

The Impact of the economic crisis on Education **Portugal**

(a personal view)

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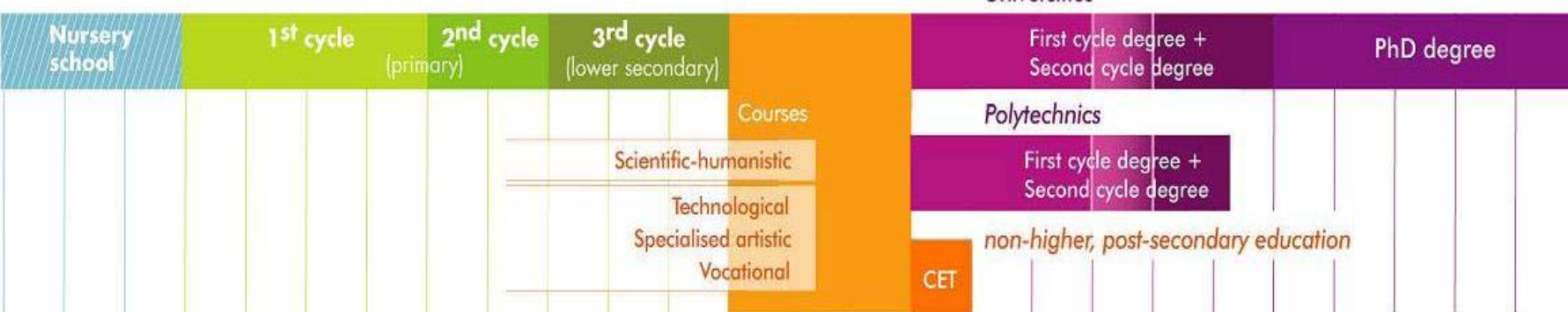
EUNEC Seminar
Cyprus, May/June 2010

Summary

- The Portuguese Education System – Some Problems, Progress and Developments
- The Costs of Underperforming
- Spending/Investment in Education
- Some Measures and Initiatives (2005-2009)
- The Crisis and the Government Response
- The Crisis continue – New Measures (still open...)
- Concluding Ideas (always open...)

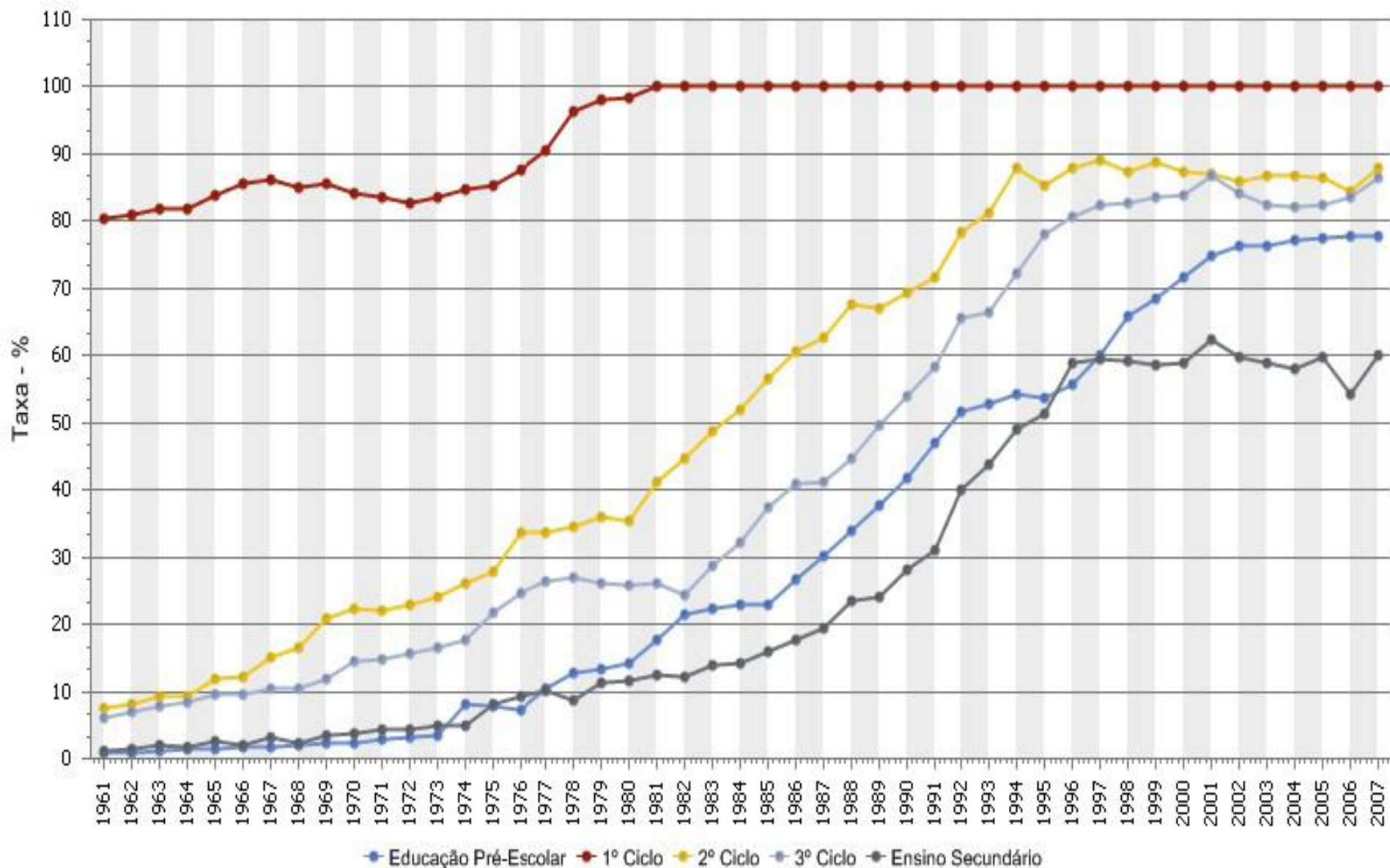
Portuguese Education System

Age

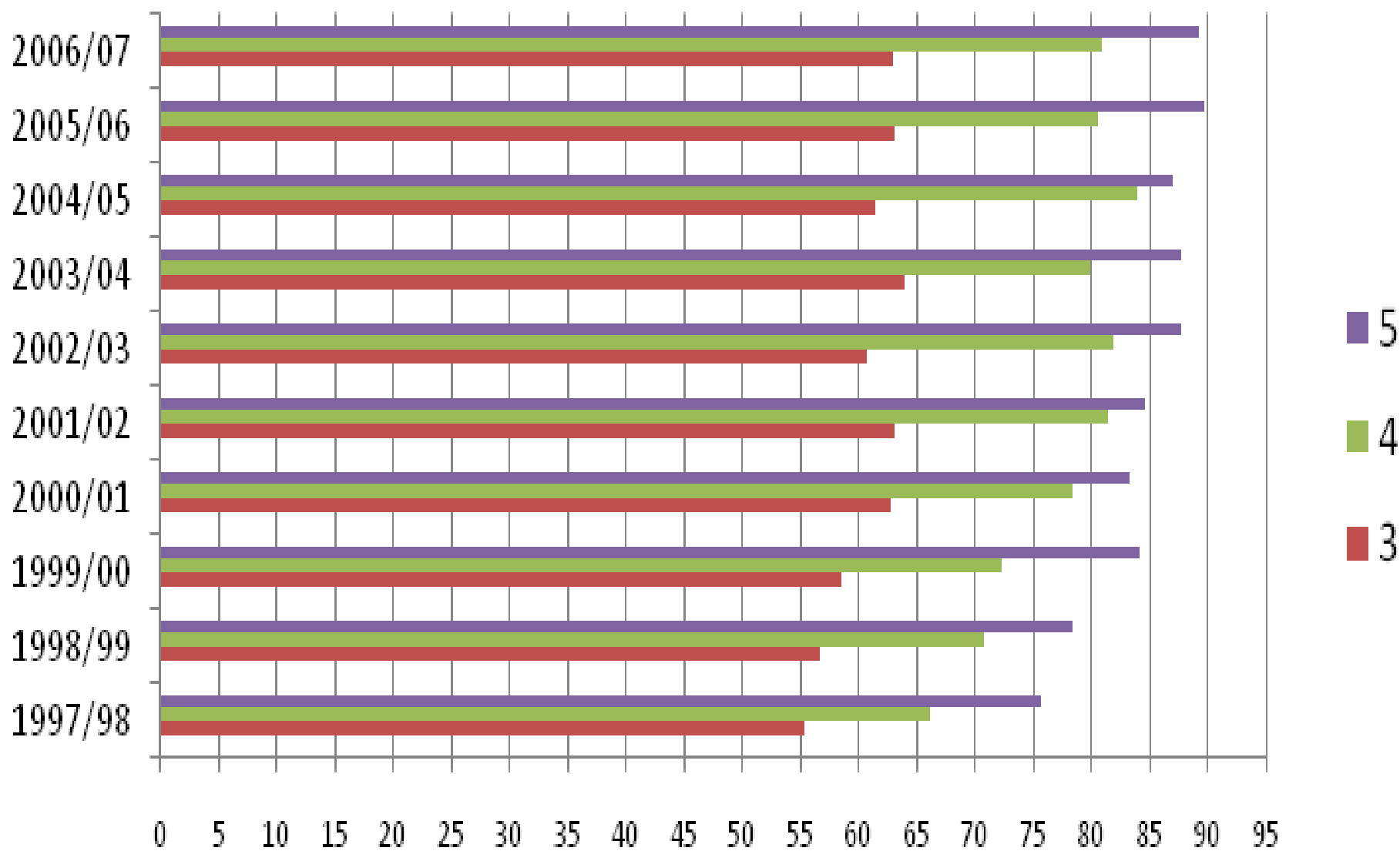


Education and training for youngsters and adults
From 15 years old

Taxa real de escolarização



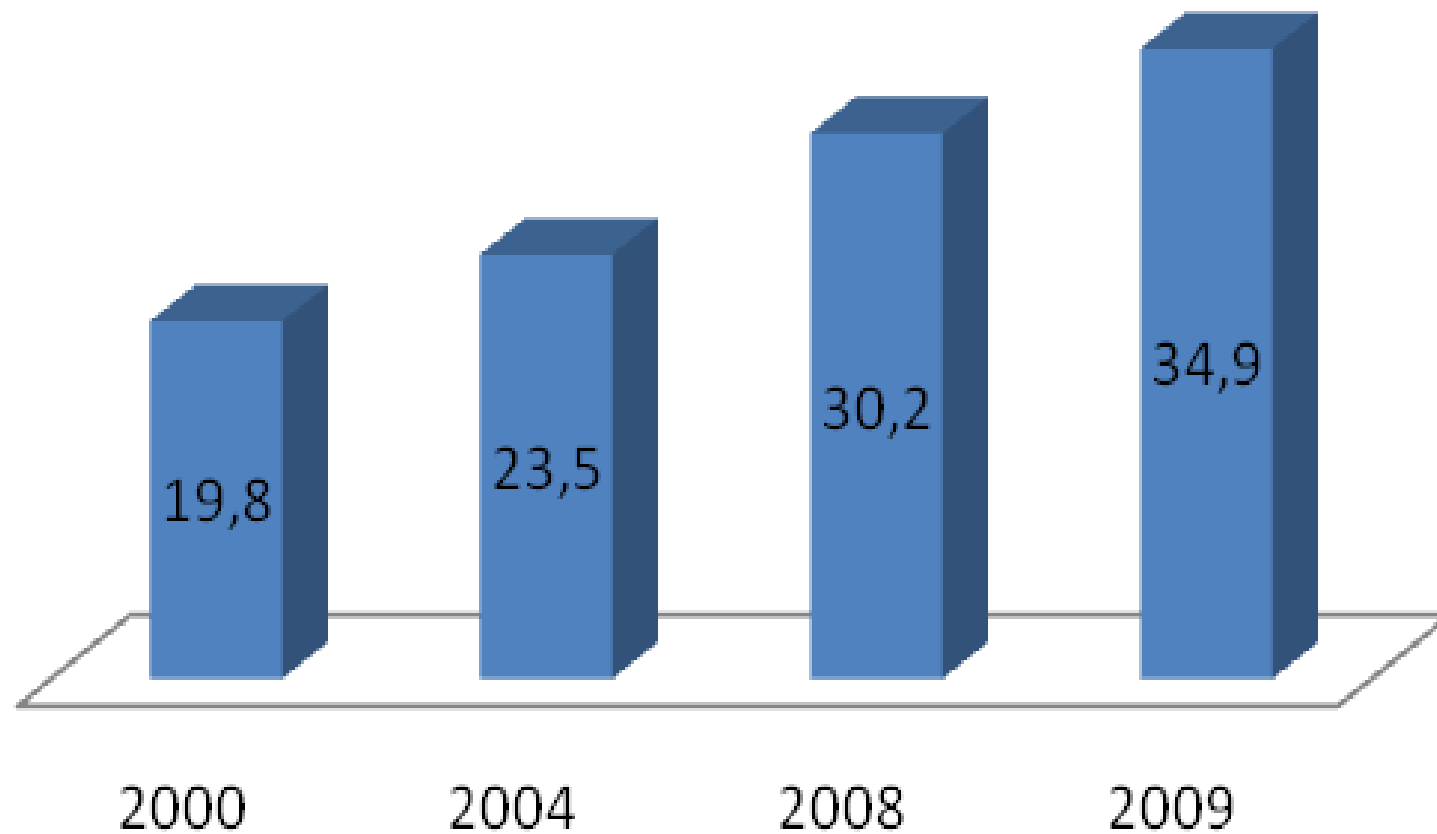
Taxa de pré-escolarização em Portugal, segundo o ano lectivo, por idade (%), 1997-2007



Fonte: A partir de GEPE/INE, 50 anos de estatísticas da Educação, Vol. I, 2009.

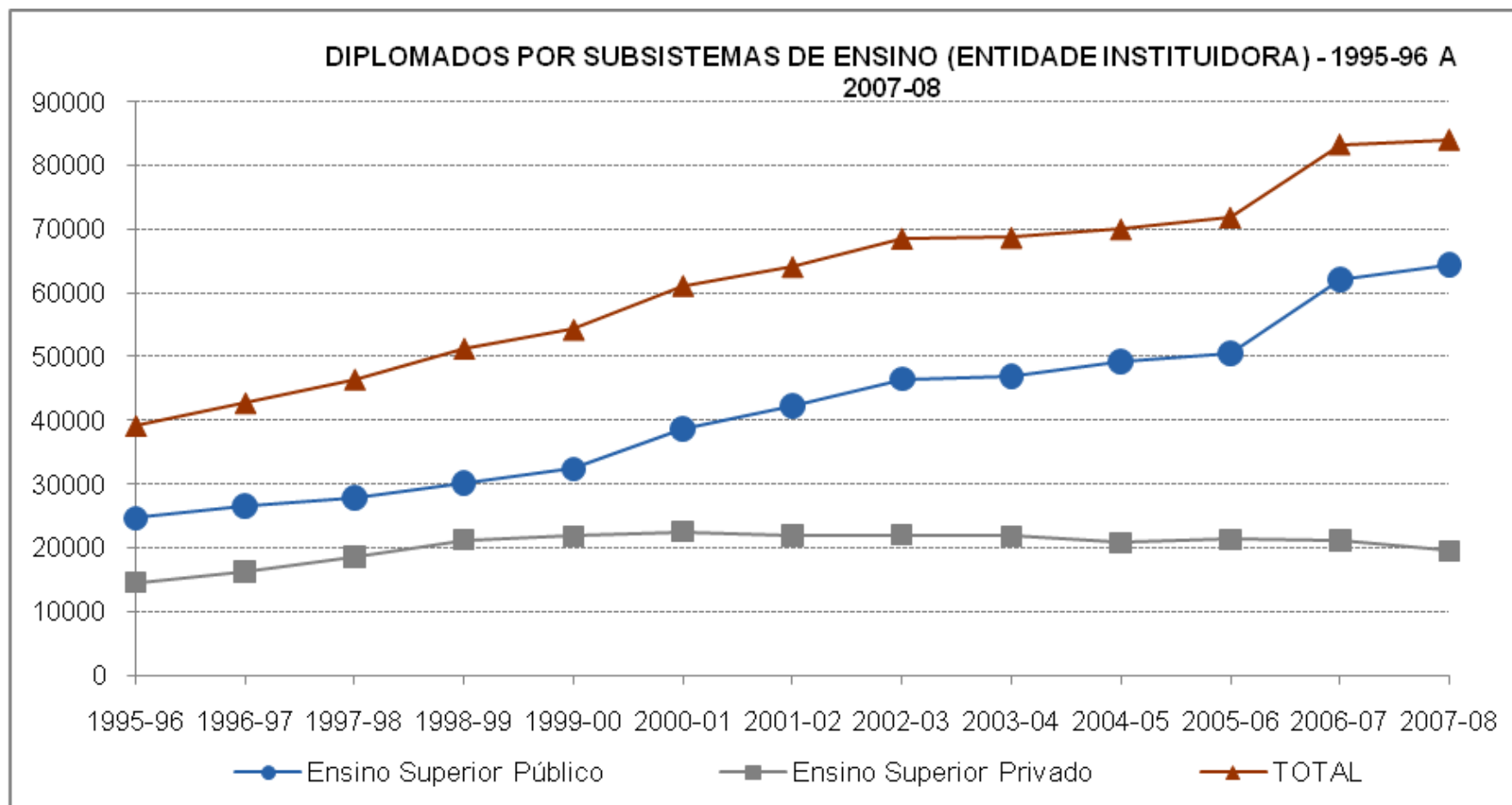
Nota: Até 1975/76 a idade de 4 anos inclui os valores relativos aos 3 anos.

Taxa de cobertura de Creches e Amas, 2000,2004, 2008 e 2009, Continente

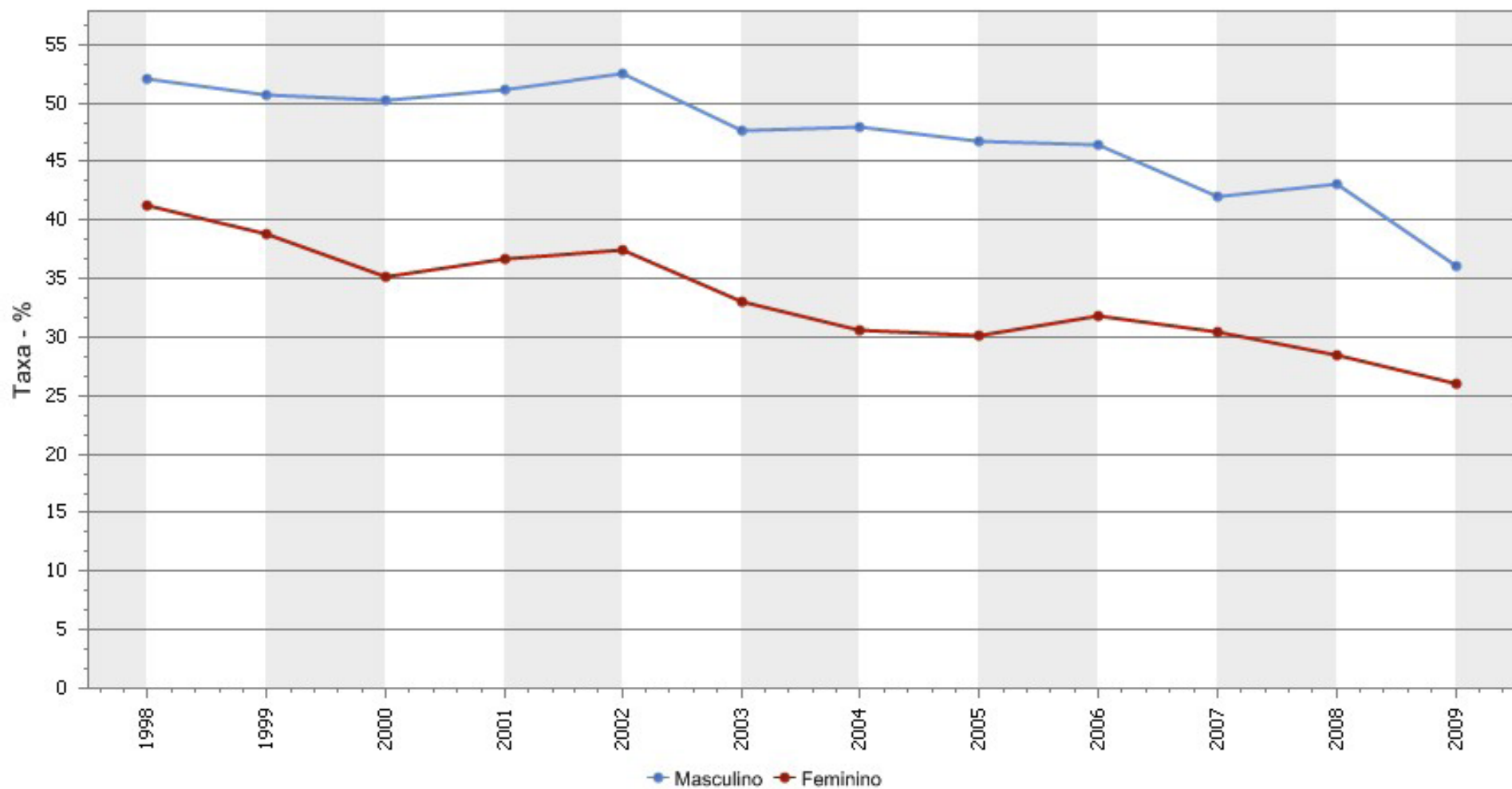


Fonte: Carta Social, 2000; 2004, 2008; Dados fornecidos pelo Gabinete da Secretária de Estado Adjunta e da Reabilitação (2010)

Diplomados do ensino superior por subsistemas de ensino, 1995-2007



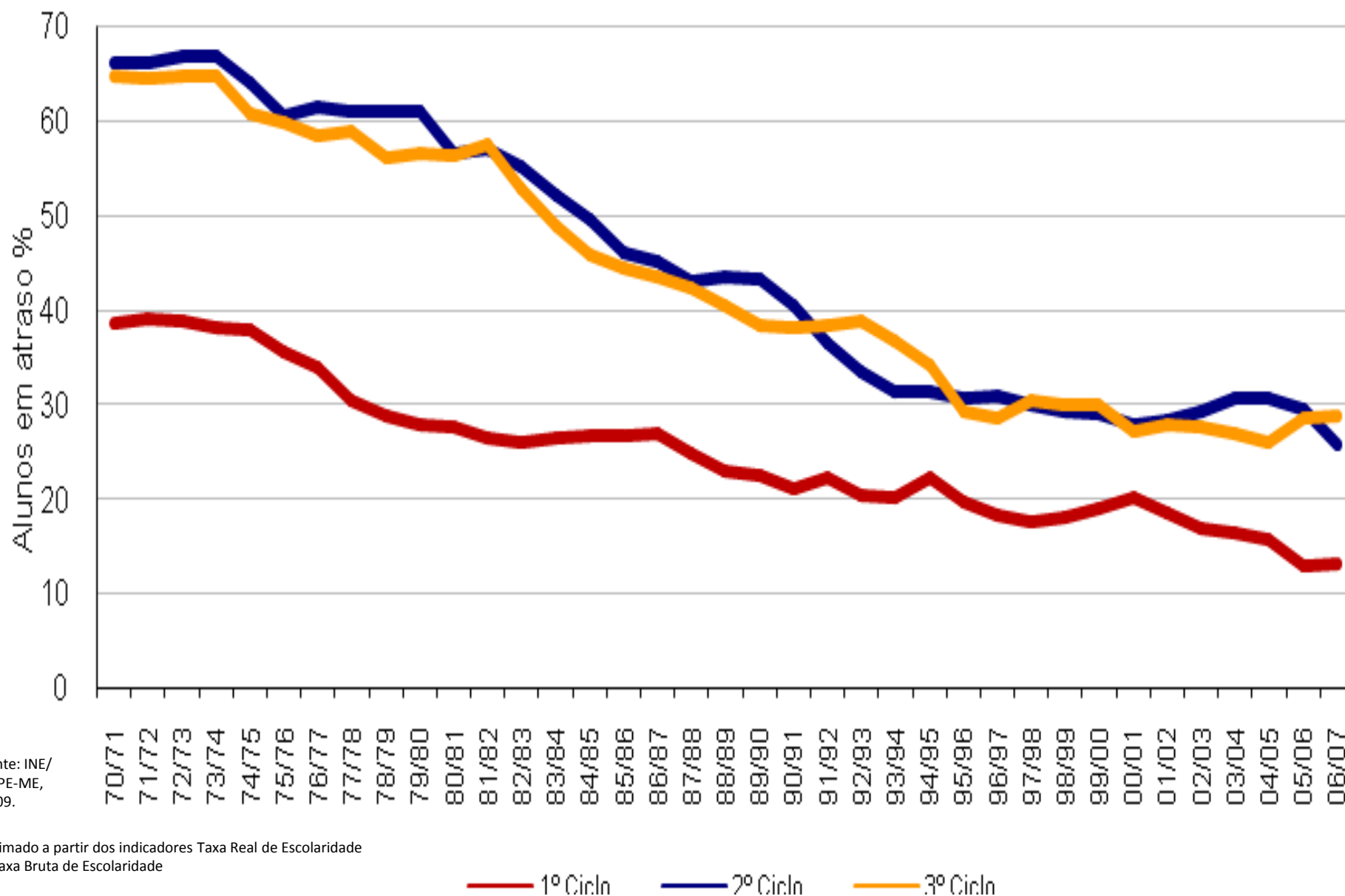
Taxa de abandono escolar precoce: total e por sexo



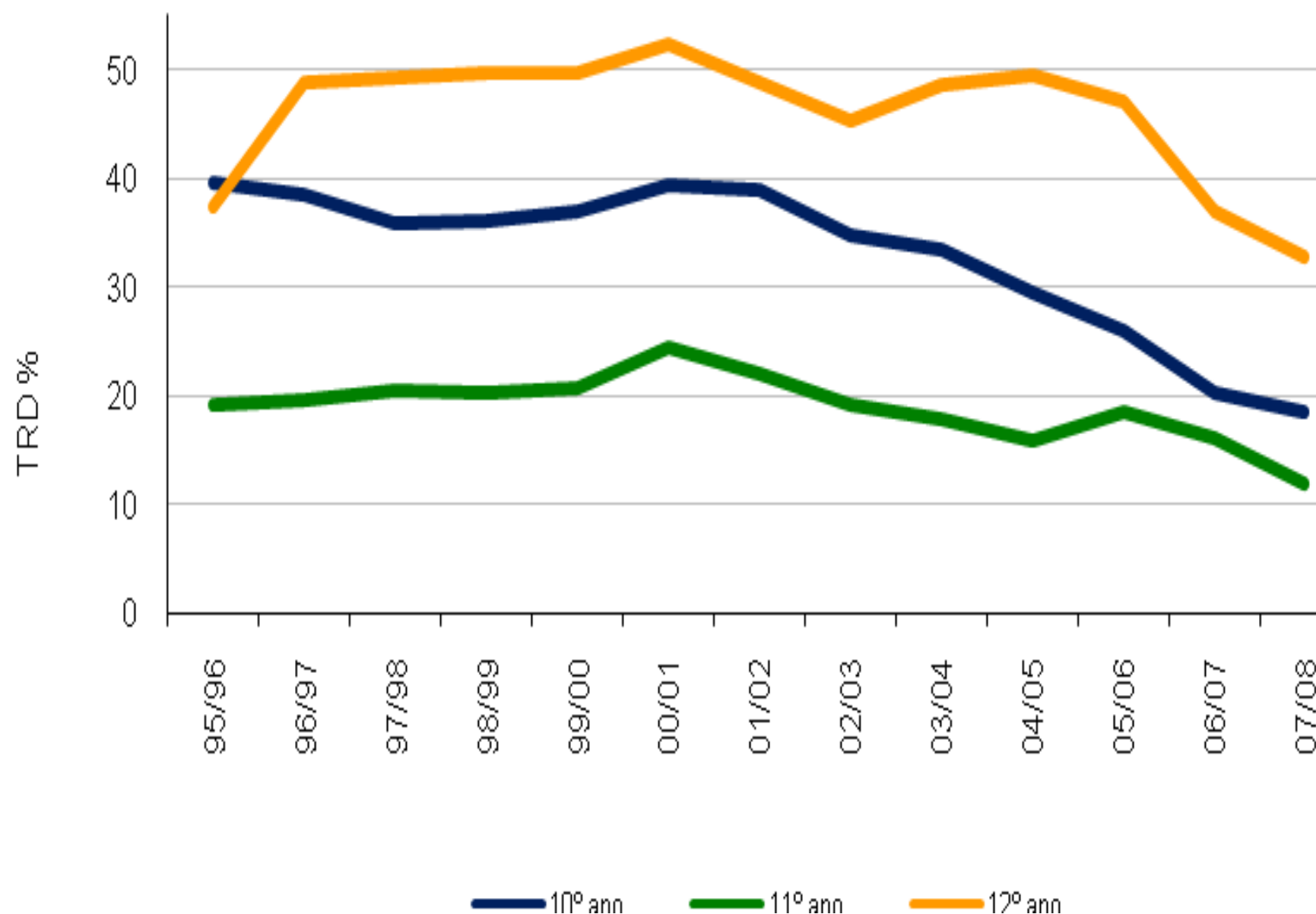
Percentagem da população entre os 20 e os 24 anos que conclui, pelo menos, o nível secundário de ensino e percentagem da população entre os 18 e os 24 anos com, no máximo, o 3º ciclo do ensino básico (1)

Níveis de conclusão dos jovens do ensino secundário (%)			Abandono escolar precoce (%)					
			Total		Homens		Mulheres	
	2002	2007	2002	2007	2002	2007	2002	2007
EU 27	76.7	78.1	17.1	14.8	19.3	16.9	14.9	12.7
Zona Euro	72.7	74.5	19.3	17.1	22.0	19.6	16.6	14.5
Bélgica	81.6	62.6	12.4	12.3	14.9	13.9	9.9	10.7
Alemanha	73.3	72.5	12.6	12.7	12.6	13.4	12.6	11.9
Irlanda	84.0	86.7	14.7	11.5	18.4	14.2	10.9	8.7
Grécia	81.1	82.1	16.7	14.7	20.7	18.6	12.6	10.7
Espanha	63.7	61.1	29.9	31.0	36.4	36.1	23.1	25.6
França	81.7	82.4	13.4	12.7	14.9	14.6	11.9	10.9
Chipre	83.5	85.8	15.9	12.6	22.3	19.5	11.0	6.8
Lituânia	81.3	89.0	14.3	8.7	15.1	11.4	13.4	5.9
Luxemburgo	69.8	70.9	17.0	15.1	14.4	19.2	19.6	11.1
Hungria	85.9	84.0	12.2	10.9	12.5	12.5	11.8	9.3
Malta	39.0	54.7	53.2	37.6	56.5	41.5	49.7	33.3
Holanda	73.1	76.2	15.0	12.0	15.7	14.4	14.3	9.6
Portugal	44.4	53.4	45.1	36.3	52.6	42.0	37.5	30.4
Finlândia	85.8	86.5	9.9	7.9	12.6	9.7	7.3	6.3
Suécia (2)	86.7	87.2	10.4	12.0	11.4	13.3	9.3	10.7
Reino Unido (2)	77.1	78.1	17.8	13.0	18.8	14.6	16.7	11.4

Proporção de alunos em atraso no ensino básico, segundo o ciclo de escolaridade, por ano lectivo, 1968/69-2006/07



Proporção de alunos do ensino secundário retidos ou que desistiram, segundo o ano de escolaridade, por ano lectivo. Portugal. Público e Privado.



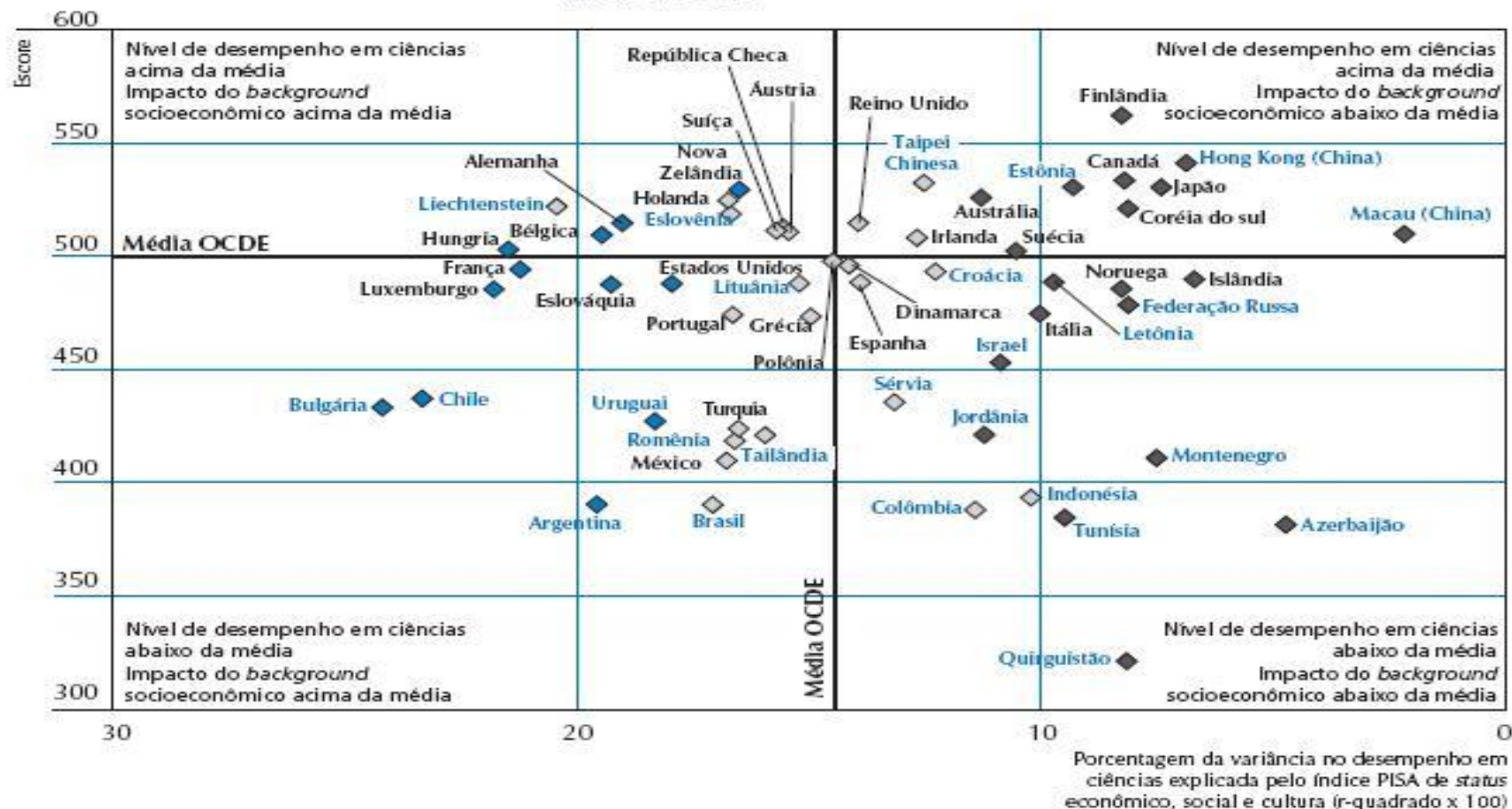
Desempenho em ciências e Impacto do *background* socioeconômico

Desempenho médio dos países na escala PISA de ciências e relação entre desempenho e índice PISA de status econômico, social e cultural

Peso da relação entre desempenho e *background* socioeconômico acima do impacto médio da OCDE

Peso da relação entre desempenho e *background* socioeconômico não apresenta diferença estatisticamente significativa em relação ao impacto médio da OCDE

Peso da relação entre desempenho e *background* socioeconômico abaixo do impacto médio da OCDE



In: *PISA 2006 - Competências científicas dos alunos portugueses*, Dezembro 2007, GAVE/ME, p.26

Fonte: Banco de dados OECD PISA 2006, Tabela 4.4a.

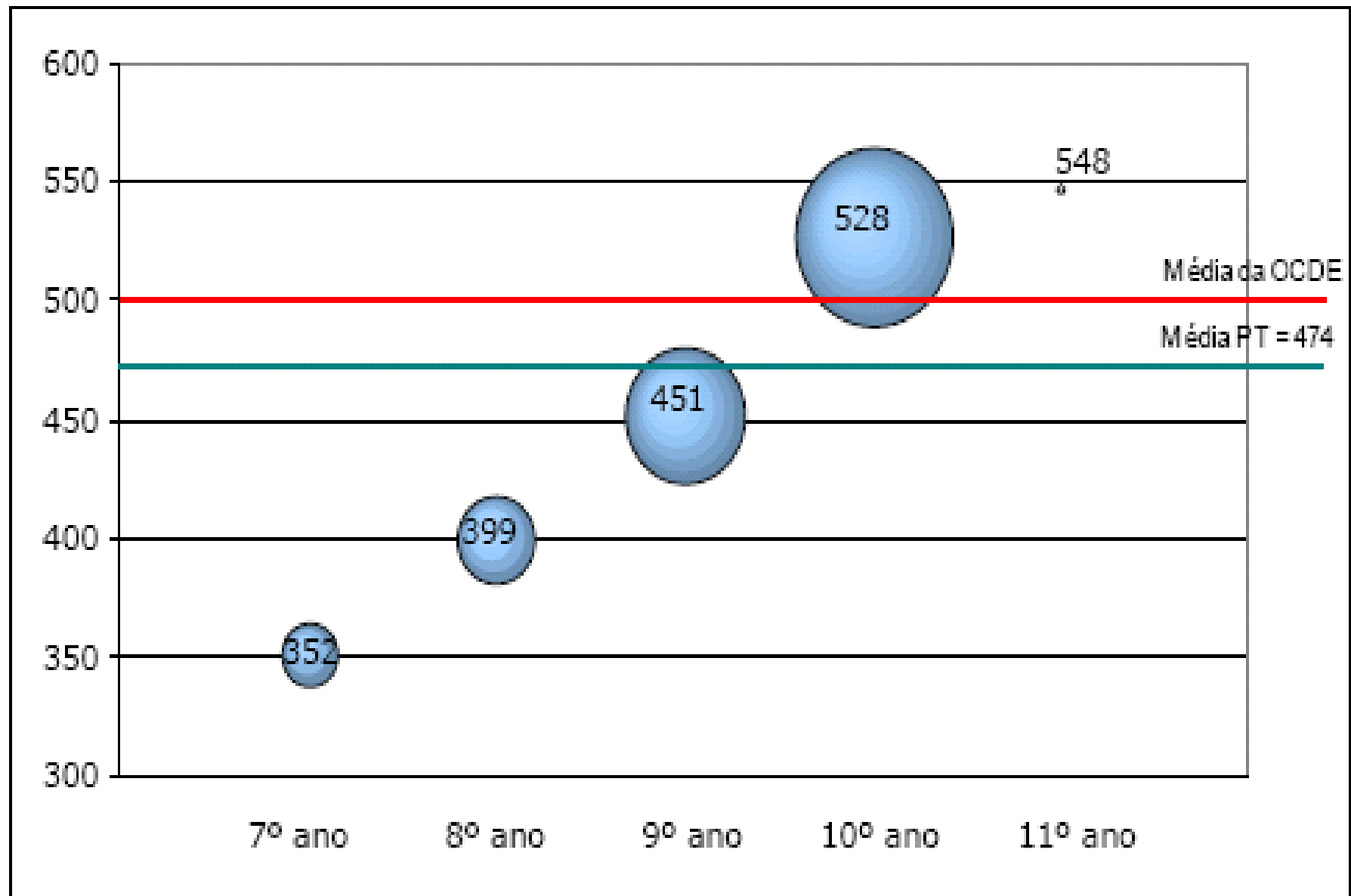
StatLink <http://dx.doi.org/10.1787/141848881750>

Tabela 4. Alunos abrangidos pela Acção Social Escolar por nível de ensino. 2009/2010. Escolas Públicas.
Continente

	Total de alunos inscritos	Alunos abrangidos pela A.S.E.	
		Total	
		nº	%
Ensino Básico	933.348	427.747	45,829
Ensino Secundário	241.863	76.349	31,567
TOTAL	1.175.211	504.096	42,894

Fonte: GEPE. 2010

Desempenho a ciências segundo o ano de escolaridade – 2006



WE HAVE SEEN SO FAR.....

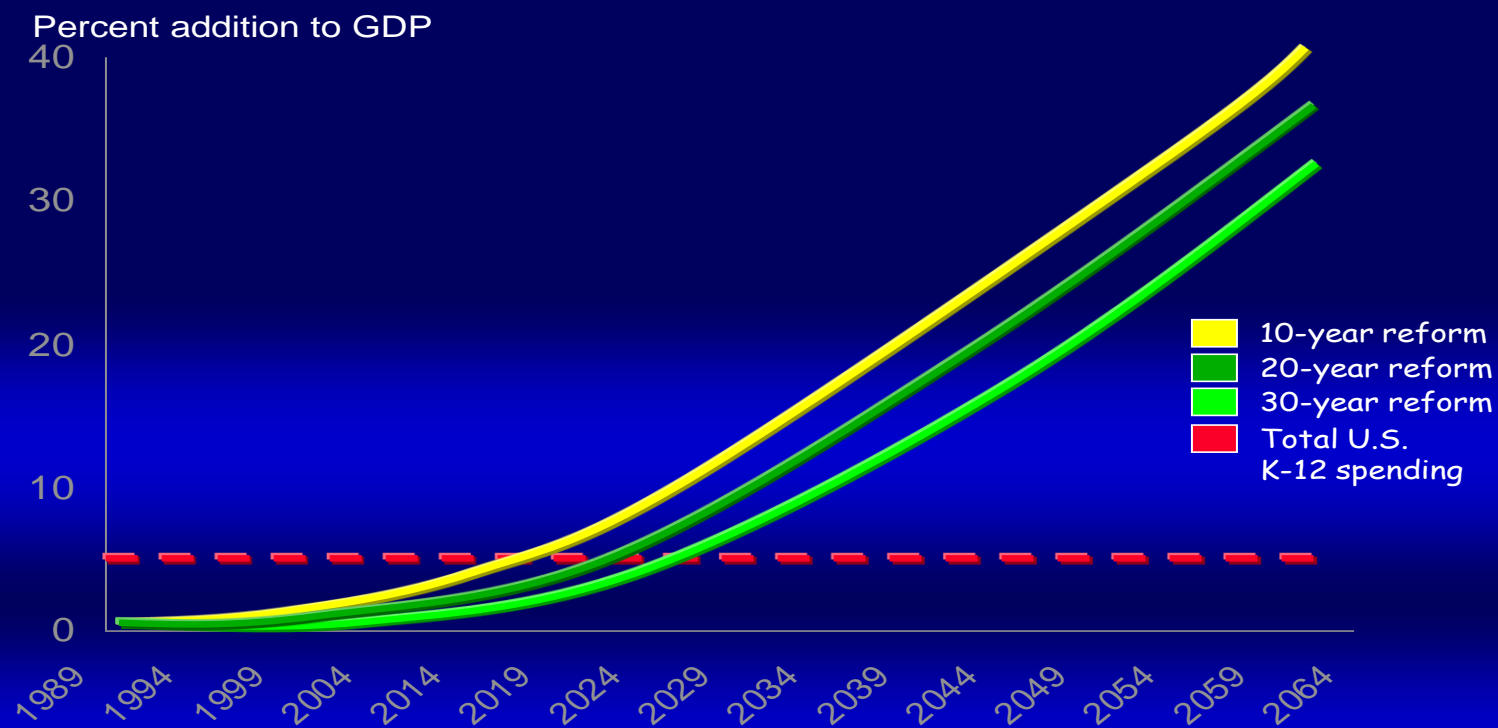
- Traditionally very centralized System
- Low level of School Autonomy
- Teachers as civil servants selected by a computer (M.Ed)
- High rates of Early School Leaving
- Low rates of completion of Secondary Education
- Students performance below average but
 - strong impact of repetition
 - strong impact of socio economic background
- High rates of retention and repetition
- Important achievements during the last 25 years but not enough....

You can look at the long term impact of skills, in terms of economic output.

You can see that basically the added level of economic output from improved performances on assessments on PISA is just very, very huge. If the United States in the year 1989 would have actually done what they said... By that time they said, “we are going to become the best education system in the world...” If they had achieved that, by the year 2040 the added economic output would have paid for the entire education system. *Andreas Schleicher*

The high cost of low educational performance

Improved GDP from achieving the goal of being first in the world by 2000



Note: *K-12 education expenditures are assumed to be constant at the level attained in 2005. These data show that economic benefits from a 1989 reform that raised the U.S. to the highest levels of test performance would cover the cost of K-12 education by 2015

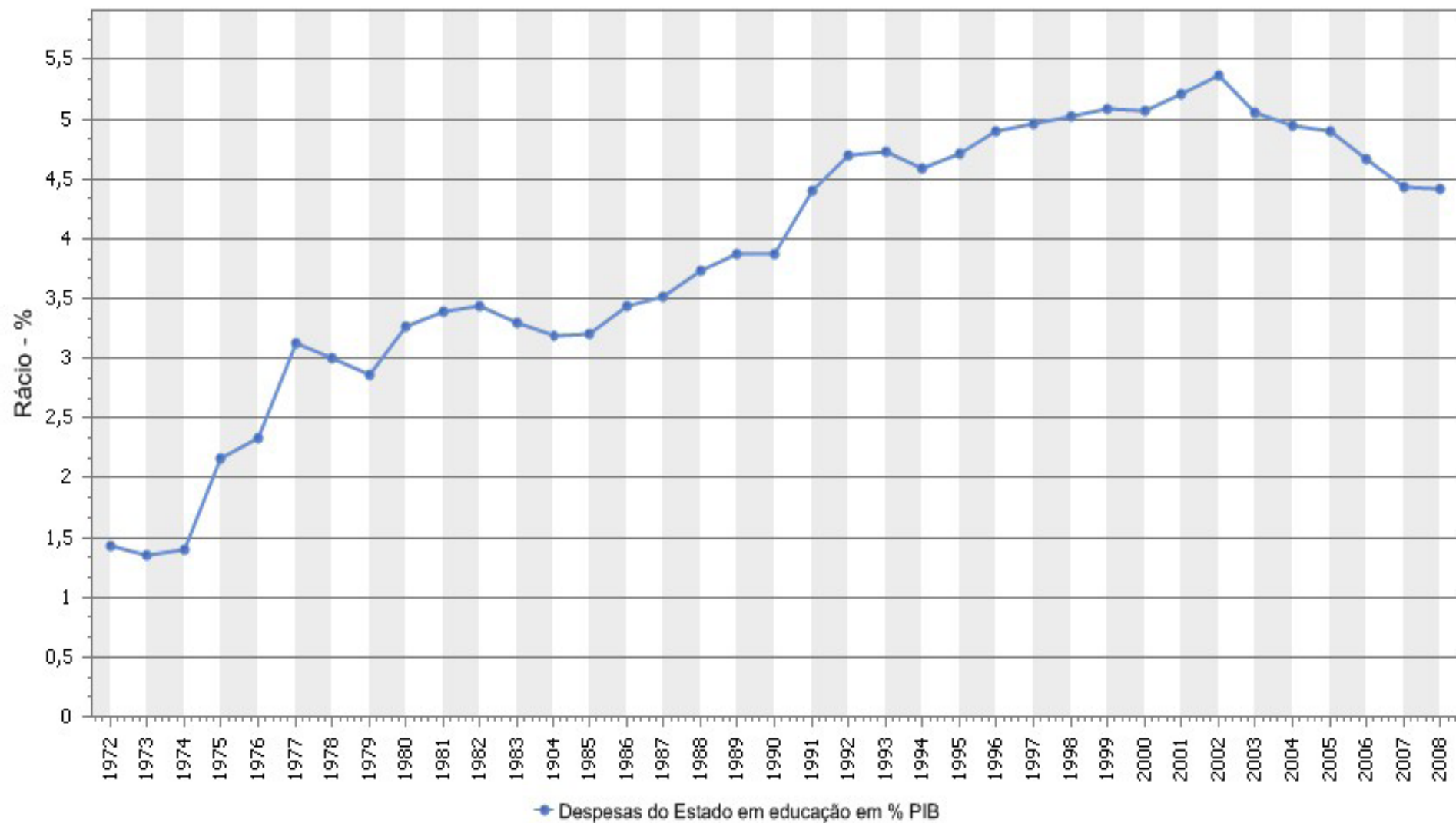
Source: Eric Hanushek

Despesas anuais dos estabelecimentos de ensino por aluno/estudante e nível de ensino, em dólares USA PPC, incluindo todos os serviços, 2006

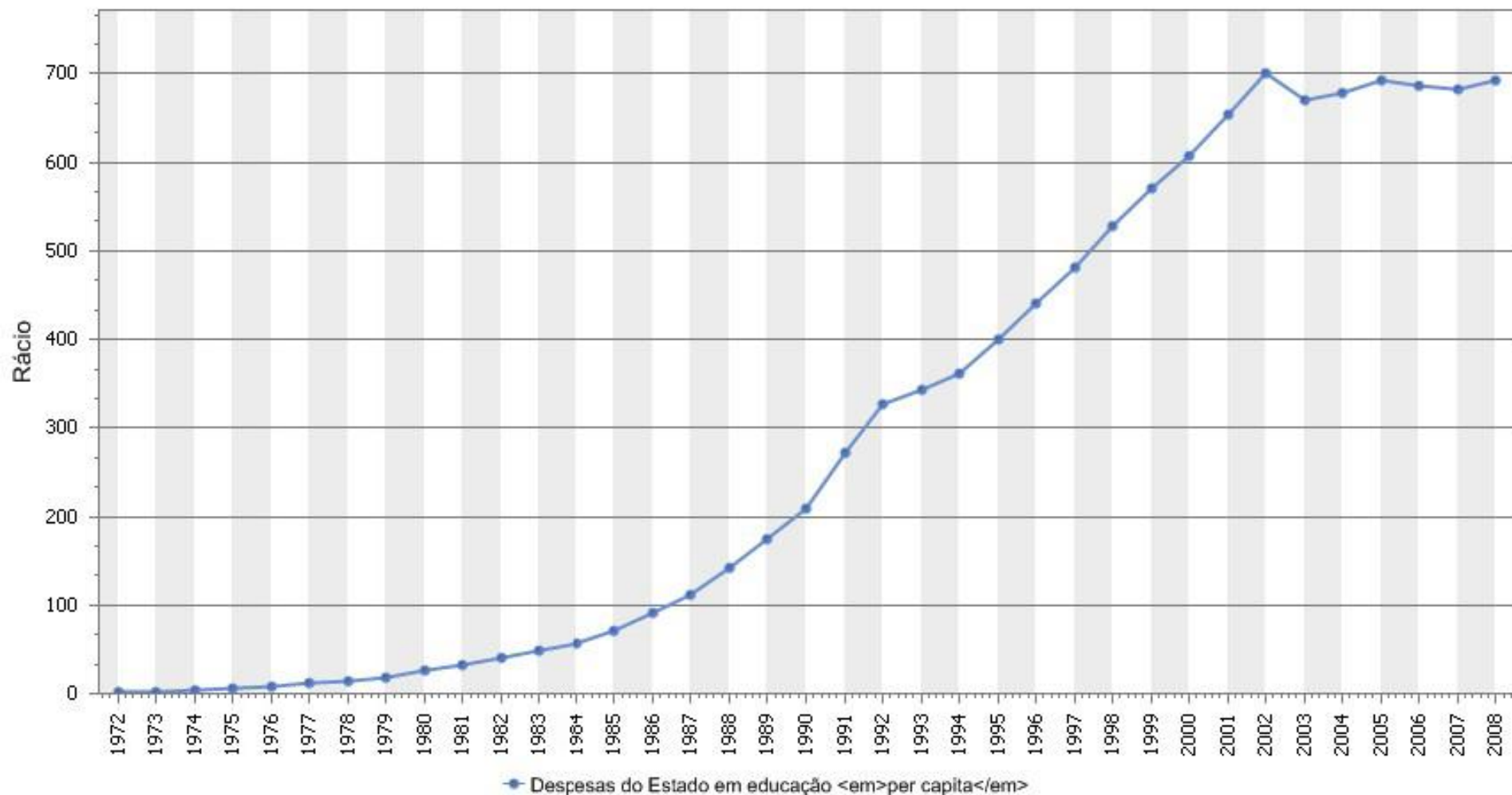
	Do primário ao terciário	Primário	Secundário	Superior
OCDE	7.840	6.437	8.006	12.336
UE -19	7.682	6.479	8.116	11.620
Portugal	6.624	5.138	6.846	9.724

Fonte: OCDE, Regards sur l'éducation 2009

Despesas do Estado em educação: execução orçamental em % do PIB



Despesas do Estado em educação: execução orçamental per capita



Fontes/Entidades: DGO/MFAP, INE, PORDATA - (C) FFMS - Powered by Agile Reporting Services

Public Spending in Education
(Milhões de Euros)

	2005	2006	2007	2008	2009	2010
					a)	a)
Budget	6 069,9	6 030,5	6 028,4	6 175,9	6 666,7	7 275,7

“When you look at spending per student in relation to GDP per capita, we find Portugal number one. In relation to its spending capacity Portugal actually invests a lot in education. No country in the OECD invests more per student relative to spending capacity.”

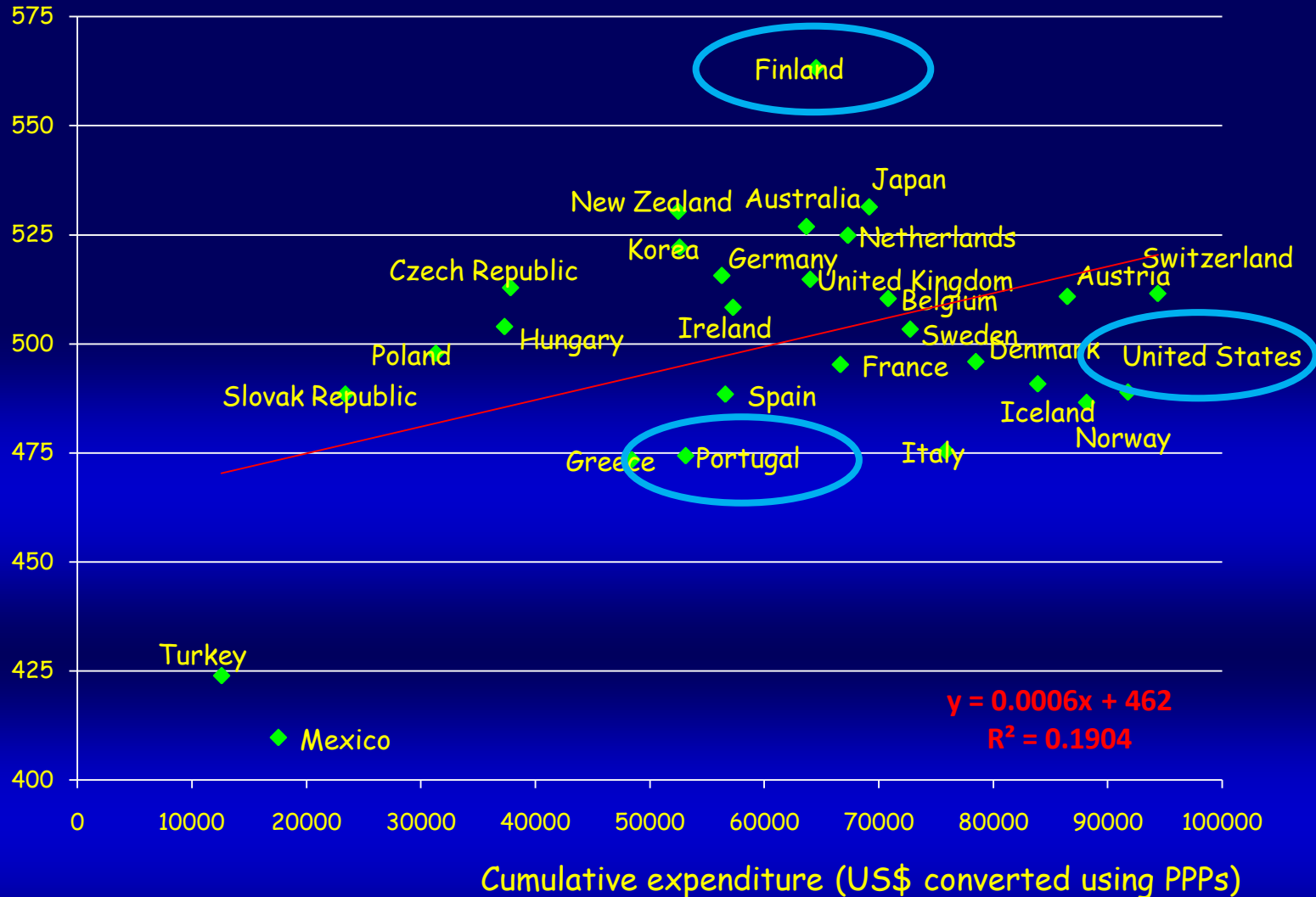
Andreas Schleicher, 2010

“Why is Portugal so expensive? Not because students have long school days, they have relatively shorter days than everybody else in other countries, but teachers are quite well paid, teachers have time for other things than teaching, class size is driving costs up as well. So in Portugal all of those things add up.”

Andreas Schleicher, 2010

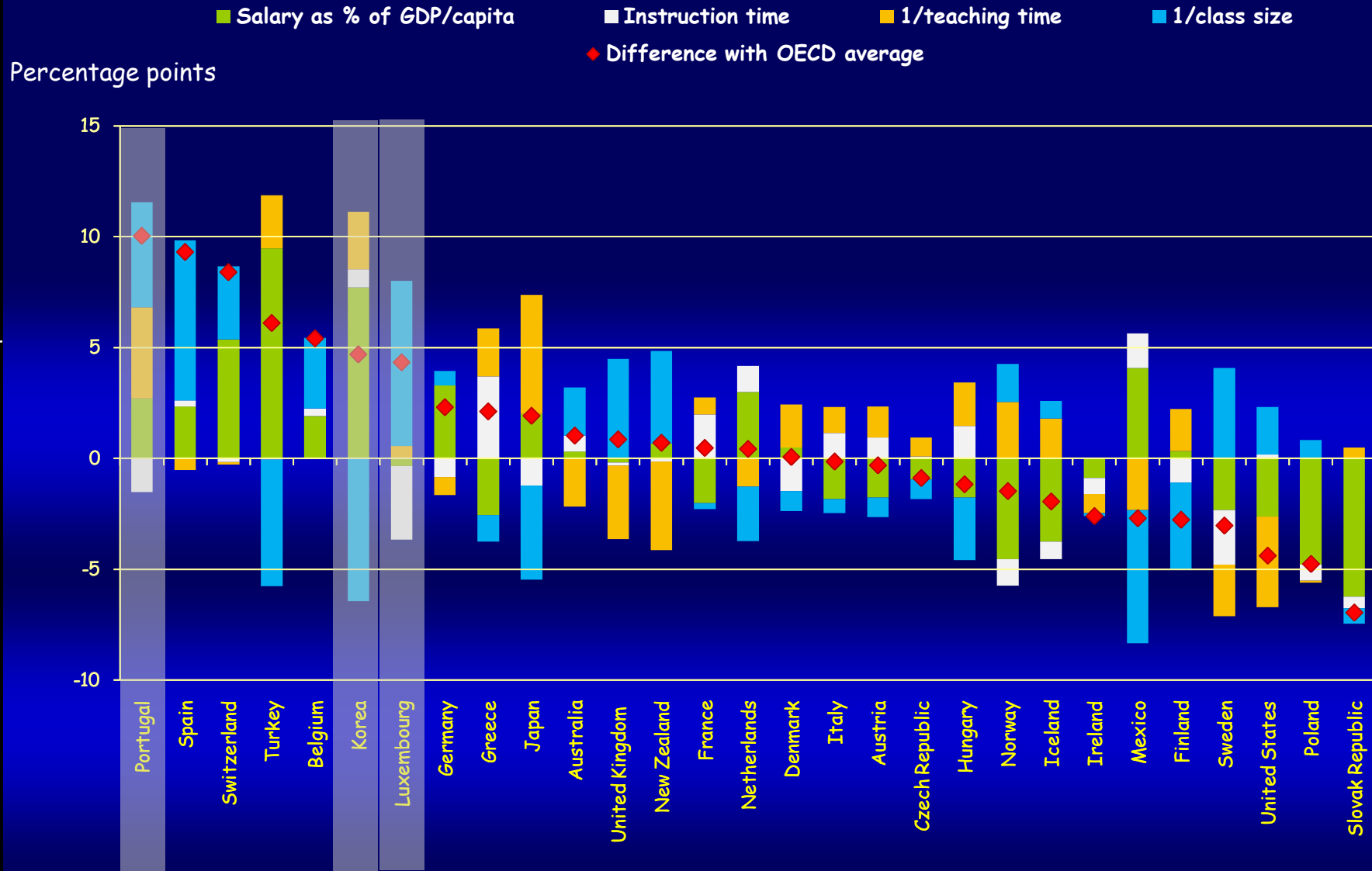
Money matters - but other things do too

Science
performance



Spending choices on secondary schools

Contribution of various factors to upper secondary teacher compensation costs per student as a percentage of GDP per capita (2004)



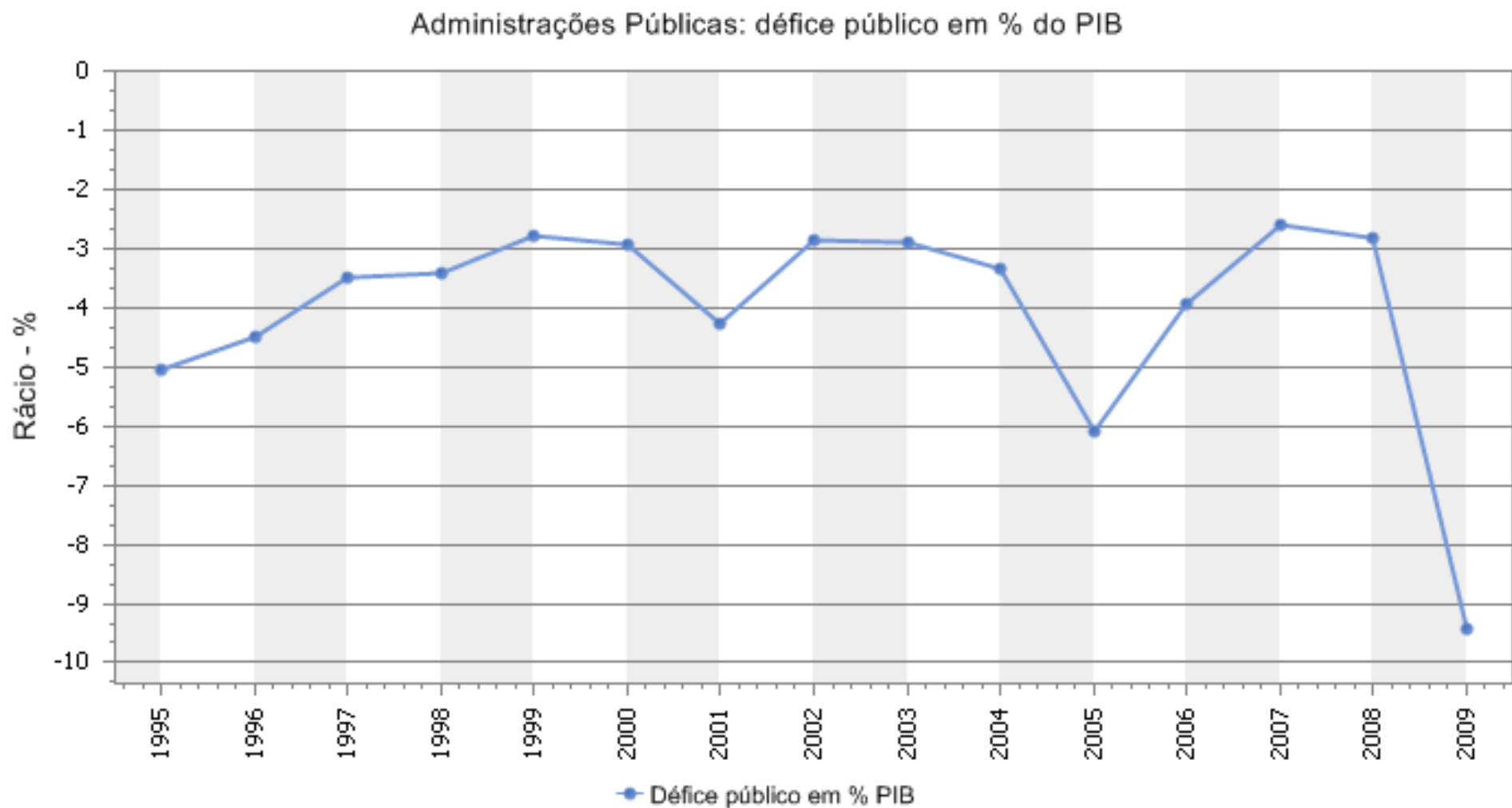
Some Important Changes and initiatives (2005 – 2009)

- Teachers Career
 - progression
 - two levels (not any longer)
- Teachers evaluation (with impact on career progression)
- Technological Plan in Education (computers for free, internet, R&D, innovation...)
- New opportunities initiative(1 million adults have applied for qualification)
- School governance (parents, communities participation, not teachers centred)
- School leadership / management (director...)
- Closing down rural schools, Merging schools
- Diversity of routes in Secondary Education (28000 to 125000, 2005-2009)
- Transfer of competences on basic education to municipalities
- Clarification of the concept of special needs
- Full time school (English, music and PE for all)
- Higher Education lecturers career
- New model of Governance in Universities and Polytechnics (participation of the society...)
- Bologna Process (HE budget 1.5 GDP, ¼ students have a grant)
- Retirement rules (affecting many teachers...)

The mood changed

- Strong impact on dominant organizational and professional cultures
- Demonstrations - teachers came out to the street
- Better salaries for 2009 (general elections)
- Some of the policies changed after the general elections with the new minority Government

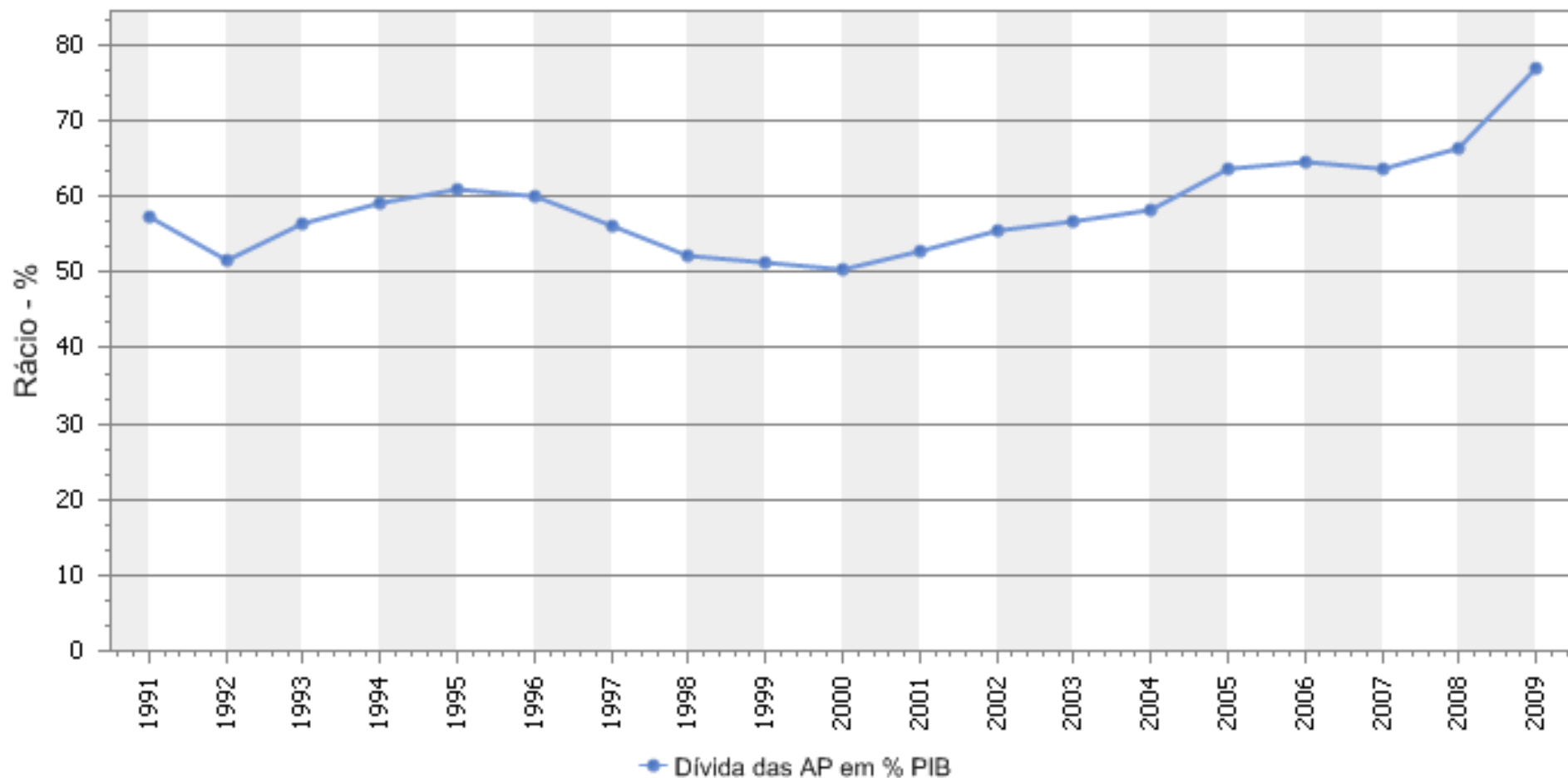
The crisis (Public deficit)



Fontes/Entidades: INE-BP, INE-MFAP, PORDATA - (C) FFMS - Powered by Agile Reporting Services

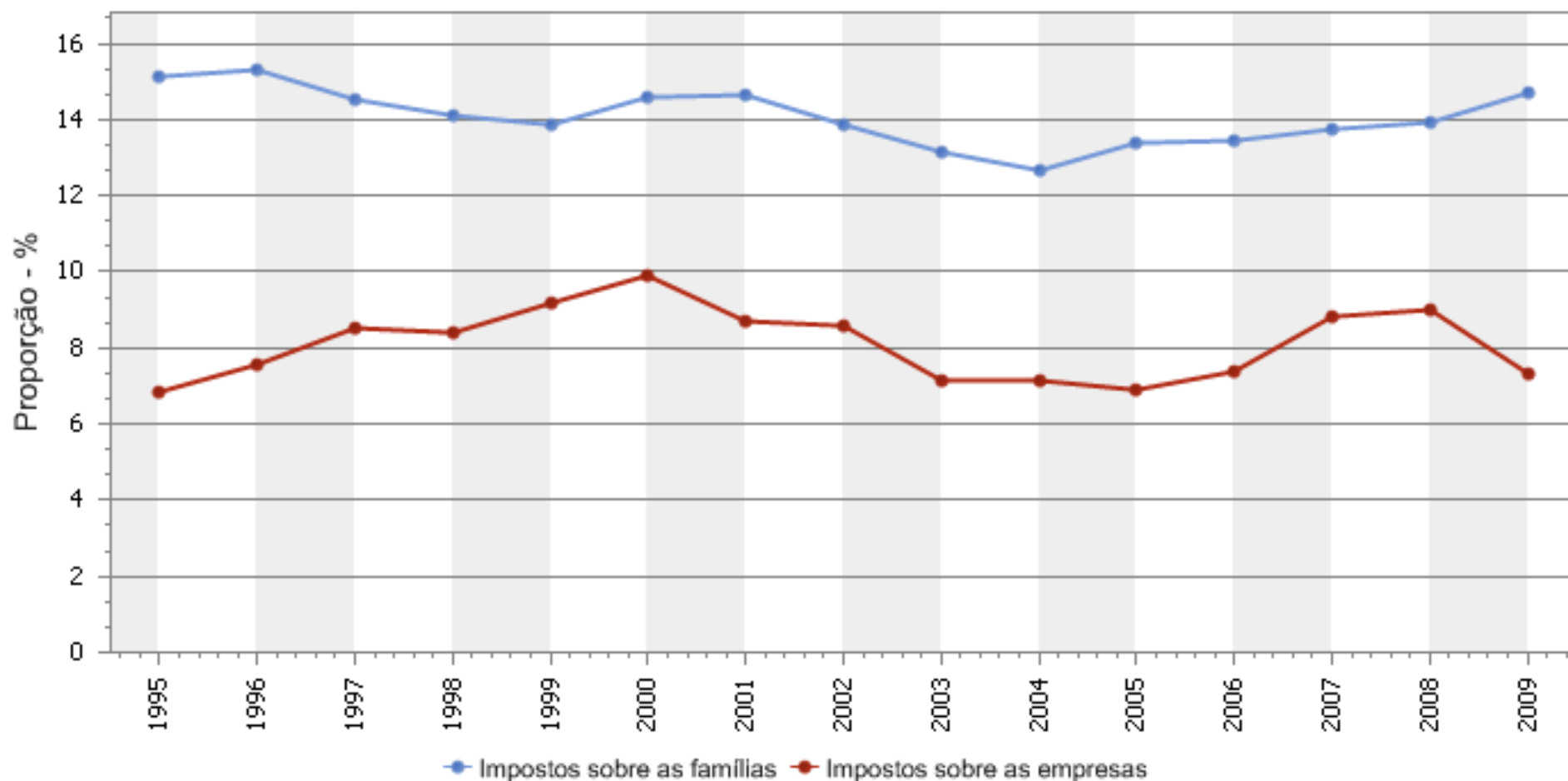
The Crisis (government debt)

Administrações Públicas: dívida em % do PIB



The Crisis (Taxes families and companies)

Administrações Públicas: impostos sobre as famílias e empresas em % das receitas



Fontes/Entidades: INE-MFAP, PORDATA - (C) FFMS - Powered by Agile Reporting Services

The Government Response to Crisis

- Cuts in expenditure / public investment
- Civil servants one for two
- Trust agreement for higher education (100million euro - 100thousand graduates)
- Stimulus towards economic recovery
- Modernization of Schools (300million euro)

Real salaries raised more than the productivity (the unit value of the work factor grew up – we have a high cost per unit produced)

New measures from the Government

- More cuts in Public investment (TGV, Bridge, Airport....)
- Cuts in social measures to support unemployed
- Tax Raise
- Civil servants (includes Teachers) salaries frozen against the highest raise in 2009
- Reduction of 5% of politicians' and public administrators' salaries
- *Close down schools with less than 20 pupils*
- *Merging schools*
- *Cuts in non teaching staff*

The country as a whole has to carry out a real and great effort, it is a real challenge....

Concluding Ideas

- Portugal needs to keep education at the center of priorities
- Need to avoid crisis to impact too much in Education, but it seems not possible to put more money in Education
- Possible need to reconsider school autonomy
- Need to set up systems to support students with difficulties in order to avoid retention and improve performances (Focus on students' results)
- Possible need to reconsider the way teachers are selected and contracted
- Increase the proportion of education spending on non-wages items
- Reinforce initial and in-service teacher education (students results, support children to overcome difficulties....)
- Reinforce diversity of routes to complete Secondary Education

Obrigado

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