

Seminar on “Governance in Education”

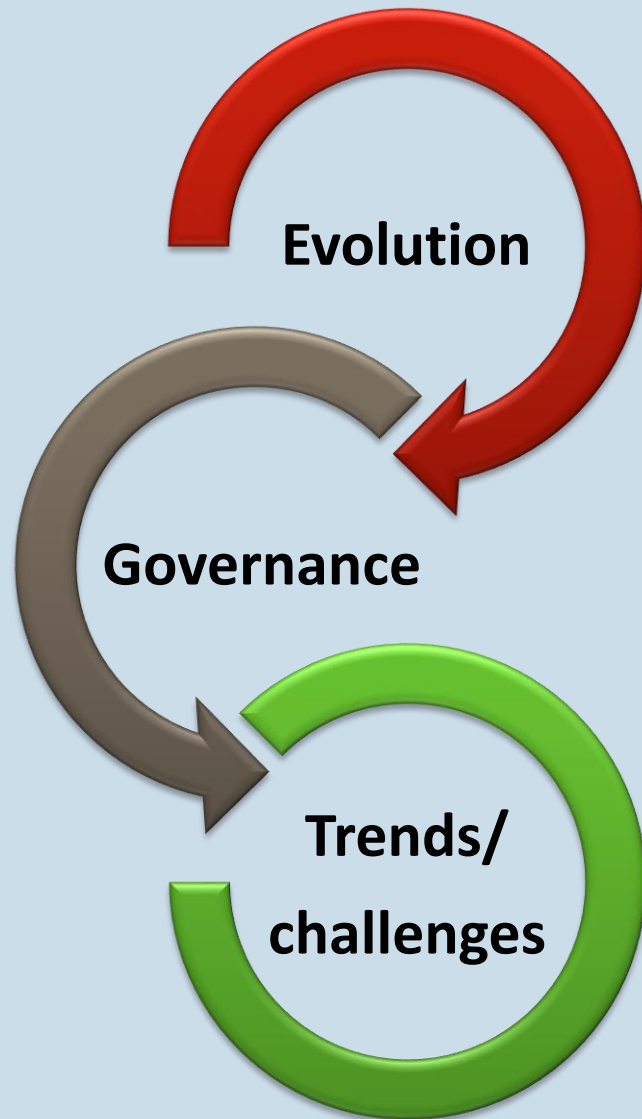
School autonomy in Portugal and the pressure for compliance with centralised decisions



CNE
CONSELHO
NACIONAL DE
EDUCAÇÃO

PORTUGUESE
EDUCATION
COUNCIL

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Amsterdam, 31 May 2016
alvaralmeida@gmail.com



**ECONOMY /
EDUCATION**

**SCHOOL
AUTONOMY**

DECISIONS

A 3D model of a DNA double helix structure, colored with a gradient from blue to yellow, resting on a background of blurred text including the word 'evolution'.

ECONOMY / EDUCATION

Portuguese GDP *per capita* between 1985 and 2013

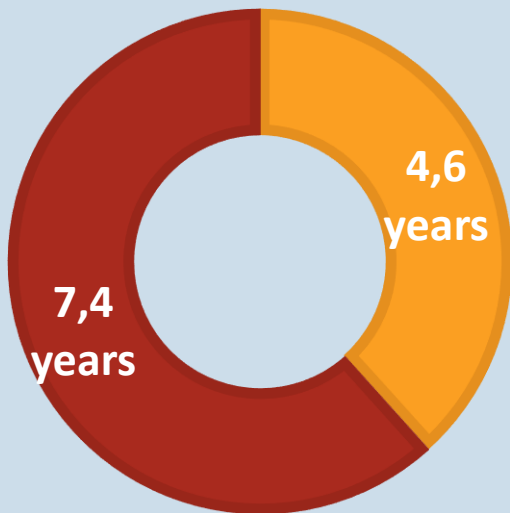


2013

Source: World Bank

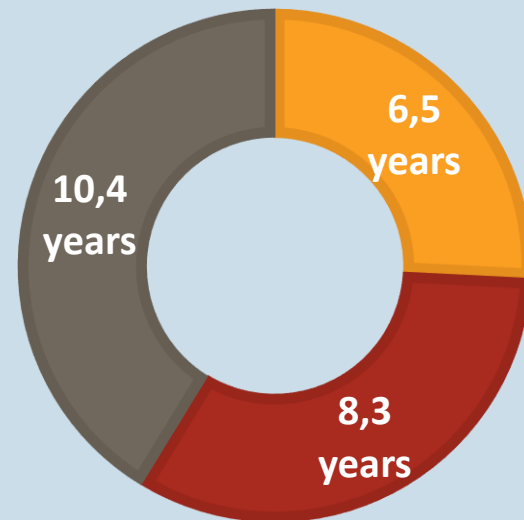
ECONOMY / EDUCATION

Linear evolution of average schooling of the Portuguese population



■ 1991 ■ 2011

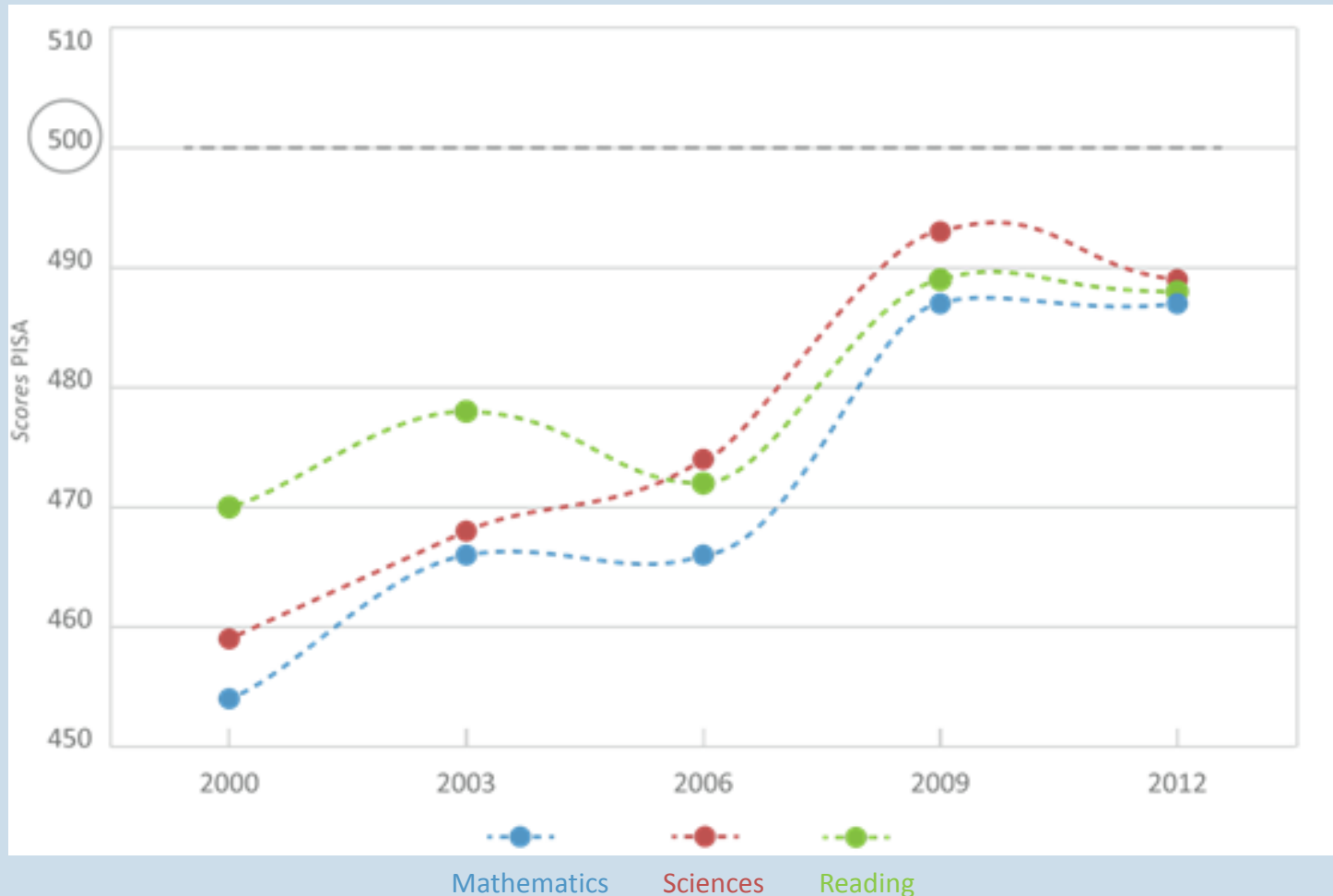
Linear evolution of average schooling of the Portuguese population
(Age group – 25-44)



■ 1991 ■ 2001 ■ 2011

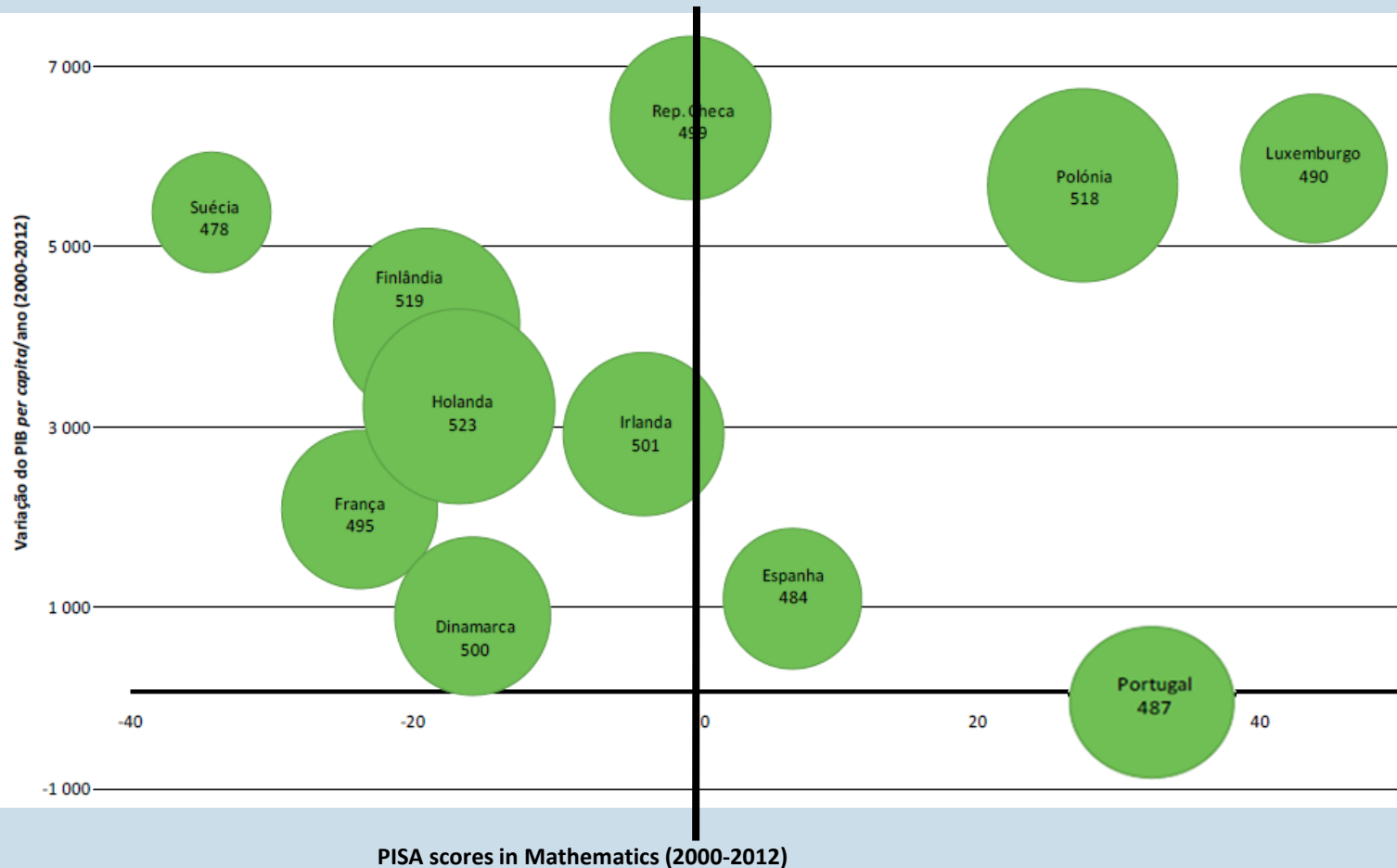
ECONOMY / EDUCATION

PISA evolution – Portugal, 2000-2012



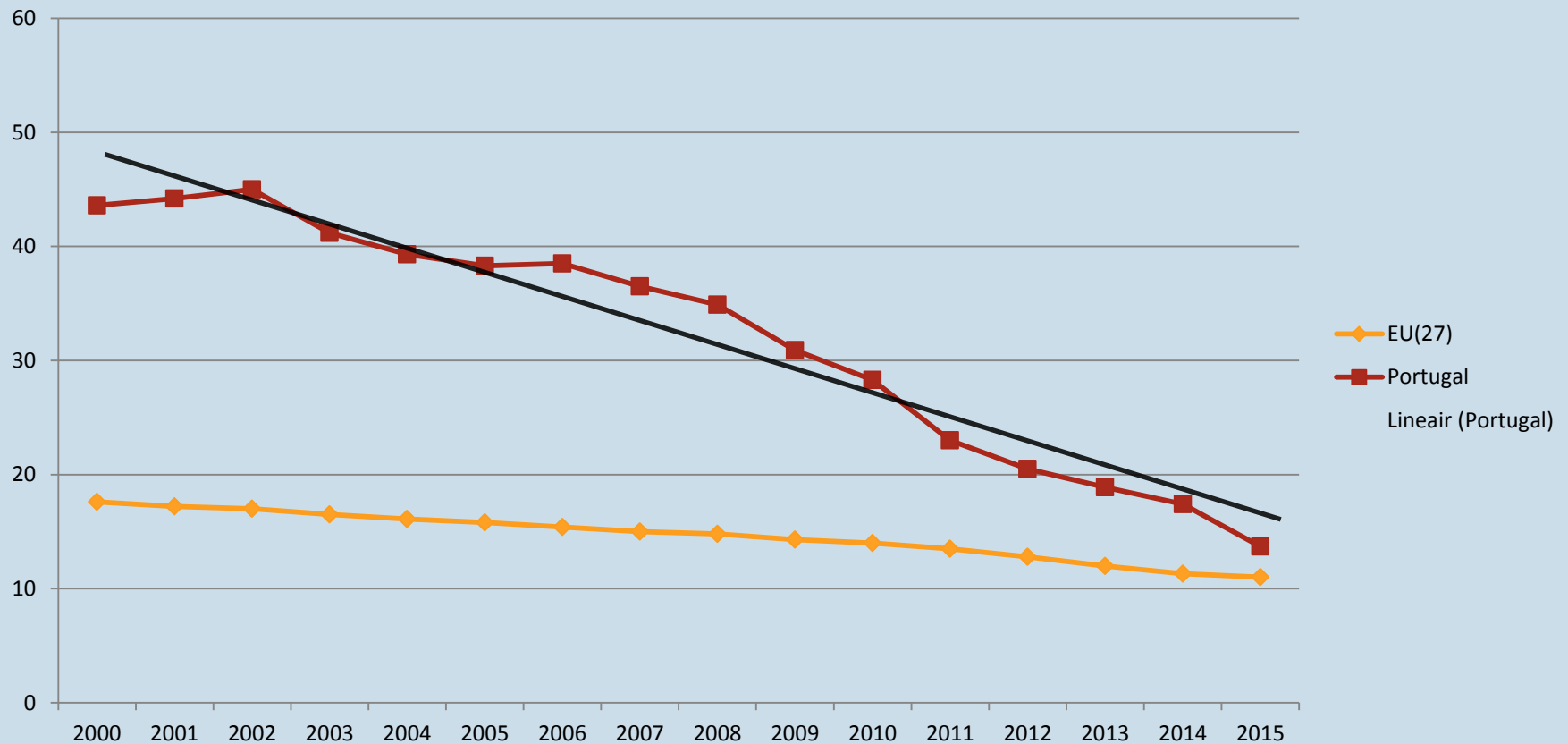
ECONOMY / EDUCATION

Variation in PISA scores (Mathematics) and GDP in 11 european countries
(2000-2012)

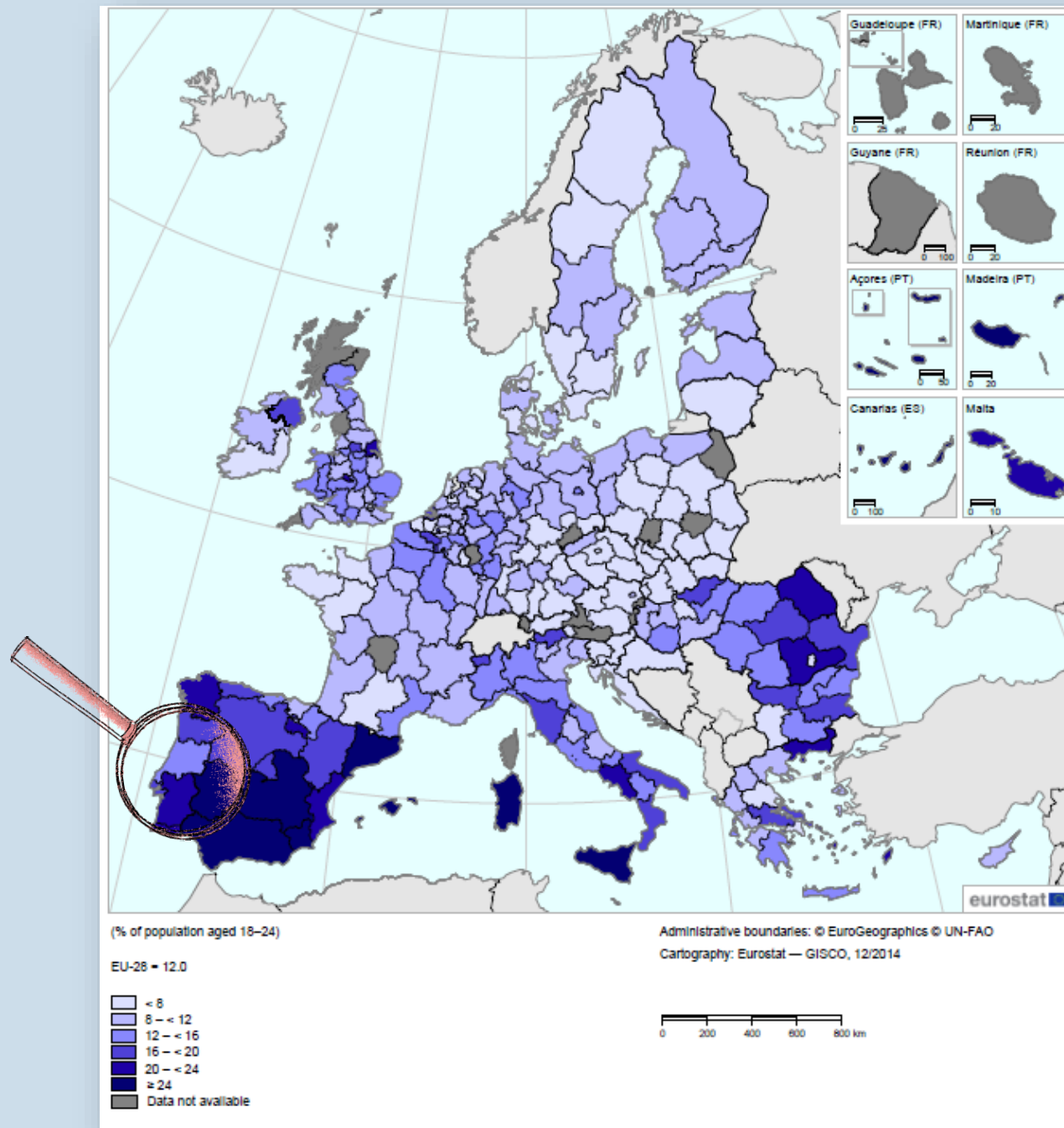


ECONOMY / EDUCATION

Population aged 18-24 with at most lower secondary education and not in further education or training.



Early School Leaving



ECONOMY / EDUCATION

15 year students (%) who repeated at least once. PISA, 2012

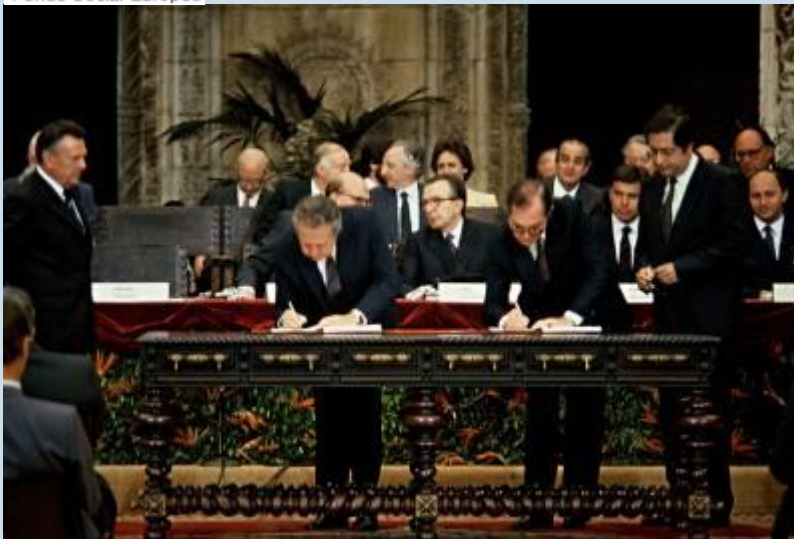


Source: *Tackling Early Leaving from Education and Training in Europe : Strategies, Policies and Measures*, 2014, Eurydice e CEDEFOP

ECONOMY / EDUCATION



1985



Prime Minister of Portugal
signing The Treaty of
Accession of Portugal,
12 July 1985

Education Basis Law - 1986

Diário da República, 1.ª série—N.º 166—27 de Agosto de 2009

5635

PRESIDÊNCIA DA REPÚBLICA

n.º 77/2009

termos do ac-
quinte:
undial da Pro-
gramas, adop-
996, aprovado
a n.º 81/2009,

Assinado em 30 de Julho de 2009.

Publique-se.

O Presidente da República, ANÍBAL CAVACO SILVA.

Referendado em 21 de Agosto de 2009.

O Primeiro-Ministro, José Sócrates Carvalho Pinto
de Sousa.

Intervenção do Branqueamento, Detecção, Apreensão e Furtos
dos Produtos do Crime e ao Financiamento do Terrorismo,
adoptada em Varsóvia em 16 de Maio de 2005, aprovada
pela Resolução da Assembleia da República n.º 82/2009,
em 3 de Julho de 2009.

Artigo 2.º

A República Portuguesa formula, nos termos previstos
na Convenção referida no artigo anterior, as seguintes
declarações:

a) Para efeitos do artigo 17.º da Convenção, a República
Portuguesa declara que a referida disposição apenas se
aplica às categorias de infracções constantes do anexo à
Convenção do Conselho da Europa Relativa ao Branque-

podem, sem seu consentimento, ser utilizados ou trans-
mitidos pelas autoridades da Parte requerentes para fins
de investigação ou procedimentos diferentes dos especi-
ficados no pedido.

Assinado em 30 de Julho de 2009.

Publique-se.

O Presidente da República, ANÍBAL CAVACO SILVA.

Referendado em 21 de Agosto de 2009.

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de Sousa.

ASSEMBLEIA DA REPÚBLICA

Lei n.º 85/2009

de 27 de Agosto

estabelece o regime da escolaridade obrigatória para as crianças
e jovens que se encontram em idade escolar e consagra a
universalidade da educação pré-escolar para as crianças a
partir dos 5 anos de idade.

A Assembleia da República decreta, nos termos da
Alínea c) do artigo 161.º da Constituição, o seguinte:

Artigo 1.º

Objecto

1 — A presente lei estabelece o regime da escolaridade
obrigatória para as crianças e jovens que se encontram em
idade escolar.

2 — A presente lei consagra, ainda, a universalidade da
educação pré-escolar para todas as crianças a partir do ano
em que atinjam os 5 anos de idade.

Artigo 2.º

Âmbito da escolaridade obrigatória

1 — Para efeitos do previsto no n.º 1 do artigo anterior,
consideram-se em idade escolar as crianças e jovens com
idades compreendidas entre os 6 e os 18 anos.

2 — O disposto no número anterior é também aplicá-
vel aos alunos abrangidos pelo disposto no Decreto-Lei
n.º 3/2008, de 7 de Janeiro, alterado pela Lei n.º 21/2008

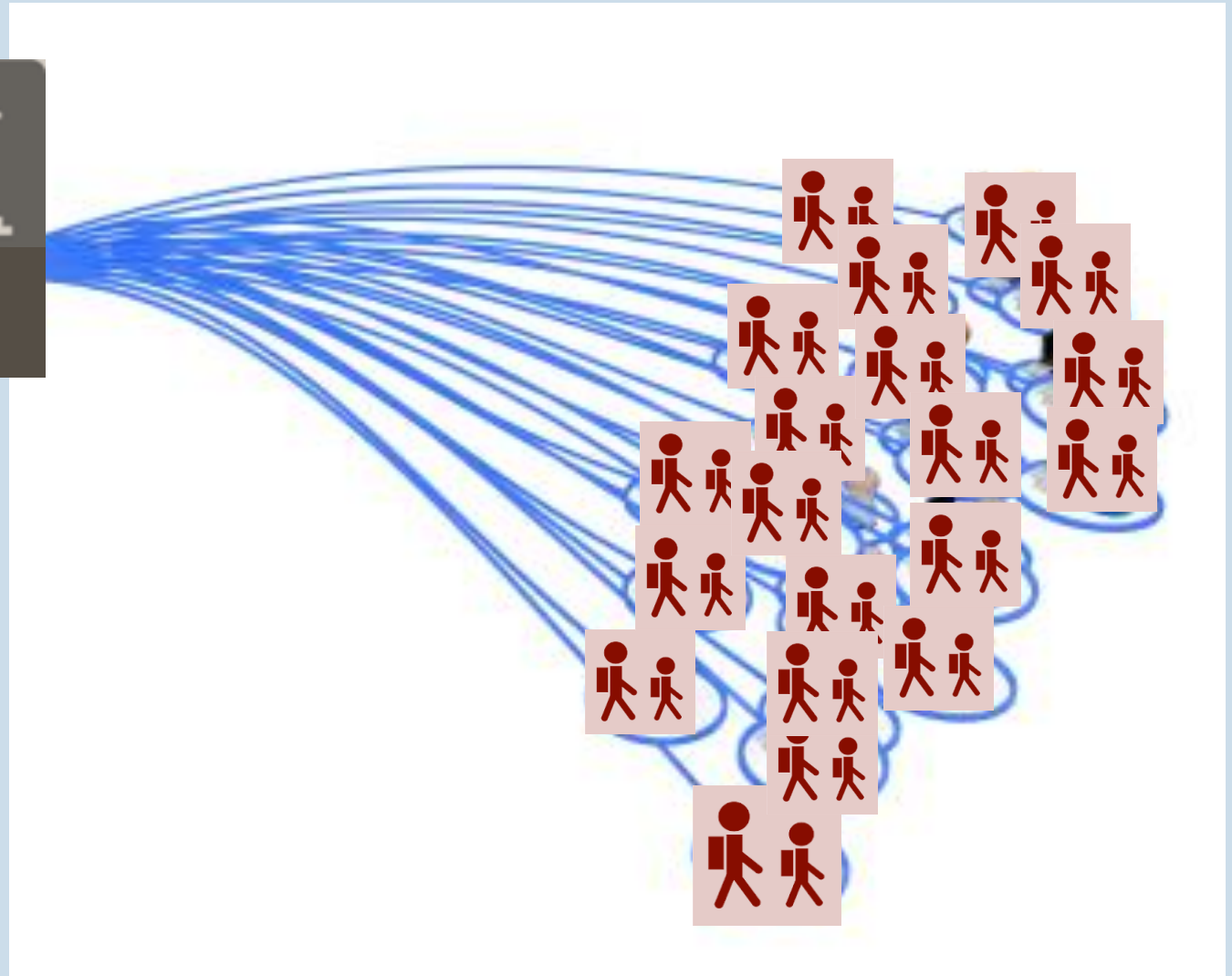
2009 - Compulsory Education extended to 18 years of age.

SCHOOL AUTONOMY AND RECENTRALISATION

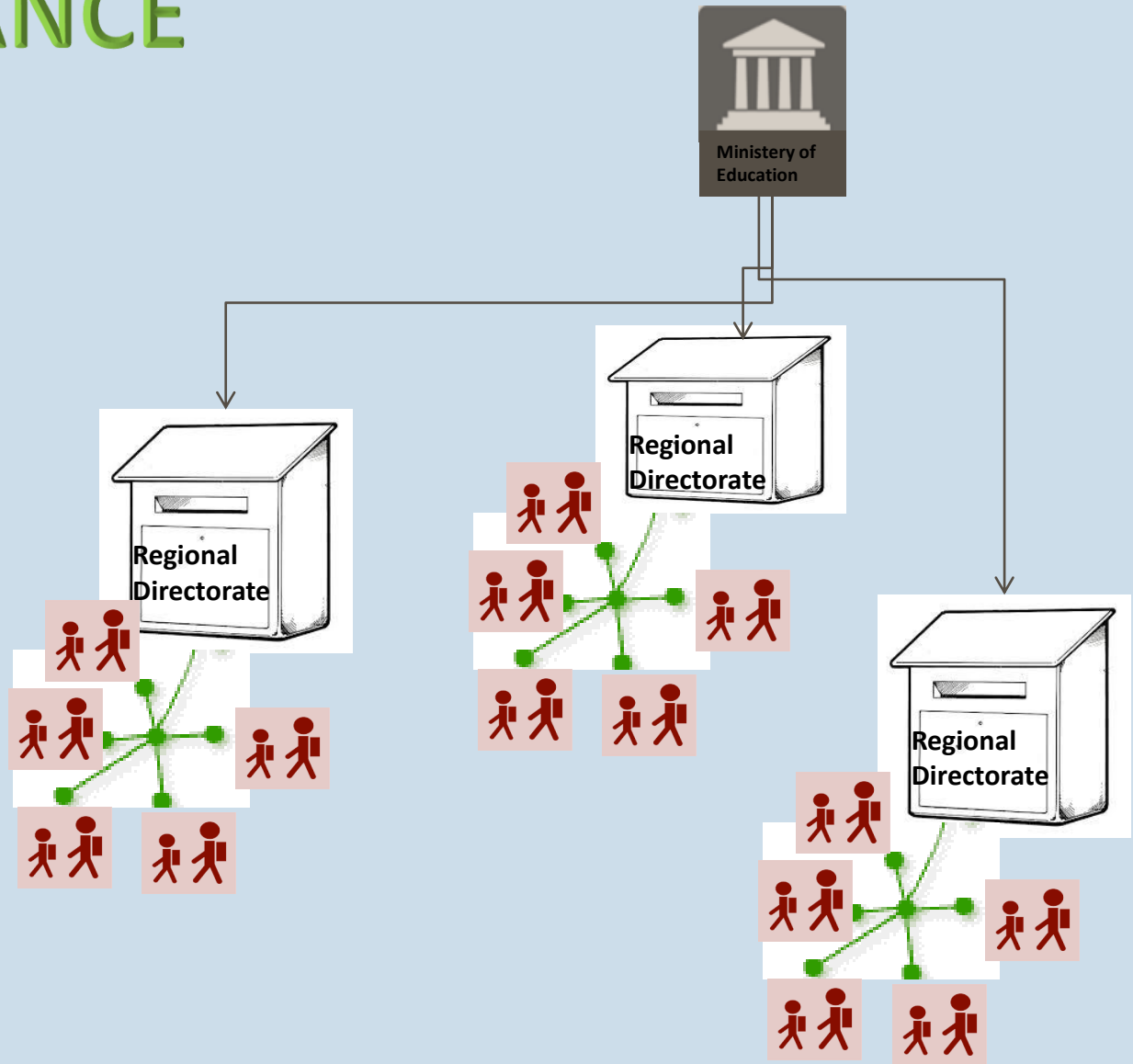
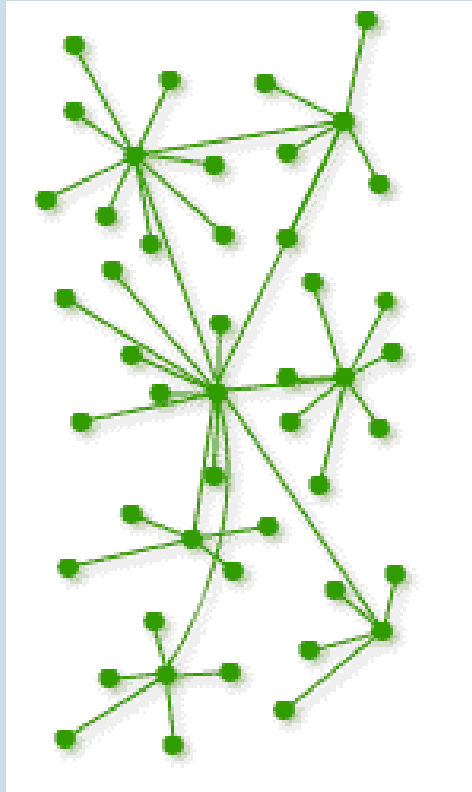
- initiative of the school;
- contract discussion between school (governing body) and a national committee;
- negotiation (specific material resources/performance indicators);
- formal signature of the autonomy and development contract between the school and the Educational Administration.



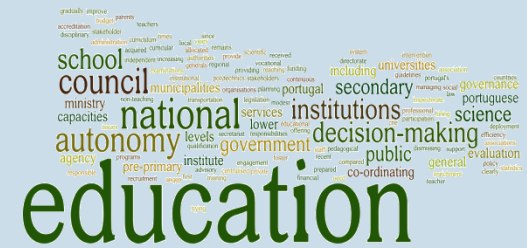
GOVERNANCE



GOVERNANCE



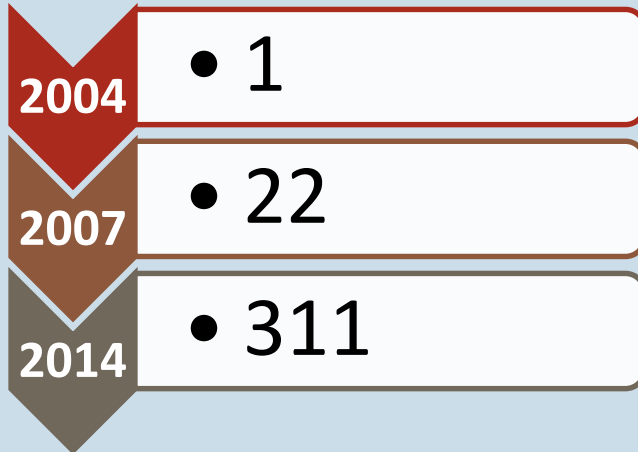
School Autonomy



- A general environment of mistrust in people and in institutions.
- A transient and slippery/unstable legal structure in educational matters.
- Uncertainty in the horizon.
- Feeble connections/couplings between structures, means and aims.
- The heavy bureaucratic and administrative burden consuming time and resources in the name of rationality.
- The trumpeted school autonomy never comprehending relevant decisions for positive change.
- The risk of disappointment and exhaustion when knowing how, willing to, and not being allowed the opportunity

School Autonomy

Autonomy contracts



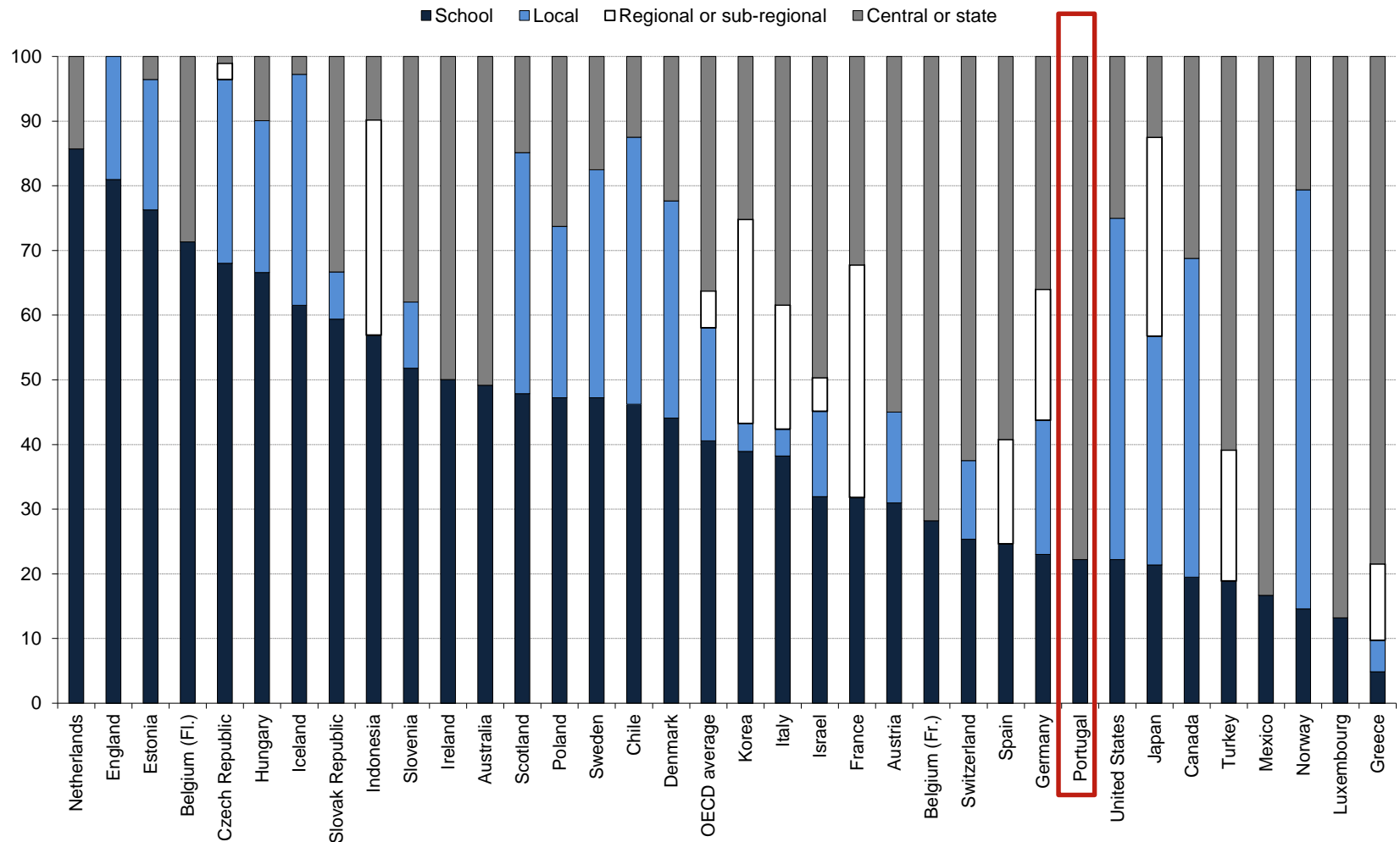
Distribution of schools,
Portugal, 2013/2014



Source: DGEEC-MEC, 2015

School Autonomy

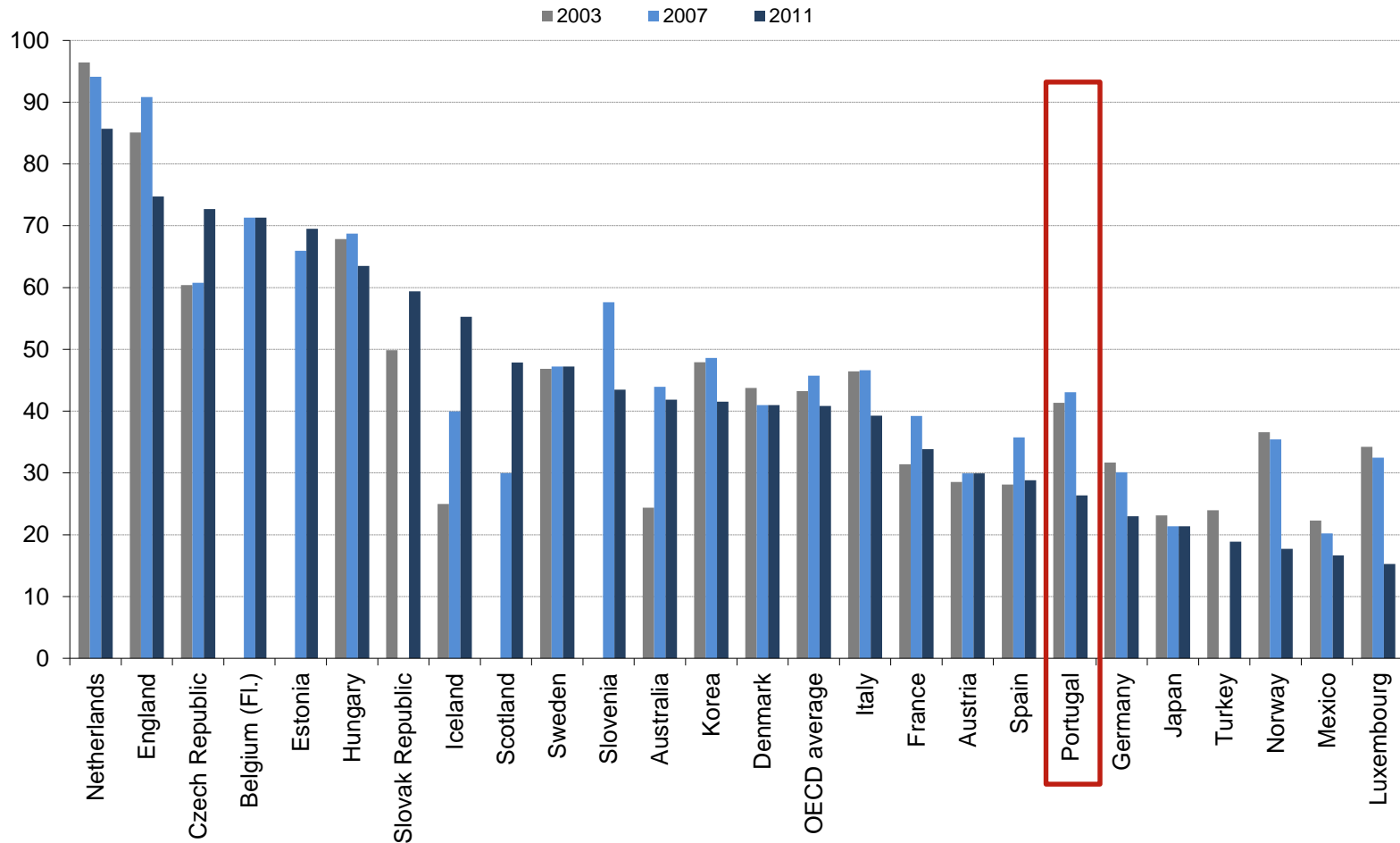
Percentage of decisions taken at each level of government in public lower secondary education (2011)



Source: OECD, 2012

School Autonomy

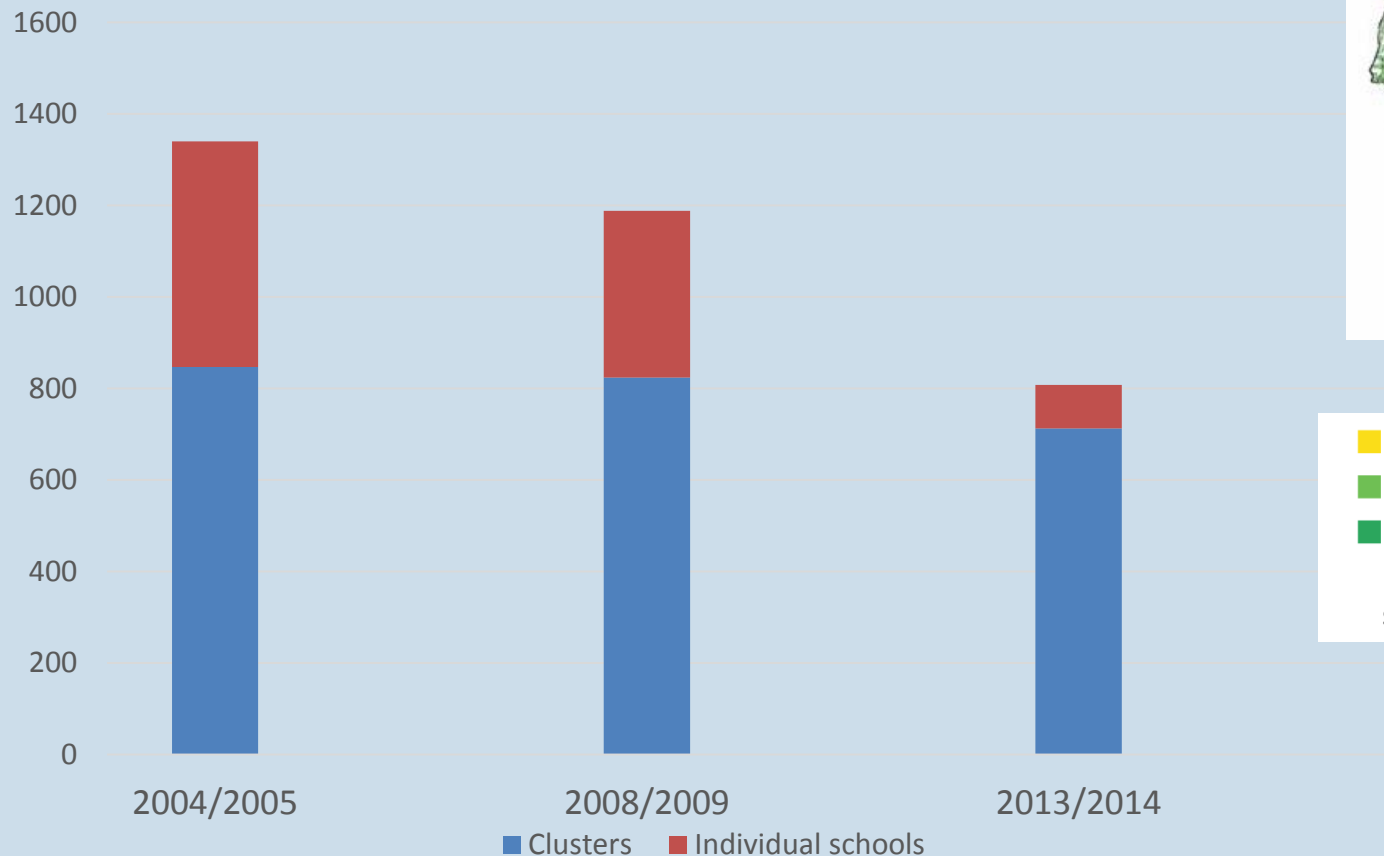
Chart D6.6 Share of decisions taken at the school level (2003, 2007, 2011)



Source: OECD, 2012

School Autonomy

Clusters and Individual Schools



- Single-unit school
- Cluster
- Cluster head school

Source: DGEEC-MEC, 2015

CLUSTERS, AUTONOMY, GOVERNANCE

Demographic – decreasing population.

Organizational - compulsory schooling extension.

Pedagogical – new pre-primary and primary buildings and requalification of some existing ones.


Economic – Physical, human and financial resources rationalising.



CLUSTERS, AUTONOMY, GOVERNANCE

- Dimension vs Management
- Big scale/Distance vs Proximity
- Vertical coherence vs Isolation/Fragmentation

- More autonomy contracts vs Less Autonomy
- Autonomous schools = Non-Autonomous schools

- Higher ratings in leadership and management
 - Better results
 - Support and differentiation
- Vs
- Curriculum management for staff recruitment and autonomy
- 

- Centralised system vs new forms of school networks (bottom-up)
- Local solutions vs *denationalisation*

GOVERNANCE



challenge
coherence
cohesion
connections
stability
trust



TRENDS/ CHALLENGES

NEW BEHAVIORS
(social media & media)

TECHNOLOGIES
(shift to the cloud |
collaborative
technologies | big
data | the internet of
things)

**THE MILLENIAL
WORKFORCE**
(new attitudes,
expectations & ways of
working)

MOBILITY
(work anytime,
anywhere & on any
device)

GLOBALIZATION
(no boundaries)



TRENDS/ CHALLENGES

Access → Quality and equity
Autonomy and
decentralisation

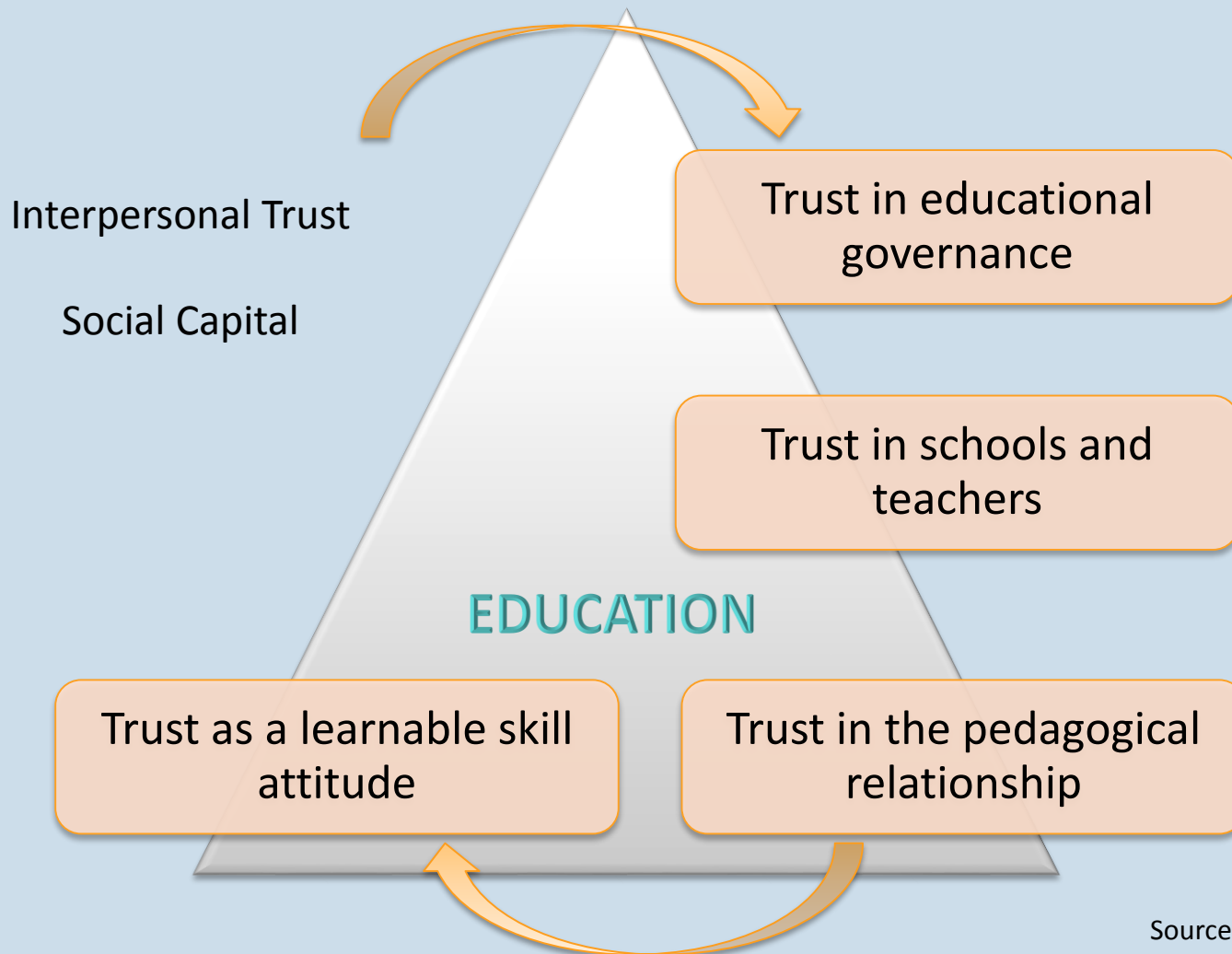
Short-termism/strategy/autonomy
and decentralisation as possible
hindrance of system thinking.

Top priorities:

- Tackling the “culture” of repetition.
- Succeeding in completing the compulsory education within the expected time of school attendance.



TRENDS/ CHALLENGES



Source, Van Damme, 2012:24

TRENDS/ CHALLENGES



“The challenge lies more in questioning certain assumptions and beliefs rather than regulatory change.”

(EC/EACEA/Eurydice, 2011, p. 60)

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Thank you

