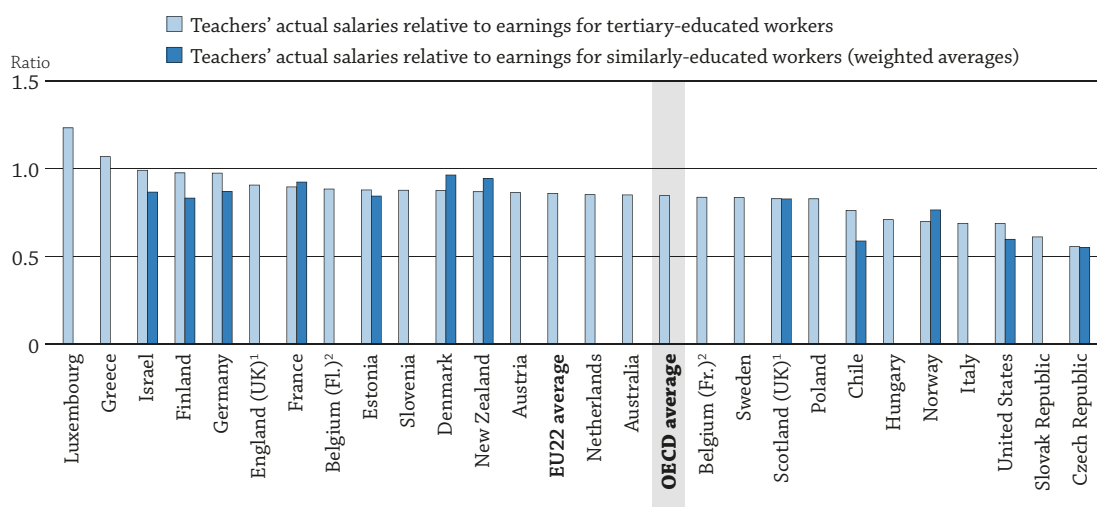


HOW MUCH ARE TEACHERS PAID?

- On average across OECD countries, pre-primary teachers' actual salaries are 74% of the earnings of a tertiary-educated 25-64 year-old full-time, full-year worker. Primary teachers are paid 81% of these benchmark earnings, lower secondary teachers 85% and upper secondary teachers 89%.
- The statutory salaries of teachers with 15 years of experience and typical qualifications average USD 39 245 at the pre-primary level, USD 42 675 at the primary level, USD 44 407 at the lower secondary level and USD 46 379 at the upper secondary level.

Figure D3.1. Lower secondary teachers' salaries relative to earnings for tertiary-educated workers (2014)

Actual salaries of lower secondary teachers teaching general programmes in public institutions



Note: For further details on the different metrics used to calculate these ratios, please refer to the *Methodology* section.

1. Data on earnings for full-time, full-year workers with tertiary education refer to the United Kingdom.

2. Data on earnings for full-time, full-year workers with tertiary education refer to Belgium.

Countries and economies are ranked in descending order of the ratio of teachers' salaries to earnings for full-time, full-year tertiary-educated workers aged 25-64.

Source: OECD. Table D3.2a. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Context

Teachers' salaries represent the largest single cost in formal education and have a direct impact on the attractiveness of the teaching profession. They influence decisions to enrol in teacher education, become a teacher after graduation (as graduates' career choices are associated with relative earnings in teaching and non-teaching occupations and their likely growth over time), return to the teaching profession after a career interruption and/or remain a teacher (in general, the higher the salaries, the fewer the people who choose to leave the profession) (OECD, 2005). Burgeoning national debt, spurred by governments' responses to the financial crisis of late 2008, have put pressure on policy makers to reduce government expenditure – particularly on public payrolls. Since compensation and working conditions are important for attracting, developing and retaining skilled and high-quality teachers, policy makers should carefully consider teachers' salaries as they try to ensure both quality teaching and sustainable education budgets (see Indicators B6 and B7).

However, statutory salaries are just one component of teachers' total compensation. Other benefits, such as regional allowances for teaching in remote areas, family allowances, reduced rates on public transport and tax allowances on the purchase of instructional materials, may also form part of teachers' total remuneration. There are also large differences in taxation and social-benefits systems in OECD countries. All this should be borne in mind when analysing teachers' salaries and comparing them across countries.

■ Other findings

- In most OECD countries, teachers' salaries increase with the level of education they teach. For example, the salary of an upper secondary school teacher with 15 years of experience and typical qualifications in Belgium, Denmark, Finland, Mexico and the Slovak Republic is at least 25% higher than that of a pre-primary school teacher with the same experience and typical qualifications.
- Salaries at the top of the scale for teachers with typical qualifications are, on average, 65% higher than starting salaries in pre-primary education, 70% higher in primary education, 70% higher in lower secondary education and 68% higher in upper secondary education. The difference tends to be greatest when it takes many years to progress through the scale. In countries where it takes 30 years or more to reach the top of the salary scale, salaries at that level can be more than 90% higher, on average, than starting salaries.
- Teachers with maximum qualifications at the top of their salary scales are paid, on average, USD 51 210 at the pre-primary level, USD 54 312 at the primary level, USD 57 602 at the lower secondary level and USD 58 605 at the upper secondary level.
- In 9 out of 25 countries with available data, the average annual salaries of upper secondary teachers including bonuses and allowances are at least 10% higher than statutory salaries for upper secondary teachers with 15 years of experience and typical qualifications.
- The average annual salaries for full-time equivalent tertiary academic instructional faculty members vary across the 18 countries with available data in 2014, ranging from USD 26 726 in the Slovak Republic to USD 133 025 in Luxembourg. For the 14 countries with available data on salaries by gender, the average salaries for men are significantly higher than for women.

■ Trends

Between 2005 and 2014, statutory salaries of teachers (with typical qualifications and 15 years of experience) increased in real terms, on average across OECD countries, by 6% at the pre-primary level, 4% at the primary level, 3% at the lower secondary level and 1% at the upper secondary level. However, the economic downturn in 2008 had a direct impact on teachers' salaries, which were either frozen or cut in some countries. Between 2005 and 2014, teachers' statutory salaries decreased in real terms, in one-third of the countries and economies with available data. The decrease (at pre-primary, primary and secondary levels) reached more than 10% in England (United Kingdom) and Portugal, and up to 30% in Greece.

Analysis

Statutory teachers' salaries

Teachers' salaries vary widely across countries (for salaries at the tertiary level, see Box D3.1). The salaries of lower secondary school teachers with 15 years of experience and typical qualifications range from less than USD 20 000 in the Czech Republic, Hungary and the Slovak Republic to more than USD 60 000 in Canada, Germany, the Netherlands and the United States, and exceed USD 110 000 in Luxembourg (Table D3.1a and Figure D3.2).

D3

In most countries, teachers' salaries increase with the level of education they teach. In Belgium, Denmark and the Slovak Republic, upper secondary teachers with 15 years of experience and typical qualifications earn between 25% and 40% more than pre-primary teachers with the same experience; in Finland they earn 55% more, and in Mexico 82% more. In Finland and the Slovak Republic, the difference is mainly explained by the gap between pre-primary and primary teachers' salaries. In Belgium, teachers' salaries at the upper secondary level are significantly higher than at the other levels of education. The differences between salaries at each level of education should be interpreted in light of the requirements to enter the teaching profession (see OECD, 2014, Indicator D6).

On the other hand, the difference between salaries for upper secondary and pre-primary teachers with 15 years of experience and typical qualifications is less than 5% in Australia, Korea, Luxembourg, Slovenia and Turkey, and teachers receive the same salary irrespective of the level of education taught in Colombia, England (United Kingdom), Greece, Poland, Portugal and Scotland (United Kingdom). Salaries of teachers with 15 years of experience and typical qualifications are also equal at primary, lower secondary and upper secondary levels in Colombia, the Czech Republic, England (United Kingdom), Greece, Japan, Poland, Portugal, Scotland (United Kingdom), the Slovak Republic and Slovenia.

In Israel, the salary of a pre-primary teacher is 26% higher than the salary of an upper secondary teacher. This difference is the result of the "New Horizon" reform, begun in 2008 and almost fully implemented by 2014, that increased salaries for pre-primary, primary and lower secondary teachers. Another reform, launched in 2012, aims to raise salaries for upper secondary teachers.

Box D3.1. Tertiary faculty salaries

There have been substantial increases in enrolment rates in tertiary education programmes over the past two decades. These have been accompanied by growth in spending on tertiary education and an expansion of facilities and staffing to meet the needs of these new students. Policy makers and the public across OECD countries have become increasingly concerned about the capacity for tertiary educational institutions to continue to recruit sufficient numbers of high-quality instructors.

In a 2016 survey, data were gathered about the structures for determining faculty salaries and the average salaries offered by public and government-dependent private tertiary institutions. This survey was a follow-up to a similar survey administered in 2015. Criteria included in determining faculty salaries were similar across the two survey years. The majority of countries use national salary scales as a basis for determining tertiary faculty salaries, and, in most countries, individual institutions have discretion in modifying these payment levels. Almost all countries reported that academic rank and length of experience were used as criteria for setting faculty salaries. In addition, educational attainment, research experience and type of institution were factors commonly considered in establishing faculty salaries.

The 2016 survey obtained estimates for average actual annual salaries for all full-time equivalent (FTE) tertiary academic instructional faculty and for full-time full professors for the 2013/14 academic year. Though preliminary, these results reveal some interesting findings. In 2013/14, 18 OECD and partner countries reported average salaries for FTE tertiary faculty ranging from USD 26 726 in the Slovak Republic to USD 133 025 in Luxembourg (tertiary faculty salaries were converted using PPPs for private consumption from the OECD National Accounts database). For the 14 countries that were able to break out FTE faculty salaries by gender, the average salaries were consistently higher for males than for females. The difference between men's and women's salaries was smallest in Belgium (French Community), where female FTE faculty earn 2% less than male FTE faculty. The difference was greatest in Italy, where female FTE faculty earn 21% less than male FTE faculty. This gap may result from the difference in the age structure of female and male FTE faculty, women being younger than men and more prevalent at the beginning of the academic career.

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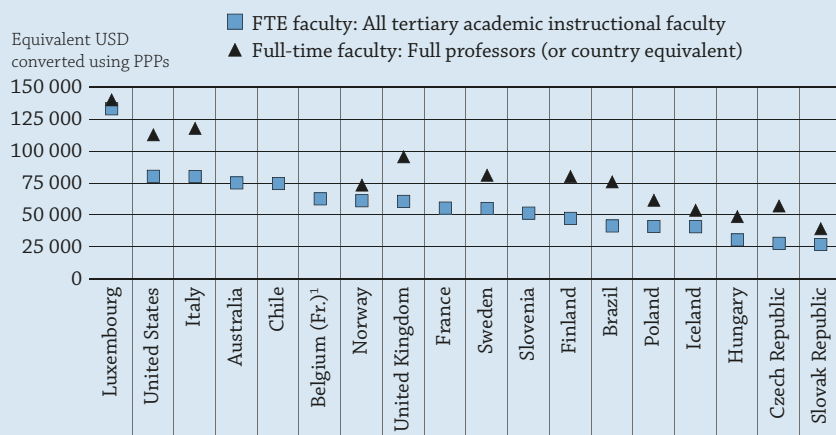
Fourteen countries reported 2013/14 salary data for full-time full professors. Among these, average annual actual salary estimates ranged from USD 39 116 in the Slovak Republic to USD 140 077 in Luxembourg. For the 11 countries that were able to break out these salaries by gender, the salary gap by gender for full-time full professors was less than the gap for FTE faculty. In Brazil and Norway, salaries for female full professors were only slightly lower than for male professors. The difference between men's and women's salaries was greatest in the United States, where female full-time full professors earn 15% less than male full-time full professors.

Salary data for 2013/14 could be compared to salary data from 2012/13 for countries which submitted data in both survey years. In 9 of 12 reporting countries, salaries for FTE tertiary academic instructional faculty increased in real terms between these two years, while salaries decreased in 3 countries. The largest increases were seen in Hungary and Poland, where salaries of FTE faculty were about 5% higher in 2013/14 than in 2012/13 and in Chile where the increase is more than 7% during this period. The largest decrease was seen in Slovenia, where salaries of FTE faculty were 1.5% lower in 2013/14 than in 2012/13. Changes in average faculty salaries can reflect both changes in salary scales and changes in distribution of faculty at lower and higher levels of the faculty salary scale.

Nine countries reported both 2012/13 and 2013/14 salary estimates for full-time full professors. In eight countries, salaries increased in real terms between these two years, while salaries decreased in one country. The largest increases were seen in the Czech Republic, Hungary, Poland and the United States. In each of these countries, salaries of full-time full professors were about 4% higher in 2013/14 than in 2012/13. In the United Kingdom, salaries of full-time full professors were 1% lower in 2013/14 than in 2012/13.

Figure D3.a. Average actual annual salaries of tertiary academic instructional faculty at public and government-dependent private institutions (2013/14)


Average actual annual salaries of teachers in public institutions, in equivalent USD converted using PPPs



1. Excludes actual salaries in universities.

Countries and economies are ranked in descending order of average annual actual salaries of FTE faculty: All tertiary academic instructional faculty.

Source: OECD, Table D3.10. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Minimum and typical qualifications

Statutory salaries of teachers do not only vary with the level of education at which they teach or the number of years of experience of teachers, but also according to the qualification level of teachers.

The minimum qualifications required to teach at a given level of education refer to the usual duration and type of training required to enter the profession (see OECD, 2014, Indicator D6) and do not include other requirements to become a licensed teacher in the public school system, such as probation years. The typical level of qualifications refers to the level of qualifications and training that teachers typically have (i.e. the qualifications held by the largest proportion of teachers in the system, in a given year). The typical qualifications may include certificates and qualifications obtained while in the teaching profession. The definition varies by country (Box D3.2).

Box D3.2. Typical qualifications of teachers

In most OECD countries, teachers are required to have a specific level of attainment or type of diploma to enter the teaching profession, or even a combination of qualifications. Typical qualifications generally involve the completion of requirements beyond teachers' typical educational attainment (see Annex 3 for the differences between minimum and typical qualifications levels between countries). Very often, teachers have to undergo training, gain practical experience and/or demonstrate their skills over probation periods to become fully qualified teachers. Sometimes they have to satisfy additional criteria, such as passing competitive examinations, to be able to teach or to reach higher levels in pay scales and degrees of responsibility in the school system. Criteria may also change depending on the level of education at which they teach (for further information, see OECD, 2014, Indicator D6).

As a result, the minimum qualifications required to enter the teaching profession may not be the most commonly held qualifications in the teaching force. In several education systems, the "typical" teacher has most likely undergone certification and qualification processes beyond the minimum requirements and has reached a given position in a salary scale. This is what is referred to as the typical qualifications of teachers, and it varies depending on the country and the school system.

Variations between the minimum qualifications and the typical qualifications of teachers currently teaching are often seen in countries where policy or legislation has recently changed and the requirements for entering the teaching profession have been raised or lowered. Variations can also arise in systems where professional development activities have an effect on the definition of teachers' qualifications and on their salaries, as well as in systems where several types of qualifications (types of diploma and/or ISCED levels of attainment) are accepted for entrance into the teaching profession or where there are alternative pathways. Differences can also be indicators of teachers' progression throughout their careers.

Differences in salaries of teachers between those with minimum and typical qualifications are by no means the general rule (in countries with a large proportion of teachers with the minimum qualifications level, the minimum qualifications level may also represent the typical qualifications). In 16 of the 34 countries with available data, there are no differences in salaries between teachers with minimum and typical qualifications throughout a teacher's career. In the remaining 18 countries, differences in teachers' statutory salaries may reflect differences in whether teachers hold typical or minimum qualifications, at least in one education level and at least at one point in their career: at starting salary, after ten years of experience, after 15 years of experience or at the top of the salary scale (Table D3.1a and Table D3.1b, available on line).

In Chile, Ireland, Israel, Mexico and the Slovak Republic (primary, lower secondary and upper secondary), starting salaries are the same for all teachers. It is only after teachers have spent some time in the school system that the salaries of teachers with minimum and typical qualifications start to diverge. In Belgium (French Community), Canada, Colombia, the Czech Republic and the United States, teachers with typical qualifications have higher statutory salaries than teachers with minimum qualifications at all points of a teacher's career (including starting salaries), at all levels of education for which information is available. This is true in Australia as well, except at the top of the salary scale, where salaries do not generally depend on teachers' qualifications. In Norway, statutory salaries are higher for teachers with typical qualifications at all stages of their career and all education levels except pre-primary, where there is no difference between minimum and typical qualifications. Conversely, in Poland, the statutory salaries of teachers with typical qualifications are higher than those of teachers with minimum qualifications at all levels of education except upper secondary, since most teachers in Poland have a master's degree or the equivalent (ISCED 7), which is the qualification required to teach upper secondary but not other levels of education (Table D3.1a and Table D3.1b, available on line).

Differences in statutory salaries can be substantial between teachers with the minimum and typical qualifications and 15 years of experience. They range from 10% or less in Australia, Chile, Ireland, Israel, New Zealand and Spain (lower secondary level), to more than 30% in Belgium (French Community, upper secondary level, after 10 or more years of experience), England (United Kingdom), and Poland (at pre-primary and primary levels, after 15 years of experience or at the top of the scale) (Table D3.1a and Table D3.1b, available on line).

Starting and maximum teachers' salaries

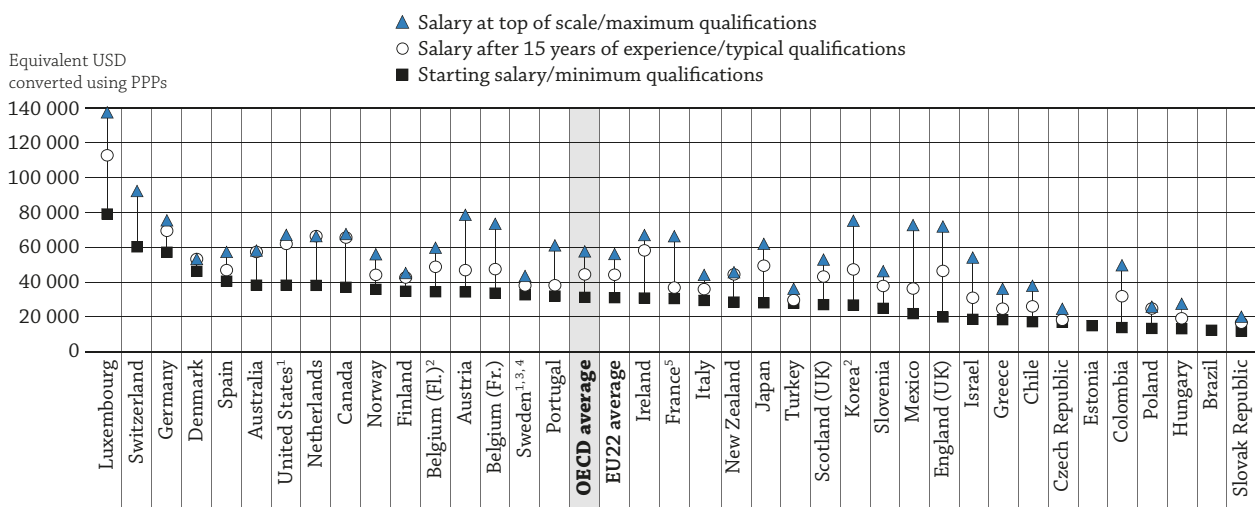
Education systems compete with other sectors of the economy to attract high-quality graduates as teachers. Research shows that salaries and alternative employment opportunities are important influences on the attractiveness of teaching (Santiago, 2004). Teachers' starting salaries relative to other non-teaching occupations and the likely growth in earnings have a huge influence over a graduate's decision to become a teacher.

Countries that are looking to increase the supply of teachers, especially those with an ageing teacher workforce and/or a growing school-age population, might consider offering more attractive starting wages and career prospects. However, to ensure a well-qualified teaching workforce, efforts must be made not only to recruit and select, but also to retain the most competent and qualified teachers.

At the lower secondary level, new teachers entering the profession with minimum qualifications earn, on average, USD 31 220. Starting salaries range from below USD 15 000 in Brazil, Estonia, Hungary, Poland and the Slovak Republic to more than USD 40 000 in Denmark, Germany and Spain, more than USD 60 000 in Switzerland and nearly USD 80 000 in Luxembourg. For teachers at the top of the salary scale and with the maximum qualifications, salaries average USD 57 602. This maximum salary ranges from less than USD 25 000 in the Czech Republic and the Slovak Republic, to USD 75 000 or more in Austria, Germany and Korea, more than USD 90 000 in Switzerland and more than USD 130 000 in Luxembourg.

Comparing the extent of the statutory salary scale, from starting salaries (with minimum qualifications) to maximum salaries (with maximum qualifications), most countries and economies with starting salaries below the OECD average also show maximum salaries below the OECD average. At the lower secondary level, some exceptions are England (United Kingdom), Japan, Korea and Mexico, where starting salaries are at least 10% lower than the OECD average, but maximum salaries are 7% to 30% higher. The opposite is true for Denmark, Finland, Norway and Spain where starting salaries are at least 10% higher than the OECD average, while maximum salaries are lower than OECD average (Figure D3.2, and Table D3.6, available on line). This results from the fact that a number of countries have relatively flat/compressed salary scales. The difference between starting and maximum salaries is 30% or less in Denmark, Finland (pre-primary), Norway (pre-primary) and Sweden (pre-primary).

Figure D3.2. Lower secondary teachers' salaries at different points in teachers' careers (2014)
Annual statutory salaries of teachers in public institutions, in equivalent USD converted using PPPs



1. Actual base salaries.
2. Salaries at top of scale and typical qualifications, instead of maximum qualifications.
3. Salaries at top of scale and minimum qualifications, instead of maximum qualifications.
4. Data from 2013.
5. Includes the average of fixed bonuses for overtime hours.

Countries and economies are ranked in descending order of starting salaries for lower secondary teachers with minimum qualifications.

Source: OECD, Table D3.1a, Tables D3.1b and D3.6, available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933399015>

Weak financial incentives may make it more difficult to retain teachers as they approach the peak of their earnings. However, there may be some benefits to compressed pay scales. For example, organisations in which there are smaller differences in salaries among employees may enjoy more trust, freer flows of information and more collegiality among co-workers.

By contrast, maximum salaries are at least double the starting salaries in Belgium (French Community), Chile, Israel and Korea at all levels of education, in Poland in pre-primary and primary levels, in Ireland and Japan in primary and secondary levels, in Austria and France at lower and upper secondary levels, and in Hungary at the lower secondary level. Maximum salaries are more than three times higher than starting salaries at all levels of education in Colombia, England (United Kingdom) and Mexico (except at the upper secondary level) (Figure D3.2, and Table D3.6, available on line).

At the top of the salary scale, the salary premium for higher qualifications also varies across countries. At the lower secondary level, while there is no difference between salaries at the top of the scale for teachers with minimum and maximum qualifications in 11 of 34 countries and economies with data for both, in Belgium (French Community), Colombia, the Czech Republic, France, Israel, Norway and the Slovak Republic, the difference is at least 25%. This salary gap is widest in England (United Kingdom) and Mexico, where teachers with maximum qualifications at the top of the scale earn at least twice as much as those with the same experience but minimum qualifications. In England (United Kingdom) this gap reflects the salary increase available to teachers accessing the “Leading Practitioner” pay scale. A similar picture is seen at the upper secondary level (Table D3.1b and Table D3.6, available on line).

When analysing starting and maximum salaries, it is important to bear in mind that “minimum” and “maximum” qualifications do not refer to all teachers, as teachers may have other qualifications levels, such as the typical qualifications (see Table X2.5 for the proportion of teachers with minimum or typical qualifications levels), that not all teachers may aim for or reach the top of the salary scale and that few of them hold the maximum qualifications.

Teaching experience and salary scales

Salary structures usually define the salaries paid to teachers at different points in their careers. Deferred compensation, which rewards employees for staying in organisations or professions and for meeting established performance criteria, is also used in teachers’ salary structures. OECD data on teachers’ salaries are limited to information on statutory salaries at four points of the salary scale: starting salaries, salaries after 10 years of experience, salaries after 15 years of experience and salaries at the top of the scale. Further qualifications can influence differences in starting and maximum salaries and lead to wage increases in some countries.

In OECD countries, teachers’ salaries rise during the course of a career (for a given qualifications level), although the rate of change differs across countries. With a typical qualifications level, the average statutory salaries for lower secondary school teachers with 10 years of experience are 28% higher than the average starting salaries, and 37% higher with 15 years of experience. In addition, salaries at the top of the scale (reached after an average of 24 years of experience) are 65% higher, on average, than starting salaries. In Greece, Israel, Italy, Korea and Spain, lower secondary school teachers reach the top of the salary scale only after 35 years of service or more. By contrast, lower secondary teachers in Australia, Colombia and Scotland (United Kingdom) reach the highest step on the salary scale within 6 to 9 years (Tables D3.1a and D3.3a).

Statutory salaries per hour of net teaching time

As the number of hours of teaching varies considerably between countries and also between levels of education, differences in statutory salaries of teachers may also translate into different levels of salary per teaching hour. The average statutory salary per teaching hour after 15 years of experience and with typical qualifications is USD 55 for primary teachers, USD 65 for lower secondary teachers and USD 74 for upper secondary teachers in general education.

Chile, the Czech Republic (except upper secondary level) and the Slovak Republic show the lowest salaries per teaching hour: USD 30 or less. By contrast, salaries per teaching hour are USD 90 or more at the lower and upper secondary levels in Germany and at the upper secondary level in Belgium (Flemish and French communities), Denmark, Japan and Norway. They exceed USD 120 in Luxembourg at all levels. For pre-primary teachers with typical qualifications, the average statutory salary per teaching hour after 15 years of experience is USD 44. However, in about a third of the countries, pre-primary teachers with 15 years of experience and typical qualifications earn less than USD 30 per teaching hour (Table D3.3a).

Because secondary teachers are required to teach fewer hours than primary teachers, their salaries per teaching hour are usually higher than those of teachers at lower levels of education, even in countries where statutory salaries are similar (see Indicator D4). On average across OECD countries, upper secondary teachers' salaries per teaching hour exceed those of primary teachers by about 35%. In Scotland (United Kingdom), there is no difference, while in Denmark the salary per teaching hour for an upper secondary teacher is 91% higher than for a primary teacher (Table D3.3a).

However, the difference in salaries per teaching hour between primary and secondary teachers may disappear when comparing salaries per hour of working time. In Portugal, for example, there is a 23% difference in salaries per teaching hour between primary and upper secondary teachers, even though statutory salaries and total working time are the same at these levels. The difference is explained by the fact that primary teachers spend more time in teaching activities than upper secondary teachers (see Table D4.1).

Trends since 2000

Among the half of the OECD countries with available data on statutory salaries of teachers with typical qualifications for 2000 and 2014, teachers' salaries increased overall in real terms in most of these countries during this period. Notable exceptions are Denmark (upper secondary), England (United Kingdom) and France, where there was a decline of about 9% to 11%, Greece where salaries decreased by 18% and Italy (primary and secondary education), where there was a slight decline (less than 2%) in teachers' salaries in real terms. Among other countries, salaries increased most significantly (by 20% or more over this period) in Hungary (pre-primary to upper secondary), Ireland (primary to upper secondary), Israel (pre-primary to lower secondary), Mexico (pre-primary to lower secondary), Scotland (United Kingdom) (pre-primary), Turkey (pre-primary and primary) and the United States (pre-primary and primary). The increase exceeded 40% in Scotland (United Kingdom) (pre-primary) (Table D3.5a).

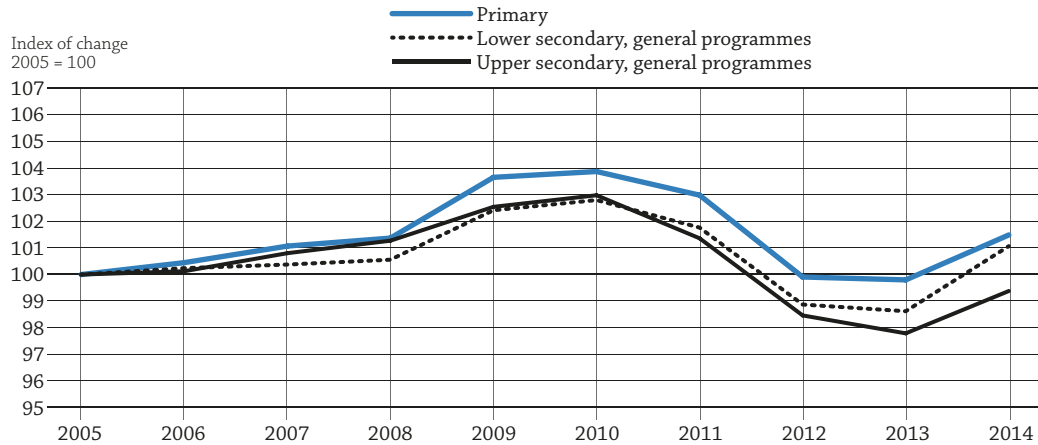
Over the period 2005 to 2014, where three-quarters of OECD countries have comparable data, more than half of these countries showed an increase in their salaries in real terms. On average across countries with available data for 2005 and 2014 reference years, salaries increased by 4% at the primary level, 3% at the lower secondary level and 1% at the upper secondary level. The increase exceeded 20% in Poland at pre-primary, primary and secondary levels – the result of a 2007 government programme that aimed to increase teachers' salaries successively between 2008 and 2013 and to improve the quality of education by providing financial incentives to attract high-quality teachers – and also in Israel (pre-primary, primary and lower secondary), Luxembourg (pre-primary and primary) and Turkey (pre-primary and primary).

In most countries, similar increases in teachers' salaries were seen at the primary, lower secondary and upper secondary levels. However, this is not true in Israel and Luxembourg. In Israel, salaries increased by more than 40% at the pre-primary level, by 27% at the primary level, by 37% at the lower secondary level and by 13% at the upper secondary level. In Luxembourg, the increase exceeded 45% at the pre-primary and primary levels, compared to a 17% increase at lower and upper secondary levels. In both Israel and Luxembourg, the difference in the index of change between primary and secondary teachers' salaries is due to reforms that aimed to increase primary teachers' salaries. In Israel, this is largely the result of the gradual implementation of the “New Horizon” reform in primary and lower secondary schools, begun in 2008, following an agreement between the education authorities and the Israeli Teachers Union (for primary and lower secondary education). This reform includes higher teacher pay in exchange for more working hours (see Indicator D4). In the academic year 2013/14 for example, 93% of full-time equivalent teachers in pre-primary education, 97% in primary education and 92% in lower secondary education were included in the reform. The same year, a similar reform (“*Oz Letmura*”) was introduced at the upper secondary level, affecting 31% of full-time equivalent teachers in the academic year 2013/14.

By contrast, salaries (at pre-primary, primary and secondary levels) have decreased by more than 10% since 2005 in England (United Kingdom) and Portugal, and also in Hungary at the upper secondary level, and by 30% in Greece.

However, these overall changes in teachers' salaries in OECD countries between 2005 and 2014 mask different periods of change in teachers' salaries as a result of the impact of the economic downturn in 2008. On average across OECD countries with available data over the period, salaries were either frozen or cut between 2009 and 2013 and then started to increase again (Figure D3.3, and for more information see Box D3.3 in OECD, 2015). As a consequence the period from 2010 to 2014 is of particular interest to analyse the change in teachers' salaries further to the crisis.

Figure D3.3. Change in teachers' salaries in OECD countries (2005-14)
 OECD average index of change, among countries with data on statutory salaries for all reference years, for teachers with 15 years of experience and minimum qualifications (2005 = 100, constant prices)

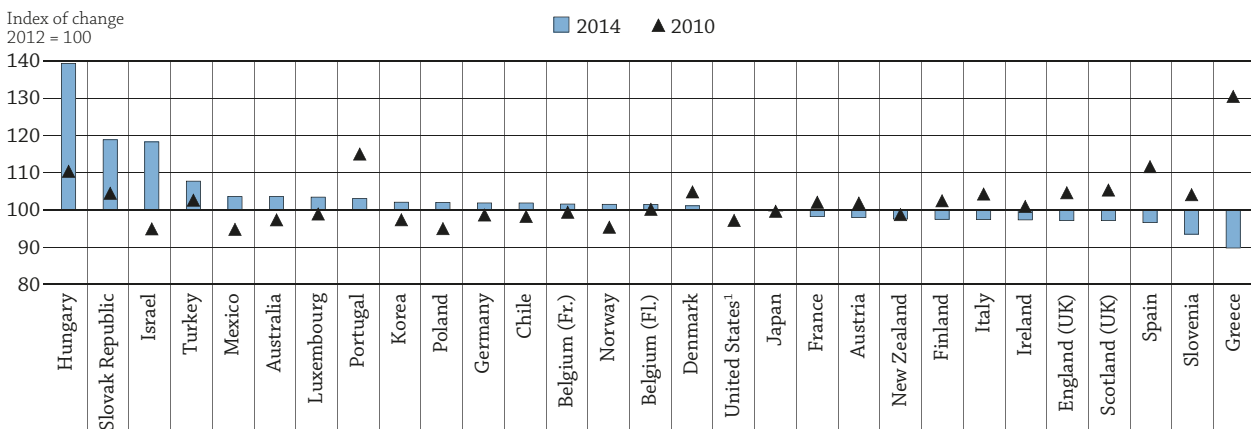


Source: OECD, Table D3.5b, available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).
 StatLink <http://dx.doi.org/10.1787/888933399029>

At the lower secondary level of education, changes in statutory salaries show different patterns among the 29 countries with available data for 2010, 2012 and 2014 (Figure D3.4). In most of the countries, salaries increased over both 2010-12 and 2012-14 or decreased over both periods. Salaries decreased continuously in nearly a third of the countries and economies, all of them in Europe (Austria, England [United Kingdom], Finland, France, Greece, Ireland, Italy, Scotland [United Kingdom], Spain and Slovenia), while salaries increased continuously in more than a third of the countries (most of them outside Europe).

In a small group of countries (Denmark, Hungary, Portugal, the Slovak Republic and Turkey), statutory salaries decreased from 2010 to 2012 and then increased from 2012 to 2014. In Hungary, the Slovak Republic and Turkey, the decrease in salaries between 2010 and 2012 was counterbalanced by a larger increase in salaries between 2012 and 2014. In Denmark and Portugal, the increase in salaries between 2012 and 2014 did not counterbalance the large decrease between 2010 and 2012, and salaries in 2014 are lower than those in 2010 (especially in Portugal) (Figure D3.4).

Figure D3.4. Change in lower secondary teachers' statutory salaries (2010, 2012 and 2014)
 Index of change between 2010 and 2014 (2012 = 100, constant prices), for statutory salaries of teachers with 15 years of experience and typical qualifications



1. Actual base salaries.

Countries and economies are ranked in descending order of the index of change, between 2012 and 2014, in the statutory salaries of lower secondary teachers with 15 years of experience.

Source: OECD, Table D3.5a. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).
 StatLink <http://dx.doi.org/10.1787/888933399036>

The above analysis on trends in salaries is based on teachers with 15 years of experience and typical qualifications (a proxy for mid-career teachers). But teachers at certain stages of their career may experience more rapid pay increases than teachers at other stages of their career. For example, some countries that have been experiencing teacher shortages may implement targeted policies to improve the attractiveness of the profession by increasing the salaries of beginning teachers (OECD, 2005). In France, for example, starting teachers received an increase in pay in 2010 and 2011.

Formation of base salary and additional payments: Incentives and allowances

Statutory salaries, based on pay scales, are only one component of teachers' total compensation. School systems also offer additional payments, such as allowances, bonuses or other rewards to teachers. These may take the form of financial remuneration and/or reduction in the number of teaching hours, and decisions on the criteria used for the formation of base salary are taken at different levels (Table D3.8, available on line).

Criteria for additional payments vary across countries. In the large majority of countries, core tasks of teachers (teaching, planning or preparing lessons, marking students' work, general administrative work, communicating with parents, supervising students and working with colleagues) are rarely considered as meriting bonuses or additional payments (Table D3.7). Shouldering other responsibilities, however, often entails having some sort of extra compensation. In about half of the countries and economies with information available for lower secondary teachers, teachers who participate in school management activities in addition to their teaching duties receive some sort of compensation, either reduced teaching time, as in Chile, Denmark, Finland, Luxembourg, Portugal and the Slovak Republic, or an annual additional payment, as in Canada (in some provinces/territories), England (United Kingdom), France, Ireland, Italy, Japan, Korea, Norway and Spain. It is also common to see additional payments, either annual or occasional, when teachers teach more classes or hours than required by their full-time contract, have responsibility as a class or form teacher, or perform special tasks, like training student teachers (Table D3.7).

Occasional additional payments are also awarded for outstanding performance of teachers, as is the case for lower secondary teachers in the Czech Republic, Estonia, Israel, Japan, Korea, Poland, the Slovak Republic, Slovenia and Turkey (but performance bonuses can also be administered through increases in basic salary, such as in England [United Kingdom], France, Hungary and Mexico). Additional payments can also include bonuses for special teaching conditions, for teaching students with special needs in regular schools and for teaching in disadvantaged, remote or high-cost areas (Table D3.7).

Actual average salaries

Unlike statutory salaries, actual salaries of teachers may include work-related payments, such as annual bonuses, results-related bonuses, extra pay for holidays, sick-leave pay and other additional payments. These bonuses and allowances can represent a significant addition to base salaries. In this case, teachers' actual average salaries are influenced by the prevalence of bonuses and allowances in the compensation system on top of factors such as the level of experience or the qualifications level of the teaching force (Box D3.3). Differences between statutory and actual average salaries are also linked to the distribution of teachers by year of experience and qualifications level, as these two factors have an impact on the salary level of teachers.

Actual salaries of teachers aged 25-64 average USD 37 274 at the pre-primary level, USD 41 476 at the primary level, USD 43 961 at the lower secondary level and USD 46 575 at the upper secondary level.

Among the 25 OECD countries with available data on both statutory salaries of teachers with 15 years of experience and typical qualifications and actual salaries of 25-64 year-old teachers, actual annual salaries are 10% to 40% higher than statutory salaries in around a third of the countries: Austria, the Czech Republic, Denmark (upper secondary level), Finland (primary and secondary levels), France (secondary level), Hungary, Israel, Poland (primary and secondary levels) and the Slovak Republic. By contrast, actual annual salaries are over 10% lower than statutory salaries at the pre-primary level in Australia and Slovenia, and at pre-primary and primary levels in Luxembourg (Tables D3.1a and D3.4). This may result from the proportion of younger and/or less experienced teachers at these levels.

In some countries, average actual teachers' salaries vary more across education levels than statutory salaries for teachers with 15 years of experience and typical qualifications. For example, in the Czech Republic, statutory salaries are 7% higher at upper secondary level than at the pre-primary level, while actual salaries are 21% higher at upper secondary level than at the pre-primary level. The gap in average actual salaries between upper secondary teachers and pre-primary teachers is at least 15 percentage points greater than the difference in their statutory salaries in France and Israel, and this gap exceeds 45 percentage points in Slovenia, partly because statutory salaries do not increase much between pre-primary and upper secondary levels. The variety of bonuses available for different levels of education partly explains these differences (see Annex 3, available on line).

Box D3.3. Actual average salaries, by age group and gender

At pre-primary, primary and secondary levels, actual salaries of older teachers (those aged 55-64) are, on average, 37% to 40% higher than those of younger teachers (those aged 25-34). This difference between age groups varies considerably between countries and economies. The difference is less than 30% at all levels of education in the Czech Republic, Denmark, England (United Kingdom), Finland, Italy, New Zealand, Norway and Sweden, while it is 53% or more in Austria, Chile, Greece, Israel, Luxembourg and Slovenia.

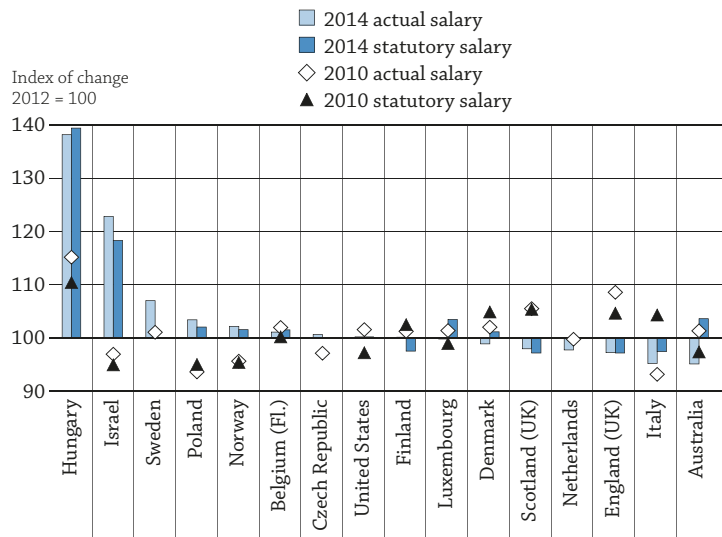
Despite the increase in teachers' salaries for older age groups, the comparison of teachers' salaries with earnings of tertiary-educated workers seems to show that teachers' salaries may evolve at a slower rate than earnings of other workers and that the teaching profession is less attractive as the work force ages. On average across OECD countries, teachers' actual salaries relative to earnings of tertiary-educated workers are about 8 to 9 percentage points higher among the youngest adults (25-34 year-olds) than among the older age groups (55-64 year-olds). However, there are large differences between countries, and in Chile, Hungary and Luxembourg, teachers' actual salaries relative to earnings of tertiary-educated workers are higher for older age groups at pre-primary, primary and secondary levels.

A comparison of the actual salaries of male and female teachers shows that differences in actual salaries are small – 3% or less, on average, at pre-primary, primary and secondary levels. Female teachers earn, on average, only slightly more than male teachers at the pre-primary level and slightly less at the primary, lower secondary and upper secondary levels.

Larger gender differences are shown in the ratio of teachers' salaries to earnings for similarly educated workers aged 25-64. On average across OECD countries, actual salaries of male teachers (aged 25-64) are 64% (at pre-primary level) to 81% (at upper secondary level) of the earnings of a tertiary-educated 25-64 year-old full-time, full-year male worker. Teachers' actual salaries relative to earnings of tertiary-educated workers are about 25 percentage points higher among women than among the men at pre-primary, primary and secondary levels of education. This higher ratio among female teachers shows that the teaching profession may be more attractive to women than to men compared to other professions, but it also reflects the persistent gender gap in earnings in the labour market (Tables D3.2a and D3.4, and Tables D3.2b and c, available on line).

Figure D3.5. Change in lower secondary teachers' actual and statutory salaries (2010, 2012 and 2014)

Index of change between 2010 and 2014 (2012 = 100, constant prices), for actual salaries of 25-64 year-old teachers and for statutory salaries of teachers with 15 years of experience and typical qualifications



Countries and economies are ranked in descending order of the index of change, between 2012 and 2014, in actual salaries of lower secondary teachers.

Source: OECD, Table X2.4f. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Among countries with available data for both statutory and actual salaries of lower secondary teachers over 2010-14 actual salaries of teachers changed in a similar way to statutory salaries of teachers in most countries. However, in Australia, actual salaries decreased between both 2010-12 and 2012-14, while statutory salaries increased during the whole period (Figure D3.5).

Teachers' salaries relative to earnings for tertiary-educated workers

Young people's decisions to undertake teacher training, and graduates' decisions to enter or stay in the profession, are influenced by the salaries of teachers relative to those of other occupations requiring similar qualifications and by likely salary increases. In most OECD countries, a tertiary degree is required to become a teacher at all levels of education, so the likely alternative to teacher education is a similar tertiary education programme. Thus, to interpret salary levels in different countries and reflect comparative labour-market conditions, actual teachers' salaries are compared to earnings of other tertiary-educated professionals: 25-64 year-old full-time, full-year workers with a similar tertiary education. Moreover, to ensure that the comparison is not biased by differences between the distribution of teachers by tertiary attainment and the distribution of tertiary-educated workers by attainment level, actual salaries of teachers are compared to a weighted average of earnings of similarly educated workers (earnings of similarly educated workers weighted by the proportion of teachers with similar tertiary attainment) (see Table X2.6 in Annex 2 for the proportion of teachers by attainment level).

Among the 13 countries with available data (for at least some of the education levels), actual salaries of teachers amount to less than 60% of earnings of similarly educated workers in Chile (pre-primary, primary and lower secondary), the Czech Republic (primary, secondary) and the United States (pre-primary and primary), and only upper secondary teachers in France and New Zealand have actual salaries equivalent to earnings of similarly educated workers.

Considering the few countries with available data for this relative measure of teachers' salaries, a second benchmark is based on the actual salaries of all teachers, relative to earnings for full-time, full-year workers with tertiary education (ISCED 5 to 8). Against this benchmark, pre-primary teachers' salaries amount to 74% of full-time, full-year earnings, on average, among 25-64 year-olds with tertiary education. Primary teachers earn 81% of the benchmark salary, lower secondary teachers 85% and upper secondary teachers 89% (Table D3.2a and Figure D3.1).

Upper secondary teachers in only 7 of the 26 countries with available data have actual salaries that are equal to or higher than earnings of workers with a tertiary attainment. In almost all countries with available information, and at almost all levels of education, teachers' actual salaries are lower than the earnings of tertiary-educated workers. Relative salaries for teachers are highest in Belgium (Flemish Community, upper secondary), Finland (upper secondary) and Luxembourg (lower and upper secondary), where teachers' actual salaries are at least 10% higher than the earnings of tertiary-educated workers. The lowest relative teachers' actual salaries are found in the Czech Republic and the Slovak Republic where pre-primary teachers' actual salaries are less than 50% of the earnings of a full-time, full-year tertiary-educated worker (Table D3.2a and Figure D3.1).

Definitions

Actual salaries for teachers aged 25-64 refer to the annual average earnings received by full-time teachers aged 25 to 64, before taxes. It is the gross salary from the employee's point of view, since it includes the part of social security contributions and pension scheme contributions that are paid by the employees (even if deducted automatically from the employees' gross salary by the employer). However, the employers' premium for social security and pension is excluded. Actual salaries also include work-related payments, such as annual bonuses, results-related bonuses, extra pay for holidays and sick-leave pay. Income from other sources, such as government social transfers, investment income and any other income that is not directly related to their profession, are not included.

An **adjustment to base salary** is defined as any difference in salary between what a particular teacher actually receives for work performed at school and the amount that he or she would expect to receive on the basis of experience (i.e. number of years in the teaching profession). Adjustments may be temporary or permanent, and they can effectively move a teacher off the scale and to a different salary scale or to a higher step on the same salary scale.

Earnings for workers with tertiary education are average earnings for full-time, full-year workers aged 25-64 with an education at ISCED 5/6/7 or 8 level. The relative salary indicator is calculated for the latest year with available earnings data. For countries in which teachers' salaries and workers' earnings information are not available for the same year (e.g. Australia, Belgium, Canada, Chile, the Czech Republic, France, Italy, Luxembourg, the Netherlands, Spain and Sweden), the indicator is adjusted for inflation using the deflators for private consumption. Reference statistics for earnings for workers with tertiary education are provided in Annex 3.

Maximum salary refers to the maximum scheduled annual salary (top of the salary scale) for a full-time classroom teacher with the maximum qualifications recognised for compensation.

Salary after 15 years of experience refers to the scheduled annual salary of a full-time classroom teacher. Statutory salaries may refer to the salaries of teachers with the minimum training necessary to be fully qualified or salaries of teachers with the typical qualifications, plus 15 years of experience.

Starting salary refers to the average scheduled gross salary per year for a full-time classroom teacher with the minimum training necessary to be fully qualified at the beginning of the teaching career.

Statutory salaries refer to scheduled salaries according to official pay scales. The salaries reported are gross (total sum paid by the employer) less the employer's contribution to social security and pension, according to existing salary scales. Salaries are "before tax" (i.e. before deductions for income tax). In Table D3.3a and Table D3.3b, available on line, salary per hour of net contact time divides a teacher's annual statutory salary by the annual net teaching time in hours (see Table D4.1).

Methodology

Data on statutory teachers' salaries and bonuses are derived from the 2015 OECD-INES Survey on Teachers and the Curriculum. Data refer to the school year 2013/14 and are reported in accordance with formal policies for public institutions. Data on earnings of workers are based on the regular data collection by the OECD LSO (Labour Market and Social Outcomes of Learning) Network.

Data on teachers' salary at upper secondary level refer only to general programmes.

Measuring the statutory salary of a full-time teacher relative to the number of hours per year that a teacher is required to spend teaching does not adjust salaries for the amount of time that teachers spend in various other teaching-related activities. Since the proportion of teachers' working time spent teaching varies across OECD countries, statutory salaries per hour of net teaching time must be interpreted with caution (see Indicator D4). However, they can provide an estimate of the cost of the actual time teachers spend in the classroom.

Gross teachers' salaries were converted using PPPs for private consumption from the OECD National Accounts database. Prior to the 2012 edition of *Education at a Glance* (OECD, 2012), salaries were converted using PPPs for GDP. As a consequence, teachers' salaries in USD (Table D3.1a and Table D3.1b, available on line) are not directly comparable with the figures published prior to the 2012 edition of *Education at a Glance*. Information on trends in teachers' salaries can be found in Table D3.5a and Table D3.5b, available on line. As a complement to Table D3.1a and Table D3.1b, available on line, which present teachers' salaries in equivalent USD, converted using PPPs, tables with teachers' salaries in national currency are included in Annex 2. The period of reference for teachers' salaries is from 1 July 2013 to 30 June 2014. The reference date for PPPs is 2013-14, except for some Southern Hemisphere countries (e.g. Australia and New Zealand) where the academic year runs from January to December. In these countries the reference year is the calendar year (i.e. 2014).

For calculation of changes in teachers' salaries (Table D3.5a and Table D3.5b, available on line), the deflator for private consumption is used to convert salaries to 2005 prices.

In most countries, the criteria to determine the typical qualifications of teachers are based on a principle of absolute majority (i.e. the level of qualifications of more than half of all current teachers in the system). When this is not possible, a principle of relative majority has been used (i.e. the level of qualifications of the largest proportion of teachers).

In Table D3.2a, the ratios of teachers' salaries to earnings for full-time, full-year workers with tertiary education aged 25-64 are calculated using the annual average salaries (including bonuses and allowances) for teachers aged 25-64, for countries with available data (Table D3.4). The ratios based on weighted averages (first four columns) use information collected for every country individually, on the percentage of teachers by ISCED level of tertiary attainment (see Table X2.6 in Annex 2). These percentages are used to calculate the weighted average earnings of tertiary-educated workers, used as denominator for the ratio (when data on the wages of workers by ISCED level of tertiary attainment are available) (i.e. the earnings for full-time, full-year workers). The ratios have been calculated for countries for which these data are available (and when data on earnings of workers referred to a different reference year than the 2014 reference year used for teachers' salaries, a deflator has been used to adjust earnings data to 2014 reference year). For all other ratios in Table D3.2a and those in Table D3.2c, information

on all tertiary-educated workers was used instead of weighted averages. Data on earnings of workers take account of earnings from work for all individuals during the reference period, including salaries of teachers. In most countries the population of teachers is large and then may impact of the average earnings of workers.

The same procedure was used in Table D3.2b (available on line), but the ratios are calculated using the statutory salaries of teachers with 15 years of experience instead of their actual salaries.

Notes on definitions and methodologies for each country are provided in Annex 3 at www.oecd.org/education/education-at-a-glance-19991487.htm.

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.

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Indicator D3 Tables


StatLink  <http://dx.doi.org/10.1787/888933398933>

	Table D3.1a	Teachers' statutory salaries, based on typical qualifications, at different points in teachers' careers (2014)
WEB	Table D3.1b	Teachers' statutory salaries, based on minimum qualifications, at different points in teachers' careers (2014)
	Table D3.2a	Teachers' actual salaries relative to wages of tertiary-educated workers (2014)
WEB	Table D3.2b	Teachers' statutory salaries relative to wages of tertiary-educated workers (2014)
WEB	Table D3.2c	Teachers' actual salaries relative to wages of tertiary-educated workers, by age group and by gender (2014)
	Table D3.3a	Comparison of teachers' statutory salaries, based on typical qualifications (2014)
WEB	Table D3.3b	Comparison of teachers' statutory salaries, based on minimum qualifications (2014)
	Table D3.4	Average actual teachers' salaries, by age group and by gender (2014)
	Table D3.5a	Trends in teachers' salaries, based on typical qualifications, between 2000 and 2014
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WEB	Table D3.6	Starting/Maximum teachers' statutory salaries, based on minimum/maximum qualifications (2014)
	Table D3.7	Criteria used for base salary and additional payments awarded to teachers in public institutions, by level of education (2014)
WEB	Table D3.8	Decision-making level to criterion used for determining teachers' base salaries and additional payments, by level of education (2014)
WEB	Table D3.9	Conceptual structure of salary systems for full-time tertiary academic instructional faculty in public and government-dependent private institutions (2013/14)
WEB	Table D3.10	Average actual annual salaries of tertiary academic instructional faculty in public and government-dependent private institutions (2013/14)
WEB	Table D3.11	Composition of average actual annual salaries of tertiary academic instructional faculty in public and government-dependent private institutions (2013/14)

Cut-off date for the data: 20 July 2016. Any updates on data can be found on line at: <http://dx.doi.org/10.1787/eag-data-en>

Table D3.1a. [1/2] **Teachers' statutory salaries, based on typical qualifications, at different points in teachers' careers (2014)**

Annual teachers' salaries, in public institutions, in equivalent USD converted using PPPs for private consumption

	Pre-primary				Primary			
	Starting salary	Salary after 10 years of experience	Salary after 15 years of experience	Salary at top of scale	Starting salary	Salary after 10 years of experience	Salary after 15 years of experience	Salary at top of scale
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
OECD								
Australia ¹	40 297	57 445	57 445	57 717	39 819	57 246	57 246	57 455
Austria	m	m	m	m	32 830	38 619	43 276	64 336
Belgium (Fl.)	34 459	43 279	48 757	59 715	34 459	43 279	48 757	59 715
Belgium (Fr.)	33 690	42 130	47 435	58 044	33 690	42 130	47 435	58 044
Canada	m	m	m	m	39 511	63 188	65 543	65 543
Chile	17 250	23 199	26 048	36 457	17 250	23 199	26 048	36 457
Czech Republic	16 583	16 790	17 146	18 282	17 080	17 578	18 324	20 853
Denmark ²	40 437	45 898	45 898	45 898	45 909	51 141	52 481	52 481
England (UK)	27 246	43 140	46 390	46 390	27 246	43 140	46 390	46 390
Estonia	m	m	m	m	m	m	m	m
Finland ^{1, 2, 3}	27 566	29 771	29 771	29 771	32 157	37 223	39 456	41 824
France ⁴	27 867	31 865	34 149	50 141	27 867	31 865	34 149	50 141
Germany	m	m	m	m	51 584	61 172	63 961	67 998
Greece	18 408	21 071	24 712	34 776	18 408	21 071	24 712	34 776
Hungary	13 228	17 858	19 181	25 133	13 228	17 858	19 181	25 133
Iceland	m	m	m	m	m	m	m	m
Ireland	m	m	m	m	30 813	51 949	57 597	64 509
Israel	21 333	27 588	31 286	58 850	18 498	24 322	28 281	49 820
Italy	27 314	30 048	32 995	40 151	27 314	30 048	32 995	40 151
Japan ²	m	m	m	m	28 101	41 740	49 378	61 922
Korea	26 910	40 548	47 352	75 297	26 910	40 548	47 352	75 297
Latvia	m	m	m	m	m	m	m	m
Luxembourg ²	68 121	90 208	108 110	122 059	68 121	90 208	108 110	122 059
Mexico	17 041	22 148	28 262	36 228	17 041	22 148	28 262	36 228
Netherlands	36 097	44 847	53 544	53 544	36 097	44 847	53 544	53 544
New Zealand	m	m	m	m	28 541	42 765	42 765	42 765
Norway	35 409	40 520	40 520	40 520	40 815	44 136	44 136	48 227
Poland	15 135	20 325	24 828	25 882	15 135	20 325	24 828	25 882
Portugal	31 930	35 270	38 166	61 047	31 930	35 270	38 166	61 047
Scotland (UK)	27 055	43 163	43 163	43 163	27 055	43 163	43 163	43 163
Slovak Republic	10 583	11 648	12 177	13 128	11 838	14 222	16 663	17 967
Slovenia	24 917	29 594	36 356	41 877	24 917	30 740	37 751	45 187
Spain	36 405	39 371	41 940	51 304	36 405	39 371	41 940	51 304
Sweden ⁵	32 698	35 086	36 128	37 919	32 313	36 060	37 391	42 699
Switzerland ⁶	47 641	59 122	m	72 874	52 863	65 938	m	80 882
Turkey	26 964	27 746	28 740	30 862	26 964	27 746	28 740	30 862
United States ⁷	43 255	52 076	59 111	72 087	42 256	54 639	60 266	67 983
OECD average	29 494	36 491	39 245	47 826	31 028	39 673	42 675	51 254
EU22 average	28 934	35 335	38 992	45 170	30 745	38 240	42 285	49 509
Partners								
Argentina	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m
Colombia	17 476	31 871	31 871	35 581	17 476	31 871	31 871	35 581
Costa Rica	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m
Lithuania	m	m	m	m	m	m	m	m
Russian Federation	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m

Note: The definition of teachers' typical qualification is based on a broad concept, including the typical ISCED level of attainment and other criteria. Please see Box D3.2 for further details.

1. Statutory salaries do not include the part of social security contributions and pension-scheme contributions paid by the employees.
2. Statutory salaries include the part of social security contributions and pension-scheme contributions paid by the employers.
3. Includes data on the majority, i.e. kindergarten teachers only for pre-primary education.
4. Includes the average of fixed bonuses for overtime hours for lower and upper secondary teachers.
5. Actual base salaries for 2013.
6. Salaries after 11 years of experience for Columns 2, 6, 10 and 14.
7. Actual base salaries.

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

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


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Table D3.1a. [2/2] **Teachers' statutory salaries, based on typical qualifications, at different points in teachers' careers (2014)**

Annual teachers' salaries, in public institutions, in equivalent USD converted using PPPs for private consumption

	Lower secondary, general programmes				Upper secondary, general programmes			
	Starting salary	Salary after 10 years of experience	Salary after 15 years of experience	Salary at top of scale	Starting salary	Salary after 10 years of experience	Salary after 15 years of experience	Salary at top of scale
	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
OECD								
Australia ¹	39 804	57 293	57 293	57 478	39 961	56 427	56 427	56 710
Austria	34 345	41 718	46 852	66 595	36 043	44 326	50 508	74 536
Belgium (Fl.)	34 459	43 279	48 757	59 715	43 056	54 949	62 699	75 616
Belgium (Fr.)	33 690	42 130	47 435	58 044	41 915	53 430	60 934	73 441
Canada	39 511	63 188	65 543	65 543	39 677	63 508	65 833	65 833
Chile	17 250	23 199	26 048	36 457	18 236	24 497	27 495	38 448
Czech Republic	17 080	17 578	18 324	20 853	17 080	17 578	18 324	20 853
Denmark ²	46 188	51 826	53 226	53 226	46 033	58 317	58 317	58 317
England (UK)	27 246	43 140	46 390	46 390	27 246	43 140	46 390	46 390
Estonia	m	m	m	m	m	m	m	m
Finland ^{1, 2, 3}	34 730	40 201	42 613	45 170	36 828	44 230	45 999	48 759
France ⁴	30 532	34 530	36 814	52 981	30 820	34 819	37 103	53 300
Germany	57 131	66 647	69 431	75 422	60 305	70 339	73 632	84 116
Greece	18 408	21 071	24 712	34 776	18 408	21 071	24 712	34 776
Hungary	14 494	17 858	19 181	25 133	14 494	19 567	21 016	27 538
Iceland	m	m	m	m	m	m	m	m
Ireland	30 813	53 903	58 190	65 102	30 813	53 903	58 190	65 102
Israel	18 602	26 686	30 977	48 973	18 910	22 128	24 853	39 112
Italy	29 445	32 618	35 951	44 093	29 445	33 411	36 958	46 096
Japan ²	28 101	41 740	49 378	61 922	28 101	41 740	49 378	63 615
Korea	26 815	40 453	47 257	75 202	26 815	40 453	47 257	75 202
Latvia	m	m	m	m	m	m	m	m
Luxembourg ²	79 048	98 810	112 760	137 404	79 048	98 810	112 760	137 404
Mexico	21 892	28 337	36 288	46 317	40 950	47 896	51 527	56 115
Netherlands	38 089	56 986	66 366	66 366	38 089	56 986	66 366	66 366
New Zealand	29 521	44 424	44 424	44 424	30 500	46 082	46 082	46 082
Norway	40 815	44 136	44 136	48 227	45 191	49 842	49 842	55 944
Poland	15 135	20 325	24 828	25 882	15 135	20 325	24 828	25 882
Portugal	31 930	35 270	38 166	61 047	31 930	35 270	38 166	61 047
Scotland (UK)	27 055	43 163	43 163	43 163	27 055	43 163	43 163	43 163
Slovak Republic	11 838	14 222	16 663	17 967	11 838	14 222	16 663	17 967
Slovenia	24 917	30 740	37 751	45 187	24 917	30 740	37 751	45 187
Spain	40 762	44 107	46 865	57 278	40 762	44 107	46 865	57 278
Sweden ⁵	32 698	36 673	38 054	43 487	33 980	38 196	39 896	45 610
Switzerland ⁶	60 231	75 299	m	92 258	67 483	86 525	m	103 480
Turkey	27 904	28 686	29 680	31 803	27 904	28 686	29 680	31 803
United States ⁷	44 001	54 598	61 918	67 053	43 362	55 700	60 884	68 062
OECD average	32 485	41 613	44 407	53 557	34 186	43 952	46 379	56 152
EU22 average	32 274	40 309	44 204	52 058	33 420	42 314	46 420	54 943
Partners								
Argentina	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m
Colombia	17 476	31 871	31 871	35 581	17 476	31 871	31 871	35 581
Costa Rica	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m
Lithuania	m	m	m	m	m	m	m	m
Russian Federation	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m

Note: The definition of teachers' typical qualification is based on a broad concept, including the typical ISCED level of attainment and other criteria. Please see Box D3.2 for further details.

1. Statutory salaries do not include the part of social security contributions and pension-scheme contributions paid by the employees.

2. Statutory salaries include the part of social security contributions and pension-scheme contributions paid by the employers.

3. Includes data on the majority, i.e. kindergarten teachers only for pre-primary education.

4. Includes the average of fixed bonuses for overtime hours for lower and upper secondary teachers.

5. Actual base salaries for 2013.

6. Salaries after 11 years of experience for Columns 2, 6, 10 and 14.

7. Actual base salaries.

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

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933398940>

Table D3.2a. **Teachers' actual salaries relative to wages of tertiary-educated workers (2014)**

Ratio of salary, using annual average salaries (including bonuses and allowances) of teachers in public institutions relative to the wages of workers with similar educational attainment (weighted average) and to the wages of full-time, full-year workers with tertiary education.

	Year of reference	Actual salaries of all teachers, relative to earnings for full-time, full-year similarly-educated workers (weighted averages)				Actual salaries of all teachers, relative to earnings for full-time, full-year workers with tertiary education (ISCED 5 to 8)				
		25-64 year-olds				25-64 year-olds				
		Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
OECD	Australia ¹	2014	m	0.84	m	m	0.82	0.84	0.85	0.85
	Austria	2014	m	m	m	m	m	0.75	0.86	0.94
	Belgium (Fl.)	2014	m	m	m	m	0.89	0.91	0.89	1.15
	Belgium (Fr.)	2014	m	m	m	m	0.85	0.85	0.84	1.04
	Canada		m	m	m	m	m	m	m	m
	Chile	2014	0.57	0.59	0.59	0.62	0.70	0.73	0.73	0.77
	Czech Republic	2014	0.71	0.56	0.55	0.56	0.48	0.56	0.56	0.58
	Denmark	2014	0.80	0.95	0.97	0.84	0.73	0.87	0.88	1.00
	England (UK)	2014	m	m	m	m	0.84	0.84	0.91	0.91
	Estonia	2014	0.65	0.84	0.84	0.83	0.59	0.88	0.88	0.88
	Finland	2013	0.72	0.77	0.83	0.92	0.65	0.89	0.98	1.10
	France	2013	0.86	0.85	0.92	1.02	0.77	0.76	0.90	0.99
	Germany	2014	m	0.79	0.87	0.94	m	0.89	0.98	1.05
	Greece	2014	m	m	m	m	0.96	0.96	1.07	1.07
	Hungary	2014	m	m	m	m	0.66	0.71	0.71	0.73
	Iceland		m	m	m	m	m	m	m	m
	Ireland	2014	m	m	m	m	m	m	m	m
	Israel	2014	0.87	0.84	0.87	0.79	0.90	0.92	0.99	0.88
	Italy	2014	m	m	m	m	0.65	0.65	0.69	0.72
	Japan		m	m	m	m	m	m	m	m
	Korea		m	m	m	m	m	m	m	m
	Latvia		m	m	m	m	m	m	m	m
	Luxembourg	2014	m	m	m	m	1.08	1.08	1.23	1.23
	Mexico		m	m	m	m	m	m	m	m
	Netherlands	2014	m	m	m	m	0.68	0.68	0.85	0.85
	New Zealand	2014	m	0.91	0.94	1.01	m	0.85	0.87	0.93
	Norway	2014	0.69	0.77	0.77	0.76	0.62	0.70	0.70	0.74
	Poland	2014	m	m	m	m	0.71	0.82	0.83	0.81
	Portugal		m	m	m	m	m	m	m	m
	Scotland (UK)	2014	0.83	0.83	0.83	0.83	0.83	0.83	0.83	0.83
	Slovak Republic	2014	m	m	m	m	0.45	0.61	0.61	0.61
	Slovenia	2014	m	m	m	m	0.63	0.86	0.88	0.95
	Spain		m	m	m	m	m	m	m	m
	Sweden	2013	m	m	m	m	0.76	0.82	0.84	0.88
Switzerland		m	m	m	m	m	m	m	m	
Turkey		m	m	m	m	m	m	m	m	
United States	2014	0.57	0.59	0.60	0.61	0.65	0.68	0.69	0.71	
OECD average		~	~	~	~	0.74	0.81	0.85	0.89	
EU22 average		~	~	~	~	0.74	0.81	0.86	0.92	
Partners	Argentina		m	m	m	m	m	m	m	
	Brazil		m	m	m	m	m	m	m	
	China		m	m	m	m	m	m	m	
	Colombia		m	m	m	m	m	m	m	
	Costa Rica		m	m	m	m	m	m	m	
	India		m	m	m	m	m	m	m	
	Indonesia		m	m	m	m	m	m	m	
	Lithuania		m	m	m	m	m	m	m	
	Russian Federation		m	m	m	m	m	m	m	
	Saudi Arabia		m	m	m	m	m	m	m	
	South Africa		m	m	m	m	m	m	m	
	G20 average		m	m	m	m	m	m	m	

1. Data for the percentage of teachers by ISCED level of attainment used for the weighted average are from 2013.

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

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


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Table D3.3a. **Comparison of teachers' statutory salaries, based on typical qualifications (2014)**

Ratio of salaries at different points in teachers' careers, and salary per hour in USD converted using PPPs for private consumption

	Ratio of salary at top of scale to starting salary				Years from starting to top salary (lower secondary)	Salary per hour of net contact (teaching) time after 15 years of experience (in USD)				Ratio of salary per teaching hour of upper secondary teachers to primary teachers (after 15 years of experience)
	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes		Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes	
	(1)	(2)	(3)	(4)		(6)	(7)	(8)	(9)	
OECD										
Australia	1.43	1.44	1.44	1.42	8	65	66	71	70	1.07
Austria	m	1.96	1.94	2.07	34	m	56	77	86	1.55
Belgium (Fl.)	1.73	1.73	1.73	1.76	27	67	66	89	122	1.87
Belgium (Fr.)	1.72	1.72	1.72	1.75	27	60	65	71	101	1.54
Canada	m	1.66	1.66	1.66	11	m	82	88	88	1.07
Chile	2.11	2.11	2.11	2.11	30	23	23	23	24	1.06
Czech Republic	1.10	1.22	1.22	1.22	27	15	22	30	31	1.40
Denmark	1.14	1.14	1.15	1.27	12	32	79	80	151	1.91
England (UK)	1.70	1.70	1.70	1.70	m	64	64	62	62	0.97
Estonia	a	m	m	m	m	m	m	m	m	m
Finland ¹	1.08	1.30	1.30	1.32	20	m	59	72	84	1.43
France	1.80	1.80	1.74	1.73	29	37	37	57	57	1.55
Germany	m	1.32	1.32	1.39	28	m	80	93	103	1.29
Greece	1.89	1.89	1.89	1.89	45	36	43	54	54	1.24
Hungary	1.90	1.90	1.73	1.90	15	17	32	32	36	1.10
Iceland	m	m	m	m	m	m	m	m	m	m
Ireland	m	2.09	2.11	2.11	22	m	63	79	79	1.26
Israel	2.76	2.69	2.63	2.07	36	31	34	45	46	1.36
Italy	1.47	1.47	1.50	1.57	35	35	44	58	60	1.37
Japan	m	2.20	2.20	2.26	34	m	67	81	96	1.45
Korea	2.80	2.80	2.80	2.80	37	81	72	86	86	1.19
Latvia	m	m	m	m	m	m	m	m	m	m
Luxembourg	1.79	1.79	1.74	1.74	30	123	134	153	153	1.14
Mexico	2.13	2.13	2.12	1.37	14	53	35	35	61	1.72
Netherlands	1.48	1.48	1.74	1.74	12	58	58	88	88	1.54
New Zealand	m	1.50	1.50	1.51	7	m	46	53	61	1.31
Norway	1.14	1.18	1.18	1.24	16	27	60	67	95	1.60
Poland	1.71	1.71	1.71	1.71	20	17	40	46	57	1.41
Portugal	1.91	1.91	1.91	1.91	34	40	51	63	63	1.23
Scotland (UK)	1.60	1.60	1.60	1.60	6	50	50	50	50	1.00
Slovak Republic	1.24	1.52	1.52	1.52	32	11	20	26	27	1.35
Slovenia	1.68	1.81	1.81	1.81	25	28	60	60	66	1.10
Spain	1.41	1.41	1.41	1.41	38	48	48	66	68	1.42
Sweden ²	1.16	1.32	1.33	1.34	a	m	m	m	m	m
Switzerland	1.53	1.53	1.53	1.53	26	m	m	m	m	m
Turkey	1.14	1.14	1.14	1.14	27	27	40	59	59	1.48
United States ³	1.67	1.61	1.52	1.57	m	m	m	63	m	m
OECD average	1.65	1.70	1.70	1.68	25	44	55	65	74	1.35
EU22 average	1.55	1.63	1.63	1.66	26	43	56	67	76	1.36
Partners										
Argentina	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m
Colombia	2.04	2.04	2.04	2.04	9	m	57	66	66	1.16
Costa Rica	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m
Lithuania	m	m	m	m	m	m	m	m	m	m
Russian Federation	m	m	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m

Note: The definition of teachers' typical qualification is based on a broad concept, including the typical ISCED level of attainment and other criteria. Please see Box D3.2 for further details.

1. Includes data on the majority, i.e. kindergarten teachers only for pre-primary education.

2. Actual base salaries for 2013.

3. Actual base salaries.

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

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


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Table D3.4. Average actual teachers' salaries, by age group and by gender (2014)
 Annual average salaries (including bonuses and allowances) of teachers in public institutions, in equivalent USD converted using PPPs for private consumption, by age group and gender

	25-64 year-olds				25-64 year-old men				25-64 year-old women			
	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes
	(1)	(2)	(3)	(4)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)
OECD												
Australia	50 735	51 577	52 438	52 458	m	m	m	m	m	m	m	m
Austria ¹	m	55 362	63 691	69 590	m	56 278	66 424	73 497	m	55 281	62 428	66 115
Belgium (Fl.)	49 692	50 607	49 189	63 872	48 427	52 024	48 065	64 644	49 712	50 276	49 589	63 421
Belgium (Fr.)	47 490	47 269	46 579	57 959	41 775	47 958	46 926	58 097	47 648	47 109	46 384	57 872
Canada	m	m	m	m	m	m	m	m	m	m	m	m
Chile	26 316	27 442	27 400	28 947	27 431	30 662	29 625	29 888	26 297	26 253	26 264	28 230
Czech Republic	18 877	21 887	21 838	22 773	18 975	21 945	21 843	23 009	18 876	21 883	21 837	22 675
Denmark ²	46 823	55 635	56 319	64 443	47 222	55 985	56 744	65 436	46 703	55 631	56 141	63 564
England (UK)	41 918	41 918	45 048	45 048	40 184	40 184	45 736	45 736	42 146	42 146	44 684	44 684
Estonia	13 063	19 322	19 322	19 322	m	m	m	m	m	m	m	m
Finland ³	32 392	43 890	48 240	54 266	32 045	46 421	49 059	55 330	32 402	43 018	47 911	53 763
France	37 089	36 600	43 002	47 317	38 083	39 142	44 411	48 540	37 005	35 938	42 224	46 240
Germany	m	61 179	67 158	72 098	m	m	m	m	m	m	m	m
Greece	22 898	22 898	25 466	25 466	23 553	23 553	25 715	25 715	22 701	22 701	25 312	25 312
Hungary	21 917	23 526	23 526	24 325	19 313	23 033	23 033	24 275	21 930	23 607	23 607	24 352
Iceland	m	m	m	m	m	m	m	m	m	m	m	m
Ireland	m	m	m	m	m	m	m	m	m	m	m	m
Israel	34 421	35 029	37 908	33 529	a	34 971	37 253	m	34 439	35 039	38 086	m
Italy	33 246	33 246	35 487	37 335	25 634	25 634	35 027	37 253	33 512	33 512	35 617	37 379
Japan	m	m	m	m	m	m	m	m	m	m	m	m
Korea	m	m	m	m	m	m	m	m	m	m	m	m
Latvia	m	m	m	m	m	m	m	m	m	m	m	m
Luxembourg	95 090	95 090	108 226	108 226	95 090	95 090	108 226	108 226	95 090	95 090	108 226	108 226
Mexico	m	m	m	m	m	m	m	m	m	m	m	m
Netherlands	49 405	49 405	61 643	61 643	50 368	50 368	63 333	63 333	49 226	49 226	59 706	59 706
New Zealand	m	41 608	42 705	45 755	m	41 741	42 941	46 341	m	41 583	42 581	45 292
Norway	42 891	48 537	48 537	51 517	42 061	48 536	48 536	51 547	42 956	48 537	48 537	51 486
Poland	25 863	29 694	30 173	29 609	24 403	28 208	29 202	29 006	25 866	29 872	30 459	29 822
Portugal	m	m	m	m	m	m	m	m	m	m	m	m
Scotland (UK) ⁴	41 167	41 167	41 167	41 167	m	m	m	m	m	m	m	m
Slovak Republic	15 099	20 618	20 618	20 475	m	m	m	m	m	m	m	m
Slovenia ⁵	25 775	35 269	35 916	38 722	21 710	33 332	35 854	38 416	26 156	35 398	35 934	38 811
Spain	m	m	m	m	m	m	m	m	m	m	m	m
Sweden ⁶	34 565	37 472	38 224	40 171	34 121	37 288	38 489	40 535	34 635	37 503	38 102	39 933
Switzerland	m	m	m	m	m	m	m	m	m	m	m	m
Turkey	m	m	m	m	m	m	m	m	m	m	m	m
United States	50 578	52 136	53 161	54 928	49 579	54 723	54 720	56 951	51 166	51 632	52 138	53 685
OECD average	37 274	41 476	43 961	46 575	37 776	42 242	45 294	49 289	38 867	41 964	44 560	48 028
EU22 average	36 243	41 103	44 042	47 191	37 394	42 278	46 131	50 065	38 907	42 387	45 510	48 867
Partners												
Argentina	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	m	m	m	m	m	m	m	m	m	m	m	m
Costa Rica	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
Lithuania	m	m	m	m	m	m	m	m	m	m	m	m
Russian Federation ⁷	18 953	21 450	21 450	21 450	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m	m	m

Note: Columns showing average actual teachers' salaries, broken down by age groups (i.e. Columns 5-20), are available for consultation on line (see *StatLink* below).

- Also includes data on actual salaries of headmasters, deputies and assistants.
- Also includes data on actual salaries of teachers in early childhood educational development programmes for pre-primary education.
- Includes data on the majority, i.e. kindergarten teachers only for pre-primary education.
- Includes all teachers, irrespective of their age.
- Also includes data on actual salaries of pre-school teaching assistants for pre-primary education.
- Average actual teachers' salaries for 2013, not including bonuses and allowances.
- Average actual teachers' salaries for all teachers, irrespective of the level of education they teach except pre-primary education.

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

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933398970>

Table D3.5a. Trends in teachers' salaries, based on typical qualifications, between 2000 and 2014

Index of change between 2000 and 2014 in teachers' statutory salaries after 15 years of experience (2005 = 100), by level of education, converted to constant prices using deflators for private consumption

	Pre-primary				Primary				Lower secondary, general programmes				Upper secondary, general programmes			
	2000	2010	2012	2014	2000	2010	2012	2014	2000	2010	2012	2014	2000	2010	2012	2014
	(1)	(7)	(9)	(11)	(12)	(18)	(20)	(22)	(23)	(29)	(31)	(33)	(34)	(40)	(42)	(44)
OECD																
Australia	m	103	106	112	m	105	107	111	m	105	107	111	m	105	107	110
Austria ^{1, 2}	m	104	102	m	91	104	102	100	88	104	102	100	95	110	108	106
Belgium (Fl.)	m	102	101	103	93	102	101	103	98	102	101	103	98	102	102	103
Belgium (Fr.)	94	104	104	106	94	104	104	106	99	103	103	105	99	103	103	105
Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Chile	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Czech Republic	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Denmark	88	101	98	98	94	106	101	102	94	107	102	103	107	103	99	103
England (UK)	94	91	87	85	94	91	87	85	94	91	87	85	94	91	87	85
Estonia	m	m	m	m	85	137	126	m	85	137	126	m	85	137	126	m
Finland	92	110	108	106	87	111	109	106	88	107	104	102	92	107	107	104
France	105	97	95	95	105	97	95	95	105	98	96	94	104	98	96	94
Germany	m	m	m	m	m	104	107	110	m	106	108	110	m	102	102	103
Greece	88	101	78	70	88	101	78	70	88	101	78	70	88	101	78	70
Hungary ³	59	82	75	111	63	78	71	99	63	78	71	99	64	74	66	87
Iceland	m	95	97	m	m	95	89	m	m	95	89	m	m	88	88	m
Ireland	m	m	m	m	83	119	118	115	83	119	118	115	83	119	118	115
Israel	95	106	131	141	100	123	131	127	99	110	116	137	100	103	112	113
Italy	m	100	96	93	94	100	96	93	95	100	96	93	95	100	96	93
Japan	m	m	m	m	m	93	93	93	m	93	93	93	m	93	93	93
Korea	m	96	98	100	m	93	96	98	m	93	96	98	m	93	96	98
Latvia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Luxembourg	m	136	138	146	m	136	138	146	m	112	113	117	m	112	113	117
Mexico	87	103	108	113	87	103	108	113	87	104	109	113	m	m	m	m
Netherlands	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
New Zealand	m	m	m	m	m	106	106	101	m	106	107	105	m	106	106	109
Norway	m	111	116	118	m	106	111	113	m	106	111	113	m	107	112	115
Poland	m	113	119	121	m	113	119	121	m	113	119	121	m	113	119	121
Portugal	m	98	86	88	m	98	86	88	m	98	86	88	m	98	86	88
Scotland (UK)	50	98	93	90	81	98	93	90	81	98	93	90	81	98	93	90
Slovak Republic	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Slovenia	m	m	m	m	86	109	105	98	86	109	105	98	86	109	105	98
Spain	m	107	98	94	m	107	98	94	m	106	95	92	m	106	95	92
Sweden ⁴	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Switzerland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Turkey	99	114	112	121	99	114	112	121	99	113	110	118	99	113	110	118
United States ^{4, 5}	98	m	119	120	82	93	98	98	103	107	110	110	98	102	103	103
OECD average	88	103	103	106	89	105	103	104	91	104	102	103	92	103	101	101
Average for OECD countries with available data for all reference years	~	~	~	~	90	103	101	101	91	103	100	102	93	102	99	99
Average for EU22 countries with available data for all reference years	~	~	~	~	89	102	97	97	89	101	97	97	91	101	97	96
Partners																
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Costa Rica	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Lithuania	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Note: Years 2005, 2006, 2007, 2008, 2009, 2011 and 2013 are available for consultation on line (see StatLink below). The definition of teachers' typical qualification is based on a broad concept, including the typical ISCED level of attainment and other criteria. Please see Box D3.2 for further details.

1. Break in time series following methodological changes in 2007 for upper secondary education.

2. Figures for the pre-primary level refer to primary teachers (in primary schools only) teaching pre-primary classes.

3. Break in time series in 2014 following changes in the salary system in 2013.

4. Actual base salaries.

5. The typical qualification for pre-primary and primary teachers in 2000 was a bachelor's degree (ISCED 6), and a master's degree (ISCED 7) for later years.

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

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


StatLink  <http://dx.doi.org/10.1787/888933398982>

Table D3.7. [1/2] **Criteria used for base salary and additional payments awarded to teachers in public institutions, by level of education (2014)**

Teachers' tasks and other criteria related to teachers' base salaries and additional payments

		Lower secondary													
		Tasks							Other responsibilities						
		Teaching	Individual planning or preparation of lessons either at school or elsewhere	Marking/correcting of student work	General administrative work (including communication, paperwork and other clerical duties undertaken as part of the job)	Communication and co-operation with parents or guardians	Supervision of students during breaks	Team work and dialogue with colleagues at school or elsewhere	Participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers)	Teaching more classes or hours than required by full-time contract (e.g. overtime compensation)	Student counselling (including student supervising, virtual counselling, career guidance and delinquency prevention)	Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school)	Special tasks (e.g. training student teachers, guidance counselling)	Class teacher/form teacher	Participation in mentoring programmes and/or supporting new teachers in induction programmes
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)		
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Austria	1	1	1	1	1	1	1	5	3	5	2	5	5	
	Belgium (Fl.)	1	a	a	a	a	a	a	1	3	a	a	a	a	
	Belgium (Fr.)	a	a	a	a	a	a	a	a	3	a	a	5	a	
	Canada	1	1	1	1	1	1	1	4	a	1	m	m	m	
	Chile	1	1	1	1	1	1	2	2	3	3	5	5	3	
	Czech Republic	1	a	a	5	a	a	a	3	3	5	5	5	5	
	Denmark	a	a	a	a	a	a	a	2	4	2	2	m	2	
	England (UK)	1	1	1	1	1	1	1	4	a	a	a	4	a	
	Estonia	1	1	1	1	1	3	1	3	5	3	5	5	3	
	Finland	1	1	1	1	1	1	1	2	4	4	4	4	4	
	France	1	1	1	1	1	a	a	4	4	4	a	4	4	
	Germany	1	1	1	1	1	1	1	1	1	a	a	a	a	
	Greece	1	1	1	1	1	1	1	a	5	1	a	a	1	
	Hungary	1	1	1	1	1	1	1	3	5	1	1	3	3	
	Iceland	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Ireland	1	1	1	1	1	1	1	4	a	a	a	a	4	
	Israel	1	1	1	1	1	1	1	3	3	3	a	5	3	
	Italy	1	1	1	1	1	1	1	4	4	5	5	5	a	
	Japan	1	1	1	1	1	1	1	4	1	1	5	1	1	
	Korea	a	a	a	a	a	a	a	4	5	a	a	a	4	
	Latvia	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Luxembourg	1	1	1	1	1	1	2	2	4	2	2	2	2	
	Mexico	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Netherlands	1	1	1	1	1	1	1	m	5	1	1	1	1	
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Norway	1	1	1	1	4	1	1	4	5	4	a	a	4	
	Poland	1	a	a	a	a	a	a	a	4	a	a	5	4	
	Portugal	a	a	a	a	a	a	a	2	5	a	a	a	a	
	Scotland (UK)	1	1	1	a	1	a	1	a	a	1	a	1	1	
	Slovak Republic	1	a	a	a	a	a	a	2	1, 2	2, 3	3, 4	3	3	
	Slovenia	1	1	1	1	1	1	1	3	5, 3	1	5	1	2, 3	
Spain	a	a	a	a	a	a	a	4	a	a	a	a	a		
Sweden	a	a	a	a	a	a	a	a	a	a	a	a	a		
Switzerland	m	m	m	m	m	m	m	m	m	m	m	m	m		
Turkey	1	4	a	a	a	a	a	a	4	a	4	4	4		
United States	1	m	m	m	m	m	m	m	m	m	m	m	m		
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	m	m		
	Brazil	m	m	m	m	m	m	m	m	m	m	m	m		
	China	m	m	m	m	m	m	m	m	m	m	m	m		
	Colombia	1	1	1	1	1	1	1	3	5	a	a	a		
	India	m	m	m	m	m	m	m	m	m	m	m	m		
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m		
	Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m		
	Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m		
	South Africa	m	m	m	m	m	m	m	m	m	m	m	m		

What is the nature of compensation?

- 1: Part of statutory base salary paid to teachers
- 2: Compensated by reduction in teaching time
- 3: Defined as percentage of statutory base salary paid to teachers

- 4: Annual additional payments
- 5: Incidental/occasional additional payments
- 6: Position in base salary

Note: Pre-primary, primary and upper secondary levels (added in separate rows) are available for consultation on line (see StatLink below).

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

Please refer to the Reader's Guide for information concerning symbols for missing data and abbreviations.


 StatLink  <http://dx.doi.org/10.1787/888933398997>

Table D3.7. [2/2] **Criteria used for base salary and additional payments awarded to teachers in public institutions, by level of education (2014)***Teachers' tasks and other criteria related to teachers' base salaries and additional payments*

		Lower secondary															
		Qualifications, training and performance							Teaching conditions				Experience and demographic characteristics			Benefits	
		Holding an initial educational qualification higher than the minimum required to enter the teaching profession	Attaining high scores in the qualification examination	Holding an educational qualification in multiple subjects	Completed professional development activities	Participation in professional development activities (not dependent on their successful completion)	Holding a higher than minimum teacher certification or participating in training during professional life	Outstanding performance in teaching	Teaching courses in a particular field (e.g. mathematics or science)	Teaching students with special educational needs (in regular schools)	Teaching in a disadvantaged, remote or high-cost area (location allowance)	Residence allowance (not dependent on any location allowance)	Years of experience	Family status (e.g. married, number of children)	Age (independent of years of teaching experience)	Holiday benefits (e.g. for religious and/or official holidays)	Thirteen month benefits
(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)		
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Austria	a	a	a	a	a	a	5	a	a	a	1	5	a	a	1	
	Belgium (Fl.)	a	a	a	a	a	4	a	a	a	a	1	a	a	a	a	
	Belgium (Fr.)	1	a	a	a	a	a	a	a	a	a	1	1	a	1	1	
	Canada	1	a	a	a	m	1	a	a	m	m	a	a	a	m	a	
	Chile	3	3	3	3	a	3	3	1	1	3	a	3	a	a	3	a
	Czech Republic	3	a	3	5	5	5	5	a	1	a	a	1	a	a	a	a
	Denmark	m	m	m	m	a	m	m	m	2	m	a	1	a	a	m	m
	England (UK)	1	a	1	4	1	1	1	4	4	4	4	1	a	a	a	a
	Estonia	a	a	a	a	a	1	5	a	2	a	a	a	a	a	a	5
	Finland	a	a	a	a	a	m	4	a	a	1	a	3, 4	a	a	4	m
	France	a	a	a	a	1	4	1	a	1	4	3	1	1	1	a	a
	Germany	a	a	a	a	a	a	a	a	a	a	a	1	1	1	a	4
	Greece	a	a	a	a	a	a	a	a	a	4	a	6	4	a	a	a
	Hungary	1	1	1	1	1	1	1	1	3	3	1	1	1	1	m	m
	Iceland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Ireland	a	a	a	a	a	4	a	a	a	a	a	1	a	a	a	a
	Israel	a	a	a	3	a	3	5	a	3	4	a	1	2	2	a	a
	Italy	a	a	a	a	a	a	a	a	a	a	a	1	4	a	a	4
	Japan	1	a	a	a	a	a	5	a	4	4	4	1	4	a	a	a
	Korea	1	a	a	a	a	1	5	4	4	4	a	1	4	a	3	a
	Latvia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Luxembourg	a	a	a	a	1	a	a	a	a	a	a	1	1	1	1	1
	Mexico	1	1	a	1	a	1	1	a	a	1	a	1	a	a	a	a
	Netherlands	m	a	m	m	a	m	m	m	m	m	a	1	a	a	1	1
	New Zealand	m	m	m	m	m	m	m	m	m	a	m	1	a	a	m	a
	Norway	6	a	6	6	6	6	6	4	4	4	4	6	a	a	1	a
	Poland	1	a	a	a	a	a	5	a	4	3	3	a	a	1	1	1
	Portugal	a	a	a	a	a	a	a	a	a	a	a	a	4	a	a	a
	Scotland (UK)	a	a	a	a	a	a	a	a	a	4	a	1	a	a	a	a
Slovak Republic	1	a	a	1	3	3	5	1	1	a	3	1	a	a	a	a	
Slovenia	4	a	3	1	a	1	5	a	1	a	a	1	a	a	3	a	
Spain	a	a	a	4	a	a	a	a	a	4	a	4	a	a	a	a	
Sweden	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	
Switzerland	a	a	a	a	a	a	a	a	m	a	a	m	m	a	m	m	
Turkey	4, 6	a	a	4	a	4	5, 6	a	a	6	a	6	4	a	a	a	
United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	a	
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Colombia	1	a	a	a	a	1	a	a	a	1	a	1	a	a	a	
	India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	

What is the nature of compensation?

1: Part of statutory base salary paid to teachers

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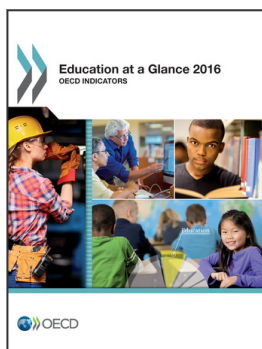
5: Incidental/occasional additional payments

6: Position in base salary

Note: Pre-primary, primary and upper secondary levels (added in separate rows) are available for consultation on line (see *StatLink* below).Source: OECD. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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StatLink  <http://dx.doi.org/10.1787/888933398997>



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