

2. Southeast Asia

Status of Japanese-language education in Southeast Asia

The number of institutions across Southeast Asia reached 5,626 (up 12.5% from the previous survey [2021]), teachers reached 19,869 (up 14.6%), and learners reached 1,294,467 (up 9.2%). All figures increased compared to the previous survey.

Indonesia has the highest number of institutions (3,103), followed by Thailand (755), Myanmar (685), Viet Nam (490), and the Philippines (227). The number of teachers is highest in Indonesia (7,614), followed by Viet Nam (4,230), Myanmar (3,577), Thailand (2,286), and the Philippines (916). Learners are most numerous in Indonesia (732,914), followed by Thailand (194,366), Viet Nam (164,495), Myanmar (100,315), and the Philippines (42,677). In the previous survey, Indonesia, Thailand, and Viet Nam were the top three countries for institutions, teachers, and learners. However, in this survey, Myanmar significantly increased its figures in all three categories. Learners in Indonesia account for 56.6% of the total in Southeast Asia, remaining the largest in the region, as in the previous survey. Comparing the numbers of learners by country to the previous survey, some countries saw decreases, including Viet Nam, Singapore, the Philippines, and Brunei. Conversely, Myanmar, Thailand, Malaysia, Cambodia, Laos, and Timor-Leste saw increases, with Myanmar experiencing a particularly significant increase of 424.6%.

Looking at the proportion of learners in Southeast Asia by educational level, primary education accounts for 1.5%, secondary education 66.8%, higher education 10.0%, and non-school education 21.8%. Compared to the previous survey, non-school education increased by more than 5 percentage points.

The rate of online class availability across Southeast Asia was 33.5%, a drop of over 50 percentage points from the previous survey. However, it remains slightly higher than the global rate (30.9%). Countries with high rates, such as Singapore (76.5%), the Philippines (67.4%), and Myanmar (67.0%), are driving up the regional percentage.

Looking at the purposes for learning Japanese, similar to global results, interest in anime, manga, J-POP, fashion, etc. (67.9%) ranked highest, followed by interest in the Japanese language (64.2%). This marks a reversal from the previous survey's rankings. Third, as in the previous survey, was future work in Japan (62.8%), which is 26.4 percentage points higher than the global result of 36.4%. Current or future work in home country (34.1%) was also 9.2 percentage points higher than the global result (24.9%), indicating that a relatively large number of people learn Japanese for work or employment purposes.

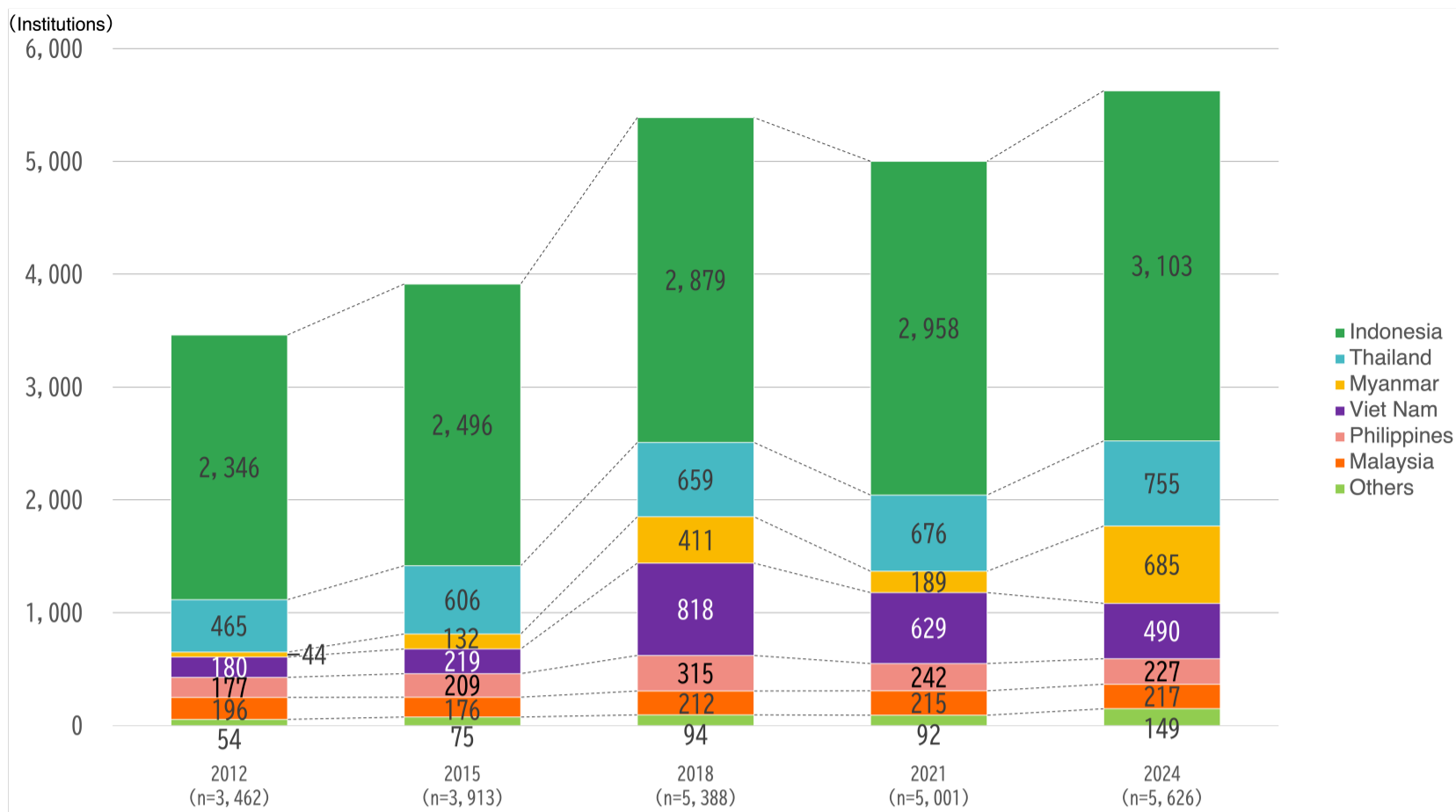
Table 2-2-1 Number of Institutions, number of Teachers, and number of Learners in Southeast Asia

(Listed in order of the number of Learners in 2024)

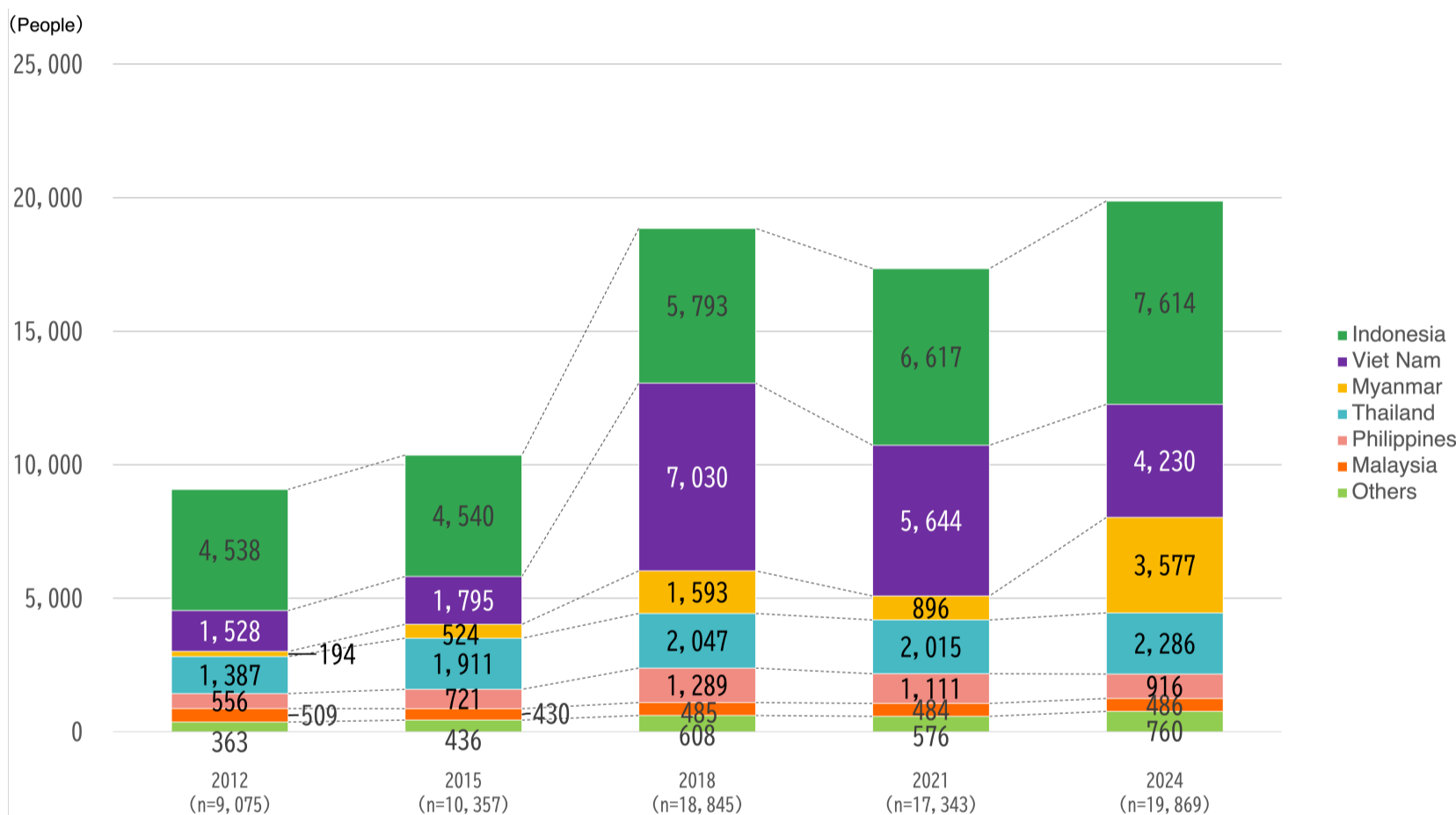
Country and Region	Number of Institutions in 2024 (institutions)	Number of Teachers in 2024 (people)	Number of Learners in 2024 (people)	Learners per 100,000 population (people)	Number of Learners in Primary education 2024 (people)	Number of Learners in Secondary education 2024 (people)	Number of Learners in Higher education 2024 (people)	Number of Learners in Non-school education 2024 (people)	Population* (people)	Number of Institutions in 2021 (institutions)	Number of Teachers in 2021 (people)	Number of Learners in 2021 (people)
Indonesia	3,103	7,614	732,914	271.2	7,445	644,503	22,691	58,275	270,203,917	2,958	6,617	711,732
Thailand	755	2,286	194,366	294.6	7,460	158,072	21,125	7,709	65,981,659	676	2,015	183,957
Viet Nam	490	4,230	164,495	171.0	2,550	26,773	48,981	86,191	96,208,984	629	5,644	169,582
Myanmar	685	3,577	100,315	194.8	0	40	576	99,699	51,486,253	189	896	19,124
Philippines	227	916	42,677	39.1	853	8,856	17,948	15,020	109,033,245	242	1,111	44,457
Malaysia	217	486	40,669	125.3	0	21,057	14,469	5,143	32,447,385	215	484	38,129
Singapore	17	180	8,532	211.0	80	1,335	2,446	4,671	4,044,210	19	182	10,837
Cambodia	92	423	5,343	34.4	126	1,254	767	3,196	15,552,211	51	301	3,874
Laos	29	123	4,431	68.3	527	2,214	240	1,450	6,492,228	16	74	3,118
Timor-Leste	9	32	609	45.4	0	0	0	609	1,341,737	4	16	417
Brunei	2	2	116	26.3	0	0	90	26	440,715	2	3	148
Southeast Asia overall	5,626	19,869	1,294,467	—	19,041	864,104	129,333	281,989	—	5,001	17,343	1,185,375

*Source: *Population and Vital Statistics Report (as of 3 January 2025)*, by United Nations

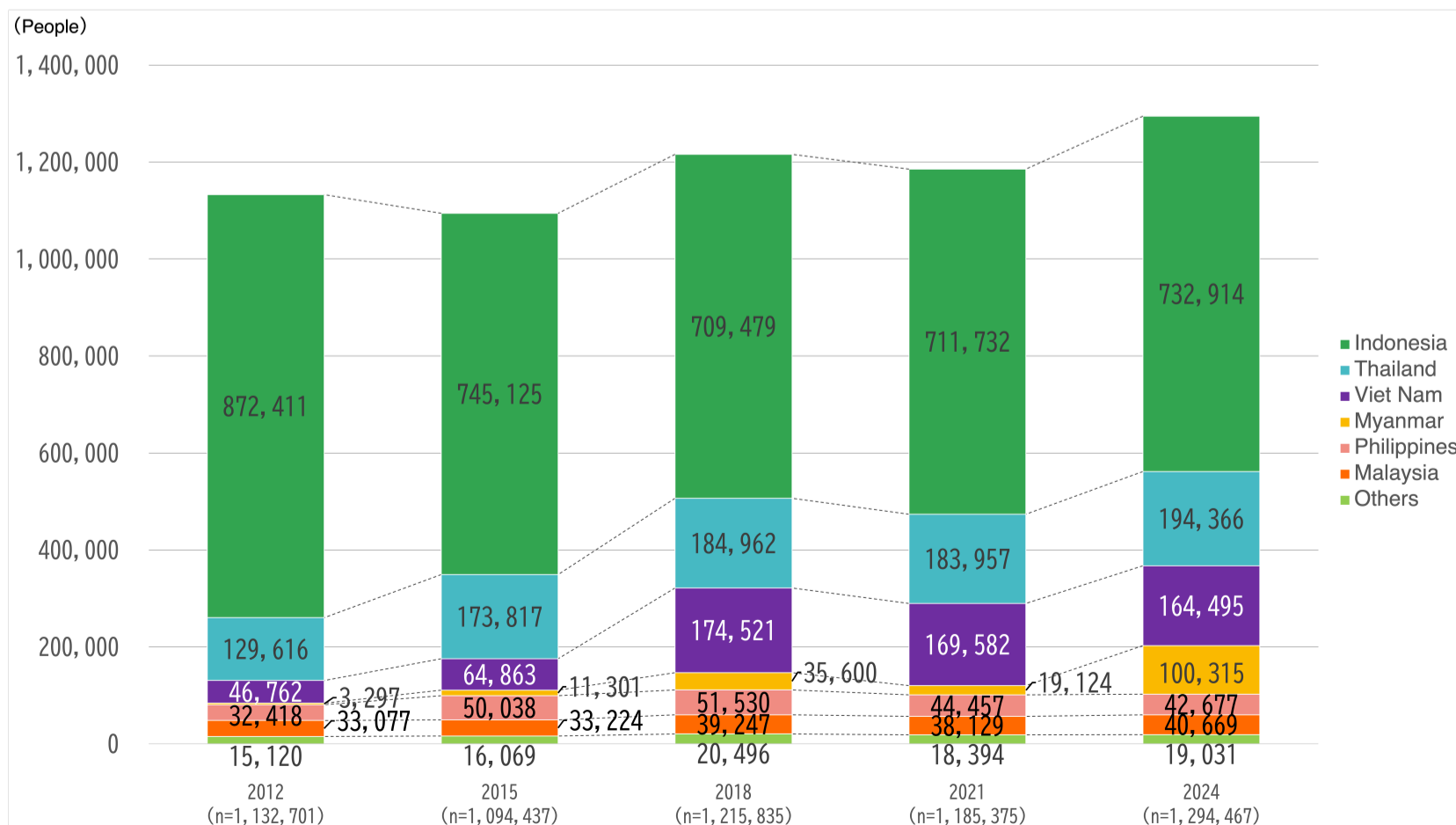
Graph 2-2-1 Number of Institutions in Southeast Asia



Graph 2-2-2 Number of Teachers in Southeast Asia



Graph 2-2-3 Number of Learners in Southeast Asia



Graph 2-2-4 Percentages of Learners by educational Southeast Asia

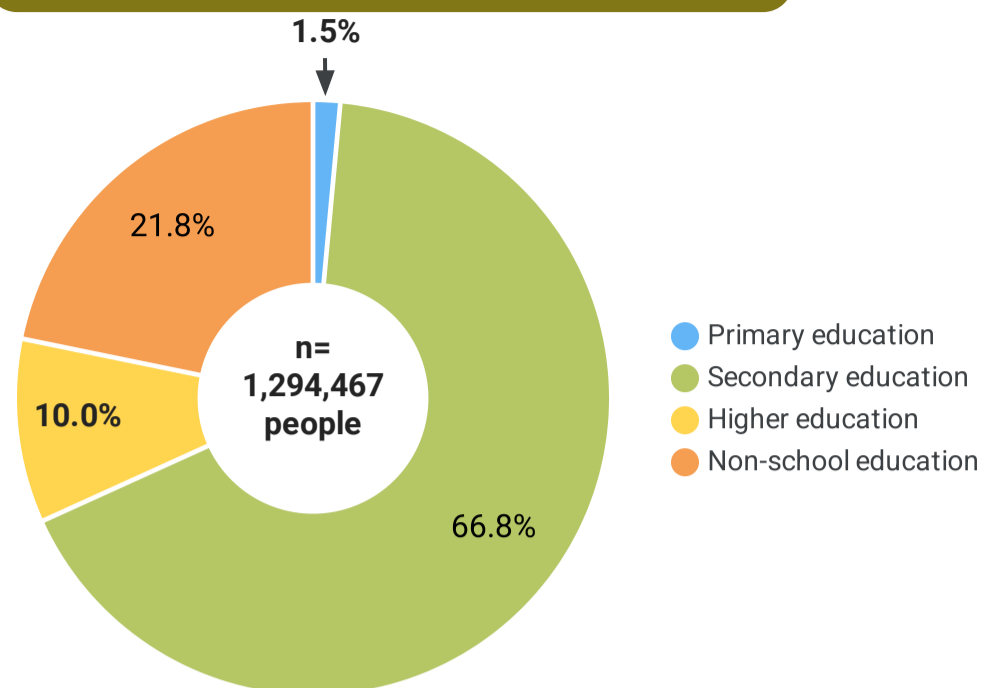
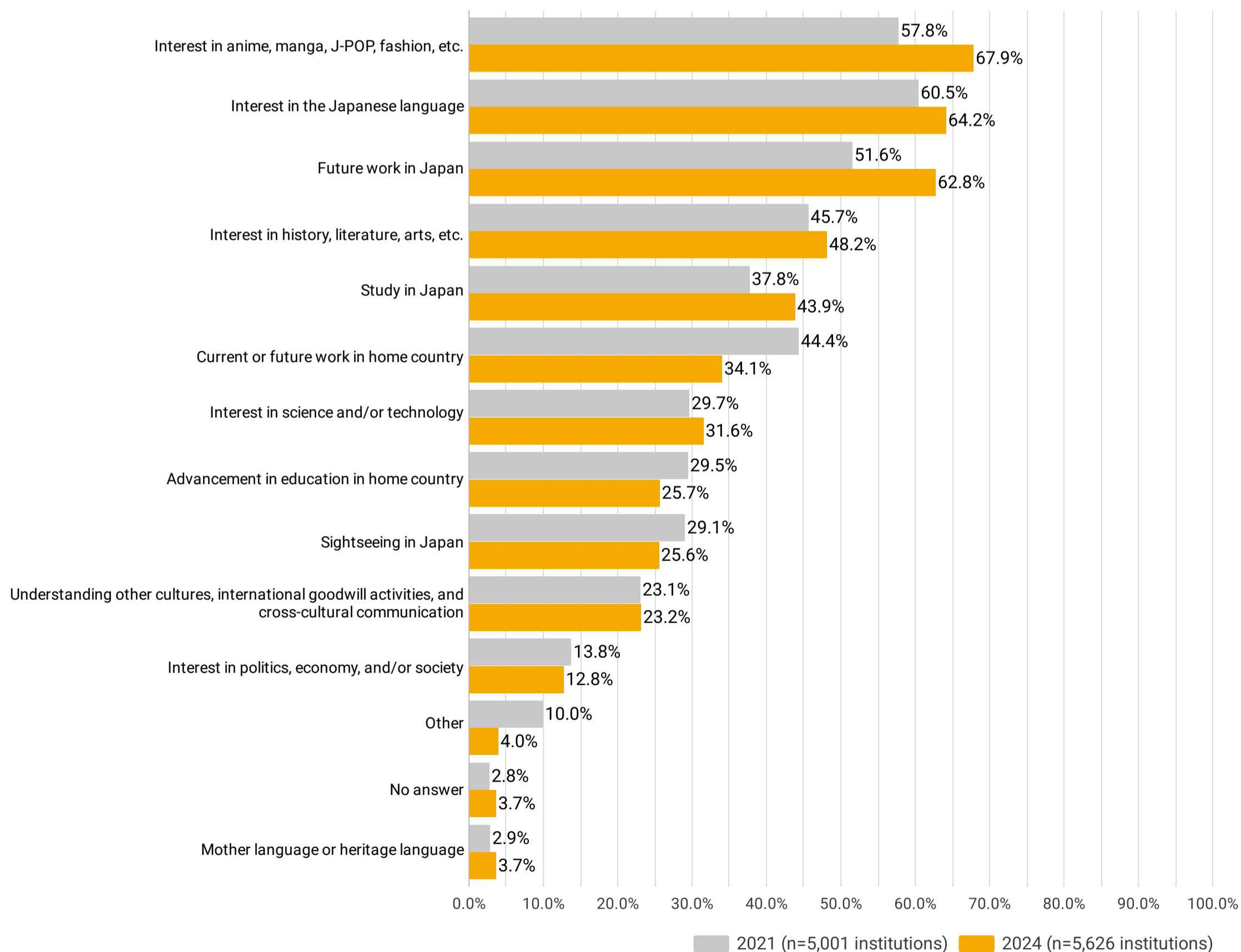


Table 2-2-2 Online class implementation ratio in Southeast Asia

Country and Region	Number of Institutions in each Country and Region	Online class implementation (institutions)	Online class implementation (%)
Indonesia	3,103	580	18.7
Cambodia	92	34	37.0
Singapore	17	13	76.5
Thailand	755	295	39.1
Timor-Leste	9	3	33.3
Philippines	227	153	67.4
Brunei	2	1	50.0
Viet Nam	490	264	53.9
Malaysia	217	67	30.9
Myanmar	685	459	67.0
Laos	29	14	48.3
Southeast Asia overall	5,626	1,883	33.5

Graph 2-2-5 Objectives of Japanese-language learning in Southeast Asia



Trends in each country and region

[Indonesia]

The number of learners remains the second highest globally, as in the previous survey (2021), but in this survey, institutions surpassed the figure for China to rank first. Furthermore, institutions, teachers, and learners all showed an upward trend.

The number of institutions and learners in primary education is small. The majority of learners in primary education are in Bali Province, accounting for over 60% of the total. Additionally, learners are present in North Sumatra Province, Jakarta Special Capital City District, West Java Province, East Java Province, Banten Province, and Central Sulawesi Province; however, learners in primary education have not been confirmed in many provinces.

Approximately 90% of Japanese-language learners in Indonesia are enrolled in secondary education. Secondary education institutions include junior high schools, general high schools, vocational high schools, and religious high schools. Many of these institutions offer Japanese-language courses as elective foreign language subjects. Compared to the previous survey results, institutions, teachers, and learners showed a slight overall increase. While the number of general high schools decreased, vocational high schools increased. One reason is that, with the launch of the Specified Skilled Worker System, more vocational high schools have been adding Japanese-language courses in recent years. Furthermore, Indonesia's Ministry of Education, Culture, Research and Technology (at the time of the previous survey) provided grants to vocational high school students to support intensive foreign language learning, language qualification acquisition, and preparation for overseas internships (including in Japan) to enhance vocational skills. This is believed to have contributed to an increase in vocational high school institutions and learners. However, under the new national curriculum revised in 2022, courses for the 10th grade have essentially been eliminated, with courses now offered only in the 11th and 12th grades. As a result, the number of Japanese-language learners in general high schools has decreased by more than 50,000.

In higher education, the number of teachers increased slightly, but institutions and learners decreased. Many learners study Japanese with the goal of working in Japan, and enter vocational training schools rather than universities after graduating from high school. This likely explains the decrease in higher education institutions and learners. In Indonesia, 37 universities offer Japanese-language teacher training programs, primarily training teachers for secondary education institutions. However, in recent years, due to the increase in private vocational training schools and better compensation, more students are aiming to become teachers at vocational training schools rather than secondary education institutions.

Learners in non-school education showed a significant increase, continuing the trend from the previous survey. This appears to reflect an increase in learners aiming to travel to Japan for employment. With the launch of the Specified Skilled Worker System in 2019, private vocational training schools have proliferated rapidly.

Many people also study Japanese at language schools and vocational training schools administered by Indonesian government ministries. A pattern has become established where individuals study Japanese for a short period in Indonesia before traveling to Japan. With the launch of the Employment for Skill Development Program in 2027, the number of Japanese-language learners is expected to increase further.

[Cambodia]

Institutions, teachers, and learners have generally been increasing, though some educational levels showed decreases compared to the previous survey (2021).

The only institution providing Japanese-language education at the primary level is essentially CIESF Leaders Academy, which opened in 2016. As the number of grades offered has increased, learners at this institution have also increased. In addition, it was confirmed that Japanese-language education is being conducted as mother tongue and heritage language education at the International School of Phnom Penh.

The number of learners in secondary education recovered from the previous survey and returned to the same level as the 2018 survey, suggesting that activities temporarily suspended during the COVID-19 pandemic have resumed. Japanese-language courses are not included in Cambodia's secondary education curriculum. However, some secondary schools offer Japanese-language classes as either school-specific subjects or extracurricular activities. In secondary education, only English or French are designated as foreign language subjects; there is no second foreign language option. However, pilot programs for Chinese and Korean have begun at select schools with support from their respective governments, and discussions with the Ministry of Education, Youth and Sports regarding the introduction and pilot implementation of Japanese-language courses have commenced.

While new institutions providing Japanese-language education were identified in higher education, the number of learners decreased to 767 from 931 in the 2018 survey and 918 in the previous survey. Even at the Institute of Foreign Languages at the Royal University of Phnom Penh, which has the only Japanese-language major, the number of learners is declining. This decrease is driven by the growing popularity of learning languages other than Japanese, such as Chinese and Korean.

In non-school education, the number of learners increased compared to the previous survey but has not recovered to the level of the 2018 survey. Many learners in non-school education aim to work in Japan, but the relative decline in those seeking employment there is thought to be influenced by the growing popularity of destinations such as Korea.

[Thailand]

Institutions, teachers, and learners all showed an upward trend compared to the previous survey (2021).

Regarding primary education, while the proportion of learners within Thailand is not particularly large, the number of learners is increasing despite declining birthrates. In Thailand, schools offering second or third foreign language subjects exist in both the public and private sectors, and Japanese is studied at such institutions.

As in the previous survey, secondary education accounts for over 80% of Japanese-language learners in Thailand. Institutions, teachers, and learners have all been increasing. This growth stems from the Thai Ministry of Education's policy of continuously and actively promoting second foreign language learning, as well as strong understanding of and cooperation in Japanese-language education as a second foreign language. This cooperation extends to the promotion of Japanese-language education, teacher development, and training programs. Furthermore, amendments to laws concerning teaching licenses have resulted in students enrolled in teacher training programs being counted as part-time teachers, leading to a significant increase in the number of teachers. However, due to changes in school policies and other factors, some institutions have closed Japanese-language classes. Specifically, reports indicate changes in course offerings from Japanese to Chinese due to declining enrollment in Japanese, as well as the discontinuation of language departments accompanying the establishment and expansion of science and mathematics programs. Additionally, cases were confirmed where Japanese-language classes were closed because no replacement could be found after the Japanese-language teacher transferred to another school or retired.

In higher education, while the number of institutions remained unchanged, teachers and learners increased. While some regional universities have closed Japanese-language courses, Japanese-language majors continue to enjoy steady popularity at universities in urban areas. The background to this includes the fact that while Japan's economic presence in Thailand has relatively declined due to factors such as China's rising presence, favorable sentiment toward Japan remains high in cultural terms, and the number of learners interested in Japan has not decreased.

While non-school education shows recovery from the COVID-19 pandemic, it has not yet returned to pre-pandemic levels. The number of learners was 16,556 in the 2018 survey, 7,317 in the previous survey, and 7,709 in this survey, representing only a slight increase. However, the number of institutions responding to the survey increased by 12 (up 16.2% from the previous survey). Particularly in the northeastern region, there is a growing trend of Japanese-language learners and placement institutions where students are aiming for employment in Japan. Additionally, while not covered by institutional surveys, a significant number of individual learners are estimated to be studying through online self-directed learning (video content, online courses) or one-on-one instruction not affiliated with specific educational institutions.

[Philippines]

Nationwide, numbers of institutions, teachers, and learners have all been declining, but the background and trends differ by educational level.

In the Philippines' public primary education system, foreign language education is generally not included in the regular curriculum, and Japanese-language instruction is limited to a very small number of private schools. In the multilingual nation of the Philippines, the curriculum at the primary education level is already extremely dense simply from handling three languages: the mother tongue (regional language), Filipino (national language), and English (co-official language). The reality is that there is almost no room to introduce other foreign languages. Furthermore, the Department of Education's Special Program in Foreign Language (SPFL) targets only secondary education, and primary education falls outside its scope. Therefore, there is no institutional framework for teaching Japanese at the primary level. Furthermore, there is a shortage of Japanese-language teachers, and teaching materials for primary education are insufficiently developed. These combined factors have kept the number of institutions and teachers low even after the COVID-19 pandemic.

In secondary education, restrictions on in-person classes due to the COVID-19 pandemic were lifted in November 2022, allowing full-scale in-person instruction to resume. However, the number of learners has continued to show a slight downward trend since then. Several factors are believed to underlie this: SPFL being an elective subject without credit recognition, insufficient learning facilities relative to the large number of students, and considerations in certain districts to avoid concentration on specific foreign languages. However, there is constant demand from schools wishing to introduce Japanese-language education, and expansion efforts are being advanced, primarily by the Department of Education (DepEd). Therefore, if challenges such as classroom shortages and a lack of Japanese-language teachers are resolved, a steady increase in learners and participating schools can be expected.

The number of learners in higher education, after declining in the previous survey (2021) due to the COVID-19 pandemic, significantly exceeded the level of the 2018 survey in this survey. Meanwhile, the number of teachers continues to decline, and the challenge lies in the fact that educational infrastructure development is not keeping pace with the increase in learners. The increase in learners stems from growing cultural interest in anime, manga, Japanese cuisine, and J-POP, coupled with continued positive political and economic relations between Japan and the Philippines. Over the past decade, the number of tourists visiting Japan from the Philippines increased more than fourfold, from 180,000 per year (2014) to 820,000 (2024). Furthermore, Japanese companies selling clothing and daily necessities are rapidly opening stores in metropolitan areas and regional cities, making contact with Japan more accessible. Additionally, the Commission on Higher Education's policy emphasizing international academic collaboration is driving the expansion of foreign language education, including Japanese.

On the other hand, non-school education shows a particularly pronounced decline. Many non-school education institutions in the Philippines are private Japanese-language schools catering to learners seeking employment. In the Philippines, where English is an official language, the motivation to work in Japan

tends to be relatively weaker because there are comparatively more employment options in Western countries, the Middle East, and other regions where learning a new language is not necessary. Furthermore, the Philippines implemented some of the strictest COVID-19 restrictions globally, forcing many educational institutions that were unable to adapt flexibly to close or significantly downsize. Additionally, the impact of the depreciation of the yen and inflation has made it difficult to expect sufficient remittances from income earned through employment in Japan, which is also thought to be contributing to the decline in learners.

[Viet Nam]

In this survey, while the number of teachers increased at both the secondary and higher education levels and the number of learners increased at higher education institutions, the overall trend showed decreases in institutions, teachers, and learners. By region, approximately 150,000 learners are located in urban areas (Hanoi, Hai Phong, Ho Chi Minh City, Da Nang, Hue, and Can Tho), accounting for approximately 90% of the total. In rural areas, some provinces provide Japanese-language education at higher education institutions and non-school education institutions such as language schools and placement institutions, primarily in areas surrounding urban centers. This survey confirmed new Japanese-language education programs in the provinces of Quang Tri and Ninh Thuan near Hue in central Viet Nam.

In Viet Nam's primary and secondary education, foreign language education is divided into three categories: regular subjects (first foreign language), regular subjects (second foreign language), and extracurricular subjects. Regular subjects are graded, while extracurricular subjects are activities outside regular classes (such as club activities) that do not directly affect school grades and represent an elective form of learning. In primary education, five institutions in Da Nang and five institutions in Hai Phong that had offered Japanese-language education as an extracurricular subject during the previous survey (2021) closed their programs, likely resulting in a decrease in learners. Reasons for closing include the termination of the Japanese-language education project in Lien Chieu District, Da Nang, and the decline in students wishing to study Japanese due to increased foreign language education options in Hai Phong. However, there are signs of Japanese-language education being introduced in some areas, such as one institution newly opening in Hai Phong and another reopening in Ho Chi Minh City.

The number of institutions and learners also decreased in secondary education. It is presumed that the discontinuation of Japanese-language education as a regular subject in secondary education has led to a decline in learners. The background to the discontinuation of Japanese is similar to that in primary education. Factors are believed to include the termination of the Japanese-language education project in Lien Chieu District, Da Nang; a decrease in Japanese-language learners due to increased foreign language options in Hanoi and Hai Phong; and changes in educational policy following replacements of school principals.

Although the number of learners in higher education is increasing, the number of learners majoring in Japanese decreased slightly. The decline is particularly noticeable at private universities. Contributing factors include fewer opportunities for non-repayable scholarships, free study abroad programs, and paid internships compared to other majors such as Chinese or Korean. Additionally, Japan's economic stagnation and the weakening yen have diminished the appeal of working in Japan compared to previous years. However, at institutions such as universities and junior colleges in the fields of science and engineering, medical and nursing, and tourism, where Japanese can be studied as a non-major, Japanese companies and local private educational institutions (private language schools and placement institutions) collaborate with universities to conduct classes. The number of learners at such institutions is increasing.

In non-school education, while some institutions newly began Japanese-language education, more than twice as many institutions could not be confirmed to be providing Japanese-language education due to closures and other reasons. Due to the economic downturn following the COVID-19 pandemic, many Japanese companies discontinued their in-house Japanese-language classes. Furthermore, the appeal of the Japanese market has diminished for placement institutions due to the weak yen, with popularity shifting to markets such as Germany, Taiwan, and Korea. Consequently, it has become more difficult to attract workers than before. Similarly, private language schools are experiencing a decline in the appeal of the Japanese market due to the weak yen, reduced scholarship programs, and fewer opportunities for studying abroad. As a result, the overall number of institutions is declining. On the other hand, major private language schools are seeing an increase in learners. This is thought to be because small-scale institutions are struggling to maintain stable enrollment and are being weeded out, while large institutions with strong brand recognition are maintaining and strengthening their stability and ability to attract learners. As a result, while the number of institutions decreased significantly, learners decreased only slightly.

The number of Vietnamese residents in Japan surpassed 600,000 in 2024, making them the second-largest foreign resident group after Chinese nationals. Approximately 60% of these are workers utilizing the Technical Intern Training Program or the Specified Skilled Worker System, and since Japanese-language proficiency is often a prerequisite for employment, the demand for Japanese-language learning persists to a certain degree. Indeed, the survey results regarding purpose and reasons for learning Japanese reveal that, as in the previous survey, the majority of learners aim to secure employment in Japan, indicating that learning Japanese with an eye toward employment remains a significant motivation.

[Malaysia]

Japanese-language education is not provided in public primary education institutions in Malaysia. However, there are learners studying at private schools and similar institutions, and these numbers are counted under non-school education.

In secondary education, the number of institutions increased slightly while teachers decreased slightly. However, learners increased by 1,917 (10.0%) compared to the previous survey. This means that secondary education accounts for more than 70% of the total increase in learners (2,540). The increase can be attributed to the resumption of new training for secondary education Japanese-language teachers, which had been suspended from 2013 to 2019. This program restarted in 2020 for a limited three terms, and its graduates were assigned to various schools to begin teaching Japanese.

In higher education, a recovery was observed from the significant decline in learners recorded in the previous survey. Learners increased by 5.5%, reaching 14,469, the second-highest figure in the past five surveys after the 2018 survey. However, the number of teachers continues to decline. This is likely due to the retirement of veteran teachers who have long supported Japanese-language education, as well as native Japanese-speaking teachers returning to Japan after the COVID-19 pandemic and not coming back.

In non-school education, Japanese-language courses offered by private language schools and similar institutions saw a slight decrease compared to the previous survey but remained at roughly the same level as the survey before that. This indicates that learners have stabilized at around 5,000 over the past six years.

In Malaysia, against a backdrop of steady economic growth, many learners study Japanese more as a hobby than for the purpose of working in Japan. Therefore, it is believed that many people are learning without belonging to any institution, using free or low-cost video content and language learning apps. Furthermore, influenced by the Look East Policy (*) proposed in 1982 and benefiting from economic development and a weak yen, the number of people who can easily travel to Japan has increased. Consequently, the popularity of Japanese has remained fairly steady at each educational level from secondary education onward. However, the growing interest in Korean accompanying the popularity of Korean pop culture is also notable in Malaysia. While only two secondary schools offered Korean in 2016–2017, the number gradually increased, reaching 26 schools by 2025.

(*) Look East Policy: A national policy proposed by then-Prime Minister Mahathir in 1982. Based on the belief that the Japanese work ethic; motivation for learning and work; morality; and management capabilities were the driving forces behind Japan's development, Malaysia aimed to achieve its own economic and social development by learning these qualities from Japan.

[Myanmar]

Institutions, teachers, and learners all saw significant increases, particularly in non-school education. While it is important to note that the results of the previous survey (2021) were significantly impacted by the COVID-19 pandemic and included a rebound effect, institutions, teachers, and learners in this survey greatly exceeded the results of the 2018 survey.

In Myanmar's public education system, foreign language instruction at the primary level is limited to English. As in the previous survey, no institutions providing Japanese-language education were identified. However, although no responses were received, the Japan Foundation, Yangon independently confirmed that Japanese-language classes are offered at some private schools and international schools (covering not only primary but also secondary education).

Foreign language education in secondary education is also limited to English. While the previous survey reported zero institutions at the secondary level, this survey confirmed that one public high school is providing Japanese-language education. Although limited, there are signs of Japanese-language education being newly introduced.

Only two universities in Myanmar offer Japanese-language majors: Yangon University of Foreign Languages and Mandalay University of Foreign Languages. This survey confirmed that both continue to provide Japanese-language education. On the other hand, institutions and learners in higher education decreased following the previous survey, indicating a trend toward a decline in higher education institutions offering Japanese-language courses as electives rather than as majors. Furthermore, given the growing presence of Chinese companies in Myanmar today, it is anticipated that an increasing number of students will choose Chinese over Japanese, considering the economic benefits.

Over 90% of Japanese-language educational institutions in Myanmar are private Japanese-language schools. It is believed that institutions and learners surged at an astonishing rate due to factors stemming from the 2021 military coup, including political instability, economic deterioration, the expansion of civil war, the collapse of the education system, and the introduction of conscription. However, because Japanese-language education expanded as a means of escaping the country, learners tend to favor study and classes focused on test preparation. In response, institutions have also begun offering classes specifically focused on exam preparation. As a result, there are concerns that an increasing number of people who pass the exams and come to Japan are struggling with insufficient conversational Japanese skills and a lack of understanding about Japan. Furthermore, enrollment varies significantly by institution, ranging from just a few learners at smaller institutions to nearly 3,000 at larger ones.

It should be noted that a low response rate is a characteristic issue specific to Myanmar. The number of institutions surveyed was 1,261, but only 686 actually responded. A total of 476 refused to respond, accounting for nearly 40% of the total. The survey encountered difficulties not only because the number of target institutions was very large, but also because a census conducted by the military government took place during the survey period, heightening wariness about the very act of gathering information. Although it was explained that this survey was unrelated to the national census, there were cases where it was not possible to achieve an understanding. Therefore, political instability has affected the response rate, and

the actual number of institutions, teachers, and learners far exceeds the figures reflected in the survey results. Additionally, regarding Question 10, which asked about the current situation regarding Japanese-language education at each institution, many institutions responded "1. Yes" to the statements that teachers in charge possess the Japanese-language proficiency necessary for their classes and courses, and that teachers in charge possess the knowledge and skills of Japanese-language teaching methods necessary for classes and courses. However, it is often pointed out that in reality, many highly proficient and experienced teachers resign from their positions to move to Japan, leading to a shortage of teachers who possess both sufficient Japanese-language proficiency and teaching skills. The number of inadequately qualified teachers is increasing, making it a major challenge to ensure the quality of Japanese-language education. Due to the COVID-19 pandemic and political upheaval, many Japanese teachers left Myanmar, resulting in few schools still employing Japanese teachers. In fact, only 179 institutions responded "1. Yes" to the statement in Question 10 that there are enough native Japanese-speaking teachers. The breakdown also revealed that in most cases, instruction is provided online from Japan rather than locally, and the majority of learners have no direct experience interacting with native Japanese speakers.

[Laos]

The number of primary education institutions remained unchanged from the previous survey (2021), but learners increased. One reason is that enrollment at schools providing Japanese-language education is increasing. It is speculated that the increase in enrollment is driven by the growing reputation of these schools, which enable students to acquire knowledge of Japanese culture and etiquette, including daily habits such as cleaning and tidying up.

In secondary education, learners increased significantly at both public and private schools. Factors contributing to the increase include the completion of Japanese-language textbooks developed with the involvement of Japanese-language specialists dispatched by the Japan Foundation, and the expansion of target grade levels at schools that have introduced Japanese-language instruction. Furthermore, at the four public schools where the Japan Foundation dispatches NIHONGO Partners, a particularly significant increase in learners was confirmed.

In higher education, while institutions increased by one, learners decreased by 35.0% compared to the previous survey. The decline in learners at higher education institutions in Laos is thought to be linked to worsening economic conditions during the COVID-19 pandemic and decreased student motivation caused by online classes, which led to an increase in dropouts. Furthermore, the number of applicants to the National University of Laos decreased by one-third from 2017 to 2024, indicating a decline in the student population itself. This is reported to be because university graduation does not necessarily lead to employment, which is reducing students' motivation to obtain a degree. Therefore, the significant decrease since the previous survey does not necessarily indicate a decline in the appeal of Japanese-language education. However, it is important to note that despite the sharp

drop in university applicants overall, Chinese-language departments have not seen a major impact on their applicant numbers. Furthermore, the number of institutions sending out technical intern trainees increased significantly from 1 to 17, leading to an upward trend in non-school education institutions and learners.

[Other Countries and Regions]

In Singapore, a downward trend was observed in numbers of institutions, teachers, and learners.

Japanese-language education has not been confirmed in primary or secondary education in Brunei and is provided only in higher education and non-school education. However, an initiative to introduce Japanese as an elective subject on a trial basis in Brunei's secondary schools is scheduled to begin in 2025 or later.

In Timor-Leste, Japanese-language education is provided only in non-school education. With the launch of the Technical Intern Training Program, the number of institutions increased significantly from 3 to 9.