

## 8. Western Europe

### Status of Japanese-language education in Western Europe

In Western Europe the results are that the number of institutions is 1,061 (down 5.5% compared to the previous (fiscal 2018) survey), the number of teachers is 2,944 people (down 0.8% compared to the previous survey), and the number of learners is 89,530 people (down 0.6% compared to the previous survey), with lower numbers across the board than in the previous survey. Note that in the current survey, the implementation of Japanese-language education was newly confirmed in Cyprus and San Marino, while implementation in Monaco was confirmed to have resumed.

The countries with the greatest numbers of institutions and teachers are France (302 institutions and 930 people), the United Kingdom (172 institutions and 473 people), Spain (158 institutions and 404 people), and Germany (128 institutions and 353 people). Regarding

the number of learners, the order is France (29,569 people), the United Kingdom (14,631 people), Germany (11,687 people), and Spain (9,383 people), revealing that Spain has fewer learners in comparison to the number of institutions and teachers. The top-ranked countries are countries in which the populations themselves are large, and if looking at the number of learners per 100,000 population, the result is the same as the previous survey, with Ireland (64.8 people) ranking first.

Looking at the increases and decreases compared with the fiscal 2018 survey by country, the number of institutions has increased in 13 countries, was unchanged in 1 country, and has decreased in 8 countries; the number of teachers has increased in 13 countries and decreased in 9 countries; and the number of learners has increased in 16 countries and decreased in 6 countries, and while the countries with increases outnumbered the countries

**Table 2-8-1 Number of institutions, number of teachers, and number of learners in Western Europe**

(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				
France	302	930	29,569	46.0	663	7,402	12,880	8,624	64,300,821	229	763	24,150
United Kingdom	172	473	14,631	23.1	1,558	3,648	6,573	2,852	63,379,787	288	646	20,040
Germany	128	353	11,687	14.6	47	1,529	5,480	4,631	80,219,695	157	473	15,465
Spain	158	404	9,383	20.0	15	21	1,872	7,475	46,815,915	141	325	8,495
Italy	45	186	8,387	14.1	0	669	6,583	1,135	59,433,744	62	235	7,831
Ireland	35	48	3,084	64.8	0	2,644	416	24	4,761,865	44	67	2,803
Switzerland	77	197	2,791	34.7	0	178	931	1,682	8,035,391	72	194	3,008
Netherlands	22	69	1,599	9.6	0	32	1,130	437	16,655,799	16	40	1,496
Finland	15	28	1,584	28.6	0	404	415	765	5,533,793	6	11	284
Sweden	18	45	1,471	15.5	126	236	948	161	9,482,855	29	57	1,769
Belgium	12	38	1,196	10.9	0	0	696	500	11,000,638	5	20	960
Denmark	18	42	897	16.1	0	224	274	399	5,560,628	15	23	751
Austria	8	22	880	10.5	0	21	585	274	8,401,940	14	28	800
Norway	14	35	667	13.4	0	196	341	130	4,979,955	9	17	640
Portugal	11	27	663	6.4	0	0	287	376	10,282,306	14	28	682
Greece	12	25	568	5.3	0	0	30	538	10,816,286	11	29	608
Luxembourg	7	7	228	44.5	21	123	0	84	512,353	6	6	218
Iceland	3	9	145	46.0	0	55	90	0	315,556	4	5	99
Cyprus	1	1	45	5.4	0	0	0	45	840,407	-	-	-
Malta	1	1	34	8.1	0	0	0	34	417,432	1	2	15
San Marino	1	1	14	45.7	0	0	0	14	30,652	-	-	-
Monaco	1	3	7	18.8	0	0	0	7	37,308	-	-	-
<b>Western Europe overall</b>	<b>1,061</b>	<b>2,944</b>	<b>89,530</b>	-	<b>2,430</b>	<b>17,382</b>	<b>39,531</b>	<b>30,187</b>	-	<b>1,123</b>	<b>2,969</b>	<b>90,114</b>

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

with decreases in all cases, the significant declines in the United Kingdom and Germany in the number of institutions (decreasing by 116 institutions in the United Kingdom and 29 institutions in Germany), the number of teachers (decreasing by 173 people in the United Kingdom and 120 people in Germany), and the number of learners (decreasing by 5,409 people in the United Kingdom and 3,778 people in Germany) resulted in an overall decrease in the region in all of these categories.

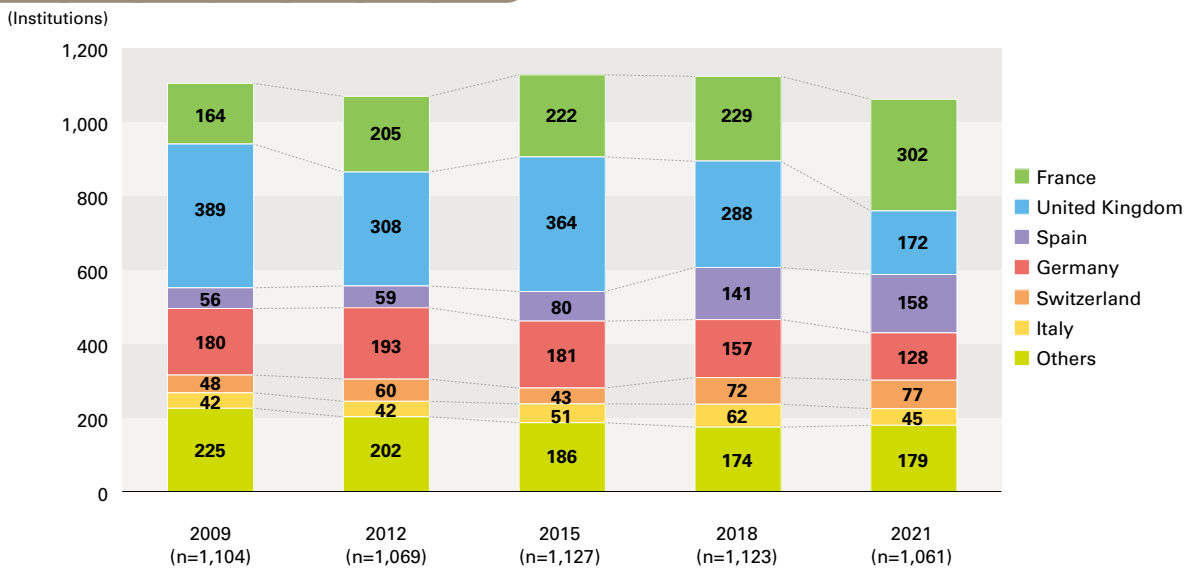
The ratios of the number of learners by educational stage are primary education, 2.7%; secondary education, 19.4%; higher education, 44.2%; and non-school education, 33.7%, which is roughly the same as the

results of the previous survey.

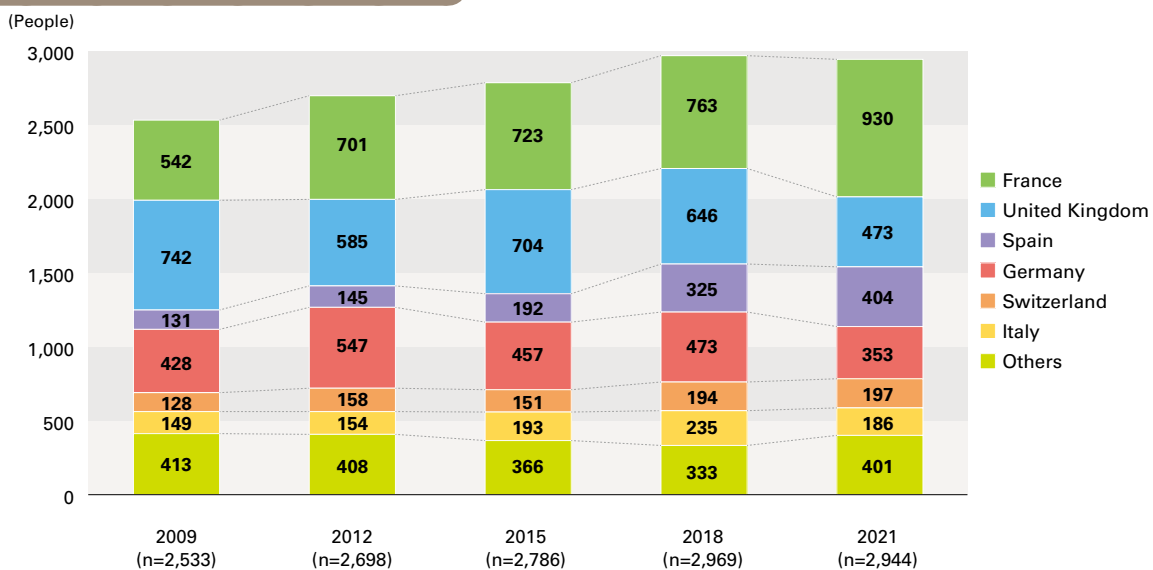
The online class implementation ratio for the region overall was 60.7%, which is lower than the global implementation ratio (63.1%). Excluding countries with only 1 institution, Ireland (14.3%) and Denmark (16.7%) had particularly low ratios, while on the other hand nations such as Greece (91.7%) and the Netherlands (90.9%) had high ratios.

Looking at the objectives of Japanese-language learning, as seen in the previous survey, the most popular responses were “interest in anime, manga, J-POP, fashion, etc.” (82.8%), “interest in history, literature, arts, etc.” (79.4%), and “interest in the Japanese language” (78.4%).

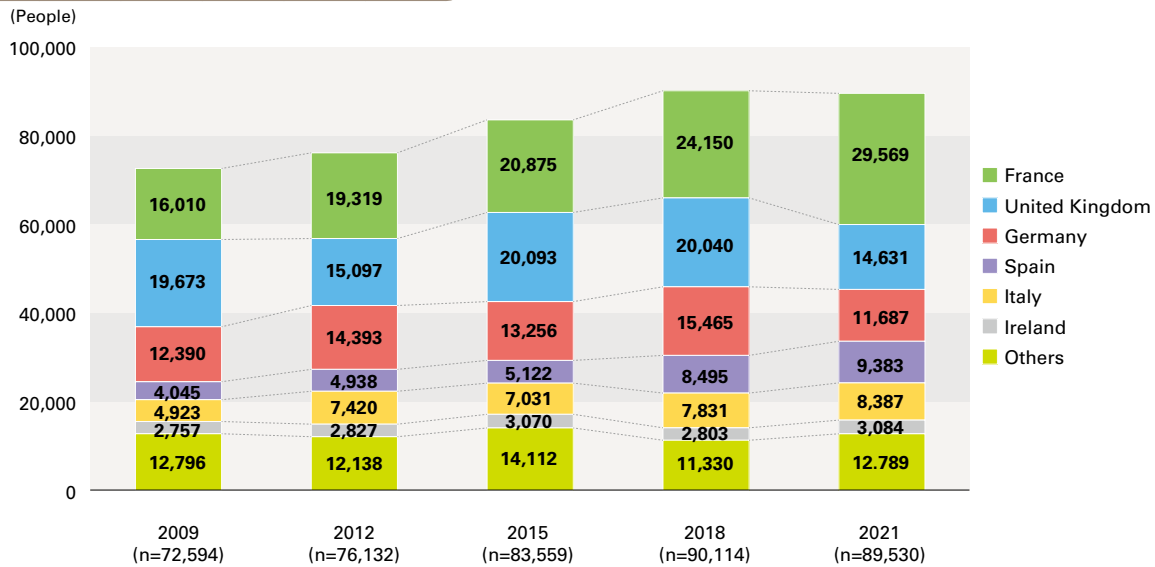
**Graph 2-8-1 Number of institutions in Western Europe**



**Graph 2-8-2 Number of teachers in Western Europe**



Graph 2-8-3 Number of learners in Western Europe



Graph 2-8-4 Percentages of learners by educational stage in Western Europe

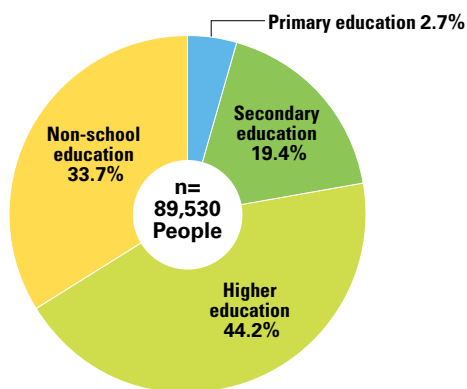
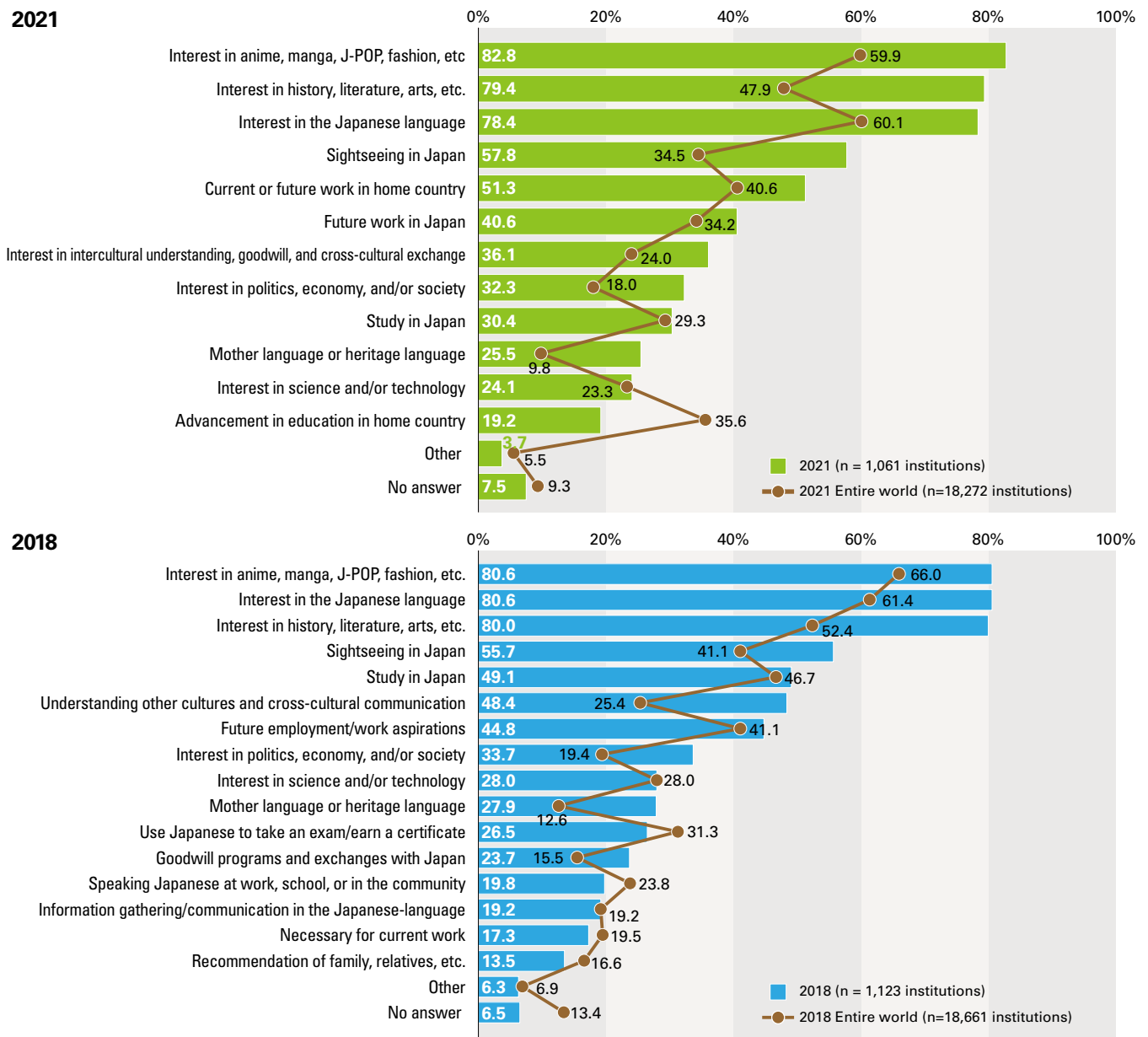


Table 2-8-2 Online class implementation ratio in Western Europe

Country and region	Total number of institutions in the country and region	Online class implementation	
		(Institutions)	(%)
France	302	126	41.7
United Kingdom	172	117	68.0
Spain	158	106	67.1
Germany	128	105	82.0
Switzerland	77	55	71.4
Italy	45	37	82.2
Ireland	35	5	14.3
Netherlands	22	20	90.9
Sweden	18	11	61.1
Denmark	18	3	16.7
Finland	15	10	66.7
Norway	14	7	50.0
Greece	12	11	91.7
Belgium	12	9	75.0
Portugal	11	9	81.8
Austria	8	7	87.5
Luxembourg	7	2	28.6
Iceland	3	1	33.3
Cyprus	1	1	100.0
San Marino	1	0	0.0
Malta	1	1	100.0
Monaco	1	1	100.0
<b>Western Europe overall</b>	<b>1,061</b>	<b>644</b>	<b>60.7</b>

Graph 2-8-5 Objectives of Japanese-language learning in Western Europe



## Trends in each country

### [France]

Since the previous survey, the number of Japanese-language institutions in France has increased by approximately 30% and the number of teachers and learners have increased by approximately 20%.

In all of the educational stages, the number of institutions, teachers, and learners increased. Looking at the results by educational stage, over half of the respondents at institutions in primary education selected “advancement in education in home country” and “future work in Japan” as the motivation for learning, which stood out as unique. In secondary education, in addition to the particularly large rate of increase in the number of teachers, over 80% of institutions

responded that Japanese culture, including anime, manga, J-POP, and fashion, and Japanese-language itself served as the motivation for learning, indicating that interest remains high. On the other hand, as a result of 2021 reforms to the International Baccalaureate, the third foreign language, for which many learners were taking Japanese, is no longer a compulsory subject, which poses concerns that this may affect students who intend to sit the examination in the future. In higher education, in addition to the over 70% of institutions which responded that interest in Japanese culture and the language itself were the motivations for learning, “current or future work in home country” has also become a key motivating factor. The establishment in 2017 of a new certification for regular Japanese-language teaching positions in

secondary education, the CAPES (certificat d'aptitude au professorat de l'enseigne du second degré) externe de japonais, in addition to the existing certification for senior secondary education teachers (the agrégation) and the certification for associate secondary education teachers (the CAPES réservé) may have led to an increase in learners who hope to obtain one of these teaching certificates.

As for non-school education, in addition to institutions being widely distributed in rural areas, it was confirmed that local chambers of commerce, vocational training centers and other entities are functioning as intermediaries between Japanese-language learners and teachers, which may be one factor leading to the increase in the number of teachers and learners. As seen in secondary and higher education, the main motivation for learning was interest in Japanese culture and the language itself, with “sightseeing in Japan” also named by many institutions.

After the outbreak of COVID-19, educational institutions in France resumed in-person classes in 2021, soon after the start of the new term. In addition to a preference for learning languages in traditional face-to-face settings, the increase in non-school education Japanese-language institutions in each region and the limited impact of the pandemic on in-person classes are thought to have contributed to only around 40% of the institutions in France offering online learning.

### [United Kingdom]

Due to the impact of the COVID-19 pandemic, the number of institutions decreased from 288 to 172 (down 40.3% compared to the previous survey), the number of teachers went from 646 people to 473 people (down 26.8% compared to the previous survey), and the number of learners went from 20,040 people to 14,631 people (down 27.0% compared to the previous survey), with significant declines across the board. Nevertheless, the United Kingdom is second only to France in the scale of Japanese-language education.

In primary education, although there was a short-lived increase in the number of learners associated with foreign-language education being made compulsory in England in 2014, the number of learners has been on a declining trend thereafter due to financial difficulties and shrinking budgets at educational facilities. As a result of the outbreak of the COVID-19 pandemic happening amid these circumstances, individual schools were stretched to their limits by having to revise class schedules, switch to online education, and implement measures to prevent infection, and even after COVID-related restrictions were lifted, it is assumed that many educational institutions

have continued to suspend Japanese-language education. In primary education, few institutions have full-time language teachers, and many classes are taught by homeroom teachers or others who do not have any professional background in the subject, which naturally limits the number and variety of foreign language classes that can be offered. Financial issues often make it difficult to conduct external hires of teachers who specialize in languages, which is undoubtedly having an impact on the resumption of Japanese-language courses after the pandemic.

As seen in primary education, the number of institutions in secondary education has been decreasing due to financial difficulties and budget squeezes at educational institutions, with the pandemic adding on to the trend to create an even larger drop. The number of learners in extra-curricular Japanese-language classes has decreased more than those in regular classes, which can be attributed to the fact that extra-curricular classes, which are easier to temporarily suspend, were particularly impacted by the various emergency response measures undertaken and the prioritization of teachers' efforts on regular classes. Moreover, the reason why the proportion by which the number of learners has decreased is smaller than that of the decrease in the number of institutions is thought to be that schools which have a large number of learners have tended to continue offering Japanese-language education, while those with few learners and more vulnerable systems have closed.

Among the types of higher education, non-major courses (extra-curricular activities) saw a significant decrease in both the number of institutions and the number of learners. On the other hand, in major courses, the number of institutions decreased but the number of learners increased slightly, which implies that there is a high level of interest in Japan. This can be attributed partly to the unflagging popularity of Japanese subcultures as well as moves by the United Kingdom to strengthen its economic ties with Japan, such as Brexit (the UK's withdrawal from the EU) and the TPP. In addition, some institutions reported a sharp increase in the number of students enrolling in Japanese-language education as a minor when the limit on the number of students per course was removed due to online classes being offered, and it appears that the effects of the pandemic can be broadly classified into having increased or decreased the number of learners at institutions.

In non-school education, institutions include not only language schools but also lifelong learning courses established at universities, among others. The number of institutions and learners have decreased as a result of the COVID-19 pandemic, but although the implementation

of Japanese-language classes could not be confirmed at the time of the survey, given that there are institutions accepting applications for new students for the new academic year starting in the spring of 2022, the popularity of Japanese-language itself does not seem to be waning.

### **[Germany]**

The number of institutions, teachers, and learners have all decreased.

In higher education, which accounts for 46.9% of the total number of learners, universities with relatively large-scale Japanese-language departments had decreases in the number of learners. As an example of a reason for the decline, Japanese-language and Japanese studies departments, which require students to earn credits through study abroad in Japan, reported cases of students dropping their majors because of the prolonged COVID-19 pandemic. Moreover, as in the previous survey, there is a continuing trend of placing priority on European languages such as English, French, and Spanish, which has led to reduced budgets for non-European language departments.

In non-school education, which has the second-largest number of learners after higher education, some middle-aged and elderly learners pursuing Japanese-language as recurrent education at community colleges (Volkshochschule, lifelong learning institutions) were forced to drop out of courses because of the switch to online classes due to the pandemic, and as a result the number of institutions, teachers, and learners have all decreased by over 30%. On the other hand, some institutions reported an increase in the number of students, as the shift to online education has provided an opportunity for some prospective students who had been unable to take courses due to distance or time constraints to begin Japanese-language learning, leading to a rise in participants from remote areas and a diverse group of learners including homemakers, people working from home, and students.

### **[Spain]**

Continuing from the previous survey, in which Spain was confirmed to be one of the countries in Western Europe that has expanded its Japanese-language education the most, in the current survey Spain accounted for 10.5% of the number of learners and 12.1% of the number of institutions, and has grown to make up 24.3% of the number of teachers, demonstrating an increasing trend across the board. As a result, it ranks third after France and the United Kingdom in the number of institutions and teachers.

While a number of institutions closed as a result of lockdown restrictions and financial difficulties, other institutions have successfully expanded the number of learners through the introduction of online classes, while some new institutions were established in which online classes are the main form of education, and moreover, the switch to online learning has made it possible to start studying Japanese in regions where there were no Japanese-language educational institutions, all of which have led to the increase in institutions and learners overall. In addition, the growing demand for online classes coupled with the ability to hire teachers regardless of where they live is contributing to the increased demand for Japanese-language teachers and the increase in their number.

With regard to the learners' background, about 80% pursue Japanese-language study at non-school institutions, and there is a high demand for Japanese related to hobbies, cultural interests, and as lifelong learning, with responses including "interest in anime, manga, J-POP, fashion, etc." "interest in history, literature, arts, etc." making it clear that a broad interest in Japanese culture as well as interest in the language itself are at the root of the demand. In addition, there is an increasing number of young learners who are studying Japanese-language with the goal of becoming a videogame or manga translator or to work as a graphic designer.

### **[Italy]**

The number of institutions and teachers decreased by over 20% compared to the previous survey for reasons including the suspension of Japanese-language courses due to the COVID-19 pandemic. On the other hand, particularly in higher education, there was an increase in students enrolled in Japanese-language classes because of classes being shifted to an online format, as well as some institutions eliminating limits on the number of the students per course, and as a result the number of learners rose by 7.1%.

The majority of Japanese-language learners in Italy are affiliated with institutions of higher education, and although most of them are majoring in Japanese, learners for whom Japanese-language is not their major course comprise around 40% of the total.

While there have been many instances in which classes have switched over to all or partly online, due to a change in governmental policy, since 2021 in-person classes are gradually being resumed in public institutions. In addition, some institutions are offering hybrid classes, in which classes are streamed live so that students who are unable to attend in person can also participate.