

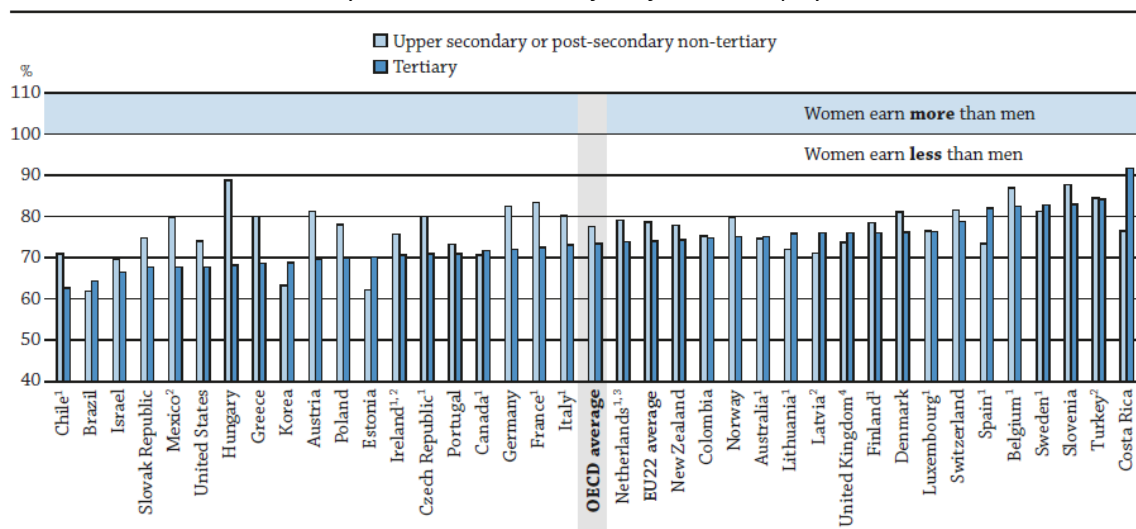
EDUCATION AT A GLANCE 2016

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

- **Enrolment rates in vocational programmes at upper secondary level are extremely low in Brazil.** Only 4% of 15-19 year-olds were enrolled in upper secondary vocational programmes in 2014, compared to 40% in general programmes.
- **The gender pay gap is much wider in Brazil than across the OECD.** Tertiary-educated women earn only 64% as much as men with similar education.
- **A large share of Brazil's total public spending goes into funding education.** In 2013, public educational expenditure on primary through tertiary levels represented 16.1% of total government expenditure, well above the OECD average of 11.3%.
- **Teachers in Brazil have the same legal minimum salary regardless of the level they teach, and they earn less than half of the OECD average at each level.** Teachers' annual actual salaries (including bonuses and allowances) at tertiary level in federal public institutions are higher than in many OECD countries and comparable to those in Nordic countries.
- **Access to tertiary education is lower than in other Latin American countries** with available data, with only 14% of adults reaching that level. This results in one of the highest premiums for tertiary education across OECD and partner countries with available data.
- **Access to early childhood education for younger children is still lagging in Brazil.** At age 5, enrolment in pre-primary education is near universal in Brazil. But at age 3, only 57% of children are in school, far below the OECD average of 71%.

Figure 1. Women's earnings as a percentage of men's earnings, by educational attainment
25-64 year-olds with income from full-time employment



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

1. Year of reference differs from 2014. Refer to Table A6.2 for details.


2. Earnings net of income tax.

3. Educational attainment levels are based on the ISCED-97 classification.

4. Data for upper secondary attainment include completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (18% of the adults are under this group).

Countries are ranked in ascending order of women's earnings as a percentage of men's earnings with tertiary education.

Source: OECD, Tables A6.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933397182>

Vocational education and training can provide more direct pathways into the labour market

- Upper secondary vocational education and training programmes are seen as effective to develop skills among those who would otherwise lack qualifications, to ensure a smooth and direct pathway into the labour market. On average across OECD countries, 44% of students enrolled in upper secondary education participate in vocational programmes, but in Brazil, the figure is only 8%. This is one of the lowest shares across all OECD and partner countries with available data, and considerably lower than in other Latin American countries, such as Chile, Mexico, Colombia and Costa Rica, which all have 30% or more of upper secondary students enrolled in vocational programmes.
- In 2014, only 4% of 15-19 year-olds in Brazil were enrolled in upper secondary vocational programmes (OECD average, 25%) compared to a 40% enrolment rate in general programmes in the same age group. If current patterns persist, only 6% of young people in Brazil are expected to graduate from an upper secondary vocational programme in their lifetime. This is in sharp contrast to most OECD countries, where, on average, 46% of young people are expected to finish an upper secondary vocational programme.
- In addition to upper secondary level, vocational training is also offered in post-secondary non-tertiary programmes. Over one million students are enrolled in these programmes, but they represented less than 2% of 15-24 year-olds in 2014, in line with the OECD average.
- On average across OECD countries, graduates of upper secondary vocational programmes are 23 years old, while those graduating from general programmes are 19. This suggests that many of those graduating from vocational programmes across OECD countries undertake second-chance vocational programmes, designed to encourage adults to re-enter education. In Brazil, however, second-chance vocational programmes are offered at the post-secondary non-tertiary level instead, and vocational programmes at the upper secondary level focus on students who want to receive vocational education integrated into a broader programme. This explains why graduates from upper secondary vocational programmes in Brazil are younger: 84% of all graduates of vocational programmes are under 25, and the average age is only 20. But the average age for graduates of vocational post-secondary non-tertiary programmes is higher (27, compared to the OECD average of 30).
- Vocational programmes are not widespread in Brazil, but they offer closer contact between students and teachers than general programmes, as they have on average only 8 students per teacher (OECD average, 14), compared to 17 students per teacher in general upper secondary programmes (OECD average, 13). Indeed, the student-teacher ratio at vocational upper secondary level in Brazil is the second lowest among all countries with available data. This wide gap in student-teacher ratios between general and vocational programmes is unusual. Most OECD countries tend to have similar student-teacher ratios in general and vocational upper secondary programmes.

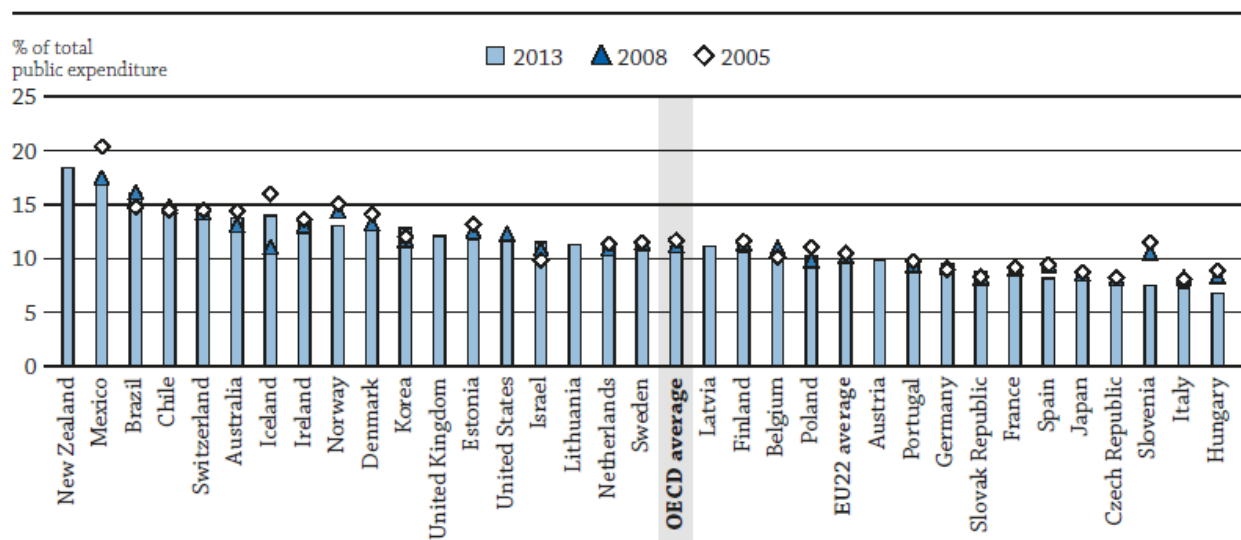
Gender gaps in education and employment persist

- In terms of educational attainment, women fare better than men at most levels. Women are more likely to graduate from upper secondary and tertiary education than men. In Brazil at upper secondary level, 57% of graduates from general programmes and 60% of graduates from vocational programmes are women.
- As in most other countries, there are strong discrepancies in fields of study between Brazilian men and women at both upper secondary and tertiary levels, which may then lead to disparities in employment and income. However, Brazil seems to have more balanced gender distribution across some fields of study than most OECD countries. For example, 29% of graduates from upper secondary vocational programmes in the field of engineering, manufacturing and construction are women, compared to the OECD average of 12%.
- Brazil also seems to have more even gender distribution across fields of study in tertiary education. For example, in Brazil there are 3.2 women for each man graduating from the field of education (compared to the OECD average of 4.2 women for each man). In engineering, manufacturing and construction, there are three times more male graduates than female on average across the OECD, but in Brazil, there are only twice as many male graduates.
- However, simply looking at educational attainment masks deep gender inequalities in Brazil. Around half of women in Brazil whose level of attainment is below upper secondary education have no earnings from work, while 27% are part-time earners and 24% full-time earners. Women with more education are more likely to join the labour market. Among tertiary-educated women in Brazil, around 80% have earnings from employment,

similar to the share in most OECD countries. In contrast, over 90% of tertiary-educated men in Brazil have earnings from employment.

- Regardless of their level of educational attainment, women working full time in Brazil are paid less than their male counterparts, and the gender pay gap is much wider than on average across OECD countries. For example, women without upper secondary education earn roughly two-thirds as much as men with the same educational level – a much wider gap than in all other countries with available data, except Korea.
- Comparing gender gaps in earnings of tertiary educated adults, Brazilian women working full time make only 64% percent of what men do (OECD average, 73%). Even more alarming is the fact that, unlike in other countries, the gap does not seem to close in younger generations. Data shows that women aged 35-44 years old do not earn salaries closer to their male peers than women aged 55-64.
- In Brazil, as in most countries, women represent the great majority of teachers in primary through post-secondary non-tertiary education, but a minority in tertiary education. In primary education in Brazil, 90% of teachers are women (OECD average, 82%), but in tertiary education, only 45% are women (OECD average, 43%).
- At the managerial level, female principals at lower secondary level are over-represented in absolute and comparative terms, accounting for about 75% of principals. This is in contrast to most OECD countries, where male principals are in the majority, averaging 55%.

Figure 2. Total public expenditure on education as a percentage of total public expenditure (2005, 2008 and 2013)



Note: Public expenditure figures presented here exclude undistributed programmes.

Countries are ranked in descending order of public expenditure on education at all levels of education as a percentage of total public expenditure in 2013.

Source: OECD, Table B4.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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High-quality education needs sustainable funding

- A large share of Brazil's total public spending goes into funding education. In 2013, public educational expenditure in primary through tertiary levels represented 16.1% of total government expenditure, well above the OECD average of 11.2%.
- Public expenditure on education as a percentage of gross domestic product (GDP) has been increasing in Brazil and is among the highest across OECD countries. In 2013, expenditure on primary to tertiary education accounted for 5.5% of GDP, up from 4.1% in 2005. This is well above the OECD average of 4.7% and higher than in other Latin American countries with available data, such as Chile (4.0%) and Mexico (4.5%).
- Although public expenditure increased at all levels of education between 2005 and 2013, the increase was considerably steeper at primary, secondary and post-secondary non-tertiary levels. Expenditure at these levels increased by 1.1 percentage points, from 3.2% of GDP in 2005 to 4.3% of GDP in 2013. Expenditure at the tertiary level increased more modestly, from 0.7% of GDP in 2005 to 0.9% in 2013.

- Public expenditure per student at the tertiary level (USD 13 540¹) is considerably higher than expenditure per student in primary and secondary education (USD 3 824) on average. However, since the number of students in tertiary education is comparatively low, only slightly over one-fifth of public expenditure is at this level.
- Unlike most OECD countries, Brazil's public expenditure in initial levels of education (primary, secondary and post-secondary non-tertiary) is strongly concentrated at the regional level (federative states) and the local level (municipalities). This is due to the structure of the administration of public education established by the Brazilian constitution: early childhood, primary and lower secondary levels are administered by municipal and state governments and upper secondary by state governments. Regional governments provide 45% of initial funds for these levels, while local governments provide 38%. The central government is only responsible for 17% of initial funds (OECD average, 55%), and it transfers 7% of the funds to the local level. As a result, after transfers, the local level is responsible for 45% of funds spent at these levels.
- At the tertiary level, three-quarters of funds are managed by the central government. Tertiary education is highly centralised, as in most OECD countries, although Brazil also has an important share of regional government activity at this level, accounting for one-quarter of all funds.
- As in most countries, over 94% of Brazil's expenditure at all levels of education is in the form of current expenditure. However, unlike in most other countries, the share of current expenditure dedicated to staff compensation in Brazil increases for higher levels of education, from 73% at primary level (below the OECD average of 77%) to 80% at the tertiary level (well above the OECD average of 67%). This is partially explained by the comparatively higher salaries of tertiary-level teachers, described in detail below.

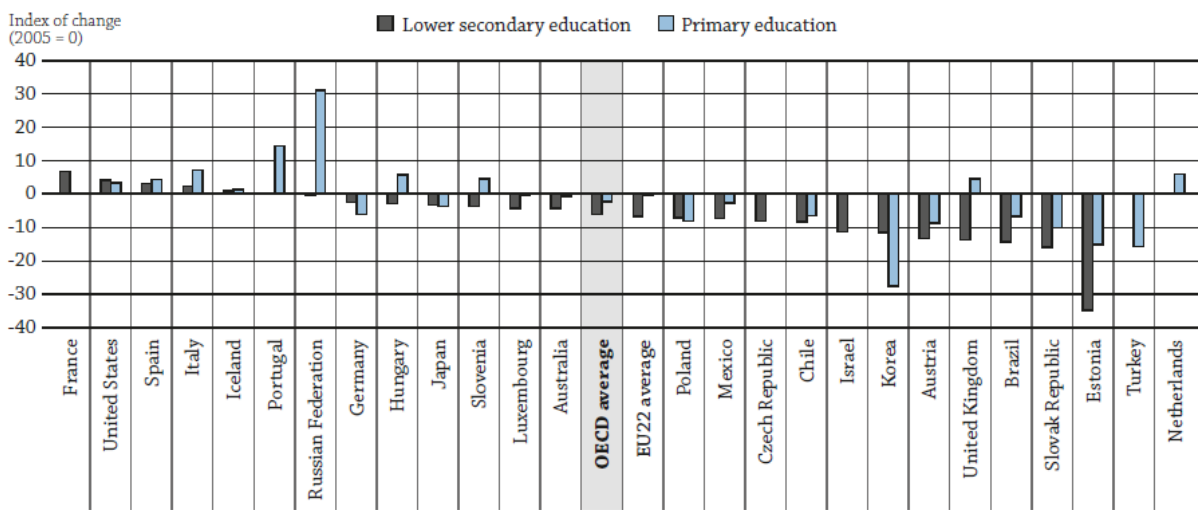
Salary, the school environment and workload all influence teachers' decisions to enter – and remain in – the profession

- The teaching workforce in Brazil is comparatively young. Over 50% of the teachers in primary and secondary education are under age 40 (compared to the OECD average of 40% in primary and 35% in secondary). Furthermore, less than 2% of all teachers at those levels of education are over 60 (compared to the OECD average of 6% in primary and 9% in secondary).
- Principals in Brazil are also relatively young. Around 30% of principals in Brazilian schools at lower secondary level are under 40, making them the youngest principals in all countries with available data.
- The national minimum statutory salary of teachers, as established by Brazilian law, is the same, whether they teach pre-primary, primary or secondary education, while in most OECD countries, teachers in upper secondary education are paid more than those in primary and lower secondary education. The minimum statutory salary in Brazil is USD 12 337 per year, less than half the OECD average salary at each of those levels of education, and lower than in other Latin American countries with available data, such as Chile, Colombia and Mexico.
- Teachers in federal public universities earn on average around USD 40 000 per year. Brazilian full professors are even better paid, reaching around USD 76 000 per year, well above full professors in many OECD countries and comparable to salaries in Finland (USD 80 000), Norway (USD 73 000) and Sweden (USD 81 000).
- In terms of workload, Brazilian teachers at initial levels of education spend a comparably high number of hours in the classroom. Teachers at primary to secondary levels of education in Brazil work the highest number of weeks per year among all OECD and partner countries with available data. Across all those levels of education, Brazilian teachers spend on average 42 weeks per year teaching (the OECD average ranges from 40 weeks in pre-primary to 37 weeks in upper secondary).
- Average class sizes in primary and lower secondary education are higher in Brazil than on average across OECD countries: 23 students in primary education (OECD average, 21) and 27 in lower secondary (OECD average, 23). However, there is a wide difference between public and private institutions. In primary education, for example, there are, on average, 25 students per class in public institutions and only 18 in private institutions. However, class sizes have been decreasing over the past decade in both public and private institutions. Between 2005 and 2014, class sizes in lower secondary schools decreased by 15% in public institutions and 6% in private institutions.

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

Figure 3. Change in average class size (2005, 2014)

Index of change 2005 = 0



Countries are ranked in descending order of the index of change in lower secondary education between 2005 and 2014.

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

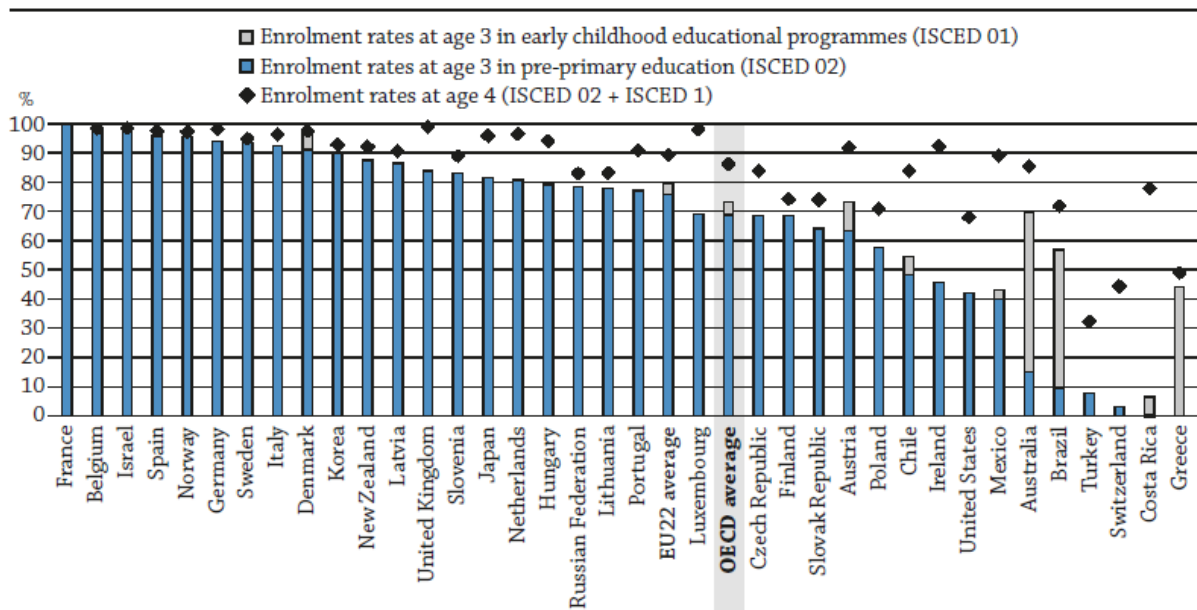
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- In Brazil, lower secondary principals tend to collaborate and share responsibilities with teachers more than on average across OECD countries. Over 80% of principals reported collaborating with teachers to solve classroom discipline problems (OECD average, 62%), and over 75% report taking action to support co-operation among teachers (OECD average, 60%) and to ensure that teachers take responsibility for improving their skills (OECD average, 64%).

Access to high-quality early childhood education makes a difference later on

- Brazil's early childhood education is divided into early childhood educational development (*Educação infantil – Creche*) and pre-primary education (*Educação infantil – pré-escola*). Children can start early childhood educational development programmes as early as needed, and programmes usually last for three years. Preschool, on the other hand, usually welcomes children from the age of 4 for a theoretical duration of two years.
- There are two types of pre-primary programmes: education-only programmes and integrated programmes, which combine education and childcare. Brazil is the only country of all OECD and partner countries with an education-only pre-primary programme that does not have a formal curriculum. In the case of integrated pre-primary programmes, only Brazil and Austria do not offer a formal curriculum.
- Brazil follows the OECD pattern for early childhood education, with around one-third of 2-year-olds in school. However, at age 3, only 57% of children are in school (47% in early childhood educational development programmes and 10% in pre-primary education), well below the OECD average of 71% (4% in early childhood educational development programmes and 69% in pre-primary education). At age 5, education is nearly universal in Brazil: 94% of all children of this age are enrolled, most in pre-primary education.

Figure 4. Enrolment rates at age 3 and 4 in early childhood and primary education (2014)



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

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

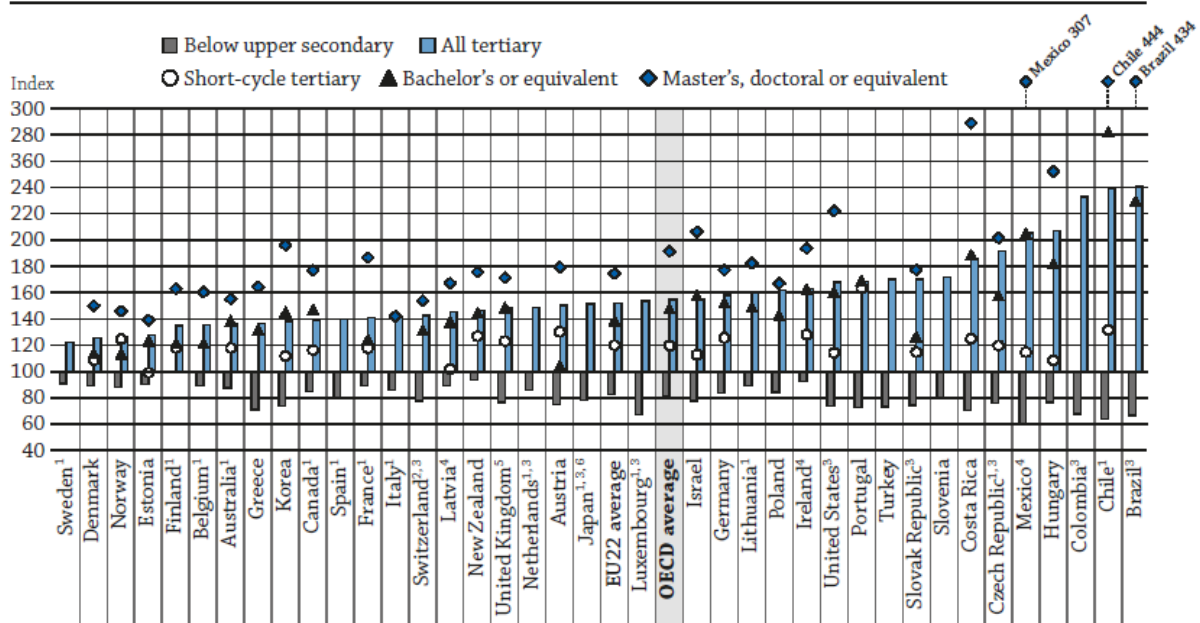
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- Unlike in many OECD countries, most children enrolled in early childhood educational development programmes (63%) or pre-primary education (75%) attend public institutions.
- Annual expenditure per child in public early childhood education institutions stands at USD 3 747. Early childhood education in Brazil accounted for 0.6% of GDP in 2013, slightly below the OECD average of 0.8%.
- The ratio of pupils to contact staff (teachers and teacher aides) in early childhood educational development programmes in Brazil is in line with the OECD average, at 8 pupils per contact staff. However, in pre-primary education, the ratios are higher: there are on average 17 pupils per teacher (OECD average, 14) and 15 students per contact staff (OECD average, 12).

Tertiary education has a strong impact in the labour market

- Only 14% of Brazilian adults have attained tertiary education, considerably below the OECD average of 35%, and behind other Latin American countries with available data, such as Chile (21%), Colombia (22%), Costa Rica (23%) and Mexico (16%). The younger generation (25-34 year-olds) shows some signs of progress, as 16% attained tertiary education, compared to 11% among the older generation (55-64 year-olds).
- At least partially due to low levels of university attainment, Brazil has one of the highest returns on tertiary education across countries with available data. A worker with a bachelor's degree earns more than twice as much as a worker whose highest level of achievement is upper secondary education. The earnings premium is even higher for those who complete master's or doctoral (or equivalent) degrees: they earn over four times more than those with upper secondary education.

Figure 5. Relative earnings of adults working full time, by educational attainment (2014)
 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 2014. Refer to Table A6.1 for details.

2. Some levels of education are included with others. Refer to "x" code in Table A6.1 for details.

3. Index 100 refers to the combined ISCED levels 3 and 4 of the educational attainment levels in the ISCED 2011 or ISCED-97 classification.

4. Earnings net of income tax.

5. Data for upper secondary attainment include completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (18% of the adults are under this group).

6. Data refer to all earners.

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

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

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- As in most countries, highly educated people in Brazil have higher employment rates: 72% of people without upper secondary education are employed, while 88% of those with a tertiary degree are in the labour market.
- A comparatively low share of tertiary students graduate from the science, technology, engineering and mathematics (STEM) fields of study. Only 14% of bachelor's students and 28% of master's students graduate from the fields of sciences or engineering, manufacturing and construction. Across the OECD, 22% of bachelor's students and 21% of master's students graduate from those fields.
- There are very few international students in Brazilian tertiary education, accounting for a mere 0.2% of all students enrolled in bachelor's programmes. At the master's level, international students represent about 1% of all graduates (OECD average, 12%), and most of them graduate from the fields of sciences or engineering, construction and manufacturing.

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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.

Subnational comparisons


Education at a Glance provides an authoritative compilation of international comparisons of key education statistics. While these comparisons give specific values for countries, readers should not assume that countries themselves are homogeneous. Country averages can conceal significant variations between subnational jurisdictions.

Regional policy makers can benefit most from the comparisons presented in *Education at a Glance* when they can compare the results from their own subnational areas with national and subnational data from other countries. To this end, the OECD, with support from the U.S. National Center for Education Statistics, is releasing updated subnational data for six indicators with this edition of *Education at a Glance*. The updated subnational data are available at <http://nces.ed.gov/surveys/annualreports/oecd/index.asp>.

References

OECD (2016), *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2016-en>.

For more information on Education at a Glance 2016 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:



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

Questions can be directed to:

Camila de Moraes and Corinne Heckmann
Directorate for Education and Skills
camila.demoraes@oecd.org
corinne.heckmann@oecd.org

Country note author:

Diogo Amaro de Paula
Directorate for Education and Skills
diogo.amaro@oecd.org

Key Facts for Brazil in Education at a Glance 2016

| Source | Main topics in <i>Education at a Glance</i> | Brazil | | OECD average | |
|-------------|---|-------------------|-------------------------------------|-------------------|-------------------------------------|
| Gender | | | | | |
| Chart A5.2. | Employment rate of 25-64 year-olds, by educational attainment | 2015 | | | |
| | | Men | Women | Men | Women |
| | Below upper secondary | 83% | 52% | 66% | 46% |
| | Upper secondary or post-secondary non-tertiary | 88% | 67% | 81% | 67% |
| Table A6.2 | Tertiary | 91% | 81% | 88% | 80% |
| | Full-year earnings of women as a percentage of men's earnings, by educational attainment (25-64 year-olds) | 2014 | | | |
| | | Ratio (women/men) | | Ratio (women/men) | |
| | Below upper secondary | 67% | | 76% | |
| Table A6.2 | Upper secondary or post-secondary non-tertiary | 62% | | 77% | |
| | Tertiary | 64% | | 73% | |
| | Percentage of people not in employment, nor in education or training (NEET) | 2015 | | | |
| Table C5.2 | | Men | Women | Men | Women |
| | 15-29 year-olds | 12% | 28% | 12% | 17% |
| | Percentage of female graduates, by tertiary levels of education | 2014 | | | |
| Table A3.4 | | % Women | | % Women | |
| | Short-cycle tertiary | ** | | 56% | |
| | Bachelor's or equivalent | ** | | 58% | |
| | Master's or equivalent | ** | | 57% | |
| | Doctoral or equivalent | ** | | 47% | |
| Table A1.5. | Field of education studied among tertiary-educated adults (25-64 year-old non-students) | 2012 | | 2012 ¹ | |
| | | Men | Women | Men | Women |
| | Teacher training and education science | ** | ** | 7% | 18% |
| Table A1.5. | Engineering, manufacturing and construction | ** | ** | 31% | 7% |
| | Vocational Education and Training (VET) | | | | |
| | Distribution of enrolment, by programme orientation | 2014 | | | |
| Table C1.3a | | General | Vocational | General | Vocational |
| | Upper secondary education | 92% | 8% | 56% | 44% |
| | Educational attainment, by programme orientation | 2015 | | | |
| Table A1.4. | | General | Vocational | General | Vocational |
| | 25-34 year-olds with upper secondary or post-secondary non-tertiary education | ** | ** | 17% | 26% |
| | Unemployment rate, by programme orientation | 2015 | | | |
| Table A5.5 | | General | Vocational | General | Vocational |
| | 25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level | ** | ** | 10% | 9.2% |
| | Financial Investment in Education | | | | |
| Table B1.1 | Annual expenditure per student, by level of education (in equivalent USD, using PPPs) | 2013 | | | |
| | Primary education | USD 3 826 | | USD 8 477 | |
| | Secondary education | USD 3 822 | | USD 9 811 | |
| | Tertiary (including R&D activities) | USD 13 540 | | USD 15 772 | |
| | Total expenditure on primary to tertiary educational institutions | 2013 | | | |
| Table B2.2 | As a percentage of GDP | 5.2% | | 5.2% | |
| | Total public expenditure on primary to tertiary education | 2013 | | | |
| Table B4.2 | As a percentage of total public expenditure | 16.1% | | 11.2% | |
| | Early Childhood Education and Care (ECEC) | | | | |
| Table C2.1 | Enrolment rates in early childhood education at age 3 | 2014 | | | |
| | ISCED 01 and 02 | 57% | | 71% | |
| | Expenditure on all early childhood educational institutions | 2013 | | | |
| Table C2.3 | As a percentage of GDP | 0.6% | | 0.8% | |
| | Proportions of total expenditure from public sources | ** | | 81% | |
| | Teachers | | | | |
| Table D3.2a | Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education | 2014 | | | |
| | Pre-primary school teachers | ** | | 0.74 | |
| | Primary school teachers | ** | | 0.81 | |
| | Lower secondary school teachers (general programmes) | ** | | 0.85 | |
| | Upper secondary school teachers (general programmes) | ** | | 0.89 | |
| | Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs) | 2014 | | | |
| Table D3.1a | | Starting salary | Salary after 15 years of experience | Starting salary | Salary after 15 years of experience |
| | Pre-primary school teachers | ** | ** | USD 29 494 | USD 39 245 |
| | Primary school teachers | ** | ** | USD 31 028 | USD 42 675 |
| | Lower secondary school teachers (general programmes) | ** | ** | USD 32 485 | USD 44 407 |
| | Upper secondary school teachers (general programmes) | ** | ** | USD 34 186 | USD 46 379 |

| Source | Main topics in <i>Education at a Glance</i> | Brazil | | OECD average | |
|--|---|-------------------------|------------------------------|-------------------------|------------------------------|
| | Mean monthly earnings of tertiary-educated 25-64 year-old, by selected field of education studied | 2012 | | 2012 ¹ | |
| Table A6.4 | Teacher training and education science | ** | | USD 3 004 | |
| | Engineering, manufacturing and construction | ** | | USD 3 883 | |
| | Ratio of students to teaching staff | 2014 | | | |
| Table D2.2 | Primary education | 21 students per teacher | | 15 students per teacher | |
| | Secondary education | 17 students per teacher | | 13 students per teacher | |
| | Tertiary education | 25 students per teacher | | 17 students per teacher | |
| Tertiary Education | | | | | |
| | Percentage of adults who have attained tertiary education, by tertiary level of educational attainment and age group | 2015 | | | |
| | | 25-34 year-olds | 25-64 year-olds | 25-34 year-olds | 25-64 year-olds |
| Table A1.2 | Short-cycle tertiary | ** | ** | 8% | 8% |
| | Bachelor's or equivalent | 16% | 14% | 21% | 16% |
| | Master's or equivalent | ** | ** | 14% | 11% |
| | Doctoral or equivalent | ** | ** | 1% | 1% |
| | All tertiary levels of education | 16% | 14% | 42% | 35% |
| | Employment rate of 25-64 year-olds, by tertiary educational attainment | 2015 | | | |
| Tables A5.1 & A5.3 | Short-cycle tertiary | ** | | 80% | |
| | Bachelor's or equivalent | 85% | | 82% | |
| | Master's or equivalent | ** | | 87% | |
| | Doctoral or equivalent | ** | | 91% | |
| | All tertiary levels of education | 85% | | 84% | |
| | Relative earnings of full-time full-year 25-64 year-old workers, by tertiary educational attainment (upper secondary education = 100) | 2014 | | | |
| Table A6.1 | Short-cycle tertiary | ** | | 120 | |
| | Bachelor's or equivalent | 229 | | 148 | |
| | Master's, doctoral or equivalent | 434 | | 191 | |
| | All tertiary levels of education | 241 | | 155 | |
| | Share of international or foreign students, by level of tertiary education | 2014 | | | |
| Table C4.1. | Bachelor's or equivalent | 0% | | 5% | |
| | Master's or equivalent | 1% | | 12% | |
| | Doctoral or equivalent | 2% | | 27% | |
| | All tertiary levels of education | 0% | | 6% | |
| | First-time entry rates into tertiary education | 2014 | | | |
| Table C3.1. | All tertiary levels (including international students) | ** | | 68% | |
| | All tertiary levels (excluding international students) | ** | | 61% | |
| | All tertiary levels (students younger than 25 years old and excluding international students) | ** | | 51% | |
| Other: Immigration and intergenerational mobility in education | | | | | |
| | Proportion of adults with same educational attainment levels as their parents, by parents' immigrant status ² | 2012 | | 2012 ¹ | |
| | | Native-born parents | Foreign-born parents | Native-born parents | Foreign-born parents |
| Table A4.3 | 25-44 year-old adults with below upper secondary education as their highest educational attainment level | ** | ** | 27% | 37% |
| Other: Adult education and learning | | | | | |
| | Participation of 25-64 year-olds in formal and/or non-formal education, by level of education ² | 2012 | | 2012 ¹ | |
| Table C6.3 | Below upper secondary | ** | | 26% | |
| | Upper secondary or post-secondary non-tertiary | ** | | 46% | |
| | Tertiary | ** | | 70% | |
| Other: Education and social outcomes | | | | | |
| | Percentage of 25-64 year-old adults reporting that they are in good health, by selected literacy proficiency level | 2012 | | 2012 ¹ | |
| Table A8.1 (L) | Low literacy proficiency (Level 1 or below) | ** | | 67% | |
| | High literacy proficiency (Level 4 or 5) | ** | | 90% | |
| | Life satisfaction today and life satisfaction expected in five years for 25-64 year-olds, by educational attainment ³ | 2015 | | | |
| | | Life satisfaction today | Life satisfaction in 5 years | Life satisfaction today | Life satisfaction in 5 years |
| Table A8.3a | Upper secondary or post-secondary non-tertiary | 93% | 96% | 83% | 87% |
| | Tertiary | ** | ** | 92% | 94% |

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

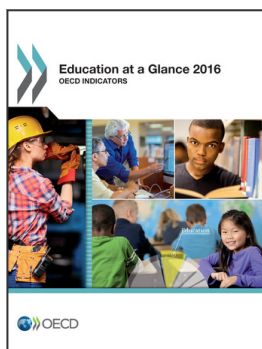
Refer to Annex 3 for notes and for more information on data presented in this key facts table (www.oecd.org/education/education-at-a-glance-19991487.htm).

1. OECD average includes some countries with 2015 data.

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

3. Educational attainment categories collected by Gallup World Poll may differ from ISCED-A 2011.

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



From:

Education at a Glance 2016

OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/eag-2016-en>

Please cite this chapter as:

OECD (2016), “Brazil”, in *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2016-44-en>

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