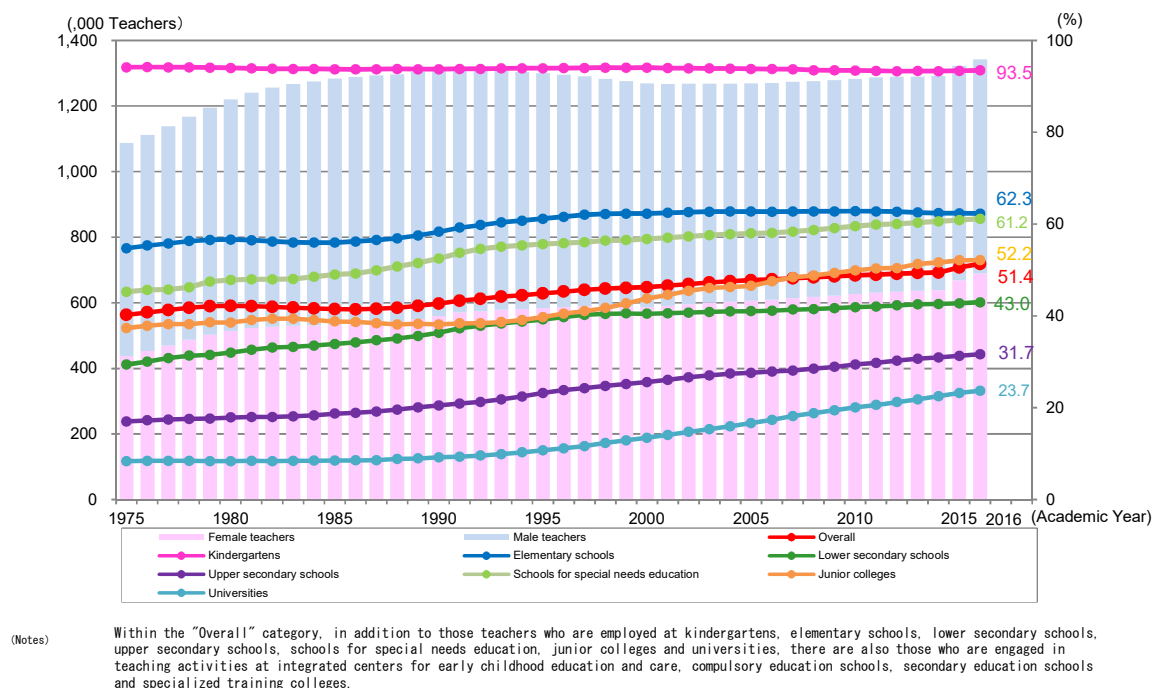
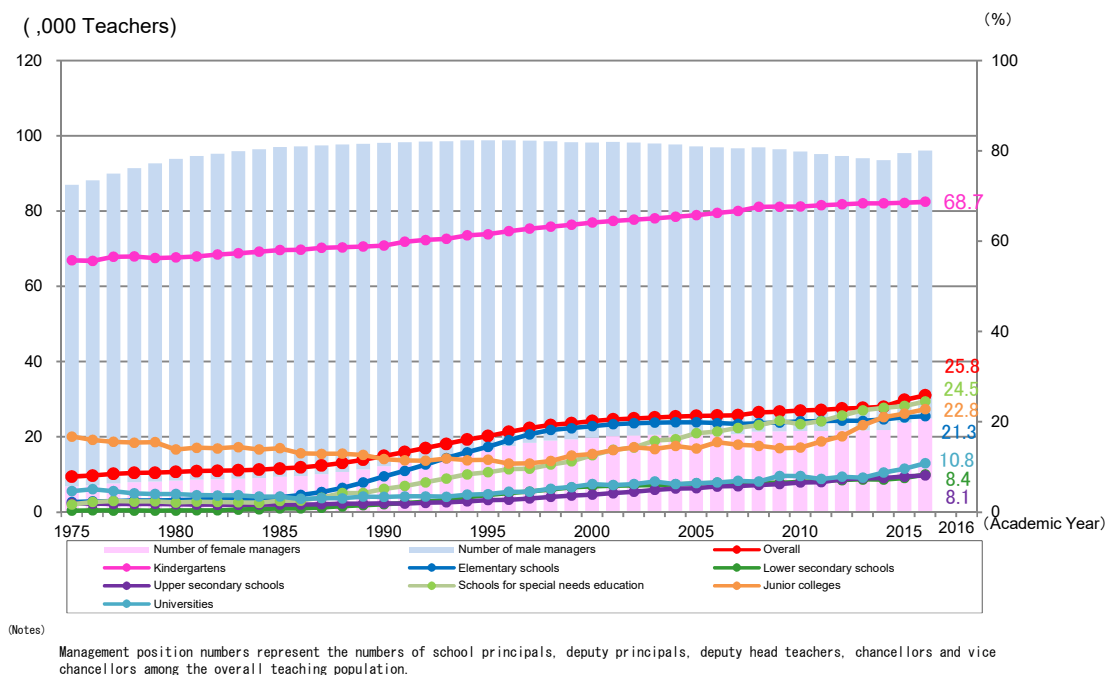


Figure 15 – Ratio of women in management positions





#### IV. The state of children whose status has been unknown for a year or more

○ There were some 104 children whose status had been unknown for a year or more. Since the 2011 academic year, this figure has declined for the fifth year in a row.

Figure 16 – Shifts in the numbers of children whose status has been unknown for a year or more

