

10. The Middle East

Status of Japanese-language education in the Middle East

In the Middle East the number of institutions is 82 (up 15.5% compared to the previous (fiscal 2018) survey), the number of teachers is 203 people (up 15.3% compared to the previous survey), and the number of learners is 6,030 people (up 21.9% compared to the previous survey), so all of these figures have increased, and the number of learners has grown by over 20% as in the previous survey. Note that this survey was able to confirm that Japanese-language education in the region has been resumed in Yemen and Syria, but was not able to confirm the implementation of Japanese-language education in Oman.

While Turkey was the only country in the previous survey with a double-digit number of institutions, this has increased to 3 countries in the current survey, namely Turkey (40 institutions), Israel (11 institutions), and the United Arab Emirates (10 institutions). Regarding the number of teachers, the countries that follow Turkey with 97 people are the United Arab Emirates with 28 people and Israel with 25 people. As for the number of learners, Turkey similarly accounts for 54.8% of the region overall with 3,305 people, followed by Israel with 753 people and the United Arab Emirates with 598 people.

Looking at the increases and decreases from the previous

survey by country, the number of institutions has increased in 6 countries, is unchanged in 4 countries, and has decreased in 4 countries; the number of teachers has increased in 7 countries, is unchanged in 3 countries, and has decreased in 4 countries; and the number of learners has increased in 8 countries and decreased in 6 countries, with the number of countries that increased exceeding the number of countries that decreased in all cases.

The percentages of the number of learners by educational stage are primary education, 7.0%; secondary education, 12.3%; higher education, 52.4%; and non-school education, 28.4%, with the characteristic of Japanese-language education in the region mainly being implemented in universities continuing from the previous survey.

The online class implementation ratio for the Middle East region overall was 90.2%, which is very high compared to the ratio for the world overall (63.1%), with 9 countries reporting a 100% implementation ratio.

Looking at the objectives of Japanese-language learning, the most popular response was “interest in anime, manga, J-POP, fashion, etc.” at 90.2%, followed by “interest in history, literature, arts, etc.” and “interest in the Japanese language”, which were both 81.7%.

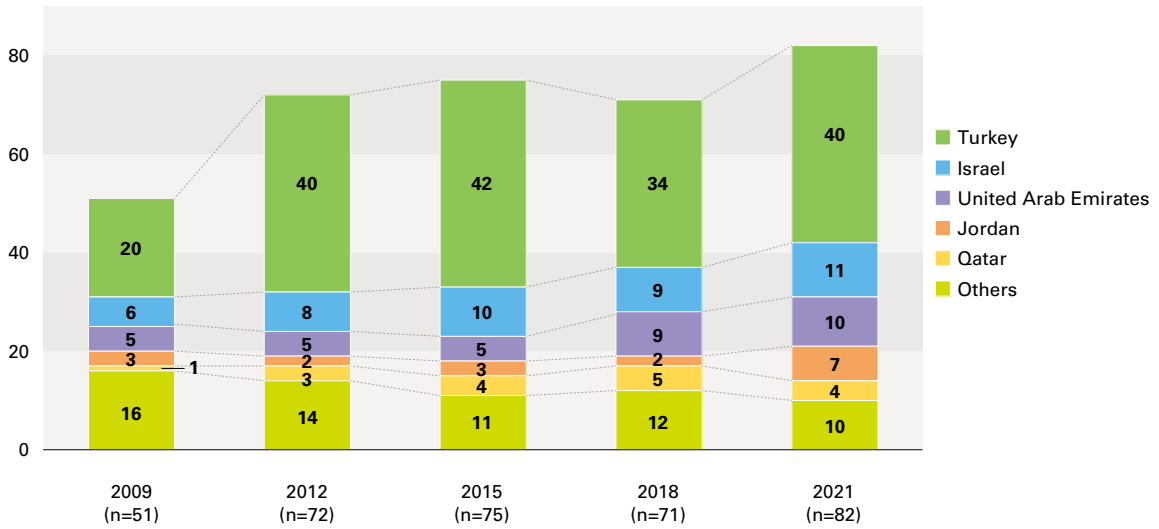
Table 2-10-1 Number of institutions, number of teachers, and number of learners in the Middle East (Listed in order of the number of learners in 2021)

Country and region	2021									Population* (People)	2018		
	Institutions (Institutions)	Teachers (People)	Learners (People)	Learners per 100,000 population (People)	Composition by educational stage (Learners) (People)				Institutions (Institutions)		Teachers (People)	Learners (People)	
					Primary education	Secondary education	Higher education	Non-school education					
Turkey	40	97	3,305	4.4	0	362	2,224	719	74,526,000	34	85	2,500	
Israel	11	25	753	10.2	0	0	381	372	7,412,180	9	16	491	
United Arab Emirates	10	28	598	14.6	0	377	58	163	4,106,427	9	29	406	
Iraq	2	6	450	2.3	420	0	30	0	19,184,543	2	4	485	
Jordan	7	12	299	3.1	0	0	225	74	9,531,712	2	3	250	
Kuwait	1	2	121	3.9	0	0	0	121	3,065,850	1	2	65	
Syria	1	7	110	0.6	0	0	0	110	17,921,000	-	-	-	
Iran	1	6	108	0.1	0	0	108	0	79,926,270	2	15	215	
Bahrain	1	3	96	6.4	0	0	0	96	1,501,635	2	2	110	
Saudi Arabia	1	4	80	0.3	0	0	80	0	27,236,156	1	4	60	
Qatar	4	9	71	3.0	0	0	40	31	2,404,776	5	12	256	
Lebanon	2	2	25	0.7	0	0	15	10	3,779,859	2	2	35	
Yemen	1	2	14	0.1	0	0	0	14	19,685,161	-	-	-	
Oman	-	-	-	-	-	-	-	-	-	2	2	75	
the Middle East overall	82	203	6,030	-	420	739	3,161	1,710	-	71	176	4,948	

*Source: *Population and Vital Statistics Report (as of 3 June 2022)*, by United Nations

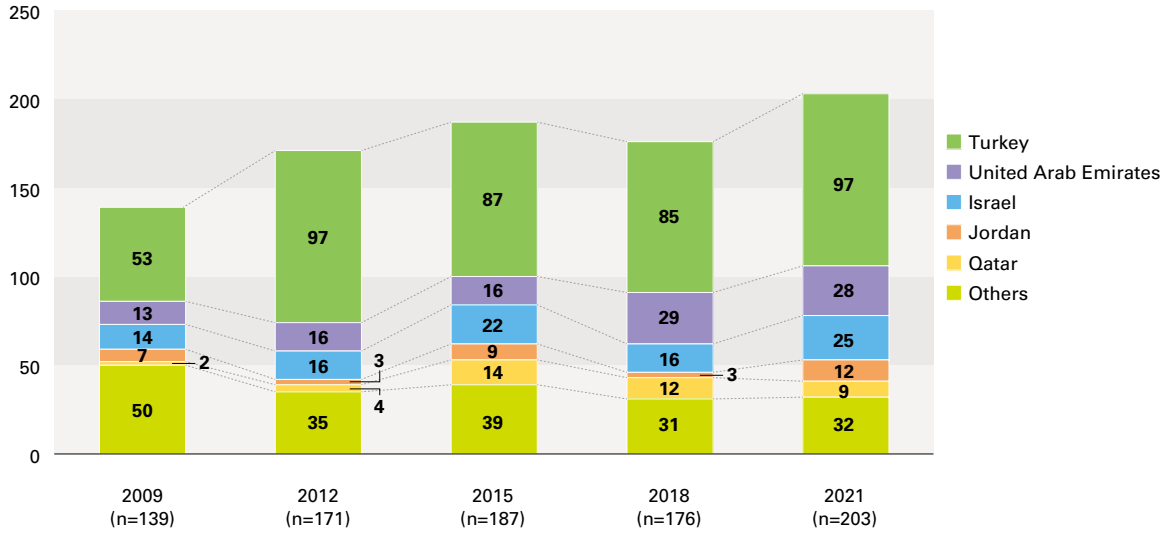
Graph 2-10-1 Number of institutions in the Middle East

(Institutions)



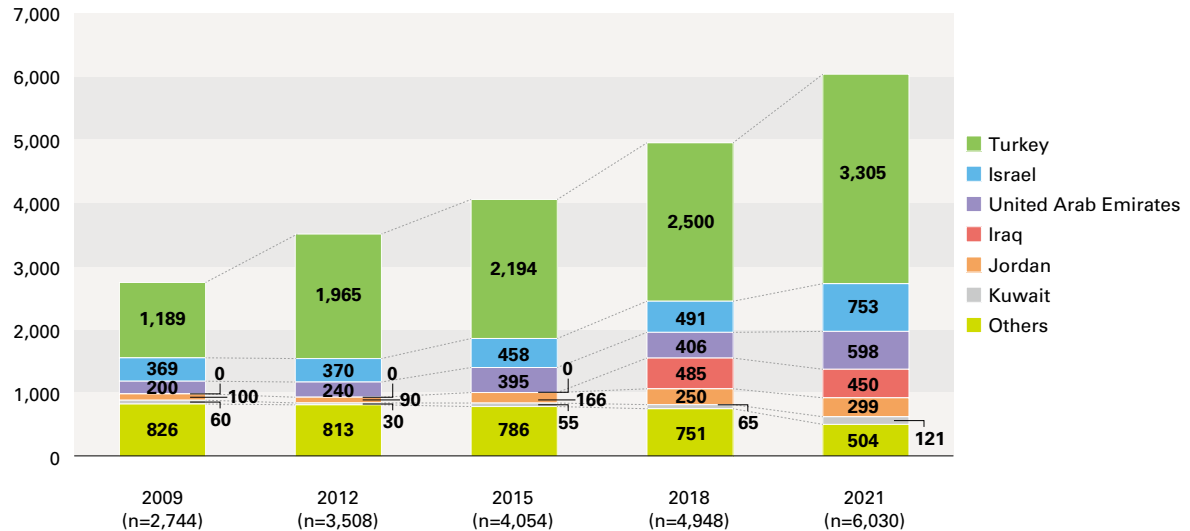
Graph 2-10-2 Number of teachers in the Middle East

(People)



Graph 2-10-3 Number of learners in the Middle East

(People)



Graph 2-10-4 Percentages of learners by educational stage in the Middle East

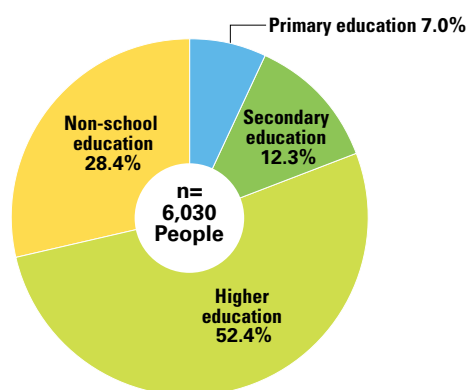
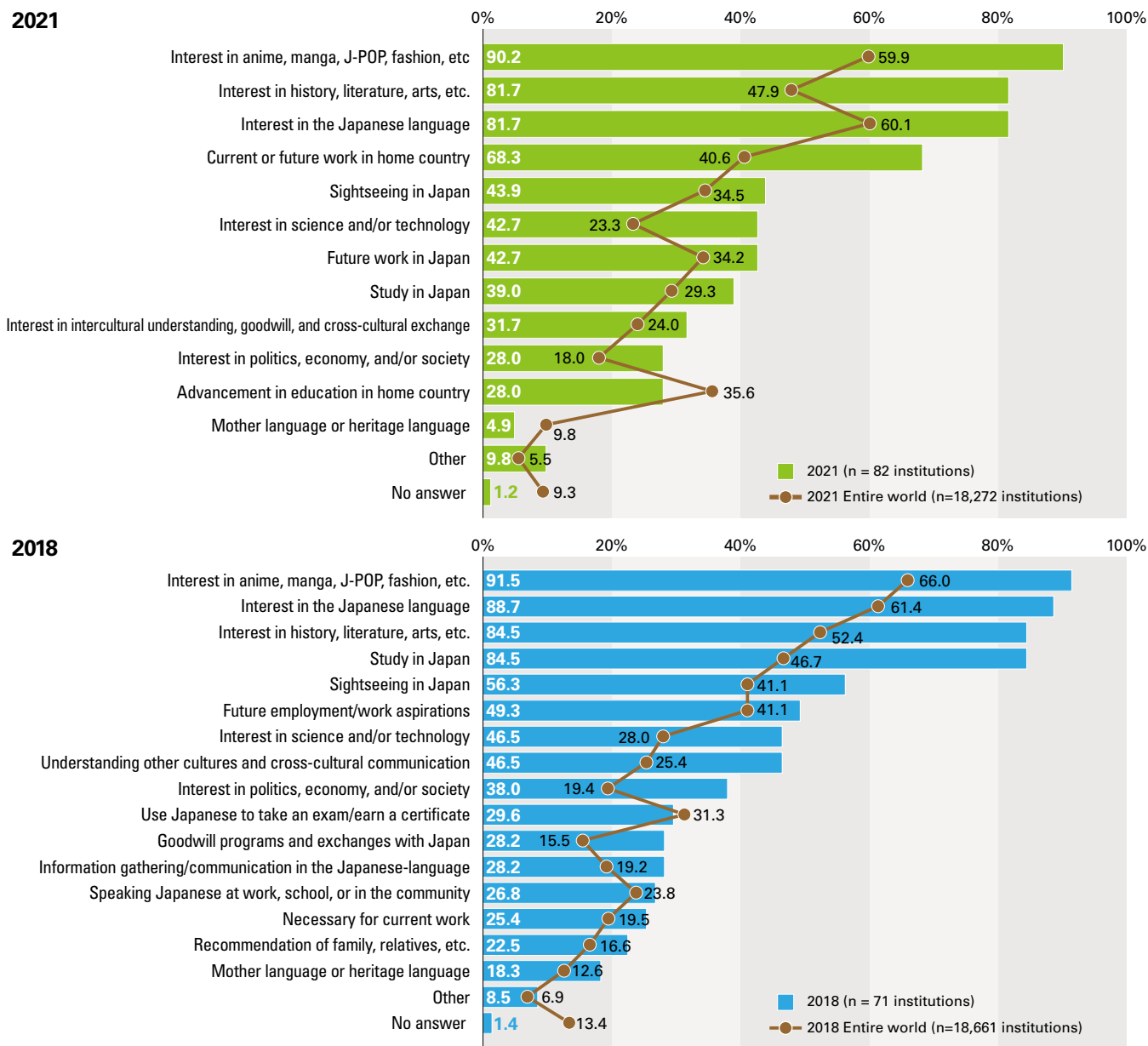


Table 2-10-2 Online class implementation ratio in the Middle East

Country and region	Total number of institutions in the country and region	Online class implementation	
		(Institutions)	(%)
Turkey	40	35	87.5
Israel	11	10	90.9
United Arab Emirates	10	10	100.0
Jordan	7	7	100.0
Qatar	4	4	100.0
Iraq	2	2	100.0
Lebanon	2	2	100.0
Yemen	1	0	0.0
Iran	1	1	100.0
Kuwait	1	1	100.0
Saudi Arabia	1	1	100.0
Syria	1	0	0.0
Bahrain	1	1	100.0
the Middle East overall	82	74	90.2

Graph 2-10-5 Objectives of Japanese-language learning in the Middle East



Trends in each country and region

[Turkey]

Turkey has deep ties with Japan historically, and because of the high level of pro-Japan sentiment in the nation, it provides the largest scale of Japanese-language education in the Middle East. In the current survey, of the total of 82 institutions, 203 teachers, and 6,030 learners in the 13 countries in the Middle Eastern region where the implementation of Japanese-language education was confirmed, Turkey alone accounts for almost 50%, with 40 institutions, 97 teachers, and 3,305 learners. In comparison with the previous survey as well, Turkey saw increased numbers across the board, with its respective share of the number of institutions up 17.6%, number of teachers up 14.1%, and number of learners up 32.2%. In higher education, which accounts for 67.3% of the number of learners in Turkey, and at institutions of non-school education, which accounts for 21.8%, the spread of online classes due to the COVID-19 pandemic led to lower costs for taking courses and looser restrictions based on geographical location, which may have contributed to the increase in the number of learners. In higher education in particular, while the number of institutions (23) and teachers (57 people) were the same numbers recorded during the previous survey, the number of learners increased significantly by 436 people, going from 1,788 people to 2,224 people, or a 24.4% increase, and this is assumed to be related to the high ratio of institutions offering online classes, which are available at 20 institutions (87.0%).

Despite being a small number of institutions, in secondary education (high school), a model school for cultivating religious leaders, which attracts a lot of top students from around Turkey and is producing a broad range of human resources in political and business circles, has newly launched Japanese-language education at the initiative of the principal and other upper management, and including this school, 3 new institutions were confirmed. The implementation of Japanese-language

education in primary school was not confirmed.

[Other countries and regions]

In the United Arab Emirates, the number of learners has increased by 47.3% compared to the previous survey thanks to the start of Japanese-language education at 3 public secondary schools in November 2021. On the other hand, online classes were still continuing from elementary school through university because of the COVID-19 pandemic, and at the time of the survey, club activities such as Japan clubs at universities had been suspended.

In Israel, which is second only to Turkey in the Middle East region in the number of learners, the number of institutions, teachers, and learners all increased.

In Syria, the security situation remains unstable due to the conflict that has been continuing since 2011, and the exodus of teachers and other human resources has led to universities themselves becoming unable to function properly. While the conflict has yet to show any signs of coming to an end, the security situation has improved to a level that has allowed the resumption of higher education at universities and other institutions for several years now, and in the current survey, the resumption of Japanese-language education at Japan Center for Academic Corporation at University of Aleppo was confirmed.

In Yemen, where the implementation of Japanese-language education had no longer confirmed, 1 private language institute was confirmed to have started a Japanese-language course after successfully securing a teacher.

On the other hand, while Oman had been offering Japanese-language education at 2 institutions, the Japanese-language courses have been temporarily suspended due to the Japanese-language teachers having to leave their posts due to the COVID-19 pandemic.