

## 12. Africa

### Status of Japanese-language education in Africa

The number of institutions in Africa reached 72 (a 5.9% increase compared to the previous survey in 2021), the number of teachers reached 162 (a 25.6% increase), and the number of learners reached 8,096 (a 22.4% increase). All metrics showed growth compared to the previous survey. Furthermore, this survey confirmed the provision of Japanese-language education in Djibouti and Equatorial Guinea for the first time. Additionally, the resumption of Japanese-language education was confirmed in Uganda, Ethiopia, and Zambia, three countries where its provision could not be confirmed in the previous survey. Meanwhile, the provision of Japanese-language education could not be confirmed in the Democratic Republic of the Congo and Seychelles.

The countries with the highest number of institutions in the region are Kenya (26), Madagascar (20), and Cote d'Ivoire (7). In terms of the number of teachers, Madagascar (58) and Kenya (41) were followed by Cote d'Ivoire (13) and the Republic of South Africa (13), which tied for the same position. The country with the highest number of learners was Kenya (2,332), followed by Madagascar (2,231) and Cote d'Ivoire (1,359).

Looking at the changes by country since the previous survey, the number of institutions increased in 8 countries, remained the same in 6 countries, and decreased in 4 countries. The number of teachers increased in 13 countries, remained the same in 1 country, and decreased in 4 countries. The number of learners increased in 13 countries and decreased in 5 countries.

The proportion of learners by educational level was 12.6% for primary education, 29.3% for secondary education, 36.0% for higher education, and 22.1% for non-school education. Compared to the previous survey, primary education decreased by 5.8 percentage points, while non-school education increased by 7.4 percentage points.

The online class implementation rate for the region is 36.1%, which is higher than the global rate (30.9%).

Looking at the purposes for learning Japanese, interest in the Japanese language ranked highest at 80.6%, followed by study in Japan at 79.2%, and interest in anime, manga, J-POP, fashion, etc. at 75.0%.

Table 2-12-1 Number of Institutions, number of Teachers, and number of Learners in Africa

(Listed in order of the number of learners in 2024)

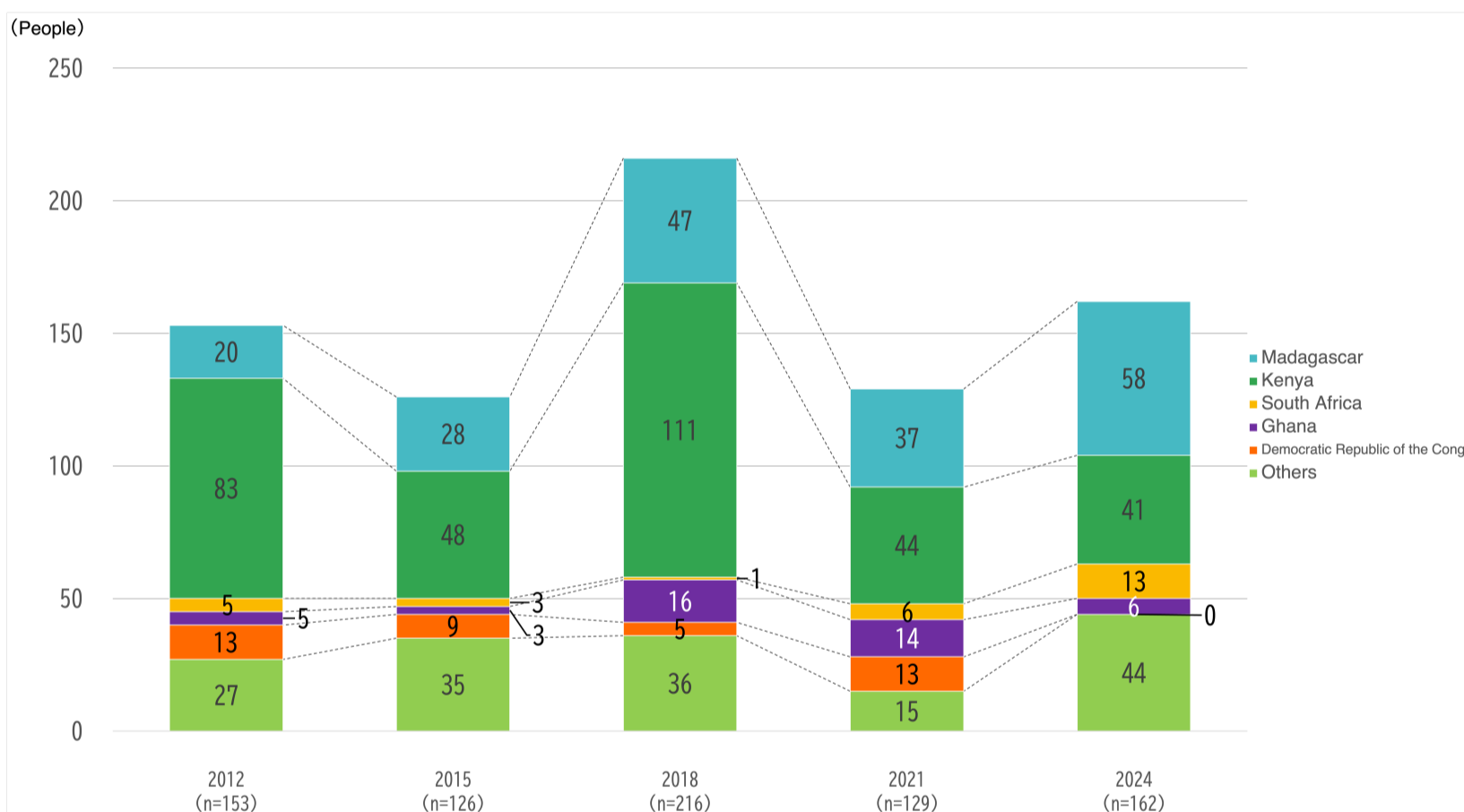
Country and Region	Number of Institutions in 2024 (institutions)	Number of Teachers in 2024 (people)	Number of Learners in 2024 (people)	Learners per 100,000 population (people)	Number of Learners in Primary education 2024 (people)	Number of Learners in Secondary education 2024 (people)	Number of Learners in Higher education 2024 (people)	Number of Learners in Non-school education 2024 (people)	Population* (people)	Number of Institutions in 2021 (institutions)	Number of Teachers in 2021 (people)	Number of Learners in 2021 (people)
Kenya	26	41	2,332	4.9	660	920	630	122	47,564,296	26	44	1,726
Madagascar	20	58	2,231	8.7	58	665	962	546	25,674,196	19	37	2,413
Cote d'Ivoire	7	13	1,359	4.6	0	491	742	126	29,389,150	4	5	634
Ghana	2	6	680	2.2	300	300	0	80	30,792,608	5	14	814
Nigeria	2	6	588	0.4	0	0	388	200	140,431,790	2	3	596
Benin	1	2	256	2.6	0	0	0	256	10,008,749	1	1	142
Republic of South Africa	4	13	245	0.4	0	0	0	245	62,027,503	4	6	58
Senegal	1	2	132	1.0	0	0	132	0	13,357,492	2	1	86
Zimbabwe	1	1	60	0.4	0	0	0	60	15,178,957	1	1	53
Zambia	1	5	57	0.3	0	0	17	40	19,693,423	0	0	0
Cameroon	2	7	50	0.3	0	0	15	35	17,052,134	1	1	18
Ethiopia	1	2	30	0.0	0	0	30	0	73,750,932	0	0	0
Burkina Faso	1	3	30	0.1	0	0	0	30	20,505,155	1	2	9
Uganda	1	1	23	0.1	0	0	0	23	45,935,046	0	0	0
Equatorial Guinea	1	1	15	1.0	0	0	0	15	1,505,588	0	0	0
Djibouti	1	1	8	0.7	0	0	0	8	1,066,809	0	0	0
Democratic Republic of the Congo	0	0	0	—	0	0	0	0	29,916,800	1	13	60
Seychelles	0	0	0	—	0	0	0	0	101,612	1	1	7
<b>Africa overall</b>	<b>72</b>	<b>162</b>	<b>8,096</b>	<b>—</b>	<b>1,018</b>	<b>2,376</b>	<b>2,916</b>	<b>1,786</b>	<b>—</b>	<b>68</b>	<b>129</b>	<b>6,616</b>

\*Source: *Population and Vital Statistics Report (as of 3 January 2025)*, by United Nations

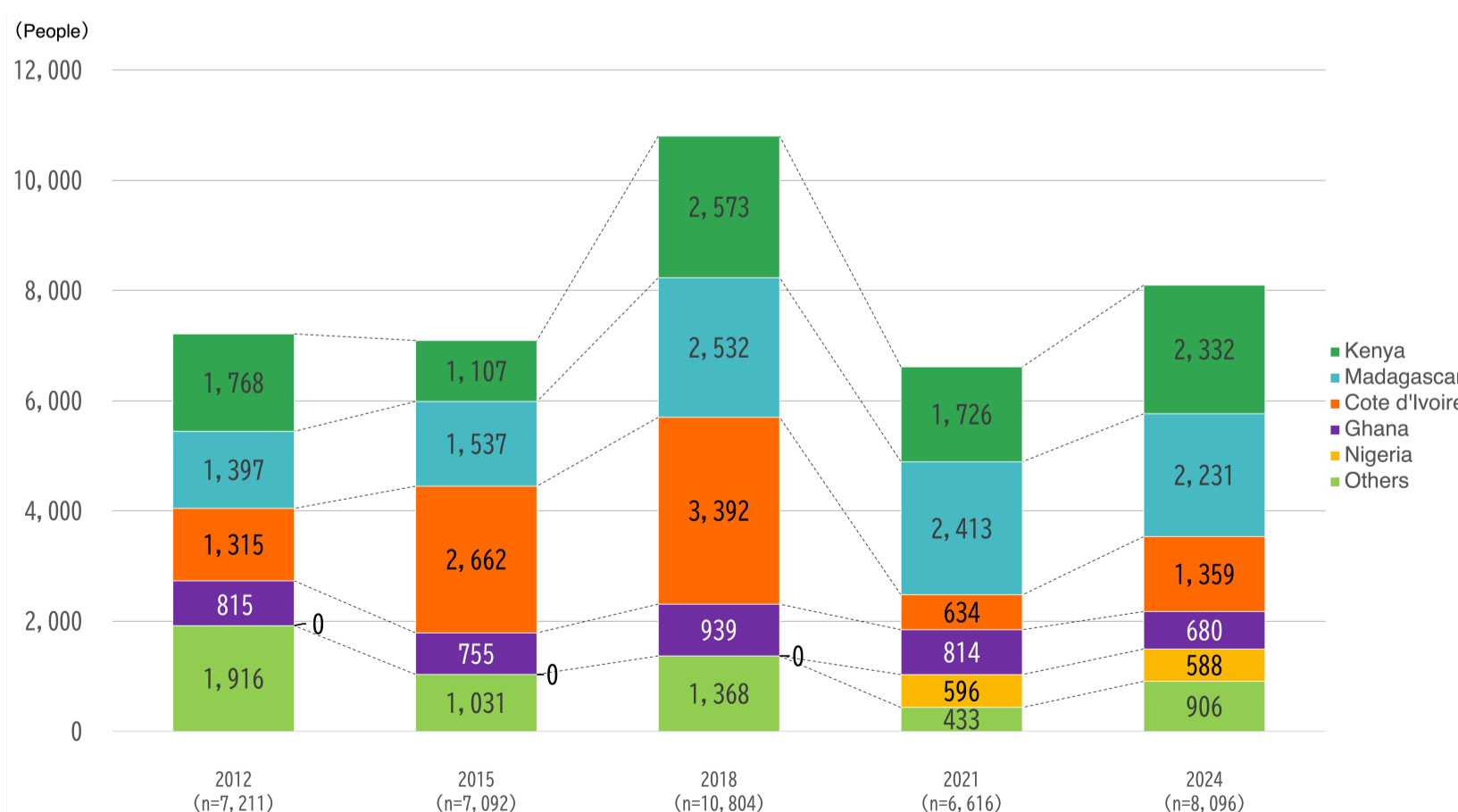
Graph 2-12-1 Number of Institutions in Africa



Graph 2-12-2 Number of Teachers in Africa



Graph 2-12-3 Number of Learners in Africa



Graph 2-12-4 Percentages of Learners by educational stage in Africa

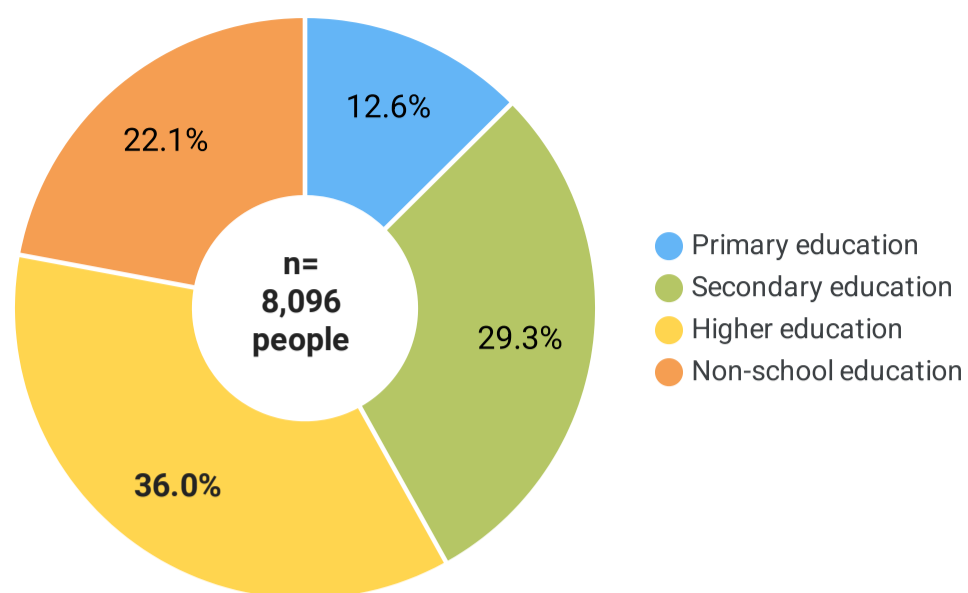
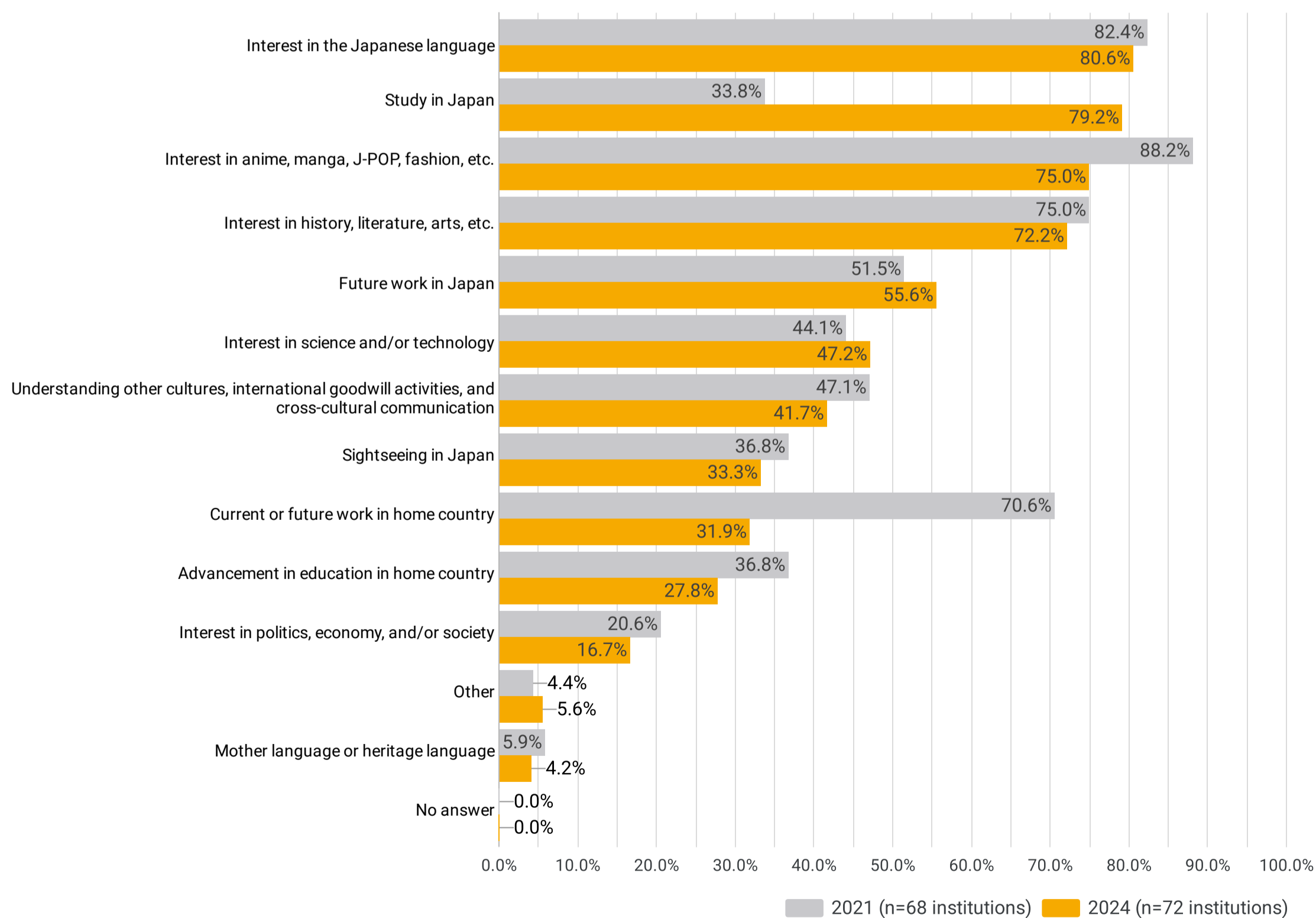


Table 2-12-2 Online class implementation ratio in Africa

Country and Region	Number of Institutions in each Country and Region	Online class implementation (institutions)	Online class implementation (%)
Uganda	1	1	100.0
Ethiopia	1	0	0.0
Ghana	2	0	0.0
Cameroon	2	1	50.0
Kenya	26	9	34.6
Cote d'Ivoire	7	0	0.0
Zambia	1	1	100.0
Djibouti	1	0	0.0
Zimbabwe	1	1	100.0
Equatorial Guinea	1	0	0.0
Senegal	1	1	100.0
Nigeria	2	1	50.0
Burkina Faso	1	1	100.0
Benin	1	1	100.0
Madagascar	20	5	25.0
Republic of South Africa	4	4	100.0
<b>Africa overall</b>	<b>72</b>	<b>26</b>	<b>36.1</b>

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



## Trends in each country and region

### [Ghana]

The numbers of institutions, teachers, and learners all decreased. Japanese-language education as a second foreign language was offered only at the University of Ghana, a higher education institution, in the previous survey (2021). However, in this survey, this offering was found to have closed due to a lack of teachers.

In Ghana, few institutions hire Japanese-language teachers on a full-time basis, making it difficult to earn a living as a Japanese-language teacher and resulting in a shortage of candidates. Moreover, even when attempting to reopen classes that had been temporarily closed due to the pandemic, the impact of the pandemic remains significant, with closures continuing due to teacher shortages and the number of learners declining. A certain number of students study in Japan, and some continue to engage in Japanese-language education on a volunteer basis after returning home. There are also cases where Japan Overseas Cooperation Volunteers run after-school classes, but ensuring continuity remains a challenge. In recent years, China's influence has grown significantly, with a Confucius Institute established at the University of Ghana that sends over 1,000 students to China annually. Many people study Chinese because the conditions are better than those offered by Japanese programs and because it provides broader options for future employment and other opportunities.

### [Kenya]

While the number of institutions remained unchanged, the number of learners increased by 35.1%, making Kenya the top country in Africa for both institutions and learners. The number of teachers decreased by 6.8%, placing second in this survey. The influence of anime and manga is thought to have led to an increase in young people, such as students, showing interest in Japanese since the COVID-19 pandemic, thereby contributing to a rise in the number of learners.

### [Cote d'Ivoire]

The numbers of institutions, teachers, and learners all increased, placing third in the Africa region for each category. In Cote d'Ivoire, many institutions grant strong authority to school principals, and Japanese-language education is sometimes introduced with the aim of fostering disciplined students through Japanese study.

### [Nigeria]

Although the number of learners in higher education decreased, the increase in learners in non-school education resulted in only a slight overall decline. The increase in learners in non-school education can be attributed to the launch of an online Japanese-language course by the Japanese Language and Culture Institute at the University of Abuja (now Yakubu Gowon University) in 2023, which is open to individuals beyond the university's own students.

### [Madagascar]

Madagascar saw an increase in the number of institutions and teachers, but a decrease in the number of learners. In the previous survey (2021), an increase in learners was observed at the secondary education level. However, in this survey, a 30.1% decrease in secondary education learners led to an overall decline in the number of learners. However, at the University of Antananarivo, the largest national university in the country, the establishment of the Malagasy-Japanese Course in 2019, in addition to the English-Japanese Course established in 2016, has contributed to the increase in learners in higher education. The number of teachers is on the rise, but securing sufficient Japanese-language teachers and developing their teaching skills to meet the high demand for Japanese-language education remains a challenge.

### [Other Countries and Regions]

In Uganda, Ethiopia, and Zambia, the previous survey (2021) could not confirm the provision of Japanese-language education, partly due to the impact of the COVID-19 pandemic. However, this survey confirmed the resumption of Japanese-language education. In Zambia, Japanese anime and similar content are extremely popular, and many young people are interested in the Japanese language. However, since the University of Zambia is the only institution providing Japanese-language education, the limited availability of environments for systematic learning poses a challenge.

The provision of Japanese-language education was confirmed for the first time in Djibouti and Equatorial Guinea through this survey. However, in Djibouti, there are no plans to offer Japanese-language courses in 2025, and the continuity of Japanese-language education remains a challenge.

In the Democratic Republic of the Congo and Seychelles, the provision of Japanese-language education could not be confirmed in this survey. Regarding the Democratic Republic of the Congo, only one institution providing Japanese-language education existed, but this survey confirmed its temporary suspension. Seychelles had confirmed the provision of Japanese-language education for the first time in the previous survey, but this survey confirmed that courses could not be offered due to insufficient enrollment.