

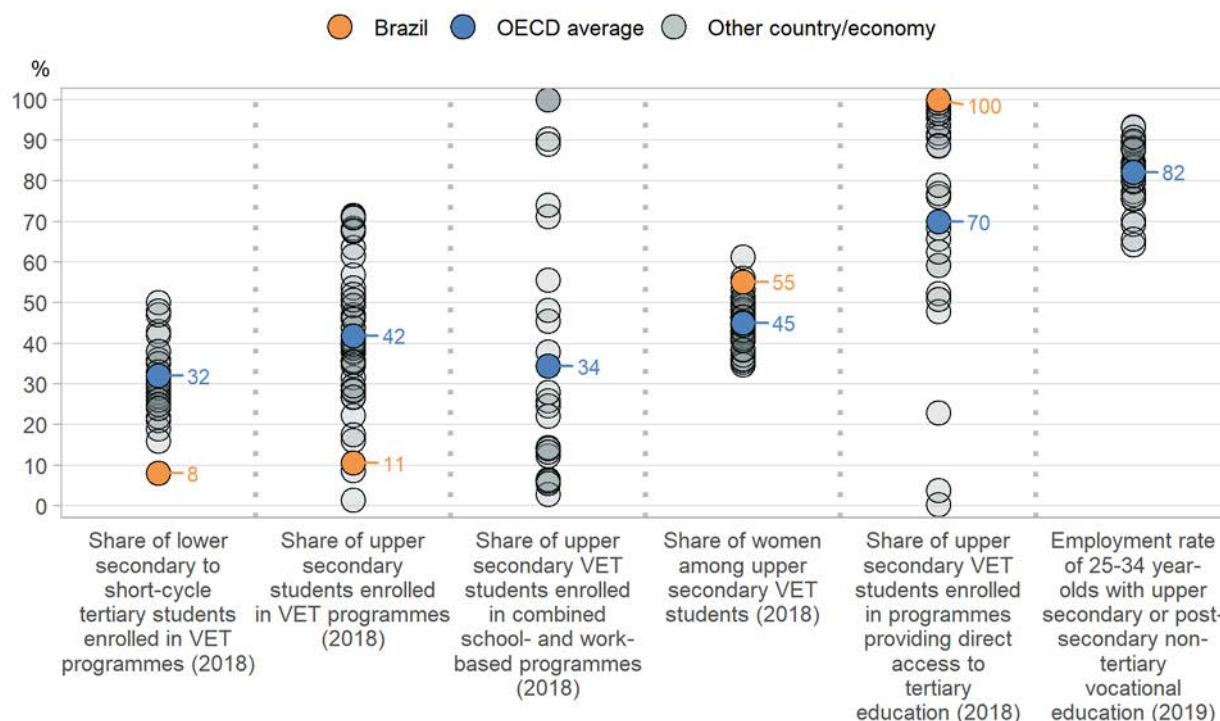
Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD and partner countries.

Brazil

Participation and outcomes of vocational education and training

- Vocational education and training (VET) programmes attract a diverse range of students, including those seeking qualifications and technical skills to enter the labour market, adults wishing to increase their employability by developing their skills further, and students who may seek entry into higher education later on.
- About one in three students from lower secondary to short-cycle tertiary level are enrolled in a VET programme on average across OECD countries. However, there are wide variations across countries, ranging from less than 20% of students enrolled in vocational education to more than 45% in a few countries. In Brazil, 8% of students are enrolled in vocational programmes, lower than the OECD average (32%), with the majority of lower secondary to short-cycle tertiary VET students (53%) found in upper secondary education (Figure 1).

Figure 1. Snapshot of vocational education



Note: Only countries and economies with available data are shown. The years shown in parentheses is the most common year of reference for OECD and partner countries. Refer to the source table for more details.

Source: OECD (2020), indicator A3 and B7. See Education at a Glance Database. <http://stats.oecd.org/> for more information and Annex 3 for notes (<https://doi.org/10.1787/69096873-en>).

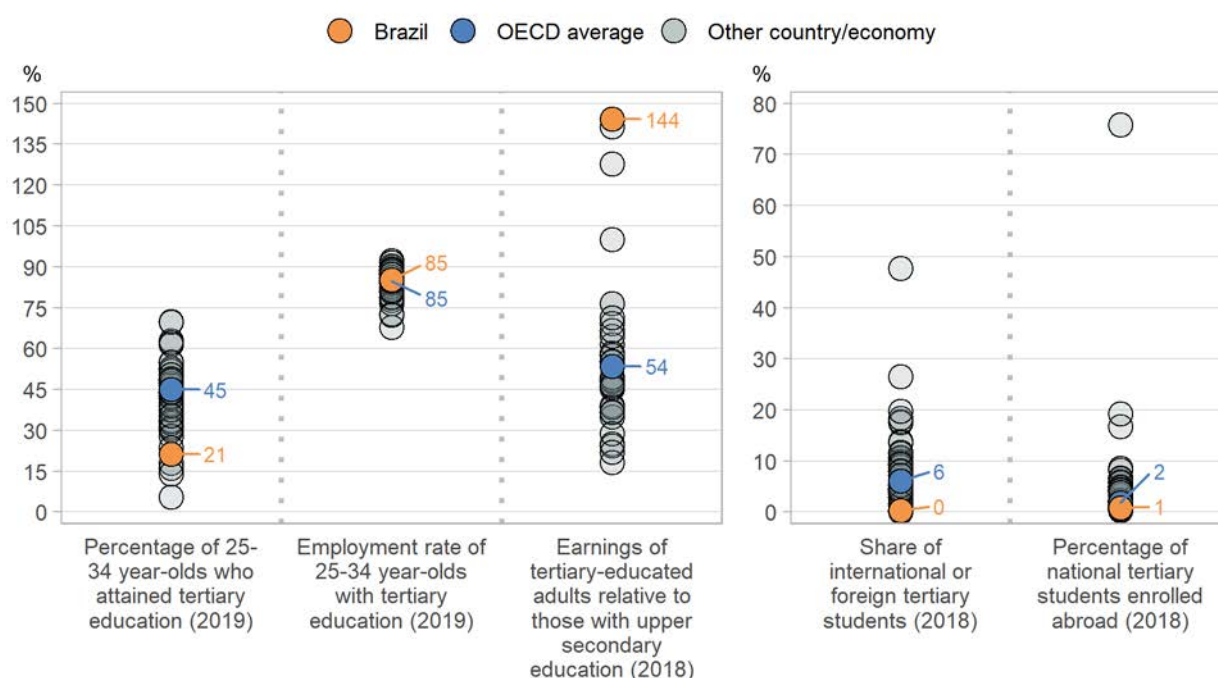
- VET is an important part of upper secondary education in most OECD countries. On average, 11% of all upper secondary students opt for VET programmes in Brazil, a lower proportion than the OECD average of 42% (Figure 1). Certain fields of study are more common than others at this level. In Brazil, the most common broad field is business, administration and law with 27% of upper secondary vocational graduates earning a qualification in this field, compared to 18% on average across OECD countries.
- The average age of enrolment in upper secondary vocational programmes across OECD countries (21 years) tends to be higher than for general programmes (17 years), a pattern also found in Brazil. The average age of enrolment in upper secondary education is higher for students in vocational programmes (20 years) than for students in general programmes (18 years). The share of upper secondary vocational students tends to increase with age. In Brazil, the share of upper secondary students enrolled in VET is 9% among 15-19 year-olds (OECD average: 37%), and 11% among 20-24 year-olds (OECD average: 62%).
- Vocational upper secondary students are typically less likely to complete their qualification than those from general programmes. Brazil follows this pattern as the completion rate for upper secondary education (within the theoretical duration of the programme) is lower among students enrolled in vocational programmes (48%) than among those in general ones (53%).
- To support upper secondary vocational students' transition to post-secondary education and improve their career prospects, many countries have created direct pathways from vocational programmes to higher levels of education. In Brazil, all upper secondary vocational students are enrolled in programmes that offer the chance of direct access to tertiary education, higher than the OECD average of 70% (Figure 1).
- On average across OECD countries, the ratio of students to teaching staff is similar in both upper secondary vocational and general programmes. In Brazil, there are 26 students for every teaching staff member in general programmes and 14 in vocational ones.

The rising demand for tertiary education

- The expansion of tertiary education is a worldwide trend. Between 2009 and 2019, the share of 25-34 year-olds with a tertiary degree increased in all OECD and partner countries. In Brazil, the share increased by 10 percentage points during this period, higher than the average increase across OECD countries (9 percentage points). In 2019, 21% of 25-34 year-olds had a tertiary degree in Brazil compared to 45% on average across OECD countries (Figure 2).
- From the gender perspective, younger women are more likely than younger men to achieve tertiary education in all OECD countries. In Brazil, 25% of 25-34 year-old women had a tertiary qualification compared to 18% of their male peers, while on average across OECD countries the shares are 51% of younger women and 39% of younger men.
- Young people can face barriers to labour market entry as they transition from school to work, but higher educational attainment increases their likelihood of being employed and is associated with higher incomes. On average across OECD countries, the employment rate in 2019 was 61% for 25-34 year-olds without upper secondary education, 78% for those with upper secondary or post-secondary non-tertiary education as their highest attainment and 85% for those with tertiary education. In Brazil, the shares are 62% for below upper secondary, 73% for upper secondary or post-secondary non-tertiary and 85% for tertiary attainment. Having a tertiary degree also carries a considerable earnings advantage in most OECD and partner countries. In Brazil, in 2015, 25-64 year-olds with a tertiary degree with income from full-time, full-year employment earned 144% more than full-time, full-year workers with upper secondary education compared to 54% on average across OECD countries (Figure 2).

- International student mobility has been expanding quite consistently in the past twenty years. In 2018, 5.6 million tertiary students worldwide had crossed a border to study, more than twice the number in 2005. In Brazil, the share of foreign or international students remained stable at 0% between 2014 and 2018. Meanwhile 1% of Brazilian tertiary students are enrolled abroad compared to 2% in total across OECD countries (Figure 2). English-speaking countries are the most attractive student destinations overall in the OECD area, with Australia, Canada, the United Kingdom and the United States receiving more than 40% of all internationally mobile students in OECD and partner countries. Among students leaving Brazil to study, the most popular destination country is the United States.

Figure 2. Snapshot of tertiary education



Note: Only countries and economies with available data are shown. The years shown in parentheses is the most common year of reference for OECD and partner countries. Refer to the source table for more details.

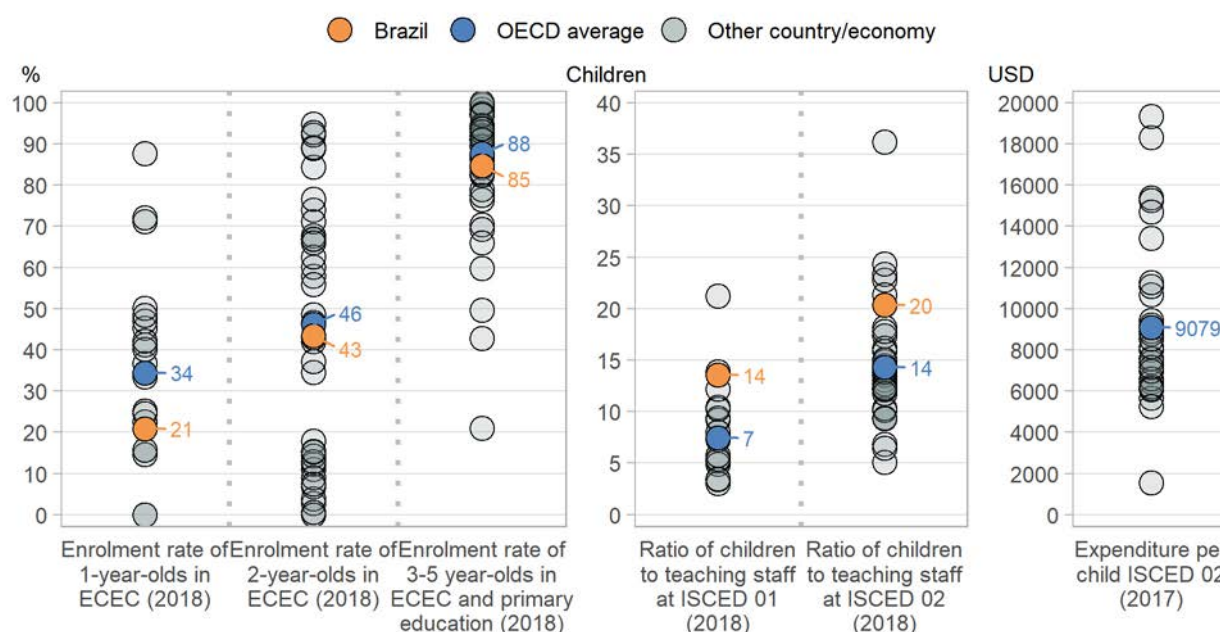
Source: OECD (2020), indicator A1, A3, A4 and B6. See Education at a Glance Database <http://stats.oecd.org/> for more information and Annex 3 for notes (<https://doi.org/10.1787/69096873-en>).

Starting strong

- Early childhood education and care (ECEC) has experienced a surge of policy attention in OECD countries in recent decades, with a focus on children under the age of 3 in many countries. In Brazil, 21% of 1-year-olds were enrolled in a formal ECEC programme (ISCED 0) in 2018, below the OECD average of 34%. Among 2-year-olds, the enrolment rate at ISCED 0 is 43% in Brazil, 3 percentage points slightly below the OECD average of 46% (Figure 3).
- In many OECD countries, ECEC begins for most children long before they turn 5 and there are universal legal entitlements to a place in ECEC services for at least one or two years before the start of compulsory schooling. While compulsory education begins at age 4 in Brazil, 85% of 3-5 year-olds in 2018 are enrolled in ECEC programmes and primary education in Brazil, compared to 88% on average across OECD countries (Figure 3).

- Public provision of early childhood education and care is an important factor in ensuring broad access to affordable ECEC. On average across OECD countries, more than one in two of the children in early childhood educational development services (ISCED 01) are enrolled in private institutions. In Brazil, 34% of children enrolled in ISCED 01 programmes attend private ECEC institutions. Enrolment in private institutions is usually less common for 3-5 year-olds, who are usually enrolled in pre-primary education (ISCED 02), than for younger children. In Brazil, 23% of children attending pre-primary education are enrolled in private institutions, compared to one in three children on average across OECD countries.
- The workforce is at the heart of high-quality early-childhood education and care: stimulating environments and high-quality pedagogy are fostered by better-qualified practitioners and high-quality interactions between children and staff facilitate better learning outcomes. In that context, lower child-staff ratios are found to be consistently supportive of staff-child relationships across different types of ECEC settings (NICHHD, 2002). In Brazil, there are 14 children for every teacher working in early childhood educational development services (ISCED 01) compared to 7 on average across OECD countries. In Brazil, the ratio of children for every full-time equivalent (FTE) teacher working in pre-primary education (ISCED 02) is 20 compared to 14 on average across OECD countries (Figure 3).

Figure 3. Snapshot of early childhood education and care



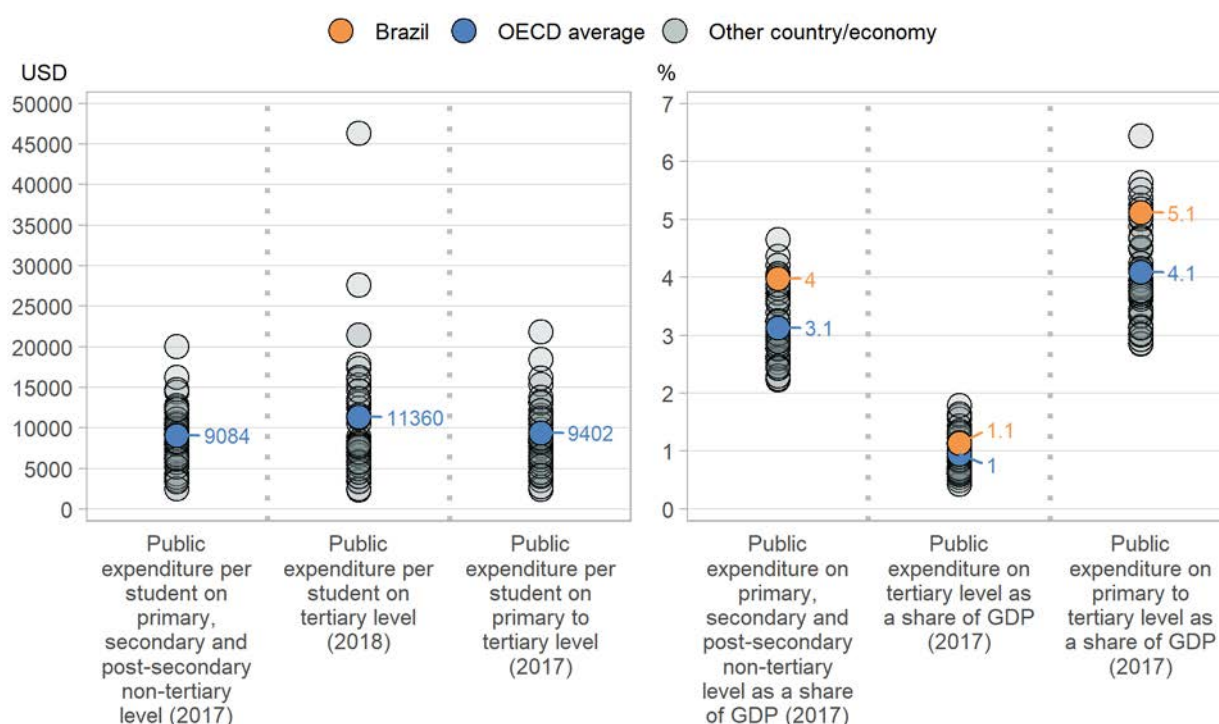
Note: Only countries and economies with available data are shown. Annual expenditure per child is shown in equivalent USD converted using PPPs. The years shown in parentheses is the most common year of reference for OECD and partner countries. Refer to the source table for more details.

Source: OECD (2020), indicator B2. See Education at a Glance Database <http://stats.oecd.org/> for more information and Annex 3 for notes (<https://doi.org/10.1787/69096873-en>).

Investing in education

- The share of public expenditure devoted to educational institutions over the national wealth is higher in Brazil than on average among OECD countries. In 2017, the government of Brazil spent 5.1% of its Gross Domestic Product (GDP) on primary to tertiary educational institutions, which is 1 percentage point higher than the OECD average. Across levels of education, Brazil devoted an above average share of GDP than the OECD average at non-tertiary level and an above average share at tertiary level (Figure 4).

Figure 4. Snapshot of the financial resources invested in educational institutions



Note: Only countries and economies with available data are shown. Expenditure in national currencies is converted into equivalent USD by dividing the national currency figure by the purchasing power parity (PPP) index for GDP. The years shown in parentheses is the most common year of reference for OECD and partner countries. Refer to the source table for more details.

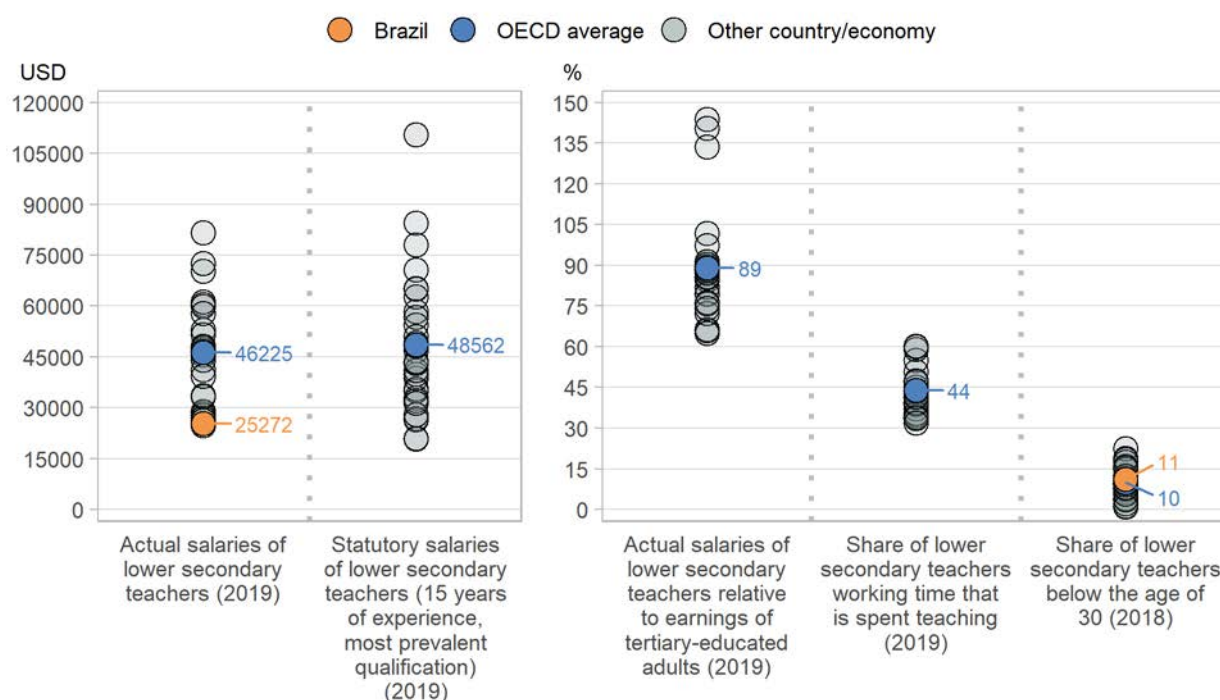
Source: OECD (2020), indicator C1 and C2. See Education at a Glance Database <http://stats.oecd.org/> for more information and Annex 3 for notes (<https://doi.org/10.1787/69096873-en>).

Working conditions of school teachers

- Teachers' actual salaries reflect their statutory salaries and additional work-related payments. Average actual salaries depend also on the characteristics of the teaching population such as their age, level of experience and qualification level. In Brazil, teachers' average actual salaries amount to USD 24 765 at the pre-primary level (ISCED 02) (lower than the OECD average of USD 38 677), USD 25 005 at the primary level (lower than the OECD average of USD 43 942), USD 25 272 at the general lower secondary level (lower than the OECD average of USD 46 225) and USD 25 966 at the general upper secondary level (lower than the OECD average of USD 49 778) (Figure 5).
- Large proportions of teachers in many OECD countries will reach retirement age in the next decade, while the size of the school-age population is projected to increase in some countries,

putting many governments under pressure to recruit and train new teachers. In Brazil, 11% of primary teachers are considered young teachers (under the age of 30), which is slightly lower than the OECD average of 12%. On average across OECD countries, the proportion of young teachers decreases at other levels of education, to 10% in lower secondary education and 8% in upper secondary education. In Brazil, the proportion of young teachers remains the same as at lower secondary level and is 10% at upper secondary level (Figure 5).

Figure 5. Snapshot of teachers' working conditions



Note: Only countries and economies with available data are shown. Teachers' salaries are shown in equivalent USD converted using PPPs. The years shown in parentheses is the most common year of reference for OECD and partner countries. Refer to the source table for more details.

Source: OECD (2020), indicator D3, D4 and D5. See Education at a Glance Database <http://stats.oecd.org/> for more information and Annex 3 for notes (<https://doi.org/10.1787/69096873-en>).

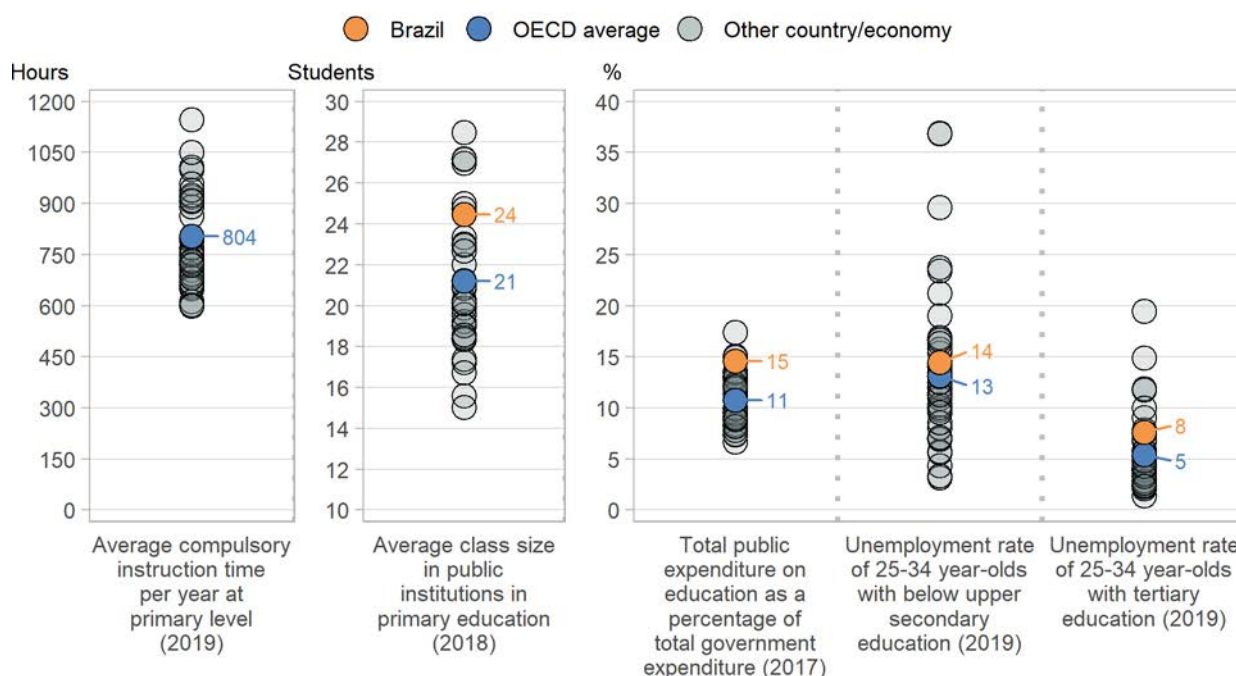
The impact of COVID-19 on education

- The global 2020 COVID-19 pandemic has sent shockwaves around the world. In a first effort to contain the virus, many countries have imposed a lockdown and schools and/or universities have closed for several months across all OECD and partner countries. In Brazil, the closures were localised from 12 March 2020 and on 25 March 2020, closures became nationwide. By the end of June, Brazil had experienced 16 weeks of effective school closures in some form, compared to 14 weeks on average across OECD countries (UNESCO, 2020). However, the actual impact in some countries may have been less severe as some of these periods included scheduled school breaks.
- School reopening in the context of the pandemic is contingent on the capacity to maintain a safe distance of 1-2 metres between pupils and staff. Countries with smaller class sizes may find it easier to comply with new restrictions on social distancing. In Brazil, the average class size at primary level is 24 students in public institutions, which is larger than the OECD average of 21. In

public lower secondary institutions, there are 28 students per class in Brazil, compared to 23 students per class on average across OECD countries. However, the need to reduce class size may depend on other factors such as physical space, the availability of rooms and staff, and personal decisions by students and staff on whether to return to school (Figure 6).

- While there is uncertainty about the likely overall impact of the COVID-19 pandemic on education expenditure, governments will face difficult decisions on the allocation of resources, as government funds are injected into the economy and the health sector. In 2017, public spending on primary to tertiary education as a share of government expenditure in Brazil was 15%, higher than the OECD average of 11% (Figure 6).
- The crisis may have a severe impact on the internationalisation of higher education as the delivery of online course material and travel restrictions may raise questions among international students' perception on the value of obtaining their degree from an institution abroad. Brazil, with a lower share of foreign students than in total across the OECD, may be less strongly affected than other countries.
- Unemployment may increase, as the economy struggles to cope with the reduced activity that resulted from the lockdown. Those with lower educational attainment are the most vulnerable, as they are the most unlikely to benefit from remote working. In 2019, before the pandemic hit, 14% of young adults with below upper secondary education in Brazil were unemployed compared to 8% of tertiary-educated 25-34 year-olds (Figure 6). In the aftermath of the 2008 financial crisis, the unemployment of young adults without an upper secondary education increased by 1.5 percentage points between 2008 and 2009 in Brazil compared to 0.2 percentage points among those with tertiary education.

Figure 6. Snapshot of indicators relevant to the impact of COVID-19 on education



Note: Only countries and economies with available data are shown. The years shown in parentheses is the most common year of reference for OECD and partner countries. Refer to the source table for more details.

Source: OECD (2020), indicator A3, D1, D2, and C4. See Education at a Glance Database <http://stats.oecd.org/> for more information and Annex 3 for notes (<https://doi.org/10.1787/69096873-en>).

References

NICHHD (2002), “Child Care Structure>Process>Outcome: Direct and indirect effects of caregiving quality on young children's development”, *Psychological Science*, Vol. 13, pp. 199-206.

OECD (2020), *Education at a Glance 2020: OECD Indicators*, OECD Publishing, Paris.

OECD/Eurostat/UNESCO Institute for Statistics (2015), *ISCED 2011 Operational Manual: Guidelines for Classifying National Education Programmes and Related Qualifications*, OECD Publishing, Paris, <https://dx.doi.org/10.1787/9789264228368-en>.

Schleicher, A. and F. Reimers (2020), *Schooling disrupted schooling rethought: How the Covid-19 pandemic is changing education*, https://read.oecd-ilibrary.org/view/?ref=133_133390-1rtuknc0hi&title=Schooling-disrupted-schooling-rethought-How-the-Covid-19-pandemic-is-changing-education (accessed on 3 June 2020).


UNESCO (2020), *School closures caused by Coronavirus (Covid-19)*, <https://en.unesco.org/covid19/educationresponse> (accessed on 04 August 2020).

More information

For more information on Education at a Glance 2020 and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm

For more information on to the methodology used during the data collection for each indicator, the references to the sources and the specific notes for each country, visit Annex 3 of the publication (<https://doi.org/10.1787/69096873-en>).

For general information on methodology, please refer to the OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications (<https://doi.org/10.1787/9789264304444-en>).

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 the Education GPS:

<https://gpseducation.oecd.org/>

The calculation on the number of weeks of school closures due to the COVID-19 pandemic is based on data from UNESCO (UNESCO, 2020). For general information on the methodology considered for the data, please refer to the [methodological note](#).

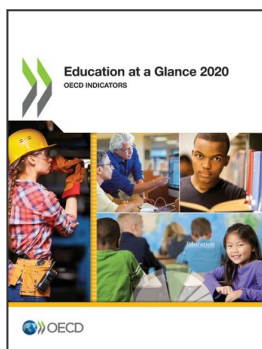
Questions can be directed to:	Country note authors:
Marie-Helene Doumet	Etienne Albiser, Eric Charbonnier, Manon Costinot, Corinne Heckmann, Bruce Golding, Yanjun Guo, Simon Normandeau, Daniel Sanchez Serra, Markus Schwabe and Giovanni Maria Semeraro
Directorate for Education and Skills	
marie-helene.doumet@oecd.org	

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document, as well as any data and any map included herein, are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

On 15 May 2020, the OECD Council invited Costa Rica to become a Member. While Costa Rica is included in the OECD averages reported in this note, at the time of its preparation, Costa Rica was in the process of completing its domestic procedures for ratification and the deposit of the instrument of accession to the OECD Convention was pending.

The use of this work, whether digital or print, is governed by the terms and conditions to be found at www.oecd.org/termsandconditions/.



From:

Education at a Glance 2020

OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/69096873-en>

Please cite this chapter as:

OECD (2020), “Brazil”, in *Education at a Glance 2020: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/c9b8683b-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document, as well as any data and map included herein, are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area. Extracts from publications may be subject to additional disclaimers, which are set out in the complete version of the publication, available at the link provided.

The use of this work, whether digital or print, is governed by the Terms and Conditions to be found at <http://www.oecd.org/termsandconditions>.