
Preface

The Japan Foundation (JF) was established in October 1972 as a special legal entity and as an organization to comprehensively implement international cultural exchange projects in all of the regions of the world, and in October 2003 it was reorganized as an independent administrative institution supervised by the Ministry of Foreign Affairs. Currently, based in the Tokyo Headquarters, the Kyoto Office, two affiliated institutes (the Japanese-Language Institute, Urawa, and the Japanese-Language Institute, Kansai), and 25 overseas offices in 24 countries, the Japan Foundation is collaborating with external organizations to carry out activities in three fields: art and cultural exchange, Japanese-language education overseas, and Japanese studies and intellectual exchange abroad.

In the field of Japanese-language education overseas, the Japan Foundation is cooperating with the relevant domestic institutions, the governments of the target countries, and Japanese-language educational institutions in each country and region, while developing the Japanese-language education environment overseas in the form of dispatching Japanese-language education experts abroad, providing training to Japanese-language teachers abroad, and supporting and networking Japanese-language educational institutions through projects it organizes, co-organizes, or subsidizes. The Japan Foundation also contributes to building a shared infrastructure that can be utilized by learners around the world through the provision of Japanese-language teaching methods and learning materials overseas and the enhancement of the evaluation of the proficiency of Japanese-language learners. In accordance with the “Comprehensive Measures for Acceptance and Coexistence of Foreign Nationals,” since the fiscal year 2019 the Japan Foundation has been working on Japanese-language projects geared toward the Specified Skilled Worker program for foreign nationals who come to work in Japan.

In order to confirm the current state of Japanese-language education in each country and region, which forms the foundation for this range of activities, this report summarizes the results of the Survey on Japanese-Language Education Abroad conducted by the Japan Foundation in FY2021. We hope this survey will be useful as a reference for institutions and instructors involved in Japanese-language education in Japan and abroad, and thereby provide a boost to Japanese-language education.

Finally, we received the wonderful cooperation of the Japanese-language educational institutions who answered the survey and also the Ministry of Foreign Affairs and the relevant institutions and relevant people in each country at each stage of the survey from distribution to collection of the survey form. We would like to express our deep appreciation for this, and we would like to take this opportunity to express our deep respect to all of the people who are involved in the front line of Japanese language education daily in regions throughout the world, and who are making tremendous efforts to maintain and develop it.

March 2023
The Japan Foundation

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About this survey

1. Overview of survey implementation

(1) Survey objective

The objective of this survey is to ascertain the current state of institutions implementing Japanese-language education abroad, and provide useful information mainly regarding the following three points:

- (i) Basic materials for the conducting of surveys and research regarding Japanese-language education;
- (ii) Reference materials to assist institutions involved in Japanese-language study, and international exchange organizations in the implementation of various types of projects related to Japanese-language education;
- (iii) Reference materials for the information exchange,

mutual exchange, and network formation of institutions and organizations involved in Japanese language education.

The results of this survey are provided in this report and are also available as “Search engine for institutions offering Japanese-language education” on the website of the Japan Foundation.

The Japan Foundation has been conducting surveys regarding institutions involved in Japanese-language education since 1974, taking over from the previous surveys by the Ministry of Foreign Affairs. The major surveys that have been implemented by the Japan Foundation and the Ministry of Foreign Affairs are as shown below.

The main past Japanese-language educational institutions surveys

Organization implementing the survey	Survey year	Survey results report
Ministry of Foreign Affairs, Agency for Cultural Affairs	1970	List of Institutions involved in Japanese-Language Education Worldwide Published by the Publishers Association for Cultural Exchange (PACE), Japan (1970.11)
Japan Foundation	1974-1975	List of Institutions involved in Japanese-Language Education Abroad Published by the Japan Foundation (1975.12)
Japan Foundation	1979-1980	List of Institutions involved in Japanese-Language Education Abroad Published by the Japan Foundation (1981.6)
Japan Foundation	1984-1985	List of Institutions involved in Japanese-Language Education Abroad Editorial supervision by the Japan Foundation Published by Bonjinsha (1987.3)
Ministry of Foreign Affairs	1988-1989	Japanese-Language Education: Its Growth and Concerns Edited and published by The Japan Forum (1990.3)
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 Ministry of Finance Printing Bureau (1992.8)
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 (1995.3)
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 (2000.3)
Japan Foundation	2003-2004	Survey Report on Japanese-Language Education Abroad Edited and published by the Japan Foundation (2005.3)
Japan Foundation	2006-2007	Survey Report on Japanese-Language Education Abroad Edited and published by the Japan Foundation (2008.7)
Japan Foundation	2009-2010	Survey Report on Japanese-Language Education Abroad Edited and published by the Japan Foundation (2011.3)
Japan Foundation	2011-2012	Survey Report on Japanese-Language Education Abroad Edited by the Japan Foundation Published by Kuroshio Publishers (2013.10)
Japan Foundation	2015-2016	Survey Report on Japanese-Language Education Abroad Edited and published by the Japan Foundation (2017.3)
Japan Foundation	2018-2019	Survey Report on Japanese-Language Education Abroad Edited and published by the Japan Foundation (2020.6)

(2) Survey coverage

A. Institutions covered by the survey

This is a survey of institutions that may implement Japanese-language education abroad. The following are not included in the survey coverage:

- (i) Organizations (activities) that do not have substantial form as organizations;
- (ii) Japanese schools for the children of Japanese living overseas and supplementary schools authorized by the Ministry of Education, Culture, Sports, Science and Technology at the time of the survey.
*Organizations teaching Japanese as a foreign language to children of Japanese descent in each country are subject to the survey.
- (iii) Broadcast stations and website administrators offering Japanese-language education to the general public;
- (iv) Short-term Japanese-language experience activities;

B. Number of survey forms distributed and collected

This survey is a questionnaire survey for which the survey items were translated into each language and the survey was distributed and collected as a survey form using survey methods tailored to the communications environment of each country such as online survey forms, e-mail, telephone, post, etc.

For fiscal 2021, the survey forms were distributed to 29,476 institutions all around the world, and valid

answers were received from 26,543 institutions (with a valid response rate of 90.0%). We were able to confirm that 18,272 institutions are implementing Japanese-language education, 3,195 institutions had temporarily suspended all classes at the time of the survey, and 5,076 institutions are not implementing Japanese-language education.

C. Countries covered by the survey

This survey was implemented for all surveyable countries and regions around the entire world. North Korea is not covered by the survey.

(3) Survey period

The survey form distribution and collection period: September 2021–December 2021

Note that the survey period was extended to June 2022 for some countries that had not finished the survey during the above period.

(4) Survey content

Nineteen versions of the survey form were prepared: Japanese, English (United Kingdom version, United States version, Australia version), Korean, Chinese (simplified Chinese version, traditional Chinese version), Indonesian, Italian, Spanish (Spain version, Latin America version), French, Portuguese, Hungarian, Russian, German, Thai, Vietnamese and Khmer.

The main survey items are as shown below

Main survey items (survey form, Japanese-language sample P94)

Type	Survey items
Basic information about the institutions	Institution name, Japanese-language education department name, address, URL, contact info (telephone number, email address)
Nature of the institutions Boldface: new items for this survey	Establishing entity (public institutions/private institutions/institutions associated with the Government of Japan) Educational stage (Primary school/Secondary school [divided into lower secondary institutions, upper secondary institutions]/institutions of higher education/institutions in non-school education) The position of Japanese-language courses (example: at an institution of higher education, as a major/not as a major/Extra curricular) Whether or not the institution conducts classes online, whether or not Japanese is taught as a heritage language (excluding higher education)
Learners	The number of Japanese-language learners (breakdown by educational stage) ("Non-school education" only) Attributes of the Japanese-language learners (preschool age children/primary and secondary educational stage/higher educational stage/adult learners) The number of people learning Japanese as a heritage language (excluding higher education)
Teachers Boldface: new items for this survey	The number of teachers (full-time/part-time), the number of Japanese-language teachers who are native speakers, whether or not there are Japanese-language teacher-training courses
University degrees	("School education at the higher educational stage" only) Whether or not the teachers have been conferred university degrees (associate degree/bachelor's degree/Master's degree/Doctorate/have not been conferred a university degree)
Your objective and reasons for learning the Japanese language	Choose from 13 items such as "interest in Japanese culture (e.g., history, literature, arts)" etc. (multiple answers allowed)
Implementation status of Japanese language education	Choose "Yes," "No" or "I do not know" in response to 11 items such as "there are enough teachers" and "there is a sufficient amount of teaching materials"

(5) Survey method

A. Survey implementation

Distribution and collection of the survey form were carried out by the Japan Foundation offices abroad and

the Japanese embassies and consulates in each country and region. In certain countries and regions, the survey was conducted through subcontracting to external institutions.

Subcontractors

Country and region	Subcontractors
China	University of International Business and Economics
Taiwan	Japan-Taiwan Exchange Association, J-Study
Hong Kong, Macao	Society of Japanese-Language Education, Hong Kong
Republic of Korea	The Japanese Language and Literature Association of Korea
Mongolia	Mongolia Japanese-language Teachers' Association
Cambodia	Cambodia-Japan Cooperation Center
Nepal	Japanese Language Teachers' Association, Nepal (JALTAN)
Bangladesh	Japanese Language Teachers' Association of Bangladesh (JALTAB)
New Zealand	Japanese Studies Aotearoa New Zealand (JSANZ)
Ireland	Insight Statistical Consulting
Switzerland	The Association of Japanese Language Teachers in Switzerland
France	KSM NEWS & RESEARCH

Even outside the above countries and regions, cooperation was obtained from many institutions, such as local Japanese-language teachers' associations, as well as from individuals.

B. Survey form distribution and collection method

For this survey we distributed and collected the survey forms using survey methods tailored to the communications environment in each country, including online survey forms, e-mail, telephone and post, etc., based on the information about Japanese-language educational institutions previously ascertained by the

Japan Foundation and diplomatic missions abroad in each country and region. The survey method was not limited to one method for one country or region; in some cases we used a combination of multiple survey methods tailored to the communications environments in each of the countries and regions.

Survey method

Survey method	Procedure
Online	The person-in-charge in each country and region notified the institutions covered by the survey of the URL of the dedicated website for the survey by email or the like, and also sent them information on the issuing of IDs and passwords. The institutions covered by the survey accessed said website and after setting their own passwords, entered the answers there.
E-mail	The person-in-charge in each country and region sent the download URL for the survey form or the survey form attached as electronic data to the institutions covered by the survey by email.
Telephone	The institutions covered by the survey entered the answers in the electronic survey form, attached the form to an e-mail, and returned it to the institutions implementing the survey.
Post, etc.	The person-in-charge in each country and region obtained the answers from the institutions covered by the survey by telephone.

2. Definitions of terms and method of notation in this survey

(1) The classifications and arrangement of the regions and the names of the countries and regions used in this document

A. Classifications and arrangement of the regions

There are 12 regional classifications: East Asia, Southeast Asia, South Asia, Oceania, North America, Central America, South America, Western Europe, Eastern Europe, Middle East, North Africa, and Africa

B. Names of the countries and regions

The names of the countries follow the notation in the Japanese language used by the Japan Foundation (informal notation), and the following regions that are not countries are referred to using their informal names (from World Yearbook 2022 by KYODO NEWS). Furthermore, Taiwan, Hong Kong, and Macao are presented separately from China.

- Taiwan
- Hong Kong
- Macao
- Northern Mariana Islands
- Guam
- New Caledonia
- French Polynesia
- Puerto Rico

(2) About the terms used in this text

A. “Institutions” used as a unit

The Japanese-language courses, etc., being implemented in each faculty or separate campus in a comprehensive university are regarded as organizations that each have independence to a certain extent; therefore, there are institutions for which “faculty” and “campus” units are considered to be “one institution” in this survey.

B. Online classes

This refers to remote classes conducted via the internet using computers, tablets, smartphones, or other devices. This includes hybrid classes (a mixture of online and in-person). In this survey, we surveyed whether or not the institutions covered by the survey conducted classes online, and the percentage of institutions that responded that they conduct online classes is defined as the online class implementation ratio.

C. Educational stage

The school educational system and school structure vary

depending on the country and region; therefore, classifications that unify the entire world are difficult, but in this report, the institutions covered by the survey are classified into the following four categories to carry out the tabulation and analysis.

- (A) “Primary education”, “primary school”
This refers to institutions equivalent to elementary schools in Japan.
- (B) “Secondary education”, “secondary school”
This refers to institutions equivalent to middle schools in Japan (Lower secondary) and institutions equivalent to high schools in Japan (Upper secondary). The tabulation and analysis are carried out using these two sub-classifications in spreadsheet 1-1a.
- (C) “Higher education”, “institutions of higher education”
This refers to institutions equivalent to the junior colleges, technical colleges, universities, and graduate schools of Japan.
- (D) “Non-school education”
This includes private language schools, lifelong educational institutions run by public institutions, language courses run by higher educational institutions for the general public, Japanese-language courses for the general public run by the Japan Foundation, and heritage language education. Note that institutions that do not have physical classrooms and only offer online classes in a form that allows them to identify learners are also included.

D. Institution establishing entity

“Establishing entity” means the establisher of the institution, and institutions are classified into the following three types:

- (A) Public institutions
Institutions established by a country, a state, a province, a local government, etc.;
- (B) Private institutions
Institutions established by private organizations or individuals;
- (C) Institutions associated with the Government of Japan
Institutions established by organizations associated with the Government of Japan.

E. Teachers

- (A) Teachers
This refers to teachers who are teaching the Japanese

language at an institution regardless of whether they work at other institutions as well (in this survey, teachers are categorized into those who work full-time and part-time. Assistant teachers are included among part-time teachers).

The number of teachers in each of the tabulations is the total number calculated by simply adding up the number of teachers at each Japanese-language educational institution; for convenience we count in duplicate in the case of a teacher who is teaching at multiple institutions.

- (B) Japanese-language teachers who are native speakers
Teachers who are teaching the Japanese-language whose native language is Japanese

F. Japanese language education as a heritage language

Heritage language education refers to teaching Japanese to children who have Japanese parent/s that have migrated overseas and for children who have both Japanese and non-Japanese parents. In this survey, Japanese schools for the children of Japanese living overseas and supplementary schools authorized by the Ministry of Education, Culture, Sports, Science and

Technology are not included in heritage language education.

G. Other special terms

In this text and in the spreadsheets, annotations are added as needed.

H. Notation method used in this report

- (A) The figures in the tabulations are rounded to one decimal place. Therefore, sometimes the totals of the percentages do not add up to 100%.
(B) In the case of survey items that ask for two or more answers (multiple answers), sometimes the total of the percentages exceeds 100%.
(C) The n shown in the graphs is the cardinal number (sample size) used in the calculation of the ratios.

I. Regarding the notation for the options, we use the abbreviated expressions shown below when notating the options for “Japanese-language learning objectives and reasons” (hereinafter referred to as the “objectives of Japanese-language learning”) in the graphs and text. Please note that some questions have changed since the previous survey.

Objectives of Japanese-language learning

[2021 survey]

Notation of the options in the survey form	Abbreviated expression
1. Interest in Japanese culture (e.g., history, literature, arts)	Interest in history, literature, arts, etc.
2. Interest in Japanese popular culture (e.g., anime, manga, J-POP, fashion)	Interest in anime, manga, J-POP, fashion, etc.
3. Interest in Japanese politics, economy, and/or society	Interest in politics, economy, and/or society
4. Interest in Japanese science and/or technology	Interest in science and/or technology
5. Interest in the Japanese language	Interest in the Japanese language
6. To advance to the next grade, take exams, or go on to higher education in their country	Advancement in education in home country
7. For current or future employment in their country	Current or future work in home country
8. To study in Japan	Study in Japan
9. To find a job in Japan in the future	Future work in Japan
10. To visit Japan for sightseeing	Sightseeing in Japan
11. Broad interest in intercultural understanding, international goodwill activities, and cross-cultural exchange	Understanding other cultures and cross-cultural communication
12. Japanese is the mother language/the language of family or relatives	Mother language or heritage language
13. Other	Other

[2018 survey]

Notation of the options in the survey form	Abbreviated expression
1. Interest in Japanese culture (e.g., history, literature, arts)	Interest in history, literature, arts, etc.
2. Interest in Japanese popular culture (e.g., anime, manga, J-POP, fashion)	Interest in anime, manga, J-POP, fashion, etc.
3. Interest in Japanese politics, economy, and/or society	Interest in politics, economy, and/or society
4. Interest in Japanese science and/or technology	Interest in science and/or technology
5. Interest in the Japanese language	Interest in the Japanese language
6. To take an entrance exam in Japanese/to earn a certificate	Use Japanese to take an exam/earn a certificate
7. To study in Japan	Study in Japan
8. To gain employment/to fulfill future work aspirations using Japanese language skills	Future employment/work aspirations
9. Japanese is necessary for current work/Japanese will be useful in current work	Necessary for current work
10. To visit Japan for sightseeing	Sightseeing in Japan
11. To participate in an international goodwill program (visit Japan or host Japanese visitors)	Goodwill programs and exchanges with Japan
12. For online information gathering/communication in Japanese	Information gathering/communication in the Japanese-language
13. To speak Japanese at work, school, or in the community	Speaking Japanese at work, school, or in the community
14. Have a broad interest in understanding other cultures and cross-cultural communication	Understanding other cultures and cross-cultural communication
15. Japanese is the mother language/the language of family or relatives	Mother language or heritage language
16. Recommended by others (e.g., family, relatives, friends)	Recommendation of family, relatives, etc.
17. Other than 1 through 16 listed above	Other

3. About the spreadsheets of the survey results

We have edited the spreadsheets of the survey results into files in the Microsoft Excel format and presented them on the Japan Foundation website as reference materials for more detailed analysis and research (JAPANESE ONLY).

[Japan Foundation website URL]

<https://www.jpf.go.jp/j/project/japanese/survey/result/survey21.html>

The types of spreadsheets are shown in the following list.

List of Spreadsheets

Field	Name of the spreadsheet file
1. Summary tables	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)
	1-1b Number of institutions, number of teachers, and number of learners in Japanese-language education (in order of region/by educational stage)
	1-2a Number of institutions, number of teachers, and number of learners in Japanese-language education (in order of number of learners/breakdown of number of learners)
	1-2b Number of institutions, number of teachers, and number of learners in Japanese-language education (in order of number of learners/by educational stage)
	1-3a Number of institutions, number of teachers, and number of learners in Japanese-language education by province and city (breakdown of number of learners)
	1-3b Number of institutions, number of teachers, and number of learners in Japanese-language education by province and city (by educational stage)
2. Establishing entity	2 Number of institutions in Japanese-language education by establishing entity
3. Learner composition in non-school education institutions	3 Learner composition in non-school education institutions
4. Number of learners per teacher	4 Number of learners per teacher by educational stage
5. Number and ratio of Japanese-language teachers who are native speakers	5-1 Number and ratio of full-time Japanese-language teachers, part-time teachers, and teachers who are native speakers (overall)
	5-2 Number and ratio of full-time Japanese-language teachers, part-time teachers, and teachers who are native speakers in primary education
	5-3 Number and ratio of full-time Japanese-language teachers, part-time teachers, and teachers who are native speakers in secondary education
	5-4 Number and ratio of full-time Japanese-language teachers, part-time teachers, and teachers who are native speakers in higher education
	5-5 Number and ratio of full-time Japanese-language teachers, part-time teachers, and teachers who are native speakers in non-school education
6. Conferral of university degrees	6 Number of institutions conferring university degrees in the areas of Japanese-language and/or Japan studies (higher educational institutions)
7. Teacher-training courses	7 Existence, ratio, and number of implementing institutions for Japanese-language teacher-training courses
8. Objectives of Japanese-language learning	8-1 Objectives of Japanese-language learning (overall)
	8-2 Objectives of Japanese-language learning in primary education
	8-3 Objectives of Japanese-language learning in secondary education
	8-4 Objectives of Japanese-language learning in higher education
	8-5 Objectives of Japanese-language learning in non-school education
9. Status of implementation of Japanese-language education	9-1 Status of implementation of Japanese-language education (overall)
	9-2 Status of implementation of Japanese-language education in primary education
	9-3 Status of implementation of Japanese-language education in secondary education
	9-4 Status of implementation of Japanese-language education in higher education
	9-5 Status of implementation of Japanese-language education in non-school education
10. Number and ratio of institutions implementing online classes	10 Number and ratio of institutions implementing online classes (by educational stage)
11. Past surveys	11 Number of institutions, number of teachers, and number of learners in Japanese-language education in 2018

Chapter 1 Status of Japanese-language education by region

1. Overall situation

It was discovered that Japanese-language education is being implemented in 141 countries and regions around the world.

The number of Japanese language institutions and teachers are the second-largest ever

In the fiscal 2021 survey, the implementation of Japanese-language education overseas was confirmed in 141 countries and regions, decreasing by 1 country from the 142 countries and regions recorded in the previous (fiscal 2018) survey, which was the all-time high number since the survey was begun in 1974.

Meanwhile, the number of institutions involved in Japanese-language education overseas (hereinafter referred to as the “number of institutions”) is 18,272 institutions (down 2.1% compared to the previous survey), the number of Japanese-language teachers affiliated with these institutions (hereinafter referred to as the “number of teachers”) is 74,592 people (down 3.5% compared to the previous survey), and the number of Japanese-language learners at these institutions (hereinafter referred to as the “number of learners”) is 3,794,714 people

(down 1.5% compared to the previous survey). While all of these numbers were lower than last time, the number of institutions and the number of teachers are second only to the previous survey, which showed a record high, and the number of learners is the third-highest ever.

Note that this survey covers “institutions that may implement Japanese-language education as a foreign language study” and all of the figures are the actual figures calculated by tabulating the answers in the survey forms submitted by the answering institutions. For that reason, the number of institutions that are mainly involved in activities concerning intercultural exchange, not the implementation of foreign language education, and learners self studying the Japanese language through television, radio, books, the Internet, etc., are not included in the results.

Table 1-1-1 Number of countries and regions implementing Japanese-language education

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

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

	2021	2018
Institutions (Institutions)	18,272	18,661
Teachers (People)	74,592	77,323
Learners (People)	3,794,714	3,851,774

The implementation of Japanese-language education was confirmed in 4 new countries, and resumption was confirmed in 4 countries.

Confirmation of implementation was no longer possible in 9 countries.

This means there was a net decrease of 1 country.

In the present survey, the implementation of Japanese-language education was confirmed in 4 new countries. Furthermore, it was confirmed that Japanese-language education in the form of non-school education had been resumed in 4 countries where Japanese-language education had been implemented in the past but implementation had not been confirmed in the period

leading up to the previous survey.

On the other hand, implementation of Japanese-language education could not be confirmed in 9 countries that were implementing it in the previous survey. In the world overall, a total of 141 countries and regions were confirmed to be implementing Japanese-language education, a decrease of 1 country from the previous survey.

Table 1-1-3 The countries for which the implementation of Japanese-language education was newly confirmed and the countries that resumed Japanese-language education in the 2021 survey

	2021	Number of institutions
Newly implemented	Cyprus	1
	San Marino	1
	Seychelles	1
	Nigeria	2
Resumed	Monaco	1
	Yemen	1
	Syria	1
	Burkina Faso	1

Table 1-1-4 Countries for which the implementation of Japanese-language education could not be confirmed in the 2021 survey

Country	Number of institutions
Marshall Islands	4
Montenegro	1
Oman	2
Sudan	1
Uganda	2
Ethiopia	2
Zambia	1
Tanzania	1
Mozambique	1

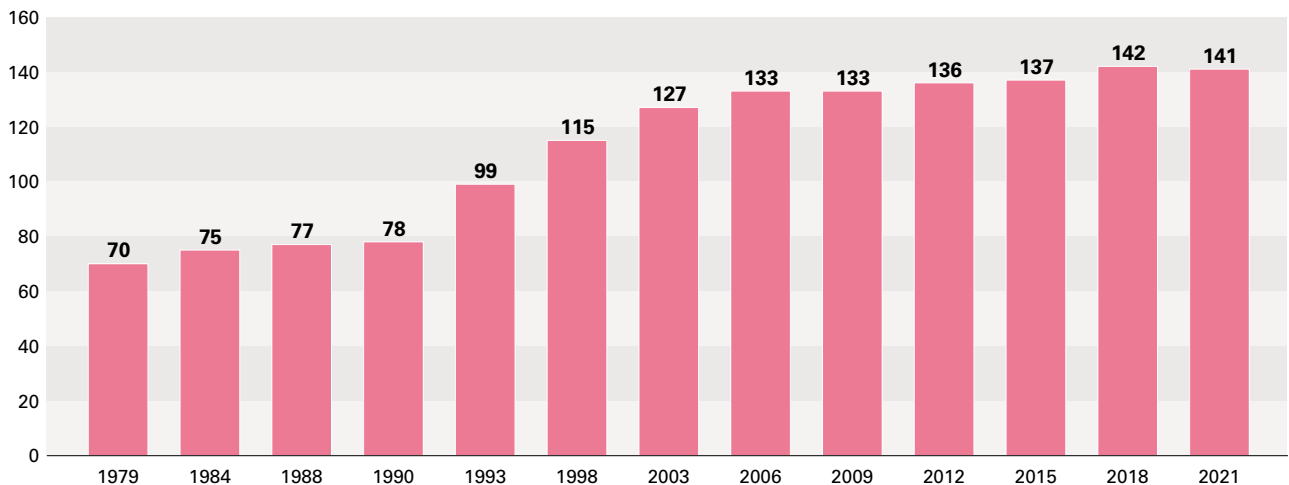
Over the past 42 years, the number of implementing countries and regions has increased 2.0 times, the number of institutions has increased 16.0 times, the number of teachers has increased 18.2 times, and the number of learners has increased 29.8 times

Looking at the results of the past 13 surveys, from the fiscal 1979 survey to the fiscal 2021 survey (The fiscal 1979 survey, which employed a methodology more similar to the current survey, is being used as a basis for comparison.), the number of countries and regions implementing Japanese-language education has increased

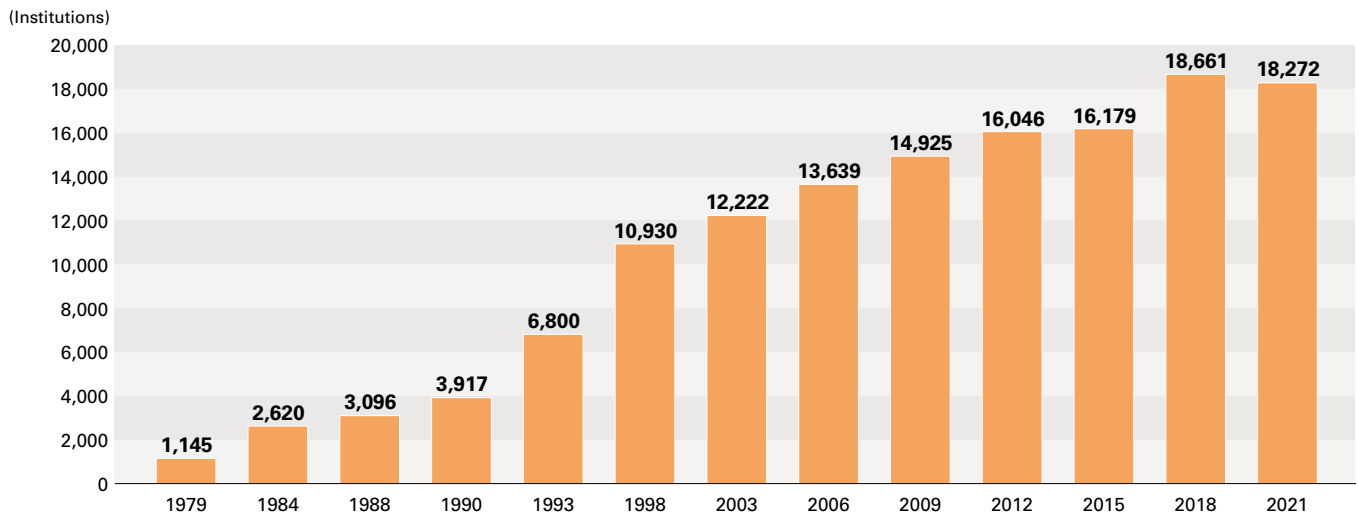
from 70 to 141 (2.0 times), the number of institutions has increased from 1,145 institutions to 18,272 institutions (16.0 times), the number of teachers has increased from 4,097 people to 74,592 people (18.2 times), and the number of learners has increased from 127,167 people to 3,794,714 people (29.8 times).

Graph 1-1-1 The number of countries and regions implementing Japanese-language education

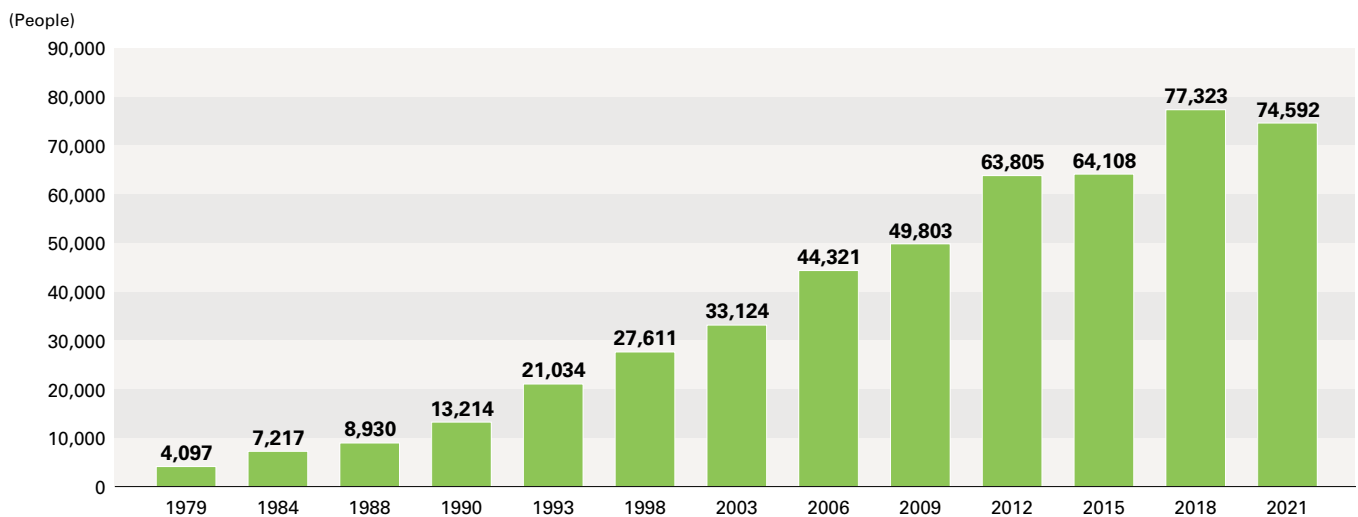
(Countries and regions)



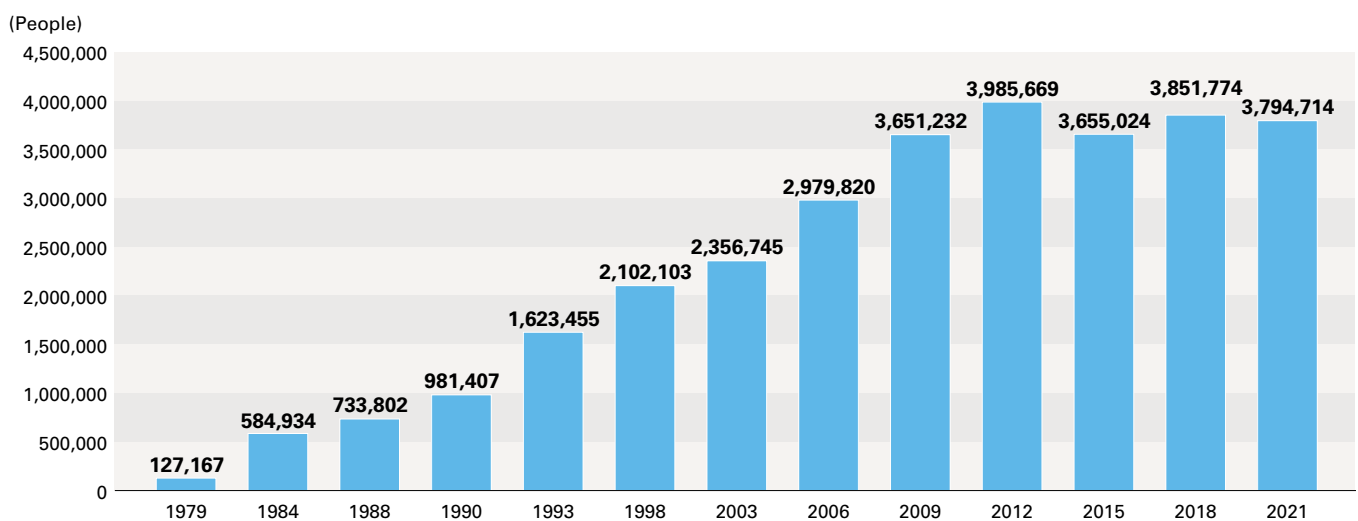
Graph 1-1-2 Number of Institutions



Graph 1-1-3 Number of Teachers



Graph 1-1-4 Number of Learners



63.1% of all institutions are conducting online classes

This survey asked about online classes for the first time, and found that 63.1% of all institutions (11,525 institutions) are conducting online classes. The region with the highest online class implementation ratio is Central America (93.9%), followed by the Middle East (90.2%), South America (86.0%), and Southeast Asia (84.4%). Looking at the number of learners in regions where the online class implementation ratio was over 90%, there are 195 people in Central America (up 1.1% compared to the previous survey), and 1,082 people in the Middle East (up 21.9% compared to the previous survey). The increase in the number of learners indicates that online classes are contributing to the spread of Japanese-language education during the COVID-19 pandemic.

Table 1-1-5 Online education implementation ratio

Region	Number of institutions in the entire region	Conducting online classes	
		(Institutions)	(%)
East Asia	6,939	4,060	58.5
Southeast Asia	5,001	4,223	84.4
South Asia	776	589	75.9
Oceania	1,943	418	21.5
North America	1,372	624	45.5
Central America	180	169	93.9
South America	394	339	86.0
Western Europe	1,061	644	60.7
Eastern Europe	423	335	79.2
Middle East	82	74	90.2
North Africa	33	20	60.6
Africa	68	30	44.1
Entire world	18,272	11,525	63.1

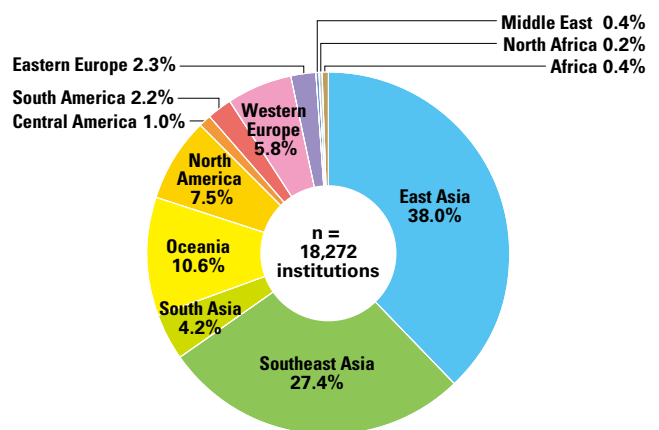
2. Situation by region

East Asia and Southeast Asia continue to account for high percentages of the institutions, teachers, and learners

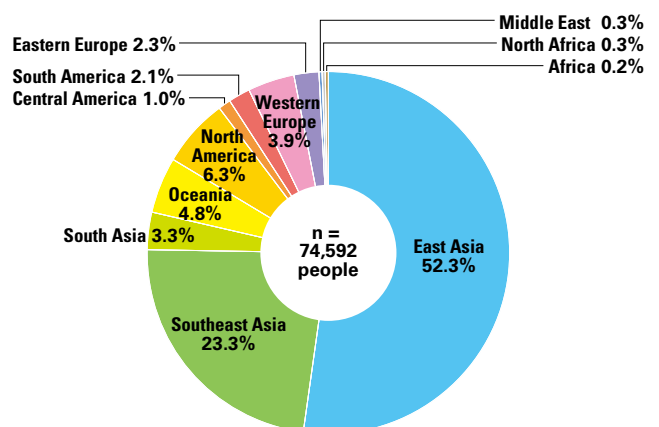
Comparing the number of institutions, number of teachers, and number of learners by region, East Asia accounts for a high percentage for all three, followed by Southeast Asia. These 2 regions account for 65.4% of the institutions, 75.6% of the teachers, and 76.4% of the learners worldwide.

The number of institutions has increased in East Asia (up 7.0%, an increase of 456 institutions compared to the previous survey), South Asia (up 28.5%, an increase of 172 institutions compared to the previous survey), Central America (up 7.1%, an increase of 12 institutions compared to the previous survey), and the Middle East (up 15.5%, an increase of 11 institutions compared to the previous survey), but there are fewer institutions compared to the previous survey in the other 8 regions. While the number of teachers has increased in 5 regions including South Asia (up 35.8%, an increase of 651 people compared to the previous survey) and North Africa (up 29.3%, an increase of 43 people compared to the previous survey), the number decreased in the other 7 regions. The number of learners has increased in 6 regions, representing half of the number of regions, with North Africa showing a particularly large rate of increase, albeit on a smaller scale (up 78.3%, an increase of 2,011 people compared to the previous survey).

Graph 1-2-1 Percentage of institutions by region



Graph 1-2-2 Percentage of teachers by region



There are differences in individual countries inside the regions, but looking at the whole picture, the 3 regions of South Asia, the Middle East, and Central America were all confirmed to have had increases in the number of institutions, the number of teachers, and the number of learners. On the other hand, the number of institutions, teachers, and learners have all declined in Southeast Asia, North America, South America, Western Europe, and Africa. The rate of decrease is particularly large in Africa compared to other regions. And while there has been a slight decrease in the number of teachers and learners in East Asia, which accounts for the world's largest numbers of Japanese-language institutions, teachers, and learners, the number of institutions has increased.

Graph 1-2-3 Percentage of learners by region

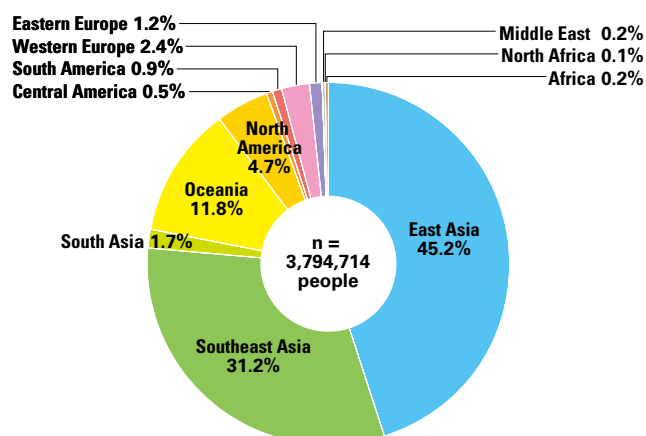


Table 1-2-1 Percentage of institutions, teachers, and learners by region

Region	Institutions				Teachers				Learners			
	2021 (Institutions)	2018 (Institutions)	Increase/ decrease rate (%)	(%)	2021 (people)	2018 (people)	Increase/ decrease rate (%)	(%)	2021 (people)	2018 (people)	Increase/ decrease rate (%)	(%)
East Asia	6,939	6,483	7.0	38.0	39,002	40,672	▲4.1	52.3	1,713,833	1,744,110	▲1.7	45.2
Southeast Asia	5,001	5,388	▲7.2	27.4	17,343	18,845	▲8.0	23.3	1,185,375	1,215,835	▲2.5	31.2
South Asia	776	604	28.5	4.2	2,471	1,820	35.8	3.3	63,093	57,356	10.0	1.7
Oceania	1,943	2,108	▲7.8	10.6	3,599	3,663	▲1.7	4.8	448,977	443,215	1.3	11.8
North America	1,372	1,607	▲14.6	7.5	4,675	4,683	▲0.2	6.3	179,695	186,394	▲3.6	4.7
Central America	180	168	7.1	1.0	765	642	19.2	1.0	17,562	17,367	1.1	0.5
South America	394	501	▲21.4	2.2	1,548	1,838	▲15.8	2.1	34,557	42,226	▲18.2	0.9
Western Europe	1,061	1,123	▲5.5	5.8	2,944	2,969	▲0.8	3.9	89,530	90,114	▲0.6	2.4
Eastern Europe	423	477	▲11.3	2.3	1,723	1,652	4.3	2.3	44,866	36,836	21.8	1.2
Middle East	82	71	15.5	0.4	203	176	15.3	0.3	6,030	4,948	21.9	0.2
North Africa	33	36	▲8.3	0.2	190	147	29.3	0.3	4,580	2,569	78.3	0.1
Africa	68	95	▲28.4	0.4	129	216	▲40.3	0.2	6,616	10,804	▲38.8	0.2
Entire world	18,272	18,661	▲2.1	100.0	74,592	77,323	▲3.5	100.0	3,794,714	3,851,774	▲1.5	100.0

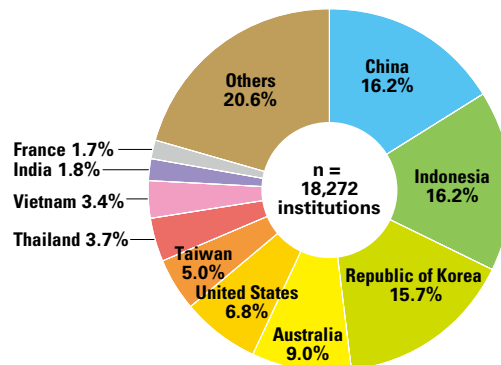
China, Indonesia, and the Republic of Korea are the top three countries in the world for the number of learners, with these three countries accounting for roughly half of the total worldwide

The top three countries for the number of institutions are China with 2,965 institutions (16.2% of the total), Indonesia with 2,958 institutions (16.2%), and the Republic of Korea with 2,868 institutions (15.7%). Together, these three countries account for 48.1% of the total. Next is Australia with 1,648 institutions and the United States with 1,241 institutions, meaning that all of the top five countries have over 1,000 institutions. Looking at the increases and decreases in the top ten countries and regions for the number of institutions, the number of institutions increased in six countries and regions and decreased in four countries, and the Republic of Korea, which had the largest number of institutions in the previous survey, has now switched places with China, which was ranked third last time.

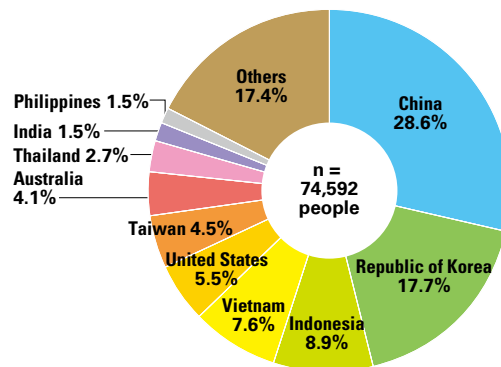
Furthermore, regarding the top-ranked countries for number of teachers, China (21,361 people) and the Republic of Korea (13,229 people) are ranked first and second respectively as in the previous survey, but Indonesia, which was fourth in the previous survey, has risen to third (6,617 people). Note that among the top ten countries and regions for the number of teachers, the number of teachers increased in China, Indonesia, the United States, and India, but decreased elsewhere.

Regarding learners, there is no change in the rankings among the top six countries. The number of learners has increased in China, which ranks first with 1,057,318 people, and in Indonesia, which is second with 711,732 people. While the number of learners in the Republic of Korea decreased 11.5% compared to the previous survey, it ranks third with 470,334 people, while Australia, which ranks fourth, increased slightly to 415,348 people. The top ten is rounded out by Thailand in fifth (183,957 people), Vietnam sixth (169,582 people), the United States seventh (161,402 people), Taiwan eighth (143,632 people), the Philippines ninth (44,457 people), and Malaysia tenth (38,129 people), with the number of learners decreasing in all six countries and regions in the fifth to tenth-place spots.

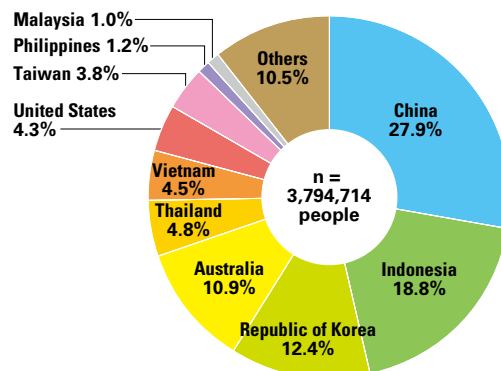
Graph 1-2-4 Percentage of institutions in each country and region



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 2021)**

Rank	2018 Rank	Country and region	Learners (People)			Institutions (Institutions)			Teachers (People)		
			2021	2018	Increase/decrease rate (%)	2021	2018	Increase/decrease rate (%)	2021	2018	Increase/decrease rate (%)
1	1	China	1,057,318	1,004,625	5.2	2,965	2,435	21.8	21,361	20,220	5.6
2	2	Indonesia	711,732	709,479	0.3	2,958	2,879	2.7	6,617	5,793	14.2
3	3	Republic of Korea	470,334	531,511	▲11.5	2,868	2,998	▲4.3	13,229	15,345	▲13.8
4	4	Australia	415,348	405,175	2.5	1,648	1,764	▲6.6	3,052	3,135	▲2.6
5	5	Thailand	183,957	184,962	▲0.5	676	659	2.6	2,015	2,047	▲1.6
6	6	Vietnam	169,582	174,521	▲2.8	629	818	▲23.1	5,644	7,030	▲19.7
7	8	United States	161,402	166,905	▲3.3	1,241	1,446	▲14.2	4,109	4,021	2.2
8	7	Taiwan	143,632	170,159	▲15.6	907	846	7.2	3,375	4,106	▲17.8
9	9	Philippines	44,457	51,530	▲13.7	242	315	▲23.2	1,111	1,289	▲13.8
10	10	Malaysia	38,129	39,247	▲2.8	215	212	1.4	484	485	▲0.2
11	11	India	36,015	38,100	▲5.5	323	304	6.3	1,132	1,006	12.5
12	16	France	29,569	24,150	22.4	302	229	31.9	930	763	21.9
13	13	New Zealand	28,072	32,764	▲14.3	224	275	▲18.5	432	421	2.6
14	15	Hong Kong	27,665	24,558	12.7	73	70	4.3	625	575	8.7
15	14	Brazil	20,732	26,157	▲20.7	261	380	▲31.3	942	1,182	▲20.3
16	12	Myanmar	19,124	35,600	▲46.3	189	411	▲54.0	896	1,593	▲43.8
17	18	Canada	18,293	19,489	▲6.1	131	161	▲18.6	566	662	▲14.5
18	17	United Kingdom	14,631	20,040	▲27.0	172	288	▲40.3	473	646	▲26.8
19	20	Mexico	14,552	13,673	6.4	139	120	15.8	612	483	26.7
20	23	Mongolia	13,334	11,755	13.4	117	128	▲8.6	363	363	0.0
21	22	Russia	12,426	11,764	5.6	151	169	▲10.7	666	633	5.2
22	19	Germany	11,687	15,465	▲24.4	128	157	▲18.5	353	473	▲25.4
23	21	Singapore	10,837	12,300	▲11.9	19	19	0.0	182	221	▲17.6
24	25	Sri Lanka	9,746	8,454	15.3	89	77	15.6	164	125	31.2
25	28	Nepal	9,646	5,326	81.1	241	126	91.3	812	443	83.3
26	24	Spain	9,383	8,495	10.5	158	141	12.1	404	325	24.3
27	34	Turkmenistan	8,865	3,259	172.0	12	9	33.3	56	35	60.0
28	26	Italy	8,387	7,831	7.1	45	62	▲27.4	186	235	▲20.9
29	30	Bangladesh	7,418	4,801	54.5	116	85	36.5	346	220	57.3
30	31	Poland	5,008	4,483	11.7	47	48	▲2.1	234	200	17.0
31	29	Argentina	4,486	5,054	▲11.2	51	46	10.9	252	206	22.3
32	27	Cambodia	3,874	5,419	▲28.5	51	51	0.0	301	307	▲2.0
33	32	Peru	3,761	3,792	▲0.8	13	10	30.0	81	72	12.5
34	41	Uzbekistan	3,579	2,288	56.4	18	15	20.0	129	85	51.8
35	49	Egypt	3,514	1,602	119.4	14	21	▲33.3	147	120	22.5
36	43	New Caledonia	3,426	2,159	58.7	36	25	44.0	56	47	19.1
37	40	Turkey	3,305	2,500	32.2	40	34	17.6	97	85	14.1
38	44	Laos	3,118	1,955	59.5	16	16	0.0	74	58	27.6
39	37	Ireland	3,084	2,803	10.0	35	44	▲20.5	48	67	▲28.4
40	36	Switzerland	2,791	3,008	▲7.2	77	72	6.9	197	194	1.5
41	39	Madagascar	2,413	2,532	▲4.7	19	20	▲5.0	37	47	▲21.3
42	42	Ukraine	2,052	2,174	▲5.6	17	20	▲15.0	105	97	8.2
43	47	Columbia	2,024	1,645	23.0	20	18	11.1	85	91	▲6.6
44	53	Romania	1,892	1,389	36.2	12	14	▲14.3	40	87	▲54.0
45	45	Hungary	1,815	1,906	▲4.8	32	39	▲17.9	94	95	▲1.1
46	38	Kenya	1,726	2,573	▲32.9	26	43	▲39.5	44	111	▲60.4
47	52	Netherlands	1,599	1,496	6.9	22	16	37.5	69	40	72.5
48	87	Finland	1,584	284	457.7	15	6	150.0	28	11	154.5
49	51	Macao	1,550	1,502	3.2	9	6	50.0	49	63	▲22.2
50	46	Sweden	1,471	1,769	▲16.8	18	29	▲37.9	45	57	▲21.1
51	55	Czech Republic	1,304	1,246	4.7	13	21	▲38.1	83	73	13.7
52	48	Kyrgyz	1,300	1,606	▲19.1	13	19	▲31.6	40	47	▲14.9

Rank	2018 Rank	Country and region	Learners (People)			Institutions (Institutions)			Teachers (People)		
			2021	2018	Increase/decrease rate (%)	2021	2018	Increase/decrease rate (%)	2021	2018	Increase/decrease rate (%)
53	35	Paraguay	1,262	3,010	▲58.1	13	12	8.3	59	146	▲59.6
54	54	Bulgaria	1,207	1,347	▲10.4	6	8	▲25.0	25	40	▲37.5
55	57	Belgium	1,196	960	24.6	12	5	140.0	38	20	90.0
56	56	Chile	1,096	1,205	▲9.0	11	10	10.0	39	43	▲9.3
57	50	Guam	1,076	1,505	▲28.5	9	14	▲35.7	16	21	▲23.8
58	62	Denmark	897	751	19.4	18	15	20.0	42	23	82.6
59	60	Austria	880	800	10.0	8	14	▲42.9	22	28	▲21.4
60	59	Costa Rica	829	892	▲7.1	10	12	▲16.7	44	39	12.8
61	58	Ghana	814	939	▲13.3	5	7	▲28.6	14	16	▲12.5
62	74	Israel	753	491	53.4	11	9	22.2	25	16	56.3
63	66	Norway	667	640	4.2	14	9	55.6	35	17	105.9
64	64	Portugal	663	682	▲2.8	11	14	▲21.4	27	28	▲3.6
65	33	Côte d'Ivoire	634	3,392	▲81.3	4	11	▲63.6	5	16	▲68.8
66	71	Morocco	626	547	14.4	13	7	85.7	31	15	106.7
67	76	Kazakhstan	611	451	35.5	8	10	▲20.0	38	35	8.6
68	80	United Arab Emirates	598	406	47.3	10	9	11.1	28	29	▲3.4
69	-	Nigeria	596	-	-	2	-	-	3	-	-
70	82	Georgia	588	385	52.7	9	6	50.0	25	18	38.9
71	67	Greece	568	608	▲6.6	12	11	9.1	25	29	▲13.8
72	70	Bolivia	488	557	▲12.4	5	6	▲16.7	22	40	▲45.0
73	61	Serbia	484	797	▲39.3	4	23	▲82.6	13	35	▲62.9
74	75	Iraq	450	485	▲7.2	2	2	0.0	6	4	50.0
75	103	Croatia	441	199	121.6	6	7	▲14.3	21	19	10.5
76	65	East Timor	417	651	▲35.9	4	6	▲33.3	16	17	▲5.9
77	85	Guatemala	414	333	24.3	4	6	▲33.3	12	10	20.0
78	84	Lithuania	404	373	8.3	10	11	▲9.1	16	17	▲5.9
79	78	El Salvador	387	424	▲8.7	5	4	25.0	28	24	16.7
80	79	Belarus	384	415	▲7.5	10	9	11.1	26	27	▲3.7
81	81	Estonia	376	390	▲3.6	14	14	0.0	18	25	▲28.0
82	73	Honduras	355	492	▲27.8	5	6	▲16.7	20	21	▲4.8
83	90	Azerbaijan	339	255	32.9	4	5	▲20.0	15	12	25.0
84	99	Armenia	321	217	47.9	8	6	33.3	23	21	9.5
85	77	Venezuela	302	443	▲31.8	10	11	▲9.1	32	35	▲8.6
86	102	Albania	300	200	50.0	1	1	0.0	1	1	0.0
87	92	Jordan	299	250	19.6	7	2	250.0	12	3	300.0
88	119	Algeria	270	105	157.1	4	3	0.3	8	5	60.0
88	72	Northern Mariana Islands	270	540	▲50.0	3	4	-0.3	3	4	▲25.0
90	88	Slovakia	246	259	▲5.0	11	8	37.5	16	16	0.0
91	86	Slovenia	244	312	▲21.8	4	6	▲33.3	19	19	0.0
92	68	Pakistan	243	587	▲58.6	5	8	▲37.5	13	16	▲18.8
93	93	Micronesia	229	243	▲5.8	4	5	▲20.0	5	6	▲16.7
94	98	Luxembourg	228	218	4.6	7	6	16.7	7	6	16.7
95	116	Ecuador	225	112	100.9	4	4	0.0	20	11	81.8
96	105	Tajikistan	223	186	19.9	5	2	150.0	8	4	100.0
97	99	Jamaica	213	217	▲1.8	3	3	0.0	5	5	0.0
98	91	Uruguay	181	251	▲27.9	6	4	50.0	16	12	33.3
99	95	Dominican Republic	175	227	▲22.9	3	4	▲25.0	19	26	▲26.9
99	63	Latvia	175	697	▲74.9	3	2	50.0	5	4	25.0
101	106	Tunisia	170	185	▲8.1	2	4	▲50.0	4	6	▲33.3
102	97	Tonga	162	219	▲26.0	7	8	▲12.5	13	13	0.0
103	123	Palau	155	77	101.3	3	2	50.0	3	2	50.0
104	108	Trinidad and Tobago	150	170	▲11.8	1	1	0.0	2	3	▲33.3
105	107	Brunei	148	171	▲13.5	2	2	0.0	3	5	▲40.0
106	120	Iceland	145	99	46.5	3	4	▲25.0	9	5	80.0

Rank	2018 Rank	Country and region	Learners (People)			Institutions (Institutions)			Teachers (People)		
			2021	2018	Increase/decrease rate (%)	2021	2018	Increase/decrease rate (%)	2021	2018	Increase/decrease rate (%)
107	96	Benin	142	225	▲36.9	1	1	0.0	1	2	▲50.0
108	111	Panama	140	132	6.1	3	3	0.0	6	6	0.0
109	128	Puerto Rico	139	50	178.0	2	1	100.0	2	1	100.0
110	115	Moldova	131	115	13.9	1	1	0.0	2	3	▲33.3
111	125	Kuwait	121	65	86.2	1	1	0.0	2	2	0.0
112	110	French Polynesia	113	134	▲15.7	6	3	100.0	14	2	600.0
113	-	Syria	110	-	-	1	-	-	7	-	-
114	101	Iran	108	215	▲49.8	1	2	▲50.0	6	15	▲60.0
114	133	Haiti	108	36	200.0	1	1	0.0	4	4	0.0
116	117	Bahrain	96	110	▲12.7	1	2	▲50.0	3	2	50.0
117	113	Senegal	86	128	▲32.8	2	1	100.0	1	1	0.0
118	127	Saudi Arabia	80	60	33.3	1	1	0.0	4	4	0.0
119	125	Bosnia and Herzegovina	76	65	16.9	3	1	200.0	4	1	300.0
120	129	North Macedonia	75	49	53.1	1	2	▲50.0	1	2	▲50.0
121	89	Qatar	71	256	▲72.3	4	5	▲20.0	9	12	▲25.0
122	114	Nicaragua	62	120	▲48.3	2	1	100.0	7	7	0.0
123	137	Democratic Republic of the Congo	60	30	100.0	1	1	0.0	13	5	160.0
124	139	South Africa	58	20	190.0	4	1	300.0	6	1	500.0
125	136	Samoa	56	33	69.7	1	1	0.0	1	2	▲50.0
126	140	Zimbabwe	53	15	253.3	1	1	0.0	1	1	0.0
127	122	Papua New Guinea	50	79	▲36.7	1	2	▲50.0	2	3	▲33.3
128	-	Cyprus	45	-	-	1	-	-	1	-	-
129	140	Malta	34	15	126.7	1	1	0.0	1	2	▲50.0
130	69	Cuba	28	574	▲95.1	1	4	▲75.0	2	10	▲80.0
131	134	Lebanon	25	35	▲28.6	2	2	0.0	2	2	0.0
132	131	Kiribati	20	45	▲55.6	1	1	0.0	2	3	▲33.3
133	83	Cameroon	18	380	▲95.3	1	2	▲50.0	1	5	▲80.0
133	130	Bhutan	18	48	▲62.5	1	2	▲50.0	3	8	▲62.5
135	-	San Marino	14	-	-	1	-	-	1	-	-
135	-	Yemen	14	-	-	1	-	-	2	-	-
137	138	Belize	10	27	▲63.0	1	2	▲50.0	2	3	▲33.3
138	-	Burkina Faso	9	-	-	1	-	-	2	-	-
139	132	Maldives	7	40	▲82.5	1	2	▲50.0	1	2	▲50.0
139	-	Monaco	7	-	-	1	-	-	3	-	-
139	-	Seychelles	7	-	-	1	-	-	1	-	-
	94	Marshall	0	242	▲100.0	0	4	▲100.0	0	4	▲100.0
	104	Ethiopia	0	190	▲100.0	0	2	▲100.0	0	5	▲100.0
	109	Zambia	0	155	▲100.0	0	1	▲100.0	0	2	▲100.0
	112	Sudan	0	130	▲100.0	0	1	▲100.0	0	1	▲100.0
	118	Tanzania	0	108	▲100.0	0	1	▲100.0	0	1	▲100.0
	121	Mozambique	0	82	▲100.0	0	1	▲100.0	0	1	▲100.0
	124	Oman	0	75	▲100.0	0	2	▲100.0	0	2	▲100.0
	134	Uganda	0	35	▲100.0	0	2	▲100.0	0	2	▲100.0
	142	Montenegro	0	9	▲100.0	0	1	▲100.0	0	1	▲100.0
Entire world			3,794,714	3,851,774	▲1.5	18,272	18,661	▲2.1	74,592	77,323	▲3.5

The number of countries and regions in which the number of institutions, the number of teachers, and the number of learners decreased exceeds those which saw an increase

Looking at the increases and decreases in the number of institutions from the previous survey to the current survey, in 59 countries and regions there was an increase of 1,106 institutions, in 22 countries and regions there was no change from the previous survey, and in 69 countries and regions there was a decrease of 1,495 institutions, resulting in a total decrease of 389 institutions worldwide. China accounted for almost half of the increase in institutions (47.9%, 530 institutions), while Nepal, Indonesia, France, and Taiwan also ranked highly. Meanwhile, the four countries of Myanmar, the United States, Vietnam, and the Republic of Korea together accounted for nearly half of the decrease in institutions (49.9%, 746 institutions).

Next, looking at the increases and decreases in the number of teachers, in 64 countries and regions there was an increase of 3,663 people, in 14 countries and regions there was no change from the previous survey, and in 72

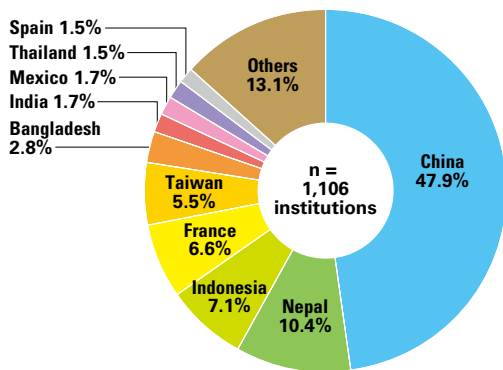
countries and regions there was a decrease of 6,394 people, resulting in a total decrease of 2,731 people worldwide. China and Indonesia accounted for a particularly large portion of the increase, while the Republic of Korea and Vietnam made up a particularly large portion of the decrease.

Regarding the increases and decreases in the number of learners, in 70 countries and regions there was an increase of 105,452 people, while there was a decrease of 162,512 people in 80 countries and regions, nearly double the number in the previous survey (learners decreased in 41 countries and regions in the fiscal 2018 survey), resulting in a total decrease of 57,060 people worldwide. There was a particularly large increase in Japanese-language learners in China, which accounted for half of the overall increase (50.0%, 52,693 people). Meanwhile, the decrease in learners was particularly large in the Republic of Korea, Taiwan, and Myanmar.

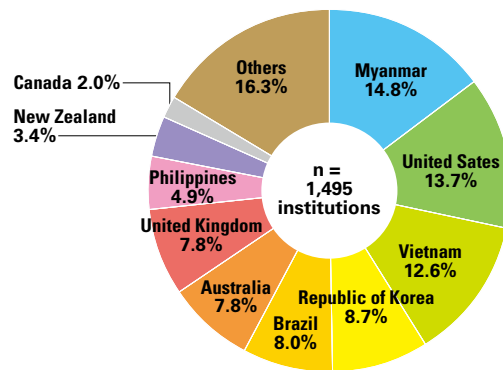
Table 1-2-3 Breakdown of the increases and decreases in the number of institutions, teachers and learners

	Countries and regions with an increase	Countries and regions unchanged from the previous survey	Countries and regions with a decrease The figure in brackets is the number of countries and regions which decreased to zero
Number of institutions	59	22	69
Number of teachers	64	14	72
Number of learners	70	0	80

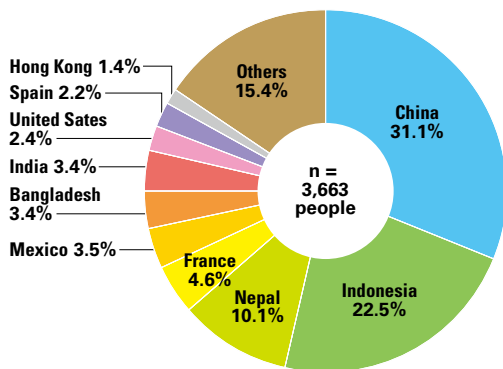
Graph 1-2-7 Percentages of the countries and regions in which the number of institutions increased



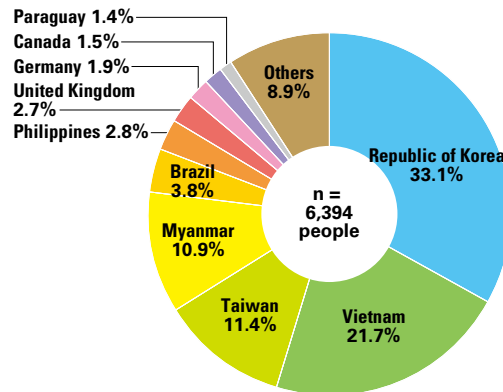
Graph 1-2-8 Percentages of the countries and regions in which the number of institutions decreased



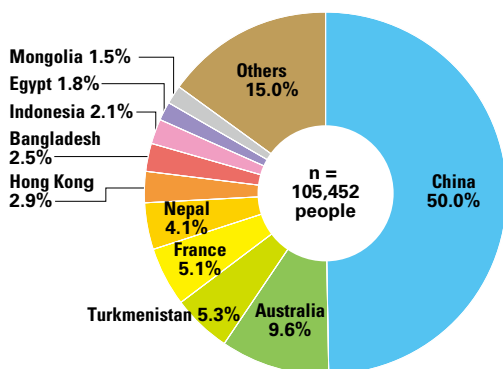
Graph 1-2-9 Percentages of the countries and regions in which the number of teachers increased



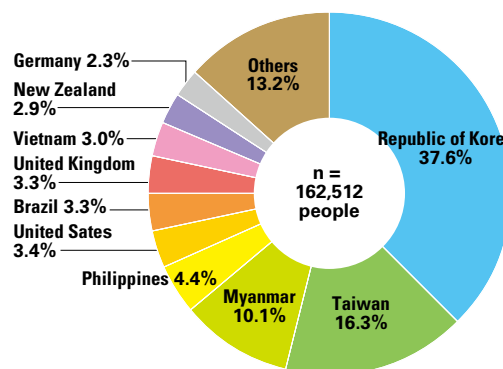
Graph 1-2-10 Percentages of the countries and regions in which the number of teachers decreased



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. Situation by educational stage

The greatest number of institutions and number of learners are in secondary education; the greatest number of teachers are in the category of non-school education

Looking at the number of institutions by educational stage was primary education, 1,619 institutions (down 7.3% compared to the previous survey); secondary education, 9,192 institutions (up 6.0% compared to the previous survey); higher education, 3,390 institutions (down 4.3% compared to the previous survey); and non-school education, 4,856 institutions (down 11.8% compared to the previous survey), revealing that the secondary educational stage accounts for about half of the total institutions involved in Japanese-language education. While the number of secondary education institutions has continued to increase as seen in the previous survey, the number of primary education, higher education, and non-school education institutions has declined, resulting in a 2.1% decrease overall when viewed globally.

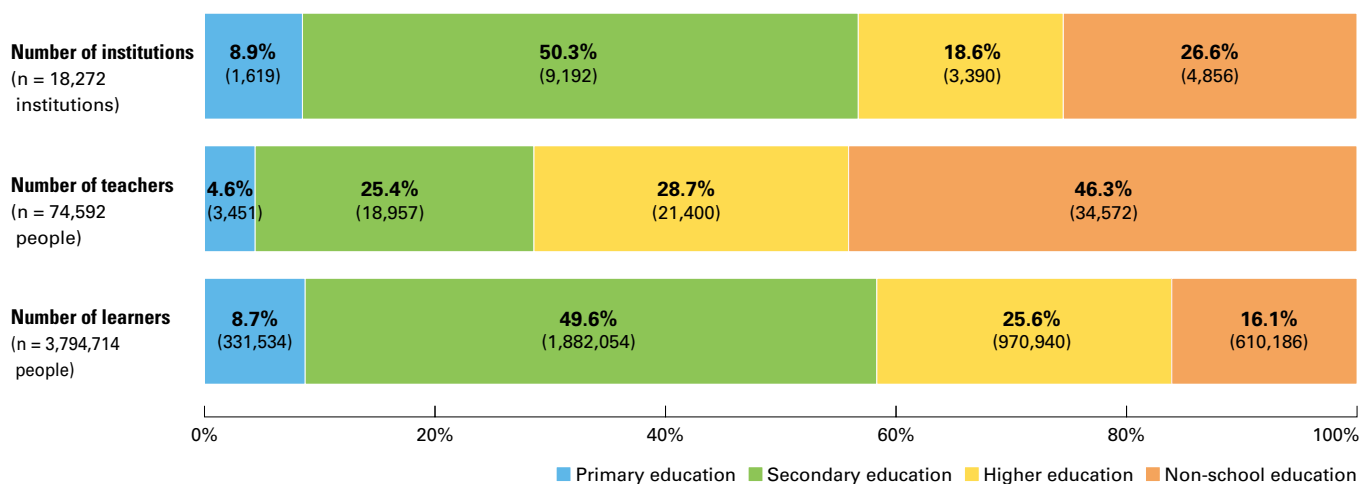
For the number of teachers, the results were primary education, 3,451 people (up 1.2% compared to the previous survey); secondary education, 18,957 people (up 23.1% compared to the previous survey); higher education, 21,400 people (down 1.6% compared to the previous survey); and non-school education, 34,572 people (down 14.1% compared to the previous survey), which means that as seen in the results of the previous survey, the percentage accounted for by teachers teaching the Japanese language in the category of non-school education was the highest. However, the decrease in the number of teachers in the category of non-school education compared to the previous survey was larger than the decrease in teachers in other categories, with a decrease

of 5,681 teachers in non-school education as compared to an increase of 3,238 teachers in school education overall, from primary education to higher education.

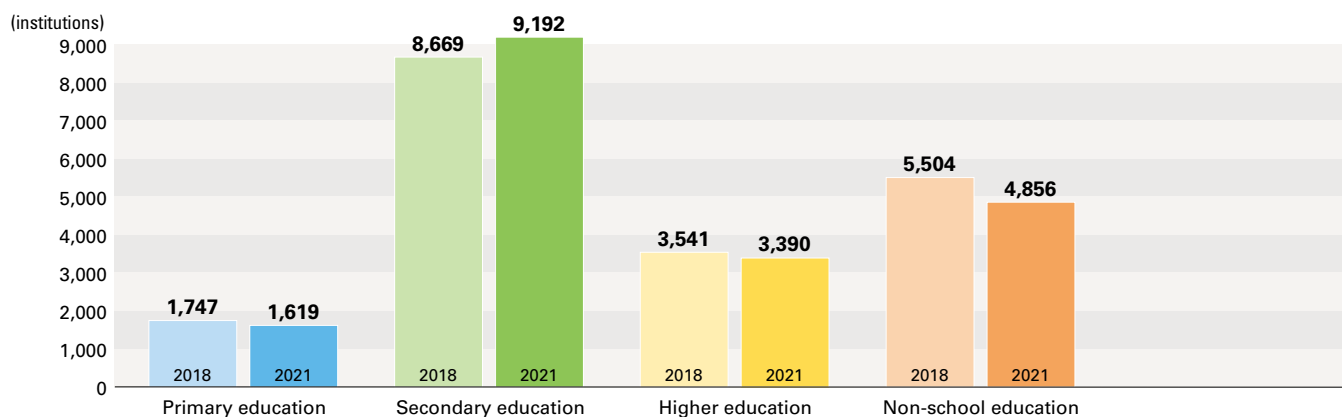
Regarding the number of learners, the results are primary education, 331,534 people (down 2.1% compared to the previous survey); secondary education, 1,882,054 people (up 10.9% compared to the previous survey); higher education, 970,940 people (down 0.8% compared to the previous survey); and non-school education, 610,186 people (down 27.1% compared to the previous survey) so, just as in the case of the number of institutions, the percentage accounted for by the secondary education stage is the highest, accounting for roughly half the total number of learners. Similarly to the number of teachers, the decrease in the number of learners in the category of non-school education compared to the previous survey was larger than the decrease seen in other categories, and whereas there was an increase of 169,692 learners in school education overall, from primary education to higher education, there was a significant decline of 226,752 learners in non-school education.

Looking at the online class implementation ratio, higher education had the highest implementation ratio at 78.7%. Primary education had the lowest implementation ratio at 32.1%, mainly due to the low implementation ratio of online classes in Australia, which accounts for nearly 80% of primary education Japanese-language learners worldwide.

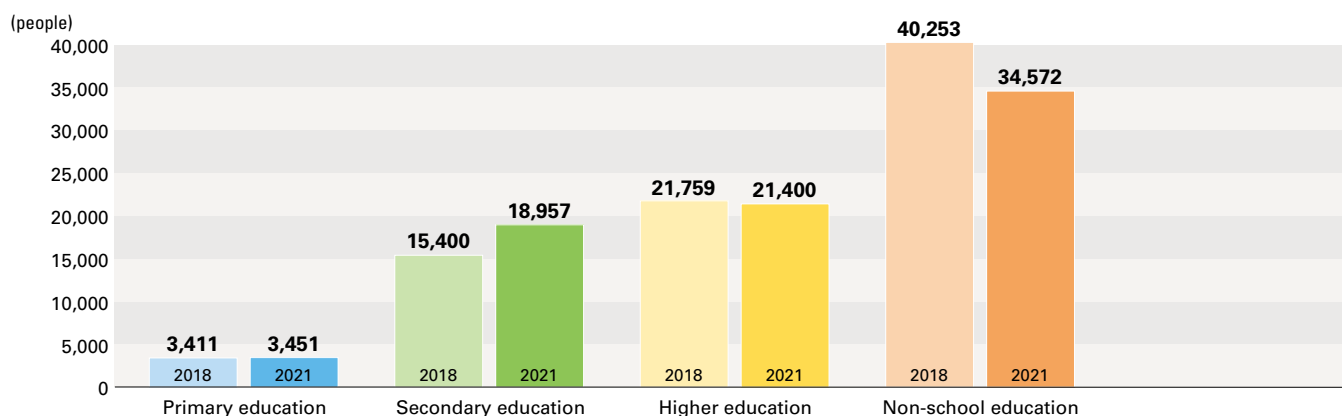
Graph 1-3-1 Percentages of the number of institutions/number of teachers/number of learners by educational stage



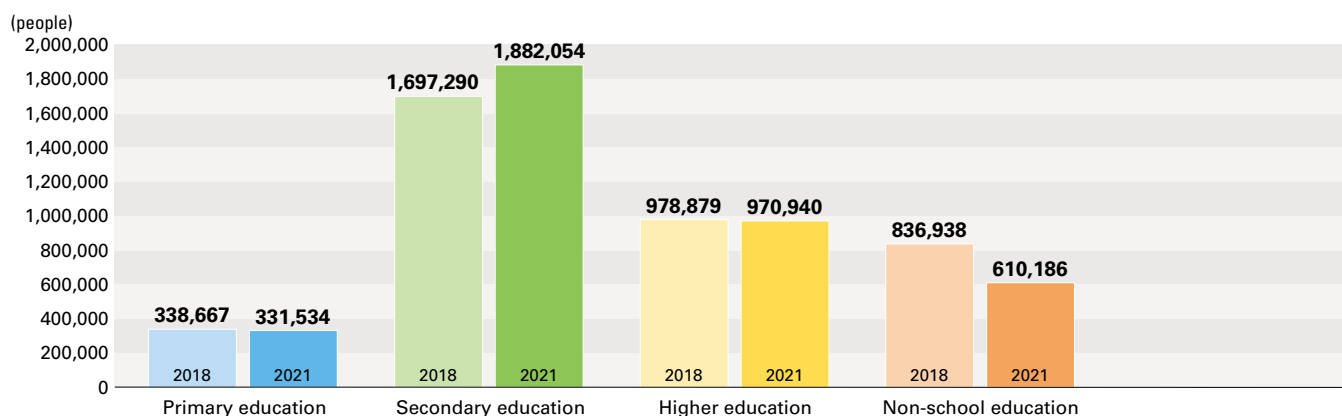
Graph 1-3-2 Number of institutions by educational stage (Comparison with 2018)



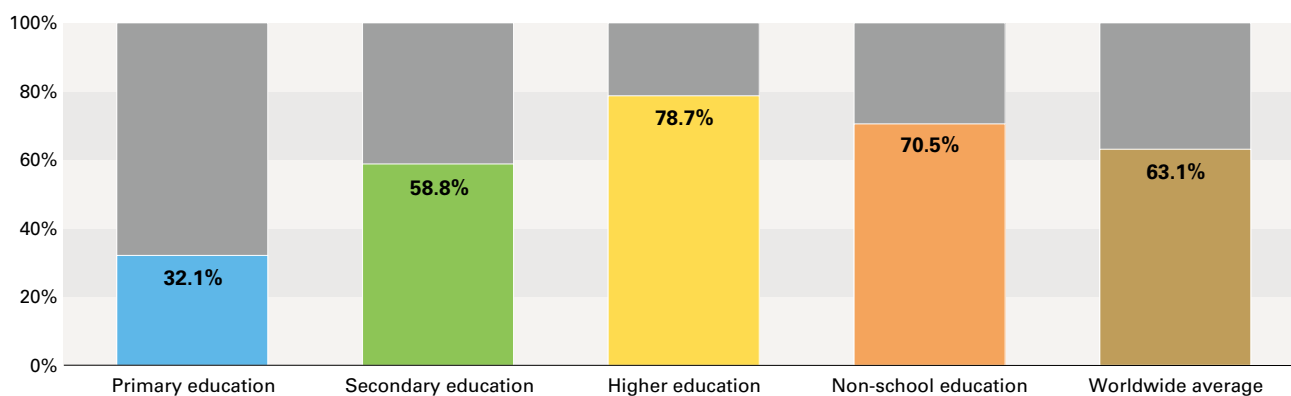
Graph 1-3-3 Number of teachers by educational stage (Comparison with 2018)



Graph 1-3-4 Number of learners by educational stage (Comparison with 2018)



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



4. Situation of teachers

The number of learners per teacher is 50.9 people and the percentage of Japanese-language teachers who are native speakers is 17.7%

The number of learners per teacher averaged 50.9 people worldwide in the fiscal 2021 survey, an increase from the 49.8 people in the previous survey. Furthermore, the number of teachers per institution is 4.1 people. The number of Japanese-language teachers who are native

speakers decreased from 16,252 people in the previous survey to 13,211 people (down 18.7% compared to the previous survey), with the percentage of Japanese-language teachers who are native speakers declining from 21.0% to 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
2018	77,323	18,661	3,851,774	4.1	49.8
Increase/decrease rate (%)	▲ 3.5	▲ 2.1	▲ 1.5	0	2.2

Table 1-4-2 Number of teachers and number of Japanese-language teachers who are native speakers in the world overall

	Teachers (People)	Full-time		Part-time		Japanese-language teachers who are native speakers	
		(People)	(%)	(People)	(%)	(People)	(%)
2021	74,592	55,207	74.0	19,385	26.0	13,211	17.7
2018	77,323	-	-	-	-	16,252	21.0
Increase/decrease rate (%)	▲ 3.5	-	-	-	-	▲ 18.7	-

The greatest number of Japanese-language teachers are in the category of non-school education, and the highest percentage of teachers who are native speakers is in primary education

By educational stage, the number of teachers per institution is highest in non-school education at 7.1 people, followed by higher education, with 6.3 people, primary education and secondary education, with 2.1 people.

The number of teachers per institution who are native

speakers is highest in higher education and non-school education (1.4 people). The highest percentage of teachers who are native speakers is in primary education at 38.9%, which is an increase from 37.4% in the previous survey. Next is higher education (21.5%), followed by non-school education (19.5%) and secondary education (11.5%), all of which decreased compared to the previous survey.

Table 1-4-3 Number of teachers and number of Japanese-language teachers who are native speakers per educational stage

	Institutions (Institutions)	Teachers (People)	Japanese-language teachers who are native speakers (People)	Teachers per institution (People)	Japanese-language teachers who are native speakers per institution (People)	Percentages of Japanese-language teachers who are native speakers in all Japanese-language teachers (%)
Primary education	1,619	3,451	1,342	2.1	0.8	38.9
Secondary education	9,192	18,957	2,177	2.1	0.2	11.5
Higher education	3,390	21,400	4,593	6.3	1.4	21.5
Non-school education	4,856	34,572	6,755	7.1	1.4	19.5

The greatest number of learners per teacher is in Oceania, and the percentage of teachers who are native speakers is highest in Western Europe and North America

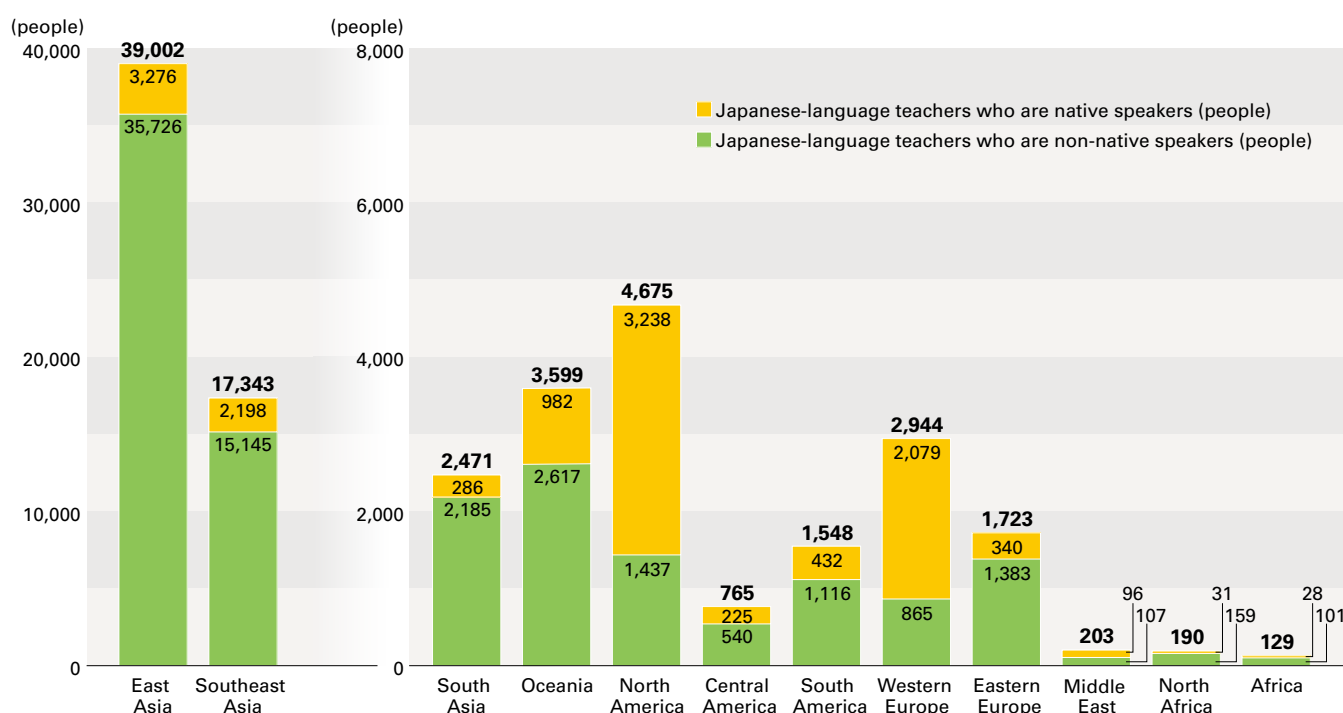
Looking at the results by region, the number of learners per teacher is highest in Oceania (124.8 people), followed by Southeast Asia (68.3 people) and Africa (51.3 people), with the same regions occupying the top 3 slots since the survey before last (fiscal 2015). Furthermore, while the two regions with highest percentages of teachers who are native speakers, Western Europe (70.6%) and North

America (69.3%) switched spots from the previous survey, they have maintained a consistent trend for the past three surveys. In East Asia and Southeast Asia, where the scale of Japanese-language education and the ratio accounted for by secondary education are large, the percentage of full-time teachers is high (86.2% and 67.8%, respectively).

Table 1-4-4 Number of teachers and number of Japanese-language teachers who are native speakers by region

Region	Teachers (People)	Full-time		Part-time		Japanese-language teachers who are native speakers		Learners (People)	Learners per teacher (People)
		(People)	(%)	(People)	(%)	(People)	(%)		
East Asia	39,002	33,609	86.2	5,393	13.8	3,276	8.4	1,713,833	43.9
Southeast Asia	17,343	11,763	67.8	5,580	32.2	2,198	12.7	1,185,375	68.3
South Asia	2,471	1,206	48.8	1,265	51.2	286	11.6	63,093	25.5
Oceania	3,599	1,947	54.1	1,652	45.9	982	27.3	448,977	124.8
North America	4,675	2,832	60.6	1,843	39.4	3,238	69.3	179,695	38.4
Central America	765	273	35.7	492	64.3	225	29.4	17,562	23.0
South America	1,548	991	64.0	557	36.0	432	27.9	34,557	22.3
Western Europe	2,944	1,175	39.9	1,769	60.1	2,079	70.6	89,530	30.4
Eastern Europe	1,723	1,138	66.0	585	34.0	340	19.7	44,866	26.0
Middle East	203	117	57.6	86	42.4	96	47.3	6,030	29.7
North Africa	190	78	41.1	112	58.9	31	16.3	4,580	24.1
Africa	129	78	60.5	51	39.5	28	21.7	6,616	51.3
Entire world	74,592	55,207	74.0	19,385	26.0	13,211	17.7	3,794,714	50.9

Graph 1-4-1 Number of Japanese-language teachers who are native speakers and number of Japanese-language teachers who are non-native speakers by region



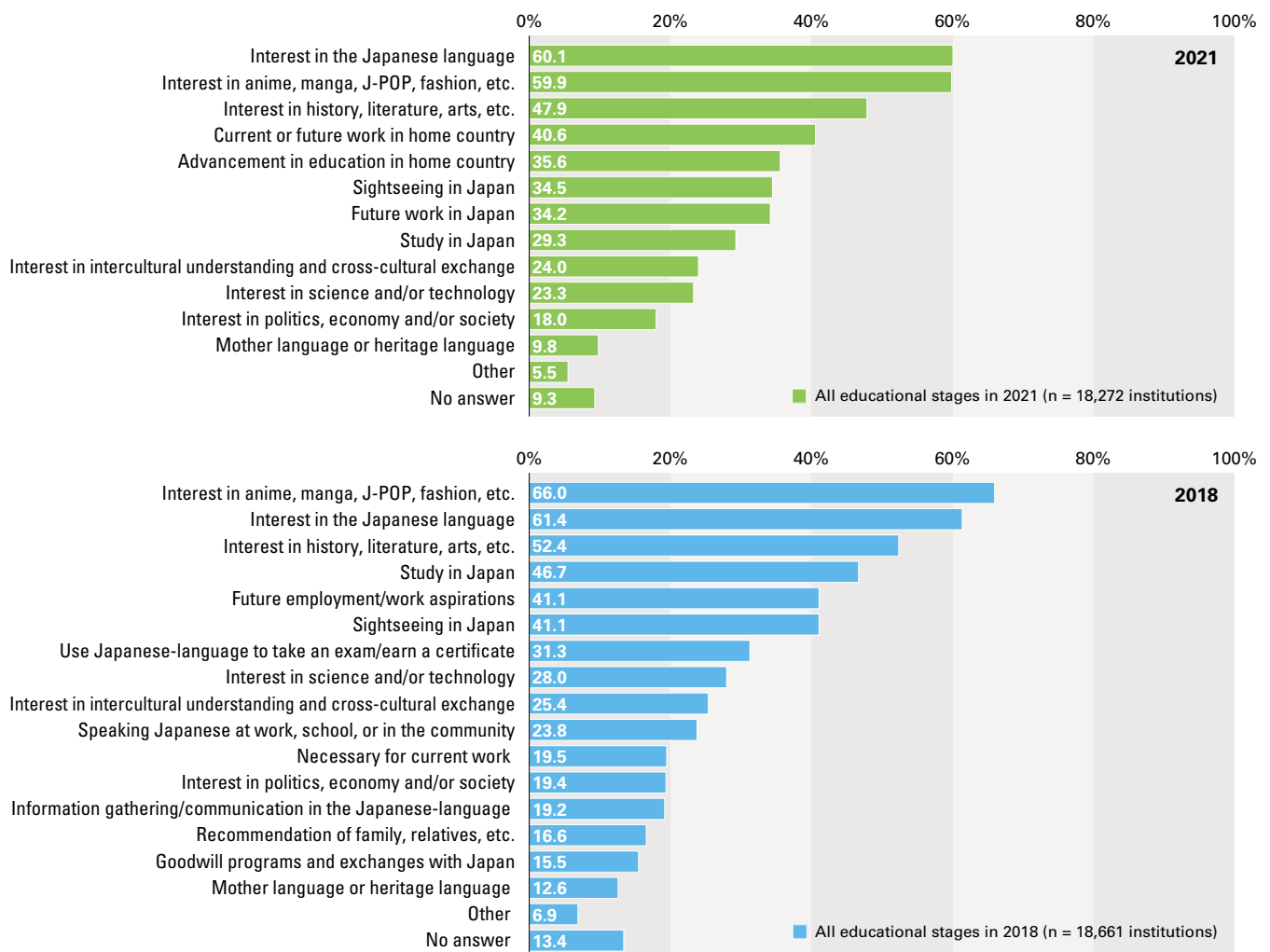
5. Overview of learning objectives and reasons

The top three responses, continuing from the previous survey, were “interest in the Japanese language,” “interest in anime, manga, J-POP, fashion, etc.” and “interest in history, literature, arts, etc.”

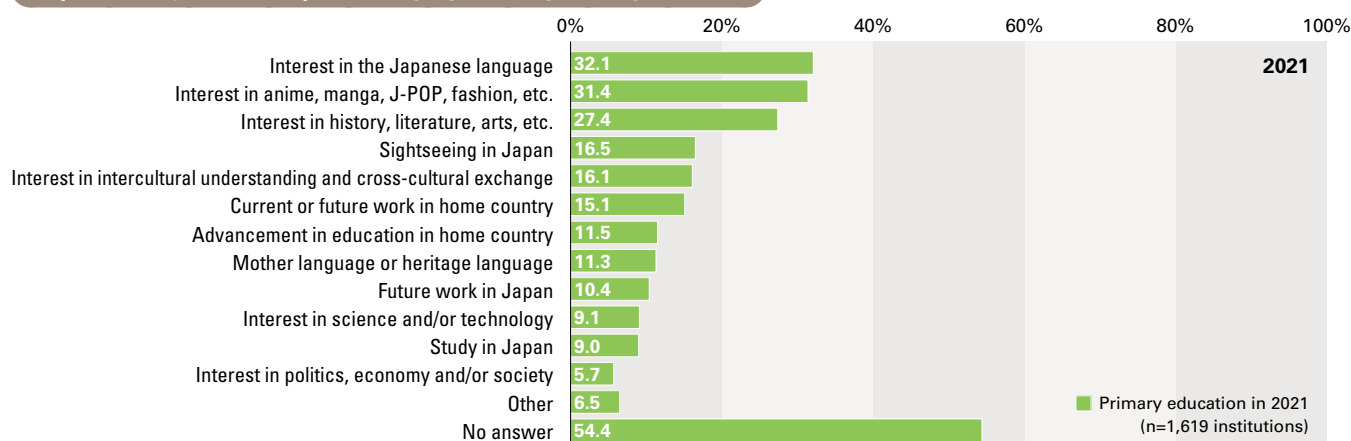
In the fiscal 2021 survey, among the items presented as the learning objectives and reasons for learners enrolled in Japanese-language educational institutions around the world, the most common answer was “interest in the Japanese language” (60.1%), which just edged out “interest in anime, manga, J-POP, fashion, etc.” (59.9%), with “interest in history, literature, arts, etc.” rounding out the top three (47.9%). While the first and second-most popular responses switched places from the previous survey, these three items continue to represent the main

objectives for pursuing Japanese-language learning. These objectives were followed by “current or future work in home country” (40.6%) and “advancement in education in home country” (35.6%), pointing to a trend toward higher points for items based on reasons unrelated to travel, given the difficulty of traveling to Japan due to the COVID-19 pandemic. Meanwhile, “study in Japan” and “sightseeing in Japan” decreased by 17.4 and 6.6 points respectively.

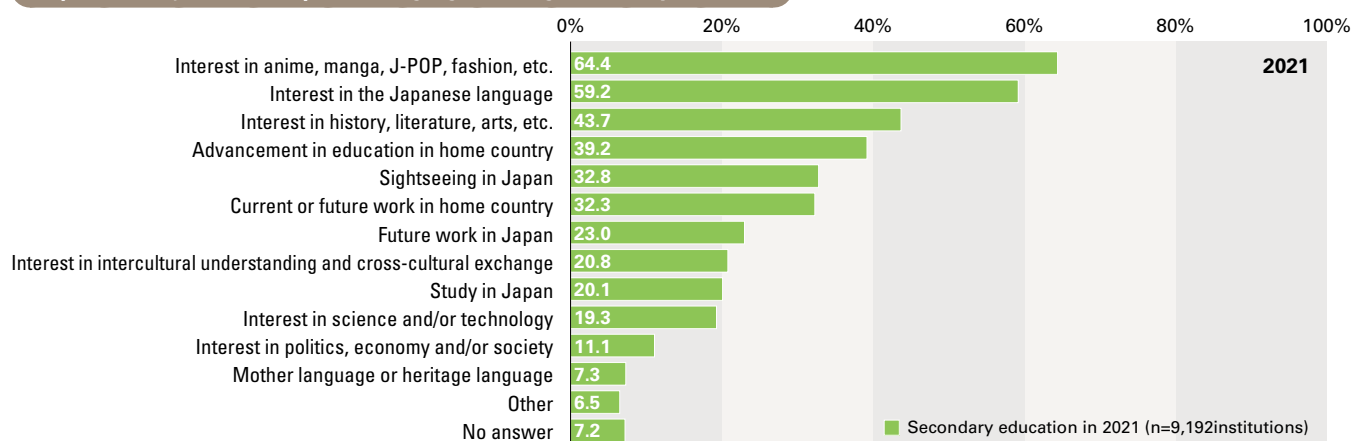
Graph 1-5-1 Objectives of Japanese-language learning (all educational stages)



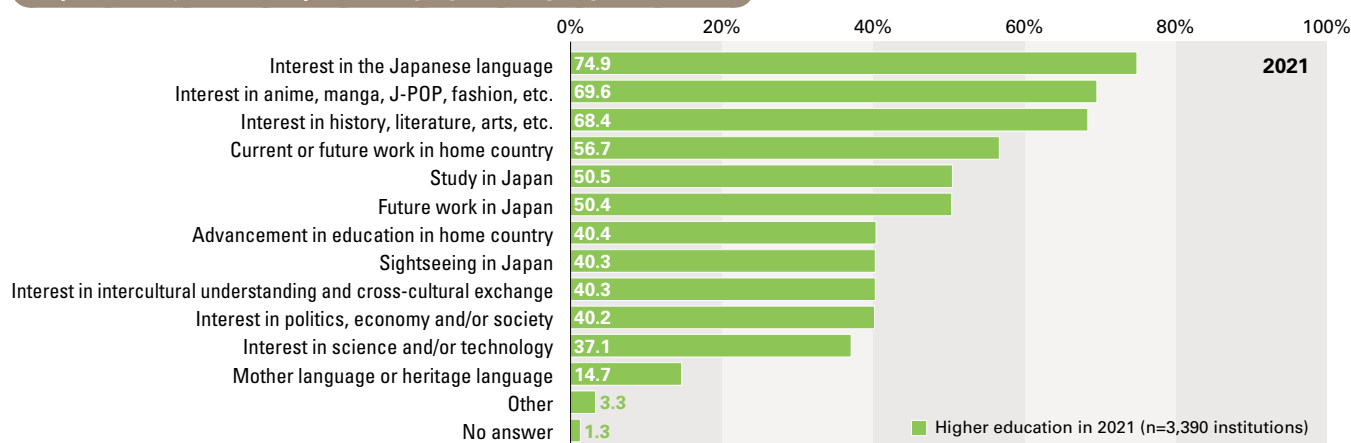
Graph 1-5-2 Objectives of Japanese-language learning (Primary education)



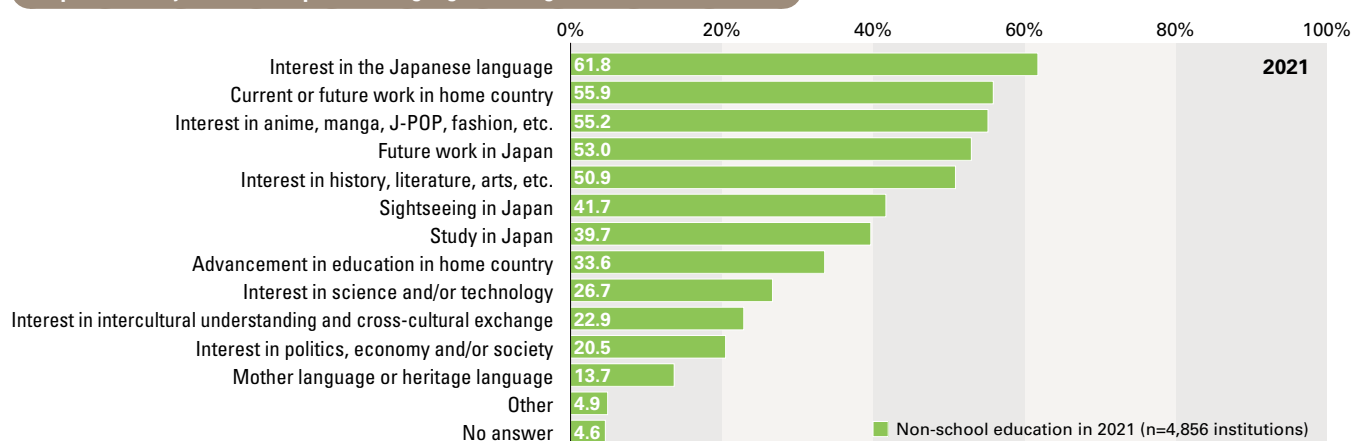
Graph 1-5-3 Objectives of Japanese-language learning (Secondary education)



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 Status of Japanese-language education by region

1. East Asia

Status of Japanese-language education in East Asia

The number of institutions in East Asia overall is 6,939 institutions (up 7.0% compared to the previous (fiscal 2018) survey), the number of teachers is 39,002 people (down 4.1% compared to the previous survey), and the number of learners is 1,713,833 people (down 1.7% compared to the previous survey), so the number of institutions increased compared to the fiscal 2018 survey, while on the other hand the number of teachers and the number of learners declined slightly. Nevertheless, East Asia still accounted for 52.3% of the number of teachers and 45.2% of the number of learners in the world overall.

The number of institutions is highest in China (2,965 institutions), followed by the Republic of Korea (2,868 institutions), which means that the top two countries switched places from the previous survey. Meanwhile, Taiwan remains in third place (907 institutions) and there are no changes in the ranking beyond that point. The order of countries with the highest numbers of teachers (China with 21,361 people, the Republic of Korea with 13,229 people, and Taiwan with 3,375 people) and the highest numbers of learners (China with 1,057,318 people, the Republic of Korea with 470,334 people, and Taiwan with 143,632 people) are also the same. These three countries or regions alone account for 97.5% of the learners in East Asia (China accounting for 61.7% of the region overall, the Republic of Korea 27.4%, and Taiwan 8.4%), with this figure representing a slight decrease from the 97.8% of the previous survey. While the number of learners in China has increased by 52,693 people, the number of learners decreased in the Republic of Korea by 61,177 people and in Taiwan by 26,527 people, which

means that the share of learners accounted for by China has grown even larger since the previous survey.

Regarding the number of learners in the East Asia region, looking at the percentages by educational stage, primary education is low at 0.6%, secondary education is 43.1%, higher education is 39.9%, and non-school education is 16.4%, so secondary education made up the highest percentage of learners, surpassing higher education, which was highest in the fiscal 2018 survey. (Results of the previous survey were secondary education with 32.2% and higher education with 39.8%.)

The online class implementation ratio for the East Asia region overall was 58.5%. While this figure is low compared with the ratio for the world overall (63.1%), the three countries and regions of Hong Kong (78.1%), Mongolia (76.1%), and China (67.1%) were higher than the global percentage, with Hong Kong and Mongolia in particular over 10 points higher.

As for the objectives of Japanese-language learning, the most common response was “interest in the Japanese language” (60.2%), switching spots with “interest in anime, manga, J-POP, fashion, etc.” (56.8%) which had ranked first in the previous survey. Ranking third was “advancement in education in home country” (50.9%), which is a very high percentage compared to the results of 35.6% for the world overall. Objectives related to work and employment, “current or future work in home country” (30.4%) and “future work in Japan” (17.8%) were both 10 points lower than the respective results for the world overall.

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

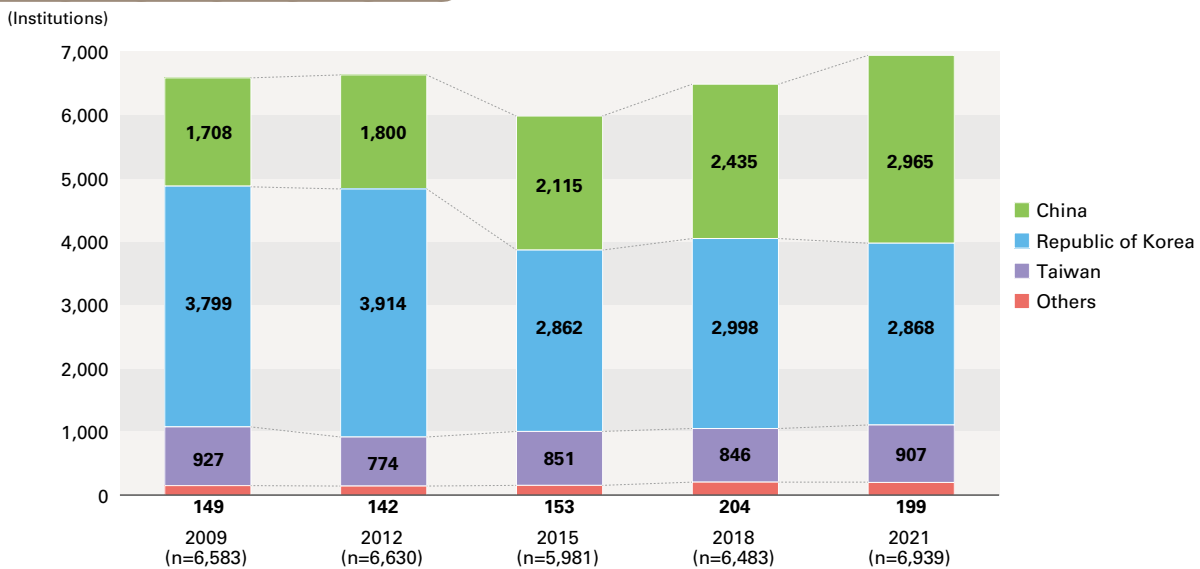
(Listed in order of the number of learners in 2021)

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					
China	2,965	21,361	1,057,318	74.9	3,442	335,876	557,153	160,847	1,411,778,724	2,435	20,220	1,004,625	
Republic of Korea	2,868	13,229	470,334	907.5	156	347,138	55,708	67,332	51,829,136	2,998	15,345	531,511	
Taiwan	907	3,375	143,632	614.5	3,270	46,197	61,990	32,175	23,375,314	846	4,106	170,159	
Hong Kong	73	625	27,665	377.1	1,260	3,537	6,213	16,655	7,336,585	70	575	24,558	
Mongolia	117	363	13,334	417.1	2,817	5,232	2,474	2,811	3,197,020	128	363	11,755	
Macao	9	49	1,550	247.7	69	87	675	719	625,674	6	63	1,502	
East Asia overall	6,939	39,002	1,713,833	-	11,014	738,067	684,213	280,539	-	6,483	40,672	1,744,110	

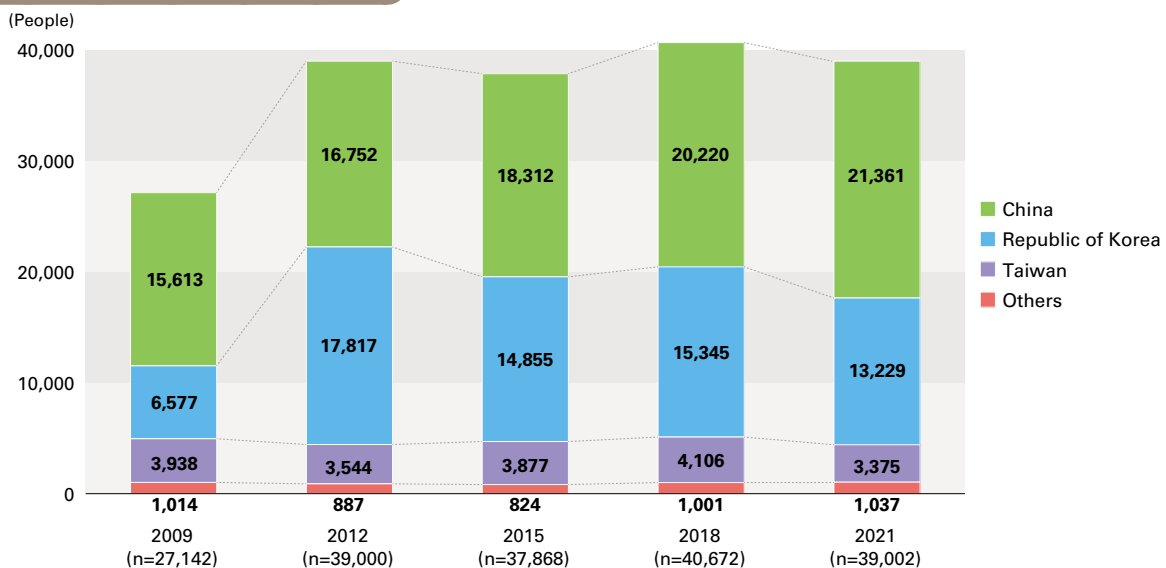
*Source: Population and Vital Statistics Report (as of 3 June 2022), by United Nations

Only the data of Taiwan was quoted for December 2021 figures, from the homepage of the Department of Statistics, Taiwan Ministry of the Interior

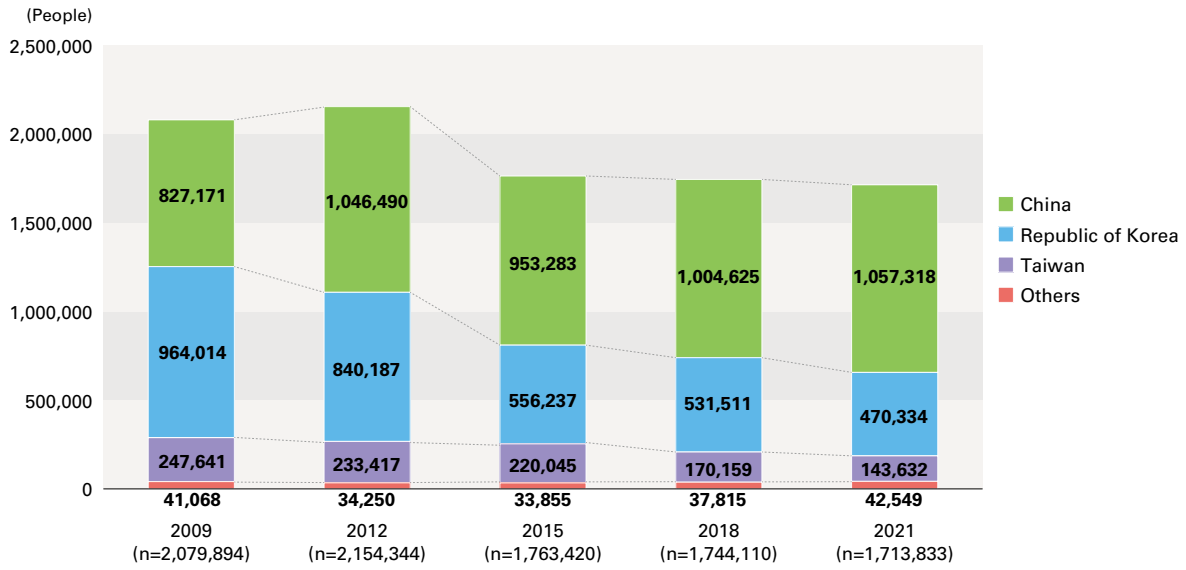
Graph 2-1-1 Number of institutions in East Asia



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

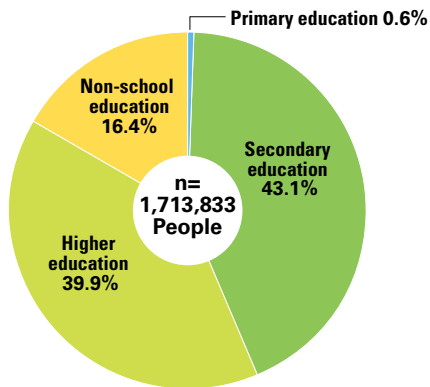
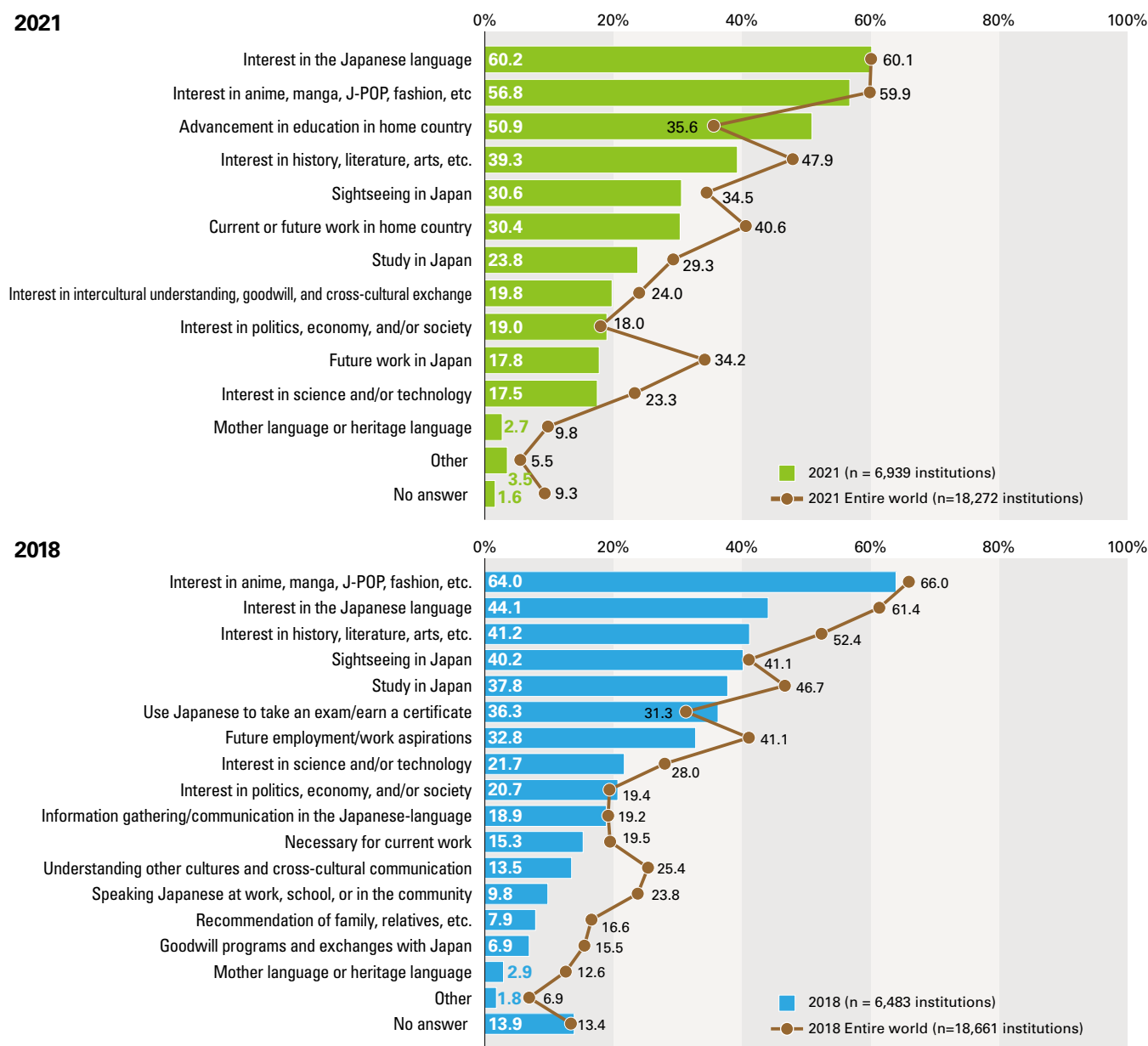


Table 2-1-2 Online class implementation ratio in East Asia

Country and region	Total number of institutions in the country and region	Online class implementation	
		(Institutions)	(%)
China	2,965	1,989	67.1
Republic of Korea	2,868	1,642	57.3
Taiwan	907	280	30.9
Mongolia	117	89	76.1
Hong Kong	73	57	78.1
Macao	9	3	33.3
East Asia overall	6,939	4,060	58.5

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



Trends in each country and region

[China]

Compared with the fiscal 2018 survey, the number of institutions, the number of teachers, and the number of learners all increased.

China was first in the world for the number of institutions, surpassing the Republic of Korea, which had been first-ranked in the previous survey, and Indonesia, which had ranked second, and has consistently ranked first for the number of teachers since the survey before last (fiscal 2015). China also continues to be the only country in the world with over a million Japanese-language learners as in the previous survey, but looking at increases and decreases by educational stage, secondary

education learners increased significantly by 245,767 people (going from 90,109 people to 335,876 people, up 272.7% compared to the previous survey), whereas non-school education learners decreased significantly by 174,322 people (going from 335,169 people to 160,847 people, down 52.0% compared to the previous survey).

The large increase in secondary education learners is due, as seen in the previous survey, to more Chinese students selecting Japanese as the foreign-language subject in their university entrance exams because it is considered easier to score highly on, which has led to an increase in the schools offering Japanese-language classes. Out of the 1,351 secondary education institutions, 1,243

institutions, or over 90%, indicated that the objective of Japanese-language learning was “advancement in education in home country,” whereas around 50% of secondary education institutions responded “use Japanese to take an exam/earn a certificate” in the previous survey, indicating that the number of learners enrolling in Japanese-language classes for the purpose of taking university entrance examinations is increasing. This trend continues to be prominent in the southern region (Guangdong Province, Guizhou Province, Jiangsu Province, Zhejiang Province, etc.), and in Guangdong Province in particular, the number of learners enrolled in secondary education institutions has increased markedly and is nearly 8 times that of the previous survey.

On the other hand, the number of institutions, teachers, and learners in the category of non-school education have all significantly decreased. This is due to local government policies that have restricted non-school learning to reduce the burden on children and students and a decrease in travel to Japan to study or for sightseeing purposes because of the COVID-19 pandemic, resulting in less demand for Japanese-language education.

Meanwhile, although there were no major changes in primary education or higher education to the extent seen in the two categories mentioned above, both showed a decrease. In higher education in particular, the number of learners continues to be on a declining trend due to the withdrawal of Japanese companies from the Chinese market and the stagnation of the Japanese economy, which make it difficult to link Japanese-language education to a career after graduation.

While China was continuing to enforce strict measures to prevent the spread of COVID-19 at the time the survey was implemented, the online class implementation ratio for the country overall was 67.1%. Regions where many institutions began providing online classes included Guangdong Province and Jiangsu Province, which coincide with the regions where the number of learners has increased.

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

[The Republic of Korea]

In the fiscal 2021 survey, the number of institutions, teachers, and learners all declined. In particular, the number of teachers in the country overall decreased by 2,116 people (down 13.8% compared to the previous survey) and the number of learners decreased by 61,177 people (down 11.5% compared to the previous survey), both representing a decline of over 10%. The number

of learners has been on a declining trend since the fiscal 2012 survey, and looking at the results by educational stage, the major declines in the number of learners are in secondary education and non-school institutions.

The number of Japanese-language learners in secondary education has decreased by 64,117 people (down 15.6% compared to the previous survey). This is because the number of students itself has been decreasing due to the falling birth rate, as has been the case since the previous survey, which is thought to be impacting all second foreign-language subjects, including Japanese, which are elective subjects in the secondary education curriculum.

With regard to non-school education, although a certain number of institutions offer online classes, the COVID-19 pandemic has led to a marked temporary suspension of classes at educational institutions that are based on in-person learning, with a decrease of 12,670 people (down 15.8% compared to the previous survey).

As for higher education, however, the online class implementation ratio was higher than in other educational stages in the Republic of Korea, and the number of students has increased by 15,934 people (up 40.1% compared to the previous survey) because of the presence of universities offering distance learning and other such institutions. As seen in secondary education, the number of students is decreasing due to the decline in the birth rate, and as such future developments need to be monitored closely.

[Taiwan]

While the number of institutions has increased since the previous survey by 61 institutions (up 7.2% compared to the previous survey), the number of teachers decreased by 731 people (down 17.8% compared to the previous survey), and the number of learners decreased by 26,527 people (down 15.6% compared to the previous survey), resulting in Taiwan moving down one spot to 8th in the world for the number of Japanese-language learners.

Turning to the survey results by educational stage, while secondary education showed an increase in the number of institutions by 38 (up 9.9% compared to the previous survey), the number of learners in secondary education decreased by 8,354 people (down 15.3% compared to the previous survey). Looking at the breakdown, the number of learners in lower secondary education actually increased, but the number in upper secondary education decreased by 8,839 people (down 17.4% compared to the previous survey). Meanwhile, one of the reasons for the increase in the number of institutions is the establishment of new Japanese-language classes as a result

of educational system reforms that allow schools to offer new classes at their discretion. As for the decline in the number of learners, one of the primary reasons is the ongoing decreasing trend in the number of students due to Taiwan's falling birth rate, which is continuing from the previous survey.

Moreover, the decrease seen in higher education, which accounts for the highest percentage of Japanese-language learners in Taiwan, is also continuing from the previous survey, and is mainly due to the decrease in the population that goes to university due to the falling birth rate and the resulting succession of integrations and abolitions of universities, faculties, and academic departments. While the number of institutions decreased only slightly by 5 (down 3.6% compared to the previous survey), the number of learners decreased by 8,443 people (down 12.0% compared to the previous survey).

With regard to non-school education, the number of institutions remained basically flat, increasing slightly by 3 institutions (up 0.9% compared to the previous survey), but the number of teachers and learners both fell off sharply (decreasing by 656 people (down 33.6% compared to the previous survey) and 10,426 people (down 24.5% compared to the previous survey), respectively). The reason for the decline is the drop in the number of learners enrolled at institutions, as COVID-19 lockdowns have resulted in a loss of opportunities to join in-person classes. On the other hand, 81 of the 149 newly-opened institutions are institutions for people in the retirement age bracket, indicating that Japanese-language learning is becoming an established part of lifelong learning.

[Hong Kong]

The number of institutions, teachers, and learners have all increased. And while the number of learners increased in all stages of education, secondary education

in particular saw a significant jump with an increase of 1,506 people (up 74.2% compared to the previous survey). This increase can be attributed to many learners choosing Japanese as their foreign language subject for university entrance exams, and the number of institutions offering Japanese-language education also being on the rise. Interest in Japan is high in Hong Kong as a whole, and looking at the number of people taking the Japanese Language Proficiency Test (JLPT), there were more applicants for each level of the test when it was held in December 2021 compared to when it was held in December 2018 at the time of the previous survey, which is another indication that the number of learners is increasing in Hong Kong. While on the one hand, it is not possible to predict whether this kind of increasing trend will continue in the future, as Hong Kong's school-age population is expected to shrink due to the decline in the birth rate and other factors, once the outbreak of COVID-19 subsides and it becomes possible to travel freely again, the desire to visit, study, and work in Japan may be rekindled, leading in turn to an increase in the number of learners.

[Mongolia]

Although the number of institutions decreased compared to the fiscal 2018 survey, the number of teachers was unchanged and the number of learners increased by 1,579 people (up 13.4% compared to the previous survey), with the increasing trend in the number of learners continuing on since the survey before last. Many institutions that focus on sending technical interns to Japan have temporarily suspended classes due to the COVID-19 pandemic, but the need for Japanese-language education in Mongolia continues to be high, as evidenced by over 75% of the institutions in the country overall conducting online classes as well as a trend toward opening new non-school institutions.

2. Southeast Asia

Status of Japanese-language education in Southeast Asia

The number of institutions in Southeast Asia overall is 5,001 institutions (down 7.2% compared to the previous (fiscal 2018) survey), the number of teachers is 17,343 people (down 8.0% compared to the previous survey), and the number of learners is 1,185,375 people (down 2.5% compared to the previous survey), so all of these figures have decreased compared to the fiscal 2018 survey.

The country with the largest number of institutions is Indonesia (2,958), followed by Thailand (676) and Vietnam (629). The order for the number of teachers is Indonesia (6,617 people), Vietnam (5,644 people), and Thailand (2,015 people), while the order for the number of learners is Indonesia (711,732 people), Thailand (183,957 people), and Vietnam (169,582 people). While the order of the rankings is slightly different for the number of institutions, teachers, and learners, the top three countries in each case are Indonesia, Thailand, and Vietnam. The number of learners in Indonesia accounts for 60.0% of the learners in Southeast Asia overall, and the country's share of learners within the region has increased slightly by 1.6 points compared to the previous survey. Looking at the number of learners compared to the previous survey for each country, the number of learners decreased in both Vietnam (down by 2.8%) and Myanmar (down by 46.3%), whereas the numbers of learners in these two countries had significantly increased

in the previous survey. Meanwhile, the 59.5% increase in Laos marks the largest growth rate in the region.

Looking at the percentage by educational stage of the number of learners in the Southeast Asia region, primary education is 1.6%, secondary education is 72.1%, higher education is 10.3%, and non-school education is 16.0%, with results largely unchanged from the previous survey.

The online class implementation ratio in the Southeast Asia region overall was 84.4%, which is high compared to the global implementation ratio (63.1%), with the highest percentages in Southeast Asia recorded by Brunei (100.0%), Vietnam (94.4%), Laos (93.8%), and Thailand (90.4%).

Looking at the objectives of Japanese-language learning, similarly to the results seen for the world overall, the top response was “interest in the Japanese language” (60.5%), with “interest in anime, manga, J-POP, fashion, etc.” coming in second (57.8%). Ranking third was “future work in Japan” (51.6%), which is 17.4 points higher than the worldwide response rate of 34.2%. “Current or future work in home country” (44.4%) was also higher than the global result, albeit only by 3.8 points, revealing that a relatively large number of people in Southeast Asia are pursuing Japanese-language study for work or employment.

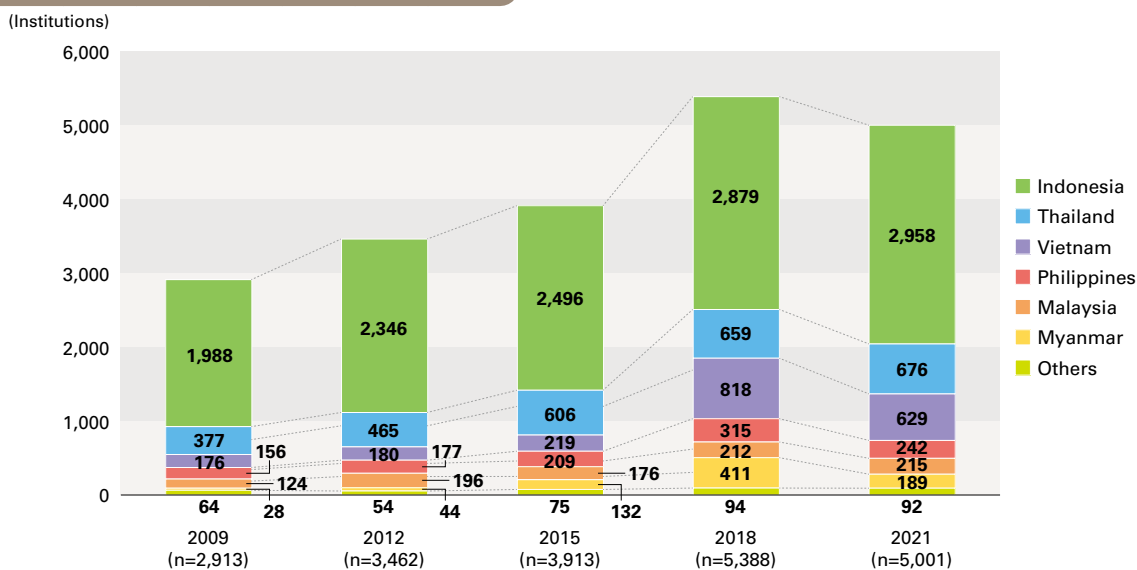
Table 2-2-1 Number of institutions, number of teachers, and number of learners in Southeast Asia

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

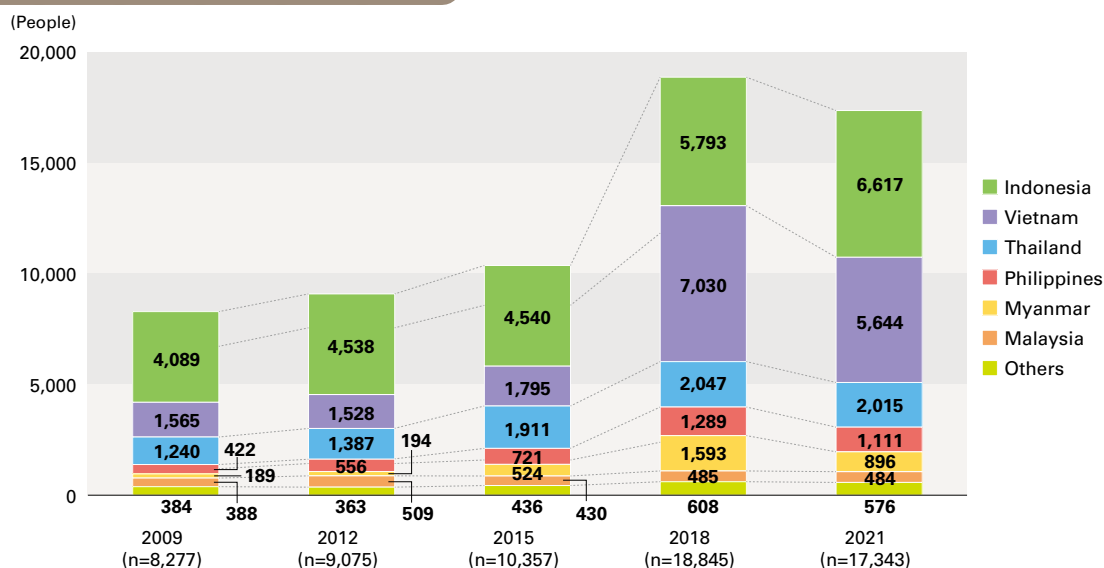
Country and region	2021									Population* (People)	2018		
	Institutions (Institutions)	Teachers (People)	Learners (People)	Learners per 100,000 population (People)	Composition by educational stage (Learners) (People)				Institutions (Institutions)		Teachers (People)	Learners (People)	
					Primary education	Secondary education	Higher education	Non- school education					
Indonesia	2,958	6,617	711,732	263.4	6,786	642,605	27,454	34,887	270,203,917	2,879	5,793	709,479	
Thailand	676	2,015	183,957	278.8	6,597	150,240	19,803	7,317	65,981,659	659	2,047	184,962	
Vietnam	629	5,644	169,582	176.3	3,986	30,590	45,752	89,254	96,208,984	818	7,030	174,521	
Philippines	242	1,111	44,457	40.8	640	9,220	9,181	25,416	109,035,343	315	1,289	51,530	
Malaysia	215	484	38,129	134.6	17	19,140	13,715	5,257	28,334,135	212	485	39,247	
Myanmar	189	896	19,124	37.1	0	0	855	18,269	51,486,253	411	1,593	35,600	
Singapore	19	182	10,837	268.0	384	1,313	3,226	5,914	4,044,210	19	221	12,300	
Cambodia	51	301	3,874	25.3	216	442	918	2,298	15,288,489	51	307	5,419	
Laos	16	74	3,118	48.0	422	1,555	369	772	6,492,228	16	58	1,955	
East Timor	4	16	417	35.2	0	0	100	317	1,183,643	6	17	651	
Brunei	2	3	148	34.4	0	0	130	18	429,999	2	5	171	
Southeast Asia overall	5,001	17,343	1,185,375	-	19,048	855,105	121,503	189,719	-	5,388	18,845	1,215,835	

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

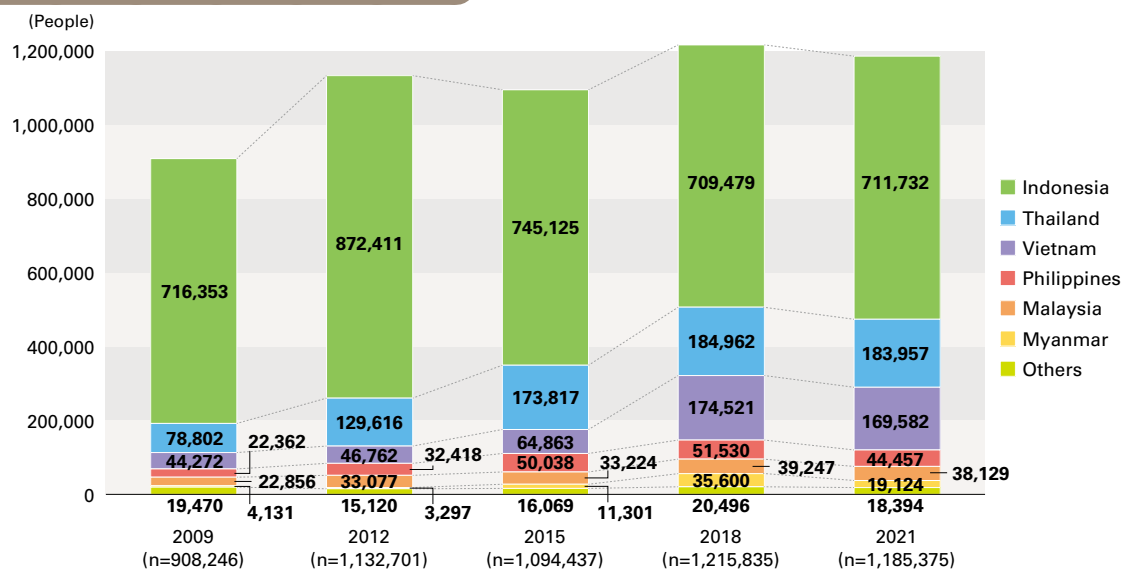
Graph 2-2-1 Number of institutions in Southeast Asia



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 stage in Southeast Asia

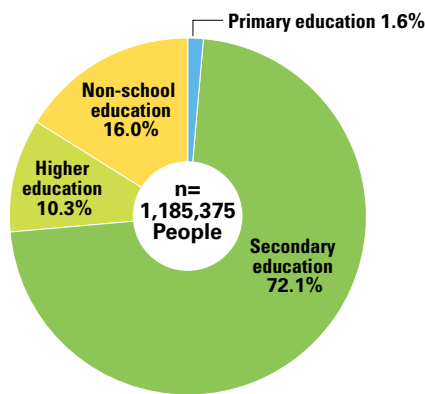
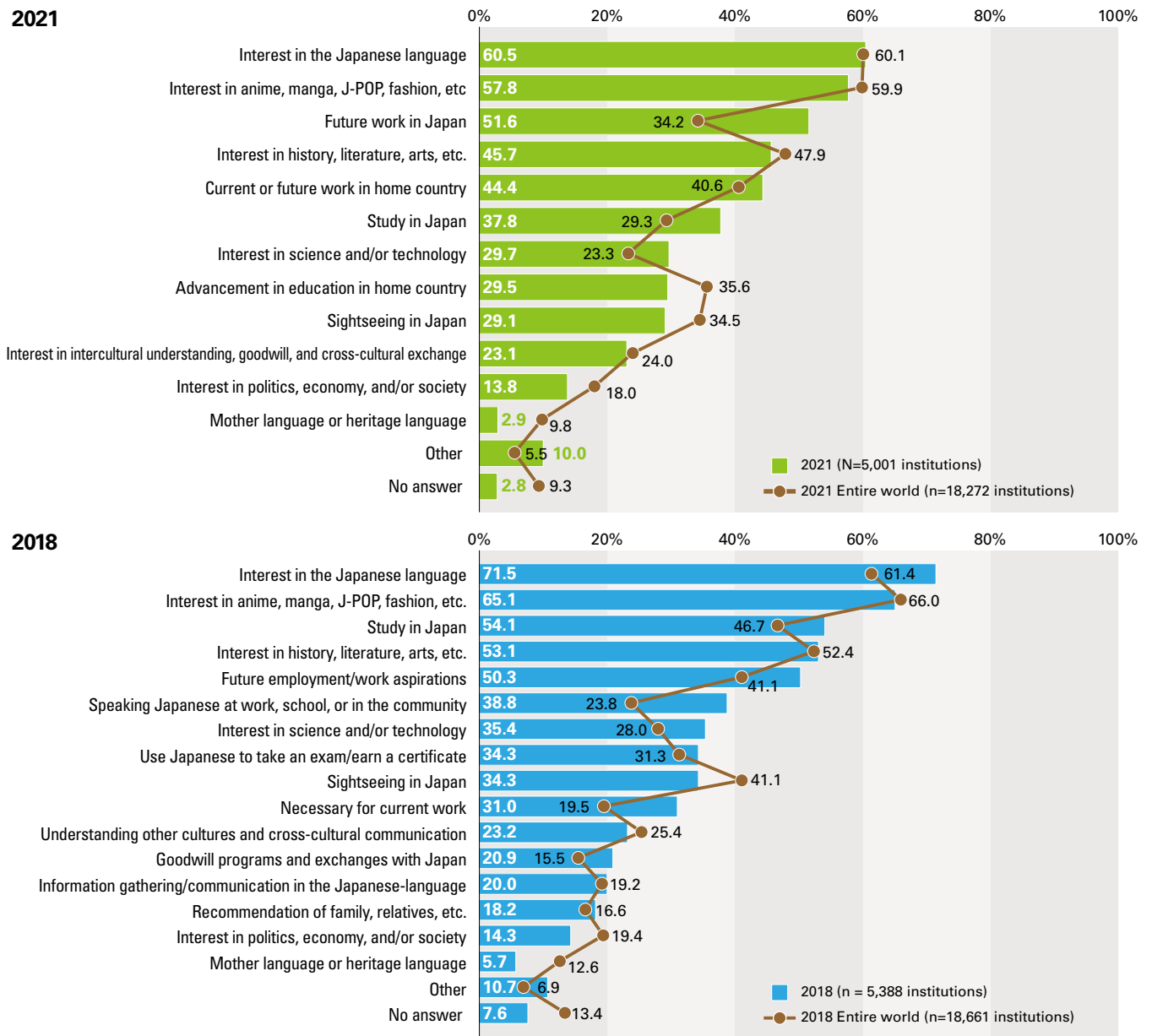


Table 2-2-2 Online class implementation ratio in Southeast Asia

Country and region	Total number of institutions in the country and region	Online class implementation	
		(Institutions)	(%)
Indonesia	2,958	2,405	81.3
Thailand	676	611	90.4
Vietnam	629	594	94.4
Philippines	242	212	87.6
Malaysia	215	185	86.0
Myanmar	189	139	73.5
Cambodia	51	43	84.3
Singapore	19	16	84.2
Laos	16	15	93.8
East Timor	4	1	25.0
Brunei	2	2	100.0
Southeast Asia overall	5,001	4,223	84.4

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



Trends in each country

[Indonesia]

Indonesia, which continues since the previous survey to have the second greatest number of learners in the world, saw an increase in the number of Japanese-language learners in the current survey, whereas the number had decreased in the previous survey. This is primarily due to the number of learners affiliated with non-school educations increasing at the high rate of approximately 50% compared to the previous survey.

Behind this increase is the established case of people in Indonesia pursuing short-term Japanese-language learning in order to come to Japan using the technical internship system, and with the establishment of a new residency status for Japan in April 2019, the Specified Skilled Worker (SSW) visa, the trend has become more pronounced. In the category of non-school education, the number of learners has increased despite travel to Japan no longer being possible due to the COVID-19 pandemic, and while the scale is small in comparison to provinces such as those on the island of Java, there are also learners in island areas, and as such their future growth potential is something to keep an eye on.

On the other hand, when looking at the educational stage, the number of institutions, teachers, and learners in secondary education, which accounts for 90% of Japanese-language learners in Indonesia, have continued to decline since the previous survey. Due to the revision of the educational curriculum in 2013, studying a second foreign language, which had been a compulsory subject, became an elective subject, and the number enrolled in Japanese-language classes has been decreasing ever since. However, the decline in the number of learners has been slowing, with a smaller decrease each time the survey is conducted. This is thought to be because while there have been many cases of Japanese-language classes being abolished at general high schools, many vocational high schools have adopted Japanese-language education, which is reducing the decline in learners. Meanwhile, the COVID-19 pandemic forced nearly all schools in Indonesia to suspend in-person classes for a time. As online learning environments were not in place, particularly in rural areas, there were cases in which Japanese-language classes were also temporarily suspended.

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

[Thailand]

Although there are some increases and decreases, none of the results for Thailand as a whole showed a significant

change compared to the previous survey, with the number of institutions increasing slightly by 17 (up 2.6% compared to the previous survey), and the number of teachers decreasing slightly by 32 people (down 1.6% compared to the previous survey) along with the number of learners by 1,005 people (down 0.5% compared to the previous survey). As for the number of learners by educational stage, while primary education and secondary education increased, higher education and non-school education decreased, with no change in increasing or decreasing trends from the previous survey.

Primary education is not a very large proportion of Japanese-language education in the country overall, but the number of institutions and learners are increasing, and similarly to the last survey, the steady increase stems from institutions such as international schools and university-affiliated primary schools, etc. that provide education in a second foreign language in addition to English in early childhood. In secondary education, which accounts for over 80% of the number of learners in the country overall, the rate of increase has slowed but the increasing trend is continuing. On the other hand, all of the items have decreased in higher education, and in particular, the number of teachers has decreased by 52 people (down 12.0% compared to the previous survey) for reasons including Japanese-language teachers who had been active at institutions in Thailand returning to Japan due to the COVID-19 pandemic, which is a more significant change than seen in the number of learners.

In non-school education, the number of institutions and teachers both increased. This is thought to be because of an increase in institutions sending people to Japan through the Specified Skilled Worker (SSW) program and an increase in institutions setting up branch locations in rural areas for people eligible to obtain a SSW visa, among other reasons. On the other hand, the number of learners was confirmed to have decreased, as seen in other countries. The closure of language schools due to the pandemic, the acceleration of remote learning, and the advancement of online learning tools may have driven an increase in learners who are studying without being affiliated with an institution.

As for the provision of online classes, while some cases of schools suspending their operations due to an inadequate online learning environment were seen, Thailand as a whole was confirmed to have an implementation ratio of over 90%.

[Vietnam]

While the fiscal 2021 survey revealed an across-the-

board decline in the three main items, this is due to the significant decrease in the number of institutions (going from 617 institutions to 394 institutions, down 36.1% compared to the previous survey), teachers (going from 6,185 people to 4,560 people, down 26.3% compared to the previous survey), and learners (going from 114,957 people to 89,254 people, down 22.4% compared to the previous survey) in non-school education, which had the greatest rate of increase of all of the educational stages in the previous survey. This was mainly caused by many institutions having to close or temporarily suspend classes because of the COVID-19 pandemic, as the primary objective of a large number of learners at many non-school institutions for Japanese-language education is to work or study in Japan.

On the other hand, the number of institutions, teachers, and learners in school education all showed an increase. Looking at the results by educational stage, the introduction of Japanese as a first foreign language in primary schools on a trial basis, which began in 2016, came to an end in 2019. Although the number of elementary schools offering Japanese-language education as a first foreign language decreased with the end of the trial phase, the number of private schools offering Japanese independently has increased. In secondary education as well, Japanese-language education as a first foreign language began in 2005, and Japanese has become an established part of the secondary education curriculum with the announcement of the “Japanese as a second foreign language curriculum” in 2018. As for higher education, in addition to the provision of Japanese-language education not only in faculties of the humanities, but at universities and faculties for long-term care, nursing, science and engineering, and tourism, as seen in the previous survey, there was also an increase in universities and junior colleges that offer Japanese-language education for the purpose of employment in Japan. The number of learners in higher education increased the most in the school education category, as the size of each institution has grown and the size of the faculties and classes has increased accordingly. One of the factors driving the increase in the number of learners in school education is thought to be the strong and favorable relations between Japan and Vietnam that have continued since the previous survey.

Online classes are being implemented in Vietnam overall at the high ratio of over 90%.

[Philippines]

While the number of institutions, teachers, and learners all decreased in the country overall, the decrease observed in school education and in non-school education differed

in terms of the numbers.

Looking first at school education, the number of institutions decreased by 37 (down 24.8% compared to the previous survey) along with the number of learners, which decreased by 7,096 people (down 27.1% compared to the previous survey). As a result of in-person classes not being held for over two years based on the guidelines set by the Department of Education in March 2020, along with strict enforcement of curbs on attendance, the number of institutions and learners have fallen sharply. At the time the survey was conducted, it was confirmed that several institutions had suspended Japanese-language classes due to the COVID-19 pandemic. Meanwhile, although the implementation ratio for online classes in school education was an average of 88.4%, there are considerable regional and individual disparities in the development of the IT environment, in addition to many cases in which natural disasters disrupted internet access, resulting problems in widening gaps in learning effectiveness among learners and delayed progress in learning.

On the other hand, in non-school education, the number of institutions decreased by 53 (down 26.6% compared to the previous survey), but the number of learners increased by 23 people (up 0.1% compared to the previous survey), in other words largely unchanged. By item, the number of institutions decreased as a result of the COVID-19 pandemic, particularly small Japanese-language schools which closed down or suspended their operations due to the ensuing financial difficulties. This did not lead to a decrease in the number of learners, however, as online classes were introduced quickly in the Philippines, and in many cases it was possible to resume some in-person classes at an early stage. In addition, the introduction of online classes has made it possible for learners in regions where there were no Japanese-language schools to begin studying at schools in other regions.

[Malaysia]

There was no major change in the number of institutions or the number of teachers, which increased by 3 institutions (up 1.4% compared to the previous survey) and decreased by 1 person (down 0.2% compared to the previous survey) respectively, but the number of learners decreased slightly by 1,118 people (down 2.8% compared to the previous survey).

Looking at the results by educational stage, there was a particularly large decrease in the number of learners in higher education, which fell by 1,005 people (down 6.8% compared to the previous survey). This is due to online classes becoming the mainstream for a long time from the standpoint of preventing the spread of COVID-19 (at the

time when responses to the current survey were collected, the online class implementation ratio at institutions of higher education was 100%), the fact that class sizes were set to be smaller than in-person classes in some cases in order to ensure the learners' quality of learning, and some learners avoided online learning for reasons including issues with the IT environment.

In secondary education, the number of institutions increased by 5 and the number of teachers increased by 6 people. In fiscal 2019, the Japanese-language teacher training program conducted by the Malaysian Ministry of Education was resumed for the first time in around six years. While many of the teachers who did their training in the early years of the program, which was launched in 1990, will retire in the next few years, the number of institutions offering Japanese-language education is expected to remain at the current level, even though it is unlikely to grow significantly.

Meanwhile, non-school education saw the only increase in the number of learners (increasing by 192 people, up 3.8% compared to the previous survey) as there were more options for learning, including Japanese-language courses offered as online courses by private-sector language schools and other institutions that had previously only conducted in-person classes.

[Myanmar]

When the fiscal 2018 survey was conducted, the number of institutions, teachers, and learners had all increased significantly in Myanmar against a backdrop of Japanese companies entering the local market. However, the results for the current survey have reversed course across the board for reasons including the COVID-19 pandemic and social destabilization, with a steep drop in the number of institutions (going from 411 to 189 institutions, down 54.0% compared to the previous survey), the number of teachers (going from 1,593 to 896 people, down 43.8% compared to the previous survey), and the number of learners (going from 35,600 to 19,124 people, down 46.3% compared to the previous survey).

In the category of non-school education in particular, which accounts for over 90% of the learners in Myanmar, the number of institutions was reduced by half, as a large number of private-sector institutions for Japanese-language education were forced to close down or temporarily suspend their operations due to measures to prevent the spread of infection such as restrictions on gatherings, social unrest, and other factors. In primary and secondary education, confirmation of implementation of Japanese-language education was no

longer possible for reasons including classes being closed.

In addition, online learning has begun to spread in Myanmar with schools no longer able to hold classes in person, but due to the state of the IT environment and other issues, the online class implementation ratio in the country overall is 73.5%, which is low in comparison to the average of 84.4% for other countries in Southeast Asia.

[Cambodia]

As seen in many countries in Southeast Asia, the number of learners has decreased due to the COVID-19 pandemic. The main factors leading to the decline in secondary education are thought to be rural schools no longer being able to hold classes due to the dispatch of instructors from urban areas being suspended, and the avoidance of online classes. In non-school education, the cancellation of the Japanese Language Proficiency Test (JLPT) three times since July 2020 amidst the continuing inability to travel to Japan and waning motivation to pursue Japanese-language studies have led to a decrease in the number of learners.

On the other hand, although primary education does not make up a large proportion of the learners in Cambodia, some institutions newly offering Japanese-language education at the primary level were confirmed in the current survey.

[Laos]

Thanks to the creation of Japanese-language textbooks through the involvement of Japanese-language specialists dispatched by the Japan Foundation, and the expansion of the target grade levels for Japanese-language classes at schools that have introduced Japanese-language education, the number of learners in secondary education increased by 770 people (up 98.1% compared to the previous survey). The number of learners in other stages of education increased as well, with employment at Japanese companies providing motivation for learning, and the country as a whole saw an increase in learners by 1,163 people (up 59.5% compared to the previous survey).

On the other hand, the number of teachers only increased by 16 people (up 27.6% compared to the previous survey), and there is an issue of teacher shortage, with the number of teachers is insufficient in terms of the number of learners per teacher.

With regard to online classes, a high implementation ratio was confirmed, with 15 of 16 institutions providing them.

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.

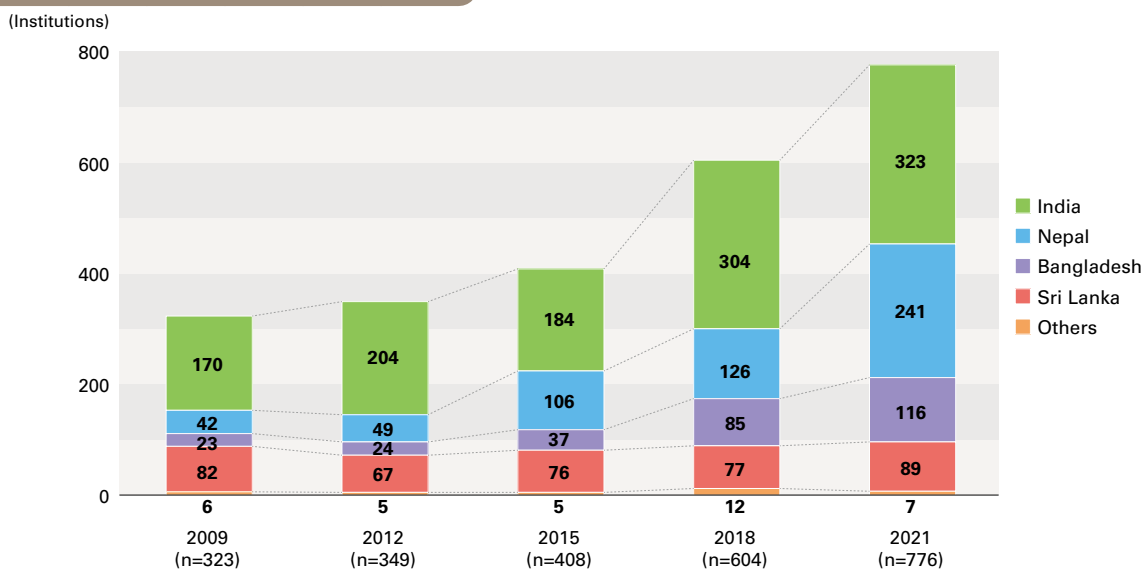
Table 2-3-1 Number of institutions, number of teachers, and number of learners in South Asia

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

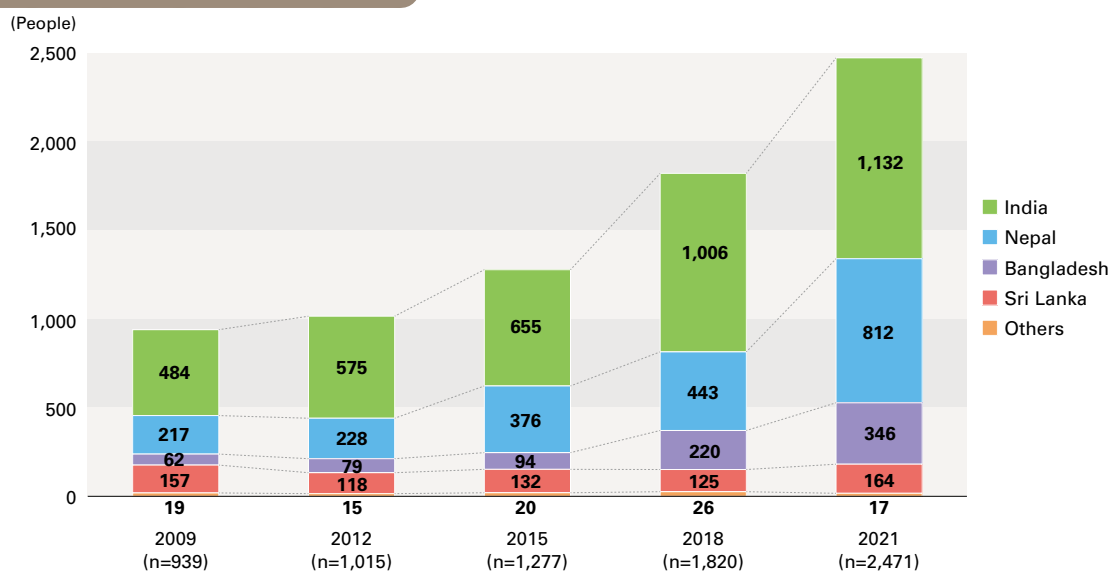
Country and region	2021									Population* (People)	2018		
	Institutions (Institutions)	Teachers (People)	Learners (People)	Learners per 100,000 population (People)	Composition by educational stage (Learners) (People)				Institutions (Institutions)		Teachers (People)	Learners (People)	
					Primary 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

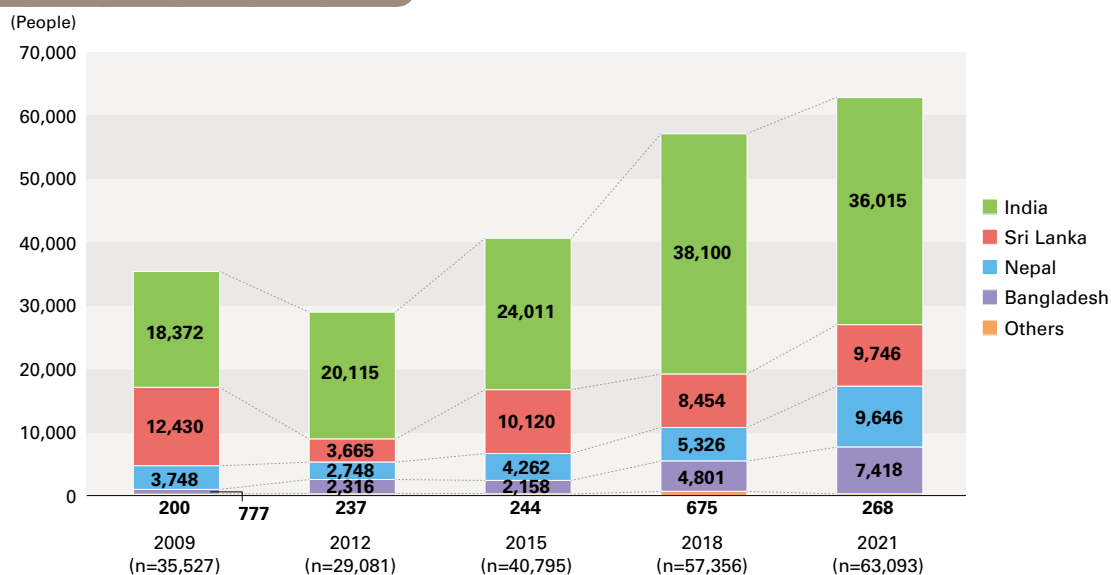
Graph 2-3-1 Number of institutions in South Asia



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

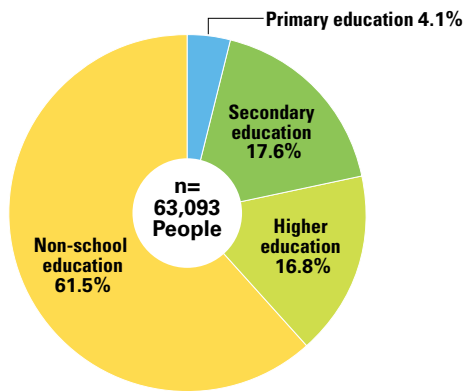
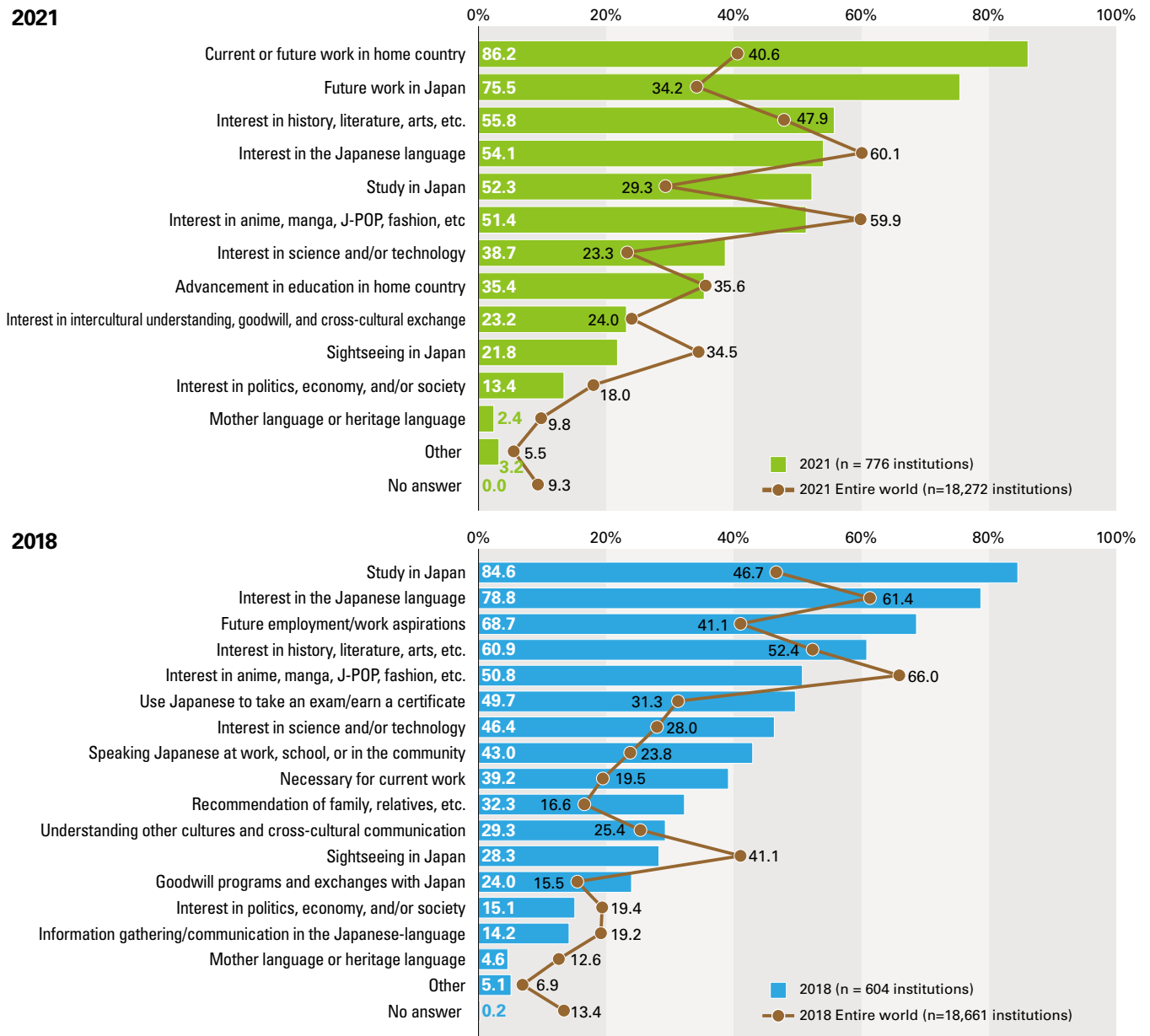


Table 2-3-2 Online class implementation ratio in South Asia

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.

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.

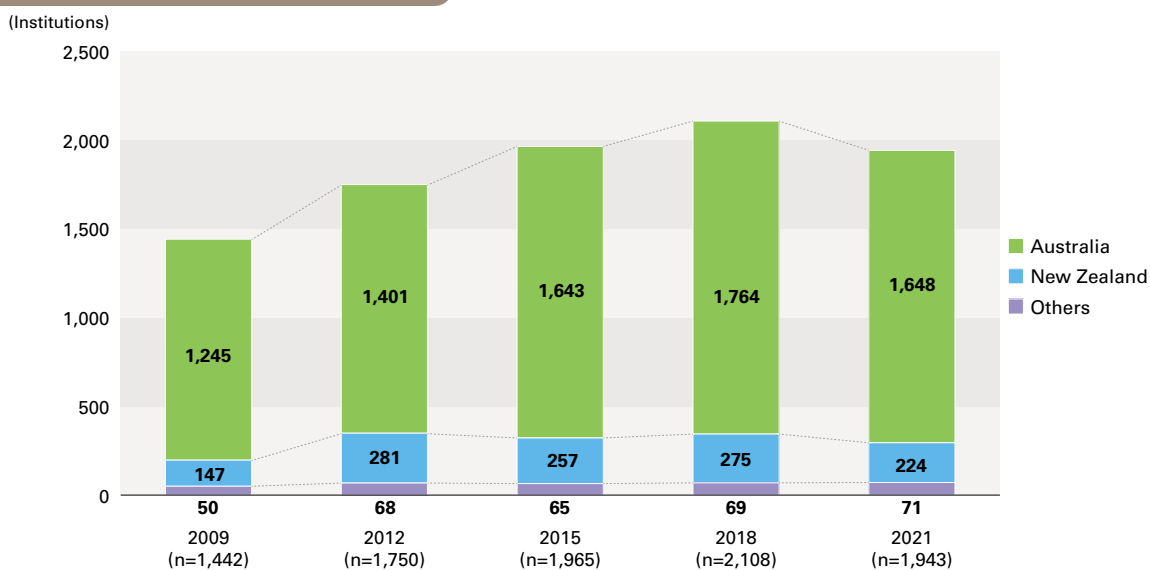
Table 2-4-1 Number of institutions, number of teachers, and number of learners in Oceania

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

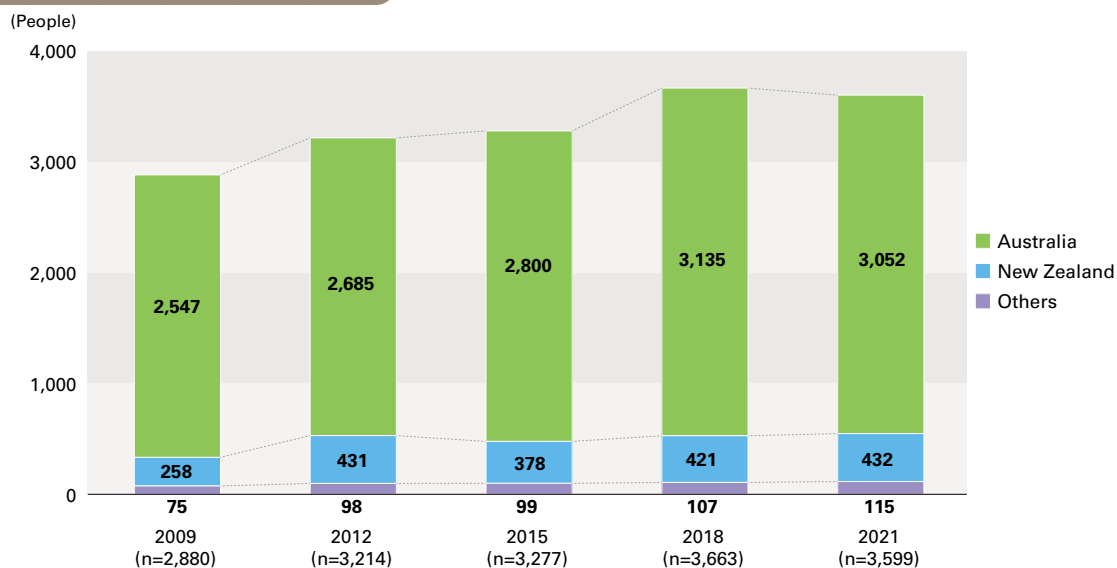
Country and region	2021									Population* (People)	2018		
	Institutions (Institutions)	Teachers (People)	Learners (People)	Learners per 100,000 population (People)	Composition by educational stage (Learners) (People)				Institutions (Institutions)		Teachers (People)	Learners (People)	
					Primary 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

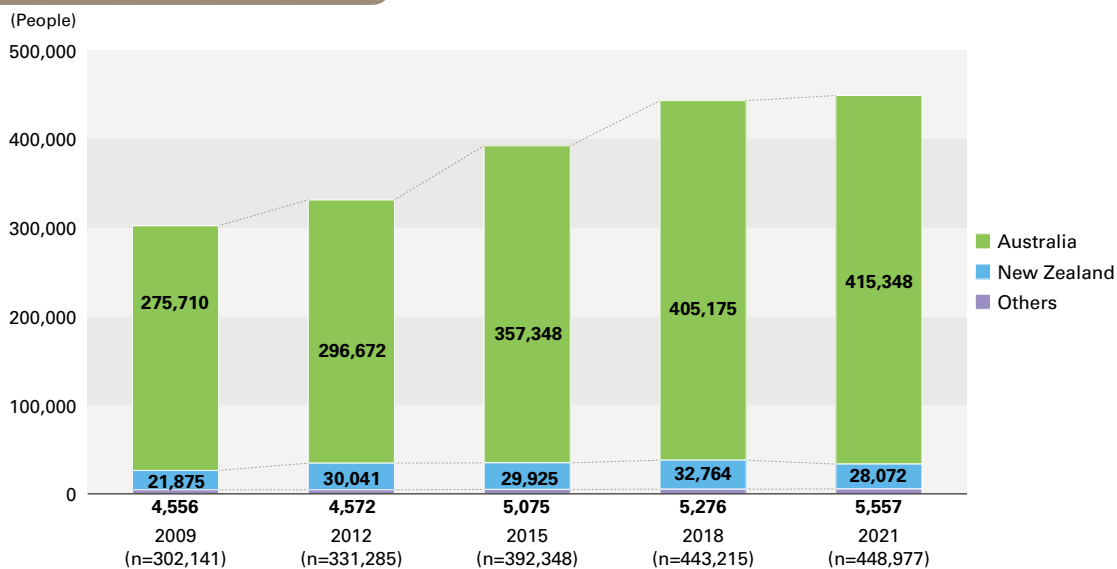
Graph 2-4-1 Number of institutions in Oceania



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

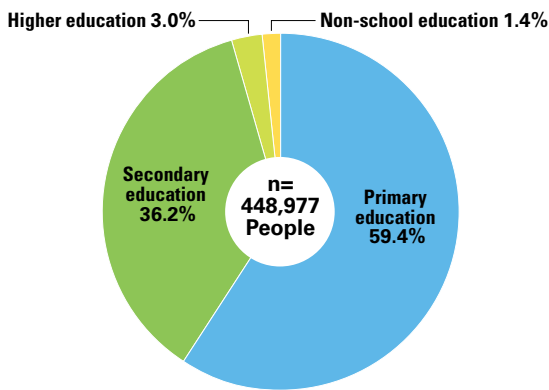
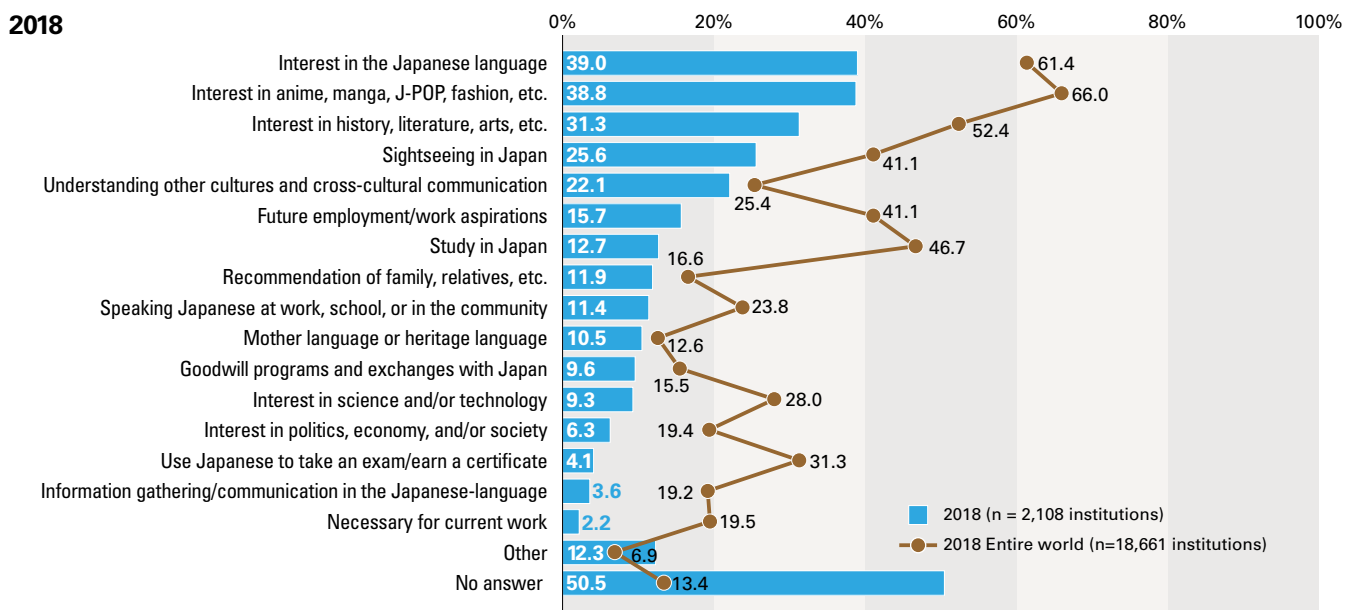
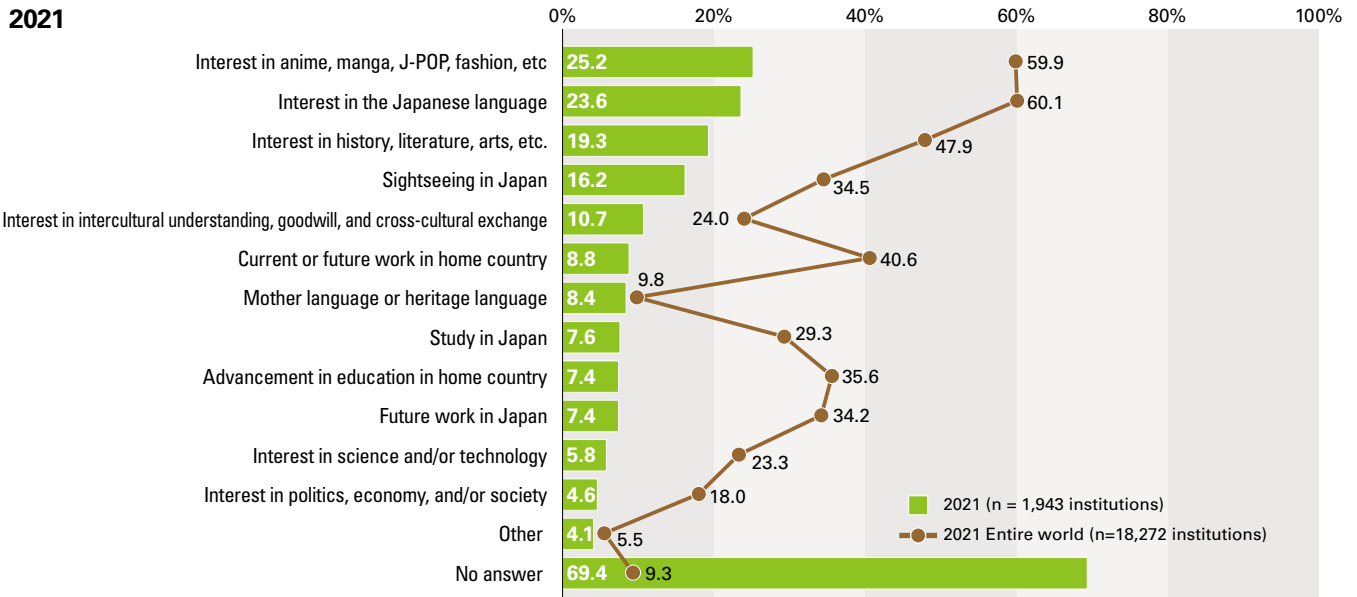


Table 2-4-2 Online class implementation ratio in Oceania

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.

5. North America

Status of Japanese-language education in North America

In North America, the number of institutions is 1,372 (down 14.6% compared to the previous (fiscal 2018) survey), the number of teachers is 4,675 people (down 0.2% compared to the previous survey), and the number of learners is 179,695 people (down 3.6% compared to the previous survey), so all items have decreased since the previous survey. The number of institutions and learners continued to decline since the previous survey in both countries, and although the number of teachers increased in the United States, it decreased in Canada.

The ratio of the number of learners by educational stage is primary education, 10.7%; secondary education, 42.0%; higher education, 39.2%; and non-school education, 8.1%, so while some increases and decreases were seen, there was no change in the general trend. Note

that the United States accounts for 90.5% of the number of institutions, 87.9% of the number of teachers, and 89.8% of the number of learners, but Canada has more learners when looking at the number of learners for every 100,000 people.

The online class implementation ratio in the United States was 43.4%, while in Canada it was 65.6%.

As for the objectives of Japanese-language learning, the three most popular responses, “interest in anime, manga, J-POP, fashion, etc.” (92.1%), “interest in the Japanese language” (82.2%), and “interest in Japanese culture (e.g. history, literature, arts)” (81.9%), were frequently answered by over 80% of the respondents, which is a similar trend to that seen in the previous survey.

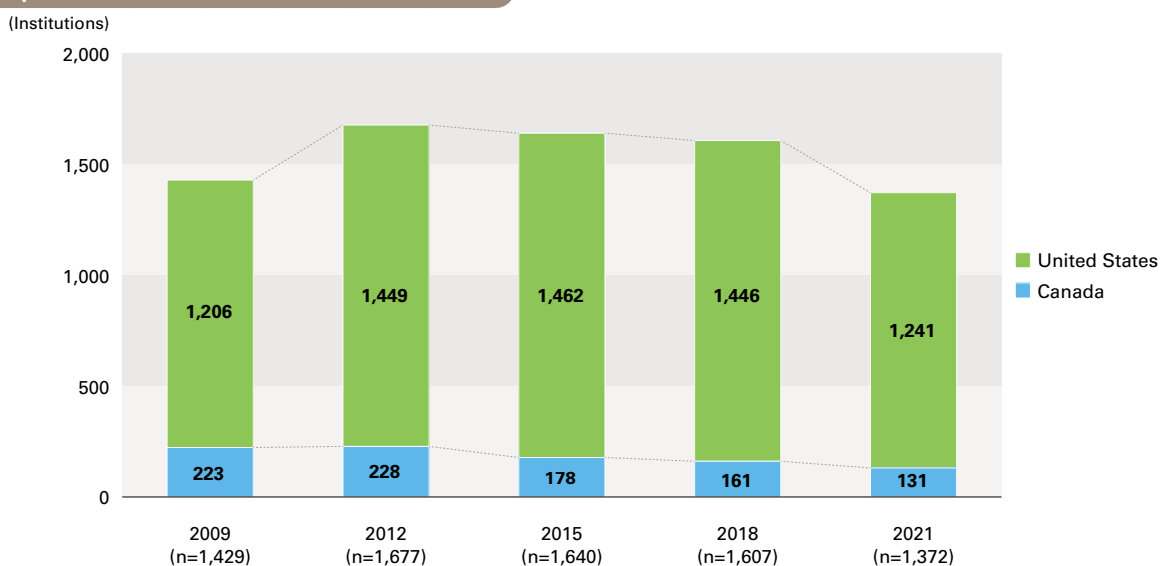
Table 2-5-1 Number of institutions, number of teachers, and number of learners in North America

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

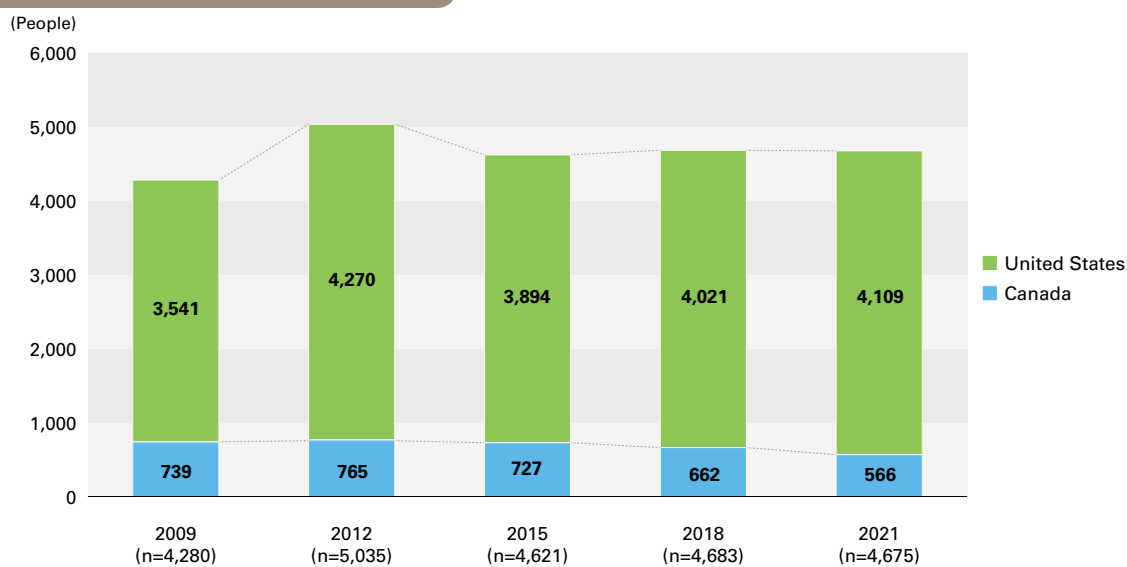
Country and region	2021									2018		
	Institutions (Institutions)	Teachers (People)	Learners (People)	Learners per 100,000 population (People)	Composition by educational stage (Learners) (People)				Population* (People)	Institutions (Institutions)	Teachers (People)	Learners (People)
					Primary education	Secondary education	Higher education	Non- school education				
United States	1,241	4,109	161,402	48.7	19,163	71,440	60,200	10,599	331,449,281	1,446	4,021	166,905
Canada	131	566	18,293	52.0	128	4,000	10,241	3,924	35,151,730	161	662	19,489
North America overall	1,372	4,675	179,695	-	19,291	75,440	70,441	14,523	-	1,607	4,683	186,394

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

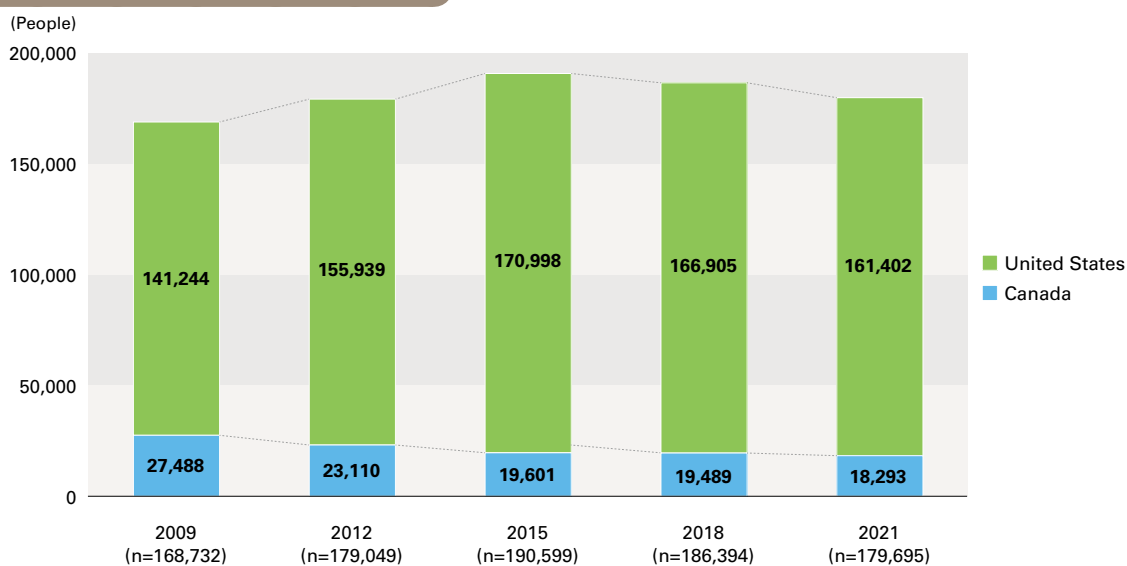
Graph 2-5-1 Number of institutions in North America



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

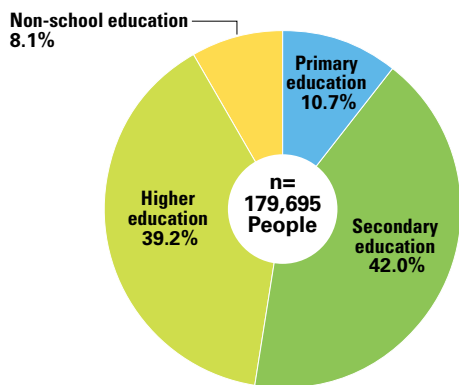
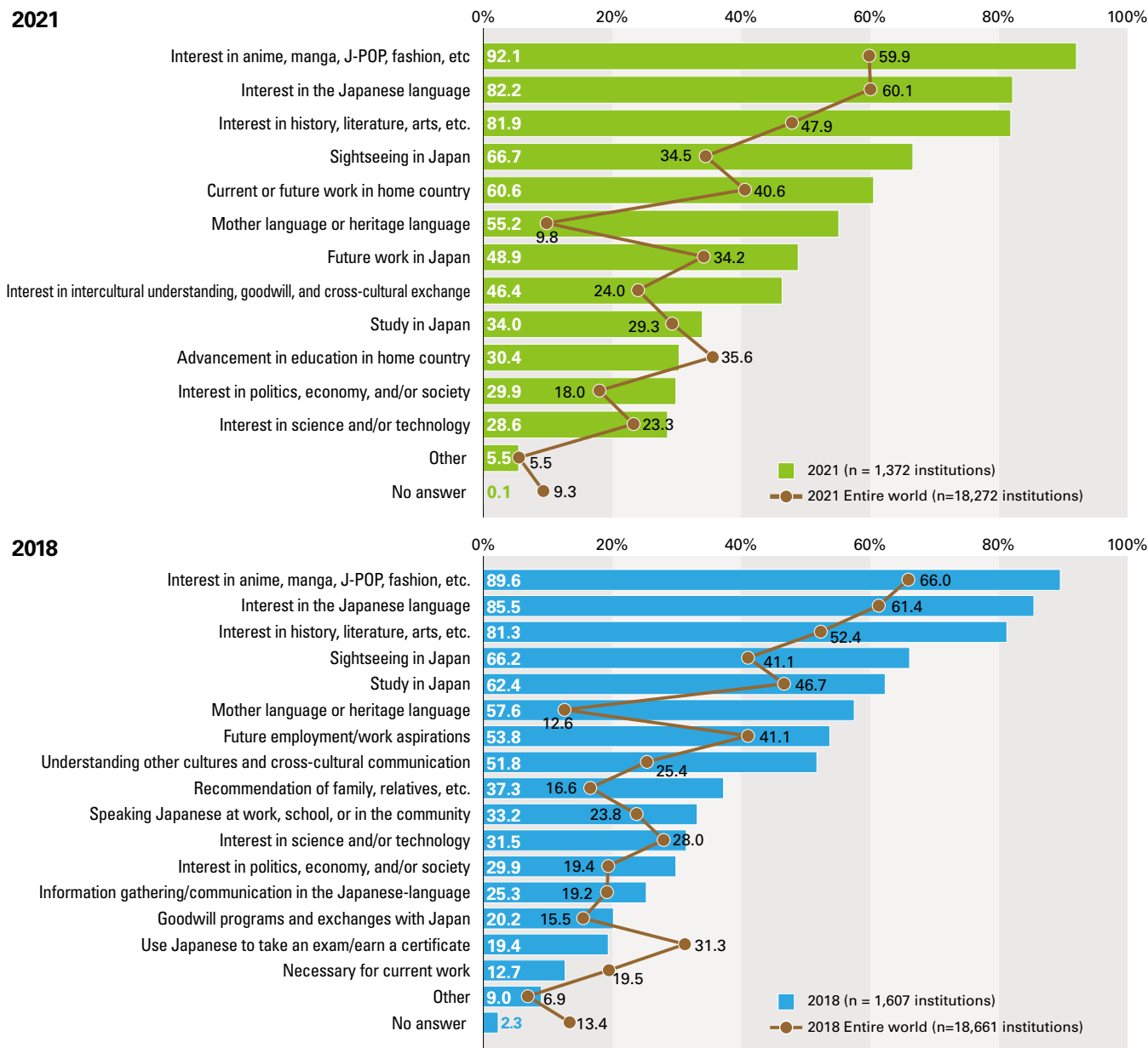


Table 2-5-2 Online class implementation ratio in North America

Country and region	Total number of institutions in the country and region	Online class implementation	
		(Institutions)	(%)
United States	1,241	538	43.4
Canada	131	86	65.6
North America overall	1,372	624	45.5

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



Trends in each country

[United States]

The number of institutions is 1,241 (down 14.2% compared to the previous survey), the number of teachers is 161,402 people (down 3.3% compared to the previous survey), and the number of learners is 4,109 people (up 2.2% compared to the previous survey). Although the number of learners declined, the United States actually climbed up one notch from the previous survey, and now ranks seventh in the world for the number of learners.

Around 25% of primary education institutions in the United States offer foreign-language education, and of these, Japanese-language education is mainly provided in public schools such as charter schools, magnet schools, or immersion schools* with a special curriculum focusing on foreign-language education, or at private schools, with 51% of the primary education institutions that responded to the current survey being private schools. According to an October 2021 report released by the CATO Institute, the number of households sending their children to private schools for the more well-developed programs they offer is on the rise, and the 19,163 Japanese-language learners in the primary educational stage, representing 11.9% of the total learners in the U.S., may increase further in the future.

In contrast, secondary Japanese-language education, which accounts for 44.3% of the total number of learners, is conducted mainly at public schools, and is heavily impacted by school district budgets and policies. Looking at the online class implementation ratio, secondary education is only 21.7% whereas primary education is 42.9% and higher education is 66.2%, which indicates that the percentage of public schools is higher in the secondary educational stage compared to other educational stages, which may result in having insufficient budgets to introduce online classes. In addition, over 70% of schools in upper secondary education have only one full-time Japanese-language teacher, which when combined with the schools that have only one part-time teacher account for over 80% of schools, which means there is a possibility of more Japanese-language classes being closed in the future as these teachers retire. Behind the increase in the number of teachers seen since the previous survey is the fact that single full-time teaching positions are being replaced by having multiple part-time teachers share the position, and it is assumed that there has been no net increase in the number of positions. In a survey released by Saint

Louis University in February 2022, it was reported that there had been a sharp increase in the number of teacher retirements in primary and secondary education due to burnout caused by the increased workload since the outbreak of COVID-19. Meanwhile, although the number of institutions has decreased, interest in Japanese culture, including anime, manga, J-POP, and fashion, remains high in the United States, and while the number of learners decreased in lower secondary education, it increased in upper secondary education, and the number of learners in secondary education as a whole has increased slightly by 1.4% since the previous survey.

The number of learners in higher education is 60,200 people, down 11.8% from the 68,237 people recorded in the previous survey. Compared to before COVID-19, the number of undergraduates in the United States has gone down by 1.4 million people, which is a 9.4% decrease, and the decline in Japanese-language learners can be attributed primarily to the decrease in the number of university students. In addition, the push to increase the emphasis on STEM subjects (science, technology, engineering, and math) at various educational institutions has led to a continuing trend to drop the foreign-language requirements for graduation, or alternately to loosen the requirements (reduce the number of required credits).

Of the 1,241 institutions overall, 538 (43.4%) offer online classes, which is less than half, although 66.2% of higher education institutions are offering them. In general, universities in the United States are more well-endowed and have more state support than other educational stages, and as a result a higher ratio have adopted online learning compared to other educational stages.

*Charter schools: Public schools that are run by the community, teachers, parents, and other entities. They receive authorization (a charter) from the government and are publicly funded.

Magnet schools: A type of public school that originated in the United States. Named for the attractive specialized curricula they offer, which draws children to the school like a magnet from a wide range of neighboring communities, including different counties, cities, and school districts.

Immersion schools: Public schools that offer immersion education (a method of education in which a foreign language is used as the means to study various subjects. Study of a foreign language and of other subjects are conducted at the same time, in a foreign-language environment that is not the students' mother language).

The spreadsheets for survey results by state (1-3a and 1-3b) and for online class implementation by educational stage (10) are available on the Japan Foundation website.

[Canada]

The number of institutions, teachers, and learners in Canada all continue to be on a declining trend. The number of institutions decreased by 30, going from 161 to 131 (down 18.6% compared to the previous survey), the number of teachers decreased by 96 people, going from 662 people to 566 people (down 14.5% compared to the previous survey), and the number of learners decreased by 1,196 people, going from 19,489 people to 18,293 people (down 6.1% compared to the previous survey), and among these results, the decrease in the number of learners in the secondary education stage (decreasing by 375 people, down 8.6% compared to the previous survey) exceeded the rate of decline in learners overall. In Canada, this category accounted for the highest percentage of learners in comparison to the other educational stages at the time this survey began, but as a result of the continuing decline, higher education became the educational stage with the largest percentage of learners starting from the fiscal 2012 survey, and in the current survey, primary education is 0.7%, secondary education is 21.9%, higher education is 56.0%, and non-school education is 21.5%. The declining trend in Japanese-language learners at secondary education institutions in the province of British Columbia, which has the greatest number of learners in the country, has also had an effect. However, while the number of learners in secondary education fell by thousands of people every time in multiple past surveys, the current survey revealed a decrease of just 375 people. Given that most educational institutions had returned to in-person classes and were limiting the number of students to ensure social distancing, the rate of decline has slowed.

In higher education such as universities, which accounts for over half of the number of learners, the number

of learners increased slightly (up 467 people, or 4.8% compared to the previous survey), with increases in provinces including Quebec, Ontario, and Saskatchewan contributing to the rise. This increase is mainly due to the fact that over the past three years, various institutions have implemented budgetary measures to expand the number of students who can enroll in a course, as there had been many students who were unable to enroll in courses because the courses had exceeded the maximum number of students.

In addition, the availability of online courses has made it possible for students to take courses from remote locations, including overseas, which in turn has also led to an increase in the number of learners in higher education.

In non-school Japanese-language education, both the number of institutions and the number of learners, which had increased in the fiscal 2018 survey, decreased this time around. A large proportion of the institutions in this category provide Japanese-language education for pre-school children and young children in the primary education stage, or as a heritage language, and the decrease in non-school education is thought to be mainly due to a drop in enrollment resulting from the closure of schools due to the COVID-19 pandemic and the switch to online classes.

Some of the factors reported to have contributed to the decrease in the number of learners during the COVID-19 pandemic include limitations on the number of students per class, mainly in secondary education, and, mainly at non-school education institutions, the cancellation of applications from students who only wish to sign up for in-person classes.

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

6. Central America

Status of Japanese-language education in Central America

In Central America overall the number of institutions is 180 institutions (up 7.1%), the number of teachers is 765 people (up 19.2%), and the number of learners is 17,562 people (up 1.1%), so all items saw a further increase from the previous (fiscal 2018) survey, when large increases were recorded across the board.

Mexico accounts for a high percentage of all of the survey items, with 77.2% of the number of institutions, 80.0% of the number of teachers, and 82.9% of the number of learners.

Comparing the results for each country to the previous survey, in Mexico all items continued to increase from the previous survey, with the number of institutions up 15.8%, the number of teachers up 26.7%, and the number of learners up 6.4%, and Puerto Rico also recorded increases across the board. On the other hand, the numbers in Cuba, the Dominican Republic, Belize, and Honduras decreased.

Regarding the number of learners, looking at the percentage by educational stage, primary education is 3.5%, secondary education is 7.0%, higher education is 14.7%, and non-school education is 74.8%, so the

category of non-school education accounts for the highest percentage, and following the increase of 17.4 points in the previous survey from the survey before last (fiscal 2015), non-school education has gained another 11.5 points from the 63.3% recorded in the previous (fiscal 2018) survey.

As for the online class implementation ratio, Mexico, which has the largest number of institutions, was 92.8%, and although the number of institutions is small in other countries and regions, almost all of them had a 100% implementation ratio, resulting in the very high ratio of 93.9% for Central America overall.

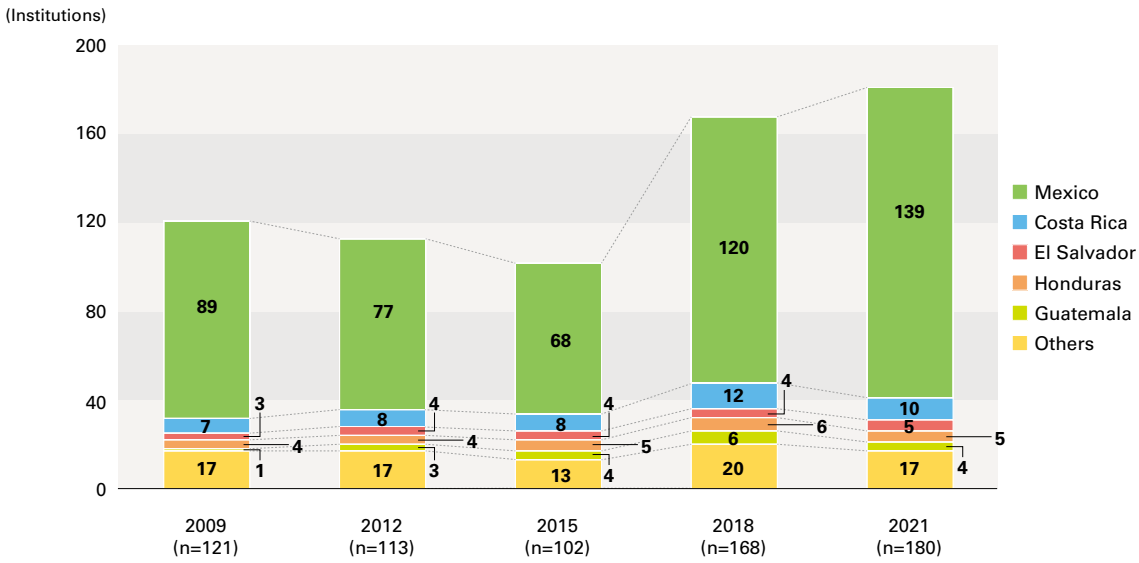
Turning to the objectives for Japanese-language learning, the top two responses, “interest in anime, manga, J-POP, fashion, etc.” (90.6%) and “interest in the Japanese language” (86.7%) were given by a very high percentage of respondents compared to the world overall. The next most-popular response was “current or future work in home country” (85.0%), with percentages for other items also similar to or higher than the global response rates, indicating that people are pursuing Japanese-language study in Central America for a wide variety of reasons.

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 2021)

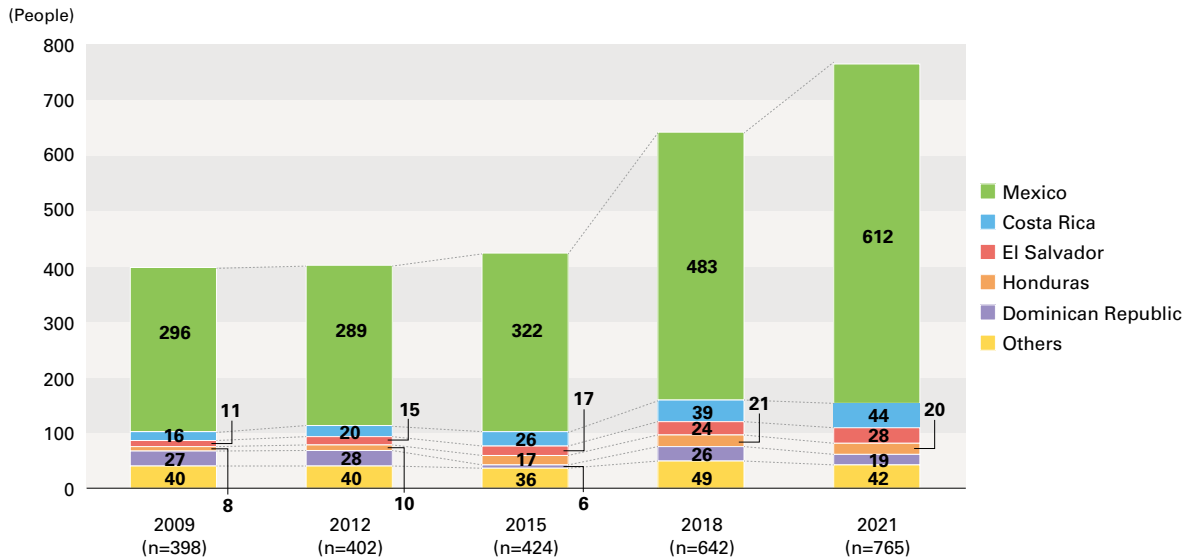
Country and region	2021									Population* (People)	2018		
	Institutions (Institutions)	Teachers (People)	Learners (People)	Learners per 100,000 population (People)	Composition by educational stage (Learners) (People)				Institutions (Institutions)		Teachers (People)	Learners (People)	
					Primary education	Secondary education	Higher education	Non-school education					
Mexico	139	612	14,552	11.5	588	1,145	2,103	10,716	126,014,024	120	483	13,673	
Costa Rica	10	44	829	19.3	0	0	0	829	4,301,712	12	39	892	
Guatemala	4	12	414	3.7	0	0	0	414	11,237,196	6	10	333	
El Salvador	5	28	387	6.7	0	0	63	324	5,744,113	4	24	424	
Honduras	5	20	355	4.3	21	21	27	286	8,303,771	6	21	492	
Jamaica	3	5	213	7.9	0	0	153	60	2,697,983	3	5	217	
Dominican Republic	3	19	175	1.9	0	0	0	175	9,445,281	4	26	227	
Trinidad and Tobago	1	2	150	11.3	0	0	3	147	1,332,901	1	3	170	
Panama	3	6	140	4.1	0	15	25	100	3,405,813	3	6	132	
Puerto Rico	2	2	139	4.2	0	0	121	18	3,285,874	1	1	50	
Haiti	1	4	108	1.3	0	54	54	0	8,373,750	1	4	36	
Nicaragua	2	7	62	1.2	0	0	0	62	5,142,098	1	7	120	
Cuba	1	2	28	0.3	0	0	28	0	11,167,325	4	10	574	
Belize	1	2	10	3.1	0	0	0	10	322,453	2	3	27	
Central America overall	180	765	17,562	-	609	1,235	2,577	13,141	-	168	642	17,367	

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

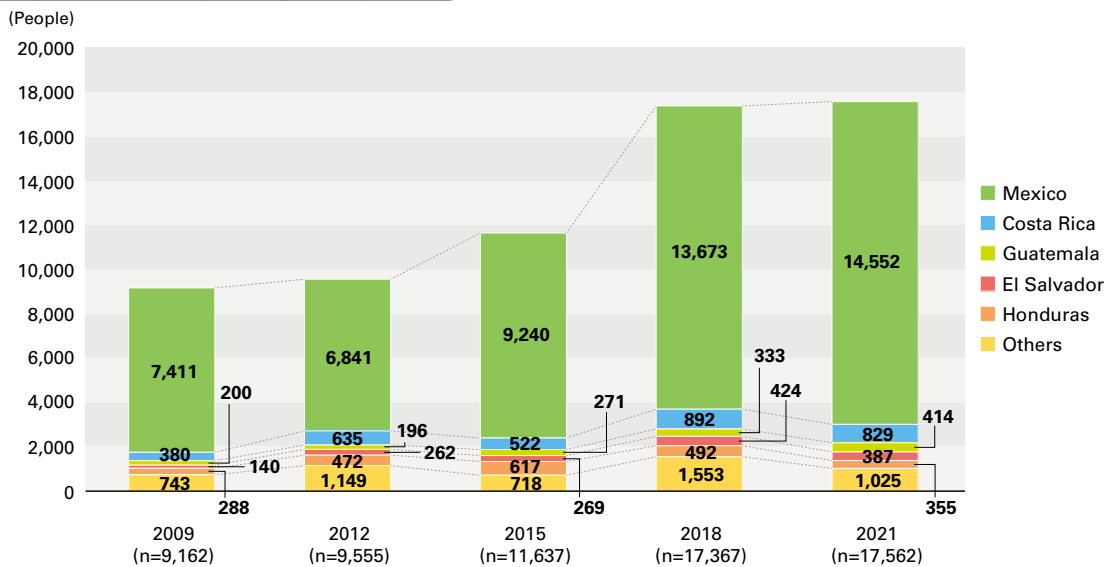
Graph 2-6-1 Number of institutions in Central America



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

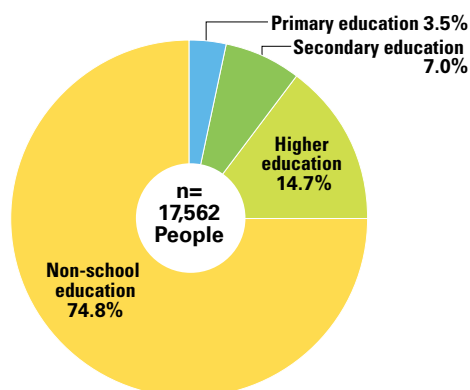
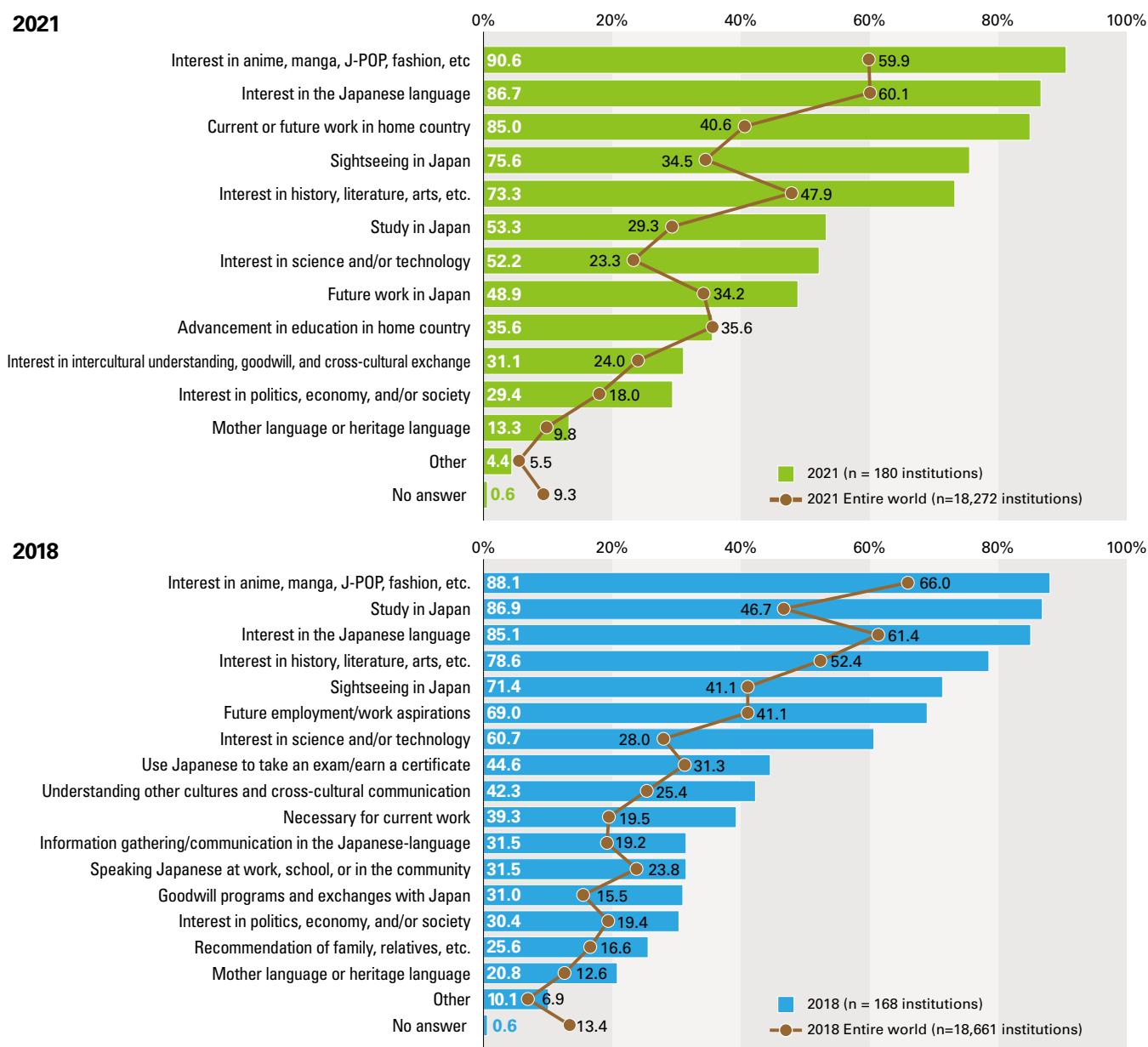


Table 2-6-2 Online class implementation ratio in Central America

Country and region	Total number of institutions in the country and region	Online class implementation	
		(Institutions)	(%)
Mexico	139	129	92.8
Costa Rica	10	10	100.0
El Salvador	5	5	100.0
Honduras	5	5	100.0
Guatemala	4	4	100.0
Jamaica	3	3	100.0
Dominican Republic	3	3	100.0
Panama	3	3	100.0
Nicaragua	2	2	100.0
Puerto Rico	2	2	100.0
Cuba	1	1	100.0
Trinidad and Tobago	1	1	100.0
Haiti	1	0	0.0
Belize	1	1	100.0
Central America overall	180	169	93.9

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



Trends in each country and region

[Mexico]

In Mexico, the country where the scale of Japanese-language education is the largest in the Central America region, the number of institutions, teachers, and learners have all grown steadily, in particular in the category of non-school education. Because the number of learners decreased in most of the other educational stages, the percentage accounted for by this category in Mexico overall has grown even larger, with 85.6% of the total number of institutions (73.3% in the previous survey), 88.1% of the total number of teachers (81.0% in the previous survey), and 73.6% of the total number of learners (59.8% in the previous survey). Meanwhile, the percentage of Japanese-language teachers who are non-native speakers continues to rise, going from 49.7% in the survey before last and 56.3% in the previous survey to 67.8%.

In higher education, the number of institutions has decreased by 17 since the previous survey, falling from 40 to 23 institutions. Of these, 11 institutions, equivalent to approximately 65%, responded that “classes are temporarily suspended.” Amidst the COVID-19 pandemic, some institutions were forced to temporarily suspend classes due to the technical or financial difficulties involved in switching to online classes, and in some cases, classes were not offered because there were no longer enough students based on the stricter requirements for holding classes. Meanwhile, some students who returned to their homes in rural areas due to university closures gave up on taking online classes because of the undeveloped IT infrastructure in the areas where they live, while some decided not to take classes because of negativity toward online courses (based on issues with maintaining focus, the inability to interact directly with teachers and classmates, and so on).

Looking at the situation by state and region, the capital of Mexico City has the largest number of institutions, teachers, and learners, with each accounting for 20 to 30% of the total numbers in the country overall. Furthermore, if these figures are combined with those for the state of Mexico as the “Mexico City metropolitan area,” the area accounts for 29.5% of the total number of institutions in the country overall, 33.5% of the number of teachers, and 40.9% of the number of learners. The next-largest area for Japanese-language education is the Bajío region (the central highlands region of Mexico, where many Japanese companies have entered, primarily in automobile-related manufacturing industries), accounting for 34.5%, 34.6%, and 26.1% of the number of institutions, teachers, and learners in the country overall, respectively. The Mexico City metropolitan area and the Bajío region alone account for around 70% of Japanese-language education in Mexico overall.

In March 2020, the Mexican Secretariat of Public Education closed all schools simultaneously, including universities, for one month as a measure to prevent the spread of COVID-19 infections (about 250,000 schools nationwide, including private universities, with around 33 million students and pupils). Almost all institutions, including kindergartens and private-sector language schools, switched to online classes, and some Japanese-language institutions that specialize in online classes have also emerged, but as there have been issues including the IT infrastructure, as of fiscal 2021 many institutions have shifted to a hybrid format combining online and in-person classes, and some have reverted completely to in-person instruction.

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

7. South America

Status of Japanese-language education in South America

The number of institutions in South America is 394 (down 21.4% compared to the previous (fiscal 2018) survey), the number of teachers is 1,548 people (down 15.8% compared to the previous survey), and the number of learners is 34,557 people (down 18.2% compared to the previous survey), so the number of institutions, teachers, and learners all went from having increased in the previous survey to decreasing in the current survey.

The number of institutions, in order from most to least, is Brazil (261), Argentina (51), and Colombia (20), and the number of teachers is also Brazil (942 people), Argentina (252 people), and Colombia (85 people). On the other hand, looking at the number of learners, there was no change to the top two as Brazil has the greatest number of learners with 20,732 people followed by Argentina with 4,486 people, but next is Peru with 3,761 people. Peru continues to follow the same trend seen in the previous survey in that there is a comparatively large number of learners relative to the number of institutions (13) and teachers (81 people).

Looking at the increases and decreases for each country, the results were that while the number of institutions has increased in 6 of the 10 countries in South America, the number of teachers decreased in 6 countries, and the number of learners decreased in 8 countries except for

Ecuador and Colombia. In Brazil in particular, which is the largest country for Japanese-language education in the region, there were significant decreases in the number of institutions (down 31.3%), the number of teachers (down 20.3%), and in the number of learners (down 20.7%).

Regarding the number of learners, looking at the percentage by educational stage, primary education is 12.5%, secondary education is 18.5%, higher education is 8.1%, and non-school education is 60.9%, so the trend which has continued from the survey before last (fiscal 2015) as well as the previous survey is that the ratio accounted for by non-school education is high.

The online class implementation ratio was 100% in 6 countries, 90% in Venezuela, 84.3% in Argentina, and 83.9% in Brazil, and while Paraguay recorded the lowest ratio at 69.2%, all countries in South America exceeded the global implementation ratio (63.1%).

Looking at the objectives of Japanese-language learning, as was the case in the previous survey, the most popular response was “interest in anime, manga, J-POP, fashion, etc.” (90.1%). Next was “interest in history, literature, arts, etc.” (80.7%), which increased by 22.4 points, a higher percentage than “interest in the Japanese language” (79.7%), which ranked third in the region in the previous survey.

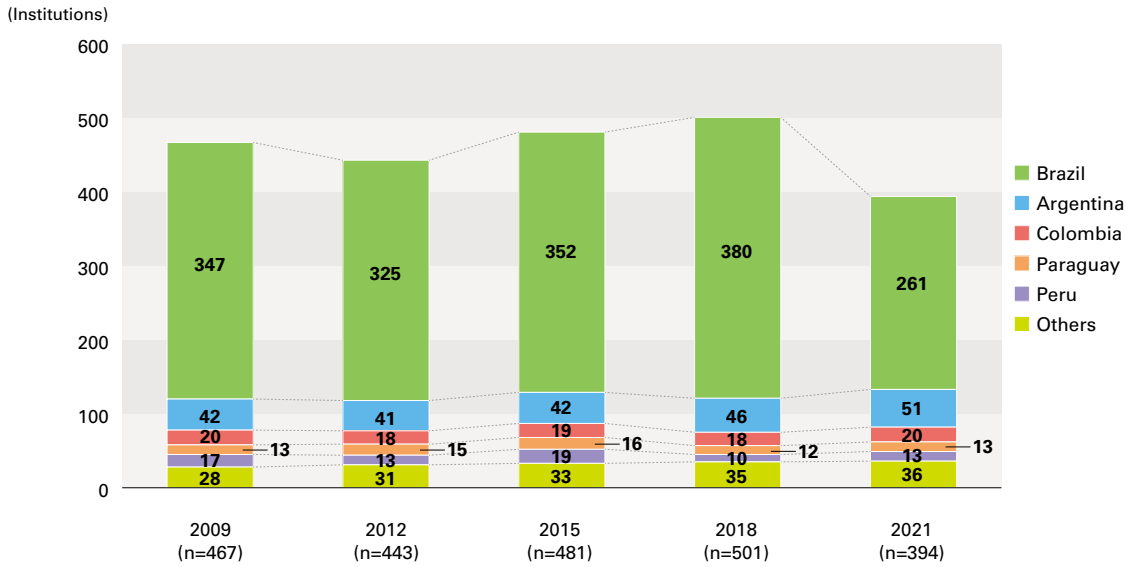
Table 2-7-1 Number of institutions, number of teachers, and number of learners in South America

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

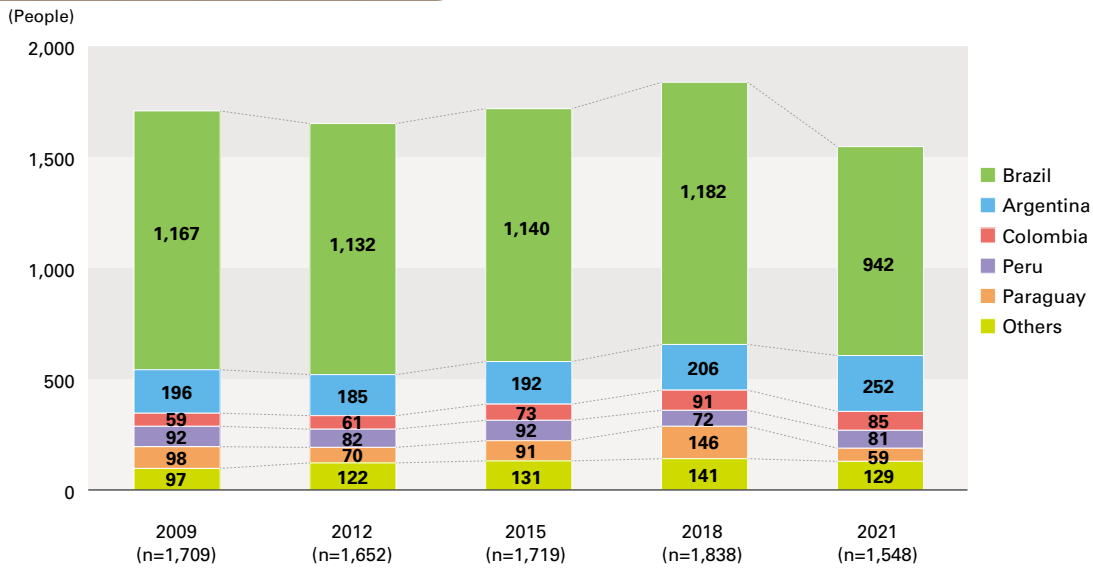
Country and region	2021									Population* (People)	2018		
	Institutions (Institutions)	Teachers (People)	Learners (People)	Learners per 100,000 population (People)	Composition by educational stage (Learners) (People)				Institutions (Institutions)		Teachers (People)	Learners (People)	
					Primary education	Secondary education	Higher education	Non- school education					
Brazil	261	942	20,732	10.9	2,189	4,869	1,705	11,969	190,755,799	380	1,182	26,157	
Argentina	51	252	4,486	11.2	350	140	227	3,769	40,117,096	46	206	5,054	
Peru	13	81	3,761	12.8	1,156	998	10	1,597	29,381,884	10	72	3,792	
Colombia	20	85	2,024	4.6	0	0	436	1,588	44,164,417	18	91	1,645	
Paraguay	13	59	1,262	24.4	413	244	1	604	5,163,198	12	146	3,010	
Chile	11	39	1,096	6.2	44	64	323	665	17,574,003	10	43	1,205	
Bolivia	5	22	488	4.9	172	61	0	255	10,059,856	6	40	557	
Venezuela	10	32	302	1.1	0	0	34	268	27,227,930	11	35	443	
Ecuador	4	20	225	1.6	0	0	70	155	14,483,499	4	11	112	
Uruguay	6	16	181	5.5	0	0	10	171	3,286,314	4	12	251	
South America overall	394	1,548	34,557	-	4,324	6,376	2,816	21,041	-	501	1,838	42,226	

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

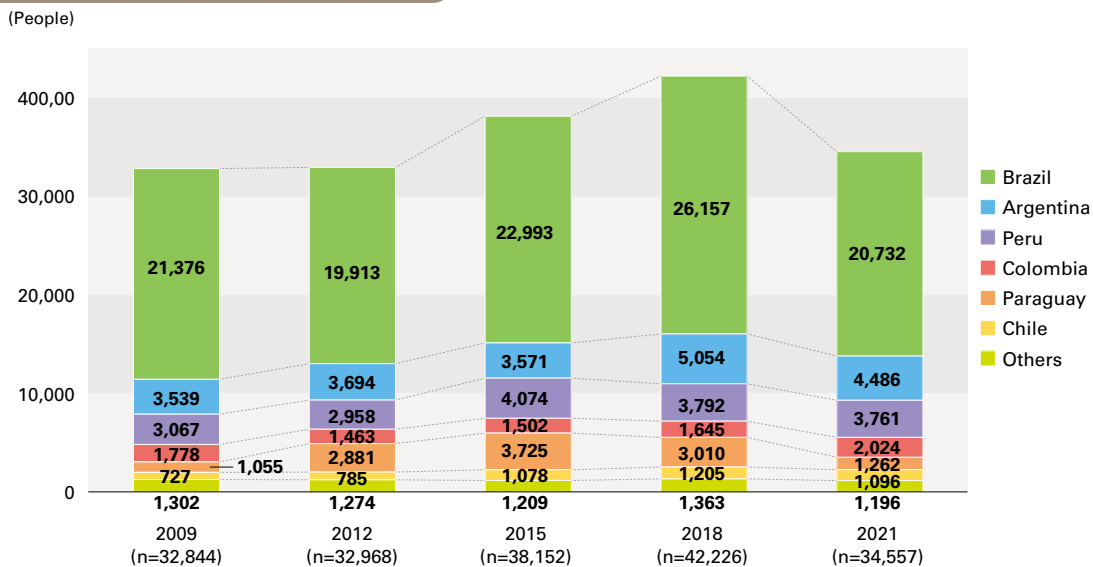
Graph 2-7-1 Number of institutions in South America



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

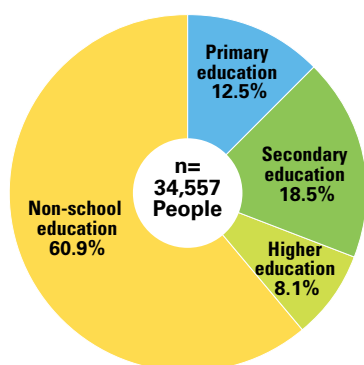
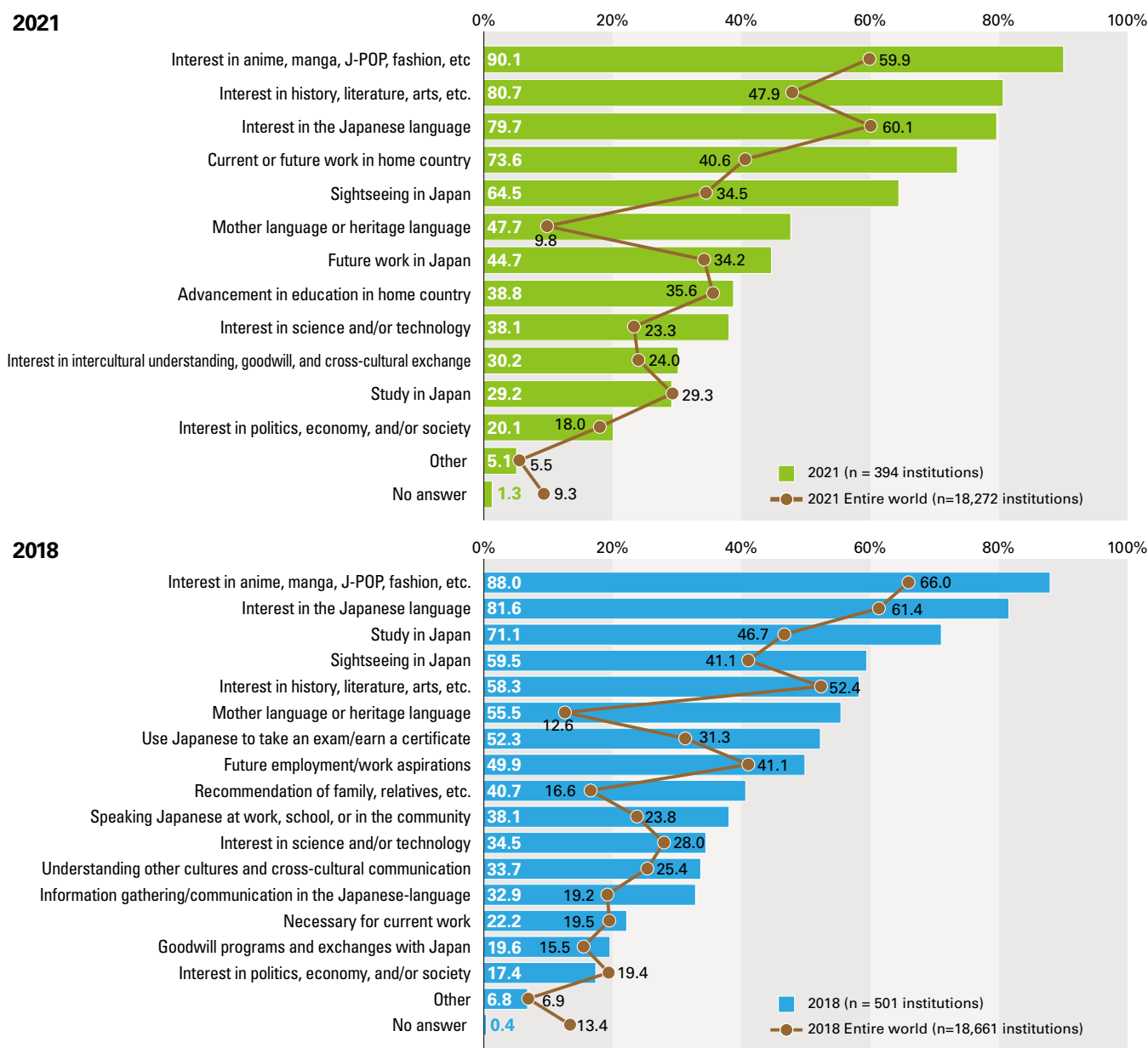


Table 2-7-2 Online class implementation ratio in South America

Country and region	Total number of institutions in the country and region	Online class implementation	
		(Institutions)	(%)
Brazil	261	219	83.9
Argentina	51	43	84.3
Colombia	20	20	100.0
Peru	13	13	100.0
Paraguay	13	9	69.2
Chile	11	11	100.0
Venezuela	10	9	90.0
Uruguay	6	6	100.0
Bolivia	5	5	100.0
Ecuador	4	4	100.0
South America overall	394	339	86.0

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



Trends in each country and region

[Brazil]

While Brazil continues to be the country with the most Japanese-language education in South America, the COVID-19 pandemic has had a major impact, and compared to the previous survey the number of institutions decreased by 119 (down 31.3%) and the number of learners dropped by 5,425 people (down 20.7%). This is mainly attributed to inability to maintain Japanese-language activities (education and learning) arising in some areas due to the spread of COVID-19, as both institutions and learners faced difficulties due to the lack of a sufficiently developed IT environment for online classes, along with financial concerns and other factors.

Some learners in extra-curricular Japanese-language courses that have been established at language centers in public secondary schools (activities utilizing idle classrooms and facilities during free time, as the school day is only a half day) by certain state departments of education (the São Paulo State Department of Education, the Paraná State Department of Education, the Brasilia Federal District Department of Education, and the Amazonas State Department of Education) have dropped the courses because they were not able to prepare the necessary IT environment when the classes were switched to an online format due to the pandemic. In addition, the shift to an all-day secondary school system which has been promoted by the Brazil Federal Ministry of Education has led to language centers being abolished at some institutions, and the number of learners at secondary education institutions in the current survey has declined by 956 people, going from 5,825 people in the previous survey to 4,869 people (down 16.4%). The impact of the COVID-19 pandemic on non-school institutions has been even more serious, with cases of private cram schools run by a single Japanese-language

teacher having to close because of an inability to handle online classes, along with some cases of the number of learners at these institutions being reduced by half compared to before the pandemic due to the learners' inability to set up a learning environment or to pick up the IT skills necessary to participate in online classes, resulting in an overall decrease of 4,198 learners at these institutions, going from 16,167 people to 11,969 people (down 26.0%). Reflecting these circumstances, the online class implementation ratio in Brazil was 83.9%, which is lower than the 86.0% ratio for South America overall.

In higher education, the number of learners has increased by 206 people (up 13.7%) as a result of the “Languages without Borders” program at Brazil’s five federal universities, in which student tutors in Japanese-language departments provide Japanese-language courses for students in other departments and faculties who are interested in learning Japanese, free of charge, along with a new Japanese-language correspondence course that was launched in 2019 at the private Universidade Cruzeiro do Sul and the fact that this university can accept more students than other universities, among other reasons.

The history of Japanese immigration to Brazil stretches back over 110 years, and today there are sixth-generation people of Japanese descent being born there. Although many of Brazil’s Japanese-language learners have Japanese roots, few use Japanese at home, and most do not learn Japanese with an awareness of it being a heritage language. In terms of the form of instruction as well, many institutions offer Japanese-language education as a foreign language, even if the Japanese-language courses are being organized by a Japanese-affiliated organization.

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

8. Western Europe

Status of Japanese-language education in Western Europe

In Western Europe the results are that the number of institutions is 1,061 (down 5.5% compared to the previous (fiscal 2018) survey), the number of teachers is 2,944 people (down 0.8% compared to the previous survey), and the number of learners is 89,530 people (down 0.6% compared to the previous survey), with lower numbers across the board than in the previous survey. Note that in the current survey, the implementation of Japanese-language education was newly confirmed in Cyprus and San Marino, while implementation in Monaco was confirmed to have resumed.

The countries with the greatest numbers of institutions and teachers are France (302 institutions and 930 people), the United Kingdom (172 institutions and 473 people), Spain (158 institutions and 404 people), and Germany (128 institutions and 353 people). Regarding

the number of learners, the order is France (29,569 people), the United Kingdom (14,631 people), Germany (11,687 people), and Spain (9,383 people), revealing that Spain has fewer learners in comparison to the number of institutions and teachers. The top-ranked countries are countries in which the populations themselves are large, and if looking at the number of learners per 100,000 population, the result is the same as the previous survey, with Ireland (64.8 people) ranking first.

Looking at the increases and decreases compared with the fiscal 2018 survey by country, the number of institutions has increased in 13 countries, was unchanged in 1 country, and has decreased in 8 countries; the number of teachers has increased in 13 countries and decreased in 9 countries; and the number of learners has increased in 16 countries and decreased in 6 countries, and while the countries with increases outnumbered the countries

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 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				
France	302	930	29,569	46.0	663	7,402	12,880	8,624	64,300,821	229	763	24,150
United Kingdom	172	473	14,631	23.1	1,558	3,648	6,573	2,852	63,379,787	288	646	20,040
Germany	128	353	11,687	14.6	47	1,529	5,480	4,631	80,219,695	157	473	15,465
Spain	158	404	9,383	20.0	15	21	1,872	7,475	46,815,915	141	325	8,495
Italy	45	186	8,387	14.1	0	669	6,583	1,135	59,433,744	62	235	7,831
Ireland	35	48	3,084	64.8	0	2,644	416	24	4,761,865	44	67	2,803
Switzerland	77	197	2,791	34.7	0	178	931	1,682	8,035,391	72	194	3,008
Netherlands	22	69	1,599	9.6	0	32	1,130	437	16,655,799	16	40	1,496
Finland	15	28	1,584	28.6	0	404	415	765	5,533,793	6	11	284
Sweden	18	45	1,471	15.5	126	236	948	161	9,482,855	29	57	1,769
Belgium	12	38	1,196	10.9	0	0	696	500	11,000,638	5	20	960
Denmark	18	42	897	16.1	0	224	274	399	5,560,628	15	23	751
Austria	8	22	880	10.5	0	21	585	274	8,401,940	14	28	800
Norway	14	35	667	13.4	0	196	341	130	4,979,955	9	17	640
Portugal	11	27	663	6.4	0	0	287	376	10,282,306	14	28	682
Greece	12	25	568	5.3	0	0	30	538	10,816,286	11	29	608
Luxembourg	7	7	228	44.5	21	123	0	84	512,353	6	6	218
Iceland	3	9	145	46.0	0	55	90	0	315,556	4	5	99
Cyprus	1	1	45	5.4	0	0	0	45	840,407	-	-	-
Malta	1	1	34	8.1	0	0	0	34	417,432	1	2	15
San Marino	1	1	14	45.7	0	0	0	14	30,652	-	-	-
Monaco	1	3	7	18.8	0	0	0	7	37,308	-	-	-
Western Europe overall	1,061	2,944	89,530	-	2,430	17,382	39,531	30,187	-	1,123	2,969	90,114

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

with decreases in all cases, the significant declines in the United Kingdom and Germany in the number of institutions (decreasing by 116 institutions in the United Kingdom and 29 institutions in Germany), the number of teachers (decreasing by 173 people in the United Kingdom and 120 people in Germany), and the number of learners (decreasing by 5,409 people in the United Kingdom and 3,778 people in Germany) resulted in an overall decrease in the region in all of these categories.

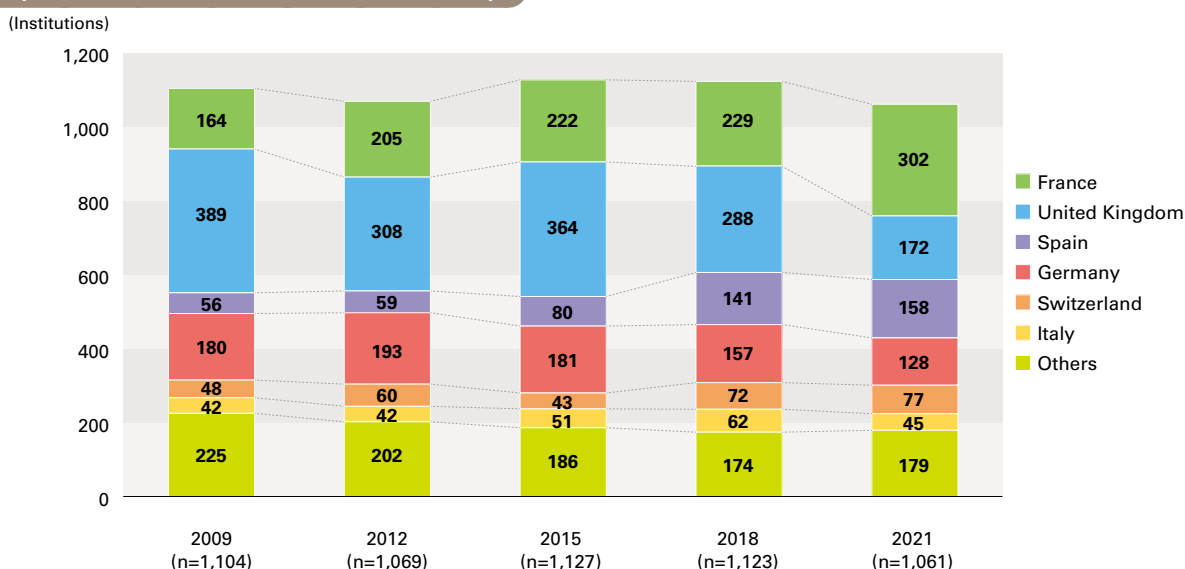
The ratios of the number of learners by educational stage are primary education, 2.7%; secondary education, 19.4%; higher education, 44.2%; and non-school education, 33.7%, which is roughly the same as the

results of the previous survey.

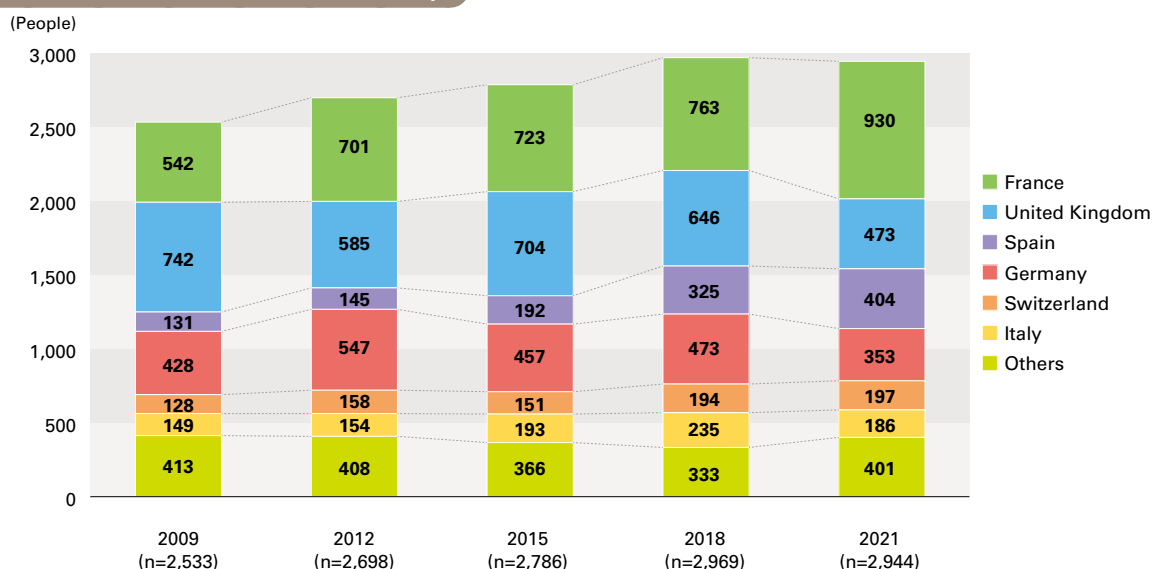
The online class implementation ratio for the region overall was 60.7%, which is lower than the global implementation ratio (63.1%). Excluding countries with only 1 institution, Ireland (14.3%) and Denmark (16.7%) had particularly low ratios, while on the other hand nations such as Greece (91.7%) and the Netherlands (90.9%) had high ratios.

Looking at the objectives of Japanese-language learning, as seen in the previous survey, the most popular responses were “interest in anime, manga, J-POP, fashion, etc.” (82.8%), “interest in history, literature, arts, etc.” (79.4%), and “interest in the Japanese language” (78.4%).

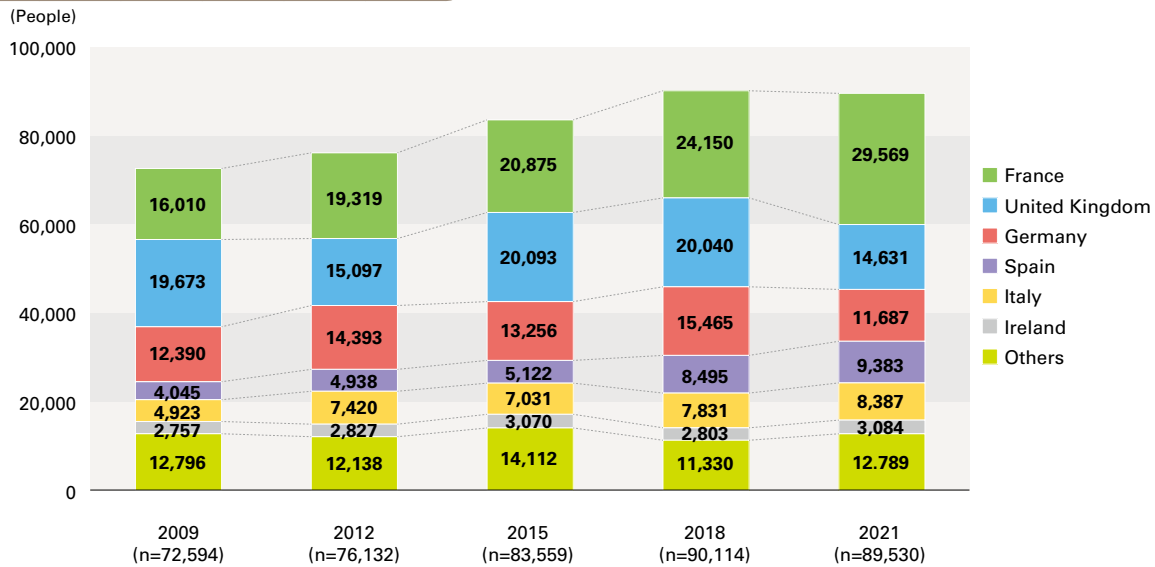
Graph 2-8-1 Number of institutions in Western Europe



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

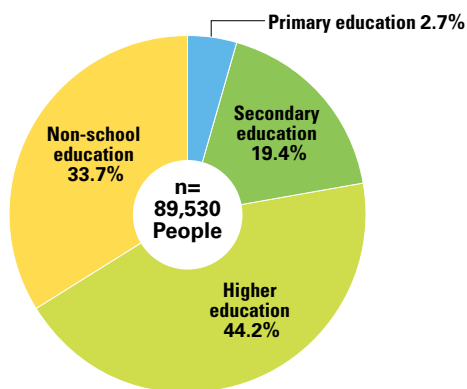
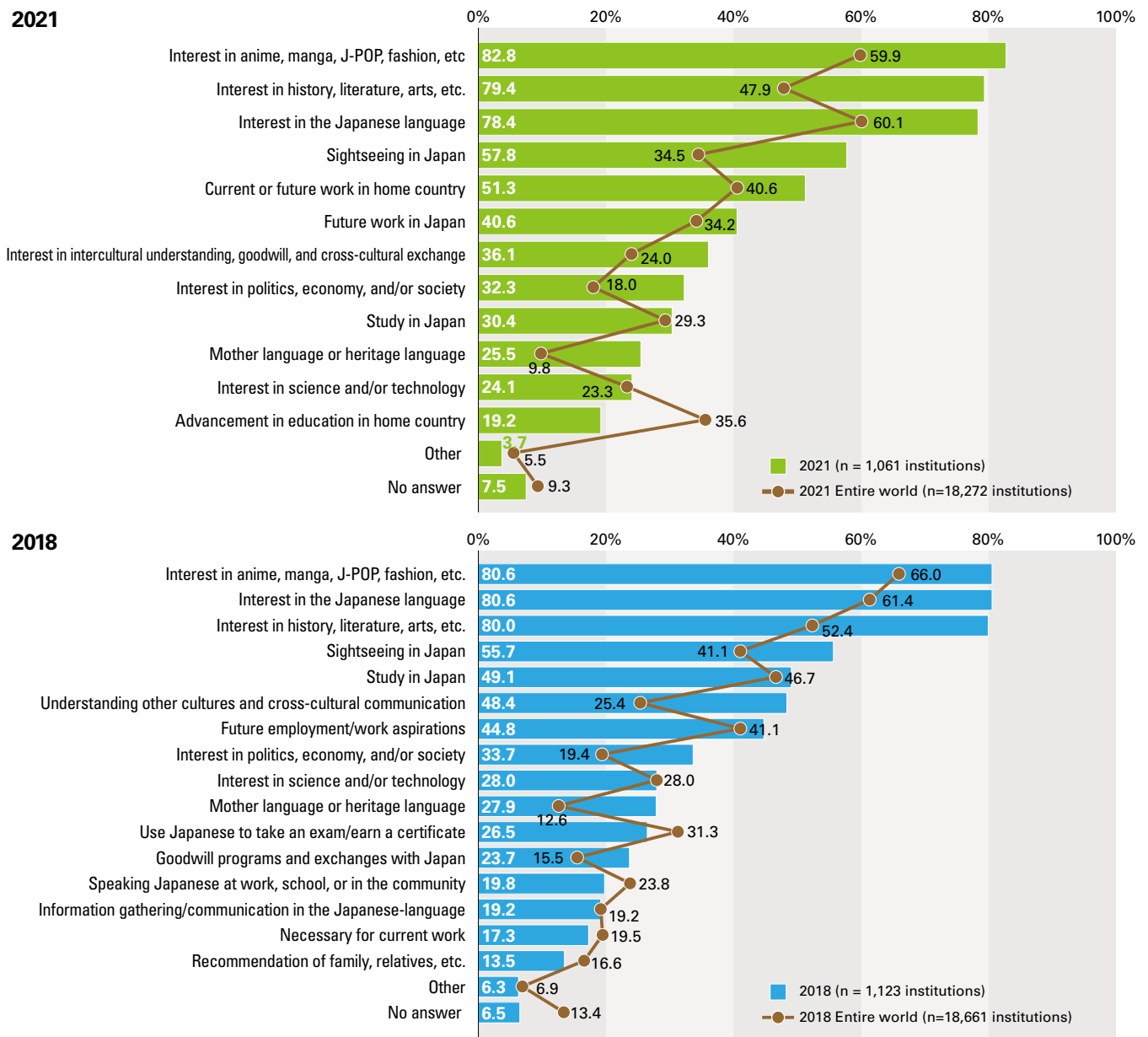


Table 2-8-2 Online class implementation ratio in Western Europe

Country and region	Total number of institutions in the country and region	Online class implementation	
		(Institutions)	(%)
France	302	126	41.7
United Kingdom	172	117	68.0
Spain	158	106	67.1
Germany	128	105	82.0
Switzerland	77	55	71.4
Italy	45	37	82.2
Ireland	35	5	14.3
Netherlands	22	20	90.9
Sweden	18	11	61.1
Denmark	18	3	16.7
Finland	15	10	66.7
Norway	14	7	50.0
Greece	12	11	91.7
Belgium	12	9	75.0
Portugal	11	9	81.8
Austria	8	7	87.5
Luxembourg	7	2	28.6
Iceland	3	1	33.3
Cyprus	1	1	100.0
San Marino	1	0	0.0
Malta	1	1	100.0
Monaco	1	1	100.0
Western Europe overall	1,061	644	60.7

Graph 2-8-5 Objectives of Japanese-language learning in Western Europe



Trends in each country

[France]

Since the previous survey, the number of Japanese-language institutions in France has increased by approximately 30% and the number of teachers and learners have increased by approximately 20%.

In all of the educational stages, the number of institutions, teachers, and learners increased. Looking at the results by educational stage, over half of the respondents at institutions in primary education selected “advancement in education in home country” and “future work in Japan” as the motivation for learning, which stood out as unique. In secondary education, in addition to the particularly large rate of increase in the number of teachers, over 80% of institutions

responded that Japanese culture, including anime, manga, J-POP, and fashion, and Japanese-language itself served as the motivation for learning, indicating that interest remains high. On the other hand, as a result of 2021 reforms to the International Baccalaureate, the third foreign language, for which many learners were taking Japanese, is no longer a compulsory subject, which poses concerns that this may affect students who intend to sit the examination in the future. In higher education, in addition to the over 70% of institutions which responded that interest in Japanese culture and the language itself were the motivations for learning, “current or future work in home country” has also become a key motivating factor. The establishment in 2017 of a new certification for regular Japanese-language teaching positions in

secondary education, the CAPES (certificat d'aptitude au professorat de l'enseigne du second degré) externe de japonais, in addition to the existing certification for senior secondary education teachers (the agrégation) and the certification for associate secondary education teachers (the CAPES réservé) may have led to an increase in learners who hope to obtain one of these teaching certificates.

As for non-school education, in addition to institutions being widely distributed in rural areas, it was confirmed that local chambers of commerce, vocational training centers and other entities are functioning as intermediaries between Japanese-language learners and teachers, which may be one factor leading to the increase in the number of teachers and learners. As seen in secondary and higher education, the main motivation for learning was interest in Japanese culture and the language itself, with “sightseeing in Japan” also named by many institutions.

After the outbreak of COVID-19, educational institutions in France resumed in-person classes in 2021, soon after the start of the new term. In addition to a preference for learning languages in traditional face-to-face settings, the increase in non-school education Japanese-language institutions in each region and the limited impact of the pandemic on in-person classes are thought to have contributed to only around 40% of the institutions in France offering online learning.

[United Kingdom]

Due to the impact of the COVID-19 pandemic, the number of institutions decreased from 288 to 172 (down 40.3% compared to the previous survey), the number of teachers went from 646 people to 473 people (down 26.8% compared to the previous survey), and the number of learners went from 20,040 people to 14,631 people (down 27.0% compared to the previous survey), with significant declines across the board. Nevertheless, the United Kingdom is second only to France in the scale of Japanese-language education.

In primary education, although there was a short-lived increase in the number of learners associated with foreign-language education being made compulsory in England in 2014, the number of learners has been on a declining trend thereafter due to financial difficulties and shrinking budgets at educational facilities. As a result of the outbreak of the COVID-19 pandemic happening amid these circumstances, individual schools were stretched to their limits by having to revise class schedules, switch to online education, and implement measures to prevent infection, and even after COVID-related restrictions were lifted, it is assumed that many educational institutions

have continued to suspend Japanese-language education. In primary education, few institutions have full-time language teachers, and many classes are taught by homeroom teachers or others who do not have any professional background in the subject, which naturally limits the number and variety of foreign language classes that can be offered. Financial issues often make it difficult to conduct external hires of teachers who specialize in languages, which is undoubtedly having an impact on the resumption of Japanese-language courses after the pandemic.

As seen in primary education, the number of institutions in secondary education has been decreasing due to financial difficulties and budget squeezes at educational institutions, with the pandemic adding on to the trend to create an even larger drop. The number of learners in extra-curricular Japanese-language classes has decreased more than those in regular classes, which can be attributed to the fact that extra-curricular classes, which are easier to temporarily suspend, were particularly impacted by the various emergency response measures undertaken and the prioritization of teachers' efforts on regular classes. Moreover, the reason why the proportion by which the number of learners has decreased is smaller than that of the decrease in the number of institutions is thought to be that schools which have a large number of learners have tended to continue offering Japanese-language education, while those with few learners and more vulnerable systems have closed.

Among the types of higher education, non-major courses (extra-curricular activities) saw a significant decrease in both the number of institutions and the number of learners. On the other hand, in major courses, the number of institutions decreased but the number of learners increased slightly, which implies that there is a high level of interest in Japan. This can be attributed partly to the unflagging popularity of Japanese subcultures as well as moves by the United Kingdom to strengthen its economic ties with Japan, such as Brexit (the UK's withdrawal from the EU) and the TPP. In addition, some institutions reported a sharp increase in the number of students enrolling in Japanese-language education as a minor when the limit on the number of students per course was removed due to online classes being offered, and it appears that the effects of the pandemic can be broadly classified into having increased or decreased the number of learners at institutions.

In non-school education, institutions include not only language schools but also lifelong learning courses established at universities, among others. The number of institutions and learners have decreased as a result of the COVID-19 pandemic, but although the implementation

of Japanese-language classes could not be confirmed at the time of the survey, given that there are institutions accepting applications for new students for the new academic year starting in the spring of 2022, the popularity of Japanese-language itself does not seem to be waning.

[Germany]

The number of institutions, teachers, and learners have all decreased.

In higher education, which accounts for 46.9% of the total number of learners, universities with relatively large-scale Japanese-language departments had decreases in the number of learners. As an example of a reason for the decline, Japanese-language and Japanese studies departments, which require students to earn credits through study abroad in Japan, reported cases of students dropping their majors because of the prolonged COVID-19 pandemic. Moreover, as in the previous survey, there is a continuing trend of placing priority on European languages such as English, French, and Spanish, which has led to reduced budgets for non-European language departments.

In non-school education, which has the second-largest number of learners after higher education, some middle-aged and elderly learners pursuing Japanese-language as recurrent education at community colleges (Volkshochschule, lifelong learning institutions) were forced to drop out of courses because of the switch to online classes due to the pandemic, and as a result the number of institutions, teachers, and learners have all decreased by over 30%. On the other hand, some institutions reported an increase in the number of students, as the shift to online education has provided an opportunity for some prospective students who had been unable to take courses due to distance or time constraints to begin Japanese-language learning, leading to a rise in participants from remote areas and a diverse group of learners including homemakers, people working from home, and students.

[Spain]

Continuing from the previous survey, in which Spain was confirmed to be one of the countries in Western Europe that has expanded its Japanese-language education the most, in the current survey Spain accounted for 10.5% of the number of learners and 12.1% of the number of institutions, and has grown to make up 24.3% of the number of teachers, demonstrating an increasing trend across the board. As a result, it ranks third after France and the United Kingdom in the number of institutions and teachers.

While a number of institutions closed as a result of lockdown restrictions and financial difficulties, other institutions have successfully expanded the number of learners through the introduction of online classes, while some new institutions were established in which online classes are the main form of education, and moreover, the switch to online learning has made it possible to start studying Japanese in regions where there were no Japanese-language educational institutions, all of which have led to the increase in institutions and learners overall. In addition, the growing demand for online classes coupled with the ability to hire teachers regardless of where they live is contributing to the increased demand for Japanese-language teachers and the increase in their number.

With regard to the learners' background, about 80% pursue Japanese-language study at non-school institutions, and there is a high demand for Japanese related to hobbies, cultural interests, and as lifelong learning, with responses including "interest in anime, manga, J-POP, fashion, etc." "interest in history, literature, arts, etc." making it clear that a broad interest in Japanese culture as well as interest in the language itself are at the root of the demand. In addition, there is an increasing number of young learners who are studying Japanese-language with the goal of becoming a videogame or manga translator or to work as a graphic designer.

[Italy]

The number of institutions and teachers decreased by over 20% compared to the previous survey for reasons including the suspension of Japanese-language courses due to the COVID-19 pandemic. On the other hand, particularly in higher education, there was an increase in students enrolled in Japanese-language classes because of classes being shifted to an online format, as well as some institutions eliminating limits on the number of the students per course, and as a result the number of learners rose by 7.1%.

The majority of Japanese-language learners in Italy are affiliated with institutions of higher education, and although most of them are majoring in Japanese, learners for whom Japanese-language is not their major course comprise around 40% of the total.

While there have been many instances in which classes have switched over to all or partly online, due to a change in governmental policy, since 2021 in-person classes are gradually being resumed in public institutions. In addition, some institutions are offering hybrid classes, in which classes are streamed live so that students who are unable to attend in person can also participate.

9. Eastern Europe

Status of Japanese-language education in Eastern Europe

The number of institutions in Eastern Europe overall is 423 institutions (down 11.3% compared to the previous (fiscal 2018) survey), the number of teachers is 1,723 people (up 4.3% compared to the previous survey), and the number of learners is 44,866 people (up 21.8% compared to the previous survey), so while the number of institutions decreased, the number of teachers and learners has grown.

The number of institutions is highest in Russia (151), followed by Poland (47), Hungary (32), Uzbekistan (18), and Ukraine (17), with the top three countries unchanged from the previous survey. The greatest number of teachers is in the order of Russia (666 people), Poland (234 people), Uzbekistan (129 people),

Ukraine (105 people), and Hungary (94 people). The number of learners is in the order of Russia (12,426 people), Turkmenistan (8,865 people), Poland (5,008), Uzbekistan (3,579 people), and Ukraine (2,052 people), with Turkmenistan, which ranked third in the previous survey, demonstrating rapid growth (increasing by 5,606 people compared to the previous survey, up 172.0%). Note that in the current survey, the implementation of Japanese-language education could not be confirmed in Montenegro.

Looking at the increases and decreases compared to the previous survey by country, the number of institutions has increased in 9 countries, is unchanged in 3 countries, and has decreased in 16 countries; the number of

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 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					
Russia	151	666	12,426	8.7	964	3,197	4,129	4,136	143,436,145	169	633	11,764	
Turkmenistan	12	56	8,865	197.7	970	5,375	2,520	0	4,483,251	9	35	3,259	
Poland	47	234	5,008	13.2	197	182	2,247	2,382	38,044,565	48	200	4,483	
Uzbekistan	18	129	3,579	18.1	286	80	1,852	1,361	19,810,077	15	85	2,288	
Ukraine	17	105	2,052	4.3	187	247	1,151	467	48,240,902	20	97	2,174	
Romania	12	40	1,892	9.4	39	651	522	680	20,121,641	14	87	1,389	
Hungary	32	94	1,815	18.3	145	411	788	471	9,937,628	39	95	1,906	
Czech Republic	13	83	1,304	12.5	0	44	622	638	10,436,560	21	73	1,246	
Kyrgyz	13	40	1,300	25.5	366	462	384	88	5,107,640	19	47	1,606	
Bulgaria	6	25	1,207	16.4	415	522	244	26	7,364,570	8	40	1,347	
Kazakhstan	8	38	611	3.8	0	15	310	286	16,009,597	10	35	451	
Georgia	9	25	588	15.8	128	121	187	152	3,713,804	6	18	385	
Serbia	4	13	484	6.7	0	154	330	0	7,186,862	23	35	797	
Croatia	6	21	441	10.3	0	0	209	232	4,284,889	7	19	199	
Lithuania	10	16	404	13.3	0	69	130	205	3,043,429	11	17	373	
Belarus	10	26	384	4.1	0	0	127	257	9,435,251	9	27	415	
Estonia	14	18	376	29.0	44	136	131	65	1,294,455	14	25	390	
Azerbaijan	4	15	339	3.8	0	145	157	37	8,922,447	5	12	255	
Armenia	8	23	321	11.2	29	100	66	126	2,871,771	6	21	217	
Albania	1	1	300	10.7	0	0	300	0	2,800,138	1	1	200	
Slovakia	11	16	246	4.6	0	38	40	168	5,397,036	8	16	259	
Slovenia	4	19	244	11.6	0	0	111	133	2,108,977	6	19	312	
Tajikistan	5	8	223	2.9	0	31	142	50	7,564,502	2	4	186	
Latvia	3	5	175	9.2	0	73	72	30	1,893,223	2	4	697	
Moldova	1	2	131	4.7	0	0	0	131	2,805,194	1	3	115	
Bosnia and Herzegovina	3	4	76	2.2	0	0	9	67	3,531,159	1	1	65	
North Macedonia	1	1	75	3.7	0	0	75	0	2,022,547	2	2	49	
Montenegro	-	-	-	-	-	-	-	-	-	-	1	1	9
Eastern Europe overall	423	1,723	44,866	-	3,770	12,053	16,855	12,188	-	477	1,652	36,836	

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

teachers has increased in 14 countries, is unchanged in 3 countries, and has decreased in 11 countries; and the number of learners has increased in 17 countries and decreased in 11 countries.

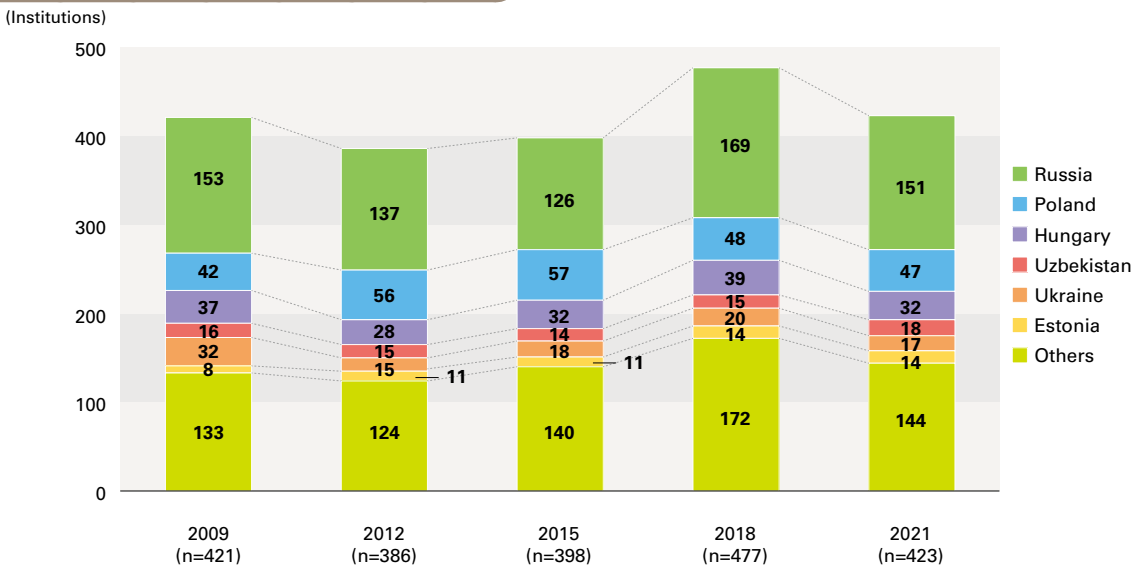
The ratios of the number of learners by educational stage are primary education, 8.4%; secondary education, 26.9%; higher education, 37.6%; and non-school education, 27.2%, continuing on the same trend seen in the previous survey.

As for the online class implementation ratio, many countries reported very high ratios, with 12 countries

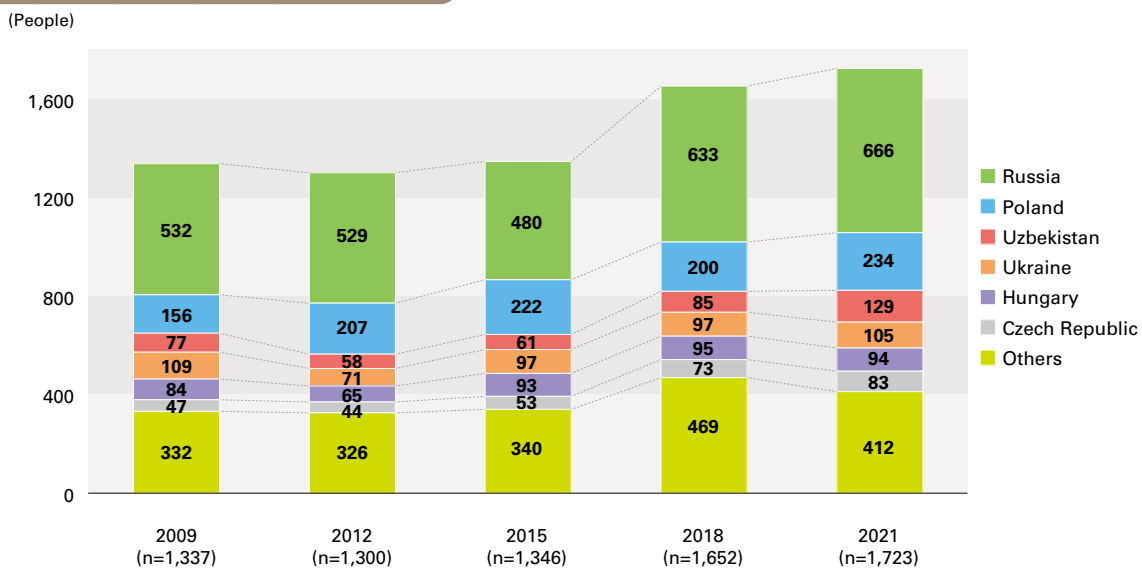
including Ukraine, Estonia, and Romania at 100%, Poland at 93.6%, and Slovakia at 90.9%, resulting in a 79.2% ratio for the region overall, which is above the global ratio (63.1%).

Looking at the objectives for Japanese-language learning, “interest in anime, manga, J-POP, fashion, etc.” (92.4%) and “interest in history, literature, arts, etc.” (87.9%) received a particularly high rate of responses, with “current or future work in home country” (71.9%) and “future work in Japan” (57.2%) also higher than the results for the world overall.

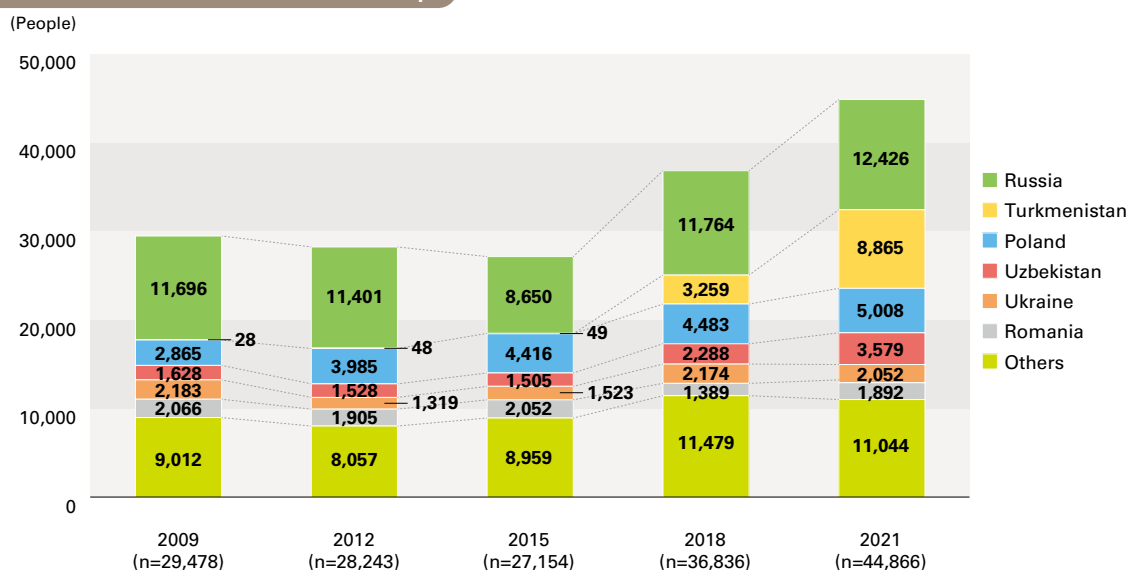
Graph 2-9-1 Number of institutions in Eastern Europe



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

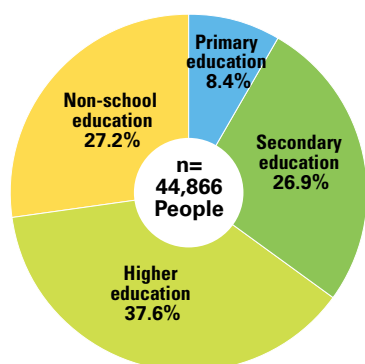
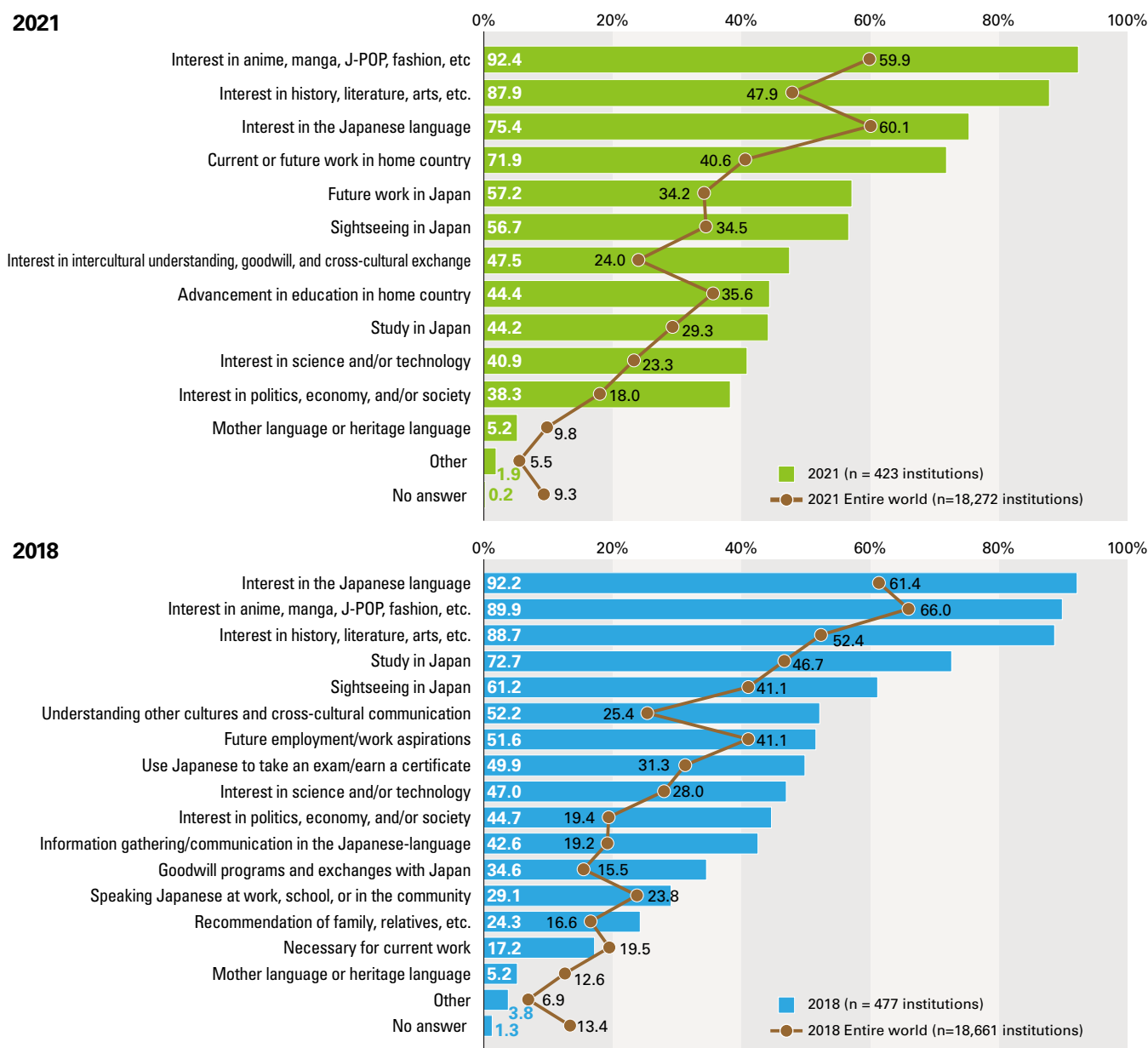


Table 2-9-2 Online class implementation ratio in Eastern Europe

Country and region	Total number of institutions in the country and region	Online class implementation	
		(Institutions)	(%)
Russia	151	121	80.1
Poland	47	44	93.6
Hungary	32	23	71.9
Uzbekistan	18	12	66.7
Ukraine	17	17	100.0
Estonia	14	14	100.0
Kyrgyz	13	5	38.5
Czech Republic	13	11	84.6
Turkmenistan	12	0	0.0
Romania	12	12	100.0
Slovakia	11	10	90.9
Belarus	10	7	70.0
Lithuania	10	8	80.0
Georgia	9	9	100.0
Armenia	8	5	62.5
Kazakhstan	8	6	75.0
Croatia	6	6	100.0
Bulgaria	6	6	100.0
Tajikistan	5	0	0.0
Azerbaijan	4	3	75.0
Slovenia	4	4	100.0
Serbia	4	4	100.0
Bosnia and Herzegovina	3	3	100.0
Latvia	3	3	100.0
Albania	1	0	0.0
North Macedonia	1	1	100.0
Moldova	1	1	100.0
Eastern Europe overall	423	335	79.2

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



Trends in each country and region

[Russia]

In Russia, which has the largest scale of Japanese-language education in Eastern Europe, although the number of institutions decreased by 18 (down 10.7% compared to the previous survey), the number of teachers increased by 33 people (up 5.2% compared to the previous survey) and the number of learners increased by 662 people (up 5.6% compared to the previous survey).

Looking at the results for each educational stage, primary education saw a decrease in the number of learners mainly in the Far Eastern Federal District. With regard to secondary education, although the number of institutions

decreased primarily in the Central Federal District, the number of teachers and learners have stayed basically the same. In higher education, there was no change in the number of institutions, but the number of teachers and learners increased, with a particularly conspicuous increase in learners in the Central Federal District. Moreover, as the scale of Japanese-language education has expanded at some higher education institutions, growing interest in Japanese-language learning is evident.

With regard to non-school education, the number of institutions in the Central Federal District has increased significantly as a result of Japanese-language education

being implemented in cities neighboring Moscow. On the other hand, in rural areas the number of teachers has decreased in all the Federal Districts aside from the Siberian and North Caucasian Federal Districts. The factors leading to the decline include the spread of online education due to the COVID-19 pandemic and the increase in the number of Japanese-language teachers who are teaching independently without being affiliated with an institution (the number of non-school education teachers in rural Federal Districts decreased by 84 people (down 30.4% compared to the previous survey)).

With regard to the motivation for learning, “interest in anime, manga, J-POP, fashion, etc.” recorded the highest numbers, followed by “interest in history, literature, arts, etc..”

In addition to the implementation of the Japan-Russia Exchange Year (Japan Year in Russia) for two years beginning from 2017, during which events spanning a diverse range of fields were held in 59 cities in Russia, Japanese culture was also introduced in the Japan-Russia Year of Regional and Sister-City Exchanges (Japan-Russia Regional Exchange Year), which was implemented from 2020 to 2022, ensuring continuing opportunities for exposure to Japanese culture. These factors may also be behind the increase in the number of Japanese-language learners in Russia.

Survey period: September 2021 to March 2022

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

[Poland]

Although there was a slight decrease in the number of institutions, the number of teachers and learners both increased by over 10%.

Looking at the results by educational stage, in secondary education, where Japanese-language education is implemented primarily in extra-curricular activities, the number of institutions, teachers, and learners have all decreased, and in higher education, which accounts for 44.9% of the total number of learners in Poland, the number of institutions and teachers have also declined. On the other hand, in non-school education, the number of institutions, teachers, and learners have all increased, with the number of learners growing considerably from 1,811 people to 2,382 people (up 31.5% compared to the previous survey) and non-school education surpassing higher education in the number of learners as a result. As an example of the types of institutions where the number of learners increased, cases were reported in which the introduction of online classes made it possible

for students to participate from outside of the local area.

[Hungary]

Japanese-language education in Hungary has continued to decline slightly since its peak in the survey before last (fiscal 2015), and in comparison to the previous (fiscal 2018) survey, the number of institutions, teachers, and learners have all decreased. The decline in the number of learners is most prominent in higher education, but on the other hand, the number of learners has increased in primary and secondary education.

The number of institutions and learners in higher education have both decreased, which is mainly attributed to higher education reforms introduced in 2021 which privatized many institutions and tended to significantly reduce budgets for foreign-language learning, as well as the impact of the COVID-19 pandemic and other factors. Note that while traditionally, most Japanese-language learners at institutions of higher education have been studying Japanese since high school, in recent years there has been an increase in students who enroll in higher education institutions after studying on their own using “DEKIRU,” a Japanese-language textbook written in Hungarian and apps for learning, instead of studying Japanese-language in high school classes.

Although the number of learners at non-school educational institutions have decreased, if the impact from the reduction of Japanese-language courses at the Japan Foundation, Budapest in 2018, which reduced the number of learners in those courses by half, is not factored in, it can be said that the number of institutions decreased, but the number of learners increased slightly.

[Uzbekistan]

A significant increase was seen in the number of Japanese-language learners in primary education and higher education in Uzbekistan. This is due to a presidential decree issued in May 2021 to strengthen foreign-language education, including Japanese, as well as the University of World Economy and Diplomacy reinforcing its Japanese-language program, in addition to the existing programs at the Tashkent State University of Oriental Studies and the Uzbekistan State World Languages University.

In addition, there has been an increase in the number of learners in non-school education as well. The “Preparatory Center for Japanese-Language and the Specified Skilled Worker Examination” for university students and above who wish to go to Japan as technical

interns or through the Specified Skilled Worker program, which opened in January 2021 is thought to be behind this, and the number of learners is expected to continue to grow going forward. Note that all of the institutions in this educational stage responded that “future work in Japan” was the motivation for learning.

The decrease in the number of institutions and learners in secondary education is due to the consolidation of some institutions.

Enthusiasm for Japanese-language education in Uzbekistan can be said to be growing based on the circumstances described above, but the lack of teachers and teaching materials of an appropriate and sufficient quality to meet the level of demand is a challenge going forward.

[Turkmenistan]

The number of learners has increased from the previous survey by 5,606 people (up 172.0% compared to the previous survey). After a Japanese-language major was established at the Turkmen National Institute of Foreign Languages, Named after D. Azadi in 2007, there continued to be only one institution, but after an agreement to strengthen bilateral relations at an October 2015 summit meeting between the leaders of Turkmenistan and Japan, Japanese-language education was commenced at educational institutions throughout the country, and the number of learners has grown steadily year by year, particularly between 2018 and 2021.

As evidenced by a cooperative project between Japan and Turkmenistan to build a plant to produce gasoline and other products from natural gas, Japanese technology is drawing a lot of attention, and “interest in science and/or technology” was selected as the objective of Japanese-

language learning by 83.3% of the respondents, which is very high. This desire to learn about Japan’s advanced technology is thought to be behind the increase in learners who are visiting Japan through various programs including government-funded study abroad programs, JICA training, MIRAI (Japan’s Friendship Ties Program, the Mutual understanding, Intellectual Relations, and Academic exchange Initiative), YLP (the Young Leaders Program), and study abroad programs offered by private companies. In addition, the students who have visited Japan through these kinds of programs are active in various fields in Turkmenistan, including important government posts as well as working as Japanese-language teachers and at international organizations, and having these students who studied in Japan play an active part is also thought to be contributing to the increase in learners.

In addition, television programs about Japan have been aired more often in recent years, and there are currently numerous programs being watched in Turkmenistan including JVT (Japan Video Topics), Japanese soap operas, and Japanese-language courses (starting in 2021). Japanese anime and manga are also growing in popularity, and manga is increasingly seen in shopping mall bookstores.

[Other countries and regions]

The survey period in Ukraine was from September 2021 to March 2022.

In Montenegro, while Japanese-language classes were being offered at the University of Montenegro for the general public at the time of the previous survey, they have since ended, and the implementation of Japanese-language education could not be confirmed in the current survey.

10. The Middle East

Status of Japanese-language education in the Middle East

In the Middle East the number of institutions is 82 (up 15.5% compared to the previous (fiscal 2018) survey), the number of teachers is 203 people (up 15.3% compared to the previous survey), and the number of learners is 6,030 people (up 21.9% compared to the previous survey), so all of these figures have increased, and the number of learners has grown by over 20% as in the previous survey. Note that this survey was able to confirm that Japanese-language education in the region has been resumed in Yemen and Syria, but was not able to confirm the implementation of Japanese-language education in Oman.

While Turkey was the only country in the previous survey with a double-digit number of institutions, this has increased to 3 countries in the current survey, namely Turkey (40 institutions), Israel (11 institutions), and the United Arab Emirates (10 institutions). Regarding the number of teachers, the countries that follow Turkey with 97 people are the United Arab Emirates with 28 people and Israel with 25 people. As for the number of learners, Turkey similarly accounts for 54.8% of the region overall with 3,305 people, followed by Israel with 753 people and the United Arab Emirates with 598 people.

Looking at the increases and decreases from the previous

survey by country, the number of institutions has increased in 6 countries, is unchanged in 4 countries, and has decreased in 4 countries; the number of teachers has increased in 7 countries, is unchanged in 3 countries, and has decreased in 4 countries; and the number of learners has increased in 8 countries and decreased in 6 countries, with the number of countries that increased exceeding the number of countries that decreased in all cases.

The percentages of the number of learners by educational stage are primary education, 7.0%; secondary education, 12.3%; higher education, 52.4%; and non-school education, 28.4%, with the characteristic of Japanese-language education in the region mainly being implemented in universities continuing from the previous survey.

The online class implementation ratio for the Middle East region overall was 90.2%, which is very high compared to the ratio for the world overall (63.1%), with 9 countries reporting a 100% implementation ratio.

Looking at the objectives of Japanese-language learning, the most popular response was “interest in anime, manga, J-POP, fashion, etc.” at 90.2%, followed by “interest in history, literature, arts, etc.” and “interest in the Japanese language”, which were both 81.7%.

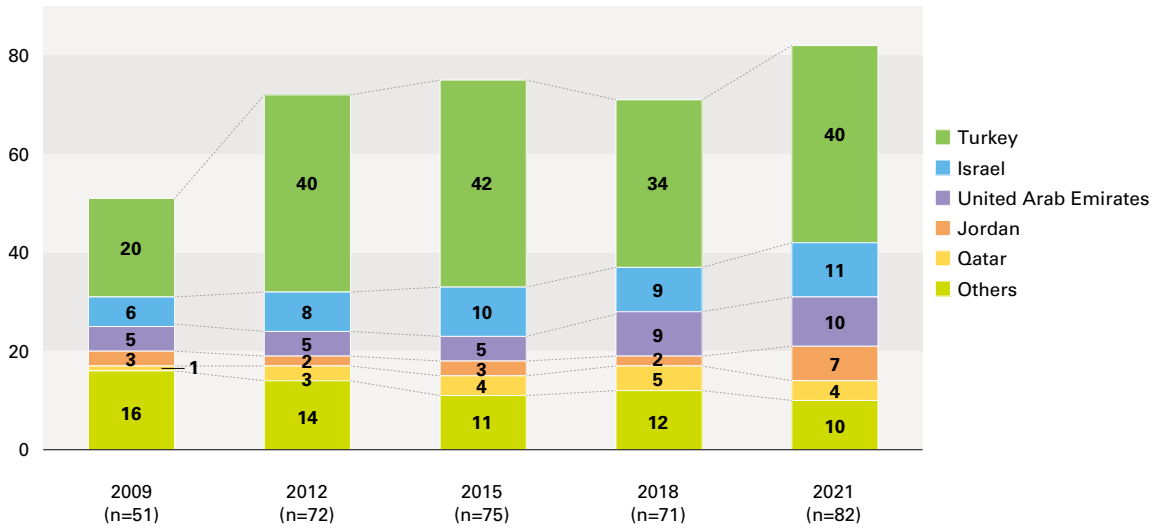
Table 2-10-1 Number of institutions, number of teachers, and number of learners in the Middle East (Listed in order of the number of learners in 2021)

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					
Turkey	40	97	3,305	4.4	0	362	2,224	719	74,526,000	34	85	2,500	
Israel	11	25	753	10.2	0	0	381	372	7,412,180	9	16	491	
United Arab Emirates	10	28	598	14.6	0	377	58	163	4,106,427	9	29	406	
Iraq	2	6	450	2.3	420	0	30	0	19,184,543	2	4	485	
Jordan	7	12	299	3.1	0	0	225	74	9,531,712	2	3	250	
Kuwait	1	2	121	3.9	0	0	0	121	3,065,850	1	2	65	
Syria	1	7	110	0.6	0	0	0	110	17,921,000	-	-	-	
Iran	1	6	108	0.1	0	0	108	0	79,926,270	2	15	215	
Bahrain	1	3	96	6.4	0	0	0	96	1,501,635	2	2	110	
Saudi Arabia	1	4	80	0.3	0	0	80	0	27,236,156	1	4	60	
Qatar	4	9	71	3.0	0	0	40	31	2,404,776	5	12	256	
Lebanon	2	2	25	0.7	0	0	15	10	3,779,859	2	2	35	
Yemen	1	2	14	0.1	0	0	0	14	19,685,161	-	-	-	
Oman	-	-	-	-	-	-	-	-	-	2	2	75	
the Middle East overall	82	203	6,030	-	420	739	3,161	1,710	-	71	176	4,948	

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

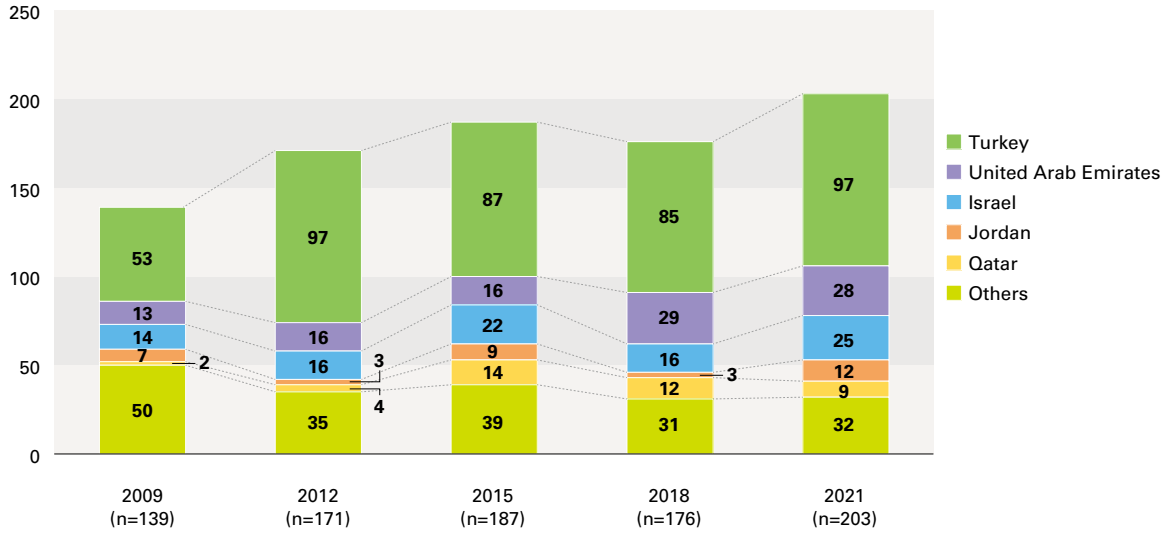
Graph 2-10-1 Number of institutions in the Middle East

(Institutions)



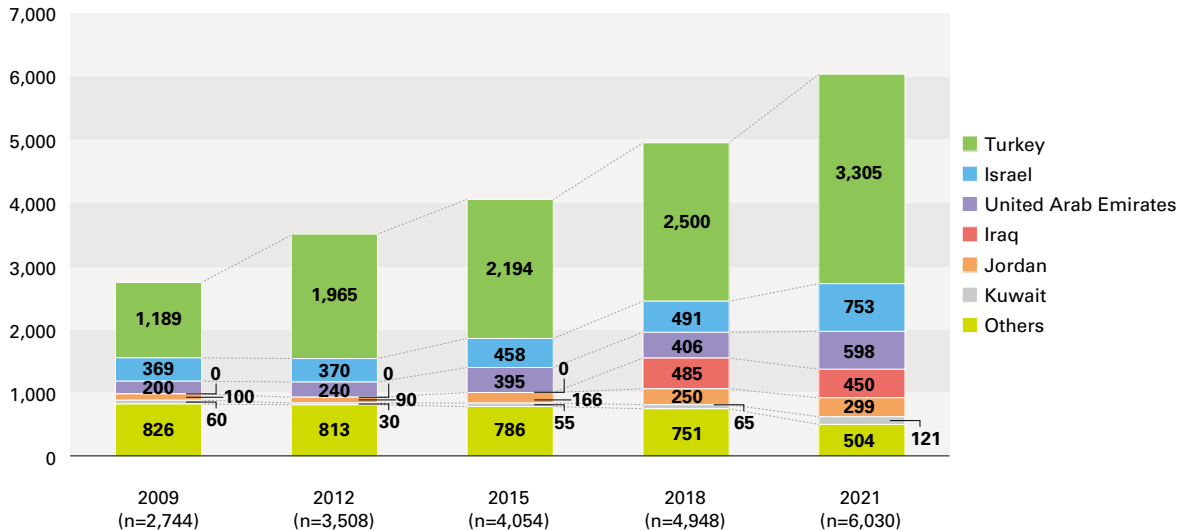
Graph 2-10-2 Number of teachers in the Middle East

(People)



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

(People)



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

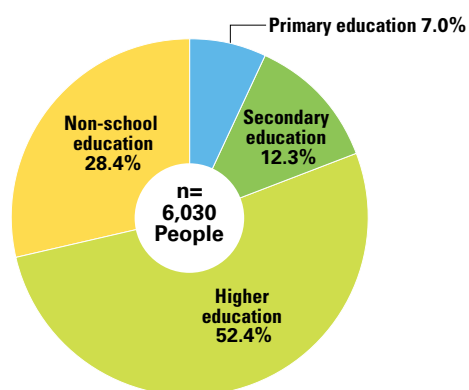
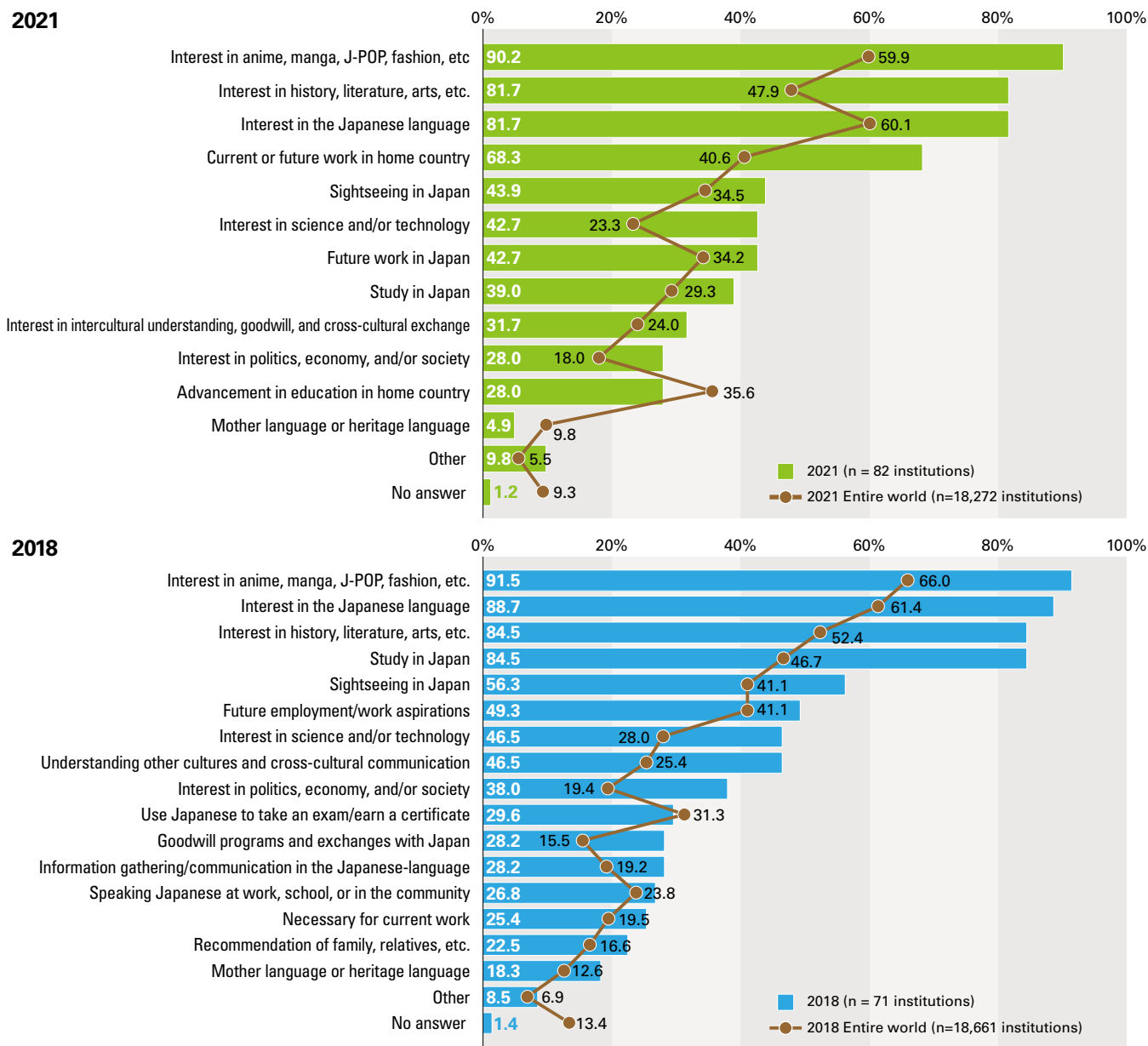


Table 2-10-2 Online class implementation ratio in the Middle East

Country and region	Total number of institutions in the country and region	Online class implementation	
		(Institutions)	(%)
Turkey	40	35	87.5
Israel	11	10	90.9
United Arab Emirates	10	10	100.0
Jordan	7	7	100.0
Qatar	4	4	100.0
Iraq	2	2	100.0
Lebanon	2	2	100.0
Yemen	1	0	0.0
Iran	1	1	100.0
Kuwait	1	1	100.0
Saudi Arabia	1	1	100.0
Syria	1	0	0.0
Bahrain	1	1	100.0
the Middle East overall	82	74	90.2

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



Trends in each country and region

[Turkey]

Turkey has deep ties with Japan historically, and because of the high level of pro-Japan sentiment in the nation, it provides the largest scale of Japanese-language education in the Middle East. In the current survey, of the total of 82 institutions, 203 teachers, and 6,030 learners in the 13 countries in the Middle Eastern region where the implementation of Japanese-language education was confirmed, Turkey alone accounts for almost 50%, with 40 institutions, 97 teachers, and 3,305 learners. In comparison with the previous survey as well, Turkey saw increased numbers across the board, with its respective share of the number of institutions up 17.6%, number of teachers up 14.1%, and number of learners up 32.2%. In higher education, which accounts for 67.3% of the number of learners in Turkey, and at institutions of non-school education, which accounts for 21.8%, the spread of online classes due to the COVID-19 pandemic led to lower costs for taking courses and looser restrictions based on geographical location, which may have contributed to the increase in the number of learners. In higher education in particular, while the number of institutions (23) and teachers (57 people) were the same numbers recorded during the previous survey, the number of learners increased significantly by 436 people, going from 1,788 people to 2,224 people, or a 24.4% increase, and this is assumed to be related to the high ratio of institutions offering online classes, which are available at 20 institutions (87.0%).

Despite being a small number of institutions, in secondary education (high school), a model school for cultivating religious leaders, which attracts a lot of top students from around Turkey and is producing a broad range of human resources in political and business circles, has newly launched Japanese-language education at the initiative of the principal and other upper management, and including this school, 3 new institutions were confirmed. The implementation of Japanese-language

education in primary school was not confirmed.

[Other countries and regions]

In the United Arab Emirates, the number of learners has increased by 47.3% compared to the previous survey thanks to the start of Japanese-language education at 3 public secondary schools in November 2021. On the other hand, online classes were still continuing from elementary school through university because of the COVID-19 pandemic, and at the time of the survey, club activities such as Japan clubs at universities had been suspended.

In Israel, which is second only to Turkey in the Middle East region in the number of learners, the number of institutions, teachers, and learners all increased.

In Syria, the security situation remains unstable due to the conflict that has been continuing since 2011, and the exodus of teachers and other human resources has led to universities themselves becoming unable to function properly. While the conflict has yet to show any signs of coming to an end, the security situation has improved to a level that has allowed the resumption of higher education at universities and other institutions for several years now, and in the current survey, the resumption of Japanese-language education at Japan Center for Academic Corporation at University of Aleppo was confirmed.

In Yemen, where the implementation of Japanese-language education had no longer confirmed, 1 private language institute was confirmed to have started a Japanese-language course after successfully securing a teacher.

On the other hand, while Oman had been offering Japanese-language education at 2 institutions, the Japanese-language courses have been temporarily suspended due to the Japanese-language teachers having to leave their posts due to the COVID-19 pandemic.

11. North Africa

Status of Japanese-language education in North Africa

In North Africa overall, the number of institutions is 33 (down 8.3% compared to the previous (fiscal 2018) survey), the number of teachers is 190 people (up 29.3% compared to the previous survey), and the number of learners is 4,580 people (up 78.3% compared to the previous survey), with the number of teachers and learners continuing to increase as in the previous survey. Note that in the current survey, the implementation of Japanese-language education in Sudan could not be confirmed.

With regard to the number of institutions, Egypt has the most with 14 institutions, followed by Morocco with 13, Algeria with 4, and Tunisia with 2. As for the number of teachers, Egypt accounts for 77.4% of the total number of teachers in the region with 147 people, followed by Morocco with 31 people. Similarly, Egypt accounts for 76.7% of the number of learners in the region with 3,514 people, followed by Morocco with 626 people and Algeria with 270 people.

Looking at the increases and decreases compared to the previous survey by country, the number of institutions increased in Algeria and Morocco and decreased in the other 3 countries. The number of teachers and learners increased in Algeria, Egypt, and Morocco, and decreased

in the other 2 countries.

The ratios of the number of learners by educational stage are secondary education, 1.1%; higher education, 72.0%; and non-school education, 26.9%, with the ratio of higher education increasing by 21.6 points compared to the previous survey, as the tendency to provide Japanese-language education primarily at universities growing stronger in the region. Note that similarly to the previous survey, implementation of Japanese-language education could not be confirmed in primary education.

The online class implementation ratio for the region overall was 60.6%, which is slightly lower than the global implementation ratio (63.1%), and the country with the highest implementation ratio was Morocco with 69.2%, followed by Egypt with 64.3%, while the 2 other countries had ratios which were under 50%.

Turning to the objectives for Japanese-language learning, as seen in the previous survey, “interest in anime, manga, J-POP, fashion, etc.” (97.0%) earned the highest percentage, with “current or future work in home country” (93.9%) and “interest in history, literature, arts, etc.” (90.9%) were also selected by 90% of the respondents.

Table 2-11-1 Number of institutions, number of teachers, and number of learners in North Africa

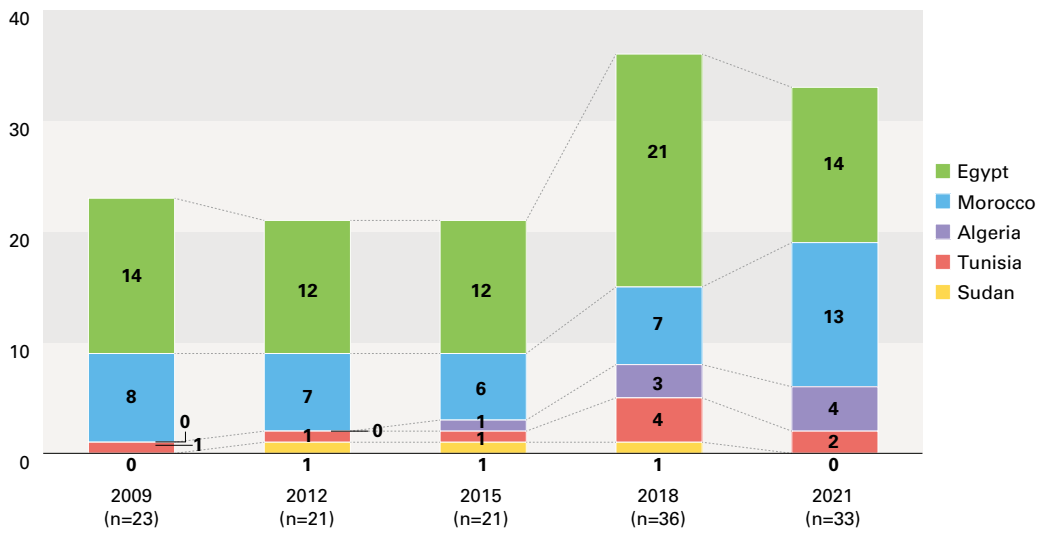
(Listed in order of the number of learners in 2021)

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				
Egypt	14	147	3,514	3.7	0	0	3,026	488	94,798,827	21	120	1,602
Morocco	13	31	626	1.8	0	50	190	386	33,848,242	7	15	547
Algeria	4	8	270	0.8	0	0	80	190	34,452,759	3	5	105
Tunisia	2	4	170	1.5	0	0	0	170	10,982,754	4	6	185
Sudan	-	-	-	-	-	-	-	-	-	1	1	130
North Africa overall	33	190	4,580	-	0	50	3,296	1,234	-	36	147	2,569

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

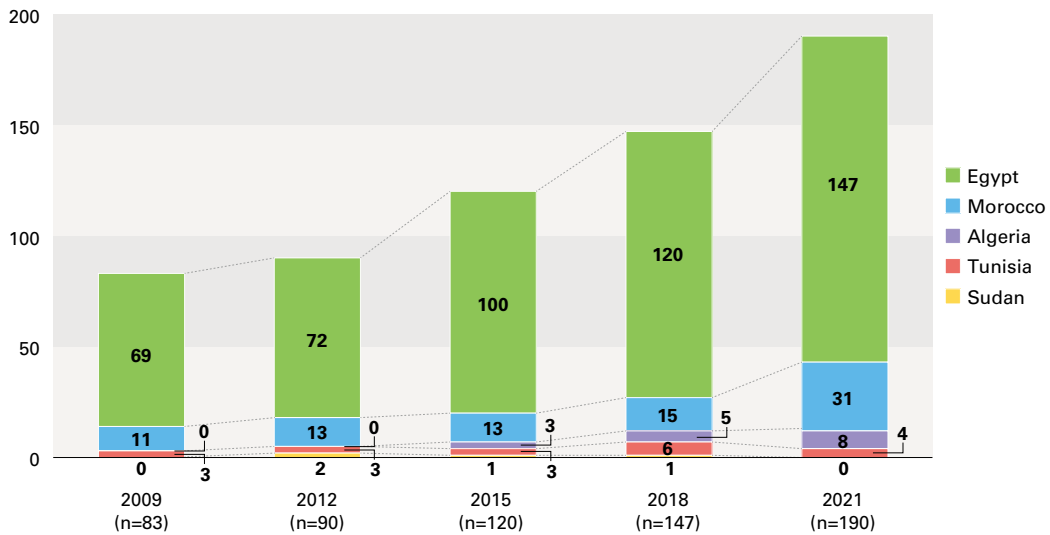
Graph 2-11-1 Number of institutions in North Africa

(Institutions)



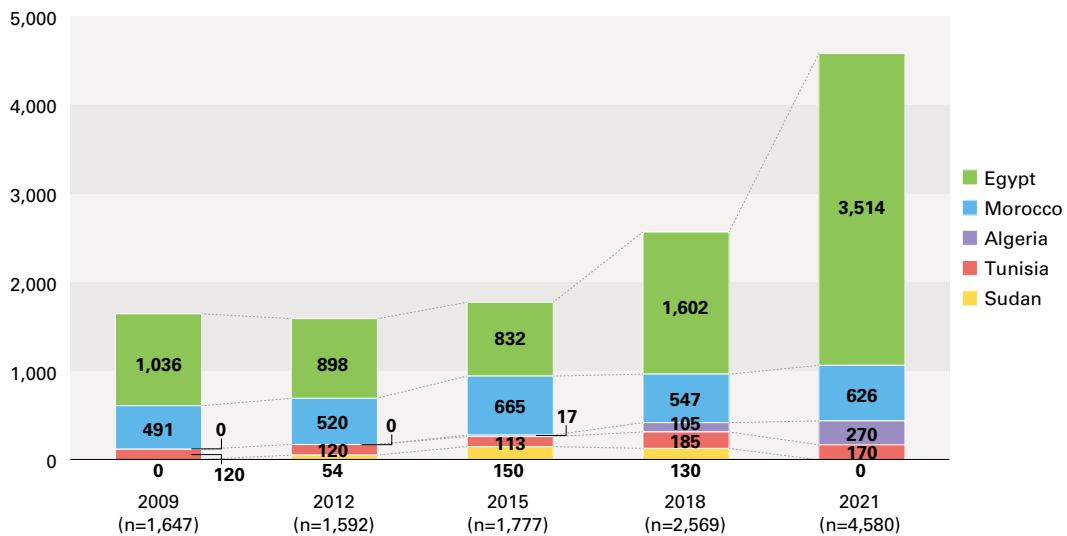
Graph 2-11-2 Number of teachers in North Africa

(People)



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

(People)



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

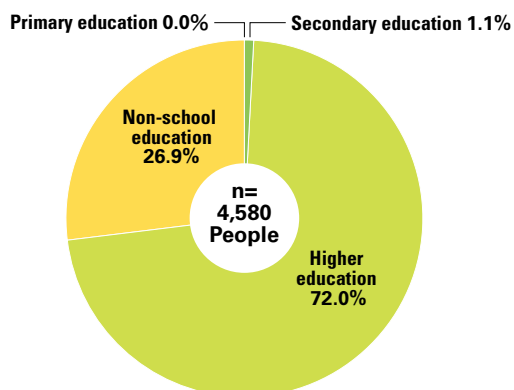
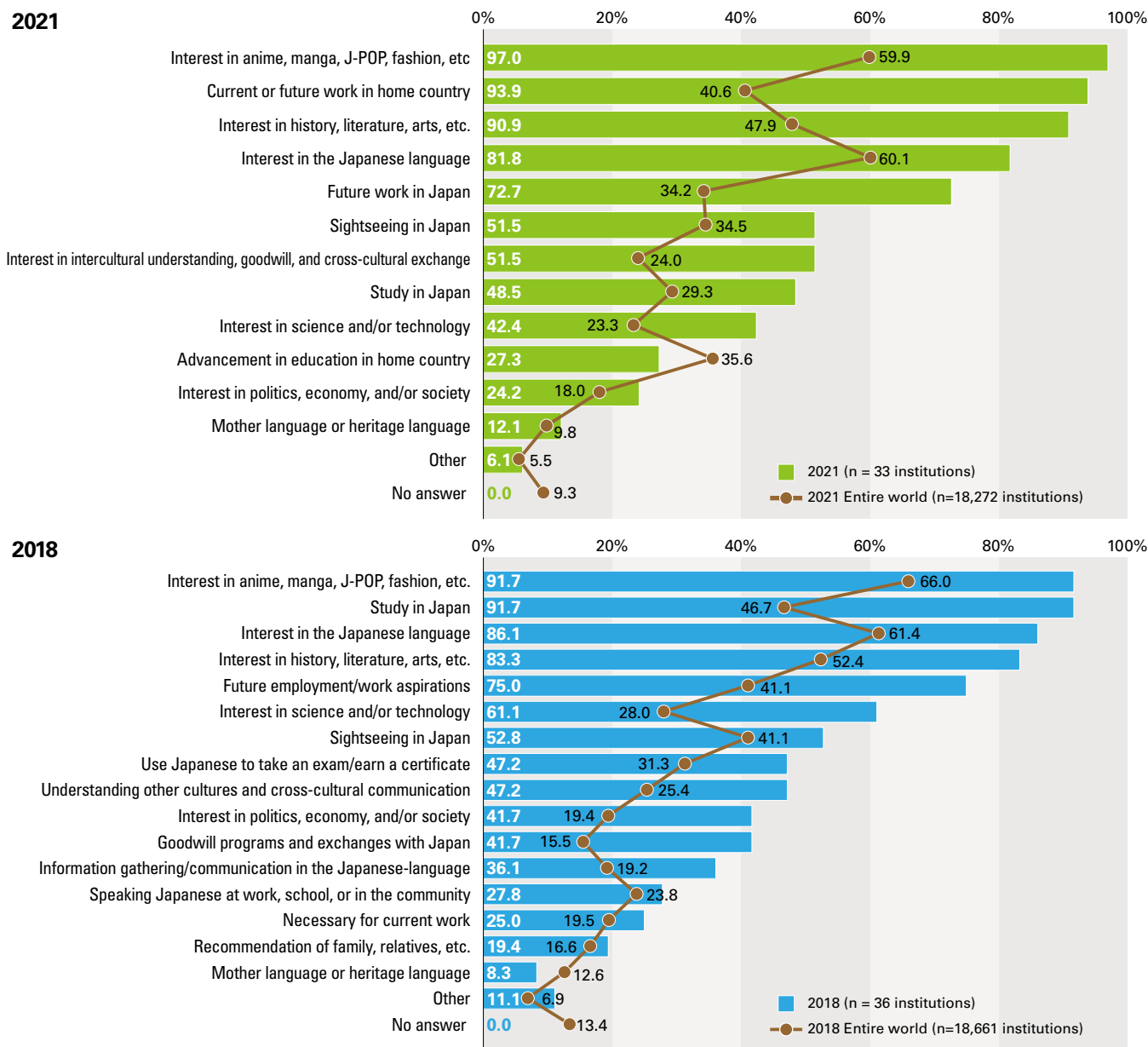


Table 2-11-2 Online class implementation ratio in North Africa

Country and region	Total number of institutions in the country and region	Online class implementation	
		(Institutions)	(%)
Egypt	14	9	64.3
Morocco	13	9	69.2
Algeria	4	1	25.0
Tunisia	2	1	50.0
North Africa overall	33	20	60.6

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



Trends in each country

[Egypt]

In Egypt, which has the largest scale of Japanese-language education in North Africa, while the number of institutions has decreased as a result of 5 secondary education STEM schools (educational institutions that emphasize science, engineering, technology, and math) suspending Japanese-language education, the number of teachers has increased by 22.5% and the number of learners has grown by 119.4% compared to the previous survey. The increase in the number of learners is due to the establishment in September 2017 of bachelor's programs in the faculty of engineering and the faculty of international business and humanities at the Egypt-Japan University of Science and Technology (E-JUST), for which Japanese-language is now a compulsory subject, in addition to a significant increase in the number of students over recent years, resulting in the number of learners in higher education increasing significantly from 972 people to 3,026 people.

With regard to the objective or reason for Japanese-language learning, “current or future work in home country” surpassed the top responses in the previous survey, “study in Japan,” “interest in anime, manga, J-POP, fashion, etc.,” and “interest in the Japanese language” to earn the highest percentage of responses, and it is noteworthy that Japanese-language learning is becoming more widespread in Egypt with an awareness of working in one's own country.

[Other countries and regions]

In Sudan, the University of Khartoum, which is the only institution in the country eligible for the survey, has not officially offered Japanese-language education since 2019 due to the absence of the JICA Japan Overseas Cooperation Volunteers and other reasons, and because there was also a strike at the university during the survey period, it was not possible to confirm the implementation of Japanese-language education in the current survey.

12. Africa

Status of Japanese-language education in Africa

In Africa the number of institutions is 68 (down 28.4% compared to the previous (fiscal 2018) survey), the number of teachers is 129 people (down 40.3% compared to the previous survey), and the number of learners is 6,616 people (down 38.8% compared to the previous survey), with the results showing a decrease from the previous survey, where the numbers had increased significantly, and being comparable with the survey before last (fiscal 2015). Note that in the current survey, the implementation of Japanese-language education was newly confirmed in Seychelles and Nigeria, and we also learned that it has been resumed in Burkina Faso. On the other hand, in this survey the implementation of Japanese-language education could not be confirmed in the 5 countries of Ethiopia, Zambia, Tanzania, Mozambique, and Uganda.

The countries in the region with the greatest number of institutions are Kenya (26) and Madagascar (19), while the ranking for number of teachers is Kenya (44 people), Madagascar (37 people), Ghana (14 people), and the Democratic Republic of the Congo (13 people). As for the number of learners, Madagascar has the greatest number with 2,413 people, followed by Kenya with 1,726 people, Ghana with 814 people, and then Côte

d'Ivoire with 634 people.

Looking at the increases and decreases from the previous survey by country, the number of institutions has increased in 5 countries, is unchanged in 3 countries, and has decreased in 10 countries; the number of teachers has increased in 5 countries, is unchanged in 2 countries, and has decreased in 11 countries; and the number of learners has increased in 6 countries and decreased in 12 countries.

The ratios of the number of learners by educational stage are primary education, 18.4%; secondary education, 30.6%; higher education, 36.3%; and non-school education, 14.7%. Compared to the previous survey, secondary education decreased by 10.3 points, whereas higher education conversely increased by 10.2 points.

The online class implementation ratio for the region overall was 44.1%, which is the second lowest ratio among the 12 regions.

Looking at the objectives for Japanese-language learning, “interest in anime, manga, J-POP, fashion, etc.” was the most popular response at 88.2%, followed by “interest in the Japanese language” at 82.4%, and “interest in history, literature, arts, etc.” at 75.0%.

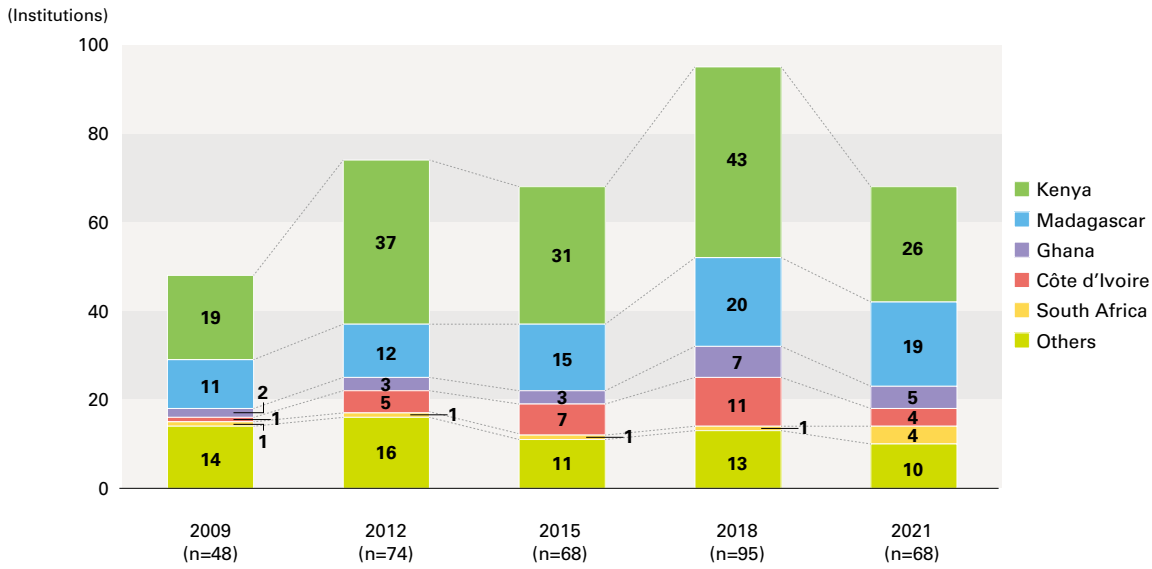
Table 2-12-1 Number of institutions, number of teachers, and number of learners in Africa

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

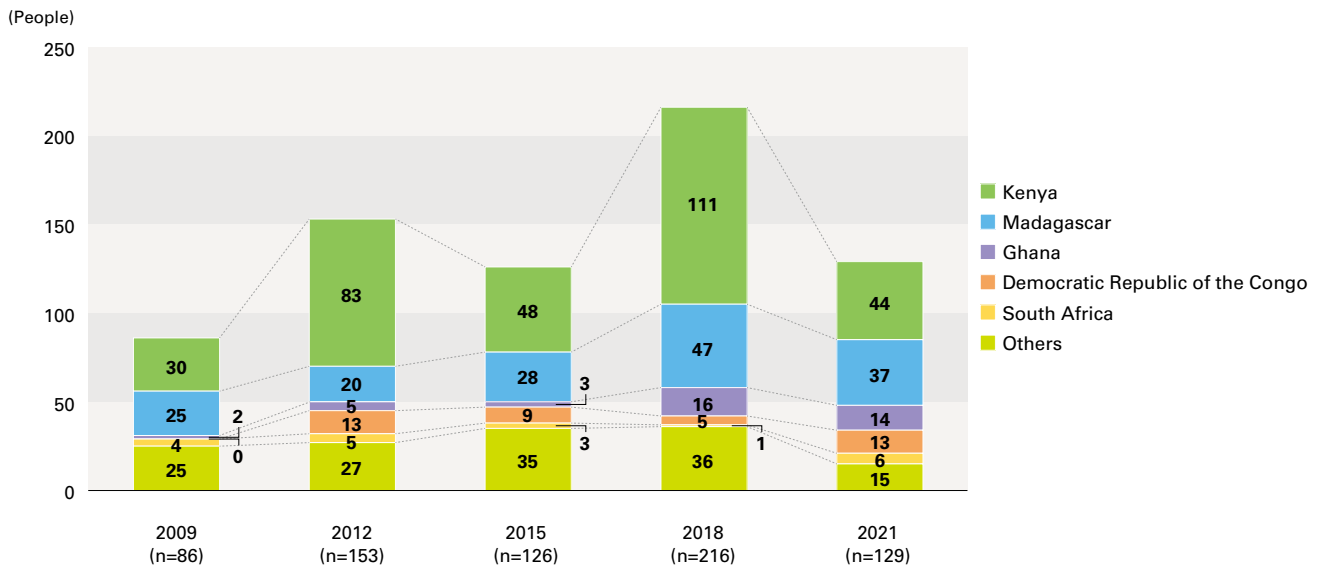
Country and region	2021									Population* (People)	2018		
	Institutions (Institutions)	Teachers (People)	Learners (People)	Learners per 100,000 population (People)	Composition by educational stage (Learners) (People)				Institutions (Institutions)		Teachers (People)	Learners (People)	
					Primary education	Secondary education	Higher education	Non-school education					
Madagascar	19	37	2,413	9.3	15	951	893	554	25,833,588	20	47	2,532	
Kenya	26	44	1,726	3.6	586	554	542	44	47,557,157	43	111	2,573	
Ghana	5	14	814	3.3	615	140	35	24	24,658,823	7	16	939	
Côte d'Ivoire	4	5	634	2.9	0	363	250	21	22,224,509	11	16	3,392	
Nigeria	2	3	596	0.4	0	0	596	0	140,431,790	-	-	-	
Benin	1	1	142	1.4	0	0	0	142	10,008,749	1	2	225	
Senegal	2	1	86	0.6	0	0	86	0	13,357,492	1	1	128	
Democratic Republic of the Congo	1	13	60	0.2	0	0	0	60	29,916,800	1	5	30	
South Africa	4	6	58	0.1	0	0	0	58	51,770,560	1	1	20	
Zimbabwe	1	1	53	0.4	0	0	0	53	13,061,239	1	1	15	
Cameroon	1	1	18	0.1	0	18	0	0	17,052,134	2	5	380	
Burkina Faso	1	2	9	0.0	0	0	0	9	20,487,979	-	-	-	
Seychelles	1	1	7	7.7	0	0	0	7	90,945	-	-	-	
Ethiopia	-	-	-	-	-	-	-	-	-	2	5	190	
Zambia	-	-	-	-	-	-	-	-	-	1	2	155	
Tanzania	-	-	-	-	-	-	-	-	-	1	1	108	
Mozambique	-	-	-	-	-	-	-	-	-	1	1	82	
Uganda	-	-	-	-	-	-	-	-	-	2	2	35	
Africa overall	68	129	6,616	-	1,216	2,026	2,402	972	-	95	216	10,804	

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

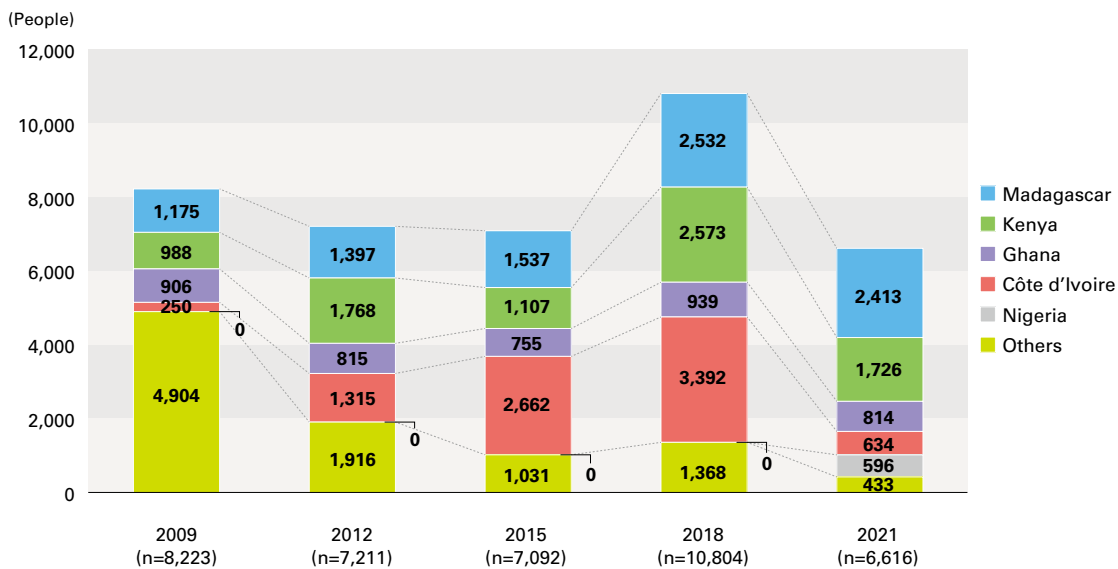
Graph 2-12-1 Number of institutions in Africa



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

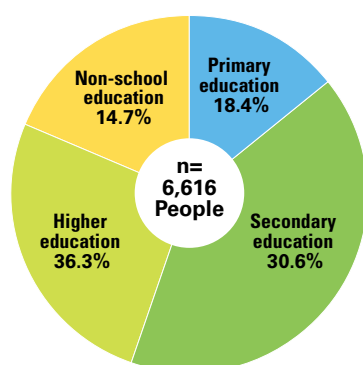
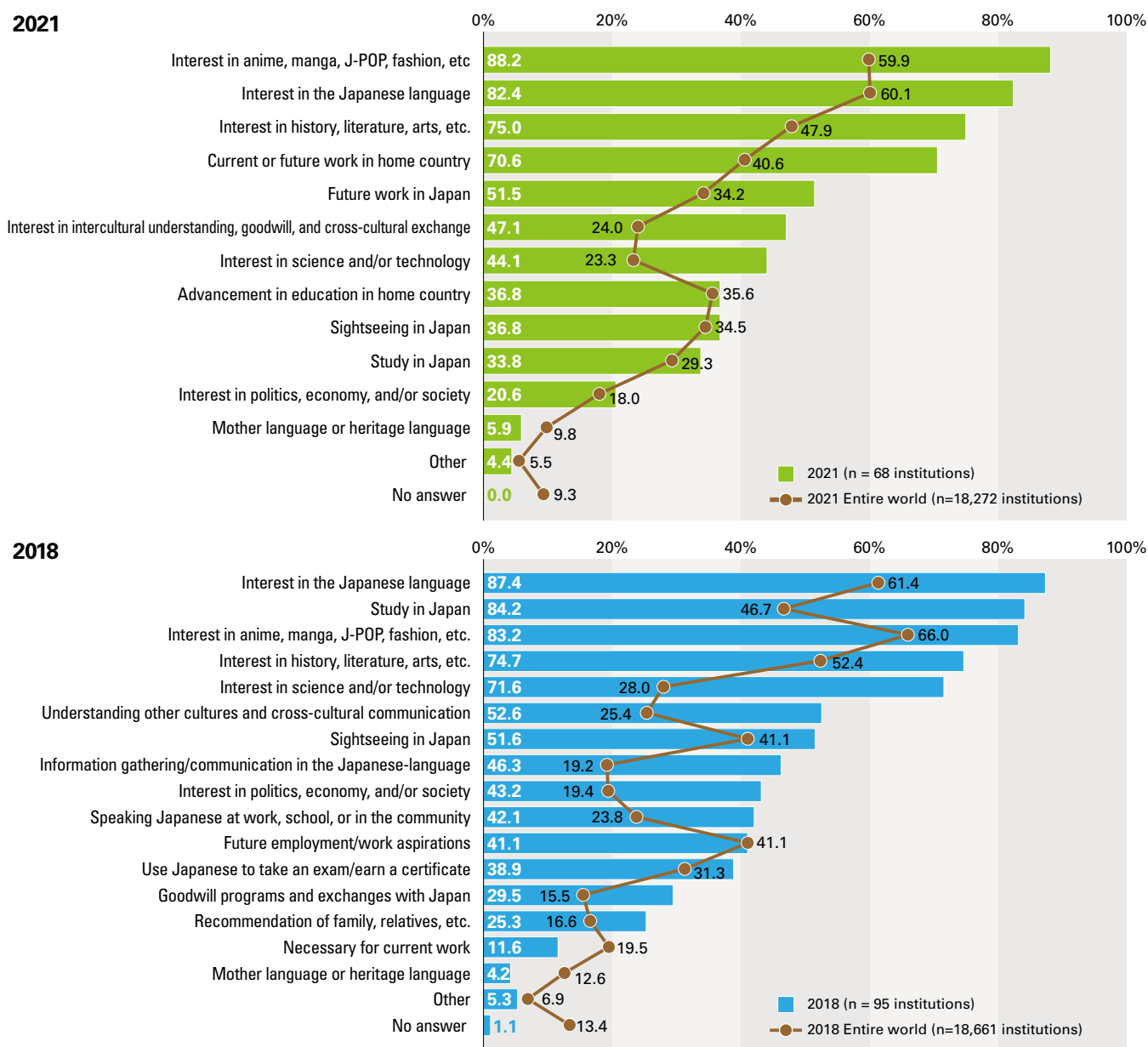


Table 2-12-2 Online class implementation ratio in Africa

Country and region	Total number of institutions in the country and region	Online class implementation	
		(Institutions)	(%)
Kenya	26	11	42.3
Madagascar	19	8	42.1
Ghana	5	1	20.0
Côte d'Ivoire	4	0	0.0
South Africa	4	4	100.0
Senegal	2	2	100.0
Nigeria	2	1	50.0
Cameroon	1	0	0.0
Democratic Republic of the Congo	1	1	100.0
Zimbabwe	1	1	100.0
Seychelles	1	0	0.0
Burkina Faso	1	1	100.0
Benin	1	0	0.0
Africa overall	68	30	44.1

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



Trends in each country

[Madagascar]

While secondary education alone saw an increase in the number of institutions, teachers, and learners, the results for the other educational stages were either generally unchanged or had decreased. The reasons for the decline include Japanese-language clubs becoming less active due to the impact of the COVID-19 pandemic, the insufficiently developed IT infrastructure making it difficult to transition to online classes, and a slowdown in Japanese-language education activities.

Another factor contributing to the decline was the absence of JICA Japan Overseas Cooperation Volunteers assigned to teach Japanese-language during the survey period.

Compared to the level of interest in Japanese-language education in Madagascar, there are few Japanese-language teachers, and some institutions also lack sufficient educational materials, an issue which has persisted since the previous survey.

[Kenya]

In Kenya, which has the greatest number of institutions and number of teachers in Africa, the number of institutions, teachers, and learners has decreased in all educational stages except for primary education, which is due to the fact that many institutions were closed because of the COVID-19 pandemic, among other reasons. With regard to secondary education, among educational institutions with multiple affiliated schools, which account for the majority of the 23 institutions confirmed in the previous survey to offer Japanese-language education, 16 institutions were confirmed to not be implementing Japanese-language education as of the time of the current survey.

Kenya is one of the African countries in which the number of learners has increased the most, partly due to the background that a certain number of Japanese people live in Kenya, there is demand for the Japanese language in the tourism industry, a key industry for Kenya, and Japan is a major donor country for Kenya, etc.

[Ghana]

In Ghana, which ranks third in the number of learners after Madagascar and Kenya, the number of institutions has decreased by around 30% and the number of teachers and learners have both decreased by around 10%.

[Côte d'Ivoire]

While Côte d'Ivoire had the largest number of learners in Africa in the previous survey, the number of institutions decreased by 4 (down 63.6% compared to the previous survey) due to the suspension of the overseas relocation of Japanese-language teachers as well as the suspension of the functions of the institutions themselves, and as a result, the number of learners also declined sharply by 634 people (down 81.3% compared to the previous survey), dropping Côte d'Ivoire to fourth in Africa for the number of learners.

The severe shortage of Japanese-language teachers despite the growing number of people who want to learn the language has been a continuing problem in Côte d'Ivoire since the survey before last.

[Nigeria]

The implementation of Japanese-language education was confirmed for the first time in this survey. As a Japanese-language teacher was posted in 2021 to the University of Abuja, there are expectations for revitalized Japanese-language education at that university going forward.

[Other countries and regions]

The implementation of Japanese-language education could not be confirmed in Ethiopia, Zambia, Tanzania, Mozambique, or Uganda. The factors behind this include the suspension of classes due to the COVID-19 pandemic and difficulties in continuing to employ Japanese-language teachers due to worsening business conditions, as well as the overseas evacuation of Japanese-language teachers and related personnel.

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 and region	Institutions (Institutions)	Teachers (People)	Primary education			Secondary education					
				Curricular	Extra-curricular	Total	Lower secondary			Upper secondary		
							Curricular	Extra-curricular	Total	Curricular	Extra-curricular	Total
East Asia	Republic of Korea	2,868	13,229	0	156	156	55,156	166	55,322	291,794	22	291,816
	Taiwan	907	3,375	2,843	427	3,270	2,630	1,695	4,325	37,390	4,482	41,872
	China	2,965	21,361	2,218	1,224	3,442	11,566	3,446	15,012	309,939	10,925	320,864
	Hong Kong	73	625	700	560	1,260	1,659	496	2,155	1,275	107	1,382
	Macao	9	49	20	49	69	18	35	53	14	20	34
	Mongolia	117	363	2,688	129	2,817	2,410	581	2,991	1,692	549	2,241
	East Asia total	6,939	39,002	8,469	2,545	11,014	73,439	6,419	79,858	642,104	16,105	658,209
Southeast Asia	Indonesia	2,958	6,617	5,282	1,504	6,786	17,677	3,527	21,204	593,032	28,369	621,401
	Cambodia	51	301	157	59	216	151	50	201	101	140	241
	Singapore	19	182	221	163	384	1,232	20	1,252	51	10	61
	Thailand	676	2,015	4,490	2,107	6,597	57,322	17,067	74,389	61,017	14,834	75,851
	East Timor	4	16	0	0	0	0	0	0	0	0	0
	Philippines	242	1,111	640	0	640	6,116	1,105	7,221	1,949	50	1,999
	Brunei	2	3	0	0	0	0	0	0	0	0	0
	Vietnam	629	5,644	297	3,689	3,986	17,941	1,300	19,241	10,987	362	11,349
	Malaysia	215	484	0	17	17	12,060	2,206	14,266	3,896	978	4,874
	Myanmar	189	896	0	0	0	0	0	0	0	0	0
	Laos	16	74	422	0	422	1,047	0	1,047	508	0	508
Southeast Asia total	5,001	17,343	11,509	7,539	19,048	113,546	25,275	138,821	671,541	44,743	716,284	
South Asia	India	323	1,132	1,094	1,202	2,296	1,852	1,639	3,491	581	367	948
	Sri Lanka	89	164	0	0	0	2,267	2,145	4,412	1,468	532	2,000
	Nepal	241	812	0	0	0	0	150	150	0	0	0
	Pakistan	5	13	0	0	0	0	0	0	0	0	0
	Bangladesh	116	346	261	5	266	45	45	90	5	17	22
	Bhutan	1	3	0	0	0	0	0	0	0	0	0
	Maldives	1	1	0	0	0	0	0	0	0	0	0
South Asia total	776	2,471	1,355	1,207	2,562	4,164	3,979	8,143	2,054	916	2,970	
Oceania	Australia	1,648	3,052	258,360	451	258,811	0	0	0	0	0	0
	Northern Mariana Islands	3	3	0	0	0	0	0	0	230	0	230
	Kiribati	1	2	0	0	0	0	0	0	0	0	0
	Guam	9	16	56	0	56	199	0	199	555	113	668
	Samoa	1	1	0	0	0	0	0	0	0	0	0
	Tonga	7	13	0	0	0	93	0	93	69	0	69
	New Caledonia	36	56	0	0	0	1,408	150	1,558	1,704	0	1,704
	New Zealand	224	432	7,694	289	7,983	0	0	0	0	0	0
	Papua New Guinea	1	2	0	0	0	0	0	0	0	50	50
	Palau	3	3	0	0	0	0	0	0	110	0	110
	French Polynesia	6	14	0	0	0	2	1	3	0	0	0
Micronesia	4	5	0	0	0	0	0	0	62	0	62	
Oceania total	1,943	3,599	266,110	740	266,850	1,702	151	1,853	2,730	163	2,893	
North America	Canada	131	566	28	100	128	878	104	982	2,900	118	3,018
	United States	1,241	4,109	17,339	1,824	19,163	13,318	712	14,030	53,710	3,700	57,410
	North America total	1,372	4,675	17,367	1,924	19,291	14,196	816	15,012	56,610	3,818	60,428
Central America	El Salvador	5	28	0	0	0	0	0	0	0	0	0
	Cuba	1	2	0	0	0	0	0	0	0	0	0
	Guatemala	4	12	0	0	0	0	0	0	0	0	0
	Costa Rica	10	44	0	0	0	0	0	0	0	0	0
	Jamaica	3	5	0	0	0	0	0	0	0	0	0
	Dominican Republic	3	19	0	0	0	0	0	0	0	0	0
	Trinidad and Tobago	1	2	0	0	0	0	0	0	0	0	0
	Nicaragua	2	7	0	0	0	0	0	0	0	0	0
	Haiti	1	4	0	0	0	0	0	0	0	54	54
	Panama	3	6	0	0	0	0	0	0	15	0	15
	Puerto Rico	2	2	0	0	0	0	0	0	0	0	0
	Belize	1	2	0	0	0	0	0	0	0	0	0
	Honduras	5	20	21	0	21	15	0	15	6	0	6
	Mexico	139	612	588	0	588	534	30	564	528	53	581
Central America total	180	765	609	0	609	549	30	579	549	107	656	

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)

Secondary education							Higher education				Other educational institutions	Total	Country and region	
No distinction between lower and upper			Total			As major	Not as major	Extra-curricular	Total					
Curricular	Extra-curricular	Total	Curricular	Extra-curricular	Total									
0	0	0	346,950	188	347,138	20,163	35,490	55	55,708	67,332	470,334	Republic of Korea	East Asia	
0	0	0	40,020	6,177	46,197	19,423	41,824	743	61,990	32,175	143,632	Taiwan		
0	0	0	321,505	14,371	335,876	179,966	322,325	54,862	557,153	160,847	1,057,318	China		
0	0	0	2,934	603	3,537	589	5,081	543	6,213	16,655	27,665	Hong Kong		
0	0	0	32	55	87	180	495	0	675	719	1,550	Macao		
0	0	0	4,102	1,130	5,232	681	1,673	120	2,474	2,811	13,334	Mongolia		
0	0	0	715,543	22,524	738,067	221,002	406,888	56,323	684,213	280,539	1,713,833	East Asia total		
0	0	0	610,709	31,896	642,605	11,826	14,778	850	27,454	34,887	711,732	Indonesia	Southeast Asia	
0	0	0	252	190	442	667	194	57	918	2,298	3,874	Cambodia		
0	0	0	1,283	30	1,313	148	2,858	220	3,226	5,914	10,837	Singapore		
0	0	0	118,339	31,901	150,240	7,956	10,297	1,550	19,803	7,317	183,957	Thailand		
0	0	0	0	0	0	0	0	100	100	317	417	East Timor		
0	0	0	8,065	1,155	9,220	373	8,528	280	9,181	25,416	44,457	Philippines		
0	0	0	0	0	0	0	130	0	130	18	148	Brunei		
0	0	0	28,928	1,662	30,590	14,144	29,333	2,275	45,752	89,254	169,582	Vietnam		
0	0	0	15,956	3,184	19,140	553	11,564	1,598	13,715	5,257	38,129	Malaysia		
0	0	0	0	0	0	663	50	142	855	18,269	19,124	Myanmar		
0	0	0	1,555	0	1,555	219	150	0	369	772	3,118	Laos		
0	0	0	785,087	70,018	855,105	36,549	77,882	7,072	121,503	189,719	1,185,375	Southeast Asia total		
0	0	0	2,433	2,006	4,439	565	6,577	1,383	8,525	20,755	36,015	India	South Asia	
0	0	0	3,735	2,677	6,412	322	136	375	833	2,501	9,746	Sri Lanka		
0	0	0	0	150	150	200	0	15	215	9,281	9,646	Nepal		
0	0	0	0	0	0	0	90	0	90	153	243	Pakistan		
0	0	0	50	62	112	109	674	142	925	6,115	7,418	Bangladesh		
0	0	0	0	0	0	0	0	0	0	18	18	Bhutan		
0	0	0	0	0	0	0	7	0	7	0	7	Maldives		
0	0	0	6,218	4,895	11,113	1,196	7,484	1,915	10,595	38,823	63,093	South Asia total		
140,199	124	140,323	140,199	124	140,323	1,907	8,930	464	11,301	4,913	415,348	Australia	Oceania	
0	0	0	230	0	230	0	40	0	40	0	270	Northern Mariana Islands		
0	0	0	0	0	0	0	0	0	0	20	20	Kiribati		
0	0	0	754	113	867	0	153	0	153	0	1,076	Guam		
0	0	0	0	0	0	0	56	0	56	0	56	Samoa		
0	0	0	162	0	162	0	0	0	0	0	162	Tonga		
0	0	0	3,112	150	3,262	54	40	10	104	60	3,426	New Caledonia		
17,215	184	17,399	17,215	184	17,399	534	1,175	90	1,799	891	28,072	New Zealand		
0	0	0	0	50	50	0	0	0	0	0	50	Papua New Guinea		
0	0	0	110	0	110	0	45	0	45	0	155	Palau		
0	0	0	2	1	3	0	0	0	0	110	113	French Polynesia		
0	0	0	62	0	62	0	52	0	52	115	229	Micronesia		
157,414	308	157,722	161,846	622	162,468	2,495	10,491	564	13,550	6,109	448,977	Oceania total		
0	0	0	3,778	222	4,000	573	9,152	516	10,241	3,924	18,293	Canada	North America	
0	0	0	67,028	4,412	71,440	6,371	47,212	6,617	60,200	10,599	161,402	United States		
0	0	0	70,806	4,634	75,440	6,944	56,364	7,133	70,441	14,523	179,695	North America total		
0	0	0	0	0	0	0	63	0	63	324	387	El Salvador	Central America	
0	0	0	0	0	0	0	28	0	28	0	28	Cuba		
0	0	0	0	0	0	0	0	0	0	414	414	Guatemala		
0	0	0	0	0	0	0	0	0	0	829	829	Costa Rica		
0	0	0	0	0	0	0	153	0	153	60	213	Jamaica		
0	0	0	0	0	0	0	0	0	0	175	175	Dominican Republic		
0	0	0	0	0	0	0	3	0	3	147	150	Trinidad and Tobago		
0	0	0	0	0	0	0	0	0	0	62	62	Nicaragua		
0	0	0	0	54	54	0	0	54	54	0	108	Haiti		
0	0	0	15	0	15	0	25	0	25	100	140	Panama		
0	0	0	0	0	0	0	115	6	121	18	139	Puerto Rico		
0	0	0	0	0	0	0	0	0	0	10	10	Belize		
0	0	0	21	0	21	0	0	27	27	286	355	Honduras		
0	0	0	1,062	83	1,145	75	1,926	102	2,103	10,716	14,552	Mexico		
0	0	0	1,098	137	1,235	75	2,313	189	2,577	13,141	17,562	Central America total		

	Country and region	Institutions (Institutions)	Teachers (People)	Primary education			Secondary education					
				Curricular	Extra-curricular	Total	Lower secondary			Upper secondary		
							Curricular	Extra-curricular	Total	Curricular	Extra-curricular	Total
South America	Argentina	51	252	350	0	350	70	0	70	70	0	70
	Uruguay	6	16	0	0	0	0	0	0	0	0	0
	Ecuador	4	20	0	0	0	0	0	0	0	0	0
	Colombia	20	85	0	0	0	0	0	0	0	0	0
	Chile	11	39	0	44	44	0	23	23	0	41	41
	Paraguay	13	59	242	171	413	65	60	125	119	0	119
	Brazil	261	942	1,749	440	2,189	1,355	1,162	2,517	432	1,920	2,352
	Venezuela	10	32	0	0	0	0	0	0	0	0	0
	Peru	13	81	1,068	88	1,156	914	74	988	10	0	10
	Bolivia	5	22	82	90	172	39	22	61	0	0	0
South America total	394	1,548	3,491	833	4,324	2,443	1,341	3,784	631	1,961	2,592	
Western Europe	Iceland	3	9	0	0	0	0	0	0	50	5	55
	Ireland	35	48	0	0	0	95	0	95	1,928	621	2,549
	Italy	45	186	0	0	0	0	0	0	535	134	669
	United Kingdom	172	473	1,368	190	1,558	2,206	281	2,487	949	212	1,161
	Austria	8	22	0	0	0	0	5	5	0	16	16
	Netherlands	22	69	0	0	0	11	0	11	21	0	21
	Cyprus	1	1	0	0	0	0	0	0	0	0	0
	Greece	12	25	0	0	0	0	0	0	0	0	0
	San Marino	1	1	0	0	0	0	0	0	0	0	0
	Switzerland	77	197	0	0	0	10	32	42	18	118	136
	Sweden	18	45	126	0	126	16	0	16	220	0	220
	Spain	158	404	0	15	15	12	8	20	0	1	1
	Denmark	18	42	0	0	0	0	172	172	52	0	52
	Germany	128	353	0	47	47	360	460	820	453	256	709
	Norway	14	35	0	0	0	0	0	0	196	0	196
	Finland	15	28	0	0	0	0	0	0	374	30	404
	France	302	930	416	247	663	1,012	446	1,458	5,671	273	5,944
	Belgium	12	38	0	0	0	0	0	0	0	0	0
	Portugal	11	27	0	0	0	0	0	0	0	0	0
	Malta	1	1	0	0	0	0	0	0	0	0	0
Monaco	1	3	0	0	0	0	0	0	0	0	0	
Luxembourg	7	7	14	7	21	13	49	62	11	50	61	
Western Europe total	1,061	2,944	1,924	506	2,430	3,735	1,453	5,188	10,478	1,716	12,194	
Eastern Europe	Azerbaijan	4	15	0	0	0	88	0	88	57	0	57
	Albania	1	1	0	0	0	0	0	0	0	0	0
	Armenia	8	23	13	16	29	8	10	18	39	43	82
	Ukraine	17	105	187	0	187	148	23	171	76	0	76
	Uzbekistan	18	129	276	10	286	52	0	52	21	7	28
	Estonia	14	18	0	44	44	0	0	0	136	0	136
	Kazakhstan	8	38	0	0	0	0	15	15	0	0	0
	Kyrgyz	13	40	340	26	366	378	0	378	64	20	84
	Croatia	6	21	0	0	0	0	0	0	0	0	0
	Georgia	9	25	0	128	128	49	32	81	33	7	40
	Slovakia	11	16	0	0	0	5	8	13	5	20	25
	Slovenia	4	19	0	0	0	0	0	0	0	0	0
	Serbia	4	13	0	0	0	0	0	0	97	57	154
	Tajikistan	5	8	0	0	0	0	27	27	0	4	4
	Czech Republic	13	83	0	0	0	0	0	0	35	9	44
	Turkmenistan	12	56	970	0	970	3,506	0	3,506	1,869	0	1,869
	Hungary	32	94	0	145	145	130	112	242	129	40	169
	Bulgaria	6	25	240	175	415	180	65	245	247	30	277
	Belarus	10	26	0	0	0	0	0	0	0	0	0
	Poland	47	234	190	7	197	0	5	5	59	118	177
	Bosnia and Herzegovina	3	4	0	0	0	0	0	0	0	0	0
	North Macedonia	1	1	0	0	0	0	0	0	0	0	0
	Moldova	1	2	0	0	0	0	0	0	0	0	0
	Latvia	3	5	0	0	0	0	0	0	44	29	73
	Lithuania	10	16	0	0	0	0	27	27	37	5	42
	Romania	12	40	15	24	39	120	129	249	351	51	402
Russia	151	666	355	609	964	2,262	412	2,674	412	111	523	
Eastern Europe total	423	1,723	2,586	1,184	3,770	6,926	865	7,791	3,711	551	4,262	

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)

Secondary education							Higher education				Other educational institutions	Total	Country and region
No distinction between lower and upper			Total			As major	Not as major	Extra-curricular	Total				
Curricular	Extra-curricular	Total	Curricular	Extra-curricular	Total								
0	0	0	140	0	140	32	185	10	227	3,769	4,486	Argentina	
0	0	0	0	0	0	0	10	0	10	171	181	Uruguay	
0	0	0	0	0	0	0	70	0	70	155	225	Ecuador	
0	0	0	0	0	0	0	406	30	436	1,588	2,024	Colombia	
0	0	0	0	64	64	145	103	75	323	665	1,096	Chile	
0	0	0	184	60	244	1	0	0	1	604	1,262	Paraguay	
0	0	0	1,787	3,082	4,869	1,270	268	167	1,705	11,969	20,732	Brazil	
0	0	0	0	0	0	0	23	11	34	268	302	Venezuela	
0	0	0	924	74	998	0	10	0	10	1,597	3,761	Peru	
0	0	0	39	22	61	0	0	0	0	255	488	Bolivia	
0	0	0	3,074	3,302	6,376	1,448	1,075	293	2,816	21,041	34,557	South America total	
0	0	0	50	5	55	76	14	0	90	0	145	Iceland	
0	0	0	2,023	621	2,644	55	351	10	416	24	3,084	Ireland	
0	0	0	535	134	669	3,886	2,672	25	6,583	1,135	8,387	Italy	
0	0	0	3,155	493	3,648	1,692	4,180	701	6,573	2,852	14,631	United Kingdom	
0	0	0	0	21	21	360	225	0	585	274	880	Austria	
0	0	0	32	0	32	750	380	0	1,130	437	1,599	Netherlands	
0	0	0	0	0	0	0	0	0	0	45	45	Cyprus	
0	0	0	0	0	0	0	30	0	30	538	568	Greece	
0	0	0	0	0	0	0	0	0	0	14	14	San Marino	
0	0	0	28	150	178	110	801	20	931	1,682	2,791	Switzerland	
0	0	0	236	0	236	676	272	0	948	161	1,471	Sweden	
0	0	0	12	9	21	722	891	259	1,872	7,475	9,383	Spain	
0	0	0	52	172	224	274	0	0	274	399	897	Denmark	
0	0	0	813	716	1,529	2,460	2,926	94	5,480	4,631	11,687	Germany	
0	0	0	196	0	196	210	106	25	341	130	667	Norway	
0	0	0	374	30	404	0	400	15	415	765	1,584	Finland	
0	0	0	6,683	719	7,402	6,348	6,379	153	12,880	8,624	29,569	France	
0	0	0	0	0	0	328	318	50	696	500	1,196	Belgium	
0	0	0	0	0	0	104	183	0	287	376	663	Portugal	
0	0	0	0	0	0	0	0	0	0	34	34	Malta	
0	0	0	0	0	0	0	0	0	0	7	7	Monaco	
0	0	0	24	99	123	0	0	0	0	84	228	Luxembourg	
0	0	0	14,213	3,169	17,382	18,051	20,128	1,352	39,531	30,187	89,530	Western Europe total	
0	0	0	145	0	145	115	42	0	157	37	339	Azerbaijan	
0	0	0	0	0	0	0	300	0	300	0	300	Albania	
0	0	0	47	53	100	33	25	8	66	126	321	Armenia	
0	0	0	224	23	247	720	311	120	1,151	467	2,052	Ukraine	
0	0	0	73	7	80	688	1,134	30	1,852	1,361	3,579	Uzbekistan	
0	0	0	136	0	136	57	74	0	131	65	376	Estonia	
0	0	0	0	15	15	152	78	80	310	286	611	Kazakhstan	
0	0	0	442	20	462	213	168	3	384	88	1,300	Kyrgyz	
0	0	0	0	0	0	169	40	0	209	232	441	Croatia	
0	0	0	82	39	121	47	110	30	187	152	588	Georgia	
0	0	0	10	28	38	40	0	0	40	168	246	Slovakia	
0	0	0	0	0	0	111	0	0	111	133	244	Slovenia	
0	0	0	97	57	154	300	30	0	330	0	484	Serbia	
0	0	0	0	31	31	73	69	0	142	50	223	Tajikistan	
0	0	0	35	9	44	435	167	20	622	638	1,304	Czech Republic	
0	0	0	5,375	0	5,375	195	2,325	0	2,520	0	8,865	Turkmenistan	
0	0	0	259	152	411	550	198	40	788	471	1,815	Hungary	
0	0	0	427	95	522	189	45	10	244	26	1,207	Bulgaria	
0	0	0	0	0	0	42	72	13	127	257	384	Belarus	
0	0	0	59	123	182	1,128	1,059	60	2,247	2,382	5,008	Poland	
0	0	0	0	0	0	0	9	0	9	67	76	Bosnia and Herzegovina	
0	0	0	0	0	0	0	30	45	75	0	75	North Macedonia	
0	0	0	0	0	0	0	0	0	0	131	131	Moldova	
0	0	0	44	29	73	55	12	5	72	30	175	Latvia	
0	0	0	37	32	69	0	75	55	130	205	404	Lithuania	
0	0	0	471	180	651	228	3	291	522	680	1,892	Romania	
0	0	0	2,674	523	3,197	2,253	1,423	453	4,129	4,136	12,426	Russia	
0	0	0	10,637	1,416	12,053	7,793	7,799	1,263	16,855	12,188	44,866	Eastern Europe total	

	Country and region	Institutions (Institutions)	Teachers (People)	Primary education			Secondary education					
				Curricular	Extra- curricular	Total	Lower secondary			Upper secondary		
							Curricular	Extra- curricular	Total	Curricular	Extra- curricular	Total
Middle East	United Arab Emirates	10	28	0	0	0	0	40	40	267	70	337
	Yemen	1	2	0	0	0	0	0	0	0	0	0
	Israel	11	25	0	0	0	0	0	0	0	0	0
	Iraq	2	6	420	0	420	0	0	0	0	0	0
	Iran	1	6	0	0	0	0	0	0	0	0	0
	Qatar	4	9	0	0	0	0	0	0	0	0	0
	Kuwait	1	2	0	0	0	0	0	0	0	0	0
	Saudi Arabia	1	4	0	0	0	0	0	0	0	0	0
	Syria	1	7	0	0	0	0	0	0	0	0	0
	Turkey	40	97	0	0	0	99	25	124	218	20	238
	Bahrain	1	3	0	0	0	0	0	0	0	0	0
	Jordan	7	12	0	0	0	0	0	0	0	0	0
	Lebanon	2	2	0	0	0	0	0	0	0	0	0
	Middle East total	82	203	420	0	420	99	65	164	485	90	575
North Africa	Algeria	4	8	0	0	0	0	0	0	0	0	0
	Egypt	14	147	0	0	0	0	0	0	0	0	0
	Tunisia	2	4	0	0	0	0	0	0	0	0	0
	Morocco	13	31	0	0	0	0	0	0	35	15	50
	North Africa total	33	190	0	0	0	0	0	0	35	15	50
Africa	Ghana	5	14	615	0	615	140	0	140	0	0	0
	Cameroon	1	1	0	0	0	0	10	10	0	8	8
	Kenya	26	44	24	562	586	2	65	67	70	417	487
	Côte d'Ivoire	4	5	0	0	0	88	205	293	70	0	70
	Democratic Republic of the Congo	1	13	0	0	0	0	0	0	0	0	0
	Zimbabwe	1	1	0	0	0	0	0	0	0	0	0
	Seychelles	1	1	0	0	0	0	0	0	0	0	0
	Senegal	2	1	0	0	0	0	0	0	0	0	0
	Nigeria	2	3	0	0	0	0	0	0	0	0	0
	Burkina Faso	1	2	0	0	0	0	0	0	0	0	0
	Benin	1	1	0	0	0	0	0	0	0	0	0
	Madagascar	19	37	0	15	15	442	73	515	403	33	436
	South Africa	4	6	0	0	0	0	0	0	0	0	0
	Africa total	68	129	639	577	1,216	672	353	1,025	543	458	1,001
Entire world	18,272	74,592	314,479	17,055	331,534	221,471	40,747	262,218	1,391,471	70,643	1,462,114	

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)

Secondary education							Higher education				Other educational institutions	Total	Country and region	
No distinction between lower and upper			Total			As major	Not as major	Extra-curricular	Total					
Curricular	Extra-curricular	Total	Curricular	Extra-curricular	Total									
0	0	0	267	110	377	0	58	0	58	163	598	United Arab Emirates	Middle East	
0	0	0	0	0	0	0	0	0	0	14	14	Yemen		
0	0	0	0	0	0	0	330	51	381	372	753	Israel		
0	0	0	0	0	0	0	30	0	30	0	450	Iraq		
0	0	0	0	0	0	108	0	0	108	0	108	Iran		
0	0	0	0	0	0	0	40	0	40	31	71	Qatar		
0	0	0	0	0	0	0	0	0	0	121	121	Kuwait		
0	0	0	0	0	0	80	0	0	80	0	80	Saudi Arabia		
0	0	0	0	0	0	0	0	0	0	110	110	Syria		
0	0	0	317	45	362	909	967	348	2,224	719	3,305	Turkey		
0	0	0	0	0	0	0	0	0	0	96	96	Bahrain		
0	0	0	0	0	0	0	190	35	225	74	299	Jordan		
0	0	0	0	0	0	0	15	0	15	10	25	Lebanon		
0	0	0	584	155	739	1,097	1,630	434	3,161	1,710	6,030	Middle East total		
0	0	0	0	0	0	1,037	1,639	350	3,026	488	3,514	Algeria	North Africa	
0	0	0	0	0	0	0	0	0	0	170	170	Egypt		
0	0	0	0	0	0	0	0	0	0	170	170	Tunisia		
0	0	0	35	15	50	0	0	190	190	386	626	Morocco		
0	0	0	35	15	50	1,037	1,719	540	3,296	1,234	4,580	North Africa total		
0	0	0	140	0	140	0	35	0	35	24	814	Ghana	Africa	
0	0	0	0	18	18	0	0	0	0	0	18	Cameroon		
0	0	0	72	482	554	0	522	20	542	44	1,726	Kenya		
0	0	0	158	205	363	0	250	0	250	21	634	Côte d'Ivoire		
0	0	0	0	0	0	0	0	0	0	60	60	Democratic Republic of the Congo		
0	0	0	0	0	0	0	0	0	0	53	53	Zimbabwe		
0	0	0	0	0	0	0	0	0	0	7	7	Seychelles		
0	0	0	0	0	0	0	54	32	86	0	86	Senegal		
0	0	0	0	0	0	0	396	200	596	0	596	Nigeria		
0	0	0	0	0	0	0	0	0	0	9	9	Burkina Faso		
0	0	0	0	0	0	0	0	0	0	142	142	Benin		
0	0	0	845	106	951	631	227	35	893	554	2,413	Madagascar		
0	0	0	0	0	0	0	0	0	0	58	58	South Africa		
0	0	0	1,215	811	2,026	631	1,484	287	2,402	972	6,616	Africa total		
157,414	308	157,722	1,770,356	111,698	1,882,054	298,318	595,257	77,365	970,940	610,186	3,794,714	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 and region	Primary education			Secondary education			Higher education		
		Institutions	Teachers	Learners	Institutions	Teachers	Learners	Institutions	Teachers	Learners
East Asia	Republic of Korea	1	1	156	2,060	2,481	347,138	417	2,062	55,708
	Taiwan	22	33	3,270	422	792	46,197	134	1,288	61,990
	China	22	171	3,442	1,351	5,898	335,876	1,113	10,684	557,153
	Hong Kong	11	60	1,260	19	82	3,537	16	72	6,213
	Macao	4	9	69	4	32	87	2	10	675
	Mongolia	19	53	2,817	29	80	5,232	23	98	2,474
	East Asia total	79	327	11,014	3,885	9,365	738,067	1,705	14,214	684,213
Southeast Asia	Indonesia	31	49	6,786	2,275	3,011	642,605	164	804	27,454
	Cambodia	5	26	216	7	43	442	5	42	918
	Singapore	4	39	384	4	44	1,313	8	48	3,226
	Thailand	24	41	6,597	521	1,040	150,240	74	383	19,803
	East Timor	0	0	0	0	0	0	1	2	100
	Philippines	4	19	640	64	141	9,220	44	178	9,181
	Brunei	0	0	0	0	0	0	1	2	130
	Vietnam	22	57	3,986	130	303	30,590	88	753	45,752
	Malaysia	2	11	17	140	157	19,140	43	155	13,715
	Myanmar	0	0	0	0	0	0	4	23	855
	Laos	5	14	422	6	27	1,555	3	23	369
Southeast Asia total	97	256	19,048	3,147	4,766	855,105	435	2,413	121,503	
South Asia	India	31	46	2,296	52	78	4,439	55	147	8,525
	Sri Lanka	0	0	0	69	81	6,412	12	24	833
	Nepal	0	0	0	1	1	150	2	13	215
	Pakistan	0	0	0	0	0	0	2	2	90
	Bangladesh	4	18	266	4	11	112	12	30	925
	Bhutan	0	0	0	0	0	0	0	0	0
	Maldives	0	0	0	0	0	0	1	1	7
South Asia total	35	64	2,562	126	171	11,113	84	217	10,595	
Oceania	Australia	1,023	1,311	258,811	693	1,673	140,323	23	195	11,301
	Northern Mariana Islands	0	0	0	2	2	230	1	1	40
	Kiribati	0	0	0	0	0	0	0	0	0
	Guam	1	4	56	8	11	867	1	5	153
	Samoa	0	0	0	0	0	0	1	1	56
	Tonga	0	0	0	7	13	162	0	0	0
	New Caledonia	0	0	0	33	49	3,262	4	6	104
	New Zealand	91	152	7,983	137	274	17,399	11	31	1,799
	Papua New Guinea	0	0	0	1	2	50	0	0	0
	Palau	0	0	0	2	2	110	1	1	45
	French Polynesia	0	0	0	2	2	3	0	0	0
	Micronesia	0	0	0	2	2	62	1	1	52
Oceania total	1,115	1,467	266,850	887	2,030	162,468	43	241	13,550	
North America	Canada	2	16	128	46	71	4,000	41	160	10,241
	United States	140	762	19,163	599	1,515	71,440	503	1,763	60,200
	North America total	142	778	19,291	645	1,586	75,440	544	1,923	70,441
Central America	El Salvador	0	0	0	0	0	0	1	1	63
	Cuba	0	0	0	0	0	0	1	2	28
	Guatemala	0	0	0	0	0	0	0	0	0
	Costa Rica	0	0	0	0	0	0	0	0	0
	Jamaica	0	0	0	0	0	0	2	4	153
	Dominican Republic	0	0	0	0	0	0	0	0	0
	Trinidad and Tobago	0	0	0	0	0	0	1	2	3
	Nicaragua	0	0	0	0	0	0	0	0	0
	Haiti	0	0	0	1	4	54	1	4	54
	Panama	0	0	0	1	1	15	1	1	25
	Puerto Rico	0	0	0	0	0	0	2	2	121
	Belize	0	0	0	0	0	0	0	0	0
	Honduras	1	2	21	1	2	21	2	4	27
Mexico	3	25	588	6	37	1,145	23	76	2,103	
Central America total	4	27	609	9	44	1,235	34	96	2,577	

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-academic education			Total			Country and region	
	Institutions	Teachers	Learners	Institutions	Teachers	Learners		
	392	8,690	67,332	2,868	13,229	470,334	Republic of Korea	East Asia
	335	1,295	32,175	907	3,375	143,632	Taiwan	
	516	5,055	160,847	2,965	21,361	1,057,318	China	
	37	497	16,655	73	625	27,665	Hong Kong	
	4	39	719	9	49	1,550	Macao	
	65	191	2,811	117	363	13,334	Mongolia	
	1,349	15,767	280,539	6,939	39,002	1,713,833	East Asia total	
	490	2,756	34,887	2,958	6,617	711,732	Indonesia	Southeast Asia
	41	239	2,298	51	301	3,874	Cambodia	
	9	94	5,914	19	182	10,837	Singapore	
	74	593	7,317	676	2,015	183,957	Thailand	
	3	14	317	4	16	417	East Timor	
	146	872	25,416	242	1,111	44,457	Philippines	
	1	1	18	2	3	148	Brunei	
	394	4,560	89,254	629	5,644	169,582	Vietnam	
	35	188	5,257	215	484	38,129	Malaysia	
	186	879	18,269	189	896	19,124	Myanmar	
	8	38	772	16	74	3,118	Laos	
	1,387	10,234	189,719	5,001	17,343	1,185,375	Southeast Asia total	
	225	932	20,755	323	1,132	36,015	India	South Asia
	20	78	2,501	89	164	9,746	Sri Lanka	
	238	798	9,281	241	812	9,646	Nepal	
	3	11	153	5	13	243	Pakistan	
	101	300	6,115	116	346	7,418	Bangladesh	
	1	3	18	1	3	18	Bhutan	
	0	0	0	1	1	7	Maldives	
	588	2,122	38,823	776	2,471	63,093	South Asia total	
	69	347	4,913	1,648	3,052	415,348	Australia	Oceania
	0	0	0	3	3	270	Northern Mariana Islands	
	1	2	20	1	2	20	Kiribati	
	0	0	0	9	16	1,076	Guam	
	0	0	0	1	1	56	Samoa	
	0	0	0	7	13	162	Tonga	
	2	4	60	36	56	3,426	New Caledonia	
	8	12	891	224	432	28,072	New Zealand	
	0	0	0	1	2	50	Papua New Guinea	
	0	0	0	3	3	155	Palau	
	5	13	110	6	14	113	French Polynesia	
	1	2	115	4	5	229	Micronesia	
	86	380	6,109	1,943	3,599	448,977	Oceania total	
	46	346	3,924	131	566	18,293	Canada	North America
	133	1,095	10,599	1,241	4,109	161,402	United States	
	179	1,441	14,523	1,372	4,675	179,695	North America total	
	4	27	324	5	28	387	El Salvador	Central America
	0	0	0	1	2	28	Cuba	
	4	12	414	4	12	414	Guatemala	
	10	44	829	10	44	829	Costa Rica	
	1	1	60	3	5	213	Jamaica	
	3	19	175	3	19	175	Dominican Republic	
	1	2	147	1	2	150	Trinidad and Tobago	
	2	7	62	2	7	62	Nicaragua	
	0	0	0	1	4	108	Haiti	
	2	5	100	3	6	140	Panama	
	1	1	18	2	2	139	Puerto Rico	
	1	2	10	1	2	10	Belize	
	4	19	286	5	20	355	Honduras	
	119	539	10,716	139	612	14,552	Mexico	
	152	678	13,141	180	765	17,562	Central America total	

	Country and region	Primary education			Secondary education			Higher education		
		Institutions	Teachers	Learners	Institutions	Teachers	Learners	Institutions	Teachers	Learners
South America	Argentina	1	49	350	1	49	140	6	57	227
	Uruguay	0	0	0	0	0	0	2	3	10
	Ecuador	0	0	0	0	0	0	3	3	70
	Colombia	0	0	0	0	0	0	9	16	436
	Chile	3	5	44	3	5	64	5	12	323
	Paraguay	9	36	413	6	21	244	1	4	1
	Brazil	23	72	2,189	60	123	4,869	11	56	1,705
	Venezuela	0	0	0	0	0	0	2	2	34
	Peru	5	24	1,156	5	24	998	1	6	10
	Bolivia	3	13	172	3	13	61	0	0	0
	South America total	44	199	4,324	78	235	6,376	40	159	2,816
Western Europe	Iceland	0	0	0	2	2	55	1	7	90
	Ireland	0	0	0	30	37	2,644	6	12	416
	Italy	0	0	0	10	17	669	18	96	6,583
	United Kingdom	20	48	1,558	60	87	3,648	51	183	6,573
	Austria	0	0	0	1	1	21	3	13	585
	Netherlands	0	0	0	1	1	32	6	29	1,130
	Cyprus	0	0	0	0	0	0	0	0	0
	Greece	0	0	0	0	0	0	1	1	30
	San Marino	0	0	0	0	0	0	0	0	0
	Switzerland	0	0	0	12	14	178	8	24	931
	Sweden	1	6	126	8	14	236	8	29	948
	Spain	2	4	15	3	5	21	25	74	1,872
	Denmark	0	0	0	9	13	224	3	15	274
	Germany	3	3	47	33	45	1,529	40	129	5,480
	Norway	0	0	0	3	6	196	5	13	341
	Finland	0	0	0	5	7	404	5	7	415
	France	22	98	663	97	202	7,402	98	421	12,880
	Belgium	0	0	0	0	0	0	5	24	696
	Portugal	0	0	0	0	0	0	4	12	287
	Malta	0	0	0	0	0	0	0	0	0
Monaco	0	0	0	0	0	0	0	0	0	
Luxembourg	1	1	21	6	6	123	0	0	0	
	Western Europe total	49	160	2,430	280	457	17,382	287	1,089	39,531
Eastern Europe	Azerbaijan	0	0	0	1	1	145	2	9	157
	Albania	0	0	0	0	0	0	1	1	300
	Armenia	4	8	29	5	11	100	6	13	66
	Ukraine	2	6	187	2	6	247	11	73	1,151
	Uzbekistan	3	8	286	3	6	80	9	81	1,852
	Estonia	3	3	44	5	5	136	2	3	131
	Kazakhstan	0	0	0	1	1	15	4	17	310
	Kyrgyz	2	5	366	6	14	462	6	17	384
	Croatia	0	0	0	0	0	0	2	11	209
	Georgia	1	2	128	2	3	121	5	10	187
	Slovakia	0	0	0	2	2	38	1	3	40
	Slovenia	0	0	0	0	0	0	1	8	111
	Serbia	0	0	0	3	5	154	1	8	330
	Tajikistan	0	0	0	2	2	31	2	4	142
	Czech Republic	0	0	0	2	10	44	4	19	622
	Turkmenistan	1	10	970	9	31	5,375	3	25	2,520
	Hungary	3	5	145	12	22	411	6	27	788
	Bulgaria	2	7	415	3	8	522	2	15	244
	Belarus	0	0	0	0	0	0	4	10	127
	Poland	1	2	197	3	3	182	15	114	2,247
	Bosnia and Herzegovina	0	0	0	0	0	0	1	1	9
	North Macedonia	0	0	0	0	0	0	1	1	75
	Moldova	0	0	0	0	0	0	0	0	0
	Latvia	0	0	0	1	1	73	1	2	72
Lithuania	0	0	0	5	5	69	2	4	130	
Romania	2	10	39	5	16	651	5	21	522	
Russia	18	82	964	27	97	3,197	48	302	4,129	
	Eastern Europe total	42	148	3,770	99	249	12,053	145	799	16,855

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-academic education			Total			Country and region	
	Institutions	Teachers	Learners	Institutions	Teachers	Learners		
	48	248	3,769	51	252	4,486	Argentina	South America
	4	13	171	6	16	181	Uruguay	
	2	18	155	4	20	225	Ecuador	
	12	72	1,588	20	85	2,024	Colombia	
	5	28	665	11	39	1,096	Chile	
	6	33	604	13	59	1,262	Paraguay	
	209	859	11,969	261	942	20,732	Brazil	
	8	30	268	10	32	302	Venezuela	
	9	63	1,597	13	81	3,761	Peru	
	2	9	255	5	22	488	Bolivia	
	305	1,373	21,041	394	1,548	34,557	South America total	
	0	0	0	3	9	145	Iceland	Western Europe
	1	1	24	35	48	3,084	Ireland	
	18	75	1,135	45	186	8,387	Italy	
	63	223	2,852	172	473	14,631	United Kingdom	
	4	8	274	8	22	880	Austria	
	15	39	437	22	69	1,599	Netherlands	
	1	1	45	1	1	45	Cyprus	
	11	24	538	12	25	568	Greece	
	1	1	14	1	1	14	San Marino	
	57	159	1,682	77	197	2,791	Switzerland	
	2	2	161	18	45	1,471	Sweden	
	141	350	7,475	158	404	9,383	Spain	
	6	14	399	18	42	897	Denmark	
	58	192	4,631	128	353	11,687	Germany	
	6	16	130	14	35	667	Norway	
	6	17	765	15	28	1,584	Finland	
	127	417	8,624	302	930	29,569	France	
	7	14	500	12	38	1,196	Belgium	
	8	20	376	11	27	663	Portugal	
	1	1	34	1	1	34	Malta	
	1	3	7	1	3	7	Monaco	
	4	4	84	7	7	228	Luxembourg	
	538	1,581	30,187	1,061	2,944	89,530	Western Europe total	
	1	5	37	4	15	339	Azerbaijan	Eastern Europe
	0	0	0	1	1	300	Albania	
	5	16	126	8	23	321	Armenia	
	6	29	467	17	105	2,052	Ukraine	
	7	57	1,361	18	129	3,579	Uzbekistan	
	4	7	65	14	18	376	Estonia	
	4	29	286	8	38	611	Kazakhstan	
	2	12	88	13	40	1,300	Kyrgyz	
	4	10	232	6	21	441	Croatia	
	1	10	152	9	25	588	Georgia	
	8	11	168	11	16	246	Slovakia	
	4	19	133	4	19	244	Slovenia	
	0	0	0	4	13	484	Serbia	
	1	2	50	5	8	223	Tajikistan	
	8	62	638	13	83	1,304	Czech Republic	
	0	0	0	12	56	8,865	Turkmenistan	
	12	42	471	32	94	1,815	Hungary	
	2	12	26	6	25	1,207	Bulgaria	
	6	16	257	10	26	384	Belarus	
	28	115	2,382	47	234	5,008	Poland	
	2	3	67	3	4	76	Bosnia and Herzegovina	
	0	0	0	1	1	75	North Macedonia	
	1	2	131	1	2	131	Moldova	
	1	2	30	3	5	175	Latvia	
	3	7	205	10	16	404	Lithuania	
	5	21	680	12	40	1,892	Romania	
	79	279	4,136	151	666	12,426	Russia	
	194	768	12,188	423	1,723	44,866	Eastern Europe total	

	Country and region	Primary education			Secondary education			Higher education		
		Institutions	Teachers	Learners	Institutions	Teachers	Learners	Institutions	Teachers	Learners
Middle East	United Arab Emirates	0	0	0	4	6	377	1	1	58
	Yemen	0	0	0	0	0	0	0	0	0
	Israel	0	0	0	0	0	0	6	11	381
	Iraq	1	4	420	0	0	0	1	2	30
	Iran	0	0	0	0	0	0	1	6	108
	Qatar	0	0	0	0	0	0	1	1	40
	Kuwait	0	0	0	0	0	0	0	0	0
	Saudi Arabia	0	0	0	0	0	0	1	4	80
	Syria	0	0	0	0	0	0	0	0	0
	Turkey	0	0	0	5	9	362	23	57	2,224
	Bahrain	0	0	0	0	0	0	0	0	0
	Jordan	0	0	0	0	0	0	4	4	225
	Lebanon	0	0	0	0	0	0	1	1	15
	Middle East total	1	4	420	9	15	739	39	87	3,161
North Africa	Algeria	0	0	0	0	0	0	2	3	80
	Egypt	0	0	0	0	0	0	10	119	3,026
	Tunisia	0	0	0	0	0	0	0	0	0
	Morocco	0	0	0	2	2	50	3	8	190
	North Africa total	0	0	0	2	2	50	15	130	3,296
Africa	Ghana	2	3	615	2	3	140	1	1	35
	Cameroon	0	0	0	1	1	18	0	0	0
	Kenya	8	17	586	12	18	554	7	13	542
	Côte d'Ivoire	0	0	0	2	2	363	1	1	250
	Democratic Republic of the Congo	0	0	0	0	0	0	0	0	0
	Zimbabwe	0	0	0	0	0	0	0	0	0
	Seychelles	0	0	0	0	0	0	0	0	0
	Senegal	0	0	0	0	0	0	2	1	86
	Nigeria	0	0	0	0	0	0	2	3	596
	Burkina Faso	0	0	0	0	0	0	0	0	0
	Benin	0	0	0	0	0	0	0	0	0
	Madagascar	1	1	15	8	13	951	6	13	893
	South Africa	0	0	0	0	0	0	0	0	0
Africa total	11	21	1,216	25	37	2,026	19	32	2,402	
Entire world	1,619	3,451	331,534	9,192	18,957	1,882,054	3,390	21,400	970,940	

*Regarding cases in which a learner is enrolled across multiple educational stages within one institution, we have recorded the number of institutions and the number of teachers in each educational stage. Therefore, the number of institutions and the number of teachers will not necessarily match the total for the figures at each educational stage “(the total for the country overall).”

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-academic education			Total			Country and region	
	Institutions	Teachers	Learners	Institutions	Teachers	Learners		
	5	21	163	10	28	598	United Arab Emirates	Middle East
	1	2	14	1	2	14	Yemen	
	5	14	372	11	25	753	Israel	
	0	0	0	2	6	450	Iraq	
	0	0	0	1	6	108	Iran	
	3	8	31	4	9	71	Qatar	
	1	2	121	1	2	121	Kuwait	
	0	0	0	1	4	80	Saudi Arabia	
	1	7	110	1	7	110	Syria	
	14	36	719	40	97	3,305	Turkey	
	1	3	96	1	3	96	Bahrain	
	3	8	74	7	12	299	Jordan	
	1	1	10	2	2	25	Lebanon	
	35	102	1,710	82	203	6,030	Middle East total	
	2	5	190	4	8	270	Algeria	North Africa
	5	29	488	14	147	3,514	Egypt	
	2	4	170	2	4	170	Tunisia	
	8	21	386	13	31	626	Morocco	
	17	59	1,234	33	190	4,580	North Africa total	
	2	10	24	5	14	814	Ghana	Africa
	0	0	0	1	1	18	Cameroon	
	3	6	44	26	44	1,726	Kenya	
	1	2	21	4	5	634	Côte d'Ivoire	
	1	13	60	1	13	60	Democratic Republic of the Congo	
	1	1	53	1	1	53	Zimbabwe	
	1	1	7	1	1	7	Seychelles	
	0	0	0	2	1	86	Senegal	
	0	0	0	2	3	596	Nigeria	
	1	2	9	1	2	9	Burkina Faso	
	1	1	142	1	1	142	Benin	
	11	25	554	19	37	2,413	Madagascar	
	4	6	58	4	6	58	South Africa	
	26	67	972	68	129	6,616	Africa total	
	4,856	34,572	610,186	18,272	74,592	3,794,714	Entire world	

Survey form sample

2021 Survey on Japanese Language Education (The Japan Foundation)

About this survey

1. Who should respond to this survey

The purpose of the survey is to understand the state of Japanese-language education now and contributing to its future development. If your institution provides Japanese-language classes as part of your world-language education program, please respond to this survey.

If one of the following cases applies to your institution, do not proceed with the survey.

- i.) Your organization is not active.
- ii.) Your organization is a Japanese International School (Japanese school).
- iii.) You are a broadcasting station or a website providing Japanese-language education for an unspecified large number of people.
- iv.) You only offer a one-time activity to give students an experience to learn the Japanese language.

* Survey includes organizations teaching Japanese as a world language to children of Japanese descent in each country (excluding Japanese language supplementary school approved by the Ministry of Education, Culture, Sports, Science and Technology).

If your institution is ineligible to fill out this survey based on "1. Who should respond to this survey" or "2. You have a Japanese language course, but there are no students enrolled due to all classes being temporarily suspended", please check the box below and return the form or contact the survey provider.

- This survey is not applicable to my organization. All classes are temporarily suspended.

2. About this Survey

(1) In this survey you are required to provide information, such as the number of students in each educational stage (level). Please select the stage (level) that is applicable to your organization.

Definitions of the educational stages (levels) in this survey are provided below.

If there are more than one educational stages (level), please answer for all the levels that are offered by your institution.

Primary Education:	Schools that primarily teach students from 7 to 12 years old
Lower-secondary Education:	Schools that primarily teach students from 13 to 15 years old
Upper-secondary Education:	Schools that primarily teach students from 16 to 18 years old
Higher Education:	Schools that primarily teach students from 19 years old and older.
Other Education:	Language schools, adult education, in-house training for corporations or public institutions, public courses, heritage language education, etc.

* The above age ranges are only a guide. When applied to the educational system of your country, the categories are divided as follows.

Primary Education	<input type="text"/>
Lower-secondary Education	<input type="text"/>
Upper-secondary Education	<input type="text"/>
Higher education	<input type="text"/>
Other Education	<input type="text"/>

(2) The name of your institution and other basic information will be publicized in our internet database after the survey has been completed.

<https://jpsurvey.net/jfsearch/do/lang/jpn/index> (Japanese)

<https://jpsurvey.net/jfsearch/do/lang/eng/index> (English)

Numerical data such as the number of students or teachers per institution will not be publicized in the database.

Only aggregated data will be made public.

Data that is to be publicized will be shown with "(Public)" next to the question, so please confirm when answering the survey.

(3) As a general rule, the institution fills out one survey form. However, in the case you work in a large institution and do not have information regarding other departments, faculties or campus, just provide information related only to your own department, faculty or campus in Question [2].

In this case, the department will be registered as one "institution," so please enter the name of "Japanese-language education department" in Question 2.

3. Privacy Policy

The <Contact information> that was provided in this survey may be used for future correspondence from the Foundation. The Japan Foundation collects, uses, and controls all personal information in accordance with the relevant laws and ordinances. Please refer to our website for our policy on protecting personal information.

<http://www.jpf.go.jp/j/privacy/> (Japanese)

<http://www.jpf.go.jp/e/privacy/> (English)

2021 Survey on Japanese Language Education (The Japan Foundation)

ID:

Your ID is written in the email that was sent with this survey.

Question 1: Name of your institution (Public: will be released publicly on Japan Foundation's web database)

(1) Please enter the official name of your institution.

* Please refrain from using abbreviations.

[*Either "Name in the Latin Alphabet" or "Name in the Language of Your country's Alphabet" has to be provided]

Name in the Latin alphabet [*]Name in the Language of
Your country's Alphabet [*]

* Leave blank if your country uses the Latin alphabet

(Name in Japanese)

* Leave blank if your institution does not have a common Japanese name

(2) Does your organization conduct online classes (including hybrid classes)?

 Yes, it conducts online classes No, it does not conduct online classes *Required**Question 2: Japanese-language education department name (Public)**

Please enter the official name of the department providing Japanese-language education at your institution.

* Leave blank if your overall institution provides Japanese-language education, rather than a specific department.

* Please refrain from using abbreviations.

Name in the Latin alphabet Name in the Language of
Your country's Alphabet

* Leave blank if your country uses the Latin alphabet

(Name in Japanese)

* Leave blank if your institution does not have a common Japanese name

Question 3: Address (Public)

Please fill out the address of your institution (department).

* At the end of the survey, there is space to provide your (the survey respondent) personal contact information. Please enter the official address of your institution here.

Address in the Latin alphabetPostal code State *RequiredAddress **Address in the language of your country. * Leave blank if your country uses the Latin alphabet**Postal code State Address **Question 4: Contact information (Public)**

Please enter the contact information of your organization (department).

* Please enter the official contact information of your institution. Please provide contact information that can be publicized.

* At the end of this survey, there is space to provide your (the survey respondent) personal contact information.

*You must provide either a telephone number or an e-mail address.

Phone number (including area code) [*]E-mail address [*]Website URL

* Please include "http://" or "https://"

Question 5: Institution Type (Public)

Which of the following categories does your institution belong to? (Select the answer that best applies) *Required

- An institution established by the nation, state, province, or other local government
- An institution established by a private entity or individual
- An institution established by the Japanese government or its agency

Question 6: Number of Japanese-language teachers

[1] How many Japanese-language teachers are there at your organization (department)? *Required

(Please include teaching assistants in 'part-time'.)

 full-time teachers part-time teachers

*Please enter "0" if there are no full-time teachers.

*Please enter "0" if there are no part-time teachers.

[2] How many of the teachers indicated in question [1] speak Japanese as their native language?

(The number will not be publicized, only their presence / absence)

 Teachers *This should not be a larger number than the answer given to question [1].

Question 7 is arranged in the order of the educational stages (level). Please answer the questions applicable to your institution. If you have multiple stages (level), please answer for all the stages (level) offered by your institution. Please refer back to number 2 in "About this survey" above for the breakdown of the stages (level).

Question 7: Number of learners per educational stage (level)

Please check the educational stages (level) implemented by your institution. Please indicate the course status and number of learners for each of the subdivisions you checked off.

Educational Stage (Public)
(Multiple answers permitted)
***Required**

Categories of Japanese-language Courses (Public)
(Multiple answers permitted)
***Required**

Number of Japanese Language Learners (number of Japanese heritage learners among them)
***Response is required, including whether or not Japanese is taught as a heritage language**

*Heritage language education refers to teaching Japanese to children who have Japanese parent/s that have migrated overseas and for children who have both Japanese and non-Japanese parents.

<input type="checkbox"/> Primary Education	<input type="checkbox"/> Formal Subject (Part of curriculum) <input type="checkbox"/> Extra-curricular Activity (Club Activities Outside of Curriculum, etc.)	<input type="text"/> Learners <input type="text"/> Learners	*Required <input type="checkbox"/> Japanese is taught as a heritage language <input type="checkbox"/> Japanese is not taught as a heritage language												
<input type="checkbox"/> Lower-secondary Education	<input type="checkbox"/> Formal Subject (Part of curriculum) <input type="checkbox"/> Extra-curricular Activity (Club Activities Outside of Curriculum, etc.)	<input type="text"/> Learners <input type="text"/> Learners	*Required <input type="checkbox"/> Japanese is taught as a heritage language <input type="checkbox"/> Japanese is not taught as a heritage language												
<input type="checkbox"/> Upper-secondary Education	<input type="checkbox"/> Formal Subject (Part of curriculum) <input type="checkbox"/> Extra-curricular Activity (Club Activities Outside of Curriculum, etc.)	<input type="text"/> Learners <input type="text"/> Learners	*Required <input type="checkbox"/> Japanese is taught as a heritage language <input type="checkbox"/> Japanese is not taught as a heritage language												
<input type="checkbox"/> Higher Education * Courses open to the general public should be entered under "Alternative Education."	<input type="checkbox"/> Japanese-language Major (Studying Japanese as a major such as Japanese language studies or Japanese-language education, etc.) <input type="checkbox"/> Non Japanese-language Major (Learners who have enrolled in non-Japanese language major, but are studying Japanese as a world language) <input type="checkbox"/> Extra-curricular Activity (Japanese-language research groups, study groups, club activities, etc. operating within the institution)	<input type="text"/> Learners <input type="text"/> Learners <input type="text"/> Learners													
<input type="checkbox"/> Non-academic institution (Language schools, adult education, in-house training for corporations or public institutions, public courses, heritage language education, etc.)	Describe the demographics and number of learners studying at your institution. *Response is required, including whether or not Japanese is taught as a heritage language														
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"></td> <td style="text-align: right;">total <input type="text"/> Learners</td> <td style="text-align: right;">*Required</td> </tr> <tr> <td><input type="checkbox"/> Pre-school</td> <td>(Any) <input type="text"/> Learners</td> <td><input type="checkbox"/> Japanese is taught as a heritage language <input type="checkbox"/> Japanese is not taught as a heritage language</td> </tr> <tr> <td><input type="checkbox"/> Primary and secondary learners</td> <td>(Any) <input type="text"/> Learners</td> <td><input type="checkbox"/> Japanese is taught as a heritage language <input type="checkbox"/> Japanese is not taught as a heritage language</td> </tr> <tr> <td><input type="checkbox"/> Higher institution learners/Adult learners</td> <td>(Any) <input type="text"/> Learners</td> <td><input type="checkbox"/> Japanese is taught as a heritage language <input type="checkbox"/> Japanese is not taught as a heritage language</td> </tr> </table>				total <input type="text"/> Learners	*Required	<input type="checkbox"/> Pre-school	(Any) <input type="text"/> Learners	<input type="checkbox"/> Japanese is taught as a heritage language <input type="checkbox"/> Japanese is not taught as a heritage language	<input type="checkbox"/> Primary and secondary learners	(Any) <input type="text"/> Learners	<input type="checkbox"/> Japanese is taught as a heritage language <input type="checkbox"/> Japanese is not taught as a heritage language	<input type="checkbox"/> Higher institution learners/Adult learners	(Any) <input type="text"/> Learners	<input type="checkbox"/> Japanese is taught as a heritage language <input type="checkbox"/> Japanese is not taught as a heritage language
	total <input type="text"/> Learners	*Required													
<input type="checkbox"/> Pre-school	(Any) <input type="text"/> Learners	<input type="checkbox"/> Japanese is taught as a heritage language <input type="checkbox"/> Japanese is not taught as a heritage language													
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<input type="checkbox"/> Higher institution learners/Adult learners	(Any) <input type="text"/> Learners	<input type="checkbox"/> Japanese is taught as a heritage language <input type="checkbox"/> Japanese is not taught as a heritage language													

Question 7-1 only applies to those who checked "Higher Education" in Question 7.

Question 7-1: Which of the following degrees, if any, does your institution award to students who have majored in Japanese language or Japanese studies? (Public)

*The intention of this question is not to ask about the degrees held by the faculty members of your institution. ***Required**
*Select all that apply.

Associate degree
 Bachelor's degree
 Master's degree
 Doctoral degree
 Degree not awarded

Question 7-2 below only applies to those who have checked "Japanese is taught as a heritage language" in question 7 above.

Question 7-2. What is the number of people who are learning Japanese as a heritage language at your organization?

*Please enter the number of students who are enrolled in classes where Japanese is taught as a heritage language.

Primary Education Learners
 Lower-secondary Learners
 Upper-secondary Learners

Question 7-3 below only applies to those who checked "Japanese is taught as a heritage language" in "Alternative Education" for question 7 above.

Question 7-3. What is the number of people learning Japanese as a heritage language at your organization?

*Please enter the number of students who are enrolled in classes where Japanese is taught as a heritage language.

Pre-school Learners
 Primary and Learners
 Higher institution Learners

Question 8: Japanese-language teacher development program

Does your institution/department offer a teacher development program in Japanese language education? (Select one answer.)

*The intention of this question is not to ask about the qualifications or credentials of the faculty members of your institution.

***Required**

Yes. No.

Question 9 : Reasons to study Japanese

In your opinion, what are the reasons your learners study Japanese? (Select all that apply.)

***Required**

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

Question 10 : State of Japanese-language education

This is a question about Japanese language education at your institution (department). For questions 1 to 11, please select one answer that you think is applicable.

	Yes	No	I do not know
1. There are enough teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. There is an adequate number of teachers who are native speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The teacher in charge has the Japanese language skills necessary for the class or course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The teacher in charge has the knowledge and skills in Japanese teaching methods necessary for the	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. There is enough information about Japanese culture and society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. There is a sufficient amount of teaching materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. There are materials that meet the needs and levels of learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Facilities and equipments are well maintained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The learners are enthusiastic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The number of learners is increasing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Other languages are being introduced and consideration is being made in eliminating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question 11: Other noteworthy information (free response)

If you have any noteworthy information that are not listed in the options, please write about it here.

<Contact Information> Please share your (the respondent) contact information below.

1. Your name

2. Your (the respondent's) personal contact address. Please enter only if it is different from the official address of your organization.

Telephone number

Email address

3. Are you also teaching Japanese at other organizations?

Yes
 No

If you answered "Yes" to the above, please share the name of the other institution, if possible.
(This is because we would like to request responses to this survey from as many organizations as possible.)

◆Thank you very much for your cooperation.
Please return the completed form (this file) to the local survey coordinator.

SURVEY REPORT ON JAPANESE-LANGUAGE EDUCATION ABROAD 2021

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