INDICATOR D3

HOW MUCH ARE TEACHERS PAID?

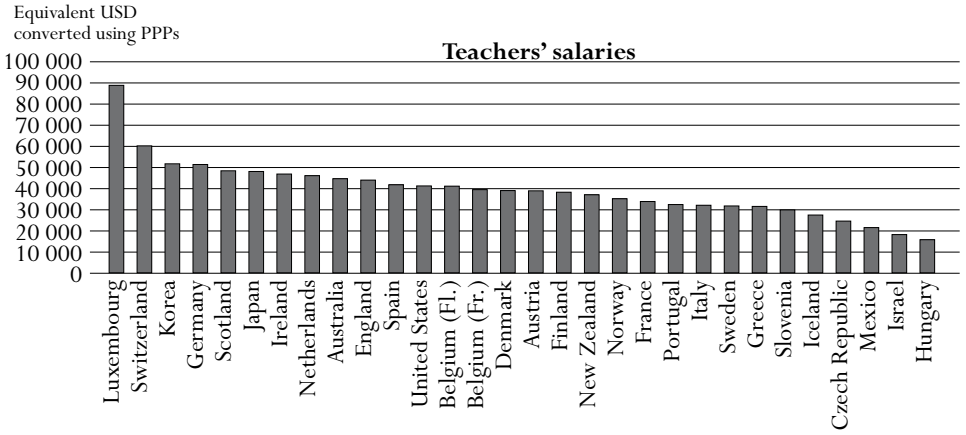
This indicator shows the starting, mid-career and maximum statutory salaries of teachers in public primary and secondary education, and various additional payments and incentive schemes used in teacher reward systems. It also presents information on aspects of teachers' contractual arrangements. Together with average class size (see Indicator D2) and teachers' working time (see Indicator D4), this indicator presents some key measures of the working lives of teachers. Differences in teachers' salaries, along with other factors such as student to staff ratios (see Indicator D2) provide some explanation for differences in expenditure per student (see Indicator B1).

Key results

Chart D3.1. Teachers' salaries in lower secondary education (2005)

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

Salaries of teachers with at least 15 years experience at the lower secondary level range from less than USD 16 000 in Hungary to USD 51 000 or more in Germany, Korea and Switzerland, and exceed USD 88 000 in Luxembourg.



Salaries of teachers with at least 15 years experience in lower secondary education are over twice the level of GDP per capita in Korea and Mexico, whereas in Iceland and Norway, and the partner economy Israel, salaries are 75% or less than 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/eag2007*).

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Other highlights of this indicator

- Teachers' salaries have risen in real terms between 1996 and 2005 in virtually all countries, with the largest increases evident in Finland, Hungary and Mexico and in starting salaries in Australia. Salaries at the primary and upper secondary levels in Spain fell in real terms over the same period, even though they remain above the OECD average level.

- On average in OECD countries, upper secondary teachers' salary per teaching hour exceeds that of primary teachers by 42%, though the difference is minimal in New Zealand and Scotland and is equal to or greater than 75% in Hungary and the Netherlands.

- Salaries at the top of the scale are on average around 70% higher than starting salaries for both primary and secondary education, though this differential usually varies between countries largely in line with the number of years it takes for a teacher to progress through the scale. Nevertheless, top-of-the-scale salaries in Korea are almost three times that of starting salaries, but it takes 37 years to reach the top of the scale. In Portugal, however, the ratio of salaries at the top of the scale to starting salaries is close to that in Korea, but teachers reach the top of the salary scale after 26 years of service. But it is important to consider that not all teachers will reach the top of the salary scale. For example, in the Netherlands in 2005, 13% of the teachers in secondary education were at the maximum salary level.

- On average in OECD countries, about one in six teachers in primary and lower secondary education that are working in public institutions are employed part-time. Part-time employment represents about one-third or more teachers in Germany, Norway and Sweden and about one-half of the teachers in the Netherlands.

- Fifteen OECD countries have mandatory probation periods for teachers. The average length of probation periods is 12 months. In seven OECD countries, teachers are granted tenure after successfully completing their probationary period. On average across OECD countries, teachers must be employed for 20 months until their tenure is reached.

Policy context

Teachers' salaries are the largest single cost in providing school education, making compensation a critical consideration for policy makers seeking to maintain both the quality of teaching and a balanced education budget. The size of education budgets naturally reflects trade-offs among many interrelated factors, including teachers' salaries, the ratio of students to teaching staff, the instruction time planned for students and the designated number of teaching hours.

Ensuring a sufficient number of skilled teachers is a key concern in all OECD countries. In competitive labour markets, the equilibrium rate of salaries paid to different types of teachers would reflect the supply and demand for those teachers. This is often not the case in OECD countries where salaries and other conditions are often set centrally to cover all teachers. Teachers' salaries and conditions are therefore a policy malleable factor that can affect both the demand for and supply of teachers. In addition, salaries and working conditions can be important influences in attracting, developing and retaining skilled and effective teachers.

Comparing salary levels at different career points allows some analysis of the structure of the career progression and promotion possibilities available within the teaching profession. Theoretically, a career structure with an age-earnings profile (which depicts salary increases across workers' age) that is steep offers stronger salary incentives to teachers throughout their careers. A salary structure can provide salary incentives that attract high quality teachers and increase job satisfaction and performance with stronger rewards for teachers. Additional important aspects of teachers' career structure are the role of probationary periods at the beginning of their careers and the issue of tenure.

Evidence and explanations

Comparing teachers' salaries

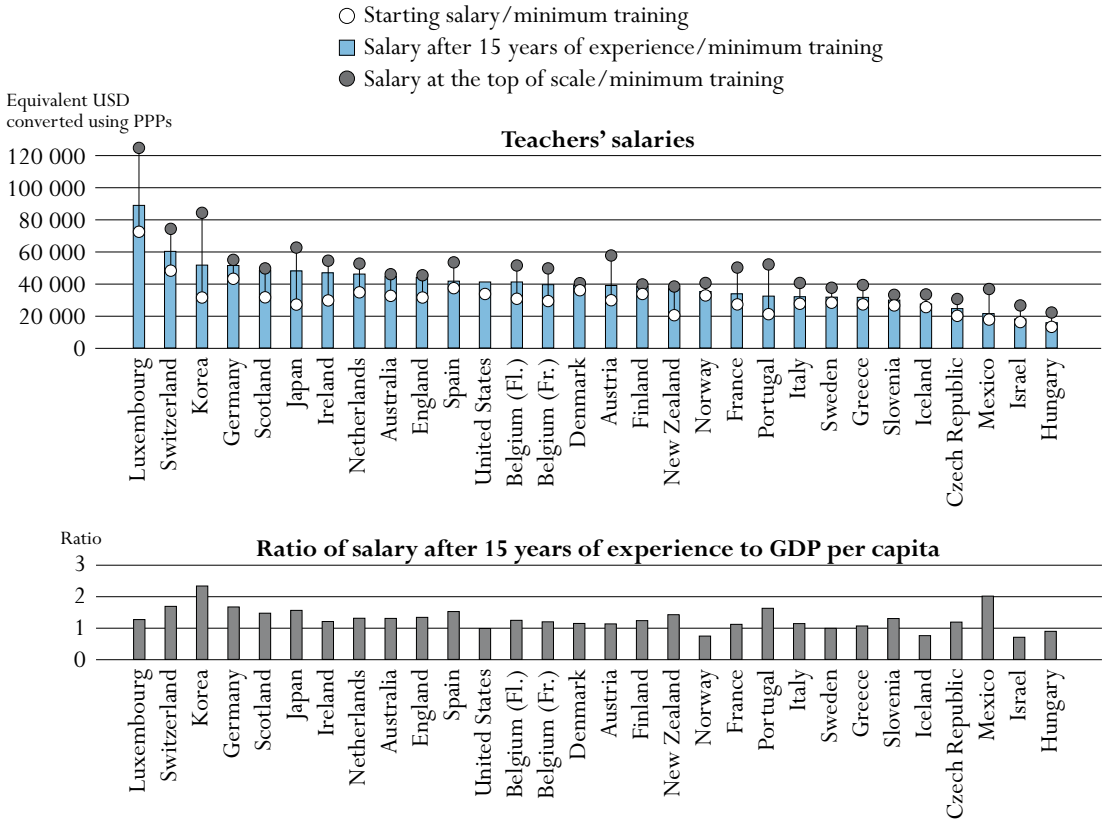
The first part of this indicator compares the starting, mid-career and maximum statutory salaries of teachers with the minimum level of qualifications required for certification in public primary and secondary education. First, teachers' salaries are examined in absolute terms at three career points: starting, mid-career, and top-of-the-scale. The changes in these salaries between 1996 and 2005 are then presented. Contractual arrangements and additional payments made to teachers provide further insight into the career structures of teachers.

International comparisons of salaries provide simplified illustrations of the compensation received by teachers for their work. This provides only a snapshot of the complete system of compensations and the resultant welfare inferences that can be made. Large differences between the 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 transportation, tax allowances on purchasing cultural goods, and other quasi-pecuniary entitlements that contribute to a teacher's basic income) make it important to exercise caution when comparing teachers' salaries.

Statutory salaries as reported in this indicator must be distinguished from the actual wage expenditures incurred by governments and from teachers' average salaries, which are also influenced by other factors such as the age structure of the teaching force or the prevalence of part-time work. Indicator B6 shows the total amounts paid in compensation to teachers. Furthermore, since

Chart D3.2. Teachers' salaries (minimum, after 15 years experience and maximum) in lower secondary education (2005)

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/eag2007*).

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teaching time, teachers' workload and the proportion of teachers in part-time employment can vary considerably among countries, these factors should be considered when using comparisons of statutory salaries to make judgements about the benefits received by teachers in different countries (see Indicator D4). When considering the salary structures of teachers it is also important to consider that not all teachers will reach the top of the salary scale. For example, in the Netherlands in 2005, 13% 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 to over USD 51 000 in Germany, Korea and Switzerland and exceed USD 88 000 in Luxembourg (Table D3.1).

In most OECD countries, teachers' salaries increase with the level of education being taught. For example, in Belgium (Fl.), Belgium (Fr.), Finland, Hungary, Luxembourg, the Netherlands and Switzerland, the salary of an upper secondary teacher with at least 15 years experience is at least 25% higher than that of a primary school teacher with the same experience. In contrast,

in Australia, the Czech Republic, England, Greece, Ireland, Japan, Korea, New Zealand, Portugal, Scotland, Turkey and the United States, and the partner economies Israel and Slovenia, upper secondary and primary teachers' salaries are more comparable (less than 5% difference, see Table D3.1). The extent of the variation would be influenced by the structure of teachers' salaries up to the mid-career point. In some countries, such as the United States, teachers' salaries are influenced by the educational attainment of teachers. As this attainment is not constant among teachers at all levels across their career, care should be taken in interpreting the extent of differences in salaries of teachers at different levels of school education.

Comparatively large differences in the salaries of teachers at different levels may influence how schools and school systems attract and retain teachers of different levels. It may also influence the extent to which teachers move across different education levels and, with that, the degree of segmentation in the teacher labour market.

Statutory salaries relative to GDP per capita

Among other considerations, countries invest in teaching resources relative to their ability to fund educational expenditure. Comparing statutory salaries to GDP per capita is thus another way of assessing the relative value of teachers' salaries among countries. Comparative data on salaries for comparable professions would provide a better benchmark for teacher salaries; since such data are not yet available, comparisons with GDP per capita provide some basis for standardised comparisons.

Salaries for teachers with at least 15 years experience (in primary and lower secondary education) relative to GDP per capita are relatively low in Hungary (0.89), Iceland (0.75) and Norway (0.74), and the partner economy Israel (0.70) and highest in Korea (2.34 in primary and 2.33 in lower secondary), Mexico (2.01 in lower secondary) and Turkey (2.54 in primary). In upper secondary general education, the lowest ratios are found in Iceland (0.88) and Norway (0.80) and partner economy Israel (0.70), and mid-career salaries relative to the GDP are highest in Korea (2.33) and Turkey (2.57) (Table D3.1).

Some countries, such as the Czech Republic, Hungary and Turkey, as well as the partner economy Israel, have both relatively low GDP per capita and low teachers' salaries. Others (*e.g.* Korea, New Zealand, Portugal and Spain) have a relatively low GDP per capita but teachers' salaries that are comparable to those in countries with much higher GDP per capita. Germany, Luxembourg and Switzerland have a high GDP per capita and high teachers' salaries (Chart D3.2 and Table D3.1), whereas Norway has a high GDP per capita, but average mid-career salaries.

Statutory salaries per hour of net teaching time

An alternative measure of salaries and the cost of 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 teaching-related activities, it can nonetheless provide a rough 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 47 in primary, USD 59 in lower secondary, and USD 68 in upper secondary general education. In primary education, the Czech Republic, Hungary and Mexico and partner economy Israel have the lowest salary costs per teaching hour (USD 30 or less). By contrast, salaries are relatively high

in Denmark, Germany, Japan, Korea and Luxembourg (USD 60 or more). There is even more variation in salaries per teaching hour in general upper secondary schools, ranging from about USD 35 or less in Hungary and Turkey, and the partner economy Israel, to USD 80 or more in Denmark, Japan, Korea, Luxembourg and the Netherlands (Table D3.1).

Even in countries where statutory salaries are the same in primary and secondary education, salaries per teaching hour are usually higher in upper secondary education than in primary education, since in most countries, secondary teachers are required to teach fewer hours than primary teachers (see Indicator D4). On average among OECD countries, upper secondary teachers' salary per teaching hour exceeds that of primary teachers by around 42%. In New Zealand and Scotland, this difference is only 5% or less, whereas it is around 60% or more in Finland, France, Greece, Hungary and Portugal and over 80% in the Netherlands (Table D3.1). However, the large difference between primary and upper secondary teachers' salary per teaching hour does not necessarily exist when comparing salary per hour of working time. For example, in Portugal where there is a large difference in salary per teaching hour between primary and upper secondary teachers, the difference between teaching time at primary and upper secondary level is among the greatest in OECD countries, even though their statutory salaries and their the working time required at school is the same (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 progress to higher levels in their careers (OECD, 2005). Presumably, this is because the negative aspects of such a promotion outweigh the positive aspects such as increased salaries, prestige and other rewards. To address this problem, salary structures could be adjusted to ensure that appropriate incentives are offered throughout teachers' careers.

As can be seen from Table D3.1, OECD data on teachers' salaries is 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 correspond to teachers with the minimum required training. Therefore, interpretation must be undertaken with caution as further wage increases can occur in some OECD countries with further qualifications.

Theoretically, a system that offers greater rewards to experience and performance provides salary incentives that may influence job motivation and satisfaction and school effectiveness. Deferred compensation is a key incentive for many workers across numerous industries. Organisations can design complex deferred compensation schemes to attract high-quality workers and then provide them with the most appropriate incentives throughout their careers within the organisation. Deferred compensation rewards the most effective employees for staying within particular organisations or professions and for meeting the established performance criteria.

Pensions are an important form of deferred compensation. In most OECD countries, teachers receive some form of pension that accrues with their experience in the teaching profession. This pension provides an incentive to stay in the profession. A monetary incentive is also provided in those systems where the amount of a pension that a teacher receives depends upon the level they reach in the career structure. This is a form of deferred compensation that provides a key incentive for workers as the greatest benefits they receive in the future depend upon their current

ability to meet established performance criteria (if they are established). However, the pension schemes are not considered in this analysis.

Deferred compensation exists in the salary structure of teachers in OECD countries. On average among OECD countries, statutory salaries for primary, lower and upper secondary general teachers with 15 years of experience are 36, 37 and 41% higher, respectively, than starting salaries. The increases from starting salary to the top of the salary scale are, on average, 69, 70 and 71%. For lower secondary teachers, the average starting salary was USD 29 772. After 15 years experience, with minimum training, this figure increases to USD 40 322, and then it reaches USD 48 983 at the top of the salary scale. A similar increase is therefore evident between first, the starting salary and that at 15 years of experience and second, the salary at 15 years of experience and at the top of the salary scale (reached, on average, after 24 years of experience).

It is clear that there are large differences in salary structures across countries. A number of countries have relatively flat structures that offer a lower amount of salary increases for teachers. For example, most of the teachers at the top of the salary scale in Denmark (except at the upper secondary level), Finland, Germany, Norway and Turkey, and the partner economy Slovenia, only earn up to 30% more than teachers at the bottom of the salary scale.

Increases in salaries between points on a salary structure should be seen in the context of the number of years that it takes for a teacher to proceed through the salary scale, a factor which varies substantially across countries. In lower secondary education, teachers in Australia, Denmark, England, New Zealand and Scotland reach the highest step on the salary scale relatively quickly (within 5 to 9 years). In these countries, the monetary incentives that come with promotion and commensurate wage increases disappear relatively quickly compared to other countries. If job satisfaction and performance are determined, at least in part, by prospects for salary increases, then difficulties could arise as teachers approach the peak in their age-earnings profiles. Alternately, this may be part of a system whereby policymakers consider that this system better reflects the job of a teacher and the stages of teachers' careers that are considered most productive.

In Austria, the Czech Republic, France, Greece, Hungary, Italy, Japan, Korea, Luxembourg and Spain, and the partner economy 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 whether they have steep or flat salary structures. Most countries have steep and flat portions that vary across teachers' tenure. For example, teachers in Germany and Luxembourg have the opportunity for similar salary increases in the first 15 years of the tenure but then face very different growth rates after 15 years. In Luxembourg the rate of growth of salaries increases while teachers in Germany face relatively small increases. Policy makers in these countries face different issues for these more experienced teachers.

While the salary opportunities available to teachers are emphasised in this discussion, it should be acknowledged that there can also be benefits to compression in pay-scales. It is often considered that greater levels of trust and information flows exist in organisations where employees have smaller difference in their salaries as this can facilitate greater levels of collegiality. These benefits need to be weighed against the benefits of increased salary incentives.

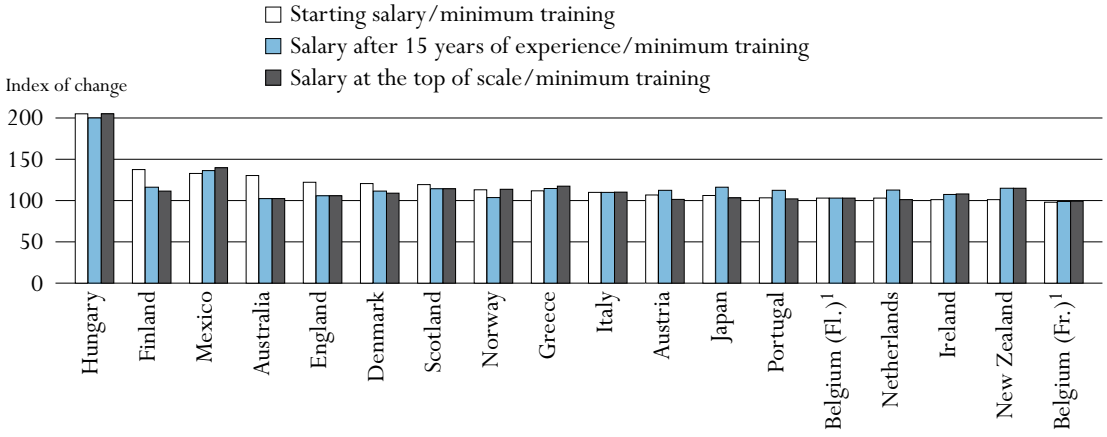
Teachers' salaries between 1996 and 2005

In comparing the index of change between 1996 and 2005 in teachers' salaries, it is evident that salaries have grown in real terms at both primary and secondary levels in virtually all countries.

The biggest increases across all levels have taken place in Hungary, though these salaries remain below the OECD average. In some countries, however, salaries have fallen in real terms between 1996 and 2005, most notably at the primary and upper secondary levels in Spain (Table D3.2 and Chart D3.3), even though they remain above the OECD average level.

Chart D3.3. Changes in teachers' salaries in lower secondary education, by point in the salary scale (1996, 2005)

Index of change between 1996 and 2005 (1996=100, 2005 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 index of change between 1996 and 2005 in teachers' starting salaries.

Source: OECD. Table D3.2. See Annex 3 for notes (*www.oecd.org/edu/eag2007*).

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Salary trends have also varied between different points on the salary scale. For instance, starting salaries have risen faster than mid-career or top-of-the-scale salaries for all education levels in Australia, Denmark, England, Finland and Scotland. By contrast, salaries of teachers with at least 15 years experience have risen relatively more quickly (than both starting and top-of-the-scale salaries) in Austria, Japan, the Netherlands and Portugal. In the case of New Zealand, top-of-the-scale salary has risen faster than starting salary and in the same proportion as salary of teachers with at least 15 years of experience. However, with a relatively short salary scale (eight years to reach the top of the scale), teacher recruitment is in fact a key focus in New Zealand.

The rationale for these differences would vary across countries. For some countries that have increased starting salaries, these increases have had the objective of attracting greater numbers of graduates to teaching. A danger exists with this policy if salaries are not also increased at other points of the salary structure. If this does not occur, then it has a negative impact upon salary incentives at these points which can have a negative impact upon teacher retention. The efficiency considerations of utilising resources to attract more early-career teachers to the profession need to be considered against the potential implications for teacher retention. It is important to note that 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. For example, in Finland an additional component of salaries may now be paid based upon the personal performance of teachers. This is not captured in the comparison discussed above but is an important change in the structure of teachers' salaries.

Additional payments: Incentives and allowances

In addition to basic pay scales, many school systems have developed schemes that offer additional payments for teachers, which may take the form of financial remuneration and/or a reduction in the number of teaching hours. Together with the starting salary, such additional payments may affect a person's decision to enter into or stay in the teaching profession. Early career additional payments for graduate teachers 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 holding educational qualifications in multiple subjects or with certification to teach students with special educational needs.

In some countries, the reduction of required teaching hours is used to reward experience or long service (*e.g.* in Greece and Iceland). In other countries such as Portugal, teachers can be compensated by a reduction of teaching hours for carrying out special tasks or activities (leading a drama club, or acting as teacher supervisor of student teachers, etc.). Adjustments to base salary may be awarded to teachers in public schools either by the head teacher or school principal, or by government at the local, regional or national level.

Types of additional payments

Data on additional payments can be grouped into three broad areas:

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

Data have not been collected on payment amounts but on whether they are available to teachers and at what level the decision to award such payments are taken (see Table D3.3a; see also Tables D3.3b, D3.3c and D3.3d [available on line at: *http://dx.doi.org/10.1787/068520240747*] and Annex 3 at *www.oecd.org/edu/eag2007*).

Additional payments are most often given for particular responsibilities or working conditions. A clear example is teaching in more disadvantaged schools, particularly in schools that are located in very poor neighbourhoods or have a large proportion of students that speak languages other than the language of instruction, means teachers face particular demands on their job that teachers in other schools may not encounter. It has been shown that these schools often have trouble attracting teachers and that the least experienced teachers in an education system often work in these schools (OECD, 2005). Additional payments for teaching in disadvantaged schools are provided in about two-thirds of OECD and partner economies, and ten countries also offer additional payments for teachers who teach in certain fields. These payments may be offered in response to a shortage of teachers in these areas.

More than one-half of OECD countries offer additional payments based on demographic characteristics of teachers. Additional payments to teachers based upon their qualifications, training and performance are even more common across OECD countries and partner economies.

Of these, five types of additional payments are offered based upon teachers' initial education and qualifications. The most common types of these payments are available for holding either an initial education qualification higher than the minimum requirement and/or a higher than minimum level of teacher certification and training. These are available in nearly one-half of OECD countries and partner economies with one-third of countries offering both types of additional payments. Thirteen OECD countries and partner economies offer additional payments for the successful completion of professional development activities.

Additional payments that are made to teachers for outstanding performance in teaching are available in 13 OECD countries and 1 partner economy – the only additional payment that could be classified as a performance incentive. In 9 of the 14 countries (the Czech Republic, Denmark, England, Finland, Hungary, the Netherlands, New Zealand and Sweden and the partner economy Slovenia) that offer this incentive, the decision to award the additional payment can be made at the school-level.

The form of incentive and the method for identifying outstanding performance varies across the 14 countries that offer this incentive. In Mexico, outstanding performance is calculated based upon the learning achievements of students as well as criteria relating to teachers experience, performance and qualification. Performance rewards can also be based on the assessment of the head teacher (Portugal), or on assessments performed by education administrations (the provincial directorate of education and the ministry of education in Turkey).

Aspects of teachers' contractual arrangements

When analysing the income received by teachers it is not sufficient to compare statutory teacher salaries. An important consideration is to compare teachers' contractual arrangements, and in particular the proportion of part-time employment among teachers. This will give some further insight on the real amount of salary received by teachers rather than simply the statutory salaries. From an organisational perspective, a desire for increased flexibility in the labour market has led to increased part-time employment across many sectors of the economy. In addition, opportunities for part-time employment are important for many people who do not wish to pursue full-time employment due to other commitments or preferences.

On average in OECD countries about one in six teachers work on a part-time basis in public institutions at primary and lower secondary levels of education. This average hides large differences among the 20 OECD countries and partner economies with available information. In Greece and Mexico (primary education only), it is not possible for teachers to teach on a part-time basis. In nine OECD countries and one partner economy, part-time employment is possible but is marginal with less than 10% of the teachers with this employment status. In the ten remaining countries, part-time represents a larger proportion of teachers: less than one out of five teachers in Austria and Luxembourg, between one out of five and one out of three teachers in Australia, Belgium (Fl.), Iceland, and New Zealand, slightly more than one-third of teachers in Norway and Sweden and nearly half the teachers in Germany (primary education) and the Netherlands (Table D3.4).

In the majority of countries with available information, part-time employment opportunities depend upon a decision at school level or from local authorities/government and in five of the countries with the largest proportions of part-time employment, the decision is taken at school level. This may indicate that part-time employment is used to increase the flexibility of the teaching force. Schools recognise that their teaching and school organisation requirements

change and they need flexibility in their teacher workforce that reflects the changing requirements of the school. School-based decisions on part-time employment of teachers may allow for this flexibility to be created and facilitate meeting the changing demands placed upon schools.

Probationary periods offer both teachers and schools the opportunities to assess if they are satisfied with their employment arrangements. It permits a degree of learning about the teacher and the school that may facilitate a better "fit" between the teacher and their role in the school. Job tenure guarantees employment security for teachers. Guaranteed employment is being phased-out of many sectors in some OECD countries as it can hinder flexibility in the labour market and reduce accountability. Job tenure should also be viewed in the context of the incentives offered to teachers. The granting of job tenure can be a strong incentive to teachers and even outweigh the incentive effects discussed in relation to salary progression. Moreover, once teachers have job tenure, this would have an impact upon the incentive effects of increased salary.

Among the 26 OECD countries and partner economies for which comparable information is available, teachers have a mandatory probation period in 16 countries. This period usually lasts for one year, but can reach two years (Greece, Luxembourg) and even be extended to three years (Germany). In seven OECD countries, teachers receive job tenure after completing their probationary period. But in some countries such as Austria, six years are necessary to achieve job tenure whereas there is only a one month probation period. In some countries a period of time is necessary to hold the tenure even if there is no probation period. For example, a teacher needs six months to get tenure without any probation period in Mexico, two years to achieve tenure in Iceland and three years in Belgium (Fl.).

Definitions and methodologies

Data are from the 2006 OECD-INES Survey on Teachers and the Curriculum and refer to the school year 2004-2005.

Data on statutory teachers' salaries and bonuses (Tables D3.1 and D3.3a) are derived from the 2006 OECD-INES Survey on Teachers and the Curriculum. Data refer to the school year 2004-2005, 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 of money 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 the annual statutory salary of a teacher (Table D3.1) by the annual net teaching time in hours (Table D4.1).

Gross teachers' salaries were converted using GDP and purchasing power parities (PPPs) exchange rate data from the OECD National Accounts database. The reference date for GDP per capita is the calendar year 2005, while the period of reference for teachers' salaries is 30 June 2004 to 30 June 2005. The reference date for PPPs is 2004-2005. Data are adjusted for inflation with reference to January 2005. For countries with different financial years (*i.e.* Australia and New Zealand) and countries with slightly different salary periods (*e.g.* Hungary, Iceland, Norway and Spain) from the general 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 2004-2005, the exact period for which they apply will only be slightly different. Reference statistics and reference years for teachers' salaries are provided in Annex 2.

For the calculation of changes in teacher salaries (Table D3.2), the GDP deflator is used to convert 1996 salaries to 2005 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 be expected to receive on the basis of level 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 onto a different salary scale or onto a higher step on the same salary scale.

The data on decision making are taken from the 2004 OECD-INES survey on decision making in public, lower secondary education and refer to the school year 2004-2005. On teacher salary scales, the survey asked which level in the education system decides on the salary scales (excluding bonuses) of teaching staff and how autonomously these decisions are taken.

Further references

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

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- ***Table D3.3b Adjustments to base salary for teachers in public schools made by head teacher/school principal (2005)***
- ***Table D3.3c Adjustments to base salary for teachers in public schools made by local or regional authority (2005)***
- ***Table D3.3d Adjustments to base salary for teachers in public schools made by national authority (2005)***

See also: OECD (2005), *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*, OECD, Paris.

Specific notes on definitions and methodologies regarding this indicator for each country are given in Annex 3 at *www.oecd.org/edu/eag2007*.

In addition, a more comprehensive analysis of decision making was published in *Education at a Glance 2004* (OECD, 2004c), Indicator D6. Information on the underlying decision-making survey is available in *Education at a Glance 2004,* Annex 3 (*www.oecd.org/edu/eag2004*) under the heading Indicator D6 "Locus of decision making at lower secondary levels". The complete decision-making data are available under the heading "Underlying data on decision making" for Indicator D6 (*www.oecd.org/edu/eag2004*). As a complement to Table D3.1, which presents teachers salaries in equivalent USD using PPPs, a table with teachers salaries in equivalent euros converted using PPPs is included in Annex 2.

Table D3.1.

Teachers' salaries (2005)

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 after 15 years of experience to GDP per capita	Starting salary/ minimum training	Salary after 15 years of experience / minimum training	Salary at top of scale/ minimum training	Ratio of salary after 15 years of experience to GDP per capita	Starting salary/ minimum training	Salary after 15 years of experience / minimum training	Salary at top of scale/ minimum training	Ratio of salary after 15 years of experience to GDP per capita
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD countries	Australia	30 858	44 423	44 423	1.30	31 092	44 526	44 526	1.30	31 092	44 526	44 526	1.30
	Austria	27 094	35 823	53 938	1.04	28 379	38 805	56 139	1.13	28 589	39 531	59 151	1.15
	Belgium (Fl.)	29 270	41 007	50 001	1.24	29 270	41 007	50 001	1.24	36 327	52 451	63 054	1.59
	Belgium (Fr.)	27 754	38 901	47 452	1.18	27 865	39 335	48 190	1.19	34 729	50 601	61 039	1.53
	Czech Republic	18 654	24 423	29 078	1.19	18 654	24 423	29 078	1.19	18 955	24 868	29 663	1.21
	Denmark	34 517	38 911	38 911	1.14	34 517	38 911	38 911	1.14	33 902	47 374	47 374	1.39
	England	29 992	43 835	43 835	1.33	29 992	43 835	43 835	1.33	29 992	43 835	43 835	1.33
	Finland	27 806	32 406	32 406	1.05	32 273	38 159	38 159	1.23	34 681	43 346	43 346	1.40
	France	23 212	31 224	46 071	1.03	25 711	33 723	48 692	1.11	25 960	33 974	48 967	1.12
	Germany	40 125	49 930	52 062	1.62	41 630	51 240	53 493	1.66	45 022	55 195	57 671	1.79
	Greece	25 823	31 439	37 772	1.06	25 823	31 439	37 772	1.06	25 823	31 439	37 772	1.06
	Hungary	11 818	15 622	20 682	0.89	11 818	15 622	20 682	0.89	13 706	19 541	25 508	1.12
	Iceland	24 134	27 295	31 925	0.75	24 134	27 295	31 925	0.75	25 952	31 966	33 917	0.88
	Ireland	28 198	46 709	52 930	1.20	28 198	46 709	52 930	1.20	28 198	46 709	52 930	1.20
	Italy	24 224	29 301	35 641	1.04	26 108	31 917	39 135	1.14	26 108	32 813	40 917	1.17
	Japan	25 593	47 855	61 054	1.56	25 593	47 855	61 054	1.56	25 593	47 863	62 865	1.56
	Korea	30 183	51 641	82 915	2.34	30 058	51 516	82 790	2.33	30 058	51 516	82 790	2.33
	Luxembourg	49 219	67 779	100 314	0.96	70 908	88 634	123 187	1.26	70 908	88 634	123 187	1.26
	Mexico	12 753	16 784	27 824	1.58	16 351	21 347	35 286	2.01	m	m	m	m
	Netherlands	32 195	41 835	46 734	1.19	33 298	45 960	51 207	1.31	33 630	61 511	67 848	1.75
	New Zealand	19 071	36 894	36 894	1.42	19 071	36 894	36 894	1.42	19 071	36 894	36 894	1.42
	Norway	31 382	35 058	39 044	0.74	31 382	35 058	39 044	0.74	33 589	37 778	40 950	0.80
	Poland	m	m	m	m	m	m	m	m	m	m	m	m
	Portugal	19 704	32 275	50 634	1.62	19 704	32 275	50 634	1.62	19 704	32 275	50 634	1.62
	Scotland	30 213	48 205	48 205	1.47	30 213	48 205	48 205	1.47	30 213	48 205	48 205	1.47
	Slovak Republic	m	m	m	m	m	m	m	m	m	m	m	m
	Spain	31 847	37 056	46 623	1.35	35 840	41 588	51 904	1.52	36 611	42 552	53 120	1.55
	Sweden	26 234	30 802	35 750	0.96	26 756	31 585	36 153	0.98	28 387	34 108	38 785	1.06
	Switzerland	40 657	52 743	63 899	1.48	46 751	60 061	72 706	1.68	54 973	70 300	83 900	1.97
	Turkey	17 909	19 577	21 623	2.54	a	a	a	a	18 179	19 847	21 893	2.57
	United States	33 521	40 734	m	0.97	32 225	41 090	m	0.98	32 367	41 044	m	0.98
	OECD average	***27 723***	***37 603***	***45 666***	***1.28***	***29 772***	***40 322***	***48 983***	***1.30***	***31 154***	***43 239***	***51 879***	***1.41***
	EU19 average	***28 311***	***37 762***	***45 739***	***1.19***	***30 366***	***40 177***	***48 332***	***1.25***	***31 655***	***43 629***	***52 263***	***1.36***
Partner economies	Brazil	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	m	m	m	m	m	m	m	m	m	m	m	m
	Estonia	m	m	m	m	m	m	m	m	m	m	m	m
	Israel	14 716	18 055	25 131	0.70	14 716	18 055	25 131	0.70	14 716	18 055	25 131	0.70
	Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m
	Slovenia	25 148	29 766	31 664	1.30	25 148	29 766	31 664	1.30	25 148	29 766	31 664	1.30

Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2007)*.

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

StatLink http://dx.doi.org/10.1787/068520240747

Table D3.1. *(continued)*

Teachers' salaries (2005)

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 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	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
OECD countries	Australia	1.44	1.43	1.43	9	50	55	55	1.10
	Austria	1.99	1.98	2.07	34	46	64	67	1.45
	Belgium (Fl.)	1.71	1.71	1.74	27	51	57	78	1.53
	Belgium (Fr.)	1.71	1.73	1.76	27	54	54	76	1.41
	Czech Republic	1.56	1.56	1.56	32	30	38	40	1.34
	Denmark	1.13	1.13	1.40	8	61	61	85	1.39
	England	1.46	1.46	1.46	5	m	m	m	m
	Finland	1.17	1.18	1.25	16	48	64	79	1.65
	France	1.98	1.89	1.89	34	34	53	54	1.60
	Germany	1.30	1.28	1.28	28	62	68	77	1.25
	Greece	1.46	1.46	1.46	33	40	63	66	1.63
	Hungary	1.75	1.75	1.86	40	20	28	35	1.75
	Iceland	1.32	1.32	1.31	18	41	41	57	1.40
	Ireland	1.88	1.88	1.88	22	51	64	64	1.25
	Italy	1.47	1.50	1.57	35	40	53	55	1.37
	Japan	2.39	2.39	2.46	31	83	95	112	1.35
	Korea	2.75	2.75	2.75	37	64	90	93	1.46
	Luxembourg	2.04	1.74	1.74	30	88	138	138	1.58
	Mexico	2.18	2.16	m	14	21	20	m	m
	Netherlands	1.45	1.54	2.02	18	45	61	82	1.82
	New Zealand	1.93	1.93	1.93	8	37	38	39	1.04
	Norway	1.24	1.24	1.22	16	47	53	72	1.53
	Poland	m	m	m	m	m	m	m	m
	Portugal	2.57	2.57	2.57	26	38	57	63	1.67
	Scotland	1.60	1.60	1.60	6	54	54	54	1.00
	Slovak Republic	m	m	m	m	m	m	m	m
	Spain	1.46	1.45	1.45	38	42	58	61	1.46
	Sweden	m	m	m	a	m	m	m	m
	Switzerland	1.57	1.56	1.53	26	m	m	m	m
	Turkey	1.21	a	1.20	a	31	a	35	1.14
	United States	m	m	m	m	w	w	w	w
	OECD average	***1.69***	***1.70***	***1.71***	***24***	***47***	***59***	***68***	***1.42***
	EU19 average	***1.65***	***1.63***	***1.70***	***26***	***47***	***61***	***69***	***1.48***
Partner economies	Brazil	m	m	m	m	m	m	m	m
	Chile	m	m	m	m	m	m	m	m
	Estonia	m	m	m	m	m	m	m	m
	Israel	1.71	1.71	1.71	36	18	23	27	1.54
	Russian Federation	m	m	m	m	m	m	m	m
	Slovenia	1.26	1.26	1.26	13	43	43	47	1.09

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

Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2007)*.

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 (1996 and 2005)

Index of change[1] between 1996 and 2005 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 2005 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	130	103	103	131	103	103	131	103	103
	Austria	106	109	105	107	113	102	102	105	96
	Belgium (Fl.)[2]	106	110	113	103	103	103	103	103	103
	Belgium (Fr.)[2]	100	105	107	98	99	100	99	100	100
	Czech Republic	w	w	w	w	w	w	w	w	w
	Denmark	121	112	109	121	112	109	109	107	102
	England	123	106	106	123	106	106	123	106	106
	Finland	134	118	114	138	117	112	143	127	120
	France	w	w	w	w	w	w	w	w	w
	Germany	w	w	w	w	w	w	w	w	w
	Greece	116	118	121	112	115	118	112	115	118
	Hungary	206	201	206	206	201	206	187	202	211
	Iceland	m	m	m	m	m	m	m	m	m
	Ireland	107	114	110	102	108	108	102	108	108
	Italy	111	111	112	110	110	111	110	110	110
	Japan	107	117	104	107	117	104	107	117	104
	Korea	m	m	m	m	m	m	m	m	m
	Luxembourg	m	m	m	m	m	m	m	m	m
	Mexico	133	132	133	133	137	140	m	m	m
	Netherlands	105	112	102	103	113	102	103	109	101
	New Zealand	102	115	115	102	115	115	102	115	115
	Norway	114	104	114	114	104	114	112	109	110
	Poland	m	m	m	m	m	m	m	m	m
	Portugal	104	113	103	104	113	103	104	113	103
	Scotland	120	115	115	120	115	115	120	115	115
	Slovak Republic	m	m	m	m	m	m	m	m	m
	Spain	95	94	93	m	m	m	94	93	93
	Sweden	w	w	w	w	w	w	w	w	w
	Switzerland	101	98	104	m	m	m	m	m	m
	Turkey	w	w	w	a	a	a	w	w	w
	United States	m	m	m	m	m	m	m	m	m
Partner economies	Brazil	m	m	m	m	m	m	m	m	m
	Chile	m	m	m	m	m	m	m	m	m
	Estonia	m	m	m	m	m	m	m	m	m
	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 2005 in national currency * 100 / Teacher salary 1996 in national currency * GDP deflator 2005 (1996=100). See Annex 2 for statistics on GDP deflators and salaries in national currencies in 1996 and 2005.
2. Data for 1996 based on Belgium as a whole.

Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2007)*.

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

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Table D3.3a.

Adjustments to base salary for teachers in public institutions (2005)

Types of criteria to adjust base salary awarded to teachers in public institutions

		Criteria based on teaching conditions/ responsibilities						
		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.)			■				
	Czech Republic	■	■				■	
	Denmark	■	■	■		■		■
	England	■			■		■	■
	Finland	■	■	■	■	■	■	■
	France	■	■	■	■	■	■	
	Germany	■	■					
	Greece		■	■	■			
	Hungary	■	■	■	■	■	■	■
	Iceland	■	■	■	■	■	■	
	Ireland	■			■			
	Italy	■	■	■	■	■		
	Japan	■	■		■	■	■	
	Korea	■	■		■		■	
	Luxembourg		■	■		■	■	
	Mexico	■	■	■	■			■
	Netherlands	■	■	■	■	■	■	■
	New Zealand	■		■	■	■	■	■
	Norway	■	■	■	■			■
	Poland	m	m	m	m	m	m	m
	Portugal	■	■	■		■	■	
	Scotland				■			
	Slovak Republic	m	m	m	m	m	m	m
	Spain	■		■	■			
	Sweden	■						
	Switzerland	■	■	■		■	■	
	Turkey		■	■	■	■		
	United States	■			■	■		■
Partner economies	Brazil	m	m	m	m	m	m	m
	Chile	m	m	m	m	m	m	m
	Estonia	m	m	m	m	m	m	m
	Israel	■	■	■	■		■	
	Russian Federation	m	m	m	m	m	m	m
	Slovenia	■	■	■	■	■	■	■

■: Exists in the country.

Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2007)*.

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

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Table D3.3a. *(continued)*

Adjustments to base salary for teachers in public institutions (2005)

Types of criteria to adjust base salary awarded to teachers in public institutions

		Criteria related to teachers' qualifications, training and performance						Criteria based on demography		
		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)	Other
OECD countries	Australia	■	■					■		■
	Austria							■	■	■
	Belgium (Fl.)		■							■
	Belgium (Fr.)									■
	Czech Republic			■					■	
	Denmark	■	■	■	■		■			
	England	■		■						
	Finland	■		■	■		■			■
	France							■		
	Germany							■	■	
	Greece	■	■					■		
	Hungary	■	■	■	■		■		■	■
	Iceland	■	■		■				■	■
	Ireland	■	■			■				
	Italy							■		
	Japan							■		■
	Korea							■		
	Luxembourg		■		■			■	■	
	Mexico	■	■	■	■	■				■
	Netherlands	■	■	■	■	■	■			■
	New Zealand		■	■	■		■			■
	Norway	■	■	■						
	Poland	m	m	m	m	m	m	m	m	m
	Portugal	■	■	■	■			■		
	Scotland		■							
	Slovak Republic	m	m	m	m	m	m	m	m	m
	Spain				■			■		
	Sweden			■						
	Switzerland							■		■
	Turkey	■		■	■			■		■
	United States	■	■	■						
Partner economies	Brazil	m	m	m	m	m	m	m	m	m
	Chile	m	m	m	m	m	m	m	m	m
	Estonia	m	m	m	m	m	m	m	m	m
	Israel	■	■		■			■	■	
	Russian Federation	m	m	m	m	m	m	m	m	m
	Slovenia	■	■	■	■					■

■ : Exists in the country.

Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2007)*.

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

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Table D3.4.
Contractual arrangements of teachers (2005)

		Contractual arrangements			Part-time employment		
		Mandatory probation period (Yes "Y" or No "N")	Number of months of probation	Number of months until tenure is reached	Proportion of part-time employment in primary education(%)	Proportion of part-time employment in lower secondary education (%)	Level of decision-making for part-time employment
		(1)	(2)	(3)	(4)	(5)	(6)
OECD countries	**Australia**	Y	12	a	20	20	School, school board or committee
	Austria[1]	Y	1	72	19	16	State government
	Belgium (Fl.)	N	a	36	29	29	School, school board or committee
	Belgium (Fr.)	m	m	m	m	m	m
	Czech Republic	Y	3	3	m	m	School, school board or committee
	Denmark	N	a	m	m	m	School, school board or committee
	England	N	a	6	5	5	School, school board or committee
	Finland	N	a	a	2	7	Local authorities or governments
	France	Y	12	12	7	11	Provincial/regional authorities or governments
	Germany[2]	Y	18-36	18-36	47	36	m
	Greece	Y	24	24	a	a	Central government
	Hungary	N	3	n	7	7	School, school board or committee
	Iceland	N	a	24	24	x(4)	Local authorities or governments
	Ireland	m	m	m	m	m	m
	Italy	Y	12	12	2	1	Central government
	Japan	Y	12	a	5	7	Provincial/regional authorities or governments or Local authorities or governments
	Korea	m	m	m	m	m	m
	Luxembourg[3]	Y	24	24	17	7	m
	Mexico	N	a	6	a	m	Local authorities or governments
	Netherlands	N	a	12	55	46	School, school board or committee
	New Zealand	N	a	a	26	25	School, school board or committee
	Norway	N	a	n	35	35	School, school board or committee
	Poland	m	m	m	m	m	m
	Portugal	Y	12	a	3	8	Provincial/regional authorities or governments
	Scotland	Y	12	m	7	5	Local authorities or governments
	Slovak Republic	m	m	m	m	m	m
	Spain	Y	12	m	5	5	Provincial/regional authorities or governments
	Sweden[1]	Y	12	m	34	x(4)	Local authorities or governments
	Switzerland	m	m	m	m	m	m
	Turkey[4]	Y	12	12	m	a	Provincial/regional authorities or governments
	United States	Y	m	36	a	a	Local authorities or governments
	OECD average	~	***12***	***20***	***18***	***16***	
	EU19 average	~	***12***	***22***	***17***	***14***	
Partner economies	**Brazil**	m	m	m	m	m	m
	Chile	m	m	m	m	m	m
	Estonia	m	m	m	m	m	m
	Israel	m	m	m	m	m	m
	Russian Federation	m	m	m	m	m	m
	Slovenia	Y	10	m	1	6	School, school board or committe

1. Where a difference in requirements exists between teachers employed as civil servants and teachers employed as salaried employees, the figure reported represents the category of teachers that comprise the greater proportion of the teacher workforce.
2. For the number of months of probation and until tenure is reached, the figure represents primary and lower secondary teachers only.
3. For the number of months until tenure is reached, the figure represents lower secondary teachers only.
4. For the number of months until tenure is reached, the figure represents primary teachers only.

Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2007)*.

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

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Reader's Guide

Coverage of the statistics

Although a lack of data still limits the scope of the indicators in many countries, the coverage extends, in principle, to the entire national education system (within the national territory) regardless of the ownership or sponsorship of the institutions concerned and regardless of education delivery mechanisms. With one exception described below, all types of students and all age groups are meant to be included: children (including students with special needs), adults, nationals, foreigners, as well as students in open distance learning, in special education programmes or in educational programmes organised by ministries other than the Ministry of Education, provided the main aim of the programme is the educational development of the individual. However, vocational and technical training in the workplace, with the exception of combined school and work-based programmes that are explicitly deemed to be parts of the education system, is not included in the basic education expenditure and enrolment data.

Educational activities classified as "adult" or "non-regular" are covered, provided that the activities involve studies or have a subject matter content similar to "regular" education studies or that the underlying programmes lead to potential qualifications similar to corresponding regular educational programmes. Courses for adults that are primarily for general interest, personal enrichment, leisure or recreation are excluded.

Calculation of international means

For many indicators an OECD average is presented and for some an OECD total.

The OECD average is calculated as the unweighted mean of the data values of all OECD countries for which data are available or can be estimated. The OECD average therefore refers to an average of data values at the level of the national systems and can be used to answer the question of how an indicator value for a given country compares with the value for a typical or average country. It does not take into account the absolute size of the education system in each country.

The OECD total is calculated as a weighted mean of the data values of all OECD countries for which data are available or can be estimated. It reflects the value for a given indicator when the OECD area is considered as a whole. This approach is taken for the purpose of comparing, for example, expenditure charts for individual countries with those of the entire OECD area for which valid data are available, with this area considered as a single entity.

Note that both the OECD average and the OECD total can be significantly affected by missing data. Given the relatively small number of countries, no statistical methods are used to compensate for this. In cases where a category is not applicable (code "a") in a country or where the data value is negligible (code "n") for the corresponding calculation, the value zero is imputed for the purpose of calculating OECD averages. In cases where both the numerator and the denominator of a ratio are not applicable (code "a") for a certain country, this country is not included in the OECD average.

For financial tables using 1995 data, both the OECD average and OECD total are calculated for countries providing both 1995 and 2004 data. This allows comparison of the OECD average and OECD total over time with no distortion due to the exclusion of certain countries in the different years.

For many indicators an EU19 average is also presented. It is calculated as the unweighted mean of the data values of the 19 OECD countries that are members of the European Union for which data are available or can be estimated. These 19 countries are Austria, Belgium, the Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Italy, Ireland, Luxembourg, the Netherlands, Poland, Portugal, the Slovak Republic, Spain, Sweden and the United Kingdom.

Classification of levels of education

The classification of the levels of education is based on the revised International Standard Classification of Education (ISCED-97). The biggest change between the revised ISCED and the former ISCED (ISCED-76) is the introduction of a multi-dimensional classification framework, allowing for the alignment of the educational content of programmes using multiple classification criteria. ISCED is an instrument for compiling statistics on education internationally and distinguishes among six levels of education. The glossary available at *www.oecd.org/edu/eag2007* describes in detail the ISCED levels of education, and Annex 1 shows corresponding typical graduation ages of the main educational programmes by ISCED level.

Symbols for missing data

Six symbols are employed in the tables and charts to denote missing data:

a Data is not applicable because the category does not apply.

c There are too few observations to provide reliable estimates (*i.e.* there are fewer than 3% of students for this cell or too few schools for valid inferences). However, these statistics were included in the calculation of cross-country averages.

m Data is not available.

n Magnitude is either negligible or zero.

w Data has been withdrawn at the request of the country concerned.

x Data included in another category or column of the table (*e.g.* *x*(2) means that data are included in column 2 of the table).

~ Average is not comparable with other levels of education.

Further resources

The website *www.oecd.org/edu/eag2007* provides a rich source of information on the methods employed for the calculation of the indicators, the interpretation of the indicators in the respective national contexts and the data sources involved. The website also provides access to the data underlying the indicators as well as to a comprehensive glossary for technical terms used in this publication.

Any post-production changes to this publication are listed at *www.oecd.org/edu/eag2007*.

The website *www.pisa.oecd.org* provides information on the OECD Programme for International Student Assessment (PISA), on which many of the indicators in this publication draw.

Education at a Glance uses the OECD's StatLinks service. Below each table and chart in *Education at a Glance 2007* is a url which leads to a corresponding Excel workbook containing the underlying data for the indicator. These urls are stable and will remain unchanged over time. In addition, readers of the *Education at a Glance* e-book will be able to click directly on these links and the workbook will open in a separate window.

Codes used for territorial entities

These codes are used in certain charts. Country or territorial entity names are used in the text. Note that in the text the Flemish Community of Belgium is referred to as "Belgium (Fl.)" and the French Community of Belgium as "Belgium (Fr.)".

AUS	Australia	ITA	Italy
AUT	Austria	JPN	Japan
BEL	Belgium	KOR	Korea
BFL	Belgium (Flemish Community)	LUX	Luxembourg
BFR	Belgium (French Community)	MEX	Mexico
BRA	Brazil	NLD	Netherlands
CAN	Canada	NZL	New Zealand
CHL	Chile	NOR	Norway
CZE	Czech Republic	POL	Poland
DNK	Denmark	PRT	Portugal
ENG	England	RUS	Russian Federation
EST	Estonia	SCO	Scotland
FIN	Finland	SVK	Slovak Republic
FRA	France	SVN	Slovenia
DEU	Germany	ESP	Spain
GRC	Greece	SWE	Sweden
HUN	Hungary	CHE	Switzerland
ISL	Iceland	TUR	Turkey
IRL	Ireland	UKM	United Kingdom
ISR	Israel	USA	United States

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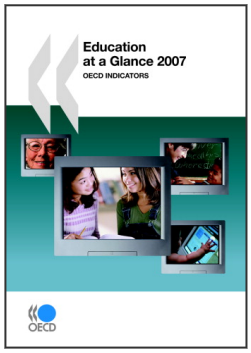

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