

School year 2012/2013

Around
the
world of
Schools

By Lancelot Barry



One world, one school?

When?

From 1 september 2012 to 30 august 2013

What?

Who?

Lancelot, alias Jettelot

A tour of schools around the world

Where?

Why??

Rumania, Finland, India China, Japan,
Canada, Peru, Brasil, Uganda.

To satisfy my desire to travel, enrich my professional career (teacher)

How?

One to two months in each country to study one or two local schools.

What's to be done??

Investigating and recording the diversity of teaching and schools across the globe.

How can we know more about your project?

Look through this file .

How can we follow you on your tour around the world?

Check out my blog :
<http://tourdumondedesecoles.uniterre.com>





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Thanks

Introduction

Dear Reader,

This file contains the project of Lancelot Barry, aged 22, a graduate in Physics, passionate about Education and Teaching. Thank to 5 years of camp counselor (or other name activity leader), to 4 years of chief scout, and 2 years scientific activity leader in the association « the small resourcefull ».



Introduction

The project is planned to occupy two sabbatical years :

From September 2011:

- setting up the project (contacts in host countries, personal financing, trawling for sponsorship and grants).

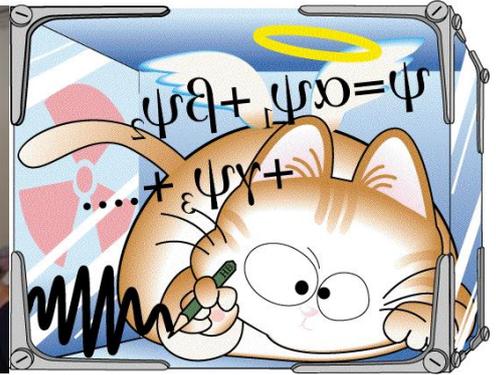
From September 2012 :

- Survey of schools around the world in the form of an investigative expedition with a view to my plans in the teaching profession.



Introduction

After mature reflection, and with the benefit of an analytical capacity acquired during my study of physics, as well as during the management of youth activities and during training periods in schools, I have concluded that **the French educational system could be improved.**



Introduction

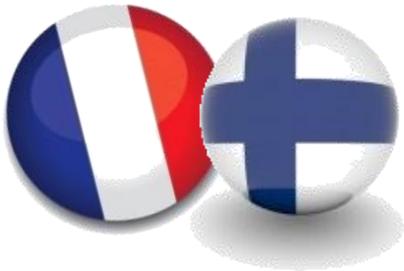
Therefore this study expedition aims to **explore other educational systems** and to examine how they are implemented in other countries by experiencing and recording the diversity of schools and teaching during a stay of one or two months in each chosen country and through an investigation of one or two local schools.



Introduction

But before launching this major project, it is important to survey **the current state of research**. Therefore, in the second part, this dossier reviews current research into different educational systems worldwide:

- the evolution of educational systems globally.
- a comparison between the French and the Finnish educational systems.
- the conclusion that a perfect system does not exist but that different elements can be observed and analysed with a view to a better understanding of the key issues.



Introduction

The first part of the dossier covers:

- my main reasons for this round-the-world journey.
- in pursuance of my goals, in each country **setting up a dialogue with teachers and students** relating to different educational systems for the benefit of future students.
- **the framework for a video film** that will on my return be shown in conferences and during my professional career.
- the detail of countries and host organizations and individuals.
- the project budget.



Introduction

Finally, during my worldwide travels,
you can follow me through **my blog**:

<http://tourdumondedesecoles.uniterre.com/>



The screenshot shows a Firefox browser window with the address bar displaying "tourdumondedesecoles.uniterre.com/page2/&thisy=&thism=&thisid=". The page content includes a header with a banner image featuring a globe, a map, and flags, and a main text area with a quote and a popular saying. A sidebar on the right contains navigation links and album information.

6 - Tour du monde ... ? ... des écoles ?

- Quand on passe une semaine dans un pays étranger, on adore ce pays et on revient avec l'envie d'écrire un livre ; quand on y passe un mois, on a plein de contacts, et on peut avoir une page de conclusion à donner ; quand on passe un an, on a découvert la complexité du pays et on hésite à écrire une ligne, mais on y a vraiment rencontré des gens et on les a aimés -

Diction populaire.

J'aurais aimé pouvoir rester un an dans chaque pays pour pouvoir découvrir la complexité du pays, la richesse des habitants et une partie de son système éducatif. Mais mon objectif n'est pas de comprendre la complexité de tous les pays et de fuir mon pays pendant de nombreuses années. Je n'ai même pas fini de découvrir celle de la France en vingt

Qui suis-je ?

Accueil
Qui suis-je ?
Mon itinéraire
Livres d'or
Archives
Amis
Album photos

Mes albums
Où suis-je actuellement ?

“Without doubt, for that reason we need to dream: dream of a school where “quality” means sense and pleasure in learning and globalization means solidarity between human beings.”

Bernard Charlot



For the continuation of the file, it is possible to do a quick reading by reading on page two, or good reading by filling with pages entries.

1 - Presentation of the project

A. Motivations

1

- My fundamental interests: education, teaching and educational theory and policy.

2

- My experience: 5 years in youth leadership programmes.

3

- My future profession: primary school teacher.

4

- My Project: a study tour for the benefit of future students.

1

I am enthusiastic about this project because it allows me to combine my principal interests. It will enable me to travel, to meet people and put to use my enthusiasm for teaching and pedagogy.

3

With the intention of becoming a primary school teacher, I first took a degree in Physics. This has enabled me to develop an analytical capacity and to better understand how things work, what is useful and what can be discarded, what can be improved, how to be objective and to maintain a constructive and critical mind with respect to each experience (in the social or the scientific domain).

2

On the strength of my five years experience in managing and implementing youth leadership programmes, particularly as a BAFA (youth leadership diploma) leader in holiday camps and as Chief Scout (Scouts et Guides de France) and camp manager, I have learned to work independently, to take responsibility and to organize and to want to help children grow.

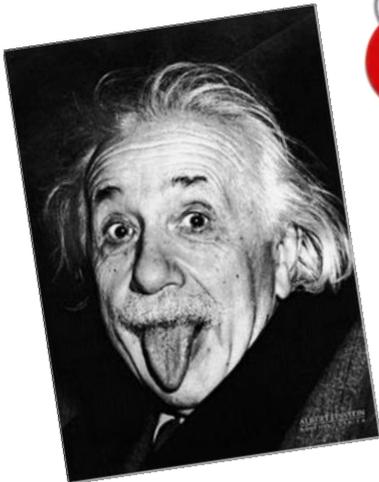
Thus during my degree studies, I became aware that the French educational system could be improved, as noted by Albert Einstein: “*Teaching*

should be such that what is *offered* is *perceived* as a *valuable gift* and *not* as a *hard duty*.” In France as in the rest of the world, education is perceived by students as a necessary evil. **Before undertaking my Masters, I want to observe how education is seen by children across the whole world and in what circumstances and for what reasons it is considered by the pupils themselves as an “valuable gift”.**

I am well aware that the “Science of learning and the art of teaching” (Skinner 1954) has not ceased to evolve and there will always be new research on the best way to teach students. But the French system is what it is; and it is by going to see how other countries do things that I will be able to offer a reflection on such research.

Therefore, central to the project is meeting people of different viewpoints but who are all driven by the idea of teaching for the benefit of future pupils.

4



I - Presentation of the projet

B. The objectives

1

- Meet the teachers and students, their education systems and have a mutual exchange by presenting them with that of France via a video.

2

- Involvement, participation and contribution to the life of the class during my observations.

3

- Be followed by French classes via my blog and writing 2-3 articles per month and if possible students encounters with Skype



“We are all sources of enrichment for each other”

“A teacher is someone who brings forth two ideas where previously there was only one.” -
Elbert Hubbard (American artist, writer and philosopher 1856-1915)



As Jean-Baptiste de Foucauld explains in his book, *L'Abondance Frugale*,
“*Coherence between life in France and solidarity with the countries of the South
requires temperance, simplicity and humility.*”

1

Therefore my project is one of solidarity in which the people whom I meet and I will get to know each other and explore each other's teaching methods.

The purpose of my meeting teachers is to propose a true sharing. Initially I shall focus on observation, analysis, and studying the content of the course being given. In a second stage, I shall propose an exchange of views with the different teachers and share my observations and reactions and questions. Then I could offer the view of an outsider on their educational system, on the basis of which we will be able to carry out a frank discussion. In this way, the whole idea invites a constructive exchange on the value of different initiatives and the results they can bring about.



Pursuing the idea of exchange, I shall propose a video presenting the French educational system, using the same procedure in each country so as to note their observations, reactions and questions. In return, I shall receive an outsider's analysis of our educational system. Each side will be able to propose comments on the other education system, to mutual benefit.

2

In accordance with the wishes of the teachers in the schools I will visit, and so as not to appear merely as a hindrance or as a judge of their work, I will propose, right from the first contacts, to participate in the life of the class. In addition to this collaboration, on the basis of my own experience I could propose to lead some activities, introduction to videoing, setting up scientific experiments, experimenting with self-directed learning, following the experiment of Sugata Mitra: despite language barriers, in a computer room he succeeded in causing young Italians to solve a problem about Pythagoras in English without any other explanation. They found the answer using Google translation and their own research efforts.

3

Contact with several classes Breton is taken with a meeting before the start and after the trip. And I will follow during the year thanks to my blog. And I will write two to three articles per month and so the articles on my blog will be adapted to playing children. And if possible, depending on the professor desire, skype a meeting for students will be proposed, for a real exchange between countries on the theme: how is the school's halfway around the world.?

I - Presentation of the project

B. the objectives

4

- Observation of teaching.

5

- The procedure to be applied in each country.

6

- Setting up a video presentation.



For my review of educational systems, I intend to employ a procedure that will enable me subsequently to exploit the results. These are some of the underlying ideas:

- The purpose of teaching is to transmit to pupils the foundations of knowledge, that is reading, writing, arithmetic, manipulating forms (graphics, geometry, etc.) and the tools necessary for personal and intellectual development. **Teaching is therefore governed by rules, the need to produce results and specific methodology.**
- Education is the art of developing the person, in particular in a child or an adolescent, through building up his physical, intellectual and moral capacities, so as to enable him to cope with his personal and social life, to think for himself with a certain maturity.

These two ideas are distinguished in the quotation from Louis Pauwels: “L’enseignement: apprendre à savoir, à savoir faire, à faire savoir. L’éducation: apprendre à savoir être” (approximate meaning: Teaching is about knowledge, skills and communication. Education is about living)

Education is closely linked to the customs and traditions of the country and therefore is difficult to transpose into another country. On the other hand, teaching is governed by rules that can more easily be used in other educational systems.

In addition to studying, before leaving, the theoretical background for each country (objectives of the national educational system, the common core of subjects, the extent of centralization, the standards, the educational market), and verifying this in practice on the spot, I shall examine more closely the methods of teaching applying the following procedure:

- learning how to read, write and calculate
 - the year's programme
 - the level attained before going into secondary education
 - evaluation of skills acquired
 - training of teachers
- Then more generally:
- Materials available to the class and to the pupils
 - Pupil-teacher relations (authority imposed and recognised)
 - Relations between pupils and between teachers (cooperation, atmosphere)
 - Relations between pupils and their parents (support, assistance)
 - Relations between the teacher and the parents (contact, collaboration)
 - The daily routine of the pupils (school work, homework, play, transport)

Afterwards, I would aim to interview pupils that I have observed in class in order to know

- What school means for them
- What they expect from school
- Whether they enjoy school, and why.

I will record this analysis on video. The video will be shown on my return at several conferences and later during my professional career. Before leaving, I will apply the above procedure to a French school and record the result on video to facilitate exchanges on the tour.



1 - Presentation of the projet

C. The route and the partners on the spot

1

- Preliminary contacts established in each country to inspire confidence.

2

- Excursion of one or two month according to the country.

This project will be useful only if there is a real exchange between actors. The video will try to describe our educational system as clearly as possible. Therefore I need to already set up close contacts with each of my partners, in order to inspire confidence in the project before my arrival.



“When you spend a week in a foreign land, you love the country and come home wanting to write a book; when you spend a month there you will have made many contacts and you might be able to write a page of conclusions; when you live there a year you will have discovered the country in all its complexity and you hesitate to write even a line, but you have got to know the people and to appreciate them.”



I would have liked to remain a year in each country to discover its complexity, the depth of its inhabitants and part of its educational system. But my goal is not to understand the complexity of the country that I will be crossing, since I have yet to completely master the complexity of the French system.

Therefore, I insist that my purpose is to examine what is being done elsewhere and to install a dialogue concerning different educational systems for the benefit of future pupils. I shall therefore remain between one and two months according to the country. I judge this period adequate to carry out the envisaged exchanges.



I - Presentation of the projet

C. The route and the partners on the spot

3

- Countries chosen in function of the interest of their educational system : Brazil, Canada, China, Finland, India, Japan, Peru, Rumania, Uganda



3

The chosen countries :

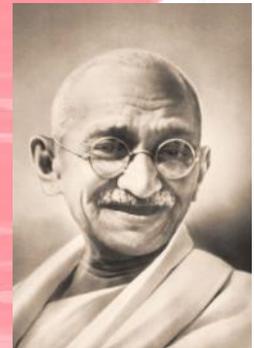
It is true that each country has a different way of providing education. This was evident in the comparison between the Finnish and the French systems. Certain governments centralise control over education at the national level. Others, like India (a federal state) are organised rather on a regional level. Others do not necessarily centralise. So the choice of a school may only represent a small part of the systems in place across the country concerned and I will not have the time to get to know the people in depth. This is true even if the educational system is reputed, as that of Finland, or particular, as that of China, which has more than two thousand million pupils. I will not be able to understand a complete educational system on the basis of a random month spent with a teacher and his pupils.

“All generalisations are false, including this one.” - Alexander Chase (contemporary American writer.)

Thus I shall never be able to claim to understand a country or its educational system and draw general conclusions on the basis of what I have seen. But this project will enable me to see different methods and different teaching content that I could possibly adapt in France as a teacher. It will allow me to take account of criticisms from people I meet. What is certain is that it will represent a rich experience that I shall offer to my future pupils and colleagues.

“The very insistence on truth has taught me to appreciate the beauty of compromise.” - Gandhi

In leaving for a year, I have had to choose between options. Naturally I will visit each continent. Taking into account the diversity of educational systems, in Europe I will visit a Finnish school for its reputed system, and a school in Rumania to learn what the European Union is bringing to the least favoured countries. In Asia, I will look at one or two schools in India and also a Chinese school because together these systems serve more than three thousand million people. I will also see a Japanese school for its particular aspects. In America I will go to a school in Quebec to observe another French-speaking system, a school in Bolivia and one in Brazil to discover the systems in countries known as “developing countries”. Finally, in Africa I will visit a school in Uganda to observe teaching in a so-called 'less advanced' country in a system close to the English one.



1 - Presentation of the projet

C. The route and the partners on the spot

4

- I travel alone.

5

- Lodging as simply as possible.

6

- List of contacts, timetable and route.

4

Alone?

I decided to travel alone because this is a personal project. It will enable me to enter into a closer relationship with the persons I meet since I will be obliged to take the necessary steps.

5

How to live in the different places?

Every country is different. A year before leaving I started to make contacts with people from each country in order to set up a first base and explore possibilities for lodging for one or two months.

Even though I have foreseen a budget for accommodation and food, I intend to live simply. I also have a preference for religious communities but for certain countries I have to use personal contacts. In addition to the question of accommodation I am using my contacts to identify (urban and rural) schools that could be disposed to participate in this project with me, so that I will be able to start work as soon as I arrive.





Country	Contacts	Comments	Timetable
Rumania	Fr Paul Martin, living near Bucarest	Can receive me, looking for a school	Sept 2012
Finland	Ronan Evain, French, obtained Masters in Finland	Has contacted a teacher of French in Turku who knows the local schools	Oct 2012
India	Shannon Pereira, French, contact through friend	Can receive me, seeking a school	Nov. Dec. 2012
China	Maximilien LaGalèze, French, friend living in China as a chocolate maker	Seeking accommodation and a school at Taiyan	Jan 2013 Winter
Japan	Brother of Christian Instruction in a community house and a secondary school in Tokyo and Yokohama	Can receive me, also at their school, seeking another school in addition	Feb. Mar 2013
Canada	Brother of Christian Instruction in a community house with secondary school in Montréal and Québec	Can receive me, also at their school, seeking another school in addition	Apr 2013
Peru	Nursery in Aréquipa, Francky Le Gal, Director of the Breton Association	Can receive me, work and assistance with the nursery	May to mid-Jun 2013
Brazil	Sisters of the Verbe de Vie with a house in Bahia, contact through the Sisters in Josselin	Can receive me. Seeking a school	Mid-Jun to end Jul 2013
Uganda	Brother of Christian Instruction in a community house with a primary school in Kampala and Kisubi	Can receive me, can study their own school	Aug 2013



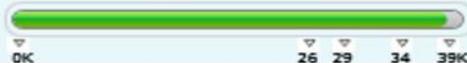
Segments : 16 (Min 4 - Max 16)

Madrid Ville escale

Delhi Aéroport du pays d'accueil

Distance en miles : 37345 (K=1000 miles)

Distance en
miles :



1 - Presentation of the projet

D. Return and making use of the results

1

- Short term: inspiring others to do further research into education.

2

- Medium term: showing the film of the encounters and the diversity of teaching.

3

- Long term: using this rich experience in my career

1

“You cannot teach a man anything; you can only *help* him *discover* it in himself.”
Galileo

In the short term, I hope that the dialogue with the persons I have met will inspire the desire to explore other educational systems or to improve research in education.
In any case I hope that these conversations will be continued, either by sharing experiences or through correspondence between schools.



2

“I learn something every day to teach it the next day”
Emile Faguet

In the medium term, this tour of the world of educational systems will provide ample support for my Masters to qualify me as a primary school teacher. But I also intend to make a film about the different ways of looking at education in the countries visited. I will propose to show the film on my return at conferences and in schools interested in the project, as well as in the course of research with professionals.



“My life is my message.” - Gandhi

3

In the long term, when the occasion arises, the solid experience acquired will support my own career progression.



I - Presentation of the projet

E. Budget

Takings		
Category	comment	Sum (€)
Personnel participation (économie and factory work)	Acquired	7 000 €
Conseil général 56 <i>area's local council</i>	Acquired	3 000€
Donations, sponsorships, grants	requested	3 500€
Sponsoring by matériel	requested	2 000€
TOTAL		15 500€

SPENDING

Category	Objects	Sum(€)
Bagage		700€
Multimédia	Portable phone , EEE PC caméra vidéo, battery adaptateur électrique universel cartes SD, key USB, disque dur externe	2 000€
Visas	Visas, Passeports, Assurance	700€
Vaccin	Méningite, diphtérie, tétanos, hépatite B ...	100€
Meal and housing		6 000 €
trip	Billet Around the world Trip Helsinki-Turku Billet Lima-Salvador New Delhi – Goa Annexe trips	5200€ 100€ 500€ 50€ 150€
TOTAL		15 500€

ANNEXE - Context of the project ?

a. Current research in education worldwide

1

In the 20th century, the global tendency was toward a single school model: that of the developed nations.

2

Today, there exists a abundant variety of educational systems.

3

To document this variety is the focus of this world tour.

Let us not reinvent the world but consider directly the current state of research on the subject. A symposium organised by the CIEP (Centre International d'Etudes Pédagogiques – International Centre for Educational Studies) took place in 2009. The proceedings are published in the *Revue internationale de l'éducation sur Sèvres*, n°52

In the introduction, Alain Bouvier states: the French school model inherited from Jules Ferry, and its principle of equity taken from the Enlightenment, has been imitated in many countries. Through the 19th and 20th centuries schools have followed a similar structure in the majority of economically developed areas, at the same time producing an almost unquestioned model for developing countries. These countries were encouraged in this direction by international organisations (World Bank, UNESCO, OECD, etc.) irrespective of their history and level of local economic development. It seemed to be accepted that all nations were heading in the same direction and the only difference was the rate of evolution of the national educational systems.



2 This hypothesis deserves to be questioned: today, despite the multiplicity of international comparisons, surveys and “standards”, there is no evidence that schools are aiming at a single universal model. On the contrary, case studies of the realities of schools in different countries seem to show that different systems are progressively emerging. This fact is only partly due to economic and historical differences. Educational systems do not have a principal objective of converging on a single type invented by a few international experts, or on a model imported directly from a single reference country. Different territories do not necessarily share the same educational logic. In particular, they do not recognise the same values and do not ascribe to school the same relation to the social system, the economy, work, religion, democracy, citizenship, sex equality, the role of parents, community, treatment of minorities, etc.

3 Thus, across the world there are numerous ways of considering education. In Europe, certain trends are towards mass production in state schools whereas others favour individuality in private schools. In the Far-East, there is a tendency towards a certain elitism. In Africa, mass education is not foreseen and not a medium-term objective. Certain states like South Korea, focus heavily on the use of new technologies and on “e-schools”. It is evident that there exists a great variety of educational systems and each one obtains results, following its own philosophy. Indeed, a good teacher will point out positive aspects of every teaching method. **One can read numerous articles, projects and theories to pick out positive aspects of these systems but nothing can replace direct observation on the spot and dialogue with the personnel concerned.** As Michel Lussault (President of Lyon University) has said: “Schools must learn to adapt to the variety existing in the world.”

ANNEXE - Contexte of the projet ?

b. Two educational systems: France and Finland

Advantages :

In France

- A good resulting qualification
- Adequacy of buildings and equipment
- Reduced average class sizes and improved staff to pupil ratio
- Effective focusing of specialisations

Problèmes :

- Programmes contain too much material for the timescale
- Learning by rote instead of through intellectual development and analysis
- Inadequate handling of failing students (additional support, repeating the year)
- Elitist system favouring “star pupils” right from primary school
- Lack of training of teachers in handling the diversity of students

1

2

1

ADVANTAGES

A good resulting qualification

The proportion of students reaching level V (CAP, BEP) progressed from 80% in 1980 to 92% in 1990 and 96% in 2002.

The proportion of students at Bacalaureate level rose from 34% in 1980 to 54% in 1990 and 70% in 2003. The proportion of girls passing the bacalaureate is higher than that of boys: in 2000, it was 75% of girls against 64% of boys.

Adequacy of buildings and equipment

A great effort has been made by local education authorities to build and renovate buildings and supply equipment, in particular in favor of information technology in teaching and documentation and information centers. Class sizes have been reduced and staff/pupil ratios have been improved.

Effective focusing of specializations

The efforts in favor of technological and work-related training, the revival of the apprenticeship and the success of the vocational bacalaureate have opened up a wider range of options for students.

Following the national report "Evolution of the national educational system in France" published by the Ministry of Education in June 2004

2

PROBLEMS

In the institutes for training secondary school teachers it is generally considered that: "the teacher delivers keys: to become a future citizen, to know how to read, write and calculate, but also to open up his mind and take the time to reflect, to have ideas and to express and argue them, to be objective, to speak in public, etc."

But some teachers conclude that in the end national education is only really interested in reading, writing and calculation because these can be evaluated and compared with other countries. And the children are given only the tools to acquire these skills but the system omits to provide the time and the methods necessary for basic intellectual development. Pupils are evaluated according to the mechanical regurgitation of course material and the importance of experimentation and competence in communication is forgotten.

Certain educators consider that pupils are not really taught **self-confidence**: the method of trial and error supposes that error leads to reflection and hence to understanding, but in reality there is only time for trial and understanding, leaving a huge gap in acquiring necessary competences.

In France, a school year comprises 850 hours, or 140 days of classes. This equates to 100 hours more than the European average. In spite of that, teachers have insufficient time to cover the whole programme imposed by the National Education Ministry. In addition, practical sessions are more and more frequently replaced by printed documentation and forms for completion, which save time.

The quantity of homework is increasing, as is the number of additional support hours for students in difficulty (meaning more hours spent in school but this does not appear to be very effective.)

Underneath a superficial egalitarian ethic, the aim is really to identify the elite that will sail through the programme with ease. This presents a stumbling block for children who need more time. We should mention also the importance of the family context in the development of the reasoning capacity of the child.

Today in France there is a strong connection between the level of educational qualification and access to employment. Firms are demanding more and more from applicants and only accept the best.

Review of the French educational system following the report "L'Ecole à bout de souffle!" a documentary by Marina Julienne, 2011

ANNEXE - Contexte of the projet ?

*b. two education systems :
France and Fianland*



En Finlande

Advantages

- System completely overhauled in the 1970s
- Independence of schools, extensive teacher training
- Focus on the well-being of students and a stress-free environment
- Appropriate and effective help for students in difficulty;

1

Problems

- Primary and middle schools almost perfect, but secondary schools suffer from selectivity, elitism and repeating students.

2

The comparison between France and Finland shows up different choices and their respective defects; no educational system is perfect. Thus, each system has its particular characteristics and needs to be studied and analysed.

1

ADVANTAGES

According to Bernard Charlot (Professor emeritus of Education Sciences at the University of Paris 8)

The Finnish decided in the 1970s to completely overhaul their school system and set up a project to review the current status, their expectations, any necessary changes and their future objectives. Their school system is both egalitarian and efficient through the nine years of basic school (from 7 to 16 years).

Schools are in the majority state schools. **They enjoy considerable autonomy** but there is little difference in standards between institutions. They carry out internal evaluations; there is no inspection or surveillance and school administration is very slight. Teachers are trained on the same pattern as engineers or doctors on the basis of a specialised programme.

There is no selectivity in the basic school system and mostly pupils receive no marks before the age of 12; evaluation is essentially aimed at helping the pupil to learn; there is not a feature of ongoing competition between pupils. There is no repeating a year, except if a student wants to enroll for a tenth year to improve his knowledge in preparation for the next school stage.

The school day is short and homework is light. **The key to the success of the Finnish system is undoubtedly the great attention given to children in difficulty, the well-being of students and the lack of stress.** For example, teaching is truly individualised since in a class a teacher will adapt exercises in function of the difficulties experienced by each student; as a result there can be eight different exercises in a class of twenty children whereas in France there would be one exercise for thirty.

Finnish schools aim to identify very early on any learning difficulties and to intervene immediately with help adapted to the individual. Therefore teachers help one another and work together in small groups. In an English language class, there could be three teachers and a student-teacher for fifteen pupils.

In addition, **the autonomy of the schools allows the diversification of learning tools;** the only requirement is that all pupils reach the required standard.

In spite of the heavy investment in the educational success of all pupils, Finnish expenditure on education is below the average for the OECD; this is achieved thanks to no repetition of years and the drastic reduction of non-teaching staff.

2

PROBLEMS

The malfunction begins after middle school with a severe **selectivity based on the marks (or grades) from the last year in middle school.** Some pupils are directed to vocational courses, 5% leave the educational system at this point.

The Finnish general secondary school appears like a gigantic cocoon where only generalities are taught and students are “**selected**” on the basis of **mathematics**, as in France.

The idea of a single baccalaureate is a myth: the final examination covers two levels of difficulty for three out of four compulsory subjects, and a number of options. The Finnish system is extremely selective at each stage of study: one can be sure that a Finnish baccalaureate with Advanced Maths, Advanced English and general studies with Physics and Chemistry will not qualify the student for the same courses of higher education as a baccalaureate without maths but with Advanced National Languages, Foreign Language and General Studies with philosophy and history of religions. Children whose parents have been able to inculcate in them an appreciation of the value of effort will be the winners in such a system.

Just under 20% of students take a year longer than the average to complete secondary school, the equivalent of repeating a year. The secondary schools select students on the basis of their grades from middle school; this leads to “**elitist**” schools and those with a less good reputation.

ANNEXE - Contexte of the projet ?

C. The ingredients of an education system

The system

1

- Should the system be monolithic or local?

The objectives

What does society expect of education? Why does the populace agree to pay to get an education or to be obliged to send their children to school?

2

In France

- Education = N° 1 national priority
- Objective: To produce citizens with a common culture and fit for work.
- Implementation: A common foundation setting out the bases
- How does this compare with other countries?

1

Should the system be monolithic or local?

Our system is essentially monolithic, even if there is an effort to decentralise at the academic level.

The best results obtained in international evaluations are often those relating to educational systems nearest to the local level and functionally autonomous (Netherlands, Denmark, Finland). This is not to exclude an effective central government that allows independent local implementation.

How does a country with a type of local system actually work?

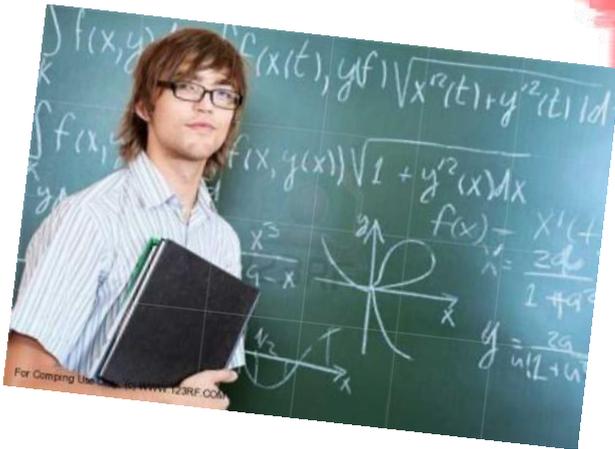
How do other, centrally managed systems, organise their education?

In France the framework statute of 10 July 1989 formally declares in its first article that education is the primary national priority and sets out the major goals for schools:

2

- transmission of knowledge and general culture
- development of the personality and citizenship
- preparation for working life (not only in view of a specific career) through the acquisition of recognised qualifications
- contribution to equal opportunities and reduction of inequalities due to individual or social handicaps.

The statute of 1989 was modified by the framework statute and programme for the future of schools of 23 April 2005. This new law defines the objective of compulsory schooling. This must guarantee that every pupil has the means to acquire a common foundation comprising a set of knowledge and skills in the French language, the main elements of mathematics, social and scientific culture necessary for the free exercise of citizenship, at least one living foreign language and in information and communication.



ANNEXE - Contexte of the projet ?

C. The ingredients of an education system

3

The common core

- Does this consist of reading, writing and calculating?
- Are other skills taught?

Standards

4

PISA test standard

reading literacy, mathematical literacy, scientific literacy

Japanese system standard

initiative and autonomy in life in general

relations between the individual and others in private life and at school

relations between the individual and society in the community and in the workplace

Other possible standards? How might such standards be evaluated?

3

While the well-known PISA test distinguishes three main types of content standard (literacy in reading, mathematics and science) the Japanese educational system places these knowledge standards along three axes:

- initiative and autonomy in life in general;
- relations between the individual and others in private life and at school;
- relations between the individual and society in the community and in the workplace.

More and more countries, particularly those with developing economies, are giving greater importance to “life skills”, such as the prevention of AIDS, water treatment, breast feeding etc.

The evaluation of such standards is not easy. PISA tests show the knowledge acquired but not the implementing skills (application of knowledge in complex situations) and standards are formulated in terms of skills rather than of simple knowledge.

Furthermore, certain countries do not believe that educational content will ever be static but will be subject to constant “revision” in the sense of “raising standards” and drawing children towards those higher standards.

Jean-Marie De Ketele (professor emeritus, UNESCO chair of education sciences)

4

It is said that the basics are learning to read, write and count. Thierry Breton (former French Minister of Finance and lecturer at Harvard University) would also (*ajouterait*) add possibly “learning to choose”.

Nowadays it is absolutely essential to equip young people and older ones with the capacity to learn to navigate through the oceans of information. To learn to choose to be free men and women. To know how to stand back and work out the choices so as to be able to evolve in several social systems and a variety of values.

Standards according to the Japanese educational system

Axes of “life forces”	Supporting components of each axis
Initiative and autonomy in life in general	Self-confidence Health and physical capacity Ability to evaluate options and make decisions Ability to plan one's future, to fulfil a role, to improve one's knowledge and put it into practice
Relations between the individual and others in private life and at school	Ability to participate and share with others Ability to agree and to communicate Ability to balance each person's needs within the requirements of the law and fairness
Relations between the individual and society in the community and in the workplace	Participating and contributing to society Sensitivity, creativity and appreciation with respect to art and nature Expertise in language, computer skills, technical skills and knowledge Assiduity at work, understanding of national culture and other cultures Ability to identify and resolve problems, to plan, execute and evaluate.

ANNEXE - Contexte of the projet ?

C. The ingredients of an education system

The education Market

5

- Knowledge is a commodity that is bought and sold
- In France this aspect is very visible: remedial classes, private lessons, educational games
- Does this market exist in other countries?

These different topics show clearly that there are different approaches to education.

What options have been adopted in the countries visited?

How have they been implemented?

What are the results obtained?

These are the questions that underline the project.

The information society has opened up the way to the “knowledge society”. Knowledge is essential for integration, living, and functioning as a true member of society. Knowledge is also a marketable commodity: it is bought and sold. **In the knowledge society there is a market for knowledge and therefore a market for education.**

The demand for remedial classes, educational help outside school, private lessons, revision or improvement courses, “crammer” institutes – have we lost confidence in schools? Do we accept that they cannot do everything? Should they solely favour the acquisition of knowledge or should they also develop future citizens? These questions play a part in the demand part of the educational market.

The “educational anxiety market”: support manuals, educational games, teaching software, edutainment activities to favour learning while playing, continues to grow in response to the demand on the part of parents anxious about their children's performance in school.

Going further, should schools interact closely with society or on the contrary remain a kind of sanctuary from the problems of the world. What weight should be given to mass education for all on the one hand and the training of the leaders of society on the other? How can equality be achieved without falling into uniformity?

Points taken from (rapportés) Bernard Cornu, University Professor, teacher-training specialist, Director of training at the CNED (distance training institute)

In France the educational market is certainly very visible. What about other countries?



Thanks

I thank everyone who help set up my project :

Ma famille

Frère André Richard et les Frères de Lamennais

Jean de Charrette

Christian Barry

Philippe et Maryse Houdy

Andy Asselos

Shannon Pereira

Ronan Evain

Père Olivier Lorne

Père Paul Martiu

Tristan Maréchal

Maximilien Le Galèze

Jackie Le Gall

Yann Cano et les petits débrouillards

La communauté du Verbe de vie de Josselin et Bahia

La communauté Réjouis-toi

Les Scouts et Guides de France et le groupe Kipling

Père Cyr Leclainche

Arno Frank

Laurianne Blandel

Les délices de St Léonard de Theix et ses employés

Ma boîte d'intérim : Actual

...

I thank in advance everyone that will contribute in one way or another.

- Either:
- financially: sponsorship, donation, sponsorship, equipment ...
 - Expressing a real interest in the subject: followed by a class, request for testimony, screening of the film ...
 - Communicating my project.

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« The trip is

a back to basics »

Tibetan Proverb

