

# 11. North Africa

## Status of Japanese-language education in North Africa

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

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

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

in the other 2 countries.

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

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

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

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

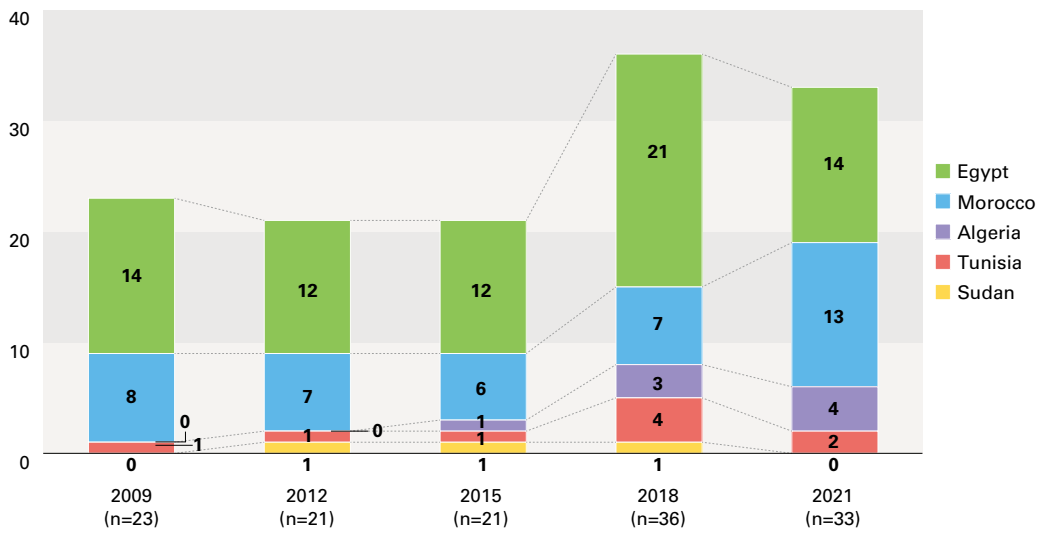
(Listed in order of the number of learners in 2021)

| Country and region          | 2021                           |                      |                      |   |   |                        |                     |                             | Population*<br>(People) | 2018                           |                      |                      |
|-----------------------------|--------------------------------|----------------------|----------------------|---|---|------------------------|---------------------|-----------------------------|-------------------------|--------------------------------|----------------------|----------------------|
|                             | Institutions<br>(Institutions) | Teachers<br>(People) | Learners<br>(People) | Learners<br>per 100,000<br>population<br>(People) | Composition by educational stage<br>(Learners) (People) |                        |                     |                             |                         | Institutions<br>(Institutions) | Teachers<br>(People) | Learners<br>(People) |
|                             |                                |                      |                      |   | Primary<br>education                                    | Secondary<br>education | Higher<br>education | Non-<br>school<br>education |                         |                                |                      |                      |
| Egypt                       | 14                             | 147                  | 3,514                | 3.7   | 0   | 0                      | 3,026               | 488                         | 94,798,827              | 21                             | 120                  | 1,602                |
| Morocco                     | 13                             | 31                   | 626                  | 1.8   | 0   | 50                     | 190                 | 386                         | 33,848,242              | 7                              | 15                   | 547                  |
| Algeria                     | 4                              | 8                    | 270                  | 0.8   | 0   | 0                      | 80                  | 190                         | 34,452,759              | 3                              | 5                    | 105                  |
| Tunisia                     | 2                              | 4                    | 170                  | 1.5   | 0   | 0                      | 0                   | 170                         | 10,982,754              | 4                              | 6                    | 185                  |
| Sudan                       | -                              | -                    | -                    | -   | -   | -                      | -                   | -                           | -                       | 1                              | 1                    | 130                  |
| <b>North Africa overall</b> | <b>33</b>                      | <b>190</b>           | <b>4,580</b>         | -   | <b>0</b>  | <b>50</b>              | <b>3,296</b>        | <b>1,234</b>                | -                       | <b>36</b>                      | <b>147</b>           | <b>2,569</b>         |

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

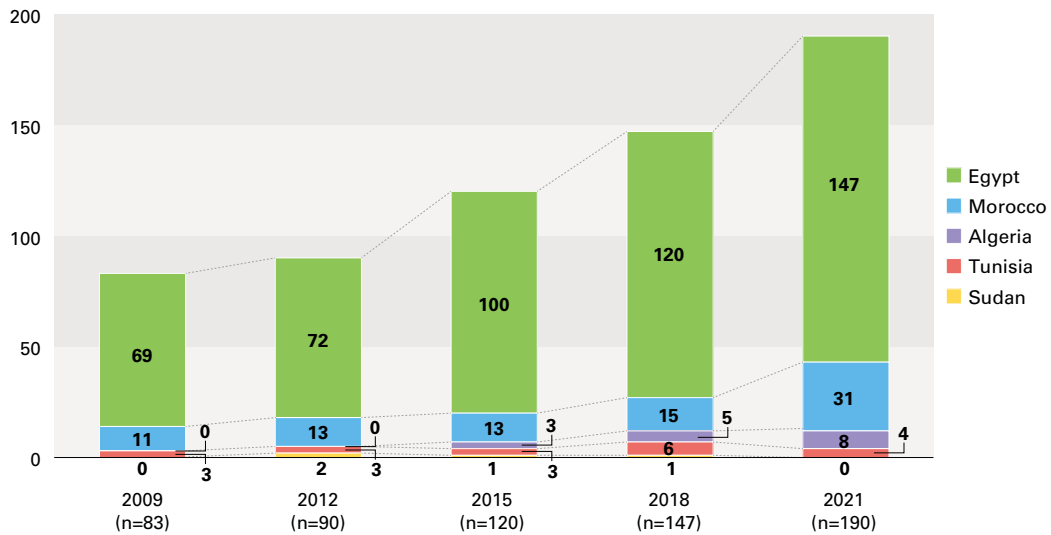
**Graph 2-11-1 Number of institutions in North Africa**

(Institutions)



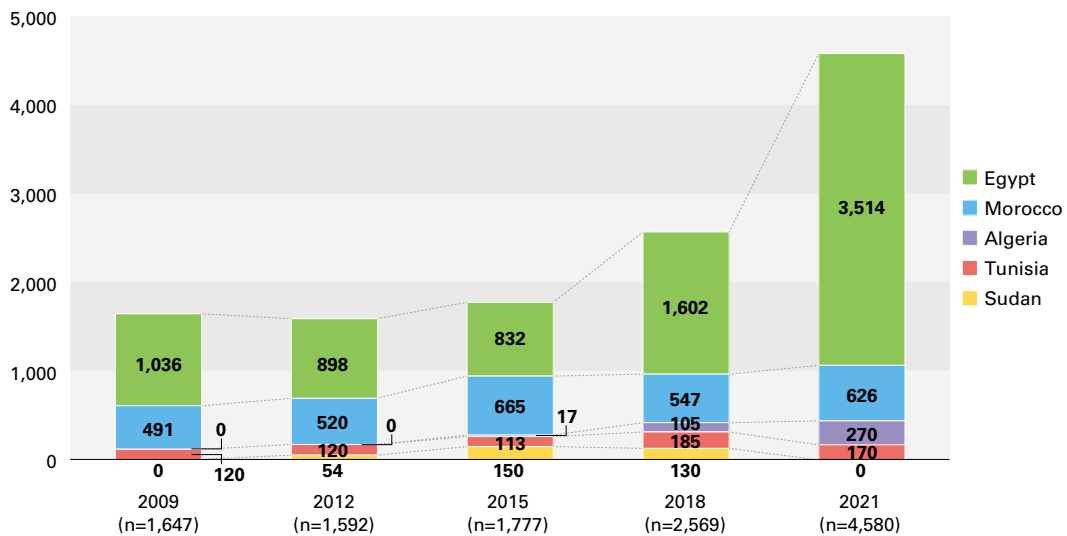
**Graph 2-11-2 Number of teachers in North Africa**

(People)



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

(People)



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

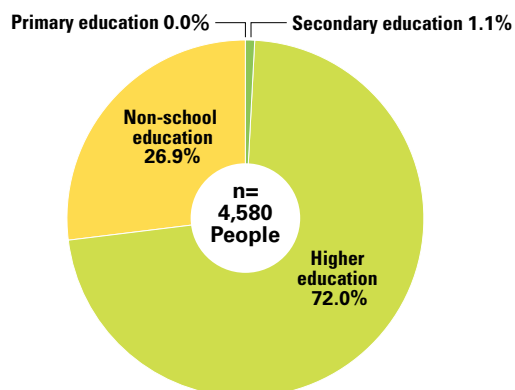
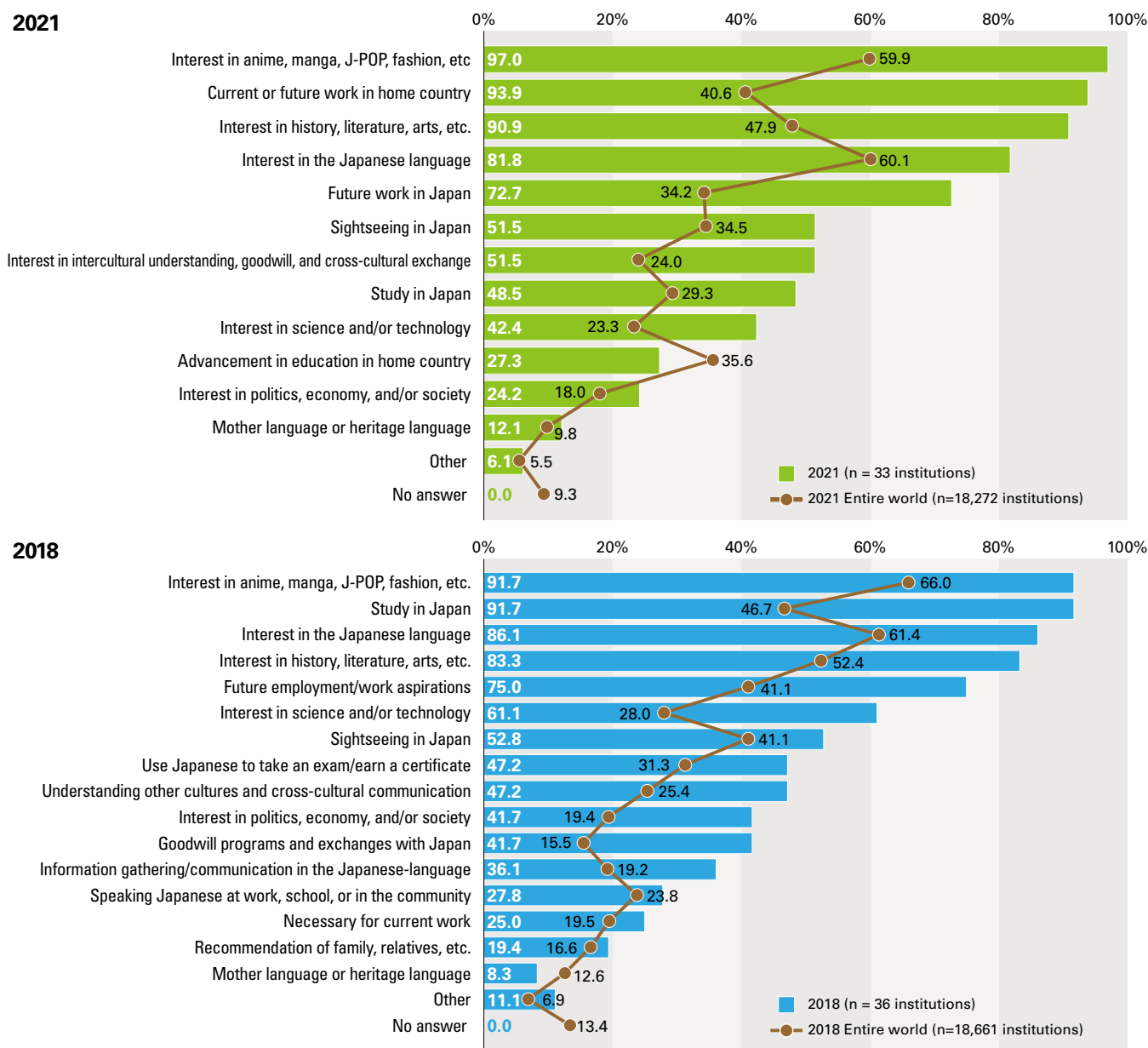


Table 2-11-2 Online class implementation ratio in North Africa

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

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



## Trends in each country

### [Egypt]

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

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

### [Other countries and regions]

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