Foreword

The Japan Foundation (JF) was established as a special legal entity in October 1972 to comprehensively implement international cultural exchange programs in all regions of the world. In October 2003, it became an independent administrative agency under the jurisdiction of the Ministry of Foreign Affairs. Currently, based at its Headquarters and the Kyoto Office, along with two affiliated institutions (the Japanese-Language Institute, Urawa and the Japanese-Language Institute, Kansai), and 26 overseas offices in 25 countries, the Japan Foundation operates in collaboration with external organizations, focusing on three pillars: arts and cultural exchange, Japanese-language education overseas, and Japanese studies and global partnerships programs.

In the field of Japanese-language education overseas, we collaborate with relevant domestic institutions, host country governments, and Japanese-language educational institutions. We contribute to establishing a common foundation accessible to learners worldwide by providing Japanese-language teaching methodologies and learning materials overseas and enhancing proficiency assessment for Japanese-language learners, while simultaneously improving the overseas Japanese-language education environment through dispatching Japanese-language education specialists, providing training for overseas Japanese-language teachers, and supporting and networking Japanese-language educational institutions through programs that we host, co-host, or fund.

This report compiles the results of the Survey on Japanese-Language Education Abroad conducted by the Japan Foundation in 2024 to assess the current situation of Japanese-language education in various countries and regions, which serves as the foundation for these diverse activities. Recent policy developments in Japanese-language education, including the enactment of the Act on Promotion of Japanese-Language Education, the formulation of the Basic Policy for the Comprehensive and Effective Implementation of Measures to Promote Japanese-Language Education, and the establishment of a certification system for Japanese-language educational institutions, have significantly altered the domestic and international landscape surrounding Japanese-language education. We hope that the findings of this survey will serve as a useful reference for institutions both within and outside Japan, as well as for those involved in Japanese-language education, and that they will contribute to the advancement of Japanese-language education.

Finally, we received tremendous cooperation from the Ministry of Foreign Affairs, relevant institutions in each country and region, and all individuals involved throughout every stage of the survey, including the distribution and collection of surveys, as well as from the Japanese-language educational institutions that provided responses. We extend our deepest gratitude and take this opportunity to express our profound respect for all those who are engaged in Japanese-language education around the world and who work diligently to maintain and develop it.

March 2026
The Japan Foundation

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About This Survey

1. Overview of Survey

(1) Survey Objective

This survey aims to understand the current situation of Japanese-language education and to provide useful information, primarily from the following three perspectives.

(i) As reference material for researchers and others conducting surveys or studies on Japanese-language education;

(ii) As reference material for institutions engaged in Japanese-language education, international exchange organizations, and other entities implementing Japanese-language education programs;

(iii) As reference material for information exchange, mutual collaboration, and network formation among Japanese-language educational institutions and organizations.

The results of this survey are provided in this report, and on the Japan Foundation website as a search engine for the database of “Search Site for Japanese-Language Education Institutions Abroad”.

The Japan Foundation has been conducting surveys on Japanese-language educational institutions since 1974, continuing research originally conducted by the Ministry of Foreign Affairs. The major surveys conducted by the Japan Foundation and the Ministry of Foreign Affairs are shown below.

Past Major Surveys on Japanese-language educational Institutions

Conducting Organization	Survey Year	Survey Results Report
Ministry of Foreign Affairs, Cultural Affairs Department	1970	List of Institutions involved in Japanese-Language Education Worldwide Published by the Publishers Association for Cultural Exchange (PACE), Japan (November 1970)
The Japan Foundation	1974 - 1975	List of Institutions involved in Japanese-Language Education Abroad Published by the Japan Foundation (December 1975)
The Japan Foundation	1979 - 1980	List of Institutions involved in Japanese-Language Education Abroad Published by the Japan Foundation (June 1981)
The Japan Foundation	1984 -1985	List of Institutions involved in Japanese-Language Education Abroad, supervised by the Japan Foundation Published by Bonjinsha Co., Ltd. (March 1987)
Ministry of Foreign Affairs	1988 - 1989	Japanese-Language Education: Its Growth and Challenges Edited and published by The Japan Forum (March 1990)
The 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 Printing Bureau of the Ministry of Finance (August 1992)
The 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 (March 1995)
The 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 (March 2000)
The Japan Foundation	2003 - 2004	Survey Report on Japanese-Language Education Abroad Edited and published by the Japan Foundation (March 2005)
The Japan Foundation	2006 - 2007	Survey Report on Japanese-Language Education Abroad Edited and published by the Japan Foundation (July 2008)
The Japan Foundation	2009 - 2010	Survey Report on Japanese-Language Education Abroad Edited and published by the Japan Foundation (March 2011)
The Japan Foundation	2012 - 2013	Survey Report on Japanese-Language Education Abroad Edited by the Japan Foundation; published by Kurosio Publishers (October 2013)
The Japan Foundation	2015 - 2016	Survey Report on Japanese-Language Education Abroad Edited and published by the Japan Foundation (March 2017)
The Japan Foundation	2018 - 2019	Survey Report on Japanese-Language Education Abroad Edited and published by the Japan Foundation (June 2020)
The Japan Foundation	2021 - 2022	Survey Report on Japanese-Language Education Abroad Edited and published by the Japan Foundation (March 2023)

(2) Survey Coverage

A. Institutions Surveyed

This survey targeted institutions that may be providing Japanese-language education overseas. The following were not included in the survey.

(i) Groups and activities without a substantial organizational structure;

(ii) Overseas educational facilities providing only Japanese-language education within a national curriculum;
*Japanese-language education as compulsory education at overseas educational facilities is excluded from the survey. However, when such facilities offer courses teaching Japanese as a foreign or heritage language, they are included on a department or course basis. (Example) When a supplementary school operates a separate department or course for Japanese-language education distinct from national curriculum instructions, it is included on a department (class) basis.

(iii) Broadcasters and online platforms offering Japanese-language education for the general public;

(iv) Institutions offering only short-term Japanese-language experience programs.

B. Number of Surveys Distributed and Collected

In this survey, surveys were distributed to 29,148 institutions, and valid responses were received from 24,717 institutions (valid response rate: 84.8%). The breakdown is as follows: 19,344 institutions were confirmed to be providing Japanese-language education; 2,112 institutions were confirmed to have temporarily suspended all classes at the time of the survey; and 3,261 institutions were confirmed not to be providing Japanese-language education.

C. Countries Surveyed

This survey was conducted covering all countries and regions worldwide where it was feasible to conduct research. North Korea was not included in the survey.

(3) Survey Period

Survey distribution and collection period: September 2024 to December 2024. For certain countries and regions where the survey was not completed during the above period, the survey period was extended until May 2025.

(4) Survey Content

Surveys were prepared in 20 languages: Japanese, English (UK, U.S., and Australian variants), Korean, Chinese (simplified and traditional variants), Indonesian, Khmer, Thai, Vietnamese, Burmese, Italian, Spanish (Spanish and Latin American variants), German, French, Portuguese, Hungarian, and Russian.
The survey items are shown below.

Survey Items (English Sample Survey p. 96)

Survey Content	Survey Items
Basic Information about the Institution	Institution name, department, address, and contact information (phone number, email, website URL)
Type of Institution	Founding body (national/state/provincial/local government; private organization or individual; Japanese government/related organizations) Classification of Japanese-language instruction (regular courses/extracurricular activities) Type of degree awarded (required for higher education only) Online course availability
Learners	For primary, secondary, and higher education: Number of learners by educational level For non-school education: (1) Total number and attributes by educational level (preschool/primary and secondary/higher education/adult) (2) Number of learners by attribute (optional)
Teachers	Number of Japanese-language teachers by educational level Number of full-time and part-time teachers, number of native Japanese-speaking teachers, availability of Japanese-language teacher training programs*
Purpose and Reasons for Learning Japanese (Optional)	Multiple selections from 13 options such as "Interest in Japanese culture" and "To pursue higher education or work in my country or Japan"
Status of Providing Japanese-Language Education (Optional)	Satisfaction with the number and quality of teachers, learning materials, and facilities, etc. (choices: Yes / No / I do not know)

*Regarding the availability of Japanese-language teacher training programs, institutions at the primary education and secondary education levels were not required to respond. This survey item applied only to institutions at the higher education and non-school education levels.

(5) Survey Method

A. Survey Distribution and Collection Method

The survey was primarily conducted online by distributing a URL for responses. Depending on the communication infrastructure and other circumstances in each country and region, supplementary methods such as the emailing of surveys, postal mail, and telephone inquiries were also used. Collection was carried out with the cooperation of the Japan Foundation's overseas offices, and Japanese embassies and consulates general in each country and region.

The survey method was not limited to one per country or region; multiple methods were used in combination depending on each country or region's communication infrastructure and response status.

B. Subcontracting to External Institutions

In some countries and regions, the survey was subcontracted to external institutions. In addition to the subcontracting partners listed in the table below, cooperation was also received from numerous other institutions and individuals, including local Japanese-language teachers' associations.

Main Subcontracting Partners

Country and Region	Subcontracting Partners
Republic of Korea	The Japanese Language and Literature Association of Korea
Taiwan	Japan-Taiwan Exchange Association, J'STUDY (Jieshida Cultural Enterprise Co., Ltd.)
China	University of International Business and Economics
Hong Kong, Macao	Society of Japanese Language Education Hong Kong
Mongolia	Association of Japanese Language Teachers of Mongolia
Myanmar	Myanmar Association of Japan Alumni（MAJA）
Sri Lanka	University of Kelaniya
Nepal	Japanese Language Teachers' Association, Nepal
Bangladesh	Japanese Language Teachers' Association of Bangladesh
Australia	Asialink Education
New Zealand	New Zealand Association of Japanese Language Teachers
Argentina	Argentinian MEXT Alumni Association
Ireland	PPLI (Post-Primary Languages Ireland)
Switzerland	The Association of Japanese Language Teachers in Switzerland
France	KSM NEWS & RESEARCH
Poland	Polish Association of Japanese Language Teachers
Turkey	The Turkish-Japanese Foundation Culture Center

2. Definitions and Notation Methods Used in This Survey

(1) Regional classifications and arrangement, and names of countries and regions used in this report

A. Classification and Arrangement of Regions

Regions are classified into 12 categories: East Asia, Southeast Asia, South Asia, Oceania, North America, Central America, South America, Western Europe, Eastern Europe, the Middle East, North Africa, and Africa.

B. Names of Countries and Regions

Country and region names follow the Japanese notation (common names) used by the Japan Foundation. For regions where the Japan Foundation has not established notation, common names are used (based on Kyodo News's World Yearbook 2025). Additionally, Taiwan, Hong Kong, and Macao are presented separately from China.

(2) Terms Used in the Text

A. Institution as a Unit

Japanese-language courses offered by individual faculties or at separate campuses within universities can each be considered comparatively independent institutions. Accordingly, this survey treats some of these as one institution at the faculty or campus level.

B. Online Classes

Remote classes conducted via the internet using devices such as computers, tablets, and smartphones. This includes hybrid formats combining in-person and online instruction. This survey examined whether the surveyed institutions conducted online courses, and the percentage of institutions that responded affirmatively is referred to as the online course implementation rate.

C. Educational Level

School education systems and structures vary by country and region, making it difficult to establish a unified global classification. However, for this report, the surveyed institutions have been categorized into the following four groups for tabulation and analysis.

(a) Primary education institution, primary-level school education institution
An institution equivalent to an elementary school in Japan.

(b) Secondary education institution, secondary-level school education institution
Institutions equivalent to junior high schools (lower secondary education) and high schools (upper secondary education) in Japan.

(c) Higher education institution, higher-level school education institution
Institutions equivalent to universities, graduate schools, junior colleges, and colleges of technology in Japan.

(d) Non-school education
Private language schools, lifelong learning institutions operated by public institutions, language courses offered to the general public by higher education institutions, institutions sending out technical intern trainees, in-house training programs at companies and public institutions, Japanese-language courses for the general public offered by organizations such as the Japan Foundation, heritage language education, preschool education (kindergartens, etc.), and overseas educational facilities certified by the Ministry of Education, Culture, Sports, Science and Technology (in cases where Japanese is taught as a foreign language). This also includes institutions that conduct classes exclusively online in a manner that allows learners to be identified, even without physical classrooms.

D. Founding Body

Founding body refers to the entity responsible for establishing an institution and is classified into the following three categories.

(a) Public institution
Institutions established by national, state, provincial, or local governments

(b) Private institution
Institutions established by private organizations or individuals

(c) Japanese government-related institution
Institutions established by the Japanese government or related organizations

E. Teachers

(a) Teacher

A teacher who teaches Japanese at an institution, regardless of whether they are also employed at other institutions. (In this survey, teachers working full-time are classified as full-time teachers, and those working part-time are classified as part-time teachers. Teaching assistants are included as part-time teachers.)

The method for calculating the number of teachers used in various tabulations was changed between the previous survey (2021) and this survey. In the previous survey, the total number of teachers affiliated with each institution was collected. In this survey, however, the number of teachers was counted for each educational level, including cases where a single teacher teaches at multiple levels. As a result, a single teacher may be counted multiple times within one institution, and the total by educational level may not match the actual number of teachers affiliated with the institution. Additionally, when the same teacher teaches at multiple institutions, they are counted at each institution for practical purposes.

(b) Native Japanese-speaking teacher
A teacher whose native language is Japanese and who teaches Japanese.

F. Heritage Language Education
Japanese-language education for descendants of Japanese nationals who emigrated overseas and for children with one Japanese and one non-Japanese parent.

G. Other Specialized Terms
Annotations have been added as appropriate within the text or in the tables.

H. Notation Used in This Report
(a) Figures are rounded to the first decimal place. Therefore, percentages may not necessarily total 100%.
(b) For survey items that allowed multiple responses, percentages may exceed 100%.
(c) The n shown in graphs represents the base number (sample size) used for calculating ratios.

I. Notation of Response Options
When presenting the response options for purpose and reasons for learning Japanese (hereinafter, also referred to as purpose for learning Japanese) in graphs and text, the abbreviated expressions shown below are used.

Purpose for Learning Japanese

Response option in the survey	Abbreviated version
1. Because of interest in Japanese culture such as history, literature, and art	Interest in history, literature, arts, etc.
2. Because of interest in Japanese culture such as anime, manga, J-POP, fashion, etc.	Interest in anime, manga, J-POP, fashion, etc.
3. Because of interest in Japanese politics, economy, and/or society	Interest in politics, economy, and/or society
4. Because of interest in Japanese science and/or technology	Interest in science and/or technology
5. Because of interest in the Japanese language	Interest in the Japanese language
6. For advancement, examinations, or further education in one's home country	Advancement in education in home country
7. For current or future employment in one's home country	Current or future work in home country
8. For study in Japan	Study in Japan
9. Future work in Japan	Future work in Japan
10. To travel to Japan for sightseeing	Sightseeing in Japan
11. Because of broad interest in international understanding, international goodwill activities, and cross-cultural exchange	Understanding other cultures, international goodwill activities, and cross-cultural communication
12. Because it is one's mother language or the language of family and relatives (heritage language)	Mother language or heritage language
13. Other	Other

3. Tables of Survey Results

As reference material for more detailed analysis and research, the survey results have been compiled into Microsoft Excel files and are available on the Japan Foundation website.

〔Japan Foundation Website（URL）〕
https://www.jpf.go.jp/e/project/japanese/survey/result/index.html

The types of tables are shown in the list below.

List of Table

Category	File Name
1. Summary Tables	1-1a Number of Japanese-Language Educational Institutions, Teachers, and Learners (by region/breakdown by learner)
	1-1b Number of Japanese-Language Educational Institutions, Teachers, and Learners (by region/by educational level)
	1-2a Number of Japanese-Language Educational Institutions, Teachers, and Learners (by number of learners/breakdown by learner)
	1-2b Number of Japanese-Language Educational Institutions, Teachers, and Learners (by number of learners/by educational level)
	1-3a Number of Japanese-Language Educational Institutions, Teachers, and Learners by Country/Administrative Division (breakdown by learner)*
	1-3b Number of Japanese-Language Educational Institutions, Teachers, and Learners by Country/Administrative Division (by educational level) *
2. Founding Body	2 Number of Japanese-Language Educational Institutions by Founding Body
3. Learner Composition at Non-School Education Institutions	3 Learner Composition at Non-School Education Institutions
4. Degree Conferral	4 Number of Institutions Awarding Degrees in Japanese Language and Japanese Studies (Higher Education)
5. Teacher Training Programs	5 Availability, Ratio, and Number of Institutions with Japanese-Language Teacher Training Programs
6. Purpose for Learning Japanese	6-1 Purpose for Learning Japanese (Overall)
	6-2 Purpose for Learning Japanese in Primary Education
	6-3 Purpose for Learning Japanese in Secondary Education
	6-4 Purpose for Learning Japanese in Higher Education
	6-5 Purpose for Learning Japanese in Non-School Education
7. Status of Providing Japanese-Language Education	7-1 Status of Providing Japanese-Language Education (Overall)
	7-2 Status of Providing Japanese-Language Education in Primary Education
	7-3 Status of Providing Japanese-Language Education in Secondary Education
	7-4 Status of Providing Japanese-Language Education in Higher Education
	7-5 Status of Providing Japanese-Language Education in Non-School Education
8. Number and Ratio of Institutions Offering Online Classes	8 Number and Ratio of Institutions Offering Online Classes (by educational level)

* Countries and regions for which tabulation by country/administrative division was conducted are as follows.
Korea, Taiwan, China, Indonesia, Thailand, Philippines, Viet Nam, Malaysia, Myanmar, India, Australia, New Zealand, Canada, the United States of America, Mexico, Brazil, the United Kingdom, Spain, Germany, France, Russia

Chapter 1 Overview of Survey Results

1. General Overview

First survey since the end of the COVID-19 pandemic: record highs for number of countries and regions with Japanese-language education, number of institutions, teachers, and learners
Number of learners exceeds 4 million for the first time since the survey began

The previous survey (2021) was conducted from September to December 2021, when the effects of the COVID-19 pandemic were still being felt. In contrast, this survey is the first to be conducted since the end of the pandemic.

The survey confirmed that Japanese-language education is being provided in 143 countries and regions, an increase of 1 from the 142 countries and regions recorded in the 2018 survey, which was the highest since the survey began in 1974. This survey has set a new record for the number of countries and regions with Japanese-language education.

Additionally, the number of Japanese-language educational institutions overseas (hereinafter, number of institutions) was 19,344 (up 5.9% from the previous survey), the number of Japanese-language teachers affiliated with institutions (hereinafter, number of teachers) was 80,898 (up 8.5%), and the number of Japanese-language learners studying at institutions (hereinafter, number of learners) was 4,000,750 (up 5.4%).

All figures increased, with the number of institutions, teachers, and learners all reaching record highs. Not only did all survey items exceed the figures from the previous survey, which had seen declines across all items due to the impact of the COVID-19 pandemic, but they also showed increases across all items compared to the survey before that (2018), which was conducted in a period unrelated to the pandemic. The number of learners in particular exceeded 4 million for the first time since this survey began.

This survey targets institutions that may be providing Japanese-language education as a foreign language, and each figure represents the actual total compiled from responses submitted by the responding institutions. Therefore, institutions that do not provide foreign language education, as well as learners who are self-studying Japanese through television, radio, books, the internet, or similar means, are not included in the results.

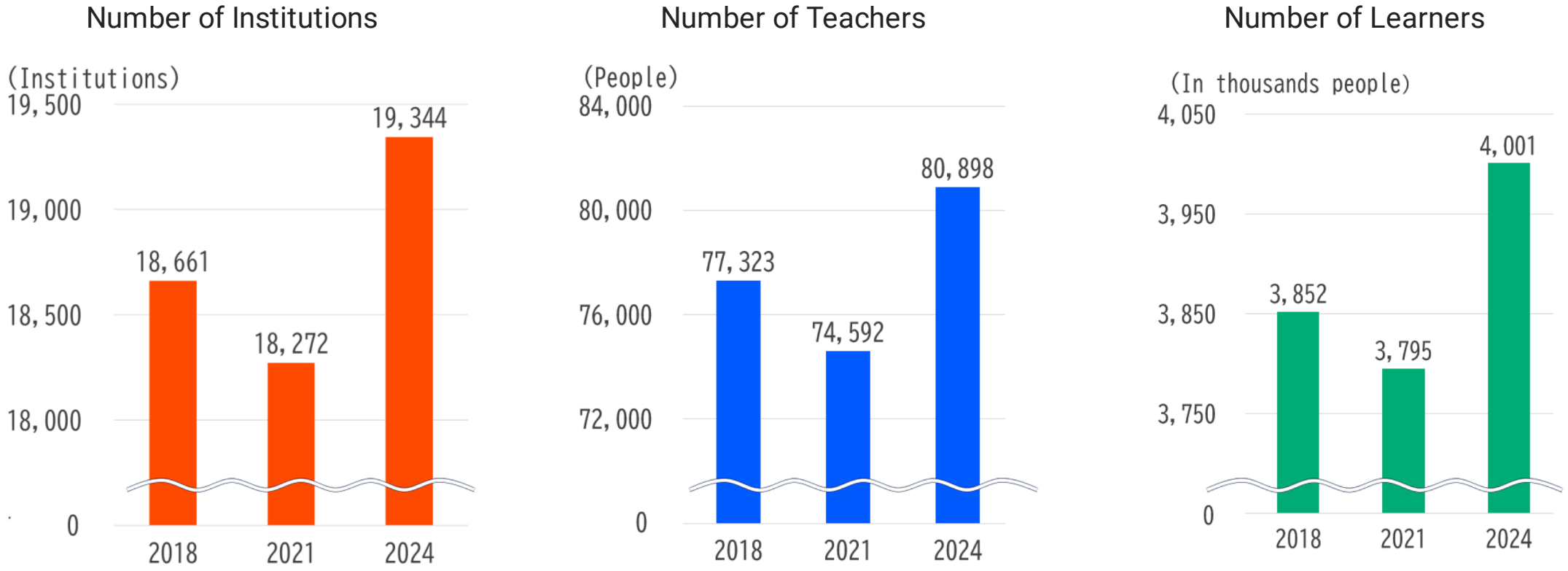
Table 1-1-1 Number of Countries and Regions implementing Japanese-language education

	2018	2021	2024
Country	134 countries	133 countries	135 countries
Region	8 regions	8 regions	8 regions

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

	2018	2021	2024
Institutions (institutions)	18,661	18,272	19,344
Teachers (people)	77,323	74,592	80,898
Learners (people)	3,851,774	3,794,714	4,000,750

Graph 1-1-1 Comparison of the last three survey results



Japanese-language education by institutions newly confirmed in 3 countries, resumed in 6 countries
Implementation could not be confirmed in 7 countries, resulting in a net increase of 2 countries

This survey confirmed that Japanese-language education is newly being provided by institutions in 3 countries. Additionally, among countries and regions where Japanese-language education had previously been provided but could not be confirmed in surveys up to the previous one, 6 countries were confirmed to have resumed Japanese-language education at institutions.

On the other hand, implementation could not be confirmed in 7 countries that had been providing Japanese-language education in the previous survey. Globally, Japanese-language education at institutions was confirmed in a total of 143 countries and regions, an increase of 2 countries from the previous survey.

Table 1-1-3 Countries for which the implementation of Japanese-language education was newly confirmed and the countries that resumed Japanese-language education

Newly implemented	Number of Institutions（2024）
Kosovo	1
Djibouti	1
Equatorial Guinea	1

Resumed	Number of Institutions（2024）
Marshall	1
Barbados	2
Oman	3
Uganda	1
Ethiopia	1
Zambia	1

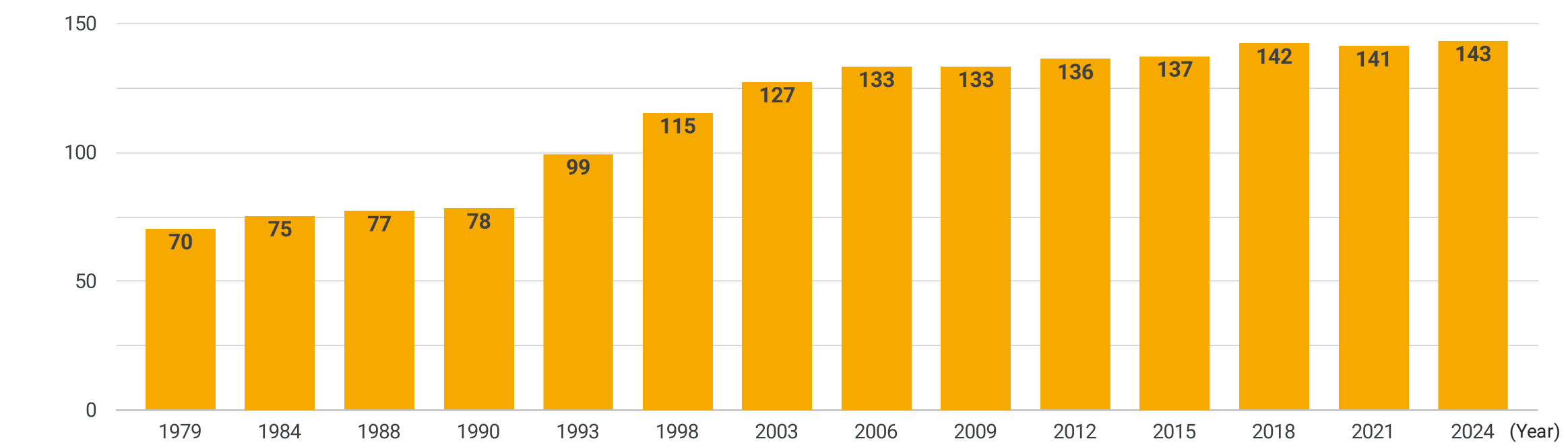
Table 1-1-4 Countries for which the implementation of Japanese-language education could not be confirmed

Country	Number of Institutions (2021)
Kiribati	1
Haiti	1
Belize	1
San Marino	1
Yemen	1
Democratic Republic of the Congo	1
Seychelles	1

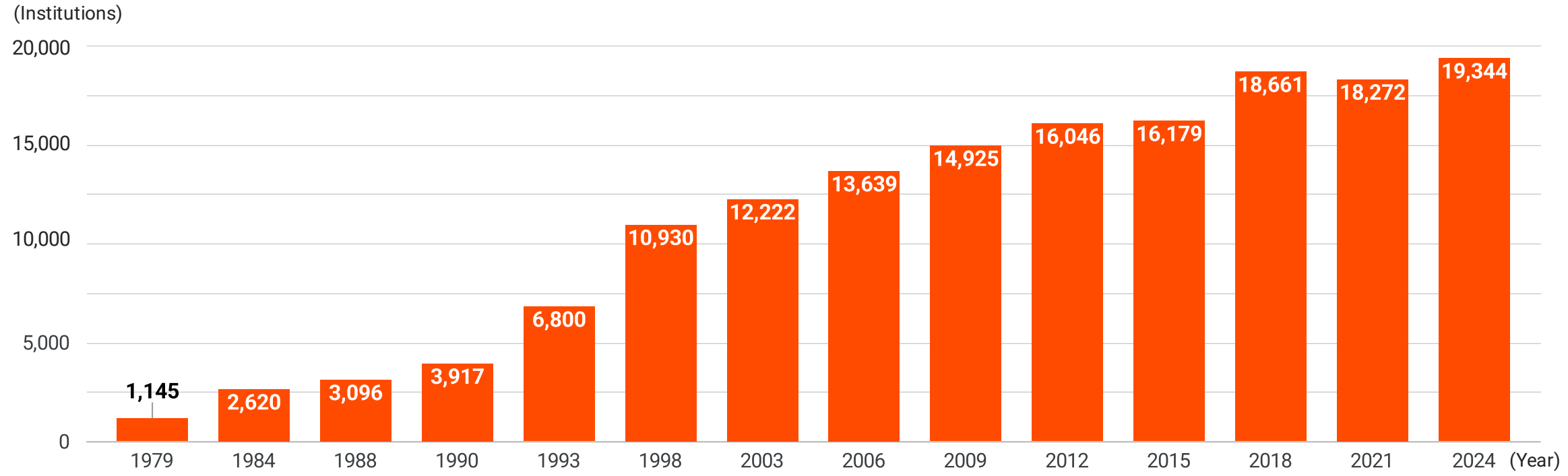
Over the past 45 years, the number of countries and regions has increased 2.0-fold, institutions 16.9-fold, teachers 19.7-fold, and learners 31.5-fold

Looking at the results of the 14 surveys from 1979 to the present (comparisons begin with the 1979 survey, which more closely resembles the current methodology), the number of countries and regions providing Japanese-language education has increased from 70 to 143 (2.0-fold), institutions from 1,145 to 19,344 (16.9-fold), teachers from 4,097 to 80,898 (19.7-fold), and learners from 127,167 to 4,000,750 (31.5-fold).

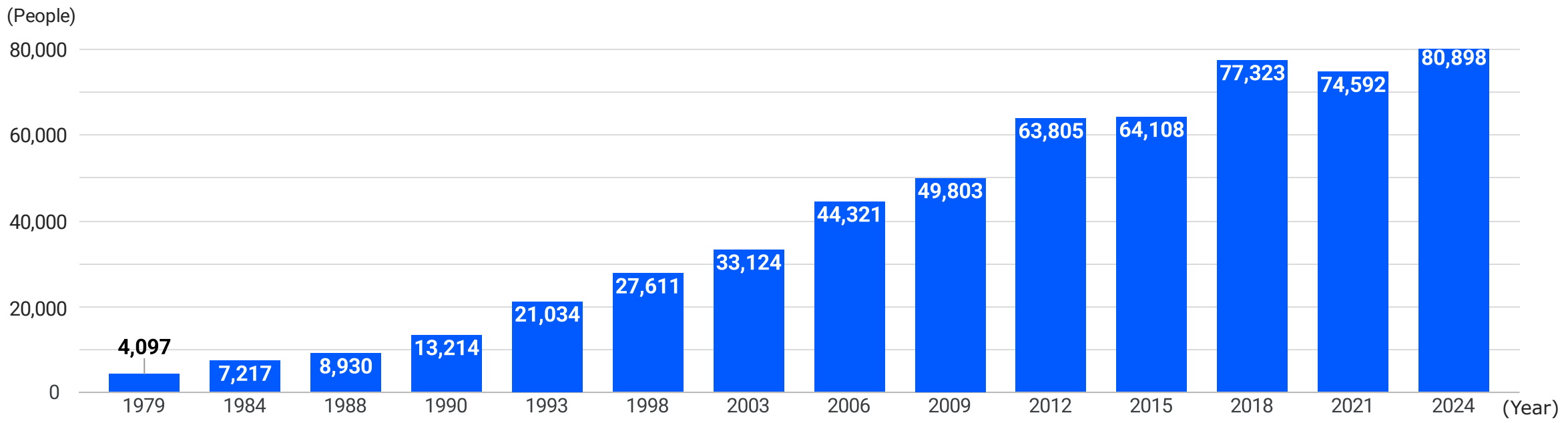
Graph 1-1-2 The number of Countries and Regions implementing Japanese-language education



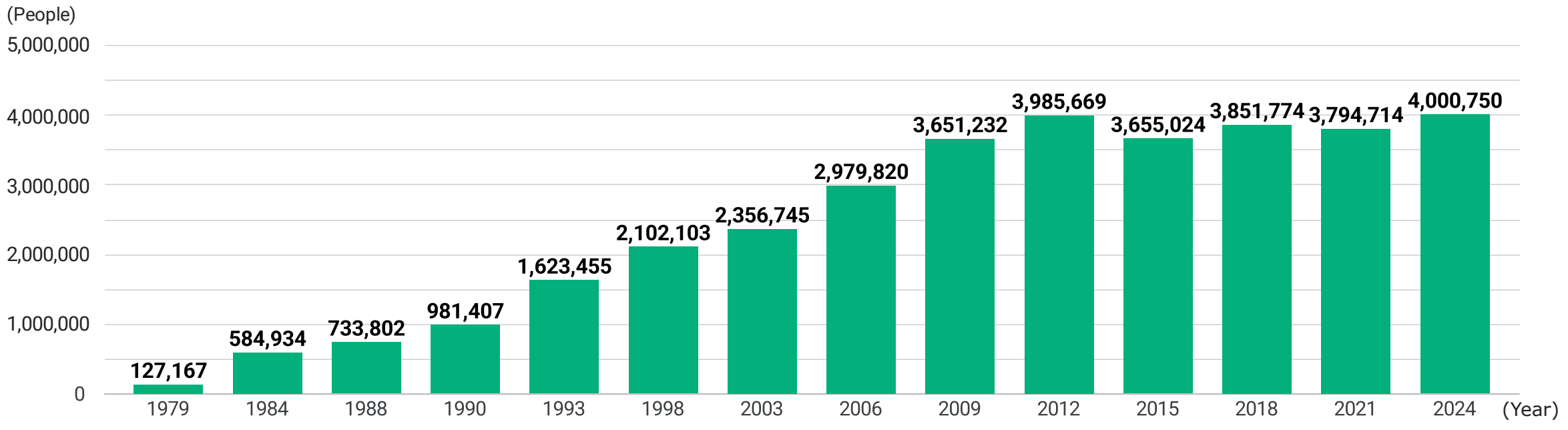
Graph 1-1-3 Number of Institutions



Graph 1-1-4 Number of Teachers



Graph 1-1-5 Number of Learners



30.9% of all institutions offer online classes

Online class availability is a newly added survey item starting with the previous survey (2021). It was found that 30.9% of all institutions (5,981 institutions) offer online classes, a significant decrease from 63.1% (11,525 institutions) in the previous survey. One factor in the decline is the return to in-person classes following the end of the COVID-19 pandemic.

The region with the highest rate of online class availability is Central America (69.5%), followed by North Africa (64.7%), the Middle East (63.2%), and Eastern Europe (60.4%). Although the overall rate of online class availability has declined, regions with rates above the global average (30.9%) suggest that online instruction has not been a temporary phenomenon, but rather has become established to a certain degree.

Table 1-1-5 Online education implementation ratio

Region	Number of Institutions in the entire region	Conducting online classes (institutions)	Conducting online classes (%)
East Asia	6,928	1,463	21.1
Southeast Asia	5,626	1,883	33.5
South Asia	1,174	623	53.1
Oceania	1,833	199	10.9
North America	1,296	522	40.3
Central America	203	141	69.5
South America	467	271	58.0
Western Europe	1,146	488	42.6
Eastern Europe	497	300	60.4
Middle East	68	43	63.2
North Africa	34	22	64.7
Africa	72	26	36.1
Entire world	19,344	5,981	30.9

2. Regional Overview

East Asia and Southeast Asia continue to account for the largest shares of institutions, teachers, and learners, as in the previous survey

When comparing the number of institutions, teachers, and learners by region, East Asia accounts for the highest proportion in all categories, followed by Southeast Asia. These two regions account for 64.9% of institutions, 74.4% of teachers, and 75.8% of learners worldwide.

The number of institutions increased in Southeast Asia (up 12.5% from the previous survey [2021], an increase of 625), South Asia (up 51.3%, an increase of 398), Western Europe (up 8.0%, an increase of 85), Eastern Europe (up 17.5%, an increase of 74), South America (up 18.5%, an increase of 73), Central America (up 12.8%, an increase of 23), Africa (up 5.9%, an increase of 4), and North Africa (up 3.0%, an increase of 1). However, the number decreased in the other four regions (East Asia, Oceania, North America, and the Middle East) compared to the previous survey.

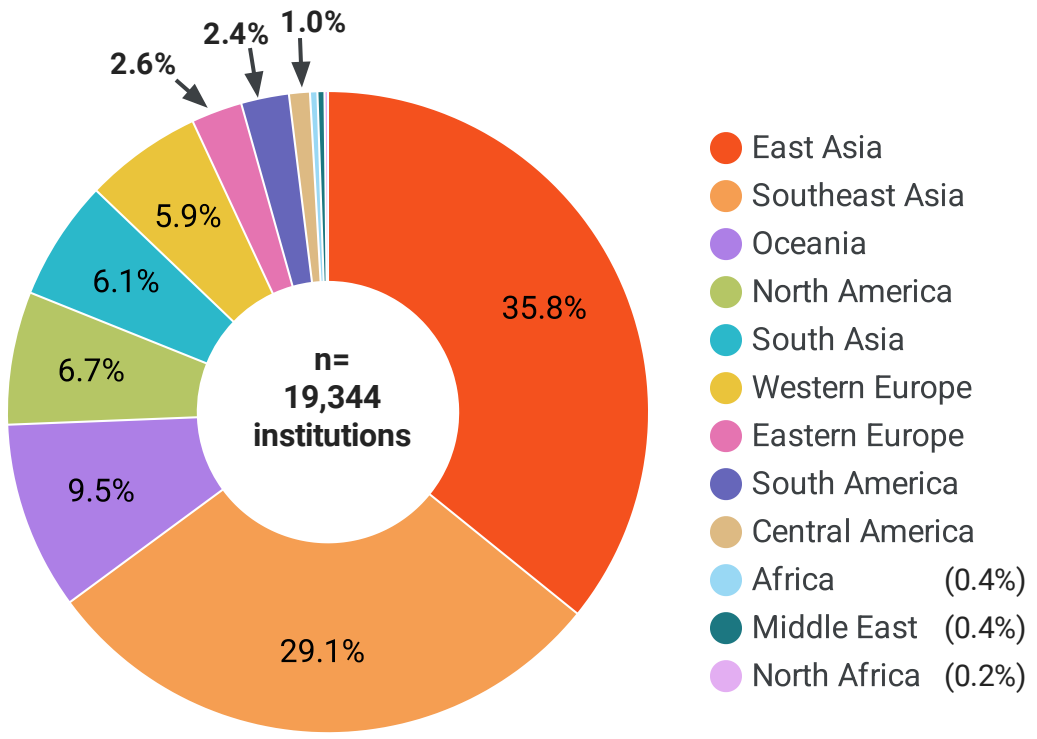
The number of teachers showed a declining trend in two regions: North America (down 5.5%, a decrease of 256) and the Middle East (down 4.9%, a decrease of 10).

The number of learners increased in 10 regions other than North America and North Africa, with South Asia showing a particularly significant growth rate (up 104.3%, an increase of 65,797).

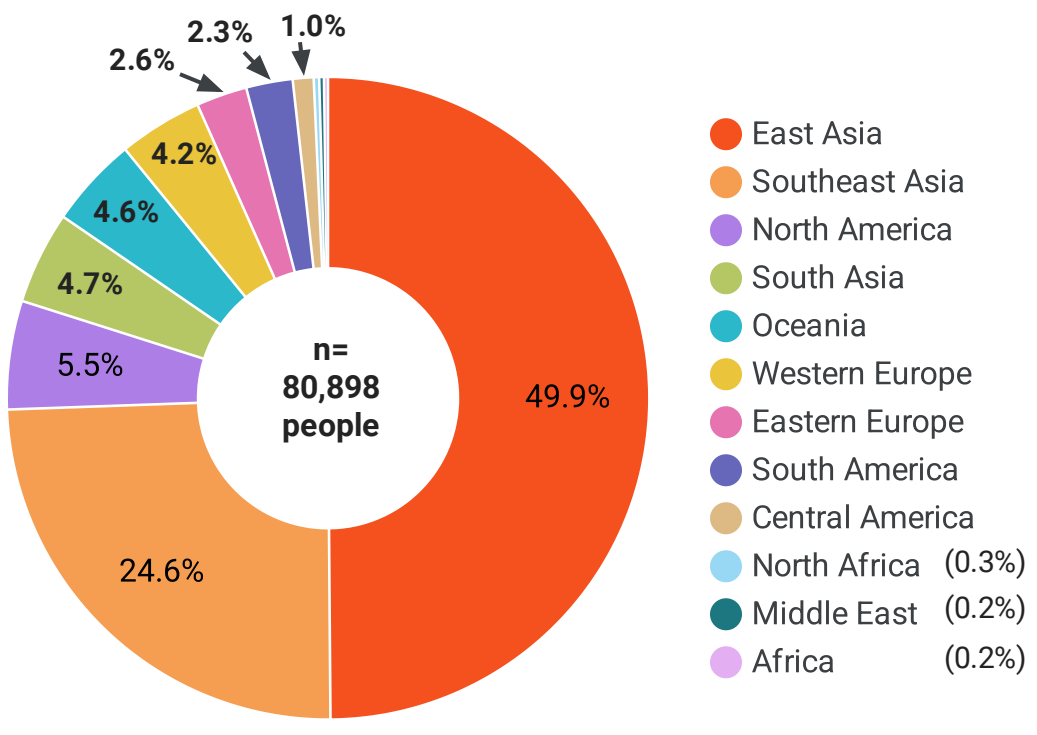
The region with the largest increase in learners was Southeast Asia (up 9.2%, an increase of 109,092).

Although there are differences among individual countries and regions within each area, overall increases in the number of institutions, teachers, and learners were confirmed across seven regions: Southeast Asia, South Asia, Central America, South America, Western Europe, Eastern Europe, and Africa. Meanwhile, North America saw decreases in the number of institutions, teachers, and learners. East Asia, which has the highest number of institutions, teachers, and learners worldwide, saw a slight decrease in institutions but slight increases in teachers and learners.

Graph 1-2-1 Percentage of Institutions by region



Graph 1-2-2 Percentage of Teachers by region



Graph 1-2-3 Percentage of Learners by region

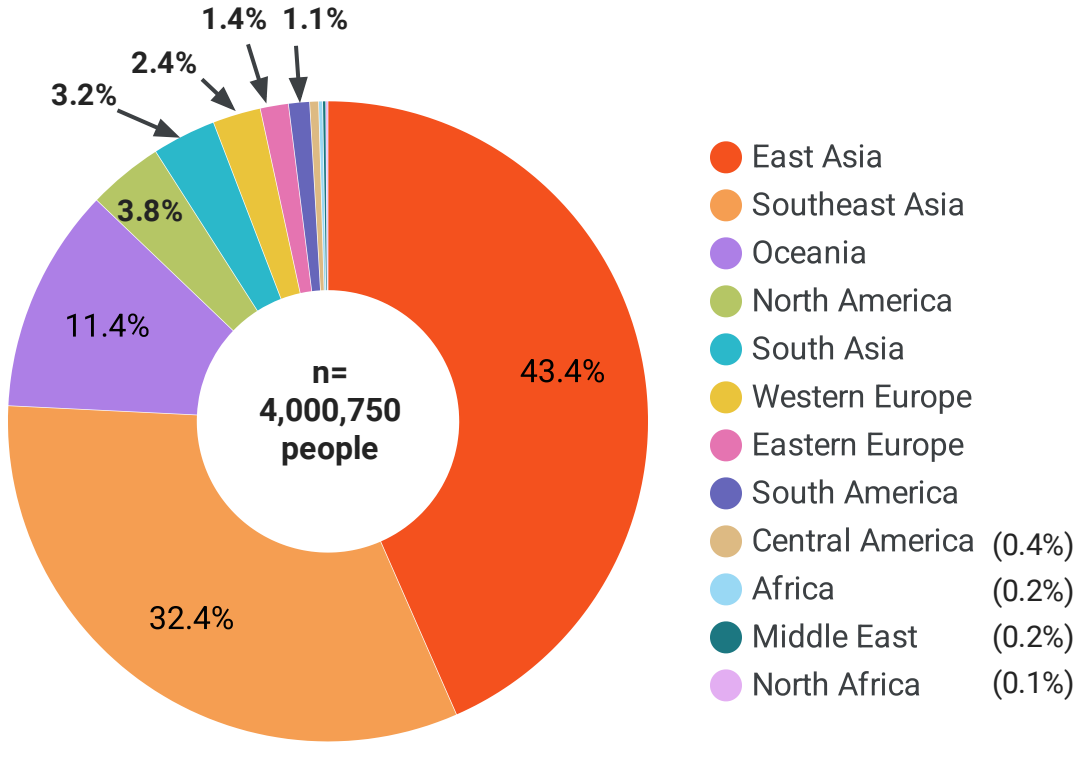


Table 1-2-1 Percentage of Institutions, Teachers, and Learners by region

	Institutions				Teachers				Learners			
Region	2024 (institutions)	2021 (institutions)	Increase/ Decrease rate(%)	Rate(%)	2024 (people)	2021 (people)	Increase/ Decrease rate(%)	Rate(%)	2024 (people)	2021 (people)	Increase/ Decrease rate(%)	Rate(%)
East Asia	6,928	6,939	▲0.2	35.8	40,350	39,002	3.5	49.9	1,737,204	1,713,833	1.4	43.4
Southeast Asia	5,626	5,001	12.5	29.1	19,869	17,343	14.6	24.6	1,294,467	1,185,375	9.2	32.4
South Asia	1,174	776	51.3	6.1	3,771	2,471	52.6	4.7	128,890	63,093	104.3	3.2
Oceania	1,833	1,943	▲5.7	9.5	3,685	3,599	2.4	4.6	454,700	448,977	1.3	11.4
North America	1,296	1,372	▲5.5	6.7	4,419	4,675	▲5.5	5.5	152,419	179,695	▲15.2	3.8
Central America	203	180	12.8	1.0	848	765	10.8	1.0	17,857	17,562	1.7	0.4
South America	467	394	18.5	2.4	1,894	1,548	22.4	2.3	42,473	34,557	22.9	1.1
Western Europe	1,146	1,061	8.0	5.9	3,416	2,944	16.0	4.2	97,075	89,530	8.4	2.4
Eastern Europe	497	423	17.5	2.6	2,070	1,723	20.1	2.6	56,881	44,866	26.8	1.4
Middle East	68	82	▲17.1	0.4	193	203	▲4.9	0.2	6,199	6,030	2.8	0.2
North Africa	34	33	3.0	0.2	221	190	16.3	0.3	4,489	4,580	▲2.0	0.1
Africa	72	68	5.9	0.4	162	129	25.6	0.2	8,096	6,616	22.4	0.2
Entire world	19,344	18,272	5.9	100.0	80,898	74,592	8.5	100.0	4,000,750	3,794,714	5.4	100.0

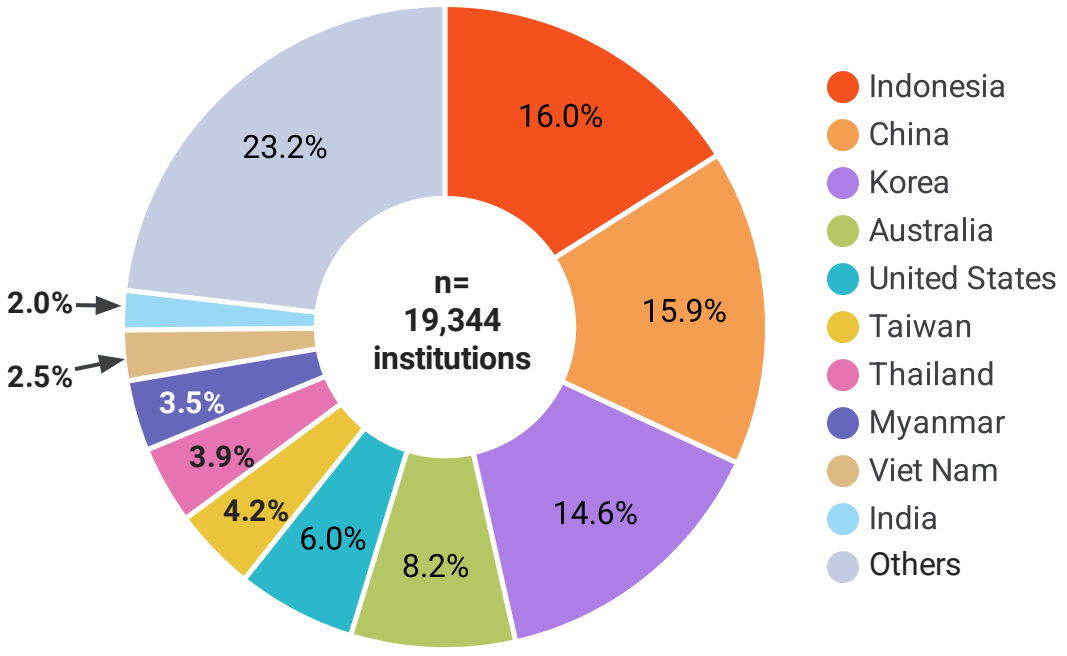
China, Indonesia, and Korea rank highest worldwide for Japanese-language learners; Myanmar and India rank 9th and 10th

The top three countries by number of institutions are Indonesia with 3,103 (16.0%), China with 3,073 (15.9%), and Korea with 2,815 (14.6%). These three countries account for 46.5% of the total. Next are Australia with 1,595 and the United States of America with 1,155, with the top five countries each having over 1,000 institutions. Looking at changes in the top 10 countries and regions by number of institutions, five saw increases while five saw decreases. China, which had the highest number of institutions in the previous survey (2021), switched places with Indonesia, which had been ranked second.

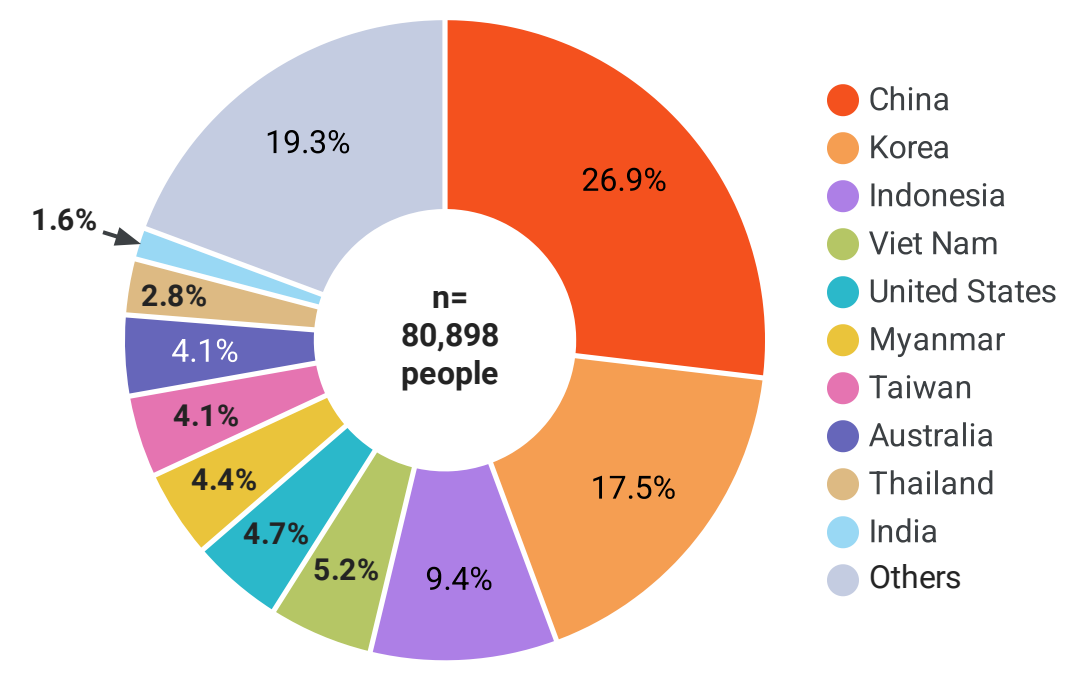
The top countries by number of teachers were China (21,743), Korea (14,127), Indonesia (7,614), Viet Nam (4,230), and the United States of America (3,780), with rankings unchanged from the previous survey. Among the top 10 countries and regions, the number of teachers decreased in Viet Nam, the United States of America, and Taiwan, but increased in the others.

For learners, the rankings of the top eight countries remained unchanged: China ranked first with 1,019,197 (down 3.6%), Indonesia ranked second with 732,914 (up 3.0%), and Korea ranked third with 555,396 (up 18.1%). Australia ranked fourth with 424,316, a slight increase of 2.2%. The remaining rankings are as follows: fifth is Thailand (194,366, up 5.7% from the previous survey), sixth is Viet Nam (164,495, down 3.0%), seventh is the United States of America (134,096, down 16.9%), and eighth is Taiwan (124,149, down 13.6%). Myanmar ranked ninth with 100,315, a significant increase of 424.6% from the previous survey. India ranked tenth with 52,946, also a significant increase of 47.0%.

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

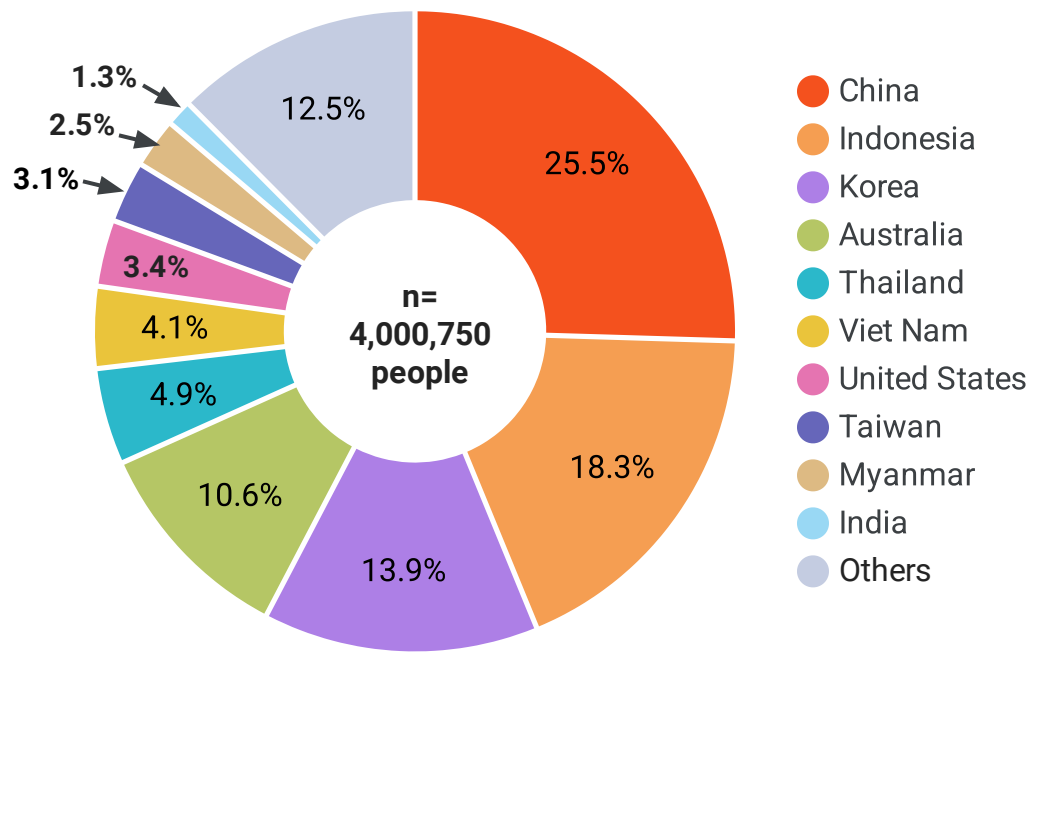


Table 1-2-2 Number of Learners/Number of Institutions/Number of Teachers in each Country and Region (Ranked by the number of Learners in 2024)

			Learners (people)				Institutions (institutions)				Teachers (people)			
Rank	2021 Rank	Country and Region	2024	2021	Increased/ Decreased Number (people)	Increase/ Decrease rate(%)	2024	2021	Increased/ Decreased Number (institution)	Increase/ Decrease rate(%)	2024	2021	Increased/ Decreased Number (people)	Increase/ Decrease rate(%)
1	1	China	1,019,197	1,057,318	▲38,121	▲3.6	3,073	2,965	108	3.6	21,743	21,361	382	1.8
2	2	Indonesia	732,914	711,732	21,182	3.0	3,103	2,958	145	4.9	7,614	6,617	997	15.1
3	3	Korea	555,396	470,334	85,062	18.1	2,815	2,868	▲53	▲1.8	14,127	13,229	898	6.8
4	4	Australia	424,316	415,348	8,968	2.2	1,595	1,648	▲53	▲3.2	3,280	3,052	228	7.5
5	5	Thailand	194,366	183,957	10,409	5.7	755	676	79	11.7	2,286	2,015	271	13.4
6	6	Viet Nam	164,495	169,582	▲5,087	▲3.0	490	629	▲139	▲22.1	4,230	5,644	▲1,414	▲25.1
7	7	United States	134,096	161,402	▲27,306	▲16.9	1,155	1,241	▲86	▲6.9	3,780	4,109	▲329	▲8.0
8	8	Taiwan	124,149	143,632	▲19,483	▲13.6	809	907	▲98	▲10.8	3,343	3,375	▲32	▲0.9
9	16	Myanmar	100,315	19,124	81,191	424.6	685	189	496	262.4	3,577	896	2,681	299.2
10	11	India	52,946	36,015	16,931	47.0	381	323	58	18.0	1,285	1,132	153	13.5
11	9	Philippines	42,677	44,457	▲1,780	▲4.0	227	242	▲15	▲6.2	916	1,111	▲195	▲17.6
12	10	Malaysia	40,669	38,129	2,540	6.7	217	215	2	0.9	486	484	2	0.4
13	24	Sri Lanka	34,650	9,746	24,904	255.5	298	89	209	234.8	650	164	486	296.3
14	12	France	31,381	29,569	1,812	6.1	285	302	▲17	▲5.6	960	930	30	3.2
15	15	Brazil	26,708	20,732	5,976	28.8	309	261	48	18.4	1,156	942	214	22.7
16	13	New Zealand	25,456	28,072	▲2,616	▲9.3	171	224	▲53	▲23.7	296	432	▲136	▲31.5
17	25	Nepal	25,292	9,646	15,646	162.2	318	241	77	32.0	1,146	812	334	41.1
18	14	Hong Kong	20,868	27,665	▲6,797	▲24.6	62	73	▲11	▲15.1	534	625	▲91	▲14.6
19	17	Canada	18,323	18,293	30	0.2	141	131	10	7.6	639	566	73	12.9
20	22	Germany	17,440	11,687	5,753	49.2	188	128	60	46.9	602	353	249	70.5
21	20	Mongolia	16,123	13,334	2,789	20.9	164	117	47	40.2	561	363	198	54.5
22	19	Mexico	15,151	14,552	599	4.1	153	139	14	10.1	669	612	57	9.3
23	29	Bangladesh	14,918	7,418	7,500	101.1	165	116	49	42.2	643	346	297	85.8
24	27	Turkmenistan	14,844	8,865	5,979	67.4	20	12	8	66.7	88	56	32	57.1
25	18	United Kingdom	14,646	14,631	15	0.1	219	172	47	27.3	635	473	162	34.2
26	21	Russia	13,525	12,426	1,099	8.8	192	151	41	27.2	786	666	120	18.0
27	26	Spain	9,536	9,383	153	1.6	140	158	▲18	▲11.4	385	404	▲19	▲4.7
28	23	Singapore	8,532	10,837	▲2,305	▲21.3	17	19	▲2	▲10.5	180	182	▲2	▲1.1
29	28	Italy	7,117	8,387	▲1,270	▲15.1	50	45	5	11.1	196	186	10	5.4
30	30	Poland	6,409	5,008	1,401	28.0	47	47	0	0.0	269	234	35	15.0
31	32	Cambodia	5,343	3,874	1,469	37.9	92	51	41	80.4	423	301	122	40.5
32	31	Argentina	5,093	4,486	607	13.5	62	51	11	21.6	282	252	30	11.9
33	38	Laos	4,431	3,118	1,313	42.1	29	16	13	81.3	123	74	49	66.2
34	39	Ireland	4,396	3,084	1,312	42.5	47	35	12	34.3	76	48	28	58.3
35	34	Uzbekistan	4,201	3,579	622	17.4	19	18	1	5.6	157	129	28	21.7
36	44	Romania	3,708	1,892	1,816	96.0	21	12	9	75.0	63	40	23	57.5
37	35	Egypt	3,661	3,514	147	4.2	18	14	4	28.6	176	147	29	19.7
38	33	Peru	3,551	3,761	▲210	▲5.6	26	13	13	100.0	114	81	33	40.7
39	53	Paraguay	3,269	1,262	2,007	159.0	13	13	0	0.0	103	59	44	74.6
40	36	New Caledonia	3,053	3,426	▲373	▲10.9	31	36	▲5	▲13.9	53	56	▲3	▲5.4

			Learners (people)				Institutions (institutions)				Teachers (people)			
Rank	2021 Rank	Country and Region	2024	2021	Increased/ Decreased Number (people)	Increase/ Decrease rate(%)	2024	2021	Increased/ Decreased Number (institution)	Increase/ Decrease rate(%)	2024	2021	Increased/ Decreased Number (people)	Increase/ Decrease rate(%)
41	37	Turkey	2,929	3,305	▲376	▲11.4	26	40	▲14	▲35.0	80	97	▲17	▲17.5
42	40	Switzerland	2,573	2,791	▲218	▲7.8	72	77	▲5	▲6.5	230	197	33	16.8
43	54	Bulgaria	2,353	1,207	1,146	94.9	11	6	5	83.3	88	25	63	252.0
44	46	Kenya	2,332	1,726	606	35.1	26	26	0	0.0	41	44	▲3	▲6.8
45	41	Madagascar	2,231	2,413	▲182	▲7.5	20	19	1	5.3	58	37	21	56.8
46	45	Hungary	1,847	1,815	32	1.8	35	32	3	9.4	106	94	12	12.8
47	48	Finland	1,719	1,584	135	8.5	20	15	5	33.3	35	28	7	25.0
48	51	Czech	1,713	1,304	409	31.4	23	13	10	76.9	106	83	23	27.7
49	52	Kyrgyz	1,708	1,300	408	31.4	14	13	1	7.7	50	40	10	25.0
50	43	Colombia	1,679	2,024	▲345	▲17.0	16	20	▲4	▲20.0	75	85	▲10	▲11.8
51	59	Austria	1,564	880	684	77.7	17	8	9	112.5	44	22	22	100.0
52	55	Belgium	1,559	1,196	363	30.4	19	12	7	58.3	42	38	4	10.5
53	42	Ukraine	1,498	2,052	▲554	▲27.0	14	17	▲3	▲17.6	93	105	▲12	▲11.4
54	49	Macao	1,471	1,550	▲79	▲5.1	5	9	▲4	▲44.4	42	49	▲7	▲14.3
55	65	Cote d'Ivoire	1,359	634	725	114.4	7	4	3	75.0	13	5	8	160.0
56	50	Sweden	1,181	1,471	▲290	▲19.7	15	18	▲3	▲16.7	33	45	▲12	▲26.7
57	47	Netherlands	1,178	1,599	▲421	▲26.3	19	22	▲3	▲13.6	53	69	▲16	▲23.2
58	68	United Arab Emirates	929	598	331	55.4	9	10	▲1	▲10.0	21	28	▲7	▲25.0
59	56	Chile	918	1,096	▲178	▲16.2	14	11	3	27.3	48	39	9	23.1
60	92	Pakistan	906	243	663	272.8	9	5	4	80.0	42	13	29	223.1
61	57	Guam	893	1,076	▲183	▲17.0	12	9	3	33.3	17	16	1	6.3
62	60	Costa Rica	786	829	▲43	▲5.2	13	10	3	30.0	49	44	5	11.4
63	74	Iraq	762	450	312	69.3	4	2	2	100.0	6	6	0	0.0
64	70	Georgia	745	588	157	26.7	9	9	0	0.0	27	25	2	8.0
65	61	Ghana	680	814	▲134	▲16.5	2	5	▲3	▲60.0	6	14	▲8	▲57.1
66	64	Portugal	637	663	▲26	▲3.9	12	11	1	9.1	33	27	6	22.2
67	71	Greece	614	568	46	8.1	11	12	▲1	▲8.3	30	25	5	20.0
68	76	Timor-Leste	609	417	192	46.0	9	4	5	125.0	32	16	16	100.0
69	69	Nigeria	588	596	▲8	▲1.3	2	2	0	0.0	6	3	3	100.0
70	67	Kazakhstan	581	611	▲30	▲4.9	8	8	0	0.0	29	38	▲9	▲23.7
71	58	Denmark	549	897	▲348	▲38.8	13	18	▲5	▲27.8	27	42	▲15	▲35.7
72	62	Israel	536	753	▲217	▲28.8	9	11	▲2	▲18.2	21	25	▲4	▲16.0
73	66	Morocco	527	626	▲99	▲15.8	10	13	▲3	▲23.1	25	31	▲6	▲19.4
74	63	Norway	516	667	▲151	▲22.6	8	14	▲6	▲42.9	19	35	▲16	▲45.7
75	85	Venezuela	477	302	175	57.9	12	10	2	20.0	46	32	14	43.8
76	72	Bolivia	470	488	▲18	▲3.7	6	5	1	20.0	38	22	16	72.7
77	75	Croatia	436	441	▲5	▲1.1	6	6	0	0.0	27	21	6	28.6
78	73	Serbia	423	484	▲61	▲12.6	4	4	0	0.0	14	13	1	7.7
79	82	Honduras	407	355	52	14.6	8	5	3	60.0	28	20	8	40.0
80	80	Belarus	390	384	6	1.6	9	10	▲1	▲10.0	22	26	▲4	▲15.4

			Learners (people)				Institutions (institutions)				Teachers (people)			
Rank	2021 Rank	Country and Region	2024	2021	Increased/ Decreased Number (people)	Increase/ Decrease rate(%)	2024	2021	Increased/ Decreased Number (institution)	Increase/ Decrease rate(%)	2024	2021	Increased/ Decreased Number (people)	Increase/ Decrease rate(%)
81	81	Estonia	352	376	▲24	▲6.4	10	14	▲4	▲28.6	18	18	0	0.0
82	78	Lithuania	333	404	▲71	▲17.6	9	10	▲1	▲10.0	16	16	0	0.0
83	90	Slovakia	326	246	80	32.5	16	11	5	45.5	26	16	10	62.5
84	79	El Salvador	281	387	▲106	▲27.4	5	5	0	0.0	27	28	▲1	▲3.6
85	77	Guatemala	280	414	▲134	▲32.4	5	4	1	25.0	14	12	2	16.7
86	83	Azerbaijan	274	339	▲65	▲19.2	4	4	0	0.0	15	15	0	0.0
87	114	Iran	270	108	162	150.0	2	1	1	100.0	19	6	13	216.7
88	107	Benin	256	142	114	80.3	1	1	0	0.0	2	1	1	100.0
89	124	Republic of South Africa	245	58	187	322.4	4	4	0	0.0	13	6	7	116.7
90	88	Northern Mariana Islands	240	270	▲30	▲11.1	3	3	0	0.0	3	3	0	0.0
91	84	Armenia	239	321	▲82	▲25.5	7	8	▲1	▲12.5	22	23	▲1	▲4.3
91	91	Slovenia	239	244	▲5	▲2.0	5	4	1	25.0	21	19	2	10.5
93	97	Jamaica	219	213	6	2.8	3	3	0	0.0	5	5	0	0.0
94	121	Qatar	217	71	146	205.6	6	4	2	50.0	8	9	▲1	▲11.1
95	106	Iceland	209	145	64	44.1	2	3	▲1	▲33.3	7	9	▲2	▲22.2
96	101	Tunisia	205	170	35	20.6	3	2	1	50.0	6	4	2	50.0
97	112	French Polynesia	197	113	84	74.3	4	6	▲2	▲33.3	7	14	▲7	▲50.0
98	87	Jordan	183	299	▲116	▲38.8	4	7	▲3	▲42.9	9	12	▲3	▲25.0
99	103	Palau	180	155	25	16.1	3	3	0	0.0	4	3	1	33.3
100	96	Tajikistan	174	223	▲49	▲22.0	3	5	▲2	▲40.0	8	8	0	0.0
101	98	Uruguay	163	181	▲18	▲9.9	6	6	0	0.0	16	16	0	0.0
101	94	Luxembourg	163	228	▲65	▲28.5	6	7	▲1	▲14.3	6	7	▲1	▲14.3
103	113	Syria	157	110	47	42.7	1	1	0	0.0	10	7	3	42.9
104	133	Bhutan	156	18	138	766.7	2	1	1	100.0	4	3	1	33.3
105	102	Tonga	155	162	▲7	▲4.3	9	7	2	28.6	17	13	4	30.8
106	99	Dominican Republic	151	175	▲24	▲13.7	3	3	0	0.0	26	19	7	36.8
107	86	Albania	150	300	▲150	▲50.0	1	1	0	0.0	1	1	0	0.0
108	104	Trinidad and Tobago	149	150	▲1	▲0.7	1	1	0	0.0	5	2	3	150.0
109	95	Ecuador	145	225	▲80	▲35.6	3	4	▲1	▲25.0	16	20	▲4	▲20.0
110	108	Panama	139	140	▲1	▲0.7	3	3	0	0.0	6	6	0	0.0
111	119	Bosnia and Herzegovina	136	76	60	78.9	3	3	0	0.0	4	4	0	0.0
112	117	Senegal	132	86	46	53.5	1	2	▲1	▲50.0	2	1	1	100.0
113	99	Latvia	130	175	▲45	▲25.7	3	3	0	0.0	7	5	2	40.0
114	110	Moldova	126	131	▲5	▲3.8	1	1	0	0.0	3	2	1	50.0
115	93	Micronesia	125	229	▲104	▲45.4	2	4	▲2	▲50.0	3	5	▲2	▲40.0
116	130	Cuba	123	28	95	339.3	4	1	3	300.0	9	2	7	350.0
117	105	Brunei	116	148	▲32	▲21.6	2	2	0	0.0	2	3	▲1	▲33.3
118	88	Algeria	96	270	▲174	▲64.4	3	4	▲1	▲25.0	14	8	6	75.0
119	-	Oman	82	0	82	-	3	0	3	-	6	0	6	-
120	118	Saudi Arabia	80	80	0	0.0	1	1	0	0.0	6	4	2	50.0

			Learners (people)				Institutions (institutions)				Teachers (people)			
Rank	2021 Rank	Country and Region	2024	2021	Increased/ Decreased Number (people)	Increase/ Decrease rate(%)	2024	2021	Increased/ Decreased Number (institution)	Increase/ Decrease rate(%)	2024	2021	Increased/ Decreased Number (people)	Increase/ Decrease rate(%)
121	109	Puerto Rico	76	139	▲63	▲45.3	1	2	▲1	▲50.0	2	2	0	0.0
122	122	Nicaragua	63	62	1	1.6	2	2	0	0.0	5	7	▲2	▲28.6
123	126	Zimbabwe	60	53	7	13.2	1	1	0	0.0	1	1	0	0.0
124	-	Zambia	57	0	57	-	1	0	1	-	5	0	5	-
125	127	Papua New Guinea	50	50	0	0.0	1	1	0	0.0	3	2	1	50.0
125	128	Cyprus	50	45	5	11.1	1	1	0	0.0	1	1	0	0.0
125	133	Cameroon	50	18	32	177.8	2	1	1	100.0	7	1	6	600.0
128	-	Barbados	32	0	32	-	2	0	2	-	3	0	3	-
128	129	Malta	32	34	▲2	▲5.9	1	1	0	0.0	1	1	0	0.0
130	-	Ethiopia	30	0	30	-	1	0	1	-	2	0	2	-
130	138	Burkina Faso	30	9	21	233.3	1	1	0	0.0	3	2	1	50.0
132	111	Kuwait	24	121	▲97	▲80.2	1	1	0	0.0	2	2	0	0.0
133	-	Uganda	23	0	23	-	1	0	1	-	1	0	1	-
134	139	Maldives	22	7	15	214.3	1	1	0	0.0	1	1	0	0.0
135	-	Marshall	20	0	20	-	1	0	1	-	1	0	1	-
135	131	Lebanon	20	25	▲5	▲20.0	1	2	▲1	▲50.0	1	2	▲1	▲50.0
137	125	Samoa	15	56	▲41	▲73.2	1	1	0	0.0	1	1	0	0.0
137	139	Monaco	15	7	8	114.3	1	1	0	0.0	1	3	▲2	▲66.7
137	-	Equatorial Guinea	15	0	15	-	1	0	1	-	1	0	1	-
140	120	North Macedonia	11	75	▲64	▲85.3	2	1	1	100.0	2	1	1	100.0
141	-	Kosovo	10	0	10	-	1	0	1	-	2	0	2	-
141	116	Bahrain	10	96	▲86	▲89.6	1	1	0	0.0	4	3	1	33.3
143	-	Djibouti	8	0	8	-	1	0	1	-	1	0	1	-
-	-	Entire world	4,000,750	3,794,714	206,036	5.4	19,344	18,272	1,072	5.9	80,898	74,592	6,306	8.5

Changes in number of institutions, teachers, and learners by country and region

Comparing the change in number of institutions from the previous survey to this one, 66 countries and regions saw an increase of 1,709, while 37 countries and regions remained unchanged and 47 countries and regions saw a decrease of 637. The global total increased by 1,072. Myanmar accounted for approximately 30% of the increase (29.0%, 496), followed by Sri Lanka, Indonesia, China, and Thailand. Three countries and regions accounted for nearly half of the decrease (50.7%, 323): Viet Nam, Taiwan, and the United States of America.

Looking at changes in the number of teachers, 89 countries and regions saw an increase of 8,726, while 18 countries and regions remained unchanged from the previous survey, and 43 countries and regions saw a decrease of 2,420. The global total increased by 6,306. The largest increases were in Myanmar, Indonesia, and Korea, while Viet Nam recorded the largest decrease.

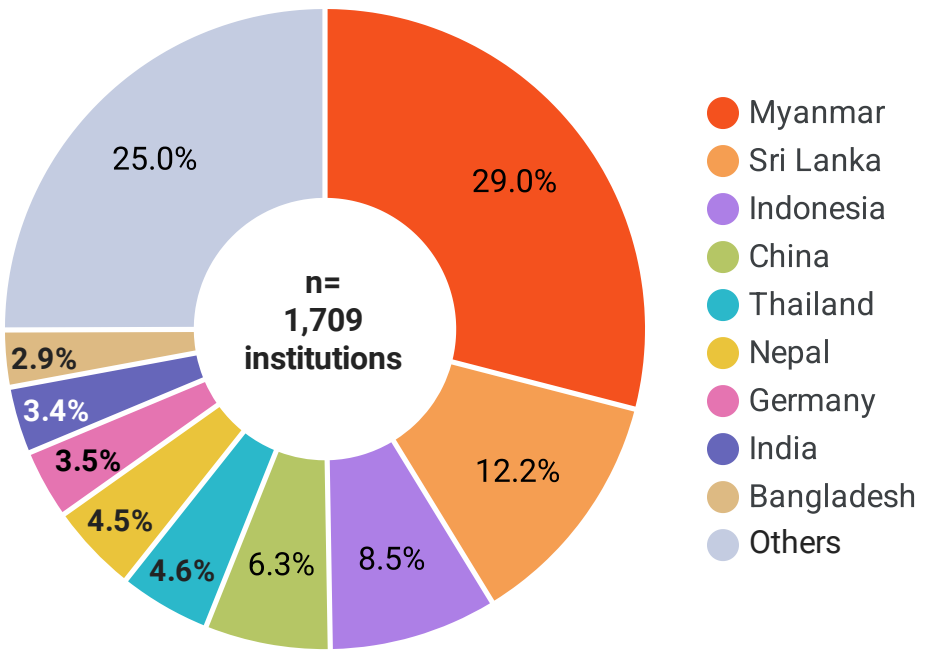
Regarding changes in the number of learners, 79 countries and regions saw an increase of 317,329, while 2 countries and regions remained unchanged and 69 countries and regions saw a decrease of 111,293. The global total increased by 206,036. Korea(85,062) and Myanmar(81,191) accounted large increase in learners, followed by Sri Lanka, Indonesia, and India. The largest decreases were in China, the United States of America, and Taiwan.

Table 1-2-3 Breakdown of the increases and decreases in the number of Institutions, Teachers and Learners

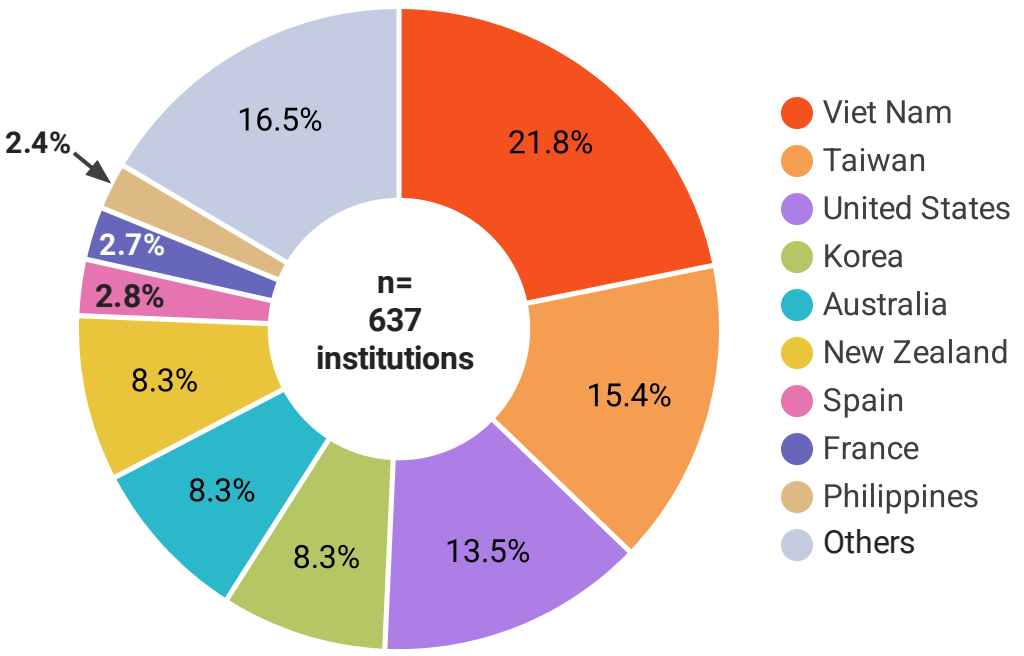
	Countries and Regions with an increase	Countries and regions with the same number as the previous survey※	Countries and Regions with a decrease（Including 9 countries with unconfirmed Japanese-language education）
Number of Institutions	66	37	47
Number of Teachers	89	18	43
Number of Learners	79	2	69

* "Countries and Regions with the same number as the previous survey" does not include countries and regions where institutional Japanese-language education was not confirmed in either the previous or the current survey.

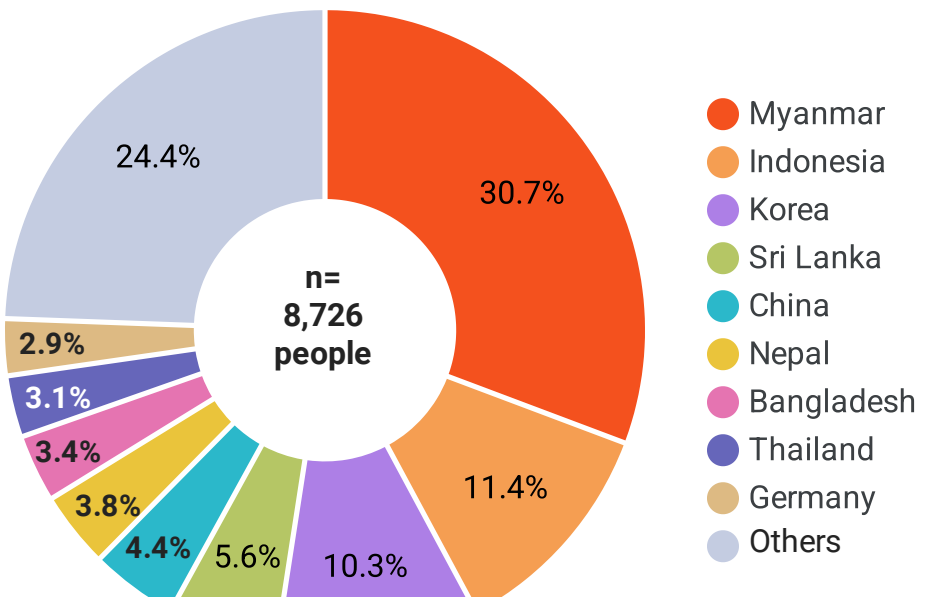
Graph 1-2-7 Percentages of the Countries and Regions in which the number of Institutions increased



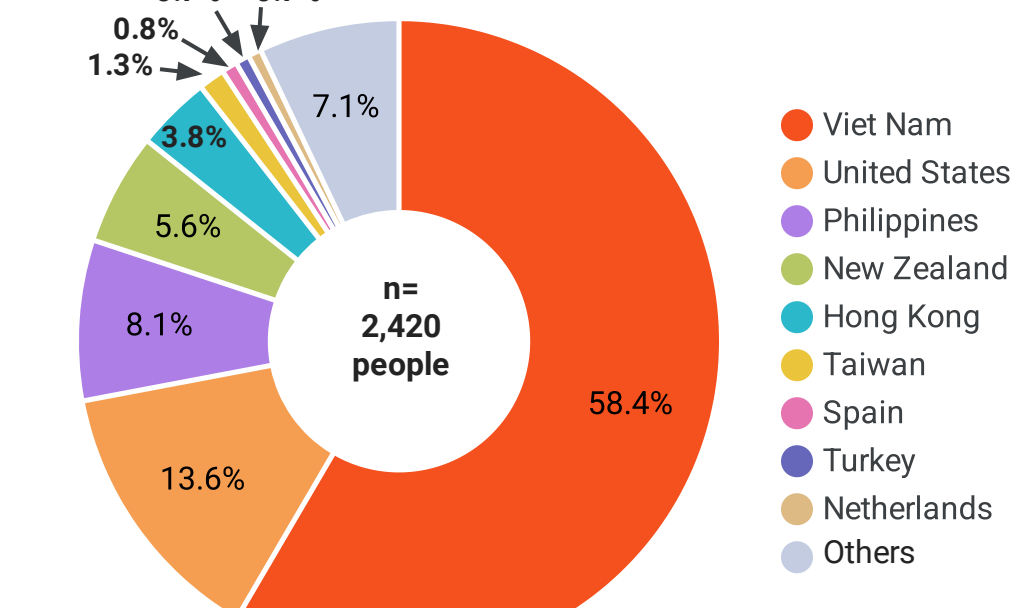
Graph 1-2-8 Percentages of the Countries and Regions in which the number of Institutions decreased



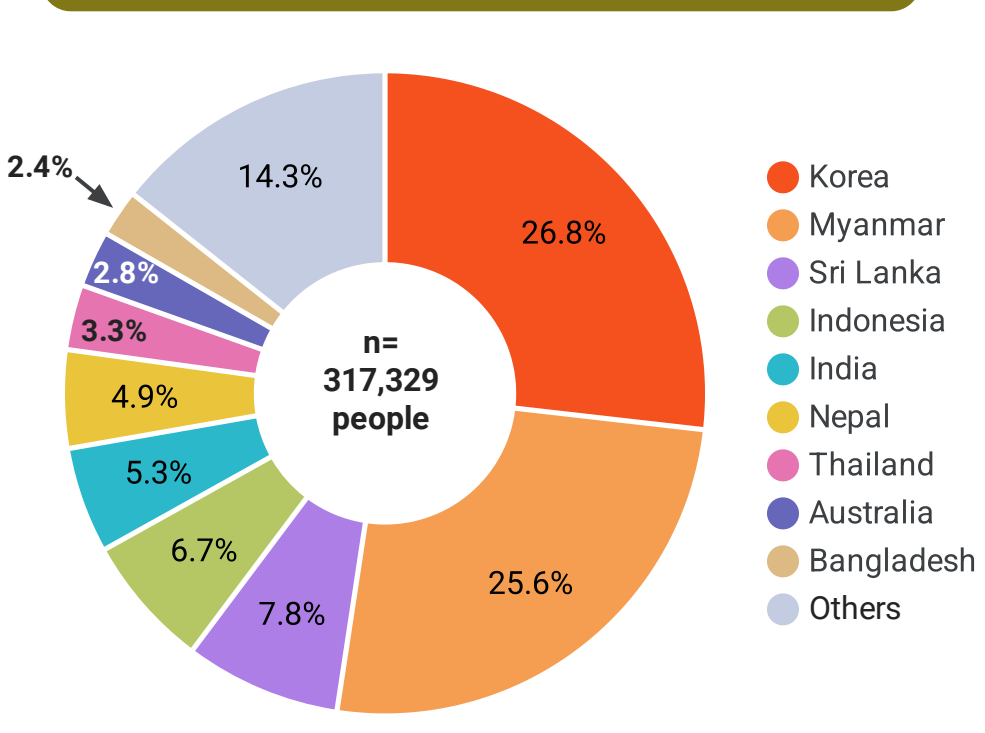
Graph 1-2-9 Percentages of the Countries and Regions in which the number of Teachers increased



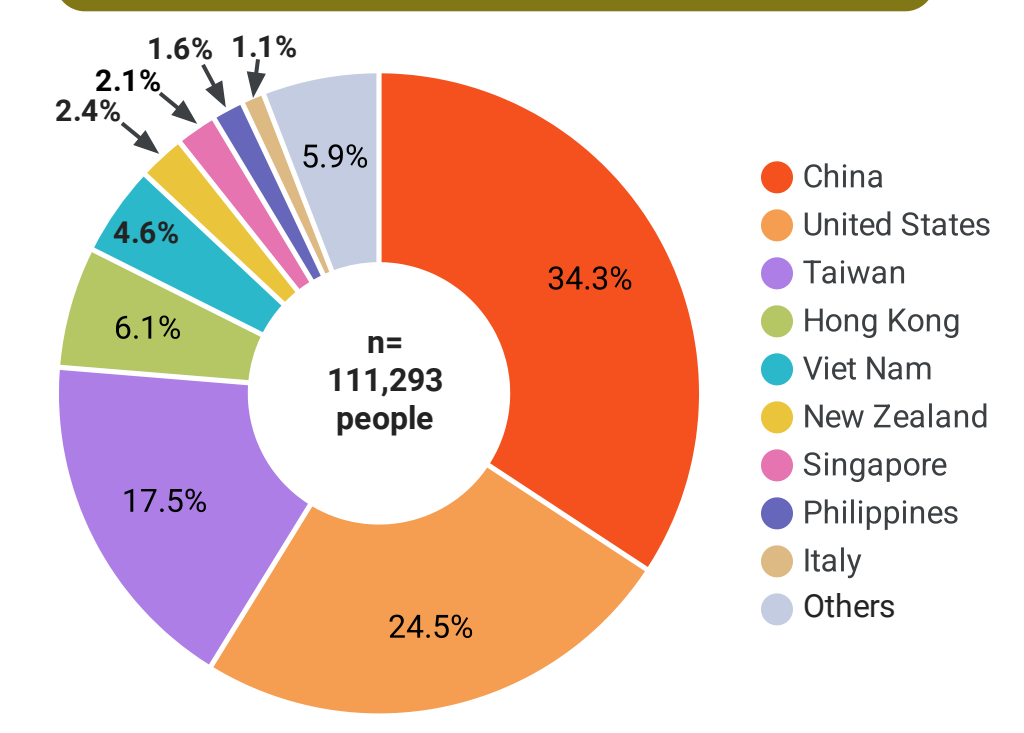
Graph 1-2-10 Percentages of the Countries and Regions in which the number of Teachers decreased



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. Overview by Educational Level

Significant increase in non-school education; primary and higher education show declining trends

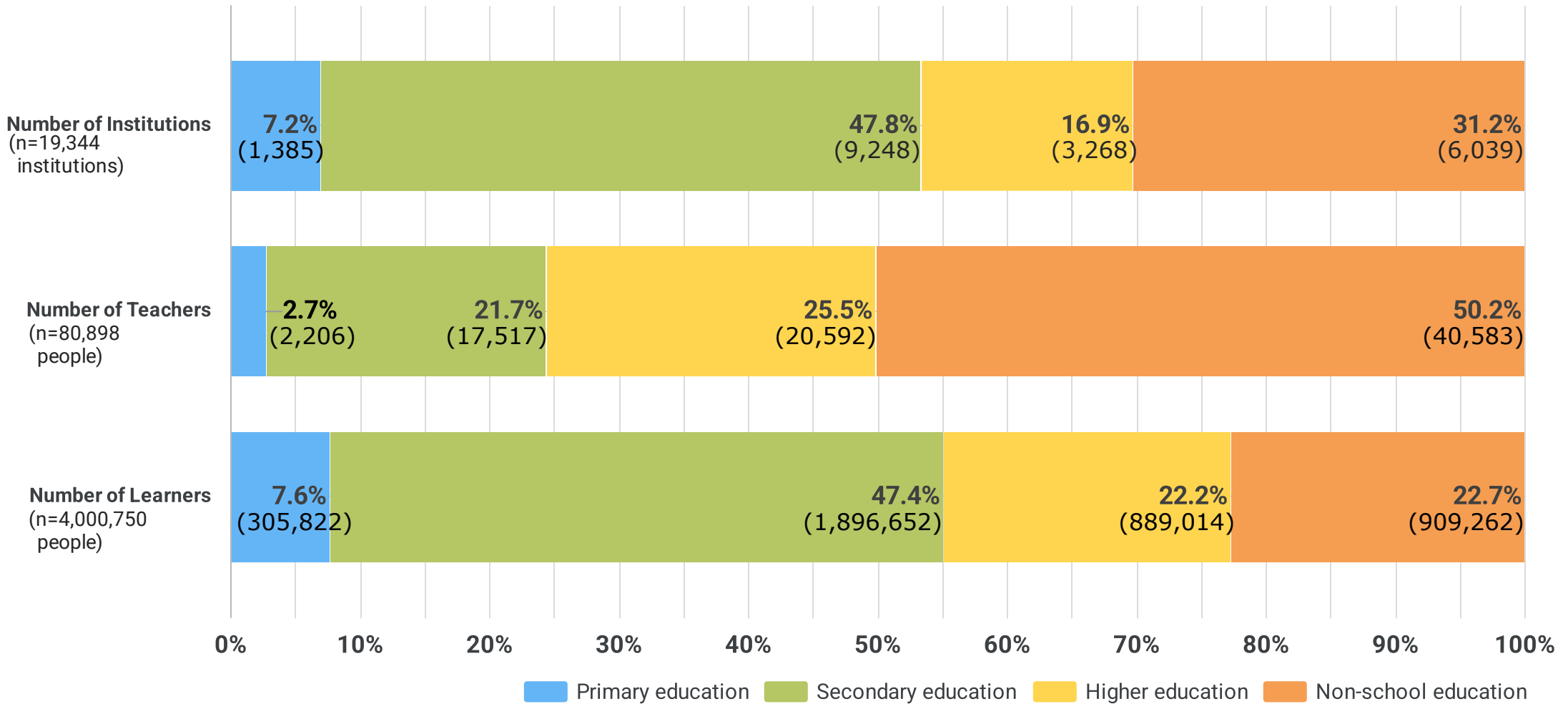
The number of institutions by educational level was as follows: primary education, 1,385 (down 14.5% from the previous survey [2021]); secondary education, 9,248 (up 6.0%); higher education, 3,268 (down 3.6%); and non-school education, 6,039 (up 24.4%). As in the previous survey, secondary education continues to account for approximately half of all institutions. While the number of institutions in secondary education and non-school education increased, the number in primary and higher education decreased. As a result, the global total saw a 5.9% increase.

The number of teachers by educational level was as follows: primary education, 2,206 (down 36.1% from the previous survey); secondary education, 17,517 (down 7.6%); higher education, 20,592 (down 3.8%); and non-school education, 40,583 (up 17.4%). As in the previous survey, the highest proportion of teachers teaching Japanese falls within the non-school education category. Furthermore, while the number of teachers decreased across school education from primary to higher education, the number of teachers in non-school education increased significantly, resulting in an 8.5% increase globally.

The number of learners by educational level was as follows: primary education, 305,822 (down 7.8% from the previous survey); secondary education, 1,896,652 (up 7.7%); higher education, 889,014 (down 8.4%); and non-school education, 909,262 (up 49.0%). As with the number of institutions, secondary education accounted for the largest share at approximately half. While the number of learners increased in secondary education and non-school education, they decreased in primary and higher education. The number of learners in non-school education exceeded the number in higher education for the first time since the 1990 survey. Globally, the number of learners increased by 5.4%.

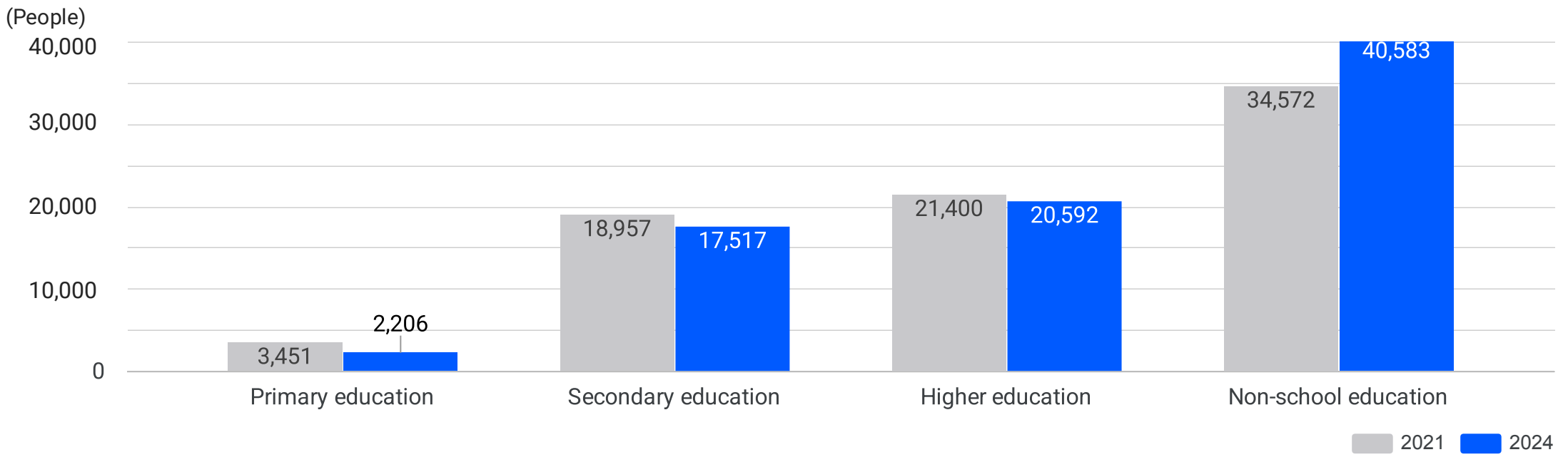
Regarding the online class implementation rate, non-school education had the highest rate at 56.2%, followed by higher education at 42.7%. In the previous survey, higher education ranked first and non-school education ranked second, but the order has now reversed. Additionally, primary, secondary, and higher education all saw decreases of approximately 20 percentage points, as in-person classes resumed following the end of the pandemic.

Graph 1-3-1 Percentages of the number of Institutions/number of Teachers/number of Learners by educational stage

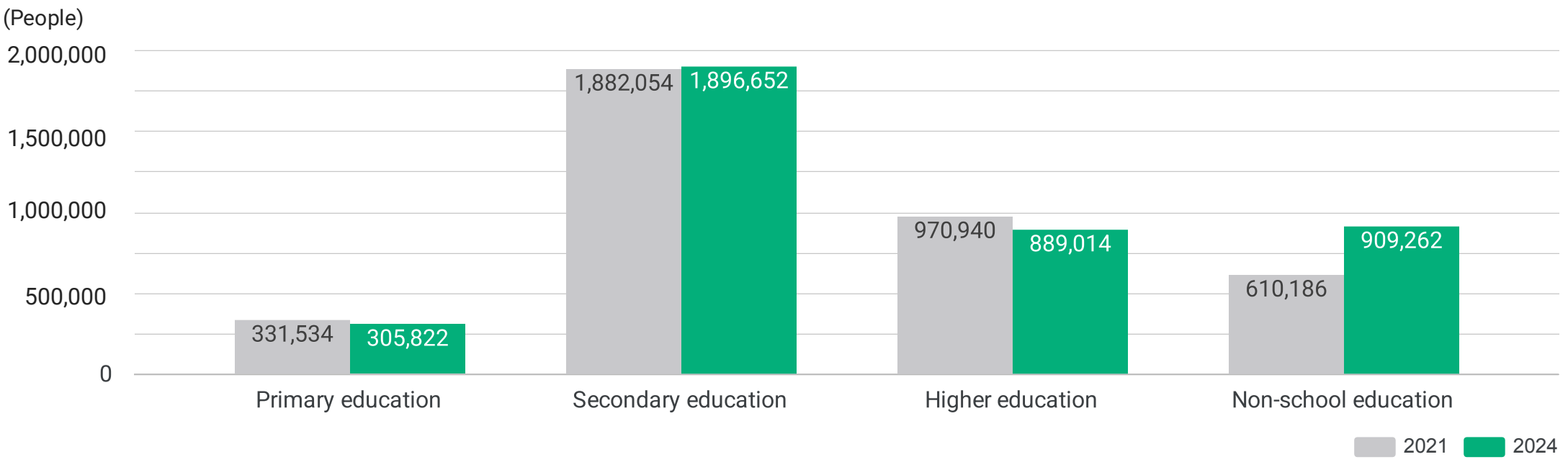


Graph 1-3-2 Number of Institutions by educational stage (Comparison with 2021)

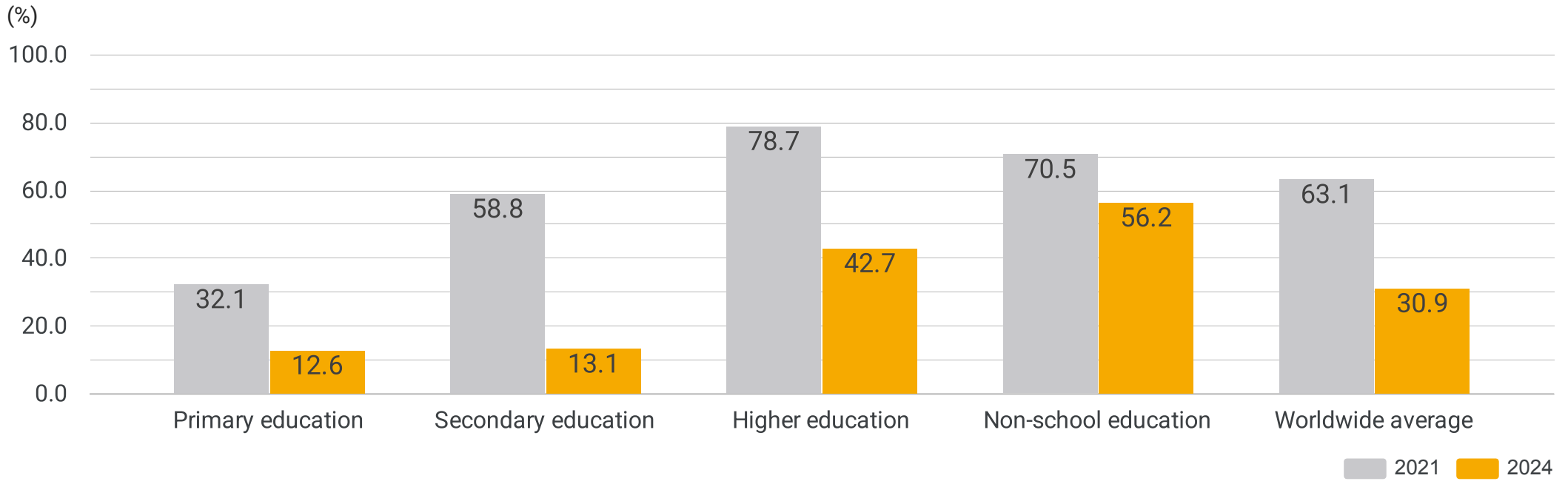
Graph 1-3-3 Number of Teachers by educational stage (Comparison with 2021)



Graph 1-3-4 Number of Leaners by educational stage (Comparison with 2021)



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



4. Overview of Teachers

49.5 learners per teacher; native Japanese-speaking teachers account for 17.7%

The average number of learners per teacher in this survey was 49.5 worldwide, down from 50.9 in the previous survey. The number of teachers per institution remained largely unchanged at 4.2, compared to 4.1 in the previous survey. The number of native Japanese-speaking teachers increased from 13,211 in the previous survey to 14,306 (up 8.3%), while their share of all teachers remained unchanged from 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
2024	80,898	19,344	4,000,750	4.2	49.5
Increase/Decrease rate(%)	8.5	5.9	5.4	2.4	▲2.8

Table 1-4-2 Teacher breakdown (total number of Teachers, Full-time Teachers, Part-time Teachers, Native Japanese-speaking Teachers)

	Total number of Teachers (people)	Full-time (people)	Full-time (%)	Part-time (people)	Part-time (%)	Native Japanese-speaking teachers (people)	Native Japanese-speaking teachers (%)
2021	74,592	55,207	74.0	19,385	26.0	13,211	17.7
2024	80,898	60,697	75.0	20,201	25.0	14,306	17.7
Increase/Decrease rate(%)	8.5	9.9	-	4.2	-	8.3	-

Non-school education has the largest number of Japanese-language teachers; primary education has the highest proportion of native Japanese-speaking teachers

By educational level, the number of teachers per institution was highest in non-school education at 6.7, followed by higher education at 6.3, secondary education at 1.9, and primary education at 1.6.

Higher education had the highest number of native Japanese-speaking teachers per institution (1.3). The proportion of native Japanese-speaking teachers among all teachers is highest in primary education at 31.8%, down from 38.9% in the previous survey. Next came higher education (20.7%), followed by non-school education (18.2%) and secondary education (11.2%). The proportion of native Japanese-speaking teachers increased only in secondary education.

Table 1-4-3 Number of Teachers and number of Native Japanese-speaking Teachers per educational stage

Educational stage	Number of Teachers (people)	Native Japanese-speaking teachers (people)	Learners per Teacher (people)	Percentages of Native Japanese-speaking teachers in all Teachers (%)
Primary education	2,206	701	1.6	31.8
Secondary education	17,517	1,969	1.9	11.2
Higher education	20,592	4,268	6.3	20.7
Non-school education	40,583	7,368	6.7	18.2

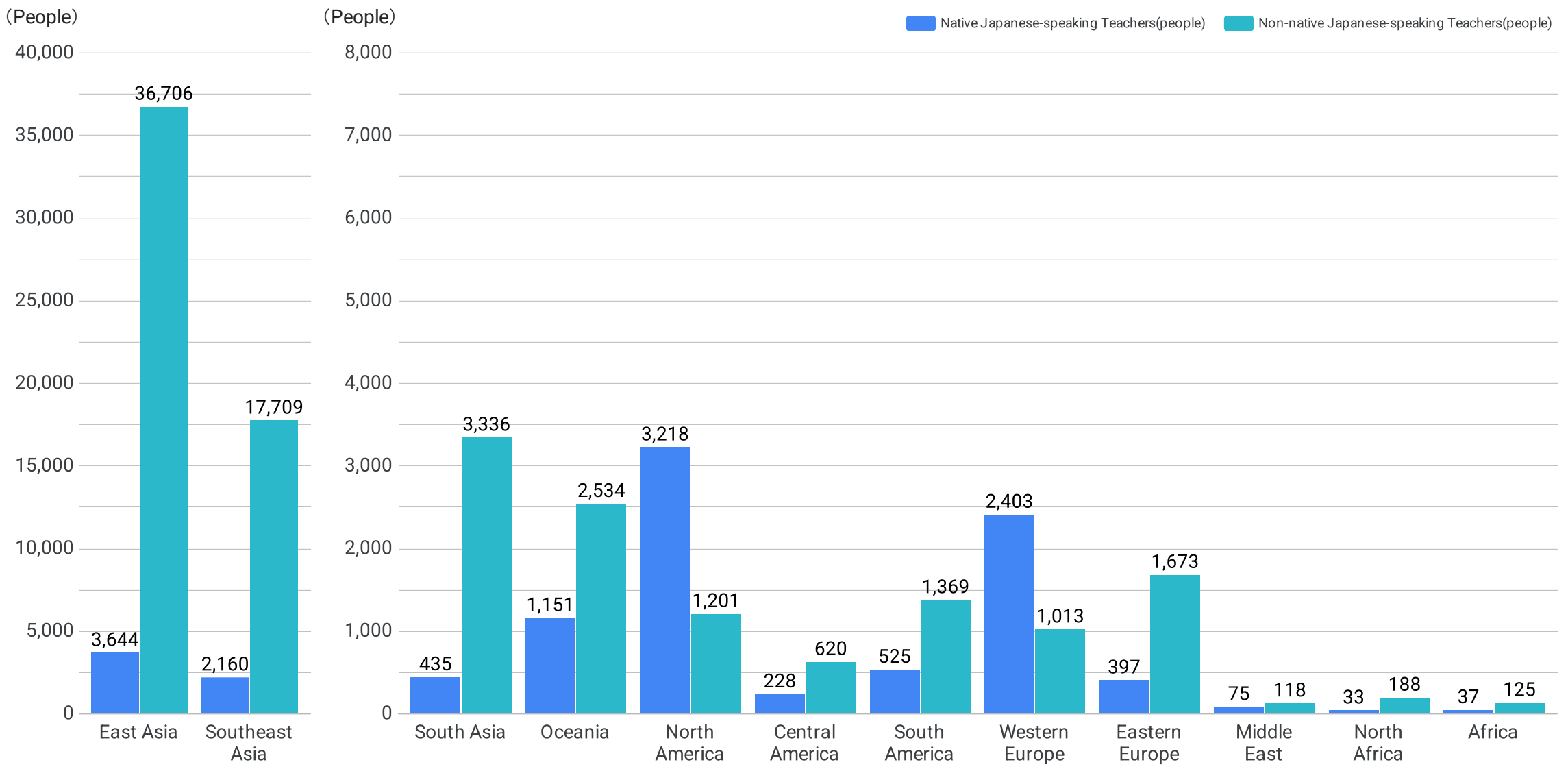
Oceania has the highest number of learners per teacher; North America and Western Europe have the highest proportions of native Japanese-speaking teachers

By region, the number of learners per teacher is highest in Oceania (123.4), followed by Southeast Asia (65.2) and Africa (50.0). The top three regions have remained unchanged since the 2015 survey. The regions with the highest proportions of native Japanese-speaking teachers are North America (72.8%) and Western Europe (70.3%). Although their rankings switched from the previous survey, this trend has been consistently observed across the past four surveys. As in the previous survey, regions with large-scale Japanese-language education and a high proportion of secondary education, such as East Asia (84.8%) and Southeast Asia (74.3%), showed higher proportions of full-time teachers.

Table 1-4-4 Teacher breakdown (total number of Teachers, Full-time Teachers, Part-time Teachers, Native Japanese-speaking Teachers) , Learners per Teacher (people)

Region	Teachers (people)	Full-time (people)	Full-time (%)	Part-time (people)	Part-time (%)	Native Japanese-speaking teachers (people)	Native Japanese-speaking teachers (%)	Learners per teacher (people)
East Asia	40,350	34,222	84.8	6,128	15.2	3,644	9.0	43.1
Southeast Asia	19,869	14,753	74.3	5,116	25.7	2,160	10.9	65.2
South Asia	3,771	2,135	56.6	1,636	43.4	435	11.5	34.2
Oceania	3,685	2,211	60.0	1,474	40.0	1,151	31.2	123.4
North America	4,419	2,561	58.0	1,858	42.0	3,218	72.8	34.5
Central America	848	262	30.9	586	69.1	228	26.9	21.1
South America	1,894	1,227	64.8	667	35.2	525	27.7	22.4
Western Europe	3,416	1,685	49.3	1,731	50.7	2,403	70.3	28.4
Eastern Europe	2,070	1,372	66.3	698	33.7	397	19.2	27.5
Middle East	193	108	56.0	85	44.0	75	38.9	32.1
North Africa	221	90	40.7	131	59.3	33	14.9	20.3
Africa	162	71	43.8	91	56.2	37	22.8	50.0
Entire world	80,898	60,697	75.0	20,201	25.0	14,306	17.7	49.5

Graph 1-4-1 Number of Native Japanese-speaking Teachers and Non-native Japanese-speaking Teachers by region

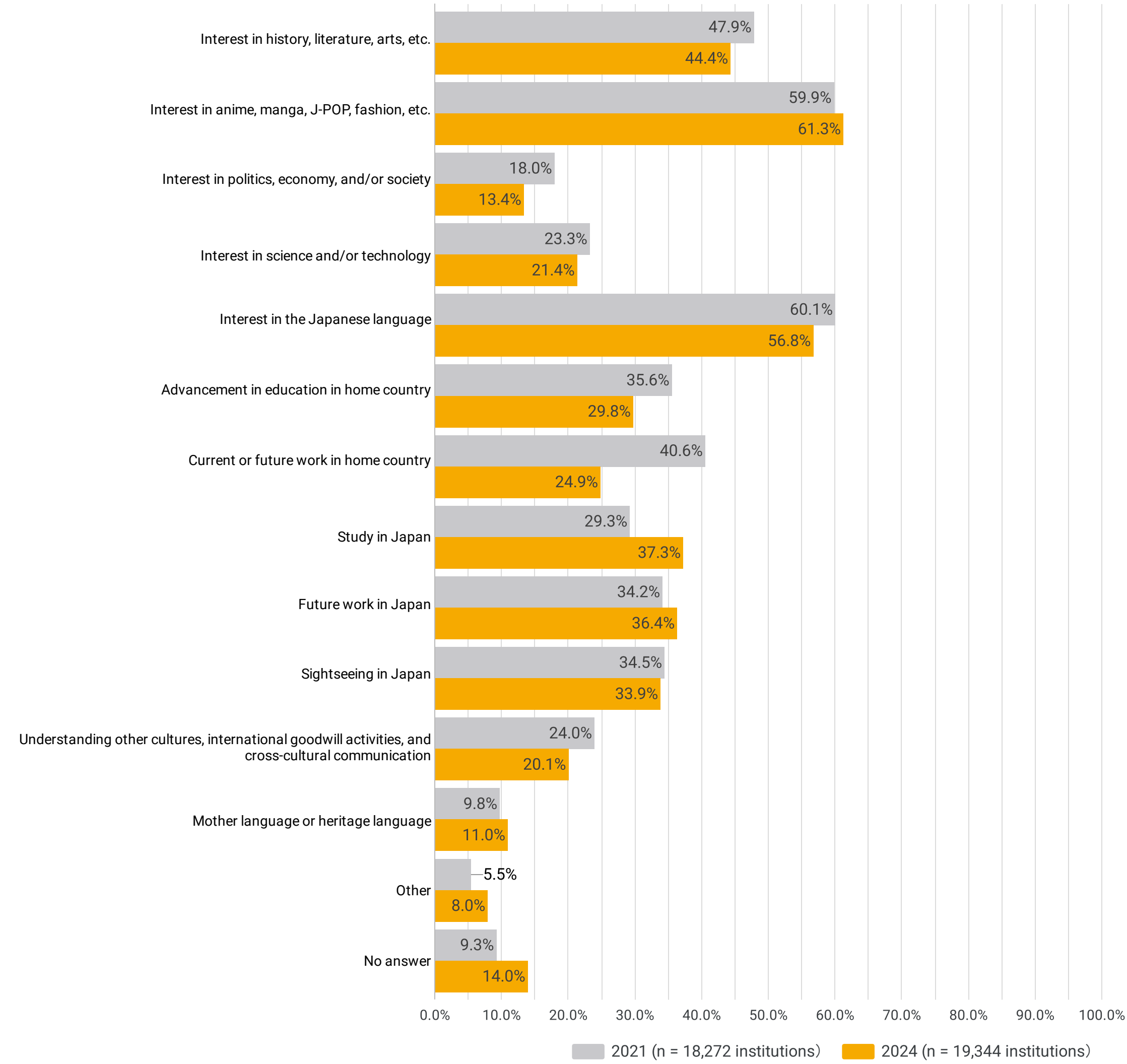


5. Overview of Purpose and Reasons for Learning Japanese

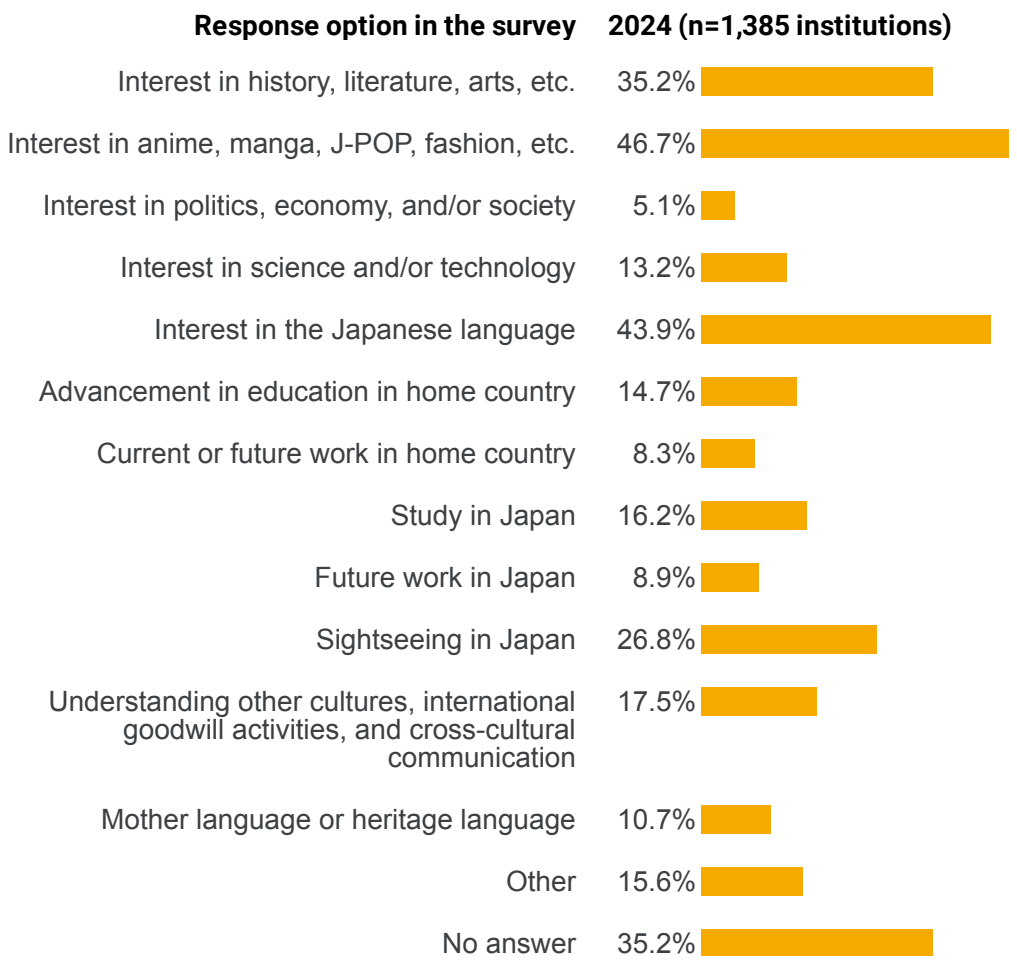
Interest in anime, manga, J-POP, fashion, etc.; interest in the Japanese language; and interest in history, literature, arts, etc. remain the top three

In this survey, the most frequently cited purpose or reason for learning Japanese among learners enrolled at Japanese-language educational institutions worldwide was interest in anime, manga, J-POP, fashion, etc. (61.3%), followed by interest in the Japanese language (56.8%), while third was interest in history, literature, arts, etc. (44.4%). Although the top two items from the previous survey (2021) switched places, these three continue to represent the major purposes for learning Japanese. Next were study in Japan (37.3%), future work in Japan (36.4%), and sightseeing in Japan (33.9%). With the end of the pandemic, learning objectives related to traveling to Japan ranked highly. On the other hand, advancement in education in home country (29.8%) and current or future work in home country (24.9%) decreased by 5.8 percentage points and 15.7 percentage points, respectively, compared to the previous survey.

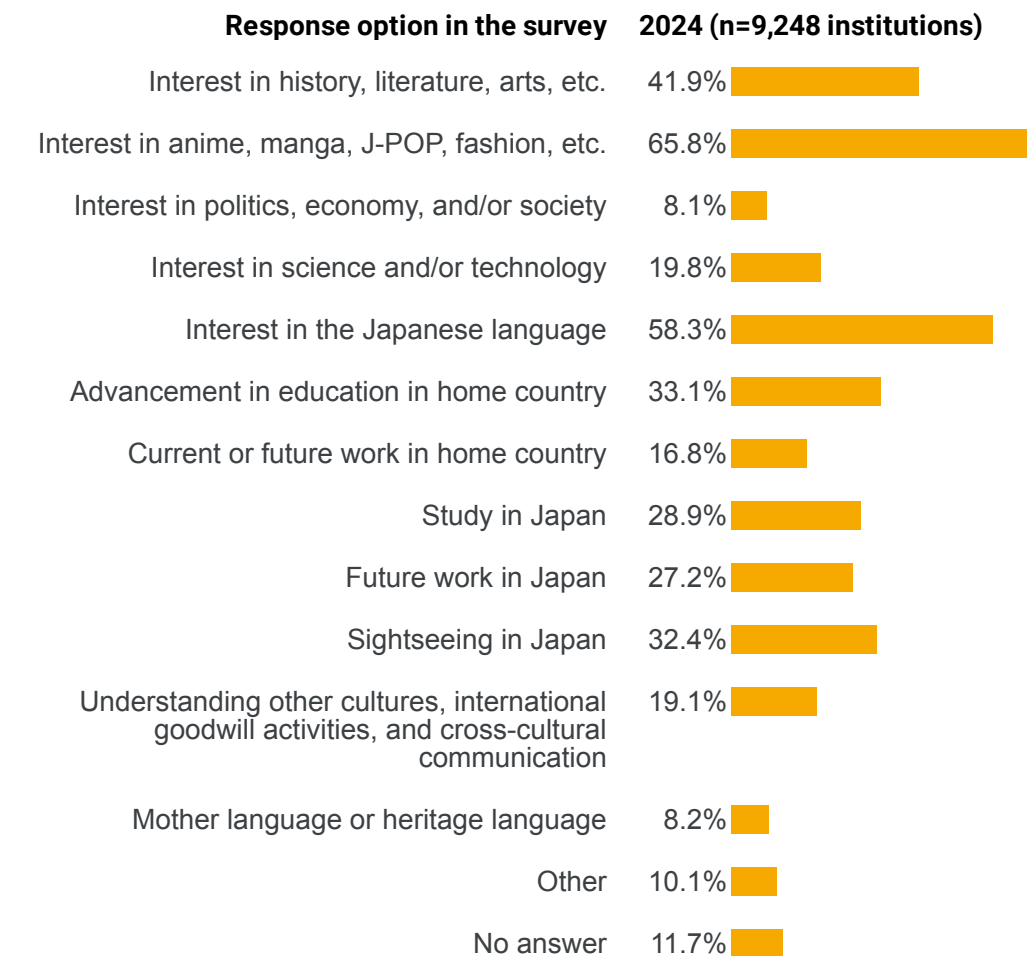
Graph 1-5-1 Objectives of Japanese-language learning (all educational stages)



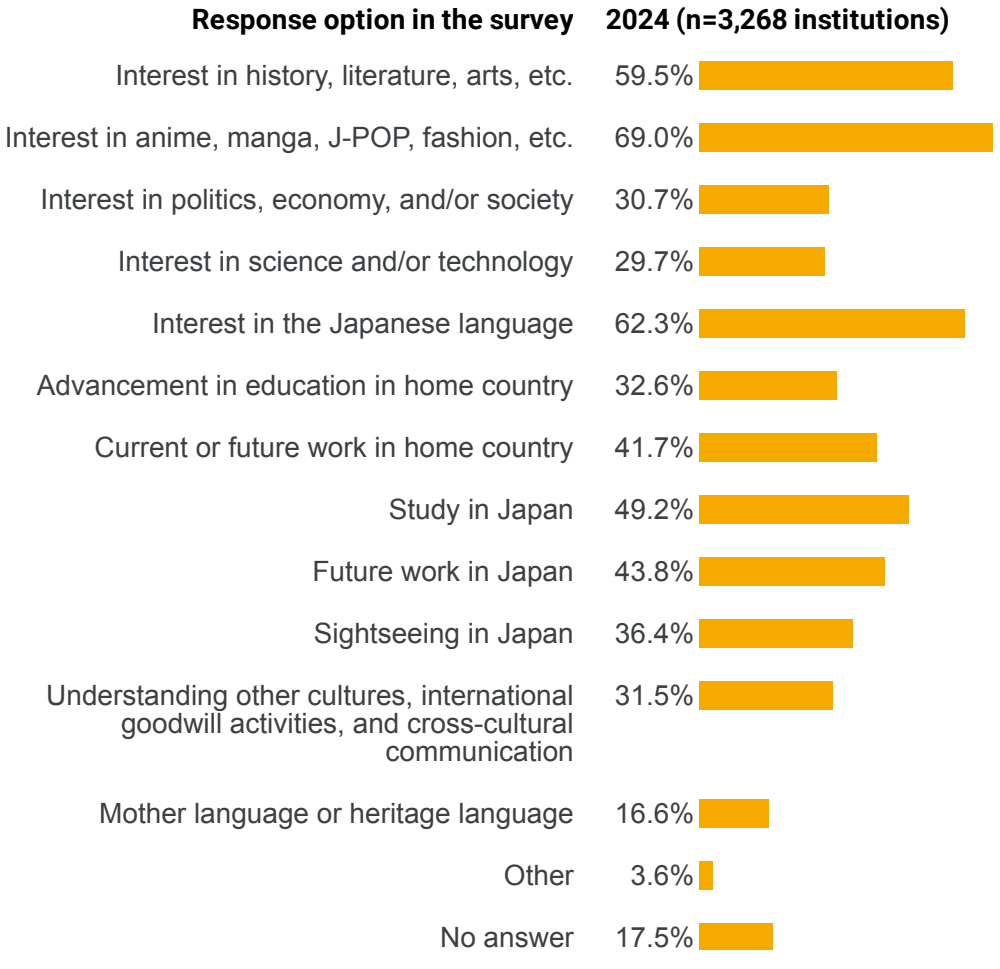
Graph 1-5-2 Objectives of Japanese-language learning (Primary education)



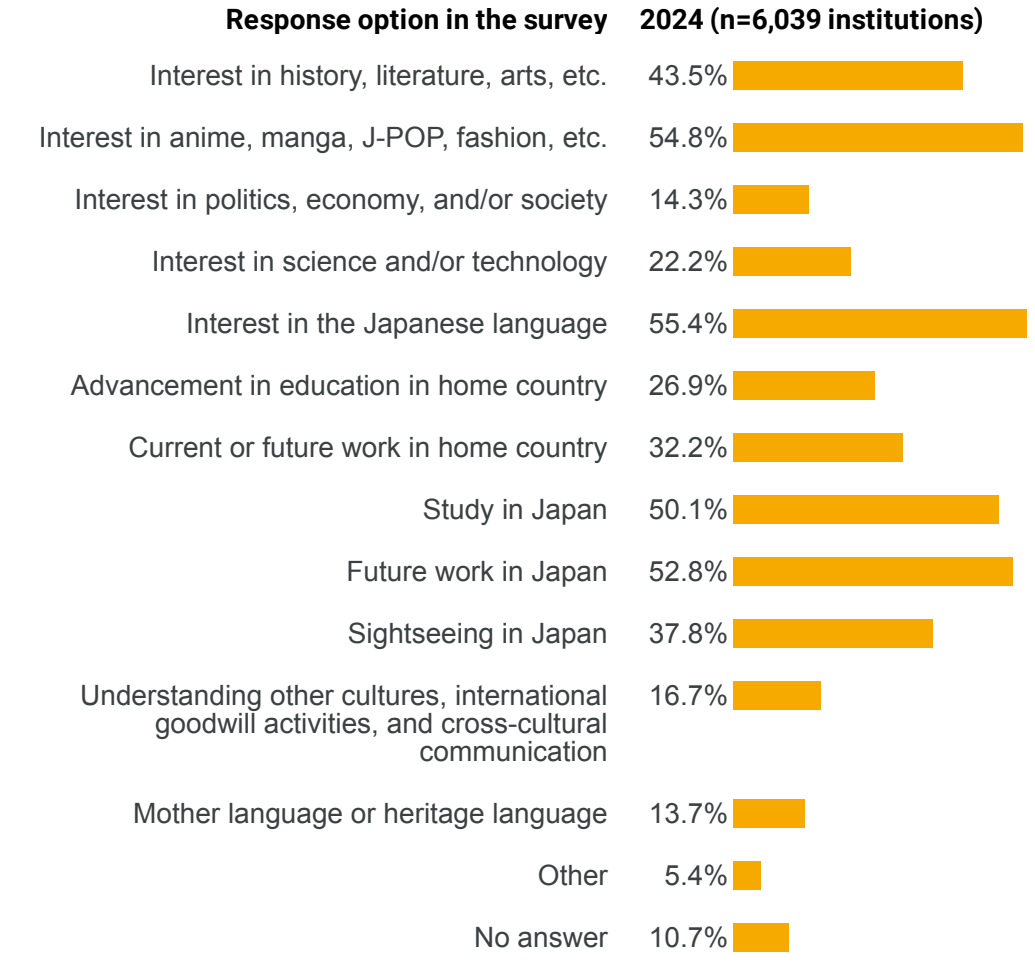
Graph 1-5-3 Objectives of Japanese-language learning (Secondary education)



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



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



Chapter 2 Japanese-Language Education by Region

1. East Asia

Status of Japanese-language education in East Asia

The total number of institutions in East Asia was 6,928 (down 0.2% from the previous survey [2021]), the number of teachers was 40,350 (up 3.5%), and the number of learners was 1,737,204 (up 1.4%). Compared to the previous survey, the number of institutions showed a slight decrease, while the number of teachers and learners showed a trend toward increasing. Nevertheless, East Asia still accounts for 35.8% of institutions worldwide, 49.9% of teachers, and 43.4% of learners.

China has the largest number of institutions (3,073), followed by Korea (2,815) and Taiwan (809), maintaining the same ranking as the previous survey. The number of teachers (China: 21,743; Korea: 14,127; Taiwan: 3,343) and learners (China: 1,019,197; Korea: 555,396; Taiwan: 124,149) follow the same ranking. These three countries and regions account for 97.8% of learners in East Asia (China 58.7%, Korea 32.0%, Taiwan 7.1%), a slight increase from 97.5% in the previous survey. The number of learners in China decreased by 38,121 and in Taiwan by 19,483, while the number in Korea increased by 85,062.

Looking at the proportion of learners in East Asia by educational level, primary education accounts for a modest 0.5%, secondary education 40.9%, higher education 34.1%, and non-school education 24.6%. As in the previous survey, secondary education shows the highest proportion. Notably, non-school education increased significantly by 8.2 percentage points compared to the previous survey.

The online class implementation rate across East Asia is 21.1%, lower than the global rate (30.9%). However, three countries and regions exceed the global rate: Hong Kong (53.2%), Mongolia (50.6%), and Macao (40.0%).

The most common purpose for learning Japanese is interest in anime, manga, J-POP, fashion, etc. (45.4%). This switched places with interest in the Japanese language (42.4%), which ranked first in the previous survey. Third was advancement in education in home country (37.3%), higher than the global result of 29.8%. Work-related items, current or future work in home country (14.7%) and future work in Japan (12.6%), were each more than 10 percentage points below the global results.

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

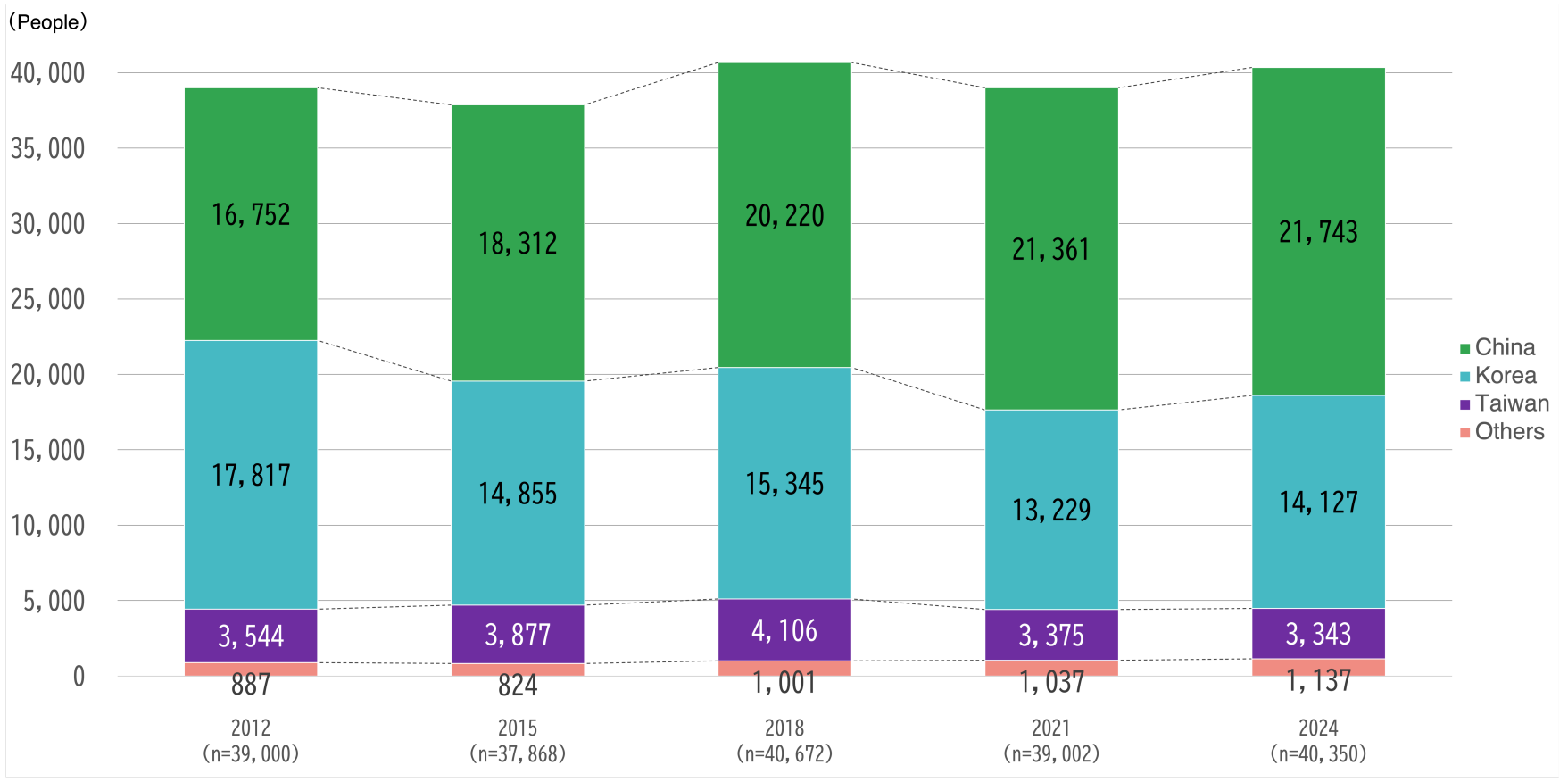
(Listed in order of the number of Learners in 2024)

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)
China	3,073	21,743	1,019,197	72.3	1,482	284,488	477,869	255,358	1,409,778,724	2,965	21,361	1,057,318
Korea	2,815	14,127	555,396	1071.6	651	385,439	51,955	117,351	51,829,136	2,868	13,229	470,334
Taiwan	809	3,343	124,149	530.5	3,018	31,669	52,161	37,301	23,400,220	907	3,375	143,632
Hong Kong	62	534	20,868	281.5	1,008	2,146	6,515	11,199	7,413,070	73	625	27,665
Mongolia	164	561	16,123	504.3	1,659	7,270	2,734	4,460	3,197,020	117	363	13,334
Macao	5	42	1,471	215.7	0	0	420	1,051	682,070	9	49	1,550
East Asia overall	6,928	40,350	1,737,204	–	7,818	711,012	591,654	426,720	–	6,939	39,002	1,713,833

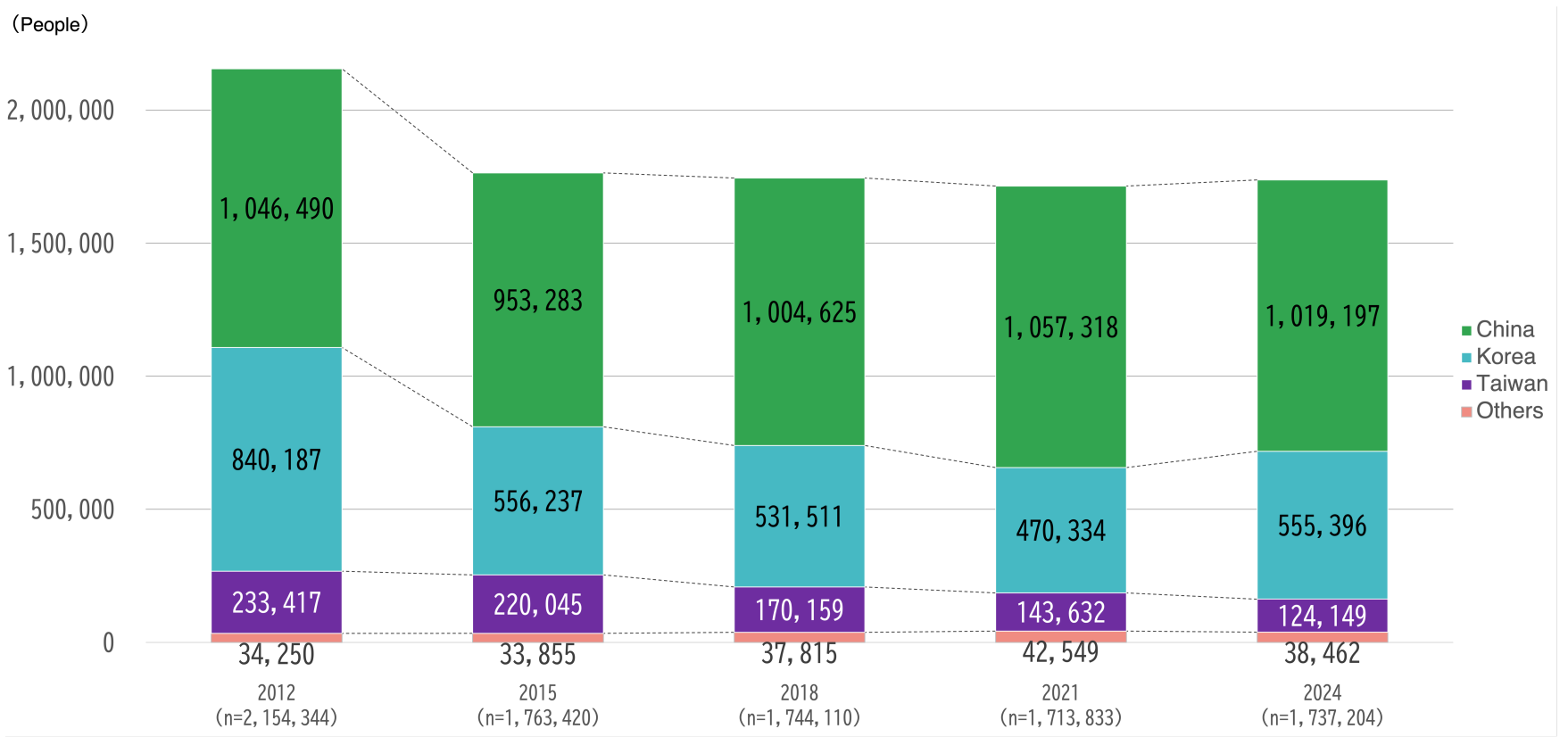
*Source: *Population and Vital Statistics Report (as of 3 January 2025)*, by United Nations
Only the data of Taiwan was quoted for December 2024 figures, from the website of the Department of Statistics, Taiwan Ministry of the Interior

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

Graph 2-1-2 Number of Teachers in East Asia



Graph 2-1-3 Number of Learners in East Asia



Graph 2-1-4 Percentages of Learners by educational stage in East Asia

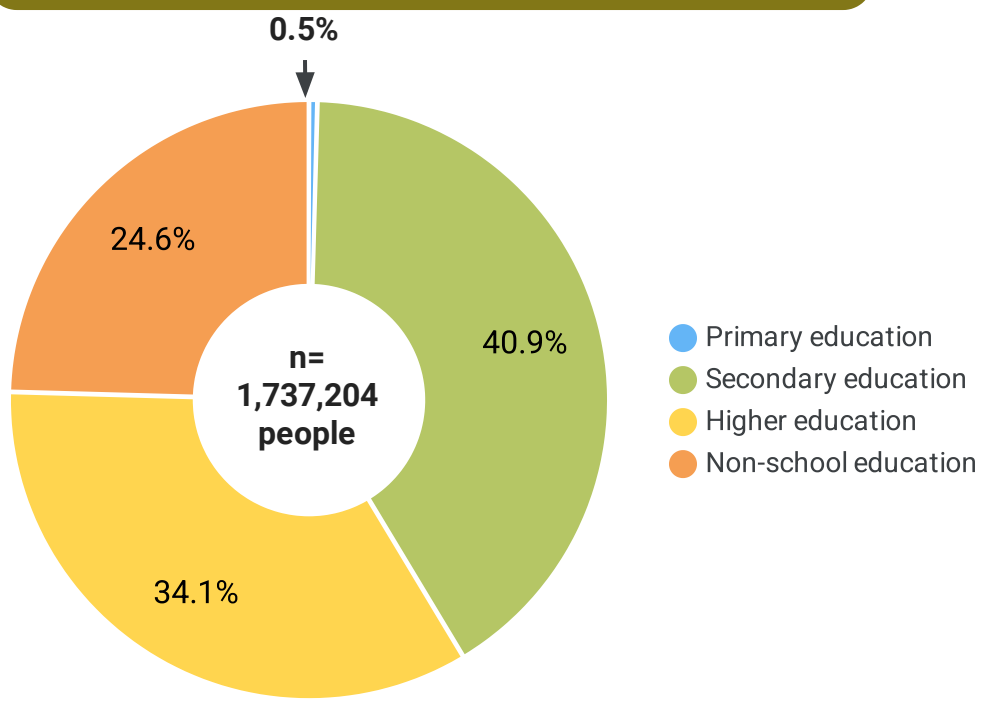
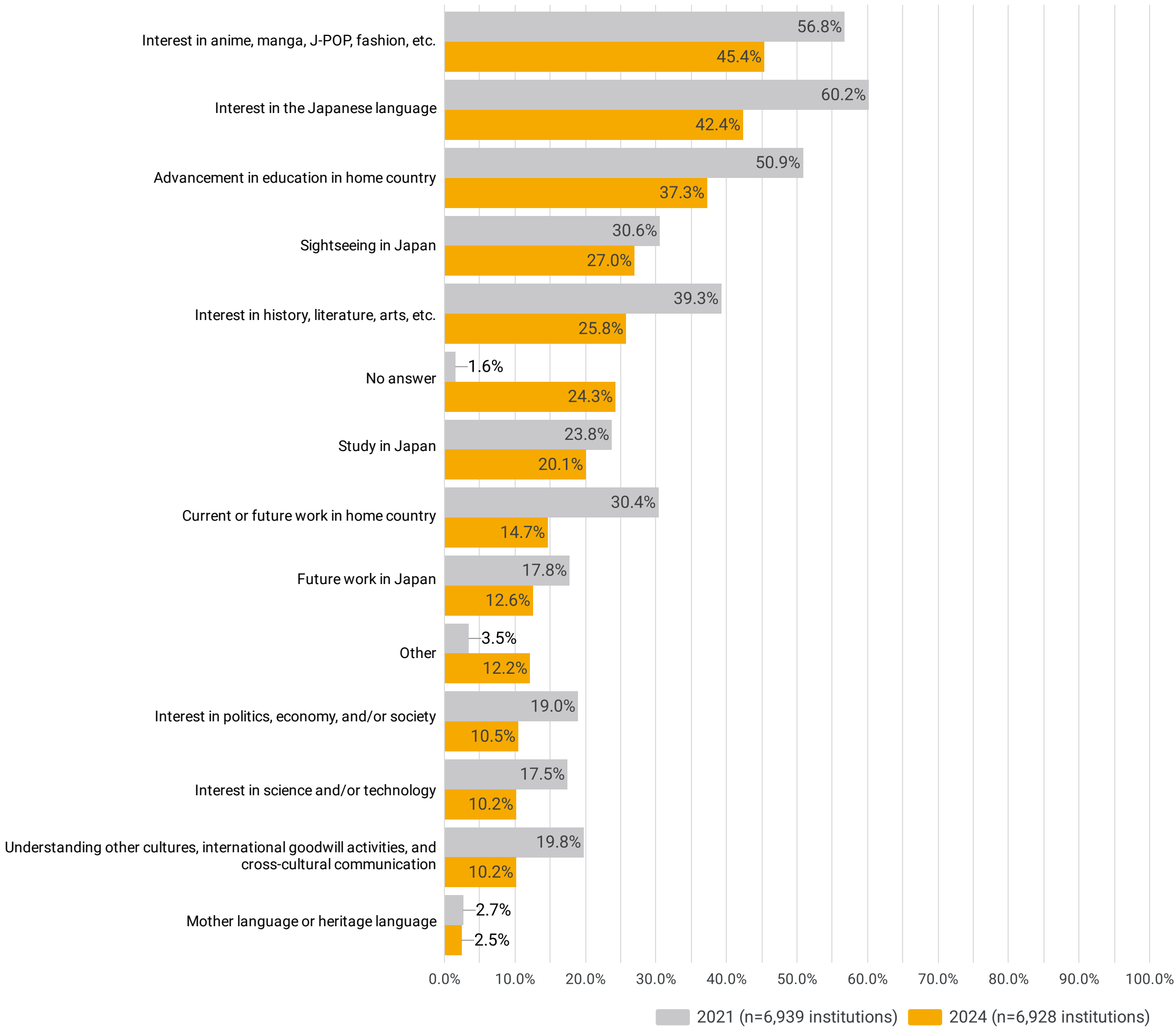


Table 2-1-2 Online class implementation ratio in East Asia

Country and Region	Number of Institutions in each Country and Region	Online class implementation (institutions)	Online class implementation (%)
Korea	2,815	206	7.3
Taiwan	809	218	26.9
China	3,073	921	30.0
Hong Kong	62	33	53.2
Macao	5	2	40.0
Mongolia	164	83	50.6
East Asia overall	6,928	1,463	21.1

Graph 2-1-5 Objectives of Japanese-language learning in East Asia



Trends in each country and region

[Korea]

In primary education, signs of recovery were seen in Japanese-language education, which had declined due to the impact of the COVID-19 pandemic. It was confirmed that Japanese-language education is conducted not only through after-school activities but also as part of Global Citizenship Education.

Secondary education accounts for approximately 70% of Japanese-language education in Korea. The number of institutions decreased compared to the previous survey (2021), but the number of learners showed a trend toward increasing. Various factors may account for the increase in learners, but the most significant is the rise in high school students wishing to study Japanese. This is not simply due to the popularity of Japanese; another factor appears to be the significant decline in students choosing Chinese, which had previously competed with Japanese for the top position among the eight foreign languages offered as second languages. However, in junior high schools, there is also a growing tendency for students to choose other subjects such as information technology instead of a second foreign language, and future developments require close monitoring.

In higher education, the numbers of institutions, teachers, and learners all decreased compared to the previous survey. Specific factors contributing to the decline include the removal of Japanese-language instruction from curricula in departments other than Japanese-language programs, such as tourism management, aviation services, and food service management. Other factors include a decrease in the number of institutions due to declining birthrates and the change of second foreign language courses from required to elective status.

In non-school education, many cram schools closed during the COVID-19 pandemic, but Japanese-language education has resumed at numerous institutions. The significant increase in learners to 50,019 (up 74.3%) can be attributed in part to responses obtained from major online education institutions in this survey.

[Taiwan]

The number of teachers and learners in Taiwan had already been declining since the previous survey (2021), and this survey also showed decreases in institutions, teachers, and learners.

The number of Japanese-language learners in primary and lower secondary education remains low, and in public schools, Japanese is often offered as part of club activities. In some private schools, it is introduced as a required subject. In upper secondary education, Japanese has the highest enrollment among second foreign languages and holds an important position. Specifically, Japanese-language education is offered in multiple formats, including elective courses, Advanced Placement (AP) programs that allow high school students to take university-level courses, and after-school club activities. However, enrollment has been declining in recent years. This trend is thought to stem from social factors such as changes in the school system and declining birthrates, rather than a decline in the popularity of Japanese itself.

The tendency for third-year high school students who have finished university entrance exams to enroll in the second semester continues. Among changes to the school system, the implementation of the Development of National Languages Act mandated compulsory education in national languages such as Taiwanese and Hakka (the language primarily used by the Hakka people, who are Han Chinese), thereby limiting opportunities to study second foreign languages, including Japanese. Furthermore, revisions to the curriculum guidelines for regular high schools (108 Curriculum Guidelines) allow second foreign language credits to be set within a range of 0 to 6. As a result, schools may choose not to offer the course at all (0 credits), leading to situations where offering second foreign languages, including Japanese, has become difficult. Additionally, policies to strengthen English education have limited opportunities to learn foreign languages other than English, which is also contributing to the decline in Japanese-language course enrollment.

Japanese-language education in Taiwan is primarily centered on higher education, with approximately 40% of Japanese-language learners identified in this survey enrolled at higher education institutions. It is noteworthy that the number of students studying Japanese outside of Japanese-language majors is approximately 2.7 times that of students studying for such majors, suggesting that Japanese is recognized as an important skill in general education courses and specialized fields such as business and tourism. The primary learning objectives include studying and working in Japan, but interest in Japanese pop culture is also considered a motivating factor. However, compared to the previous survey, the number of learners in higher education decreased significantly from approximately 62,000 to approximately 52,000. This decline is likely due not only to declining birthrates, but also to the rise of Korean pop culture, which has increased interest in learning Korean and led to a relative decrease in Japanese-language learners. Furthermore, due to the rapid development of Taiwan's IT industry, students increasingly choose science and engineering fields over humanities when entering university, which is leading to a decline in the number of students enrolled in Japanese-language programs. Therefore, the change in the number of Japanese-language learners is not a temporary phenomenon; rather, it marks a fundamental turning point stemming from transformations in social structure.

Meanwhile, in non-school education, both the number of institutions and learners increased compared to the previous survey. This is thought to be due to the gradual resumption of in-person classes following the COVID-19 pandemic. However, the number of learners has not exceeded levels from the 2018 survey, which may be related to an increase in individual learners using apps and other tools rather than attending educational institutions. While many Japanese-language classes offered by universities as part of their lifelong education (extension education) programs have remained suspended since the previous survey, a recovery trend is observed at Senior Learning Centers established nationwide under government policy.

[China]
Although the number of learners is generally declining, China remains the only country worldwide to exceed one million learners, as in the previous survey (2021), and ranked first again in this survey. The number of institutions in China ranked second after Indonesia.

The numbers of institutions, teachers, and learners in primary education all decreased, with the decline in learners being particularly significant. However, since the number of learners in primary education was originally small, even a slight decrease appears as a large proportional change.

In secondary education as well, the numbers of institutions, teachers, and learners all declined. The 2018 survey and the previous survey both showed a trend toward increases in these figures; this trend peaked in the previous survey and has begun to decline in the most recent survey. It is attributed to the gradual increase in the difficulty of Japanese as a foreign language subject in university entrance examinations. In the past, many students chose Japanese because it was easier to score well in than English, but this perception has been changing in recent years. This has led to a decrease in the number of students choosing Japanese, which is believed to be affecting decisions regarding the continuation and establishment of Japanese-language classes.

In higher education, as in primary and secondary education, declines were observed in the number of institutions, teachers, and learners. The number of learners decreased not only among Japanese-language majors, but also among non-majors. One reason is that studying Japanese increasingly fails to lead to employment opportunities as Japanese companies withdraw and Chinese companies grow, thereby diminishing the benefits of learning Japanese. Furthermore, amid the proliferation of generative AI and a growing emphasis on science-related subjects, the number of applicants to language-related departments is declining, while the number of students wishing to transfer to other faculties is increasing. Consequently, language departments are closing one after another, which is believed to be significantly impacting the decrease in both institutions and learners.

Unlike school education, non-school education showed significant increases in institutions, teachers, and learners. One factor behind this is the growing number of people needing to learn Japanese due to increased migration to Japan. Additionally, the previous survey was conducted immediately after restrictions on cram schools and similar institutions were tightened due to the COVID-19 pandemic, resulting in temporarily lower figures. This survey indicates that the activities of such educational institutions have recovered to a certain extent. Furthermore, as language education at formal institutions such as universities continues to decline, the expansion of learning opportunities to non-school education is also thought to be contributing to the increase in non-school institutions and learners.

[Hong Kong]
The numbers of institutions, teachers, and learners all decreased. One reason for this is the growing number of people learning independently through digital means without enrolling at any institution, driven by the proliferation of free language apps and video content. Moreover, in some cases, multiple junior high schools jointly conduct Japanese-language classes, which could potentially contribute to a decrease in the number of institutions in secondary education. However, regarding secondary education, starting in 2025, in place of the Cambridge International Education (CIE) Japanese-language exam, the Japanese-Language Proficiency Test (JLPT) will be adopted for the Hong Kong Diploma of Secondary Education (HKDSE), Hong Kong's university entrance examination. Consequently, an increase in the number of students learning Japanese in secondary education and taking the JLPT is anticipated.

[Mongolia]
Compared to the previous survey (2021), the number of institutions, teachers, and learners all show an increasing trend. While the number of institutions and learners in primary education decreased, the proportion of these at all educational levels is small, so the overall impact is minimal. In secondary education, both teachers and learners increased significantly, while higher education showed no major changes. In non-school education, significant increases were observed in institutions, teachers, and learners. This is due to the increase in placement institutions sending workers to Japan, particularly because many learners aim to work in Japan as technical intern trainees.

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.

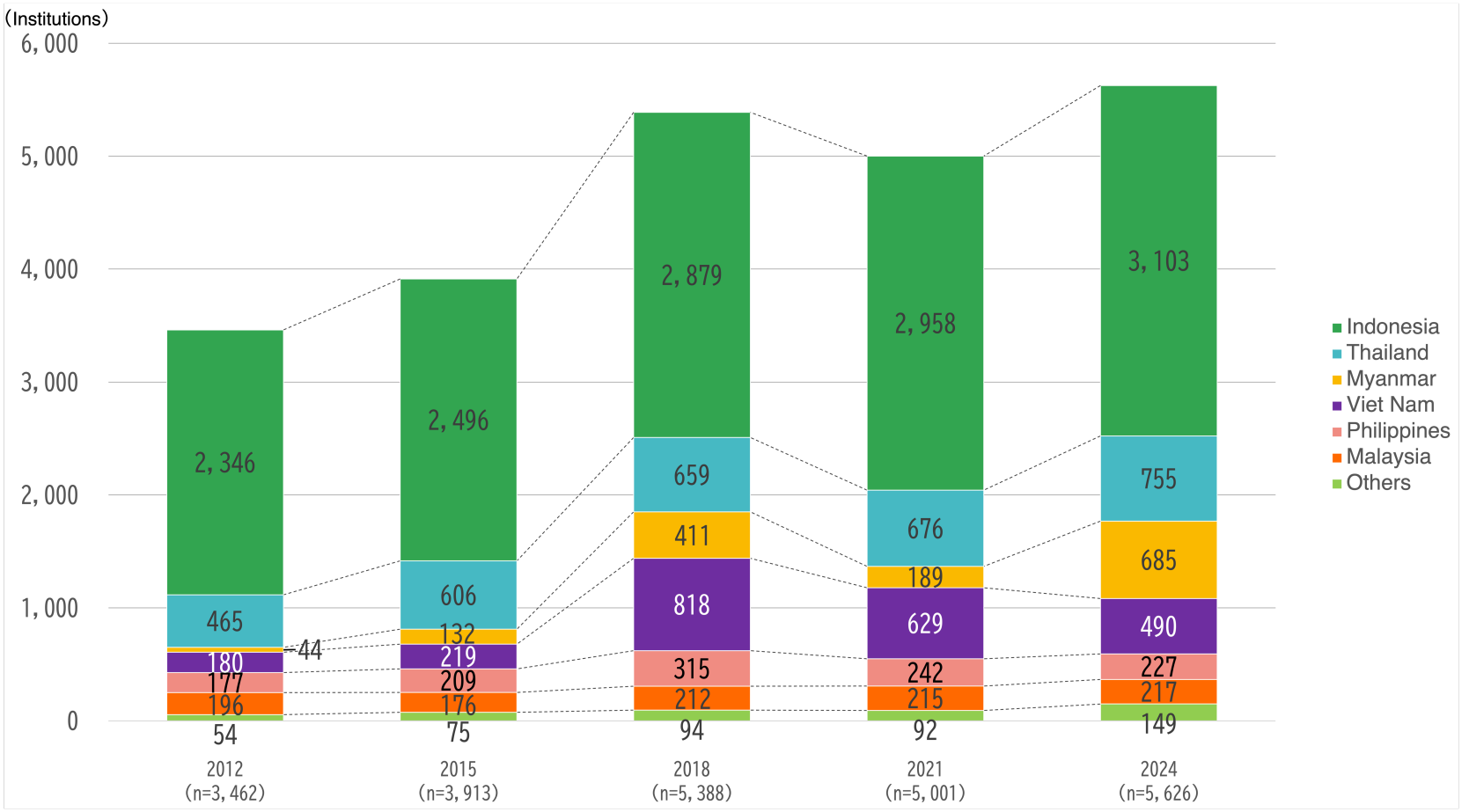
Table 2-2-1 Number of Institutions, number of Teachers, and number of Learners in Southeast Asia

(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

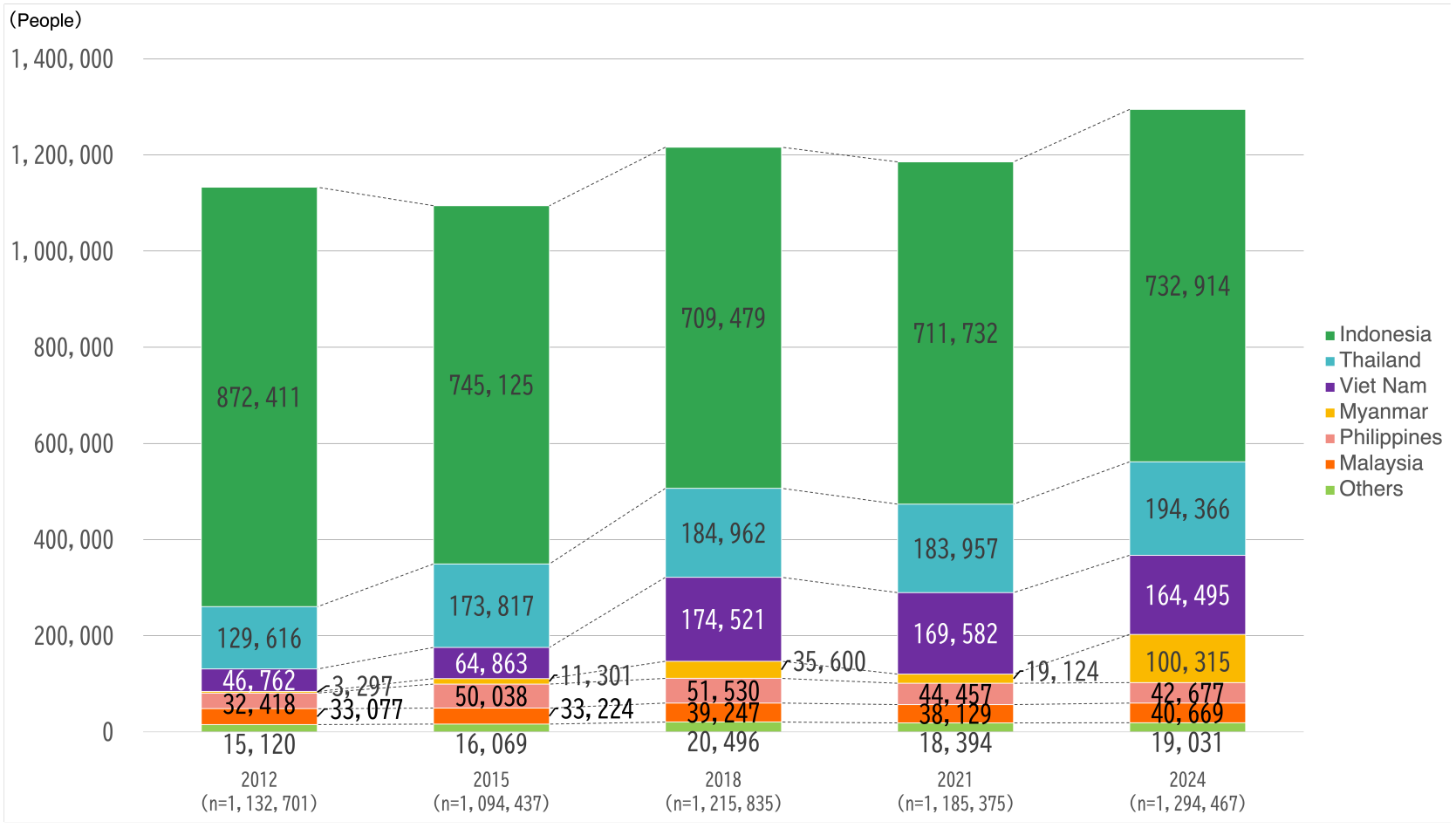
*Source: *Population and Vital Statistics Report (as of 3 January 2025)*, by United Nations

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

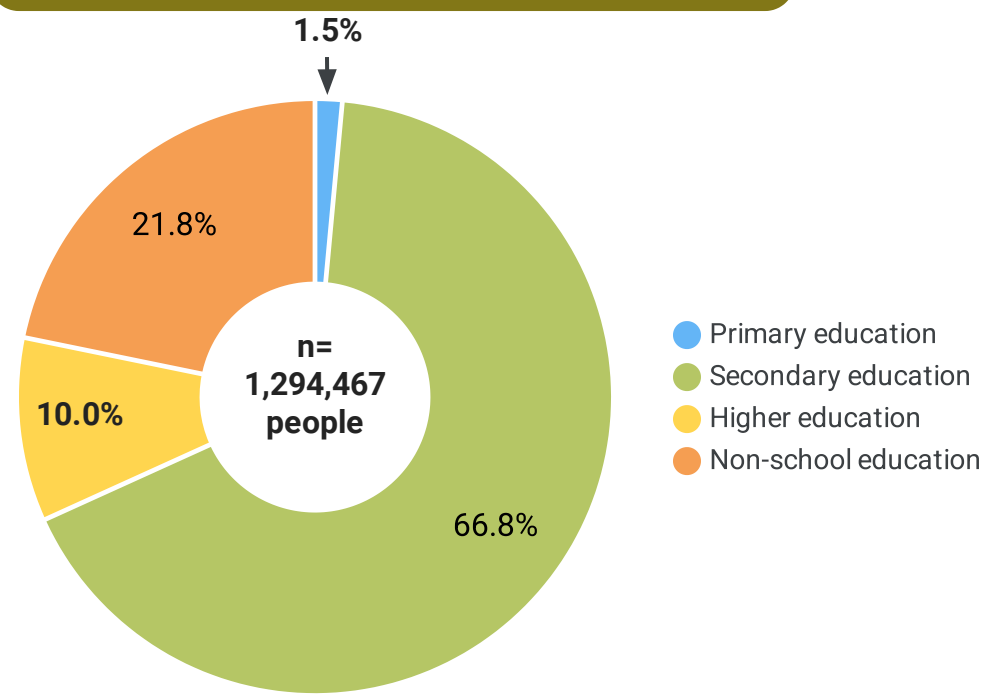
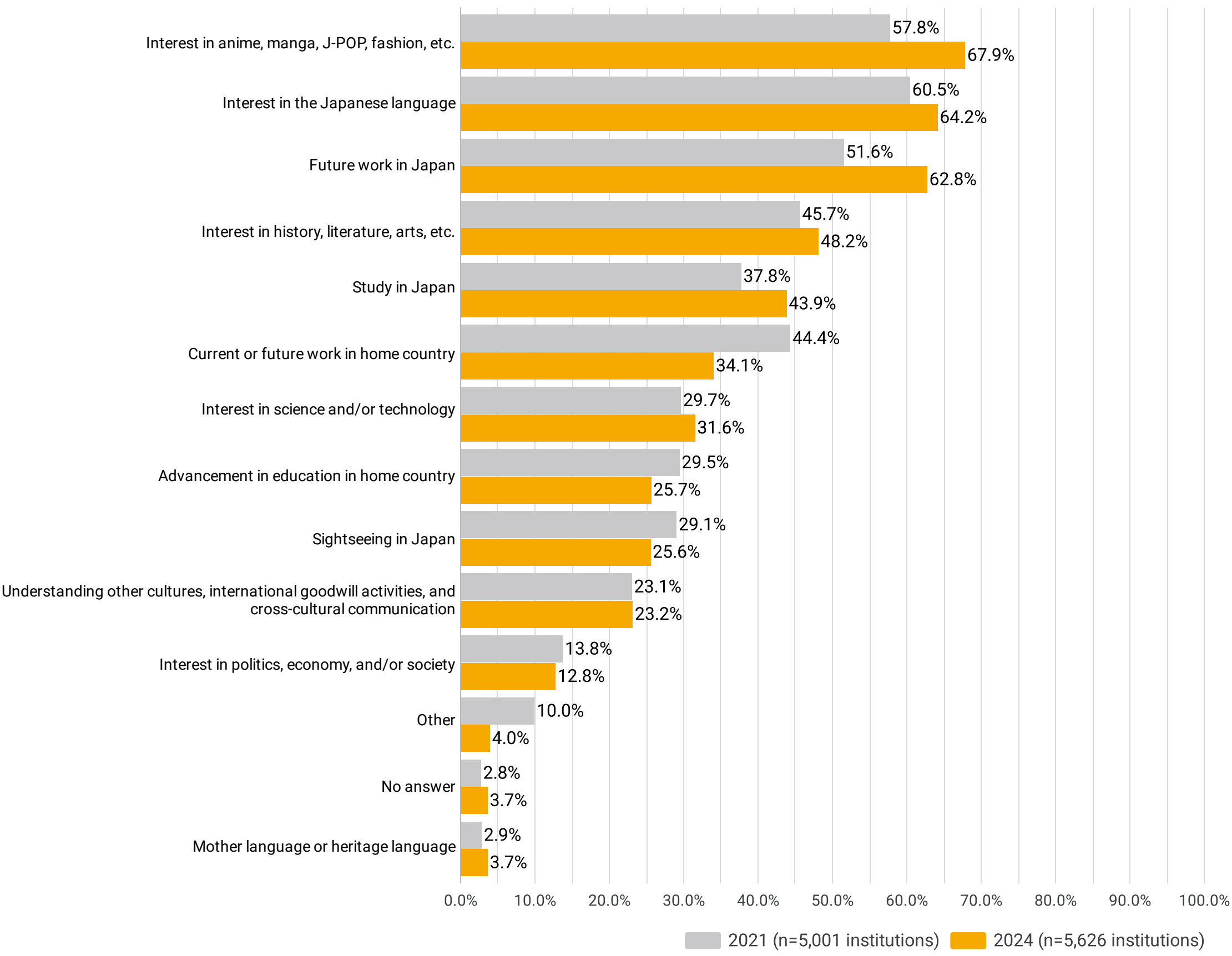


Table 2-2-2 Online class implementation ratio in Southeast Asia

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.

3. South Asia

Status of Japanese-language education in South Asia

Institutions across South Asia reached 1,174 (up 51.3% from the previous survey in 2021), teachers reached 3,771 (up 52.6%), and learners reached 128,890 (up 104.3%). All figures continued to rise from the previous survey.

India had the highest number of institutions (381), followed by Nepal (318), Sri Lanka (298), Bangladesh (165), and Pakistan (9). Sri Lanka saw a significant increase of 234.8%, placing it among the top three countries in this survey. The number of teachers follows the same order: India (1,285), Nepal (1,146), Sri Lanka (650), Bangladesh (643), and Pakistan (42). Meanwhile, learners were most numerous in India (52,946, up 47.0% from the previous survey), followed by Sri Lanka (34,650, up 255.5%), Nepal (25,292, up 162.2%), Bangladesh (14,918, up 101.1%), and Pakistan (906, up 272.8%), the same order as in the previous survey. All countries saw significant growth rates, but there was no change in the rankings. Looking at the proportion of learners in South Asia by educational level, primary education accounts for 4.7%, secondary education for 21.1%, higher education for 15.9%, and non-school education for 58.3%. As in the previous survey, non-school education continues to represent a high proportion.

The online class implementation rate across South Asia stands at 53.1%, with all countries except Maldives exceeding the global rate of 30.9%.

The primary purpose for learning Japanese was study in Japan (84.6%), which saw a significant increase (up 32.3 percentage points) and ranked first. Future work in Japan (82.8%) remained in second place, consistent with the previous survey. The percentage of respondents who cited current or future work in home country (49.7%), which ranked first in the previous survey, remains significantly higher than the global average (24.9%). Similar to the previous survey, over half of respondents cited interest in the Japanese language (56.0%) and interest in anime, manga, J-POP, fashion, etc. (50.7%).

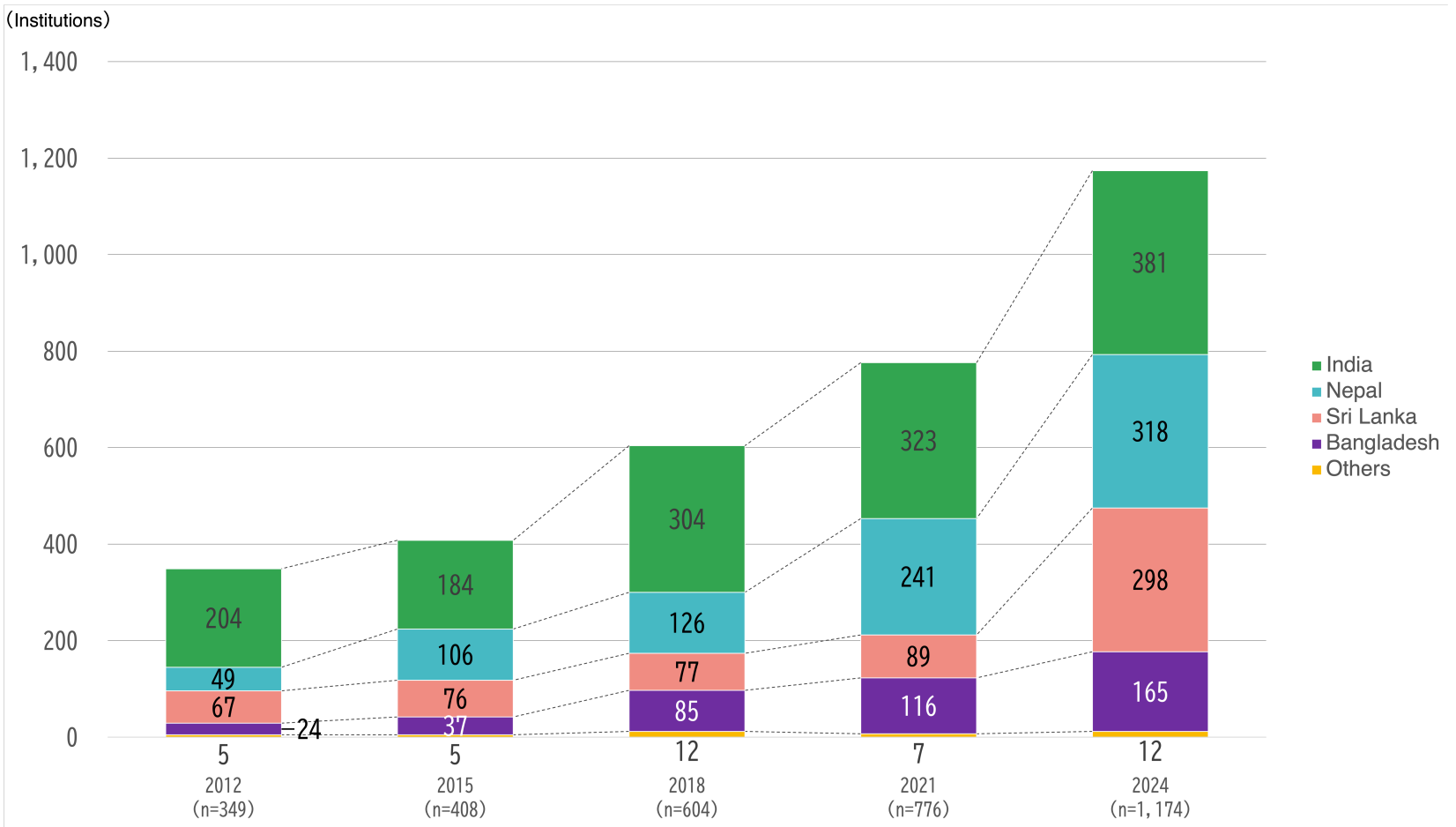
Table 2-3-1 Number of Institutions, number of Teachers, and number of Learners in South Asia

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

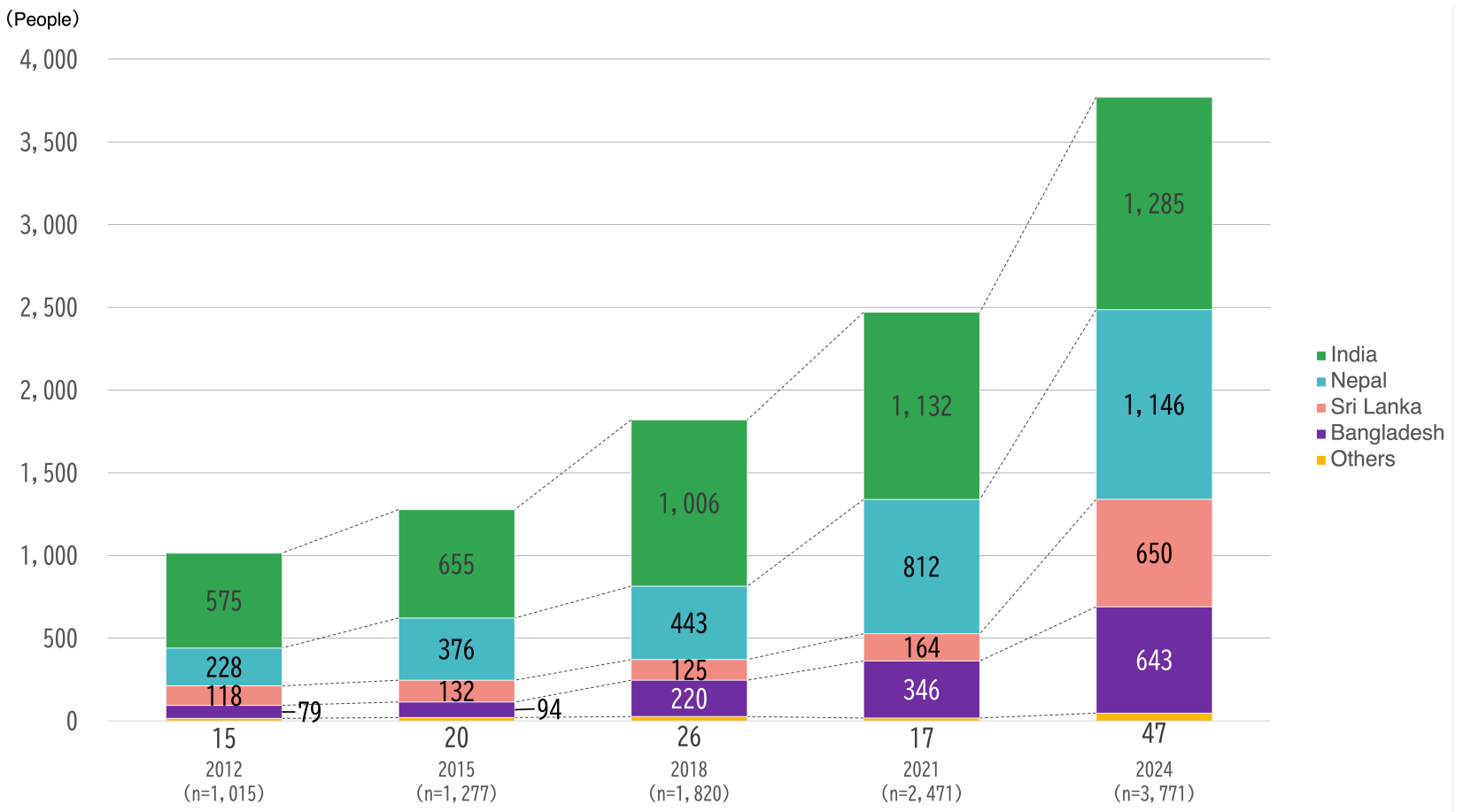
Country and Region	Number of Institutions in 2024 (institutions)	Number of Teachers in 2024 (people)	Number of Learners in 2024 (people)	Learners per 100,000 population (people)	Number of Learners in Primary education 2024 (people)	Number of Learners in Secondary education 2024 (people)	Number of Learners 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)
India	381	1,285	52,946	4.4	4,288	10,365	15,710	22,583	1,210,854,977	323	1,132	36,015
Sri Lanka	298	650	34,650	170.2	1,239	16,702	3,350	13,359	20,359,439	89	164	9,746
Nepal	318	1,146	25,292	86.7	0	107	339	24,846	29,164,578	241	812	9,646
Bangladesh	165	643	14,918	8.8	500	28	898	13,492	169,828,911	116	346	7,418
Pakistan	9	42	906	0.4	0	0	195	711	240,458,089	5	13	243
Bhutan	2	4	156	21.5	0	0	0	156	727,145	1	3	18
Maldives	1	1	22	4.3	0	0	0	22	515,132	1	1	7
South Asia overall	1,174	3,771	128,890	–	6,027	27,202	20,492	75,169	–	776	2,471	63,093

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

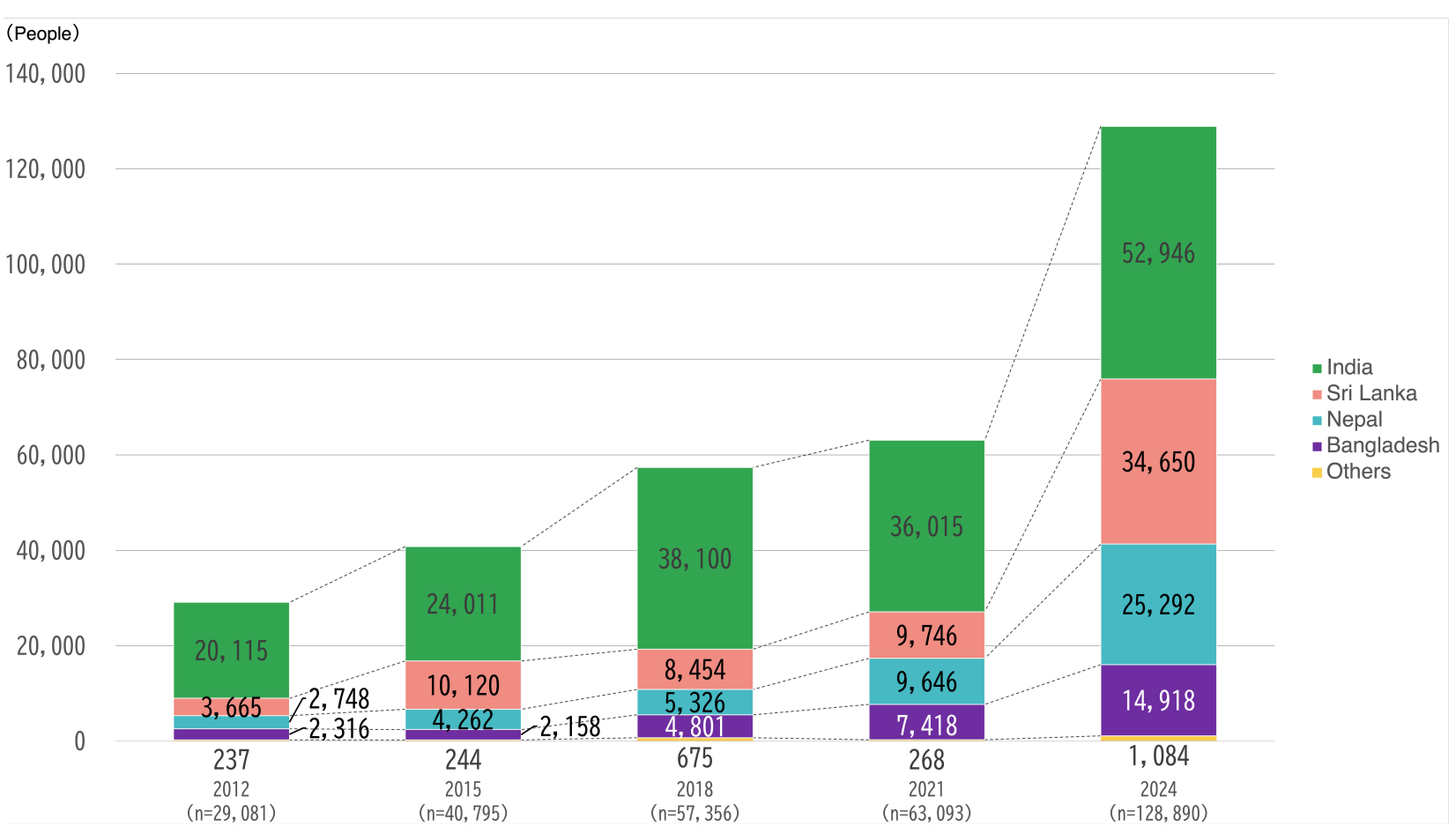
Graph 2-3-1 Number of Institutions in South Asia



Graph 2-3-2 Number of Teachers in South Asia



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



Graph 2-3-4 Percentages of Learners by educational stage in South Asia

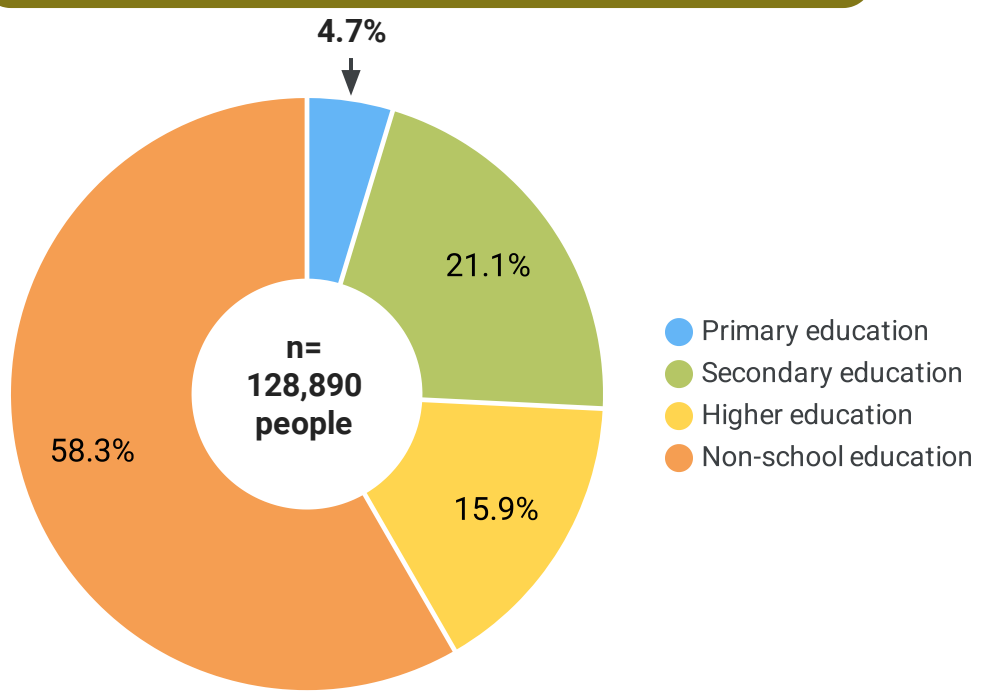
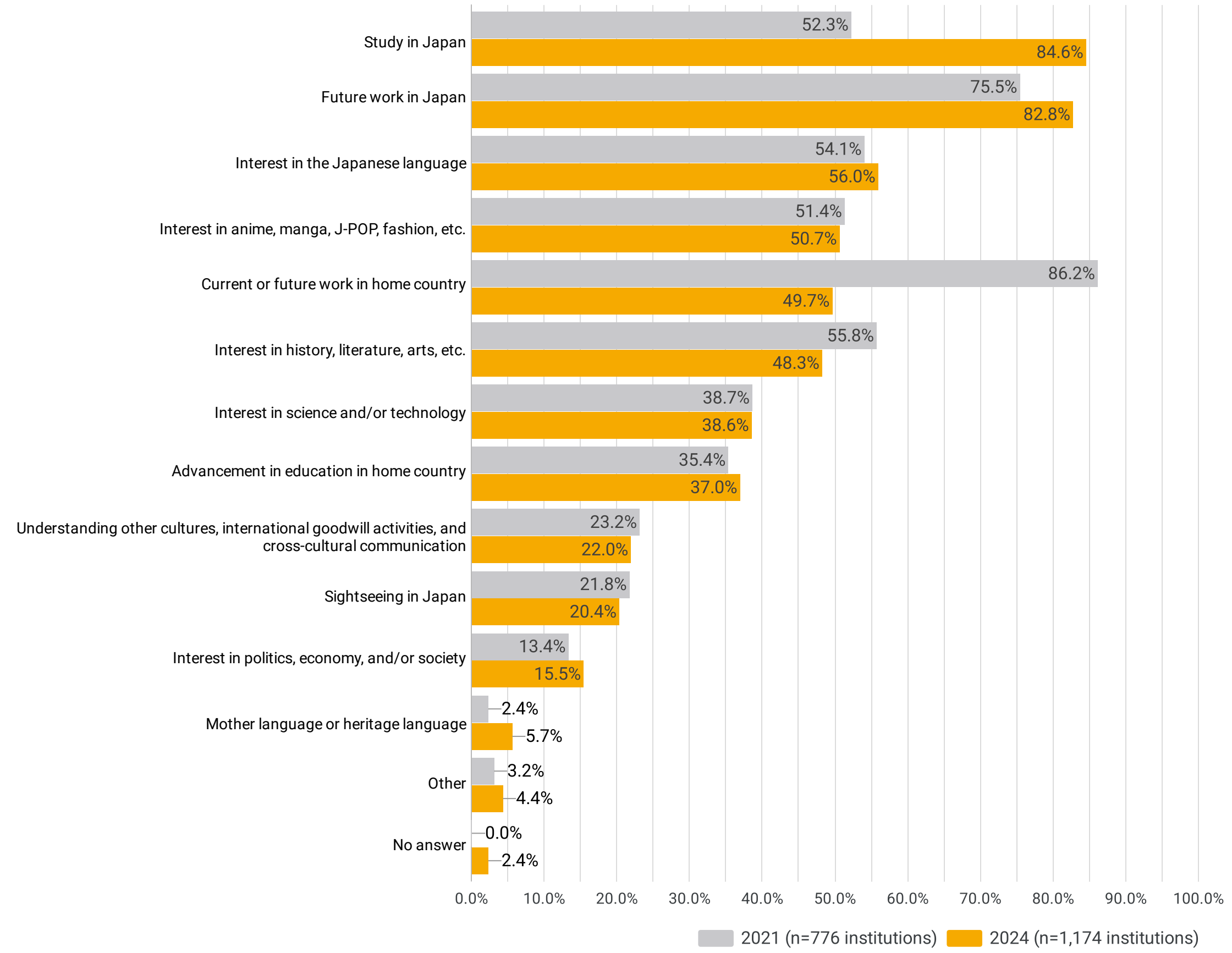


Table 2-3-2 Online class implementation ratio in South Asia

Country and Region	Number of Institutions in each Country and Region	Online class implementation (institutions)	Online class implementation (%)
India	381	261	68.5
Sri Lanka	298	104	34.9
Nepal	318	133	41.8
Pakistan	9	7	77.8
Bangladesh	165	117	70.9
Bhutan	2	1	50.0
Maldives	1	0	0.0
South Asia overall	1,174	623	53.1

Graph 2-3-5 Objectives of Japanese-language learning in South Asia



Trends in each country and region

[India]

In India, compared to the previous survey (2021), the number of learners increased at all educational levels. However, while institutions and teachers increased overall, decreases were observed at some educational levels.

Learners in primary education were on a downward trend during the previous survey, as many schools suspended or canceled classes due to the COVID-19 pandemic. However, in this survey, learners began to increase as secondary education institutions already providing Japanese-language education resumed or newly introduced programs at the primary level. It should be noted that learners are increasing particularly in Gujarat and Maharashtra. This is thought to be due to education professionals who are promoting Japanese-language education locally and actively working to introduce it into schools. Currently, many primary education institutions position Japanese-language instruction as an extracurricular activity or hobby class, with lessons (including online) held once a week or several times a month.

In secondary education, increases were observed in institutions, teachers, and learners. This is largely due to the introduction of Japanese as an extracurricular subject in Delhi's public schools. Furthermore, similar to primary education, the presence of education professionals promoting Japanese-language education in some states has led to an increase in institutions.

Numbers of institutions, teachers, and learners in higher education also increased. The number of universities offering degrees in Japanese studies has increased since the previous survey, and it was confirmed that more universities are offering Japanese-language courses as electives or open courses.

In non-school education, institutions decreased, but learners increased. While many institutions primarily offer preparatory courses for the Japanese-Language Proficiency Test (JLPT) N2 to N5, Japanese-language education for Indians aiming to work in Japan through programs such as the Highly-Skilled Professionals and Specified Skilled Worker systems is also becoming increasingly prevalent. Additionally, there are a certain number of individual teachers and learners studying Japanese online in India, which may also be one reason for the decline in the number of private Japanese-language educational institutions.

[Sri Lanka]

Sri Lanka saw significant growth compared to the previous survey (2021), with institutions increasing by 209 (up 234.8%), teachers increasing by 486 (up 296.3%), and learners increasing by 24,904 (up 255.5%). It recorded the highest growth rate in all survey items within the South Asia region. Japanese-language education is expanding in Sri Lanka, with a trend toward increases across secondary education, higher education, and non-school education. A major factor behind the significant increase is believed to be the rise in learners aiming to work in Japan through the Specified Skilled Worker and Technical Intern Training programs.

[Nepal]

Nepal had the highest growth rate in learners in South Asia in the previous survey (2021), and this survey also showed a continued upward trend. Overall, institutions, teachers, and learners increased, likely due to a rise in learners aiming for Japan for study or work purposes. Consequently, the number of non-school education institutions also increased significantly. Furthermore, while many people previously studied Japanese at Japanese-language schools in Kathmandu, this survey confirmed that Japanese-language schools are increasing in number in regional cities such as Pokhara and Chitwan.

[Other Countries and Regions]

In Pakistan, institutions, teachers, and learners are all increasing. This is thought to be due to the growing number of Japanese-language learners driven by the increasing popularity of the Specified Skilled Worker and Technical Intern Training programs. On the other hand, the rapid increase in learners has created a challenge, as the number of Japanese-language teachers has not kept pace.

In Bangladesh, the number of institutions, teachers, and learners all increased from the previous survey (2021), with a particularly significant rise observed in non-school education. The increase in institutions and teachers in non-school education is attributable to the increase in private educational institutions targeting learners who are aiming for employment in Japan through the Specified Skilled Worker and Technical Intern Training programs. It is also estimated that learners aiming to study in Japan are increasing, not just those seeking employment.

In Bhutan, learners increased by 138 (766.7%) since the previous survey, and institutions also increased from 1 to 2. This is due to the launch of the Japanese-language course under the De-suung Skilling Programme starting in April 2022. This Programme was established in 2021 as a division of De-suung, a royal-led volunteer organization, with the aim of providing practical skills to young people. Japanese-language education is positioned as part of this initiative.

In the island nation of Maldives, many people have developed an interest in Japan and Japanese culture due to the influence of anime, manga, and similar media. Consequently, there is likely demand for Japanese-language learning even on outlying islands where resorts are located. However, since there are no Japanese-language teachers outside Malé, which is the capital of Maldives, classes are currently limited to being within that city.

4. Oceania

Status of Japanese-language education in Oceania

Institutions in Oceania totaled 1,833 (down 5.7% from the previous survey in 2021), teachers totaled 3,685 (up 2.4%), and learners totaled 454,700 (up 1.3%). Compared to the previous survey, institutions decreased, while teachers and learners showed a slight increase. This survey also confirmed the resumption of Japanese-language education in Marshall, where it could not be confirmed in the previous survey. On the other hand, Japanese-language education could not be confirmed in Kiribati.

In the region of Oceania, Australia continues to have the largest number of institutions, teachers, and learners, as in the previous survey, followed by New Zealand and New Caledonia. The distribution of learners is 93.3% for Australia and 5.6% for New Zealand, with these two countries combined accounting for 98.9%.

Looking at changes by country and region, institutions increased in 3 countries/regions, remained unchanged in 4 countries/regions, and decreased in 6 countries/regions. Teachers increased in 6 countries/regions, remained unchanged in 2 countries/regions, and decreased in 5 countries/regions. Learners increased in 4 countries/regions, remained unchanged in 1 country, and decreased in 8 countries/regions.

Looking at the proportion of learners in Oceania by educational level, primary education accounted for 54.4%, secondary education for 41.9%, higher education for 2.6%, and non-school education for 1.0%. Together, primary and secondary education comprised 96.3% of the total.

The overall online class implementation rate for the region is 10.9%, the lowest among all 12 regions for the second consecutive survey.

The primary purposes for learning Japanese, in descending order, are interest in anime, manga, J-POP, fashion, etc. (52.9%) and interest in the Japanese language (45.4%), maintaining the same ranking as the previous survey. While non-responses were 36.1%, higher than in other regions, this survey showed that sightseeing in Japan (34.8%) increased by 18.6 percentage points from the previous survey.

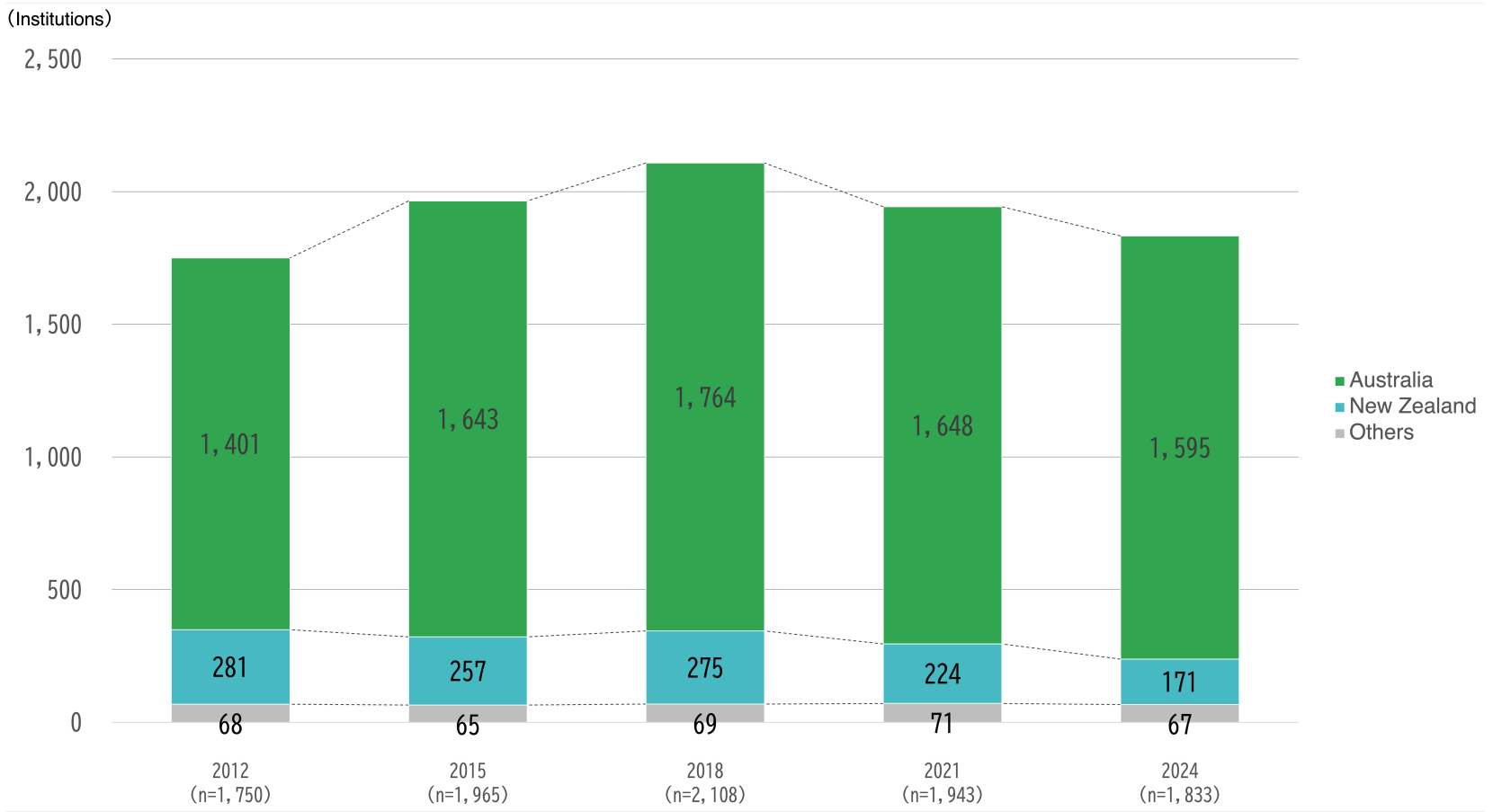
Table 2-4-1 Number of Institutions, number of Teachers, and number of Learners in Oceania

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

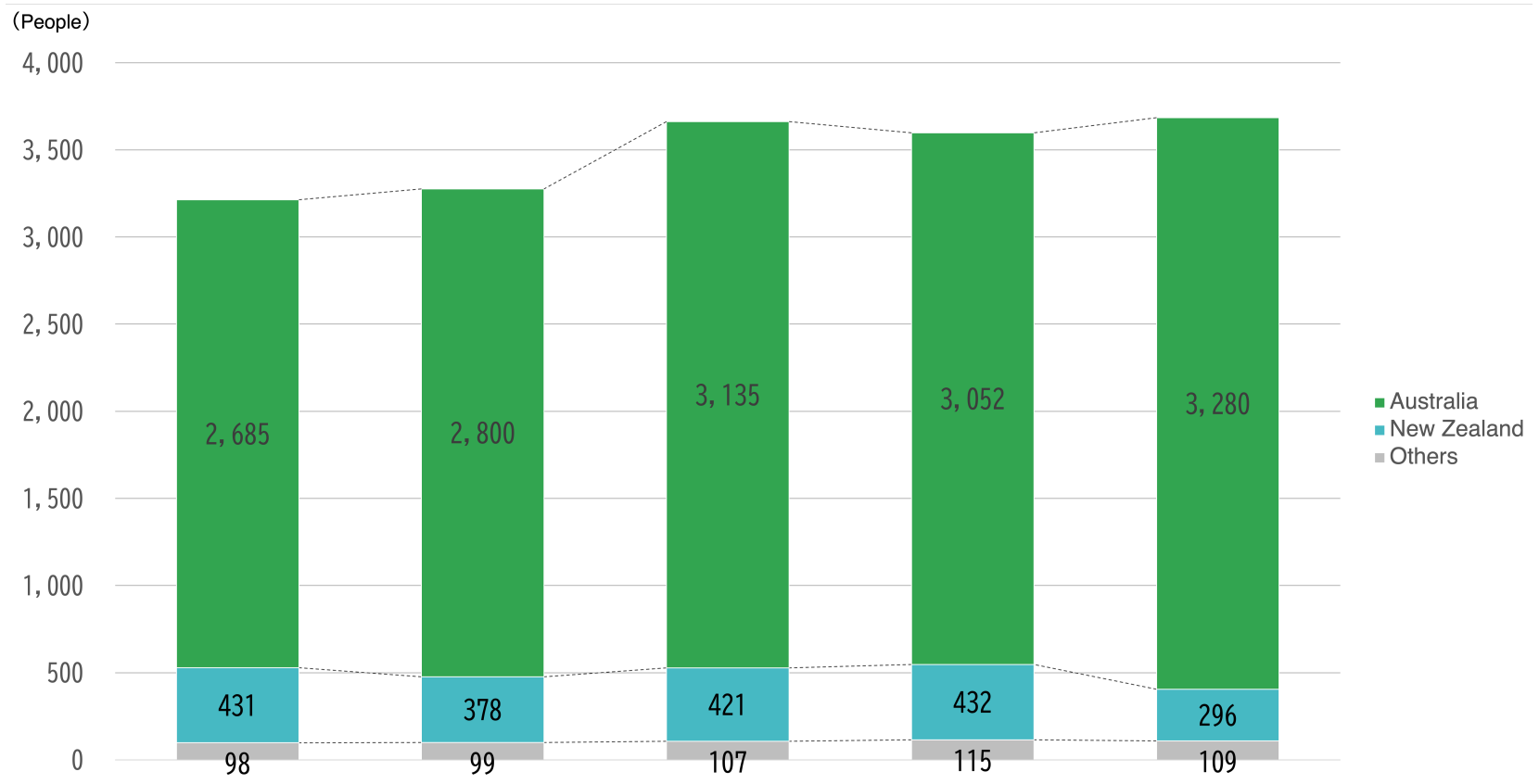
Country and Region	Number of Institutions in 2024 (institutions)	Number of Teachers in 2024 (people)	Number of Learners in 2024 (people)	Learners per 100,000 population (people)	Number of Learners in Primary education 2024 (people)	Number of Learners in Secondary education 2024 (people)	Number of Learners 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)
Australia	1,595	3,280	424,316	1665.0	240,650	168,856	10,423	4,387	25,484,656	1,648	3,052	415,348
New Zealand	171	296	25,456	531.1	6,774	17,096	1,270	316	4,793,358	224	432	28,072
New Caledonia	31	53	3,053	1124.9	0	2,974	49	30	271,407	36	56	3,426
Guam	12	17	893	580.5	60	743	90	0	153,836	9	16	1,076
Commonwealth of the Northern Mariana Islands	3	3	240	445.4	30	210	0	0	53,883	3	3	270
French Polynesia	4	7	197	70.7	0	110	0	87	278,786	6	14	113
Palau	3	4	180	1021.9	0	160	20	0	17,614	3	3	155
Tonga	9	17	155	154.7	0	149	6	0	100,179	7	13	162
Micronesia	2	3	125	121.5	0	15	0	110	102,843	4	5	229
Papua New Guinea	1	3	50	0.7	0	50	0	0	7,275,324	1	2	50
Marshall	1	1	20	47.1	0	0	20	0	42,418	0	0	0
Samoa	1	1	15	7.3	0	0	15	0	205,557	1	1	56
Kiribati	0	0	0	–	0	0	0	0	119,940	1	2	20
Oceania overall	1,833	3,685	454,700	–	247,514	190,363	11,893	4,930	–	1,943	3,599	448,977

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

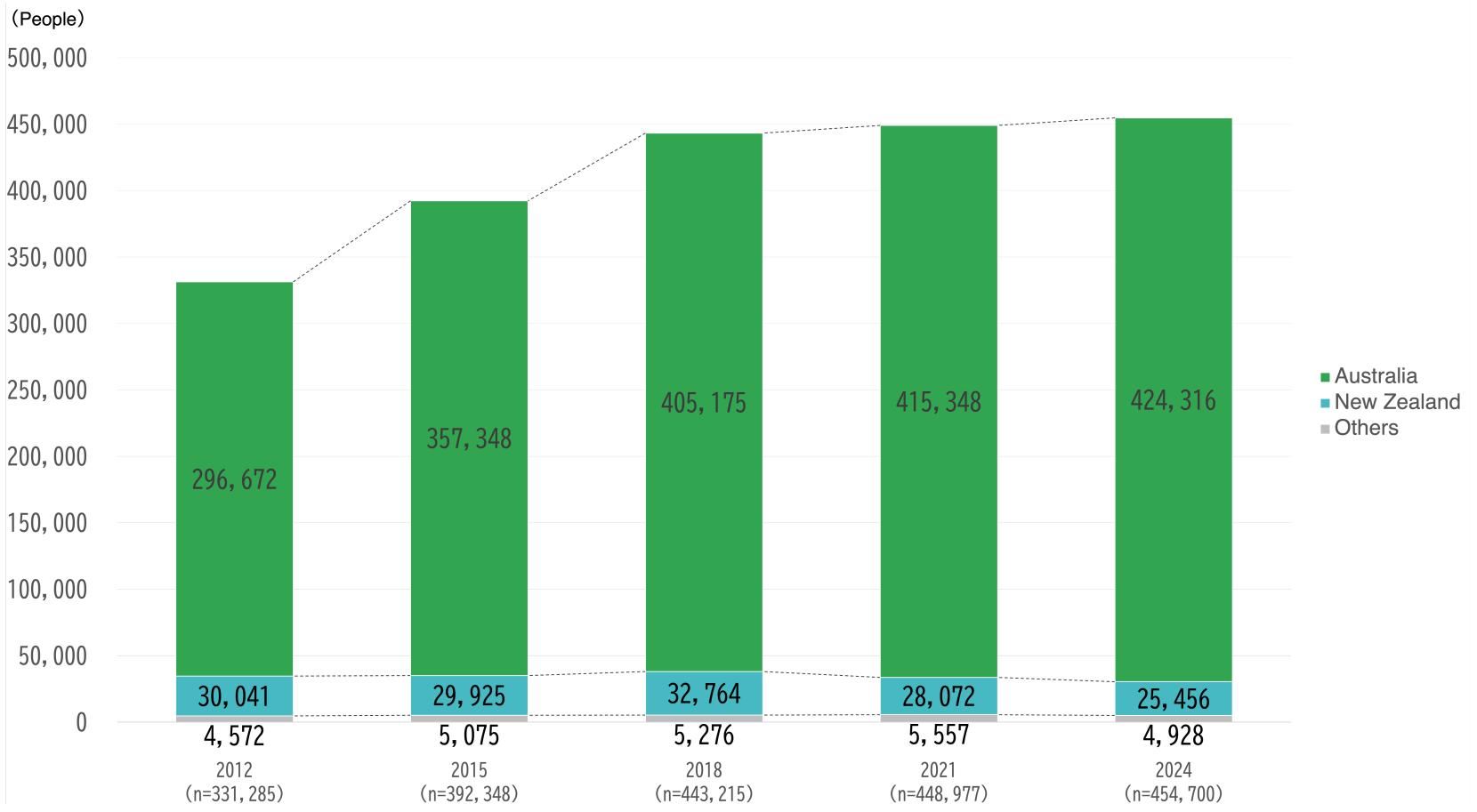
Graph 2-4-1 Number of Institutions in Oceania



Graph 2-4-2 Number of Teachers in Oceania



Graph 2-4-3 Number of Learners in Oceania



Graph 2-4-4 Percentages of Learners by educational stage in Oceania

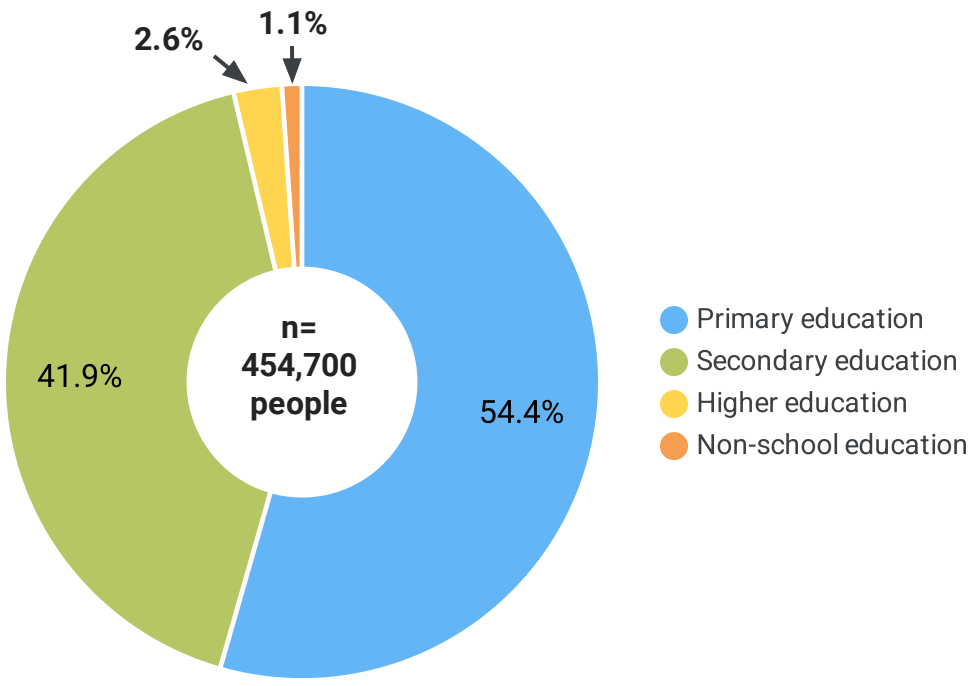
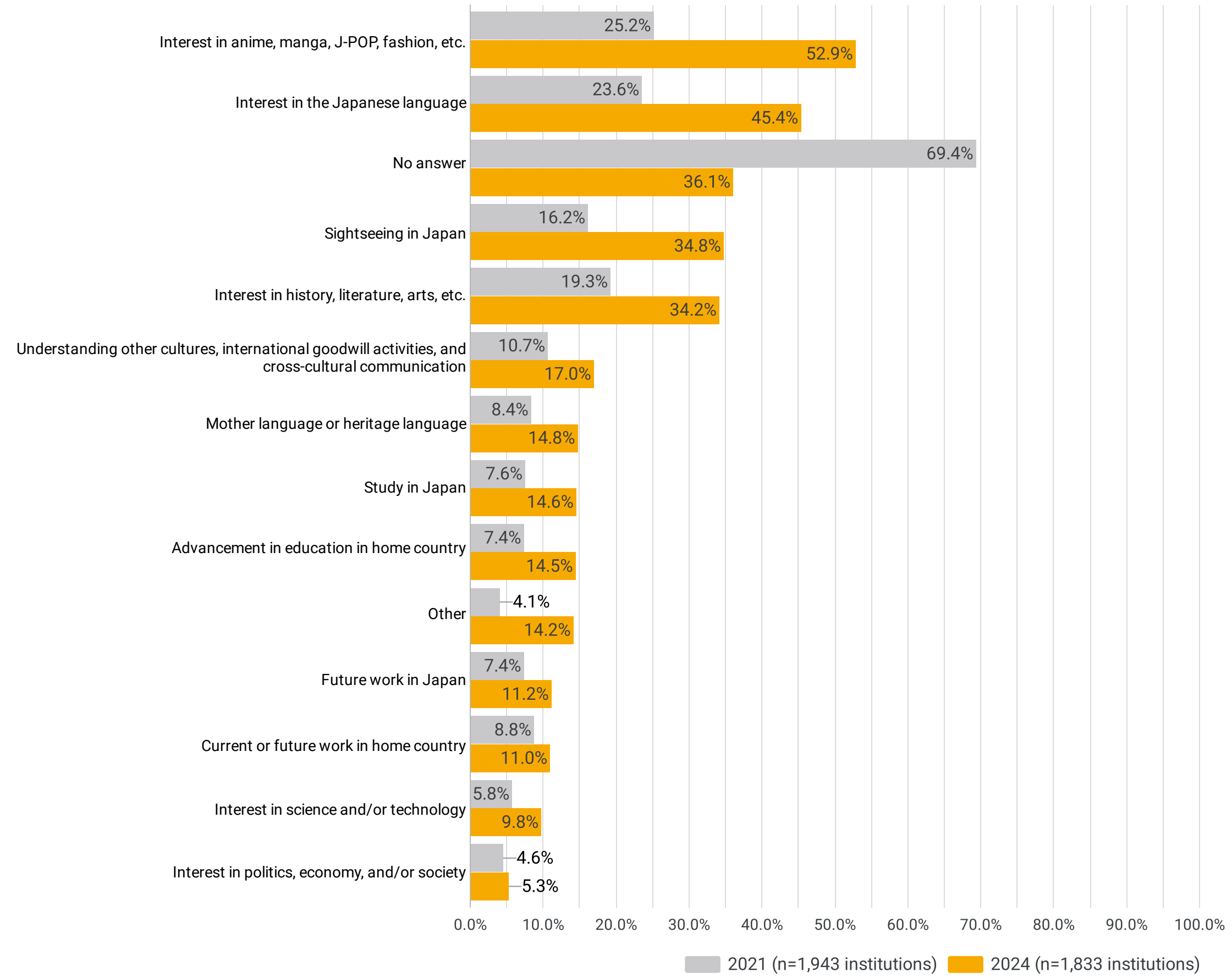


Table 2-4-2 Online class implementation ratio in Oceania

Country and Region	Number of Institutions in each Country and Region	Online class implementation (institutions)	Online class implementation (%)
Australia	1,595	144	9.0
Commonwealth of the Northern Mariana Islands	3	2	66.7
Guam	12	5	41.7
Samoa	1	1	100.0
Tonga	9	3	33.3
New Caledonia	31	5	16.1
New Zealand	171	35	20.5
Papua New Guinea	1	0	0.0
Palau	3	1	33.3
French Polynesia	4	3	75.0
Marshall	1	0	0.0
Micronesia	2	0	0.0
Oceania overall	1,833	199	10.9

Graph 2-4-5 Objectives of Japanese-language learning in Oceania



Trends in each country and region

[Australia]

Australia, the largest country for Japanese-language education in Oceania, has over 90% of Japanese-language learners in school education. Although teachers and learners increased from the previous survey (2021), institutions decreased. Therefore, it cannot be said that Japanese-language education activities are expanding.

Securing teachers is a critical challenge for Japanese-language education in Australia. The shortage of school teachers is not limited to Japanese-language teachers, and has become a social issue in Australia due to an increase in retirements caused by aging and excessive workloads. Some institutions have discontinued Japanese-language classes due to teacher shortages. Furthermore, interviews with language education professionals, including those involved in Japanese, revealed that many stakeholders in Australia currently perceive a decline in the presence of language education. This decline is attributed to various factors, including curriculum, educational policies, and school management.

Numbers of institutions, teachers, and learners in primary education all decreased. States with particularly significant declines in learners are New South Wales, the Northern Territory, and Victoria. One reason is that an increasing number of schools have removed Japanese from their list of elective subjects due to various factors, including teacher shortages. Furthermore, particularly in Victoria, an increasing number of schools are adopting Australian Sign Language (Auslan) as a language education subject.

In secondary education, teachers decreased slightly, but institutions and learners increased. This is likely because more institutions responded compared to the previous survey, as the survey was conducted with the cooperation of a reputable local university. However, according to interviews with Japanese-language education professionals, many expressed the view that institutions providing Japanese-language education are not actually increasing, likely due to factors such as the reduction in Japanese-language courses.

In higher education, the general trend was toward a decline in teachers and learners in many states. Due to financial difficulties at universities, the reduction in the number of humanities courses is progressing nationwide, leading to the discontinuation of Japanese-language courses and the reduction in the number of Japanese-language teaching positions.

In non-school education, institutions, teachers, and learners all decreased. One contributing factor is the decrease in school education institutions reporting that they teach Japanese to preschoolers or as an extracurricular activity. Although institutions providing heritage language education remain unchanged in number, some have seen a decrease in learners. It has been pointed out that securing teachers is also difficult at private Japanese-language schools.

[New Zealand]

In Oceania, New Zealand, which has the second-largest scale of Japanese-language education after Australia, saw a decrease in institutions, teachers, and learners. A distinctive feature of New Zealand is that primary and secondary education account for over 90% of learners. However, this survey shows significant declines in primary education (down 15.1%), higher education (down 29.4%), and non-school education learners (down 64.5%). Teachers decreased significantly in primary, secondary, and higher education, although an increase was observed in non-school education.

In New Zealand, there are no unified national guidelines for language learning, and foreign language study is not compulsory. Consequently, there are no textbooks or other teaching materials for Japanese-language education. Therefore, Japanese-language teachers must create their own teaching materials, adding the burden of material development to their teaching responsibilities. Additionally, the aging of teachers who had previously been providing instruction, coupled with factors such as rising prices and exchange rates, has led to a situation where younger native Japanese-speaking teachers are not entering the country.

In primary education, the decline in teachers (down 61.2%) has been significantly greater than the decline in learners, resulting in an even heavier burden per teacher. Japanese-language teachers report challenges such as having to teach other languages and subjects simultaneously, and the difficulty of instructing learners of varying ages and proficiency levels at once. Due to this heavy burden, many teachers resign from teaching Japanese. It should be noted that the decline in teachers may be related to the decline in learners.

In secondary education, learning Māori is highly valued, and many schools have adopted curricula that include teaching Māori. Furthermore, languages of Oceania are also widely studied, with learners increasing. On the other hand, learners studying languages other than languages of Oceania have decreased, and Japanese-language learners have also declined in line with this trend. Furthermore, Japanese is included among the elective subjects for the National Certificate of Educational Achievement (NCEA), which is required for admission to universities and other higher education institutions. However, NCEA elective subjects include a wide range of options such as music, art, hospitality, and agriculture. Students tend to choose subjects where they can aim for higher scores, and there are indications that Japanese, which is considered difficult, is being avoided.

In non-school education, learners decreased significantly while teachers increased, creating a mismatch between supply and demand. Reports indicate that in school settings, teachers are often required to teach multiple languages besides Japanese. Since the COVID-19 pandemic, the establishment of online teaching systems has made it possible for teachers to avoid this demanding work style. Consequently, an increasing number of teachers may be shifting to providing Japanese-language education online at non-school education institutions.

Trends in each country and region

[Other Countries and Regions]

New Caledonia is experiencing a downward trend in the number of institutions, teachers, and learners. Since the inception of Japanese-language education in the country, secondary education has been its primary focus. However, the 2021 baccalauréat reform (*) in mainland France is believed to have affected the number of learners at the secondary level in New Caledonia as well. Additionally, factors such as the difficulty in securing Japanese-language teachers locally, declining birthrates, and challenges in securing funding are also considered to have contributed to the decline.

In French Polynesia, no primary or higher education institutions were identified in this survey. Institutions in secondary education decreased, but learners increased significantly from the previous survey (2021). In non-school education, while numbers of institutions, teachers, and learners are all declining, it is reported that lifelong learning facilities and cultural centers are responsible for Japanese-language education in French Polynesia.

In Marshall, all four institutions confirmed to be providing Japanese-language education in the 2018 survey had temporarily closed in the 2021 survey due to factors such as Japanese-language teachers returning home amid the COVID-19 pandemic. In this survey, the resumption of Japanese-language education was confirmed at one higher education institution. Following the arrival of Japan Overseas Cooperation Volunteers (JOCV) members specializing in Japanese-language education, Japanese-language classes are expected to resume at secondary education institutions.

* See "8. Western Europe [France]" (p. 65) in this report.

5. North America

Status of Japanese-language education in North America

Institutions in North America totaled 1,296 (down 5.5% from the previous survey in 2021), teachers totaled 4,419 (down 5.5%), and learners totaled 152,419 (down 15.2%). All figures declined from the previous survey. In this survey, while institutions, teachers, and learners increased in Canada, all three categories decreased in the United States of America, leading to an overall decline across the region.

The ratio of learners by educational level is 7.8% for primary education, 38.9% for secondary education, 41.3% for higher education, and 12.0% for non-school education. While there are slight fluctuations, the overall trend remains unchanged from the previous survey. Furthermore, the United States of America accounts for 89.1% of institutions, 85.5% of teachers, and 88.0% of learners. The online class implementation rate was 40.4% in Canada and 40.3% in the United States of America.

The primary purposes for learning Japanese were interest in anime, manga, J-POP, fashion, etc. (92.2%), interest in the Japanese language (76.9%), and interest in history, literature, arts, etc. (76.8%), with all three exceeding 70% of responses. This trend is consistent with the previous survey.

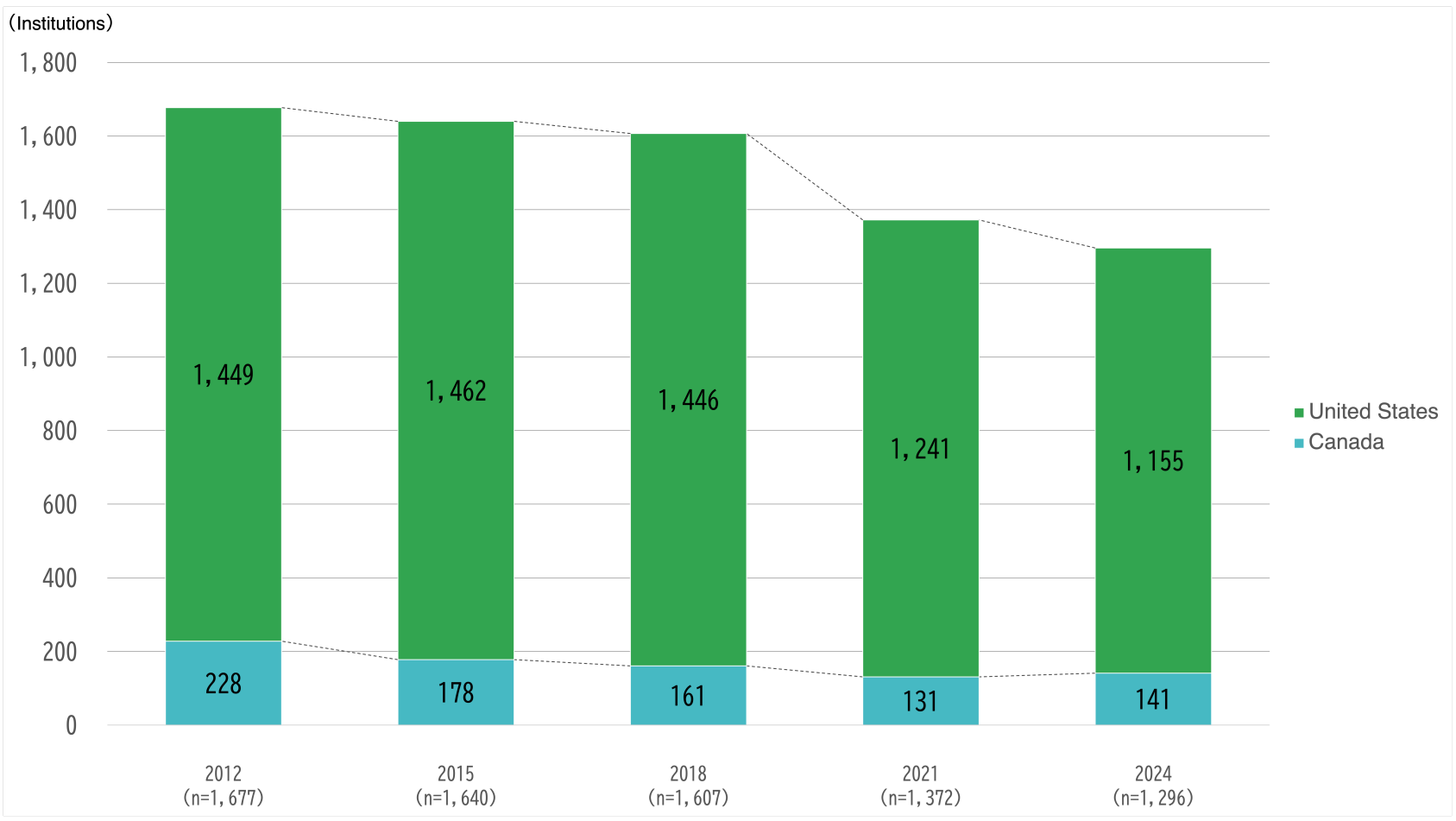
Table 2-5-1 Number of Institutions, number of Teachers, and number of Learners in North America

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

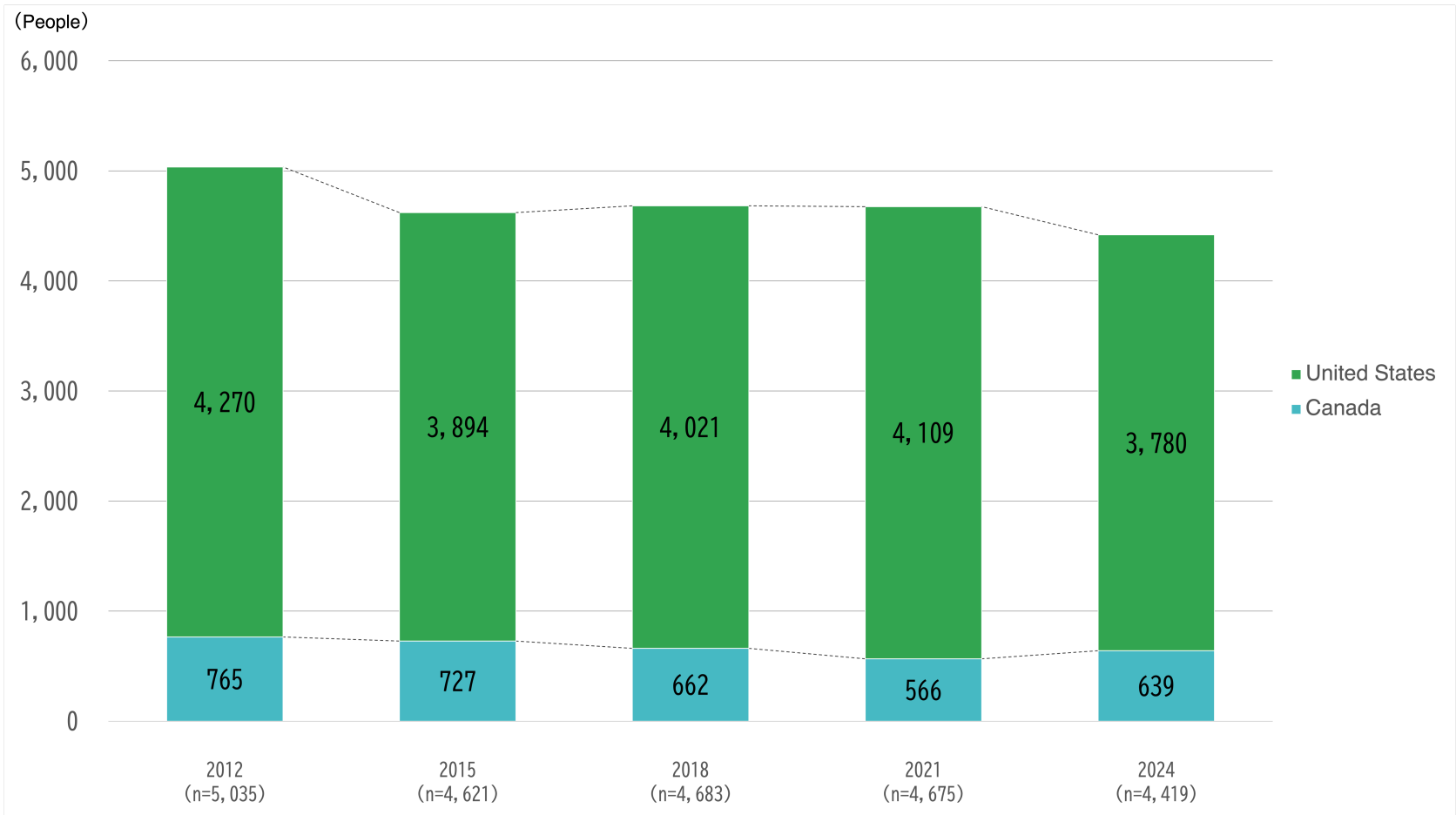
Country and Region	Number of Institutions in 2024 (institutions)	Number of Teachers in 2024 (people)	Number of Learners in 2024 (people)	Learners per 100,000 population (people)	Number of Learners in Primary education 2024 (people)	Number of Learners in Secondary education 2024 (people)	Number of Learners 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)
United States	1,155	3,780	134,096	40.5	11,849	54,383	54,701	13,163	331,449,281	1,241	4,109	161,402
Canada	141	639	18,323	49.5	82	4,852	8,188	5,201	36,991,980	131	566	18,293
North America overall	1,296	4,419	152,419	—	11,931	59,235	62,889	18,364	—	1,372	4,675	179,695

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

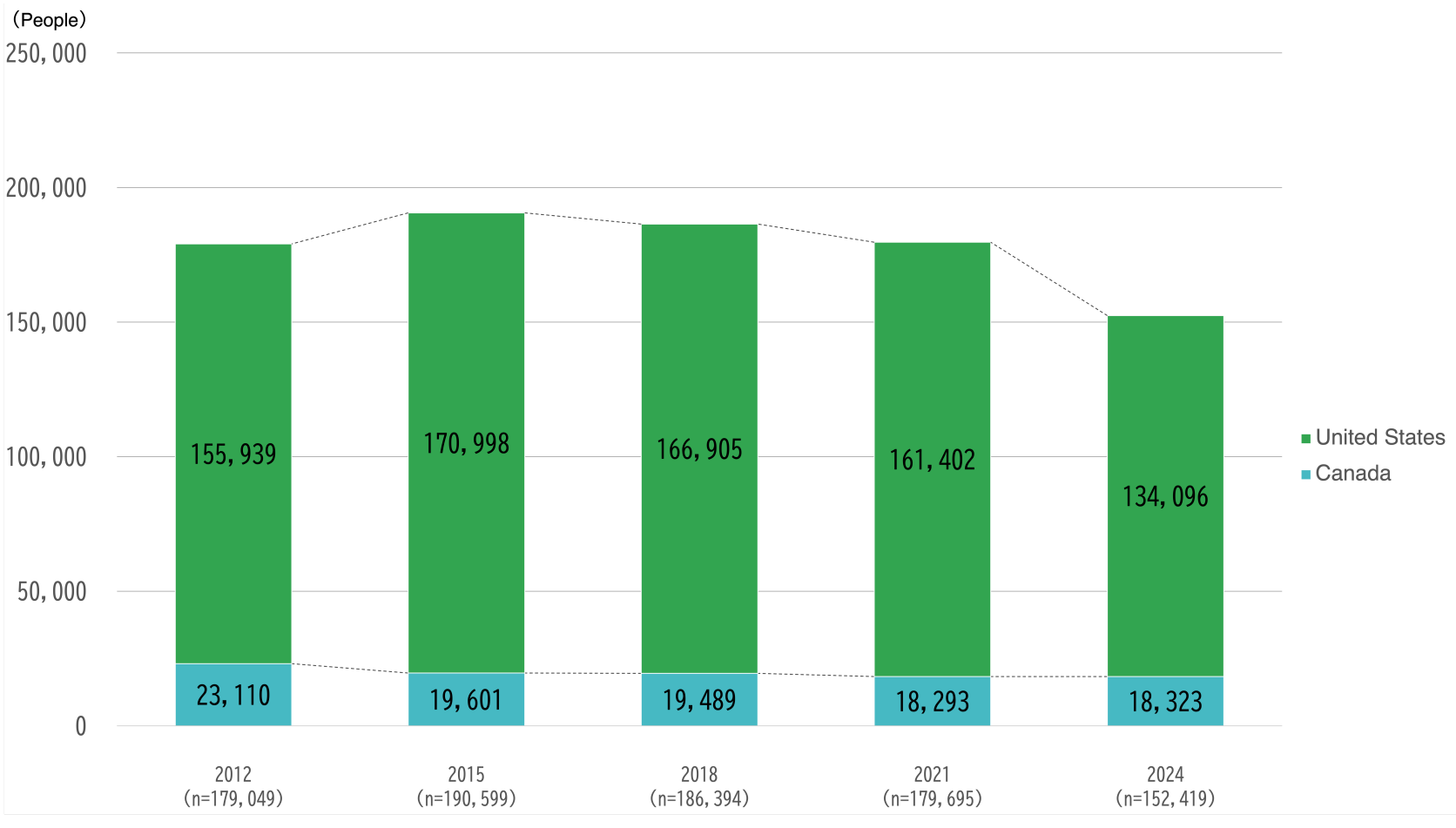
Graph 2-5-1 Number of Institutions in North America



Graph 2-5-2 Number of Teachers in North America



Graph 2-5-3 Number of Learners in North America



Graph 2-5-4 Percentages of Learners by educational stage in North America

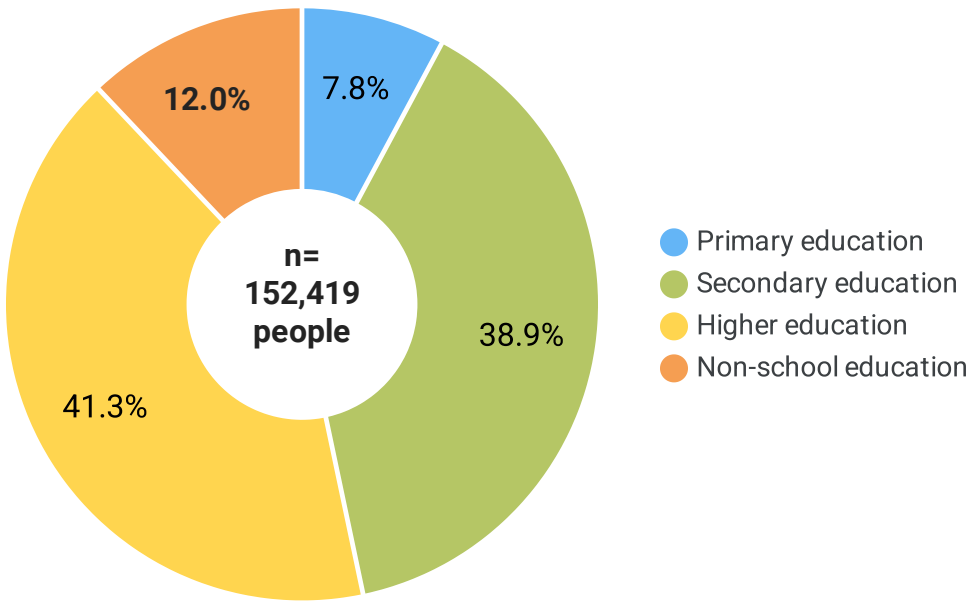
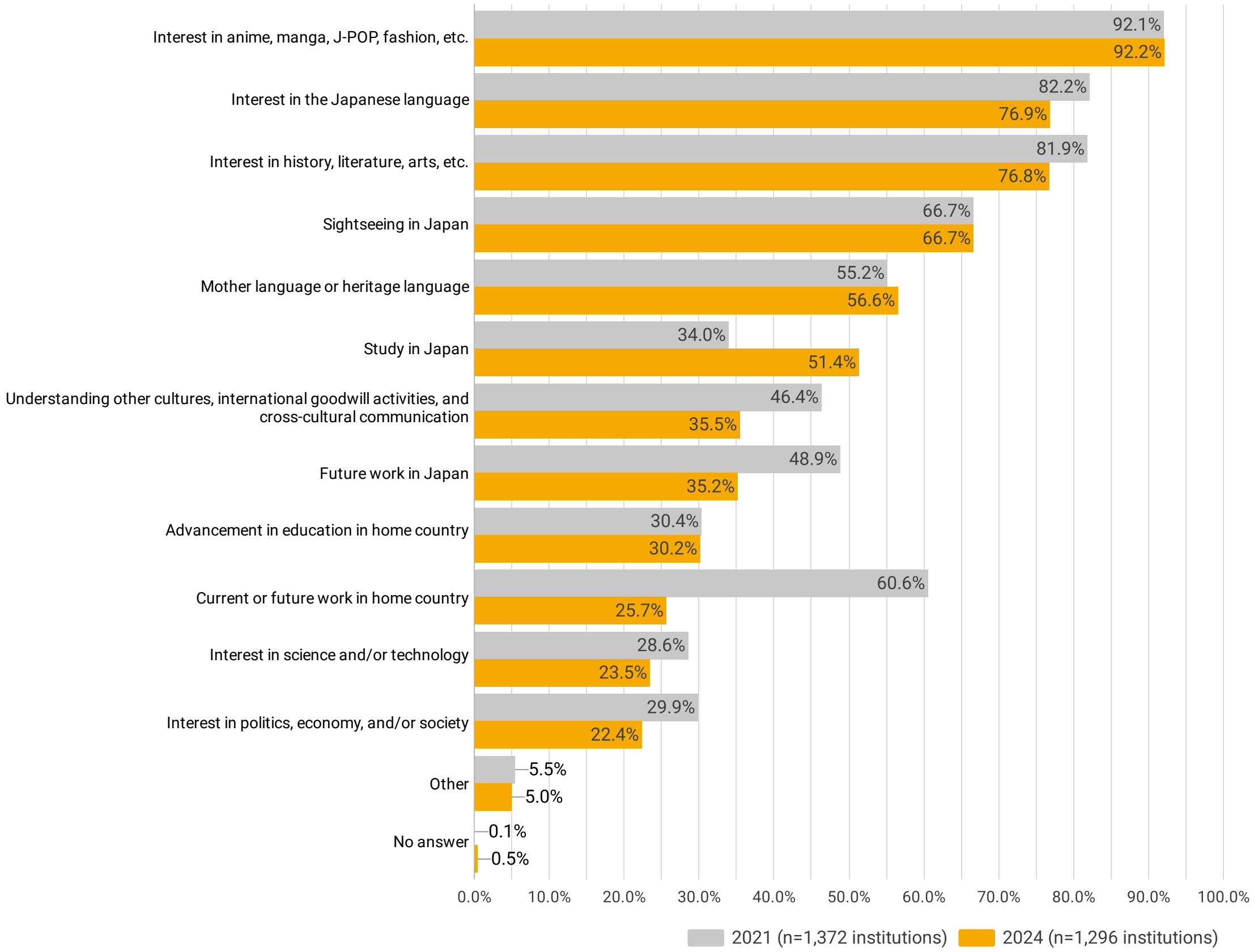


Table 2-5-2 Online class implementation ratio in North America

Country and Region	Number of Institutions in each Country and Region	Online class implementation (institutions)	Online class implementation (%)
Canada	141	57	40.4
United States	1,155	465	40.3
North America overall	1,296	522	40.3

Graph 2-5-5 Objectives of Japanese-language learning in North America



Trends in each country and region

[Canada]

Canada showed a slight increase in the total number of institutions, teachers, and learners across all educational levels. However, when viewed by educational level, there are distinct patterns of increase and decrease for each survey item.

A characteristic of foreign language education in Canada is that demand is primarily influenced by the native languages of incoming immigrants. Additionally, interest in learning Indigenous languages and cultures has grown in recent years, resulting in relatively low demand for Japanese. Furthermore, while both English and French are official languages in Canada, in New Brunswick, Newfoundland and Labrador, and in Quebec (which has French as its sole official language), English is often studied as a second language. Learners of other languages, including Japanese, tend to be relatively few as a proportion of the population.

In secondary education, an increase in institutions and learners was confirmed. Regarding learners, while a declining trend had been observed since the 2018 survey, an increase was confirmed in this survey. A major factor in the increase in learners is that institutions in British Columbia that did not respond in the previous survey (2021) responded in this survey. Meanwhile, Alberta has seen little change, while other provinces continue to show a downward trend.

Furthermore, since it was announced that starting in 2026, high school foreign language credits will no longer be required for admission to major universities in British Columbia, concerns have been raised within the province about a potential decline in students choosing Japanese-language classes.

In higher education, the numbers of institutions, teachers, and learners all decreased. The number of learners decreased in all provinces except Nova Scotia and Saskatchewan. Similar to the previous survey, in addition to the decline in British Columbia, this survey shows a significant downward trend in Ontario and Alberta as well. One factor contributing to this is the reduction in funding for higher education in Canada from both provincial and federal governments. Many universities reported impacts from budget cuts, including increased minimum enrollment requirements preventing courses from opening, and reduced course offerings due to the inability to hire part-time instructors. Furthermore, to address the recent increase in temporary residents that has become an issue in Canada, restrictions on accepting international students were implemented starting in 2024. Numerous institutions offer Japanese-language courses to international students, so this policy shift significantly impacted the decline in learners.

In non-school education, the number of institutions, teachers, and learners all increased. In the previous

survey, many institutions temporarily closed or were unable to participate due to the COVID-19 pandemic. However, this survey confirmed that Japanese-language education has resumed at most institutions. A notable feature of non-school education institutions in Canada is that many offer Japanese-language education as a heritage language for preschoolers and learners at the primary and secondary education levels.

In recent years, interest in Japanese language, anime, manga, and other aspects of Japanese culture has been growing, particularly among younger generations. It has also been reported that many individuals are learning Japanese through language apps.

[United States of America]

In the United States of America, a significant decline was observed in all survey items (number of institutions, number of teachers, and number of learners), confirming an overall contraction in Japanese-language education. Japanese-language educational institutions have been confirmed to exist in 48 of the 50 U.S. states, excluding South Dakota and North Dakota. Only eight states saw an increase in learners, and only five states saw an increase in institutions, with Japanese-language education shrinking in nearly all states. More than half of the states with increased learners are small-scale states with fewer than 1,000 Japanese-language learners, and the overall impact is limited. Furthermore, foreign language education in the United States of America, including Japanese, is primarily focused on secondary and higher education, while foreign language education at the primary level is limited to initiatives at some schools.

The numbers of institutions, teachers, and learners in primary education all decreased significantly. In primary education, since there are generally no subjects that can be chosen individually and the curriculum is organized by grade or class, the closure of a single institution incorporating Japanese into its curriculum significantly influences the reduction in both the number of teachers and the number of learners.

In secondary education as well, the number of institutions, teachers, and learners has significantly decreased. Three common factors underlie these declines in both primary and secondary education.

The first is budget cuts to school districts. School district budgets face significant constraints due to declining student enrollment, rising costs driven by inflation, and budget cuts from federal and state governments. On the other hand, when allocating limited budgets, STEM subjects (Science, Technology, Engineering, Mathematics) tend to be prioritized, while budgets for foreign language subjects, including Japanese, are often reduced or eliminated.

The second issue is teacher shortages. In secondary education, as in the previous survey (2021), over 70% of institutions had only one Japanese-language teacher on staff. It is believed that many institutions closed their Japanese-language classes after teachers retired because they could not secure replacements. However, the teacher shortage is not a problem unique to Japanese-language education; it is a common challenge across K-12 education in the United States of America. Obtaining teaching qualifications requires significant financial and time investments, yet the nature of the profession often leads to long working hours and low pay, making it a primary factor in the teacher shortage.

Third, since the pandemic, the number of students enrolling in public K-12 schools nationwide has decreased due to an increase in students choosing homeschooling or private schools. Particularly in states like Oregon, California, New York, and Hawaii, which rank high in terms of the number of institutions and learners, the decline in student enrollment has been significant. Since a portion of K-12 district and school budgets is determined based on student enrollment, it is presumed that in districts experiencing declining enrollment, budget constraints intensified, leading many institutions to close Japanese-language classes due to an inability to secure the minimum enrollment required to operate them.

Furthermore, in high schools, which constitute upper secondary education, changes in university admission requirements are also likely having an impact. While only a few states require foreign language courses for high school graduation, many universities mandate foreign language study in high school as an admission requirement. Consequently, most students considering college pursue foreign language studies. However, in recent years, some state universities have begun requiring courses in computer science or similar subjects for admission instead of foreign languages, leading to cases where foreign language study is no longer necessary for university enrollment.

Although the number of institutions, teachers, and learners also decreased in higher education, the rate of decline was relatively small compared to primary and secondary education. Budget shortages and teacher shortages are equally significant challenges in higher education, but one reason for the decline that is specific to higher education is changes in university graduation requirements. The trend of prioritizing STEM subjects is similarly evident in higher education, with efforts to remove foreign language courses from graduation requirements accelerating in recent years. Additionally, the decrease in undergraduate international students since the COVID-19 pandemic has also contributed to this situation. The number of international students coming from East Asia to the United States of America has significantly decreased, and the impact of this decline, given that East Asian students previously accounted for a certain proportion of students in Japanese-language classes, is thought to be considerable.

In non-school education, data showed a trend for increases in the number of institutions, teachers, and learners. On the other hand, the outlook for future growth remains uncertain, as evidenced by the closure of several private language schools during the COVID-19 pandemic. Furthermore, as a learning method outside of educational institutions, self-directed learning using online platforms and apps has become commonplace in recent years, and its market size continues to expand annually. According to the results of a survey by a language learning app, the number of Japanese-language learners is increasing in the United States of America, particularly among younger generations.

Regarding the purpose for learning Japanese, the major change since the previous survey is a significant decrease in the ratio of answers for future work in Japan and current or future work in home country. On the other hand, interest in anime, manga, J-POP, fashion, etc. exceeds 90%, and with the popularity of Japanese pop culture as a foundation, interest in the Japanese language is expected to remain at a certain level going forward.

6. Central America

Status of Japanese-language education in Central America

The number of institutions across Central America reached 203 (a 12.8% increase), the number of teachers reached 848 (a 10.8% increase), and the number of learners reached 17,857 (a 1.7% increase). Compared to the previous survey (2021), all three metrics showed an increase. Furthermore, this survey confirmed the resumption of Japanese-language education in Barbados, where its implementation could not be confirmed in the previous survey. Meanwhile, no Japanese-language education programs were confirmed to be in operation in Haiti and Belize.

Mexico has the highest number of institutions, teachers, and learners, followed by Costa Rica and Honduras. Mexico accounted for a high proportion in each category: 75.4% of institutions, 78.9% of teachers, and 84.8% of learners.

Comparing the latest survey results by country, Mexico saw increases across the board: a 10.1% rise in the number of institutions, a 9.3% increase in the number of teachers, and a 4.1% growth in the number of learners. Cuba and Honduras also reported increases in all three categories.

Looking at the percentage distribution of learners by educational level, primary education accounts for 6.9%, secondary education 8.0%, higher education 15.8%, and non-school education 69.2%. While non-school education holds the largest share, it decreased by 5.6 percentage points from 74.8% in the previous survey.

The online class implementation rate in Mexico, which has the largest number of institutions, stood at 69.3%, a decrease of 23.5 percentage points from the previous survey. Across Central America as a whole, the implementation rate stands at 69.5%, the highest proportion worldwide. However, this represents a 24.4 percentage point decrease from the previous survey.

Looking at the purposes for learning Japanese, the top two items were interest in anime, manga, J-POP, fashion, etc. (74.9%) and interest in the Japanese language (73.4%), matching the global rankings. On the other hand, current or future work in home country, which ranked third in the previous survey (34.5%), fell significantly to seventh place. Similar to the previous survey, other items showed comparable or higher percentages compared to the global average, indicating that in this survey as well, Japanese is being learned for diverse purposes.

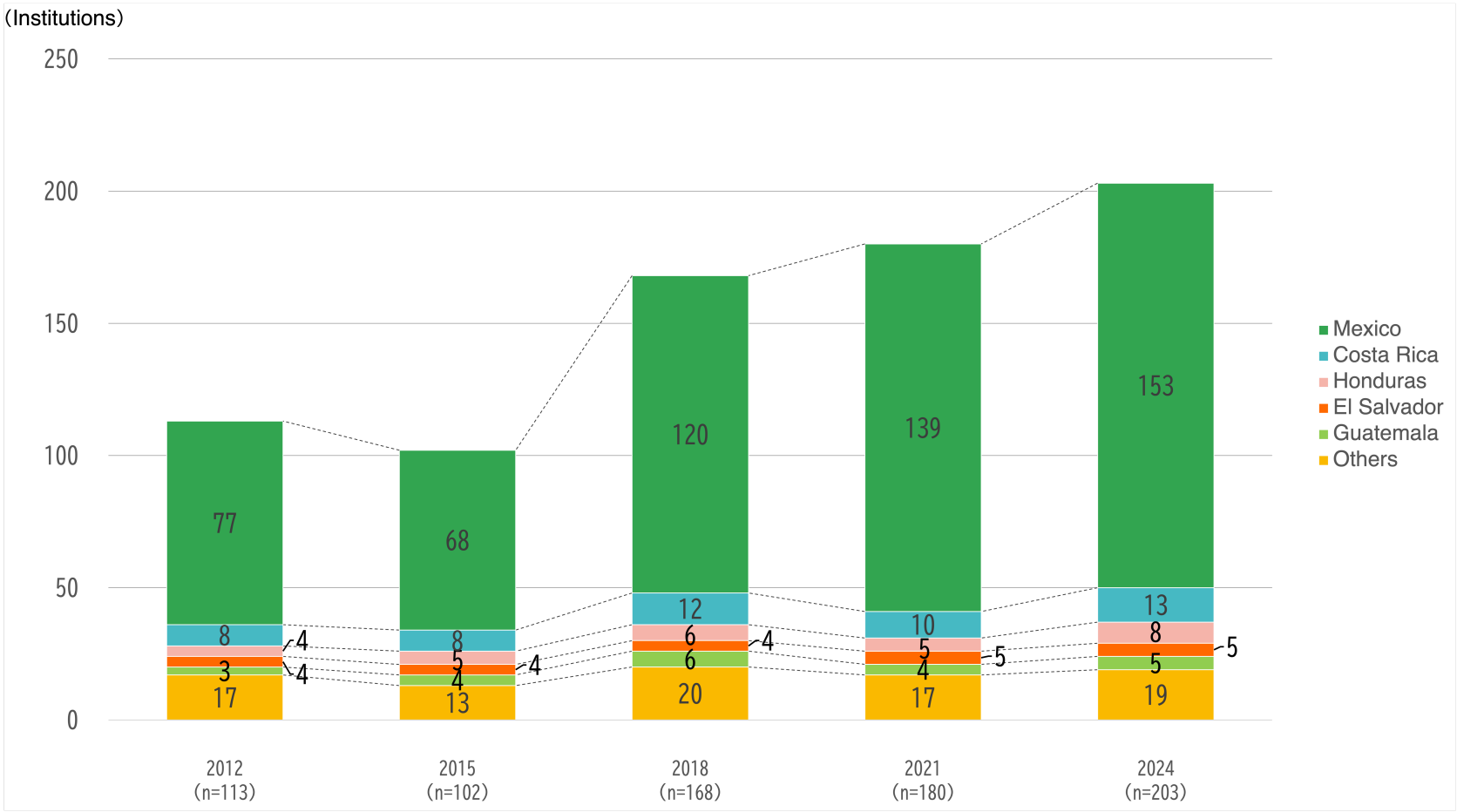
Table 2-6-1 Number of Institutions, number of Teachers, and number of Learners in Central America

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

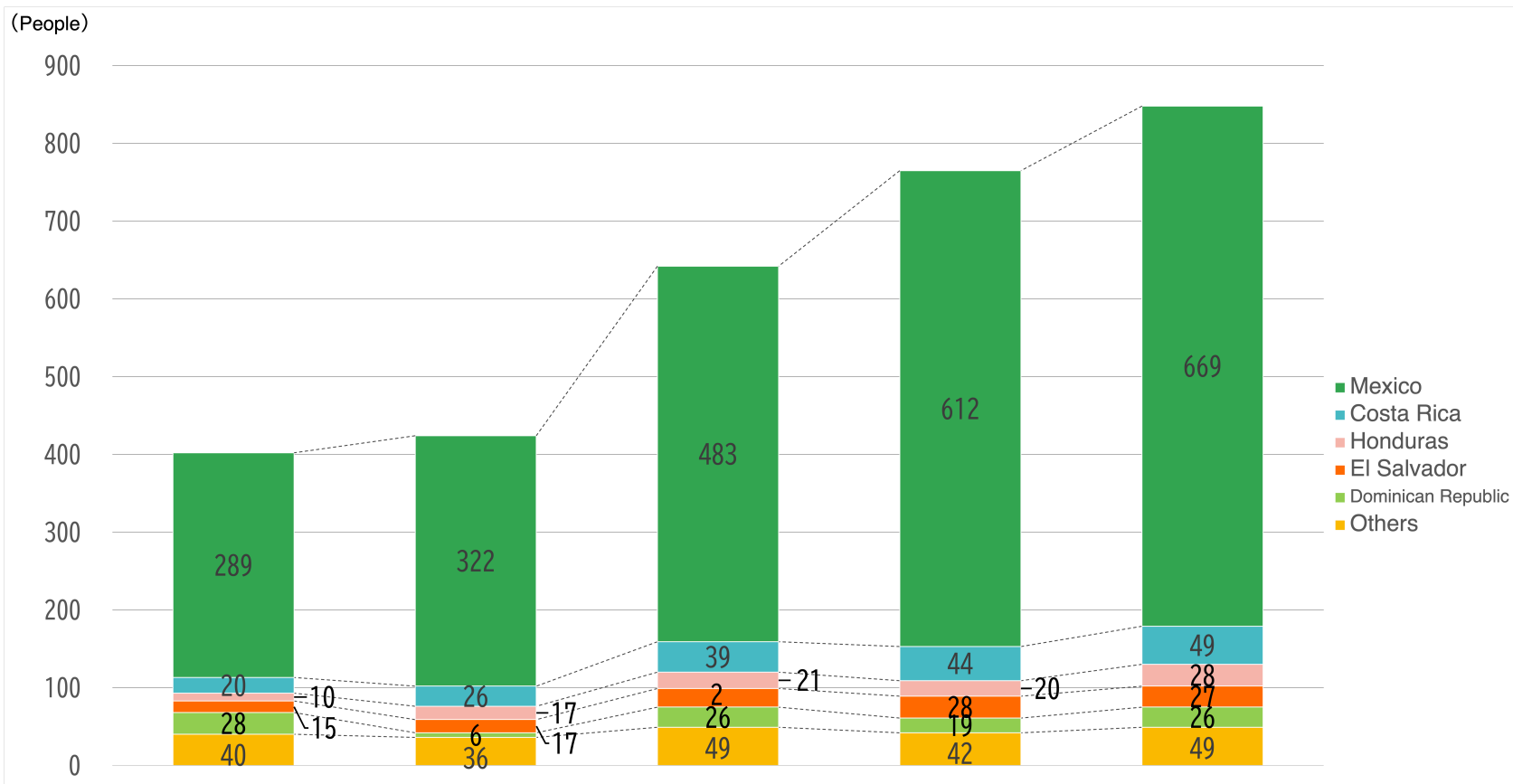
Country and Region	Number of Institutions in 2024 (institutions)	Number of Teachers in 2024 (people)	Number of Learners in 2024 (people)	Learners per 100,000 population (people)	Number of Learners in Primary education 2024 (people)	Number of Learners in Secondary education 2024 (people)	Number of Learners 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)
Mexico	153	669	15,151	12.0	1,205	1,348	2,126	10,472	126,014,024	139	612	14,552
Costa Rica	13	49	786	15.6	0	0	217	569	5,044,197	10	44	829
Honduras	8	28	407	4.9	35	40	43	289	8,303,771	5	20	355
El Salvador	5	27	281	4.9	0	0	44	237	5,744,113	5	28	387
Guatemala	5	14	280	1.9	0	0	35	245	14,901,286	4	12	414
Jamaica	3	5	219	8.1	0	0	159	60	2,697,983	3	5	213
Dominican Republic	3	26	151	1.4	0	0	0	151	10,760,028	3	19	175
Trinidad and Tobago	1	5	149	11.2	0	0	73	76	1,332,901	1	2	150
Panama	3	6	139	4.1	0	30	25	84	3,405,813	3	6	140
Cuba	4	9	123	1.1	0	0	29	94	11,167,325	1	2	28
Commonwealth of Puerto Rico	1	2	76	2.3	0	0	51	25	3,285,874	2	2	139
Nicaragua	2	5	63	1.2	0	0	0	63	5,142,098	2	7	62
Barbados	2	3	32	11.5	0	16	16	0	277,821	0	0	0
Haiti	0	0	0	–	0	0	0	0	8,373,750	1	4	108
Belize	0	0	0	–	0	0	0	0	397,484	1	2	10
Central America overall	203	848	17,857	–	1,240	1,434	2,818	12,365	–	180	765	17,562

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

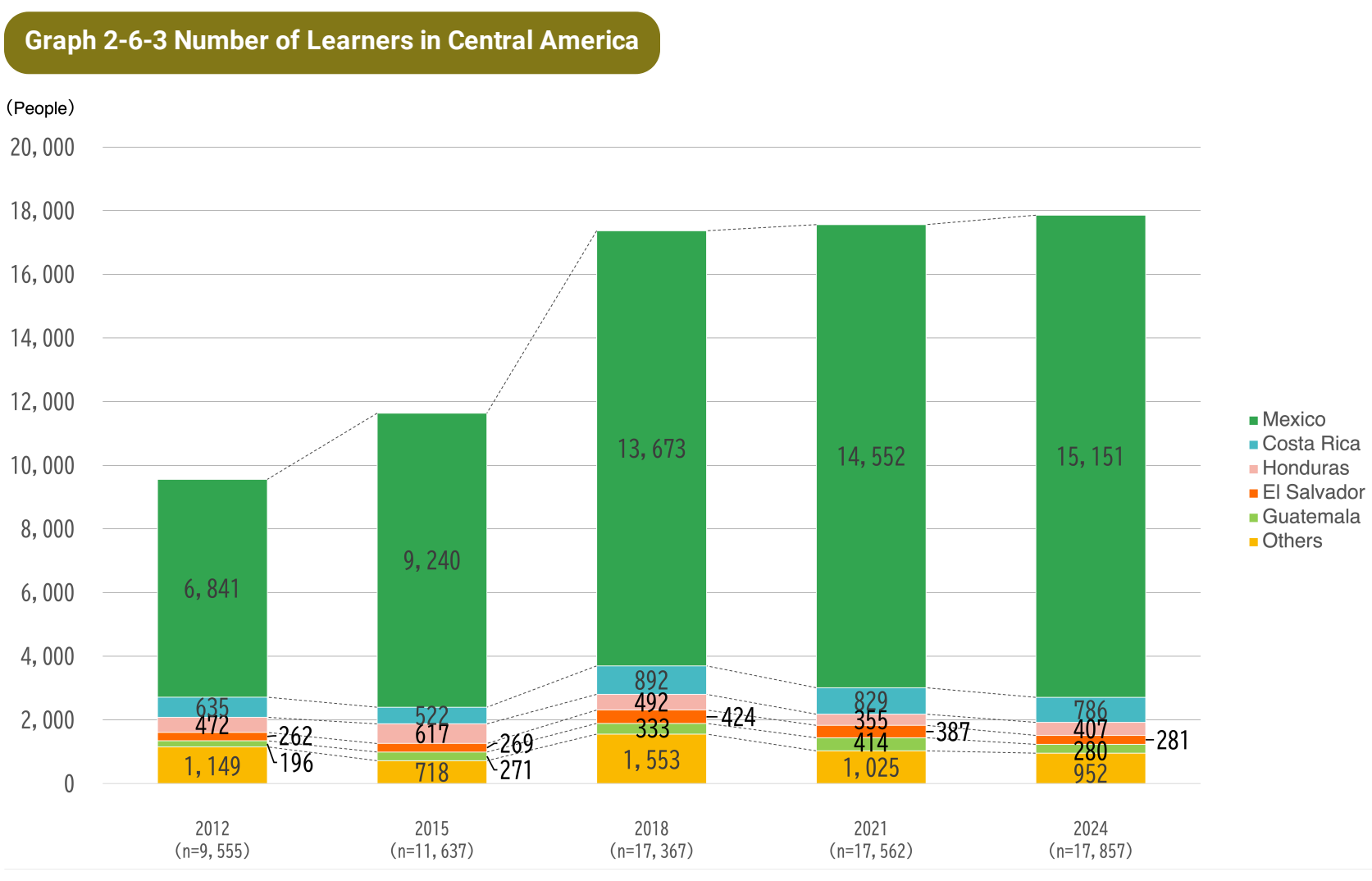
Graph 2-6-1 Number of Institutions in Central America



Graph 2-6-2 Number of Teachers in Central America



Graph 2-6-3 Number of Learners in Central America



Graph 2-6-4 Percentages of Learners by educational stage in Central America

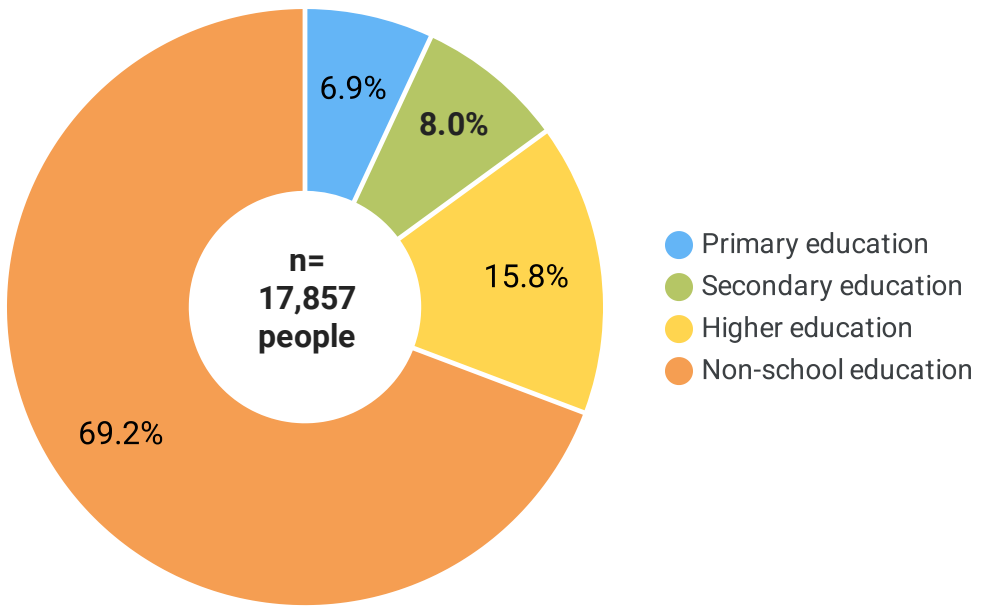
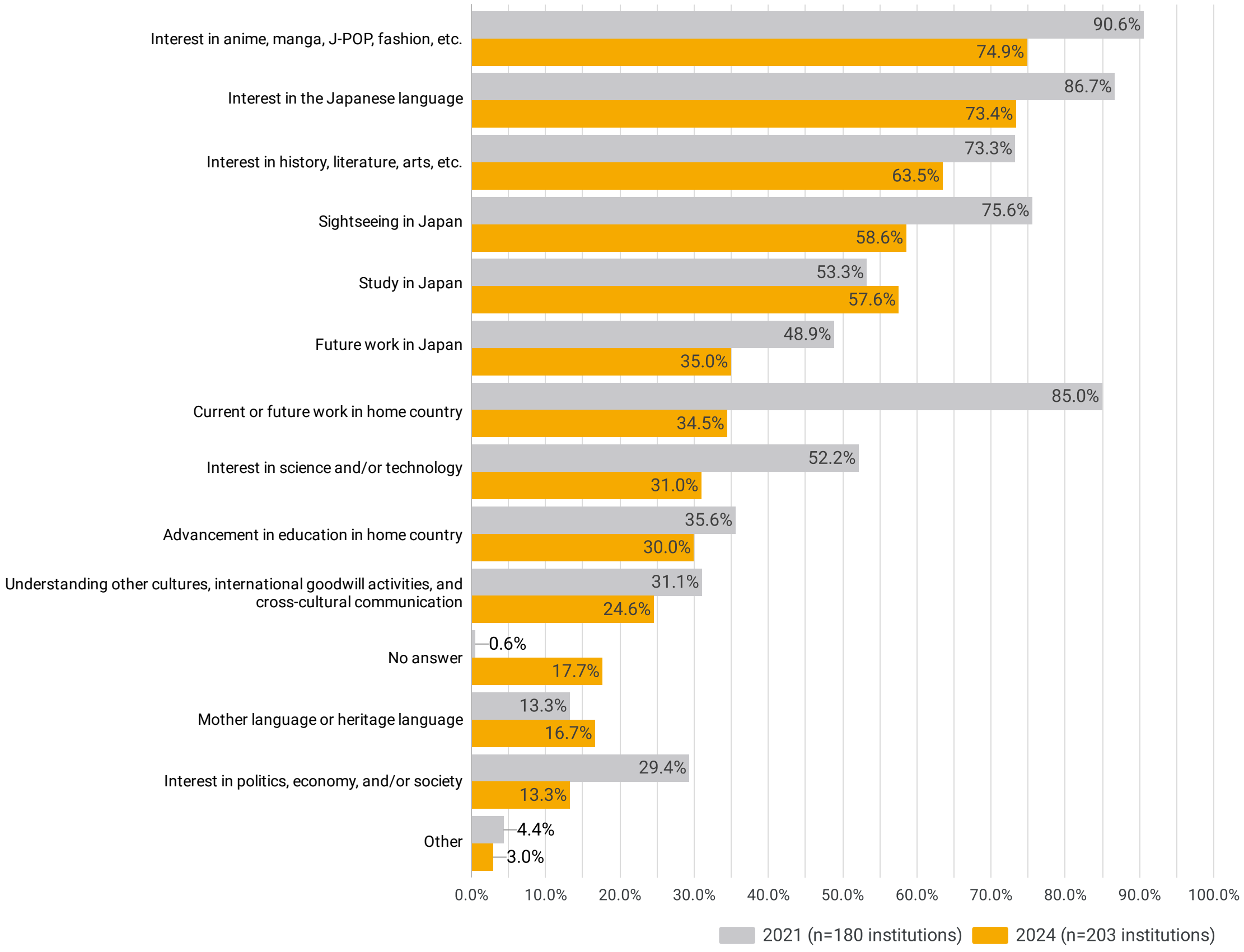


Table 2-6-2 Online class implementation ratio in Central America

Country and Region	Number of Institutions in each Country and Region	Online class implementation (institutions)	Online class implementation (%)
El Salvador	5	3	60.0
Cuba	4	0	0.0
Guatemala	5	4	80.0
Costa Rica	13	9	69.2
Jamaica	3	3	100.0
Dominican Republic	3	1	33.3
Trinidad and Tobago	1	1	100.0
Nicaragua	2	2	100.0
Panama	3	3	100.0
Barbados	2	1	50.0
Commonwealth of Puerto Rico	1	1	100.0
Honduras	8	7	87.5
Mexico	153	106	69.3
Central America overall	203	141	69.5

Graph 2-6-5 Objectives of Japanese-language learning in Central America



Trends in each country and region

[Mexico]

Mexico, which has the largest scale of Japanese-language education in Central America, showed a trend toward increases in the number of institutions, teachers, and learners. Mexico City remains the location with the highest number of Japanese-language educational institutions in Mexico, as in the previous survey (2021). However, the number of Japanese-language educational institutions in the state of Aguascalientes increased, making it the state with the second-highest number. This state is located in the Bajío region (*), where many Japanese companies have established operations. Learning motivation tends to be high not only for interest in the Japanese language, but also for current or future work in home country. Furthermore, the number of learners has also increased significantly in the southern state of Chiapas and in Baja California. Of the 32 states in Mexico, the number where Japanese-language education has been confirmed increased from 26 in the previous survey to 28 in this survey, with the addition of Durango and Zacatecas.

The number of learners in primary education saw a significant increase. Factors include an increase in the number of learners in Guanajuato, which had previously provided Japanese-language education, as well as an institution in Chiapas that opened a kindergarten in 2020 and a primary school in 2022 with Japanese as a compulsory subject, and the establishment of a new institution offering Japanese-language education in Zacatecas. Furthermore, four out of the five institutions providing Japanese-language education have designated Japanese as a compulsory subject.

In secondary education, an increase in the number of institutions and a corresponding rise in the number of learners were observed. Japanese-language education is positioned as either a required subject or an extracurricular activity, but at university-affiliated high schools, it is often offered as an extracurricular activity. However, while the number of teachers has decreased, this is partly due to the tendency for employment and salaries of Japanese-language teachers to become unstable.

In higher education, the number of institutions and the number of learners increased slightly. In Mexico, the only university offering a major in Japanese is the San Juan de los Lagos campus of the University of Guadalajara. Additionally, the Department of International Languages at the University of Sciences and Arts of Chiapas began offering Japanese as one of its required second foreign languages in 2023. At many other universities, Japanese-language education is conducted within the university's foreign language learning center, accepting learners both from within the university and from outside. For students enrolled at such universities, some grant credit for courses taken at the centers. Furthermore, in response to growing interest in Japanese among children, a Japanese-language course for primary and secondary education students has been established at a university-affiliated facility, enabling both Mexican children and Japanese-Mexican children to study Japanese. However, the number of teachers in higher education has decreased. Similar to secondary education, this is largely due to unstable employment and salaries for Japanese-language teachers, and the resulting teacher shortage has become a significant challenge.

The largest number of learners in Mexico are enrolled in non-school education institutions. However, this survey found that following the COVID-19 pandemic, there was significant fluctuation as some institutions closed while others opened, resulting in a slight increase in the number of institutions and a slight decrease in the number of learners. While many institutions teaching exclusively online have opened, and some have learners from outside the state or country, others are gradually shifting to in-person instruction.

*The Bajío region is defined as the six states under the jurisdiction of the Consulate-General of Japan in León: Guanajuato, Aguascalientes, Jalisco, Querétaro, San Luis Potosí, and Zacatecas.

[Other Countries and Regions]

In Cuba, the number of learners in non-school education showed signs of recovery from the COVID-19 pandemic. Many young people begin learning Japanese out of an interest in anime and manga. Given the limited number of Japanese-language educational institutions in Cuba, it is estimated that a certain number of people study the language independently. With the establishment of diplomatic relations with Korea in 2024, it is expected that Korean-language education institutions will increase in the future. Furthermore, the Confucius Institute's efforts to promote the Chinese language are also notable.

In Costa Rica, the resumption of Japanese-language education in higher education has been confirmed. To work as a teacher at a higher education institution, one must hold a master's degree in one’s specialized field. However, since Costa Rica lacks programs offering master's degrees in Japanese studies or teaching methodology, securing qualified teachers is difficult. Therefore, Japan Overseas Cooperation Volunteers are dispatched as Japanese-language teachers to the University of Costa Rica and the National University, which provide Japanese-language education. However, the number of applicants is declining, making the continued dispatch of Japanese-language teachers a challenge. In non-school education, the number of learners is decreasing, and while the number of institutions remains unchanged, the number of language schools offering Japanese-language courses through online classes is increasing.

Barbados had not been confirmed as providing Japanese-language education since the 2012 survey, but this survey confirmed the resumption of Japanese-language education at one secondary education institution and one higher education institution. Prime Minister Mia Mottley has set a goal for citizens to become bilingual or multilingual by 2030. Among the many foreign languages, she has expressed strong interest in Japanese-language education, raising expectations for its further promotion.

In Haiti and Belize, the temporary suspension of operations at institutions that had been providing Japanese-language education in the previous survey (2021) was confirmed.

In Honduras, Japanese-language education in non-school settings is thriving. The popularity of Japanese pop culture, such as anime and manga, is steadily on the rise. While learning Japanese does not directly relate to economic benefits such as employment, it is becoming established as one of the foreign languages chosen for broadening one's cultural horizons.

7. South America

Status of Japanese-language education in South America

The number of institutions in South America increased to 467 (an 18.5% increase compared to the previous survey in 2021), the number of teachers increased to 1,894 (a 22.4% increase), and the number of learners increased to 42,473 (a 22.9% increase). All three metrics showed growth.

The number of institutions, in descending order, was Brazil (309), Argentina (62), and Colombia (16), the same ranking as the previous survey. Meanwhile, numbers of teachers were Brazil (1,156), Argentina (282), and Peru (114). The number of learners was also highest in Brazil at 26,708, followed by Argentina with 5,093 and Peru with 3,551. In this survey, Peru surpassed Colombia in terms of the number of teachers.

Looking at the changes by country, the number of institutions increased in 6 of the 10 South American countries, and the number of teachers also increased in 7 countries. However, the number of learners decreased in 6 countries. Meanwhile, in Brazil, the region's largest country for Japanese-language education, there was a significant increase in all categories: an 18.4% increase in institutions, a 22.7% increase in teachers, and a 28.8% increase in learners, contributing to the overall growth in the region.

Looking at the proportion of learners by educational level, primary education accounts for 14.4%, secondary education 14.8%, higher education 10.5%, and non-school education 60.3%. Continuing from the previous survey, non-school education represents a high proportion.

The online class implementation rate is 100% in Uruguay and Ecuador, 91.7% in Venezuela, 85.7% in Chile, and 79.0% in Argentina. While some countries in the region, such as Paraguay (23.1%) and Bolivia (33.3%), had lower implementation rates, the overall regional rate reached 58.0%, exceeding the global rate of 30.9%.

Looking at the purposes for learning Japanese, as in the previous survey, interest in anime, manga, J-POP, fashion, etc. (90.8%) showed the highest percentage. Next were interest in the Japanese language (82.2%) and interest in history, literature, arts, etc. (73.4%), with the top three items remaining unchanged from the previous survey.

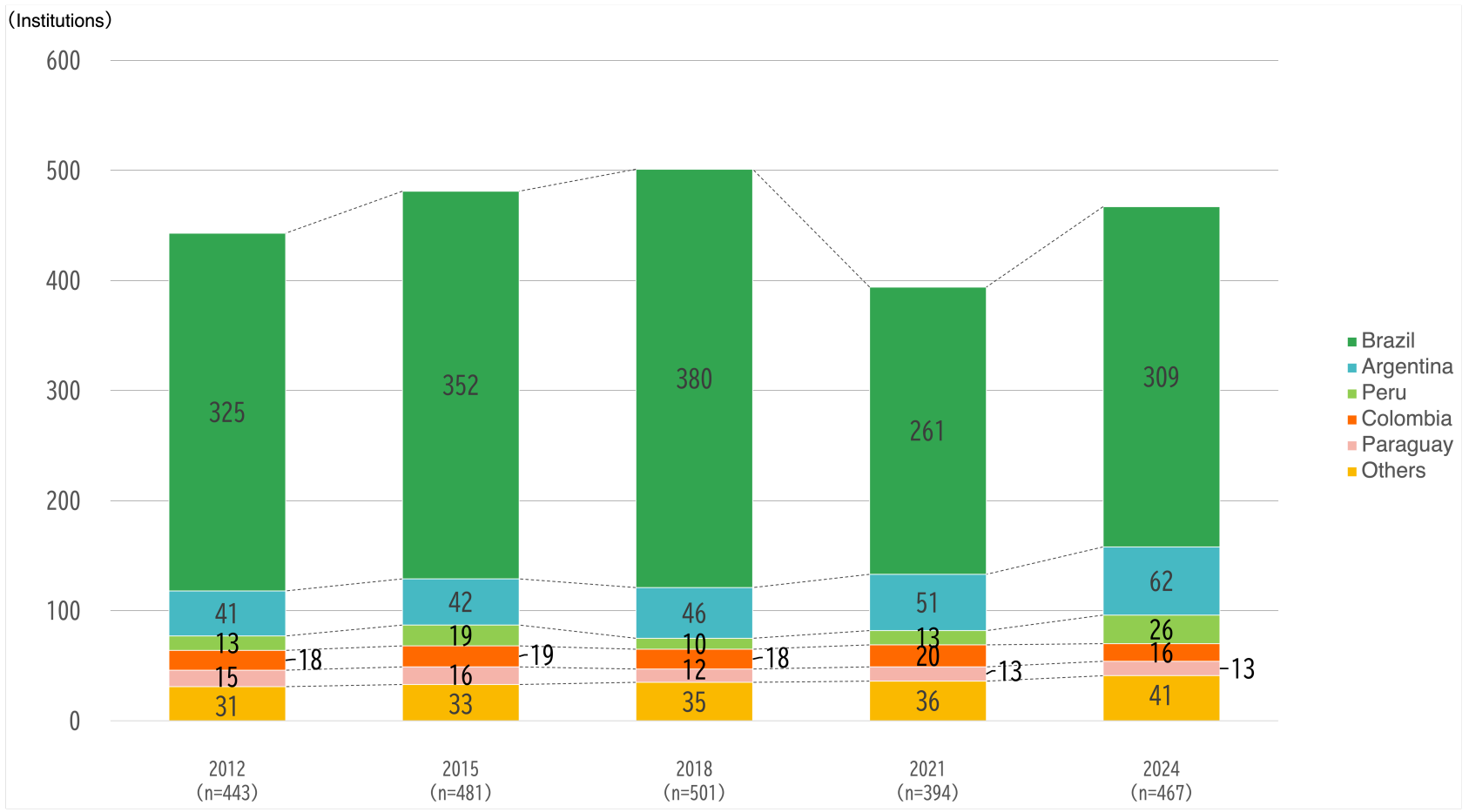
Table 2-7-1 Number of Institutions, number of Teachers, and number of Learners in South America

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

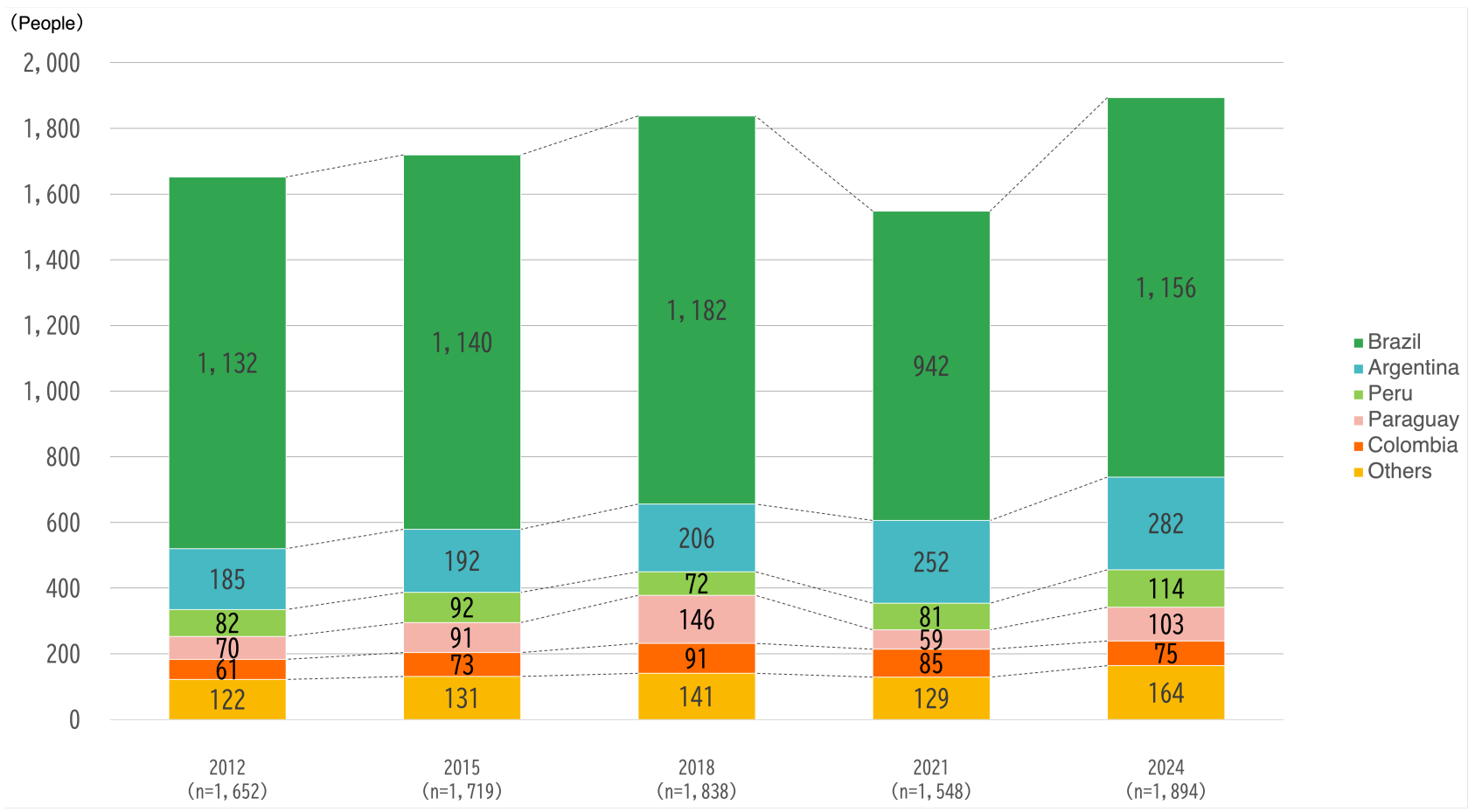
Country and Region	Number of Institutions in 2024 (institutions)	Number of Teachers in 2024 (people)	Number of Learners in 2024 (people)	Learners per 100,000 population (people)	Number of Learners in Primary education 2024 (people)	Number of Learners in Secondary education 2024 (people)	Number of Learners 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)
Brazil	309	1,156	26,708	13.2	2,680	4,788	2,587	16,653	203,080,756	261	942	20,732
Argentina	62	282	5,093	11.1	350	170	220	4,353	45,892,285	51	252	4,486
Peru	26	114	3,551	12.1	1,416	768	0	1,367	29,381,884	13	81	3,761
Paraguay	13	103	3,269	53.5	1,489	580	900	300	6,109,903	13	59	1,262
Colombia	16	75	1,679	3.8	0	0	412	1,267	44,164,417	20	85	2,024
Chile	14	48	918	5.2	10	0	332	576	17,574,003	11	39	1,096
Venezuela	12	46	477	1.8	0	0	8	469	27,227,930	10	32	302
Bolivia	6	38	470	4.7	150	0	0	320	10,059,856	5	22	488
Uruguay	6	16	163	5.0	0	0	0	163	3,286,314	6	16	181
Ecuador	3	16	145	1.0	0	0	20	125	14,483,499	4	20	225
South America	467	1,894	42,473	–	6,095	6,306	4,479	25,593	–	394	1,548	34,557

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

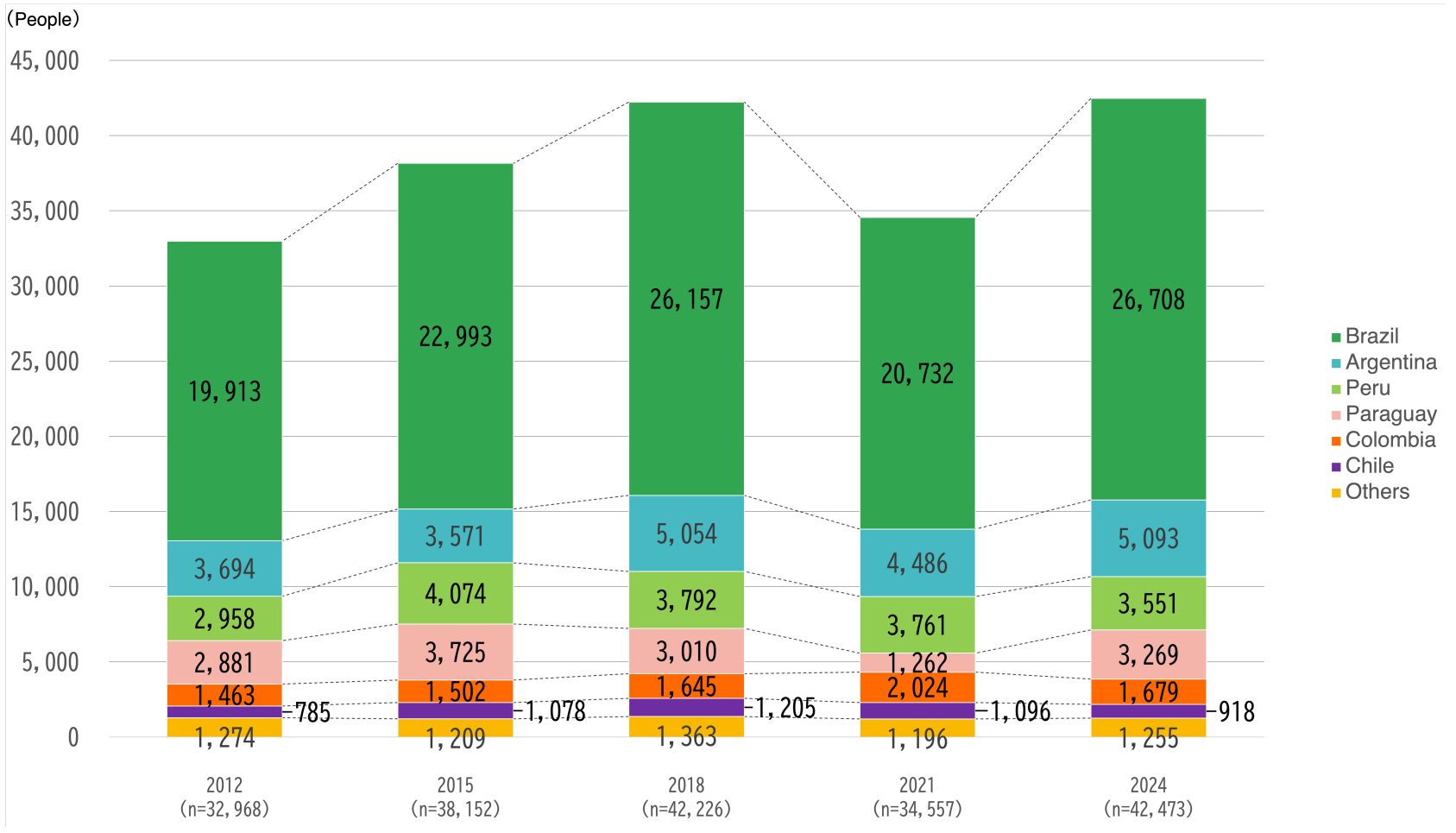
Graph 2-7-1 Number of Institutions in South America



Graph 2-7-2 Number of Teachers in South America



Graph 2-7-3 Number of Learners in South America



Graph 2-7-4 Percentages of Learners by educational stage in South America

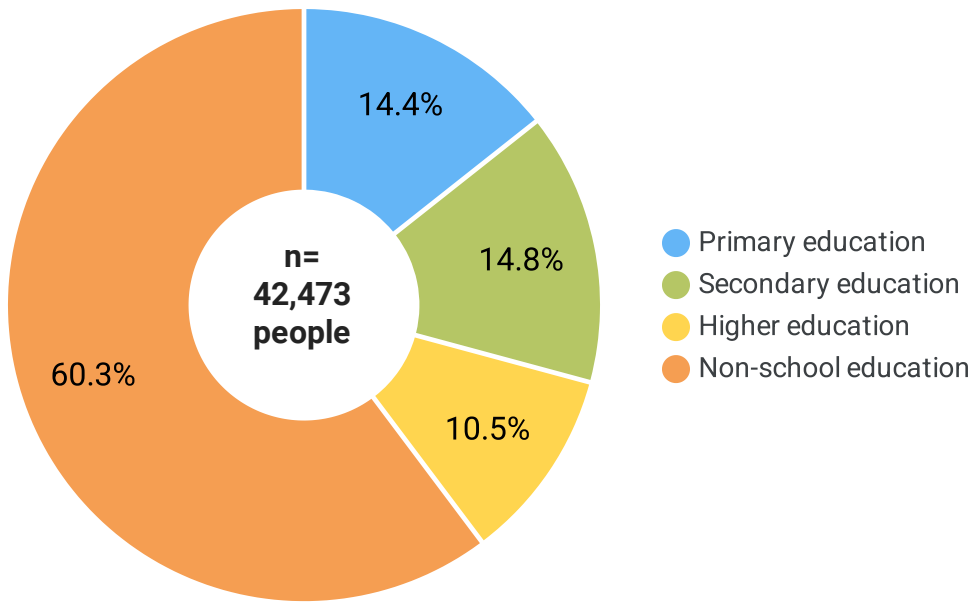
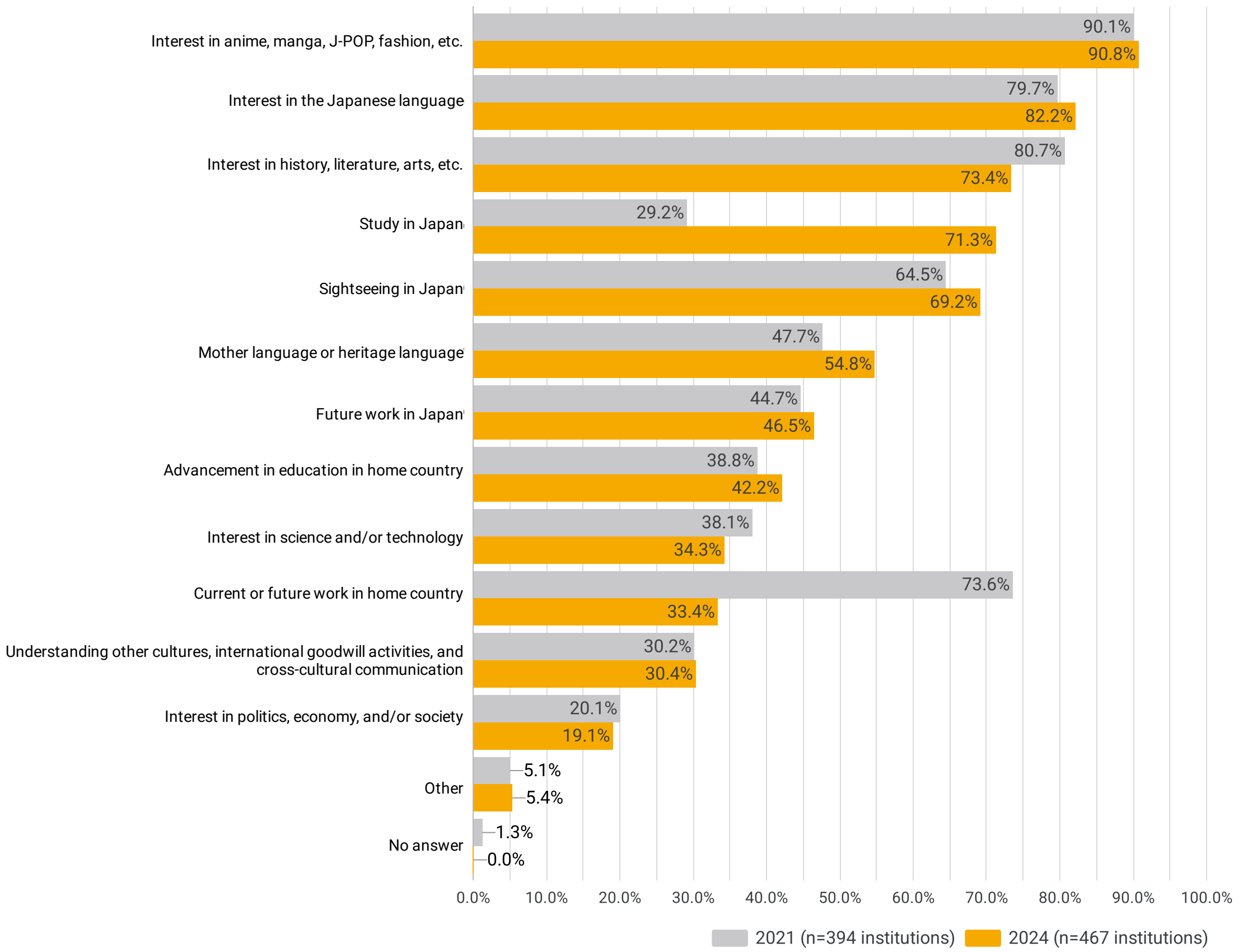


Table 2-7-2 Online class implementation ratio in South America

Country and Region	Number of Institutions in each Country and Region	Online class implementation (institutions)	Online class implementation (%)
Argentina	62	49	79.0
Uruguay	6	6	100.0
Ecuador	3	3	100.0
Colombia	16	12	75.0
Chile	14	12	85.7
Paraguay	13	3	23.1
Brazil	309	157	50.8
Venezuela	12	11	91.7
Peru	26	16	61.5
Bolivia	6	2	33.3
South America overall	467	271	58.0

Graph 2-7-5 Objectives of Japanese-language learning in South America



Trends in each country and region

[Brazil]
Brazil is the largest country for Japanese-language education in South America, and this survey showed a trend toward increases in the number of institutions, teachers, and learners.

In primary education, the number of institutions and learners increased, while the number of teachers decreased. The state with the most significant increase in the number of learners is Paraná. Furthermore, in São Paulo, too, which has the highest number of institutions and learners, the growth rate of learners was high. In these two states, many schools offer Japanese as an elective subject or extracurricular activity. During the COVID-19 pandemic, concerns about the adverse effects of young children receiving long hours of online instruction led to the temporary suspension of Japanese-language courses. However, as the pandemic subsided and more schools resumed in-person classes, the number of learners began to increase.

In secondary education, the number of institutions and teachers increased, while the number of learners decreased slightly. In the previous survey (2021), the Brazilian Ministry of Education's promotion of full-time secondary education led to the closure of language centers at some institutions. However, in this survey, an increase in the number of courses offered by language centers in the Federal District resulted in an increase in the number of institutions. One factor contributing to the decline in the number of learners was the discontinuation of teacher recruitment at three public schools in Rio de Janeiro, which led to the cessation of Japanese-language classes. Moreover, the number of learners enrolled in Japanese-language courses at private schools is also on a downward trend. Reasons include financial constraints among parents and changes in educational policy following management transitions at schools, which have led to Japanese-language education being given less priority than before.

In higher education, the number of institutions, teachers, and learners all increased. During the COVID-19 pandemic, prolonged stay-at-home requests led to many students withdrawing from university. However, as in-person lectures resumed at universities, student numbers began to increase again. Additionally, the Languages without Borders program (Rede Andifes-IsF), implemented by federal universities with Japanese-language majors using student tutors from their Japanese departments, began offering online courses to students at federal universities not majoring in Japanese after the COVID-19 pandemic. This became a factor in the rapid increase in the number of learners. Students at 69 federal universities nationwide, including the five federal universities with Japanese-language majors, can now take Japanese-language courses online through this program.

Learners studying at non-school education institutions account for 60% of all learners in Brazil. The number of learners increased by 39.1% compared to the previous survey, and the number of institutions and teachers also increased. The increase in learners is attributable to the growing number of institutions offering online courses. At institutions with large numbers of learners, as many as 1,900 learners are registered and studying Japanese. Additionally, more institutions have resumed in-person classes, and numbers of learners are increasing in many states. By state, São Paulo has seen a particularly significant increase in the number of learners.

[Peru]
The number of institutions and teachers increased, but the number of learners decreased. One factor behind the decline in learners is the increasing number of Japanese-Peruvians who do not learn Japanese.

In primary education, the number of institutions remained unchanged since the previous survey (2021), as one institution closed and one new institution providing Japanese-language education was confirmed. The number of learners increased slightly.

In secondary education, two new institutions providing Japanese-language education were identified following the previous survey. However, as some institutions also closed, the number of institutions remained unchanged.

In non-school education, the number of institutions increased due to newly confirmed providers of Japanese-language education. However, the overall number of learners decreased because of a significant drop in learners at university language centers and large-scale institutions. It should be noted that Japanese is not taught as a regular subject at universities, which constitute higher education in Peru. However, some universities offer Japanese-language courses for the general public at their language centers.

[Other Countries and Regions]
The number of learners in non-school education in Argentina has increased, with the total number of learners exceeding 5,000. However, the number of teachers in school education has significantly decreased, posing a challenge to the expansion of Japanese-language education.

Colombia saw a decrease in the number of institutions, teachers, and learners. Japanese-language learners are concentrated in major cities such as the capital Bogotá, Medellín, and Santiago de Cali, but Japanese-language education is stagnating due to a decline in the number of Japanese-language teachers. Meanwhile, China's Confucius Institute and Korea's King Sejong Institute are vigorously expanding their operations.

Paraguay saw an increase in the number of institutions, teachers, and learners. However, the Paraguayan Ministry of Education and Korea have signed an agreement to promote Korean-language education, and the number of public schools where Korean can be chosen as a second foreign language is increasing, leading to a relative decline in the presence of Japanese-language education. The provision of Japanese-language education primarily centers on heritage language education for Japanese-Paraguayans and private schools. However, securing Japanese-language teachers is proving difficult, and makes it challenging to establish new institutions.

8. Western Europe

Status of Japanese-language education in Western Europe

The number of institutions across Western Europe reached 1,146 (an 8.0% increase compared to the previous survey in 2021), the number of teachers reached 3,416 (a 16.0% increase), and the number of learners reached 97,075 (an 8.4% increase), all showing growth compared to the previous survey. It should be noted that in San Marino, Japanese-language education was confirmed in the previous survey but could not be confirmed in this survey.

Numbers of institutions and teachers, in descending order, were France (285 institutions, 960 teachers), the United Kingdom (219 institutions, 635 teachers), Germany (188 institutions, 602 teachers), Spain (140 institutions, 385 teachers), and Switzerland (72 institutions, 230 teachers). The number of learners was highest in France (31,381), followed by Germany (17,440), the United Kingdom (14,646), Spain (9,536), and Italy (7,117). In particular, in non-school education, the number of institutions (up 10.6% from the previous survey), the number of teachers (up 19.4%), and the number of learners (up 42.1%) all increased significantly, resulting in an overall increase for the region as a whole.

Looking at the changes by country since the previous survey, the number of institutions increased in 8 countries, remained the same in 3 countries, and decreased in 11 countries. The number of teachers increased in 11 countries, remained the same in 2 countries, and decreased in 9 countries. The number of learners increased in 12 countries and decreased in 10 countries.

The proportion of learners by educational level is 2.0% for primary education, 16.8% for secondary education, 37.0% for higher education, and 44.2% for non-school education. Compared to the previous survey, non-school education increased by more than 10 percentage points.

The online class implementation rate stands at 42.6% across the entire region, higher than the global rate of 30.9%.

Looking at the purposes for learning Japanese, similar to the previous survey, the top reasons were interest in anime, manga, J-POP, fashion, etc. (85.5%), interest in the Japanese language (80.1%), and interest in history, literature, arts, etc. (77.1%)

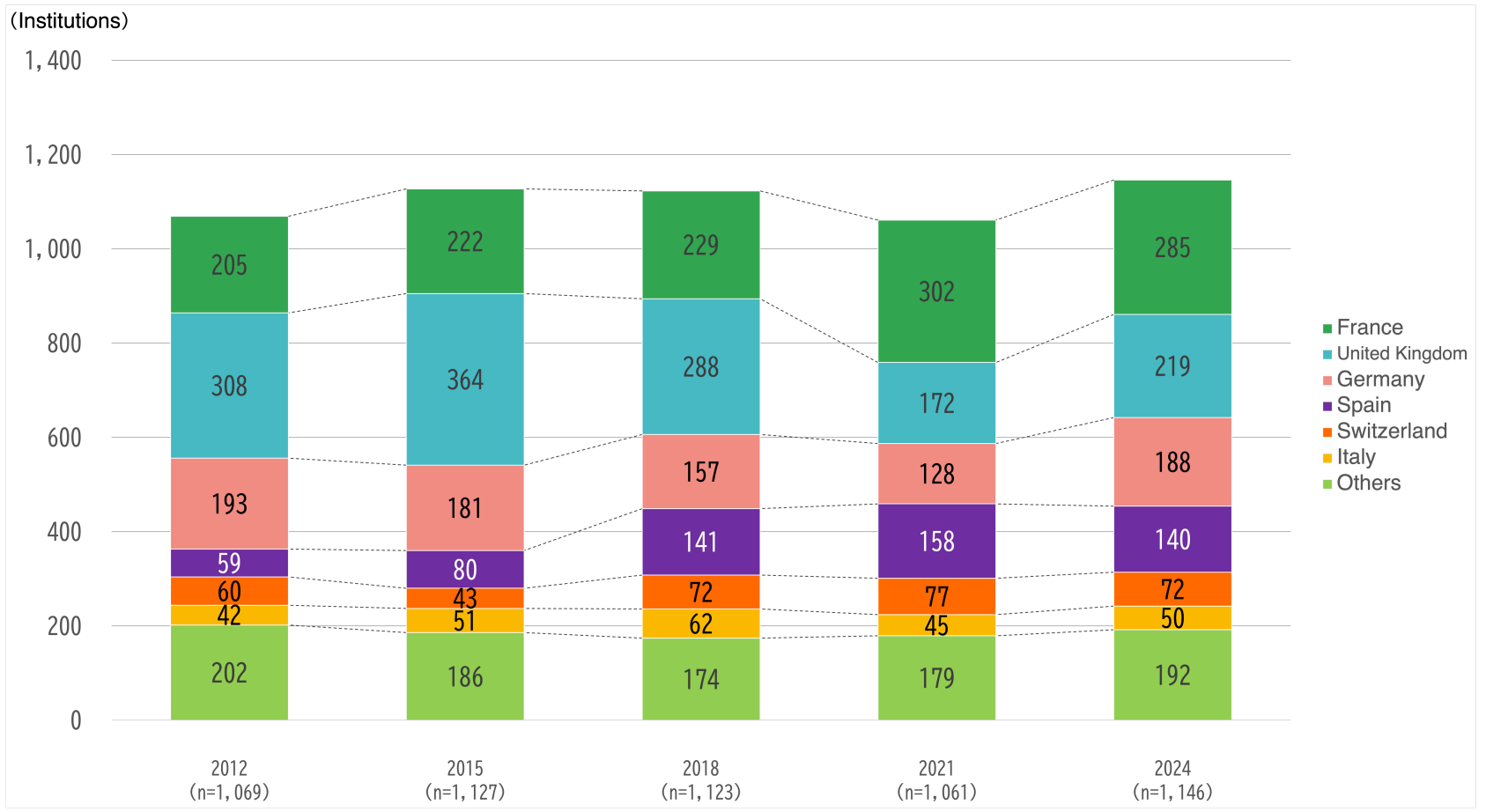
Table 2-8-1 Number of Institutions, number of Teachers, and number of Learners in Western Europe

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

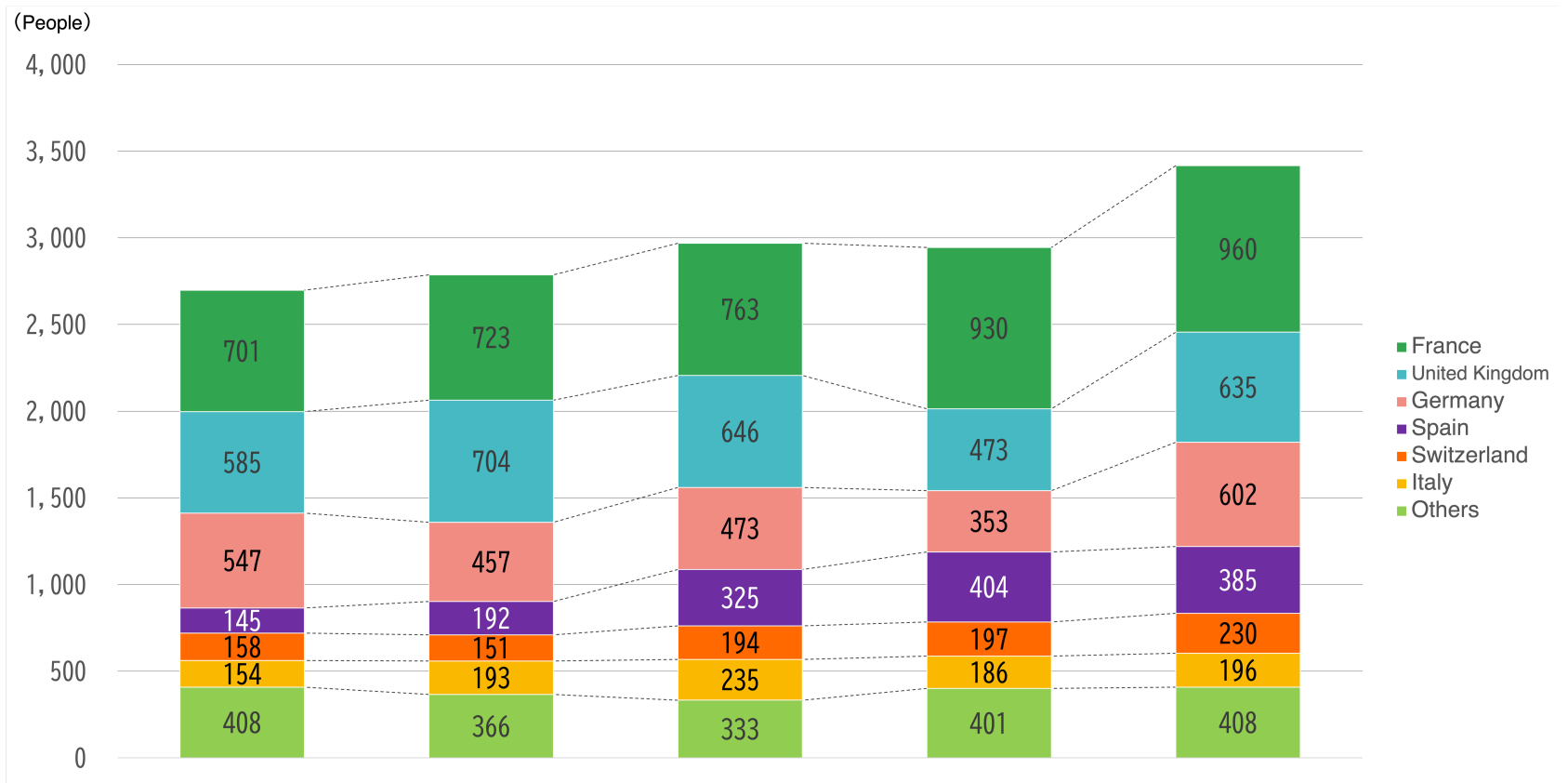
Country and Region	Number of Institutions in 2024 (institutions)	Number of Teachers in 2024 (people)	Number of Learners in 2024 (people)	Learners per 100,000 population (people)	Number of Learners in Primary education 2024 (people)	Number of Learners in Secondary education 2024 (people)	Number of Learners 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)
France	285	960	31,381	48.8	813	5,573	10,309	14,686	64,300,821	302	930	29,569
Germany	188	602	17,440	21.7	80	2,002	5,964	9,394	80,219,695	128	353	11,687
United Kingdom	219	635	14,646	23.1	1,017	3,281	6,273	4,075	63,379,787	172	473	14,631
Spain	140	385	9,536	20.1	2	251	1,715	7,568	47,400,798	158	404	9,383
Italy	50	196	7,117	12.0	0	584	5,374	1,159	59,433,744	45	186	8,387
Ireland	47	76	4,396	92.3	0	3,736	560	100	4,761,865	35	48	3,084
Switzerland	72	230	2,573	29.4	10	124	935	1,504	8,738,791	77	197	2,791
Finland	20	35	1,719	31.1	0	211	890	618	5,533,793	15	28	1,584
Austria	17	44	1,564	17.4	0	43	655	866	8,969,068	8	22	880
Belgium	19	42	1,559	14.2	0	0	689	870	11,000,638	12	38	1,196
Sweden	15	33	1,181	12.5	0	234	848	99	9,482,855	18	45	1,471
Netherlands	19	53	1,178	7.1	0	0	722	456	16,655,799	22	69	1,599
Portugal	12	33	637	6.2	0	0	228	409	10,343,066	11	27	663
Greece	11	30	614	5.7	0	0	0	614	10,816,286	12	25	568
Denmark	13	27	549	9.9	18	130	275	126	5,560,628	18	42	897
Norway	8	19	516	10.4	0	102	398	16	4,979,955	14	35	667
Iceland	2	7	209	66.2	0	34	75	100	315,556	3	9	145
Luxembourg	6	6	163	31.8	0	29	0	134	512,353	7	7	228
Cyprus	1	1	50	5.4	0	0	0	50	923,381	1	1	45
Malta	1	1	32	6.2	0	0	0	32	519,562	1	1	34
Monaco	1	1	15	40.2	0	0	0	15	37,308	1	3	7
San Marino	0	0	0	–	0	0	0	0	30,652	1	1	14
Western Europe overall	1,146	3,416	97,075	–	1,940	16,334	35,910	42,891	–	1,061	2,944	89,530

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

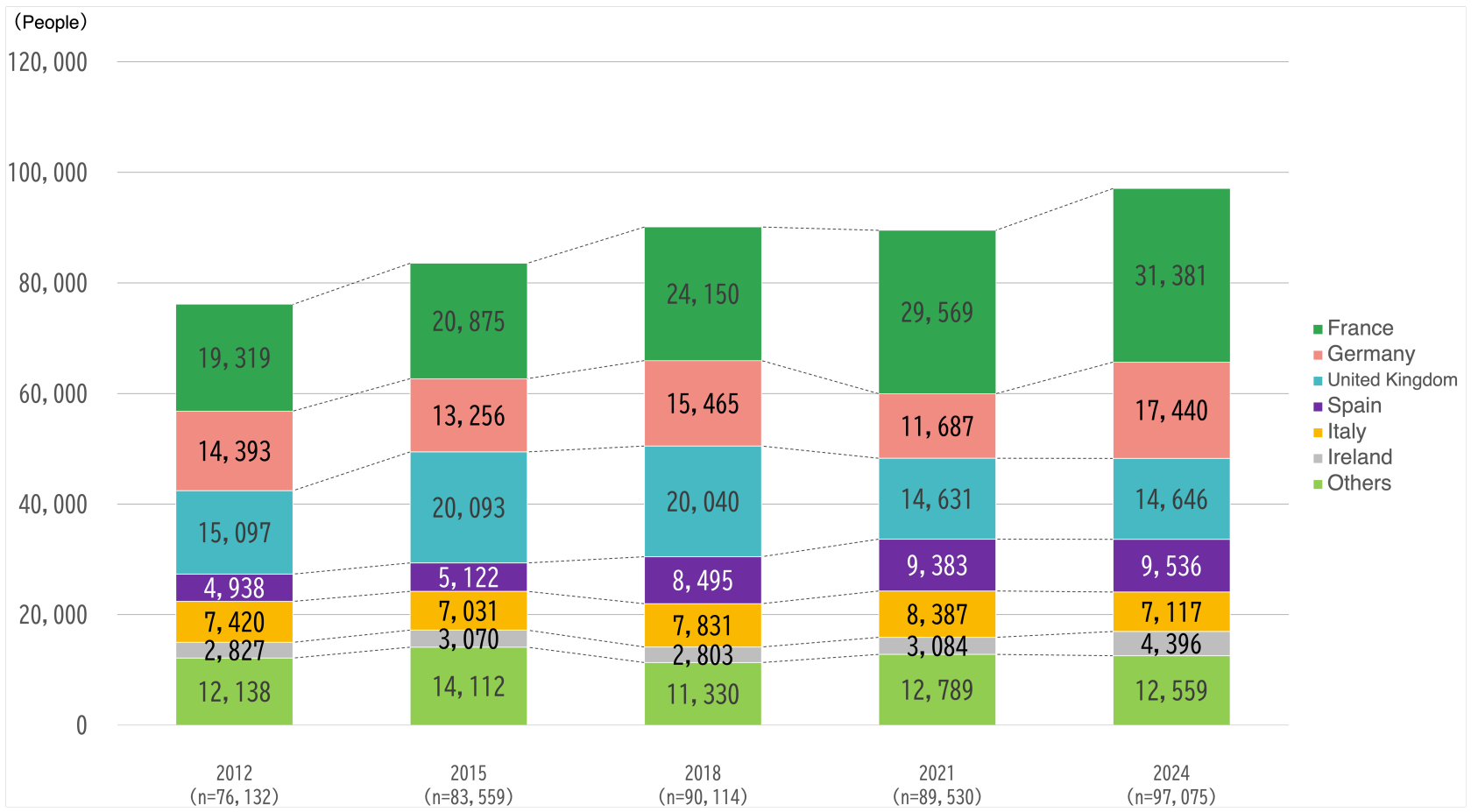
Graph 2-8-1 Number of Institutions in Western Europe



Graph 2-8-2 Number of Teachers in Western Europe



Graph 2-8-3 Number of Learners in Western Europe



Graph 2-8-4 Percentages of Learners by educational stage in Western Europe

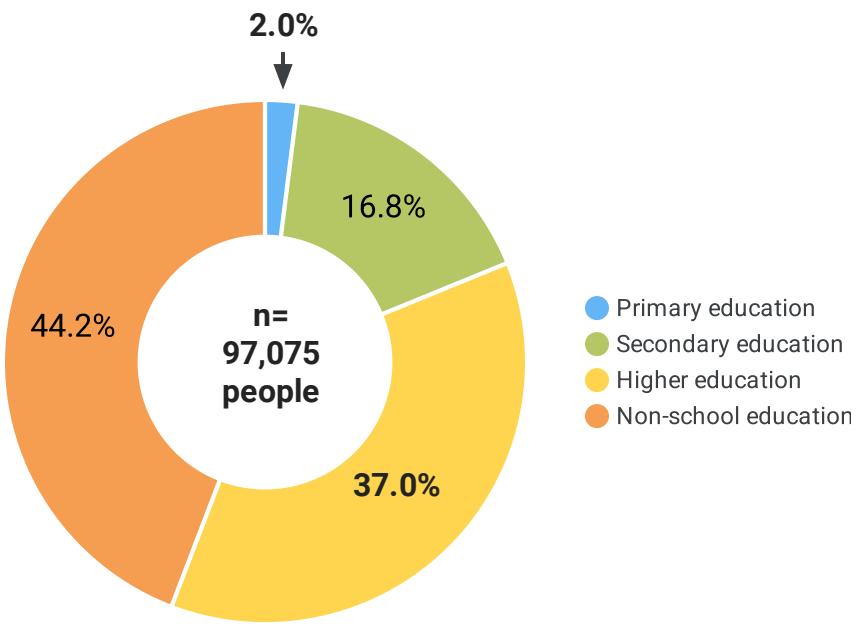
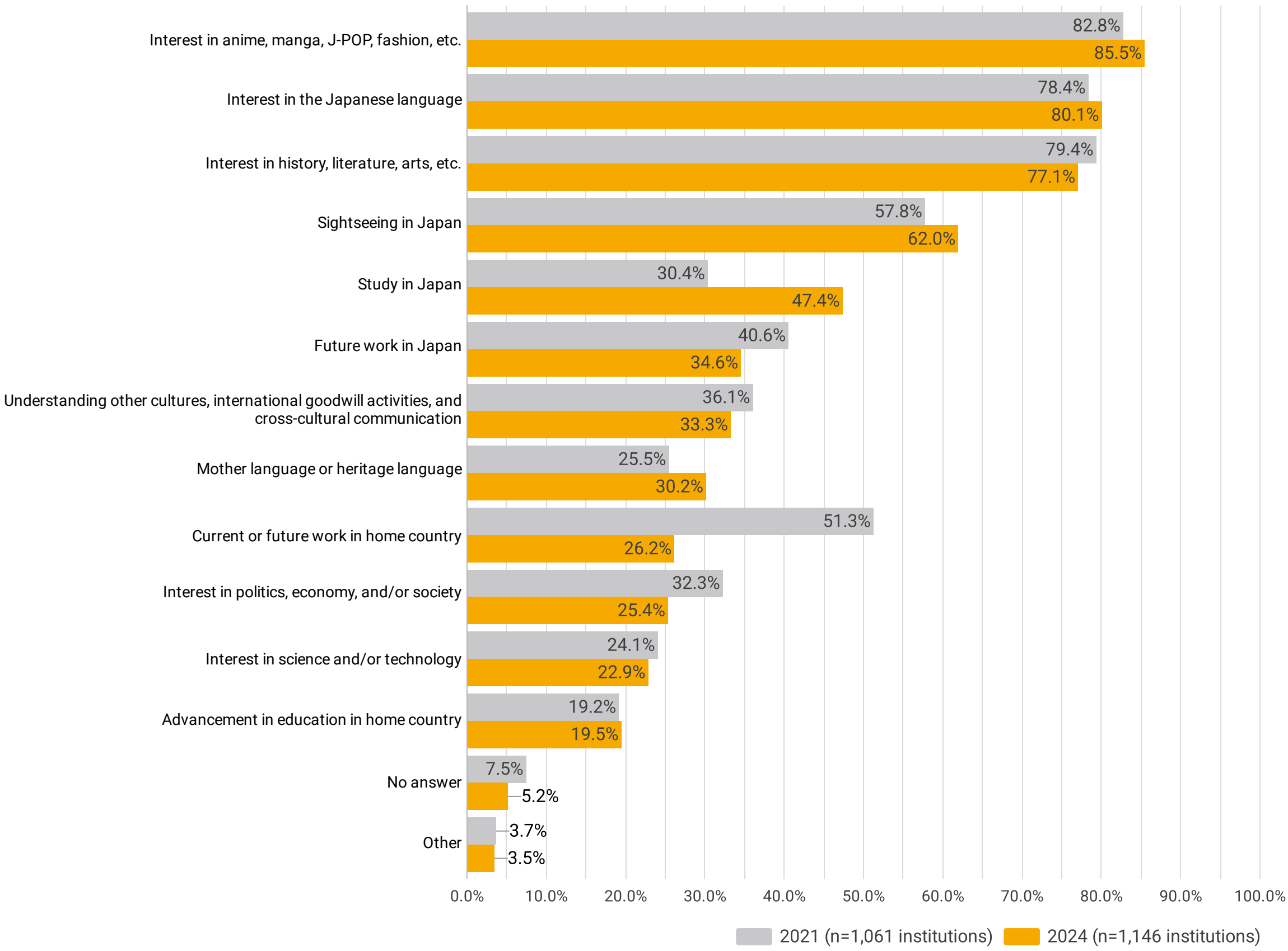


Table 2-8-2 Online class implementation ratio in Western Europe

Country and Region	Number of Institutions in each Country and Region	Online class implementation (institutions)	Online class implementation (%)
Iceland	2	0	0.0
Ireland	47	5	10.6
Italy	50	25	50.0
United Kingdom	219	77	35.2
Austria	17	11	64.7
Netherlands	19	9	47.4
Cyprus	1	1	100.0
Greece	11	9	81.8
Switzerland	72	39	54.2
Sweden	15	11	73.3
Spain	140	82	58.6
Denmark	13	1	7.7
Germany	188	89	47.3
Norway	8	4	50.0
Finland	20	13	65.0
France	285	97	34.0
Belgium	19	4	21.1
Portugal	12	9	75.0
Malta	1	1	100.0
Monaco	1	1	100.0
Luxembourg	6	0	0.0
Western Europe overall	1,146	488	42.6

Graph 2-8-5 Online class implementation ratio in Western Europe



Trends in each country and region

[Ireland]

Overall, the number of institutions, teachers, and learners is on the rise.

Much of Japanese-language education in Ireland is concentrated at the secondary education level. This stems from Japanese being designated as a target language for enhanced foreign language education at the secondary level by Ireland's Department of Education and Skills (now the Department of Education and Youth) in 2000. In addition to government support, the continued offering of Japanese-language courses by Post-Primary Languages Ireland (PPLI), an organization under the Irish Department of Education that supports and promotes language education in secondary schools, and the hosting of Japanese-language contests by the Japanese Language Teachers of Ireland (JLTI) also contribute to the advancement of Japanese-language education.

Compared to other languages, few institutions have adopted Japanese into their curricula. However, since 2022, foreign language options in secondary education have expanded (Chinese, Polish, Lithuanian, and Portuguese were added to the existing options of French, German, Spanish, Italian, Russian, and Japanese). Even in this context, Japanese remains a chosen subject. In 2024, a total of 337 students took Japanese as a subject in the Leaving Certificate Examination. At the Higher Level examination, approximately 30% of students achieved the highest grade (H1). Considering that only about 15% of students taking the exam in French, Spanish, or German achieve an H1 grade, it is clear that Japanese-language examinees are performing exceptionally well. This suggests the presence of enthusiastic Japanese-language learners in Ireland.

On the other hand, the shortage of Japanese-language teachers has become an issue, and various improvement measures are being explored. For example, PPLI employs and dispatches teachers to schools that offer Japanese as a regular subject, enabling it to provide Japanese-language instruction at multiple schools nationwide.

In higher education, both the number of teachers and the number of learners are increasing. Trinity College Dublin (TCD), University College Cork (UCC), the Bachelor of Arts in Applied Languages program at the University of Limerick (UL), the BA in Applied Language and Translation Studies program at Dublin City University (DCU), University College Dublin (UCD), and other higher education institutions have undertaken various initiatives related to Japanese-language education, such as hosting lectures on Japanese studies and implementing Japanese language and culture programs.

In primary education, Japanese has been designated as one of the languages for potential future introduction at the primary education level under the modern foreign language module (Say Yes to Languages) implemented by the Irish government. Consequently, future developments in Japanese-language learning at the primary education level are anticipated.

[Italy]

The number of institutions and teachers increased slightly from the previous survey (2021), but the number of learners decreased. A major characteristic of Japanese-language learning in Italy is that the majority of learners are in higher education. While many students are enrolled in Japanese-language and Japanese studies programs at major national universities across the country, including those in Venice, Rome, and Naples, the decline in the number of learners at the higher education level has affected the overall figures.

As in the previous survey, no Japanese-language educational institutions were identified in primary education.

In secondary education, the numbers of institutions, teachers, and learners all decreased compared to the previous survey.

The number of higher education institutions and teachers showed no significant fluctuation, but as mentioned earlier, the number of learners decreased compared to the previous survey. This is partly due to the fact that in recent years, several institutions with large Japanese-language and Japanese studies programs have taken measures to limit student enrollment for instructional reasons.

Regarding Japanese-language education for the general public in non-school settings, opportunities to learn Japanese remain limited. However, driven by the popularity of contemporary Japanese culture such as anime and manga, interest in Japan is high among younger generations. This suggests potential demand exceeding the number of learners identified in this survey.

[United Kingdom]

The number of institutions did not decline at any educational level, but the number of learners decreased in all areas except non-school education. The number of teachers showed a trend toward increasing at all levels except primary education.

The number of learners in primary education is on a downward trend, but the number of institutions has not changed significantly. In rural areas, there is a shortage of Japanese-language teachers. When teachers leave their schools due to retirement or other reasons, Japanese-language classes at those schools often end. Furthermore, for the sake of school management efficiency, European languages such as French, Spanish, and German, or other languages that can secure funding support, are prioritized, which is leading to the discontinuation of Japanese-language classes. On the other hand, learners show a high level of interest in Japanese culture and the Japanese language. Even at institutions that do not provide Japanese-language education, individual learners using language apps and other tools to study Japanese have been identified.

In secondary education, while the number of learners has been declining, the number of institutions has increased. During the COVID-19 pandemic, Japanese-language classes offered as regular subjects had barely managed to continue, and many institutions found themselves unable to sustain these classes due to prolonged difficult financial conditions, leading to a significant decrease in the number of learners compared to the previous survey (2021). The number of institutions increased while the number of learners decreased, likely because existing institutions with large learner populations withdrew, while new institutions with smaller learner populations entered.

From the perspective of public examinations, the number of candidates taking foreign language examinations such as the General Certificate of Secondary Education (GCSE) and A-level examinations used for university entrance has either stopped declining or increased. For Japanese as well, the number of candidates is gradually increasing. Although the number of learners at institutions has decreased, the presence of enthusiastic learners outside institutions and learners in heritage language education is believed to be contributing to the gradual increase in the number of examinees.

In higher education, the number of learners decreased slightly, but both the number of institutions and the number of teachers increased as extracurricular activities that had been suspended during the COVID-19 pandemic resumed. On the other hand, it has also been reported that the number of international students has decreased due to changes in the government's student visa system, putting pressure on university operations. This trend is also evident in the downsizing plans for departments and programs in Japanese studies at several leading universities, raising concerns that it may lead to a reduction in Japanese-language education and Japanese studies in higher education in the future.

In non-school education, increases were seen in the number of institutions, teachers, and learners. The revival of language learning that had been temporarily suspended during the COVID-19 pandemic, combined with the growing popularity of the Japanese language and Japanese culture, has likely led to an increase in the number of people taking up Japanese-language study. This number now exceeds the results of the pre-pandemic survey (2018). Access to Japanese-language education at educational institutions is extremely limited, so those wishing to learn Japanese utilize private tutors (both in-person and online) and language apps in addition to private schools. Recent institutional survey results suggest that despite little change in the number of learners at institutions, the high demand for the Japanese-Language Proficiency Test (JLPT) in the United Kingdom is largely attributable to the presence of these individual learners.

[Spain]
A concentration of institutions, teachers, and learners is observed in the major cities of Madrid and Barcelona. On the other hand, there are regions where Japanese-language educational institutions have not been identified in major cities of several provinces, such as Santander, Logroño, and Cáceres.

In secondary education, the number of institutions offering Japanese-language courses doubled, and the number of learners also increased significantly from 21 to 251. In Catalonia in particular, the introduction of Japanese-language instruction at several public secondary education institutions in September 2023, led by the regional education authority, has contributed to the increase in the number of learners. Furthermore, Japanese-language courses in Catalonia's secondary education institutions are offered as elective subjects, allowing each institution to freely decide whether to offer them. Consequently, the number of institutions and learners may increase further in the future.

In higher education, while the number of teachers and learners decreased slightly, institutions such as the Complutense University of Madrid newly launched Japanese-language courses, resulting in an increase of three institutions.

In non-school education, while the number of learners showed a trend toward increasing, a decrease was observed in the number of institutions and teachers. This is thought to be because some institutions newly established through the introduction of online classes during the COVID-19 pandemic subsequently scaled back their operations due to factors such as declining enrollment. Furthermore, while some institutions continue to offer Japanese-language programs even with a small number of learners, many others were unable to open courses because they could not secure teachers or learners. Meanwhile, public language schools (Escuelas Oficiales de Idiomas, or EOI) across the country showed signs of opening new courses and resuming operations. Within the Madrid region in particular, Japanese-language classes have been newly launched at four schools, indicating growing interest in Japanese in adult education. This trend is likely related to the growing movement to resume in-person learning activities that had been stalled due to the COVID-19 pandemic, as well as rising interest in Japan, particularly for travel, across a wide range of age groups.

Moreover, based on interviews with local teachers and educational institutions, it is estimated that self-directed learning using language learning apps, online courses, and similar resources has become established and is growing. The number of registered users for the Japan Foundation's online Japanese-language learning platform, JF Japanese e-Learning Minato, is at its highest in Europe in Spain, confirming the growing trend of individual learning. Additionally, the number of teachers conducting private lessons outside of educational institutions is also increasing, further indicating a growing trend for individual learners.

[Germany]
Compared to the previous survey (2021), significant increases were observed in the number of institutions, teachers, and learners (institutions: 46.9% increase; teachers: 70.5% increase; learners: 49.2% increase).

In primary education, the number of learners is increasing, but this is due to a significant increase in learners at several institutions in particular. Therefore, the number of institutions itself increased only slightly, and no significant change was observed in the overall trend. In Germany, the population and economic conditions vary significantly from state to state. Consequently, the number of learners and institutions such as community colleges (Volkshochschulen, or VHS) also varies significantly by state, and regions where Japanese-language learning is actively pursued are unevenly distributed. The three states of Baden-Württemberg, Bavaria, and North Rhine-Westphalia account for over 60% of all institutions and over 70% of learners. This is because these three states are the most populous in Germany.

In secondary education, the number of learners has consistently shown a slight upward trend over the past decade or so (since the 2015 survey), with the exception of the previous survey, which was affected by the COVID-19 pandemic. The number of institutions and teachers has generally remained stable. On the other hand, there have been reports that Japanese-language classes were discontinued following the retirement of the teachers responsible for them, making it uncertain whether this stable trend can be maintained going forward. However, there is also news that a new Japanese-language course has been established by graduates of the teacher training program at the University of Cologne, and while the signs are sporadic, they are positive.

Higher education enrollment, which declined due to the impact of the COVID-19 pandemic, is gradually recovering but has not yet returned to pre-pandemic levels. Approximately half of the learners are enrolled at institutions other than Japanese-language majors that offer Japanese-language education as a foreign language subject. In this survey, most institutions responded that the possibility of course discontinuation is low. However, since the retirement of instructors responsible for Japanese-language classes directly impacts the survival of these courses, it is necessary to monitor future developments.

In non-school education, the number of institutions, teachers, and learners has shown a steady upward trend. In Germany, adult education at community colleges (Volkshochschulen, or VHS) is well developed, existing not only in large and medium-sized cities, but also in relatively small towns. According to an interview with the German VHS Japanese Language Teachers' Association, which includes VHS Japanese-language instructors as members, VHS institutions require no specific qualifications to become a Japanese-language teacher. This makes it relatively easy to establish Japanese-language courses. In addition, Japanese is one of the most popular foreign language courses offered. This trend is reflected in the current survey results, with the number of learners increasing to approximately twice that of the previous survey and the number of institutions growing to about 1.2 times that of the survey two cycles prior (2018).

[France]
Compared to the previous survey (2021), there has been no significant change in the total number of institutions or teachers. However, the number of learners increased by approximately 6%, exceeding 30,000. The primary motivation for learning, as in the previous survey, was interest in Japanese culture, including anime and manga. This cultural interest is particularly supporting the increase in learners in non-school education. Meanwhile, in school education, the number of learners decreased, primarily due to reforms in the secondary education system.

By educational level, the number of institutions in primary education shows little change, while the number of learners is trending slightly upward. A characteristic feature of learners' motivation is that, in addition to interest in Japanese culture, many cite Japanese as their native language or heritage language.

In secondary education, the number of institutions has decreased only slightly since the previous survey, but the number of learners has decreased by approximately 24% and the number of teachers by approximately 20%. The 2021 baccalauréat reform, which made third foreign languages including Japanese an elective subject and eliminated oral examination assessments, is believed to have impacted the number of Japanese-language learners in secondary education. Notably, responses indicated a decrease in Japanese-language learners, particularly at the high school level, and some pointed to a decline in motivation to study. In recent years, due to heightened interest in Korean culture among younger generations, some responses indicate a decrease in students choosing Japanese and an increase in those choosing Korean. This raises concerns that the motivation for learning Japanese, which has been supported by cultural interest, is gradually declining.

In higher education, the numbers of institutions, teachers, and learners confirmed in this survey all decreased compared to the previous survey. However, learners at this level study with a broader range of motivations than learners at other educational levels, including interest in Japanese culture and the Japanese language, as well as study in Japan and seeking employment in Japan. However, it is anticipated that the decline in learners at the secondary education level will also impact the number of learners in higher education, necessitating close monitoring of future trends.

In non-school education, the number of institutions increased compared to the previous survey, and the number of learners also rose significantly, increasing by approximately 6,000. The high level of cultural interest, including sightseeing in Japan, supports motivation for learning. This survey reveals that Japanese-language courses are being offered throughout France by private language schools and nonprofit organizations.

[Switzerland]
Switzerland shows a general trend of declining numbers of institutions and learners.

The number of learners in primary education was zero in the previous survey (2021), but has recovered to ten in this survey. These are learners enrolled in extracurricular classes at international schools, and it is believed that they have returned as classes resumed following the end of the COVID-19 pandemic.

The number of learners in secondary education decreased by approximately 30% compared to the previous survey. The significant decline in extracurricular learners in German-speaking secondary education, coupled with an increase in learners shifting from in-person learning to online private lessons following the COVID-19 pandemic, has been compounded by budget cuts at individual schools.

In higher education, Japanese-language learning has remained consistently popular, largely unaffected by the COVID-19 pandemic.

The number of learners in non-school education decreased by approximately 10% compared to the previous survey, likely because learners did not return after the COVID-19 pandemic. Furthermore, the systematic consolidation of cultural centers operated by major corporations that had widely offered Japanese-language courses throughout Switzerland since the previous survey has also contributed to the decrease in the number of institutions and learners. It is believed that a considerable number of individual learners are studying Japanese through online classes and private lessons.

9. Eastern Europe

Status of Japanese-language education in Eastern Europe

The number of institutions across Eastern Europe reached 497 (a 17.5% increase compared to the previous survey in 2021), the number of teachers reached 2,070 (a 20.1% increase), and the number of learners reached 56,881 (a 26.8% increase), all showing growth.

The countries with the highest number of institutions are Russia (192), Poland (47), Hungary (35), Czech (23), and Romania (21), in that order. The top three countries remain unchanged from the previous survey. The number of teachers is as follows: Russia (786), Poland (269), and Uzbekistan (157), followed by Hungary (106) and Czech (106). The number of learners ranked as follows: Turkmenistan (14,844), Russia (13,525), Poland (6,409), Uzbekistan (4,201), and Romania (3,708). Turkmenistan saw a significant increase in the number of learners (up 5,979, a 67.4% increase compared to the previous survey), causing it to swap places with Russia, which had ranked first in the previous survey. In addition, this survey confirmed the provision of Japanese-language education in Kosovo for the first time.

Looking at the changes by country since the previous survey, the number of institutions increased in 12 countries, remained the same in 10 countries, and decreased in 6 countries. The number of teachers increased in 18 countries, remained the same in 6 countries, and decreased in 4 countries. The number of learners increased in 14 countries and decreased in 14 countries.

The proportion of learners by educational level was 4.8% for primary education, 30.2% for secondary education, 35.8% for higher education, and 29.2% for non-school education, showing a similar trend to the previous survey.

The online class implementation rate across the entire region stands at 60.4%, higher than the global rate of 30.9%. When viewed by educational level, the implementation rate is particularly high in non-school education (84.4%).

Looking at the purposes for learning Japanese, interest in anime, manga, J-POP, fashion, etc. (88.1%) and interest in history, literature, arts, etc. (84.1%) were particularly high. Furthermore, interest in the Japanese language (72.4%) and study in Japan (61.4%) were also higher than the global results.

Table 2-9-1 Number of Institutions, number of Teachers, and number of Learners in Eastern Europe

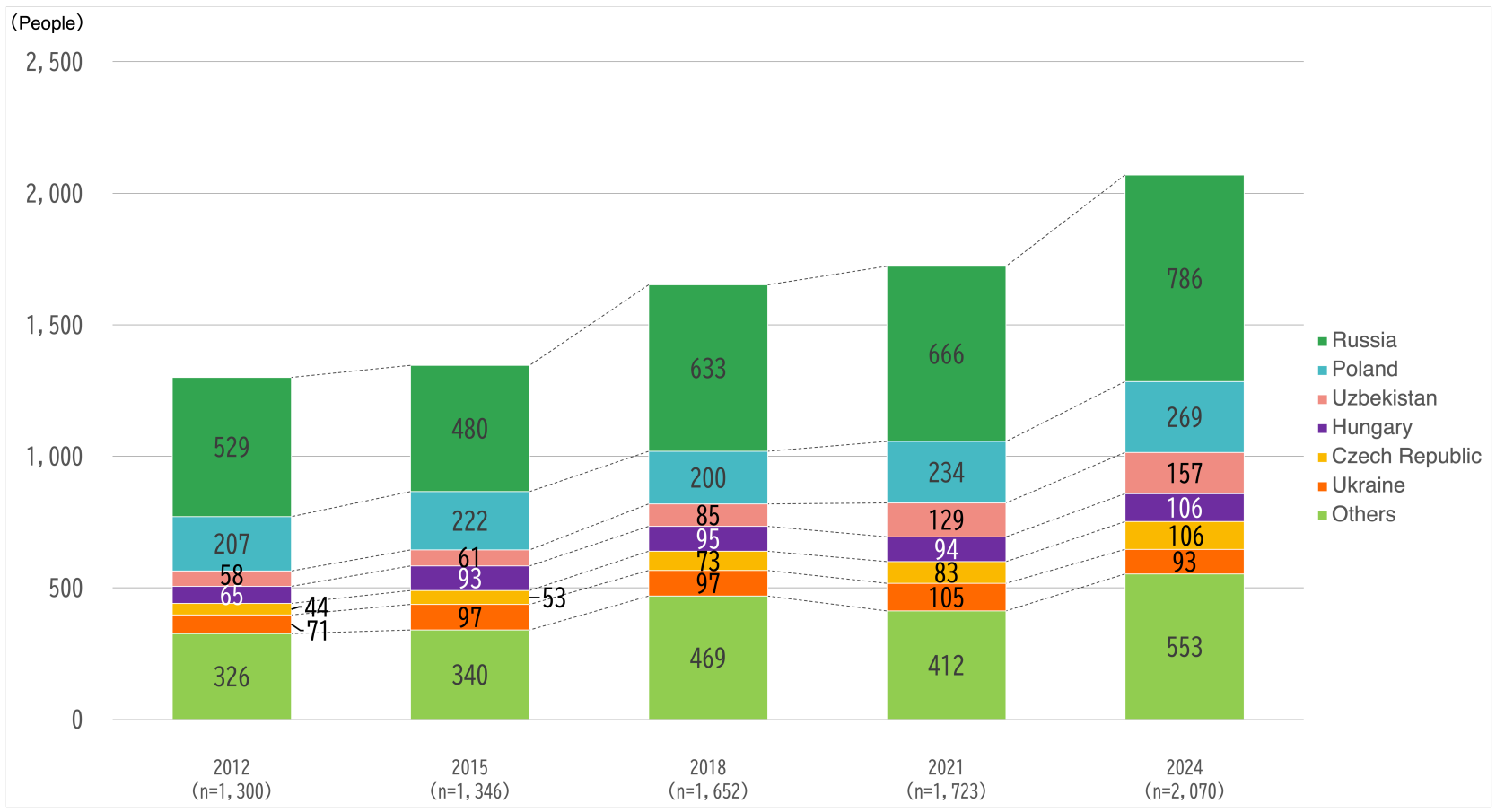
(Listed in order of the number of Learners in 2024)

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)
Turkmenistan	20	88	14,844	331.1	0	11,318	3526	0	4,483,251	12	56	8,865
Russia	192	786	13,525	9.2	1,374	2,624	4328	5,199	147,590,600	151	666	12,426
Poland	47	269	6,409	16.8	225	270	2650	3,264	38,036,118	47	234	5,008
Uzbekistan	19	157	4,201	21.2	0	225	3365	611	19,810,077	18	129	3,579
Romania	21	63	3,708	19.5	25	308	931	2,444	19,053,815	12	40	1,892
Bulgaria	11	88	2,353	36.1	725	970	240	418	6,519,789	6	25	1,207
Hungary	35	106	1,847	19.2	95	335	901	516	9,603,634	32	94	1,815
Czech	23	106	1,713	16.3	0	64	688	961	10,524,167	13	83	1,304
Kyrgyz	14	50	1,708	33.4	131	280	557	740	5,107,640	13	40	1,300
Ukraine	14	93	1,498	3.1	75	65	946	412	48,240,902	17	105	2,052
Georgia	9	27	745	20.1	35	143	297	270	3,713,804	9	25	588
Kazakhstan	8	29	581	3.0	0	35	282	264	19,186,015	8	38	611
Croatia	6	27	436	10.2	8	0	192	236	4,284,889	6	21	441
Serbia	4	14	423	6.4	0	159	264	0	6,647,003	4	13	484
Belarus	9	22	390	4.1	0	0	125	265	9,435,251	10	26	384
Estonia	10	18	352	26.4	0	113	150	89	1,331,824	14	18	376
Lithuania	9	16	333	11.8	0	45	165	123	2,810,761	10	16	404
Slovakia	16	26	326	6.0	0	28	57	241	5,449,270	11	16	246
Azerbaijan	4	15	274	2.8	0	72	164	38	9,943,958	4	15	339
Armenia	7	22	239	8.9	0	0	99	140	2,689,438	8	23	321
Slovenia	5	21	239	11.3	15	0	101	123	2,108,977	4	19	244
Tajikistan	3	8	174	2.3	0	0	119	55	7,564,502	5	8	223
Albania	1	1	150	6.2	0	0	150	0	2,402,113	1	1	300
Bosnia and Herzegovina	3	4	136	3.9	0	74	10	52	3,531,159	3	4	76
Latvia	3	7	130	6.9	0	45	55	30	1,893,223	3	5	175
Moldova	1	3	126	4.5	0	0	0	126	2,805,194	1	2	131
North Macedonia	2	2	11	0.6	0	0	6	5	1,836,713	1	1	75
Kosovo	1	2	10	-	0	0	0	10	-	0	0	0
Eastern Europe overall	497	2,070	56,881	—	2,708	17,173	20368	16,632	—	423	1,723	44,866

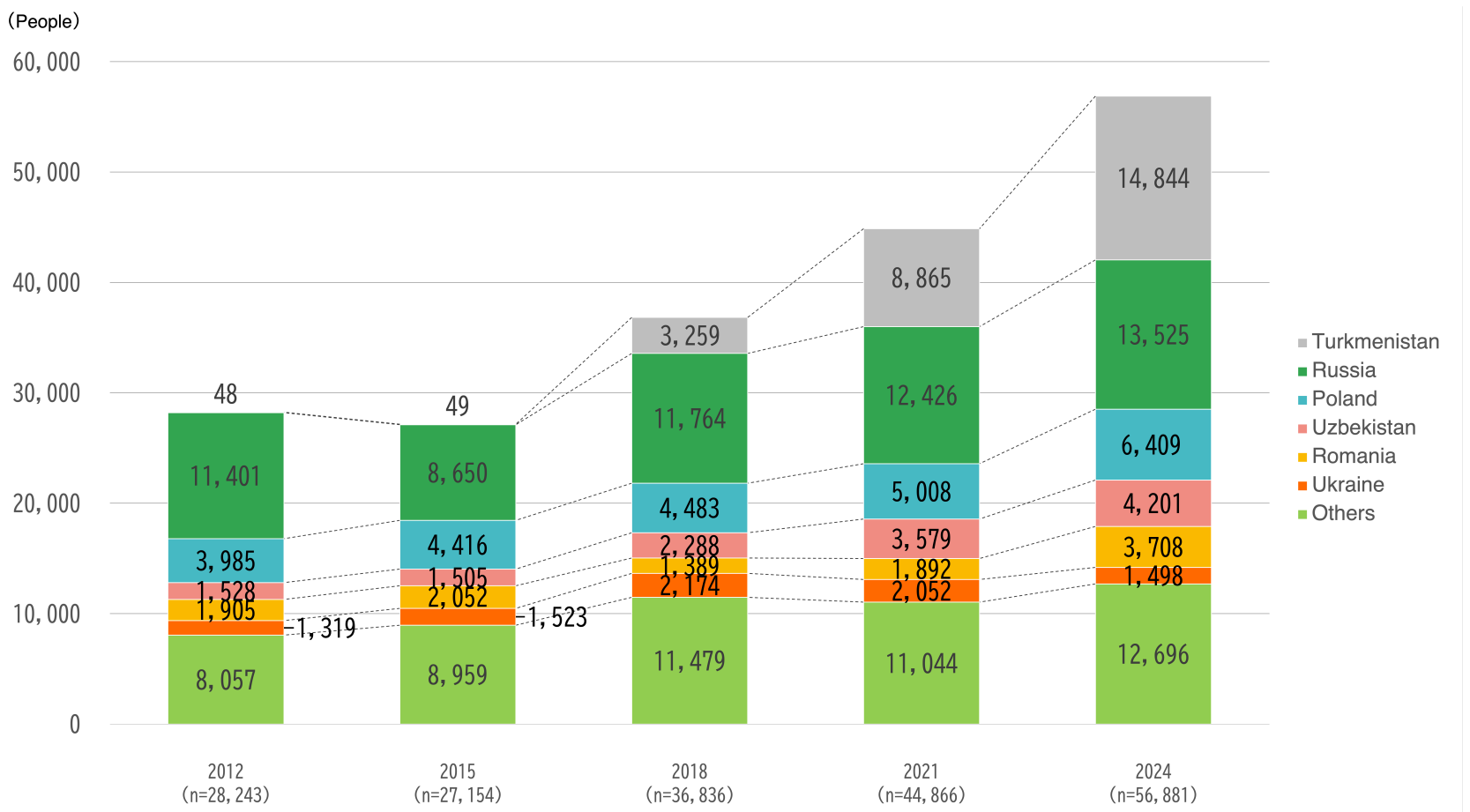
*Source: *Population and Vital Statistics Report (as of 3 January 2025)*, by United Nations

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

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



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



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

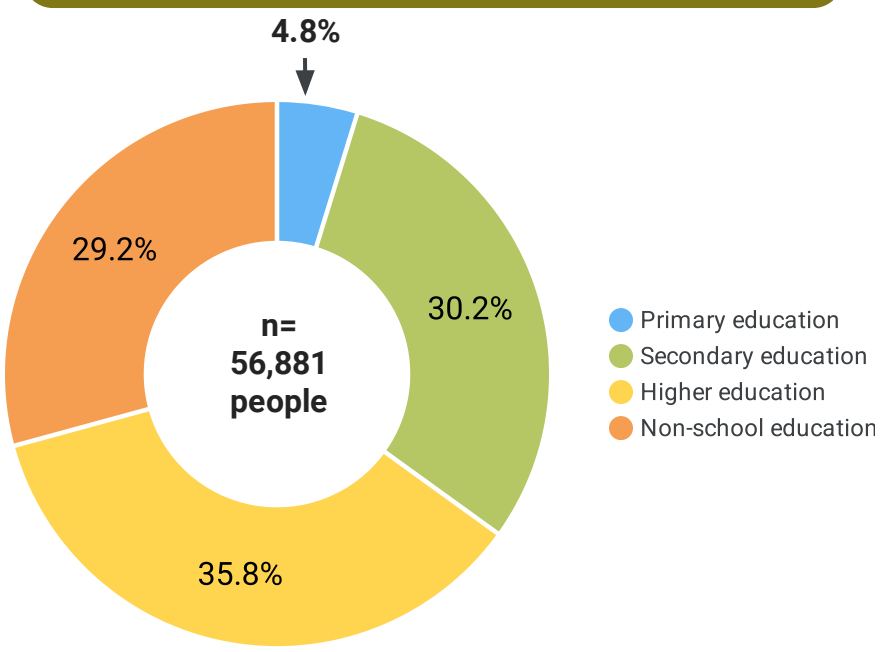
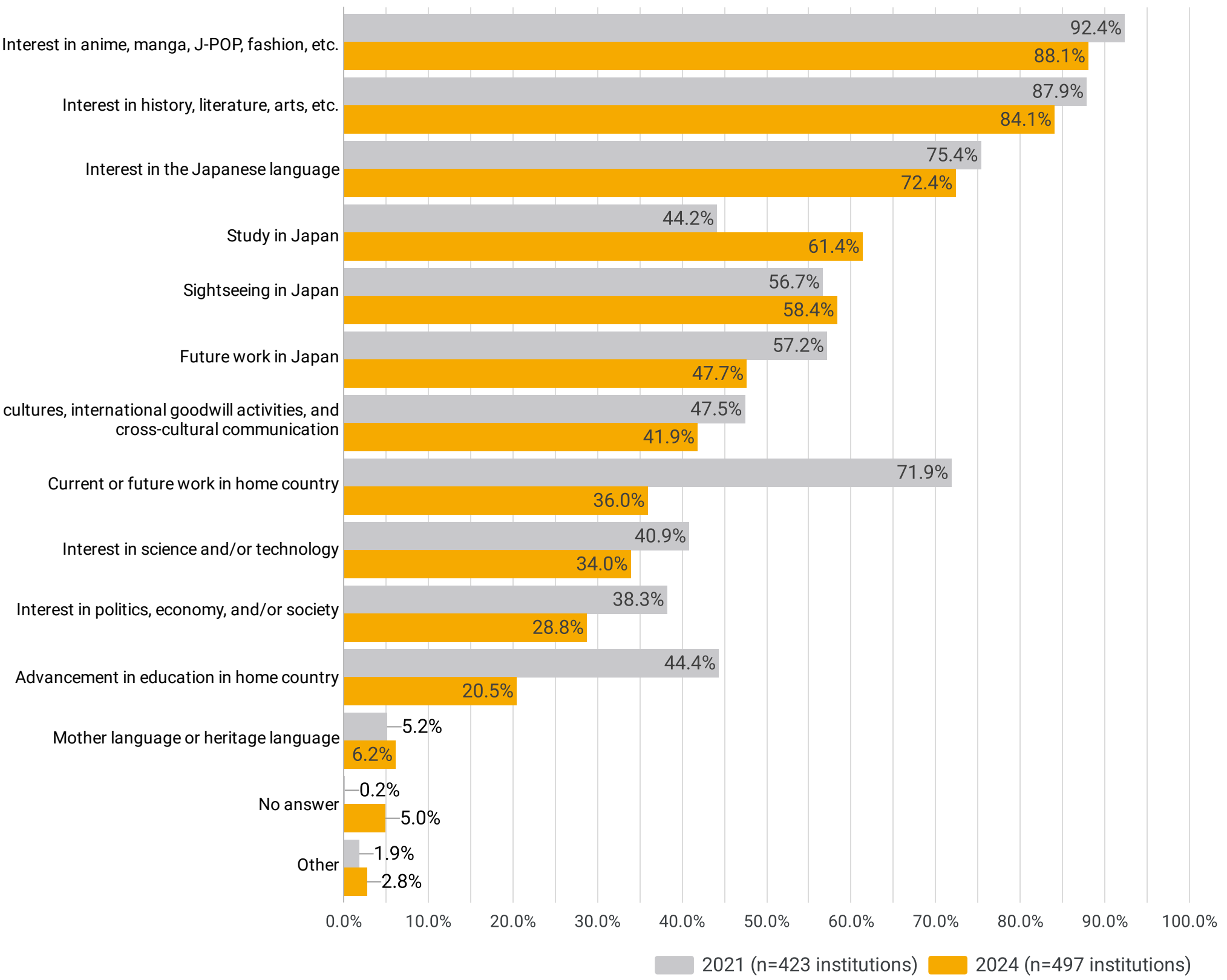


Table 2-9-2 Online class implementation ratio in Eastern Europe

Country and Region	Number of Institutions in each Country and Region	Online class implementation (institutions)	Online class implementation (%)
Azerbaijan	4	2	50.0
Albania	1	1	100.0
Armenia	7	4	57.1
Ukraine	14	12	85.7
Uzbekistan	19	9	47.4
Estonia	10	6	60.0
Kazakhstan	8	4	50.0
North Macedonia	2	2	100.0
Kyrgyz	14	6	42.9
Croatia	6	3	50.0
Kosovo	1	1	100.0
Georgia	9	2	22.2
Slovakia	16	11	68.8
Slovenia	5	4	80.0
Serbia	4	2	50.0
Tajikistan	3	0	0.0

Country and Region	Number of Institutions in each Country and Region	Online class implementation (institutions)	Online class implementation (%)
Czech	23	14	60.9
Turkmenistan	20	0	0.0
Hungary	35	17	48.6
Bulgaria	11	5	45.5
Belarus	9	6	66.7
Poland	47	34	72.3
Bosnia and Herzegovina	3	2	66.7
Moldova	1	1	100.0
Latvia	3	1	33.3
Lithuania	9	3	33.3
Romania	21	13	61.9
Russia	192	135	70.3
Eastern Europe overall	497	300	60.4

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



Trends in each country and region

[Ukraine]
Due to Russia's military invasion, Japanese-language educational institutions have been temporarily closed, and Japanese-language educators, including teachers, continue to be forced to evacuate. Due to this impact, opportunities to learn Japanese have decreased, resulting in a significant decline in the number of institutions, teachers, and learners. On the other hand, against the backdrop of Japan's track record of support for Ukraine and expectations for continued assistance, the number of new learners is on the rise. A notable change in Japanese-language learning at educational institutions is the widespread adoption of online education due to the impact of the COVID-19 pandemic and the military invasion.

Despite the challenging circumstances surrounding the survey, it was conducted with cooperation from the Association of Japanese Language Teachers in Ukraine and other organizations. For institutions that could be contacted, staff from the Embassy of Japan in Ukraine made direct contact to carry out the survey.

[Uzbekistan]
Overall, the number of institutions, teachers, and learners increased from the previous survey (2021), but decreases were observed at certain educational levels.

At the time of the previous survey, a presidential decree was issued to strengthen foreign language education, and efforts to enhance foreign language learning were implemented even at primary education institutions. However, due to difficulties in continuing classes caused by shortages of teaching materials and teachers, as well as the revelation that there was no local demand for such education in the first place, the number of primary education institutions decreased significantly in this survey.

The Uzbekistan government is promoting the strengthening of foreign language education, including Japanese, with the aim of developing human resources and diversifying destinations for labor export. Against the backdrop of economic liberalization and population growth within Uzbekistan, Japanese educational institutions are increasingly expanding their presence in the country, while efforts to strengthen Japanese-language education domestically are also intensifying.

[Hungary]
In primary and secondary education, the number of institutions remained largely unchanged compared to the previous survey (2021), but the number of learners decreased by approximately 20%. Among these, institutions offering Japanese-language education as an extracurricular activity, a common format in Hungary, have reported that Japanese clubs have been discontinued due to successive teacher resignations.

Regarding secondary education, there is a growing trend favoring practical disciplines such as engineering and IT over foreign language education, driven by concerns about social conditions including politics and economics. Additionally, in foreign language education, there has been an increase in learners choosing European languages such as English, French, and German over Japanese.

In higher education, the number of institutions, teachers, and learners all increased. This is partly because the impact of higher education reforms since 2021 led to the privatization of many universities, resulting in a shift in management policies toward increasing student enrollment. A similar trend was observed at universities providing Japanese-language education. At some universities, an increase in the number of classes due to increasing the number of learners led to a significant increase in the number of teachers as the universities expanded the hiring of part-time teachers to meet the demand. On the other hand, some universities continue to see significant budget cuts for foreign language education due to the effects of privatization.

In non-school education, an increase was observed in both the number of institutions and the number of learners. Regarding private tutoring, while it was common in the past to hire native Japanese speakers as tutors through personal connections, recently more Japanese-language teachers have begun seeking Japanese-language learners via social media. Tuition is often cheaper than at language schools, and while this practice is becoming increasingly widespread, reports indicate that the quality of teachers is inconsistent.

[Poland]
At present, only one institution providing Japanese-language education in primary education has been confirmed.

The 2017 education reform in Poland abolished junior high schools (gimnazjum) and restructured six-year elementary schools into eight-year combined schools. Additionally, high schools transitioned from three-year to four-year programs. As a result, secondary education in Poland does not include an educational level equivalent to that of junior high schools in Japan, and only upper secondary education is categorized under secondary education.

In secondary education, while the number of institutions remained unchanged from the previous survey (2021), the number of learners increased significantly (up 48.4% compared to the previous survey). Teenagers' interest in anime and manga is exceptionally high, and this likely explains why many young individual learners, whether attending private Japanese-language schools or self-studying, are taking up Japanese-language learning.

Following the establishment of the Japanese Studies Course at the University of Gdańsk, a national university, in 2023, an increase in the number of teachers and learners in higher education has been observed. On the other hand, the growing popularity of Chinese and Korean may also affect future trends in the number of Japanese-language learners. Career development for learners majoring in Japanese at university remains a constant challenge. Securing a position at a Japanese company after graduation is by no means easy, and as a result, many choose to pursue a career as a Japanese-language teacher. While Japanese-language departments may include Japanese-language teaching methodology in their curricula, there remains a need to consider establishing an environment for training Japanese-language teachers who can be immediately effective in the classroom.

A characteristic of non-school education is the prevalence of small-scale Japanese-language schools. Interest in Japanese culture is high, and the number of learners studying Japanese on their own as a hobby is increasing year by year. Consequently, the number of language schools teaching Japanese both in person and online is increasing. Furthermore, it is not uncommon for graduates of Japanese-language departments and others to offer private lessons online.

[Russia]
Following the travel advisory issued in response to Russia's military invasion of Ukraine in February 2022, the number of Japanese nationals and Japanese exchange students residing in Russia has decreased, significantly altering the environment

surrounding Japanese-language education. On the political front, while relations have deteriorated, including Japan being designated an unfriendly nation, interest in Japan among Russian citizens remains exceptionally high, particularly for tourism. This is evidenced by the number of visas issued to Russian nationals for travel to Japan reaching record monthly highs since the beginning of 2025. Regarding language learning, the diversification of languages available for study is occurring alongside the emergence of multipolarism at the political level. This survey suggests that despite the growing influence of China within Russia, there remains strong demand for Japanese-language learning. However, it is important to note that the circumstances surrounding Japanese-language education vary significantly from city to city.

The number of institutions and teachers in primary education continues to decline from the previous survey (2021). On the other hand, the number of learners increased by 42.5% compared to the previous survey.

In secondary education, while the number of institutions has increased slightly, the number of teachers and learners has sharply declined. One reason Japanese-language education has struggled to gain traction in primary and secondary education is the lack of official textbooks for use in school education and shortage of teaching materials. It has also been reported that Japanese-language education in Russia is often carried out by a single Japanese-language teacher, and when that teacher resigns, Japanese-language education ceases.

Higher education is on an upward trend in terms of the number of institutions, teachers, and learners. The Central Federal District, where the capital is located, has the highest number of institutions and is seeing an increase in the number of learners. In the Volga Federal District, the number of institutions and teachers remained unchanged, but the number of learners decreased significantly from the previous survey. This may be attributable to the decline in the number of learners at Kazan Federal University and Linguistics University of Nizhny Novgorod, the district's major higher education institutions, due to reduced interest in Japanese. Furthermore, the current situation has made studying or working in Japan difficult, and the fact that Japanese-language skills do not provide an advantage in the Russian job market is also contributing to a decline in learners' motivation. Meanwhile, Orel State University (Central Federal District), Altai State University (Siberian Federal District), and Perm National Research Polytechnic University (Volga Federal District) are showing signs of expansion, for example, by newly launching Japanese-language programs. Reports indicate the presence of learners who study Japanese out of an interest in Japan while understanding that it may not lead to future employment, suggesting that learning motivations may be shifting.

In non-school education, the number of institutions, teachers, and learners is on the rise. In school education institutions, in-person classes have basically resumed since the COVID-19 pandemic, so the number of institutions reporting online classes has decreased. Conversely, in non-school education, that number has increased. Online language schools have the advantage of lower initial setup costs and easier market entry, which is also contributing to the growth of Japanese-language education traditionally provided by private tutors.

Due to recent circumstances, securing native Japanese-speaking teachers has become difficult, leading to fewer opportunities for learners to interact with Japanese speakers. Meanwhile, Japanese-language education utilizing online platforms continues. The Japan Foundation, Moscow reports that a cumulative total of approximately 200 teachers have participated in its online seminar for teachers, Japanese-Language Teachers' Day, since 2021. Teachers from both inside and outside Russia have taken the lead in establishing online exchange platforms for learners in Russia and Japan. Even under circumstances where in-person interaction is difficult, cultural exchange between Japan and Russia through language continues.

China's economic influence in Russia is also reflected in circumstances surrounding foreign language learning, and this survey also reported learners who prioritized Chinese and stopped studying Japanese. The Russian government also supports Chinese-language learning. According to the Federal Service for Supervision in Education and Science (Rosobrnadzor), the number of examinees taking the Chinese-language section of the Unified State Exam, which also serves as the university entrance exam, increased approximately 1.6-fold between 2019, its inaugural year, and 2022. (Japanese is not offered as an exam subject.) In the education system, a change occurred in September 2022 whereby the second foreign language, which had been a compulsory subject starting from the fifth grade, was removed from the list of required subjects. Along with the impact on Japanese-language learning due to China's growing presence within Russia, future developments will be closely watched.

[Other Countries and Regions]

In Kosovo, Japanese-language educational institutions were confirmed for the first time in this survey.

In Turkmenistan, following Prime Minister Abe's visit in 2015, a fundamental expansion of Japanese-language education was implemented under the initiative of then-President Berdimuhamedov (now National Leader and Chairman of the People's Council). At that time, there were only one higher education institution and one secondary education institution (equivalent to Japanese elementary through high school) offering Japanese-language courses in Turkmenistan. However, the number has now increased to seven higher education institutions and 13 secondary education institutions. Furthermore, the number of Japanese-language learners in Turkmenistan has increased from approximately 50 to approximately 14,000.Reflecting the current favorable relations between Japan and Turkmenistan, enthusiasm for learning Japanese in Turkmenistan remains high. In that country, the two major universities providing Japanese-language education are Dovletmammet Azadi Turkmen National Institute of World Language, which specializes in foreign language education, and Oguz Han Engineering and Technology University of Turkmenistan, established in 2016 with the aim of providing Japanese-style engineering education.

Despite Romania's declining population, the number of Japanese-language learners increased from approximately 1,900 to approximately 3,700 compared to the previous survey, indicating a further rise in interest in learning Japanese. In higher education, many institutions have newly introduced Japanese-language programs, and the number of institutions has increased. Looking at the breakdown of learners, while the number studying within the school education framework showed only a slight increase, the number of learners in non-school education more than tripled from 680 in the previous survey. This indicates that the center of gravity of Japanese-language education in Romania is shifting from higher education to general language courses.

10. The Middle East

Status of Japanese-language education in the Middle East

The number of institutions in the Middle East decreased to 68 (a 17.1% decrease compared to the previous survey in 2021), and the number of teachers decreased to 193 (a 4.9% decrease). Meanwhile, the number of learners slightly increased to 6,199 (a 2.8% increase). Furthermore, this survey confirmed the resumption of Japanese-language education in Oman, where its provision could not be confirmed in the previous survey. On the other hand, this survey could not confirm the provision of Japanese-language education in Yemen.

In the previous survey, Turkey, Israel, and the United Arab Emirates were the only three countries with more than ten institutions. However, in this survey, only Turkey (26 institutions) remains. Turkey had the highest number of teachers at 80, followed by the United Arab Emirates and Israel, each with 21. Similarly, Turkey had the highest number of learners at 2,929, accounting for 47.2% of the regional total. This was followed by the United Arab Emirates with 929 learners and Iraq with 762.

Looking at the changes by country since the previous survey, the number of institutions increased in 4 countries, remained the same in 4 countries, and decreased in 6 countries. The number of teachers increased in 5 countries, remained the same in 2 countries, and decreased in 7 countries. The number of learners increased in 6 countries, remained the same in 1 country, and decreased in 7 countries. In all cases, the number of countries showing a decrease exceeded the number showing an increase.

The proportion of learners by educational level is 7.9% for primary education, 18.0% for secondary education, 46.3% for higher education, and 27.8% for non-school education. As in the previous survey, this shows that Japanese-language education is primarily conducted at universities.

The online class implementation rate across the Middle East stands at 63.2%, significantly higher than the global rate of 30.9%. By educational level, non-school education showed a notably high rate of 88.9%.

Looking at the purposes for learning Japanese, interest in anime, manga, J-POP, fashion, etc. was the highest at 91.2%, followed by interest in history, literature, arts, etc. at 79.4% and interest in the Japanese language at 76.5%, showing a similar trend to the previous survey.

Table 2-10-1 Number of Institutions, number of Teachers, and number of Learners in the Middle East

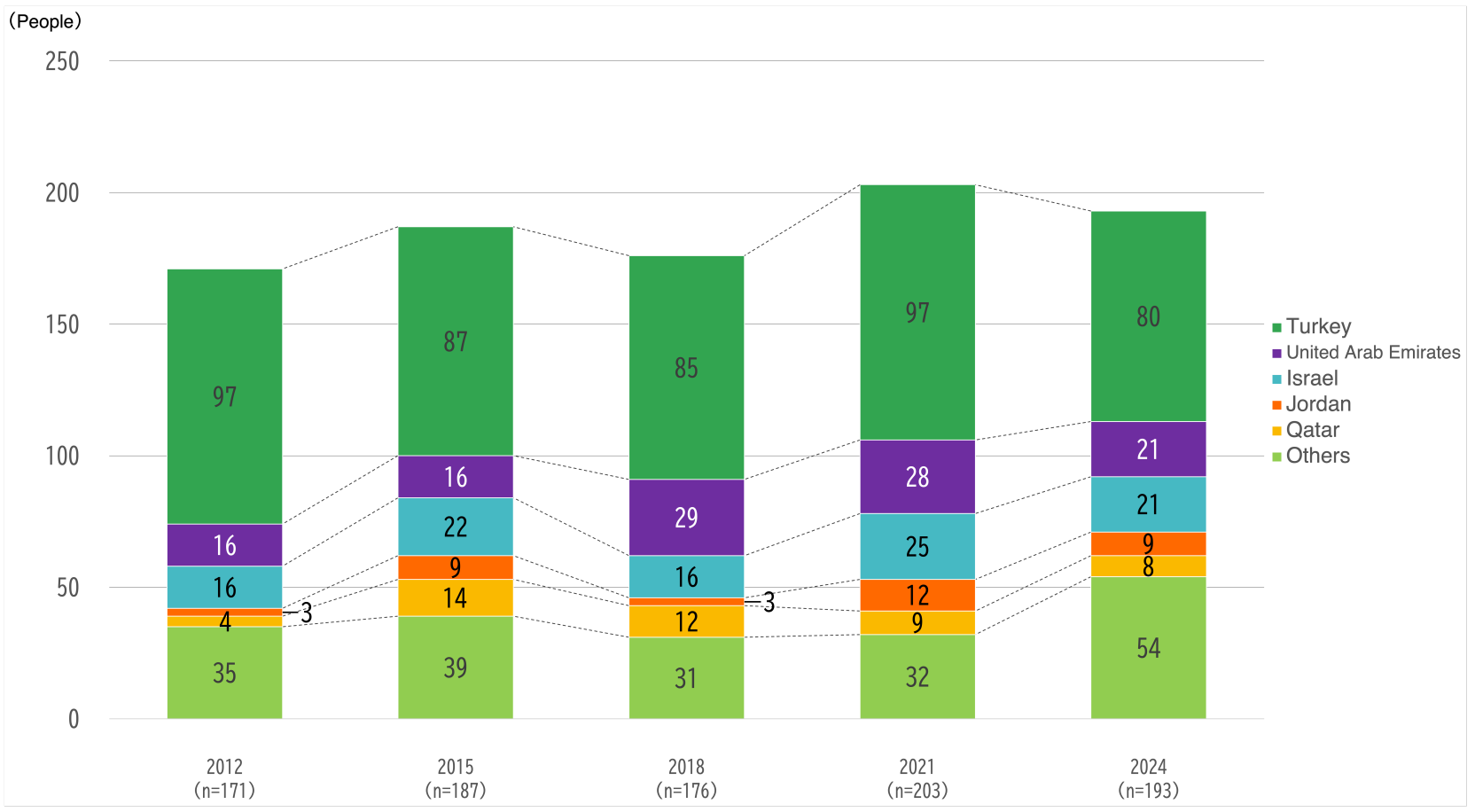
(Listed in order of the number of Learners in 2024)

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)
Turkey	26	80	2,929	3.5	0	195	2,146	588	84,680,273	40	97	3,305
United Arab Emirates	9	21	929	22.6	0	516	82	331	4,106,427	10	28	598
Iraq	4	6	762	4.0	490	252	20	0	19,184,543	2	6	450
Israel	9	21	536	7.2	0	0	263	273	7,412,180	11	25	753
Iran	2	19	270	0.3	0	0	120	150	79,926,270	1	6	108
Qatar	6	8	217	7.6	0	150	40	27	2,846,118	4	9	71
Jordan	4	9	183	1.9	0	0	72	111	9,531,712	7	12	299
Syria	1	10	157	0.9	0	0	0	157	17,921,000	1	7	110
Oman	3	6	82	1.8	0	0	27	55	4,471,148	0	0	0
Saudi Arabia	1	6	80	0.2	0	0	80	0	32,175,224	1	4	80
Kuwait	1	2	24	0.8	0	0	0	24	3,065,850	1	2	121
Lebanon	1	1	20	0.5	0	0	20	0	3,779,859	2	2	25
Bahrain	1	4	10	0.7	0	0	0	10	1,501,635	1	3	96
Yemen	0	0	0	–	0	0	0	0	19,685,161	1	2	14
the Middle East overall	68	193	6,199	–	490	1,113	2,870	1,726	–	82	203	6,030

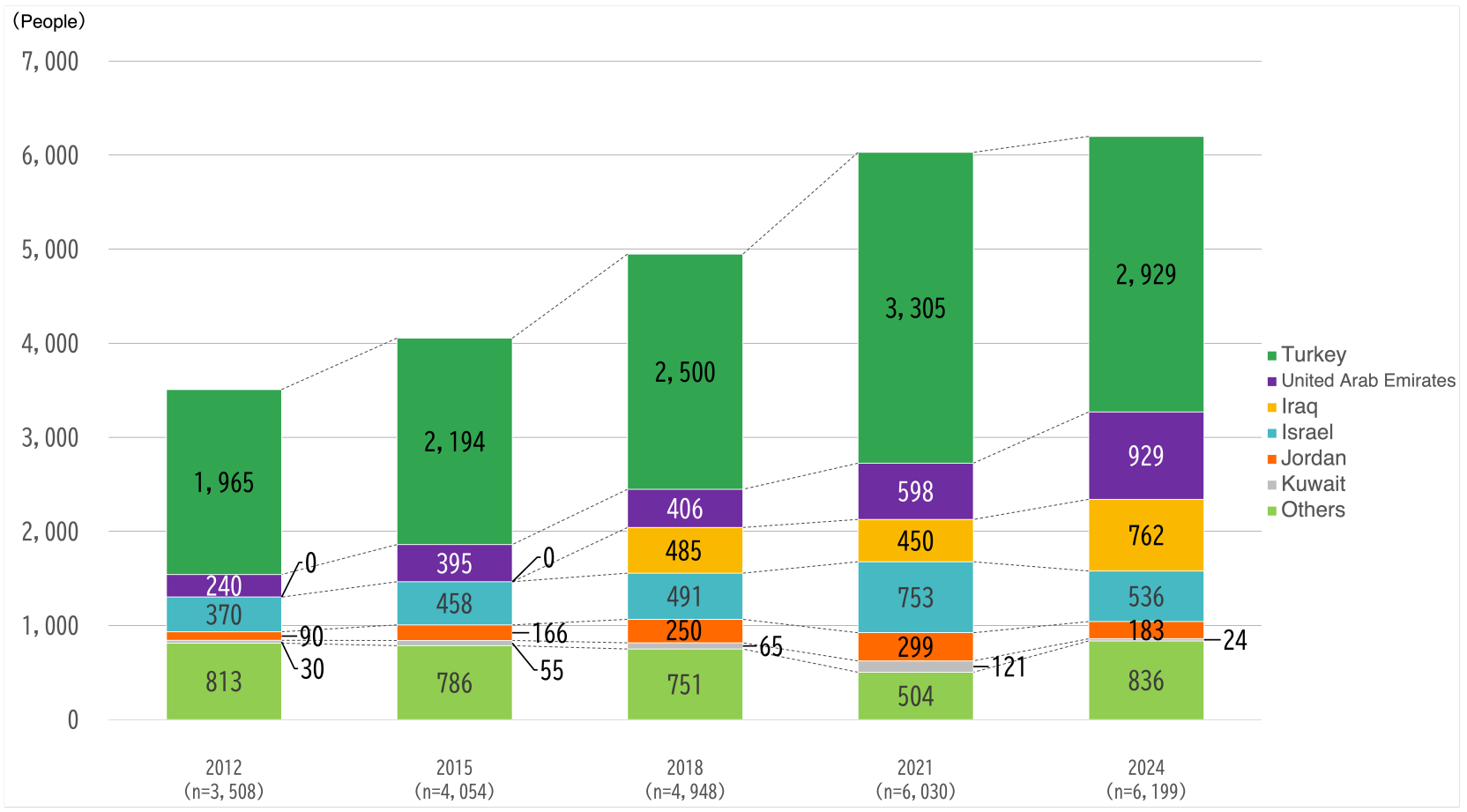
*Source: *Population and Vital Statistics Report (as of 3 January 2025)*, by United Nations

Graph 2-10-1 Number of Institutions in the Middle East

Graph 2-10-2 Number of Teachers in the Middle East



Graph 2-10-3 Number of Learners in the Middle East



Graph 2-10-4 Percentages of Learners by educational stage in the Middle East

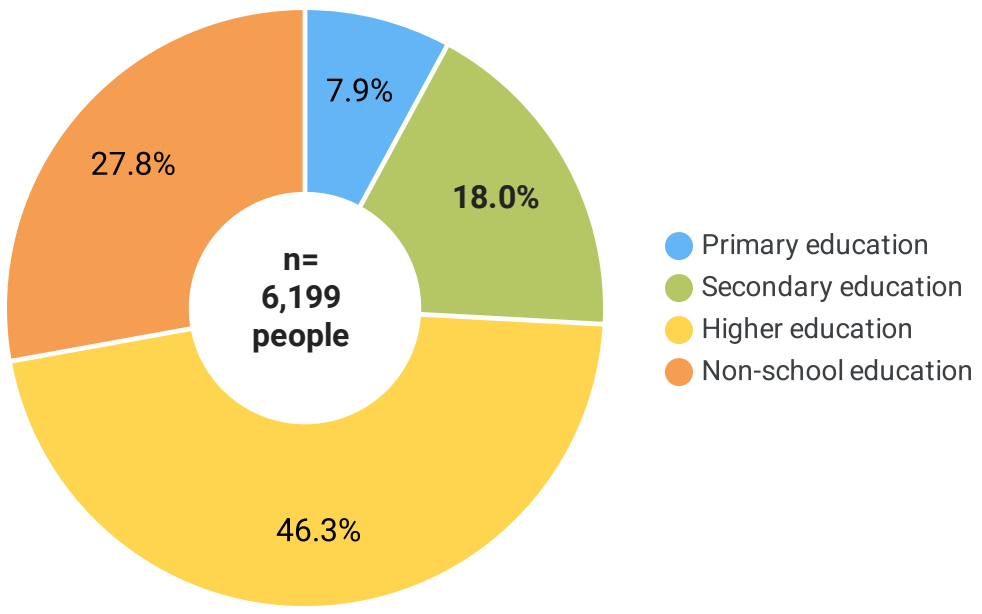
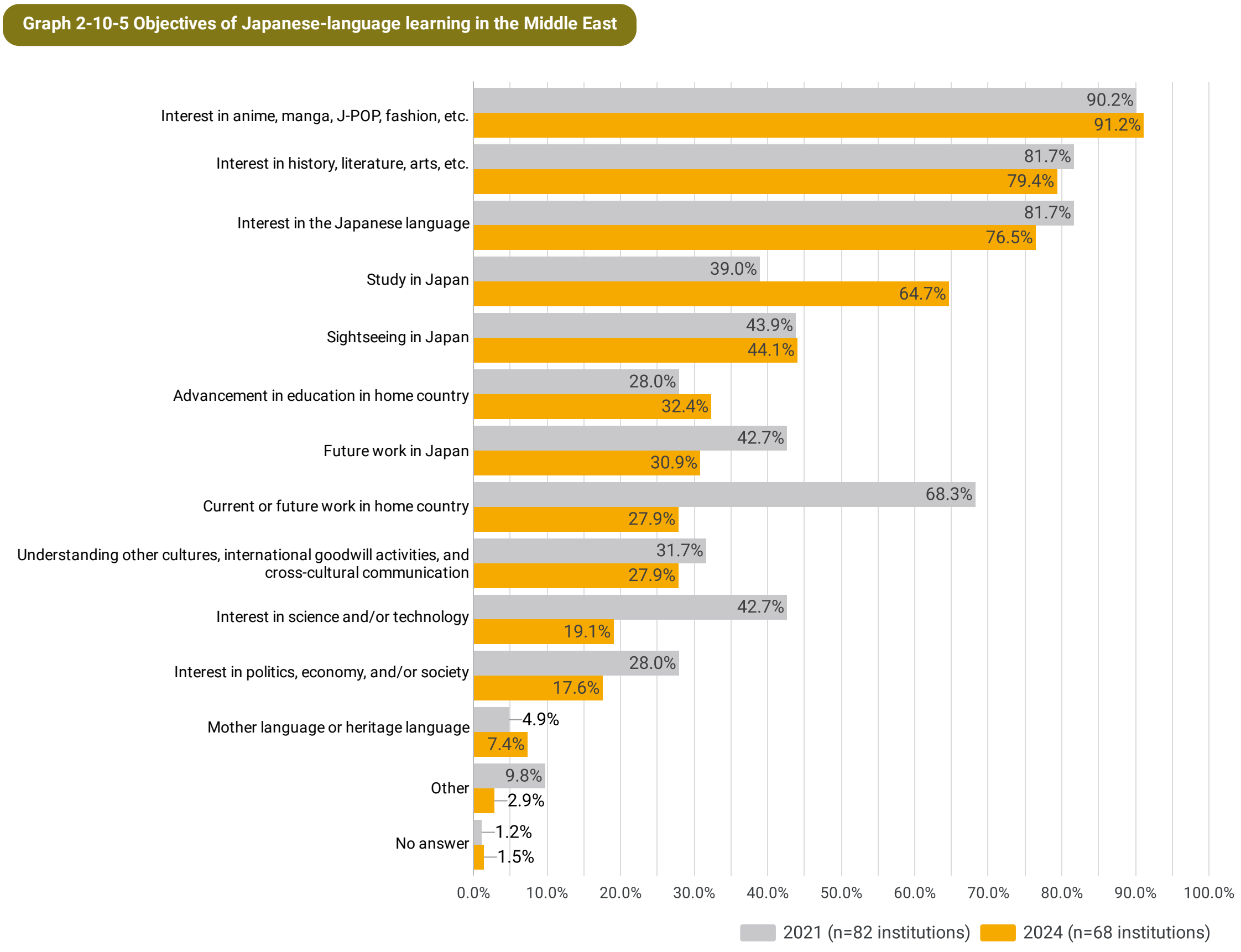


Table 2-10-2 Online class implementation ratio in the Middle East

Country and Region	Number of Institutions in each Country and Region	Online class implementation (institutions)	Online class implementation (%)
United Arab Emirates	9	5	55.6
Israel	9	8	88.9
Iraq	4	1	25.0
Iran	2	1	50.0
Oman	3	2	66.7
Qatar	6	5	83.3
Kuwait	1	1	100.0
Saudi Arabia	1	1	100.0
Syria	1	0	0.0
Turkey	26	14	53.8
Bahrain	1	1	100.0
Jordan	4	3	75.0
Lebanon	1	1	100.0
the Middle East overall	68	43	63.2

Graph 2-10-5 Objectives of Japanese-language learning in the Middle East



Trends in each country and region

[Turkey]

Turkey is the country with the most active Japanese-language education in the Middle East, but the numbers of institutions, teachers, and learners are all on a downward trend. It should be noted that the provision of Japanese-language education in primary education has not been confirmed in Turkey, and many learners study Japanese at the higher education level.

Factors contributing to the decline include the temporary suspension of Japanese-language classes due to teacher shortages, as well as a decrease in learners choosing foreign language departments in higher education, which is not limited to Japanese and is due to reasons such as limited job opportunities and economic uncertainty. Furthermore, as educational policies concerning foreign language learning have become centered on English, Japanese-language education and other foreign languages tend to be given lower priority regardless of educational level. However, local Japanese-language educators report that the number of individual learners continues to increase year by year, regardless of age.

[Other Countries and Regions]

In the United Arab Emirates, while the number of institutions and teachers is decreasing, the number of learners is increasing at all educational levels, continuing the trend observed in the previous survey (2021). China and Korea are expanding language education through government-led initiatives such as establishing Confucius Institutes and King Sejong Institutes in Abu Dhabi.

In the previous survey, Japanese-language education was being conducted in Yemen in non-school education. However, this survey revealed that operations are suspended at the relevant institution, confirming that there are no institutions providing Japanese-language education.

In Iran, due to economic sanctions, it is difficult to obtain textbooks and materials for Japanese-language learning, and opportunities to study are limited, with only one university offering Japanese as a major. However, the popularity of manga and anime has led to an increase in learners interested in Japanese, suggesting high potential demand for Japanese-language learning.

In Oman, the resumption of Japanese-language education was confirmed in this survey. Universities that newly launched Japanese-language courses starting in September 2024 have also been confirmed, and the number of institutions has increased compared to the 2018 survey. With the end of the pandemic, recruitment of Japanese-language teachers became possible, and some institutions resumed their courses. This suggests that Japanese-language education is generally popular.

In Qatar, the number of learners in secondary education is increasing, driven by the Ministry of Education and Higher Education's introduction of Japanese as an elective subject at two public boys' high schools. The Ministry of Education is seeking to expand the Japanese-language elective program to more public schools, but progress has been slow due to issues such as securing Japanese-language teachers.

11. North Africa

Status of Japanese-language education in North Africa

In North Africa, as in the previous survey (2021), the provision of Japanese-language education was confirmed in four countries: Algeria, Egypt, Tunisia, and Morocco. The number of institutions across North Africa totaled 34 (a 3.0% increase from the previous survey), with 221 teachers (a 16.3% increase) and 4,489 learners (a 2.0% decrease). The number of teachers increased from the previous survey, while the number of learners declined.

Egypt had the highest number of institutions with 18, followed by Morocco with 10, then Algeria and Tunisia each with 3. Egypt had 176 teachers, accounting for 79.6% of the regional total, followed by Morocco (25), Algeria (14), and Tunisia (6). Egypt also had the highest number of learners at 3,661, accounting for 81.6% of the regional total, followed by Morocco (527), Tunisia (205), and Algeria (96).

Looking at the changes by country since the previous survey, the number of institutions increased in Egypt and Tunisia, while it decreased in Algeria and Morocco. Regarding the number of teachers, Morocco saw a decrease, while the other three countries experienced an increase. The number of learners increased in Egypt and Tunisia, while it decreased in Algeria and Morocco.

The proportion of learners by educational level is 75.6% for higher education and 24.4% for non-school education. Secondary education, which was confirmed in the previous survey, could no longer be confirmed, indicating a stronger trend of Japanese-language education being primarily conducted at universities. Furthermore, as in the previous survey, the provision of Japanese-language education in primary education was not confirmed.

The online class implementation rate for the region was 64.7%, higher than the global rate of 30.9%. Egypt had the highest rate at 83.3%, followed by Morocco at 50.0%.

Looking at the purposes for learning Japanese, interest in anime, manga, J-POP, fashion, etc. (94.1%) remained the highest since the previous survey. Study in Japan (88.2%), interest in history, literature, arts, etc. (73.5%), and interest in the Japanese language (70.6%) also exceeded 70%, maintaining high levels.

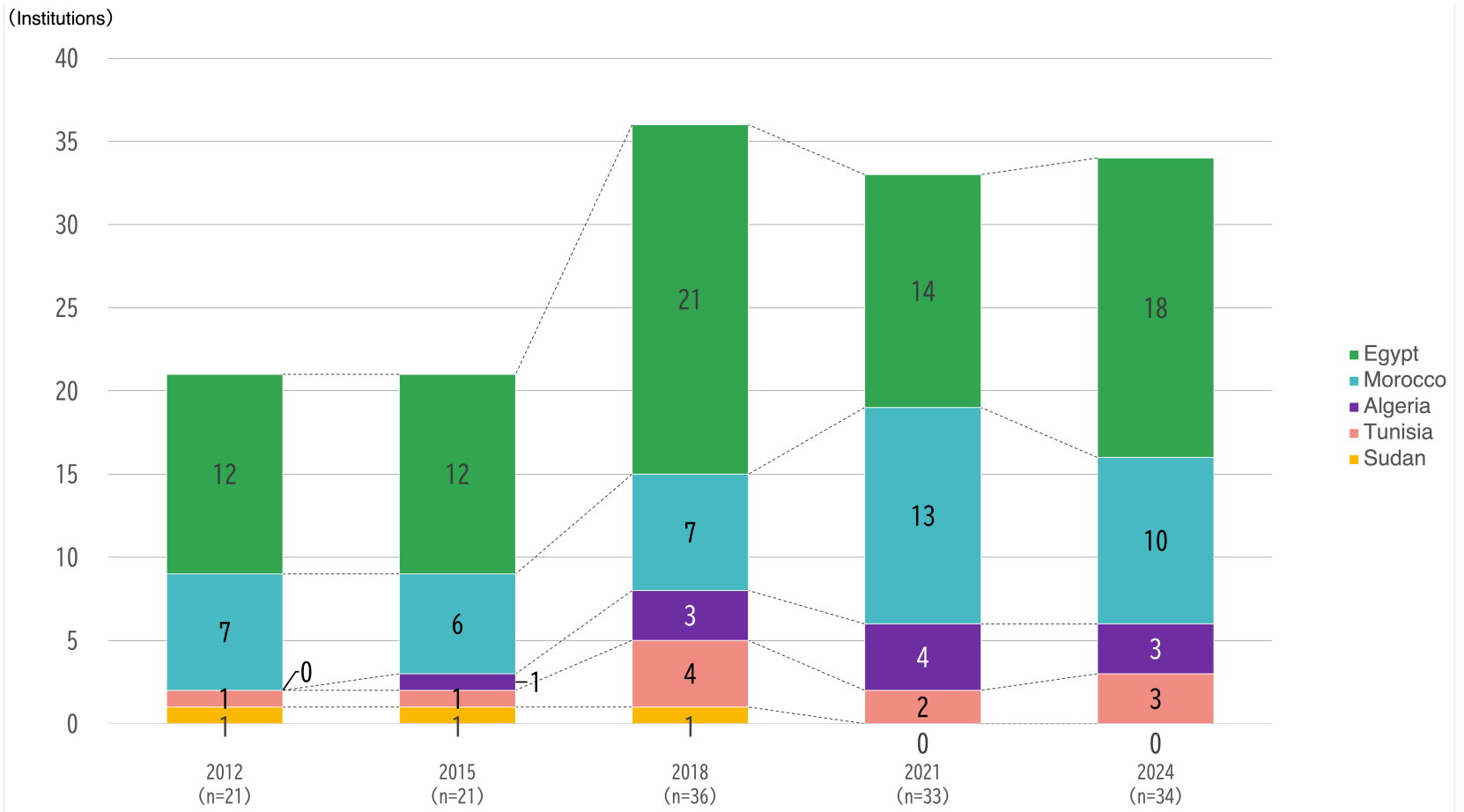
Table 2-11-1 Number of Institutions, number of Teachers, and number of Learners in North Africa

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

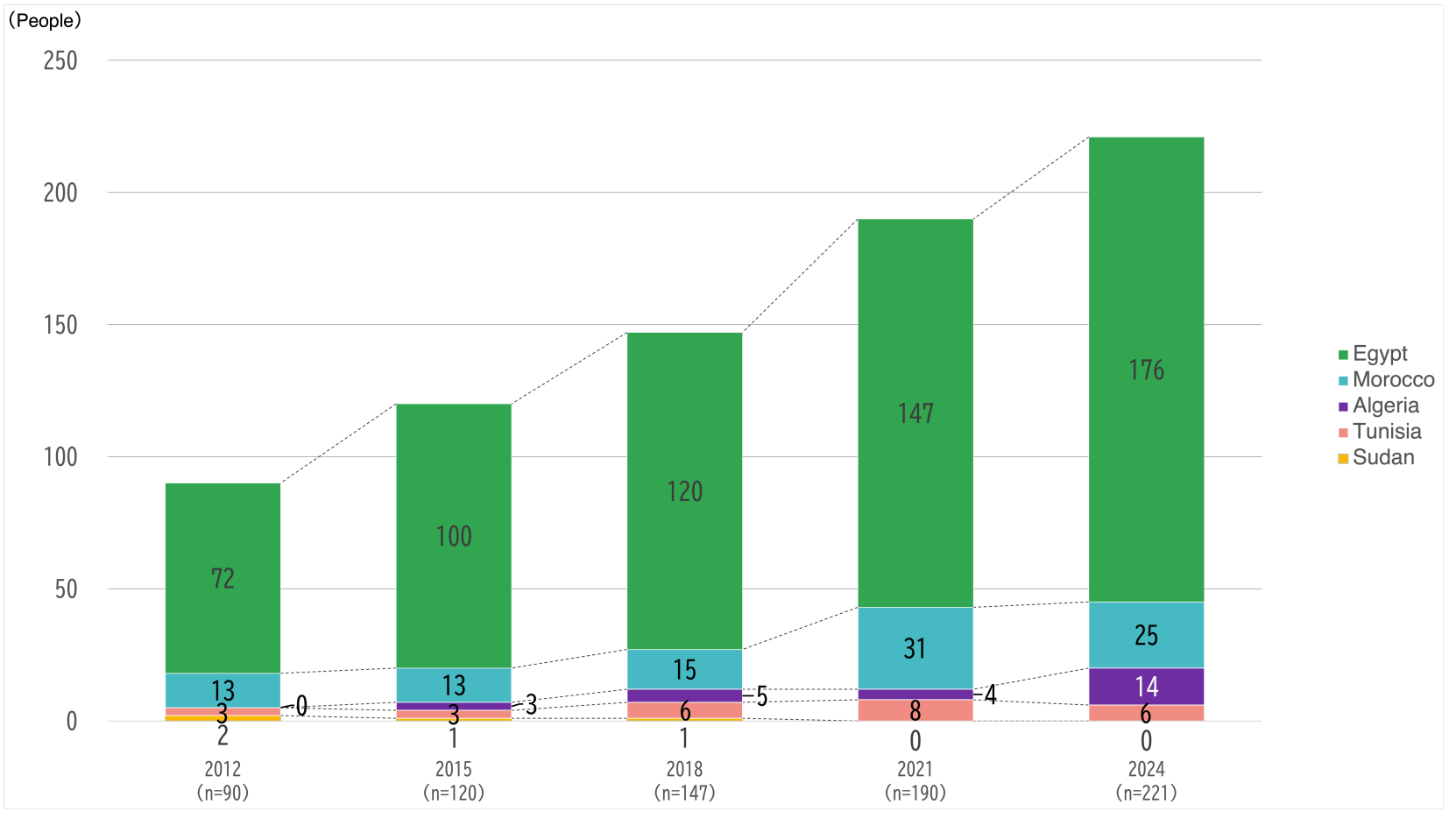
Country and Region	Number of Institutions in 2024 (institutions)	Number of Teachers in 2024 (people)	Number of Learners in 2024 (people)	Learners per 100,000 population (people)	Number of Learners in Primary education 2024 (people)	Number of Learners in Secondary education 2024 (people)	Number of Learners 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)
Egypt	18	176	3,661	3.9	0	0	3,212	449	94,798,827	14	147	3,514
Morocco	10	25	527	1.6	0	0	140	387	33,848,242	13	31	626
Tunisia	3	6	205	1.9	0	0	20	185	10,982,754	2	4	170
Algeria	3	14	96	0.3	0	0	20	76	34,452,759	4	8	270
North Africa overall	34	221	4,489	_	0	0	3,392	1,097	_	33	190	4,580

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

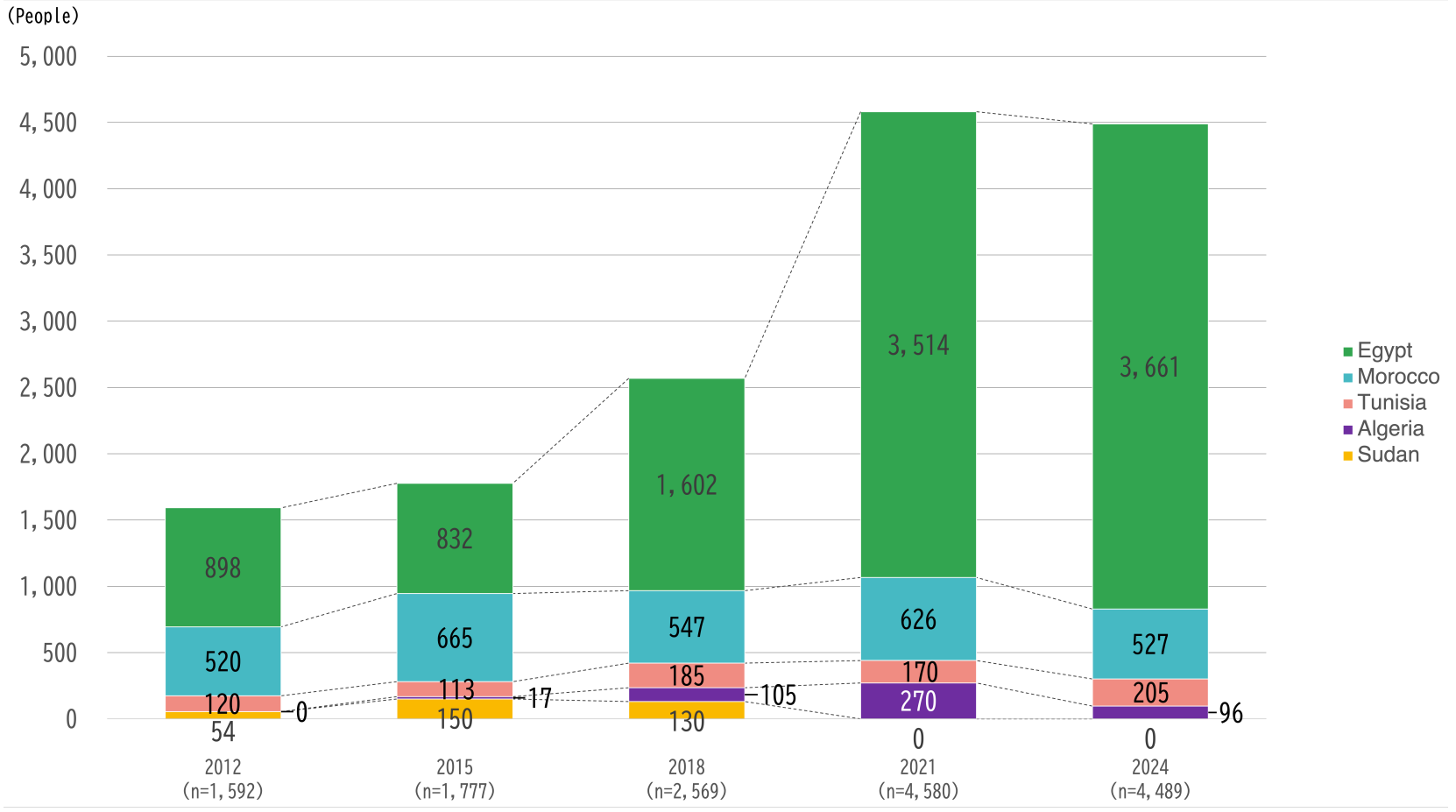
Graph 2-11-1 Number of Institutions in North Africa



Graph 2-11-2 Number of Teachers in North Africa



Graph 2-11-3 Number of Learners in North Africa



Graph 2-11-4 Percentages of Learners by educational stage in North Africa

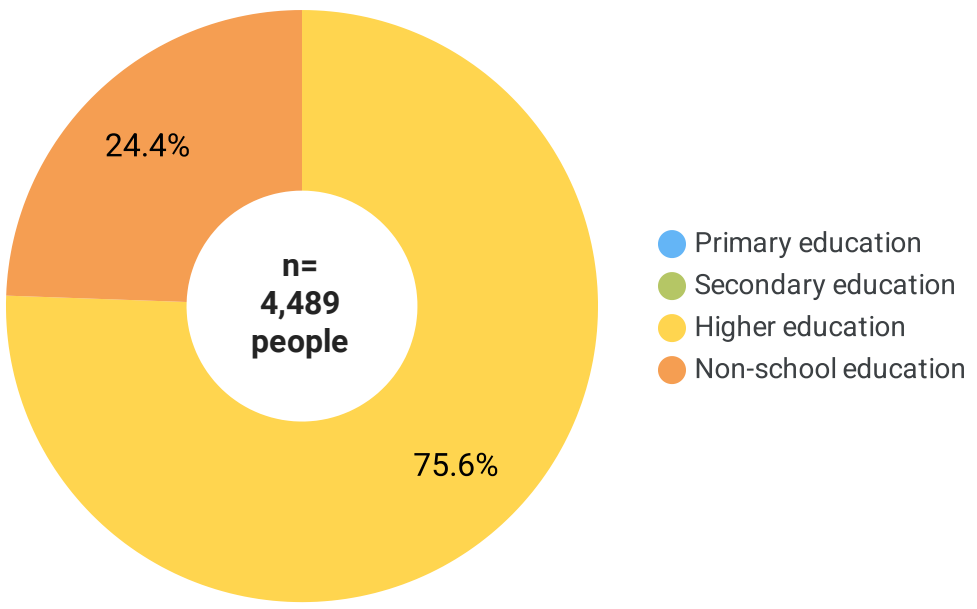
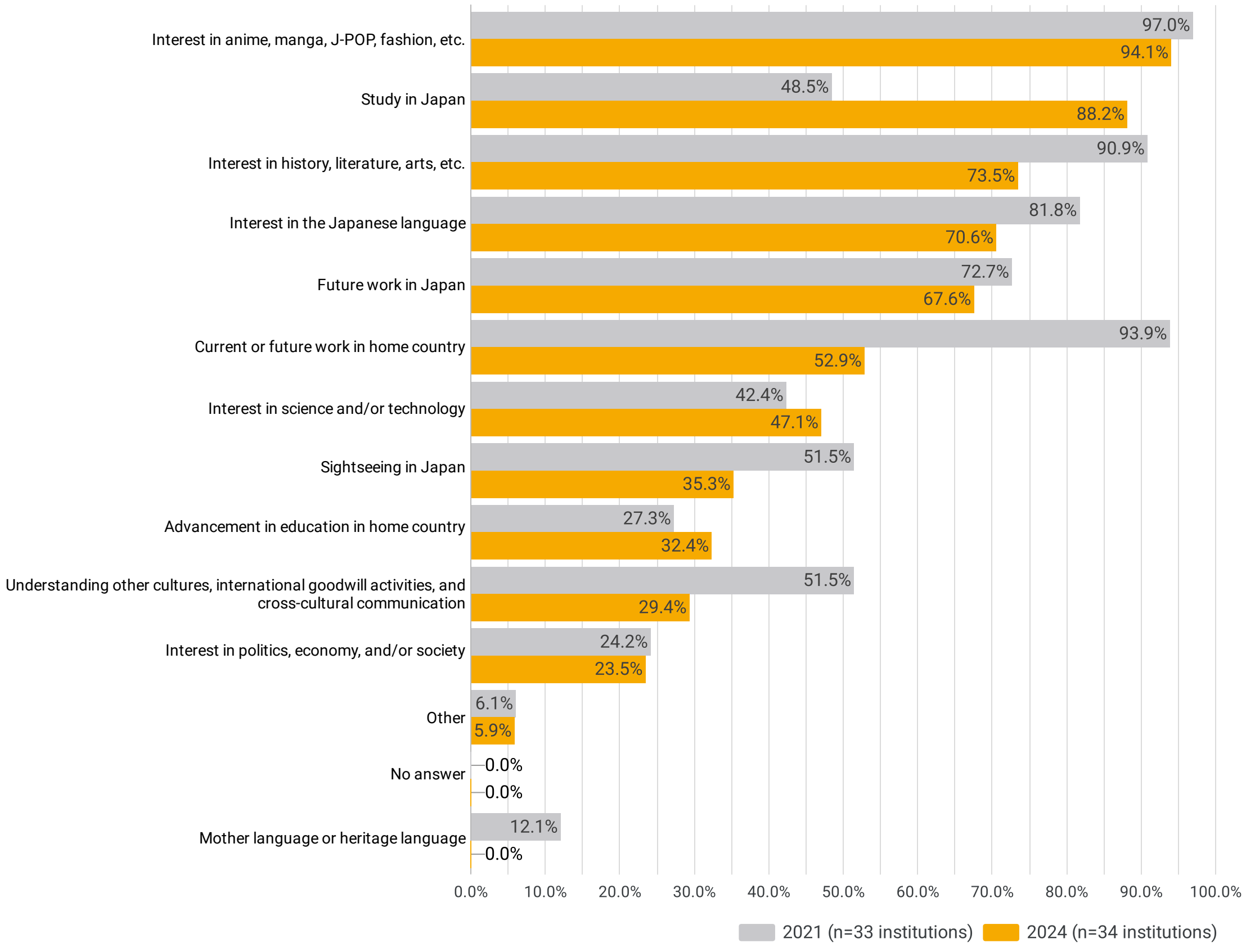


Table 2-11-2 Online class implementation ratio in North Africa

Country and Region	Number of Institutions in each Country and Region	Online class implementation (institutions)	Online class implementation (%)
Algeria	3	1	33.3
Egypt	18	15	83.3
Tunisia	3	1	33.3
Morocco	10	5	50.0
North Africa overall	34	22	64.7

Graph 2-11-5 Objectives of Japanese-language learning in North Africa



Trends in each country and region

[Egypt]

Egypt has the largest scale of Japanese-language education in North Africa, but Japanese-language education is not provided at primary or secondary education institutions. However, Egypt has 58 public schools called Egypt-Japan Schools (EJS) that incorporate Japanese-style education centered on activities such as cleaning, class meetings, and daily duties, known as tokkatsu (special activities). Parents at these schools have expressed numerous requests for Japanese-language education that goes beyond one-off events introducing Japanese culture. Furthermore, during Japan-related events (Japan Day or Japan Week) held around Culture Day (November 3) at all EJS schools, some content learned through the Japan Foundation's Japanese-language instruction training for teachers is being utilized, and an increase in students' use of Japanese has been observed as a result.

The primary factors behind the increase in learners at higher education institutions appear to be the annual rise in new student enrollment at Egypt-Japan University of Science and Technology (E-JUST), where Japanese is a required subject, and the extension of the mandatory Japanese-language study period in some faculties.

Furthermore, while Japanese-language schools with a stable number of enrolled learners maintain steady operations, those unable to provide value commensurate with the cost have been forced to close due to the COVID-19 pandemic and the proliferation of self-study materials. Although the exact number and scale of learners remain unclear, based on participants in Japan-related events and conversations with university students, it is estimated that the number of individual learners studying independently using websites, apps, podcasts, and other resources without belonging to an educational institution is increasing.

[Other Countries and Regions]

Following the previous survey (2021), no institutions providing Japanese-language education were confirmed in Sudan or Libya.

In Algeria, the number of institutions and learners decreased, but the number of teachers in non-school education increased. However, there have also been reports indicating a shortage of Japanese-language teachers.

The number of learners in Tunisia fluctuates slightly from year to year but remains stable without significant change. In Tunisia's foreign language education system, students can choose a second foreign language (German, Italian, or Spanish) starting in the second year of secondary education, with classes held three to four hours per week for two years. A third foreign language may be selected as an option, but no Japanese-language learners have been confirmed at this time.

In Morocco, the numbers of institutions, teachers, and learners are all on a downward trend. However, in the North Africa region, it remains second only to Egypt in terms of the number of institutions, teachers, and learners.

12. Africa

Status of Japanese-language education in Africa

The number of institutions in Africa reached 72 (a 5.9% increase compared to the previous survey in 2021), the number of teachers reached 162 (a 25.6% increase), and the number of learners reached 8,096 (a 22.4% increase). All metrics showed growth compared to the previous survey. Furthermore, this survey confirmed the provision of Japanese-language education in Djibouti and Equatorial Guinea for the first time. Additionally, the resumption of Japanese-language education was confirmed in Uganda, Ethiopia, and Zambia, three countries where its provision could not be confirmed in the previous survey. Meanwhile, the provision of Japanese-language education could not be confirmed in the Democratic Republic of the Congo and Seychelles.

The countries with the highest number of institutions in the region are Kenya (26), Madagascar (20), and Cote d'Ivoire (7). In terms of the number of teachers, Madagascar (58) and Kenya (41) were followed by Cote d'Ivoire (13) and the Republic of South Africa (13), which tied for the same position. The country with the highest number of learners was Kenya (2,332), followed by Madagascar (2,231) and Cote d'Ivoire (1,359).

Looking at the changes by country since the previous survey, the number of institutions increased in 8 countries, remained the same in 6 countries, and decreased in 4 countries. The number of teachers increased in 13 countries, remained the same in 1 country, and decreased in 4 countries. The number of learners increased in 13 countries and decreased in 5 countries.

The proportion of learners by educational level was 12.6% for primary education, 29.3% for secondary education, 36.0% for higher education, and 22.1% for non-school education. Compared to the previous survey, primary education decreased by 5.8 percentage points, while non-school education increased by 7.4 percentage points.

The online class implementation rate for the region is 36.1%, which is higher than the global rate (30.9%).

Looking at the purposes for learning Japanese, interest in the Japanese language ranked highest at 80.6%, followed by study in Japan at 79.2%, and interest in anime, manga, J-POP, fashion, etc. at 75.0%.

Table 2-12-1 Number of Institutions, number of Teachers, and number of Learners in Africa

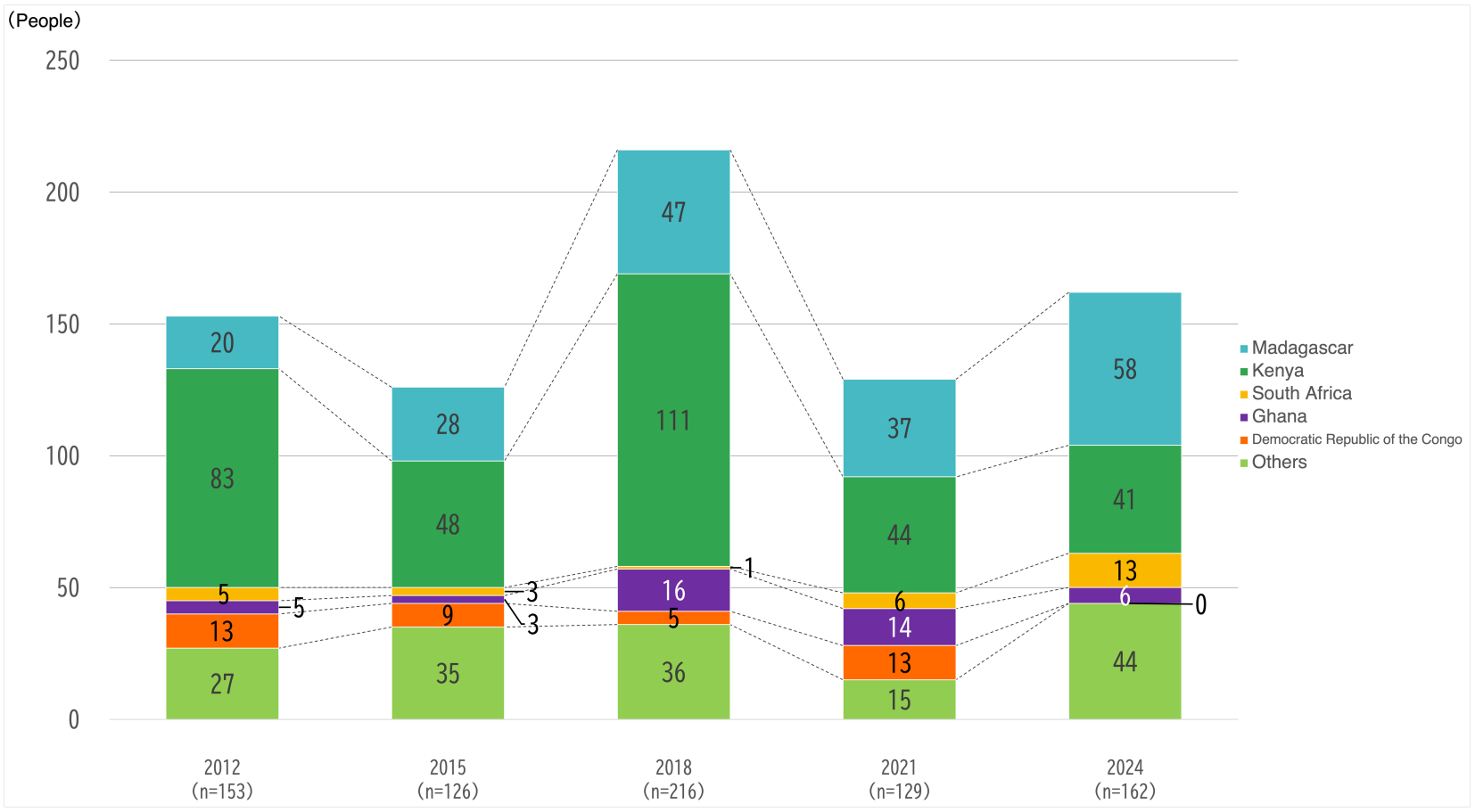
(Listed in order of the number of learners in 2024)

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)
Kenya	26	41	2,332	4.9	660	920	630	122	47,564,296	26	44	1,726
Madagascar	20	58	2,231	8.7	58	665	962	546	25,674,196	19	37	2,413
Cote d'Ivoire	7	13	1,359	4.6	0	491	742	126	29,389,150	4	5	634
Ghana	2	6	680	2.2	300	300	0	80	30,792,608	5	14	814
Nigeria	2	6	588	0.4	0	0	388	200	140,431,790	2	3	596
Benin	1	2	256	2.6	0	0	0	256	10,008,749	1	1	142
Republic of South Africa	4	13	245	0.4	0	0	0	245	62,027,503	4	6	58
Senegal	1	2	132	1.0	0	0	132	0	13,357,492	2	1	86
Zimbabwe	1	1	60	0.4	0	0	0	60	15,178,957	1	1	53
Zambia	1	5	57	0.3	0	0	17	40	19,693,423	0	0	0
Cameroon	2	7	50	0.3	0	0	15	35	17,052,134	1	1	18
Ethiopia	1	2	30	0.0	0	0	30	0	73,750,932	0	0	0
Burkina Faso	1	3	30	0.1	0	0	0	30	20,505,155	1	2	9
Uganda	1	1	23	0.1	0	0	0	23	45,935,046	0	0	0
Equatorial Guinea	1	1	15	1.0	0	0	0	15	1,505,588	0	0	0
Djibouti	1	1	8	0.7	0	0	0	8	1,066,809	0	0	0
Democratic Republic of the Congo	0	0	0	–	0	0	0	0	29,916,800	1	13	60
Seychelles	0	0	0	–	0	0	0	0	101,612	1	1	7
Africa overall	72	162	8,096	–	1,018	2,376	2,916	1,786	–	68	129	6,616

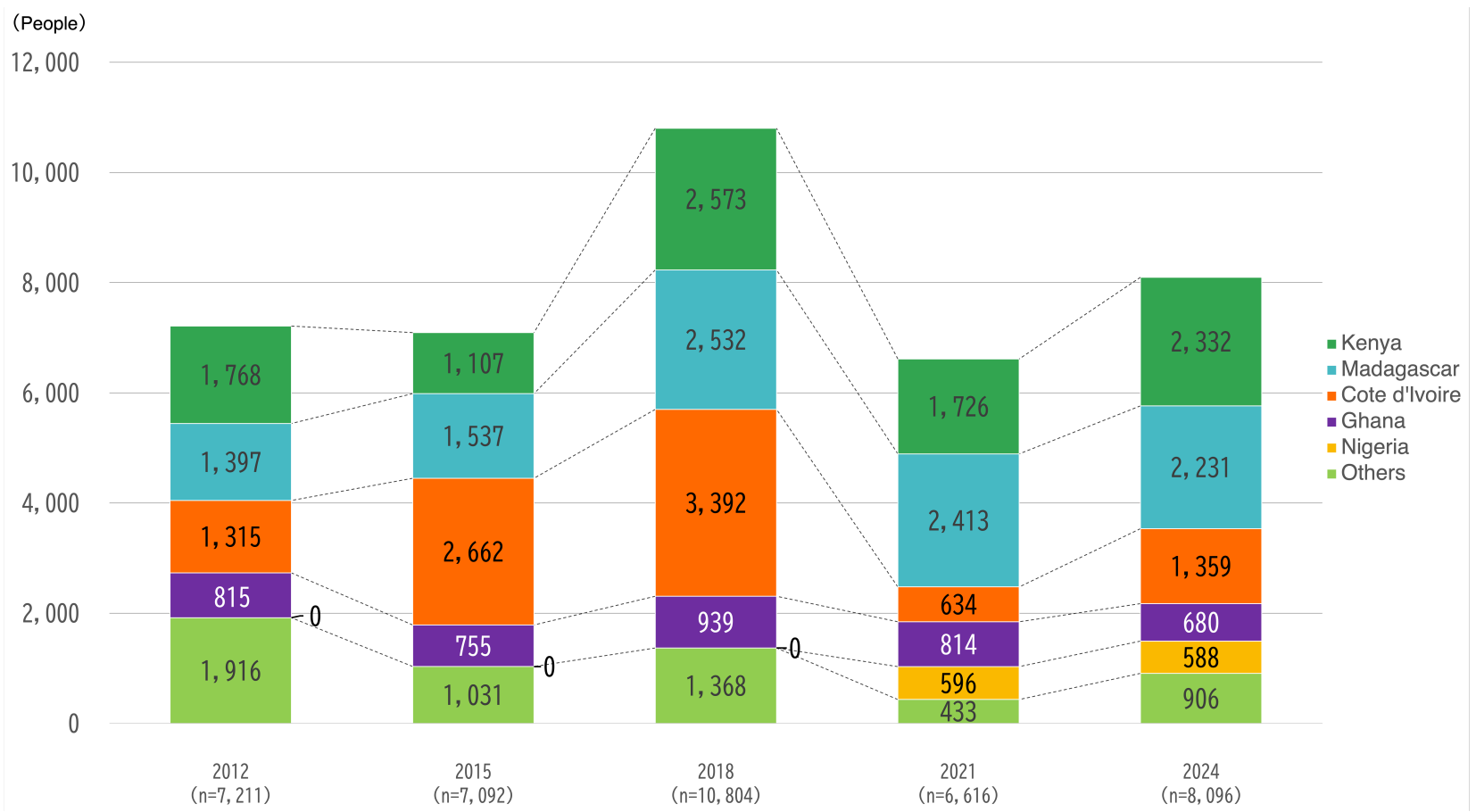
*Source: *Population and Vital Statistics Report (as of 3 January 2025)*, by United Nations

Graph 2-12-1 Number of Institutions in Africa

Graph 2-12-2 Number of Teachers in Africa



Graph 2-12-3 Number of Learners in Africa



Graph 2-12-4 Percentages of Learners by educational stage in Africa

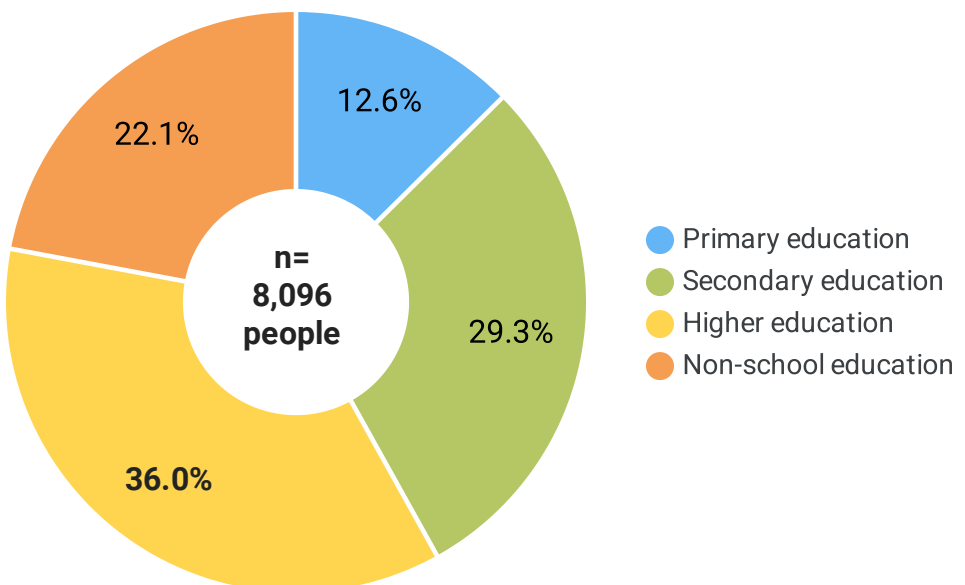
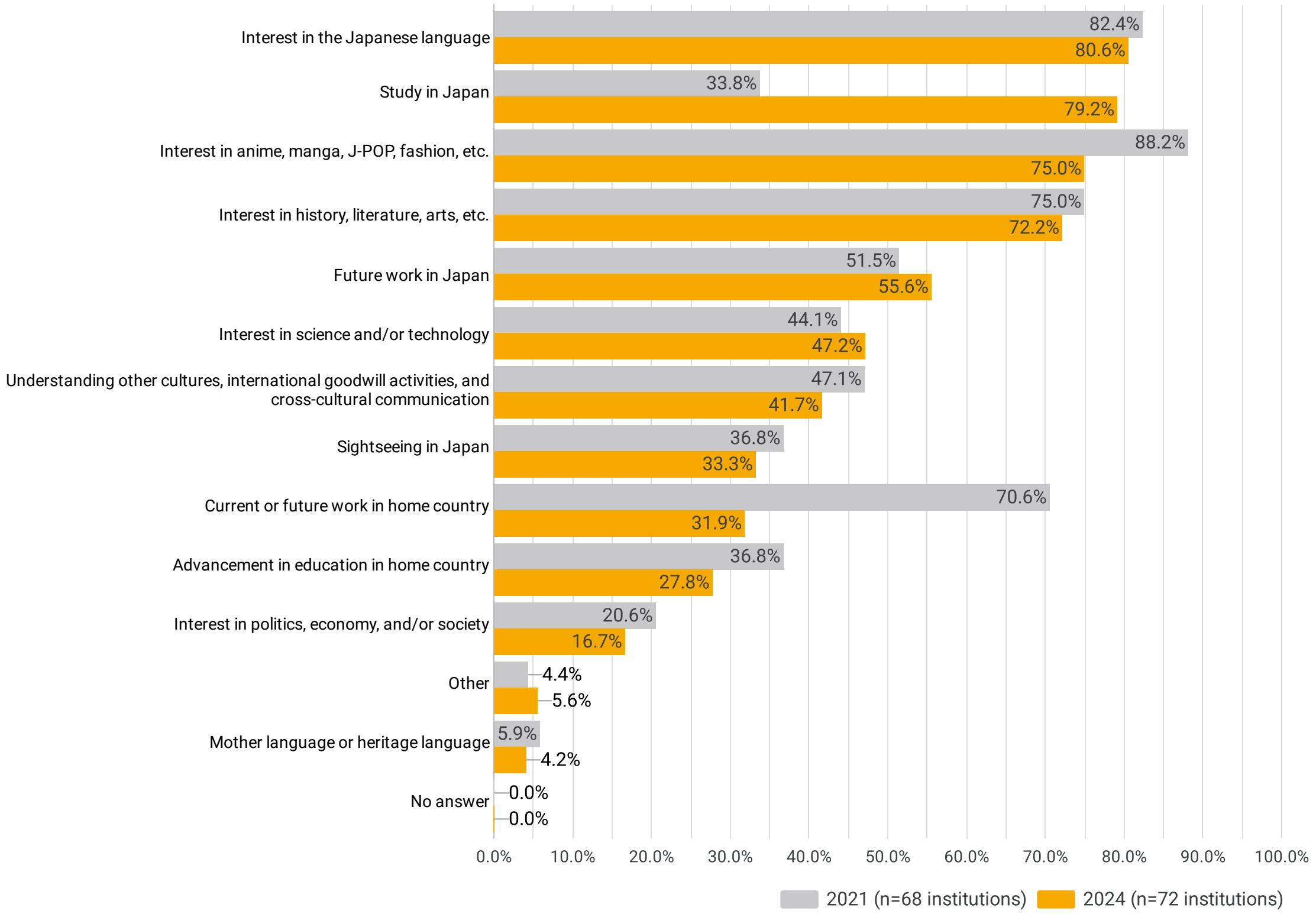


Table 2-12-2 Online class implementation ratio in Africa

Country and Region	Number of Institutions in each Country and Region	Online class implementation (institutions)	Online class implementation (%)
Uganda	1	1	100.0
Ethiopia	1	0	0.0
Ghana	2	0	0.0
Cameroon	2	1	50.0
Kenya	26	9	34.6
Cote d'Ivoire	7	0	0.0
Zambia	1	1	100.0
Djibouti	1	0	0.0
Zimbabwe	1	1	100.0
Equatorial Guinea	1	0	0.0
Senegal	1	1	100.0
Nigeria	2	1	50.0
Burkina Faso	1	1	100.0
Benin	1	1	100.0
Madagascar	20	5	25.0
Republic of South Africa	4	4	100.0
Africa overall	72	26	36.1

Graph 2-12-5 Objectives of Japanese-language learning in Africa



Trends in each country and region

[Ghana]
The numbers of institutions, teachers, and learners all decreased. Japanese-language education as a second foreign language was offered only at the University of Ghana, a higher education institution, in the previous survey (2021). However, in this survey, this offering was found to have closed due to a lack of teachers.

In Ghana, few institutions hire Japanese-language teachers on a full-time basis, making it difficult to earn a living as a Japanese-language teacher and resulting in a shortage of candidates. Moreover, even when attempting to reopen classes that had been temporarily closed due to the pandemic, the impact of the pandemic remains significant, with closures continuing due to teacher shortages and the number of learners declining. A certain number of students study in Japan, and some continue to engage in Japanese-language education on a volunteer basis after returning home. There are also cases where Japan Overseas Cooperation Volunteers run after-school classes, but ensuring continuity remains a challenge. In recent years, China's influence has grown significantly, with a Confucius Institute established at the University of Ghana that sends over 1,000 students to China annually. Many people study Chinese because the conditions are better than those offered by Japanese programs and because it provides broader options for future employment and other opportunities.

[Kenya]
While the number of institutions remained unchanged, the number of learners increased by 35.1%, making Kenya the top country in Africa for both institutions and learners. The number of teachers decreased by 6.8%, placing second in this survey. The influence of anime and manga is thought to have led to an increase in young people, such as students, showing interest in Japanese since the COVID-19 pandemic, thereby contributing to a rise in the number of learners.

[Cote d'Ivoire]
The numbers of institutions, teachers, and learners all increased, placing third in the Africa region for each category. In Cote d'Ivoire, many institutions grant strong authority to school principals, and Japanese-language education is sometimes introduced with the aim of fostering disciplined students through Japanese study.

[Nigeria]
Although the number of learners in higher education decreased, the increase in learners in non-school education resulted in only a slight overall decline. The increase in learners in non-school education can be attributed to the launch of an online Japanese-language course by the Japanese Language and Culture Institute at the University of Abuja (now Yakubu Gowon University) in 2023, which is open to individuals beyond the university's own students.

[Madagascar]
Madagascar saw an increase in the number of institutions and teachers, but a decrease in the number of learners. In the previous survey (2021), an increase in learners was observed at the secondary education level. However, in this survey, a 30.1% decrease in secondary education learners led to an overall decline in the number of learners. However, at the University of Antananarivo, the largest national university in the country, the establishment of the Malagasy-Japanese Course in 2019, in addition to the English-Japanese Course established in 2016, has contributed to the increase in learners in higher education. The number of teachers is on the rise, but securing sufficient Japanese-language teachers and developing their teaching skills to meet the high demand for Japanese-language education remains a challenge.

[Other Countries and Regions]
In Uganda, Ethiopia, and Zambia, the previous survey (2021) could not confirm the provision of Japanese-language education, partly due to the impact of the COVID-19 pandemic. However, this survey confirmed the resumption of Japanese-language education. In Zambia, Japanese anime and similar content are extremely popular, and many young people are interested in the Japanese language. However, since the University of Zambia is the only institution providing Japanese-language education, the limited availability of environments for systematic learning poses a challenge.

The provision of Japanese-language education was confirmed for the first time in Djibouti and Equatorial Guinea through this survey. However, in Djibouti, there are no plans to offer Japanese-language courses in 2025, and the continuity of Japanese-language education remains a challenge.

In the Democratic Republic of the Congo and Seychelles, the provision of Japanese-language education could not be confirmed in this survey. Regarding the Democratic Republic of the Congo, only one institution providing Japanese-language education existed, but this survey confirmed its temporary suspension. Seychelles had confirmed the provision of Japanese-language education for the first time in the previous survey, but this survey confirmed that courses could not be offered due to insufficient enrollment.

Summary tables

Summary Table 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)

	Country / Region	Number of Institutions	Number of Teachers	Number of Learners	Breakdown by Learner						
					Primary Education			Secondary Education			
					Regular courses	Extracurricular activities	Total	Regular courses	Extracurricular activities	Total	
East Asia	China	3,073	21,743	1,019,197	1,434	48	1,482	272,669	11,819	284,488	
	Hong Kong	62	534	20,868	775	233	1,008	2,005	141	2,146	
	Korea	2,815	14,127	555,396	531	120	651	385,408	31	385,439	
	Macao	5	42	1,471	0	0	0	0	0	0	
	Mongolia	164	561	16,123	1,607	52	1,659	6,050	1,220	7,270	
	Taiwan	809	3,343	124,149	2,785	233	3,018	27,755	3,914	31,669	
	East Asia Total	6,928	40,350	1,737,204	7,132	686	7,818	693,887	17,125	711,012	
Southeast Asia	Brunei	2	2	116	0	0	0	0	0	0	
	Cambodia	92	423	5,343	123	3	126	868	386	1,254	
	Indonesia	3,103	7,614	732,914	6,605	840	7,445	600,969	43,534	644,503	
	Laos	29	123	4,431	471	56	527	2,164	50	2,214	
	Malaysia	217	486	40,669	0	0	0	18,058	2,999	21,057	
	Myanmar	685	3,577	100,315	0	0	0	0	40	40	
	Philippines	227	916	42,677	758	95	853	7,530	1,326	8,856	
	Singapore	17	180	8,532	50	30	80	1,330	5	1,335	
	Thailand	755	2,286	194,366	6,492	968	7,460	144,841	13,231	158,072	
	Timor-Leste	9	32	609	0	0	0	0	0	0	
	Viet Nam	490	4,230	164,495	549	2,001	2,550	25,143	1,630	26,773	
	Southeast Asia Total	5,626	19,869	1,294,467	15,048	3,993	19,041	800,903	63,201	864,104	
South Asia	Bangladesh	165	643	14,918	250	250	500	0	28	28	
	Bhutan	2	4	156	0	0	0	0	0	0	
	India	381	1,285	52,946	681	3,607	4,288	1,624	8,741	10,365	
	Maldives	1	1	22	0	0	0	0	0	0	
	Nepal	318	1,146	25,292	0	0	0	0	107	107	
	Pakistan	9	42	906	0	0	0	0	0	0	
	Sri Lanka	298	650	34,650	820	419	1,239	12,337	4,365	16,702	
	South Asia Total	1,174	3,771	128,890	1,751	4,276	6,027	13,961	13,241	27,202	
Oceania	Australia	1,595	3,280	424,316	239,119	1,531	240,650	167,856	1,000	168,856	
	Commonwealth of the Northern Mariana Islands	3	3	240	30	0	30	210	0	210	
	Cook	0	0	0	0	0	0	0	0	0	
	Fiji	0	0	0	0	0	0	0	0	0	
	French Polynesia	4	7	197	0	0	0	110	0	110	
	Guam	12	17	893	60	0	60	711	32	743	
	Kiribati	0	0	0	0	0	0	0	0	0	
	Marshall	1	1	20	0	0	0	0	0	0	
	Micronesia	2	3	125	0	0	0	15	0	15	
	Nauru	0	0	0	0	0	0	0	0	0	
	New Caledonia	31	53	3,053	0	0	0	2,974	0	2,974	
	New Zealand	171	296	25,456	6,268	506	6,774	16,969	127	17,096	
	Niue	0	0	0	0	0	0	0	0	0	
	Palau	3	4	180	0	0	0	160	0	160	
	Papua New Guinea	1	3	50	0	0	0	0	50	50	
	Samoa	1	1	15	0	0	0	0	0	0	
	Solomon	0	0	0	0	0	0	0	0	0	
	Tonga	9	17	155	0	0	0	142	7	149	
	Tuvalu	0	0	0	0	0	0	0	0	0	
	Vanuatu	0	0	0	0	0	0	0	0	0	
	Oceania Total	1,833	3,685	454,700	245,477	2,037	247,514	189,147	1,216	190,363	
North America	Canada	141	639	18,323	0	82	82	4,644	208	4,852	
	United States of America	1,155	3,780	134,096	10,804	1,045	11,849	51,508	2,875	54,383	
	North America Total	1,296	4,419	152,419	10,804	1,127	11,931	56,152	3,083	59,235	
Central America	Antigua and Barbuda	0	0	0	0	0	0	0	0	0	
	Barbados	2	3	32	0	0	0	0	16	16	
	Belize	0	0	0	0	0	0	0	0	0	
	Commonwealth of Puerto Rico	1	2	76	0	0	0	0	0	0	
	Costa Rica	13	49	786	0	0	0	0	0	0	
	Cuba	4	9	123	0	0	0	0	0	0	
	Dominica	0	0	0	0	0	0	0	0	0	
	Dominican Republic	3	26	151	0	0	0	0	0	0	
	El Salvador	5	27	281	0	0	0	0	0	0	
	Grenada	0	0	0	0	0	0	0	0	0	
	Guatemala	5	14	280	0	0	0	0	0	0	
	Haiti	0	0	0	0	0	0	0	0	0	
	Honduras	8	28	407	35	0	35	40	0	40	
	Jamaica	3	5	219	0	0	0	0	0	0	
	Mexico	153	669	15,151	1,085	120	1,205	1,156	192	1,348	
	Nicaragua	2	5	63	0	0	0	0	0	0	
	Panama	3	6	139	0	0	0	30	0	30	
	Saint Christopher and Nevis	0	0	0	0	0	0	0	0	0	
	Saint Lucia	0	0	0	0	0	0	0	0	0	
	Saint Vincent	0	0	0	0	0	0	0	0	0	
	The Bahamas	0	0	0	0	0	0	0	0	0	
	Trinidad and Tobago	1	5	149	0	0	0	0	0	0	
	Central America Total	203	848	17,857	1,120	120	1,240	1,226	208	1,434	

Summary Table 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)

Breakdown by Learner						Country / Region	
	Higher Education				Non-school Education		
	Japanese-language majors	Non-Japanese-language majors	Extracurricular activities	Total			
	163,804	281,142	32,923	477,869	255,358	China	East Asia
	1,644	4,115	756	6,515	11,199	Hong Kong	
	18,242	33,498	215	51,955	117,351	Korea	
	180	240	0	420	1,051	Macao	
	509	2,165	60	2,734	4,460	Mongolia	
	14,336	37,358	467	52,161	37,301	Taiwan	
	198,715	358,518	34,421	591,654	426,720	East Asia Total	
	0	90	0	90	26	Brunei	Southeast Asia
	521	245	1	767	3,196	Cambodia	
	12,771	9,098	822	22,691	58,275	Indonesia	
	140	100	0	240	1,450	Laos	
	495	13,057	917	14,469	5,143	Malaysia	
	576	0	0	576	99,699	Myanmar	
	1,168	15,467	1,313	17,948	15,020	Philippines	
	0	2,326	120	2,446	4,671	Singapore	
	7,874	10,647	2,604	21,125	7,709	Thailand	
	0	0	0	0	609	Timor-Leste	
	12,907	27,794	8,280	48,981	86,191	Viet Nam	
	36,452	78,824	14,057	129,333	281,989	Southeast Asia Total	
	130	668	100	898	13,492	Bangladesh	South Asia
	0	0	0	0	156	Bhutan	
	1,200	7,570	6,940	15,710	22,583	India	
	0	0	0	0	22	Maldives	
	0	283	56	339	24,846	Nepal	
	180	15	0	195	711	Pakistan	
	2,424	253	673	3,350	13,359	Sri Lanka	
	3,934	8,789	7,769	20,492	75,169	South Asia Total	
	2,259	7,916	248	10,423	4,387	Australia	Oceania
	0	0	0	0	0	Commonwealth of the Northern Mariana Islands	
	0	0	0	0	0	Cook	
	0	0	0	0	0	Fiji	
	0	0	0	0	87	French Polynesia	
	0	90	0	90	0	Guam	
	0	0	0	0	0	Kiribati	
	0	20	0	20	0	Marshall	
	0	0	0	0	110	Micronesia	
	0	0	0	0	0	Nauru	
	0	49	0	49	30	New Caledonia	
	357	913	0	1,270	316	New Zealand	
	0	0	0	0	0	Niue	
	0	20	0	20	0	Palau	
	0	0	0	0	0	Papua New Guinea	
	0	15	0	15	0	Samoa	
	0	0	0	0	0	Solomon	
	6	0	0	6	0	Tonga	
	0	0	0	0	0	Tuvalu	
	0	0	0	0	0	Vanuatu	
	2,622	9,023	248	11,893	4,930	Oceania Total	
	417	7,351	420	8,188	5,201	Canada	North America
	6,514	43,308	4,879	54,701	13,163	United States of America	
	6,931	50,659	5,299	62,889	18,364	North America Total	
	0	0	0	0	0	Antigua and Barbuda	Central America
	0	16	0	16	0	Barbados	
	0	0	0	0	0	Belize	
	0	36	15	51	25	Commonwealth of Puerto Rico	
	0	100	117	217	569	Costa Rica	
	29	0	0	29	94	Cuba	
	0	0	0	0	0	Dominica	
	0	0	0	0	151	Dominican Republic	
	0	44	0	44	237	El Salvador	
	0	0	0	0	0	Grenada	
	0	35	0	35	245	Guatemala	
	0	0	0	0	0	Haiti	
	0	33	10	43	289	Honduras	
	0	159	0	159	60	Jamaica	
	112	1,867	147	2,126	10,472	Mexico	
	0	0	0	0	63	Nicaragua	
	0	25	0	25	84	Panama	
	0	0	0	0	0	Saint Christopher and Nevis	
	0	0	0	0	0	Saint Lucia	
	0	0	0	0	0	Saint Vincent	
	0	0	0	0	0	The Bahamas	
	0	73	0	73	76	Trinidad and Tobago	
	141	2,388	289	2,818	12,365	Central America Total	

Summary tables

	Country / Region	Number of Institutions	Number of Teachers	Number of Learners	Breakdown by Learner					
					Primary Education			Secondary Education		
					Regular courses	Extracurricular activities	Total	Regular courses	Extracurricular activities	Total
South America	Argentina	62	282	5,093	350	0	350	170	0	170
	Bolivia	6	38	470	59	91	150	0	0	0
	Brazil	309	1,156	26,708	1,823	857	2,680	2,010	2,778	4,788
	Chile	14	48	918	0	10	10	0	0	0
	Colombia	16	75	1,679	0	0	0	0	0	0
	Ecuador	3	16	145	0	0	0	0	0	0
	Guyana	0	0	0	0	0	0	0	0	0
	Paraguay	13	103	3,269	1,370	119	1,489	532	48	580
	Peru	26	114	3,551	1,416	0	1,416	768	0	768
	Suriname	0	0	0	0	0	0	0	0	0
	Uruguay	6	16	163	0	0	0	0	0	0
	Venezuela	12	46	477	0	0	0	0	0	0
	South America Total	467	1,894	42,473	5,018	1,077	6,095	3,480	2,826	6,306
Western Europe	Andorra	0	0	0	0	0	0	0	0	0
	Austria	17	44	1,564	0	0	0	13	30	43
	Belgium	19	42	1,559	0	0	0	0	0	0
	Cyprus	1	1	50	0	0	0	0	0	0
	Denmark	13	27	549	0	18	18	65	65	130
	Finland	20	35	1,719	0	0	0	162	49	211
	France	285	960	31,381	760	53	813	5,235	338	5,573
	Germany	188	602	17,440	49	31	80	1,523	479	2,002
	Greece	11	30	614	0	0	0	0	0	0
	Iceland	2	7	209	0	0	0	34	0	34
	Ireland	47	76	4,396	0	0	0	3,584	152	3,736
	Italy	50	196	7,117	0	0	0	297	287	584
	Liechtenstein	0	0	0	0	0	0	0	0	0
	Luxembourg	6	6	163	0	0	0	4	25	29
	Malta	1	1	32	0	0	0	0	0	0
	Monaco	1	1	15	0	0	0	0	0	0
	Netherlands	19	53	1,178	0	0	0	0	0	0
	Norway	8	19	516	0	0	0	102	0	102
	Portugal	12	33	637	0	0	0	0	0	0
	San Marino	0	0	0	0	0	0	0	0	0
	Spain	140	385	9,536	0	2	2	247	4	251
	Sweden	15	33	1,181	0	0	0	234	0	234
	Switzerland	72	230	2,573	0	10	10	47	77	124
	United Kingdom	219	635	14,646	629	388	1,017	2,559	722	3,281
	Vatican	0	0	0	0	0	0	0	0	0
	Western Europe Total	1,146	3,416	97,075	1,438	502	1,940	14,106	2,228	16,334
Eastern Europe	Albania	1	1	150	0	0	0	0	0	0
	Armenia	7	22	239	0	0	0	0	0	0
	Azerbaijan	4	15	274	0	0	0	72	0	72
	Belarus	9	22	390	0	0	0	0	0	0
	Bosnia and Herzegovina	3	4	136	0	0	0	0	74	74
	Bulgaria	11	88	2,353	323	402	725	572	398	970
	Croatia	6	27	436	0	8	8	0	0	0
	Czech	23	106	1,713	0	0	0	56	8	64
	Estonia	10	18	352	0	0	0	113	0	113
	Georgia	9	27	745	35	0	35	143	0	143
	Hungary	35	106	1,847	0	95	95	265	70	335
	Kazakhstan	8	29	581	0	0	0	35	0	35
	Kosovo	1	2	10	0	0	0	0	0	0
	Kyrgyz	14	50	1,708	0	131	131	136	144	280
	Latvia	3	7	130	0	0	0	41	4	45
	Lithuania	9	16	333	0	0	0	1	44	45
	Moldova	1	3	126	0	0	0	0	0	0
	Montenegro	0	0	0	0	0	0	0	0	0
	North Macedonia	2	2	11	0	0	0	0	0	0
	Poland	47	269	6,409	215	10	225	210	60	270
	Romania	21	63	3,708	0	25	25	248	60	308
	Russia	192	786	13,525	594	780	1,374	2,123	501	2,624
	Serbia	4	14	423	0	0	0	96	63	159
	Slovakia	16	26	326	0	0	0	9	19	28
	Slovenia	5	21	239	0	15	15	0	0	0
	Tajikistan	3	8	174	0	0	0	0	0	0
	Turkmenistan	20	88	14,844	0	0	0	11,318	0	11,318
	Ukraine	14	93	1,498	75	0	75	65	0	65
	Uzbekistan	19	157	4,201	0	0	0	225	0	225
	Eastern Europe Total	497	2,070	56,881	1,242	1,466	2,708	15,728	1,445	17,173

Summary Table 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)

Breakdown by Learner					Country / Region	
Higher Education				Non-school Education		
Japanese-language majors	Non-Japanese-language majors	Extracurricular activities	Total			
70	110	40	220	4,353	Argentina	South America
0	0	0	0	320	Bolivia	
1,399	233	955	2,587	16,653	Brazil	
194	87	51	332	576	Chile	
0	319	93	412	1,267	Colombia	
0	20	0	20	125	Ecuador	
0	0	0	0	0	Guyana	
0	0	900	900	300	Paraguay	
0	0	0	0	1,367	Peru	
0	0	0	0	0	Suriname	
0	0	0	0	163	Uruguay	
0	8	0	8	469	Venezuela	
1,663	777	2,039	4,479	25,593	South America Total	
0	0	0	0	0	Andorra	Western Europe
360	295	0	655	866	Austria	
290	399	0	689	870	Belgium	
0	0	0	0	50	Cyprus	
200	75	0	275	126	Denmark	
35	825	30	890	618	Finland	
5,156	5,009	144	10,309	14,686	France	
1,570	3,450	944	5,964	9,394	Germany	
0	0	0	0	614	Greece	
60	15	0	75	100	Iceland	
67	477	16	560	100	Ireland	
3,709	1,583	82	5,374	1,159	Italy	
0	0	0	0	0	Liechtenstein	
0	0	0	0	134	Luxembourg	
0	0	0	0	32	Malta	
0	0	0	0	15	Monaco	
397	310	15	722	456	Netherlands	
281	103	14	398	16	Norway	
64	164	0	228	409	Portugal	
0	0	0	0	0	San Marino	
613	805	297	1,715	7,568	Spain	
661	187	0	848	99	Sweden	
110	805	20	935	1,504	Switzerland	
1,613	3,645	1,015	6,273	4,075	United Kingdom	
0	0	0	0	0	Vatican	
15,186	18,147	2,577	35,910	42,891	Western Europe Total	
0	150	0	150	0	Albania	Eastern Europe
29	70	0	99	140	Armenia	
126	38	0	164	38	Azerbaijan	
11	108	6	125	265	Belarus	
0	10	0	10	52	Bosnia and Herzegovina	
183	48	9	240	418	Bulgaria	
183	9	0	192	236	Croatia	
418	220	50	688	961	Czech	
66	84	0	150	89	Estonia	
67	152	78	297	270	Georgia	
650	251	0	901	516	Hungary	
213	69	0	282	264	Kazakhstan	
0	0	0	0	10	Kosovo	
256	301	0	557	740	Kyrgyz	
54	1	0	55	30	Latvia	
75	62	28	165	123	Lithuania	
0	0	0	0	126	Moldova	
0	0	0	0	0	Montenegro	
0	6	0	6	5	North Macedonia	
1,396	1,174	80	2,650	3,264	Poland	
461	130	340	931	2,444	Romania	
2,625	1,235	468	4,328	5,199	Russia	
194	70	0	264	0	Serbia	
52	5	0	57	241	Slovakia	
101	0	0	101	123	Slovenia	
50	69	0	119	55	Tajikistan	
224	3,302	0	3,526	0	Turkmenistan	
801	135	10	946	412	Ukraine	
1,034	1,941	390	3,365	611	Uzbekistan	
9,269	9,640	1,459	20,368	16,632	Eastern Europe Total	

Summary tables

	Country / Region	Number of Institutions	Number of Teachers	Number of Learners	Breakdown by Learner						
					Primary Education			Secondary Education			
					Regular courses	Extracurricular activities	Total	Regular courses	Extracurricular activities	Total	
Middle East	Afghanistan	0	0	0	0	0	0	0	0	0	
	Bahrain	1	4	10	0	0	0	0	0	0	
	Iran	2	19	270	0	0	0	0	0	0	
	Iraq	4	6	762	0	490	490	150	102	252	
	Israel	9	21	536	0	0	0	0	0	0	
	Jordan	4	9	183	0	0	0	0	0	0	
	Kuwait	1	2	24	0	0	0	0	0	0	
	Lebanon	1	1	20	0	0	0	0	0	0	
	Oman	3	6	82	0	0	0	0	0	0	
	Palestine	0	0	0	0	0	0	0	0	0	
	Qatar	6	8	217	0	0	0	0	150	150	
	Saudi Arabia	1	6	80	0	0	0	0	0	0	
	Syria	1	10	157	0	0	0	0	0	0	
	Turkey	26	80	2,929	0	0	0	195	0	195	
	United Arab Emirates	9	21	929	0	0	0	411	105	516	
	Yemen	0	0	0	0	0	0	0	0	0	
	Middle East Total	68	193	6,199	0	490	490	756	357	1,113	
North Africa	Algeria	3	14	96	0	0	0	0	0	0	
	Egypt	18	176	3,661	0	0	0	0	0	0	
	Libya	0	0	0	0	0	0	0	0	0	
	Morocco	10	25	527	0	0	0	0	0	0	
	Sudan	0	0	0	0	0	0	0	0	0	
	Tunisia	3	6	205	0	0	0	0	0	0	
	North Africa Total	34	221	4,489	0	0	0	0	0	0	
Africa	Angola	0	0	0	0	0	0	0	0	0	
	Benin	1	2	256	0	0	0	0	0	0	
	Botswana	0	0	0	0	0	0	0	0	0	
	Burkina Faso	1	3	30	0	0	0	0	0	0	
	Burundi	0	0	0	0	0	0	0	0	0	
	Cabo Verde	0	0	0	0	0	0	0	0	0	
	Cameroon	2	7	50	0	0	0	0	0	0	
	Central Africa	0	0	0	0	0	0	0	0	0	
	Chad	0	0	0	0	0	0	0	0	0	
	Comoros	0	0	0	0	0	0	0	0	0	
	Cote d'Ivoire	7	13	1,359	0	0	0	190	301	491	
	Democratic Republic of the Congo	0	0	0	0	0	0	0	0	0	
	Djibouti	1	1	8	0	0	0	0	0	0	
	Equatorial Guinea	1	1	15	0	0	0	0	0	0	
	Eritrea	0	0	0	0	0	0	0	0	0	
	Eswatini	0	0	0	0	0	0	0	0	0	
	Ethiopia	1	2	30	0	0	0	0	0	0	
	Gabon	0	0	0	0	0	0	0	0	0	
	Gambia	0	0	0	0	0	0	0	0	0	
	Ghana	2	6	680	300	0	300	300	0	300	
	Guinea	0	0	0	0	0	0	0	0	0	
	Guinea-Bissau	0	0	0	0	0	0	0	0	0	
	Kenya	26	41	2,332	50	610	660	0	920	920	
	Lesotho	0	0	0	0	0	0	0	0	0	
	Liberia	0	0	0	0	0	0	0	0	0	
	Madagascar	20	58	2,231	0	58	58	359	306	665	
	Malawi	0	0	0	0	0	0	0	0	0	
	Mali	0	0	0	0	0	0	0	0	0	
	Mauritania	0	0	0	0	0	0	0	0	0	
	Mauritius	0	0	0	0	0	0	0	0	0	
	Mozambique	0	0	0	0	0	0	0	0	0	
	Namibia	0	0	0	0	0	0	0	0	0	
	Niger	0	0	0	0	0	0	0	0	0	
	Nigeria	2	6	588	0	0	0	0	0	0	
	Republic of Congo	0	0	0	0	0	0	0	0	0	
	Republic of South Africa	4	13	245	0	0	0	0	0	0	
	Rwanda	0	0	0	0	0	0	0	0	0	
	Sao Tome and Principe	0	0	0	0	0	0	0	0	0	
	Senegal	1	2	132	0	0	0	0	0	0	
	Seychelles	0	0	0	0	0	0	0	0	0	
	Sierra Leone	0	0	0	0	0	0	0	0	0	
	Somalia	0	0	0	0	0	0	0	0	0	
	South Sudan	0	0	0	0	0	0	0	0	0	
	Tanzania	0	0	0	0	0	0	0	0	0	
	Togo	0	0	0	0	0	0	0	0	0	
	Uganda	1	1	23	0	0	0	0	0	0	
	Zambia	1	5	57	0	0	0	0	0	0	
	Zimbabwe	1	1	60	0	0	0	0	0	0	
	Africa Total	72	162	8,096	350	668	1,018	849	1,527	2,376	
Entire world		**19,344**	**80,898**	**4,000,750**	**289,380**	**16,442**	**305,822**	**1,790,195**	**106,457**	**1,896,652**	

(*1) Number of institutions : Regarding cases in which one institution is enrolled across multiple educational stages, we have recorded the number of institutions in each educational stage.
Therefore, the number of institutions will not necessarily match the total number of institutions.

(*2) Number of teachers : Teachers are counted separately for each educational level, including cases where a single teacher teaches at multiple levels.
Therefore, when Japanese language education is provided at multiple levels within an institution, the reported number of teachers may exceed the institution's actual number of teachers.

Summary Table 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)

	Breakdown by Learner					Country / Region	
	Higher Education				Non-school Education		
	Japanese-language majors	Non-Japanese-language majors	Extracurricular activities	Total			
	0	0	0	0	0	Afghanistan	Middle East
	0	0	0	0	10	Bahrain	
	120	0	0	120	150	Iran	
	0	20	0	20	0	Iraq	
	0	227	36	263	273	Israel	
	0	72	0	72	111	Jordan	
	0	0	0	0	24	Kuwait	
	0	20	0	20	0	Lebanon	
	27	0	0	27	55	Oman	
	0	0	0	0	0	Palestine	
	0	40	0	40	27	Qatar	
	80	0	0	80	0	Saudi Arabia	
	0	0	0	0	157	Syria	
	1,103	753	290	2,146	588	Turkey	
	0	82	0	82	331	United Arab Emirates	
	0	0	0	0	0	Yemen	
	1,330	1,214	326	2,870	1,726	Middle East Total	
	0	20	0	20	76	Algeria	North Africa
	633	2,500	79	3,212	449	Egypt	
	0	0	0	0	0	Libya	
	0	0	140	140	387	Morocco	
	0	0	0	0	0	Sudan	
	0	20	0	20	185	Tunisia	
	633	2,540	219	3,392	1,097	North Africa Total	
	0	0	0	0	0	Angola	Africa
	0	0	0	0	256	Benin	
	0	0	0	0	0	Botswana	
	0	0	0	0	30	Burkina Faso	
	0	0	0	0	0	Burundi	
	0	0	0	0	0	Cabo Verde	
	0	0	15	15	35	Cameroon	
	0	0	0	0	0	Central Africa	
	0	0	0	0	0	Chad	
	0	0	0	0	0	Comoros	
	55	669	18	742	126	Cote d'Ivoire	
	0	0	0	0	0	Democratic Republic of the Congo	
	0	0	0	0	8	Djibouti	
	0	0	0	0	15	Equatorial Guinea	
	0	0	0	0	0	Eritrea	
	0	0	0	0	0	Eswatini	
	30	0	0	30	0	Ethiopia	
	0	0	0	0	0	Gabon	
	0	0	0	0	0	Gambia	
	0	0	0	0	80	Ghana	
	0	0	0	0	0	Guinea	
	0	0	0	0	0	Guinea-Bissau	
	0	620	10	630	122	Kenya	
	0	0	0	0	0	Lesotho	
	0	0	0	0	0	Liberia	
	537	425	0	962	546	Madagascar	
	0	0	0	0	0	Malawi	
	0	0	0	0	0	Mali	
	0	0	0	0	0	Mauritania	
	0	0	0	0	0	Mauritius	
	0	0	0	0	0	Mozambique	
	0	0	0	0	0	Namibia	
	0	0	0	0	0	Niger	
	0	388	0	388	200	Nigeria	
	0	0	0	0	0	Republic of Congo	
	0	0	0	0	245	Republic of South Africa	
	0	0	0	0	0	Rwanda	
	0	0	0	0	0	Sao Tome and Principe	
	0	39	93	132	0	Senegal	
	0	0	0	0	0	Seychelles	
	0	0	0	0	0	Sierra Leone	
	0	0	0	0	0	Somalia	
	0	0	0	0	0	South Sudan	
	0	0	0	0	0	Tanzania	
	0	0	0	0	0	Togo	
	0	0	0	0	23	Uganda	
	0	17	0	17	40	Zambia	
	0	0	0	0	60	Zimbabwe	
	622	2,158	136	2,916	1,786	Africa Total	
	277,498	**542,677**	**68,839**	**889,014**	**909,262**	**Entire world**	

Summary 1-1b Number of institutions, number of teachers, and number of learners in Japanese-language education (in order of region/by educational stage)

	Country / Region	Primary Education			Secondary Education			Higher Education		
		Number of Institutions	Number of Teachers	Number of Learners	Number of Institutions	Number of Teachers	Number of Learners	Number of Institutions	Number of Teachers	Number of Learners
East Asia	China	15	45	1,482	1,322	5,273	284,488	1,048	10,443	477,869
	Hong Kong	6	18	1,008	13	34	2,146	14	101	6,515
	Korea	6	6	651	1,974	2,526	385,439	377	1,728	51,955
	Macao	0	0	0	0	0	0	1	9	420
	Mongolia	12	38	1,659	38	122	7,270	21	97	2,734
	Taiwan	20	30	3,018	329	684	31,669	109	1,058	52,161
	East Asia Total	59	137	7,818	3,676	8,639	711,012	1,570	13,436	591,654
Southeast Asia	Brunei	0	0	0	0	0	0	1	1	90
	Cambodia	2	3	126	6	8	1,254	7	54	767
	Indonesia	32	52	7,445	2,377	3,039	644,503	154	821	22,691
	Laos	5	8	527	7	21	2,214	4	28	240
	Malaysia	0	0	0	142	153	21,057	40	124	14,469
	Myanmar	0	0	0	1	1	40	2	19	576
	Philippines	3	10	853	64	153	8,856	59	173	17,948
	Singapore	1	2	80	3	20	1,335	6	39	2,446
	Thailand	30	47	7,460	587	1,200	158,072	74	417	21,125
	Timor-Leste	0	0	0	0	0	0	0	0	0
	Viet Nam	15	43	2,550	117	311	26,773	74	772	48,981
	Southeast Asia Total	88	165	19,041	3,304	4,906	864,104	421	2,448	129,333
South Asia	Bangladesh	1	2	500	1	2	28	8	32	898
	Bhutan	0	0	0	0	0	0	0	0	0
	India	34	45	4,288	84	102	10,365	95	213	15,710
	Maldives	0	0	0	0	0	0	0	0	0
	Nepal	0	0	0	1	2	107	2	14	339
	Pakistan	0	0	0	0	0	0	2	6	195
	Sri Lanka	16	25	1,239	185	227	16,702	20	44	3,350
	South Asia Total	51	72	6,027	271	333	27,202	127	309	20,492
Oceania	Australia	945	1,217	240,650	740	1,663	168,856	22	159	10,423
	Commonwealth of the Northern Mariana Islands	1	1	30	2	2	210	0	0	0
	Cook	0	0	0	0	0	0	0	0	0
	Fiji	0	0	0	0	0	0	0	0	0
	French Polynesia	0	0	0	1	1	110	0	0	0
	Guam	1	1	60	10	13	743	2	3	90
	Kiribati	0	0	0	0	0	0	0	0	0
	Marshall	0	0	0	0	0	0	1	1	20
	Micronesia	0	0	0	1	1	15	0	0	0
	Nauru	0	0	0	0	0	0	0	0	0
	New Caledonia	0	0	0	30	44	2,974	4	4	49
	New Zealand	49	59	6,774	127	195	17,096	8	24	1,270
	Niue	0	0	0	0	0	0	0	0	0
	Palau	0	0	0	2	3	160	1	1	20
	Papua New Guinea	0	0	0	1	3	50	0	0	0
	Samoa	0	0	0	0	0	0	1	1	15
	Solomon	0	0	0	0	0	0	0	0	0
	Tonga	0	0	0	8	15	149	1	2	6
	Tuvalu	0	0	0	0	0	0	0	0	0
	Vanuatu	0	0	0	0	0	0	0	0	0
	Oceania Total	996	1,278	247,514	922	1,940	190,363	40	195	11,893
North America	Canada	1	3	82	54	70	4,852	39	147	8,188
	United States of America	60	225	11,849	510	725	54,383	485	1,664	54,701
	North America Total	61	228	11,931	564	795	59,235	524	1,811	62,889
Central America	Antigua and Barbuda	0	0	0	0	0	0	0	0	0
	The Bahamas	0	0	0	0	0	0	0	0	0
	Barbados	0	0	0	1	1	16	1	2	16
	Belize	0	0	0	0	0	0	0	0	0
	Commonwealth of Puerto Rico	0	0	0	0	0	0	1	1	51
	Costa Rica	0	0	0	0	0	0	3	5	217
	Cuba	0	0	0	0	0	0	1	5	29
	Dominica	0	0	0	0	0	0	0	0	0
	Dominican Republic	0	0	0	0	0	0	0	0	0
	El Salvador	0	0	0	0	0	0	1	1	44
	Grenada	0	0	0	0	0	0	0	0	0
	Guatemala	0	0	0	0	0	0	1	1	35
	Haiti	0	0	0	0	0	0	0	0	0
	Honduras	1	1	35	1	1	40	2	3	43
	Jamaica	0	0	0	0	0	0	2	4	159
	Mexico	5	24	1,205	11	32	1,348	26	66	2,126
	Nicaragua	0	0	0	0	0	0	0	0	0
	Panama	0	0	0	1	1	30	1	1	25
	Saint Lucia	0	0	0	0	0	0	0	0	0
	Saint Vincent	0	0	0	0	0	0	0	0	0
	The Federation of Saint Christopher and Nevis	0	0	0	0	0	0	0	0	0
	Trinidad and Tobago	0	0	0	0	0	0	1	2	73
	Central America Total	6	25	1,240	14	35	1,434	40	91	2,818

Summary 1-1b Number of institutions, number of teachers, and number of learners in Japanese-language education (in order of region/by educational stage)

Non-school Education			Total			Country / Region	
Number of Institutions	Number of Teachers	Number of Learners	Number of Institutions	Number of Teachers	Number of Learners		
698	5,982	255,358	3,073	21,743	1,019,197	China	East Asia
33	381	11,199	62	534	20,868	Hong Kong	
459	9,867	117,351	2,815	14,127	555,396	Korea	
4	33	1,051	5	42	1,471	Macao	
107	304	4,460	164	561	16,123	Mongolia	
365	1,571	37,301	809	3,343	124,149	Taiwan	
1,666	18,138	426,720	6,928	40,350	1,737,204	East Asia Total	
1	1	26	2	2	116	Brunei	Southeast Asia
79	358	3,196	92	423	5,343	Cambodia	
541	3,702	58,275	3,103	7,614	732,914	Indonesia	
19	66	1,450	29	123	4,431	Laos	
35	209	5,143	217	486	40,669	Malaysia	
683	3,557	99,699	685	3,577	100,315	Myanmar	
114	580	15,020	227	916	42,677	Philippines	
8	119	4,671	17	180	8,532	Singapore	
86	622	7,709	755	2,286	194,366	Thailand	
9	32	609	9	32	609	Timor-Leste	
291	3,104	86,191	490	4,230	164,495	Viet Nam	
1,866	12,350	281,989	5,626	19,869	1,294,467	Southeast Asia Total	
157	607	13,492	165	643	14,918	Bangladesh	South Asia
2	4	156	2	4	156	Bhutan	
199	925	22,583	381	1,285	52,946	India	
1	1	22	1	1	22	Maldives	
315	1,130	24,846	318	1,146	25,292	Nepal	
7	36	711	9	42	906	Pakistan	
129	354	13,359	298	650	34,650	Sri Lanka	
810	3,057	75,169	1,174	3,771	128,890	South Asia Total	
44	241	4,387	1,595	3,280	424,316	Australia	Oceania
0	0	0	3	3	240	Commonwealth of the Northern Mariana Islands	
0	0	0	0	0	0	Cook	
0	0	0	0	0	0	Fiji	
3	6	87	4	7	197	French Polynesia	
0	0	0	12	17	893	Guam	
0	0	0	0	0	0	Kiribati	
0	0	0	1	1	20	Marshall	
1	2	110	2	3	125	Micronesia	
0	0	0	0	0	0	Nauru	
2	5	30	31	53	3,053	New Caledonia	
10	18	316	171	296	25,456	New Zealand	
0	0	0	0	0	0	Niue	
0	0	0	3	4	180	Palau	
0	0	0	1	3	50	Papua New Guinea	
0	0	0	1	1	15	Samoa	
0	0	0	0	0	0	Solomon	
0	0	0	9	17	155	Tonga	
0	0	0	0	0	0	Tuvalu	
0	0	0	0	0	0	Vanuatu	
60	272	4,930	1,833	3,685	454,700	Oceania Total	
49	419	5,201	141	639	18,323	Canada	North America
139	1,166	13,163	1,155	3,780	134,096	United States of America	
188	1,585	18,364	1,296	4,419	152,419	North America Total	
0	0	0	0	0	0	Antigua and Barbuda	Central America
0	0	0	0	0	0	The Bahamas	
0	0	0	2	3	32	Barbados	
0	0	0	0	0	0	Belize	
1	1	25	1	2	76	Commonwealth of Puerto Rico	
10	44	569	13	49	786	Costa Rica	
3	4	94	4	9	123	Cuba	
0	0	0	0	0	0	Dominica	
3	26	151	3	26	151	Dominican Republic	
4	26	237	5	27	281	El Salvador	
0	0	0	0	0	0	Grenada	
4	13	245	5	14	280	Guatemala	
0	0	0	0	0	0	Haiti	
5	23	289	8	28	407	Honduras	
1	1	60	3	5	219	Jamaica	
121	547	10,472	153	669	15,151	Mexico	
2	5	63	2	5	63	Nicaragua	
1	4	84	3	6	139	Panama	
0	0	0	0	0	0	Saint Lucia	
0	0	0	0	0	0	Saint Vincent	
0	0	0	0	0	0	The Federation of Saint Christopher and Nevis	
1	3	76	1	5	149	Trinidad and Tobago	
156	697	12,365	203	848	17,857	Central America Total	

Summary tables

	Country / Region	Primary Education			Secondary Education			Higher Education		
		Number of Institutions	Number of Teachers	Number of Learners	Number of Institutions	Number of Teachers	Number of Learners	Number of Institutions	Number of Teachers	Number of Learners
South America	Argentina	1	18	350	1	8	170	3	5	220
	Bolivia	3	12	150	0	0	0	0	0	0
	Brazil	26	55	2,680	65	126	4,788	12	73	2,587
	Chile	1	1	10	0	0	0	4	12	332
	Colombia	0	0	0	0	0	0	7	13	412
	Ecuador	0	0	0	0	0	0	1	1	20
	Guyana	0	0	0	0	0	0	0	0	0
	Paraguay	10	50	1,489	9	26	580	1	2	900
	Peru	5	17	1,416	5	14	768	0	0	0
	Suriname	0	0	0	0	0	0	0	0	0
	Uruguay	0	0	0	0	0	0	0	0	0
	Venezuela	0	0	0	0	0	0	1	1	8
	South America Total	46	153	6,095	80	174	6,306	29	107	4,479
Western Europe	Andorra	0	0	0	0	0	0	0	0	0
	Austria	0	0	0	3	3	43	4	16	655
	Belgium	0	0	0	0	0	0	7	17	689
	Cyprus	0	0	0	0	0	0	0	0	0
	Denmark	1	1	18	7	7	130	3	12	275
	Finland	0	0	0	5	5	211	8	14	890
	France	8	26	813	88	160	5,573	79	332	10,309
	Germany	4	9	80	40	66	2,002	50	144	5,964
	Greece	0	0	0	0	0	0	0	0	0
	Iceland	0	0	0	1	1	34	1	3	75
	Ireland	0	0	0	41	54	3,736	5	18	560
	Italy	0	0	0	8	13	584	22	114	5,374
	Liechtenstein	0	0	0	0	0	0	0	0	0
	Luxembourg	0	0	0	3	3	29	0	0	0
	Malta	0	0	0	0	0	0	0	0	0
	Monaco	0	0	0	0	0	0	0	0	0
	Netherlands	0	0	0	0	0	0	6	19	722
	Norway	0	0	0	2	4	102	5	14	398
	Portugal	0	0	0	0	0	0	4	9	228
	San Marino	0	0	0	0	0	0	0	0	0
	Spain	1	2	2	6	10	251	28	72	1,715
	Sweden	0	0	0	9	9	234	5	23	848
	Switzerland	2	2	10	10	13	124	8	25	935
	United Kingdom	21	27	1,017	69	96	3,281	56	185	6,273
	Vatican	0	0	0	0	0	0	0	0	0
	Western Europe Total	37	67	1,940	292	444	16,334	291	1,017	35,910
Eastern Europe	Albania	0	0	0	0	0	0	1	1	150
	Armenia	0	0	0	0	0	0	3	10	99
	Azerbaijan	0	0	0	1	1	72	2	10	164
	Belarus	0	0	0	0	0	0	3	9	125
	Bosnia and Herzegovina	0	0	0	1	1	74	1	1	10
	Bulgaria	4	15	725	6	19	970	2	22	240
	Croatia	1	1	8	0	0	0	2	14	192
	Czech	0	0	0	4	5	64	5	28	688
	Estonia	0	0	0	4	4	113	2	4	150
	Georgia	1	2	35	3	4	143	5	14	297
	Hungary	3	3	95	11	22	335	7	41	901
	Kazakhstan	0	0	0	1	1	35	3	12	282
	Kosovo	0	0	0	0	0	0	0	0	0
	Kyrgyz	1	3	131	3	13	280	8	25	557
	Latvia	0	0	0	1	1	45	1	3	55
	Lithuania	0	0	0	4	4	45	2	7	165
	Moldova	0	0	0	0	0	0	0	0	0
	Montenegro	0	0	0	0	0	0	0	0	0
	North Macedonia	0	0	0	0	0	0	1	1	6
	Poland	1	1	225	3	5	270	16	132	2,650
	Romania	1	1	25	3	4	308	9	24	931
	Russia	17	32	1,374	29	57	2,624	57	344	4,328
	Serbia	0	0	0	3	5	159	1	9	264
	Slovakia	0	0	0	2	2	28	1	6	57
	Slovenia	1	1	15	0	0	0	1	9	101
	Tajikistan	0	0	0	0	0	0	2	4	119
	Turkmenistan	0	0	0	13	52	11,318	7	36	3,526
	Ukraine	1	3	75	1	3	65	9	57	946
	Uzbekistan	0	0	0	3	5	225	10	98	3,365
	Eastern Europe Total	31	62	2,708	96	208	17,173	161	921	20,368

Summary 1-1b Number of institutions, number of teachers, and number of learners in Japanese-language education (in order of region/by educational stage)

Non-school Education			Total			Country / Region	
Number of Institutions	Number of Teachers	Number of Learners	Number of Institutions	Number of Teachers	Number of Learners		
62	251	4,353	62	282	5,093	Argentina	South America
3	26	320	6	38	470	Bolivia	
249	902	16,653	309	1,156	26,708	Brazil	
9	35	576	14	48	918	Chile	
9	62	1,267	16	75	1,679	Colombia	
2	15	125	3	16	145	Ecuador	
0	0	0	0	0	0	Guyana	
7	25	300	13	103	3,269	Paraguay	
20	83	1,367	26	114	3,551	Peru	
0	0	0	0	0	0	Suriname	
6	16	163	6	16	163	Uruguay	
11	45	469	12	46	477	Venezuela	
378	1,460	25,593	467	1,894	42,473	South America Total	
0	0	0	0	0	0	Andorra	Western Europe
10	25	866	17	44	1,564	Austria	
12	25	870	19	42	1,559	Belgium	
1	1	50	1	1	50	Cyprus	
3	7	126	13	27	549	Denmark	
8	16	618	20	35	1,719	Finland	
133	442	14,686	285	960	31,381	France	
102	383	9,394	188	602	17,440	Germany	
11	30	614	11	30	614	Greece	
1	3	100	2	7	209	Iceland	
3	4	100	47	76	4,396	Ireland	
20	69	1,159	50	196	7,117	Italy	
0	0	0	0	0	0	Liechtenstein	
3	3	134	6	6	163	Luxembourg	
1	1	32	1	1	32	Malta	
1	1	15	1	1	15	Monaco	
13	34	456	19	53	1,178	Netherlands	
1	1	16	8	19	516	Norway	
9	24	409	12	33	637	Portugal	
0	0	0	0	0	0	San Marino	
122	301	7,568	140	385	9,536	Spain	
1	1	99	15	33	1,181	Sweden	
54	190	1,504	72	230	2,573	Switzerland	
86	327	4,075	219	635	14,646	United Kingdom	
0	0	0	0	0	0	Vatican	
595	1,888	42,891	1,146	3,416	97,075	Western Europe Total	
0	0	0	1	1	150	Albania	Eastern Europe
4	12	140	7	22	239	Armenia	
1	4	38	4	15	274	Azerbaijan	
6	13	265	9	22	390	Belarus	
1	2	52	3	4	136	Bosnia and Herzegovina	
5	32	418	11	88	2,353	Bulgaria	
3	12	236	6	27	436	Croatia	
14	73	961	23	106	1,713	Czech	
4	10	89	10	18	352	Estonia	
1	7	270	9	27	745	Georgia	
14	40	516	35	106	1,847	Hungary	
4	16	264	8	29	581	Kazakhstan	
1	2	10	1	2	10	Kosovo	
4	9	740	14	50	1,708	Kyrgyz	
1	3	30	3	7	130	Latvia	
3	5	123	9	16	333	Lithuania	
1	3	126	1	3	126	Moldova	
0	0	0	0	0	0	Montenegro	
1	1	5	2	2	11	North Macedonia	
28	131	3,264	47	269	6,409	Poland	
10	34	2,444	21	63	3,708	Romania	
109	353	5,199	192	786	13,525	Russia	
0	0	0	4	14	423	Serbia	
13	18	241	16	26	326	Slovakia	
4	11	123	5	21	239	Slovenia	
1	4	55	3	8	174	Tajikistan	
0	0	0	20	88	14,844	Turkmenistan	
4	30	412	14	93	1,498	Ukraine	
6	54	611	19	157	4,201	Uzbekistan	
243	879	16,632	497	2,070	56,881	Eastern Europe Total	

Summary tables

	Country / Region	Primary Education			Secondary Education			Higher Education		
		Number of Institutions	Number of Teachers	Number of Learners	Number of Institutions	Number of Teachers	Number of Learners	Number of Institutions	Number of Teachers	Number of Learners
Middle East	Afghanistan	0	0	0	0	0	0	0	0	0
	Bahrain	0	0	0	0	0	0	0	0	0
	Iran	0	0	0	0	0	0	1	6	120
	Iraq	1	2	490	2	2	252	1	2	20
	Israel	0	0	0	0	0	0	5	9	263
	Jordan	0	0	0	0	0	0	1	2	72
	Kuwait	0	0	0	0	0	0	0	0	0
	Lebanon	0	0	0	0	0	0	1	1	20
	Oman	0	0	0	0	0	0	1	1	27
	Palestine	0	0	0	0	0	0	0	0	0
	Qatar	0	0	0	2	2	150	1	1	40
	Saudi Arabia	0	0	0	0	0	0	1	6	80
	Syria	0	0	0	0	0	0	0	0	0
	Turkey	0	0	0	2	4	195	17	52	2,146
	United Arab Emirates	0	0	0	3	6	516	2	2	82
	Yemen	0	0	0	0	0	0	0	0	0
	Middle East Total	1	2	490	9	14	1,113	31	82	2,870
North Africa	Algeria	0	0	0	0	0	0	1	3	20
	Egypt	0	0	0	0	0	0	11	133	3,212
	Libya	0	0	0	0	0	0	0	0	0
	Morocco	0	0	0	0	0	0	2	2	140
	Sudan	0	0	0	0	0	0	0	0	0
	Tunisia	0	0	0	0	0	0	1	1	20
	North Africa Total	0	0	0	0	0	0	15	139	3,392
Africa	Angola	0	0	0	0	0	0	0	0	0
	Benin	0	0	0	0	0	0	0	0	0
	Botswana	0	0	0	0	0	0	0	0	0
	Burkina Faso	0	0	0	0	0	0	0	0	0
	Burundi	0	0	0	0	0	0	0	0	0
	Cabo Verde	0	0	0	0	0	0	0	0	0
	Cameroon	0	0	0	0	0	0	1	2	15
	Central Africa	0	0	0	0	0	0	0	0	0
	Chad	0	0	0	0	0	0	0	0	0
	Comoros	0	0	0	0	0	0	0	0	0
	Democratic Republic of the Congo	0	0	0	0	0	0	0	0	0
	Republic of Congo	0	0	0	0	0	0	0	0	0
	Cote d'Ivoire	0	0	0	1	1	491	3	6	742
	Djibouti	0	0	0	0	0	0	0	0	0
	Equatorial Guinea	0	0	0	0	0	0	0	0	0
	Eritrea	0	0	0	0	0	0	0	0	0
	Eswatini	0	0	0	0	0	0	0	0	0
	Ethiopia	0	0	0	0	0	0	1	2	30
	Gabon	0	0	0	0	0	0	0	0	0
	Gambia	0	0	0	0	0	0	0	0	0
	Ghana	1	1	300	1	1	300	0	0	0
	Guinea	0	0	0	0	0	0	0	0	0
	Guinea-Bissau	0	0	0	0	0	0	0	0	0
	Kenya	7	9	660	10	14	920	7	12	630
	Lesotho	0	0	0	0	0	0	0	0	0
	Liberia	0	0	0	0	0	0	0	0	0
	Madagascar	1	7	58	8	13	665	3	5	962
	Malawi	0	0	0	0	0	0	0	0	0
	Mali	0	0	0	0	0	0	0	0	0
	Mauritania	0	0	0	0	0	0	0	0	0
	Mauritius	0	0	0	0	0	0	0	0	0
	Mozambique	0	0	0	0	0	0	0	0	0
	Namibia	0	0	0	0	0	0	0	0	0
	Niger	0	0	0	0	0	0	0	0	0
	Nigeria	0	0	0	0	0	0	2	5	388
	Rwanda	0	0	0	0	0	0	0	0	0
	Sao Tome and Principe	0	0	0	0	0	0	0	0	0
	Senegal	0	0	0	0	0	0	1	2	132
	Seychelles	0	0	0	0	0	0	0	0	0
	Sierra Leone	0	0	0	0	0	0	0	0	0
	Somalia	0	0	0	0	0	0	0	0	0
	Republic of South Africa	0	0	0	0	0	0	0	0	0
	South Sudan	0	0	0	0	0	0	0	0	0
	Tanzania	0	0	0	0	0	0	0	0	0
	Togo	0	0	0	0	0	0	0	0	0
	Uganda	0	0	0	0	0	0	0	0	0
	Zambia	0	0	0	0	0	0	1	2	17
	Zimbabwe	0	0	0	0	0	0	0	0	0
	Africa Total	9	17	1,018	20	29	2,376	19	36	2,916
Entire world		**1,385**	**2,206**	**305,822**	**9,248**	**17,517**	**1,896,652**	**3,268**	**20,592**	**889,014**

(*1) Number of institutions : Regarding cases in which one institution is enrolled across multiple educational stages, we have recorded the number of institutions in each educational stage.
Therefore, the number of institutions will not necessarily match the total number of institutions.
(*2) Number of teachers : Teachers are counted separately for each educational level, including cases where a single teacher teaches at multiple levels.
Therefore, when Japanese language education is provided at multiple levels within an institution, the reported number of teachers may exceed the institution's actual number of teachers.

Summary 1-1b Number of institutions, number of teachers, and number of learners in Japanese-language education (in order of region/by educational stage)

Non-school Education			Total			Country / Region	
Number of Institutions	Number of Teachers	Number of Learners	Number of Institutions	Number of Teachers	Number of Learners		
0	0	0	0	0	0	Afghanistan	Middle East
1	4	10	1	4	10	Bahrain	
1	13	150	2	19	270	Iran	
0	0	0	4	6	762	Iraq	
4	12	273	9	21	536	Israel	
3	7	111	4	9	183	Jordan	
1	2	24	1	2	24	Kuwait	
0	0	0	1	1	20	Lebanon	
2	5	55	3	6	82	Oman	
0	0	0	0	0	0	Palestine	
3	5	27	6	8	217	Qatar	
0	0	0	1	6	80	Saudi Arabia	
1	10	157	1	10	157	Syria	
7	24	588	26	80	2,929	Turkey	
4	13	331	9	21	929	United Arab Emirates	
0	0	0	0	0	0	Yemen	
27	95	1,726	68	193	6,199	Middle East Total	
2	11	76	3	14	96	Algeria	North Africa
7	43	449	18	176	3,661	Egypt	
0	0	0	0	0	0	Libya	
8	23	387	10	25	527	Morocco	
0	0	0	0	0	0	Sudan	
2	5	185	3	6	205	Tunisia	
19	82	1,097	34	221	4,489	North Africa Total	
0	0	0	0	0	0	Angola	Africa
1	2	256	1	2	256	Benin	
0	0	0	0	0	0	Botswana	
1	3	30	1	3	30	Burkina Faso	
0	0	0	0	0	0	Burundi	
0	0	0	0	0	0	Cabo Verde	
1	5	35	2	7	50	Cameroon	
0	0	0	0	0	0	Central Africa	
0	0	0	0	0	0	Chad	
0	0	0	0	0	0	Comoros	
0	0	0	0	0	0	Democratic Republic of the Congo	
0	0	0	0	0	0	Republic of Congo	
5	6	126	7	13	1,359	Cote d'Ivoire	
1	1	8	1	1	8	Djibouti	
1	1	15	1	1	15	Equatorial Guinea	
0	0	0	0	0	0	Eritrea	
0	0	0	0	0	0	Eswatini	
0	0	0	1	2	30	Ethiopia	
0	0	0	0	0	0	Gabon	
0	0	0	0	0	0	Gambia	
1	4	80	2	6	680	Ghana	
0	0	0	0	0	0	Guinea	
0	0	0	0	0	0	Guinea-Bissau	
4	6	122	26	41	2,332	Kenya	
0	0	0	0	0	0	Lesotho	
0	0	0	0	0	0	Liberia	
8	33	546	20	58	2,231	Madagascar	
0	0	0	0	0	0	Malawi	
0	0	0	0	0	0	Mali	
0	0	0	0	0	0	Mauritania	
0	0	0	0	0	0	Mauritius	
0	0	0	0	0	0	Mozambique	
0	0	0	0	0	0	Namibia	
0	0	0	0	0	0	Niger	
1	1	200	2	6	588	Nigeria	
0	0	0	0	0	0	Rwanda	
0	0	0	0	0	0	Sao Tome and Principe	
0	0	0	1	2	132	Senegal	
0	0	0	0	0	0	Seychelles	
0	0	0	0	0	0	Sierra Leone	
0	0	0	0	0	0	Somalia	
4	13	245	4	13	245	Republic of South Africa	
0	0	0	0	0	0	South Sudan	
0	0	0	0	0	0	Tanzania	
0	0	0	0	0	0	Togo	
1	1	23	1	1	23	Uganda	
1	3	40	1	5	57	Zambia	
1	1	60	1	1	60	Zimbabwe	
31	80	1786	72	162	8,096	Africa Total	
6,039	**40,583**	**909,262**	**19,344**	**80,898**	**4,000,750**	**Entire world**	

Survey form sample

2024 Survey on Japanese-Language Education Abroad (The Japan Foundation)

1. Does your institution offer Japanese language education at the time of this survey?

   ○ Yes ○ No ○ Temporarily suspended

2. The official name of your institution

   Please enter the official name without using abbreviations.

   _____

3. The official name of the department offering Japanese-language education at your institution

   Please enter the official name without using abbreviations.

   _____

4. The address of your institution's (department's) location

   State: _____

   Address: _____

5. The contact information of your institution (department)

   Telephone number: _____

   E-mail address: _____

   Website URL: _____

6. To which of the following does your institution belong?

   ○ An institution established by national, state, provincial, or local government.

   ○ An institution established by a private entity or individual.

   ○ An institution established by the Japanese government or its agency.

7. Does your institution offer online lessons (including hybrid lessons with face-to-face classes)?

○ Yes ○ No

8. Educational stages of Japanese-language education offered by your institution

Select all that apply.

□ **8-1. Primary education**

8-1-1 Number of Japanese-language teachers

Full-time teachers: _____ persons Part-time teachers: _____ persons
(Please include teaching assistants under 'part-time teachers'.)

Of all the Japanese-language teachers, number of native Japanese-speaking teachers: _____ persons

8-1-2 Number of Japanese-language learners

Formal subjects: _____ persons Extracurricular activities: _____ persons

□ **8-2 Secondary education (Lower secondary education)**

□ **8-2 Secondary education (Upper secondary education)**

□ **8-2 Secondary education (No distinction/Both/No separation between lower and upper stages)**

8-2-1 Number of Japanese-language teachers

Full-time teachers: _____ persons Part-time teachers: _____ persons
(Please include teaching assistants under 'part-time teachers'.)

Of all the Japanese-language teachers, number of native Japanese-speaking teachers: _____ persons

8-2-2 Number of Japanese-language learners

Formal subjects: _____ persons Extracurricular activities: _____ persons

□ 8-3. Higher education

8-3-1 Number of Japanese-language teachers

Full-time teachers: _____ persons Part-time teachers: _____ persons
(Please include teaching assistants under 'part-time teachers'.)

Of all the Japanese-language teachers, number of native Japanese-speaking teachers: _____ persons

8-3-2 Degree awarded

□ Associate degree/ Foundation degree/ Diploma □ Bachelor's degree □ Master's degree □ Doctoral degree □ Degree not awarded

8-3-3 Training course to obtain qualifications for teaching Japanese ○ Available ○ Not available

8-3-4 Number of Japanese-language learners

Japanese-language majors: _____ persons Non-Japanese-language majors: _____ persons

Extracurricular activities: _____ persons

□ 8-4. Other education (Including open lectures for the general public)

8-4-1 Number of Japanese-language teachers

Full-time teachers: _____ persons Part-time teachers: _____ persons
(Please include teaching assistants under 'part-time teachers'.)

Of all the Japanese-language teachers, number of native Japanese-speaking teachers: _____ persons

8-3-3 Training course to obtain qualifications for teaching Japanese ○ Available ○ Not available

8-4-3 Total number of Japanese-language learners _____ persons

Breakdown

Pre-school children: _____ persons Primary and secondary learners: _____ persons

Higher education or adult learners: _____ persons

9. What do you think are the main purposes or reasons for which learners study Japanese?

Select all that apply.

- ☐ Interest in Japanese culture, including history, literature, and art
- ☐ Interest in Japanese culture such as anime, manga, J-POP, fashion, etc.
- ☐ Interest in Japanese politics, economy, society, etc.
- ☐ Interest in Japanese science and technology
- ☐ Interest in the Japanese language itself
- ☐ To advance to the next grade, take exams, or go on to higher education in their own country
- ☐ For current or future employment in their own country
- ☐ To study in Japan
- ☐ To find a job in Japan in the future
- ☐ To go on a sightseeing trip to Japan
- ☐ Broad interest in intercultural understanding, international goodwill activities, and cross-cultural exchange
- ☐ Because it is their native language or the language of their family or relatives (heritage language)
- ☐ Other (Please provide details in question 11)

10. Please select one answer for each of the following statements about Japanese-language education.

There are enough teachers.

- ○ Yes
- ○ No
- ○ I do not know

There are enough native Japanese-speaking teachers.

- ○ Yes
- ○ No
- ○ I do not know

Teachers have the Japanese-language skills necessary for the class or course.

- ○ Yes
- ○ No
- ○ I do not know

Teachers have the knowledge and skills in Japanese teaching methods necessary for the class or course.

- ○ Yes
- ○ No
- ○ I do not know

Information about Japanese culture and society is sufficiently provided.

- ○ Yes
- ○ No
- ○ I do not know

Teaching materials are sufficiently provided.

- ○ Yes
- ○ No
- ○ I do not know

Materials that meet the needs and levels of learners are provided.

- ○ Yes
- ○ No
- ○ I do not know

Facilities and equipment are well maintained.

- ○ Yes
- ○ No
- ○ I do not know

The learners are enthusiastic.

- ○ Yes
- ○ No
- ○ I do not know

The number of learners is increasing.

- ○ Yes
- ○ No
- ○ I do not know

The institution is considering discontinuing Japanese-language courses.

- ○ Yes
- ○ No
- ○ I do not know

11. Please fill in any other noteworthy information.

    - Please fill in any noteworthy information not listed in the previous options.

Please share your (the respondent's) contact information below.

Your name:

Contact address:

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