



Swot Analysis

"It must be explained that neither the educational institution nor the teaching class are, in principle, prepared for this."

Fernández Enguita (2007).

Pg.76)

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WHY SO: Goals



Give strategic sagacity and coherence to the projects of each school with common objectives for the educational community.



Promote greater use of new technologies.



Foster an articulation between promoters and projects encouraging teachers to develop projects, in straight cooperation between public and private schools.



Create equipment and software conditions.



Promote a better usage of one's free time.



Stimulate teachers for a greater motivation.



ASSUMPTIONS FOR THE BASIS OF THE ACTION PLAN

THE CONTEXT: MIDDLE SCHOOL HUNGARY / PORTUGAL



The teacher as "background "



Use of technologies by teachers & students



Use of New Technologies as form of motivation



Releasee Daily Stress



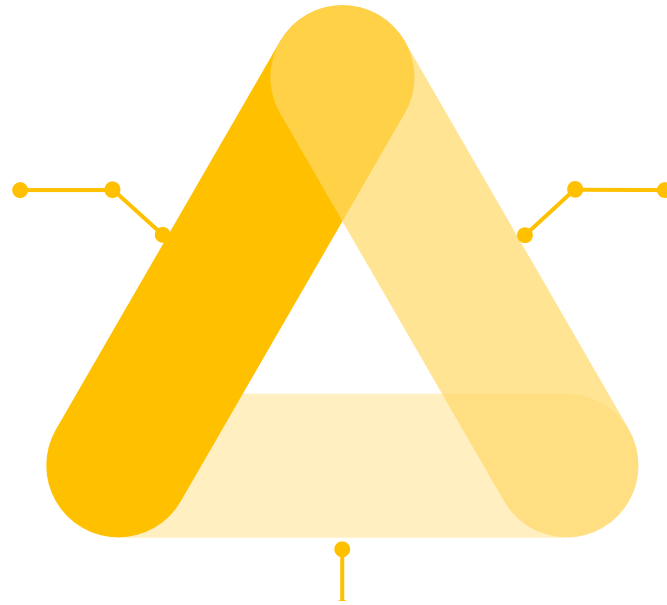
The Burnout Problem



The Student Profile

KEY TRIANGLE

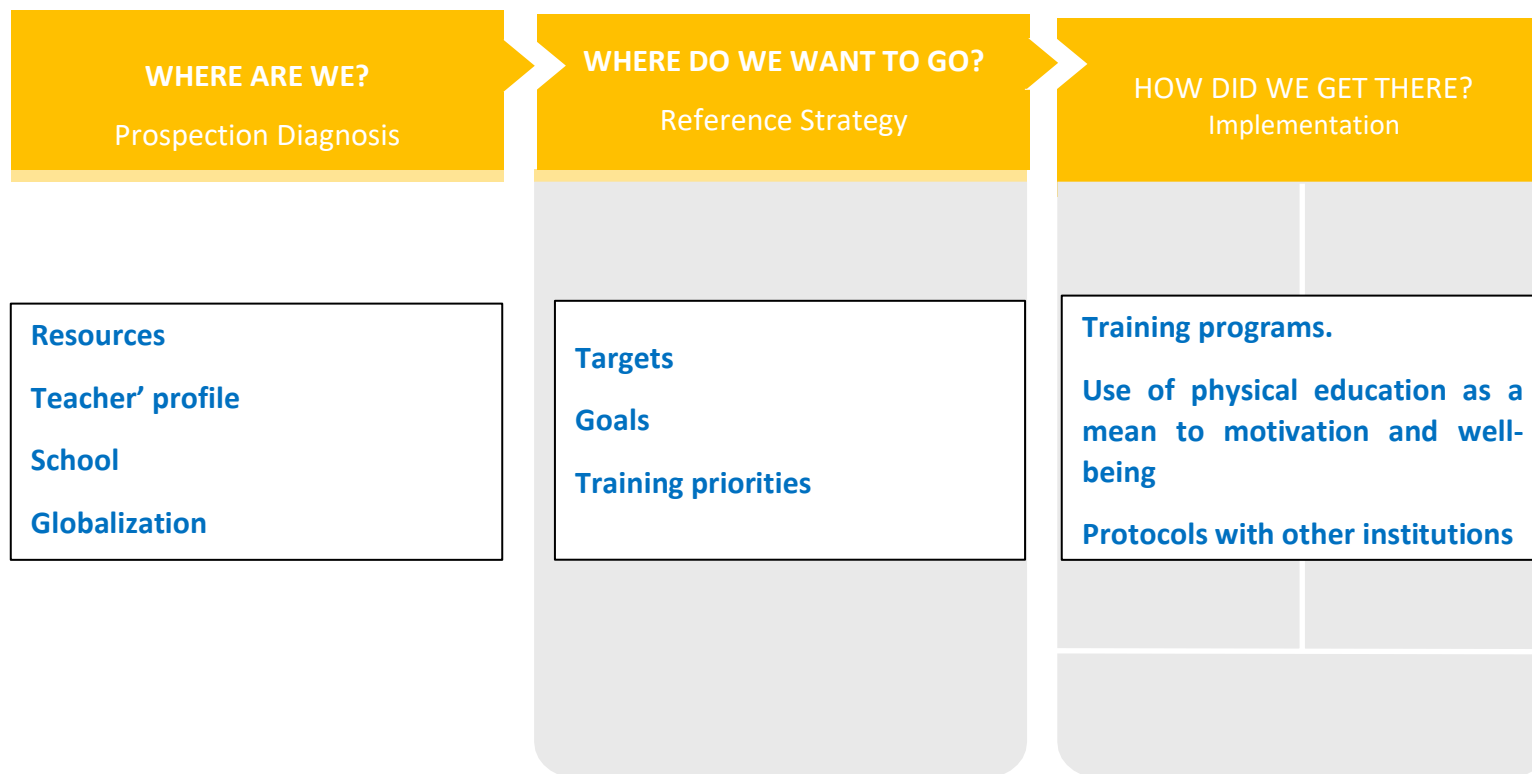
MOTIVATION



NEW TECHNOLOGIES

PHYSICAL EXERCISE

STRUCTURAL ISSUES OF THE ACTION PLAN





METHODOLOGY AND PROCESS





Documentary Analysis and Interaction and Concertation With Partners



Participating Entities

Mátrix Suli Altalános
Iskola

AExplica

Rochinha College

Portable Narrative

Evolve Studio

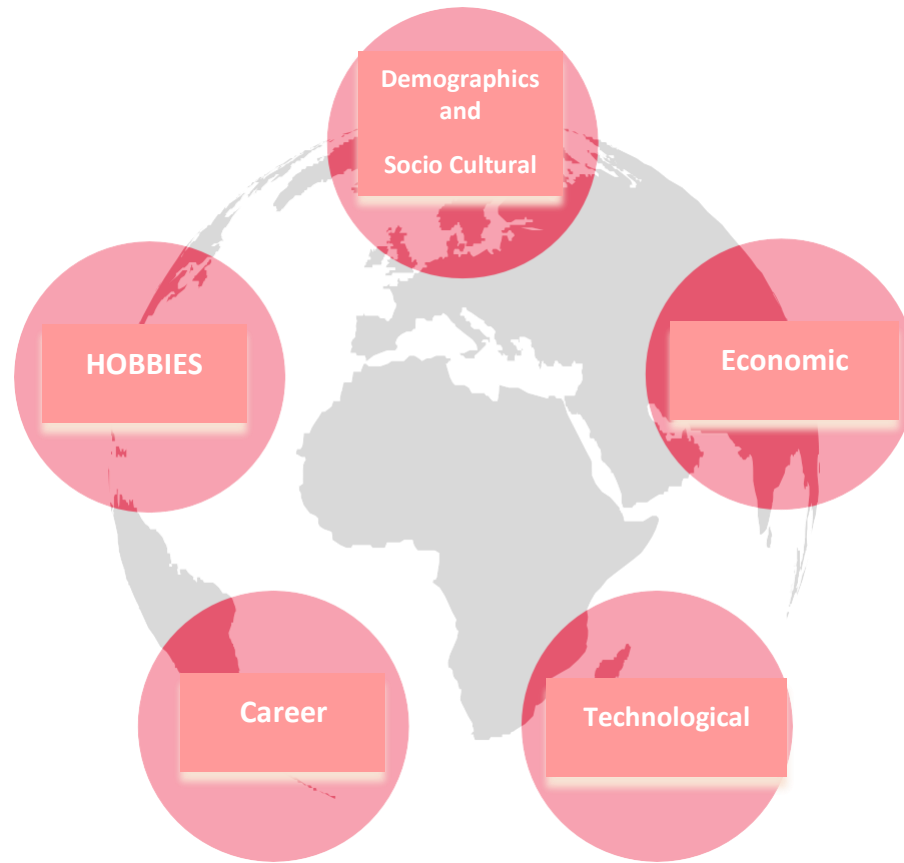
CoWork



FACTS AND NUMBERS

200 teachers/educators were questioned
and 11 training and workshops carried out





DEMOGRAPHIC AND SOCIOCULTURAL TRENDS

- Increasing global aging.
- Decreased birth rate.
- Evolution of tastes, needs and preferences.
- Population density in large cities.

CONSEQUENCES FOR THE TEACHER /TRAINER

Less motivation for teacher/trainer

Decrease in the number of teachers in the system

Aquaculture and immigration

ECONOMIC TRENDS

- Lower disposable income of the middle class
- Reduced budgets for education
- Relocation of schools to emerging/developed economies.
- Social inequalities

CONSEQUENCES FOR THE TEACHER /TRAINER

Private education prefers public education

Less equipment in schools and more costs for School

Increased supply and consequently relocation of students for other schools - "fashion schools".

New challenges for pedagogical differentiation dropout

TECHNOLOGICAL TRENDS

- Movement Maker:
- Robotics
- Virtual reality
- Artificial intelligence
- Internet of Things

CONSEQUENCES FOR THE TEACHER /TRAINER

- Motivation for new learning**
- Replacing some educational strategies**
- Training and adaptation to New Technologies**

CAREER TRENDS

- Disincentive to teaching career
- Little search for the profession
- Gender imbalance
- Prospecting planning*

CONSEQUENCES FOR THE TEACHER /TRAINER

Career abandonment to other professional areas

Career aging

Work in pairs

Lack of knowledge of the "need" of teachers

* In Hungary, although there is no official foresight planning, in practice the Ministry of Human Capacities (responsible for education) has long monitored and analyzed teacher supply and demand. The data used are in centralized databases and comprise the number of students entering the FIP, the rates of withdrawal and success in initial teacher training, the number and age of teachers in active, the rate of retirements and demographic changes in the student population. Monitoring is carried out at the general scale and also for specific disciplinary areas and the results are used to guide stakeholders.

HOBBIES

- Inclusion in the CV of hobbies
- Time Management
- Hobbies at work

CONSEQUENCES FOR TEACHER /TRAINER

Turning hobby into a skill

Training in Time Management

Relaxation of activities

MAIN FACTS AND FIGURES

Students enrolled in primary education 1st and 2nd cycles (ISCED 1): total and by subsystem of education
What about students attending public or private schools from 1st to 6th grade?

Hungary	Portugal
358 766	601972

Data Sources: Eurostat | UNESCO-UIS | OECD | National Entities - UOE Data Collection Source: PORDATA Last update: 2022-04-29

MAIN FACTS AND FIGURES

In which countries is there a greater or lesser percentage of people, aged 16 to 74, with the basic level of digital skills?

Year 2021

Total		Men		Women	
<i>Hungary</i> 44%	<i>Portugal</i> 55%	Hungary 52 %	Portugal 55 %	Hungary 46%	Portugal 55 %

MAIN FACTS AND FIGURES

Sustainable Development and Education for Portugal



	2001		2011		2020	
	Hungary	EU27	Hungary	EU27	Hungary	EU27
Resident population	10 187 576	429 481 944	9 958 824	440 247 483	9 750 149	Pro 447 703 263
Resident population as % of the EU population²⁷	2,4	100,0	2,3	100,0	Pro 2.2	Pro 100.0
Foreign population as % of the resident population	1,1	-	2,1	-	2,0	-
Aging index number of elderly (65 years or older) per 100 young people (0-14 years)	92,4	95,6	115,5	116,0	138,1	Pro 137.2
Median age	38,6	38,4	40,1	41,6	43,3	Pro 43.9
Young people (%) individuals between 0 and 14 years of age	16,5	16,7	14,5	15,4	14,6	Pro 15.1
65 or more (%) individuals 65 years of age or older	15,2	15,9	16,8	17,9	20,1	Pro 20.7
Individuals of active age by the elderly individuals between 15 and 64 years of age for each individual aged 65 years or over	4,5	4,2	4,1	3,7	3,3	Pro 3.1
Average maternity age	27,6	29,0	29,4	30,2	29,9	Pro 31.0
Average size of households	-	-	2,4	2,4	2,3	2,3
Early leaver rate of education and training (%)	13,1	-	11,4	13,2	12,1	9,9
Population, 30-34 years, with higher education (%)	14,8	-	28,2	33,4	33,2	41,1
Population without secondary education (%) individuals between 25 and 64 years of age	30,0	-	18,5	27,0	14,4	21,0
Full-time employed population (%)	87,1	-	93,2	81,7	94,3	80,9
Female population employed part-time (%)	4,8	-	9,1	30,3	8,2	30,3

Sources IEA / ECB / European Commission / EASE / National Bodies / Eurostat / OECD / ILO / WHO / NU / UNECE / UNESCO-UIS

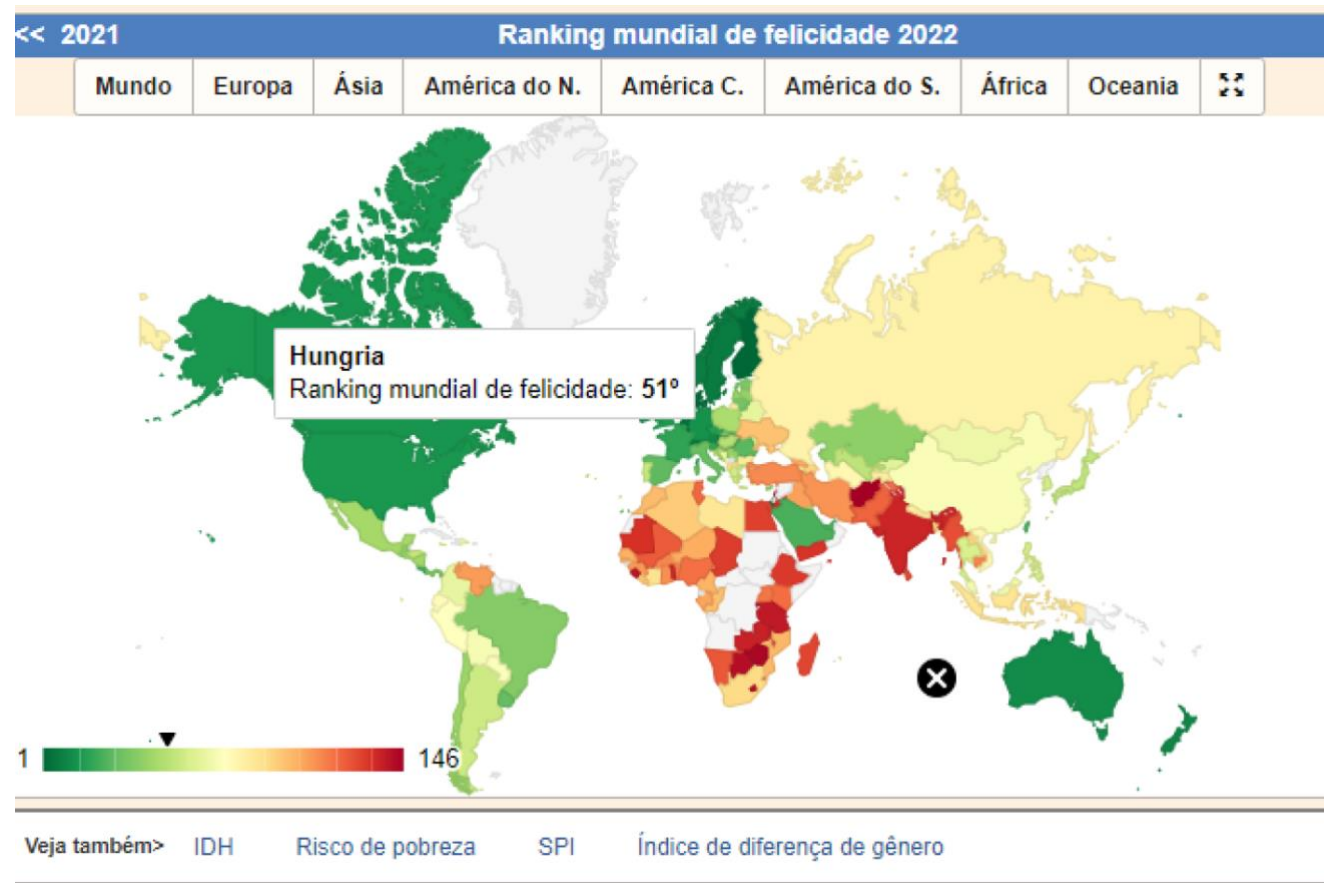
	2001		2011		2020	
	Portugal	EU27	Portugal	EU27	Portugal	EU27
Resident population	10 362 722	429 481 944	10 557 560	440 247 483	10 297 081	Pro 447 703 263
Resident population as % of the EU population²⁷	2,4	100,0	2,4	100,0	Pro 2.3	Pro 100.0
Foreign population as % of the resident population	Pro 2.1	-	4,2	-	5,7	-
Aging index number of elderly (65 years or older) per 100 young people (0-14 years)	101,6	95,6	125,8	116,0	165,1	Pro 137.2
Median age	37,9	38,4	41,7	41,6	45,5	Pro 43.9
Young people (%) individuals between 0 and 14 years of age	16,2	16,7	15,0	15,4	13,5	Pro 15.1
65 or more (%) individuals 65 years of age or older	16,5	15,9	18,9	17,9	22,3	Pro 20.7
Individuals of active age by the elderly individuals between 15 and 64 years of age for each individual aged 65 years or over	4,1	4,2	3,5	3,7	2,9	Pro 3.1
Average size of households	-	-	2,6	2,4	2,5	2,3
Early leaver rate of education and training (%)	44,3	-	23,0	13,2	8,9	9,9
Population, 30-34 years, with higher education (%)	11,6	-	26,7	33,4	39,6	41,1
Population without secondary education (%) individuals between 25 and 64 years of age	79,9	-	65,4	27,0	44,6	21,0
Full-time employed population (%)	88,6	-	86,5	81,7	90,2	80,9
Female population employed part-time (%)	16,8	-	16,4	30,3	11,7	30,3

Sources

IAE / ECB / European Commission / EASE / National authorities / Eurostat / OECD / ILO / WHO / NU / UNECE / UNESCO-UIS

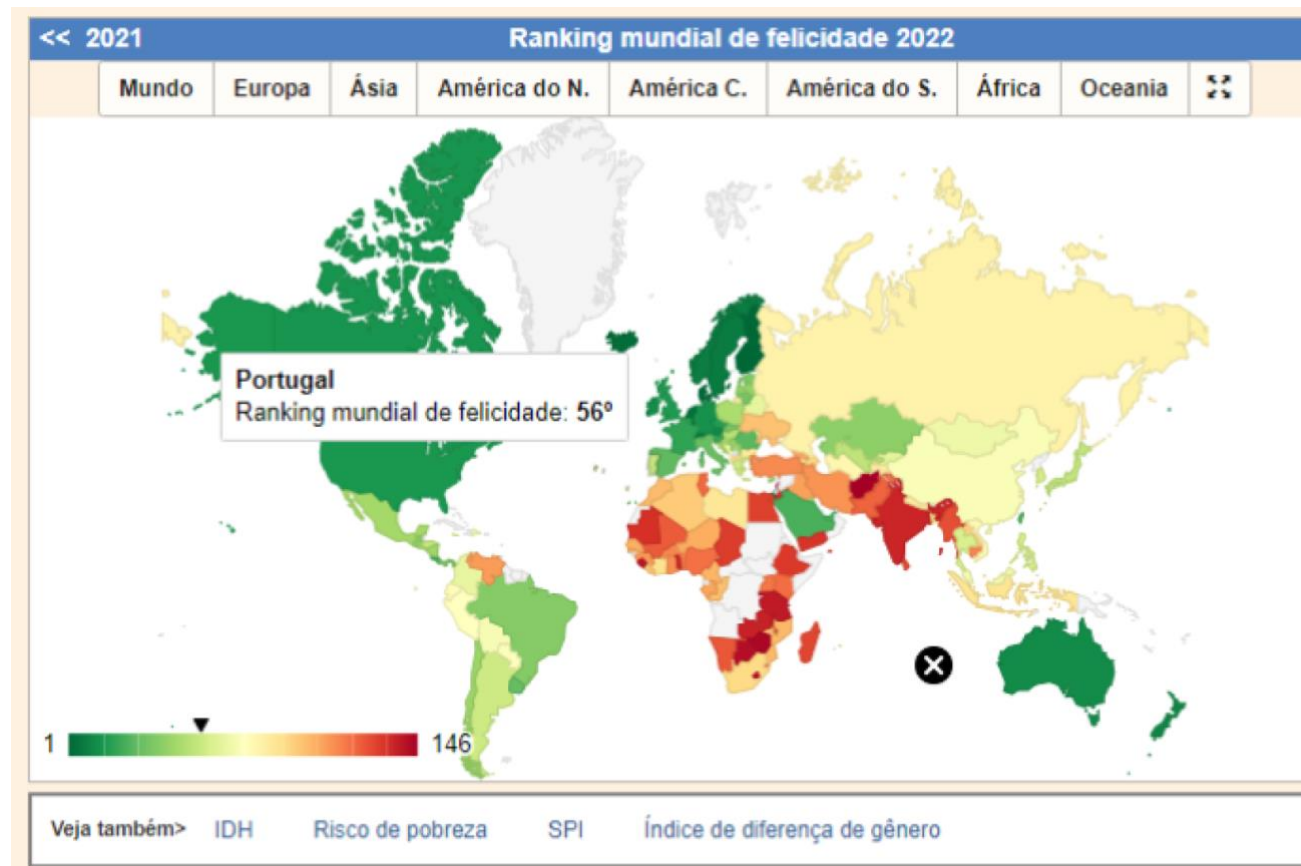
MAIN FACTS AND FIGURES

World Happiness Ranking - Hungary

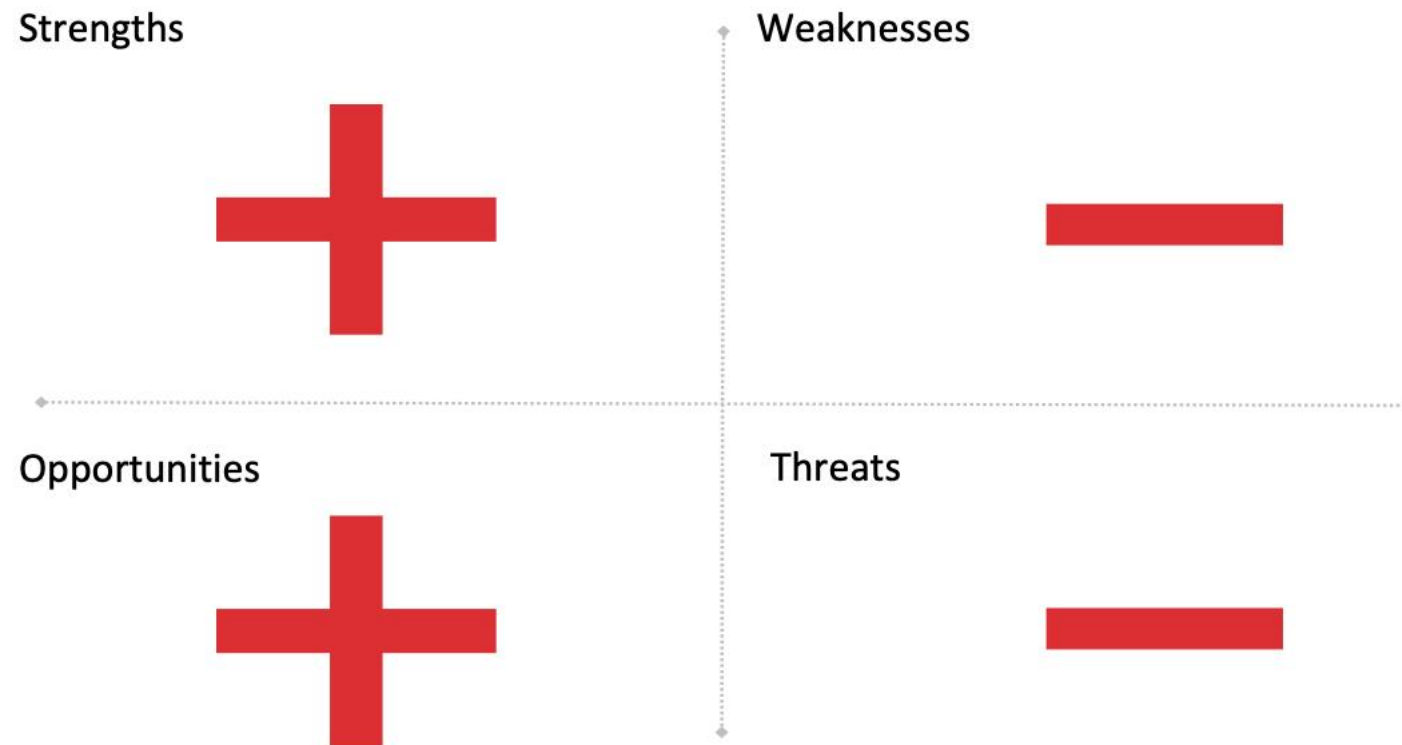


MAIN FACTS AND FIGURES

World Happiness Ranking - Hungary



SWOT ANALYSIS



SWOT ANALYSIS

The study was based on a survey of 200 teachers from public and private schools. It should be noted that, in these 200 teachers 35 % correspond to a group of 46 to 55 years, followed by the age group of 36- 45 years corresponding to 25,5 % of the population surveyed. It was found that the age group from 56 years are more teachers from Portugal.

The female gender represents 78.5% of respondents and 60% teach in a large city – capital, thus their short travel time.

Although the majority are motivated, there is still 19% that is poorly motivated, spending about 6 to 8 hours of teaching/day 47% of the population questioned.

As for the use of technology only 26.8% use a computer and tablet/ iPad, with 7.8% still using the whiteboard, despite the importance that respondents attach to the use of technology – 62%. The use of technology is mainly done in the application of educational games – 70%, and the work in the opinion of respondents is visible in the community – 70.7%.

Finally, it turns out that 20% of respondents do not engage in any activity, mainly due to lack of time.

SWOT ANALYSIS

STRENGTHS

- Educational system in the TOP 20 (Portugal).
- Population concentration in large cities.
- The frequency of extracurricular activities.
- Teachers with experience of teaching.
- School open to different ethnicities, religions and beliefs.
- Equipment and infrastructure for physical exercise.
- Adapting to the use of new technologies during COVID.
- Decrease in early school feeding.

WEAKNESSES

- Unattractive career for young people
- Poor teacher mobility
- Insufficient equipment for extracurricular activities
- Aged teachers
- Application of pedagogical differentiation
- Lack of time and motivation for the practice of sport and other hobbies
- Low use in the classroom of new educational programs and the AR

SWOT ANALYSIS

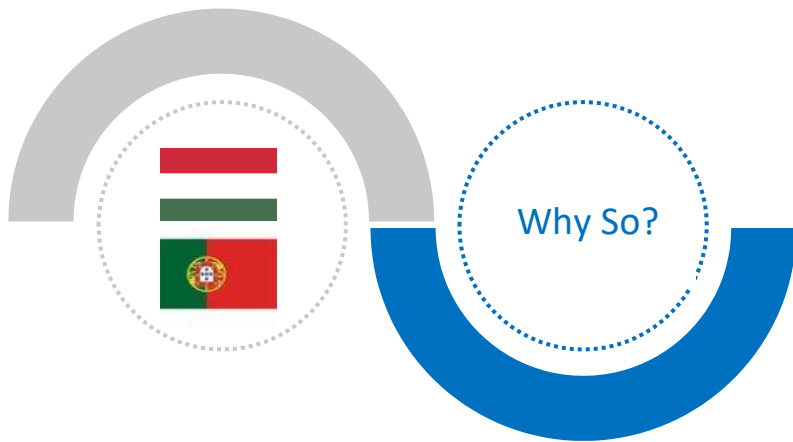
OPPORTUNITIES

- Globalization.
- Internet access for all - Computer literacy.
- New training in AI.
- Access to a wider range of hobbies.
- Alternative path courses in the training of young people.
- New skills of the digital age and the sustainability of new teachers (mobility).
- Expansion of Superior Education.

THREATS

- Lack of human resources in Europe.
- Economic crisis in Europe and the world
- Lack of training in AI.
- Ageing of the teaching class.
- Regulation of some countries in recruitment.
- Social inequalities
- Early school leaving despite having been.

ACTION PLAN



CENTRAL OBJECTIVES

- ✓ **Promoting** use of physical education to improve well-being and photography to improve work valorization.
- ✓ **Ensure** training in different technologic areas.
- ✓ **Contributing** to greater competence in the classroom.

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THE INDEX

LEARNING LADDER IN PORTUGAL

