

3. South Asia

Status of Japanese-language education in South Asia

The number of institutions in South Asia is 776 (up 28.5% compared to the previous (fiscal 2018) survey), the number of teachers is 2,471 people (up 35.8% compared to the previous survey), and the number of learners is 63,093 people (up 10.0% compared to the previous survey), with all items increasing, as seen in the previous survey.

The country with the greatest number of institutions is India (323), followed by Nepal (241), and Bangladesh (116), with the order unchanged from the previous survey. The order for the number of teachers is similarly India (1,132 people), Nepal (812 people), and then Bangladesh (346 people). Meanwhile, the number of learners is the same as the previous survey, with India having the largest number (36,015 people) followed by Sri Lanka (9,746 people), and then Nepal (9,646 people). Sri Lanka has the largest number of learners in secondary education, with its ranking impacted by the large number of learners per institution.

Looking at the percentage by educational stage of the number of learners in the South Asia region, primary education is 4.1%, secondary education is 17.6%, higher education is 16.8%, and non-school education is 61.5%, with non-school education accounting for a high percentage.

The online class implementation ratio in South Asia overall is 75.9%, with every country achieving a higher ratio than the global ratio (63.1%).

As for the objectives of Japanese-language learning, the first and second most popular responses were “current or future work in home country” (86.2%) and “future work in Japan” (75.5%), which are very high percentages compared to the results for the entire world (40.6% and 34.2% respectively). While the top response on the previous survey, “study in Japan” decreased significantly (down 32.3 points), at 52.3%, it was still chosen by more than half the respondents.

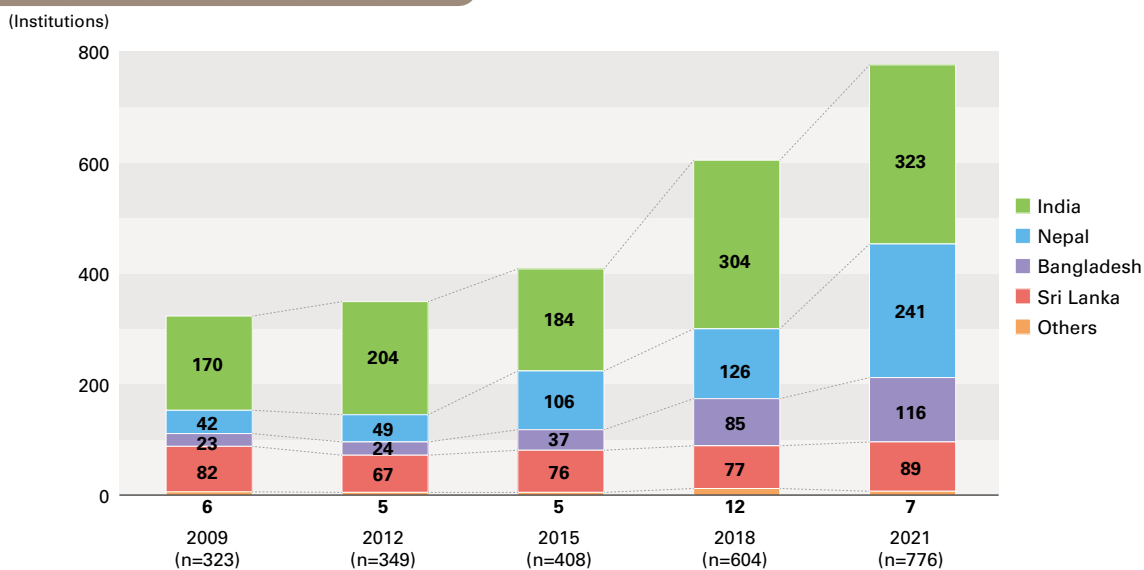
Table 2-3-1 Number of institutions, number of teachers, and number of learners in South Asia

(Listed in order of the number of learners in 2021)

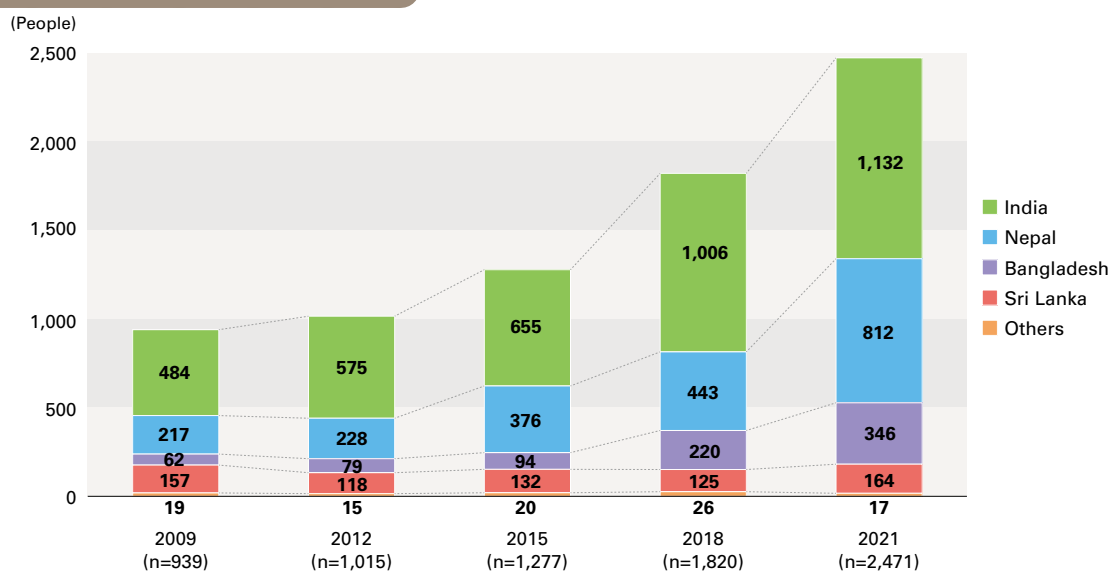
| Country and region | 2021 | | | | | | | | | Population* (People) | 2018 | | |
|---------------------------|--------------------------------|----------------------|----------------------|---|---|------------------------|---------------------|-----------------------------|--------------------------------|-------------------------|----------------------|----------------------|--|
| | Institutions (Institutions) | Teachers (People) | Learners (People) | Learners per 100,000 population (People) | Composition by educational stage (Learners) (People) | | | | Institutions (Institutions) | | Teachers (People) | Learners (People) | |
| | | | | | Primary education | Secondary education | Higher education | Non- school education | | | | | |
| India | 323 | 1,132 | 36,015 | 3.0 | 2,296 | 4,439 | 8,525 | 20,755 | 1,210,854,977 | 304 | 1,006 | 38,100 | |
| Sri Lanka | 89 | 164 | 9,746 | 47.9 | 0 | 6,412 | 833 | 2,501 | 20,359,439 | 77 | 125 | 8,454 | |
| Nepal | 241 | 812 | 9,646 | 36.4 | 0 | 150 | 215 | 9,281 | 26,494,504 | 126 | 443 | 5,326 | |
| Bangladesh | 116 | 346 | 7,418 | 5.1 | 266 | 112 | 925 | 6,115 | 144,043,697 | 85 | 220 | 4,801 | |
| Pakistan | 5 | 13 | 243 | 0.1 | 0 | 0 | 90 | 153 | 207,774,520 | 8 | 16 | 587 | |
| Bhutan | 1 | 3 | 18 | 2.5 | 0 | 0 | 0 | 18 | 727,145 | 2 | 8 | 48 | |
| Maldives | 1 | 1 | 7 | 1.7 | 0 | 0 | 7 | 0 | 402,071 | 2 | 2 | 40 | |
| South Asia overall | 776 | 2,471 | 63,093 | - | 2,562 | 11,113 | 10,595 | 38,823 | - | 604 | 1,820 | 57,356 | |

*Source: *Population and Vital Statistics Report (as of 3 June 2022)*, by United Nations

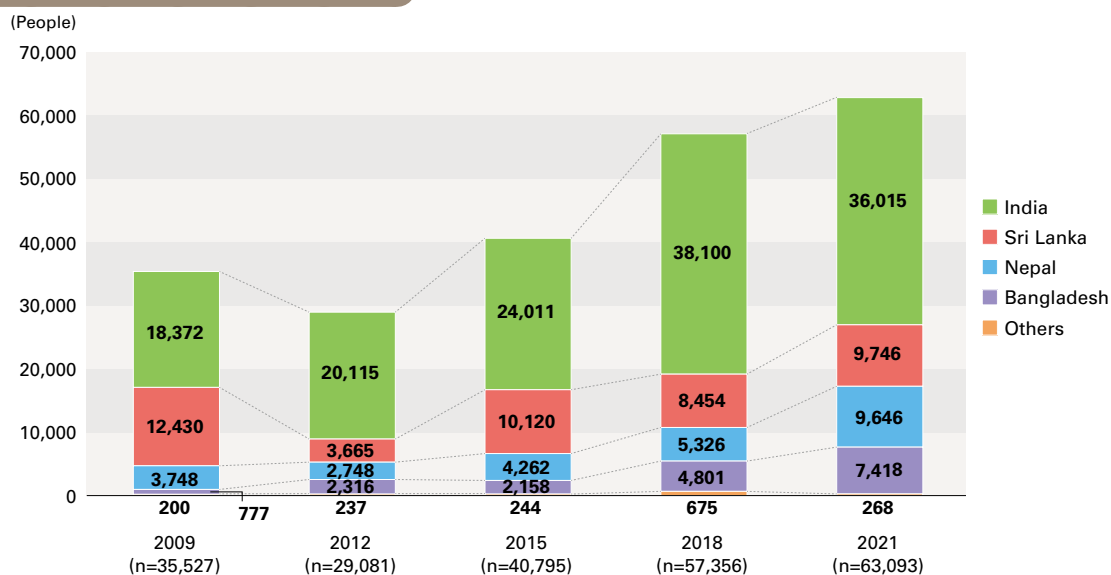
Graph 2-3-1 Number of institutions in South Asia



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

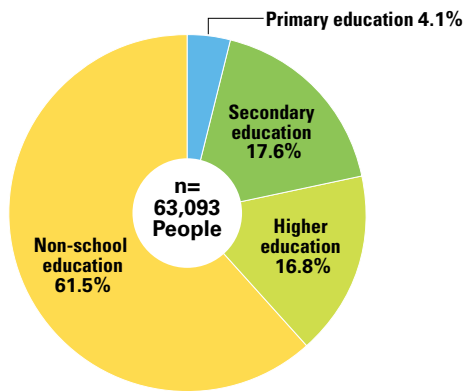
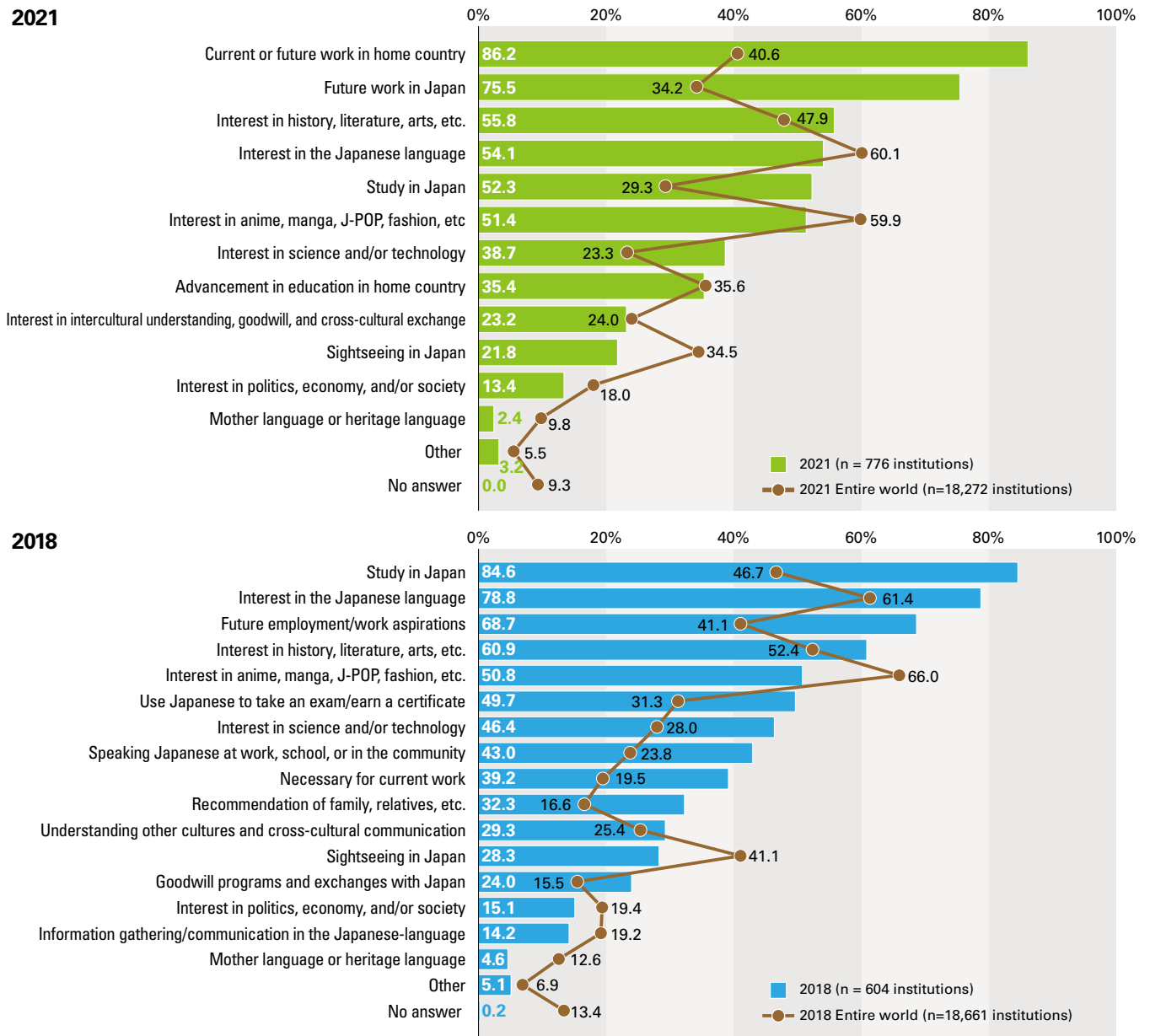


Table 2-3-2 Online class implementation ratio in South Asia

| Country and region | Total number of institutions in the country and region | Online class implementation | |
|---------------------------|--|-----------------------------|-------------|
| | | (Institutions) | (%) |
| India | 323 | 286 | 88.5 |
| Nepal | 241 | 158 | 65.6 |
| Bangladesh | 116 | 76 | 65.5 |
| Sri Lanka | 89 | 62 | 69.7 |
| Pakistan | 5 | 5 | 100.0 |
| Bhutan | 1 | 1 | 100.0 |
| Maldives | 1 | 1 | 100.0 |
| South Asia overall | 776 | 589 | 75.9 |

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



Trends in major countries

[India]

In India, compared to the previous survey the number of institutions increased by 19 (up 6.3% compared to the previous survey) and the number of teachers increased by 126 people (up 12.5% compared to the previous survey), but the number of learners overall decreased by 2,085 people (down 5.5% compared to the previous survey).

Looking at the number of learners by educational stage, primary education and secondary education decreased by 5,687 people (down 71.2% compared to the previous survey) and 1,087 people (down 19.7% compared to the previous survey) respectively. This is mainly attributed to the fact that a certain number of institutions were unable to continue to provide Japanese-language education because of the prioritization of holding compulsory classes during the COVID-19 pandemic.

On the other hand, the number of learners in higher education increased by 972 people (up 12.9% compared to the previous survey). The National Policy on Education 2020, which represents the first revision undertaken by the government of India in the nearly 30 years since 1992, recommends foreign language learning, and as the Japanese language is mentioned in the policy, there are expectations for a future increase of a certain extent. Furthermore, despite the ongoing COVID-19 pandemic, non-school education was the only category to achieve increases across the board, with the number of institutions increasing by 44 (up 24.3% compared to the previous survey), the number of teachers by 142 people (up 18.0% compared to the previous survey), and the number of learners by 3,717 people (up 21.8% compared to the previous survey). Although interest in Japanese-language learning for the purpose of employment at Japanese companies that operate in India remains high, supported by the favorable economic ties between Japan and India, the growth in the number of learners has slowed as a result of the difficulty in traveling to Japan

due to the pandemic and the impact on motivation to learn Japanese caused by the Japanese Language Proficiency Test (JLPT) not being offered. In addition, the survey was conducted when India was experiencing a particularly severe outbreak of a COVID-19 variant, and many institutions themselves had closed.

[Other countries and regions]

In Sri Lanka, which has the second-largest number of learners in the region, the number of learners increased by 1,292 people (up 15.3% compared to the previous survey). While the number of learners in secondary education, which accounts for the largest percentage, decreased, the increase in the number of learners at non-school Japanese-language educational institutions led to an increase in learners in Sri Lanka overall.

Ranking third in the region for the number of learners, Nepal recorded the largest rate of increase in learners in South Asia, increasing by 4,320 people (up 81.1% compared to the previous survey). Over 95% of Japanese-language learners in Nepal are affiliated with non-school institutions, and while some institutions were closed due to the COVID-19 pandemic, the number of learners in the non-school education category increased by 4,155 people compared to the previous survey.

In Bangladesh, which ranks fourth for the number of learners, the number of learners increased by 2,617 people (up 54.5% compared to the previous survey), with the main reason for the increase in learners in the country overall attributed to the increase in the number of learners attending non-school institutions, as is the case in the two aforementioned countries.

In all of these countries, the most popular responses given for objectives of Japanese-language learning were “current or future work in home country” or “future work in Japan,” with interest in the Specified Skilled Worker program thought to be behind this.