

Japanese-Language Education Overseas



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An increasing number of people outside of Japan are studying Japanese-language for various reasons and in various learning environments. Irrespective of such diversity, learning Japanese and about Japanese culture is the first step toward developing a better understanding of Japan. In recognition of this, the Japan Foundation has played, and will continue to play a leadership role in the promotion of Japanese-language education overseas. To this end, we send Japanese-language specialists abroad, offer training programs in Japan for international Japanese-language teachers and learners, administer the Japanese-Language Proficiency Test, and implement numerous other programs.



Supporting Japanese-Language Education through the “Sakura Network”

Strengthening partnerships with core Japanese-language institutions
The JF Nihongo Network, also known as the “Sakura Network,” is a global network linking core institutions and teacher associations striving to promote the Japanese-language and improve the quality of Japanese-language education in cooperation with the Japan Foundation.



As of March 31, 2009, the network comprises 54 core member organizations from 31 countries, in addition to our overseas offices. We aim to increase the core member to 100 organizations by 2010.

With an international trend of expanding multiculturalism and multilingualism, Japanese-language education abroad has entered into a new phase. The number of learners is growing, their demographics are becoming more diverse, and their reasons for studying Japanese-language, their style of studying, and their learning environments are becoming more varied. The challenges for Japanese-language teachers and institutions have also become increasingly broad in scope. The Japan Foundation is accelerating information sharing and cooperation among the core members of the “Sakura Network” so as to implement more effective and meaningful programs that will better serve local needs.

Implementing the “SAKURA Core Project”

We implemented the “SAKURA Core Project” in fiscal 2008 to support projects operated by “Sakura Network” core members that are identified as having extensive ripple effects on the development and growth of Japanese-language education over an entire area or country. In fiscal 2008, we provided grants to 13 projects designed to best accommodate local situations and needs. We also invited 87 educational representatives from 15 countries to Japan, most of whom were either government education officials in charge of their country’s Japanese-language programs or principals of schools that offer Japanese-language courses. The project offered them an important opportunity to reexamine the meaning and benefits of teaching Japanese-language in their countries.



“SAKURA Core Project” Group Tour Program for Educators 2008–2009

Supporting Japanese-Language Specialists and Institutions

The key to assisting Japanese-language education to take root and develop in foreign countries is making sure that local teachers and schools are of high quality and have the capacity to work together to provide effective programs and lessons without having to rely on external resources.

Japanese-language specialists are assigned to such overseas organizations as educational ministries, universities and other educational institutions, as well as the Japan Foundation’s overseas offices, to provide teacher training, teaching language classes, developing curriculums and teaching materials, and supporting local teachers in building their networks.

We also provide grants to cover local teachers of Japanese-language courses abroad, overseas Japanese speech contests, and seminars for Japanese-language teachers.



Team teaching in a school in Hanoi

Specialists’ activity report

In Vietnam, an experimental project on Japanese-language education in the secondary education system has been in place since 2003. Under this project, approximately 2,500 Vietnamese students were learning Japanese as their first foreign language as of May 2008.

Specialists dispatched to the Japan Foundation Center for Cultural Exchange in Vietnam Inami Yukiko, Ito Aiko

We visit four participating schools to this project in Hue and Da Nung seven to eight times a year. The schools do not have full-time Japanese-language specialist to observe and support lessons. However, with even a small question or suggestion from us, the local teachers are consistently able to improve their lessons. After the improved classes, the students are always beaming with joy, which keeps the teachers energized and motivated. We are often impressed with the local teachers’ professional growth, which seems to be linked to the repetition of these kinds of positive experiences with students.

To provide and maintain a good learning environment for students, we have to make sure that teachers can concentrate on teaching without having to worry about other problems. We will continue working with our local partners to meet this objective.

(Source: *From the Frontline of Japanese-Language Education around the Globe: FY 2008*)

The JF Standard for Japanese-Language Education

Release of a pilot in preparation for the future development of the first edition

Japanese-language education is developing almost on a daily basis. Approximately 2.98 million people study Japanese outside of Japan and 120,000 international students are studying in Japan, according to the Japan Foundation's 2006 survey and the Japan Student Services Organization's 2007 survey, respectively. These surveys also revealed that in today's globalizing world, the objectives of Japanese learners have broadened and range from academic and professional reasons to making life in Japan easier to just for fun.

These changes require educators to rethink traditional ideas and methodologies and take meaningful steps to bring them up to date. The Japan Foundation aims to become part of the solution by developing the JF Standard for Japanese-Language Education, based on its extensive experiences in Japan and abroad.



Pilot edition of the JF Standard for Japanese-Language Education

Throughout fiscal 2008, information about the JF Standard was released to Japanese-language educators through academic journals and conferences. In March 2009, the pilot edition of the JF Standard was released to Japanese-language teachers and institutions. In the pilot edition, we defined the vision and objectives of the JF Standard and described the development processes that took place at our German and Korean offices and at the Japanese-Language Institute, Urawa.

We plan to release the first edition of the JF Standard by the end of fiscal 2009. To help realize the vision of the JF Standard, the first edition will include a database containing can-do descriptors and a portfolio sample designed to develop learners' competence in autonomous learning and understanding of different cultures. It will also include examples of practices illustrating ways in which the vision and tools can be adopted in a real classroom.

Japanese-Language Proficiency Test (JLPT)

Hosting JLPT all over the World

Since 1984, the Japanese-Language Proficiency Test (JLPT) has provided a reliable means of evaluating and certifying the Japanese proficiency of those studying Japanese as a second language. In most countries outside of Japan, the test is administered by the Japan Foundation in cooperation with local host institutions. In Japan, the test is administered by the Japan Educational Exchanges and Services and in Taiwan it is administered by the Interchange Association, Japan.

The JLPT provides four different levels of testing. For each of the four levels, the test comprises three sections: writing and vocabulary, listening, and reading and grammar.

The 25th examination of the JLPT was implemented across the world on December 7, 2008 in 144 cities in 51 countries and 29 prefectures in Japan. A total of 660,000 people applied to take the test, of which 559,000 actually took the exam. Among them, the Japan Foundation administered the test in 141 cities in 50 countries or regions and it was taken by 390,000 learners of Japanese. China supplied the largest number of examinees, topping 200,000, and approximately 80 percent of the overseas examinees are from East Asian countries, especially China and South Korea. The number of Southeast Asian examinees, such as those from Thailand, Vietnam, Indonesia, Singapore, and Malaysia, has also been increasing.

To address the growing number of examinees, seven additional cities, including Bandar Seri Begawan in Brunei, Mumbai in India, and Saint Petersburg in Russia have been included in the JLPT test locations since fiscal 2008.

We also launched the Center for Japanese-Language Testing in October 2008 to ensure the smooth transition from annual to semi-annual JLPT testing from fiscal 2009 and prepare for the successful administration of the new JLPT examination, to be introduced in fiscal 2010.

	Country (region)	Number of examinees
1	China	207,964
2	South Korea	81,739
3	(Taiwan)	59,186
4	Thailand	15,846
5	(Hong Kong)	15,414
6	Vietnam	13,854
7	Indonesia	8,397
8	India	6,669
9	Singapore	4,994
10	Malaysia	3,697
	Overseas total	449,810
	Japan total	109,247

Top 10 overseas countries (regions) with regard to number of examinees in fiscal 2008

Redesigning the Minna no Kyozaï website

Minna no Kyozaï has been offering useful teaching materials and opportunities for networking to Japanese-language teachers worldwide since 2002. The website was redesigned in October 2008 to improve usability, making it easier to locate specific materials and contact community members. The remodeled website also features approximately 700 additional teaching items.



Minna no Kyozaï website
<http://minnanokyozaï.jp/kyozai/>

Launching the Indonesian version of the Nihongo de Care-navi website

The Nihongo de Care-navi website offers Japanese-language learning support for non-Japanese nursing and caregiving professionals. Originally a bilingual site in English and Japanese, an Indonesian version has now been made available. In addition to the existing dictionary function, users can also benefit from new features such as audio pronunciation guides and quizzes. This web-based resource is also now available in an easily portable paperback-sized publication titled the *Japanese-English Wordbook for Care Workers: Nihongo de Care-navi*.



Nihongo de Care-navi
<http://nihongodecarenavi.jp>

Broadcasting the television program *Erin's Challenge! I Can Speak Japanese in four countries*

The television program, *Erin's Challenge! I Can Speak Japanese* is designed to support young learners who are primarily motivated to study by their interest in “cool” Japanese culture like anime and manga. First started in fiscal 2007, the overseas broadcasting of this study program was expanded to Vietnam (by two stations in Hanoi and Ho Chi Minh City), Laos, the United States, and Indonesia in fiscal 2008. The program is shown with subtitles in the local language and a dubbed version is also available in certain countries.



Erin's Challenge! I Can Speak Japanese (DVD)

Publishing Teaching Materials

The Japan Foundation Japanese-Language Institute, Urawa published two volumes of the *Nihongo Kyojuho Series*: the 2nd volume, *Onsei Wo Oshieru: Teaching Pronunciation*, and the 14th volume, *Kyozaï Kaihatsu: Teaching Materials Development*. The Japan Foundation Japanese-Language Institute, Kansai also published *Nihongo "Doki-Doki" Taiken Koryu Katsudo-shu: Japanese through Real Activities*, a Japanese-language textbook for learning Japanese through experience by utilizing various resources outside the classroom, such as visiting local sites and schools.



Nihongo Kyojuho Series

Long-Term Training Program for Foreign Teachers of the Japanese-Language The Japan Foundation Japanese-Language Institute, Urawa

The Japan Foundation offers various training programs for Japanese-language educators teaching abroad, including the Long-Term Training Program, one of the best established programs for international Japanese-language teachers. Target participants are teachers 35 years old or younger who have six months or more experience teaching Japanese. For the past 20 years, 1,014 teachers from 69 countries and regions have joined the program, studying the Japanese-language, Japanese-language teaching methods, and Japanese culture.

Alumni testimonials



Palma Gil, Frolinda Amparo Adarayan, participant in the fiscal 1998 program (University of the Philippines, the Philippines)

With the other participants coming from a number of different countries, the program gave me an opportunity to make friends of fellow Japanese-language teachers from all over the world, with whom I still keep in touch online. We were also able to develop close relationships with the teachers and staff at the Institute. They are like my second family.

Because my background is in linguistics, I didn't have any previous formal training in teaching Japanese. The Long-Term Program enabled me to obtain an in-depth understanding of the underlying theories, objectives, and rationales of various teaching methodologies and activities. The program also taught me how to incorporate *anime*, drama, and Japanese pop music into classes, an idea on which I made presentations at subsequent academic conferences and workshops in the Philippines. Now, I have come back to the Institute and joined the master's course to pursue my research theme of improving of lessons by introducing drama and project work.



Najoan Franky, participant in the fiscal 1991 program (University of Manado, Indonesia)

I came away from the program with truly useful teaching techniques. I have applied everything I learned here, such as the development of the lesson plans, lesson timelines, and classroom materials, to my teaching activities. After coming back from the program, I started to get involved in the activities of the Indonesian teachers association, where I planned seminars and study groups, as well as coach students on speech-making. Japanese proficiency has improved significantly through the program, especially in oral expression and *kanji*. Enhanced confidence in my own language ability motivated me to take on an upper level program to the level of master's and then the doctoral course at the Institute. To pursue my particular interest in pronunciation and listening comprehension, I am now undertaking a doctorate in Japanese aural-oral pedagogy. My future ambition is to develop a teachers' guidebook on Japanese aural-oral pedagogy as a resource for Indonesian Japanese-teachers to use on their own.

About the Japan Foundation Japanese-Language Institute, Urawa

Established in Saitama City as an affiliated organization of the Japan Foundation in July 1989, the Institute offers training programs for overseas Japanese-language teachers and helps develop future leaders of the Japanese-language education community in countries around the world. For the 20 years since its establishment, the Institute has assisted the professional growth of nearly 10,000 educators from 105 countries and regions. The Institute also provides grants for the development and production of teaching materials, donates teaching materials, and operates a special library focusing on Japanese-language education.



Japanese programs for overseas learners

The Japan Foundation Japanese-Language Institute, Kansai

Through its Japanese-Language Institute, Kansai, the Japan Foundation offers special Japanese-language programs for diplomats, public officials, young Japanese studies scholars, and other individuals from a number of countries to help them improve their Japanese-language capabilities in light of their respective professional and academic needs. The Institute also invites outstanding overseas Japanese learners to further promote the studying and teaching of the Japanese language abroad.

Japanese-Language Program for Foreign Service Officers and Public Officials

We offer a Japanese-language and culture program for young diplomats and public officials, mainly from nations that receive official development assistance from Japan. Since its commencement in 1981, a total of 554 diplomats and public servants have completed the program. Among these alumni, 61 were working at their country's consulate or embassy in Japan, four of which were serving as ambassadors in 2008. The fiscal 2008 program was joined by 30 participants, including five from Africa, thirteen from Asia, five from Central and South America and the Caribbean nations, two from Europe, one from Oceania, and four from the Middle East.

Testimonial from an alumna of the Japanese-Language Program for Foreign Service Officers and Public Officials (Participant in the Japanese-Language Program from October 2008 to May 2009)

With the rapid development of the world and the impact of globalization visible in all facets of everyday life, being multilingual is more valuable than ever. Having said that, I suspect people reading this report or considering joining the program would ask, "Is the eight-month training program enough to improve my Japanese?"

My answer is a resounding yes. Every single day from the moment of arrival at the Institute to the last day of the eight-month program, you will find your Japanese improving at a surprising rate. You will be able to attend dynamic lessons every day, while at the same time also learning about and experiencing new aspects of Japan on a daily basis. The Institute is an expert provider of comprehensive Japanese-language programs, incorporating multicultural elements of the language into classroom activities. The diversity of the participants and excellence of the program are the hallmark strengths of the Institute.

Japanese-Language Program for Indonesian candidate for "Kaigo-fukushi-shi"

Following the signing in August 2007 of the Japan-Indonesia Economic Partnership Agreement, Japan made it easier for nursing and caregiving professionals from Indonesia to come and work in Japan. The Institute was commissioned by the Ministry of Foreign Affairs to provide a pre-program Japanese training course for 56 Indonesians who came to Japan to pursue a career in caregiving. During the course from August 2008 to January 2009, they learned basic Japanese needed for everyday life, as well as practical language skills for the workplace.



Program participants, experiencing Japanese calligraphy

About the Japan Foundation Japanese-Language Institute, Kansai

The Institute was established in Tajiri-cho, Sennan-gun, Osaka, in May 1997 to provide residential Japanese-language programs. In addition to classrooms and accommodation facilities, the Institute has a library of nearly 44,000 books, a cafeteria, a hall, a self-study hall, and other facilities to ensure program participants have a comfortable and productive stay.

The Institute also works with local government and other organizations in neighboring areas to operate cultural exchange events and programs, with a view of creating opportunities for both program participants and local community members to interact and spend enjoyable times together.



Summary of Overseas Japanese-Language Education Programs

1—Building and Strengthening a Network of Overseas Japanese-Language Institutions

(1) Survey on Japanese-language education overseas

We surveyed 152 countries and areas to find out the availability of Japanese-language education. The details of the survey results are posted on our website.

(2) Provision of Information on the Current Status of Japanese-Language Education

We issued periodical publications on Japanese-language education, both in print and web-based electronic formats. The print versions were donated to libraries. The specific titles of the publications are as follows:

Nihongo Kyoiku Tsushin, Vol. 61 to Vol. 63

Kokusai Koryu Kikin Nihongo Kyoiku Kiyo (The Japan Foundation Japanese-Language Education Bulletin), Vol. 5

Japanese-Language Education around the Globe, Vol. 18 and 19

(3) International Speech Contest in Japanese

As part of events celebrating the 20th anniversary of the establishment of the Japanese-Language Institute, Urawa, we held the 49th International Speech Contest in Japanese in Kawagoe City. The event was attended by Her Imperial Highness Princess Takamado.

(4) The Japan Foundation's Original Initiatives

The Japan Foundation's JF Nihongo Network (the "Sakura Network") links core Japanese-language institutions in various countries around the world. The network aims to expand its core membership to 100 organizations within the three years from fiscal 2008. This year, we also implemented the "SAKURA Core Project" to support projects undertaken by the "Sakura Network" core members that we identify as having extensive ripple efforts on the development and growth of Japanese-language education over an entire area or country. As part of this new project, we provided 13 grants in 12 countries and invited educational representatives from overseas, such as principals of schools that offer Japanese-language courses and government education officials.

Other highlights during the year include support for developing a Japanese-language textbook in Vietnam, which is planning to introduce Japanese-language into its secondary education curriculum, and support for developing online training systems for the acquisition and renewal of Japanese-language teaching licenses, which was part of the Japan-U.S. Intellectual Exchange Initiative, commenced in response to a call from the then Japanese Prime Minister.

(5) Japanese-Language Specialists Dispatch

We dispatched Japanese-language specialists and junior specialists to core Japanese-language institutions overseas and provided preparatory training covering technical knowledge and skills for 2009 program participants. The details of the fiscal 2008 are as follows:

- Japanese-Language Specialists: 70 projects in 38 countries
- Junior Specialists: 28 projects in 16 countries
- JF volunteers (Assistant Teachers, senior visiting professors): 7 projects in 7 countries
- Pre-Dispatch Training for Japanese-Language Specialists: 1 project in 1 country

(6) Commissioned Programs for the JENESYS Programme

We were commissioned to dispatch qualified young Japanese nationals, who, for example, majored in Japanese-language teaching at university, to East Asian countries under the Japan-East Asia Network of Exchange for Students and Youths (JENESYS) Programme:

- Sending Young Japanese-language Teachers: 48 people to 12

countries

(7) Supporting Japanese-Language Institutions and Projects

We provided the following grants to core overseas Japanese-language institutions, as well as to the Society for Teaching Japanese as a Foreign Language, which support Japanese-language education abroad:

- Grant Program for Japanese-Language Courses Abroad <Salary Assistance>: 6 grants in 3 countries
- Grant Program for Japanese-Language Courses Abroad <Support for Courses>: 24 grants in 21 countries
- Japanese Speech Contest Support Program: 119 grants in 68 countries
- Grant Program for Developing Networks of Japanese-Language Teachers and Institutions: 30 grants in 23 countries
- For the Society for Teaching Japanese as a Foreign Language: 1 grant

2—Japanese-Language Proficiency Test (JLPT)

In December 2008, we administered the JLPT examination for a total of 390,624 test takers in 50 overseas countries and regions (excluding Taiwan).

Other key JLPT-related progress includes: study and deliberations by the Panel for the Improvement of the JLPT, a group of external experts established within the Japan Foundation to improve the examination content; the pilot-testing of a revised JLPT; and the launch of the Center for Japanese-Language Testing to ensure the smooth transition from annual to semi-annual JLPT testing and to strengthen the organization for the overall test administration.

We also published *the Report on the Analysis and Evaluation of the Japanese-Language Proficiency Test 2006* and continued to operate the Sushi Test, our online Japanese test for young learners.

3—Training Programs at the Japanese-Language Institute, Urawa

(1) Training programs for overseas teachers

At the Japanese-Language Institute, Urawa, we provided the following training programs for overseas Japanese-language teachers, and organized cultural exchange events to meet local needs and promote interaction between the program participants and local community members:

- Long-Term Training Program for Foreign Teachers of the Japanese-Language: 38 teachers from 22 countries
- Short-Term Training Program for Foreign Teachers of the Japanese-Language: 100 teachers from 31 countries
- Training for Japanese-language teachers in high schools in South Korea: 55 teachers
- Training for Japanese-language teachers in China: 60 teachers
- Training for Japanese-language teachers in secondary schools in Indonesia: 20 teachers
- Training for Japanese-language teachers in primary and secondary schools in the U.S., Canada, and the U.K.: 7 teachers from 2 countries
- Graduate Program on Japanese-Language and Culture (Master's Course: new entrants): 6 students from 5 countries
- Graduate Program on Japanese-Language and Culture (Master's Course: existing students): 8 students from 6 countries
- Graduate Program on Japanese-Language and Culture (Doctor's Course: new entrants): 1 student from 1 country
- Graduate Program on Japanese-Language and Culture (Doctor's Course: existing students): 4 students from 4 country
- Training Program for Leading Teachers of the Japanese-Language: 6 teachers from 5 countries

In addition, we also provided training programs for international JET programme participants on Japanese-language education:

- Training for JET participants in Japan: 27 people from 11 countries

(2) Initiatives commissioned by the JENESYS Programme

- Training by special invitation for young Japanese-language teachers in East Asia: 40 teachers from 9 countries
- Training by special invitation for young Japanese-language teachers in South Asia: 23 teachers from 5 countries

4—Supporting the Development and Production of Japanese-Language Educational Materials

(1) Production and promotion of Japanese-language educational materials

● In fiscal 2008, we continued to develop and promote our proprietary materials for teaching and studying Japanese:

- *Erin's Challenge! I Can Speak Japanese* (broadcast)

In fiscal 2008, this program was rescreened on NHK and NHK World, and also broadcast on local TV networks in Vietnam (Hanoi and Ho Chi Minh City), Laos, the United States, and Indonesia, with the appropriate subtitling or dubbing.

- *The Japan Foundation Nihongo Kyojuho Series* (publications)
We published the two volumes of this 14-volume series: the 2nd volume, *Onsei Wo Oshieru: Teaching Pronunciation*; and the 14th volume, *Kyozai Kaihatsu: Teaching Materials Development*.

- Minna no Kyozaï (website)

Minna no Kyozaï was redesigned in October 2008 to make it easier for users to search teaching materials and build their own communities, and new teaching materials were added. Total traffic to the site amounted to 4.29 million hits.

- Nihongo de Care-navi (website and publication)

In addition to the existing Japanese-English version, we have made a Japanese-Indonesian version available on this website. We also published a paperback-sized book of the Japanese-English version.

- *Nihongo "Doki-Doki" Taiken Koryu Katsudo-shu: Japanese through Real Activities* (publication)

We published this textbook for learning Japanese through experience by utilizing various resources outside the classroom, such as visiting local sites and schools.

- The JF Standard for Japanese-Language Education

We released a draft edition of the Standards, following pilot operations and reviews conducted by our Korean and German offices as part of Japanese-language courses and by the Japanese-Language Institute, Urawa as part of its teacher training courses.

(2) Supporting the creation of teaching materials

We provided grants for overseas projects for publishing Japanese-language education textbooks, supplementary teaching materials, and dictionaries (8 grants in 6 countries).

(3) Donations of teaching materials for Japanese-language education

We donated Japanese teaching materials, which are otherwise often difficult to obtain locally, to overseas schools that offer Japanese-language courses (996 donations in 103 countries).

(4) The Library of the Japan Foundation Japanese-Language Institute, Urawa

With its 43,562 books and audio-visual materials and 559 journals and periodicals, this special library provides access to information and reference materials in the field of Japanese-language education.

5—Training Programs at the Japanese-Language Institute, Kansai

(1) Japanese-language training programs

At the Japanese-Language Institute, Kansai, we provided

Japanese-language programs, the like of which, due to their highly technical content, are not produced by any other organization, and other training programs to encourage overseas Japanese-language learners. We also organized programs to meet the needs of the Institute's surrounding areas and promote interaction between the program participants and local residents. The main programs for fiscal 2008 are as follows:

- Japanese-Language Program for Foreign Service Officers: 25 people from 25 countries

- Japanese-Language Program for Public Officials: 5 people from 5 countries

- Japanese-Language Program for Researchers and Postgraduate Students: 34 people from 19 countries

- Japanese-Language Program for University Students Group: 53 people from 31 countries

- Japanese-Language Program for Outstanding Students: 54 people from 50 countries

- Japanese-Language Program for High School Students: 32 people from 18 countries/regions

- Japanese-Language Program for Young Korean Students (Lee Soo-Hyun Memorial Program): 19 people from 1 country

- Asian Youth Fellowship Japanese-Language Program: 18 people from 11 countries

- Osaka and Queensland Japanese-Language Teacher Training: 5 people from 1 country

We also provided Japanese-language programs for international JET programme participants:

- Training for JET participants in Japan: 56 people from 9 countries

- Training for new JET participants in Osaka: 48 people from 7 countries

(2) Initiatives commissioned by the JENESYS Programme

- College in Japan program in East Asia: 40 people from 1 country

- Japanese-Language Program for University Students in East Asia (spring): 20 people from 4 countries

- Japanese-Language Program for University Students in East Asia (summer): 30 people from 7 countries

- Japanese-Language Program for University Students in East Asia (fall): 10 people from 2 countries

- Japanese-Language Program for University Students in South Asia: 39 people from 6 countries

(3) Other commissioned programs

- Short-term training program for the Japanese Teacher Association of Thailand: 18 people

- Japanese program for University of Naples "L'Orientale": 26 people

- Japanese-Language program for Japanese-Language teachers from New Zealand: 4 people

- Japanese-Language program for Japanese-Language teachers from Gyeongsangnam-do, South Korea: 20 people

- Japanese-Language program for Indonesian candidate for "Kaigo-fukushi-shi": 56 people

- Japanese-Language program for university students from Indonesia: 2 people

(4) The Library of the Japan Foundation Japanese-Language Institute, Kansai

With its 45,836 books and audio-visual materials and 282 journals, the library provides access to information and reference materials on Japanese culture and society.