



REPUBLIQUE DU BENIN

MINISTRE D'ETAT CHARGE DE L'ENSEIGNEMENT SUPERIEUR ET DE
LA RECHERCHE SCIENTIFIQUE

UNIVERSITE D'ABOMEY-CALAVI

FACULTE DES LETTRES, ARTS ET SCIENCES HUMAINES (FLASH)

DEPARTEMENT D'ANGLAIS (Dan)

Option : Etudes Britanniques

MEMOIRE DE MAITRISE ES - LETTRES

THEME

A COMPARATIVE STUDY OF THE BRITISH
AND BENINESE EDUCATIONAL SYSTEMS

Présenté par :

Simon Mahoutondji DEGBO

Sous la direction de :

Prof. Taofiki KOUMAKPAI,
Professeur Titulaire (CAMES), de
littérature et civilisation britanniques

Année Académique : 2013-2014

Acronyms

NVG: National Vocational Qualifications
GCSE: General Certificate of Secondary Education
UK: United Kingdom
LEA: Local Education Authorities
CTC: City Technology College
SLC: Scholarship Level Certificate
SHA: Secondary Head's Association
FE: Further Education
BEH: Bachelor of Education Honours
HNC: Higher National Certificate
HND: Higher National Diploma
NCFET: National Council For Education and Training
SOED: Scotland Office Education Department
HE: Higher Education
SWAP: Scottish Wider Access
MBA: Master of Business Administration
HQC: Higher Quality Council
WEA: Workers Education Association
OFSTED: Office For Standards in Education
GTCS: General Teaching Council for Scotland
BED: Bachelor of Education Degree
BA: Bachelor of Arts
BS: Bachelor of Science
FSQ: Fundamental School Quality
CEE: Centre for the Economics Education
ERA: Education Reform Act
HAS: Home School Agreement
SNC: Standardized National Curriculum
EACH: Education Action Challenging Homophobia
GTC: General Teaching Council
EMA: Education Maintenance Allowance
CBA: Competency Based Approach
UAC: University of Abomey-Calavi

Dedication

This research work is dedicated to:

- My God, the Almighty in Battle, Omnipotent, Omniscient, Omnipresent who has assisted me all my life, especially throughout this work. Glory and Honor be to him.
- My parents Degbo Jacob and Ahimakin Rebecca who gave me birth and contributed to all that I have become today.

Acknowledgements

I owe my sincere thanks to many people for their contribution in one way or another, to the achievement of this work:

First of all, to my supervisor, Professor Taofiki Koumakpai for his availability and great effort for the fulfillment of this work especially his useful pieces of advice.

Then, my thanks go to Doctors Ibrahim Yekini, Bertin Dansou, François Agboïgba and Alex Seguedeme for their assistance, encouragement and support. This is an opportunity to thank all my lecturers in the English Department of Abomey Calavi University.

Besides, I am indebted of gratefulness to my friends, my brother Jean Degbo and my sisters Lydia Degbo and Agnes Degbo for their great assistance.

I can never forget about M^f James Degbo, the mayor of Aguégués, M^f Valentin Sossi for their help especially my beloved wife, Marie Godonou and my son Charm Degbo.

Finally I testify my heartily gratitude to my dear examiners; who despite their heavy timetable, have however devoted their time to this academic event.

Table of Contents	Pages
Acronyms	ii
Dédication	iii
Acknowledgements	iv
Introduction.....	1
Chapter One: Introduction to the Study.....	3
1.1 -Problem Statement	3
1.2 - Purpose of the Study	3
1.3 - Significance of the Study	4
1.4 – The limitation of the Study	4
1.5- The main division of the work	5
Chapter Two: Literature Review	6
2.1- Definition of education system, curriculum, syllabus	6
2.2-British educational system viewed by some theorists	6
2.3- Theorists viewed about Beninese educational system.....	7
2.4- Methodology of Study	8
Chapter Three: British and Beninese education systems	9
3.1 Educational Acts in both countries	9
3.2- Education stages and types of schools	12
3.2.1- British educational system.....	12
3.2.1.1Wale or England education system.....	12
3.2.1.2-In Scotland	17
3.2.1.3-In Northern Ireland.....	19
3.2.1.4- School attending age in Britain	21

3.2.1.5 -The universities	25
3.2.2- Beninese educational system.....	26
3.2.2.1- Nursery school	27
3.2.2.2- Primary schools.....	27
3.2.2.3- Secondary schools (high school)	29
3.2.2.4 -The Educational System Structure.....	31
3.2.2.5- University education (Higher Education)	32
3.2.2.6- The grading system	36
3.3- Education institutions and reforms	37
3.3.1-Education institutions.....	37
3.3.2- Educational Reforms	39
3.3.2.1- British educational Reforms	39
3.3.2.2 – Educational reforms in Benin	45
3.4- A Comparative study of the British and Beninese Educational Systems	49
3.4.1- Similarities	49
3.4.2- Differences.....	49
Chapter Four: Major problems, their sources and impacts	56
4.1- Main problems related to educational system in the UK and Benin Republic.....	56
4.1.1 - Main educational problems in the UK.....	56
4.1.2- Main education problems in Benin.....	57
4.2-Causes.....	60
4.3- Consequences	61
Chapter Five: Other views and perspectives.....	62

5.1-Suggestions for British and Beninese systems	62
5.1.1 – Suggestions for British system	62
5.1.2- Suggestions for Beninese system	63
5.2- Recommendations for British and Beninese systems.....	68
5.2.1 -Recommendations for British system	68
5.2.2- Recommendations for Beninese system	69
Conclusion	70
Bibliography	70

Introduction

The word education is defined as the process of teaching, training and learning, especially in schools or colleges in order to improve knowledge and developed skills. So a system is a set of ideas, theories or ways of doing something. Regarding to both definitions, an educational system is a process or a particular ways of conducting an education in a country.

In the United Kingdom of Great Britain and Northern Ireland, educational system is considered in the world as a reference that most of countries are following. This is considered to improve the human progress and the development of most African countries as the Benin Republic one is an example today.

So, it is obvious to say that education which is provided by schools in our country to know more about how to learn, to read, to write and to develop other skills in human being comes from foreign countries as it seems to be in Benin. The purpose of this research work is first of all to talk of the pragmatic aspects of both educational system in UK and Benin; to make a brief comparative study by pointing out the similarities and differences. Although Education is an indispensable mean, the necessity for the achievement of human rights, liberty, security, the first condition of human progress and development, the source of economic well-being and participation in social or polical activities, both systems encountered many problems, even in the whole world.

To answer that question, each country in its own way set up some policies: what help to maintain and improve the quality of those systems on which my work will focus. This is to show the great importance of what I mean by policy, its advantages on the Educational system meaning what it can bring to it, to show how these policies can affect positively the Education of a nation, correct its weaknesses. All these aspects I am mentioning here will help up to know more about British and Beninese educational systems.

I will also try to clarify the concept by showing the difference between Educational policy and Educational system in both countries. Finally, my personal contribution, suggestions and recommendations will lead to the conclusion of this research work.

Chapter One: Introduction to the Study

1.1 -Problem Statement

Due to the colonization, the British education system is seen throughout the world. But since the last 50 years, there have been many attempts to improve the UK education system because the educational inequality raised up among some ethnic groups. In addition, it has also been recognized by education policy-makers that the UK has a particular problem with basic skills. However, unlike in other countries, the UK numeracy and literacy skill levels actually start to fall among younger workers. To face these major problems, the UK recently introduced some policies in order to raise better standards certainly in its Educational system. Besides, the Benin serious problem that this part of my research is pointing out is its lowest level in Education field which many people are complaining of today despite my government efforts. Another few problems that have also influenced the welfare of Educational system in Benin are: the large number of part-time teachers without any training, lack of training towards recruited teachers, lack of documentation in some rural areas, bad condition of teaching, bad results in exams, shortage of classrooms and large number of learners. The problems stated here, need improvement. So, Benin a developing country has to face all these by taking some adequate measures to empower its Educational system.

1.2 - Purpose of the Study

The aim of my research work is to describe the pragmatic aspects of both Beninese and British educational systems and then with a comparative study show how British system seemed to be better than the Beninese one. It also tends to show how education became the top priority of both countries, to deal with their recent interests to Education, their educational system, their improvement on the well-being of the country However, my intention is to draw the attention of every country on these specific aspects of Educational field; and through this research work make them use it as a guide book by taking into account all the suggestions and recommendations mentioned at the end in order to improve their education system, as it is said in *Teacher's Mind Resources*: “The only purpose of education is to teach a student how to live his life by developing his mind and equipping him to deal with reality. The

training he needs is theoretical, i.e. conceptual. He has to be taught, to think, to understand, to integrate, and to prove. He has to be taught the essentials of the knowledge discovered in the past. He has to be equipped to acquire further knowledge by his own effort". Ayn Rand ¹

1.3 - Significance of the Study

This study targets both British and Beninese responsibilities in the field of education. It is very important that it intends to show how the United Kingdom is conducting its educational system, and also make them be aware of the inequality and the existence of ethnic groups their system has been suffered from.

Besides, my research work will become a guide to Beninese educational system, make every actor, partner in charge of Education be more conscious by taking or reforming our system because since 1960, this is degrading everyday. Many people remained illiterate; many students are fleeing from some series to another one seemed easy as the “c“is an example today. The lack of pedagogic skills in teachers, the drop out of students from school which make parents practise the phenomenon of “VIDOMINGON“ today are some factors which have ruined our system. More significantly, this study will help Beninese government, authorities in charge of education, teachers, learners and parents become more responsible by taking into account all my suggestions and recommendations in order to have a strong and powerful educational system because It is clear at the sight of everybody that Education is the root of all development in a country.

1.4 – The limitation of the Study

The field of education generally covers a large area of study. Therefore, dealing with all aspects of education will be difficult in this work. That’s the reason why, I focus my analysis on only the schooling in both Benin and Britain, and also on the useful policies that have accompanied this aspect of education. So reading this work, cannot

¹ Judith LLOYD Yero, *Teacher’s Mind Resources*, xofone, Midflight publishing Hamilton, 2002, PP 177.

give total satisfaction on educational system in both UK and Benin but, it will provide more information and details about the topic I have dealt with.

1.5- The main division of the work

This research work is divided into five chapters. The first chapter is entitled “Introduction to the study“ dealing with the problem statement, purpose of the study, its significance and limitation of the work. The second chapter also deals with some theorists viewed about Educational system. The third chapter speaks of British and Beninese education systems and Acts.

Then, in chapter four, I have mentioned major problems, their sources and impact of education and finally other views and perspectives for British and Beninese systems in the last chapter (n°5) are pointed out.

Chapter Two: Literature Review

2.1- Definition of education system, curriculum, syllabus

According to “Oxford“ Advanced Learner’s dictionary, Education system is defined as a process or a particular way of conducting an education in a country.

The word curriculum stands for the subjects that are included in a course of study or taught in a school.

So the word syllabus is also defined as a list of the topic, books that students should study in a particular subject at school or college.

2.2-British educational system viewed by some theorists

The theme “Education” is very complex and broad through its origins, goals, characteristics and its implementation in the country. In that case, many researchers have shown the importance and the role of education in many books, journals and articles. They also discussed it in various ways. Then through the writing of Stephen Machin and Sandra McNALLY² responsible for the centre of economic performance and centre for the economics of education, reviewed the literature of primary interest in considering the poverty reducing effect of education and training which is the relationship between the acquisition of qualifications, training and basic skills on outcomes in the labour market such as employment and earnings for individuals who are economically disadvantaged. The same idea of education has been developed by Harmon and Walker³ from 1995 to year 2000 who put an emphasis on the pursue of education beyond compulsory school. In fact, this interpretation is supported by another writer named Card in 1999 who states that the IV estimates of the return to education based on intervention in the school System in UK tend to be 20 per cent or more above the corresponding OLS estimates. They also state clearly that there is one plausible hypothesis which is that the marginal returns to schooling for certain

² Machin, S. and S. McNally *The Literacy Hour, Centre for the Economics of education Discussion Paper 43, 2004.*

³ Harmon, C. and Walker, I. *Estimates of the economic return to schooling for the United Kingdom, American Economic Review* Vol. 85, pp.1278-1286,1995.

subgroups of the population, particularly those subgroups whose schooling decision is most affected by structural innovations in the schooling system are somewhat higher than the average marginal returns to education in the population as a whole.

A more recent study by Dearden et al. (2004)⁴ estimated returns for a more cohort, where they explicitly identify various groups of “marginal infant” to education beyond the age of 16. They do not have the methodological advantage of Harmon and Walker study (i.e. no quasi-experiment) but they use the very detailed information provided by the 1970 British cohort study and therefore attempt to identify returns to education by including a very extensive list of control variables. This analysis shows great importance of education, what is lacked in the life of those cohorts who entitled to leave school between 1993 and 1995. They also stated correctly that no wage returns is observable for people with 2 National vocational qualifications 1 or 2 (N V Q 1 or 2) according to Anna Vignoles and Kristine Hansen in “ The United Kingdom Education System in Comparative context”, discussing about the main features of UK educational system, major reforms and resource allocation issues must be a priority. They deeply analyzed how the outputs from the UK Education system must be compared to the output from the Educational system of other countries.

In my opinion, the importance of education for every human being is deeply acceptable but I don't agree with them while talking about the marginal returns to schooling for certain subgroups of the population. The priority must be for the population as a whole, and not for a certain subgroups, in order to avoid discrimination and inequality in British education system.

2.3- Theorists viewed about Beninese educational system

As far as Educational system is concerned in Benin, the Educational advisers such as Luc FANOU⁵, Kabirou Victor Marcos in "Public Affairs Section" deserve all rights to children to be promoted, protected concerning their education. Some reforms

⁴ Dearden et al. *The Returns to academic and vocational qualification in Britain*, *Bulletin of Economic Research*, Vol.54, 249-274, 2002.

⁵ Luc F. and Kabirou V, *Public affairs section*, US embassy, Cotonou

also appeared in Benin Republic in 1971 by GROSSE TETE-DOSSO-YOVO⁶ which associated the theory to the practice, by creating colleges and universities in order to make everybody have access to Education. They all emphasized on the importance of Education in social development. Mr V. Marcos has also said that Beninese education system has totally become bad because of the way it is being conducting.

In my opinion, our education system is not so bad. Many efforts have been made to strengthen it since longtime in order to have a good system. That's why I don't agree with him while interpreting so.

2.4- Methodology of Study

This study is achieved through reading of printed books, articles and journals related to Educational system. I also gathered information on this topic from the internet to understand more on UK Educational system and BENIN Republic one. As the study is related to literature, I use the qualitative approach to achieve it, I have added reports and papers from seminars, and workshops that focused on this subject.

In terms of this research methodology, I use all those strategies, state clearly the main purposes of the study which are to:

- Show the effect (great importance) of Education system on human being.
- Show how Education system as “handmaiden” can provide the development of each individual.
- Show that the Education is a method of transmission of social norms and values.
- Point out the Educational problems in both Britain and Benin.
- Show how Education is a body of knowledge which people share.

Another purpose of the qualitative approach is to show the role of researchers, the method of data analysis and so to enumerate some measures that have been taken in the field of Educational systems to improve it either in Britain or in Benin.

⁶ DOSSOU-YOVO (Grosse – Tête), *Programme National d'édification de l'école Nouvelle*, Bénin, 1971.

Chapter Three: British and Beninese education systems

3.1 Educational Acts in both countries

In the last 30 years, many British Education Acts had been taken to identify the progress of Education. So the Education Act of 1870 began the movement towards a unified, National system of Education. It divided the country into districts and allowed each area to elect school boards who would provide and administer local elementary school for children in the area. In the middle of 1970s, colleges of education merged with other institutions of higher education to become polytechnics, or they cooperated institutes of higher Education.

The Act is abolished by Balfour Act (1902) which set up Local Education Authorities (LEAs). They were authorized to provide education in their areas for all children up to the age of 14. The Fisher Act (1918) allowed them to set up nursery schools and abolished all fees to elementary schools. Through the most important Act of this period, they were replaced with a Ministry of Education. The Butler Act of 1944 abolished the distinction between elementary and higher education, setting up a free, compulsory system of education from 5 to 15 years of age. This act empowered the LEAs to develop nursery schools and campus play. It created a variety of support services such as free milk, transport medical and dental treatment. It also attempted to link special educational need to normal schooling and removed restriction on married teachers.

The 1965 Circular 10/65 organization of Secondary Education declared the Labour government's policy of ending selection at 11 years and eliminating separation in secondary schools. It was superseded by the 1970 Circular 10/70 which affirmed the conservation government's intention to allow LEAs to determine the shape of secondary education according to local needs.

In 1972, the school leaving age was raised to 16 years (almost 20 years after being recommended by 1944 Act). Then the 1976 Education Act attempted to abolish selection according to ability in LEAs and was replaced by the

Education Act of 1979 which ended the compulsion to provide comprehensive education. Moreover, the 1980 Education Act created the assisted placed scheme to facilitate the transfer of pupils from state to Independent Schools with the government fees paying.

The first of the 1986 Education Acts required every school to have a governing body with a set number of parents and LEA representatives. Corporal punishment was abolished in State Schools. The teacher pay Act in 1988 also abolished the negotiating procedures set up in 1965 and authorized the Secretary of state to impose pay levels. This caused a stir at that time and in 2000, the Labour government replaced the legislation although there are problems surrounding the ending of the law.

In Benin, since “the General States of Education” held in October 1990, the participants made the diagnosis that has focused on several issues including : lack of careful planning of the implementation of reform, lack of resources to make a real democratization of education, the marginalization of grassroots communities and especially parents. There, many education acts have been taken in order to strengthen and improve it. The recent ones are about the law bearing N° 2005-33 modification of the law N° 2003-17 of bearing November 11, 2003 orientation of National Education in Republic of BENIN in his article n°3 said that the school must make it possible all to have access to the culture, science, the knowledge, know-how and the knowledge being. A greater attention must be given to the education of the girls, people and children in difficult situation, children of the disinherited zones and vulnerable groups.

The N°97-532 Decree of bearing October 28, 1997 statute private individuals of the body of the personnel of the Maternal and Primary Educations and also the N°10 Decree of bearing February 19, 2008 institution, organization, course of the evaluations in the classes of the public and private primary schools is to give direction to the systematic or structured trainings and to prepare the pupils with better approaching the activities of formative or attesting evaluation, each teacher ceases the development of the trainings after four (04) working weeks and organizes one week of

activity of integration (reinvestment) of the assets of the pupils in complex situations. Then, the N°11 decree of bearing February 19, 2008 institution and organization of the Certificate of Primary Studies in its article 1st stipulating that it is instituted on the level of Primary education teaching, an examination of end of cycle sanctioning the studies of this kind of bearing teaching on the programs of studies. It is called Certificate of Primary Study education (CEP).

The chief of the service of the Examinations and Contests of the Primary education Teaching of the Management of the Examinations and Contests names three (03) frameworks of the Ministry to constitute the various commissions at the national, departmental and communal level. The diploma of the Primary Certificate of Study is delivered by the Director of the Examinations and Concourses.

From there, secondary, technique and professional educations aim at looking further into at the pupil the knowledge, the knowledge to make and the knowledge to be, in particular competences. Many decrees and decrees were signed in fact the decree 2012 bearing n°255/MESFTPRIJ/CAB/DC/SGM/DES/SA fixing of the Standards of Reference and stabilization of manpower of learning in the general high-schools, in her article 1st said:

Manpower of the teaching groups in all the general secondary establishments are fixed as follows:

- In urban zone
 - With the first cycle, minimal manpower is 50 and maximum 60
 - With the second cycle, minimal manpower is 40 and maximum is 50.
- In rural zone
 - With the first cycle, minimal manpower is 40 and maximum is 50.
 - With the second cycle, minimal manpower is 30 and maximum is 40.

Also, the decree n° 256/2012- 013/MESFTPRIJ/CAB/DC/SGM/DES/DPP/DIP/SA in its article 1st fixes the weekly time load of the professors:

- Certified professor: eighteen (18) hours per week.
- Assistant professor: twenty (20) hours per week.

The last decree n°268 of 2012 fixed the school rate of contribution in all the colleges and colleges.

- Department of Atacora-Donga: 10.000FCFA
- Department of Borgou-Alibori: 12.000FCFA
- Department the Atlantic-Littoral: 15.000FCFA
- Department of Mono-Couffo: 12.000FCFA
- Department of Ouémé-Plateau: 14.000FCFA
- Department of Zou-Collines: 12.000FCFA

It should be noted that the sexual harassment constitutes a brake or a danger in educational circle. Thus the article n°19 of the decree n°256/2012 says this: It is inflicted a written warning to any teacher found guilty of sexual harassment on a learner. In the case of repetition, he is retrogressed of two levels.

3.2- Education stages and types of schools

3.2.1- British educational system

The United Kingdom of Great Britain and Northern Ireland comprises Great Britain (England, Scotland and Wales) and Northern Ireland. Parents in United Kingdom are required by law to see that their children receive full-time education until the age of 16. This shows that school attendance was compulsory for all pupils.

3.2.1.1Wale or England education system

In England, education is available for all age group through kindergarten schools, colleges and universities. So England stressed they system of many types of schools, control over the education with central government. According to welsh, they develop the concept of the community school based on comprehensive schools. The basic schools structure and curriculum has remained the same as in England.

3.2.1.1.1- Schools

In United Kingdom, schools session usually run from 9 AM to 3:30 PM with 7 periods of 40mn each. Schools are academically oriented though vocational courses are available. Courses study can be discussed and arranged with school personnel and must be based on student interest and ability.

3.2.1.1.2- Pre-school education

Pre-school education is expanding considerably in order to ensure that all children begin school with a basic foundation in literacy and numeracy. This proportion of school is known as kindergarten or nursery schools for children aged 2 and 5.

3.2.1.1.3- Primary school

In England and Wales compulsory education begins at age five. It is also the same in Scotland. Primary education clearly from age 5 to 11 is divided into two: Infant school (Age 5 to 7) and junior school (from age 7 to 11). The student is supposed to go to secondary school after succeeding in ‘‘Eleven Plus exam’’. The boys and girls are not always kept together.

3.2.1.1.4- Secondary school

The ‘‘Eleven plus’’ (11-plus) exam in the United Kingdom determined the type of secondary school pupils are most suited. There are now two main categories of secondary schools: ‘‘grammar schools’’, (as selective school) which provide a traditional literary and scientific education up to the age of eighteen, and prepare pupils for entry to universities; and secondary modern schools (as non-selective school) which provide general education, including much instruction of a practical sort up to the age of fifteen only, when it is assumed that the children will leave school and go to work. Some secondary modern school now has higher classes in which children may stay until they are sixteen. This type of school is called ‘‘high school’’ and the exams taking at the end of this are called General Certificates of Secondary Education. Another type of secondary school is the technical school, providing technical education up to the age of eighteen and pupils can also take AS levels (Advanced supplementary level exam). Thus the examination at the age of eleven is conducted by the local education authorities and usually consists partly of intelligence tests, partly of tests of knowledge. In the test a few children about 25 per cent of the whole are ‘‘successful’’ and win places at grammar schools from which they will be qualified to go on, if not to universities, at least to middle-class occupations. The other 75 per cent of the children tend to be regarded as ‘‘unsuccessful’’, in that case they can only go to

a secondary modern school, which prepare them for non-professional occupations. This is at least the way the system is interpreted by the people in general and lasted until the 1960 s where a new system of comprehensive education was adopted by most education authorities.

There are some other types of school: A community school provides education for both adults and children together with activities involving the whole community. A voluntary school is run by a church or other voluntary organization. A City Technology College provides a general secondary school education but stresses on technological subject's importance. Since 2008 the welsh Baccalaureate qualification has also been available as an option. There were also 223 secondary schools in Wales with 205,421 pupils and 12,535FTE teachers. The pupil or teacher ratio was special needs. As a further step of towards raising prestige of the secondary modern schools, the Minister of Education announced in 1961 that there would be examination at a lower level than the GCE, called the Certificate of Secondary Education which should be within the reach of the children leaving at fifteen. If a secondary modern pupil develops well, he may be able to transfer to a grammar school, either at the age of thirteen or later, after passing the ordinary level GCE. These schools also have sixth form, which prepare pupils for the Advanced Level and Scholarship Level Certificate. They are mainly maintained by local education authorities. A few others are independent and self-supporting, but not regarded as "public schools". Others are independent of the local authorities but receive direct grants from the Ministry of Education and are academically among the best in England.

3.2.1.1.5- Independent School⁷

Independent schools provide full-time education for five. There are about 2,400 independent schools in UK, educating over 600,000 pupils. Independent schools are not funded by the state. They obtain their finances from fees paid by parents and income from investments. Some of the larger independent boarding schools are known as public schools and have been established by religious orders and ethnic minorities.

⁷ vivian Ogilvie, *The English Public School*, Batsford, 1961.

The head teachers of British independent schools usually belong to the headmasters or headmistresses as conference as distinct from the secondary head's association.

In Britain usage, a government-run school (which would be called a "Public school" in some areas such as the United States) is called a state school. A public school, in common British and Irish usage, is a school that charges fees and is financed by bodies other than the state, commonly as a private charitable trust. Whether the term public school is applied to all of the several thousand independent schools in the United Kingdom is a matter for debate. While some schools declare themselves to be public schools in a way that can attract student from out, others prefer to be called independent schools.

There is an important difference of constitution between the "preparatory" and the "public" schools. The preparatory schools are mostly private in the fullest sense, and operated as private enterprise as if they were shops or factories. Such a school is often the personal property of its headmaster, who is not controlled by any governing body, but works as an independent businessman. To add to the confusion of the use of words, it is quite usual to say "Private school" meaning the same things as "preparatory school". The private secondary school or public school, on the other hand are normally not called "private school" and indeed they are not private in the fullest sense. They are generally controlled by governing bodies, who are appointed as trustees to keep alive foundation originally begun by charitable institutions or by rich and philanthropic people. They do not try to make any financial profits, but only to balance their budgets. Their income is a partly from gifts and endowments mainly from fees paid by parents. It is perhaps easiest to begin at the wrong end and look at the public school first because the preparatory school are strongly influenced by them and may be said to depend on them.

3.2.1.1.6- Further education

In United Kingdom, further education course are taken by people over the age 16 in many institutions known as colleges, with a choice of academic and vocational provision. Further education is a flexible system that can enable students to acquire qualifications according to his or her ability. Further education courses may be full-

time or part-time meaning either by day release or block release from employment or during the evening. The most common qualification taken in these colleges are Higher National Certificates which last for one year to complete and Higher National Diplomas which usually take 2 years to be complete. Meanwhile many of 500 institutions of further education supply much of the education element in government-sponsored training programs such as young training and training for work. In England, Wales and Scotland, higher education are also offered and controlled by autonomous governing bodies with an important representation from business and the local community. This means that the system has an important role in the promoting economic development and social inclusion, and also has strong ties with commerce and industry. Moreover, public fund is given to college by the “L S” in England and the National Council for Education and Training in Wales. In Scotland, funds are distributed to colleges by the Scotland Office Education Department.

3.2.1.1.7- Higher education

In the first land, around 30 per cent of young people in England and Wales, 40 per cent in Scotland and 45 per cent in Northern Ireland take degree and other advanced courses in universities and other colleges. The Scottish Wider Access (SWAP) is designed to promote greater participation in higher education especially by mature students and those without the normally entry requirements. Successful completion of a SWAP courses guaranties a higher education place. Then higher education consists of degree and other courses of a standard higher than the GCE a level or its equivalent. An undergraduate course typically takes 3 years of full time study and leads to the award of a degree. Distance learning involves studying part-time from home, using written correspondence and broadcasting. In United Kingdom, Postgraduate courses include Masters Degree(which may be taught or research based).Some people who have already started working, go to a private business school to study for an MBA (Master of Business school Administration) often with financial support from their companies. In addition, there are 64 higher educations colleges which have different backgrounds and missions. Some are very specialized such as art and design, teacher education, agriculture colleges, while others are multidisciplinary.

Some award their own degree and qualifications while in others these are validated by a university or national body.

In order to maintain British expertise in technology, recent government schemes have sought to expand higher education and research in electronics, engineering and computer science by providing extra student place available. A graduate enterprise program offer 450 places on management training courses for recently qualified graduates. The higher quality council, financed by subscription from universities and higher education colleges, is responsible for ensuring those institutions which provide high quality Education. The various higher Education funding councils have responsibility for financy teaching, research and related activities in all publicly funded universities and college of higher Education.

In the second hand, continuing education for adult education is provided by further Education institution, adult college and centres, and by voluntary bodies such as the Workers Education Association. The duty to provide it, is shared by the new further education funded council and by LEAs. In addition to cultural pursuits, students follow courses leading to academic and vocational qualifications and courses which provide access to higher Education. Then adult's special educational needs for literacy and numeracy are also met, and there is provision for those seeking proficiency in English as a second language.

Moreover, England local parents are all allowed to petition for a ballot and to vote on whether to keep selective admission arrangement: The case of 16 + designated grammar school which selects pupils by high ability. The Office for Standards in Education in England and the office of her majesty's chief inspector in Wales aim to improve the quality and standards of Education through independent inspections and advice.

3.2.1.2-In Scotland

Nearly all Scottish schools are education authority: schools financed by authorities and central government, the head teacher is responsible for decision making on at least 80 per cent of school level expenditure. A review of devolved school

management is nearing completion. In May 2000, 83 per cent of eligible education authority schools had a school board: consisting of elected parents and teachers and members copied from the local community. In addition to promote contact between parents, the school and the community, they are involved in procedures to appoint senior staff and for the community use of school premises. They may also take on further executive functions by delegation from their education authority. Seven grant aided schools, for children with special educational needs, are run by boards of manager who to receive government grants.

Parents have a statutory right to express their choice of school and the education authority must meet this request except in certain circumstances set out in law. Information is published on school cost examination results, pupil attendance /absence, 5-14 attainment targets and results, and the destination of school leavers. Schools are required to provide parents with information about their children attainment in each subject, pupil attainment target and teacher's comments on their progress. HM inspectorate of Education began operating as an executive agency of the Scottish Executive in April 2001. It inspect reviews and reports on state and independent schools, further education colleges and the education functions of local authorities. Reports are published and are usually followed up within two years.

Learning & Teaching Scotland provides independent advice to Scottish ministers on the use of ICT in schools and supports research work on ICT and the school curriculum. All schools will be connected to the Internet in 2001, in September 2000 there was one computer for every 18 primary school pupils and one for every seven secondary pupils, A National Grid for Learning is also being developed in Scotland.

All teachers in education authority schools must be registered with the General Teaching Council for Scotland. The Council gives advice to the Scottish Executive on teacher supply and the professional suitability of teacher training courses. It is also responsible for disciplinary procedures under which a teacher guilty of professional misconduct may be removed temporarily or permanently from the register. Teacher qualification procedures are similar to those in England and Wales, including the

Bachelor of Education degree and the Postgraduate Certificate in Education. There is also a combined degree, sometimes known as a concurrent degree. All pre-service courses are validated by a higher education institution accredited by the Council and approved by the Scottish Executive. The Education inspector has powers to inspect teacher education and training. In Scotland, students transfer from primary to secondary school at either 11 or 12 years old. Pupils usually attend the same secondary school as their peers, as all secondary have “intake primaries“. Pupils either attend a Roman Catholic, or non- denominated school according to their more commonly parents’ belief. Pupils in Scotland attend the same secondary school throughout their education; there are no sixth-form colleges in Scotland.

The first and second years of secondary school (abbreviated to SI andS2) are a continuation of the 5-14 curriculums started in primary school. After which students choose which subjects they wish to study with certain compulsory subjects such as English and Mathematics for S3 and S4. These are called Standard Grades, but some schools use Intermediates which take two years to complete with an exam at the end of S4. After Standard Grades/ Intermediates, some students leave to gain employment or attend further education colleges, however, nowadays most students study for Highest, of which five is usually studied. These take a year to complete. After, some student decide to apply for university or stay on for 6th year, where other highest are gained, or Advanced Highest are studied. Due to the nature of schooling in Scotland, undergraduate honours degree programmers are four years long as matriculation is normally at the completion of highest in S5 (age 16-17), which compares with three years for the rest of the UK.

3.2.1.3-In Northern Ireland

Boards of governors are responsible for the management of individual schools and include elected parents and teachers among their members. Virtually all schools have delegated budgets under which school governors determine spending priorities. The purpose of inspection is to help promote the highest possible standards of education and professional practice, and to provide information and policy advice to the Department of Education, the Department of Culture, Arts and Leisure, and the

Department for Employment and Learning. All schools are connected to the Internet through the Northern Ireland Network for Education, the local arm of the National Grid for Learning. Computers to pupil ratios range from 1: 14 at Key Stage 1 to 1: 6.5 at Key Stage 5 and 1: 5 in special schools. About 12,000 laptop computers have been provided to facilitate teacher training and to improve their competence in Information and Communication Technology.

All entrants to teaching in grant-aided schools are graduates and hold an approved teaching qualification. Initial teacher training is integrated with induction and early in-service training, the latter covering a period of three years. A Professional Qualification for Headship is being developed, equivalent to the arrangements in England and Wales. A General Teaching Council is also being established. The main teacher training courses are Bachelor of Education Honours (four years) and the one year Postgraduate Certificate of Education.

The education and library boards have a statutory duty to provide curricular support services and in service training. This research is an attempt to fill the gap between the wide general interests in the subject of integrated schooling in Northern Ireland and the shortage of information about segregated schools. To what extent are Roman Catholic and Protestant children educated separately? How different are the schools which they attend? What sort of contacts are there between them? How do principals and teachers regard the schools attended by the other religious group? There are some of the questions which it was designed to examine.

Social and educational research is difficult in any circumstances. In Northern Ireland there are extra sensitivities which complicate any investigation of Protestant and Catholic schools. Not the least of these is determining how the schools should be described, since the official designations Controlled schools, Maintained schools and Voluntary schools are not entirely synonymous with the central religious divide. For this reason schools participating in the projects which were attended predominantly by Protestant children were designated Category A schools, and those attended mainly by Catholic children were named Category B schools; this device was maintained during the first phase of the project. However, in the more illuminative approach adopted in the Triangle report, the terms became almost impossibly cumbersome and confusing.

It became necessary to adopt the shorthand terms “Protestant” and “Roman Catholic” schools. This was done solely for ease of reading, and we apologise for any offence it may cause. Our gratitude is due to the project, and especially to John White. Our sincere thanks are particularly due to the principals, teachers, parents and committee members in the Triangle area, and to the principals who participated in the questionnaire. Finally, we are grateful to the North-eastern Education and Library Board, which permitted access to their schools.

3.2.1.4- School attending age in Britain⁸

In general the cut- off point for ages is the end of August, so all children must be of a particular age on the 1st of September in order to begin class that month.

ENGLAND

O Primary Education

- infant school or primary school:
 - reception , age 4 to 5
 - year 1 , age 5 to 6
 - year 2 , age 6 to 7 (KSI National Curriculum Tests – England only)
- junior school or primary school:
 - year 3, age 7 to 8
 - year 4 , age 8 to 9
 - year 5 , age 9 to 10
 - year 6 , age 10 to 11 (eleven plus exams in some areas of England,

KS2 National Curriculum Tests)

o Secondary Education

- Middle School, High School or Secondary School
 - year 7 , old first form, age 11 to 12
 - year 8 , old second form, age 12 to 13
 - year 9 , old third form, age 13 to 14 (KS3 National Curriculum Tests,

⁸ "The Structure of English Education" (Cohen&West), 1995

known as SATS (Standard Assessment Tests)

- Upper School or Secondary School
 - year 10 , old fourth form , age 14 to15
 - Year 11, old fifth form, age 15 to16 (old O Level examinations, modern GCSE examination)
- Upper School, Secondary School, or Sixth Form College
 - Year 12 or lower Sixth age 16 to 17 (AS- level examinations)
 - Year 13or Upper Sixth, age 17 to 18 (A2 – level examinations. Both. AS- levels and A2- levels count towards A – levels.)

In some regions of England, pupils attend a lower (primary) school before going to a, middle school between 8and 12or, more commonly 9 and 13, and then a High School or Upper School.

WALES

- Primary Education

At the level of primary school, the school attending ages are the same in England and wales.

- Secondary Education

- Middle School, High School or Secondary School:
 - Year 7, old first form, age 11 to 12
 - Year 8, old second form, age 12 to 13
 - Year 9, old third form, age 13 to 14

(End of Key Stage three Tests and Tasks)

- Upper School or Secondary School:
 - Year 10 old fourth form, age 14 to 15
 - Year 11, old Fifth Form, age 15 to 16 (old O- Level examinations, modern GCSE examinations)
- Upper School, Secondary School , or Sixth Form College

- Year 12 or Lower Sixth, age 16 to 17 (AS-Level examinations)
- Year 13 or Upper Sixth, age 17 to 18 (A2-level examinations. Both AS-levels and A2-Levels count towards A-Levels).

Scotland

○ **Nursery School:**

- Year 1, age 3-5.

○ **Primary School**

- Primary 1, age range 4 - 6
- Primary 2, age range 5-7.
- Primary 3, age range 6-8.
- Primary 4 age range 7-9.
- Primary 5, age range 8-10.
- Primary 6, age range 9-11.
- Primary 7, age range 10-12.

○ **Secondary School**

- First year, age range 11 – 13.
- Second year, age range 12 – 14.
- Third year, age range 13– 15.
- Fourth year, age range 14 – 16.
- Fifth year, age range 15 – 17.
- Sixth year, age range 16 – 18.

Note that the age ranges specify the youngest age for a child entering that year and the oldest age for a child leaving that year. Also note that children may leave school at the end of any school year after they reach 16 years of age and that they may attend Scottish universities when they are 17. Therefore two sets of national examinations are held. The first set, the Standard Grade examinations, take place in the Fourth year of secondary school and show basic education level. The second set is that, the higher examinations take place in the Fifth and Sixth years. A third level, Advanced Higher is sometimes taken by students intending to study at an English university and covers the gap between the Scottish “Higher” level and the English “Advanced” level courses.

Northern Ireland

○ Primary Education

- **Primary School:**

- Primary 1, age 4 to 5
- Primary 2, age 5 to 6
- Primary 3, age 6 to 7
- Primary 4, age 7 to 8
- Primary 5, age 8 to 9
- Primary 6, age 9 to 10
- Primary 7, age 10 to 11 (Eleven plus exams to determine secondary school placement.)

○ Secondary Education

- **High School or Grammar School**

- First Form, age 11 to 12
 - Second Form, age 12 to 13
 - Third Form, age 13 to 14
 - Fourth Form, age 14 to 15
 - Fifth Form, age 15 to 16 (old O-Level examinations, modern GCSE examinations)
- **High School, Grammar School, or Sixth Form College**
 - Lower Sixth, age 16 to 17 (AS-level examinations, where applicable)
 - Upper Sixth, age 17 to 18 (A-levels)

○ Costs

The costs for a normal education in the United Kingdom are as follows:

- Primary: No charge
- Secondary: No charge
- Further (secondary) Education in either a sixth form or college: No charge if under 19 in that particular academic year or on a low income.
- Higher/Tertiary Education (university): A tuition fee per year (around € 1,000)

Primary and secondary education can also be charged for, if a fee – paying school is attended by the concerned child.

3.2.1.5 -The universities

There are no state universities in Britain. Each of the universities, of which there are now twenty in England, one in Wales; four in Scotland and one in Northern Ireland, has its own independent government. It is from the state, however that they receive charters which define their status and give them the power to grant degrees to students. Each university itself decides in what condition it will grant degrees, but the form of examination and the standards of knowledge and intelligence required for a first degree (Bachelor of Arts, or science) are about the same at all universities. Forty years ago, the state began to make grants of money to the universities. Since 1945, the grants have been immensely increased and have made possible a great expansion. They now cover nearly new buildings including residential accommodation and most of the current costs. Students still have to pay fees but the local authorities of the places where they have their homes give grants, supposedly equal to the full cost of both fees and of living to most students whose parents cannot pay. In that condition, the number of students at universities has increased rapidly.

These grants from the State to the universities are paid directly by the treasury and are not subject to the same parliamentary control as other types of parliamentary grants of the tax payers money. The public Accounts committee of the House of Commons has sometimes complained about the system, but it is an important principle that the universities should be free of direct state control. The intermediary between the universities and the treasury is the university grants committee. While the number of student is increasing, all the universities are taking both male and female students and about a quarter of all students are women. Most students now do some paid work during their vacation such as helping at the post office and Christmas and seasonal jobs in the summer, but practically none do paid work during term-time.

Then, each university has its own syllabuses and there are some quite important differences between one and another. In general, the Bachelor's degree is given to students who pass examination at the end of three or four years of study, Bachelor of

Arts for history, philosophy, language and literature and sometimes some social studies or theology, or Bachelor of Science or commerce or music. The classifications are not the same in all universities and students do not normally move from one universities to another during their studies unless to interpolate a year abroad to study a foreign language. Bachelors degrees are at two levels, honours and pass. In some cases the honours degree is given for intensive study and examination in one, two, or peharps three related subject, while the pass (one general) degree may be somewhat broader. In other cases there is no difference between honours and pass courses, and the Honours degree is given to the students who are more successful in their examination. Honours degrees are first, second or third class, and usually only about 5 per cent of the students are placed in the first class. Oxford has a fourth class too.

The first post graduate degree is normally that of master conferred for a thesis based on at least one year's full-time work, the time actually taken usually more than a year. In a few of the biggest universities, there are some seminars for post-graduate students but usually, there are no regular courses for them. In most universities it is only in the science faculties that any large numbers of students stay to do post graduate work. So Oxford and Cambridge are peculiar in that they give the Master of Arts degree automatically to any bachelor who pays the necessary fees at any time after the seventh year from his first admission to the university, and in Scotland the degree of Master of Arts is given as a first degree, being equivalent to an English Bachelor's degree. Everywhere the degree of Doctor of philosophy is given for a thesis which is an original contribution to knowledge.

3.2.2- Beninese educational system⁹

Benin is a small country in West Africa that sits on the gulf of guinea near the equator. It has border with Togo, Burkina- Faso, Niger and Nigeria. So Education is given in Benin at four levels:

- Nursery
- Primary

⁹ "Julien G.GAYE, "Monitring report on Education For All", UNFPA Office-Cotonou, 2003

- Secondary
- University

The official language spoken in Benin is French. However since the advent of democracy in 1990, the English language has been breaking grounds and American English has come to be modal of English that student, teachers and businessman and women are striving identity with.

3.2.2.1- Nursery school

This level of education nevertheless receives a particular attention from the government and the private sector. There are about 363 pre-school and 33 per cent are private. Thus, children enter this school at the age of three (3) or four (4) and spend two (2) years before being accepted in primary schools. Education at this level essentially aims at stimulating the physical, psychological and mental capacity of the child. It also develops in him the necessary faculties needed to live in society. That is why emphasis is put on stimulating an awakening activities organized to develop the interaction of the child with his social environment.

In some private and international nurseries, activities are carried out in both English and French languages. No formal examination is needed after the completion of the two years.

3.2.2.2- Primary schools

Primary education begins at the age of five or six for those who attended pre-school and mandatory at six for those who did not. In primary school, students spend six years divided into three levels of two years each:

- Preparatory classes
- Elementary classes
- Middle classes

Subjects taught include:

- Mathematics [Arithmetic – Geometry – Metric systems]
- Writing competence in French [Grammar – Dictation - Composition]

- Reading comprehension or textual analysis
- Sciences [History – Geography – Natural Sciences - Agriculture Home economics]
- Oral Competence in French [text and poetry reading]
- Civic and Moral Education
- Artistic and cultural activities [singing – drawing – handicraft - gardening]
- Sports

Most of these subjects are not taught today in school because of the introduction of Competency Based Approach called new program. Students graduate after a National examination that awards them a school – leaving certificate called Certificat D’Etude Primaire, Certificate of Primary Study (CEP). This examination is very competitive and the results serve two purposes. First, they are used as proof of completion of primary education, and second, they are used for selection into the government secondary schools especially some specific schools like” prytanee militaire of Bembereke” and others. To that extent, the cumulative score in Mathematics, writing competence in French and comprehension is used to determine the students on the priority list for admission into public secondary school. The cumulative score is officially set and varies each year according to spaces available at government owned secondary schools. Pupils who were not selected can still register in such schools if spaces are available, or get their admission into private secondary schools. Some private school would offer computer science, English or other special courses in addition to the core program. . But these courses are not considered for the national examination

In 2000; Benin counted 3773 primary schools, 290 of them are private that is about 8 per cent. The percentages of children attending primary school were 76.49. % . The success rate at CEP WAS 68%. The dropout rate was 11.5 % however the success rate at this kind of exam is more than 90 %. But today, many other primary schools have been build.

3.2.2.3- Secondary schools (high school)

To complete their high school, Beninese students spend seven years divided into two periods called “cycles”. The first four years constitute the First “cycle” and the last three years, the Second “cycle”. The programs and the exams for each “cycle” depend on whether the student is undertaking a General Education or a Technical and Professional Education.

○ General Education

The core program for the first two years of secondary school in General Education is pretty much the same for every student. The subjects offered include:

- French
- Mathematics
- Physics Chemistry
- Natural science
- History and Geography
- English
- Home economics
- Second Foreign Language (German or Spanish)
- Introduction to computer
- Sports

From the third year, some subjects of the core program are more emphasized to give three options at the end-of-cycle exam:

- Literary option (Modern long): here, languages are given a higher multiplying factor or coefficient.
- Scientific option (Modern court): higher coefficients go to mathematics, physics and chemistry. The Second Foreign Language is dropped.
- Classical option (Classic): Latin and Greek are added to other languages.

At the end of the first “cycle” all the students sit for the BREVET D’ETUDE DU PREMIER cycle, Diploma of First Cycle Study (B.E.P.C.) which is a qualifying exam

for the second “cycle”. However, a student who has failed BEPC but successfully completed the fourth year of the first “cycle” can still make it to the second “cycle” of the secondary school education. The courses in the second “cycle” remain the same with the addition of Philosophy. Studies are organized in four sections giving the student four options at the BACCALAUREAT exam (or BAC), which is the High School Diploma. The four options are:

○ **Different types of BAC:**

- BAC (A1), where the highest coefficient goes to French (5) then (4) to each of the following: Philosophy, English, History and Geography.
- BAC (A2), same as above but here, the highest coefficient goes to History and Geography (5).
- BAC (B) the highest coefficient is in economics (5).
- BAC (C) Math (6) - Physical science and Chemistry (6).
- BAC (D) Biology(5)- Math(4)- Physics Chemistry(4)

After the “baccalaureat”, the student can either go to National University’s faculties or schools or to one of the private higher educations institutions. For the school year 1999-2000, the percentage of students attending secondary school was 16.40%. In both public and private schools, there were 208,885 students representing an 11.08% increase compared to the previous year. We had 205 public schools with 2,243 teachers and 174 private schools with 1,412 teachers. The success rate at the 1999 “baccalaureat” was 29.31% on 18,107 candidates registered.

○ **Technical and Professional Education**

After the primary education, this is the second priority of the government. This type of education has tremendous success because the country’s newly adopted market economy needs more and more qualified technicians and professionals. Private schools dominate this sector. They constitute 87% of the country total and register 68% of the students attending technical schools.

Studies in these schools cover the primary sector (agriculture), the secondary sector (industry), and the tertiary sector (services and management). At the end of the first

“cycle” , students in the secondary and tertiary sectors take an exam that awards them a certificate of professional aptitude called the Certificat D’aptitude Professionnelle (C.A.P.). Those in agriculture are awarded a certificate called Brevet d’Etude Agricole Tropicale Certificate of Agricultural Study (B.E.A.T.). An entrance examination is required to start the first cycle. The successful completion of the first “cycle” gives access to the second level. However, general education BEPC and other first “cycle” degree holders are admitted into technical and professional second “cycle” after a highly competitive entrance examination.

The exam taken at the end of second cycle grants a diploma which varies according to the type of the studies. Three possibilities are mainly offered:

- Primary sector (agriculture): Diplôme D’Etude Agricole Tropicale (D.E.A.T), Diploma of Agricultural Study
- Secondary sector (industry) two options:
 - BAC (E)
 - BAC (F)
 - DIPLOME DE TECHNICIEN INDUSTRIEL (D.T.I), Diploma of Technological Engineer
- Tertiary sector (services and management)
 - BAC (G1) Secretary and Office Management
 - BAC (G2) Accounting
 - BAC (G3) Commerce and Marketing

In addition to technical subjects that receive the highest coefficients, general education subjects are also taught. For the school year 1998-1999, the success rate at various CAP was 43.19%, and at DTI and other technical BAC was 75.70%.

3.2.2.4 -The Educational System Structure

Education is compulsory for children aged between six and eleven. After spending two to three in Kindergartern, it takes six years for them to complete and take the primary school certificate. Overall it requires seven years to complete both Junior and Senior High School. At the end of the four first years of Junior High school, the

student has to take the O-level (Brevet d'Etudes du premier Cycle: BEPC), Then after three years the students have to take the A- level (Baccalaureat: BAC) exam which is the equivalent of the US High School Degree. There are five vocational schools, located in five of the twelve provinces Atlantique littoral (City of Cotonou), Oueme plateau (City of Porto-Novo), Zou Colline (City of Bohicon) Borgou-Alibori (City of Parakou). Mono Couffo, Atakora-Donga.

Senior High School: At the end of the Grade 13, Benin students have to take the Baccalaureat to open the door of university studies.

3.2.2.5- University education (Higher Education)

Founded in July 1970 the NATIONAL UNIVERSITY OF BENIN (U.N.B.) is, so far, the only public institution of higher education of the country. In 1998-1999 the number of students was about 16,759 distributed among its three campuses: in Abomey-Calavi 16 kilometers north-east of Cotonou; in Cotonou, the administrative capital of Benin; and in Porto-Novo, the political capital. These campuses host its 18 departments and schools; but the bulk of the university is at the main campus in Abomey-Calavi. So the number of students in Benin university is increasing rapidly today.

It is comprised of four types of colleges or schools:

- Colleges of general education or Faculties
 - Department of Letters, Arts and Humanities (FLASH).
 - Department of Law, Economics and Political Sciences (FA.D.E.S.P.)
 - Department of Sciences and Techniques (FAST)
- Professional Technical Colleges
 - Department of Agriculture (F.S.A.)
 - Department of Health Sciences (F.S.S.)
 - National Institute of Economics (I.N.E.)
 - University Polytechnic College (E.P.A.C.)
 - National School of Administration (E.N.A.M)

- National Institute of Physical and Sports Education (I.N.J.E.P.S.)
- National School of Social Workers (E.N.A.S.)
- Post/Para-University Institutions
 - Beninese Center of Foreign Languages (CE.BE.LA.E.)
 - Regional Institute of Public Health (I.R.S.P.)
 - Institute of Mathematics and Physics (I.M.S.P.)
- Teacher Training Schools
 - Junior High Teacher Training School (E.N.I)
 - Senior High Teacher Training School (E.N.S.)

Colleges of general education or faculties

Students holding a high school degree can go to university's colleges of general education with no entrance examination. However, those who have completed high school but do not have the diploma may take a Special University Entrance Examination (E.S.E.U.) after two years of professional activity. This entrance examination has two options. Option(A) gives access to the Department of Sciences and Techniques. A student without a high school diploma may enter the Department of Law, Economics and Political Sciences after 2 years in a special pre-law program (Capacité en Droit) with a cumulative grade of 12/20.

In the Faculties it is a four-year program set up as follows:

-First and second years: Diploma for General University Studies (DUEL/DUES)

-Third year: Licence degree (two certificates CL and C1)

Fourth year: Maîtrise degree (certificate C2 plus the defense of a thesis "memoire de maîtrise").

Professional and Technical colleges

National students of maximum 23 years old holding a BAC degree are admitted into these colleges with a government scholarship after highly competitive entrance

examination. A test is organized to select those who could not enter with the scholarship.

National students sponsored by an enterprise or an organization and international students are admitted after a careful evaluation of their credentials. They may be subjected to an entrance test. The program requirements and the diplomas vary according to the colleges.

Department of Agriculture (F.S.A.)

The program lasts 5 years and 3 months divided into three periods.

The first period of two years is devoted to fundamental scientific subjects and an introduction to agronomy.

During the second period of two years, students follow a program in general agronomy. After a successful completion of these two periods, they receive the Diploma of General Agronomy (D.A.G.)

The third period of 15 months is a specialization period ending with the defense of a dissertation. The diploma of Agronomy is issued at the end of the program.

Department of Health Sciences (F.S.S.)

This department trains to become medical doctors. Studies last seven (7) years divided into two cycles:

First cycle: two (2) years of fundamental sciences and introduction to medical care and nursery.

Second cycle: five (5) years of clinical sciences. The penultimate year is devoted to internship, and the last year to research and the writing of a dissertation. The Diploma of Medical Doctor is awarded upon completion.

A third cycle is organized for those who want to get a special certificate of specialization, Certificate d'Etudes Spéciales (C.E.S.). It lasts four (4) years and has 5 options:

- General surgery
- Gynecology and Obstetrics
- Pediatric and Genetics
- Internal medicine
- Psychiatry

National Institute of Economics (I.N.E.)

Three (3) years. The diploma is called Diploma de Technician Superior in seven options put in two groups:

- First group {Enterprise-Management/Business-Management/Bank- Management - Computer Systems Management }
- Second group { Statistics-Planning-Demography }

University Polytechnic College (E.P.A.C.)

Studies are organized in two sectors: Biological and Industrial.

In the Biological Sector four majors are available:

- Biomedical Analysis
- Medical Imaging
- Ecology
- Animal Sciences

In the Industrial Sector four majors are also available:

- Civil Engineering
- Energy and Mechanical Engineering
- Electrical Engineering
- Industrial Maintenance

In each sector the student can either have the University Diploma of Technology (DUT) after two years and three months of studies, or the Diploma of Technological Engineer (DIT) after three years and a half.

National School of Administration (E.N.A.M.)

There used to be two “cycles” in this school; the second “cycle” has been discontinued because of national budget restriction. The first “cycle” lasts three (3) year after which a diploma is issued in one of the four options available.

National Institute of Physical and Sports Education (I.N.J.E.P.S)

Students who undertake this study become physical and sports education teachers or sport coaches after five (5) years divided into two cycles. A certificate is delivered at the end of the first cycle and a diploma at the end of the second one

National School of Social Workers (E.N.A.S.)

This school is linked to the Department of Health (F.S.S). it is a three-year program after which a Diploma of Technician of Social Work is issued.

3.2.2.6- The grading system

The grading system is the same at all level of the educational system. Grades are on a 20 point scale. The following chart shows the approximate in the American system:

GRADE POINT PER UNIT	LETTER GRADE	QUALITY ASSESSMENT	
		FRENCH	ENGLISH
16.1 Over	A+	Excellent	with distinction
15.1-16	A	Très-bien	Outstanding/ Very good
14.1-15	A-	Bien	Good
13.1-14	B+		
12.1-13	B	Assez-bien	Fairly good
11.1-12	B-		
10.1-11	C+	Passable	Satisfactory
09.1-10	C	Acceptable	Average
08.1-09	C-	Insuffisant	Below Average
07.1-08	D	Mediocre	Insufficient/mediocre
00-07	F	Faible	Fail

Sometimes a grade may be given on a 10 point scale. In this case, the grade will be multiplied by 2.

Grades on transcripts may be expressed in relation to a coefficient; a coefficient indicates the relative importance of an academic course or subject. In this case, the grade should be divided by the coefficient to determine the grade on a 20. For example, with a coefficient 3 and a grade that shows 24, the grade on a point scale is 08.

The GPA can therefore be calculated after the American grading system. The letter grades (A, B, C, D,)are converted into numerals (with A equals 4) and their sum is averaged to determine the GPA.

At university, the overall quality assessment of degrees, diplomas or certificates may be expressed in terms of ‘‘ Mention’’ as put forth in the following chart:

GRADE POINT PER UNIT	QUALITY ASSESSMENT OR MENTION	
	FRENCH	ENGLISH
16	Très bien	Outstanding/very good
15-14	Bien	Good
13-12	Assez-bien	Fairly good
11-10	Passable	Satisfactory

3.3- Education institutions and reforms

3.3.1-Education institutions

The educational system in Britain is ruled by four government departments ; each headed by secretary of state. There are :

- Departments for Education and Employment in England (DFEE)
- Scottish office Education and Industry Department (SOEID)
- Welsh Office Education Department (WOED)

- Department of Education for Northern Ireland (DENI)

The Department for Education and Employment (DfEE) and its Cabinet Minister sets national policy, though the Scottish Executive has responsibility in Scotland. They determine general levels of funding. Allocation to the universities is managed by a semi-autonomous council.

The Research Councils are responsible for all research and their Director-General reports to the DfEE. The 80 universities are autonomous but 90% funded by government, with many students themselves paying a fee to attend. The DfEE makes policy for universities with advice from the Committee of Vice Chancellors (university heads) and the various academic communities. There has been a major emphasis upon measuring output of research and publications to “rank“ universities in league tables, originally resented. The government’s aim is that all young people who wish to should be able to attend.

Generally, the U.K. universities have recovered their morale but there is concern about maintaining the world standing of the top universities (Oxford and Cambridge and some London Colleges).

The education service in Great Britain is financed in the same way as other local government services with education authorities providing funds to schools largely on the basis of pupil numbers.

In Northern Ireland the costs of the education and library boards are met by DENI. There are also resources allocated to education authorities in England, Wales and Scotland for specific purposes, such as training to improve school performance in literacy and numeracy or support for information technology.

The Scottish Executive Education Department (SEED) is in overall charge of education in Scotland. The Schools Group is one of five sections in the education department and is responsible for: Educational policy, funding of Education Teachers and Schools, Health Education and New Educational developments.

Besides, the administration of the Beninese Education system was before the reform of 1975 under the tutelage of a single ministry, the Ministry of National Education, Culture, Youth and Sports. From 1975 to 1990, management education has

been provided by several departments whose names have also changed over time. They include, among others :

- Ministry of Education of First Degree, the Department for Educations ;
- Technical and Higher Education and the Ministry of Youth, Popular Culture and Sports ;
- Ministry of General Teaching Methods, Vocational & Technical, the Ministry of higher Education and Scientific Research, the Ministry of Secondary and Basic Maternal and Department of Literacy and Popular Culture ;
- Ministry of secondary and higher education, the Ministry of Secondary and Basic Maternal and Ministry of Culture, Youth and Sports. Since “Conference des Forces Vives“ of the Nation in February 1990, Education has been entrusted to two (2) new Department :
- Ministry of National Education and the Ministry of Culture, Youth and Sports since April 1996 respectively became the Ministry of National Education and Scientific Research and the Ministry of Culture and Communication.

Besides from in 2006, the government of Yaya has clearly divided the Ministry of National Education into three parts :

- Ministry of High education and Scientific Research
- Ministry of technical professional and secondary education under which there are : DDESFTP (Departmental Direction of Secondary, Technical and Professional Education), DES (Direction of Secondary Education).
- Ministry of Maternal and Primary Education under which we have : DDEMP (Departmental Direction of Maternal and Primary Education)

3.3.2- Educational Reforms

3.3.2.1- British educational Reforms

Educational reforms are the principles and government policy making in educational sphere. They can directly affect the education people engaged in at all ages specially from the field of school, include school size, class choice, school privatization, tracking, teacher education and certificate, teacher pay, teacher methods, curricula content, graduation requirement, school infrastructure investment and the

value that schools are expected to uphold and model. These policies also seek to answer question about the purposes of education, the objectives (societal and personal) that is designed to attain the methods and tools for measuring their success or failure.

So throughout the post war period, there have been many attempts to reform and improve the UK educational system with an explicit intention to try and make it more productive.

A major concern from the 1980s was that the staying on rate in UK, although rising was low by international standards. Furthermore, exam achievement at age 16 had stagnated. This led to widespread concerns about falling standards in schools. In response the Conservative government of the 1980s and 1990s introduced a number of market mechanisms into UK education system, including parental choice, parent representation on governing bodies and linking school funding with student enrolment numbers. In addition this publicly available test score information was made available with which parents could compare the performance of one school with another. These reforms were designed with an explicit aim to improve pupil achievement. They did, however, raise concerns about increased inequalities in schools. The empirical evidence on the impact of these reforms is patchy. Certainly staying on rates rose for all students and the gap in staying on rates between lower and higher socio-economic group students actually narrowed somewhat after the introduction of these reforms. The evidence on the impact of the reforms on pupil performance however is more mixed. At best it suggests only very limited positive effects of choice and competition on pupil achievement.

Another concern to policymakers has been the poor basic skills of the UK population, relative to other countries, particularly among younger workers. In response, the government introduced a standardized national curriculum for all students aged 7-16, in an attempt to ensure that all pupils studied a minimum depth and breadth of curriculum. In the 1990s, a further policy innovation was introduced, called the literacy and numeracy hours. This prescribed how teachers in primary school should teach at least one hour per day of literacy and numeracy. Again the evidence of the impact of these reforms is not comprehensive. An evaluation of the national curriculum has not been possible since it was introduced nationally. However,

there is evidence on the impact of the literacy hour which suggests that it is a cost effective way of improving reading and English achievement.

The policy area has also been the relatively small number of pupils staying on in education past the age of 16 and thus the low proportion achieving level 2 or 3 qualifications, compared to other countries. There have been two major policies introduced to raise UK participation in post compulsory education. The first is reform of the vocational qualification system, particularly the introduction of new employer focused qualifications such as NVQ and GNVQ, and the revitalization of apprenticeship in UK. The second policy was the introduction of education maintenance allowance paid to disadvantaged young people age 16-19 to encourage them to stay on in full time education. The empirical evidence of the impact of these reforms is mixed. Many of the newer vocational qualification have very little labour market value, suggesting that they have not been successful in drawing young people into high quality learning that leads to successful labour market outcomes. On the other hand, the new modern apprenticeship scheme that results in a level 3 qualification does have strong labour market value. The evidence on the impact of the education maintenance allowances is much more positive, indicating that paying a modest allowance does indeed encourage higher participation in education among disadvantaged students

The policy area that has been subject to reform in recent decades is higher education. HE has historically been the preserve of higher socio-economic groups in the UK and although HE participation has risen substantially in recent decades, the relative position of lower socio-economic groups in terms of HE participation is still poor. The policy response has been to expand HE further, in an attempt to widen access to previously under represented groups. However, to finance this expansion tuition fees for HE have been introduced. There are obvious concerns that this will have acted to depress demand for HE among poorer students. In fact the empirical evidence suggests that although there remains a large and widening gap in HE participation between richer and poorer students, this is not necessarily related to the introduction of tuition fees. Furthermore, there is evidence that policy of expanding

HE has not led to a collapse in the economic value of HE. Indeed the return to a degree has remained high throughout the period.

Although the staying on rate at age 16 (the compulsory school leaving age in UK) had been increasing over a number of years.

In the light of these policies, successive conservative governments in the 1980s and 1990s increased the pace of reform and introduced so called “market mechanism” into the UK educational system in order to force schools to raise standards. The move towards a “quasi-market“ in education was Kick started by a significant piece of legislation in 1988 called “Education Reforms Act“ which not introduced the market reforms but also the Nation Curriculum. It aimed to increase parental choice and improved the accountability of state funded school. The parents could at least theoretically choose which school their child attended and could also have representation on school governing bodies.

School funding became more closely linked to student enrolment numbers, giving schools the incentive to attract and admit more students. Some schools were also allowed to take control of their own budget and be financed directly from central government (as opposed to being under local government control). This gave them greater autonomy in their operations and in particular over which students they admitted to the school.

In addition with parental choice, policy-makers also endeavoured to improve the information available to parents about the effectiveness of schools, by way of publicly available test score information. This information was quickly re-produced by the media in the form of educational ‘league-tables’, showing the position of schools relative to one another, in terms of their examination success rates at age 16. Later, as more test score information became available, these league tables became more sophisticated, focusing on a range of outcome measures, rather than just examination success at age 16 and often taking a value added approach. Nonetheless even today, newspapers still focus most on the overall exam pass rate in different schools as being the issue of primary interest to parents.

Also, to face some educational problem, the Priority Education Zones (PEZ) was launched in 1982 to give greater resources to schools in disadvantaged areas. This

programme was greatly extended thereafter. The authors estimate that about three-quarter was used for teacher bonuses (not related to performance) and one-quarter for extra hours of teaching. They also realized that this programme has no discernible impact on any of the measures of the student achievement. There, those similar policies have been implemented in England since the late 1990s

The establishment of Education Action Zones (EAZ) was the first such initiative. Each zone (usually two or three secondary schools plus their feeder primary schools) was to be run by a number of ‘partners’ including the local authority, businesses, the voluntary sector and community representatives. The EAZ initiative was effectively replaced by the much larger Excellence in City (EiC) initiative after a relatively short period. The funding of both schemes is about £120 per pupil on average-although there is considerable heterogeneity between schools and not all the pupils will be directly affected by extra funding. There are a number of components to EiC (some of which have changed over time). The main strands are the employment of learning mentors to help students overcome educational or behavioural problems; the provision of learning support units to provide short-time teaching and support programmes for difficult pupils; and a gifted and talented programme to provide extra support for 5-10 percent of pupils in each school. There is also provision of designate more schools as specialists (i.e. in particular subjects) or ‘Beacon’ (to disseminate good practice.

Another type of measure used to increase the educational attainment of disadvantaged students is to offer financial incentives with one of more of the following aims; to improve attainment; to discourage dropout; to encourage staying-on in education beyond compulsory school-leaving.

There are also payments given to students to stay on in education beyond the age of compulsory school leaving in UK. This is justified on the basis that many young people do not pursue further education because of financial constraints. The programme, known as the Education Maintenance Allowances was first piloted in a number of areas in England from September 1999. It has been carefully evaluated by means of a treatment-control design, using propensity score matching to ensure that the control groups has similar observable characteristics to the treatment group in the

baseline period. Then the UK in order to find solution to the poor literacy and numeracy, introduced a Standardized National Curriculum for pupils aged between 7 and 16, and the National literacy and numeracy strategies by ensuring that all students study a prescribed set of subjects up to a minimum level until the age of 16. Another policies consist of :

- The restoration of discipline – including corporal punishment – uniforms, traditional teaching methods and stricter exam (e.g. GCSE Levels);
- The reintroduction of grammar schools with entrance exams at 11 and 13;
- The reversal of the programme to close special needs schools which penalizes the most vulnerable;
- The reintroduction of competitive sports and daily Christian assemblies;
- The teaching of old-fashioned literacy skills (as opposed to clearly failed “modern” teaching methods);
- The teaching of old-fashioned mathematics skills which have practical application to everyday life;
- The teaching of a full curriculum of British history. This will instill in our young people knowledge of and pride in the history, cultures and heritage of the native people of Britain, and not the cherry-picked politically correct drivel being fed to children today;
- The abolition of fees and restoration of full grants to university students studying proper subjects (as opposed to fake “social sciences”);
- The improvement of school food as proper meals have been shown to be linked to behaviour and achievement;
- The ending of the scandalous and racist neglect that has left working class white boys at the bottom of the table for academic achievement;
- The introduction of tax break for home schooling parents or direct subsidies as their fair share of the education budget;
- The introduction of a compulsory Community Award Scheme for all school-leavers to teach them work ethics and social and community values. This would consist of work caring for the elderly or handicapped people or environmental or heritage restoration projects, or military training. These courses would be character-

building and instil discipline, social and community values and work ethics in all young people. Service in this scheme would entitle each individual to get ‘something back’ from the society to which they have learnt to contribute, such as free university education, a properly supported apprenticeship, or business training and start-up capital for would be entrepreneurs.

3.3.2.2 – Educational reforms in Benin

Since 1990, Benin has one of the world’s highest primary and secondary school enrolment rates with enormous gender, socioeconomic and difficulties in access to education. Then initial access to primary education has been approaching universality. Successive government in that condition have placed a higher priority on addressing the education sector’s many deficiencies and making access for all children a constitutional right and a key policy objective. Development partners have provided substantial funding and technical expertise. So Beninese government and non-governmental organizations (NGOs) have been instrumental in addressing demand-side constraints and fortering normative changes in the value of education for boys and girls. That situation created an opportunity to address again the failures and deficiencies of the education system. A widespread recognition of its importance for the “New Benin” led to the “General States of education”, a congress of all education stakeholders which provided a framework for the development and gradual implementation of education reforms since 1990. This country’s new constitution make primary education compulsory and promised the gradual elimination of school fees. Meanwhile, expressed in 2006 prices, total public expenditure on education between 1992 and 2006 more than doubled, aided by substantially improved revenue collection and Benin’s ratification for debt cancellation under the heavily indebt poor country (HIPC). As a result, expenditure per primary student (as a percentage of gross domestic product (GPD) per capital increased slightly between 1996 and 2006 from 11.8% and 13.1%. Most significant has been the successive abolition of start-of-year school fees, beginning 1997 with girls in low access rural areas. In 2006, fees were totally abolished for all students in primary and pre-primary school, leading to a surge in first grade enrollment (roughly 30,000 years for primary school enrollment). Fees were replaced by block grants paid to schools. However, these are frequently

insufficient to cover costs: Parents must pay for schoolbook and uniforms, and frequently contribute to school related construction projects. Donors have played a decisive role in Benin's education reform, with aid to the sector increasing steadily from annual average of \$ 49 million per year in 1999 and 2000 to \$83 million per year in 2006 and 2007. So with donors role in that sector increasing, there have been a move towards greater aid effectiveness, including through pooled funding by five large development partners and the establishment of a donor coordination group.

Then in 2006, the new president Dr Thomas BoniYayi claimed the gratuity of free nursery and primary school and started investing in large scale in the educational system. This government has also planned to build 3.000 classrooms and decided to recruit many teachers. The free primary school become a reality and the lessons taught under the tree are down, 13.000 teachers hired by parents in the villages have been transformed in full time teachers and been trained by the state. The government of Yayi considered education as a national priority for economic development and poverty reduction. This is why; they made significant progress in education by proclaiming the free access to pre-school and primary education. In this last decade, the government has made more and more girls and boys go to school and the remark is that the number of girls today has been increased in all areas of the country contrarily to the past. It means that girls accounted for 45% (per cent) enrollment in primary, 40% (per cent) in the first cycle of secondary and 33% in the 2nd cycle of secondary education.

In terms of infrastructure, a special emphasis is put on rehabilitating existing schools, construction of new schools each year and providing textbooks and teaching materials in order to reinforce the low level of learners and to improve their learning condition. From 2007, the government has allocated more funds to support "Part time" teachers which was estimated at 25,22 billion. This shows us that the state has allocated more of its budget in the education field. The pragmatic arrangements envisaged in that field of policies is also the strengthening of vocational and technical school as Lycée Technique Industriel de P/N, Lycée agricole Mèdji de Sekou and

others which are being creating in our country : what is the priority of Minister of Benin Secondary Education **Soumanou Alassane Djimba** "The Manager".

Apart from this, the government of Yayi in partnership with other institutions and NGOs (Non -Governmental Organizations), other institutions like USAID / Denmark government, UNESCO which provides budgetary support of 53 million by strengthening and improving the education. The development project of education funded by international development association whose implementation aimed at :

- Improving access to primary education especially for girls rehabilitation and construction of primary schools ; and putting in a place a program to support the schooling of girls in primary and secondary ;
- Improving the efficiency and quality of primary and secondary developing program of continuing education for inspectors of schools counselors and principals ;
- Strengthening the capacity planning and resource management to the assistance of French cooperation (Project of support to the sectors of education)

We also noticed in the field of education the construction of 200 rural schools by OPEC, Islamic Development Bank and AGFUND whose aims is to improve school infrastructure, improving the working conditions of teachers by equipping schools with teaching materials and furniture, increase attendance rates and reducing losses in rural areas, improve outcomes in rural areas and contribute to the socio-educational middle.

Thanks to ONG ALCRER through Mr Martin Assogba who helped Benin state get the possession of the funds allocated by the technical and financial partners relating to the years 2008 and 2009 and over the period 2006-2015 which goals is the reaching in 2015, the universal of primary education in Benin, to improve teaching quality, improve the administrative and teaching, to control the steering of the sub-sector of education. As a policy, we have a special plan named "PDDSE" which try to rescue the education in Benin. We also have the "Ten Year Plan for development of the educational sector: aiming to strengthen significant positive impact on the problems facing this level of education. This has been supported by the French development agency in 2008, with a grant about 11 billion FCFA. USAID supported many

programs and project known as “CLEF” in the context of the reform, program of the children’s Learning and Equity Foundation is the instrument of intervention by which USAID is supporting the sub-sector primary education. So donor funding and technical expertise has been central to Benin’s educational improvements. This partnership has been most effective when actors with government have shared donors’ priorities (as in the expansion of girl’s education). Creating an acceptable level of basic education for all will be a long process and will require sustained momentum and increased resource commitments beyond 2015.

So with these multitude policies, Beninese educational system have been improved compared to the past so that a lot of children get access to school especially poor people. This permits many illiterate people to get education and leaves the field of alienate people. It also increases the rate of educated people in the country. And as many parents in Benin invest more on boys than on girls, the free access to secondary school from the first (1st) form to the fourth form helps increase the rate of girls in our schools today and even in some classroom there are more girls than boys. As far as the free registration is concerned in the faculties of our public universities, it increases the ratio of students that go to universities after their A-level exam. The introduction of the LMD system of education in order to bring Benin at the same level as the other country is also welcome and will allow the degrees obtained in Benin to be worldwide recognized but it encounters some difficulties. Moreover, the creation of doctorate schools in Benin is the most outstanding policy which give an opportunity to all teachers to be graduated; and is well appreciated by all. The promotion of National languages in education is also a tool for participation in development. The Beninese government has also established a good program named Fast-Track which has an indicative framework saying that 10% of state revenue should be allocated to current expenditure on primary education. These are some good signs of education policies measures made in Benin Republic.

3.4- A Comparative study of the British and Beninese Educational Systems

3.4.1- Similarities

As far as the comparative study of British and Beninese Educational System is concerned, there are some similarities and differences to point out.

The Educational System in UK is divided in Nursery (ages 3- 4), Primary Education (from 5 to 11), Secondary Education (11 to 18) and Tertiary Education (ages 18+). Full time Education is compulsory for all children aged between 5 and 16, either at school or otherwise with a child beginning primary education during the school year when she or he is five (5). In Benin also Education is compulsory for all people. Another remark is the free access to school for all in public primary school. This measure taken by the President Dr Thomas Boni Yayi is implemented all over the country. Then in secondary school, the major action concern girls meaning that the government has decided that parents won't pay the school fees of their girls from the first form (6ème) to the fourth form (3ème), what becomes a reality right now.

Concerning high education, registration is free of charge in public universities for all the students without any distinction of sex. But if you are granted student in that university, you must pay your registration fees, meaning that these fees will be drawn from your grant.

3.4.2- Differences

3.4.2.1-In organizations

In Britain, all the students are not kept together, this means that boys and girls are kept separately. But in Benin every student maybe girls or boys are every time kept together in schools except some specific schools like Lycée Toffa and Lycée Natitingou in which there are only girls. Apart from these schools, all the students, from the nursery to the universities, are kept together. Another difference is that British students don't go to school after three (3.00 PM) but in our country, students go to school from morning till the evening, even on Saturday. This shows that Beninese organization is very complex. We also find that Benin has newly introduced some maternal languages in its curriculum whereas in Britain this is not

so. So the Education System in Britain and the one in Benin are not the same. The national curriculum in Britain depends on each government educational department. In England, that is the DFFE; in Scotland the SOEID; in Wales the WOED; in Northern Ireland the DENI. The Primary and secondary schools are compulsory. But in Benin, the national curriculum depends on the Ministry of Education which is subdivided in three today: Ministry of Primary Education; Ministry of Secondary Education; Ministry of High Education and Primary and Secondary schools are not compulsory.

In Britain, parents are required by law to send their children to school whereas in Benin, the government has to encourage parents to send their children to school mainly in rural areas where few girls attend schools. So today, the government has made primary education free for all students especially for girls in order to encourage parents to send their young girls to school because in African countries, especially in rural areas parents think that girls are born to stay at home and help their mothers in order to take care of their husbands in the future. There are in Benin some technical schools in which we have mechanics, electricity, carpentry, masonry. This shows that the Benin education system also has the ambition of making an adequation between training and employment. The new program implemented in Primary school and experimentation of the curricula in many subjects in secondary schools has the same objectives.

3.4.2.2- In the categories of School

The differences in the types of school bring up to notice that Great Britain has various types of schools which take students from nurseries schools to high schools called university according to their performance. For example the idea of the school called grant-maintained belongs to parents, and the government doesn't interfere in their matter. Another type of school called city technology colleges offer free secondary education. There are other schools named selective schools which admit academically able pupils who can and want to study. In addition, they also offer places to pupils with an aptitude in a particular subject. Moreover there

are about 500 public schools in England and Wales, most of them are single-sex. Also there are famous public schools like Eton, Harrow, Rugby, Aundle, etc.

Besides there are famous for ability to lay the foundation of a successful future by giving their pupils self-confidence, the right accent, a good academic background. In other hand the best candidates about 10% were offered places at technical schools, and those remaining, the majority, were sent to secondary modern schools. The expenses of some pupils who gain scholarships are covered by the schools. There is also the sixth form centre where students might study science at one school and languages at another. Special schools cater for children who have severe learning problems or disabilities. The same schools give additional funding to enable children to develop strengths in their subject area and are supported by local industry. They can also provide pupils at other schools with master classes. Grammar schools select all or almost all of their pupils by reference to high academic ability.

Traditionally many private schools are single-sex. Many students must also pass the common entrance exam at 11 or 13 to gain entry into highly selective schools. Whereas there are two types of schools in Benin: public schools and private schools. It is not enough for the students and the result is the appointments between teachers and students for the courses. This condition can't assure the development of education. Moreover some students go to school on Wednesday afternoon or week-end, at high school, called university other students remain stand up throughout the courses, another follow courses in the school yard through the windows or doors. This worsens and deteriorates the educational system of Benin. However Great Britain is a good example because it has created a good condition for the well-being of the students. In addition, it has different schools where the students are formed for different careers. All this contributes to its daily development.

3.4.2.3 - In the level of teachings

This analysis has also helped to know further about levels in the two countries: Great Britain and Benin. However, the levels means career. However, it is to know further that I try to make some different points in the levels of the teachings in both

countries so that I can know the low level and the contributions of each country in the struggle of reaching high level for the development of education and at the same time the development of the country. Great Britain, in its struggle for the levels, children under age 5 attend Nursery or Pre-schools for a limited number of hours each week unlike in Benin for the whole day each week, but only stay at home Wednesday afternoon and week-end. In addition, to Great Britain, after five years of secondary school, students take examinations in a range of subjects at the level of General Certificate of secondary Education. They usually take up to ten and there is no upper or lower limit.

After this certificate, students may leave secondary school and may choose to continue the education at vocational or technical colleges, or they may take a higher level of secondary school examination known as AS-Levels after and additional year of study. Including two years of study, students may take A level (short for Advanced Level) examinations, which are required for university entrance in UK. In other hand to ensure the levels of teachings in Great Britain, the government has announced reforms including extra support for 19 to 25 years old, new Adult Learning Grants and an £11million programme to develop the Further education workforce in its new further education White Paper published today.

Further Education colleges are to be the engines of social and economic growth, providing young people and adults with the right skills to meet the demands of the economy. This new economic mission for colleges and FE sector is the key theme of the White Paper, “Further education: Raising Skills, Improving Live Chances”. It includes the government’s response to Sir Andrez Foster’s report on the future role of FE colleges, and represents a sweeping programme of reform for FE. It includes provisions to drive up the quality of teaching, to reward colleges for success and to make the sector more responsive to skills needs of individuals and employers

Among the main reforms announced are:

- ***The introduction of free education for 19 to 25 years-olds studying for their first full level 3 qualification***

For the first time, young adults will receive support through free tuition and maintenance to carry on training beyond the age of 19, and get the first full level free qualifications (two A levels or equivalents)

Resources allow, this entitlement will extend to include programmes within the Foundation Learning Tier that support progression through to levels 2 and beyond.

- ***New adult learning grants to help students with living cost***

Adult learning grants will provide a weekly maintenance allowance for adults on low incomes (aged 19 and above) studying for level 2 or level 3 qualifications.

- ***More funds for recruitment and development of further Education workforce***

A new £ 11 million programme will be launched to encourage the recruitment and retention of top-quality graduates and managers into Further Education sector, and more staff exchange between Further Education and business. There will also be continuous professional development requirement for all staff.

- ***A new tougher approach to tackling poor quality***

Development of single recognized quality rating, giving new incentives to raise quality and new, learn source of information for learners and employers.

- ***Trials of new learner accounts programme at level 3***

The introduction of learner accounts for learner at level 3 to give them technician, skilled trade and associate professional qualifications, subsidising the cost of courses at a provider of their choice, together with tailored information and advice. Since 1997, the number of post-16 learners has grown from 4 million to 6 million. Launching the White Paper in the Commons today, Education Secretary Ruth Kelly said: “We have much to be proud of in our further education system. We have many excellent colleges and training providers and success rates are rising fast. Over a million people have been helped to improve their basic literacy, numeric and language skills. We have increased investment in colleges by 48% between 1997 and 2006”.

Improving the skills of people and adults is one of the biggest strategic challenges facing our country.

For a modern, competitive and just economy, our aspiration should be for all young people to be in education and training, for all adults to be able to continue gaining new and valuable skills and for all employers to see training as an essential investment in their workforces. A Beninese student finishes primary school at about eleven and receives a primary certificate after his success in the final examination called CEP. Then, Students join the secondary school which is divided in two parts: the junior secondary school where they spend four years and the senior secondary school where they spend three years.

At the end of the junior secondary school, they obtain the certificate called BEPC and when they finish senior secondary school, they obtain the BAC certificate. Great Britain does all his best to ensure students' Levels, so with these supports the students will have a good high level and good knowledge to support and maintain the development of their country. Benin still lacks these organizations in the middle of education despite the government's effort and international support. Moreover Beninese old program called intermediary program (PI) in which the teacher is the only person who can transmit the knowledge to learners, has been replaced by another one called "PPO" or "CBA" Competency Based Approach. In this program, the teachers become a guide to learners. They use learning strategies to help students learn, they encourage them to take responsibility for their own work, to be able to set realistic goals, plan of work, learn how to learn from their own successes and failures in ways which will help them to be more efficient learners in the future. That's why I urge the government to take another step for the development of the education because education contributes highly at all Levels in the development. In addition, I urge the developed countries to come to rescue and bear assistance to education system in Benin, especially Great Britain which is a good example in the development of education so that education system in Benin attains the high levels. Thus, good high levels of people will allow them bring the development which Benin is claiming.

3.4.2.4- In the curricula

This research work has helped me to identify some of the different points and practices in the organization of the curriculum in Great Britain and Benin. However, the education is the first condition of human progress and the development of countries. The curricula mean the subjects taught in the school such as science, mathematic, English, French, carpentry, arts music and the like which can make people become doctor, lawyer, senator, engineers, technicians and the like. With what they learn they can create wealth, make people happy, wealthy. Great Britain disposes of many curricula according to their different types of schools, and these curricula are taught by competent teachers. In addition to the curricula, Great Britain takes into account drama, dance, classical languages, music, sex education which Benin doesn't develop. In other hand, parents in Great Britain have the rights to prevent their children from attending sex education classes and all the state schools must allow parents know about the content of their sex education courses. All this will prevent their students from engaging in prostitution that sometimes ends up in pregnancy or illness such as HIV/AIDS and other sexually transmitted diseases which interrupt school or eventually kill.

Furthermore, a student who becomes artist will bear assistance to the country to forge ahead in its development, his production or album makes the country's proud. In addition, science and technical create a better world, for example transport, the use of cellular, computers help everybody to get out of daily troubles. All this contributes to the development and it is noticed in Great Britain according to its caring to the curricula. As far as Benin is concerned, an image of education quality in developing countries can be outlined from various angles. But efforts are made to create and reach the objective of the process envisaged but education system faces serious problems. In other hand, the competence based approach needs more funds, investments to attain the envisaged targets because the body of knowledge regarding education has not yet reached the stage at which both students and teachers won't have any problems during the courses. Finally, I urge the government to create a partnership between Benin and Great Britain so that Benin attains high levels in the field of the development of education.

Chapter Four: Major problems, their sources and impacts

4.1- Main problems related to educational system in the UK and Benin Republic

4.1.1 - Main educational problems in the UK

British education has many critics, and much of the criticism has political basis. The system is supposed to provide equality of opportunity for all, but it is sustaining inequality. Probably it is also failing to develop much potential talent and ability. In 1959, British government realized that 28 per cent children stayed at school beyond the age of fifteen, only 8 per cent of unskilled workers' children did so and only 1 per cent of children of unskilled workers received full-time education beyond the age of eighteen in comparison with 34 per cent of children of people in the professional and managerial class. In that condition, nobody can be satisfied with this situation.

Another basic problem with British education lies in the fact that there is no common, but a dual system of education which sustains inequality. In the 1970s, the antagonism between supporters of the grammar school and of the comprehensive schools split the country. Meanwhile, a conservative prefers to make improvements within the existing system. They are opposed to comprehensive secondary schools, and they are joined in this opposition by many educationists who have no political allegiance. They fear that comprehensive schools could not keep up academic standards on good as those which the grammar schools now have. They also argue that if a comprehensive school is to serve the varied needs of its pupils, it must be too big to be administered with convenience and humanity. It is a little odd to hear this argument coming from conservatives who also support the public schools, many of which admit many pupils who could not have passed the eleven-plus examination and yet seem to maintain good academic standards at their top levels without being too big. After the almost complete abolition of the tripartite system in favour of an egalitarian system, the more profound dualism between publicly maintain state school and fee-paying private schools continues to exist in the 90s.

So, if egalitarians dislike the educational inequality produced by the segregation of the intellectually more able children in grammar school, they have all the more

reason for disliking the segregation of the children of the rich in preparatory and public schools. They state that public schools are favouring an educational elite, are available to the few whose families (predominantly upper and middle class) can afford it .they have also said such schools favour social isolation from other classes which will be a handicap for the school- boys later careers. Grammar school pupils may get an initial advantage in life but they have at least earned that advantage in an objective test of academic merit, however imperfect that test may be. Pupils at public schools, on the other hand obtain a much greater advantage in the conditions of English society. It may be pointed out that many boys at public schools are the sons of men who were not themselves educated at public schools or of men who were no means rich. But on the whole, these schools tend to perpetuate social and economic power and privilege from one generation to the next and to do this more obviously and at a high level than the grammar schools. Conservatives, including cabinet ministers who sent their sons to Eton, may not be unhappy about all this but people on the left, with their positive search for a more real equality would like to have things changed.

New problems for the British educational system arose through the existence of ethnic group concentrated in special areas. However, most ethnic minority children were born in Britain and have the same interests and aspirations as any other children in Britain. The English language is a priority but bilingual support is given in early primary years. The schools have been encouraged to take into account the ethnic and cultural background of their pupils.

4.1.2- Main education problems in Benin

In Benin, Education is considered as National priority for economic development and poverty reduction. The government spent more fund in that field each year. Though, its efforts, the Beninese educational system encountered many problems in the last decade. First of all, the number of pupils has more than triple since 1995 in the way that the size of classes could not contain them, the number of girls in primary or secondary school has doubled in recent decades because of the free access to school of girls. Indeed, the shortage numbers of classrooms constitute also a big problem in Benin Education system today. This doesn't allow them to follow or

receive correctly the knowledge. In addition to Education in Benin, the teachers are no longer in tune with the curriculum and syllabuses in primary and secondary school due to the new educational system CBA (Competency Based Approach). The inevitable result of this teaching is the mass failure of candidates in the schools every year.

Next, I also notice the large number of unqualified teachers who got involved in teaching because of lack of training. Another problem is the recurrent flooding and heavy rainfalls in Benin in 2010 which fissured and weakened the education system. The flooding affected over 450 schools across the country (representing about 7.5% of schools) and resulted in the loss of precious instructional hours for over 100,000 students. The structural and material losses are significant. Some schools particularly in the river valleys of Sô-Ava, Aguégués, Athieme and Ouinhi were so badly damaged that children are wading through dangerous waters or floating to school on improvised rafts, if the school is open at all. (Eg as illustrated in this picture).

Rapid Joint Education Needs Assessment BENIN



Source: Global Education Cluster November 2010 Benin

The immediate risk-including water borne illness, snakebites and drowning, are only the first. Many schools have lost schoolbooks, educational materials, furniture and supplies. The major impact of the flooding was particularly felt in the department of Atlantique, Littoral, Mono, Couffo, Oueme, Plateau, Zou in the South-East and South- west of the country but also in northern parts such as the Department of Alibori, Borgou, Atacora and Collines. Due to the crisis, displaced families have left the flood - hit zones and government service and infrastructure have faltered under extreme demand. So the Education sector, which is characterized by under-funded infrastructure and insufficient quantities of basic teaching and learning materials, has been severely affected. It is estimated that more than 100.000 school-aged children could not go to schools as 810 classrooms were damaged and many displaced people

were using schools as temporary shelters across the country. Then in the flooded schools, most of the essential teaching and learning materials has been destroyed. The floods have severely impoverished thousands of families and parents lost their belongings and are now unable to provide children with basic school supplies. Despite this situation and other problems, communities are continuing to accord the education of their children a very high priority in their decisions. This is the reason why I urge the government of my country to be pragmatic on action to find adequate solutions not only by speech.

4.2-Causes

The history of education in the UK can be traced back to the Anglo-Saxons settlement of England. During the Middle Ages, schools were established to teach latin grammar, while apprenticeship was the main way to enter practical occupation. In the 19th century the church of England was responsible for most educations until the establishment of free, compulsory education toward the end of that century. University College London was established, followed by king's College London. Then, the 1944 Education Act established the Tripartite system of grammar schools, secondary modern school and secondary technical schools.. The school Leaving age was over 16. In early modern period, Independent have a long history in England. Some were set up before the 10th century and a group of these charity schools, much later, invoke the public school to indicate that they were open to all the public regardless of the religion. Some grammar schools were reorganized by king Edward VI and other new ones were instituted so that there was a national system of free “grammar schools“. That was in theory opened to all and offered free tuition to those who could no afford to pay fees. The vast majority of poor children did not attend these schools since their Labour was economically valuable to their families.

So, in 1818, John Pounds set up school and began teaching poor children reading, writing and Arithmetic without charging fees. 1820, the first infant school opened and at the some time in August 1833, Parliament voted sums of money each year for the construction of schools for children. Then, the State for the first time has become involved with education in England and Wales whereas the program of

universal education in Scotland began in 1920. All these movements created a lot of problem to UK education system.

Besides, I have also noticed some sources of Education problems in Benin. Among those, the colonization has drastically affected our system, the deliverance of poor education because it has been imposed by foreign countries. The non-qualified teacher's rate has been one of the source of education problem. Moreover, the education sector was characterized by under-funded infrastructure and insufficient quantities of basic and learning materials; the non-recrutement of qualified teachers since 1983. The non-promotion of excellence in Benin and the low rate of budget allocated to education have really been the causes of education problems in my country.

4.3- Consequences

Since the 1980s, in the UK, Research assessment league tables and cuts in teaching funding have distorted incentives for universities, which have neglected teaching to concentrate on research. The disastrous consequences of all these problems in schools are very clear: British students are the most tested in the industrialized world, and league tables force teachers to “teach to the test, demoralizing the profession and demotivating students.

As far as Beninese case is concerned, the most outstanding consequences are the low teaching qualities, the mass failure in exams, lack of qualified teachers in our schools today. Another consequence is that most of students today could not write or read correctly even express themselves freely. All these aspects have affected Beninese education system.

Chapter Five: Other views and perspectives

Having analyzed different problems that have been raised in both Beninese and British Educational Systems, I would like to propose some solutions in forms of suggestions and recommendations to the different actors involved in the Education.

5.1-Suggestions for British and Beninese systems

5.1.1 – Suggestions for British system

Contrarily to Benin, British is a developed country with a high Educational system. Despite this situation, some problems remain without any solutions. So, there are some suggestions to improve it:

I notice that all new entrants to teaching in grant-aided schools in Northern Ireland, and graduated are hold an approved teaching qualification. I would like the authorities in charge of Education to last this kind of action in order to clear idea of the exhaust number of these classes of teachers;

- They should also continue the registration of all teachers in education field with the General Teaching Council.

The U.K government has to:

- Allow schools to continue providing parents with information about their children attainment in each subject, pupil target and teacher's comment on their progress;
- Continue allowing parents to choose which school their children can attend;
- Improve economic problem related to educational system;
- Avoid ethnic group conflicts;
- Reduce sex education;
- Avoid exclusion from school;
- Stop learning religious education in all schools except independent schools as it is noticed;

- Put an end to discrimination in schools because of sexual orientation, also it is against the law for a school to prevent a pupil taking part in a residential school trip because he is perceived as being gay;
- Be responsible for teaching and learning in the early years and in primary schools;
- Support professionals and help disadvantaged children and young people to achieve more;
- Increase the number of high quality schools;
- Introduce fair funding;
- Reform the school curriculum and qualifications;
- Reduce bureaucracy and improved accountability;
- Train and develop the professionals who work in the field of education;
- Improve support for poor children focusing on the most disadvantaged;
- Provide books for every libraries;
- Avoid inequality in U.K educational system.

5.1.2- Suggestions for Beninese system

➤ To the authorities

The government as far as its role is concerned, should make an effort to :

- Improve the quality of the education system newly called Competency Based Approach (CBA).
- Increase opportunities for access to primary and secondary education for all;
- Establish an educational system financially viable on sustainable basis;
- Improve the quality of teaching based on the competency based approach ;
- Improve the access to primary education especially for girls to make them become well accepted in the state;
- Increase or allocate more funds in educational budget each year;
- Continue ensuring the schooling of girls in primary and secondary school even at the university;

- Construct and extend new technical schools in order to make our Beninese students be more pragmatic than others ;
- Improve school infrastructures ;
- Rehabilitate or construct classrooms as well as their equipment tables and benches, construction and equipping of a school of excellence and laboratories
- Improve the working conditions of the teachers by equipping schools with teaching materials and furniture;
- Increase attendance rates and reducing losses in rural areas;
- Motivate the participation, involvement and effective mobilization of all partners in the financing, implementation and monitoring of selected measures in the field of education;
- Enhance the quality of teaching, which rely largely on curriculum renewal and instructional tools, professionalization and structuring of initial and continuous training;
- Improve the administrative and pedagogical supervision and the reduction of class size;

So the state should also make an effort to improve social dialogue with the social partners in order to promote peaceful and industrious school years, ensuring a clean school time for learning and skill sufficient;

- They must also try reorganize technical training, vocational and university education;
- Improve the management of human resources through the establishment of a monitoring and promoting careers in conjunction with performance appraisal assignments and strengthening accountability mechanisms;
- Increasing the role of private sector and local communities in educational provision to be sought by the establishment of an appropriate promotion policy
- Establish a legal framework governing partnership between the public and the private sector and establishing conditions of grants to schools;
- Develop and implement legislation relating to the restructuring of the Ministries of Education and those agencies under supervision, in the sense of the

devolution and decentralization of educational management functions, administrative and financial;

- Build capacity for monitoring and evaluating the educational system as a whole
- Prepare periodical economic accounts of education;
- Define new form of financial participation of public educational expenses and expand the funding base.

In addition to strengthen the Ministries, concrete measures for management must be also taken in order to address different problems;

- Review all regulations (decrees and orders) relating to the establishment, function, organization and functioning of various structures of the Ministries. This revision of old texts can lead to a new organizational framework based on principles of devolution and accountability that allow better segmentation of the prerogatives of each structures;
- The redeployment of qualified teachers in everywhere in the field of Education in order to centralize good knowledge in learners;
- The redeployment of teachers assigned to administrative tasks;
- Allocate apart form National budgetary, funds to private school in order to find adequate solutions to the problems they are confronted with;
- Organize a computer training of administrative and secretaries;
- Product year books (guide, learner's book and programs) for primary and secondary education;
- Establish standards conditions of reception and management of a Fundamental School Quality at the primary level;
- Develop an intervention program to bring schools to the standards EQF;
- Contribute to cohesion and national unity through the rehabilitation, upgrading and promotion of national languages as a tool for participation in development;
- Consider the collaboration with relevant departments of the Ministries of Education, the necessary reforms for the introduction of national languages in education ;
- Improve the degradation of performance of the educational system;

- The government should envisage the construction plan of new classroom per year more than what he used to do;
- Continue the subsidy for free enrollment in public primary schools and promote girls' education;
- Send in time the regular subsidy for girls especially in secondary schools, what is creating many troubles in schools. I urge the government of my country to respect this in order to stop buying on credit in our secondary schools as we notice it today.

➤ **To the teachers**

I suggest that the teachers have to:

- Be well prepared psychologically, methodologically and pedagogically before each class section;
- Have clear rules and procedures governing learning activities, valid from the very beginning of year till its end;
- Make use of preventive classroom management;
- Establish clear rules and procedures governing tasks, with the total consent of the learners;
- Teach, enforce and review these rules and procedures regularly;
- Follow correctly every training section organized by the state at any moment;
- Maintain at any rate the smoothness and the momentum of lessons;
- Have in mind that learners are human beings even in the classroom settings and so they have some needs they are waiting their teacher to meet;
- Be as positive and supportive as possible;
- Operate interesting transitions between different activity;
- Be very skillful during unstable periods especially during opening of class and its closing to well orchestrate the different activities;
- Develop many signals or communicative devices so as to spot deviant behaviors right away;
- Focus only on the behavior itself instead of searching zealously for causes or instead of focusing on the learners' personality;

- Develop an interpersonal style associated with a very strong inner character;
- Be confident, consistent and attractive in front of the learners;
- Be kind with a system of effective praise and appropriate rewards;
- Use special guidelines to the application of penalties so as to be very fair and avoiding frustrations from learners;
- Always have an “emergency package” which is a real alternative to boring class and bored students;
- Try to adapt themselves to the day mood of the learners as well as to the moment of the week when the lesson is taking place;
- Develop learners’ accountability for their results and behaviors
- Train learners to self-discipline;
- Emphasize interactive activities to strengthen the learners’ motivation;
- Be very sensitive to the students’ action, taking into account psychological and socio-affective factors related to each learner;
- Keep in focus the need of the learners’ in challenging contexts;
- Help learners in bringing out the best in them and in developing a fair and social class environment;
- Never start or close class with the prejudice that learners are bad, lazy or rude. Teachers should rather help such learners to develop and entertain good behaviors and thereby promoting their positive attitude toward the English language.

➤ **To the learners**

Learners have to be sensitized about education, about being well-prepared so as to accomplish the learning process successfully and with more autonomy. As such they have to:

- Keep in mind that they should accept their teachers as mere guide and as a partner in action of learning;
- Know that their school achievement is very important and highly depends, on their engagement on tasks;

- Develop positive view firstly on themselves, then on their teacher as a leader of the setting in which they all evolve and finally on learning tasks as well;
- Make a clear difference between classroom setting such as family settings, knowing that the community they constitute in the classroom should necessarily be submitted to some rules and procedures;
- Develop language attitudes and their motivation for effective learning;
- Respect the code of conduct in the classroom especially;
- Be cooperative and hardworking;
- Learn how to discipline themselves;
- Get everything ready to well start class and to finish it in adequate conditions.

5.2- Recommendations for British and Beninese systems

5.2.1 -Recommendations for British system

I would like the U.K government to take into account these recommendations to keep their education high.

They must respect the age at which pupils can receive sex education.

In Wales and Northern Ireland, schools are encouraged to draw up detailed policies for homework, reflecting government guidelines. The government has to make the pupils discipline themselves;

- The government body must take all reasonable step to make sure that the HSA (Home-School Agreement) is signed by all parents and pupils may also be invited to sign it;
- The school authorities should continue charging for education even in Independent Schools;
- Local education authorities and schools must keep information on each pupil's education progress. It may be kept on computer or be manual records;
- I notice that, there is no legal requirement that a pupil must wear school uniform. So the government should encourage schools to have uniform or make a choice of that one to be respected;
- The U.K government has to be responsible for drawing up the school's policy on discipline.

5.2.2- Recommendations for Beninese system

We realize that the development of any country depends on the education they receive. This is the reason why my government is making an effort to perform our education system. So the government, the school actors, the school authorities, parents and school partners have to play their should:

- Ensure teaching materials and teachers' qualifications;
- Maintain the three division of the Ministry of Education in order to empower the school management;
- Provide teachers with necessary materials and means to achieve their goal;
- The government should last the promotion of national languages in the field of Education as a tool of development ;
- Forbid definitely the use of cell phone in our schools maybe in primary or secondary to the students because this creates a lot of problems today;
- The state should maintain good atmosphere with social partners in which we won't have strike in education system in our country;
- Make an effort in that field to recovery educational performance;
- Parents also should be required by law to see that their children receive full-time education;
- They should not only provide their children with the appropriate materials for school but they must give them a basic education required within classroom, so as to make them capable of being taught in good conditions.
- Pay periodic visit to them at school and get in contact with the school authorities as well as with the children's teachers to collect information about their work and achievement.

Conclusion

The contents of this research work have made me know that Education plays an important role in the development of a country in so far as it helps the educated people to have the right starting in life well and to know more than a little responsibility and the right to judgment. This research work has also made me discover the quality of Great Britain's education system, its policies that have been set up to accompany it and at the same time the ones of Benin. However British educational system depends obviously on many institutions besides school and University. In addition, the current Government did not change the national curriculum. More people become involved in Education at different levels. However Britain still needs more teachers because of its organization and efforts. Moreover, Government must try to make teachers get involved in teaching, take into account parents' concerns who also takes the standard school option as law in Britain holds them completely responsible for educating their children by sending them to school "education act 1996 section 6"

Then, many changes have been made on British educational system since 19th century: new education and training in school by using computers, distance learning, all these in order to solve a little more some educational problems. Otherwise, Britain a developed country doesn't share the same Education system with Benin which is a developing country. As far as the case of Benin is concerned, the new educational system has seriously affected many actors like teachers and students even parents. They are complaining about that new approach competence because at the sight of everybody, everything is getting wrong and wrong. The exam results are bad; most of the students cannot explain themselves clearly. They can neither speak fluently French nor write it correctly. Others said that there is a large number of qualified teachers who got involved in many secondary schools. These are some specifics problems our educational system is confronted with. Regarding all this, the Benin Government since years, set up some policies tending to improve that system in order to be compared to others.

Finally, I can say through this research work that Great Britain's Educational System seems to be better than the one of Benin. So, I would like my Government and the Authorities in charge of education to take into account all my suggestions and recommendations in order to perform our Education system like the British one.

Bibliography

BOOKS

- 1- Adnett ,N. and Davies, P. *Markets for Schooling*, Routledge, London, 2002.
- 2- Bilan commun des pays CCA-BENIN, Societé des Nations Unies,Cotonou, 2008.
- 3- Clark, Margaret M., ed; Munn, Pamela. *Education in Scotland: policy and practice from pre- school to secondary*. London, Routledge, 1987.
- 4- Dearden, L., S. McIntosh, M. Myck and A. Vignoles *The Returns to Academic and vocational qualification in Britain, Bulletin of Economic Research*, 54,249-274, 2002.
- 5- Dunford, J. ;Sharp P. *The Education system in England and Wales*. London Longman, 1990.
- 6- Flude, Michael, ed.; Hammer Merril, ed. *The Education Reform Act, 1988: its origins and implications*. London, The Falmer press, 1990.
- 7- Gipps, C. and G. Stobart *Assessment: A teacher's guide to the issues*, London, Holder and Stoughton, 1997.
- 8- Gorard, S; G. Rees and J. Salisbury *Investigating the patterns of differential Attainment of boys and girls at school, British Educational Research Journal*, 27, 125- 139, 2001.
- 9- John Peter et Lurbe Pierre, *Civilisation Britannique (5eme edition)* Paris: Hachette Superieur, 2003.
- 10-Kingdom, M. and G. Stobart *GCSE Examined*, Falmer press. 1998.
- 11-Machin, S. and S. McNally *The literacy Hour, Centre for the Economics of Education Discussion Paper* 43, 2004.
- 12- Machin, S. and S. McNally *Gender and Student Achievement in English school, Forthcoming Oxford Review of Economics Policy*,2005.
- 13-Sloane P. J. and O'Leary NC *The Return to a University Education in Great Britain, IZA Discussion paper, IZA DP NO 1199*, Bonn, Germany, 2004.
- 14-Walker, I. and Y. Zhu *The college wage premium, over Education and the expansion of higher Education in the UK, University of Warwick mimeo*, 2005.
- 15-West, A. and H. Pannell *School Admissions: increasing equity, accountability and transparency, British Journal of Education Studies*, 46, 188-200, 1999.

16-West J. and H. Steedman *Finding Our Way: Vocational Education in England*,
Centre for Economic Performance Occasional paper, 2003.

ARTICLES

- 1 - Blundell , R., L . Dearden and B. Sianesi Measuring the returns to education, in Machin, S. and A. Vignoles(eds)_whats the good of Education? "The Economics of Education in the United kingdom", Princeton University press : Princeton, 2005.
- 2 - Bradley, S., G. Johnes and Millington. School choice, competition and the Efficiency of Secondary schools in England,_"European journal of Operational Research", 135, 527-544, 2001.
- 3 - Chevalier, A. and P. Dolton The labour Market for teachers,in Machin, S. and A. Vignoles (eds). What's the good of Education? "The Economics of Education in the United Kingdom", Princeton University press: Princeton, 2005.

OTHER SOURCES

- 1- British Journal of Educational Studies, September 2003.
- 2- Education: An Introductory survey Penguin, 1961.
- 3- Education and Training Statistics for the United kingdom. Department for Education and Employment, 2000.
- 4- Philosophie de l'Education. Question d'aujourd'hui, Paris, harmattan, 1999.
- 5- The Structure of English Education (Cohen & West), 1995

WEBSITES

- 1- <http://www.gov.uk/government/pt-browse/education> (visited on Saturday, October 5th, 2013 at 08:30AM).
- 2- <http://www.educationuk.org> (visited on Wednesday, October 9th, 2013 at 3:00 PM).
- 3- <http://www.ibe.unesco.org/International/ICE/natrap/Benin.pdf> (visited on Wednesday, October 23rd, 2013 at 18:05 PM).
- 4- <http://www.beninsis.net/benin-education.htm> (visited on Saturday, November 16th at 09:00AM).
- 5- <http://www.Wikipedia.Org/education.in.uk> (visited in November 30th and December 04th, 2013 at 12:00 AM).
- 6- <http://www.Ibe.Unesco.Org/world-wide/unesco-regions/Africa/benin/profile-of-education.html> (visited on Monday, December 22nd, 2013 at 21:00 PM).
- 7- <http://www.Uac.bj/refer.org> (visited on Friday January 02nd, 2014 at 10:15AM).
- 8- <http://www.unesco.org/education/AssessmentBenin.pdf> (Last visit on Friday, May 23rd, 2014 at 10:55 AM).
- 9- <http://www.org/country/benin> (Last visit on Friday, May 23rd, 2014 at 11:15 AM).