INDICATOR D3

HOW MUCH ARE TEACHERS PAID?

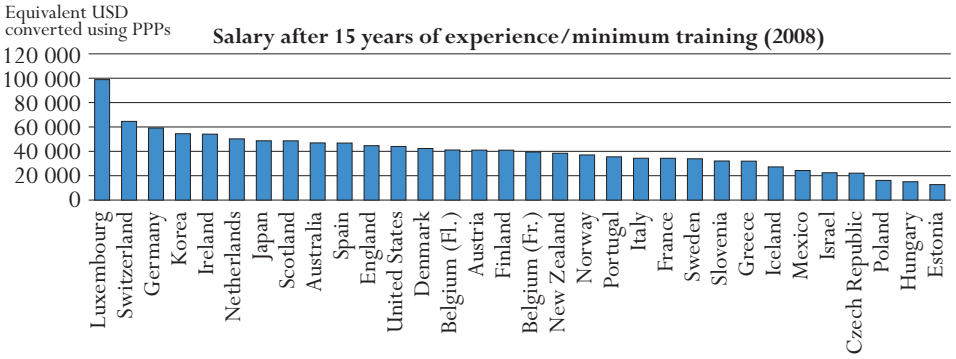
This indicator shows the starting, mid-career and maximum statutory salaries of teachers in public primary and secondary education, various additional payments and incentive schemes used to reward teachers, and relative teachers' salaries. Together with teachers' working and teaching time (see Indicator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

Key results

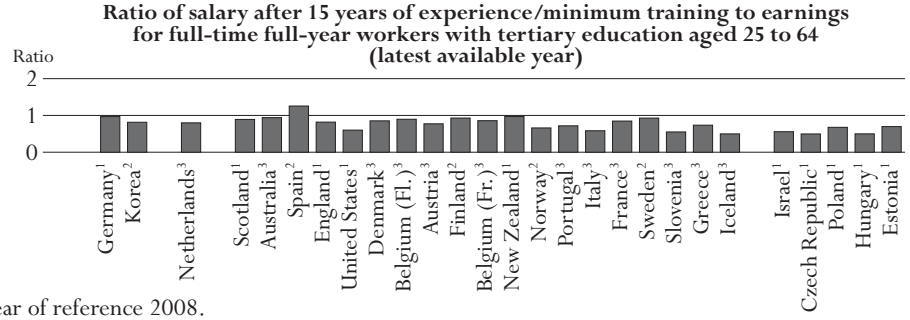
Chart D3.1. Teachers' salaries in lower secondary education (2008 or latest available year)

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

Salaries of teachers with at least 15 years of experience at the lower secondary level range from less than USD 16 000 in Hungary and in the partner country Estonia to USD 54 000 or more in Germany, Ireland, Korea and Switzerland, and exceed USD 98 000 in Luxembourg.



Salaries for teachers with 15 years of experience in lower secondary education are higher than earnings for workers with tertiary education in Spain, whereas in the Czech Republic, Hungary, Iceland, Italy and the partner countries Israel and Slovenia, salaries are below 60% of earnings for workers with tertiary education.



1. Year of reference 2008.
2. Year of reference 2007.
3. 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. Table D3.1. See Annex 3 for notes *(www.oecd.org/edu/eag2010)*.

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Other highlights of this indicator

- Teachers' salaries increased in real terms between 1996 and 2008 in virtually all countries, with the largest increases in Finland, Hungary, Mexico (and in starting salaries in Australia and New Zealand) and in the partner country Estonia. Salaries at the primary and upper secondary levels in Spain fell in real terms over this period, although they remained above the OECD average.

- On average in OECD countries, upper secondary teachers' salaries per teaching hour exceed those of primary teachers by 39%; the difference is 5% or less in New Zealand and Scotland, and is greater than twice as much in Denmark. In contrast, primary teachers' salaries per teaching hour exceed those of upper secondary teachers by 9% in England.

- Salaries at the top of the scale are on average around 70% higher than starting salaries for both primary and secondary education, and the difference tends to be greatest when it takes many years to progress through the scale. Top-of-the-scale salaries in Korea and Portugal are more than 2.5 times the starting salaries, but it takes 37 and 31 years, respectively, to reach the top of the scale. However, not all teachers in every country reach the top of the salary scale. For example, while there are three different salary levels in secondary education in the Netherlands, only 18% of teachers were at the maximum salary level in 2008.

Policy context

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

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

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

Evidence and explanations

Comparing teachers' salaries

This indicator compares the starting, mid-career and maximum statutory salaries of teachers with the minimum level of qualifications required for certification in public primary and secondary education. First, teachers' salaries are examined in absolute terms at three career points: starting, mid-career and top-of-the-scale. Next, levels of salaries are compared in relative terms. Finally, changes in these salaries between 1996 and 2008 are presented.

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

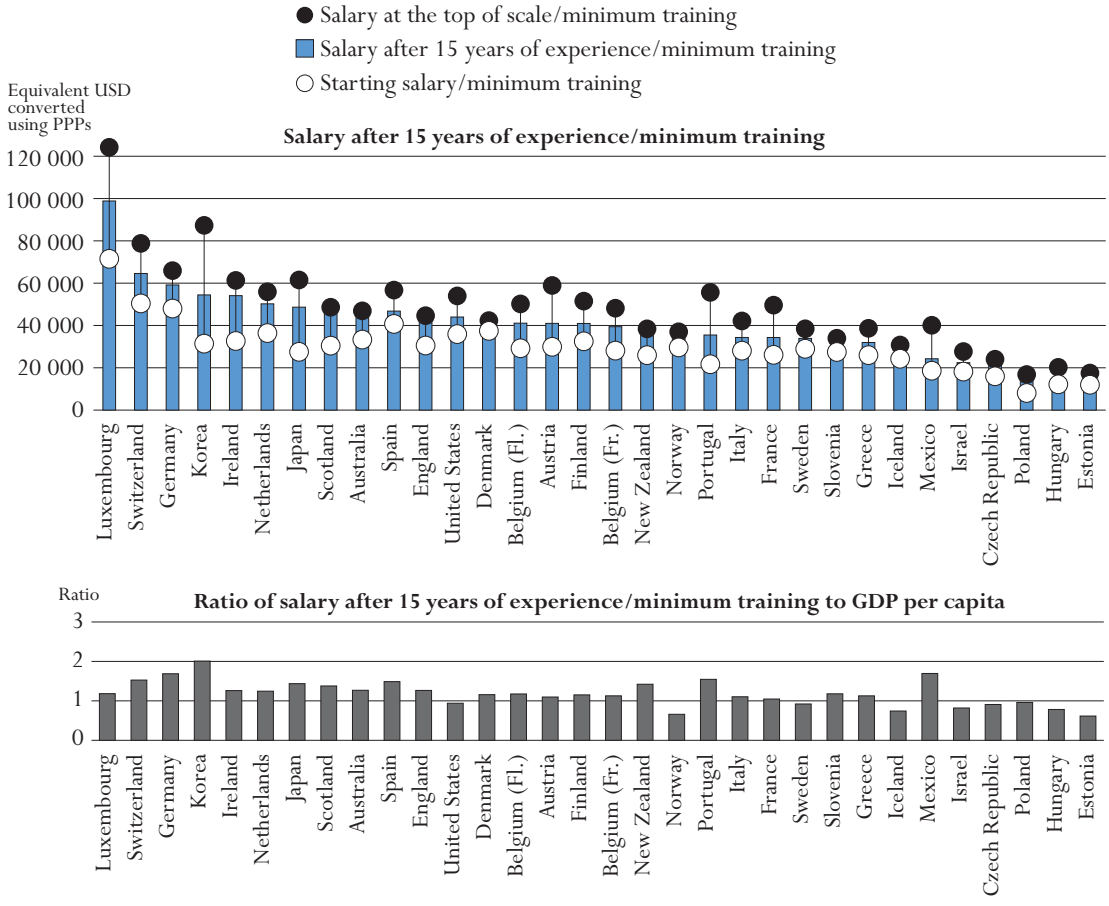
Statutory salaries as reported here must be distinguished from actual expenditures on wages by governments and from teachers' average salaries, which are also influenced by factors such as the age structure of the teaching force and the prevalence of part-time work. Indicator B6 shows the

total amounts paid in compensation to teachers. Furthermore, since teaching time and teachers' workloads vary considerably among countries, these factors should be taken into account when using comparisons of statutory salaries to judge teachers' overall benefits in different countries (see Indicator D4). When considering the salary structure of teachers it is also important to recall that not all teachers reach the top of the salary scale. For example, in the Netherlands there are three different salary levels for teachers in secondary education. In 2008 only 18% of the teachers in secondary education were at the maximum salary level.

The annual statutory salaries of lower secondary teachers with 15 years of experience range from less than USD 16 000 in Hungary and in the partner country Estonia to over USD 54 000 or more in Germany, Ireland, Korea and Switzerland, and more than USD 98 000 in Luxembourg (Table D3.1).

Chart D3.2. Teachers' salaries (minimum, after 15 years experience, and maximum) in lower secondary education (2008)

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



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

Source: OECD. Table D3.1. See Annex 3 for notes *(www.oecd.org/edu/eag2010)*.

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In most OECD countries, teachers' salaries increase with the level of education at which they teach. For example, in Belgium, Luxembourg, the Netherlands, Poland and Switzerland, the salary of an upper secondary teacher with at least 15 years of experience is at least 25% higher than that of a primary school teacher with the same experience. In contrast, in Australia, England, Greece, Ireland, Japan, Korea, New Zealand, Portugal, Scotland and the partner countries Estonia and Slovenia, upper secondary and primary teachers' salaries are more comparable (a difference of less than 5%, Table D3.1).

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

Relative teacher salary

The amount countries invest in teachers relative to their available resources, provides an indication of the importance countries place on education. Comparisons of statutory salaries with GDP per capita offer a way of contextualising teacher salary levels in terms of countries' wealth and provide some basis for standardised comparisons.

Another question is how to ensure an adequate supply of well educated teachers. In order to examine this question, the use of a different benchmark against which teacher salaries are compared is required. GDP per capita is related to several factors in addition to earnings, such as capital income and labour force participation. The supply of teachers is to a large extent a function of enrolments in teacher education programmes. Some of the many factors that influence enrolment in teacher education programmes are the competitiveness and attractiveness of teacher salaries relative to salaries in other professions. Since the natural alternative to teacher education is another tertiary education programme, a more refined benchmark would compare the salaries of teachers to those of other comparable non-teaching professionals. A new benchmark on statutory salaries relative to earnings for full-time full-year workers with tertiary education aged 25 to 64 has been developed to serve as a reflection of comparative labour market conditions.

Statutory salaries relative to GDP per capita

Statutory salaries for teachers with 15 years of experience (in primary and lower secondary education) relative to GDP per capita are relatively low in Hungary (0.78), Iceland (0.74), Norway (0.66) and the partner countries Estonia (0.61) and Israel (0.73 in primary, 0.82 in lower secondary). They are highest in Korea (2.01). In upper secondary general education, the lowest ratios are found in Hungary (0.94), Iceland (0.87), Norway (0.69) and the partner countries Estonia (0.61) and Israel (0.82). Relative to GDP per capita, mid-career salaries are highest in Germany (1.82), Korea (2.01) and Switzerland (1.80) (Table D3.1).

The level of teachers' salaries is related to the size of GDP per capita. At lower secondary level of education, countries such as the Czech Republic, France, Greece, Hungary, Italy, Mexico, New Zealand, Poland, Portugal as well as the partner countries Estonia, Israel and Slovenia have both relatively low GDP per capita and low teachers' salaries compared to OECD averages, while countries such as Australia, Denmark, England, Germany, Ireland, Japan, Luxembourg,

the Netherlands, Scotland, Switzerland and the United States have both higher GDP per capita and higher teachers' salaries than the OECD averages. Exceptions to this include Korea and Spain, which have a GDP per capita that is lower than the average, but teachers' salaries that are comparable to those of countries with much higher GDP per capita (Chart D3.2 and Table D3.1).

Statutory salaries relative to earnings for full-time full-year workers with tertiary education aged 25 to 64

This indicator compares statutory teachers' salaries with average earnings for full-time full-year workers with tertiary education (ISCED 5A/5B/6) aged 25 to 64 (for additional information, see Indicators A10). It is important to note that this indicator uses teachers' salaries with minimum qualifications after 15 years of experience and that teachers may be of any age. Average earnings for teachers are likely to be higher than this specific statutory salary.

Statutory salaries for teachers with 15 years of experience relative to earnings for full-time full-year workers with tertiary education aged 25 to 64 are 60% or less in both primary and lower secondary education in the Czech Republic, Hungary, Iceland, Italy, the United States and the partner countries Israel and Slovenia. In upper secondary general education, the lowest ratios are found in the Czech Republic (0.53) and the partner countries Israel (0.56) and Slovenia (0.55). Relative teachers' salaries in primary and lower secondary education are highest in Australia (0.93 in primary, 0.94 in lower secondary), Belgium (Flemish Community) (0.90), Germany (0.89 in primary, 0.97 in lower secondary), New Zealand (0.97), Scotland (0.89), Spain (1.12 in primary, 1.26 in lower secondary) and Sweden (0.90 in primary, 0.93 in lower secondary). In upper secondary education the ratios are highest in Belgium (Flemish Community) (1.14), Belgium (French Community) (1.10), Denmark (1.06), Finland (1.02), Germany (1.04), the Netherlands (1.07) and Spain (1.28) (Table D3.1).

Since earnings for full-time full-year workers with tertiary education aged 25 to 64 are higher than GDP per capita, the values of the indicator using earnings are lower than those of the indicator using GDP per capita. For lower secondary education, average salary to GDP per capita across the OECD countries is 1.22, while the average salary to earnings for workers with tertiary education is 0.79. In addition, there is less variation in the latter indicator; this can be related to the fact that GDP per capita includes factors in addition to average earnings. Several of the same countries have the highest and lowest teachers' salaries relative to GDP per capita and to average earnings. However, there are also some noticeable differences. For Korea, the indicator related to GDP per capita is high while the indicator using earnings is more in line with other countries. The opposite is true for Spain. Norway, where income from oil production gives high GDP per capita, perform better on the indicator using average earnings for full-time full year workers with tertiary education.

Statutory salaries per hour of net teaching time

An alternative measure of salaries that better illustrates the overall cost of classroom teaching time is the statutory salary for a full-time classroom teacher relative to the number of hours per year that a teacher is required to spend teaching students (see Indicator D4). Although this measure does not adjust salaries for the amount of time that teachers spend in various other teaching-related activities, it nonetheless provides an approximate estimate of the cost of the actual time teachers spend in the classroom.

The average statutory salary per teaching hour after 15 years of experience is USD 50 in primary, USD 60 in lower secondary, and USD 71 in upper secondary general education. In primary education, the Czech Republic, Hungary, Mexico, Poland and the partner countries Estonia and Israel have the lowest salaries per teaching hour (USD 30 or less). By contrast, salaries are relatively high in Denmark, England, Germany, Japan, Korea and Luxembourg (USD 60 or more). There is even more variation in salaries per teaching hour in general upper secondary education, ranging from about USD 30 or less in Hungary and the partner country Estonia, to USD 80 or more in Belgium, Denmark, Finland, Germany, Japan, Korea, Luxembourg and the Netherlands (Table D3.1).

As secondary teachers are required to teach fewer hours than primary teachers, their salaries per teaching hour are usually higher than those of teachers at lower levels, even in countries where statutory salaries are similar (see Indicator D4). On average among OECD countries, upper secondary teachers' salaries per teaching hour exceed those of primary teachers by around 39%. In New Zealand and Scotland this difference is 5% or less, but it is 60% or more in Belgium (Flemish Community), Luxembourg, the Netherlands and more than twice as much in Denmark (Table D3.1). In contrast, primary teachers' salaries per teaching hour exceed those of upper secondary teachers by 9% in England.

However, the large difference between primary and upper secondary teachers' salaries per teaching hour does not necessarily exist when comparing salaries per hour of working time. In Portugal, for example, where there is a 14% difference in salaries per teaching hour between primary and upper secondary teachers, teaching time at the primary level is 12% higher than teaching time at upper secondary level, even though statutory salaries and working time at school are the same at these levels (see Table D4.1).

Teaching experience and qualifications influence teachers' salary scales

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

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

Deferred compensation is a key incentive for workers in many industries. Deferred compensation rewards employees for staying in organisations or professions and for meeting established performance criteria.

Deferred compensation exists in teachers' salary structure. In OECD countries, statutory salaries for primary, lower and upper secondary general teachers with 15 years of experience are, on average, 38%, 39% and 43% higher, respectively, than starting salaries. Furthermore, the increases from starting salary to the top of the salary scale are, on average, 71%, 70% and 74%. For lower secondary teachers, the average starting salary is USD 30 750. With minimum training, it rises to USD 41 927 after 15 years and to USD 50 649 at the top of the salary scale, which is reached, on average, after 24 years of experience. A similar increase is therefore evident between first, the starting salary and the salary at 15 years of experience, and, second, the salary at 15 years of experience and the salary at the top of the salary scale (reached, on average, after 24 years of experience) (Table D3.1).

Salary structures differ widely. A number of countries have relatively flat structures with small increases. For example, teachers at the top of the salary scale in Denmark (except at the upper secondary level), Norway and the partner country Slovenia only earn up to 25% more than teachers at the bottom of the salary scale.

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

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

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

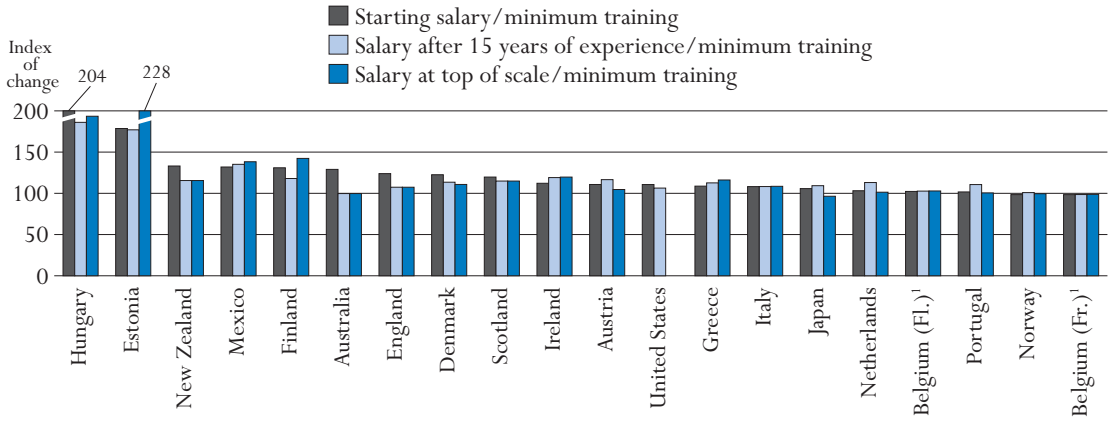
Teachers' salaries between 1996 and 2008

In comparing the index of change between 1996 and 2008 in teachers' salaries, it is evident that salaries have risen in real terms at both primary and secondary levels in virtually all countries. The biggest increases at all levels have taken place in Hungary and the partner country Estonia, but both still have low real and relative salaries. The change has tended to be largest in countries which still had low teachers' salaries in 2008. For teachers in secondary education in Belgium (French Community) and primary and upper secondary education in Spain, salaries fell in real terms between 1996 and 2008. Nevertheless, teachers' salaries were relatively high in 2008 compared to earnings for workers with tertiary education.

Salary trends have also varied at different points on the salary scale. For instance, top-of-the-scale salaries have risen faster than starting and mid-career salaries in Finland, Greece and Mexico (at lower secondary level) and in the partner country Estonia (Table D3.2 and Chart D3.3). By contrast, salaries of teachers with 15 years of experience have risen relatively more quickly than both starting and top-of-the-scale salaries in Japan, the Netherlands and Portugal. In Australia, Denmark, England, New Zealand and Scotland, starting salaries have risen faster than mid-career or top-of-the-scale salaries for all education levels. All have a flatter salary scale than the average OECD country in 2008. If teachers are attracted by higher salaries in the early stages of their careers, they may expect salary increases to continue throughout their careers. Using resources to attract more early-career teachers to the profession needs to be weighed against potential implications in terms of retention and reduced satisfaction and motivation. However, comparing changes in salaries at three points of the salary structure may not account for changes in other aspects of the structure of teachers' salaries.

Chart D3.3. Changes in teachers' salaries in lower secondary education, by point in the salary scale (1996, 2008)

Index of change between 1996 and 2008 (1996 = 100, 2008 price levels using GDP deflators)



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

Countries are ranked in descending order of the index of change between 1996 and 2008 in teachers' starting salaries.

Source: OECD. Table D3.2. See Annex 3 for notes *(www.oecd.org/edu/eag2010)*.

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Additional payments: incentives and allowances

In addition to basic pay scales, many school systems have 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, use 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 during the time they carry out special tasks or activities (*e.g.* training student teachers, guidance counselling, etc.). Together with the starting salary, such payments may affect a person's decision to enter or stay in the teaching profession. Early career additional payments may include family allowances and bonuses for working in certain locations, and higher initial salaries for higher-than-minimum teaching certification or qualifications, such as qualifications in multiple subjects or certification to teach students with special educational needs.

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

Types of additional payments

Data on additional payments fall into three broad areas:

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

Data have not been collected on payment amounts but on whether the 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, as well as Annex 3 at *www.oecd.org/edu/eag2010*).

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

Less than half of OECD countries offer additional payments based on teachers' demographic characteristics and in most cases these are yearly payments. Additional payments based on teachers' qualifications, training and performance are also very common in OECD countries and partner countries. The most common types of payments based on teachers' initial education and qualifications are for an initial education qualification higher than the minimum requirement and/or a level of teacher certification and training higher than the minimum requirements. These are available in around 70% of OECD countries and partner countries, with half of countries offering both types; they are used in nearly all countries as a criterion for base salary. Eighteen OECD countries and partner countries offer additional payments for the successful completion of professional development activities. In 13 of these countries, these are used as a criterion for the base salary, but in Korea they are only offered on an incidental basis.

Thirteen OECD countries and two partner countries offer an additional payment for outstanding performance in teaching. This is the only additional payment that may be classified as a performance incentive. In two-third of these countries they are incidental payments, and in ten, they are mostly yearly additions to teachers' salaries. In 13 of the 15 countries that offer this incentive (Austria, the Czech Republic, Denmark, England, Finland, Hungary, Mexico, the Netherlands, New Zealand, Poland, Sweden and the partner countries Estonia and Slovenia), the decision to award the additional payments can be made at the school level.

The method for identifying outstanding performance and the form of incentives varies. In Mexico, outstanding performance is calculated on the basis of students' achievements and criteria relating to teachers' experience, performance and qualification. In Poland, it is based on the assessment of the head teacher. As may be expected, additional payments made for years of experience are, in virtually all OECD countries, made through changes to teachers' base salary. Additional payments made for specific teaching conditions or responsibilities are more commonly made through yearly or incidental payments. The key exception is when a teacher assumes management responsibilities, with additional payments offered more frequently through changes to base salaries or yearly and incidental payments.

Mixes of all three types of additional payment are offered in relation to teachers' qualifications, training and performance. Given that an initial qualification higher than the minimum requirement is often identified at the beginning of a teacher's career, it is not surprising that the additional payment is more often provided through changes to teachers' base salaries. Additional payments due to teacher demographics are mainly made through additional yearly payments in 11 of the 16 countries offering a form of additional payment in this category.

Definitions and methodologies

Data on statutory teachers' salaries and bonuses are derived from the 2009 OECD-INES Survey on Teachers and the Curriculum. Data refer to the school year 2007-08, and are reported in accordance with formal policies for public institutions.

Statutory salaries (Table D3.1) refer to scheduled salaries according to official pay scales. The salaries reported are gross (total sum paid by the employer) less the employer's contribution to social security and pension (according to existing salary scales). Salaries are "before tax" (*i.e.* before deductions for income taxes). In Table D3.1, salary per hour of net contact divides a teacher's annual statutory salary (Table D3.1) by the annual net teaching time in hours (see Table D4.1).

Gross teachers' salaries were converted using GDP and purchasing power parities (PPPs) and exchange rate data from the OECD National Accounts database. The period of reference for teachers' salaries is from 1 July 2007 to 30 June 2008. The reference date for GDP per capita and PPPs is 2007-08. Data are adjusted for inflation with reference to January 2008. For countries with different financial years (Australia and New Zealand) and slightly different salary periods (Finland, Hungary and Norway) from the OECD norm, a correction to the deflator is made only if this results in an adjustment of over 1%. Small adjustments have been discounted because even for salaries referring to 2007-08, the exact period for which they apply will be only slightly different. Reference statistics and reference years for teachers' salaries are provided in Annex 2.

Earnings for workers with tertiary education are average earnings for full-time full-year workers in the age group 25-64 years and with education at ISCED 5A/5B/6. 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.* Poland), the indicator is adjusted for inflation using the GDP deflator. Reference statistics for earnings for workers with tertiary education are provided in Annex 2 and Annex 3.

For the calculation of changes in teachers' salaries (Table D3.2), the GDP deflator is used to convert 1996 salaries to 2008 prices.

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

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

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

Further references

Specific notes on definitions and methodologies regarding this indicator for each country are given in Annex 3 at *www.oecd.org/edu/eag2010*.

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

See also:

OECD (2005), *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*, OECD Publishing.

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

StatLink http://dx.doi.org/10.1787/888932310510

- ***Table D3.3b. Decisions made by school principal on payments for teachers in public institutions (2008)***
- ***Table D3.3c. Decisions made by local or regional authority on payments for teachers in public institutions (2008)***
- ***Table D3.3d. Decisions made by the national authority on payments for teachers in public institutions (2008)***

D3

Table D3.1.

Teachers' salaries (2008)

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

		Primary education				Lower secondary education				Upper secondary education				
		Starting salary / minimum training	Salary after 15 years of experience/minimum training	Salary at top of scale/ minimum training	Ratio of salary at top of scale to starting salary	Starting salary / minimum training	Salary after 15 years of experience/minimum training	Salary at top of scale/ minimum training	Ratio of salary at top of scale to starting salary	Starting salary / minimum training	Salary after 15 years of experience/minimum training	Salary at top of scale/ minimum training	Ratio of salary at top of scale to starting salary	Years from starting to top salary (lower secondary education)
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
OECD countries	Australia	33 153	46 096	46 096	1.39	33 336	46 908	46 908	1.41	33 336	46 908	46 908	1.41	9
	Austria	28 622	37 914	56 709	1.98	29 928	40 993	58 921	1.97	30 353	42 177	62 045	2.04	34
	Belgium (Fl.)	29 223	41 093	50 190	1.72	29 223	41 093	50 190	1.72	36 360	52 667	63 391	1.74	27
	Belgium (Fr.)	28 115	39 430	48 163	1.71	28 115	39 430	48 163	1.71	34 885	50 541	60 838	1.74	27
	Chile	m	m	m	m	m	m	m	m	m	m	m	m	m
	Czech Republic	16 013	21 652	23 693	1.48	15 976	22 084	24 049	1.51	16 587	23 540	25 846	1.56	32
	Denmark	37 449	42 308	42 308	1.13	37 449	42 308	42 308	1.13	39 085	51 034	51 034	1.31	8
	England	30 534	44 630	44 630	1.46	30 534	44 630	44 630	1.46	30 534	44 630	44 630	1.46	10
	Finland	29 386	38 217	47 976	1.63	32 513	40 953	51 512	1.58	32 731	44 919	57 925	1.77	16
	France	23 735	31 927	47 108	1.98	26 123	34 316	49 607	1.90	26 400	34 593	49 912	1.89	34
	Germany	43 524	54 184	58 510	1.34	48 004	59 156	65 925	1.37	51 722	63 634	72 876	1.41	28
	Greece	25 974	31 946	38 658	1.49	25 974	31 946	38 658	1.49	25 974	31 946	38 658	1.49	33
	Hungary	12 175	15 049	20 208	1.66	12 175	15 049	20 208	1.66	13 226	18 079	25 523	1.93	40
	Iceland	24 266	27 226	30 774	1.27	24 266	27 226	30 774	1.27	25 503	31 983	33 483	1.31	18
	Ireland	32 657	54 100	61 304	1.88	32 657	54 100	61 304	1.88	32 657	54 100	61 304	1.88	22
	Italy	26 074	31 520	38 381	1.47	28 098	34 331	42 132	1.50	28 098	35 290	44 041	1.57	35
	Japan	27 545	48 655	61 518	2.23	27 545	48 655	61 518	2.23	27 545	48 655	63 184	2.29	34
	Korea	31 532	54 569	87 452	2.77	31 407	54 444	87 327	2.78	31 407	54 444	87 327	2.78	37
	Luxembourg	48 793	67 723	101 163	2.07	71 508	98 849	124 231	1.74	71 508	98 849	124 231	1.74	30
	Mexico	14 552	19 072	31 557	2.17	18 620	24 261	40 094	2.15	m	m	m	m	14
	Netherlands	35 428	45 916	51 226	1.45	36 403	50 227	55 929	1.54	36 762	67 105	73 964	2.01	17
	New Zealand	25 964	38 412	38 412	1.48	25 964	38 412	38 412	1.48	25 964	38 412	38 412	1.48	8
	Norway	29 635	37 023	37 023	1.25	29 635	37 023	37 023	1.25	31 652	39 016	39 016	1.23	16
	Poland	7 127	14 094	14 686	2.06	8 076	16 137	16 818	2.08	9 173	18 548	19 334	2.11	10
	Portugal	21 677	35 486	55 654	2.57	21 677	35 486	55 654	2.57	21 677	35 486	55 654	2.57	31
	Scotland	30 475	48 611	48 611	1.60	30 475	48 611	48 611	1.60	30 475	48 611	48 611	1.60	6
	Slovak Republic	m	m	m	m	m	m	m	m	m	m	m	m	m
	Spain	37 172	42 796	52 391	1.41	40 729	46 794	56 728	1.39	42 440	48 945	59 234	1.40	38
	Sweden	28 409	33 055	37 967	m	28 984	33 885	38 431	m	30 533	36 163	41 131	m	a
	Switzerland	44 308	56 493	69 354	1.57	50 427	64 580	78 801	1.56	58 781	76 207	89 655	1.53	27
	Turkey	m	m	m	m	m	m	m	a	m	m	m	m	m
	United States	35 999	44 172	50 922	m	35 915	44 000	53 972	m	36 398	47 317	53 913	m	m
	OECD average	*28 949*	*39 426*	*48 022*	*1.71*	*30 750*	*41 927*	*50 649*	*1.70*	*32 563*	*45 850*	*54 717*	*1.74*	*24*
	EU19 average	*28 628*	*38 582*	*46 977*	*1.69*	*30 731*	*41 519*	*49 700*	*1.67*	*32 059*	*45 043*	*54 009*	*1.75*	*25*
Partner countries	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
	Estonia	11 981	12 687	17 510	1.46	11 981	12 687	17 510	1.46	11 981	12 687	17 510	1.46	7
	India	m	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	1 617	2 046	2 331	1.44	1 723	2 331	2 532	1.47	1 995	2 582	2 813	1.41	32
	Israel	18 199	19 868	27 680	1.52	18 199	22 410	27 680	1.52	18 199	22 410	27 680	1.52	36
	Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m
	Slovenia	27 470	32 075	33 967	1.24	27 470	32 075	33 967	1.24	27 470	32 075	33 967	1.24	13

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

Source: OECD. China, India and Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes *(www.oecd.org/edu/eag2010)*.

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

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Table D3.1. *(continued)*

Teachers' salaries (2008)

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

		Ratio of salary after 15 years of experience (minimum training) to GDP per capita			Ratio of salary after 15 years of experience (minimum training) to earnings for full-time full-year workers with tertiary education aged 25 to 64			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	
		(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)
OECD countries	Australia[1]	1.25	1.27	1.27	0.93	0.94	0.94	53	58	58	1.10
	Austria[1]	1.02	1.10	1.13	0.72	0.77	0.79	49	68	72	1.47
	Belgium (Fl.)[1]	1.17	1.17	1.51	0.90	0.90	1.14	51	59	81	1.60
	Belgium (Fr.)[1]	1.13	1.13	1.44	0.86	0.86	1.10	54	60	84	1.54
	Chile	m	m	m	m	m	m	m	m	m	m
	Czech Republic[2]	0.89	0.91	0.97	0.49	0.50	0.53	25	35	39	1.52
	Denmark[1]	1.16	1.16	1.40	0.85	0.85	1.06	65	65	140	2.15
	England[2]	1.26	1.26	1.26	0.82	0.82	0.82	68	62	62	0.91
	Finland[3]	1.07	1.15	1.26	0.87	0.93	1.02	56	69	82	1.45
	France[1]	0.97	1.05	1.05	0.78	0.85	0.85	34	53	55	1.59
	Germany[2]	1.55	1.69	1.82	0.89	0.97	1.04	67	78	89	1.32
	Greece[1]	1.13	1.13	1.13	0.74	0.74	0.74	54	75	75	1.38
	Hungary[2]	0.78	0.78	0.94	0.50	0.50	0.60	25	25	30	1.20
	Iceland[1]	0.74	0.74	0.87	0.50	0.50	0.61	41	41	57	1.41
	Ireland	1.26	1.26	1.26	m	m	m	59	74	74	1.25
	Italy[1]	1.01	1.10	1.13	0.54	0.58	0.60	43	57	59	1.37
	Japan	1.44	1.44	1.44	m	m	m	69	81	97	1.42
	Korea[3]	2.01	2.01	2.01	0.82	0.81	0.81	65	88	90	1.39
	Luxembourg	0.81	1.18	1.18	m	m	m	92	156	156	1.70
	Mexico	1.33	1.69	m	m	m	m	24	23	m	m
	Netherlands[1]	1.14	1.25	1.66	0.73	0.80	1.07	49	67	89	1.81
	New Zealand[2]	1.42	1.42	1.42	0.97	0.97	0.97	39	40	40	1.04
	Norway[3]	0.66	0.66	0.69	0.66	0.66	0.70	50	57	75	1.49
	Poland[2]	0.84	0.96	1.10	0.59	0.68	0.78	27	31	36	1.32
	Portugal[1]	1.55	1.55	1.55	0.72	0.72	0.72	42	47	47	1.14
	Scotland[2]	1.38	1.38	1.38	0.89	0.89	0.89	57	57	57	1.00
	Slovak Republic	m	m	m	m	m	m	m	m	m	m
	Spain[3]	1.36	1.49	1.56	1.12	1.26	1.28	49	66	71	1.45
	Sweden[3]	0.90	0.92	0.98	0.90	0.93	0.99	m	m	m	m
	Switzerland	1.34	1.53	1.80	m	m	m	m	m	m	m
	Turkey	m	m	m	m	m	m	m	m	m	m
	United States[2]	0.94	0.94	1.01	0.60	0.60	0.65	40	41	45	1.12
	OECD average	*1.16*	*1.22*	*1.29*	*0.77*	*0.79*	*0.86*	*50*	*60*	*71*	*1.39*
	EU19 average	*1.12*	*1.18*	*1.29*	*0.77*	*0.81*	*0.89*	*51*	*63*	*73*	*1.43*
Partner countries	Brazil	m	m	m	m	m	m	m	m	m	m
	China	m	m	m	m	m	m	m	m	m	m
	Estonia[2]	0.61	0.61	0.61	0.70	0.70	0.70	20	20	22	1.09
	India	m	m	m	m	m	m	m	m	m	m
	Indonesia	0.51	0.59	0.65	m	m	m	m	m	m	m
	Israel[2]	0.73	0.82	0.82	0.49	0.56	0.56	26	37	41	1.57
	Russian Federation	m	m	m	m	m	m	m	m	m	m
	Slovenia[1]	1.18	1.18	1.18	0.55	0.55	0.55	47	47	51	1.09

1. Year of reference 2006 for Columns 17, 18 and 19.
2. Year of reference 2008 for Columns 17, 18 and 19.
3. Year of reference 2007 for Columns 17, 18 and 19.

Source: OECD. China, India and Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes *(www.oecd.org/edu/eag2010)*.

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

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Table D3.2.

Change in teachers' salaries (between 1996 and 2008)

Index of change[1] between 1996 and 2008 in teachers' salaries at starting salary, after 15 years of experience and at the top of the salary scale, by level of education, converted to 2008 price levels using GDP deflators (1996 = 100)

		Primary education			Lower secondary education			Upper secondary education, general programmes		
		Starting salary/ minimum training	Salary after 15 years of experience/ minimum training	Salary at top of scale/minimum training	Starting salary/ minimum training	Salary after 15 years of experience/ minimum training	Salary at top of scale/minimum training	Starting salary/ minimum training	Salary after 15 years of experience/ minimum training	Salary at top of scale/minimum training
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD countries	Australia	128	98	98	129	100	100	129	100	100
	Austria	110	113	108	111	117	105	106	110	98
	Belgium (Fl.)[2]	105	109	112	102	103	103	103	103	103
	Belgium (Fr.)[2]	101	105	108	98	99	99	98	99	99
	Chile	m	m	m	m	m	m	m	m	m
	Czech Republic	w	w	w	w	w	w	w	w	w
	Denmark	123	113	111	123	113	111	117	108	103
	England	124	107	107	124	107	107	124	107	107
	Finland	133	131	159	131	118	142	128	124	151
	France	w	w	w	w	w	w	w	w	w
	Germany	w	w	w	w	w	w	w	w	w
	Greece	112	116	119	109	113	116	109	113	116
	Hungary	204	186	193	204	186	193	174	180	203
	Iceland	m	m	m	m	m	m	m	m	m
	Ireland	118	126	121	112	119	120	112	119	120
	Italy	109	109	110	108	108	108	108	108	108
	Japan	106	109	96	106	109	96	106	109	96
	Korea	w	w	w	w	w	w	w	w	w
	Luxembourg	m	m	m	m	m	m	m	m	m
	Mexico	131	130	131	132	135	138	m	m	m
	Netherlands	106	112	102	103	113	101	103	108	101
	New Zealand	133	116	116	133	116	116	133	116	116
	Norway	98	101	100	98	101	100	97	103	96
	Poland	m	m	m	m	m	m	m	m	m
	Portugal	102	111	100	102	111	100	102	111	100
	Scotland	120	115	115	120	115	115	120	115	115
	Slovak Republic	m	m	m	m	m	m	m	m	m
	Spain	100	98	94	m	m	m	98	96	93
	Sweden	w	w	w	w	w	w	w	w	w
	Switzerland	99	94	100	m	m	m	m	m	m
	Turkey	w	w	w	a	a	a	w	w	w
	United States	110	107	m	111	106	m	112	113	m
Partner countries	Brazil	m	m	m	m	m	m	m	m	m
	Estonia	179	177	228	179	177	228	179	177	228
	Israel	m	m	m	m	m	m	m	m	m
	Russian Federation	m	m	m	m	m	m	m	m	m
	Slovenia	m	m	m	m	m	m	m	m	m

1. The index is calculated as (Teacher salary 2008 in national currency) * 100/ (Teacher salary 1996 in national currency * GDP deflator 2008) (1996=100). See Annex 2 for statistics on GDP deflators and salaries in national currencies in 1996 and 2008.
2. The data for Belgium in 1996 are based on Belgium as a whole.

Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2010)*.

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

StatLink http://dx.doi.org/10.1787/888932310510

Table D3.3a.

Decisions on payments for teachers in public institutions (2008)

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

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

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

Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2010).*
Please refer to the Reader's Guide for information concerning the symbols replacing missing data.
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Table D3.3a. *(continued)*

Decisions on payments for teachers in public institutions (2008)

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)					
OECD countries	Australia	–			–																▲							
	Austria									△											▲						▲	
	Belgium (Fl.)	–				▲																					▲	
	Belgium (Fr.)	–			–																						▲	△
	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	m	m	m	m
	Czech Republic							–	▲	△														–		△			
	Denmark	–	▲	△	–	▲	△		▲	△		▲	△				–	▲	△									
	England	–	▲	△				–	▲	△																		
	Finland	–			–	▲			▲			▲					–											
	France										–										▲							
	Germany																			–			–					
	Greece	–				▲															▲						–	
	Hungary	–			–					△	–							▲									▲	
	Iceland	–	▲	△	–	▲	△					▲	△			△			△					–	▲			
	Ireland	–	▲		–	▲																						
	Italy																			–								
	Japan																				▲						▲	
	Korea												△									△		▲				
	Luxembourg				–						–										▲			–				
	Mexico	–	▲		–	▲		–	▲		–	▲		–	▲													
	Netherlands	–	▲	△	–	▲	△	–	▲	△	–	▲	△	–	▲	△	–	▲	△									
	New Zealand	–			–				▲																		▲	
	Norway	–	▲			▲			▲			▲			▲			▲							▲			
	Poland	–	▲	△					▲	△	–					△											▲	△
	Portugal	–			–						–			–							▲							
	Scotland				–																							
	Slovak Republic	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Spain					▲					–																	
	Sweden	–			–			–			–			–														
	Switzerland																				▲						▲	
	Turkey	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United States	–	▲		–	▲				△	–	▲																
Partner countries	Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Estonia	–			–				▲	△	–							▲	△					–				
	Israel	–			–						–									–			–					
	Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Slovenia		▲		–					△	–																▲	

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

Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2010).*
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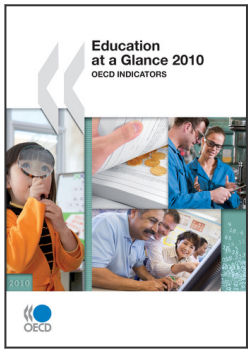

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