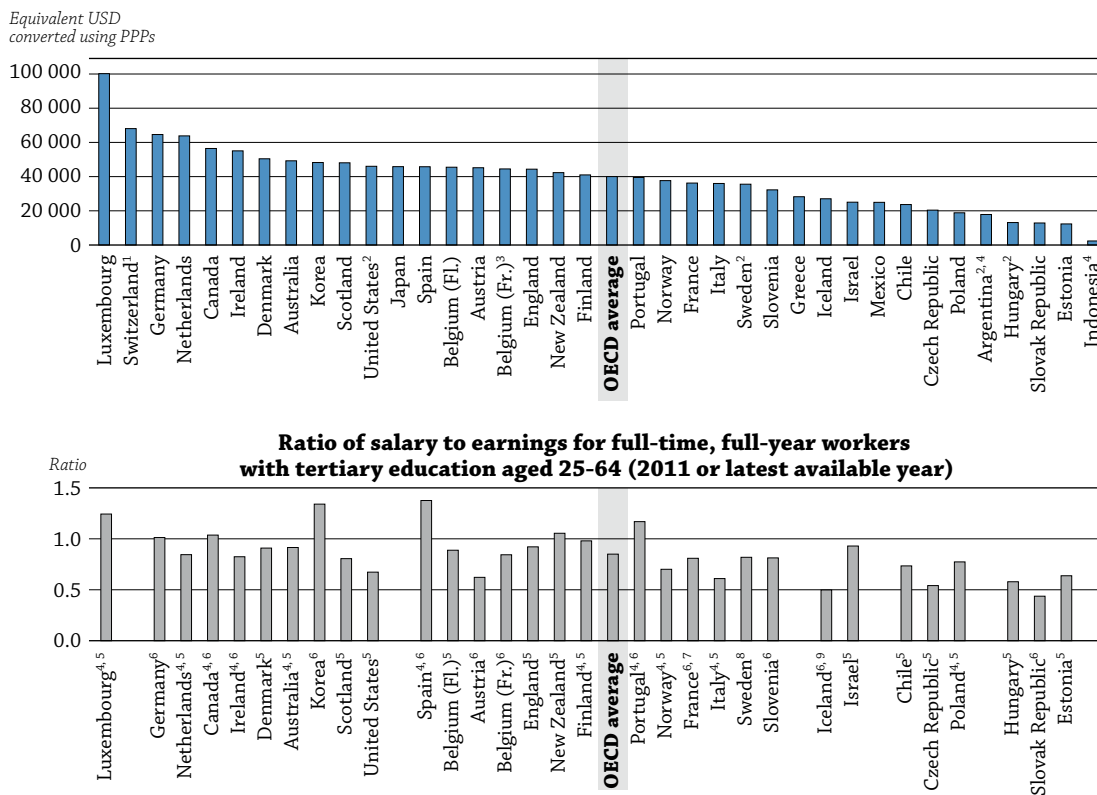


HOW MUCH ARE TEACHERS PAID?

- The statutory salaries of teachers with 15 years of experience average USD 36 135 at the pre-primary level, USD 38 136 at the primary level, USD 39 934 at the lower secondary level, and USD 41 665 at the upper secondary level.
- On average across OECD countries, pre-primary teachers earn 80% of the salary of a tertiary-educated, 25-64 year-old full-time, full-year worker, primary-school teachers earn 82% of that benchmark, lower secondary teachers are paid 85%, and upper secondary teachers are paid 89% of that benchmark salary.

Chart D3.1. Teachers' salaries in lower secondary education (2011)

Annual statutory teachers' salaries for teachers with 15 years of experience and minimum training, in public institutions, in equivalent USD converted using PPPs



- Salaries after 11 years of experience.
- Actual base salaries.
- Salaries of teachers with typical qualification instead of minimum.
- Year of reference 2010.
- Ratio of average actual salary, including bonuses and allowances, for teachers aged 25-64 to earnings for full-time, full-year workers with tertiary education aged 25-64.
- Ratio of statutory salary after 15 years of experience and minimum training to earnings for full-time, full-year workers with tertiary education aged 25-64.
- Year of reference 2009.
- Ratio of average actual salary for teachers aged 25-64, not including bonuses and allowances, to earnings for full-time, full-year workers with tertiary education aged 25-64.
- Year of reference 2006.

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

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). Tables D3.1 and D3.2. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888932847811>

■ 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, available on line, and B7).

■ Other findings

- In most OECD countries, **teachers' salaries increase with the level of education they teach**. For example, in Belgium, Denmark, Finland, Hungary, Indonesia, Poland and Switzerland, the salary of an upper secondary school teacher with 15 years of experience is at least 25% higher than that of a pre-primary school teacher with the same experience.
- **Salaries at the top of the scale are, on average, 58%, 59%, 61% and 62% higher, respectively, than starting salaries in pre-primary, primary, lower secondary and upper secondary education**, and 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 are an average of 78% higher than starting salaries.
- Teachers with maximum qualifications at the top of their salary scales are paid, on average, USD 47 243 at the pre-primary level, USD 49 609 at the primary level, USD 52 697 at the lower secondary level, and USD 53 449 at the upper secondary level. However, **the salary premium for higher qualifications varies**. In Israel, Mexico, Poland and Slovenia, for example, primary teachers who hold the maximum qualification earn at least 30% more than primary teachers with similar experience, but who hold the minimum qualification. However, in around 40% of countries there is no difference.
- In 9 out of 21 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.

■ Trends

Between 2000 and 2011, teachers' salaries rose, in real terms, in most countries with available data. Notable exceptions are France and Japan, where there was a decline in teachers' salaries in real terms during that period. In some countries, the economic downturn in 2008 also had a direct impact on teachers' salaries, which were either frozen or cut in these countries between 2009 and 2011.

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 cultural 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 salaries across countries.

D3

Teachers' salaries vary widely across countries. The salaries of lower secondary school teachers with 15 years of experience range from less than USD 15 000 in Estonia, Hungary, Indonesia and the Slovak Republic, to USD 60 000 or more in Germany, the Netherlands and Switzerland (for teachers with at least 11 years of experience) and exceed USD 100 000 in Luxembourg (Table D3.1 and Chart D3.1).

In most OECD countries, teachers' salaries increase with the level of education taught. In Belgium, the Czech Republic, Denmark, Hungary, Indonesia, the Netherlands, Poland and the Slovak Republic, upper secondary teachers with 15 years of experience earn between 20% and 30% more than pre-primary teachers with the same experience; they earn around 50% more in Finland and in Switzerland (for teachers with 11 years of experience). In Finland and the Slovak Republic, the difference is mainly explained by the gap between pre-primary and primary teachers' salaries. In the Netherlands, the main difference is found between the primary and lower secondary level, whereas in Belgium, teachers' salaries at the upper secondary level are significantly higher than at the other levels of education. The differences between salaries at each level of education should be interpreted in light of the requirements to enter the teaching profession (see Indicator D5, "Who are the teachers?", in OECD, 2012).

In Australia, Canada, Korea and Turkey, there is less than a 5% difference between salaries for upper secondary and pre-primary school teachers with 15 years of experience; in England, Greece, Portugal, Scotland and Slovenia, teachers receive the same salary irrespective of the level of education taught. This is also true in Estonia, Ireland and Japan at the primary, lower secondary and upper secondary levels. In contrast, in Argentina, teachers' salaries decrease with the level of education taught: an upper secondary school teacher earns 15% less than a pre-primary school teacher although an upper secondary school teacher is required to teach twice the amount of time (see Indicator D4). In Israel, there is an 18% 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, gradually implemented since 2008, that increased salaries for pre-primary, primary and lower secondary teachers. Another reform, launched in 2012, will also increase salaries for upper secondary teachers. In Luxembourg, primary school 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, however, 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.

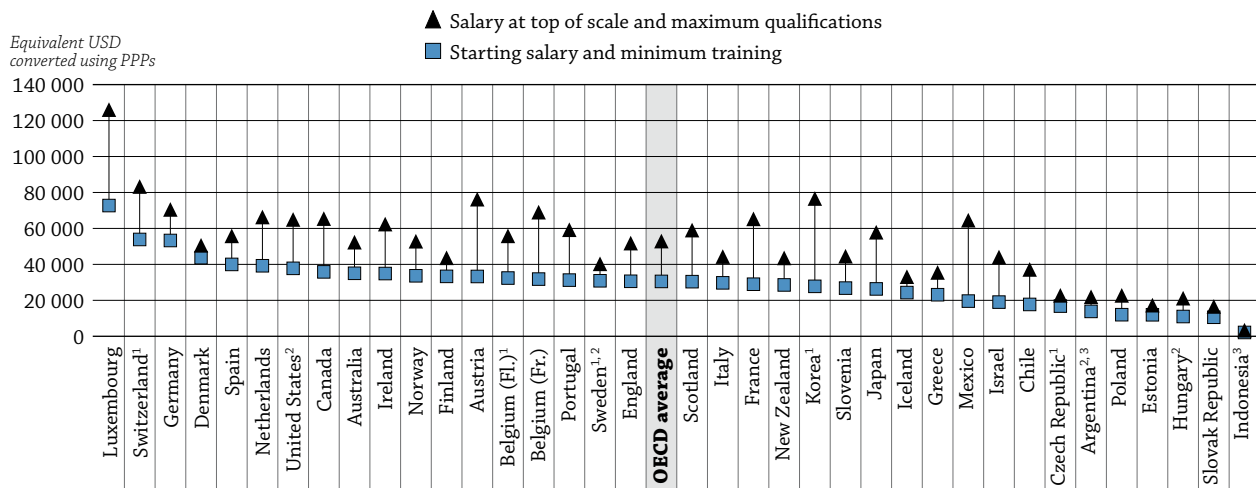
Minimum and maximum teachers' salaries

Education systems face a challenge in recruiting high-quality graduates as teachers. Research evidence indicates that salaries and alternative employment opportunities are important influences on the attractiveness of teaching (Santiago, 2004). The starting salaries of teachers 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 minimum qualification earn, on average, USD 30 216. This minimum salary ranges from below USD 15 000 in Argentina, Estonia, Hungary,

Indonesia, Poland and the Slovak Republic, to more than USD 40 000 in Denmark, Germany, Luxembourg and Switzerland. For teachers at the top of the salary scale and with the maximum qualifications, salaries average USD 52 697. This maximum salary ranges from less than USD 20 000 in Estonia, Indonesia and the Slovak Republic, to USD 75 000 or more in Austria, Korea and Switzerland and more than USD 125 000 in Luxembourg. Most countries with starting salaries below the OECD average also show lower maximum salaries. The exceptions are France, Japan, Korea and Mexico, where starting salaries are at least 5% lower than the OECD average, but maximum salaries are significantly higher. The opposite is true for Australia, Denmark and Norway where starting salaries are at least 10% above the OECD average but maximum statutory salaries are within the OECD average (Chart D3.2 and Table D3.5, available on line).

Chart D3.2. Minimum and maximum teachers' salaries in lower secondary education (2011)
Annual statutory teachers' salaries, in public institutions, in equivalent USD converted using PPPs




1. Salary at top of scale and minimum training.

2. Actual base salaries.

3. Year of reference 2010.

Countries are ranked in descending order of starting teachers' salaries with minimum training in lower secondary education.

Source: OECD, Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). Table D3.5, available on line. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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A number of countries have relatively flat salary scales. For example, the difference between minimum and maximum salaries is less than 30%, in Denmark at the pre-primary, primary and lower secondary levels, and in the Czech Republic, Finland, Norway and Sweden at the pre-primary level.

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.

In contrast, maximum salaries are at least twice the amount of starting salaries in Austria, the French community of Belgium (pre-primary, primary and lower secondary levels), Chile, France (lower and upper secondary levels), Hungary (upper secondary level), Israel, Japan (primary and secondary levels), Korea and Poland (pre-primary and primary levels), and they are more than three times the starting salaries in Mexico (pre-primary, primary and lower secondary levels) (Chart D3.2 and Table D3.5, available on line).

The salary premium for a higher level of qualification, 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 11 of 32 countries with data for both, teachers at the top of

the scale holding the maximum qualifications in the French community of Belgium, France, Israel, Norway, Scotland and Slovenia earn at least 20% more than teachers with the same experience, but with minimum training. This salary gap is as wide as 57% in Mexico. A similar picture is seen at the upper secondary level (Table D3.1 and Table D3.5, available on line).

When considering salary structure for teachers, it is important to remember that not all teachers reach the top of the salary scale. For example, in Italy, less than 5% of all teachers were at the top of the salary scale in 2011.

Box D3.1. Additional payments: Incentives and allowances

In addition to basic pay scales, school systems increasingly use schemes that offer additional payments or other rewards for teachers. Together with the starting salary, these payments may influence a person's decision to enter or remain in the teaching profession. Data have been collected on whether additional payments are available and on the level at which the decision to award such payments is taken (Tables D3.6a, b, c and d, available on line, and Annex 3 available at www.oecd.org/edu/eag.htm).

Additional payments are most often awarded for particular responsibilities or working conditions, such as teaching in more disadvantaged schools, particularly those located in very poor neighbourhoods or those with a large proportion of students whose language is not the language of instruction. These schools often have difficulty attracting teachers and are more likely to have less-experienced teachers (OECD, 2005). These additional payments are provided in almost three-quarters of the countries.

Additional payments based on teachers' qualifications, training and performance are also common in OECD and other G20 countries. The most common types of payments reward an initial education qualification and/or a level of teacher certification and training that is higher than the minimum requirement. Over three-quarters of the countries make these payments available. Moreover, among the 38 countries with available data, half offer an additional payment to teachers for outstanding performance. In 15 of the 19 countries that offer this performance incentive, the decision to award the additional payments can be made at the school level.

Half of all OECD countries offer additional payments based on teachers' demographic characteristics (family status or age), and most of these are annual payments.

Teaching experience and salary scales

Salary structures define the salaries paid to teachers at different points in their careers. Deferred compensation, which rewards employees for staying in organisations or professions and for meeting established performance criteria, is also used in teachers' salary structures. OECD data on teachers' salaries are limited to information on statutory salaries at four points of the salary scale: starting salaries, salaries after 10 years of service, salaries after 15 years of experience, and salaries at the top of the scale. The salaries discussed here are those of teachers who have the minimum required training. As mentioned above, further qualifications can lead to wage increases in some countries.

In OECD countries, statutory salaries for lower secondary school teachers with 10 and 15 years of experience are, respectively, 25% and 35% higher, on average, than starting salaries. Furthermore, salaries at the top of the scale, which is reached after an average of 24 years of experience, are 61% higher, on average, than starting salaries. In Hungary, Israel, Italy, Korea and Spain, lower secondary school teachers reach the top of the salary scale after at least 35 years of service. In contrast, lower secondary school teachers in Australia, Denmark, Estonia, New Zealand and Scotland reach the highest step on the salary scale within six to nine years (Tables D3.1 and D3.2).

While salary increases are gradual in slightly more than half of the 32 OECD countries with relevant data, in the remaining countries, salary scales include steps of uneven size.

Statutory salaries per hour of net teaching time

The average statutory salary per teaching hour after 15 years of experience is USD 49 for primary school teachers, USD 58 for lower secondary teachers, and USD 66 for upper secondary teachers in general education. Argentina, Chile, the Czech Republic (primary level), Estonia, Hungary, Indonesia, Mexico (primary and lower secondary levels) and the Slovak Republic show the lowest salaries per teaching hour: USD 30 or less. In contrast, salaries per hour reach USD 90 or more in Belgium, Denmark, Germany and Japan at the upper secondary level, and in Luxembourg at all education levels (Table D3.2).

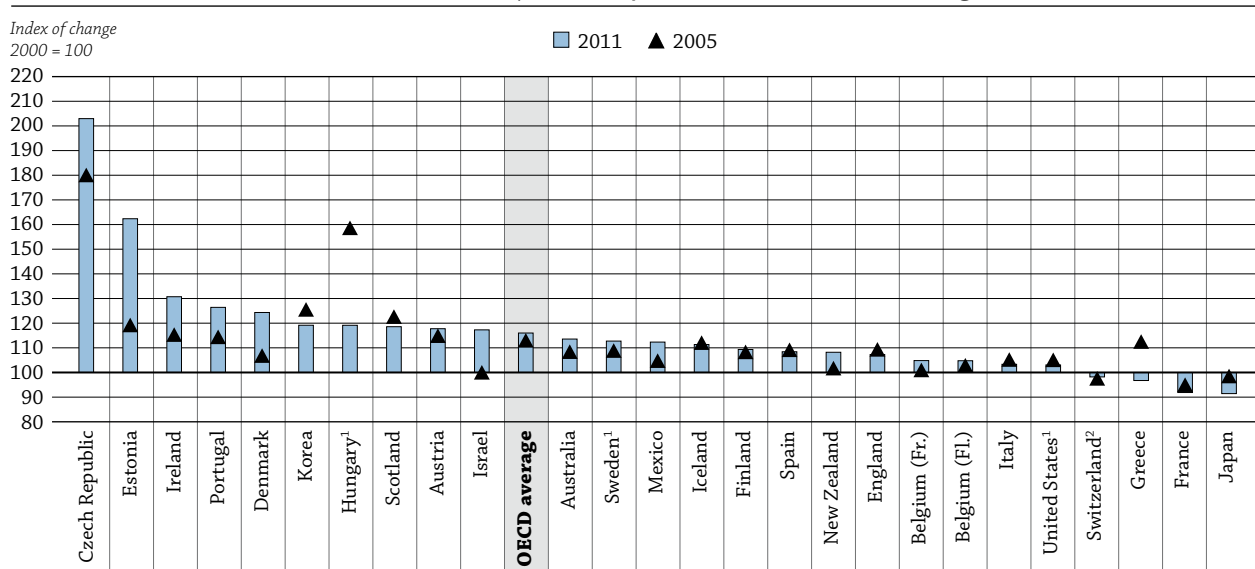
As secondary school teachers are required to teach fewer hours than primary school teachers, their salaries per teaching hour are usually higher than those of teachers at lower levels of education, even in countries where statutory salaries are similar (see Indicator D4). On average across OECD countries, upper secondary teachers' salaries per teaching hour exceed those of primary teachers by around 31% (Table D3.2). In Scotland, there is no difference, while in Denmark, upper secondary teachers earn double the salary of primary teachers per teaching hour. In contrast, in Argentina, secondary school teachers' salaries per teaching hour amount to less than 50% of those of primary school teachers.

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 14% difference in salaries per teaching hour between primary and upper secondary teachers, even though statutory salaries and 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

Between 2000 and 2011, teachers' salaries increased in real terms in most countries. In Denmark, Estonia, Ireland and Portugal, salaries increased at all levels of education by at least 20%. In the Czech Republic (primary and lower secondary levels) and in Turkey (upper secondary level), salaries doubled over the past decade. Only in France and Japan did teachers' salaries decrease in real terms by almost 10% (Table D3.4 and Chart D3.3).

Chart D3.3. Change in teachers' salaries in lower secondary education (2000, 2005, 2011)
Index of change between 2000 and 2011 (2000 = 100, constant prices),
for teachers with 15 years of experience and minimum training



1. Actual base salaries.

2. Salaries after 11 years of experience.

Countries are ranked in descending order of the index of change between 2000 and 2011 in teachers' salaries in lower secondary education, for teachers with 15 years of experience.

Source: OECD, Table D3.4. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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In most countries, salaries increased less since 2005 than between 2000 and 2005. The exceptions to this pattern are the French community of Belgium (secondary levels), Denmark, Estonia, Israel and Mexico (primary and lower secondary levels) and New Zealand, where most of the increase in teachers' salaries occurred after 2005.

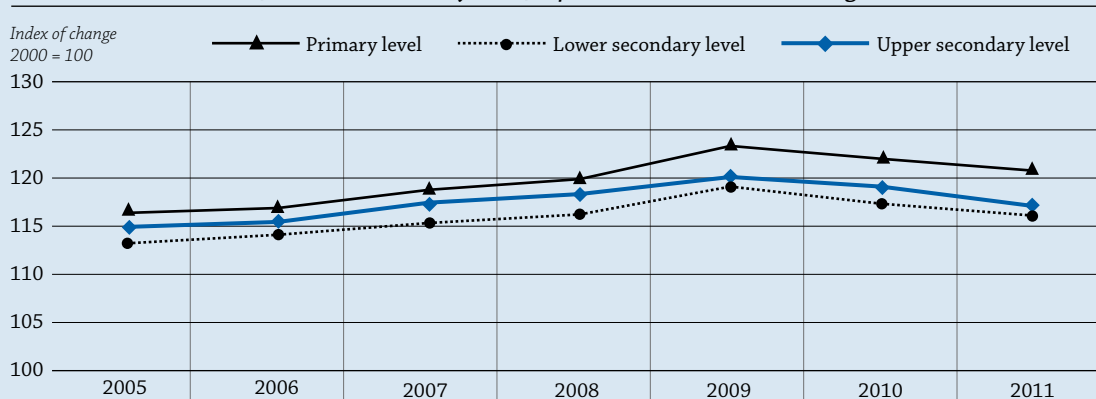
The above analysis on trends in salaries is based on teachers with 15 years of experience (a proxy for mid-career teachers); however, teachers at certain stages of their career may experience more rapid pay increases than teachers at another stage of their career. For example, some countries that have been experiencing teachers' shortages may implement targeted policies to improve the attractiveness of the profession by increasing the salaries of beginning teachers (OECD, 2005). In 2011, French teachers with less than seven years of experience received an increase in pay, and the most significant increase was for teachers entering the profession/starting teachers.

In most countries, similar increases and decreases in teachers' salaries were seen at the primary, lower secondary and upper secondary levels. However, in Turkey, teachers' salaries increased notably more at the upper secondary level than they did at the primary level between 2000 and 2011, whereas in the Czech Republic and Iceland, they increased significantly more at the primary and lower secondary levels than at the upper secondary level over the same period. In Israel, teachers' salaries increased significantly more at the primary level than at other levels of education. This was 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 2011, 80% of the full-time equivalent teachers in primary education, 26% in lower secondary education and 8% in pre-primary education were included in the reform. The same year, the Israeli government negotiated a similar programme for upper secondary schools with the union of secondary school teachers. As the implementation of these reforms continues, salaries at the lower and upper secondary level are also expected to increase significantly.

Box D3.2. 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. The pressure to trim government spending in order to reduce national debt has resulted in cuts in teachers' and other civil-service salaries in a growing number of countries. On average across OECD countries with available data, teachers' salaries decreased, for the first time since 2000, by around 2% at all levels of education between 2009 and 2011.

Chart a. Change in teachers' salaries in OECD countries (2005-11)
 OECD average of the index of change between 2005 and 2011 (2000 = 100, constant prices)
 for teachers with 15 years of experience and minimum training



Source: OECD, Table D3.4. See Annex 3 for notes (www.oecd.org/edu/eag.htm).
 StatLink <http://dx.doi.org/10.1787/888932855069>

Teachers' salaries were, for example, significantly affected by the crisis in Estonia, Greece, Hungary, Ireland and Spain. In Estonia, minimum teachers' salaries were cut back to their 2008 levels in 2009 and have been frozen at that level ever since. In Greece, various reductions in teachers' benefits and allowances affected teachers' salaries in 2010 and 2011. As a result, gross salaries fell by 17%, in real terms, between 2009 and 2011. 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. 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 which is 10% lower than the salary scale that applied to those recruited prior to that. In other countries, similar measures were implemented after 2011.

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' average salaries, which are influenced by factors such as the age structure and levels of experience of the teaching force and the prevalence of bonuses and allowances in the compensation system.

Table D3.3 provides the average actual annual salaries of teachers aged 25-64 including all bonuses, allowances and additional payments. In Chile, Estonia (primary and secondary levels), Hungary, Iceland (upper secondary level), Israel (secondary levels) and Poland (pre-primary, primary and lower secondary levels), average salaries, including bonuses and allowances, are at least 20% higher than statutory salaries for teachers with 15 years of experience. In contrast, in the Czech Republic (pre-primary level), Luxembourg (pre-primary and primary levels), the Netherlands and Scotland, average salaries of teachers aged 25-64 are at least 5% lower than statutory salaries for teachers with 15 years of experience (Table D3.3).

In some countries, average actual teachers' salaries vary more across education levels than statutory salaries for teachers with 15 years of experience. In the Czech Republic, England and Norway, the gap between average actual salaries of upper secondary teachers and average actual salaries of pre-primary teachers is at least 10 percentage points greater than the difference in their statutory salaries. In Israel, statutory salaries of upper secondary teachers are 18% lower than statutory salaries of pre-primary teachers, but the opposite is true when looking at actual average salaries: upper secondary teachers earn on average 10% more than pre-primary ones. In Poland, there is a 15% difference between average actual salaries at the pre-primary and primary levels, despite similar statutory salaries at these levels; the opposite is true between the primary and upper secondary levels. The variety of bonuses available for different levels of education partly explains these differences (see Annex 3 available at www.oecd.org/edu/eag.htm).

Teachers' salaries relative to earnings for tertiary-educated workers

The propensity of young people to undertake teacher training, as well as of graduates from teacher-training programmes to enter or stay in the profession, will be influenced by the salaries of teachers relative to those of other occupations requiring similar levels of qualifications and by likely salary increases. In all OECD countries, a tertiary qualification is required to become a teacher (see Indicator D5, "Who are the teachers?", in OECD, 2012), so the likely alternative to teacher education is another 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 tertiary education.

Pre-primary teachers' salaries amount to 80% of full-time, full-year earnings, on average, for 25-64 year-olds with tertiary education, primary teachers earn 82% of that benchmark salary, lower secondary teachers are paid 85%, and upper secondary teachers earn 89% of that benchmark salary. At this latter level, teachers in 11 of the 31 countries with available data earn as much or more than workers with tertiary education (Table D3.2 and Chart D3.1). Relative salaries for teachers are highest in Korea, Luxembourg (lower and upper secondary levels) and Spain, where teachers' salaries are at least 20% 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 for pre-primary school teachers, in Iceland for primary and lower secondary school teachers, and in the Slovak Republic at all levels of education, where statutory salaries for teachers with 15 years of experience are, on average, 50% or less of what a full-time, full-year worker with a tertiary education earns.

Definitions

Actual salaries for teachers aged 25-64 refer to the annual average earnings received by full-time teachers aged 25 to 64, before taxes. It includes work-related payments such as annual bonuses, result-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 to 64 with an education at ISCED 5A/5B/6 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, Italy 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 Annexes 2 and 3.

Salaries after 15 years of experience refer to the scheduled annual salary of a full-time classroom teacher with the minimum training necessary to be fully qualified plus 15 years of experience.

Starting salaries refer to the average scheduled gross salary per year for a full-time teacher with the minimum training necessary to be fully qualified at the beginning of the teaching career; **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 D3.2, salary per hour of net contact divides a teacher's annual statutory salary by the annual net teaching time in hours (see Table D4.1).

Methodology

Data on statutory teachers' salaries and bonuses are derived from the 2012 OECD-INES Survey on Teachers and the Curriculum. Data refer to the school year 2010-11 and are reported in accordance with formal policies for public institutions.

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*, salaries used to be converted using PPPs for GDP. As a consequence, teachers' salaries in USD (Table D3.1) 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 D3.4. As a complement to Table D3.1, which presents teachers' salaries in equivalent USD, converted using PPPs, a table with teachers' salaries in national currency is included in Annex 2. The period of reference for teachers' salaries is from 1 July 2010 to 30 June 2011. The reference date for PPPs is 2010-11.

For calculation of changes in teachers' salaries (Table D3.4), the deflator for private consumption is used to convert salaries to 2000 prices.

The ratio of teachers' salaries to earnings for full-time, full-year workers with tertiary education aged 25 to 64 is calculated using the annual average salaries (including bonuses and allowances) for teachers aged 25 to 64, for countries with available data (see Table D3.3). For other countries, the ratio is calculated using statutory salaries of teachers with 15 years of experience and the minimum required training. The methodology used for each country is provided in Table D3.2.

Notes on definitions and methodologies for each country are provided in Annex 3 at www.oecd.org/edu/eag.htm.

The statistical data for Israel are supplied by and 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










Table D3.1	Teachers' statutory salaries at different points in their careers (2011) <i>StatLink</i>  http://dx.doi.org/10.1787/888932851763
Table D3.2	Comparison of teachers' salaries (2011) <i>StatLink</i>  http://dx.doi.org/10.1787/888932851782
Table D3.3	Average actual teachers' salaries (2011) <i>StatLink</i>  http://dx.doi.org/10.1787/888932851801
Table D3.4	Trends in teachers' salaries between 2000 and 2011 <i>StatLink</i>  http://dx.doi.org/10.1787/888932851820
WEB Table D3.5	Minimum and maximum teachers' statutory salaries (2011) <i>StatLink</i>  http://dx.doi.org/10.1787/888932851839
WEB Table D3.6a	Criteria determining base salary and additional payments for teachers in public institutions (2011) <i>StatLink</i>  http://dx.doi.org/10.1787/888932851858
WEB Table D3.6b	Decisions made by school principal on payments for teachers in public institutions (2011) <i>StatLink</i>  http://dx.doi.org/10.1787/888932851877
WEB Table D3.6c	Decisions made by local or regional authority on payments for teachers in public institutions (2011) <i>StatLink</i>  http://dx.doi.org/10.1787/888932851896
WEB Table D3.6d	Decisions made by the national authority on payments for teachers in public institutions (2011) <i>StatLink</i>  http://dx.doi.org/10.1787/888932851915

Table D3.1. [1/2] **Teachers' statutory salaries at different points in their careers (2011)**

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

	Pre-primary education				Primary education			
	Starting salary, minimum training	Salary after 10 years of experience, minimum training	Salary after 15 years of experience, minimum training	Salary at top of scale, minimum training	Starting salary, minimum training	Salary after 10 years of experience, minimum training	Salary after 15 years of experience, minimum training	Salary at top of scale, minimum training
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
OECD								
Australia	34 477	47 576	47 576	47 576	34 610	48 522	48 522	48 522
Austria	31 501	37 115	41 633	62 129	31 501	37 115	41 633	62 129
Belgium (Fl.)	32 095	40 309	45 413	55 619	32 095	40 309	45 413	55 619
Belgium (Fr.) ¹	31 515	39 432	44 407	54 360	31 515	39 432	44 407	54 360
Canada	35 534	53 631	56 349	56 349	35 534	53 631	56 349	56 349
Chile	17 385	21 728	23 623	31 201	17 385	21 728	23 623	31 201
Czech Republic	15 286	17 159	17 792	19 662	16 680	19 321	20 185	22 236
Denmark	41 590	44 126	45 328	45 328	43 461	48 616	50 332	50 332
England	30 289	44 269	44 269	44 269	30 289	44 269	44 269	44 269
Estonia	m	m	m	m	11 621	12 306	12 306	16 985
Finland	25 855	28 879	29 125	29 385	30 587	35 742	37 886	40 160
France	25 646	30 963	33 152	48 916	25 646	30 963	33 152	48 916
Germany	m	m	m	m	47 488	m	58 662	63 286
Greece	22 803	26 112	28 184	34 037	22 803	26 112	28 184	34 037
Hungary ²	10 212	11 388	12 212	16 051	10 654	12 216	13 115	17 497
Iceland	20 756	23 083	23 083	26 410	23 988	26 297	26 991	28 145
Ireland	m	m	m	m	33 484	49 060	54 954	62 166
Israel	16 269	22 788	25 842	38 245	18 692	24 224	27 174	38 377
Italy	27 288	30 020	32 969	40 119	27 288	30 020	32 969	40 119
Japan	m	m	m	m	26 031	38 665	45 741	57 621
Korea	27 026	40 153	46 904	76 528	27 581	41 373	48 251	76 528
Luxembourg	64 043	82 736	93 397	112 997	64 043	82 736	93 397	112 997
Mexico	15 081	15 174	19 590	32 136	15 081	15 174	19 590	32 136
Netherlands	36 626	44 951	52 292	53 974	36 626	44 951	52 292	53 974
New Zealand	m	m	m	m	28 225	41 755	41 755	41 755
Norway	32 689	38 043	38 043	38 043	33 350	37 585	37 585	42 055
Poland	10 362	13 605	16 506	17 200	10 362	13 605	16 506	17 200
Portugal	30 946	37 152	39 424	52 447	30 946	37 152	39 424	52 447
Scotland	30 078	47 984	47 984	47 984	30 078	47 984	47 984	47 984
Slovak Republic	9 153	10 077	10 529	11 360	10 241	12 499	12 858	13 864
Slovenia	26 486	29 385	32 193	33 173	26 486	29 385	32 193	33 817
Spain	35 881	39 077	41 339	50 770	35 881	39 077	41 339	50 770
Sweden ²	30 059	32 106	33 896	35 687	30 059	33 363	34 387	39 865
Switzerland ³	41 966	52 769	m	64 615	47 330	59 445	m	73 585
Turkey	23 159	23 906	24 854	26 865	23 494	24 241	25 189	27 201
United States ²	37 717	m	m	m	37 595	43 747	46 130	53 180
OECD average	28 057	34 190	36 135	43 448	28 854	35 503	38 136	45 602
EU21 average	28 386	34 342	37 102	43 273	29 123	34 829	38 602	45 001
Other G20								
Argentina ^{2,4}	16 780	m	20 906	25 347	16 567	m	19 442	25 062
Brazil	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m
Indonesia ⁴	1 638	1 855	2 072	2 361	1 638	1 855	2 072	2 361
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

1. Salaries of teachers with typical qualifications instead of minimum. Please refer to Annex 3 for salaries of teachers with minimum qualifications.

2. Actual base salaries.

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

4. Year of reference 2010.

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes (www.oecd.org/edu/eag.htm). Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


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Table D3.1. [2/2] Teachers' statutory salaries at different points in their careers (2011)*Annual salaries in public institutions, in equivalent USD converted using PPPs for private consumption*

	Lower secondary education				Upper secondary education			
	Starting salary, minimum training	Salary after 10 years of experience, minimum training	Salary after 15 years of experience, minimum training	Salary at top of scale, minimum training	Starting salary, minimum training	Salary after 10 years of experience, minimum training	Salary after 15 years of experience, minimum training	Salary at top of scale, minimum training
	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
OECD								
Australia	34 746	49 144	49 144	49 144	34 746	49 144	49 144	49 144
Austria	32 973	40 124	45 105	64 510	33 398	35 975	46 317	67 444
Belgium (Fl.)	32 095	40 309	45 413	55 619	40 102	51 179	58 398	70 430
Belgium (Fr.) ¹	31 515	39 432	44 407	54 360	39 230	50 031	57 071	68 803
Canada	35 534	53 631	56 349	56 349	35 534	53 869	56 569	56 569
Chile	17 385	21 728	23 623	31 201	18 034	23 034	25 027	33 002
Czech Republic	16 472	19 432	20 360	22 455	17 244	20 879	21 733	24 130
Denmark	43 461	48 616	50 332	50 332	44 710	58 347	58 347	58 347
England	30 289	44 269	44 269	44 269	30 289	44 269	44 269	44 269
Estonia	11 621	12 306	12 306	16 985	11 621	12 306	12 306	16 985
Finland	33 034	38 601	40 917	43 372	34 008	41 636	43 302	45 900
France	28 653	33 970	36 159	52 090	28 892	34 209	36 398	52 352
Germany	53 026	m	64 491	70 332	57 357	m	69 715	79 088
Greece	22 803	26 112	28 184	34 037	22 803	26 112	28 184	34 037
Hungary ²	10 654	12 216	13 115	17 497	11 642	14 223	15 515	22 083
Iceland	23 988	26 297	26 991	28 145	22 628	25 715	27 159	28 412
Ireland	34 604	49 060	54 954	62 166	34 604	49 060	54 954	62 166
Israel	18 692	22 218	24 997	35 177	14 254	18 960	21 316	31 973
Italy	29 418	32 588	35 922	44 059	29 418	33 380	36 928	46 060
Japan	26 031	38 665	45 741	57 621	26 031	38 665	45 741	59 197
Korea	27 476	41 268	48 146	76 423	27 476	41 268	48 146	76 423
Luxembourg	72 499	90 625	100 013	125 962	72 499	90 625	100 013	125 962
Mexico	19 252	19 808	24 910	40 886	m	m	m	m
Netherlands	38 941	53 256	63 695	66 117	38 941	53 256	63 695	66 117
New Zealand	28 251	42 241	42 241	42 241	28 277	42 726	42 726	42 726
Norway	33 350	37 585	37 585	42 055	36 712	40 430	40 430	44 595
Poland	11 663	15 432	18 806	19 600	13 181	17 625	21 518	22 429
Portugal	30 946	37 152	39 424	52 447	30 946	37 152	39 424	52 447
Scotland	30 078	47 984	47 984	47 984	30 078	47 984	47 984	47 984
Slovak Republic	10 241	12 499	12 858	13 864	10 241	12 499	12 858	13 864
Slovenia	26 486	29 385	32 193	33 817	26 486	29 385	32 193	33 817
Spain	39 693	43 222	45 689	55 603	40 308	43 945	46 479	56 536
Sweden ²	30 571	34 280	35 495	40 025	31 978	35 943	37 584	42 775
Switzerland ³	53 599	67 942	m	83 105	61 437	79 032	m	94 038
Turkey	a	a	a	a	24 053	24 799	25 747	27 758
United States ²	37 507	43 841	45 950	56 364	38 012	44 891	49 414	56 303
OECD average	30 216	37 213	39 934	48 177	31 348	38 899	41 665	50 119
EU21 average	30 510	36 403	40 526	47 283	31 738	38 183	42 834	50 175
Other G20								
Argentina ^{2,4}	13 500	m	17 819	21 643	13 500	m	17 819	21 643
Brazil	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m
Indonesia ⁴	1 764	2 053	2 361	2 565	2 019	2 053	2 615	2 849
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

1. Salaries of teachers with typical qualifications instead of minimum. Please refer to Annex 3 for salaries of teachers with minimum qualifications.

2. Actual base salaries.

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

4. Year of reference 2010.

Source: OECD, Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


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Table D3.2. Comparison of teachers' salaries (2011)
 Relative to other tertiary-educated workers and to other teachers

	Ratio of salary to earnings for full-time, full-year workers with tertiary education aged 25 to 64				Ratio of salary at top of scale to starting salary				Years from starting to top salary (lower secondary education)	Salary per hour of net contact (teaching) time after 15 years of experience			Ratio of salary per teaching hour of upper secondary to primary teachers (after 15 years of experience)	
	Pre-primary education	Primary education	Lower secondary education	Upper secondary education	Pre-primary education	Primary education	Lower secondary education	Upper secondary education		Primary education	Lower secondary education	Upper secondary education		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)		(9)	(10)	(11)		(12)
OECD														
Australia ^{1,2}	0.91	0.92	0.91	0.91	1.38	1.40	1.41	1.41	9	56	61	61	1.10	
Austria ³	0.57	0.57	0.62	0.64	1.97	1.97	1.96	2.02	34	53	74	79	1.47	
Belgium (Fl.) ¹	0.89	0.90	0.89	1.17	1.73	1.73	1.73	1.76	27	60	68	93	1.55	
Belgium (Fr.) ³	0.84	0.84	0.84	1.08	1.72	1.72	1.72	1.75	27	62	67	95	1.54	
Canada ^{2,3}	1.04	1.04	1.04	1.04	1.59	1.59	1.59	1.59	11	71	76	76	1.07	
Chile ¹	0.73	0.73	0.73	0.77	1.79	1.79	1.79	1.83	30	21	21	23	1.06	
Czech Republic ¹	0.42	0.54	0.54	0.58	1.29	1.33	1.36	1.40	27	24	32	36	1.50	
Denmark ¹	0.83	0.91	0.91	1.10	1.09	1.16	1.16	1.31	8	77	77	158	2.04	
England ¹	0.83	0.83	0.92	0.92	1.46	1.46	1.46	1.46	12	65	64	64	0.98	
Estonia ¹	m	0.64	0.64	0.64	m	1.46	1.46	1.46	7	20	20	22	1.09	
Finland ^{1,2}	0.75	0.89	0.98	1.10	1.14	1.31	1.31	1.35	20	56	69	78	1.41	
France ^{3,4}	0.75	0.75	0.81	0.82	1.91	1.91	1.82	1.81	34	35	56	56	1.59	
Germany ³	m	0.92	1.01	1.09	m	1.33	1.33	1.38	28	73	85	98	1.34	
Greece	m	m	m	m	1.49	1.49	1.49	1.49	33	48	68	68	1.42	
Hungary ^{1,5}	0.52	0.58	0.58	0.66	1.57	1.64	1.64	1.90	40	22	22	26	1.18	
Iceland ^{3,6}	m	0.50	0.50	0.61	1.27	1.17	1.17	1.26	18	43	43	50	1.15	
Ireland ^{2,3}	0.82	0.82	0.82	0.82	m	1.86	1.80	1.80	22	60	75	75	1.25	
Israel ¹	0.85	0.95	0.93	0.94	2.35	2.05	1.88	2.24	36	32	41	41	1.27	
Italy ^{1,2}	0.58	0.58	0.61	0.65	1.47	1.47	1.50	1.57	35	43	57	59	1.37	
Japan	m	m	m	m	m	2.21	2.21	2.27	34	63	76	90	1.43	
Korea ³	1.31	1.34	1.34	1.34	2.83	2.77	2.78	2.78	37	59	78	79	1.33	
Luxembourg ^{1,2}	1.08	1.08	1.24	1.24	1.76	1.76	1.74	1.74	30	115	135	135	1.17	
Mexico	m	m	m	m	2.13	2.13	2.12	m	14	24	24	m	m	
Netherlands ^{1,2}	m	0.70	0.84	0.84	1.47	1.47	1.70	1.70	15	56	85	85	1.51	
New Zealand ¹	m	1.03	1.05	1.08	m	1.48	1.50	1.51	8	45	50	56	1.26	
Norway ^{1,2}	0.61	0.70	0.70	0.75	1.16	1.26	1.26	1.21	16	51	57	77	1.53	
Poland ^{1,2}	0.66	0.76	0.77	0.75	1.66	1.66	1.68	1.70	20	34	39	46	1.33	
Portugal ^{2,3}	1.17	1.17	1.17	1.17	1.69	1.69	1.69	1.69	34	45	51	51	1.14	
Scotland ¹	0.81	0.81	0.81	0.81	1.60	1.60	1.60	1.60	6	56	56	56	1.00	
Slovak Republic ³	0.36	0.44	0.44	0.44	1.24	1.35	1.35	1.35	32	15	20	21	1.35	
Slovenia ³	0.81	0.81	0.81	0.81	1.25	1.28	1.28	1.28	13	51	51	56	1.10	
Spain ^{2,3}	1.23	1.23	1.38	1.40	1.41	1.41	1.40	1.40	38	47	64	67	1.43	
Sweden ^{5,7}	0.75	0.82	0.82	0.87	1.19	1.33	1.31	1.34	a	m	m	m	m	
Switzerland ⁸	m	m	m	m	1.54	1.55	1.55	1.53	27	m	m	m	m	
Turkey	m	m	m	m	1.16	1.16	a	1.15	a	39	a	45	1.15	
United States ^{1,5}	0.65	0.66	0.67	0.70	m	1.41	1.50	1.48	m	42	43	47	1.12	
OECD average	0.80	0.82	0.85	0.89	1.58	1.59	1.61	1.62	24	49	58	66	1.31	
EU21 average	0.77	0.80	0.84	0.89	1.51	1.54	1.54	1.58	25	51	61	69	1.35	
Other G20														
Argentina ^{5,9}	m	m	m	m	m	1.51	1.60	1.60	25	27	12	12	0.46	
Brazil	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	
India	m	m	m	m	m	m	m	m	m	m	m	m	m	
Indonesia ⁹	m	m	m	m	1.44	1.44	1.45	1.41	32	2	4	3	1.68	
Russian Federation	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	
South Africa	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	

1. Ratio of average actual salary, including bonuses and allowances, for teachers aged 25-64 to earnings for full-time, full-year workers with tertiary education aged 25-64 for Columns 1, 2, 3 and 4.

2. Year of reference 2010 for Columns 1, 2, 3 and 4.

3. Ratio of statutory salary after 15 years of experience and minimum training to earnings for full-time, full-year workers with tertiary education aged 25-64 for Columns 1, 2, 3 and 4.

4. Year of reference 2009 for Columns 1, 2, 3 and 4.

5. Actual base salaries (not including bonuses and allowances) for Columns 5 to 13.

6. Year of reference 2006 for Columns 1, 2, 3 and 4.

7. Ratio of average actual salary for teachers aged 25-64, not including bonuses and allowances, to earnings for full-time, full-year workers with tertiary education aged 25-64 for Columns 1, 2, 3 and 4.

8. Salaries after 11 years of experience.

9. Year of reference 2010 for Columns 5 to 13.

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


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Table D3.3. Average actual teachers' salaries (2011)

Annual average salaries (including bonuses and allowances) for teachers aged 25-64 in public institutions, in equivalent USD converted using PPPs for private consumption

	Pre-primary education	Primary education	Lower secondary education	Upper secondary education
	(1)	(2)	(3)	(4)
OECD				
Australia	48 138	49 299	49 058	49 060
Austria	m	m	m	m
Belgium (Fl.)	46 772	47 188	46 754	61 447
Belgium (Fr.)	m	m	m	m
Canada	m	m	m	m
Chile	31 447	31 447	31 447	33 101
Czech Republic ¹	15 116	19 349	19 360	20 831
Denmark	48 652	53 182	53 182	64 080
England	47 002	47 002	51 913	51 913
Estonia ²	m	15 030	15 030	15 030
Finland ³	35 183	40 855	44 747	50 282
France	m	m	m	m
Germany	m	m	m	m
Greece	m	m	m	m
Hungary	15 284	17 087	17 087	19 404
Iceland ⁴	m	m	m	35 014
Ireland	m	m	m	m
Israel	27 569	30 829	30 183	30 453
Italy	32 833	32 833	35 346	36 725
Japan	m	m	m	m
Korea	m	m	m	m
Luxembourg	88 519	88 519	101 706	101 706
Mexico	m	m	m	m
Netherlands	48 353	48 353	56 918	56 918
New Zealand	m	42 216	43 095	43 974
Norway	39 069	43 196	43 196	46 319
Poland	21 929	25 325	25 645	25 077
Portugal	m	m	m	m
Scotland	45 393	45 393	45 393	45 393
Slovak Republic	m	m	m	m
Slovenia	m	m	m	m
Spain	m	m	m	m
Sweden ⁵	32 351	35 079	35 165	37 552
Switzerland	m	m	m	77 527
Turkey	m	m	m	m
United States	49 069	50 120	51 166	53 235
Countries' average	39 569	40 121	41 915	45 478
Other G20				
Argentina	m	m	m	m
Brazil	m	m	m	m
China	m	m	m	m
India	m	m	m	m
Indonesia	m	m	m	m
Russian Federation ²	17 875	17 875	17 875	17 875
Saudi Arabia	m	m	m	m
South Africa	m	m	m	m

1. Includes unqualified teachers' salaries.

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

3. Refers to pre-primary teachers working in primary schools only for Column 1.

4. Year of reference 2010.

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

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

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


StatLink  <http://dx.doi.org/10.1787/888932851801>

Table D3.4. Trends in teachers' salaries between 2000 and 2011

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


	Primary level								Lower secondary level								Upper secondary level								
	2000	2005	2006	2007	2008	2009	2010	2011	2000	2005	2006	2007	2008	2009	2010	2011	2000	2005	2006	2007	2008	2009	2010	2011	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	
OECD																									
Australia	100	108	104	105	109	109	111	112	100	108	105	106	110	109	111	114	100	108	105	106	110	109	111	114	
Austria	100	111	111	112	112	114	115	113	100	115	115	116	116	119	120	118	100	106	107	108	108	111	111	109	
Belgium (Fl.)	100	109	108	108	105	110	110	110	100	103	103	102	100	104	105	105	100	103	103	102	100	105	105	105	
Belgium (Fr.)	100	106	107	107	104	111	111	112	100	101	101	100	98	105	104	105	100	101	101	100	98	105	104	105	
Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Chile	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Czech Republic	100	180	181	211	207	211	201	201	100	180	181	211	212	216	204	203	100	150	151	185	185	186	178	178	
Denmark	100	107	108	108	111	130	127	124	100	107	108	108	111	130	127	124	100	111	114	112	114	127	126	123	
England	100	109	110	110	109	109	109	107	100	109	110	110	109	109	109	107	100	109	110	110	109	109	109	107	
Estonia	100	119	131	147	164	177	169	162	100	119	131	147	164	177	169	162	100	119	131	147	164	177	169	162	
Finland	100	117	118	121	122	122	121	119	100	108	109	111	112	112	111	109	100	109	110	112	113	113	112	110	
France	100	95	95	94	92	91	92	91	100	95	94	93	91	91	93	92	100	96	95	94	92	92	93	92	
Germany	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Greece	100	113	112	114	116	117	104	97	100	113	112	114	116	117	104	97	100	113	112	114	116	117	104	97	
Hungary ¹	100	159	155	149	145	129	125	119	100	159	155	149	145	129	125	119	100	158	148	147	139	123	117	112	
Iceland	100	112	118	111	117	125	116	111	100	112	118	111	117	125	116	111	100	111	122	120	117	107	99	95	
Ireland	100	117	121	125	124	134	135	132	100	115	120	123	123	133	133	131	100	115	120	123	123	133	133	131	
Israel	100	100	103	113	120	130	134	142	100	100	103	102	109	110	111	117	100	99	102	102	109	103	102	101	
Italy	100	106	105	103	103	105	105	104	100	105	104	103	103	105	105	103	100	105	104	102	102	104	105	103	
Japan	100	99	99	95	92	93	92	91	100	99	99	95	92	93	92	91	100	99	99	95	92	92	92	91	
Korea	100	125	127	126	124	120	117	119	100	126	127	126	124	120	117	119	100	126	127	126	124	120	117	119	
Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Mexico	100	104	106	107	108	108	108	112	100	105	107	108	109	108	109	112	m	m	m	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	m	m	m	m	
New Zealand	100	102	102	103	104	105	107	107	100	102	102	103	104	105	109	108	100	102	102	103	104	105	112	109	
Norway	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Poland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Portugal	100	114	113	112	111	123	125	126	100	114	113	112	111	123	125	126	100	114	113	112	111	123	125	126	
Scotland	100	123	123	122	122	122	122	119	100	123	123	122	122	122	122	119	100	123	123	122	122	122	122	119	
Slovak Republic	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Slovenia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Spain	100	105	106	105	109	113	113	106	100	109	110	109	110	116	116	108	100	104	105	103	107	111	110	103	
Sweden ¹	100	106	m	110	m	110	m	109	100	109	m	112	m	113	m	113	100	110	m	112	m	112	m	112	
Switzerland ²	100	103	101	101	100	104	103	103	100	98	97	96	96	98	98	98	100	96	96	95	95	97	96	96	
Turkey	100	181	170	178	182	191	202	197	a	a	a	a	a	a	a	a	100	199	189	197	202	212	224	217	
United States ¹	100	104	105	105	103	103	103	103	100	105	106	107	103	103	103	103	100	98	99	99	103	103	103	103	
OECD average	100	116	117	118	120	123	122	120	100	113	114	115	116	119	117	116	100	115	115	117	118	120	119	117	
OECD average for countries with data available for all reference years	100	116	117	119	120	123	122	121	100	113	114	115	116	119	117	116	100	115	115	117	118	120	119	117	
EU21 average for countries with data available for all reference years	100	118	119	122	122	126	124	121	100	117	118	121	121	125	123	121	100	115	115	118	119	122	120	118	
Other G20																									
Argentina	m	m	m	m	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	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	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	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	m	m	m	m	
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Saudi Arabia	m	m	m	m	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	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	m	m	m	m	

1. Actual base salaries.

2. Salaries after 11 years of experience.

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

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

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