

9. Eastern Europe

Status of Japanese-language education in Eastern Europe

The number of institutions in Eastern Europe overall is 423 institutions (down 11.3% compared to the previous (fiscal 2018) survey), the number of teachers is 1,723 people (up 4.3% compared to the previous survey), and the number of learners is 44,866 people (up 21.8% compared to the previous survey), so while the number of institutions decreased, the number of teachers and learners has grown.

The number of institutions is highest in Russia (151), followed by Poland (47), Hungary (32), Uzbekistan (18), and Ukraine (17), with the top three countries unchanged from the previous survey. The greatest number of teachers is in the order of Russia (666 people), Poland (234 people), Uzbekistan (129 people),

Ukraine (105 people), and Hungary (94 people). The number of learners is in the order of Russia (12,426 people), Turkmenistan (8,865 people), Poland (5,008), Uzbekistan (3,579 people), and Ukraine (2,052 people), with Turkmenistan, which ranked third in the previous survey, demonstrating rapid growth (increasing by 5,606 people compared to the previous survey, up 172.0%). Note that in the current survey, the implementation of Japanese-language education could not be confirmed in Montenegro.

Looking at the increases and decreases compared to the previous survey by country, the number of institutions has increased in 9 countries, is unchanged in 3 countries, and has decreased in 16 countries; the number of

Table 2-9-1 Number of institutions, number of teachers, and number of learners in Eastern 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					
Russia	151	666	12,426	8.7	964	3,197	4,129	4,136	143,436,145	169	633	11,764	
Turkmenistan	12	56	8,865	197.7	970	5,375	2,520	0	4,483,251	9	35	3,259	
Poland	47	234	5,008	13.2	197	182	2,247	2,382	38,044,565	48	200	4,483	
Uzbekistan	18	129	3,579	18.1	286	80	1,852	1,361	19,810,077	15	85	2,288	
Ukraine	17	105	2,052	4.3	187	247	1,151	467	48,240,902	20	97	2,174	
Romania	12	40	1,892	9.4	39	651	522	680	20,121,641	14	87	1,389	
Hungary	32	94	1,815	18.3	145	411	788	471	9,937,628	39	95	1,906	
Czech Republic	13	83	1,304	12.5	0	44	622	638	10,436,560	21	73	1,246	
Kyrgyz	13	40	1,300	25.5	366	462	384	88	5,107,640	19	47	1,606	
Bulgaria	6	25	1,207	16.4	415	522	244	26	7,364,570	8	40	1,347	
Kazakhstan	8	38	611	3.8	0	15	310	286	16,009,597	10	35	451	
Georgia	9	25	588	15.8	128	121	187	152	3,713,804	6	18	385	
Serbia	4	13	484	6.7	0	154	330	0	7,186,862	23	35	797	
Croatia	6	21	441	10.3	0	0	209	232	4,284,889	7	19	199	
Lithuania	10	16	404	13.3	0	69	130	205	3,043,429	11	17	373	
Belarus	10	26	384	4.1	0	0	127	257	9,435,251	9	27	415	
Estonia	14	18	376	29.0	44	136	131	65	1,294,455	14	25	390	
Azerbaijan	4	15	339	3.8	0	145	157	37	8,922,447	5	12	255	
Armenia	8	23	321	11.2	29	100	66	126	2,871,771	6	21	217	
Albania	1	1	300	10.7	0	0	300	0	2,800,138	1	1	200	
Slovakia	11	16	246	4.6	0	38	40	168	5,397,036	8	16	259	
Slovenia	4	19	244	11.6	0	0	111	133	2,108,977	6	19	312	
Tajikistan	5	8	223	2.9	0	31	142	50	7,564,502	2	4	186	
Latvia	3	5	175	9.2	0	73	72	30	1,893,223	2	4	697	
Moldova	1	2	131	4.7	0	0	0	131	2,805,194	1	3	115	
Bosnia and Herzegovina	3	4	76	2.2	0	0	9	67	3,531,159	1	1	65	
North Macedonia	1	1	75	3.7	0	0	75	0	2,022,547	2	2	49	
Montenegro	-	-	-	-	-	-	-	-	-	-	1	1	9
Eastern Europe overall	423	1,723	44,866	-	3,770	12,053	16,855	12,188	-	477	1,652	36,836	

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

teachers has increased in 14 countries, is unchanged in 3 countries, and has decreased in 11 countries; and the number of learners has increased in 17 countries and decreased in 11 countries.

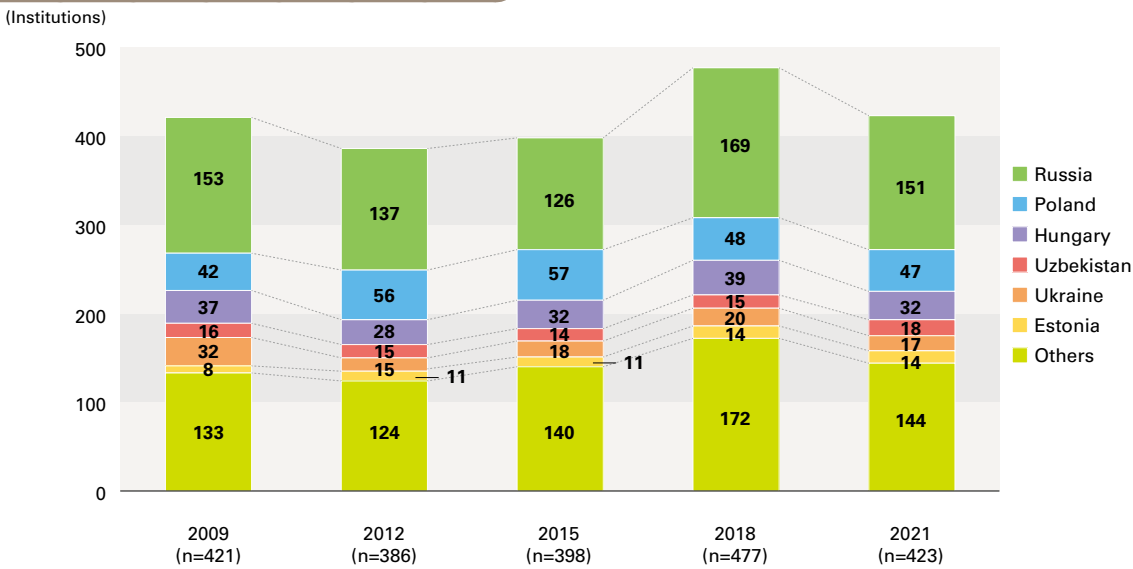
The ratios of the number of learners by educational stage are primary education, 8.4%; secondary education, 26.9%; higher education, 37.6%; and non-school education, 27.2%, continuing on the same trend seen in the previous survey.

As for the online class implementation ratio, many countries reported very high ratios, with 12 countries

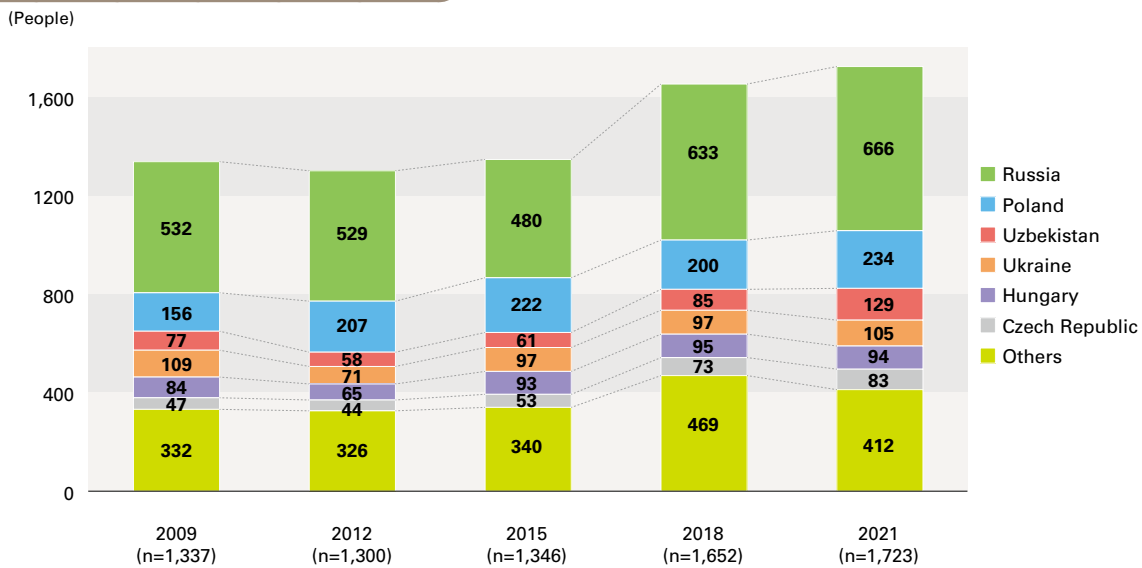
including Ukraine, Estonia, and Romania at 100%, Poland at 93.6%, and Slovakia at 90.9%, resulting in a 79.2% ratio for the region overall, which is above the global ratio (63.1%).

Looking at the objectives for Japanese-language learning, “interest in anime, manga, J-POP, fashion, etc.” (92.4%) and “interest in history, literature, arts, etc.” (87.9%) received a particularly high rate of responses, with “current or future work in home country” (71.9%) and “future work in Japan” (57.2%) also higher than the results for the world overall.

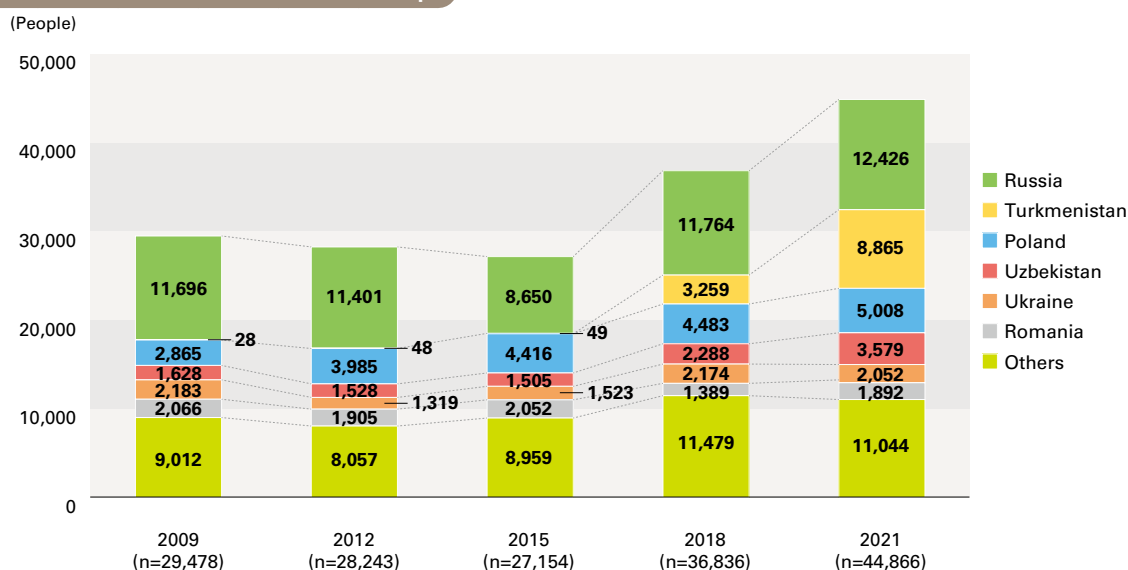
Graph 2-9-1 Number of institutions in Eastern Europe



Graph 2-9-2 Number of teachers in Eastern Europe



Graph 2-9-3 Number of learners in Eastern Europe



Graph 2-9-4 Percentages of learners by educational stage in Eastern Europe

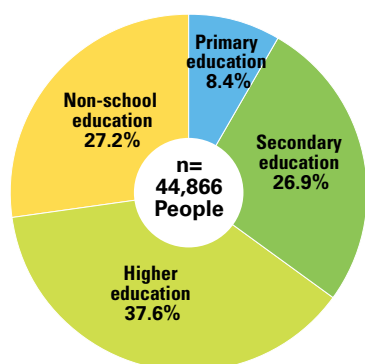
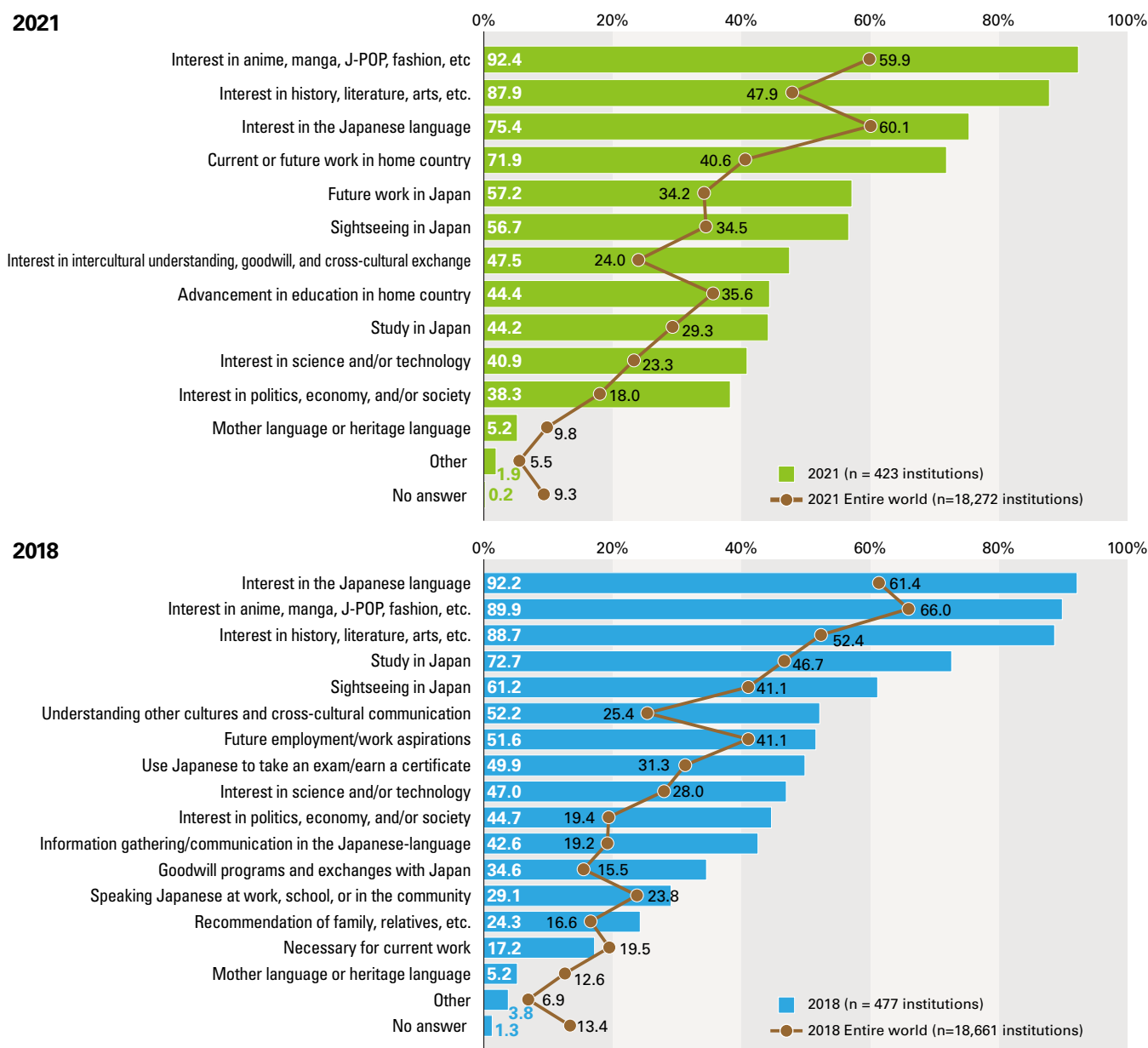


Table 2-9-2 Online class implementation ratio in Eastern Europe

Country and region	Total number of institutions in the country and region	Online class implementation	
		(Institutions)	(%)
Russia	151	121	80.1
Poland	47	44	93.6
Hungary	32	23	71.9
Uzbekistan	18	12	66.7
Ukraine	17	17	100.0
Estonia	14	14	100.0
Kyrgyz	13	5	38.5
Czech Republic	13	11	84.6
Turkmenistan	12	0	0.0
Romania	12	12	100.0
Slovakia	11	10	90.9
Belarus	10	7	70.0
Lithuania	10	8	80.0
Georgia	9	9	100.0
Armenia	8	5	62.5
Kazakhstan	8	6	75.0
Croatia	6	6	100.0
Bulgaria	6	6	100.0
Tajikistan	5	0	0.0
Azerbaijan	4	3	75.0
Slovenia	4	4	100.0
Serbia	4	4	100.0
Bosnia and Herzegovina	3	3	100.0
Latvia	3	3	100.0
Albania	1	0	0.0
North Macedonia	1	1	100.0
Moldova	1	1	100.0
Eastern Europe overall	423	335	79.2

Graph 2-9-5 Objectives of Japanese-language learning in Eastern Europe



Trends in each country and region

[Russia]

In Russia, which has the largest scale of Japanese-language education in Eastern Europe, although the number of institutions decreased by 18 (down 10.7% compared to the previous survey), the number of teachers increased by 33 people (up 5.2% compared to the previous survey) and the number of learners increased by 662 people (up 5.6% compared to the previous survey).

Looking at the results for each educational stage, primary education saw a decrease in the number of learners mainly in the Far Eastern Federal District. With regard to secondary education, although the number of institutions

decreased primarily in the Central Federal District, the number of teachers and learners have stayed basically the same. In higher education, there was no change in the number of institutions, but the number of teachers and learners increased, with a particularly conspicuous increase in learners in the Central Federal District. Moreover, as the scale of Japanese-language education has expanded at some higher education institutions, growing interest in Japanese-language learning is evident.

With regard to non-school education, the number of institutions in the Central Federal District has increased significantly as a result of Japanese-language education

being implemented in cities neighboring Moscow. On the other hand, in rural areas the number of teachers has decreased in all the Federal Districts aside from the Siberian and North Caucasian Federal Districts. The factors leading to the decline include the spread of online education due to the COVID-19 pandemic and the increase in the number of Japanese-language teachers who are teaching independently without being affiliated with an institution (the number of non-school education teachers in rural Federal Districts decreased by 84 people (down 30.4% compared to the previous survey)).

With regard to the motivation for learning, “interest in anime, manga, J-POP, fashion, etc.” recorded the highest numbers, followed by “interest in history, literature, arts, etc..”

In addition to the implementation of the Japan-Russia Exchange Year (Japan Year in Russia) for two years beginning from 2017, during which events spanning a diverse range of fields were held in 59 cities in Russia, Japanese culture was also introduced in the Japan-Russia Year of Regional and Sister-City Exchanges (Japan-Russia Regional Exchange Year), which was implemented from 2020 to 2022, ensuring continuing opportunities for exposure to Japanese culture. These factors may also be behind the increase in the number of Japanese-language learners in Russia.

Survey period: September 2021 to March 2022

The spreadsheets for survey results by district (1-3a and 1-3b) are available on the Japan Foundation website.

[Poland]

Although there was a slight decrease in the number of institutions, the number of teachers and learners both increased by over 10%.

Looking at the results by educational stage, in secondary education, where Japanese-language education is implemented primarily in extra-curricular activities, the number of institutions, teachers, and learners have all decreased, and in higher education, which accounts for 44.9% of the total number of learners in Poland, the number of institutions and teachers have also declined. On the other hand, in non-school education, the number of institutions, teachers, and learners have all increased, with the number of learners growing considerably from 1,811 people to 2,382 people (up 31.5% compared to the previous survey) and non-school education surpassing higher education in the number of learners as a result. As an example of the types of institutions where the number of learners increased, cases were reported in which the introduction of online classes made it possible

for students to participate from outside of the local area.

[Hungary]

Japanese-language education in Hungary has continued to decline slightly since its peak in the survey before last (fiscal 2015), and in comparison to the previous (fiscal 2018) survey, the number of institutions, teachers, and learners have all decreased. The decline in the number of learners is most prominent in higher education, but on the other hand, the number of learners has increased in primary and secondary education.

The number of institutions and learners in higher education have both decreased, which is mainly attributed to higher education reforms introduced in 2021 which privatized many institutions and tended to significantly reduce budgets for foreign-language learning, as well as the impact of the COVID-19 pandemic and other factors. Note that while traditionally, most Japanese-language learners at institutions of higher education have been studying Japanese since high school, in recent years there has been an increase in students who enroll in higher education institutions after studying on their own using “DEKIRU,” a Japanese-language textbook written in Hungarian and apps for learning, instead of studying Japanese-language in high school classes.

Although the number of learners at non-school educational institutions have decreased, if the impact from the reduction of Japanese-language courses at the Japan Foundation, Budapest in 2018, which reduced the number of learners in those courses by half, is not factored in, it can be said that the number of institutions decreased, but the number of learners increased slightly.

[Uzbekistan]

A significant increase was seen in the number of Japanese-language learners in primary education and higher education in Uzbekistan. This is due to a presidential decree issued in May 2021 to strengthen foreign-language education, including Japanese, as well as the University of World Economy and Diplomacy reinforcing its Japanese-language program, in addition to the existing programs at the Tashkent State University of Oriental Studies and the Uzbekistan State World Languages University.

In addition, there has been an increase in the number of learners in non-school education as well. The “Preparatory Center for Japanese-Language and the Specified Skilled Worker Examination” for university students and above who wish to go to Japan as technical

interns or through the Specified Skilled Worker program, which opened in January 2021 is thought to be behind this, and the number of learners is expected to continue to grow going forward. Note that all of the institutions in this educational stage responded that “future work in Japan” was the motivation for learning.

The decrease in the number of institutions and learners in secondary education is due to the consolidation of some institutions.

Enthusiasm for Japanese-language education in Uzbekistan can be said to be growing based on the circumstances described above, but the lack of teachers and teaching materials of an appropriate and sufficient quality to meet the level of demand is a challenge going forward.

[Turkmenistan]

The number of learners has increased from the previous survey by 5,606 people (up 172.0% compared to the previous survey). After a Japanese-language major was established at the Turkmen National Institute of Foreign Languages, Named after D. Azadi in 2007, there continued to be only one institution, but after an agreement to strengthen bilateral relations at an October 2015 summit meeting between the leaders of Turkmenistan and Japan, Japanese-language education was commenced at educational institutions throughout the country, and the number of learners has grown steadily year by year, particularly between 2018 and 2021.

As evidenced by a cooperative project between Japan and Turkmenistan to build a plant to produce gasoline and other products from natural gas, Japanese technology is drawing a lot of attention, and “interest in science and/or technology” was selected as the objective of Japanese-

language learning by 83.3% of the respondents, which is very high. This desire to learn about Japan’s advanced technology is thought to be behind the increase in learners who are visiting Japan through various programs including government-funded study abroad programs, JICA training, MIRAI (Japan’s Friendship Ties Program, the Mutual understanding, Intellectual Relations, and Academic exchange Initiative), YLP (the Young Leaders Program), and study abroad programs offered by private companies. In addition, the students who have visited Japan through these kinds of programs are active in various fields in Turkmenistan, including important government posts as well as working as Japanese-language teachers and at international organizations, and having these students who studied in Japan play an active part is also thought to be contributing to the increase in learners.

In addition, television programs about Japan have been aired more often in recent years, and there are currently numerous programs being watched in Turkmenistan including JVT (Japan Video Topics), Japanese soap operas, and Japanese-language courses (starting in 2021). Japanese anime and manga are also growing in popularity, and manga is increasingly seen in shopping mall bookstores.

[Other countries and regions]

The survey period in Ukraine was from September 2021 to March 2022.

In Montenegro, while Japanese-language classes were being offered at the University of Montenegro for the general public at the time of the previous survey, they have since ended, and the implementation of Japanese-language education could not be confirmed in the current survey.