

## 11. North Africa

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

In North Africa, as in the previous survey (2021), the provision of Japanese-language education was confirmed in four countries: Algeria, Egypt, Tunisia, and Morocco. The number of institutions across North Africa totaled 34 (a 3.0% increase from the previous survey), with 221 teachers (a 16.3% increase) and 4,489 learners (a 2.0% decrease). The number of teachers increased from the previous survey, while the number of learners declined.

Egypt had the highest number of institutions with 18, followed by Morocco with 10, then Algeria and Tunisia each with 3. Egypt had 176 teachers, accounting for 79.6% of the regional total, followed by Morocco (25), Algeria (14), and Tunisia (6). Egypt also had the highest number of learners at 3,661, accounting for 81.6% of the regional total, followed by Morocco (527), Tunisia (205), and Algeria (96).

Looking at the changes by country since the previous survey, the number of institutions increased in Egypt and Tunisia, while it decreased in Algeria and Morocco. Regarding the number of teachers, Morocco saw a decrease, while the other three countries experienced an increase. The number of learners increased in Egypt and Tunisia, while it decreased in Algeria and Morocco.

The proportion of learners by educational level is 75.6% for higher education and 24.4% for non-school education. Secondary education, which was confirmed in the previous survey, could no longer be confirmed, indicating a stronger trend of Japanese-language education being primarily conducted at universities. Furthermore, as in the previous survey, the provision of Japanese-language education in primary education was not confirmed.

The online class implementation rate for the region was 64.7%, higher than the global rate of 30.9%. Egypt had the highest rate at 83.3%, followed by Morocco at 50.0%.

Looking at the purposes for learning Japanese, interest in anime, manga, J-POP, fashion, etc. (94.1%) remained the highest since the previous survey. Study in Japan (88.2%), interest in history, literature, arts, etc. (73.5%), and interest in the Japanese language (70.6%) also exceeded 70%, maintaining high levels.

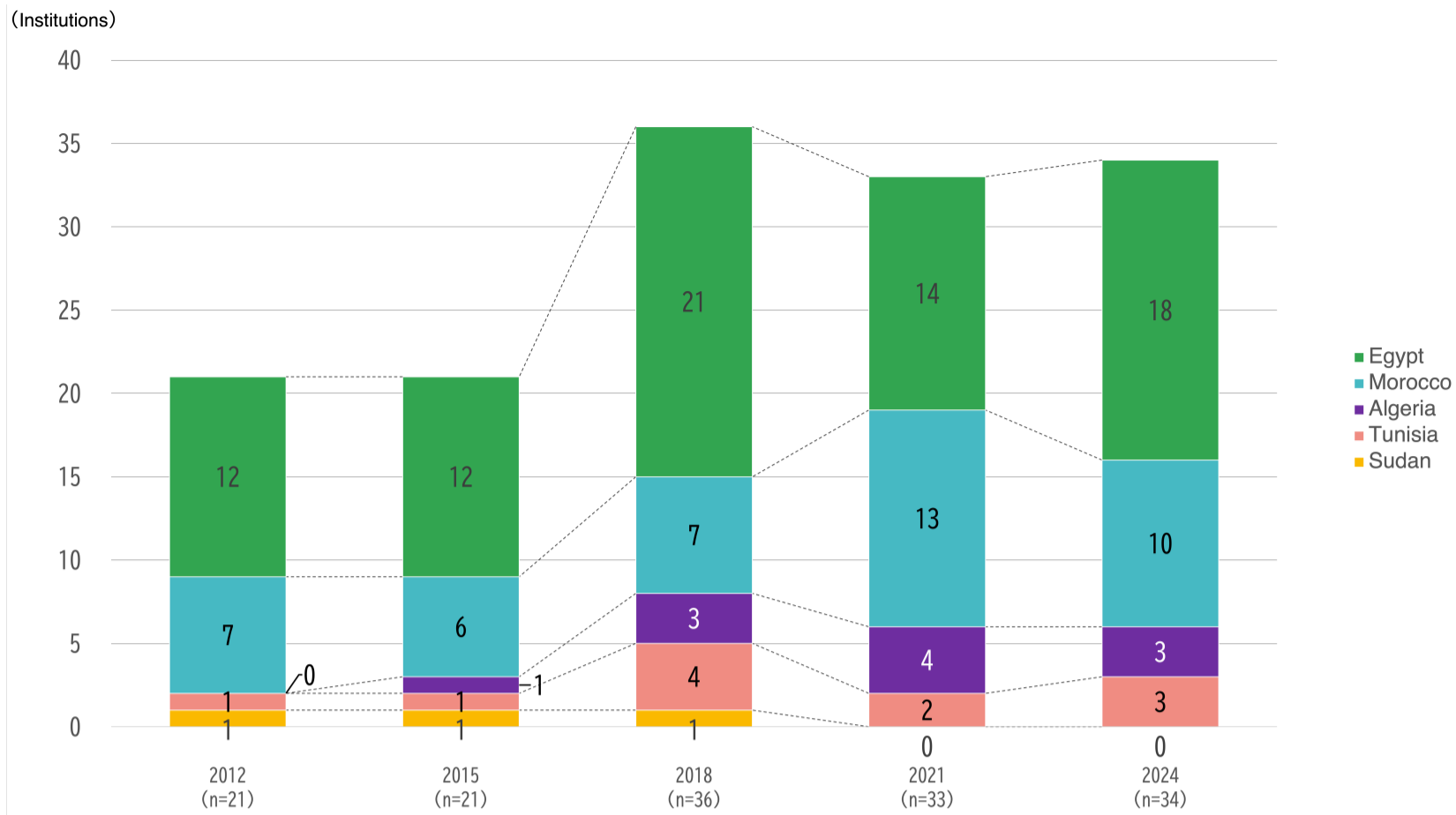
Table 2-11-1 Number of Institutions, number of Teachers, and number of Learners in North Africa

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

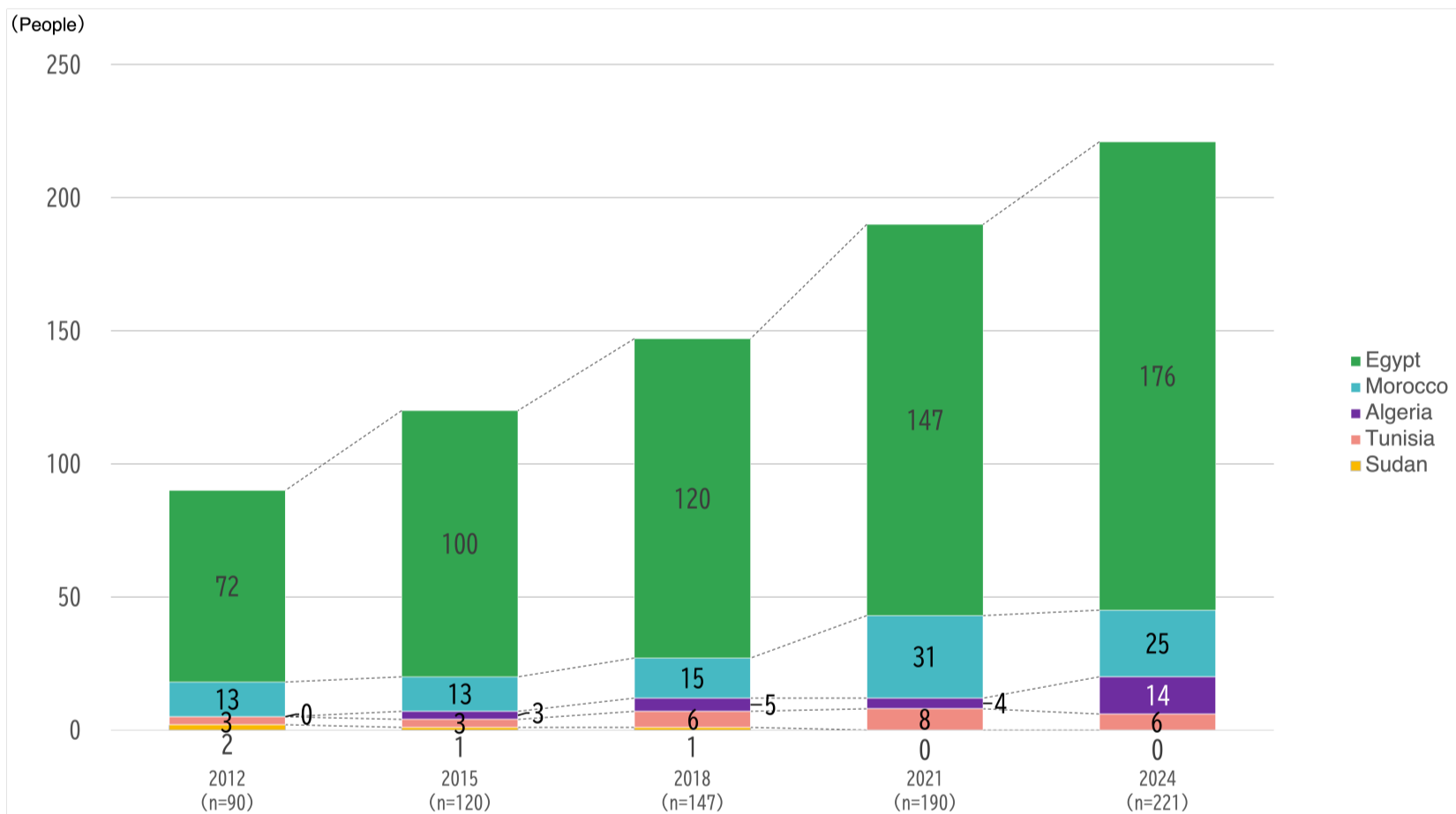
Country and Region	Number of Institutions in 2024 (institutions)	Number of Teachers in 2024 (people)	Number of Learners in 2024 (people)	Learners per 100,000 population (people)	Number of Learners in Primary education 2024 (people)	Number of Learners in Secondary education 2024 (people)	Number of Learners 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)
Egypt	18	176	3,661	3.9	0	0	3,212	449	94,798,827	14	147	3,514
Morocco	10	25	527	1.6	0	0	140	387	33,848,242	13	31	626
Tunisia	3	6	205	1.9	0	0	20	185	10,982,754	2	4	170
Algeria	3	14	96	0.3	0	0	20	76	34,452,759	4	8	270
North Africa overall	34	221	4,489	—	0	0	3,392	1,097	—	33	190	4,580

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

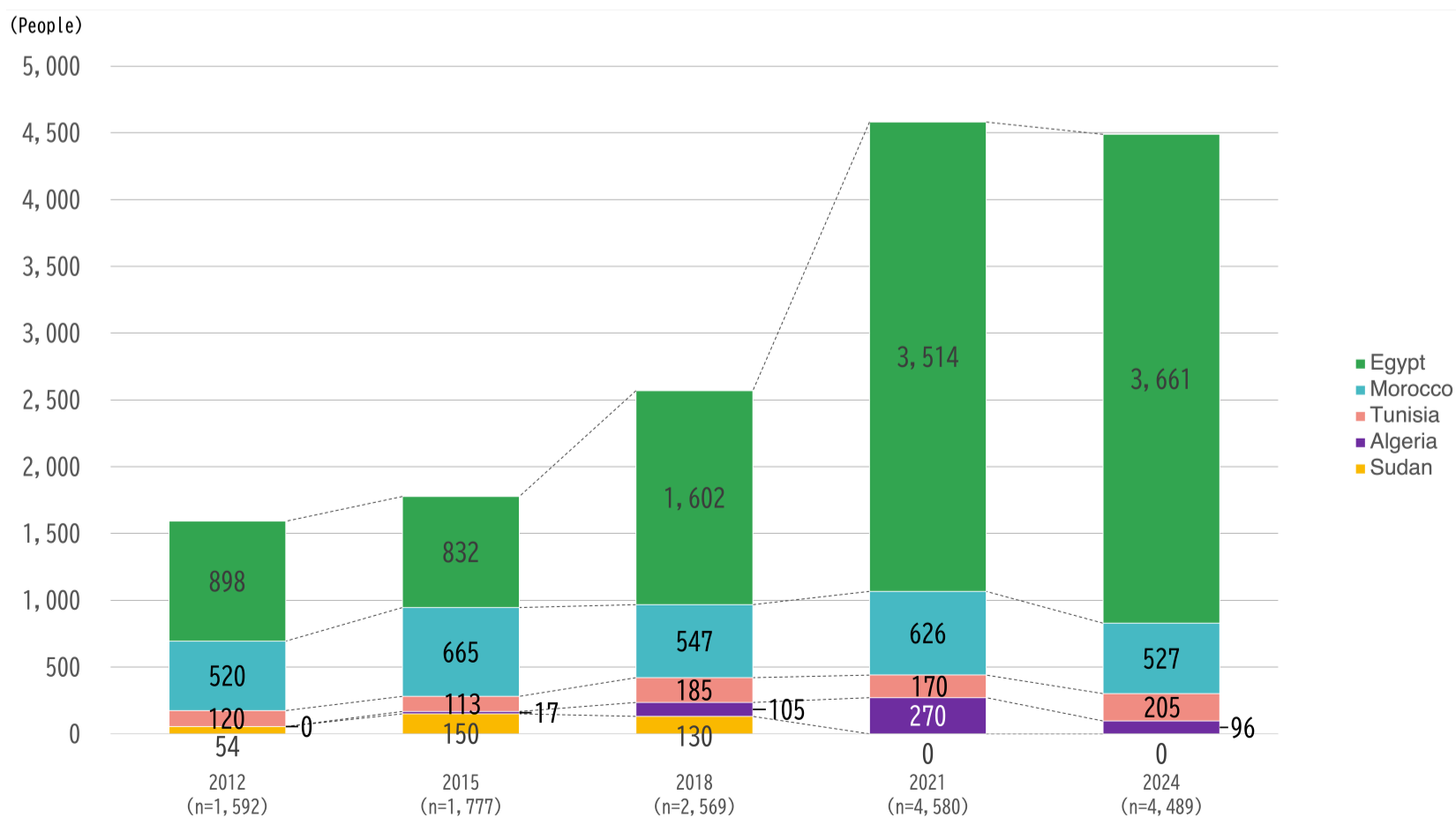
Graph 2-11-1 Number of Institutions in North Africa



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



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



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

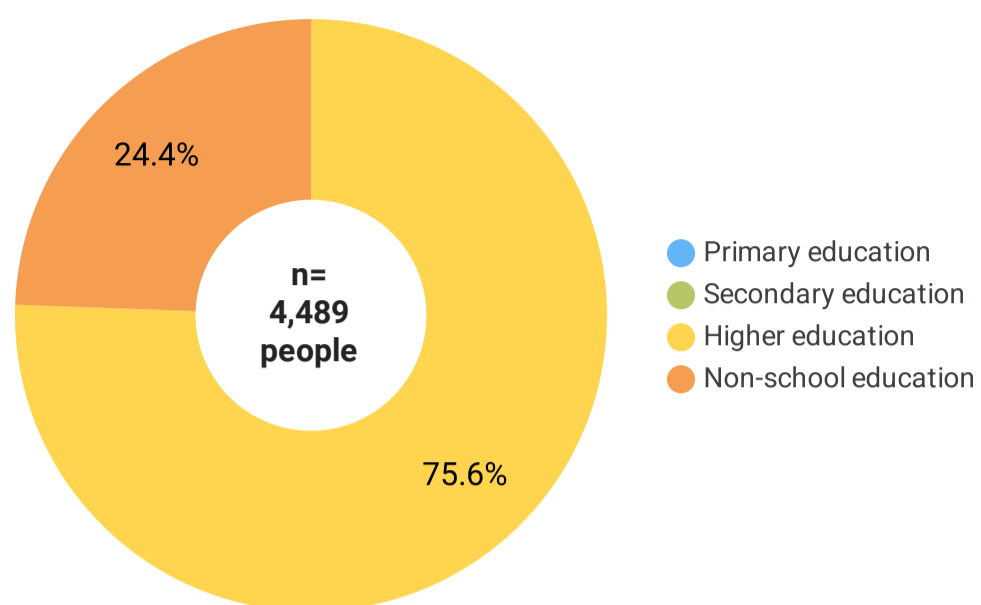
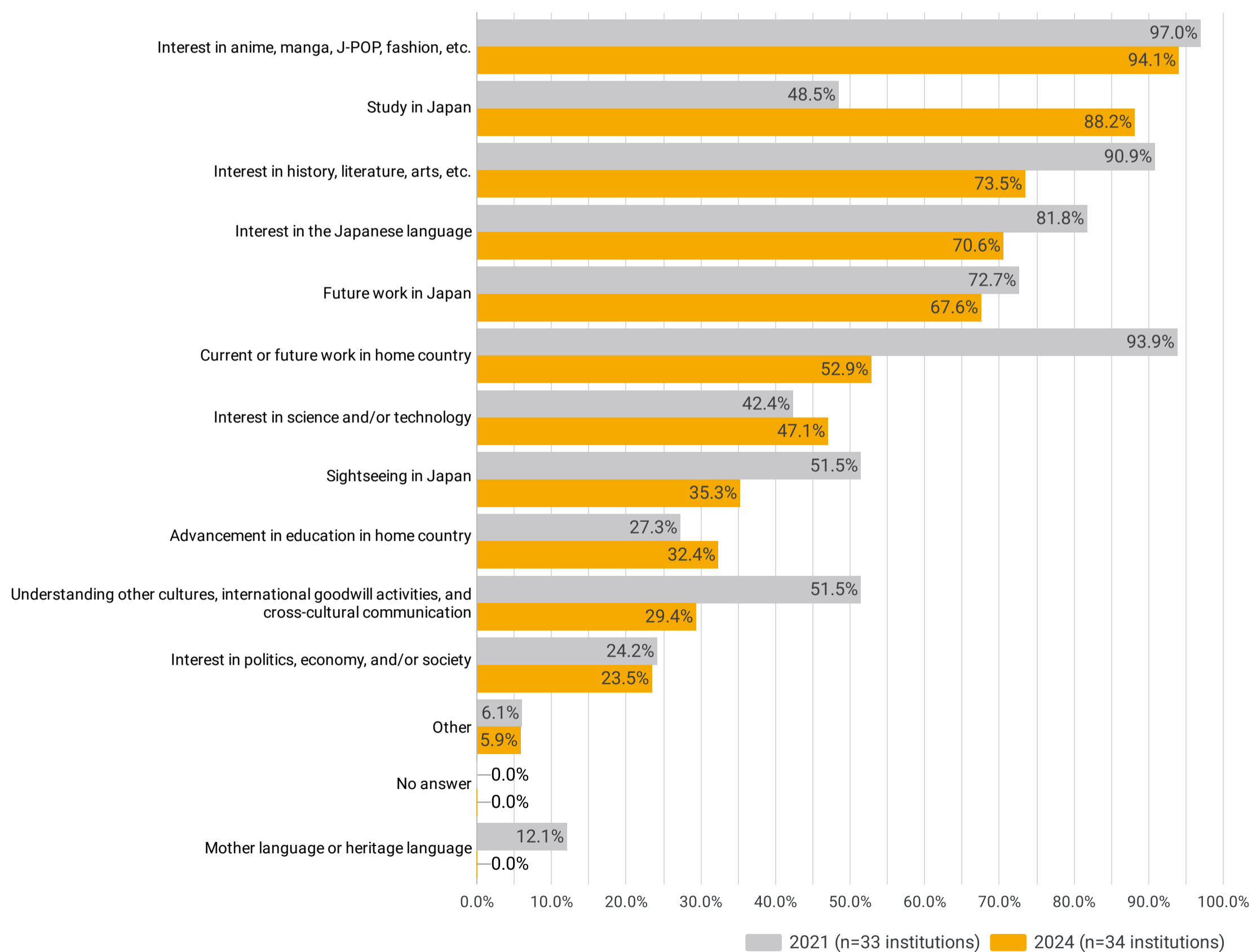


Table 2-11-2 Online class implementation ratio in North Africa

Country and Region	Number of Institutions in each Country and Region	Online class implementation (institutions)	Online class implementation (%)
Algeria	3	1	33.3
Egypt	18	15	83.3
Tunisia	3	1	33.3
Morocco	10	5	50.0
North Africa overall	34	22	64.7

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



## Trends in each country and region

### [Egypt]

Egypt has the largest scale of Japanese-language education in North Africa, but Japanese-language education is not provided at primary or secondary education institutions. However, Egypt has 58 public schools called Egypt-Japan Schools (EJS) that incorporate Japanese-style education centered on activities such as cleaning, class meetings, and daily duties, known as tokkatsu (special activities). Parents at these schools have expressed numerous requests for Japanese-language education that goes beyond one-off events introducing Japanese culture. Furthermore, during Japan-related events (Japan Day or Japan Week) held around Culture Day (November 3) at all EJS schools, some content learned through the Japan Foundation's Japanese-language instruction training for teachers is being utilized, and an increase in students' use of Japanese has been observed as a result.

The primary factors behind the increase in learners at higher education institutions appear to be the annual rise in new student enrollment at Egypt-Japan University of Science and Technology (E-JUST), where Japanese is a required subject, and the extension of the mandatory Japanese-language study period in some faculties.

Furthermore, while Japanese-language schools with a stable number of enrolled learners maintain steady operations, those unable to provide value commensurate with the cost have been forced to close due to the COVID-19 pandemic and the proliferation of self-study materials. Although the exact number and scale of learners remain unclear, based on participants in Japan-related events and conversations with university students, it is estimated that the number of individual learners studying independently using websites, apps, podcasts, and other resources without belonging to an educational institution is increasing.

### [Other Countries and Regions]

Following the previous survey (2021), no institutions providing Japanese-language education were confirmed in Sudan or Libya.

In Algeria, the number of institutions and learners decreased, but the number of teachers in non-school education increased. However, there have also been reports indicating a shortage of Japanese-language teachers.

The number of learners in Tunisia fluctuates slightly from year to year but remains stable without significant change. In Tunisia's foreign language education system, students can choose a second foreign language (German, Italian, or Spanish) starting in the second year of secondary education, with classes held three to four hours per week for two years. A third foreign language may be selected as an option, but no Japanese-language learners have been confirmed at this time.

In Morocco, the numbers of institutions, teachers, and learners are all on a downward trend. However, in the North Africa region, it remains second only to Egypt in terms of the number of institutions, teachers, and learners.