

SURVEY OF THE PUBLIC EDUCATIONAL SYSTEM AND STRUCTURE OF EUROPEAN COUNTRIES FROM A PHYSICAL EDUCATION POINT OF VIEW

Éva Leibinger¹, Pál Hamar¹ and Henrietta Dancs Szegner²

¹*Semmelweis University, Faculty of PE and Sport Sciences (TF), Budapest, Hungary*

²*Berzsenyi College (BDF), Institute of Sport Science, Szombathely, Hungary*

Professional paper
UDC 371.4:796.012.6(4)

Abstract:

The public educational systems and the structures of European countries show several differences so thus they have dissimilar educational-political attitudes. The Hungarian, the Danish, the English, the Finnish, the Dutch, the Italian, the Lithuanian, the Norwegian and the Polish system will be introduced in brief and analyzed with a structural representation of their education. Activities with the purpose of education such as physical education, sport and health education are part of the educational system in every examined case. It can be stated from the aspect of structures that the Hungarian and the Lithuanian system as well as the Norwegian and the Polish institutional systems show several similarities. Examining the characteristics of the educational systems makes it possible to conclude that there are well-marked parallelism of Danish and Finnish education. The English and Dutch institutional education start at age of five, but after this point these two systems are substantially contrary to each other. In the implementation of the new Italian educational system there is no meeting point with any other examined systems. The European attitude and approach towards PE and sport can be a model for Hungarian society. PE and sport are value-bearer and value-transmitter fields of education with more or less expressed influence on all of the examined European educational systems.

Key words: *school structure, physical and health education, Hungarian PE*

Introduction

Nowadays for specialists dealing with education such catchphrases as “dimensions of the European education”, “life-long-learning”, “equal chances”, “No Child Left Behind”, “competence-development”, etc., are not neologisms. The previously mentioned are not marginal issues because the continuously revolving social, economic, political milieu sets up new requirements for the generation which is growing up. The educational trends are parts of a continuous system that every nation and society interpret in a different way. The future of a country depends on its educational system and also on the quality of the conveyance of the national educational ideal. It could determine the aim of the development of a country if the politicians in charge of education recognized the importance of education as a future image.

The public educational systems and structures of the European countries show several differences so thus they have dissimilar educational-political attitudes. Education takes its roots from the national history and also from the social status of a certain

country. The curriculum contains the main features of public education.

According to the management of public education, three types of curricula can be distinguished in Europe: the continental type, the Anglo-Saxon and the socialistic type of curricula. Different European countries have different types of curricula. The continental-type curriculum is focused on human knowledge with a framework system where teachers have to adopt the syllabus according to the local requirements. The output controlled, the Anglo-Saxon-type curriculum was used in countries with decentralized regulation of education. In the ex-socialist countries the content of the curriculum was precisely determined by central and normative regulation. One of the disadvantages of the Anglo-Saxon-type curriculum is that it gives far too much independence and freedom to schools and teachers. That is why ever more centralization-type decisions are being introduced into the educational system of these countries. On the other hand, a process of decentralization is characteristic for the ex-socialist countries the purpose of which is to satisfy the

needs of the local people and provide them with an inflow of recent pedagogical trends from the West-European countries.

The purpose of the European education - which is a balance-seeking area of our social life - is to find and set down a standardized European educational ideal retaining the national traditions, needs and demands (Rétsági, 2004). National attitudes and social demands are reflected on public educational intentions and structures.

The aim of the paper is to find out the similarities and differences in European educational systems by describing post-communist, European Union and non-Union countries education. The second aim is to acknowledge the place and role of physical education (PE) and sport in these structures. Besides that, the article highlights the Hungarian system of PE and sport.

Structures of education

There are several similarities and differences between the national structures of European educational institutions. The Danish, the Dutch, the English, the Finnish, the Hungarian, the Italian, the Lithuanian, the Norwegian and the Polish system will be surveyed in brief and analyzed with a structural representation of their education.¹

Age of students is displayed on the vertical axis, while the structures are on the horizontal axis. It is obvious that the educational systems of the examined European countries differ considerably. For a clear understanding these countries and their educational systems were grouped and represented in three different figures (Figure 1, 2 and 3).

English primary education may take the form of combined junior and infant schools and therefore lasts six years - the first stage covering infant school (two years) and the second stage covering junior school (four years). Secondary education covers schooling from the age of eleven to the minimum leaving age of sixteen (Grammar, Secondary Modern and Technical Secondary). At some schools, pupils may stay on at a school's sixth form for further two years. English higher education is provided by three main types of institutions: universities, colleges, and institutions of higher education (arts and music) (Figure 1).

In the Netherlands, the primary school lasts eight years. The secondary part of Dutch education is really complex as it has 4-, 5- and 6-class institutions (junior general secondary, preparatory vocational, senior secondary and university preparatory education). After the age of sixteen students have an opportunity for further education in the senior secondary vocational school which can

be continued with a professional higher education. Otherwise, by finishing the preparatory education youngsters may choose universities (Figure 1) (Eurybase, 2005).

Danish basic education comprises primary and lower secondary education and lasts nine or ten years (the 10th year is optional). Upon completion of 9th or 10th class of the *folkeskole*, students may go on to an upper secondary school. There is a two-year-long general secondary education, but the 3-year grammar school programme is the traditional general upper secondary programme where students are qualified for higher education (universities with BSc, MSc and PhD training). Students can continue also in vocational or technical secondary schools (Figure 1).

In Figure 2 the North- and the South- European examples were paired. Primary education in Norway lasts for seven years. Lower secondary and upper secondary education takes three years each. The upper secondary education consists either of general or vocational studies. The final examination is the same, regardless of whether the education took place at school or in the workplace. Pupils in vocational courses are given the opportunity to obtain the additional qualifications required for higher studies. Higher education in Norway is offered at universities, university colleges, state colleges and art colleges (Figure 2).

Finnish basic education is a nine-year general education and is intended for the age group from 7 to 16-years-old schoolchildren. Upper secondary education consists of general and vocational upper secondary qualifications and both take three years to complete. Education in general as well as in a vocational secondary school gives eligibility to all forms of higher education. The former is provided by general education, while the latter one is provided in multi-field or specialized vocational institutes, as in apprenticeship training. There are two types of higher education institutions. Polytechnics are more practically-oriented and train professionals for expert posts, while universities carry out research and provide education based on it (Figure 2) (Education and Science in Finland, 2006).

Italy, in terms of both compulsory and higher education, has recently undergone a period of transition. With the implementation of the new system the age of compulsory education has been shifted upward to sixteen years. Elementary education lasts for five years, while secondary education covers eight years divided into three plus five years. Vocational, specialized, upper secondary, professional and technical secondary education are all found in Italian secondary education. The traditional *liceo*

¹ Data collection has been carried out during the Intensive Program 2005 of 13PE Network (the European Physical Education Network) and also during a 4-month-long Italian scholarship.

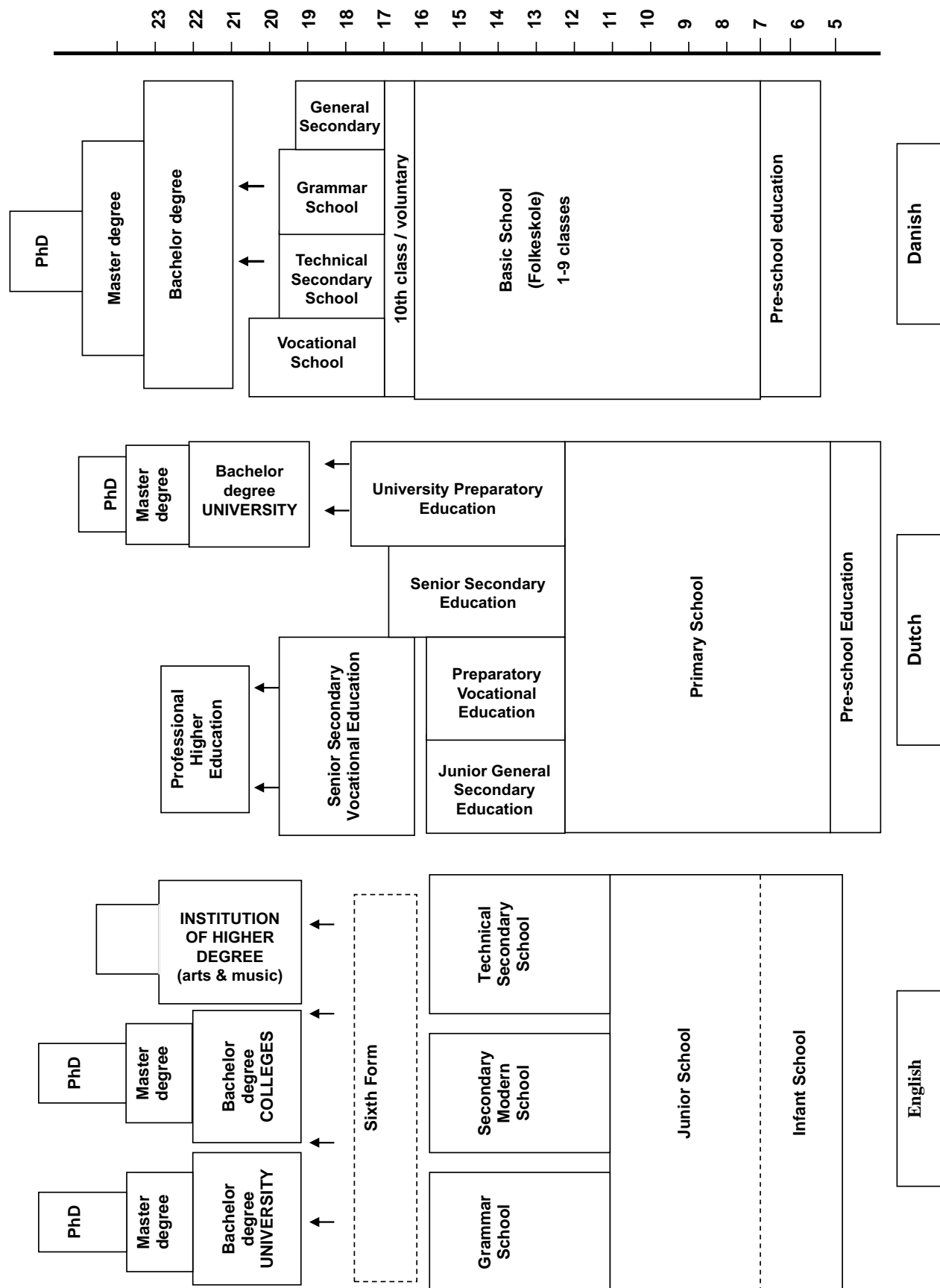


Figure 1. The examined Anglo-Saxon-type of public education systems

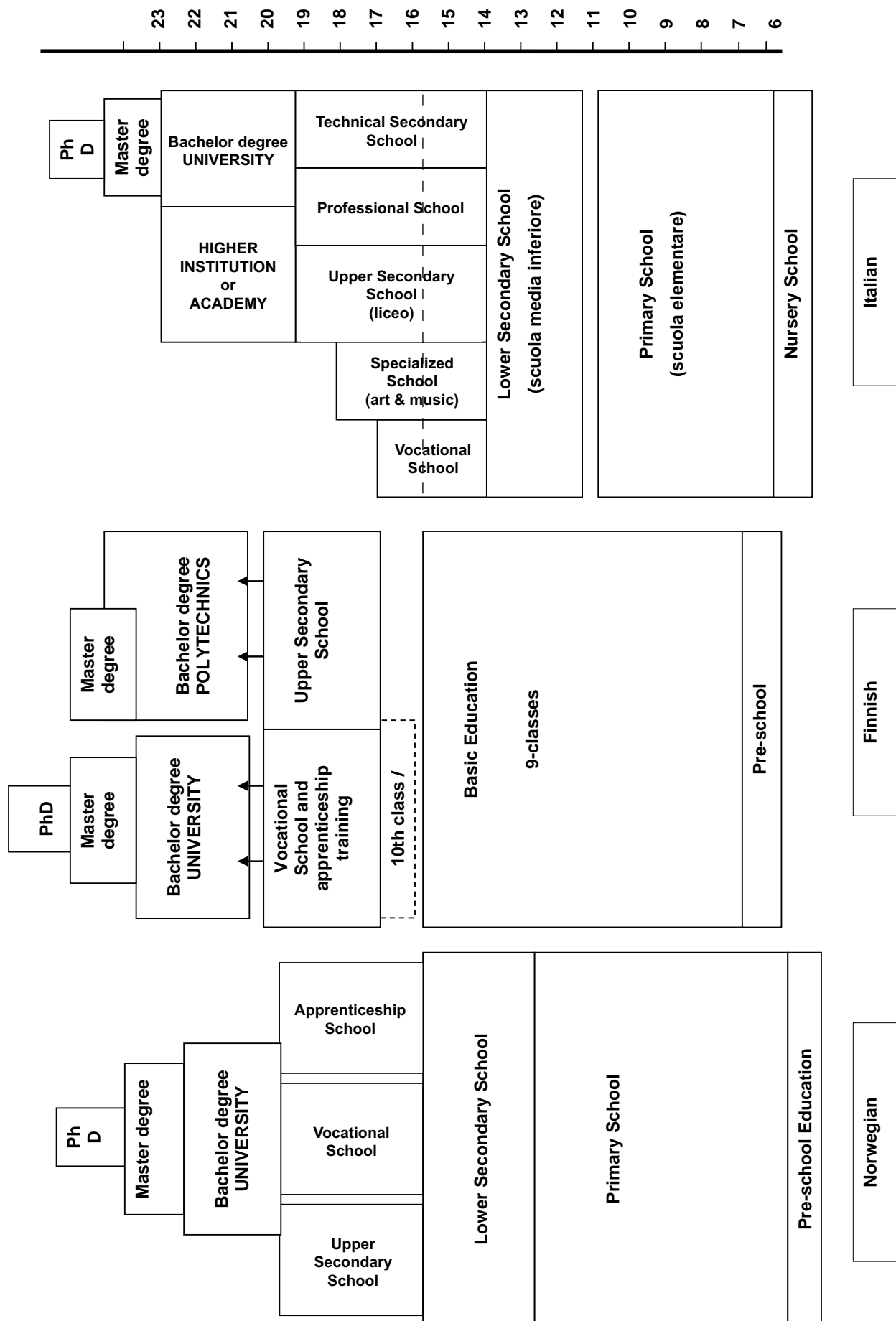


Figure 2. The examined North- and South- European - type of public education systems

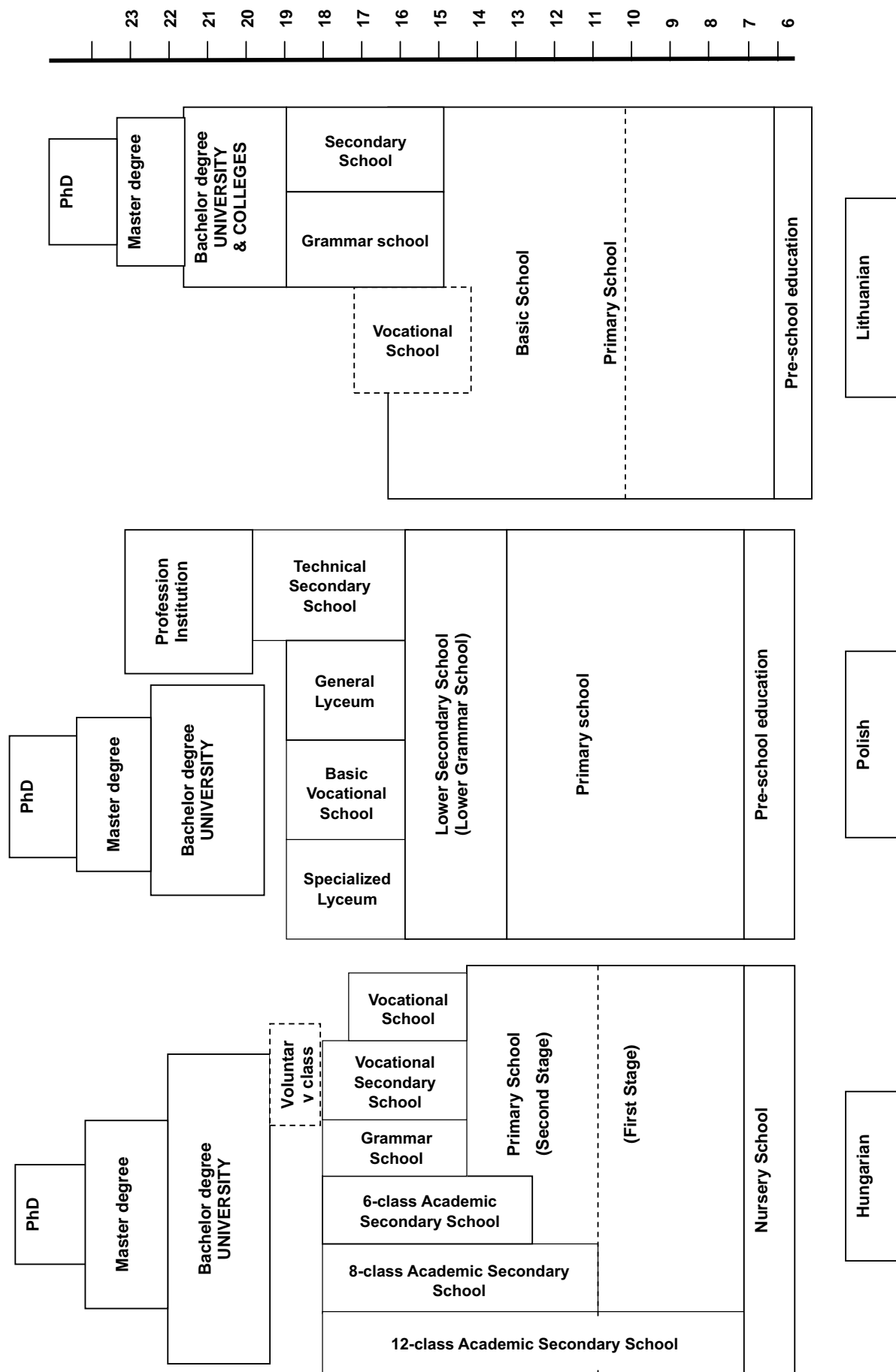


Figure 3. The examined Central-European – type of public education systems

and *istituto* have been replaced by an obligatory two-year period of general studies called *biennio*, followed by three years more of optional specialized education called *triennio*. The Italian higher education is provided by universities, technical universities, university institutes, as well as by a wide range of academies, institutes of higher education and professional training institutes (Figure 2).

Hungarian education will be analyzed in detail in the separate chapter.

In Poland after the 1999 reform, a 6-year primary school and a 3-year grammar school were introduced. Secondary education is provided in 3-year general lyceums or in vocational secondary schools, such as the 3-year specialized lyceum and 4-year technical secondary. In addition there are 2-3-year basic vocational schools. The only type of the post-primary institution that does not give access to higher education is the basic vocational school. At present, there are both university and professional education in Polish higher education.

Lithuanian primary education lasts four academic years and starts at the age of six. The lower secondary 5th to 10th forms are called basic school. Students have to complete at least eight years in general education and then they can choose vocational education. Secondary schools and grammar schools cover education between the ages of 15 to 19. In Lithuania, higher education establishments provide a study programme of varying lengths and levels (university, college).

The analysis reveals not only the similarities but also the differences between the educational policies of the examined European countries.

- It can be seen in the figures that all the examined countries have pre-school educational institutions. These institutions are elective and optional with the exception of the Danish, the Finnish and the Hungarian cases.
- Although the Danish, the Finnish and the Hungarian children begin the first grade later, they have to take part in a compulsory one-year pre-school education. Educators in Denmark are entrusted to compile the material of the preparatory year for each school, whilst in England in 2002 the National Core Curriculum (NCC) was expanded with indications regarding the nursery school activities (Eurybase, 2005).
- In England as well as in the Netherlands students start their schooling at the age of five.
- In Hungary, Italy, Lithuania, Norway and Poland children who are six or seven years old enter the first-grade educational institutions.
- The Danish basic school structure is similar to the Finnish one, but there is no optional year. Adolescents have to enroll in secondary institutions right after their basic school.
- The first-grade institutions in England cover six years. This six-year programme is also typical

of the Polish, as well as the Norwegian educational systems. In England the first part lasts for two and the second part lasts for four years, while in Norway two-times three-year terms exist. In Poland there is no division during this process.

- An eight-year-long first term can be found in the Hungarian and in the Dutch education system, but there are differences in the distribution of the years. Whilst the first eight years are continuous in the Dutch structure, the Hungarian system has two four-year academic programmes.
- As for the secondary-education phase, the Netherlands, Poland and Norway differ significantly from the other examined nations. Whereas the Hungarian, Danish, English, Finnish, Italian and Lithuanian systems have four, five or six-year secondary schools, in the Netherlands, Poland and Norway the secondary education has been divided into two parts.
- In Denmark, three-year secondary institutions come before a year-long voluntary training. Contrary, in England, the first grade institutions are followed by a six-year secondary programme. In Finland children finish their basic or primary school at the age of 16, and then they enter either a three-year upper secondary or vocational school. The Dutch children can start their secondary education at the age of 13 and then, depending on the type of a school, they have four or five years of school. Norwegians start secondary education at the age of 13, where they have three years in a lower and four years in an upper secondary school. The Polish secondary schools operate with two three-year academic programmes.
- All the examined countries provide higher education at universities, colleges or polytechnics. The most common structure of universities is a three- plus a two-year term, as bachelor and master qualifications, and followed by PhD education (Figures 1, 2 and 3).

Not only are the partitions of the examined systems different from each other, but also the denomination of them. Educational institutions have variable names in Europe such as primary, basic, elementary, intermediate, secondary, lower secondary, upper secondary, grammar, high school, general, further, vocational profession, science, junior, senior, preparatory education, apprenticeship training, general, specialized lyceum and technical schools (The European Education Directory. Study in Europe, 1995).

In a historical aspect of the curriculum theory, some of the education-politicians put forward decentralized policies (as in Lithuania and in Italy), and some of them prefer centralized policies (as in Norway and in England) in education. It can be concluded that education is permanent, but not un-

changeable. The every-day practice claims the consistence of the curricula and also the consistence of the structure (Hamar, 2006).

Place and role of PE in Europe

Activities with the purpose of education such as physical education, sport and health-education are part of the educational system in every examined case.

As Pieron said:

“Two different approaches are currently referred to when considering physical education teaching. ‘Education-of-the-physical’ has been applied primarily to programmes of physical education emphasizing health and fitness goals, where it is intended to develop endurance, strength, speed and flexibility. ‘Education-through-the-physical’ has been associated with activities and programmes whose goals are similar to the goals of general education.” (Pieron, 1999, p. 961)

The values of physical culture can appear in schools as health education, which *“is defined as the process by which individuals and groups of people learn to behave in a manner conducive to the promotion, maintenance or restoration of health.”* (Simons-Morton, Greene, & Gottlieb, 1995).

The hygienic habits - formed in families - and childhood games and plays develop into systematized individual or social activities in schools. The sporting games with physical movements are the foundation stones of this process. The educational systems of all the examined countries focus on all-round education involving PE, sport and health education. On the whole, the status of scholastic PE and sport does not meet adequately professional standards according to the international surveys.

“As a practical subject, physical education does not have equal status in the curriculum because it is regarded as subservient to academic traditions. This is supported in its ascribed value in the education and job markets, where it is seen as non-vocational and non-productive.” (Hardman, 2003, p. 19)

In nursery institutions the yearly educative project is designed primarily by the educators according to their personal features and equipment at their hands, just as the local needs. England is an exception, because teaching and educating activities in kindergartens have been organized by the pre-school education plan since 2002. Among six developing areas the 5th is physical activity (PA), but none of the activities were assigned to a time period. In addition the Finnish kindergartens have a common curriculum focused on integrated education. Key areas are determined such as health, physical and motor development.

Nowadays, the English language, mathematics and science are the *core* subjects in the first two phases of the English school system. The founda-

tion subjects are the following: information and communication technology, design and technology, history, geography, art and design, music and, last but not least, PE. The third part differs from the first part, because a foreign language has been included to the core subjects. In further education the compulsory subjects are English, mathematics, science, design and technology, information and communication technology, foreign languages, PE, and also citizenship education thanks to the renewals of 2002. *“From the early decades of the 20th century [...] physical education in English schools has developed from a narrowly defined teacher directed subject to its current position of orientation to pupil-centered learning, with an accent on learning ‘how to learn’, health-focused physical education, links with other subject areas, development of assessment procedures..”* (Donovan, Jones, & Hardman, 2006, pp. 24).

In the Dutch primary schools – similarly to the Hungarian system – teaching is organized around educational areas, such as:

- sensory coordination and PE,
- the Dutch language,
- arithmetic and mathematics,
- the English language,
- natural and social sciences, and religion,
- expressive activities (arts, handicraft, music, games),
- social and life skills and
- healthy lifestyle.

Dutch PE has four main domains: gymnastics, games, movement and music and athletics (Council of Europe). It is interesting that the time allocation of classes in each area is determined by the schools. In the education process at the secondary level the subjects are separated units such as PE.

In the Danish system during the first preparatory year educators focus on class-fellowship and aim to educate children with different abilities and different backgrounds. Teaching adapted to individual abilities continues during nine grades through the compulsory subjects. In the curriculum for the first-level education institutions, PE is at the third place following the Danish language and literature, and religion studies. In the second-level institutions PE is only obligatory in grammar schools, but not in vocational or other types of schools.

In Norway the ten-year compulsory school-time is divided into two parts. The theoretical and practical type subjects are diverged in the primary education phase. The aim in grades 8th-10th is to get children to an analytic and critical thinking with which they will be able to organize and implement the work process. The conceptual modernization in Norwegian public education created a new subject structure; PE got the 5th place in time allocation. Previously, there were wider opportunities of choice and freedom considering the classes in up-

per secondary schools, which ended nowadays with the affirmation of the new educational reforms. The main purpose of this phase is to provide a wide educative base to avoid early specialization.

The Finnish syllabus classifies health education and PE as general or common subjects during the first six years of schooling. In the time-table, these subjects are part of the category of arts and practical activities. In the 7th-9th academic year PE is a separate subject in which a few lessons are also devoted to health-related activities. Secondary schools list PE and health education among art and skill subjects, but with separated class periods. There is a greater emphasis on health education than on PE with 3 and 1-2 classes a week, respectively.

September of 2000 was the turning point in the Italian education system, when the Law of Public Education was enacted putting forward the autonomy of institutions. According to this law, schools function within the framework of their own organizational and educational structure. The common point is the *Indicazioni nazionali* (National Standard) as a fundamental document. The first year of the first-level institution is connected to the kindergarten activities. The next, five-year long, academic term is connected to secondary education. It is common that *Religion* is the primary subject in the first-level school. Placing the subjects in order of importance, PE got the 12th place at the end of the series. Different types of grammar schools (*liceo*) and vocational schools (*istituto tecnico*) have different teaching traditions. Generally, Italian public education does not put emphasis on PE and sport at all.

The educational process is separated into two three-year academic programmes in Polish primary schools. There is no specific subject as maths, science, etc., during the first three years. In the second part, PE is included in the list of subjects. It is interesting that during the first section of primary education schools should ensure everyday motor activities either in classrooms or outdoors (Eurybase, 2005). Eight trends were marked out by the politicians in charge of education in the lower secondary education. The comprehensive education includes health-education, too. Due to that decision, PE and sport appeared in every type of school, and also in every school grade.

All eight subjects of the first four academic years in elementary schools for Lithuanian children are taught by only one educator. From the 5th grade the number of the subjects increases to 17, including PE as well. The structure of the subjects is similar in the 9th and in the 10th grade, but these are divided didactically. It is a principle of the Lithuanian secondary and grammar schools that students must learn at least ten subjects according to their attitude and their parents' choice. Specialization and orientation around certain subjects is emerging in these institutions.

Status of the Hungarian PE and sport

The Hungarian public educational system

The Hungarian educational system can be seen in Figure 3.

In Hungary children have to spend a year in a preschool institution. This period is a generative and preparative for the academic years that are to follow.

There are many types of primary schools in Hungary. The traditional ones cover eight grades. The 12-, 8- and 6-grade grammar schools are quite recent schools. Generally, these types of grammar schools follow strict academic rules and very often test their pupils' knowledge. Nowadays, regular examinations are becoming common in traditional schools, too. It is regrettable that traditional primary schools cannot keep the same number of students after the 4th and 6th academic year; it is because talented students with a good performance tend to apply to grammar schools. After the eight-year long primary school youngsters have to choose among grammar, vocational secondary or vocational schools. Certain trade subjects are emphasized in vocational schools without a general certificate of education and the school can be continued in voluntary classes. Grammar and vocational secondary schools finish with a final examination (general certificate of education), and then students can continue their studies in voluntary classes at technical schools, or at higher education: colleges or universities.

Thanks to a pedagogical paradigm change multiple school infrastructures have developed after the political transition in 1990. These infrastructures provide new possibilities for children, for parents and even for educators. The features of this change can be perceived in the curriculum contents, alterations of the subject-system, appearance of educational areas, and expansion of school-age as well as in the adoption of European dimensions. This large scale of transformation resulted in over-distributed institutions. It is not negligible that the birth rate – likewise the number of enrollments to schools – decreases because Hungarian families do not want to have as many children as they used to. It is not surprising that small and inadequately supplied schools have to close down or fuse with other schools. In Hungarian public education teaching process is organized according to the National Core Curriculum (NCC), a subject frame-curriculum sanctioned in 1995, as well as the 2003 NCC. These teaching plans do not imply compulsory subject curricula; they allow independent and autonomous work for schools and for educators. After the socialistic-type, prescriptive and strict teaching plan, the new standards introduced by NCC, similar to the English model, have caused difficulties in the Hungarian public education. The

subjects-frame-curricula were launched in 2001 to solve these kinds of problems.

Physical education and sports in schools

Nowadays, school PE and sport is an educational domain of all three phases of public education. These are the only curricula which "... *provide special cognitive, affective-emotional and physical knowledge.*" (NCC, 2003)

Besides general PE there are also health education, low-impact, adapted PE and adapted swimming activities as part of the features of the Hungarian education programme. Usually, in European countries these educational areas appear as PE and health education, but the activities as low-impact PE, adapted PE and adapted swimming in the curriculum require explanation.

In Hungarian schools PE is an obligatory subject. In the case of a pupil suffering from an orthopaedic or any other medical disease – either chronic or acute – he/she has to take part in adapted PE or adapted swimming.

Depending on the health state of a child, he/she is separated into one of three categories in PE and sport. Those children who have a temporary damage of health or an acute disease are in the first category; they have to attend low-impact PE classes under the supervision of a physical educator. They are either exempted from a certain number of classes or they are engaged in modified and specialized exercises. The second category is divided into two parts. Those children who belong to II.a category have to take part either in the normal PE classes or in the adapted PE classes, whilst students belonging to II.b category do physical activities only within the adapted classes of either PE or swimming. Pupils from the third category usually have serious health issues; they are not able to participate in any of the previously mentioned physical activities. These children can do motor activities, as well as physiotherapy under permanent medical control that has to be organized in hospitals.

The official statistical data of public health and health care are depressing. The results of medical and orthopedics examinations among children are most staggering. School PE curriculum can offer a remedy: low-impact PE, adapted PE and adapted swimming may contribute to the improvement of the children's state of health. If we consider the activities of a school-child each day, it can be stated that different forms of classes do not mean and cannot mean segregation of the children. The PE teachers and special PE teachers have to follow individual development and progress plans in this area. Children who cannot attend regular PE classes spend the rest of their days integrated among their classmates.

School PE is supplemented with extra-curricular sport classes. According to the modification of

the law in 2003, the opportunity for doing physical activity every day must be provided for school children in every public educational institution. These extra classes depend on the personnel of each school and on the equipment at their disposal. It is also the task of PE teachers to ascertain the needs and interests of their students. In practice, during the extra-curricular sport classes, PE teachers can get their students to prepare for town, county, regional, national or school competitions. This could also be an opportunity for tutoring the students who have fallen behind.

There are many ways of fulfilling the requirements of the PE and sport field in Hungary such as: PE, adapted PE and adapted swimming, health education, and extra-curricular sport classes as talent-supportive activities.

Conclusion

On the whole it can be stated that low-impact PE, adapted PE as well as adapted swimming are not widespread types of classes in European education. Nevertheless, the rationale of the Hungarian public education is to establish a structure for the benefit of students in transmitting the values of PE and the field of sports. Unfortunately, schools have little possibilities to provide all types of PE classes for the students. The major problems lie in the lack of personnel at schools and in deficient equipment, as well as in financial problems, which has also been described by several Hungarian specialists before. These inadequate circumstances are present not only in Hungary, but also in the education of all other examined countries.

It can be stated that, according to the aspect of structures, the Hungarian and the Lithuanian systems show several similarities. Even if Norway is a non-EU member, while Poland is an ex-communist EU member, their institutional systems have the same characteristics. Examination of the similarities of the educational systems reveals well-marked parallelism of the Danish and the Finnish education system. The English and Dutch institutional education start at age of five, although after this point these two systems are substantially contrary to each other. The newly implemented Italian educational system shows no meeting point with any other examined systems.

In our opinion there are several advantages and disadvantages of early schooling. One of the advantages is that children can get used to school life and school rhythm earlier. Therefore they can get into pedagogic atmosphere at an earlier stage than their European counterparts. So, they have more time for the talent of students to prosper. Among the disadvantages it can be easily noticed that in our accelerated life the length of an early childhood and time spent with the family are shortened. The success of schooling lies in basic skills and com-

petences. Limited skills and an inadequate level of school-age maturity can cause setbacks in children. These negative experiences, causing inferiority complexes, can lead to subsidiary behavior disorders. In England parents' fears are growing because of the prevalent spread of peer bullying or being picked on.

The fundamental purpose of the first-stage institutions is to educate youngsters with a constructive lifestyle that preserves one's national tradition. These schools usually do not have specialization, but they provide different courses and optional subjects for children. Students have the opportunity to choose different contents and classes according to their own interest. On the contrary, the unpopular and disliked, but important fields of their study can get a low profile role. It is not exceptional that institutions of education have a financial interest in schooling since the amount of the government's financial support depends on the number of students.

The second aim of the present study was to analyse the state of the school PE and sport in Europe and in Hungary.

It can be established that all of the examined educational systems contained physical activity and sport and were in some way, connected to the following thought:

"... we give a voice to that thought of ours, that the recent modernization of the content of PE (hopefully has not finished yet) hopefully will lead to a change of the current unfavorable tendency that characterize the health and physical wellness of the Hungarian (specially younger) society!" (Hamar, 1998, p.55)

The challenge in the near future is to raise the demands for the sport, recreation and physical activities in Hungary. The European attitude and approach towards PE and sport can be a model for Hungarian society as well. PE and sport are value-bearer and value-transmitter fields of education with more or less expressed influence on the examined European education systems. Personnel, equipment and financial problems are waiting for a solution in the national and international areas, so thus: "an immediate imperative is to raise the quality image of physical education" (Hardman, 2003, p. 32).

References

- Ballér, E. (1993). *Az oktatás tartalma, tartalmi szabályozása és az értékelés az Európai Közösség országaiban*. [Content of education, contextual regulations and evaluation in the countries of the European Community.] In Halász G., (Ed.), *Az oktatás jövője és az európai kihívás* (pp. 125-145). Budapest: Educatio.
- Biróné, N. E. (Ed.) (2005). *Sportpedagógia*. [Sport Pedagogy.] Budapest-Pécs: Dialóg Campus Publication.
- Council of Europe. Arts education in Europe. Retrieved February 18, 2007 from http://www.coe.int/t/e/cultural_cooperation/culture/completed_projects/youth/Netherlands.asp
- Donovan, M., Jones, G., & Hardman, K. (2006). Physical education and sport in England: Dualism, partnership and delivery provision. *Kinesiology*, 38(1), 16-27.
- Eurybase (2005). Eurydice Database on Education Systems in Europe, Retrieved April 4, 2006 from http://194.78.211.243/Eurybase/frameset_eurybase.html
- Expatica. Dutch education system explained (2006). Retrieved February 18, 2007 from http://www.expatica.com/actual/article.asp?subchannel_id=72&story_id=579
- Gergely, Gy. (2000). Gyógytestnevelés, gyógytorna, gyógypedagógia. [Adapted physical education, physiotherapy, special education.] *Új Pedagógiai Szemle*, (10), 147-149.
- Hamar, P. (1998). A testnevelés tartalmi korszerűsítésének nemzetközi trendjei a közoktatásban. [International trends of content modernization of the physical education in public education]. *Új Pedagógiai Szemle*, 4, 48-56.
- Hamar, P., Leibinger, É., & Derzsy, B. (2003). A testnevelés tananyag-kiválasztás problematikája a testnevelők szemszögéből. [Selection of content in the physical education class: The PE teachers point of view.] *Magyar Sporttudományi Szemle*, 2, 34-40.
- Hamar, P. (2006). Attitude changes in curricula of teaching PE in Hungary after the political transition of the 1990s. In Kosiewicz J., (Ed.) *Movement recreation for All* (pp. 101-113). Warszawa: Legionowo.
- Hamar, P., Derek, M. P., Van Berlo, K., & Hardman, K. (2006). Physical education and sport in Hungarian schools after the political transition of the 1990s. *Kinesiology*, 38(1), 86-93.
- Hardman, K. (2003). The state and status of physical education in schools: Foundation for deconstruction and reconstruction of physical education. In Hardman K., (Ed.) *Sport science studies* (pp. 15-34). London: International Council of Sport Science and Physical Education.
- Leibinger, É., Huszár, Á., & Hamar, P. (2005). Opinion of Hungarian physical education teachers regarding current questions of physical education learning and teaching methods. /CD-ROM/. 10th Annual Congress of the ECSS, Belgrade.
- Ministry of Culture and Education (1995). *National Core Curriculum*. Budapest: Korona Publications.
- Ministry of Education (2006). Education and Science in Finland. Retrieved February 18, 2007 from <http://www.edu.fi/english/frontpage.asp?path=500>

- Pieron, M. (1991). Physical education instruction. In Lewy A. (Ed.), *The international Encyclopedia of Curriculum* (pp.961-969). Pergamon Press.
- Rétsági, E. (2004). *A testnevelés tantárgypedagógiája*. [The subject pedagogy of physical education.] Budapest-Pécs: Dialóg Campus Publication.
- Salvara, I. M., Bognár, J., Biró, N. E., Farkas, J., & Szikora, K. (2004). Elementary physical education in Hungary: An introduction to the National Core Curriculum (NCC). *The Bulletin of Physical Education*, 40(1), 9-25.
- Simons-Morton, B. G., Greene, W. H., & Gottlieb, N. H. (1995). *Introduction to Health Education and Health Promotion*. Retrieved June 11, 2006 from http://en.wikipedia.org/wiki/Health_education.
- The European Education Directory. Study in Europe (1995). Retrieved February 15, 2007 from <http://www.euroeducation.net/>.

Submitted: November 8, 2006

Accepted: May 4, 2007

Correspondence to:

Éva Leibinger

Semmelweis University, Faculty of Physical Education
and Sport Sciences

Alkotas str. 44, 1123 Budapest, Hungary

Phone: + 36 30 335 72 76

Fax: + 36 1 214 56 84

E-mail: leibinger@mail.hupe.hu

PREGLED JAVNIH OBRAZOVNIH SUSTAVA I NJIHOVIH STRUKTURA U POJEDINIM EUROPSKIM ZEMLJAMA SA STAJALIŠTA TJELESNOG ODGOJA

Sažetak

Javni obrazovni sustavi i njihove strukture u pojedinim europskim zemljama još uvijek se razlikuju i pokazuju kako postoje različite obrazovne politike.

Cilj je ovoga rada otkriti sličnosti i razlike u europskim obrazovnim sustavima tako što će se opisati post-komunistički obrazovni sustavi, sustavi zemalja članica Europske unije i sustavi zemalja koje nisu u EU. Drugi nam je cilj promotriti ulogu i mjesto tjelesnog odgoja i sporta u tim sustavima. Pritom se u članku osobita pozornost posvećuje mađarskom obrazovnom sustavu tjelesnog odgoja i sporta.

Predstavljeni su i analizirani sljedeći obrazovni sustavi: mađarski, danski, britanski, finski, Nizozemski, talijanski, litvanski, norveški i poljski. Sa stajališta struktura obrazovnih sustava može se reći da mađarski i litvanski te norveški i poljski sustavi pokazuju nekoliko sličnosti. Također postoji i snažno izražen paralelizam danskog finskog obrazovanja. Engleski i nizozemski sustav uključuju djecu u institucijsko obrazovanje već u dobi od pet godina, ali se nakon te točke znatno razlikuju, čak su i suprotstavljeni. Talijanski sustav gotovo da nema dodirnih točaka s ostalim obrazovnim sustavima.

Odgojne aktivnosti, poput tjelesnog odgoja, sporta i zdravstvenog odgoja sastavnice su svakoga od analiziranih obrazovnih sustava. Higijenske navike – stvorene u obiteljima, te dječja igra pretvaraju se u usustavljene individualne ili društvene aktivnosti u školi. Sportske igre i fizičko kretanje

kamenu su temeljci toga procesa. Svi analizirani obrazovni sustavi nude široko, svestrano obrazovanje koje uključuje i tjelesni odgoj, sport i zdravstveni odgoj.

U Mađarskoj, uz opći tjelesni odgoj, postoje i zdravstveni odgoj, programi vježbanja niskog intenziteta, prilagođeni program tjelesnog odgoja i prilagođene plivačke aktivnosti. U sustavima ostalih europskih zemalja ta se područja obično pojavljuju u sklopu tjelesne i zdravstvene kulture. U članku se detaljno objašnjava svaka programska sastavnica mađarskog pristupa planu i programu tjelesnog odgoja prema kojemu svako dijete može pronaći aktivnost primjerenu njegovu zdravstvenom statusu. Stoga se može reći da je mađarski javni obrazovni sustav strukturiran tako da maksimalno zadovolji učeničke i studentske potrebe, čime najdjelotvornije prenosi poruke o blagotvornim učincima tjelesne aktivnosti, vježbanja i sporta.

Nažalost, u primjeni plana i programa javljaju se poteškoće zato što nije svaka škola ni kadrovski ni materijalno opremljena za provedbu takvog tjelesnog odgoja. No, financijski, materijalni i kadrovski problemi nisu specifičnost samo mađarskih škola – slična je situacija i u drugim analiziranim europskim zemljama.

Pred strukom su veliki budući izazovi kako podići razinu motoričke, tjelesne aktivnosti u populacijama promatranih zemalja, a osobito među najmlađima. U Europi su se počele događati promjene u obrazovnim sustavima koji tjelesni odgoj i sport počinju promatrati kao sredstvo prenošenja poželjnih životnih vrijednosti (Hardman 2003, str. 32).