

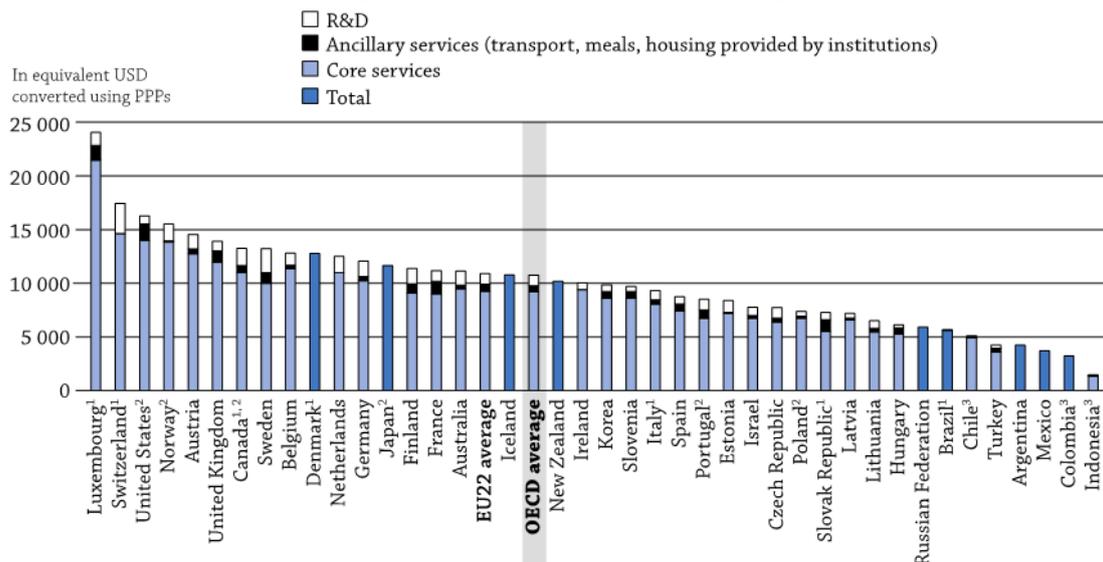
EDUCATION AT A GLANCE 2017

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.

Brazil

- Education is a more popular field of study among tertiary graduates in Brazil than in any other OECD or partner country. However, only a **small share of students graduate from science-related fields**.
- Although Brazil has reached near-universal enrolment of 5- and 6-year olds, the **participation of younger children in early childhood education still lags behind**.
- **Enrolment in upper secondary education is low** and, of those who enter, only half complete it within the allocated three years.
- **A small share of the population attains tertiary education**, and those who do enjoy higher employment rates and the highest earnings premium of all OECD and partner countries.
- **Expenditure in education accounts for a high share of the country's wealth**, but **spending per student is well below average**.
- **Brazil has a young teaching workforce**, but they face lower salaries, larger class sizes and may have fewer opportunities to perform their non-teaching activities.

Figure 1. Annual expenditure by educational institutions per student, by types of service (2014)
In equivalent USD converted using PPPs, based on full-time equivalents, from primary to tertiary education



Note: PPP and USD stand for purchasing power parity and United States dollars respectively.

1. Public institutions only (for Italy, for primary and secondary education; for Canada and Luxembourg, for tertiary education and from primary to tertiary; for the Slovak Republic, for bachelor's, master's and doctoral degrees).

2. Some levels of education are included with others. Refer to "x" code in Table B1.1 for details.

3. Year of reference 2015.

Countries are ranked in descending order of total expenditure per student by educational institutions.

Source: OECD/UIS/Eurostat (2017), Table B1.2. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Unlike most OECD and partner countries, education is a very popular field of study among tertiary graduates in Brazil

- As in most OECD and partner countries, the most popular broad field of study by far among tertiary graduates in Brazil is business, administration and law, which accounted for 37% of graduates in 2015 (OECD average, 24%). The second most popular field, education, accounted for 20% of graduates – one of the highest shares of all OECD and partner countries and double the OECD average. Only partner countries Costa Rica and Indonesia have a higher share of graduates in the field of education, at 22% and 28% respectively.
- Many OECD governments have placed particular emphasis on improving the quality and attractiveness of studies in the science, technology, engineering and mathematics (STEM) fields, reflecting the importance of these disciplines for modern society. Only 15% of tertiary graduates in Brazil earn a degree in a STEM field, one of the lowest shares of all OECD and partner countries (OECD average, 23%), but similar to that of other Latin American countries such as Argentina (14%) and Colombia (13%).
- STEM fields – particularly information and communication technologies (ICT) and engineering, manufacturing and construction – attract more men than women in all OECD and partner countries. In Brazil, only 15% of ICT graduates are women, which is a smaller share than on average across OECD countries, where they make up 20%. However, comparatively more women graduate with a degree in engineering, manufacturing and construction in Brazil (34%) than on average across OECD countries (24%).
- Although upper secondary vocational programmes are not very common in Brazil, with only 3% of 15-19 year-olds enrolled, the ones who do concentrate in the fields of business, administration and law, and engineering, manufacturing and construction, with about 20% of graduates each at this level.

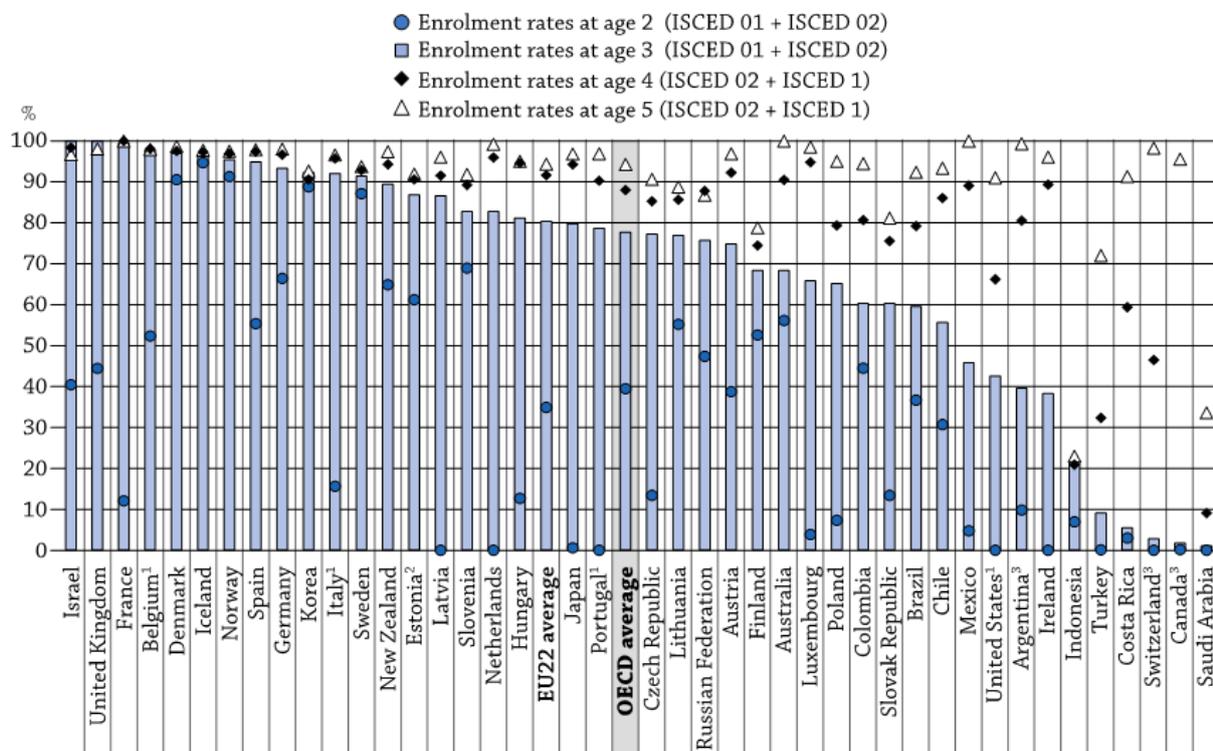
Enrolment and expenditure in early childhood education still lags behind most OECD countries

- Although Brazil has reached near-universal enrolment of 5- and 6-year olds, the participation of younger children still lags behind that of most OECD and partner countries. Only 37% of 2-year-olds and 60% of 3-year-olds are enrolled in early childhood education, below the respective OECD averages of 39% and 78% (Figure 2). In 2009 the Brazilian government passed a constitutional amendment that reduced the starting age for compulsory education from 6 to 4 years old, and municipalities had until 2016 to guarantee access to public institutions for all children in this age group. In 2015, 79% of 4-year-olds were enrolled in education, below the OECD average of 87% and below other Latin American countries such as Chile (86%), Mexico (89%), Argentina (81%) and Colombia (81%).
- Some 36% of children in early childhood educational development programmes (*creches*) and 25% of children in pre-primary education (*pré-escola*) attend private institutions, below the respective OECD averages of 55% and 33%. However, private institutions can be classified into two different types: government-dependent, which receive over 50% of their core funding from the government, and independent private. In many OECD countries, most children in private early childhood education attend government-dependent institutions. However, in Brazil all private institutions at this level are independent private. Given the long-lasting benefits of early childhood education and care for children's development, as well as the benefits for parents and society, it is important for everyone in the country to have access to quality, affordable early childhood education.
- The Brazilian government spends 0.6% of its gross domestic product (GDP) on early childhood education (OECD average, 0.8%), and public institutions spend USD 3 800¹ per child per year. This expenditure per student is less than half the OECD average (USD 8 900), but is in the middle of the range of other Latin American countries with available data: below Chile and Costa Rica, but above Argentina and Mexico.
- The comparatively low expenditure in early childhood education is partially driven by lower teachers' salaries and the fact that there are fewer teachers per child. The statutory minimum salary for pre-primary teachers with minimum qualifications in Brazil is USD 13 000, less than half the OECD average of USD 28 800. There are on average 14 children per teacher in early childhood educational development programmes (OECD average, 8) and

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

21 children per teacher in pre-primary programmes (OECD average, 14). Brazil also uses teachers' aides to a great extent in these programmes – which could also help explain the lower spending since they tend to be paid less than fully-qualified teachers – although the ratio of children to contact staff (teacher plus teachers' aides) is still above average at both levels.

Figure 2. Enrolment rates at ages 2 to 5 in early childhood and primary education (2015)
In equivalent USD converted using PPPs, based on full-time equivalents, from primary to tertiary education



1. Includes only pre-primary education at the ages of 2 and 3 (ISCED 02).
 2. Includes early childhood development programmes at the ages of 4 and 5 (ISCED 01).
 3. Year of reference 2014.

Countries are ranked in descending order of the enrolment rates of 3-year-olds.

Source: OECD (2017), Table C2.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

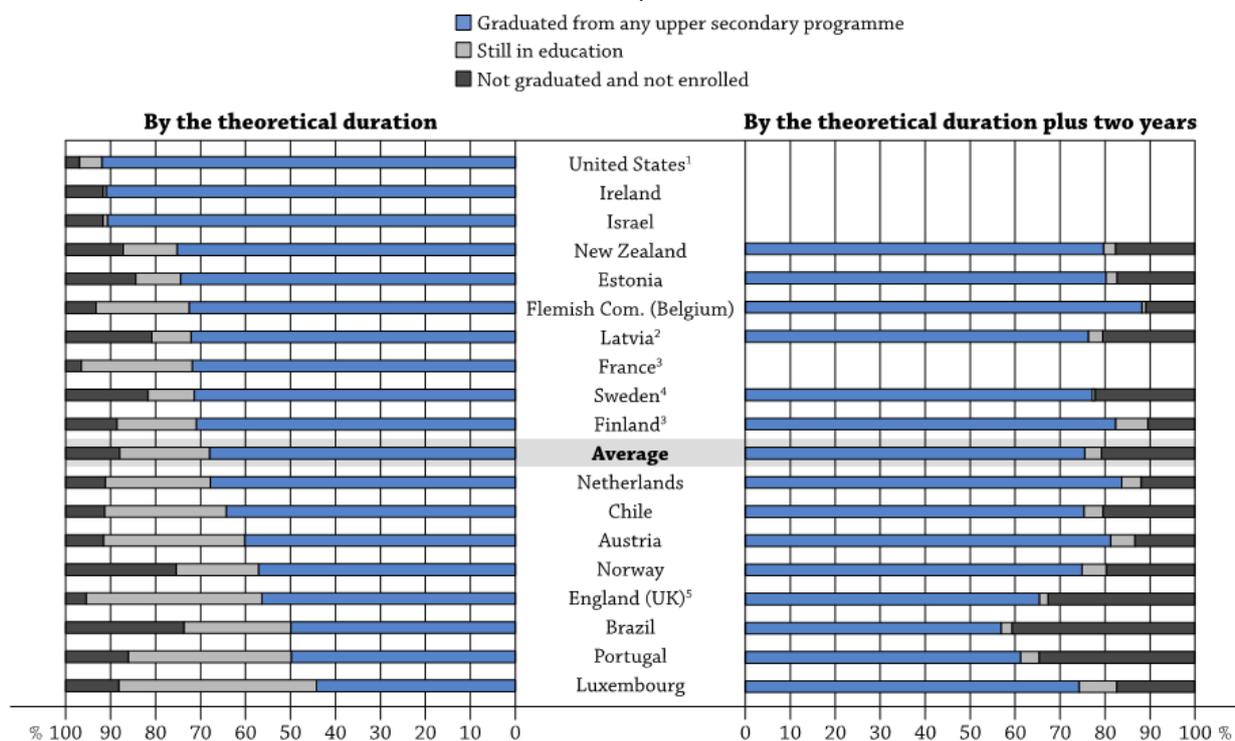
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Upper secondary attainment and the development of vocational education and training remain important challenges for Brazil

- Over 50% of 25-64 year-olds in Brazil have not attained upper secondary education, more than double the OECD average of 22%, and 17% did not even complete primary education (OECD average, 2%). However, there has been remarkable progress in the country's attainment rates. Among the younger generation (25-34 year-olds), the share with at least upper secondary education increased from 53% in 2010 to 64% in 2015.
- The country's low upper secondary attainment rate is in part due to low entry, and in part due to non-completion by those who do enter. In Brazil, upper secondary education lasts for three years, theoretically for ages 15 to 17. However, only 53% of 15-year-olds are enrolled in upper secondary education, with 34% of them still enrolled in lower secondary. Enrolment in upper secondary increases to 67% among 16-year-olds, with 19% still in lower secondary, but then goes back down to 55% among 17-year-olds (11% are in lower secondary). From the age of 18, less than half of the population at each age is enrolled in secondary, post-secondary non-tertiary or tertiary education. These rates are considerably below most OECD countries, where at least 90% of 15-17 year-olds tend to be in secondary education and on average 75% of 18-year-olds are in secondary or higher levels.
- Of those who do enter upper secondary education in Brazil, only half complete it within the allocated three years. On average across countries with available data, completion within the theoretical duration of the programme is considerably higher, at 68%. After two further years – five years after having entered – the completion rate in

Brazil increases to 57%, but remains below the corresponding average of 75% across countries with available data. At that point, only 2% of the entry cohort are still in education and the remaining 41% have not graduated and are no longer enrolled. The share of students who leave the system without graduating in Brazil is almost double the average of 21% across countries with available data (Figure 3).

Figure 3. Outcomes for students who entered upper secondary education, by duration (2015)
Completion rate of full-time students in initial education programmes of at least two years of duration. True cohort only



1. Year of reference is 2013.

2. Upper secondary general programmes only.

3. Year of reference is 2014.

4. Students who continued their studies in the adult education system are included in the share of "not graduated and not enrolled".

5. Year of reference is 2016 and data cover successful completion and achievement of two-year GCSE programmes.

Countries are ranked in descending order of the percentage of students who graduated from any upper secondary programme by the theoretical duration.

Source: OECD (2017), Table A9.2. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

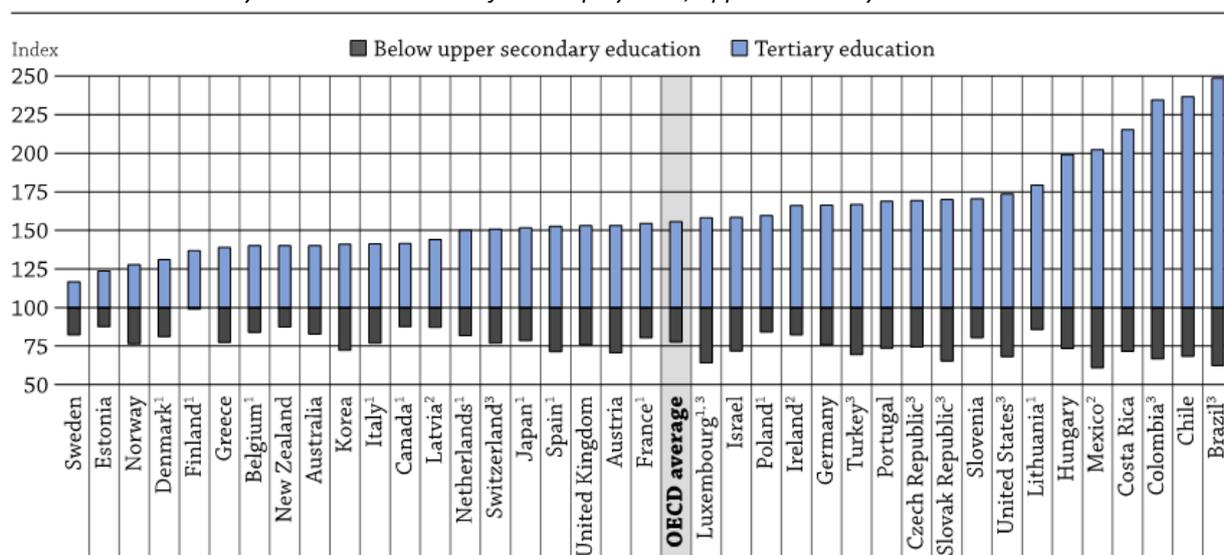
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- Many OECD and partner countries use vocational education and training programmes as a way to help young adults acquire practical skills and transition more easily into the labour market. Brazil currently has one of the least-developed vocational tracks of all OECD and partner countries, accounting for only 9% of students enrolled in upper secondary education. The share of upper secondary students enrolled in vocational programmes is at least 25% in other Latin American countries with available data (Chile, Colombia, Costa Rica and Mexico) and is 46% on average across OECD countries. Nevertheless, the development of vocational programmes has become a priority in Brazil. One of the targets in the Brazilian National Plan for Education, established in 2014, is to triple the number of students enrolled in upper secondary vocational programmes by 2024.
- The ratio of students to teachers can be an indication of the resources available for a given level of education. In Brazil, there are 26 students per teacher in general upper secondary programmes, the third highest of all OECD and partner countries (behind India, at 34, and South Africa, at 28) and considerably above the OECD average of 12. However, there are only 12 students per teacher in vocational upper secondary programmes, below the OECD average of 14. The gap in student-teacher ratio between general and vocational programmes in Brazil is much wider than on average across OECD countries and is in the opposite direction to most OECD countries, where the student-teacher ratio is smaller in general programmes.

Low tertiary attainment and highly favourable labour market outcomes associated with tertiary degrees may aggravate inequalities

- Tertiary attainment in Brazil has been increasing, but still lags behind all OECD countries. Only 15% of 25-64 year-olds in Brazil have attained tertiary education, below the OECD average of 37%, and below all other Latin American countries with available data: Argentina (21%), Chile (22%), Colombia (22%), Costa Rica (23%) and Mexico (17%). However, tertiary attainment in Brazil is above that of fellow BRICS countries, the People's Republic of China (10%), India (11%) and South Africa (12%).
- Tertiary attainment in Brazil is also very unequal across the different subnational entities (states), more so than in any other country with available data. While 35% of 25-34 year-olds in the Distrito Federal have attained tertiary education, the same is true for only 7% of those in Maranhão (a ratio of five times as much). It is important to take into account variations in population and geographical sizes of subnational entities, and the fact that regional disparities tend to be higher in large countries with more subnational entities. However, even in other large countries with significant variations in the size of subnational entities, such as the Russian Federation and the United States, the ratio of highest to lowest attainment levels is less than three.

Figure 4. Relative earnings of adults, by educational attainment (2015)
25-64 year-olds with income from employment; upper secondary education = 100



Note: Tertiary education includes short-cycle tertiary, bachelor's, master's, doctoral or equivalent degrees.

1. Year of reference differs from 2015. Refer to the source table for details.

2. Earnings net of income tax.

3. Index 100 refers to the combined ISCED levels 3 and 4 of the educational attainment levels in the ISCED 2011 classification.

Countries are ranked in ascending order of the relative earnings of 25-64 year-olds with tertiary education.

Source: OECD (2017), Table A6.1. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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- In part due to the small share of tertiary-educated people, those who do earn a tertiary degree in Brazil can expect a notably higher earnings advantage than on average across OECD countries (Figure 4). Someone with a bachelor's degree in Brazil earns over 2.4 times what someone who only attained upper secondary education earns (OECD average, 1.5) and someone with a master's, doctorate or equivalent earns almost 4.5 times more (OECD average, 2.0). These very large pay gaps between different levels of attainment are characteristic of unequal societies, and are common across other Latin American countries with available data (Chile, Colombia, Costa Rica and Mexico).
- As in most OECD and partner countries, having a tertiary degree in Brazil also considerably improves people's employability. In 2015, the unemployment rate for tertiary-educated adults in Brazil was about 40% lower than for those who attained only upper secondary education, and the inactivity rate was 50% lower. Again, the extent of these differences is much larger in Brazil than on average across OECD countries.

- The high earnings premium and beneficial labour market outcomes associated with tertiary education in Brazil risk aggravating inequalities if the most disadvantaged groups in the country do not have access to tertiary education. Nearly three-quarters of students in tertiary education in Brazil attend private institutions, well above the OECD average of one-third. Although private provision of tertiary education does not necessarily create obstacles to access, it may be problematic if there are not enough alternative financing mechanisms such as loans and grants.
- Only 0.5% of Brazilian tertiary students are enrolled abroad, a very low share compared to the OECD average of 6%. Of those who go abroad, 31% go to the United States, 13% to Portugal and about 10% go to France and Germany each. Despite the low share of Brazilians abroad, they are still double the number of foreign students enrolled in tertiary education in Brazil.

Despite accounting for a large share of GDP, educational expenditure per student is still very low

- The Brazilian government spends 5.4% of the country's GDP on primary to tertiary education, well above the OECD average of 4.8% and above Argentina (4.9%), Chile (4.0%), Colombia (4.2%) and Mexico (4.6%). This comparatively high level of public expenditure is mostly driven by higher spending in primary to post-secondary non-tertiary education (4.2% of GDP), as the expenditure in tertiary education (1.2% of GDP) is slightly below average.
- Nevertheless, annual expenditure by educational institutions per student in Brazil is almost half that seen in OECD countries on average (USD 5 600 for primary to tertiary education compared to the OECD average of USD 10 800)² (Figure 1). Spending per student is particularly low in earlier levels of education: Brazilian primary and secondary schools spend about USD 3 800 per student, compared to the OECD averages of USD 8 700 in primary and USD 10 100 in secondary. In tertiary education, spending per student excluding research and development (R&D) activities is not that far from the OECD average: USD 10 600 compared with USD 11 100. However, Brazil only spends about USD 1 100 per student on R&D, one of the lowest figures of all OECD and partner countries and nearly five times less than the OECD average of USD 5 100. As a result, total expenditure per tertiary student in Brazil is considerably below the average for OECD countries: USD 11 700 compared to USD 16 100.
- Between 2010 and 2014, public expenditure on primary to post-secondary non-tertiary education increased by 6% and the number of students decreased by 33%. Together, this led to an increase of 58% in the expenditure per student at these levels, the largest increase of all OECD and partner countries and well above the increase of 5% in the OECD average. Public expenditure on tertiary education also increased 7% during this period, but the number of students enrolled increased by even more (34%), leading to a 20% decrease in expenditure per student at this level (the OECD average increased by 6%).
- Public expenditure on education is more decentralised in Brazil than on average across OECD countries. Only 16% of initial public funds (before government transfers) for primary to post-secondary non-tertiary education come from the central government, compared to the OECD average of 55%. After government transfers, the central government is only responsible for 10% of the funds, the regional level for 43% and the local level for 47%. At tertiary level Brazil is similar to most OECD countries, with 80% of final public funds (after government transfers) coming from the central government, 19% from the regional level and 1% from the local level.

Teachers in Brazil tend to be young and face less favourable working conditions

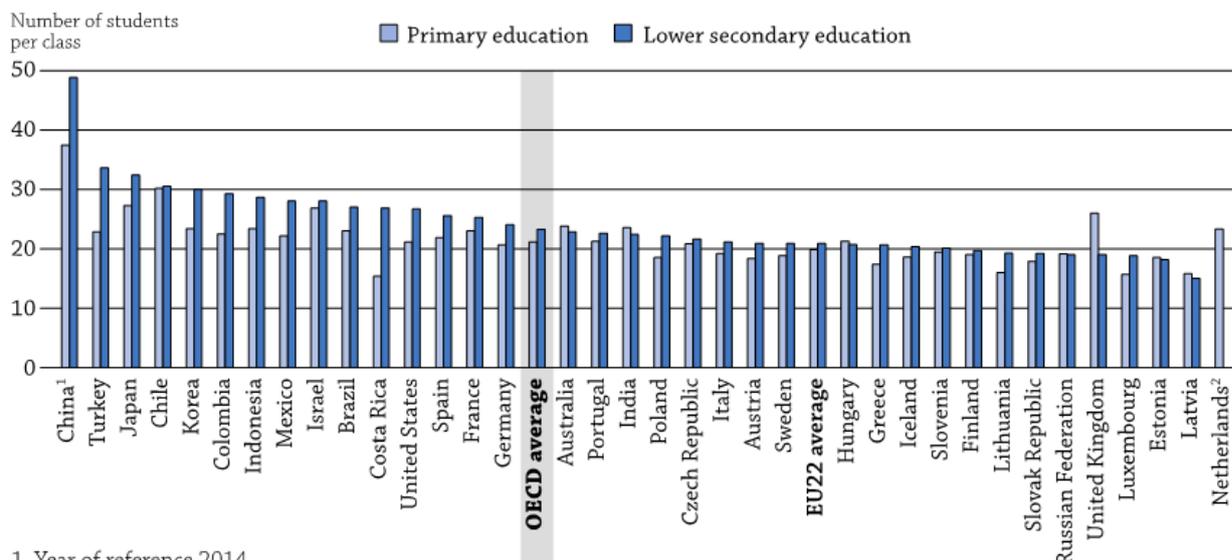
- A teacher's statutory starting salary, based on minimum qualifications, is USD 13 000 for primary to upper secondary education, considerably below the OECD averages for these levels which are all above USD 30 000. Statutory salaries do not take into account bonuses and allowances, so actual salaries can vary widely depending on the level of education, the type of institution and even the geographical area in Brazil. Nevertheless, statutory

² The data for Brazil refer only to public institutions and the data for OECD countries refer to both public and private institutions. However, this does not make up for such large gaps in spending, especially given that about 75% of students in primary to tertiary education in Brazil attend public institutions.

salaries can shed light on the attractiveness of the profession, and in Brazil they are also considerably below those in other Latin American countries such as Chile, Colombia and Mexico.

- Class sizes in primary and lower secondary education in Brazil have been decreasing considerably: between 2005 and 2015 primary class sizes fell by 8% (OECD average, 2%) and lower secondary class sizes by 15% (OECD average, 6%). However, they remain comparatively large with 23 students per class on average in primary education and 27 in lower secondary education, both above the respective OECD averages of 21 and 23.

Figure 5. Average class size in educational institutions, by level of education (2015)



1. Year of reference 2014.

2. Public institutions only.

Countries are ranked in descending order of the average class size in lower secondary education.

Source: OECD/UIS/Eurostat (2017), Table D2.1. See Source for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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- In addition to lower salaries and larger class sizes, teachers in Brazil are each responsible for a comparatively large number of classes, suggesting that they have to spend a lot of their working time teaching. Brazil has about 1 teacher per class in primary education and 1.2 teachers per class in lower secondary education. These figures are below the respective OECD averages of 1.5 teachers in primary and 2 in lower secondary, suggesting that teachers in Brazil may have fewer opportunities to allocate time to non-teaching activities such as preparing lessons, grading, collaborating with other teachers or tutoring students who are falling behind.
- Despite these less favourable conditions, Brazil is able to attract young people to the profession. The average age of teachers in lower and upper secondary education in Brazil is 40, compared to 44 and 45 on average across OECD countries. Moreover, over 80% of teachers in primary to upper secondary education are under the age of 50, above the OECD average of 65%. Nevertheless, retaining highly qualified individuals and providing opportunities for continuous professional development remains a challenge.
- The younger generation of teachers in Brazil are also making the profession more gender balanced. Although women still make up the majority of teachers in primary to upper secondary education, the share of male teachers is considerably higher among those under 30 than among those aged 50 or older. Gender disparities are also decreasing in tertiary education, where men make up the majority of teachers in Brazil, as in almost every OECD country. Among tertiary teachers under the age of 30 in Brazil, 50% are women (OECD average, 52%) compared to only 41% among those aged 50 or older.

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Note regarding data from Israel

The statistical data for Israel are supplied by and 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.

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OECD (2017), *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2017-en>.

For more information on Education at a Glance 2017 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 [OECD.Stat](http://dx.doi.org/10.1787/eag-data-en) as well as by following the [StatLinks](#)  under the tables and charts in the publication <http://dx.doi.org/10.1787/eag-data-en>.

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

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Key Facts for Brazil in Education at a Glance 2017

Source	Main topics in <i>Education at a Glance</i>	Brazil		OECD average	
	Fields of study				
	Graduates in upper secondary vocational programmes	2015			
		%	% Women	%	% Women
Table A2.1	Business, administration and law	19%	66%	20%	66%
	Engineering, manufacturing and construction	20%	32%	34%	12%
	Health and welfare	10%	81%	12%	82%
	Services	6%	68%	17%	60%
	New entrants to tertiary education	2015			
		%	% Women	%	% Women
Table C3.1	Education	**	**	9%	78%
	Business, administration and law	**	**	23%	54%
	Engineering, manufacturing and construction	**	**	16%	24%
	Tertiary students enrolled, by mobility status	2015			
		International students ¹	National students	International students ¹	National students
Table C4.2.	Education	9%	6%	3%	8%
	Business, administration and law	20%	16%	27%	23%
	Engineering, manufacturing and construction	23%	12%	17%	12%
	Tertiary-educated 25-64 year-olds	2016			
Table A1.3	Education	**		13%	
	Business, administration and law	**		23%	
	Engineering, manufacturing and construction	**		17%	
	Employment rate of tertiary-educated 25-64 year-olds	2016			
Table A5.3	Education	**		83%	
	Business, administration and law	**		85%	
	Engineering, manufacturing and construction	**		87%	
	Early childhood education				
	Enrolment rates in early childhood education at age 3	2015			
Table C2.1	ISCED 01 and 02	60%		78%	
	Expenditure on all early childhood educational institutions	2014			
Table C2.3	As a percentage of GDP	0.6%		0.8%	
	Proportions of total expenditure from public sources	**		82%	
	Vocational education and training (VET)				
	Enrolment in upper secondary education, by programme orientation	2015			
		General	Vocational	General	Vocational
Table C1.3	Enrolment rate among population aged 15-19 year-olds	40%	3%	37%	25%
	Graduation rates, by programme orientation	2015			
		General	Vocational	General	Vocational
Table A2.2	Upper secondary education - All ages	61%	6%	54%	44%
	Employment rate, by programme orientation	2016			
		General	Vocational	General	Vocational
Figure A5.3.	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	75%	**	70%	80%
	Tertiary education				
	Share of international or foreign students, by level of tertiary education	2015			
Table C4.1.	Bachelor's or equivalent	6%		4%	
	Master's or equivalent	12%		12%	
	Doctoral or equivalent	22%		26%	
	All tertiary levels of education	8%		6%	
	Educational attainment of 25-64 year-olds	2016			
Table A1.1	Short-cycle tertiary	**		8%	
	Bachelor's or equivalent	15%		16%	
	Master's or equivalent	**		12%	
	Doctoral or equivalent	**		1%	
	Employment rate of 25-64 year-olds, by educational attainment	2016			
Table A5.1	Short-cycle tertiary	**		81%	
	Bachelor's or equivalent	**		83%	
	Master's or equivalent	**		87%	
	Doctoral or equivalent	**		91%	
	All tertiary levels of education	83%		84%	
	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2015			
Table A6.1	Short-cycle tertiary	**		122	
	Bachelor's or equivalent	235		146	
	Master's, doctoral or equivalent	449		198	
	All tertiary levels of education	249		156	

Brazil - Country Note - Education at a Glance 2017: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Brazil		OECD average	
Adult education and learning					
Participation of 25-64 year-olds in adult education²					
Table C6.1a		2012		2012³	
	Participation in formal education only	**		4%	
	Participation in non-formal education only	**		39%	
	Participation in both formal and non-formal education	**		7%	
	No participation in adult education	**		50%	
Financial investment in education					
Annual expenditure per student, by level of education (in equivalent USD, using PPPs)					
2014					
Table B1.1	Primary education	USD 3 799		USD 8 733	
	Secondary education	USD 3 837		USD 10 106	
	Tertiary (including R&D activities)	USD 11 666		USD 16 143	
Total expenditure on primary to tertiary educational institutions					
2014					
Table B2.1	As a percentage of GDP	4.9%		5.2%	
Total public expenditure on primary to tertiary education					
2014					
Table B4.1	As a percentage of total public expenditure	16.3%		11.3%	
Teachers					
Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education					
2015					
Table D3.2a	Pre-primary school teachers	**		0.78	
	Primary school teachers	**		0.85	
	Lower secondary school teachers (general programmes)	**		0.88	
	Upper secondary school teachers (general programmes)	**		0.94	
Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)					
2015					
Table D3.1a		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
	Pre-primary school teachers	**	**	USD 29 636	USD 39 227
	Primary school teachers	**	**	USD 30 838	USD 42 864
	Lower secondary school teachers (general programmes)	**	**	USD 32 202	USD 44 623
	Upper secondary school teachers (general programmes)	**	**	USD 33 824	USD 46 631
Organisation of teachers' working time in public institutions over the school year					
2015					
Table D4.1		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
	Pre-primary school teachers	**	**	1001 hours	1608 hours
	Primary school teachers	**	**	794 hours	1611 hours
	Lower secondary school teachers (general programmes)	**	**	712 hours	1634 hours
	Upper secondary school teachers (general programmes)	**	**	662 hours	1620 hours
Percentage of teachers who are 50 years old or over					
2015					
Table D5.1	Primary education	17%		32%	
	Upper secondary education	21%		40%	
Share of female teachers in public and private institutions					
2015					
Table D5.2	Primary education	89%		83%	
	Upper secondary education	60%		59%	
	Tertiary education	46%		43%	
Ratio of students to teaching staff					
2015					
Table D2.2	Primary education	25		15	
	Secondary education	24		13	
	Tertiary education	25		16	
Equity					
Intergenerational mobility in education²					
2012					
2012³					
Tables A4.1 and A4.2		Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary
	Less than tertiary education (30-44 year-olds' own educational attainment)	**	**	69%	31%
	Tertiary-type B (30-44 year-olds' own educational attainment)	**	**	12%	16%
	Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment)	**	**	20%	55%
Transition from school to work					
Percentage of people not in employment, nor in education or training (NEET)					
2016					
Table C5.1	18-24 year-olds	**		15%	
Education and social outcomes					
Percentage of adults who report having depression					
2014					
Table A8.1		Men	Women	Men	Women
	Below upper secondary	**	**	10%	15%
	Upper secondary or post-secondary non-tertiary	**	**	6%	10%
	Tertiary	**	**	5%	6%

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

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

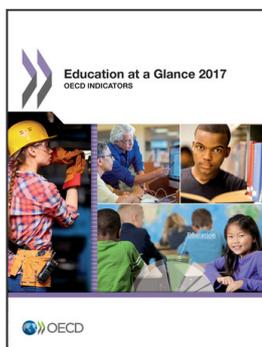
1. For some countries foreign students are provided instead of international students.

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

3. OECD average includes some countries with 2015 data.

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

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>



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