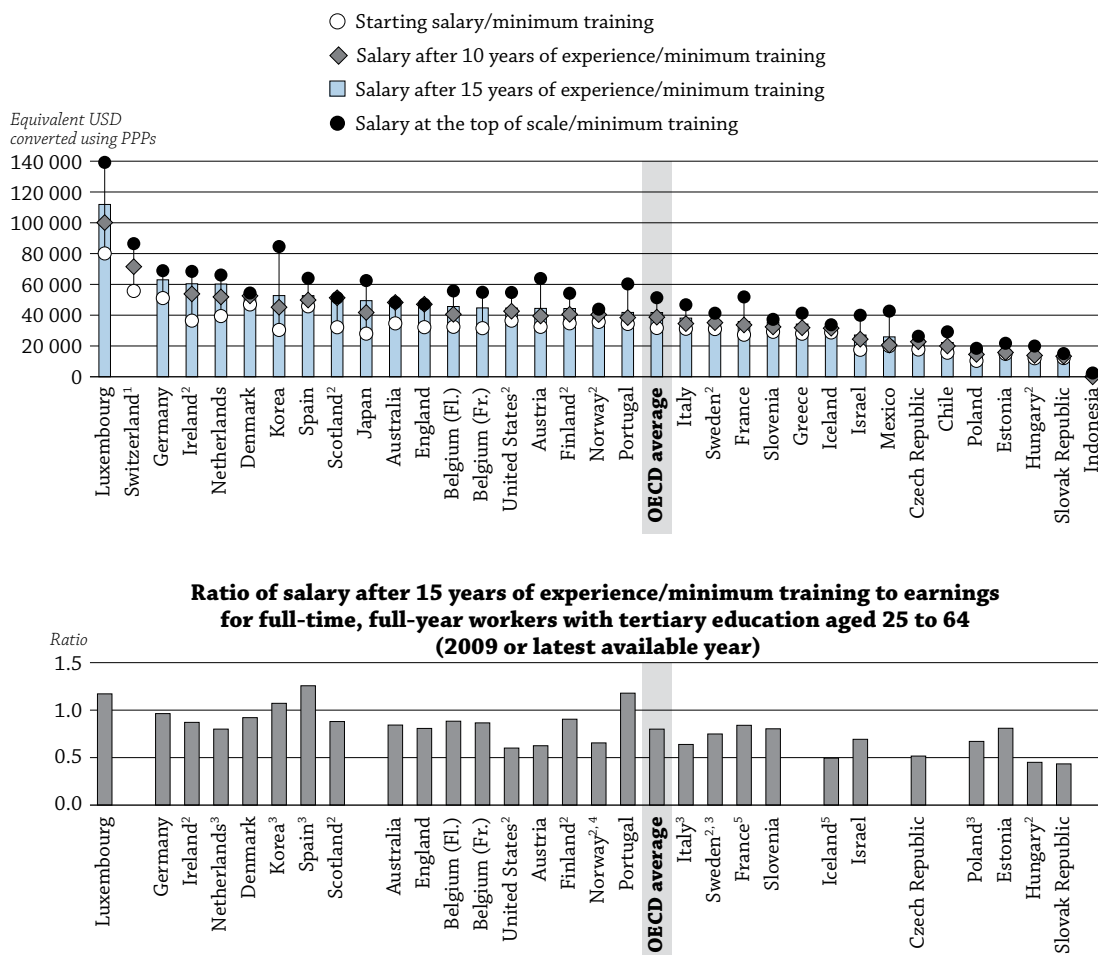


## HOW MUCH ARE TEACHERS PAID?

- The statutory salaries of teachers with at least 15 years of experience average USD 38 914 at the primary level, USD 41 701 at the lower secondary level and USD 43 711 at the upper secondary level.
- On average in OECD countries, teachers' salaries at the primary-school level amount to 77% of full-time, full-year earnings for 25-64 year-olds with a tertiary education, while teachers' salaries at the lower secondary level amount to 81% of that benchmark and teacher's salaries at the upper secondary level amount to 85% of it.

**Chart D3.1. Teachers' salaries (minimum, after 10 years experience, 15 years experience, and maximum) in lower secondary education (2009)**  
Annual statutory teachers' salaries in public institutions in lower secondary education, in equivalent USD converted using PPPs, and the ratio of salary after 15 years of experience to earnings for full-time, full-year workers with tertiary education aged 25 to 64



1. Salaries after 11 years of experience.
2. Actual salaries.
3. Year of reference 2008.
4. Year of reference 2007.
5. Year of reference 2006.

Countries are ranked in descending order of teachers' salaries in lower secondary education after 15 years of experience and minimum training.  
**Source:** OECD. Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). Tables D3.1 and D3.2. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

StatLink <http://dx.doi.org/10.1787/888932461978>

## ■ Context

Teachers' salaries represent the largest single cost in school education. Burgeoning national debt, spurred by governments' responses to the financial crisis of late 2008, have put pressure on policy makers to reduce government expenditure – particularly on public payrolls. Since compensation and working conditions are important for attracting, developing and retaining skilled and high-quality teachers, policy makers should carefully consider teachers' salaries as they try to ensure both quality teaching and balanced education budgets (see Indicators B6 and B7).

## ■ Other findings

- In most OECD countries, **teachers' salaries increase with the level of education they teach.** For example, in Belgium, Indonesia, Luxembourg and Poland, the salary of an upper secondary school teacher with at least 15 years of experience is at least 25% higher than that of a primary school teacher with the same experience.
- **Salaries at the top of the scale are, on average, around 64% higher than starting salaries in both primary and secondary education,** and the difference tends to be greatest when it takes many years to progress through the scale. In countries where it takes 30 years or more to reach the top of the scale, the salaries at this level are an average of 80% higher than starting salaries.
- Among the 35 countries with available data, half offer an **additional payment to teachers for outstanding performance.**

## ■ Trends

Teachers' salaries rose, in real terms, in most countries with available data between 1995 and 2009. Notable exceptions are France and Switzerland, where there was a decline in teachers' salaries in real terms during that period.

Using data for countries with available data in all reference years, the growth rate in teachers' salaries was lower than the growth rate in GDP per capita in most countries between 2000 and 2008. However, from 2008 to 2009, most countries experienced an increase in teachers' salaries relative to GDP per capita. This is likely to be a result of the sharp slowdown in GDP growth in the aftermath of the financial crisis.

## Analysis

### Comparing teachers' salaries

Teachers' salaries are one component of teachers' total compensation. Other benefits such as regional allowances for teaching in remote regions, family allowances, reduced rates on public transport and tax allowances on the purchase of cultural materials may also form part of teachers' total remuneration. There are also large differences in taxation and social-benefits systems in OECD countries. All this should be borne in mind when comparing salaries across countries

D3

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

In most OECD countries, teachers' salaries increase with the level of education taught. In Belgium, upper secondary school teachers with 15 years of experience earn about 30% more than both primary and lower secondary school teachers with the same experience, while in Luxembourg, both lower and upper secondary school teachers receive the same salary, which is 50% higher than that of a primary school teacher. In Chile, Iceland, Japan, Korea and Turkey, there is less than a 5% difference between upper secondary and primary school teachers' salaries and in Australia, England, Estonia, Greece, Ireland, Portugal, Scotland, the Slovak Republic and Slovenia, both primary and secondary school teachers received the same salary. In contrast, in Israel, an upper secondary school teacher earns 14% less than a primary school teacher (Table D3.1).

Differences in teachers' salaries at different education levels may influence how schools and school systems attract and retain teachers and may also influence the extent to which teachers move among education levels.

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

The propensity of young people to undertake teacher training, as well as of training teachers to enter or stay in the profession will be influenced by the salaries of teachers relative to those of other occupations requiring similar levels of qualification. In all OECD countries, a tertiary qualification is required to become a teacher; so the likely alternative to teacher education is another tertiary education programme (Table D3.2 and Box D3.1). Thus, to interpret salary levels in different countries and reflect comparative labour-market conditions, teachers' salaries are compared to those of other similarly-educated professionals: 25-64 year-old full-time, full-year workers with a tertiary education (for additional information, see Indicator A10). This indicator uses the salaries of teachers with minimum qualifications and after 15 years of experience. Teachers may be of any age. The average earnings for teachers are likely to be higher than this specific statutory salary.

Teachers' salaries at the primary level amount on average to 77% of full-time, full-year earnings for 25-64 year-olds with tertiary education, 81% at the lower secondary level and 85% for upper secondary schools. The lowest relative teachers' salaries, compared to the salaries of other professionals with comparable education are found in the Slovak Republic at all levels of education, and in Hungary and Iceland for primary and lower secondary school teachers, where statutory salaries for teachers with 15 years of experience are 50% or less of what a full-time, full-year worker with a tertiary education earns, on average.

Relative salaries for teachers in primary and lower secondary education are highest in Korea, Portugal and Spain, where teachers earn more than the average salary of a worker with a tertiary education. In upper secondary education, teachers' salaries are at least 10% higher than those of comparably educated workers in Belgium, Luxembourg and Portugal, and up to 32% higher in Spain (Table D3.2 and Chart D3.1).

### Teaching experience and salary scales

Salary structures define the salaries paid to teachers at different points in their careers. Deferred compensation, which rewards employees for staying in organisations or professions and for meeting established performance criteria, is also used in teachers' salary structures. OECD data on teachers' salaries are limited to information

on statutory salaries at four points of the salary scale: starting salaries, salaries after 10 years of service, salaries after 15 years of experience and salaries at the top of the scale. The salaries discussed here are those of teachers who have the minimum required training. These salaries must be interpreted with caution since, in some countries, further qualifications can lead to wage increases. However, some inferences can be drawn from this data, notably the degree to which teachers' salary structures provide for salary increases at different levels of promotion and tenure.

In OECD countries, statutory salaries for lower secondary school teachers with 10 years of experience and 15 years of experience are, respectively, 24% and 35% higher, on average than starting salaries. Furthermore, salaries at the top of the salary scale, which is reached after an average of 24 years of experience, are on average 64% higher than starting salaries. However, a number of countries have relatively flat salary scales. For example, the difference between salaries at the top and bottom of the scale is less than 25% in Denmark and Iceland at the primary and lower secondary level. In Norway, the Slovak Republic and Turkey, the difference is less than 25% at all levels of education (Table D3.1).

### **Box D3.1. Pre-service teacher training**

**All OECD countries require a tertiary qualification for entry to the teaching profession at the primary level and beyond, and in most, a tertiary-type A (largely theory-based) qualification is required to become a teacher, especially at the upper secondary level.** In Belgium and Luxembourg, a tertiary-type B (shorter, and largely vocational) qualification is sufficient to become a primary school teacher, while in Ireland, Japan, Poland and Portugal, both tertiary-type A and tertiary-type B qualifications are accepted. To teach lower secondary school, a tertiary-type B qualification is sufficient in Belgium, while both tertiary-type A and tertiary-type B qualifications are accepted in Ireland, Japan and Mexico. To teach at the upper secondary level, both tertiary-type A and tertiary-type B qualifications are accepted in Ireland, Mexico and Slovenia (Table D3.2).

**On average, pre-service training for teachers in secondary education tends to be longer than in primary education.** For primary teachers, the average length of pre-service training varies from three years in Austria, Belgium, Spain and Switzerland to five or more years in the Czech Republic, Finland, France, Germany and Slovenia. For lower secondary teachers, the average duration of pre-service training is longer than that for primary education in a third of all OECD countries. At the upper secondary level, it varies from three years (for some programmes) in England, Israel and Poland to more than six years in Germany and the Slovak Republic.

Lower secondary school teachers in Australia, Denmark, Estonia and Scotland reach the highest step on the salary scale within six to nine years. Some difficulties may arise in these countries due to weak monetary incentives as teachers approach the peak in their age-earnings profiles. However there may be some benefits to compressed pay scales. It is often argued, for example, that organisations in which there are smaller differences in salaries among employees enjoy more trust, freer flows of information and more collegiality among co-workers.

In Austria, Chile, the Czech Republic, France, Greece, Hungary, Indonesia, Israel, Italy, Japan, Korea, Luxembourg, Portugal, the Slovak Republic and Spain, lower secondary school teachers reach the top of the salary scale after at least 30 years of service (Table D3.1). While salary increases are gradual in two-thirds of the 28 OECD countries with relevant data, in the remaining one-third of countries, their salary scales include steps of uneven size. For example, in the Czech Republic and in Greece, salaries at the top of the scale are 50% higher than starting salaries, and teachers in both countries must work 32 (the Czech Republic) or 33 years (Greece) to reach the top salary.

However, most of the increase in the Czech Republic occurs during the first 10 years of service and salaries rise at a slower rate during the next 22 years, while in Greece, there are gradual salary increases throughout the career.

When considering salary structure for teachers, it is important to remember that not all teachers reach the top of the salary scale. For example, in the Netherlands, there are three different salary levels for teachers in secondary education. In 2009, only 17% of these teachers were paid according to the highest salary scale.

## D3

### Statutory salaries per hour of net teaching time

The average statutory salary per teaching hour after 15 years of experience is USD 51 for primary school teachers, USD 62 for lower secondary teachers, and USD 71 for upper secondary teachers in general education. Chile, Estonia, Hungary, Indonesia, Mexico and the Slovak Republic show the lowest salaries per teaching hour – USD 30 or less. In contrast, salaries per hour reach USD 70 or more at all education levels in Denmark, Germany, Japan and Luxembourg. (Table D3.1).

As secondary school teachers are required to teach fewer hours than primary school teachers, their salaries per teaching hour are usually higher than those of teachers at lower levels of education, even in countries where statutory salaries are similar (see Indicator D4). On average among OECD countries, upper secondary school teachers' salaries per teaching hour exceed those of primary school teachers by around 34% (Table D3.1). In Chile the difference is less than 5% and in Scotland there is no difference, while it is about 100% in Denmark and Indonesia. In contrast, in England, primary school teachers' salaries per teaching hour exceed those of upper secondary school teachers by 11%.

However, the difference between primary and secondary school teachers may disappear when comparing salaries per hour of working time. In Portugal, for example, there is a 14% difference in salaries per teaching hour between primary and upper secondary school teachers, even though statutory salaries and working time are actually the same at these levels. The difference is explained by the fact that primary school teachers spend more time in teaching activities than upper secondary teachers do (see Table D4.1).

### Trends since 1995

#### *Trends in salaries in real terms*

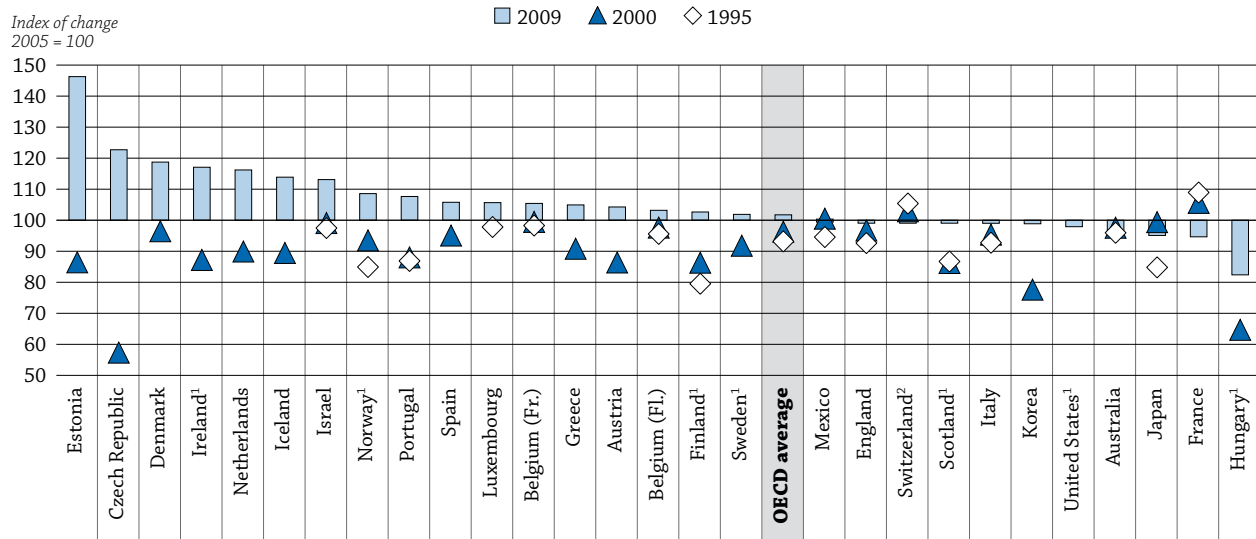
Between 2000 and 2009, teachers' salaries increased in real terms in most countries. The largest increases – of well over 50% – were seen in the Czech Republic, Estonia and Turkey. The only exceptions to this trend were Australia, France, Japan and Switzerland. Data for 1995 are only available for a small subsample of countries. All countries in this subsample saw an increase in real salaries between 1995 and 2009, except for France and Switzerland. (Table D3.3 and Chart D3.2).

#### *Trends in relative salaries (GDP)*

Comparing statutory salaries to GDP per capita facilitates standardised comparisons over time and offers a way of contextualising teacher salary levels in terms of countries' wealth. GDP per capita is related to several factors in addition to earnings, such as capital income and labour-force participation. Nevertheless, the amount countries invest in teachers relative to their available resources provides an approximate indication of the value countries place on education. According to this measure in 2009, statutory salaries for secondary teachers with 15 years of experience relative to GDP per capita are highest in Germany, Korea, Mexico (lower secondary level), Switzerland (upper secondary level) and Turkey. In primary education, the highest ratios are found in Korea and Turkey. Relative to GDP per capita, mid-career salaries are lowest in Estonia, Hungary, Indonesia and the Slovak Republic (Table D3.4).

Most countries saw a fall in teachers' salaries relative to GDP per capita during the 2000-2009 period. The fall is most noticeable in Australia, France, Japan, Korea and Switzerland but except for Australia and France, teachers' salaries relative to GDP per capita in these countries remain well above the OECD average. On the other hand, the Czech Republic, Denmark and Portugal all saw substantial increases in salaries relative to GDP per capita from 2000 to 2009 (Chart D3.3).

**Chart D3.2. Changes in lower secondary teachers' salaries after 15 years of experience/minimum training (1995, 2000, 2005, 2009)**



1. Actual salaries.

2. Salaries after 11 years of experience.

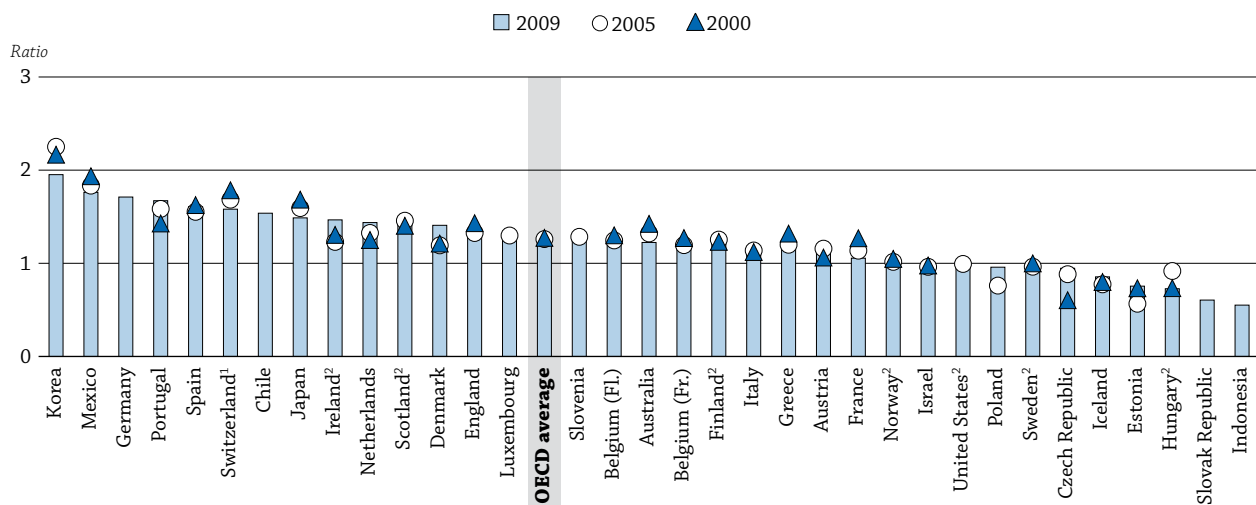
Countries are ranked in descending order of the index of change between 2005 and 2009 in teachers' salaries in lower secondary education after 15 years of experience.

Source: OECD, Table D3.3. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

StatLink <http://dx.doi.org/10.1787/888932461997>

**Chart D3.3. Trends in the ratio of salaries after 15 years of experience/minimum training to GDP per capita (2000, 2005, 2009)**

Ratio of annual statutory teachers' salaries in public institutions in lower secondary education after 15 years of experience to GDP per capita



1. Salaries after 11 years of experience.

2. Actual salaries.

Countries are ranked in descending order of the ratio of salary after 15 years of experience/minimum training to GDP per capita in 2009.

Source: OECD, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). Table D3.4. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

StatLink <http://dx.doi.org/10.1787/888932462016>



In most countries, GDP per capita is lower than the earnings of 25-64 year-old full-time, full-year workers with a tertiary education, thus the values of the indicator using GDP per capita are higher than those of the indicator using earnings (Table D3.2 and Table D3.4). For lower secondary school teachers, the average salary to GDP per capita across OECD countries is 1.24, while the average salary to earnings for other workers with tertiary education is 0.81. In addition, there is less variation in the latter indicator. This can be related to the fact that GDP per capita is a broad income measure and is the sum of capital income and labour income per capita in a country. However, the countries with high and low teachers' salaries relative to GDP per capita also tend to have, respectively, high and low ratios of teachers' salaries to average earnings for workers with tertiary education. Still, there are some noticeable exceptions. For example, in Korea, the indicator related to GDP per capita is high while the indicator using earnings is more in line with other countries. The opposite is true for Spain.

#### **Box D3.2. Effect of the financial crisis**

The financial crisis that hit the world economy in the last months of 2008 may significantly affect the salaries for civil servants and public sector workers in general. The first-order effect of the crisis was a general reduction in GDP growth in the OECD area and some countries went into a recession. The second-order effect was a large increase in national debt that put pressure on government expenditure in many countries. The combination of reduced economic growth and fiscal stress affect public-sector salaries, including teachers' salaries in many ways. A decline in GDP per capita directly increases the salary-to-GDP ratio. In addition, the likely partial effect of reduced growth and recession is to increase relative teacher salaries as wages generally react more slowly than GDP to a cyclical downturn. On the other hand, the pressure to trim government expenditure in order to reduce national debt may result in cuts in teacher and other civil-service salaries in some countries. However, in most countries, these measures were implemented after 2009.

#### **Additional payments: Incentives and allowances**

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

Data have not been collected on payment amounts but on whether additional payments are available and on the level at which the decision to award such payments is taken (Table D3.5a and Tables D3.5b, D3.5c and D3.5d available on line, and Annex 3 available at [www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

Additional payments are most often awarded for particular responsibilities or working conditions, such as teaching in more disadvantaged schools, particularly those located in very poor neighbourhoods or those with a large proportion of students whose language is not the language of instruction. These schools often have difficulty attracting teachers and are more likely to have less-experienced teachers (OECD, 2005). These additional payments are provided annually in about half of the countries. Nine countries also offer additional payments, usually on an annual basis, for teachers who teach in certain fields in which there are teacher shortages.

Additional payments based on teachers' qualifications, training and performance are also common in OECD and partner countries. The most common types of payments are for an initial education qualification and/or a level of teacher certification and training that is higher than the minimum requirement. Some 65% of countries make these payments available, with half of all countries offering both types of payments. Twenty-two countries offer additional payments for the successful completion of professional development activities. In 16 of these countries, these payments help to determine the base salary, but in Korea they are only offered on an incidental basis.

Two-thirds of the 18 countries that offer an additional payment to reward outstanding teaching do so as incidental payments; 11 countries offer these payments as annual additions to teachers' salaries. In 15 of the 18 countries that offer this performance incentive, the decision to award the additional payments can be made at the school level.

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

### Definitions

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

**Earnings for workers with tertiary education** (Table D3.2) are average earnings for full-time, full-year workers aged 25 to 64 and with an education at ISCED 5A/5B/6 level. The relative salary indicator is calculated for the latest year with earnings data available. For countries in which teachers' salary and workers' earnings information are not available for the same year (e.g. Poland), the indicator is adjusted for inflation using the GDP deflator. Reference statistics for earnings for workers with tertiary education are provided in Annexes 2 and 3.

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

**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.

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

### Methodology

Data on statutory teachers' salaries and bonuses are derived from the 2010 OECD-INES Survey on Teachers and the Curriculum. Data refer to the school year 2008-09 and are reported in accordance with formal policies for public institutions.

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



Measuring the statutory salary of a full-time teacher relative to the number of hours per year that a teacher is required to spend teaching does not adjust salaries for the amount of time that teachers spend in various other teaching-related activities. Since the proportion of teachers' working time spent teaching varies across OECD countries, statutory salaries per hour of net teaching time must be interpreted with caution (see Indicator D4). However, it can provide an estimate of the cost of the actual time teachers spend in the classroom.

Gross teachers' salaries were converted using GDP and purchasing power parities (PPPs) and exchange rate data from the OECD National Accounts database. The period of reference for teachers' salaries is from 1 July 2008 to 30 June 2009. The reference date for GDP per capita and PPPs is 2008-09. As a complement to Table D3.1, which presents teachers' salaries in equivalent USD, converted using PPPs, a table with teachers' salaries in equivalent EUR converted using PPPs is included in Annex 2.

For calculation of changes in teachers' salaries (Table D3.3), the GDP deflator is used to convert salaries to 2005 prices.

Notes on definitions and methodologies for each country are provided in Annex 3 at [www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011).




The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

## References

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

OECD (2008c), *Improving School Leadership, Volume 1: Policy and Practices*, OECD, Paris.

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

- **Table D3.5b. Decisions made by school principal on payments for teachers in public institutions (2009)**  
StatLink  <http://dx.doi.org/10.1787/888932465341>
- **Table D3.5c. Decisions made by local or regional authority on payments for teachers in public institutions (2009)**  
StatLink  <http://dx.doi.org/10.1787/888932465360>
- **Table D3.5d. Decisions made by the national authority on payments for teachers in public institutions (2009)**  
StatLink  <http://dx.doi.org/10.1787/888932465379>

**Table D3.1. [1/2] Teachers' salaries (2009)**

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


	Primary education				Lower secondary education				Upper secondary education			
	Starting salary/ minimum training	Salary after 10 years of experience/ minimum training	Salary after 15 years of experience/ minimum training	Salary at top of scale/ minimum training	Starting salary/ minimum training	Salary after 10 years of experience/ minimum training	Salary after 15 years of experience/ minimum training	Salary at top of scale/ minimum training	Starting salary/ minimum training	Salary after 10 years of experience/ minimum training	Salary after 15 years of experience/ minimum training	Salary at top of scale/ minimum training
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
<b>OECD</b>												
Australia	34 664	48 233	48 233	48 233	34 664	48 233	48 233	48 233	34 664	48 233	48 233	48 233
Austria	30 998	36 588	41 070	61 390	32 404	39 466	44 389	63 781	32 883	35 539	45 712	67 135
Belgium (Fl.)	32 429	40 561	45 614	55 718	32 429	40 561	45 614	55 718	40 356	51 323	58 470	70 382
Belgium (Fr.)	31 545	m	44 696	54 848	31 545	m	44 696	54 848	39 415	m	57 613	69 579
Canada	m	m	m	m	m	m	m	m	m	m	m	m
Chile	15 612	19 982	22 246	29 179	15 612	19 982	22 246	29 179	16 296	20 895	23 273	30 548
Czech Republic	17 705	22 279	23 806	25 965	17 711	22 750	24 330	26 305	18 167	24 000	25 537	28 039
Denmark	46 950	52 529	54 360	54 360	46 950	52 529	54 360	54 360	47 664	62 279	62 279	62 279
England	32 189	47 047	47 047	47 047	32 189	47 047	47 047	47 047	32 189	47 047	47 047	47 047
Estonia	14 881	15 758	15 758	21 749	14 881	15 758	15 758	21 749	14 881	15 758	15 758	21 749
Finland <sup>1</sup>	32 692	37 632	41 415	50 461	34 707	40 550	44 294	54 181	35 743	45 444	49 237	61 089
France	24 006	31 156	33 359	49 221	27 296	33 653	35 856	51 833	27 585	33 942	36 145	52 150
Germany	46 446	m	57 005	61 787	51 080	m	62 930	68 861	55 743	m	68 619	77 628
Greece	27 951	31 858	34 209	41 265	27 951	31 858	34 209	41 265	27 951	31 858	34 209	41 265
Hungary <sup>1</sup>	12 045	13 838	14 902	19 952	12 045	13 838	14 902	19 952	13 572	16 211	17 894	25 783
Iceland	28 767	31 537	32 370	33 753	28 767	31 537	32 370	33 753	26 198	30 574	32 676	34 178
Ireland <sup>1</sup>	36 433	53 787	60 355	68 391	36 433	53 787	60 355	68 391	36 433	53 787	60 355	68 391
Israel	18 935	27 262	28 929	42 425	17 530	24 407	27 112	39 942	16 715	22 344	25 013	37 874
Italy	28 907	31 811	34 954	42 567	31 159	34 529	38 082	46 743	31 159	35 371	39 151	48 870
Japan	27 995	41 711	49 408	62 442	27 995	41 711	49 408	62 442	27 995	41 711	49 408	64 135
Korea	30 522	45 269	52 820	84 650	30 401	45 148	52 699	84 529	30 401	45 148	52 699	84 529
Luxembourg	51 799	67 340	74 402	113 017	80 053	100 068	111 839	139 152	80 053	100 068	111 839	139 152
Mexico	15 658	15 768	20 415	33 582	19 957	20 618	25 905	42 621	m	m	m	m
Netherlands	37 974	45 064	50 370	55 440	39 400	51 830	60 174	66 042	39 400	51 830	60 174	66 042
New Zealand	m	m	m	m	m	m	m	m	m	m	m	m
Norway <sup>1</sup>	35 593	40 392	43 614	43 861	35 593	40 392	43 614	43 861	38 950	42 258	46 247	46 495
Poland	9 186	12 809	15 568	16 221	10 340	14 520	17 732	18 479	11 676	16 585	20 290	21 149
Portugal	34 296	38 427	41 771	60 261	34 296	38 427	41 771	60 261	34 296	38 427	41 771	60 261
Scotland <sup>1</sup>	32 143	51 272	51 272	51 272	32 143	51 272	51 272	51 272	32 143	51 272	51 272	51 272
Slovak Republic	12 139	13 352	13 964	15 054	12 139	13 352	13 964	15 054	12 139	13 352	13 964	15 054
Slovenia	29 191	32 385	35 482	37 274	29 191	32 385	35 482	37 274	29 191	32 385	35 482	37 274
Spain	40 896	44 576	47 182	57 067	45 721	49 807	52 654	63 942	46 609	50 823	53 759	65 267
Sweden <sup>1</sup>	30 648	34 086	35 349	40 985	30 975	35 146	36 521	41 255	32 463	36 983	38 584	44 141
Switzerland <sup>2</sup>	48 853	62 903	m	76 483	55 696	71 456	m	86 418	64 450	83 828	m	98 495
Turkey	25 536	26 374	27 438	29 697	a	a	a	a	26 173	27 011	28 076	30 335
United States <sup>1</sup>	36 502	42 475	44 788	51 633	36 416	42 566	44 614	54 725	36 907	43 586	47 977	54 666
<b>OECD average</b>	29 767	36 127	38 914	48 154	31 687	38 683	41 701	51 317	33 044	40 319	43 711	53 651
<b>EU21 average</b>	30 150	35 912	39 735	47 883	32 306	38 721	42 967	50 772	33 553	40 204	45 442	53 956
<b>Other G20</b>												
Argentina	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	1 564	m	1 979	2 255	1 667	m	2 255	2 450	1 930	m	2 497	2 721
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m

1. Actual salaries.

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

Source: OECD, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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

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**Table D3.1. [2/2] Teachers' salaries (2009)**


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

	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	
	(13)	(14)	(15)		(17)	(18)	(19)	
<b>OECD</b>								
Australia	1.39	1.39	1.39	9	55	59	61	1.10
Austria	1.98	1.97	2.04	34	53	73	78	1.47
Belgium (Fl.)	1.72	1.72	1.74	27	57	66	91	1.60
Belgium (Fr.)	1.74	1.74	1.77	27	61	67	94	1.55
Canada	m	m	m	m	m	m	m	m
Chile	1.87	1.87	1.87	30	18	18	19	1.05
Czech Republic	1.47	1.49	1.54	32	29	39	43	1.50
Denmark	1.16	1.16	1.31	8	84	84	165	1.97
England	1.46	1.46	1.46	10	74	66	66	0.89
Estonia	1.46	1.46	1.46	7	25	25	27	1.09
Finland <sup>1</sup>	1.54	1.56	1.71	16	61	75	90	1.46
France	2.05	1.90	1.89	34	36	56	58	1.58
Germany	1.33	1.35	1.39	28	71	83	96	1.36
Greece	1.48	1.48	1.48	33	58	80	80	1.38
Hungary <sup>1</sup>	1.66	1.66	1.90	40	25	25	30	1.20
Iceland	1.17	1.17	1.30	18	53	53	60	1.12
Ireland <sup>1</sup>	1.88	1.88	1.88	22	64	82	82	1.29
Israel	2.24	2.28	2.27	36	37	46	48	1.30
Italy	1.47	1.50	1.57	35	46	62	63	1.37
Japan	2.23	2.23	2.29	34	70	82	99	1.41
Korea	2.77	2.78	2.78	37	63	85	87	1.38
Luxembourg	2.18	1.74	1.74	30	101	177	177	1.75
Mexico	2.14	2.14	m	14	26	25	m	m
Netherlands	1.46	1.68	1.68	17	54	80	80	1.48
New Zealand	m	m	m	m	m	m	m	m
Norway <sup>1</sup>	1.23	1.23	1.19	16	59	67	89	1.50
Poland	1.77	1.79	1.81	10	32	37	42	1.31
Portugal	1.76	1.76	1.76	34	48	54	54	1.14
Scotland <sup>1</sup>	1.60	1.60	1.60	6	60	60	60	1.00
Slovak Republic	1.24	1.24	1.24	32	17	22	23	1.35
Slovenia	1.28	1.28	1.28	13	51	51	56	1.09
Spain	1.40	1.40	1.40	38	54	74	78	1.45
Sweden <sup>1</sup>	1.34	1.33	1.36	a	m	m	m	m
Switzerland <sup>2</sup>	1.57	1.55	1.53	27	m	m	m	m
Turkey	1.16	a	1.16	a	43	a	50	1.15
United States <sup>1</sup>	1.41	1.50	1.48	m	41	42	46	1.12
<b>OECD average</b>	1.64	1.64	1.64	24	51	62	71	1.34
<b>EU21 average</b>	1.58	1.57	1.61	24	53	65	74	1.38
<b>Other G20</b>								
Argentina	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m
Indonesia	1.44	1.47	1.41	32	2	3	3	2.16
Russian Federation	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m

1. Actual salaries.

2. Salaries after 11 years of experience for Columns 17, 18, 19 and 20.

Source: OECD. Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)). Please refer to the Reader's Guide for information concerning the symbols replacing missing data.

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**Table D3.2. Teachers' salaries and pre-service teacher training requirements (2009)**  
Annual statutory teachers' salaries at 15 years of experience and system-level information on teacher training programme

	Ratio of salary after 15 years of experience (minimum training) to earnings for full-time, full-year workers with tertiary education aged 25 to 64			Duration of teacher training programme in years			ISCED type of final qualification <sup>1</sup>			Percentage of current teacher stock with this type of qualification		
	Primary education	Lower secondary education	Upper secondary education	Primary education	Lower secondary education	Upper secondary education	Primary education	Lower secondary education	Upper secondary education	Primary education	Lower secondary education	Upper secondary education
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
<b>OECD</b>												
Australia <sup>2</sup>	0.85	0.85	0.85	4	4	4	5A	5A	5A	87%	91%	x(11)
Austria	0.58	0.63	0.65	3	5.5	5.5	5A	5A	5A	94%	95%	78%
Belgium (Fl.)	0.89	0.89	1.14	3	3	5	5B	5B	5A, 5B	98%	97%	96%
Belgium (Fr.)	0.87	0.87	1.12	3	3	5	5B	5B	5A	100%	m	m
Canada	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
Czech Republic	0.51	0.52	0.55	5	5	5	5A	5A	5A	87%	88%	87%
Denmark	0.93	0.93	1.06	4	4	6	5A	5A	5A	100%	100%	100%
England	0.81	0.81	0.81	3, 4	3, 4	3, 4	5A	5A	5A	98%	95%	95%
Estonia	0.82	0.82	0.82	4.5	4.5	4.5	5A	5A	5A	69%	75%	81%
Finland <sup>2, 3</sup>	0.85	0.91	1.01	5	5	5	5A	5A	5A	89%	89%	93%
France <sup>4</sup>	0.78	0.85	0.85	5	5	5, 6	5A	5A	5A	m	m	m
Germany	0.88	0.97	1.06	5.5	5.5, 6.5	6.5	5A	5A	5A	m	m	m
Greece	m	m	m	4	4	4, 5	5A	5A	5A	m	96%	98%
Hungary <sup>3</sup>	0.45	0.45	0.54	4	4	5	5A	5A	5A	95%	100%	100%
Iceland <sup>4</sup>	0.50	0.50	0.61	3, 4	3, 4	4	5A	5A	5A	87%	87%	78%
Ireland <sup>3</sup>	0.88	0.88	0.88	3, 5, 5	4, 5	4, 5	5A, 5B	5A, 5B	5A, 5B	m	m	m
Israel	0.75	0.70	0.64	3, 4	3, 4	3, 4	5A	5A	5A	82%	92%	86%
Italy <sup>5</sup>	0.59	0.64	0.66	4	4-6	4-6	5A	5A	5A	100%	100%	100%
Japan	m	m	m	2, 4, 6	2, 4, 6	4, 6	5A+5B, 5A, 5A	5A+5B, 5A, 5A	5A	18%, 78%, 1%	7%, 91%, 2%	72%, 28%
Korea <sup>5</sup>	1.08	1.08	1.08	4	4	4	5A	5A	5A	m	m	m
Luxembourg	0.79	1.18	1.18	3, 4	5	5	5B	5A	5A	95.6%, 4.5%	100%	100%
Mexico	m	m	m	4	4, 6	4, 6	5A	5A, 5B	5A, 5B	96%	90%	91%
Netherlands <sup>5</sup>	0.67	0.81	0.81	4	4	5, 6	5A	5A	5A	100%	100%	100%
New Zealand	m	m	m	m	m	m	m	m	m	m	m	m
Norway <sup>3, 6</sup>	0.66	0.66	0.70	4	4	4	5A	5A	5A	47%	47%	21%
Poland <sup>5</sup>	0.59	0.68	0.78	3, 5	3, 5	3, 5	5A, 5B	5A	5A	99%	99%	97%
Portugal	1.19	1.19	1.19	3, 4, 6	5, 6	5, 6	5B, 5B, 5A	5A	5A	97%	91%	93%
Scotland <sup>3</sup>	0.89	0.89	0.89	4, 5	4, 5	4, 5	5A	5A	5A	m	m	m
Slovak Republic	0.44	0.44	0.44	4, 7	5, 7	5, 7	5A	5A	5A	93%, 7%	91%, 9%	87%, 13%
Slovenia	0.81	0.81	0.81	5	5-6	5-6	5A	5A	5A, 5B	m	m	m
Spain <sup>5</sup>	1.16	1.27	1.32	3	6	6	5A	5A	5A	100%	100%	100%
Sweden <sup>3, 5</sup>	0.74	0.75	0.81	3.5	4.5	4.5	5A	5A	5A	84%	84%	72%
Switzerland <sup>7</sup>	m	m	m	3	5	6	5A	5A	5A	m	m	m
Turkey	m	m	m	4-5	a	4-5	5A	a	5A	90%	a	97%
United States <sup>3</sup>	0.61	0.61	0.65	4	4	4	5A	5A	5A	99%	99%	99%
OECD average	0.77	0.81	0.85									
EU21 average	0.78	0.83	0.88									
<b>Other G20</b>												
Argentina	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m

1. Tertiary-type A programmes are largely theory-based and are designed to provide qualifications for entry into advanced research programmes and professions with high knowledge and skill requirements. Tertiary-type B programmes are classified at the same level of competence as tertiary-type A programmes but are more occupationally oriented and usually lead directly to the labour market.

2. Year of reference 2010 for Columns 10 to 12.

3. Actual salaries for Columns 1, 2 and 3.

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

5. Year of reference 2008 for Columns 1, 2 and 3.

6. Year of reference 2007 for Columns 1, 2 and 3.

7. Salaries after 11 years of experience for Columns 1, 2 and 3.

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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


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Table D3.4. Trends in the ratio of salaries to GDP per capita (2000-09)

Ratio of annual statutory teachers' salaries in public institutions after 15 years of experience/minimum training to GDP per capita, by level of education

	Primary level						Lower secondary level						Upper secondary level					
	2000	2005	2006	2007	2008	2009	2000	2005	2006	2007	2008	2009	2000	2005	2006	2007	2008	2009
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(12)	(13)	(14)	(15)	(16)	(17)
<b>OECD</b>																		
Australia	1.42	1.32	1.21	1.19	1.21	1.22	1.42	1.32	1.23	1.20	1.23	1.22	1.42	1.32	1.23	1.20	1.23	1.22
Austria	1.02	1.07	1.05	1.03	1.01	1.04	1.06	1.16	1.13	1.11	1.09	1.13	1.17	1.18	1.16	1.14	1.12	1.16
Belgium (Fl.)	1.23	1.25	1.23	1.21	1.17	1.25	1.30	1.25	1.23	1.21	1.17	1.25	1.66	1.59	1.57	1.54	1.50	1.60
Belgium (Fr.)	1.19	1.18	1.18	1.16	1.13	1.22	1.27	1.20	1.18	1.16	1.13	1.22	1.64	1.54	1.51	1.48	1.44	1.57
Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Chile	m	m	1.01	0.94	m	1.54	m	m	1.01	0.94	m	1.54	m	m	1.05	0.98	m	1.61
Czech Republic	0.60	0.88	0.84	0.92	0.89	0.93	0.60	0.88	0.84	0.92	0.91	0.95	0.74	0.90	0.85	0.99	0.97	0.99
Denmark	1.21	1.19	1.17	1.14	1.15	1.41	1.21	1.19	1.17	1.14	1.15	1.41	1.42	1.45	1.45	1.39	1.39	1.61
England	1.43	1.33	1.31	1.28	1.26	1.31	1.43	1.33	1.31	1.28	1.26	1.31	1.43	1.33	1.31	1.28	1.26	1.31
Estonia	0.73	0.57	0.55	0.55	0.63	0.76	0.73	0.57	0.55	0.55	0.63	0.76	0.73	0.57	0.55	0.55	0.63	0.76
Finland <sup>1</sup>	1.08	1.07	1.14	1.09	1.07	1.13	1.23	1.25	1.22	1.17	1.15	1.21	1.29	1.43	1.35	1.28	1.26	1.35
France	1.18	1.05	1.03	1.00	0.97	0.98	1.27	1.14	1.11	1.07	1.05	1.06	1.27	1.14	1.12	1.08	1.06	1.06
Germany	w	w	w	w	w	1.55	w	w	w	w	w	1.71	w	w	w	w	w	1.87
Greece	1.32	1.20	1.16	1.11	1.11	1.16	1.32	1.20	1.16	1.11	1.11	1.16	1.32	1.20	1.16	1.11	1.11	1.16
Hungary <sup>1</sup>	0.73	0.92	0.87	0.81	0.79	0.73	0.73	0.92	0.87	0.81	0.79	0.73	0.92	1.15	1.04	1.02	0.95	0.87
Iceland	0.80	0.77	0.78	0.70	0.74	0.85	0.80	0.77	0.78	0.70	0.74	0.85	0.94	0.91	0.94	0.90	0.87	0.86
Ireland <sup>1</sup>	1.29	1.23	1.23	1.23	1.27	1.47	1.31	1.23	1.23	1.23	1.27	1.47	1.31	1.23	1.23	1.23	1.27	1.47
Israel	0.88	0.86	0.86	0.91	0.97	1.05	0.98	0.96	0.96	0.92	0.98	0.98	0.96	0.94	0.94	0.90	0.96	0.90
Italy	1.02	1.04	1.03	1.01	1.01	1.06	1.12	1.14	1.12	1.10	1.10	1.16	1.16	1.17	1.15	1.13	1.13	1.19
Japan	1.68	1.59	1.58	1.49	1.44	1.49	1.68	1.59	1.58	1.49	1.44	1.49	1.69	1.59	1.58	1.49	1.44	1.49
Korea	2.17	2.26	2.22	2.13	2.04	1.96	2.17	2.25	2.22	2.12	2.03	1.95	2.17	2.25	2.22	2.12	2.03	1.95
Luxembourg	m	0.99	0.93	0.87	0.81	0.85	m	1.30	1.22	1.14	1.18	1.28	m	1.30	1.22	1.14	1.18	1.28
Mexico	1.53	1.44	1.39	1.34	1.33	1.39	1.94	1.83	1.77	1.71	1.69	1.76	m	m	m	m	m	m
Netherlands	1.17	1.21	1.17	1.16	1.14	1.20	1.25	1.33	1.29	1.40	1.37	1.44	1.75	1.78	1.72	1.40	1.37	1.44
New Zealand	1.66	1.44	1.42	1.39	1.40	m	1.66	1.44	1.42	1.39	1.40	m	1.66	1.44	1.42	1.39	1.40	m
Norway <sup>1</sup>	1.05	1.02	0.95	0.94	0.98	1.00	1.05	1.02	0.95	0.94	0.98	1.00	1.05	1.09	1.02	1.00	1.04	1.06
Poland	m	0.76	m	m	0.84	0.84	m	0.76	m	m	0.96	0.96	m	0.76	m	m	1.10	1.10
Portugal	1.43	1.58	1.56	1.52	1.49	1.67	1.43	1.58	1.56	1.52	1.49	1.67	1.43	1.58	1.56	1.52	1.49	1.67
Scotland <sup>1</sup>	1.40	1.46	1.43	1.39	1.38	1.43	1.40	1.46	1.43	1.39	1.38	1.43	1.40	1.46	1.43	1.39	1.38	1.43
Slovak Republic	m	m	m	m	m	0.61	m	m	m	m	m	0.61	m	m	m	m	m	0.61
Slovenia	m	1.28	1.28	1.23	1.18	1.25	m	1.28	1.28	1.23	1.18	1.25	m	1.28	1.28	1.23	1.18	1.25
Spain	1.50	1.38	1.36	1.31	1.36	1.44	1.63	1.55	1.52	1.47	1.49	1.61	1.75	1.59	1.56	1.50	1.56	1.64
Sweden <sup>1</sup>	1.00	0.94	0.90	0.90	0.87	0.93	1.00	0.96	0.92	0.92	0.89	0.96	1.07	1.04	0.99	0.98	0.95	1.01
Switzerland <sup>2</sup>	1.49	1.48	1.42	1.37	1.33	1.39	1.78	1.68	1.63	1.56	1.52	1.58	2.12	1.97	1.91	1.83	1.80	1.86
Turkey	1.24	1.94	1.73	1.73	1.74	1.88	a	a	a	a	a	a	1.15	1.96	1.77	1.77	1.79	1.92
United States <sup>1</sup>	m	0.98	0.97	0.96	0.95	0.97	m	0.99	0.98	0.97	0.94	0.96	m	0.99	0.98	0.97	1.01	1.04
<b>OECD average</b>	1.23	1.21	1.19	1.16	1.15	1.20	1.29	1.24	1.22	1.19	1.18	1.24	1.36	1.33	1.30	1.26	1.25	1.31
<b>OECD average for countries with data available for all reference years</b>	1.22	1.23	1.20	1.17	1.17	1.24	1.27	1.26	1.23	1.20	1.19	1.26	1.34	1.36	1.32	1.28	1.27	1.33
<b>EU21 average for countries with data available for all reference years</b>	1.14	1.14	1.12	1.10	1.10	1.17	1.18	1.19	1.16	1.14	1.14	1.22	1.30	1.30	1.26	1.22	1.21	1.29
<b>Other G20</b>																		
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	0.69	0.57	0.48	m	m	m	0.78	0.65	0.55	m	m	m	0.87	0.72	0.61
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

1. Actual salaries.

2. Salaries after 11 years of experience.

Source: OECD. Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme).

See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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


StatLink  <http://dx.doi.org/10.1787/888932465303>



Table D3.5a. [1/2] **Decisions on payments for teachers in public institutions (2009)**

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

	Experience			Criteria based on teaching conditions/responsibilities														
	Years of experience as a teacher			Management responsibilities in addition to teaching duties			Teaching more classes or hours than required by full-time contract		Special tasks (career guidance or counselling)		Teaching in a disadvantaged, remote or high cost area (location allowance)		Special activities (e.g. sports and drama clubs, homework clubs, summer school, etc.)		Teaching students with special educational needs (in regular schools)		Teaching courses in a particular field	
<b>OECD</b>																		
Australia	-			-								▲					▲	
Austria	-	▲			▲			▲			▲				△			
Belgium (Fl.)	-								△									
Belgium (Fr.)	-											△						
Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Chile	-											-						
Czech Republic	-	▲	△	-	▲	△	▲	△		▲	△			▲	△	-	▲	△
Denmark	-	▲	△	-	▲	△	▲	△		▲	△	-	▲	△		▲	△	
England	-	▲	△	-	▲	△						-	▲	△		▲	△	
Estonia	-				▲	△	▲	△	-	▲	△	-	▲	△		▲	△	
Finland		▲		-			▲	△		▲	△	-	▲			▲	△	
France	-				▲	△	▲	△		▲	△	-	▲			▲	△	
Germany	-			-														
Greece	-				▲			△		▲								
Hungary	-				▲		▲			▲						▲		
Iceland	-	▲	△	-	▲	△	▲	△	-	▲	△			▲	△	-	▲	△
Ireland	-	▲	△	-	▲							-	▲					
Israel	-			-	▲		-	▲		-	▲		-	▲		-	▲	
Italy	-					△		△						△				
Japan	-				▲		▲			▲				△		▲		
Korea	-				▲			△			△					▲		
Luxembourg	-							△										
Mexico	-	▲	△	-	▲		-	▲		-	▲		-	▲		-	▲	
Netherlands	-	▲	△	-	▲	△	-	▲	△	-	▲	△	-	▲	△	-	▲	△
New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Norway	-				▲			△	-	▲	△			▲	△			
Poland	-		△				▲			▲						▲		
Portugal	-				▲			△		▲								
Scotland	-												▲					
Slovak Republic	-	▲	△		▲		▲	△		▲	△			▲	△	-	▲	△
Slovenia	-			-				△						△				
Spain	-				▲						▲							
Sweden	-							△										
Switzerland	-							△						△				
Turkey	-						▲			▲				▲				
United States	-				▲						▲			▲			▲	
<b>Other G20</b>																		
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Russian Federation	-			-			-			-				▲		-		▲
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Criteria for:

- : Decisions on position in base salary scale

▲ : Decisions on supplemental payments which are paid every year

△ : Decisions on supplemental incidental payments

 Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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


 StatLink  <http://dx.doi.org/10.1787/888932465322>

Table D3.5a. [2/2] **Decisions on payments for teachers in public institutions (2009)**

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

	Criteria related to teachers' qualifications, training and performance									Criteria based on demography			Other																		
	Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession			Holding a higher than minimum level of teacher certification or training obtained during professional life			Outstanding performance in teaching			Successful completion of professional development activities				Reaching high scores in the qualification examination			Holding an educational qualification in multiple subjects			Family status (married, number of children)			Age (independent of years of teaching experience)								
<b>OECD</b>																															
Australia	-			-															▲									▲			
Austria									△										▲												
Belgium (Fl.)	-					▲																									
Belgium (Fr.)	-			-																								▲		△	
Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Chile				-					△	-					▲													-			
Czech Republic							-	▲	△																						
Denmark	-	▲	△	-	▲	△	▲	▲	△	-	▲	△				-	▲	△													
England	-	▲	△				-	▲	△																						
Estonia	-			-			▲	▲	△	-					▲	△															
Finland	-			-	▲		▲				▲				-																
France																		▲													
Germany																			-												
Greece	-					▲													▲												
Hungary	-			-					△	-					▲																▲
Iceland	-	▲	△	-	▲	△					▲	△			△													-	▲		
Ireland	-	▲		-	▲																										
Israel	-			-							▲								-	▲								-	▲		
Italy																															
Japan																					▲									▲	
Korea												△									△							▲			
Luxembourg				-															▲									-			
Mexico	-	▲		-	▲		-	▲		-	▲																				
Netherlands	-	▲	△	-	▲	△	-	▲	△	-	▲	△	-	▲	△	-	▲	△													
New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Norway	-	▲				▲			▲			▲			▲			▲										▲			
Poland	-	▲	△				▲	▲	△	-					△													▲		△	
Portugal	-			-															▲												
Scotland																															
Slovak Republic							▲	▲	△	-	▲																			△	
Slovenia		▲				▲			△	-																				△	
Spain						▲																									
Sweden	-			-			-			-																					
Switzerland																			▲											▲	
Turkey	-					▲	-		△			▲							▲											▲	
United States	-	▲		-	▲				△	-	▲																				
<b>Other G20</b>																															
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Russian Federation	-			-			▲			-																					
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	

Criteria for:


- : Decisions on position in base salary scale

▲ : Decisions on supplemental payments which are paid every year

△ : Decisions on supplemental incidental payments

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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StatLink  <http://dx.doi.org/10.1787/888932465322>