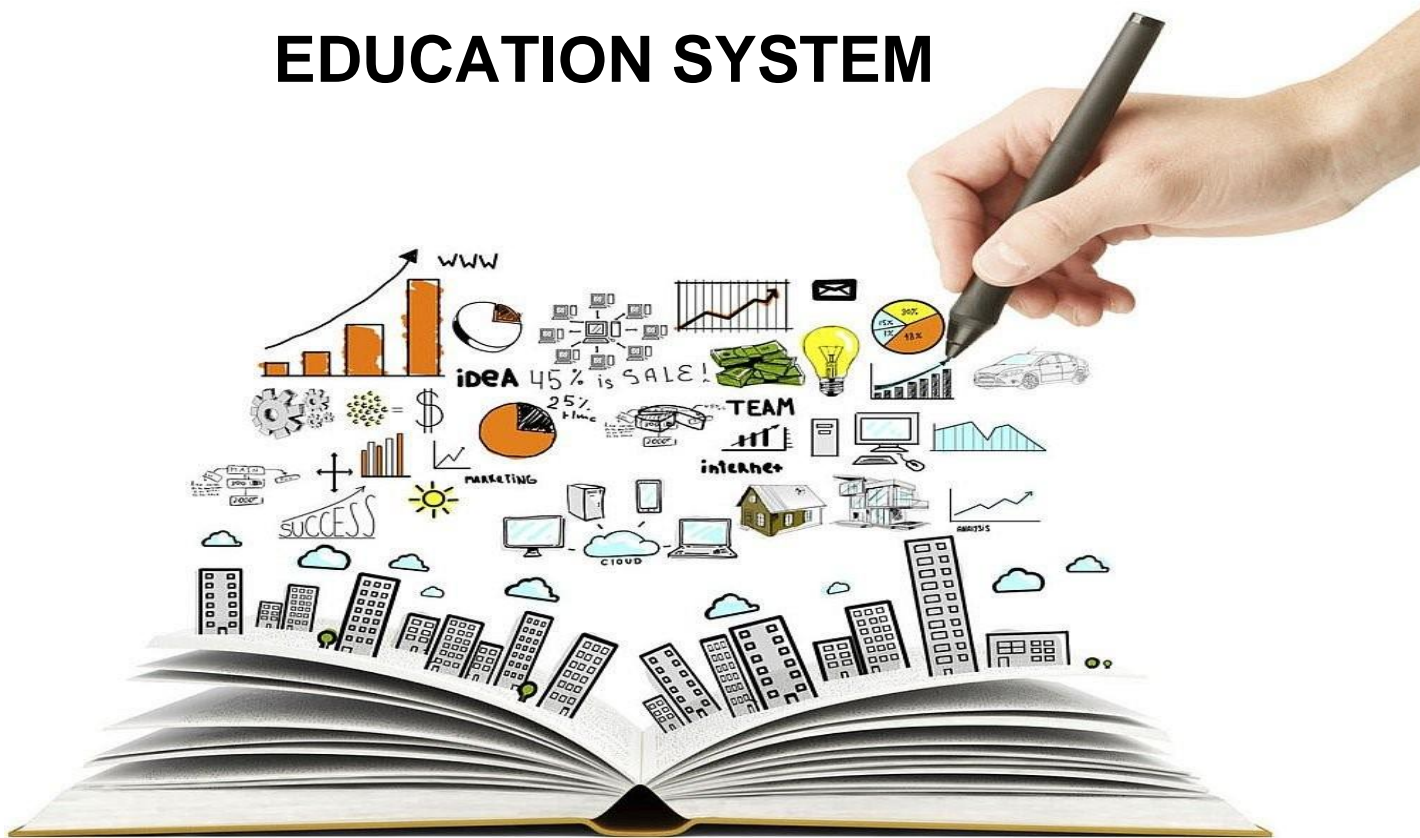


# COMPARATIVE STUDY OF THE CANADIAN AND THE SPANISH EDUCATION SYSTEM



La Noia de Sucre

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## 1. INTRODUCTION

Education can be defined as the process of socialization of individuals and their learning process. In its widest sense, it is any act or experience that has a formative effect on the mind, character, or physical ability of an individual. So, I believe that people's education is one of the most important tools to make a country work properly.

My motivation to choose this topic began when I looked into the Spanish academic results. Even with the effort, time, and dedication students in Spain put in their studies, they do not get remarkable results.

Furthermore, last year I studied in Canada, an experience that allowed me to enjoy another education system which is different from mine. Year after year, Canada appears as a country with brilliant and exemplary results by international standards, without having to rely on a single target or a rigid method of study for their high academic performance.

After seeing the difference between the Canadian and the Spanish education systems, I started to think about the causes of their disparities. This project gives me the opportunity to search for data about the school systems and teaching methods of these countries and make a comparative study to draw conclusions. These conclusions are based on a more constructive template that examines how the educational structures influence young people. Finally, I will affirm or refute my hypothesis.

My hypothesis is: **“the Canadian education system is better than the Spanish education system”**. However, I do not only want to prove my hypothesis, which may be relatively easy if we look at existing studies on that matter, but also look into the causes that contribute to such a result.

The methodology for my research mainly consists of comparing the different education approaches both in Canada and Spain, but I also focus on analyzing other intervening factors such as the society's and its families' structures and values in both countries. This will form the theoretical part of the project. Moreover, the practical part consists of surveys to obtain different points of view from both countries. To have an internal point of view, I survey students to observe their evaluation and other important factors on the process of the education that they are receiving.

## 2. ANALYSIS OF HOW THE EDUCATION SYSTEM WORKS

An education system can be defined as a set of education influences that a person receives since the day they are born until adult age through formal institutions and organizations of a society that transmit the necessary knowledge and the cultural heritage needed. Besides, they also influence the social and intellectual growth of the individual. Nowadays any mainstream education system is run by the state.



**Source 1:** Analysis of the three subsystems.

In an ideal model, the education system is formed by three essential components that are linked to it. These subsystems are:

- School subsystem
- Family subsystem
- Sociocultural subsystem

All of them consist of two elements: the personal and the material elements. In the school subsystem, the personal elements are the teachers, the students, service staff, sports clubs coaches, and support staff. On the other hand, the buildings, classrooms, blackboards, and facilities such as laboratories, gyms and technology stuff form the material element.

In the family subsystem we have its members, like parents or legal tutors and children, as the personal element, and the family house and its location, and the family resources as the material element.

In the sociocultural system, the personal element consists of the members of the community, whereas the material element varies, since we can distinguish between social and cultural material elements. The social element is formed by leisure centers, sports facilities, associations and access to social resources, whereas the cultural element is formed by libraries, playgrounds, conservatories, dance academies, etc.

## **2.1. PRINCIPLES OF THE THREE SUBSYSTEMS**

The three subsystems that we just talked about interact, so they all form the education system. They are characterized by eight principles or characteristics:

1. Totality: If one part of the three subsystems changes, the other components will be affected and the education system will also notice those changes.
2. Auto-regulation: It consists of the information or responses that we receive from outside, like responses that we obtain from people that think that there should be a change or that it should stay the same. If the information or responses received are negative, it means that a change in the system is required. But if the information and responses are positive, it means that the system is working properly, and fulfilling its intern proprieties and characteristics. One case in which we can see that the perceptions are positive is in the Canadian education system, where people do not complain about the system and it continues as it was years ago (with only some little changes to improve it). On the other hand, in the Spanish education

system the perceptions are negative. In our country the regulation has been changed many times in the past few years.

3. Equifinality (the property of allowing or having the same effect or result from different mediums): the changes are made independently from their initial conditions and they are made in a way that a new reform is applied in every subsystem.
4. Opening: the education system is an open system that includes all people regardless of their origin.
5. Feeding: any education system works partly because of the teachers, who are responsible for making students learn skills and knowledge. Behind the two key elements, students and teachers, there are the economic resources. The State is the one that invest the money for materials and other resources to make the teaching-learning process the best possible way.
6. Balance: the education system and the subsystems must have the same functioning. This way, they can complement each other and work together.
7. Evolution: this principle is connected to the auto-regulation one. All education systems need to have an evolution since the first day they are formed due to the changes that are made to make the system work better.
8. Inertia: the education system generates strength inside (for example: in class) and outside (for example: extracurricular activities), which generates inertia with the objective of making students want to keep on studying and make them realize that they really learn.



### **3. CANADIAN EDUCATION SYSTEM**

#### **3.1. CANADIAN SOCIETY AND SERVICES**

If we want to understand why the Canadian education system works so well and ours does not work as it should, we must consider how important education is for Canadian people and what they think about their education system.

The Canadian education system succeeds because the family, the school, and the social environment interact in a coordinate way. The education system is considered a public service, and only a minority defends its privatisation. The conditions of equality of opportunities are basic to understand that perspective.

Canadians believe in meritocracy, so they are aware that they have to study, work, and cooperate to achieve their goals. Family is also really important for Canadian people and it plays a key role in transmitting values such as the protection of the environment. They also support their welfare State, and think that their public institutions must be accessible and work for all citizens' interest. Furthermore, they believe in equal opportunities. So, justice, tolerance and respect are three really important values for the Canadian society. Discrimination in all its forms is prohibited, gender equality is promoted, and the different cultures are respected and protected as the multicultural society it is. As a result, Canadians are mainly open and tolerant, and soft values are shared by most citizens. Thus, social cohesion prevails. To sum up, in Canada the school results would not be the same without the subventions that families receive to cover their basic needs, the free health services they have access to, and the equal economic opportunities to live, eat and develop.

### **3.2. SCHOOLS**

As in most country, in Canada there are public and private schools, although public schools prevail and are the core of the system. But there are some people that choose private schools too, because they think they offer a better education. School policies for public and private education vary depending on the province. Provincial departments of education determine education policies in accordance with provincial laws. The minister of education is responsible for setting policies relating to educational affairs, such as the allocation of provincial and federal funds, certification of teachers, textbooks and library services, provision of records and educational statistics, and setting the term of compulsory education.

#### **3.2.1. PUBLIC SCHOOLS**

In most countries, the goal of public schools is to give access to education to everyone and generate different levels of education to achieve the competence. The public education sector is run by the government.

In Canada, 94% of schools are public, and the government of each province creates their own education system; as there is not only one system for the whole country. All public schools are guaranteeing a good level of education. So, there are not first class or second class schools. The Canadian education system believes in equality, as they think that everyone should have the same opportunities and resources, no matter the social class they belong to, where they were born or whether they live in the city centre, the outskirts or the countryside. Public schools provide their students with the material they may need, such as textbooks, books they have to read, transport to get to the school, etc.

### **3.2.2. PRIVATE SCHOOLS**

Public schools have their own fees, curriculum, and quality, and like in most countries, private schools are more prestigious than public schools, even though they are more expensive.

Canada schooling is basically public. So education is free and the standards are high, as it keeps a very low school failure. As a result, there are not many private schools and those are not very different from public schools as far as their curriculum is concerned. The only thing that might vary, in Quebec for instance, is that private schools usually use French as their first language. Only private schools that do not follow the ministry curriculum have school inspections to check their standards.

One clear advantage of private schools is the number of extra-curricular activities they offer, which allow students to pursue their interests outside the classroom. Private schools usually have vast resources, so they can afford a large variety of extra-curricular activities.

### **3.3. TEACHERS**

Canada is situated on the top of the world wide school rankings and one of the reasons for that, among others, is the quality of the teachers. They are very well-prepared, referring to both their knowledge and their teaching skills. Teachers are the ones who decide whether to adjust the classes the best way possible to make their students learn successfully. Canada is a country where teacher are highly respected and considered.

#### **3.3.1. TEACHERS' WAGE**

The teachers' wage is set in every province and their salary is based on their experience. The more experience they have, the better they get paid. The teachers' wage in Canada is

quite high, so that Canadian teachers are among the top earners when compared to educators around the world.

Elementary teachers currently begin their careers earning an average of \$55,404 per year. After 10 years of experience, secondary teachers' wages averaging \$72,025, are the third highest internationally after Germany and Luxembourg.



**Source 2:** Statista. *The countries where teachers get paid the most.*

Salaries after 15 years of experience are among the highest across the OECD countries at \$85,332 (CAD) per year (\$118 per teaching hour for secondary school teachers). Across the OECD countries, the average statutory salary per teaching hour after 15 years of experience is \$82 in general education. So we can see that Canadian teachers earn more than the average.

The data is from an OCED report investigating the 35 OECD countries in 2015.

### **3.3.2. FORMATION OF GOOD TEACHERS**

If we compare how the university degree on teaching works both in Spain and Canada, we will find lots of differences between them.

To teach in Canada's kindergarten to grade 12 public education sector, you must apply to the Teacher Regulation Branch for a Ministry of Education teaching certificate. They will value your academic record, including teacher education training, teaching experience, and fitness to teach (that is, whether your moral character makes you suitable to work with children). Academic studies alone are not enough to qualify you for a teaching certificate that enables you to teach in the public school system. You must also have completed a teacher training program that qualifies you to teach in the kindergarten to grade 12 public school system in the jurisdiction where you completed the program.

The following are some basic requirements for certification through the Ministry of Education Teacher Regulation Branch:

- Grade 12 diploma or its equivalent

You must have a grade 12 diploma. If you have not completed 12 years of elementary and secondary schooling, we may use your years of post-secondary study to meet the grade 12 requirement.

- Post-secondary studies

You must have completed four years (120 credits) of post-secondary studies and a degree or its equivalent. Within these studies, they will look for coursework that meets their academic requirements and teacher education requirements.

- Teacher education studies

You must have completed a teacher education program consisting of at least 48 credits of education courses and classroom teaching experience. This is equivalent to approximately 1.5 to 2 years of full-time study.

The program must include studies in the areas of human development and learning, educational foundations, curriculum and instruction, diagnosing and providing for students with special needs, and evaluation and testing.

The teacher education program must qualify you to teach in the elementary and/or secondary public school system in the jurisdiction where you completed your program.

- Fitness to teach

You must be a person of a good and moral character. They evaluate your suitability to teach based on some of the documents you must submit as part of your application. These include confidential character reference forms, assessment forms and teacher evaluation reports, and the criminal record check results they receive from the Ministry of Public Safety and Solicitor General.

### **3.3.3. TEACHER EVALUATION**

Teachers get their training at the start of their careers and then every year there are 6 Pro-D Days to be able to go over any changes in the curriculum, so it is their professional responsibility to keep updated. They are not mandatory, and there are no exams to prove that they are up to date, but all the teachers are very aware that they have this responsibility.

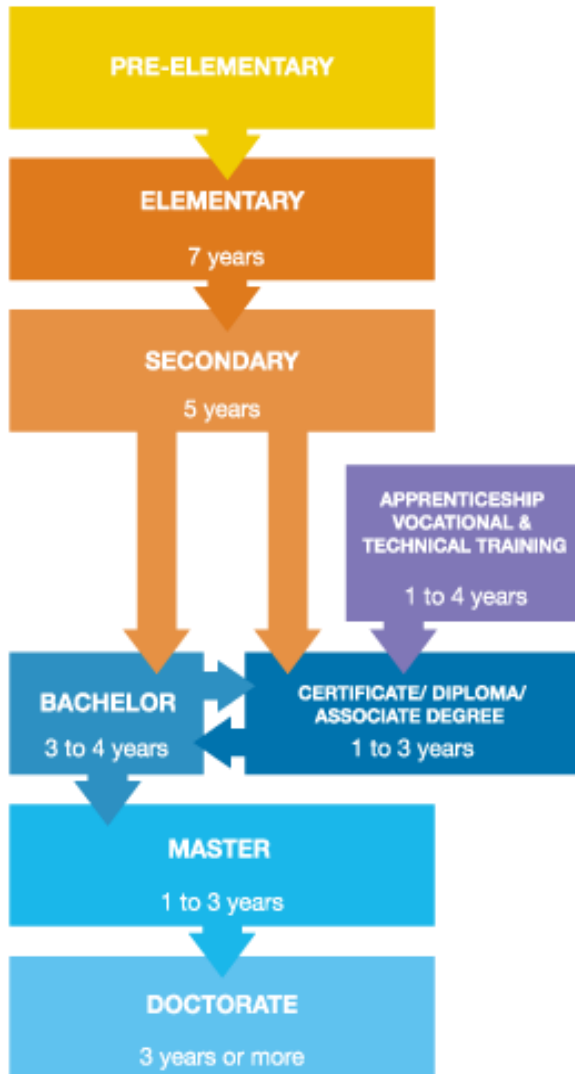
#### **4. CANADIAN EDUCATION SYSTEM ANALYSIS**

The Canadian Education is one of the top rated education systems for its results, teachers, and students. To achieve the same results and try to understand that brilliant system, we need to analyze how it works. It is a task-based system. It uses resources that simulate real life: analysis and problem solving, cooperative or team work, among others. In the Canadian education system there is also another popular way of teaching, the learned-centred learning. Its purpose is not only that students acquire knowledge, but also to develop autonomous thinking procedures. It seeks to support the student and make him reasoning by himself in order to develop his ability to deduce, to relate and to synthesize. Teachers provide tools for thinking, interrelating facts and drawing valid conclusions and consequences. It is based on the active participation of students in the educational process.

Schools work five days a week and the schedule is normally from 8:30am to 3pm with different breaks through the day. Extracurricular activities are scheduled after classes but you have to pay a fee for them.

There is no ministry or department of education at the federal level. Each province has its own ministries/departments responsible for education, and teachers can choose the didactic materials to make their students learn in the best possible way.

Teachers assess their students on a daily basis, and at the end of the term they give them a certificate with their marks. A Primary school certificate is needed to access to the secondary school and continue their studies.



**Source 3:** Study in BC, Canada. The BC education system.

The courses they have during the year are:

- Social Studies
- Health and Physical Education
- French
- Art
- Mathematics
- Science
- Language Arts (English)

All those students with some sort of disability, illness or any learning problem that might be a handicap to follow the lessons receive a special attention. Every school has their own programs for people with special needs.

The goal of Elementary Education is to achieve the required knowledge to keep on studying.

Once you finish high school, you have different options. You can go to university, college, trade school or start working. The difference between university, college and trade school is that a college is a smaller institution that typically offers undergraduate degrees while the university is an institution that offers undergraduate and graduate degrees. College is usually cheaper. As for trade schools, they offer post-secondary education courses related



to training skills and vocational education. Of the 36 universities in Canada, only 8 are privately funded.

There are different degrees:

- College diploma (2-3 years)
- University Bachelor's Degree (4 years)
- Master's Degree (2 years)
- Doctorate Degree (3-5 years)

## **5. A HIGH SCHOOL IN CANADA**

### **5.1. SELF-DIRECTED SYSTEM**

This school opened in September, 1992, and it is a member of the Canadian Coalition for Self-Directed Learning. The Canadian Coalition for Self-Directed Learning is a group of schools across Canada which operate on a model similar to the high school we are talking about. Currently in the school there are 1100 students.

The school is organized around a very successful Teacher Advisor System, in which one teacher takes responsibility for approximately 25 students. The Advisor becomes the prime advocate and contact for these students and forms a triangle involving the home, the student and the Teacher Advisor. Each part of the triangle has a key part to play in the success at school.

The school is organized so that grade eight students follow a “conventional” timetable in structured classes, but at the same time are introduced to the concept of learning guides and self-directed learning. When students enter grade nine, each day they create their own timetable daily with their Teacher Advisor (TA). Each course is typically made up of 20 learning guides and students are required to design and plan their year working at a reasonable pace to complete in the year. The flexibility allowed to focus more time on courses where the student may be struggling allows all students a greater chance of success. There are also those students who are able to move through a course more quickly than others and the flexibility of the schedule allows for that as well.

Students in Grades 9–12 generally work individually or in group settings and also receive some direct instruction in their scheduled classes. Students work in the Great Halls on

English, Social Studies, Languages and Math; the Science lab. Each student has a partial timetable where approximately 1/3 of their time is scheduled, and with 2/3 of their time wide open for self-direction. The advantage to the timetable is that it allows students to connect with teachers.

It is a system that allows the students to be fully prepared for the post-secondary studies and the goals of this system are that, when they graduate, they have confidence, diplomacy, interpersonal skills, time management, innovation, self-knowledge, responsibility and global awareness.

## **5.2. SPECIAL NEEDS**

Around 200 students have some sort of a learning, physical, hearing, or speech disability at this school. Students with special needs are provided with flexible, caring environments that best meet a wide-range of learning abilities. We can find different kinds of disabilities in this high school as low incidence, autism or students that present autism symptoms, significant mental health problems, and students with ADHD.

People with learning or minor disabilities do the regular program as the rest of the students, but they get up to 5 or 6 hours a week of extra help. They meet with a support teacher who would help them with their learning.

The students who are a grade behind because of their severe learning and/or physical disabilities only take elective courses with the rest of the students, which means that they would have a separated Math, English, or Science class with a tutor. They graduate as an ordinary student, though.

### 5.3. SCHOOL CURRICULUM

Similar to other Canadian high schools, this high school offers a variety of educational options from grades eight to twelve. These programs generate many course options including: scriptwriting, concert choir, drama, film, automotive technology, languages, digital video and animation, cook training, laptop based education and Equestrian.

There are some requirements needed to graduate. You need to, at least, have done a total of 80 credits in grade ten, eleven, and twelve. Each course gives you 4 credits and the mandatory courses are:

English (or Communication) 10, 11 and 12; Social Studies 10 and 11; Science 10 and at least choose one of the three sciences in grade 11; Mathematics 10 and 11 (any kind of mathematics), PE 10, Applied Skills 10 or 11 or 12, Planning 10, and Grad Transitions 12. This makes 52 credits in total. Then you have to complete 28 credits with Elective Courses. There is a large variety of courses that you can take as elective ones. There are “fun courses” like theatre, yoga, photography, but you have to make sure to take the Elective Courses that are required to go to the university you are planning to go, for example Chemistry, Physics or Biology. Most of the universities ask for a Second Language Course too. The last requirement is that you have to do at least 30 hours of volunteering.

There are at the maximum 210 students per teacher (as it is a self-directed system and basically when you ask a teacher for help, he is being an individual tutor). There is a maximum of 30 students per class, although it is uncommon to have that many people. If a class has too many students, they divide the class into two different blocks.

#### **5.4. PROVINCIAL EXAMS RESULTS**

Grade 10, 11 and 12 students are required to take provincial exams in specific subject areas. The exam results contribute to the final grade for these selected courses. There are three provincial exams in Grade 10 (English, Science, and Mathematics); one in Grade 11 (Social Studies); and one in Grade 12 (English). In grade 10 and 11, the provincial exams are worth 20% of a student's final mark, whereas the grade 12 exam is worth 40% of a student's final mark. The percentage of students that pass the provincial exams in the district is 76% while at this high school is 81%.

## **6. SPANISH EDUCATION SYSTEM**

### **6.1. SPANISH SOCIETY AND SERVICES**

The Spanish Education system does not have the same success as the Canadian one, and to find out why this is so, we should first talk about the Spanish society and its values.

According to the 2008 *European Values Surveys Report: Spain* results. The family is the basis of the social structure. Nowadays it is less common for family members to work in a family business, as personal preferences are important and university education is largely widespread, and familial networks have become less tight. So, the greatest changes have occurred inside families, between men and women, and between parents and children, since the values that inspire these relationships have changed dramatically.

According to the report, 6 out of 10 Spanish people think that there are too many immigrants. The survey reveals that Spain is one of the surveyed European countries where more people perceive that immigration is a problem and not an opportunity (58%).

Spanish people are not satisfied with their political institutions, especially the political parties. In the last few years, interest in politics has decreased significantly. Equality is not a value that Spanish people use to describe their country. The least powerful members of the Spanish society accept that power is distributed unequally: power distance is accepted.

However, power inequality is not the only one present in Spain. There is an important gender inequality as well. The wage gap between men and women has remained intact for 15 years in Spain. The average salary for women in Spain is 17% lower than men's. There are still many old values, like the domestic-maternal reference, which are far from disappearing. The main cause of gender inequality in our country is the cultural and social heritage that has been passed down.

In my view, the fact that Spain is mainly ruled by such traditional values makes it difficult for it to adapt to the global society we are already living in. And education is not an exception.

## **6.2. PUBLIC AND PRIVATE SCHOOLS IN SPAIN**

Schools in Spain are generally divided into 3 main categories: state schools (*colegios públicos*), privately run schools funded by the state (*colegios concertados*) and completely private schools (*colegios privados*). According to the Ministry of Education, Social Policy and Sport, in 2008/09 state schools educated 67.4% of Spain's pupils, state funded private schools educated 26.0%, and fully private schools educated 6.6%.

State schooling is free up to university, but parents are responsible for buying their own children's school supplies including textbooks and other reading materials which can be expensive. However, due to the economic crisis, some autonomous regions have set up a system by which pupils can use government tokens in bookshops to purchase school materials.

Private schooling is paid for with a monthly, termly or yearly fee. Most subsidised private schools run on a Spanish curriculum, however some international or bilingual schools are also subsidised on the condition that at least 25% of their pupils are Spanish. Fees at subsidised private schools generally have much cheaper fees than the purely private schools. Also, some schools offer scholarships to help parents pay fees.

## **6.3. TEACHERS**

As I mentioned before, teachers are one of the most important parts (if not the most important) to make an education system work. A society should respect and trust the

professionals and their education system, but, according to the report “*El Prestigio de la Profesión Docente en España: percepción y realidad*”, Spanish society gives teachers a medium-low prestige, so it is not a very valued job.

### **6.3.1. TEACHERS WAGE**

Spanish teachers earn more than the OECD average, but their salaries do not improve much as they progress in their career. They are not rewarded for their efforts or their experience.

The *Panorama report of the Education 2014*, presented by the OECD stated that in 2012 the average salary of teachers in Spain was higher than the average of 34 countries, especially at the beginning of their teaching career at all educational levels. Besides that, if we go back to the graphic on page 9, we can see how Canadian teachers earn much more money than Spanish teachers do. In Spain, the minimum wage for Elementary School teachers is 28,129€, and the maximum 39,673€. For secondary school teachers 31,415€ is the minimum wage and 46,513€ the maximum.

Something very important that the study shows is why teachers might be demotivated. On one hand, they say that about the 16% have a temporary contract of one year or less, compared with 12% of the OECD average. And, on the other hand, the 8% of the Spanish teachers would like to work full time, but they cannot.

### **6.3.2. FORMATION OF GOOD TEACHERS**

The studies required to be a teacher depend on what kind of teacher you want to be: a Kindergarten, an Elementary School, a Secondary School or a University teacher.



- Kindergarten:

You must have a Master Degree in Early Childhood Education. Another option is to study a Higher Vocational training of Higher Education in Early Childhood Education, or do a teaching degree at University and then specialize in Early Childhood Education. You also must be fluent in the official language of the Autonomous Community where they will teach, in the cases of the Basque Country, Catalonia and Galicia. If you want to teach in public schools, you must have previously passed the State competitive examinations for such job (*oposiciones*). If you want to teach in private schools you do not need to do the State competitive examinations, as each school sets their own criteria to hire their teachers.

- Elementary School:

You need to have a Degree on Education. You also need to demonstrate proper pronunciation and linguistic understanding of the official language of the Autonomous Community where you will teach. You can do another degree in English or in Neurosciences Applied to Education, which would score positively in your profile and/or résumé. To access a permanent position in public schools you must be submitted to the competitive examinations organized by the State. Meanwhile, it is possible to work as a teacher in private schools. Hiring in private schools is governed by a process of personnel selection.

- Secondary School and Professional Formation:

To be a high school teacher, it is required to be a graduate, an engineer, an architect, or a doctor. In addition, it is necessary to do the Master on Secondary School Teaching. The general structure of the Master is: a generic module, a specific module for each speciality,

a practical teaching module that includes practices in secondary schools and a final master project. To access a permanent position you must go through a phase of the State competitive examinations and a competition phase. The State's competitive examinations are divided into two tests. The first is theoretical, with general curriculum questions. The student will develop a question of the three options offered by the Examination Board. To this part, we must add the practices. Once you pass both tests, you need to take a final test, which is an oral presentation in front of the Board and subsequently the development of a practical course. In the competition phase the mark obtained in the State examinations is added to a score prefixed by professional experience or seniority, among other criteria.

- University:

To become a university teacher you must have a degree, a master (1-2 years) and a doctorate. It also requires a formation course of 1 or 2 years, where you study specific investigation courses. It is important to do an investigation project called *Diploma de Estudios Avanzados* (DEA), which is the doctoral thesis with a 5 year limit.

If you want to teach in a public university, you need to have published and taught at least 60 hours per year and present it to the *Agencia Nacional de Evaluación de la Calidad y Acreditación* (ANECA) and they will evaluate it.

The final stage is to make a presentation in front of a University Examination Board you have applied for. There, the candidates must defend a chosen topic in a public session of one hour and then answer the board questions. The results will depend 60% on the curriculum and 40% on this session.

### **6.3.3. TEACHER EVALUATION**

Approximately 70% of all public school teachers in Spain are evaluated to enter the profession and to achieve tenure, but they are not evaluated regularly after they have got in as in most countries of the Organization for Economic Cooperation and Development (OECD).

It is one of the main flaws of the Spanish education system highlighted by this organization for international cooperation in its Education at a Glance 2015 report. From the 34 OECD countries, only in Spain, Italy, Ireland and Israel, teachers are not submitted to a regular performance evaluation of teachers after accessing the profession.

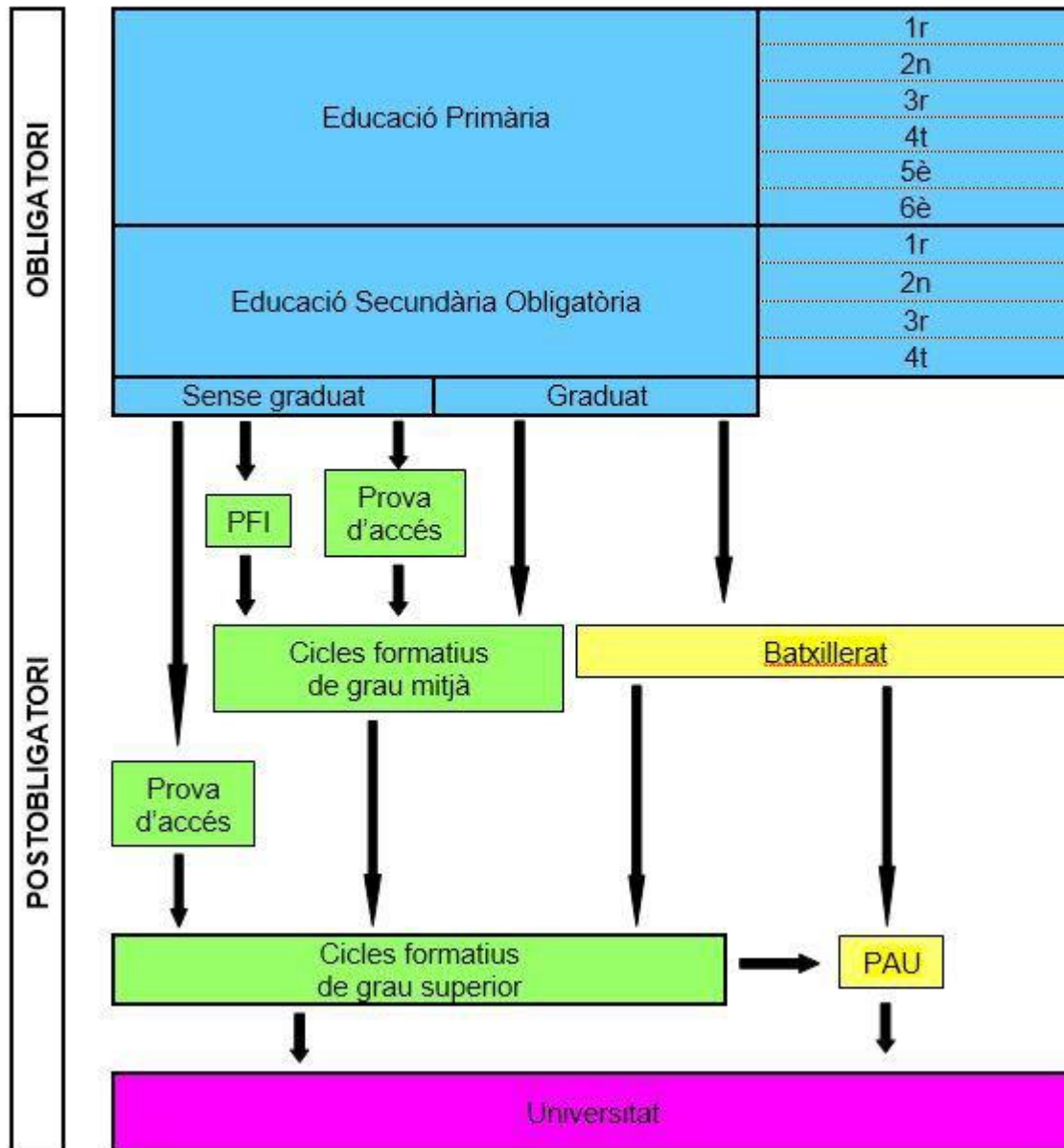
## **7. SPANISH EDUCATION SYSTEM ANALYSIS**

The Spanish Education System works differently from the Canadian one. We will go through the phases and characteristics of this system in this section. The education in Spain is mainly based on a teacher-based system, although, in theory, in some regions it is learner-based. The goal of this kind of model is the learning of the students and the main points are the teacher and the curriculum. It dominates the importance of information above the concept, and gives little importance to the participatory activity. It is usual that creativity and personal development of students are not developed. The teacher prescribes and sets the rules and students follow those rules and obey.

The system is not bad in itself, since many countries, like Singapore and Korea, get excellent results with it. In those countries, though, people's values coincide with the values of such an approach. The problem in Spain, however, is that neither the values of the society nor those of the school system are clear. Consequently, the required social and community interaction to make an education system work is non-existent.

This scheme shows, briefly, how the education system in Spain is organized.

▲ **ESTRUCTURA DEL SISTEMA EDUCATIU DE PRIMÀRIA I SECUNDÀRIA**



Source 5: Structure of the Spanish education system.

The school year goes from the middle of September until mid-June. It usually has 190 school days, like in Canada. During the school year there are holidays, and some other no school days that each school chooses. The longer breaks are Christmas and Easter.

Schools work for five days a week. The schedule varies. As we have seen before, there is not a schedule widely accepted by the community. Extracurricular activities are scheduled after classes and you have to pay a fee for them too.

The ministry of education is the one responsible for creating the curriculum, set the rules, and in the case of Spain, teachers do not have as much autonomy as in Canada.

Teachers assess their students, and at the end of the term they give them a certificate with their marks. The primary school degree is needed to continue their secondary education studies.

The courses they usually have are:

- Spanish Language and Literature
- English
- Mathematics
- Social Sciences
- Natural Sciences
- Arts
- Physical Education

If the autonomous community has another official language, they have a course where they learn that language and its literature too. Some schools teach French the last two courses of primary school (grade 5 and 6).

The pupils with learning disabilities receive a special education, but every school has their own programs for them.

The fourth stage of Spanish education is Secondary education. It goes from Grade 7 to Grade 10. It is mandatory until you are 16. Once you finish those four years, you have different options.

- If you would like to go to university, the fastest way to do that is by doing *Batxillerat*, which consists of two school years. There are different kinds of *Batxillerat*, so you can choose the one with subjects you are more interested in. Once you finish the two-year course, you have to take an exam called *Selectivitat* and, if you succeed, you can go to university.
- Another option is intermediate vocational training (from now on CFGM), which is also a two-year course. When you finish the CFGM, you can continue your studies and do higher vocational training (CFGS). The CFGS are also two-year courses, and once you finish them, you can go to university, after having passed the university entrance exam (*Selectivitat*).
- If you do not have the Secondary Education degree, you can do an entrance test and if you pass it you can either do CFGM or CFGS.

Public university fees in Spain are quite cheap, but there is a number of private universities. If you get a university degree but you still want to study you can do another degree, or you can do a master degree. To access to doctoral studies a master is requested.

## **8. A HIGH SCHOOL IN CATALONIA**

### **8.1. SYSTEM**

This high school is a public institution run by the Town Hall, which has been deeply rooted in the local environment and its labour market for ninety years.

It offers Compulsory Secondary Education (ESO), Non-compulsory Secondary Education (*Batxillerat*), and Professional Training courses. It is a conventional school in the sense that lessons do not take place online, but in classrooms, and that it follows the official school curriculum. Therefore, it is a useful example for the comparison that it is being carried out.

### **8.2. SPECIAL NEEDS**

There is a really wide range of ESO students, so the school offers a lot of programs to satisfy everyone's needs.

- Flexible groups: every grade is divided into 5 small groups, called flexible groups. As the number of pupils in each group is quite low, the learning pace is more adequate, so the student can achieve the goals for the course better.
- Streaming: other subjects have one weekly hour in which the pupils are streamed. That means that the class is divided into two groups formed by half of the students each. The purpose of this project is to respect the different student paces and understand the pupils' needs.
- Individual Attention: some students that have special needs are assisted and helped by a psychopedagogue during the week. The number of hours is different for every student.



All these program goals are meant to make the students complete their courses in the best possible way according to their learning abilities or difficulties. The programs create a better and more fluent class environment.

### **8.3. SCHOOL CURRICULUM**

It follows the official school curriculum, and it offers a wide variety of courses. You can study ESO, *Batxillerat*, and low and high professional training courses.

### **8.4. BASIC UNDERSTANDING EXAMS (COMPETÈNCIES BÀSIQUES) AND THE UNIVERSITY ENTRANCE EXAM (SELECTIVITAT)**

The basic understanding exams insist on the need for the acquisition of the basic competences and skills by the pupils. The goal is to make all the citizens reach a full personal, social, and professional development.

You have to take these exams on the second and fourth grade of ESO. The basic competences are: language communication, competence in mathematics, interaction with the physical world, social competence, cultural and artistic competence, and autonomy and personal initiative.

These exams just tell you if you are doing well or not. They have no effect the mark of the exams for your final grade, but some teachers use it to make an average with the rest of the marks you have.

If you want to go to university, after the two years of *Batxillerat*, and after getting your *Batxillerat* certificate, you have to take an external exam called *Selectivitat* to be able to enter university.

## **9. CANADIAN EDUCATION VS SPANISH EDUCATION**

### **9.1. DIFFERENCES BETWEEN CANADIAN EDUCATION AND SPANISH EDUCATION**

As we have observed through the project, between the Spanish and Canadian education system there are lots of differences. Here I will explain some of the most relevant differences between these two systems:

1. In our country students start learning a new language when they are very young, whereas in Canada they do not. The first foreign language that they learn in Canada is French and they start learning it when they turn nine years old. Even starting later, when they finish high school, their level of French is much higher than our level of English.
2. The Canadian education system uses a different memory methodology. There the teaching is based on curiosity, creativity, and experimentation that students have. To make them learn and stay focused on the subject, they make discussions and reflections of the content they are studying, this way the things they learn are learnt in very didactic classes. The learning is not achieved transmitting repetitive information until you memorize it, but it is transmitted in a logical way. Canadian people think that it is more important to learn to think than to memorize.
3. In Canada teachers have academic freedom when they have to create their own teaching model. The teacher is free to do whatever he or she wants in his or her classes as long as the students learn what is in the curriculum.
4. In Spain, every time that the government changes, a new education reform is implemented, supposedly in the hope that the new system would work better, but the fact is that education is highly politicized. In Canada, in the past fifty years,

there have been almost no changes in education. And the changes that have been carried out are not caused by politic issues.

5. In Canada children start studying when they are seven years old, as they say their intellectual maturity is better. In Grade 2, students do not have homework. When they start Grade 5 they receive their first report card, which means that until then there are no final marks, and thus no competitiveness between students.
6. The education budgets in Canada are bigger than in Spain. According to the webpage Datos Macro, in 2011 Canada spent 67,782.8 million of Euros (Education Spending per Capita: 1,976€), while that same year Spain spent 50,828.6 million of Euros (Education Spending per Capita: 1,113€). Canada spends 12.7 percent of its total yearly budget on education. The annual education spending of Spain is 11.3 percent of its budget.
7. The mandatory schooling is free in both Canada and Spain, but in Canada even the school textbooks, and the public transport, if you live more than 5 km away, are free.
8. Both countries' families care about their children's education. However, one common thing that my host mother told me while I was in Canada was that, when her children were young, they used to go to the library with lots of other mothers to encourage them to read, learn, and observe the right ways to study, and that that family involvement in children's education was common among Canadians.
9. As for schools: Canada has very few private schools, because almost all the population choose public education. However, in Spain there are many more private and subsidized schools and many people take their kids there, because they think private schools are better and because they do not trust the public system to get a good education.

10. Although Canada has fewer school hours, the Canadian results are much better than the Spanish ones.
11. In Canada they acquire the habit of reading and the technique of fast reading, while in Spain they learn this ability through the subjects they study. In our community, Catalonia, the Generalitat (regional government) nowadays promotes some schemes to improve reading comprehension to understand any content of any subject.
12. The three gears (community + family + school) should work in the same direction in both countries. However, as you could have observed through the project, in Canada the three gears work perfectly well, whereas in Spain they do not, because they are not coordinated, so they hinder one another.
13. In Canada they have some less traditionally academic subjects, like dance, yoga, photograph, and hiking. And some of them even offer practical skills for adult life like cooking or sewing.
14. In both countries during Elementary School there is almost no homework because they want students spend time on extracurricular activities.
15. If we talk about the student ratio, in Canada it is lower. In Spain the number of students per class is much higher and there is only one teacher for all of them. In Canada, the ratio is never higher than twenty-two and, if there are a higher number of pupils who want to take that course, they divide the class into two blocks.
16. The relationship between teacher-parents-student is different in Canada. So, when a problem arises, the family usually supports the teacher and his or her criteria, which helps to solve the problem..
17. The schedule of both systems is very different. Canadians have forty-five minute lessons, which is considered the amount of time that a person can be concentrated, according to research. This way, they do not get tired as easily, and

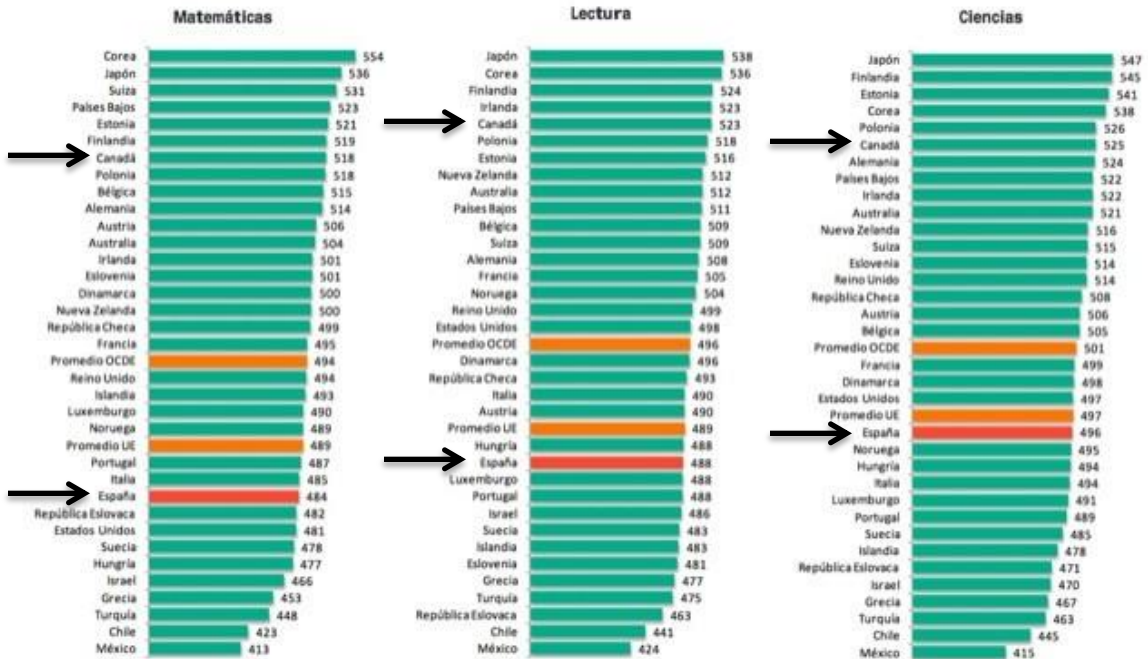
they retain what they have learnt. After a class, they have a ten-minute break, whereas in Spain breaks are scarcer.

18. In Canada there are the Pro-D days, which are two or three days every month, when teachers can catch up with new curriculum stuff and students have their day off. This lets students relax and go to school fresher.
19. Usually, in Canada there are no repeaters, and there are not second chances to pass a course either. In Spain the number of repeaters is quite high: one in three students in Spain reported that have repeated at least one grade by the age of 15, according to the 2012 PISA Results. Both in Spain and Canada there are people with learning disabilities. In both countries there are individual tutors that help the students to be on track.

## **9.2. PISA RESULTS**

The OECD's Programme for International Student Assessment (PISA) evaluates education systems worldwide by testing 15-year-olds in key subjects.

The standards in Spanish education have greatly improved in the last 20 years through increases in spending and educational reforms. However, the latest OECD/PISA survey (2012) of educational standards showed that Spain's performance in mathematics, reading and science was still just below the OECD average. Spain is currently ranked 33 out of 65. According to PISA, the standards could be raised if schools were allowed more autonomy and by increasing teacher morale.



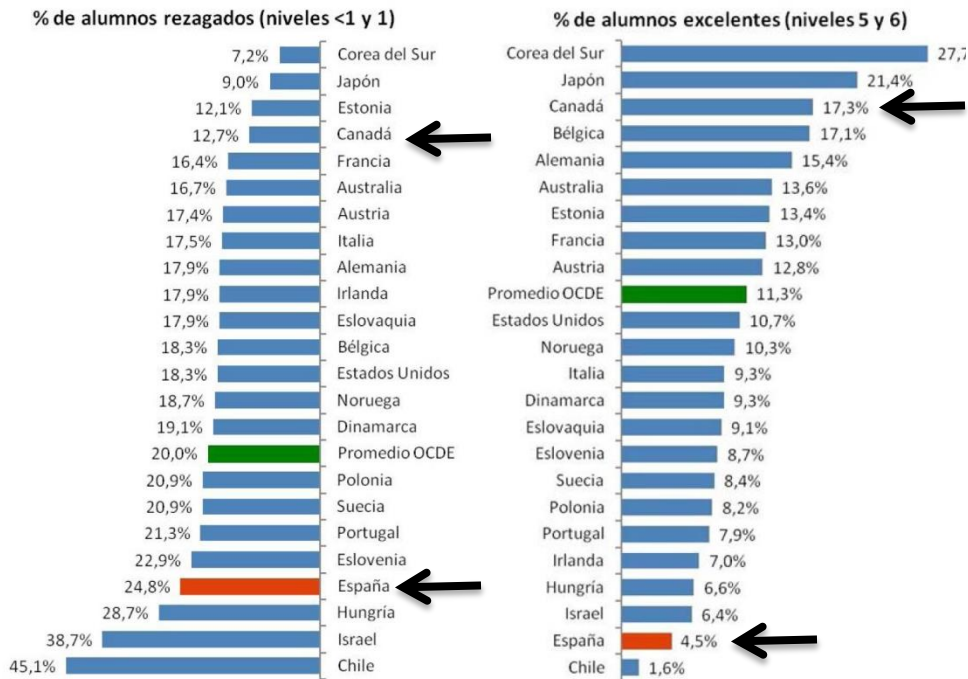
Source 7: Boletín de información. PISA 2012 informe internacional.

This graphic shows us the countries ranking according to the PISA exams results. We can see how Canada is pretty much at the top of it while Spain is below the OCED average in all the subjects.

In Canada, the average performance in reading of 15-year-olds is 523 points, compared to an average of 496 points in OECD countries. On average, 15-year-olds score 518 points in mathematics, the main topic of PISA 2012, compared to an average of 494 points in OECD countries. In science literacy, 15-year-olds in Canada score 525 points compared to an average of 501 points in OECD countries.

In Spain, the average performance in reading of 15-year-olds is 488 points, compared to an average of 496 points in OECD countries. On average, 15-year-olds score 484 points in mathematics, the main topic of PISA 2012, compared to an average of 494 points in

OECD countries. In science literacy, 15-year-olds in Spain score 496 points compared to an average of 501 points in OECD countries.



**Source 8:** Presentación de los resultados de España y la OCDE del Informe PISA 2012.

As we can see in this graphic, Canada is the fourth country with the lowest percentage of people that got a result of 1 or less than 1 in the exams and it is the third country with more students that got a score higher than 5. Spain, on the other hand, has a pretty high percentage of results lower than 1 and just a 4.5% of people that got 5 or more on their exams.



## **10. SURVEY ANALYSIS**

After having looked into the Canadian Education System, we can conclude that it is a successful system because of the resources invested in it, and its teachers, students and families. The success of the Canadian Education System does not only rely on the approach the teachers use, but also on how well it fits in the type of society that Canada represents.

Nevertheless, I also wanted to know what the students thought about their education systems both in Spain and Canada. So I drew up a questionnaire and gave it to different students from both countries. All the Spanish and Canadian students who answered the questions were studying in the same school, respectively. More or less a hundred students from each school answered the survey and I tried to have the same number of surveyed students per grade in both countries.

The survey was formed by approximately 40 questions, most of which were about school and about whether they were satisfied with their school system, but I also added some family and teacher related questions to know if the relationship with both was the same in the two countries. You can take a look at all the questions graphics in Annex 5.

As a matter of fact, there are almost no differences in the family questions. Almost all parents encourage their kids to keep studying and most of them read their children books when they are very young. There is a difference, however, to the question I asked about doing activities with their parents. Almost 70% of the Canadian students answered that they do activities with their parents very often, whereas less than 50% of the Spanish students answered that question positively.

With regards to the questions about teachers, we can see that Canadian students talk about non-school matters with teachers more than the Spanish students do. This is the

main difference between the two countries, as most of them have stayed after class to ask a question to the teachers and they both mostly think teachers care about students.

I also asked them about their school facilities and services. 70% of Spanish students are satisfied with their school facilities, whereas in Canada the percentage rises to 90%. I also asked "If you had a chance, what service would you add?". The answers surprised me. In Canada they responded things like adding extra courses to the school curriculum (such as Chinese language, more outdoor learning or debate teams) and creating more sports clubs. In Spain, the answers that predominated were having clean washrooms, air conditioning, Wi-Fi service and fix or change the tables and chairs. The facilities that the Spanish students asked for should be essential services that a school should have.

Another noteworthy aspect is that 50% of the students in Spain said that they think private education is better than public education, whereas in Canada only 17% of the surveyed students defend that statement. We need to remark that 38% of Spanish students go to a private school during their Elementary Schooling period, whereas only 7% of the Canadian students do so during their first school stage.

About the main reasons to go to school, both countries responded more or less the same: future goals and to acquire knowledge. 49% of students in Spain answered that they do not like going to school while in Canada almost 77% of students said that they like going to school. This question might be related to the one I asked about their education system. Not even 36% of Spanish students said they like their education system while almost a 87% of Canadian students are satisfied with the education system they have.

## **11. CONCLUSION**

Thanks to this project, I had the opportunity to compare the Spanish and the Canadian education systems, and I confirmed that they are quite different. And, despite the fact that the Canadian system works far better than the Spanish one, I do not think it would be a good idea to copy it, since each country has its own characteristics and cultural background, so that what may suit one country may not work in another.

If Spain wants their education system to improve, the government should focus more on the final general education evaluation instead of looking at their partisan interests. In Spain, whenever there is a change of government, there is a change in the educational laws that meet the values and viewpoints of the different parties. They never try to reach an agreement and to find common ground. On the contrary, when in government, the Popular Party (PP) tends to emphasize their hard values and conservative perspective; whereas the Socialist Party (PSOE) does so with its soft values and a progressive perspective. When they rule the country, both parties tend to forget that Spain is neither Canada or Finland nor Singapore or Korea, but something much more varied and less defined, so that a certain degree of pragmatism and consensus is required to achieve an acceptable education system in the country.

In Catalonia, for example, a progressive perspective and soft values have always been dominant, with different results depending on the area, probably due to the complexity of the current Catalan society; while in the Castilian Spain a more conservative approach and hard values have usually prevailed, with quite good results in areas such as Castilla-León and La Rioja, for example, and no so good in others. So this division of different approaches depending on the political party in government and the area of the country has caused a constant instability, but no Spanish government has ever sat down to create a

solid education system, taking the good parts of each approach and finding common ground that adapts it to our society nor have they ever invested enough money on education.

Even though Canada gets better results than Spain, it would not necessarily be a good system for Spain. It works well in Canada due to the total cohesion between the three subsystems: the society, the family and the school itself. If we copied the Canadian system in Spain, or any other country with different values than Canada, they would probably not get such brilliant results as Canada does.

In conclusion, my hypothesis (**“the Canadian education system works better than the Spanish education system”**) has been proved, but I would also like to add that, according to my research, there is not a universal perfect education system. Thus, every country needs to find the one that best fits its characteristics. This is one of the keys to succeed.

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# ANNEXES



## **Annex 1. History of the Canadian Education System**

The first habitants in Canada were prehistoric tribes from Asia. Except for rare Viking visits, the aboriginal people lived freely and developed their traditions, language, and customs until the XV century. At that time, kids did not go to school; they were actively engaged in productive activity. Children learned skills such as spinning, land clearing, and helping with garden stuff from other family members. In the middle of the XVI century, Canada was declared a French province. The French people were trying to convert aboriginal people to Christians. Education was available only for some males, and education beyond religion and needling was almost impossible for females.

The British came in 1670 and France surrendered Canada to Britain. The British government had a different vision of education. They looked to education as a way of promoting cultural identification with Protestantism, the English language, and British customs. At that moment there were two cultures in Canada, so there was a constant fight. The British government was concerned about the strong French Canadian presence in the colony, so they tried lots of times to create new schools that were not controlled by the religious authorities. They failed because of the Catholic Church and the pressure of the local communities. So the idea of public education had been a disaster and the Canadian education system was completely different on how it is now. The education was so unequal and not all the students had the same opportunities to access to good quality education. There were two groups, the ones who could pay for the Catholic education so they were considered better and the ones who were left behind because they could not effort schooling.

During the 19<sup>th</sup> Century, the schooling concept became more widespread. By the 1840s the idea of a structure of a modern school system was clearer. Throughout the mid-19<sup>th</sup>

Century, the similarity between school systems in Canada emerged thanks to educational leaders and many parents that wanted to send their children to school. Their purpose of the schooling was not the acquisition of academic knowledge, but to solve problems like crime or poverty. It was also a good way to make the children learn appropriate modes and behaviour. In 1867 Canada was a modern and independent new country.

During the course of the 19<sup>th</sup> century, parents started to accept the public education. Their parental strategies were changed and this explains why children were sent to school in increasing numbers and for longer periods at that time. This was probably because adults realized that working on the agrarian field was economically instable. Parents started to think about their children's future so they brought them to school. During that century, many parents were trying to raise smaller number of children with a better quality of life during later the century, only a minority of parents were not already enrolling their children in class.

French Canadians did not give school as much importance. Francophone children attended to school, but to a considerably lesser extent than the average elsewhere. Literacy rates among francophones remained far below the Canadian standard through the early 20<sup>th</sup> century. By the beginning of the 1960s, the Department of Public Instruction in Québec managed over 1,500 school boards, all of them with their own program, textbooks and criteria for graduation. Children of different grade levels shared a single one-room schoolhouse so the Liberal government saw that they needed a change. Catholic Church leadership was rejected in favour of government administration and increased budgets were given to school boards across the country. The changing view of children (when they stopped working and started going to school) contributed to the growth of new educational programs designed to accommodate the abilities, potential, and needs of different students. At that time, the criteria for assigning children to continue their

studies were cultural and social prejudices more than intellectual assessments. The history of Canadian education also includes the establishment in the 19th century of separate schools for blacks in Ontario and Nova Scotia and special regulations for Asians in BC. Such discrimination is no longer official policy in Canada.

All these changes represented an important evolution. Schools by then had more autonomy. We can positively say that the Canadian school success was built after really difficult decisions were taken, lots of times applied in a strict way. To all these historical facts, we need to add the social values that have developed an essential role to make the education system work. The reasons of the education success in Canada are found in the structure of the system and the society characteristics.

## **Annex 2. History of the current Spanish Education System.**

There have been lots of changes in the Spanish education system through the year but I am going to focus at the most important laws and periods for the Spanish education.

In 1857, the first law that regulates the liberal Spanish education system was created. Its name was *Ley Moyano* and it defended education as a tool of human and social progress. It regulated the educative levels. The primary education (six to nine years old) was mandatory and free for those ones who could not pay, the secondary education (nine to fifteen years old) and postsecondary education (professional studies). The law regulated also the formation and access of teachers and it moderated the church interventions in school.

The *Institución Libre de Enseñanza* was a project developed in Spain in 1876. It defended the academic freedom and refused to adjust its teaching to any official dogma in religious, political or moral courses. This caused the introduction of pedagogic and scientific European theories.

The Second Republic in Spain started in 1931 and ended in 1939. The different government systems affected severely to education. The educational principles at that time were: public lay schooling, academic freedom, mandatory and free primary education for kids from 6 to 12 years old, economic facilities to access schooling, defense of mixed education, and regulation of bilingualism.

Then, Franco's dictatorship was imposed. The confessional teaching is established taking into account the catholic dogmas and moral. The church redirects teaching and education was politicized and become a transmitter of the ideology of the moment, religious and patriotic. Elitism and discrimination increased and coeducation and bilingualism was banned. In 1945 the *Ley de la Instrucción Primaria* was created and it established the

primary education on a first level, from 6 to 10 years old and on a second level from 10 to 12 years old for elites who entered to high school as a previous step to the university. High school was established in 7 years, eliminatory exams did not exist and it focused on religion, and languages.

In 1970, the Spanish Education System was not in its best moment, in a process to liberal tradition. The *Ley General de la Educación* established the mandatory schooling until 14 years old, taking EGB (General Basic Education) and BUP (*Bachillerato Unificado Polivalente*) or FP (*Formación Profesional*). With this law the whole education system was reformed, from primary school to university, adapting it to the schooling needs. The scholarship system that guaranteed the opportunity equality of the students was created. All members of the educational community (teachers, parents and students) were represented on the school board and the school, personal and professional orientation is institutionalized.

In 1990, the *Ley Orgánica General del Sistema Educativo* (LOGSE) was implanted. It established the mandatory schooling until 16 years old and its structure was: mandatory primary education from 6 to 12 years old, mandatory secondary school from 12 to 18 years old and two years of postsecondary school that was divided in four categories (arts, technology, sciences and humanities). It introduced the automatic promotion and it regulated the adapted education for students with special needs.

Finally, I am going to talk about the law most controversial of all: LOMCE. The *Ley Orgánica para la Mejora de la Calidad Educativa* gives full validity to religion, recovers the external evaluation tests, it is more picky giving university scholarships and it is in favour of separating boys and girls in different classrooms. So this law has created a strong opposition from students and teachers.

As we can see, there have been lots of changes through the history of our education system and every time that a different party wins the elections, changes the education laws.

### Annex 3. Justification.

The acronym **OECD** means **O**rganisation for **E**conomic **C**o-operation and **D**evelopment. This organization was created in 1961 and it is formed by 34 countries with the mission of bettering the economic and social wellness of people for all around the world. These 34 countries are reunited to exchange information with the goal of maximize the economic growth and collaborate for a better development of it.

<b>MEMBER COUNTRIES</b>				
Australia	Estonia	Ireland	Mexico	Slovenia
Austria	Finland	Israel	Netherlands	Spain
Belgium	France	Italy	New Zeland	Sweden
Canada	Germany	Japan	Norway	Switzerland
Chile	Greece	Korea	Poland	Turkey
Czech Republic	Hungary	Latvia	Portugal	United Kingdom
Denmark	Iceland	Luxembourg	Slovak Republic	United States

OECD offers a common project to the governments so they can share information, experiences and can compare the problems that have to find a solution.

The main functions of this organization are:

- Work to understand what is what leads to a social, economic, and environmental change.
- Measure the productivity and global flows of trade and investment.
- Analyze and compare data.
- Set long-term international standards related to public policy.

The base values of OECD are:

- Objective: The recommendations and analysis are totally independent and are based in the evident, that is, in the test that lets them affirm if the fact is true or not.
- Open: They encourage the debate and at the same time share the knowledge of the critical global issues.
- Audacious: They can challenge the knowledge, starting it as a test to the education.
- Avant-garde: These knowledge challenges are identified and they deal with them in a long-term period.
- Ethic: Strong credibility linked with trust, integrity, and transparency.



**Annex 4. PISA REPORT.**What is the PISA report?

PISA corresponds to the acronyms of: Programme for International Student Assessment. It is a project of the OCDE with the goal of evaluate the formation of students until they get to the mandatory education phase, that is people that are almost joining the labour world or deciding to continue the post-mandatory education.

The evaluation of the PISA report is done through some exams related to the mathematics, reading and scientific subjects. The exams are two hours long.

The test consists on a combination of direct questions which only have one correct answer and questions that you have to develop their own response with the contents learned during all the education years. The direct questions can only have a correct or incorrect option. The exams that are done by all the students usually are not the same, which means that you cannot copy. There are from 10 to 13 different exams. Those exams are done every three years with the goal of prepare the countries better than the last time and can obtain better results. Besides taking the test, students have to answer some questions related with themselves and their home.

The reading skills test is defined as the capacity of a person to understand, use and reflect about what the read. To evaluate the reading test of the student there are two texts categories: the text of continued prose, characterized by a brief narration or a letter and texts of discontinued prose, characterized by separated paragraphs with images or diagrams.

It consists in some questions based on the interpretation and reflection to check if the student has understood the text. The minimum competence is to understand a part of the text and the maximum is to think and create an opinion about it.

The mathematics tests are defined as the capacity of the individuals to argue, analyze and communicate the mathematics operations. It implies knowing how to use mathematic reasoning in any daily life problem.

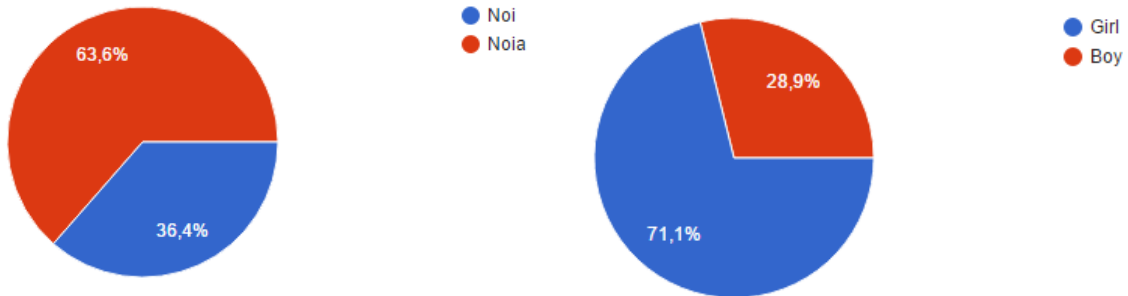
In the mathematic tests take precedence the graphics. The most common questions are interpretations and reflections about the graphics and then they ask you to calculate something based on mathematic figures. Usually there are problems too and they are related to quantities, space, shapes and probability.

The science tests evaluate your scientific knowledge and your ability to manage science. The test consists in solving chemistry, physics and biology problems.

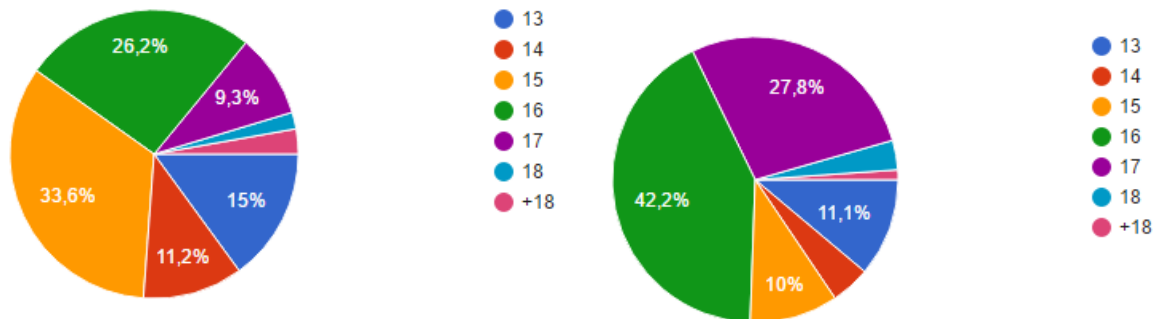
**Annex 5. Survey Results**

On the left, there are the Spanish surveys results and on the right, the results I got on the Canadian surveys.

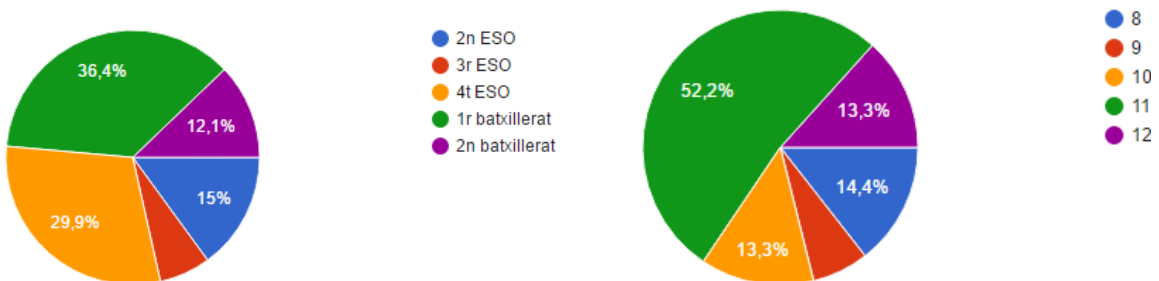
**1. Gender**



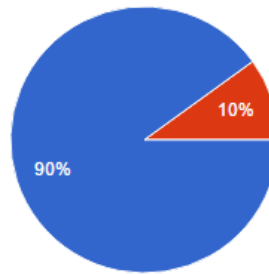
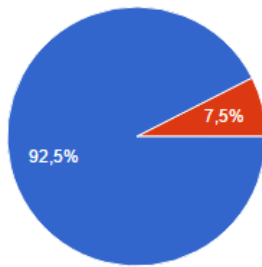
**2. Age**



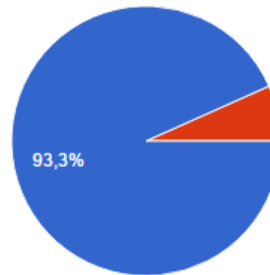
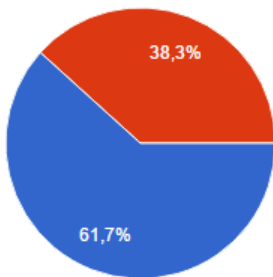
**3. Grade**



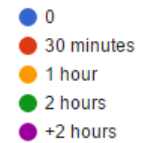
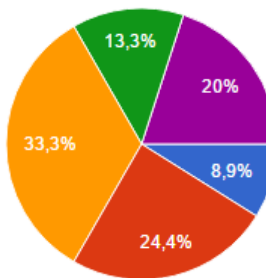
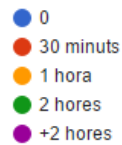
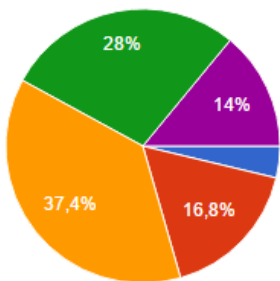
**4. Do you have siblings?**



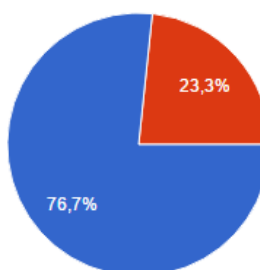
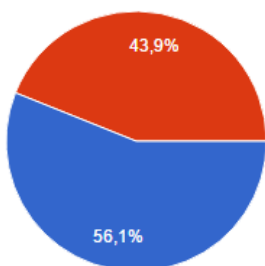
**5. Your elementary school was**



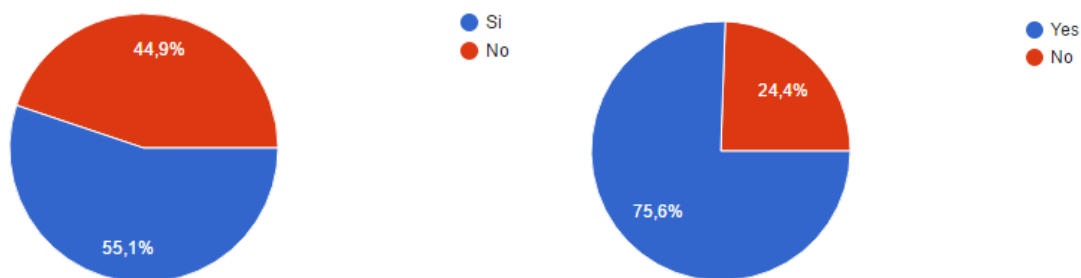
**6. How many hours a day do you do homework?**



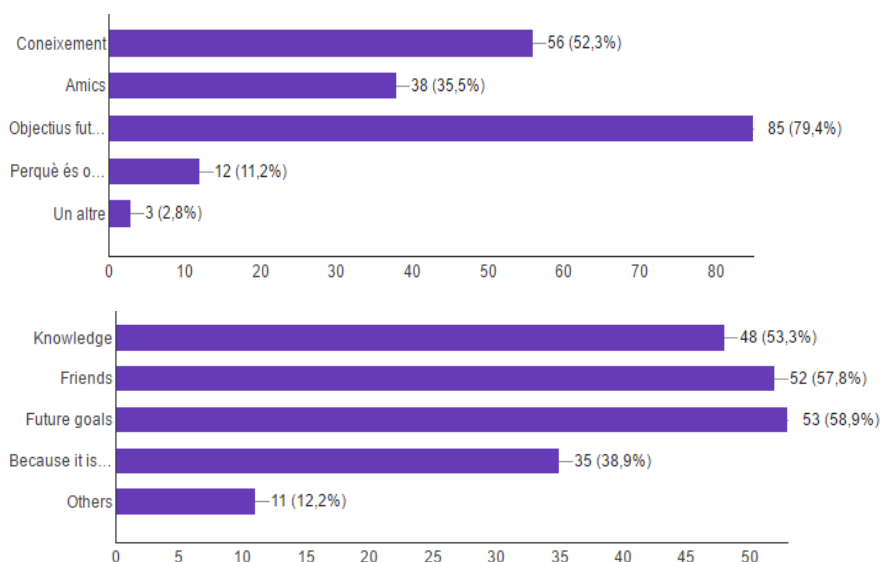
**7. Do you think you should dedicate more time?**



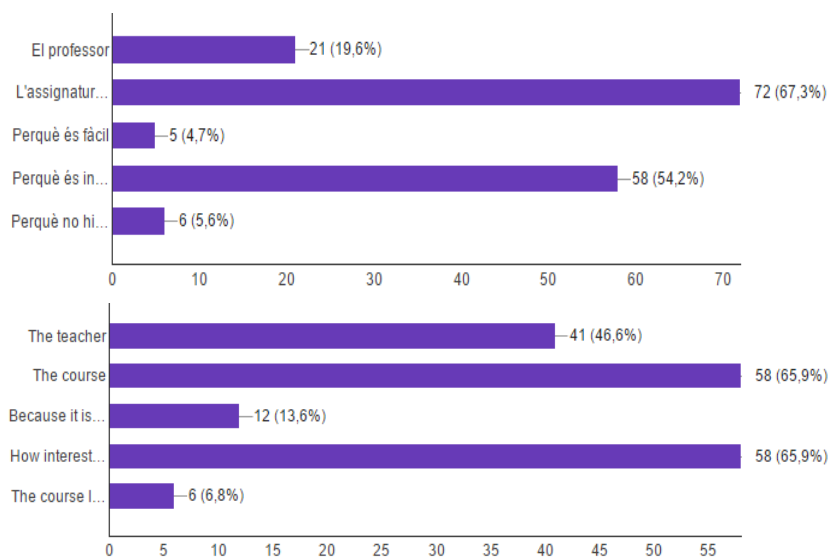
### 8. Do you like going to school?



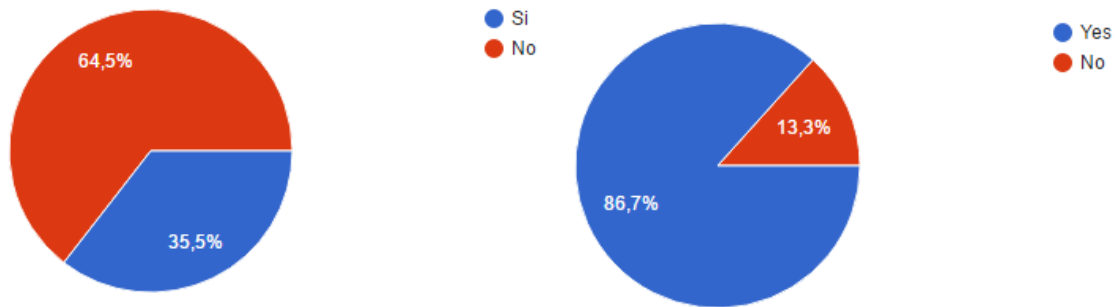
### 9. Main reason you go to school



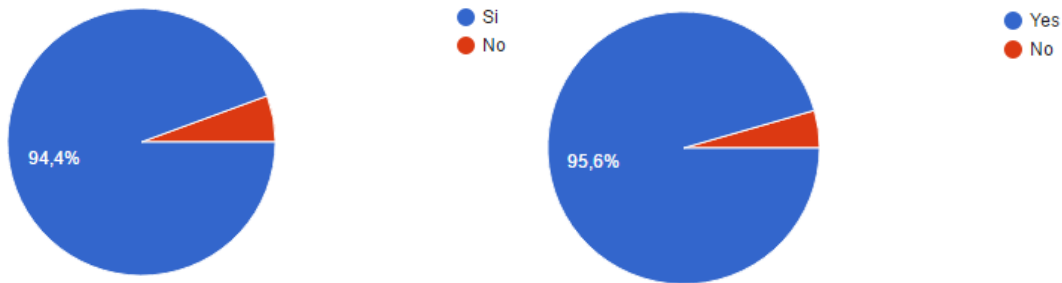
### 10. Why is \_\_\_ your favourite subject?



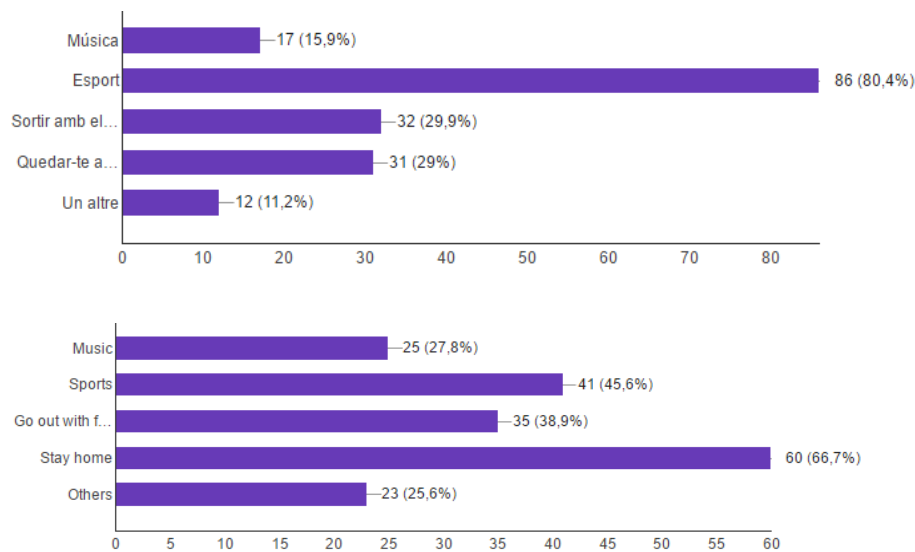
### 11. Are you satisfied with your system?



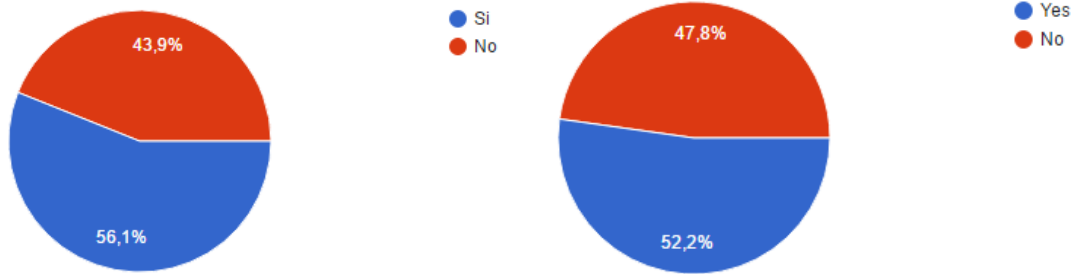
### 12. Do you want to go to university?



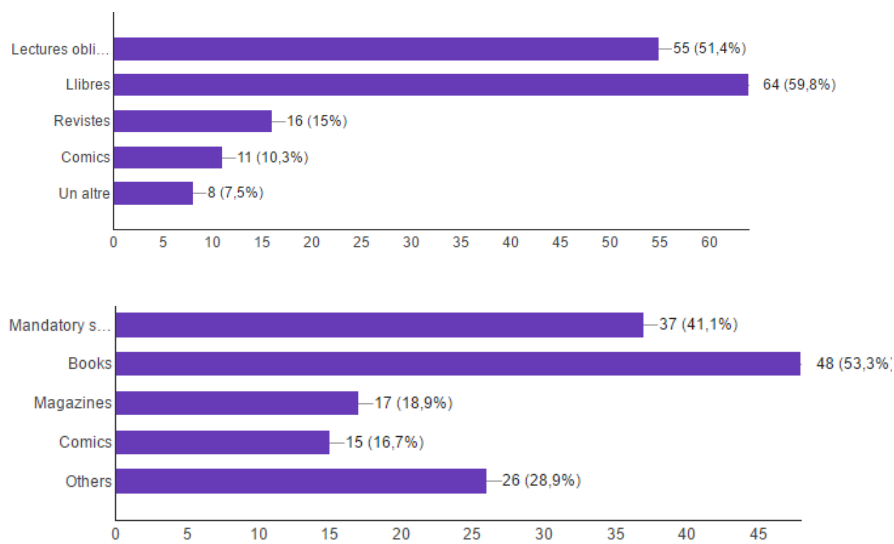
### 13. What do you normally do after school?



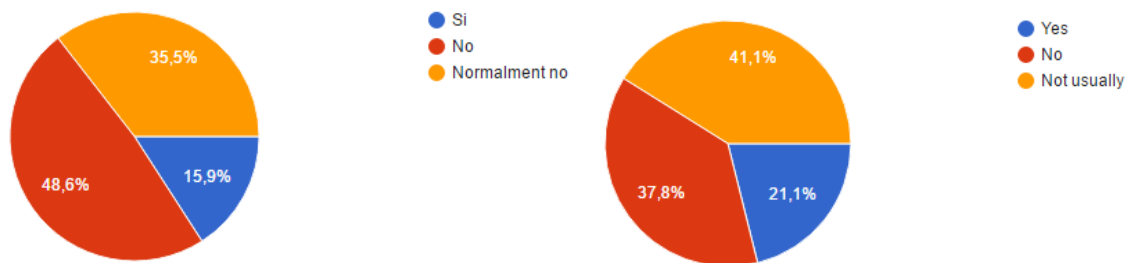
**14. Do you usually read?**



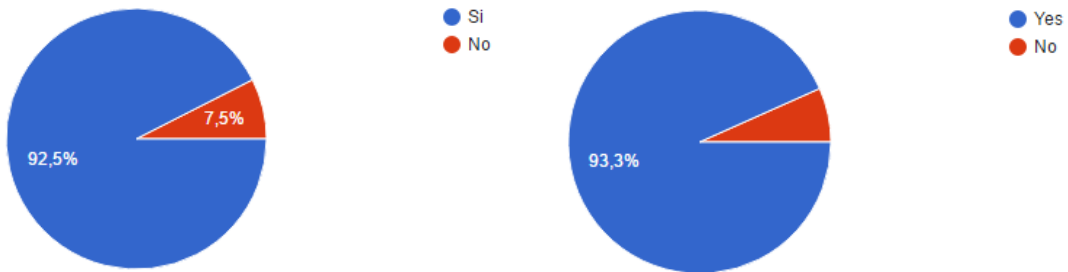
**15. What do you read?**



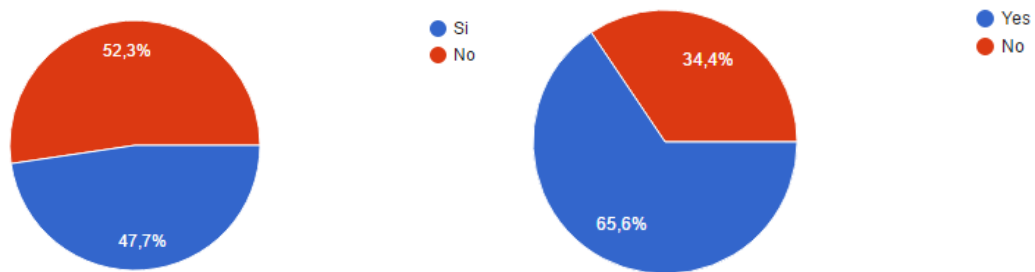
**16. Do your parents help you with your homework?**



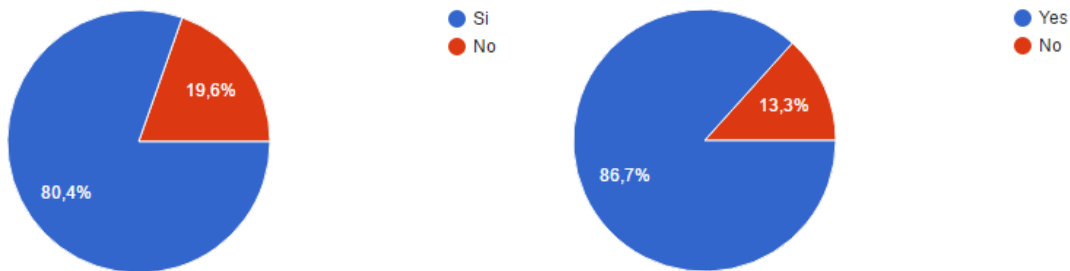
**17. Do they encourage you to keep studying?**



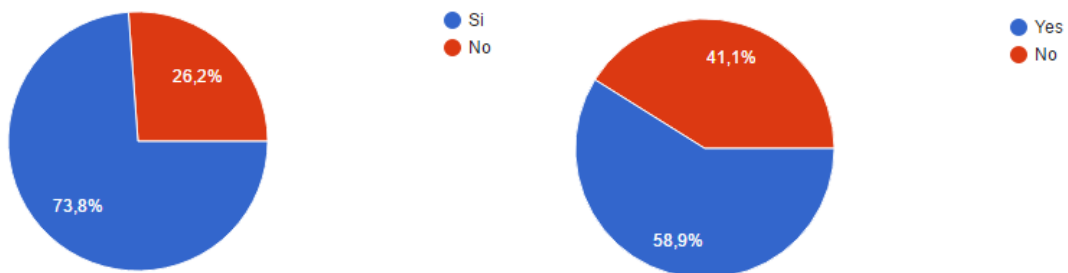
**18. Do you do activities with your parents very often?**



**19. Did your parents read you books when you were young?**

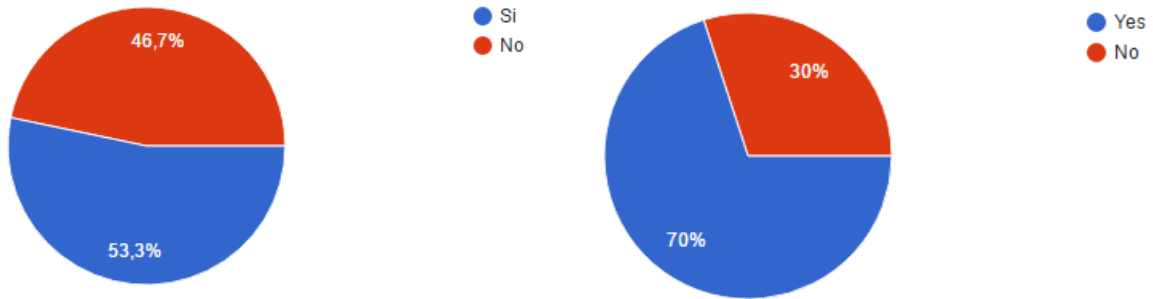


**20. Have you ever waited after school to ask a question to a teacher?**

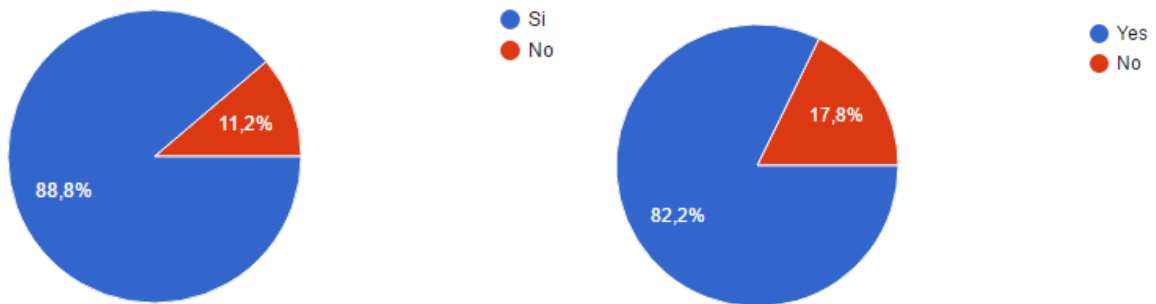




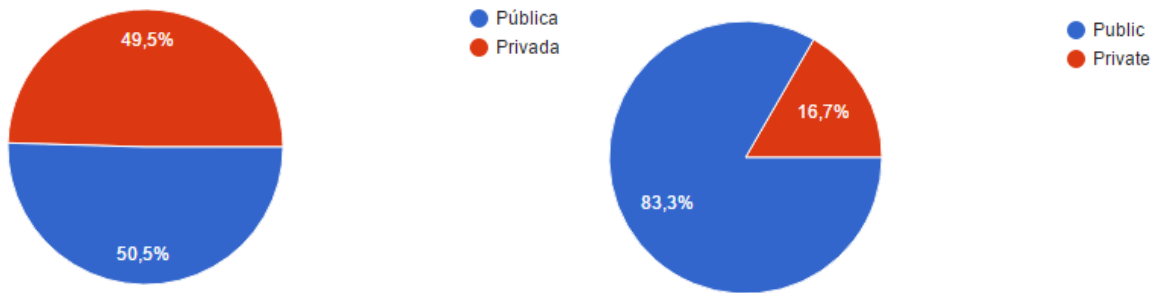
**21. Do you talk about non-school things with your teachers?**



**22. Do you think that teachers care about you?**



**23. What do you think is better, private or public school?**

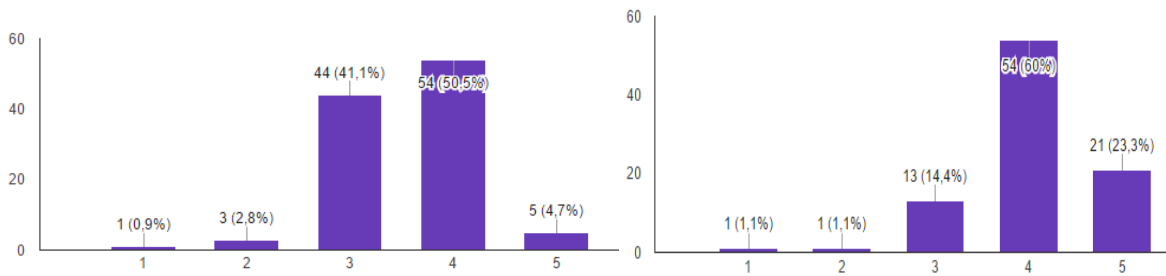


**24. Are you satisfied with the school facilities?**

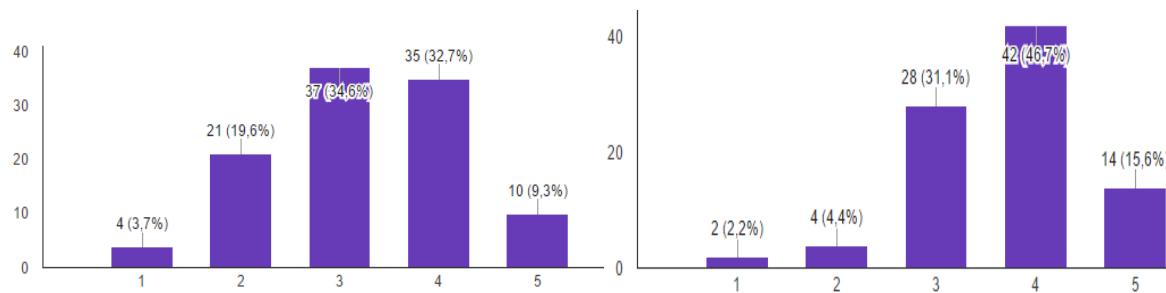


In graphic 1 there was a problem, so I did not consider the *Option 1* answers .

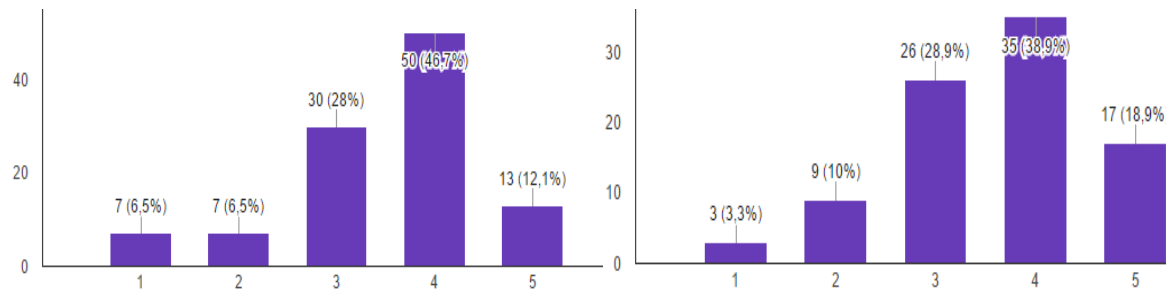
**25. Evaluate the school facilities:**



**26. Level of happiness when you go to school:**



**27. Level of involvement at school**



**28. Do you think there should be more rules? (1 → no, 5 → yes)**

