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# Preface

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The Japan Foundation 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 24 overseas offices in 23 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, administrative agencies, and Japanese-language educational institutions in each country and region, to dispatch Japanese-language education experts abroad, provide training to Japanese-language teachers and learners abroad, support the development and production of educational materials, and gather and transmit information about Japanese-language education abroad.

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 FY2015. We hope that the survey results will serve as a useful reference for the people involved in Japanese-language education in Japan and abroad and thereby provide a boost to Japanese-language education.

Finally, we would like to express our deep appreciation for the wonderful cooperation of the Japanese-language educational institutions who answered the survey and also the Ministry of Foreign Affairs, the diplomatic missions abroad, and the relevant institutions and relevant people in each country at each stage of the survey from distribution to collection of the survey form.

July 2017  
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 Japanese-language education, and provide useful materials 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 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 Japanese-language educational institutions and organizations.

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 Japanese-language educational institutions 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 Japanese-Language Educational Institutions Worldwide<br>Published by the Publishers Association for Cultural Exchange (PACE), Japan (1970)                                      |
| Japan Foundation   | 1974-1975   | List of Japanese-Language Educational Institutions Abroad<br>Published by the Japan Foundation (1975)   |
| Japan Foundation   | 1979-1980   | List of Japanese-Language Educational Institutions Abroad<br>Published by the Japan Foundation (1981)   |
| Japan Foundation   | 1984-1985   | List of Japanese-Language Educational Institutions Abroad<br>Editorial supervision by the Japan Foundation<br>Published by Bonjinsha (1987)   |
| Ministry of Foreign Affairs                              | 1988-1989   | Japanese-Language Education: Its Growth and Concerns<br>Edited and published by The Japan Forum (1990)  |
| Japan Foundation Japanese-Language Institute, Urawa      | 1990        | Survey Report on Japanese-Language Education Abroad<br>Edited by the Japan Foundation Japanese-Language Institute, Urawa<br>Published by the Ministry of Finance Printing Bureau (1992) |
| Japan Foundation Japanese-Language Institute, Urawa      | 1993-1994   | Survey Report on Japanese-Language Education Abroad<br>Edited and published by the Japan Foundation Japanese-Language Institute, Urawa (1995)   |
| Japan Foundation Japanese-Language Institute, Urawa      | 1998-1999   | Survey Report on Japanese-Language Education Abroad<br>Edited and published by the Japan Foundation Japanese-Language Institute, Urawa (2000)   |
| Japan Foundation   | 2003-2004   | Survey Report on Japanese-Language Education Abroad<br>Edited and published by the Japan Foundation (2005)  |
| Japan Foundation   | 2006-2007   | Survey Report on Japanese-Language Education Abroad<br>Edited and published by the Japan Foundation (2008)  |
| Japan Foundation   | 2009-2010   | Survey Report on Japanese-Language Education Abroad<br>Edited and published by the Japan Foundation (2011)  |
| Japan Foundation   | 2012-2013   | Survey Report on Japanese-Language Education Abroad<br>Edited by the Japan Foundation<br>Published by Kurosio Publishers (2013)   |

## (2) Survey coverage

### A. Institutions covered by the survey

This is a survey of institutions implementing Japanese-language education abroad and institutions implementing Japanese-language education inside Japan with public institutions abroad as the establishing entity. 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;
- (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

For FY2015, the survey forms were distributed to 21,325 institutions all around the world, and answers were received from 19,141 institutions (a collection rate of 89.8%). We were thus able to confirm the 16,179 institutions are implementing Japanese-language education, and 2,962 institutions are institutions that 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: May 2015~April 2016

Note that the survey period was extended to August 2016 for some countries that had not finished the survey during the above period.

## (4) Survey content

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

The main survey items are as shown below.

### Main survey items

| Type  | Survey items   |
|---|--|
| Basic information about the institution                       | Institution name, Japanese-language education department name, address, contact info   |
| Nature of the institution                                     | Establishing entity (public institution/private institution/institution associated with the Government of Japan), educational stage (Primary school/Secondary school[divided into lower secondary institutions, upper secondary institutions, and institutions that No distinction between lower and upper secondary]/institution of higher education/Other institution), the position of Japanese-language courses (example: at an institution of higher education, a As major/not a As major/Extra-curricular) |
| Learners  | The composition of Japanese language-learners (preschool age children/primary-school students/middle school students/high-school students/university students and graduate school students/other adults), the number of Japanese-language learners   |
| Teachers  | The number of teachers, the number of Japanese-language teachers who are native speakers, whether or not there are Japanese-language teacher-training courses  |
| University degrees  | 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), the field in which they did their major (As major/other field)  |
| The positioning of Japanese-language education                | The teaching of other foreign languages, the expansion or contraction of Japanese-language education   |
| Your objective and reasons for learning the Japanese language | Multiple choice answers from items such as "Interested in the history, literature, etc. of Japan," etc.  |
| Problem areas in Japanese-language education                  | Evaluation of items such as "The number of teachers available to learners," etc.   |

\* Of the survey items, regarding "Your objective and reasons for learning the Japanese language" and "Problem areas in Japanese-language education" there was a difference in the response rate depending on the country; therefore, the spreadsheets are only recorded in the CD-ROM as reference data.

## (5) Survey method

### A. Institutions implementing the survey

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. Note that in the following countries and regions, taking into consideration the efficiency of the survey, the survey was implemented jointly with external institutions or subcontracted to external institutions inside each country and region.

#### Joint implementation partners and subcontractors

| Country and region | Joint implementation partners and subcontractors  |
|--------------------|---|
| Republic of Korea  | Gallup Korea                                      |
| Taiwan             | J-Study   |
| China              | Tianjin Foreign Studies University                |
| Hong Kong, Macao   | Society of Japanese-Language Education, Hong Kong |
| Mongolia           | Mongolia Japanese-language Teachers' Association  |
| Myanmar            | Myanmar Association of Japan Alumni (MAJA)        |
| New Zealand        | Massey University                                 |

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 method

For this survey, the survey form was distributed and collected based on the information about the Japanese-language educational institutions that the institutions implementing the survey had ascertained in advance, using the survey method suitable for the communications environment in each country and region, such as the

Internet, e-mail, fax, post, telephone, etc. The survey method was not necessarily limited to one method per country or region; in some cases, even within the same country or region, multiple survey methods were used together, based on the communications environments of the institutions covered by the survey.

#### Survey method

| Survey method   | Procedure  |
|-----------------|--|
| Internet        | The institutions implementing the survey notified the institutions covered by the survey of the URL of the dedicated website for the survey by e-mail and also sent them IDs and passwords. The institutions covered by the survey that received IDs and passwords accessed said website and entered the answers there.      |
| E-mail          | The institutions implementing the survey sent the survey form as electronic data to the institutions covered by the survey by e-mail. 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. |
| Fax             | The institutions implementing the survey sent the survey form to the institutions covered by the survey by fax. The institutions covered by the survey entered the answers in the survey form and returned it to the institutions implementing the survey by fax.  |
| Post            | The institutions implementing the survey sent the survey form to the institutions covered by the survey by post. The institutions covered by the survey entered the answers in the survey form and returned it to the institutions implementing the survey by post.  |
| Telephone, etc. | The institutions implementing the survey obtained the answers from the institutions covered by the survey by telephone or by receiving them by hand.   |

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

### (1) The classifications and arrangement of the regions and the names and arrangement 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 and arrangement 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 they are arranged in the order of the Japanese syllabary for each region.

The following regions that are not countries are referred to using their informal names (from World Yearbook 2013 by KYODO NEWS).

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

Note that in this text for the sake of convenience the use of the term “countries” includes these regions.

### (2) About the terms used in this text

#### A. “Institutions” used as a unit

In this survey, 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 in the survey for which “faculty” and “campus” units are considered to be “one institution.”

#### B. Educational stage

The school educational system and school structure vary depending on the country; therefore, classifications that unify the entire world are difficult, but in this report, the institutions covered by the survey are classified into the following five categories to carry out the tabulation and

analysis.

#### (A) “Primary education”

This refers to institutions equivalent to elementary schools in Japan.

#### (B) “Secondary education”

The tabulation and analysis is carried out using the three sub-classifications of institutions equivalent to middle schools in Japan (Lower secondary), institutions equivalent to high-schools in Japan (Upper secondary), and institutions that No distinction between lower and upper secondary.

#### (C) “Higher education”

This refers to institutions equivalent to the junior colleges, technical colleges, universities and graduate schools of Japan. It also includes TAFE (Technical and Further Education) in Australia, and university preparatory education (preparatory courses) in Malaysia, France, etc.

#### (D) “Other educational institutions”

This includes private language schools, lifelong educational institutions run by public institutions, Japanese-language schools for children of people of Japanese ancestry, language courses run by higher educational institutions for the general public, Japanese-language courses for the general public run by the Japan Foundation, and in-house education offered by private companies and public institutions for their employees, etc.

#### (E) “Multiple-stage education”

This refers to institutions that implement Japanese-language education across multiple educational stages, such as “Primary education and Secondary education,” “Higher education and Other educational institutions,” etc.

#### C. 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, such as the Ministry of Foreign Affairs, the Japan Foundation, etc.

#### D. Teachers

##### (A) Teachers

This refers to teachers who are teaching the Japanese language at an institution regardless of whether or not they are employed full-time at that institution or whether or not they work at other institutions as well. 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; the duplication in the case of a teacher who is teaching at multiple institutions is not taken into account.

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

#### E. Other special terms

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

#### F. 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.





# Chapter 1 Overview of the results of the survey

## 1. Overall situation

**It was discovered that Japanese-language education is being implemented in 137 countries and regions around the world, and that the number of institutions involved in Japanese-language education has slightly increased to 16,179 institutions.**

In the FY2015 survey, the implementation of Japanese-language education was confirmed in a total of 137 areas, including 130 countries and 7 regions, an increase of 1 area from the total of 136 areas, including 128 countries and 8 regions in the FY2012 survey.

The number of institutions is 16,179 institutions (up 0.8% compared to FY2012), the number of teachers is 64,108 people (up 0.5%), and the number of learners is 3,655,024 people (down 8.3%); therefore, the number of institutions and the number of teachers has increased slightly, while on the other hand the number of learners has decreased.

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

|                             | 2015      | 2012      |
|-----------------------------|-----------|-----------|
| Institutions (Institutions) | 16,179    | 16,046    |
| Teachers (People)           | 64,108    | 63,805    |
| Learners (People)           | 3,655,024 | 3,985,669 |

Note that this survey covers “schools and other institutions teaching the Japanese language as language education” and therefore learners self-studying the Japanese language at institutions that have the main objective of intercultural exchange activities, etc., not the implementation of language education, or through television, radio, books, magazines, the Internet, etc., are not included in the total numbers. Taking this point into account, the number of people who are learning the Japanese language is estimated to be much higher than the total number of learners in this survey.

**Table 1-1-2 Number of countries and regions implementing Japanese-language education**

|         | 2015          | 2012          |
|---------|---------------|---------------|
| Country | 130 countries | 128 countries |
| Region  | 7 regions     | 8 regions     |

**The implementation of Japanese-language education was confirmed in 7 new countries, and confirmation was no longer possible in 6 countries and regions. This means a net increase of 1 country.**

In the present survey, the implementation of Japanese-language education was confirmed in 7 new countries since the FY2012 survey. On the other hand, there are 6 countries and regions for which implementation of

Japanese-language education was confirmed in the FY2012 survey but could not be confirmed in the FY2015 survey, so the result is an increase of 1 country.

**Table 1-1-3 Countries and regions for which the implementation of Japanese-language education could be newly confirmed in 2015**

| Country and region     | Number of institutions |
|------------------------|------------------------|
| Kiribati               | 1                      |
| Fiji                   | 2                      |
| Bosnia and Herzegovina | 2                      |
| Macedonia              | 1                      |
| Afghanistan            | 1                      |
| Algeria                | 1                      |
| Zambia                 | 1                      |

**Table 1-1-4 Countries and region for which the implementation of Japanese-language education could not be confirmed in 2015**

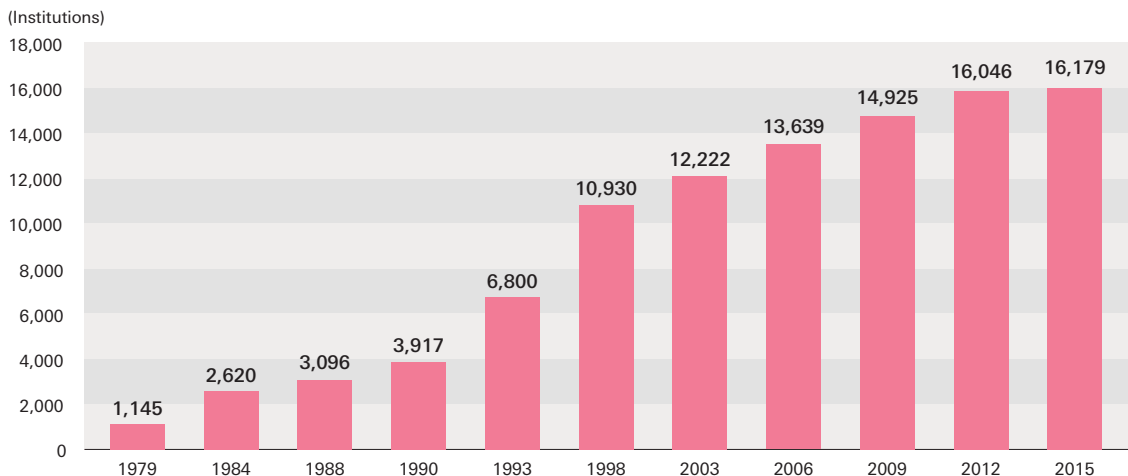
| Country and region       | Number of institutions |
|--------------------------|------------------------|
| Solomon Islands          | 1                      |
| Haiti                    | 1                      |
| Puerto Rico              | 1                      |
| Yemen                    | 2                      |
| Guinea                   | 1                      |
| Central African Republic | 1                      |

**Over the past 36 years, the number of institutions has increased 14.1 times, the number of teachers has increased 15.6 times, and the number of learners has increased 28.7 times.**

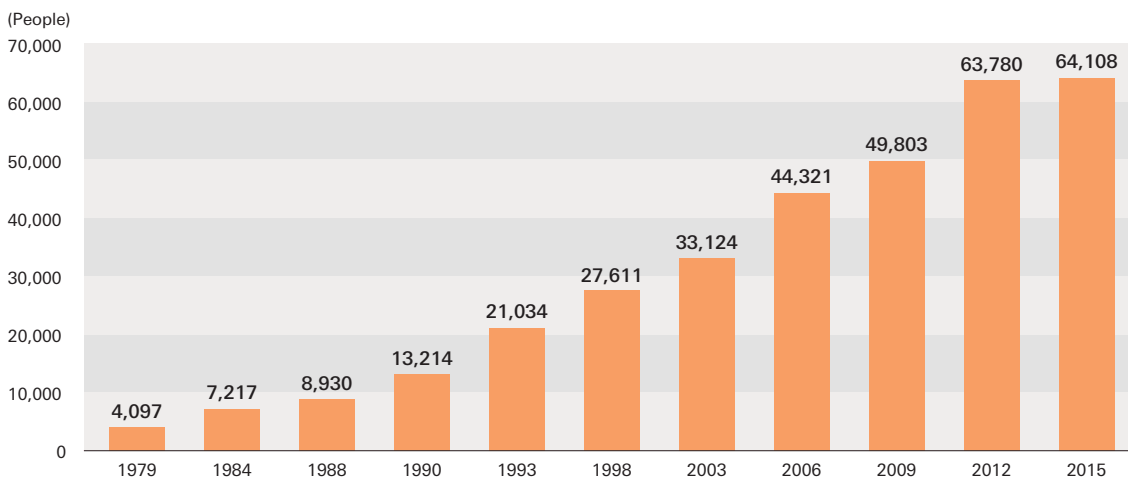
Looking at the results of the past 11 surveys, from the 1979 survey to the 2015 survey, the number of institutions has greatly increased from 1,145 institutions to 16,179 institutions (14.1 times), the number of teachers has greatly

increased from 4,097 people to 64,108 people (15.6 times), and the number of learners has greatly increased from 127,167 people to 3,655,024 people (28.7 times).

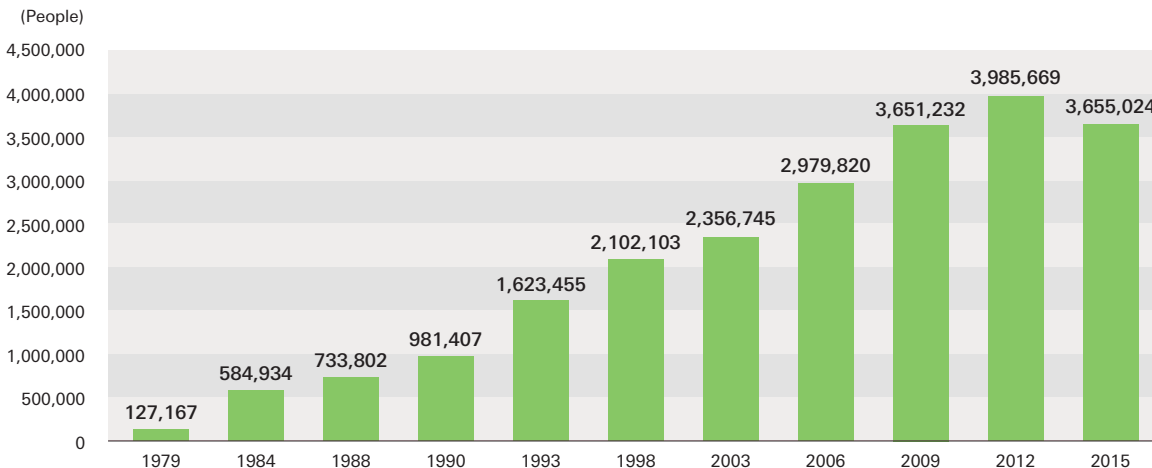
**Graph I-1-1 Number of institutions**



**Graph I-1-2 Number of teachers**



**Graph I-1-3 Number of learners**



## Key points regarding the overall situation

The results of the present survey indicate that the number of educational institutions and teachers abroad implementing Japanese-language education has increased compared to the FY2012 survey, while on the other hand the total number of Japanese-language learners that belong to learning institutions has decreased. This decrease in the total number of learners in the world overall is greatly influenced by the fact that there was a large fall in the number of learners in three countries, the Republic of Korea, Indonesia, and China, which are the top three countries in the world by number of learners and accounted for nearly 70% of all learners in the previous survey in 2012. On the other hand, the results show that although the number of learners decreased in 55 countries and regions, they conversely increased in 86 countries and regions, so there are a greater number of countries and regions in which the number of learners has increased.

Reflecting on the results of the present survey, the overall figures had a strong tendency to be influenced by

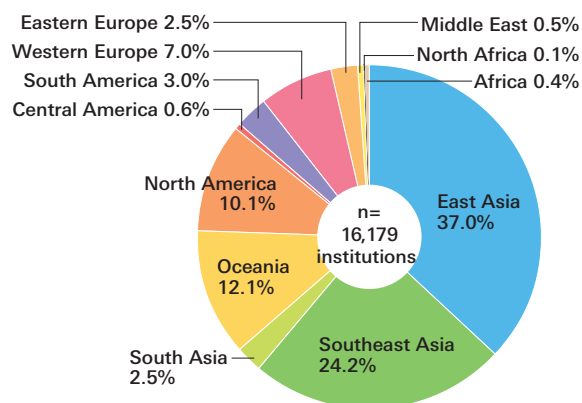
individual trends in countries and regions that implement Japanese-language education on a large scale, not only with regard to the number of learners, but also with regard to the number of institutions and the number of teachers. For this reason, in order to analyze trends in the expansion or contraction of Japanese-language education, it is necessary to accurately ascertain a variety of factors pertaining to foreign-language education, namely, the individual conditions in each country and region, and in particular the educational-system reforms and the political and economic conditions in countries and regions that implement Japanese-language education on a large scale. This survey only covers learners who belong to institutions teaching Japanese language as a language, but it is necessary to keep in mind that the number of self-taught learners who do not belong to an educational institution is rapidly increasing as a result of the diversification of learning techniques, including the growth of the Internet.

## 2. Situation by region

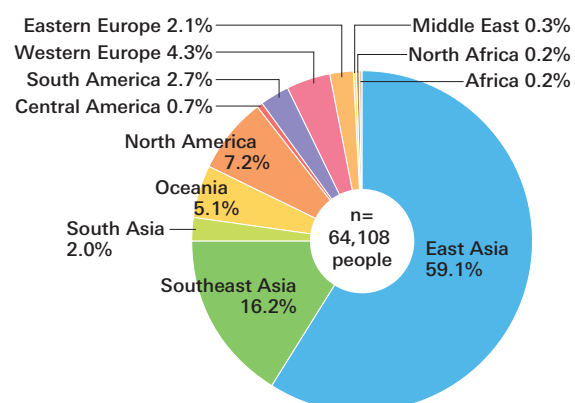
**61.2% of the institutions, 75.2% of the teachers, and 78.2% of the learners are in East Asia and Southeast Asia.**

Comparing the total number of institutions, teachers, and learners in the world by region, East Asia accounts for the highest ratio by far for all three, followed by Southeast Asia. In the 2012 survey East Asia and Southeast Asia accounted for 62.9% of the institutions, 75.3% of the teachers, and 82.5% of the learners worldwide, but in the present survey they accounted for 61.2% of the institutions, 75.2% of the teachers, and 78.2% of the learners, so the degree of concentration in these two regions has decreased, although only slightly.

Graph 1-2-1 Percentage of institutions by region



Graph 1-2-2 Percentage of teachers by region



Graph 1-2-3 Percentage of learners by region

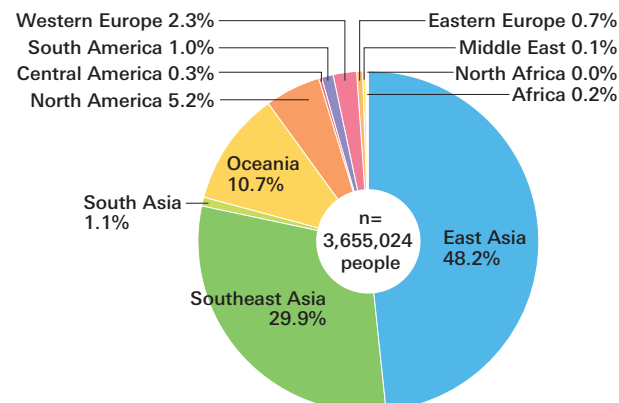


Table 1-2-1 Percentage of institutions, teachers, and learners by region

| Region          | Institutions   |       | Teachers |       | Learners  |       |
|-----------------|----------------|-------|----------|-------|-----------|-------|
|                 | (Institutions) | (%)   | (People) | (%)   | (People)  | (%)   |
| East Asia       | 5,981          | 37.0  | 37,868   | 59.1  | 1,763,420 | 48.2  |
| Southeast Asia  | 3,913          | 24.2  | 10,357   | 16.2  | 1,094,437 | 29.9  |
| South Asia      | 408            | 2.5   | 1,277    | 2.0   | 40,795    | 1.1   |
| Oceania         | 1,965          | 12.1  | 3,277    | 5.1   | 392,348   | 10.7  |
| North America   | 1,640          | 10.1  | 4,621    | 7.2   | 190,599   | 5.2   |
| Central America | 102            | 0.6   | 424      | 0.7   | 11,637    | 0.3   |
| South America   | 481            | 3.0   | 1,719    | 2.7   | 38,152    | 1.0   |
| Western Europe  | 1,127          | 7.0   | 2,786    | 4.3   | 83,559    | 2.3   |
| Eastern Europe  | 398            | 2.5   | 1,346    | 2.1   | 27,154    | 0.7   |
| Middle East     | 75             | 0.5   | 187      | 0.3   | 4,054     | 0.1   |
| North Africa    | 21             | 0.1   | 120      | 0.2   | 1,777     | 0.0   |
| Africa          | 68             | 0.4   | 126      | 0.2   | 7,092     | 0.2   |
| Entire world    | 16,179         | 100.0 | 64,108   | 100.0 | 3,655,024 | 100.0 |

## Over 60% of the institutions and nearly 80% of the learners worldwide are concentrated in the two regions of East Asia and Southeast Asia.

In East Asia, which has the greatest number of learners, institutions, and teachers in the world, the figures have decreased from the 2012 survey for all of the items. In Southeast Asia, which has the second largest percentages, the number of learners has decreased but an increase has been seen in the number of institutions (up 13.0%) and the number of teachers (up 14.1%). Note that in addition to the above two regions, the number of learners has also decreased in Eastern Europe and Africa.

The regions other than East Asia where the number of institutions has decreased are North America, Central America, and Africa, and where the number of teachers has decreased are North America and Africa.

The number of learners per 100,000 population is greatest in Oceania at 1,023 people and this is higher than the 939 people in the 2012 survey. Next is Southeast Asia at 173 people and East Asia at 121 people. Note that there are no changes in the top rankings from the FY2012 survey. Other regions in which the number of learners per 100,000 people is 10 people or more are the two regions of North America (53 people) and Western Europe (20 people), and the figure is less than 10 people in all of the other regions. It is particularly low in the Middle East, North Africa, and Africa.

Table I-2-2 Number of institutions, number of teachers, and number of learners by region

| Region          | Institutions           |                        |                                   |                   | Teachers         |                  |                                   |                   | Learners         |                  |                                   |                   |   |
|-----------------|------------------------|------------------------|-----------------------------------|-------------------|------------------|------------------|-----------------------------------|-------------------|------------------|------------------|-----------------------------------|-------------------|---|
|                 | 2012<br>(Institutions) | 2015<br>(Institutions) | Increase/<br>decrease<br>rate (%) | Percentage<br>(%) | 2012<br>(People) | 2015<br>(People) | Increase/<br>decrease<br>rate (%) | Percentage<br>(%) | 2012<br>(People) | 2015<br>(People) | Increase/<br>decrease<br>rate (%) | Percentage<br>(%) | Learners<br>per 100,000<br>population<br>(People) |
| East Asia       | 6,630                  | 5,981                  | ▲ 9.8                             | 37.0              | 39,000           | 37,868           | ▲ 2.9                             | 59.1              | 2,154,344        | 1,763,420        | ▲ 18.1                            | 48.2              | 121   |
| Southeast Asia  | 3,462                  | 3,913                  | 13.0                              | 24.2              | 9,075            | 10,357           | 14.1                              | 16.2              | 1,132,701        | 1,094,437        | ▲ 3.4                             | 29.9              | 173   |
| South Asia      | 349                    | 408                    | 16.9                              | 2.5               | 1,015            | 1,277            | 25.8                              | 2.0               | 29,081           | 40,795           | 40.3                              | 1.1               | 2   |
| Oceania         | 1,750                  | 1,965                  | 12.3                              | 12.1              | 3,214            | 3,277            | 2.0                               | 5.1               | 331,285          | 392,348          | 18.4                              | 10.7              | 1,023   |
| North America   | 1,677                  | 1,640                  | ▲ 2.2                             | 10.1              | 5,035            | 4,621            | ▲ 8.2                             | 7.2               | 179,049          | 190,599          | 6.5                               | 5.2               | 53  |
| Central America | 113                    | 102                    | ▲ 9.7                             | 0.6               | 402              | 424              | 5.5                               | 0.7               | 9,555            | 11,637           | 21.8                              | 0.3               | 6   |
| South America   | 443                    | 481                    | 8.6                               | 3.0               | 1,652            | 1,719            | 4.1                               | 2.7               | 32,968           | 38,152           | 15.7                              | 1.0               | 9   |
| Western Europe  | 1,069                  | 1,127                  | 5.4                               | 7.0               | 2,698            | 2,786            | 3.3                               | 4.3               | 76,132           | 83,559           | 9.8                               | 2.3               | 20  |
| Eastern Europe  | 386                    | 398                    | 3.1                               | 2.5               | 1,300            | 1,346            | 3.5                               | 2.1               | 28,243           | 27,154           | ▲ 3.9                             | 0.7               | 7   |
| Middle East     | 72                     | 75                     | 4.2                               | 0.5               | 171              | 187              | 9.4                               | 0.3               | 3,508            | 4,054            | 15.6                              | 0.1               | 1   |
| North Africa    | 21                     | 21                     | 0.0                               | 0.1               | 90               | 120              | 33.3                              | 0.2               | 1,592            | 1,777            | 11.6                              | 0.0               | 1   |
| Africa          | 74                     | 68                     | ▲ 8.1                             | 0.4               | 153              | 126              | ▲ 17.6                            | 0.2               | 7,211            | 7,092            | ▲ 1.7                             | 0.2               | 2   |
| Entire world    | 16,046                 | 16,179                 | 0.8                               | 100.0             | 63,805           | 64,108           | 0.5                               | 100.0             | 3,985,669        | 3,655,024        | ▲ 8.3                             | 100.0             | 50  |

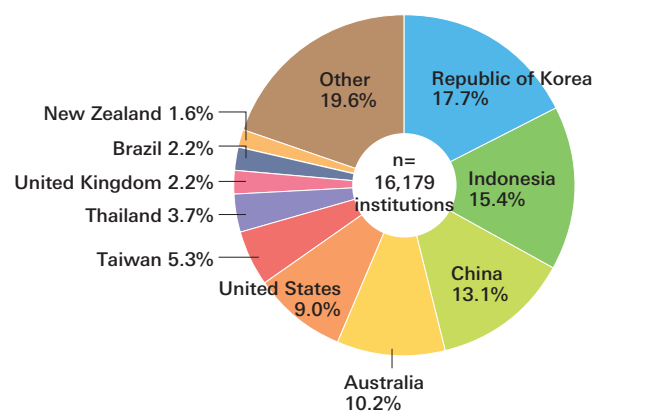
**According to the survey, 17.7% of the Japanese-language educational institutions worldwide are in the Republic of Korea, 15.4% are in Indonesia, and 13.1% are in China.**

The top three countries for the number of Japanese-language education institutions are the Republic of Korea, with 2,862 institutions; followed by Indonesia, with 2,496 institutions; and China, with 2,115 institutions; so in these three countries the number of institutions exceeds 2,000. Next is Australia, with 1,643 institutions; and the United States, with 1,462 institutions; so these two countries have over 1,000 but fewer than 2,000 institutions.

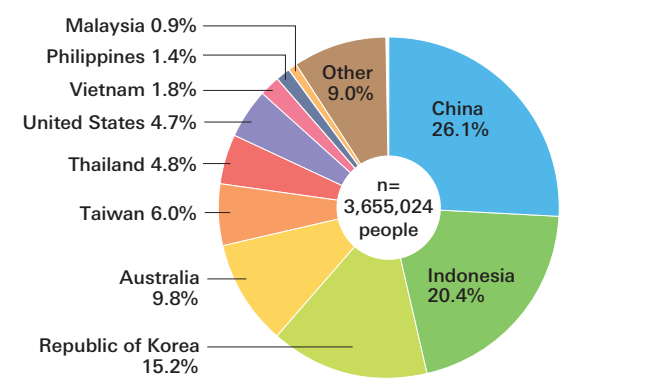
Looking at the increases and decreases in the top ten countries and regions for the number of institutions, the number of institutions has increased in all of the top ten except for the Republic of Korea and New Zealand.

Furthermore, the country that has the greatest number of learners in the world is China, with 953,283 people; followed by Indonesia, with 745,125 people; the Republic of Korea, with 556,237 people; Australia, with 357,348 people; Taiwan, with 220,045 people; Thailand, with 173,817 people; and the United States, with 170,998 people; and these 7 countries and regions are the countries and regions in which the number of learners is 100,000 people or higher. For both the number of institutions and the number of learners the top countries and regions are having a large impact on the trends in the total results for the world overall as well as for each region.

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



**Graph 1-2-5 Percentage of learners in each country and region**



\* The Japan Foundation compiles information about worldwide Japanese-language education by country and region on its website, and updates the content of items such as the implementation status of Japanese-language education, educational systems and foreign language education, textbooks, and teachers, once a year. Refer to the following website regarding the latest status of Japanese-language education in individual countries and regions.

Japan Foundation website: Information about Japanese-Language Education, by Country and Region (in Japanese)  
<https://www.jpff.go.jp/j/project/japanese/survey/area/country/index.html>

Table I-2-3 Number of learners/number of institutions/number of teachers in each country and region (Ranked by the number of learners in 2015)

| Rank         | 2012 Rank | Country and region     | Learners (People) |           |                                      | Institutions (Institutions) |        |                                      | Teachers (People) |        |                                      |
|--------------|-----------|------------------------|-------------------|-----------|--------------------------------------|-----------------------------|--------|--------------------------------------|-------------------|--------|--------------------------------------|
|              |           |                        | 2015              | 2012      | 2015 2012 Increase/decrease rate (%) | 2015年                       | 2012年  | 2015 2012 Increase/decrease rate (%) | 2015              | 2012   | 2015 2012 Increase/decrease rate (%) |
| 1            | 1         | China                  | 953,283           | 1,046,490 | ▲ 8.9                                | 2,115                       | 1,800  | 17.5                                 | 18,312            | 16,752 | 9.3                                  |
| 2            | 2         | Indonesia              | 745,125           | 872,411   | ▲ 14.6                               | 2,496                       | 2,346  | 6.4                                  | 4,540             | 4,538  | 0.0                                  |
| 3            | 3         | Republic of Korea      | 556,237           | 840,187   | ▲ 33.8                               | 2,862                       | 3,914  | ▲ 26.9                               | 14,855            | 17,817 | ▲ 16.6                               |
| 4            | 4         | Australia              | 357,348           | 296,672   | 20.5                                 | 1,643                       | 1,401  | 17.3                                 | 2,800             | 2,685  | 4.3                                  |
| 5            | 5         | Taiwan                 | 220,045           | 233,417   | ▲ 5.7                                | 851                         | 774    | 9.9                                  | 3,877             | 3,544  | 9.4                                  |
| 6            | 7         | Thailand               | 173,817           | 129,616   | 34.1                                 | 606                         | 465    | 30.3                                 | 1,911             | 1,387  | 37.8                                 |
| 7            | 6         | United States          | 170,998           | 155,939   | 9.7                                  | 1,462                       | 1,449  | 0.9                                  | 3,894             | 4,270  | ▲ 8.8                                |
| 8            | 8         | Vietnam                | 64,863            | 46,762    | 38.7                                 | 219                         | 180    | 21.7                                 | 1,795             | 1,528  | 17.5                                 |
| 9            | 10        | Philippines            | 50,038            | 32,418    | 54.4                                 | 209                         | 177    | 18.1                                 | 721               | 556    | 29.7                                 |
| 10           | 9         | Malaysia               | 33,224            | 33,077    | 0.4                                  | 176                         | 196    | ▲ 10.2                               | 430               | 509    | ▲ 15.5                               |
| 11           | 11        | New Zealand            | 29,925            | 30,041    | ▲ 0.4                                | 257                         | 281    | ▲ 8.5                                | 378               | 431    | ▲ 12.3                               |
| 12           | 14        | India                  | 24,011            | 20,115    | 19.4                                 | 184                         | 204    | ▲ 9.8                                | 655               | 575    | 13.9                                 |
| 13           | 15        | Brazil                 | 22,993            | 19,913    | 15.5                                 | 352                         | 325    | 8.3                                  | 1,140             | 1,132  | 0.7                                  |
| 14           | 13        | Hong Kong              | 22,613            | 22,555    | 0.3                                  | 70                          | 73     | ▲ 4.1                                | 523               | 618    | ▲ 15.4                               |
| 15           | 16        | France                 | 20,875            | 19,319    | 8.1                                  | 222                         | 205    | 8.3                                  | 723               | 701    | 3.1                                  |
| 16           | 17        | United Kingdom         | 20,093            | 15,097    | 33.1                                 | 364                         | 308    | 18.2                                 | 704               | 585    | 20.3                                 |
| 17           | 12        | Canada                 | 19,601            | 23,110    | ▲ 15.2                               | 178                         | 228    | ▲ 21.9                               | 727               | 765    | ▲ 5.0                                |
| 18           | 18        | Germany                | 13,256            | 14,393    | ▲ 7.9                                | 181                         | 193    | ▲ 6.2                                | 457               | 547    | ▲ 16.5                               |
| 19           | 30        | Myanmar                | 11,301            | 3,297     | 242.8                                | 132                         | 44     | 200.0                                | 524               | 194    | 170.1                                |
| 20           | 20        | Singapore              | 10,798            | 10,515    | 2.7                                  | 30                          | 20     | 50.0                                 | 227               | 190    | 19.5                                 |
| 21           | 28        | Sri Lanka              | 10,120            | 3,665     | 176.1                                | 76                          | 67     | 13.4                                 | 132               | 118    | 11.9                                 |
| 22           | 21        | Mongolia               | 9,914             | 8,159     | 21.5                                 | 76                          | 59     | 28.8                                 | 253               | 192    | 31.8                                 |
| 23           | 23        | Mexico                 | 9,240             | 6,841     | 35.1                                 | 68                          | 77     | ▲ 11.7                               | 322               | 289    | 11.4                                 |
| 24           | 19        | Russia                 | 8,650             | 11,401    | ▲ 24.1                               | 126                         | 137    | ▲ 8.0                                | 480               | 529    | ▲ 9.3                                |
| 25           | 22        | Italy                  | 7,031             | 7,420     | ▲ 5.2                                | 51                          | 42     | 21.4                                 | 193               | 154    | 25.3                                 |
| 26           | 24        | Spain                  | 5,122             | 4,938     | 3.7                                  | 80                          | 59     | 35.6                                 | 192               | 145    | 32.4                                 |
| 27           | 25        | Poland                 | 4,416             | 3,985     | 10.8                                 | 57                          | 56     | 1.8                                  | 222               | 207    | 7.2                                  |
| 28           | 34        | Nepal                  | 4,262             | 2,748     | 55.1                                 | 106                         | 49     | 116.3                                | 376               | 228    | 64.9                                 |
| 29           | 31        | Peru                   | 4,074             | 2,958     | 37.7                                 | 19                          | 13     | 46.2                                 | 92                | 82     | 12.2                                 |
| 30           | 26        | Cambodia               | 4,009             | 3,881     | 3.3                                  | 29                          | 25     | 16.0                                 | 157               | 142    | 10.6                                 |
| 31           | 32        | Paraguay               | 3,725             | 2,881     | 29.3                                 | 16                          | 15     | 6.7                                  | 91                | 70     | 30.0                                 |
| 32           | 37        | Switzerland            | 3,709             | 2,037     | 82.1                                 | 43                          | 60     | ▲ 28.3                               | 151               | 158    | ▲ 4.4                                |
| 33           | 27        | Argentina              | 3,571             | 3,694     | ▲ 3.3                                | 42                          | 41     | 2.4                                  | 192               | 185    | 3.8                                  |
| 34           | 33        | Ireland                | 3,070             | 2,827     | 8.6                                  | 40                          | 48     | ▲ 16.7                               | 68                | 75     | ▲ 9.3                                |
| 35           | 51        | Côte d'Ivoire          | 2,662             | 1,315     | 102.4                                | 7                           | 5      | 40.0                                 | 15                | 7      | 114.3                                |
| 36           | 36        | Sweden                 | 2,457             | 2,226     | 10.4                                 | 43                          | 32     | 34.4                                 | 86                | 79     | 8.9                                  |
| 37           | 38        | Turkey                 | 2,194             | 1,965     | 11.7                                 | 42                          | 40     | 5.0                                  | 87                | 97     | ▲ 10.3                               |
| 38           | 35        | Bangladesh             | 2,158             | 2,316     | ▲ 6.8                                | 37                          | 24     | 54.2                                 | 94                | 79     | 19.0                                 |
| 39           | 40        | Romania                | 2,052             | 1,905     | 7.7                                  | 18                          | 22     | ▲ 18.2                               | 41                | 54     | ▲ 24.1                               |
| 40           | 39        | New Caledonia (France) | 2,026             | 1,929     | 5.0                                  | 27                          | 26     | 3.8                                  | 40                | 31     | 29.0                                 |
| 41           | 45        | Hungary                | 1,992             | 1,554     | 28.2                                 | 32                          | 28     | 14.3                                 | 93                | 65     | 43.1                                 |
| 42           | 42        | Finland                | 1,601             | 1,739     | ▲ 7.9                                | 20                          | 27     | ▲ 25.9                               | 29                | 37     | ▲ 21.6                               |
| 43           | 48        | Guam (US)              | 1,547             | 1,431     | 8.1                                  | 11                          | 15     | ▲ 26.7                               | 22                | 32     | ▲ 31.3                               |
| 44           | 49        | Madagascar             | 1,537             | 1,397     | 10.0                                 | 15                          | 12     | 25.0                                 | 28                | 20     | 40.0                                 |
| 45           | 50        | Ukraine                | 1,523             | 1,319     | 15.5                                 | 18                          | 15     | 20.0                                 | 97                | 71     | 36.6                                 |
| 46           | 46        | Uzbekistan             | 1,505             | 1,528     | ▲ 1.5                                | 14                          | 15     | ▲ 6.7                                | 61                | 58     | 5.2                                  |
| 47           | 47        | Colombia               | 1,502             | 1,463     | 2.7                                  | 19                          | 18     | 5.6                                  | 73                | 61     | 19.7                                 |
| 47           | 53        | Netherlands            | 1,502             | 1,008     | 49.0                                 | 15                          | 8      | 87.5                                 | 41                | 42     | ▲ 2.4                                |
| 49           | 29        | Macao                  | 1,328             | 3,536     | ▲ 62.4                               | 7                           | 10     | ▲ 30.0                               | 48                | 77     | ▲ 37.7                               |
| 50           | 43        | Austria                | 1,322             | 1,687     | ▲ 21.6                               | 12                          | 21     | ▲ 42.9                               | 30                | 42     | ▲ 28.6                               |
| 51           | 44        | Bulgaria               | 1,245             | 1,570     | ▲ 20.7                               | 7                           | 9      | ▲ 22.2                               | 33                | 36     | ▲ 8.3                                |
| 52           | 52        | Belgium                | 1,191             | 1,235     | ▲ 3.6                                | 12                          | 15     | ▲ 20.0                               | 37                | 41     | ▲ 9.8                                |
| 53           | 55        | Czech Republic         | 1,175             | 825       | 42.4                                 | 17                          | 12     | 41.7                                 | 53                | 44     | 20.5                                 |
| 54           | 41        | Kenya                  | 1,107             | 1,768     | ▲ 37.4                               | 31                          | 37     | ▲ 16.2                               | 48                | 83     | ▲ 42.2                               |
| 55           | 57        | Chile                  | 1,078             | 785       | 37.3                                 | 8                           | 8      | 0.0                                  | 47                | 42     | 11.9                                 |
| 56           | 67        | Laos                   | 1,046             | 464       | 125.4                                | 14                          | 7      | 100.0                                | 49                | 26     | 88.5                                 |
| 57           | 58        | Kyrgyz                 | 924               | 777       | 18.9                                 | 23                          | 18     | 27.8                                 | 48                | 46     | 4.3                                  |
| 58           | 54        | Egypt                  | 832               | 898       | ▲ 7.3                                | 12                          | 12     | 0.0                                  | 100               | 72     | 38.9                                 |
| 59           | 56        | Ghana                  | 755               | 815       | ▲ 7.4                                | 3                           | 3      | 0.0                                  | 3                 | 5      | ▲ 40.0                               |
| 60           | 64        | Morocco                | 665               | 520       | 27.9                                 | 6                           | 7      | ▲ 14.3                               | 13                | 13     | 0.0                                  |
| Entire world |           |                        | 3,655,024         | 3,985,669 | ▲ 8.3                                | 16,179                      | 16,046 | 0.8                                  | 64,108            | 63,805 | 0.5                                  |

**The number of institutions increased in 58 countries and regions, decreased in 43 countries and regions, and is unchanged in 42 countries and regions.**  
**The number of learners increased in 86 countries and regions, decreased in 55 countries and regions, and is unchanged in 2 countries.**

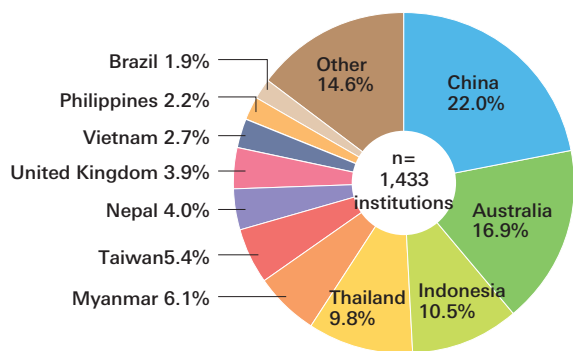
Looking at the increases and decreases in the number of institutions from the FY2012 survey to the FY2015 survey, in 58 countries and regions there was an increase of 1,433 institutions; in 43 countries and regions there was a decrease of 1,300 institutions; and in 42 countries and regions there was no change from the previous survey, resulting in an increase of 133 institutions worldwide. The countries with the biggest increases were China, with 22.0%; Australia, with 16.9%; and Indonesia, with 10.5%; followed by Thailand, Myanmar, and Taiwan. On the other hand, regarding the decreases, the decrease of 1,052 institutions in the Republic of Korea accounted for over 80% of the overall decrease, followed by Canada, with 3.8%; and New Zealand, with 1.8%. The increase in the number of institutions was comparatively dispersed among the countries, whereas the Republic of Korea accounted for a high percentage of the decrease.

Regarding the increases and decreases in the number of learners, in 86 countries and regions there was an increase of 202,233 people; in 55 countries and regions there was a decrease of 532,878 people; and in 2 countries there was no change from the previous survey, resulting in a decrease of 330,645 people. Australia accounted for 30.0% of the increase, and Thailand accounted for 21.9% of the increase, followed by Vietnam, with 9.0%; the Philippines, with 8.7%; and the United States, with 7.4%. On the other hand, regarding the decreases, the decrease of 283,950 people in the Republic of Korea accounted for slightly more than half (53.3%) of the overall decrease. Next was Indonesia, with 23.9%; and China, with 17.5%; so these three countries accounted for 94.7% of the decrease in learners worldwide. These three countries are also the top three countries for the number of learners.

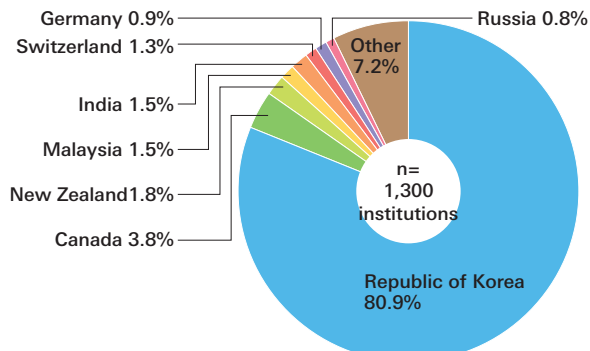
**Table I-2-4 Breakdown of the increases and decreases in the number of institutions and number of learners**

|                        | Countries and regions with an increase | Countries and regions unchanged from the previous survey | Countries and regions with a decrease<br>The figure in brackets is the number of countries and regions which decreased to zero | (Number of countries and regions implementing Japanese-language education in the present survey) |
|------------------------|--|--|--|--|
| Number of institutions | 58                                     | 42   | 43<br>(6)  | 137  |
| Number of learners     | 86                                     | 2  | 55<br>(6)  | 137  |

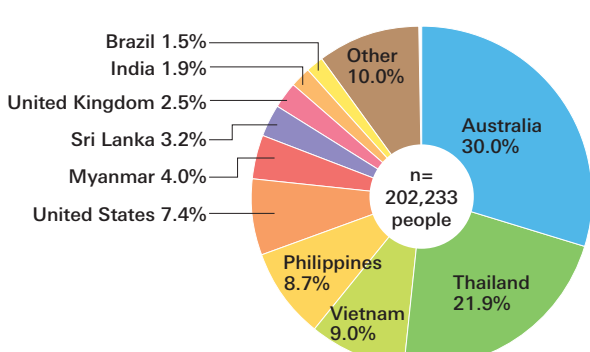
**Graph I-2-6 Percentages of the countries and regions in which the number of institutions increased**



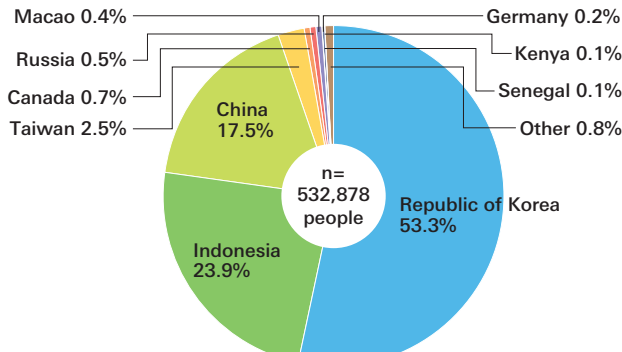
**Graph I-2-7 Percentages of the countries and regions in which the number of institutions decreased**



**Graph I-2-8 Percentages of the countries and regions in which the number of learners increased**



**Graph I-2-9 Percentages of the countries and regions in which the number of learners decreased**





## The top number of learners per 100,000 population was Australia with 1,491 people. Next were the Republic of Korea and Palau.

The countries that had the greatest number of learners per 100,000 population were Australia, with 1,491 people; followed by the Republic of Korea (1,106 people), Palau (1,005 people), Taiwan (941 people), Guam (911 people), New Caledonia (770 people), New Zealand (661 people), and the Commonwealth of the Northern Mariana Islands (626 people), and except for the Republic of Korea these are all countries and regions in Oceania (take care to note that of the above countries Palau and the Commonwealth of the Northern Mariana Islands each have a population of

fewer than 100,000 people). Note that China, which has the greatest number of learners, came 20th with 69 people, and Indonesia, with 289 people, was only 12th. In comparison with the FY2012 survey, the Republic of Korea has fallen from first to second and Taiwan has fallen from third to fourth.

The number of learners per 100,000 population is 1,000 people or more in the top three countries and regions, and it is between 100 people and 1,000 people in 15 countries and regions.

Table I-2-5 Number of learners in each country and region (Ranked by the number of learners per 100,000 population in 2015)

| Rank | Region          | Country and region                                | 2015 learners (People) | Learners per 100,000 population (People) | Population*   |
|------|-----------------|---|------------------------|--|---------------|
| 1    | Oceania         | Australia   | 357,348                | 1,491                                    | 23,968,973    |
| 2    | East Asia       | Republic of Korea                                 | 556,237                | 1,106                                    | 50,293,439    |
| 3    | Oceania         | Palau   | 214                    | 1,005                                    | 21,291        |
| 4    | East Asia       | Taiwan  | 220,045                | 941                                      | 23,381,038    |
| 5    | Oceania         | Guam (US)   | 1,547                  | 911                                      | 169,885       |
| 6    | Oceania         | New Caledonia (France)                            | 2,026                  | 770                                      | 263,118       |
| 7    | Oceania         | New Zealand                                       | 29,925                 | 661                                      | 4,528,526     |
| 8    | Oceania         | Commonwealth of the Northern Mariana Islands (US) | 345                    | 626                                      | 55,070        |
| 9    | Oceania         | Marshall Islands                                  | 324                    | 611                                      | 52,993        |
| 10   | East Asia       | Mongolia  | 9,914                  | 335                                      | 2,959,134     |
| 11   | East Asia       | Hong Kong   | 22,613                 | 310                                      | 7,287,983     |
| 12   | Southeast Asia  | Indonesia   | 745,125                | 289                                      | 257,563,815   |
| 13   | Oceania         | Micronesia  | 281                    | 269                                      | 104,460       |
| 14   | Southeast Asia  | Thailand  | 173,817                | 256                                      | 67,959,359    |
| 15   | East Asia       | Macao   | 1,328                  | 226                                      | 587,606       |
| 16   | Southeast Asia  | Singapore   | 10,798                 | 193                                      | 5,603,740     |
| 17   | Oceania         | Tonga   | 153                    | 144                                      | 106,170       |
| 18   | Southeast Asia  | Malaysia  | 33,224                 | 110                                      | 30,331,007    |
| 19   | Western Europe  | Iceland   | 273                    | 83                                       | 329,425       |
| 20   | East Asia       | China   | 953,283                | 69                                       | 1,376,048,943 |
| 22   | Southeast Asia  | Vietnam   | 64,863                 | 69                                       | 93,447,601    |
| 22   | Western Europe  | Ireland   | 3,070                  | 65                                       | 4,688,465     |
| 23   | South America   | Paraguay  | 3,725                  | 56                                       | 6,639,123     |
| 24   | North America   | Canada  | 19,601                 | 55                                       | 35,939,927    |
| 25   | North America   | United States                                     | 170,998                | 53                                       | 321,773,631   |
| 26   | Southeast Asia  | Brunei  | 216                    | 51                                       | 423,188       |
| 27   | Southeast Asia  | Philippines                                       | 50,038                 | 50                                       | 100,699,395   |
| 28   | South Asia      | Sri Lanka   | 10,120                 | 49                                       | 20,715,010    |
| 29   | Western Europe  | Switzerland                                       | 3,709                  | 45                                       | 8,298,663     |
| 30   | Oceania         | Kiribati  | 45                     | 40                                       | 112,423       |
| 31   | South Asia      | Maldives  | 130                    | 36                                       | 363,657       |
| 32   | Western Europe  | France  | 20,875                 | 32                                       | 64,395,345    |
| 33   | Western Europe  | United Kingdom                                    | 20,093                 | 31                                       | 64,715,810    |
| 34   | Western Europe  | Finland   | 1,601                  | 29                                       | 5,503,457     |
| 35   | Southeast Asia  | Cambodia  | 4,009                  | 26                                       | 15,577,899    |
| 36   | Western Europe  | Sweden  | 2,457                  | 25                                       | 9,779,426     |
| 37   | Eastern Europe  | Estonia   | 317                    | 24                                       | 1,312,558     |
| 39   | Western Europe  | Luxembourg  | 135                    | 24                                       | 567,110       |
| 39   | Oceania         | Samoa   | 44                     | 23                                       | 193,228       |
| 40   | Southeast Asia  | Myanmar   | 11,301                 | 21                                       | 53,897,154    |
| 40   | Oceania         | French Polynesia (France)                         | 58                     | 21                                       | 282,764       |
| 42   | Eastern Europe  | Hungary   | 1,992                  | 20                                       | 9,855,023     |
| 43   | Eastern Europe  | Bulgaria  | 1,245                  | 17                                       | 7,149,787     |
| 44   | Western Europe  | Germany   | 13,256                 | 16                                       | 80,688,545    |
| 46   | Eastern Europe  | Kyrgyz  | 924                    | 16                                       | 5,939,962     |
| 46   | South Asia      | Nepal   | 4,262                  | 15                                       | 28,513,700    |
| 46   | Western Europe  | Austria   | 1,322                  | 15                                       | 8,544,586     |
| 46   | Southeast Asia  | Laos  | 1,046                  | 15                                       | 6,802,023     |
| 49   | South America   | Peru  | 4,074                  | 13                                       | 31,376,670    |
| 49   | Eastern Europe  | Slovenia  | 275                    | 13                                       | 2,067,526     |
| 49   | Western Europe  | Monaco  | 5                      | 13                                       | 37,731        |
| 52   | Western Europe  | Italy   | 7,031                  | 12                                       | 59,797,685    |
| 54   | Africa          | Côte d'Ivoire                                     | 2,662                  | 12                                       | 22,701,556    |
| 54   | South America   | Brazil  | 22,993                 | 11                                       | 207,847,528   |
| 54   | Western Europe  | Spain   | 5,122                  | 11                                       | 46,121,699    |
| 54   | Eastern Europe  | Poland  | 4,416                  | 11                                       | 38,611,794    |
| 54   | Eastern Europe  | Romania   | 2,052                  | 11                                       | 19,511,324    |
| 54   | Western Europe  | Belgium   | 1,191                  | 11                                       | 11,299,192    |
| 54   | Eastern Europe  | Czech Republic                                    | 1,175                  | 11                                       | 10,543,186    |
| 54   | Central America | Costa Rica  | 522                    | 11                                       | 4,807,850     |

\* Source: *World Population Prospects: The 2015 Revision*, by United Nations Department of Economic and Social Affairs, Population Division

## Key points regarding the situation by region

Regarding the number of institutions, due to the impact of the large decrease in the Republic of Korea, the percentage accounted for by the East Asia region decreased, but in Southeast Asia there were increases in all countries except Malaysia, so the number of institutions in the region overall increased 13.0%. Furthermore, in the North America region, which has the second greatest number of institutions after the Asia region, due to the limited budget for foreign-language education at the secondary educational stage in Canada, the number of institutions decreased there and as a result, the number of institutions in the region overall also decreased.

The top three countries for the number of learners were China, Indonesia, and the Republic of Korea as in the previous survey, but the number of learners decreased in each of these countries and so the percentage of total learners accounted for by these three countries declined from 69.2% in the previous survey to 61.7% this time. Excluding these top three countries, the number of learners in the world overall increased by more than 170,000 people compared to the previous survey, so the distribution of Japanese-language learners worldwide is diversifying. Therefore, we can see that in the present survey the number

of learners has greatly decreased in some countries while on the other hand in many countries and regions the number of institutions and the number of learners has continued to increase.

Furthermore, as can be understood from the fact that the revision of education curricula, shrinking of education budgets, and introduction of Japanese-language education in primary education implemented in several countries have been factors behind the change in the number of institutions, number of teachers, and number of learners, the status of Japanese-language education and learning in each country and region is particularly greatly impacted by how the Japanese language is handled in the foreign-language educational systems in the respective countries and regions. In contrast to the aforementioned China, Indonesia, and the Republic of Korea, countries were also seen that have increased the number of institutions and the number of learners as a result of Japanese-language education being expanded and enhanced through revision of curricula regarding foreign-language education, as in Vietnam, or new classes being started in many institutions, as in the primary education in the United Kingdom.

### 3. Situation by educational stage

**Looking at the situation by educational stage, the greatest number of institutions were those of secondary education, with 7,615 institutions (47.1%).**

The percentage of Japanese-language education institutions by educational stage was primary education, 6.9%; secondary education, 47.1%; higher education, 21.1%; other educational institutions, 21.3%; and multiple stage education, 3.7%; so the percentage for secondary educational institutions is the highest.

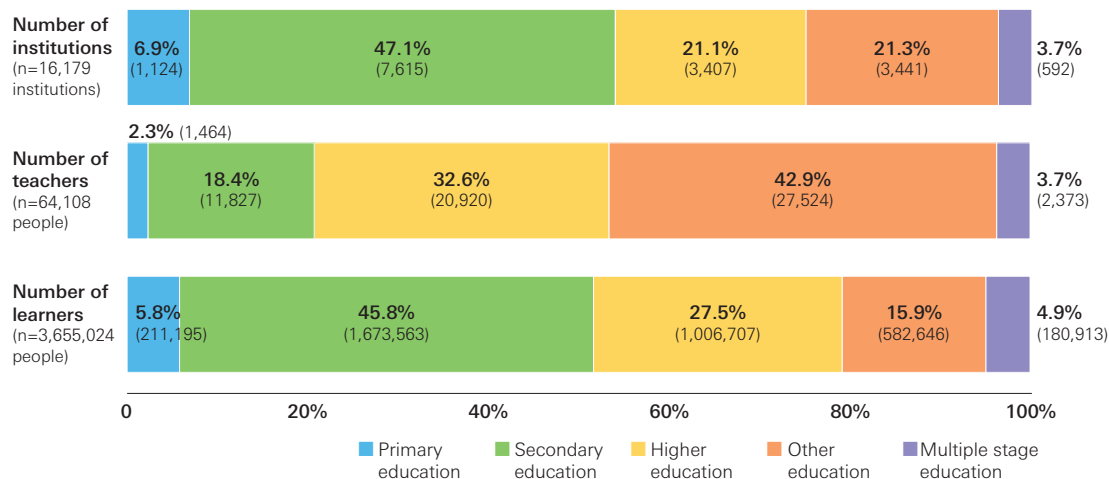
For the number of teachers, the results were primary education, 2.3%; secondary education, 18.4%; higher education, 32.6%; other educational institutions, 42.9%; and multiple stage education, 3.7%; so unlike in the case of the number of institutions, the percentage accounted for by other educational institutions was the highest.

Regarding the number of learners, if the learners in multiple stage educational institutions are tabulated and sorted into their respective applicable educational stages, the results are primary education, 7.6%; secondary education, 47.3%; higher education, 28.5%; and other

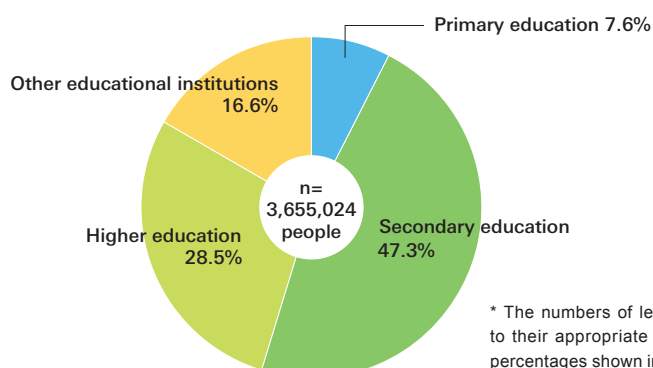
educational institutions, 16.6%; so the number of learners in secondary education accounts for nearly half of these learners. Note that the percentages in the case that those in multiple stage educational institutions are not sorted into applicable educational stages are primary, 5.8%; secondary, 45.8%; higher, 27.5%; other educational institutions, 15.9%; and multiple educational stage, 4.9%.

Note that the present survey was tabulated by classifying the secondary educational stage into three sub-classifications: “Lower secondary educations(institutions equivalent to middle schools in Japan),” “Upper secondary educations(institutions equivalent to high schools in Japan),” and “institutions that No distinction between lower and upper secondary.” The number of learners for each sub-classification of the secondary educational stage is stated separately in the summary tables at the end of this document.

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



Graph 1-3-2 Percentages of the number of learners by educational stage (no multiple stage education)



\* The numbers of learners in multiple stage education in Graph 1-3-1 (180,913 people) were assigned to their appropriate educational stages (primary, secondary, higher, other education) to calculate the percentages shown in the graph above.

## Some 60.1% of multiple stage education is a combination of primary education and secondary education.

In comparison with the FY2012 survey, in the FY2015 survey the number of institutions in multiple stage education increased 6.1%, the number of teachers decreased 1.1%, and the number of learners increased 1.9%, so only the number of teachers decreased slightly.

Looking at the percentage of multiple stage educational institutions in each educational stage, we can see that in primary education overall 27.9% of the institutions are implementing multiple stage education.

Regarding the combinations of educational stages of institutions implementing Japanese-language education in multiple stage education, institutions implementing education in “primary education and secondary education” are the most common, with 361 institutions (61.0%), followed by 107 institutions (18.1%) implementing education in “Higher education and other.” Regarding the establishing entity, the percentage accounted for by “private” is the highest at 60.3%, followed by “a country, a state, a province, a local government” at 38.7%.

Table 1-3-1 Number of institutions, number of teachers, and number of learners in multiple stage education

|                             | 2015    | 2012    | 2015 2012<br>Increase/<br>decrease rate<br>(%) |
|-----------------------------|---------|---------|--|
| Institutions (Institutions) | 592     | 558     | 6.1  |
| Teachers (People)           | 2,373   | 2,400   | ▲ 1.1  |
| Learners (People)           | 180,913 | 177,479 | 1.9  |

Table 1-3-2 Percentages of multiple stage educational institutions in each educational stage

|                     | Institutions (Institutions) | Multiple stage education |      |
|---------------------|-----------------------------|--------------------------|------|
|                     |                             | (Institutions)           | (%)  |
| Primary education   | 1,559                       | 435                      | 27.9 |
| Secondary education | 8,061                       | 446                      | 5.5  |
| Higher education    | 3,566                       | 159                      | 4.5  |
| Other               | 3,636                       | 195                      | 5.4  |

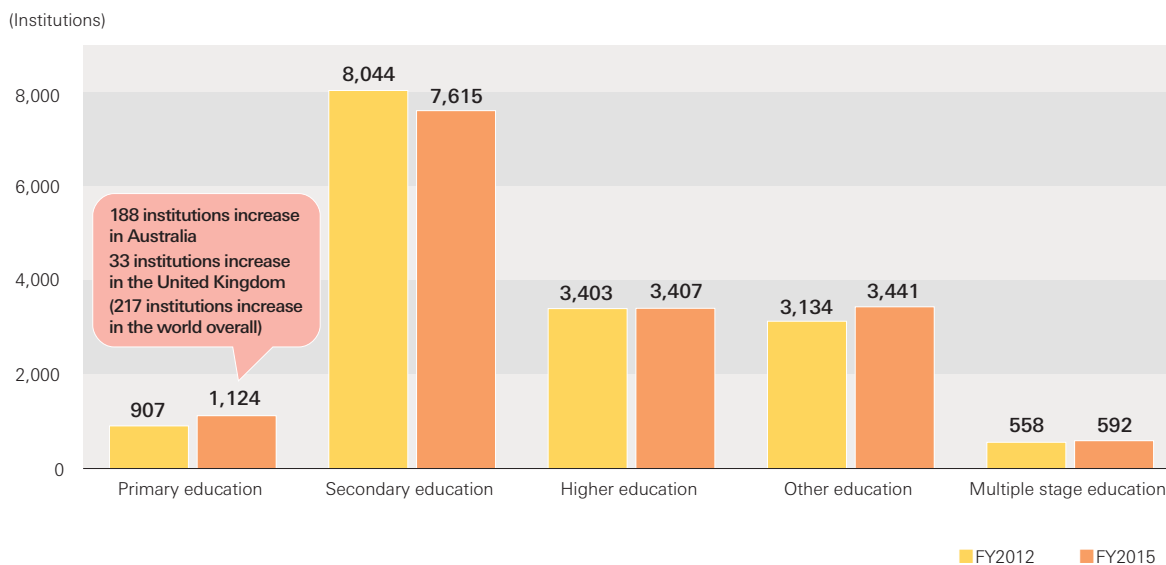
Table 1-3-3 Composition of institutions in multiple stage education

|  | Institutions (Institutions) | Educational stage                       | Institutions   |              |
|--|-----------------------------|---|----------------|--------------|
|  |                             |   | (Institutions) | (%)          |
| School education only                    | 397                         | Primary and secondary                   | 361            | 61.0         |
|  |                             | Primary, secondary, and higher          | 4              | 0.7          |
|  |                             | Primary and Higher                      | 5              | 0.8          |
|  |                             | Secondary and Higher                    | 27             | 4.6          |
| Including other educational institutions | 195                         | Primary, secondary, higher, and other   | 5              | 0.8          |
|  |                             | Primary, secondary, and other           | 26             | 4.4          |
|  |                             | Primary, higher, and other              | 3              | 0.5          |
|  |                             | Primary and other                       | 31             | 5.2          |
|  |                             | Secondary, higher, and other            | 8              | 1.4          |
|  |                             | Secondary and other                     | 15             | 2.5          |
|  |                             | Higher and other                        | 107            | 18.1         |
| <b>Multiple stage education overall</b>  | <b>592</b>                  | <b>Multiple stage education overall</b> | <b>592</b>     | <b>100.0</b> |

Table 1-3-4 Establishing entity of multiple stage educational institutions

| Establishing entity                               | Institutions (Institutions) | Composition ratio (%) |
|---|-----------------------------|-----------------------|
| Country, state, province, local government        | 229                         | 38.7                  |
| Private sector organization or individual         | 357                         | 60.3                  |
| Government of Japan or an affiliated organization | 1                           | 0.2                   |
| No answer   | 5                           | 0.8                   |
| <b>Total</b>                                      | <b>592</b>                  | <b>100.0</b>          |

Graph I-3-3 Number of institutions by educational stage (Comparison with FY2012)



### Key points regarding the situation by educational stage

The primary educational stage is small-scale overall compared to the secondary educational stage and the higher educational stage, but both the number of institutions and the number of learners increased. Factors behind this were that in Australia, the United Kingdom, etc., curricula for foreign-language education were established in primary education, and there were many institutions that introduced new Japanese language courses. The trend for this kind of foreign language education to start from an earlier age is a sign of the fact that each country is placing greater importance on learning about and experiencing understanding and communicating with different cultures from early childhood. On the other hand, whether or not people who had the opportunity to learn the Japanese language in early childhood continue learning it subsequently is strongly affected by whether or not there was subsequent follow-up, so this is one issue.

At the secondary educational stage both the number of institutions and the number of learners decreased. This was affected by the fact that there were large decreases due to the revision of education curricula and other factors in China, the Republic of Korea, and Indonesia, which accounted for high percentages in the secondary educational stage in the previous survey.

The number of learners in the higher educational stage showed the same trends as in the secondary educational stage, and the results in the countries with a large number

of learners such as China, the Republic of Korea, and Australia, etc. had an impact and resulted in a decrease overall. Regarding the number of institutions, in the Republic of Korea, which ranks third in the world, there was a large decrease, but there were also increases in other countries, in particular China and the United States, so there was a slight increase in the world overall.

In other educational stages, both the number of institutions and the number of learners slightly increased. The increase in the East Asia and Southeast Asia regions resulted in pushing up the overall numbers.

Looking at the survey results by educational stage, we can see that changes to the educational system and new initiatives, etc., implemented in specific countries are in the background, with the decrease in the secondary and higher educational stage in the Republic of Korea and the increase in the primary educational stage in the United Kingdom being clear examples of this. Furthermore, looking over the results for the entire world, there was a comparatively large number of countries and regions in which the number of “Other educational institutions” grew. “Other educational institutions” include lifelong learning institutions run by public institutions and private language schools; therefore, we can conclude that needs for Japanese-language learning other than school education are emerging in said countries and regions.

## 4. Situation of teachers

**The number of learners per teacher is 57.0 people, an 8.8% decrease from the FY2012 survey. The percentage of Japanese-language teachers who are native speakers is 22.3%.**

The number of learners per teacher was 57.0 people in the FY2015 survey, an 8.8% decrease from the 62.5 people in FY2012.

Furthermore, the number of teachers per institution also decreased slightly from 3.98 people in FY2012 to 3.96 people.

The number of Japanese-language teachers who are native speakers decreased 3.5% from 14,819 people in FY2012 to 14,301 people in FY2015.

Furthermore, the percentage of Japanese-language teachers who are native speakers also declined from 23.2% to 22.3%.

Table I-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) |
|--------------------------------------|-------------------|-----------------------------|-------------------|-----------------------------------|-------------------------------|
| 2015                                 | 64,108            | 16,179                      | 3,655,024         | 3.96                              | 57.0                          |
| 2012                                 | 63,805            | 16,046                      | 3,985,669         | 3.98                              | 62.5                          |
| 2015 2012 Increase/decrease rate (%) | 0.5               | 0.8                         | ▲ 8.3             | ▲ 0.5                             | ▲ 8.8                         |

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

|                                      | Teachers (People) | Japanese-language teachers who are native speakers |      |
|--------------------------------------|-------------------|--|------|
|                                      |                   | (People)   | (%)  |
| 2015                                 | 64,108            | 14,301   | 22.3 |
| 2012                                 | 63,805            | 14,819   | 23.2 |
| 2015 2012 Increase/decrease rate (%) | 0.5               | ▲ 3.5  | -    |

**The number of teachers and the number of Japanese-language teachers who are native speakers is high in “Other educational institutions” and “Higher educational institutions.” It is low in primary and secondary educational institutions.**

The number of teachers per institution is highest in other educational institutions at 8.0 people, followed by higher educational institutions, with 6.1 people. On the other hand, it is low in primary educational institutions (1.3 people) and secondary educational institutions (1.6 people), which both have fewer than two teachers. Multiple stage

educational institutions are in the middle.

There are the same trends in the number of Japanese-language teachers who are native speakers, with other educational institutions (1.7 people) and higher educational institutions (1.6 people) scoring highest.

**Table I-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) |
|---|-----------------------------|-------------------|---|-----------------------------------|---|
| Primary educational institutions        | 1,124                       | 1,464             | 453   | 1.3                               | 0.4   |
| Secondary educational institutions      | 7,615                       | 11,827            | 1,600   | 1.6                               | 0.2   |
| Higher educational institutions         | 3,407                       | 20,920            | 5,591   | 6.1                               | 1.6   |
| Other educational institutions          | 3,441                       | 27,524            | 5,799   | 8.0                               | 1.7   |
| Multiple stage educational institutions | 592                         | 2,373             | 858   | 4.0                               | 1.4   |

**The number of learners per teacher is higher (there are relatively few teachers) in Oceania and Southeast Asia.**

**The percentage of Japanese-language teachers who are native speakers is higher in North America and Western Europe.**

Looking at the results by region, the number of learners per teacher is higher in Oceania (119.7 people) and Southeast Asia (105.7 people), and the percentage of Japanese-

language teachers who are native speakers is higher in North America (77.3%) and Western Europe (74.6%). The major trends have not changed since the FY2012 survey.

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

| Region          | Teachers (People) | Learners (People) | Learners per teacher (People) | Japanese-language teachers who are native speakers |      |
|-----------------|-------------------|-------------------|-------------------------------|--|------|
|                 |                   |                   |                               | (People)   | (%)  |
| East Asia       | 37,868            | 1,763,420         | 46.6                          | 4,528  | 12.0 |
| Southeast Asia  | 10,357            | 1,094,437         | 105.7                         | 1,777  | 17.2 |
| South Asia      | 1,277             | 40,795            | 31.9                          | 152  | 11.9 |
| Oceania         | 3,277             | 392,348           | 119.7                         | 983  | 30.0 |
| North America   | 4,621             | 190,599           | 41.2                          | 3,570  | 77.3 |
| Central America | 424               | 11,637            | 27.4                          | 194  | 45.8 |
| South America   | 1,719             | 38,152            | 22.2                          | 528  | 30.7 |
| Western Europe  | 2,786             | 83,559            | 30.0                          | 2,078  | 74.6 |
| Eastern Europe  | 1,346             | 27,154            | 20.2                          | 352  | 26.2 |
| Middle East     | 187               | 4,054             | 21.7                          | 86   | 46.0 |
| North Africa    | 120               | 1,777             | 14.8                          | 31   | 25.8 |
| Africa          | 126               | 7,092             | 56.3                          | 22   | 17.5 |
| Entire world    | 64,108            | 3,655,024         | 57.0                          | 14,301   | 22.3 |

# Chapter 2 Status of Japanese-language education by region

## 1. East Asia

### Status of Japanese-language education in East Asia

The total number of institutions in East Asia is 5,981 (down 9.8%), the number of teachers is 37,868 people (down 2.9%), and the number of learners is 1,763,420 people (down 18.1%), so all of these figures have decreased since the FY2012 survey.

The number of institutions is highest in the Republic of Korea, with 2,862; followed by China, with 2,115; and Taiwan, with 851. On the other hand, the number of teachers is highest in China, with 18,312 people; then the Republic of Korea, with 14,855 people; and Taiwan, with 3,877 people.

The rankings for the number of learners are the same as for the number of teachers, but there is a higher degree of

concentration in the top countries and regions, with 54.1% in China, 31.5% in the Republic of Korea, and 12.5% in Taiwan, meaning that these three regions alone account for 98.1% of the learners in East Asia. However, the number of learners has decreased from the FY2012 survey in each of these regions, so as a result the composition ratio they account for in East Asia overall has also declined slightly from 98.4% in the previous survey.

Looking at the composition ratio by educational stage on a number-of-learners basis, primary is low at 0.5%, secondary is 33.2%, higher education is 44.4%, and other educational institutions are 21.8%.

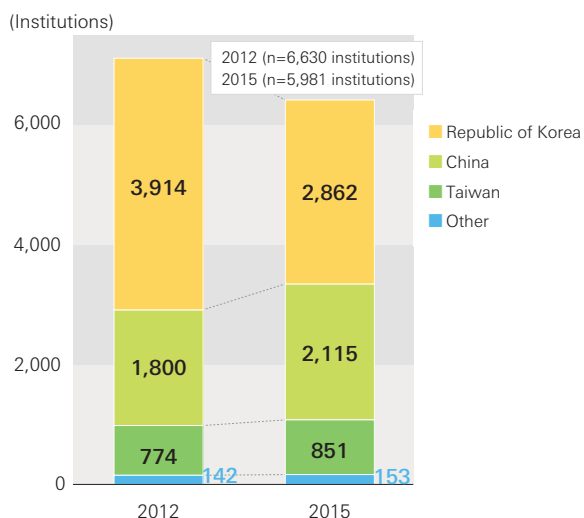
Table 2-1-1 Number of institutions, number of teachers, and number of learners in East Asia

| Country and region       | 2012                        |                   |                   | 2015                        |                   |                   |  |  |                |                |                | Population* (People) |
|--------------------------|-----------------------------|-------------------|-------------------|-----------------------------|-------------------|-------------------|--|--|----------------|----------------|----------------|----------------------|
|                          | Institutions (Institutions) | Teachers (People) | Learners (People) | Institutions (Institutions) | Teachers (People) | Learners (People) | Learners per 100,000 population (People) | Composition by educational stage (learners) (People) |                |                |                |                      |
|                          |                             |                   |                   |                             |                   |                   |  | Primary  | Secondary      | Higher         | Other          |                      |
| Republic of Korea        | 3,914                       | 17,817            | 840,187           | 2,862                       | 14,855            | 556,237           | 1,106                                    | 1,160  | 451,893        | 51,963         | 51,221         | 50,293,439           |
| China                    | 1,800                       | 16,752            | 1,046,490         | 2,115                       | 18,312            | 953,283           | 69                                       | 1,573  | 52,382         | 625,728        | 273,600        | 1,376,048,943        |
| Taiwan                   | 774                         | 3,544             | 233,417           | 851                         | 3,877             | 220,045           | 941                                      | 3,091  | 75,588         | 99,035         | 42,331         | 23,381,038           |
| Mongolia                 | 59                          | 192               | 8,159             | 76                          | 253               | 9,914             | 335                                      | 1,811  | 4,556          | 2,402          | 1,145          | 2,959,134            |
| Hong Kong                | 73                          | 618               | 22,555            | 70                          | 523               | 22,613            | 310                                      | 1,143  | 1,663          | 3,636          | 16,171         | 7,287,983            |
| Macao                    | 10                          | 77                | 3,536             | 7                           | 48                | 1,328             | 226                                      | 0  | 0              | 610            | 718            | 587,606              |
| <b>East Asia overall</b> | <b>6,630</b>                | <b>39,000</b>     | <b>2,154,344</b>  | <b>5,981</b>                | <b>37,868</b>     | <b>1,763,420</b>  | <b>121</b>                               | <b>8,778</b>   | <b>586,082</b> | <b>783,374</b> | <b>385,186</b> | <b>1,460,558,143</b> |

Source: *World Population Prospects: The 2015 Revision*, by United Nations Department of Economic and Social Affairs, Population Division



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

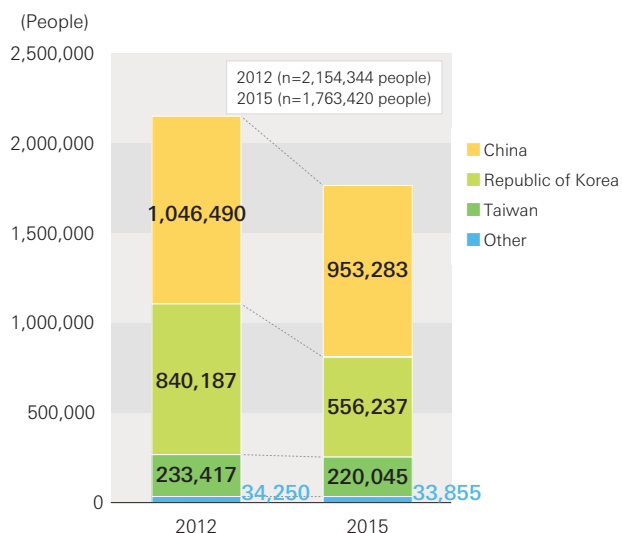


### Trends in each country

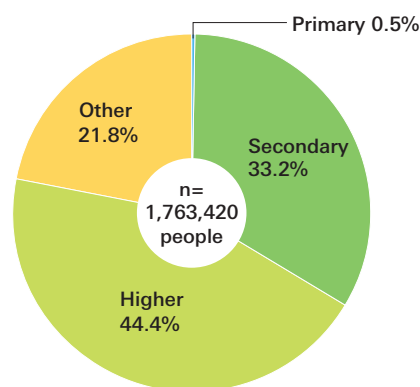
In China, which has the greatest number of learners in the entire world, the number of institutions and the number of teachers increased while on the other hand the number of learners decreased. In China, since the “Full-time Compulsory Education English Curriculum Standards,” equivalent to the Courses of Study of Japan, were established in 2001, the introduction and strengthening of English in primary education has progressed and in secondary education as well the number of institutions selecting English as a foreign-language subject has increased. This trend has spread to higher education as well, and in the present survey many institutions answering that “the focus on English subjects is having an impact on the provision of Japanese-language subjects” were seen. Against the background of this rise in focus on English, the number of departments offering a Japanese-language major and the number of students of Japanese is falling, leading to an overall decrease in the number of learners.

The results regarding the Republic of Korea were that the number of institutions, the number of teachers, and the number of learners all decreased from the previous survey. The reasons for this include that the Republic of Korea made efforts to start English education earlier and give it greater priority in reforms to the public education system, particularly in the “Comprehensive Five Year Plan for English Education Revitalization” implemented from 2006 to 2010, while on the other hand in the revision of the education curriculum in secondary education in 2011, second foreign languages, including the Japanese language, were excluded from the compulsory subjects, and due to the falling birthrate the number of students itself is decreasing.

Graph 2-1-2 Number of Japanese-language learners in East Asia



Graph 2-1-3 Percentages of learners by educational stage in East Asia



The results in Taiwan were that the number of institutions and the number of teachers increased but the number of learners decreased from the previous survey. Regarding second foreign-language education at the secondary educational stage, the Japanese language remained the language with the greatest number of learners after English, but the fact that second foreign-language options are diversifying and the fact that the falling birth rate is becoming more serious, so the number of learners is decreasing in both the secondary and the higher educational stages, is having an impact on the results for the country overall.

In Mongolia, the number of institutions and the number of teachers has increased by approximately 30% and the number of learners has increased by approximately 20%. In particular, the increase in other educational institutions was marked, and the background to this is that the number of educational institutions outside school education curricula has increased due to the technical intern system.

## 2. Southeast Asia

### Status of Japanese-language education in Southeast Asia

The number of institutions in Southeast Asia is 3,913 (up 13.0%) and the number of teachers is 10,357 people (up 14.1%), increases from the FY2012 survey. On the other hand, the number of learners has decreased slightly to 1,094,437 people (down 3.4%).

The country with by far the largest number of institutions is Indonesia with 2,496. Next is Thailand with 606 and Vietnam with 219. Excluding the decrease in Malaysia from 196 to 176, the number of institutions has increased throughout the region. The rankings are the same for the number of teachers as well: Indonesia (4,540 people), Thailand (1,911 people), and Vietnam (1,795 people), and the order of the rankings is also the same for the number of learners: Indonesia (745,125 people), Thailand (173,817 people), and Vietnam (64,863 people). Regarding the

composition ratio of the number of learners, Indonesia accounts for the majority at 68.1%. Looking at the increases and decreases in the number of learners, in Indonesia there has been a 14.6% decrease but in the Philippines, Thailand, Vietnam, etc., there has been a large increase. The number of learners in the region overall decreased due to the impact of the results in Indonesia, but in most of the other countries, the number of learners has increased. Note that the number of teachers has decreased in two countries: Malaysia and Brunei.

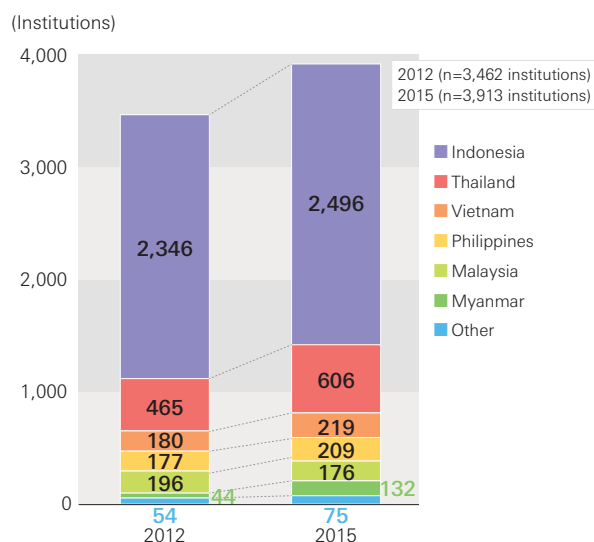
Looking at the educational stage composition ratios on a learner basis, primary is low with 1.0% and secondary is by far the largest at 78.2%. Higher education is 9.6% and other educational institutions are 11.2%.

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

| Country and region            | 2012                        |                   |                   | 2015                        |                   |                   |  |  |                |                |                | Population* (People) |
|-------------------------------|-----------------------------|-------------------|-------------------|-----------------------------|-------------------|-------------------|--|--|----------------|----------------|----------------|----------------------|
|                               | Institutions (Institutions) | Teachers (People) | Learners (People) | Institutions (Institutions) | Teachers (People) | Learners (People) | Learners per 100,000 population (People) | Composition by educational stage (learners) (People) |                |                |                |                      |
|                               |                             |                   |                   |                             |                   |                   |  | Primary  | Secondary      | Higher         | Other          |                      |
| Indonesia                     | 2,346                       | 4,538             | 872,411           | 2,496                       | 4,540             | 745,125           | 289                                      | 6,504  | 703,775        | 26,981         | 7,865          | 257,563,815          |
| Thailand                      | 465                         | 1,387             | 129,616           | 606                         | 1,911             | 173,817           | 256                                      | 3,601  | 115,355        | 24,789         | 30,072         | 67,959,359           |
| Vietnam                       | 180                         | 1,528             | 46,762            | 219                         | 1,795             | 64,863            | 69                                       | 0  | 10,995         | 19,602         | 34,266         | 93,447,601           |
| Philippines                   | 177                         | 556               | 32,418            | 209                         | 721               | 50,038            | 50                                       | 1,019  | 5,595          | 15,572         | 27,852         | 100,699,395          |
| Malaysia                      | 196                         | 509               | 33,077            | 176                         | 430               | 33,224            | 110                                      | 0  | 17,450         | 12,442         | 3,332          | 30,331,007           |
| Myanmar                       | 44                          | 194               | 3,297             | 132                         | 524               | 11,301            | 21                                       | 0  | 0              | 762            | 10,539         | 53,897,154           |
| Singapore                     | 20                          | 190               | 10,515            | 30                          | 227               | 10,798            | 193                                      | 18   | 1,336          | 3,947          | 5,497          | 5,603,740            |
| Cambodia                      | 25                          | 142               | 3,881             | 29                          | 157               | 4,009             | 26                                       | 15   | 648            | 583            | 2,763          | 15,577,899           |
| Laos                          | 7                           | 26                | 464               | 14                          | 49                | 1,046             | 15                                       | 261  | 202            | 265            | 318            | 6,802,023            |
| Brunei                        | 2                           | 5                 | 260               | 2                           | 3                 | 216               | 51                                       | 0  | 0              | 155            | 61             | 423,188              |
| <b>Southeast Asia overall</b> | <b>3,462</b>                | <b>9,075</b>      | <b>1,132,701</b>  | <b>3,913</b>                | <b>10,357</b>     | <b>1,094,437</b>  | <b>173</b>                               | <b>11,418</b>  | <b>855,356</b> | <b>105,098</b> | <b>122,565</b> | <b>632,305,181</b>   |

Source: *World Population Prospects: The 2015 Revision*, by United Nations Department of Economic and Social Affairs, Population Division

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

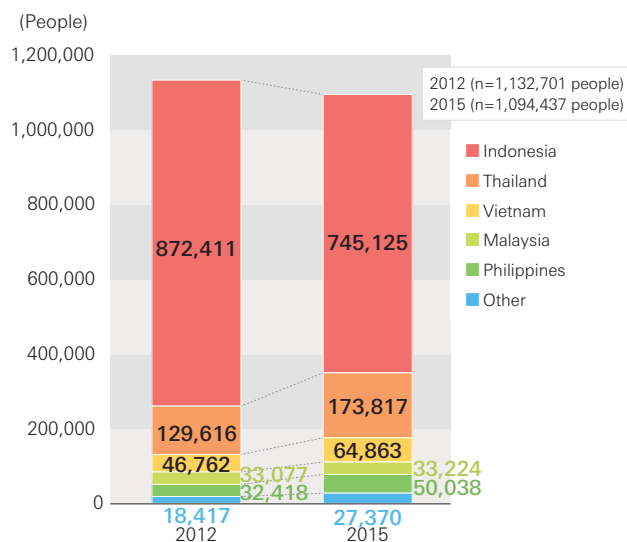


### Trends in each country

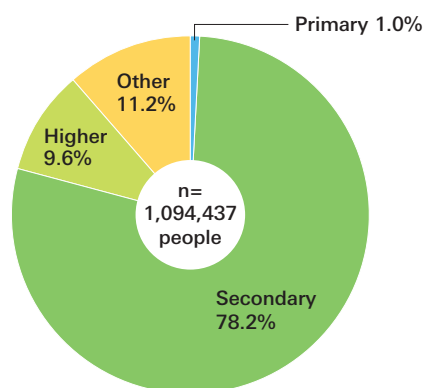
The results in Indonesia, which has the second greatest number of learners in the world, were that the number of institutions and the number of teachers increased slightly, but the number of learners decreased. In this country, due to the revision of the education curriculum in 2013, studying a second foreign language, which had been a compulsory subject at the secondary educational stage, became an elective subject, and as a result the number of learners in that educational stage decreased, and this was a factor in the fall in the number of learners in the country overall. However, even in the secondary educational stage, there were institutions that continued classes in the Japanese language while downsizing them and new institutions offering Japanese-language classes, so the number of institutions in the country overall has increased slightly. Note that in higher education the number of students taking the Japanese language has increased due to cultural interest in Japan and other factors, so the number of learners increased by 22.2% compared to the previous survey.

In Thailand, the number of institutions, the number of teachers, and the number of learners all recorded large increases in excess of 30% compared to the previous survey. Against a background of good economic relations there are many people studying the Japanese language with a view to job opportunities at Japanese companies, and in addition there has been a large increase in the number of Thai people traveling to Japan due to the impact of a visa waiver arrangement for tourists visiting Japan being approved in 2013, and it is thought that these factors are leading to the expansion of other educational institutions. Furthermore, in this country there has

Graph 2-2-2 Number of Japanese-language learners in Southeast Asia



Graph 2-2-3 Percentages of learners by educational stage in Southeast Asia



been a marked expansion in secondary education, but there has also been a contribution from the measures to enhance second foreign languages in the World Class Standard School (WCSS) program that the Thai Ministry of Education has been working on since 2010 with the objective of raising the educational level of secondary educational institutions to meet the requirements of internationalization.

The number of institutions, number of teachers, and number of learners have all increased in Vietnam too but the rate of increase in the number of institutions and the number of learners has been particularly large in secondary education. The background to this is the boost provided by policies adopted by the Government of Vietnam such as the National Foreign Languages Project 2020 which has the objective of strengthening and enhancing foreign-language education in primary and secondary education. Note that one factor behind the increase in the number of institutions and the number of learners in educational institutions other than schools is the increase in learners going to private language

schools because they want to gain employment at Japanese companies.

In Malaysia, the number of learners has increased slightly but on the other hand, the number of institutions has decreased by 10.2% and the number of teachers has decreased by 15.5%. In particular, at the secondary educational stage, the study in Japan program and the domestic training program that the Ministry of Education in Malaysia was implementing to train Japanese-language teachers have both finished and been canceled, so there is a bottleneck in the human resources development of teachers. The decrease in the number of teachers is a problem directly leading to a decrease in learners, so securing a stable supply of Japanese-language teachers is an issue locally.

In the Philippines, the number of institutions increased by 18.1%, the number of teachers increased by 29.7%, and the number of learners increased by 54.4%. Since the negotiations in 2004 for the Japan-Philippines Economic

Partnership Agreement (EPA), many new private Japanese-language educational institutions have opened, and since Japanese-language classes in secondary educational institutions that were formerly only offered in some private schools have been introduced as the elective subject of second foreign languages in public high schools as well, the number of Japanese-language learners has been increasing in higher education.

In addition, the scale of Japanese-language education is expanding in Myanmar, which has been rapidly advancing its openness policies and economic reforms in recent years, so both the number of institutions and the number of learners has increased by more than 200% compared to the previous survey. In Singapore too the number of institutions, the number of teachers, and the number of learners have all increased. Furthermore, although the scale is not large compared to other Southeast Asian countries, in Laos the number of institutions and number of learners have both increased by more than 100% compared to the previous survey.

### 3. South Asia

#### Status of Japanese-language education in South Asia

The number of institutions in South Asia is 408 (up 16.9%), the number of teachers is 1,277 people (up 25.8%), and the number of learners is 40,795 people (up 40.3%), so all of these figures have increased since the FY2012 survey. The rate of increase in the number of learners is particularly high.

The country with the greatest number of institutions in the region is India with 184, followed by Nepal with 106, and Sri Lanka with 76. The ranking for the number of teachers is the same, in the order of India (655 people), Nepal (376 people), and Sri Lanka (132 people). On the other hand, for the number of learners, the order is India (24,011 people), Sri Lanka (10,120 people), and Nepal (4,262 people).

Regarding the composition ratio of the learners, these three countries account for 94.1% of the learners overall.

Regarding increases and decreases from FY2012, the number of institutions has decreased in India and was unchanged or has increased in the other countries compared to the previous survey, the number of teachers has increased except in the Maldives, and the number of learners has increased in India, Sri Lanka, Nepal, etc.

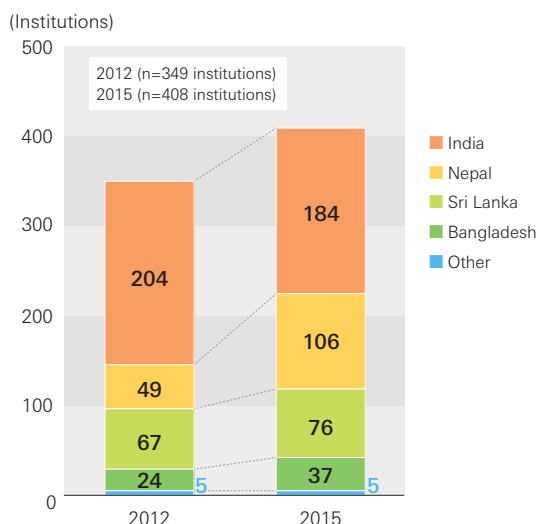
Looking at the educational stage composition ratios on a learner basis, primary is 3.7%, secondary is 36.1%, higher education is 18.3%, and other educational institutions are 41.9%, so other educational institutions recorded the highest score.

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

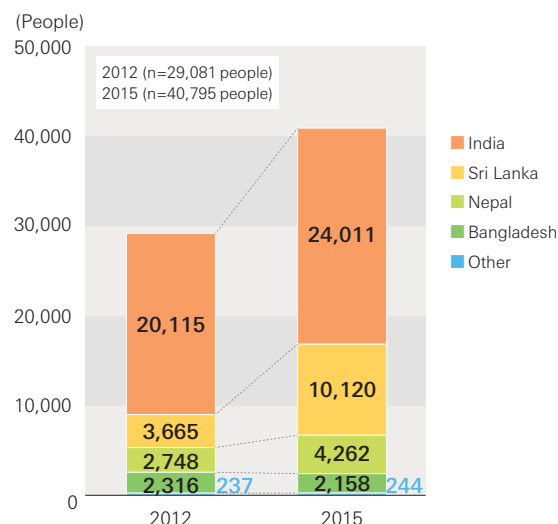
| Country and region        | 2012                        |                   |                   | 2015                        |                   |                   |  |  |               |              |               | Population* (People) |
|---------------------------|-----------------------------|-------------------|-------------------|-----------------------------|-------------------|-------------------|--|--|---------------|--------------|---------------|----------------------|
|                           | Institutions (Institutions) | Teachers (People) | Learners (People) | Institutions (Institutions) | Teachers (People) | Learners (People) | Learners per 100,000 population (People) | Composition by educational stage (learners) (People) |               |              |               |                      |
|                           |                             |                   |                   |                             |                   |                   |  | Primary  | Secondary     | Higher       | Other         |                      |
| India                     | 204                         | 575               | 20,115            | 184                         | 655               | 24,011            | 2  | 1,334  | 4,967         | 5,954        | 11,756        | 1,311,050,527        |
| Nepal                     | 49                          | 228               | 2,748             | 106                         | 376               | 4,262             | 15                                       | 150  | 150           | 300          | 3,662         | 28,513,700           |
| Sri Lanka                 | 67                          | 118               | 3,665             | 76                          | 132               | 10,120            | 49                                       | 40   | 9,480         | 408          | 192           | 20,715,010           |
| Bangladesh                | 24                          | 79                | 2,316             | 37                          | 94                | 2,158             | 1  | 0  | 127           | 631          | 1,400         | 160,995,642          |
| Pakistan                  | 3                           | 9                 | 87                | 3                           | 13                | 84                | 0.04                                     | 0  | 0             | 25           | 59            | 188,924,874          |
| Maldives                  | 1                           | 4                 | 130               | 1                           | 3                 | 130               | 36                                       | 0  | 0             | 130          | 0             | 363,657              |
| Bhutan                    | 1                           | 2                 | 20                | 1                           | 4                 | 30                | 4  | 0  | 0             | 0            | 30            | 774,830              |
| <b>South Asia overall</b> | <b>349</b>                  | <b>1,015</b>      | <b>29,081</b>     | <b>408</b>                  | <b>1,277</b>      | <b>40,795</b>     | <b>2</b>                                 | <b>1,524</b>   | <b>14,724</b> | <b>7,448</b> | <b>17,099</b> | <b>1,711,338,240</b> |

Source: *World Population Prospects: The 2015 Revision*, by United Nations Department of Economic and Social Affairs, Population Division

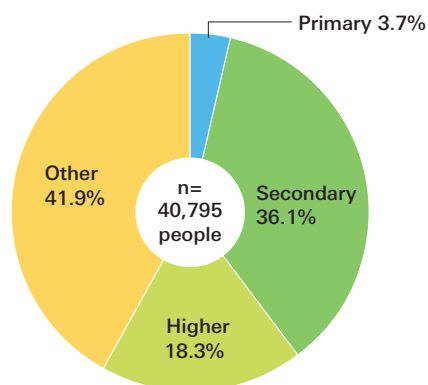
Graph 2-3-1 Number of institutions in South Asia



Graph 2-3-2 Number of Japanese-language learners in South Asia



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



### Trends in each country

In India, the number of institutions decreased by 9.8% from the previous survey, but the number of teachers increased 13.9% and the number of learners increased 19.4%. In this country, in 2006, the Central Board of Secondary Education (CBSE), which is one of the organizations that implements secondary education completion exams combined with university entrance exams and has approximately 9,000 member schools, added the Japanese language to the exam subjects and this triggered the expansion of Japanese-language education in secondary education in recent years. In this survey too large expansion in the number of learners was seen in this educational stage, but the overall growth has been fairly flat. On the other hand, in the context of economic

relations between Japan and India becoming closer, the increase in opportunities to work at Japanese companies and the resulting demand for Japanese-language learning remains strongly rooted, and is a factor pushing up the number of learners in the higher educational stage and in other educational institutions.

In the other countries in South Asia in which there is Japanese-language learning on a large scale, Sri Lanka and Nepal, the number of institutions, the number of teachers, and the number of learners all increased, and in combination with India this has contributed to the expansion of Japanese-language education in the region overall.

## 4. Oceania

### Status of Japanese-language education in Oceania

The number of institutions in Oceania is 1,965 (up 12.3%), the number of teachers is 3,277 people (up 2.0%), and the number of learners is 392,348 people (up 18.4%), so all of these figures have increased since the FY2012 survey.

The country with by far the largest number of institutions is Australia, with 1,643; followed by New Zealand, with 257. The trend is the same for the number of teachers and the number of learners. Australia has 2,800 teachers and 357,348 learners, and New Zealand has 378 teachers and 29,925 learners. The composition ratio of Australia within the region seen in terms of the number of learners is 91.1% and for New Zealand it is 7.6%, so it is 98.7% for these two countries combined.

Looking at the increases and decreases compared with FY2012, the number of institutions has greatly increased in

Australia, while on the other hand, it has decreased in New Zealand, Guam. The number of teachers has increased in Australia and New Caledonia, etc., but decreased in New Zealand and Guam, etc. The number of learners has increased in Australia, Guam, Marshall Islands, etc. Note that in the present survey Japanese-language educational institutions could not be confirmed in the Solomon Islands, but the implementation of Japanese-language education was newly confirmed in Kiribati and Fiji.

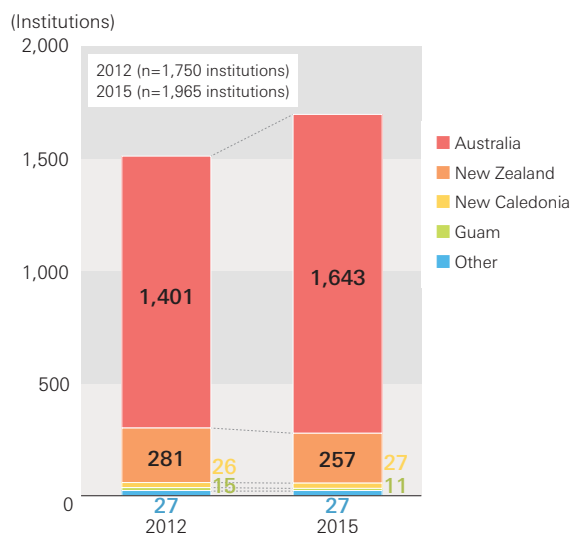
Looking at the educational stage composition ratios on a learner basis, primary is extremely large at 55.7%, followed by secondary with 41.2%, so these two stages account for most of the learners.

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

| Country and region       | 2012                        |                   |                   | 2015                        |                   |                   |  |  |                |              |              | Population* (People) |
|--------------------------|-----------------------------|-------------------|-------------------|-----------------------------|-------------------|-------------------|--|--|----------------|--------------|--------------|----------------------|
|                          | Institutions (Institutions) | Teachers (People) | Learners (People) | Institutions (Institutions) | Teachers (People) | Learners (People) | Learners per 100,000 population (People) | Composition by educational stage (learners) (People) |                |              |              |                      |
|                          |                             |                   |                   |                             |                   |                   |  | Primary  | Secondary      | Higher       | Other        |                      |
| Australia                | 1,401                       | 2,685             | 296,672           | 1,643                       | 2,800             | 357,348           | 1,491                                    | 209,123  | 138,345        | 6,420        | 3,460        | 23,968,973           |
| New Zealand              | 281                         | 431               | 30,041            | 257                         | 378               | 29,925            | 661                                      | 9,173  | 19,228         | 1,504        | 20           | 4,528,526            |
| New Caledonia            | 26                          | 31                | 1,929             | 27                          | 40                | 2,026             | 770                                      | 0  | 1,921          | 105          | 0            | 263,118              |
| Guam                     | 15                          | 32                | 1,431             | 11                          | 22                | 1,547             | 911                                      | 82   | 1,219          | 246          | 0            | 169,885              |
| Tonga                    | 7                           | 12                | 231               | 6                           | 12                | 153               | 144                                      | 0  | 152            | 1            | 0            | 106,170              |
| Micronesia               | 6                           | 6                 | 158               | 5                           | 6                 | 281               | 269                                      | 8  | 70             | 111          | 92           | 104,460              |
| Marshall Islands         | 3                           | 3                 | 145               | 4                           | 4                 | 324               | 611                                      | 0  | 303            | 21           | 0            | 52,993               |
| Northern Mariana Islands | 3                           | 4                 | 130               | 3                           | 3                 | 345               | 626                                      | 0  | 345            | 0            | 0            | 55,070               |
| Palau                    | 2                           | 3                 | 160               | 3                           | 3                 | 214               | 1,005                                    | 0  | 142            | 72           | 0            | 21,291               |
| Fiji                     | -                           | -                 | -                 | 2                           | 3                 | 8                 | 1  | 0  | 0              | 2            | 6            | 892,145              |
| Kiribati                 | -                           | -                 | -                 | 1                           | 3                 | 45                | 40                                       | 45   | 0              | 0            | 0            | 112,423              |
| Samoa                    | 1                           | 1                 | 29                | 1                           | 1                 | 44                | 23                                       | 0  | 0              | 44           | 0            | 193,228              |
| Papua New Guinea         | 3                           | 3                 | 136               | 1                           | 1                 | 30                | 0.4                                      | 0  | 0              | 30           | 0            | 7,619,321            |
| French Polynesia         | 1                           | 1                 | 53                | 1                           | 1                 | 58                | 21                                       | 0  | 58             | 0            | 0            | 282,764              |
| Solomon Islands          | 1                           | 2                 | 170               | -                           | -                 | -                 | -  | -  | -              | -            | -            | -                    |
| <b>Oceania overall</b>   | <b>1,750</b>                | <b>3,214</b>      | <b>331,285</b>    | <b>1,965</b>                | <b>3,277</b>      | <b>392,348</b>    | <b>1,023</b>                             | <b>218,431</b>                                       | <b>161,783</b> | <b>8,556</b> | <b>3,578</b> | <b>38,370,367</b>    |

Source: *World Population Prospects: The 2015 Revision*, by United Nations Department of Economic and Social Affairs, Population Division

Graph 2-4-1 Number of institutions in Oceania



Graph 2-4-2 Number of Japanese-language learners in Oceania

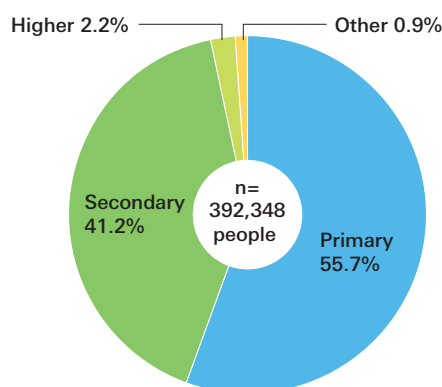


### Trends in each country

In Australia, the country that provides the most Japanese-language education in the region, the number of institutions, the number of teachers, and the number of learners all increased in the present survey, primarily in the primary and secondary educational stages. This is seen to be because, in the context of policies putting the priority on Asian languages and Asia that have been continuing since 2007, the guidelines regarding language learning were stated by the Draft Shape of the Australian Curriculum: Languages in 2011 and the impact of this is still continuing. Looking at the results in global terms, the distinctive feature in Australia is that the ratio of primary education is large, and the aforementioned guidelines also mention language learning in primary education. The number of learners temporarily stagnated after the Japanese-language learning boom in the 1980s and 1990s but partly due to the effect of the aforementioned policies it has started to increase again from the FY2012 survey. On the other hand, there are also reports that some higher educational institutions are stopping their courses for fiscal reasons or other reasons. In higher education, the number of institutions, the number of teachers, and the number of learners have all decreased, which raises the issue of how to follow-up on learners who experienced Japanese-language education in their primary and secondary education.

In New Zealand, the next largest country in scale of

Graph 2-4-3 Percentages of learners by educational stage in Oceania



Japanese-language education after Australia, the results varied depending on the educational stage, but overall the number of institutions, the number of teachers, and the number of learners all decreased. In this country, the number of learners in the secondary educational stage account for the majority of the learners, but in that stage, the increase in learners of other languages, in particular Chinese is having an impact, so the number of learners has decreased since the previous survey. Note that in recent years the government launched the Asian Language Learning in Schools program to encourage the learning of Japanese, Chinese, and Korean in 2014, and currently Round 2 of that program is commencing. It is necessary to pay close attention to what kind of impact these kinds of initiatives will have going forward.

## 5. North America

### Status of Japanese-language education in North America

The number of institutions in North America is 1,640 (down 2.2%) and the number of teachers is 4,621 people (down 8.2%), so both of these figures have decreased since the FY2012 survey. On the other hand, the number of learners is 190,599 people (up 6.5%), an increase from the FY2012 survey.

The United States accounts for most of these totals, with 1,462 institutions, 3,894 teachers, and 170,998 learners. Looking at the comparison with the FY2012 survey, the number of institutions increased slightly in the United

States and decreased from the previous survey in Canada. The number of teachers decreased in both the United States and Canada. The number of learners has increased 9.7% in the United States, whereas it has decreased 15.2% in Canada.

Looking at the educational stage composition ratios on a learner basis, primary is 10.6%, secondary is 41.7%, higher education is 39.7%, and other educational institutions are 8.0%.

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

| Country and region           | 2012                        |                   |                   | 2015                        |                   |                   |  |  |               |               |               | Population* (People) |
|------------------------------|-----------------------------|-------------------|-------------------|-----------------------------|-------------------|-------------------|--|--|---------------|---------------|---------------|----------------------|
|                              | Institutions (Institutions) | Teachers (People) | Learners (People) | Institutions (Institutions) | Teachers (People) | Learners (People) | Learners per 100,000 population (People) | Composition by educational stage (learners) (People) |               |               |               |                      |
|                              |                             |                   |                   |                             |                   |                   |  | Primary  | Secondary     | Higher        | Other         |                      |
| United States                | 1,449                       | 4,270             | 155,939           | 1,462                       | 3,894             | 170,998           | 53                                       | 19,453   | 73,648        | 67,335        | 10,562        | 321,773,631          |
| Canada                       | 228                         | 765               | 23,110            | 178                         | 727               | 19,601            | 55                                       | 682  | 5,919         | 8,347         | 4,653         | 35,939,927           |
| <b>North America overall</b> | <b>1,677</b>                | <b>5,035</b>      | <b>179,049</b>    | <b>1,640</b>                | <b>4,621</b>      | <b>190,599</b>    | <b>53</b>                                | <b>20,135</b>  | <b>79,567</b> | <b>75,682</b> | <b>15,215</b> | <b>357,713,558</b>   |

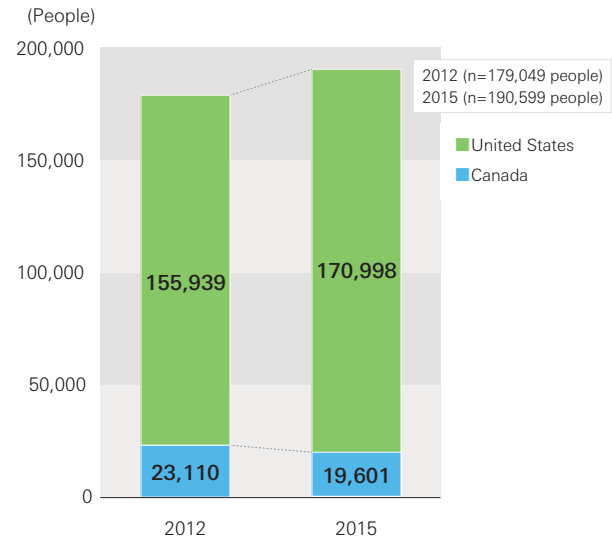
Source: *World Population Prospects: The 2015 Revision*, by United Nations Department of Economic and Social Affairs, Population Division



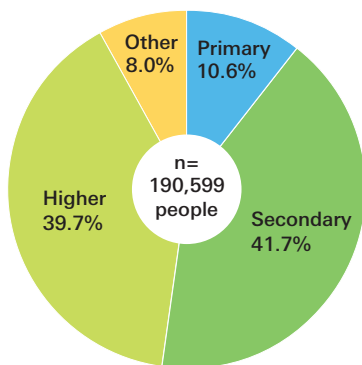
Graph 2-5-1 Number of institutions in North America



Graph 2-5-2 Number of Japanese-language learners in North America



Graph 2-5-3 Percentages of learners by educational stage in North America



### Trends in each country

In the United States, the results of the present survey were that the number of institutions and the number of learners have increased, while on the other hand the number of teachers began to decrease. The main reasons that the number of teachers has decreased by 8.8% compared to the previous survey include the fact that the trend of shrinking government budgets for foreign-language education continued as before and there is a shortage of human resources to serve as Japanese-language teachers locally, and those trends are particularly marked at the secondary educational stage. Despite the fact that the number of learners has increased, the number of teachers has decreased, so cases are being reported from the education field of meeting learning needs by devising new approaches at the field level, including holding classes by consolidating multiple classes into one, providing remote education that integrates the courses of educational

institutions within a single school district, etc.

The results were similar in Canada too, where the number of teachers has decreased due to the tight budgets for education, which has led to a fall in the number of learners as well. In particular, the survey results show that Japanese-language learners in secondary educational institutions decreased almost 20% compared to the previous survey in the province of British Columbia, which has the greatest number of learners. It is reported that the background to this is that there are many institutions for which maintenance of the courses is difficult because the necessary budget is not allocated to Japanese-language classes, which are not compulsory subjects, and cases have been seen in which the courses were stopped when the teachers retired, etc.

## 6. Central America

### Status of Japanese-language education in Central America

The number of institutions in Central America is 102 (down 9.7%), the number of teachers is 424 people (up 5.5%), and the number of learners is 11,637 people (up 21.8%), so only the number of institutions has decreased in comparison with the FY2012 survey, but the number of teachers and the number of learners has increased, and in particular the number of learners has shown quite a large increase.

In all of the items, the percentage accounted for by Mexico is high, with 68 institutions, 322 teachers, and 9,240 learners in Mexico. Looking at the increases and decreases for each country, the results are that the number of institutions has mainly decreased in Mexico, Jamaica, and the Dominican Republic, and the number of teachers has

increased in more than half of the countries. Furthermore, the number of learners has decreased in Costa Rica, Jamaica, the Dominican Republic, and Panama, while on the other hand there have been large increases in Mexico, Honduras, Guatemala, and Cuba. Note that in the present survey no Japanese-language educational institutions have been confirmed in Haiti or Puerto Rico.

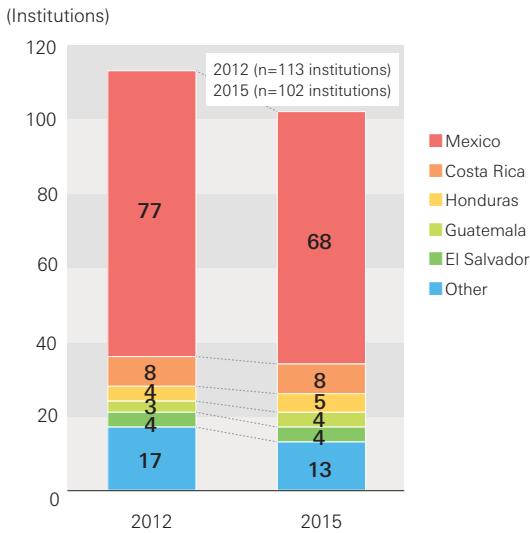
Looking at the educational stage composition ratios on a learner basis, primary is 8.1%, secondary is 8.6%, higher education is 37.5%, and other educational institutions are 45.9%, so the percentage accounted for by other educational institutions is the highest.

Table 2-6-1 Number of institutions, number of teachers, and number of learners in Central America

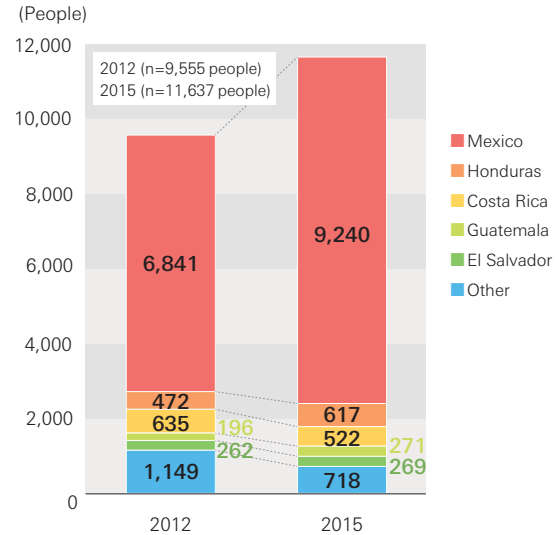
| Country and region             | 2012                        |                   |                   | 2015                        |                   |                   |  |  |            |              | Population* (People) |                    |
|--------------------------------|-----------------------------|-------------------|-------------------|-----------------------------|-------------------|-------------------|--|--|------------|--------------|----------------------|--------------------|
|                                | Institutions (Institutions) | Teachers (People) | Learners (People) | Institutions (Institutions) | Teachers (People) | Learners (People) | Learners per 100,000 population (People) | Composition by educational stage (learners) (People) |            |              |                      |                    |
|                                |                             |                   |                   |                             |                   |                   |  | Primary  | Secondary  | Higher       |                      | Other              |
| Mexico                         | 77                          | 289               | 6,841             | 68                          | 322               | 9,240             | 7  | 775  | 863        | 3,393        | 4,209                | 127,017,224        |
| Costa Rica                     | 8                           | 20                | 635               | 8                           | 26                | 522               | 11                                       | 40   | 36         | 220          | 226                  | 4,807,850          |
| Honduras                       | 4                           | 10                | 472               | 5                           | 17                | 617               | 8  | 95   | 55         | 75           | 392                  | 8,075,060          |
| Guatemala                      | 3                           | 7                 | 196               | 4                           | 8                 | 271               | 2  | 32   | 0          | 157          | 82                   | 16,342,897         |
| El Salvador                    | 4                           | 15                | 262               | 4                           | 17                | 269               | 4  | 0  | 0          | 55           | 214                  | 6,126,583          |
| Cuba                           | 3                           | 12                | 129               | 3                           | 12                | 243               | 2  | 0  | 0          | 223          | 20                   | 11,389,562         |
| Jamaica                        | 4                           | 6                 | 335               | 3                           | 6                 | 127               | 5  | 0  | 0          | 117          | 10                   | 2,793,335          |
| Panama                         | 3                           | 4                 | 114               | 3                           | 4                 | 107               | 3  | 0  | 42         | 35           | 30                   | 3,929,141          |
| Nicaragua                      | 1                           | 2                 | 96                | 2                           | 4                 | 109               | 2  | 0  | 0          | 4            | 105                  | 6,082,032          |
| Trinidad and Tobago            | 1                           | 3                 | 76                | 1                           | 2                 | 82                | 6  | 0  | 0          | 82           | 0                    | 1,360,088          |
| Dominican Republic             | 3                           | 28                | 249               | 1                           | 6                 | 50                | 0.5                                      | 0  | 0          | 0            | 50                   | 10,528,391         |
| Haiti                          | 1                           | 5                 | 100               | -                           | -                 | -                 | -  | -  | -          | -            | -                    | -                  |
| Puerto Rico                    | 1                           | 1                 | 50                | -                           | -                 | -                 | -  | -  | -          | -            | -                    | -                  |
| <b>Central America overall</b> | <b>113</b>                  | <b>402</b>        | <b>9,555</b>      | <b>102</b>                  | <b>424</b>        | <b>11,637</b>     | <b>6</b>                                 | <b>942</b>   | <b>996</b> | <b>4,361</b> | <b>5,338</b>         | <b>198,452,163</b> |

Source: *World Population Prospects: The 2015 Revision*, by United Nations Department of Economic and Social Affairs, Population Division

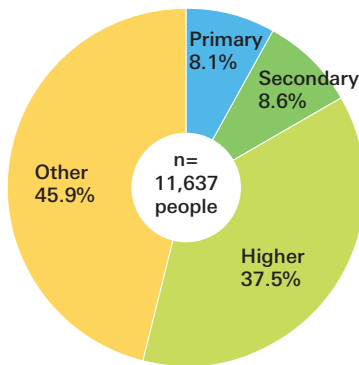
Graph 2-6-1 Number of institutions in Central America



Graph 2-6-2 Number of Japanese-language learners in Central America



Graph 2-6-3 Percentages of learners by educational stage in Central America



### Trends in each country

In Mexico, the country that provides the most Japanese-language education in the region, the number of institutions decreased 11.7% compared to the previous survey, but the number of teachers increased 11.4% and the number of learners increased 35.1%, the largest number since the survey began. The reasons for this include a growing demand for the Japanese language locally, partly due to the increasing number of Japanese companies entering Mexico, primarily in the regions bordering the United States, after the 2004 Japan-Mexico Economic Agreement and the entry of Japan's automakers into the

central regions of Mexico from 2014 onwards, etc. In Mexico, courses for learning the Japanese language are offered in many institutions of higher education, and in the present survey as well the number of learners has increased in the higher educational stage.

In the ten countries other than Mexico implementing Japanese-language education, the scale of Japanese-language education is small, many places rely on JICA volunteers, etc., for teachers, and the educational environment is often unstable.

## 7. South America

### Status of Japanese-language education in South America

The number of institutions in South America is 481 (up 8.6%), the number of teachers is 1,719 people (up 4.1%), and the number of learners is 38,152 people (up 15.7%), so the number of institutions, the number of teachers, and the number of learners have all increased since the FY2012 survey.

The countries with the greatest number of institutions are Brazil (352), Argentina (42), Peru (19), and Colombia (19). The order is similar for the number of teachers: Brazil (1,140 people), Argentina (192 people), Peru (92 people), and Paraguay (91 people). On the other hand, regarding the number of learners, Brazil remains first with 22,993 people but Peru is second with 4,074 people, Paraguay is third with 3,725 people, and Argentina drops to fourth (3,571 people).

Looking at the increases and decreases compared with the 2012 survey by country, the results were that the number of institutions has increased in all of the countries except Uruguay, Ecuador, and Chile, which were unchanged from the previous survey, and the number of teachers has increased in all of the countries except Uruguay and Ecuador. The number of learners has increased in 7 countries, primarily Brazil, Peru, and Paraguay, and decreased in 3 countries: Argentina, Ecuador, and Bolivia.

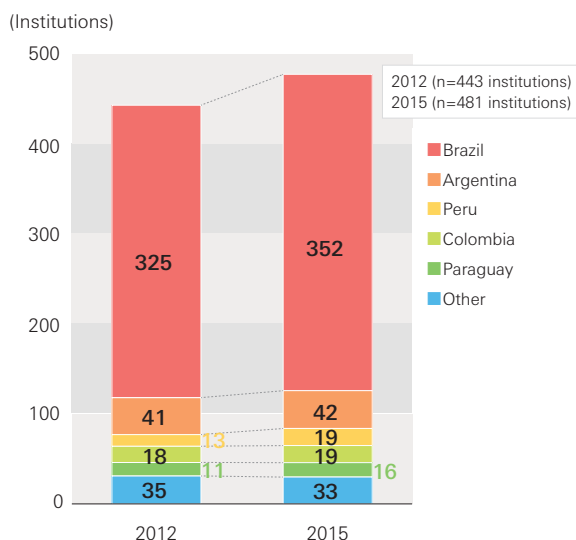
Looking at the educational stage composition ratios on a learner basis, primary is 16.9%, secondary is 14.3%, higher education is 7.8%, and other educational institutions are 61.0%, so the ratio accounted for by other educational institutions is high.

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

| Country and region           | 2012                        |                   |                   | 2015                        |                   |                   |  |  | Population* (People) |              |               |                    |
|------------------------------|-----------------------------|-------------------|-------------------|-----------------------------|-------------------|-------------------|--|--|----------------------|--------------|---------------|--------------------|
|                              | Institutions (Institutions) | Teachers (People) | Learners (People) | Institutions (Institutions) | Teachers (People) | Learners (People) | Learners per 100,000 population (People) | Composition by educational stage (learners) (People) |                      |              |               |                    |
|                              |                             |                   |                   |                             |                   |                   |  | Primary  |                      | Secondary    | Higher        | Other              |
| Brazil                       | 325                         | 1,132             | 19,913            | 352                         | 1,140             | 22,993            | 11                                       | 2,912  | 3,985                | 1,065        | 15,031        | 207,847,528        |
| Argentina                    | 41                          | 185               | 3,694             | 42                          | 192               | 3,571             | 8  | 411  | 272                  | 50           | 2,838         | 43,416,755         |
| Peru                         | 13                          | 82                | 2,958             | 19                          | 92                | 4,074             | 13                                       | 2,104  | 290                  | 100          | 1,580         | 31,376,670         |
| Colombia                     | 18                          | 61                | 1,463             | 19                          | 73                | 1,502             | 3  | 0  | 0                    | 682          | 820           | 48,228,704         |
| Paraguay                     | 15                          | 70                | 2,881             | 16                          | 91                | 3,725             | 56                                       | 837  | 778                  | 673          | 1,437         | 6,639,123          |
| Venezuela                    | 11                          | 32                | 393               | 12                          | 35                | 399               | 1  | 0  | 0                    | 30           | 369           | 31,108,083         |
| Chile                        | 8                           | 42                | 785               | 8                           | 47                | 1,078             | 6  | 45   | 60                   | 181          | 792           | 17,948,141         |
| Bolivia                      | 5                           | 34                | 606               | 6                           | 36                | 489               | 5  | 137  | 54                   | 0            | 298           | 10,724,705         |
| Ecuador                      | 4                           | 7                 | 146               | 4                           | 6                 | 77                | 0.5                                      | 0  | 0                    | 37           | 40            | 16,144,363         |
| Uruguay                      | 3                           | 7                 | 129               | 3                           | 7                 | 244               | 7  | 0  | 7                    | 159          | 78            | 3,431,555          |
| <b>South America overall</b> | <b>443</b>                  | <b>1,652</b>      | <b>32,968</b>     | <b>481</b>                  | <b>1,719</b>      | <b>38,152</b>     | <b>9</b>                                 | <b>6,446</b>   | <b>5,446</b>         | <b>2,977</b> | <b>23,283</b> | <b>416,865,627</b> |

Source: *World Population Prospects: The 2015 Revision*, by United Nations Department of Economic and Social Affairs, Population Division

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

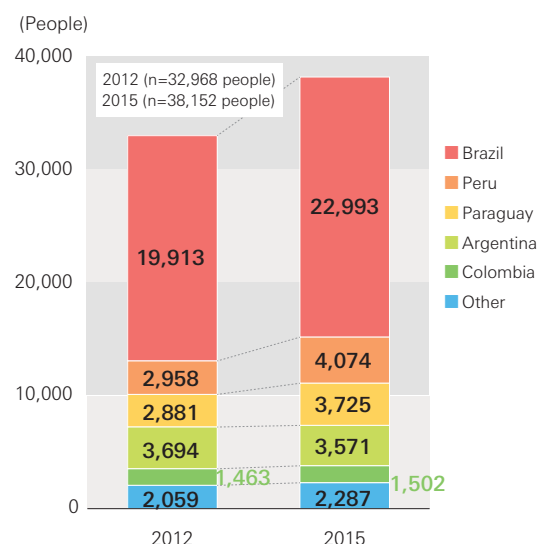


### Trends in each country

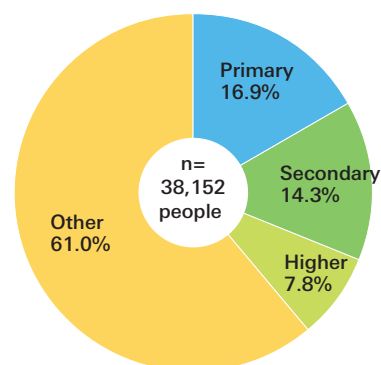
In Brazil, which accounts for approximately 70% of the institutions and approximately 60% of the learners in the South America region overall, the number of institutions, the number of teachers, and the number of learners all peaked in the FY2006 survey and have been on a decreasing trend since, but in the present survey they all began to increase again, and in particular the number of learners was higher than the number in the FY2006 survey at the time of the peak, reaching an all-time high. In higher education in Brazil, regarding the Language without Borders Program started under the leadership of the Government of Brazil to promote the internationalization of universities and study abroad for students, initiatives to offer support for language aspects have been implemented, and Japanese-language education has been started in five new federal universities, mainly for students who wish to study in Japan. Note that even today there are many learners of Japanese descent. Previously Japanese-language education spread as a “heritage language” inside the Japanese community, but currently it is taking on a character as one of the “foreign languages” to study as a new subject.

In Peru, an increase in the number of institutions, the number of teachers, and the number of learners was seen; regarding the number of learners, it passed Argentina to become second in South America; and regarding the number of institutions, it became third in the region. Furthermore, in Paraguay, where Japanese-language learning has started to thrive again in recent years, the results were that the number of institutions, the number

Graph 2-7-2 Number of Japanese-language learners in South America



Graph 2-7-3 Percentages of learners by educational stage in South America



of teachers, and the number of learners all increased. Paraguay has the highest number of learners with respect to population in the South America region, and the growth in higher education and other educational institutions is particularly marked.

There are many people of Japanese descent in the South America region due to planned migrations during the period from before to after the Second World War and previously education with the objective of passing down the Japanese language to the next generation was widespread. Along with the passage of time the use of the Japanese language within households decreased due to marriages with non-Japanese people, etc., and as a result the social character of Japanese-language education is changing, and today the situation is that Japanese-language education with the objective of “passing down the Japanese language and Japanese culture” and “education in the field of Japanese as a foreign language” exist side-by-side.

## 8. Western Europe

### Status of Japanese-language education in Western Europe

The number of institutions in Western Europe is 1,127 (up 5.4%), the number of teachers is 2,786 people (up 3.3%), and the number of learners is 83,559 people (up 9.8%), so all of these figures have increased.

The countries with the greatest number of institutions are the United Kingdom (364), France (222), and Germany (181), and these three countries have over 100 institutions. Regarding the number of teachers, the order is France (723 people), the United Kingdom (704 people), and Germany (457 people), and the number of learners is the same order as the number of teachers: France (20,875 people), the United Kingdom (20,093 people), and Germany (13,256 people). The top three countries account for 64.9% of the number of learners overall, but this is affected by the fact that the populations of France, the United Kingdom, and Germany are large, and regarding the number of learners

per 100,000 population there are countries with higher ratios, such as Ireland (65 people) and Iceland (83 people).

Looking at the increases and decreases compared with the 2012 survey by country, the number of institutions has increased in 6 countries, was unchanged in 4 countries, and has decreased in 10 countries; and the number of teachers has increased in 5 countries, was unchanged in 2 countries, and has decreased in 13 countries, so both of these categories recorded decreases in the number of countries. On the other hand, the number of learners increased in 10 countries, and decreased in 10 countries.

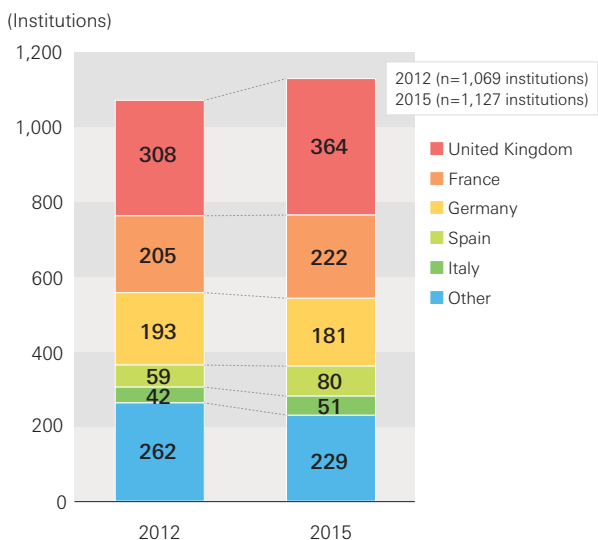
Looking at the educational stage composition ratios on a learner basis, primary is 6.6%, secondary is 20.4%, higher education is 44.5%, and other educational institutions are 28.5%, so the percentage of higher education is the largest.

Table 2-8-1 Number of institutions, number of teachers, and number of learners in Western Europe

| Country and region            | 2012                        |                   |                   | 2015                        |                   |                   |  |              | Composition by educational stage (learners) (People) |               |               |                    | Population* (People) |
|-------------------------------|-----------------------------|-------------------|-------------------|-----------------------------|-------------------|-------------------|--|--------------|--|---------------|---------------|--------------------|----------------------|
|                               | Institutions (Institutions) | Teachers (People) | Learners (People) | Institutions (Institutions) | Teachers (People) | Learners (People) | Learners per 100,000 population (People) | Primary      | Secondary  | Higher        | Other         |                    |                      |
|                               | United Kingdom              | 308               | 585               | 15,097                      | 364               | 704               | 20,093                                   | 31           | 4,814  | 5,957         | 6,423         | 2,899              |                      |
| France                        | 205                         | 701               | 19,319            | 222                         | 723               | 20,875            | 32                                       | 70           | 4,924  | 10,719        | 5,162         | 64,395,345         |                      |
| Germany                       | 193                         | 547               | 14,393            | 181                         | 457               | 13,256            | 16                                       | 152          | 1,896  | 6,690         | 4,518         | 80,688,545         |                      |
| Spain                         | 59                          | 145               | 4,938             | 80                          | 192               | 5,122             | 11                                       | 0            | 0  | 963           | 4,159         | 46,121,699         |                      |
| Italy                         | 42                          | 154               | 7,420             | 51                          | 193               | 7,031             | 12                                       | 0            | 276  | 5,424         | 1,331         | 59,797,685         |                      |
| Switzerland                   | 60                          | 158               | 2,037             | 43                          | 151               | 3,709             | 45                                       | 297          | 194  | 845           | 2,373         | 8,298,663          |                      |
| Sweden                        | 32                          | 79                | 2,226             | 43                          | 86                | 2,457             | 25                                       | 65           | 891  | 1,054         | 447           | 9,779,426          |                      |
| Ireland                       | 48                          | 75                | 2,827             | 40                          | 68                | 3,070             | 65                                       | 86           | 2,422  | 426           | 136           | 4,688,465          |                      |
| Finland                       | 27                          | 37                | 1,739             | 20                          | 29                | 1,601             | 29                                       | 21           | 143  | 851           | 586           | 5,503,457          |                      |
| Netherlands                   | 8                           | 42                | 1,008             | 15                          | 41                | 1,502             | 9  | 0            | 7  | 1,156         | 339           | 16,924,929         |                      |
| Austria                       | 21                          | 42                | 1,687             | 12                          | 30                | 1,322             | 15                                       | 0            | 52   | 1,067         | 203           | 8,544,586          |                      |
| Belgium                       | 15                          | 41                | 1,235             | 12                          | 37                | 1,191             | 11                                       | 0            | 0  | 476           | 715           | 11,299,192         |                      |
| Portugal                      | 12                          | 16                | 436               | 10                          | 15                | 573               | 6  | 0            | 0  | 216           | 357           | 10,349,803         |                      |
| Norway                        | 10                          | 18                | 557               | 10                          | 16                | 505               | 10                                       | 0            | 158  | 296           | 51            | 5,210,967          |                      |
| Greece                        | 12                          | 25                | 395               | 11                          | 19                | 479               | 4  | 0            | 0  | 139           | 340           | 10,954,617         |                      |
| Denmark                       | 4                           | 16                | 410               | 4                           | 13                | 354               | 6  | 0            | 40   | 314           | 0             | 5,669,081          |                      |
| Iceland                       | 5                           | 9                 | 180               | 4                           | 7                 | 273               | 83                                       | 0            | 37   | 123           | 113           | 329,425            |                      |
| Luxembourg                    | 6                           | 6                 | 209               | 3                           | 3                 | 135               | 24                                       | 0            | 75   | 0             | 60            | 567,110            |                      |
| Malta                         | 1                           | 1                 | 9                 | 1                           | 1                 | 6                 | 1  | 0            | 0  | 0             | 6             | 418,670            |                      |
| Monaco                        | 1                           | 1                 | 10                | 1                           | 1                 | 5                 | 13                                       | 0            | 0  | 0             | 5             | 37,731             |                      |
| <b>Western Europe overall</b> | <b>1,069</b>                | <b>2,698</b>      | <b>76,132</b>     | <b>1,127</b>                | <b>2,786</b>      | <b>83,559</b>     | <b>20</b>                                | <b>5,505</b> | <b>17,072</b>  | <b>37,182</b> | <b>23,800</b> | <b>414,295,206</b> |                      |

Source: *World Population Prospects: The 2015 Revision*, by United Nations Department of Economic and Social Affairs, Population Division

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



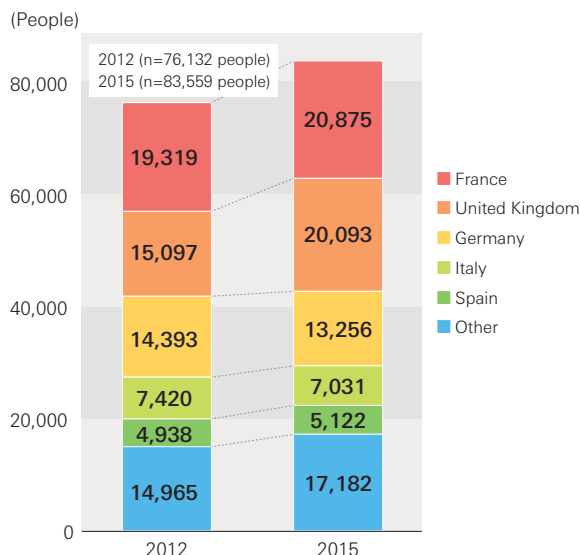
### Trends in each country

In France and the United Kingdom, where the scale of Japanese-language education is the largest in the region, the results are that the number of institutions, the number of teachers, and the number of learners have all increased since the previous survey. In France the growth is particularly marked in the higher educational stage, including universities and the Grandes Écoles, and apart from the schools that have established a Japanese-language major the number of institutions in which students can take the Japanese language as an elective subject has increased, so there was a 17.1% increase in the higher educational stage overall. One characteristic of this country is that the popularity of Chinese and Korean is also rising, but interest in the Japanese language is being supported not only by pop culture but also the tradition of Japan studies in institutions of higher education.

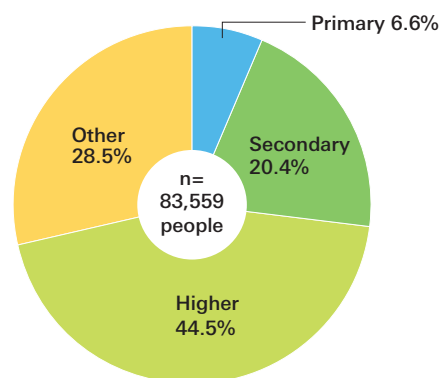
Furthermore, in the United Kingdom, the number of learners has increased 33.1% compared to the previous survey, but the growth in primary education and higher education has made a particularly large contribution. A major reason for the increase in the number of learners in primary education is that classes in foreign languages were made compulsory from 2014. On the other hand, at the primary educational stage, the number of learners greatly increased, whereas the number of teachers only increased slightly, and at the higher educational stage as well a situation is occurring in which the deployment of teachers is not keeping pace with the increase in the number of students who wish to take the subject.

In Germany, where the scale of Japanese-language education is the next largest after the above two countries, the results were that the number of institutions, the number of teachers, and the number of learners have all decreased slightly since the time of the previous survey. The size of the decrease in other educational institutions is having a particular impact and the reasons for this include the fact

Graph 2-8-2 Number of Japanese-language learners in Western Europe



Graph 2-8-3 Percentages of learners by educational stage in Western Europe



that foreign-language education options are increasing at lifelong learning institutions, and the fact that more German courses are being offered in the lifelong learning institutions in each region due to the government policy of accepting refugees.

In Italy, both the number of institutions and the number of teachers has increased by more than 20% but the number of learners in the country overall has decreased 5.2%. The fact that a decrease in the number of students taking Japanese-language courses has been seen in the higher educational stage, which accounts for the majority of learners in this country, is having an effect on this.

In Spain, the results are that the number of institutions, the number of teachers, and the number of learners have all increased, and the size of the increase in other educational institutions has particularly contributed to the results for the country overall.

Note that in the present survey the number of learners in Switzerland increased 82.1%, and that country became sixth in the Europe region. In addition, the number of learners has also increased in Ireland, which has a high number of learners relative to its population, and in Sweden where pop culture from Japan is highly popular.

## 9. Eastern Europe

### Status of Japanese-language education in Eastern Europe

The number of institutions in Eastern Europe is 398 (up 3.1%) and the number of teachers is 1,346 people (up 3.5%), increases since the FY2012 survey. On the other hand, the number of learners is 27,154 people (down 3.9%), a decrease from the previous survey.

The countries with the greatest number of institutions are Russia (126), Poland (57), Hungary (32), Kyrgyz (23), Romania (18), and the Ukraine (18). For the number of teachers as well Russia is first with 480 people and Poland is second with 222 people but, next is the Ukraine (97 people) followed by Hungary (93 people), and Uzbekistan (61 people). The order of the number of learners is Russia (8,650 people), Poland (4,416 people), Romania (2,052 people), Hungary (1,992 people), and the Ukraine (1,523 people). On the other hand, the countries with the greatest number of learners per 100,000 population are Estonia (24 people) and Hungary (20 people).

Looking at the increases and decreases compared with

the 2012 survey by country, the number of institutions has increased in 12 countries, is unchanged in 8 countries, and has decreased in 7 countries; the number of teachers has increased in 16 countries, is unchanged in 4 countries, and has decreased in 7 countries; and the number of learners has increased in 18 countries, is unchanged in 1 country, and has decreased in 8 countries, so all of these items recorded increases in the greater number of countries. Regarding the number of learners in the region overall, the decrease in Russia which accounts for the largest percentage of learners in the region has had an impact on the results for the region overall, but in the majority of the other countries, the number of learners has increased. Note that in the present survey institutions implementing Japanese-language education were newly confirmed in Bosnia and Herzegovina and Macedonia.

Looking at the educational stage composition ratios on a learner basis, primary is 7.0%, secondary is 17.6%, higher education is 45.3%, and other education is 30.1%.

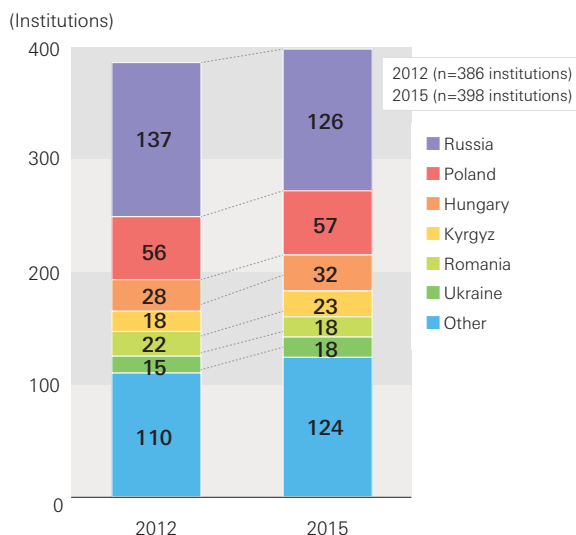
Table 2-9-1 Number of institutions, number of teachers, and number of learners in Eastern Europe

| Country and region            | 2012                        |                   |                   | 2015                        |                   |                   |  |  |              |               |              | Population* (People) |
|-------------------------------|-----------------------------|-------------------|-------------------|-----------------------------|-------------------|-------------------|--|--|--------------|---------------|--------------|----------------------|
|                               | Institutions (Institutions) | Teachers (People) | Learners (People) | Institutions (Institutions) | Teachers (People) | Learners (People) | Learners per 100,000 population (People) | Composition by educational stage (learners) (People) |              |               |              |                      |
|                               |                             |                   |                   |                             |                   |                   |  | Primary  | Secondary    | Higher        | Other        |                      |
| Russia                        | 137                         | 529               | 11,401            | 126                         | 480               | 8,650             | 6  | 778  | 2,355        | 2,971         | 2,546        | 143,456,918          |
| Poland                        | 56                          | 207               | 3,985             | 57                          | 222               | 4,416             | 11                                       | 0  | 104          | 2,295         | 2,017        | 38,611,794           |
| Hungary                       | 28                          | 65                | 1,554             | 32                          | 93                | 1,992             | 20                                       | 201  | 267          | 1,007         | 517          | 9,855,023            |
| Kyrgyz                        | 18                          | 46                | 777               | 23                          | 48                | 924               | 16                                       | 180  | 169          | 394           | 181          | 5,939,962            |
| Romania                       | 22                          | 54                | 1,905             | 18                          | 41                | 2,052             | 11                                       | 53   | 460          | 986           | 553          | 19,511,324           |
| Ukraine                       | 15                          | 71                | 1,319             | 18                          | 97                | 1,523             | 3  | 60   | 163          | 974           | 326          | 44,823,765           |
| Czech Republic                | 12                          | 44                | 825               | 17                          | 53                | 1,175             | 11                                       | 47   | 54           | 720           | 354          | 10,543,186           |
| Uzbekistan                    | 15                          | 58                | 1,528             | 14                          | 61                | 1,505             | 5  | 0  | 126          | 813           | 566          | 29,893,488           |
| Serbia                        | 5                           | 14                | 292               | 11                          | 31                | 533               | 6  | 99   | 120          | 246           | 68           | 8,850,975            |
| Estonia                       | 11                          | 16                | 357               | 11                          | 17                | 317               | 24                                       | 5  | 39           | 150           | 123          | 1,312,558            |
| Slovakia                      | 7                           | 16                | 252               | 9                           | 22                | 275               | 5  | 0  | 0            | 74            | 201          | 5,426,258            |
| Armenia                       | 4                           | 7                 | 107               | 9                           | 23                | 235               | 8  | 8  | 20           | 135           | 72           | 3,017,712            |
| Belarus                       | 6                           | 13                | 218               | 8                           | 16                | 305               | 3  | 0  | 0            | 95            | 210          | 9,495,826            |
| Bulgaria                      | 9                           | 36                | 1,570             | 7                           | 33                | 1,245             | 17                                       | 467  | 504          | 207           | 67           | 7,149,787            |
| Lithuania                     | 9                           | 15                | 288               | 6                           | 10                | 301               | 10                                       | 0  | 35           | 236           | 30           | 2,878,405            |
| Kazakhstan                    | 4                           | 41                | 405               | 5                           | 30                | 297               | 2  | 0  | 0            | 126           | 171          | 17,625,226           |
| Georgia                       | 5                           | 9                 | 235               | 5                           | 12                | 237               | 6  | 0  | 128          | 109           | 0            | 3,999,812            |
| Croatia                       | 5                           | 8                 | 125               | 5                           | 11                | 175               | 4  | 12   | 0            | 126           | 37           | 4,240,317            |
| Azerbaijan                    | 7                           | 17                | 465               | 4                           | 9                 | 239               | 2  | 0  | 150          | 89            | 0            | 9,753,968            |
| Latvia                        | 3                           | 8                 | 209               | 3                           | 8                 | 156               | 8  | 0  | 50           | 74            | 32           | 1,970,503            |
| Tajikistan                    | 3                           | 9                 | 73                | 3                           | 9                 | 77                | 1  | 0  | 15           | 62            | 0            | 8,481,855            |
| Bosnia and Herzegovina        | -                           | -                 | -                 | 2                           | 2                 | 88                | 2  | 0  | 13           | 75            | 0            | 3,810,416            |
| Slovenia                      | 2                           | 9                 | 208               | 1                           | 8                 | 275               | 13                                       | 0  | 0            | 275           | 0            | 2,067,526            |
| Moldova                       | 1                           | 2                 | 82                | 1                           | 2                 | 75                | 2  | 0  | 0            | 0             | 75           | 4,068,897            |
| Turkmenistan                  | 1                           | 5                 | 48                | 1                           | 5                 | 49                | 1  | 0  | 0            | 49            | 0            | 5,373,502            |
| Macedonia                     | -                           | -                 | -                 | 1                           | 1                 | 23                | 1  | 0  | 0            | 23            | 0            | 2,078,453            |
| Albania                       | 1                           | 1                 | 15                | 1                           | 2                 | 15                | 1  | 0  | 0            | 0             | 15           | 2,896,679            |
| <b>Eastern Europe overall</b> | <b>386</b>                  | <b>1,300</b>      | <b>28,243</b>     | <b>398</b>                  | <b>1,346</b>      | <b>27,154</b>     | <b>7</b>                                 | <b>1,910</b>   | <b>4,772</b> | <b>12,311</b> | <b>8,161</b> | <b>407,134,135</b>   |

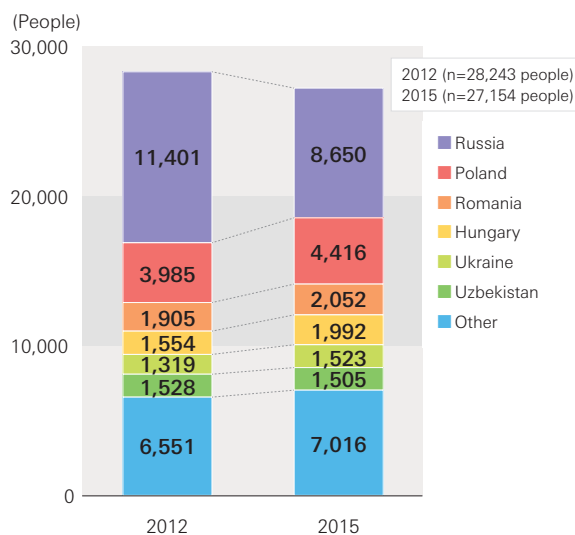
Source: *World Population Prospects: The 2015 Revision*, by United Nations Department of Economic and Social Affairs, Population Division



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



Graph 2-9-2 Number of Japanese-language learners in Eastern Europe

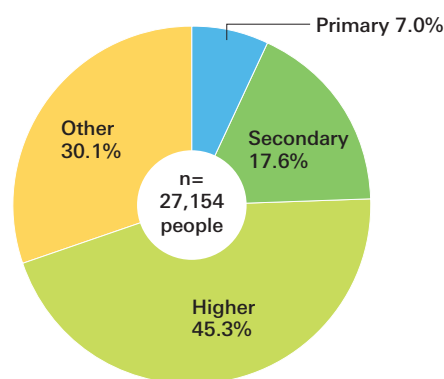


### Trends in each country

In Russia, the country that provides the most Japanese-language education in the region, the results were that the number of institutions decreased 8.0%, the number of teachers decreased 9.3%, and the number of learners decreased 24.1% compared to the previous survey. The number of learners decreased in all of the educational stages but in particular, the percentage of the decrease was largest in the higher educational stage. A major factor behind this was that the population of the age group in their late teens and early twenties had reduced by more than 20% compared to the time of the previous survey. Furthermore, in the field of local school education centered on higher education, the background is that there is a trend for Chinese to be more popular in the selection of a foreign language subject because it is expected to be more practically beneficial for job search and international study.

In countries such as Poland, Hungary, and the Ukraine, where the scale of Japanese-language education is the largest after Russia, the number of institutions, the number of teachers, and the number of learners have all increased, and in addition in Romania the number of learners has increased since the previous survey, even though the number of institutions and the number of teachers have decreased. On the other hand, in Bulgaria, where the scale of Japanese-language education is comparatively large within the region, the results were that the number

Graph 2-9-3 Percentages of learners by educational stage in Eastern Europe



of institutions, the number of teachers, and the number of learners decreased. Furthermore, large increases in the number of learners were seen in the present survey in the countries of Serbia and Croatia, although the scale of Japanese-language education in these countries overall is still not large.

Furthermore, in Uzbekistan, where the scale of Japanese-language education is the largest in the Central Asia region, the number of institutions and the number of learners declined slightly. In Turkmenistan, where there was one institution in the present survey, Japanese-language education was made compulsory in some primary, secondary, and higher educational institutions in 2016 after the survey was completed, so growth in Japanese-language education going forward is expected.

## 10. The Middle East and North Africa

### Status of Japanese-language education in the Middle East

The number of institutions in the Middle East is 75 (up 4.2%), the number of teachers is 187 people (up 9.4%), and the number of learners is 4,054 people (up 15.6%), so all of these figures have increased since the FY2012 survey.

The countries with the greatest number of institutions are Turkey, with 42; and Israel, with 10; and the other countries in single digits. Regarding the number of teachers, the countries that follow Turkey with 87 people are Israel, with 22 people; and the United Arab Emirates, with 16 people. Similarly, regarding the number of learners, Turkey accounts for 54.1% of the total number of learners with 2,194 people, followed by Israel, with 458 people; the United Arab Emirates, with 395 people; and Iran, with 227 people.

Looking at the increases and decreases from the FY2012

survey by country, the number of institutions has increased in 5 countries, is unchanged in 6 countries, and has decreased in 3 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 10 countries and decreased in 4 countries. Note that in Yemen implementation of Japanese-language education was not confirmed in the present survey, but Japanese-language educational institutions were newly confirmed in Afghanistan.

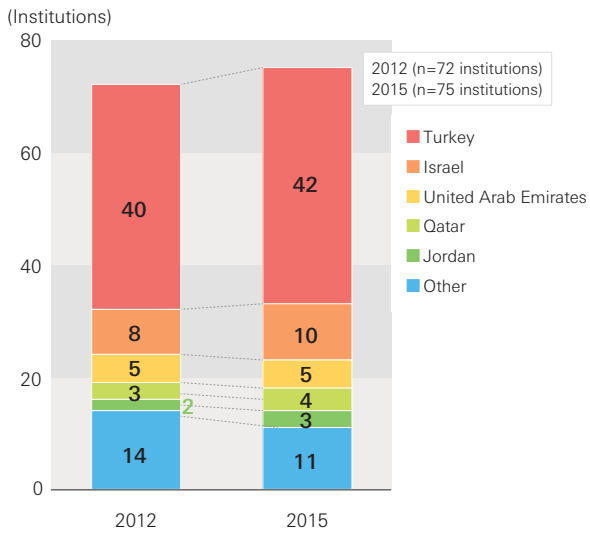
Regarding the educational stage composition ratios on a learner basis, primary is low at 0.4%, and secondary is 10.4%, higher education is 56.6%, and other education is 32.6%.

Table 2-10-1 Number of institutions, number of teachers, and number of learners in Middle East

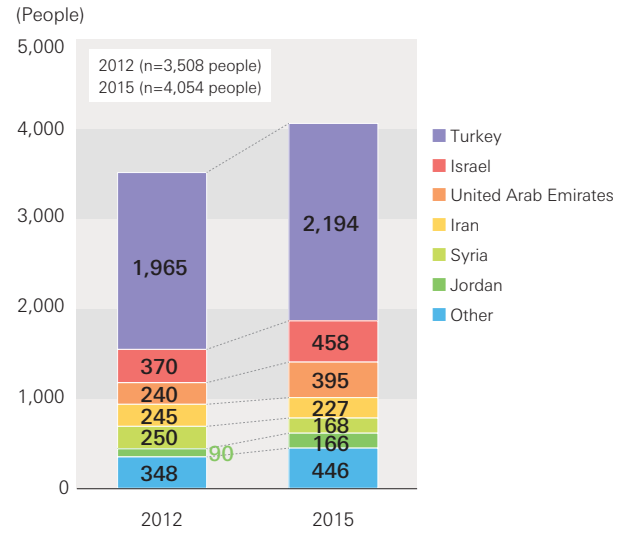
| Country and region         | 2012                        |                   |                   | 2015                        |                   |                   |  |  |            |              |              | Population* (People) |
|----------------------------|-----------------------------|-------------------|-------------------|-----------------------------|-------------------|-------------------|--|--|------------|--------------|--------------|----------------------|
|                            | Institutions (Institutions) | Teachers (People) | Learners (People) | Institutions (Institutions) | Teachers (People) | Learners (People) | Learners per 100,000 population (People) | Composition by educational stage (learners) (People) |            |              |              |                      |
|                            |                             |                   |                   |                             |                   |                   |  | Primary  | Secondary  | Higher       | Other        |                      |
| Turkey                     | 40                          | 97                | 1,965             | 42                          | 87                | 2,194             | 3  | 15   | 262        | 1,426        | 491          | 78,665,830           |
| Israel                     | 8                           | 16                | 370               | 10                          | 22                | 458               | 6  | 0  | 0          | 252          | 206          | 8,064,036            |
| United Arab Emirates       | 5                           | 16                | 240               | 5                           | 16                | 395               | 4  | 0  | 103        | 165          | 127          | 9,156,963            |
| Qatar                      | 3                           | 4                 | 91                | 4                           | 14                | 146               | 7  | 0  | 55         | 40           | 51           | 2,235,355            |
| Jordan                     | 2                           | 3                 | 90                | 3                           | 9                 | 166               | 2  | 0  | 0          | 58           | 108          | 7,594,547            |
| Iran                       | 2                           | 11                | 245               | 2                           | 13                | 227               | 0.3                                      | 0  | 0          | 107          | 120          | 79,109,272           |
| Syria                      | 2                           | 9                 | 250               | 2                           | 13                | 168               | 1  | 0  | 0          | 80           | 88           | 18,502,413           |
| Bahrain                    | 3                           | 3                 | 82                | 2                           | 2                 | 95                | 7  | 0  | 0          | 15           | 80           | 1,377,237            |
| Lebanon                    | 1                           | 1                 | 51                | 1                           | 1                 | 63                | 1  | 0  | 0          | 31           | 32           | 5,850,743            |
| Kuwait                     | 1                           | 2                 | 30                | 1                           | 3                 | 55                | 1  | 0  | 0          | 55           | 0            | 3,892,115            |
| Afghanistan                | -                           | -                 | -                 | 1                           | 2                 | 40                | 0.1                                      | 0  | 0          | 40           | 0            | 32,526,562           |
| Saudi Arabia               | 3                           | 6                 | 46                | 1                           | 4                 | 27                | 0.09                                     | 0  | 0          | 27           | 0            | 31,540,372           |
| Oman                       | 1                           | 1                 | 8                 | 1                           | 1                 | 20                | 0.4                                      | 0  | 0          | 0            | 20           | 4,490,541            |
| Yemen                      | 1                           | 2                 | 40                | -                           | -                 | -                 | -  | -  | -          | -            | -            | -                    |
| <b>Middle East overall</b> | <b>72</b>                   | <b>171</b>        | <b>3,508</b>      | <b>75</b>                   | <b>187</b>        | <b>4,054</b>      | <b>1</b>                                 | <b>15</b>  | <b>420</b> | <b>2,296</b> | <b>1,323</b> | <b>283,005,986</b>   |

Source: *World Population Prospects: The 2015 Revision*, by United Nations Department of Economic and Social Affairs, Population Division

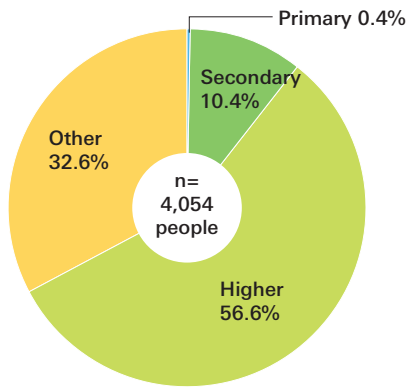
Graph 2-10-1 Number of institutions in the Middle East



Graph 2-10-2 Number of Japanese-language learners in the Middle East



Graph 2-10-3 Percentages of learners by educational stage in the Middle East



## Status of Japanese-language education in North Africa

The number of institutions in North Africa is 21 (no change), the number of teachers is 120 people (up 33.3%), and the number of learners is 1,777 people (up 11.6%), increases from the FY2012 survey.

The countries with the greatest number of institutions are Egypt with 12, followed by Morocco with 6. The number of teachers is also greatest in Egypt with 100 people followed by Morocco with 13 people, and the other countries in single digits. The rankings are the same for the number of learners with the greatest number in Egypt with 832 people and Morocco with 665 people, meaning that these two countries account for 84.2% of learners overall.

Looking at the increases and decreases from the FY2012 survey by country, the number of institutions has decreased

in Morocco but remains unchanged from the previous survey in the other countries. The number of teachers has increased in Egypt, while on the other hand it is largely unchanged or slightly down in the other countries. The number of learners has increased in Sudan and Morocco, while on the other hand it has decreased in Egypt and Tunisia. Note that in the present survey institutions implementing Japanese-language education were newly confirmed in Algeria.

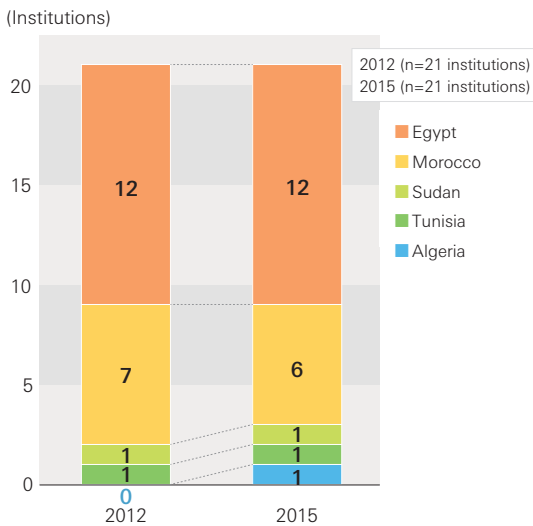
Regarding the educational stage composition ratios on a learner basis, primary and secondary are zero, higher education is 39.7%, and other education is 60.3%.

Table 2-10-2 Number of institutions, number of teachers, and number of learners in North Africa

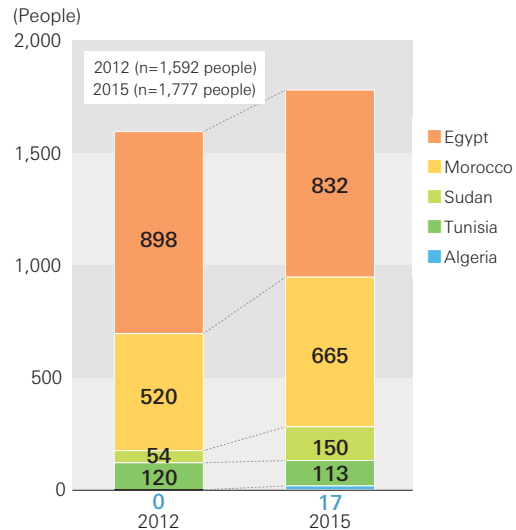
| Country and region          | 2012                        |                   |                   | 2015                        |                   |                   |  |  |           |            |              | Population* (People) |
|-----------------------------|-----------------------------|-------------------|-------------------|-----------------------------|-------------------|-------------------|--|--|-----------|------------|--------------|----------------------|
|                             | Institutions (Institutions) | Teachers (People) | Learners (People) | Institutions (Institutions) | Teachers (People) | Learners (People) | Learners per 100,000 population (People) | Composition by educational stage (learners) (People) |           |            |              |                      |
|                             |                             |                   |                   |                             |                   |                   |  | Primary  | Secondary | Higher     | Other        |                      |
| Egypt                       | 12                          | 72                | 898               | 12                          | 100               | 832               | 1  | 0  | 0         | 509        | 323          | 91,508,084           |
| Morocco                     | 7                           | 13                | 520               | 6                           | 13                | 665               | 2  | 0  | 0         | 46         | 619          | 34,377,511           |
| Sudan                       | 1                           | 2                 | 54                | 1                           | 1                 | 150               | 0.4                                      | 0  | 0         | 150        | 0            | 40,234,882           |
| Tunisia                     | 1                           | 3                 | 120               | 1                           | 3                 | 113               | 1  | 0  | 0         | 0          | 113          | 11,253,554           |
| Algeria                     | -                           | -                 | -                 | 1                           | 3                 | 17                | 0.04                                     | 0  | 0         | 0          | 17           | 39,666,519           |
| <b>North Africa overall</b> | <b>21</b>                   | <b>90</b>         | <b>1,592</b>      | <b>21</b>                   | <b>120</b>        | <b>1,777</b>      | <b>1</b>                                 | <b>0</b>   | <b>0</b>  | <b>705</b> | <b>1,072</b> | <b>217,040,550</b>   |

Source: *World Population Prospects: The 2015 Revision*, by United Nations Department of Economic and Social Affairs, Population Division

Graph 2-10-4 Number of institutions in North Africa



Graph 2-10-5 Number of Japanese-language learners in North Africa

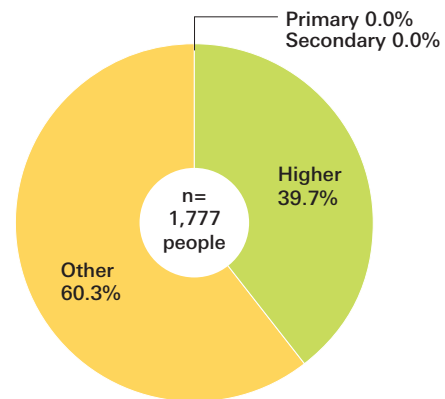


### Trends in each country

In Turkey, which has the largest-scale Japanese-language education in the region, the number of teachers has decreased but the number of institutions and the number of learners has increased slightly from the previous survey. All Japanese-language education at the secondary educational stage in this country is in national high schools, but the number of learners increased as a consequence of the fact that there were new schools implementing Japanese-language education. Furthermore, in higher education, the number of learners has increased, while on the other hand the number of teachers has decreased. There are also many teachers who teach at multiple educational institutions, so ensuring a stable supply of teachers is an issue.

Furthermore, in Israel, which has the second-largest scale of Japanese-language education in the Middle East region after Turkey, the number of institutions and the number of learners has increased due to new institutions implementing Japanese-language education at the higher educational stage. In the United Arab Emirates (UAE), the number of institutions did not change from the previous survey, but in local secondary and institutions of higher education there were new dispatches of instructors and new courses offered, and a 64.6% increase in the number of learners compared to the previous survey was seen. Japanese-language and Japanese-literature departments were established at the University of Tehran in Iran, which is offering Japanese-language courses to the general public in addition to standard major courses, and there are still over 200 learners enrolled there, although that is a slight

Graph 2-10-6 Percentages of learners by educational stage in North Africa



decrease from the previous survey. In Saudi Arabia, Japanese-language education is being implemented in the Japanese-language major course of King Saud University, but the results of the survey were that the number of enrolled students has decreased 41.3% since the previous survey.

In Egypt, the number of institutions itself was unchanged from the previous survey but since the revolution in 2011 the tourism industry has continued to stagnate, so the demand for Japanese-language guides has declined, and the number of learners in the country overall has decreased 7.3% from the previous survey. In Morocco, which has the greatest number of learners after Egypt, the number of institutions fell by one institution from the previous survey but Japanese-language education is mainly implemented in the open courses in the universities and in the present survey the number of students taking the courses, including working adult students, increased.

## 11. Africa

### Status of Japanese-language education in Africa

The number of institutions in Africa is 68 (down 8.1%), the number of teachers is 126 people (down 17.6%), and the number of learners is 7,092 people (down 1.7%), so all of these figures have decreased since the FY2012 survey.

The countries with the greatest number of institutions are Kenya with 31, followed by Madagascar (15) and Côte d'Ivoire (7). The rankings are the same for the number of teachers: Kenya, with 48 people; Madagascar, with 28 people; and Côte d'Ivoire, with 15 people. On the other hand, Côte d'Ivoire has the greatest number of learners, with 2,662 people; followed by Madagascar, with 1,537 people; and Kenya, with 1,107 people. The composition ratio of the top three countries is 74.8%.

Looking at the increases and decreases from the FY2012 survey by country, the number of institutions has increased

in 3 countries, is unchanged in 5 countries, and has decreased in 6 countries and the number of teachers has increased in 4 countries, is unchanged in 3 countries, and has decreased in 7 countries. Furthermore, the number of learners has increased in 5 countries and decreased in 9 countries. Note that in the present survey Japanese-language educational institutions were not confirmed in Guinea or the Central African Republic but Japanese-language educational institutions were newly confirmed in Zambia.

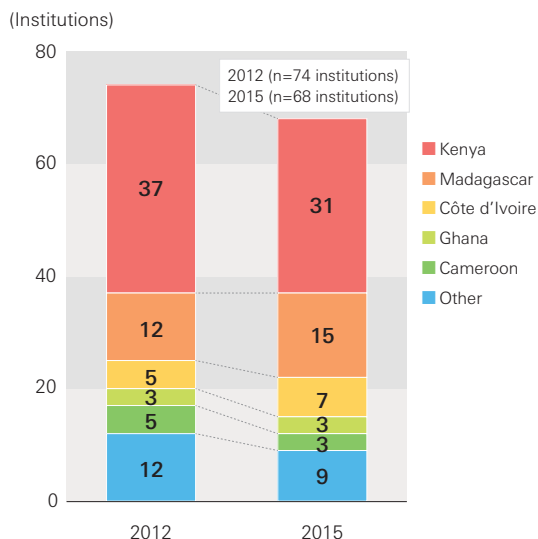
Regarding the educational stage composition ratios on a learner basis, primary is 21.2%, secondary is 33.6%, higher education is 38.8%, and other education is 6.5%.

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

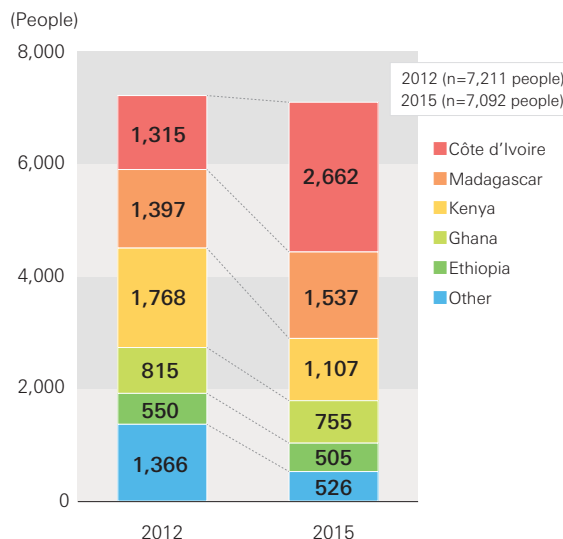
| Country and region               | 2012                        |                   |                   | 2015                        |                   |                   |  |  |              |              |            | Population* (People) |
|----------------------------------|-----------------------------|-------------------|-------------------|-----------------------------|-------------------|-------------------|--|--|--------------|--------------|------------|----------------------|
|                                  | Institutions (Institutions) | Teachers (People) | Learners (People) | Institutions (Institutions) | Teachers (People) | Learners (People) | Learners per 100,000 population (People) | Composition by educational stage (learners) (People) |              |              |            |                      |
|                                  |                             |                   |                   |                             |                   |                   |  | Primary  | Secondary    | Higher       | Other      |                      |
| Kenya                            | 37                          | 83                | 1,768             | 31                          | 48                | 1,107             | 2  | 340  | 220          | 513          | 34         | 46,050,302           |
| Madagascar                       | 12                          | 20                | 1,397             | 15                          | 28                | 1,537             | 6  | 78   | 194          | 1,064        | 201        | 24,235,390           |
| Côte d'Ivoire                    | 5                           | 7                 | 1,315             | 7                           | 15                | 2,662             | 12                                       | 0  | 1,947        | 695          | 20         | 22,701,556           |
| Ghana                            | 3                           | 5                 | 815               | 3                           | 3                 | 755               | 3  | 750  | 0            | 5            | 0          | 27,409,893           |
| Cameroon                         | 5                           | 9                 | 238               | 3                           | 6                 | 140               | 1  | 120  | 20           | 0            | 0          | 23,344,179           |
| Ethiopia                         | 2                           | 5                 | 550               | 2                           | 6                 | 505               | 1  | 212  | 0            | 293          | 0          | 99,390,750           |
| Senegal                          | 2                           | 2                 | 720               | 2                           | 2                 | 155               | 1  | 0  | 0            | 145          | 10         | 15,129,273           |
| Benin                            | 1                           | 1                 | 94                | 1                           | 1                 | 122               | 1  | 0  | 0            | 0            | 122        | 10,879,829           |
| South Africa                     | 1                           | 5                 | 68                | 1                           | 3                 | 47                | 0.09                                     | 0  | 0            | 0            | 47         | 54,490,406           |
| Democratic Republic of the Congo | 3                           | 13                | 70                | 1                           | 9                 | 28                | 0.04                                     | 0  | 0            | 0            | 28         | 77,266,814           |
| Zambia                           | -                           | -                 | -                 | 1                           | 4                 | 20                | 0.1                                      | 0  | 0            | 20           | 0          | 16,211,767           |
| Tanzania                         | 1                           | 1                 | 11                | 1                           | 1                 | 14                | 0.03                                     | 0  | 0            | 14           | 0          | 53,470,420           |
| Guinea                           | 1                           | 1                 | 80                | -                           | -                 | -                 | -  | -  | -            | -            | -          | -                    |
| Central African Republic         | 1                           | 1                 | 85                | -                           | -                 | -                 | -  | -  | -            | -            | -          | -                    |
| <b>Africa overall</b>            | <b>74</b>                   | <b>153</b>        | <b>7,211</b>      | <b>68</b>                   | <b>126</b>        | <b>7,092</b>      | <b>2</b>                                 | <b>1,500</b>   | <b>2,381</b> | <b>2,749</b> | <b>462</b> | <b>470,580,579</b>   |

Source: *World Population Prospects: The 2015 Revision*, by United Nations Department of Economic and Social Affairs, Population Division

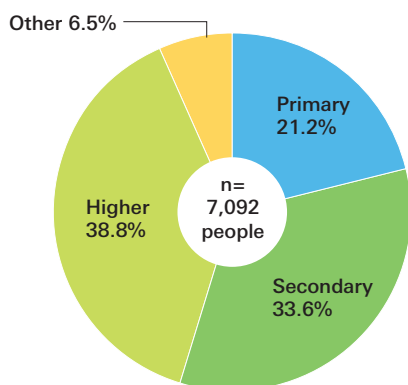
Graph 2-II-1 Number of institutions in Africa



Graph 2-II-2 Number of Japanese-language learners in Africa



Graph 2-II-3 Percentages of learners by educational stage in Africa



### Trends in each country

In the previous survey Kenya had the greatest number of institutions, number of teachers, and number of learners in Africa, but in the present survey, the results showed that all of those figures have decreased. The number of institutions and the number of teachers remained the highest in Africa, but ensuring a steady supply of Japanese-language teachers has become an issue due to a shortage of human resources, the poor treatment of teachers, and other factors. Furthermore, it is thought that the increase in learners of Chinese is one of the factors behind the decrease in the number of learners.

The country that has now replaced Kenya as the country with the greatest number of learners in Africa is Côte d'Ivoire. Japanese-language classes are being offered in three private high schools in the country, and in the present survey, the number of students taking those classes has greatly increased. Furthermore, at multiple universities in the country Japanese-language classes are being offered as an elective foreign language subject, and the number of learners has increased by nearly four times compared to

the time of the previous survey. Alassane Ouattara Bouaké University in Côte d'Ivoire's second-largest city Bouaké is the force that is driving Japanese-language education in this country. Note that in this country the small number of teachers relative to the number of learners is an issue.

Furthermore, in Madagascar, which had the second greatest number of learners in Africa in the previous survey, the results of the present survey were that the number of institutions, the number of teachers, and the number of learners all increased and the number of learners went above Kenya, which had been top in the previous survey. In this country cases of new Japanese-language courses being offered in private language schools have increased. In addition, in Ghana and Senegal, where there are a comparatively large number of learners, the results were that the number of learners has decreased, and in both countries one of the factors behind this is the difficulty of securing teachers and the resultant instability of the situation regarding holding courses.

# **SURVEY REPORT ON JAPANESE-LANGUAGE EDUCATION ABROAD 2015**

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