1. Problems in demonstrating the effects of additional allocation of support for children
2. Conditions to empirically demonstrate the effects of additional allocation of support for children
   (1) Explicit specification of effects criteria and appropriate allocation in line with the numerical goals [Condition 1]
   (2) Check and review of the efforts of all of the staff using the PDCA cycle [Condition 2]
   (3) Active involvement of the Board of Education supervisor [Condition 3]
3. Results of efforts in this study
4. Two proposals for “additional allocation of support for children” based on the results of this study
1. Problems emerging when empirically demonstrating the effects of additional allocation of support for children

(1) Summary of additional allocation of support for children

The additional allocation of support for children allocates an additional number of teachers based on the Compulsory Education Standards Act in cases of schools where problematic behavior such as bullying, school refusal, or violent behavior is clearly seen, and special educational guidance or student guidance, careers guidance is to be implemented (Article 15, paragraph (2) of the Compulsory Education Standards Act, Article 5, paragraph (2) of the Order for Enforcement of the same Act).

- Act on the Class Organization of Public Compulsory Education Schools and the Standards for Fixed Numbers of Teachers and Staff
  Article 15 In cases of calculating the number of vice-principals, teachers, nursing teachers, nutrition educators, dormitory instructors and administrative staff pursuant to the provisions of Article 7 through to Article 9 and Article 11, if the following circumstances arise, the number specified by Cabinet Order shall be added to the number calculated according to these provisions. In this case, with regard to the number specified by the Cabinet Order, it is necessary and sufficient to respond to the circumstances, based on the wishes of the principal of the public compulsary education school and the board of education of the local government that established the school.

- Order for Enforcement of the Act on the Class Organization of Public Compulsory Education Schools and the Standards for Fixed Numbers of Teachers and Staff
  Article 5 (Omitted)
  Special guidance stipulated by the Cabinet Order set forth under Article 15, item (ii) of the Act refers to the guidance given in the following items, and in cases of adding the number of teachers pursuant to the provisions of the same Article, the number given in the respective item shall be added to the number calculated based on the provisions of the Act specified in each item.
  (i) In cases of a child who has circumstances deemed to require special consideration in terms of learning guidance, student guidance or careers guidance in elementary school, junior high school, compulsory education school or the first half of a course of study at a school for secondary education (... omitted) that is stipulated by Cabinet Order shall be carried out.
  (ii) Scope of special guidance subject to additional allocation of teachers to the fixed number
  The following guidance will be given as special guidance relating to learning guidance, student guidance and careers guidance.
  (Examples)
  (1) Matters relating to learning guidance (omitted)
  (2) Matters related to student instruction
    (i) Support activities when smooth class management is difficult (team teaching etc.)
    (ii) Individual guidance and support for students who display serious problematic behavior or students refusing to go to school (coordinated cooperation such as separate room guidance in school, responses when going to the school nurse’s office, adaptation guidance classes, etc.)
    (iii) Contact and coordination with relevant organizations such as the child guidance centers and the police
    (iv) Participation in the support team
  (3) Matters related to careers guidance (omitted)

- On special measures for addition of the fixed number of teachers and staff for special guidance for children who need special consideration in education in the partial revision of the Order for Enforcement of the Act on the Class Organization of Public Compulsory Education Schools and the Standards for Fixed Numbers of Teachers and Staff (Notice of the Director of the Finance Division, Ministry of Education, Culture, Sports, Science and Technology, April 1, 2002)
  I. Additional allocation of support for students
  (1) Purpose of additional allocation of support for students

  Additional allocation of support for students is when an additional number is allocated to the fixed number of teachers in cases where special learning guidance, student guidance or careers guidance is to be given according to the circumstances of the children in schools requiring detailed guidance such as schools where there are students whose learning progress is significantly slow or schools where the problematic behavior of children is noticeable such as bullying, school refusal, violent behavior, class interruption.

  (ii) Scope of special guidance subject to additional allocation of teachers to the fixed number

  The following guidance will be given as special guidance relating to learning guidance, student guidance and careers guidance.

  (Examples)
  (1) Matters relating to learning guidance (omitted)
  (2) Matters related to student instruction
    (i) Support activities when smooth class management is difficult (team teaching etc.)
    (ii) Individual guidance and support for students who display serious problematic behavior or students refusing to go to school (coordinated cooperation such as separate room guidance in school, responses when going to the school nurse’s office, adaptation guidance classes, etc.)
    (iii) Contact and coordination with relevant organizations such as the child guidance centers and the police
    (iv) Participation in the support team
  (3) Matters related to careers guidance (omitted)
- The national government takes measures to additionally allocate teachers to the fixed number of teachers based on an application from the payer of the salaries (prefectural board of education *).
- The salary payer decides on the specific schools to receive additional teachers based on the situation of each school.
  * The salaries of the teaching staff of the municipality elementary and junior high schools are paid for by the prefectural government from the viewpoint of maintaining and improving the level of education through securing the salary level and securing a certain number of teaching staff (from FY2017 the designated city pays in the case of designated cities).
- **When analyzing the effects of the additional teachers, it is necessary to consider not only the allocation, but also the situation of organizational cooperation of the board of education, the principal of the school and the teachers including the additional teachers.**

On special measures for addition of the fixed number of teachers and staff for special guidance for children who need special consideration in education in the partial revision of the Order for Enforcement of the Act on the Class Organization of Public Compulsory Education Schools and the Standards for Fixed Numbers of Teachers and Staff (Notice of the Director of the Finance Division, Ministry of Education, Culture, Sports, Science and Technology, April 1, 2002)

I. Additional allocation of support for children
(iii) Points to note in the additional allocation of teachers to the fixed number
(1) Unlike the additional allocation of teachers to the Dowa district, the allocation is not limited to a particular area, and the measures are taken in light of the need to give special consideration to learning guidance, student guidance or careers guidance by focusing on the situation of the children.
(2) With regard to the additional allocation of support for children, priority is given each year to schools with a high degree of difficulty in teaching based on objective judgment criteria, after the actual situation of the schools and children in each prefecture have been accurately ascertained. Therefore, additional teachers will not be allocated to the fixed number simply by reason of the fact that the school received an additional allocation in the previous year.
(3) For schools which have been allocated an additional number of teachers, the prefectural board of education and municipal board of education conduct planned visits to the schools to check whether special guidance is being properly implemented, and also endeavor to get an accurate understanding by asking for reports, and ensure that this additional allocation of teachers is not being conducted contrary to its purpose.
(2) The “effects” of the additional allocation of support for children
- Consideration needs to be given to exactly what constitutes the “effects” of the additional allocation with regard to the problematic behavior of bullying, school refusal, violent behavior, etc. which is the point of the additional allocation of support for children.
- It is necessary to set appropriate criteria because there is the possibility of distorting the original purpose of allocation if a mere “decrease” is taken as a criterion without considering the nature of the individual problematic behavior.

Examples of previous research (Makiko Nakamuro, “Do small-size classes reduce bullying, violence, school refusal?”, March 2017, RIETI Discussion Paper Series 17-J-014)
- It was revealed that a reduction in class size has a causal effect of reducing school refusal in elementary schools, and that the allocation of additional teachers also has a great effect.
- However, there was no effect on violence and bullying in elementary schools and no effect at all in junior high schools.
For the indicators, local government business data according to the Survey Relating to the Various Problems in Student Guidance Such as the Problematic Behavior of Children” was used.

(Example) Number of recognized cases of bullying

Even the Basic Policy for the Prevention of Bullying (October 2013 decision of the Minister of Education, Culture, Sports, Science and Technology, revised in March 2017) stated, “Even if it seems like a small detail, if there is even the slightest suspicion of bullying, it is necessary to respond precisely, and to proactively recognize bullying without trying to conceal or make light of the bullying”.

It is not appropriate to judge the “effects” by the number of cases recognized.

(Reference) “The number of recognized cases of bullying” Student Guidance Leaf 11
Guidance and Counseling Research Center
National Institute of Educational Policy Research Center

From the FY 2006 “Problematic Behavior Survey” (official name: Survey Relating to the Various Problems in Student Guidance Such as the Problematic Behavior of Children), the name of the number of cases of bullying was changed from “number of occurrences” to “number of recognized cases”, and in addition, the definition of bullying (judgment criteria) also underwent a significant change. ... (omitted) ... and instead of thinking “it’s a problem that the numbers are high”, “It is important to reduce the numbers”, “It is good if the numbers are low”, etc., the perspective was changed to “It is important for the elimination rate to be high regardless of the size of the numbers” and “If the elimination rate is high, the fact that the numbers are high is proof that proactive measures are being taken”.
◆ If the “number of recognized cases is low”, this should be taken to mean that the staff may have missed or overlooked bullying.
◆ It should be considered an erroneous measure if [the board of education] seeks to reduce the “number of recognized cases” without considering the elimination rate and other factors.

(Example) Number of school refusal children

Definition of “school refusal children” in the Survey on the Various Problems Related to Student Guidance Such as Children’s Problematic Behavior and School Refusal

Of those who have been absent continuously or intermittently for more than 30 days in the relevant fiscal year, those who have not been able to attend school or are unable to attend due to any psychological, emotional, physical or social factors or background (except for illness and financial reasons)

【Case 1】
If the number of days of absence was halved by 30 days for a child who was absent 60 days in the previous year

Counted as one school refusal child, and does not appear in the “effects”.

【Case 2】
If five third-grade children who refused to go to school in the previous year graduated, but the remainder are continuing to refuse to go to school.

Although there is no actual reduction in school refusal, it is counted as five fewer school refusal students.
2. Conditions to empirically demonstrate the effects of additional allocation of support for children

The following three conditions were set for a junior high school that had taken the measures of additional allocation of support for children, and the effects of the three members comprising the board of education supervisor, the school principal, and the additional teacher working on their respective positions were demonstrated empirically.

<table>
<thead>
<tr>
<th>Condition 1</th>
<th>Explicit specification of effects criteria and appropriate allocation to meet numerical goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effects criteria</strong></td>
<td>Number of school refusal children</td>
</tr>
<tr>
<td><strong>Numerical goals</strong></td>
<td>Year-on-year decrease in the number of new school refusal students</td>
</tr>
<tr>
<td>The management clarify the position and role of additional teachers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Condition 2</th>
<th>Check and review of the efforts of all of the staff using the PDCA cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection and analysis of objective data by the National Institute for Educational Research Policy</td>
<td></td>
</tr>
<tr>
<td>· [Questionnaire for all students]</td>
<td></td>
</tr>
<tr>
<td>· [Survey on days of absence and individual situations]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Condition 3</th>
<th>Proactive involvement of the Board of Education supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the above, the Board of Education supervisor systematically conducts school visits and proactively participates in improving school education</td>
<td></td>
</tr>
</tbody>
</table>
(1) Explicit specification of effects criteria and appropriate allocation in line with the numerical goals

[Condition 1]

Effects criteria

＝ Indicators to measure the effect of additional allocation

In this study, the effect criterion is set as “the number of school refusal students”

<Characteristics of the number of school refusal students>

・The higher the school grade, the more the number of school refusal children increases.
・However, whether this is a "slight increase" or "surge" differs between grades.
・Slight increase  ■ Grade 5 elementary (5 students) → ■ Grade 6 elementary (7 students) + 2 students ■ Grade 3 junior high (33 students) + 3 students

・Surge  ■ Grade 6 elementary (7 students) → ■ Grade 2 junior high (19 students) +12 students ■ Grade 1 junior high (19 students) → ■ Grade 2 junior high 2 (30 students) +11 students

Changes in the number of school refusal students by grade (rate out of 1,000 students)

Percentage of school refusal students when the number of enrolled students is 1,000

- Fifth-grade elementary school
- Sixth-grade elementary school
- First-grade junior high
- Second-grade junior high
- Third-grade junior high

FY2008 - 2014 Survey Relating to the Various Problems in Student Guidance Such as the Problematic Behavior of Children of the Ministry of Education, Culture, Sports, Science and Technology
In this study, the numerical goal was set as a “decrease in the number of new school refusal students compared with the previous year”.

<table>
<thead>
<tr>
<th>New numbers</th>
<th>Number of students who were not school refusal students in the previous year</th>
<th>In junior high school, there are over 10 students (12 to 15) reported for each grade.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing numbers</td>
<td>Number of students who were school refusal students in the previous year</td>
<td>Six out of seven of the children who refused to go to school in the sixth grade of elementary school still refused to go to school in the first-grade of junior high school, and in the same manner, 15 of the students out of the 19 children who refused to go to school in the first-grade of junior high school still refused to go to school in the second-grade of junior high school, and 21 of the students out of the 30 students who refused to go to school in the second-grade of junior high school still refused to go to school in the third-grade of junior high school, and there were variances in the numbers who returned to school with one student returning in the first-grade of junior high school, four students in the second-grade of junior high school, and 9 students in the third-grade of junior high school.</td>
</tr>
</tbody>
</table>

Changes in the number of new school refusal children and the number of continuing school refusal children by grade (rate out of 1,000 students)

- Fifth-grade elementary: 3 (rate 5) - 2 = 1 (rate 3)
- Sixth-grade elementary: 4 (rate 7) - 1 = 3 (rate 6)
- First-grade junior high: 13 (rate 19) - 4 = 9 (rate 15)
- Second-grade junior high: 15 (rate 30) - 9 = 6 (rate 33)
- Third-grade junior high: 21 (rate 33)
In this study, since the numerical target was set as a "reduction in the number of new school refusal students compared to the previous year", the key is for all of the teachers to have a common understanding that it is important to enhance overall school life (classes, special activities, extracurricular activities etc.), in other words, group guidance.

<table>
<thead>
<tr>
<th>Empirical effects</th>
<th>Target of approaches</th>
<th>Main approaches</th>
<th>Two “team schools”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional allocation of support for children</td>
<td>Students who did not refuse to go to school in the previous year</td>
<td>Group guidance</td>
<td>&quot;Team schools&quot; that made use of the teachers’ spirit of collegiality</td>
</tr>
<tr>
<td>Focus on the number of new school refusals</td>
<td>Above students who showed signs of school refusal</td>
<td>Individual support</td>
<td></td>
</tr>
</tbody>
</table>

Focus on the number of continuing school refusals

Students who refused to go to school in the previous year

Individual support

A “team school” composed of a wide range of teachers not only the teachers but school counselors, school social workers, adaptation guidance class supporters.
Study subjects... **6 prefectural** and **1 designated-city** board of education supervisors, **14 municipal board of education supervisors, 16 additionally allocated junior high school managers / additional teachers**

<table>
<thead>
<tr>
<th>Prefectural board of education</th>
<th>Municipal board of education</th>
<th>Additionally allocated junior high schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aomori Prefecture Board of Education</td>
<td>2</td>
<td>Junior High School A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Junior High School B</td>
</tr>
<tr>
<td>Kanagawa Prefecture Board of Education</td>
<td>2</td>
<td>Junior High School C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Junior High School D</td>
</tr>
<tr>
<td>Gifu Prefecture Board of Education</td>
<td>3</td>
<td>Junior High School E</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Junior High School F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Junior High School G</td>
</tr>
<tr>
<td>Shizuoka Prefecture Board of Education</td>
<td>3</td>
<td>Junior High School H</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Junior High School I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Junior High School J</td>
</tr>
<tr>
<td>Osaka Prefecture Board of Education</td>
<td>3</td>
<td>Junior High School K</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Junior High School L</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Junior High School M</td>
</tr>
<tr>
<td>Miyazaki Prefecture Board of Education</td>
<td>1</td>
<td>Junior High School N</td>
</tr>
<tr>
<td>(Designated city) Sakai City Board of Education</td>
<td>2</td>
<td>Junior High School O</td>
</tr>
</tbody>
</table>

Number of school refusal students per 1,000
FY 2015 national average: 28.3 students, average of 16 additionally allocated teacher junior high schools: 39.5 students
Formed a new organization under the management, and placed additional teachers at its core.

In order to strengthen part of the conventional division of school affairs, a new organization was added within the division of school affairs, and additional teachers were placed at its core.

In order to promote efforts to connect multiple school affairs divisions, additional teachers assigned as coordinators among the divisions.

Violence and school refusal are both major issues every year. With the establishment of the dual vice-principal system, a special organization will be formed focusing on the additional teachers and the vice-principals. The aim is to prevent problematic behavior by strengthening the efforts targeting all students through this organization.
Formed a new organization under the management, and placed additional teachers at its core.

In order to strengthen part of the conventional division of school affairs, a new organization was added within the division of school affairs, and additional teachers were placed at its core.

In order to promote efforts to connect multiple school affairs divisions, additional teachers assigned as coordinators among the divisions.

Problems with school refusal, violent behavior, etc. differ depending on the grade, and a school-wide direction could not be decided. With the support of the municipal board of education supervisor, the additional teachers visualized the results of the efforts and issues of each grade, and created a bottom-up organizational system to exchange opinions on future measures.
Formed a new organization under the management, and placed additional teachers at its core.

In order to strengthen part of the conventional division of school affairs, a new organization was added within the division of school affairs, and additional teachers were placed at its core.

In order to promote efforts to connect multiple school affairs divisions, additional teachers assigned as coordinators among the divisions.

A junior high school with the largest school district area in Japan. The interactions between the students after school were limited, and it was necessary to improve school life in order to create bonds between the students. In addition, although families with various issues are increasing, a pressing task is for the schools to have a role as a general contact point, with related institutions interspersed.
(2) Check and review of the efforts of all of the staff using the PDCA cycle [Condition 2]

Summary of efforts

<table>
<thead>
<tr>
<th>Study plan (FY2016)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>NIER</th>
<th>Relevant boards of education</th>
<th>Junior high schools with an additional allocation of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>Study request</td>
<td>Additional allocation measures</td>
<td>[Questionnaire for all students]</td>
</tr>
<tr>
<td></td>
<td>Research Study Committee</td>
<td>Training and liaison sessions and guidance/advice (yearly)</td>
<td>Survey analysis and action plan development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Efforts targeting all students</td>
</tr>
<tr>
<td>May</td>
<td>Interview survey ➊</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July</td>
<td></td>
<td>[Survey on number of days of absence and individual status]</td>
<td>[Questionnaire targeting all students]</td>
</tr>
<tr>
<td>Aug.</td>
<td>Research Study Committee</td>
<td></td>
<td>Survey results analysis and review of efforts</td>
</tr>
<tr>
<td>Sept.</td>
<td>Interview survey ➋</td>
<td></td>
<td>Efforts targeting all students</td>
</tr>
<tr>
<td>Oct.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec.</td>
<td></td>
<td>[Survey on number of days of absence and individual status]</td>
<td>[Questionnaire targeting all students]</td>
</tr>
<tr>
<td></td>
<td>Research Study Committee</td>
<td></td>
<td>Survey results analysis and review of efforts</td>
</tr>
<tr>
<td>Jan.</td>
<td></td>
<td></td>
<td>Effects targeting all students</td>
</tr>
<tr>
<td>Feb.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March</td>
<td></td>
<td>[Survey on number of days of absence and individual status]</td>
<td>[Questionnaire targeting all students]</td>
</tr>
</tbody>
</table>
Based on the “Messages from All the Students (Awareness Survey)” which is conducted regularly, the teachers of all grades check past efforts, and revise and implement future efforts.
### Review of efforts that have been analyzed

<table>
<thead>
<tr>
<th>Prefecture</th>
<th>School</th>
<th>Efforts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aomori Prefecture</td>
<td>Elementary</td>
<td><strong>Focus on efforts based on the awareness survey</strong></td>
</tr>
<tr>
<td></td>
<td>school B</td>
<td>As a result of the awareness survey, have started to sort out what need to be prioritized in each grade.</td>
</tr>
<tr>
<td>Gifu Prefecture</td>
<td>Elementary</td>
<td><strong>Promotion of exchanges between grades</strong></td>
</tr>
<tr>
<td></td>
<td>school F</td>
<td>As a revised measure on studying the results of the awareness survey, school-wide efforts were introduced, and exchanges promoted between grades.</td>
</tr>
<tr>
<td>Shizuoka Prefecture</td>
<td>Elementary</td>
<td><strong>Promotion of shared understanding among teachers</strong></td>
</tr>
<tr>
<td></td>
<td>school J</td>
<td>Each time the PDCA cycle was repeated, the contents to be tackled were reorganized and a common understanding was promoted among the teachers.</td>
</tr>
<tr>
<td>Osaka Prefecture</td>
<td>Elementary</td>
<td><strong>Creation of new efforts</strong></td>
</tr>
<tr>
<td></td>
<td>school L</td>
<td>From the analysis of the results of the awareness survey, the necessary efforts became clear and dispersed throughout the school.</td>
</tr>
</tbody>
</table>
(3) Active involvement of the Board of Education supervisor [Condition 3]

Based on Condition 1 and Condition 2, the Board of Education supervisor conducts planned school visits throughout the year and proactively participates in the improvement of school education

Actions based on regional characteristics and conditions

- Specific examples of proactive involvement
  (i) Guidance and advice having ascertained the situation of the teachers and students through school visits over one year
  (E.g., the greatest number of times guidance and advice was given was 24 times in one year)
  (ii) Participation in liaison meetings held in schools and examination of the contents of the efforts together with the school
  (E.g., a supervisor participates each time as a member of the school team meeting)
  (iii) Involvement in the efforts of inspection and review by the school through data analysis
  (iv) The supervisor implements in-school training as an instructor and works directly with all staff members

Going far beyond the scope of “confirming the status of implementation of special guidance”, as was conducted in the past, guidance and advice is given based on data analysis looking at the effects criteria and numerical targets.
3. Results of efforts in this study

Numerical target: “Decrease in the number of new school refusal students compared with the previous year”

Method of effect verification

Measure the effects by comparing the changes in the number of new school refusal students in FY2015 and FY2016, and the national trends.

16 additional allocation junior high schools
New school refusal students (first-grade to third-grade junior high)

Rate out of 1,000 students: 21.0

Decline of 32%

2015

Rate out of 1,000 students: 21.0

No. of enrolled students: 8,374

176

117

Rate out of 1,000 students: 14.2

2016

Rate out of 1,000 students: 13.2

No. of enrolled students: 8,241

41,113

41,432

All public junior high schools
No. of new school refusal children (first-grade to third-grade junior high school)

Rate out of 1,000 students: 12.8

Increase of 3%

2015

Rate out of 1,000 students: 13.2

No. of enrolled students: 3,202,018

41,113

41,432

2016

Rate out of 1,000 students: 13.2

No. of enrolled students: 3,149,448

MEXT “Survey Relating to the Various Problems in Student Guidance Such as the Problematic Behavior of Children”

No. of enrolled students: 3,000
Changes in the number of first-grade to third-grade elementary school refusal students in FY2015 and FY2016

16 additional allocation junior high schools
No. of school refusal students (first-grade to third-grade junior high)

H27
No. of enrolled students: 8,374
Rate out of 1,000 students: 39.5

H28
No. of enrolled students: 8,241
Rate out of 1,000 students: 35.6

Rate out of 1,000 students: 39.5
Decline of 10%

Rate out of 1,000 students: 29.5
Increase of 6%

MEXT “Survey Relating to the Various Problems in Student Guidance Such as the Problematic Behavior of Children”

All public junior high schools
No. of school refusal children (first-grade to third-grade junior high school)

H27
No. of enrolled students 3,202,018
Rate out of 1,000 students: 29.5

H28
No. of enrolled students 3,149,448
Rate out of 1,000 students: 31.4
Nationwide comparison of the increase rate from FY2015 to FY2016 in the same group comparing the number of sixth-grade elementary to second-grade junior high school students refusing to go to school in FY 2015 and the number of first-grade to third-grade junior high school students refusing to go to school in FY2016.

16 additional allocation junior high schools

School refusal increase rate (FY2015 – FY2016)

MEXT “Survey Relating to the Various Problems in Student Guidance Such as the Problematic Behavior of Children”

All public schools

School refusal increase rate (FY2015 – FY2016)
4. Two proposals for “allocation of support for children” based on the results of this study

《Proposal 1 》
Presentation of the perspective of effects criteria and efforts by the prefectural or designated city board of education, and selection by the municipal boards of education and principals

<table>
<thead>
<tr>
<th>Effects criteria</th>
<th>Perspective of efforts</th>
<th>Numerical goals</th>
<th>Year on year</th>
</tr>
</thead>
<tbody>
<tr>
<td>School refusal</td>
<td>Creation of a school where it is difficult for school refusal to occur</td>
<td>Decline in the number of new school refusal students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Support for social independence of school refusal students</td>
<td>Decline in the number of days of absence of school refusal students</td>
<td></td>
</tr>
<tr>
<td>Violent behavior</td>
<td>Creation of a school where no violent acts occur</td>
<td>Decline in the number of cases of violent behavior</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guidance for specific groups and individuals who repeat acts of violence</td>
<td>Decline in the number of violent acts by the applicable students</td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td>Creation of a school where there are no serious cases of bullying</td>
<td>Decline in the number of serious cases of bullying</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strengthening the organizational system for early detection of bullying and appropriate responses</td>
<td>Increase in the elimination rate of bullying</td>
<td></td>
</tr>
</tbody>
</table>

《Proposal 2》
Publicizing and ensuring full understanding of the importance of "group guidance activities” in the “special guidance”

It is necessary, in the role of additionally allocated teachers, to promote the importance of “a guiding role in creating a school that does not allow bullying or violence” when focusing on group guidance.