

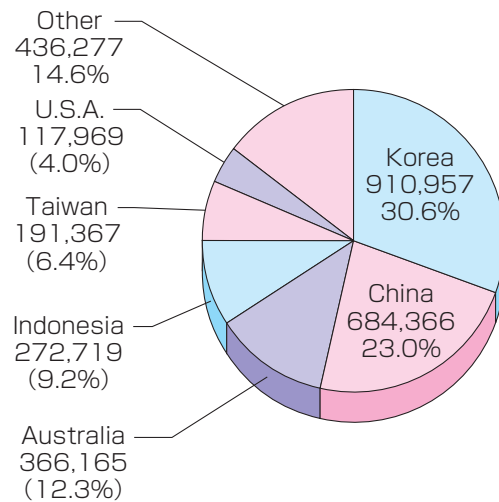
Korea, China, and Australia were the top three countries in terms of numbers of students

3. Japanese-Language Education, by Country

■ Top Five Countries in Numbers of Students

The country with the largest number of students of the Japanese language was Korea, where 910,000 individuals were learning Japanese language (see Figure 4). This number represents 30.6 percent of all Japanese-language students worldwide. China had the second-highest number of students (680,000), followed by Australia (370,000). This ordering of countries remains unchanged from the results of the previous survey, with the three countries accounting for approximately two-thirds of the world's Japanese-language students. Together with Indonesia, which had the fourth-highest figure (273,000), and *Taiwan*, which had the fifth-highest (191,000), the top five countries and district account for four-fifths of the world's Japanese-language students.

Figure 4: Composition of Students by Country



■ Percentage of Population Who Study the Japanese Language

This survey also examined the percentage of each country's total population studying Japanese. Korea had the highest percentage, with 1 out of every 52 Koreans studying Japanese. Next came Australia, where 1 out of every 55 individuals studied Japanese. By comparison, in heavily populated China, only 1 in approximately 1,900 people studied Japanese. In the United States, 1 in approximately 2,500 studied the language.

■ Changes in Numbers of Institutions and Students

In comparison with the 2003 survey, the number of institutions had increased in 69 countries (including the six countries in which the existence of Japanese-language education was newly confirmed), while the number of institutions had declined in 26 countries. In addition, the number of students had increased in 95 countries (including the six countries in which the existence of Japanese-language education was confirmed) and declined in 31 countries.

■ Changes in Numbers of Students

The ten countries with the largest numbers of students, in descending order, were Korea, China, Australia, Indonesia, *Taiwan*, the United States, Thailand, *Hong Kong*, Viet Nam, and New Zealand. Of these countries, in China, Indonesia, *Taiwan*, *Hong Kong*, and Viet Nam, the numbers of Japanese-language students increased significantly over the past three years. In contrast, student numbers had declined in Australia and the United States (see Table 1).

Although not included in the top ten, of the countries with 10,000 or more Japanese-language students, countries that stood out were: India, where the number of students had increased 2.0 times; the Philippines, where the number of students had increased 1.6 times; and Mongolia, where the number of students had increased 1.4 times. Growth was especially notable in Bangladesh, where, although there are only 2,000 Japanese-language students, the number had increased 4.1 times.

From the viewpoint of region, growth was noticeable in Southeast Asia and South Asia, where the increase was 2.1 times and 1.9 times, respectively.

Table 1: Changes in Student Numbers from the Previous Survey Among the Top Ten Countries

Total Number of Students				
Rank	Country (District)	Number of Students (2006)	Number of students (2003)	Rate of change
1	Korea	910,957	894,131	1.9
2	China	684,366	387,924	76.4
3	Australia	366,165	381,954	▲ 4.1
4	Indonesia	272,719	85,221	220.0
5	<i>Taiwan</i>	191,367	128,641	48.8
6	U.S.A.	117,969	140,200	▲ 15.9
7	Thailand	71,083	54,884	29.5
8	<i>Hong Kong</i>	32,959	18,284	80.3
9	Viet Nam	29,982	18,029	66.3
10	New Zealand	29,904	28,317	5.6
Overall		2,979,820	2,356,745	26.4

Note: Triangles indicate decreases.

■ Factors leading to increases and decreases in student numbers

Changes in student numbers were driven by political, economic, and cultural factors in each country, as well as the country's relations with Japan. Among countries with 10,000 or more Japanese-language students, the country with the highest of growth was Indonesia, where the number of Japanese-language students grew 3.2 times over three years. This growth was driven by the reforms in secondary education. India had the next highest rate of growth, with the number of Japanese-language students in that country doubling and surpassing the 10,000-student level in this survey. The main factor behind such growth is the expansion of Japanese corporations in India due to its economic boom, by which, an opportunity of employment was generated and incentive to learn Japanese-language has risen.

In China, which already featured the world's second-largest number of Japanese-language students in the 2003 survey, the number increased 1.8 times. One factor is that it was possible to find a larger number of institutions that taught the Japanese-language. In addition, learning Japanese has come to be seen as an advantage when getting a job due to the increase of Japanese corporations. Interest in Japanese popular culture is also thought to be another cause of the growth of the student number in China.

Increases in the numbers of students studying Japanese in some of the Southeast Asian nations, such as Thailand, the Philippines, and Viet Nam, is thought to be due to strengthening economic ties with Japan. For example, in the Philippines, there is expectancy for the demand in human resource in the areas of the IT industry, nurses, and care workers by the Japan-Philippines Economic Partnership Agreement (JPEPA), which led to the increased number of Japanese-language students.

Not only in the countries mentioned here, but in many other countries as well it has been reported that interest in Japanese popular culture, including manga (comics), anime (animated films) and so on is one of the incentives to begin learning the Japanese language.

On the other hand, with the exception of China and *Taiwan*, which saw a significant increase in the number of students studying Japanese, countries reporting 100,000 or more Japanese-language students in the previous survey showed either declining or stagnant numbers of students in this survey. This trend also tended to differ by educational level: In Korea, the number of students at institutions of non-academic education notably grew 2.8 times and the total number of Japanese-language students

increased by about 2 percent. Among students at the level of higher education in Korea, however, the number fell by approximately 30 percent. The number of students studying Japanese at institutions of higher education increased in Australia, while the number decreased at all other levels. In the United States, while the number of Japanese language students increased at institutions of higher education and in non-academic education, it declined at institutions of primary and secondary education. A major factor that caused the decline in student numbers in Australia and the United States is thought to be the change in the policies of secondary education.

Approx. 60 % of students attend institutions of primary or secondary education.

4. Japanese-Language Education, by Level of Education

■ Numbers of Students by Level of Education

When Japanese-language educational institutions were divided into three levels—primary and secondary institutions (e.g., elementary schools, junior high schools, and high schools), higher institutions (e.g., technical colleges, junior colleges, universities, and graduate schools), and non-academic institutions (e.g., language schools, university courses open to the general public, lifelong learning institutions, in-house training, etc.)—nearly three-fifth of Japanese-language students overseas (57.1 percent) fell into the category of students at institutions of primary or secondary education (see Figure 5). More than one-fourth (26.6 percent) of students attended institutions of higher education while less than one-fifth (16.4

Figure 5: Numbers of Institutions, Teachers, and Students, by Level of Education

