

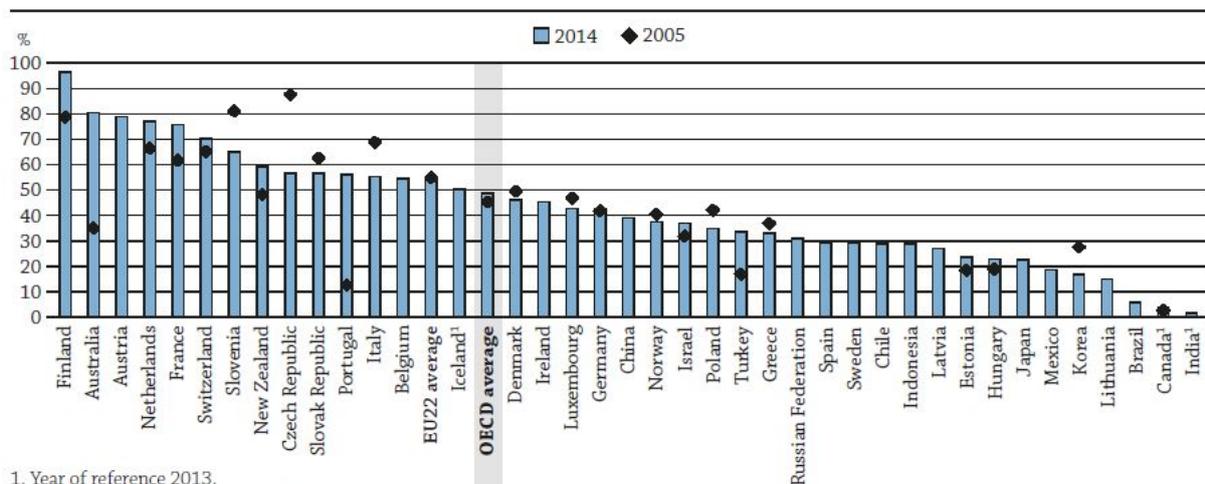
## EDUCATION AT A GLANCE 2016

*Education at a Glance: OECD Indicators* is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

### Portugal

- **Real expenditure on education from primary to post-secondary non-tertiary levels increased by 33% between 2008 and 2013** in Portugal, the largest increase across OECD countries after Turkey. Expenditure on primary to tertiary education in 2013 amounted to 6.1% of the country's gross domestic product (GDP), higher than the OECD average of 5.2%.
- **Only 5% of lower secondary school principals in Portugal reported observing instruction in the classroom**, the lowest percentage among OECD and partner countries, and 23% of them did not participate in any professional development activities in 2013.
- **Upper secondary vocational programmes provide 25-34 year-olds with relevant skills and qualifications.** It will be important for these programmes to maintain their effectiveness as they expand, with expected graduation rates increasing from 13% to 56% between 2005 and 2014.
- Despite a very low attainment rate for this age group, **only 0.3% of adults between age 25 and age 64 were enrolled in upper secondary education in 2014.** Strengthening part-time participation may be a way to encourage more adults to enrol in education.
- **Some 91% of 4-year-olds in Portugal are enrolled in early childhood education, above the EU22\* average of 86%.**

Figure 1. Change in vocational upper secondary graduation rates (2005, 2014)



1. Year of reference 2013.

Countries are ranked in descending order of vocational upper secondary graduation rates in 2014.

Source: OECD, Table A2.4. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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## High-quality education needs sustainable funding

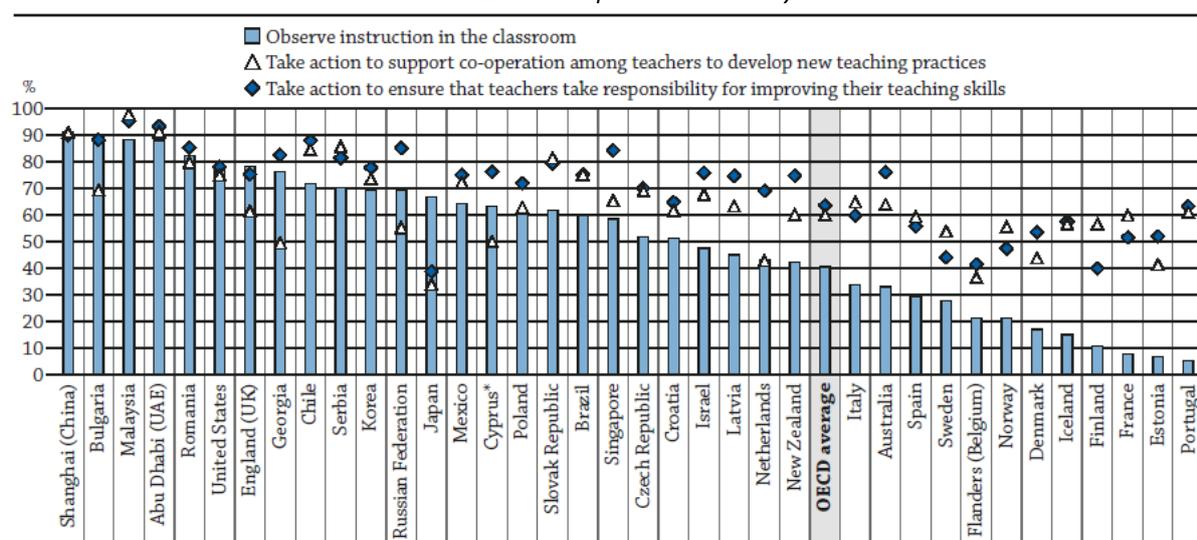
- After falling between 2010 and 2011, real expenditure on primary to post-secondary, non-tertiary educational institutions in Portugal increased sharply up to 2013. Expenditure in 2013 was 33% higher than in 2008, the largest increase among OECD countries after Turkey (note that the data for Portugal exclude private institutions).
- The number of students in primary to post-secondary, non-tertiary education fell by 6% between 2008 and 2013 so the growth in total expenditure translated into an even greater rise in expenditure per student.
- While public funding for tertiary educational institutions declined by 12%, funding from private sources (including households) increased by 4% between 2008 and 2013. As a result, the share of public funding to tertiary educational institutions fell from 62% of total expenditure to 58% over that period. This is 20 percentage points lower than the EU22 average, and the second lowest among EU22 countries after the United Kingdom.
- In 2013, total expenditure on primary to tertiary education amounted to 6.1% of gross domestic product (GDP), which is considerably above the OECD average of 5.2%. This represents an increase from 2008, when expenditure on these levels corresponded to 4.6% of GDP.

## School environment and leadership play an important role in learning outcomes

- School principals in lower secondary education in Portugal show comparatively little involvement in some types of leadership activities (Figure 2). For example, only 5% reported observing instruction in the classroom in 2013, by far the lowest percentage among OECD and partner countries. Some 61% of school principals had worked on a development plan for the school, compared to 77% on average across OECD countries.
- Some 23% of lower secondary principals in Portugal did not participate in any professional development activities in 2013, compared to the OECD average of 9%. Only 11% of teachers participated in a professional network, making Portugal the country with by far the lowest participation levels.
- The average class size in primary education increased by 14% between 2005 and 2014, the second largest increase among OECD and partner countries, largely due to the adoption of the school-cluster framework in 2010-11. Currently Portugal averages around 21 pupils per class, in line with the OECD average.
- Portugal's teaching workforce is ageing fast: the share of secondary education teachers over 50 increased by an average of 6% per year between 2005 and 2014. Despite this, the share of teachers older than 50 is 33% in Portugal, less than the OECD average of 37%.

**Figure 2. Collaboration between teachers and principals in lower secondary education (TALIS 2013)**

Percentage of principals who report having engaged "often" or "very often" in the following leadership activities during the 12 months prior to the survey



\* See note under Figure D6.1.

Countries and economies are ranked in descending order of the percentage of lower secondary education principals who report having engaged "often" or "very often" in observing instruction in the classroom during the 12 months prior to the survey.

Source: OECD, Table D6.3. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

StatLink <http://dx.doi.org/10.1787/888933399319>

## Vocational education and training can provide more direct pathways into the labour market

- Among the 34% of 25-34 year-olds with upper secondary as their highest level of education, 41% had graduated from a vocational programme in Portugal, compared to an OECD average of 59%. The proportion of young people with vocational upper secondary education is expected to increase in the future, given the increase in the graduation rate from this type of programmes (Figure 1).
- Based on current patterns, the proportion of young people expected to obtain an upper secondary vocational qualification has increased sharply from 13% to 56% in Portugal in the past decade. This increase reflects a similarly large increase in the overall expected graduation rate from upper secondary education, which grew from 54% to 97% in the same time period.
- Upper secondary vocational education programmes have been effective at providing skills relevant to the labour market: the employment rate among 25-34 year-olds with this qualification was close to 80% in 2015, in line with the OECD average. Portugal will need to ensure that these programmes maintain their effectiveness during the current expansion and that the related qualifications maintain their value on the labour market.

## Tertiary education has a strong impact in the labour market

- In Portugal, only 23% of 25-64 year-olds attained tertiary education, compared to 36% on average across OECD countries. Portugal is also one of only three OECD countries, together with Turkey and Mexico, where the majority of adults aged 25-64 did not attain upper secondary education.
- Despite this low attainment, relatively few people in Portugal enrol in adult education. The proportion of adults aged 30 to 64 enrolled in tertiary education rose from 1.3% to 1.4% between 2005 and 2014, but it was still below the OECD average of 2.1%. Some 0.3% of adults aged 25-64 were enrolled in upper secondary education in 2014, compared to the OECD average of 0.8%.
- Strengthening part-time participation may be a way to encourage more adults to enrol in education. In Portugal, only 6% of all bachelor's or equivalent students, and 15% of students aged 30 to 64, are enrolled part time. On average across OECD countries, 18% of all students in bachelor's or equivalent programmes are enrolled part time, increasing to 47% among students aged 30-64.

## Access to high-quality early childhood education makes a difference later on

- Enrolment in pre-primary education has increased considerably over the past decade in most OECD countries including Portugal. Between 2005 and 2014, the enrolment rate of 3-year-olds at this level increased from 61% to 77% in Portugal, above the OECD averages of 54% in 2005 and 69% in 2014.
- Enrolment at the age of four has also been increasing, and by 2014 nearly all (91%) children in Portugal were enrolled in pre-primary education, against the OECD average of 85%. The increase in enrolment at this level is in line with the country's goal to extend pre-school education to all children between the ages of three and six by 2019.
- Portugal's total expenditure in pre-primary education amounts to 0.6% of GDP, which is slightly below the OECD average of 0.8%. However, only 65% of the expenditure comes from public sources, against an OECD average of 83%, and only 54% of pupils attend public institutions (OECD average 67%).
- All of the pre-primary programmes offered in Portugal are integrated programmes in that they include both education and childcare services. There are about 17 pupils per teacher in these programmes, which is one of the highest ratios across OECD countries and considerably above the OECD average of 14.

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#### Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

\* EU22 countries are those that are members of both the European Union and the OECD. These 22 countries are Austria, Belgium, the Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Luxembourg, the Netherlands, Poland, Portugal, Slovenia, the Slovak Republic, Spain, Sweden and the United Kingdom.

#### References

OECD (2016), *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2016-en>.

For more information on Education at a Glance 2016 and to access the full set of Indicators, visit [www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm).

Updated data can be found on line at <http://dx.doi.org/10.1787/eag-data-en> and by following the **StatLinks**  under the tables and charts in the publication.

Explore, compare and visualise more data and analysis using:  **EducationGPS**  
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=PRT&treshold=10&topic=EO>

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## Key Facts for Portugal in Education at a Glance 2016

Source	Main topics in <i>Education at a Glance</i>	Portugal		OECD average		EU22 average	
<b>Gender</b>							
<b>Employment rate of 25-64 year-olds, by educational attainment</b>							
<b>2015</b>							
		<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>
Chart A5.2.	Below upper secondary	71%	58%	66%	46%	62%	44%
	Upper secondary or post-secondary non-tertiary	81%	76%	81%	67%	79%	68%
	Tertiary	85%	83%	88%	80%	88%	80%
<b>Full-year earnings of women as a percentage of men's earnings, by educational attainment (25-64 year-olds)</b>							
<b>2014</b>							
		<b>Ratio (women/men)</b>		<b>Ratio (women/men)</b>		<b>Ratio (women/men)</b>	
Table A6.2	Below upper secondary	77%		76%		77%	
	Upper secondary or post-secondary non-tertiary	73%		77%		79%	
	Tertiary	71%		73%		74%	
<b>Percentage of people not in employment, nor in education or training (NEET)</b>							
<b>2015</b>							
		<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>
Table C5.2	15-29 year-olds	14%	17%	12%	17%	13%	16%
<b>Percentage of female graduates, by tertiary levels of education</b>							
<b>2014</b>							
		<b>% Women</b>		<b>% Women</b>		<b>% Women</b>	
Table A3.4	Short-cycle tertiary	**		56%		59%	
	Bachelor's or equivalent	60%		58%		60%	
	Master's or equivalent	60%		57%		58%	
	Doctoral or equivalent	54%		47%		49%	
<b>Field of education studied among tertiary-educated adults (25-64 year-old non-students)</b>							
<b>2012</b>							
		<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>	<b>Men</b>	<b>Women</b>
Table A1.5.	Teacher training and education science	**	**	7%	18%	n.a.	n.a.
	Engineering, manufacturing and construction	**	**	31%	7%	n.a.	n.a.
<b>Vocational Education and Training (VET)</b>							
<b>Distribution of enrolment, by programme orientation</b>							
<b>2014</b>							
		<b>General</b>	<b>Vocational</b>	<b>General</b>	<b>Vocational</b>	<b>General</b>	<b>Vocational</b>
Table C1.3a	Upper secondary education	54%	46%	56%	44%	52%	48%
<b>Educational attainment, by programme orientation</b>							
<b>2015</b>							
		<b>General</b>	<b>Vocational</b>	<b>General</b>	<b>Vocational</b>	<b>General</b>	<b>Vocational</b>
Table A1.4.	25-34 year-olds with upper secondary or post-secondary non-tertiary education	20%	14%	17%	26%	13%	30%
<b>Unemployment rate, by programme orientation</b>							
<b>2015</b>							
		<b>General</b>	<b>Vocational</b>	<b>General</b>	<b>Vocational</b>	<b>General</b>	<b>Vocational</b>
Table A5.5	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	11.6%	13.7%	10%	9.2%	11.7%	10.8%
<b>Financial Investment in Education</b>							
<b>Annual expenditure per student, by level of education (in equivalent USD, using PPPs)</b>							
<b>2013</b>							
		USD		USD		USD	
Table B1.1	Primary education	7 258		8 477		8 545	
	Secondary education	10 074		9 811		10 053	
	Tertiary (including R&D activities)	11 106		15 772		15 664	
<b>Total expenditure on primary to tertiary educational institutions</b>							
<b>2013</b>							
Table B2.2	As a percentage of GDP	6.1%		5.2%		5%	
<b>Total public expenditure on primary to tertiary education</b>							
<b>2013</b>							
Table B4.2	As a percentage of total public expenditure	9.6%		11.2%		9.9%	
<b>Early Childhood Education and Care (ECEC)</b>							
<b>Enrolment rates in early childhood education at age 3</b>							
<b>2014</b>							
Table C2.1	ISCED 01 and 02	**		71%		77%	
<b>Expenditure on all early childhood educational institutions</b>							
<b>2013</b>							
Table C2.3	As a percentage of GDP	0.6%		0.8%		0.8%	
	Proportions of total expenditure from public sources	65%		81%		86%	
<b>Teachers</b>							
<b>Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education</b>							
<b>2014</b>							
Table D3.2a	Pre-primary school teachers	**		0.74		0.74	
	Primary school teachers	**		0.81		0.81	
	Lower secondary school teachers (general programmes)	**		0.85		0.86	
	Upper secondary school teachers (general programmes)	**		0.89		0.92	
<b>Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)</b>							
<b>2014</b>							
		<b>Starting salary</b>	<b>Salary after 15 years of experience</b>	<b>Starting salary</b>	<b>Salary after 15 years of experience</b>	<b>Starting salary</b>	<b>Salary after 15 years of experience</b>
Table D3.1a	Pre-primary school teachers	USD 31 930	USD 38 166	USD 29 494	USD 39 245	USD 28 934	USD 38 992
	Primary school teachers	USD 31 930	USD 38 166	USD 31 028	USD 42 675	USD 30 745	USD 42 285
	Lower secondary school teachers (general programmes)	USD 31 930	USD 38 166	USD 32 485	USD 44 407	USD 32 274	USD 44 204
	Upper secondary school teachers (general programmes)	USD 31 930	USD 38 166	USD 34 186	USD 46 379	USD 33 420	USD 46 420

## Portugal - Country Note - Education at a Glance 2016: OECD Indicators

Mean monthly earnings of tertiary-educated 25-64 year-old, by selected field of education studied		2012	2012 <sup>1</sup>	2012			
Table A6.4	Teacher training and education science	**	USD 3 004	n.a.			
	Engineering, manufacturing and construction	**	USD 3 883	n.a.			
Ratio of students to teaching staff		2014					
Table D2.2	Primary education	14 students per teacher	15 students per teacher	14 students per teacher			
	Secondary education	10 students per teacher	13 students per teacher	12 students per teacher			
	Tertiary education	14 students per teacher	17 students per teacher	17 students per teacher			
Tertiary Education							
Percentage of adults who have attained tertiary education, by tertiary level of educational attainment and age group		2015					
		25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds
Table A1.2	Short-cycle tertiary	**	**	8%	8%	5%	6%
	Bachelor's or equivalent	12%	5%	21%	16%	18%	13%
	Master's or equivalent	21%	17%	14%	11%	16%	13%
	Doctoral or equivalent	0%	1%	1%	1%	1%	1%
	All tertiary levels of education	33%	23%	42%	35%	40%	32%
Employment rate of 25-64 year-olds, by tertiary educational attainment		2015					
Tables A5.1 & A5.3	Short-cycle tertiary	**		80%		80%	
	Bachelor's or equivalent	74%		82%		81%	
	Master's or equivalent	86%		87%		86%	
	Doctoral or equivalent	92%		91%		91%	
	All tertiary levels of education	84%		84%		84%	
Relative earnings of full-time full-year 25-64 year-old workers, by tertiary educational attainment (upper secondary education = 100)		2014					
Table A6.1	Short-cycle tertiary	163		120		120	
	Bachelor's or equivalent	169		148		139	
	Master's, doctoral or equivalent	**		191		175	
	All tertiary levels of education	168		155		152	
Share of international or foreign students, by level of tertiary education		2014					
Table C4.1	Bachelor's or equivalent	3%		5%		6%	
	Master's or equivalent	5%		12%		13%	
	Doctoral or equivalent	16%		27%		22%	
	All tertiary levels of education	4%		6%		8%	
First-time entry rates into tertiary education		2014					
Table C3.1	All tertiary levels (including international students)	65%		68%		63%	
	All tertiary levels (excluding international students)	64%		61%		57%	
	All tertiary levels (students younger than 25 years old and excluding international students)	58%		51%		50%	
Other: Immigration and intergenerational mobility in education							
Proportion of adults with same educational attainment levels as their parents, by parents' immigrant status <sup>2</sup>		2012		2012 <sup>1</sup>		2012	
		Native-born parents	Foreign-born parents	Native-born parents	Foreign-born parents	Native-born parents	Foreign-born parents
Table A4.3	25-44 year-old adults with below upper secondary education as their highest educational attainment level	**	**	27%	37%	n.a.	n.a.
Other: Adult education and learning							
Participation of 25-64 year-olds in formal and/or non-formal education, by level of education <sup>2</sup>		2012	2012 <sup>1</sup>	2012			
Table C6.3	Below upper secondary	**	26%	n.a.			
	Upper secondary or post-secondary non-tertiary	**	46%	n.a.			
	Tertiary	**	70%	n.a.			
Other: Education and social outcomes							
Percentage of 25-64 year-old adults reporting that they are in good health, by selected literacy proficiency level		2012	2012 <sup>1</sup>	2012			
Table A8.1 (L)	Low literacy proficiency (Level 1 or below)	**	67%	n.a.			
	High literacy proficiency (Level 4 or 5)	**	90%	n.a.			
Life satisfaction today and life satisfaction expected in five years for 25-64 year-olds, by educational attainment <sup>3</sup>		2015					
		Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years
Table A8.3a	Upper secondary or post-secondary non-tertiary	63%	73%	83%	87%	83%	86%
	Tertiary	89%	93%	92%	94%	92%	93%

The reference year is the year cited or the latest year for which data are available.

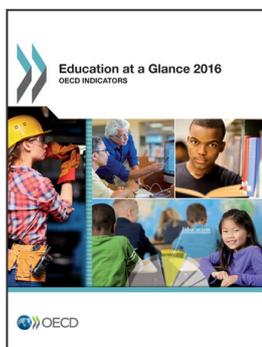
Refer to Annex 3 for notes and for more information on data presented in this key facts table ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

1. OECD average includes some countries with 2015 data.

2. Data refer to ISCED-97 instead of ISCED-A 2011.

3. Educational attainment categories collected by Gallup World Poll may differ from ISCED-A 2011.

\*\* Please refer to the source table for details on this data.



**From:**  
**Education at a Glance 2016**  
OECD Indicators

**Access the complete publication at:**  
<http://dx.doi.org/10.1787/eag-2016-en>

**Please cite this chapter as:**

OECD (2016), "Portugal", in *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris.

DOI: <http://dx.doi.org/10.1787/eag-2016-75-en>

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