

Chapter 1 Status of Japanese-language education by region

1. Overall situation

It was discovered that Japanese-language education is being implemented in 141 countries and regions around the world.

The number of Japanese language institutions and teachers are the second-largest ever

In the fiscal 2021 survey, the implementation of Japanese-language education overseas was confirmed in 141 countries and regions, decreasing by 1 country from the 142 countries and regions recorded in the previous (fiscal 2018) survey, which was the all-time high number since the survey was begun in 1974.

Meanwhile, the number of institutions involved in Japanese-language education overseas (hereinafter referred to as the “number of institutions”) is 18,272 institutions (down 2.1% compared to the previous survey), the number of Japanese-language teachers affiliated with these institutions (hereinafter referred to as the “number of teachers”) is 74,592 people (down 3.5% compared to the previous survey), and the number of Japanese-language learners at these institutions (hereinafter referred to as the “number of learners”) is 3,794,714 people

(down 1.5% compared to the previous survey). While all of these numbers were lower than last time, the number of institutions and the number of teachers are second only to the previous survey, which showed a record high, and the number of learners is the third-highest ever.

Note that this survey covers “institutions that may implement Japanese-language education as a foreign language study” and all of the figures are the actual figures calculated by tabulating the answers in the survey forms submitted by the answering institutions. For that reason, the number of institutions that are mainly involved in activities concerning intercultural exchange, not the implementation of foreign language education, and learners self studying the Japanese language through television, radio, books, the Internet, etc., are not included in the results.

Table 1-1-1 Number of countries and regions implementing Japanese-language education

	2021	2018
Country	133 countries	134 countries
Region	8 regions	8 regions

Table 1-1-2 Number of institutions, number of teachers, and number of learners

	2021	2018
Institutions (Institutions)	18,272	18,661
Teachers (People)	74,592	77,323
Learners (People)	3,794,714	3,851,774

The implementation of Japanese-language education was confirmed in 4 new countries, and resumption was confirmed in 4 countries.

Confirmation of implementation was no longer possible in 9 countries.

This means there was a net decrease of 1 country.

In the present survey, the implementation of Japanese-language education was confirmed in 4 new countries. Furthermore, it was confirmed that Japanese-language education in the form of non-school education had been resumed in 4 countries where Japanese-language education had been implemented in the past but implementation had not been confirmed in the period

leading up to the previous survey.

On the other hand, implementation of Japanese-language education could not be confirmed in 9 countries that were implementing it in the previous survey. In the world overall, a total of 141 countries and regions were confirmed to be implementing Japanese-language education, a decrease of 1 country from the previous survey.

Table 1-1-3 The countries for which the implementation of Japanese-language education was newly confirmed and the countries that resumed Japanese-language education in the 2021 survey

	2021	Number of institutions
Newly implemented	Cyprus	1
	San Marino	1
	Seychelles	1
	Nigeria	2
Resumed	Monaco	1
	Yemen	1
	Syria	1
	Burkina Faso	1

Table 1-1-4 Countries for which the implementation of Japanese-language education could not be confirmed in the 2021 survey

Country	Number of institutions
Marshall Islands	4
Montenegro	1
Oman	2
Sudan	1
Uganda	2
Ethiopia	2
Zambia	1
Tanzania	1
Mozambique	1

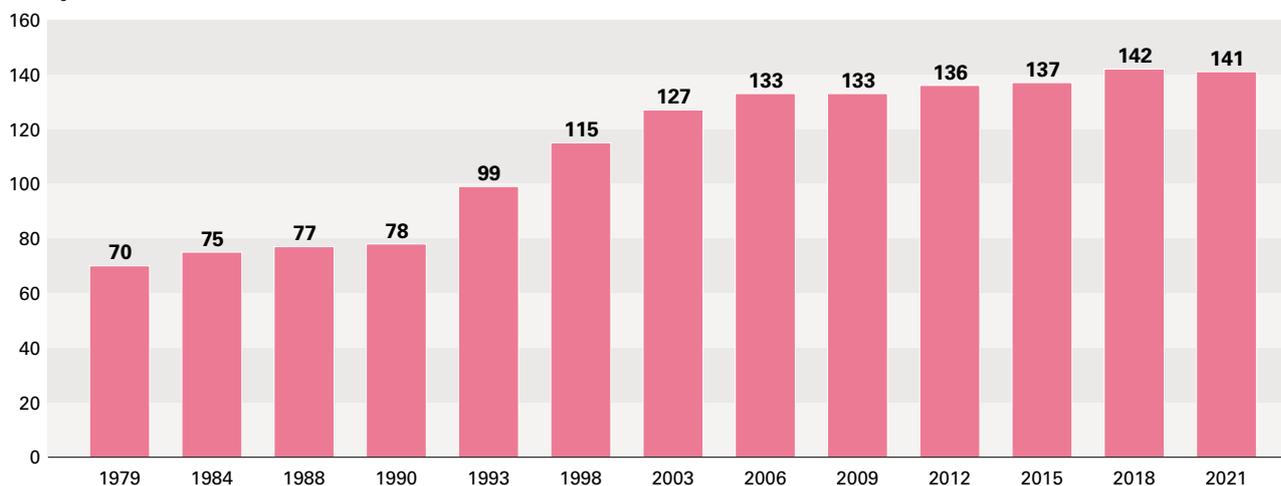
Over the past 42 years, the number of implementing countries and regions has increased 2.0 times, the number of institutions has increased 16.0 times, the number of teachers has increased 18.2 times, and the number of learners has increased 29.8 times

Looking at the results of the past 13 surveys, from the fiscal 1979 survey to the fiscal 2021 survey (The fiscal 1979 survey, which employed a methodology more similar to the current survey, is being used as a basis for comparison.), the number of countries and regions implementing Japanese-language education has increased

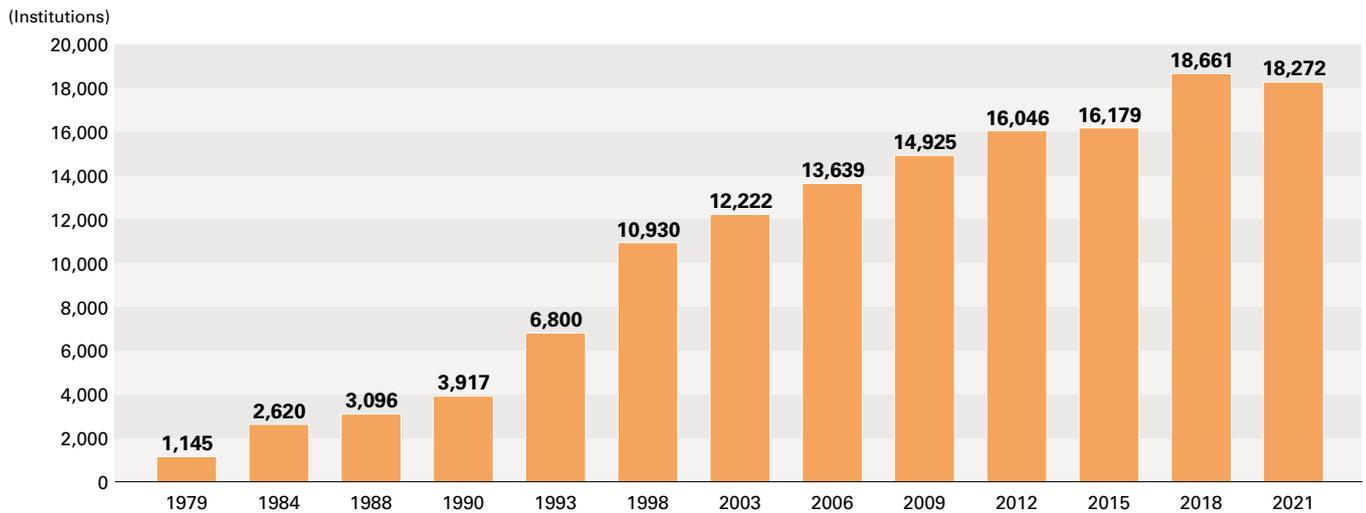
from 70 to 141 (2.0 times), the number of institutions has increased from 1,145 institutions to 18,272 institutions (16.0 times), the number of teachers has increased from 4,097 people to 74,592 people (18.2 times), and the number of learners has increased from 127,167 people to 3,794,714 people (29.8 times).

Graph 1-1-1 The number of countries and regions implementing Japanese-language education

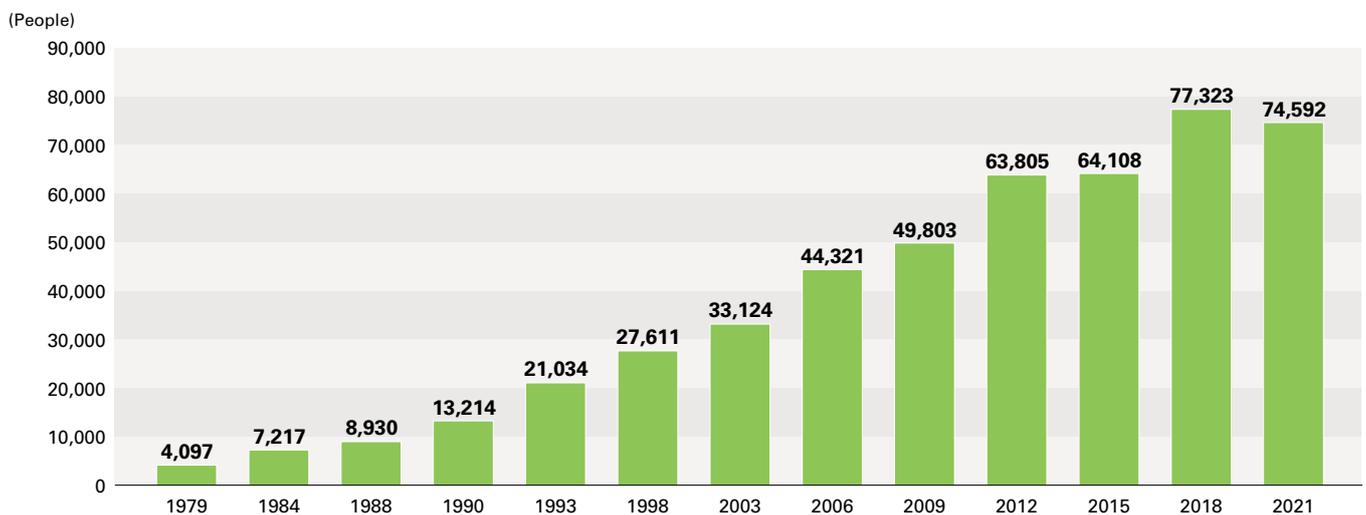
(Countries and regions)



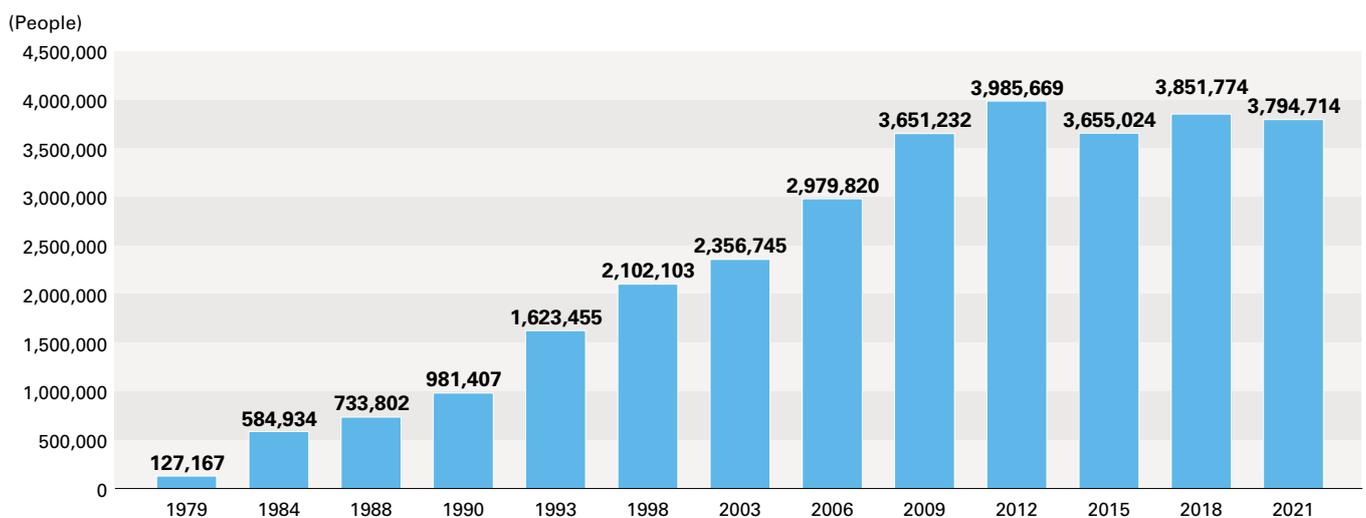
Graph 1-1-2 Number of Institutions



Graph 1-1-3 Number of Teachers



Graph 1-1-4 Number of Learners



63.1% of all institutions are conducting online classes

This survey asked about online classes for the first time, and found that 63.1% of all institutions (11,525 institutions) are conducting online classes. The region with the highest online class implementation ratio is Central America (93.9%), followed by the Middle East (90.2%), South America (86.0%), and Southeast Asia (84.4%). Looking at the number of learners in regions where the online class implementation ratio was over 90%, there are 195 people in Central America (up 1.1% compared to the previous survey), and 1,082 people in the Middle East (up 21.9% compared to the previous survey). The increase in the number of learners indicates that online classes are contributing to the spread of Japanese-language education during the COVID-19 pandemic.

Table 1-1-5 Online education implementation ratio

Region	Number of institutions in the entire region	Conducting online classes	
		(Institutions)	(%)
East Asia	6,939	4,060	58.5
Southeast Asia	5,001	4,223	84.4
South Asia	776	589	75.9
Oceania	1,943	418	21.5
North America	1,372	624	45.5
Central America	180	169	93.9
South America	394	339	86.0
Western Europe	1,061	644	60.7
Eastern Europe	423	335	79.2
Middle East	82	74	90.2
North Africa	33	20	60.6
Africa	68	30	44.1
Entire world	18,272	11,525	63.1

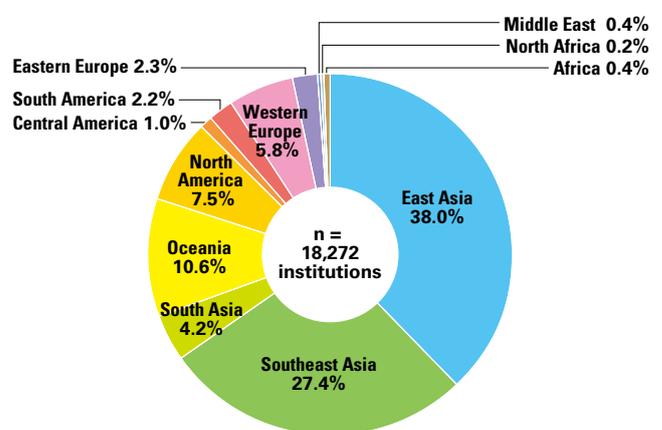
2. Situation by region

East Asia and Southeast Asia continue to account for high percentages of the institutions, teachers, and learners

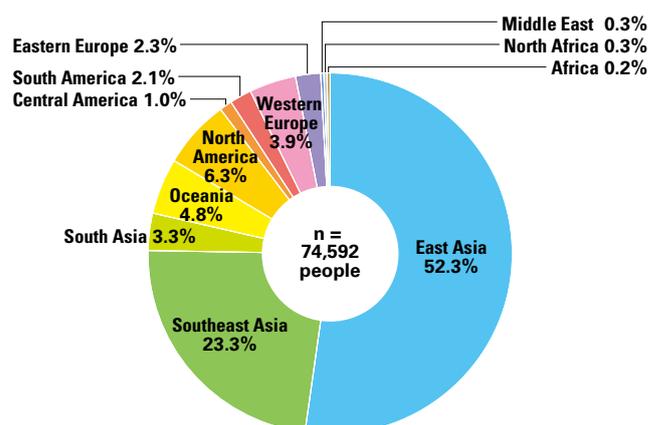
Comparing the number of institutions, number of teachers, and number of learners by region, East Asia accounts for a high percentage for all three, followed by Southeast Asia. These 2 regions account for 65.4% of the institutions, 75.6% of the teachers, and 76.4% of the learners worldwide.

The number of institutions has increased in East Asia (up 7.0%, an increase of 456 institutions compared to the previous survey), South Asia (up 28.5%, an increase of 172 institutions compared to the previous survey), Central America (up 7.1%, an increase of 12 institutions compared to the previous survey), and the Middle East (up 15.5%, an increase of 11 institutions compared to the previous survey), but there are fewer institutions compared to the previous survey in the other 8 regions. While the number of teachers has increased in 5 regions including South Asia (up 35.8%, an increase of 651 people compared to the previous survey) and North Africa (up 29.3%, an increase of 43 people compared to the previous survey), the number decreased in the other 7 regions. The number of learners has increased in 6 regions, representing half of the number of regions, with North Africa showing a particularly large rate of increase, albeit on a smaller scale (up 78.3%, an increase of 2,011 people compared to the previous survey).

Graph 1-2-1 Percentage of institutions by region



Graph 1-2-2 Percentage of teachers by region



There are differences in individual countries inside the regions, but looking at the whole picture, the 3 regions of South Asia, the Middle East, and Central America were all confirmed to have had increases in the number of institutions, the number of teachers, and the number of learners. On the other hand, the number of institutions, teachers, and learners have all declined in Southeast Asia, North America, South America, Western Europe, and Africa. The rate of decrease is particularly large in Africa compared to other regions. And while there has been a slight decrease in the number of teachers and learners in East Asia, which accounts for the world's largest numbers of Japanese-language institutions, teachers, and learners, the number of institutions has increased.

Graph 1-2-3 Percentage of learners by region

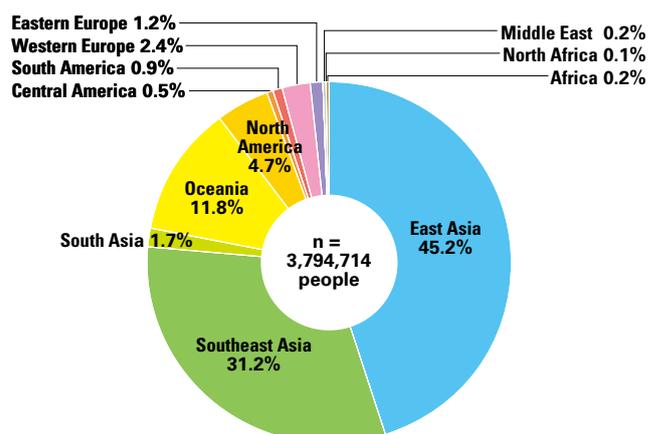


Table 1-2-1 Percentage of institutions, teachers, and learners by region

Region	Institutions				Teachers				Learners			
	2021 (Institutions)	2018 (Institutions)	Increase/ decrease rate (%)	(%)	2021 (people)	2018 (people)	Increase/ decrease rate (%)	(%)	2021 (people)	2018 (people)	Increase/ decrease rate (%)	(%)
East Asia	6,939	6,483	7.0	38.0	39,002	40,672	▲4.1	52.3	1,713,833	1,744,110	▲1.7	45.2
Southeast Asia	5,001	5,388	▲7.2	27.4	17,343	18,845	▲8.0	23.3	1,185,375	1,215,835	▲2.5	31.2
South Asia	776	604	28.5	4.2	2,471	1,820	35.8	3.3	63,093	57,356	10.0	1.7
Oceania	1,943	2,108	▲7.8	10.6	3,599	3,663	▲1.7	4.8	448,977	443,215	1.3	11.8
North America	1,372	1,607	▲14.6	7.5	4,675	4,683	▲0.2	6.3	179,695	186,394	▲3.6	4.7
Central America	180	168	7.1	1.0	765	642	19.2	1.0	17,562	17,367	1.1	0.5
South America	394	501	▲21.4	2.2	1,548	1,838	▲15.8	2.1	34,557	42,226	▲18.2	0.9
Western Europe	1,061	1,123	▲5.5	5.8	2,944	2,969	▲0.8	3.9	89,530	90,114	▲0.6	2.4
Eastern Europe	423	477	▲11.3	2.3	1,723	1,652	4.3	2.3	44,866	36,836	21.8	1.2
Middle East	82	71	15.5	0.4	203	176	15.3	0.3	6,030	4,948	21.9	0.2
North Africa	33	36	▲8.3	0.2	190	147	29.3	0.3	4,580	2,569	78.3	0.1
Africa	68	95	▲28.4	0.4	129	216	▲40.3	0.2	6,616	10,804	▲38.8	0.2
Entire world	18,272	18,661	▲2.1	100.0	74,592	77,323	▲3.5	100.0	3,794,714	3,851,774	▲1.5	100.0

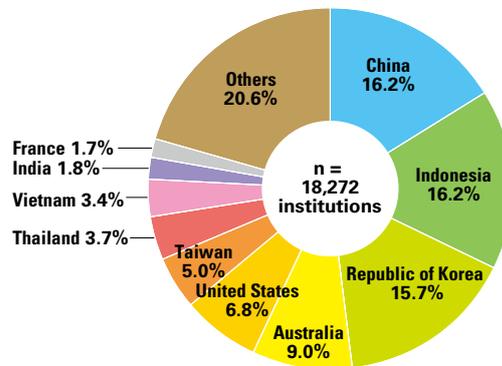
China, Indonesia, and the Republic of Korea are the top three countries in the world for the number of learners, with these three countries accounting for roughly half of the total worldwide

The top three countries for the number of institutions are China with 2,965 institutions (16.2% of the total), Indonesia with 2,958 institutions (16.2%), and the Republic of Korea with 2,868 institutions (15.7%). Together, these three countries account for 48.1% of the total. Next is Australia with 1,648 institutions and the United States with 1,241 institutions, meaning that all of the top five countries have over 1,000 institutions. Looking at the increases and decreases in the top ten countries and regions for the number of institutions, the number of institutions increased in six countries and regions and decreased in four countries, and the Republic of Korea, which had the largest number of institutions in the previous survey, has now switched places with China, which was ranked third last time.

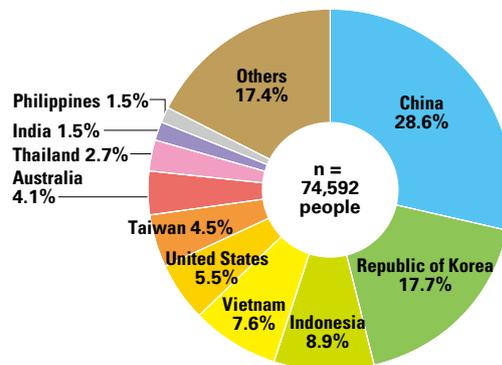
Furthermore, regarding the top-ranked countries for number of teachers, China (21,361 people) and the Republic of Korea (13,229 people) are ranked first and second respectively as in the previous survey, but Indonesia, which was fourth in the previous survey, has risen to third (6,617 people). Note that among the top ten countries and regions for the number of teachers, the number of teachers increased in China, Indonesia, the United States, and India, but decreased elsewhere.

Regarding learners, there is no change in the rankings among the top six countries. The number of learners has increased in China, which ranks first with 1,057,318 people, and in Indonesia, which is second with 711,732 people. While the number of learners in the Republic of Korea decreased 11.5% compared to the previous survey, it ranks third with 470,334 people, while Australia, which ranks fourth, increased slightly to 415,348 people. The top ten is rounded out by Thailand in fifth (183,957 people), Vietnam sixth (169,582 people), the United States seventh (161,402 people), Taiwan eighth (143,632 people), the Philippines ninth (44,457 people), and Malaysia tenth (38,129 people), with the number of learners decreasing in all six countries and regions in the fifth to tenth-place spots.

Graph 1-2-4 Percentage of institutions in each country and region



Graph 1-2-5 Percentage of teachers in each country and region



Graph 1-2-6 Percentage of learners in each country and region

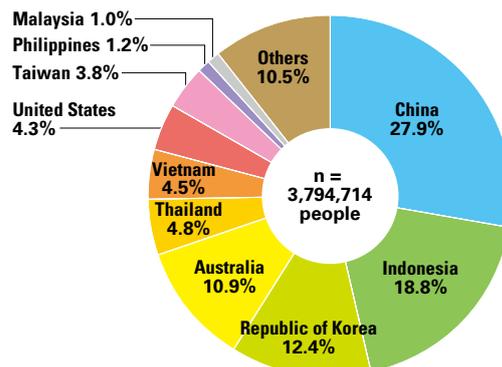


Table 1-2-2 Number of learners/number of institutions/number of teachers in each country and region (Ranked by the number of learners in 2021)

Rank	2018 Rank	Country and region	Learners (People)			Institutions (Institutions)			Teachers (People)		
			2021	2018	Increase/decrease rate (%)	2021	2018	Increase/decrease rate (%)	2021	2018	Increase/decrease rate (%)
1	1	China	1,057,318	1,004,625	5.2	2,965	2,435	21.8	21,361	20,220	5.6
2	2	Indonesia	711,732	709,479	0.3	2,958	2,879	2.7	6,617	5,793	14.2
3	3	Republic of Korea	470,334	531,511	▲11.5	2,868	2,998	▲4.3	13,229	15,345	▲13.8
4	4	Australia	415,348	405,175	2.5	1,648	1,764	▲6.6	3,052	3,135	▲2.6
5	5	Thailand	183,957	184,962	▲0.5	676	659	2.6	2,015	2,047	▲1.6
6	6	Vietnam	169,582	174,521	▲2.8	629	818	▲23.1	5,644	7,030	▲19.7
7	8	United States	161,402	166,905	▲3.3	1,241	1,446	▲14.2	4,109	4,021	2.2
8	7	Taiwan	143,632	170,159	▲15.6	907	846	7.2	3,375	4,106	▲17.8
9	9	Philippines	44,457	51,530	▲13.7	242	315	▲23.2	1,111	1,289	▲13.8
10	10	Malaysia	38,129	39,247	▲2.8	215	212	1.4	484	485	▲0.2
11	11	India	36,015	38,100	▲5.5	323	304	6.3	1,132	1,006	12.5
12	16	France	29,569	24,150	22.4	302	229	31.9	930	763	21.9
13	13	New Zealand	28,072	32,764	▲14.3	224	275	▲18.5	432	421	2.6
14	15	Hong Kong	27,665	24,558	12.7	73	70	4.3	625	575	8.7
15	14	Brazil	20,732	26,157	▲20.7	261	380	▲31.3	942	1,182	▲20.3
16	12	Myanmar	19,124	35,600	▲46.3	189	411	▲54.0	896	1,593	▲43.8
17	18	Canada	18,293	19,489	▲6.1	131	161	▲18.6	566	662	▲14.5
18	17	United Kingdom	14,631	20,040	▲27.0	172	288	▲40.3	473	646	▲26.8
19	20	Mexico	14,552	13,673	6.4	139	120	15.8	612	483	26.7
20	23	Mongolia	13,334	11,755	13.4	117	128	▲8.6	363	363	0.0
21	22	Russia	12,426	11,764	5.6	151	169	▲10.7	666	633	5.2
22	19	Germany	11,687	15,465	▲24.4	128	157	▲18.5	353	473	▲25.4
23	21	Singapore	10,837	12,300	▲11.9	19	19	0.0	182	221	▲17.6
24	25	Sri Lanka	9,746	8,454	15.3	89	77	15.6	164	125	31.2
25	28	Nepal	9,646	5,326	81.1	241	126	91.3	812	443	83.3
26	24	Spain	9,383	8,495	10.5	158	141	12.1	404	325	24.3
27	34	Turkmenistan	8,865	3,259	172.0	12	9	33.3	56	35	60.0
28	26	Italy	8,387	7,831	7.1	45	62	▲27.4	186	235	▲20.9
29	30	Bangladesh	7,418	4,801	54.5	116	85	36.5	346	220	57.3
30	31	Poland	5,008	4,483	11.7	47	48	▲2.1	234	200	17.0
31	29	Argentina	4,486	5,054	▲11.2	51	46	10.9	252	206	22.3
32	27	Cambodia	3,874	5,419	▲28.5	51	51	0.0	301	307	▲2.0
33	32	Peru	3,761	3,792	▲0.8	13	10	30.0	81	72	12.5
34	41	Uzbekistan	3,579	2,288	56.4	18	15	20.0	129	85	51.8
35	49	Egypt	3,514	1,602	119.4	14	21	▲33.3	147	120	22.5
36	43	New Caledonia	3,426	2,159	58.7	36	25	44.0	56	47	19.1
37	40	Turkey	3,305	2,500	32.2	40	34	17.6	97	85	14.1
38	44	Laos	3,118	1,955	59.5	16	16	0.0	74	58	27.6
39	37	Ireland	3,084	2,803	10.0	35	44	▲20.5	48	67	▲28.4
40	36	Switzerland	2,791	3,008	▲7.2	77	72	6.9	197	194	1.5
41	39	Madagascar	2,413	2,532	▲4.7	19	20	▲5.0	37	47	▲21.3
42	42	Ukraine	2,052	2,174	▲5.6	17	20	▲15.0	105	97	8.2
43	47	Columbia	2,024	1,645	23.0	20	18	11.1	85	91	▲6.6
44	53	Romania	1,892	1,389	36.2	12	14	▲14.3	40	87	▲54.0
45	45	Hungary	1,815	1,906	▲4.8	32	39	▲17.9	94	95	▲1.1
46	38	Kenya	1,726	2,573	▲32.9	26	43	▲39.5	44	111	▲60.4
47	52	Netherlands	1,599	1,496	6.9	22	16	37.5	69	40	72.5
48	87	Finland	1,584	284	457.7	15	6	150.0	28	11	154.5
49	51	Macao	1,550	1,502	3.2	9	6	50.0	49	63	▲22.2
50	46	Sweden	1,471	1,769	▲16.8	18	29	▲37.9	45	57	▲21.1
51	55	Czech Republic	1,304	1,246	4.7	13	21	▲38.1	83	73	13.7
52	48	Kyrgyz	1,300	1,606	▲19.1	13	19	▲31.6	40	47	▲14.9

Rank	2018 Rank	Country and region	Learners (People)			Institutions (Institutions)			Teachers (People)		
			2021	2018	Increase/decrease rate (%)	2021	2018	Increase/decrease rate (%)	2021	2018	Increase/decrease rate (%)
53	35	Paraguay	1,262	3,010	▲58.1	13	12	8.3	59	146	▲59.6
54	54	Bulgaria	1,207	1,347	▲10.4	6	8	▲25.0	25	40	▲37.5
55	57	Belgium	1,196	960	24.6	12	5	140.0	38	20	90.0
56	56	Chile	1,096	1,205	▲9.0	11	10	10.0	39	43	▲9.3
57	50	Guam	1,076	1,505	▲28.5	9	14	▲35.7	16	21	▲23.8
58	62	Denmark	897	751	19.4	18	15	20.0	42	23	82.6
59	60	Austria	880	800	10.0	8	14	▲42.9	22	28	▲21.4
60	59	Costa Rica	829	892	▲7.1	10	12	▲16.7	44	39	12.8
61	58	Ghana	814	939	▲13.3	5	7	▲28.6	14	16	▲12.5
62	74	Israel	753	491	53.4	11	9	22.2	25	16	56.3
63	66	Norway	667	640	4.2	14	9	55.6	35	17	105.9
64	64	Portugal	663	682	▲2.8	11	14	▲21.4	27	28	▲3.6
65	33	Côte d'Ivoire	634	3,392	▲81.3	4	11	▲63.6	5	16	▲68.8
66	71	Morocco	626	547	14.4	13	7	85.7	31	15	106.7
67	76	Kazakhstan	611	451	35.5	8	10	▲20.0	38	35	8.6
68	80	United Arab Emirates	598	406	47.3	10	9	11.1	28	29	▲3.4
69	-	Nigeria	596	-	-	2	-	-	3	-	-
70	82	Georgia	588	385	52.7	9	6	50.0	25	18	38.9
71	67	Greece	568	608	▲6.6	12	11	9.1	25	29	▲13.8
72	70	Bolivia	488	557	▲12.4	5	6	▲16.7	22	40	▲45.0
73	61	Serbia	484	797	▲39.3	4	23	▲82.6	13	35	▲62.9
74	75	Iraq	450	485	▲7.2	2	2	0.0	6	4	50.0
75	103	Croatia	441	199	121.6	6	7	▲14.3	21	19	10.5
76	65	East Timor	417	651	▲35.9	4	6	▲33.3	16	17	▲5.9
77	85	Guatemala	414	333	24.3	4	6	▲33.3	12	10	20.0
78	84	Lithuania	404	373	8.3	10	11	▲9.1	16	17	▲5.9
79	78	El Salvador	387	424	▲8.7	5	4	25.0	28	24	16.7
80	79	Belarus	384	415	▲7.5	10	9	11.1	26	27	▲3.7
81	81	Estonia	376	390	▲3.6	14	14	0.0	18	25	▲28.0
82	73	Honduras	355	492	▲27.8	5	6	▲16.7	20	21	▲4.8
83	90	Azerbaijan	339	255	32.9	4	5	▲20.0	15	12	25.0
84	99	Armenia	321	217	47.9	8	6	33.3	23	21	9.5
85	77	Venezuela	302	443	▲31.8	10	11	▲9.1	32	35	▲8.6
86	102	Albania	300	200	50.0	1	1	0.0	1	1	0.0
87	92	Jordan	299	250	19.6	7	2	250.0	12	3	300.0
88	119	Algeria	270	105	157.1	4	3	0.3	8	5	60.0
88	72	Northern Mariana Islands	270	540	▲50.0	3	4	-0.3	3	4	▲25.0
90	88	Slovakia	246	259	▲5.0	11	8	37.5	16	16	0.0
91	86	Slovenia	244	312	▲21.8	4	6	▲33.3	19	19	0.0
92	68	Pakistan	243	587	▲58.6	5	8	▲37.5	13	16	▲18.8
93	93	Micronesia	229	243	▲5.8	4	5	▲20.0	5	6	▲16.7
94	98	Luxembourg	228	218	4.6	7	6	16.7	7	6	16.7
95	116	Ecuador	225	112	100.9	4	4	0.0	20	11	81.8
96	105	Tajikistan	223	186	19.9	5	2	150.0	8	4	100.0
97	99	Jamaica	213	217	▲1.8	3	3	0.0	5	5	0.0
98	91	Uruguay	181	251	▲27.9	6	4	50.0	16	12	33.3
99	95	Dominican Republic	175	227	▲22.9	3	4	▲25.0	19	26	▲26.9
99	63	Latvia	175	697	▲74.9	3	2	50.0	5	4	25.0
101	106	Tunisia	170	185	▲8.1	2	4	▲50.0	4	6	▲33.3
102	97	Tonga	162	219	▲26.0	7	8	▲12.5	13	13	0.0
103	123	Palau	155	77	101.3	3	2	50.0	3	2	50.0
104	108	Trinidad and Tobago	150	170	▲11.8	1	1	0.0	2	3	▲33.3
105	107	Brunei	148	171	▲13.5	2	2	0.0	3	5	▲40.0
106	120	Iceland	145	99	46.5	3	4	▲25.0	9	5	80.0

Rank	2018 Rank	Country and region	Learners (People)			Institutions (Institutions)			Teachers (People)		
			2021	2018	Increase/decrease rate (%)	2021	2018	Increase/decrease rate (%)	2021	2018	Increase/decrease rate (%)
107	96	Benin	142	225	▲36.9	1	1	0.0	1	2	▲50.0
108	111	Panama	140	132	6.1	3	3	0.0	6	6	0.0
109	128	Puerto Rico	139	50	178.0	2	1	100.0	2	1	100.0
110	115	Moldova	131	115	13.9	1	1	0.0	2	3	▲33.3
111	125	Kuwait	121	65	86.2	1	1	0.0	2	2	0.0
112	110	French Polynesia	113	134	▲15.7	6	3	100.0	14	2	600.0
113	-	Syria	110	-	-	1	-	-	7	-	-
114	101	Iran	108	215	▲49.8	1	2	▲50.0	6	15	▲60.0
114	133	Haiti	108	36	200.0	1	1	0.0	4	4	0.0
116	117	Bahrain	96	110	▲12.7	1	2	▲50.0	3	2	50.0
117	113	Senegal	86	128	▲32.8	2	1	100.0	1	1	0.0
118	127	Saudi Arabia	80	60	33.3	1	1	0.0	4	4	0.0
119	125	Bosnia and Herzegovina	76	65	16.9	3	1	200.0	4	1	300.0
120	129	North Macedonia	75	49	53.1	1	2	▲50.0	1	2	▲50.0
121	89	Qatar	71	256	▲72.3	4	5	▲20.0	9	12	▲25.0
122	114	Nicaragua	62	120	▲48.3	2	1	100.0	7	7	0.0
123	137	Democratic Republic of the Congo	60	30	100.0	1	1	0.0	13	5	160.0
124	139	South Africa	58	20	190.0	4	1	300.0	6	1	500.0
125	136	Samoa	56	33	69.7	1	1	0.0	1	2	▲50.0
126	140	Zimbabwe	53	15	253.3	1	1	0.0	1	1	0.0
127	122	Papua New Guinea	50	79	▲36.7	1	2	▲50.0	2	3	▲33.3
128	-	Cyprus	45	-	-	1	-	-	1	-	-
129	140	Malta	34	15	126.7	1	1	0.0	1	2	▲50.0
130	69	Cuba	28	574	▲95.1	1	4	▲75.0	2	10	▲80.0
131	134	Lebanon	25	35	▲28.6	2	2	0.0	2	2	0.0
132	131	Kiribati	20	45	▲55.6	1	1	0.0	2	3	▲33.3
133	83	Cameroon	18	380	▲95.3	1	2	▲50.0	1	5	▲80.0
133	130	Bhutan	18	48	▲62.5	1	2	▲50.0	3	8	▲62.5
135	-	San Marino	14	-	-	1	-	-	1	-	-
135	-	Yemen	14	-	-	1	-	-	2	-	-
137	138	Belize	10	27	▲63.0	1	2	▲50.0	2	3	▲33.3
138	-	Burkina Faso	9	-	-	1	-	-	2	-	-
139	132	Maldives	7	40	▲82.5	1	2	▲50.0	1	2	▲50.0
139	-	Monaco	7	-	-	1	-	-	3	-	-
139	-	Seychelles	7	-	-	1	-	-	1	-	-
	94	Marshall	0	242	▲100.0	0	4	▲100.0	0	4	▲100.0
	104	Ethiopia	0	190	▲100.0	0	2	▲100.0	0	5	▲100.0
	109	Zambia	0	155	▲100.0	0	1	▲100.0	0	2	▲100.0
	112	Sudan	0	130	▲100.0	0	1	▲100.0	0	1	▲100.0
	118	Tanzania	0	108	▲100.0	0	1	▲100.0	0	1	▲100.0
	121	Mozambique	0	82	▲100.0	0	1	▲100.0	0	1	▲100.0
	124	Oman	0	75	▲100.0	0	2	▲100.0	0	2	▲100.0
	134	Uganda	0	35	▲100.0	0	2	▲100.0	0	2	▲100.0
	142	Montenegro	0	9	▲100.0	0	1	▲100.0	0	1	▲100.0
Entire world			3,794,714	3,851,774	▲1.5	18,272	18,661	▲2.1	74,592	77,323	▲3.5

The number of countries and regions in which the number of institutions, the number of teachers, and the number of learners decreased exceeds those which saw an increase

Looking at the increases and decreases in the number of institutions from the previous survey to the current survey, in 59 countries and regions there was an increase of 1,106 institutions, in 22 countries and regions there was no change from the previous survey, and in 69 countries and regions there was a decrease of 1,495 institutions, resulting in a total decrease of 389 institutions worldwide. China accounted for almost half of the increase in institutions (47.9%, 530 institutions), while Nepal, Indonesia, France, and Taiwan also ranked highly. Meanwhile, the four countries of Myanmar, the United States, Vietnam, and the Republic of Korea together accounted for nearly half of the decrease in institutions (49.9%, 746 institutions).

Next, looking at the increases and decreases in the number of teachers, in 64 countries and regions there was an increase of 3,663 people, in 14 countries and regions there was no change from the previous survey, and in 72

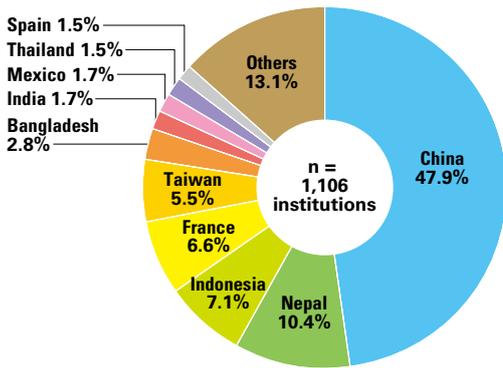
countries and regions there was a decrease of 6,394 people, resulting in a total decrease of 2,731 people worldwide. China and Indonesia accounted for a particularly large portion of the increase, while the Republic of Korea and Vietnam made up a particularly large portion of the decrease.

Regarding the increases and decreases in the number of learners, in 70 countries and regions there was an increase of 105,452 people, while there was a decrease of 162,512 people in 80 countries and regions, nearly double the number in the previous survey (learners decreased in 41 countries and regions in the fiscal 2018 survey), resulting in a total decrease of 57,060 people worldwide. There was a particularly large increase in Japanese-language learners in China, which accounted for half of the overall increase (50.0%, 52,693 people). Meanwhile, the decrease in learners was particularly large in the Republic of Korea, Taiwan, and Myanmar.

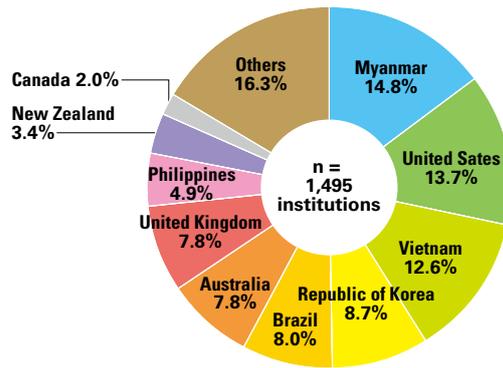
Table 1-2-3 Breakdown of the increases and decreases in the number of institutions, teachers and learners

	Countries and regions with an increase	Countries and regions unchanged from the previous survey	Countries and regions with a decrease The figure in brackets is the number of countries and regions which decreased to zero
Number of institutions	59	22	69
Number of teachers	64	14	72
Number of learners	70	0	80

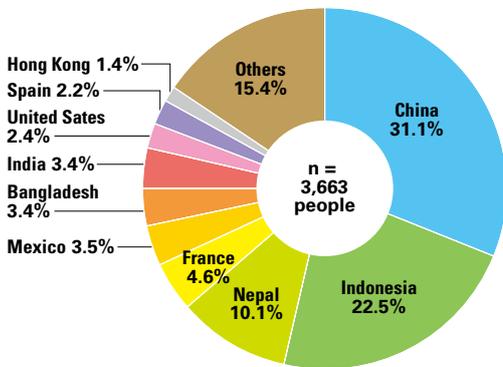
Graph 1-2-7 Percentages of the countries and regions in which the number of institutions increased



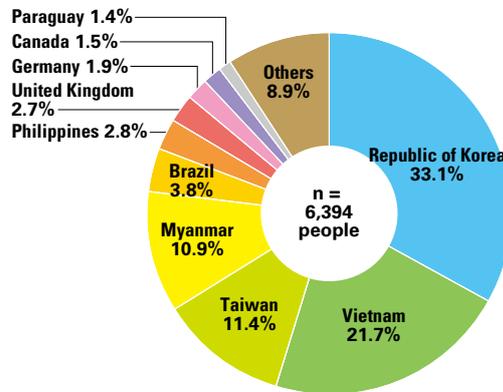
Graph 1-2-8 Percentages of the countries and regions in which the number of institutions decreased



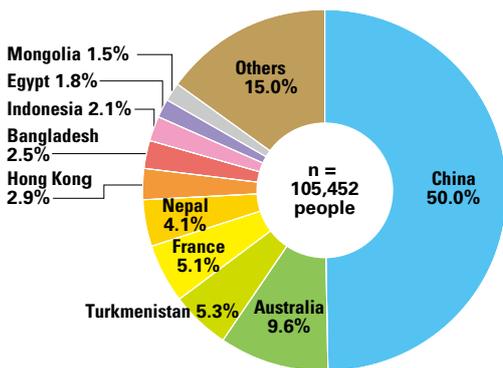
Graph 1-2-9 Percentages of the countries and regions in which the number of teachers increased



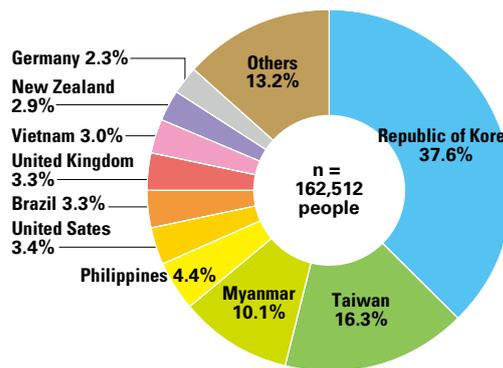
Graph 1-2-10 Percentages of the countries and regions in which the number of teachers decreased



Graph 1-2-11 Percentages of the countries and regions in which the number of learners increased



Graph 1-2-12 Percentages of the countries and regions in which the number of learners decreased



3. Situation by educational stage

The greatest number of institutions and number of learners are in secondary education; the greatest number of teachers are in the category of non-school education

Looking at the number of institutions by educational stage was primary education, 1,619 institutions (down 7.3% compared to the previous survey); secondary education, 9,192 institutions (up 6.0% compared to the previous survey); higher education, 3,390 institutions (down 4.3% compared to the previous survey); and non-school education, 4,856 institutions (down 11.8% compared to the previous survey), revealing that the secondary educational stage accounts for about half of the total institutions involved in Japanese-language education. While the number of secondary education institutions has continued to increase as seen in the previous survey, the number of primary education, higher education, and non-school education institutions has declined, resulting in a 2.1% decrease overall when viewed globally.

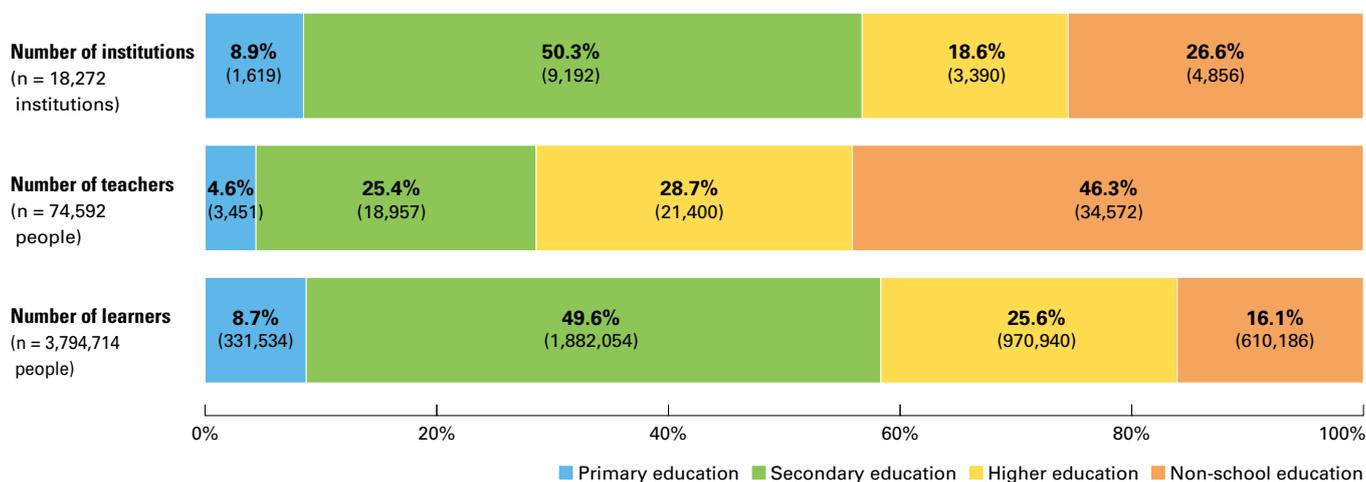
For the number of teachers, the results were primary education, 3,451 people (up 1.2% compared to the previous survey); secondary education, 18,957 people (up 23.1% compared to the previous survey); higher education, 21,400 people (down 1.6% compared to the previous survey); and non-school education, 34,572 people (down 14.1% compared to the previous survey), which means that as seen in the results of the previous survey, the percentage accounted for by teachers teaching the Japanese language in the category of non-school education was the highest. However, the decrease in the number of teachers in the category of non-school education compared to the previous survey was larger than the decrease in teachers in other categories, with a decrease

of 5,681 teachers in non-school education as compared to an increase of 3,238 teachers in school education overall, from primary education to higher education.

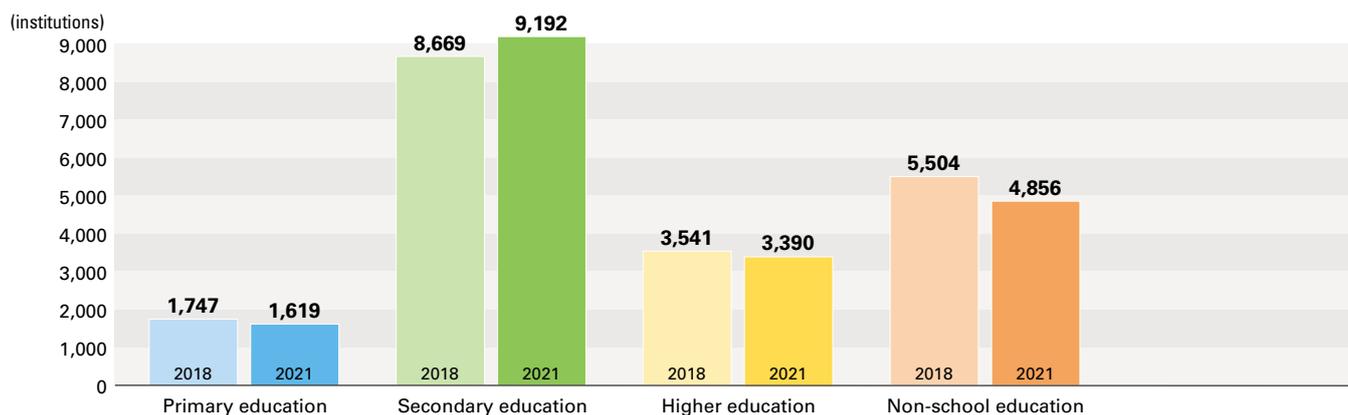
Regarding the number of learners, the results are primary education, 331,534 people (down 2.1% compared to the previous survey); secondary education, 1,882,054 people (up 10.9% compared to the previous survey); higher education, 970,940 people (down 0.8% compared to the previous survey); and non-school education, 610,186 people (down 27.1% compared to the previous survey) so, just as in the case of the number of institutions, the percentage accounted for by the secondary education stage is the highest, accounting for roughly half the total number of learners. Similarly to the number of teachers, the decrease in the number of learners in the category of non-school education compared to the previous survey was larger than the decrease seen in other categories, and whereas there was an increase of 169,692 learners in school education overall, from primary education to higher education, there was a significant decline of 226,752 learners in non-school education.

Looking at the online class implementation ratio, higher education had the highest implementation ratio at 78.7%. Primary education had the lowest implementation ratio at 32.1%, mainly due to the low implementation ratio of online classes in Australia, which accounts for nearly 80% of primary education Japanese-language learners worldwide.

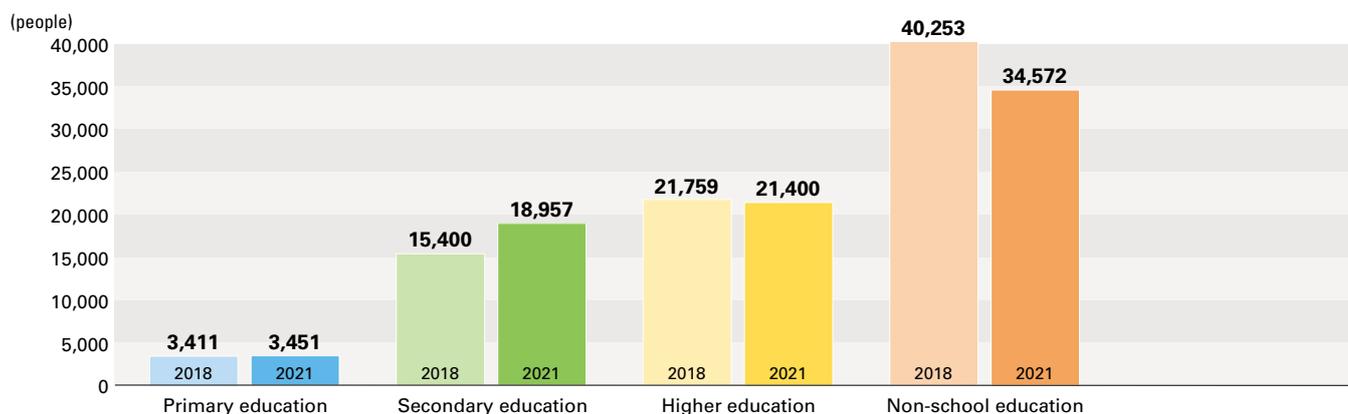
Graph 1-3-1 Percentages of the number of institutions/number of teachers/number of learners by educational stage



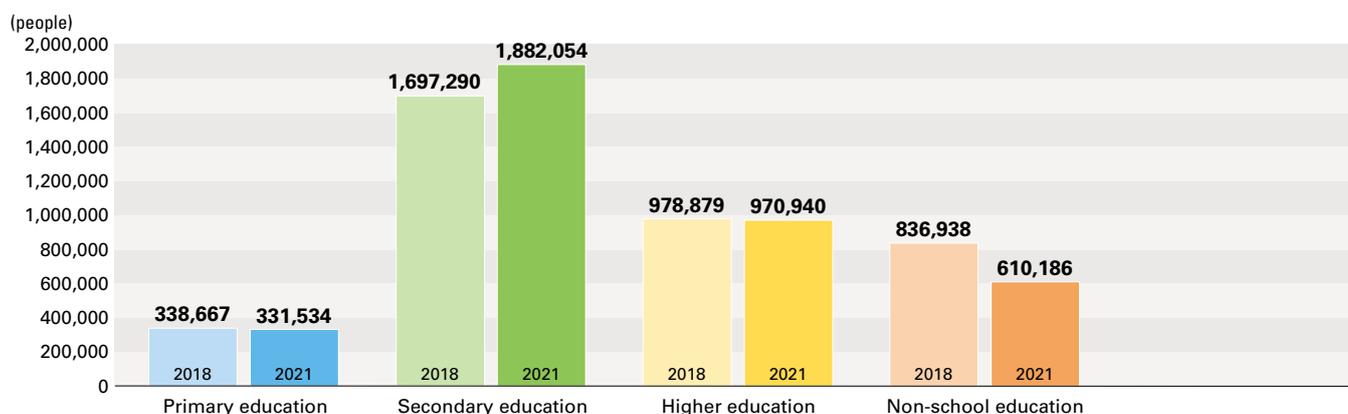
Graph 1-3-2 Number of institutions by educational stage (Comparison with 2018)



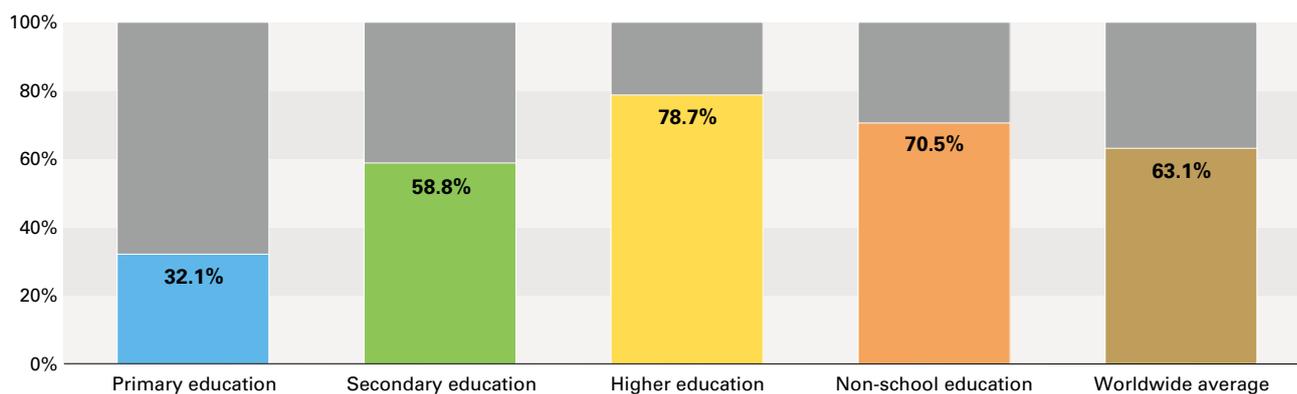
Graph 1-3-3 Number of teachers by educational stage (Comparison with 2018)



Graph 1-3-4 Number of learners by educational stage (Comparison with 2018)



Graph 1-3-5 Online class implementation ratio by educational stage



4. Situation of teachers

The number of learners per teacher is 50.9 people and the percentage of Japanese-language teachers who are native speakers is 17.7%

The number of learners per teacher averaged 50.9 people worldwide in the fiscal 2021 survey, an increase from the 49.8 people in the previous survey. Furthermore, the number of teachers per institution is 4.1 people. The number of Japanese-language teachers who are native

speakers decreased from 16,252 people in the previous survey to 13,211 people (down 18.7% compared to the previous survey), with the percentage of Japanese-language teachers who are native speakers declining from 21.0% to 17.7%.

Table 1-4-1 Number of teachers per institution and number of learners per teacher

	Teachers (People)	Institutions (Institutions)	Learners (People)	Teachers per institution (People)	Learners per teacher (People)
2021	74,592	18,272	3,794,714	4.1	50.9
2018	77,323	18,661	3,851,774	4.1	49.8
Increase/decrease rate (%)	▲ 3.5	▲ 2.1	▲ 1.5	0	2.2

Table 1-4-2 Number of teachers and number of Japanese-language teachers who are native speakers in the world overall

	Teachers (People)	Full-time		Part-time		Japanese-language teachers who are native speakers	
		(People)	(%)	(People)	(%)	(People)	(%)
2021	74,592	55,207	74.0	19,385	26.0	13,211	17.7
2018	77,323	-	-	-	-	16,252	21.0
Increase/decrease rate (%)	▲ 3.5	-	-	-	-	▲ 18.7	-

The greatest number of Japanese-language teachers are in the category of non-school education, and the highest percentage of teachers who are native speakers is in primary education

By educational stage, the number of teachers per institution is highest in non-school education at 7.1 people, followed by higher education, with 6.3 people, primary education and secondary education, with 2.1 people.

The number of teachers per institution who are native

speakers is highest in higher education and non-school education (1.4 people). The highest percentage of teachers who are native speakers is in primary education at 38.9%, which is an increase from 37.4% in the previous survey. Next is higher education (21.5%), followed by non-school education (19.5%) and secondary education (11.5%), all of which decreased compared to the previous survey.

Table 1-4-3 Number of teachers and number of Japanese-language teachers who are native speakers per educational stage

	Institutions (Institutions)	Teachers (People)	Japanese-language teachers who are native speakers (People)	Teachers per institution (People)	Japanese-language teachers who are native speakers per institution (People)	Percentages of Japanese-language teachers who are native speakers in all Japanese-language teachers (%)
Primary education	1,619	3,451	1,342	2.1	0.8	38.9
Secondary education	9,192	18,957	2,177	2.1	0.2	11.5
Higher education	3,390	21,400	4,593	6.3	1.4	21.5
Non-school education	4,856	34,572	6,755	7.1	1.4	19.5

The greatest number of learners per teacher is in Oceania, and the percentage of teachers who are native speakers is highest in Western Europe and North America

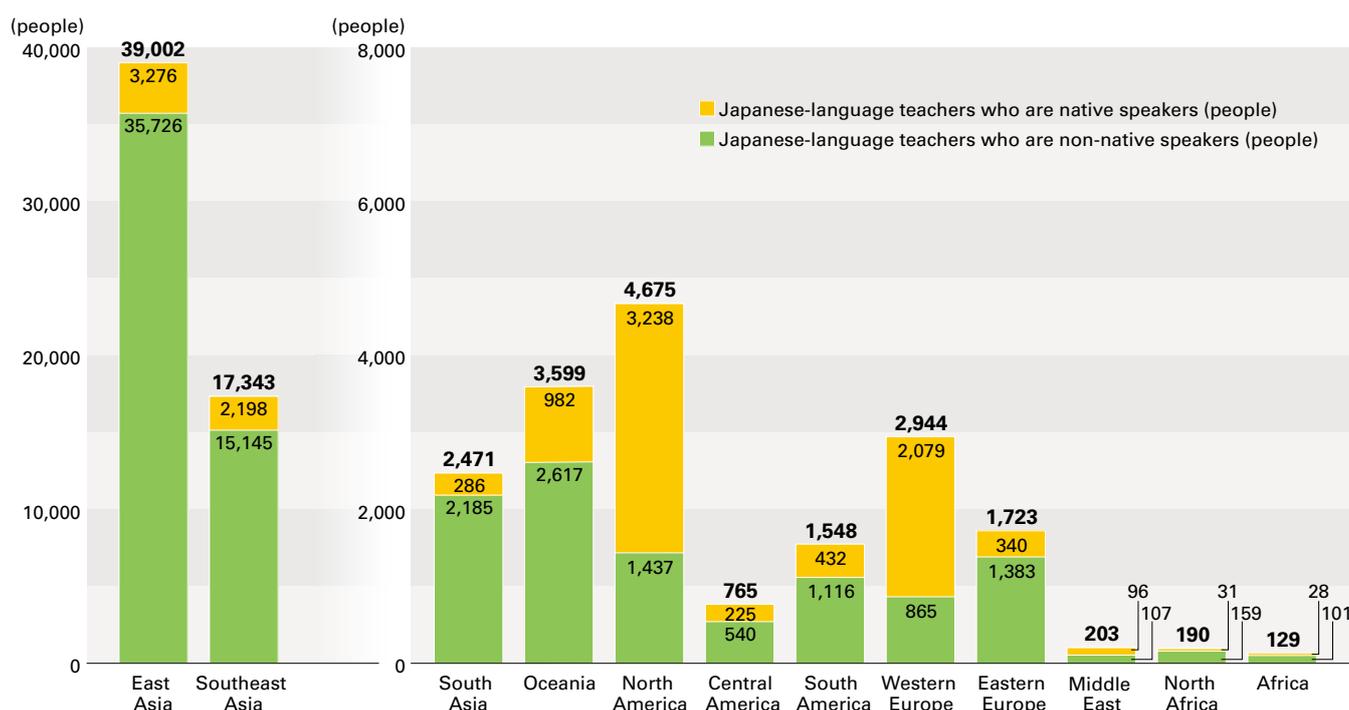
Looking at the results by region, the number of learners per teacher is highest in Oceania (124.8 people), followed by Southeast Asia (68.3 people) and Africa (51.3 people), with the same regions occupying the top 3 slots since the survey before last (fiscal 2015). Furthermore, while the two regions with highest percentages of teachers who are native speakers, Western Europe (70.6%) and North

America (69.3%) switched spots from the previous survey, they have maintained a consistent trend for the past three surveys. In East Asia and Southeast Asia, where the scale of Japanese-language education and the ratio accounted for by secondary education are large, the percentage of full-time teachers is high (86.2% and 67.8%, respectively).

Table 1-4-4 Number of teachers and number of Japanese-language teachers who are native speakers by region

Region	Teachers (People)	Full-time		Part-time		Japanese-language teachers who are native speakers		Learners (People)	Learners per teacher (People)
		(People)	(%)	(People)	(%)	(People)	(%)		
East Asia	39,002	33,609	86.2	5,393	13.8	3,276	8.4	1,713,833	43.9
Southeast Asia	17,343	11,763	67.8	5,580	32.2	2,198	12.7	1,185,375	68.3
South Asia	2,471	1,206	48.8	1,265	51.2	286	11.6	63,093	25.5
Oceania	3,599	1,947	54.1	1,652	45.9	982	27.3	448,977	124.8
North America	4,675	2,832	60.6	1,843	39.4	3,238	69.3	179,695	38.4
Central America	765	273	35.7	492	64.3	225	29.4	17,562	23.0
South America	1,548	991	64.0	557	36.0	432	27.9	34,557	22.3
Western Europe	2,944	1,175	39.9	1,769	60.1	2,079	70.6	89,530	30.4
Eastern Europe	1,723	1,138	66.0	585	34.0	340	19.7	44,866	26.0
Middle East	203	117	57.6	86	42.4	96	47.3	6,030	29.7
North Africa	190	78	41.1	112	58.9	31	16.3	4,580	24.1
Africa	129	78	60.5	51	39.5	28	21.7	6,616	51.3
Entire world	74,592	55,207	74.0	19,385	26.0	13,211	17.7	3,794,714	50.9

Graph 1-4-1 Number of Japanese-language teachers who are native speakers and number of Japanese-language teachers who are non-native speakers by region



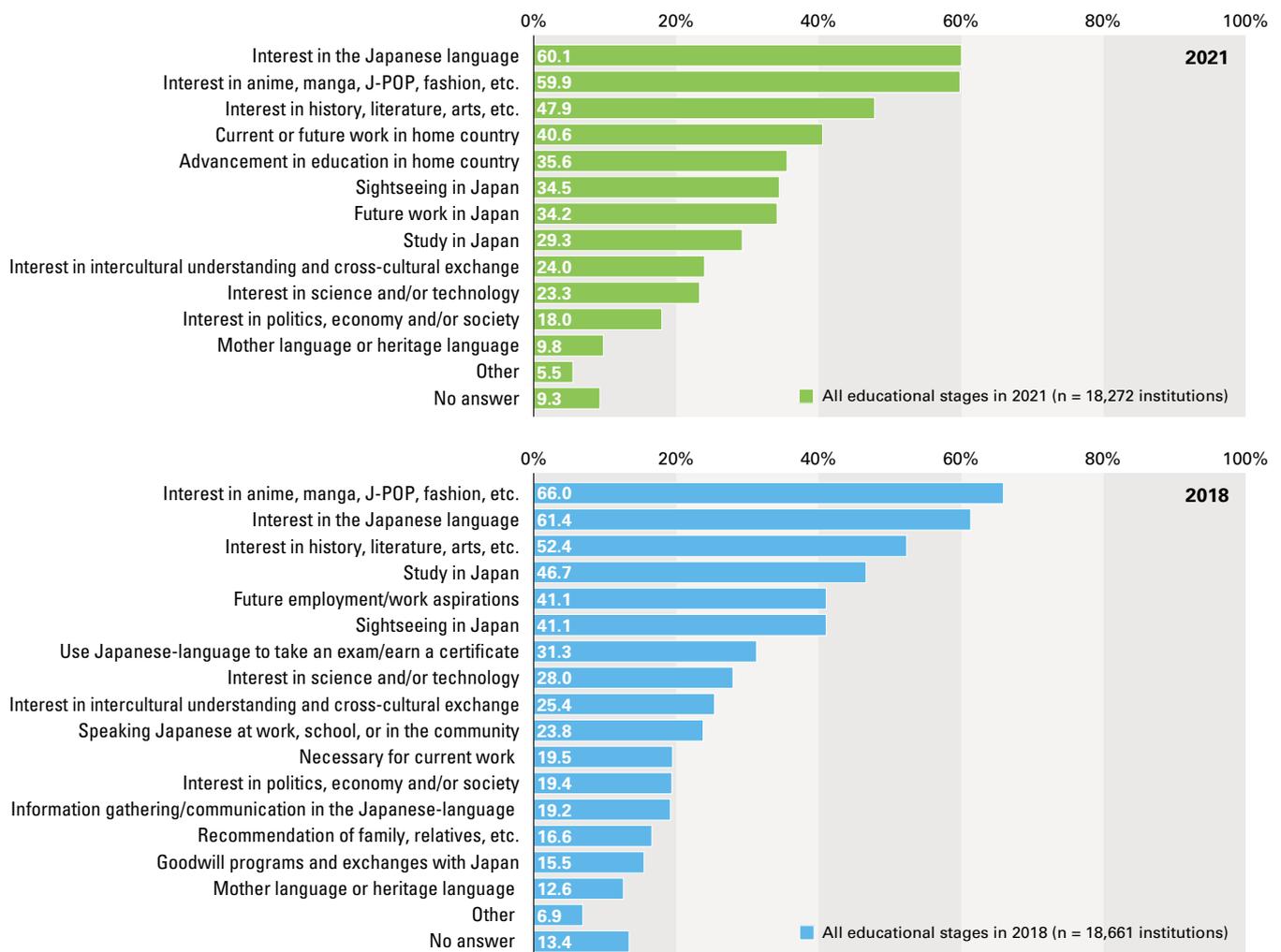
5. Overview of learning objectives and reasons

The top three responses, continuing from the previous survey, were “interest in the Japanese language,” “interest in anime, manga, J-POP, fashion, etc.” and “interest in history, literature, arts, etc.”

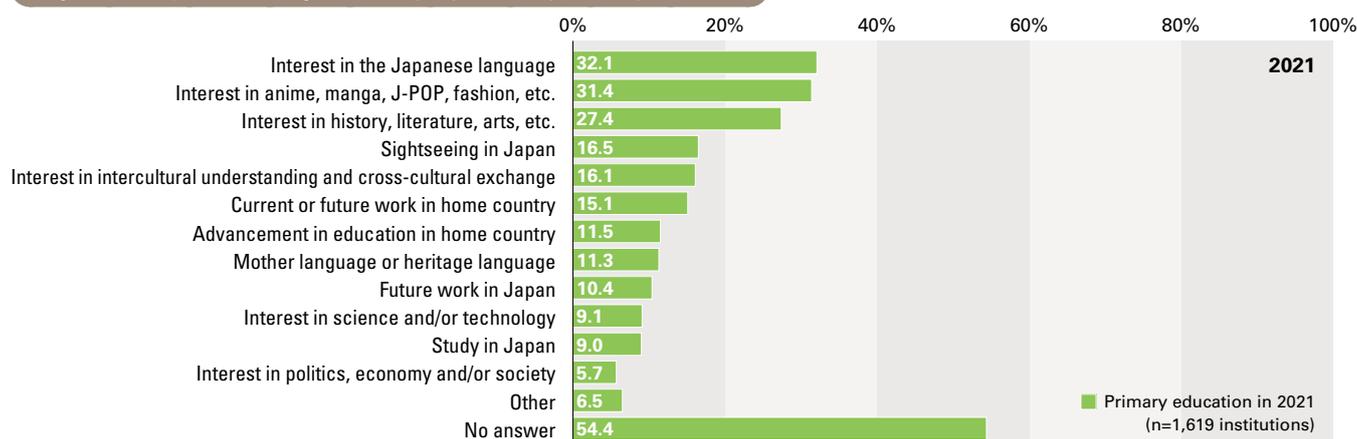
In the fiscal 2021 survey, among the items presented as the learning objectives and reasons for learners enrolled in Japanese-language educational institutions around the world, the most common answer was “interest in the Japanese language” (60.1%), which just edged out “interest in anime, manga, J-POP, fashion, etc.” (59.9%), with “interest in history, literature, arts, etc.” rounding out the top three (47.9%). While the first and second-most popular responses switched places from the previous survey, these three items continue to represent the main

objectives for pursuing Japanese-language learning. These objectives were followed by “current or future work in home country” (40.6%) and “advancement in education in home country” (35.6%), pointing to a trend toward higher points for items based on reasons unrelated to travel, given the difficulty of traveling to Japan due to the COVID-19 pandemic. Meanwhile, “study in Japan” and “sightseeing in Japan” decreased by 17.4 and 6.6 points respectively.

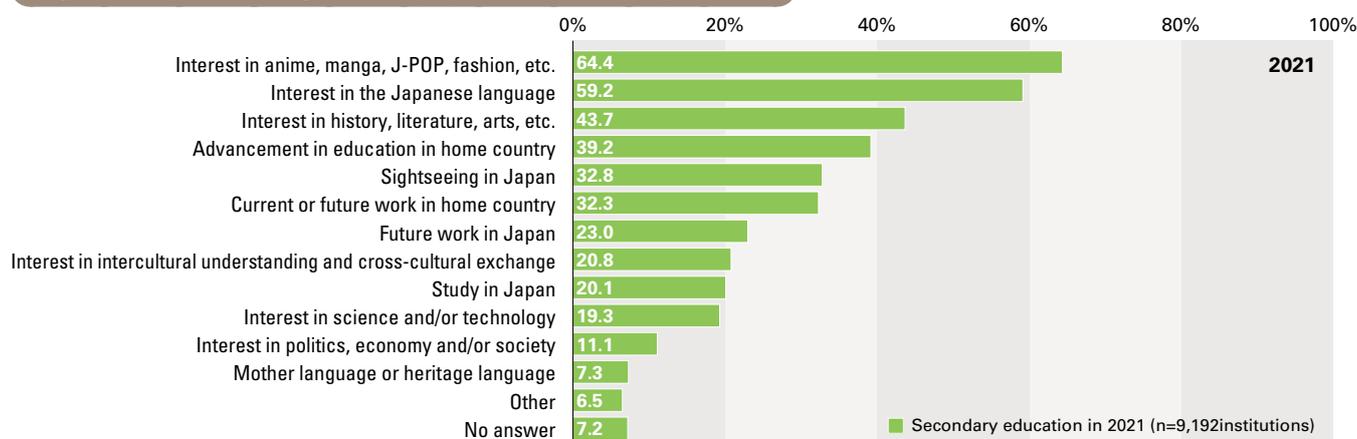
Graph 1-5-1 Objectives of Japanese-language learning (all educational stages)



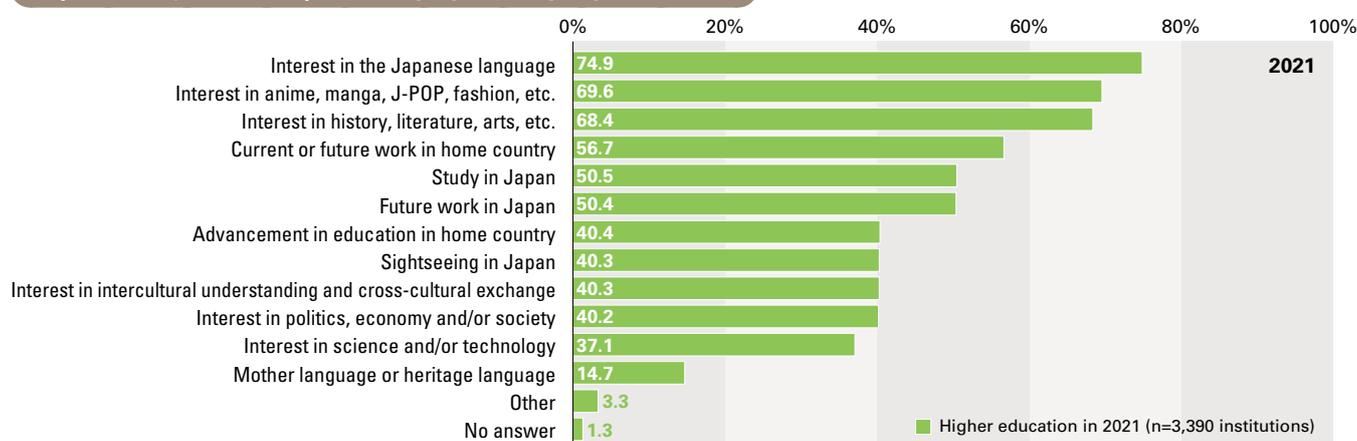
Graph 1-5-2 Objectives of Japanese-language learning (Primary education)



Graph 1-5-3 Objectives of Japanese-language learning (Secondary education)



Graph 1-5-4 Objectives of Japanese-language learning (Higher education)



Graph 1-5-5 Objectives of Japanese-language learning (Non-school education)

