

Brazil

The OECD Teaching and Learning International Survey (TALIS) is the largest international survey of teachers and principals. By collecting internationally comparable information, it ensures their voices are represented in education policy making.

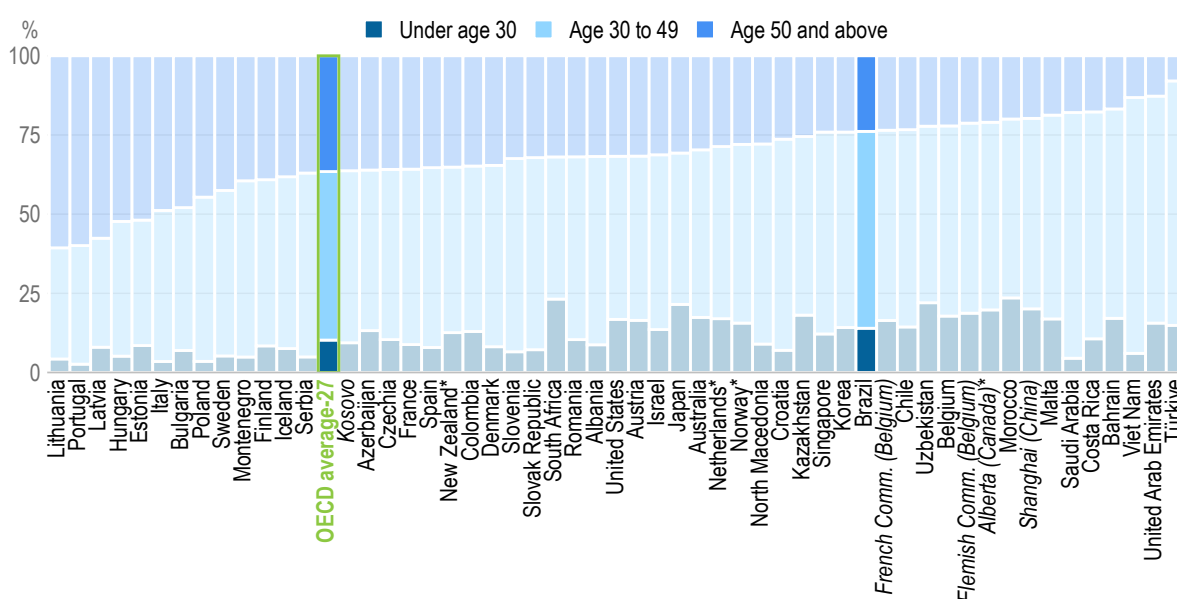
TALIS relies solely on self-reports, which reflect perceptions but may be shaped by social and cultural context. Therefore, cross-country comparisons should be interpreted with caution.

This note presents findings based on responses collected in 2024 from lower secondary teachers and principals. It only comments on statistically significant differences or changes.

Teachers' background

Figure 1. Teachers' age

Percentage of lower secondary teachers, by age group



Note: * Estimates should be interpreted with caution due to higher risk of non-response bias.

Source: OECD, TALIS 2024 Database, Table 1.3.

Age

- In Brazil, teachers are, on average, 42 years old, which is lower than the average age of teachers across OECD countries and territories with available data (hereafter, "OECD average") (45 years

old). Furthermore, 24% of teachers are aged 50 and above (lower than the OECD average: 37%) and 14% of teachers are aged below 30 (higher than the OECD average: 10%). Since 2018, the share of teachers aged 50 and above has not changed.

Gender

- 65% of teachers are women (lower than the OECD average: 70%). The percentage of female teachers decreased between 2018 and 2024.

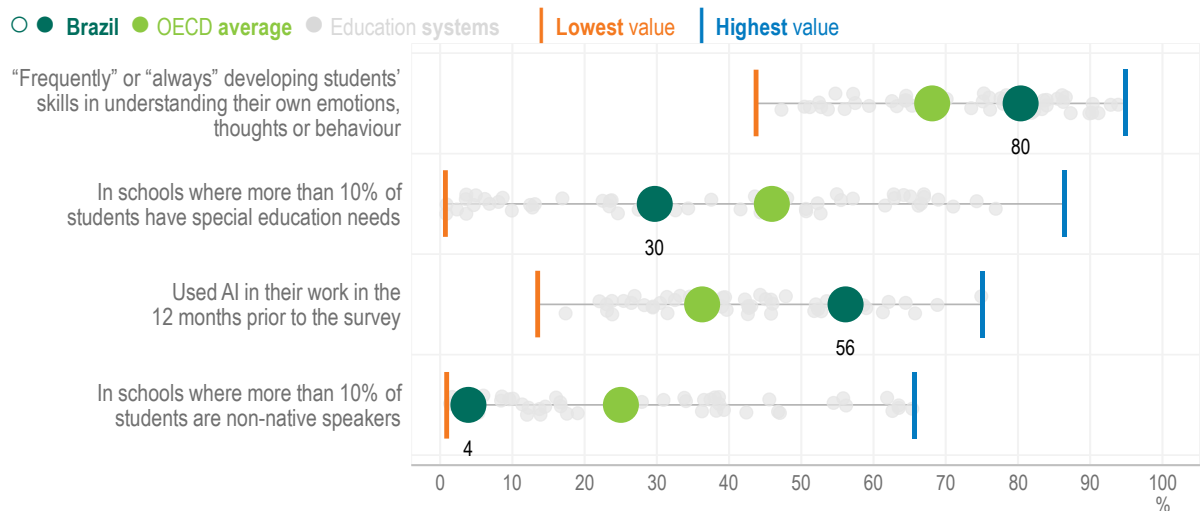
Experience

- 75% of teachers have non-teaching work experience (higher than the OECD average: 57%). The share of second-career teachers (those with at least ten years of work experience in non-education roles and for whom teaching was not their first career choice) is 11% (higher than the OECD average: 8%).

Teaching for today's world

Figure 2. Teaching for today's world

Percentage of lower secondary teachers



Statistically significant differences from the OECD average are highlighted with filled circles.

Source: OECD, TALIS 2024 Database, Tables 1.25, 1.42 and 1.59.

Student diversity

- In Brazil, 4% of teachers work in schools where the share of students whose first language is not the language of instruction is above 10% (lower than the OECD average: 25%) and 7% teach in schools with at least 1% of students who are refugees (lower than the OECD average: 47%). Compared to 2018, the share of teachers in schools where more than 10% of students are non-native speakers has increased by 3 percentage points, and the share of teachers in schools with at least 1% of students who are refugees has increased by 5 percentage points.

- The share of teachers who feel they can adapt their teaching to the cultural diversity of students “quite a bit” or “a lot” is 96% (higher than the OECD average: 63%), and the share of those who can ensure that students with different cultural or ethnic backgrounds work together “quite a bit” or “a lot” is 96% (higher than the OECD average: 74%).

Special education needs

- The share of teachers who teach in schools where more than 10% of students have special education needs is 30% (lower than the OECD average: 46%). The share of teachers in these schools increased by 20 percentage points between 2018 and 2024. To note, in certain countries, the term has shifted from special education needs to learning support needs. This needs to be considered when examining trend data on special education needs in schools.
- The share of teachers who feel they can design learning tasks to accommodate students with special education needs “quite a bit” or “a lot” is 77% (higher than the OECD average: 62%), while the share of those reporting that they can work jointly with other professionals and staff to teach students with special education needs in the classroom “quite a bit” or “a lot” is 79% (higher than the OECD average: 72%).

Social and emotional skills

- Social and emotional skills are vital for academic, professional, health, and societal outcomes, making it essential to understand teachers’ competencies and confidence in teaching them. In Brazil, 92% of teachers feel they can support students’ social and emotional learning “quite a bit” or “a lot” (higher than the OECD average: 73%), and 83% report being comfortable providing instruction on social and emotional skills to students (lower than the OECD average: 86%).
- 80% of teachers report “frequently” or “always” developing students’ skills in understanding their own emotions, thoughts or behaviour (higher than the OECD average: 68%), and 94% report that they “frequently” or “always” focus on developing student skills in empathising with others (higher than the OECD average: 82%).

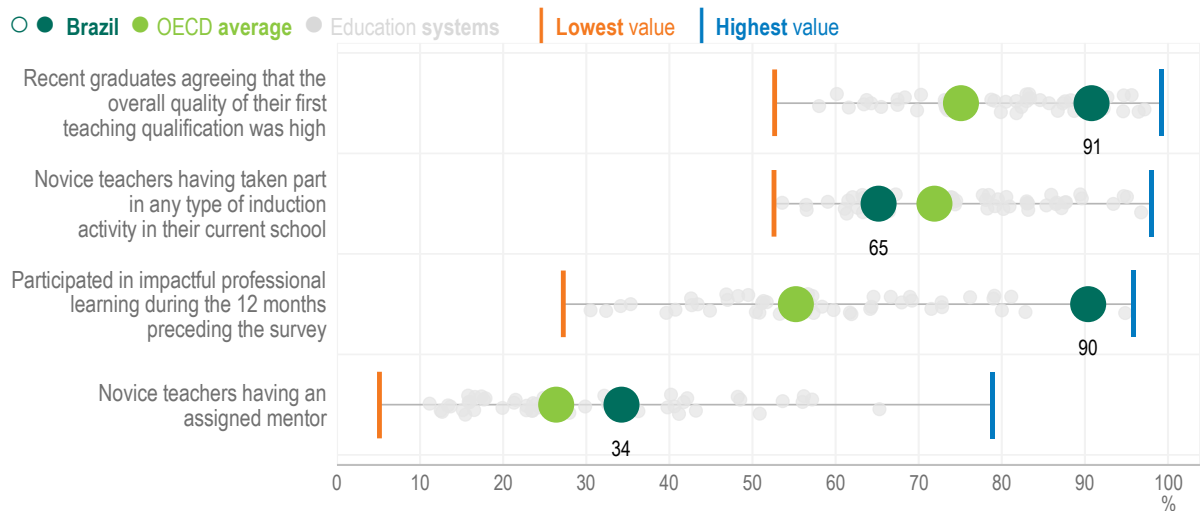
Technology

- Many education systems were forced to use online or hybrid learning during the COVID-19 pandemic, and some systems have maintained those methods. In Brazil, 17% of teachers work in schools where at least one lesson was taught as hybrid or on line in the last month (similar to the OECD average: 16%).
- 56% of teachers report having used artificial intelligence (AI) in their work (higher than the OECD average: 36%). Teachers tend to use AI to generate lesson plans or activities (77%), automatically adjust the difficulty of lesson materials according to students’ learning needs (64%), and efficiently learn about and summarise a topic (63%). The least frequent use of AI is to review data on student participation or performance (42%), generate text for student feedback or parent/guardian communications (39%), and assess or mark student work (36%).
- Among teachers who report that they have not used AI in their teaching in the 12 months prior to the survey, 64% report that they do not have the knowledge and skills to teach using AI (lower than the OECD average: 75%) and 60% say that their schools lack the infrastructure to use AI (higher than the OECD average: 37%).

Teachers' learning opportunities

Figure 3. Opportunities to learn

Percentage of lower secondary teachers



Statistically significant differences from the OECD average are highlighted with filled circles.

Source: OECD, TALIS 2024 Database, Tables 4.3, 4.7, 4.10 and 4.24.

Initial teacher education

- In Brazil, 91% of recent graduates (teachers who have completed their initial teacher education in the five years prior to the survey) “agree” or “strongly agree” that the quality of their initial education was high overall (higher than the OECD average: 75%).
- The following shares of recent graduates report that their initial teacher education prepared them well for: subject content (89%), general pedagogy (87%), teaching in a multicultural or multilingual setting (56%), using digital resources and tools for teaching (72%), and supporting students’ social and emotional development (60%). In 2024, the share of recent graduates feeling prepared “quite a bit” or “a lot” for subject content was similar to 2018. For general pedagogy, it was similar to 2018.

Induction and mentoring

- Among teachers who have recently joined their current school (within five years prior to the survey), 65% report having taken part in either formal or informal induction in their school (lower than the OECD average: 72%). Rates of participation in any induction programme (whether formal or informal) have increased by 28 percentage points between 2018 and 2024 (the OECD average increased by 31 percentage points).
- 34% of novice teachers (with up to five years of teaching experience) have an assigned mentor (higher than the OECD average: 26%), and 70% work in schools offering some mentoring programmes (lower than the OECD average: 81%). Between 2018 and 2024, the share of novice teachers with an assigned mentor did not change.

Continuous professional learning

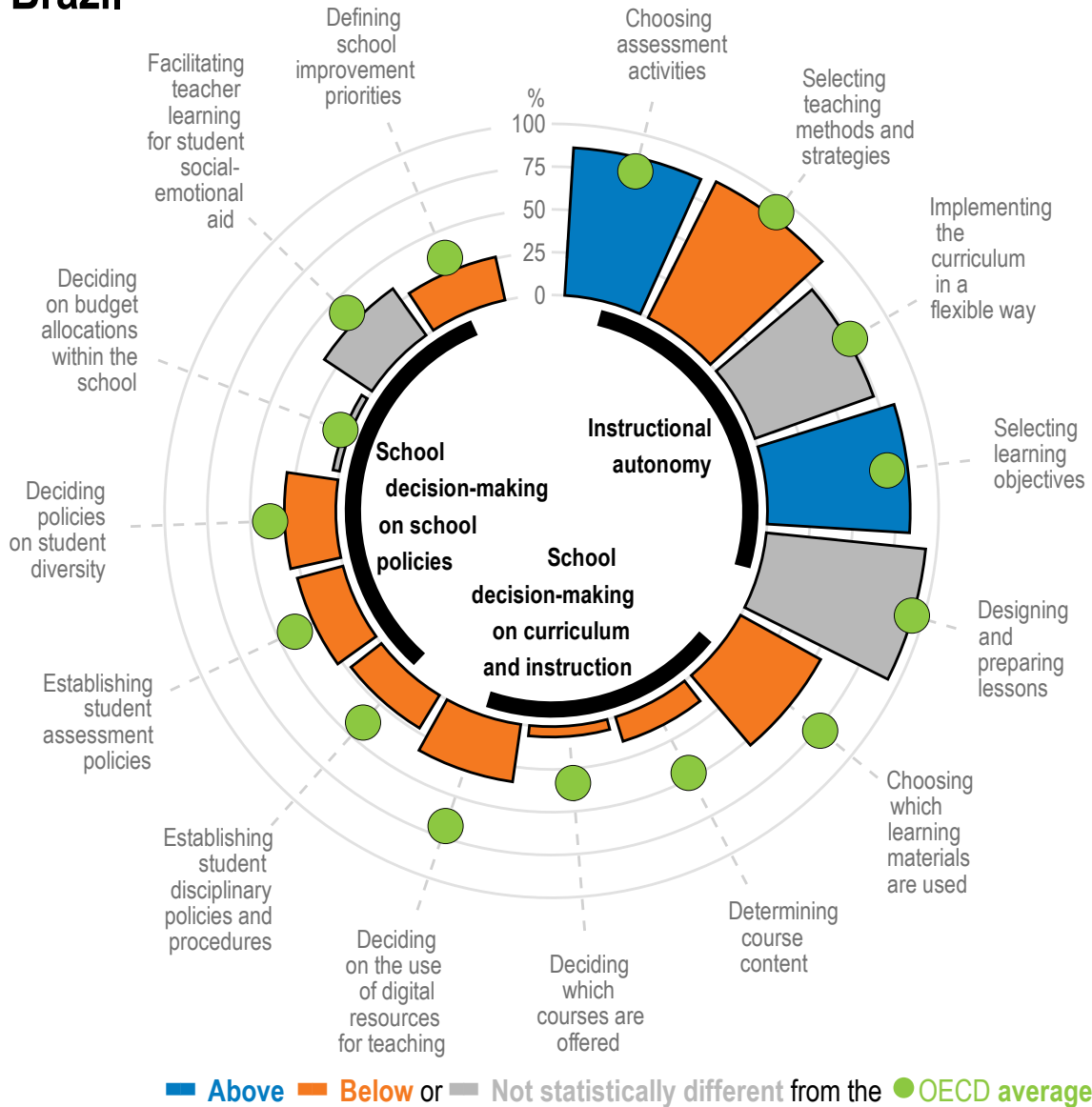
- 90% of teachers report that the professional learning activities they participated in during the 12 months preceding the survey had a positive impact on their teaching (higher than the OECD average: 55%). The share of novice teachers who find professional learning impactful is 4 percentage points higher compared to what experienced teachers report.
- The areas for which teachers most commonly report high level of professional learning needs include: teaching students with special education needs (48%), skills for using artificial intelligence for teaching and learning (39%), and teaching in a multicultural or multilingual setting (37%). The areas most commonly indicated by novice teachers in relation to high level of professional learning needs are: teaching students with special education needs (46%), teaching in a multicultural or multilingual setting (34%), and skills for using artificial intelligence for teaching and learning (32%).
- Teachers most commonly identify the following barriers to engaging in professional learning: lack of employer support (57%), professional learning conflicts with work schedule (52%), and professional learning is too expensive (52%). The barriers that novice teachers are most likely to report as preventing them from participating in professional learning include: not having time due to other commitments or responsibilities (50%), lack of employer support (49%), and professional learning conflicts with work schedule (48%).

Teacher leadership and autonomy

Figure 4. Teachers' decision making authority

Percentage of lower secondary teachers

Brazil



Statistically significant differences from the OECD average are highlighted with filled circles.

Source: OECD, TALIS 2024 Database, Tables 5.1, 5.2, 5.3 and 5.31.

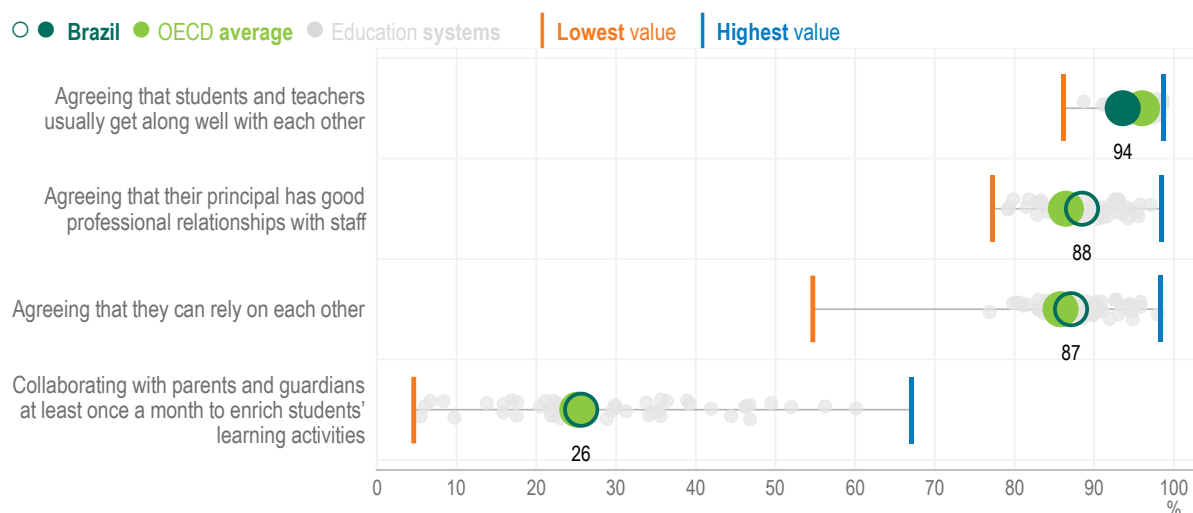
- In Brazil, levels of instructional autonomy – reported by teachers – and involvement in school-level decision making on curriculum, instruction, and other school policies – reported by principals – are close to the OECD average, with no consistent pattern of being above or below it across items.
- Teacher appraisal not only serves a formative role by supporting professional growth but also a summative role by assessing effectiveness and ensuring accountability. Among teachers who

report having “substantial” or “full” autonomy in curriculum implementation in Brazil, 13% work in schools where they are appraised less than once per year, or not at all.

Teachers’ professional relationships

Figure 5. Professional relationships

Percentage of lower secondary teachers



Statistically significant differences from the OECD average are highlighted with filled circles.

Source: OECD, TALIS 2024 Database, Tables 6.8, 6.17, 6.27 and 6.36.

Between teachers

- In Brazil, the most frequent forms of collaboration among teachers include: engaging in discussions about the learning development of specific students (50%), working with other teachers in the school to ensure common standards in evaluations for assessing student progress (42%), and exchanging teaching materials with colleagues (32%). Between 2018 and 2024, the share of teachers engaging in deeper forms of collaboration evolved the following way: team teaching increased by 4 percentage points; providing feedback based on classroom observations increased by 3 percentage points; engaging in joint activities across different classes increased by 5 percentage points; and participating in collaborative professional learning did not change.
- 87% of teachers “agree” or “strongly agree” that, at their school, teachers can rely on each other (similar to the OECD average: 86%). This share has not changed since 2018.

With the principal

- 88% of teachers “agree” or “strongly agree” that their principal has good professional relationships with staff (similar to the OECD average: 86%), 81% report that their principal provides useful feedback to teachers and staff (higher than the OECD average: 77%), and 91% agree that their principal has confidence in the expertise of the teachers at their school (similar to the OECD average: 92%).

With students

- 94% of teachers “agree” or “strongly agree” that students and teachers usually get along well with each other (lower than the OECD average: 96%), while 53% agree that, in their school, teachers are valued by students (lower than the OECD average: 71%). Teachers in socio-economically disadvantaged schools (i.e. those with more than 30% of students from socio-economically disadvantaged homes) are less likely to feel valued by students than teachers in advantaged schools.

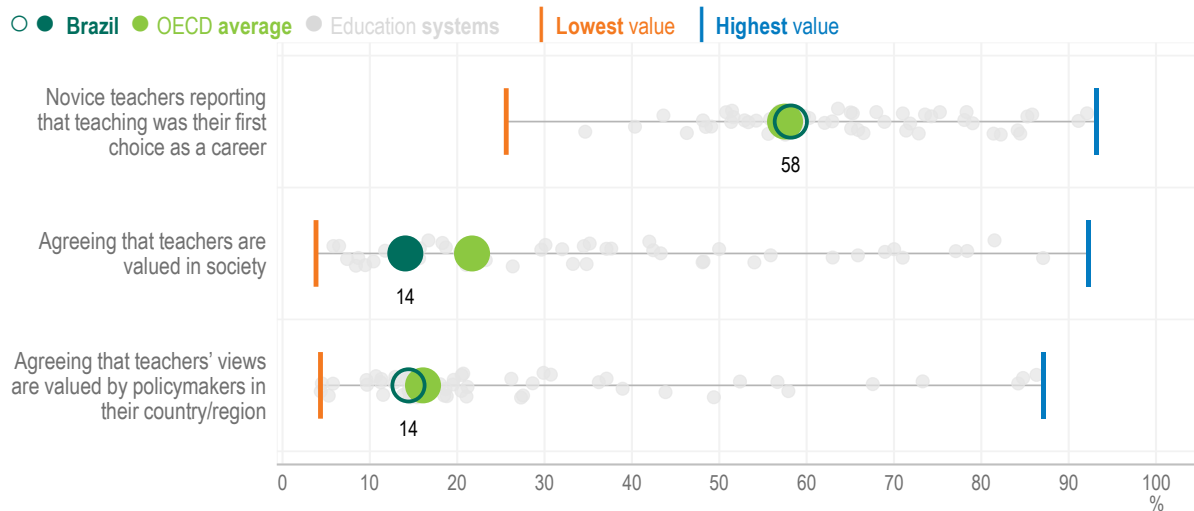
With parents and guardians

- While 53% “agree” or “strongly agree” that in their school, teachers are valued by parents and guardians (lower than the OECD average: 65%), 26% of teachers report collaborating with parents and guardians to enrich students’ learning activities at least once a month (similar to the OECD average: 25%).

Status of the teaching profession

Figure 6. Status of the teaching profession

Percentage of lower secondary teachers



Statistically significant differences from the OECD average are highlighted with filled circles.

Source: OECD, TALIS 2024 Database, Tables 7.24 and 7.31.

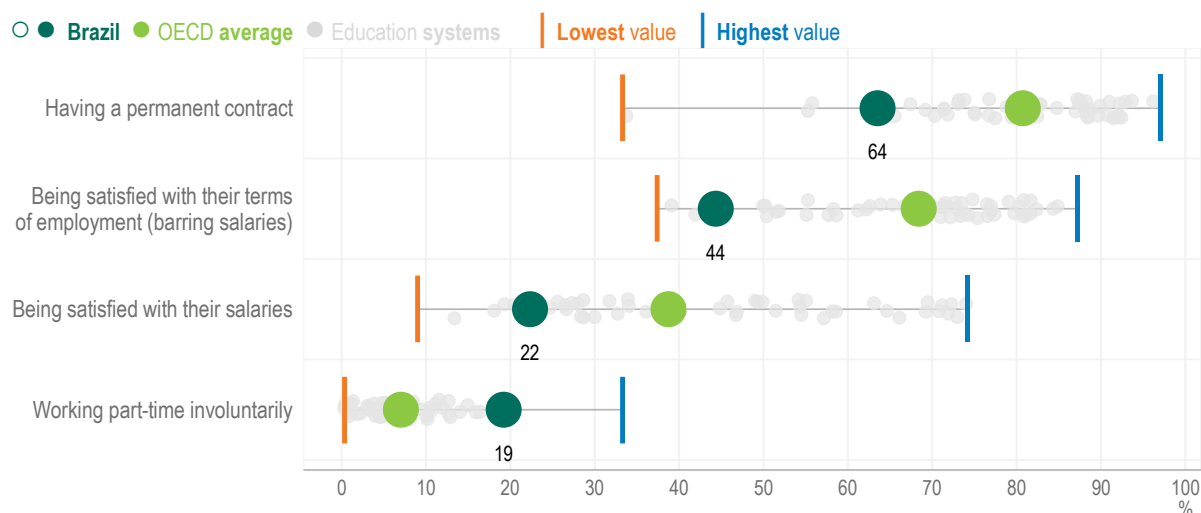
- Higher social status of the teaching profession can help attract high-calibre candidates to the profession and retain experienced teachers. In Brazil, 14% of teachers “agree” or “strongly agree” that teachers are valued in society (lower than the OECD average: 22%). Between 2018 and 2024, this share increased by 3 percentage points.
- 14% of teachers “agree” or “strongly agree” that teachers’ views are valued by policymakers in their country/region (similar to the OECD average: 16%). This share has increased by 8 percentage points since 2018.

- 58% of novice teachers report that teaching was their first choice as a career (similar to the OECD average: 58%). This share has not changed since 2018.

Teachers' terms of employment

Figure 7. Terms of employment

Percentage of lower secondary teachers



Statistically significant differences from the OECD average are highlighted with filled circles.

Source: OECD, TALIS 2024 Database, Tables 7.35, 7.50, 7.52 and 7.63.

Contracts and hours

- In Brazil, 64% of teachers have a permanent contract (lower than the OECD average: 81%). Between 2018 and 2024, the share of teachers with a permanent contract decreased by 16 percentage points. Novice teachers are more likely to have a fixed-term contract than their experienced peers. The share of teachers who are employed on a fixed-term contract while reporting job security as highly important is 24% (higher than the OECD average: 9%).
- 72% of teachers are employed part-time (working up to 90% of full-time hours) (higher than the OECD average: 19%). Since 2018, the share of teachers working part-time has not changed. Novice teachers are equally likely to be employed part-time as their experienced colleagues. The share of teachers who work part-time but do not consider job flexibility highly important is 19% (higher than the OECD average: 7%).
- 44% of teachers “agree” or “strongly agree” that they are satisfied with their terms of employment (barring salaries) (lower than the OECD average: 68%). Teachers’ satisfaction with their terms of employment (barring salaries) has decreased by 8 percentage points since 2018.

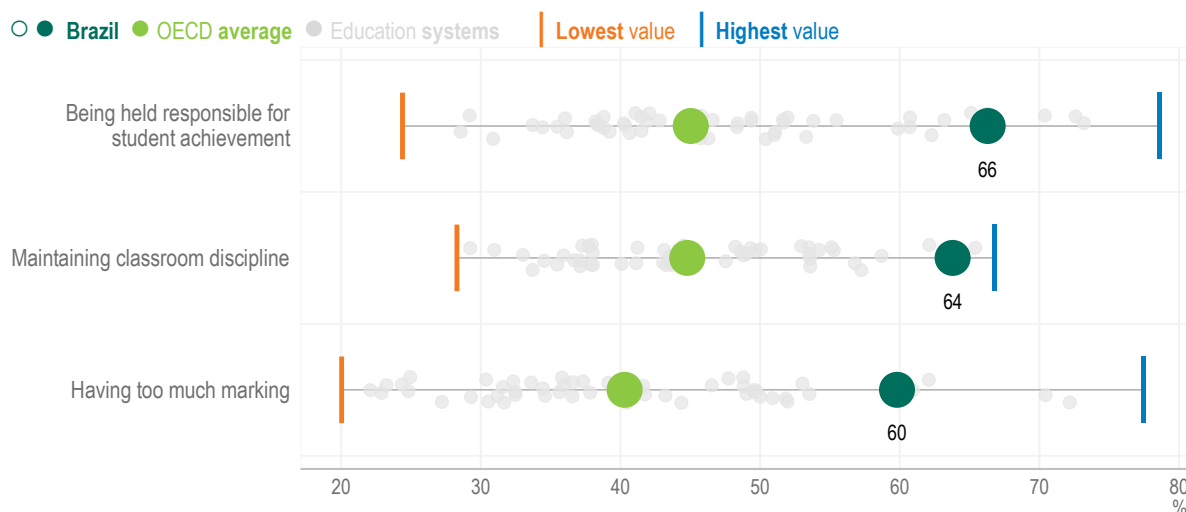
Salary

- 22% of teachers “agree” or “strongly agree” that they are satisfied with their salaries (lower than the OECD average: 39%). Between 2018 and 2024, teachers’ satisfaction with their salaries increased by 4 percentage points.

Demands of teaching

Figure 8. Most common sources of teachers' stress in Brazil

Percentage of lower secondary teachers who report that the following are sources of stress “quite a bit” or “a lot”



Statistically significant differences from the OECD average are highlighted with filled circles.

Source: OECD, TALIS 2024 Database, Table 3.16.

Sources of stress

- In Brazil, the most commonly reported sources of stress are: being held responsible for student achievement (66%), maintaining classroom discipline (64%), and having too much marking (60%).

Working hours

- Full-time teachers report that their total working hours per week is 40.3 hours (similar to the OECD average: 41). Teachers' total working hours have increased by 4.6 hours since 2018.
- Full-time teachers report spending 29.2 hours per week on teaching (higher than the OECD average: 22.7). Teachers' time spent on teaching has not changed since 2018.
- Full-time teachers report spending 9.3 hours per week on preparing lessons (higher than the OECD average: 7.4). The time spent on preparing lessons has increased by 2.2 hours since 2018.
- Full-time teachers report spending 6.1 hours per week on marking and correcting of student work (higher than the OECD average: 4.6). Teachers' time spent on marking and correcting of student work has increased by 1.5 hours since 2018.
- Full-time teachers report spending 2.6 hours per week on administrative work (similar to the OECD average: 3). The time spent on administrative work has not changed since 2018.

Classroom management and student behaviour

- 85% of teachers report that in a randomly chosen class the share of students is at least 1% in more than one of the following categories: students with behavioural problems; students with difficulties understanding the language of instruction; students with special education needs (higher than the

OECD average: 77%). Novice teachers are equally likely to report teaching such diverse classes as their experienced peers.

- 44% of teachers report losing quite a lot of time because students interrupt the lessons (higher than the OECD average: 18%) and spending 21% of class time on keeping order in the classroom (higher than the OECD average 15%). Between 2018 and 2024, the share of class time spent on keeping order increased by 2 percentage points (the OECD average increased by 2 percentage points).

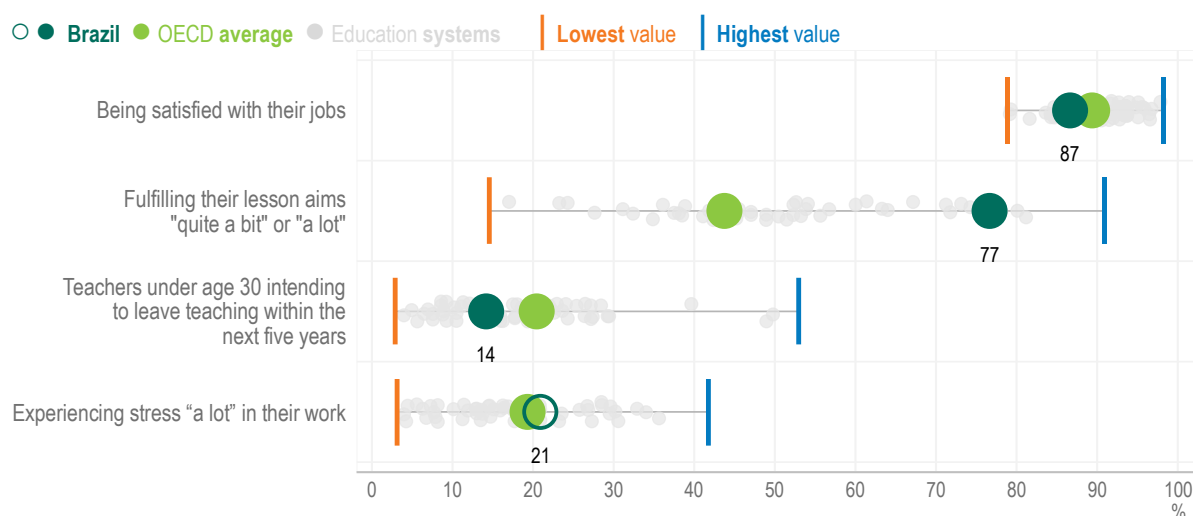
Appraisal

- The most commonly reported appraisal methods (as reported by principals) are: school-based and classroom-based results (98%), students' external results (96%), and observations of classroom teaching (96%).
- The most frequently reported consequences of appraisal include: discussing with the teacher measures to remedy any weaknesses in teaching (93%), developing a development/training plan (69%), and appointing a mentor to help the teacher improve his/her teaching (52%).

Teachers' professional outcomes

Figure 9. Professional outcomes

Percentage of lower secondary teachers



Statistically significant differences from the OECD average are highlighted with filled circles.

Source: OECD, TALIS 2024 Database, Tables 2.1, 2.3, 2.14 and 7.1.

Achieving lesson aims

- In Brazil, 77% of teachers report meeting their lesson aims "quite a bit" or "a lot" across all seven areas – teaching clarity, cognitive activation, feedback, support for consolidation, adapting teaching to the different needs of students, supporting students' social and emotional learning, classroom management – covered by TALIS (higher than the OECD average: 44%). Among teachers' lesson

goals, helping students to manage their own emotions as well as their thoughts and behaviour (89%) is the least likely to be achieved.

- The share of novice teachers (with up to five years of teaching experience) who report fulfilling lesson aims across all seven areas covered by TALIS (70%) is 8 percentage points lower compared to that of experienced teachers (78%).

Well-being

- 21% of teachers experience stress “a lot” in their work (similar to the OECD average: 19%); 16% say their job negatively impacts their mental health “a lot” (higher than the OECD average: 10%), and 12% report that it negatively impacts their physical health “a lot” (higher than the OECD average: 8%). Between 2018 and 2024, the share of teachers experiencing stress “a lot” in their work increased by 7 percentage points.
- Teachers under age 30 are equally likely to report feeling stressed “a lot” as their colleagues aged 50 and above.

Satisfaction and retention

- The share of teachers who report that, all in all, they are satisfied with their jobs is 87% (lower than the OECD average: 89%). The share of teachers satisfied with their jobs has not changed since 2018.
- Teachers in rural schools tend to be more satisfied with their jobs than their peers in urban schools.
- The share of teachers who are satisfied with their jobs is higher in privately managed schools than in publicly managed schools.
- 14% of teachers under age 30 express their intention of leaving teaching within the next five years (lower than the OECD average: 20%). This share has not changed since 2018.

Data sources

All data reported in this note come from the tables accompanying the report (OECD, 2025):

- Teachers’ background: Tables 1.1, 1.2, 1.3, 1.5, 1.12 and 1.14.
- Teaching for today’s world: Tables 1.25, 1.26, 1.27, 1.29, 1.42, 1.45, 1.53, 1.59, 1.60 and 1.63.
- Teachers’ learning opportunities: Tables 4.3, 4.5, 4.6, 4.7, 4.10, 4.11, 4.24, 4.27 and 4.41.
- Teacher leadership and autonomy: Tables 5.1, 5.2, 5.3, 5.31 and 5.40.
- Teachers’ professional relationships: Tables 6.3, 6.7, 6.8, 6.9, 6.17, 6.18, 6.27, 6.29, 6.30, 6.36 and 6.38.
- Status of the teaching profession: Tables 7.24, 7.26, 7.29, 7.31 and 7.32.
- Teachers’ terms of employment: Tables 7.35, 7.36, 7.37, 7.41, 7.44, 7.46, 7.47, 7.50, 7.52, 7.54, 7.63 and 7.67.
- Demands of teaching: Tables 3.8, 3.10, 3.16, 3.20, 3.34, 3.36, 3.37, 3.38, 3.48, 3.50 and 3.54.
- Teachers’ professional outcomes: Tables 2.1, 2.3, 2.4, 2.7, 2.13, 2.14, 2.15, 2.27, 7.1 and 7.2.

References

OECD (2025), *Results from TALIS 2024: The State of Teaching*, TALIS, OECD Publishing, Paris, <https://doi.org/10.1787/90df6235-en>.

OECD (forthcoming), *Teaching and Learning International Survey (TALIS) 2024 Technical Report*, OECD Publishing, Paris.

OECD (forthcoming), *Teaching and Learning International Survey (TALIS) 2024 User Guide*, OECD Publishing, Paris.

For more information about TALIS 2024 visit www.oecd.org/en/about/programmes/talis.

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Questions can be directed to the TALIS team at the Directorate for Education and Skills: edutaliscontact@oecd.org.

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Note by all the European Union Member States of the OECD and the European Union

The Republic of Cyprus is recognised by all members of the United Nations with the exception of Türkiye. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

Kosovo: This designation is without prejudice to positions on status, and is in line with United Nations Security Council Resolution 1244/99 and the Advisory Opinion of the International Court of Justice on Kosovo’s declaration of independence.

The full book is available in English: OECD (2025), Results from TALIS 2024: The State of Teaching, TALIS, OECD Publishing, Paris, <https://doi.org/10.1787/90df6235-en>

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