

4. Oceania

Status of Japanese-language education in Oceania

The number of institutions in Oceania is 1,943 (down 7.8% compared to the previous (fiscal 2018) survey), the number of teachers is 3,599 people (down 1.7% compared to the previous survey), and the number of learners is 448,977 people (up 1.3% compared to the previous survey), so although the number of institutions and teachers have decreased since the previous survey, the number of learners has increased slightly. Note that the implementation of Japanese-language education could no longer be confirmed in Marshall in the current survey, while it had been confirmed in the fiscal 2018 survey.

As seen in the previous survey, Australia and New Zealand accounted for the vast majority of the number of institutions, teachers, and learners in the region. The composition ratio of the number of learners in Oceania showed that 92.5% are in Australia and 6.3% in New Zealand, for a total of 98.8% for these two countries combined, unchanged from the previous survey.

Looking at the increases and decreases for each country and region, regarding the number of institutions, there was an increase in 3 countries and regions, no change

from the previous survey in 2 countries, and a decrease in 8 countries and regions. Regarding the number of teachers, there was an increase in 4 countries and regions, no change from the previous survey in 1 country, and a decrease in 8 countries and regions. Regarding the number of learners, there was an increase in 4 countries and regions, and a decrease in 9 countries and regions.

Regarding the number of learners in the Oceania region, looking at the percentage by educational stage, primary education is 59.4%, secondary education is 36.2%, higher education is 3.0%, and non-school education is 1.4%, with the two categories of primary and secondary education accounting for 95.6% of the total.

The online class implementation ratio for the region overall was 21.5%, which is the lowest out of all 12 regions.

As for the objectives of Japanese-language learning, the top responses were “interest in anime, manga, J-POP, fashion, etc.” (25.2%) and “interest in the Japanese language” (23.6%). 69.4% entered no answer for this item, which is high compared to other regions.

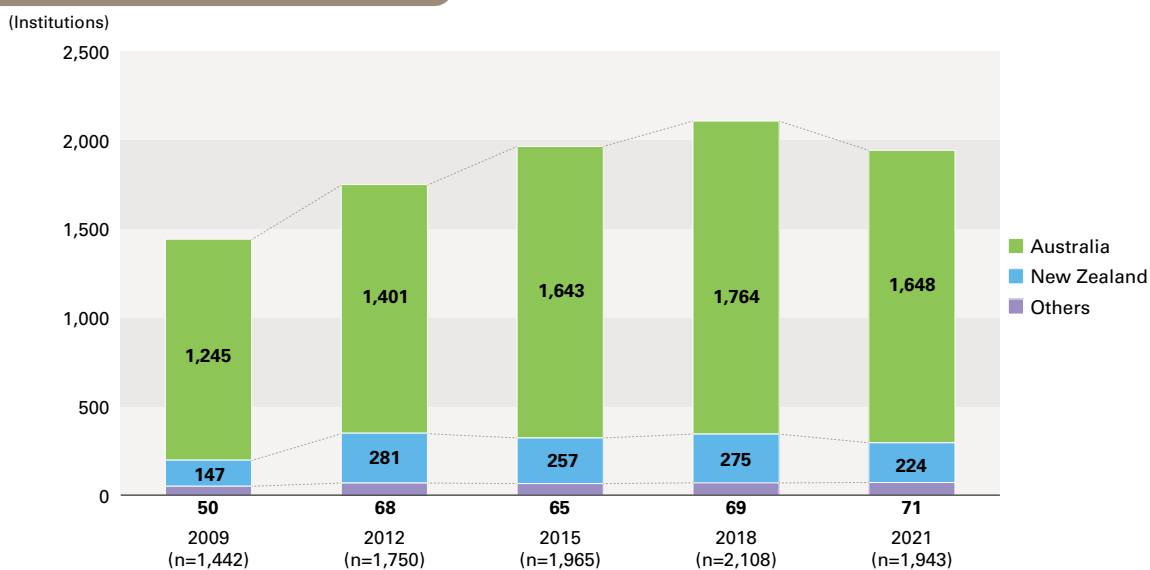
Table 2-4-1 Number of institutions, number of teachers, and number of learners in Oceania

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

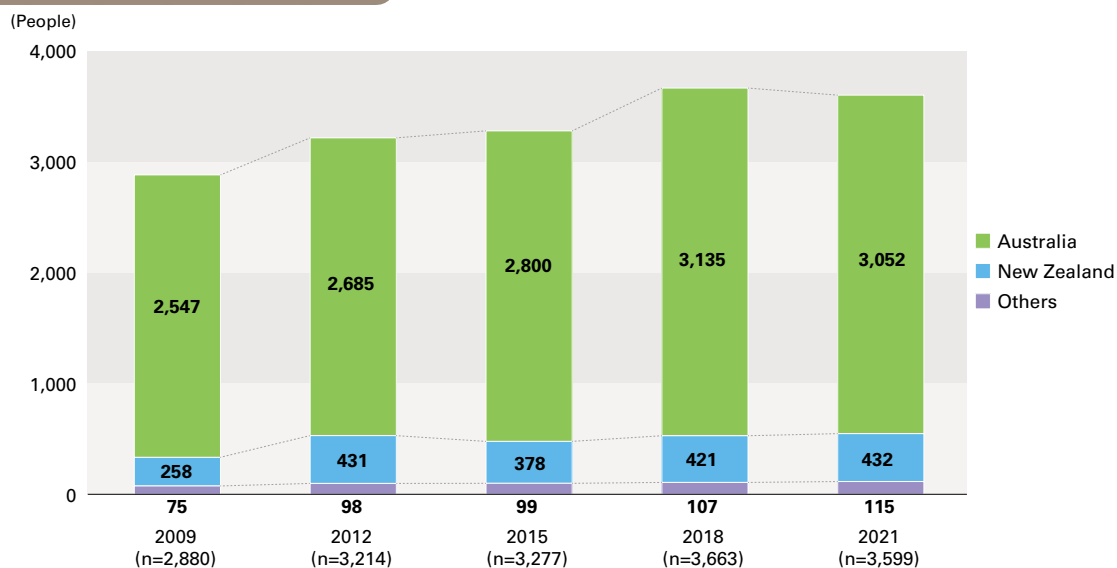
Country and region	2021									Population* (People)	2018		
	Institutions (Institutions)	Teachers (People)	Learners (People)	Learners per 100,000 population (People)	Composition by educational stage (Learners) (People)				Institutions (Institutions)		Teachers (People)	Learners (People)	
					Primary education	Secondary education	Higher education	Non- school education					
Australia	1,648	3,052	415,348	1,751.2	258,811	140,323	11,301	4,913	23,717,421	1,764	3,135	405,175	
New Zealand	224	432	28,072	585.6	7,983	17,399	1,799	891	4,793,358	275	421	32,764	
New Caledonia	36	56	3,426	1,262.3	0	3,262	104	60	271,407	25	47	2,159	
Guam	9	16	1,076	699.4	56	867	153	0	153,836	14	21	1,505	
Northern Mariana Islands	3	3	270	501.1	0	230	40	0	53,883	4	4	540	
Micronesia	4	5	229	222.7	0	62	52	115	102,843	5	6	243	
Tonga	7	13	162	161.0	0	162	0	0	100,651	8	13	219	
Palau	3	3	155	877.6	0	110	45	0	17,661	2	2	77	
French Polynesia	6	14	113	40.1	0	3	0	110	281,674	3	2	134	
Samoa	1	1	56	28.6	0	0	56	0	195,979	1	2	33	
Papua New Guinea	1	2	50	0.7	0	50	0	0	7,275,324	2	3	79	
Kiribati	1	2	20	16.7	0	0	0	20	119,940	1	3	45	
Marshall	-	-	-	-	-	-	-	-	-	4	4	242	
Oceania overall	1,943	3,599	448,977	-	266,850	162,468	13,550	6,109	-	2,108	3,663	443,215	

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

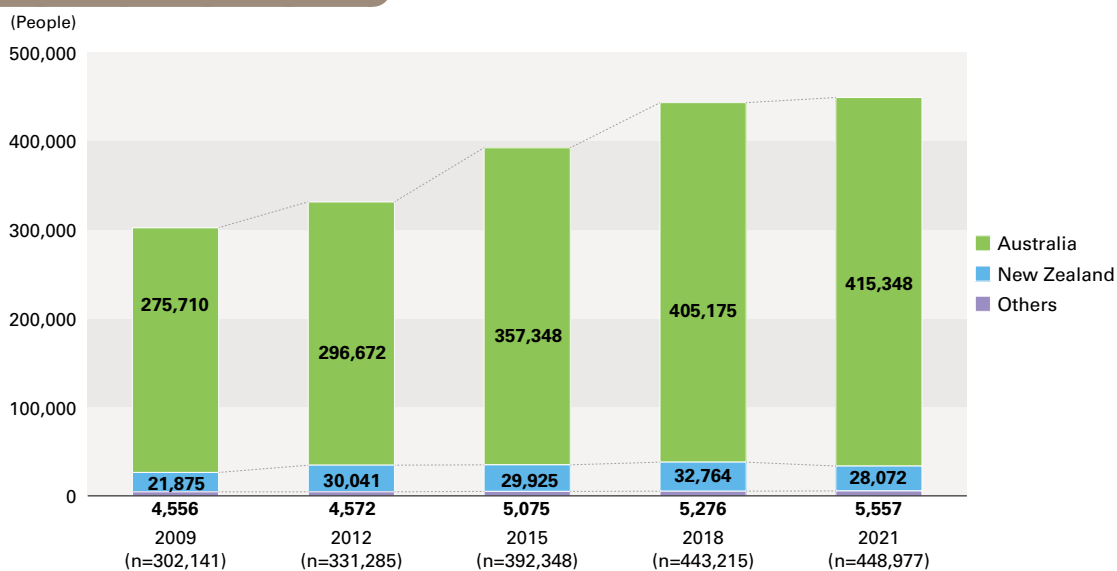
Graph 2-4-1 Number of institutions in Oceania



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

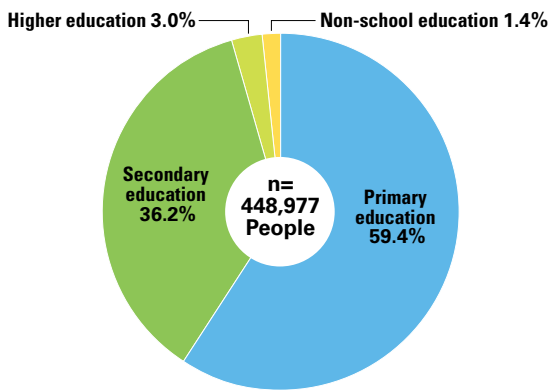
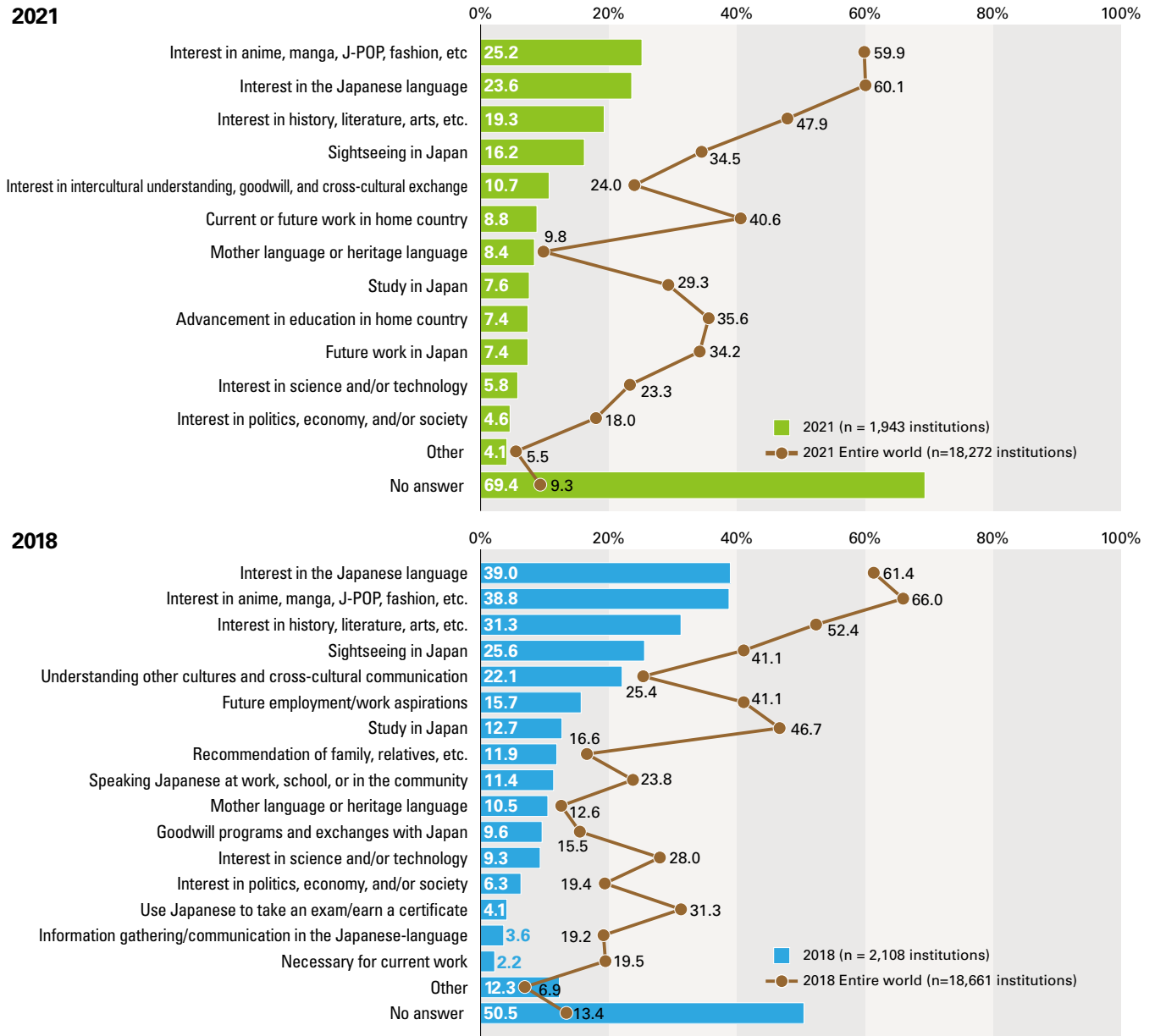


Table 2-4-2 Online class implementation ratio in Oceania

Country and region	Total number of institutions in the country and region	Online class implementation	
		(Institutions)	(%)
Australia	1,648	258	15.7
New Zealand	224	139	62.1
New Caledonia	36	4	11.1
Guam	9	8	88.9
Tonga	7	1	14.3
French Polynesia	6	3	50.0
Micronesia	4	1	25.0
Northern Mariana Islands	3	1	33.3
Palau	3	1	33.3
Kiribati	1	1	100.0
Samoa	1	1	100.0
Papua New Guinea	1	0	0.0
Oceania overall	1,943	418	21.5

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



Trends in each country and region

[Australia]

In Australia, the country that provides the most Japanese-language education in Oceania, almost all learners study Japanese-language through school education. While the number of institutions has decreased by 116 (down 6.6% compared to the previous survey), and the number of teachers by 83 people (down 2.6% compared to the previous survey), the number of learners increased slightly by 10,173 people (up 2.5% compared to the previous survey).

Looking at the results by educational stage, as in the previous survey, primary education continues to account for the highest percentage of learners in Australia, and moreover, Australia accounts for nearly 80% of the Japanese-language learners in primary education worldwide. The number of learners has risen due to the increase in the number of institutions offering distance learning in Queensland and learning a foreign language being made compulsory in Western Australia. On the other hand, in recent years there has been a trend toward placing greater emphasis on STEM (science, technology, engineering, and math) education, accompanied by a growing movement to bolster STEM subjects in primary education. The situation varies depending on the state, but this trend has led to foreign-language programs being abolished in certain states with a subsequent decrease in the number of learners. In addition, the decline in the number of teachers may reflect the impact of a nationwide shortage of teachers (regardless of the subject).

Regarding secondary education, the number of learners has increased when looking at the country overall. The main factors behind the increase are South Australia shifting school years that had previously been included in primary education to secondary education, changes to the educational system in Western Australia (making foreign-language study compulsory in the first year of secondary education) and the expansion of distance learning in Queensland.

Moreover, while the category of non-school education makes up a tiny percentage of learners in the country overall, the number of institutions, teachers, and learners have all increased. One reason for this is that some primary and secondary educational institutions that provide Japanese-language programs have launched new Japanese-language programs for pre-school children. Language education for pre-school children has been attracting attention in recent years, with one example

being the development of a digital program called ELLA (Early Learning Languages Australia) which was born out of a fiscal 2017 Australian government initiative (13 languages, including Japanese, are currently available).

As foreign students account for a large percentage of learners at higher education institutions, border closures due to COVID-19 have had a severe financial impact, forcing institutions to reduce or close Asian-language programs, including Japanese, and as a result the number of higher education institutions has decreased by 4 (down 14.8% compared to the previous survey).

Note that there are 1,751.2 learners for every 100,000 people in Australia, which is the highest rate in the world.

The spreadsheets for survey results by province (1-3a and 1-3b) are available on the Japan Foundation website.

[New Zealand]

In New Zealand, the next largest country in scale of Japanese-language education after Australia, as in the previous survey, primary education and secondary education continue to account for more than 90% of the learners, but the number of learners in primary education decreased by 3,287 people (down 29.2% compared to the previous survey) while learners in secondary education decreased by 2,193 people (down 11.2% compared to the previous survey), so the number of learners decreased in both categories. One reason for this is the closure of new applications and the end of funding for the Asian Language Learning in School Programme (ALLiS) for primary and secondary education, which was launched by the government in 2014. Furthermore, there is a growing trend in primary education for schools to select languages from countries with larger numbers of foreign students who are enrolled there (languages of the Oceania region such as Samoan and Tongan) for foreign-language learning, while in secondary education, the COVID-19 pandemic has resulted in reduced motivation for study due to the lack of opportunities for school trips and other occasions to visit Japan, as well as the absence of Japanese students who used to serve as tutors at some schools.

[Other countries and regions]

In the Marshall Islands, the implementation of Japanese-language education was no longer possible to confirm because of Japanese-language teachers having to return to their home countries due to the COVID-19 pandemic.