

12. Africa

Status of Japanese-language education in Africa

In Africa the number of institutions is 68 (down 28.4% compared to the previous (fiscal 2018) survey), the number of teachers is 129 people (down 40.3% compared to the previous survey), and the number of learners is 6,616 people (down 38.8% compared to the previous survey), with the results showing a decrease from the previous survey, where the numbers had increased significantly, and being comparable with the survey before last (fiscal 2015). Note that in the current survey, the implementation of Japanese-language education was newly confirmed in Seychelles and Nigeria, and we also learned that it has been resumed in Burkina Faso. On the other hand, in this survey the implementation of Japanese-language education could not be confirmed in the 5 countries of Ethiopia, Zambia, Tanzania, Mozambique, and Uganda.

The countries in the region with the greatest number of institutions are Kenya (26) and Madagascar (19), while the ranking for number of teachers is Kenya (44 people), Madagascar (37 people), Ghana (14 people), and the Democratic Republic of the Congo (13 people). As for the number of learners, Madagascar has the greatest number with 2,413 people, followed by Kenya with 1,726 people, Ghana with 814 people, and then Côte

d'Ivoire with 634 people.

Looking at the increases and decreases from the previous survey by country, the number of institutions has increased in 5 countries, is unchanged in 3 countries, and has decreased in 10 countries; the number of teachers has increased in 5 countries, is unchanged in 2 countries, and has decreased in 11 countries; and the number of learners has increased in 6 countries and decreased in 12 countries.

The ratios of the number of learners by educational stage are primary education, 18.4%; secondary education, 30.6%; higher education, 36.3%; and non-school education, 14.7%. Compared to the previous survey, secondary education decreased by 10.3 points, whereas higher education conversely increased by 10.2 points.

The online class implementation ratio for the region overall was 44.1%, which is the second lowest ratio among the 12 regions.

Looking at the objectives for Japanese-language learning, “interest in anime, manga, J-POP, fashion, etc.” was the most popular response at 88.2%, followed by “interest in the Japanese language” at 82.4%, and “interest in history, literature, arts, etc.” at 75.0%.

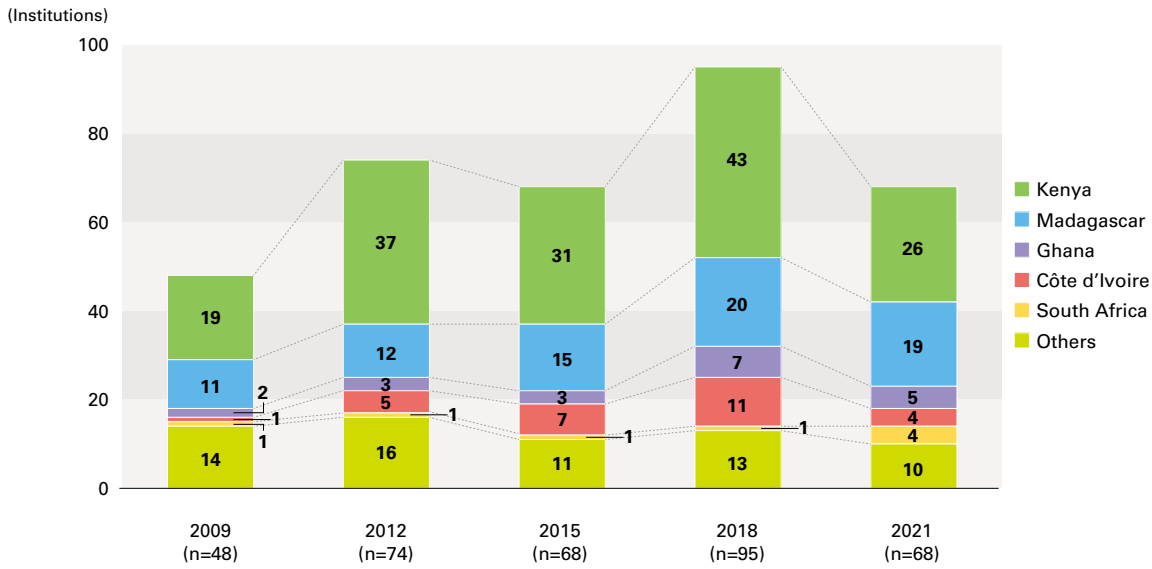
Table 2-12-1 Number of institutions, number of teachers, and number of learners in Africa

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

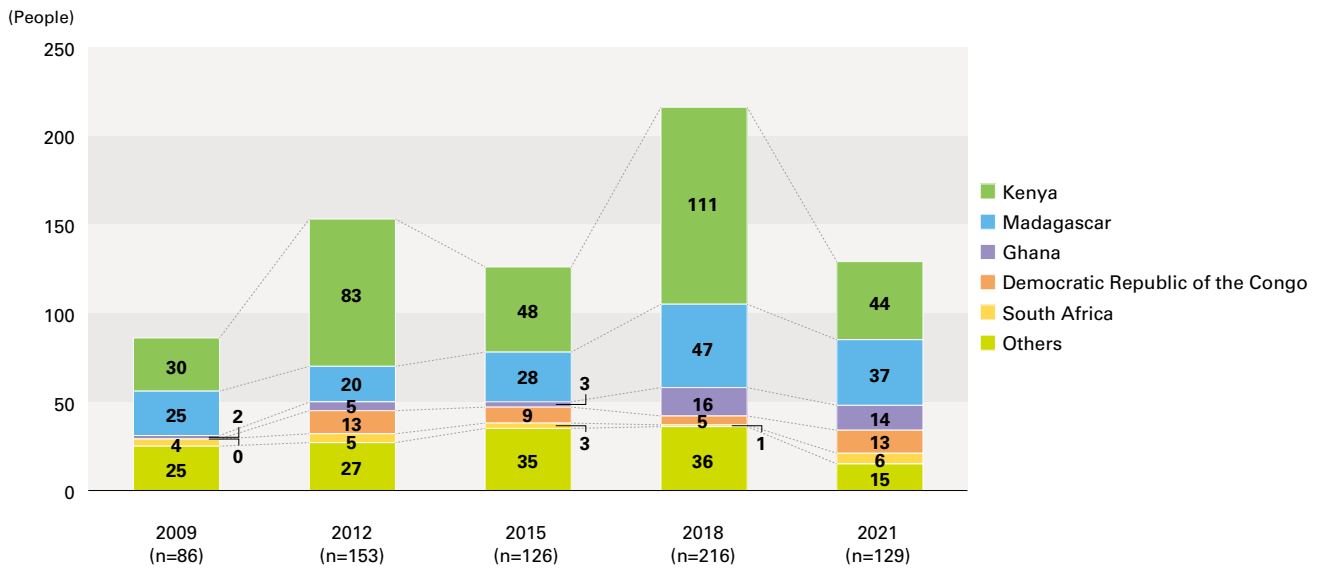
| Country and region | 2021 | | | | | | | | | Population* (People) | 2018 | | |
|----------------------------------|-----------------------------|-------------------|-------------------|--|--|---------------------|------------------|----------------------|-----------------------------|----------------------|-------------------|-------------------|--|
| | Institutions (Institutions) | Teachers (People) | Learners (People) | Learners per 100,000 population (People) | Composition by educational stage (Learners) (People) | | | | Institutions (Institutions) | | Teachers (People) | Learners (People) | |
| | | | | | Primary education | Secondary education | Higher education | Non-school education | | | | | |
| Madagascar | 19 | 37 | 2,413 | 9.3 | 15 | 951 | 893 | 554 | 25,833,588 | 20 | 47 | 2,532 | |
| Kenya | 26 | 44 | 1,726 | 3.6 | 586 | 554 | 542 | 44 | 47,557,157 | 43 | 111 | 2,573 | |
| Ghana | 5 | 14 | 814 | 3.3 | 615 | 140 | 35 | 24 | 24,658,823 | 7 | 16 | 939 | |
| Côte d'Ivoire | 4 | 5 | 634 | 2.9 | 0 | 363 | 250 | 21 | 22,224,509 | 11 | 16 | 3,392 | |
| Nigeria | 2 | 3 | 596 | 0.4 | 0 | 0 | 596 | 0 | 140,431,790 | - | - | - | |
| Benin | 1 | 1 | 142 | 1.4 | 0 | 0 | 0 | 142 | 10,008,749 | 1 | 2 | 225 | |
| Senegal | 2 | 1 | 86 | 0.6 | 0 | 0 | 86 | 0 | 13,357,492 | 1 | 1 | 128 | |
| Democratic Republic of the Congo | 1 | 13 | 60 | 0.2 | 0 | 0 | 0 | 60 | 29,916,800 | 1 | 5 | 30 | |
| South Africa | 4 | 6 | 58 | 0.1 | 0 | 0 | 0 | 58 | 51,770,560 | 1 | 1 | 20 | |
| Zimbabwe | 1 | 1 | 53 | 0.4 | 0 | 0 | 0 | 53 | 13,061,239 | 1 | 1 | 15 | |
| Cameroon | 1 | 1 | 18 | 0.1 | 0 | 18 | 0 | 0 | 17,052,134 | 2 | 5 | 380 | |
| Burkina Faso | 1 | 2 | 9 | 0.0 | 0 | 0 | 0 | 9 | 20,487,979 | - | - | - | |
| Seychelles | 1 | 1 | 7 | 7.7 | 0 | 0 | 0 | 7 | 90,945 | - | - | - | |
| Ethiopia | - | - | - | - | - | - | - | - | - | 2 | 5 | 190 | |
| Zambia | - | - | - | - | - | - | - | - | - | 1 | 2 | 155 | |
| Tanzania | - | - | - | - | - | - | - | - | - | 1 | 1 | 108 | |
| Mozambique | - | - | - | - | - | - | - | - | - | 1 | 1 | 82 | |
| Uganda | - | - | - | - | - | - | - | - | - | 2 | 2 | 35 | |
| Africa overall | 68 | 129 | 6,616 | - | 1,216 | 2,026 | 2,402 | 972 | - | 95 | 216 | 10,804 | |

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

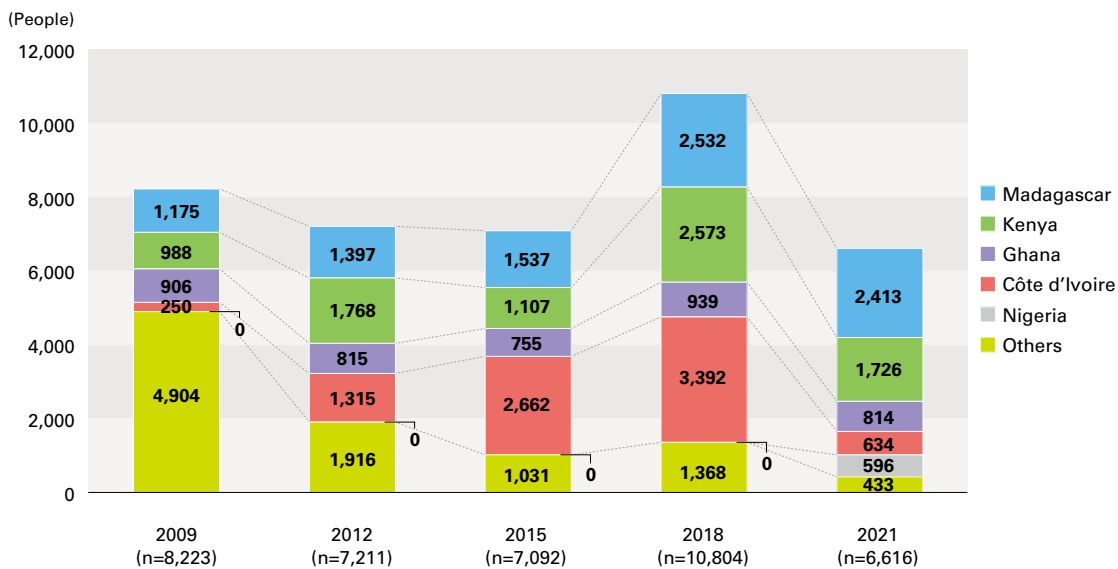
Graph 2-12-1 Number of institutions in Africa



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

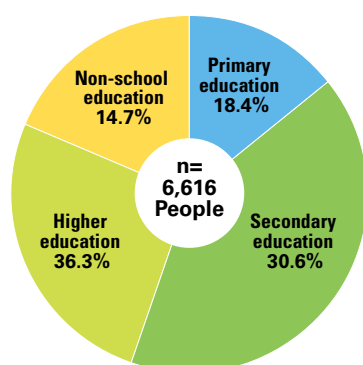
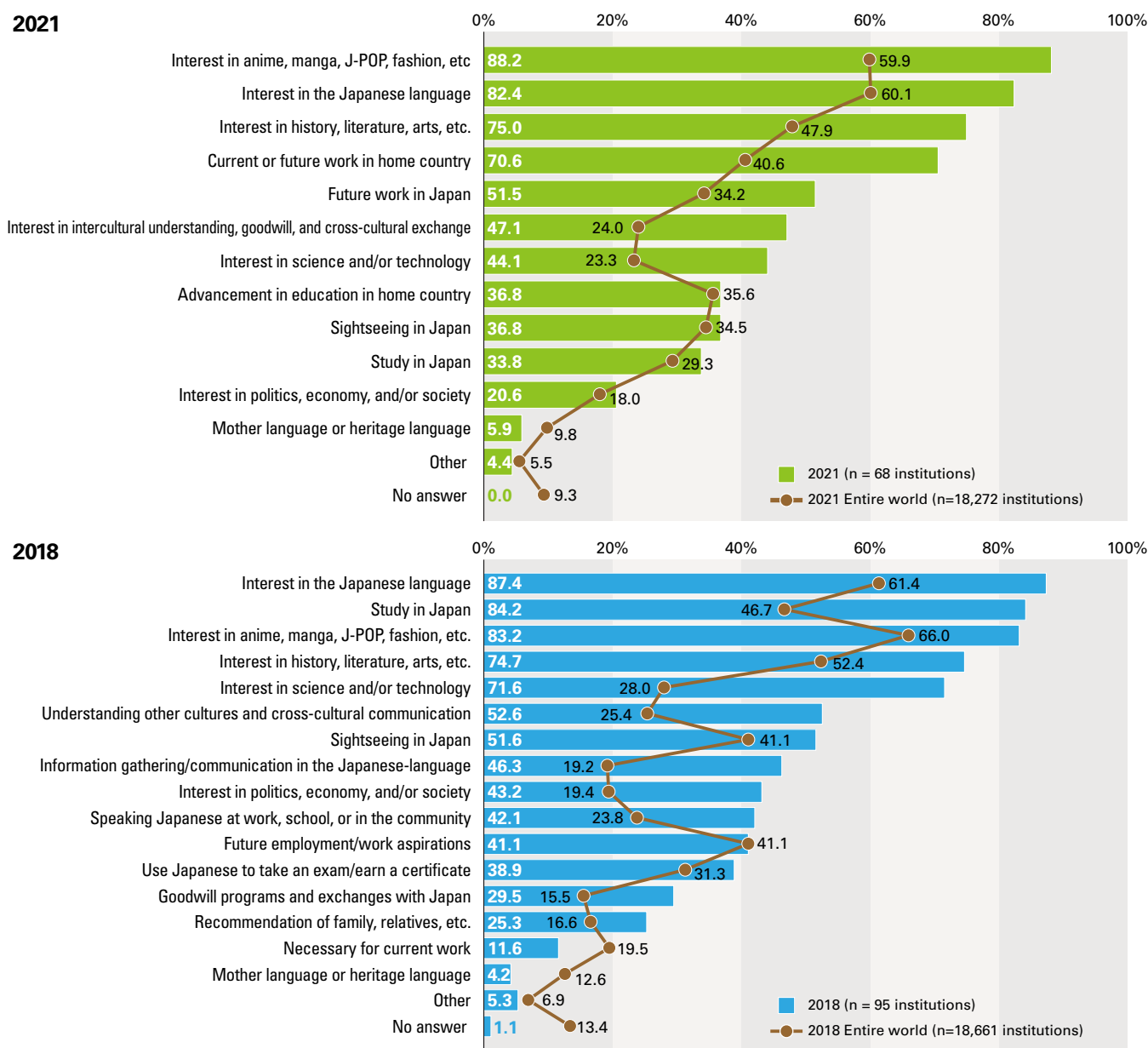


Table 2-12-2 Online class implementation ratio in Africa

| Country and region | Total number of institutions in the country and region | Online class implementation | |
|----------------------------------|--|-----------------------------|-------------|
| | | (Institutions) | (%) |
| Kenya | 26 | 11 | 42.3 |
| Madagascar | 19 | 8 | 42.1 |
| Ghana | 5 | 1 | 20.0 |
| Côte d'Ivoire | 4 | 0 | 0.0 |
| South Africa | 4 | 4 | 100.0 |
| Senegal | 2 | 2 | 100.0 |
| Nigeria | 2 | 1 | 50.0 |
| Cameroon | 1 | 0 | 0.0 |
| Democratic Republic of the Congo | 1 | 1 | 100.0 |
| Zimbabwe | 1 | 1 | 100.0 |
| Seychelles | 1 | 0 | 0.0 |
| Burkina Faso | 1 | 1 | 100.0 |
| Benin | 1 | 0 | 0.0 |
| Africa overall | 68 | 30 | 44.1 |

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



Trends in each country

[Madagascar]

While secondary education alone saw an increase in the number of institutions, teachers, and learners, the results for the other educational stages were either generally unchanged or had decreased. The reasons for the decline include Japanese-language clubs becoming less active due to the impact of the COVID-19 pandemic, the insufficiently developed IT infrastructure making it difficult to transition to online classes, and a slowdown in Japanese-language education activities.

Another factor contributing to the decline was the absence of JICA Japan Overseas Cooperation Volunteers assigned to teach Japanese-language during the survey period.

Compared to the level of interest in Japanese-language education in Madagascar, there are few Japanese-language teachers, and some institutions also lack sufficient educational materials, an issue which has persisted since the previous survey.

[Kenya]

In Kenya, which has the greatest number of institutions and number of teachers in Africa, the number of institutions, teachers, and learners has decreased in all educational stages except for primary education, which is due to the fact that many institutions were closed because of the COVID-19 pandemic, among other reasons. With regard to secondary education, among educational institutions with multiple affiliated schools, which account for the majority of the 23 institutions confirmed in the previous survey to offer Japanese-language education, 16 institutions were confirmed to not be implementing Japanese-language education as of the time of the current survey.

Kenya is one of the African countries in which the number of learners has increased the most, partly due to the background that a certain number of Japanese people live in Kenya, there is demand for the Japanese language in the tourism industry, a key industry for Kenya, and Japan is a major donor country for Kenya, etc.

[Ghana]

In Ghana, which ranks third in the number of learners after Madagascar and Kenya, the number of institutions has decreased by around 30% and the number of teachers and learners have both decreased by around 10%.

[Côte d'Ivoire]

While Côte d'Ivoire had the largest number of learners in Africa in the previous survey, the number of institutions decreased by 4 (down 63.6% compared to the previous survey) due to the suspension of the overseas relocation of Japanese-language teachers as well as the suspension of the functions of the institutions themselves, and as a result, the number of learners also declined sharply by 634 people (down 81.3% compared to the previous survey), dropping Côte d'Ivoire to fourth in Africa for the number of learners.

The severe shortage of Japanese-language teachers despite the growing number of people who want to learn the language has been a continuing problem in Côte d'Ivoire since the survey before last.

[Nigeria]

The implementation of Japanese-language education was confirmed for the first time in this survey. As a Japanese-language teacher was posted in 2021 to the University of Abuja, there are expectations for revitalized Japanese-language education at that university going forward.

[Other countries and regions]

The implementation of Japanese-language education could not be confirmed in Ethiopia, Zambia, Tanzania, Mozambique, or Uganda. The factors behind this include the suspension of classes due to the COVID-19 pandemic and difficulties in continuing to employ Japanese-language teachers due to worsening business conditions, as well as the overseas evacuation of Japanese-language teachers and related personnel.