

Research on the Educational Difference between Japan and Other Countries

Funairi high school Saeki Naoaki

1. Abstract

I compared Japan with two other countries about educational systems in this research, and I find out the advantages and problems in the education of Japan, in other to discuss the cause of the problems and the way to improve them. In this research, I targeted the following three countries: France, Finland, and Japan. I selected these countries from a test date given by OECD¹ in 2019. I found that Japanese academic skill is much better than that of other countries, but Japanese students had less motivation to study than other countries. Through these results, I suggested improving the lesson plants of “integrated learning time (sogoutekina-tankyuno-zikan)” at our high school in this research.

¹: Organization for Economic cooperation and Development

2. First

In the past half century, Japan has emphasized on the amount of knowledge that students learn during their compulsory education terms. We call this Japanese specific curriculum, “the Cram Education”. Moreover, it is next to impossible to deny the necessary to review the workload on teachers.

In this situation, Japan won a 7th/40 in a world academic skill test which announced by OECD in 2019. Even through the Japanese educational system is not highly evaluated, Japanese students including me have learned quite a lot of subjects and knowledge. However Japan did not win higher position on ranking. Why? In addition, Finland won first place but, the number of the classes in the country in the school are much fewer than Japan. I was so surprised at this present circumstance. I was interested in how to make up this difference. What only Finland has but Japan not might have made this situation. Not only to get academic skill in target of school education, but it is one of the indexes to evaluate education, so I think we have to find the reasons.

This time, I added France as an index, because this country has a similar economic situation to Japanese one and the country had lower place than that of Japan.

Date: Ranking of world academic test (OECD)

ranking	country	ranking	country	ranking	country	ranking	country
1	Finland	11	Korea	21	New Zealand	31	Spain
2	Australia	12	Czech Republic	22	Iceland	32	Luxembourg
3	Estonia	13	Belgium	23	United Kingdom	33	Italy
4	Denmark	14	Netherlands	24	Russian Federation	34	Portugal
5	Canada	15	Ireland	25	Austria	35	Chile
6	Slovenia	16	Norway	26	France	36	Turkey
7	Japan	17	Switzerland	27	Greece	37	South Africa
8	Sweden	18	Lithuania	28	Hungary	38	Brazil
9	Poland	19	Latvia	29	Slovak Republic	39	Columbia
10	Germany	20	America	30	Israel	40	Mexico

3. Purpose

I promote research in many views and discuss the difference among the three countries highlighted above in this research. I aim to think about a solution of Japanese educational issue and suggest it based on this research.

4. Research of ways

I did dived my research into five stages compare Japan and two other countries based on information gathering with various views and many quantity about each country's education.

- I . Research of literature
- II . Research of taking with French students by using mails.
- III. Research of questionnaire to our grade students (311)
- IV. Research of questionnaire to our school's teachers (31)
- V . Research of e-mail to Finnish school board

The way's contents of each research I ~ V (Contents of questions and the result are summarized at section 5)

I . Research of literature

I researched about literatures by using the Internet. I read various literatures. There was a literature searched about college student's study desire in Japan and France, so I extracted from it, and summarized. In addition, there were some sites summarized about difference of educational systems between Finland, France, and Japan. I read some of them. I extracted from overlapped part in these and summarized based on a view of media literacy.

II. Research of taking with French students by using mails.

I talked with French students by an application called "Hello Talk". This is the application to study foreign language to talk with foreign people. I talked four French students and exchange information on education with each other for 1~2months. I have known French education in the period of COVID-19, difference in subjects and baccalaureate education.

III. Research of questionnaire to our grade 311students

We send a questionnaire to our grade 311 students. (They were 2nd grade at that time.) In addition, I compared the date with result of research I. All questions are selection type.

IV. Research of questionnaire to our school's 31 teachers

We send a questionnaire to our school's 31 teachers. One of the questions are selection type and some parts are running type.

V. Research of e-mail to Finnish school board

We sent e-mail in which is written questions and introduction of our research to Finnish school board and we were replied. I translated the contents and summarized.

5. Result

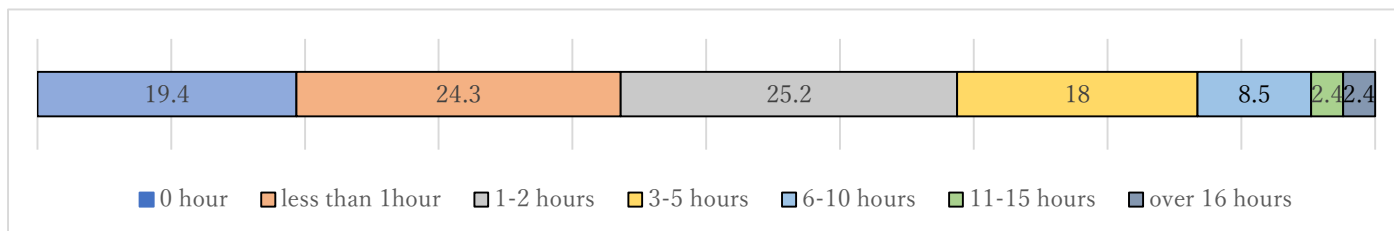
I . Research of literature

It is a summary about a research of "Education France and Japan" by Ms. Kuroda Mami and Ms. Akao Kanoko.

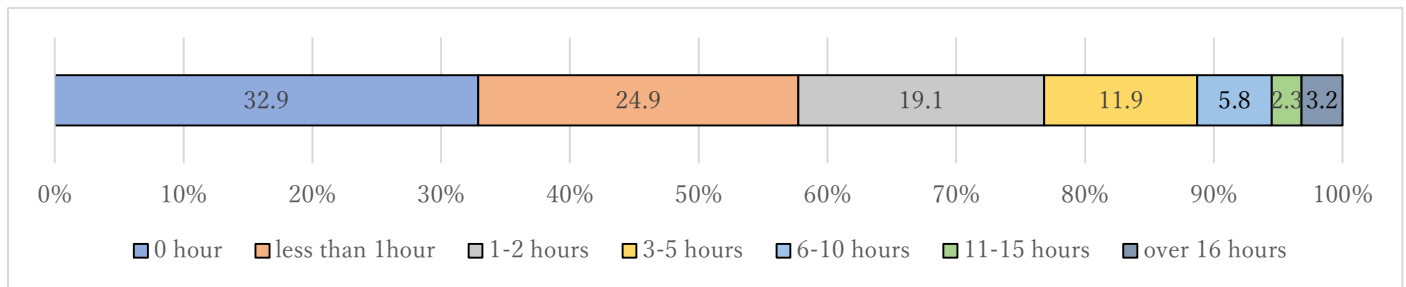
Preparation

The following research result targeted 4948 university students in Japan conducted by Benesse. They asked how students learn in their daily life.

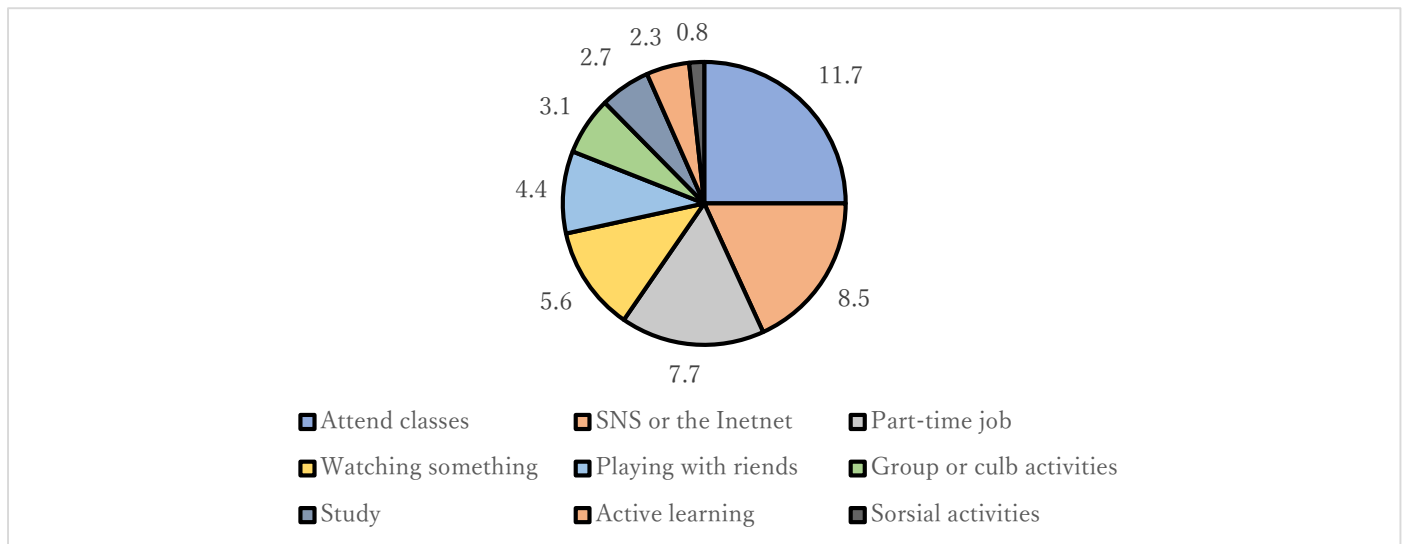
Time to preparation or review in a week



Time to learn outside classes at will in a week



The average time spared to their activities in a week



Research

The style of this research: survey by questionnaire

The eligible people: French universities students: 46 Japanese universities students: 52 at Grenoble and Paris

The contents of this questionnaire: They prepared 9 questions. They are as follows.

1. Do you take notes in school hours?
2. Do you do your homework?
3. Do you listen to listen to your teachers?
4. Do you think about other things or do other things in the school hours?
5. Do you have a doze in the school hours?
6. Do you do preparation or review?
7. Do you say your opinion in school hours?
8. If you do not understand, do you ask teacher?
9. Are you satisfied with the classes at your university?

The choices of this questionnaire are Very much true, True, Rather true, Rather false, and False.

Date: The result

1. Do you take notes in school hours?

	Very much true	True	Rather true	Rather false	False
French	32%	32%	18%	10%	8%
Japanese	28%	56%	0%	15%	1%

2. Do you do your homework?

	Very much true	True	Rather true	Rather false	False
French	25%	33%	20%	28%	4%
Japanese	21%	55%	2%	22%	0%

3. Do you listen to listen to your teachers?

	Very much true	True	Rather true	Rather false	False
French	26%	48%	18%	6%	2%
Japanese	15%	54%	11%	15%	5%

4. Do you think about other things or do other things in the school hours?

	Very much true	True	Rather true	Rather false	False
French	2%	8%	36%	38%	16%
Japanese	26%	49%	13%	10%	2%

5. Do you have a doze in the school hours?

	Very much true	True	Rather true	Rather false	False
French	4%	4%	38%	26%	28%
Japanese	34%	39%	2%	13%	12%

6. Do you do preparation or review?

	Very much true	True	Rather true	Rather false	False
French	6%	16%	37%	27%	14%
Japanese	5%	28%	11%	38%	18%

7. Do you say your opinion in school hours?

	Very much true	True	Rather true	Rather false	False
French	14%	19%	15%	17%	35%
Japanese	10%	16%	7%	44%	13%

8. If you do not understand, do you ask teacher?

	Very much true	True	Rather true	Rather false	False
French	26%	28%	28%	12%	6%
Japanese	13%	35%	10%	34%	8%

9. Are you satisfied with the classes at your university?

	Very much true	True	Rather true	Rather false	False
French	16%	33%	25%	10%	16%
Japanese	15%	38%	19%	23%	5%

Please make sure that you can find the further information on the difference of educational system between Japan and other countries gained by the internet at the section 6. Summary of information by this research.

II. Research of taking with French students by using mails.

I talked with French students by an application called “Hello Talk”. This is the application to study foreign language to talk with foreign people. I talked four French students and exchange information on education with each other. The situations of talking with them are as the following two pictures show. I revised them to protect their privacy.

Pictures



Please make sure that you can find the further information on the difference of educational system between Japan and other countries gained by this research at the section 6. Summary of information by this research.

III. Research of questionnaire to our grade 311 students

The questions, choices and results are as follows.

1. Which is your purpose of your study. Choose from the followings.
2. Do you listen to the thing teachers say carefully?
3. Do you think other things or do other things in the class?
4. Do you have a doze in the class?
5. Do you say your idea or opinion in the class?
6. If you have a question, do you ask teachers?
7. If you evaluate for your academic ability, how do you evaluate? Choose one from the followings.

The choices are

1. To pass the entrance exam or To acquire skills necessary for your future
- 2.~3. Tule, Rather tule, Rather false, and False
7. So good, Good, Bad, and So bad

Date: The result

1. Which is your purpose of your study. Choose from the followings.

To pass the entrance exam.	260	85%
To acquire skills necessary for your future.	32	11%
Both	13	4%

2. Do you listen to the thing teachers say carefully?

True	50	16%
Rather true	188	62%
Rather false	58	19%
False	8	3%
Others	1	0%

3. Do you think other things or do other things in the class?

True	27	9%
Rather true	130	43%
Rather false	133	44%
False	14	5%
Others	1	0%

4. Do you have a doze in the class?

True	94	31%
Rather true	117	38%
Rather false	58	19%
False	36	12%

5. Do you say your idea or opinion in the class?

True	24	8%
Rather true	57	19%
Rather false	134	44%
False	90	30%

6. If you have a question, do you ask teachers?

True	40	13%
Rather true	102	33%
Rather false	116	38%
False	47	15%

7. If you evaluate for your academic ability, how do you evaluate? Choose one from the followings.

So good	11	16%
Good	62	62%
Bad	163	19%
So bad	67	3%
Others	2	1%

IV. Research of questionnaire to our school's 31 teachers

The questions, choices and results are as follows.

1. Have you thought to be a teacher when you enter the university?
2. What do you think of the education during the period COVID-19? Choose one from the followings, with the reason.
3. Which do you want us to acquire power "Toward entrance exam" or "Toward themselves life"?
4. To what extent do you realize your most idealistic class? In addition, please teach me about the class.
5. Please tell me about the strength of Japanese education.
6. Please tell me about the issues of Japanese education.

The choices are

1. Yes or No
2. So good, Good, Bad, So bad, and a description
3. To pass the entrance exam or To acquire skills necessary for your future
4. I can realize my idealistic class, I can realize my idealistic class a little, I can realize my idealistic class so-so, I cannot realize my idealistic class a little, I cannot realize my idealistic class, and a description
- 5.~6. descriptions

1. Have you thought to be a teacher when you enter the university?

Yes	21	68%
No	10	32%

2. What do you think of the education during the period COVID-19? Choose one from the followings, with the reason.

So good	Good	So-so	Bad	So bad	Others
0	4	13	10	0	4
0%	13%	42%	32%	0%	13%

Reason

Good	<ul style="list-style-type: none"> ● We did our best, trying to gain as much information as possible and use it as effectively as possible. ● Few students felt isolated at the schools where ICT was introduced and used for SHR. School issues became clear by this situation.
So-so	<ul style="list-style-type: none"> ● We would be able to engage in the annual curriculum as usual. ● Students were not able to communicate with each other in chatting due to the prevention, but I thought teachers were able to teach knowledge to them by lecture. ● It took much time that information on ICT or how to manage the online classroom. On the other hand, I admitted that it could not be helped because the number of people who can use ICT was limited. ● For both students and teachers, there was a large gap between the ones who could adapt to the ICT environment and the ones who could not. → ±0 ● We could have experienced the new style of education but the education itself stopped for a moment, which was challenging.
Bad	<ul style="list-style-type: none"> ● I thought there was a limitation to study at home. It was also impossible for both students and teachers to communicate with each other in online. ● Teachers and students did not get used to a new system of online class. ● It was difficult to establish friendship through school events. ● Schools in Japan closed without any specific proofs by specialists. ● Students at high school managed to overcome this situation, I thought. But we had negative influences on the university education. The syllabus was originally too much full of contents, which had not been made, expecting such a situation.
Others	<ul style="list-style-type: none"> ● It is difficult to evaluate because we had many difficulties that we had met for the first time. We are now being evaluating. ● I think we need to evaluate with a longer-term view point.

3. Which do you want us to acquire power “Toward entrance exam” or “Toward themselves life”?

Toward entrance exam	5	16%
Toward themselves life	10	32%
Both	16	52%

4. To what extent do you realize your most idealistic class? In addition, please teach me about the class.

I can realize my idealistic class.	0	0%
I can realize my idealistic class a little.	3	10%
I can realize my idealistic class so-so.	11	38%
I cannot realize my idealistic class a little.	13	45%
I cannot realize my idealistic class.	2	7%

Idealistic class

- Students will “I want to do more and know!” in my class.
- Interesting and funny.
- Student’s sense of value and idea are updated by the class.
- Student’s feeling of “I want be an intellectual” is enhanced by the class.
- Everybody can understand the class.
- I want to research deeply more than now by focusing the background.
- Students consider deeply with their interest in the class.
- I want to introduce response of students more than now. In addition, their intellectual curiosity is stimulated by the class.
- More students find their theme. Then, they do research, doing presentation and doing discussion after that. Everyone shares their knowledge with each other in the class.
- They can get to their goal safely within a limited time.
- Everyone can enjoy the class through cooperating with each other.
- They can get their confidence in the class.
- Students will be able to think what they can see when they use an “academic lens” gained in classes to see the society.
- They will think seriously in the class regardless of the existence of examinations.
- They are enjoy playing sports from the bottom of their hearts to improve the skill, and make the plan to achieve by themselves.
- I can think about the mystery, beauty and danger of the nature together.
- They can get “something to learn” at “a class”.
- Teachers speak as little as possible during the class.
- Students select text, find the problem, and cooperate with each other.
- Reduce the quantity of textbook, and students can think or examine based on their own interest.
- They will want to learn the theory as a solution about the thing in which they are interested.
- Teachers give a question to students, and they think it. Teachers do not give an answer to them soon.
- There are many experiments in the class more than now.
- Type of seminar and a small number of people.
- They can use what they have learned in their life.
- They find the sports which they can continue in their life in the class.
- Students can think hard and do learning activity based on afforded plan of teaching.
- Students or students and a teacher discuss with each other to approach the essence based on doing preparation.

5. Please tell me about the strength of Japanese education.

- Most people can have compulsory education.
- Teachers brings up student's comprehensive skills to lead a better life through not only study but also daily chores like cleaning. Not only in the class.
- The gap of education is small.
- There is a regular standard at Japanese compulsory education.
- Students can select high school and university to go.
- Japanese teachers are teaching kindly.
- The equality education is carried out comparatively in Japan.
- Everyone is thinking that the human right is important and trying to protect peace and safe.
- Everyone thinks that the basis is important.
- Students can be active with group.
- There is good facility, and we can take education almost for free.
- There are many areas, and they care about neutrality of politics.
- There are PE classes.
- The balance around knowledge, moral, and physical health is good.
- There are the classes that all teachers observe and discuss to make their own class better. Such classes do not exist in other countries.
- The curriculum is systematic and the contents are comprehensive. The activities of outside at elementary school.

6. Please tell me about the issues of Japanese education.

- Some teacher's burdens are so big.
- Most of the professors who teach about education at the university have not experienced on-the-job training.
- We should cultivate people who are not used by AI.
- The number of people who want to be a teacher in the future is falling now.
- A teaching skill by teachers and an education skill by parents decline.
- The number of students taught by a teacher is so much.
- Japanese government should pay more money to school education.
- We should increase the number of teachers.
- The entrance exam is a big goal for students, so they do not have enough skills to live as a member of society.
- We fall behind the movement toward ICT.
- Political power is concerned with the education, and government manage the budget at university, so most of the researchers are "nation theory's research".
- The skill of education at university decline.
- Students can get basic skill, but they do not get application skill.
- The opportunity to limit education increases, because the response to the media is the focus of attention now.
- The field does not change without the entrance exams change.
- There is no system of teacher's evaluation.

- The number of students who cannot move until they are instructed by the teachers.
- Everyone should be able to put own idea into action. In addition, they should be able to think about social problem and government deeply.
- Students can concern with not only same generation but also difference generation.
- There are students who think it is difficult to learn, because the choices of learn are little.
- Everyone has negative images to repeating a year in school. There is no grade skipping system.
- The quality of teacher decline. (Big burden make this situation.)
- The equality of taking classes.
- Install places where everyone can do voluntary research: library.
- We should improve moral education more. It includes bullying problem.
- Teachers and students stay school too long. There are little pleases to teach except school.
- There are little opportunities when students research and express things.
- It is hard to be great human resources because we evaluate on a same index.
- We should do role sharing more in teachers. (Classes, mental care, and abolition of homeroom teacher system, etc.)
- I want to reduce using papers in the classes by introduction tablet.

V. Research of e-mail to Finnish school board

We sent e-mail to Finnish school board as fellow. (We sent it in English)

【Transmission】

Dear Ministry of Education and Culture

Hello, we are students of Funairi High school in Hiroshima, Japan.

We are Studying education now.

And we would like to make the Japanese education better.

We would like to ask you about the education in Finland.

1. Under COVID-19, what kind of education system does the government have?

2. Because

3. What kind of people does the government want them to be? For example, global people, or domestic human?

4. What the educational issues does the government have? And what do you think the solutions for the issues above?

5. What should the people do to become teachers and which skills they should need?

Thank you for your cooperation.

Sincerely yours

【Response】

Dear Funairi High school,

Thank you for your message. We are pleased to hear about your interest in the Finnish education system.

Enclosed please find answers to your questions.

COVID-19 also on these websites:

<https://www.oph.fi/en/news/2020/finnish-schools-coped-well-transition-distance-education-students-hope-more-interaction>

<https://minedu.fi/en/the-impact-of-coronavirus-on-education-and-culture>

The National Core Curriculum for pre-primary and basic education was renewed in 2014. The new core curriculum emphasizes broad general knowledge and competence. The core objectives of the curriculum are to promote growth into humanity and becoming an ethically responsible member of society, to achieve a broad general knowledge base and expand the view of the world, and to ensure the capability to act in a democratic and equal society while contributing to sustainable development. The focus of the reform has been on consolidating the pupils' ability to think for themselves and learn to learn, interaction and cooperation skills, and motivation. Holistic perspective on children's well-being is a key element in Finnish education. Schooldays are not only for academic skills but also for physical education during recesses, developing one's social skills and learning to live and act as members of community. The main goal of the curriculum is to grow as a human being and as a citizen. We emphasize how to learn instead of what to learn. Our education system offers everyone equal opportunities for learning, irrespective of their domicile, gender, socio-economic status or linguistic and cultural background. Education and training will enhance gender equality and non-discrimination in society. Our objective is that children and young people will feel well.

Educational issues <https://minedu.fi/en/project-and-legislation>

We have highly educated, skilled and motivated teachers. Teaching profession is respected and popular in Finland. On all school levels, teachers are highly qualified and committed. Universities can select among the most motivated and talented applicants. On both primary and secondary levels, a Master's degree is required, and teacher education includes teaching practice. The teaching profession has a high status in Finland. Teachers are also autonomous in their work, as the system is based on trust rather than control. Teachers are a key for student achievement. Excellent teachers can be found everywhere in Finland, no matter the size or location of the school. Teacher education is attractive for students and universities get an abundant number of good applicants. Less than 10 % of applicants are accepted. Universities also pay attention to the applicant's aptitude, which is vital factor. Teachers are motivated and constantly develop their own professional skills.

More information

<https://minedu.fi/en/frontpage>

<https://minedu.fi/en/education-system>

<https://minedu.fi/en/koulutusjarjestelman-erityispiirteet>

<https://www.oph.fi/en>

<https://minedu.fi/en/brochures>

<https://www.oph.fi/en/statistics-and-publications>

Best regards,

Ms. Marjo Hellström

Coordinator

Ministry of Education and Culture

International Relations

We searched information at sites of these URL. Please make sure that you can find the further information on the difference of educational system between Japan and other countries gained by this research at the section 6.

Summary of information by this research

6. Summary of information by this research

I summarized and considered these research data on “the difference between Japan and France, Japan, and Finland”.

【Finland】

- There were some schools which did online class in the period of COVID-19. The rate is 39%. In addition, schools which did not online class, was half as much as that of the normal class.
- Finnish students go to the local school until they enter the university. (They do not have to enter the school in accordance with their own academic levels)
- The number of classes is the lowest in the member nation of OECD (34countries). The number is 190 days. (Japanese number is 230 days.)
- This country has 2 months of summer vacation.
- There are not juku in this country.
- They can study until they enter university without paying for the tuition fee.
- A class has 20 students.
- There are not club activities and extracurricular activities.
- Teachers must have a license of master's degree.
- There is not a system of class, and students make their plan to take necessary subjects.
- There is not an official approval of textbook.

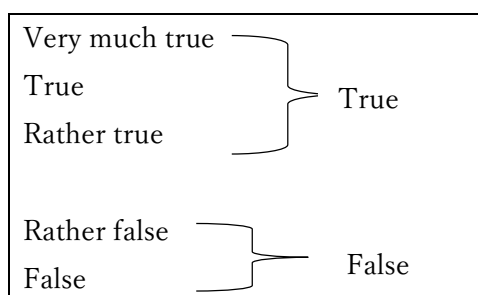
【France】

- There were many schools which did online class in the period of COVID-19. Some schools take the period for 6 months.
- The school system consists of the following stages in the order shown below.
 - kinder garden (3-6 years)
 - elementary school (6-11 years)
 - high school (11-15years)
 - university (15-17years)
- French students must go to school from kinder garden to the university.
- There are many schools that introduce the baccalaureate system. In addition, these school's students can make their plan to take necessary subjects.
- French university student's study time is longer than Japanese university student's one.
- There is system of repeating a year in school and grade skipping.
- They must select kinds of school vocational course or general course when they are 15 years.

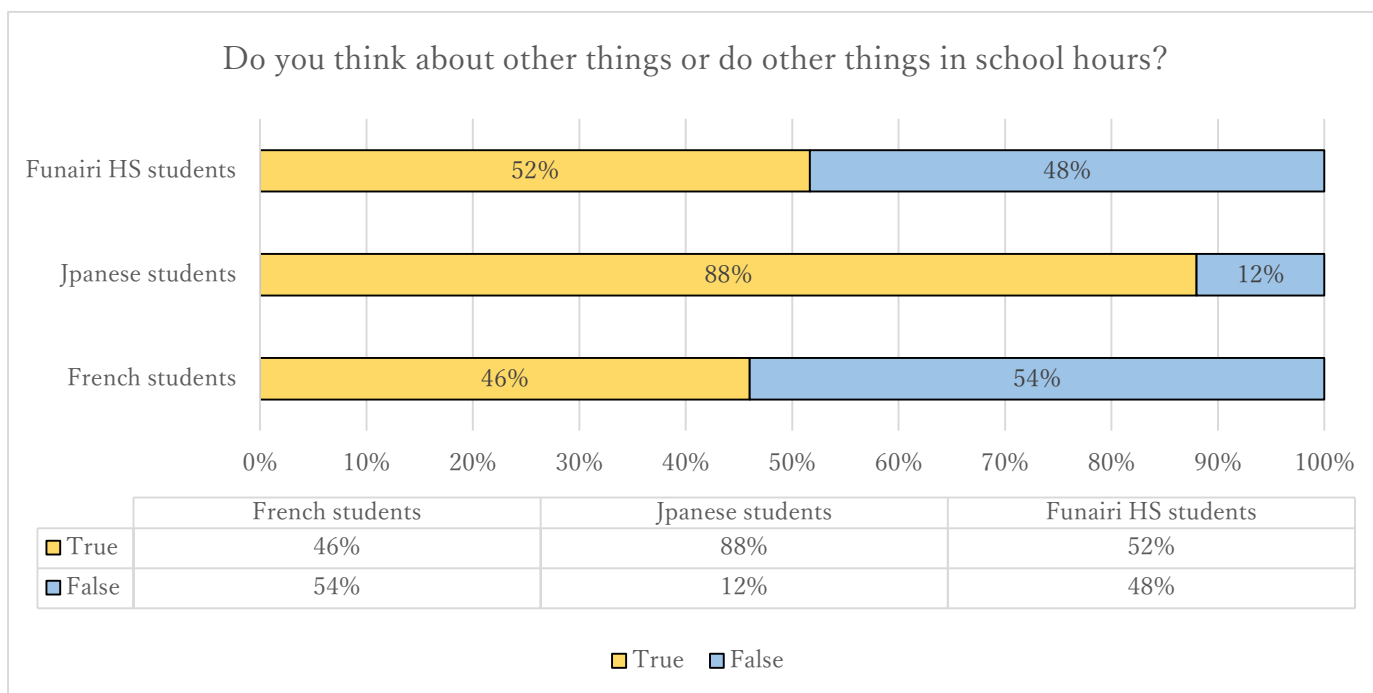
7. Discussion

First, I compared the data from the survey on the learning motivation of French students conducted by an institution and that of Funairi students. (From research I and III.)

I summarized the questionnaire. The question is “Do you think about other things or do other things in the school hours?” After getting the answer, it was sorted into two categories shown as the figure below.



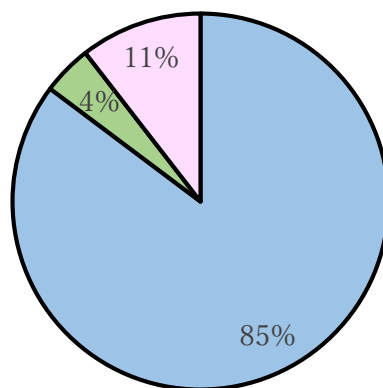
I think that if student answered No in this question, they are positive to classes. This result is summarized as a graph below.



There was clearly gap in Japanese and clear gap between the Japanese students and French students. The rate of the Japanese students who are not positive to classes is about 90% in Japan. However French student's rate is under half. And Funairi high school student's rate is over half. This surprising point is French rate is lower than Funairi high school with a deviation value of over 60 in Hiroshima. In addition, this important point is this French rate is not a school's rate, but this is the country's average. Accordingly, many French school's students are more positive to classes than students with a deviation value of over 60 in Hiroshima. This eagerness to the class difference may be a cause which Japanese education is called “Cram Education”.

“What is our goal to study” is one of the questions before I conducted research, but this question has been clarified by this research.

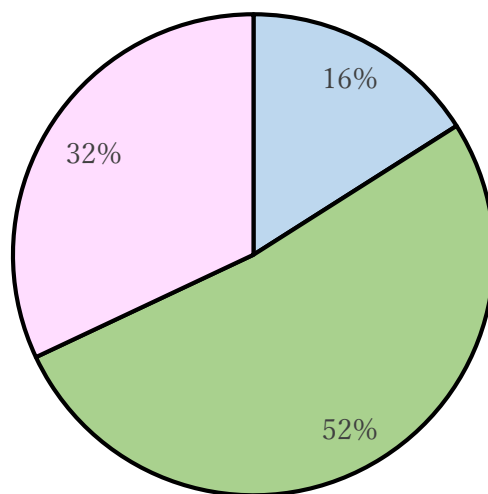
Which are you studying now to pass the entrance exam or acquire skills necessary for your future?



To pass the entrance exam
 Both
 To acquire skills necessary for your future

This is the pie chart in which I grouped choices of survey by questionnaire. You will be able to find from this pie chart, most of the students are studying only to pass the entrance exam. There are only 15% of students who are studying to acquire skills necessary for your future. In the other words, about 90% of students are studying to pass the entrance exam.

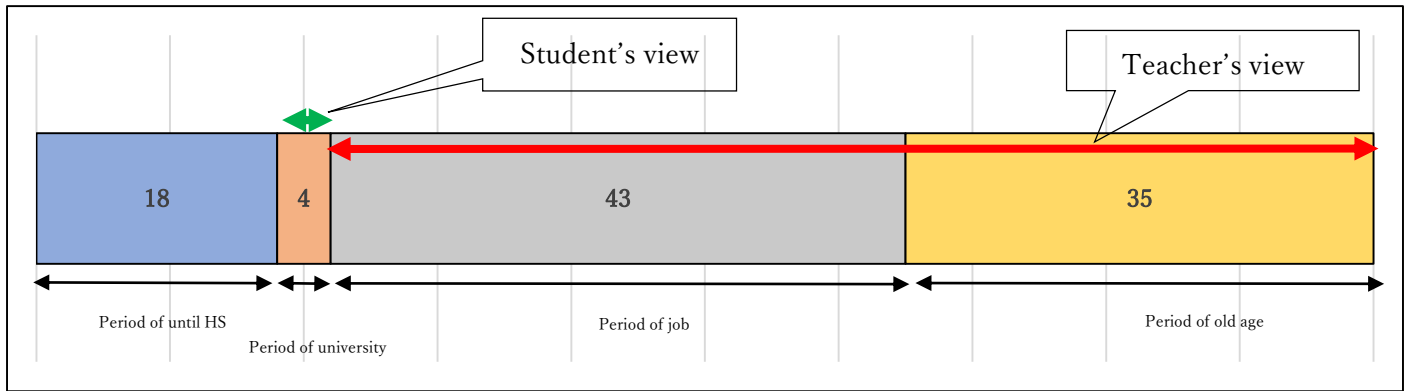
Want us to learn "for entrance exams" or "for the future skills"?



for entrance exams
 Both
 for the future skills

However, there are 84% of teachers who want to us to learn "for the future skills". There is a big difference of recognition between students and teachers. From this result, we can find there are few students who study in the manner teacher want them to be. The rate is only 20%. This difference may make some problems: the goal set in curriculum cannot be attained or what a teacher want student to learn does not correspond to what they actually have learned. Perhaps this problem already happens now.

Student's goal is the entrance exam, and they do not think about "What to study in university." This is one of the causes. This situation was also written in many questionnaires. Technical learning after entering the university is the most important. However, there are some students who select university in only view of academic background. This situation is also one of the causes.



Return to the original topic – the gap of how teachers and students recognize “learning”. The graph above shows a human life plan, supposing it takes 100 years. The period at the university is so short. Teacher’s idea will be they do not want us to aim at only this period, but most of students must not be able to see the periods of job and old age. This period is about 80 years. I think it is waste to spend time for the moment at the university. Then, I could find the result that many Funairi high school students “cram” knowledge by this research of study goal and, research of comparison about the eagerness. I think this trend applies to many students in Japan which is called “Cram Education Country”, too.

In the end, the study is we must realize the education in students can provide the course of direction about eagerness to study and, the correct purpose to achieve this. In the other words, we also should more treasure the thought which is important in foreign countries.

8. Suggestion

From this discussion, I suggest a plan of “integrated learning time (sogoutekina-tankyuno-zikan)”. More specifically, I reformed partly the research activity which is put into action last year (2020) at Funairi high school.

① About last year, and the problem

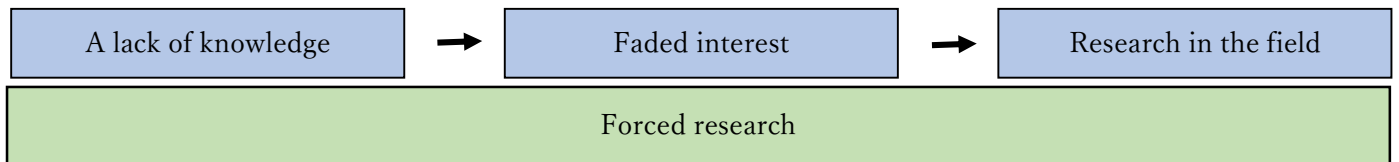
I summarized following about contents of the research activity which is put into action last year (2020) at Funairi high school.

- A) Divide into classes from the field which they like. (About 30 people.)
- B) Practice to make questions about the date which do not have a relationship with their field.
- C) Make questions which they want to know about in their field.
- D) Share the questions each other in the class. In addition, make a group in which students have similar question. (About 3~8 people.)
- E) Change their questions which all group members want to research while discussing.
- F) Think about the plan to solve the question.
- G) Research to solve that then, summarize the information and result of experiment to posters. In addition, prepare to announcement.
- H) Give a presentation by use the posters to share research. Students who do not make a presentation evaluate that.
- I) Groups which get best evaluation in each class prepare to presentation by using Power Point and, research deeply.

- J) The groups give a presentation in front of all grades and, classroom teacher evaluate the presentation.
- K) Top 3 teams in the evaluation give same presentation to lower grade.

I can research such a deep exploration study as shown below through the contents. It was so fruitful time for me but, I think there are some things to reform.

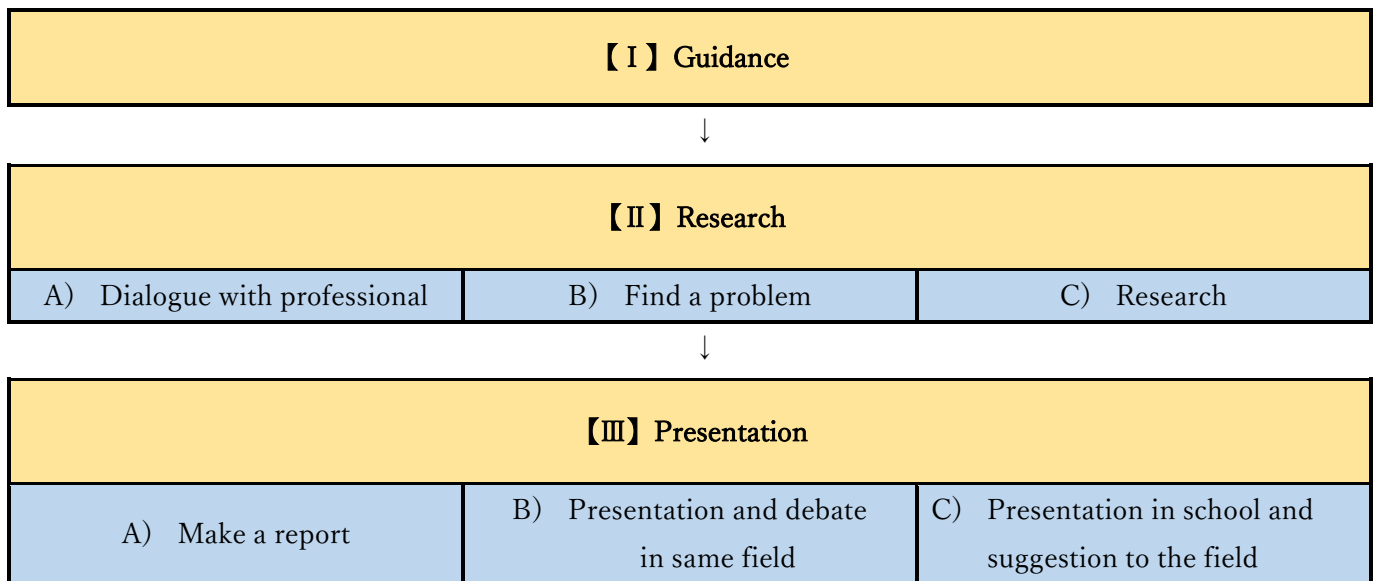
Especially, this research was done in lack of knowledge condition. There are students who do not decide own interest field clearly. However, they even decided the field for the present. Their research was started in the field that teachers do not know well. Therefore, I think some students have felt so hard. And there must have been students who felt so hard to make a question because, they cannot learn about that or must learn about basic contents. They also must have felt hard to research.



Their research becomes the once that are forcefully asked to do as I show in the diagram above, because they do not have enough knowledge about the field. That is to say, activity to deepen the question in themselves become so waste of time. In other words, this time is same time when students reluctantly learn for some students.

② A Suggestion

I suggest change following system to change this situation.



③ Each Phase of the Process

【 I 】 Guidance

Everyone listens to some lectures if they are interested in or are not interested in the field, and they find the interesting field for them. The lectures are lectured by various professionals and professors. The lectures contents are about the work, interesting thing in the work, what faculty besides what studied, the field's attraction, etc. I think this opportunity makes student's alternatives expand. They find the interest field and decide the field.

【II】 Research

A) Dialogue with professional

Students dialogue with professional about the situation of the site and thinking at the place to not only count on information in the Internet before they research about the field which they decide at process 【I】. They will be able to deepen understanding to the interest by this process.

B) Find a problem

Students make the question by using information and deeply understanding which they get at process A). They must understand about the field more, so it makes us expect to they research more.

C) Research

Students solve the things which they wonder at process A) and B). This is the most important process in research activity. It is expected that skills (think for yourself, practice, analyze information, and form it) is increased.

【III】 Presentation

A) Make a report

Each group makes a report about information which they get at process 【II】. They can get one more chance to confirm their opinion and the foundation before the announcement. In addition, they also can make better-organized presentation.

B) Presentation and debate in same field

Students can know new views and information which they did not think of by listening to another group's announcement. Their interest about the field become larger and students can see this from more various points of view. Then students can exchange the opinion which is not only one way but bilateral way by debating.

C) Presentation in school and suggestion to the field

Students will be able to do various things (think about the field in which they have not been interested and relations with own field, get many stimuluses: for example, understanding to other field, provide to other people, etc.) by listening to presentation in school. In addition, they can know many views (practicality and efficiency) which they cannot know in the class, and it will influence to the later research with something to positive. This process does not mean to end to they only do research.

9. Perspective of in the future

I could make ideal reform measures to this problem but, there will be some problems: a lack of classes, collaboration by experts etc. I want to think and promote about not only ideal but also reality. In addition, this research has become the opportunity to be interested in how the motivation to study influence to job and life. This motivation became important points in this research. Then I promoted this research activity with ranking of education. However, questions about this research are not still cut off after end to research for the present: what

people think about this ranking, how are there people who want to improve this ranking, can Japanese students get academic ability like Finnish students if Japanese education system changed Finnish system, I selected France because the economic scale like Japanese that but how does it influence to academic ability, and etc. I want to research about these in the future's research.

10. Reflection

I could summarize difference between Japan and other countries in terms of their education from the various points of view. In addition, I could prove the lack skill of Japanese education now by specific figure. I also came to realize again that the important thing in study is the motivation to study. What it the most important is not their test scores but the student's motivation. Then I could suggest a plan of "integrated learning time (sogoutekina-tankyuno-zikan)". Now, all schools introduce this time in Japan, but quite a few schools which make this time into study period. My best wish for the time is to make the time used more efficiently and also make it longer to do research activity which students cannot experience in usual class. I think that it is difficult to cultivate them to be people who have skills looked for by society: for example, have a wide view and voluntarily act if the place students' study is only school. This thing is also written in the questionnaire of teachers. We must think about the spread of various experience and study activity at the place is not school. In other view, many problems happened in this situation of COVID-19, and not only the problems but also problems until now were become clear in school. We also must think about these. There are many problems like this in school, so we must deal with new problems every time. I could learn this through the thinking about solve a problem. I think that I had a good time and got good experience.

11. Gratitude

I really thank dedicated teachers in Funairi high school for teaching to me from start to finish. The teacher's name is Mr. Kashihara Shohei, Ms. Kanda Yuka, Mr. Furukawa Yuki (Japanese syllabary order), and Ms. Yanagi Tomoko (principal of my school). In addition, I am filled with gratitude to Mr. Marjo Hellström in Finnish MEXT², 4 French students, 31 teachers and 311 students who wrote a questionnaire in Funairi high school to conduct this research. Thank them very much. Lastly, I would like to use this opportunity to thank my friends promote this activity with.

²: Ministry of Education, Culture, Sports, Science and Technology

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【From survey by questionnaire】

- 31 teachers in Funairi high school (I questioned them with a promise which I do not release their name, so their name are secreted.)
- 311 73rd term students in Funairi high school (Ditto)
- 4 students living in France (Ditto)
- Mr. Marjo Hellström in Finnish MEXT