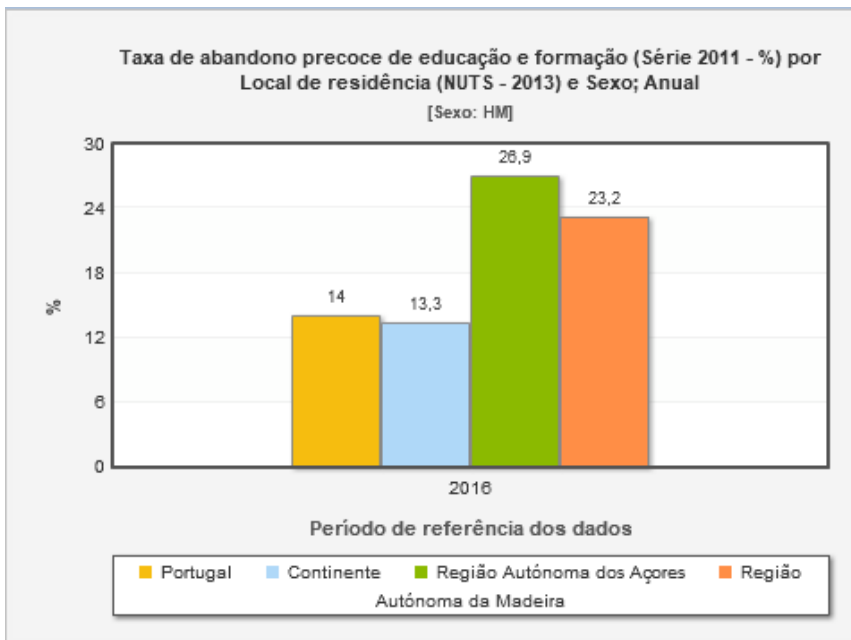


Early School Leaving - Portugal

Early School Leaving in Portugal – 2016/2017

In Portugal, every year thousands of students drop out of school due to lack of financial means, lack of support from families, poor dissemination of information and alternatives they feel better and their own lack of will.

The high rate of school drop-out compromises not only the country's development but also its education system.



Anos	Sexo		
	Total	Masculino	Feminino
+ 1992	50,0	56,2	44,2
2000	± 43,6	± 50,7	± 36,4
2001	44,3	51,6	36,9
2002	45,0	52,7	37,3
2003	41,2	48,7	33,6
2004	39,3	47,6	30,9
2005	38,3	46,2	30,2
2006	38,5	46,1	30,7
2007	36,5	42,8	30,0
2008	34,9	41,4	28,2
2009	30,9	35,8	25,8
2010	28,3	32,4	24,0
2011	± 23,0	± 28,1	± 17,7
2012	20,5	26,9	14,0
2013	18,9	23,4	14,3
2014	17,4	20,7	14,1
2015	13,7	16,4	11,0
2016	14,0	17,4	10,5

Eurostat data show that in the last 10 years Portugal school drop-out rate has decreased significantly.

Portugal recorded the fourth highest drop out rate in 2016 and of the European Union, with 14% of young people between the ages of 18 and 24 to leave education and training prematurely, reveal data published by Eurostat in 2016.

According to the "Europe 2020 Indicators on Education in 2016", published today by the official EU statistics office, only Malta (19.6%),

Spain (19%) and Romania (18.5%) presented last year higher drop-out rates than Portugal, with the Union average at 10.7%.

Eurostat data show that in the last 10 years Portugal has experienced a marked drop in school drop-out rates (the percentage of the population aged 18-24 who did not go beyond the first cycle of upper secondary education and did not continue studies or training). which in 2006 stood at 38.5%, the highest of all Member States.

Portugal may also meet the target set in the framework of the "Europe 2020 Objective" of having a drop-out rate of no more than 10% in line with the EU average (each Member State has the its own objective according to its reality, and that between the 28 Member States it varies between 4% and 16%).

The other indicator published today by Eurostat on the percentage of people between the ages of 30 and 34 who successfully completed higher education shows that Portugal, with a rate of 34.6%, was also below the European average (39.1% %) in 2016, more than five points from its "Europe 2020 target" target of at least 40% (also in this case in line with the EU average target).

In this case too, Portugal has registered a very significant evolution in the last 10 years, since in 2006 only 12.9% of the people between the ages of 30 and 34 had obtained a diploma in higher education, which at the time constituted the fifth lowest value of the EU (now the tenth lowest).

Back to school dropout rate 2017

After the rise in 2016, the early school leaving rate dropped back to 12.6% in 2017, the lowest figure since 1992. Portugal has two years to reach 10% and meet the European target for 2020.

After the rise in 2016, the early school leaving rate dropped back to 12.6% in 2017, the lowest figure since 1992. Portugal has two years to reach 10% and meet the European target for 2020.

In 2007, the dropout rate in primary and secondary education was 36.5%, almost three times that of 2017. The downward trend, which has been consolidated in the last decade, was only broken by a three tenths 2016, when it increased from 13.7% to 14%.

This is the lowest since 1992. The National Statistics Institute (INE) showed a rate of 12.6% in February 2018, and the Ministry of Education was quick to congratulate itself on the "considerable decrease over the year previous". The INE calculates the sample indicator from the employment survey of 18 to 24-year-olds "who did not complete secondary education, were in the four weeks prior to the survey without any formal or informal education and training".

School dropouts are more common in boys, who represent 15.3% of cases, than in girls, with 9.7%.

Early exit rate of education and training: total and by sex - 1992/2017

Rate - %

Years	Sex		
	Total	Male	Female
1992	50,0	56,2	44,2
1993	46,7	52,9	40,7
1994	44,3	49,4	39,2
1995	41,4	47,1	35,5
1996	40,1	45,6	34,4
1997	40,6	46,8	34,4
1998	⊥ 46,8	⊥ 52,5	⊥ 41,1
1999	44,8	51,0	38,7
2000	⊥ 43,6	⊥ 50,7	⊥ 36,4
2001	44,3	51,6	36,9
2002	45,0	52,7	37,3
2003	41,2	48,7	33,6
2004	39,3	47,6	30,9
2005	38,3	46,2	30,2
2006	38,5	46,1	30,7
2007	36,5	42,8	30,0
2008	34,9	41,4	28,2
2009	30,9	35,8	25,8
2010	28,3	32,4	24,0
2011	⊥ 23,0	⊥ 28,1	⊥ 17,7
2012	20,5	26,9	14,0
2013	18,9	23,4	14,3
2014	17,4	20,7	14,1
2015	13,7	16,4	11,0
2016	14,0	17,4	10,5
2017	12,6	15,3	9,7

⊥ Break of series

Data Sources: INE - Employment Survey

Source: PORDATA

Last updated: 2018-02-07

Place of residence (NUTS - 2013)		Early abandonment rate of education and training (Series 2011 - %) by Place of residence (NUTS - 2013) and Sex; Annual (2)				
		Data reference period (1)				
		2017				
		Sex				
		MF	M	F		
		%	%	%		
Portugal	PT	12,6	15,3	9,7		
Continent	1	11,9	14,4	9,4		
Autonomous Region of the Azores	2	27,8		§	§	
Autonomous Region of Madeira	3		§	§	§	

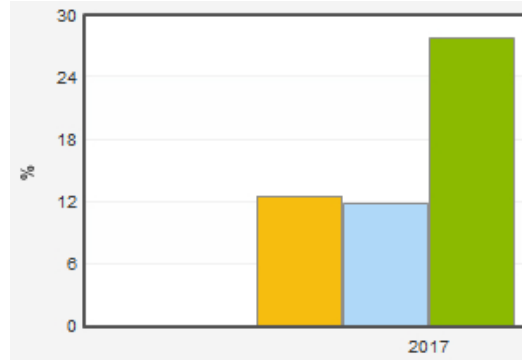
Early abandonment rate of education and training (Series 2011 -%) by Place of residence (NUTS - 2013) and Sex; Annual - INE, Employment Survey

Grades:

(1) Calibrated values based on population estimates calculated from the definitive results of the 2011 Census.
 (2) "Early abandonment of education and training" is one of the indicators used to monitor the Europe 2020 strategy (formerly "early school leaving"). The figures presented follow the Eurostat calculation methodology.

Conventional Signs:

§: Deviation from the quality standard / High coefficient of variation



Abandonment of the education and training system: differences are more visible between men and women than between regions of mainland Portugal

Population between 18 and 24 years old that did not complete secondary education and is not enrolled in the education and training system according to sex, Portugal, in 2012 (%)

	Total	Homens	Mulheres
Norte	21,3	28,3	14,0
Centro	18,7	24,7	12,3
Lisboa	20,1	26,2	13,8
Alentejo	19,4	24,2	14,2
Algarve	20,2	22,9	17,3
R. Autónoma dos Açores	34,4	40,5	28,0
R. Autónoma da Madeira	29,0	37,4	20,1
Portugal	20,8	27,1	14,3

The percentage differences between the regions of mainland Portugal are moderate if one takes into account the national reference (20.8%). The Northern region is still above this value (21.3%). It is in the Autonomous Regions of the Azores and Madeira where the percentage of the population between the ages of 18 and 24 that is not in the education and training system, having completed at most basic education (ISCED 2), are much higher (29% and 34.4%, respectively).

However, if the percentages for women in the Autonomous Regions (28% for the Azores and 20.1% for Madeira) are close to the national level, the men have a much more burdensome and contrasting level (in the case of the Azores 40%).

The differences between men and women are very evident in this regard. In all regions, men have higher rates of early school leaving than women - is in the Autonomous Region of Madeira and in the North where these values are higher (17.3% and 14.3%, respectively).

According to the Ministry of Education, "Portugal continues to register worrying levels of school drop-out, which reinforces the need to continue and strengthen investment in Portuguese qualification policies." The ME reminds that the Government Program is "prioritized to qualify as the first axis of the National Reform Program, through the following measures:

- **Qualifying Program**, retaking the investment that was discontinued between 2011 and 2015 in the training and qualification of adults, to compensate for the qualification deficit due to dropping out of school.
- **National Program for the Promotion of School Success**, focusing on preventive action, focused on the first years of schooling, so that the conditions that have led to abandonment are corrected from the beginning of the students' school journey.
- **Reinforcement and valorization of Vocational Education**, focusing on the valuation of all students and the plurality of courses, in response to vocations and qualification needs.
- **Strengthening School Social Action**, investing in the most vulnerable populations, taking into account the incidence of abandonment in socioeconomically disadvantaged groups.
- **Territorial policies to combat school drop-out**, promoting joint work among municipalities, inter-municipal communities and government in the management of funds available for the construction of programs to combat school drop-out with effective impact and relevance.

Early School Leaving in Portugal Causes in Portugal

It is in the list of causes where the greatest controversy appears naturally, which is understood since its own realization presupposes that those responsible are also identified. At this point no one is entirely guilty.

The main causes come from 4 predominant factors such as:

Students, Families, Teachers and the School

Students:

- Delays in cognitive development. Psychometric intelligence scales have been pointed out as a good indicator to identify these individual causes of school failure. The problem is that the vast majority of students who fail in school results have a normal development.
- The characteristic instability in adolescence, is among the many individual causes of failure. It often leads the student to reject school, to disinvest in the study of subjects, and often to indiscipline.

Family:

- Authoritarian powers, family conflicts, litigious divorces, are part of causes that may lead to the student feeling rejected, and begin to disinterest for his school career, adopting undisciplined behavior.
- The social origin of the students has been the most used cause to justify the worst results, especially when they are obtained by students from families with low economic resources.

Teachers:

- The management of the discipline in the classroom is another factor that greatly influences the students' academic performance. But we are far from being able to say that a completely disciplined class is one where school failure disappears.
- Teaching methods, didactic resources, communication techniques that are inappropriate to the characteristics of the class or of each student, are also part of a wide range of causes.

School :

- Low expectations of teachers and students in relation to school. In schools where this happens the results will tend to confirm what everyone is waiting for.
- The high number of pupils per school and class also tends not only to lead to increased conflicts, but also to lower individual income.

Conclusion

Nobody has any doubts in agreeing that the current society is based on a

set of values that discourage the study and promote the school failure. Fun, Individualism and Consumerism, three essential values in today's society, are in everything opposed to what the school means: reflected attitudes, incessant search for knowledge and values.

Measures against Early School Leaving

Studies of successful prevention and intervention programmes point to the importance of professionalisation (of teachers and headteachers) and, above all, of the establishment of 'professional communities'. These are cross-institutional, interdisciplinary teams that work on pedagogical challenges over the longer term and try to devise solutions to the issues faced in their respective local schools. The notion of 'professionalism' is often reduced to specialist and teaching expertise; yet studies show that social skills, together with the associated building of positive relationships with pupils, are paramount in the educational process. In this context, it is important that a positive school climate should prevail, as well as a protected environment (from safe routes to school to the avoidance of physical violence and bullying). Alienation and lack of identification can easily happen, particularly in large school complexes (where anonymity is an issue). Relationships and classes should be designed in such a way as to reduce fear of failure and keep escapist fantasies at bay. Too rarely does teaching build on the skills that pupils have already acquired in their everyday lives, thus resulting in teaching practices which are oriented more on deficiencies than on resources. Indeed, there is often a mistaken belief that such an approach would place decreasing academic demands on pupils. Yet research shows that the opposite is in fact the case: high standards combined with intensive support increase academic performance and exam success rates.

At the same time, prevention and intervention measures should always address in-school activities in their entirety. A distinction can be made here between three areas, namely in-school, out-of-school and systemic areas. Programmes that cover all three areas produce the best results. A good example here would be a programme that links new types of teaching and tutoring (in-school), out-of-school activities and partnerships (work experience, leisure activities, mentoring, etc.) with changes to the system (new curricula, cooperation between schools, etc.). Modern

evidence-based prevention programmes thus focus on opportunities within the institutional framework of the school.

For the simple reason that the distancing process from school occurs over a long period, measures are more effective and more efficient the earlier they are deployed in the educational system (through high quality programmes in early childhood education and care). These measures spare many young people the stigma of being branded a loser or being ostracised at an early age.

Professor Erna Nairz-Wirth is Head of Educational Science at **Vienna University Of Economics and Business**: Her research and teaching interests include educational and occupational trajectories, where she links her work into the causes and consequences of dropout and early school leaving. She is a member of the EU research project **RESL.eu**, “Reducing Early School Leaving in Europe”. She has also designed and led a qualitative longitudinal study on early school leavers in Austria, and developed recommended measures for the prevention of absenteeism and drop-out for teachers, parents and school heads within the City of Vienna.