
Preface

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.

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

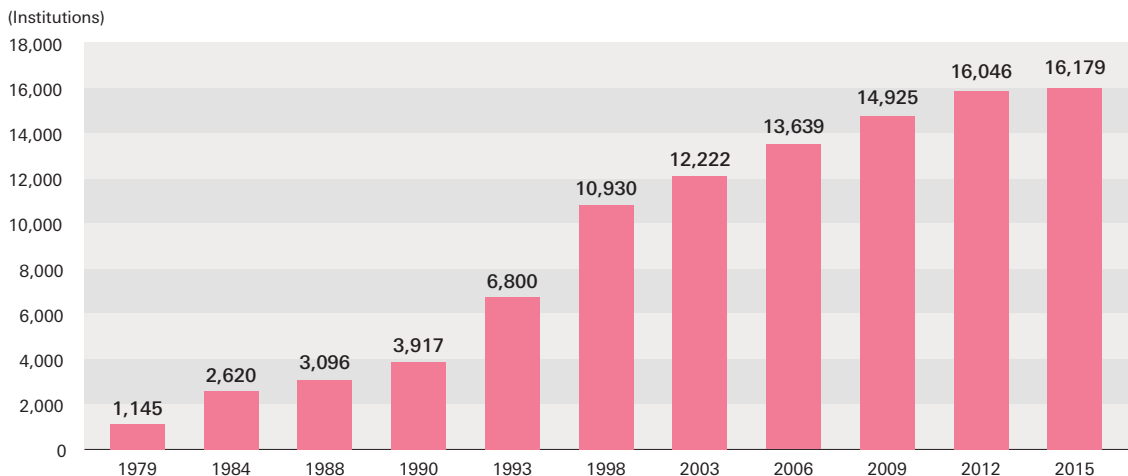
Country and region	Number of institutions
Solomon Islands	1
Haiti	1
Puerto Rico	1
Yemen	2
Guinea	1
Central African Republic	1

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.

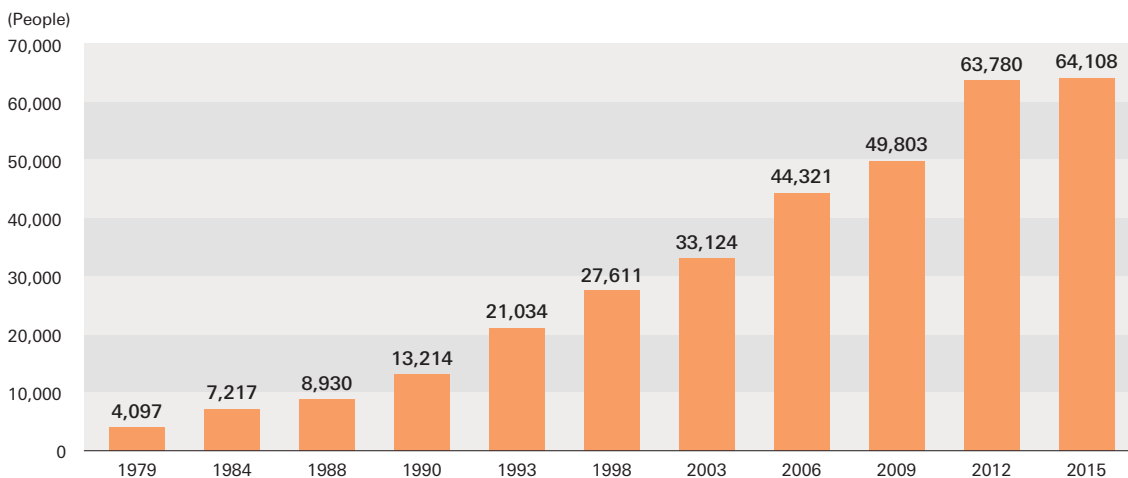
Looking at the results of the past 11 surveys, from the 1979 survey to the 2015 survey, the number of institutions has greatly increased from 1,145 institutions to 16,179 institutions (14.1 times), the number of teachers has greatly

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).

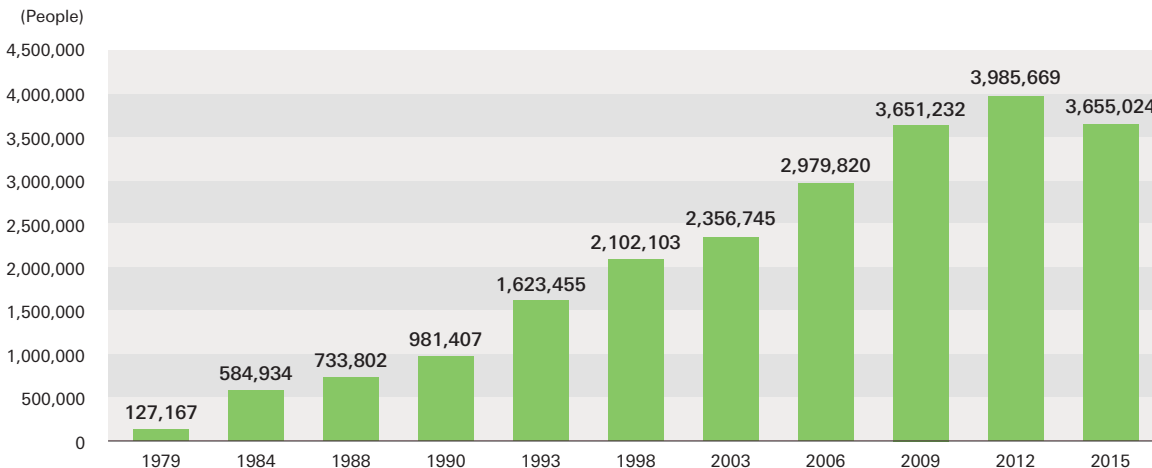
Graph I-1-1 Number of institutions



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

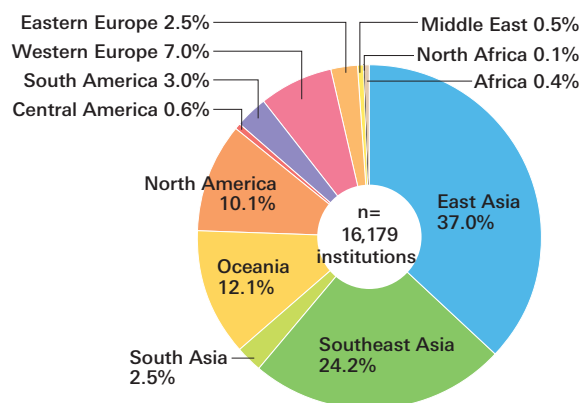
individual trends in countries and regions that implement Japanese-language education on a large scale, not only with regard to the number of learners, but also with regard to the number of institutions and the number of teachers. For this reason, in order to analyze trends in the expansion or contraction 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

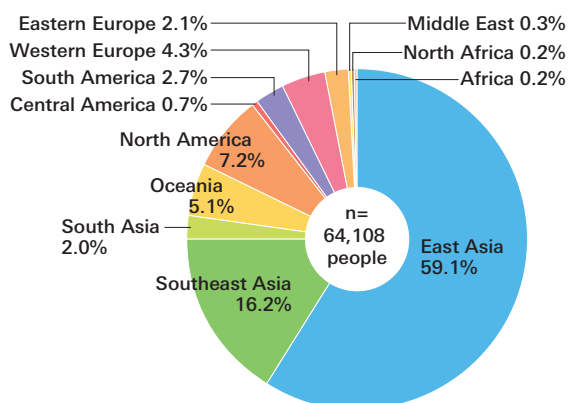
61.2% of the institutions, 75.2% of the teachers, and 78.2% of the learners are in East Asia and Southeast Asia.

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

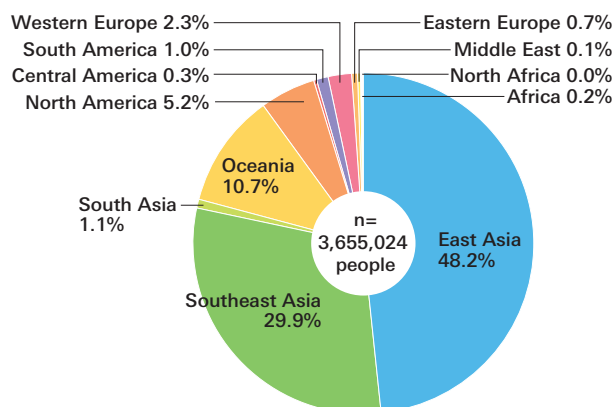


Table 1-2-1 Percentage of institutions, teachers, and learners by region

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 (Institutions)	2015 (Institutions)	Increase/ decrease rate (%)	Percentage (%)	2012 (People)	2015 (People)	Increase/ decrease rate (%)	Percentage (%)	2012 (People)	2015 (People)	Increase/ decrease rate (%)	Percentage (%)	Learners per 100,000 population (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

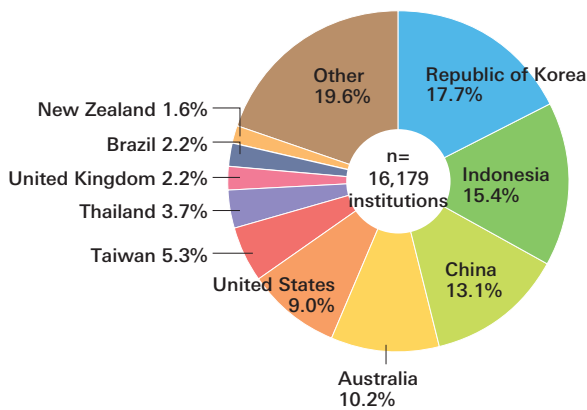
According to the survey, 17.7% of the Japanese-language educational institutions worldwide are in the Republic of Korea, 15.4% are in Indonesia, and 13.1% are in China.

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.

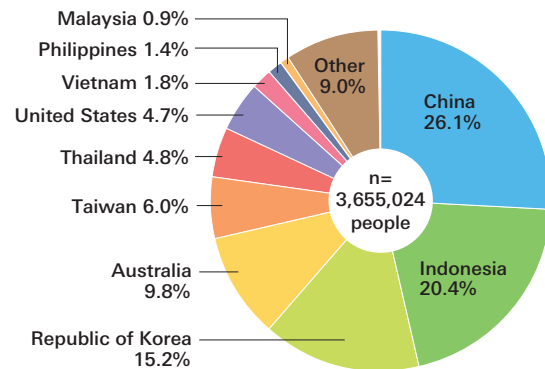
Looking at the increases and decreases in the top ten countries and regions for the number of institutions, the number of institutions has increased in all of the top ten except for the Republic of Korea and New Zealand.

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.jpf.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.

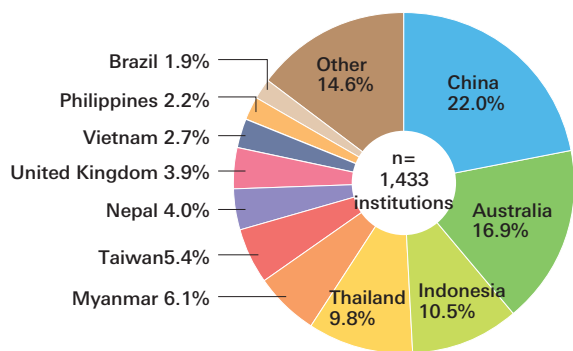
Looking at the increases and decreases in the number of institutions from the FY2012 survey to the FY2015 survey, in 58 countries and regions there was an increase of 1,433 institutions; in 43 countries and regions there was a decrease of 1,300 institutions; and in 42 countries and regions there was 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.

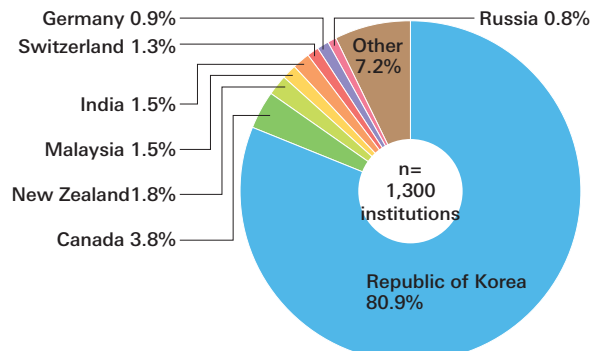
Table I-2-4 Breakdown of the increases and decreases in the number of institutions and number of learners

	Countries and regions with an increase	Countries and regions unchanged from the previous survey	Countries and regions with a decrease 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 (6)	137
Number of learners	86	2	55 (6)	137

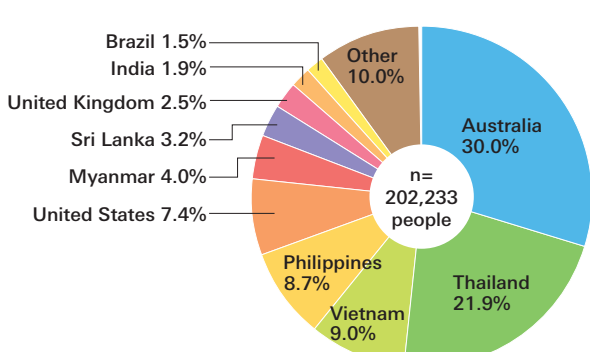
Graph I-2-6 Percentages of the countries and regions in which the number of institutions increased



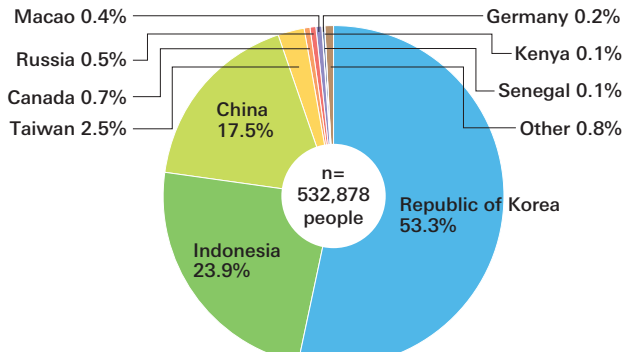
Graph I-2-7 Percentages of the countries and regions in which the number of institutions decreased



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.

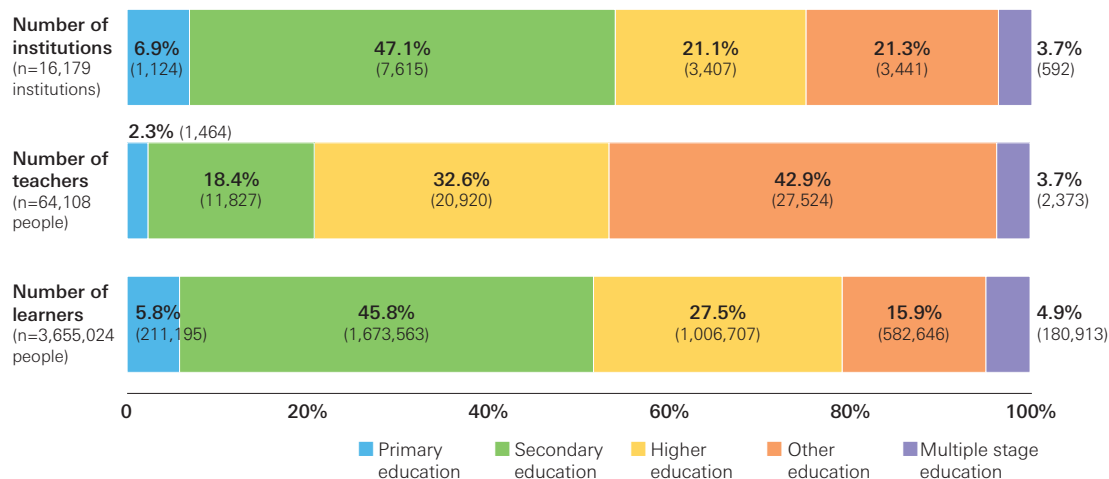
For the number of teachers, the results were primary education, 2.3%; secondary education, 18.4%; higher education, 32.6%; other educational institutions, 42.9%; and multiple stage education, 3.7%; so unlike in the case of the number of institutions, the percentage accounted for by other educational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

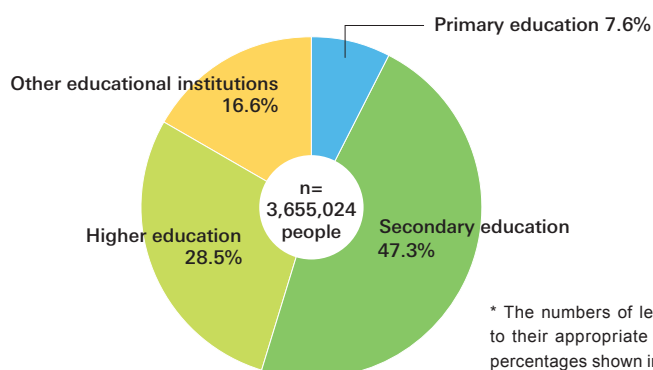
educational institutions, 16.6%; so the number of learners in secondary education accounts for nearly half of these learners. Note that the percentages in the case that those in multiple stage educational institutions are not sorted into applicable educational stages are primary, 5.8%; secondary, 45.8%; 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 I-3-1 Number of institutions, number of teachers, and number of learners in multiple stage education

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

Table I-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

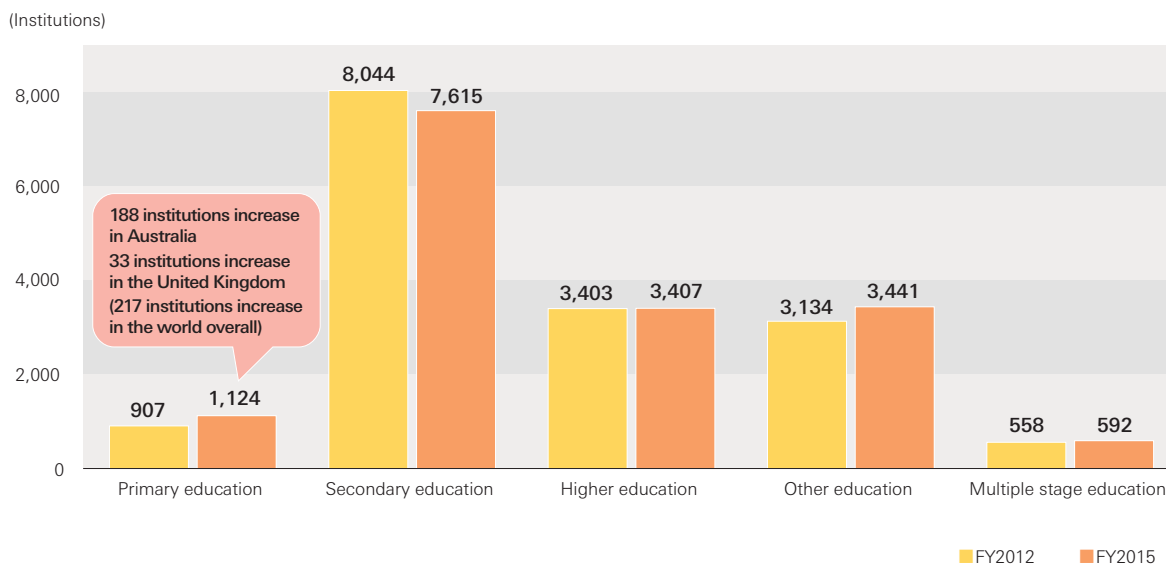
Table I-3-3 Composition of institutions in multiple stage education

	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		
Multiple stage education overall	592	Multiple stage education overall	592	100.0

Table I-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
Total	592	100.0

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.

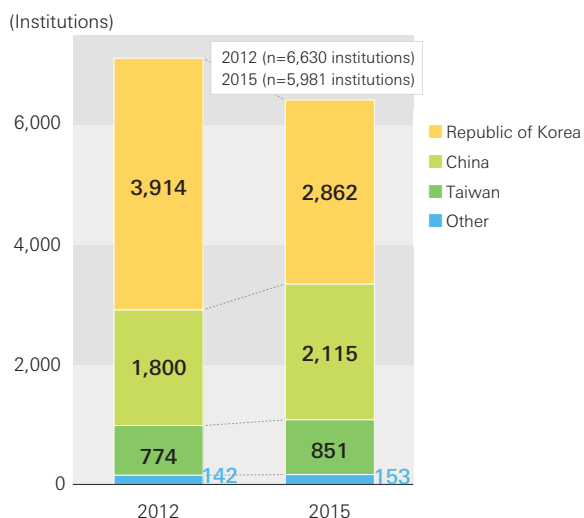
Looking at the composition ratio by educational stage on a number-of-learners basis, primary is low at 0.5%, secondary is 33.2%, higher education is 44.4%, and other educational institutions are 21.8%.

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
East Asia overall	6,630	39,000	2,154,344	5,981	37,868	1,763,420	121	8,778	586,082	783,374	385,186	1,460,558,143

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

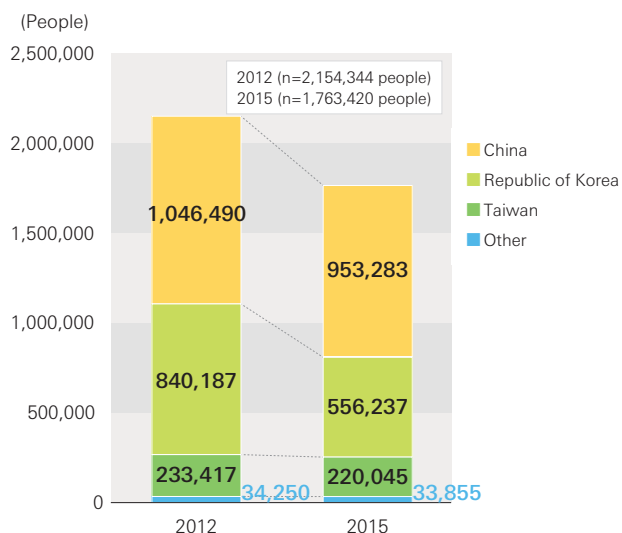


Trends in each country

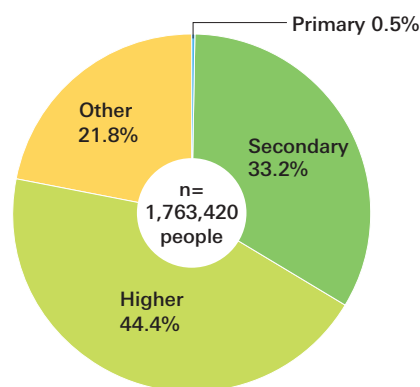
In China, which has the greatest number of learners in the entire world, the number of institutions and the number of teachers increased while on the other hand the number of learners decreased. In China, since the “Full-time Compulsory Education English Curriculum Standards,” equivalent to the Courses 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.

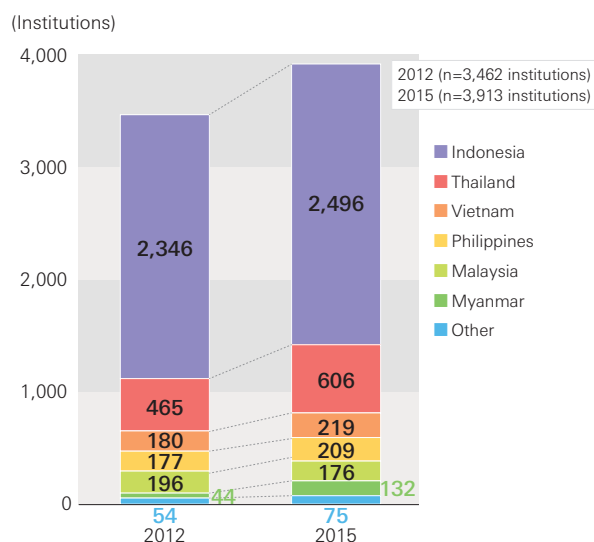
Looking at the educational stage composition ratios on a learner basis, primary is low with 1.0% and secondary is by far the largest at 78.2%. Higher education is 9.6% and other educational institutions are 11.2%.

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
Southeast Asia overall	3,462	9,075	1,132,701	3,913	10,357	1,094,437	173	11,418	855,356	105,098	122,565	632,305,181

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

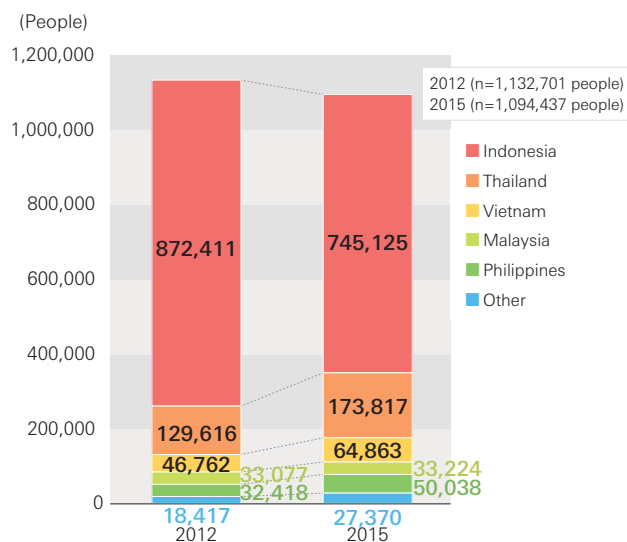


Trends in each country

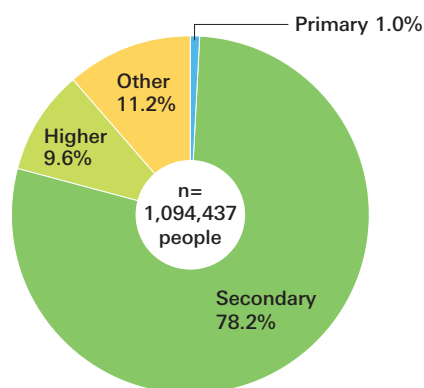
The results in Indonesia, which has the second greatest number of learners in the world, were that the number of institutions and the number of teachers increased slightly, but the number of learners decreased. In this country, due to the revision of the education curriculum in 2013, studying a second 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.

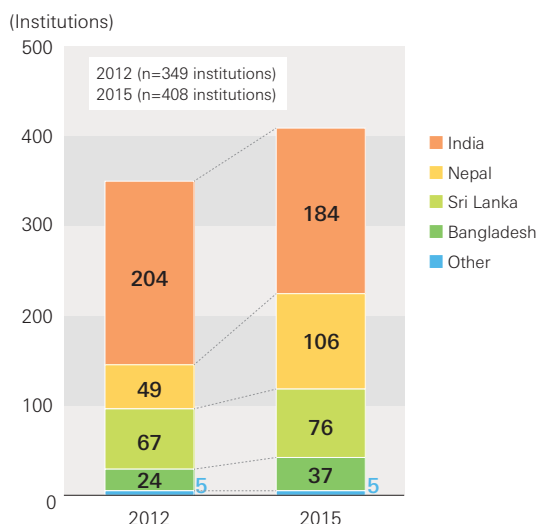
Looking at the educational stage composition ratios on a learner basis, primary is 3.7%, secondary is 36.1%, higher education is 18.3%, and other educational institutions are 41.9%, so other educational institutions recorded the highest score.

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

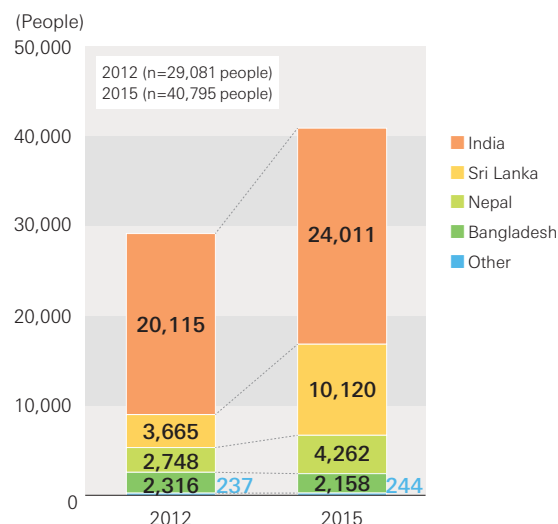
Country and region	2012			2015								Population* (People)
	Institutions (Institutions)	Teachers (People)	Learners (People)	Institutions (Institutions)	Teachers (People)	Learners (People)	Learners per 100,000 population (People)	Composition by educational stage (learners) (People)				
								Primary	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
South Asia overall	349	1,015	29,081	408	1,277	40,795	2	1,524	14,724	7,448	17,099	1,711,338,240

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

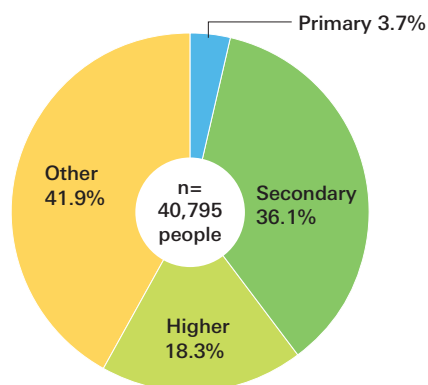
Graph 2-3-1 Number of institutions in South Asia



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.

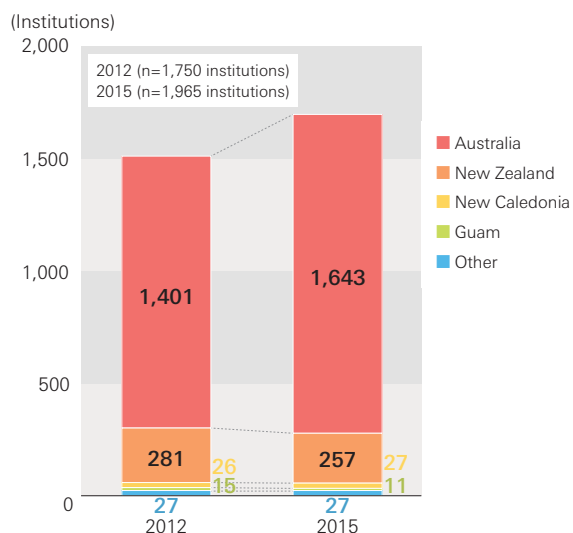
Looking at the educational stage composition ratios on a learner basis, primary is extremely large at 55.7%, followed by secondary with 41.2%, so these two stages account for most of the learners.

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	-	-	-	-	-	-	-	-	-
Oceania overall	1,750	3,214	331,285	1,965	3,277	392,348	1,023	218,431	161,783	8,556	3,578	38,370,367

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

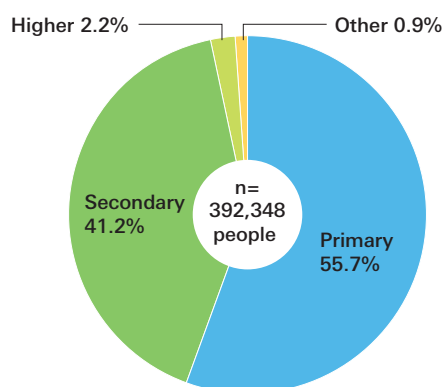


Trends in each country

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.

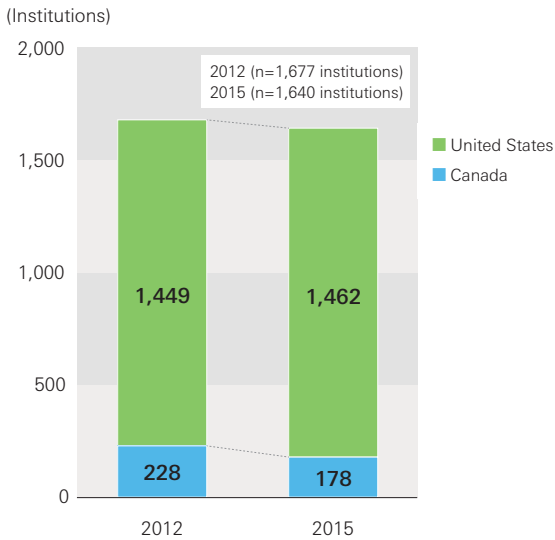
Looking at the educational stage composition ratios on a learner basis, primary is 10.6%, secondary is 41.7%, higher education is 39.7%, and other educational institutions are 8.0%.

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

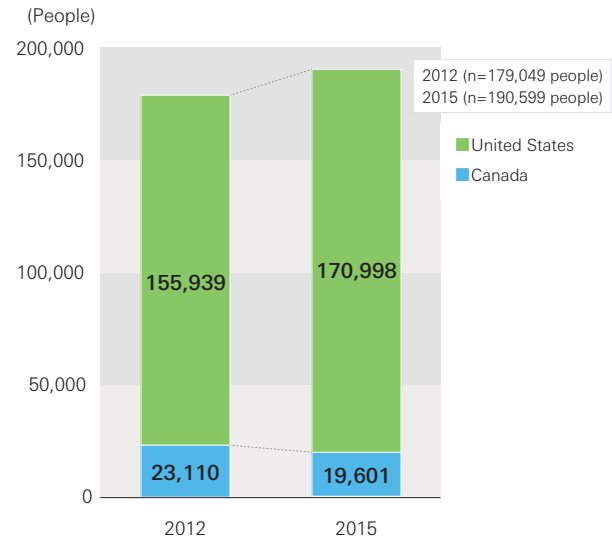
Country and region	2012			2015								Population* (People)
	Institutions (Institutions)	Teachers (People)	Learners (People)	Institutions (Institutions)	Teachers (People)	Learners (People)	Learners per 100,000 population (People)	Composition by educational stage (learners) (People)				
								Primary	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
North America overall	1,677	5,035	179,049	1,640	4,621	190,599	53	20,135	79,567	75,682	15,215	357,713,558

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

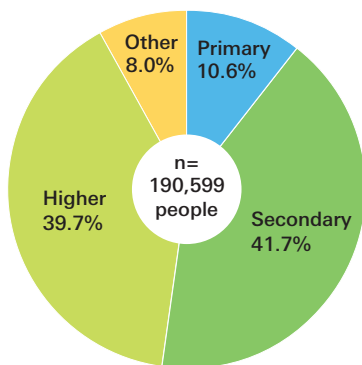
Graph 2-5-1 Number of institutions in North America



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.

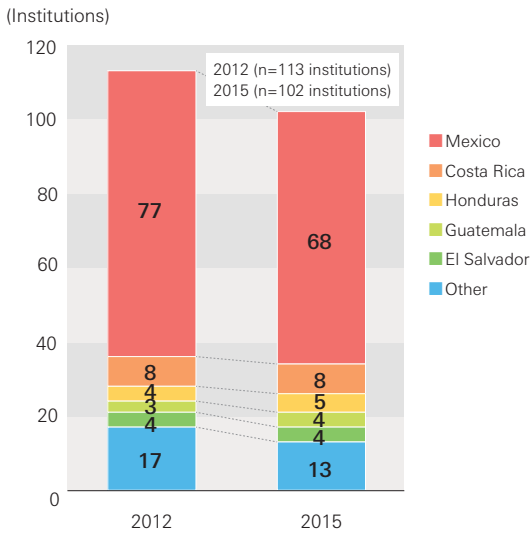
Looking at the educational stage composition ratios on a learner basis, primary is 8.1%, secondary is 8.6%, higher education is 37.5%, and other educational institutions are 45.9%, so the percentage accounted for by other educational institutions is the highest.

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

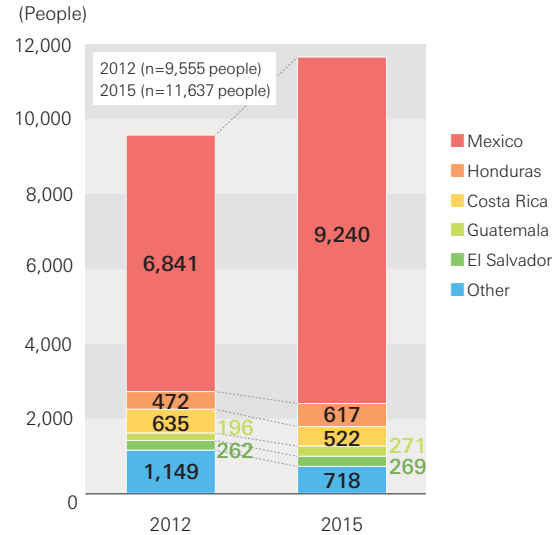
Country and region	2012			2015							Population* (People)	
	Institutions (Institutions)	Teachers (People)	Learners (People)	Institutions (Institutions)	Teachers (People)	Learners (People)	Learners per 100,000 population (People)	Composition by educational stage (learners) (People)				
								Primary	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	-	-	-	-	-	-	-	-	-
Central America overall	113	402	9,555	102	424	11,637	6	942	996	4,361	5,338	198,452,163

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

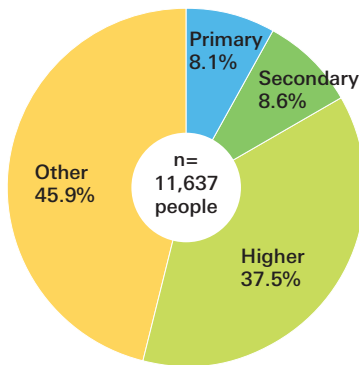
Graph 2-6-1 Number of institutions in Central America



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.

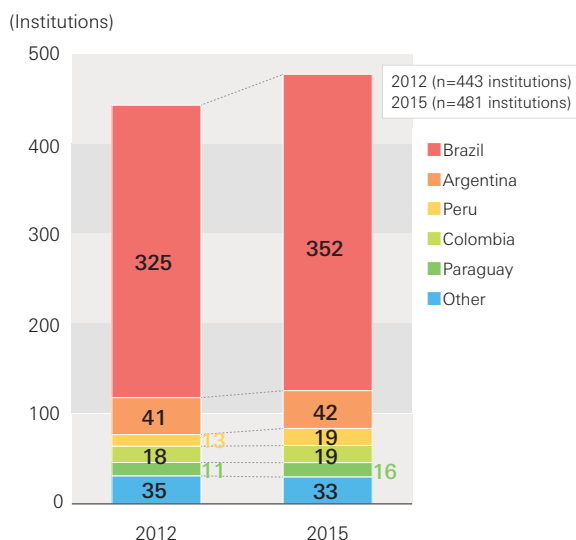
Looking at the educational stage composition ratios on a learner basis, primary is 16.9%, secondary is 14.3%, higher education is 7.8%, and other educational institutions are 61.0%, so the ratio accounted for by other educational institutions is high.

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
South America overall	443	1,652	32,968	481	1,719	38,152	9	6,446	5,446	2,977	23,283	416,865,627

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

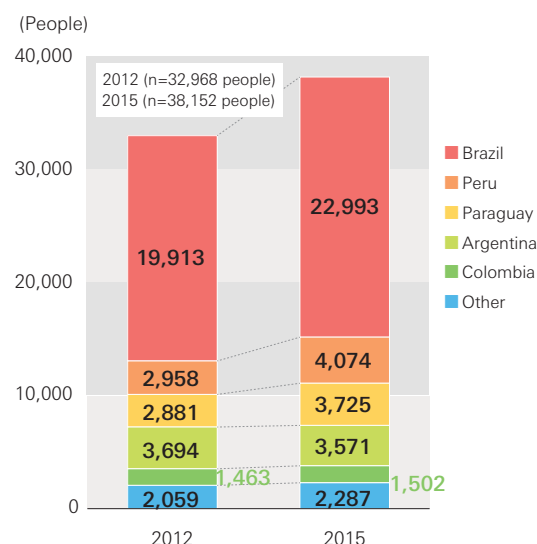


Trends in each country

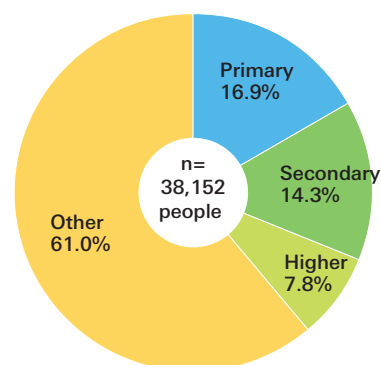
In Brazil, which accounts for approximately 70% of the institutions and approximately 60% of the learners in the South America region overall, the number of institutions, the number of teachers, and the number of learners all peaked in the FY2006 survey and have been on a decreasing trend since, but 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.

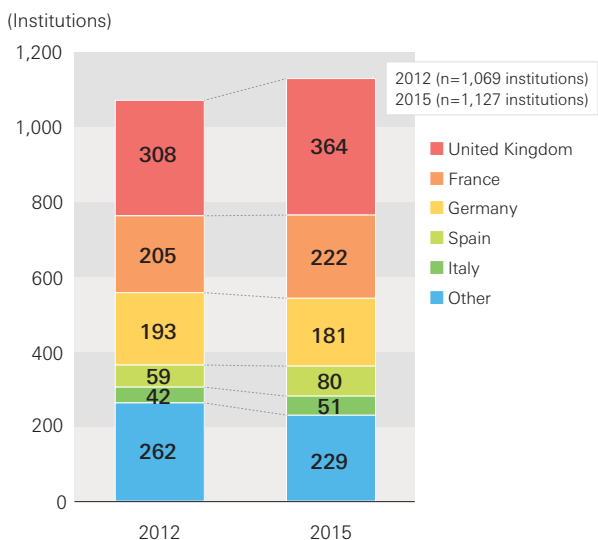
Looking at the educational stage composition ratios on a learner basis, primary is 6.6%, secondary is 20.4%, higher education is 44.5%, and other educational institutions are 28.5%, so the percentage of higher education is the largest.

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	64,715,810	
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	
Western Europe overall	1,069	2,698	76,132	1,127	2,786	83,559	20	5,505	17,072	37,182	23,800	414,295,206	

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



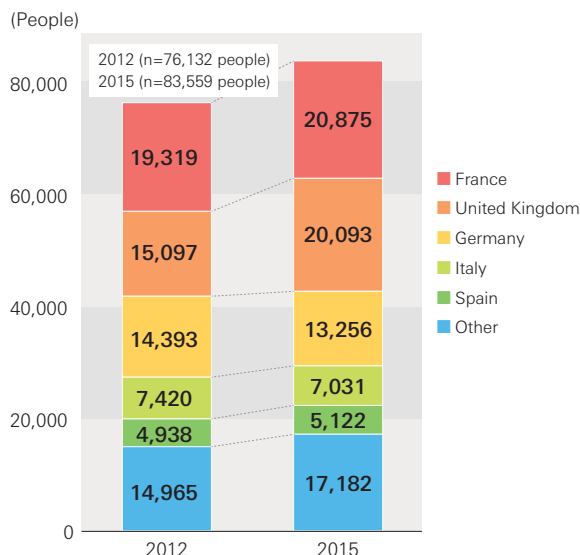
Trends in each country

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.

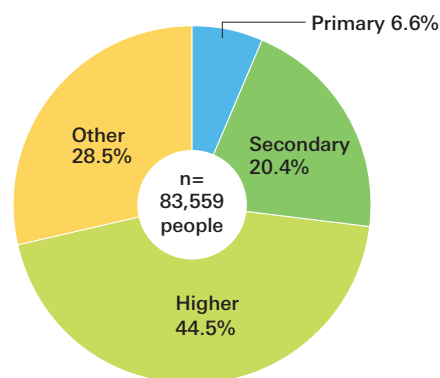
Furthermore, in the United Kingdom, the number of learners has increased 33.1% compared to the previous survey, but the growth in primary education and higher education has made a particularly large contribution. A major reason for the increase in the number of learners in primary education is that classes 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.

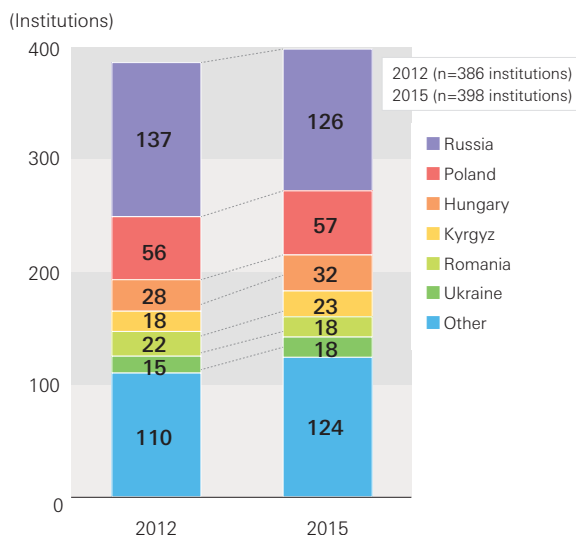
Looking at the educational stage composition ratios on a learner basis, primary is 7.0%, secondary is 17.6%, higher education is 45.3%, and other education is 30.1%.

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

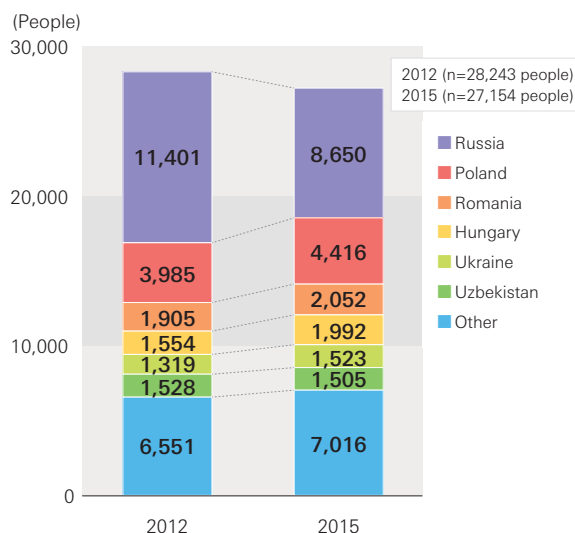
Country and region	2012			2015								Population* (People)
	Institutions (Institutions)	Teachers (People)	Learners (People)	Institutions (Institutions)	Teachers (People)	Learners (People)	Learners per 100,000 population (People)	Composition by educational stage (learners) (People)				
								Primary	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
Eastern Europe overall	386	1,300	28,243	398	1,346	27,154	7	1,910	4,772	12,311	8,161	407,134,135

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

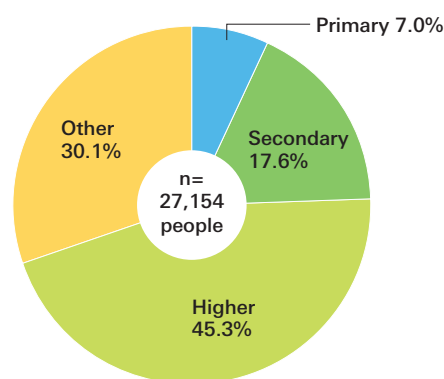


Trends in each country

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.

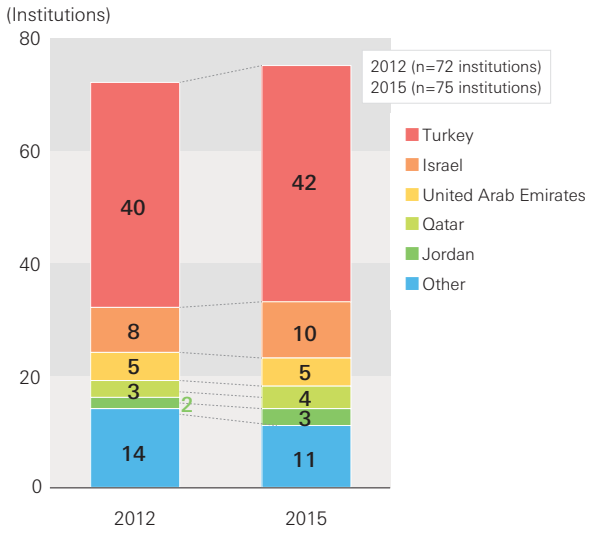
Regarding the educational stage composition ratios on a learner basis, primary is low at 0.4%, and secondary is 10.4%, higher education is 56.6%, and other education is 32.6%.

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

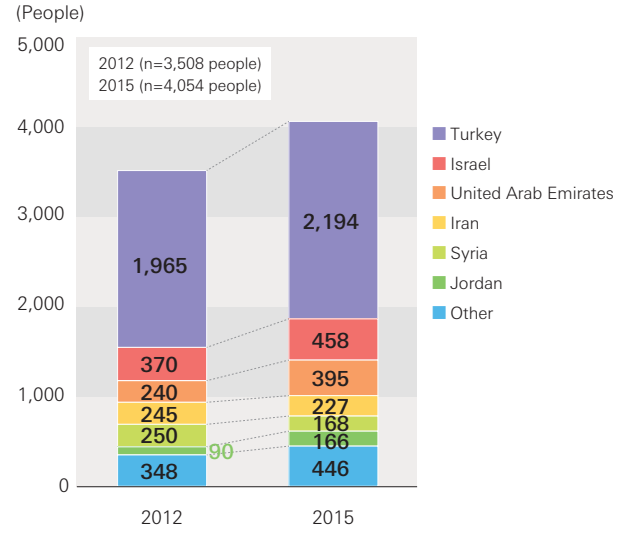
Country and region	2012			2015								Population* (People)
	Institutions (Institutions)	Teachers (People)	Learners (People)	Institutions (Institutions)	Teachers (People)	Learners (People)	Learners per 100,000 population (People)	Composition by educational stage (learners) (People)				
								Primary	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	-	-	-	-	-	-	-	-	-
Middle East overall	72	171	3,508	75	187	4,054	1	15	420	2,296	1,323	283,005,986

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

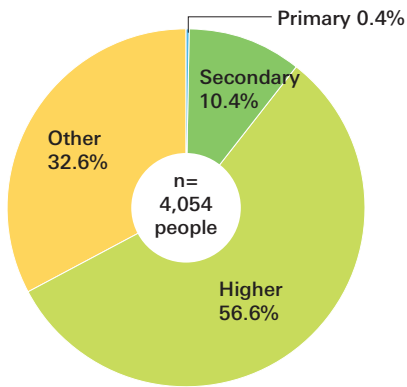
Graph 2-10-1 Number of institutions in the Middle East



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.

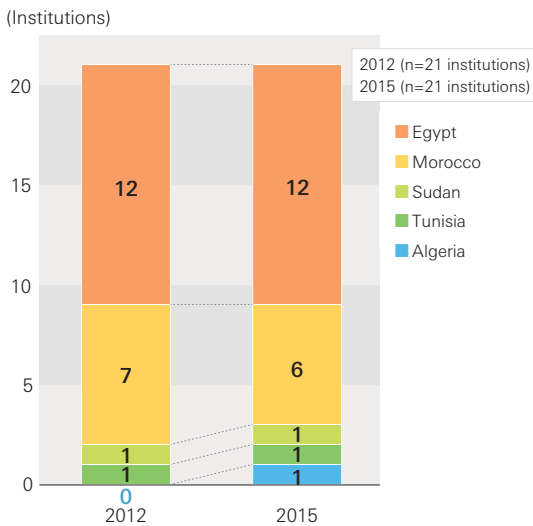
Regarding the educational stage composition ratios on a learner basis, primary and secondary are zero, higher education is 39.7%, and other education is 60.3%.

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
North Africa overall	21	90	1,592	21	120	1,777	1	0	0	705	1,072	217,040,550

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

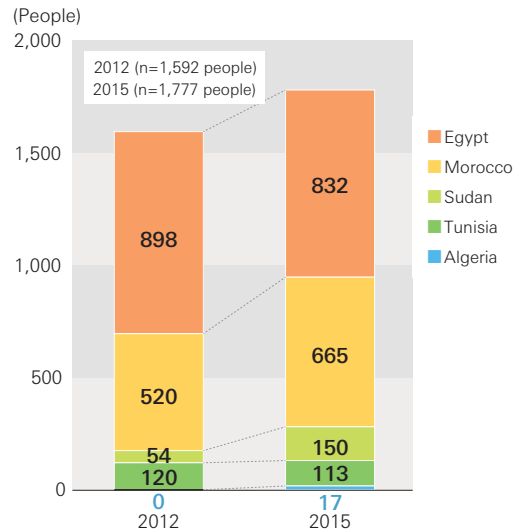


Trends in each country

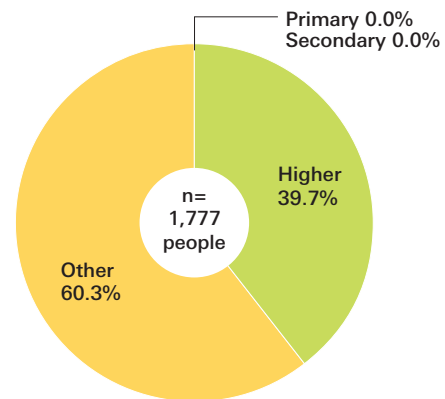
In Turkey, which has the largest-scale Japanese-language education in the region, the number of teachers has decreased but the number of institutions and the number of learners has increased slightly from the previous survey. All Japanese-language education at the secondary educational stage in this 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 2-10-5 Number of Japanese-language learners in North Africa



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.

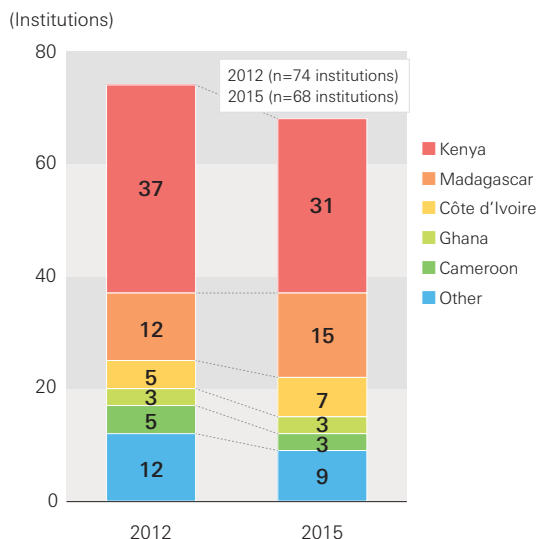
Regarding the educational stage composition ratios on a learner basis, primary is 21.2%, secondary is 33.6%, higher education is 38.8%, and other education is 6.5%.

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

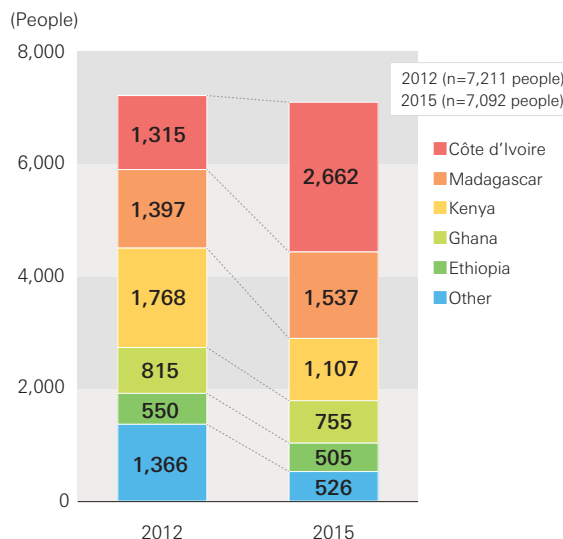
Country and region	2012			2015								Population* (People)
	Institutions (Institutions)	Teachers (People)	Learners (People)	Institutions (Institutions)	Teachers (People)	Learners (People)	Learners per 100,000 population (People)	Composition by educational stage (learners) (People)				
								Primary	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	-	-	-	-	-	-	-	-	-
Africa overall	74	153	7,211	68	126	7,092	2	1,500	2,381	2,749	462	470,580,579

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

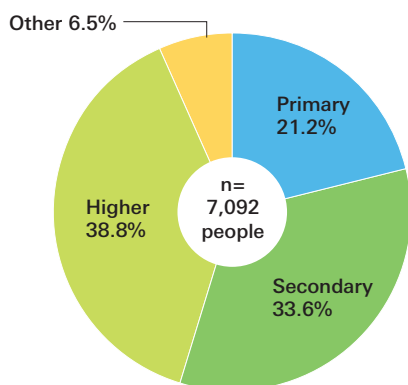
Graph 2-II-1 Number of institutions in Africa



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.

Summary tables

Summary Table I-1a Number of institutions, number of teachers, and number of learners in Japanese-language education (in order of number of country and region/no multiple stage education)

	Country and region	Institutions (Institutions)	Teachers (People)	Learners (People)								
				Primary education			Secondary education					
				Curricular	Extra-curricular	Total	Lower secondary			Upper secondary		
							Curricular	Extra-curricular	Total	Curricular	Extra-curricular	Total
East Asia	Republic of Korea	2,862	14,855	1,118	42	1,160	101,448	2,031	103,479	342,158	6,256	348,414
	Taiwan	851	3,877	2,820	271	3,091	3,046	1,481	4,527	62,368	7,568	69,936
	China	2,115	18,312	1,470	103	1,573	12,252	6,243	18,495	26,419	5,174	31,593
	Hong Kong	70	523	836	307	1,143	816	49	865	592	20	612
	Macao	7	48	0	0	0	0	0	0	0	0	0
	Mongolia	76	253	1,681	130	1,811	2,373	287	2,660	1,723	173	1,896
East Asia total	5,981	37,868	7,925	853	8,778	119,935	10,091	130,026	433,260	19,191	452,451	
Southeast Asia	Indonesia	2,496	4,540	4,707	1,797	6,504	20,102	5,172	25,274	643,855	34,367	678,222
	Cambodia	29	157	15	0	15	610	18	628	0	20	20
	Singapore	30	227	18	0	18	1,238	0	1,238	98	0	98
	Thailand	606	1,911	2,426	1,175	3,601	32,786	16,290	49,076	46,547	11,801	58,348
	Philippines	209	721	1,015	4	1,019	3,205	232	3,437	1,333	0	1,333
	Brunei	2	3	0	0	0	0	0	0	0	0	0
	Vietnam	219	1,795	0	0	0	7,250	0	7,250	3,484	261	3,745
	Malaysia	176	430	0	0	0	7,540	1,146	8,686	2,817	495	3,312
	Myanmar	132	524	0	0	0	0	0	0	0	0	0
	Laos	14	49	261	0	261	66	0	66	63	0	63
	Southeast Asia total	3,913	10,357	8,442	2,976	11,418	72,797	22,858	95,655	698,197	46,944	745,141
South Asia	India	184	655	1,183	151	1,334	770	69	839	1,222	38	1,260
	Sri Lanka	76	132	20	20	40	3,909	190	4,099	2,723	282	3,005
	Nepal	106	376	150	0	150	150	0	150	0	0	0
	Pakistan	3	13	0	0	0	0	0	0	0	0	0
	Bangladesh	37	94	0	0	0	60	67	127	0	0	0
	Bhutan	1	4	0	0	0	0	0	0	0	0	0
	Maldives	1	3	0	0	0	0	0	0	0	0	0
	South Asia total	408	1,277	1,353	171	1,524	4,889	326	5,215	3,945	320	4,265
Oceania	Australia	1,643	2,800	208,396	727	209,123	3,020	0	3,020	571	1	572
	Commonwealth of the Northern Mariana Islands (US)	3	3	0	0	0	0	0	0	345	0	345
	Kiribati	1	3	45	0	45	0	0	0	0	0	0
	Guam (US)	11	22	82	0	82	134	0	134	611	184	795
	Samoa	1	1	0	0	0	0	0	0	0	0	0
	Tonga	6	12	0	0	0	73	0	73	79	0	79
	New Caledonia (France)	27	40	0	0	0	589	0	589	1,332	0	1,332
	New Zealand	257	378	8,936	237	9,173	7,141	311	7,452	1,027	36	1,063
	Papua New Guinea	1	1	0	0	0	0	0	0	0	0	0
	Palau	3	3	0	0	0	0	0	0	100	0	100
	Fiji	2	3	0	0	0	0	0	0	0	0	0
	French Polynesia (France)	1	1	0	0	0	0	0	0	58	0	58
	Marshall Islands	4	4	0	0	0	140	0	140	118	0	118
	Micronesia	5	6	0	8	8	0	0	0	0	0	0
Oceania total	1,965	3,277	217,459	972	218,431	11,097	311	11,408	4,241	221	4,462	
North America	Canada	178	727	542	140	682	899	41	940	2,255	29	2,284
	United States	1,462	3,894	17,551	1,902	19,453	10,106	565	10,671	47,161	4,691	51,852
	North America total	1,640	4,621	18,093	2,042	20,135	11,005	606	11,611	49,416	4,720	54,136
Central America	El Salvador	4	17	0	0	0	0	0	0	0	0	0
	Cuba	3	12	0	0	0	0	0	0	0	0	0
	Guatemala	4	8	0	32	32	0	0	0	0	0	0
	Costa Rica	8	26	40	0	40	0	0	0	0	0	0
	Jamaica	3	6	0	0	0	0	0	0	0	0	0
	Dominican Republic	1	6	0	0	0	0	0	0	0	0	0
	Trinidad and Tobago	1	2	0	0	0	0	0	0	0	0	0
	Nicaragua	2	4	0	0	0	0	0	0	0	0	0
	Panama	3	4	0	0	0	0	0	0	42	0	42
	Honduras	5	17	95	0	95	8	0	8	7	0	7
	Mexico	68	322	650	125	775	263	6	269	196	35	231
	Central America total	102	424	785	157	942	271	6	277	245	35	280
	South America	Argentina	42	192	305	106	411	0	0	0	0	0
Uruguay		3	7	0	0	0	0	0	0	7	0	7
Ecuador		4	6	0	0	0	0	0	0	0	0	0
Colombia		19	73	0	0	0	0	0	0	0	0	0
Chile		8	47	45	0	45	0	0	0	0	0	0
Paraguay		16	91	837	0	837	410	0	410	368	0	368
Brazil		352	1,140	1,551	1,361	2,912	575	1,821	2,396	14	1,575	1,589
Venezuela		12	35	0	0	0	0	0	0	0	0	0
Peru		19	92	2,054	50	2,104	0	0	0	0	0	0
Bolivia		6	36	39	98	137	0	43	43	0	0	0
South America total	481	1,719	4,831	1,615	6,446	985	1,864	2,849	382	1,582	1,964	

Summary Table I-1a Number of institutions, number of teachers, and number of learners in Japanese-language education (in order of number of country and region/no multiple stage education)

Learners (People)													Country and region	
Secondary education						Higher education				Other educational institutions	Total			
No distinction between lower and upper			Total			As major	Not as major	Extra-curricular	Total					
Curricular	Extra-curricular	Total	Curricular	Extra-curricular	Total									
0	0	0	443,606	8,287	451,893	23,801	27,368	794	51,963	51,221	556,237	Republic of Korea	East Asia	
476	649	1,125	65,890	9,698	75,588	18,875	79,176	984	99,035	42,331	220,045	Taiwan		
1,928	366	2,294	40,599	11,783	52,382	210,452	329,574	85,702	625,728	273,600	953,283	China		
46	140	186	1,454	209	1,663	979	2,507	150	3,636	16,171	22,613	Hong Kong		
0	0	0	0	0	0	162	443	5	610	718	1,328	Macao		
0	0	0	4,096	460	4,556	578	1,685	139	2,402	1,145	9,914	Mongolia		
2,450	1,155	3,605	555,645	30,437	586,082	254,847	440,753	87,774	783,374	385,186	1,763,420	East Asia total		
129	150	279	664,086	39,689	703,775	13,120	13,248	613	26,981	7,865	745,125	Indonesia	Southeast Asia	
0	0	0	610	38	648	430	123	30	583	2,763	4,009	Cambodia		
0	0	0	1,336	0	1,336	0	3,537	410	3,947	5,497	10,798	Singapore		
6,914	1,017	7,931	86,247	29,108	115,355	7,311	15,116	2,362	24,789	30,072	173,817	Thailand		
817	8	825	5,355	240	5,595	673	14,363	536	15,572	27,852	50,038	Philippines		
0	0	0	0	0	0	0	131	24	155	61	216	Brunei		
0	0	0	10,734	261	10,995	10,257	8,740	605	19,602	34,266	64,863	Vietnam		
3,839	1,613	5,452	14,196	3,254	17,450	126	11,739	577	12,442	3,332	33,224	Malaysia		
0	0	0	0	0	0	532	210	20	762	10,539	11,301	Myanmar		
73	0	73	202	0	202	87	148	30	265	318	1,046	Laos		
11,772	2,788	14,560	782,766	72,590	855,356	32,536	67,355	5,207	105,098	122,565	1,094,437	Southeast Asia total		
2,541	327	2,868	4,533	434	4,967	949	4,041	964	5,954	11,756	24,011	India	South Asia	
2,096	280	2,376	8,728	752	9,480	34	244	130	408	192	10,120	Sri Lanka		
0	0	0	150	0	150	300	0	0	300	3,662	4,262	Nepal		
0	0	0	0	0	0	0	25	0	25	59	84	Pakistan		
0	0	0	60	67	127	30	145	456	631	1,400	2,158	Bangladesh		
0	0	0	0	0	0	0	0	0	0	30	30	Bhutan		
0	0	0	0	0	0	0	80	50	130	0	130	Maldives		
4,637	607	5,244	13,471	1,253	14,724	1,313	4,535	1,600	7,448	17,099	40,795	South Asia total		
133,556	1,197	134,753	137,147	1,198	138,345	1,354	4,745	321	6,420	3,460	357,348	Australia	Oceania	
0	0	0	345	0	345	0	0	0	0	0	345	Commonwealth of the Northern Mariana Islands (US)		
0	0	0	0	0	0	0	0	0	0	0	45	Kiribati		
240	50	290	985	234	1,219	4	242	0	246	0	1,547	Guam (US)		
0	0	0	0	0	0	0	4	40	44	0	44	Samoa		
0	0	0	152	0	152	1	0	0	1	0	153	Tonga		
0	0	0	1,921	0	1,921	23	82	0	105	0	2,026	New Caledonia (France)		
10,601	112	10,713	18,769	459	19,228	613	851	40	1,504	20	29,925	New Zealand		
0	0	0	0	0	0	30	0	0	30	0	30	Papua New Guinea		
42	0	42	142	0	142	0	72	0	72	0	214	Palau		
0	0	0	0	0	0	0	2	0	2	6	8	Fiji		
0	0	0	58	0	58	0	0	0	0	0	58	French Polynesia (France)		
45	0	45	303	0	303	0	21	0	21	0	324	Marshall Islands		
61	9	70	61	9	70	0	108	3	111	92	281	Micronesia		
144,545	1,368	145,913	159,883	1,900	161,783	2,025	6,127	404	8,556	3,578	392,348	Oceania total		
2,531	164	2,695	5,685	234	5,919	933	7,029	385	8,347	4,653	19,601	Canada	North America	
10,260	865	11,125	67,527	6,121	73,648	7,289	53,855	6,191	67,335	10,562	170,998	United States		
12,791	1,029	13,820	73,212	6,355	79,567	8,222	60,884	6,576	75,682	15,215	190,599	North America total	Central America	
0	0	0	0	0	0	5	23	27	55	214	269	El Salvador		
0	0	0	0	0	0	0	223	0	223	20	243	Cuba		
0	0	0	0	0	0	0	0	157	157	82	271	Guatemala		
36	0	36	36	0	36	0	220	0	220	226	522	Costa Rica		
0	0	0	0	0	0	0	117	0	117	10	127	Jamaica		
0	0	0	0	0	0	0	0	0	0	50	50	Dominican Republic		
0	0	0	0	0	0	0	82	0	82	0	82	Trinidad and Tobago		
0	0	0	0	0	0	0	0	4	4	105	109	Nicaragua		
0	0	0	42	0	42	0	35	0	35	30	107	Panama		
0	40	40	15	40	55	0	75	0	75	392	617	Honduras		
0	363	363	459	404	863	38	2,718	637	3,393	4,209	9,240	Mexico		
36	403	439	552	444	996	43	3,493	825	4,361	5,338	11,637	Central America total	South America	
202	70	272	202	70	272	0	50	0	50	2,838	3,571	Argentina		
0	0	0	0	7	7	0	134	25	159	78	244	Uruguay		
0	0	0	0	0	0	0	27	10	37	40	77	Ecuador		
0	0	0	0	0	0	18	572	92	682	820	1,502	Colombia		
0	60	60	0	60	60	130	51	0	181	792	1,078	Chile		
0	0	0	778	0	778	0	673	0	673	1,437	3,725	Paraguay		
0	0	0	589	3,396	3,985	759	306	0	1,065	15,031	22,993	Brazil		
0	0	0	0	0	0	0	30	0	30	369	399	Venezuela		
290	0	290	290	0	290	40	0	60	100	1,580	4,074	Peru		
11	0	11	11	43	54	0	0	0	0	298	489	Bolivia		
503	130	633	1,870	3,576	5,446	947	1,843	187	2,977	23,283	38,152	South America total		

	Country and region	Institutions (Institutions)	Teachers (People)	Learners (People)								
				Primary education			Secondary education					
				Curricular	Extra-curricular	Total	Lower secondary			Upper secondary		
							Curricular	Extra-curricular	Total	Curricular	Extra-curricular	Total
Western Europe	Iceland	4	7	0	0	0	0	0	0	37	0	37
	Ireland	40	68	86	0	86	149	120	269	1,754	146	1,900
	Italy	51	193	0	0	0	0	1	1	141	65	206
	United Kingdom	364	704	3,853	961	4,814	2,069	708	2,777	891	328	1,219
	Austria	12	30	0	0	0	15	5	20	15	17	32
	Netherlands	15	41	0	0	0	1	0	1	6	0	6
	Greece	11	19	0	0	0	0	0	0	0	0	0
	Switzerland	43	151	278	19	297	2	0	2	2	86	88
	Sweden	43	86	50	15	65	0	4	4	617	200	817
	Spain	80	192	0	0	0	0	0	0	0	0	0
	Denmark	4	13	0	0	0	0	0	0	40	0	40
	Germany	181	457	127	25	152	424	270	694	537	57	594
	Norway	10	16	0	0	0	0	0	0	158	0	158
	Finland	20	29	0	21	21	6	25	31	104	8	112
	France	222	723	70	0	70	352	81	433	4,179	11	4,190
	Belgium	12	37	0	0	0	0	0	0	0	0	0
	Portugal	10	15	0	0	0	0	0	0	0	0	0
	Malta	1	1	0	0	0	0	0	0	0	0	0
	Monaco	1	1	0	0	0	0	0	0	0	0	0
Luxembourg	3	3	0	0	0	0	0	0	0	15	15	
Western Europe total	1,127	2,786	4,464	1,041	5,505	3,018	1,214	4,232	8,481	933	9,414	
Eastern Europe	Azerbaijan	4	9	0	0	0	150	0	150	0	0	0
	Albania	1	2	0	0	0	0	0	0	0	0	0
	Armenia	9	23	0	8	8	0	0	0	0	20	20
	Ukraine	18	97	35	25	60	98	20	118	30	15	45
	Uzbekistan	14	61	0	0	0	0	0	0	126	0	126
	Estonia	11	17	2	3	5	0	0	0	26	0	26
	Kazakhstan	5	30	0	0	0	0	0	0	0	0	0
	Kyrgyz	23	48	52	128	180	0	0	0	0	0	0
	Croatia	5	11	0	12	12	0	0	0	0	0	0
	Georgia	5	12	0	0	0	71	0	71	57	0	57
	Slovakia	9	22	0	0	0	0	0	0	0	0	0
	Slovenia	1	8	0	0	0	0	0	0	0	0	0
	Serbia	11	31	19	80	99	0	0	0	0	0	0
	Tajikistan	3	9	0	0	0	0	10	10	0	5	5
	Czech Republic	17	53	10	37	47	0	0	0	0	0	0
	Turkmenistan	1	5	0	0	0	0	0	0	0	0	0
	Hungary	32	93	107	94	201	0	9	9	23	37	60
	Bulgaria	7	33	217	250	467	152	0	152	147	25	172
	Belarus	8	16	0	0	0	0	0	0	0	0	0
	Poland	57	222	0	0	0	0	11	11	72	21	93
	Bosnia and Herzegovina	2	2	0	0	0	0	0	0	13	0	13
	Macedonia	1	1	0	0	0	0	0	0	0	0	0
	Moldova	1	2	0	0	0	0	0	0	0	0	0
Latvia	3	8	0	0	0	0	0	0	50	0	50	
Lithuania	6	10	0	0	0	0	6	6	5	17	22	
Romania	18	41	5	48	53	118	44	162	120	3	123	
Russia	126	480	511	267	778	1,037	170	1,207	138	40	178	
Eastern Europe total	398	1,346	958	952	1,910	1,626	270	1,896	807	183	990	
Middle East	Afghanistan	1	2	0	0	0	0	0	0	0	0	0
	United Arab Emirates	5	16	0	0	0	0	34	34	0	69	69
	Israel	10	22	0	0	0	0	0	0	0	0	0
	Iran	2	13	0	0	0	0	0	0	0	0	0
	Oman	1	1	0	0	0	0	0	0	0	0	0
	Qatar	4	14	0	0	0	0	0	0	55	0	55
	Kuwait	1	3	0	0	0	0	0	0	0	0	0
	Saudi Arabia	1	4	0	0	0	0	0	0	0	0	0
	Syria	2	13	0	0	0	0	0	0	0	0	0
	Turkey	42	87	15	0	15	15	0	15	247	0	247
	Bahrain	2	2	0	0	0	0	0	0	0	0	0
	Jordan	3	9	0	0	0	0	0	0	0	0	0
	Lebanon	1	1	0	0	0	0	0	0	0	0	0
	Middle East total	75	187	15	0	15	15	34	49	302	69	371
North Africa	Algeria	1	3	0	0	0	0	0	0	0	0	0
	Egypt	12	100	0	0	0	0	0	0	0	0	0
	Sudan	1	1	0	0	0	0	0	0	0	0	0
	Tunisia	1	3	0	0	0	0	0	0	0	0	0
	Morocco	6	13	0	0	0	0	0	0	0	0	0
	North Africa total	21	120	0	0	0	0	0	0	0	0	0
Africa	Ethiopia	2	6	212	0	212	0	0	0	0	0	0
	Ghana	3	3	550	200	750	0	0	0	0	0	0
	Cameroon	3	6	20	100	120	0	0	0	20	0	20
	Kenya	31	48	0	340	340	0	0	0	0	0	0
	Côte d'Ivoire	7	15	0	0	0	1,310	0	1,310	637	0	637
	Democratic Republic of the Congo	1	9	0	0	0	0	0	0	0	0	0
	Zambia	1	4	0	0	0	0	0	0	0	0	0
	Senegal	2	2	0	0	0	0	0	0	0	0	0
	Tanzania	1	1	0	0	0	0	0	0	0	0	0
	Benin	1	1	0	0	0	0	0	0	0	0	0
	Madagascar	15	28	0	78	78	0	32	32	0	162	162
	South Africa	1	3	0	0	0	0	0	0	0	0	0
Africa total	68	126	782	718	1,500	1,310	32	1,342	657	162	819	
Entire world	16,179	64,108	265,107	11,497	276,604	226,948	37,612	264,560	1,199,933	74,360	1,274,293	

Summary Table I-1a Number of institutions, number of teachers, and number of learners in Japanese-language education
(in order of number of country and region/no multiple stage education)

Learners (People)												Country and region
Secondary education						Higher education				Other educational institutions	Total	
No distinction between lower and upper			Total			As major	Not as major	Extra-curricular	Total			
Curricular	Extra-curricular	Total	Curricular	Extra-curricular	Total							
0	0	0	37	0	37	92	31	0	123	113	273	Iceland
253	0	253	2,156	266	2,422	124	302	0	426	136	3,070	Ireland
0	69	69	141	135	276	3,904	1,395	125	5,424	1,331	7,031	Italy
1,240	721	1,961	4,200	1,757	5,957	1,325	3,672	1,426	6,423	2,899	20,093	United Kingdom
0	0	0	30	22	52	762	276	29	1,067	203	1,322	Austria
0	0	0	7	0	7	554	270	332	1,156	339	1,502	Netherlands
0	0	0	0	0	0	0	0	139	139	340	479	Greece
71	33	104	75	119	194	375	336	134	845	2,373	3,709	Switzerland
70	0	70	687	204	891	510	439	105	1,054	447	2,457	Sweden
0	0	0	0	0	0	239	706	18	963	4,159	5,122	Spain
0	0	0	40	0	40	219	95	0	314	0	354	Denmark
343	265	608	1,304	592	1,896	2,972	3,681	37	6,690	4,518	13,256	Germany
0	0	0	158	0	158	230	66	0	296	51	505	Norway
0	0	0	110	33	143	60	526	265	851	586	1,601	Finland
260	41	301	4,791	133	4,924	4,429	6,152	138	10,719	5,162	20,875	France
0	0	0	0	0	0	310	161	5	476	715	1,191	Belgium
0	0	0	0	0	0	10	201	5	216	357	573	Portugal
0	0	0	0	0	0	0	0	0	0	6	6	Malta
0	0	0	0	0	0	0	0	0	0	5	5	Monaco
55	5	60	55	20	75	0	0	0	0	60	135	Luxembourg
2,292	1,134	3,426	13,791	3,281	17,072	16,115	18,309	2,758	37,182	23,800	83,559	Western Europe total
0	0	0	150	0	150	79	10	0	89	0	239	Azerbaijan
0	0	0	0	0	0	0	0	0	0	15	15	Albania
0	0	0	0	20	20	35	75	25	135	72	235	Armenia
0	0	0	128	35	163	663	176	135	974	326	1,523	Ukraine
0	0	0	126	0	126	285	478	50	813	566	1,505	Uzbekistan
0	13	13	26	13	39	88	62	0	150	123	317	Estonia
0	0	0	0	0	0	108	18	0	126	171	297	Kazakhstan
169	0	169	169	0	169	265	129	0	394	181	924	Kyrgyz
0	0	0	0	0	0	17	102	7	126	37	175	Croatia
0	0	0	128	0	128	49	60	0	109	0	237	Georgia
0	0	0	0	0	0	51	23	0	74	201	275	Slovakia
0	0	0	0	0	0	275	0	0	275	0	275	Slovenia
37	83	120	37	83	120	216	30	0	246	68	533	Serbia
0	0	0	0	15	15	37	25	0	62	0	77	Tajikistan
42	12	54	42	12	54	401	280	39	720	354	1,175	Czech Republic
0	0	0	0	0	0	49	0	0	49	0	49	Turkmenistan
132	66	198	155	112	267	574	414	19	1,007	517	1,992	Hungary
180	0	180	479	25	504	150	50	7	207	67	1,245	Bulgaria
0	0	0	0	0	0	48	47	0	95	210	305	Belarus
0	0	0	72	32	104	863	1,215	217	2,295	2,017	4,416	Poland
0	0	0	13	0	13	0	0	75	75	0	88	Bosnia and Herzegovina
0	0	0	0	0	0	0	23	0	23	0	23	Macedonia
0	0	0	0	0	0	0	0	0	0	75	75	Moldova
0	0	0	50	0	50	74	0	0	74	32	156	Latvia
0	7	7	5	30	35	156	50	30	236	30	301	Lithuania
5	170	175	243	217	460	400	171	415	986	553	2,052	Romania
886	84	970	2,061	294	2,355	1,538	1,108	325	2,971	2,546	8,650	Russia
1,451	435	1,886	3,884	888	4,772	6,421	4,546	1,344	12,311	8,161	27,154	Eastern Europe total
0	0	0	0	0	0	0	0	40	40	0	40	Afghanistan
0	0	0	0	103	103	0	0	165	165	127	395	United Arab Emirates
0	0	0	0	0	0	204	48	0	252	206	458	Israel
0	0	0	0	0	0	107	0	0	107	120	227	Iran
0	0	0	0	0	0	0	0	0	0	20	20	Oman
0	0	0	55	0	55	0	40	0	40	51	146	Qatar
0	0	0	0	0	0	0	0	55	55	0	55	Kuwait
0	0	0	0	0	0	27	0	0	27	0	27	Saudi Arabia
0	0	0	0	0	0	80	0	0	80	88	168	Syria
0	0	0	262	0	262	551	765	110	1,426	491	2,194	Turkey
0	0	0	0	0	0	0	15	0	15	80	95	Bahrain
0	0	0	0	0	0	0	58	0	58	108	166	Jordan
0	0	0	0	0	0	0	5	26	31	32	63	Lebanon
0	0	0	317	103	420	969	931	396	2,296	1,323	4,054	Middle East total
0	0	0	0	0	0	0	0	0	0	17	17	Algeria
0	0	0	0	0	0	363	146	0	509	323	832	Egypt
0	0	0	0	0	0	0	75	75	150	0	150	Sudan
0	0	0	0	0	0	0	0	0	0	113	113	Tunisia
0	0	0	0	0	0	0	46	0	46	619	665	Morocco
0	0	0	0	0	0	363	267	75	705	1,072	1,777	North Africa total
0	0	0	0	0	0	0	0	293	293	0	505	Ethiopia
0	0	0	0	0	0	5	0	0	5	0	755	Ghana
0	0	0	20	0	20	0	0	0	0	0	140	Cameroon
0	220	220	0	220	220	0	451	62	513	34	1,107	Kenya
0	0	0	1,947	0	1,947	0	695	0	695	20	2,662	Côte d'Ivoire
0	0	0	0	0	0	0	0	0	0	28	28	Democratic Republic of the Congo
0	0	0	0	0	0	0	20	0	20	0	20	Zambia
0	0	0	0	0	0	0	105	40	145	10	155	Senegal
0	0	0	0	0	0	1	13	0	14	0	14	Tanzania
0	0	0	0	0	0	0	0	0	0	122	122	Benin
0	0	0	0	194	194	0	905	159	1,064	201	1,537	Madagascar
0	0	0	0	0	0	0	0	0	0	47	47	South Africa
0	220	220	1,967	414	2,381	6	2,189	554	2,749	462	7,092	Africa total
180,477	9,269	189,746	1,607,358	121,241	1,728,599	323,807	611,232	107,700	1,042,739	607,082	3,655,024	Entire world

Summary Table I-2a Number of institutions, number of teachers, and number of learners in Japanese-language education (in order of number of learners/no multiple stage education)

Rank		Country and region	Institutions (Institutions)	Teachers (People)	Learners (People)								
					Primary education			Secondary education					
					Curricular	Extra-curricular	Total	Lower secondary			Upper secondary		
								Curricular	Extra-curricular	Total	Curricular	Extra-curricular	Total
1	East Asia	China	2,115	18,312	1,470	103	1,573	12,252	6,243	18,495	26,419	5,174	31,593
2	Southeast Asia	Indonesia	2,496	4,540	4,707	1,797	6,504	20,102	5,172	25,274	643,855	34,367	678,222
3	East Asia	Republic of Korea	2,862	14,855	1,118	42	1,160	101,448	2,031	103,479	342,158	6,256	348,414
4	Oceania	Australia	1,643	2,800	208,396	727	209,123	3,020	0	3,020	571	1	572
5	East Asia	Taiwan	851	3,877	2,820	271	3,091	3,046	1,481	4,527	62,368	7,568	69,936
6	Southeast Asia	Thailand	606	1,911	2,426	1,175	3,601	32,786	16,290	49,076	46,547	11,801	58,348
7	North America	United States	1,462	3,894	17,551	1,902	19,453	10,106	565	10,671	47,161	4,691	51,852
8	Southeast Asia	Vietnam	219	1,795	0	0	0	7,250	0	7,250	3,484	261	3,745
9	Southeast Asia	Philippines	209	721	1,015	4	1,019	3,205	232	3,437	1,333	0	1,333
10	Southeast Asia	Malaysia	176	430	0	0	0	7,540	1,146	8,686	2,817	495	3,312
11	Oceania	New Zealand	257	378	8,936	237	9,173	7,141	311	7,452	1,027	36	1,063
12	South Asia	India	184	655	1,183	151	1,334	770	69	839	1,222	38	1,260
13	South America	Brazil	352	1,140	1,551	1,361	2,912	575	1,821	2,396	14	1,575	1,589
14	East Asia	Hong Kong	70	523	836	307	1,143	816	49	865	592	20	612
15	Western Europe	France	222	723	70	0	70	352	81	433	4,179	11	4,190
16	Western Europe	United Kingdom	364	704	3,853	961	4,814	2,069	708	2,777	891	328	1,219
17	North America	Canada	178	727	542	140	682	899	41	940	2,255	29	2,284
18	Western Europe	Germany	181	457	127	25	152	424	270	694	537	57	594
19	Southeast Asia	Myanmar	132	524	0	0	0	0	0	0	0	0	0
20	Southeast Asia	Singapore	30	227	18	0	18	1,238	0	1,238	98	0	98
21	South Asia	Sri Lanka	76	132	20	20	40	3,909	190	4,099	2,723	282	3,005
22	East Asia	Mongolia	76	253	1,681	130	1,811	2,373	287	2,660	1,723	173	1,896
23	Central America	Mexico	68	322	650	125	775	263	6	269	196	35	231
24	Eastern Europe	Russia	126	480	511	267	778	1,037	170	1,207	138	40	178
25	Western Europe	Italy	51	193	0	0	0	0	1	1	141	65	206
26	Western Europe	Spain	80	192	0	0	0	0	0	0	0	0	0
27	Eastern Europe	Poland	57	222	0	0	0	0	11	11	72	21	93
28	South Asia	Nepal	106	376	150	0	150	150	0	150	0	0	0
29	South America	Peru	19	92	2,054	50	2,104	0	0	0	0	0	0
30	Southeast Asia	Cambodia	29	157	15	0	15	610	18	628	0	20	20
31	South America	Paraguay	16	91	837	0	837	410	0	410	368	0	368
32	Western Europe	Switzerland	43	151	278	19	297	2	0	2	2	86	88
33	South America	Argentina	42	192	305	106	411	0	0	0	0	0	0
34	Western Europe	Ireland	40	68	86	0	86	149	120	269	1,754	146	1,900
35	Africa	Côte d'Ivoire	7	15	0	0	0	1,310	0	1,310	637	0	637
36	Western Europe	Sweden	43	86	50	15	65	0	4	4	617	200	817
37	Middle East	Turkey	42	87	15	0	15	15	0	15	247	0	247
38	South Asia	Bangladesh	37	94	0	0	0	60	67	127	0	0	0
39	Eastern Europe	Romania	18	41	5	48	53	118	44	162	120	3	123
40	Oceania	New Caledonia (France)	27	40	0	0	0	589	0	589	1,332	0	1,332
41	Eastern Europe	Hungary	32	93	107	94	201	0	9	9	23	37	60
42	Western Europe	Finland	20	29	0	21	21	6	25	31	104	8	112
43	Oceania	Guam (US)	11	22	82	0	82	134	0	134	611	184	795
44	Africa	Madagascar	15	28	0	78	78	0	32	32	0	162	162
45	Eastern Europe	Ukraine	18	97	35	25	60	98	20	118	30	15	45
46	Eastern Europe	Uzbekistan	14	61	0	0	0	0	0	0	126	0	126
47	South America	Colombia	19	73	0	0	0	0	0	0	0	0	0
47	Western Europe	Netherlands	15	41	0	0	0	1	0	1	6	0	6
49	East Asia	Macao	7	48	0	0	0	0	0	0	0	0	0
50	Western Europe	Austria	12	30	0	0	0	15	5	20	15	17	32
51	Eastern Europe	Bulgaria	7	33	217	250	467	152	0	152	147	25	172
52	Western Europe	Belgium	12	37	0	0	0	0	0	0	0	0	0
53	Eastern Europe	Czech Republic	17	53	10	37	47	0	0	0	0	0	0
54	Africa	Kenya	31	48	0	340	340	0	0	0	0	0	0
55	South America	Chile	8	47	45	0	45	0	0	0	0	0	0
56	Southeast Asia	Laos	14	49	261	0	261	66	0	66	63	0	63
57	Eastern Europe	Kyrgyz	23	48	52	128	180	0	0	0	0	0	0
58	North Africa	Egypt	12	100	0	0	0	0	0	0	0	0	0
59	Africa	Ghana	3	3	550	200	750	0	0	0	0	0	0
60	North Africa	Morocco	6	13	0	0	0	0	0	0	0	0	0
61	Central America	Honduras	5	17	95	0	95	8	0	8	7	0	7
62	Western Europe	Portugal	10	15	0	0	0	0	0	0	0	0	0
63	Eastern Europe	Serbia	11	31	19	80	99	0	0	0	0	0	0
64	Central America	Costa Rica	8	26	40	0	40	0	0	0	0	0	0
65	Western Europe	Norway	10	16	0	0	0	0	0	0	158	0	158
65	Africa	Ethiopia	2	6	212	0	212	0	0	0	0	0	0
67	South America	Bolivia	6	36	39	98	137	0	43	43	0	0	0
68	Western Europe	Greece	11	19	0	0	0	0	0	0	0	0	0
69	Middle East	Israel	10	22	0	0	0	0	0	0	0	0	0
70	South America	Venezuela	12	35	0	0	0	0	0	0	0	0	0

Summary Table I-2a Number of institutions, number of teachers, and number of learners in Japanese-language education (in order of number of learners/no multiple stage education)

Learners (People)												Country and region	Rank	
Secondary education						Higher education				Other educational institutions	Total			
No distinction between lower and upper			Total			As major	Not as major	Extra-curricular	Total					
Curricular	Extra-curricular	Total	Curricular	Extra-curricular	Total									
1,928	366	2,294	40,599	11,783	52,382	210,452	329,574	85,702	625,728	273,600	953,283	China	East Asia	1
129	150	279	664,086	39,689	703,775	13,120	13,248	613	26,981	7,865	745,125	Indonesia	Southeast Asia	2
0	0	0	443,606	8,287	451,893	23,801	27,368	794	51,963	51,221	556,237	Republic of Korea	East Asia	3
133,556	1,197	134,753	137,147	1,198	138,345	1,354	4,745	321	6,420	3,460	357,348	Australia	Oceania	4
476	649	1,125	65,890	9,698	75,588	18,875	79,176	984	99,035	42,331	220,045	Taiwan	East Asia	5
6,914	1,017	7,931	86,247	29,108	115,355	7,311	15,116	2,362	24,789	30,072	173,817	Thailand	Southeast Asia	6
10,260	865	11,125	67,527	6,121	73,648	7,289	53,855	6,191	67,335	10,562	170,998	United States	North America	7
0	0	0	10,734	261	10,995	10,257	8,740	605	19,602	34,266	64,863	Vietnam	Southeast Asia	8
817	8	825	5,355	240	5,595	673	14,363	536	15,572	27,852	50,038	Philippines	Southeast Asia	9
3,839	1,613	5,452	14,196	3,254	17,450	126	11,739	577	12,442	3,332	33,224	Malaysia	Southeast Asia	10
10,601	112	10,713	18,769	459	19,228	613	851	40	1,504	20	29,925	New Zealand	Oceania	11
2,541	327	2,868	4,533	434	4,967	949	4,041	964	5,954	11,756	24,011	India	South Asia	12
0	0	0	589	3,396	3,985	759	306	0	1,065	15,031	22,993	Brazil	South America	13
46	140	186	1,454	209	1,663	979	2,507	150	3,636	16,171	22,613	Hong Kong	East Asia	14
260	41	301	4,791	133	4,924	4,429	6,152	138	10,719	5,162	20,875	France	Western Europe	15
1,240	721	1,961	4,200	1,757	5,957	1,325	3,672	1,426	6,423	2,899	20,093	United Kingdom	Western Europe	16
2,531	164	2,695	5,685	234	5,919	933	7,029	385	8,347	4,653	19,601	Canada	North America	17
343	265	608	1,304	592	1,896	2,972	3,681	37	6,690	4,518	13,256	Germany	Western Europe	18
0	0	0	0	0	0	532	210	20	762	10,539	11,301	Myanmar	Southeast Asia	19
0	0	0	1,336	0	1,336	0	3,537	410	3,947	5,497	10,798	Singapore	Southeast Asia	20
2,096	280	2,376	8,728	752	9,480	34	244	130	408	192	10,120	Sri Lanka	South Asia	21
0	0	0	4,096	460	4,556	578	1,685	139	2,402	1,145	9,914	Mongolia	East Asia	22
0	363	363	459	404	863	38	2,718	637	3,393	4,209	9,240	Mexico	Central America	23
886	84	970	2,061	294	2,355	1,538	1,108	325	2,971	2,546	8,650	Russia	Eastern Europe	24
0	69	69	141	135	276	3,904	1,395	125	5,424	1,331	7,031	Italy	Western Europe	25
0	0	0	0	0	0	239	706	18	963	4,159	5,122	Spain	Western Europe	26
0	0	0	72	32	104	863	1,215	217	2,295	2,017	4,416	Poland	Eastern Europe	27
0	0	0	150	0	150	300	0	0	300	3,662	4,262	Nepal	South Asia	28
290	0	290	290	0	290	40	0	60	100	1,580	4,074	Peru	South America	29
0	0	0	610	38	648	430	123	30	583	2,763	4,009	Cambodia	Southeast Asia	30
0	0	0	778	0	778	0	673	0	673	1,437	3,725	Paraguay	South America	31
71	33	104	75	119	194	375	336	134	845	2,373	3,709	Switzerland	Western Europe	32
202	70	272	202	70	272	0	50	0	50	2,838	3,571	Argentina	South America	33
253	0	253	2,156	266	2,422	124	302	0	426	136	3,070	Ireland	Western Europe	34
0	0	0	1,947	0	1,947	0	695	0	695	20	2,662	Côte d'Ivoire	Africa	35
70	0	70	687	204	891	510	439	105	1,054	447	2,457	Sweden	Western Europe	36
0	0	0	262	0	262	551	765	110	1,426	491	2,194	Turkey	Middle East	37
0	0	0	60	67	127	30	145	456	631	1,400	2,158	Bangladesh	South Asia	38
5	170	175	243	217	460	400	171	415	986	553	2,052	Romania	Eastern Europe	39
0	0	0	1,921	0	1,921	23	82	0	105	0	2,026	New Caledonia (France)	Oceania	40
132	66	198	155	112	267	574	414	19	1,007	517	1,992	Hungary	Eastern Europe	41
0	0	0	110	33	143	60	526	265	851	586	1,601	Finland	Western Europe	42
240	50	290	985	234	1,219	4	242	0	246	0	1,547	Guam (US)	Oceania	43
0	0	0	0	194	194	0	905	159	1,064	201	1,537	Madagascar	Africa	44
0	0	0	128	35	163	663	176	135	974	326	1,523	Ukraine	Eastern Europe	45
0	0	0	126	0	126	285	478	50	813	566	1,505	Uzbekistan	Eastern Europe	46
0	0	0	0	0	0	18	572	92	682	820	1,502	Colombia	South America	47
0	0	0	7	0	7	554	270	332	1,156	339	1,502	Netherlands	Western Europe	47
0	0	0	0	0	0	162	443	5	610	718	1,328	Macao	East Asia	49
0	0	0	30	22	52	762	276	29	1,067	203	1,322	Austria	Western Europe	50
180	0	180	479	25	504	150	50	7	207	67	1,245	Bulgaria	Eastern Europe	51
0	0	0	0	0	0	310	161	5	476	715	1,191	Belgium	Western Europe	52
42	12	54	42	12	54	401	280	39	720	354	1,175	Czech Republic	Eastern Europe	53
0	220	220	0	220	220	0	451	62	513	34	1,107	Kenya	Africa	54
0	60	60	0	60	60	130	51	0	181	792	1,078	Chile	South America	55
73	0	73	202	0	202	87	148	30	265	318	1,046	Laos	Southeast Asia	56
169	0	169	169	0	169	265	129	0	394	181	924	Kyrgyz	Eastern Europe	57
0	0	0	0	0	0	363	146	0	509	323	832	Egypt	North Africa	58
0	0	0	0	0	0	5	0	0	5	0	755	Ghana	Africa	59
0	0	0	0	0	0	0	46	0	46	619	665	Morocco	North Africa	60
0	40	40	15	40	55	0	75	0	75	392	617	Honduras	Central America	61
0	0	0	0	0	0	10	201	5	216	357	573	Portugal	Western Europe	62
37	83	120	37	83	120	216	30	0	246	68	533	Serbia	Eastern Europe	63
36	0	36	36	0	36	0	220	0	220	226	522	Costa Rica	Central America	64
0	0	0	158	0	158	230	66	0	296	51	505	Norway	Western Europe	65
0	0	0	0	0	0	0	0	293	293	0	505	Ethiopia	Africa	65
11	0	11	11	43	54	0	0	0	0	298	489	Bolivia	South America	67
0	0	0	0	0	0	0	0	139	139	340	479	Greece	Western Europe	68
0	0	0	0	0	0	204	48	0	252	206	458	Israel	Middle East	69
0	0	0	0	0	0	0	30	0	30	369	399	Venezuela	South America	70

Rank		Country and region	Institutions (Institutions)	Teachers (People)	Learners (People)								
					Primary education			Secondary education					
					Curricular	Extra-curricular	Total	Lower secondary			Upper secondary		
								Curricular	Extra-curricular	Total	Curricular	Extra-curricular	Total
71	Middle East	United Arab Emirates	5	16	0	0	0	0	34	34	0	69	69
72	Western Europe	Denmark	4	13	0	0	0	0	0	0	40	0	40
73	Oceania	Commonwealth of the Northern Mariana Islands (US)	3	3	0	0	0	0	0	0	345	0	345
74	Oceania	Marshall Islands	4	4	0	0	0	140	0	140	118	0	118
75	Eastern Europe	Estonia	11	17	2	3	5	0	0	0	26	0	26
76	Eastern Europe	Belarus	8	16	0	0	0	0	0	0	0	0	0
77	Eastern Europe	Lithuania	6	10	0	0	0	0	6	6	5	17	22
78	Eastern Europe	Kazakhstan	5	30	0	0	0	0	0	0	0	0	0
79	Oceania	Micronesia	5	6	0	8	8	0	0	0	0	0	0
80	Eastern Europe	Slovakia	9	22	0	0	0	0	0	0	0	0	0
80	Eastern Europe	Slovenia	1	8	0	0	0	0	0	0	0	0	0
82	Western Europe	Iceland	4	7	0	0	0	0	0	0	37	0	37
83	Central America	Guatemala	4	8	0	32	32	0	0	0	0	0	0
84	Central America	El Salvador	4	17	0	0	0	0	0	0	0	0	0
85	South America	Uruguay	3	7	0	0	0	0	0	0	0	7	7
86	Central America	Cuba	3	12	0	0	0	0	0	0	0	0	0
87	Eastern Europe	Azerbaijan	4	9	0	0	0	150	0	150	0	0	0
88	Eastern Europe	Georgia	5	12	0	0	0	71	0	71	57	0	57
89	Eastern Europe	Armenia	9	23	0	8	8	0	0	0	0	20	20
89	Middle East	Iran	2	13	0	0	0	0	0	0	0	0	0
91	Southeast Asia	Brunei	2	3	0	0	0	0	0	0	0	0	0
92	Oceania	Palau	3	3	0	0	0	0	0	0	100	0	100
93	Eastern Europe	Croatia	5	11	0	12	12	0	0	0	0	0	0
94	Middle East	Syria	2	13	0	0	0	0	0	0	0	0	0
95	Middle East	Jordan	3	9	0	0	0	0	0	0	0	0	0
96	Eastern Europe	Latvia	3	8	0	0	0	0	0	0	50	0	50
97	Africa	Senegal	2	2	0	0	0	0	0	0	0	0	0
98	Oceania	Tonga	6	12	0	0	0	73	0	73	79	0	79
99	North Africa	Sudan	1	1	0	0	0	0	0	0	0	0	0
100	Middle East	Qatar	4	14	0	0	0	0	0	0	55	0	55
101	Africa	Cameroon	3	6	20	100	120	0	0	0	20	0	20
102	Western Europe	Luxembourg	3	3	0	0	0	0	0	0	0	15	15
103	South Asia	Maldives	1	3	0	0	0	0	0	0	0	0	0
104	Central America	Jamaica	3	6	0	0	0	0	0	0	0	0	0
105	Africa	Benin	1	1	0	0	0	0	0	0	0	0	0
106	North Africa	Tunisia	1	3	0	0	0	0	0	0	0	0	0
107	Central America	Nicaragua	2	4	0	0	0	0	0	0	0	0	0
108	Central America	Panama	3	4	0	0	0	0	0	0	42	0	42
109	Middle East	Bahrain	2	2	0	0	0	0	0	0	0	0	0
110	Eastern Europe	Bosnia and Herzegovina	2	2	0	0	0	0	0	0	13	0	13
111	South Asia	Pakistan	3	13	0	0	0	0	0	0	0	0	0
112	Central America	Trinidad and Tobago	1	2	0	0	0	0	0	0	0	0	0
113	South America	Ecuador	4	6	0	0	0	0	0	0	0	0	0
113	Eastern Europe	Tajikistan	3	9	0	0	0	0	10	10	0	5	5
115	Eastern Europe	Moldova	1	2	0	0	0	0	0	0	0	0	0
116	Middle East	Lebanon	1	1	0	0	0	0	0	0	0	0	0
117	Oceania	French Polynesia (France)	1	1	0	0	0	0	0	0	58	0	58
118	Middle East	Kuwait	1	3	0	0	0	0	0	0	0	0	0
119	Central America	Dominican Republic	1	6	0	0	0	0	0	0	0	0	0
120	Eastern Europe	Turkmenistan	1	5	0	0	0	0	0	0	0	0	0
121	Africa	South Africa	1	3	0	0	0	0	0	0	0	0	0
122	Oceania	Kiribati	1	3	45	0	45	0	0	0	0	0	0
123	Oceania	Samoa	1	1	0	0	0	0	0	0	0	0	0
124	Middle East	Afghanistan	1	2	0	0	0	0	0	0	0	0	0
125	South Asia	Bhutan	1	4	0	0	0	0	0	0	0	0	0
125	Oceania	Papua New Guinea	1	1	0	0	0	0	0	0	0	0	0
127	Africa	Democratic Republic of the Congo	1	9	0	0	0	0	0	0	0	0	0
128	Middle East	Saudi Arabia	1	4	0	0	0	0	0	0	0	0	0
129	Eastern Europe	Macedonia	1	1	0	0	0	0	0	0	0	0	0
130	Middle East	Oman	1	1	0	0	0	0	0	0	0	0	0
131	Africa	Zambia	1	4	0	0	0	0	0	0	0	0	0
132	North Africa	Algeria	1	3	0	0	0	0	0	0	0	0	0
133	Eastern Europe	Albania	1	2	0	0	0	0	0	0	0	0	0
134	Africa	Tanzania	1	1	0	0	0	0	0	0	0	0	0
135	Oceania	Fiji	2	3	0	0	0	0	0	0	0	0	0
136	Western Europe	Malta	1	1	0	0	0	0	0	0	0	0	0
137	Western Europe	Monaco	1	1	0	0	0	0	0	0	0	0	0
Entire world			16,179	64,108	265,107	11,497	276,604	226,948	37,612	264,560	1,199,933	74,360	1,274,293

Summary Table 1-2a Number of institutions, number of teachers, and number of learners in Japanese-language education
(in order of number of learners/no multiple stage education)

Learners (People)												Country and region	Rank	
Secondary education						Higher education				Other educational institutions	Total			
No distinction between lower and upper			Total			As major	Not as major	Extra-curricular	Total					
Curricular	Extra-curricular	Total	Curricular	Extra-curricular	Total									
0	0	0	0	103	103	0	0	165	165	127	395	United Arab Emirates	Middle East	71
0	0	0	40	0	40	219	95	0	314	0	354	Denmark	Western Europe	72
0	0	0	345	0	345	0	0	0	0	0	345	Commonwealth of the Northern Mariana Islands (US)	Oceania	73
45	0	45	303	0	303	0	21	0	21	0	324	Marshall Islands	Oceania	74
0	13	13	26	13	39	88	62	0	150	123	317	Estonia	Eastern Europe	75
0	0	0	0	0	0	48	47	0	95	210	305	Belarus	Eastern Europe	76
0	7	7	5	30	35	156	50	30	236	30	301	Lithuania	Eastern Europe	77
0	0	0	0	0	0	108	18	0	126	171	297	Kazakhstan	Eastern Europe	78
61	9	70	61	9	70	0	108	3	111	92	281	Micronesia	Oceania	79
0	0	0	0	0	0	51	23	0	74	201	275	Slovakia	Eastern Europe	80
0	0	0	0	0	0	275	0	0	275	0	275	Slovenia	Eastern Europe	80
0	0	0	37	0	37	92	31	0	123	113	273	Iceland	Western Europe	82
0	0	0	0	0	0	0	0	157	157	82	271	Guatemala	Central America	83
0	0	0	0	0	0	5	23	27	55	214	269	El Salvador	Central America	84
0	0	0	0	7	7	0	134	25	159	78	244	Uruguay	South America	85
0	0	0	0	0	0	0	223	0	223	20	243	Cuba	Central America	86
0	0	0	150	0	150	79	10	0	89	0	239	Azerbaijan	Eastern Europe	87
0	0	0	128	0	128	49	60	0	109	0	237	Georgia	Eastern Europe	88
0	0	0	0	20	20	35	75	25	135	72	235	Armenia	Eastern Europe	89
0	0	0	0	0	0	107	0	0	107	120	227	Iran	Middle East	89
0	0	0	0	0	0	0	131	24	155	61	216	Brunei	Southeast Asia	91
42	0	42	142	0	142	0	72	0	72	0	214	Palau	Oceania	92
0	0	0	0	0	0	17	102	7	126	37	175	Croatia	Eastern Europe	93
0	0	0	0	0	0	80	0	0	80	88	168	Syria	Middle East	94
0	0	0	0	0	0	0	58	0	58	108	166	Jordan	Middle East	95
0	0	0	50	0	50	74	0	0	74	32	156	Latvia	Eastern Europe	96
0	0	0	0	0	0	0	105	40	145	10	155	Senegal	Africa	97
0	0	0	152	0	152	1	0	0	1	0	153	Tonga	Oceania	98
0	0	0	0	0	0	0	75	75	150	0	150	Sudan	North Africa	99
0	0	0	55	0	55	0	40	0	40	51	146	Qatar	Middle East	100
0	0	0	20	0	20	0	0	0	0	0	140	Cameroon	Africa	101
55	5	60	55	20	75	0	0	0	0	60	135	Luxembourg	Western Europe	102
0	0	0	0	0	0	0	80	50	130	0	130	Maldives	South Asia	103
0	0	0	0	0	0	0	117	0	117	10	127	Jamaica	Central America	104
0	0	0	0	0	0	0	0	0	0	122	122	Benin	Africa	105
0	0	0	0	0	0	0	0	0	0	113	113	Tunisia	North Africa	106
0	0	0	0	0	0	0	0	4	4	105	109	Nicaragua	Central America	107
0	0	0	42	0	42	0	35	0	35	30	107	Panama	Central America	108
0	0	0	0	0	0	0	15	0	15	80	95	Bahrain	Middle East	109
0	0	0	13	0	13	0	0	75	75	0	88	Bosnia and Herzegovina	Eastern Europe	110
0	0	0	0	0	0	0	25	0	25	59	84	Pakistan	South Asia	111
0	0	0	0	0	0	0	82	0	82	0	82	Trinidad and Tobago	Central America	112
0	0	0	0	0	0	0	27	10	37	40	77	Ecuador	South America	113
0	0	0	0	15	15	37	25	0	62	0	77	Tajikistan	Eastern Europe	113
0	0	0	0	0	0	0	0	0	0	75	75	Moldova	Eastern Europe	115
0	0	0	0	0	0	0	5	26	31	32	63	Lebanon	Middle East	116
0	0	0	58	0	58	0	0	0	0	0	58	French Polynesia (France)	Oceania	117
0	0	0	0	0	0	0	0	55	55	0	55	Kuwait	Middle East	118
0	0	0	0	0	0	0	0	0	0	50	50	Dominican Republic	Central America	119
0	0	0	0	0	0	49	0	0	49	0	49	Turkmenistan	Eastern Europe	120
0	0	0	0	0	0	0	0	0	0	47	47	South Africa	Africa	121
0	0	0	0	0	0	0	0	0	0	0	45	Kiribati	Oceania	122
0	0	0	0	0	0	0	4	40	44	0	44	Samoa	Oceania	123
0	0	0	0	0	0	0	0	40	40	0	40	Afghanistan	Middle East	124
0	0	0	0	0	0	0	0	0	0	30	30	Bhutan	South Asia	125
0	0	0	0	0	0	30	0	0	30	0	30	Papua New Guinea	Oceania	125
0	0	0	0	0	0	0	0	0	0	28	28	Democratic Republic of the Congo	Africa	127
0	0	0	0	0	0	27	0	0	27	0	27	Saudi Arabia	Middle East	128
0	0	0	0	0	0	0	23	0	23	0	23	Macedonia	Eastern Europe	129
0	0	0	0	0	0	0	0	0	0	20	20	Oman	Middle East	130
0	0	0	0	0	0	0	20	0	20	0	20	Zambia	Africa	131
0	0	0	0	0	0	0	0	0	0	17	17	Algeria	North Africa	132
0	0	0	0	0	0	0	0	0	0	15	15	Albania	Eastern Europe	133
0	0	0	0	0	0	1	13	0	14	0	14	Tanzania	Africa	134
0	0	0	0	0	0	0	2	0	2	6	8	Fiji	Oceania	135
0	0	0	0	0	0	0	0	0	0	6	6	Malta	Western Europe	136
0	0	0	0	0	0	0	0	0	0	5	5	Monaco	Western Europe	137
180,477	9,269	189,746	1,607,358	121,241	1,728,599	323,807	611,232	107,700	1,042,739	607,082	3,655,024	Entire world		

Summary Table I-3a Number of institutions, number of teachers, and number of learners in Japanese-language education by province, state, country and city (in order of number of learners/no multiple stage education)

Country	Province, state, county, etc. / City	Institutions (Institutions)	Teachers (People)	Learners (People)								
				Primary education			Secondary education					
				Curricular	Extra-curricular	Total	Lower secondary			Upper secondary		
							Curricular	Extra-curricular	Total	Curricular	Extra-curricular	Total
Republic of Korea	Seoul Special City *3	528	10,654	0	0	0	21,001	252	21,253	50,297	953	51,250
	Busan Metropolitan City	247	627	500	30	530	4,995	294	5,289	31,157	558	31,715
	Daegu Metropolitan City	165	295	0	0	0	13,807	156	13,963	23,354	413	23,767
	Incheon Metropolitan City	117	208	0	0	0	1,262	5	1,267	15,748	288	16,036
	Gwangju Metropolitan City	75	166	0	0	0	1,556	0	1,556	11,384	130	11,514
	Daejeon Metropolitan City	83	177	0	0	0	1,518	0	1,518	12,632	156	12,788
	Ulsan Metropolitan City	76	110	0	0	0	4,256	199	4,455	9,868	135	10,003
	Gyeonggi Province	653	1,049	476	0	476	34,444	837	35,281	71,706	1,192	72,898
	Ganwon Province	96	168	0	0	0	970	20	990	11,518	306	11,824
	North Chungcheong Province	80	115	0	0	0	4,093	42	4,135	8,285	360	8,645
	South Chungcheong Province	113	213	0	0	0	1,356	30	1,386	13,884	420	14,304
	North Jeolla Province	127	224	0	0	0	3,264	0	3,264	14,097	249	14,346
	South Jeolla Province	100	161	0	0	0	394	54	448	12,838	223	13,061
	North Gyeongsang Province	174	286	0	0	0	4,672	123	4,795	23,836	345	24,181
	South Gyeongsang Province	197	319	0	0	0	2,188	19	2,207	29,474	528	30,002
	Jeju Special Self-Governing Province	31	83	142	12	154	1,672	0	1,672	2,080	0	2,080
	Republic of Korea total	2,862	14,855	1,118	42	1,160	101,448	2,031	103,479	342,158	6,256	348,414
China	Beijing City	128	1,114	0	0	0	694	129	823	667	540	1,207
	Tianjin City	65	730	0	0	0	320	410	730	0	0	0
	Hebei Province	58	380	0	0	0	139	0	139	708	0	708
	Shanxi Province	43	201	0	0	0	70	500	570	70	190	260
	Inner Mongolia Autonomous Region	44	248	0	0	0	120	60	180	2,196	400	2,596
	Liaoning Province	199	1,987	510	23	533	3,145	568	3,713	2,562	390	2,952
	Jilin Province	133	1,184	50	0	50	1,776	400	2,176	2,602	330	2,932
	Heilongjiang Province	103	889	105	80	185	1,530	1,415	2,945	2,686	520	3,206
	Shanghai City	85	1,433	0	0	0	450	320	770	1,025	360	1,385
	Jiangsu Province	174	1,555	0	0	0	474	81	555	1,928	60	1,988
	Zhejiang Province	83	765	0	0	0	65	0	65	1,503	420	1,923
	Anhui Province	65	452	0	0	0	600	30	630	174	30	204
	Fujian Province	65	581	0	0	0	163	0	163	128	106	234
	Jiangxi Province	31	248	0	0	0	0	0	0	0	0	0
	Shandong Province	159	1,189	0	0	0	75	80	155	3,644	650	4,294
	Henan Province	83	558	350	0	350	274	50	324	421	0	421
	Hubei Province	77	558	0	0	0	250	950	1,200	2,159	140	2,299
	Hunan Province	57	513	455	0	455	1,100	80	1,180	1,724	180	1,904
	Guangdong Province	149	1,442	0	0	0	578	480	1,058	1,103	540	1,643
	Guangxi Zhuang Autonomous Region	50	318	0	0	0	0	0	0	0	0	0
	Hainan Province	14	125	0	0	0	0	0	0	0	0	0
	Chongqing City	30	268	0	0	0	20	0	20	30	0	30
	Sichuan Province	62	427	0	0	0	222	690	912	36	40	76
	Guizhou Province	25	136	0	0	0	0	0	0	500	0	500
	Yunnan Province	33	284	0	0	0	0	0	0	291	278	569
	Tibet Autonomous Region	1	4	0	0	0	0	0	0	0	0	0
	Shaanxi Province	50	425	0	0	0	187	0	187	262	0	262
	Gansu Province	25	139	0	0	0	0	0	0	0	0	0
	Qinghai Province	3	21	0	0	0	0	0	0	0	0	0
	Ningxia Hui Autonomous Region	8	94	0	0	0	0	0	0	0	0	0
Xinjiang Uyghur Autonomous Region	13	44	0	0	0	0	0	0	0	0	0	
China total	2,115	18,312	1,470	103	1,573	12,252	6,243	18,495	26,419	5,174	31,593	

Summary Table 1-3a Number of institutions, number of teachers, and number of learners in Japanese-language education by province, state, country and city (in order of number of learners/no multiple stage education)

Learners (People)												Province, state, county, etc. / City	Country
Secondary education						Higher education				Other educational institutions	Total		
No distinction between lower and upper			Total			As major	Not as major	Extra-curricular	Total				
Curricular	Extra-curricular	Total	Curricular	Extra-curricular	Total								
0	0	0	71,298	1,205	72,503	4,235	6,982	100	11,317	42,699	126,519	Seoul Special City *3	Republic of Korea
0	0	0	36,152	852	37,004	4,471	3,666	130	8,267	2,180	47,981	Busan Metropolitan City	
0	0	0	37,161	569	37,730	1,585	612	30	2,227	658	40,615	Daegu Metropolitan City	
0	0	0	17,010	293	17,303	755	916	50	1,721	806	19,830	Incheon Metropolitan City	
0	0	0	12,940	130	13,070	1,382	1,159	43	2,584	151	15,805	Gwangju Metropolitan City	
0	0	0	14,150	156	14,306	1,283	480	0	1,763	176	16,245	Daejeon Metropolitan City	
0	0	0	14,124	334	14,458	180	200	10	390	418	15,266	Ulsan Metropolitan City	
0	0	0	106,150	2,029	108,179	3,021	4,271	70	7,362	2,774	118,791	Gyeonggi Province	
0	0	0	12,488	326	12,814	567	1,656	60	2,283	10	15,107	Ganwon Province	
0	0	0	12,378	402	12,780	641	164	0	805	45	13,630	North Chungcheong Province	
0	0	0	15,240	450	15,690	1,238	1,962	100	3,300	86	19,076	South Chungcheong Province	
0	0	0	17,361	249	17,610	793	620	30	1,443	274	19,327	North Jeolla Province	
0	0	0	13,232	277	13,509	622	289	0	911	115	14,535	South Jeolla Province	
0	0	0	28,508	468	28,976	1,446	2,195	131	3,772	326	33,074	North Gyeongsang Province	
0	0	0	31,662	547	32,209	1,340	1,788	40	3,168	403	35,780	South Gyeongsang Province	
0	0	0	3,752	0	3,752	242	408	0	650	100	4,656	Jeju Special Self-Governing Province	
0	0	0	443,606	8,287	451,893	23,801	27,368	794	51,963	51,221	556,237	Republic of Korea total	
0	0	0	1,361	669	2,030	7,228	19,830	16,306	43,364	46,448	91,842	Beijing City	China
0	0	0	320	410	730	9,808	16,339	15,211	41,358	21,849	63,937	Tianjin City	
0	0	0	847	0	847	3,512	12,105	1,400	17,017	905	18,769	Hebei Province	
0	0	0	140	690	830	6,273	15,822	1,271	23,366	1,820	26,016	Shanxi Province	
0	0	0	2,316	460	2,776	2,369	3,965	0	6,334	7,204	16,314	Inner Mongolia Autonomous Region	
650	90	740	6,357	1,048	7,405	22,395	27,508	10,575	60,478	13,431	81,847	Liaoning Province	
770	0	770	5,148	730	5,878	10,766	9,954	2,875	23,595	8,272	37,795	Jilin Province	
30	0	30	4,246	1,935	6,181	10,648	10,353	2,580	23,581	9,250	39,197	Heilongjiang Province	
0	0	0	1,475	680	2,155	9,364	9,491	5,042	23,897	16,564	42,616	Shanghai City	
210	180	390	2,612	321	2,933	14,955	16,982	6,438	38,375	13,857	55,165	Jiangsu Province	
0	0	0	1,568	420	1,988	7,715	12,026	2,680	22,421	2,039	26,448	Zhejiang Province	
0	0	0	774	60	834	6,938	12,341	670	19,949	5,047	25,830	Anhui Province	
0	0	0	291	106	397	6,625	10,816	315	17,756	16,630	34,783	Fujian Province	
0	0	0	0	0	0	5,678	6,281	811	12,770	1,607	14,377	Jiangxi Province	
218	96	314	3,937	826	4,763	19,203	33,022	5,194	57,419	20,021	82,203	Shandong Province	
0	0	0	695	50	745	8,737	24,947	2,526	36,210	3,622	40,927	Henan Province	
0	0	0	2,409	1,090	3,499	5,858	10,435	1,580	17,873	10,576	31,948	Hubei Province	
0	0	0	2,824	260	3,084	6,759	9,346	135	16,240	12,392	32,171	Hunan Province	
50	0	50	1,731	1,020	2,751	17,843	17,408	2,323	37,574	31,512	71,837	Guangdong Province	
0	0	0	0	0	0	4,670	5,649	1,250	11,569	4,984	16,553	Guangxi Zhuang Autonomous Region	
0	0	0	0	0	0	1,398	1,505	251	3,154	7,310	10,464	Hainan Province	
0	0	0	50	0	50	3,569	4,804	1,382	9,755	3,489	13,294	Chongqing City	
0	0	0	258	730	988	6,323	18,043	3,255	27,621	5,892	34,501	Sichuan Province	
0	0	0	500	0	500	1,656	6,413	122	8,191	387	9,078	Guizhou Province	
0	0	0	291	278	569	1,738	4,882	415	7,035	1,185	8,789	Yunnan Province	
0	0	0	0	0	0	146	0	0	146	0	146	Tibet Autonomous Region	
0	0	0	449	0	449	5,449	6,415	1,035	12,899	5,053	18,401	Shaanxi Province	
0	0	0	0	0	0	2,065	1,697	60	3,822	534	4,356	Gansu Province	
0	0	0	0	0	0	355	0	0	355	30	385	Qinghai Province	
0	0	0	0	0	0	204	745	0	949	505	1,454	Ningxia Hui Autonomous Region	
0	0	0	0	0	0	205	450	0	655	1,185	1,840	Xinjiang Uyghur Autonomous Region	
1,928	366	2,294	40,599	11,783	52,382	210,452	329,574	85,702	625,728	273,600	953,283	China total	

Country	Province, state, county, etc. / City	Institutions (Institutions)	Teachers (People)	Learners (People)								
				Primary education			Secondary education					
				Curricular	Extra-curricular	Total	Lower secondary			Upper secondary		
							Curricular	Extra-curricular	Total	Curricular	Extra-curricular	Total
Indonesia	North Sumatra Province	104	196	906	38	944	3,204	186	3,390	25,253	2,735	27,988
	West Sumatra Province	131	243	0	0	0	243	67	310	39,120	2,949	42,069
	Riau Province	48	74	68	0	68	187	10	197	13,915	774	14,689
	Jambi Province	16	19	0	0	0	30	480	510	3,500	484	3,984
	South Sumatra Province	22	38	0	0	0	0	0	0	4,201	563	4,764
	Bengkulu Province	4	5	0	0	0	0	0	0	1,177	20	1,197
	Lampung Province	48	66	0	0	0	207	0	207	14,046	367	14,413
	Bangka-Belitung Province	4	5	0	0	0	0	0	0	521	0	521
	Riau Islands Province	1	2	0	0	0	0	0	0	403	30	433
	Jakarta Special Capital Region	249	557	152	33	185	1,082	368	1,450	51,758	2,191	53,949
	West Java Province	617	1,205	2,767	415	3,182	7,045	515	7,560	183,589	8,100	191,689
	Central Java Province	214	356	0	18	18	1,028	66	1,094	52,229	3,369	55,598
	Special Region of Yogyakarta	60	123	0	0	0	0	8	8	6,253	1,419	7,672
	East Java Province	348	583	60	75	135	1,596	463	2,059	81,917	3,692	85,609
	Banten Province	113	172	155	0	155	1,038	5	1,043	30,362	906	31,268
	Bali Province	176	371	599	1,218	1,817	2,681	2,894	5,575	52,296	3,157	55,453
	West Nusa Tenggara Province	35	43	0	0	0	0	0	0	7,144	825	7,969
	East Nusa Tenggara Province	12	14	0	0	0	41	0	41	3,630	30	3,660
	West Kalimantan Province	5	6	0	0	0	150	0	150	413	0	413
	Central Kalimantan Province	6	7	0	0	0	0	0	0	2,717	0	2,717
	South Kalimantan Province	19	23	0	0	0	96	0	96	5,563	316	5,879
	East Kalimantan Province	24	35	0	0	0	0	50	50	3,801	321	4,122
	North Sulawesi Province	117	209	0	0	0	1,096	60	1,156	26,292	309	26,601
	Central Sulawesi Province	18	23	0	0	0	0	0	0	5,810	17	5,827
	South Sulawesi Province	38	66	0	0	0	332	0	332	10,485	351	10,836
	Southeast Sulawesi Province	10	16	0	0	0	46	0	46	4,489	51	4,540
	Gorontalo Province	2	2	0	0	0	0	0	0	222	0	222
	West Sulawesi Province	2	2	0	0	0	0	0	0	454	70	524
	North Maluku Province	2	4	0	0	0	0	0	0	65	0	65
	Special Region of Papua	21	28	0	0	0	0	0	0	6,179	474	6,653
	Special Region of Aceh	30	47	0	0	0	0	0	0	6,051	847	6,898
	Indonesia total	2,496	4,540	4,707	1,797	6,504	20,102	5,172	25,274	643,855	34,367	678,222
Thailand *1	Northern	85	212	854	239	1,093	5,368	2,136	7,504	5,498	2,518	8,016
	Central	134	367	400	44	444	5,578	4,105	9,683	10,418	2,956	13,374
	Northeastern	142	295	550	0	550	12,062	5,401	17,463	14,345	3,702	18,047
	Western	19	39	0	20	20	1,776	410	2,186	2,102	189	2,291
	Eastern	28	75	322	832	1,154	1,551	2,304	3,855	2,102	259	2,361
	Southern	48	89	0	0	0	2,240	355	2,595	4,057	674	4,731
	Bangkok City	150	834	300	40	340	4,211	1,579	5,790	8,025	1,503	9,528
Thailand total	606	1,911	2,426	1,175	3,601	32,786	16,290	49,076	46,547	11,801	58,348	
Vietnam *2	Northern	17	113	0	0	0	0	0	0	0	0	0
	Central	46	230	0	0	0	1,936	0	1,936	1,094	0	1,094
	Southern	30	148	0	0	0	944	0	944	1,444	141	1,585
	Hanoi City	83	793	0	0	0	3,575	0	3,575	662	120	782
	Ho Chi Minh City	43	511	0	0	0	795	0	795	284	0	284
Vietnam total	219	1,795	0	0	0	7,250	0	7,250	3,484	261	3,745	
India	Andhra Pradesh	3	6	0	0	0	0	0	0	0	0	0
	Assam	2	5	0	0	0	0	0	0	0	0	0
	Chhattisgarh	1	2	0	0	0	0	0	0	0	0	0
	Goa	1	6	0	0	0	0	0	0	0	0	0
	Haryana	12	35	369	6	375	162	0	162	108	0	108
	Karnataka	10	37	0	0	0	0	0	0	0	0	0
	Kerala	3	8	0	0	0	0	0	0	0	0	0
	Madhya Pradesh	1	1	0	0	0	0	0	0	0	0	0
	Maharashtra	42	162	0	25	25	44	22	66	320	20	340
	Manipur	2	4	0	0	0	0	0	0	0	0	0
	Odisha	3	3	0	0	0	28	0	28	0	0	0
	Rajasthan	7	15	32	11	43	39	0	39	0	0	0
	Tamil Nadu	29	163	0	92	92	38	20	58	80	10	90
	Uttar Pradesh	15	28	156	14	170	73	0	73	22	0	22
	National Capital Territory of Delhi	36	130	626	0	626	382	27	409	658	8	666
	Puducherry Union Territory	1	1	0	0	0	0	0	0	0	0	0
	West Bengal	13	43	0	3	3	4	0	4	34	0	34
	Uttarakhand	1	3	0	0	0	0	0	0	0	0	0
Telangana	1	2	0	0	0	0	0	0	0	0	0	
Mizoram	1	1	0	0	0	0	0	0	0	0	0	
India total	184	655	1,183	151	1,334	770	69	839	1,222	38	1,260	
Australia	Australian Capital Territory	50	83	8,122	50	8,172	512	0	512	162	0	162
	New South Wales *3	309	592	13,309	128	13,437	290	0	290	0	0	0
	Victoria	285	670	47,685	30	47,715	534	0	534	132	0	132
	Tasmania	53	73	6,029	10	6,039	662	0	662	141	1	142
	South Australia	129	236	32,459	260	32,719	0	0	0	0	0	0
	Western Australia	165	262	24,050	42	24,092	207	0	207	67	0	67
	Northern Territory	29	31	2,164	0	2,164	63	0	63	56	0	56
	Queensland	623	853	74,578	207	74,785	752	0	752	13	0	13
Australia total	1,643	2,800	208,396	727	209,123	3,020	0	3,020	571	1	572	

Summary Table 1-3a Number of institutions, number of teachers, and number of learners in Japanese-language education by province, state, country and city (in order of number of learners/no multiple stage education)

Learners (People)													Province, state, county, etc. / City	Country
Secondary education						Higher education					Other educational institutions	Total		
No distinction between lower and upper			Total			As major	Not as major	Extra-curricular	Total					
Curricular	Extra-curricular	Total	Curricular	Extra-curricular	Total									
0	0	0	28,457	2,921	31,378	666	635	0	1,301	65	33,688	North Sumatra Province	Indonesia	
0	0	0	39,363	3,016	42,379	565	88	0	653	257	43,289	West Sumatra Province		
0	0	0	14,102	784	14,886	168	44	0	212	0	15,166	Riau Province		
0	0	0	3,530	964	4,494	0	0	0	0	0	4,494	Jambi Province		
0	0	0	4,201	563	4,764	12	0	0	12	134	4,910	South Sumatra Province		
0	0	0	1,177	20	1,197	0	38	0	38	0	1,235	Bengkulu Province		
0	0	0	14,253	367	14,620	18	193	0	211	0	14,831	Lampung Province		
129	50	179	650	50	700	0	0	0	0	0	700	Bangka-Belitung Province		
0	0	0	403	30	433	0	0	0	0	0	433	Riau Islands Province		
0	0	0	52,840	2,559	55,399	1,902	1,379	206	3,487	2,090	61,161	Jakarta Special Capital Region		
0	0	0	190,634	8,615	199,249	4,643	885	8	5,536	2,028	209,995	West Java Province		
0	70	70	53,257	3,505	56,762	1,418	723	38	2,179	1,116	60,075	Central Java Province		
0	0	0	6,253	1,427	7,680	400	2,209	145	2,754	526	10,960	Special Region of Yogyakarta		
0	30	30	83,513	4,185	87,698	1,928	3,588	30	5,546	562	93,941	East Java Province		
0	0	0	31,400	911	32,311	200	0	0	200	196	32,862	Banten Province		
0	0	0	54,977	6,051	61,028	734	2,583	150	3,467	391	66,703	Bali Province		
0	0	0	7,144	825	7,969	0	218	0	218	15	8,202	West Nusa Tenggara Province		
0	0	0	3,671	30	3,701	0	0	0	0	0	3,701	East Nusa Tenggara Province		
0	0	0	563	0	563	0	0	0	0	37	600	West Kalimantan Province		
0	0	0	2,717	0	2,717	0	0	0	0	0	2,717	Central Kalimantan Province		
0	0	0	5,659	316	5,975	0	25	0	25	120	6,120	South Kalimantan Province		
0	0	0	3,801	371	4,172	0	217	0	217	121	4,510	East Kalimantan Province		
0	0	0	27,388	369	27,757	291	173	0	464	3	28,224	North Sulawesi Province		
0	0	0	5,810	17	5,827	0	0	0	0	0	5,827	Central Sulawesi Province		
0	0	0	10,817	351	11,168	175	250	36	461	82	11,711	South Sulawesi Province		
0	0	0	4,535	51	4,586	0	0	0	0	0	4,586	Southeast Sulawesi Province		
0	0	0	222	0	222	0	0	0	0	0	222	Gorontalo Province		
0	0	0	454	70	524	0	0	0	0	0	524	West Sulawesi Province		
0	0	0	65	0	65	0	0	0	0	13	78	North Maluku Province		
0	0	0	6,179	474	6,653	0	0	0	0	40	6,693	Special Region of Papua		
0	0	0	6,051	847	6,898	0	0	0	0	69	6,967	Special Region of Aceh		
129	150	279	664,086	39,689	703,775	13,120	13,248	613	26,981	7,865	745,125	Indonesia total		
0	20	20	10,866	4,674	15,540	847	1,587	250	2,684	1,446	20,763	Northern		Thailand *1
2,049	242	2,291	18,045	7,303	25,348	1,295	2,234	1,260	4,789	975	31,556	Central		
1,470	520	1,990	27,877	9,623	37,500	982	2,832	495	4,309	2,044	44,403	Northeastern		
880	100	980	4,758	699	5,457	0	198	0	198	0	5,675	Western		
0	28	28	3,653	2,591	6,244	520	160	0	680	1,705	9,783	Eastern		
442	37	479	6,739	1,066	7,805	321	1,455	0	1,776	0	9,581	Southern		
2,073	70	2,143	14,309	3,152	17,461	3,346	6,650	357	10,353	23,902	52,056	Bangkok City		
6,914	1,017	7,931	86,247	29,108	115,355	7,311	15,116	2,362	24,789	30,072	173,817	Thailand total		
0	0	0	0	0	0	380	530	140	1,050	1,705	2,755	Northern		Vietnam *2
0	0	0	3,030	0	3,030	2,103	1,997	65	4,165	3,784	10,979	Central		
0	0	0	2,388	141	2,529	829	593	100	1,522	2,413	6,464	Southern		
0	0	0	4,237	120	4,357	4,168	4,270	300	8,738	9,900	22,995	Hanoi City		
0	0	0	1,079	0	1,079	2,777	1,350	0	4,127	16,464	21,670	Ho Chi Minh City		
0	0	0	10,734	261	10,995	10,257	8,740	605	19,602	34,266	64,863	Vietnam total		
0	0	0	0	0	0	14	74	0	88	60	148	Andhra Pradesh	India	
0	15	15	0	15	15	0	0	0	0	192	207	Assam		
0	0	0	0	0	0	0	0	0	0	26	26	Chhattisgarh		
5	0	5	5	0	5	40	0	0	40	0	45	Goa		
490	0	490	760	0	760	0	0	0	0	171	1,306	Haryana		
137	0	137	137	0	137	0	0	45	45	1,895	2,077	Karnataka		
0	0	0	0	0	0	9	0	0	9	120	129	Kerala		
0	0	0	0	0	0	0	0	0	0	1	1	Madhya Pradesh		
0	15	15	364	57	421	198	763	690	1,651	2,468	4,565	Maharashtra		
0	0	0	0	0	0	0	0	0	0	89	89	Manipur		
0	0	0	28	0	28	0	0	15	15	200	243	Odisha		
80	30	110	119	30	149	0	118	0	118	288	598	Rajasthan		
663	133	796	781	163	944	0	2,201	143	2,344	2,675	6,055	Tamil Nadu		
762	119	881	857	119	976	100	0	50	150	89	1,385	Uttar Pradesh		
404	0	404	1,444	35	1,479	395	855	0	1,250	2,806	6,161	National Capital Territory of Delhi		
0	0	0	0	0	0	0	30	0	30	0	30	Puducherry Union Territory		
0	0	0	38	0	38	129	0	11	140	616	797	West Bengal		
0	0	0	0	0	0	64	0	10	74	0	74	Uttarakhand		
0	0	0	0	0	0	0	0	0	0	60	60	Telangana		
0	15	15	0	15	15	0	0	0	0	0	15	Mizoram		
2,541	327	2,868	4,533	434	4,967	949	4,041	964	5,954	11,756	24,011	India total		
3,234	0	3,234	3,908	0	3,908	0	860	0	860	35	12,975	Australian Capital Territory	Australia	
40,143	266	40,409	40,433	266	40,699	260	996	1	1,257	987	56,380	New South Wales *3		
28,329	18	28,347	28,995	18	29,013	360	1,481	200	2,041	1,484	80,253	Victoria		
2,399	65	2,464	3,202	66	3,268	0	166	0	166	0	9,473	Tasmania		
6,382	39	6,421	6,382	39	6,421	60	17	0	77	425	39,642	South Australia		
11,930	506	12,436	12,204	506	12,710	64	887	40	991	85	37,878	Western Australia		
1,529	4	1,533	1,648	4	1,652	0	0	0	0	324	4,140	Northern Territory		
39,610	299	39,909	40,375	299	40,674	610	338	80	1,028	120	116,607	Queensland		
133,556	1,197	134,753	137,147	1,198	138,345	1,354	4,745	321	6,420	3,460	357,348	Australia total		

Country	Province, state, county, etc. / City	Institutions (Institutions)	Teachers (People)	Learners (People)									
				Primary education			Secondary education						
				Curricular	Extra-curricular	Total	Lower secondary			Upper secondary			
							Curricular	Extra-curricular	Total	Curricular	Extra-curricular	Total	
Canada	Newfoundland and Labrador	1	1	0	0	0	0	0	0	0	0	0	0
	Nova Scotia	1	2	0	0	0	0	0	0	0	0	0	0
	New Brunswick	3	3	0	0	0	0	0	0	0	0	0	0
	Quebec	12	70	0	0	0	0	0	0	0	0	0	0
	Ontario	44	250	157	80	237	0	26	26	230	14	244	
	Manitoba	5	22	0	0	0	0	0	0	32	0	32	
	Saskatchewan	2	6	0	0	0	0	0	0	0	0	0	0
	Alberta	24	74	0	0	0	413	0	413	420	0	420	
	British Columbia	86	299	385	60	445	486	15	501	1,573	15	1,588	
	Canada total	178	727	542	140	682	899	41	940	2,255	29	2,284	
United States	Iowa	14	25	0	0	0	304	0	304	574	25	599	
	Idaho	8	13	0	0	0	5	0	5	362	0	362	
	Arkansas	3	7	0	0	0	0	0	0	0	0	0	0
	Alaska	14	34	350	0	350	123	0	123	787	0	787	
	Alabama	6	12	0	0	0	0	0	0	0	0	0	0
	Arizona	27	79	0	0	0	0	0	0	606	357	963	
	Illinois	53	94	396	15	411	177	0	177	814	60	874	
	Indiana	41	92	0	3	3	305	7	312	1,264	345	1,609	
	Wisconsin	27	53	0	0	0	327	15	342	668	40	708	
	West Virginia	4	7	0	0	0	0	0	0	100	0	100	
	Oklahoma	6	12	0	0	0	0	0	0	93	0	93	
	Ohio	43	115	154	11	165	243	0	243	568	92	660	
	Oregon	46	128	1,446	43	1,489	158	60	218	2,434	266	2,700	
	California	279	1,038	2,287	197	2,484	1,361	239	1,600	10,940	836	11,776	
	Kansas	7	20	0	0	0	0	0	0	60	0	60	
	Kentucky	19	30	2,692	0	2,692	0	0	0	491	30	521	
	Connecticut	12	25	592	10	602	79	0	79	120	0	120	
	Colorado	25	70	0	22	22	167	100	267	479	135	614	
	South Carolina	6	18	0	0	0	0	0	0	0	0	0	0
	Georgia	32	62	27	45	72	160	0	160	785	90	875	
	Texas	69	125	140	0	140	299	0	299	1,508	113	1,621	
	Tennessee	15	33	450	0	450	88	0	88	1	0	1	
	Delaware	2	6	0	0	0	0	0	0	104	0	104	
	New Jersey	30	64	22	0	22	88	6	94	541	24	565	
	New Hampshire	6	10	0	0	0	0	0	0	62	0	62	
	New Mexico	6	9	0	0	0	24	0	24	160	18	178	
	New York	82	247	27	27	54	417	35	452	1,970	95	2,065	
	Nevada	19	35	0	0	0	27	0	27	1,736	65	1,801	
	Nebraska	9	13	0	0	0	25	0	25	62	59	121	
	North Carolina	29	75	177	0	177	94	0	94	456	77	533	
	Virginia	51	116	1,439	0	1,439	429	1	430	989	92	1,081	
	Vermont	9	23	0	0	0	0	0	0	65	10	75	
	Hawaii	73	200	3,584	304	3,888	1,745	37	1,782	6,141	678	6,819	
	Florida	23	44	36	1,000	1,036	28	0	28	483	251	734	
	Pennsylvania	46	111	0	0	0	358	0	358	1,149	187	1,336	
	Massachusetts	33	117	390	0	390	300	0	300	192	10	202	
	Michigan	57	156	592	165	757	573	20	593	1,608	155	1,763	
	Mississippi	6	15	19	0	19	1	0	1	10	0	10	
	Missouri	14	38	0	0	0	0	0	0	108	0	108	
	Minnesota	27	112	0	0	0	406	0	406	1,229	50	1,279	
	Maine	7	13	315	0	315	42	0	42	74	0	74	
	Maryland	26	70	302	10	312	147	0	147	707	35	742	
	Montana	2	5	0	0	0	0	0	0	0	0	0	0
	Utah	21	57	0	0	0	94	20	114	1,044	185	1,229	
	Louisiana	2	4	0	0	0	0	0	0	0	0	0	0
	Rhode Island	3	8	0	0	0	0	0	0	85	20	105	
Wyoming	5	5	0	0	0	0	0	0	130	30	160		
Washington	102	200	1,114	50	1,164	1,048	25	1,073	5,239	261	5,500		
Washington DC	10	41	0	0	0	0	0	0	3	0	3		
Other	6	8	1,000	0	1,000	464	0	464	160	0	160		
United States total	1,462	3,894	17,551	1,902	19,453	10,106	565	10,671	47,161	4,691	51,852		

Summary Table 1-3a Number of institutions, number of teachers, and number of learners in Japanese-language education by province, state, country and city (in order of number of learners/no multiple stage education)

Learners (People)													Province, state, county, etc. / City	Country	
Secondary education						Higher education						Other educational institutions			Total
No distinction between lower and upper			Total			As major	Not as major	Extra-curricular	Total						
Curricular	Extra-curricular	Total	Curricular	Extra-curricular	Total										
0	0	0	0	0	0	0	37	0	37	0	37	Newfoundland and Labrador	Canada		
0	0	0	0	0	0	0	135	0	135	0	135	Nova Scotia			
0	0	0	0	0	0	0	162	0	162	0	162	New Brunswick			
0	0	0	0	0	0	174	621	20	815	344	1,159	Quebec			
203	35	238	433	75	508	558	2,023	50	2,631	1,426	4,802	Ontario			
0	39	39	32	39	71	10	260	15	285	42	398	Manitoba			
0	0	0	0	0	0	16	259	0	275	56	331	Saskatchewan			
360	0	360	1,193	0	1,193	93	913	200	1,206	334	2,733	Alberta			
1,968	90	2,058	4,027	120	4,147	82	2,619	100	2,801	2,451	9,844	British Columbia			
2,531	164	2,695	5,685	234	5,919	933	7,029	385	8,347	4,653	19,601	Canada total			
0	0	0	878	25	903	1	533	0	534	10	1,447	Iowa	United States		
0	0	0	367	0	367	0	277	55	332	0	699	Idaho			
25	0	25	25	0	25	0	34	0	34	0	59	Arkansas			
0	0	0	910	0	910	239	71	55	365	10	1,635	Alaska			
0	0	0	0	0	0	2	304	0	306	0	306	Alabama			
270	50	320	876	407	1,283	142	1,255	20	1,417	214	2,914	Arizona			
280	8	288	1,271	68	1,339	173	1,430	128	1,731	148	3,629	Illinois			
595	215	810	2,164	567	2,731	481	915	90	1,486	20	4,240	Indiana			
94	0	94	1,089	55	1,144	152	747	78	977	15	2,136	Wisconsin			
0	0	0	100	0	100	40	140	60	240	0	340	West Virginia			
0	0	0	93	0	93	22	344	22	388	0	481	Oklahoma			
204	0	204	1,015	92	1,107	269	2,170	316	2,755	271	4,298	Ohio			
369	15	384	2,961	341	3,302	258	1,053	197	1,508	282	6,581	Oregon			
2,059	165	2,224	14,360	1,240	15,600	1,696	15,120	2,267	19,083	4,295	41,462	California			
0	0	0	60	0	60	102	241	0	343	0	403	Kansas			
0	0	0	491	30	521	59	575	25	659	0	3,872	Kentucky			
0	0	0	199	0	199	4	221	0	225	20	1,046	Connecticut			
563	0	563	1,209	235	1,444	148	775	77	1,000	88	2,554	Colorado			
0	0	0	0	0	0	35	487	40	562	72	634	South Carolina			
90	0	90	1,035	90	1,125	66	1,523	85	1,674	125	2,996	Georgia			
459	20	479	2,266	133	2,399	294	2,261	110	2,665	288	5,492	Texas			
0	0	0	89	0	89	169	637	123	929	20	1,488	Tennessee			
0	0	0	104	0	104	40	200	0	240	0	344	Delaware			
208	0	208	837	30	867	65	1,361	80	1,506	5	2,400	New Jersey			
63	1	64	125	1	126	7	75	14	96	0	222	New Hampshire			
0	0	0	184	18	202	20	256	129	405	0	607	New Mexico			
484	0	484	2,871	130	3,001	453	3,954	235	4,642	1,163	8,860	New York			
166	20	186	1,929	85	2,014	36	658	30	724	51	2,789	Nevada			
65	40	105	152	99	251	0	203	0	203	0	454	Nebraska			
433	3	436	983	80	1,063	218	942	125	1,285	81	2,606	North Carolina			
863	80	943	2,281	173	2,454	171	934	90	1,195	58	5,146	Virginia			
281	12	293	346	22	368	51	249	1	301	0	669	Vermont			
899	211	1,110	8,785	926	9,711	231	1,283	45	1,559	938	16,096	Hawaii			
133	0	133	644	251	895	114	1,198	149	1,461	90	3,482	Florida			
0	0	0	1,507	187	1,694	292	1,514	229	2,035	160	3,889	Pennsylvania			
353	0	353	845	10	855	193	1,509	203	1,905	308	3,458	Massachusetts			
561	0	561	2,742	175	2,917	490	1,425	448	2,363	605	6,642	Michigan			
0	0	0	11	0	11	0	166	0	166	0	196	Mississippi			
45	0	45	153	0	153	53	416	39	508	276	937	Missouri			
0	0	0	1,635	50	1,685	39	972	145	1,156	300	3,141	Minnesota			
0	0	0	116	0	116	6	91	0	97	5	533	Maine			
141	0	141	995	35	1,030	47	1,147	45	1,239	147	2,728	Maryland			
0	0	0	0	0	0	45	155	20	220	0	220	Montana			
0	0	0	1,138	205	1,343	138	1,055	180	1,373	15	2,731	Utah			
0	0	0	0	0	0	2	113	6	121	0	121	Louisiana			
0	0	0	85	20	105	0	248	0	248	0	353	Rhode Island			
0	0	0	130	30	160	0	123	20	143	0	303	Wyoming			
557	25	582	6,844	311	7,155	195	2,062	110	2,367	362	11,048	Washington			
0	0	0	3	0	3	31	433	100	564	120	687	Washington DC			
0	0	0	624	0	624	0	0	0	0	0	1,624	Other			
10,260	865	11,125	67,527	6,121	73,648	7,289	53,855	6,191	67,335	10,562	170,998	United States total			

Country	Province, state, county, etc. / City	Institutions (Institutions)	Teachers (People)	Learners (People)								
				Primary education			Secondary education					
				Curricular	Extra-curricular	Total	Lower secondary			Upper secondary		
							Curricular	Extra-curricular	Total	Curricular	Extra-curricular	Total
Brazil	Amazonas	6	41	275	0	275	90	0	90	0	0	0
	Amapa	1	1	0	0	0	0	0	0	0	0	0
	Espírito Santo	2	7	0	0	0	0	0	0	0	0	0
	Goiás	1	8	0	0	0	0	0	0	0	0	0
	Santa Catarina	5	12	0	0	0	0	0	0	0	0	0
	São Paulo *3	219	642	959	691	1,650	458	1,185	1,643	0	1,170	1,170
	Ceará	1	10	0	0	0	0	0	0	0	0	0
	Tocantins	2	3	0	0	0	0	0	0	0	0	0
	Bahia	4	17	0	0	0	0	0	0	0	0	0
	Pará	8	43	141	79	220	27	12	39	0	0	0
	Paraná	41	116	176	103	279	0	70	70	0	112	112
	Piauí	1	4	0	0	0	0	0	0	0	0	0
	Pernambuco	5	14	0	488	488	0	523	523	0	36	36
	Mato Grosso	1	2	0	0	0	0	0	0	0	0	0
	Mato Grosso do Sul	8	33	0	0	0	0	0	0	0	0	0
	Maranhão	1	1	0	0	0	0	0	0	0	0	0
	Minas Gerais	10	36	0	0	0	0	0	0	0	0	0
	Rio Grande do Sul	13	35	0	0	0	0	0	0	14	20	34
	Rio Grande do Norte	1	1	0	0	0	0	0	0	0	0	0
	Rio de Janeiro	12	58	0	0	0	0	0	0	0	0	0
	Federal District	8	49	0	0	0	0	31	31	0	237	237
	Roraima	1	3	0	0	0	0	0	0	0	0	0
	Rondônia	1	4	0	0	0	0	0	0	0	0	0
Brazil total	352	1,140	1,551	1,361	2,912	575	1,821	2,396	14	1,575	1,589	
Russia	Central Federal District	29	147	0	7	7	182	59	241	43	2	45
	Northwestern Federal District	20	90	0	225	225	284	29	313	55	14	69
	Southern Federal District	5	14	0	0	0	0	0	0	0	0	0
	Volga Federal District	9	22	89	0	89	10	22	32	0	4	4
	Ural Federal District	6	26	0	0	0	0	0	0	0	0	0
	Siberian Federal District (West Siberian)	19	54	0	0	0	60	0	60	30	15	45
	Siberian Federal District (East Siberian)	3	11	0	0	0	0	0	0	0	0	0
	Far Eastern Federal District Amur Oblast	2	2	0	0	0	0	0	0	0	0	0
	Far Eastern Federal District Primorsky Krai	9	46	229	6	235	0	10	10	0	0	0
	Far Eastern Federal District Kamchatka Krai	1	2	0	0	0	0	0	0	0	0	0
	Far Eastern Federal District Sakha Republic	1	6	0	0	0	0	0	0	0	0	0
	Far Eastern Federal District Sakhalin Oblast	5	17	0	0	0	180	30	210	0	0	0
	Far Eastern Federal District Khabarovsk Krai	15	40	193	29	222	321	20	341	10	5	15
	Far Eastern Federal District Magadan Oblast	1	2	0	0	0	0	0	0	0	0	0
	North Caucasian Federal District	1	1	0	0	0	0	0	0	0	0	0
Russia total	126	480	511	267	778	1,037	170	1,207	138	40	178	

*1 Thailand

Northern: Chiang Mai Province, Chiang Rai Province, Lampang Province, Lamphun Province, Mae Hong Son Province, Nan Province, Phayao Province, Phrae Province, Uttaradit Province

Central: Ang Thong Province, Ayutthaya Province, Chainat Province, Kamphaeng Phet Province, Lopburi Province, Nakhon Nayok Province, Nakhon Pathom Province, Nakhon Sawan Province, Nonthaburi Province, Pathum Thani Province, Phetchabun Province, Phichit Province, Phitsanulok Province, Sukhothai Province, Samut Prakan Province, Samut Sakhon Province, Samut Songkhram Province, Saraburi Province, Sing Buri Province, Suphan Buri Province, Uthai Thani Province

Northeastern: Amnat Charoen Province, Bueng Kan Province, Buriram Province, Chaiyaphum Province, Kalasin Province, Khon Kaen Province, Loei Province, Maha Sarakham Province, Mukdahan Province, Nakhon Phanom Province, Nakhon Ratchasima Province, Nong Bua Lamphu Province, Nong Khai Province, Roi Et Province, Sakon Nakhon Province, Sisaket Province, Surin Province, Ubon Ratchathani Province, Udonthani Province, Yasothon Province

Western: Kanchanaburi Province, Phetchaburi Province, Prachuap Khiri Khan Province, Ratchaburi Province, Tak Province

Eastern: Chachoengsao Province, Chanthaburi Province, Chonburi Province, Prachinburi Province, Rayong Province, Sa Kaeo Province, Trat Province

Southern: Chumphon Province, Krabi Province, Nakhon Si Thammarat Province, Narathiwat Province, Pattani Province, Phang Nga Province, Phatthalung Province, Phuket Province, Ranong Province, Satun Province, Songkhla Province, Surat Thani Province, Trang Province, Yala Province

Summary Table 1-3a Number of institutions, number of teachers, and number of learners in Japanese-language education by province, state, country and city (in order of number of learners/no multiple stage education)

Learners (People)												Province, state, county, etc. / City	Country	
Secondary education						Higher education				Other educational institutions	Total			
No distinction between lower and upper			Total			As major	Not as major	Extra-curricular	Total					
Curricular	Extra-curricular	Total	Curricular	Extra-curricular	Total									
0	0	0	90	0	90	115	0	0	115	742	1,222	Amazonas	Brazil	
0	0	0	0	0	0	0	0	0	0	4	4	Amapa		
0	0	0	0	0	0	0	0	0	0	71	71	Espírito Santo		
0	0	0	0	0	0	0	0	0	0	88	88	Goiás		
0	0	0	0	0	0	0	0	0	0	230	230	Santa Catarina		
0	0	0	458	2,355	2,813	230	191	0	421	9,303	14,187	São Paulo *3		
0	0	0	0	0	0	0	0	0	0	191	191	Ceará		
0	0	0	0	0	0	0	0	0	0	27	27	Tocantins		
0	0	0	0	0	0	0	0	0	0	160	160	Bahia		
0	0	0	27	12	39	0	0	0	0	402	661	Pará		
0	0	0	0	182	182	70	5	0	75	1,446	1,982	Paraná		
0	0	0	0	0	0	0	0	0	0	57	57	Piauí		
0	0	0	0	559	559	0	0	0	0	143	1,190	Pernambuco		
0	0	0	0	0	0	0	0	0	0	13	13	Mato Grosso		
0	0	0	0	0	0	0	0	0	0	315	315	Mato Grosso do Sul		
0	0	0	0	0	0	0	0	0	0	6	6	Maranhão		
0	0	0	0	0	0	0	0	0	0	304	304	Minas Gerais		
0	0	0	14	20	34	27	3	0	30	324	388	Rio Grande do Sul		
0	0	0	0	0	0	0	0	0	0	46	46	Rio Grande do Norte		
0	0	0	0	0	0	137	16	0	153	589	742	Rio de Janeiro		
0	0	0	0	268	268	180	91	0	271	433	972	Federal District		
0	0	0	0	0	0	0	0	0	0	57	57	Roraima		
0	0	0	0	0	0	0	0	0	0	80	80	Rondônia		
0	0	0	589	3,396	3,985	759	306	0	1,065	15,031	22,993	Brazil total		
0	45	45	225	106	331	627	224	121	972	747	2,057	Central Federal District		Russia
0	0	0	339	43	382	177	264	40	481	560	1,648	Northwestern Federal District		
0	0	0	0	0	0	52	34	14	100	17	117	Southern Federal District		
0	9	9	10	35	45	43	62	89	194	279	607	Volga Federal District		
0	0	0	0	0	0	93	15	0	108	115	223	Ural Federal District		
0	10	10	90	25	115	238	226	25	489	229	833	Siberian Federal District (West Siberian)		
0	0	0	0	0	0	0	0	0	0	100	100	Siberian Federal District (East Siberian)		
0	0	0	0	0	0	43	8	28	79	40	119	Far Eastern Federal District Amur Oblast		
728	0	728	728	10	738	65	134	8	207	107	1,287	Far Eastern Federal District Primorsky Krai		
0	0	0	0	0	0	0	0	0	0	5	5	Far Eastern Federal District Kamchatka Krai		
0	0	0	0	0	0	43	32	0	75	0	75	Far Eastern Federal District Sakha Republic		
0	0	0	180	30	210	70	0	0	70	120	400	Far Eastern Federal District Sakhalin Oblast		
158	20	178	489	45	534	60	100	0	160	218	1,134	Far Eastern Federal District Khabarovsk Krai		
0	0	0	0	0	0	27	0	0	27	0	27	Far Eastern Federal District Magadan Oblast		
0	0	0	0	0	0	0	9	0	9	9	18	North Caucasian Federal District		
886	84	970	2,061	294	2,355	1,538	1,108	325	2,971	2,546	8,650	Russia total		

*2 Vietnam

Northern: Haiphong City, Bac Ninh Province, Vinh Phuc Province, Hải Dương Province, Hung Yen Province, Thai Binh Province, Hà Nam Province, Nam Dinh Province, Ninh Binh Province, Hà Giang Province, Cao Bang Province, Bắc Kạn Province, Tuyên Quang Province, Lào Cai Province, Yên Bái Province, Thái Nguyên Province, Lạng Sơn Province, Quảng Ninh Province, Bắc Giang Province, Phú Thọ Province, Điện Biên Province, Lai Châu Province, Sơn La Province, Hòa Bình Province

Central: Danang City, Tỉnh Thừa Thiên-Huế Province, Quang Nam Province, Thanh Hoa Province, Nghệ An Province, Ha Tinh Province, Quang Binh Province, Quảng Trị Province, Quảng Ngãi Province, Bình Định Province, Phú Yên Province, Khánh Hòa Province, Kon Tum Province, Gia Lai Province, Đắk Lắk Province, Dak Nong Province, Lam Dong Province, Ninh Thuận Province, Bình Thuận Province

Southern: Đồng Nai Province, Bình Dương Province, Vĩnh Phúc Province, Tây Ninh Province, Ba Rịa-Vũng Tàu Province, Long An Province, Tiền Giang Province, Bến Tre Province, Trà Vinh Province, Vĩnh Long Province, Đồng Tháp Province, An Giang Province, Kiên Giang Province, Cần Thơ City, Hậu Giang Province, Sóc Trăng Province, Bạc Liêu Province, Cà Mau Province

*3 Regarding the Republic of Korea, Australia, and Brazil we only acquired comprehensive information from the governing bodies within said countries of the private educational institutions widely implementing Japanese-language education within the countries, about the businesses of those private institutions. For that reason, in this table (1-3a), all of the information about the private institutions is handled as information from the locations of the governing bodies (Seoul Special City, New South Wales, and São Paulo).

Survey form sample

ID :

2015 Survey of Japanese Language Education

Survey form

The Japan Foundation

The questions in this survey are for each educational level. Please answer the sections that apply to your institution.

If your institution has two or more educational levels, please answer for all of the levels.

This survey is ONLY for those institutions providing Japanese-language education.

Does your institution provide Japanese-language education?

Yes Go to <basic information>(P.1)

No This is the end of the survey. Please return this sheet to the organization conducting the survey.

Name of your institution: _____

Basic information

Primary educational institutions

Secondary educational institutions

Higher educational institutions

Other educational institutions

Questions (For public use)

Questions (Not for public use)

Basic information (For public use †)

Basic information

1. Name of your institution

Enter the full name of your institution. (Do not enter an abbreviation.)

In the language of your country.

In the alphabet (the Latin alphabet).

In Japanese.

*Leave the space blank if there is no commonly used Japanese name.

2. Location of your institution

Enter the street address of your institution.

You will be asked to provide your mailing address in "Questions for all institutions (Not for public use)."

In the language of your country.

Postal code Address

In the alphabet (the Latin alphabet).

Postal code Address

3. Contact information

Enter your contact information. *Enter the official contact information of your institution. Note that the information you provide will be available to the public.

Telephone number
(including area code)

Fax number (including area code)

Email address

Website URL

4. Institution Type

To which of the following categories does your institution belong? (Select one answer.)

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

5. Number of Japanese-language teachers

[1] What is the number of full/part-time Japanese-language teaching staff at your institution?
(Include the number of teaching assistants.)

[2] Of the teaching staff indicated in [1] above, what is the number of native Japanese language teachers?
Number of native Japanese language teachers:

1

The questions in this survey are for each educational level. Please answer the sections that apply to your institution.
If your institution has two or more educational levels, please answer for all of the levels.

6. Educational levels

At which of the following educational levels does your institution offer Japanese language education? (Select all that apply.)

- Primary education** **Go to Question1 (Page.3)** Check "Other educational institutions" for preschool education.
- Secondary education** **Go to Question2 (Page.4)**
- Higher education** **Go to Question3 (Page.5)**
- Other educational institutions** **Go to Question4 (Page.6)** *Includes preschool education.

†For public use : The answers will be input into a database and published online.

<https://ipsurvey.net/ifsearch/do/lang/eng/index> (English)

<https://ipsurvey.net/ifsearch/do/lang/jpn/index> (Japanese)

‡Not for public use :The answers will not be open to the public in any way.

Primary education (For public use †)

Question 1. Primary education

*Please answer Question 4 "Other educational institutions" for preschool education.

Indicate whether the Japanese language program is offered as part of the regular school curriculum or on an extracurricular basis by checking the box, and enter the enrollment for each category.

*Enter the enrollment at the time of the survey, not the cumulative total enrollment for the year.

- | | | | |
|--------------------------|---|---|----------------------|
| <input type="checkbox"/> | Regular school curriculum:
Number of students enrolled | → | <input type="text"/> |
| <input type="checkbox"/> | Extracurricular basis (e.g., club activities):
Number of students enrolled | → | <input type="text"/> |

Primary
educational
institutions

†For public use : The answers will be input into a database and published online.

<https://ipsurvey.net/ifsearch/do/lang/eng/index> (English)

<https://ipsurvey.net/ifsearch/do/lang/jpn/index> (Japanese)

‡Not for public use : The answers will not be open to the public in any way.

Secondary education (For public use †)

Question 2. Secondary education

(2-1) What grade level students are enrolled in the Japanese language program?

Only lower secondary education

Only upper secondary education

Both upper/lower

Not divided into upper/lower

Secondary educational institutions

(2-2) Indicate whether the Japanese language education is offered as part of the regular school curriculum or on an extracurricular basis, and enter the number of learners for each category.

Lower secondary education	
From which grade does your institution start offering Japanese education? <input style="width: 50px;" type="text"/> grade~	
<input type="checkbox"/> Regular school curriculum: Number of students enrolled	→ <input style="width: 50px;" type="text"/>
<input type="checkbox"/> Extracurricular basis (e.g., club activities): Number of students enrolled	→ <input style="width: 50px;" type="text"/>
Upper secondary education	
From which grade does your institution start offering Japanese education? <input style="width: 50px;" type="text"/> grade~	
<input type="checkbox"/> Regular school curriculum: Number of students enrolled	→ <input style="width: 50px;" type="text"/>
<input type="checkbox"/> Extracurricular basis (e.g., club activities): Number of students enrolled	→ <input style="width: 50px;" type="text"/>
Not divided into upper/lower	
From which grade does your institution start offering Japanese education? <input style="width: 50px;" type="text"/> grade~	
<input type="checkbox"/> Regular school curriculum: Number of students enrolled	→ <input style="width: 50px;" type="text"/>
<input type="checkbox"/> Extracurricular basis (e.g., club activities): Number of students enrolled	→ <input style="width: 50px;" type="text"/>

†For public use : The answers will be input into a database and published online.

<https://ipsurvey.net/ifsearch/do/lang/eng/index> (English)

<https://ipsurvey.net/ifsearch/do/lang/jpn/index> (Japanese)

‡Not for public use : The answers will not be open to the public in any way.

Higher education (For public use †)

Question 3. Higher education

[3-1] Do you have access to the number of Japanese-language learners enrolled (and teachers employed) at your institution as a whole, or in a specific department, school or campus? (Select one answer.)

- I have access to the total number of Japanese-language learners and teachers across the entire institution.
- I have access to the number of Japanese-language learners and teachers within a specific department/school/campus.

[3-2] Enter the full name of the department for which you have information on the number of Japanese-language learners and teachers. *Do not enter an abbreviation.

In the language of your country.

In the alphabet
(the Latin alphabet).

In Japanese

*Leave this space blank if there is no commonly used Japanese name.

Please answer the following questions in relation to the department you specified in question [3-2] above.

[3-3] If your institution offers courses for Japanese language majors, non-majors, and/or opportunities to study Japanese on an extracurricular basis, please check the appropriate boxes. Also check which types of learners are included within those categories, and input the number of learners currently enrolled.

*Enter the enrollment at the time of the survey, not the cumulative total enrollment for the year.

<input type="checkbox"/> A major in Japanese language (Japanese as a major area of study; specialized courses on Japanese language or Japanese language education) Enrollment	→	<input type="text"/>	learners enrolled
<input type="checkbox"/> Junior college/technical college students	<input type="checkbox"/> Undergraduate students	<input type="checkbox"/> Graduate students	<input type="checkbox"/> Other
<input type="checkbox"/> Japanese courses for non-Japanese language majors (Japanese as a foreign language elective for students whose major area of study is not Japanese) Enrollment	→	<input type="text"/>	learners enrolled
<input type="checkbox"/> Junior college/technical college students	<input type="checkbox"/> Undergraduate students	<input type="checkbox"/> Graduate students	<input type="checkbox"/> Other
<input type="checkbox"/> Opportunity to study Japanese on an extracurricular basis (e.g., a Japanese language club set up for students of the institution) Enrollment	→	<input type="text"/>	learners enrolled
<input type="checkbox"/> Junior college/technical college students	<input type="checkbox"/> Undergraduate students	<input type="checkbox"/> Graduate students	<input type="checkbox"/> Other

*Extension courses are addressed in question 4.

[3-4] Which of the following degrees, if any, does your institution award to students who have majored in Japanese language or Japanese studies?

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

*Select all that apply.

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

[3-5] Does your institution/department offer a teacher development program in Japanese language education? (Select one answer.)

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

- Yes. No.

Higher
educational
institutions

Other educational institutions (For public use †)

Question 4. Other educational institutions

[4-1] Do you have access to the number of Japanese-language learners enrolled (and teachers employed) at your institution as a whole, or in a specific department, school or campus? (Select one answer.)

- I have access to the total number of Japanese-language learners and teachers across the entire institution
- I have access to the number of Japanese-language learners and teachers within a specific department/school/campus.

→ [4-2] Enter the full name of the department for which you have information on the number of Japanese-language learners and teachers. Do not enter an abbreviation.

*Do not enter an abbreviation.

In the language of your country.

In the alphabet (the Latin alphabet).

In Japanese

*Leave this space blank if there is no commonly used Japanese name.



Please answer the following questions in relation to the department you specified in question [4-2] above.

[4-3] Indicate the number of students enrolled in your Japanese language programs and the status of the learners.

*Enter the enrollment at the time of the survey, not the cumulative total enrollment for the year.

Enrollment →

- | | |
|--|--|
| <input type="checkbox"/> Preschoolers | <input type="checkbox"/> Primary school students |
| <input type="checkbox"/> Lower secondary school students | <input type="checkbox"/> Upper secondary school students |
| <input type="checkbox"/> Junior college/technical college students | <input type="checkbox"/> Undergraduate students |
| <input type="checkbox"/> Graduate students | <input type="checkbox"/> Adults |

[4-4] Does your institution/department offer a teacher development program in Japanese language education? (Select one answer.)

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

- Yes. No.

Other educational institutions

Questions for all institutions (For public use †)

Question 5. The positioning of Japanese in foreign language education

[5-1] Does your institution offer foreign language education other than Japanese?

*Do not include the official language(s) of your country in your answer.

Yes.

No. → Go to Question 6 (Page 8)

→ [5-2] Which of the following languages does your institution teach? (Select all that apply.)

*Do not include the official language(s) of your country in your answer.

Japanese

English

French

German

Spanish

Italian

Russian

Chinese

Korean

Arabic

Other 1

Other 2

Other 3

[5-3] Where does the number of Japanese-language learners rank in [5-2] ?

Japanese ranks(number) among all foreign languages in terms of enrollment.

Questions
(For public use)

†For public use : The answers will be input into a database and published online.

<https://ipsurvey.net/ifsearch/do/lang/eng/index> (English)

<https://ipsurvey.net/ifsearch/do/lang/jpn/index> (Japanese)

‡Not for public use : The answers will not be open to the public in any way.

7

Questions for all institutions (For public use †)

For questions 6 - 9, only the tallied results, and not the responses of individual institutions, will be posted online for public viewing.

Question 6. Changes the number of Japanese language education

[6-1] Has there been any change in the number of Japanese-language learners at your institution (or department) compared with three years ago? (Select one answer.)

Enrollment has increased.

Enrollment has remained the same. → Go to Question 7 (Page 9)

Enrollment has decreased.

→ [6-2] In your opinion, which of the following factors are likely to affect the number of Japanese-language learners at your institution? (Select all that apply.)

Economic conditions of your country

Public spending on education

Education system of your country

Economic relations between your country and Japan

Political/social/cultural relations between your country and Japan

Number of other language learners at your institution (or department)

Other
Describe in detail

→ [6-3] Which of the following languages are likely to contribute (or contributed) to changes in the number of Japanese-language learners at your institution?

English

French

German

Spanish

Italian

Russian

Chinese

Korean

Arabic

Other 1

Other 2

Other 3

Questions
(For public use)

Questions for all institutions (For public use †)

Question 7. Prospects of your institution's foreign language education as a whole

[7-1] Which of the following statements best describes the prospects of enrollment in the Japanese language programs at your institution in three years time?

- Enrollment is likely to increase.
- Enrollment is likely to stay the same.
- Enrollment is likely to decrease.
- Do not know.

[7-2] Select the foreign language(s) you believe will have more learners in three years time. (Select all that apply.)

*Do not select the official language(s) of your country.

- | | |
|----------------------------------|----------------------------------|
| <input type="checkbox"/> English | <input type="checkbox"/> French |
| <input type="checkbox"/> German | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> Italian | <input type="checkbox"/> Russian |
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Korean |
| <input type="checkbox"/> Arabic | |
| <input type="checkbox"/> Other 1 | <input type="text"/> |
| <input type="checkbox"/> Other 2 | <input type="text"/> |
| <input type="checkbox"/> Other 3 | <input type="text"/> |
| <input type="checkbox"/> None | |

Questions
(For public use)

†For public use : The answers will be input into a database and published online.

<https://ipsurvey.net/ifsearch/do/lang/eng/index> (English)

<https://ipsurvey.net/ifsearch/do/lang/jpn/index> (Japanese)

‡Not for public use : The answers will not be open to the public in any way.

9

Questions for all institutions (For public use †)

Question 8. Reasons for Japanese language study

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

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

Questions
(For public use)

Describe in detail:

†For public use : The answers will be input into a database and published online.

<https://ipsurvey.net/ifsearch/do/lang/eng/index> (English)

<https://ipsurvey.net/ifsearch/do/lang/jpn/index> (Japanese)

10 ‡Not for public use : The answers will not be open to the public in any way.

Questions for all institutions (For public use †)

Question 9. Various aspects of Japanese language education

Please answer the following questions pertaining to Japanese language education offered by your institution (or department). Select the most appropriate answer from the four given choices.

<p>A. Would you say there are too many, an adequate number, or not enough teachers for the number of students enrolled?</p> <p><input type="checkbox"/> 1. Too many <input type="checkbox"/> 2. Adequate <input type="checkbox"/> 3. Not enough <input type="checkbox"/> 4. Do not know</p>
<p>B. What portion of the teachers are adequately proficient in Japanese?</p> <p><input type="checkbox"/> 1. More than three quarters <input type="checkbox"/> 2. Half <input type="checkbox"/> 3. Less than a quarter <input type="checkbox"/> 4. Do not know</p>
<p>C. What portion of the teachers have the adequate ability and skill to teach Japanese?</p> <p><input type="checkbox"/> 1. More than three quarters <input type="checkbox"/> 2. Half <input type="checkbox"/> 3. Less than a quarter <input type="checkbox"/> 4. Do not know</p>
<p>D. What portion of the teachers actively seek useful teaching methods and tools?</p> <p><input type="checkbox"/> 1. More than three quarters <input type="checkbox"/> 2. Half <input type="checkbox"/> 3. Less than a quarter <input type="checkbox"/> 4. Do not know</p>
<p>E. What portion of the teachers actively gather information about Japanese society and culture?</p> <p><input type="checkbox"/> 1. More than three quarters <input type="checkbox"/> 2. Half <input type="checkbox"/> 3. Less than a quarter <input type="checkbox"/> 4. Do not know</p>
<p>F. Would you say there are enough, generally enough, or not enough teaching resources available for the number of students enrolled?</p> <p><input type="checkbox"/> 1. Enough <input type="checkbox"/> 2. Generally enough <input type="checkbox"/> 3. Not enough <input type="checkbox"/> 4. Do not know</p>
<p>G. Are the teaching resources currently used appropriate for the target learners?</p> <p><input type="checkbox"/> 1. Fully appropriate <input type="checkbox"/> 2. Somewhat appropriate <input type="checkbox"/> 3. Not appropriate <input type="checkbox"/> 4. Do not know</p>
<p>H. Are the teaching resources currently used appropriate in terms of the materials covered in class and the set learning goals?</p> <p><input type="checkbox"/> 1. Appropriate <input type="checkbox"/> 2. Neither appropriate nor inappropriate <input type="checkbox"/> 3. Not appropriate <input type="checkbox"/> 4. Do not know</p>
<p>I. How would you describe the facilities such as buildings and classrooms?</p> <p><input type="checkbox"/> 1. Good <input type="checkbox"/> 2. No serious issues <input type="checkbox"/> 3. Some serious issues <input type="checkbox"/> 4. Do not know</p>
<p>J. How would you describe the learning devices and equipment?</p> <p><input type="checkbox"/> 1. Good <input type="checkbox"/> 2. No serious issues <input type="checkbox"/> 3. Some serious issues <input type="checkbox"/> 4. Do not know</p>
<p>K. What portion of learners are actively engaged in classes?</p> <p><input type="checkbox"/> 1. More than three quarters <input type="checkbox"/> 2. Half <input type="checkbox"/> 3. Less than a quarter <input type="checkbox"/> 4. Do not know</p>

L. If there are issues other than those listed under A. through K. above, describe the nature and severity of the problems in detail.

Questions
(For public use)

Questions for all institutions (Not for public use ‡)

<Contact information>

Prof. Dr. Mr. Ms. Mrs. Miss

1. Name of the person filling out this form

2. Should future mail sent to your institution be addressed to you as the recipient?

Yes.

No.

3. Mailing address

*Enter a mailing address only if different from the street address already given in 3 of Basic information.

In the language of your country

Postal code Address

In the alphabet (the Latin alphabet)

Postal code Address

*Leave the space blank if the language of your country uses the alphabet (the Latin alphabet).

4. Title/department

5. Contact information

Telephone number

Fax number

Email address

6. Date of filling out the form day month year

7. Do you teach Japanese at schools or institutions other than the one for which you filled out this survey?

Yes.

No.



If possible, please provide the names of the schools/institutions to help us identify and send out questionnaires to as many Japanese language schools/institutions as possible.

Questions
(Not for public use)

Questions for all institutions (Not for public use ‡)

<About the Japan Foundation>

A. Select from below all the institutions whose names you were familiar with before taking part in this survey.

- King Sejong Institute
- Confucius Institute
- British Council
- Goethe-Institut
- Institut Français
- Japan Foundation

B.(1) How well do you know the JF Standard for Japanese-Language Education, a language education tool offered by the Japan Foundation?

- Very well Somewhat well Not at all

B.(2) Are the Japanese language lessons offered at your institution based on the JF Standard for Japanese-Language Education?

- Yes. No. Do not know

C.(1) How well do you know the Japanese-Language Proficiency Test (JLPT) administered by the Japan Foundation?

- Very well Somewhat well Do not know → **End of Survey.**

C.(2) Does your institution use the JLPT in any of the ways listed below? Select all that apply.

- Results are used to help make admission decisions.
- Learners are recommended to take the test.
- Learners earn credits with the attainment of a certain level.
- Attainment of a certain level is required for graduation or the completion of a graduate school degree.
- Other

†For public use : The answers will be input into a database and published online.

<https://ipsurvey.net/ifsearch/do/lang/eng/index> (English)

<https://ipsurvey.net/ifsearch/do/lang/jpn/index> (Japanese)

‡Not for public use : The answers will not be open to the public in any way.

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Questions
(Not for public use)

Token for appreciation

The Japan Foundation will donate the items below to ALL the institutions that returned a survey form with valid responses.

- Excerpt of the Survey Report on Japanese-Language Education Abroad 2015 (Either in PDF format or in print)
- A set of three A1 paper size (594 mm x 841 mm), Japanese-language teaching materials.

(For the 2012 survey, we donated a set of two charts of counter suffixes.)

In addition to those items, this time, we will donate teaching material developed by the Foundation.

It will be presented to the first twenty-percent of institutions who return the survey form in your country.

* These are N2 level resources for teachers to improve their Japanese teaching skills.

If you wish to receive the material, please choose three from the list below, from the first choice to the third choice. If your choices are all out of stock, a substitute will be selected and sent to you.

国際交流基金開発教材「日本語教授法シリーズ」

http://www.ipf.go.jp/j/urawa/j_rsorcs/o_book04.html

- () 『文字・語彙を教える』 (ISBN 978-4-89476-303-6)
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- () 『教材開発』 (ISBN978-4-89476-314-2)

◆ Thank you very much for your cooperation.

Please return the completed form (this form) to the local survey coordinator.

SURVEY REPORT ON JAPANESE-LANGUAGE EDUCATION ABROAD 2015

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