Preface

The Japan Foundation (JF) was established in October 1972 as a special legal entity and as an organization to comprehensively implement international cultural exchange projects in all of the regions of the world, and in October 2003 it was reorganized as an independent administrative institution supervised by the Ministry of Foreign Affairs. Currently, based in the Tokyo Headquarters, the Kyoto Office, two affiliated institutes (the Japanese-Language Institute, Urawa, and the Japanese-Language Institute, Kansai), and 25 overseas offices in 24 countries, the Japan Foundation is collaborating with external organizations to carry out activities in three fields: art and cultural exchange, Japanese-language education overseas, and Japanese studies and intellectual exchange abroad.

In the field of Japanese-language education overseas, the Japan Foundation is cooperating with the relevant domestic institutions, the governments of the target countries, and Japanese-language educational institutions in each country and region, while developing the Japanese-language education environment overseas in the form of dispatching Japanese-language education experts abroad, providing training to Japanese-language teachers abroad, and supporting and networking Japanese-language educational institutions through projects it organizes, co-organizes, or subsidizes. The Japan Foundation also contributes to building a shared infrastructure that can be utilized by learners around the world through the provision of Japanese-language teaching methods and learning materials overseas and the enhancement of the evaluation of the proficiency of Japanese-language learners. In accordance with the "Comprehensive Measures for Acceptance and Coexistence of Foreign Nationals," since the fiscal year 2019 the Japan Foundation has been working on Japanese-language projects geared toward the Specified Skilled Worker program for foreign nationals who come to work in Japan.

In order to confirm the current state of Japanese-language education in each country and region, which forms the foundation for this range of activities, this report summarizes the results of the Survey on Japanese-Language Education Abroad conducted by the Japan Foundation in FY2021. We hope this survey will be useful as a reference for institutions and instructors involved in Japanese-language education in Japan and abroad, and thereby provide a boost to Japanese-language education.

Finally, we received the wonderful cooperation of the Japanese-language educational institutions who answered the survey and also the Ministry of Foreign Affairs and the relevant institutions and relevant people in each country at each stage of the survey from distribution to collection of the survey form. We would like to express our deep appreciation for this, and we would like to take this opportunity to express our deep respect to all of the people who are involved in the front line of Japanese language education daily in regions throughout the world, and who are making tremendous efforts to maintain and develop it.

March 2023
The Japan Foundation

Contents

About this survey

1. Overview of survey implementation

(1) Survey objective

The objective of this survey is to ascertain the current state of institutions implementing Japanese-language education abroad, and provide useful information mainly regarding the following three points:

(i)　Basic materials for the conducting of surveys and research regarding Japanese-language education;

(ii)　Reference materials to assist institutions involved Japanese-language study, and international exchange organizations in the implementation of various types of projects related to Japanese-language education;

(iii)　Reference materials for the information exchange, mutual exchange, and network formation of institutions and organizations involved in Japanese language education.

The results of this survey are provided in this report and are also available as "Search engine for institutions offering Japanese-language education" on the website of the Japan Foundation.

The Japan Foundation has been conducting surveys regarding institutions involved in Japanese-language education since 1974, taking over from the previous surveys by the Ministry of Foreign Affairs. The major surveys that have been implemented by the Japan Foundation and the Ministry of Foreign Affairs are as shown below.

The main past Japanese-language educational institutions surveys

Organization implementing the survey	Survey year	Survey results report
Ministry of Foreign Affairs, Agency for Cultural Affairs	1970	List of Institutions involved in Japanese-Language Education Worldwide Published by the Publishers Association for Cultural Exchange (PACE), Japan (1970.11)
Japan Foundation	1974-1975	List of Institutions involved in Japanese-Language Education Abroad Published by the Japan Foundation (1975.12)
Japan Foundation	1979-1980	List of Institutions involved in Japanese-Language Education Abroad Published by the Japan Foundation (1981.6)
Japan Foundation	1984-1985	List of Institutions involved in Japanese-Language Education Abroad Editorial supervision by the Japan Foundation Published by Bonjinsha (1987.3)
Ministry of Foreign Affairs	1988-1989	Japanese-Language Education: Its Growth and Concerns Edited and published by The Japan Forum (1990.3)
Japan Foundation Japanese-Language Institute, Urawa	1990	Survey Report on Japanese-Language Education Abroad Edited by the Japan Foundation Japanese-Language Institute, Urawa Published by the Ministry of Finance Printing Bureau (1992.8)
Japan Foundation Japanese-Language Institute, Urawa	1993-1994	Survey Report on Japanese-Language Education Abroad Edited and published by the Japan Foundation Japanese-Language Institute, Urawa (1995.3)
Japan Foundation Japanese-Language Institute, Urawa	1998-1999	Survey Report on Japanese-Language Education Abroad Edited and published by the Japan Foundation Japanese-Language Institute, Urawa (2000.3)
Japan Foundation	2003-2004	Survey Report on Japanese-Language Education Abroad Edited and published by the Japan Foundation (2005.3)
Japan Foundation	2006-2007	Survey Report on Japanese-Language Education Abroad Edited and published by the Japan Foundation (2008.7)
Japan Foundation	2009-2010	Survey Report on Japanese-Language Education Abroad Edited and published by the Japan Foundation (2011.3)
Japan Foundation	2011-2012	Survey Report on Japanese-Language Education Abroad Edited by the Japan Foundation Published by Kuroshio Publishers (2013.10)
Japan Foundation	2015-2016	Survey Report on Japanese-Language Education Abroad Edited and published by the Japan Foundation (2017.3)
Japan Foundation	2018-2019	Survey Report on Japanese-Language Education Abroad Edited and published by the Japan Foundation (2020.6)

(2) Survey coverage

A. Institutions covered by the survey

This is a survey of institutions that may implement Japanese-language education abroad. The following are not included in the survey coverage:

(i) Organizations (activities) that do not have substantial form as organizations;

(ii) Japanese schools for the children of Japanese living overseas and supplementary schools authorized by the Ministry of Education, Culture, Sports, Science and Technology at the time of the survey.

*Organizations teaching Japanese as a foreign language to children of Japanese descent in each country are subject to the survey.

(iii) Broadcast stations and website administrators offering Japanese-language education to the general public;

(iv) Short-term Japanese-language experience activities;

B. Number of survey forms distributed and collected

This survey is a questionnaire survey for which the survey items were translated into each language and the survey was distributed and collected as a survey form using survey methods tailored to the communications environment of each country such as online survey forms, e-mail, telephone, post, etc.

For fiscal 2021, the survey forms were distributed to 29,476 institutions all around the world, and valid answers were received from 26,543 institutions (with a valid response rate of 90.0%). We were able to confirm that 18,272 institutions are implementing Japanese-language education, 3,195 institutions had temporarily suspended all classes at the time of the survey, and 5,076 institutions are not implementing Japanese-language education.

C. Countries covered by the survey

This survey was implemented for all surveyable countries and regions around the entire world. North Korea is not covered by the survey.

(3) Survey period

The survey form distribution and collection period: September 2021–December 2021

Note that the survey period was extended to June 2022 for some countries that had not finished the survey during the above period.

(4) Survey content

Nineteen versions of the survey form were prepared: Japanese, English (United Kingdom version, United States version, Australia version), Korean, Chinese (simplified Chinese version, traditional Chinese version), Indonesian, Italian, Spanish (Spain version, Latin America version), French, Portuguese, Hungarian, Russian, German, Thai, Vietnamese and Khmer.

The main survey items are as shown below

Main survey items (survey form, Japanese-language sample P94

Type	Survey items
Basic information about the institutions	Institution name, Japanese-language education department name, address, URL, contact info (telephone number, email address)
Nature of the institutions **Boldface: new items for this survey**	Establishing entity (public institutions/private institutions/institutions associated with the Government of Japan) Educational stage (Primary school/Secondary school [divided into lower secondary institutions, upper secondary institutions]/institutions of higher education/institutions in non-school education) The position of Japanese-language courses (example: at an institution of higher education, as a major/not as a major/Extra curricular) **Whether or not the institution conducts classes online, whether or not Japanese is taught as a heritage language (excluding higher education)**
Learners	The number of Japanese-language learners (breakdown by educational stage) ("Non-school education" only) Attributes of the Japanese-language learners (preschool age children/primary and secondary educational stage/ higher educational stage/adult learners) The number of people learning Japanese as a heritage language (excluding higher education)
Teachers **Boldface: new items for this survey**	The number of teachers (**full-time/part-time**), the number of Japanese-language teachers who are native speakers, whether or not there are Japanese-language teacher-training courses
University degrees	("School education at the higher educational stage" only) Whether or not the teachers have been conferred university degrees (associate degree/bachelor's degree/Master's degree/Doctorate/have not been conferred a university degree)
Your objective and reasons for learning the Japanese language	Choose from 13 items such as "interest in Japanese culture (e.g., history, literature, arts)" etc. (multiple answers allowed)
Implementation status of Japanese language education	Choose "Yes," "No" or "I do not know" in response to 11 items such as "there are enough teachers" and "there is a sufficient amount of teaching materials"

(5) Survey method

A. Survey implementation

Distribution and collection of the survey form were carried out by the Japan Foundation offices abroad and the Japanese embassies and consulates in each country and region. In certain countries and regions, the survey was conducted through subcontracting to external institutions.

Subcontractors

Country and region	Subcontractors
China	University of International Business and Economics
Taiwan	Japan-Taiwan Exchange Association, J-Study
Hong Kong, Macao	Society of Japanese-Language Education, Hong Kong
Republic of Korea	The Japanese Language and Literature Association of Korea
Mongolia	Mongolia Japanese-language Teachers' Association
Cambodia	Cambodia–Japan Cooperation Center
Nepal	Japanese Language Teachers' Association, Nepal (JALTAN)
Bangladesh	Japanese Language Teachers' Association of Bangladesh (JALTAB)
New Zealand	Japanese Studies Aotearoa New Zealand (JSANZ)
Ireland	Insight Statistical Consulting
Switzerland	The Association of Japanese Language Teachers in Switzerland
France	KSM NEWS & RESEARCH

Even outside the above countries and regions, cooperation was obtained from many institutions, such as local Japanese-language teachers' associations, as well as from individuals.

B. Survey form distribution and collection method

For this survey we distributed and collected the survey forms using survey methods tailored to the communications environment in each country, including online survey forms, e-mail, telephone and post, etc., based on the information about Japanese-language educational institutions previously ascertained by the Japan Foundation and diplomatic missions abroad in each country and region. The survey method was not limited to one method for one country or region; in some cases we used a combination of multiple survey methods tailored to the communications environments in each of the countries and regions.

Survey method

Survey method	Procedure
Online	The person-in-charge in each country and region notified the institutions covered by the survey of the URL of the dedicated website for the survey by email or the like, and also sent them information on the issuing of IDs and passwords. The institutions covered by the survey accessed said website and after setting their own passwords, entered the answers there.
E-mail	The person-in-charge in each country and region sent the download URL for the survey form or the survey form attached as electronic data to the institutions covered by the survey by email.
Telephone	The institutions covered by the survey entered the answers in the electronic survey form, attached the form to an e-mail, and returned it to the institutions implementing the survey.
Post, etc.	The person-in-charge in each country and region obtained the answers from the institutions covered by the survey by telephone.

2. Definitions of terms and method of notation in this survey

(1) The classifications and arrangement of the regions and the names of the countries and regions used in this document

A. Classifications and arrangement of the regions

There are 12 regional classifications: East Asia, Southeast Asia, South Asia, Oceania, North America, Central America, South America, Western Europe, Eastern Europe, Middle East, North Africa, and Africa

B. Names of the countries and regions

The names of the countries follow the notation in the Japanese language used by the Japan Foundation (informal notation), and the following regions that are not countries are referred to using their informal names (from World Yearbook 2022 by KYODO NEWS). Furthermore, Taiwan, Hong Kong, and Macao are presented separately from China.

- Taiwan
- Hong Kong
- Macao
- Northern Mariana Islands
- Guam
- New Caledonia
- French Polynesia
- Puerto Rico

(2) About the terms used in this text

A. "Institutions" used as a unit

The Japanese-language courses, etc., being implemented in each faculty or separate campus in a comprehensive university are regarded as organizations that each have independence to a certain extent; therefore, there are institutions for which "faculty" and "campus" units are considered to be "one institution" in this survey.

B. Online classes

This refers to remote classes conducted via the internet using computers, tablets, smartphones, or other devices. This includes hybrid classes (a mixture of online and in-person). In this survey, we surveyed whether or not the institutions covered by the survey conducted classes online, and the percentage of institutions that responded that they conduct online classes is defined as the online class implementation ratio.

C. Educational stage

The school educational system and school structure vary depending on the country and region; therefore, classifications that unify the entire world are difficult, but in this report, the institutions covered by the survey are classified into the following four categories to carry out the tabulation and analysis.

(A) "Primary education", "primary school"
   This refers to institutions equivalent to elementary schools in Japan.
(B) "Secondary education", "secondary school"
   This refers to institutions equivalent to middle schools in Japan (Lower secondary) and institutions equivalent to high schools in Japan (Upper secondary). The tabulation and analysis are carried out using these two sub-classifications in spreadsheet 1-1a.
(C) "Higher education", "institutions of higher education"
   This refers to institutions equivalent to the junior colleges, technical colleges, universities, and graduate schools of Japan.
(D) "Non-school education"
   This includes private language schools, lifelong educational institutions run by public institutions, language courses run by higher educational institutions for the general public, Japanese-language courses for the general public run by the Japan Foundation, and heritage language education. Note that institutions that do not have physical classrooms and only offer online classes in a form that allows them to identify learners are also included.

D. Institution establishing entity

"Establishing entity" means the establisher of the institution, and institutions are classified into the following three types:

(A) Public institutions
   Institutions established by a country, a state, a province, a local government, etc.;
(B) Private institutions
   Institutions established by private organizations or individuals;
(C) Institutions associated with the Government of Japan
   Institutions established by organizations associated with the Government of Japan.

E. Teachers

(A) Teachers
   This refers to teachers who are teaching the Japanese

language at an institution regardless of whether they work at other institutions as well (in this survey, teachers are categorized into those who work full-time and part-time. Assistant teachers are included among part-time teachers).

The number of teachers in each of the tabulations is the total number calculated by simply adding up the number of teachers at each Japanese-language educational institution; for convenience we count in duplicate in the case of a teacher who is teaching at multiple institutions.

(B) Japanese-language teachers who are native speakers
Teachers who are teaching the Japanese-language whose native language is Japanese

F. Japanese language education as a heritage language

Heritage language education refers to teaching Japanese to children who have Japanese parent/s that have migrated overseas and for children who have both Japanese and non-Japanese parents. In this survey, Japanese schools for the children of Japanese living overseas and supplementary schools authorized by the Ministry of Education, Culture, Sports, Science and Technology are not included in heritage language education.

G. Other special terms

In this text and in the spreadsheets, annotations are added as needed.

H. Notation method used in this report

(A) The figures in the tabulations are rounded to one decimal place. Therefore, sometimes the totals of the percentages do not add up to 100%.
(B) In the case of survey items that ask for two or more answers (multiple answers), sometimes the total of the percentages exceeds 100%.
(C) The n shown in the graphs is the cardinal number (sample size) used in the calculation of the ratios.

I. Regarding the notation for the options, we use the abbreviated expressions shown below when notating the options for "Japanese-language learning objectives and reasons" (hereinafter referred to as the "objectives of Japanese-language learning") in the graphs and text. Please note that some questions have changed since the previous survey.

Objectives of Japanese-language learning

[2021 survey]

Notation of the options in the survey form	Abbreviated expression
1. Interest in Japanese culture (e.g., history, literature, arts)	Interest in history, literature, arts, etc.
2. Interest in Japanese popular culture (e.g., anime, manga, J-POP, fashion)	Interest in anime, manga, J-POP, fashion, etc.
3. Interest in Japanese politics, economy, and/or society	Interest in politics, economy, and/or society
4. Interest in Japanese science and/or technology	Interest in science and/or technology
5. Interest in the Japanese language	Interest in the Japanese language
6. To advance to the next grade, take exams, or go on to higher education in their country	Advancement in education in home country
7. For current or future employment in their country	Current or future work in home country
8. To study in Japan	Study in Japan
9. To find a job in Japan in the future	Future work in Japan
10. To visit Japan for sightseeing	Sightseeing in Japan
11. Broad interest in intercultural understanding, international goodwill activities, and cross-cultural exchange	Understanding other cultures and cross-cultural communication
12. Japanese is the mother language/the language of family or relatives	Mother language or heritage language
13. Other	Other

[2018 survey]

Notation of the options in the survey form	Abbreviated expression
1. Interest in Japanese culture (e.g., history, literature, arts)	Interest in history, literature, arts, etc.
2. Interest in Japanese popular culture (e.g., anime, manga, J-POP, fashion)	Interest in anime, manga, J-POP, fashion, etc.
3. Interest in Japanese politics, economy, and/or society	Interest in politics, economy, and/or society
4. Interest in Japanese science and/or technology	Interest in science and/or technology
5. Interest in the Japanese language	Interest in the Japanese language
6. To take an entrance exam in Japanese/to earn a certificate	Use Japanese to take an exam/earn a certificate
7. To study in Japan	Study in Japan
8. To gain employment/to fulfill future work aspirations using Japanese language skills	Future employment/work aspirations
9. Japanese is necessary for current work/Japanese will be useful in current work	Necessary for current work
10. To visit Japan for sightseeing	Sightseeing in Japan
11. To participate in an international goodwill program (visit Japan or host Japanese visitors)	Goodwill programs and exchanges with Japan
12. For online information gathering/communication in Japanese	Information gathering/communication in the Japanese-language
13. To speak Japanese at work, school, or in the community	Speaking Japanese at work, school, or in the community
14. Have a broad interest in understanding other cultures and cross-cultural communication	Understanding other cultures and cross-cultural communication
15. Japanese is the mother language/the language of family or relatives	Mother language or heritage language
16. Recommended by others (e.g., family, relatives, friends)	Recommendation of family, relatives, etc.
17. Other than 1 through 16 listed above	Other

3. About the spreadsheets of the survey results

We have edited the spreadsheets of the survey results into files in the Microsoft Excel format and presented them on the Japan Foundation website as reference materials for more detailed analysis and research (JAPANESE ONLY).

[Japan Foundation website URL]
https://www.jpf.go.jp/j/project/japanese/survey/result/survey21.html

The types of spreadsheets are shown in the following list.

List of Spreadsheets

Field		Name of the spreadsheet file
1. Summary tables	1-1a	Number of institutions, number of teachers, and number of learners in Japanese-language education (in order of region/breakdown of number of learners)
	1-1b	Number of institutions, number of teachers, and number of learners in Japanese-language education (in order of region/by educational stage)
	1-2a	Number of institutions, number of teachers, and number of learners in Japanese-language education (in order of number of learners/breakdown of number of learners)
	1-2b	Number of institutions, number of teachers, and number of learners in Japanese-language education (in order of number of learners/by educational stage)
	1-3a	Number of institutions, number of teachers, and number of learners in Japanese-language education by province and city (breakdown of number of learners)
	1-3b	Number of institutions, number of teachers, and number of learners in Japanese-language education by province and city (by educational stage)
2. Establishing entity	2	Number of institutions in Japanese-language education by establishing entity
3. Learner composition in non-school education institutions	3	Learner composition in non-school education institutions
4. Number of learners per teacher	4	Number of learners per teacher by educational stage
5. Number and ratio of Japanese-language teachers who are native speakers	5-1	Number and ratio of full-time Japanese-language teachers, part-time teachers, and teachers who are native speakers (overall)
	5-2	Number and ratio of full-time Japanese-language teachers, part-time teachers, and teachers who are native speakers in primary education
	5-3	Number and ratio of full-time Japanese-language teachers, part-time teachers, and teachers who are native speakers in secondary education
	5-4	Number and ratio of full-time Japanese-language teachers, part-time teachers, and teachers who are native speakers in higher education
	5-5	Number and ratio of full-time Japanese-language teachers, part-time teachers, and teachers who are native speakers in non-school education
6. Conferral of university degrees	6	Number of institutions conferring university degrees in the areas of Japanese-language and/or Japan studies (higher educational institutions)
7. Teacher-training courses	7	Existence, ratio, and number of implementing institutions for Japanese-language teacher-training courses
8. Objectives of Japanese-language learning	8-1	Objectives of Japanese-language learning (overall)
	8-2	Objectives of Japanese-language learning in primary education
	8-3	Objectives of Japanese-language learning in secondary education
	8-4	Objectives of Japanese-language learning in higher education
	8-5	Objectives of Japanese-language learning in non-school education
9. Status of implementation of Japanese-language education	9-1	Status of implementation of Japanese-language education (overall)
	9-2	Status of implementation of Japanese-language education in primary education
	9-3	Status of implementation of Japanese-language education in secondary education
	9-4	Status of implementation of Japanese-language education in higher education
	9-5	Status of implementation of Japanese-language education in non-school education
10. Number and ratio of institutions implementing online classes	10	Number and ratio of institutions implementing online classes (by educational stage)
11. Past surveys	11	Number of institutions, number of teachers, and number of learners in Japanese-language education in 2018