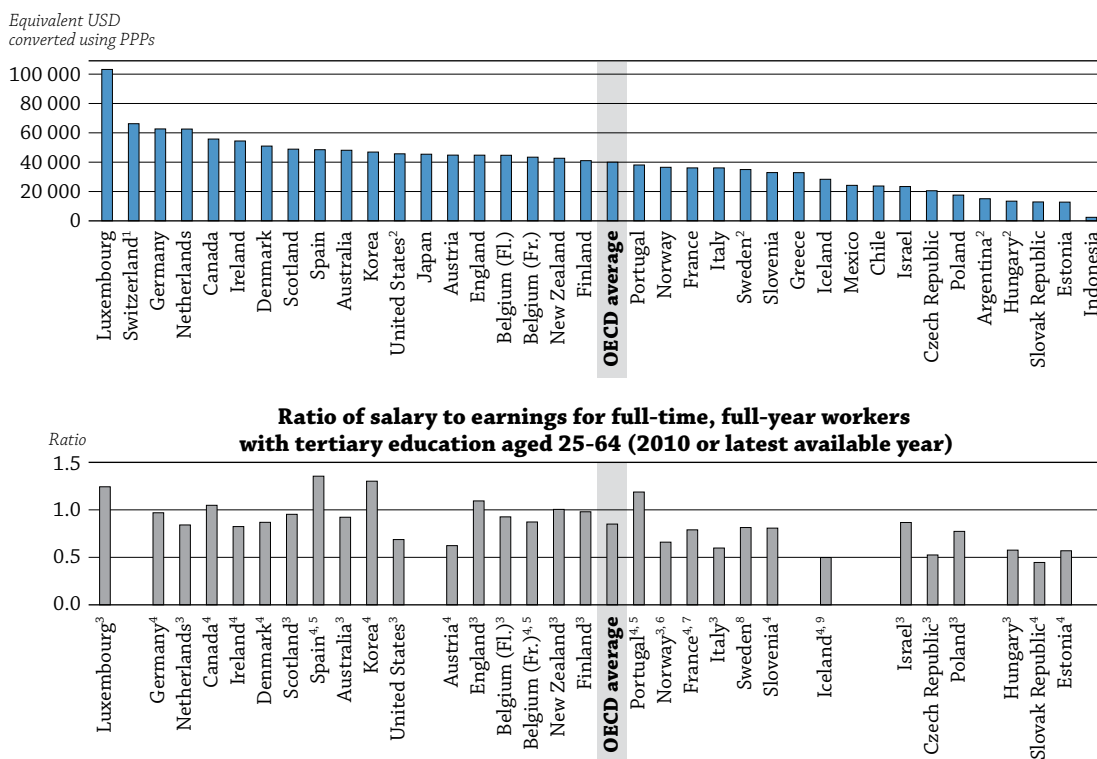


HOW MUCH ARE TEACHERS PAID?

- The statutory salaries of teachers with at least 15 years of experience average USD 35 630 at the pre-primary level, USD 37 603 at the primary level, USD 39 401 at the lower secondary level and USD 41 182 at the upper secondary level.
- On average in OECD countries, teachers' salaries at the primary-school level amount to 82% of full-time, full-year earnings for 25-64 year-olds with a tertiary education, while teachers' salaries at the lower secondary level amount to 85% of that benchmark, and teachers' salaries at the upper secondary level amount to 90% of it.
- Among the 38 countries with available data, half offer an additional payment to teachers for outstanding performance.

Chart D3.1. Teachers' salaries in lower secondary education (2010)

Annual statutory teachers' salaries after 15 years of experience and minimum training in public institutions in lower secondary education, in equivalent USD converted using PPPs, and the ratio of salary to earnings for full-time, full-year workers with tertiary education aged 25-64



- Salaries after 11 years of experience.
- Actual base salaries.
- Ratio of 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 (minimum training) to earnings for full-time, full-year workers with tertiary education aged 25-64.
- Year of reference 2009.
- Year of reference 2007.
- Year of reference 2008.
- Ratio of actual teachers' salary after 15 years of experience (minimum training), 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 after 15 years of experience and minimum training. Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators programme). Tables D3.1. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink <http://dx.doi.org/10.1787/888932663682>

■ Context

Teachers' salaries represent the largest single cost in school education. Together with alternative employment opportunities, teachers' salaries have an 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, in Belgium, Indonesia and Poland, the salary of an upper secondary school teacher with at least 15 years of experience is at least 25% higher than that of a primary school teacher with the same experience.
- **Salaries at the top of the scale are, on average, 60%, 62% and 63% higher, respectively, than starting salaries in 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 the top of the scale are an average of 77% higher than starting salaries.
- The maximum salary received by teachers with the maximum qualifications and at the top of the salary scale is, on average, USD 46 382 at the pre-primary level, USD 48 436 at the primary level, USD 51 872 at the lower secondary level, and USD 52 962 at the upper secondary level. However, **the salary premium for a higher level of qualification is varied**. Primary teachers holding the maximum qualification in Israel, Mexico, Poland and Slovenia, for example, earn at least 30% more than primary school teachers holding the minimum qualification with similar experience; yet in around 40% of countries, there is no difference.
- 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 65 for upper secondary teachers in general education.

■ Trends

Teachers' salaries rose, in real terms, in most countries with available data between 2000 and 2010. Notable exceptions are France and Japan, where there was a decline in teachers' salaries in real terms during that period.

Analysis

Comparing 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 at least 15 years of experience range from less than USD 15 000 in Argentina, 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 and Poland, upper secondary teachers with 15 years of experience earn about 30% more than pre-primary teachers with the same experience. The difference exceeds 50% in Finland, mainly because of the 33% gap between pre-primary and primary teachers' salaries. 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).

In Australia, Canada, Israel, 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, Ireland, Portugal, Scotland and Slovenia, teachers receive the same salary irrespective of the level of education taught. In contrast, in Argentina, teachers' salaries decrease with the level of education taught: an upper secondary school teacher earns 17% less than a pre-primary school teacher. In Israel there is a 17% difference between the salaries of an upper secondary teacher and a primary teacher in favour of the latter and this difference is the consequence of the "New Horizon" reform that has been gradually implemented since 2008. The reform has increased salaries for primary and lower secondary teachers. However, another reform, begun 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.

Box D3.1. Actual teachers' 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, the prevalence of bonuses and allowances in the compensation system, and the frequency of part-time work.

Table D3.5 (available on line) provides the average actual annual salaries of teachers aged 25-64 including all bonuses, allowances or additional payments for 16 countries with available data. In Chile, Hungary, Israel (pre-primary and secondary levels), Norway (primary and lower 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, Italy, Luxembourg (pre-primary and primary levels), the Netherlands (lower and upper secondary levels) and Scotland, average salaries of teachers aged 25-64 are at least 5% lower than statutory salaries for teachers with 15 years of experience.

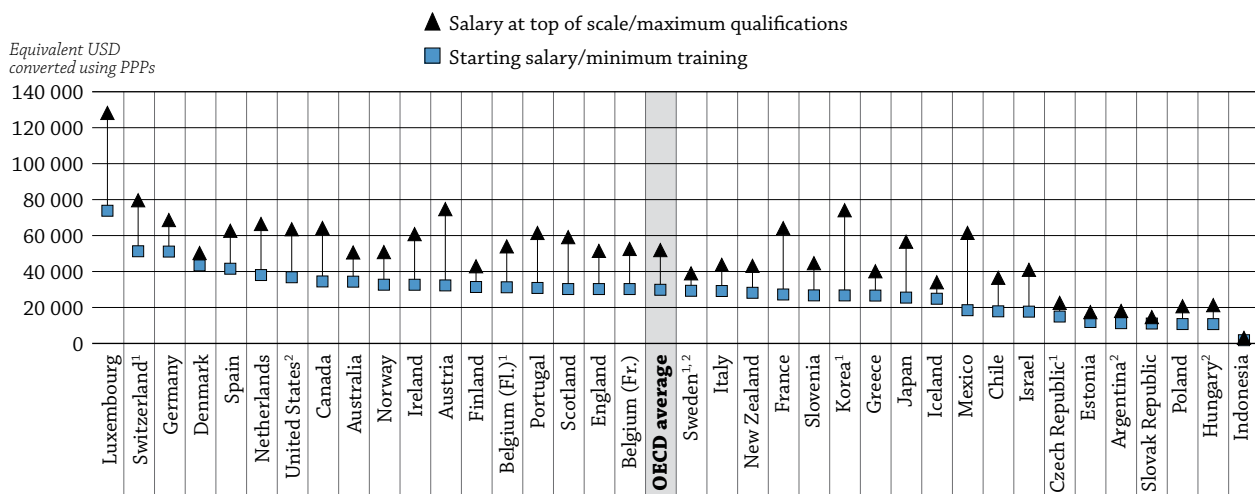
Minimum and maximum teachers' salaries

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 aging teacher workforce and/or an increasing school-age population, might look at implementing attractive starting wages and career prospects. However, to ensure a well-qualified teaching workforce, efforts must be made to not only recruit and select only the most competent and qualified teachers, but to retain effective teachers.

At the lower secondary level, new teachers entering the profession with the minimum qualification earn on average USD 29 801. This minimum salary ranges from below USD 15 000 in Argentina, the Czech Republic, Estonia, Hungary, Indonesia, Poland and the Slovak Republic to above USD 40 000 in Denmark, Germany, Luxembourg, Spain and Switzerland. For teachers at the top of the salary scale and with the maximum qualifications, salaries average USD 51 872. This maximum salary ranges from less than USD 20 000 in Argentina, Estonia, Indonesia and the Slovak Republic to more than USD 75 000 in Luxembourg and Switzerland. 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 D3.4, available on line).

A number of countries have relatively flat salary scales. For example, the difference between minimum and maximum salaries is less than 30% in Turkey at all levels of education, in Denmark at the pre-primary, primary and lower secondary levels, and in Finland, Norway and Sweden at the pre-primary level. Given the weak financial incentives, these countries may have some difficulties in retaining teachers as teachers approach the peak of their earnings.

Chart D3.2. Minimum and maximum teachers' salaries in lower secondary education (2010)
Annual statutory teachers' salaries in public institutions in lower secondary education,
in equivalent USD converted using PPPs



1. Salaries at top of scale/minimum training.

2. Actual base salaries.

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 D3.4, available on line. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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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, 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).

The salary premium for a higher level of qualification, at the top of the salary scale, also varies across the countries. At the lower secondary level, while there is no difference between salaries at top of the scale for teachers with minimum and maximum qualifications in 11 of 32 countries with both data, teachers at the top of the scale holding the maximum qualification in France, Hungary, 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 D3.4, 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 2010.

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 on average 62% higher 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 (Table D3.1).

While salary increases are gradual in slightly more than half of the 33 OECD countries with relevant data, in the remaining countries, salary scales include steps of uneven size. For example, in the Czech Republic and Greece, salaries at the top of the scale are around 50% higher than starting salaries, and teachers in both countries must work 32 (the Czech Republic) or 33 years (Greece) to reach the top salary. However, most of the increase in the Czech Republic occurs during the first 10 years of service and salaries rise at a slower rate during the next 22 years; while in Greece, there are gradual salary increases throughout teachers' careers.

Teachers' salaries relative to earnings for workers with a tertiary education

The propensity of young people to undertake teacher training, as well as of graduates from training teachers 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 likely salary increases. In all OECD countries, a tertiary qualification is required to become a teacher (see Indicator D5), 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 (see Indicator A10).

Teachers' salaries at the primary level amount to 82% of full-time, full-year earnings, on average, for 25-64 year-olds with tertiary education, 85% at the lower secondary level, and 90% at the upper secondary level. At this latter level, teachers earn as much or more than workers with tertiary education in 12 countries of the 30 countries with available data (Table D3.1 and Chart D3.1). Relative salaries for teachers are highest in the Flemish Community of Belgium (upper secondary level), 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 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 50% or less, on average, of what a full-time, full-year worker with a tertiary education earns.

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 65 for upper secondary teachers in general education. Argentina, Chile, the Czech Republic (primary level), Estonia, Hungary, Indonesia, Mexico (primary and lower secondary levels), Poland (primary level) 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 D3.1).

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 among OECD countries, upper secondary school teachers' salaries per teaching hour exceed those of primary school teachers by around 31% (Table D3.1). In Scotland there is no difference, while in Denmark, upper secondary school teachers earn double the salary of primary school teachers per teaching hour. In contrast, in Argentina, primary school teachers' salaries per teaching hour exceed those of upper secondary school teachers by 57%.

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

Box D3.2. Effect of the financial crisis

The financial 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 first-order effect of the crisis was a general reduction in GDP growth in the OECD area, and some countries went into recession. The second-order effect was a large increase in national debt that put pressure on government expenditure in many countries. The pressure to trim government spending in order to reduce national debt has resulted, for example, in cuts in teachers' and other civil-service salaries in Estonia, Hungary and Ireland. In Estonia the statutory salaries in 2009-10 fell back to their 2008 levels. In Hungary, the 13th month of salary (a supplemental bonus that was paid to all employees) was suspended in 2009 but a compensatory bonus was paid to all employees in the public sector whose wages were under a determined threshold. In Ireland, teachers' salaries were reduced from 1 January 2010 as part of a public service-wide reduction in pay. In other countries, similar measures were implemented after 2010.

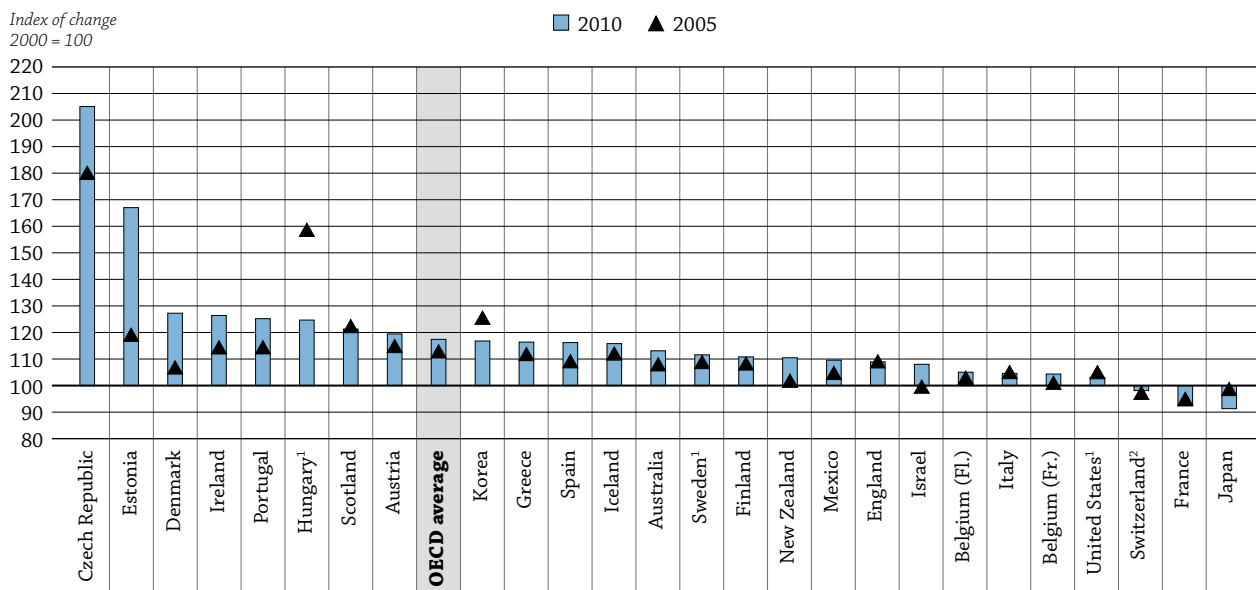
The financial crisis has also had an influence on the supply of teachers. In general, when the general economy is weak, and there is high graduate unemployment and low graduate earnings, teaching might seem to be a more attractive job choice for graduates than other non-teaching occupations (OECD, 2005).

Trends since 2000

Between 2000 and 2010, teachers’ salaries increased in real terms in most countries. In Denmark, Estonia, Ireland, Portugal and Scotland, salaries increased at all levels of education by at least 20%. In the Czech Republic (primary and lower secondary levels) and in Turkey, salaries doubled over the past decade. Only in France and Japan did teachers’ salaries decrease in real terms by more than 5 % (Table D3.2 and Chart D3.3).

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

Chart D3.3. Changes in teachers’ salaries after 15 years of experience/minimum training in lower secondary education (2000, 2005, 2010)
Index of change between 2000 and 2010 (2000 = 100, constant prices)



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 2010 in teachers’ salaries in lower secondary education after 15 years of experience.

Source: OECD. Table D3.2. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink <http://dx.doi.org/10.1787/888932663720>

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. These may take the form of financial remuneration and/or reduction in the number of teaching hours. Greece and Iceland, for example, offer a reduction in required teaching hours to reward experience or long service. In Portugal, teachers may receive a salary increase and a reduction in teaching time when they carry out special tasks or activities, such as training student teachers or providing guidance counselling. Together with the starting salary, these payments may influence a person’s decision to enter or remain in the teaching profession. Additional payments early in a career may include family allowances and bonuses for working in certain locations, and higher initial salaries for higher-than-minimum teaching qualifications.

Data have not been collected on payment amounts but on whether additional payments are available and on the level at which the decision to award such payments is taken (Table D3.3a and Tables D3.3b, D3.3c and D3.3d, available on line, and Annex 3 available at www.oecd.org/edu/eag2012).

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 annually in about half of the countries. Eleven countries also offer additional payments, usually on an annual basis, for teachers who teach in certain fields in which there are teacher shortages.

Additional payments based on teachers' qualifications, training and performance are also common in OECD and other G20 countries. The most common types of payments are for an initial education qualification and/or a level of teacher certification and training that is higher than the minimum requirement. Three-quarters of the countries make these payments available, with about 60% of all countries offering both types of payments. Twenty-two countries offer additional payments for the successful completion of professional development activities. In 16 of these countries, these payments help to determine the base salary, but in Korea they are only offered on an incidental basis.

Two-thirds of the 19 countries that offer an additional payment to reward outstanding teaching do so as incidental payments; 13 countries offer these payments as annual additions to teachers' salaries. In 16 of the 19 countries that offer this performance incentive, the decision to award the additional payments can be made at the school level.

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

Definitions

Actual salaries for teachers aged 25-64 refer to the annual average earnings received by 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, which 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 a school and the amount that he or she would expect to receive on the basis of experience (i.e. number of years in the teaching profession). Adjustments may be temporary or permanent, and they can effectively move a teacher off the scale and to a different salary scale or to a higher step on the same salary scale.

Earnings for workers with tertiary education are average earnings for full-time, full-year workers aged 25 to 64 and with an education at ISCED 5A/5B/6 level. The relative salary indicator is calculated for the latest year with earnings data available. For countries in which teachers' salary and workers' earnings information are not available for the same year (e.g. Australia, the Flemish Community of Belgium, Canada, Italy and the Netherlands), 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 whereas **maximum salaries** reported refers to the maximum annual salary (top of the salary scale) of a full-time classroom teacher with the maximum qualifications recognised from the point of view of 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 D3.1, 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 2011 OECD-INES Survey on Teachers and the Curriculum. Data refer to the school year 2009-10 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. In the previous editions 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 in the previous editions of *Education at a Glance*. Information on trends in teachers' salaries can be found in Table D3.2. 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 2009 to 30 June 2010. The reference date for GDP per capita and PPPs is 2009-10.

For calculation of changes in teachers' salaries (Table D3.2), the deflator for private consumption is used to convert salaries to 2000 prices.

Notes on definitions and methodologies for each country are provided in Annex 3 at www.oecd.org/edu/eag2012.

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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Santiago, P. (2004), "The labour market for teachers", in G. Johnes and J. Johnes (eds), *International Handbook on the Economics of Education*, Edward Elgar, Cheltenham.

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







- **Table D3.3b. Decisions made by school principal on payments for teachers in public institutions (2010)**
StatLink  <http://dx.doi.org/10.1787/888932668185>
- **Table D3.3c. Decisions made by local or regional authority on payments for teachers in public institutions (2010)**
StatLink  <http://dx.doi.org/10.1787/888932668204>
- **Table D3.3d. Decisions made by the national authority on payments for teachers in public institutions (2010)**
StatLink  <http://dx.doi.org/10.1787/888932668223>
- **Table D3.4. Minimum and maximum teachers' salaries (2010)**
StatLink  <http://dx.doi.org/10.1787/888932668242>
- **Table D3.5. Average actual teachers' salaries (2010)**
StatLink  <http://dx.doi.org/10.1787/888932668261>
- **Table D3.6. Trends in the ratio of salaries to GDP per capita (2000-10)**
StatLink  <http://dx.doi.org/10.1787/888932668280>

Table D3.1. [1/3] Teachers' salaries (2010)

Annual statutory teachers' salaries in public institutions at starting salary, after 10 and 15 years of experience and at the top of the scale, by level of education, 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	34 029	46 318	46 318	46 318	34 193	47 445	47 445	47 445
Austria	30 812	36 361	40 818	60 973	30 812	36 361	40 818	60 973
Belgium (Fl.)	31 193	39 139	44 076	53 949	31 193	39 139	44 076	53 949
Belgium (Fr.)	30 202	m	42 792	52 509	30 202	m	42 792	52 509
Canada	34 437	52 213	54 996	54 996	34 443	52 205	54 978	54 978
Chile	17 820	21 547	23 411	30 866	17 820	21 547	23 411	30 866
Czech Republic	12 578	15 588	16 527	19 089	15 036	18 878	19 949	22 276
Denmark	41 525	44 057	45 257	45 257	43 393	48 540	50 253	50 253
England	30 204	44 145	44 145	44 145	30 204	44 145	44 145	44 145
Estonia	m	m	m	m	11 876	12 576	12 576	17 357
Finland	24 520	28 159	28 159	28 159	29 029	35 335	37 455	39 702
France	24 334	30 572	32 733	48 296	24 334	30 572	32 733	48 296
Germany	m	m	m	m	46 456	m	55 771	61 209
Greece	26 583	30 210	32 387	38 934	26 583	30 210	32 387	38 934
Hungary ¹	10 257	11 554	12 291	16 100	10 701	12 290	13 228	17 644
Iceland	21 477	23 885	23 885	27 328	24 822	27 211	27 930	29 123
Ireland	32 601	47 891	53 677	60 758	32 601	47 891	53 677	60 758
Israel	14 205	18 274	20 076	29 639	17 646	22 415	25 181	36 137
Italy	27 015	29 728	32 658	39 762	27 015	29 728	32 658	39 762
Japan	m	m	m	m	25 454	37 838	44 788	56 543
Korea	26 238	38 551	45 045	74 149	26 776	39 722	46 338	74 149
Luxembourg	65 171	84 194	95 043	114 988	65 171	84 194	95 043	114 988
Mexico	14 302	14 397	18 621	30 602	14 302	14 397	18 621	30 602
Netherlands	m	m	m	m	36 861	44 407	50 621	53 654
New Zealand	m	m	m	m	27 719	41 009	41 009	41 009
Norway	32 041	36 476	36 476	36 476	32 629	35 991	35 991	40 405
Poland	9 526	12 620	15 186	15 824	9 526	12 620	15 186	15 824
Portugal	30 825	34 537	37 542	54 158	30 825	34 537	37 542	54 158
Scotland	30 207	48 188	48 188	48 188	30 207	48 188	48 188	48 188
Slovak Republic	9 033	9 944	10 391	11 546	11 028	12 132	12 688	13 680
Slovenia	26 690	29 608	32 436	33 425	26 690	29 608	32 436	34 074
Spain	37 137	40 480	42 846	51 822	37 137	40 480	42 846	51 822
Sweden ¹	28 777	31 437	32 927	34 162	28 937	32 182	33 374	38 696
Switzerland ²	40 317	51 301	m	62 811	45 226	57 371	m	70 784
Turkey	22 740	24 455	24 371	26 197	23 130	24 845	24 761	26 587
United States ¹	36 977	m	m	m	36 858	42 889	45 226	52 137
OECD average	27 541	33 649	35 630	43 048	28 523	34 968	37 603	45 100
EU21 average	27 960	34 127	37 004	43 602	28 948	34 477	38 280	44 907
Other G20								
Argentina ¹	14 204	m	17 232	20 907	13 768	m	17 041	20 657
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	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

Note: Due to a change in the methodology used to convert teachers' salaries into USD, data are not directly comparable with the figures published in previous editions of *Education at a Glance*. Please refer to Table D3.2 for information on trends in teachers' salaries.

1. Actual base salaries.

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

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators programme). See Annex 3 for notes (www.oecd.org/edu/eag2012). Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888932668109>

Table D3.1. [2/3] **Teachers' salaries (2010)**

Annual statutory teachers' salaries in public institutions at starting salary, after 10 and 15 years of experience and at the top of the scale, by level of education, 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	34 321	47 445	47 445	47 445	34 321	47 445	47 445	47 445
Austria	32 236	39 275	44 179	63 361	32 680	35 270	45 425	66 487
Belgium (Fl.)	31 193	39 139	44 076	53 949	38 939	49 655	56 638	68 278
Belgium (Fr.)	30 202	m	42 792	52 509	37 736	m	55 157	66 613
Canada	34 443	52 205	54 978	54 978	34 588	52 436	55 191	55 191
Chile	17 820	21 547	23 411	30 866	17 941	22 859	24 820	32 665
Czech Republic	14 916	19 060	20 217	22 522	15 533	20 408	21 449	24 117
Denmark	43 393	48 540	50 253	50 253	44 640	58 256	58 256	58 256
England	30 204	44 145	44 145	44 145	30 204	44 145	44 145	44 145
Estonia	11 876	12 576	12 576	17 357	11 876	12 576	12 576	17 357
Finland	31 351	38 162	40 451	42 879	32 276	41 162	42 809	45 377
France	27 184	33 422	35 583	51 301	27 420	33 658	35 819	51 560
Germany	51 058	m	61 784	68 592	53 963	m	66 895	76 433
Greece	26 583	30 210	32 387	38 934	26 583	30 210	32 387	38 934
Hungary ¹	10 701	12 290	13 228	17 644	11 755	14 311	15 616	22 963
Iceland	24 822	27 211	27 930	29 123	22 850	26 520	28 103	29 399
Ireland	32 601	47 891	53 677	60 758	32 601	47 891	53 677	60 758
Israel	17 646	20 512	23 047	33 230	13 995	18 770	21 009	31 543
Italy	29 122	32 270	35 583	43 666	29 122	33 056	36 582	45 653
Japan	25 454	37 838	44 788	56 543	25 454	37 838	44 788	58 075
Korea	26 670	39 616	46 232	74 043	26 670	39 616	46 232	74 043
Luxembourg	73 777	92 222	101 775	128 181	73 777	92 222	101 775	128 181
Mexico	18 446	19 018	23 854	39 085	m	m	m	m
Netherlands	38 001	52 425	61 704	66 403	38 001	52 425	61 704	66 403
New Zealand	28 127	42 062	42 062	42 062	28 535	43 116	43 116	43 116
Norway	32 629	35 991	35 991	40 405	35 991	38 817	38 817	42 766
Poland	10 725	14 314	17 300	18 030	12 119	16 348	19 791	20 629
Portugal	30 825	34 537	37 542	54 158	30 825	34 537	37 542	54 158
Scotland	30 207	48 188	48 188	48 188	30 207	48 188	48 188	48 188
Slovak Republic	11 028	12 132	12 688	13 680	11 028	12 132	12 698	13 680
Slovenia	26 690	29 608	32 436	34 074	26 690	29 608	32 436	34 074
Spain	41 518	45 225	47 816	58 065	42 325	46 152	48 818	59 269
Sweden ¹	29 245	33 183	34 481	38 951	30 650	34 918	36 429	41 675
Switzerland ²	51 240	65 296	m	79 603	59 107	76 207	m	90 374
Turkey	a	a	a	a	23 780	25 495	25 411	27 237
United States ¹	36 772	42 982	45 049	55 259	37 267	44 011	48 446	55 199
OECD average	29 801	36 683	39 401	47 721	30 899	38 190	41 182	49 721
EU21 average	30 202	36 134	40 211	47 287	31 346	37 482	42 470	50 139
Other G20								
Argentina ¹	11 231	m	14 852	18 015	11 231	m	14 852	18 015
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	1 745	2 053	2 361	2 565	2 021	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

Note: Due to a change in the methodology used to convert teachers' salaries into USD, data are not directly comparable with the figures published in previous editions of *Education at a Glance*. Please refer to Table D3.2 for information on trends in teachers' salaries.

1. Actual base salaries.

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

Source: OECD, Argentina: UNESCO Institute for Statistics (World Education Indicators programme). See Annex 3 for notes (www.oecd.org/edu/eag2012). Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888932668109>

Table D3.1. [3/3] Teachers' salaries (2010)

Annual statutory teachers' salaries in public institutions at starting salary, after 10 and 15 years of experience and at the top of the scale, by level of education, in equivalent USD converted using PPPs for private consumption

	Ratio of salary to earnings for full-time, full-year workers with tertiary education aged 25-64			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)	
	Primary education	Lower secondary education	Upper secondary education	Primary education	Lower secondary education	Upper secondary education		Primary education	Lower secondary education	Upper secondary education		
	(17)	(18)	(19)	(20)	(21)	(22)		(24)	(25)	(26)		
OECD												
Australia ¹	0.92	0.92	0.92	1.39	1.38	1.38	9	55	58	59	1.08	
Austria ²	0.58	0.62	0.64	1.98	1.97	2.03	34	52	73	77	1.47	
Belgium (Fl.) ¹	0.93	0.93	1.22	1.73	1.73	1.75	27	58	65	90	1.55	
Belgium (Fr.) ^{2,3}	0.87	0.87	1.12	1.74	1.74	1.77	27	58	64	90	1.55	
Canada ²	1.05	1.05	1.05	1.60	1.60	1.60	11	68	74	74	1.08	
Chile	m	m	m	1.73	1.73	1.82	30	22	22	23	1.06	
Czech Republic ¹	0.53	0.53	0.57	1.48	1.51	1.55	32	23	31	35	1.50	
Denmark ²	0.87	0.87	1.01	1.16	1.16	1.31	8	77	77	155	2.00	
England ¹	0.99	1.09	1.09	1.46	1.46	1.46	12	65	63	63	0.97	
Estonia ²	0.57	0.57	0.57	1.46	1.46	1.46	7	20	20	22	1.09	
Finland ¹	0.89	0.98	1.10	1.37	1.37	1.41	20	55	68	77	1.41	
France ^{2,4}	0.73	0.79	0.80	1.98	1.89	1.88	34	36	55	57	1.59	
Germany ²	0.88	0.97	1.05	1.32	1.34	1.42	28	69	82	94	1.35	
Greece	m	m	m	1.46	1.46	1.46	33	55	78	78	1.42	
Hungary ^{1,5}	0.58	0.58	0.66	1.65	1.65	1.95	40	22	22	26	1.18	
Iceland ^{2,6}	0.50	0.50	0.61	1.17	1.17	1.29	18	45	45	52	1.15	
Ireland ²	0.82	0.82	0.82	1.86	1.86	1.86	22	59	73	73	1.25	
Israel ¹	0.85	0.87	0.92	2.05	1.88	2.25	36	31	39	40	1.31	
Italy ¹	0.57	0.60	0.64	1.47	1.50	1.57	35	42	56	58	1.37	
Japan	m	m	m	2.22	2.22	2.28	34	63	74	90	1.41	
Korea ²	1.31	1.30	1.30	2.77	2.78	2.78	37	57	74	75	1.31	
Luxembourg ¹	1.08	1.24	1.24	1.76	1.74	1.74	30	129	161	161	1.25	
Mexico	m	m	m	2.14	2.12	m	14	23	23	m	m	
Netherlands ¹	0.70	0.84	0.84	1.46	1.75	1.75	16	54	82	82	1.51	
New Zealand ¹	0.98	1.01	1.03	1.48	1.50	1.51	8	44	50	57	1.29	
Norway ^{1,7}	0.66	0.66	0.70	1.24	1.24	1.19	16	49	55	74	1.53	
Poland ¹	0.76	0.77	0.75	1.66	1.68	1.70	10	30	35	40	1.32	
Portugal ^{2,3}	1.19	1.19	1.19	1.76	1.76	1.76	34	43	49	49	1.14	
Scotland ¹	0.95	0.95	0.95	1.60	1.60	1.60	6	56	56	56	1.00	
Slovak Republic ²	0.45	0.45	0.45	1.24	1.24	1.24	32	15	19	20	1.35	
Slovenia ²	0.81	0.81	0.81	1.28	1.28	1.28	13	47	47	51	1.09	
Spain ^{2,3}	1.21	1.35	1.38	1.40	1.40	1.40	38	49	67	70	1.45	
Sweden ^{5,8}	0.79	0.81	0.86	1.34	1.33	1.36	a	m	m	m	m	
Switzerland ⁹	m	m	m	1.57	1.55	1.53	27	m	m	m	m	
Turkey	m	m	m	1.15	a	1.15	a	40	m	46	1.16	
United States ^{1,5}	0.67	0.69	0.72	1.41	1.50	1.48	m	41	42	46	1.12	
OECD average	0.82	0.85	0.90	1.60	1.62	1.63	24	49	58	65	1.31	
EU21 average	0.81	0.85	0.90	1.55	1.56	1.60	24	51	61	69	1.35	
Other G20												
Argentina ⁵	m	m	m	1.50	1.60	1.60	25	25	11	11	0.43	
Brazil	m	m	m	m	m	m	m	m	m	m	m	
China	m	m	m	m	m	m	m	m	m	m	m	
India	m	m	m	m	m	m	m	m	m	m	m	
Indonesia	m	m	m	1.44	1.47	1.41	32	2	4	3	1.68	
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	
South Africa	m	m	m	m	m	m	m	m	m	m	m	
G20 average	m	m	m	m	m	m	m	m	m	m	m	

1. Ratio of 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 17, 18 and 19.

2. Ratio of statutory salary after 15 years of experience (minimum training) to earnings for full-time, full-year workers with tertiary education aged 25-64 for Columns 17, 18 and 19.

3. Year of reference 2009 for Columns 17, 18 and 19.

4. Year of reference 2008 for Columns 17, 18 and 19.

5. Actual base salaries (not including bonuses and allowances) for Columns 20 to 27.

6. Year of reference 2006 for Columns 17, 18 and 19.

7. Year of reference 2007 for Columns 17, 18 and 19.

8. Ratio of actual teachers' salary after 15 years of experience (minimum training), not including bonuses and allowances, to earnings for full-time, full-year workers with tertiary education aged 25-64 for Columns 17, 18 and 19.

9. Salaries after 11 years of experience.

Source: OECD, Argentina: UNESCO Institute for Statistics (World Education Indicators programme). See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932668128>

Table D3.3a. [1/2] **Decisions on payments for teachers in public institutions (2010)**

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

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

Criteria for:

- : Decisions on position in base salary scale

▲ : Decisions on supplemental payments which are paid every year

△ : Decisions on supplemental incidental payments

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932668166>

Table D3.3a. [2/2] **Decisions on payments for teachers in public institutions (2010)**

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

	Criteria related to teachers' qualifications, training and performance																	Criteria based on demography				Other					
	Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession			Holding a higher than minimum level of teacher certification or training obtained during professional life			Outstanding performance in teaching			Successful completion of professional development activities			Reaching high scores in the qualification examination			Holding an educational qualification in multiple subjects			Family status (married, number of children)		Age (independent of years of teaching experience)						
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)			(22)	(23)	(24)	(25)
OECD																											
Australia	-																			▲							
Austria								△												▲							▲
Belgium (Fl.)				▲																							▲
Belgium (Fr.)																										▲	△
Canada	-	m	m		m	m				m	m		m	m		m	m		m	m		m	m				
Chile								▲	△								▲										
Czech Republic								▲	△																△		
Denmark	-	▲	△		▲	△		▲	△		▲	△					▲	△									
England	-	▲	△					▲	△																		
Estonia								▲	△							▲	△										
Finland					▲			▲			▲																
France																				▲							
Germany																					▲						
Greece					▲																▲						▲
Hungary									△								▲										▲
Iceland		▲	△		▲	△				▲	△			△			▲	△									
Ireland		▲			▲																						
Israel										▲										▲							
Italy																											
Japan																					▲						▲
Korea												△										△		▲			
Luxembourg																					▲						
Mexico	-	▲			▲			▲		▲			▲														
Netherlands	-	▲	△		▲	△		▲	△		▲	△		▲	△		▲	△									
New Zealand								▲																			▲
Norway	-	▲			▲			▲		▲			▲		▲										▲		
Poland	-	▲	△					▲	△					△													▲
Portugal																					▲						
Scotland																											
Slovak Republic								▲	△		▲														△		
Slovenia		▲			▲			△																			△
Spain					▲																						
Sweden																											
Switzerland																					▲						▲
Turkey	-				▲			△		▲											▲						▲
United States	-	▲			▲			△		▲																	
Other G20																											
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
India	m	m	m		m	m	m			m	m	m		m	m	m		m	m	m		m	m	m		m	m
Indonesia	-	▲			-	▲				-	▲					▲											
Russian Federation								▲																			
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

Criteria for:


- : Decisions on position in base salary scale

▲ : Decisions on supplemental payments which are paid every year

△ : Decisions on supplemental incidental payments

 Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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

 StatLink  <http://dx.doi.org/10.1787/888932668166>



From:
Education at a Glance 2012
OECD Indicators

Access the complete publication at:
<https://doi.org/10.1787/eag-2012-en>

Please cite this chapter as:

OECD (2012), "Indicator D3 How much are teachers paid?", in *Education at a Glance 2012: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2012-31-en>

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