



Comparison of the U.S., Japanese, and Spanish Education Systems

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Overview of Japanese Education System

- Education is compulsory up until 9th grade
- 93% complete high school or technical school
- Many high schools require entrance examinations, similar to how universities require entrance examinations
- Curriculum constructed by the Ministry of Education, Culture, Sports, Science & Technology
- Average teacher salary after 15 yrs \$48655
- OECD rankings
 - 520 reading (5th)
 - 529 math (4th)
 - 539 science (2nd)
 - Overall 5th



Japan (cont'd)

- Passing the entrance exams and attending a university or college is essential for the majority of students.
 - Entrance exams are used to determine whether students can gain entrance
 - Higher suicide rates
- “Not going to college means beginning work with an almost irremediable disadvantage. Going back to school is not an option and rarely will even the most talented high school graduates gain promotion above the university group in any sizable organization... a high school degree looks very insignificant.” (Thomas Rohlen, 1983).

Overview of the U.S. Education System

- Each state is responsible for constructing its own curriculum
- Education is compulsory until high school, depending on the state
- The SAT and ACT are used to gain entrance into universities in addition to GPA
- 72% high school graduation rate
- No Child Left Behind, American Recovery and Reinvestment Act of 2009, Revision to Elementary and Secondary Education Act
- Average teacher salary after 15 yrs \$44000-47317
 - OECD scores for 15 year olds
 - 500 reading (14th)
 - 487 Math (25th)
 - 502 Science (17th)
 - Overall U.S. is 14th (average)



Overview of the Spanish Education System

- Compulsory until age 16 consisting of Educación Secundaria Obligatoria (ages 12 to 16)
- Can elect to complete the two year Bachillerato if standards are met and then apply to a university by completing entrance exams
- The other option is to receive a certificate and apply to vocational school
- Governed by Ley Orgánica de Educación, Ley Orgánica de Modificación de la LOU, LOMLOU. Curriculum established by the Ministry of Education.
 - 1) The need to provide all citizens with quality education, at all levels of the education system, in order to improve general results and reduce the rate of pupils who finish basic education with no certificate as well as the early school-leaving rate. Since all citizens should achieve the maximum development of all their intellectual, cultural, emotional and social capacities, they need to receive quality education adapted to their needs. At the same time, effective equal opportunities must be guaranteed, by providing the necessary support both to pupils and educational institutions. Therefore, the aim is to improve the educational standards of all pupils, by finding a balance between the quality of education and equity in its distribution.
 - 2) The need to get all sectors of the educational community to collaborate. The combination of quality and equity of the previous principle demands a joint effort. Therefore, the responsibility of school success does not only fall on the individual pupil, but also on families, teachers, schools, education authorities and society as a whole, which is ultimately responsible for the quality of the education system.
 - 3) A determined commitment to the educational objectives set out by the European Union for the next few years.

Overview of the Spanish Education System (cont'd)

- OECD rankings
 - 481 reading (26th)
 - 483 math (28th)
 - 488 (28th)
 - Overall (26th)
- Average teacher salary after 15 yrs \$46974-48945



Overview of Spain (cont'd)

- Tasas brutas de graduación por sexo. Curso 2003-04
- Licenciado Universitario (1) 21,1% 14,5%
- Diplomado Universitario (1) 20,6% 12,4%
- Técnico Superior (C.F. Grado Superior) 18,5% 15,1%
- Técnico (C.F. Grado Medio) 17,1% 14,9%
- Bachillerato 52,8 % 36,2%
- Graduado en Secundaria 78,0% 63,1%
- Hombres Mujeres

Sample of Japanese Curriculum at Kokusai High School



Minimum Required credits for Graduation (Class 2009)

Subject Area	1st Grade (Year 10)	2nd Grade (Year 11)	3rd Grade (Year 12)	Total
Japanese Language	5	4	2	11
Geography and History	2	2		4
Mathematics	5	4		9
Science	3		2	5
Health and Physical Education	4	3	3	9
Art	2	1		3
Home Economics	2	1		3
Foreign Languages	7	6	6	19
Understanding Cultures	2		2	4
Understanding Society			2	2
Information and Expression		2		2
Theme Study	1	1	1	
Compulsory-elective Subjects related to several subject areas	2			2
Total	35	24	18	77*

Current Curriculum at Bowling Green High School



- Subject Areas Minimum Requirement
- English 9, 10, 11
- English Elective - .5 must be writing course4.0
- Mathematics4.0
- Science (1 Physical; 1 Biological)3.0
- Social Studies3.5
- World History/American History/S.S. Elective/
• U.S. Government/Economics
- Health.....0.5
- Physical Education (2 semesters required)0.5
- Electives7.5
- TOTAL.....22.0

Bowling Green High School Curriculum after the adoption of Core Curriculum in 2014

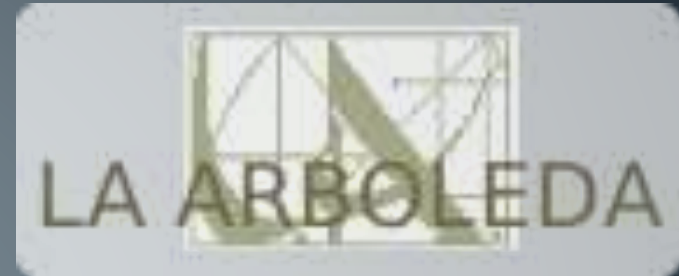
Core Curriculum

- Subject Area Recommended
- English 9, 10, 11
- English Elective – (.5 must be writing course)4.0
- Mathematics (including 1 credit of Algebra II).....4.0
- Science (1 Physical; 1 Biological)3.0
- Social Studies3.5
- World History/American History/S.S. Elective/
U.S. Government/Economics
- Health.....0.5
- Physical Education (2 semesters required) (0.25 credit/sem).....0.5
- Electives6.5
- Fine Art1.0
- If completed in middle school, no HS credit will be awarded.
- TOTAL.....22.0

Spanish Curriculum

- Two cycles compromise the ESO
- First three years: Natural Science; Physical Education; Social Studies; Geography and History; Spanish Language and Literature and, if applicable, the Co-official Language and its Literature; a Foreign Language; Mathematics; Plastic and Visual Education; Music; and Technology.
- At least one year: Citizenship and Human Rights Education
- Fourth year: Physical Education; Ethic and Civic Education; Social Studies; Geography and History; Spanish Language and Literature, and, if applicable, the Co-Official Language and its Literature; Mathematics; and a first Foreign Language. They must also study three subjects from the following list: Biology and Geology; Plastic and Visual Education; Physics and Chemistry; Computer Science; Latin; Music; a second Foreign Language; and Technology

Plan de Estudios en Instituto de Enseñanza Secundaria La Arboleda



Tercero cuarto

- Biología y Geología 2 Horas semanales
- Ciencias Sociales, Geografía e Historia 3 Horas semanales
- Lengua Castellana y Literatura 4 Horas semanales
- Matemáticas 3 Horas semanales
- Física y Química 2 Horas semanales
- Lengua Extranjera (Inglés) 2 Horas semanales
- Música 2 Horas semanales
- Educación Física 2 Horas semanales
- Educación Plástica y Visual 2 Horas semanales
- Tecnologías 3 Horas semanales

Method of Instruction in Japan

- Average class size 40 -50 students
- Generally a class consists of the teacher reading from a textbook and providing little supplemental material
- Rare dialogue between teacher and students
- Textbooks nationally approved
- Purpose is entrance exam preparation and absorbing as much information
- Juku and yobiko
- Remain in classroom, builds group unity

Method of Instruction in the U.S.

- Teachers often supplement the textbook with their own knowledge
- Dialogue occurs often between teacher and student
- Critical thinking skills developed
- Individuality, innovation
- Smaller class sizes, <30
- Change classrooms frequently

Method of Instruction in Spain

- Schools teach the national Castilian language in addition to the co-official language of the region
- <30 students
- Teachers have the freedom to supplement the textbook with their own knowledge
- Focus on equality of the sexes
- More standard based

Demographics of Japan

- Population-126,475,664
- Japanese-98.5%
- Foreign-1.5%
- Unemployment Rate-5.1%
- Literacy rate-99%
- Poverty- 15.2%



Demographics of the U.S.

- Population-308,745,538
- White-72.4%
- Black-12.6%
- Asian-4.8%
- American Indian-0.9%
- Native Hawaiian and Pacific Islander-0.2
- Other race-6.2%
- Two or more races-2.9%
- Hispanic or Latino-16.3%
 - Identify themselves as Hispanic and another race



U.S. Demographics (cont'd)

- Unemployment rate-8.8%
- Unemployment rate, regardless of education is higher for the Black and Hispanic communities than the White community
- Poverty-17.1%

Demographics of Spain

- Population-46,754,784
- Spanish-88%
- Foreign-12%
- Castilian Spanish (official) 74%, Catalan 17%, Galician 7%, Basque 2%, are official regionally
- Unemployment rate 2010-20.33%
- Poverty -19.8%



Conclusions

- Balance between developing the individual and ensuring each child acquires an adequate amount of information
- Adjusting to the challenges faced by each country
- Accept diversity
- More programs

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