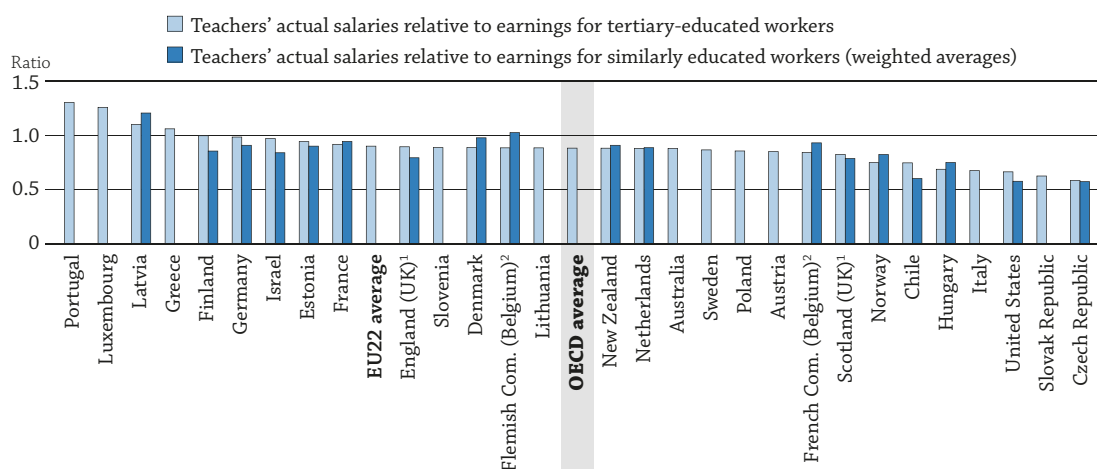


HOW MUCH ARE TEACHERS PAID?

- On average across OECD countries, pre-primary teachers' actual salaries are 78% of earnings of tertiary-educated, 25-64 year-old, full-time, full-year workers. Primary teachers are paid 85% of these benchmark earnings, lower secondary teachers 88% and upper secondary teachers 94%.
- The statutory salaries of teachers with 15 years of experience and typical qualifications average USD 39 227 at pre-primary level, USD 42 864 at primary level, USD 44 623 at lower secondary level, and USD 46 631 at upper secondary level.

Figure D3.1. Lower secondary teachers' salaries relative to earnings for tertiary-educated workers (2015)

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 (2017), Table D3.2a. See *Source* section for more information and 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, to become a teacher after graduation, to return to the teaching profession after a career interruption, and/or to 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, has 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 across 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 Denmark, Finland, the Flemish and French Communities of Belgium, Mexico, the Netherlands, Norway 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 across OECD countries, 65% higher than starting salaries in pre-primary education, 70% higher in primary education, 70% higher in lower secondary education and 69% 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 91% higher, on average, than starting salaries.
- Teachers with maximum qualifications at the top of their salary scales are paid, on average across OECD countries, USD 52 470 at the pre-primary level, USD 55 676 at the primary level, USD 59 147 at the lower secondary level and USD 60 143 at the upper secondary level.
- In 10 out of 29 countries and economies with available data, the average annual actual 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.
- Between 2005 and 2015, statutory salaries of teachers with typical qualifications and 15 years of experience increased in real terms on average across OECD countries and economies by 10% at pre-primary level, by 6% at primary level, 6% at lower secondary level and by 4% at upper secondary level.
- The economic downturn in 2008 had a direct impact on teachers' salaries, which were either frozen or cut in some countries. Between 2005 and 2015 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 about 10% in England (United Kingdom) and Portugal, and up to 28% in Greece.

Analysis

Statutory teachers' salaries

Teachers' salaries vary widely across countries. The salaries of lower secondary school teachers with 15 years of experience and typical qualifications (proxy for mid-career salaries of teachers) range from less than USD 20 000 in the Czech Republic, Hungary, Latvia, Lithuania 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 Denmark, the Flemish and French Communities of Belgium, the Netherlands, Norway 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 50% more, and in Mexico 89% more. In Finland and the Slovak Republic, the difference is mainly explained by the gap between pre-primary and primary teachers' salaries. In the Flemish and French Communities of Belgium, teachers' salaries at upper secondary level are significantly higher than at 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).

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, Chile, Korea, Lithuania, Luxembourg, Slovenia and Turkey and teachers have the same salary irrespective of the level of education taught in Colombia, England (United Kingdom), Greece, Latvia, 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 Canada, the Czech Republic, Japan, the Slovak Republic and Slovenia.

In Israel, the salary of a pre-primary teacher is 22% 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 with implementation on going, aims to raise salaries for upper secondary teachers.

Box D3.1. Comparability of statutory salary data

Meaningful international comparisons rely on the provision and implementation of rigorous definitions and a related statistical methodology. Data published on teachers' statutory salaries in this indicator refer to the annual gross statutory salary for a given reference year (2015) for full-time teachers with a given level of qualifications, teaching in general programmes in public institutions (see *Definitions* section). In view of the diversity in the systems of both education and teachers' compensation systems across countries, strict adherence to these guidelines and methodology is not always straightforward. Some caution is therefore required when interpreting these data (see Annex 3 for more information).

Teachers from vocational programmes: Whereas statutory salaries should refer to teachers in general programmes, they also include teachers in vocational programmes in some countries. This results from overlapping compensation systems and regulations for teachers working in vocational and general programmes, as well as the fact that some teachers may be involved in both types of programmes. Including teachers in vocational programmes can bias data on salaries, especially at upper secondary where they are more common. Over one-third of countries report statutory salaries for all teachers at this level, but there are only limited differences in the statutory salaries between general and vocational programmes in most cases. The effect on actual salaries (see *Definitions* section), affected by the distribution of teachers, is potentially more substantial, although only a handful of countries (Austria, Portugal and the Slovak Republic) report a potential impact, whose extent would not exceed 3% of the values reported.

Social and pension contributions: Some countries could find it challenging to exclude social security contributions paid by employers from data on salaries, while including those paid by employees as required in the data collection. Denmark, Lithuania and Luxembourg include contributions paid by employers; thus, the amounts reported overestimate teachers' salaries. In contrast, in Mexico, New Zealand, Sweden and Turkey, salaries are underestimated due to the exclusion of the employees' contributions.

...

Reporting of averages: Salary data for each country refer to the whole country (for a given reference year and level of qualification of teachers). However, one-third of countries do not report statutory salaries based on a single set of national pay scales, but estimate this value for the whole country, since salary scales vary by subnational areas (for example, in federal countries such as Canada and Germany). These averages usually weight each scale by the proportion of teachers paid according to the different scales. However, in some countries where salaries vary by geographical area or where salary scales do not exist at the national level, only actual base salaries can be collected. In the United States, for example, instead of statutory salaries, actual salaries are reported based on samples. Weighted averages are also used when salary scales vary between grades within a level of education (for example, at the primary level in Denmark), or when the annual salaries reported are adjusted to fit the school year, rather than the calendar year (as in the case of Austria). In some cases, multiple factors are taken into account simultaneously to determine the level of the salary. For example, in the Netherlands, several statutory salary scales are used, based on the qualifications of teachers and other criteria, with a different number of salary scales according to levels of education. At the secondary level, there is also a different distribution of the use of these salary scales between geographical areas.

Minimum and typical qualifications

Teachers' statutory salaries do not only vary with the level of education they teach or their years of experience, but also according to their qualifications.

The minimum qualifications required to teach at a given level of education in the public school system refer to the standard duration and the type of training required to enter the profession (see OECD, 2014, Indicator D6) and does not include other requirements to become a licensed teacher, 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, or even a combination of qualifications, to enter the teaching profession. Typical qualifications generally involve the completion of requirements beyond teachers' typical educational attainment (see Annex 3 for the differences between minimum and typical qualification 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 they vary depending on the country and the school system.

Variations between the minimum and 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 qualification level, these may also represent the typical qualifications). In 18 of the 36 countries and economies 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 10 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). Caution is necessary when interpreting these differences in salaries, as in some countries a very small proportion of teachers only have the minimum qualification required.

In Chile, Ireland, Israel, Mexico, Portugal and the Slovak Republic (primary, lower secondary and upper secondary), starting salaries are the same for all teachers within a given level of education, regardless of their level of qualification. However, for teachers with several years of teaching experience in these countries, the salaries start to diverge according to whether they have minimum or typical qualifications. In Canada, Colombia, Costa Rica, the Czech Republic, the French Community of Belgium, Lithuania 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. This is because most teachers in Poland have a master's degree or the equivalent (ISCED 7), even though this is only a requirement for teaching upper secondary (Table D3.1a and Table D3.1b, available on line).

Differences in statutory salaries can be substantial among teachers with 15 years of experience between those with minimum qualifications and those with typical qualifications. They range from 10% or less in Australia, Chile, Ireland, Israel, Korea (pre-primary level) and New Zealand to more than 30% in Costa Rica, the French Community of Belgium (upper secondary level) and Poland (at pre-primary and primary levels) (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 factors in 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 31 486. Starting salaries range from below USD 15 000 in Brazil, Colombia, Hungary, Latvia, Poland and the Slovak Republic to more than USD 40 000 in Denmark and Spain, more than USD 60 000 in Germany and 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 59 147, ranging from less than USD 25 000 in the Czech Republic, Lithuania and the Slovak Republic, to USD 75 000 or more in Austria, the French Community of Belgium, Germany and Korea, more than USD 95 000 in Switzerland and to more than USD 135 000 in Luxembourg.

In terms of the statutory salary range, from starting salaries (with minimum qualifications) to maximum salaries (with maximum qualifications), most countries and economies with starting salaries below the OECD average also have maximum salaries that are 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 7% lower than the OECD average, but maximum salaries are 7% to 34% higher. The opposite is true in Denmark, Finland and Norway, where starting salaries are at least 13% higher than the OECD average, while maximum salaries are lower than the 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 salary with minimum qualification and maximum salary with maximum qualification is 30% or less in Denmark, Finland (pre-primary, primary and lower secondary), Norway (pre-primary) and Turkey (Table D3.6, available on line).

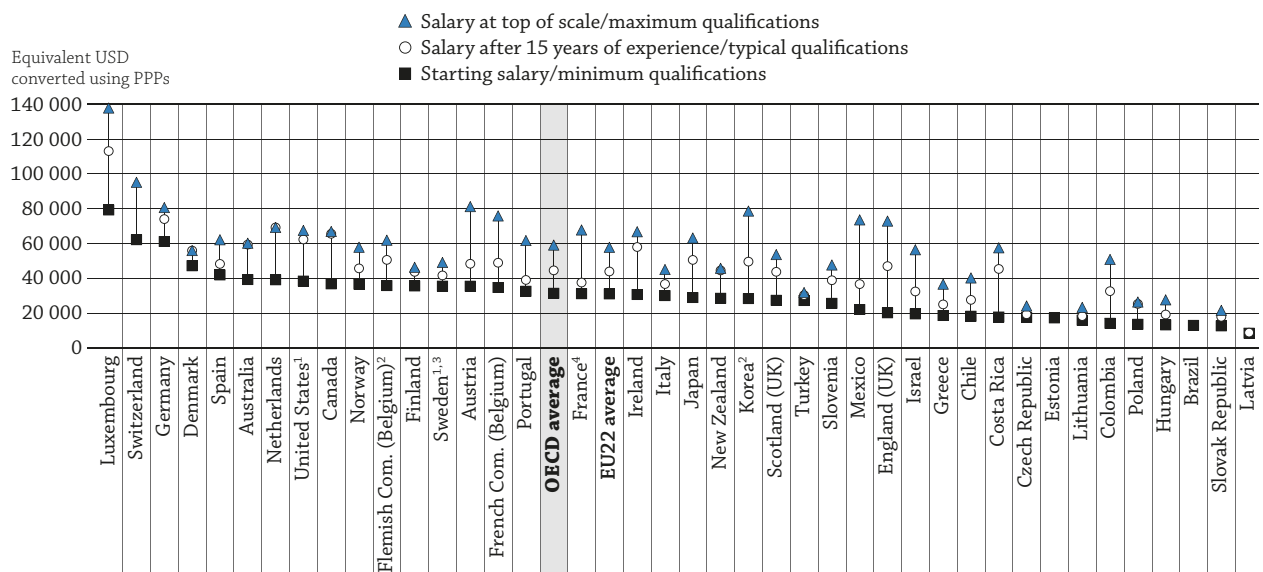
Weak financial incentives may make it more difficult to retain teachers as they approach the peak of their earnings. However, there may be some benefits to compressed pay scales. For example, organisations in which there are smaller differences in salaries among employees may enjoy more trust, freer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

By contrast, maximum salaries are at least double the starting salaries in Chile, the French Community of Belgium, 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, Costa Rica, 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 pay range, the salary premium for higher qualifications also varies across countries. At lower secondary level, while there is no difference between salaries at the top of the scale for teachers with minimum and maximum qualifications in 12 of 36 countries and economies with data for both, in Colombia, France, the French Community of Belgium, Israel, Lithuania, Norway and the Slovak Republic, the difference is at least 25%. This salary gap is widest in Costa Rica, 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).

Figure D3.2. Lower secondary teachers’ statutory salaries at different points in teachers’ careers (2015)

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. 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 (2017), Table D3.1a, Tables D3.1b and D3.6, available on line. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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When analysing starting salaries (with minimum qualifications) and maximum salaries (i.e. those at the top of the salary scale with maximum qualification), it is important to bear in mind that “minimum” and “maximum” qualifications do not refer to all teachers, as teachers may have other qualification 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

D3

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 their career (for a given qualification level), although the rate of change differs across countries. With a typical qualification level, the average statutory salaries for lower secondary school teachers with 10 years of experience are 30% higher than the average starting salaries, and 39% higher with 15 years of experience. In addition, salaries at the top of the scale (reached after an average of 25 years of experience) are 71% higher, on average, than starting salaries. In Greece, Hungary, Israel, Italy, Korea and Spain, lower secondary school teachers reach the top of the salary scale only after at least 35 years of service. By contrast, lower secondary teachers in Australia, Colombia, New Zealand and Scotland (United Kingdom) reach the highest step on the salary scale after 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 54 for primary teachers, USD 64 for lower secondary teachers, and USD 73 for upper secondary teachers in general education.

At primary and secondary levels, Chile, Colombia (secondary levels), Costa Rica (primary level), the Czech Republic (primary level), Latvia, Lithuania (secondary levels) and the Slovak Republic have 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 the Flemish Community of Belgium, Germany and the Netherlands, at the lower secondary level in Korea and at the upper secondary level in the French Community of Belgium, 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 43. However, in about one-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 Latvia and Scotland (United Kingdom), there is no difference, while in Denmark the salary per teaching hour for an upper secondary teacher is more than twice that for a primary teacher. In Colombia and Lithuania, the salary per teaching hour is actually higher at the primary level (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 teaching than upper secondary teachers (see Table D4.1).

Salary trends since 2000

Among the half of the OECD countries with available data on statutory salaries of teachers with typical qualifications for 2000 and 2015 (and no break in the time series), teachers’ salaries increased overall in real terms in most of these countries during this period. Notable exceptions are England (United Kingdom) and France, where there was a decline of about 5% and 10% respectively and Greece where salaries decreased by 16%. There were also slight declines in teachers’ salaries in real terms (less than 3%) in Denmark (upper secondary), and Italy (primary and secondary education). In other countries, salaries increased most significantly (by 18% or more over this period)

in Finland (primary), Ireland (primary to upper secondary), Israel, Mexico (pre-primary to lower secondary) and Turkey. The increase exceeded 40% in Israel (pre-primary), Latvia and Scotland (United Kingdom) (pre-primary). However, in some countries, the overall increase in teachers' salaries between 2000 and 2015 includes periods of decrease in salary (in real terms), particularly from 2010 (Table D3.5a).

Over the period 2005 to 2015, where three-quarters of OECD countries and economies have comparable data for at least one level of education, more than half of these countries showed an increase in their salaries in real terms. On average across OECD countries and economies with available data for 2005 and 2015 reference years, salaries increased by 6% at primary level, 6% at lower secondary level and 4% at 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), Latvia, Luxembourg (pre-primary and primary), Norway (pre-primary) and Turkey.

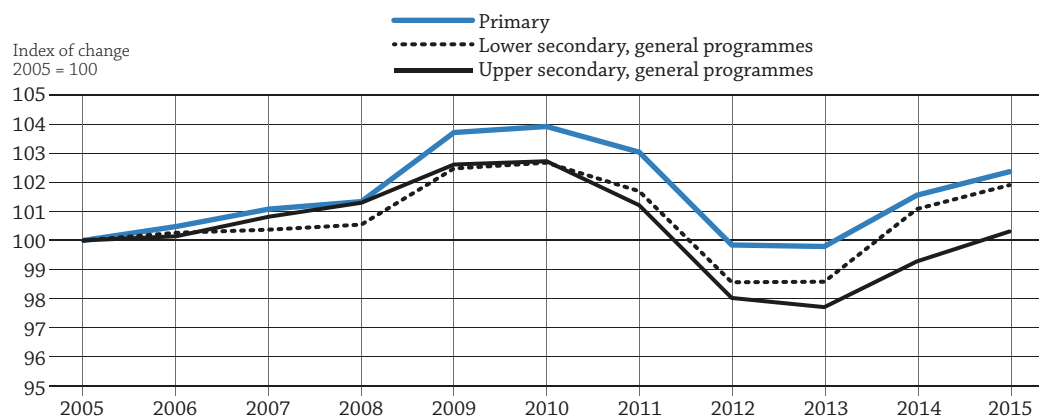
In most countries, similar increases in teachers' salaries were seen at the primary, lower secondary and upper secondary levels between 2005 and 2015. However, this is not true in Israel and Luxembourg. In Israel, salaries increased by more than 43% at pre-primary level, by 29% at primary level, by 38% at lower secondary level and by 18% at upper secondary level. In Luxembourg, the increase exceeded 45% at pre-primary and primary levels, compared to a 16% 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 2014/15 for example, 94% 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 upper secondary level, affecting 41% of full-time equivalent teachers in the academic year 2014/15.

By contrast, salaries (at pre-primary, primary and secondary levels) have decreased by about 10% since 2005 in England (United Kingdom) and Portugal, and by 28% in Greece.


However, these overall changes in teachers' salaries in OECD countries between 2005 and 2015 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 and economies with available data for all years over the period, salaries were either frozen or cut between 2009 and 2013, before starting 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 2015 is of particular interest when analysing the change in teachers' salaries further to the crisis.

Figure D3.3. Change in teachers' salaries in OECD countries (2005-15)

Average index of change, among OECD 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 (2017), Table D3.5b, available on line. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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At lower secondary level, changes in statutory salaries show different patterns among the 28 countries with available data for 2010, 2013 and 2015 (Figure D3.4). In most of the countries, salaries either increased over both 2010-13 and 2013-15 or decreased over both periods. Salaries have decreased in real terms in both periods in just over one-third of the countries and economies, all of them in Europe (Austria, England [United Kingdom], Finland, France, Greece, Ireland, Italy, Scotland [United Kingdom] and Slovenia). In contrast, they have increased continuously over these periods in another third of the countries (mostly outside Europe).

In a small group of countries (Denmark, Hungary, Portugal, Spain and Turkey), statutory salaries decreased from 2010 to 2013 and then increased from 2013 to 2015. Nonetheless, salaries in 2015 were below the level of 2010 in real terms in the majority of these countries (Figure D3.4).

The above analysis of 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 to teachers, such as allowances, bonuses or other rewards. 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 the base salary are taken at different decision-making levels (Table D3.8, available on line).

Criteria for additional payments vary across countries. In the large majority of countries, teachers' core tasks (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). Taking on 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. This may be either reduced teaching time, as in Chile, Denmark, Finland, Luxembourg, Portugal, the Slovak Republic and Switzerland (with also incidental/occasional additional payments); or an annual additional payment, as in Canada (in some provinces/territories), England (United Kingdom), France, Ireland, Italy, Japan, Korea, New Zealand, 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 by teachers. This is the case for lower secondary teachers in the Czech Republic, Estonia, Israel, Japan, Korea, Lithuania, Poland, the Slovak Republic and Slovenia. Performance bonuses can also be administered through increases in basic salary, such as in England (United Kingdom), France, Hungary, Mexico and New Zealand. Additional payments can also include bonuses for special teaching conditions, such as for teaching students with special needs in regular schools or for teaching in disadvantaged, remote or high-cost areas (Table D3.7).

Actual average salaries

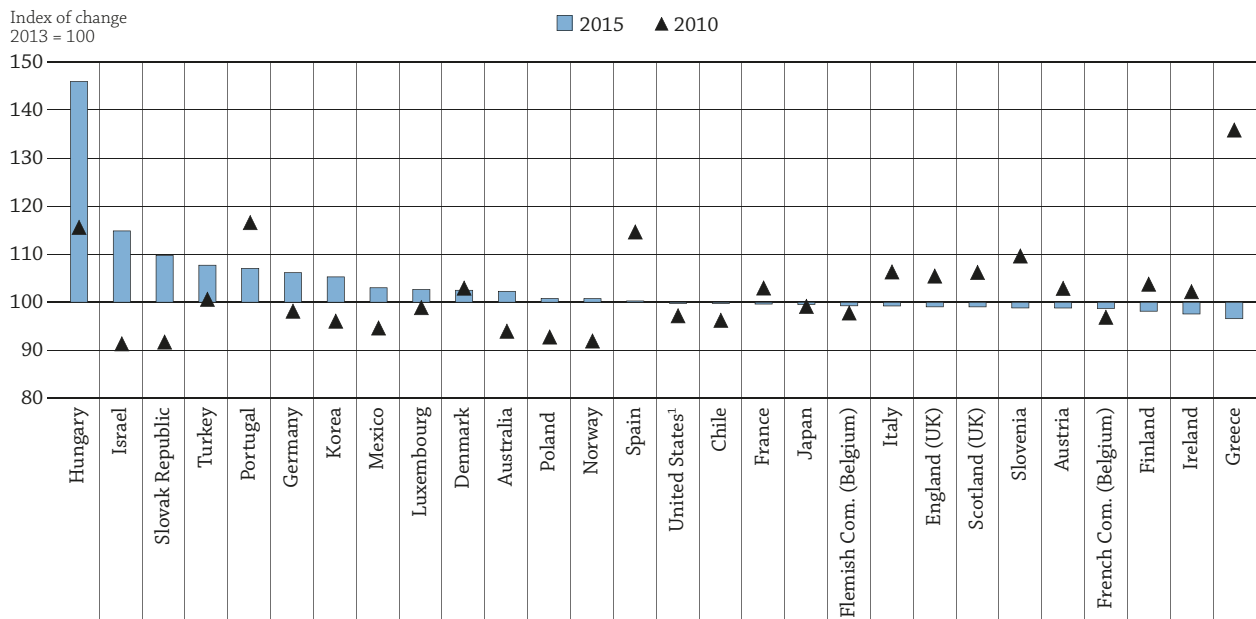
Unlike statutory salaries, teachers' actual salaries may include work-related payments, such as annual bonuses, results-related bonuses, extra pay for holidays, sick-leave pay and other additional payments (see *Definitions* section). These bonuses and allowances can represent a significant addition 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 qualification level of the teaching force (Box D3.3). Differences between statutory and actual average salaries are also linked to the distribution of teachers by years of experience and qualifications, as these two factors have an impact on the salary level of teachers.

Across OECD countries and economies, average actual salaries of teachers aged 25-64 are USD 37 093 at pre-primary level, USD 41 827 at primary level, USD 44 070 at lower secondary level and USD 46 928 at upper secondary level.

Among the 29 OECD countries and economies 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,

Finland (primary and secondary levels), France (pre-primary and secondary levels), Hungary, Israel, Poland (primary and secondary levels), Portugal (upper secondary) and the Slovak Republic. In Latvia, the actual salaries of teachers are 48% higher than the statutory equivalent at pre-primary level, and more than double at upper secondary level. As statutory salaries refer to a minimum amount payable in Latvia and are very low, a large proportion of teachers take on more teaching hours and also perform additional tasks (Tables D3.1a and D3.4).

Figure D3.4. Change in lower secondary teachers' statutory salaries (2010, 2013 and 2015)
Index of change between 2010 and 2015 (2013 = 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 2013 and 2015, in the statutory salaries of lower secondary teachers with 15 years of experience.

Source: OECD (2017), Table D3.5a. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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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 8% higher at upper secondary level than at the pre-primary level, while actual salaries are 22% 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 Finland, France, Israel and Poland, and this gap reaches 40 percentage points in Latvia, 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).

Among countries with available data for both statutory and actual salaries of lower secondary teachers over 2010-15 actual salaries of teachers changed in a similar way to statutory salaries of teachers in most countries. However, in Luxembourg actual salaries decreased between both 2010-13 and 2013-15, while statutory salaries increased during the whole period (Figure D3.5, available on line).

Teachers' salaries relative to earnings for tertiary-educated workers

Young people's decisions to undertake teacher training, and graduates' decisions to subsequently enter or stay in the profession, are influenced by the salaries of teachers relative to those of other occupations requiring similar qualifications and by potential salary increases. In most OECD countries, a tertiary degree is required to become a teacher at all levels of education, meaning 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 (see also Box D3.3). Moreover, to ensure that the comparison between countries 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 18 countries and economies with available data (for at least one level), actual salaries of teachers amount to less than 60% of the earnings of similarly educated workers in the Czech Republic (primary, secondary) and the United States. Very few countries and economies have actual salaries of teachers that exceed those of similarly educated workers: ranging from up to 6% higher or less in the Flemish Community of Belgium (pre-primary, primary and lower secondary levels) and France (upper secondary) to more than 20% higher in Latvia (primary and secondary levels).

Considering the few countries with available data for this relative measure of teachers' salaries, a second benchmark (see *Methodology* section) 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 78% of full-time, full-year earnings, on average, among 25-64 year-olds with tertiary education. Primary teachers earn 85% of the benchmark salary, lower secondary teachers 88%, and upper secondary teachers 94% (Table D3.2a and Figure D3.1).

In almost all countries and economies with available information, and at almost all levels of education, teachers' actual salaries are lower than those of tertiary-educated workers. However, upper secondary teachers in 10 of the 29 countries and economies with available data have actual salaries that are equal to or higher than those of workers with a tertiary attainment. Relative salaries for teachers are highest in Finland (upper secondary), the Flemish Community of Belgium (upper secondary), Latvia (primary and secondary), Luxembourg and Portugal, 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 50% or less of the earnings of a full-time, full-year tertiary-educated worker (Table D3.2a and Figure D3.1).

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, 39% to 40% higher than those of younger teachers (those aged 25-34). This difference between age groups varies considerably between countries and economies, however. The difference is less than 30% at all levels of education in the Czech Republic, Denmark, England (United Kingdom), Finland, Latvia, New Zealand, Norway and Sweden while it is 53% or more in Austria, Chile, Israel, Luxembourg, Portugal 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 workforce ages. On average across OECD countries and economies, teachers' actual salaries relative to earnings of tertiary-educated workers are about 10 to 11 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 and Hungary teachers' actual salaries relative to earnings of tertiary-educated workers are higher for older age groups at pre-primary, primary and secondary levels.

Differences between actual salaries for male and female teachers 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.

There are larger gender differences in the ratio of teachers' salaries to earnings for similarly educated workers aged 25-64. On average across OECD countries and economies, actual salaries of male teachers (aged 25-64) are

...

68% (at pre-primary level) to 85% (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 D3.2 and D3.4).

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.

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. Belgium, Canada, Denmark, France, Germany, Italy, Luxembourg, the Netherlands, Poland and Spain), 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.

Salary at the top of the scale 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 teachers' salary at lower and 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 purchasing power parities (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 2014 to 30 June 2015. The reference date for PPPs is 2014/15, 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. 2015).

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 (available on line), 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 may impact on 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.

For more information please see the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (OECD, 2017) and Annex 3 for country-specific notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

Source

Data on statutory teachers' salaries and bonuses are derived from the 2016 OECD-INES Survey on Teachers and the Curriculum. Data refer to the school year 2014/15 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.

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/10.1787/888933561840>

	Table D3.1a	Teachers' statutory salaries, based on typical qualifications, at different points in teachers' careers (2015)
WEB	Table D3.1b	Teachers' statutory salaries, based on minimum qualifications, at different points in teachers' careers (2015)
	Table D3.2a	Teachers' actual salaries relative to earnings of tertiary-educated workers (2015)
WEB	Table D3.2b	Teachers' statutory salaries relative to earnings of tertiary-educated workers (2015)
WEB	Table D3.2c	Teachers' actual salaries relative to earnings of tertiary-educated workers, by age group and by gender (2015)
WEB	Table D3.3a	Comparison of teachers' statutory salaries, based on typical qualifications (2015)
WEB	Table D3.3b	Comparison of teachers' statutory salaries, based on minimum qualifications (2015)
	Table D3.4	Average actual teachers' salaries, by age group and gender (2015)
WEB	Table D3.5a	Trends in teachers' salaries, based on typical qualifications, between 2000 and 2015
WEB	Table D3.5b	Trends in teachers' salaries, based on minimum qualifications, between 2000 and 2015
WEB	Table D3.6	Starting/Maximum teachers' statutory salaries, based on minimum/maximum qualifications (2015)
WEB	Table D3.7	Criteria used for base salary and additional payments awarded to teachers in public institutions, by level of education (2015)
WEB	Table D3.8	Decision-making level to criterion used for determining teachers' base salaries and additional payments, by level of education (2015)
WEB	Figure D3.5	Change in lower secondary teachers' actual and statutory salaries (2010, 2013 and 2015)

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.

Table D3.2a. **Teachers' actual salaries relative to earnings of tertiary-educated workers (2015)**

Ratio of salary, using annual average salaries (including bonuses and allowances) of teachers in public institutions relative to the earnings of workers with similar educational attainment (weighted average) and to the earnings 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									
Countries									
Australia ¹	2015	m	m	m	m	m	0.87	0.88	0.88
Austria	2015	m	m	m	m	m	0.72	0.85	0.92
Canada	2015	m	m	m	m	m	m	m	m
Chile	2015	0.61	0.60	0.60	0.66	0.76	0.74	0.75	0.81
Czech Republic	2015	0.72	0.58	0.57	0.59	0.50	0.58	0.58	0.61
Denmark	2015	0.80	0.96	0.98	0.85	0.72	0.88	0.89	1.01
Estonia	2015	0.68	0.91	0.90	0.89	0.63	0.94	0.94	0.94
Finland	2014	0.74	0.78	0.85	0.94	0.67	0.91	1.00	1.12
France	2014	0.87	0.85	0.94	1.06	0.80	0.79	0.92	1.03
Germany	2014	m	0.83	0.91	0.97	m	0.90	0.98	1.06
Greece	2015	m	m	m	m	1.00	1.00	1.06	1.06
Hungary	2015	0.76	0.75	0.75	0.66	0.66	0.69	0.69	0.73
Iceland		m	m	m	m	m	m	m	m
Ireland	2015	m	m	m	m	m	m	m	m
Israel	2015	0.84	0.81	0.84	0.78	0.88	0.89	0.97	0.88
Italy	2015	m	m	m	m	0.68	0.68	0.67	0.73
Japan		m	m	m	m	m	m	m	m
Korea		m	m	m	m	m	m	m	m
Latvia	2015	0.97	1.29	1.20	1.34	0.88	1.18	1.10	1.23
Luxembourg	2015	m	m	m	m	1.10	1.10	1.26	1.26
Mexico		m	m	m	m	m	m	m	m
Netherlands	2015	0.74	0.74	0.89	0.89	0.70	0.70	0.88	0.88
New Zealand	2015	m	0.90	0.91	0.94	m	0.86	0.88	0.94
Norway	2015	0.74	0.82	0.82	0.79	0.66	0.75	0.75	0.82
Poland	2015	m	m	m	m	0.72	0.84	0.85	0.84
Portugal	2015	m	m	m	m	1.46	1.33	1.30	1.42
Slovak Republic	2015	m	m	m	m	0.46	0.62	0.62	0.62
Slovenia	2015	m	m	m	m	0.63	0.87	0.89	0.94
Spain		m	m	m	m	m	m	m	m
Sweden	2015	m	m	m	m	0.76	0.84	0.86	0.90
Switzerland		m	m	m	m	m	m	m	m
Turkey		m	m	m	m	m	m	m	m
United States	2015	0.55	0.57	0.58	0.59	0.63	0.65	0.66	0.68
Economies									
Flemish Com. (Belgium)	2015	1.04	1.05	1.02	0.98	0.90	0.91	0.88	1.14
French Com. (Belgium)	2015	1.00	0.99	0.93	0.95	0.86	0.86	0.84	1.07
England (UK)	2015	0.77	0.77	0.79	0.79	0.83	0.83	0.89	0.89
Scotland (UK)	2015	0.79	0.79	0.79	0.79	0.82	0.82	0.82	0.82
OECD average		m	m	m	m	0.78	0.85	0.88	0.94
EU22 average		m	m	m	m	0.79	0.86	0.90	0.96
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		m	m	m	m	m	m	m	m
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	2015	m	m	m	m	0.88	0.88	0.88	0.88
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: See *Definitions* and *Methodology* sections for more information. Data available at <http://stats.oecd.org/>, Education at a Glance Database.

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

Source: OECD (2017). See *Source* section for more information and 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 (2015)**

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	Countries											
Australia	m	52 847	53 355	53 372	m	52 931	53 898	53 918	m	52 701	52 857	52 875
Austria ¹	m	55 546	65 367	70 466	m	52 604	67 083	73 882	m	55 763	64 618	67 515
Canada	m	m	m	m	m	m	m	m	m	m	m	m
Chile	27 791	27 219	27 383	29 897	27 145	28 744	28 574	30 974	27 804	26 820	26 901	29 207
Czech Republic	19 803	23 211	23 169	24 141	19 402	23 158	23 174	24 300	19 804	23 214	23 168	24 075
Denmark ²	47 443	57 546	58 247	66 316	47 696	57 883	58 599	67 108	47 395	57 423	58 104	65 602
Estonia	14 662	22 066	22 066	22 066	m	m	m	m	m	m	m	m
Finland ³	33 263	44 930	49 427	55 420	32 892	47 349	50 325	56 463	33 274	44 112	49 061	54 940
France ⁴	38 668	38 154	44 409	50 021	39 743	40 754	45 868	51 695	38 579	37 496	43 608	48 687
Germany	m	65 043	71 768	76 143	m	m	m	m	m	m	m	m
Greece ¹	22 929	22 929	24 379	24 379	24 714	24 714	24 967	24 967	22 454	22 454	24 040	24 040
Hungary	22 410	23 343	23 343	24 829	19 541	22 904	22 904	24 698	22 425	23 417	23 417	24 896
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	36 601	36 784	40 156	36 492	30 814	36 463	39 497	m	36 628	36 836	40 330	m
Italy	34 756	34 756	34 645	37 567	34 873	34 873	34 280	37 610	34 752	34 752	34 790	37 472
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	13 087	17 570	16 406	18 359	13 299	18 537	17 104	18 296	13 086	17 521	16 339	18 365
Luxembourg	95 407	95 407	108 587	108 587	95 407	95 407	108 587	108 587	95 407	95 407	108 587	108 587
Mexico	m	m	m	m	m	m	m	m	m	m	m	m
Netherlands	50 780	50 780	63 912	63 912	51 549	51 549	65 552	65 552	50 641	50 641	62 078	62 078
New Zealand	m	42 776	43 640	46 375	m	42 757	43 812	46 974	m	42 780	43 558	45 911
Norway	44 574	50 243	50 243	55 153	43 586	50 223	50 223	55 458	44 655	50 251	50 251	54 923
Poland	26 552	30 750	31 373	30 803	24 880	29 369	30 235	30 131	26 557	30 916	31 706	31 040
Portugal	46 432	42 458	41 480	45 238	43 603	43 252	41 068	44 410	46 448	42 275	41 606	45 639
Slovak Republic ¹	16 451	22 307	22 307	22 291	m	m	m	m	m	m	m	m
Slovenia ⁵	26 450	36 695	37 359	39 623	22 142	34 884	37 368	39 202	26 560	36 810	37 363	39 760
Spain	m	m	m	m	m	m	m	m	m	m	m	m
Sweden ¹	37 006	40 822	42 001	43 730	36 737	40 487	42 044	44 027	37 023	40 878	41 981	43 532
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 ¹	50 946	52 516	53 548	55 328	49 940	55 122	55 118	57 366	51 539	52 008	52 518	54 075
Economies												
Flemish Com. (Belgium)	51 248	51 815	50 509	65 386	49 440	53 204	49 239	64 901	51 284	51 494	50 943	65 650
French Com. (Belgium)	49 381	49 065	48 046	61 240	43 511	49 825	48 435	61 788	49 546	48 891	47 865	60 937
England (UK) ¹	41 955	41 955	45 212	45 212	39 888	39 888	45 825	45 825	42 239	42 239	44 893	44 893
Scotland (UK) ⁶	41 634	41 634	41 634	41 634	m	m	m	m	m	m	m	m
OECD average	37 093	41 827	44 070	46 928	37 657	42 787	45 157	49 049	38 957	42 379	44 608	48 030
EU22 average	36 516	41 308	43 893	47 153	37 607	42 258	45 148	49 080	38 675	41 983	44 676	48 206
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	19 372	19 372	19 372	19 372	19 372	19 372	19 372	19 372	19 372	19 372	19 372	19 372
Russian Federation ⁷	17 420	20 908	20 908	20 908	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 on line. See Annex 2 and *Definitions and Methodology* sections for more information. Data available at <http://stats.oecd.org/>, Education at a Glance Database.

- At the upper secondary level includes teachers working in vocational programmes.
- 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.
- Year of reference 2014.
- Also includes data on actual salaries of pre-school teaching assistants for pre-primary education.
- Includes all teachers, irrespective of their age.
- Average actual teachers' salaries for all teachers, irrespective of the level of education they teach except pre-primary education.

Source: OECD (2017). See *Source* section for more information and 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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