



TALIS 2030

Teaching and Learning
International Survey



What is TALIS?

- Who are our teachers? What motivates them?
- What challenges do they face in their daily work?
- What support do they need to thrive and grow professionally?

The **Teaching and Learning International Survey (TALIS)** provides answers to these questions and many more. Conducted by the **Organisation for Economic Co-operation and Development (OECD)**, the Teaching and Learning International Survey (TALIS) is the largest international survey of teachers and principals. Across more than 60 education systems, TALIS collects first-hand information on:

1

Teaching practices

2

Working conditions

3

Learning environments

Its results help policymakers better understand the realities of teaching and school leadership, support the profession, and strengthen teaching and learning worldwide.

TALIS 2030 will be the **5th edition** of TALIS, which enables data to be tracked over time and provides insight into how teaching and learning are evolving in response to changing policies and societal contexts.



What does **TALIS** measure?

TALIS collects teachers' and principals' perspectives on the key aspects of professional lives and daily work in schools.

These insights help policymakers understand how policies translate into practice and how school environments can better support effective teaching and learning.

TALIS collects information about:



Teachers' and principals' backgrounds, training, and professional development



How teachers work, including their use of artificial intelligence



How much autonomy teachers have, and how they are held accountable



How satisfied teachers and principals are, and if they wish to leave the profession

Why TALIS matters for policy

TALIS supports policy learning and development by providing:



A robust evidence base that helps countries identify strengths and challenges in teaching and school leadership, refine policy priorities and inform national reform efforts.



Trend measures that enable participants to follow changes and progress over time and evaluate the impact of policies.

★ For more information on TALIS, visit: www.oecd.org/education/talis



Why participate in TALIS?



TALIS provides evidence-based insights into the realities of teaching and school leadership, supporting the development of informed policies that strengthen teaching quality and improve learning outcomes.

TALIS data has been the **catalyst for important improvements** in education systems:



Better teaching conditions and teaching quality



Enhanced standards for teachers' professional development



New policies on teacher training



Well-designed reforms of initial teacher education

Drawing on data from a wide range of education systems, TALIS gives a unique cross-national comparative perspective that helps countries reflect on their own policies and learn from the experiences of others.



What TALIS participants say

“Having quality teachers is essential for a quality education system. We need to know what the aspirations of our teachers are, what they need, and for that we need data, and that data is provided by TALIS. For us, it is a way to know what they [teachers] need and to be able to help them through educational policies. Also, how they feel professionally, because that is going to have an impact on the way they teach and consequently on the students. Thanks to TALIS we have learned from other countries the importance of mentoring (...), or, for example, teacher evaluation and feedback, how important it is.”

Carmen Tovar, Spain

“The high participation of countries in TALIS gives us quite a good understanding of where we are. Participation in TALIS offers us, as a ministry, a better understanding of how teachers and their working conditions, their teacher knowledge, their stress and their workloads compare to other country contexts. TALIS offers us a way of getting a robust, reliable, scientific metric.”

Mark Chetty, South Africa

“The TALIS survey makes it possible to document how we can better prepare teachers for the profession and its various developments. The TALIS survey is quite unique in that it really questions the teaching profession. The teaching of social-emotional skills, classroom management, vocational training. The TALIS survey has, in a way, provided food for thought about the French education system to be able to communicate tangible data at national level.”

Norbert Rugambage, France

TALIS adapts to participants' needs



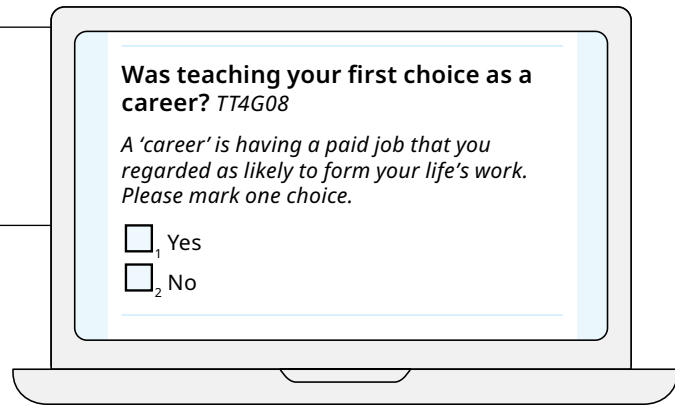
TALIS is a computer-based survey.



The questionnaire can be completed **online** or **offline** by the teachers and principals.



All questionnaires are **translated into local languages** and **adapted to local contexts** so teachers and principals can respond with ease.



TALIS participants



Albania	Colombia	Iceland	Malta	Russian Federation	United Arab Emirates
Argentina ¹	Costa Rica	Ireland	Mexico	Saudi Arabia	United Kingdom ¹
Australia	Croatia	Israel	Montenegro	Serbia	United States
Austria	Czechia	Italy	Morocco	Singapore	Uzbekistan
Azerbaijan	Denmark	Japan	Netherlands	Slovak Republic	Viet Nam
Bahrain	Estonia	Jordan	New Zealand	Slovenia	
Belgium	Finland	Kazakhstan	North Macedonia	South Africa	
Brazil	France	Korea	Norway	Spain	
Bulgaria	Georgia	Kosovo*	Poland	Sweden	
Canada ¹	Germany	Latvia	Portugal	Türkiye	
Chile	Greece	Lithuania	Qatar	Ukraine	
China ¹	Hungary	Malaysia	Romania		

¹ Participation by these countries was through subnational entities.

* 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.

★ For more information about years of participation and national coverage, please consult our website: www.oecd.org/en/about/programmes/talis/talis-participants

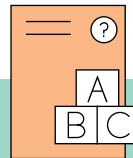
TALIS core survey and modules



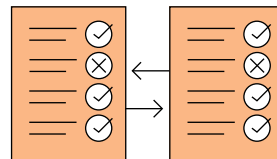
The **TALIS 2030** survey primarily targets teachers and principals in **lower secondary schools**. Participating countries will have the option to collect data from teachers in **primary** and/or **upper secondary schools**, as well as in **early childhood education and care settings**, through dedicated questionnaires tailored to the issues most relevant for those levels of education.


Participating countries will also have the opportunity to assess the general pedagogical knowledge of their lower secondary teachers by joining the **Teacher Knowledge Survey**.

Primary education (ISCED 1)



Countries can choose to administer the lower secondary teacher and principal questionnaires to the **primary teachers and principals**, which allows for **cross-level comparisons**.

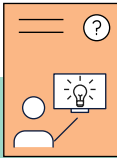




Upper secondary education (ISCED 3)

TALIS 2030 will develop specific **upper secondary teacher and principal questionnaires**. These will partly overlap with the lower secondary teacher and principal questionnaires, which enables **cross-level comparisons**.


Other parts will be **tailored to upper secondary teachers and principals**, such as by focusing on high-stakes assessments, general/vocational education pathways and the demands of teaching at this level.



Teacher Knowledge Survey (TKS)

The **TKS module** assesses teachers' **professional knowledge**, in particular the general **pedagogical knowledge** that makes all teachers, irrespective of the subject they teach, knowledge professionals. The general pedagogical knowledge assessment draws on established educational research, and includes both core traditional pedagogical concepts and emerging topics relevant for 21st century teaching, such as using technology and teaching diverse classrooms.

Administered alongside the core TALIS survey, it provides an **objective measure** that complements self-reports and helps inform teacher education and professional learning.



TALIS Starting Strong

TALIS Starting Strong is an **international survey of early childhood education and care (ECEC) staff and leaders**, focusing on practices staff use with children, staff roles and preparation, and satisfaction with the profession.

This module can cover settings for **children under age 3**, as well as **pre-primary settings (ISCED 02)** that serve children before the start of primary education.

What does participation involve?



Participating in TALIS 2030 involves a **six-year collaborative commitment covering:**

2027

2032

Survey preparation

Administration

Analysis

Reporting

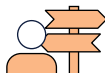
Participants are asked to:



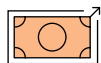
Appoint a national project manager (NPM) and establish a national team to oversee the survey.



Translate and adapt the questionnaires, manage sampling, recruit schools, administer the survey, analyse data collected and draft national report.



Nominate a representative to the TALIS Governing Board to contribute strategic guidance and survey development.



Share the international costs for the development, implementation and analysis of the survey managed by the OECD, alongside covering national implementation costs.

TALIS 2030 timeline

2027

Signature of the participation agreement with the OECD
Establish a national team for TALIS

2028

Pilot study and translation of national instruments

2029

Field trial by all participants

2030

Main survey data collection by all participants

2031

Data analysis, report production and publication of results

2032

Continued reporting

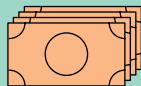


Join us in shaping education's future



Please contact TALIS at edutaliscontact@oecd.org to discuss your participation by **mid-2026**. The agreement for TALIS 2030 should be reviewed and signed by the **end of 2027**.

The participation costs for TALIS 2030 will be finalised once all contractual arrangements with external partners are completed and the number of participants in TALIS 2030 is confirmed, reflecting a shared investment in high-quality international evidence.



As a guide, the international cost to participate in TALIS 2024 (ISCED 2) was EUR 189 918.

TALIS optional module costs

In addition to the main participation cost, TALIS participants have the possibility of participating in the optional modules mentioned earlier, for additional costs.

As a guide, the international costs to participate in TALIS 2024 optional modules were:

1	EUR 114 685	Primary education (ISCED 1)
2	EUR 154 616	Upper secondary education (ISCED 3)
3	EUR 192 994	Teacher Knowledge Survey (TKS)
4	EUR 277 365	TALIS Starting Strong



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We work closely with policymakers, stakeholders and citizens to establish evidence-based international standards and to find solutions to social, economic and environmental challenges. From improving economic performance and strengthening policies to fight climate change to bolstering education and fighting international tax evasion, the OECD is a unique forum and knowledge hub for data, analysis and best practices in public policy. Our core aim is to set international standards and support their implementation – and help countries forge a path towards stronger, fairer and cleaner societies.

