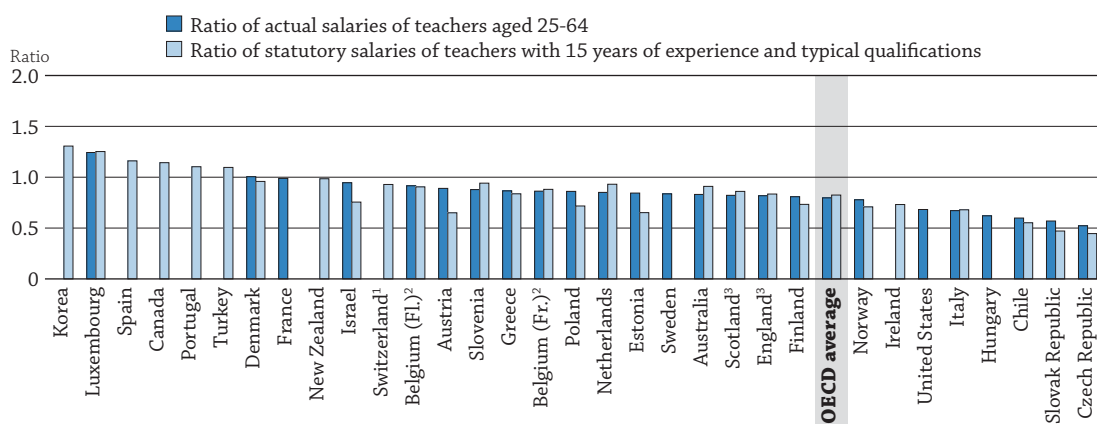


HOW MUCH ARE TEACHERS PAID?

- On average across OECD countries, pre-primary and primary teachers earn 78% of the salary of a similarly-educated, 25-64 year-old full-time, full-year worker, lower secondary teachers are paid 80%, and upper secondary teachers are paid 82% of that benchmark salary.
- The statutory salaries of teachers with 15 years of experience and typical qualifications average USD 38 653 at the pre-primary level, USD 41 245 at the primary level, USD 42 825 at the lower secondary level, and USD 44 600 at the upper secondary level.

**Chart D3.1. Teachers' salaries relative to earnings
for similarly educated workers (2013)**

Salaries of lower secondary teachers teaching general programmes in public institutions



Notes: The definition of teachers' typical qualification is based on a broad concept including the typical ISCED level of attainment and other criteria, as discussed in Box D3.2. For further details on the different metrics used to calculate these ratios, please refer to the *Methodology* section.

1. Statutory salaries of teachers with 11 years of experience and minimum qualification instead of 15 years of experience and typical qualifications.

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

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

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

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

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Context

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

■ 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 qualification in Belgium, Finland, Hungary and the Slovak Republic is at least 25% higher than that of a pre-primary school teacher with the same experience and typical qualification.
- Salaries at the top of the scale for teachers with typical qualifications are, on average, 64%, 66%, 65% and 66% higher, respectively, than starting salaries in pre-primary, primary, lower secondary and upper secondary education. The difference tends to be greatest when it takes many years to progress through the scale. In countries where it takes 30 years or more to reach the top of the salary scale, salaries at that level can be more than 90% higher, on average, than starting salaries.
- Teachers with maximum qualifications at the top of their salary scales are paid, on average, USD 49 176 at the pre-primary level, USD 51 177 at the primary level, USD 53 786 at the lower secondary level, and USD 54 666 at the upper secondary level.
- In 11 out of 28 countries with available data, the average annual salaries of upper secondary teachers, including bonuses and allowances, are at least 10% higher than statutory salaries for upper secondary teachers with 15 years of experience and typical qualifications.
- In the 17 countries with available data, the average annual salary for full-time equivalent tertiary academic instructional faculty members varies across countries, ranging from USD 13 348 in Latvia to USD 74 305 in Germany. For the 12 countries with available data, the average salaries for men are consistently higher than those for women.

■ Trends

Between 2000 and 2013, teachers' salaries rose, in real terms, in all countries with available data, except Denmark (upper secondary), England, France and Italy. However, in most countries, salaries increased less since 2005 than between 2000 and 2005. The economic downturn in 2008 also had a direct impact on teachers' salaries, which were either frozen or cut in some countries. As a consequence, the number of countries showing an increase in salaries, in real terms, between 2008 and 2013 shrank to about one in two OECD countries.

Analysis

Statutory teachers' salaries

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

D3

Teachers' salaries vary widely across countries. The salaries of lower secondary school teachers with 15 years of experience and typical qualification range from less than USD 15 000 in Estonia and Hungary, to more than USD 60 000 in Canada, Germany, the Netherlands and the United States and exceed USD 100 000 in Luxembourg (Table D3.1a and Chart D3.2).

In most countries, teachers' salaries increase with the level of education taught. In Belgium, Denmark, Hungary, the Netherlands, Norway and the Slovak Republic, upper secondary teachers with 15 years of experience and typical qualification earn between 20% and 40% more than pre-primary teachers with the same experience; they earn around 55% more in Finland. In Finland and the Slovak Republic, the difference is mainly explained by the gap between pre-primary and primary teachers' salaries. In Belgium, teachers' salaries at the upper secondary level are significantly higher than at the other levels of education. In Hungary, the main differences are found between upper secondary and lower secondary teachers' salaries, while there is no difference between the salaries of lower secondary and primary teachers. The differences between salaries at each level of education should be interpreted in light of the requirements to enter the teaching profession (see *Education at a Glance 2014* [OECD, 2014], Indicator D6).

In Australia, Korea, Slovenia, Turkey and the United States, there is less than a 5% difference between salaries for upper secondary and pre-primary teachers with 15 years of experience and typical qualification; in England, Greece, Poland, Portugal, Scotland, teachers receive the same salary irrespective of the level of education taught. This is also true in the Czech Republic, Estonia, Japan, Slovenia and the Slovak Republic at the primary, lower secondary and upper secondary levels. In Israel, there is a 17% difference between the salaries of an upper secondary teacher and a pre-primary teacher in favour of the latter. This difference is the result of the "New Horizon" reform, begun in 2008 and partially implemented by 2013, that increased salaries for pre-primary, primary and lower secondary teachers. Another reform, launched in 2012, aims to raise salaries for upper secondary teachers. In Luxembourg, primary teachers with 15 years of experience earned around 50% less than secondary teachers with the same amount of experience prior to a reform in 2009. Now, the difference between primary and secondary school teachers' salaries is less than 10%.

Differences in teachers' salaries at different education levels may influence how schools and school systems attract and retain teachers and may also influence the extent to which teachers move among education levels.

Box D3.1. Tertiary faculty salaries

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

One way to attract and maintain high-quality instructional staff is to offer competitive salaries. In a 2015 survey, preliminary data were gathered about the structures for determining faculty salaries and the average salaries offered by public and government-dependent private tertiary institutions (details available in Annex 3). The survey found that the structures for determining tertiary faculty salaries were markedly different in many countries compared to those structures for determining primary and secondary teachers' salaries. Most countries use national salary schedules as a basis for determining tertiary faculty salaries, as they do for determining primary and secondary teachers' salaries. However, in most countries, individual institutions have discretion in modifying these payment levels, which primary and secondary schools do not have. The criteria used for setting faculty salaries include educational attainment and length of experience, which are also used for teachers at the primary and secondary levels, but in addition they included academic rank, field(s) of instruction and research experience, which are not commonly considered for primary and secondary teachers. For example, in 25 out of 32 reporting countries, research experience was cited as a relevant factor in determining faculty salaries.

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The 2015 survey also obtained estimates of the actual average annual salary for all full-time equivalent (FTE) tertiary academic instructors for a recent year (2012/13 for most reporting countries). Though preliminary, these results reveal some interesting findings. Seventeen OECD and partner countries reported salary averages for FTE tertiary faculty, ranging from USD 13 348 in Latvia to USD 74 305 in Germany (tertiary faculty salaries were converted using PPPs for private consumption from the OECD National Accounts database). Among the 12 countries that provided separate data on men and women, the average salaries for men were consistently higher than the average salaries for women. Twelve countries also provided actual average annual salaries for full-time full professors. Average salaries for these senior faculty were consistently higher among OECD and partner countries, averaging 18% (Norway) to 105% (the Czech Republic) higher than the averages for all FTE tertiary faculty in their countries. Salaries for full-time full professors were highest in Germany (USD 107 889), the United States (USD 101 685) and the United Kingdom (USD 97 079) among all reporting countries. Similar to the pattern observed for faculty salaries overall, salaries for male professors were higher than salaries for female professors in all reporting countries except Portugal. However, the salary differential between male and female professors was smaller than those reported for all faculty, with Iceland and Norway reporting a differential of less than 2%.

Minimum and typical qualifications

Differences in statutory salaries across countries should be interpreted in light of the concepts of typical and minimum qualifications. The minimum qualifications required to teach at a given education level refers to the typical duration and type of training required to enter the profession (see *Education at a Glance 2014* [OECD, 2014], Indicator D6) and does not include other requirements to become a licensed teacher in the public school system, such as probation years.

The definition of teachers' typical qualifications varies by country (Box D3.1). The typical level of qualifications refers to the level of qualifications and training teachers typically have, and may include certificates and qualifications obtained while in the teaching profession. The qualifications of teachers are "typical" in that they represent the qualifications held by the largest proportion of teachers in the system, in a given year.

However, differences between the minimum and typical qualifications of teachers are by no means the general rule. In 17 of the 36 countries with available data, there are no differences between minimum and typical qualifications throughout a teacher's career. In the remaining 19 countries, differences in teachers' statutory salaries may reflect differences in whether teachers hold the typical or the minimum qualifications, at least in one education level and at least at one point in their career; at starting salary, after ten years of experience, after 15 years of experience, or at the top of the salary scale. Yet the salary difference related to having qualifications other than the minimum varies across countries.

In Chile, England, Iceland, Israel and Mexico, starting salaries are the same among all teachers. It is only after teachers have spent some time in the school system that the salaries of teachers with minimum and typical qualifications start to diverge. In Belgium (French Community), Colombia, Canada, the Czech Republic, Ireland 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, as there is no difference between minimum and typical qualifications at that level of education. Conversely, in Poland, the statutory salaries of teachers with typical qualifications are higher than those of teachers with minimum qualifications at all levels of education except upper secondary, since most teachers in Poland have a master's degree or the equivalent (ISCED 7), which is the qualification required to teach upper secondary but not other levels of education (Table D3.1a, and Table D3.1b, available on line).

In Poland, the difference in statutory salaries can be substantial between teachers with the minimum and typical qualifications and 15 years of experience, ranging from about 13% among lower secondary teachers, to about 26% among pre-primary and primary teachers. In Mexico, the differences are also large – about 24% or more at all levels of education for which information is available. In Belgium (French Community), the differences among teachers with 15 years of experience are about 5% among teachers in pre-primary through lower secondary education, yet the difference is about 30% among upper secondary teachers. Conversely, in the Czech Republic, the difference in statutory salaries among teachers with 15 years of experience but who have different qualifications is about 4% from primary through upper secondary education, but 24% at the pre-primary level (Table D3.1a, and Table D3.1b, available on line).

Box D3.2. Typical qualifications of teachers

In most OECD countries, teachers are required to have a specific level of attainment or type of diploma to enter the teaching profession, or even a combination of qualifications. Typical qualifications generally involve the completion of requirements beyond teachers' typical educational attainment (Tables D3.2a, and Table D3.2b, available on line). 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 *Education at a Glance 2014* [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 qualification of teachers, and it varies depending on the country and the school system.

Variations between the minimum and the typical qualifications of teachers currently teaching are often seen in countries where policy or legislation has recently changed and the requirements for entering the teaching profession have been raised or lowered. In some countries, differences between the minimum and typical qualifications of teachers are not seen at the starting point of teachers' careers but among teachers who have spent a few years in the education system.

In Chile, Iceland and Israel, teachers' professional development activities have an effect on the definition of teachers' qualifications and on their salaries. In Iceland, for example, even if most practicing teachers hold a master's degree or equivalent (ISCED 7), they are required to spend 150 hours of each school year in professional development activities, which may include formal education with equivalences in the European Credits Transfer System (ECTS). Therefore, the typical qualification of a teacher with 15 years of experience in Iceland includes all additional ECTS attained through professional development activities during the course of his or her years as a teacher.

Difference between the minimum and typical qualifications can also arise 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. In Australia, for example, starting in 2013, the minimum qualifications for new teachers are four years (or equivalent) of tertiary education (ISCED 6). Graduate teachers must have completed a qualification that meets the requirements of a nationally accredited programme of initial teacher education. Yet, the level of initial teacher education courses varies across a series of four-year or longer full-time equivalent higher education qualifications (at either ISCED 6 or ISCED 7), that enable alternative or flexible pathways into the teaching profession and that meet the requirements of the Australian Qualifications Framework (AQF). The differences in qualifications may entail differences in salaries even at the starting point of a teaching career, as the number of years of training may have an effect on the teacher's entry salary step.

By contrast, in the French Community of Belgium, minimum and typical qualifications are generally associated with the diploma awarded to a teacher at the end of initial teacher education, which is required for teaching at a given ISCED level. Yet teacher shortages at some education levels have led to the reallocation of teachers with different qualifications. For example, lower secondary teachers have been reallocated to make up for shortages of upper secondary teachers, resulting in a modification of the typical qualifications at the upper secondary level.

Differences between minimum and typical qualifications can be indicators of teachers' progression throughout their careers or of the changes in an education system over time. These examples show that across OECD countries the teaching force is in constant development, and that the criteria for teachers to enter the teaching profession and to move forward within it are far from static.

Across OECD countries with available information, in almost two-thirds of countries, the typical attainment of teachers is a bachelor's degree or the equivalent (ISCED 6), and in over a third of countries, it is a master's degree or the equivalent (ISCED 7). However, in a small handful of countries, the typical attainment of pre-primary teachers is lower than a bachelor's degree (ISCED 6). In Australia, Chile, England, France, Greece, Iceland, Israel, Korea, Mexico

and Scotland, the typical attainment of teachers is the same across education levels from pre-primary through upper secondary education. Yet in some countries, the typical attainment of teachers varies for one level only, such as in pre-primary education in the Czech Republic, Finland, Germany, Japan and the Slovak Republic, or in upper secondary education in Belgium, Denmark, Hungary and Norway (Table D3.2a, and Table D3.2b, available on line).

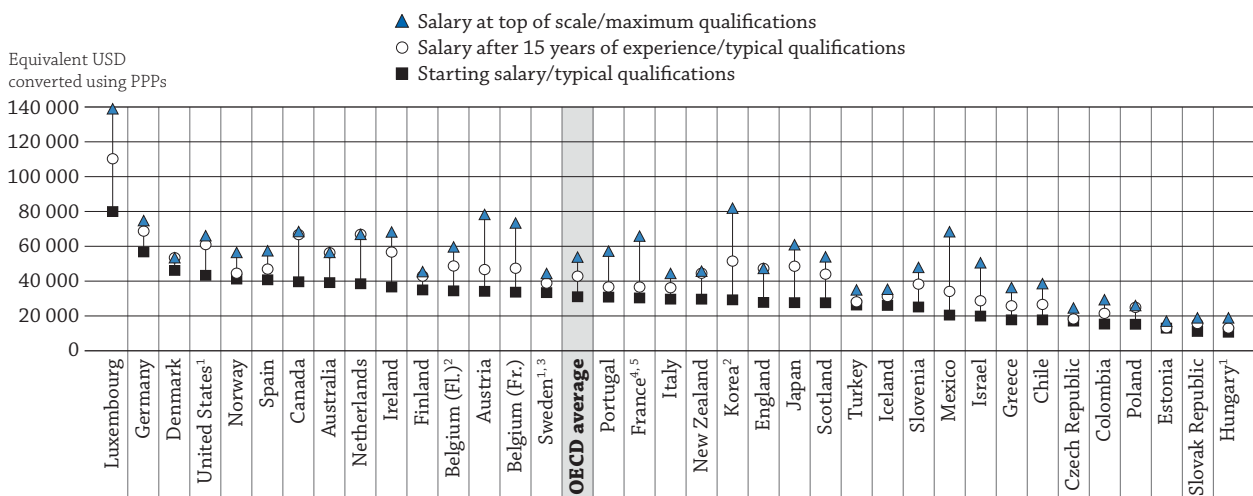
Starting and maximum teachers' salaries

Education systems compete with other sectors of the economy to attract high-quality graduates as teachers. Research shows that salaries and alternative employment opportunities are important influences on the attractiveness of teaching (Santiago, 2004). Teachers' starting salaries relative to other non-teaching occupations and the likely growth in earnings have a huge influence over a graduate's decision to become a teacher. Countries that are looking to increase the supply of teachers, especially those with an ageing teacher workforce and/or a growing school-age population, might consider offering more attractive starting wages and career prospects. However, to ensure a well-qualified teaching workforce, efforts must be made not only to recruit and select only the most competent and qualified teachers, but also to retain effective teachers.

At the lower secondary level, new teachers entering the profession with the typical qualifications earn, on average, USD 31 013. This starting salary ranges from below USD 15 000 in Estonia, Hungary and the Slovak Republic, to more than USD 40 000 in Denmark, Germany, Luxembourg, Norway, Spain and the United States. For teachers at the top of the salary scale and with the maximum qualifications, salaries average USD 53 786. This maximum salary ranges from less than USD 20 000 in Estonia, Hungary and the Slovak Republic, to USD 75 000 or more in Austria and Korea, and more than USD 130 000 in Luxembourg.

Most countries with starting salaries below the OECD average also show lower maximum salaries. At the lower secondary level, some exceptions are Japan, Korea, and Mexico, where starting salaries are at least 6% lower than the OECD average, but maximum salaries are significantly higher. In Scotland, although starting salaries are at least 10% below the OECD average, maximum salaries are very close to the OECD average. The opposite is true for Denmark, where starting salaries are more than 30% higher than the OECD average while maximum salaries are closer to the OECD average. In Sweden, the starting salaries are slightly above the OECD average, but the maximum salaries are more than 20% lower than the OECD average. (Chart D3.2, and Table D3.6a, available on line).

Chart D3.2. Lower secondary teachers' salaries at different points in teachers' careers (2013)
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 average bonuses for overtime hours.

5. The typical qualification of starting teachers differ substantially from the typical qualification of all the current teachers.

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

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

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A number of countries have relatively flat/compressed salary scales. The difference between starting and maximum salaries is less than 30% in the Czech Republic (pre-primary), Denmark, Finland (pre-primary), Norway (pre-primary and upper secondary) and in Sweden (pre-primary).

Weak financial incentives may make it more difficult to retain teachers as teachers approach the peak of their earnings. However, there may be some benefits to compressed pay scales. It is often argued, for example, that organisations in which there are smaller differences in salaries among employees 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 Austria, Chile, Greece, Israel and Korea at all levels of education, in the French community of Belgium at pre-primary, primary and lower secondary levels, in France at lower and upper secondary levels, in Hungary at the upper secondary level, and in Japan at primary and secondary levels. Maximum salaries are more than three times higher than starting salaries in Mexico at pre-primary, primary and lower secondary levels (Chart D3.2, and Table D3.6a, available on line).

When analysing starting and maximum salaries, it is important to bear in mind that “typical” qualifications refer to the most widely held qualifications across the teaching force in a given year; not all teachers in the system hold this qualification. Thus, the typical qualification of starting teachers and teachers at the top of the salary scale (and therefore their salaries) may differ substantially from the typical qualification of all teachers in a school system.

The salary premium for higher qualifications, at the top of the salary scale, also varies across countries. At the lower secondary level, while there is no difference between salaries at the top of the scale for teachers with minimum and maximum qualifications in 13 of 36 countries with data for both, teachers at the top of the scale holding the maximum qualifications in the French community of Belgium, Colombia, the Czech Republic, France, Israel, Norway and the Slovak Republic earn at least 25% more than teachers with the same experience, but with minimum training. This salary gap is widest in Mexico, where teachers at the top of the scale holding the maximum qualifications earn more than twice of those with the same experience, but with minimum qualification. A similar picture is seen at the upper secondary level (Tables D3.1b and D3.6b, available on line).

When considering the salary structure for teachers, it is important to remember that not all teachers reach the top of the salary scale, and that only few of them hold the maximum qualifications. For example, in Greece and Italy, less than 5% of all teachers were at the top of the salary scale in 2013; and in France, only 5% of all teachers were lower secondary teachers with the maximum qualifications.

Teaching experience and salary scales

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

In OECD countries, teachers’ salaries rise during the course of a career, although the rate of change differs across countries. Statutory salaries for lower secondary school teachers with typical qualifications and ten and 15 years of experience are, respectively, 26% and 39% higher, on average, than starting salaries. In addition, salaries at the top of the scale, which is reached after an average of 24 years of experience, are 65% higher, on average, than starting salaries. In Hungary, Israel, Italy, Korea and Spain, lower secondary school teachers reach the top of the salary scale only after 35 years of service or more; in Greece, the top of the scale is reached after 45 years of service. By contrast, lower secondary teachers in Australia, Colombia, Estonia, New Zealand and Scotland reach the highest step on the salary scale within six to nine years (Tables D3.1a and D3.3a).

Statutory salaries per hour of net teaching time

The average statutory salary per teaching hour after 15 years of experience and with typical qualifications is USD 53 for primary teachers, USD 63 for lower secondary teachers, and USD 71 for upper secondary teachers in general education. Chile, the Czech Republic (primary and lower secondary levels), Estonia, Hungary and the Slovak Republic show the lowest salaries per teaching hour: less than USD 30. By contrast, salaries per teaching hour are USD 90 or more in Canada, Germany and Korea at the lower and upper secondary levels, and in Belgium, Denmark, Japan and Norway at the upper secondary level. They exceed USD 115 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 a third of the countries, pre-primary teachers with 15 years of experience and typical qualifications earn less than USD 30 per teaching hour (Table D3.3a).

Because secondary teachers are required to teach fewer hours than primary teachers, their salaries per teaching hour are usually higher than those of teachers at lower levels of education, even in countries where statutory salaries are similar (see Indicator D4). On average among OECD countries, upper secondary teachers' salaries per teaching hour exceed those of primary teachers by about 34%. In Scotland, there is no difference, while in Denmark upper secondary teachers earn 87% of the salary of primary teachers per teaching hour (Table D3.3a).

However, the difference in salaries 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 actually the same at these levels. The difference is explained by the fact that primary teachers spend more time in teaching activities than upper secondary teachers do (see Table D4.1).

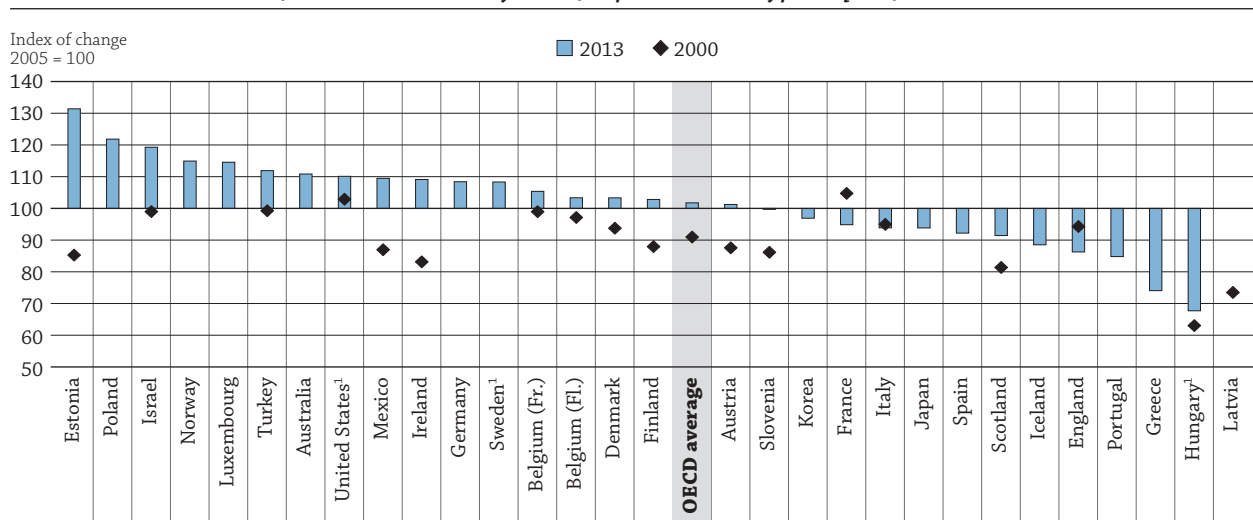
Trends since 2000

Comparing salaries of teachers with typical qualifications in 2000 and 2013, teachers' salaries increased overall in real terms in most countries with available data. Notable exceptions are Denmark (upper secondary), England and France, where there was a decline of about 8% to 10%; and Italy (secondary education), where a slight decline in teachers' salaries in real terms occurred. In Estonia (primary to upper secondary), Finland (primary), Ireland, Israel (pre-primary to lower secondary), Mexico (pre-primary to lower secondary) and Scotland (pre-primary), salaries increased by at least 20% over this period (Table D3.5a).

However, between 2005 and 2013, only slightly more than half of OECD countries with available data showed an increase in their salaries in real terms. In the French Community of Belgium, Estonia (primary to upper secondary), Israel and Turkey, most of the increase in teachers' salaries occurred after 2005. In Poland, salaries increased by at least 20% since 2005 at all levels of education – the result of a 2007 government programme that aimed to increase teachers' salaries successively between 2008 and 2013. The government reform was implemented to improve the quality of education by providing financial incentives to attract high-quality teachers.

By contrast, in Greece and Hungary, salaries decreased by at least 26% since 2005 (Chart D3.3). However, these decreases occurred largely between 2008 and 2013. This reflects the impact of the economic downturn in 2008 on teachers' salaries, which were either frozen or cut in these countries between 2008 and 2013 (Box D3.3). Half of OECD countries with available data showed an increase in salaries, in real terms, between 2008 and 2013. In England, Iceland, Portugal, Scotland and Spain, salaries fell by at least 5% between 2008 and 2013 (Table D3.5a).

Chart D3.3. Change in lower secondary teachers' salaries (2000, 2005, 2013)
Index of change between 2000 and 2013 (2005 = 100, constant prices),
for teachers with 15 years of experience and typical qualifications



1. Actual base salaries.

Countries are ranked in descending order of the index of change, between 2005 and 2013, in the salaries of lower secondary teachers with 15 years of experience.

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

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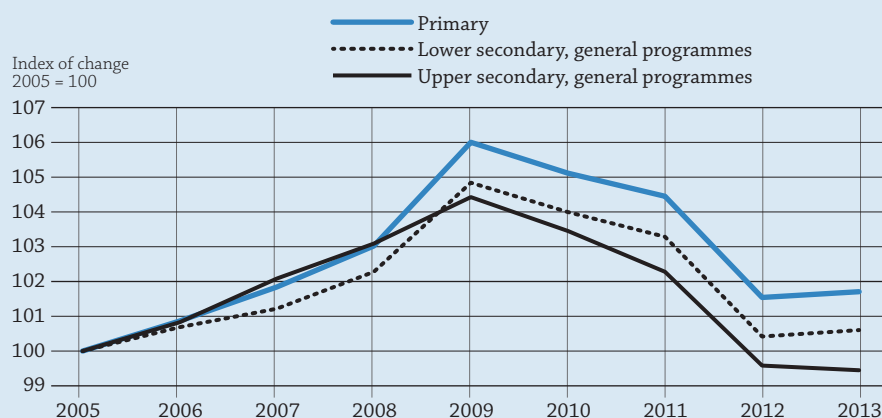
The above analysis on trends in salaries is based on teachers with 15 years of experience and typical qualifications (a proxy for mid-career teachers). But teachers at certain stages of their career may experience more rapid pay increases than teachers at another stage of their career. For example, some 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.

In most countries, similar increases and decreases in teachers' salaries were seen at the primary, lower secondary and upper secondary levels. However, in Israel and Luxembourg, they increased significantly more at the primary than at the secondary level between 2005 and 2013. 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 2012/2013 for example, 77% of full-time equivalent teachers in pre-primary education, 91% in primary education and 49% in lower secondary education were included in the reform. In this same year, a similar reform ("Oz Letmura") was introduced at the upper secondary level, affecting 25% of full-time equivalent teachers.

Box D3.3. Effect of the economic crisis

The financial and economic crisis that hit the world economy in the last months of 2008 significantly affected the salaries for civil servants and public sector workers in general. On average across OECD countries with available data, teachers' salaries decreased, for the first time since 2000, by about 5% at all levels of education between 2009 and 2013.

Chart D3.a. Change in teachers' salaries in OECD countries (2005-13)
*OECD average index of change, among countries with data for all reference years,
 for teachers with 15 years of experience and minimum qualifications (2005 = 100, constant prices)*



Source: OECD. Table D3.5b, available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933284483>

In England, Estonia, Greece, Hungary, Ireland, Italy, Portugal, Scotland and Spain, teachers' salaries were significantly affected by the crisis. In Estonia, minimum teachers' salaries were cut back to their 2008 levels in 2010 and were frozen at that level. In Greece, various reductions in teachers' benefits and allowances have affected teachers' salaries since 2010. As a result, gross salaries fell by more than 25%, in real terms, between 2009 and 2013. In addition, Greek teachers also saw their net salaries shrink as a tax for solidarity was created. This tax increased the level of taxation on teachers' already reduced gross salary; and the insurance coverage paid by teachers is still calculated based on their earlier, higher salaries. In Hungary, the 13th month of salary

...

(a supplemental bonus that was paid to all employees) was suspended in 2009. Although a compensatory bonus was paid to all public-sector employees whose wages were under a certain threshold, the base salary of teachers was still considerably affected. The continued decrease in teachers' salaries is due to a reduction in additional payments, such as for extra teaching lessons. These additional payments were a significant component of teachers' total compensation, paid above base salaries.

In Spain, all civil servants saw their salaries reduced in July 2010. The extent of the decrease depended on the annual amount earned but it affected both the base salary and bonuses. In Ireland, teachers' salaries were reduced as of 1 January 2010 as part of a public service-wide reduction in pay. In addition, teachers who entered the profession after 1 January 2011 are paid according to a new salary scale that is 10% lower than the salary scale that applied to those previously recruited. In Portugal in 2011, using a method defined in a new law and as part of a reform package, salaries higher than EUR 1 500 were reduced. They fell again in 2012 as civil servants were paid salaries covering 12 months, not 14 months, as had previously been the case. In England, teachers' salaries were frozen between 2011 and 2012 at all levels of education, followed by a below-inflation increase of 1% in the following year for the public sector as a whole, all due to the financial crisis. As teachers were in a three-year pay settlement, the pay freeze was applied later for teachers than for other public-sector workers. Similarly, the Scottish Negotiating Committee for Teachers (SNCT) agreed to freeze teachers' pay from April 2011 until March 2013. While teachers in Scotland are not classified as civil servants, this agreement mirrored the freezes applied to the pay of civil servants in Scotland. In Italy, teachers' salaries were frozen from 2011. This salary freeze affected all civil servants, including teachers, and was introduced in response to the international economic situation and in order to meet the public finance targets set by the EU.

The economic downturn may also have an influence on the supply of teachers. In general, when the general economy is weak, and there is high unemployment among graduates and low graduate earnings, teaching might seem to be a more attractive job choice than other occupations (OECD, 2005).

Actual average salaries

Statutory salaries as reported by most of the countries in this indicator must be distinguished from actual expenditures on wages by governments and from teachers' actual average salaries, which are influenced by factors such as the level of experience of the teaching force and the prevalence of bonuses and allowances in the compensation system. Unlike statutory salaries, 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. This distinction is important, as bonuses and allowances can represent a significant addition to base salaries.

In the Slovak Republic, for example, most teachers receive bonuses, such as personal valuations/appraisals, on a monthly basis. Depending on the financial resources of the school and the evaluation of individual teachers, teachers' average salaries in that country, including these bonuses, can be double the base statutory salary.

The comparison of actual annual salaries of all teachers aged 25–64 with statutory salaries for teachers with 15 years of experience and typical qualifications shows that in Austria, the Czech Republic (upper secondary level), Estonia (primary and secondary levels), France (upper secondary level), Hungary, Iceland (upper secondary level), Israel (primary and secondary levels), Poland (lower secondary level) and the Slovak Republic, average actual salaries, including bonuses and allowances, are at least 20% higher than statutory salaries for teachers with 15 years of experience. By contrast, in Australia, the Netherlands and the United States at all education levels, in Slovenia at pre-primary, primary and lower secondary levels, and in England and Luxembourg at pre-primary and primary levels, actual salaries of teachers aged 25–64 are at least 5% lower than statutory salaries for teachers with 15 years of experience and typical qualifications (Tables D3.1a and D3.4).

In some countries, average actual teachers' salaries vary more across education levels than do statutory salaries for teachers with 15 years of experience and typical qualifications. In the Czech Republic, Denmark, Finland, France and Israel, the gap between average actual salaries of upper secondary teachers and average actual salaries of pre-primary teachers is at least 15 percentage points greater than the difference in their statutory salaries. In Poland, there is a difference of around 15% between average actual salaries at the pre-primary and primary levels, despite similar statutory salaries at these levels. The variety of bonuses available for different levels of education partly explains these differences (see Annex 3, available on line).

Actual salaries of teachers aged 25-64 average USD 37 798 at pre-primary level, USD 41 248 at primary level, USD 43 626 at lower secondary level, and USD 47 702 at upper secondary level. The pattern of salary increases within the level of education is similar for different age groups within the age range of 25-64 year-olds and for both men and women.

Box D3.4. Actual average salaries, by age group and gender

The actual salaries of older teachers (those aged 55-64) are, on average, 40% (pre-primary level), 41% (primary level), 41% (lower secondary level) and 43% (upper secondary) higher than actual salaries of younger teachers (those aged 25-34).

When teachers' salaries compared to similarly-educated, full-time, full-year 25-64 year-old workers are disaggregated by age, the ratio differs among age groups. Relative teachers' salaries are about ten percentage points higher among the youngest adults (25-34 year-olds) than among the older age groups (55-64 year-olds). The higher ratio among the youngest adults compared to other age groups indicates the attractiveness of entering the teaching profession. However, this ratio shrinks as teachers age, indicating that teachers' salaries may evolve at a slower rate than for other workers, and that the salaries of other similarly educated professionals are more attractive as the work force ages.

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

Larger gender differences are shown in the ratio of teachers' salaries to earnings for similarly-educated workers aged 25-64. On average across all levels of education, male teachers aged 25-64 earn less than 75% of the salary of a tertiary-educated, 25-64 year-old full time, full-year male worker. Female teachers aged 25-64 are paid more than 90% to up to 93% (secondary level) of that benchmark salary. This higher ratio among female teachers reflects the persistent gender gap in earnings in the labour market. It also suggests that the teaching profession may be more attractive to women than men compared to other professions (Tables D3.2a and D3.4).

Formation of base salary and additional payments: Incentives and allowances

Statutory salaries provide valuable information about the base salaries that are paid to teachers. However, teachers' statutory salaries, based on pay scales, are only one component of teachers' total compensation. In addition to base pay scales, school systems use schemes that offer additional payments, such as allowances, bonuses or other rewards to teachers. These may take the form of financial remuneration and/or reduction in the number of teaching hours. Criteria for additional payments vary across countries. These additional payments may explain certain differences between statutory scheduled salaries and actual average salaries.

New data provides some insights into the conditions and criteria on which teachers' salaries are based (Table D3.7c, and Tables D3.7a, b and d, and D3.8a through D3.8d, available on line). These data suggest that in the large majority of countries, core tasks like teaching, planning or preparing lessons, marking student's work, participating in general administrative work, communicating with parents, supervising students, and working with colleagues are mandatory for teachers (implicitly or explicitly) and rarely considered as meriting bonuses or additional payments.

Shouldering other responsibilities, however, often entails having some sort of extra compensation. In about half of the countries with information available for lower secondary teachers, teachers who participate in school management activities in addition to fulfilling their teaching duties receive some sort of compensation, either reduced teaching time, as in Denmark, Finland, Luxembourg, Portugal and the Slovak Republic, or an annual additional payment, as in England, France, Hungary, Ireland, Italy, Japan, Korea, Norway and Spain. It is also common to see additional payments, either annual or occasional, when teachers teach more classes or hours than required by their full-time contract, for being a class or form teacher, or for performing special tasks, like training student teachers (Table D3.7c).

Occasional additional payments are also awarded when teachers show outstanding performance, as is the case for lower secondary teachers in the Czech Republic, Estonia, Israel, Japan, Korea, Poland, the Slovak Republic, Slovenia and Turkey. Additional payments can also include bonuses for special teaching conditions; for teaching students with special needs in regular schools, and for teaching in disadvantaged, remote or high-cost areas.

Compensation for teachers' tasks can be established in several ways. In most countries, central or state authorities determine whether teachers' tasks, particularly core tasks like teaching, planning and preparing lessons or marking students' work, are mandatory. These authorities generally also decide whether completion of these core tasks is considered when establishing base salaries or additional payments. In countries where schools have high levels of autonomy, like the Netherlands, Sweden and the United States, some decisions on core tasks, like teaching, are taken at the school level, either by the school principal, head teacher or the school board (Table D3.8c, available on line).

Decisions about other teacher responsibilities – like teaching more classes or hours than required by full-time contract, participating in extracurricular activities, or acting as class or form teacher – are often taken at the school level. In many countries, school principals, head teachers or school boards determine if these sorts of tasks are mandatory, and who performs them. Decisions on whether these tasks should be compensated for through base salary or additional payments, and even decisions on the amount to be paid to teachers who perform such tasks, are often taken by other authorities. For example, in more than half of the countries with available information, decisions on teaching more hours, at the lower secondary level, than required by full-time contract are taken at the school level; but in only seven countries are decisions about whether compensation for completing these tasks should come from the base salary and/or additional payments decided at the school level, and in only five countries is the amount to be paid to teachers for performing the task decided at that level. In the remaining countries, these decisions are taken by central, state, provincial or local authorities.

Teachers' salaries relative to earnings for tertiary-educated workers

Young people's decision to undertake teacher training, and graduates' decision to enter or stay in the profession, are influenced by the salaries of teachers relative to those of other occupations requiring similar qualifications and by likely salary increases. In most OECD countries, a tertiary degree is required to become a teacher at all levels of education (Table D3.2a, and Table D3.2b, available on line), so the likely alternative to teacher education is a similar tertiary education programme. Thus, to interpret salary levels in different countries and reflect comparative labour-market conditions, teachers' salaries are compared to those of other similarly educated professionals: 25-64 year-old full-time, full-year workers with a similar tertiary education (Table D3.2a).

A comparison of the average annual salaries (including bonuses and allowances) of teachers in public institutions with the wages of similarly educated workers, based on teachers' typical attainment level shows that, on average, pre-primary and primary teachers' salaries amount to 78% of full-time, full-year earnings for 25-64 year-olds with similar educational attainment, lower secondary teachers are paid 80%, and upper secondary teachers earn 82% of that benchmark salary.

A second benchmark is based on the actual salaries of all teachers, relative to earnings for full-time, full-year workers with tertiary education (ISCED 5 to 8). Against this benchmark, pre-primary teachers' salaries amount to 73% of full-time, full-year earnings, on average, among 25-64 year-olds with tertiary education, primary teachers earn 80%, lower secondary teachers are paid 86%, and upper secondary teachers earn 91% of the benchmark salary (Table D3.2a and Chart D3.1).

Upper secondary teachers in only five of the 25 countries with available data earn as much as or more than workers with a similar educational attainment. In almost all countries with available information, and at almost all levels of education, teachers earn less than similarly educated workers. Relative salaries for teachers are highest in Belgium (upper secondary), Luxembourg, Switzerland (upper secondary), where teachers' salaries are at least 8% higher than those of comparably educated workers. The lowest relative teachers' salaries, compared to the salaries of other professionals with comparable education, are found in the Czech Republic at the primary and lower secondary levels and in Hungary at the upper secondary level, where teachers' salaries are less than 55% of what a full-time, full-year worker with a similar educational attainment earns (Table D3.2a and Chart D3.1).

Definitions

Actual salaries for teachers aged 25-64 refer to the annual average earnings received by full-time teachers aged 25-64, before taxes. It includes work-related payments, such as annual bonuses, results-related bonuses, extra pay for holidays and sick-leave pay. Income from other sources, such as government social transfers, investment income, and any other income that is not directly related to their profession, are not included.

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

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

Salaries after 15 years of experience refer 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 salaries refer 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; **maximum salaries** refer to the maximum annual salary (top of the salary scale) for a full-time classroom teacher with the maximum qualifications recognised for compensation.

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).

Typical educational attainment refers to teachers' typical diploma according to the following ISCED 2011-Attainment Codes:

- ISCED-A 343/353/344/354: Upper secondary
- ISCED-A 443/453/444/454: Post-secondary non-tertiary
- ISCED-A 540/550: Short cycle tertiary
- ISCED-A 660: Bachelor's or equivalent
- ISCED-A 760: Master's or equivalent

Methodology

Data on statutory teachers' salaries and bonuses are derived from the 2014 OECD-INES Survey on Teachers and the Curriculum. Data refer to the school year 2012/13 and are reported in accordance with formal policies for public institutions.

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

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

Gross teachers' salaries were converted using PPPs for private consumption from the OECD National Accounts database. Prior to the 2012 edition of *Education at a Glance* (OECD, 2012), salaries used to be converted using PPPs for GDP. As a consequence, teachers' salaries in USD (Tables 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 D 3.1a, and Table D3.1b, available on line, which presents 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 2012 to 30 June 2013. The reference date for PPPs is 2012-13 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. 2013).

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 qualification and typical attainment of teachers are based on a principle of absolute majority, i.e. the level of education attained by more than half of all current teachers in the system.

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 (see Table D3.4). The information on teachers' typical attainment level is used to define the denominator for the ratios if data on the wages of workers by ISCED level of attainment is available (i.e. the earnings for full-time, full-year workers). For countries whose data on the wages of workers by ISCED level of attainment is not available, information on all tertiary-educated workers was used. 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. That table shows information for countries with available information on statutory salaries. Information on the typical attainment level used as a reference for the calculation of relative teachers' salaries is indicated in Table D3.2a, and Table D3.2b, available on line. A description of the ISCED levels can be found in the *Definitions* section.

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

Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

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Indicator D3 Tables

StatLink  <http://dx.doi.org/10.1787/888933286177>

	Table D3.1a Teachers' statutory salaries, based on typical qualifications, at different points in teachers' careers (2013)
WEB	Table D3.1b Teachers' statutory salaries, based on minimum qualifications, at different points in teachers' careers (2013)
	Table D3.2a Teachers' actual salaries relative to wages of similarly educated workers (2013)
WEB	Table D3.2b Teachers' statutory salaries relative to wages of similarly educated workers (2013)
	Table D3.3a Comparison of teachers' statutory salaries, based on typical qualifications (2013)
WEB	Table D3.3b Comparison of teachers' statutory salaries, based on minimum qualifications (2013)
	Table D3.4 Average actual teachers' salaries (2013)
	Table D3.5a Trends in teachers' salaries, based on typical qualifications, between 2000 and 2013
WEB	Table D3.5b Trends in teachers' salaries, based on minimum qualifications, between 2000 and 2013
WEB	Table D3.6a Starting/Maximum teachers' statutory salaries, based on typical/maximum qualifications (2013)
WEB	Table D3.6b Starting/Maximum teachers' statutory salaries, based on minimum/maximum qualifications (2013)
WEB	Table D3.7a Teachers' tasks and other criteria related to teachers' base salaries and additional payments, pre-primary level (2013)
WEB	Table D3.7b Teachers' tasks and other criteria related to teachers' base salaries and additional payments, primary level (2013)
	Table D3.7c Teachers' tasks and other criteria related to teachers' base salaries and additional payments, lower secondary level (2013)
WEB	Table D3.7d Teachers' tasks and other criteria related to teachers' base salaries and additional payments, upper secondary (2013)
WEB	Table D3.8a Determining teachers' base salaries and additional payments, pre-primary level (2013)
WEB	Table D3.8b Determining teachers' base salaries and additional payments, primary level (2013)
WEB	Table D3.8c Determining teachers' base salaries and additional payments, lower secondary level (2013)
WEB	Table D3.8d Determining teachers' base salaries and additional payments, upper secondary level (2013)

Table D3.1a. [1/2] **Teachers' statutory salaries, based on typical qualifications, at different points in teachers' careers (2013)***Annual teachers' salaries, in public institutions, in equivalent USD converted using PPPs for private consumption*

		Pre-primary				Primary			
		Starting salary	Salary after 10 years of experience	Salary after 15 years of experience	Salary at top of scale	Starting salary	Salary after 10 years of experience	Salary after 15 years of experience	Salary at top of scale
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
OECD	Australia ¹	39 776	56 782	56 782	57 025	39 177	56 335	56 335	56 521
	Austria ²	32 610	38 376	43 015	64 014	32 610	38 376	43 015	64 014
	Belgium (Fl.)	34 411	43 219	48 690	59 633	34 411	43 219	48 690	59 633
	Belgium (Fr.)	33 648	42 081	47 381	57 981	33 648	42 081	47 381	57 981
	Canada	m	m	m	m	39 608	63 557	66 702	66 702
	Chile ^{1,3}	17 733	23 736	26 610	37 110	17 733	23 736	26 610	37 110
	Czech Republic	16 537	16 743	17 099	18 232	17 033	17 529	18 273	20 795
	Denmark ³	40 284	45 724	45 724	45 724	45 860	50 958	52 672	52 672
	England	27 768	45 595	47 279	47 279	27 768	45 595	47 279	47 279
	Estonia	m	m	m	m	13 004	13 233	13 233	17 015
	Finland ⁴	27 645	29 857	29 857	29 857	32 356	37 453	39 701	42 083
	France ^{5, 6}	27 254	31 229	33 500	49 398	27 254	31 229	33 500	49 398
	Germany	m	m	m	m	51 389	60 449	63 221	67 413
	Greece	17 760	22 460	25 826	34 901	17 760	22 460	25 826	34 901
	Hungary ⁷	10 295	11 498	12 305	16 306	10 647	12 177	13 061	17 362
	Iceland ³	24 906	24 906	28 459	28 459	26 046	29 165	31 145	31 145
	Ireland	m	m	m	m	34 899	50 248	56 057	63 165
	Israel	22 368	27 298	30 960	57 513	19 806	25 732	29 869	51 855
	Italy	27 509	30 262	33 230	40 437	27 509	30 262	33 230	40 437
	Japan ³	m	m	m	m	27 627	41 036	48 546	60 878
	Korea	29 357	44 193	51 594	82 002	29 357	44 193	51 594	82 002
	Luxembourg	68 873	91 203	102 956	123 406	68 873	91 203	102 956	123 406
	Mexico	15 944	20 779	26 533	34 048	15 944	20 779	26 533	34 048
	Netherlands	36 456	45 228	54 001	54 001	36 456	45 228	54 001	54 001
	New Zealand	m	m	m	m	29 124	43 292	43 292	43 292
	Norway	35 685	40 882	40 882	40 882	41 177	44 538	44 538	48 662
	Poland	15 220	20 402	24 921	25 980	15 220	20 402	24 921	25 980
	Portugal	30 806	33 740	36 663	57 201	30 806	33 740	36 663	57 201
	Scotland	27 576	43 991	43 991	43 991	27 576	43 991	43 991	43 991
	Slovak Republic	9 938	10 936	11 437	12 332	11 116	13 351	15 650	16 869
	Slovenia	25 134	29 905	36 818	42 333	25 134	31 077	38 261	45 764
	Spain	36 422	39 468	42 187	51 265	36 422	39 468	42 187	51 265
	Sweden ⁷	33 383	35 822	36 885	38 714	32 991	36 817	38 175	43 595
	Switzerland	m	m	m	m	m	m	m	m
	Turkey	25 295	26 107	27 139	29 342	25 295	26 107	27 139	29 342
	United States ⁷	42 590	51 275	58 202	70 978	41 606	53 799	59 339	66 938
	OECD average	28 730	35 300	38 653	46 564	29 807	37 795	41 245	48 706
	EU21 average	28 976	35 387	38 688	45 649	30 032	36 980	40 519	47 662
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	15 324	19 661	19 661	19 661	15 416	20 807	20 807	20 807
	India	m	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m	m
	Latvia	a	m	m	a	a	m	m	a
	Russian Federation	m	m	m	m	m	m	m	m
	Saudi Arabia	m	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m
G20 average		m	m	m	m	m	m	m	m

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

- Statutory salaries do not include the the part of social security contributions and pension-scheme contributions paid by the employees.
- Figures for the pre-primary level refer to primary teachers (in primary schools only) teaching pre-primary classes.
- Statutory salaries include the part of social security contributions and pension-scheme contributions paid by the employers.
- Includes data on the majority, i.e. kindergarten teachers only for pre-primary education.
- Includes average bonuses for overtime hours for lower and upper secondary teachers.
- The typical qualification of starting teachers differ substantially from the typical qualification of all the current teachers.
- Actual base salaries.

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

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


StatLink  <http://dx.doi.org/10.1787/888933286182>

Table D3.1a. [2/2] **Teachers' statutory salaries, based on typical qualifications, at different points in teachers' careers (2013)***Annual teachers' salaries, in public institutions, in equivalent USD converted using PPPs for private consumption*

	Lower secondary, general programmes				Upper secondary, general programmes			
	Starting salary	Salary after 10 years of experience	Salary after 15 years of experience	Salary at top of scale	Starting salary	Salary after 10 years of experience	Salary after 15 years of experience	Salary at top of scale
	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
OECD								
Australia ¹	39 125	56 315	56 315	56 474	39 125	56 315	56 315	56 474
Austria ²	34 143	41 509	46 631	66 378	35 794	44 029	50 183	74 195
Belgium (Fl.)	34 411	43 219	48 690	59 633	42 996	54 874	62 614	75 514
Belgium (Fr.)	33 648	42 081	47 381	57 981	41 866	53 371	60 868	73 365
Canada	39 608	63 557	66 702	66 702	39 775	63 878	67 022	67 022
Chile ^{1,3}	17 733	23 736	26 610	37 110	18 838	25 155	28 179	39 229
Czech Republic	17 033	17 529	18 273	20 795	17 033	17 529	18 273	20 795
Denmark ³	46 144	51 640	53 431	53 431	46 218	54 979	54 979	54 979
England	27 768	45 595	47 279	47 279	27 768	45 595	47 279	47 279
Estonia	13 004	13 233	13 233	17 015	13 004	13 233	13 233	17 015
Finland ⁴	34 945	40 450	42 877	45 449	37 056	44 504	46 284	49 061
France ^{5, 6}	30 343	34 317	36 589	52 661	30 651	34 626	36 897	53 001
Germany	56 757	65 843	68 698	74 744	61 317	70 474	73 644	84 648
Greece	17 760	22 460	25 826	34 901	17 760	22 460	25 826	34 901
Hungary ⁷	10 647	12 177	13 061	17 362	11 617	13 978	15 491	21 738
Iceland ³	26 046	29 165	31 145	31 145	25 181	28 864	31 425	32 840
Ireland	36 612	52 257	56 667	63 774	36 612	52 257	56 667	63 774
Israel	19 917	25 481	28 715	44 106	19 302	22 861	25 681	40 241
Italy	29 655	32 851	36 207	44 408	29 655	33 649	37 221	46 425
Japan ³	27 627	41 036	48 546	60 878	27 627	41 036	48 546	62 542
Korea	29 252	44 088	51 489	81 897	29 252	44 088	51 489	81 897
Luxembourg	79 920	99 900	110 243	138 920	79 920	99 900	110 243	138 920
Mexico	20 492	26 581	34 083	43 506	m	m	m	m
Netherlands	38 473	55 697	66 831	66 831	38 473	55 697	66 831	66 831
New Zealand	29 635	44 509	44 509	44 509	30 145	45 726	45 726	45 726
Norway	41 177	44 538	44 538	48 662	45 601	50 289	50 289	56 452
Poland	15 220	20 402	24 921	25 980	15 220	20 402	24 921	25 980
Portugal	30 806	33 740	36 663	57 201	30 806	33 740	36 663	57 201
Scotland	27 576	43 991	43 991	43 991	27 576	43 991	43 991	43 991
Slovak Republic	11 116	13 351	15 650	16 869	11 116	13 351	15 650	16 869
Slovenia	25 134	31 077	38 261	45 764	25 134	31 077	38 261	45 764
Spain	40 752	44 124	46 907	57 398	40 752	44 124	46 907	57 398
Sweden ⁷	33 383	37 442	38 852	44 398	34 692	38 997	40 733	46 566
Switzerland	m	m	m	m	m	m	m	m
Turkey	26 266	26 730	28 110	30 313	26 266	26 730	28 110	30 313
United States ⁷	43 324	53 758	60 965	66 022	42 695	54 843	59 948	67 016
OECD average	31 013	39 268	42 825	50 414	32 260	41 077	44 600	52 822
EU21 average	31 533	38 908	42 485	50 138	32 741	40 732	44 507	52 879
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	15 331	21 499	21 499	21 499	15 331	21 499	21 499	21 499
India	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m
Latvia	a	m	m	a	a	m	m	a
Russian Federation	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m

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

1. Statutory salaries do not include the the part of social security contributions and pension-scheme contributions paid by the employees.
2. Figures for the pre-primary level refer to primary teachers (in primary schools only) teaching pre-primary classes.
3. Statutory salaries include the part of social security contributions and pension-scheme contributions paid by the employers.
4. Includes data on the majority, i.e. kindergarten teachers only for pre-primary education.
5. Includes average bonuses for overtime hours for lower and upper secondary teachers.
6. The typical qualification of starting teachers differ substantially from the typical qualification of all the current teachers.
7. Actual base salaries.

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

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


StatLink  <http://dx.doi.org/10.1787/888933286182>

Table D3.2a. **Teachers' actual salaries relative to wages of similarly educated workers (2013)**

Ratio of salary, by age group and gender, using annual average salaries (including bonuses and allowances) of teachers in public institutions relative to the wages of workers with similar educational attainment

		Year of reference	Typical educational attainment (ISCED 2011-A)				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)
Actual salaries of all teachers, relative to earnings for full-time, full-year similarly-educated workers based on teachers' attainment level (ISCED 2011-A)										
OECD	Australia	2013	660	660	660	660	0.80	0.82	0.83	0.83
	Belgium (Fl.) ¹	2013	660	660	660	760	0.92	0.93	0.92	1.20
	Belgium (Fr.) ¹	2013	660	660	660	760	0.87	0.87	0.86	1.10
	Canada	m	m	660	660	660	m	m	m	m
	Chile	2013	660	660	660	660	0.55	0.59	0.60	0.63
	Czech Republic	2013	354	760	760	760	m	0.52	0.52	0.56
	Denmark ²	2013	660	660	660	760	0.82	0.99	1.01	0.83
	England ³	2013	760	760	760	760	0.75	0.75	0.82	0.82
	Finland ⁴	2012	660	760	760	760	0.73	0.74	0.81	0.91
	France ⁵	2013	660	660	660	660	0.84	0.84	0.99	1.08
	Germany	m	650	740	740	740	m	m	m	m
	Greece	2013	660	660	660	660	0.86	0.86	0.87	0.87
	Hungary	2013	660	660	660	760	0.57	0.62	0.62	0.48
	Iceland	m	760	760	760	760	m	m	m	m
	Ireland	m	m	665	667	667	m	m	m	m
	Israel	2013	660	660	660	660	0.91	0.96	0.95	0.91
	Japan	m	540/660	660	660	660	m	m	m	m
	Korea	m	660	660	660	660	m	m	m	m
	Mexico	m	665	665	665	665	m	m	m	m
	New Zealand	m	m	m	m	m	m	m	m	m
	Norway	2013	660	660	660	760	0.69	0.78	0.78	0.65
	Scotland ^{3, 6}	2013	660	660	660	660	0.82	0.82	0.82	0.82
	Slovak Republic ⁷	2013	354/660	760	760	760	0.75	0.57	0.57	0.57
OECD average		~	~	~	~	~	0.78	0.78	0.80	0.82
Actual salaries of all teachers, relative to earnings for full-time, full-year workers with tertiary education (ISCED 5 to 8)										
OECD	Austria ^{8, 9}	2013	~	~	~	~	0.77	0.77	0.89	0.97
	Estonia	2013	~	~	~	~	0.59	0.84	0.84	0.84
	Italy	2013	~	~	~	~	0.63	0.63	0.67	0.73
	Luxembourg	2013	~	~	~	~	1.09	1.09	1.24	1.24
	Netherlands	2013	~	~	~	~	0.69	0.69	0.85	0.85
	Poland	2013	~	~	~	~	0.74	0.85	0.86	0.84
	Portugal	m	~	~	~	~	m	m	m	m
	Slovenia ¹⁰	2013	~	~	~	~	0.65	0.86	0.88	0.94
	Spain	m	~	~	~	~	m	m	m	m
	Sweden	2013	~	~	~	~	0.76	0.82	0.84	0.88
	Switzerland	2013	~	~	~	~	m	m	m	1.08
	Turkey	m	~	~	~	~	m	m	m	m
	United States	2013	~	~	~	~	0.65	0.67	0.68	0.71
OECD average		~	~	~	~	~	0.73	0.80	0.86	0.91
Partners	Argentina	m	~	~	~	~	m	m	m	m
	Brazil	m	~	~	~	~	m	m	m	m
	China	m	~	~	~	~	m	m	m	m
	Colombia	m	~	~	~	~	m	m	m	m
	India	m	~	~	~	~	m	m	m	m
	Indonesia	m	~	~	~	~	m	m	m	m
	Latvia	m	~	~	~	~	m	m	m	m
	Russian Federation	m	~	~	~	~	m	m	m	m
	Saudi Arabia	m	~	~	~	~	m	m	m	m
	South Africa	m	~	~	~	~	m	m	m	m
G20 average		~	~	~	~	~	m	m	m	m

Notes: Columns showing actual salaries of all teachers relative to wages of similarly educated workers, broken down by age groups and gender (i.e. columns 10-33) are available for consultation on line (see *StatLink* below). Columns on teachers' typical educational attainment (i.e. columns 2-5) refer to teachers typical diploma, according to the ISCED 2011 attainment level (descriptions available in the Definitions section).

1. Data on earnings for full-time, full-year workers with tertiary education refer to Belgium.
2. Also includes data on actual salaries of teachers in early childhood educational development programmes for pre-primary education.
3. Data on earnings for full-time, full-year workers with tertiary education refer to the United Kingdom.
4. Includes data on the majority, i.e. kindergarten teachers only for pre-primary education.
5. Ratios are overestimated as a proportion of teachers teaching at the secondary level have a higher attainment (i.e. ISCED 7).
6. Includes all teachers, irrespective of their age.
7. Data refers to the ratio of teachers with the typical ISCED 354 qualification for pre-primary education.
8. Figures for the pre-primary level refer to primary teachers (in primary schools only) teaching pre-primary classes.
9. Also includes data on actual salaries of headmasters, deputies and assistants.
10. Also includes data on actual salaries of pre-school teaching assistants for pre-primary education.

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

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


StatLink  <http://dx.doi.org/10.1787/888933286198>

Table D3.3a. **Comparison of teachers' statutory salaries, based on typical qualifications (2013)**

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

	Ratio of salary at top of scale to starting salary				Years from starting to top salary (lower secondary)	Salary per hour of net contact (teaching) time after 15 years of experience				Ratio of salary per teaching hour of upper secondary teachers to primary teachers (after 15 years of experience)
	Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes		Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes	
	(1)	(2)	(3)	(4)		(6)	(7)	(8)	(9)	
OECD										
Australia	1.43	1.44	1.44	1.44	8	63	64	69	69	1.08
Austria ¹	1.96	1.96	1.94	2.07	34	55	55	77	85	1.54
Belgium (Fl.)	1.73	1.73	1.73	1.76	27	66	65	73	100	1.55
Belgium (Fr.)	1.72	1.72	1.72	1.75	27	60	66	72	101	1.54
Canada	m	1.68	1.68	1.69	11	m	84	90	90	1.07
Chile	2.09	2.09	2.09	2.08	30	24	24	24	25	1.06
Czech Republic	1.10	1.22	1.22	1.22	27	15	22	29	31	1.40
Denmark	1.14	1.15	1.16	1.19	12	m	80	81	149	1.87
England	1.70	1.70	1.70	1.70	12	65	65	63	63	0.97
Estonia	m	1.31	1.31	1.31	7	m	21	21	23	1.09
Finland ²	1.08	1.30	1.30	1.32	20	m	59	72	84	1.43
France ³	1.81	1.81	1.74	1.73	29	36	36	56	57	1.57
Germany	m	1.31	1.32	1.38	28	m	79	91	103	1.30
Greece	1.97	1.97	1.97	1.97	45	38	45	62	62	1.37
Hungary ⁴	1.58	1.63	1.63	1.87	40	11	22	22	26	1.19
Iceland	1.34	1.20	1.20	1.30	18	19	50	50	58	1.16
Ireland	m	1.81	1.74	1.74	22	m	61	77	77	1.26
Israel	2.57	2.62	2.21	2.08	36	30	36	45	45	1.27
Italy	1.47	1.47	1.50	1.57	35	36	44	59	60	1.37
Japan	m	2.20	2.20	2.26	34	m	66	80	95	1.43
Korea	2.79	2.79	2.80	2.80	37	90	77	92	94	1.21
Luxembourg	1.79	1.79	1.74	1.74	30	117	127	149	149	1.17
Mexico	2.14	2.14	2.12	m	14	50	33	33	m	m
Netherlands	1.48	1.48	1.74	1.74	13	58	58	89	89	1.53
New Zealand	m	1.49	1.50	1.52	7	m	47	53	60	1.28
Norway	1.15	1.18	1.18	1.24	16	27	60	67	96	1.60
Poland	1.71	1.71	1.71	1.71	20	23	43	51	52	1.20
Portugal	1.86	1.86	1.86	1.86	34	38	49	60	60	1.23
Scotland	1.60	1.60	1.60	1.60	6	51	51	51	51	1.00
Slovak Republic	1.24	1.52	1.52	1.52	32	10	19	24	25	1.35
Slovenia	1.68	1.82	1.82	1.82	25	28	61	61	67	1.10
Spain	1.41	1.41	1.41	1.41	38	48	48	66	68	1.41
Sweden ⁴	1.16	1.32	1.33	1.34	a	m	m	m	m	m
Switzerland	m	m	m	m	26	m	m	m	m	m
Turkey	1.16	1.16	1.15	1.15	27	25	38	56	56	1.48
United States ⁴	1.67	1.61	1.52	1.57	m	m	m	62	m	m
OECD average	1.64	1.66	1.65	1.66	24	43	53	63	71	1.32
EU21 average	1.56	1.59	1.60	1.62	26	44	54	64	72	1.34
Partners										
Argentina	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m
Colombia	1.28	1.35	1.40	1.40	9	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m
Latvia	a	a	a	a	10	m	m	m	m	m
Russian Federation	m	m	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m

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

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

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

3. The typical qualification of starting teachers differ substantially from the typical qualification of all the current teachers.

4. Actual base salaries.

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

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


StatLink  <http://dx.doi.org/10.1787/888933286208>

Table D3.4. **Average actual teachers' salaries (2013)**

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			
		Pre-primary	Primary	Lower secondary, general programmes	Upper secondary, general programmes
		(1)	(2)	(3)	(4)
OECD	Australia	49 535	50 737	51 417	51 457
	Austria ^{1, 2}	55 346	55 346	63 863	69 632
	Belgium (Fl.)	49 573	50 162	49 268	64 471
	Belgium (Fr.)	46 924	46 881	46 429	59 375
	Canada	m	m	m	m
	Chile	26 520	28 573	28 849	30 512
	Czech Republic	18 557	21 479	21 426	23 032
	Denmark ³	45 867	55 305	56 025	62 390
	England	42 399	42 399	46 327	46 327
	Estonia	12 009	17 141	17 141	17 141
	Finland ⁴	31 907	43 538	47 898	54 128
	France	36 440	36 120	42 702	46 864
	Germany	m	60 618	66 510	72 521
	Greece	26 466	26 466	26 717	26 717
	Hungary	15 674	17 062	17 062	19 327
	Iceland	m	m	m	41 283
	Ireland	m	m	m	m
	Israel	34 581	36 394	35 949	34 527
	Italy	33 379	33 379	35 757	38 675
	Japan	m	m	m	m
	Korea	m	m	m	m
	Luxembourg	96 140	96 140	109 420	109 420
	Mexico	m	m	m	m
	Netherlands	49 533	49 533	61 078	61 078
	New Zealand	m	m	m	m
	Norway	43 082	48 923	48 923	52 072
	Poland	25 681	29 434	29 912	29 252
	Portugal	m	m	m	m
	Scotland ⁵	42 012	42 012	42 012	42 012
	Slovak Republic	14 063	18 918	18 918	18 859
	Slovenia ⁶	26 385	35 044	35 688	38 378
	Spain	m	m	m	m
	Sweden ⁷	35 290	38 258	39 026	41 013
	Switzerland	m	m	m	83 412
	Turkey	m	m	m	m
	United States	49 800	51 334	52 343	54 083
	Average	37 798	41 248	43 626	47 702
Partners	Argentina	m	m	m	m
	Brazil	m	m	m	m
	China	m	m	m	m
	Colombia	m	m	m	m
	India	m	m	m	m
	Indonesia	m	m	m	m
	Latvia	m	m	m	m
	Russian Federation ⁸	24 995	25 648	25 648	25 648
	Saudi Arabia	m	m	m	m
	South Africa	m	m	m	m
	Average	m	m	m	m

Note: Columns showing average actual teachers' salaries, broken down by age groups and gender (i.e. columns 5-28), are available for consultation on line (see *StatLink* below).

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

2. Also includes data on actual salaries of headmasters, deputies and assistants.

3. Also includes also data on actual salaries of teachers in early childhood educational development programmes for pre-primary education.

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

5. Includes all teachers, irrespective of their age.

6. Also includes data on actual salaries of pre-school teaching assistants for pre-primary education.

7. Average actual teachers' salaries, not including bonuses and allowances.

8. Average actual teachers' salaries for all teachers, irrespective of the level of education they teach.

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

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


StatLink  <http://dx.doi.org/10.1787/888933286213>

Table D3.5a. **Trends in teachers' salaries, based on typical qualifications, between 2000 and 2013**

Index of change between 2000 and 2013 in teachers' statutory salaries after 15 years of experience (2005 = 100), by level of education, converted to constant prices using deflators for private consumption

	Pre-primary					Primary					Lower secondary, general programmes					Upper secondary, general programmes				
	2000	2005	2011	2012	2013	2000	2005	2011	2012	2013	2000	2005	2011	2012	2013	2000	2005	2011	2012	2013
	(1)	(2)	(8)	(9)	(10)	(11)	(12)	(18)	(19)	(20)	(21)	(22)	(28)	(29)	(30)	(31)	(32)	(38)	(39)	(40)
OECD																				
Australia	m	100	105	106	112	m	100	106	107	111	m	100	107	107	111	m	100	107	107	111
Austria ^{1, 2}	m	100	103	102	101	91	100	103	102	101	88	100	103	102	101	95	100	109	108	107
Belgium (Fl.)	m	100	102	101	103	92	100	102	101	103	97	100	102	101	103	97	100	102	102	104
Belgium (Fr.)	94	100	105	104	107	94	100	105	104	107	99	100	103	103	105	99	100	103	103	105
Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Chile	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Czech Republic	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Denmark	88	100	99	98	97	94	100	103	100	102	94	100	104	102	103	107	100	101	98	97
England	94	100	90	88	86	94	100	90	88	86	94	100	90	88	86	94	100	90	88	86
Estonia	m	m	m	m	m	85	100	132	126	131	85	100	132	126	131	85	100	132	126	131
Finland	92	100	109	108	106	87	100	110	109	107	88	100	106	104	103	92	100	106	107	105
France	105	100	97	95	94	105	100	97	95	94	105	100	98	96	95	104	100	97	96	95
Germany	m	m	m	m	m	m	100	106	107	108	m	100	108	108	108	m	100	103	102	103
Greece	m	100	86	78	74	m	100	86	78	74	m	100	86	78	74	m	100	86	78	74
Hungary ³	59	100	79	75	71	63	100	76	71	68	63	100	76	71	68	63	100	71	66	64
Iceland	m	100	93	97	89	m	100	92	89	89	m	100	92	89	89	m	100	86	88	87
Ireland	m	m	m	m	m	83	100	113	111	109	83	100	113	111	109	83	100	113	111	109
Israel	95	100	122	131	131	99	100	130	130	126	99	100	116	115	119	100	100	101	112	110
Italy	m	100	98	96	94	94	100	98	96	94	95	100	99	96	94	95	100	99	96	94
Japan	m	m	m	m	m	m	100	93	93	94	m	100	93	93	94	m	100	93	93	94
Korea	m	100	98	98	100	m	100	95	96	97	m	100	95	96	97	m	100	95	96	97
Luxembourg	m	100	134	138	140	m	100	134	138	140	m	100	110	113	115	m	100	110	113	115
Mexico	87	100	107	108	109	87	100	107	108	109	87	100	107	109	109	m	m	m	m	m
Netherlands	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Norway	m	100	116	116	120	m	100	110	111	115	m	100	110	111	115	m	100	112	112	117
Poland	m	100	117	120	122	m	100	117	120	122	m	100	117	120	122	m	100	117	120	122
Portugal	m	100	100	86	85	m	100	100	86	85	m	100	100	86	85	m	100	100	86	85
Scotland	50	100	96	93	91	81	100	96	93	91	81	100	96	93	91	81	100	96	93	91
Slovak Republic	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Slovenia	m	m	m	m	m	86	100	109	105	100	86	100	109	105	100	86	100	109	105	100
Spain	m	100	102	98	95	m	100	102	98	95	m	100	100	95	92	m	100	100	95	92
Sweden ³	m	100	109	m	114	m	100	102	m	109	m	100	103	m	108	m	100	101	m	105
Switzerland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Turkey	99	100	112	112	114	99	100	112	112	114	99	100	109	110	112	99	100	109	110	112
United States ³	98	100	m	119	120	82	100	93	98	98	103	100	107	110	110	98	100	102	103	103
OECD average	87	100	103	103	103	89	100	104	103	103	91	100	103	101	102	93	100	102	100	101
OECD average for countries with data available for all reference years	86	100	101	101	101	89	100	104	103	102	91	100	104	103	102	87	94	96	96	95
EU21 average for countries with data available for all reference years	83	100	96	95	93	89	100	102	100	100	89	100	102	100	99	91	100	102	100	99
Partners																				
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Latvia	74	100	125	128	m	74	100	125	128	m	74	100	125	128	m	74	100	125	128	m
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Notes: Years 2006, 2007, 2008, 2009, 2010 (i.e. columns 3-7; 13-17; 23-27; 33-37) are available for consultation on line (see *StatLink* below). The definition of teachers' typical qualification is based on a broad concept, including the typical ISCED level of attainment and other criteria. Please see Box D3.2 for further details.

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

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

3. Actual base salaries.

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

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


StatLink  <http://dx.doi.org/10.1787/888933286220>

Table D3.7c. [1/4] **Teachers' tasks and other criteria related to teachers' base salaries and additional payments, lower secondary level (2013)***Criteria for base salary and additional payments awarded to teachers in public institutions*

	Tasks																				
	Teaching			Individual planning or preparation of lessons either at school or elsewhere			Marking/ correcting of student work			General administrative work (including communication, paperwork and other clerical duties undertaken as part of the job)			Communication and co-operation with parents or guardians			Supervision of students during breaks			Team work and dialogue with colleagues at school or elsewhere		
	Performance mandatory for teachers	Included as part of base salary or additional payments	Nature of compensation	Performance mandatory for teachers	Included as part of base salary or additional payments	Nature of compensation	Performance mandatory for teachers	Included as part of base salary or additional payments	Nature of compensation	Performance mandatory for teachers	Included as part of base salary or additional payments	Nature of compensation	Performance mandatory for teachers	Included as part of base salary or additional payments	Nature of compensation	Performance mandatory for teachers	Included as part of base salary or additional payments	Nature of compensation	Performance mandatory for teachers	Included as part of base salary or additional payments	Nature of compensation
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Belgium (Fl.)	Yes	Yes	1	Yes	No	a	DoS	No	a	DoS	No	a	DoS	No	a	DoS	No	a	DoS	No
	Belgium (Fr.)	Yes	No	a	Yes	No	a	Yes	No	a	Yes	No	a	Yes	No	a	No	No	a	No	No
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Czech Republic	Yes	Yes	1	No	No	a	No	No	a	DoS	Yes	5	No	No	a	DoS	No	a	DoS	No
	Denmark	Yes	No	a	Yes	No	a	Yes	No	a	Yes	No	a	Yes	No	a	m	No	a	Yes	No
	England	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	DoS	DoS	1	Yes	Yes	1	DoS	DoS	1	Yes	Yes
	Estonia	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	DoS	Yes	3	Yes	Yes
	Finland	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	DoS	Yes	1	Yes	Yes
	France	Yes	Yes	1	No	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	a	a	a	No	No
	Germany	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	DoS	Yes	1	Yes	Yes	1	DoS	Yes	1	No	Yes
	Greece	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	m	m	1	Yes	Yes
	Hungary	Yes	No	a	Yes	No	a	DoS	No	a	DoS	No	a	Yes	No	a	No	No	a	Yes	No
	Iceland	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	DoS	DoS	5	DoS	No	m	No	No	m	DoS	Yes
	Ireland	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes
	Israel	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes
	Italy	Yes	a	a	Yes	a	a	Yes	a	a	Yes	a	a	Yes	a	a	Yes	a	a	Yes	a
	Japan	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes
	Korea	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes
	Luxembourg	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes
	Mexico	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Netherlands	DoS	Yes	1	DoS	Yes	1	DoS	Yes	1	DoS	Yes	1	DoS	Yes	1	DoS	Yes	1	DoS	Yes
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	Yes	No	a	Yes	No	a	Yes	No	a	Yes	No	a	Yes	No	a	DoS	No	a	DoS	No
	Poland	Yes	Yes	1	Yes	No	a	Yes	No	a	Yes	No	a	Yes	No	a	Yes	No	a	Yes	No
	Portugal	Yes	No	a	Yes	No	a	Yes	No	a	Yes	No	a	Yes	No	a	No	No	a	Yes	No
	Scotland	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	No	No	a	Yes	Yes	1	No	No	a	Yes	Yes
	Slovak Republic	Yes	Yes	1	Yes	No	a	Yes	No	a	Yes	No	a	Yes	No	a	Yes	No	a	Yes	No
	Slovenia	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	DoS	Yes	1	Yes	Yes
	Spain	Yes	a	a	Yes	a	a	Yes	a	a	Yes	a	a	Yes	a	a	a	a	a	Yes	a
	Sweden	Yes	DoS	a	Yes	DoS	a	Yes	DoS	a	Yes	DoS	a	Yes	DoS	a	DoS	DoS	a	Yes	DoS
	Switzerland	Yes	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Turkey	Yes	Yes	1	Yes	Yes	4	Yes	No	a	Yes	No	a	Yes	No	a	Yes	No	a	Yes	No
	United States	Yes	Yes	1	DoS	m	m	DoS	m	m	DoS	m	m	DoS	m	m	DoS	m	m	DoS	m
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	Yes	Yes
	India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Latvia	Yes	Yes	1	Yes	Yes	1	Yes	Yes	1	a	m	m	Yes	Yes	1	Yes	Yes	1	Yes	No
	Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Is the performance mandatory for teachers?

Yes: Yes, it is mandatory

DoS: Yes, at the discretion of individual schools

No: No, it is voluntary at the discretion of individual teachers

Does this criterion apply for the formation of salaries?

Yes: Yes, included as part of base salary or additional payments

DoS: At the discretion of individual schools

No: No, not included as part of base salary or additional payments

What is the nature of compensation?

1: Part of statutory base salary paid to teachers

2: Compensated by reduction in teaching time

3: Defined as percentage of statutory base salary paid to teachers

4: Annual additional payments

5: Incidental/occasional additional payments

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

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


StatLink  <http://dx.doi.org/10.1787/888933286236>

Table D3.7c. [2/4] **Teachers' tasks and other criteria related to teachers' base salaries and additional payments, lower secondary level (2013)***Criteria for base salary and additional payments awarded to teachers in public institutions*

D3

	Other responsibilities																	
	Participation in school or other management in addition to teaching duties (e.g. serving as head of department or co-ordinator of teachers)			Teaching more classes or hours than required by full-time contract (e.g. overtime compensation)			Students counselling (including student supervising, virtual counselling, career guidance, and delinquency prevention)			Engaging in extracurricular activities (e.g. homework clubs, sports and drama clubs, summer school)			Special tasks (e.g. training student teachers, guidance counselling)			Class teacher/form teacher		
	Performance mandatory for teachers	Included as part of base salary or additional payments	Nature of compensation	Performance mandatory for teachers	Included as part of base salary or additional payments	Nature of compensation	Performance mandatory for teachers	Included as part of base salary or additional payments	Nature of compensation	Performance mandatory for teachers	Included as part of base salary or additional payments	Nature of compensation	Performance mandatory for teachers	Included as part of base salary or additional payments	Nature of compensation	Performance mandatory for teachers	Included as part of base salary or additional payments	Nature of compensation
	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)	(38)	(39)
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Belgium (Fl.)	No	Yes	1	No	Yes	3	a	a	a	No	No	a	No	No	a	No	a
	Belgium (Fr.)	No	No	a	No	Yes	3	No	No	a	No	No	a	No	Yes	5	No	a
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Czech Republic	DoS	DoS	3	DoS	Yes	3	No	DoS	5	No	DoS	5	DoS	DoS	5	DoS	5
	Denmark	No	Yes	2	No	Yes	4	No	Yes	2	No	Yes	2	No	Yes	m	DoS	2
	England	DoS	DoS	4	DoS	No	a	DoS	No	a	No	No	a	DoS	DoS	4	DoS	a
	Estonia	DoS	DoS	3	No	Yes	5	DoS	DoS	3	DoS	DoS	5	DoS	DoS	5	DoS	3
	Finland	No	Yes	2	No	Yes	4	No	Yes	4	No	Yes	4	No	Yes	4	DoS	4
	France	No	Yes	4	No	Yes	4,5	Yes	Yes	4	No	No	a	No	Yes	4	No	4
	Germany	No	Yes	1	No	Yes	1	No	No	a	No	No	a	No	No	a	DoS	a
	Greece	a	No	a	No	Yes	5	Yes	Yes	1	a	No	a	a	No	a	a	a
	Hungary	Yes	Yes	4	Yes	No	a	Yes	No	a	DoS	No	a	DoS	No	a	DoS	4
	Iceland	DoS	DoS	1	DoS	Yes	3	DoS	No	a	No	DoS	5	No	DoS	5	DoS	a
	Ireland	Yes	Yes	4	a	a	a	a	a	a	No	a	a	No	a	a	Yes	4
	Israel	No	Yes	3	No	Yes	3	DoS	Yes	3	a	a	a	No	Yes	5	DoS	3
	Italy	DoS	DoS	4	No	DoS	3	No	DoS	5	No	DoS	5	No	a	a	a	a
	Japan	Yes	Yes	4	Yes	Yes	1	Yes	Yes	1	Yes	Yes	5	Yes	Yes	1	Yes	1
	Korea	DoS	Yes	4	No	Yes	3	Yes	Yes	1	DoS	Yes	1	No	No	a	DoS	4
	Luxembourg	No	No	2	No	Yes	5	DoS	No	a	No	No	a	No	No	a	DoS	a
	Mexico	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Netherlands	DoS	DoS	m	No	DoS	5	DoS	DoS	1	DoS	DoS	1	No	DoS	1	DoS	1
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	DoS	DoS	4	DoS	Yes	3	DoS	Yes	4	No	m	m	No	DoS	4	DoS	4
	Poland	DoS	No	a	DoS	Yes	a	No	No	a	Yes	No	a	DoS	Yes	5	Yes	4
	Portugal	Yes	Yes	2	Yes	Yes	5	Yes	No	a	Yes	No	a	Yes	No	a	Yes	a
	Scotland	a	No	a	No	No	a	Yes	Yes	1	No	No	a	DoS	Yes	1	DoS	1
	Slovak Republic	No	Yes	2	DoS	DoS	1,2	No	DoS	2,3	No	DoS	3,4	No	Yes	3	Yes	3
	Slovenia	DoS	Yes	3	Yes	Yes	3,5	Yes	Yes	1	Yes	Yes	5	Yes	Yes	1	Yes	2,3
	Spain	Yes	Yes	4	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Sweden	No	DoS	a	No	DoS	a	DoS	DoS	a	No	DoS	a	No	DoS	a	DoS	a
	Switzerland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Turkey	No	No	a	Yes	Yes	4	Yes	No	a	No	Yes	4	Yes	Yes	4	Yes	4
	United States	DoS	m	m	DoS	m	m	DoS	m	m	DoS	m	m	DoS	m	m	DoS	m
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	Yes	Yes	3	Yes	Yes	5	No	a	a	a	No	a	a	No	a	a	a
	India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Latvia	a	m	m	No	Yes	5	No	Yes	1	DoS	Yes	1	DoS	Yes	1	No	1
	Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Is the performance mandatory for teachers?

Yes: Yes, it is mandatory

DoS: Yes, at the discretion of individual schools

No: No, it is voluntary at the discretion of individual teachers

Does this criterion apply for the formation of salaries?

Yes: Yes, included as part of base salary or additional payments

DoS: At the discretion of individual schools

No: No, not included as part of base salary or additional payments

What is the nature of compensation?

1: Part of statutory base salary paid to teachers

2: Compensated by reduction in teaching time

3: Defined as percentage of statutory base salary paid to teachers

4: Annual additional payments

5: Incidental/occasional additional payments

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

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


StatLink  <http://dx.doi.org/10.1787/888933286236>

Table D3.7c. [3/4] **Teachers' tasks and other criteria related to teachers' base salaries and additional payments, lower secondary level (2013)***Criteria for base salary and additional payments awarded to teachers in public institutions*

	Qualifications, training and performance												Experience and demographic characteristics					
	Holding an initial educational qualification higher than the minimum required to enter the teaching profession		Attaining high scores in the qualification examination		Holding an educational qualification in multiple subjects		Completed professional development activities		Holding a higher than minimum teacher certification or participating in training during professional life		Outstanding performance in teaching		Years of experience		Family status (e.g. married, number of children)		Age (independent of years of teaching experience)	
	Included as part of base salary or additional payments	Nature of compensation	Included as part of base salary or additional payments	Nature of compensation	Included as part of base salary or additional payments	Nature of compensation	Included as part of base salary or additional payments	Nature of compensation	Included as part of base salary or additional payments	Nature of compensation	Included as part of base salary or additional payments	Nature of compensation	Included as part of base salary or additional payments	Nature of compensation	Included as part of base salary or additional payments	Nature of compensation	Included as part of base salary or additional payments	Nature of compensation
	(40)	(41)	(42)	(43)	(44)	(45)	(46)	(47)	(48)	(49)	(50)	(51)	(52)	(53)	(54)	(55)	(56)	(57)
OECD																		
Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Austria	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Belgium (Fl.)	No	a	No	a	No	a	No	a	Yes	4	No	a	Yes	1	No	a	No	a
Belgium (Fr.)	Yes	1	No	a	No	a	No	a	No	a	No	a	Yes	1	No	a	No	a
Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Chile	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Czech Republic	DoS	3	a	a	DoS	3	DoS	5	a	a	DoS	5	Yes	1	No	a	No	a
Denmark	m	m	m	m	m	m	m	m	m	m	m	m	Yes	1	No	a	No	a
England	DoS	1	No	a	DoS	1	DoS	4	DoS	1	DoS	1	Yes	1	No	a	No	a
Estonia	No	a	a	a	No	a	No	a	Yes	1	DoS	5	No	a	No	a	No	a
Finland	a	a	a	a	a	a	a	a	m	m	Yes	4	Yes	3,4	No	a	No	a
France	No	a	No	a	a	a	No	a	Yes	1	Yes	1	Yes	1	Yes	4	No	a
Germany	No	a	No	a	No	a	No	a	No	a	No	a	Yes	1	Yes	1	Yes	1
Greece	No	a	No	a	No	a	No	a	No	a	No	a	Yes	m	Yes	m	No	a
Hungary	Yes	1	No	a	No	a	No	a	No	a	No	a	Yes	1	Yes	1	No	a
Iceland	Yes	1	No	a	No	a	DoS	3	a	a	m	m	Yes	1	No	a	Yes	2
Ireland	No	a	No	a	No	a	No	a	No	a	No	a	Yes	1	No	a	No	a
Israel	a	a	No	a	No	a	Yes	3	Yes	3	Yes	5	Yes	1	Yes	2	Yes	2
Italy	a	a	a	a	a	a	a	a	a	a	a	a	Yes	1	Yes	4	No	a
Japan	Yes	1	a	a	a	a	a	a	a	a	Yes	5	Yes	1	Yes	4	a	a
Korea	Yes	1	No	a	No	a	No	a	Yes	1	Yes	5	Yes	1	Yes	4	No	a
Luxembourg	No	a	No	a	No	a	Yes	1	Yes	1	No	a	Yes	1	a	a	Yes	1
Mexico	Yes	1	Yes	1	a	a	Yes	1	Yes	1	Yes	1	Yes	1	a	a	a	a
Netherlands	DoS	m	a	a	DoS	m	DoS	m	DoS	m	DoS	m	DoS	1	No	a	No	a
New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Norway	Yes	1	No	a	DoS	4	DoS	4	No	a	DoS	4	Yes	1	No	a	No	a
Poland	Yes	1	No	a	No	a	No	a	No	a	Yes	5	No	a	No	a	No	a
Portugal	No	a	No	a	No	a	Yes	a	Yes	a	No	a	Yes	a	Yes	4	No	a
Scotland	No	a	a	a	No	a	No	a	No	a	No	a	Yes	1	No	a	No	a
Slovak Republic	DoS	1	No	a	No	a	Yes	1	Yes	3	DoS	5	Yes	1	No	a	No	a
Slovenia	Yes	4	a	a	Yes	3	Yes	1	Yes	1	Yes	5	Yes	1	No	a	No	a
Spain	a	a	a	a	a	a	No	a	No	a	a	a	Yes	4	a	a	a	a
Sweden	DoS	a	DoS	a	DoS	a	DoS	a	DoS	a	DoS	a	DoS	a	No	a	No	a
Switzerland	a	a	a	a	a	a	a	a	a	a	a	a	Yes	m	Yes	m	a	a
Turkey	Yes	4	No	a	No	a	Yes	4	Yes	4	Yes	5	Yes	1	Yes	4	No	a
United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners																		
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	Yes	1	No	a	No	a	No	a	Yes	1	No	a	Yes	1	No	a	No	a
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Latvia	No	m	No	m	No	m	No	m	No	m	No	m	Yes	1	No	m	No	m
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Is the performance mandatory for teachers?

Yes: Yes, it is mandatory

DoS: Yes, at the discretion of individual schools

No: No, it is voluntary at the discretion of individual teachers

Does this criterion apply for the formation of salaries?

Yes: Yes, included as part of base salary or additional payments

DoS: At the discretion of individual schools

No: No, not included as part of base salary or additional payments

What is the nature of compensation?

1: Part of statutory base salary paid to teachers

2: Compensated by reduction in teaching time

3: Defined as percentage of statutory base salary paid to teachers

4: Annual additional payments

5: Incidental/occasional additional payments

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

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


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Table D3.7c. [4/4] **Teachers' tasks and other criteria related to teachers' base salaries and additional payments, lower secondary level (2013)***Criteria for base salary and additional payments awarded to teachers in public institutions*

D3

	Teaching conditions						Benefits			
	Teaching courses in a particular field (e.g. mathematics or science)		Teaching students with special educational needs (in regular schools)		Teaching in a disadvantaged, remote or high cost area (location allowance)		Holiday benefits (e.g. for religious and/or official holidays)		Thirteen month benefits	
	Included as part of base salary or additional payments	Nature of compensation	Included as part of base salary or additional payments	Nature of compensation	Included as part of base salary or additional payments	Nature of compensation	Included as part of base salary or additional payments	Nature of compensation	Included as part of base salary or additional payments	Nature of compensation
	(58)	(59)	(60)	(61)	(62)	(63)	(64)	(65)	(66)	(67)
OECD										
Australia	m	m	m	m	m	m	m	m	m	m
Austria	m	m	m	m	m	m	m	m	m	m
Belgium (Fl.)	No	a	No	a	No	a	No	a	No	a
Belgium (Fr.)	No	a	No	a	No	a	Yes	4	No	a
Canada	m	m	m	m	m	m	m	m	m	m
Chile	m	m	m	m	m	m	m	m	m	m
Czech Republic	No	a	Yes	1	No	a	No	a	No	a
Denmark	m	m	Yes	2	m	m	m	m	m	m
England	Yes	4	DoS	4	Yes	4	No	a	a	a
Estonia	No	a	Yes	2	No	a	No	a	DoS	5
Finland	No	a	No	a	Yes	1	Yes	4	m	m
France	a	a	Yes	4	Yes	4	No	a	No	a
Germany	No	a	No	a	No	a	No	a	Yes	4
Greece	a	a	a	a	Yes	m	No	a	No	a
Hungary	No	3	No	3	Yes	4	No	a	No	a
Iceland	No	a	Yes	1	No	a	Yes	4	No	a
Ireland	No	a	No	a	No	a	No	a	No	a
Israel	No	a	Yes	4	Yes	4	No	a	No	a
Italy	a	a	a	a	No	a	a	a	Yes	4
Japan	a	a	Yes	4	Yes	4	No	a	No	a
Korea	Yes	4	Yes	4	Yes	4	Yes	3	a	a
Luxembourg	No	a	No	a	a	a	No	a	Yes	4
Mexico	a	a	a	a	Yes	1	a	a	a	a
Netherlands	DoS	m	DoS	m	DoS	m	Yes	1	Yes	1
New Zealand	m	m	m	m	m	m	m	m	m	m
Norway	DoS	4	DoS	4	DoS	4	No	a	No	a
Poland	No	a	Yes	4	Yes	3	Yes	1	Yes	1
Portugal	No	a	No	a	a	a	No	a	No	a
Scotland	No	a	No	a	Yes	4	a	a	No	a
Slovak Republic	Yes	1	Yes	1	a	a	No	a	No	a
Slovenia	No	a	Yes	1	No	a	Yes	3	No	a
Spain	a	a	a	a	Yes	4	a	a	a	a
Sweden	DoS	a	DoS	a	DoS	a	No	a	a	a
Switzerland	a	a	Yes	m	a	a	m	m	m	m
Turkey	No	a	No	a	Yes	1	No	a	No	a
United States	m	m	m	m	m	m	m	m	a	a
Partners										
Argentina	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m
Colombia	No	a	No	a	Yes	3	No	a	No	a
India	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m
Latvia	No	m	Yes	3	Yes	3	Yes	m	No	m
Russian Federation	m	m	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m

Is the performance mandatory for teachers?

Yes: Yes, it is mandatory

DoS: Yes, at the discretion of individual schools

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Does this criterion apply for the formation of salaries?

Yes: Yes, included as part of base salary or additional payments

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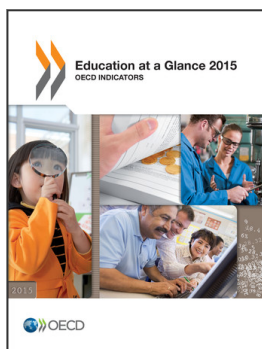
4: Annual additional payments

5: Incidental/occasional additional payments

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

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StatLink  <http://dx.doi.org/10.1787/888933286236>



From:

Education at a Glance 2015

OECD Indicators

Access the complete publication at:

<https://doi.org/10.1787/eag-2015-en>

Please cite this chapter as:

OECD (2015), “Indicator D3 How Much are Teachers Paid?”, in *Education at a Glance 2015: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2015-32-en>

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