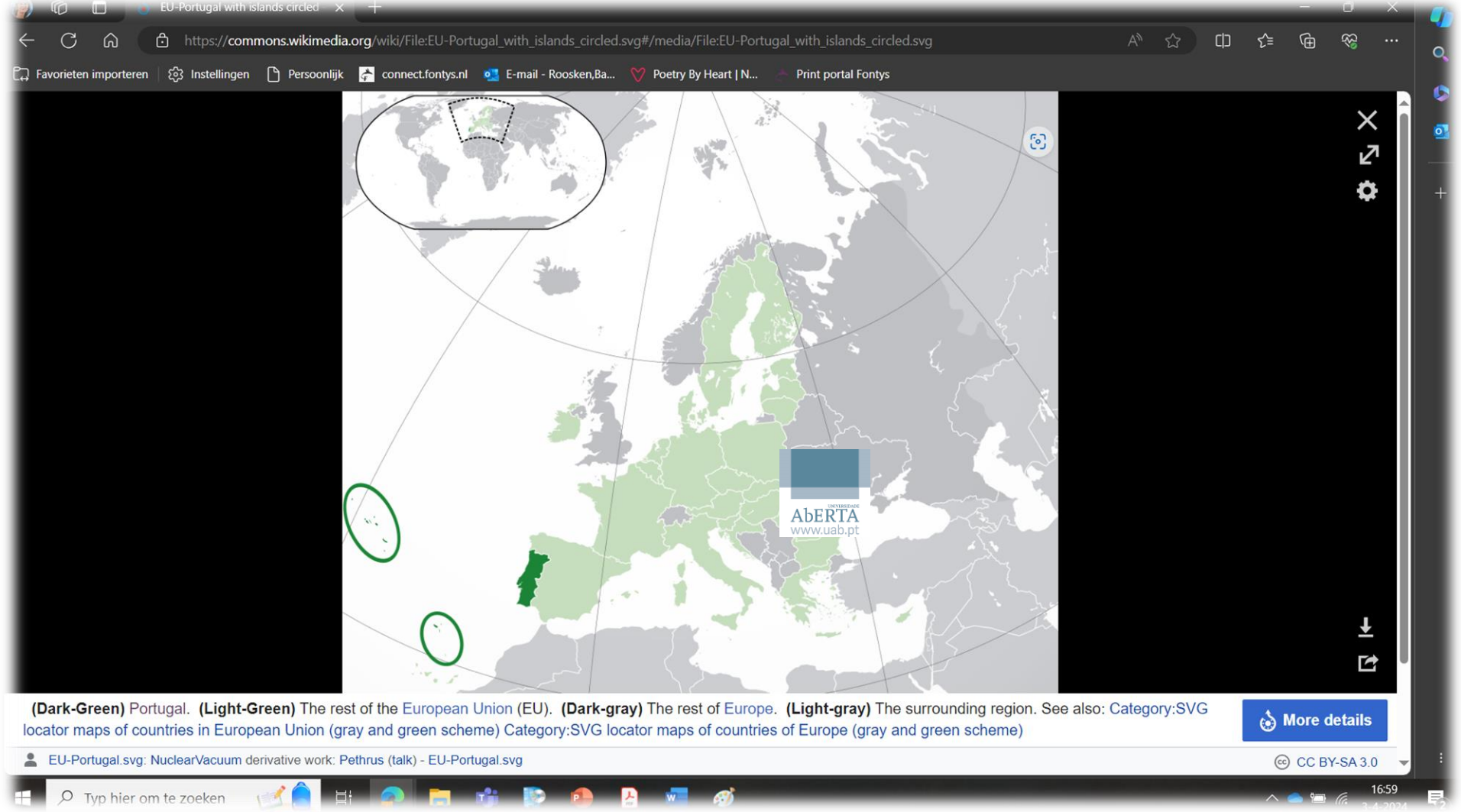
Perspectives on education in Portugal

Teresa Cardoso

UNIVERSIDADE ABERTA
www.uab.pt

TIMSS 2023 | IEA.nl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(Dark-Green) Portugal. (Light-Green) The rest of the European Union (EU). (Dark-gray) The rest of Europe. (Light-gray) The surrounding region. See also: Category:SVG locator maps of countries in European Union (gray and green scheme) Category:SVG locator maps of countries of Europe (gray and green scheme)
More details
EU-Portugal.svg: NuclearVacuum derivative work: Pethrus (talk) - EU-Portugal.svg
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European Commission

Eurydice

Portugal

Overview

Last update: 28 March 2024

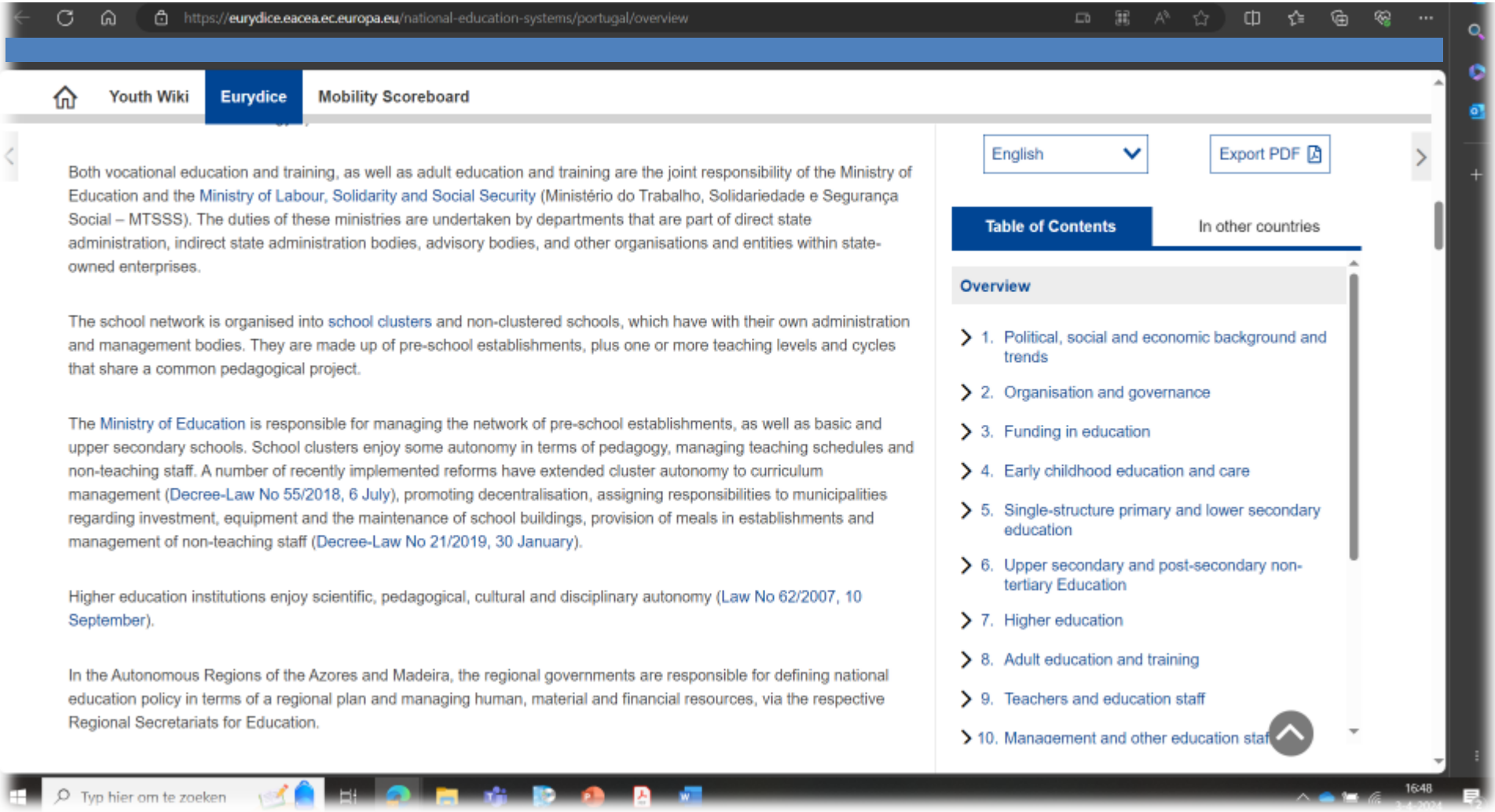
English | Export PDF

On this page

Key features of the education system

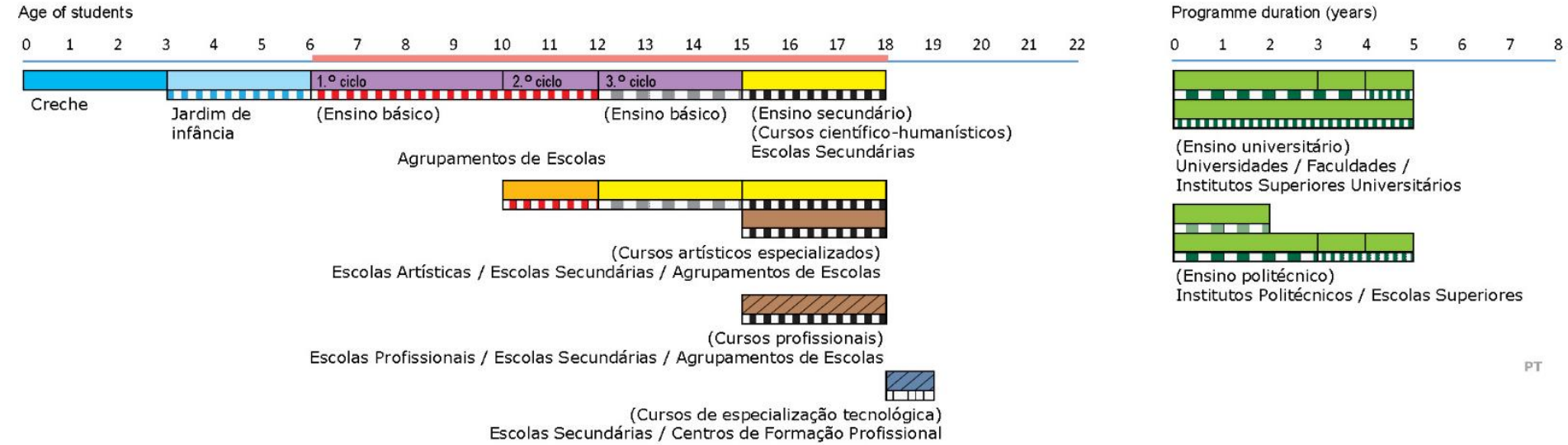
Governance

Education in Portugal is organised according to the democratic principles established by the Constitution of the Republic (1976), particularly the freedom to teach and learn (Art. No 43), as well as citizens' rights and duties of the state in this area (Art. No 73-77). These same principles were the foundation of the Education Act (1986), which defines educational objectives, structures and modes of organisation.



Overview (europa.eu)

Portugal – 2023/2024



Note. Agrupamentos de Escolas (School clusters) are organisational units that can encompass several schools and learning cycles, from kindergarten to upper secondary education.
The institutions in the diagram are examples of some of the learning spaces where each type of education is offered; the diagram does not indicate all educational institutions existing in the Portuguese system.

- Early childhood education and care (for which public education authorities are not responsible)
- Early childhood education and care (for which public education authorities are responsible)
- Primary education
- Single structure
- Secondary general education
- Secondary vocational education
- Post-secondary non-tertiary education
- Tertiary education (full-time)

Allocation to the ISCED levels: ISCED 0 | ISCED 1 | ISCED 2 | ISCED 3 | ISCED 4 | ISCED 5 | ISCED 6 | ISCED 7

- Compulsory full-time education/training
- Compulsory part-time education/training
- Possible additional year
- >> Study abroad
- Combined school and workplace courses
- -/n/- Compulsory work experience + its duration
- →I Years
- Programme being phased out in (year)

Source: Eurydice.

PT_EN_2023_24.jpg (2149×1159) (europa.eu)

The learning curve: lessons in country performance in education

This report is part of a wide-ranging program of quantitative and qualitative analysis, entitled 'The learning curve'. It seeks to further understanding of what leads to successful educational outcomes, both economic and social. The report outlines the main findings from the analysis of a large body of internationally comparable education data, the Learning Curve Data Bank (LCDB). First compiled in 2012, the LCDB has been updated in early 2014 to include, among other indicators, the latest test results from: the Progress in International Reading Literacy Study (PIRLS); the Trends in Internatio... Show more

Authors: Kielstra, Paul; McCauley, Denis

Published: London, England, Pearson, 2012

Resource type: Report, paper or authored book

Physical description: 49 p.

Access item:
https://web.archive.org/web/20140512205104/http://thelearningcurve.pearson.com/content/download/bankname/components/filename/FINALLearningCurve_Final.pdf

Show more

RELATIONSHIP BETWEEN SCHOOL LIFE EXPECTANCY (IN 1995) AND LABOUR PRODUCTIVITY (IN 2010)

Note: The scatter chart shows the correlation of school life expectancy in 1995 against overall productivity of labour in 2010 for 37 countries. The correlation is 0.817, well above our threshold for "strong" correlations of 0.65.

Source: Economist Intelligence Unit and UNESCO.

More complicated than quality is the question of what sort of content in an education system will yield the best labour market and economic outcomes. For example, some countries prize strong vocational school programmes while others prefer more unified systems. One advocate of vocational education is Professor Schwartz, who says of the US that "having a system focused entirely on preparing students for four-year colleges and universities is a major problem. Only 30% of young Americans actually get a four-year degree by their mid-twenties, and many of those wind up in jobs that didn't require a degree. The consequence of not having a strong post-secondary vocational system is that most young Americans reach their mid-twenties without the skills and credentials needed for success in a technology-driven economy."

Mr Angula, whose country is looking to bolster its vocational education system, adds that systems "need to create linkages between the school and the community, and the school and the economy, so that education should have a meaning in the context that it is practised. Sometimes it is hard for students to apply their knowledge or skills." Without seeing any relevance, they might simply leave education.

Kielstra, P, McCauley, D (eds) 2012, *The learning curve: lessons in country performance in education*, Pearson, London, viewed 04 Apr 2024, <https://web.archive.org/web/20140512205104/http://thelearningcurve.pearson.com/content/download/bankname/components/filename/FINALLearningCurve_Final.pdf>.

2023-05-16 às 10h16

Apresentação de resultados PIRLS 2021

Avaliação da Literacia de Leitura – Portugal

O PIRLS constitui um exercício de avaliação da Literacia de Leitura realizado no final do 4º ano de escolaridade, sendo aplicado internacionalmente em dezenas de países, de 5 em 5 anos. Foi criado em 2001, tendo Portugal participado nas edições de 2011, 2016 e 2021.

Em 2021, este exercício transitou para o formato digital, mantendo, contudo, uma amostra em formato papel (bridge). Neste sentido, Portugal atinge uma pontuação de 531 nas provas em formato papel – ou seja mais 3 pontos que os registados em 2016 nesse formato (528). Nas provas em formato digital, realizadas pela primeira vez, Portugal obtém 520 pontos.

Assim, inverte-se em 2021 a quebra (menos 13 pontos) registada entre 2011 e 2016, nas provas em formato papel.

A diferença observada, em 2021, entre as provas em formato papel e as provas em formato digital (11 pontos), deve ser analisada no seu contexto. De facto, as provas digitais do PIRLS de 2021 correspondem mais propriamente à transposição de uma prova concebida em papel para o formato digital» do que a provas concebidas, de início, em formato digital» e para ambiente digital.

REPÚBLICA PORTUGUESA
EDUCAÇÃO

NOTA À COMUNICAÇÃO SOCIAL

Apresentação de resultados PIRLS 2021

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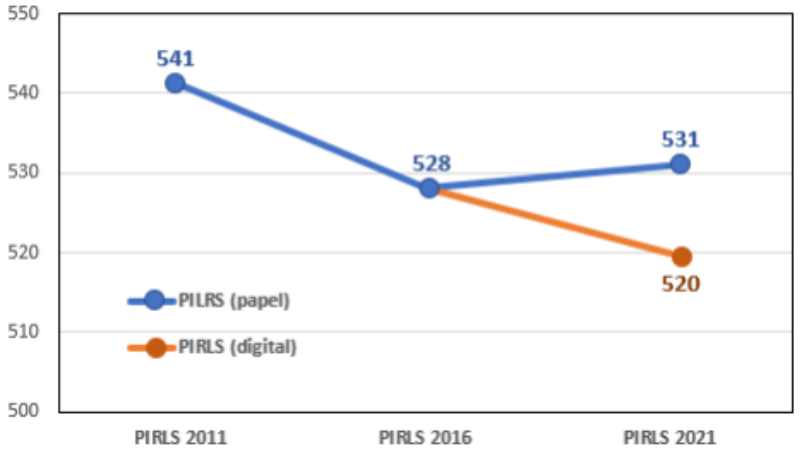
[1] A escala do PIRLS oscila entre 300 e 700, valores que permitem estabelecer os seguintes patamares de resultados: 400- Baixo; 475- Intermédio; 500- Elevado;625- Avançado.

ficheiro.aspx (portugal.gov.pt)

NOTA À COMUNICAÇÃO SOCIAL

Evolução do resultado de Portugal no PIRLS entre 2011 e 2021

(Literacia de Leitura – 4º ano de escolaridade)



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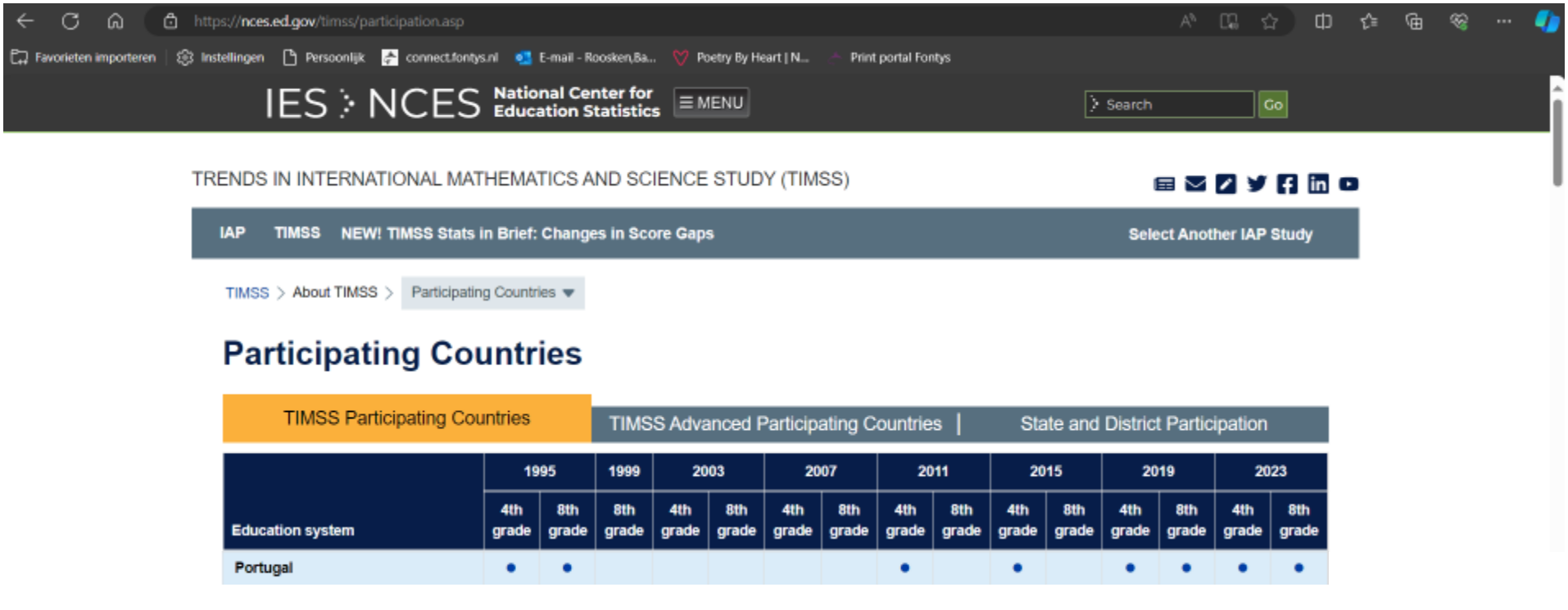
Estas diferenças relacionam-se, por exemplo, com o recurso a textos mais longos, visualizados em computador, face aos que se utilizam em provas concebidas em ambiente digital. Além de uma organização das questões que nem sempre permite visualizar em simultâneo os textos e as questões (obrigando, por exemplo, a voltar atrás).

Este formato difere das provas de aferição nacionais, que são concebidas de raiz para formato digital, possibilitando a consulta de textos enquanto são apresentadas as questões. São, pois, concebidas em formato digital e preparadas para funcionar em ambiente digital.

Participating Countries

TIMSS Participating Countries | TIMSS Advanced Participating Countries | State and District Participation

Education system	1995		1999	2003		2007		2011		2015		2019		2023	
	4th grade	8th grade	8th grade	4th grade	8th grade	4th grade	8th grade	4th grade	8th grade	4th grade	8th grade	4th grade	8th grade	4th grade	8th grade
Albania												●		●	
Algeria						●	●								
Argentina		○			○										
Armenia				●	●	●	●	●	●	○	○	●		●	
Australia	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Austria	●	●				●		●				●			●
Azerbaijan								●				●		●	●
Bahrain					●		●	●	●	●	●	●	●	●	●



Education system	1995		1999	2003		2007		2011		2015		2019		2023	
	4th grade	8th grade	8th grade	4th grade	8th grade	4th grade	8th grade	4th grade	8th grade	4th grade	8th grade	4th grade	8th grade	4th grade	8th grade
Portugal	●	●						●		●		●	●	●	●

TIMSS - Participating Countries (ed.gov)

IEA TIMSS 2019

TIMSS 2019 International Results in Mathematics and Science

IAVE INSTITUTO DE AVALIAÇÃO EDUCATIVA, I.P.

DESTAQUES

O TIMSS 2019 é o sétimo ciclo de avaliação do TIMSS da IEA, *Trends in International Mathematics and Science Study*, e foi aplicado a amostras nacionais representativas de alunos dos 4.º e 8.º anos, em 64 países e 8 economias. O TIMSS tem sido aplicado de quatro em quatro anos desde 1995, proporcionando 24 anos de tendências sobre o desempenho global dos alunos a Matemática e a Ciências. Os resultados das avaliações TIMSS a Matemática e a Ciências baseiam-se em quadros conceptuais desenvolvidos de forma colaborativa entre os países e regiões participantes e abrange uma vasta gama de conteúdos de Matemática e de Ciências e de dimensões cognitivas. O estudo TIMSS inclui a aplicação de questionários a alunos e seus pais, professores e diretores de escolas, para recolher informação sobre os contextos de aprendizagem. Em conjunto, mais de 580.000 alunos participaram no TIMSS 2019, com questionários preenchidos por cerca de 310.000 pais, 19.000 diretores de escola, e 52.000 professores. Saiba mais sobre o TIMSS 2019.

Resultados Obtidos a Matemática e a Ciências

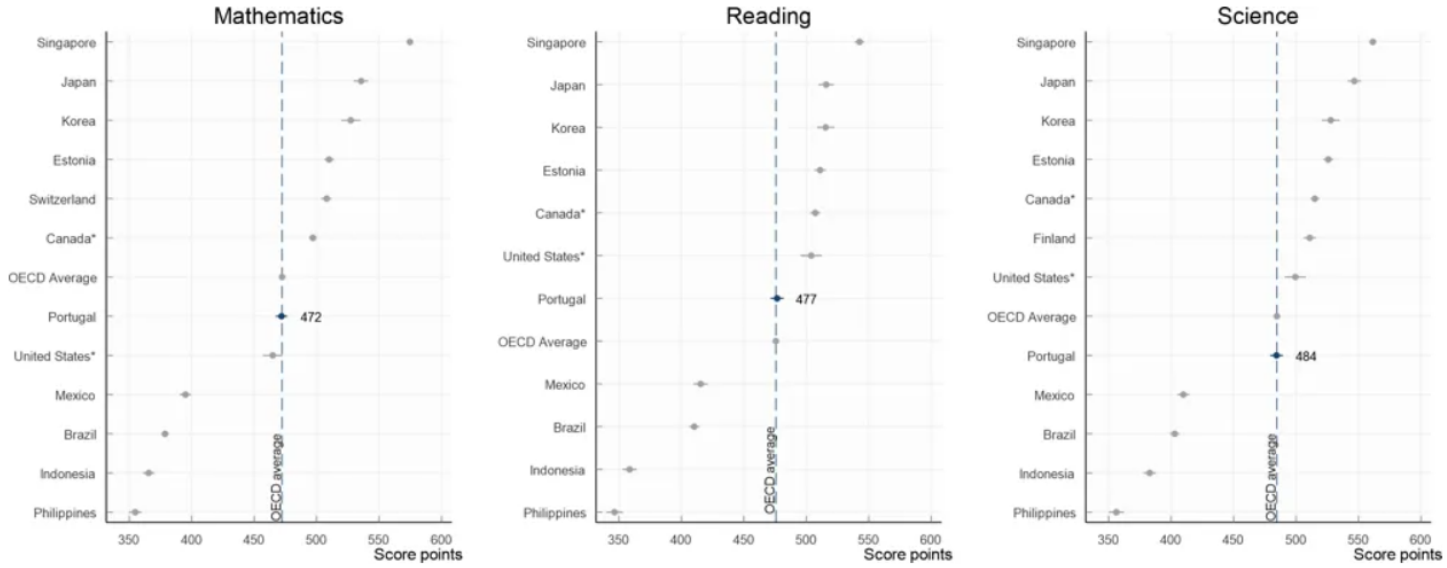
Resultado global: Os países/economias da Ásia Oriental - Singapura, Taipé Chinês, República da Coreia, Japão, e Hong Kong ERA - foram os que obtiveram os melhores resultados. A Matemática, os cinco países do leste asiático, liderados por Singapura, superaram os outros países do TIMSS por margens substanciais no 4.º e 8.º ano. A Ciências, em ambos os anos de escolaridade, Singapura, Taipé Chinês, República da Coreia, e Japão também obtiveram um bom desempenho bem como a Rússia e a Finlândia.

DestaquesTIMSS2019_IAVE.pdf (cnedu.pt)


PISA 2022 results

Figure 2. **Mean performance in mathematics, reading and science in PISA 2022**

Portugal, OECD average and selected comparison countries

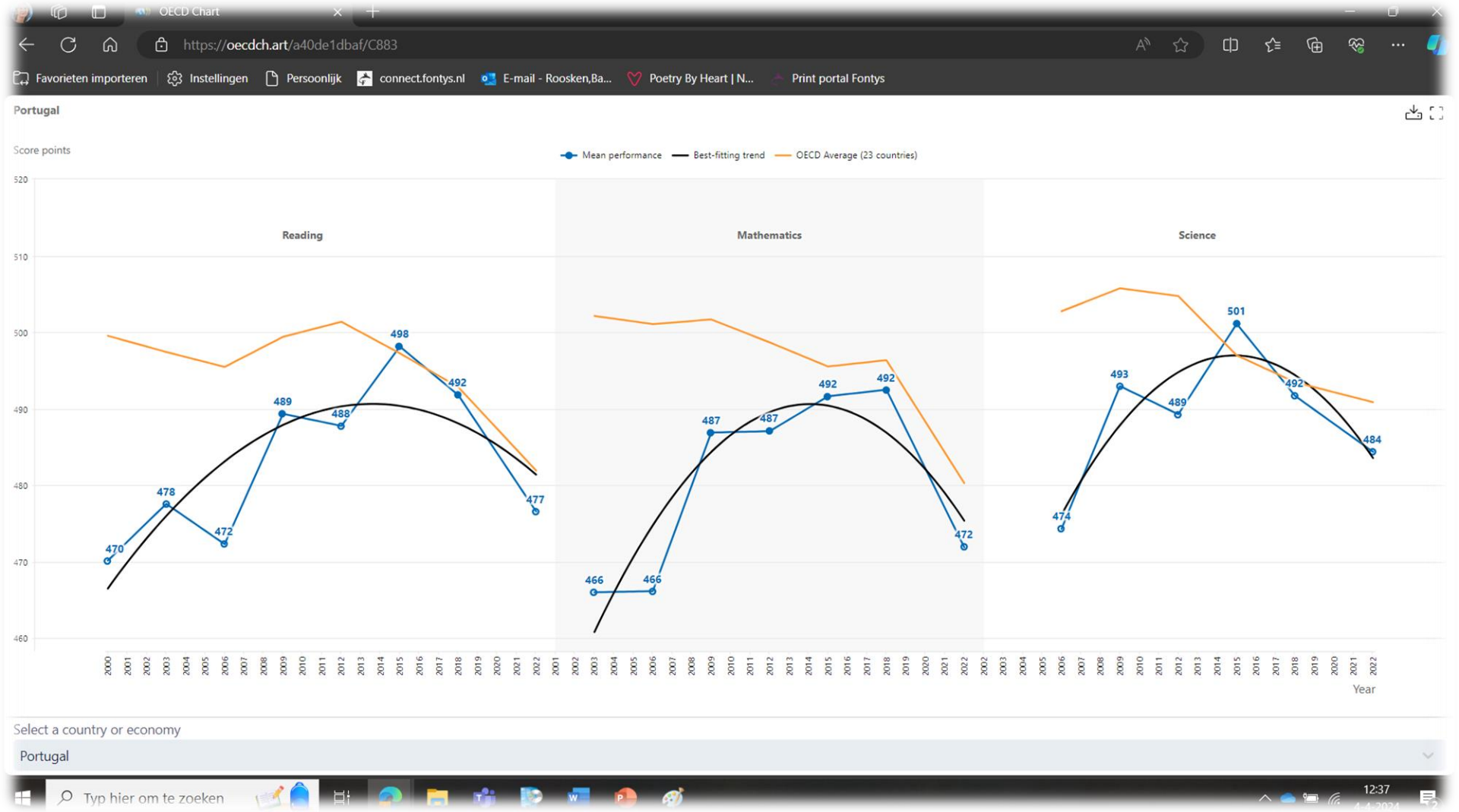


Notes: Comparison countries include the six highest-performing countries in each subject and the five countries with the largest population of 15-year-old students.

Horizontal lines that extend beyond the markers represent a measure of uncertainty associated with mean estimates (the 95% confidence interval).

Source: OECD, PISA 2022 Database, Tables I.B1.2.1, I.B1.2.2 and I.B1.2.3.

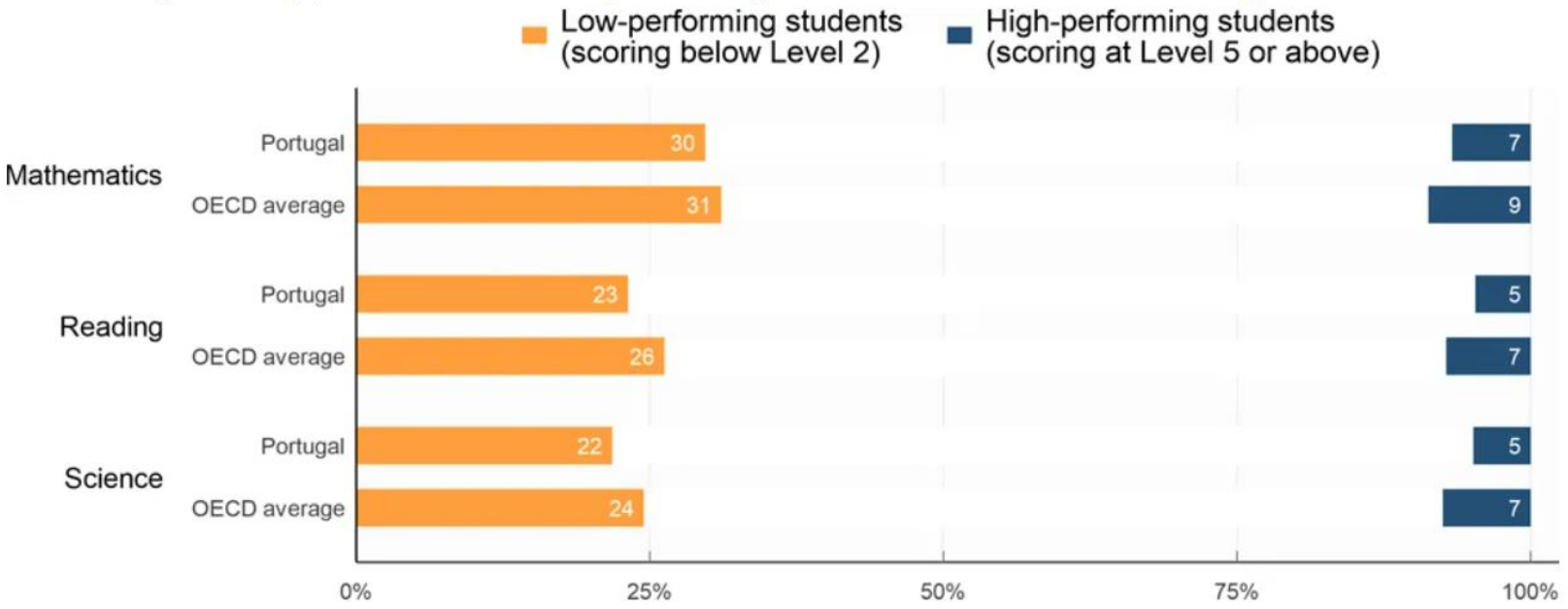
Portugal | Factsheets | OECD PISA 2022 results



[OECD Chart]

Teresa Cardoso
Tilburg, April 5th 2024

Figure 3. **Top performers and low-performing students in mathematics, reading and science**



Note: Numbers inside the figure correspond to percentages.

Source: OECD, PISA 2022 Database, Tables I.B1.3.1, I.B1.3.2 and I.B1.3.3.

Portugal | Factsheets | OECD PISA 2022 results

PISA, TIMSS e PIRLS em Portugal: Uma análise comparativa

PISA, TIMSS and PIRLS in Portugal: A comparative analysis

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Palavras-chave: Regiões NUTS III, PISA, TIMSS, PIRLS

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2020-06-29

Como Citar

Resumo

Neste artigo apresentamos uma análise comparativa entre três inquéritos internacionais: PISA, levado a cabo pela OCDE, o TIMSS e o PIRLS, realizados pela IEA, tendo em conta os seus objetivos gerais e uma correlação dos dados referentes a Portugal (por regiões da NUTS III). A revisão bibliográfica e documental mostrou como os resultados podem ser

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Número Atual

Informações
Para Leitores
Para Autores
Para Bibliotecários

Idioma
English
Español
Português
Français

Palavras-chave

cam a ênfase na comparação de resultados entre os países e são representados como se traduzissem uma escala de competências que induz um *ranking*.

A Tabela 7 resume alguns aspetos dos questionários internacionais e a participação portuguesa.

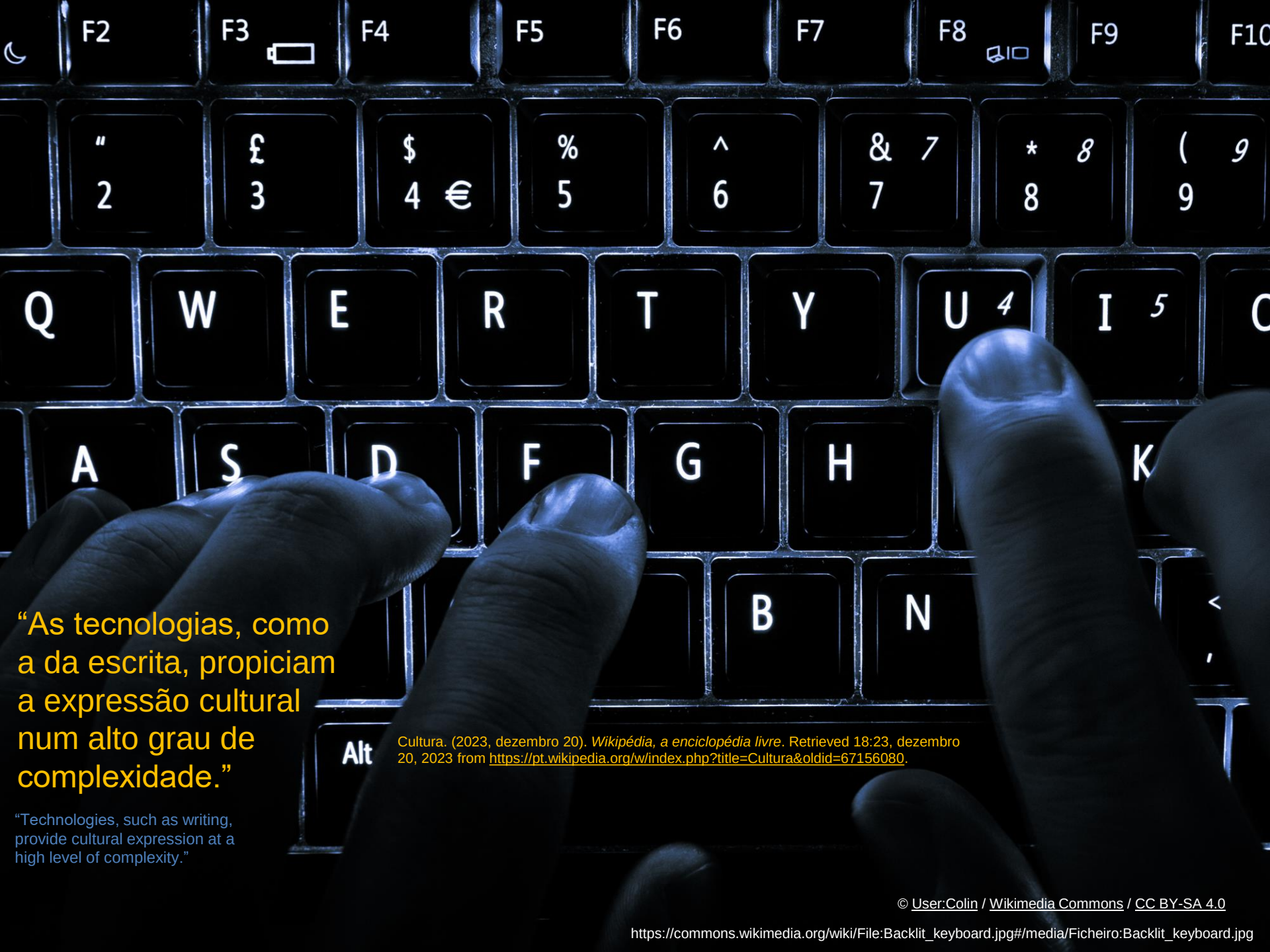
Tabela 7

Questionários internacionais e a participação de Portugal

	PISA	PIRLS	TIMSS	TIMSS *Advanced*
Pilotagem do Inquérito	OCDE *Organismo Intergovernamental*	IEA *Cooperativa Internacional de Instituições de Investigação*		
Data de Criação	2000	2001	1995	1995
Periodicidade	Todos os 3 anos	Todos os 5 anos	Todos os 4 anos	Irregular
Número de Países/Regiões*	72 (34 da OCDE)	50 (26 da OCDE)	48 (26 da OCDE)	9 (7 da OCDE)
Público-Alvo	Alunos de 15 anos de idade que frequentam, pelo menos, o 7.º ano de escolaridade	4.º ano de escolaridade	4.º, 8.º anos de escolaridade	12.º ano de escolaridade
Domínios Avaliados	Literacia de Leitura Literacia Matemática Literacia Científica	Literacia de Leitura	Matemática e Ciências	Matemática e Física
Contexto dos Itens	Competências úteis ao futuro cidadão	Competências de leitura	Saberes disciplinares	
Exercícios Libertados	Poucos	Poucos	Muitos	
Participação de Portugal	**2000, 2003, 2006, 2009, 2012, 2015, 2018**	**2011, 2016****	**1995, 2011***, 2015***, 2019**	**2015**

* A participação dos países é variável durante as várias edições.
** Em 2016, realizou-se também o PIRLS *Online* (ePIRLS).
*** Em 2011e 2015, Portugal só participou com alunos do 4.º ano de escolaridade.

Teresa Cardoso
Tilburg, April 5th 2024



“As tecnologias, como a da escrita, propiciam a expressão cultural num alto grau de complexidade.”

“Technologies, such as writing, provide cultural expression at a high level of complexity.”

Cultura. (2023, dezembro 20). *Wikipédia, a enciclopédia livre*. Retrieved 18:23, dezembro 20, 2023 from https://pt.wikipedia.org/w/index.php?title=Cultura&oldid=67156080.

Culture - Wikipedia

https://en.wikipedia.org/wiki/Culture

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Culture

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From Wikipedia, the free encyclopedia

Contents hide

This article is about culture as used in the social sciences and humanities. For uses in the natural sciences, see Cell culture and Tissue culture. For other uses, see Culture (disambiguation).

Culture (/ˈkʌltʃər/ *KUL-chər*) is a concept that encompasses the social behavior, institutions, and norms found in human societies, as well as the knowledge, beliefs, arts, laws, customs, capabilities, and habits of the individuals in these groups.[1] Culture is often originated from or attributed to a specific region or location.

Humans acquire culture through the learning processes of enculturation and socialization, which is shown by the diversity of cultures across societies.

A cultural norm codifies acceptable conduct in society; it serves as a guideline for behavior, dress, language, and demeanor in a situation, which serves as a template for expectations in a social group. Accepting only a monoculture in a social group can bear risks, just as a single species can wither in the face of environmental change, for lack of functional responses to the change.[2] Thus in military culture, valor is counted a typical behavior for an individual and duty, honor, and loyalty to the social group are counted as virtues or functional responses in the continuum of conflict. In the practice of religion, analogous attributes can be identified in a social group.

Cultural change, or repositioning, is the reconstruction of a cultural concept of a society.[3] Cultures are internally affected by both forces encouraging change and forces resisting change. Cultures are externally affected via contact between societies.

Organizations like UNESCO attempt to preserve culture and cultural heritage.

Human symbolic expression developed as prehistoric humans reached behavioral modernity.

Religion and expressive art are important aspects of human culture.

Description

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13:33

LEVELS OF CULTURE FOR CULTURALLY RELEVANT TEACHING

"Culture Gap" = "Achievement Gap"

Culturally relevant teaching involves understanding a student's culture. Research shows that it is an integral part of the learning process. I would argue that it is the most significant part.

We have endless discussions about how to deal with achievement gaps. The "culture gap" between students and their teachers contribute to "achievement gaps". But we have very few conversations about that. Why is that?

Many of these conversations don't happen because adults make statements like "Well, I don't see color." That in itself is an issue. You ***SHOULD*** see color. Check out the Color Blind Or Color Brave? Ted Talk.

3. DEEP CULTURE

This is the most important form of culture because it has an intense emotional impact on trust. ***It controls how we learn information***. This form of culture manipulates our everyday behaviors and helps us make sense of our world. This would include decision-making, preference of competition or cooperation, gender roles, and etc. Knowing if a student prefers teamwork over individual competition is important when creating activities for the class.

GEERT HOFSTEDE

The 6-D model of national culture

Geert Hofstede, assisted by others, came up with six basic issues that society needs to come to term with in order to organize itself. These are called dimensions of culture. Each of them has been expressed on a scale that runs roughly from 0 to 100.

Hofstede's Globe

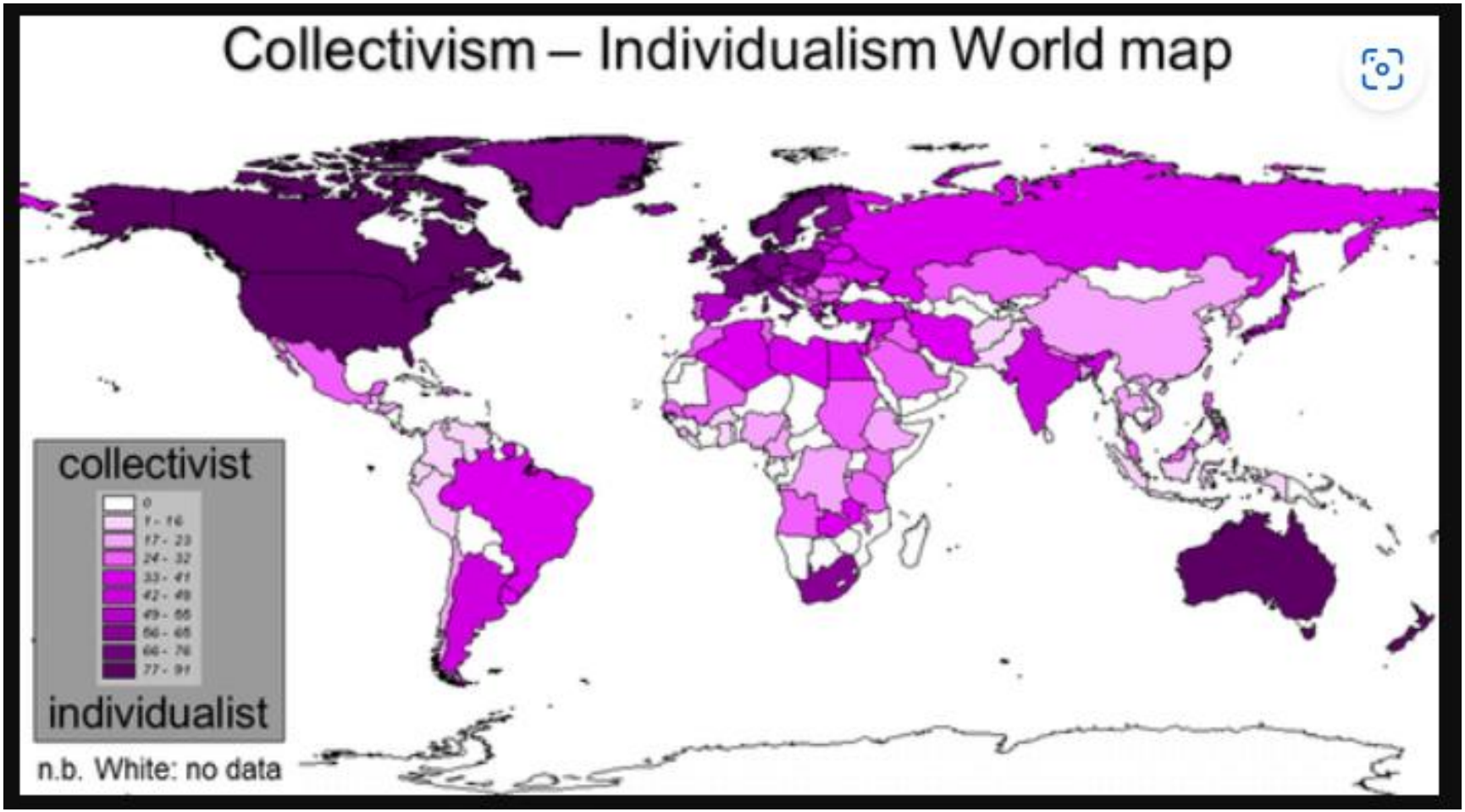
For interactive world maps and pick-your-own-countries 3-d graphs of Hofstede dimension scores, check Hofstede's Globe in the Geert Hofstede online exhibition "An engineer's Odyssey".

The dimensions explained

For each dimension here is a brief description and a ten-minute video in which Geert Hofstede explains that dimension.

Individualism

Individualism is the extent to which people feel independent, as



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Country comparison tool

https://www.hofstede-insights.com/country-comparison-tool?countries=portugal

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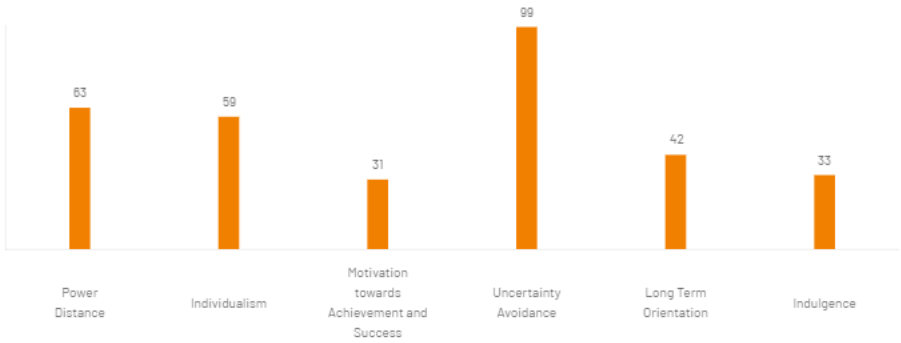
COUNTRY COMPARISON TOOL

Select one or several countries/regions in the menu below to see the values for the 6 dimensions.

The data in the graph below may be used for non-commercial or non-profit purposes only. For inquiries regarding commercial use and to gain access to detailed cultural data, including regional and demographic insights, please contact us.

Learn how AI struggles to navigate cultural complexities and its implications for global business in our in-depth analysis.

Portugal ×



Click on the dimension titles below the chart to switch between dimension descriptions.

PORTUGAL 63

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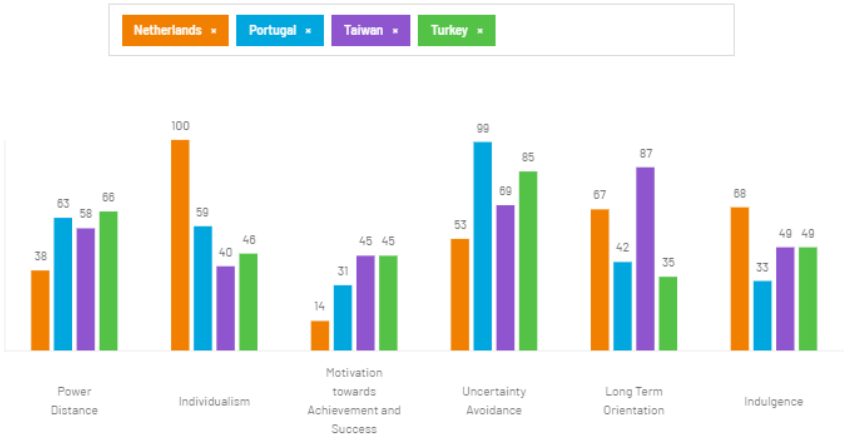


Click on the dimension titles below the chart to switch between dimension descriptions.

NETHERLANDS 38

The Netherlands scores low on this dimension (score of 38) which means that the following characterises the Dutch style: Being independent, hierarchy for convenience only, equal rights, superiors accessible, coaching leader, management facilitates and empowers. Power is decentralized and managers count on the experience of their team members. Employees expect to be consulted. Control is disliked and attitude towards managers are informal and on first name basis. Communication is direct and participative.

Overview ›

PORTUGAL 63

Portugal's score on this dimension (63) reflects that hierarchical distance is accepted and those holding the most powerful positions are admitted to have privileges for their position. Management controls, i.e. the boss requires information from his subordinates and these expect their boss to control them. A lack of interest towards a subordinate would mean this one is not relevant in the Organization. At the same time, this would make the employee feel unmotivated. Negative feedback is very distressed so for the employee it is more than difficult to provide his boss with negative information. The boss needs to be conscious of this difficulty and search for little signals in order to discover the real problems and avoid becoming relevant.

Overview ›

TAIWAN 58

Taiwan has an relatively high score of 58 on this dimension which indicates that it is a hierarchical society. This means that people accept a hierarchical order in which everybody has a place and which needs no further justification. Hierarchy in an organisation is seen as reflecting inherent inequalities, centralisation is popular, subordinates expect to be told what to do and the ideal boss is a benevolent autocrat.

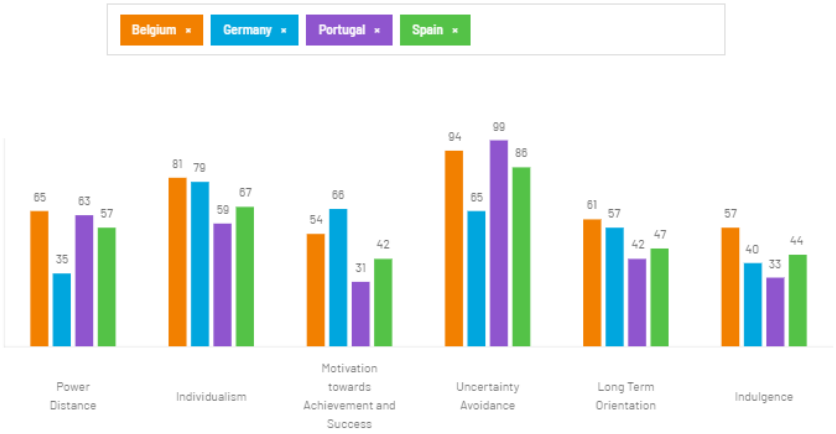
Overview ›

TURKEY 66

Turkey scores high on this dimension (score of 66) which means that the following characterises the Turkish style: Dependent, hierarchical, superiors often inaccessible and the ideal boss is a father figure. Power is centralized and managers rely on their bosses and on rules. Employees expect to be told what to do. Control is expected and attitude towards managers is formal. Communication is indirect and the information flow is selective. The same structure can be observed in the family unit, where the father is a kind of patriarch to whom others submit.

Overview ›

[Country comparison tool (hofstede-insights.com)]



Click on the dimension titles below the chart to switch between dimension descriptions.

BELGIUM 65

With a score of 65, Belgium scores high on the scale of the PDI. It is therefore a society in which inequalities are accepted. Hierarchy is needed if not existential; the superiors may have privileges and are often inaccessible. The power is centralized in Belgium. It might in the near future not be centralized in Brussels anymore but the Walloons and Flemish will each have their own point of centralized power from where administration, transports, business etc. are managed. In management, the attitude towards managers is more formal and on family name basis (at least, in the first contact, the information flow is hierarchical. The way information is controlled is even associated with power, therefore unequally distributed. Control is normal, and even expected, but considered as formal and not key for efficiency.

Overview ›

GERMANY 35

Highly decentralised and supported by a strong middle class, Germany is not surprisingly among the lower power distant countries (score 35). Co-determination rights are comparatively extensive and have to be taken into account by the management. A direct and participative communication and meeting style is common, control is disliked and leadership is challenged to show expertise and best accepted when it's based on it.

Overview ›

PORTUGAL 63

Portugal's score on this dimension (63) reflects that hierarchical distance is accepted and those holding the most powerful positions are admitted to have privileges for their position. Management controls, i.e. the boss requires information from his subordinates and these expect their boss to control them. A lack of interest towards a subordinate would mean this one is not relevant in the Organization. At the same time, this would make the employee feel unmotivated. Negative feedback is very distressed so for the employee it is more than difficult to provide his boss with negative information. The boss needs to be conscious of this difficulty and search for little signals in order to discover the real problems and avoid becoming relevant.

Overview ›

SPAIN 57

Spain's score on this dimension (57) is a high score, which means that Spain has a hierarchical society. This means that people accept a hierarchical order in which everybody has a place and which needs no further justification. Hierarchy in an organisation is seen as reflecting inherent inequalities, centralisation is popular, subordinates expect to be told what to do and the ideal boss is a benevolent autocrat.

Overview ›

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Perspectives on education in Portugal

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