INDICATOR D3

HOW MUCH ARE TEACHERS PAID?

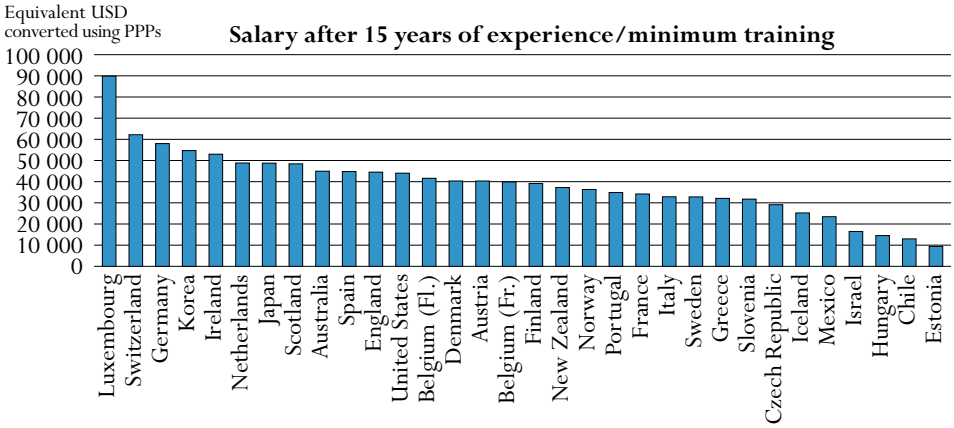
This indicator shows the starting, mid-career and maximum statutory salaries of teachers in public primary and secondary education, and various additional payments and incentive schemes used to reward teachers. Together with teachers' working and teaching time (see Indicator D4), this indicator presents some key measures of teachers' working lives. Differences in teachers' salaries, along with other factors such as student-to-staff ratios (see Indicator D2), provide some explanation of the differences in expenditure per student (see Indicators B1 and B7).

Key results

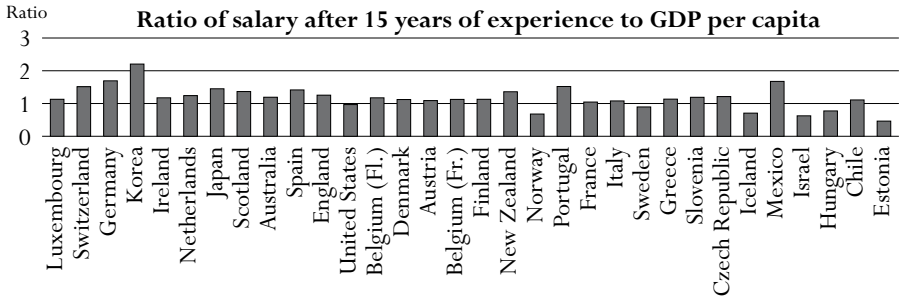
Chart D3.1. Teachers' salaries in lower secondary education (2007)

Annual statutory teachers' salaries in public institutions in lower secondary education, in equivalent USD converted using PPPs, and the ratio of salary after 15 years of experience to GDP per capita

Salaries of teachers with at least 15 years of experience at the lower secondary level range from less than USD 15 000 in Hungary and in the partner countries Chile and Estonia to USD 52 000 or more in Germany, Ireland, Korea and Switzerland, and exceed USD 89 000 in Luxembourg.



Salaries for teachers with at least 15 years of experience in lower secondary education are over twice the GDP per capita in Korea, whereas in Iceland, Norway, and in the partner countries Estonia and Israel, salaries are 75% or less than the GDP per capita.



Countries are ranked in descending order of teachers' salaries in lower secondary education after 15 years of experience and minimum training.

Source: OECD. Table D3.1. See Annex 3 for notes (*www.oecd.org/edu/eag2009*).

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Other highlights of this indicator

- Teachers' salaries increased in real terms between 1996 and 2007 in virtually all countries, with the largest increases in Finland, Hungary and Mexico (and in starting salaries in Australia) and in partner country Estonia. Salaries at the primary and upper secondary levels in Spain fell in real terms over this period, although they remained above the OECD average.

- On average in OECD countries, upper secondary teachers' salaries per teaching hour exceed those of primary teachers by 42%; the difference is 5% or less in New Zealand, Scotland and the partner country Chile, and is greater than 75% only in Denmark.

- Salaries at the top of the scale are on average around 70% higher than starting salaries for both primary and secondary education, although this differential largely varies among countries in line with the number of years it takes to progress through the scale. Top-of-the-scale salaries in Korea are almost three times the starting salaries, but it takes 37 years to reach the top of the scale. In Portugal, while the ratio is similar to Korea's, teachers reach the top of the salary scale after 26 years of service. However, not all teachers in every country reach the top of the salary scale. For example, in the Netherlands there are three different salary levels for teachers in secondary education. In 2006 only 14.8% of the teachers in secondary education were at the maximum salary level.

D3

Policy context

Teachers' salaries are the largest single cost in school education. Compensation is therefore a critical consideration for policy makers seeking to maintain both the quality of teaching and a balanced education budget (see Indicator B6). The size of education budgets naturally reflects trade-offs among many related factors: teachers' salaries, ratio of students to teaching staff, instruction time planned for students and designated number of teaching hours.

Ensuring a sufficient number of skilled teachers is a key issue in all OECD countries. In a competitive labour market, the equilibrium rate of salaries paid to different types of teachers would reflect the supply of and demand for those teachers. This is often not the case in OECD countries, as salaries and other working conditions are often set centrally for all teachers. Teachers' salaries and conditions are therefore policy malleable factors that can affect both the demand for and supply of teachers. In addition, salaries and working conditions can be important in attracting, developing and retaining skilled and effective teachers.

Comparing salary levels at different career points allows for some analysis of the structure of careers and the salary associated with advancement in the teaching profession. Theoretically, the salary structure can provide salary incentives and rewards so as to attract high-quality teachers and increase their job satisfaction and performance. Other important aspects of the career structure are probationary periods at the beginning of teachers' careers and the issue of tenure (see Indicator D3 in *Education at a Glance 2007*). Salary increases can be concentrated at different points in the salary structure, for example, early in the career or for more experienced employees, or can have a more linear structure with gradual salary increases throughout a career.

Evidence and explanations

Comparing teachers' salaries

This indicator compares the starting, mid-career and maximum statutory salaries of teachers with the minimum level of qualifications required for certification in public primary and secondary education. First, teachers' salaries are examined in absolute terms at three career points: starting, mid-career and top-of-the-scale. Next, levels of salaries are compared in relative terms. Finally, changes in these salaries between 1996 and 2007 are presented.

International comparisons of salaries provide simplified illustrations of the compensation received by teachers for their work. They provide a snapshot of the systems of compensation and the welfare inferences that can be made. Large differences in taxation and social benefit systems in OECD countries as well as the use of financial incentives (including regional allowances for teaching in remote regions, family allowances, reduced rates on public transport, tax allowances on purchases of cultural goods, and other quasi-pecuniary entitlements that contribute to a teacher's basic income) make it important to exercise caution in interpreting comparisons of teachers' salaries.

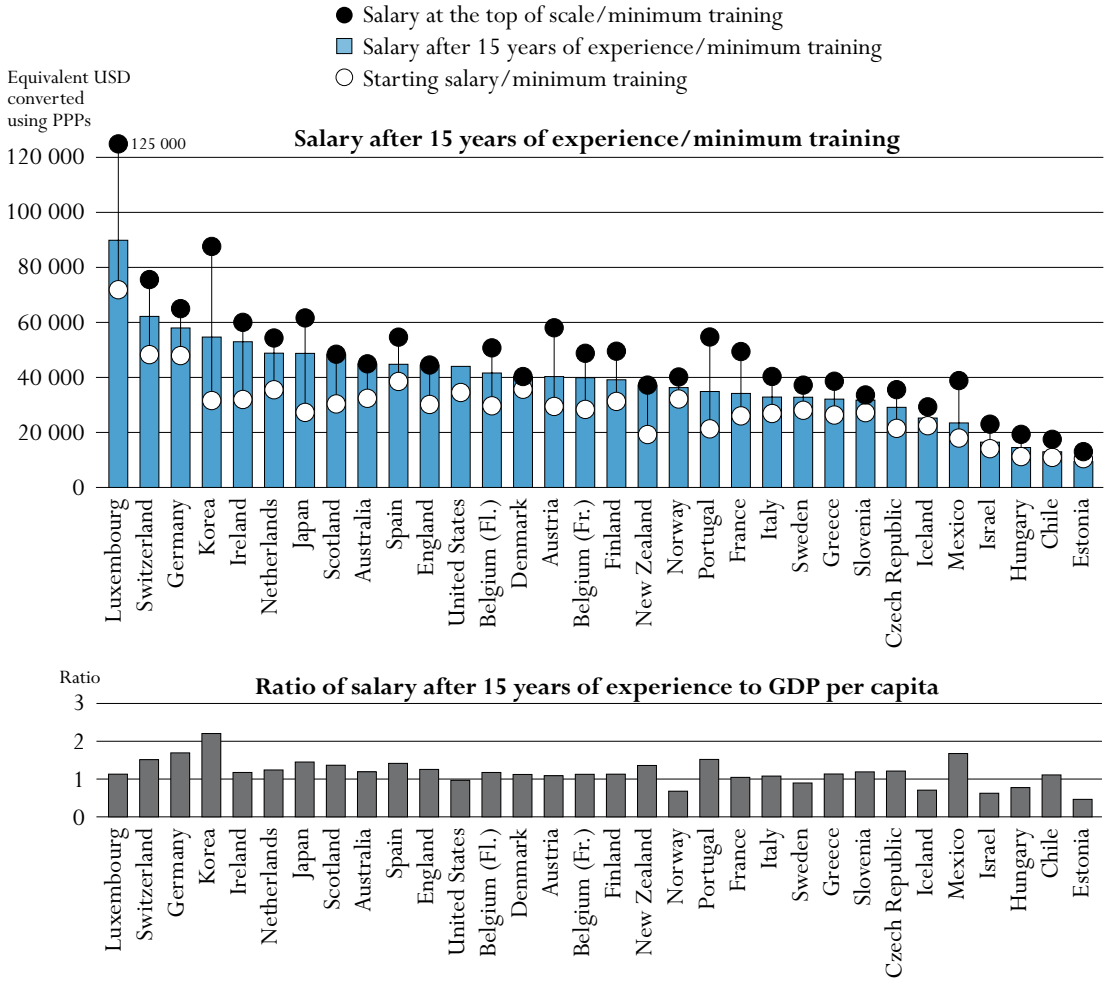
Statutory salaries as reported here must be distinguished from actual expenditures on wages by governments and from teachers' average salaries, which are also influenced by factors such as the age structure of the teaching force and the prevalence of part-time work. Indicator B6 shows the total amounts paid in compensation to teachers. Furthermore, since teaching time, teachers' workloads and the proportion of teachers in part-time employment vary considerably among countries, these factors should be taken into account when using comparisons of statutory salaries

to judge teachers' overall benefits in different countries (see Indicator D4). When considering the salary structure of teachers it is also important to recall that not all teachers reach the top of the salary scale. For example, in the Netherlands there are three different salary levels for teachers in secondary education. In 2006 only 14.8% of the teachers in secondary education were at the maximum salary level.

The annual statutory salaries of lower secondary teachers with 15 years of experience range from less than USD 15 000 in Hungary and in the partner countries Chile and Estonia to over USD 52 000 in Germany, Ireland, Korea and Switzerland and more than USD 89 000 in Luxembourg (Table D3.1).

Chart D3.2. Teachers' salaries (minimum, after 15 years of experience, and maximum) in lower secondary education (2007)

Annual statutory teachers' salaries in public institutions in lower secondary education, in equivalent USD converted using PPPs, and the ratio of salary after 15 years of experience to GDP per capita



Countries are ranked in descending order of teachers' salaries in lower secondary education after 15 years of experience and minimum training.

Source: OECD. Table D3.1. See Annex 3 for notes (*www.oecd.org/edu/eag2009*).

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In most OECD countries, teachers' salaries increase with the level of education at which they teach. For example, in Belgium (Flemish Community), Belgium (French Community), Iceland, Luxembourg, the Netherlands and Switzerland, the salary of an upper secondary teacher with at least 15 years experience is at least 25% higher than that of a primary school teacher with the same experience. In contrast, in Australia, England, Greece, Ireland, Japan, Korea, New Zealand, Portugal, Scotland, Turkey and the United States, and in the partner countries Chile, Estonia, Israel and Slovenia, upper secondary and primary teachers' salaries are more comparable (a difference of less than 5%, Table D3.1). The extent of the variation is influenced by the structure of teachers' salaries up to the mid-career point. In countries such as the United States, teachers' salaries are also influenced by the teachers' educational attainment. As this is not constant at all levels of teachers' careers, care should be taken in interpreting the differences in teachers' salaries at different levels of school education.

Comparatively large differences in teachers' salaries at different levels may influence how schools and school systems attract and retain teachers of different levels. They may also influence the extent to which teachers move among different educational levels and with that, the degree of segmentation in the labour market for teachers.

Statutory salaries relative to GDP per capita

Countries invest in teaching resources relative to their ability to fund educational expenditure, among other things. Comparing statutory salaries to GDP per capita is thus a way of assessing the relative value of teachers' salaries. Comparative data on salaries for comparable professions would provide a better benchmark, but since such data are not yet available, comparisons with GDP per capita provide some basis for standardised comparisons.

Relative to GDP per capita, salaries for teachers with at least 15 years of experience (in primary and lower secondary education) are relatively low in Hungary (0.77), Iceland (0.71), Luxembourg (0.86 in primary education), Norway (0.68), Sweden (0.87 in primary, 0.90 in lower secondary) and in the partner countries Estonia (0.46) and Israel (0.62). They are highest in Korea (2.21 in primary, 2.20 in lower secondary). In upper secondary general education, the lowest ratios are found in Norway (0.72) and in the partner countries Estonia (0.46) and Israel (0.62). Relative to GDP per capita, mid-career salaries are highest in Korea (2.20) (Table D3.1).

At lower secondary level of education, countries such as the Czech Republic, France, Greece, Hungary, Italy, Mexico, New Zealand and Portugal, as well as the partner countries Chile, Estonia, Israel and Slovenia, have both comparatively low GDP per capita and low teachers' salaries compared to OECD averages. Others, such as Korea and Spain, have GDP per capita lower than the average but teachers' salaries that are comparable to those in countries with much higher GDP per capita. Australia, England, Germany, Ireland, Japan, Luxembourg, the Netherlands, Scotland, Switzerland and the United States have both a higher GDP per capita and higher teachers' salaries than the OECD averages (Chart D3.2 and Table D3.1).

Statutory salaries per hour of net teaching time

An alternative measure of salaries that better illustrates the overall cost of classroom teaching time is the statutory salary for a full-time classroom teacher relative to the number of hours per year that a teacher is required to spend teaching students (see Indicator D4). Although this

measure does not adjust salaries for the amount of time that teachers spend in other various teaching-related activities, it nonetheless provides an approximate estimate of the cost of the actual time teachers spend in the classroom.

The average statutory salary per teaching hour after 15 years of experience is USD 49 in primary, USD 61 in lower secondary, and USD 72 in upper secondary general education. In primary education, Hungary, Mexico and Turkey, and the partner countries Chile, Estonia and Israel, have the lowest salaries per teaching hour (USD 30 or less). By contrast, salaries are relatively high in Denmark, Germany, Japan, Korea and Luxembourg (USD 60 or more). There is even more variation in salaries per teaching hour in general upper secondary education, ranging from about USD 28 or less in Turkey, and in the partner countries Chile, Estonia and Israel, to USD 80 or more in Belgium (Flemish Community), Belgium (French Community), Denmark, Germany, Japan, Korea and Luxembourg (Table D3.1).

As 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, even in countries where statutory salaries are similar (see Indicator D4). On average among OECD countries, upper secondary teachers' salaries per teaching hour exceed those of primary teachers by around 42%. In New Zealand and Scotland and in the partner country Chile, this difference is 5% or less, but it is 60% or more in Belgium (Flemish Community), France, and more than 100% in Denmark (Table D3.1). However, the large difference between primary and upper secondary teachers' salaries per teaching hour does not necessarily exist when comparing salaries per hour of working time. In Portugal, for example, where there is a large difference in salaries per teaching hour between primary and upper secondary teachers, teaching time at the primary level is 25% higher than teaching time at upper secondary level, even though statutory salaries and working time at school are the same at these levels (Table D4.1).

Teaching experience and qualifications influence teachers' salary scales

Salary structures illustrate the salary incentives available to teachers at different points in their careers. There is some evidence that a sizeable proportion of teachers and school administrators do not want to move to higher positions in the hierarchy in schools (*e.g.* to school principal) (OECD, 2005c). Presumably, this is because the negative aspects of a promotion outweigh positive aspects such as increased salaries, prestige and other rewards. If this is the case, then changes can make the promotion more attractive either through changing the duties and requirements of the position or by changing the salary amount and other rewards offered.

As Table D3.1 shows, OECD data on teachers' salaries are limited to information on statutory salaries at three points of the salary scale: starting salaries, salaries after 15 years of service and salaries at the top of the scale. These salaries are those of teachers with the minimum required training. They must be interpreted with caution as further qualifications can lead to additional wage increases in some OECD countries. Some inferences can be drawn from the data on the degree that salary structures for teachers provide salary increases with different levels of promotion and tenure.

Deferred compensation is a key incentive for workers in many industries. Organisations can design complex deferred compensation schemes to attract high-quality workers and then provide

them with appropriate incentives throughout their careers. Deferred compensation rewards employees for staying in organisations or professions and for meeting established performance criteria. Pensions are an important form of deferred compensation. In most OECD countries, teachers receive some pension that accrues with their experience in the teaching profession. However, pension schemes are not considered here.

Deferred compensation exists in teachers' salary structure. In OECD countries, statutory salaries for primary, lower and upper secondary general teachers with 15 years of experience are, on average, 36%, 35% and 39% higher, respectively, than starting salaries. The increases from starting salary to the top of the salary scale are, on average, 71%, 71% and 73%. For lower secondary teachers, the average starting salary is USD 31 000. With minimum training, it rises to USD 41 993 after 15 years and to USD 51 470 at the top of the salary scale, which is reached, on average, after 24 years of experience. A similar increase is therefore evident between first, the starting salary and that at 15 years of experience and second, the salary at 15 years of experience and at the top of the salary scale (reached, on average, after 24 years of experience).

Salary structures differ widely. A number of countries have relatively flat structures with small increases. For example, teachers at the top of the salary scale in Denmark (except at the upper secondary level), Norway and Turkey, and in the partner countries Estonia and Slovenia, only earn up to 30% more than teachers at the bottom of the salary scale.

Salary increases between the points on a salary structure should be seen in terms of the number of years it takes for a teacher to advance through the salary scale, a factor which varies substantially across countries. In lower secondary education, teachers in Australia, Denmark, New Zealand and Scotland reach the highest step on the salary scale within five to nine years. Monetary incentives therefore disappear relatively quickly compared to other countries. If job satisfaction and performance are determined, at least in part, by prospects of salary increases, difficulties may arise as teachers approach the peak in their age-earnings profiles.

In Austria, the Czech Republic, France, Greece, Hungary, Italy, Japan, Korea, Luxembourg and Spain, and in the partner country Israel, teachers in lower secondary education reach the top of the salary scale after 30 or more years of service (Table D3.1). It is difficult to categorise countries simply by steep or flat salary structures. A number of countries have both steep and flat portions that vary across teachers' tenure. For example, teachers in Germany and Luxembourg have the opportunity for similar salary increases in the first 15 years, but then face very different growth rates; in Luxembourg salaries rise faster, while in Germany increases are relatively small. Policy makers in these countries face different issues for these more experienced teachers.

While the salary opportunities available to teachers are emphasised here, there may also be benefits to compression in pay scales. It is often argued that organisations in which employees have smaller salary differences have greater levels of trust and information flows and a higher degree of collegiality. These benefits need to be weighed against the benefits of salary incentives.

Teachers' salaries between 1996 and 2007

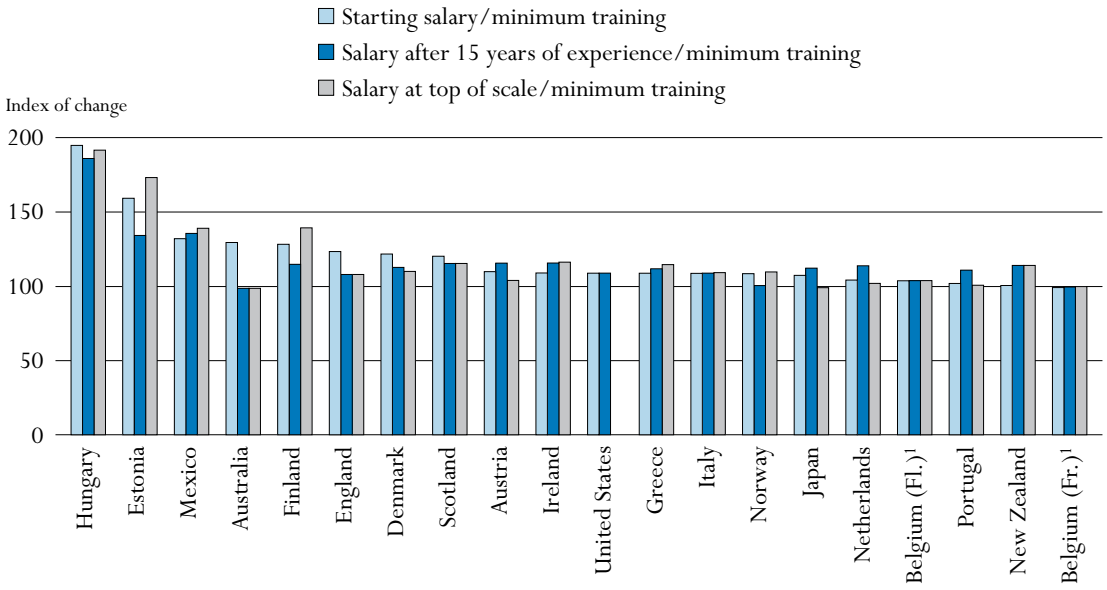
In comparing the index of change between 1996 and 2007 in teachers' salaries, it is evident that salaries have grown in real terms at both primary and secondary levels in virtually all countries. The biggest increases at all levels have taken place in Hungary, although salaries remain below

the OECD average. In some countries, salaries fell in real terms between 1996 and 2007, most notably at the primary and upper secondary levels in Spain (Table D3.2), although they remain above the OECD average.

Salary trends have also varied at different points on the salary scale. For instance, starting salaries have risen faster than mid-career or top-of-the-scale salaries for all education levels in Australia, Denmark, England and Scotland (Table D3.2 and Chart D3.3). By contrast, salaries of teachers with at least 15 years of experience have risen relatively more quickly than both starting and top-of-the-scale salaries in Austria, Japan, the Netherlands and Portugal. In Finland, Greece and Mexico (at primary and lower secondary levels) and in the partner country Estonia, top-of-the-scale salaries have risen faster than starting and mid-career salaries. In New Zealand, salary after 15 years of experience and the top-of-the-scale salary (due to a relatively short salary scale of eight years to reach the top) have risen faster than the starting salary. This shows that the focus is on recruitment in New Zealand. This may be an issue in Australia as well, as starting salaries have risen considerably. A potential problem is the fact that if teachers are attracted by higher salaries in the early stages of their careers, they may expect salary increases to continue throughout their careers. Using resources to attract more early-career teachers to the profession needs to be weighed against potential implications in terms of retention and reduced satisfaction and motivation. Moreover, comparing changes in salaries at three points of the salary structure may not account for changes in other aspects of the structure of teachers' salaries.

Chart D3.3. Changes in teachers' salaries in lower secondary education, by point in the salary scale (1996, 2007)

Index of change between 1996 and 2007 (1996=100, 2007 price levels using GDP deflators)



1. The data for Belgium in 1996 are based on Belgium as a whole.

Countries are ranked in descending order of index of change between 1996 and 2007 in teachers' starting salaries.

Source: OECD. Table D3.2. See Annex 3 for notes (*www.oecd.org/edu/eag2009*).

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Additional payments: incentives and allowances

In addition to basic pay scales, many school systems have schemes that offer additional payments for teachers, which may take the form of financial remuneration and/or reduction in the number of teaching hours. Greece and Iceland, for example, use a reduction in required teaching hours to reward experience or long service, and in Portugal, teachers may receive a reduction in their teaching hours for carrying out special tasks or activities (*e.g.* leading a drama club, acting as a supervisor of student teachers, etc.). Together with the starting salary, such payments may affect a person's decision to enter or stay in the teaching profession. Early career additional payments may include family allowances and bonuses for working in certain locations, and higher initial salaries for higher-than-minimum teaching certification or qualifications, such as qualifications in multiple subjects or certification to teach students with special educational needs.

Adjustments to the base salary may be awarded to teachers yearly or on an incidental basis in public schools either by the head teacher or school principal, or by the local, regional or national government. A distinction is made between an addition to teachers' base salary, a yearly payment and an incidental or "one-off" payment.

Types of additional payments

Data on additional payments fall into three broad areas:

- Those based on responsibilities assumed by teachers and on particular conditions (*e.g.* additional management responsibilities or teaching in high-need regions, disadvantaged schools).
- Those based on the demographic characteristics of teachers (*e.g.* age and/or family status).
- Those based on teachers' qualifications, training and performance (*e.g.* higher than the minimum qualifications and/or completing professional development activities).

Data have not been collected on payment amounts but on whether they are available and on the level at which the decision to award such payments is taken (see Table D3.3a and Tables D3.3b, D3.3c and D3.3d available on line, as well as Annex 3 at *www.oecd.org/edu/eag2009*).

Additional payments are most often awarded for particular responsibilities or working conditions, such as teaching in more disadvantaged schools, particularly those located in very poor neighbourhoods or with a large proportion of students whose language is not the language of instruction. Such teachers face demands that teachers elsewhere may not encounter. These schools often have difficulty attracting teachers and are often more likely to have less experienced teachers (OECD, 2005c). These additional payments are provided yearly in about two-thirds of OECD and partner countries. Eleven countries also offer additional payments for teachers who teach in certain fields in which there are shortages of teachers and are made yearly in almost all of these countries.

Over half of OECD countries offer additional payments based on teachers' demographic characteristics and in most cases these are yearly payments. Additional payments based on teachers' qualifications, training and performance are also very common in OECD countries and partner countries. The most common types of payments based on teachers' initial education and qualifications are for an initial education qualification higher than the minimum requirement and/or a level of teacher certification and training higher than the minimum requirements. These are available in half of OECD countries and partner countries, with one-third offering both types; they are used in nearly all countries as criteria for base salary. Sixteen OECD countries

and partner countries offer additional payments for the successful completion of professional development activities. In ten of these countries, they are used as criteria for the base salary, but in Korea and Turkey they are only offered on an incidental basis.

Fifteen OECD countries and three partner countries offer an additional payment for outstanding performance in teaching. This is the only additional payment that may be classified as a performance incentive. In nearly one-half of these countries they are incidental payments, and in the other half, they are mostly yearly additions to teachers' salaries. In 12 of the 18 countries that offer this incentive (Austria, the Czech Republic, Denmark, England, Finland, Hungary, Mexico, the Netherlands, New Zealand, Sweden and Turkey and the partner country Slovenia), the decision to award the additional payments can be made at the school level.

The method for identifying outstanding performance and the form of incentive varies. In Mexico, outstanding performance is calculated on the basis of students' achievements and criteria relating to teachers' experience, performance and qualification. In Portugal, it is based on the assessment of the head teacher and in Turkey on assessments by the provincial directorate of education and the Ministry of Education.

As may be expected, additional payments made due to the years of experience are, in virtually all OECD countries, made through changes to teachers' base salary. Additional payments made for specific teaching conditions or responsibilities are more commonly made through yearly or incidental payments. The key exception is when a teacher assumes management responsibilities with additional payments offered more frequently through changes to base salaries or yearly and incidental payments.

Mixtures of all three types of additional payment are offered in relation to teachers' qualifications, training and performance. Given that an initial teacher qualification higher than the minimum requirement is often identified at the beginning of a teacher's career, it is not surprising that it is more often provided through changes to teachers' base salaries. Additional payments due to teacher demographics are mainly made through additional yearly payments in 12 of the 16 countries offering a form of additional payment in this category.

Definitions and methodologies

Data on statutory teachers' salaries and bonuses are derived from the 2008 OECD-INES Survey on Teachers and the Curriculum. Data refer to the school year 2006/07, and are reported in accordance with formal policies for public institutions.

Statutory salaries (Table D3.1) 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 taxes). In Table D3.1, salary per hour of net contact divides a teacher's annual statutory salary (Table D3.1) by the annual net teaching time in hours (Table D4.1).

Gross teachers' salaries were converted using GDP and purchasing power parities (PPPs) and exchange rate data from the OECD National Accounts database. The reference date for GDP per capita is the calendar year 2007, while the period of reference for teachers' salaries is from 1 July 2006 to 30 June 2007. The reference date for PPPs is 2006/07. Data are adjusted for inflation

with reference to January 2007. For countries with different financial years (*i.e.* Australia and New Zealand) and slightly different salary periods (*e.g.* Hungary, Iceland, Norway and Spain) from the general OECD norm, a correction to the deflator is made only if this results in an adjustment of over 1%. Small adjustments have been discounted because even for salaries for 2005/06, the exact period to which they apply is only slightly different. Reference statistics and reference years for teachers' salaries are provided in Annex 2.

For the calculation of changes in teachers' salaries (Table D3.2), the GDP deflator is used to convert 1996 salaries to 2007 prices.

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

Salaries after 15 years of experience refer to the scheduled annual salary of a full-time classroom teacher with the minimum training necessary to be fully qualified plus 15 years of experience. The maximum salaries reported refer to the scheduled maximum annual salary (top of the salary scale) of a full-time classroom teacher with the minimum training to be fully qualified for the job.

An adjustment to base salary is defined as any difference in salary between what a particular teacher actually receives for work performed at a 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.

Further references

The following additional material relevant to this indicator is available on line at:

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- ***Table D3.3b. Decisions made by school principal on payments for teachers in public institutions (2007)***
- ***Table D3.3c. Decisions made by local or regional authority on payments for teachers in public institutions (2007)***
- ***Table D3.3d. Decisions made by the national authority on payments for teachers in public institutions (2007)***

See also: OECD (2005c), *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*, OECD, Paris.

Specific notes on definitions and methodologies regarding this indicator for each country are given in Annex 3 at *www.oecd.org/edu/eag2009*.

As a complement to Table D3.1, which presents teachers' salaries in equivalent USD, converted using PPPs, a table with teachers' salaries in equivalent EUR converted using PPPs is included in Annex 2.

Table D3.1.

Teachers' salaries (2007)

Annual statutory teachers' salaries in public institutions at starting salary, after 15 years of experience and at the top of the scale by level of education, in equivalent USD converted using PPPs

		Primary education				Lower secondary education				Upper secondary education			
		Starting salary / minimum training	Salary after 15 years of experience / minimum training	Salary at top of scale / minimum training	Ratio of salary after 15 years of experience to GDP per capita	Starting salary / minimum training	Salary after 15 years of experience / minimum training	Salary at top of scale / minimum training	Ratio of salary after 15 years of experience to GDP per capita	Starting salary / minimum training	Salary after 15 years of experience / minimum training	Salary at top of scale / minimum training	Ratio of salary after 15 years of experience to GDP per capita
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD countries	**Australia**	32 259	44 245	44 245	1.17	32 406	44 942	44 942	1.19	32 406	44 942	44 942	1.19
	Austria	28 172	37 307	55 852	1.01	29 446	40 304	58 046	1.09	29 863	41 469	61 170	1.12
	Belgium (Fl.)	29 680	41 605	50 744	1.17	29 680	41 605	50 744	1.17	36 850	53 233	64 007	1.50
	Belgium (Fr.)	28 369	39 885	48 774	1.13	28 369	39 885	48 774	1.13	35 260	51 195	61 674	1.45
	Czech Republic	21 481	29 127	35 551	1.21	21 481	29 127	35 551	1.21	22 798	31 119	38 208	1.29
	Denmark	35 691	40 322	40 322	1.12	35 691	40 322	40 322	1.12	35 011	49 264	49 264	1.37
	England	30 172	44 507	44 507	1.26	30 172	44 507	44 507	1.26	30 172	44 507	44 507	1.26
	Finland	28 201	36 578	46 003	1.06	31 282	39 144	49 534	1.13	31 846	43 040	55 778	1.24
	France	23 640	31 800	46 920	0.97	26 019	34 179	49 409	1.04	26 294	34 454	49 711	1.05
	Germany	43 387	53 345	57 630	1.56	47 936	57 978	65 004	1.69	51 512	62 372	71 546	1.82
	Greece	26 326	32 107	38 619	1.13	26 326	32 107	38 619	1.13	26 326	32 107	38 619	1.13
	Hungary	11 216	14 515	19 309	0.77	11 216	14 515	19 309	0.77	12 855	18 110	24 358	0.97
	Iceland	22 443	25 227	29 304	0.71	22 443	25 227	29 304	0.71	25 389	32 251	33 828	0.90
	Ireland	31 977	52 972	60 025	1.17	31 977	52 972	60 025	1.17	31 977	52 972	60 025	1.17
	Italy	24 945	30 174	36 765	0.99	26 877	32 859	40 351	1.08	26 877	33 778	42 179	1.11
	Japan	27 284	48 742	61 627	1.45	27 284	48 742	61 627	1.45	27 284	48 742	63 296	1.45
	Korea	31 717	54 798	87 745	2.21	31 590	54 671	87 617	2.20	31 590	54 671	87 617	2.20
	Luxembourg	49 902	68 720	101 707	0.86	71 883	89 864	124 898	1.13	71 883	89 864	124 898	1.13
	Mexico	14 006	18 420	30 579	1.32	17 957	23 455	38 851	1.68	m	m	m	m
	Netherlands	34 272	44 410	49 541	1.13	35 516	48 818	54 332	1.24	35 858	63 169	71 738	1.61
	New Zealand	19 236	37 213	37 213	1.36	19 236	37 213	37 213	1.36	19 236	37 213	37 213	1.36
	Norway	32 148	36 298	40 163	0.68	32 148	36 298	40 163	0.68	34 336	38 684	42 325	0.72
	Poland	m	m	m	m	m	m	m	m	m	m	m	m
	Portugal	21 304	34 876	54 698	1.52	21 304	34 876	54 698	1.52	21 304	34 876	54 698	1.52
	Scotland	30 366	48 436	48 436	1.37	30 366	48 436	48 436	1.37	30 366	48 436	48 436	1.37
	Slovak Republic	m	m	m	m	m	m	m	m	m	m	m	m
	Spain	34 250	39 912	49 466	1.26	38 533	44 774	54 648	1.42	39 367	45 786	55 779	1.45
	Sweden	27 498	31 996	36 750	0.87	28 055	32 799	37 200	0.90	29 554	35 005	39 813	0.96
	Switzerland	41 998	54 339	66 906	1.32	48 286	62 183	75 577	1.51	56 166	72 990	86 732	1.78
	Turkey	14 063	15 693	17 515	1.21	a	a	a	a	14 063	15 693	17 515	1.21
	United States	35 907	43 633	m	0.96	34 519	44 015	m	0.97	34 672	43 966	m	0.97
	OECD average	***28 687***	***39 007***	***47 747***	***1.17***	***31 000***	***41 993***	***51 470***	***1.23***	***32 183***	***44 782***	***54 440***	***1.30***
	EU 19 average	***29 518***	***39 610***	***48 506***	***1.14***	***31 691***	***42 056***	***51 285***	***1.19***	***32 946***	***45 513***	***55 600***	***1.29***
Partner countries	**Brazil**	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	10 922	12 976	17 500	1.11	10 922	12 976	17 500	1.11	10 922	13 579	18 321	1.16
	Estonia	10 459	9 419	13 015	0.46	10 459	9 419	13 015	0.46	10 459	9 419	13 015	0.46
	Israel	14 099	16 466	23 009	0.62	14 099	16 466	23 009	0.62	14 099	16 466	23 009	0.62
	Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m
	Slovenia	27 190	31 754	33 630	1.19	27 190	31 754	33 630	1.19	27 190	31 754	33 630	1.19

Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2009).*
Please refer to the Reader's Guide for information concerning the symbols replacing missing data.
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Table D3.1. *(continued)*

Teachers' salaries (2007)

Annual statutory teachers' salaries in public institutions at starting salary, after 15 years of experience and at the top of the scale by level of education, in equivalent USD converted using PPPs

		Ratio of salary at top of scale to starting salary			Years from starting to top salary (lower secondary education)	Salary per hour of net contact (teaching) time after 15 years of experience			Ratio of salary per teaching hour of upper secondary to primary teachers (after 15 years of experience)
		Primary education	Lower secondary education	Upper secondary education		Primary education	Lower secondary education	Upper secondary education	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
OECD countries	Australia	1.37	1.39	1.39	9	50	55	55	1.10
	Austria	1.98	1.97	2.05	34	48	66	70	1.46
	Belgium (Fl.)	1.71	1.71	1.74	27	52	60	83	1.60
	Belgium (Fr.)	1.72	1.72	1.75	27	55	60	85	1.54
	Czech Republic	1.65	1.65	1.68	32	34	46	51	1.49
	Denmark	1.13	1.13	1.41	8	62	62	135	2.18
	England	1.48	1.48	1.48	10	m	m	m	m
	Finland	1.63	1.58	1.75	16	54	66	78	1.45
	France	1.98	1.90	1.89	34	35	54	56	1.60
	Germany	1.33	1.36	1.39	28	66	76	87	1.32
	Greece	1.47	1.47	1.47	33	43	64	67	1.57
	Hungary	1.72	1.72	1.89	40	25	26	33	1.31
	Iceland	1.31	1.31	1.33	18	38	38	58	1.53
	Ireland	1.88	1.88	1.88	22	56	72	72	1.29
	Italy	1.47	1.50	1.57	35	41	55	56	1.37
	Japan	2.26	2.26	2.32	34	69	81	98	1.41
	Korea	2.77	2.77	2.77	37	73	100	114	1.57
	Luxembourg	2.04	1.74	1.74	30	89	140	140	1.58
	Mexico	2.18	2.16	m	14	23	22	m	m
	Netherlands	1.45	1.53	2.00	17	48	m	m	m
	New Zealand	1.93	1.93	1.93	8	38	38	39	1.04
	Norway	1.25	1.25	1.23	16	49	56	74	1.51
	Poland	m	m	m	m	m	m	m	m
	Portugal	2.57	2.57	2.57	26	41	46	51	1.25
	Scotland	1.60	1.60	1.60	6	57	57	57	1.00
	Slovak Republic	m	m	m	m	m	m	m	m
	Spain	1.44	1.42	1.42	38	45	63	66	1.46
	Sweden	m	m	m	a	m	m	m	m
	Switzerland	1.59	1.57	1.54	26	m	m	m	m
	Turkey	1.25	a	1.25	a	25	a	28	1.13
	United States	m	m	m	m	w	w	w	w
	OECD average	***1.71***	***1.71***	***1.73***	***24***	***49***	***61***	***72***	***1.42***
	EU 19 average	***1.68***	***1.66***	***1.74***	***26***	***50***	***63***	***74***	***1.47***
Partner countries	Brazil	m	m	m	m	m	m	m	m
	Chile	1.60	1.60	1.68	m	15	15	16	1.05
	Estonia	1.24	1.24	1.24	m	15	15	16	1.09
	Israel	1.63	1.63	1.63	36	16	21	25	1.54
	Russian Federation	m	m	m	m	m	m	m	m
	Slovenia	1.24	1.24	1.24	13	47	47	51	1.09

Note: Ratio of salary at the top of the scale has not been calculated for Sweden because the underlying salaries are estimates derived from actual rather than statutory salaries.

Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2009)*.

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

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Table D3.2.

Change in teachers' salaries (between 1996 and 2007)

Index of change[1] between 1996 and 2007 in teachers' salaries at starting salary, after 15 years of experience and at the top of the salary scale, by level of education, converted to 2007 price levels using GDP deflators (1996=100)

		Primary education			Lower secondary education			Upper secondary education, general programmes		
		Starting salary/ minimum training	Salary after 15 years of experience/ minimum training	Salary at top of scale/minimum training	Starting salary/ minimum training	Salary after 15 years of experience/ minimum training	Salary at top of scale/minimum training	Starting salary/ minimum training	Salary after 15 years of experience/ minimum training	Salary at top of scale/minimum training
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD countries	**Australia**	129	97	97	129	99	99	129	99	99
	Austria	109	112	107	110	116	104	105	109	97
	Belgium (Fl.) [2]	106	111	113	104	104	104	104	104	104
	Belgium (Fr.) [2]	101	106	109	99	99	100	99	100	100
	Czech Republic	w	w	w	w	w	w	w	w	w
	Denmark	122	113	110	122	113	110	109	108	103
	England	123	108	108	123	108	108	123	108	108
	Finland	130	127	156	128	115	139	126	121	148
	France	w	w	w	w	w	w	w	w	w
	Germany	w	w	w	w	w	w	w	w	w
	Greece	112	115	117	109	112	115	109	112	115
	Hungary	195	186	192	195	186	192	175	187	201
	Iceland	m	m	m	m	m	m	m	m	m
	Ireland	114	122	117	109	116	116	109	116	116
	Italy	109	110	110	109	109	109	109	108	109
	Japan	107	112	99	107	112	99	107	112	99
	Korea	w	w	w	w	w	w	w	w	w
	Luxembourg	m	m	m	m	m	m	m	m	m
	Mexico	131	130	132	132	136	139	m	m	m
	Netherlands	106	112	102	104	114	102	104	105	101
	New Zealand	100	114	114	100	114	114	100	114	114
	Norway	108	100	110	108	100	110	107	104	106
	Poland	m	m	m	m	m	m	m	m	m
	Portugal	102	111	101	102	111	101	102	111	101
	Scotland	120	115	115	120	115	115	120	115	115
	Slovak Republic	m	m	m	m	m	m	m	m	m
	Spain	94	93	90	m	m	m	93	92	90
	Sweden	w	w	w	w	w	w	w	w	w
	Switzerland	99	96	102	m	m	m	m	m	m
	Turkey	w	w	w	a	a	a	w	w	w
	United States	112	108	m	109	109	m	109	108	m
Partner countries	**Brazil**	m	m	m	m	m	m	m	m	m
	Chile	m	m	m	m	m	m	m	m	m
	Estonia	159	134	173	159	134	173	159	134	173
	Israel	m	m	m	m	m	m	m	m	m
	Russian Federation	m	m	m	m	m	m	m	m	m
	Slovenia	m	m	m	m	m	m	m	m	m

1. The index is calculated as (teacher salary 2007 in national currency * 100) / (Teacher salary 1996 in national currency * GDP deflator 2007) (1996=100). See Annex 2 for statistics on GDP deflators and salaries in national currencies in 1996 and 2007.
2. The data for Belgium in 1996 are based on Belgium as a whole.

Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2009).*

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

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D3

Table D3.3a.

Decisions on payments for teachers in public institutions (2007)

Criteria for base salary and additional payments awarded to teachers in public institutions

		Experience			Criteria based on teaching conditions/ responsibilities																				
		Years of experience as a teacher			Management responsibilities in addition to teaching duties			Teaching more classes or hours than required by full-time contract			Special tasks (career guidance or counselling)			Teaching in a disadvantaged, remote or high cost area (location allowance)			Special activities (*e.g.* sports and drama clubs, homework clubs, summer school etc.)			Teaching students with special educational needs (in regular schools)			Teaching courses in a particular field		
OECD countries	Australia	–			–									▲						▲					
	Austria	–	▲			▲			▲			▲						△							
	Belgium (Fl.)	–								△															
	Belgium (Fr.)	–											△												
	Czech Republic	–	▲	△	–	▲	△		▲	△		▲	△					▲	△	–	▲	△			
	Denmark	–	▲	△	–	▲	△		▲	△		▲	△	–	▲	△		▲	△		▲	△		▲	△
	England	–	▲	△	–	▲	△							–	▲	△				–	▲	△	–	▲	△
	Finland		▲		–	▲			▲	△		▲	△	–	▲			▲	△		▲		–	▲	△
	France	–				▲	△		▲	△		▲	△	–	▲				△	–					
	Germany	–			–					△															
	Greece	–								△			△		▲										
	Hungary	–				▲				△		▲			▲				△		▲				△
	Iceland	–	▲	△	–	▲	△		▲	△	–	▲	△					▲	△	–	▲	△			
	Ireland	–	▲	△	–	▲								–	▲										
	Italy	–					△			△			△		▲				△						
	Japan	–				▲			▲						▲			▲			▲				
	Korea	–				▲				△						△					▲			▲	
	Luxembourg	–								△			△												
	Mexico	–	▲	△	–	▲		–	▲		–	▲		–	▲								–	▲	
	Netherlands	–	▲	△	–	▲	△	–	▲	△	–	▲	△	–	▲	△	–	▲	△	–	▲	△	–	▲	△
	New Zealand	–				▲						▲			▲			▲			▲			▲	
	Norway	–				▲				△	–	▲	△		▲			▲	△						
	Poland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Portugal	–				▲				△		▲								–					
	Scotland	–													▲										
	Slovak Republic	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Spain	–				▲									▲										
	Sweden	–			–					△				–									–		
	Switzerland	–			–					△			△						△	–					
	Turkey	–								△			△		▲				△						
	United States	–				▲									▲			▲						▲	
Partner countries	Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	–				▲									▲										
	Estonia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Israel	–			–			–			–			–						–					
	Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Slovenia	–			–					△			△		▲				△		▲			▲	

– : Decisions on position in base salary scale
▲ : Decisions on supplemental payments which are paid every year
△ : Decisions on supplemental incidental payments

Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2009).*
Please refer to the Reader's Guide for information concerning the symbols replacing missing data.
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Table D3.3a. *(continued)*

Decisions on payments for teachers in public institutions (2007)

Criteria for base salary and additional payments awarded to teachers in public institutions

		Criteria related to teachers' qualifications, training and performance																Criteria based on demography									
		Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession			Holding a higher than minimum level of teacher certification or training obtained during professional life			Outstanding performance in teaching			Successful completion of professional development activities			Reaching high scores in the qualification examination			Holding an educational qualification in multiple subjects			Family status (married, number of children)			Age (independent of years of teaching experience)			Other		
OECD countries	Australia	–			–																▲								
	Austria									△											▲						▲		
	Belgium (Fl.)	–				▲																					▲		
	Belgium (Fr.)	–			–																						▲	△	
	Czech Republic							–	▲	△														–		△			
	Denmark	–	▲	△	–	▲	△		▲	△		▲	△				–	▲	△										
	England	–	▲	△				–	▲	△																			
	Finland	–	▲						▲			▲					–												
	France										–										▲								
	Germany																			–			–						
	Greece	–				▲															▲								
	Hungary	–			–					△	–			–				▲						–					
	Iceland	–	▲	△	–	▲	△					▲	△			△			△					–	▲				
	Ireland	–	▲		–	▲																							
	Italy																			–									
	Japan																				▲						▲		
	Korea									△			△									△		▲					
	Luxembourg				–						–										▲			–					
	Mexico	–	▲		–	▲		–	▲		–	▲		–	▲														
	Netherlands	–	▲	△	–	▲	△	–	▲	△	–	▲	△	–	▲	△	–	▲	△										
	New Zealand	–			–				▲																		▲		
	Norway	–	▲			▲			▲			▲			▲			▲							▲				
	Poland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Portugal	–			–			–			–			–							▲								
	Scotland				–																								
	Slovak Republic	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Spain					▲					–																		
	Sweden	–			–			–			–			–															
	Switzerland																				▲						▲		
	Turkey	–						–					△								▲						▲		
	United States		▲			▲				△																			
Partner countries	Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile									△																			
	Estonia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Israel	–						–			–																		
	Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Slovenia		▲		–					△	–																▲		

– : Decisions on position in base salary scale
▲ : Decisions on supplemental payments which are paid every year
△ : Decisions on supplemental incidental payments

Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2009).*
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