

COMPARATIVE STUDY BETWEEN THE EDUCATIONAL SYSTEMS OF SPAIN, UK, FRANCE AND GERMANY

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Abstract

Education and training are essential for the transformation of the European Union (EU hereafter), to advance as a knowledge society and compete effectively in a global economy. Europe is vital to have an education and training of high quality.

The overall objective of this study is to compare European education systems Spain, UK and Germany. To carry out the objectives, we used comparative methodology of deductive character, in order to contrast the variables proposed in this paper chosen educational systems. For this purpose a descriptive-analytical analysis by extracting the relevant units of comparison data. Through the multiple variables related to the structure of the systems, types of routes, filters and options, equity of the system, curriculum, college access, types of schools, funding, staff and system difficulties. Educational systems that promote equity and social cohesion at the expense of neoliberal policies and neoconservaduristas that are embedded in the education of all countries of the European Union are needed, as well as the need for political gain scholarships and extensive support for students most disadvantaged.

In Europe, following the neoliberal policies and globalization in which we are immersed, education has largely become a commodity to be bought and sold, ie education lies at the mercy of the economy, and an obsession with the results observed for the quantification and evaluation of educational problems, student achievement, teachers, which leads to measuring, counting and tallying almost everything, and this creates competition among students and schools.

Keywords: Comparative education, education systems, education, training.

1 INTRODUCTION

According to information found on education and training of the European Union [1] shows that "education and training are essential elements for the transformation of the European Union in a and societies based on knowledge of the world's most competitive economies". If you want to advance as a knowledge society and compete effectively in a globalized economy, Europe is vital to have an education and high quality training [2]. In the EU, education policy is the responsibility of each country, but among all set common goals and share best practices. [3]Therefore, in this study we will focus on comparing the following variables: the structure of the systems, types of routes, filters and options, equity of the system, curriculum in high school, college access, types of schools, financing, teacher and difficulties system in some EU countries (Spain, England, France and Germany).

Since the adoption of the Lisbon Strategy in 2000 [4] which has strengthened political cooperation in education and training, initially through the work program "Education and Training 2010" and then by "ET 2020" the strategic framework for European cooperation in education and training [5]. These cooperative actions have led to the formulation of common goals and initiatives that encompass all types of education and training and all stages of lifelong learning [6].

If until recently, the backbone of the European education policy is primarily directed towards equal opportunities, integration and social cohesion, it appears that at present is targeted towards new political purposes, primarily directed towards competitiveness and economic competition. However, do not forget that it is easier to make an economic policy prediction or draw a precise educational prognosis [7].

The overall objective of this study is to compare European education systems in Spain, France, UK and Germany in terms of the following variables: the structure of the systems, types of routes, filters and options, equity of the system, curriculum in secondary access college, types of schools, funding, staff and system difficulties.

The specific objective is to interpret and find the causes and origins of the differences and similarities between the systems analyzed.

To achieve the objectives set, we use a comparative approach in order to contrast the variables raised in the different education systems in Europe that we have chosen in this study.

The methodology used in this study part of the comparative method of deductive character, based on the model presented by G: F Bereday and F.Hilker, then joined Garcia Garrido contributions, among others. Thus, the fundamental stages of our comparative study are:

Pre-descriptive phase: aimed at establishing the theoretical framework from which research should be developed by the comparative method.

Descriptive phase: aimed at presenting the data collected separately for each of the comparative units.

Interpretative phase, which aims to interpret the data that have been discussed in the foregoing phase.

Juxtaposition phase: aimed at confrontation of the data presented in the description and then have interpreted.

Comparative phase, aimed at drawing of comparative conclusions.

The sources of information used were mainly secondary sources to obtain much information publications, reports and official websites: Eurydice, OECD, OEI-Red Quipu, and consultation with the Ministries of Education of the countries involved.

2 SPANISH EDUCATIONAL SYSTEM

The Spanish Constitution and the Education Act guarantee social participation in the General Programming of teaching. In addition, the educational authorities and arbitrate encourage the participation of all sectors of the educational community in the organization, governance, operation and evaluation of schools. To ensure the equity principle governing the Spanish education system, the education is organized in a comprehensive way, so that students do not have to choose between academic and vocational branch until the end of compulsory education, with the aim of ensuring equal opportunities, educational inclusion and non-discrimination, and to offset the personal, economic and social inequalities. [8]

Also, in response to its diversity, the education system organizes a series of actions to prevent and respond to the educational, temporary or permanent needs of all students. Moreover, lifelong learning is established as another basic principle of the education system, which is encouraged and facilitated by the competent public authorities.

The lessons offered by the education system are the Early Childhood Education, Elementary Education, Secondary Education (ESO), Bachillerato, Vocational Training (FP), the Adult Education and university education. Besides the Language Education, Art Education and Sports Education, considered Specialised Education they are offered.

Primary education and ESO constitute basic and compulsory education. Secondary education is divided into ESO and post-compulsory secondary education, the latter consisting of the Baccalaureate intermediate level vocational training, the professional Plastic Arts and Design of middle-level and intermediate level sports education being.

The Spanish educational system offer the following lessons:

Early Childhood Education (CITE0) covers up to 6 years. Although not a mandatory educational stage, the second stage of it is free in all centers supported by public funds (public schools and private schools). Public schools that teach are called nursery schools and which also provide primary education are called Schools and Primary Education.

Basic education is compulsory and free in the centers supported with public funds. It consists of ten years of schooling and is divided into two stages:

Primary Education (CITE1) comprises from 6 to 12 years. Within this age cohort, from age 8 education system provides education artistic nature of elementary (music and dance) that is within vocational education, as it provides a theoretical and practical education.

Secondary education first degree (CITE 2): ranging from 12 to 16 years which is where compulsory education ends. This is a third way, ie, a synthesis between academic and vocational via satellite. Within this stage vocational education are related to music and dance would end at 18.

Higher Secondary Education (CITE3) also is taught in Secondary Schools. It lasts two academic years, usually exchanged between 16 and 18 years. Offers students two possibilities, the Bachelor (general branch, greater emphasis on content and less weight in the procedural part) and middle grade vocational training (vocational branch, working most part procedural and less weight is given to the content). [9]

3 UK EDUCATIONAL SYSTEM

The changes that have occurred in the field of education over the last thirty years in England are of vital importance to understand the structure of the current educational system.

Between 1870 and 1944 there was a change of power: control over the Church to control by the State, in which the power of the "State" was a mixture of powers of local and central authorities. This was reflected in the words "a national system, a local administration".

The core political principle of the education system is now economic competition, instead of equal opportunities and social cohesion.

Educational enormous structural changes took place: A National Curriculum was created. National examinations would be created for children aged 7, 11 and 14 years. Furthermore, the concept of "local management of schools" was invented, which meant that the financing and management of these were passed to the school itself and the historical role of local education authorities had taken a century to develop He began to decrease.

In the infant stage the Ministry of Education is not responsible for the education of children aged 3-5. They are private entities that deal with education so that there is a national curriculum for this stage (Foundation years). Years the Foundation has a website for those who work with children aged 0-5 years and also provides services to families going through pregnancy or having children at this age.

Education is compulsory between the ages of 5 and 16 years. The vast majority of young people continue with full-time education after the age of 16 years.

The Government is committed to raising the age of compulsory in England to 18 in 2015, so that all young people between 16 and 17 years old participating in education or training.

Preschool needs are covered either by local authorities or by independent entities. In addition to day care and kindergarten, primary schools, local authorities can offer day care centers that accept children younger than 2 years. Private kindergartens are organized by parents and volunteers or independent entities. [10]

4 FRANCE EDUCATIONAL SYSTEM

The French education system set curriculum that French students tend to specialize rather late as the 1975 law.

According to the French Ministry of Education French education system it is organized at various levels of education: [11]

Pre-primary education (ISCED 0), is provided in the "kindergarten" and 2/3 children flock to 6 years old. Almost all children attend kindergarten from three years, although it is optional. These schools are therefore - with the elementary level - an integral part in the education of French which is called the "first level of education", which is under the Ministry of Education.

Primary education (ISCED 1) is provided in "Primary Schools" and admits children between the ages of 6 and 11 years. This marks the beginning of compulsory education is secular and free when provided in public schools. At the end of this course of five years, students automatically have access to the secondary level of education (there is no evidence or guidance standard procedures).

Lower secondary education (ISCED 2), is offered in schools 4 years (students between ages 11 and 15). This is a third way, ie, a synthesis between academic and vocational via satellite. Education in schools is compulsory and common to all students. A national diploma (the brevet) is awarded at the end of schooling at the College. Admission to upper secondary education is not

conditional on success in Brevet. At the end of the school Collège (15 years old), the school recommends the appropriate school route to the families, basing their recommendation on school reports of students and interests.

The second grade secondary education (ISCED 3): comprising of 15 to 18 years. And it is divided into two channels:

An academic track (greater emphasis on content and less weight on all procedural) of 15 to 18 refers to "General Liceo and Tecnology". You have access to the University.

A career path (working more procedural part and less weight is given to the content) of 15 to 18 years and refers to "Liceo Profesional". You have access to the "High Ecoles".

Children can continue their education, either general education in vocational, technical or provided at the upper secondary level. The courses taught in these institutions have different objectives and conditions for admission, but most of them are structured in three cycles of study (Bachelor, Master and Doctorate) and ECTS credits, according to the principles of the Bologna Process. [12]

5 GERMAN EDUCATION SYSTEM

In Germany, schools are required to develop the quality of education based on the framework established in most of the federal states (Länder). The quality and effectiveness of schools are very important. [13]

The German education system has a federal configuration, that is, each of the 16 Länder, or federal states has its own education system with his own ministry, the Ministry of Culture. Only framework legislation for the university level is competence of the federal State; for everything else the federal states are competent.

Although recently have raised voices calling for a more centralized educational system, one can say that will probably not give the states sovereignty on education so easily for greater standardization. An advantage of this "collage of small states" as it has been called critical tone federalism is certainly the fact that the various projects and developments can be observed in different states first before applying them nationally.

Early childhood education in Germany is not mandatory and is not very widespread. It is poorly regulated and, to date, no lesson plans for childcare, or guidelines for preschool (before attending the first grade). The requirements of the authorities have a very general nature and are not binding. A consequence of alarming reports by primary school teachers and also because of the bad results of PISA, is now intended to kindergartens and preschools become more integrated in the educational system to provide a good start to groups disadvantaged. However, critics warn of the danger of "losing childhood," and are carrying out further studies in psychology and pedagogy to find ways to combine games and learning.

We can say that early childhood education is of social nature of 0-6 years. From 3 years CITE 0 level so you start to establish a curriculum but that is not governed by the Ministry of Education is established. We found another way that appears after 5 years of infant school-based education covering two years, 5-7 years as a method of transition to the primary stage. Students who did this second route would pass directly to the second grade.

Compulsory education ranges from 6 to 16 years, four years of primary education comprises (or three years plus one child in the transition cycle), and six years of compulsory secondary education. We found a semi-compulsory in the German system from age 16, would include three years of upper secondary education (do not go to full time). [14]

6 RESULTS

Comparison and analysis of the differences and interpretation of the data of the educational systems of Spain, France, England and Germany. Comparative tables:

Structure of the educational systems (roads and years of schooling)

Table 1. Structure of education systems.

	Spain	UK	France	Germany
Children's stage (CITE 0)	no Compulsory 0-3 First stage 3-6 Second stage	no Compulsory Ages 3-5	no Compulsory Sges 2 /3-6	no Compulsory Two possibilities: -Character Social 0-6 (3 years is considered CITE0) -Character academic 5-7
Primary Education (CITE 1)	compulsory Stage 6-12 single structure	compulsory Stage 5-11 single structure	compulsory Stage 6-11 single structure	compulsory Stage 6-10 single structure
Secondary Education (CITE 2)	compulsory Stage 12-16 single structure third way Qualification compulsory secondary education	compulsory Stage 11-16 single structure third way certification CGSE	compulsory Stage 11-15 single structure third way Diploma Brevet	compulsory Stage 10-16 Tripartite system: -Academic (Gymnasium, Schulartermit bildungsangen drei) -professional (Hapschule, zwei Schulartermit bildungsangen) - Third Way (Realshule)
Post Secondary Education (CITE 3)	no compulsory 16-18 2 way: - Academic (High School) at the end High School degree is obtained. - Vocational Training (Medium grade) Technical title is obtained.	no required 16-19 + years 2 way: - Academic Way (Pos General Secondary Schools) - Professional way (specialized High School Schools)	compulsory up to 16 years. 15-18 2 way: -Through Academic (General and technological High School) -Through Professional (Vocational Lyceum)	semi-Compulsory 16-19 3 way: - Academic (Gymnasium, and Fachoberschule) - Professional (technical schools) - Dual
Education Post-secondary non-tertiary (CITE 4)	It does not exist	no compulsory Duration 1 years Higher-schools Superior training courses;	It does not exist	not compulsory - Professional way: Berufsfachschule + Betrie, vocational training + training in companies. 19- 22 years. Academic ways: Fachoberschule, upper-secondary non-tertiary education after a year. 18-19. Abendgymnasium / Kolleg. Evening High School. 19 to 22 years. Berufsfachschule, advanced vocational training. 19-22 years.
Higher Education (CITE 5A and 5B)	no compulsory 18+ - Professional Training (Top Grade) - University Teaching - Higher Degree of Plastic Arts and Design and Sports Education	no compulsory 18+ -Universities - Higher schools for higher education - Tertiary education schools of specialization	no compulsory 18+ -Universities -Major Schools - Specialty schools - Higher schools technology university	no compulsory 18+ -Universities and colleges -School Superior technique. -schools or higher cycles

In Spain, Early Childhood Education (CITE0) covers up to 6 years. Although not a mandatory educational stage, the second stage of it is free in all centers supported by public funds (public schools and private schools). The obligation includes primary and secondary stage, ie six years to sixteen. Primary Education (CITE1) comprises from 6 to 12 years and has a unique structure. Secondary education first degree (CITE 2): ranging from 12 to 16 years which is where compulsory education ends. This is a third way, ie, a synthesis between academic and vocational via satellite. At the end the stage, if the students get positive evaluations, receiving the title of Degree of Secondary Education. Within this stage vocational education are related to music and dance would end at 18. Higher Secondary Education (CITE3) also is taught in Secondary Schools. It lasts two academic years, usually exchanged between 16 and 18 years. Offers students two possibilities, the Bachelor (general branch, greater emphasis on content and less weight in the procedural part) and middle grade vocational training (vocational branch, working most part procedural and less weight is given to the content).

Tertiary Education (CITE5) is divided into two levels:

Academic character that belongs to the 5th CITE A, called University Education which is mainly accessed from the academic secondary education. At this level they include Higher Art Education.

Practical belonging to CITE 5B: the Vocational Training College (in its final stage combines the theoretical with the practical part), the Higher Level Art and Design (in its final stage combines the theoretical part with part practice) and Sports Education.

In England, the early childhood education (ISCED 0), ranges from 3 to 5 years and is not compulsory. The mandatory ranges from 5 to 16 years. Primary education (ISCED 1), is an essential step and covers from 5 to 11 years, has a unique structure. Secondary education first degree (CITE 2) comprises from 11 to 16 years, there is a third way, and that is a synthesis between the academic track and career path. At the end of the stage, the students must face. a test, and if the evaluation is positive, obtained the general certificate of secondary education (GCE) Upper secondary education (ISCED 3) comprised of 16 to 19 years, are offered two ways: via Academic (Secondary Schools Pos General) and via Professional (specialized Baccalaureate Schools). The Education Post-secondary non-tertiary (ISCED 4), from 19 years, with one year and is equivalent to higher education courses or technical colleges. In the 18 stage of entry to tertiary education (ISCED 5) either at universities or university colleges, corresponding to 5A teachings and also see the option tertiary schools of specialization 5B represent the cite is presented.

In France, early childhood education (ISCED 0), is a non-compulsory stage and covers 2/3 to 6 years old. Compulsory education comprises of 6 to 16 years. Primary Education (CITE 1): comprising 6 to 11 years and has a unique structure. Secondary education first degree (CITE 2): from 11 to 15 years. This is a third way, ie, a synthesis between academic and vocational via satellite. At the end of stage a national diploma (the brevet) is granted. The second grade Secondary Education (CITE 3) ranges from 14 to 19 years. It offers three educational pathways: General route (which prepares students for higher long-term studies), technological trajectory (mainly prepares students for technological higher education) and career (leading mainly active working life but also it allows students to continue their studies in higher education). Post-compulsory education not tertiary (ISCED 4): from 19 to 21 years are higher technical training.

Tertiary Education (CITE 5): Most tertiary education is conducted at the University, and within this education, we find the Polytechnic and the high artistic and musical training. This level of education is organized according to the Bologna Process, in a first cycle of three years, followed by a second two-year cycle.

In Germany, child education includes from 0 to six years it is a non-compulsory stage. From 3 years CITE 0 level so you start to establish a curriculum but that is not governed by the Ministry of Education is established. We found another way that appears after 5 years of infant school-based education covering two years, 5-7 years as a method of transition to the primary stage. Students who did this second route would pass directly to the second grade. Compulsory education ranges from 6 to 16 years. Primary Education (CITE1) ranges from 6 to 10 years. Secondary Education Degree (CITE 2) ranges from 10 to 16 years.

It offers five ways:

Gymnasium, general secondary school. This would direct Oberstufe gymnasiale, which would be the sixth year of secondary education, this course and correspond to upper secondary level education cite3.

Schularten bildungsgängen mit drei, three types of schools educational transitions.

Realschule, high school with six courses. This is a third way, because it is a synthesis between academic and profes via satellite.

Schularten bildungsgängen mit zwei, two types of schools educational transitions. This route is more open, people who can not normally get to choose, and let you move to the dual vocational training.

Hauptschule school-workshop, lets you move to the dual vocational training.

In upper secondary education (ISCED 3) alternatives that are related to the alternative chosen in junior high school is as follows:

Gymnasium Oberstufe of 16 to 19 academic track.

Fachoberschule, comprise a period of nearly two years of high school, going to the next cycle of post-secondary non-tertiary education a year. Cover from 16 to 19, including the step of post-secondary non-tertiary education.

Berufsfachschule, professional School. Begins at 16 and ends at 19. Studies combined with practical work Berufsfachschule + Betrie, vocational training + placements. We can incorporate us this way at age 15 and ending at 18, or 16 to 19 years.

Schulen des Gesundheitswesens, upper course of post secondary education. It covers one year of training of 19-20 years.

Moreover, the tertiary sector includes institutions of higher education and other institutions offering courses of study that qualify for entry into a profession to students who have completed upper secondary education and obtained a superior aptitude for access.

In post-secondary non-tertiary education (ISCED 4) are:

Career path:

Berufsfachschule + Betrie, vocational training + placements. Cover from 19 to 22 years.

Academic ways: Fachoberschule, comprise a period of nearly two years of high school, going to the next cycle of post-secondary non-tertiary education a year. Post-secondary non-tertiary education would begin almost 18 years ending at 19.

Abendgymnasium / Kolleg. Evening High School. Cover from 19 to 22 years.

Berufsfachschule, advanced vocational training. Cover from 19 to 22 years.

In higher education (cite 5) are: Pathways relevant to Level 5A.

Universities and colleges would include periods of three, four, five and six years of training. Technical college which would cover a period of four years.

CITE 5B level roads. Schools or more cycles covering three years of training.

7 CONCLUSIONS

We live in societies complex and full of uncertainty, where neoliberal policies and technologies of information and communication have led to changes affecting all aspects of society, and therefore also to education. We are in a process of profound transformation, education in Europe is experiencing a period of tension and uncertainty.

Through the changes that are occurring; social, economic, demographic, technological, labor... Europe needs new educational responses, but now the change must necessarily be the new backbone of the educational process, therefore, should open the debate on education throughout society, and the problems and uncertainties that are reflected in the European educational area's problems stem from concerns and European society.

No educational system is saved from the educational crisis we are experiencing, common characteristics are observed at all; unrest, discontent and worry, because nobody is happy with the performance of their schools, as well as the education system and reform it. This occurs both in countries that perform best in international rankings, such as those placed by the lowest positions.

In Europe, following neoliberal policies and globalization in which we are immersed, education has largely become a commodity to be bought and sold, that is, education is placed at the mercy of the economy, and an obsession with the results observed for the quantification and evaluation of educational problems, performance of students, teachers, leading us to measure, count and assess almost everything, and this creates competition between students and schools, and to establish continuous comparisons between education systems in Europe and of course, confrontation with the United States, Japan and, in general, with other OECD countries.

With these approaches, we observed that the European educational policies have been heading towards equal opportunities, integration and social cohesion, to competitiveness and economic competition.

In a climate of permanent competitiveness, European society is experiencing times of change reflecting worries, fears and insecurities address the current reality and the future in sight.

In March 2000, the Lisbon European Council, following the changes and challenges of the knowledge economy was agreed that the countries of the European Union should achieve this objective by 2010: 'Convertirse in economic based most competitive economy in the world capable of sustainable economic growth with more and better jobs and greater cohesion social' knowledge. The strategy of the European Union has been extended until 2020, is the new strategic framework of European cooperation in the field of education and training, in order to further support the development of systems of education and training in the Member States.

The implementation of this strategic objective requires a transformation and major changes in European education systems. To regain employment and competitiveness, it is planned to improve the level of qualifications, that is, more and better education.

Most countries are experiencing major transformation processes of education. In many cases, the changes produce strong internal tensions and often perceived as a crisis of the system itself. There is no agreement among experts characterize as a crisis what is happening, but it is clear that the traditional stability and social consensus that woke European education systems more tradition and prestige are clearly altering.

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