

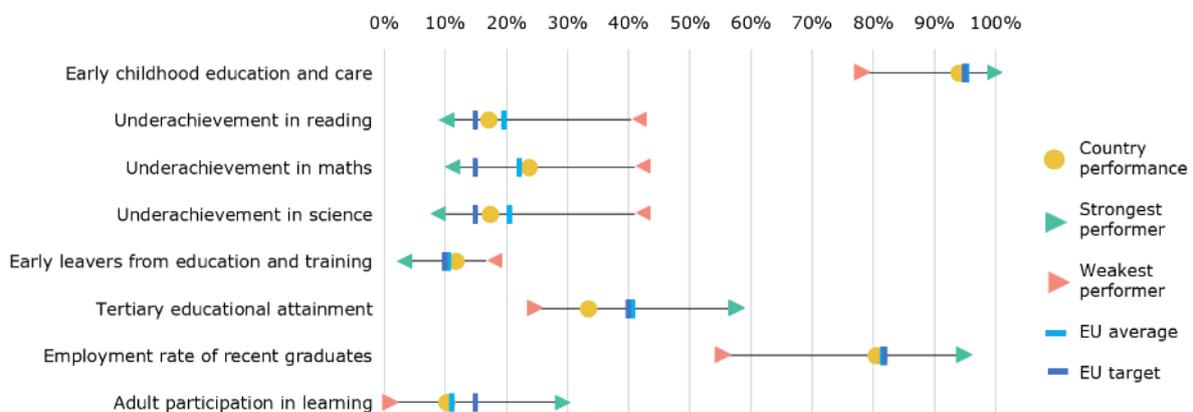
PORTUGAL

1. Key indicators

		Portugal		EU average		
		2009	2018	2009	2018	
Education and training 2020 benchmarks						
Early leavers from education and training (age 18-24)		30.9%	11.8%	14.2%	10.6%	
Tertiary educational attainment (age 30-34)		21.3%	33.5%	32.3%	40.7%	
Early childhood education and care (from age 4 to starting age of compulsory primary education)		90.1%	94.2% ¹⁷	90.8%	95.4% ^{17,d}	
Proportion of 15 year-olds underachieving in:	Reading	17.6%	17.2% ¹⁵	19.5%	19.7% ¹⁵	
	Maths	23.8%	23.8% ¹⁵	22.3%	22.2% ¹⁵	
	Science	16.5%	17.4% ¹⁵	17.7%	20.6% ¹⁵	
Employment rate of recent graduates by educational attainment (age 20-34 having left education 1-3 years before reference year)	ISCED 3-8 (total)	82.4%	80.6%	78.3%	81.6%	
Adult participation in learning (age 25-64)	ISCED 0-8 (total)	6.4%	10.3%	9.5%	11.1%	
Learning mobility	Degree-mobile graduates (ISCED 5-8)	:	3.6% ¹⁷	:	3.6% ¹⁷	
	Credit-mobile graduates (ISCED 5-8)	:	7.5% ¹⁷	:	8.0% ¹⁷	
Other contextual indicators						
	Public expenditure on education as a percentage of GDP	7.0%	5.0% ¹⁷	5.2%	4.6% ¹⁷	
Education investment	Expenditure on public and private institutions per student in € PPS	ISCED 0	€4 862 ¹²	€4 646 ¹⁵	:	€6 111 ^{15,d}
		ISCED 1	€4 685 ¹²	€4 738 ¹⁵	€5 812 ^{12,d}	€6 248 ^{15,d}
		ISCED 2	€6 171 ¹²	€6 212 ¹⁵	€6 937 ^{12,d}	€7 243 ^{15,d}
		ISCED 3-4	€6 907 ^{12,d}	€6 609 ¹⁵	:	€7 730 ^{14,d}
		ISCED 5-8	€7 403 ^{12,d}	€8 885 ^{15,d}	€10 549 ^{12,d}	€11 413 ^{15,d}
Early leavers from education and training (age 18-24)	Native-born	31.0%	11.7%	13.1%	9.5%	
	Foreign-born	29.6%	12.8%	26.1%	20.2%	
Tertiary educational attainment (age 30-34)	Native-born	21.1%	33.1%	33.1%	41.3%	
	Foreign-born	22.6%	36.8%	27.7%	37.8%	
Employment rate of recent graduates by educational attainment (age 20-34 having left education 1-3 years before reference year)	ISCED 3-4	79.7%	75.0%	72.5%	76.8%	
	ISCED 5-8	84.0%	85.9%	83.8%	85.5%	

Sources: Eurostat; OECD (PISA); Learning mobility figures are calculated by the European Commission's Joint Research Centre (JRC) from UOE data. Further information can be found in Appendix I and Volume 1 (ec.europa.eu/education/monitor). Notes: The EU's 2009 PISA averages do not include Cyprus; d = definition differs, : = not available, 12=2012, 14=2014, 15 = 2015, 16=2016, 17 = 2017.

Figure 27 Position in relation to strongest and weakest performers



Source: European Commission, Directorate-General for Education, Youth, Culture and Sport (DG EAC) calculations, based on data from Eurostat (LFS 2018, UOE 2017) and OECD (PISA 2015).

2. Highlights

- Teachers are satisfied with their jobs, but the ageing teacher population, the high proportion of non-permanent staff and weaknesses in induction and continuing professional development remain challenging.
- Investment to upgrade infrastructure is insufficient, particularly for early childhood education and care in metropolitan areas.
- Regional disparities in education outcomes, grade repetition and early school leaving rates are improving. Tertiary educational attainment has grown but business demand for ICT specialists exceeds supply.
- There is a significant proportion of low qualified adults while participation in adult learning remains low.

3. A focus on teachers

Teachers are satisfied in their jobs but feel poorly valued in society. TALIS 2018 (OECD, 2019a) reports that a higher proportion of teachers are satisfied with their job than the EU average²⁶⁶ (92.1% v 89.5%), and only slightly less after 5 years of work (91.9%). Overall, 64.8% of teachers say that if they had to decide again, they would still choose teaching (EU average: 77.6%). The proportion who report that teaching was their first career choice is the highest in the EU (84.2% v 65.7%), but somewhat lower for male teachers (78.8%). However, many teachers believe that teaching is not a valued profession in society (only 9.1% consider it is valued, against 17.7% at EU level).

Initial teacher training is being modernised but the changes are not yet implemented. Teacher training is undertaken in higher education institutions: universities prepare teachers mainly for secondary level, and polytechnics for pre-primary and primary levels. Training culminates in teaching practice of several weeks in 'host schools' under the supervision of a teacher and a professor. Pedagogical training for special education needs has been recently introduced, but is not yet present in all programmes (CNE, 2018; Liebowitz et al., 2018). For higher education, the minimum requirement to start an academic career in both polytechnics and universities is a doctoral degree (National Assembly, 2009a, 2009b). However, a significant but declining proportion of polytechnics professors have only lower degrees.

There are some barriers to continuing professional development (CPD). In TALIS 2018 (OECD, 2019a), 40% of teachers report having participated in some kind of formal or informal induction when they joined their current school. 14% of novice teachers (with up to 5 years of experience) have an assigned mentor. Regarding CPD, 88% of teachers report have taken part in some kind of in-service training in the last 12 months, and 82% of them acknowledged that it had a positive impact on their teaching practice. TALIS also shows that the proportion of teachers who feel well or very well prepared to teach in a multicultural or multilingual setting is below the EU average (18.9% v 23.8%). 21.6% of teachers report a high need for CPD in this area (EU average: 13.4%). A high proportion of teachers report that their employers do not support their participation in CPD sufficiently (89.1% v 26.7% EU average) and that there are not enough incentives to participate (84.6% v 52.9% EU average). 77.2% report that their participation is restricted by schedule conflicts (52.4% EU average).

Teachers feel quite confident in using information and communications technology (ICT). According to TALIS (OECD, 2019a), the proportion of teachers who feel well or very well prepared in using ICT is just above the EU average (40.2% v 39.4%). The proportion reporting a high need for CPD in ICT is below the EU average (12.0% v 16.1%). However, fewer than half of teachers say this element was covered in their formal education (46.9% v EU average of 52.9%).

²⁶⁶ In 2018, 23 Member States participated in TALIS: Austria, Belgium fr, Belgium nl, Bulgaria, Croatia, Cyprus, Czechia, Denmark, England (UK), Estonia, Finland, France, Hungary, Italy, Latvia, Lithuania, Malta, the Netherlands, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden. TALIS 2018 covers lower secondary teachers and school leaders in mainstream public and private schools.