

## 7. South America

### Status of Japanese-language education in South America

The number of institutions in South America is 394 (down 21.4% compared to the previous (fiscal 2018) survey), the number of teachers is 1,548 people (down 15.8% compared to the previous survey), and the number of learners is 34,557 people (down 18.2% compared to the previous survey), so the number of institutions, teachers, and learners all went from having increased in the previous survey to decreasing in the current survey.

The number of institutions, in order from most to least, is Brazil (261), Argentina (51), and Colombia (20), and the number of teachers is also Brazil (942 people), Argentina (252 people), and Colombia (85 people). On the other hand, looking at the number of learners, there was no change to the top two as Brazil has the greatest number of learners with 20,732 people followed by Argentina with 4,486 people, but next is Peru with 3,761 people. Peru continues to follow the same trend seen in the previous survey in that there is a comparatively large number of learners relative to the number of institutions (13) and teachers (81 people).

Looking at the increases and decreases for each country, the results were that while the number of institutions has increased in 6 of the 10 countries in South America, the number of teachers decreased in 6 countries, and the number of learners decreased in 8 countries except for

Ecuador and Colombia. In Brazil in particular, which is the largest country for Japanese-language education in the region, there were significant decreases in the number of institutions (down 31.3%), the number of teachers (down 20.3%), and in the number of learners (down 20.7%).

Regarding the number of learners, looking at the percentage by educational stage, primary education is 12.5%, secondary education is 18.5%, higher education is 8.1%, and non-school education is 60.9%, so the trend which has continued from the survey before last (fiscal 2015) as well as the previous survey is that the ratio accounted for by non-school education is high.

The online class implementation ratio was 100% in 6 countries, 90% in Venezuela, 84.3% in Argentina, and 83.9% in Brazil, and while Paraguay recorded the lowest ratio at 69.2%, all countries in South America exceeded the global implementation ratio (63.1%).

Looking at the objectives of Japanese-language learning, as was the case in the previous survey, the most popular response was “interest in anime, manga, J-POP, fashion, etc.” (90.1%). Next was “interest in history, literature, arts, etc.” (80.7%), which increased by 22.4 points, a higher percentage than “interest in the Japanese language” (79.7%), which ranked third in the region in the previous survey.

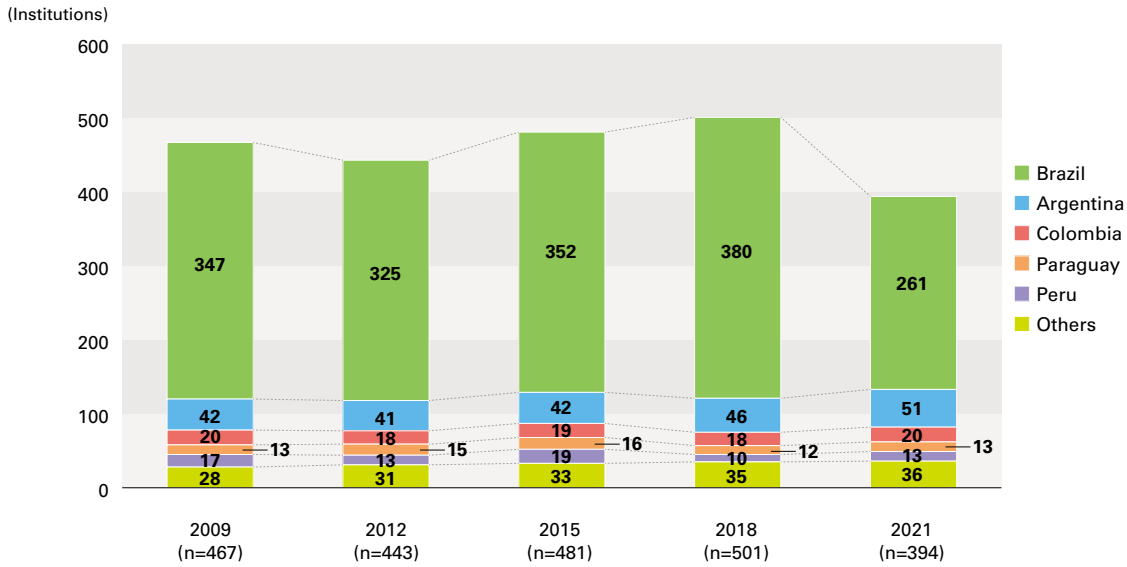
**Table 2-7-1 Number of institutions, number of teachers, and number of learners in South America**

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

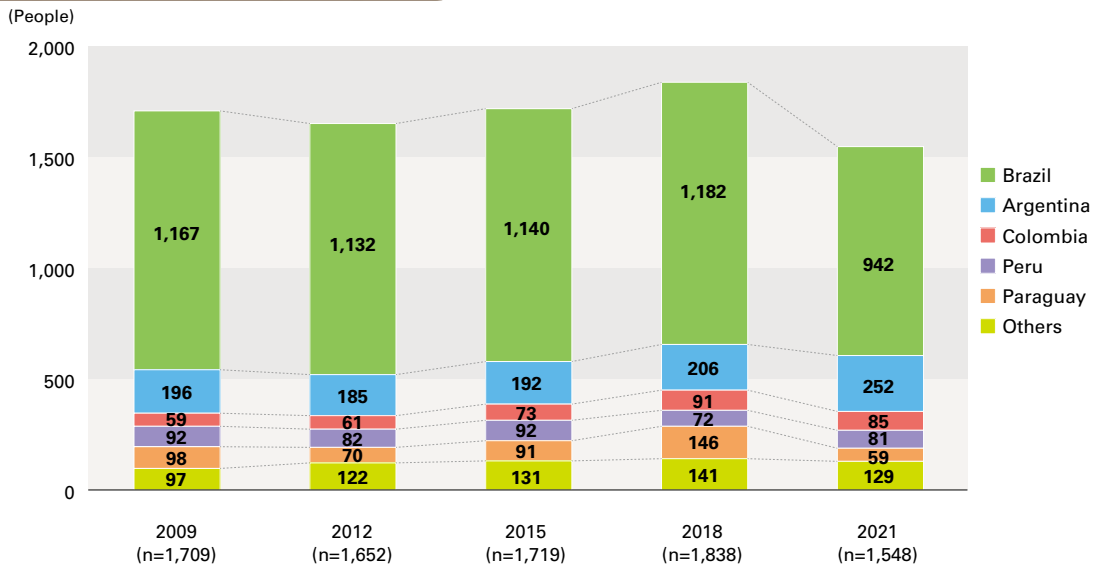
Country and region	2021									Population* (People)	2018		
	Institutions (Institutions)	Teachers (People)	Learners (People)	Learners per 100,000 population (People)	Composition by educational stage (Learners) (People)				Institutions (Institutions)		Teachers (People)	Learners (People)	
					Primary education	Secondary education	Higher education	Non- school education					
Brazil	261	942	20,732	10.9	2,189	4,869	1,705	11,969	190,755,799	380	1,182	26,157	
Argentina	51	252	4,486	11.2	350	140	227	3,769	40,117,096	46	206	5,054	
Peru	13	81	3,761	12.8	1,156	998	10	1,597	29,381,884	10	72	3,792	
Colombia	20	85	2,024	4.6	0	0	436	1,588	44,164,417	18	91	1,645	
Paraguay	13	59	1,262	24.4	413	244	1	604	5,163,198	12	146	3,010	
Chile	11	39	1,096	6.2	44	64	323	665	17,574,003	10	43	1,205	
Bolivia	5	22	488	4.9	172	61	0	255	10,059,856	6	40	557	
Venezuela	10	32	302	1.1	0	0	34	268	27,227,930	11	35	443	
Ecuador	4	20	225	1.6	0	0	70	155	14,483,499	4	11	112	
Uruguay	6	16	181	5.5	0	0	10	171	3,286,314	4	12	251	
<b>South America overall</b>	<b>394</b>	<b>1,548</b>	<b>34,557</b>	-	<b>4,324</b>	<b>6,376</b>	<b>2,816</b>	<b>21,041</b>	-	<b>501</b>	<b>1,838</b>	<b>42,226</b>	

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

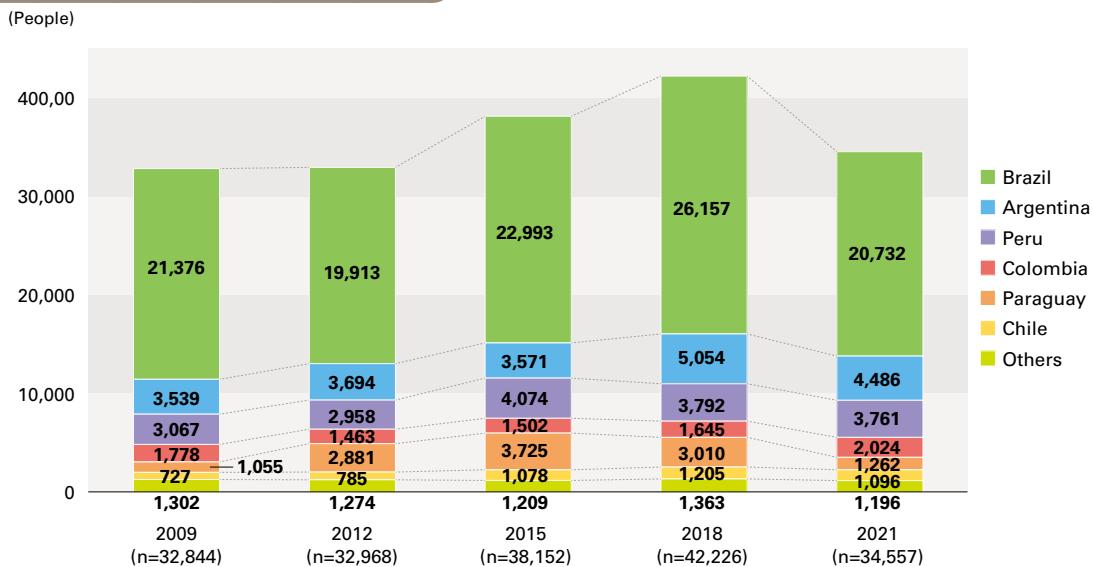
**Graph 2-7-1 Number of institutions in South America**



**Graph 2-7-2 Number of teachers in South America**



**Graph 2-7-3 Number of learners in South America**



Graph 2-7-4 Percentages of learners by educational stage in South America

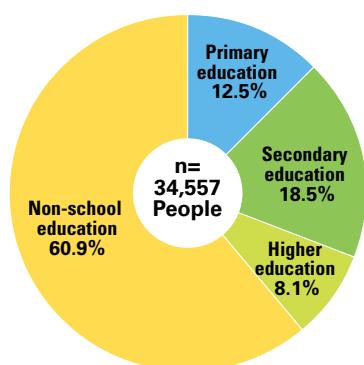
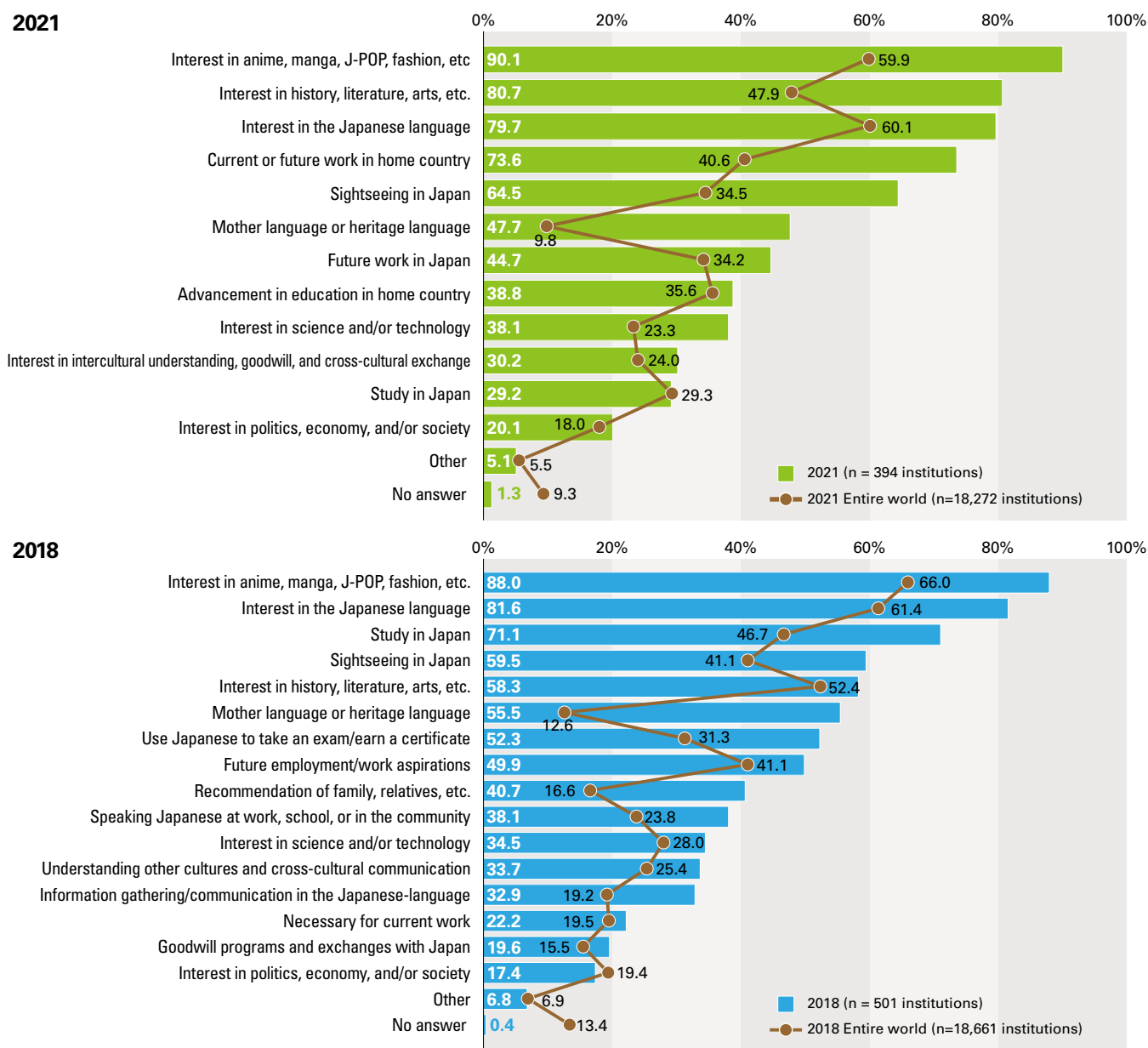


Table 2-7-2 Online class implementation ratio in South America

Country and region	Total number of institutions in the country and region	Online class implementation	
		(Institutions)	(%)
Brazil	261	219	83.9
Argentina	51	43	84.3
Colombia	20	20	100.0
Peru	13	13	100.0
Paraguay	13	9	69.2
Chile	11	11	100.0
Venezuela	10	9	90.0
Uruguay	6	6	100.0
Bolivia	5	5	100.0
Ecuador	4	4	100.0
<b>South America overall</b>	<b>394</b>	<b>339</b>	<b>86.0</b>

Graph 2-7-5 Objectives of Japanese-language learning in South America



## Trends in each country and region

### [Brazil]

While Brazil continues to be the country with the most Japanese-language education in South America, the COVID-19 pandemic has had a major impact, and compared to the previous survey the number of institutions decreased by 119 (down 31.3%) and the number of learners dropped by 5,425 people (down 20.7%). This is mainly attributed to inability to maintain Japanese-language activities (education and learning) arising in some areas due to the spread of COVID-19, as both institutions and learners faced difficulties due to the lack of a sufficiently developed IT environment for online classes, along with financial concerns and other factors.

Some learners in extra-curricular Japanese-language courses that have been established at language centers in public secondary schools (activities utilizing idle classrooms and facilities during free time, as the school day is only a half day) by certain state departments of education (the São Paulo State Department of Education, the Paraná State Department of Education, the Brasilia Federal District Department of Education, and the Amazonas State Department of Education) have dropped the courses because they were not able to prepare the necessary IT environment when the classes were switched to an online format due to the pandemic. In addition, the shift to an all-day secondary school system which has been promoted by the Brazil Federal Ministry of Education has led to language centers being abolished at some institutions, and the number of learners at secondary education institutions in the current survey has declined by 956 people, going from 5,825 people in the previous survey to 4,869 people (down 16.4%). The impact of the COVID-19 pandemic on non-school institutions has been even more serious, with cases of private cram schools run by a single Japanese-language

teacher having to close because of an inability to handle online classes, along with some cases of the number of learners at these institutions being reduced by half compared to before the pandemic due to the learners' inability to set up a learning environment or to pick up the IT skills necessary to participate in online classes, resulting in an overall decrease of 4,198 learners at these institutions, going from 16,167 people to 11,969 people (down 26.0%). Reflecting these circumstances, the online class implementation ratio in Brazil was 83.9%, which is lower than the 86.0% ratio for South America overall.

In higher education, the number of learners has increased by 206 people (up 13.7%) as a result of the “Languages without Borders” program at Brazil’s five federal universities, in which student tutors in Japanese-language departments provide Japanese-language courses for students in other departments and faculties who are interested in learning Japanese, free of charge, along with a new Japanese-language correspondence course that was launched in 2019 at the private Universidade Cruzeiro do Sul and the fact that this university can accept more students than other universities, among other reasons.

The history of Japanese immigration to Brazil stretches back over 110 years, and today there are sixth-generation people of Japanese descent being born there. Although many of Brazil’s Japanese-language learners have Japanese roots, few use Japanese at home, and most do not learn Japanese with an awareness of it being a heritage language. In terms of the form of instruction as well, many institutions offer Japanese-language education as a foreign language, even if the Japanese-language courses are being organized by a Japanese-affiliated organization.

The spreadsheets for survey results by state (1-3a and 1-3b) are available on the Japan Foundation website.