



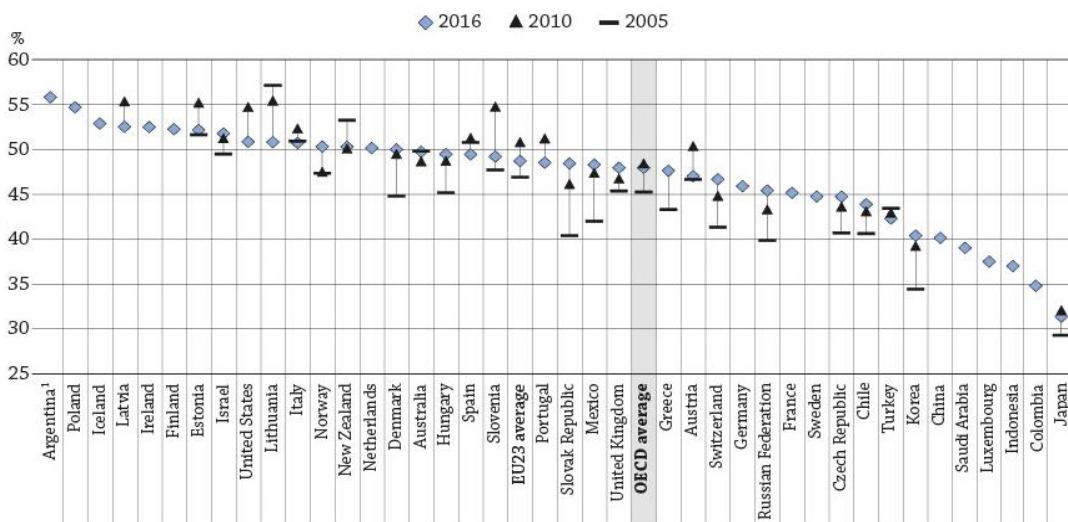
## EDUCATION AT A GLANCE 2018

*Education at a Glance: OECD Indicators* is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD and partner countries.

### Japan

- While women are more likely to attain tertiary education level than men, **they are more likely to enrol in short-cycle tertiary programmes.**
- The employment rate of tertiary-educated women has increased **by 11 percentage points, the sharpest increase among OECD countries.**
- **Japan has some of the highest tertiary tuition fees** among OECD countries with available data, and they have been increasing in the past decade.
- In spite of high tuition fees, **over half of the working-age population is tertiary educated.** This share rises to 60% among 25-34 year-olds.
- Households account for **more than 50% of the funding for both early childhood education and tertiary education**, placing a significant financial burden on families. However, **only 23% of children under the age of 3 are enrolled in early childhood education and care (ECEC), lower than the OECD average (31%).**
- **Teachers work longer hours** than in other OECD countries, and are required to participate in tasks other than teaching, such as student counselling, school management or extracurricular activities.

Figure 1: Share of female new entrants into doctoral programmes (2005, 2010, 2016)



1. Year of reference 2015 instead of 2016.

Countries are ranked in descending order of the share of female new entrants into doctoral (ISCED 8) programmes in 2016.

Source: OECD / UIS / Eurostat (2018), Table B4.1, Education at a Glance Database, <http://stats.oecd.org/>. See Source section at the end of this indicator for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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## Women have higher tertiary attainment than men in Japan but are more likely to enrol in short-cycle tertiary programmes

- Japan has one of the highest shares of young adults attaining tertiary education: 60% of 25-34 year-olds attained tertiary education in Japan in 2017, the second highest share across OECD countries. Tertiary attainment among young women is slightly higher than for young men, with 62% attaining tertiary education compared to 59% for men.
- While they have higher overall tertiary attainment, women are more likely than men to enrol in short-cycle tertiary programmes in Japan. In 2016, 43% of female first-time tertiary entrants chose short-cycle programmes, compared to only 28% among their male counterparts and 16% on average across OECD countries. This higher share may be the result of selection by field of study: approximately half of new entrants to these programmes study health and welfare or services, traditionally favoured by women. Upper secondary vocational programmes show the same gendered pattern of selection of fields of study: women make up 83% of upper secondary graduates from health and welfare programmes, and 81% from services programmes.
- Women are also less likely to participate at higher levels of tertiary education in Japan, both compared to men and to other OECD countries: 55% of female new tertiary entrants in Japan enrol in bachelor's programmes compared to 74% on average across OECD countries. In comparison, 70% of first-time male new tertiary entrants enrol in bachelor programmes in Japan. Among new entrants to doctorate programmes, women represented 31% in 2016, the lowest share across OECD countries (Figure 1).
- The employment rate among women with a tertiary education has increased by 11 percentage points in the past decade, reaching 79% in 2017, similar to the OECD average of 80%. This increase is particularly significant given that women's employment has fallen in more than half of OECD countries during the same period. The higher labour market outcomes for tertiary-educated women in Japan follows specific policies implemented by the government after 2013 and that aimed to boost economic growth by encouraging women's participation in the labour market and their advancement in the workforce, usually known as "womenomics" (Groysberg et al., 2017).
- Upward educational mobility is still very limited in Japan, as only one-quarter of adults without a tertiary-educated parent had attained tertiary education in 2015, compared to three-quarters of those with at least one tertiary-educated parent. Considering Japan has the second highest share of tertiary-educated adults with at least one tertiary-educated parent among countries with available data, this trend highlights the perpetuation of educational achievement across generations.
- Disparities in educational attainment lead to inequalities in employment opportunities, but these are less stark in Japan than in other countries. Even though tertiary-educated 25-64 year-olds are more likely to be employed than those who have attained upper secondary education, the difference in employment rates is only 5 percentage points, half the average difference across OECD countries.
- Many tertiary graduates in Japan find themselves working in jobs requiring lower qualifications. Up to 29% of adults with at least a bachelor's degree were working in a job requiring only an upper secondary qualification in 2012. Japan has the highest share of overqualified tertiary workers across all OECD countries and more than the double of the OECD average of 13%.

## In spite of increasing tuition fees, tertiary attainment remains high

- Tuitions fees in bachelor or equivalent level in public institution in Japan are the fourth highest across OECD countries with available data, after England, the United States and Chile, at USD 5 218. Tuition fees for tertiary programmes increased between 2005 and 2016, ranging from a 3% increase for doctoral programmes to an 8% increase for bachelor's programmes, placing a high financial burden on students and their families. However, Japan has recently implemented reforms to improve the financial support system for students, including a grant-type scholarship scheme, increased interest-free student loans, and the introduction of an income-based repayment system (a flexible monthly repayment system after graduation). In 2014, 45% of tertiary students in Japan benefited from publicly funded loans. The average debt on graduation is USD 32 170 and repayment can take up to 15 years for students graduating with a bachelor's degree, one of highest debt burdens on tertiary graduates across OECD countries with available data.
- In spite of these high fees, tertiary education has been expanding significantly in Japan. In 2017, 51% of 25-64 year olds were tertiary-educated, well above the OECD average of 38%, and the second highest across OECD countries after Canada (57%).

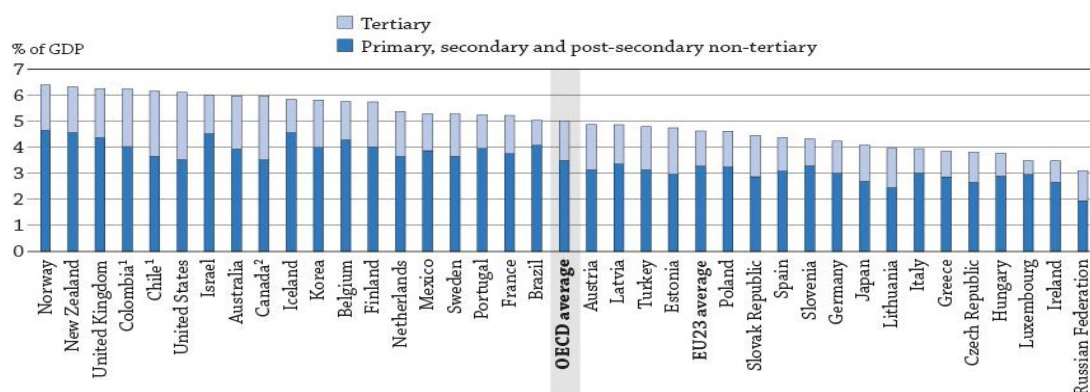
- If current patterns continue, 80% of the adult population are expected to enter tertiary education at least once in their lifetime and 72% are expected to graduate, compared to 66% and 49% on average across OECD countries.
- Japan has the smallest age range among first-time entrants to tertiary education, with almost all first-time entrants starting tertiary education before the age of 18. While tertiary attainment is quite high in general, opportunities for continuing adult learning and second chance programmes are very scarce in Japan (OECD, 2018).
- Japan receives more international students than it sends abroad, although in both cases the rates are smaller than on average across OECD countries. International students make up 4% of all tertiary students in Japan compared to 6% of total enrolment in OECD countries. Similarly, 1% of Japanese national students are enrolled abroad, half the total foreign enrolment of students across OECD countries (2%). Almost two-thirds of international students in Japan come from neighbouring countries, mostly from other Asian Pacific countries and in particular from the People's Republic of China (representing 53% of international students in Japan).

### Total spending on primary to tertiary educational institutions has remained largely unchanged in the past decade

- Japan spends consistently more per student than on average across OECD countries across all education levels. Total spending on primary to tertiary educational institutions is USD 12 120 per student, higher than the OECD average of USD 10 391. There has been almost no change in expenditure on primary to tertiary institutions since 2010, in spite of declining student numbers.
- Although Japan's spending per student on primary to tertiary educational institutions is higher than the average across OECD countries, spending as a share of gross domestic product (GDP) is lower. On average, OECD countries spend 5% of their GDP on primary to tertiary educational institutions, compared to 4.1% in Japan. Spending as a share of national wealth is particularly low at primary and secondary level, at 2.7% of Japan's GDP, compared to an OECD average of 3.5% (Figure 2).
- Japan also spends less on education as a share of total government expenditure: 6.3% of Japan's total public expenditure is spent on primary, secondary and post-secondary non-tertiary institutions, compared to 8% on average across OECD countries. The difference is even more striking for tertiary education, which accounts for 1.7% of public expenditure, just over half the average for OECD countries (3%).
- As in two-thirds of OECD countries, over 90% of the funding on primary and secondary educational institutions comes from public sources in Japan. Tertiary educational institutions, on the other hand, rely heavily on private funding: 68% of expenditure is privately funded at this level in Japan, over twice the OECD average of 30%. More than three-quarters of private expenditure comes directly from households. However, the relative proportion of public and private expenditure on tertiary education has remained relatively stable between 2005 and 2015.
- Japan is investing heavily in its infrastructure, particularly at the primary and secondary levels, where capital costs represent 13% of total spending, about twice as much as the OECD average of 7%. At the tertiary level however, capital costs are similar to the average across OECD countries of 13%.

**Figure 2. Total expenditure on educational institutions as a percentage of GDP (2015)**

From public, private and international sources, by level of education



1. Year of reference 2016.

2. Primary education includes data from pre-primary and lower secondary education.

Countries are ranked in descending order of total expenditure on primary to tertiary educational institutions.

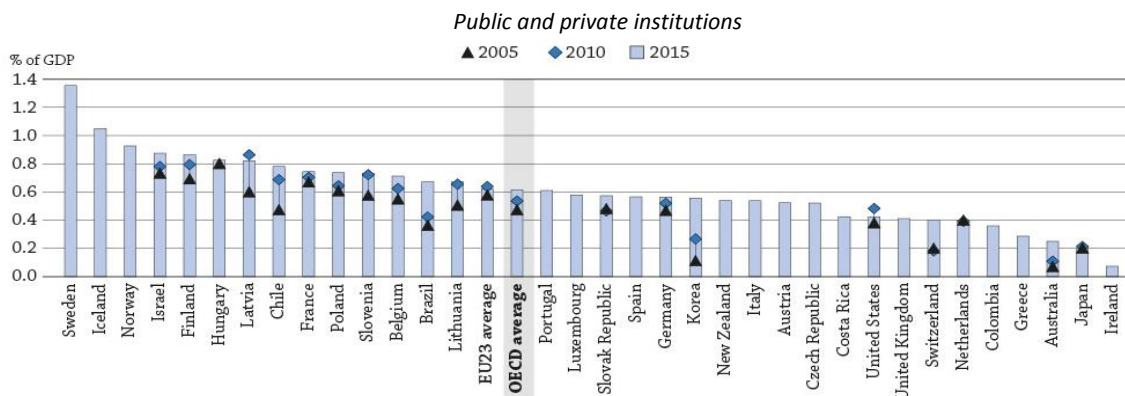
Source: OECD / UIS / Eurostat (2018), Table C2.1. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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## Early childhood education and care services are still mainly funded by households and the enrolment of children under the age of 3 remains lower than the OECD average

- Young children are less likely to be enrolled in early childhood education and care (ECEC) in Japan than on average across OECD countries. In 2015, 23% of children under the age of 3 were enrolled in formal ECEC services in Japan, lower than the OECD average of 31%. However, the enrolment rate among these very young children is on the rise: 16% of children under 3 were enrolled in ECEC in 2005 and 19% in 2010. Although the enrolment of children in ECEC services is crucial for both mothers' employment and children's development (OECD, 2017), Japan's policies aiming at increasing childcare availability are barely beginning to show an effect.
- Enrolment rates of 3 to 5 year-olds in ECEC are much higher, with most children enrolled in pre-primary education (ISCED 02): 84% of 3-year-olds are enrolled in ECEC, 8 percentage points higher than the OECD average. The enrolment of 4- and 5-year-olds is near universal in Japan, at over 95%.
- Spending on pre-primary education in Japan is one of the lowest across OECD countries, with only 0.2% of GDP spent on pre-primary programmes, one-third of the average spending across OECD countries (Figure 3).
- Over half of expenditure on early childhood education comes from private sources: 52% of expenditure on pre-primary education is privately funded, of which 65% comes from households. As a result, about three-quarters of children in pre-primary education in Japan are enrolled in independent private institutions. In most OECD countries except for Ireland and Japan, children are either enrolled in public or government-dependent institutions. Japan has addressed the financial burden on families for early childhood education through the Second Basic Plan for the Promotion of Education (2013-17). This act aims to incrementally eliminate fees in an effort to promote universal early childhood education and care for all children (OECD 2015). This implementation is also expected to encourage women who wish to balance a professional career and family life.

Figure 3. Expenditure on pre-primary (ISCED 02) education as a percentage of GDP (2005, 2010 and 2015)



Note: Comparison between countries' relative expenditure on ECEC is also a function of the duration of pre-primary education. For example, a shorter duration of pre-primary education as the result of an earlier transition to primary education may explain why some countries have expenditure on ECEC as a percentage of GDP below the OECD average (see duration of pre-primary education in Table B2.4, available on line).

Countries are ranked in descending order of expenditure as a percentage of GDP in 2015.

Source: OECD (2018), Table B2.3a. See Source section at the end of this indicator for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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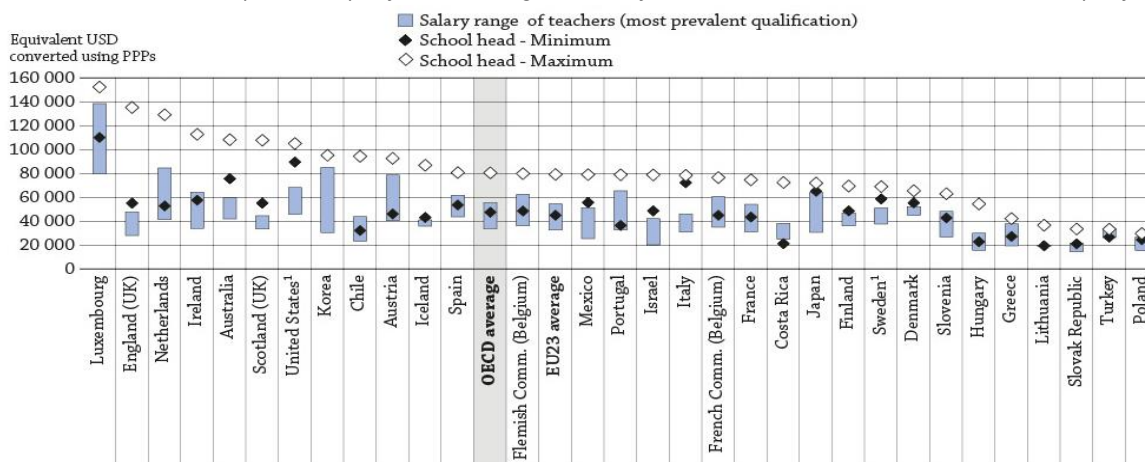
## Teachers in Japan face large classes and work longer hours than their OECD peers

- Japan has the second largest class sizes (27 students) in primary education across OECD countries after Chile (30 students), well above the OECD average of 21 students. Classes get even larger in lower secondary education, with 32 students per class on average in both public and private institutions in Japan, 9 students more than the OECD average. Although these numbers are still very large, the number of students per class has decreased by 4% over the past decade, both in primary and lower secondary education.
- Japanese teachers have some of the longest statutory working hours among OECD countries, 1 883 hours per year from pre-primary to upper secondary education. This is over 200 hours more than the OECD average at all levels. In spite of longer working hours, teachers spend relatively little time teaching. Teaching time in Japan is much lower than the OECD average at all levels. In lower secondary general programmes, for instance, teachers spend 616 hours per year teaching, compared to an OECD average of 693 hours. This is due to the fact that teachers in Japan accomplish a variety of other mandatory tasks such as student counselling, participation in school management, engagement in extracurricular activities and participation in mentoring programmes.
- Students in Japan spend 763 hours per year in class in primary school, below the OECD average of 793 hours, and 893 hours per year in lower secondary education, slightly below the OECD average of 913 hours. However, they do spend more days at school than most other OECD students, with the exception of Israel: 201 days per year at school on average in both primary and lower secondary education, compared to 185 days for primary level and 183 days for secondary on average across OECD countries. The school year in Japan usually starts in April and ends in March and school holidays are defined by each school administrator during the year.
- Teachers' statutory salaries vary very little for a given level of experience between primary, lower and upper secondary education in Japan. However, while starting salaries in Japan are lower than the OECD average, they rise faster with experience than in other countries. For example, after 10 years of experience teachers' salaries in Japanese primary and lower secondary schools are almost the same as the OECD average and after 15 years, teachers in primary and secondary schools, including those in upper secondary schools, earn more than the OECD average. Salaries at the top of the scale are about 12-20% higher in Japan than on average across OECD countries depending on the level of education taught, resulting in one of the largest differences between starting salaries and those at the top of the scale.
- Across primary, lower secondary and upper secondary education, school heads' minimum statutory salaries are between USD 64,958 and USD 66,563, about as high as teachers' maximum statutory salaries. The ratio between the maximum and minimum salaries for school heads, however, is low (1.11 to 1.14 depending on education level), suggesting that school heads get generous compensation compared to teachers, but enjoy a very limited progression in earnings throughout their careers (Figure 4). The lower progression may be due to the later start of school heads' career who progress from the ranks of teachers only after a significant number of years in Japan:

98% of school heads in Japan are over the age of 50, compared to 65% on average across OECD countries (OECD, 2016). Both school heads' and teachers' salaries are regulated at the regional level.

**Figure 4. Minimum and maximum statutory salaries for lower secondary teachers and school heads (2017)**

Based on teachers with most prevalent qualifications at a given level of education and school heads with minimum qualifications



1. Actual base salaries.

Countries and economies are ranked in descending order of maximum salaries of school heads.

Source: OECD (2018), Table D3.1b available on line and Table D3.10. See Source section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

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## Schools have limited autonomy over the organisation, planning and structure of instruction time

- The governance of schools is relatively decentralised in Japan, with one-third of decisions in public lower secondary education taken at the regional level by the 47 prefectural education boards, and less than one fourth at the local level. Only about 21% of decisions are taken at the school level, all within a framework set by a higher authority. Schools therefore have a limited amount of autonomy regarding the organisation of instruction (33% of decisions taken at the school level) and its planning and structure (50% of decisions). In particular, schools can define the course content, in accordance with the National Curriculum Standards, which serve as a general guideline for school curriculums
- However, few decisions regarding the management of personnel and resources are taken at the school level. These are taken mostly at the regional level, or at multiple levels. All decisions regarding the hiring, dismissal, conditions of service and salaries of both teachers and principals in public lower secondary education are taken at the regional level. Their duties are set locally, within a framework set at the regional level.

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### Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.


Lithuania was not an OECD member at the time of preparation of Education at a Glance and is therefore not included in the zone aggregates mentioned in the publication. However this country note, produced at a later stage, includes updated figures for the OECD and EU averages including Lithuania and therefore may differ from the figures mentioned in Education at a Glance.

## Japan - Country Note - Education at a Glance 2018: OECD Indicators

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**For more information on Education at a Glance 2018** and to access the full set of Indicators, visit [www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm).

Updated data can be found on line at <http://dx.doi.org/10.1787/eag-data-en> and by following the **StatLinks**  under the tables and charts in the publication.

**Explore, compare and visualise more data and analysis using:**  **Education GPS**  
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=JPN&treshold=10&topic=EO>.

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| <b>Questions can be directed to:</b>   | <b>Country note author:</b>  |
| Marie-Helene Doumet  | Axelle Magnier   |
| Directorate for Education and Skills   | Directorate for Education and Skills                                 |
| <a href="mailto:marie-helene.doumet@oecd.org">marie-helene.doumet@oecd.org</a> | <a href="mailto:axelle.magnier@oecd.org">axelle.magnier@oecd.org</a> |

## Key Facts for Japan in Education at a Glance 2018

| Source      | Main topics in <i>Education at a Glance</i>   | Japan             |              | OECD average |              |
|-------------|---|-------------------|--------------|--------------|--------------|
|             | <b>Equity</b>   |                   |              |              |              |
|             | <b>Educational attainment of 25-34 year-olds by gender</b>  | 2017              |              |              |              |
|             |   | % Men             | % Women      | % Men        | % Women      |
| Table A1.2  | Below upper secondary   | **                | **           | 17%          | 14%          |
|             | Upper secondary or post-secondary non-tertiary  | **                | **           | 46%          | 37%          |
|             | Tertiary  | 59%               | 62%          | 38%          | 50%          |
|             | <b>Percentage of 15-29 year-olds NEETs by country of birth</b>  | 2017              |              |              |              |
| Table A2.3  | Native-born   | **                |              | 13%          |              |
|             | Foreign-born  | **                |              | 18%          |              |
|             | <b>Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment</b>                                      | 2017              |              |              |              |
|             |   | Native-born       | Foreign-born | Native-born  | Foreign-born |
| Table A3.4  | Below upper secondary   | **                | **           | 56%          | 60%          |
|             | Upper secondary or post-secondary non-tertiary  | **                | **           | 76%          | 72%          |
|             | Tertiary  | **                | **           | 87%          | 79%          |
|             | <b>Earnings of 25-64 women relative to men, by educational attainment</b>   | 2016              |              |              |              |
| Table A4.3  | Below upper secondary   | **                |              | 78%          |              |
|             | Upper secondary or post-secondary non-tertiary  | **                |              | 78%          |              |
|             | Tertiary  | **                |              | 74%          |              |
|             | <b>Share of girls among repeaters in secondary general programmes</b>   | 2016              |              |              |              |
| Table B1.3  | Lower secondary   | **                |              | 39%          |              |
|             | Upper secondary   | **                |              | 42%          |              |
|             | <b>Percentage of women and men entering doctoral programmes by field of study</b>   | 2016              |              |              |              |
|             |   | % Men             | % Women      | % Men        | % Women      |
| Table B4.1  | Natural sciences, mathematics and statistics  | 15%               | 9%           | 22%          | 20%          |
|             | Engineering, manufacturing and construction   | 23%               | 9%           | 22%          | 10%          |
|             | Health and welfare  | 40%               | 46%          | 12%          | 19%          |
|             | <b>First-time tertiary graduates</b>  | 2016              |              |              |              |
| Table B5.1  | Share of female first-time tertiary graduates   | 52%               |              | 57%          |              |
|             | <b>Participation of 25-64 year-olds in formal and/or non-formal education</b>   | 2012 <sup>1</sup> |              |              |              |
| Table A7.1  | Participation of native-born adults and foreign-born adults who arrived in the country by the age of 25                             | 42%               |              | 49%          |              |
|             | Participation of foreign-born adults who arrived in the country at 26 or older  | **                |              | 48%          |              |
|             | <b>Early childhood education and care (ECEC)</b>  |                   |              |              |              |
|             | <b>Enrolment rates in ECEC at age 3</b>   | 2016              |              |              |              |
| Table B2.1a | ECEC services (ISCED 0) and other registered ECEC services  | 84%               |              | 76%          |              |
|             | <b>Share of children enrolled in pre-primary education (ISCED 02), by type of institution</b>                                       | 2016              |              |              |              |
| Table B2.2  | Public institutions   | 26%               |              | 68%          |              |
|             | Private institutions  | 74%               |              | 32%          |              |
|             | <b>Expenditure on pre-primary level (ISCED 02)</b>  | 2015              |              |              |              |
| Table B2.3a | Annual expenditure per child in USD (converted to PPPs)   | USD 7 499         |              | USD 8 426    |              |
|             | <b>Vocational education and training (VET)</b>  |                   |              |              |              |
|             | <b>Percentage of upper secondary students enrolled in vocational education, by programme orientation</b>                            | 2016              |              |              |              |
| Table B1.3  | All vocational programmes   | 23%               |              | 44%          |              |
|             | Combined school- and work-based programmes  | **                |              | 11%          |              |
|             | <b>Share of women among upper secondary graduates, by programme orientation</b>   | 2016              |              |              |              |
| Figure B3.1 | General programmes  | 51%               |              | 54%          |              |
|             | Vocational programmes   | 43%               |              | 46%          |              |
|             | <b>Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation</b>     | 2015              |              |              |              |
| Table C1.1  | General programmes  | **                |              | USD 8 981    |              |
|             | Vocational programmes   | **                |              | USD 10 831   |              |
|             | <b>Tertiary education</b>   |                   |              |              |              |
|             | <b>Share of international or foreign students, by education level<sup>2</sup></b>   | 2016              |              |              |              |
| Table B6.1  | Bachelor's or equivalent  | 2%                |              | 4%           |              |
|             | Master's or equivalent  | 7%                |              | 12%          |              |
|             | Doctoral or equivalent  | 18%               |              | 26%          |              |
|             | All tertiary levels of education  | 4%                |              | 6%           |              |
|             | <b>Share of first-time tertiary graduates by education level</b>  | 2016              |              |              |              |
| Table B5.1  | Short-cycle tertiary  | 35%               |              | 14%          |              |
|             | Bachelor's or equivalent  | 63%               |              | 75%          |              |
|             | Master's or equivalent  | 2%                |              | 10%          |              |
|             | <b>Employment rate of 25-64 year-olds, by educational attainment</b>  | 2017              |              |              |              |
| Table A3.1  | Short-cycle tertiary  | 79%               |              | 81%          |              |
|             | Bachelor's or equivalent  | 88%               |              | 84%          |              |
|             | Master's or equivalent  | **                |              | 88%          |              |
|             | Doctoral or equivalent  | **                |              | 92%          |              |
|             | All tertiary levels of education  | 84%               |              | 85%          |              |
|             | <b>Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)</b> | 2016              |              |              |              |
| Table A4.1  | Short-cycle tertiary  | **                |              | 123          |              |
|             | Bachelor's or equivalent  | **                |              | 145          |              |
|             | Master's, doctoral or equivalent  | **                |              | 191          |              |
|             | All tertiary levels of education  | 152               |              | 155          |              |



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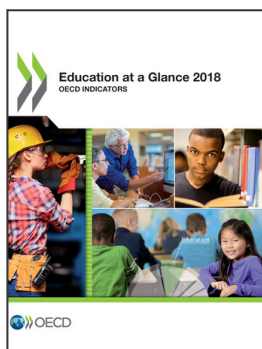
| Source  | Main topics in <i>Education at a Glance</i>     | Japan                    |  | OECD average             |  |
|---|---|--------------------------|--|--------------------------|--|
| <b>Financial resources invested in education</b>  |   |                          |  |                          |  |
| <b>Total expenditure on educational institutions per full-time equivalent student, by level of education (in equivalent USD, using PPPs)</b>  |   | <b>2015</b>              |  |                          |  |
| Table C1.1  | Primary   | USD 9 105                |  | USD 8 539                |  |
|   | Secondary                                       | USD 11 147               |  | USD 9 868                |  |
|   | Tertiary (excluding R&D activities)             | **                       |  | USD 11 049               |  |
| <b>Total expenditure on primary to tertiary educational institutions</b>  |   | <b>2015</b>              |  |                          |  |
| Table C2.1  | As a percentage of GDP                          | 4.1%                     |  | 5.0%                     |  |
| <b>Share of expenditure on tertiary educational institutions by source of funds<sup>3</sup></b>   |   | <b>2015</b>              |  |                          |  |
| Figure C3.1   | Public expenditure                              | **                       |  | 73%                      |  |
|   | Private expenditure                             | **                       |  | 21%                      |  |
|   | Public to private transfers                     | **                       |  | 6%                       |  |
| <b>Total public expenditure on primary to tertiary education</b>  |   | <b>2015</b>              |  |                          |  |
| Table C4.1  | As a percentage of total government expenditure | 8%                       |  | 11.1%                    |  |
| <b>Teachers, the learning environment and the organisation of schools</b>   |   |                          |  |                          |  |
| <b>Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education</b>                               |   | <b>2016</b>              |  |                          |  |
|   |   | <b>Teachers</b>          | <b>School heads</b>                        | <b>Teachers</b>          | <b>School heads</b>                        |
| Table D3.2a   | Pre-primary                                     | **                       | **   | 0.82                     | **   |
|   | Primary   | **                       | **   | 0.86                     | 1.21                                       |
|   | Lower secondary (general programmes)            | **                       | **   | 0.91                     | 1.34                                       |
|   | Upper secondary (general programmes)            | **                       | **   | 0.96                     | 1.42                                       |
| <b>Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)</b> |   | <b>2017</b>              |  |                          |  |
|   |   | <b>Starting salary</b>   | <b>Salary after 15 years of experience</b> | <b>Starting salary</b>   | <b>Salary after 15 years of experience</b> |
| Table D3.1a   | Pre-primary                                     | **                       | **   | USD 30 229               | USD 40 436                                 |
|   | Primary   | USD 30 631               | USD 51 593                                 | USD 31 919               | USD 44 281                                 |
|   | Lower secondary (general programmes)            | USD 30 631               | USD 51 593                                 | USD 33 126               | USD 46 007                                 |
|   | Upper secondary (general programmes)            | USD 30 631               | USD 51 593                                 | USD 34 534               | USD 47 869                                 |
| <b>Organisation of teachers' working time in public institutions over the school year</b>   |   | <b>2017</b>              |  |                          |  |
|   |   | <b>Net teaching time</b> | <b>Total statutory working time</b>        | <b>Net teaching time</b> | <b>Total statutory working time</b>        |
| Table D4.1  | Pre-primary                                     | **                       | 1 883 hours                                | 1 029 hours              | 1 628 hours                                |
|   | Primary   | 742 hours                | 1 883 hours                                | 778 hours                | 1 620 hours                                |
|   | Lower secondary (general programmes)            | 610 hours                | 1 883 hours                                | 701 hours                | 1 642 hours                                |
|   | Upper secondary (general programmes)            | 511 hours                | 1 883 hours                                | 655 hours                | 1 638 hours                                |
| <b>Percentage of teachers who are 50 years old or over</b>  |   | <b>2016</b>              |  |                          |  |
| Table D5.1  | Primary to upper secondary                      | 33%                      |  | 35%                      |  |
| <b>Share of female teachers, in public and private institutions</b>   |   | <b>2016</b>              |  |                          |  |
| Table D5.2  | Primary   | 65%                      |  | 83%                      |  |
|   | Lower secondary                                 | 42%                      |  | 69%                      |  |
|   | Upper secondary                                 | 30%                      |  | 60%                      |  |
|   | Tertiary  | 27%                      |  | 43%                      |  |
| <b>Average class size by level of education</b>   |   | <b>2016</b>              |  |                          |  |
| Table D2.1  | Primary   | 27                       |  | 21                       |  |
|   | Lower secondary                                 | 32                       |  | 23                       |  |

The reference year is the year cited or the latest year for which data are available.

1. OECD average includes some countries with 2015 data.
2. For some countries, data on foreign students are provided instead of international students.
3. International expenditure is aggregated with public expenditure

\*\* Please refer to the source table for details on these data.

Cut-off date for the data: 18 July 2018. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.



**From:**  
**Education at a Glance 2018**  
OECD Indicators

**Access the complete publication at:**  
<https://doi.org/10.1787/eag-2018-en>

**Please cite this chapter as:**

OECD (2018), "Japan", in *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2018-54-en>

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