

COMPARATIVE ANALYSIS OF THE AMERICAN, ENGLISH AND CATALAN EDUCATION SYSTEMS

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1. INTRODUCTION

1.1 JUSTIFICATION OF THE PROJECT

I'm sure that all students of 2nd Batxillerat would agree with me in that one of the most difficult parts of this project is choosing the topic.

In my case I was sure I wanted to do a project in English to improve it, but as I have done it in English I had to choose a topic which was related to that language. Finally, I decided to study the education systems of two countries which I like and I admire: the United States of America and England, and where I have been improving my English in the summer.

1.2 PERSONAL MOTIVATIONS

In my summer stays in these two countries I lived with native families from there who had children with whom we used to talk about school and studies. Our conversations were about the similarities and differences our school lives had and, surprisingly, we found that there were lots of similarities. This superficial knowledge made me decide to do a deeper study about the education systems of the United States, England and Catalonia, paying special attention to the secondary education.

1.3 PARTS OF THE PROJECT

My project called *Comparative analysis of the North-American, English and Catalan education systems* is divided into six parts: the introduction, the hypothesis, the theoretical part, the practical part, the conclusions, the bibliogaphy and the appendix. The introduction and the hypothesis are the two first pages of the projects and they explain general information about it. In the theoretical part we can find all the information about the three education systems objectively;

in this part there are the backgrounds of the three countries, the education acts, the objectives of the education systems, the structures of the education and some aspects related to the school life. In the practical part there is an analysis of the results of an international exam called PISA, and the results of the surveys made to know what was the perception of the students; this part wants to show if the education systems works properly or not.

In the conclusions there are the information which show if the hypothesis is true or not, in the bibliography we find the sources where the information is from, and in the appendix there is more information which complete the project.

2. HYPOTHESIS

To know the similarities and the differences between the education systems of the three countries is more interesting if you ask yourself if yours is better or worse than the other ones. Catalan and Spanish people do not tend to have a good impression on our things, we tend to think that what comes from outside is better. One of these things is education. Almost all Catalan students think that our education is the worst, that we do not have a future because we are not well prepared for it. The problem is that, nowadays, as we are living a huge social, political and economical crisis, this idea is increasing.

Is the Catalan education system similar to the English and North-American ones? Are the results of Catalonia worse than the other ones? Do we really waste the money we receive to improve our education system? Do the students waste their time studying in Catalonia? Looking at these questions, I formulate my hypothesis: There are similarities in the main characteristics of the North-American, English and Catalan education systems, but the Catalan academic results are worse than the North-American and the English ones.

3.THEORETICAL PART

In the following pages you will find the information related to the politic, economic and social background of the United States of America, of England and of Catalonia; the information about the education acts and the education funding of each education system. You will also see the structure of the three education systems and the information about the elements related to the school life. Finally, there is a general analysis of the PISA 2009 tests to compare the situation of United States of America, England and Catalonia.

3.1 POLITIC, ECONOMIC AND SOCIAL BACKGROUND

USA: The United States of America is a country situated in North America (it also has some territories in the Caribbean). This country is a federal constitutional republic, divided into fifty states. All of them share the same currency, the Constitution of The United States and a federal government, which has not got all the power of the country, each state has its own laws.

Politics

There is a separation of powers in the United States: the legislative, the

executive and the judiciary. In the legislative power, there is the Congress, divided by the House of Representatives and the Senate. They are the ones who create the acts and who accept or deny them.

In the executive power, the president has the power, with the vice president and their cabinet. In the United States, there are three parties: the Democrats, who move a social liberal and progressive platform, the Republicans, who are the American conservatives, and the Third Parties, which are the other parties, who stay together because otherwise they have not got any power in the country.

In the judiciary power, there's the Federal Courts, and inside it, the Supreme Court, the Courts of Appeals and the District Courts. These courts have the federal judiciary power and each one works in a different type of situation.

Economy

The economy of the United States of America is a mixed economy, and has a GDP which is \$15,888,000, the largest of the world. The currency this country uses is the dollar (\$), the most important in the world. However, this country has problems with its economy with poverty. The population who is below the poverty line is the 15.1% and the people who do not have a job is 8.3% of the population.

Society

In the United States, there are 311,259,187 people and this makes the USA the third country with more population in the world.

This country has 31 different ethnic groups and of all these big groups, the one who has more illegal immigrants is the Hispanics, and they are also the ones who have more children. Another problem of the diversity that should enrich the country but has always caused problems is the confrontation between

black and white people.

In the United States, there is not an official language in the federal level, but English is the language which is more used, and the second one is Spanish. There are some states in which English is the official language, but in others, like New Mexico, Spanish is also an official language, or like Louisiana, where French is an official language.

ENGLAND: England is a country which is part of United Kingdom, and it is situated in the north-west of Europe. England is separated by the rest of the continent by the English Channel.

Politics

England has a constitutional monarchy (the head of the state is the Queen and the head of the government is the Prime Minister). This country doesn't have a Constitution, but there are some ways to decide the basic institutions of the State, its territory and its rights. The most important is the Statute Law. This law allows to create some acts which become constitutional.

England is a country which has the division of powers, the executive, the legislative and the judicial. The executive power is represented by Queen Elisabeth II. She is just the head of the religion of England, because she has a private council who helps deciding things (theoretically). This council (the head of it is the Prime Minister) is the one who, in practice, has the executive power. This council is chosen by the Queen, but to choose it she has to have the support of the majority of the House of Commons and some ministers. The Government (the Private Council) is chosen for five years. In the Government, there are the ministers, who work with one topic, for example: the Chancellor of the Exchequer.

The Parliament is the supreme legislative body in England. It is bicameral, there are the House of Commons and the House of Lords. The first one has more power than the second one because the House of Lords are not able to

eliminate acts, just to suggest modifications. Another difference is that the Lords are not democratically elected, the church, the Queen and the Prime Minister elects them.

The judiciary power is divided by the Supreme Court and the Courts of England.

Economy

England has the fifth biggest economy of the world. It has a GDP of 2,480 trillion of pounds, and the currency is the pound sterling (£). The people who are poor are 14% of the British population. 5.5% of the inhabitants of England are unemployed.

Society

In England there are 58,789,194 inhabitants (the third country in Europe with more people and the number 21st in the entire world). There are lots of ethnic groups in England, because of the opportunities to live and to work there. In England, the immigration is something that has always happened.

England doesn't have an official language but everybody there talks in English.

Religion is very important in England, the Queen is the head of the Anglican Church, so 78.9% of England inhabitants are Christians, 15.5% have not got a religion. The rest have other religions.

CATALONIA: Catalonia is an autonomous region of Spain. This region is situated in the northeast of the country, a country divided into seventeen autonomies, each one with a Statute of Autonomy.

Politics

Since the Constitution of 1978, Catalonia has exercised its self-government helped by the Statute of Autonomy of Catalonia. This is a law located under the

constitution of Spain that establishes the organisation of the Autonomy, the government, the elections, and the competences that the government has, like the culture or the language and education

The Government is the institution that manages the administration of the Generalitat and has the executive power. It has to make sure the laws that the Parliament exposes are obeyed. In the Government there are the President; the Prime Minister, who is elected by the President and who has to explain what the Government has decided to the people and to the parliament; and then the ministers (*consellers*), who are also elected by the President and who are the heads of the departments that the Government is organised in.

The Parliament of Catalonia has the executive power. This parliament passes the law that the Statute allows. It also passes the Government budget, has to control what this one is doing. Finally, the Parliament chooses the President of the Generalitat, chooses the *Síndic de Greuges* and chooses eight senators who are going to represent Catalonia in the Spanish Senate.

In Spain, Madrid controls the Judiciary power. However, the autonomies cannot decide anything different from the rest of the country except for some things. In Catalonia there is the Supreme Court of Justice, which, with courts with less power, judges in the autonomy.

Economy

Catalonia is the autonomy with the higher GDP (170,450 million euros), and the GDP (nominal) per capita is the fourth highest of Spain. The currency used in Catalonia, as in the rest of Spain, is the Euro. However, and because of the crisis, unemployed people are 19.2% of the people who live in Catalonia, and people who are poor are about 22.6% of Catalan people.

Society

Catalonia has 7,565,603 inhabitants and the metropolitan area of Barcelona has 67% of the population. The last migration wave was between 1950 and

1975, when people came to Catalonia looking for jobs and somewhere to live.

In Catalonia, 94.5% of people who live here understand Catalan, 74.5% can speak it, 74.4% can read it and 49.8% can write it. Nowadays, there is a rise in people who think they are Catalan before Spanish, and people, who live inside or outside Catalonia, who think they are Spanish. Recently, on 11th September (*Diada de Catalunya*, the National Day of Catalonia), 600,000 people went to Barcelona to show that lots of Catalans want the independence or, at least, more autonomy. This made bigger the breach between Catalans and Spanish people, and some important people like the King Juan Carlos or the President Artur Mas, talked about what to do, from different points of view.

3.2 EDUCATION ACTS

USA: In the United States of America, the current education act is the No Child Left Behind (NCLB). This act, passed by George W. Bush in 2001, supports a reform based on setting high standards and measurable goals to improve the students' results. The NCLB does not create national standards, each state has to set itself but wants to test annually all students. This act also changes things related to education like the report cards, teacher qualifications and education funding to improve the knowledge of students. The No Child Left Behind act was created to help students with problems to overcome them, and to make these students improve. However, each state has his own legislation about education, which sets more specific things that the NCLB does not.

ENGLAND: In England, the act that this country follows is the Education Act. This act has been renewed lots of times, and the newest is the Education Act from 2011. In this new renovation, the act wants to change some things of the education areas, like how the teachers have to discipline their students, how to supervise the new teachers, qualifications, the administration of schools and academies, the abolition of the General Teaching Council for England, the

Qualification and Curriculum Development Agency and the Training and Development Agency for Schools. The work that these agencies made now is under control of the Education Act, and it makes the money spending decrease.

CATALONIA: The Catalan education follows two acts: the *Ley Orgánica 2/2006 de educación (LOE)* and the *Llei 12/2009 d'educació de Catalunya (LEC)*.

In the first act we find the bases of the primary, secondary, vocational training, languages, art, sport, university and adult Spanish education. The second act explains the bases for the Catalan education, about primary and secondary education, vocational training, languages, art, sport, university and adult education. The Spanish act is more general, and let the Catalan act decide on some specific things.

3.3. FUNDING OF EDUCATION

In relation to the expense in education, there are also differences: the USA invested 5.5% of their GDP (in 2008), England invests 5.4% and Catalonia invested 4% in 2009. This means that the North-American system is the one which receives more money in relation to the GDP, and the Catalan system is the one which receives less.

USA: The Constitution of the United States states that the education funding has to be in state and local hands and the federal government supplies over 6% of the public school system funds, the rest has to be supplied by the state and local sources. More or less, in all the states, local sources pay 44% of the public school costs and 50% is paid by the state. This way of funding has some problems: if a state's population increases rapidly, people have to pay more taxes for public schools without it being expected. In the act "No Child Left Behind", passed by George Bush, it is said that the federal state can withhold

funding if it thinks that the school, the district or the state is not complying with what they have to comply. This has caused that groups of people, like teachers, are pushing for more funding. They say that in some schools the funding is so low that they have to buy things on their own to supply the supplement the state gives.

ENGLAND: The state-funded schools receive the funding from local authorities, and this funding is proportional to the demand of students who apply for the school. There are a small group of state-funded schools which are related to religion (the Church of England or the Roman Catholic Church). These religion groups also fund part of these schools.

There are also private schools, where 7% of the English students go. The cost for each year can be between £2,500 and £30,000 per year, so its funding comes from students and business. Some private schools have scholarships for students with special skills. These students have to pay less or nothing at all.

In 2008 - 2009 the national education budget gave £62.2 billion to the Education in England.

CATALONIA: In Catalonia there are three types of schools: public schools, private schools and state-aided private schools. In public schools the state pays all the costs, so the students just have to buy the books and pay a little amount for the material used. The majority of Catalan students go to public schools. Private schools are not helped by the state, so their students have to pay all the costs. These schools have, most of them, a better reputation than public schools because they choose who they want to have, so supposedly the level is higher. Finally, there are the state-aided private schools, in which the state gives some money but the student pays for some costs, like the light, the computers, etc. These are very common in cities with more than one school.

In 2010, the state spent 1,933,607,557.13€ in secondary education and 402,609,291.61€ in education administration. In total, Catalonia spent 5,282,264,221.08€ in education.

3.4 OBJECTIVES OF THE EDUCATION SYSTEM

USA: In 2002, George W. Bush eliminated the *Goals 2000*, the old act of education because it was not effective and passed a new education law. This law is called No Child Left Behind, which:

Gives more money to school districts.	Gives states and school districts more control.
Holds school districts accountable for results.	Gives parents report cards to see the success of schools in their districts.
May let parents transfer their child to another public school.	May provide children with extra help with schoolwork.
Requires schools to make parents more involved in education.	Requires states to test children every year.
Focuses on teaching methods which have been proven by research to work.	Provides one billion dollars a year to help children learn to read and to help teachers to do better their job.

Chart 1. USA's education objectives

All this objectives should be reached in 2020.

ENGLAND: In England, the education system has some objectives, which are:

To be able to have an excellent education.	To enjoy their childhood.
To develop moral value.	To develop responsibility.
To get a lot of creativity.	To be able to be critic.

Chart 2. England's education objectives

CATALONIA: The Spanish government made a report called *Objetivos Educativos Europeos y Españoles. Estrategia Educación y Formación (2010-2011)*, where the main objectives of the Spanish education system appears.

Make true the learning throughout life.	Improve the quality and the efficiency of the education.
Promote the social unity and the active citizenship.	Promote the creativity and the innovation, even the entrepreneur spirit in all education levels.

Chart 3. Catalonia's education objectives

All this objectives are planned to be reached in 2020.

3.5 EDUCATION STRUCTURES

USA: In 2012, the United States has a population of 314,655,000 and 99.00% of them are literate. The enrolment in the primary, secondary and post secondary education is over 81.5 million people, 85% of them get the secondary diploma and 30% of them get the post secondary diploma.

Children enter in the public education system when they are five or six years old. The school year starts at the end of August or the day after Labor Day in September. The education system is divided into four schools: primary education, secondary education and post secondary education. Education is compulsory between primary education and secondary education.

Preschool education

Children who are three years old can start (it is optional) their school life with preschool education. Children socialise and learn autonomy habits.

Primary education

Elementary education includes kindergarten (2 years) and middle school (1st to 5th grade). The curriculum is determined by school districts, which select curriculum guides and textbooks of the state's learning standards (goals that

states and school districts must follow because of the No Child Left Behind law) for each grade.

Public Elementary School teachers teach between twenty and thirty students of diverse needs, and in some schools there is a special curriculum for students with some type of difficulties: cognitive, athletical or artistical. In general, in the Elementary School, students learn basic arithmetic, some algebra, English proficiency (basic grammar, spelling and vocabulary) and the bases of others subjects.

Secondary education

In Secondary education there are two levels: middle (6th to 8th grade) and high school (9th to 12th grade, also called “freshman year”, “sophomore year”, “junior year” and “senior year”). Students have to take a minimum number of mandatory subjects and some elective ones. The mandatory subjects are obligatory in all USA high schools. These are:

Science	Mathematics
English	Social Sciences
Physical education	

Chart 4. Secondary education, mandatory subjects

And the elective subjects:

Computers	Athletics
Career and Technical Education	Performing Arts or Visual Arts
Foreign Languages	Junior Reserve Officers' Training Corps

Chart 5. Secondary education, elective subjects

Many high schools have Advanced Placement (AP) or International Baccalaureate courses (IB), special forms of honour classes with a more challenging curriculum. AP or IB are usually taught during 11th or 12th grade, but it may be in 9th grade. The exams results of AP or IB have power in admission processes in post-secondary institutions.

Post-secondary education

In the United States of America, students also start university at eighteen. They have to apply for admission into colleges. Admissions criteria are the standardised test scores (such as SAT or ACT tests); other colleges also look for special extracurricular activities.

Students have to study for four years an undergraduate study to achieve a bachelor's degree. After that, they can do a graduate study to have a more advanced degree such as a master's degree or a doctorate. To be admitted into graduate study, there are some ways to do it: passing an exam, having had good marks in the undergraduate study or having experience at work.

The United States of America has very important universities such as Harvard University, Princeton University, Yale University or Columbia University.

<u>Elementary school</u>	
<u>Preschool</u>	Years 4-5
<u>Kindergarten</u>	Years 5-6
<u>1st Grade</u>	Years 6-7
<u>2nd Grade</u>	Years 7-8
<u>3rd Grade</u>	Years 8-9
<u>4th Grade</u>	Years 9-10
<u>5th Grade</u>	Years 10-11
<u>Middle school</u>	
<u>6th Grade</u>	Years 11-12
<u>7th Grade</u>	Years 12-13
<u>8th Grade</u>	Years 13-14
<u>High school</u>	
<u>9th Grade (Freshman)</u>	Years 14-15
<u>10th Grade (Sophomore)</u>	Years 15-16
<u>11th Grade (Junior)</u>	Years 16-17
<u>12th Grade (Senior)</u>	Years 17-18
<u>Post-secondary education</u>	
<u>Tertiary</u>	Ages vary, but often 18-22

<u>education</u> (<u>College</u> or <u>University</u>)	(Freshman, Sophomore, Junior and Senior years)
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Chart 6. Education structures USA

Source:

Wikipedia

ENGLAND: 63,100,000 people live in England in 2012, and 11.7 million are in school. The literacy rate is about 99% of the population and 70.7% of students get the secondary diploma. 30.9% of the students get the post-secondary diploma. The school year begins on 1st September or 1st August, depending on the school, and finishes the last Friday of June, and students are classified in one grade or another depending on their birthday (after 31st August, students go to a different grade).

Full-time education is compulsory for children who are between 5 and 16 years old. With the Education and Skills Act 2008, students, by 2015 will have to study until they are 18.

In England, the education system is divided into nursery (ages from 3 to 4), primary education (ages from 4 to 11), secondary education (ages from 11 to 18) and tertiary education (more than 18 years old).

Nursery

Children who are 3 years old can start nursery, full-time or part-time, as it is not compulsory. This course helps children to relate with other children, and to start the routine that they will continue for years. They stay at the nursery school, where they play and do some activities to improve their capacities.

Primary education

After two years which are not compulsory, students start, at the age of five years old, compulsory education. In most English areas, they continue in the same school until they start secondary education, but there are some that have senior or middle schools.

In England, education grades are grouped into Key stages. The ones of primary education are:

- Key stage 1: it fits with the first stage of primary education, infant school.
- Key stage 2: it fits with the later stage of primary education, junior schools. At the end of it, students have the National Curriculum Tests about literacy, numeracy and science.

In primary education, students study English, science, mathematics, ITC, history, art, music, physical education and religion (which is optional).

Secondary education

The two Key stages of secondary education are:

- Key stage 3: it fits with the first half of secondary education.
- Key stage 4: it fits with the second half of secondary education. At the end of it, students take GCSE exams.

The last two years are called the Sixth Form. In these two years, students prepare themselves for the Advanced Level (A-Level), or other courses like International Baccalaureate or Cambridge Pre-U, and then choose the university they will study at. These years are after Key stage 4, when students choose three or four subject to study for two more years. They will be examined OF these subjects at the end of the Upper Sixth, the last year of secondary school.

In Key Stage 3 and Key Stage 4, there are different subjects, which are:

<u>Key Stage 3 (students have the same subjects as in Key stage 1 and 2 with some more, which are:</u>	
Modern Foreign Language (Spanish, French...)	Citizenship
Sex Education (optional)	
<u>Key Stage 4 (students have new subjects)</u>	
English	Mathematics

Science	Information and Communication Technology
Physical Education	Citizenship
Sex Education (optional)	Career Education
Religion (optional)	Work-related learning
Modern Foreign Languages (French, Spanish...)	Art
Design and Technology	Humanities

Chart 7. Key Stages 3 and 4, subjects

Post-secondary education

In England, students start university when they are at least eighteen years old. The state does not control university exams which students have to pass to be able to study at a specific university, but the Office for Fair Access monitors the different ways of admission. However, the states have control over teacher training courses and use “Ofsted” inspectors to keep up with standards.

In university, students study a first degree which is a bachelor's degree, which lasts for three years. After these three years, students can take a postgraduate degree: a master's degree or a doctorate. The first one last for one year, but research-based master's degree lasts for two year; and the second one is taken in three years.

Some of the most important universities in the world are in England such as Oxford University or Cambridge University.

<u>Nursery School</u>	
Nursery	Years 3-4
<u>Primary School</u>	
Reception	Years 4-5
Year 1 (Key Stage 1)	Years 5-6
Year 2 (Key Stage 1)	Years 6-7
Year 3 (Key Stage 2)	Years 7-8
Year 4 (Key Stage 2)	Years 8-9
Year 5 (Key Stage 2)	Years 9-10

Year 6 (Key Stage 2)	Years 10-11
<u>Secondary School</u>	
Year 7 (Key Stage 3)	Years 11-12
Year 8 (Key Stage 3)	Years 12-13
Year 9 (Key Stage 3)	Years 13-14
Year 10 (Key Stage 4)	Years 14-15
Year 11 (Key Stage 4)	Years 15-16
<u>College - Sixth Form</u>	
Year 12 (Lower Sixth)	Years 16-17
Year 13 (Upper Sixth)	Years 17-18
<u>Post-secondary education</u>	
University	Ages vary

Chart 8. Education structures England
Council

Source: British Council

CATALONIA: Catalonia has 7,565,603 inhabitants, and 1,076,576 of them are students and the literacy rate is about 99% of Catalan people.

Education is compulsory for children who are 6 years old until they are 16 years old, but children can start with Kindergarten. The levels are: Kindergarten (from 0 to 6 years old), Primary (from 7 to 12 years old), Secondary (from 13 to 18 years old) and Higher education (over 18 years old).

The school year begins on 12th of September and finishes on 21th June, approximately (at university, each one decides when to finish their school year).

Kindergarten

This grade is divided into first and second cycle. The first one is for 0 to 3 year-old students and they go to the nursery. The second one is for 3 to 5 year-old children, who go to primary school, but it is not compulsory. The grades they have are: P-3, P-4 and P-5.

Primary education

Primary is divided into three cycles. The first one is for children who are 6 to 8 years old, the second one is from 8 to 10 years old and the third one is for

students who are 10 to 12 years old. Primary is compulsory and students study subjects like mathematics, Spanish, Catalan, science, arts, social sciences, religion (which is optional), English, music, physical education and ITC.

When students are in the last year before secondary education, they have to take a test called *Competències Bàsiques*, where they have to show what they have learnt before going to high school.

Secondary education

Some schools have primary and secondary education, but others do not, so students have to change to another school. Secondary is compulsory (that is why is called ESO, *Educació Secundària Obligatòria*), but just for four years, because the last two years are optional. Students start with 12 years old, and finish with 16 or 18 years old. The subjects are a bit different from primary education; and these are:

Catalan	Spanish
English	Science
Social Sciences	Technology
Art	Music
Physical Education	Mathematics
Citizenship	Religion (optional)

Chart 9. Secondary education, mandatory subjects

There are also some elective subjects like French, chorus or biology.

When students finish the last course of primary and 4th of ESO, they have to do a test called *Competències Bàsiques*, to evaluate the system and the students' background.

The last two years of secondary education prepare students to pass an exam called *Selectivitat* that helps them to go to the university they want. In these two years students have five obligatory subjects and four electives from three branches:

- Humanities and social (economy, geography, Greek, art history, history, Latin, mathematics, Catalan literature, Spanish literature, world literature...)
- Technology and science (biology, technical drawing, physics, mathematics, chemistry and industrial technology) or
- Art (artistic drawing, technical drawing, design, art history, music, theatre, music and dance history, Catalan, Spanish literature world literature).

Post-secondary education

Catalan students start at university with at least eighteen years old. To start at university they have to pass a very important exam called *PAU (Proves d'Accés a la Universitat)*. Every degree has a mark and the student has to reach it to be able to study the degree.

The student has to study a four-year degree at university. After that, the student can leave studies to work or can study a master's degree or a doctorate. The master's degree can last for two years, and the doctorate can be done for two to six years.

Catalonia has not very important universities comparing them to the world's best universities, but the most important ones are *Universitat Autònoma de Barcelona, Universitat de Vic or Universitat Pompeu Fabra*.

<u>Primary School</u>	
P-3	Years 3-4
P-4	Years 4-5
P-5	Years 5-6
1 st Grade	Years 5-6
2 nd Grade	Years 6-7
3 rd Grade	Years 7-8
4 th Grade	Years 8-9
5 th Grade	Years 9-10
6 th Grade	Years 10-11

<u>Secondary School</u>	
1 st ESO	Years 12-13
2 nd ESO	Years 13-14
3 rd ESO	Years 14-15
4 th ESO	Years 15-16
1 st <i>Batxillerat</i>	Years 16-17
2 nd <i>Batxillerat</i>	Years 17-18
<u>Post-secondary education</u>	
University	Ages vary

Chart 10. Education structures Catalonia

3.6 HOMESCHOOLING

Homeschooling is a way to teach children. They don't go to the school or don't take exams, they study at home, their teachers are their parents. These parents are the ones who decide how to teach their children

USA: In the United States of America, 2 million children are home-schooled, 2.9% of North-American children. The United States Supreme Court precedent accepted this educational choice, making the states to set standards for educational accomplishment. There are some differences between states, but in all the country, homeschooling is legal.

ENGLAND: In England, 60,000 England children are home-schooled. This is 0.6% of the total of English students. In that country, homeschooling is legal, but the government makes parents tell the school and the local council if they are going to homeschool their children. These parents do not have to follow the national curriculum but the local council can oblige these parents to return their children to school if they think children are not receiving a suitable education.

CATALONIA: In Catalonia, there's a legal loophole, because the Spanish Constitution says that the compulsory education is for children between six and sixteen years old, but it does not say anything about the homeschooling. That is why there are one thousand families who teach their children at home in Catalonia. It is not legal or illegal, because there is not a law which fixes it, so when a family wants to homeschool their child, they do it, but some government employees visit them to make sure the children are studying and learning.

3.7 ASPECTS RELATED TO SCHOOL LIFE

USA: In schools from the United States of America, students stay at school 7 hours per day, but they don't study during seven hours, because they have five minutes between every class to go to the next classroom. They also have one hour to eat at eleven or twelve o'clock, but if there are lots of students in the school, the school splits up the lunch time into two. Almost all schools in the United States receive some money from the state to pay part of the student's lunch.

After school, students do an extracurricular activity. There are some clubs or teams which students can join in to spend the afternoon: art club, maths club, basketball and football team, etc.

Every school has some buses which take students from their house to the school and viceversa.

ENGLAND: English schools do not have a minimum number of hours. Even they are public, they have to decide how many hours the students are going to spend at school, but normally it is between eight o'clock until two or three o'clock. They spend one hour at lunch time with their packed lunch (some

schools have catering, but normally, students bring their own food), and maybe twenty minutes at eleven o'clock to go to the playground, two hours before the lunch time.

After school, they can choose to leave or to stay there to do some sport or to join in a club, but it is less common than in the United States. After that, they go home without school buses.

When students arrive at school and before they leave, they have something called "registration", when teachers talk to them about news from school or they pray or sing.

CATALONIA: Catalan students spend 30 hours at school every week, but schools can decide how to organise them. Some schools start at 8 o'clock, and finish at 3 o'clock, but others finish at 5 o'clock. Students can choose if they want to eat at school or at home, because they have to pay the meal (there are some cases in which the government pays it).

After school, there are not too much extracurricular activities in the school, students can practise sports with a team which is not the school's one.

In some schools, there are buses which pick up the students, but in schools in big cities, students use private transport

3.8 PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT

The Programme for International Student Assessment (PISA) is a project of OCDE (Organisation for Economic Co-operation and Development), and has the objective of evaluating the students formation when they are about to finish secondary education. They test students who are about to start post-secondary education or who are about to finish it. The test evaluates students of reading, mathematics and science. They emphasise the concept understanding and the

ability of acting in diverse types of situations depending on each field (reading, mathematics and science).

The PISA test tests 4,500 to 10,000 students in each country, and in some countries, more students are tested to make regional studies.

The PISA test started in 2000 and it is made every three years. The last edition of which report was publicised a report is 2009. In this edition, thirty four countries who are in the OCDE and thirty-seven who are not participated. Every year the project focuses on one field of the three which are evaluated, in 2009 it was the reading one.

The PISA test also evaluates each centre where the tested student studies to know more information about the students background.

The PISA test does not work to evaluate the knowledge set in the curriculum nor evaluate the teachers; it wants to value the knowledge of the students when they are about to finish secondary education, it examines how prepared the students are to be adults.

PISA'S FIELDS

Reading field: this test values the capacity that a student has to understand, use and reflect about the written texts to achieve the personal objectives, to develop the knowledge and capacities, and to be part of the society. In the appendix number 1, there is an example of a reading field test.

17. United States	500
19. Catalonia	498
26. United Kingdom	494
27. OCDE average	493
34. Spain	481

Chart 11. Punctuations of the reading field Source: PISA

Mathematics field: this test values the capacity that a student has to think,

analyse and communicate mathematic operation; the capacity to use the mathematic reasoning in the resolution of life problems. In the appendix number 2, there is an example of a mathematics field test.

16. United Kingdom	514
23. United States / OCDE	502
28. Catalonia	497
37. Spain	488

Chart 12. Punctuations of the mathematics field Source: PISA

Science field: this test values the capacity to get involved as a citizen conscious in things related to science and ready to think about the consequences of the scientific development about technology, the Earth and the natural resources. In the appendix number 3, there is an example of science field test.

26. Catalonia / OCDE	496
29. United Kingdom	492
32. United States	487
35. Spain	483

Chart 13. Punctuations of the science field Source: PISA

PISA 2009, RESULTS

All PISA results are shown in charts divided into the countries. In the chart we find the position where the country is in relation to the other countries because of the results of the tests, the name of the country and the marks all of them have.

In this edition sixty-five countries and forty-five European regions have participated.

In the last two editions, the first places have been taken by Finland and some Asiatic countries: South Korea, Hong Kong and Singapore. In the last edition, the United States of America have taken the place number fifteen, the United Kingdom the place number twenty and Spain the place number thirty-four.

<u>On the reading scale</u>	<u>On the mathematics scale</u>	<u>On the science scale</u>
-----------------------------	---------------------------------	-----------------------------

1	Shanghai, China	55 6	1	Shanghai, China	60 0	1	Shanghai, China	575
2	South Korea	53 9	2	Singapore	56 2	2	Finland	554
3	Finland	53 6	3	Hong Kong, China	55 5	3	Hong Kong, China	549
4	Hong Kong, China	53 3	4	South Korea	54 6	4	Singapore	542
5	Singapore	52 6	5	Taiwan	54 3	5	Japan	539
6	Canada	52 4	6	Finland	54 1	6	South Korea	538
7	New Zealand	52 1	7	Liechtenstein	53 6	7	New Zealand	532
8	Japan	52 0	8	Switzerland	53 4	8	Canada	529
9	Australia	51 5	9	Japan	52 9	9	Estonia	528
10	Netherlands	50 8	1	Canada	52 7	1	Australia	527
11	Belgium	50 6	1	Netherlands	52 6	0	Netherlands	522
12	Norway	50 3	1	Macau, China	52 5	1	Liechtenstein	520
13	Estonia	50 1	2	New Zealand	51 9	2	Germany	520
14	Switzerland	50 1	3	New Zealand	51 9	3	Taiwan	520
15	Poland	50 0	1	Belgium	51 5	4	Switzerland	517
16	Iceland	50 0	4	Australia	51 5	5	Switzerland	517
17	United States	50 0	5	Australia	51 4	1	United Kingdom	514
18	Liechtenstein	49 9	6	Germany	51 3	1	Slovenia	512
19	Sweden	49 7	7	Estonia	51 2	8	Macau, China	511
20	Germany	49 7	8	Iceland	50 7	9	Poland	508
21	Ireland	49 6	9	Denmark	50 3	2	Ireland	508
22	France	49 6	2	Slovenia	50 1	2	Belgium	507
23	Taiwan	49 5	0	Norway	49 8	2	Hungary	503
24	Denmark	49 5	1	Norway	49 8	2	United States	502
25	United Kingdom	49 4	2	France	49 7	2	Norway	500
26	Hungary	49 4	2	Slovakia	49 7	2	Czech Republic	500
27	Portugal	48 9	3	Slovakia	49 7	6	Denmark	499
28	Macau, China	48 7	4	Austria	49 6	7	France	498
29	Italy	48 6	5	Poland	49 5	8	Iceland	496
30	Latvia	48 4	2	Sweden	49 4	9	Sweden	495
31	Greece	48 3	6	Sweden	49 4	3	Latvia	494
32	Slovenia	48	7	Czech Republic	49 3	3	Austria	494
			8	United Kingdom	49 2	3	Portugal	493
			9	Hungary	49 0	3	Lithuania	491
			3	Luxembourg	48 9	4	Slovakia	490
			3	United States	48 7	5	Italy	489
			1	United States	48 7	6	Spain	488
			3	Portugal	48			

	3	2	7	3	Croatia	486
33 Spain	48	3	48	7		
	1	3	7	3	Luxembourg	484
34 Czech Republic	47	3	48	8		
	8	4	3	3	Russia	478
35 Slovakia	47	3	48	9		
	7	5	3			
36 Croatia	47	3	48			
	6	6	2			
37 Israel	47	3	47			
	4	7	7			
38 Luxembourg	47	3	46			
	2	8	8			
39 Austria	47	3	46			
	0	9	6			

Chart 14. General punctuation

Source: PISA-OCDE

In Catalonia, fifty schools participated (twenty eight of them were public schools) and 1,381 students (674 were girls and 707 were boys). Catalonia has better results than some regions of Spain:

On the reading scale		On the mathematics scale		On the science scale	
1	Castilla y León 503	1	Castilla and León 514	1	Castilla and León 516
2	Madrid 503	2	Navarra 511	2	La Rioja 509
3	Catalonia 498	3	Euskadi 510	3	Navarra 509
4	La Rioja 498	4	Aragón 506	4	Madrid 508
5	Navarra 497	5	La Rioja 504	5	Galicia 506
6	Aragon 495		OCDE average 496	6	Aragón 505
7	Euskadi 494	6	Madrid 496	7	Asturias 502
	OCDE average 493	7	Catalonia 496		OCDE average 501
8	Asturias 490	8	Cantabria 495	8	Cantabria 500
9	Cantabria 488	9	Asturias 494	9	Catalonia 497
10	Galicia 486	10	Galicia 488	10	Euskadi 495
	Spanish average 481	11	Valencia 487		Spanish average 488
1	Murcia 480		Spanish average 48	11	Valencia 486

1			3		
1 2	Valencia	477	12	Castilla-La Mancha	483
12			12	Murcia	484
1 3	Castilla-La Mancha	470	13	Murcia	478
13			13	Castilla-La Mancha	481
1 4	Andalucía	461	14	Extremadura	478
14			14	Extremadura	479
1 5	Extremadura	459	15	Balears Islands	464
15			15	Andalucía	469
1 6	Balears Islands	457	16	Andalucía	462
16			16	Balears Islands	461
1 7	Canarian Islands	448	17	Canarian Islands	435
17			17	Canarian Islands	452
1 8	Ceuta	423	18	Ceuta	424
18			18	Ceuta	426
1 9	Melilla	399	19	Melilla	409
19			19	Melilla	404

Chart 15. Autonomies punctuation

Source: PISA-OCDE

The Catalan results, in the edition of 2009, are better than the North-American and the English results and get over the OCDE results and over the Spanish average.

	<u>On the reading scale</u>	<u>On the mathematics scale</u>	<u>On the science scale</u>	<u>TOTAL</u>
United Kingdom	494	414	492	500
Catalonia	498	497	496	497
United States	500	502	487	496
OCDE average	493	502	496	496
Spain	481	488	483	484

Chart 16. All punctuations compared

Source:

PISA-OCDE

We can see Catalonia has a global result level similar to England and USA: Catalonia, in all three evaluated fields, has a better mark than the Spanish average. In 2006, Catalonia also has a better punctuation than Spain.

4. PRACTICAL PART

I've done a survey to know the secondary students' perception, all of them from the United States of America, from England and from Catalonia. I gave my survey to Catalan students going to their class to ask them to complete it, and I uploaded the survey to SurveyMonkey.com to help North-American and English students to complete it.

4.1 RESULTS OF THE SURVEYS OF THE UNITED STATES

22 students from different parts of the United States have completed a survey about their education system. The “juniors” survey is the same as the “4th of ESO” survey, and the “Seniors” survey is the same as the “2nd Batxillerat” survey.

Juniors survey

The survey was completed by 11 students from the United States of America aged 15 years old. The details of the answers are the following ones:

Questions one, two and three were the introduction of the survey.

Question number four asked about the usage of the school bus, we find that all of the asked students use it. In question number five, which asks about having lunch at school, the result is the same as in the last question, all of them have lunch at school.

In relation to the 6th question, which asked the favourite subjects, there is a big diversity of answers. However, the more mentioned subjects have been: mathematics, biology and history. I also asked students about which would be the subject they would change and why, and also in this one there was a big diversity of answers. Half of the asked students would not change any subjects, and for students who would change them, there are some subjects mentioned, but the one that students said more often was English.

Question number seven asked if students would change any of the following aspects related with school life. The answers are the following ones: in relation

to the timetable, the majority of the asked students would not change it (80%); in relation to the subjects, 40% would change them; in relation to the number of subjects, no one would change it. In relation to changes of the evaluation system (exams...) and in relation to the distribution of holidays, 40% of students would change them.

Question number eight asked about technology at school, 50% of the asked students think there is enough technology in school; and 100% think it is useful at school.

Question number nine asked about the quantity of money the school receives. 100% of the asked students do not know if their school receives enough money or not.

Question ten asked about extracurricular activities. Almost all of the students (80%) practise extracurricular activities, the majority of them are sports, but there are also other activities like Yearbook, Choir, Robotics or volunteering in summer.

To see an example of Juniors survey see appendix 4 and a completed Juniors survey see appendix 5.

Seniors survey

The survey was completed by 11 students from the United States of America aged 17 years old. The details of the answers are the following ones:

Questions one and two were the introduction of the survey.

Question number three asked about the usage of the school bus, we find that none of the asked students uses it. In question number four, which asks about having lunch at school, all of the asked students eat at school.

In relation to the 4th question, which asked about the favourite subjects, there is a big diversity of answers. However, the subject most mentioned has been:

art class. I also asked students about which would be the subject they would change and why, and also in this one there was a big diversity of answers. Half of the asked students would not change any subjects, and for students who would change them, there are some subjects mentioned, but the one that students said was physics.

Question number five asked if students would change any of the following aspects related with school life. The answers are the following ones: in relation to the timetable, half of the asked students would not change it (50%); in relation to the subjects, no one would change them; in relation to the number of subjects, no one would change it. In relation to changes of the evaluation system (exams...) it has the same results as the number of subjects, and in relation to the distribution of holidays, 50% of students would change them.

Question number six asked about technology at school, 100% of the asked students think there is enough technology in school; and all them also think it is useful. The next one asked about the quantity of money the school receives. 100% of the asked students do not know if their school receives enough money or not.

The next question asked about extracurricular activities. All of the asked students practise extracurricular activities, the majority of them are sports, like football or swimming.

In question number eight, referring to going to university, all of the asked students want to go. The question number nine asked about if the students felt well-prepared for university and if the subjects they were studying were useful. In both questions, 100% of the asked students said that they feel well-prepared and that the subjects they are studying are useful. In the next question, about which university they want to go to, the more said was Gordon College, in Massachussets. The last question, if they work, all of them work and want to work while they are at university.

To see an example of Seniors survey see appendix 6 and a completed Seniors

survey see appendix 7.

4.2 RESULTS OF THE SURVEYS OF ENGLAND

28 students from different parts of England have completed a survey about their education system. The “Year 11” survey is the same as the “4th of ESO” survey, and the “Upper Sixth” survey is the same as the “2nd Batxillerat” survey.

Year 11 survey

The survey was completed by 14 students from England aged 15 years old. The details of the answers are the following ones:

Questions one, two and three were the introduction of the survey.

Question number four asked about the usage of the school bus, we find that 54% of asked students use the bus. In question number five, which asks about having lunch at school, almost all asked students (92%) eat at school.

In relation to the 6th question, which asked the favourite subjects, there is a big diversity of answers. However, the more mentioned subjects have been: EP and science. I also asked students about which would be the subject they would change and why, and also in this one there was a big diversity of answers. Half of the asked students would not change any subjects, and for students who would change them, there are some subjects mentioned, but the one that students said more often was maths.

Question number seven asked if students would change any of some aspects related with school life. The answers are the following ones: in relation to the timetable, 82% of students would change it; in relation to the subjects, 27% of asked students would change them; in relation to the number of subjects, just two students would change it. In relation to changes of the evaluation system (exams...), 45% of students would change it, and in relation to the distribution of holidays, just two of asked students would change it.

Question number eight asked about technology at school, 100% of the asked students think there is enough technology in school; but 23% said it is not useful for the classes. The next one asked about the quantity of money the school receives. Half of the asked students said there was enough, and the other half did not.

The last question asked about extracurricular activities. Half of asked students do extracurricular activities, such as swimming, dancing or football.

To see an example of Year 11 survey see appendix 8 and a completed Year 11 survey see appendix 9.

Upper Sixth survey

The survey was completed by 14 students from England aged 17 years old. The details of the answers are the following ones:

Questions one and two were the introduction of the survey.

Question number three asked about the usage of the school bus, we find that 85.7% of asked students do not use it. In question number four, which asked about having lunch at school we find that half of the asked students eat at school.

In relation to the 4th question, which asked about the favourite subjects, there is a big diversity of answers. However, the subject most mentioned has been: history. I also asked students about which would be the subject they would change and why, and also in this one there was a big diversity of answers. 42.9% of the asked students would not change any subjects, and for students who would change them, there are some subjects mentioned, but the one that students said more was maths.

Question number five asked if students would change any of the following aspects related with school life. The answers are the following ones: in relation

to the timetable, half of the asked students would not change it (50%); in relation to the subjects, half of the students would change it; in relation to the number of subjects, 33.3% of the students would change it; and in relation to changes of the evaluation system (exams...), the answers were the same as in the number of subjects; and in relation to the distribution of holidays, 66.7% of the asked students would change them.

Question number six asked about technology at school, 71.4% of the asked students think there is enough technology in school; and 78.6% think it is useful for the classes. The next one asked about the quantity of money the school receives. A huge majority said that they receive enough money to make the school work.

The next question asked about extracurricular activities. 46.2% of the asked students said they do an extracurricular activity such as band or art club.

In question number eight, referring to going to university, 78.6% of the asked students want to go to university. They also say in which university they want to go, and Oxford and Cambridge were the most mentioned ones. The question number nine asked about if the students felt well-prepared for university and if the subjects they were studying were useful. In both questions, 84,6% of the asked students said that they feel well-prepared and that the subjects they are studying are useful. The last question, if they work, 64,3% of them work but there just 42% of the asked students who want to continue working while university.

To see an example of Upper Sixth survey see appendix 10 and a completed Upper Sixth survey see appendix 11.

4.3 RESULTS OF THE SURVEYS OF CATALONIA

80 students from the High School Alba del Vallès have completed a survey about their education system.

4th of ESO survey

The survey was completed by 54 students of 4th of ESO of the High School Alba del Vallès. The details of the answers are the following ones:

Questions one, two and three were the introduction of the survey.

Question number four asked about the usage of the school bus, we find that half of the asked students don't use the school bus. Question number five asked about having lunch at school, and 1/3 of the asked students said they eat at school.

In relation to the 6th question, which asked the favourite subjects, there is a big diversity of answers. However, the more mentioned subjects have been: PE and English. I also asked students about which would be the subject they would change and why, and also in this one there was a big diversity of answers. A big part of them would not change any subjects, and for who would change them, there are some subjects mentioned, but the one that they said more often was mathematics.

Question number eight asked if students would change any of the following aspects related with school life. The answers are the following ones: in relation to the timetable, the majority of the asked students would change it (60%); in relation to the subjects, they would not change them (70%); in relation to the number of subjects, a big group of students would not change it. This result also appears in relation to changes of the evaluation system (exams...). In relation to the distribution of holidays, a majority of students (65%) think this distribution is okay, and the rest of them do not.

Question number nine asked about technology at school, and a huge majority think that there are enough technology at school and think it is useful at classes.

Question number ten asked about the quantity of money the school receives. 60% of the students think the funding is not enough to cover their necessities,

15% think it is enough and the other 25% think they do not have enough information to answer.

Question eleven asked about extracurricular activities. Almost all of students practise extracurricular activities; basketball and football are the most important.

To see an example of 4th of ESO survey see appendix 12 and a completed 4th of ESO survey see appendix 13.

2nd Batxillerat survey

The survey was completed by 36 students of the High School Alba del Vallès. The details of the answers are the following ones:

Questions one, two and three were the introduction of the survey.

Question number four asked about the usage of the school bus, we find that the asked students do not use the school bus. This also happens with the question number five, which asked about having lunch at school.

In relation to the 6th question, which asked the favourite subjects, there is a big diversity of answers. However, the more mentioned subjects have been: biology, physics and history. I also asked students about which would be the subject they would change and why, and also in this one there was a big diversity of answers. A little part of students would not change any subjects, and for who would change them, there are some subjects mentioned, but the one that students said more often was philosophy.

Question number eight asked if students would change any of the following aspects related with school-life. The answers are the following ones: in relation to the timetable, the majority of the asked students would not change it (80%); in relation to the subjects, they would change them (65%); in relation to the number of subjects, half of the asked students would change it and half would not. This result also appears in relation to the changes of the evaluation system (exams...), where half of them think this system is okay, and the other half

would change it. In relation to the distribution of holidays, the majority of students (65%) think this distribution is okay.

Question number nine asked about the technology at school, and a huge majority think that there are enough technology at school but do not think it is useful at classes.

Question number ten asked about the quantity of money the school receives. 60% of students think the funding is not enough to cover their necessities, 20% think it is enough and the other 20% think they do not have enough information to answer.

Question eleven asked about extracurricular activities. 2/3 of students do extracurricular activities; basketball and English are the most important.

In question twelve, referring to going to university, two of the asked students do not want to go to university. Question number thirteen asked about if the students felt well-prepared for university and if the subjects they were studying were useful. In the first question, there were 50% of students who said that they feel well-prepared. However, the majority of them think the subjects they are studying will be useful. In the next question, about which university they want to go to, more of them said *Universitat Autònoma de Barcelona* and *Universitat de Barcelona*, but others like *Pompeu Fabra* also appeared. The last question, if they work, only four of them answered that they work, and half of the asked students want to work while university.

To see an example of 2nd Batxillerat survey see appendix 14 and a completed 2nd Batxillerat survey see appendix 15.

The survey about the perception the students have in relation to the education system shows that the asked students think their system works but that with some changes, it would get better. These changes are related to the subjects, to the evaluation system, to the holidays distribution, to the quantity of

technology, to the quantity of money received and to the type of subjects studied before university.

5. CONCLUSIONS

5.1 FINAL CONCLUSIONS

After analysing the three education systems, we can draw the following conclusions:

- All three countries have a basic legislation about education, but this legislation comes from different organisms: in the USA each state has his own legislation; in England, there is a legislation which is used by everybody; and in Catalonia there is a regional legislation which can not set anything which is not allowed by the national legislation.
- In relation to the expense in education, the North-American education system receives more money than the English and the Catalan education system.
- The education structures of these three countries are similar, especially in the age of compulsory education, the distribution of the courses and in relation to basic subjects. However, there are some different aspects:
 - Evaluation system: in the USA, students do global exams every year; in England, students do an exam when they finish every Key Stage; and in the Catalonia there are some evaluation exams done in the last course of primary and in 4th of ESO.
 - Extracurricular activities: both in USA and in England, students do

extracurricular activities organized by their school. In Catalonia, it depends on the school and on the age of the student.

- In relation to the elements which involve school life, there are also some differences between the three countries: the school bus and eating at school are very common things in the USA and in England, but in Catalonia, the school bus is less used and eating at school is done mainly by primary students. However, the timetable is very similar to all these three countries.

If we keep in mind the fact that the funding that all the education systems receive and the results shown in the PISA tests we see that, although the catalan education system receives less money than the North-American and the English education system, the results are very similar. We also have to emphasise the fact that the students do not have a bad perception of catalan education.

5.2 DIFICULTIES

Concept difficulties

My project compares in a general way the education systems of United States, England and Catalonia. One of most important problems I had was that, as Catalonia is not a country, I was actually comparing two countries with a region. This means that when I was looking for information about Catalonia, I only found the Spanish one, because nobody has uploaded information about that region.

Another difficulty was that the United States is divided into states, so each state has his own laws; England has one law for everyone; and Catalonia general law and another for each region. This made it difficult to compare the three education systems and the background of each country, and made my work more difficult.

Procedure difficulties

A big problem I had was that, as I started sending my surveys in December, I did not receive lots of answers from the United States and England. I contacted with a family from the first country and a family from the second one to ask them for help, but they did not help me as much as I needed. Then I sent e-mails to English and North-American schools in Spain, to ask them to make their students complete my surveys, but they did not want to. While this happened, I sent e-mails to North-American and English students, even students who I did not know, to ask them to complete my survey uploaded in *SurveyMonkey.com*. I also asked my teacher of my English academy to send my surveys to his friends, who are teachers in England, but no one answered. However, some students answered my survey, so I could explain the results.

5.3 PROJECT EVALUATION DEPENDING ON STUDENT'S FUTURE

This project has helped me in two different ways:

- As it is in English, I have improved it a lot. This is very important for me as I want to study International Business and English is the language used in this degree.
- Do this work has made me learn how to look for the information I need, how to choose which one is useful and how organise the time I have to hand in the project before the deadline.

5.4 PERSONAL OPINION

This project has made me be more mature as I have had to deal with some problems and to look for solutions to finish it successfully. It also let me share with my classmates the worries while we were working on the project. It has been 7 intense months to everyone but I think we will make the most of this experience.

6. GRATITUDES

I have been working on this project for six months, and, as all students, I have been helped by some people. First of all, I would like to thank my project tutor, Anna, who had helped me since the first day and had made me work on my project regularly. I also want to thank my mother, who has been helping me in everything she could and has been encouraging me to do not give up the project. I want to thank my friends and my neighbours for giving me names of students from England and from the Unites States. I would not have finished this project without them.

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