

TEACHERS' SALARIES

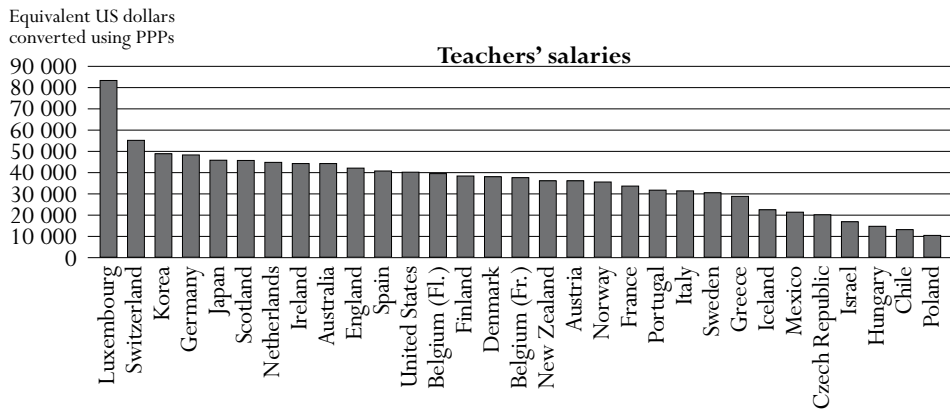
This indicator shows the starting, mid-career and maximum statutory salaries of teachers in public primary and secondary education, and various additional payments and incentive schemes used in teacher rewards systems. Together with average class size (see Indicator D2) and teachers' working time (see 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

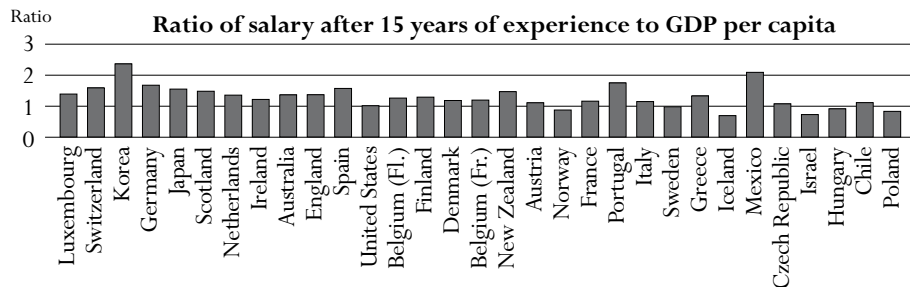
Chart D3.1. Teachers' salaries in lower secondary education (2004)

Annual statutory teachers' salaries in public institutions in lower secondary education, in equivalent US dollars 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 about USD 10 000 in Poland to USD 48 000 or more in Germany, Korea and Switzerland and even exceed USD 80 000 in Luxembourg.



Salaries for 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 the partner country Israel salaries are less than 75% of 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 D3.3. See Annex 3 for notes (www.oecd.org/edu/eqg2006).

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Other highlights of this indicator

- Teachers' salaries have risen in real terms between 1996 and 2004 in virtually all countries, with the largest increases evident in Finland, Hungary and Mexico. Salaries at the primary and upper secondary levels in Spain fell in real terms over the same period, even if they remain above the OECD average level.
- On average, upper secondary teachers' salary per teaching hour exceeds that of primary teachers by 42%, though the difference is lower than 5% in New Zealand and Poland and is greater than 75% in the Netherlands and Spain, where the difference between teaching time at primary and upper secondary level is greatest.
- 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. For instance, 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 salary after 26 years of service.

Policy context

Education systems employ a large number of professionals in an increasingly competitive labour market. Ensuring a sufficient number of skilled teachers is a key concern in all OECD countries. Salaries and working conditions can be important influences in attracting, developing and retaining skilled and effective teachers.

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Salary levels are also important in that they reflect 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' job tenure) that is flat offers greater incentives to attract qualified individuals into the teaching profession but fewer incentives to reward continued development. In contrast, a steep age-earnings profile offers workers substantial salary increases throughout their work lives. These factors are among those that could influence the career decisions of potential teachers and the types of people who are attracted to the teaching profession.

Teachers' salaries are the largest single cost in providing 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.

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. Incentive schemes and additional payments made to teachers are illustrated next, followed by teachers' salary changes between 1996 and 2004.

International comparisons of salaries provide simplified illustrations of the compensation received by teachers for their work. This provides only an overall picture of the comparisons of the complete system of compensations and the resultant welfare inferences that can be made. Large differences between the taxing 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 teaching time and teachers' workload can vary considerably among countries, these factors should be considered when comparing statutory salaries for teachers in different countries (see Indicator D4).

The annual statutory salaries of lower secondary teachers with 15 years of experience range from about USD 10 000 in Poland to over USD 48 000 in Germany, Korea and Switzerland and reach USD 80 000 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, Iceland, Luxembourg, the Netherlands and Switzerland, the salary of an upper secondary teacher with at least 15 years experience is at least 29% higher than that of a primary school teacher with the same experience. In contrast, in Australia, England, Greece, Ireland, Japan, Korea, New Zealand, Norway, Poland, Portugal, Scotland and the United States, and the partner country Israel, upper secondary and primary teachers' salaries are more comparable (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 across 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 primary and secondary education.

Substantial differences in these wage levels could reflect substantial differences in the labour market for teachers. 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

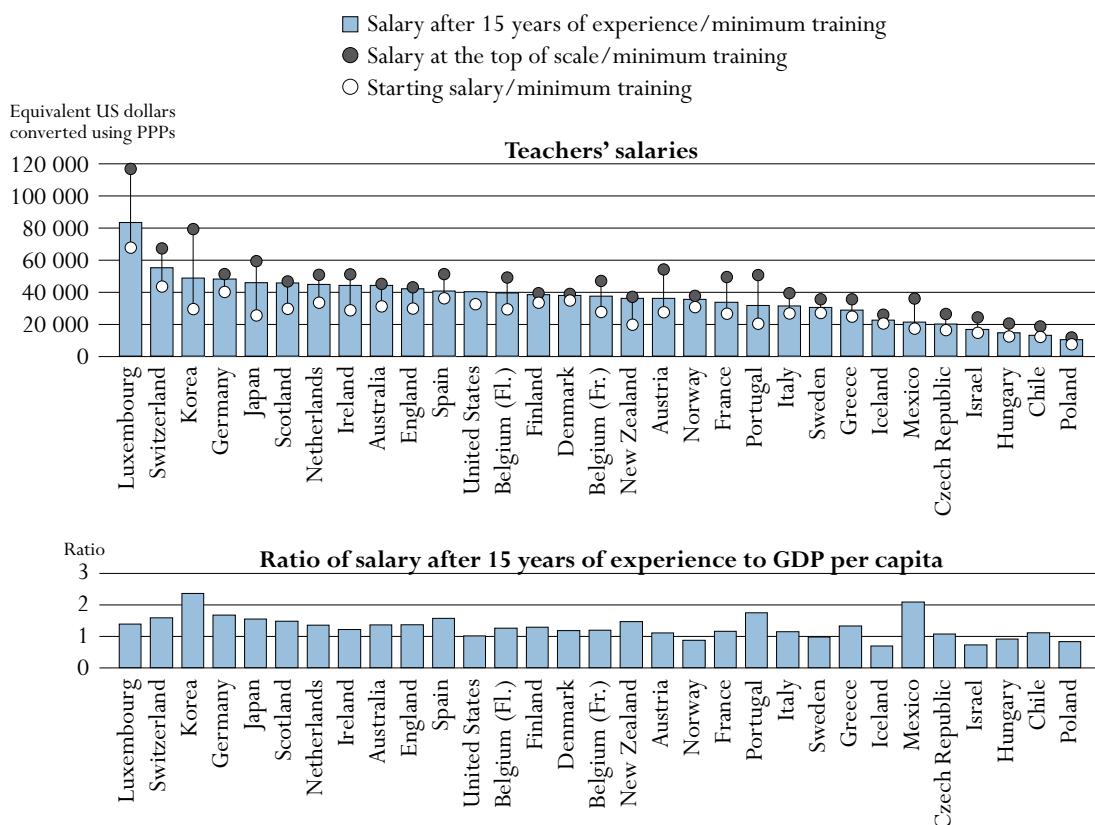
Among other considerations, countries invest in teaching resources relative to their ability to fund educational expenditure. Comparing statutory salaries to GDP per capita is thus another way of assessing the relative value of teachers' salaries among countries. Comparative data on salaries for comparable 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 lowest in Hungary (0.91), Iceland (0.69), Norway (0.87) and Poland (0.83), and the partner country Israel (0.73), and highest in Korea (2.37 in primary and 2.36 in lower secondary), Mexico (2.09, lower secondary) and Turkey (2.44, primary). In upper secondary general education, the lowest ratios are found in Norway (0.87), Poland (0.83), Iceland (0.94) and partner country Israel (0.73), and mid-career salaries relative to the GDP are highest in Korea (2.36) and Turkey (2.30) (Table D3.1).

Some countries, such as the Czech Republic, Hungary, Poland and Turkey, as well as the partner countries Chile and 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.

Chart D3.2. Teachers' salaries (minimum, after 15 years experience, and maximum) in lower secondary education (2004)

Annual statutory teachers' salaries in public institutions in lower secondary education, in equivalent US dollars 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/eq2006).

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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 teacher is required to spend teaching students (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 43 in primary, USD 55 in lower secondary, and USD 63 in upper secondary general education. In primary education, the Czech Republic, Hungary, Mexico, Poland, Turkey and partner country Israel have the lowest salary costs per teaching hour (USD 30 or less). By contrast, salary costs are relatively high in Denmark, Germany, Japan, Korea and Luxembourg (approaching USD 60 or more). There is even more variation in salary cost per teaching hour in general upper secondary schools, ranging from about USD 31 or less in Poland and Turkey, and the partner country 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 40%. In Australia, New Zealand, Poland, Scotland and Turkey, this difference is only 10% or less, whereas it is around 60% or more in Finland, France, Greece, Hungary, Iceland and Luxembourg and close to or above 80% in the Netherlands and Spain (Table D3.1). In Spain, the difference between teaching time at primary and upper secondary level is greater than in any other country but the working time required of these teachers at school is the same (Table D4.1). Hence, the large difference between primary and upper secondary teachers' salary per teaching hour does not exist when comparing salary per hour of working time required at school.

Teaching experience and qualifications influence teachers' salary scales

Comparing teachers' gross salaries at the point of entry into the teaching profession, after 15 years of experience, and at the top of the salary scale provides information on the career structure of teachers within countries. Theoretically, a system that offers greater rewards to experience and performance provides greater incentives to perform at a higher level and to stay within the profession.

On average among OECD countries, statutory salaries for primary, lower and upper secondary general teachers with 15 years of experience are 38, 38 and 42% higher, respectively, than starting salaries. The increase to the top of the salary scale is, on average, 69, 70 and 71%. These figures provide an indication of the age-earnings profiles of these teachers across countries. For lower secondary teachers, the average starting salary was USD 27 560 (PPP). After 15 years experience, with minimum training, this figure increases to USD 37 488, and then it reaches USD 45 277 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 increase between 15 years of experience and the top of the salary scale (reached, on average, after 24 years of experience).

Increases in salaries between points on the age-earnings profile 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), while in Austria, the Czech Republic, France, Greece, Hungary, Italy, Japan, Korea, Luxembourg and Spain, and the partner country Israel, teachers reach the top of the salary scale after more than 30 years of service (Table D3.1).

Teachers in Denmark, Finland, Germany, Iceland, Norway and Turkey have, on average, considerably flatter age-earnings profiles than other teachers in the OECD. With the exception of upper secondary teachers in Denmark, teachers at the top of the salary scale only earn up to 30% more than teachers at the bottom of the salary scale in these countries (Table D3.1). Even within this group of countries, there are substantial differences in the age-earnings profiles of teachers. The source of these differences is in the time it takes to reach various levels in the salary scales. On average in OECD countries, it takes just under 24 years for a lower secondary teacher to reach the top of the salary scale. But the increase is not linear across countries. In Denmark, lower secondary teachers reach the top of their salary scale in only 8 years while in Germany it takes 28 years.

While German and Danish teachers both have relatively flat age-earnings profiles, and therefore similarities in education policy issues in this area, the difference in the time it takes to reach the top of the scale may create differences. In Denmark, on average, teachers have reached the top of the salary scale after 8 years. The monetary incentives that come with promotion and commensurate wage increases therefore cease after 8 years implying a steep age earnings profile in the first 8 years of tenure and then a flat profile past that. If retention and motivation are determined, at least in part, by promotion prospects, then difficulties could arise for teachers with more than 8 years of experience. Conversely, this may be part of a broader structure that better reflects the job profile of teachers and their input in schools. Germany, on the other hand, has a relatively flat age-earnings profile where the rise appears to be more gradual; here it takes 28 years to achieve the average of 28% wage increase for lower secondary teachers.

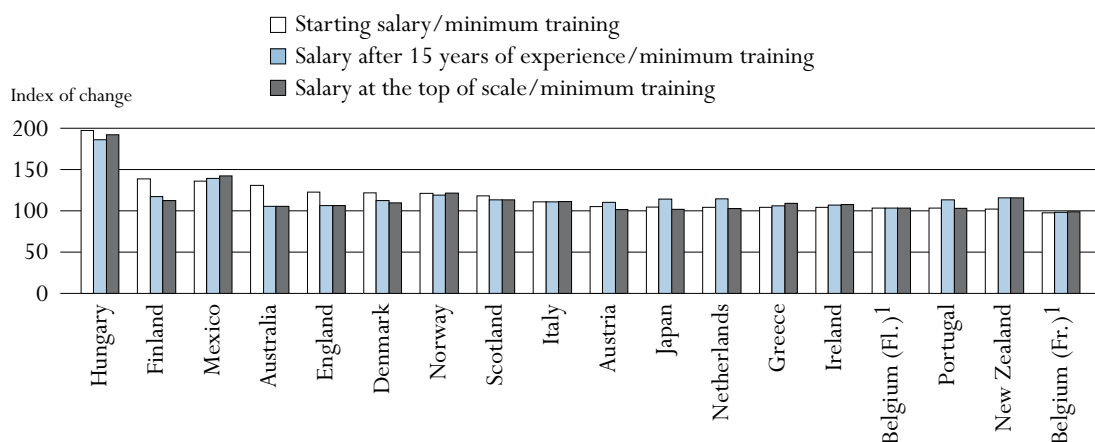
Comparatively steep age-earnings profiles are evident in Austria, Japan, Korea, Mexico and Portugal. Lower secondary teachers in these countries who have reached the top of the salary scale receive salaries that are more than double the salary received by starting teachers. Across these countries, it takes on average 28 years to reach the top of the salary scale, implying a gradual progression. The exception to this is Mexico, where lower secondary school teachers who have progressed from starting salaries to a salary at the top of the scale would have more than doubled their salary in 14 years.

Teachers' salaries between 1996 and 2004

Comparing the index of change between 1996 and 2004 in teachers' salaries, it is evident that they have grown in real terms at both primary and secondary levels in virtually all countries. The biggest increases (more than 75%) 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 2004, most notably at the primary and upper secondary levels in Spain (Table D3.3 and Chart D3.3), even if 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, 2004)

Index of change between 1996 and 2004 (1996=100, 2004 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 2004 in teachers' starting salaries.

Source: OECD, Table D3.3. See Annex 3 for notes (www.oecd.org/edu/eqq2006).

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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 starting salary) in Austria, Japan, the Netherlands and Portugal, and in the case of New Zealand, top-of-the-scale salaries have risen faster than starting salaries. 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 reasons for these changes vary across countries. A possible rationale for increases in starting salaries is a desire to attract new teachers. However, unless salaries also increase at other points, teachers will face flatter age-earnings profiles. Theoretically, the prospect of mostly smaller salary increases across teachers' career span has a negative impact on incentives.

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 and stay in the teaching profession. Early career additional payments for graduate teachers may include family allowances and bonuses for working in certain locations, higher initial salaries for higher-than-minimum teaching certification or qualifications and additional compensation for those 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 and/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 Tables D3.2a, D3.2b, D3.2c and D3.2d, and Annex 3 at www.oecd.org/edu/eqq2006).

Additional payments are most often given for particular responsibilities or working conditions. Additional payments for teaching in disadvantaged schools are provided in two-thirds of OECD and partner countries, and seven 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.

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 less common across OECD and partner countries. Of these, five types of additional payments are offered based upon teachers' initial education and qualification for teaching examination. 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 just over half of OECD and partner countries with most offering both types of additional payments. Eleven OECD and partner countries offer additional payments for the successful completion of professional development activities.

Another type of additional payment is that made to teachers for outstanding performance in teaching. Thirteen countries offer this payment – the only additional payment that could be classified as a performance incentive. In seven of the thirteen countries (the Czech Republic, Denmark, England, Finland, Hungary, New Zealand and Sweden) 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 thirteen countries that offer this incentive. In Mexico, outstanding performance is calculated based upon the learning achievements of students. 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).

Definitions and methodologies

Data are from the 2005 OECD-INES Survey on Teachers and the Curriculum and refer to the school year 2003-2004.

Data on statutory teachers' salaries and bonuses (Tables D3.1 and D3.2) are derived from the 2005 OECD-INES Survey on Teachers and the Curriculum. Data refer to the school year 2003-2004, 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 2004, while the period of reference for teachers' salaries is 30 June 2003 to 30 June 2004. The reference date for PPPs is 2003-2004. Data are adjusted for inflation with reference to January 2004. 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 2003-2004, 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 D3.3), the GDP deflator is used to convert 1996 salaries to 2004 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 2003 OECD-INES survey on decision making in public, lower secondary education and refer to the school year 2003-2004. 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

Specific notes on definitions and methodologies regarding this indicator for each country are given in Annex 3 at www.oecd.org/edu/eag2006.

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 US dollars using PPPs, a table with teachers' salaries in equivalent Euros converted using PPPs is included in Annex 2.

Table D3.1.

Teachers' salaries (2004)

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 US dollars 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	29 712	43 991	43 991	1.36	30 062	44 139	44 139	1.36	30 062	44 139	44 139	1.36
Austria	25 446	33 644	50 782	1.03	26 448	36 000	53 149	1.11	26 801	37 035	56 307	1.14
Belgium (Fl.)	28 168	39 050	47 279	1.24	28 168	39 463	48 118	1.26	34 959	50 476	60 679	1.61
Belgium (Fr.)	26 335	36 643	44 500	1.17	26 547	37 471	45 903	1.19	33 084	48 200	58 140	1.54
Czech Republic	15 222	19 994	25 291	1.07	15 222	19 994	25 291	1.07	15 259	20 800	26 356	1.12
Denmark	33 693	37 925	37 925	1.18	33 693	37 925	37 925	1.18	33 092	46 500	46 500	1.45
England	28 769	42 046	42 046	1.36	28 769	42 046	42 046	1.36	28 769	42 046	42 046	1.36
Finland	27 922	32 541	32 541	1.09	32 407	38 318	38 318	1.29	34 825	43 526	43 526	1.46
France	23 112	31 090	45 872	1.07	25 570	33 548	48 451	1.16	25 928	33 906	48 845	1.17
Germany	37 718	46 935	48 938	1.63	39 132	48 167	50 284	1.67	42 321	51 883	54 211	1.80
Greece	23 700	28 646	34 540	1.33	23 700	28 646	34 540	1.33	23 700	28 646	34 540	1.33
Hungary	11 340	14 512	19 348	0.91	11 340	14 512	19 348	0.91	12 789	17 913	23 930	1.12
Iceland	19 350	22 396	24 948	0.69	19 350	22 396	24 948	0.69	24 948	30 605	32 153	0.94
Ireland	26 674	44 185	50 071	1.22	27 587	44 185	50 071	1.22	27 587	44 185	50 071	1.22
Italy	23 753	28 731	34 951	1.05	25 595	31 291	38 370	1.15	25 595	32 168	40 113	1.18
Japan	24 469	45 753	58 373	1.55	24 469	45 753	58 373	1.55	24 469	45 761	60 104	1.55
Korea	28 569	48 875	78 472	2.37	28 449	48 754	78 351	2.36	28 449	48 754	78 351	2.36
Luxembourg	46 306	63 769	94 380	1.06	66 712	83 390	115 899	1.39	66 712	83 390	115 899	1.39
Mexico	12 665	16 669	27 606	1.64	16 239	21 192	34 979	2.09	m	m	m	m
Netherlands	31 235	40 588	45 341	1.23	32 380	44 669	49 760	1.35	32 703	59 762	65 910	1.81
New Zealand	18 641	36 063	36 063	1.47	18 641	36 063	36 063	1.47	18 641	36 063	36 063	1.47
Norway	29 618	35 420	36 679	0.87	29 618	35 420	36 679	0.87	29 618	35 420	36 679	0.87
Poland	6 394	10 263	10 652	0.83	6 394	10 263	10 652	0.83	6 394	10 263	10 652	0.83
Portugal	19 189	31 635	49 644	1.75	19 189	31 635	49 644	1.75	19 189	31 635	49 644	1.75
Scotland	28 603	45 616	45 616	1.48	28 603	45 616	45 616	1.48	28 603	45 616	45 616	1.48
Slovak Republic	m	m	m	m	m	m	m	m	m	m	m	m
Spain	31 381	36 342	45 334	1.40	35 098	40 663	50 162	1.57	35 792	41 552	51 225	1.61
Sweden	25 152	29 522	33 849	0.95	25 963	30 420	34 477	0.98	26 991	31 772	36 575	1.02
Switzerland	39 285	51 956	62 260	1.50	42 445	55 115	66 189	1.59	53 340	69 061	81 462	1.99
Turkey	16 678	18 416	20 768	2.44	a	a	a	a	15 683	17 421	19 773	2.30
United States	32 703	39 740	m	1.00	31 439	40 088	m	1.01	31 578	40 043	m	1.01
OECD average	25 727	35 099	42 347	1.30	27 560	37 488	45 277	1.32	28 892	40 295	48 197	1.42
EU19 average	26 006	34 684	41 945	1.20	27 926	36 911	44 401	1.26	29 055	40 064	48 039	1.37
Partner countries												
Brazil	m	m	m	m	m	m	m	m	m	m	m	m
Chile	10 922	12 976	17 500	1.11	10 922	12 976	17 500	1.11	10 922	13 579	18 321	1.16
Israel	13 608	16 695	23 235	0.73	13 608	16 695	23 235	0.73	13 608	16 695	23 235	0.73

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

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

StatLink: <http://dx.doi.org/10.1787/083407611234>

Table D3.1. (continued)
Teachers' salaries (2004)

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 US dollars 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)
OECD countries	Australia	1.48	1.47	1.47	9	50	55	55	1.08
	Austria	2.00	2.01	2.10	34	42	58	62	1.45
	Belgium (Fl.)	1.68	1.71	1.74	27	49	55	75	1.54
	Belgium (Fr.)	1.69	1.73	1.76	27	51	52	73	1.43
	Czech Republic	1.66	1.66	1.73	32	25	31	34	1.37
	Denmark	1.13	1.13	1.41	8	59	59	83	1.40
	England	1.46	1.46	1.46	5	m	m	m	m
	Finland	1.17	1.18	1.25	20	48	64	79	1.65
	France	1.98	1.89	1.88	34	34	53	55	1.63
	Germany	1.30	1.28	1.28	28	59	64	74	1.24
	Greece	1.46	1.46	1.46	33	37	57	60	1.63
	Hungary	1.71	1.71	1.87	40	19	26	32	1.73
	Iceland	1.29	1.29	1.29	18	34	34	55	1.59
	Ireland	1.88	1.82	1.82	22	47	60	60	1.29
	Italy	1.47	1.50	1.57	35	40	53	54	1.37
	Japan	2.39	2.39	2.46	31	71	86	98	1.39
	Korea	2.75	2.75	2.75	37	59	86	89	1.50
	Luxembourg	2.04	1.74	1.74	30	82	130	130	1.58
	Mexico	2.18	2.15	m	14	21	20	m	m
	Netherlands	1.45	1.54	2.02	18	44	60	80	1.83
	New Zealand	1.93	1.93	1.93	8	37	37	38	1.04
	Norway	1.24	1.24	1.24	20	48	54	68	1.42
	Poland	1.67	1.67	1.67	10	15	15	15	1.00
	Portugal	2.59	2.59	2.59	26	36	48	54	1.50
	Scotland	1.59	1.59	1.59	6	48	51	51	1.06
	Slovak Republic	m	m	m	m	m	m	m	m
	Spain	1.44	1.43	1.43	39	41	70	74	1.78
	Sweden	m	m	m	a	m	m	m	m
Switzerland	1.58	1.56	1.53	25	m	m	m	m	
Turkey	1.25	a	1.26	a	29	a	31	1.07	
United States	m	m	m	m	w	w	w	w	
<i>OECD average</i>	<i>1.69</i>	<i>1.70</i>	<i>1.71</i>	<i>24</i>	<i>43</i>	<i>55</i>	<i>63</i>	<i>1.42</i>	
<i>EU19 average</i>	<i>1.65</i>	<i>1.64</i>	<i>1.70</i>	<i>25</i>	<i>43</i>	<i>56</i>	<i>64</i>	<i>1.47</i>	
Partner countries	Brazil	m	m	m	m	m	m	m	
	Chile	1.60	1.60	1.68	m	m	m	m	
	Israel	1.71	1.71	1.71	36	16	21	25	1.54

Note: Ratio of salary at the top of the scale 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/eag2006).

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

StatLink: <http://dx.doi.org/10.1787/083407611234>

Table D3.2a.
Adjustments to base salary for teachers in public institutions (2004)
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	■	■			■	■
	Portugal	■	■	■		■	■
	Scotland				■		
	Slovak Republic		■				
	Spain	■		■	■		
Sweden	■						
Switzerland	■	■	■		■	■	
Turkey		■	■	■	■		
United States	■			■	■	■	
Partner country	Israel	■	■	■		■	

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

StatLink: <http://dx.doi.org/10.1787/083407611234>

Table D3.2a.(continued)
Adjustments to base salary for teachers in public institutions (2004)
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	■	■		■			■	■
	Portugal	■	■	■	■		■		
	Scotland								
	Slovak Republic			■					
Spain				■		■			
Sweden			■						
Switzerland						■		■	
Turkey	■		■	■		■		■	
United States	■	■	■						
Partner country	Israel	■	■		■		■	■	

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

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Table D3.2b.
Adjustments to base salary for teachers in public institutions made by school principal (2004)
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							
Portugal	■				■		
Scotland							
Slovak Republic		■					
Spain							
Sweden	■						
Switzerland							
Turkey							
United States							
Partner country							
Israel	■		■			■	

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

StatLink: <http://dx.doi.org/10.1787/083407611234>

Table D3.2b. (continued)
Adjustments to base salary for teachers in public institutions made by school principal (2004)
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									
Portugal									
Scotland									
Slovak Republic									
Spain									
Sweden			■						
Switzerland									
Turkey									
United States									
Partner country									
Israel									

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

StatLink: <http://dx.doi.org/10.1787/083407611234>

Table D3.2c.
Adjustments to base salary for teachers in public institutions made by local or regional authority (2004)
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	■				■	■
	Portugal						
	Scotland						
	Slovak Republic						
	Spain	■		■	■		
Sweden							
Switzerland	■	■	■		■	■	
Turkey							
United States	■			■	■		
Partner country	Israel	■	■	■	■		■

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

StatLink: <http://dx.doi.org/10.1787/083407611234>

Table D3.2c. (continued)
Adjustments to base salary for teachers in public institutions made by local or regional authority (2004)
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									■
Portugal									
Scotland									
Slovak Republic									
Spain					■		■		
Sweden									
Switzerland									■
Turkey									
United States	■	■	■						
Partner country									
Israel									

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

StatLink: <http://dx.doi.org/10.1787/083407611234>

Table D3.2d.
Adjustments to base salary for teachers in public institutions made by the national authority (2004)
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		■					
Portugal	■	■	■			■	
Scotland				■			
Slovak Republic							
Spain							
Sweden							
Switzerland							
Turkey		■	■	■	■		
United States							
Partner country							
Israel	■	■	■	■		■	

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

StatLink: <http://dx.doi.org/10.1787/083407611234>

Table D3.2d. (continued)
Adjustments to base salary for teachers in public institutions made by the national authority (2004)
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	■	■		■				■	
Portugal	■	■		■			■		
Scotland									
Slovak Republic									
Spain									
Sweden									
Switzerland							■		
Turkey	■		■	■			■		■
United States									
Partner country									
Israel	■	■		■			■	■	

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2006).

StatLink: <http://dx.doi.org/10.1787/083407611234>

Table D3.3.

Change in teachers' salaries (1996 and 2004)

Index of change¹ between 1996 and 2004 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 2004 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	105	105	131	106	106	131	106	106
Austria	105	108	104	106	110	102	101	104	96
Belgium (Fl.) ²	106	109	111	104	104	104	104	104	104
Belgium (Fr.) ²	99	103	105	98	99	99	98	99	99
Czech Republic	w	w	w	w	w	w	w	w	w
Denmark	122	113	110	122	113	110	110	109	104
England	123	107	107	123	107	107	123	107	107
Finland	135	119	115	139	118	113	145	128	121
France	w	w	w	w	w	w	w	w	w
Germany	w	w	w	w	w	w	w	w	w
Greece	108	110	112	105	106	109	105	106	109
Hungary	198	187	193	198	187	193	175	186	198
Iceland	m	m	m	m	m	m	m	m	m
Ireland	106	114	109	104	107	108	104	107	108
Italy	112	112	113	111	111	111	111	111	111
Japan	105	115	102	105	115	102	105	115	102
Korea	w	w	w	w	w	w	w	w	w
Luxembourg	m	m	m	m	m	m	m	m	m
Mexico	135	134	136	136	140	143	m	m	m
Netherlands	106	113	103	105	115	103	105	110	102
New Zealand	102	116	116	102	116	116	102	116	116
Norway	122	119	122	122	119	122	112	116	112
Poland	m	m	m	m	m	m	m	m	m
Portugal	104	114	103	104	114	103	104	114	103
Scotland	119	114	114	119	114	114	119	114	114
Slovak Republic	m	m	m	m	m	m	m	m	m
Spain	97	96	93	m	m	m	95	94	93
Sweden	w	w	w	w	w	w	w	w	w
Switzerland	99	98	102	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 country									
Israel	m	m	m	m	m	m	m	m	m

1. The index is calculated as teacher salary 2004 in national currency * 100 / Teacher salary 1996 in national currency * GDP deflator 2004 (1996=100). See Annex 2 for statistics on GDP deflators and salaries in national currencies in 1996 and 2004.

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/eag2006).

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

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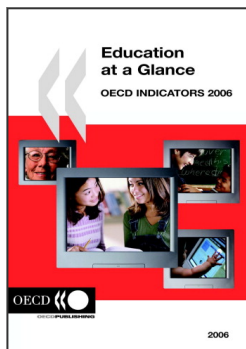
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