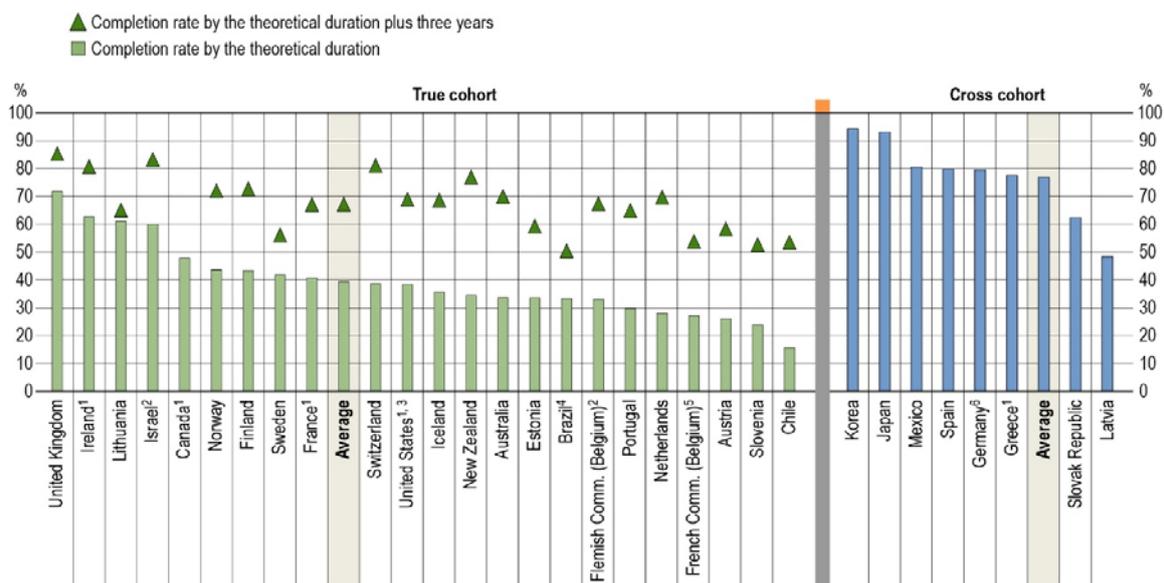


Education at a Glance: OECD Indicators (OECD, 2019_[1]) is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD and partner countries.

Portugal

- Although a relatively high share of youth enrol in tertiary education, **completion of tertiary programmes remains a challenge in Portugal**. Only 30% of students who enter a bachelor's programme graduate within three years, the expected duration.
- **The most popular broad fields of study among tertiary graduates in Portugal are engineering, manufacturing and construction, and business, administration and law**, which are also among the fields associated with the highest average earnings after graduation.
- **Portugal has relatively high enrolment rates in early childhood education and care for children aged 0 to 5**. However, expenditure per child in pre-primary education remains below the OECD average.
- **Portugal's teaching workforce has been ageing over the past decade and is among the oldest of all OECD countries**.

Figure 1. Completion rate of full-time students who entered a bachelor's or equivalent programme (2017)



Note: For countries with true cohort data, the completion includes students who transferred and graduated from another tertiary level.

1. Year of reference differs from 2017. Refer to the source table for details.

2. Completion rate of students who entered a bachelor's programme does not include students who transferred and graduated from short-cycle programmes.

3. The theoretical duration plus 3 years refers to the theoretical duration plus 2 years.

4. Data do not include entrants to 6-year bachelor's programmes, which correspond to about 2% of total entrants at this level.

5. Data refer only to the *hautes écoles* (HE) and the *écoles des arts* (ESA), representing about 60% of entrants to bachelor's or equivalent programmes.

6. Data refer to estimated completion rates based on a modelled relationship between future graduates and students still enrolled.

Countries and economies are ranked in descending order of completion rate by theoretical duration (true cohort) or cross cohort.

Source: OECD (2019), Table B5.1. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

Tertiary attainment has been increasing, although many students who enter this level leave without graduating

- About 25% of adults (25-64 year-olds) in Portugal have attained tertiary education. Although this share still falls below the OECD average of nearly 40%, it represents a considerable improvement over past decades. Among the younger generation (25-34 year-olds), the tertiary attainment rate in 2018 was 35%, considerably higher than the attainment rate among 55-64 year-olds of 14%, and 12 percentage points higher than in 2008.
- A relatively large share of tertiary students pursue a master's level degree in Portugal, either through long first degrees (*mestrado integrado*) or a master's following a bachelor's (*mestrado*). In 2017, about 33% of all tertiary students in the country were enrolled in a master's level course, more than double the OECD average of 16%. The share of tertiary students enrolled in doctoral programmes is also well above the OECD average (6% in Portugal compared to 2% on average across OECD countries).
- In 2017, about 2 100 doctoral students graduated in Portugal. Some 55% of them were women (compared with 47% on average across all OECD countries) and 23% were international students (OECD average: 25%). Although students in Portugal tend to enter bachelor's and master's long first degree programmes comparatively young, they tend to enter doctoral programmes later than in most OECD countries. The median age of entrants to doctoral programmes in Portugal is 34, well above the OECD average of 29. In total, 0.8% of adults in Portugal have a doctorate (OECD average: 1.1%).
- Despite high enrolment rates, tertiary attainment in Portugal suffers from low completion rates. In Portugal, around 41% of 19-20 year-olds – the age at which tertiary education begins in most OECD countries – are enrolled in tertiary education, above the OECD average of 37%. Completion of tertiary education, however, remains a challenge. Only 30% of the students who enter a bachelor's programme graduate within three years, the expected duration of the programme (average is 39%). Within six years, completion increases to 65%, which is still below the average of 67% (Figure 1).
- Despite its selective admissions system, only a comparatively small share (11%) of applicants to first-degree tertiary education programmes are rejected. In countries that provide broad access to tertiary education, students may need more time to meet the standards set by their educational institutions, which could help explain the high rate of delayed completion. Nevertheless, delays may be a cause for concern if they are associated with higher dropout rates. In Portugal, about 12% of students who enter a bachelor's programme leave before the beginning of their second year of study, in line with the average. Within six years, the share of students who have left without graduating has increased to 26%, compared with the average of 24%.
- Many OECD countries have been encouraging adults to enter or re-enter education through a variety of different paths such as second-chance programmes, flexible tertiary degrees and non-formal learning opportunities. In Portugal, only a very small share of adults are enrolled in formal education: 4% of 25-64 year-olds compared to 7% on average across countries participating in the Adult Education Survey (AES). Moreover, very few students are enrolled part-time in tertiary education (5% compared to the OECD average of 22%). Nevertheless, a relatively high share of adults (44%) participate in non-formal education and training, in line with the average across AES-participating countries.
- The most popular broad fields of study among recent tertiary graduates in Portugal are engineering, manufacturing and construction (21%), and business, administration and law (19%). Degrees from these two fields, along with information and communication technologies (ICT), are associated with the highest average earnings: graduates can expect to earn about twice as much as adults with upper secondary education. Among recent doctoral graduates, engineering, manufacturing and construction remains the most popular field (20%), but is closely followed by natural sciences, mathematics and statistics (18%).

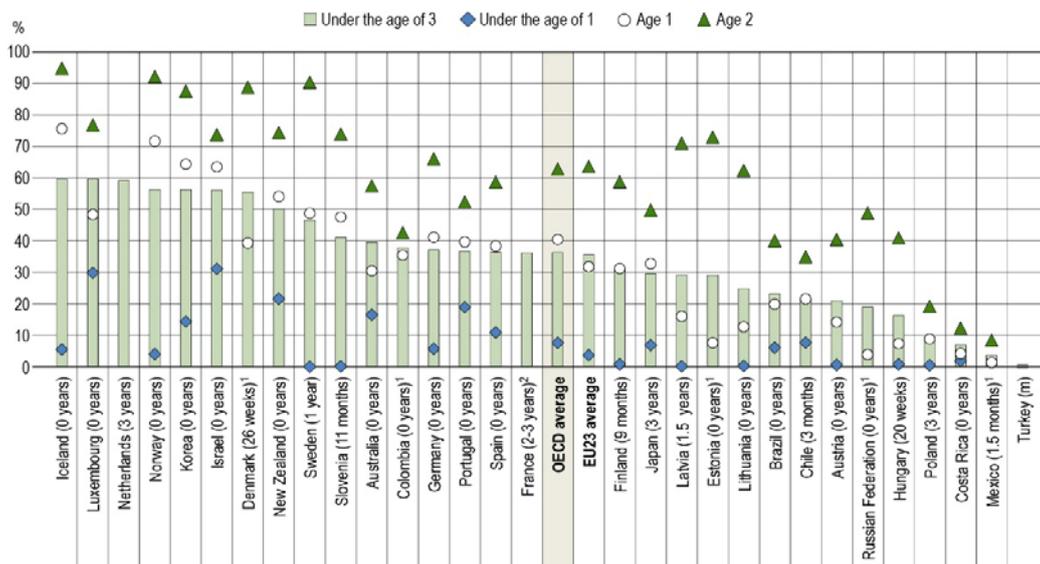
- Portugal spends about USD 11 000¹ per student in tertiary education, below the OECD average of USD 15 600. This wide gap in spending at the tertiary level stands in contrast to earlier levels of education, where spending per student is in line with the OECD average (either slightly below or above). Between 2010 and 2016, total expenditure on primary to secondary education remained relatively stable whereas expenditure on tertiary education decreased by nearly 20%. Nevertheless, given that the number of tertiary students fell by about 15% in the same period, expenditure per student in tertiary education decreased by only 6%.

Participation in early childhood education and care is comparatively high, especially for children under 3

- In OECD countries, the surge of policy attention towards early childhood education and care (ECEC) in recent decades has had a strong focus on children under the age of 3. In Portugal, nearly 20% of children under the age of 1 are enrolled in ECEC, the fourth highest rate among OECD countries and more than twice the OECD average of 9%. The enrolment rate increases to 40% among 1-year-olds (OECD average: 40%) and to 52% among 2-year-olds (OECD average: 62%) (Figure 2). As in most European Union countries, enrolment in ECEC has been consistently increasing over the past decade in Portugal. In total, 37% of children under the age of 3 were enrolled in ECEC in 2017, compared to 27% in 2010.

Figure 2. Enrolment rates of children under the age of 3 in early childhood education and care, by age (2017)

All ECEC services (Early childhood education (ISCED0) and other registered ECEC services outside the scope of ISCED0)



Note: Figures in parentheses refer to the age when ECEC systems start offering intentional education objectives.

1. Age 1 also includes children under the age of 1.

2. Data for other registered ECEC services come from the survey "Modes de garde et d'accueil des jeunes enfants 2013" conducted by the statistical division of the French Ministry for Solidarities and Health (DREES). Figures refer to the primary custody arrangements.

Countries are ranked in descending order of the enrolment rates in ISCED 0 of children under the age of 3.

Source: OECD (2019), Table B2.1. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

¹ Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

- In addition to providing wide access to ECEC services, it is important to guarantee the quality of early childhood education. Although there is no perfect measure of quality, some indicators can help assess the level of resources devoted to these programmes. In 2016, Portugal spent 0.6% of its gross domestic product (GDP) on pre-primary education, similar to the OECD average. Given the country's relatively low GDP per capita and longer duration of programme (3 years, compared to a range of 1-3 years in many OECD countries), this spending comes out at USD 7 500 per child per year, below the OECD average of USD 8 300.
- Another important measure of resources in ECEC is the staffing of programmes. A highly qualified staff, including the level and duration of initial training, tend to boost children's well-being and learning outcomes. In nearly all OECD countries, an individual can teach in ECEC after earning a bachelor's degree. However, Portugal is one of only four OECD countries where pre-primary school teachers are required to have a master's degree. Research also suggests that lower child-staff ratios are supportive of better staff-child relationships. In Portugal, there are 17 children per teacher in pre-primary education, slightly above the OECD average of 16.

The learning environment in Portugal is characterised by an ageing teaching workforce and longer instruction time

- Portugal has one of the oldest teaching workforces of all OECD countries. Over 40% of teachers from primary to upper secondary education are 50 years or older (OECD average: 36%), and only 1% are under 30 (OECD average: 10%). The ageing of the teaching workforce has accelerated over the past decade. In 2005, about 16% of teachers were under the age of 30 and only 22% were 50 years or older. The sharp ageing of the teaching profession may be partially explained by the shrinking school-age population in some areas of the country and the consequent process of school consolidations, which together have limited the recruitment of new teachers.
- Students in primary through lower secondary education in Portugal receive more hours of instruction than those in most other OECD countries (Portugal: 8 214 hours for both levels combined; OECD average: 7 590 hours). However, the use of class time may not be as efficient as in other countries. Results from the OECD Teaching and Learning International Survey (TALIS) indicate that only about 74% of class time is spent on actual teaching and learning (as opposed to management and keeping order in the classroom) – one of the lowest shares across TALIS-participating countries (OECD average: 78%).
- There are about 21 students per class in primary education in Portugal (OECD average: 21) and 22 students per class in lower secondary education (OECD average 23). Although class size is similar at both levels of education, they result from opposite trends over the past decade. Between 2005 and 2017, class sizes have increased by 14% at primary level and decreased by 2% at lower secondary level.
- Portugal is one of the very few OECD countries where teachers from pre-primary to upper secondary general programmes earn more, on average, than tertiary-educated workers in the country. This is particularly true for younger teachers, aged 25-34, who earn between 45% and 48% more than tertiary-educated workers within the same age group, depending on the level of education in which they teach. The pattern is reversed for teachers aged 45-54, whose average actual salaries are slightly lower than those of their tertiary-educated peers (ranging from 2% to 7% lower).

References

OECD (2019), *Education at a Glance 2019: OECD Indicators*, OECD Publishing, Paris, [1]
<https://dx.doi.org/10.1787/f8d7880d-en>.

For more information on **Education at a Glance 2019** and to access the full set of Indicators, visit 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:  **Education GPS**

<http://gpseducation.oecd.org/CountryProfile?primaryCountry=PRT&treshold=10&topic=EO>.

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On 25 May 2018, the OECD Council invited Colombia to become a Member. While Colombia is included in the OECD averages reported in this note, at the time of its preparation, Colombia was in the process of completing its domestic procedures for ratification and the deposit of Colombia's instrument of accession to the OECD Convention was pending.

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.

Key Facts for Portugal in Education at a Glance 2019

Source	Main topics in <i>Education at a Glance</i>	Portugal		OECD average		EU23 average	
Tertiary education							
Educational attainment of 25-64 year-olds							
2018							
Table A1.1	Short-cycle tertiary	**		7%			5%
	Bachelor's or equivalent	6%		17%			14%
	Master's or equivalent	18%		13%			15%
	Doctoral or equivalent	1%		1%			1%
Tertiary attainment of 25-34 year-olds, by gender							
2008							
Table A1.2	Men	17%	26%	31%	38%	28%	36%
	Women	30%	44%	40%	51%	38%	50%
	Total	23%	35%	35%	44%	33%	43%
2018							
Distribution of first-time tertiary entrants by education level							
2017							
Table B4.1	Short-cycle tertiary			9%			12%
	Bachelor's or equivalent			76%			80%
	Master's or equivalent			14%			8%
Share of international or foreign students, by education level¹							
2017							
Table B6.1	Bachelor's or equivalent			4%			7%
	Master's or equivalent			8%			13%
	Doctoral or equivalent			27%			22%
	All tertiary levels of education			6%			9%
Employment rate of 25-64 year-olds, by educational attainment							
2018							
Table A3.1	Short-cycle tertiary	**		82%			82%
	Bachelor's or equivalent			82%			84%
	Master's or equivalent			90%			89%
	Doctoral or equivalent			94%			93%
	All tertiary levels of education			88%			86%
Employment rate of tertiary-educated 25-64 year-olds, by field of study							
2018							
Table A3.4	Education			86%			85%
	Business and administration and law			90%			87%
	Engineering, manufacturing and construction			89%			89%
	Health and welfare			92%			88%
Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)							
2017							
Table A4.1	Short-cycle tertiary			95			121
	Bachelor's or equivalent			169			138
	Master's, doctoral or equivalent			**			174
	All tertiary levels of education			169			152
Upper secondary and vocational education and training (VET)							
Upper secondary or post-secondary non-tertiary attainment rate							
2018							
Table A1.2	Share of 25-34 year-olds with upper secondary or post-secondary non-tertiary as their highest attainment	36%		41%			44%
Percentage of first-time upper secondary graduates with a vocational qualification							
2017							
Table B3.1	Vocational programmes	36%		40%			46%
Age at graduation from upper secondary education, by programme orientation							
2017							
Figure B3.1	General programmes			20			19
	Vocational programmes			20			21
Share of women among upper secondary graduates, by programme orientation							
2017							
Figure B3.2	General programmes			55%			56%
	Vocational programmes			48%			46%
Employment, unemployment and inactivity rates of 25-34 year-olds, with upper secondary or post-secondary non-tertiary education							
2018							
Table A3.3	Employment rate			84%			79%
	Unemployment rate			8%			8%
	Inactivity rate			9%			14%
Total expenditure on upper secondary educational institutions, in USD² per full-time equivalent student, by programme orientation							
2016							
Table C1.1	General programmes	**		USD 9 397			USD 9 671
	Vocational programmes	**		USD 10 922			USD 11 320
Early childhood education and care (ECEC)							
Enrolment rate of 3-5 year-olds in education							
2017							
Table B2.2	ECEC and primary education	92%		87%			90%
Share of children enrolled in private institutions							
2017							
Table B2.3	Pre-primary level (ISCED 02)	47%		34%			27%
Ratio of children to teaching staff							
2017							
Table B2.3	Pre-primary level (ISCED 02)	17		16			15
Expenditure on children aged 3-5 enrolled in education							
2016							
Table B2.4	Annual expenditure per child, in USD ² per child	USD 7 451		USD 8 141			USD 8 926

Source	Main topics in <i>Education at a Glance</i>	Portugal		OECD average		EU23 average	
Social outcomes and adult learning							
Participation in formal and/or non-formal education, by educational attainment³		2016					
Table A7.1	Below upper secondary	32%		n.a.		26%	
	Upper secondary or post-secondary non-tertiary	57%		n.a.		44%	
	Tertiary	71%		n.a.		66%	
Participation in cultural or sporting activities in the last 12 months, by educational attainment⁴		2015					
Table A6.1	Below upper secondary	60%		n.a.		56%	
	Upper secondary or post-secondary non-tertiary	85%		n.a.		77%	
	Tertiary	94%		n.a.		92%	
Financial resources invested in education							
Total expenditure on educational institutions, by level of education²		2016					
Table C1.1 and C2.1		USD/student	% GDP	USD/student	% GDP	USD/student	% GDP
	Primary	USD 7 689	1.5%	USD 8 470	1.5%	USD 8 548	1.3%
	Lower secondary	USD 10 382	1.2%	USD 9 884	0.9%	USD 10 302	0.9%
	Upper secondary	USD 9 628	1.2%	USD 10 368	1.1%	USD 10 308	1.0%
	Tertiary (including R&D)	USD 11 014	1.2%	USD 15 556	1.5%	USD 15 863	1.2%
Share of expenditure on educational institutions, by final source of funds		2016					
Table C3.1		Public	Private	Public	Private	Public	Private
	Primary, secondary and post-secondary non-tertiary	86%	11%	90%	10%	92%	8%
	Tertiary (including R&D)	61%	32%	66%	32%	73%	24%
Total public expenditure on primary to tertiary education		2016					
Table C4.1	As a percentage of total government expenditure	9.6%		10.8%		9.6%	
Teachers, the learning environment and the organisation of schools							
Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education		2017					
Table D3.2a		Teachers	School heads	Teachers	School heads	Teachers	School heads
	Pre-primary	1.53	1.99	0.78	**	0.78	1.16
	Primary	1.4	1.99	0.84	1.25	0.85	1.24
	Lower secondary (general programmes)	1.37	1.99	0.88	1.34	0.89	1.34
	Upper secondary (general programmes)	1.5	1.99	0.93	1.43	0.95	1.43
Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers²		2018					
Table D3.1a		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
	Pre-primary	USD 33 516	USD 43 279	USD 31 276	USD 42 078	USD 30 615	USD 41 354
	Primary	USD 33 516	USD 43 279	USD 33 058	USD 45 947	USD 32 987	USD 45 748
	Lower secondary (general programmes)	USD 33 516	USD 43 279	USD 34 230	USD 47 675	USD 34 261	USD 47 772
	Upper secondary (general programmes)	USD 33 516	USD 43 279	USD 35 859	USD 49 804	USD 35 104	USD 49 875
Organisation of teachers' working time in public institutions over the school year		2018					
Tables D4.1a and D4.1b		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
	Pre-primary	860 hours	1 308 hours	1 024 hours	1 613 hours	1 062 hours	1 550 hours
	Primary	774 hours	1 308 hours	783 hours	1 612 hours	754 hours	1 539 hours
	Lower secondary (general programmes)	612 hours	1 283 hours	709 hours	1 634 hours	673 hours	1 572 hours
	Upper secondary (general programmes)	612 hours	1 283 hours	667 hours	1 629 hours	643 hours	1 558 hours
Percentage of teachers who are 50 years old or over		2017					
Table D5.1	Primary to upper secondary	41%		36%		39%	
Share of female teachers, in public and private institutions		2017					
Table D5.2	Primary	81%		83%		87%	
	Lower secondary	72%		69%		72%	
Total number of compulsory instruction time, by level of education		2019					
Table D1.1	Primary	5 460 hours		4 568 hours		4 258 hours	
	Lower secondary	2 754 hours		3 022 hours		3 002 hours	
	Upper secondary	2 414 hours		**		**	
Average class size by level of education		2017					
Table D2.1	Primary	21		21		20	
	Lower secondary	22		23		21	

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

1. For some countries, data on foreign students are provided instead of international students.

2. Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP

3. EU23 average refers to the average of OECD countries that participated in the Adult Education Survey (AES).

4. EU23 average refers to the average of OECD countries that participated in the European Union Statistics on Income and Living Conditions 2015.

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

Cut-off date for the data: 19 July 2019. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.