



United Nations  
Educational, Scientific and  
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# Secondary Education Regional Information Base: Country Profile

## Japan





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Educational, Scientific and  
Cultural Organization



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The project received a generous financial contribution from the Government of Japan.

# Reader's Guide

The following symbols are used in the statistical tables:

- ... No data available
- na Not applicable
- \* National estimation
- \*\* UIS estimation
- Magnitude nil or negligible
- <sup>+n</sup> Data refers to the school or financial year (or period) after the reference year (or period).
- <sup>-n</sup> Data refers to the school or financial year (or period) before the reference year (or period).

## General Notes:

The Secondary Education Information Base: Country Profile uses statistics from UNESCO Institute for Statistics (UIS) and national sources. Although in principle, UIS statistics are used as the primary data source to facilitate comparison with other countries, nationally available statistics are used extensively where specific data is not available from UIS.

All data indicated as UIS data was retrieved from UIS Data Centre ([www.uis.unesco.org](http://www.uis.unesco.org)) on March 3, 2010. Statistics from national sources were collected through questionnaires, and the original sources are indicated under each table/figure.

All tables and figures have been compiled by UNESCO Bangkok.

## Definitions:

A comprehensive list of education indicators, including their definition, purpose, calculation method, and formulas used in their calculation is available from UIS Glossary of Education Indicators ([www.uis.unesco.org](http://www.uis.unesco.org)).

The year cited in tables and figures refers to the year in which the academic or financial year ends. Therefore, wherever the given year is spread across two calendar years, the year is cited according to the later year (e.g. academic year 2003/04 is presented as 2004). As for the statistics retrieved from national sources, the reference year is reserved as presented in the original source.

# Abbreviations

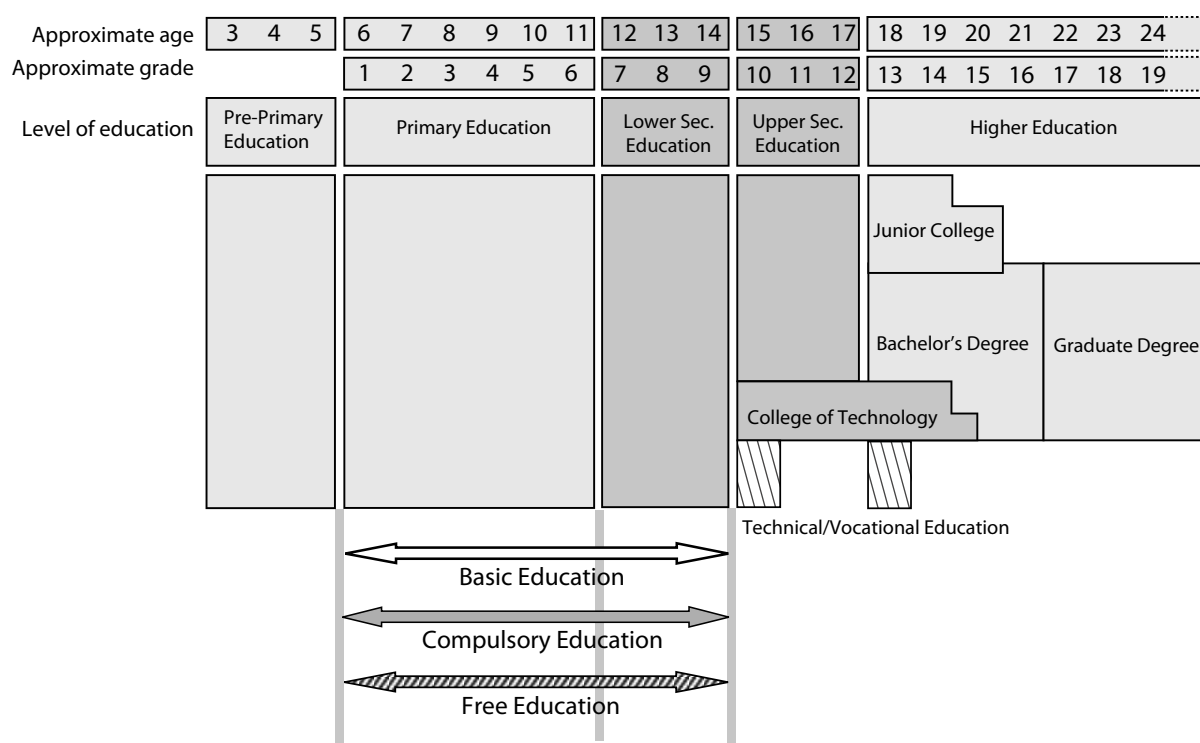
ADB	Asian Development Bank
ECC	Education and Culture Centre
EFA	Education for All
EMIS	Education Management Information Systems
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GPI	Gender Parity Index
IBE	International Bureau of Education
ICT	Information and Communication Technologies
JBIC	Japan Bank for International Cooperation
JICA	Japan International Cooperation Agency
JPY	Japanese Yen
MEXT	Ministry of Education, Culture, Sports, Science and Technology
MIAC	Ministry of Internal Affairs and Communications
NER	Net Enrolment Ratio
NIER	National Institute for Educational Policy Research
PPP	Purchasing Power Parity
PTR	Pupil-Teacher Ratio
TVET	Technical and Vocational Education and Training
UIS	UNESCO Institute for Statistics
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNPD	United Nations Population Division
USAID	United States Agency for International Development
USD	United States Dollar
WB	World Bank



## 1. Secondary Education at a Glance

### 1.1 Education System

Figure 1. Education Structure: Approximate Starting Age and Duration



### 1.2 Size of Schooling Sector

Table 1. School-aged Population, 2009

	School-aged population	Avg. Annual Growth Rate, 2001-2009
Primary	6,995,928	-0.67%
Secondary	7,226,253	-1.95%
Lower Secondary	3,575,559	-1.52%
Upper Secondary	3,650,694	-2.37%

Source: UNESCO Institute for Statistics. 2010.

Table 2. Enrolment, 2007

	Enrolment	Avg. Annual Growth Rate, 2001-2007
Primary	7,220,111	-0.40%
Secondary	7,427,059	-2.46%
Lower secondary	3,632,927	-2.12%
Upper secondary	3,794,132	-2.77%

Source: UNESCO Institute for Statistics. 2010.

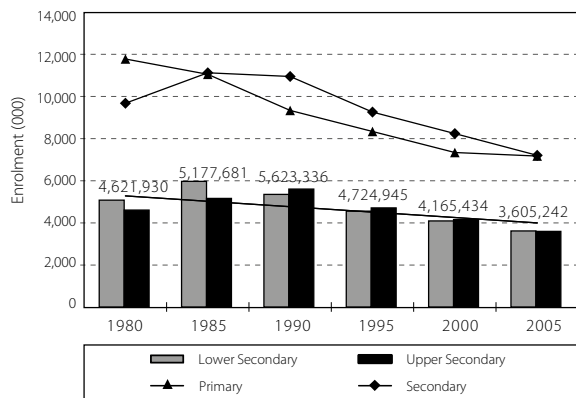
Table 3. Number of Teaching Staff (full and part-time), 2007

	Number of teaching staff	Avg. Annual Growth Rate, 2001-2007
Primary	390,542	1.24%
Secondary	607,663	-0.39%
Lower secondary	260,330	0.00%
Upper secondary	347,333	-0.68%

Source: UNESCO Institute for Statistics. 2010.

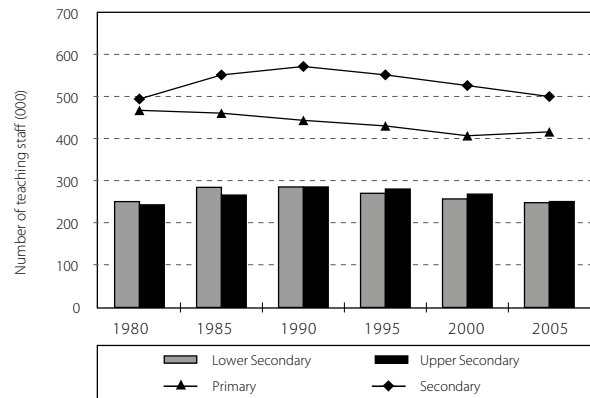
Note: Average annual growth rate was calculated by UNESCO Bangkok on the basis of UIS statistics.

**Figure 2. Change in Number of Enrolment, 1980-2005**



Source: MEXT. 2008b.

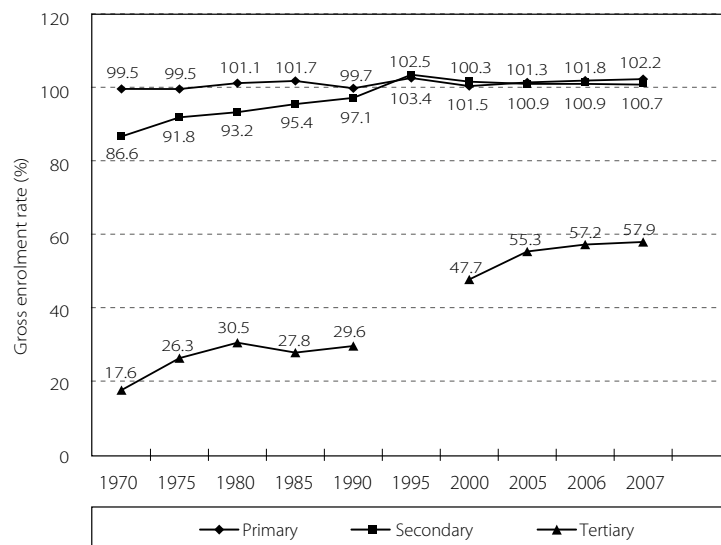
**Figure 3. Change in Number of Teaching Staff, 1980-2005**



Source: MEXT. 2008b.

### 1.3 Access and Participation

**Figure 4. Change in GER by Level, 1970-2007**



Source: UNESCO Institute for Statistics. 2010.

**Table 4. GER in Secondary Education, 2007**

	Total	Male	Female	GPI
Secondary	100.7%	100.6%	100.7%	1.00%
Lower secondary	100.6%	100.7%	100.5%	1.00%
Upper secondary	100.7%	100.5%	100.9%	1.00%

Source: UNESCO Institute for Statistics. 2010.

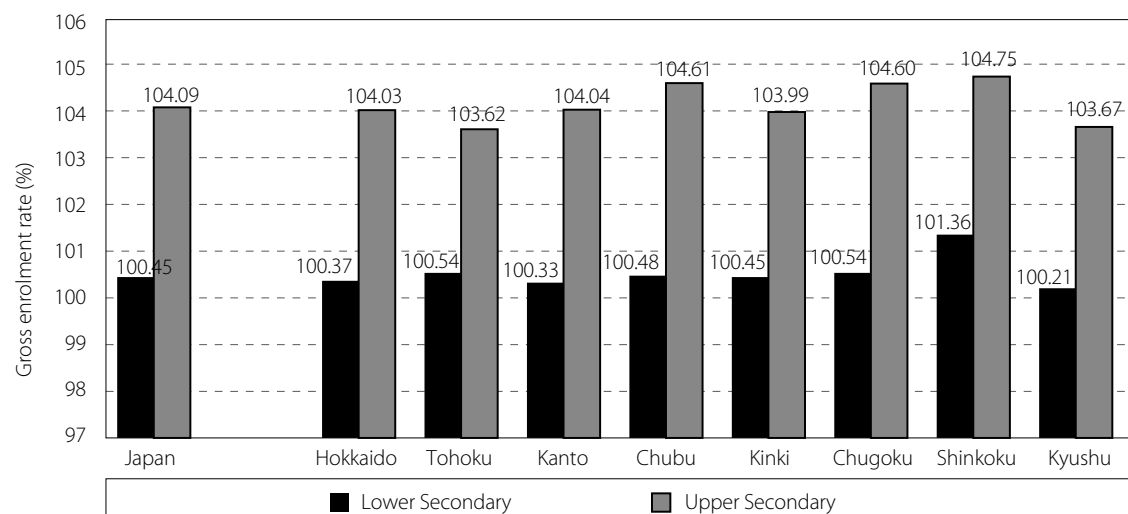
**Table 5. NER in Secondary Education, 2007**

	Total	Male	Female	GPI
Secondary	98.0%	97.8%	98.2%	1.00%

Source: UNESCO Institute for Statistics. 2010.

## 1.4 Geographical Distribution of Access

Figure 5. GER by Region, 2005



Sources: MEXT. 2005 and MIAC. 2005.

Note: Calculation from MEXT.

Table 6. GER by Region and Sex, 2005

	Lower secondary			Upper secondary		
	Total	Male	Female	Total	Male	Female
Hokkaido	100.4%	100.4%	100.4%	104.0%	105.2%	102.9%
Tohoku	100.5%	100.6%	100.5%	103.6%	104.3%	102.9%
Kanto	100.3%	100.4%	100.2%	104.0%	104.6%	103.4%
Chubu	100.5%	100.5%	100.4%	104.6%	105.5%	103.7%
Kinki	100.5%	100.7%	100.2%	104.0%	104.2%	103.8%
Chugoku	100.5%	100.6%	100.4%	104.6%	105.5%	103.6%
Shikoku	101.4%	101.3%	101.5%	104.8%	105.7%	103.8%
Kyushu	100.2%	100.3%	100.2%	103.7%	104.3%	103.0%
National	100.5%	100.5%	100.4%	104.1%	104.7%	103.4%

Source: MEXT. 2005 and MIAC. 2005.

Note: Calculation from MEXT.

## 1.5 Student Progression

Table 7. Progression Indicators, 2007

Gross primary graduation ratio	...
Transition rate from primary to secondary (General)	99.98% <sup>(1)</sup>
Gross enrolment ratio in total secondary	97.70% <sup>(1)</sup>
Percentage of repeaters in total secondary	0.50% <sup>-1(2)</sup>
Upper secondary gross graduation ratio (General)	93.20% <sup>(1)</sup>
Upper secondary gross graduation ratio (TVE)	88.77% <sup>(1)</sup>

Source: (1) MEXT. 2008a. (2) MEXT. 2007b.

## 1.6 PTR and Average Class Size

**Table 8. Pupil-Teacher Ratio, 2007**

Lower secondary	13.96%
Upper secondary	10.92%

Source: UNESCO Institute for Statistics. 2010.

**Table 9. Average Class Size, 2007**

Lower secondary	30.2
Upper secondary	...

Source: MEXT. 2008a.

## 2. Institutional Context of Secondary Education

### 2.1 Education System

Formal education in Japan consists of pre-primary (one to three years), primary (six years), lower secondary (three years), upper secondary (three years) and higher education (two to five years). Children aged 3, 4 and 5 can start kindergarten, which is aimed at developing their mind and body in an educative environment. All children who have reached the age of 6 are required to attend elementary school. Lower secondary school for children between the ages of 12 and 15 is also part of compulsory education.

Those who have completed the nine-year compulsory education in elementary and lower secondary school may go on to upper secondary school. Students normally take entrance examinations to enter upper secondary school. In addition to full-day courses, there are also part-time and correspondence courses. Full-day courses last three years, while both part-time and correspondence courses last three years or more. The last two courses are mainly intended for young workers who wish to pursue their upper secondary studies in a flexible manner in accordance with their own needs. All these courses lead to a certificate of upper secondary education.

Higher education institutions in Japan include universities, junior colleges and colleges of technology. In addition, specialized training colleges that offer post-secondary courses may also be regarded as one type of higher education institution. Universities offer courses of at least four years leading to a bachelor's degree. Some may set up graduate schools offering advanced studies in a variety of fields leading to master's and doctor's degrees. Junior colleges, aimed at developing vocational or practical life skills, offer two or three-year programmes in different fields of study leading to the title of associate. Some may also offer advanced courses, which may lead to a bachelor's degree. Credits from junior colleges may be transferred to universities towards a bachelor's degree.

Special needs education is offered to children with comparatively severe disabilities at kindergarten, elementary, lower secondary and upper secondary levels. It is available at special education schools and regular schools. For children with mild disabilities, special small classes are offered in regular elementary and lower secondary schools.

(See Figure 1. Education Structure: Approximate Starting Age and Duration)

### 2.2 Legislative Framework and Key Policy Documents

#### *The Constitution of Japan (1946)*

The Constitution mandates the right of the people to receive education as follows:

All people shall have the right to receive an equal education corresponding to their abilities as provided for by law. The people shall be obligated to have all boys and girls under their protection receive general education as provided for by law. Such compulsory education shall be free (IBE, 2006).

According to the amendment that took effect in 2003 (*Education Amendment Act 2002*), primary education is compulsory for all children aged six and there is a legal penalty for parents who fail to enrol their children. Compulsory education does not yet extend to the secondary level.

### ***The Fundamental Law of Education (Law No.120) (2006)***

The Fundamental Law of Education established the basis for post-World War II education in Japan and was enacted in 1947. It remained unchanged until the recent amendment in 2006. The change introduced a number of key reforms including, but not limited to: stressing the importance of lifelong learning and public-mindedness; the introduction of a school evaluation guide for compulsory education, which made schools accountable to parents, guardians and local residents; allowing appointments of vice-principals from the private sector without teaching certificates and experience in the education sector, etc. (MEXT, 2006a).

The law consists of 18 articles in four chapters and stipulates the purpose and principles of education, providing equal opportunity for education and nine years of compulsory education. It also forms the basis of all education-related laws such as the School Education Law and the Social Education Law. Education in Japan has been carried out in accordance with the spirit of the Fundamental Law of Education since post-war.

### ***The School Education Law (2007)***

This law was also enacted in 1947 after the War, but it has been revised as new types of schools emerged. The present law defines schools as kindergartens, elementary schools, lower secondary schools, upper secondary schools, secondary schools, special education schools, universities and colleges of technology. The aims, principles, methods and management of the school education system are elaborated in the law.

The School Education Law is linked to several laws, including:

1. Law Concerning Class Size and the Standard of Fixed Number of Educational Personnel in Public Compulsory Education Schools; Law Concerning the Planned Establishment of and the Standard of Fixed Number of Educational Personnel in Public Upper Secondary Schools.
2. Law Concerning Free Provision of Textbooks in Compulsory Education Schools; Law Concerning Measures for Free Provision of Textbooks in Compulsory Education Schools; Law Concerning Provisional Measures on Publication of Textbooks.
3. School Health Law; School Lunch Law; National Stadium and School Health Center of Japan Law.
4. Law Concerning National Treasury's Responsibility for the Encouragement of School Attendance of Pupils Having Financial Difficulties; Law Concerning the Encouragement of Attending Schools for the Blind, Deaf and Other Disabled Children; Japan Scholarship Foundation Law.
5. School Library Law; Law for Promotion of Science Education; Vocational Education Promotion Law; Law for Promotion of Upper Secondary Day/Evening and Correspondence Education; Law for Promotion of Education in Isolated Areas.
6. University of the Air Foundation Law.

### ***The Social Education Law (2007)***

The Social Education Law has been amended 13 times since it was established in 1949. Based on the Fundamental Education Law, this law clarifies the mission of national and local public organizations with regard to social education. Social education is defined as organized education activities mainly for youth and adults other than education activities at schools under the School Education Law. The law covers social education consultants, *Kominkan* (Community Learning Centre: CLC) and distance education.

Related laws include: Library Law; Museum Law; Law for Promotion of Youth Classes; Sports Promotion Law.

## 2.3 Administrative Structure

The education system in Japan is managed by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) at the national level, the Prefectural Board of Education at the provincial levels and the Municipal Board of Education at the district level.

The present MEXT was established in 2001 by integrating the Ministry of Education with the Science and Technology Agency. Through the implementation of education and lifelong learning, the ministry's mission is to develop creative human resources with rich humanity and promote advancements in academia, culture, sport, science and technology. It establishes the fundamental framework of the education system in Japan and sets national standards for school establishment, curriculum, teacher certification, class size, etc. The ministry also offers guidance, advice and assistance to prefectural and municipal boards of education concerning educational content, school management and other relevant issues.

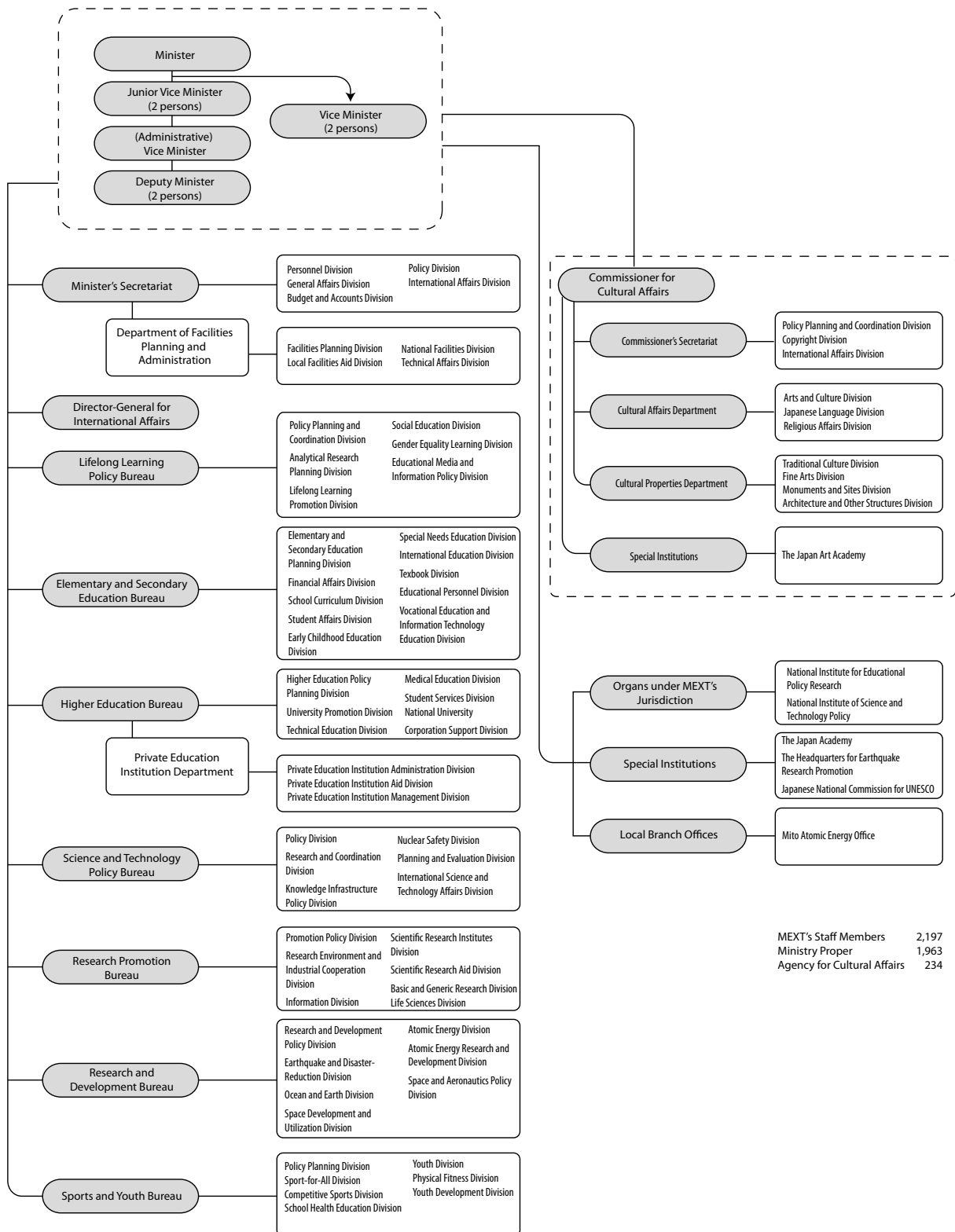
Since the implementation of the decentralization principle post-World War II, there has been no hierarchical relationship between the central and local governments. This means that each level of policy-making is equal and independent. However, the central government monitors the relationship between the heads of local governments and schools. Each prefectural board of education consists of five members appointed by the governor with the consent of the prefectural assembly. They hold office for four years. The board administers upper secondary schools and special education schools within its prefecture: it proposes budget and bills to the governor; issues teachers' certificates; appoints and dismisses teachers; pays teachers' salaries; selects the textbooks used at schools; and oversees all public schools, libraries, museums and other cultural/educational institutions established by the prefecture. The Prefectural Board of Education also supports municipal boards of education in proper implementation of educational administration and management.

Municipal boards of education administer and operate schools (mainly elementary and lower secondary schools) and cultural and social educational institutions (citizen's halls, libraries, museums, etc.) established by the municipality. They also implement educational programmes including courses and lectures for adults and cultural and sports events.

The following government offices/departments are responsible for different functions of secondary education management:

Functions	Responsible body
General secondary education	Elementary and Secondary Education Bureau
Vocational training at the secondary level	
Private education	
Personnel management and development	Elementary and Secondary Education Bureau; National Institute for Educational Policy Research
Teacher development and training	Elementary and Secondary Education Bureau
Curriculum development and research	
Learning assessment	Elementary and Secondary Education Bureau; National Institute for Educational Policy Research
Material/textbook distribution	Elementary and Secondary Education Bureau
Planning	
Budgeting	
Education Management Information Systems	

Figure 6. MEXT Organizational Chart, 2007



MEXT's Staff Members	2,197
Ministry Proper	1,963
Agency for Cultural Affairs	234

Source: MEXT. 2007a.

## 2.4 Financing

Education funding comes from three main sources: national tax revenue, local tax revenue and tuition fees. National funds for education are divided into direct expenditures to universities and national museums and subsidies for education to prefectures and local tax grants, in which the amount allocated to education is at the discretion of each local government. Tuition is collected at upper secondary schools.

The national government provides several kinds of subsidies for education to prefectures and municipalities. In general, half of the education funding is from the central government and half is from local governments. The table below details the proportion of national subsidies for compulsory education.

**Table 10. Proportion of National Subsidies for Compulsory Education, 2006**

	National subsidies	Local funds
Teacher salaries	50%	50%
Construction of school buildings	35-50%	50-65%
Instructional materials & equipment	50%	50%
Facilities & equipment for vocational education	45%	55%
Promotion of education in isolated areas	50%	50%
Promotion of social & physical education	33-50%	50%-66%

Source: NIER, 2009.

The prefectural budget for education is allocated either directly to schools under the prefectural management authority or to municipalities in the prefecture, which then allocates to each institution/school. The amount of budget allocated to a school is usually based on its size.

Fiscal year is 1 January – 31 December.

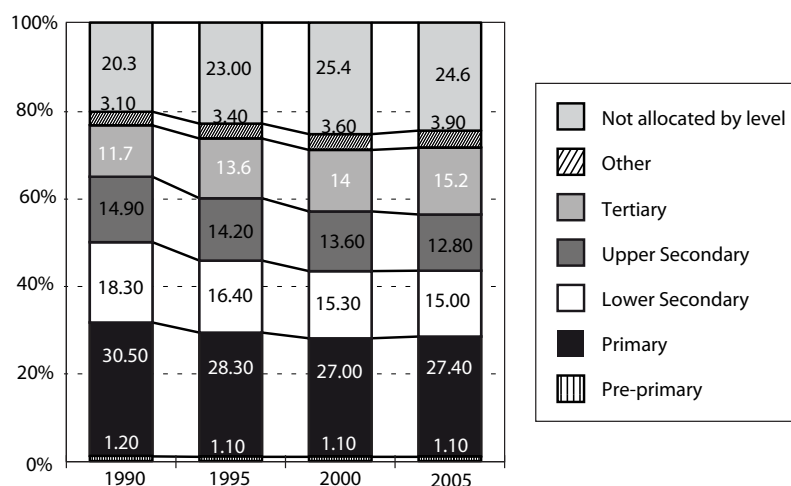
School year is 1 April – 31 March.

**Table 11. Public Expenditure on Education, 2006**

As % of GDP <sup>(1)</sup>	3.48%
As % of total gov. expenditure <sup>(2)</sup>	9.50%
Per pupil as % of GDP per capita <sup>(1)</sup>	21.49%
Primary education	21.94%
Secondary education	22.37%
Tertiary education	19.06%

Source: UNESCO Institute for Statistics, 2010.

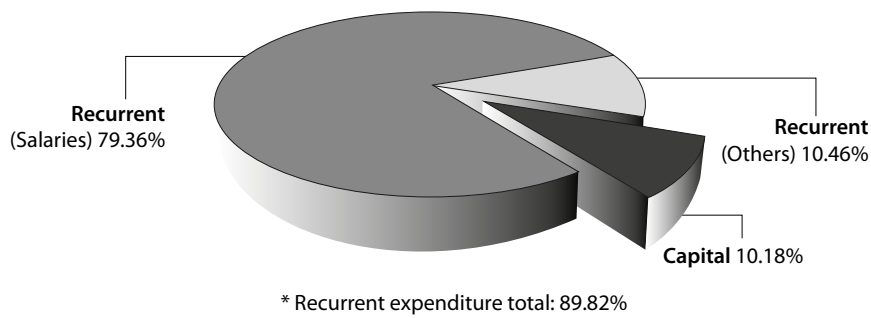
**Figure 7. Resource Allocation by Level as % of Total Education Expenditure, 1990-2005**



Source: MEXT, 2006c.



**Figure 8. Educational Expenditure by Nature of Spending, 2006**



Source: UNESCO Institute for Statistics. 2010.

Note: Figures are in percentages of total education expenditure on public institutions at the primary, secondary and post-secondary level.

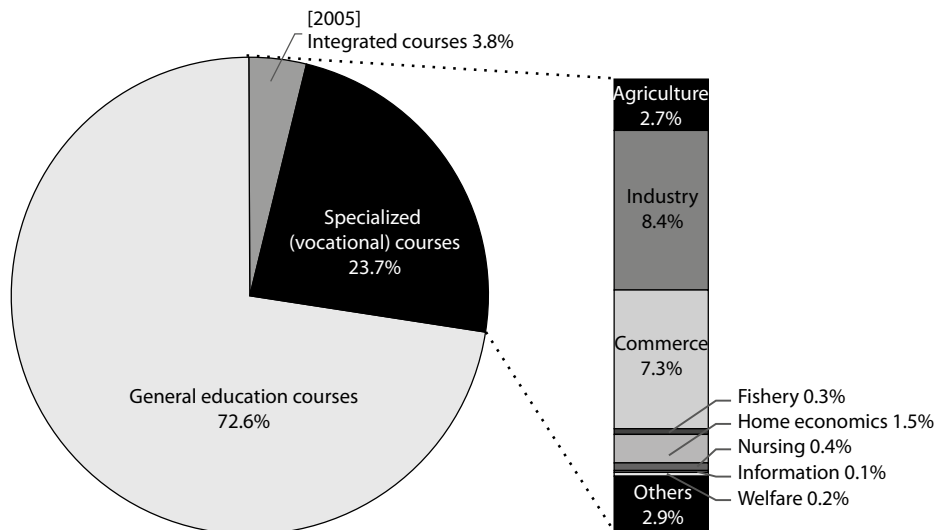
### 3. General Secondary Education

#### 3.1 Types of Schools

General secondary education in Japan is offered in lower secondary schools (three years) and upper secondary schools (three years). Most are public schools under the management of the municipality or the prefecture. A limited number of schools are national schools and managed directly by MEXT.

Figure 9 shows the percentage distribution of upper secondary school students by the type of course in 2005. Total of 72.6 percent of upper secondary students take the general education course, while 23.7 percent take the specialized (vocational) course.

**Figure 9. Percentage Distribution of Upper Secondary School Students by Type of Course, 2005**



Source: MEXT. 2006b.

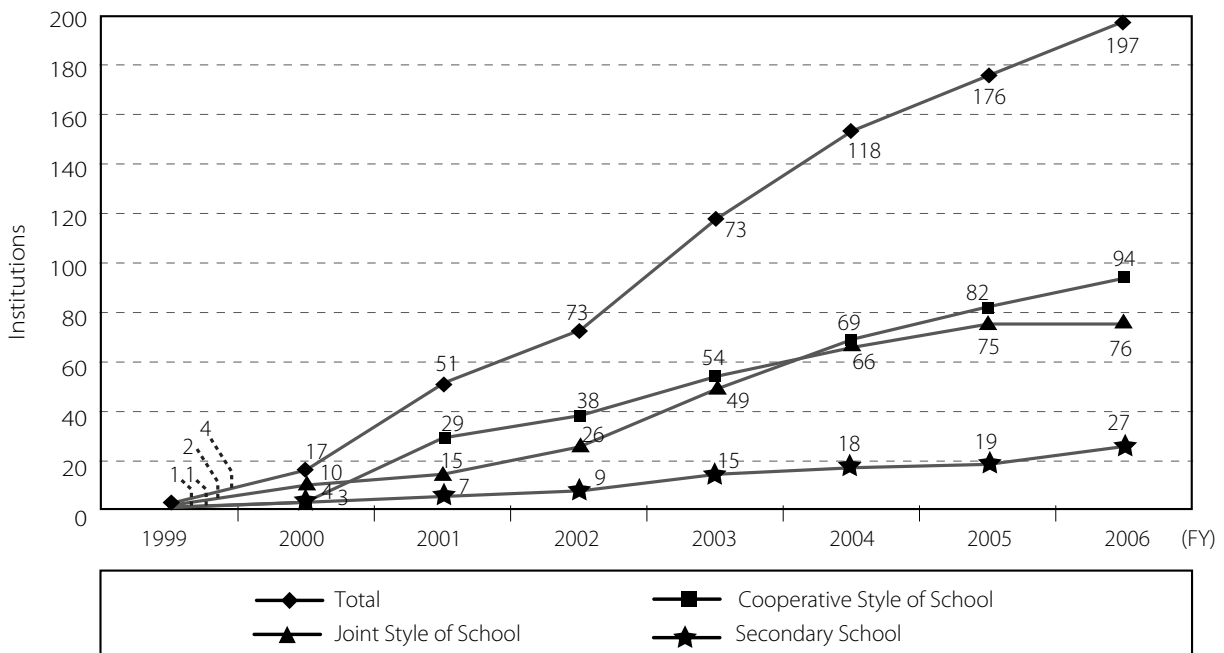
In April 1999, a new type of six year secondary education school, the “unified secondary school” was introduced. Unified secondary schools combine lower and upper secondary general and specialized education. The lower division in the first three years provides lower secondary school education and the upper division in the latter three years offers upper secondary school education. Students are not required to take an entrance examination for the upper secondary level. The elimination of the examination removes the burden and stress carried by students during an important time in their learning and development. Figure 10 shows an increasing trend in the number of unified secondary schools. The number of unified secondary schools has also increased since the introduction of the system in 1999 with a particularly marked increase in the joint style of schools (MEXT, 2006b).

**Table 12. Types of Secondary Schools and Administrative Authority, 2007**

	Grade						Administrative Authority	Number of Institutions
	7	8	9	10	11	12		
National lower secondary	■	■	■				MEXT	76
Public lower secondary	■	■	■				Municipality	10,150
Private lower secondary	■	■	■				School/Prefectural Governor	729
National upper secondary				■	■	■	MEXT	15
Public upper secondary				■	■	■	Prefectural	3,976
Private upper secondary				■	■	■	School/Prefectural Governor	1,322
National unified secondary	■	■	■	■	■	■	MEXT	3
Public unified secondary	■	■	■	■	■	■	Prefectural	17
Private unified secondary	■	■	■	■	■	■	School/Prefectural Governor	12

Source: MEXT, 2008.

**Figure 10. Trends in Number of Unified Secondary Schools, 1999-2006**



### 3.2 Admission Requirements

Admission to lower secondary school requires completion of six years of elementary schooling. Private lower secondary schools may ask students to take an entrance examination. Selection can be competitive for well-known schools because admission almost guarantees entrance into a good university. Transition from lower secondary to upper secondary also generally requires an entrance examination. For admission to most public upper secondary schools, entrance examinations are organized by the municipal/prefectural boards of education. Private schools manage their own entrance examinations. Based on students' entrance examination scores and overall grades, public and national schools select students from their school district.

### 3.3 Student Assessment and Promotion

#### *Annual Promotion*

At the lower secondary level, students are automatically promoted to the next grade each year. Term test results and school attendance are taken into account for annual promotion in upper secondary schools. The school holds responsibility for creating and scoring term assessments.

**Table 13. Percentage of Repeaters by Grade and Sex, 2006**

	Lower secondary			Upper secondary		
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Both sexes	...	...	...	0.8%	0.5%	0.1%
Male	...	...	...	...	...	...
Female	...	...	...	...	...	...

Source: MEXT, 2007b.

#### *Graduation*

In order to graduate from lower secondary school, students must meet the school attendance requirement. Because there is no national regulation specifying the maximum number of absences allowed, the attendance requirement varies from school to school. Some schools or districts require students to attend at least one-third or half of the total school opening days.

For graduation from upper secondary, both school attendance and class credit must be met. It is up to each school to decide the number of school days students need to attend in order to graduate. As for the number of class credits required, there is no national regulation and the requirement differs from school to school. Many schools require students to take 74 classes for graduation. The credits are grouped into two types: mandatory and elective. Mandatory classes include Japanese, social studies, mathematics, science, art, foreign language, home economics, information management and integrated studies. Students can select classes of their interest as electives within these courses, such as history, Japanese classics, etc.

Because attendance is an important factor in annual promotion and graduation, teachers take the first few minutes of each class to record the number of students absent and the reason. This data is collected by MEXT each year.

**Table 14. Progression of Graduates (Lower Secondary to Upper Secondary or TVE), 2009**

Upper secondary school	97.9%
Technical and vocational school	0.3%

Source: MEXT. 2009.

**Table 15. Progression of Graduates (Upper Secondary to TVE or Universities/Colleges), 2009**

Technical and vocational school	14.7%
Universities and colleges	53.9%

Source: MEXT. 2009.

### 3.4 Tuition

Education is provided free of charge up to and including the lower secondary level in public and national schools. However, private lower secondary schools charge, on average, USD\$3,800 in tuition per year. Other than tuition, there are also miscellaneous fees such as Parent-Teacher Association (PTA) fees, material fees and school trip fees. For public and national schools, miscellaneous fees are approximately USD\$1,100 a year. This amount can be up to five times higher for private schools.

All upper secondary schools including public and national schools charge tuition. Tuition charged at national schools is determined by MEXT while prefectural and municipal boards of education set the amount for schools under their management. Private schools have the authority to set the tuition rate at their schools. On average, tuition is USD\$1,000 in public and national schools and USD\$3,000 in private schools per year. In addition, miscellaneous fees are USD\$2,200 per year in public and national schools and USD\$3,500 a year in private schools (NIER, 2009).

### Support Programmes

Financial support for education is coordinated by the Japan Student Services Organization, which operates through funding from the central government. The Organization provides loans based on financial needs to students who have demonstrated excellent achievement and who cannot otherwise attend school. The loans come interest-free or long-term with low interest. One of the scholarships offered under the interest-free loan scheme is an "emergency scholarship system" for students with unexpected loss of financial support. Scholarships are also provided by local governments, non-profit organizations and schools.

### 3.5 Curriculum

The current national curriculum (Course of Study) for lower and upper secondary schools in Japan took effect in 2002 and 2003 respectively. A new national curriculum, announced in 2008, will be introduced at the elementary level in 2011, lower secondary in 2012 and upper secondary in 2013. All textbooks used in schools are authorized by MEXT.

The new Course of Study aims to expand subject content and provide a balanced approach to knowledge, moral and physical development. The change followed criticism from researchers and media that the recent decline in student achievement was caused by a reduced number of hours spent learning. Based on the results of various assessments and surveys, the new Course of Study is designed to strengthen students' achievement in subject areas by reversing this trend – increasing the number of hours spent on learning and cutting down those spent on integrated studies.

The Course of Study is generally standardized across the country with the exception of Integrated Study. For this approach, each school may conduct creative and original educational activities on cross-sectional/comprehensive issues beyond the framework of subjects, such as international understanding, information, environment and welfare and health as well as topics that draw the interest and preference of the students, according to the circumstances of the community, school and students (IBE, 2010). At the upper secondary level, elective courses may vary from school to school.

A more comprehensive and detailed description of the curriculum is available from IBE's *World Data on Education* database ([www.ibe.unesco.org/Countries/WDE/2006/index.html](http://www.ibe.unesco.org/Countries/WDE/2006/index.html)).

**Table 16. Statutory School-Opening Days, Teaching Weeks Per Year and Teaching Hours Per Week**

	School opening days per year	Teaching weeks per year	Teaching hours per week
Lower secondary	na	35+ weeks	28* hours
Upper secondary	na	35+ weeks	30* hours

Source: MEXT, 2004.

Note: With the introduction of the new curriculum, the teaching hours will increase slightly.

## 4. Private Education

Private education plays a significant role in the Japanese formal education system, with close to 20 percent of secondary students enrolled in private institutions (Table 17). The Private School Law, enacted in 1949 and last amended in 2007, endorses the development of private (independent) schools for the public good. MEXT also “places the promotion of private schools as an important policy issue” (MEXT, 2007a). It has several support channels set up to provide subsidies and special tax treatment for private schools.

In general, private schools are supported by their own tuition fees. However, the government under the Private School Promotion Subsidy Law provides subsidies to private institutions for current and other expenditures. In fiscal year 2007, MEXT (2007a) contributed 454.7 billion yen, or 8.6 percent, of its total budget to grants for private schools. In addition, aid grants amounting to 103.9 billion yen were provided to cover current expenditures at private schools. MEXT also set aside 22.7 billion yen as management expenses for private school facilities. Low interest long-term loans for private institutions are also available through the Promotion and Mutual Aid Corporation for Private Schools of Japan. Schools can use the funding to improve their facilities and equipment (IBE, 2006).

Private schools are not under the jurisdiction of the municipal authorities but of the prefectural government. Prefectural governors have the power to approve the establishment or abolition of private schools, to require the schools to submit reports concerning their educational activities, statistics and other necessary matters and to order them to close if they violate laws and regulations. Prefectural governors must, however, seek the opinion of the Private School Council set up in each prefecture before certain powers are exercised. Upon meeting the required standards set by the supervisory authority and obtaining the approval of the Education Minister, private organizations are permitted to set up private education institutions. Teachers are expected to meet the same qualifications as all public secondary school teachers. The course of study must comply with national standards, although more variety of classes may be offered at private schools.

**Table 17. Percentage of Enrolment in Private Institutions, 2001 and 2007**

	2001			2007		
	All	General	TVE	All	General	TVE
Secondary education	18.58%	16.62%	...	19.12%	17.32%	...
Lower secondary	5.56%	5.69%	na	6.46%	6.88%	na
Upper secondary	30.60%	30.44%	30.44%	30.56%	30.56% <sup>-2</sup>	30.56% <sup>-2</sup>

Source: UNESCO Institute for Statistics, 2010.

Note: The percentages were calculated by UNESCO Bangkok on the basis of UIS Statistics.

## 5. Secondary Level Technical and Vocational Education and Training

Students are entitled to apply for technical and vocational education after completing lower secondary school and two categories of upper secondary school courses such as specialized and integrated subjects related to technical and vocational education. Specialized courses are intended to provide vocational or other specialized education for those students who have already chosen to pursue a particular vocation. These courses may include agriculture, industry, business, fishery, home economics, nursing, science-mathematics, etc. Integrated courses comprehensively offer general and specialized education (IBE, 2006). A few institutes provide courses “within the same campus,” offering more than one department (stream) within an institution.

In higher education, not only colleges of technology (*koto-senmongakko*), but also special training schools (*sensyu gakko*) and miscellaneous schools (*kakushu gakko*) offer advanced technical and vocational courses. The duration of the course in Colleges of Technology is five years (and five and half years for mercantile marine courses) (IBE, 2006). While the first three years are considered equivalent to upper secondary education in terms of students’ age, it is legally and officially recognized as part of higher education. Students who have Completed Colleges of technology are granted the title of associate and may apply for admission to the upper division of university, which means a transfer to the third and fourth year in the university system. Colleges of Technology are also allowed to offer two-year advanced courses which follow the five-year programme in order to provide a higher level of technical education.

Specialized training colleges and miscellaneous schools, mostly privately controlled, provide three classified courses such as upper secondary, post-secondary and general courses. Each course gives at least 40 students systematic instruction, lasting not less than one year, for 800 class hours or more per year. Upper secondary courses offered by specialized training colleges are called “upper secondary specialized training”, and post-secondary courses are known as “specialized training college.” Both require a minimum of one year to complete. For admission, the former requires the completion of compulsory education, while the latter accepts those who have graduated from upper secondary schools or upper secondary courses of specialized training colleges. The title of “technical associate” is awarded to those who complete post-secondary courses that fulfil certain criteria, including a study period of at least two years. Students who have completed an upper secondary course lasting three years or more at specialized training colleges designated by the minister are entitled to apply for admission to university. The completion of lower secondary school is required for admission to the courses of miscellaneous schools. These courses normally last one year or more with at least 680 class hours per year, but there are also shorter courses of three months or more.

Most programmes at the secondary level are provided by MEXT. Of the few types offered by other entities, the Ministry of Defence has schools for those who have completed compulsory education and intend to serve in the national defence force.

In the field of vocational and technical training, institutions under the Ministry of Labour provide a wide range of skill-training courses. The Ministry of Agriculture, Fishery and Forestry also organizes various training programmes for junior farmers, fisherman and forestry workers (Kanaya, 1995, p. 485 in IBE, 2006).

In recent years, an increasing number of secondary schools integrate vocational experience and learning in jobs/professions in the context of “career education.”

**Table 18. Enrolment in TVET Institutions, 2000 and 2007**

	2000			2007		
	All	General	TVE	All	General	TVE
Secondary education	8,782,114	7,637,639	1,144,475	7,427,059	6,504,875	922,184
Lower secondary	4,264,318	4,264,318	na	3,632,927	3,632,927	na
Upper secondary	4,517,796	3,373,321	1,144,475	3,794,132	2,871,948	922,184

Source: UNESCO Institute for Statistics. 2010.

## 6. Teachers in General Secondary Education

**Table 19. Number of Teachers and Key Indicators, 2007**

	Number of teachers in general programmes	Percent of female teachers in all programmes	Percent of certified teachers in all programmes	Pupil-teacher ratio in general programmes
Secondary education	519,244	31.1 <sup>-4</sup>	...	12.6 <sup>-2</sup>
Lower secondary	260,330	40.0 <sup>-4</sup>	...	14.3 <sup>-2</sup>
Upper secondary	258,914	24.6 <sup>-4</sup>	...	11.4 <sup>-2</sup>

Source: UNESCO Institute for Statistics. 2010.

### 6.1 Teacher Management

While municipal education committees and prefectural education committees take responsibility for recruitment, deployment and remuneration at each lower and upper secondary level management is assigned to the school head. In contrast, the prefectural board of education is responsible for appointing teachers of prefectural schools, elementary/lower secondary schools and part-time courses of upper secondary schools. Teachers at private kindergartens and elementary and secondary schools are appointed by the authority of the corporation establishing the respective school, while the Minister of Education is in charge of appointing teachers at elementary and secondary schools attached to a national university. Usually, the prefectural board of education conducts a teacher appointment examination for certified teacher candidates every year, which comprises written tests in general education subjects, professional subjects and teaching subjects, interviews, essay tests and practical tests in physical education, fine arts, foreign languages, etc. The board appoints a new teacher after comprehensively considering both his/her results in the appointment examination, his/her academic performance at the university level and his/her social experience (IBE, 2006).

The salary scale for teachers in public schools is based on two factors: their educational attainment and the length of their service. Besides the provision of salary, public school teachers receive further allowances (including family allowance, cost-of-living adjustment allowance, housing allowance, travel allowance and a "bonus") (IBE, 2006). Until March 2004, the salary level of teachers in public schools was based on the level of salaries paid to teachers in national schools by law. However, this law was abolished in April 2004 and since then the salary scales are defined and reviewed by each prefecture by ordinance.

### 6.2 Qualifications and Pre-service Training

To be qualified to become a lower or upper secondary school teacher, one must acquire a regular certificate such as an Upper, First or Second License. Each type of certificate is further distributed into several categories according to subject. The Upper License requires a four-year bachelor's degree followed by two years of education at the post-graduate level. The First License needs only a four-year bachelor's degree. Lastly, a minimum of a two-year associate degree is required to achieve the Second License, which can be acquired via distance education. These regular teaching certificates are granted by a prefectural board of education and remain valid as long as they are renewed every ten years. For the renewal of a license, teachers have to complete courses totalling 30-hours within a two year-period before the license expires. The prefectural education committee is ultimately in charge of issuance and deprivation of licenses for prefectural schools (which are primarily upper secondary schools), municipal primary/lower secondary schools and part-time courses of upper secondary schools, while the municipal education committee handles other municipal schools (IBE, 2006).

Pre-service training for secondary school teachers in Japan is mainly provided at universities or junior colleges approved by MEXT. Lower secondary school teachers are trained at national, local public or private universities, while upper secondary school teachers are trained at national, local public and private graduate schools as well as at those universities approved by MEXT (IBE, 2006).

## 6.3 In-service Training

All levels – national, prefectural and municipal – provide in-service training to both lower and upper secondary teachers. The training is provided by university professors, specialized government officials and experienced teachers. Training is mandatory by law in the first and fifth year of a teacher's career. Trainings in the fifth and fifteenth year of service are encouraged for the career development of teachers at the prefecture level. A system was established to provide training to teachers who have reached their tenth-year in the teaching profession in order to improve their skills in teaching the content of textbooks and in providing student guidance according to their individual abilities and aptitude. A one-year compulsory training for all first-year teachers is conducted at the prefectural and municipal levels. Several types of trainings are provided to experienced teachers at the national level, but municipal level training depends on necessity. Teachers are also provided with other training according to their teaching experience as well as social experience training at private companies. Furthermore, a variety of training programmes for developing leaders in school education and for addressing urgent challenges are provided by the Independent Administrative Institution National Center for Teachers' Development, which was established by MEXT in April 2001 to address the need for constant training for teachers (IBE, 2006).

## 7. Recent Reforms

### *The new Course of Study*

MEXT announced a new national curriculum for pre-primary, elementary, secondary, and special-needs education in 2008. There are three basic concepts of this reform. First, the review of curriculum based on new education philosophy which is outlined in the revised Basic Act on Education and other amendments. Second, the cultivation of three important components of achievement: i) to acquire the basic knowledge and skills, ii) to encourage the ability to think, judge and express with acquired knowledge and skills and iii) the motivation to learn. Third is the cultivation of richness in spirit and a healthy body. The reform is sequentially according to sub-sectors, started with pre-primary in 2009, and extending to elementary in 2011, lower secondary in 2012 and upper secondary in 2013. Special-needs education is incorporated under each of the sub-sector reforms.

Regarding lower secondary education, the proposed reforms require increasing the number of classes of Japanese, social studies, mathematics, science, foreign languages, healthy and physical education by ten percent. In addition, adding one additional class per week in each grade is required. In upper secondary education, there are three reforms: (1) setting common obligatory subjects (i.e., Japanese, mathematics and foreign languages); (2) allowing schools to the option to provide over the standard 30 class credit hours per week at full-time high schools; and (3) promotion of learning opportunities to ensure the acquisition of learning content covered in compulsory education.



## 8. Involvement of Development Agencies

Below is a list of major secondary education-related projects (recently completed or ongoing) that Japan supports through external development agencies (as of September 2009):

Project Title	Agency (type of assistance)	Level of Education	Implementation Period	Links
Pakistan: Balochistan Middle Level Education Project	JICA (Loan)	SE	1997-2004	...
Philippines: Secondary Education Development and Improvement Project (SEDIP)	ADB/JICA (Loan)	SE	1999-2008	<a href="http://www.adb.org/projects/project.asp?id=25182">www.adb.org/projects/project.asp?id=25182</a>
Morocco: Rural Secondary Education Expansion Project	JBIC (Loan)	LS	2003-2011	<a href="http://www.jica.go.jp/english/news/jbic_archive/autocontents/english/news/2004/000026/appendix.html">www.jica.go.jp/english/news/jbic_archive/autocontents/english/news/2004/000026/appendix.html</a>
Iraq: School Rehabilitation Project	UN-HABITAT (Grant)	PE + LS	2004-2006	<a href="http://www.unhabitat.org/content.asp?cid=7068&amp;catid=203&amp;typeid=13&amp;subMenuId=0">www.unhabitat.org/content.asp?cid=7068&amp;catid=203&amp;typeid=13&amp;subMenuId=0</a>
Cambodia: Project for Improvement of Science and Mathematics Education at Upper-Secondary Level (ISMEC)	JICA (TA)	US	2005-2008	<a href="http://www.jica.go.jp/project/cambodia/0601296/english/01/index.html">www.jica.go.jp/project/cambodia/0601296/english/01/index.html</a>
Indonesia: Regional Educational Development and Improvement Programme (REDIP)	JICA (TA)	LS	2005-2008	<a href="http://www.jica.go.jp/cambodia/english/activities/pdf/statistics.pdf">www.jica.go.jp/cambodia/english/activities/pdf/statistics.pdf</a>
Algeria: Earthquake-Affected Education Sector Reconstruction Project	JBIC (Loan)	PE + LS + US	2005-2011	<a href="http://www.jica.go.jp/english/news/jbic_archive/autocontents/english/news/2005/000046/index.html">www.jica.go.jp/english/news/jbic_archive/autocontents/english/news/2005/000046/index.html</a>
Indonesia: Strengthening In-Service Teacher Training in Mathematics and Science for Junior Secondary Level (SISTTEMS)	JICA (TA)	LS	2006-2008	...
Uganda: Secondary Science and Mathematics Teachers' Project (SESEMAT)	JICA (TA)	LS	2008	<a href="http://www.jica.go.jp/english/operations/evaluation/tech_and_grant/project/term/africa/pdf/uganda_2007_1.pdf">www.jica.go.jp/english/operations/evaluation/tech_and_grant/project/term/africa/pdf/uganda_2007_1.pdf</a>
Jordan: Second Education Reform for the Knowledge Economy Project	WB/JICA (Loan)	PE + SE	2009-2015	<a href="http://web.worldbank.org/external/projects/main?Projectid=P105036&amp;Type=Overview&amp;theSitePK=40941&amp;pagePK=64283627&amp;menuPK=64282134&amp;piPK=64290415">http://web.worldbank.org/external/projects/main?Projectid=P105036&amp;Type=Overview&amp;theSitePK=40941&amp;pagePK=64283627&amp;menuPK=64282134&amp;piPK=64290415</a>
Malawi: Strengthening of Mathematics and Science in Secondary Education Phase II (SMASSE)	JICA (TA)	SE	2008	<a href="http://gwwweb.jica.go.jp/km/ProjectView.nsf/VWAEPrint/C9FF1BCD7B3C8309492575D10035E21C">http://gwwweb.jica.go.jp/km/ProjectView.nsf/VWAEPrint/C9FF1BCD7B3C8309492575D10035E21C</a>
Science and Mathematics Education Improvement	Cambodia	US	2005-2010	...
Teaching Methods Improvement Project	Mongolia (Grant)	PE+LS+US	2005-2008	...
Science and Mathematics Teacher Training	Lao PDR (TA)	PE+LS	2004-2008	...
Medium-Rise School Building Programme for the National Capital Region	Philippines (Grant)	PE + SE	2007-2008	<a href="http://www.adb.org/Projects/project.asp?id=24098">www.adb.org/Projects/project.asp?id=24098</a>
Strengthening of Mathematics and Science Education (SMASSE)	Rwanda (TA)	SE	2008-2011	<a href="http://www.jica.go.jp/rwanda/english/activities/activity01.html">www.jica.go.jp/rwanda/english/activities/activity01.html</a>
Construction of Educational Facilities	Bhutan (Grant)	SE		<a href="http://www.jica.go.jp/bhutan/english/activities/activity01.html">www.jica.go.jp/bhutan/english/activities/activity01.html</a>
Integrated Plan for Junior Secondary Education Improvement in South Sulawesi Province in the Republic of Indonesia	Indonesia (TA)	LS	2007-2010	<a href="http://www.jica.go.jp/project/english/indonesia/0701858/outline/index.html">www.jica.go.jp/project/english/indonesia/0701858/outline/index.html</a>

PE = Primary Education; SE = Secondary Education; LS=Lower Secondary; US=Upper Secondary; VE=Vocational Education

Note: The implementation period of the projects differs between the year of project approval and the [estimated] project completion year as stipulated on each project website.

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Visit the *Secondary Education Regional Information Base* website to access the latest version or to check the status of updates. Other country profiles are also available from the website ([www.unescobkk.org/education/secondary-education/publications](http://www.unescobkk.org/education/secondary-education/publications)).



# Background Statistics: Development Indicators

## Geography

1	Area	364,485 km <sup>2</sup> (land)
		13,430 km <sup>2</sup> (water)

Source: Central Intelligence Agency. 2009.

## Demography

2	Total population, 2007 <sup>(1)</sup>	127.4 million
3	Population growth rate, 2005-2010 <sup>(2)</sup>	-0.07 %
4	Life expectancy at birth, 2005-2010 <sup>(2)</sup>	82.7 years (total)
		79.0 years (male)
		86.2 years (female)
5	Total fertility rate, 2005-2010	1.27

Source: (1) UNDP. 2010. (2) UNPD. 2010.

## Social and Economic Indicators

6	Population below the national poverty line	NA
7	Population below the absolute poverty line	NA
8	GDP, 2007	USD 4,384.3 billion
		USD 4,297.2 billion (PPP)
9	GDP per capita, 2007	USD 35,313
		USD 33,632 (PPP)
10	GDP per capita annual growth rate, 1990-2007	1.0 %
11	Human Development Index, 2007	0.960

Source: UNDP. 2010.

## Education Indicators

12	Adult literacy rate (ages 15 and above) <sup>(1)</sup>	...
13	Youth literacy rate (ages 15-24) <sup>(1)</sup>	...
14	School life expectancy, 2007 <sup>(1)</sup>	15.0 years (total)**
		15.2 years (male)**
		14.9 years (female)**
15	EFA Development Index, 2007 <sup>(2)</sup>	0.994

Source: (1) UNESCO Institute for Statistics. 2010. (2) UNESCO. 2010.



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