



Teachers' and School Heads' Salaries and Allowances

*in Europe
2016/17*

Eurydice – Facts and Figures





Teachers' and School Heads' Salaries and Allowances in Europe 2016/17

Eurydice – Facts and Figures

This document is published by the Education, Audiovisual and Culture Executive Agency (EACEA, Education and Youth Policy Analysis).

Please cite this publication as:

European Commission/EACEA/Eurydice, 2018. *Teachers' and School Heads' Salaries and Allowances in Europe – 2016/17*. Eurydice Facts and Figures. Luxembourg: Publications Office of the European Union.

ISBN 978-92-9492-813-9

ISSN 2443-5376

doi:10.2797/24212

EC-EC-AM-18-001-EN-N

Text completed in October 2018.

© Education, Audiovisual and Culture Executive Agency, 2018.

Reproduction is authorised provided the source is acknowledged.

Education, Audiovisual and Culture Executive Agency
Education and Youth Policy Analysis
Avenue du Bourget 1 (J70 – Unit A7)
BE-1049 Brussels
Tel. +32 2 299 50 58
Fax +32 2 292 19 71
E-mail: eacea-eurydice@ec.europa.eu
Website: <http://ec.europa.eu/eurydice>

CONTENTS

Table of Figures	5
Codes	7
Main findings	9
Part I: Comparative Analysis	11
Introduction	11
1. Salaries in eastern Europe are considerably lower than in western Europe	12
2. Teaching in the lower levels of education means a lower statutory salary	15
3. Salaries can progress greatly, but the rates of increase and the time required vary between countries	17
4. Salary progression rate does not depend on starting salary level, but on years of service	19
5. Most countries registered an increase in teachers' statutory salaries in 2016/17	23
6. The salaries of beginning teachers, in constant terms, are still below 2009/10 levels in nine countries	24
7. School heads' salaries often depend on the size of the school	27
8. The maximum salary of school heads is in most countries at least 25 % higher than for teachers	28
9. About half of the education systems compensate teachers for obtaining further formal qualifications and for outstanding performance in teaching	31
10. Top-level authorities are the main decision makers on allowances and additional payments to teachers	35
Part II: National Data Sheets	37
Part III: Definitions	119
Annexes	125
Acknowledgements	129

TABLE OF FIGURES

Figure 1: Annual basic gross statutory salaries (starting salary, salary after 10 and 15 years, and top of the salary range) for full-time teachers in lower secondary (ISCED 24) public schools in PPS, 2016/17	13
Figure 2: Differences between lower secondary (ISCED 24) and other levels of education in annual statutory salaries for full-time teachers in public schools in PPS, 2016/17	16
Figure 3: Differences between annual statutory starting salaries and the top of the pay range for full-time teachers in public schools (ISCED 24), 2016/17	18
Figure 4: The relationship between statutory salary progression rate of full-time teachers and the number of service years required to reach the top of the salary range (ISCED 24), 2016/17	20
Figure 5: Changes between 2015/16 and 2016/17 in teachers' statutory salaries in public schools (ISCED 1, 24 and 34)	24
Figure 6: Changes between 2009/10 and 2016/17 in teachers' starting statutory salaries (2009/10 = 100 %) in primary and lower secondary public schools	25
Figure 7: Compensation system for heads of public schools (ISCED 1, 24 and 34) and how it relates to school size, 2016/17	27
Figure 8: Minimum and maximum annual gross statutory salaries of school heads in public schools compared with teachers' statutory salaries (100 %), 2016/17	29
Figure 9: Types of allowances and supplementary payments most commonly granted to teachers in public schools (ISCED 02, 1, 24 and 34), 2016/17	32
Figure 10: Main decision-making levels responsible for setting teachers' allowances and supplementary payments in public schools (ISCED 02, 1, 24 and 34), 2016/17	35
Annexe 1: Types of allowances most commonly granted to teachers in public schools (ISCED 02, 1, 24 and 34), 2016/17 (Figure 9)	125
Annexe 2: Decision-making levels responsible for setting allowances and complementary payments in public schools (ISCED 02, 1, 24 and 34), 2016/17 (Figure 10)	126

CODES

Country codes

EU	European Union	AT	Austria
BE	Belgium	PL	Poland
BE fr	Belgium – French Community	PT	Portugal
BE de	Belgium – German-speaking Community	RO	Romania
BE nl	Belgium – Flemish Community	SI	Slovenia
BG	Bulgaria	SK	Slovakia
CZ	Czech Republic	FI	Finland
DK	Denmark	SE	Sweden
DE	Germany	UK	United Kingdom
EE	Estonia	UK-ENG	England
IE	Ireland	UK-WLS	Wales
EL	Greece	UK-NIR	Northern Ireland
ES	Spain	UK-SCT	Scotland
FR	France	BA	Bosnia and Herzegovina
HR	Croatia	CH	Switzerland
IT	Italy	IS	Iceland
CY	Cyprus	LI	Liechtenstein
LV	Latvia	ME	Montenegro
LT	Lithuania	NO	Norway
LU	Luxembourg	RS	Serbia
HU	Hungary	(*)	The Former Yugoslav Republic of Macedonia
MT	Malta	TR	Turkey
NL	The Netherlands		

The Former Yugoslav Republic of Macedonia: Provisional code; sorted on The Former...

Statistical codes

: or m = Data not available

(–) or a = Not applicable

MAIN FINDINGS

- In Europe, the average statutory starting salary in pre-primary education for the reference year is 24 351, with the top of the pay range peaking at EUR 38 255. The equivalent rates for the other levels of education are: EUR 26 021 and EUR 42 038 in primary education; EUR 27 301 and EUR 44 732 in lower secondary education; and EUR 28 210 and EUR 47 317 in upper secondary education.
- Statutory salaries of school teachers in eastern Europe are substantially lower than in western Europe. In Bulgaria and Romania, starting salaries are almost one third of the EU average. At the top of the salary range, it is not only countries with lower starting salaries that fare below the EU average, but also Italy, Malta, Finland, Sweden, the United Kingdom, Iceland and Norway.
- In the majority of European countries, there is a clear statutory salary divide between education levels. Primary, and especially pre-primary, teachers earn less than secondary level teachers. Within secondary education, upper secondary education teachers tend to receive a higher statutory salary than in lower secondary education.
- There is room for salary progression during a teacher's career, but it varies widely between countries. For example, in lower secondary education in Denmark, Lithuania, Iceland, Norway and Serbia, the difference between the top and the beginning of the salary range is less than 20 %. However, in Ireland, Greece, Hungary, Austria and Portugal, the top salary is almost double the starting salary and in Romania it is even higher.
- Lower starting salaries do not necessarily imply higher progression rates and *vice versa*. In contrast, the longer a teacher's career, the greater the percentage difference between starting salary and top of the range salary. On average, it takes about 28 years to reach the top of the statutory salary range, but in some countries it can take as little as 10 years. In the United Kingdom (Northern Ireland), individual performance and years in service both play a role in progression. However, in Sweden, the United Kingdom (England and Wales) and Liechtenstein, performance is the main determinant.
- In 2016/17, teachers' statutory salaries were raised in most European countries. A policy reform or a change in the pay scales brought an increase of 4 % or more (compared to salaries in 2015/16) in Ireland and eight other Member States from central and eastern Europe (Bulgaria, the Czech Republic, Estonia, Latvia, Hungary, Austria, Romania and Slovakia). Collective bargaining brought salary rises of more than 3 % also in Denmark, Malta, Sweden, Iceland and Montenegro.
- The wage freeze for public employees remained in place in Italy and Liechtenstein. In Lithuania, Luxembourg, the Netherlands and Finland, teachers' salaries were practically the same as in the previous year. In Bosnia and Herzegovina, teachers' salaries decreased.
- Real salaries (i.e. discounting inflation) of teachers entering the profession in 2016/17 are still lower than in 2009/10 in nine European countries. In Greece, the salary of beginning teachers in constant terms was, in 2016/17, around two thirds of their pay seven years before.
- On top of their statutory salaries, all European education systems provide allowances to teachers. Almost all of them compensate teachers for additional responsibilities and working overtime. Allowances for further formal qualifications, outstanding performance and teaching in challenging circumstances are provided in about half of the education systems.

- Top-level authorities have the main responsibility for determining teachers' allowances in most education systems, while schools have autonomy in deciding on a majority of allowances only in few countries (Denmark, Estonia, Latvia, Lithuania, the Netherlands, Sweden and Iceland).
- School heads earn different salaries depending on the size and other characteristics of the school in more than half of the education systems. The salary difference between schools is usually lower than 20 % but it can be larger in some countries such as Ireland, Latvia, the Netherlands (upper secondary level), Portugal, the United Kingdom (England, Wales and Northern Ireland) and Iceland.
- The maximum statutory salary for school heads is in most countries at least 25 % higher than for teachers with the minimum qualification.

PART I: COMPARATIVE ANALYSIS

Introduction

Changing expectations with respect to the quality of teaching require teachers and school heads to develop a broader range of competences and to carry out a wider range of tasks than before ⁽¹⁾. They are expected to use Information and Communication technologies (ICT), work in teams, teach children from various socio-economic and cultural backgrounds, facilitate the integration of children with special education needs (SEN) and contribute to school leadership and management. Teaching is no longer perceived only as the transmission of knowledge: increasing emphasis is placed on the facilitation of learning, the development of key competences and the co-creation of knowledge with learners. School heads are also called to lead teams, support the development of staff, improve school performance, liaise with local stakeholders and manage financial resources. The complexity and variety of competences required poses a challenge for all national education systems: how to attract the most talented people into the teaching profession and retain them. This is particularly difficult at a time when pressure to hold back public expenditure is high and the education sector is increasingly in competition with other sectors of the economy and the business world to attract the best qualified young graduates.

Remuneration is a key element in making teaching an attractive profession. Along with other factors such as working conditions, career prospects, professional development opportunities and recognition, it plays an important role in drawing people into the profession as well as ensuring that serving teachers are satisfied and sufficiently motivated to continue to provide high quality teaching. Policies that affect the earnings and career prospects of those employed in the education sector should therefore be an integral part of comprehensive strategies to improve the attractiveness of the teaching profession, both for serving teachers and potential candidates.

This report analyses statutory salaries and allowances for teachers and school heads in pre-primary, primary and secondary public schools in 41 European education systems ⁽²⁾.

Section 1 analyses the annual basic gross statutory salaries of lower-secondary teachers at the start of their career, after 10 and 15 years of experience and at the top of the pay scale, and **section 2** gives further details on differences with other education levels.

Section 3 explores the salary progression rates and the time it takes to reach the top of the salary range, while **section 4** examines the relationship between time and progression rates.

Section 5 examines the changes in teachers' statutory salaries over the past year, and **section 6** analyses the variations in teachers' starting salaries in real terms since 2009/10.

Section 7 describes how school heads' salaries are defined and how they relate to the size and other characteristics of the school, while **section 8** compares the annual gross statutory salaries of teachers and school heads at an early and late stage in their career.

Section 9 looks at the allowances and other payments that teachers may receive in addition to their salaries for taking over other responsibilities, obtaining further qualifications, participating in training, performing well or working under certain difficult circumstances. The authority levels responsible for defining these allowances are described in **section 10**.

⁽¹⁾ Council of the European Union, 2014. *Conclusions on effective teacher education*. Education, Youth, Culture and Sport Council meeting, Brussels, 20 May 2014. European Commission, 2013. *Supporting teacher competence development for better learning outcomes*, available at http://ec.europa.eu/education/policy/school/doc/teachercomp_en.pdf

⁽²⁾ This report covers all Eurydice members except Croatia and Cyprus that did not participate in this data collection. Data have been collected jointly by the Eurydice and the NESLI networks.

1. Salaries in eastern Europe are considerably lower than in western Europe

Salary levels are a key factor in attracting people to the teaching profession. In Europe, the average statutory starting salary in pre-primary education (ISCED 02) for the reference year is 24 351, with the top of the pay range being EUR 38 255. The equivalent rates for the other levels of education are: EUR 26 021 and EUR 42 038 in primary (ISCED 1); EUR 27 301 and 44 732 in lower secondary (ISCED 24); and EUR 28 210 and 47 317 in upper secondary education (ISCED 34). Focusing only on the EU Member States, average salaries are slightly lower: EUR 22 936 and 37 638 in pre-primary; EUR 24 640 and 41 737 in primary; EUR 25 550 and 43 972 in lower secondary; and EUR 26 306 and 46 292 in upper secondary education ⁽¹⁾.

However, caution should be exercised when comparing international data. Cross-country differences in living costs, taxation, social security and pension schemes mean that the same salary is not equally attractive in all countries. To facilitate international comparison, pre-tax statutory salaries have been converted from national currencies into purchasing parity standards (PPS). The figures exclude employers' compulsory social security and pension contributions, but do include those made by employees themselves ⁽²⁾.

Figure 1 depicts the annual gross statutory salaries of teachers at four cutting points: starting salary, salary after 10 and 15 years of service, and the top of the salary range. For most countries, the statutory starting salary indicates the amount paid to fully qualified teachers who hold the minimum qualification required to begin teaching at a certain level of education. However, in countries where teachers normally start with higher than the minimum level of qualification and, consequently, have a higher statutory salary, then the data reflect this higher salary. The statutory salary at the top of the range is the highest amount that a fully qualified teacher with the minimum qualification may earn after a certain number of years (which varies between countries) in the profession or at retirement.

The full data for pre-primary, primary, lower secondary and upper secondary education is provided in the table below Figure 1. To facilitate the presentation, Figure 1 illustrates teachers' statutory salaries for lower secondary education (ISCED 24), and Figure 2 indicates the percentage differences between this and other levels of education.

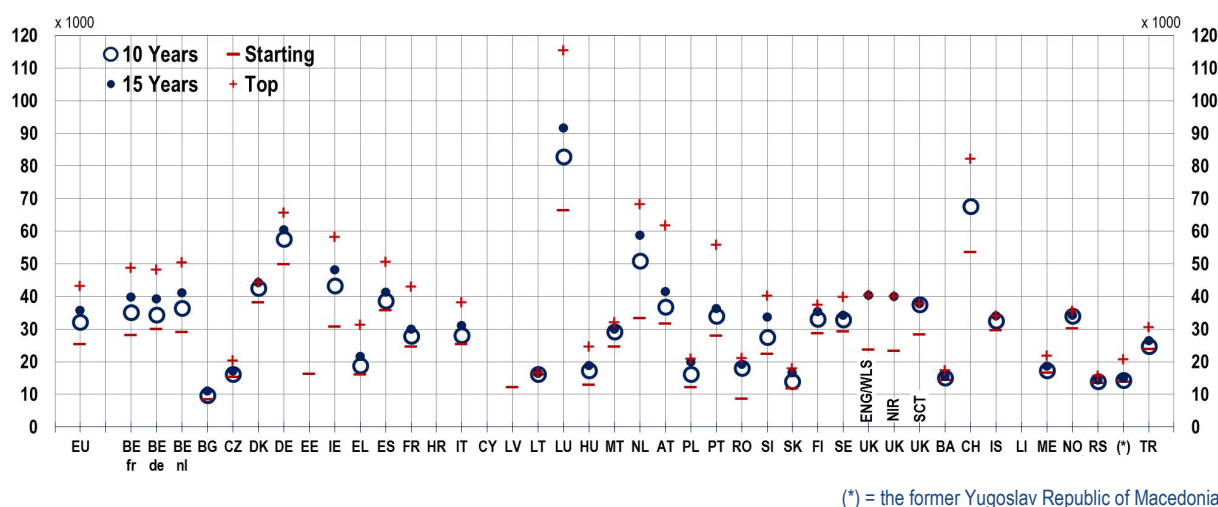
With a statutory starting salary of 66 273 and 53 467 PPS respectively, starting salaries in Luxembourg and Switzerland are the highest in Europe for teachers at lower secondary level (ISCED 24). In fact, starting salaries in these two countries are higher than the top salaries in the pay ranges of most other European countries. Likewise, Luxembourg and Switzerland's top salaries are also substantially higher than any of the other countries examined here – only Germany, the Netherlands and Austria pay salaries that come within the range of Luxembourg and Switzerland, but these three countries still lag far behind Luxembourg and Switzerland with respect to the top salaries paid.

Including the Luxembourg outlier, the mean starting salary in the EU is 25 246 PPS at lower secondary level. Without Luxembourg, which distorts the central tendency upwards, the mean is 23 879 PPS. For the top salaries the values are 42 944 PPS and 40 268 PPS respectively.

⁽¹⁾ Non-Euro currencies have been converted to euros using the Eurostat average exchange rates for 2017 [\[ert_bil_eur_a\]](#).

⁽²⁾ PPS is an artificial common reference currency unit used to express the volume of economic aggregates for the purpose of spatial comparisons in such a way that price level differences between countries are eliminated. The PPS values are obtained by dividing their original value in national currency units by the respective purchasing power parity (PPP).

Figure 1: Annual basic gross statutory salaries (starting salary, salary after 10 and 15 years, and top of the salary range) for full-time teachers in lower secondary (ISCED 24) public schools in PPS, 2016/17



(*) = the former Yugoslav Republic of Macedonia

Source: Eurydice.

Annual basic gross statutory salaries (starting salary, salary after 10 and 15 years, and top of the salary range) in PPS for full-time teachers in pre-primary (ISCED 02), primary (ISCED 1), lower secondary (ISCED 24) and upper secondary (ISCED 34) education

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY	LV
ISCED 02 Start	28 156	29 948	29 007	8 493	14 489	34 786	:	(-)	:	15 968	31 879	23 401	:	23 484	:	11 014
10	35 208	34 438	36 375	9 739	14 828	39 234	:	(-)	:	18 753	34 520	26 654	:	25 834	:	(-)
15	39 640	38 953	40 953	10 744	15 205	39 234	:	(-)	:	21 427	36 852	28 513	:	28 368	:	(-)
Top	48 504	47 982	50 108	:	16 951	39 234	:	(-)	:	31 070	45 287	41 524	:	34 520	:	(-)
ISCED 1 Start	28 156	29 948	29 007	8 493	15 317	37 858	44 327	16 153	30 651	15 968	31 879	23 401	:	23 484	:	12 080
10	35 208	34 438	36 375	9 739	16 260	42 025	52 493	(-)	43 293	18 753	34 520	26 654	:	25 834	:	(-)
15	39 640	38 953	40 953	10 744	16 985	43 410	55 428	(-)	47 931	21 427	36 852	28 513	:	28 368	:	(-)
Top	48 504	47 982	50 108	:	20 040	43 410	58 806	(-)	57 940	31 070	45 287	41 524	:	34 520	:	(-)
ISCED 24 Start	28 156	29 948	29 007	8 493	15 325	38 040	49 831	16 153	30 651	15 968	35 622	24 580	:	25 316	:	12 080
10	35 208	34 438	36 375	9 739	16 290	42 534	57 516	(-)	43 293	18 753	38 628	27 833	:	28 044	:	(-)
15	39 640	38 953	40 953	10 744	17 020	43 980	60 246	(-)	47 931	21 427	41 094	29 692	:	30 910	:	(-)
Top	48 504	47 982	50 108	:	20 134	43 980	65 431	(-)	57 940	31 070	50 322	42 821	:	37 910	:	(-)
ISCED 34 Start	35 028	37 505	36 189	8 493	15 339	36 107	50 075	16 153	30 651	15 968	35 622	24 580	:	25 316	:	12 080
10	44 649	43 889	46 126	9 739	16 305	46 924	60 858	(-)	43 293	18 753	38 628	27 833	:	28 726	:	(-)
15	50 919	50 251	52 601	10 744	17 015	46 924	63 713	(-)	47 931	21 427	41 094	29 692	:	31 775	:	(-)
Top	61 368	60 855	63 394	:	20 103	46 924	72 436	(-)	57 940	31 070	50 322	42 821	:	39 632	:	(-)

	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK-ENG/WLS	UK-NIR	UK-SCT
ISCED 02 Start	10 365	58 476	11 572	20 252	31 336	:	12 091	27 914	8 538	22 256	10 468	23 425	28 122	23 565	23 330	28 210
10	11 156	75 629	15 623	25 993	39 268	:	16 219	33 986	18 151	26 483	11 522	25 299	29 864	(-)	(-)	37 511
15	11 411	85 395	16 780	25 993	46 725	:	19 805	36 064	18 940	32 269	12 044	25 299	30 649	40 120	39 721	37 511
Top	11 897	103 332	21 987	25 993	49 336	:	20 645	55 524	20 771	37 082	12 989	25 299	33 208	40 120	39 721	37 511
ISCED 1 Start	15 981	58 476	11 572	24 494	31 336	31 809	12 091	27 914	8 538	22 256	11 711	26 459	28 509	23 565	23 330	28 210
10	16 134	75 629	15 623	29 116	39 268	35 014	16 219	33 986	18 151	27 463	14 060	30 626	32 109	(-)	(-)	37 511
15	16 237	85 395	16 780	29 714	46 725	39 194	19 805	36 064	18 940	33 481	16 463	32 464	33 568	40 120	39 721	37 511
Top	16 390	103 332	21 987	31 824	49 336	57 660	20 645	55 524	20 771	39 965	17 750	34 412	38 531	40 120	39 721	37 511
ISCED 24 Start	15 981	66 273	12 812	24 494	33 258	31 702	12 091	27 914	8 538	22 256	11 711	28 576	29 190	23 565	23 330	28 210
10	16 134	82 841	17 297	29 116	50 999	36 843	16 219	33 986	18 151	27 463	14 060	33 077	32 885	(-)	(-)	37 511
15	16 237	91 417	18 578	29 714	58 593	41 215	19 805	36 064	18 940	33 481	16 463	35 061	34 055	40 120	39 721	37 511
Top	16 390	115 197	24 344	31 824	68 006	61 578	20 645	55 524	20 771	39 965	17 750	37 165	39 601	40 120	39 721	37 511
ISCED 34 Start	15 981	66 273	12 812	24 494	33 258	31 740	12 091	27 914	8 538	22 256	11 711	30 302	29 190	23 565	23 330	28 210
10	16 134	82 841	17 297	29 116	50 999	39 915	16 219	33 986	18 151	27 463	14 060	36 392	34 011	(-)	(-)	37 511
15	16 237	91 417	18 578	29 714	58 593	45 133	19 805	36 064	18 940	33 481	16 463	37 847	34 882	40 120	39 721	37 511
Top	16 390	115 197	24 344	31 824	68 006	65 630	20 645	55 524	20 771	39 965	17 750	40 118	40 574	40 120	39 721	37 511

	BA	CH	IS	LI	ME	NO	RS	(*)	TR	EU (average)	All countries (average)
ISCED 02 Start	12 613	44 544	28 369	(-)	14 690	27 162	11 408	13 326	23 820	22 745	22 573
10	13 243	55 742	31 429	(-)	15 352	31 675	11 879	14 008	24 733	27 926	27 108
15	13 559	:	32 662	(-)	16 345	31 675	12 114	14 362	26 197	31 490	29 262
Top	15 135	67 915	32 662	(-)	18 969	31 995	13 290	19 877	30 242	37 229	35 176
ISCED 1 Start	13 454	47 591	29 492	(-)	16 609	30 222	13 337	13 703	23 820	24 404	24 225
10	14 126	59 160	32 561	(-)	17 359	34 118	13 885	14 404	24 733	30 635	29 613
15	14 463	:	33 887	(-)	18 484	34 118	14 159	14 768	26 197	34 190	31 877
Top	16 150	72 422	33 887	(-)	21 506	35 397	15 529	20 392	30 242	40 885	38 620
ISCED 24 Start	14 294	53 467	29 492	(-)	16 609	30 222	13 337	13 703	23 820	25 246	25 066
10	15 009	67 588	32 561	(-)	17 359	34 118	13 885	14 404	24 733	32 124	31 026
15	15 366	:	33 887	(-)	18 484	34 118	14 159	14 768	26 197	35 506	32 963
Top	17 153	81 919	33 887	(-)	21 506	35 397	15 529	20 392	30 242	42 944	40 513
ISCED 34 Start	16 817	60 173	25 031	(-)	16 609	36 044	13 337	14 306	23 820	25 946	25 910
10	17 658	77 205	26 233	(-)	17 359	39 831	13 885	15 038	24 733	33 839	32 699
15	18 078	:	26 976	(-)	18 484	39 831	14 159	15 418	26 197	37 197	34 385
Top	20 180	92 259	34 159	(-)	21 506	44 082	15 529	21 322	30 242	45 038	42 788

(*) = the former Yugoslav Republic of Macedonia

Source: Eurydice.

Explanatory note (Figure 1)

The values in Figure 1 and the data table show the annual gross statutory salaries (in PPS) for the largest proportion of teachers in a given country.

The EU average is calculated by adding the respective values of all EU education systems participating in this study divided by the number of these education systems. The 'all countries (average)' on the table refers to all the education systems participating in this study. Education systems with missing values are excluded from the calculation on a case by case basis.

The PPS have been calculated by dividing nominal salaries by the PPP. PPP EU 28 = 1, reference year: 2016. Source: Eurostat [[prc_ppp_ind](#)], extracted on 10.04.2018.

The reference year is 2016/17 (2016), unless stated otherwise.

Country-specific notes

Belgium: In ISCED 34, the majority of teachers have a higher qualification than the minimum and receive a higher statutory salary, which is reported here.

Bulgaria: The top of the statutory salary range is not fixed. Statutory salaries do not include the 13th month payment or holiday payment.

Czech Republic: The salaries are weighted averages based on the proportions of teachers in the different pay categories.

Germany: The salaries are weighted averages of the data available at regional (*Länder*) level.

Estonia: Official regulations set only a minimum wage which applies to all teachers.

Ireland: The salaries refer to the new statutory salary pay scales, although a majority of teachers are still paid according to the old one which is being phased out.

Spain: The salaries are weighted averages of the salaries at regional level (*Autonomous Communities*).

Lithuania: Data correspond to a teaching workload of 36 hours a week, compared to 18 in the 2015/16 Eurydice report.

Latvia: Only starting salaries are fixed by official regulations.

Netherlands: Teacher salary placement and progression are determined at school level. Salaries are weighted averages based on the ratio of salary scales valid on 1 October 2016.

Austria: Salaries are based on the weighted means of actual salaries in 2016 and 2017. ISCED 34 includes salaries of teachers in vocational programmes. There are no federal level statistics for ISCED 02.

Poland: In ISCED 02-2, the majority of teachers have a higher qualification than the minimum (the same as at ISCED 34) and receive a higher statutory salary, which is reported here.

Romania: In ISCED 02-1, the majority of teachers have a higher qualification than the minimum (the same as at ISCED 24-3) and receive a higher statutory salary, which is reported here.

Finland: The country is divided into two geographical areas with two different pay scales. The data refer to the higher pay scale. Salaries in the other pay scale are 1 % lower.

Sweden: The reference year is the calendar year 2016. There are no statutory salaries. The figures for starting salaries correspond to the median values of the actual salary of teachers with one or two years of experience. Top salaries refer to the actual salary of teachers belonging to the 90th percentile.

United Kingdom: For England and Wales, the statutory salary figures apply to teachers paid on the main and upper pay ranges. The starting salary is the minimum of the main pay range and the top salary is the maximum of the upper pay range. The figures apply to teachers paid on the 'England and Wales (excluding London Area) area' pay range. Pay ranges for teachers employed in: 'Inner London Area'; 'Outer London Area'; and 'Fringe Area' are higher. For Northern Ireland, the figures apply to teachers paid on the main and upper pay scales. The starting salary is the minimum of the main pay scale and the top salary is the maximum of the upper pay scale.

Bosnia and Herzegovina: The salaries are averages of the data available at regional (*Canton*) level.

Switzerland: Statutory salaries are determined at regional (*Canton*) level. The figures are weighted averages of the 26 regional legal requirements. The reference year is 2015/16. Starting and top salaries, as well as the number of years needed to reach the top salary, vary considerably between the *Cantons*.

Liechtenstein: Eurostat does not collect PPP data for Liechtenstein. Therefore, salaries cannot be converted into PPS.

Norway: In ISCED 34, the majority of teachers have a higher qualification than the minimum and receive a higher statutory salary, which is reported here. A sizable minority (ca. 37 %) of ISCED 1-2 teachers have a higher than the minimum qualification and receive a higher statutory salary, ranging from 33 216 PPS (min.) to 39 096 PPS (max.).

At lower secondary level, 20 education systems have a starting salary that is below the EU average even when the Luxembourg outlier is removed (Bulgaria, the Czech Republic, Estonia, Greece, Latvia, Lithuania, Hungary, Malta, Poland, Romania, Slovenia, Slovakia, the United Kingdom – England, Wales, Northern Ireland, Bosnia and Herzegovina, Montenegro, Serbia, Turkey and the former Yugoslav Republic of Macedonia). In seven countries (Latvia, Hungary, Poland, Slovakia, Bosnia and Herzegovina, Serbia and the former Yugoslav Republic of Macedonia), the starting salary is less than half the EU average, ranging between 10 000 PPS and 14 000 PPS. In Bulgaria and Romania, it is even lower. At 8 493 and 8 538 PPS respectively, the starting salary amounts to approximately one third of the EU average. Thus, as far as the starting salary at lower secondary education is concerned, there is a clear division between eastern European and the Balkan countries (below EU average), on the one hand, and western and northern European (above EU average), on the other.

For statutory salaries at the top of the pay range in lower secondary education, the picture is more varied. In addition to the eastern European and Balkan countries that all have salaries below the EU average, there are also several western or northern European countries where pay is below average ⁽³⁾. These are Italy, Malta, Finland, Sweden, the United Kingdom, Iceland and Norway ⁽⁴⁾. Furthermore there are five countries, in addition to Luxembourg and Switzerland, which have a top statutory salary that exceeds the EU average by more than 25 % (Germany, Ireland, the Netherlands, Austria and Portugal).

It is interesting to note that in nearly half the countries the top salary coincides (or almost coincides) with the statutory salary after only 15 or even 10 years of service. As Figure 1 illustrates, in Bulgaria, Denmark, Lithuania, Malta, Romania, Bosnia and Herzegovina, Iceland, Norway and Serbia, the statutory salary at lower secondary level after 10 years in service is identical with (or very close to) the top salary. In Slovakia, Finland, the United Kingdom (England, Wales and Northern Ireland), Montenegro and Turkey, the top salary is reached slightly later, in 15 years.

2. Teaching in the lower levels of education means a lower statutory salary

As already noted, in the EU, the average starting salary in lower secondary education (ISCED 24) is 25 246 PPS, while the top of the salary range is 42 944 PPS. In comparison, the average starting salaries at the other levels of education are: pre-primary (ISCED 02), 22 745 PPS; primary (ISCED 1), 24 404 PPS; and upper secondary (ISCED 34), 25 946 PPS. The top of the salary ranges for the other levels of education are 37 229 PPS in pre-primary, 40 885 PPS in primary and 45 038 PPS in upper secondary level. This means that the salaries in pre-primary and primary education tend to be lower than in lower secondary, while salaries in upper secondary are higher. Although there are differences between countries, some interesting patterns emerge.

In nine countries (Bulgaria, Estonia, Ireland, Greece, Poland, Portugal, Romania, the United Kingdom and Turkey), there is no difference between the statutory salaries at lower secondary education and those of other education levels, at each career milestone (starting out, after 10 or 15 years of service and at the highest earning point) ⁽⁵⁾.

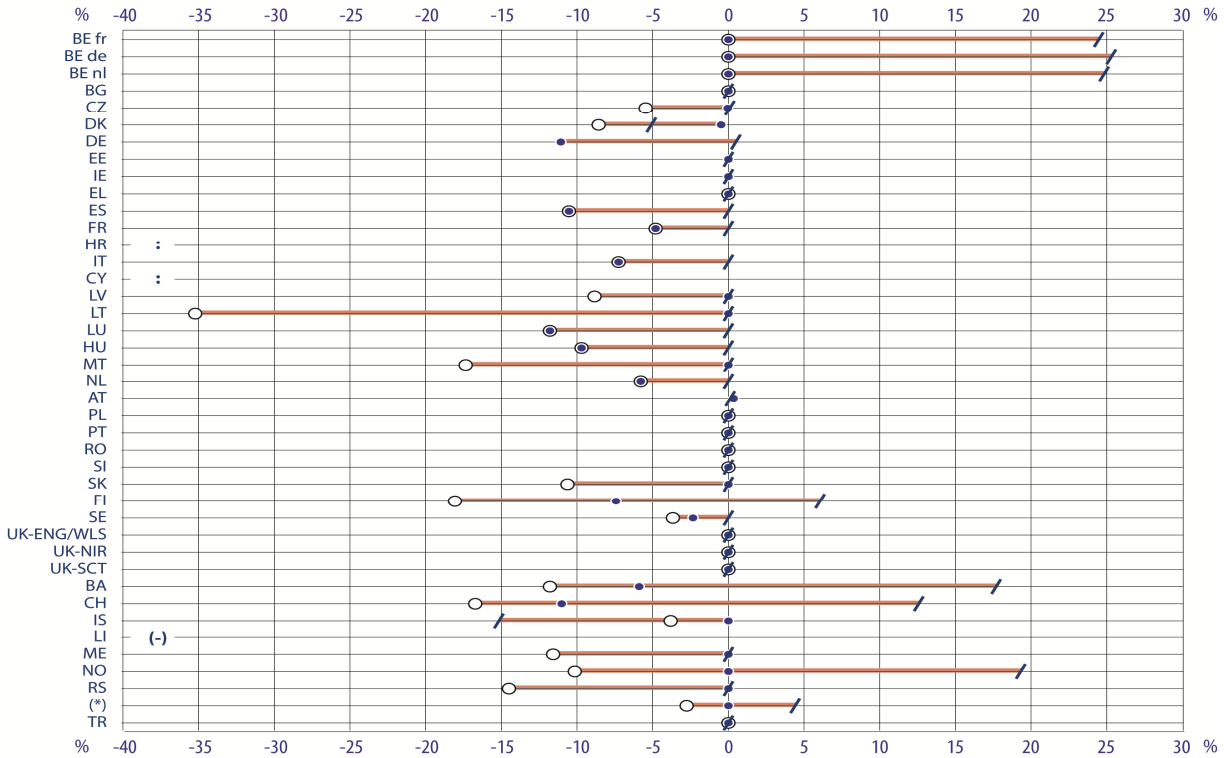
⁽³⁾ For Bulgaria, Estonia and Latvia, it is impossible to tell, because the top of the range salaries are not pre-defined.

⁽⁴⁾ The outcome is the same if Luxembourg is excluded from the EU average top of the range salary.

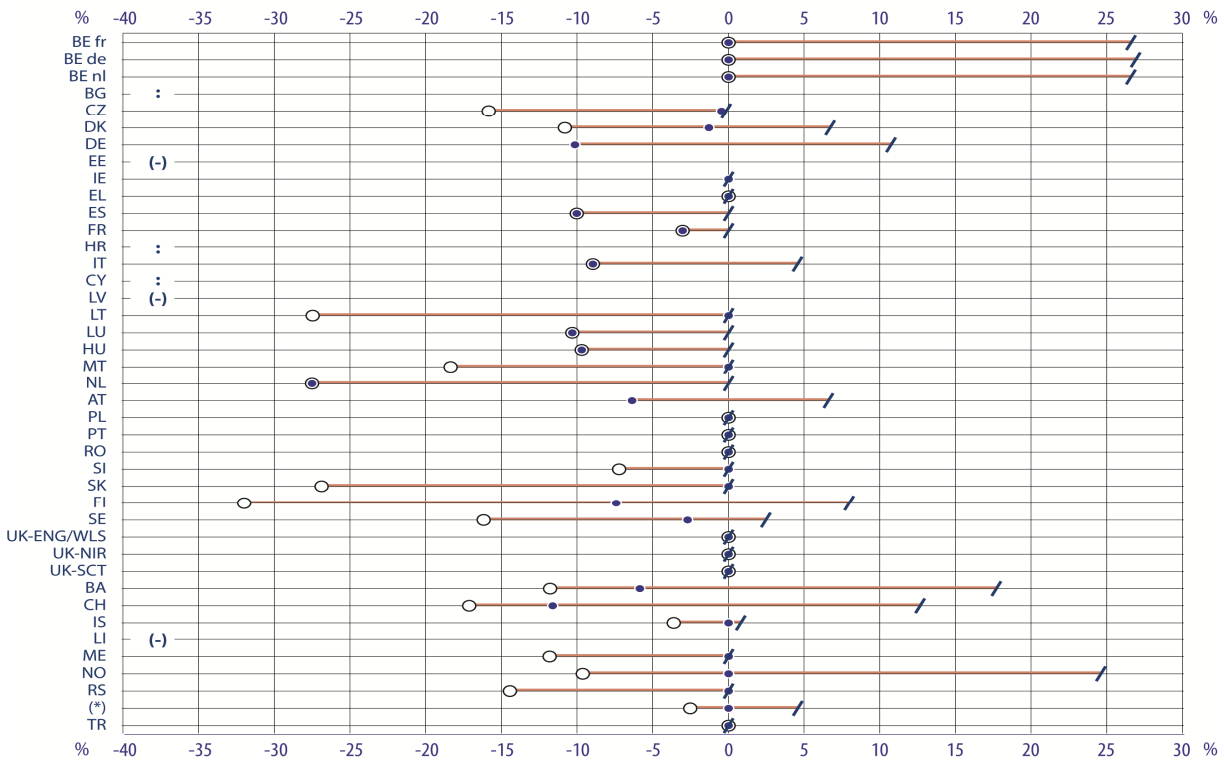
⁽⁵⁾ For Bulgaria, Estonia, Ireland and the United Kingdom, this applies to education levels where data are complete. For Poland, this applies only to the largest proportion of teachers, who have a higher than the minimum qualification. In the case of teachers with minimum qualifications there are salary differences between education levels.

Figure 2: Differences between lower secondary (ISCED 24) and other levels of education in annual statutory salaries for full-time teachers in public schools in PPS, 2016/17

Starting salary



Top of salary range



○ ISCED 02 ● ISCED 1 / ISCED 34

(*) = the former Yugoslav Republic of Macedonia

Source: Eurydice.

Explanatory note (Figure 2)

The values in Figure 2 show the percentage differences between education levels for the statutory starting salary and the top of the salary range. Lower secondary education (ISCED 24) is the reference level shown on the scale as 0. The other levels are pre-primary (ISCED 02), primary (ISCED 1) and upper secondary (ISCED 34). The salaries, annual and gross amounts expressed in PPS, are those applying to the largest proportion of teachers.

The PPS have been calculated by dividing nominal salaries by the PPP. PPP EU 28 = 1, reference year: 2016. Source: Eurostat [[prc_ppp_ind](#)], extracted on 10.04.2018.

The reference year is 2016/17 (2016), unless stated otherwise.

Country-specific notes

All the country-specific notes of Figure 1 apply also to Figure 2.

However, as shown in Figure 2, in most of the remaining countries the statutory starting salaries of pre-primary (ISCED 02) and primary (ISCED 1) teachers are lower than that of lower secondary teachers (ISCED 24). Furthermore, the gap is wider between pre-primary and lower secondary, and even wider between pre-primary and upper secondary. In Malta, Slovakia, Finland, Bosnia and Herzegovina, Switzerland, Montenegro, Norway and Serbia, the starting salaries in pre-primary education are between 10 % and 20 % lower than in lower secondary. In Lithuania, the gap is even greater (35 % lower than ISCED 24). In contrast, the disparity between primary and lower secondary teachers rarely exceeds 10 percentage points – this occurs only in Germany, Spain, Luxembourg and Switzerland (see Figure 2). In six countries (France, Italy, Hungary, the Netherlands, Finland and Bosnia and Herzegovina), the difference is between 5 % and 10 %, while in the rest there is no difference, or very little, between the starting salaries of teachers in primary and lower secondary education.

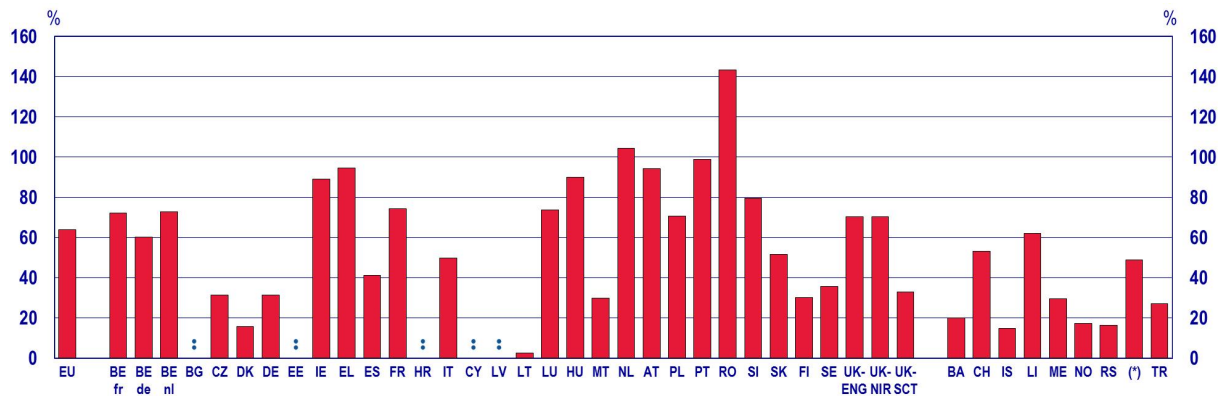
At the top of the pay ranges, the differences between education levels follow, by and large, the same pattern as starting salaries. That is, the top salaries in primary education and especially in pre-primary education are lower than those of lower secondary. In addition, top salaries in upper secondary tend to surpass the top salaries of all other school education levels. One important difference between the top of the pay range and starting salary patterns is that the disparities between pre-primary and secondary education tend to be greater at the top of the range. The comparatively wider lines for the Czech Republic, Denmark, Netherlands, Slovakia and Finland in the lower part of Figure 2 suggest exactly that. In the Netherlands, Slovakia and Finland, the salary gap between pre-primary and lower secondary levels is particularly wide at the top of the pay range. Specifically, in the Netherlands and Slovakia, the top salary for pre-primary is 27 % lower than for lower secondary, as opposed to only 6 % for the starting salary in the Netherlands and 11 % in Slovakia. In Finland, the gap at the top of the pay range is 32 %, whereas at the starting level it is 18 %. There are four countries where the gap between the two levels narrows through the teacher's career, but in three of these (Spain, France and Luxembourg) the change is very small (one to two percentage points). In Lithuania, the improvement is more substantial, but the gap remains. The difference between pre-primary and lower secondary falls from 35 % for the starting salary to 27 % at the top of the pay range (see Figure 2).

3. Salaries can progress greatly, but the rates of increase and the time required vary between countries

The level of the statutory starting salary may play an important role in attracting new teachers, but this is only one aspect to be considered. If salaries rise quickly, then a low starting salary may not necessarily be a dis-incentive to becoming a teacher. Substantial pay rises during a career may contribute to teacher retention. Conversely, sluggish and minimal pay rises can have a detrimental effect on attracting and retaining teachers. Therefore, it is important to examine not only the starting salary, but also its development over time, taking into account the number of years it takes to reach the top salary.

In most European countries, the difference between the statutory starting and top salaries is quite substantial. On average across the EU, the top salary for pre-primary education is 57 % higher than the starting salary, for primary it is 62 %, for lower secondary it is 64 % and for upper secondary it is 66 % higher. It should be reminded that the statutory salary does not include any allowances that teachers may receive. Therefore, the differences in the overall remuneration of teachers may be more or less pronounced as suggested here.

Figure 3: Differences between annual statutory starting salaries and the top of the pay range for full-time teachers in public schools (ISCED 24), 2016/17



(*) = the former Yugoslav Republic of Macedonia

Source: Eurydice.

Explanatory note (Figure 3)

The values in Figure 3 show the percentage difference between annual gross statutory starting salaries and the top of the range for the largest proportion of teachers in lower secondary education. The data can be found in the Figure 4 data table.

The EU average is calculated by adding the respective values of all EU education systems participating in the study divided by the number of education systems. Education systems with missing values are excluded from the calculation on a case by case basis.

The reference year is 2016/17 (2016), unless stated otherwise.

Country-specific notes

All the country-specific notes of Figure 1 apply also to Figure 3.

In some countries, salary progression can be relatively small, while in others it can result in a doubling (or even tripling) of the starting salary. In lower secondary education, the smallest percentage increase between the starting and top salary is found in Lithuania (3 %), followed by Iceland (15 %), Denmark (16 %), Serbia (16 %) and Norway (17 %). In contrast, the highest percentage increase is reported by Romania (143 %), the Netherlands (104 %), Portugal (99 %), Greece (95 %), Austria (94 %), Hungary (90 %), Ireland (89 %) and Slovenia (80 %) (see Figure 3).

Salary progression percentage increases tend to be the same across all education levels (see Figure 4 data table). A few exceptions apply. In the Czech Republic, the increase between the starting and top salary at pre-primary level is 17 %, compared to 31 % at other levels. In Denmark, the increase at upper secondary is 30 %, compared to 15 %-16 % at primary level and lower secondary and 13 % at pre-primary. In Lithuania, the salary progression at pre-primary is steeper (15 %) than at the other levels (3 %). In the Netherlands, the increase in pre-primary and primary is 57 %, but in lower and upper secondary it is 104 %. In Austria, the pay rise increases both across time and education levels. For example, at primary education level, the statutory salary rises by 10 % after 10 years, 23 % after 15 years and the top salary is 81 % higher than the starting salary. At upper secondary level, the same figures are 26 %, 42 % and 107 %, respectively. In Slovakia, Finland and Sweden, the pay rises for pre-primary teachers are less than half the amount received by teachers at the higher levels of education. Finally, in Iceland, salary progression at ISCED 34 is distinctive from

the other levels of education as it is relatively weak during the earlier part of a teacher's career (5 %-8 % compared to the starting salary), but picks up toward the end (36 %). In contrast, salary progression is relatively evenly distributed over the years for teachers at other levels.

In Europe, the average time taken to reach the top of the salary range is 28 years. However, behind the average figures lies a considerable variation between countries. At lower secondary level (ISCED 24), there are some education systems in which teachers typically reach the top salary in less than 15 years (Denmark, and the United Kingdom – Scotland) and others in which that is the case only after 40 years (Romania, Montenegro, Serbia and the former Yugoslav Republic of Macedonia) or even more (Hungary). As Figure 4 shows, in six countries (Belgium, France, Luxembourg, Slovenia, Switzerland and Turkey), it takes between 25 and 30 years of service, while for the rest it varies widely ⁽⁶⁾. In Malta, Finland, Iceland and Norway, it takes between 15 and 24 years, while in the Czech Republic, Greece, Spain, Italy, Portugal and Slovakia it takes between 30 and 39 years.

Thus, the data reveal that there is plenty of room for salary progression, that it usually takes less than 30 years to reach the top salary and the progression is slightly uneven between education levels. In particular, upper secondary (ISCED 34) teachers tend not only to start with relatively better salaries, but they also have better prospects in terms of salary progression than teachers at other education levels. The combination of the two factors suggests that from a statutory salary point of view, upper secondary teachers are comparatively better off.

4. Salary progression rate does not depend on starting salary level, but on years of service

From a purely statistical point of view, the lower the starting salary, the greater the potential for higher percentage increases over time. Conversely, countries with relatively high starting salaries might be expected to report smaller increases. However, the data do not confirm the hypothesis that there is a relationship between starting salary level and salary progression rate. Examining the difference between the top of the pay range and starting salaries at lower secondary level (ISCED 24), the correlation between starting salary and the percentage increase is very small (Pearson's $r = -.05$) ⁽⁷⁾. In other words, relatively lower starting salaries do not necessarily mean higher pay rises. This is best exemplified in two extreme and opposite cases. In Lithuania, the starting statutory salary at ISCED 24 is below the EU average (see Figure 1), yet it remains virtually unchanged during a teacher's career. In Portugal, the starting salary is above the EU average, but it can rise by almost 100 %. The fact that it takes 15 years in Lithuania to reach the top of the salary range, whereas in Portugal it takes 35 years, suggests that the number of years in service may have something to do with salary progression.

Figure 4 illustrates the relationship between the years of service required to reach the top statutory salary and salary progression (percentage change between top and starting salaries) for lower secondary (ISCED 24) teachers ⁽⁸⁾. It shows that there is a positive correlation between the two,

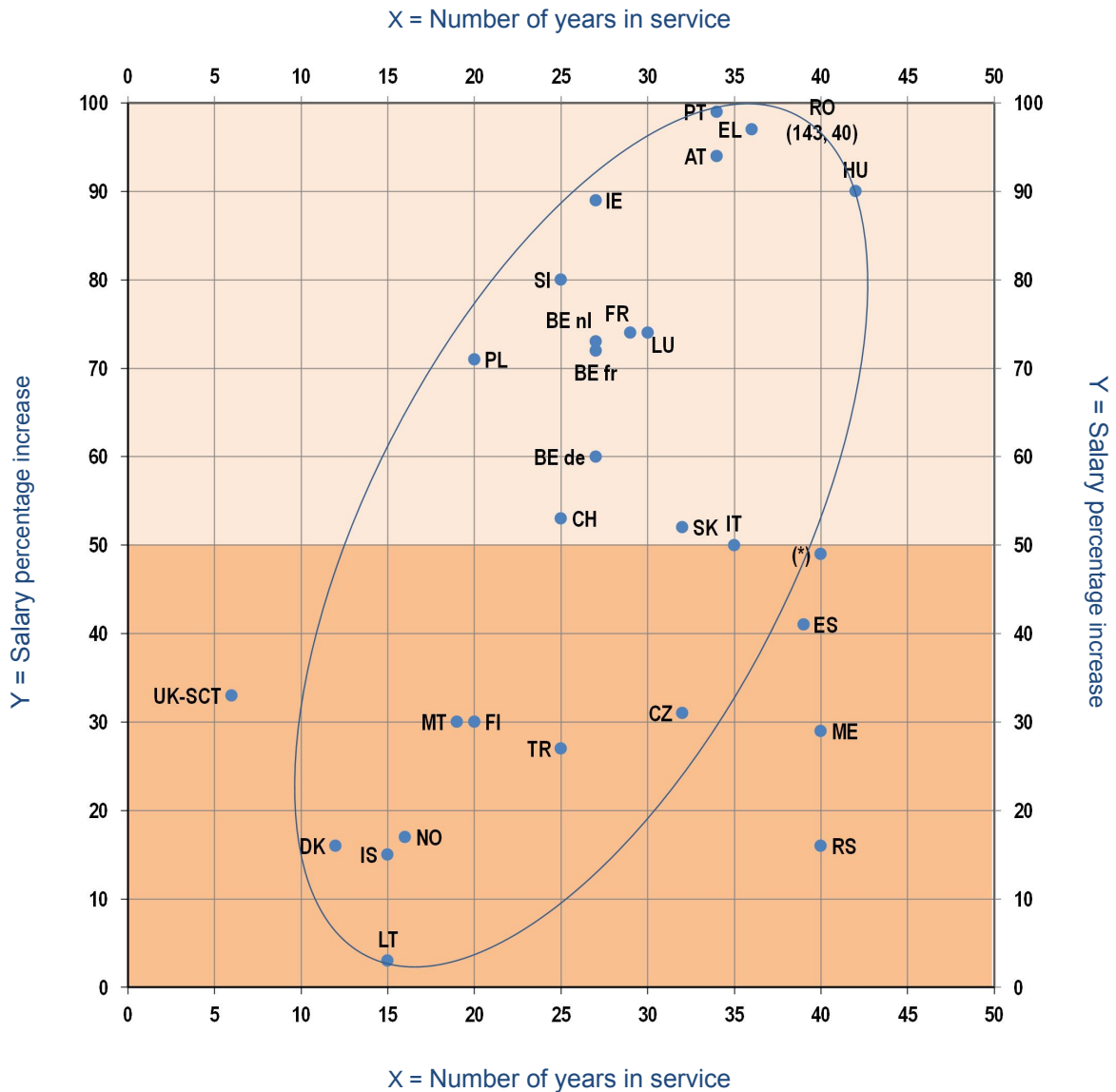
⁽⁶⁾ The years of service needed in order to reach the salary at the top of the range are the same across education levels with the following exceptions. In Belgium (French and Flemish Communities), the majority of ISCED 34 teachers need 25 years to reach the top salary. In Denmark, ISCED 02 teachers can reach the top salary in ten years and ISCED 34 teachers in five. In France, ISCED 02 and ISCED 1 teachers can reach the top within 25 years. In Finland, ISCED 02 teachers can reach the top in ten years.

⁽⁷⁾ Pearson's correlation coefficient is a measure of the linear correlation between two variables. It has a value of between +1 and -1, where 1 is total positive linear correlation (i.e. very strong positive association), 0 is no linear correlation (i.e. no association), and -1 is total negative linear correlation (i.e. very strong negative association). Source: https://en.wikipedia.org/wiki/Pearson_correlation_coefficient, accessed 12.6.2018.

⁽⁸⁾ The findings by and large apply also to the other ISCED levels because, as already noted in the previous section, the number of years in service and the salary progression rates tend to be the same or similar across education levels.

especially if the outliers are ignored. The more years it takes to reach the top of the salary range, the greater the percentage increase. Thus, in Denmark where it takes only 10 years to reach the top salary, the increase is less than 20 %. In contrast, in Romania it takes 40 years to achieve the top and the increase is as high as 143 %. The majority of European countries lies somewhere in between the two extremes, suggesting a positive and more or less linear relationship between years of service and pay rises. At the same time, there are also a few countries that do not fit this pattern. After around 40 years of service, the salary change is 16 % in Serbia, 29 % in Montenegro, 41 % in Spain and 49 % in the former Yugoslav Republic of Macedonia. This means that, in these countries, it takes relatively more time to receive a relatively lower salary increase, compared to the mean values reported in Figure 4 (28 years for 64 % increase in the EU and 56 % in all countries). In the case of the United Kingdom (Scotland), the salary increase (33 %) may be below average, but the number of years needed to reach the top salary (6) is also (disproportionately) below average.

Figure 4: The relationship between statutory salary progression rate of full-time teachers and the number of service years required to reach the top of the salary range (ISCED 24), 2016/17



Source: Eurydice.

(*) = the former Yugoslav Republic of Macedonia

Data (Figure 4)

Percentage change of annual basic gross statutory salaries for full-time teachers after 10 years, 15 years and at the top of the salary range, compared to the starting salary

%		BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY	LV
ISCED 02	10	25	15	25	15	2	13	:	:	:	17	8	14	:	10	:	:
	15	41	30	41	27	5	13	:	:	:	34	16	22	:	21	:	:
	Top	72	60	73	:	17	13	:	:	:	95	42	77	:	47	:	:
ISCED 1	10	25	15	25	15	6	11	18	:	41	17	8	14	:	10	:	:
	15	41	30	41	27	11	15	25	:	56	34	16	22	:	21	:	:
	Top	72	60	73	:	31	15	33	:	89	95	42	77	:	47	:	:
ISCED 24	10	25	15	25	15	6	12	15	:	41	17	8	13	:	11	:	:
	15	41	30	41	27	11	16	21	:	56	34	15	21	:	22	:	:
	Top	72	60	73	:	31	16	31	:	89	95	41	74	:	50	:	:
ISCED 34	10	27	17	27	15	6	30	22	:	41	17	8	13	:	13	:	:
	15	45	34	45	27	11	30	27	:	56	34	15	21	:	26	:	:
	Top	75	62	75	:	31	30	45	:	89	95	41	74	:	57	:	:
Nr. of Years		27*	27*	27	:	32	12*	:	:	27	36	39	29*	:	35	:	:

		LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK-ENG/ WLS	UK-NIR	UK-SCT
ISCED 02	10	8	29	35	28	25	:	34	22	113	19	10	8	6	:	:	33
	15	10	46	45	28	49	:	64	29	122	45	15	8	9	70	70	33
	Top	15	77	90	28	57	:	71	99	143	67	24	8	18	70	70	33
ISCED 1	10	1	29	35	19	25	10	34	22	113	23	20	16	13	:	:	33
	15	2	46	45	21	49	23	64	29	122	50	41	23	18	70	70	33
	Top	3	77	90	30	57	81	71	99	143	80	52	30	35	70	70	33
ISCED 24	10	1	25	35	19	53	16	34	22	113	23	20	16	13	:	:	33
	15	2	38	45	21	76	30	64	29	122	50	41	23	17	70	70	33
	Top	3	74	90	30	104	94	71	99	143	80	52	30	36	70	70	33
ISCED 34	10	1	25	35	19	53	26	34	22	113	23	20	20	17	:	:	33
	15	2	38	45	21	76	42	64	29	122	50	41	25	20	70	70	33
	Top	3	74	90	30	104	107	71	99	143	80	52	32	39	70	70	33
Nr. of Years		15	30	42	19	:	34	20	34	40	25	32	20*	:	:	:	6

		BA	CH	IS	LI	ME	NO	RS	(*)	TR	EU (average)	All countries (average)
ISCED 02	10	5	25	11	:	5	17	4	5	4	22	19
	15	8	:	15	:	11	17	6	8	10	37	31
	Top	20	52	15	62	29	18	16	49	27	57	51
ISCED 1	10	5	24	10	:	5	13	4	5	4	23	20
	15	8	:	15	:	11	13	6	8	10	38	33
	Top	20	52	15	62	29	17	16	49	27	62	54
ISCED 24	10	5	26	10	:	5	13	4	5	4	24	21
	15	7	:	15	:	11	13	6	8	10	39	34
	Top	20	53	15	62	29	17	16	49	27	64	56
ISCED 34	10	5	28	5	:	5	11	4	5	4	26	22
	15	8	:	8	:	11	11	6	8	10	41	35
	Top	20	53	36	62	29	22	16	49	27	66	58
Nr. of Years		:	24	15	:	40	16	40	40	25	28	28

Source: Eurydice.

Explanatory note (Figure 4)

Figure 4 depicts the percentage change between the statutory starting salary and the top of the pay range in 2016/17 (ISCED 24) and the required years of service necessary to reach the top of the pay range. The data table contains information on the percentage difference between the starting statutory salary and the salary after 10 years, 15 years and the top of the pay range for ISCED 02 to ISCED 34. Percentages are based on the annual gross statutory salaries applying to the largest proportion of teachers.

The number of years refers to the years in service necessary to reach the top of the salary range. The asterisk (*) refers to exceptions that are explained in the country-specific notes.

Percentages that could not be computed, because the statutory salary data were not available or not applicable, have been indicated as data not available (-).

The EU average is calculated by adding the respective values of all EU education systems participating in the study divided by the number of education systems. The 'all countries (average)' in the table refers to all the education systems participating in the study. Education systems with missing values are excluded from the calculation on a case by case basis.

The reference year is 2016/17 (2016).

Country-specific notes

All the country-specific notes of Figure 1 apply also to Figure 4. In addition:

Belgium (BE fr, BE nl): The majority of ISCED 34 teachers need 25 years to reach the top of the salary range.

Bulgaria: There are no official data for the number of years to reach the top of the salary range, but it cannot be less than 10.

Denmark: ISCED 02 teachers can reach the top of the salary range within 10 years, and ISCED 34 within 5.

France: ISCED 02 and ISCED 1 teachers can reach the top of the salary range within 25 years.

Malta: Salary progression depends on years in service and individual performance.

Poland: The salary increases by advancing to the next professional level, by a seniority bonus and by acquiring a higher level of education.

Slovenia: Salary progression depends on years of service and career level ('mentor', 'advisor', 'councillor').

Finland: ISCED 02 teachers can reach the top of the salary range within 10 years.

Sweden: Salary progression depends on individual performance.

United Kingdom: In Northern Ireland, with satisfactory performance, teachers on the main pay scale can progress one point per year to a maximum of point six. Progression to the upper pay scale is based on performance against standards. In England and Wales, there is a main pay range and an upper pay range; progression within each range, and from the main to the upper range, is performance-related. Schools have discretion over the speed of progression and the specific pay increases awarded.

Bosnia and Herzegovina: Salary progression depends on years of service and partly on other factors (additional duties, work during holidays and working conditions) as well.

Liechtenstein: Salary progression depends mostly on individual performance and changes in the living cost index.

Whilst in the majority of European countries salary progression is a function of the years in service, there are a few where this is not the case. In the United Kingdom (Northern Ireland), individual performance and years in service both play a role. However, in Sweden, the United Kingdom (England and Wales) and Liechtenstein, performance is the main determinant.

5. Most countries registered an increase in teachers' statutory salaries in 2016/17

In 2016/17, teachers' statutory salaries grew in all but seven European countries.

In eight member states from central and eastern Europe, a reform of teachers' salaries brought in a salary increase of at least 4 %. The rise was particularly significant in Latvia, where the statutory salary of beginning teachers grew by two thirds compared with the previous school year.

In **Bulgaria**, from January 2017, additional funding enabled a salary increase of 8 % in the education sector with the objective of improving education quality and teacher status.

In the **Czech Republic**, teachers' basic statutory salaries were increased by 6 % (by 8 % including allowances) from September 2016.

In **Estonia**, the 5 % increase is the result of the benchmark set in the (2013) Estonian Lifelong Learning Strategy 2020 to raise teachers' salaries to the level of the average salary of highly educated employees.

In **Latvia**, the minimum monthly salary increased by around 68 % from EUR 405 to 680 from 1 September 2016.

In **Hungary**, the 2012 reform increased the number of steps in the pay scale and introduced a gradual salary increase, which, in 2016/17, was close to 4 % for starting salaries (compared to 2015/16).

In **Austria**, the 2013 education reform, which became effective in September 2015, raised the starting salaries and introduced a new salary progression scheme ⁽¹⁾. The salaries of beginning teachers, in primary and lower secondary education, grew by around 4 %, and the maximum salaries by over 6 %. In upper secondary education, the increase was around 1 %.

In **Romania**, the Government Decision 38/2017 increased the salaries of beginning teachers by 15 % and the salaries at the top of the pay scale by more than 5 %.

In **Slovakia**, the government upgraded teachers' salaries by 6 % in January 2017 – as stipulated in the 2009 teacher salary reform.

Collective bargaining brought salary rises of more than 3 % in another five countries (Denmark, Malta, Sweden, Iceland and Montenegro). In Norway, the salary of beginning teachers with the minimum qualification remained unchanged but the salaries of teachers with more experience and additional qualifications increased.

Teachers' salaries were adjusted in line with the cost of living in the German-speaking and Flemish Communities of Belgium, France, Poland and the United Kingdom (England, Wales, Northern Ireland and Scotland). In the French Community of Belgium, Germany, Spain, Serbia and Turkey, there was a general salary adjustment for all public employees. In Slovenia, the pay scale for civil servants was upgraded on 1 September 2016. Teachers' starting salaries increased by 0.9 % and salaries at the top by 2.3 %.

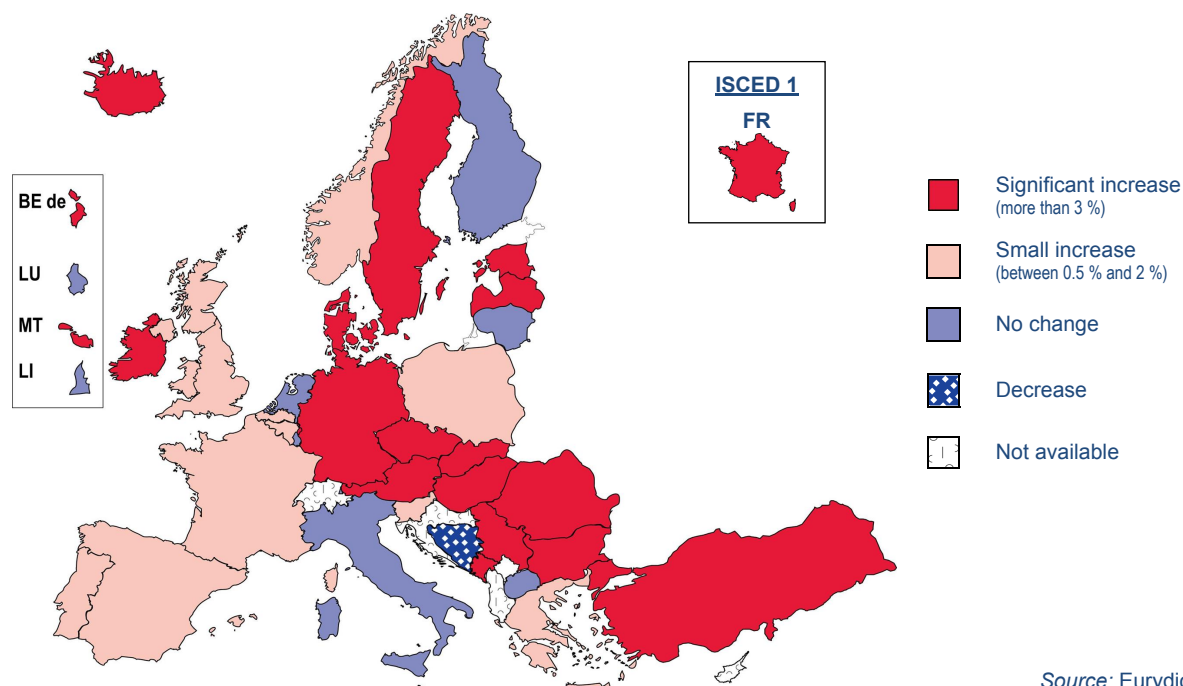
In Ireland, for teachers that entered the teaching profession after 1 February 2012, starting salaries increased by 9 % and salaries at the top of the scale by 6.6 % ⁽²⁾. Austerity measures affecting the salaries of public employees were also lifted in Portugal but the increase was more modest, around 1 % for beginning teachers and around 4 % for those at the top of the pay scale. In Greece, the salaries of beginning teachers remained unchanged but the highest salaries grew by around 1 %.

The wage freeze for public employees remained in place in Italy and Liechtenstein. In Lithuania, Luxembourg, the Netherlands and Finland, teachers' salaries also remained practically unchanged in 2016/17. In Bosnia and Herzegovina, teachers' salaries decreased as the result of a reduction in the number of students and classes.

⁽¹⁾ For a transitional period of five years, starting teachers can choose between the old and the new payment scheme. The values provided are a weighted average. A small proportion of this increase is commensurate with the adjustment in the number of years of education that, following a ruling of the European Court of Justice, the government must recognise on entry to the profession; this also affects teachers in service.

⁽²⁾ Revised salary scales for teachers appointed before and after 1 February 2012 came into effect in April 2017, as provided in the Lansdowne Road Agreement and the Financial Emergency Measures in the Public Interest Act 2015.

Figure 5: Changes between 2015/16 and 2016/17 in teachers' statutory salaries in public schools (ISCED 1, 24 and 34)



Explanatory note

This figure shows changes in the starting statutory salaries and those at the top of the pay range for teachers with the minimum qualification required to teach in 2016/17 compared with the previous year in nominal terms.

Statutory salaries for 2015/16 are from European Commission/EACEA/Eurydice, 2016. *Teachers' and school heads' salaries and allowances in Europe – 2015/16. Eurydice Facts and Figures*. Luxembourg: Publications Office of the European Union.

Country-specific notes

Belgium (BE fr, BE nl): Data for ISCED 34 refer to teachers with a Master's level qualification.

France: Starting salaries include the accommodation and tutoring allowances that all teachers receive. At primary level, the tutoring allowance (ISAE) was upgraded in 2016/17.

Lithuania: No changes in teachers' salaries took place in the year in question. Statutory salaries in this data collection correspond to a teaching workload of 36 hours a week, while in previous returns they corresponded to a teaching workload of 18 hours, which is the most representative of teachers.

Finland: No changes in teachers' salaries took place in the year in question. Finland is divided into two geographical areas with two different pay scales. This figure and previous returns refer to the lower pay scale. Salaries on the other pay scale are 1 % higher.

Sweden: The reference year is the calendar year 2016. There are no salary scales or statutory salaries. The figures for starting salaries correspond to the median values of the actual salary of teachers with one and two years of experience. Top salaries refer to the actual salary of teachers belonging to the 90th percentile.

Liechtenstein: Data for ISCED 24 refer to teachers at Baccalaureate Schools (*Gymnasium, Berufsmaturitätsschule*).

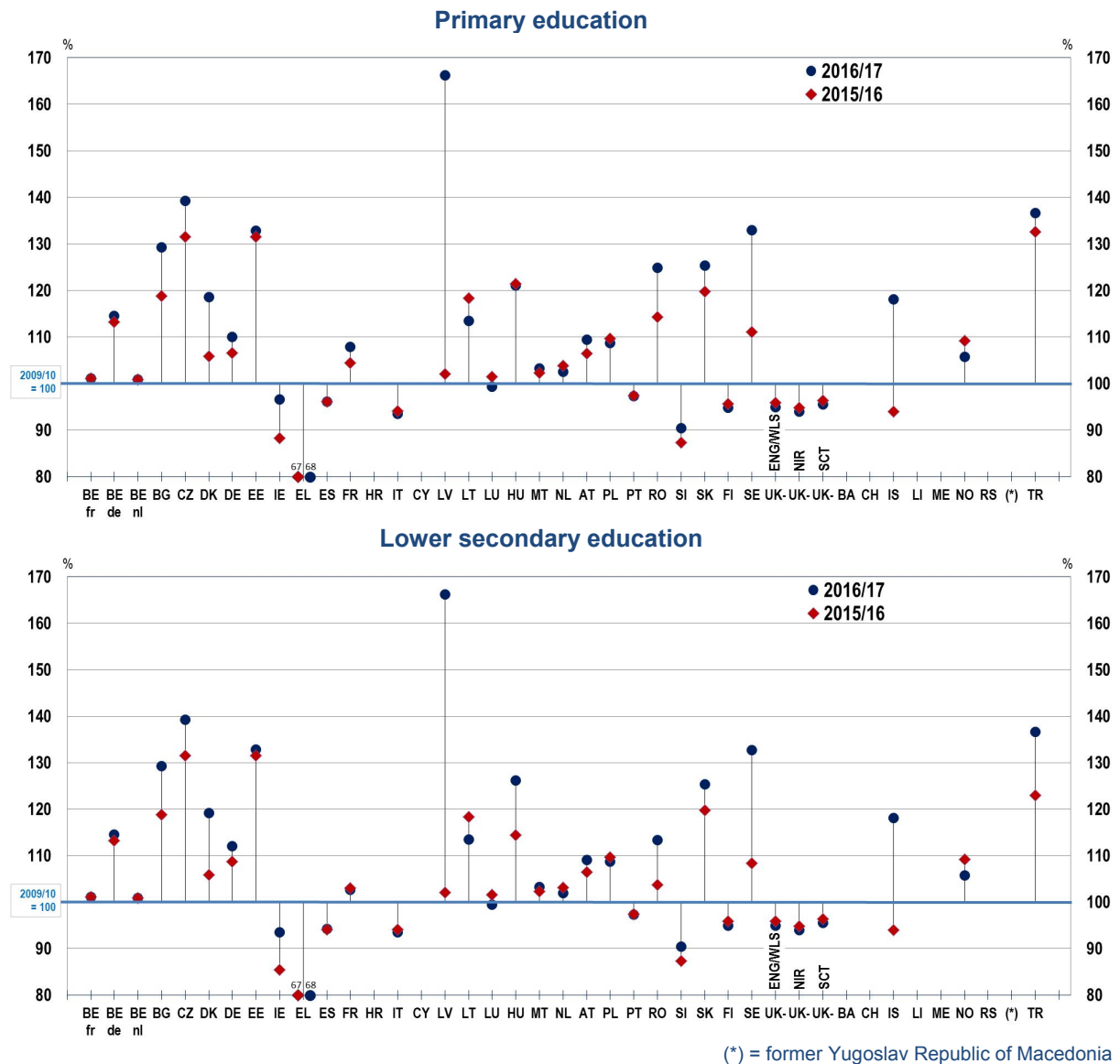
6. The salaries of beginning teachers, in constant terms, are still below 2009/10 levels in nine countries

During the economic crisis, some national governments implemented pay cuts or freezes for public employees as a measure to reduce budget deficits. As a result, teachers' purchasing power fell in the years after 2009 in 20 European countries⁽³⁾. In most cases, austerity measures have been lifted and salaries have been progressively restored to pre-crisis levels. However, and despite the generalised rise of teachers' statutory salaries over the last year, real salaries (i.e. discounting price inflation) of teachers entering the profession in 2016/17 were still lower than in 2009/10 in nine European countries.

⁽³⁾ European Commission/EACEA/Eurydice, 2016. *Teachers' and school heads' salaries and allowances in Europe – 2015/16. Eurydice Facts and Figures*. Luxembourg: Publications Office of the European Union.

Figure 6 shows the relative percentage change of the annual gross statutory salary received by a teacher holding the minimum qualifications required at a specific education level at the start of his/her career, in 2015/16 and 2016/17 compared to 2009/10 (100 %). For 2015/16 and 2016/17, salaries have been deflated to 2010 prices in order to discount the effects of price inflation.

Figure 6: Changes between 2009/10 and 2016/17 in teachers' starting statutory salaries (2009/10 = 100 %) in primary and lower secondary public schools



Source: Eurydice.

Explanatory note

This figure shows the relative percentage change, in real terms, of the annual gross statutory salaries received by beginning teachers holding the minimum qualification required to enter the profession in primary and general lower secondary education.

The Y axis represents the relative percentage salary increase, year 2009/10 = 100. The nominal values of statutory salaries are from European Commission/EACEA/Eurydice, 2012. *Key data on education in Europe in 2012, Teachers' and school heads' salaries and allowances 2015/16* and the current data collection. For 2015/16 and 2016/17, salaries have been deflated to 2010 prices in order to discount the effects of price inflation. Nominal salaries have been divided by the price index (gross domestic product at market prices) 2010 = 100 in national currency for 2015 and 2016, available on <http://ec.europa.eu/eurostat/data/database> at nama_10_gdp.

Country-specific notes

Belgium: Price index refers to the state of Belgium, but salaries differ across Communities.

Czech Republic: In 2009/10, only the lowest pay category at each education level was reported. In 2015/16 and 2016/17, figures represent the weighted average of the relevant pay categories at each education level.

Germany (Länder): For all the reference years, data refer to the previous school year.

Spain: Statutory salaries represent average salaries in public education, calculated as a weighted average of the salaries in the different Autonomous Communities.

Lithuania: Statutory salaries in this data collection correspond to a teaching workload of 36 hours a week, while in previous returns they corresponded to a teaching workload of 18 hours. However, no changes took place in the year in question.

Hungary: The increase at ISCED 24 in 2016/17 reflects an upgrade in the qualification requirements to enter the profession.

Slovenia: The food allowance that all teachers receive is included in data for 2016/17 but not in the previous years.

Finland: No changes in teachers' salaries took place in the year in question. Finland is divided into two geographical areas with two different pay scales. This figure and previous returns refer to the lower pay scale. Salaries on the other pay scale are 1 % higher.

Sweden: There are no statutory salaries. The figures for starting salaries correspond to the median values of the actual salary of teachers with one and two years of experience. Top salaries refer to the actual salary of teachers belonging to the 90th percentile.

United Kingdom: The price index has been calculated for the whole of the UK.

Norway: At ISCED 24, data on statutory salaries refer to teachers with four years' initial training.

The biggest loss in teachers' purchasing power has taken place in Greece, where the salary of beginning teachers in constant terms was in 2016/17 around two thirds their pay in 2009/10. Teachers in Greece had also seen their real salaries decline in the years prior to 2009 ⁽⁴⁾.

In Ireland, teachers' salaries in real terms had also declined substantially in previous years but recent pay rises have contributed to a progressive improvement in the situation ⁽⁵⁾. The salary of a beginning teacher in 2016/17 was 3 % lower than in 2009/10 at primary level (seven points at secondary level). In Slovenia, starting salaries in 2016/17 were approximately 10 % lower than seven years ago.

In Spain and Portugal, the lifting of the pay cuts for public employees and recent adjustments to the cost of living have not been enough to fully restore teachers' purchasing power to pre-crisis levels. In Portugal, the salary of a beginning teacher in 2016/17, in constant terms, was 97 % of the salary received seven years before. In Spain, it was 96 % for primary teachers and 94 % for secondary teachers.

The wage freeze for public employees, which is still in place in Italy, has continued to have a detrimental impact on teachers' purchasing power. The salaries of teachers entering the profession in 2016/17, in constant terms, were around 94 % their pay in 2009/10.

In the United Kingdom (England, Wales, Northern Ireland and Scotland), the 1 % increase in 2016/17 to adjust salaries in line with the rise in the cost of living was not enough to fully restore teachers' purchasing power to 2009/10 levels; the minimum statutory salary of a fully-qualified teacher entering the profession in 2016/17 (in constant terms) was between 5 and 6 % lower than seven years ago. In Finland, teachers' salaries remained unchanged over the past two years and, in 2016/17, the starting salary, in constant terms, was 5 % less than in 2009/10. In Luxembourg, starting salaries also decreased in real terms over the years in question.

In 20 other European countries, the salaries of beginning teachers in real terms were in 2016/17 higher than in 2009/10. As shown in Figure 6, the recovery of teachers' purchasing power has been particularly significant in Bulgaria, the Czech Republic, Estonia, Latvia, Hungary, Romania, Slovakia and Turkey. Nonetheless, these countries had the lowest starting salaries seven years ago ⁽⁶⁾.

⁽⁴⁾ European Commission/EACEA/Eurydice, 2012. *Key data on education in Europe in 2012*, page 130. Luxembourg: Publications Office of the European Union.

⁽⁵⁾ European Commission/EACEA/Eurydice, 2016. *Teachers' and school heads' salaries and allowances in Europe – 2015/16*, page 11. Eurydice Facts and Figures. Luxembourg: Publications Office of the European Union.

⁽⁶⁾ European Commission/EACEA/Eurydice, 2012. *Key data on education in Europe in 2012*, page 130. Luxembourg: Publications Office of the European Union.

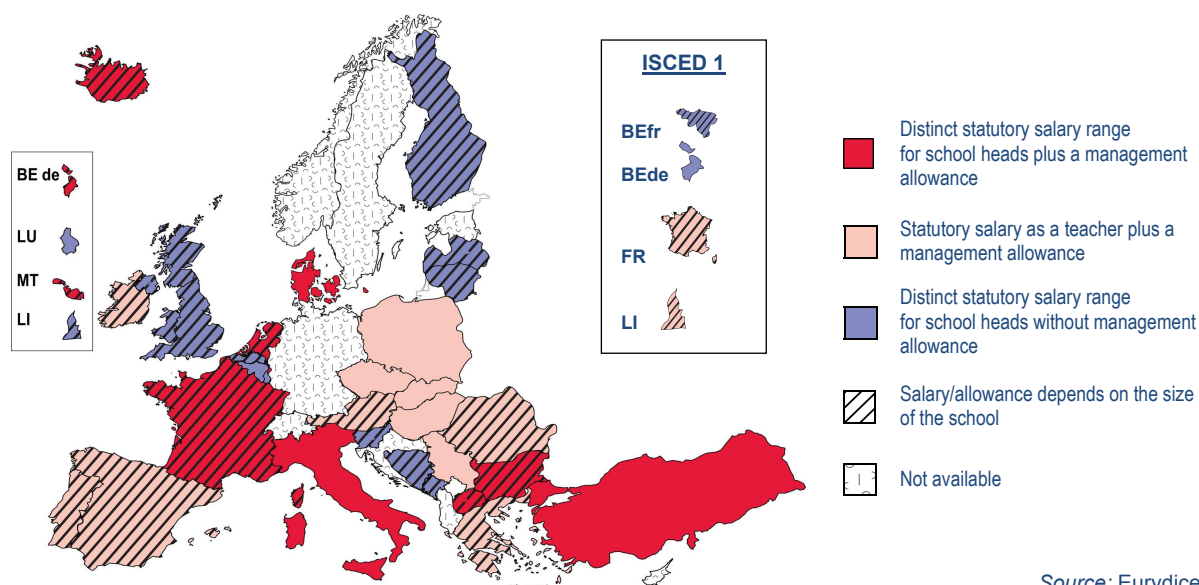
7. School heads' salaries often depend on the size of the school

School heads' statutory salaries are defined in different ways across European countries. There are two main models: school heads may receive their teacher's salary plus a management allowance, or there may be a distinct salary range for school heads – which may also include a management allowance. Irrespectively of how this salary is defined, in 25 education systems, the basic salary and/or the management allowance vary depending on the size of the school (i.e. number of students or classes). Other characteristics of the school that may also be taken into account include the location of the school, the number of SEN pupils, the provision of differentiated teaching and the offer of special programmes (for instance for minorities).

As shown in Figure 7, in 10 education systems, school heads are paid on a distinct salary range (different from the teachers' range) and a management allowance on top. In the German-speaking Community of Belgium (secondary education), France, Malta, the Netherlands and the former Yugoslav Republic of Macedonia, the management allowance varies depending on certain characteristics of the school, including the number of students enrolled. In Bulgaria and Iceland, it is the basic salary (not the management allowance) that depends on the size of the school. In Denmark, the decision is taken at local level. In Italy, both the salary and the allowance are defined according to criteria related to the school district, not to a particular school (e.g. the number of schools and foreign students in the district). In Turkey, the management allowance is only linked to previous managerial experience.

In another 14 education systems, there are distinct, statutorily defined salary ranges for school heads but no management allowance is granted on top. In all but in the French Community of Belgium (secondary education) and Luxembourg, the size of the school is taken into account in determining the salary.

Figure 7: Compensation system for heads of public schools (ISCED 1, 24 and 34) and how it relates to school size, 2016/17



Source: Eurydice.

Country-specific notes

Luxembourg: Information in the figure only refers to secondary level. There are no school heads in primary schools.

Finland: Salaries of school heads at ISCED level 34 do not depend on the type of school.

Sweden: School heads' salaries in this study refer to actual salaries. There are no statutory salaries.

Finally, school heads receive their salary as a teacher plus a management allowance in 11 education systems, and in France at primary level. In all but the Czech Republic, Hungary, Poland, Slovakia and Serbia, the management allowance is defined according to the size of the school.

In the **Czech Republic**, the management allowance depends on the 'management stage' (i.e. experience) but the 'statutory authority' (the regional or local authority for most schools) may determine further criteria such as the number of school employees and classes.

In **Hungary**, the teaching commitment required of school heads depends on the size of the school.

In **Poland**, the 'position' and 'motivation' allowances that school heads receive are regulated by local government units.

In **Slovakia**, the school governing body decides on the management allowance depending on the budget. Teaching duties for school heads are also decided in relation to the size of the school.

In **Serbia**, all school heads receive a management allowance of 20 % of their basic salary regardless the size of the school.

Differences in the size of schools and other characteristics can result in salary variations for school heads of between 3 and 20 %, depending on the country. However, the salary differences between the different types of school can be larger in some countries such as Ireland, Latvia, the Netherlands (upper secondary level), Portugal, the United Kingdom (England, Wales and Northern Ireland) and Iceland ⁽⁷⁾.

8. The maximum salary of school heads is in most countries at least 25 % higher than for teachers

The monetary compensation provided may influence teachers' decision on whether or not to apply for a headship. In most European countries, teachers must normally have completed a minimum period of professional teaching experience. This is usually between three and five years, although it may be up to 10 years. In some education systems, there is no minimum period defined but previous experience as a teacher is required ⁽⁸⁾.

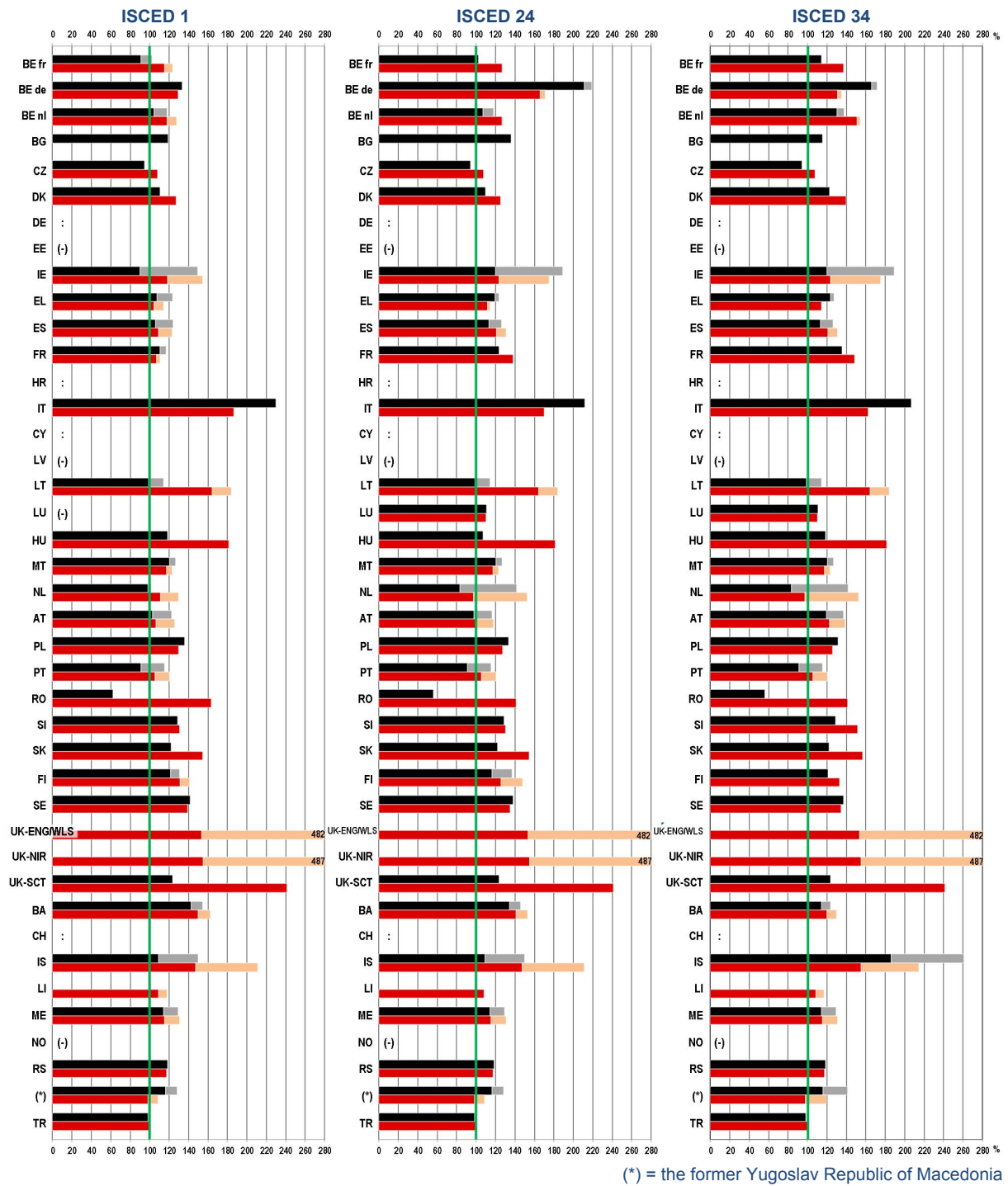
Figure 8 shows the minimum and maximum annual gross statutory salaries of school heads compared to the salary received by teachers with 10 years of experience and at the top of the scale (100 %). The reported salaries refer to teachers and school heads with the minimum qualification to teach and manage a school respectively. Teachers with a higher qualification level may earn more. The dark (black and red) colours show the minimum and maximum values for either the single salary range or, in countries where the salary ranges vary according to the size/type of school, the lowest salary range (usually applicable to the smallest schools). The light (black and red) colours show the values for the highest salary range (usually applicable to the largest schools).

The percentage difference between the minimum salary of school heads and the salary of teachers with 10 years of experience can be taken as a proxy for how attractive, in economic terms, it is for a teacher to become a school head after some years in service. Comparison must, however, be interpreted with caution. In some education systems, where teachers are eligible to become a school head with less than 10 years of experience, the teacher salary corresponding to fewer years in service may be lower than the salary reported in the figure while the starting salary for a school head that has 10 years of teaching experience may be higher.

⁽⁷⁾ In the United Kingdom (England, Wales and Northern Ireland), schools are grouped depending on number of pupils, weighted by key stage and SEN status. In practice, only the headteachers of very small nursery or primary schools receive the minimum salary and only the headteachers of very large secondary schools receive the maximum.

⁽⁸⁾ European Commission/EACEA/Eurydice, 2012. *Key data on education in Europe in 2012*, page 135. Luxembourg: Publications Office of the European Union.

Figure 8: Minimum and maximum annual gross statutory salaries of school heads in public schools compared with teachers' statutory salaries (100 %), 2016/17



- School heads' **minimum** salary on **single or lowest salary range** compared with salaries of teachers with 10 years of experience
- School heads' **minimum** salary on **highest range** compared with salaries of teachers with 10 years of experience
- School heads' **maximum** salary on **single or lowest salary range** compared with salaries of teachers at the top of the scale
- School heads' **maximum** salary on **highest range** compared with salaries of teachers at the top of the scale

Source: Eurydice.

Explanatory note

This figure shows the minimum and maximum annual gross statutory salaries of school heads in percentage terms compared to the salary received by teachers with 10 years of experience and at the top of the scale (100 % in the figure, green vertical line). Reported statutory salaries refer to teachers and school heads with the minimum qualification to teach and manage a school respectively. For school heads, the salary includes the management allowance that all school heads receive in some countries.

The dark (black and red) colours show the minimum and maximum values for either the single salary range or, in countries where the salary ranges vary according to size/type of school, the lowest salary range. The light (black and red) colours show the values for the highest salary range. The national sheets provide information on the characteristics (e.g. size) of these schools, as well as on the salary range concerning the largest proportion of school heads where this information is available.

Country-specific notes

Czech Republic: School heads receive an additional allowance for leadership (5-60 % of a teacher's salary according to the level of leadership), which is not showed in the figure.

Estonia: There are no statutory salaries for school heads. Their salary is a matter for local autonomy.

Spain: Statutory salaries represent average salaries in public education, calculated as a weighted average of the salaries in the different Autonomous Communities.

Latvia: For teachers, only starting salaries are fixed by official regulations.

Luxembourg: There are no school heads in pre-primary and primary education institutions.

Romania: Data reported do not include the management allowance that all school heads receive.

Sweden: There are no statutory salaries. The figures for starting salaries correspond to the median values of the actual salary of teachers with one and two years of experience. Top salaries refer to the actual salary of teachers belonging to the 90th percentile.

United Kingdom (ENG/WLS/NIR): There is no figure for teachers' salaries after 10 years of experience because teachers are at varying stages of progression at this stage in their career. Data refer to the minimum salary in the main range for qualified teachers. Figures for school heads refer to all education levels. Each school is assigned to a headteacher group depending on its total unit score, which is calculated using the number of pupils weighted according to key stage (the higher the key stage, the higher the score) and by the number of pupils with special education needs (SEN). Each group is associated with a different pay scale. In practice, only the headteachers of very small nursery or primary schools receive the minimum salary and only the headteachers of very large secondary schools receive the maximum.

Liechtenstein: There is no information available on the salaries of teachers with 10 years of experience.

Norway: There are no statutory salaries for school heads. Their salary is a matter for local autonomy.

The minimum salary of school heads is up to 25 % higher than the statutory salary of teachers with 10 years of experience in the majority of the education systems. In some of these, the difference can be higher for heads of big schools. The salary gap is between 25 and 45 % in the German-speaking Community of Belgium (in primary education), the Flemish Community of Belgium (at upper secondary level), Bulgaria (at lower secondary level), France (at upper secondary level), Poland, Slovenia, Sweden and Bosnia and Herzegovina (in primary and lower secondary education). In general upper secondary education, the difference is 66 % or more (depending on the size of the school) in the German-speaking Community of Belgium and at least 86 % in Iceland. In the German-speaking Community of Belgium at lower secondary level and in Italy, it is more than double.

The percentage difference between the school head's maximum salary and the salary at the top of the teacher pay scale can be taken as a proxy for economic expectations in the long term since it considers the maximum that both teachers and school heads can earn throughout their careers. In more than half of the education systems, the maximum salary of a school head is at least 25 % higher than the salary at the top of the teacher pay scale. In the education systems where the salary ranges vary according to the different size/type of school, the difference increases with the size of the school. The maximum salary for school heads is 50 % higher or more than for teachers in the German-speaking Community of Belgium (at lower secondary level), the Flemish Community of Belgium (at upper secondary level), Italy, Lithuania, Hungary, Romania (in primary education), Slovenia (at upper secondary level), Slovakia, the United Kingdom (England, Wales and Northern Ireland), Bosnia and Herzegovina (in primary education and in schools with more than 800 students at lower secondary level) and, generally, in Iceland. The difference is more than double in the United Kingdom (Scotland).

9. About half of the education systems compensate teachers for obtaining further formal qualifications and for outstanding performance in teaching

While the statutory salary reflects the core part of teachers' remuneration, the total compensation package often includes additional payments such as allowances and bonuses. This section focuses on the most common types of allowances related to:

- additional responsibilities and tasks carried out by teachers beyond those specified in the contract as part of their statutory salaries;
- teacher qualifications, training and performance not recognised in the statutory salary but which entitle teachers to additional remuneration; and
- teaching in challenging circumstances.

Family allowances and other benefits for travel, medical and transport costs are not considered here.

It should be highlighted that, in some education systems, teachers undertake additional responsibilities, further qualifications, or work in challenging circumstances without receiving any allowances. As such, they are not reported here.

The allowances commonly take the form of monetary compensation provided as a salary supplement. Such additional payments may be defined as a percentage of the statutory base salary or they may be a fixed amount. They may be provided on a regular basis (monthly or annually) or be a one-off payment. In some education systems, teachers who take on responsibilities other than teaching duties may also be compensated by a reduction in their teaching time. Finally, additional compensation might be awarded through an increment on the statutory salary scale – this is often the case in respect of teachers gaining further qualifications or teaching in challenging circumstances.

As Figure 9 shows, in more than a quarter of education systems all or almost all types of allowances are available. In Denmark and Sweden, all the criteria listed below may lead to additional compensation. Conversely in Belgium, Germany, Ireland, Luxembourg, Malta, Portugal, Romania, the United Kingdom (Scotland) and Liechtenstein few allowances are provided.

A) Allowances related to teachers' other tasks and responsibilities

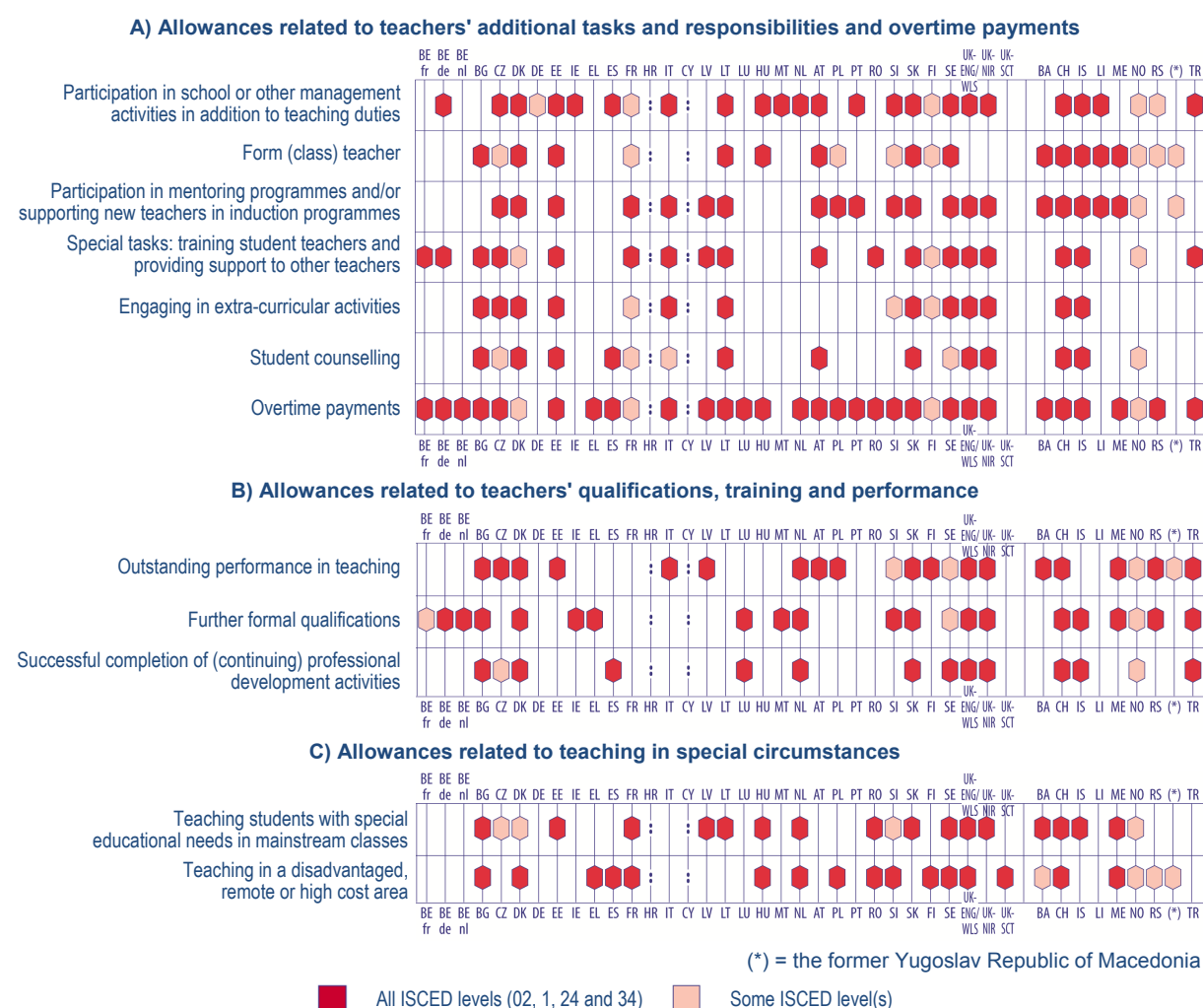
In addition to the main workload specified in the employment contract and covered by the statutory salary, teachers may be remunerated for taking on additional responsibilities. These extra tasks may include management activities, mentoring for beginning teachers or those who are new to the school, or providing extra-curricular activities for pupils.

It is common practice to reward teachers for contributing to school-wide or other management activities. In most education systems, teachers receive additional financial compensation when, in addition to their teaching duties, they serve as a deputy school leader, a head of department, or a team coordinator. This compensation reaches up to 50 % of the statutory salary in the Czech Republic and 40 % in Hungary. On the other hand, in Portugal, Slovakia and Finland, taking on managerial activities leads to a reduction in teaching time. In Belgium (German-speaking Community), Denmark, Spain, Slovenia, Switzerland and Liechtenstein, the compensation may be provided through a reduction in the number of teaching hours and/or in the form of a salary supplement.

Being a **form (class) teacher** entails a salary supplement in about half of the education systems. In Estonia, Lithuania, Poland, Iceland and the former Yugoslav Republic of Macedonia, it leads to an increment on the statutory pay scale.

Teachers who have responsibility for providing mentoring **support** to colleagues (beginning/newly arrived teachers or colleagues in need of support) and/or for training student teachers may receive additional remuneration in about half of the education systems. This support is usually provided within the framework of a mentoring scheme, induction programmes, in-school placements and/or employment-based training. This salary supplement can be a percentage of the statutory salary or a lump sum, and is usually provided on a regular basis (either monthly or annually). Belgium (French Community), Italy, Latvia, Austria, Iceland, Norway and Turkey, however, apply a one-off payment. In Estonia, additional compensation for mentoring support is commonly awarded through an increment on the statutory salary scale.

Figure 9: Types of allowances and supplementary payments most commonly granted to teachers in public schools (ISCED 02, 1, 24 and 34), 2016/17



Source: Eurydice.

Explanatory note

To find more information on the education systems where allowances are provided in some education levels only, please refer to Annex 1. Usually in these education systems, allowances are not provided at pre-primary level (ISCED 02).

In some education systems, teachers may be expected to perform tasks and responsibilities listed in chart A, but do not receive an extra allowance.

Country-specific notes

Ireland: Allowances related to teaching in special circumstances (Figure 9C): Teachers at ISCED 1, ISCED 24 and ISCED 34 who started teaching prior to February 2012, are entitled, depending on the location or school type, to the annual allowance for teaching in an island school (EUR 1 842), the allowance for teaching in an Irish speaking area (Gaeltacht) (EUR 3 063), and the allowance for teaching through Irish in an Irish-medium school outside of the Gaeltacht (EUR 1 583). These allowances are not included in the salaries of teachers who commenced teaching in these school types from February 2012.

Slovenia: The allowance for outstanding performance refers to the performance of additional teaching duties. The location allowance refers to the reimbursement of transportation cost for teachers living more than 2 km from the school.

United Kingdom (ENG/WLS): Allowances related to the geographical location of the school: There are separate pay ranges for teachers employed in the: 'Inner London Area', 'Outer London Area', 'Fringe Area', 'England and Wales (excluding London Area) area'. Only the 'England and Wales (excluding London Area) area' range applies in Wales.

Switzerland: Cantonal regulations may vary.

Taking on **extra-curricular activities** such as after school study support, sport/drama clubs or summer school as well as providing **counselling to students** including career guidance and behavioural support may lead to an additional payment in about half of the education systems. These responsibilities are usually rewarded by a salary supplement or recompensed through a reduction in the number of teaching hours.

In almost all education systems, teachers may receive **overtime** payments for taking on extra teaching hours or teaching more classes. The only exceptions are Germany, Ireland, Malta, the United Kingdom (Scotland), Liechtenstein and the former Yugoslav Republic of Macedonia.

B) Allowances related to teachers' qualifications, training and performance

In half of the education systems, **outstanding teacher performance** may be rewarded by the granting of performance bonuses or thorough increments in the pay scale. Although in some education systems the top-level authorities or the collective agreement specifies the conditions and sometimes the level of bonus or increment, the decision as to who receives these is commonly taken at school level. Teacher performance is usually evaluated by the school head through individual review/evaluation processes which, in some education systems, take the form of regular teacher appraisal. In Poland, Slovakia, Montenegro and Serbia, student achievement is also taken into consideration when evaluating teachers' work. In Poland and Slovakia, the level of student achievement is one of the teacher performance criteria, while in Montenegro and Serbia, a teacher whose students are successful in national or international competitions is entitled to a performance bonus.

For outstanding performance teachers more frequently receive one-off bonuses, as is the case in Bulgaria, Denmark, Estonia, Italy, Austria, Poland, Slovakia, Montenegro and Serbia. In the Czech Republic, Latvia, Slovenia, Finland, Sweden, Bosnia and Herzegovina and Norway, however, excellent teaching performance may lead to a salary supplement. In Serbia, the collective agreement sets two possible types of compensation: a bonus that can reach 30 % of the basic statutory salary and additional holidays of up to four days for the so-called 'extraordinary' performance. In the United Kingdom, the former Yugoslav Republic of Macedonia and Turkey, positive evaluation of teacher performance is closely linked to promotion (i.e. it entails a change in the pay range). In the Netherlands, the nature of compensation is decided at school level. In the United Kingdom (England and Wales), top-level authorities determine the minimum and maximum salaries for the different pay ranges and require that progression is linked to performance. The relevant body at local or school level, in turn, determines the number and distribution of pay points within each range and the evidence used to judge performance.

In Estonia, alongside school and local level compensation, a state award *Aasta õpetaja gala* (the teacher of the year) is granted for the best teaching performance. A state level award is the only way to reward exceptional teachers' performance in Turkey. The award process comprises several stages and results in a salary increase to the same level as highly ranked state officials.

In around half of the education systems, teachers holding **postgraduate qualifications** beyond the minimum required to become a teacher (e.g. Master's degree, research degree or Doctorate) may receive a salary supplement. In Belgium (Flemish Community), Bulgaria, Malta, Slovenia, Slovakia,

Montenegro and Serbia, obtaining postgraduate qualifications/degrees beyond the minimum required leads to a fixed salary increase. The amount of the salary supplement usually depends on the qualification level. In Serbia, for instance, it ranges from a 2 % increase in the basic statutory salary for a one-year specialisation to a 6 % increase for a Ph.D. degree. In Montenegro, the salary coefficient is increased by 0.50 for a Master's degree and 0.90 for a Ph.D. degree. In Belgium (French and German-speaking Communities), Greece, Luxembourg, Iceland, Norway and Turkey, teachers qualified at an academic level higher than the minimum required move up on the salary scale. In Belgium, for instance, lower secondary school teachers holding a specific Master's degree (in the French Community) or Master/Ph.D. degrees (in the German-speaking Community) are remunerated according to the salary range for upper secondary teachers, for whom a Master's degree is required. In Greece and Turkey, an academic degree higher than the minimum required is considered as additional year(s) of experience and therefore results in a higher salary grade. In the United Kingdom (England, Wales and Northern Ireland) the frameworks for teachers pay, which are set at central level, do not include any allowance for additional qualifications. However, when determining the starting salary for a post, the relevant body (the school's governing body or local authority) can take into account a range of factors, including the level of qualifications.

While the reward for **further formal qualifications** is quite a widespread practice, only about a quarter of education systems provide teachers with financial allowances for the successful completion of continuing professional development (CPD). In Spain, for instance, every five/six years, teachers who have completed the minimum number of hours of recognised CPD activities receive a salary supplement. The amount of this supplement may vary according to the educational level and may be revised for the next five/six-year period. In the Czech Republic, teachers are not entitled to receive an allowance for simply completing CPD training. However, they receive a salary supplement for performing specialised activities which require completing specific CPD training such as the coordination of the Information and Communication Technologies (ICT) area, the development and coordination of the School Framework Programmes and the organisation of activities related to environmental education.

C) Allowances related to teaching in special circumstances

Allowances related to teaching particular circumstances are provided in about half of the education systems. **Teaching pupils with special education needs (SEN)** within mainstream classes is a criterion for receiving an additional payment in 21 education systems. This allowance is usually provided on a regular basis as a percentage of the statutory salary or a fixed amount. While calculated as a percentage of the statutory salary, this allowance ranges from 3 % in Bosnia and Herzegovina to 20 % in Lithuania. Estonia, Slovakia and Iceland apply a separate salary range for teachers working with SEN pupils in mainstream schools. In a few countries, teachers receive an additional payment for teaching in challenging circumstances such as mixed-aged classes in the Czech Republic, Slovenia and Serbia and the minority schools in Slovenia.

In 19 education systems teachers may receive allowances linked to the **geographical location** of the school in which they teach. These allowances are usually a part of the initiatives intended to attract teachers to remote or rural areas (e.g. in Greece, Spain and Poland) or to encourage them to accept positions in socially disadvantaged regions (e.g. France). In the United Kingdom (England) and Finland, there are separate pay ranges to compensate teachers for working in areas with a higher cost of living, while in France the cost of living is reflected in the residence allowance provided to all teachers.

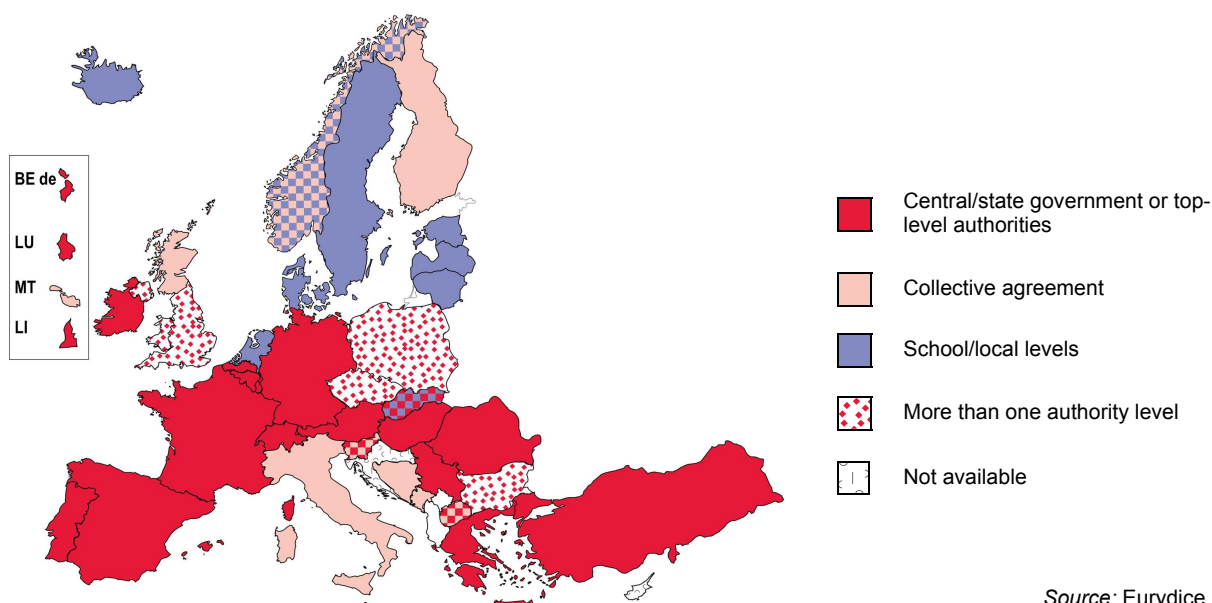
10. Top-level authorities are the main decision-makers on allowances and additional payments to teachers

The decision on allowances including entitlement criteria for additional payments, methods of calculation and amount can be under the responsibility of different authority levels or be set by a collective agreement.

As shown in Annex 2, it is not unusual that decisions on different types of allowances are taken at different levels of authority. However, when looking at the decision-making levels within an education system, it appears that in most systems one authority level determines the majority of allowances. Figure 10 shows the main decision-making level responsible for setting all or the majority of teachers' allowances and other additional payments in a given country.

As shown in Figure 10, in about half of the education systems, the decision on the majority of allowances is taken at the top level. In Belgium, Germany, Ireland, Greece, Spain, France, Luxembourg, Austria, Portugal, Romania, Switzerland, Liechtenstein and Turkey, the top-level authority is the only one responsible for setting allowances. The decision-making responsibility is shared among the top-level and local/school authorities in the Czech Republic, Poland and the United Kingdom (England, Wales and Northern Ireland). In these education systems, the top-level authority usually defines the general guidelines and conditions such as the pay range and the entitlement criteria, while the local or school authority decides on the exact amount, whether to award it and to whom. In Bulgaria, for most allowances, the general framework is set at the top level, while the particular conditions and exact amounts are specified in the collective agreement.

Figure 10: Main decision-making levels responsible for setting teachers' allowances and supplementary payments in public schools (ISCED 02, 1, 24 and 34), 2016/17



Explanatory note

Figure 10 shows the authority level(s) responsible for determining all or almost all allowances in the country. Detailed information on the decision-level by type of allowance is available in Annex 2.

'More than one authority level' means that decision-making is shared among different authority levels. Usually, the top-level authority sets the general conditions such as pay range and entitlement criteria, while the local/school level authorities or collective agreement specify the exact amount, whether to award it and to whom.

Country-specific notes

Slovakia, Slovenia, Norway and the former Yugoslav Republic of Macedonia: Two levels of authority are equally involved in the decision-making on allowances, meaning that each authority makes decisions on half or approximately half of the different types of allowances.

In Italy, Malta, Finland, the United Kingdom (Scotland), Bosnia and Herzegovina, Montenegro and Norway, the general framework for most allowances is set as part of the collective agreement. Such agreements are the result of negotiations between trade unions, education authorities and/or employee organisations at national or local level. In the former Yugoslav Republic of Macedonia, the collective agreement determines about a half of the allowances, while the top-level authority decides on the others.

The decision on the majority of allowances is taken at the school level in seven education systems (Denmark, Estonia, Latvia, Lithuania, the Netherlands, Sweden and Iceland). In Slovakia, schools decide on about half of the allowances, while the others are under the responsibility of the top-level authority. In Norway, local authorities and schools are equally involved in the decision-making, and some allowances are framed by collective agreement. The Netherlands is the only country where schools have full autonomy on all types of allowances.

PART II: NATIONAL DATA SHEETS

Belgium (French Community)	38
Belgium (German-speaking Community)	40
Belgium (Flemish Community)	42
Bulgaria	44
Czech Republic	46
Denmark	48
Germany – <i>Länder</i>	50
Estonia	52
Ireland	54
Greece	56
Spain	58
France	60
Italy	62
Latvia	64
Lithuania	66
Luxembourg	68
Hungary	70
Malta	72
The Netherlands	74
Austria	76
Poland	78
Portugal	80
Romania	82
Slovenia	84
Slovakia	86
Finland	88
Sweden	90
United Kingdom (England)	92
United Kingdom (Wales)	94
United Kingdom (Northern Ireland)	96
United Kingdom (Scotland)	98
Bosnia and Herzegovina	100
Switzerland	102
Iceland	104
Liechtenstein	106
Montenegro	108
Norway	110
Serbia	112
The former Yugoslav Republic of Macedonia	114
Turkey	116

Information in the national data sheets is provided by the Eurydice National Units.

French Community of Belgium - Teachers

ISCED levels=> 02 : Pre-primary ed. (ISCED 02); 1 : Primary ed. (ISCED 1); 24 : General lower secondary ed. (ISCED 24); 34 : General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02	30 744	38 444	43 283	52 962	99 %	27
1	30 744	38 444	43 283	52 962	95 %	27
24	30 744	38 444	43 283	52 962	88 %	27
34	35 965	43 756	48 595	58 274	9 %	27

Minimum qualification to enter the teaching profession in the reference year

02	Pre-primary Teacher (Bachelor degree)	24	Bachelor degree + Lower secondary teaching diploma (AESI = Agrégation de l'enseignement secondaire inférieur)
1	Primary Teacher (Bachelor degree)	34	Bachelor degree + Lower secondary teaching diploma (AESI = Agrégation de l'enseignement secondaire inférieur)

Annual gross statutory salaries (EUR) of teachers with a qualification higher than the minimum that is held by the largest proportion of teachers, 2016/17

Salaries (in EUR)	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02						
1						
24						
34	38 247	48 753	55 599	67 009	82 %	25

Most commonly held qualification higher than the minimum

02	24	
1	34	Teaching Master degree or Master and upper secondary teaching diploma (AESS = Agrégation de l'enseignement secondaire supérieur)

Authority level determining statutory salaries

02 | 1 | 24 | 34 | Central/State government or top level authorities

Source

Ministry of the French Community of Belgium, legal framework for salary scales <http://www.enseignement.be/index.php?page=24891&navi=2106>

Explanatory notes

Most representative salary scale at ISCED level including the annual gross salary, end of the year bonus and vacation pay.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2017

Salaries (in EUR)	Total	Male	Female
02	43 622	38 560	43 774
1	42 865	43 725	42 706
24	41 820	41 998	41 727
34	53 183	53 393	53 068

Source

Ministry of the French Community of Belgium: payroll file.

Explanatory notes

Average gross salary by full time equivalent (FTE) in activity, by FTE according to age on 1st of January 2017.

French Community of Belgium - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02	Pre-primary Teacher (Bachelor degree).	24	A bachelor degree plus a lower secondary teaching diploma; a teaching master degree; a master plus an upper secondary teaching diploma; or 1st degree of higher education diploma plus a pedagogical diploma.
1	Primary Teacher (Bachelor degree) or lower secondary teaching diploma.	34	A teaching master degree; a master plus an upper secondary teaching diploma; a third degree of higher education diploma plus a pedagogical diploma; or a lower secondary teaching diploma and at least 900 days working experience as a deputy director or director in lower secondary education.

Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	35 037	61 059	Less than 72 pupils	21 %
1	35 037	61 059	Less than 72 pupils	4 %
24	39 401	67 009	Schools organising only lower secondary education	100 %
34	50 090	79 954	Schools organising lower and upper secondary education	100 %

Annual gross statutory salaries of school heads (EUR), 2016/17. Range with the highest minimum salary (where it varies depending on the type of school)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	39 405	65 427	Minimum 210 pupils	55 %
1	39 405	65 427	Minimum 210 pupils	72 %
24	-	-		
34	-	-		

Source

Ministry of the French Community of Belgium, legal framework for salary scales <http://www.enseignement.be/index.php?page=24891&navi=2106>

Annual gross actual salaries of school heads (EUR), 2017

Salaries (in EUR)	Source
02	61 060
1	61 745
24	65 740
34	78 613

Explanatory notes
Average gross salary by full time equivalent (FTE) in activity, by FTE according to age on 1st of January 2017.

German-speaking Community of Belgium - Teachers

ISCED levels=> 02 : Pre-primary ed. (ISCED 02); 1 : Primary ed. (ISCED 1); 24 : General lower secondary ed. (ISCED 24); 34 : General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	0	20	40	60	80	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02						32 700	37 604	42 533	52 392	m	27
1						32 700	37 604	42 533	52 392	m	27
24						32 700	37 604	42 533	52 392	m	27
34						40 952	47 923	54 870	66 448	m	27

Minimum qualification to enter the teaching profession in the reference year

02	Initial Teacher Education - Bachelor degree (ISCED 6/EQF level 6)	24	Initial Teacher Education - Bachelor degree with teaching qualification (ISCED 6/EQF level 6)
1	Initial Teacher Education - Bachelor degree (ISCED 6/EQF level 6)	34	Master degree with teaching qualification (ISCED 7/EQF level 7)

Authority level determining statutory salaries

02 1 24 34	Central/State government or top level authorities	The German-speaking Community of Belgium has the political responsibility of the education system. In the sense, the German-speaking Community is the top-level authority.
------------------	---	--

Source

Ministry of the German-speaking Community (Decree of 2009 regarding Baremas in the education system + yearly index).

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16

Missing data

German-speaking Community of Belgium - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02	a	24	Bachelor degree and special training for school head to be accomplished in the first 5 years of duty as a school head
1	Initial teacher education (bachelor's degree) and special training for school head to be accomplished in the first 5 years of duty as a school head	34	Bachelor degree and special training for school head to be accomplished in the first 5 years of duty as a school head

Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	50 183	67 775	All schools	100 %
1	50 183	67 775	All schools	100 %
24	79 522	86 853	Schools with less than 600 pupils	m
34	79 522	86 853	Schools with less than 600 pupils	m

Annual gross statutory salaries of school heads (EUR), 2016/17. Range with the highest minimum salary (where it varies depending on the type of school)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	a	a		
1	a	a		
24	82 362	89 693	Schools with more than 600 pupils	m
34	82 362	89 693	Schools with more than 600 pupils	m

Source

Ministry of the German-speaking Community of Belgium (Decree of 28 June 2010).

Explanatory notes

There are no separate school heads of pre-primary schools as pre-primary schools must always be linked to primary schools. The primary school head is therefore also the school head of the pre-primary section.

Annual gross actual salaries of school heads (EUR), 2016/17

Missing data

Flemish Community Belgium - Teachers

ISCED levels=> 02 : Pre-primary ed. (ISCED 02); 1 : Primary ed. (ISCED 1); 24 : General lower secondary ed. (ISCED 24); 34 : General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	0	25	50	75	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top	
02					02	31 673	39 719	44 717	54 713		27
1					1	31 673	39 719	44 717	54 713		27
24					24	31 673	39 719	44 717	54 713		27
34					34	31 673	39 719	44 717	54 713		27

Minimum qualification to enter the teaching profession in the reference year

02	Bachelor for education (pre-primary)	24	Bachelor for education (secondary education)
1	Bachelor for education (primary)	34	Bachelor for education (secondary education)

Annual gross statutory salaries (EUR) of teachers with a qualification higher than the minimum that is held by the largest proportion of teachers, 2016/17

Salaries (in EUR)	0	25	50	75	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top	
02					02						
1					1						
24					24						
34					34	39 516	50 365	57 436	69 220		25

Most commonly held qualification higher than the minimum

02		24	
1		34	Master in the specific subject and certificate of teaching competence

Authority level determining statutory salaries

02 1 24 34	Central/State government or top level authorities
------------------	---

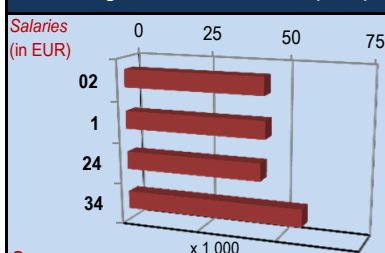
Source

Decision of the Flemish Government of 14/06/1989, 27/06/1990 and 28/03/2014.
 (https://codex.vlaanderen.be/Zoeken/Document.aspx?DID=1000266¶m=inhoud&ref=search&AVIDShttps://codex.vlaanderen.be/Zoeken/Document.aspx?DID=1000252¶m=inhoud&ref=search&AVIDS; https://codex.vlaanderen.be/Zoeken/Document.aspx?DID=1024254¶m=inhoud&ref=search&AVIDS).

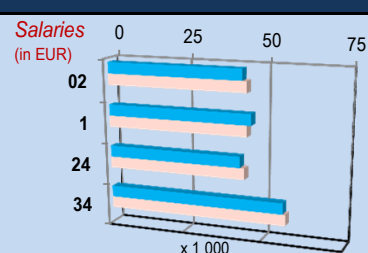
Explanatory notes

In this questionnaire, the required qualifications are taken into account. In the Flemish Community, there exist also sufficient qualifications and other qualifications. Mostly, the pay scales of these don't differ from these of the required qualifications and mostly, the sufficient qualifications differ from the required qualifications on the fact that in secondary education, training on the specific subject is not requested. For instance for teaching mathematics in the third stage of secondary education a required qualification is a master in mathematics with certificate of teaching competence and a sufficient qualification is for instance a master in languages with certificate of teaching competence.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16



	Total	Male	Female
02	44 833	43 365	44 858
1	45 192	46 243	44 955
24	43 754	42 701	44 168
34	56 758	56 240	57 079



Source

Databases of the policy domain education and training.

Explanatory notes

The staff payment database and the staff assignment database of the policy domain of education and training. For the calculation are used the personnel aged 25 to 64 years with a full-time in general subjects and required qualifications and the scales mentioned in public regular pre-primary, primary and general secondary schools at 15/01/2016. Allowances and additional payments are included.

Flemish Community of Belgium - School heads

ISCED levels=> 02 : Pre-primary education (ISCED 02); 1 : Primary education (ISCED 1); 24 : General lower secondary education (ISCED 24); 34 : General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02	Professional bachelor and certificate of teaching competence	24	Professional bachelor and certificate of teaching competence
1	Professional bachelor and certificate of teaching competence	34	Master and certificate of teaching competence

Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

ISCED level	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	41 449	64 489	< 180 pupils (< 100 pupils in Brussels)	48 %
1	41 449	64 489	< 180 pupils (< 100 pupils in Brussels)	16 %
24	42 523	69 222	< 120 regular pupils	7 %
34	51 747	82 591	< 83 regular pupils	0.5 %

Salaries (in EUR) x 1 000

Annual gross statutory salaries of school heads (EUR), 2016/17. Range with the highest minimum salary (where it varies depending on the type of school)

ISCED level	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	46 896	69 936	>= 350 pupils	8 %
1	46 896	69 936	>= 350 pupils	31 %
24	46 896	69 936	>=120 regular pupils	93 %
34	54 739	84 444	>=83 regular pupils	100 %

Salaries (in EUR) x 1 000

Annual gross statutory salaries of school heads (EUR), 2016/17. Range concerning the largest proportion of school heads (when none of the above)

ISCED level	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	45 825	68 865	180-349 pupils (100-349 pupils in Brussels)	43 %
1	45 825	68 865	180-349 pupils (100-349 pupils in Brussels)	53 %
24	-	-		
34	-	-		

Salaries (in EUR) x 1 000

Source

Decision of the Flemish Government of 14/06/1989, 27/06/1990 and 28/03/2014
(<https://codex.vlaanderen.be/Zoeken/Document.aspx?DID=1000266¶m=inhoud&ref=search&AVIDShttps://codex.vlaanderen.be/Zoeken/Document.aspx?DID=1000252¶m=inhoud&ref=search&AVIDS>; <https://codex.vlaanderen.be/Zoeken/Document.aspx?DID=1024254¶m=inhoud&ref=search&AVIDS>).

Annual gross actual salaries of school heads (EUR), 2015/16

ISCED level	Salary (EUR)
02	63 766
1	63 783
24	65 379
34	78 366

Salaries (in EUR) x 1 000

Source

Databases of the policy domain education and training.

Explanatory notes

The staff payment database of the policy domain of education and training. For the calculation are used the personnel aged 25 to 64 years with a full-time and the scales mentioned in public regular pre-primary, primary and secondary schools at 15/01/2016. Allowances and additional payments are included.

Bulgaria - Teachers

ISCED levels=> 02 : Pre-primary ed. (ISCED 02); 1 : Primary ed. (ISCED 1); 24 : General lower secondary ed. (ISCED 24); 34 : General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02	4 049	4 644	5 123	m	m	Minimum 10 years of service
1	4 049	4 644	5 123	m	m	Minimum 10 years of service
24	4 049	4 644	5 123	m	m	Minimum 10 years of service
34	4 049	4 644	5 123	m	m	Minimum 10 years of service

Minimum qualification to enter the teaching profession in the reference year

02	Higher education degree and professional qualification as teacher	24	Higher education degree in the respective professional field and teaching professional qualifications
1	Higher education degree and professional qualification as teacher	34	Higher education degree in the respective professional field and teaching professional qualifications

Authority level determining statutory salaries

02 1 24 34	Central/State government or top level authorities	The Ordinance №4/2017 issued by the Minister of Education and Science establishes the State Educational Standard for work measurement and payment within the institutions of the preschool and school education system. In addition, the mechanisms (except for the school and kindergarten heads' salaries) take place in the Collective labour agreement (amended 16 December 2016) and/or they are included in the internal rules for the salaries of the respective kindergarten or school.
------------------	---	---

Source

Legislative documents: Ordinance №4/2017 issued by the Minister of Education and Sciences.
Collective labour agreement.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16

Missing data

Bulgaria - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

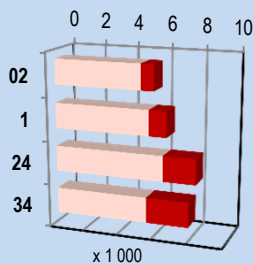
Minimum qualification required to manage a school in the reference year

02 | 1 | 24 | 34 |

Higher education degree - the pre-school and school education Act treats the school heads as pedagogical specialists.
The position requires at least five years of teaching experience.

Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)



	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	5 062	5 798	Basic school (preparatory groups + I – IV grade)	100 %
1	5 522	6 534	Basic school (I – VII grade)	100 %
24	6 320	8 191	Secondary school (I – XII grade)	100 %
34	5 369	7 792	Secondary school (VIII – XII grade)	100 %

Source

Legislative documents: Ordinance PD09-1778 dated 14 March 2017.

Annual gross actual salaries of school heads (EUR), 2015/16

Missing data

Czech Republic - Teachers

ISCED levels=> 02 : Pre-primary ed. (ISCED 02); 1 : Primary ed. (ISCED 1); 24 : General lower secondary ed. (ISCED 24); 34 : General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	0	2	4	6	8	10	12	14	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top	
02									9 722	9 949	10 202	11 373		92 %	32
1									10 277	10 910	11 396	13 446		100 %	32
24									10 282	10 930	11 420	13 509		100 %	32
34									10 292	10 940	11 417	13 488		100 %	32

Minimum qualification to enter the teaching profession in the reference year

02	Certificate of upper secondary education with maturita examination (ISCED 344 or 354) in a field aimed specially at pre-primary school teacher training	24	Master's degree (ISCED 746 or 747) and pedagogical qualification
1	Master's degree (ISCED 746 or 747) and pedagogical qualification	34	Master's degree (ISCED 746 or 747) and pedagogical qualification

Authority level determining statutory salaries

02 | 1 | 24 | 34 Central/State government or top level authorities

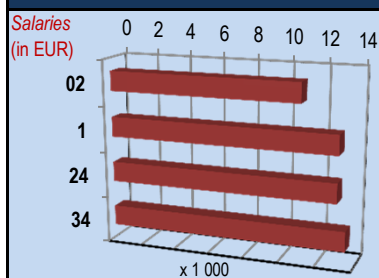
Source

Government Regulation on Pay Terms of Employees in Public Services and Administration (annual statutory salary) and Information system of salaries in the public sector of the Ministry of Finance - ISS (proportion of teachers).

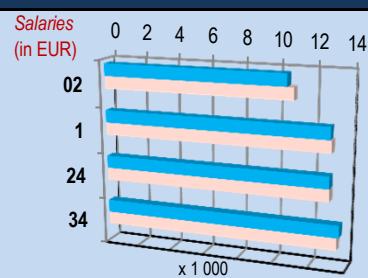
Explanatory notes

Regulation and estimated data (ISS). Data on statutory salaries are weighted averages based on the proportions of teachers in the different pay categories (at each stage of the career taken into account).

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16



	Total	Male	Female
02	10 963	10 595	10 964
1	13 037	12 961	13 041
24	12 986	12 976	12 989
34	13 486	13 575	13 448



Source

Information system of salaries in the public sector of the Ministry of Finance.

Explanatory notes

Estimated data.

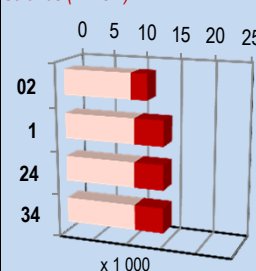
Czech Republic - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02	The qualification required to become teacher at ISCED 02 (at least upper secondary education with matura examination) and specific training for school heads	24	The qualification required to become a teacher at ISCED 24 (Master's degree) and specific training for school heads
1	The qualification required to become a teacher at ISCED 1 (Master's degree) and specific training for school heads	34	The qualification required to become a teacher at ISCED 34 (Master's degree) and specific training for school heads

Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range	
	02	9 832	12 189	All schools	100 %
	1	10 311	14 545	All schools	100 %
	24	10 311	14 545	All schools	100 %
	34	10 311	14 545	All schools	100 %

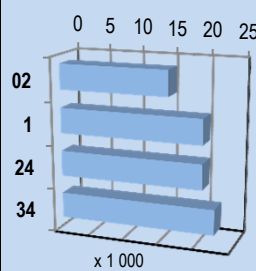
Source

Government Regulation on Pay Terms of Employees in Public Services and Administration.

Explanatory notes

The school head allowance depends on the 'management stage' (i.e. experience) but the 'statutory authority' (the regional or local authority for most schools) may determine further criteria such as the number of school employees and classes. The reported salaries do not include the management allowance. For the base salary, there is only one pay scale.

Annual gross actual salaries of school heads (EUR), 2015/16

Salaries (in EUR)	Minimum	Maximum	
	02	15 702	20 530
	1	20 530	20 530
	24	20 530	20 530
	34	22 275	22 275

Source
Information system of salaries in the public sector of the Ministry of Finance.

Explanatory notes
Estimated data. Actual salaries are available only for teachers of basic schools (primary and lower secondary together). Thus, values for the ISCED level 1 and 24 are the same. It is not possible to separate lower grades of multi-years gymnasia (ISCED 24) and vocational programmes of secondary education (ISCED 35), thus they are included in upper secondary (ISCED 34).

Denmark - Teachers

ISCED levels=> 02 : Pre-primary ed. (ISCED 02); 1 : Primary ed. (ISCED 1); 24 : General lower secondary ed. (ISCED 24); 34 : General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	0	20	40	60	80							
						Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top	
02						02	46 743	52 721	52 721	52 721	100 %	10
1						1	50 871	56 471	58 331	58 331	100 %	12
24						24	51 116	57 154	59 098	59 098	100 %	12
34						34	48 518	63 053	63 053	63 053	100 %	5

Minimum qualification to enter the teaching profession in the reference year

02	Professional Bachelor's Degree of Social Education	24	Professional Bachelor's Degree of Education
1	1) Teachers at grade 2-7: Professional Bachelor's Degree of Education. 2) Teachers at grade 1 (børnehaveklasseledere): Professional Bachelor's Degree of Social Education.	34	Master's Degree

Authority level determining statutory salaries

02	Collective agreement or other	Collective agreement at national level between Local Government Denmark and Danish Union of Early Childhood and Youth Educators (BUPL)
1	Collective agreement or other	Collective agreement at national level between Local Government Denmark and Teachers Central Organization
24	Collective agreement or other	Collective agreement at national level between Local Government Denmark and Teachers Central Organization
34	Collective agreement or other	Collective agreement at national level between The Ministry of Finance and The Danish Confederation of Professional Associations (Akademikerne)

Source

The national salary scale and additional national salary regulations decided by collective agreements at national level between the national teacher unions and the national authorities for public employers, i.e. Local Government Denmark and The Ministry of Finance.

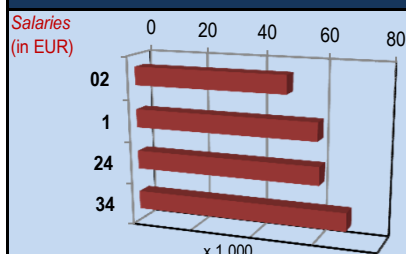
Explanatory notes

The reported salaries for teachers at primary level is a weighted average between teachers at grade 1 (børnehaveklasse/class 0) and teachers at grade 2-7 (class 1-6). Teachers at grade 1-6 are the same as at lower secondary level and their salary is from the same salary scale. The salary for teachers at grade 1 (børnehaveklasseledere) is a little lower and regulated by another salary scale. For primary level in general the salary is calculated by weighting the salary for teachers at grade 1 with factor 1 and the salary for teachers at grade 2-7 with factor 6. There is no special salary scale for educators (pedagogues) at pre-primary level. This institution (børnehave/kindergarten) is integrated for children age 0-5. The salary for pre-primary is indicated by the salary scale for pedagogues working at different institutions, including pre-primary and day nursery.

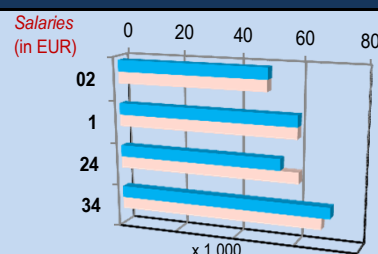
Danish statistical databases provide data on salaries including the pension contribution by both the employer and the employee since there is no distinction in practice. The total contribution is set as a percentage of the salary in the collective agreement.

The reported salaries have been calculated considering that two thirds corresponds to the employer's contribution.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16



	Total	Male	Female
02	50 052	50 222	50 019
1	59 829	59 879	59 795
24	60 484	54 469	60 444
34	69 195	70 668	67 906



Source

National statistical database for Danish municipalities and regions KRL/SIRKA (http://www.fldnet.dk/statistik/sirka_/?ini=sirka). Data for upper secondary level is from the national statistical database, ISOLA, Agency for Modernisation, Ministry of Finance.

Explanatory notes

Data for all teachers.

Danish statistical databases provide data on salaries including the pension contribution by both the employer and the employee since there is no distinction in practice. The total contribution is set as a percentage of the salary in the collective agreement. The reported salaries have been calculated considering that two thirds corresponds to the employer's contribution.

Denmark - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02	Professional Bachelor's Degree of Social Education	24	Professional Bachelor of Education (as for teachers). It's not a formal demand, but general practice.
1	Professional Bachelor of Education (as for teachers). It's not a formal demand, but general practice.	34	Master Degree plus practical and theoretical pedagogical course (as for teachers)

Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	50 404	59 045	All public institutions	100 %
1	62 624	74 078	All public institutions	100 %
24	62 624	74 078	All public institutions	100 %
34	77 402	88 070	All public institutions	100 %

Source

Collective agreements at national level and national salary scales.

Explanatory notes

Danish statistical databases provide data on salaries including the pension contribution by both the employer and the employee since there is no distinction in practice. The total contribution is set as a percentage of the salary in the collective agreement. The reported salaries have been calculated considering that two thirds corresponds to the employer's contribution.

Annual gross actual salaries of school heads (EUR), 2015/16

Salaries (in EUR)	Minimum	Maximum	Source
02	55 702		National statistical database for Danish municipalities and regions KRL/SIRKA http://www.fldnet.dk/statistik/sirka_/?ini=sirka . Data for upper secondary level is from the national statistical database, ISOLA, Agency for Modernisation, Ministry of Finance
1	84 051		
24	84 051		
34	110 827		

Explanatory notes

Danish statistical databases provide data on salaries including the pension contribution by both the employer and the employee since there is no distinction in practice. The total contribution is set as a percentage of the salary in the collective agreement. The reported salaries have been calculated considering that two thirds corresponds to the employer's contribution.

Germany - Teachers

ISCED levels=> 02 : Pre-primary ed. (ISCED 02); 1 : Primary ed. (ISCED 1); 24 : General lower secondary ed. (ISCED 24); 34 : General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

ISCED level	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02	m	m	m	m	m	m
1	46 984	55 640	58 750	62 331	100 %	m
24	52 818	60 964	63 857	69 353	100 %	m
34	53 076	64 506	67 532	76 778	100 %	m

Minimum qualification to enter the teaching profession in the reference year

02	Qualification of Kindergarten teacher training (3 years) with programme at Fachschulen.	24	Master of Education or Equivalence (ISCED level 7) plus preparatory service (12-24 months).
1	Master of Education or Equivalence (ISCED level 7) plus preparatory service (12-24 months).	34	Master of Education or Equivalence (ISCED level 7) plus preparatory service (12-24 months).

Authority level determining statutory salaries

02	Collective agreement or other	Erzieherinnen and Erzieher (state recognised youth or child-care workers) are generally paid in remuneration group S6 of the Collective Agreement for the Public Sector (Tarifvertrag für den öffentlichen Dienst – TVöD), with the salary levels of this remuneration group being based on professional experience. Erzieherinnen and Erzieher who already have professional experience are allocated to level 2 as a rule. Higher levels are achieved only after several years with the same employer. Employees in establishments bound by collective wage agreements are significantly better off than those in establishments not bound by collective wage agreements. According to a study of the Hans-Böckler Foundation, around 75 per cent of Erzieherinnen and Erzieher work in establishments bound by collective wage agreements.
1	Central/State government or top level authorities	
24	Central/State government or top level authorities	
34	Central/State government or top level authorities	

Source

The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16

ISCED level	Total	Male	Female
02	m	m	m
1	54 747	m	m
24	60 476	m	m
34	64 000	m	m

Source

The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany.

Germany - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02	m	24	m
1	m	34	m

Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	m	m	m	m
1	m	m	m	m
24	m	m	m	m
34	m	m	m	m

Source

The Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany.

Annual gross actual salaries of school heads (EUR), 2015/16

Salaries (in EUR)	Source	Explanatory notes
02	m	
1	m	
24	m	
34	m	

Estonia - Teachers

ISCED levels=> 02: Pre-primary ed. (ISCED 02); 1: Primary ed. (ISCED 1); 24: General lower secondary ed. (ISCED 24); 34: General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	0	5	10	15	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02					a	a	a	a	a	a
1					11 832	a	a	a	100 %	a
24					11 832	a	a	a	100 %	a
34					11 832	a	a	a	100 %	a

Minimum qualification to enter the teaching profession in the reference year

02	Higher education and pedagogical competences	24	Master degree or qualification corresponding to it and teacher qualification according to the qualification frame
1	Master degree or qualification corresponding to it and teacher qualification according to the qualification frame	34	Master degree or qualification corresponding to it and teacher qualification according to the qualification frame; gymnasium optional courses teacher qualification requirements: higher education

Authority level determining statutory salaries

02	Local authorities	The representatives of local governments and the representatives of teachers from preschool institutions shall agree on the minimum salaries of teachers at preschool institutions.
1 24 34	Central/State government or top level authorities	(1) On the conditions and in accordance with the procedure provided for in the Collective Agreements Act, the minimum wage of teachers will be agreed on: 1) as the representatives of employers: by the minister responsible for the field, authorised representatives of national associations of local authorities, authorised representatives of local authorities and authorised representatives of private legal persons that manage private schools, and 2) as the representatives of employees: authorised representatives of registered associations of teachers. (2) On the basis of the agreement specified in subsection (1), the Government of the Republic will establish the minimum wage of teachers by a regulation.

Source

Regulations: Basic Schools and Upper Secondary Schools Act; Preschool Child Care Institutions Act; Qualification Requirements for Heads of School, Head Teachers, Teachers and Support Specialists; The Regulation of Basic Schools and Upper Secondary Schools Teacher Minimum Salary.

Explanatory notes

The data on the annual gross statutory salary refers to the fixed minimum wage that applies for all teachers. The notion of starting statutory salary depending on the level of qualification (minimum or maximum) does not exist in Estonia.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16

Salaries (in EUR)	0	5	10	15	Total	Male	Female
02					9 606	m	m
1					14 283	m	m
24					14 283	m	m
34					14 283	m	m

Source

The database of State Accounting System, Estonian Education Information System.

Explanatory notes

The total cost of wages of public school teachers and municipal kindergarten teachers is divided by the number of teachers in full-time equivalent; data are based on the average gross salaries in the viewed period.

Estonia - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02	Higher education and pedagogical and leading competencies	24	Master degree or qualification corresponding to it and leading competencies
1	Master degree or qualification corresponding to it and leading competencies	34	Master degree or qualification corresponding to it and leading competencies

Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	a	a	a	a
1	a	a	a	a
24	a	a	a	a
34	a	a	a	a

Source

Regulations: Basic Schools and Upper Secondary Schools Act; Preschool Child Care Institutions Act - only for the explanatory notes.

Explanatory notes

The minimum or maximum amounts of school heads' salaries have not been set statutory.

Annual gross actual salaries of school heads (EUR), 2015/16

Salaries (in EUR)	Minimum	Maximum	Source
02	14 630		The database of State Accounting System.
1	17 818		<i>Explanatory notes</i>
24	17 818		The total cost of wages of public school heads and municipal kindergarten heads is divided by the number of heads in full-time equivalent; data are based on the average gross salaries in viewed period.
34	17 818		

Ireland - Teachers

ISCED levels=> 02: Pre-primary ed. (ISCED 02); 1: Primary ed. (ISCED 1); 24: General lower secondary ed. (ISCED 24); 34: General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	0	20	40	60	80	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02						m	m	m	m	m	m
1						33 806	47 750	52 866	63 905	16 %	27
24						33 806	47 750	52 866	63 905	17 %	27
34						33 806	47 750	52 866	63 905	17 %	27

Minimum qualification to enter the teaching profession in the reference year

02	Major Award at Level 5 on the National Framework of Qualifications or equivalent	24	Primary Degree and Post Graduate Masters in Education (i.e. Level 8 & Level 9 NFQ) or Bachelor of Education (i.e. Level 8 NFQ)
1	Batchelor of Education (i.e. Level 8 NFQ) or Primary Degree and Post Graduate Masters in Education (i.e. Level 8 & Level 9 NFQ)	34	Primary Degree and Post Graduate Masters in Education(i.e. Level 8 & Level 9 NFQ) or Bachelor of Education (i.e. Level 8)

Authority level determining statutory salaries

02	m	Salaries for practitioners in early childhood settings are set by the owners of the settings which are private entities. The only requirement of the settings is that the practitioners are paid at least the national minimum wage for an experienced adult employee in accordance with the National Miimum Wage Act. Since January 2017, the national minimum wage was 9.25 euros per hour.
1	Central/State government or top level authorities	Central government on the basis of collective agreement
24	Central/State government or top level authorities	Central government on the basis of collective agreement
34	Central/State government or top level authorities	Central government on the basis of collective agreement

Source

Department of Education and Skills Circulars 0020/2017 and 0021/2017 for new salary scales introduced during 2016/17. Circular 0004/2010 for additional allowances paid to teachers who commenced teaching prior to February 2012. Data retained by the Department.

Explanatory notes

The salaries for teachers with minimum qualifications who entered the teaching profession in 2016/17 is based on a new common salary scale introduced for all entrants to teaching at primary and secondary education from February 2012. 16 % to 17 % of teachers are currently paid in accordance with these scales. Teachers who entered teaching prior to February 2012 have similar minimum qualifications but their salaries include discrete payments for academic qualifications i.e. whether pass or honours, or undergraduate or post-graduate. The salary scale for entrants to teaching from 2012 does not remunerate teachers who attain qualifications other than the minimum.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16

Missing data

Ireland - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02	-
1	Bachelor of Education (Pass) or Primary Degree (Pass) with Post-Graduate Diploma in Education. Also must be registered with the Teaching Council. Applicants for principal positions in schools with 80 pupils or less are not required to have a specific amount of recognised teaching service. Applicants for principal positions in schools with more than 80 pupils are required to have a minimum of five years recognised teaching service.
24 34	Primary Degree (Pass) and Post Graduate Diploma in Education or Bachelor of Education (pass). Applicants for principal positions must be registered with the Teaching Council and have a minimum of five years wholetime teaching service.

Annual gross statutory salaries of school heads (EUR), 2016/17.
Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	m	m	m	m
1	43 116	75 539	The smallest school size (schools with fewer than 80 pupils)	m
24	57 255	78 876	The smallest school size (schools with 1-5 teachers)	m
34	57 255	78 876	The smallest school size (schools with 1-5 teachers)	m

Annual gross statutory salaries of school heads (EUR), 2016/17.
Range with the highest minimum salary (where it varies depending on the type of school)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	m	m	m	m
1	71 346	98 751	The largest school size (schools with 36 teachers or more)	m
24	90 414	112 035	The largest school size (schools with 60 teachers or more)	m
34	90 414	112 035	The largest school size (schools with 60 teachers or more)	m

Annual gross statutory salaries of school heads (EUR), 2016/17.
Range concerning the largest proportion of school heads (when none of the above)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	m	m	m	m
1	51 199	79 407	Average school size of 175 pupils (calculated on basis of total mainstream pupil population divided by number of schools at ISCED 1)	m
24	71 659	93 280	Average school size of 475 students (calculated on basis of total mainstream pupil population divided by number of schools at ISCED 24 and 34)	m
34	71 659	93 280	Average school size of 475 students (calculated on basis of total mainstream pupil population divided by number of schools at ISCED 24 and 34)	m

Source

Department of Education and Skills Circulars 0020/2017 and 0021/2017 for new salary scales introduced during 2016/2017. Circular 0004/2010 for allowances paid to principals and additional allowances paid to teachers who commenced teaching prior to February 2012. Data retained by the Department and the Governance Manual for Primary Schools 2015 (Department of Education and Skills).

Explanatory notes

Data have been provided on the salaries of principals in the schools of smallest, largest and average size at primary and secondary education.

Annual gross actual salaries of school heads (EUR), 2016/17

Missing data

Greece - Teachers

ISCED levels=> 02 : Pre-primary ed. (ISCED 02); 1 : Primary ed. (ISCED 1); 24 : General lower secondary ed. (ISCED 24); 34 : General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	0	10	20	30	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02					13 104	15 390	17 584	25 498	100 %	36
1					13 104	15 390	17 584	25 498	100 %	36
24					13 104	15 390	17 584	25 498	99 %	36
34					13 104	15 390	17 584	25 498	100 %	36

Minimum qualification to enter the teaching profession in the reference year

02	Bachelor's (ISCED 6)	24	Bachelor's (ISCED 6)
1	Bachelor's (ISCED 6)	34	Bachelor's (ISCED 6)

Authority level determining statutory salaries

02	Central/State government or top level authorities
1	Central/State government or top level authorities
24	Central/State government or top level authorities
34	Central/State government or top level authorities

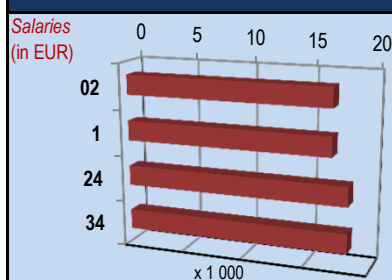
Source

Law 4024/2011, Law 4354/2015, Directions for the implementation of Law 4354/2015 Ref. Nr 2/1015 /ΔΕΠ/5/1/2016

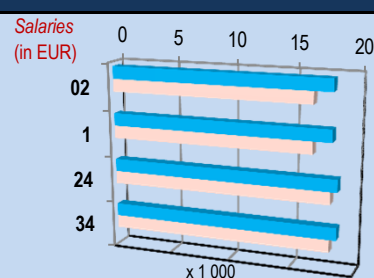
Explanatory notes

Data on gross annual statutory salaries are reported on the basis that teachers complete certain years of work experience on 1 September 2016. The freezing of salaries is also taken into consideration. Following the directions for the implementation of Law 4354/2016, a month's salary in 2016 is the sum of the base salary of the frozen salary scales of 2011 and one quarter (1/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011. Likewise, a month's salary in 2017 is the sum of the base salary of the frozen salary scales of 2011 and two quarters (2/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16



	Total	Male	Female
02	16 897	18 076	16 571
1	16 897	18 076	16 571
24	18 212	18 558	18 009
34	18 212	18 558	18 009



Source

Ministry of Education, Research and Religious Affairs, ITYE DIOFANTOS - ITYE DIAS, administrative data.

Explanatory notes

For the average salaries reported in ISCED 02 and ISCED1 administrative data from 53 696 teachers with permanent contracts and 14 524 full-time substitute teachers have been used. For the average salaries reported in ISCED 24 and ISCED 34 administrative data from 61 208 teachers with permanent contracts and 7 822 full-time substitute teachers have been used including teachers in vocational secondary schools.

Greece - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02 | 1 | 24 | 34 Bachelor degree (ISCED 6) and 10 years of experience (at least 8 years teaching service)

Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	16 590	26 698	Pre-primary school supervised by the Ministry of Education (management allowance: 100 euros gross per month)	100 %
1	16 590	26 698	Up to three classes (management allowance: 100 euros gross per month)	19 %
24	18 390	28 498	Up to eight classes (250 euros gross per month)	47 %
34	18 990	29 098	Up to five classes (management allowance: 300 euros gross per month)	18 %

Annual gross statutory salaries of school heads (EUR), 2016/17. Range with the highest minimum salary (where it varies depending on the type of school)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	-	-		
1	18 990	29 098	Nine classes or more (management allowance: 300 euros gross per month)	39 %
24	18 990	29 098	Nine classes or more (management allowance: 300 euros gross per month)	53 %
34	19 590	29 698	Six classes or more (management allowance: 350 euros gross per month)	82 %

Annual gross statutory salaries of school heads (EUR), 2016/17. Range concerning the largest proportion of school heads (when none of the above)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	-	-		
1	18 390	28 498	Between four and eight classes (management allowance: 250 euros gross per month)	42 %
24	-	-		
34	-	-		

Source

Law 4024/2011, Law 4354/2015, Directions for the implementation of Law 4354/2015 Ref. Nr 2/1015 /ΔΕΠ/5/1/2016, Law 4327/2015 article 17 on selection criteria relating to years of service required for school heads, Law 4152/2013 as amended by Circular Letter with Ref. Nr 123948/Δ2/06-09-2013.

Explanatory notes

Statutory salaries for school heads consist of their salary as a teacher plus a management allowance that depends on the number of classes in the school. Teaching duties also depend on the size of the school. Figures in the '% of school heads paid on this salary range' refer to the percentage of schools with the related number of classes according to the database Myschool. Data on gross annual statutory salaries are reported on the basis that school heads complete certain years of work experience on 1 September 2016. The freezing of salaries is also taken into consideration. Following the directions for the implementation of Law 4354/2016, a month's salary in 2016 is the sum of the base salary of the frozen salary scales of 2011 and one quarter (1/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011. Likewise, a month's salary in 2017 is the sum of the base salary of the frozen salary scales of 2011 and two quarters (2/4) of the difference between the wages of Law 4354/2015 and Law 4024/2011. The salaries for school heads in pre-primary schools include only teachers working in pre-primary education schools that are supervised by the Ministry of Education, Research and Religious Affairs.

Annual gross actual salaries of school heads (EUR), 215/16

Salaries (in EUR)	Source
02	22 784
1	22 784
24	24 888
34	24 888

Source
Ministry of Education, Research and Religious Affairs, ITYE DIOFANTOS - ITYE DIAS, administrative data.

Explanatory notes
For the average salaries reported in ISCED 02 and ISCED1 administrative data from 13 638 school heads have been used. For the average salaries reported in ISCED 24 and ISCED 34 administrative data from 7 596 school heads have been used including teachers in vocational secondary schools.

Spain - Teachers

ISCED levels=> 02: Pre-primary ed. (ISCED 02); 1: Primary ed. (ISCED 1); 24: General lower secondary ed. (ISCED 24); 34: General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	0	20	40	60	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02					28 709	31 087	33 187	40 783	100 %	39
1					28 709	31 087	33 187	40 783	100 %	39
24					32 080	34 787	37 007	45 318	100 %	39
34					32 080	34 787	37 007	45 318	100 %	39

Minimum qualification to enter the teaching profession in the reference year

02	Teacher training (Bachelor degree)	24	Master degree on Compulsory Secondary Education and Bachillerato (300 ECTS accumulated at least)
1	Teacher training (Bachelor degree)	34	Master degree on Compulsory Secondary Education and Bachillerato (300 ECTS accumulated at least)

Authority level determining statutory salaries

02 / 1 / 24 / 34	Central/State government or top level authorities	Decisions regarding teachers' and school heads' salaries are made by the Central Government and by the education authorities of the 17 Autonomous Communities (top level authorities). The Central Government establishes the basic salary, the amount for seniority (trienios) and the allowance related to the level of the civil servant position held; the Autonomous Communities, by their part, establish the allowances related to the teaching profession, to in-service training (sexenios) and other salary supplements. The basic extra pays are established by the Central Government, but its specific amounts are decided by the Autonomous Communities.
------------------	---	--

Source

Law or policy document (data on formal arrangements). Data sources are the Departments of Education of the Autonomous Communities and the Subdirectorate General of Staff of the Ministry of Education, Culture and Sport for the Autonomous Cities of Ceuta and Melilla.

Explanatory notes

The national salaries provided are calculated as means of the salaries of each Autonomous Community/City weighted by the number of teachers in public schools in each Autonomous Community/City.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16

Missing data

Spain - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02 | 1 Bachelor degree in Initial teacher education and specific training on managerial functions

24 | 34 Master degree on Compulsory Secondary Education and Bachillerato (300 ECTS) and specific training on managerial functions

Annual gross statutory salaries of school heads (EUR), 2016/17.

Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	32 947	44 540	This salary range corresponds to the smallest schools; size differs across the Autonomous Communities.	m
1	32 947	44 540	This salary range corresponds to the smallest schools; size differs across the Autonomous Communities.	m
24	39 390	54 896	This salary range corresponds to the smallest schools; size differs across the Autonomous Communities.	m
34	39 390	54 896	This salary range corresponds to the smallest schools; size differs across the Autonomous Communities.	m

Annual gross statutory salaries of school heads (EUR), 2016/17.

Range with the highest minimum salary (where it varies depending on the type of school)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	38 505	50 094	This salary range corresponds to the biggest schools; size differs across the Autonomous Communities.	m
1	38 505	50 094	This salary range corresponds to the biggest schools; size differs across the Autonomous Communities.	m
24	43 819	59 324	This salary range corresponds to the biggest schools; size differs across the Autonomous Communities.	m
34	43 819	59 324	This salary range corresponds to the biggest schools; size differs across the Autonomous Communities.	m

Annual gross statutory salaries of school heads (EUR), 2016/17.

Range concerning the largest proportion of school heads (when none of the above)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	34 331	45 921	The school size varies depending on the Autonomous Community.	m
1	34 331	45 921	The school size varies depending on the Autonomous Community.	m
24	41 003	56 508	The school size varies depending on the Autonomous Community.	m
34	41 003	56 508	The school size varies depending on the Autonomous Community.	m

Source

Law or policy document (data on formal arrangements). Data sources are the Departments of Education of the Autonomous Communities and the Subdirectorate General of Staff of the Ministry of Education, Culture and Sport for the Autonomous Cities of Ceuta and Melilla.

Explanatory notes

Decisions regarding teachers' and school heads' salaries are made by the Central Government and by the education authorities of the 17 Autonomous Communities (top level authorities). The Central Government establishes the basic salary, the amount for seniority (trienios) and the allowance related to the level of the civil servant position held; the Autonomous Communities, by their part, establish the allowances related to the teaching profession, to in-service training (sexenios) and other salary supplements. The basic extra pays are established by the Central Government, but its specific amounts are decided by the Autonomous Communities. The characteristics of the types of schools are regulated by the Autonomous Communities. There is a wide variety regarding the number of units and students established by each Autonomous Community to define the types of schools.

Annual gross actual salaries of school heads (EUR), 2015/16

Missing data

France - Teachers

ISCED levels=> 02: Pre-primary ed. (ISCED 02); 1: Primary ed. (ISCED 1); 24: General lower secondary ed. (ISCED 24); 34: General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	0	20	40	60	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top	
02					25 626	29 188	31 223	45 472		98 %	25
1					25 626	29 188	31 223	45 472		98 %	25
24					26 917	30 479	32 515	46 892		87 %	29
34					26 917	30 479	32 515	46 892		67 %	29

Minimum qualification to enter the teaching profession in the reference year

02	Professeur des écoles	24	Professeur certifié
1	Professeur des écoles	34	Professeur certifié

Authority level determining statutory salaries

02 / 1 / 24 / 34 Central/State government or top level authorities

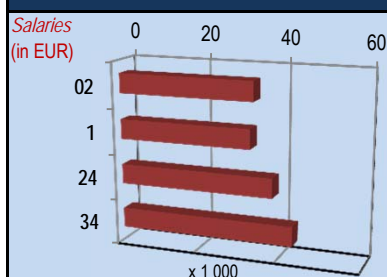
Source

Decree setting the index-related salary scales of the teaching staff (ISCED 1-2-3) of the Ministry of National Education.
Regulation setting the value of the public service index point (cf. Ministry of State Administration website).

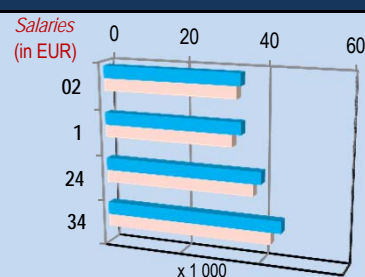
Explanatory notes

The teachers' statutory salaries are gross annual incomes related to statutory salary scales. They include the accommodation allowance at ISCED levels 02 to 34 and a bonus for tutoring. Only at ISCED 24 and 34, they also include a bonus for extra teaching time. This year, the overtime rate calculation has been revised: only the 1st hour (paid 1, 2) has been applied to determine the bonus at ISCED 24 and 34. At ISCED 02 and 1, the following bonuses are an integral part of teachers' statutory salaries: residence allowance, ISAE (from 2016-2017). At ISCED levels 24 and 34, the following bonuses are an integral part of teachers' statutory salaries: residence allowance; fixed portion of ISOE (bonus for tutoring). The variable portion of this bonus is not included in the statutory salary because only teachers who are invested the role of professeur principal receive it; and bonus for 1 HSA overtime hour; these compensate the obligation for the teachers to accept to do at minimum one regular exceeding of the minimal annual working time; other types of extra hours are not included in the statutory salary.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015



	Total	Male	Female
02	33 775	34 593	33 708
1	32 931	34 742	32 514
24	38 418	39 672	37 737
34	43 265	44 674	42 146



Source

Payrolls [Siasp (Système d'information sur les agents des services publics) i.e. the database for public services, produced by Insee (National Institute of Statistics and Economic Studies)].

Explanatory notes

The Siasp database uses monthly payroll records of the state for the majority of their public servants. This source is based on the concept of 'position' periods, aggregating the periods the employee served at one workplace. The database considers the remuneration of active staff (full-time/part-time/ordinary leave payments) and of inactive (non-working) staff (dismissal wages/unemployment benefits/long sick leave payments). The data reported on teachers' salaries refer to annual full-time equivalent remunerations. The annual full-time equivalent is calculated based on the active periods of the databases.

The scope: the whole of France (apart from Mayotte), public sector. At the secondary level, the IVET is not included; at the primary level, teachers with 'une décharge de plus de 50% du temps d'enseignement' are not included.

The gross actual salary is obtained by adding to gross salary indexes the residence allowance (IR), the family allowance (SFT) and further bonuses and allowances such as the NBI (new salary bonus), overtime, and other bonuses depending on the specific education or substitute activities (e.g. as a director), etc.

France - School heads

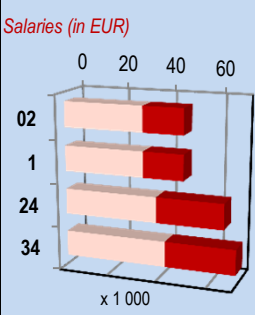
ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02	Teachers' qualification (Professeur des écoles)	24	Management staff
1	Teachers' qualification (Professeur des écoles)	34	Management staff

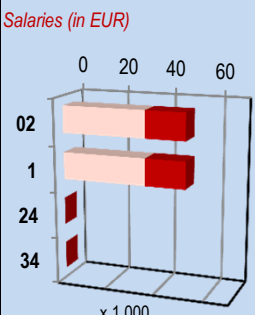
Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	32 337	48 621	Schools with 1 to 3 classes	m
1	32 337	48 621	Schools with 1 to 3 classes	m
24	37 680	64 664	All schools	m
34	41 350	69 530	All schools	m



Annual gross statutory salaries of school heads (EUR), 2016/17. Range with the highest minimum salary (where it varies depending on the type of school)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	34 094	50 378	schools with 10 classes and more	m
1	34 094	50 378	schools with 10 classes and more	m
24	-	-		
34	-	-		

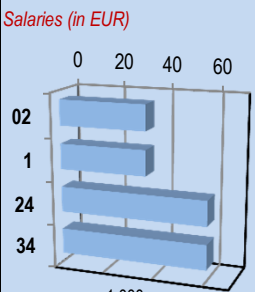


Source

Decrees setting the index-related salary scales of the teaching staff (ISCED 1) and school heads (ISCED 2-3) of the Ministry of National Education.
Ministerial order setting the amounts of the allowance for functions, responsibilities and results of the management staff of educational or training institutions of the Ministry of National Education.
Regulation setting the value of the public service index point (cf. Ministry of State Administration website).

Annual gross actual salaries of school heads (EUR), 2015

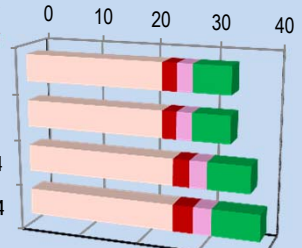
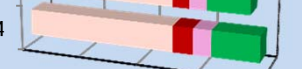

Salaries (in EUR)	Minimum	Maximum	Source
02	35 088		Payrolls [Siasp (Système d'information sur les agents des services publics) i.e. the database for public services, produced by Insee (National Institute of Statistics and Economic Studies)].
1	35 088		
24	59 427		Explanatory notes The scope: the whole of France (apart from Mayotte), public sector. At the primary level, school heads with more than 50 % teaching time are not included.
34	59 427		



Italy - Teachers

ISCED levels=> 02: Pre-primary ed. (ISCED 02); 1: Primary ed. (ISCED 1); 24: General lower secondary ed. (ISCED 24); 34: General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	0	10	20	30	40	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02						23 051	25 358	27 845	33 884	100 %	35
1						23 051	25 358	27 845	33 884	100 %	35
24						24 849	27 527	30 340	37 211	100 %	35
34						24 849	28 196	31 189	38 901	100 %	35

Minimum qualification to enter the teaching profession in the reference year

02 / 1 / 24 / 34 | ISCED level 7

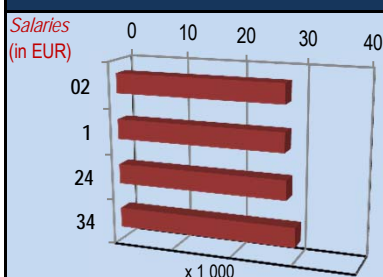
Authority level determining statutory salaries

02 / 1 / 24 / 34 | Central/State government or top level authorities

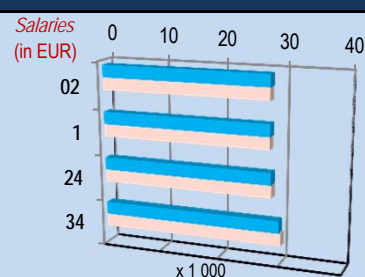
Source

National teachers' Collective Contract - L. n.106/2011

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16



	Total	Male	Female
02	28 041	28 114	28 039
1	28 041	28 114	28 039
24	28 370	28 319	28 385
34	29 860	29 641	29 980



Source

Administrative database of monthly payrolls.

Explanatory notes

Query on database: The average annual salary of teachers is calculated as the ratio between the sum of all gross amounts paid to teachers in the required school year (e.g., for school year 2015/16 the sum of the salaries and additional supplementary and/or accessory emoluments paid from September 2015 to August 2016) and the total number of teachers in that school year. This calculation applies to all age groups.

Italy - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02 a 1 | 24 | 34 Teacher qualification (ISCED 7 level) an at least five years of teaching experience

Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	a	a	a	a
1	58 347	63 245	all schools	100 %
24	58 347	63 245	all schools	100 %
34	58 347	63 245	all schools	100 %

Source

National Collective Contract for the head teacher (15/7/2010 and 11/04/2006).
Regional supplementary contracts (school year 2016/17).

Explanatory notes

The statutory salary is composed of a fixed part, the same for everyone, plus a variable part that varies between regions. The provided amount is the sum of fixed part and the weighted average of variable part. Allowances are included in the variable part that varies between a minimum of 11 179.08 euro (in Campania) and a maximum of 16 077.08 euro (in Emilia Romagna). The regional data have been corrected excluding the part of social security and pension contribution paid by the employers.

Annual gross actual salaries of school heads (EUR), 2015/16

Salaries (in EUR)	Source
02	a
1	59 484
24	59 484
34	59 484

Source: Monthly payroll data flow regarding school personnel.

Explanatory notes: Query on database.

Latvia - Teachers

ISCED levels=> 02: Pre-primary ed. (ISCED 02); 1: Primary ed. (ISCED 1); 24: General lower secondary ed. (ISCED 24); 34: General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	0	2	4	6	8	10	12	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02								7 440	a	a	a	 100 %	
1								8 160	a	a	a	 100 %	
24								8 160	a	a	a	 100 %	
34								8 160	a	a	a	 100 %	

Minimum qualification to enter the teaching profession in the reference year

02 / 1 / 24 / 34 Higher education (Bachelor or Master level) and professional teacher qualification

Authority level determining statutory salaries

02 / 1 / 24 / 34 Central/State government or top level authorities

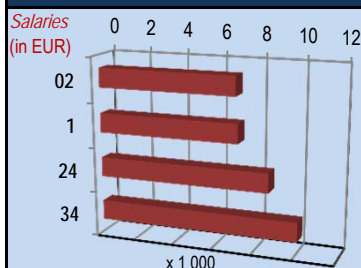
Source

Regulation on Pedagogues' Work Remuneration (the Regulation of the Cabinet of Ministers, entered into force on 1 September 2016); Regulation on Requirements for Necessary Education and Professional Qualification, and Procedure of Continuing Professional Development of Pedagogues (the Regulation of the Cabinet of Ministers, entered into force on 5 November 2014).

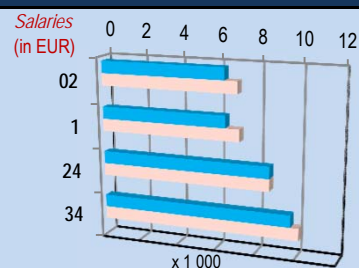
Explanatory notes

The Regulation only sets the minimum monthly salary rate. School heads decides on the teachers' salaries depending on their workload and performance and on the school budget. Salaries can be higher but not lower than the minimum defined in the Regulation.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16



	Total	Male	Female
02	7 026	6 381	7 028
1	7 139	6 422	7 149
24	8 647	8 641	8 647
34	10 075	9 702	10 108



Source

State Education Information System (Valsts izglītības informācijas sistēma, VIIS) where educational institutions (schools) enter information about teachers, their age, gender, workload and work remuneration.

Explanatory notes

The estimation of the annual actual salaries was the same as of the previous data collection. Salaries are calculated together from all funding sources (central level (state) and local government) and part-time teachers are excluded. Only salaries of teachers working 0.9 of one workload and more are calculated. Average actual salaries of full-time teachers are calculated according to their age group.

Latvia - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02 | 1 | 24 | 34

Bachelor or Master degree in Pedagogy or Education, or higher professional education in pedagogy; or higher professional education and continuous professional development programme (72 hours).

Annual gross statutory salaries of school heads (EUR), 2016/17.

Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range	
	02	10 800	a	100 students or less	36 %
	1	10 800	a	100 students or less	43 %
	24	10 800	a	100 students or less	65 %
	34	10 800	a	100 students or less	3 %

Annual gross statutory salaries of school heads (EUR), 2016/17.

Range with the highest minimum salary (where it varies depending on the type of school)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range	
	02	16 800	a	More than 2 000 students	m
	1	16 800	a	More than 2 000 students	m
	24	16 800	a	More than 2 000 students	m
	34	16 800	a	More than 2 000 students	m

Source

Regulation on Pedagogues' Work Remuneration (the Regulation of the Cabinet of Ministers, entered into force on 1 September 2016);
Regulation on Requirements for Necessary Education and Professional Qualification, and Procedure of Continuing Professional Development of Pedagogues (the Regulation of the Cabinet of Ministers, entered into force on 5 November 2014).

Explanatory notes

The Regulation only defines the minimum monthly salary rate. There are nine salary groups for heads depending on the size of the school.

Annual gross actual salaries of school heads (EUR), 2015/16

Salaries (in EUR)	Minimum	Maximum	Source
	02	10 966	State Education Information System (Valsts izglītības informācijas sistēma, VIIS) where educational institutions (schools) enter information about teachers and school heads, their age, gender, workload and work remuneration.
	1	11 839	
	24	10 815	
	34	13 255	

Explanatory notes

Salaries are calculated together from all funding sources (central level (state) and local government) and part-time school heads are excluded. Only salaries of school heads working 0.9 of one workload and more are calculated. Average actual salaries of school heads are calculated according to the respective age group.

Lithuania - Teachers

ISCED levels=> 02: Pre-primary ed. (ISCED 02); 1: Primary ed. (ISCED 1); 24: General lower secondary ed. (ISCED 24); 34: General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	02	1	24	34	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02					6 358	6 843	7 000	7 298	m	15
1					9 803	9 897	9 960	10 054	m	15
24					9 803	9 897	9 960	10 054	m	15
34					9 803	9 897	9 960	10 054	m	15

Minimum qualification to enter the teaching profession in the reference year

02 / 1 / 24 / 34 Higher education degree

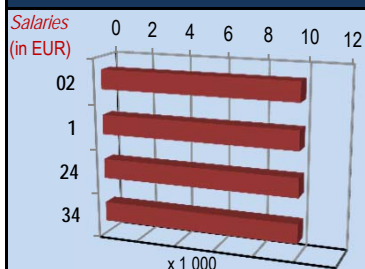
Authority level determining statutory salaries

02 / 1 / 24 / 34 Central/State government or top level authorities

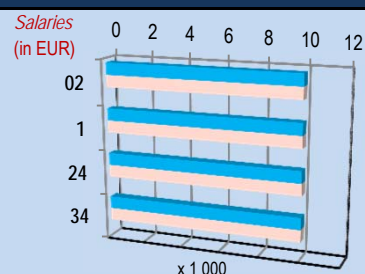
Source

Procedure of salary Payment to the Staff of Educational Institutions and Educational Staff of Other Institutions, approved by Minister of Education and Science (order No. XIII-198, 17 January 2017).

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16



	Total	Male	Female
02	9 985	9 985	9 985
1	9 985	9 985	9 985
24	9 985	9 985	9 985
34	9 985	9 985	9 985



Source

The Lithuanian Department of Statistic (www.stat.gov.lt).

Explanatory notes

Survey.

Lithuania - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02 | 1 | 24 | 34 Master's degree; 2 years of teaching experience; 1 year leadership experience

Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range	
	02	7 799	15 269	Less than 13 groups in the school	m
	1	9 803	16 521	Less than 200 students	m
	24	9 803	16 521	Less than 200 students	m
	34	9 803	16 521	Less than 200 students	m

Annual gross statutory salaries of school heads (EUR), 2016/17. Range with the highest minimum salary (where it varies depending on the type of school)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range	
	02	8 770	17 069	13 and more groups	m
	1	11 307	18 494	More than 900 students	m
	24	11 307	18 494	More than 900 students	m
	34	11 307	18 494	More than 900 students	m

Annual gross statutory salaries of school heads (EUR), 2016/17. Range concerning the largest proportion of school heads (when none of the above)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range	
	02	8 723	15 464	All schools, depending on professional category	m
	1	10 007	18 416	From 201 to 900 students	m
	24	10 007	18 416	From 201 to 900 students	m
	34	10 007	18 416	From 201 to 900 students	m

Source

The Republic of Lithuania Payment of work of the state and municipal institution workers Law 17 January 2017 No. XIII-198.

Explanatory notes

Statutory salaries of school heads depend on the number of groups (pre-primary education) or students (primary and secondary education), the qualification level, the managerial experience and the number of years in service.

Annual gross actual salaries of school heads (EUR), 2015/16

Missing data

Luxembourg - Teachers

ISCED levels=> 02 : Pre-primary ed. (ISCED 02); 1 : Primary ed. (ISCED 1); 24 : General lower secondary ed. (ISCED 24); 34 : General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	0	50	100	150	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02					70 671	91 401	103 204	124 881		30
1					70 671	91 401	103 204	124 881		30
24					80 094	100 117	110 482	139 222		30
34					80 094	100 117	110 482	139 222		30

Minimum qualification to enter the teaching profession in the reference year

02	Bachelor degree	24	Master degree
1	Bachelor degree	34	Master degree

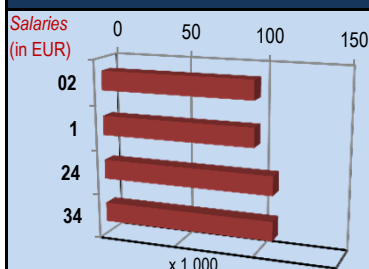
Authority level determining statutory salaries

02 | 1 | 24 | 34 Central/State government or top level authorities

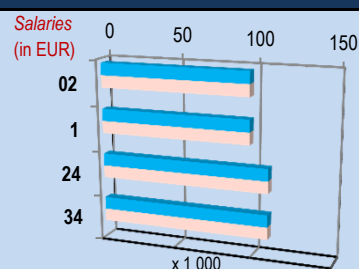
Source

Service des statistiques et analyses.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16



	Total	Male	Female
02	97 456	97 456	97 456
1	97 456	97 456	97 456
24	109 315	109 315	109 315
34	109 315	109 315	109 315



Source

<http://www.fonction-publique.public.lu/fr/remunerations-et-pensions/remunerations/traitement-fonctionnaire/index.html>

Explanatory notes

13 time multiplication of the gross statutory salary adjusted to the cost of living in Luxembourg. The cost of living is expressed in one 'point indiciaire' and then multiplied by the number of these points allocated to the teachers according to their years of service. The salaries are calculated by multiplying the number of 'points indiciaires' (e.g. for a teacher with 10 years of service: 425 'points indiciaires' multiplied by EUR 18.922897 equals EUR 8 042.23 as a monthly salary. This is then multiplied by 12.76 for a full year salary. This includes the part of employee pension payments, as well as a 13th month adjusted to 0.76 because the 13th month is calculated without pension payments.

Luxembourg - School heads

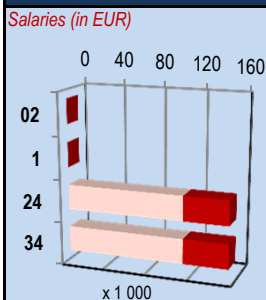
ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02	a	24
1	a	34

Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	a	a	There are no school heads in pre-primary schools	a
1	a	a	There are no school heads in primary schools	a
24	110 718	153 120	Public secondary schools	100 %
34	110 718	153 120	Public secondary schools	100 %



Source

Service des statistiques et analyses.

Annual gross actual salaries of school heads (EUR), 2016/17

Salaries (in EUR)	Minimum	Maximum
02	m	m
1	m	m
24	131 919	131 919
34	131 919	131 919

Source

See link: <http://www.fonction-publique.public.lu/fr/remunerations-et-pensions/remunerations/traitement-fonctionnaire/index.html>

Explanatory notes

13 time multiplication of the gross statutory salary adjusted to the cost of living in Luxembourg. The cost of living is expressed in one 'point indiciaire' and then multiplied by the number of these points allocated to the teachers according to their years of service. The salaries are calculated by multiplying the number of 'points indiciaires' (e.g. for a teacher with 10 years of service: 425 'points indiciaires' multiplied by EUR 18.922897 equals EUR 8 042.23 as a monthly salary. This is multiplied by 12.76 for a full year salary. This includes the part of employee pension payments, as well as a 13th month adjusted to 0.76 because the 13th month is calculated without pension payments.

Hungary - Teachers

ISCED levels=> 02: Pre-primary ed. (ISCED 02); 1: Primary ed. (ISCED 1); 24: General lower secondary ed. (ISCED 24); 34: General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	0 2 4 6 8 10 12 14 16	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02		6 874	9 280	9 967	13 061	m	42
1		6 874	9 280	9 967	13 061	m	42
24		7 611	10 275	11 036	14 460	m	42
34		7 611	10 275	11 036	14 460	m	42

Minimum qualification to enter the teaching profession in the reference year

02	BA óvodapedagus/kindergarten teacher	24	MA tanár/teacher
1	BA tanító/primary teacher	34	MA tanár/teacher

Authority level determining statutory salaries

02 / 1 / 24 / 34 Central/State government or top level authorities

Source

The Act on the central budget issued in 2015 No C. for the Central Budget 2016 (the Act on the central budget stipulates a base for calculation every year, Act on the central budget of 2015 regulates the amount for 2016). The Act on general education and the government decree 326/2013 define the calculation methods and set the statutory salary of teachers in public schools.

Explanatory notes

Act on the central budget for 2016 issued in 2015 No C.: stipulates an amount of HUF 101 500 for further calculation. The government decree 326/2013 prescribes the percentage applied in case of a bachelor's and master's qualification, by which the salary base can be calculated (101 500 multiplied with the given percentage effective in the given reference year).

The Public Act on general education regulates the pay scale, the percentage by which the salary base has to be multiplied depending on the number of years spent in teaching and the teacher category (promotion levels: Fully qualified trainee teacher, Teacher 1, Teacher 2, Master Teacher, Researcher Teacher).

In summary, the base salary differs depending on the qualification of the teacher.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2016

Salaries (in EUR)	0 2 4 6 8 10 12 14 16	Total		
		Total	Male	Female
02		10 997	9 225	11 008
1		11 622	11 405	11 660
24		11 622	11 405	11 660
34		12 483	12 394	12 529

Source

Annual statistical survey on individual earnings carried out in May each year by the Ministry for National Economy. The survey covers all institutions and teachers in the public sector.

Explanatory notes

Pre-primary data include teachers in NACE 85.1 and ISCO 2342.

Primary and lower secondary teachers include teachers in NACE 85.2 and ISCO 2341.

Upper secondary school teachers include teachers in NACE 85.3 and ISCO 2330.

Rows A8, A9, A10: numbers are the % of the number of teachers in the relevant cell and the total number of teachers aged 25-64 in general programmes.

Hungary - School heads

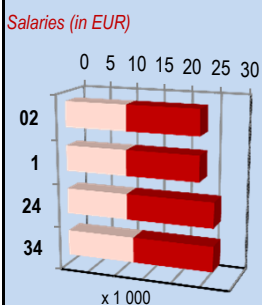
ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02	BA and at least 5 year teaching practice	24	MA and at least 5 year teaching practice
1	BA and at least 5 year teaching practice	34	MA and at least 5 year teaching practice

Annual gross statutory salaries of school heads (EUR), 2016/2017. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	10 999	23 716	a	100 %
1	10 999	23 716	a	100 %
24	10 999	26 257	a	100 %
34	12 177	26 257	a	100 %



Source

The Act on the central budget issued in 2015 No C. for the Central Budget 2016 (the Act on the central budget stipulates a base for calculation every year, Act on the central budget of 2015 regulates the amount for 2016). The Act on general education and the government decree 326/2013 define the calculation methods and set the statutory salary of teachers in public schools.

Explanatory notes

The base salary depends on the qualification level. The management allowance is defined by ranges of percentages. The Mayor, in the case of kindergardens, and the Head of the Maintenance Centre of the school district, in the case of public primary and secondary school, decide on the precise amount of the allowance. Teaching duties are centrally defined according to the size of the school.

Annual gross actual salaries of school heads (EUR), 2016/17

Missing data

Malta - Teachers

ISCED levels=> 02 : Pre-primary ed. (ISCED 02); 1 : Primary ed. (ISCED 1); 24 : General lower secondary ed. (ISCED 24); 34 : General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	0	5	10	15	20	25	30	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02								16 492	21 167	21 167	21 167		19
1								19 946	23 710	24 197	25 915		19
24								19 946	23 710	24 197	25 915		19
34								19 946	23 710	24 197	25 915		19

Minimum qualification to enter the teaching profession in the reference year

02	ISCED 4	24	ISCED 6
1	ISCED 6	34	ISCED 6

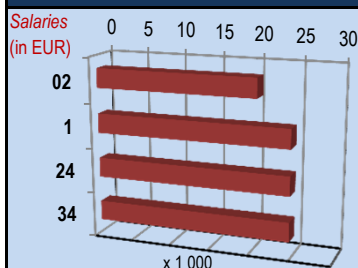
Authority level determining statutory salaries

02 | 1 | 24 | 34 Collective agreement or other

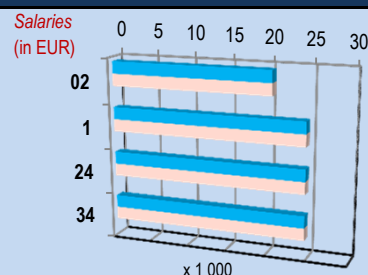
Source

Sectoral Agreement applicable to educators that was signed in August 2010. The collective Agreement for the Public Service signed in 2017. Data extracted from Human Resources Information Management System, student teachers system and Dakar payroll system.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2016



	Total	Male	Female
02	20 476	20 476	20 476
1	24 595	24 595	24 595
24	24 595	24 595	24 595
34	24 595	24 595	24 595



Source

Sectoral Agreement applicable to Educators that was signed in August 2010. The collective Agreement for the Public Service signed in 2017. Data extracted from Human Resources Information Management System, student teachers system and Dakar pay roll system.

Explanatory notes

Weighted averages were applied in such a way that educator population in the upper salary scales received greater representation than those in lower scales because more teachers are renumerated in the scales between scale 8 step 7 and scale 7 step 7 in other salary scales.

Malta - School heads

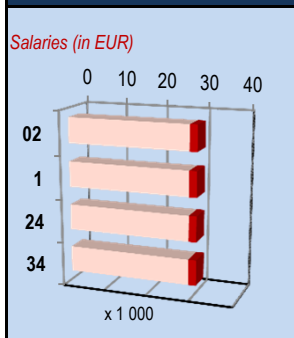
ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02 | 1 | 24 | 34 ISCED level 7, master degree or post-graduate diploma

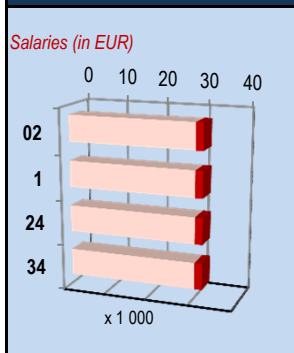
Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	28 597	30 386	Less than 500 students	m
1	28 597	30 386	Less than 500 students	m
24	28 597	30 386	Less than 500 students	m
34	28 597	30 386	Less than 500 students	m



Annual gross statutory salaries of school heads (EUR), 2016/17. Range with the highest minimum salary (where it varies depending on the type of school)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	30 097	31 886	More than 900 students	m
1	30 097	31 886	More than 900 students	m
24	30 097	31 886	More than 900 students	m
34	30 097	31 886	More than 900 students	m



Source

Sectoral Agreement signed in 2010.
Collective Agreement for the Public Service signed in 2017.

Explanatory notes

The management allowance depends on the size of the school: schools over 900 students EUR 4 000, schools with 751-900 students EUR 3 500, schools with 501-750 students EUR 3 000, schools with fewer than 500 students EUR 2 500.

Annual gross actual salaries of school heads (EUR), 2015/16

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	27 049			
1	27 049			
24	27 049			
34	27 049			



Source
Sectoral Agreement signed in 2010.
Collective Agreement for the Public Service signed in 2017.

Explanatory notes
Weighted averages were applied in such a way as to reflect the populations of heads in the different salary steps. Allowances are not included in the figures.

The Netherlands - Teachers

ISCED levels=> 02: Pre-primary ed. (ISCED 02); 1: Primary ed. (ISCED 1); 24: General lower secondary ed. (ISCED 24); 34: General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	0	20	40	60	80	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02						34 760	43 558	51 829	54 726	100 %	18
1						34 760	43 558	51 829	54 726	100 %	18
24						36 891	56 570	64 994	75 435	100 %	m
34						36 891	56 570	64 994	75 435	100 %	m

Minimum qualification to enter the teaching profession in the reference year

02	Bachelor	24	Bachelor/Master
1	Bachelor	34	Master

Authority level determining statutory salaries

02 / 1 / 24 / 34 Collective agreement or other country-wide.

Source

Collective labour agreement primary and secondary education (salaries); number of teachers: Ministry of Education, Culture and Science based on information provided by the school boards.

Explanatory notes

The reported salaries represent weighted averages of the three pay scales, according to data available on 1 October. The statutory salary reported in the data collection is the total statutory salary of one school year. The same ratio is used for all career stages (starting salary, salary after 10 years and 15 years of experience and maximum salary) with the exception of starting teachers in primary education. For starting teachers in primary education, we have used 100% LA. Most of the teachers in secondary teachers teach at ISCED level 2 and ISCED level 3.

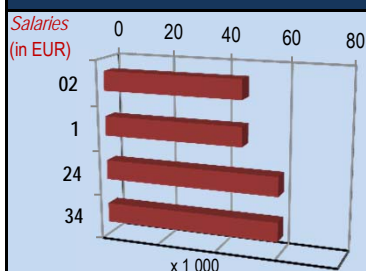
ISCED 1: $(74,1/100 \times LA) + (25,6/100 \times LB) + (0,3 \times LC)$

Unweighted start and maximum-salary (resp. scale LA and scale LB) and the weighted one for the 10 years.

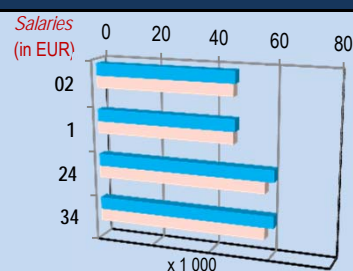
ISCED 2: $(41,7/100 \times LB) + (31,0/100 \times LC) + (26,9/100 \times LD)$. In the Randstad area (Western part of the Netherlands) more teachers have a higher salary scale (Randstadregeling).

For ISCED 24/34 unweighted maximum-salary (scale LD) and the weighted one for the start and 10 years (scales LB, LC and LD).

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16



	Total	Male	Female
02	47 427	47 894	47 345
1	47 427	47 894	47 345
24	59 445	60 854	57 912
34	59 445	60 854	57 912



Source

Ministry of Education, Culture and Science, based on data provided by the school boards.

Explanatory notes

Salary based on collective labour agreement. Number of teachers and the salaries are based on actual data provided by the school boards to the Ministry of Education, Culture and Science.

The Netherlands - School heads

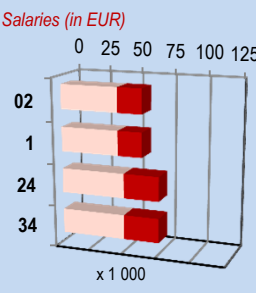
ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02	Competence requirement ('Schoolleidersregister PO vastgestelde bekwaamheidseisen')	24	m
1	Competence requirement ('Schoolleidersregister PO vastgestelde bekwaamheidseisen')	34	m

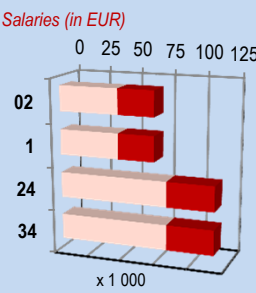
Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	42 739	60 768	< 200 students	13 %
1	42 739	60 768	< 200 students (salary scale DA)	13 %
24	47 061	73 245	Salary scale 12	20 %
34	47 061	73 245	Salary scale 12	20 %



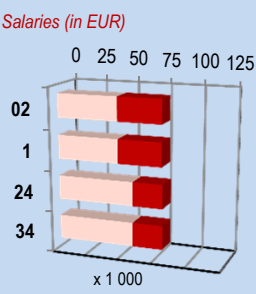
Annual gross statutory salaries of school heads (EUR), 2016/17. Range with the highest minimum salary (where it varies depending on the type of school)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	44 211	71 149	400-899 students (salary scale DC)	21 %
1	44 211	71 149	400-899 students (salary scale DC)	21 %
24	80 176	115 119	Salary scale 17	1 %
34	80 176	115 119	Salary scale 17	1 %



Annual gross statutory salaries of school heads (EUR), 2016/17. Range concerning the largest proportion of school heads (when none of the above)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	45 715	78 541	200-399 students (salary scale DB)	63 %
1	45 715	78 541	200-399 students (salary scale DB)	63 %
24	56 932	79 331	Salary scale 13	30 %
34	56 932	79 331	Salary scale 13	30 %



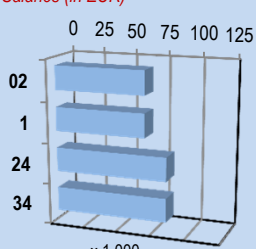
Source

Collective labour agreement 2016-2017; based on data provided by the school boards to the Ministry of Education, Culture and Science.

Annual gross actual salaries of school heads (EUR), 2015/16

Salaries (in EUR)	Source
02	66 846
1	66 846
24	82 842
34	82 842

Explanatory notes
The actual salaries are the weighted average for the FTE's for each scale and period times the statutory salary for each combination of scale and period.



Austria - Teachers

ISCED levels=> 02: Pre-primary ed. (ISCED 02); 1: Primary ed. (ISCED 1); 24: General lower secondary ed. (ISCED 24); 34: General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02	m	m	m	m	m	m
1	34 595	38 080	42 626	62 710	100 %	34
24	34 478	40 070	44 824	66 970	100 %	34
34	34 519	43 410	49 086	71 377	100 %	34

Minimum qualification to enter the teaching profession in the reference year

02	m	24	Bachelor of Ed/ Master degree
1	Bachelor of Education	34	Bachelor of Ed/ Master degree

Authority level determining statutory salaries

02	Provincial/Regional authorities or Sub-regional/Inter-municipal authorities	Kindergarten teachers can either be employed by the provinces or private entities. There is no statistic on statutory or actual salaries.
1	Central/State government or top level authorities	
24	Central/State government or top level authorities	
34	Central/State government or top level authorities	

Source

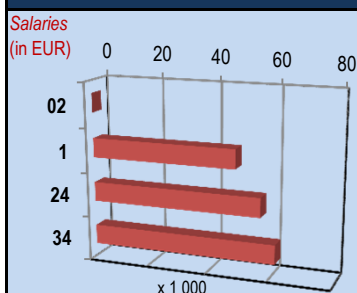
Legal documents: Service Code for Province Teachers, Emoluments Act, Civil Service Code (Landesvertragslehrpersonenengesetz, Gehaltsgesetz, Vertragsbedienstetengesetz)

Explanatory notes

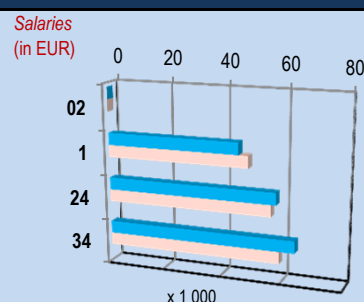
Pre-primary education is largely provided in the kindergardens. A few primary schools provide pre-primary education. There is no difference in any teacher-related matter between these two levels (working time, salaries etc.).

At ISCED 34, data includes teachers in vocational programmes.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16



	Total	Male	Female
02	m	m	m
1	48 335	45 300	48 560
24	56 559	57 753	56 041
34	61 326	64 071	58 967



Source

Salary data for federal teachers and provincial teachers is provided by the Federal Ministry of Education, Science and Research. Data for federal teachers derive from the Management Information System that is used for administrating the federal teachers. Data for provincial teachers is reported to the ministry by the provinces as part of the Provincial Teacher Controlling Act (Landeslehrer-Controllingverordnung).

Explanatory notes

The actual average salaries were calculated for full-time equivalent teachers. Headmasters, deputies and assistants as well as heads of departments are excluded.

Austria - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

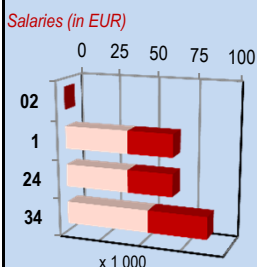
Minimum qualification required to manage a school in the reference year

02		24	Bachelor of Ed/ Master degree
1	Bachelor of Education	34	Bachelor of Ed/ Master degree

Annual gross statutory salaries of school heads (EUR), 2016/17.

Single or lowest salary range

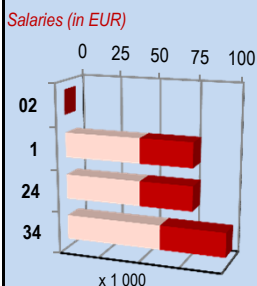
Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	m	m	m	m
1	39 267	66 714	Small school (1 class)	m
24	39 267	66 714	Small school (1 class)	m
34	51 774	87 610	Small school (1 to 3 classes)	m



Annual gross statutory salaries of school heads (EUR), 2016/17.




Range with the highest minimum salary (where it varies depending on the type of school)

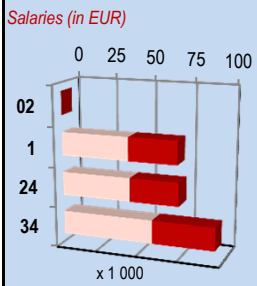
Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	m	m	m	m
1	46 714	78 905	Large school (more than 60 classes)	m
24	46 714	78 905	Large school (more than 60 classes)	m
34	59 386	99 101	Large school (more than 60 classes)	m



Annual gross statutory salaries of school heads (EUR), 2016/17.

Range concerning the largest proportion of school heads (when none of the above)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	m	m	m	m
1	41 851	71 554	4-7 classes	 36 %
24	42 572	72 637	8-9 classes	 32 %
34	56 458	94 677	13-21 classes	 30 %



Source

Service Code for Province Teachers, Emoluments Act, Civil Service Code (Landesvertragslehrpersonengesetz, Gehaltsgesetz, Vertragsbedienstetengesetz).

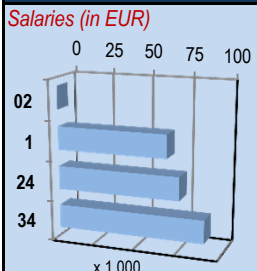
Explanatory notes

Schoolheads' allowances are determined by size of school and time of service. Depending on the type of school, there are 5 or 6 salary ranges. The allowance for the smallest (Range A) and for the largest schools (Range B) were used to define the salary ranges. Therefore, the percentage of school heads falling under a particular salary range is an estimate. For very large schools, the allowance of Range B is increased up to 25 % (more than 60 classes).

Annual gross actual salaries of school heads (EUR), 2015/16

Salaries (in EUR)	Source
02	m
1	66 940
24	74 554
34	89 484

Explanatory notes
Average gross annual salary.



Poland - Teachers

ISCED levels=> 02: Pre-primary ed. (ISCED 02); 1: Primary ed. (ISCED 1); 24: General lower secondary ed. (ISCED 24); 34: General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	0 2 4 6 8 10 12 14	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02		5 421	7 142	8 667	9 032	m	20
1		5 421	7 142	8 667	9 032	m	20
24		6 105	8 099	9 875	10 293	m	20
34		6 899	9 254	11 300	11 779	m	20

Minimum qualification to enter the teaching profession in the reference year

02	Teacher training college diploma or Foreign language teacher training college diploma (ISCED-A 550)	24	Bachelor's degree or Bachelor's of Applied Science degree with pedagogical training (ISCED-A 660)
1	Teacher training college diploma or Foreign language teacher training college diploma (ISCED-A 550)	34	Master's degree with pedagogical training (ISCED-A 760)

Annual gross statutory salaries (EUR) of teachers with a qualification higher than the minimum that is held by the largest proportion of teachers, 2016/17

Salaries (in EUR)	0 2 4 6 8 10 12 14	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02		6 899	9 254	11 300	11 779	m	20
1		6 899	9 254	11 300	11 779	m	20
24		6 899	9 254	11 300	11 779	m	20
34		6 899	9 254	11 300	11 779	m	20

Most commonly held qualification higher than the minimum

02 / 1 / 24 / 34 Master's degree with pedagogical training (ISCED-A 760)

Authority level determining statutory salaries

02 / 1 / 24 / 34 Central/State government or top level authorities

Source

School Education Information System database (SIO) administered by the Ministry of National Education;

Laws and regulations: Act of 26 January 1982 - The Teachers' Charter (with further amendments); Regulation by the Minister of National Education of 12 March 2009 on the specific qualifications required from teachers, as well as on determining schools and cases in which teachers without tertiary education attainment can be employed.

Regulation by the Minister of National Education and Sport of 31 January 2005 on the minimum amounts for basic remuneration of teachers, general conditions for granting allowances added to the basic salary and remuneration for work on days off.

Explanatory notes

Annual statutory teacher salaries include additional payments that constitute a regular part of the annual base salary such as the seniority allowance, the 13th pay and holiday benefits.

In case of teachers with 10 years of experience calculation was based on the salary of teachers who are classified as 'appointed teachers' on the professional promotion scale, since 53 % of the teachers with 10 years of experience belong to this category. In case of teachers with 15 years of experience calculation was based on the salary of the teachers, who are classified as 'chartered teachers' on the professional promotion scale, since 59 % of the teachers with 15 years of experience make up this category.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16

Salaries (in EUR)	0 2 4 6 8 10 12 14	Total			Salaries (in EUR)	0 2 4 6 8 10 12 14
		Total	Male	Female		
02		11 641	11 789	11 640		
1	13 502	12 959	13 567			
24	13 971	13 445	14 126			
34	13 622	13 311	13 731			

Source

School Education Information System database (SIO) administered by the Ministry of National Education;

Laws and regulations: Act of 26 January 1982 - The Teachers' Charter (with further amendments); Regulation by the Minister of National Education of 12 March 2009 on the specific qualifications required from teachers, as well as on determining schools and cases in which teachers without tertiary education attainment can be employed.

Regulation by the Minister of National Education and Sport of 31 January 2005 on the minimum amounts for basic remuneration of teachers, general conditions for granting allowances added to the basic salary and remuneration for work on days off.

Explanatory notes

Teachers' salaries for the school year 2015/16 were calculated on the basis of the actual data collected in the School Education Information System (SIO) as of the 31 March 2016. They take into account the basic salary, benefits, overtime payments, supplements for the teachers in rural schools and for accommodation, as well as holidays payments. The reference date for this calculation is March 2016 and the data available on that day were then extrapolated for the entire year. Calculation excludes equalization supplements as well as payments for ad hoc substitutions.

Poland - School heads

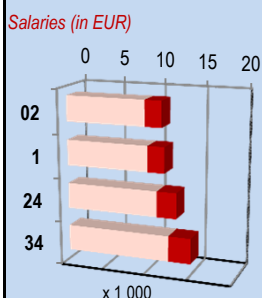
ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02	Minimum - Teacher training college diploma or Foreign language teacher training college diploma (ISCED-A 550)	24	Minimum - Bachelor's degree or Bachelor of Applied Science degree with pedagogical training (ISCED-A 660)
1	Minimum - Teacher training college diploma or Foreign language teacher training college diploma (ISCED-A 550)	34	Minimum - Master's degree with pedagogical training (ISCED-A 760)

Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	9 375	11 361	The so-called 'position' allowance, included in the reported statutory salaries does not depend on the size of the school.	100 %
1	9 713	11 699	The so-called 'position' allowance, included in the reported statutory salaries does not depend on the size of the school.	100 %
24	10 795	13 097	The so-called 'position' allowance, included in the reported statutory salaries does not depend on the size of the school.	100 %
34	12 168	14 818	The so-called 'position' allowance, included in the reported statutory salaries does not depend on the size of the school.	100 %



Source

School Education Information System database (SIO) administered by the Ministry of National Education;
Laws and regulations: Act of 26 January 1982 - The Teachers' Charter (with further amendments); Regulation by the Minister of National Education of 12 March 2009 on the specific qualifications required from teachers, as well as on determining schools and cases in which teachers without tertiary education attainment can be employed.
Regulation by the Minister of National Education and Sport of 31 January 2005 on the minimum amounts for basic remuneration of teachers, general conditions for granting allowances added to the basic salary and remuneration for work on days off.

Explanatory notes

In ISCED levels 02, 1 and 2, the majority of school heads holds education/qualifications at level 7. Hence their maximum salary is the same as that for school heads in upper secondary education (ISCED 34).
In March 2016, the actual data on position allowances for school heads collected in the administrative data base (School Education Information System, SIO) amounted to PLN 826. The annual amount was estimated (assuming that allowances are granted and paid in 3- or 12-month cycles) by multiplying the actual value for March 2016 by 12 months.

Annual gross actual salaries of school heads (EUR), 2015/16

Salaries (in EUR)	Minimum	Maximum
02	17 341	18 405
1	18 405	18 772
24	18 772	18 822
34	18 822	18 822

Source

School Education Information System database (SIO) administered by the Ministry of National Education;
Laws and regulations: Act of 26 January 1982 - The Teachers' Charter (with further amendments); Regulation by the Minister of National Education of 12 March 2009 on the specific qualifications required from teachers, as well as on determining schools and cases in which teachers without tertiary education attainment can be employed.

Explanatory notes

School head salaries for the school year 2015/16 were calculated based on actual data collected in the School Education Information System (SIO) and they reflect the situation on the 31 March 2016. The actual gross salaries were calculated as the average salaries including all bonuses, allowances and additional payments of full-time school heads and their deputies aged 25 to 64. At the upper secondary level (ISCED 3), the salaries of the school heads and their deputies were calculated only for the general programmes. The reference date for calculation is March 2016 and the data available on that day were then extrapolated for the entire school year. Calculation excludes equalization supplements as well as payments for ad hoc substituting.

Portugal - Teachers

ISCED levels=> 02: Pre-primary ed. (ISCED 02); 1: Primary ed. (ISCED 1); 24: General lower secondary ed. (ISCED 24); 34: General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	0	10	20	30	40	50	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top	
02							22 224	27 059	28 713	44 207		100 %	34
1							22 224	27 059	28 713	44 207		100 %	34
24							22 224	27 059	28 713	44 207		100 %	34
34							22 224	27 059	28 713	44 207		100 %	34

Minimum qualification to enter the teaching profession in the reference year

02 / 1 / 24 / 34 Pre-Bologna 'Licenciatura' or Post-Bologna 'Mestrado' (ISCED 7)

Authority level determining statutory salaries

02 / 1 / 24 / 34 Central/State government or top level authorities

Source

i) Education Financial Management Institute; ii) Directorate-General for Education and Science Statistics.

Explanatory notes

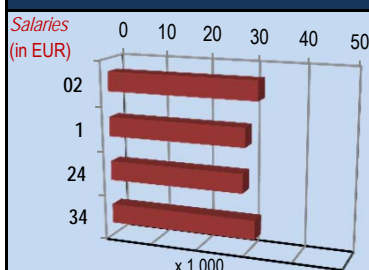
Teachers career is unicategorical (e.g., the same, for all ISCED levels). It is composed by 10 levels, all with the duration of 4 years, except the 5th level with 2 years.

The progression is dependent on a set of rules, from participation in professional development activities to the setting of quotas.

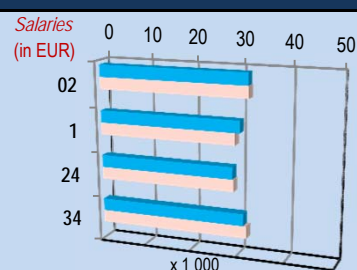
Lower and upper secondary teachers belongs to the some formal group - professores do 3.º ciclo do ensino básico e do ensino secundário. For calculus purposes, firstly each teacher was classified in the ISCED level in which his/her teaching load is higher.

Data refers to full-time equivalent teachers from public schools under the tutelage of the Ministry of education (excluding vocational schools).

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16



	Total	Male	Female
02	31 995	31 902	31 995
1	29 401	30 211	29 209
24	28 909	28 752	28 957
34	31 489	31 030	31 709



Source

Budget Execution Report of the Ministry of Education; Education Statistics.

Explanatory notes

The average actual salaries have been calculated using the school head gross salaries paid in May 2015/16 multiplied by 14. At secondary level, teachers were allocated to ISCED 24 or 34 depending on their teaching load.

Portugal - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02 | 1 | 24 | 34 Pre-Bologna 'Licenciatura' or Post-Bologna 'Mestrado' (ISCED 7)

Annual gross statutory salaries of school heads (EUR), 2016/17.

Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	24 624	46 607	School/school cluster with 300 or less students	5 %
1	24 624	46 607	School/school cluster with 300 or less students	5 %
24	24 624	46 607	School/school cluster with 300 or less students	5 %
34	24 624	46 607	School/school cluster with 300 or less students	5 %

Annual gross statutory salaries of school heads (EUR), 2016/17.

Range with the highest minimum salary (where it varies depending on the type of school)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	31 224	53 207	School/school cluster with 1 500 or more students	44 %
1	31 224	53 207	School/school cluster with 1 500 or more students	44 %
24	31 224	53 207	School/school cluster with 1 500 or more students	44 %
34	31 224	53 207	School/school cluster with 1 500 or more students	44 %

Source

i) Education Financial Management Institute; ii) Directorate-General for Education and Science Statistics.

Explanatory notes

The school head is always a teacher, elected between his/her peers through a contest promoted by the School General Board. They receive their teacher salary plus a management allowance that depends on the size of the school. There are six salary groups:

- (a) 300 or less students enrolled - School head allowance = EUR 200;
- (b) Number of students enrolled between 301 and 600 - School head allowance = EUR 300;
- (c) Number of students enrolled between 601 and 900 - School head allowance = EUR 450;
- (d) Number of students enrolled between 901 and 1 200 - School head allowance = EUR 650;
- (e) Number of students enrolled between 1 201 and 1 500 - School head allowance = EUR 700;
- (f) 1 501 students enrolled or more - School head allowance = EUR 750.

Annual gross actual salaries of school heads (EUR), 2015/16

Salaries (in EUR)	Source
02	42 587
1	42 587
24	42 587
34	42 587

Source
Budget Execution Report of the Ministry of Education; Education Statistics.

Explanatory notes
The average actual salaries have been calculated using the school head gross salaries paid in May 2015/16 multiplied by 14. Given that the same school/school cluster can teach programmes at the four ISCED levels, the same value is provided for all levels.

Romania - Teachers

ISCED levels=> 02 : Pre-primary ed. (ISCED 02); 1 : Primary ed. (ISCED 1); 24 : General lower secondary ed. (ISCED 24); 34 : General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02	4 009	7 092	7 420	8 292	31 %	40
1	4 009	7 092	7 420	8 292	31 %	40
24	4 263	9 061	9 455	10 369	100 %	40
34	4 263	9 061	9 455	10 369	100 %	40

Minimum qualification to enter the teaching profession in the reference year

02	Secondary education (graduates of pedagogical high-schools in the specialisations of pre-primary teacher holding a Baccalaureate Diploma)	24	Long term higher education leading to a Bachelor's Degree (graduation diploma)
1	Secondary education (graduates of pedagogical high-schools in the specialisations of primary education teacher holding a Baccalaureate Diploma)	34	Long term higher education leading to a Bachelor's Degree (graduation diploma)

Annual gross statutory salaries (EUR) of teachers with a qualification higher than the minimum that is held by the largest proportion of teachers, 2016/17

Salaries (in EUR)	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02	4 263	9 061	9 455	10 369	69 %	40
1	4 263	9 061	9 455	10 369	69 %	40
24	4 263	9 061	9 455	10 369	100 %	40
34	4 263	9 061	9 455	10 369	100 %	40

Most commonly held qualification higher than the minimum

02 | 1 | 24 | 34 Long term higher education leading to a Bachelor's Degree (graduation diploma)

Authority level determining statutory salaries

02 | 1 | 24 | 34 Central/State government or top level authorities

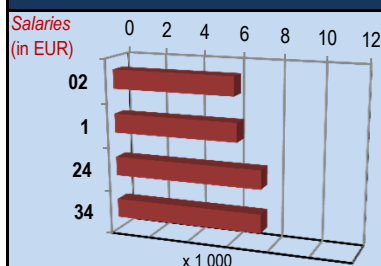
Source

 Law of National Education 1/ 2011; Government Decision 38/2017, <http://salarizareinvatamant.ro/hotararea-nr-3827-ianuarie-2017-pentru-aplicarea-prevederilor-art-34-alin-3-din-ordonanta-de-urgenta-guvernului-nr-572015/>

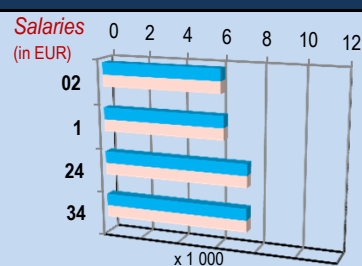
Explanatory notes

Government Decision 582/2016 presents the methodology for calculating the salaries.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16



	Total	Male	Female
02	6 128	6 128	6 128
1	6 272	6 272	6 272
24	7 450	7 450	7 450
34	7 450	7 450	7 450



Source

Law of National Education 1/ 2011 - specifications related to the level of education.

Explanatory notes

Government Decision 582/2016 presents the methodology for calculating the salaries.

Romania - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

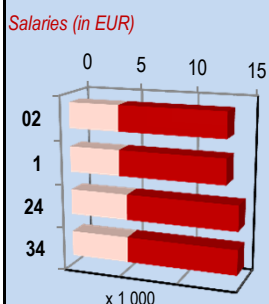
Minimum qualification required to manage a school in the reference year

02 | 1 | 24 | 34 Long term higher education. The Teaching Degree 2 and being experts in education (Master's in educational management).

Annual gross statutory salaries of school heads (EUR), 2016/17.

Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	4 407	13 544	There is only one salary range. Salary depends on the type of school and number of students.	m
1	4 407	13 544	There is only one salary range. Salary depends on the type of school and number of students.	m
24	5 097	14 628	There is only one salary range. Salary depends on the type of school and number of students.	m
34	5 097	14 628	There is only one salary range. Salary depends on the type of school and number of students.	m



Source

Law of National Education 1/ 2011 - specifications related to the level of education; Government Decision 38/2017 - determines the salaries for the teaching staff with teaching responsibilities <http://salarizareinvatamant.ro/hotararea-nr-3827-ianuarie-2017-pentru-aplicarea-prevederilor-art-34-alin-3-din-ordonanta-de-urgenta-guvernului-nr-572015/>

Explanatory notes

There are no separate data at central level for lower secondary and upper secondary level.

Annual gross actual salaries of school heads (EUR), 2015/16

Missing data

Slovenia - Teachers

ISCED levels=> 02 : Pre-primary ed. (ISCED 02); 1 : Primary ed. (ISCED 1); 24 : General lower secondary ed. (ISCED 24); 34 : General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02	18 087	21 523	26 225	30 136	100 %	25
1	18 087	22 320	27 210	32 480	100 %	25
24	18 087	22 320	27 210	32 480	100 %	25
34	18 087	22 320	27 210	32 480	100 %	25

Minimum qualification to enter the teaching profession in the reference year

02	First cycle higher education degree in pre-school education (ISCED 6)	24	Adequate second cycle higher education degree (ISCED 7)
1	Adequate second cycle higher education degree (ISCED 7)	34	Adequate second cycle higher education degree (ISCED 7)

Authority level determining statutory salaries

02 1 24 34	More than one authority level	Statutory salaries are determined by the Public Sector Salary System Act, the Collective Agreement for Public Sector and other regulations based on the Act and Collective Agreement.
------------------	-------------------------------	---

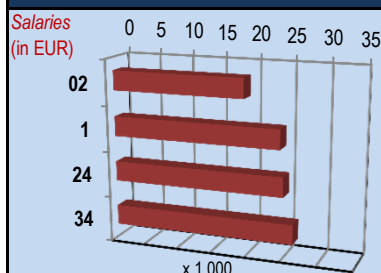
Source

Public Sector Salary System Act ; Collective agreement for public sector; Collective agreement for the education sector in the Republic of Slovenia; Collective Agreement for non-commercial activities in the Republic of Slovenia, Organization and Financing of Education Act.

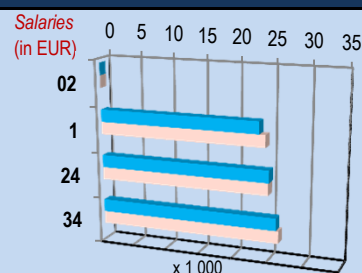
Explanatory notes

Salaries include: (1) basic salary of a teacher which is determined by the salary grade into which the post is classified or the teacher has acquired through salary progression, (2) length of service bonus (years of employment; 0.33 % of basic salary per year), (3) holiday bonus (EUR 790.73 or EUR 600 depending on salary grade) and (4) reimbursement for meals during work (on average EUR 3.70 per working day - for 10.5 months).

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16



	Total	Male	Female
02	19 267	m	m
1	24 315	23 472	24 360
24	24 816	24 906	24 798
34	26 220	25 950	26 304



Source

Statistical Office of the Republic of Slovenia; for pre-primary teachers the Agency of the Republic of Slovenia for Public Legal Records and Related Services.

Explanatory notes

Average annual actual salaries include statutory salary and additional payments and allowances except the annual holiday bonus, reimbursement for meals during work, reimbursement of travel expenses and long-service award (jubilejna nagrada).

Data refer to: ISCED 1 level - generalist (class) teachers; ISCED 2 level - subject specialist teachers; ISCED 34 level - general subjects teachers (in general and vocational upper secondary schools) and educators at residence halls for students.

Data on the average actual teachers' salaries at ISCED 1, 2, 34 is composed of a sum of 3 average monthly salaries received by teachers in 2015 (final data) and 9 average monthly salaries received in 2016 (provisional data). Data on the average actual teachers' salaries at ISCED 0 is composed of a sum of average salaries received in school year 2015/16 and include data on teachers ISCED 01 and 02 of all ages.

Slovenia - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02	Head teacher of a kindergarten has to meet the educational qualification requirements for teachers or counselling specialists, have a minimum 5 years work experience in education, hold the title Councillor or Advisor or the title Mentor for at least 5 years and have a headship licence.
1 24	Head teacher has to have at least the educational qualification of a second cycle study programme or equivalent and meet other requirements for a teacher or counselling specialist at a basic school (single structure ISCED 1 and 2), a minimum 5 years work experience in education, hold the title Councillor or Advisor or the title Mentor for at least 5 years and have a headship licence.
34	Head teacher has to have at least the educational qualification of a second cycle study programme or equivalent and meet other requirements for a teacher or counselling specialist at a general upper secondary school (gimnazija), a minimum 5 years work experience in education, hold the title Councillor or Advisor or the title Mentor for at least 5 years and have a headship licence. The Director has to have the educational qualification of a second cycle study programme or the level or equivalent, a minimum of 5 years work experience and a headship licence.

Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	27 741	42 410	There is only one salary range. Positioning is determined by the number of classes, students, units, municipalities and the provision of specific classes (e.g. for special education needs or Roma children).	100 %
1	28 789	42 410	There is only one salary range. Positioning is determined by the number of classes, students, units and educational programmes.	100 %
24	28 789	42 410	There is only one salary range. Positioning is determined by the number of classes, students, units and educational programmes.	100 %
34	28 789	49 254	There is only one salary range. Positioning is determined by the number of students, the provision of different types of educational programmes and whether it is an international school or offers an international baccalaureate.	100 %

Source

Public Sector Salary System Act, Collective agreement for public sector, Collective agreement for the education sector in the Republic of Slovenia, Collective Agreement for non-commercial activities in the Republic of Slovenia, Organization and Financing of Education Act, Rules on the classification of posts of directors in education and sport into wage groups within wage group ranges.

Explanatory notes

The same population of school heads is reported in data on ISCED 1 and ISCED 24 (single structure basic school is headed by one school head). Data on ISCED 02 includes also ISCED 01 - a unified setting for both.

Data on ISCED 34 includes data on

- (1) head teachers of upper secondary general schools (gimnazija) which provide single programme,
- (2) directors of school centres that provide among other educational programmes also general education (gimnazija), and
- (3) on all head teachers of organisational units which provide general and VET programmes in school centres.

Salaries include:

- (1) basic salary of the salary grade into which the school head of a kindergarten/school is classified,
- (2) length of service bonus (10 years for minimum salary and 40 years for maximum salary; 0.33 % of basic salary per year),
- (3) holiday bonus (EUR 600 or EUR 500 depending on salary grade) and
- (4) reimbursement for meals during work (on average EUR 3.70 per working day).

Annual gross actual salaries of school heads (EUR), 2015/16

Salaries (in EUR)	Minimum	Maximum	Source
02	33 062		Information system for the transmission and analysis of salary data (ISPAP) of the Agency of the Republic of Slovenia for Public Legal Records and Related Services (AJPES).
1	33 840		
24	33 840		
34	34 760		

Explanatory notes
Data on the average actual school heads' salaries is composed of the sum of average salaries received in school year 2015/16, and include additional payments and allowances except the annual holiday bonus, reimbursement for meals during work, reimbursement of travel expenses, long-service award (jubilejna nagrada).

Slovakia - Teachers

ISCED levels=> 02 : Pre-primary ed. (ISCED 02); 1 : Primary ed. (ISCED 1); 24 : General lower secondary ed. (ISCED 24); 34 : General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	0	5	10	15	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02					6 978	7 680	8 028	8 658	m	32
1					7 806	9 372	10 974	11 832	m	32
24					7 806	9 372	10 974	11 832	m	32
34					7 806	9 372	10 974	11 832	m	32

Minimum qualification to enter the teaching profession in the reference year

02	Upper secondary (ISCED 354)	24	Master (ISCED 760)
1	Master (ISCED 760)	34	Master (ISCED 760)

Authority level determining statutory salaries

02 | 1 | 24 | 34 Central/State government or top level authorities

Source

Decree of the government.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16

Salaries (in EUR)	0	5	10	15	Total	Male	Female
02					9 589	m	m
1					12 813	m	m
24					12 813	m	m
34					12 841	m	m

Source

Survey of the Slovak Centre of Scientific and Technical Information.

Explanatory notes

Data include both teachers' salaries and salaries of school heads, because they cannot be separated.

Slovakia - School heads

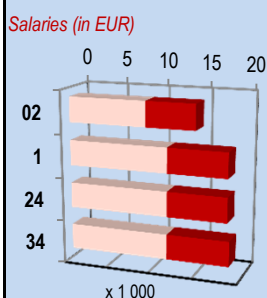
ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02	Upper secondary (ISCED 354)	24	Master (ISCED 760)
1	Master (ISCED 760)	34	Master (ISCED 760)

Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	8 982	14 676		100 %
1	11 442	18 294		100 %
24	11 442	18 294		100 %
34	11 442	18 558		100 %

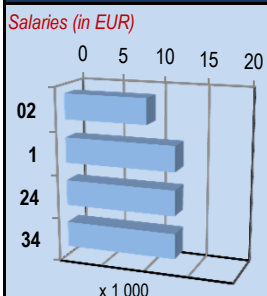


Source

Decree of the government

Annual gross actual salaries of school heads (EUR), 2015/16

Salaries (in EUR)	Minimum	Maximum	Source
02	9 589		Survey of the Slovak Centre of Scientific and Technical Information.
1	12 813		<i>Explanatory notes</i> The actual salaries refer to teachers' salaries and salaries of school heads, because they cannot be separated. The data are extracted from questionnaires of the Slovak Centre of Scientific and Technical Information.
24	12 813		
34	12 841		



Finland - Teachers

ISCED levels=> 02: Pre-primary ed. (ISCED 02); 1: Primary ed. (ISCED 1); 24: General lower secondary ed. (ISCED 24); 34: General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2017

ISCED level	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02	28 811	31 116	31 116	31 116	90 %	10
1	32 542	37 668	39 928	42 324	99 %	20
24	35 145	40 682	43 122	45 710	96 %	20
34	37 268	44 759	46 549	49 342	91 %	20

Minimum qualification to enter the teaching profession in the reference year

02	Bachelor-level qualification of kindergarten teacher/social services studies including studies in early education and socio-education	24	Masters-level qualification with teaching subject as major
1	Masters-level qualification with education science as major	34	Masters-level qualification with teaching subject as major

Authority level determining statutory salaries

02	Collective agreement or other	Nation-wide agreement between the local authorities representative and the relevant trade unions
1	Collective agreement or other	Nation-wide agreement between the municipal employers representative and the relevant trade unions
24	Collective agreement or other	Nation-wide agreement between the local authorities representative and the relevant trade unions
34	Collective agreement or other	Nation-wide agreement between the local authorities representative and the relevant trade unions

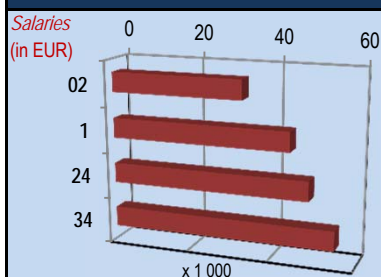
Source

Collective agreement for municipal personnel 2017; Collective agreement for municipal teaching personnel 2017.

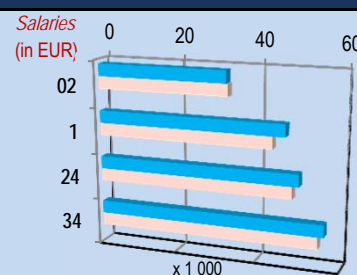
Explanatory notes

The data on pre-primary teachers includes the salary data of kindergarten teachers who are the majority of teachers at ISCED 02.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16



	Total	Male	Female
02	32 736	32 429	32 745
1	44 278	46 616	43 504
24	48 796	49 888	48 356
34	55 020	56 014	54 565



Source

Statistics Finland.

Explanatory notes

Monthly actual salary multiplied by 12 plus the holiday bonus. The data on pre-primary teachers includes the salary data of kindergarten teachers who are the majority of teachers at ISCED 02.

Finland - School heads

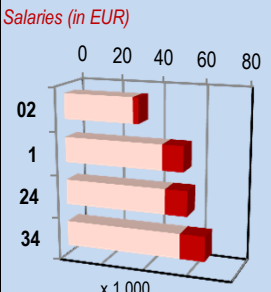
ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02	Kindergarten teacher qualification and leadership skills	24	Master's degree and teacher qualification and experience of the education level in question. In addition, leadership and management qualification or experience.
1	Master's degree and teacher qualification and experience of the education level in question. In addition, leadership and management qualification or experience.	34	Master's degree and teacher qualification and experience of the education level in question. In addition, leadership and management qualification or experience.

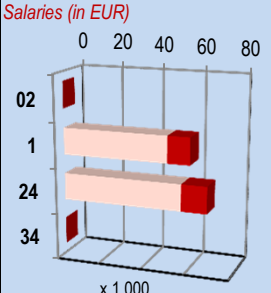
Annual gross statutory salaries of school heads (EUR), 2017. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	32 559	35 163	Kindergartens	89 %
1	45 801	55 546	Small schools (12-23 teachers)	64 %
24	47 312	57 378	Small schools (less than 6 groups of 32 students)	3 %
34	54 123	65 638		86 %



Annual gross statutory salaries of school heads (EUR), 2017. Range with the highest minimum salary (where it varies depending on the type of school)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	-	-		
1	49 189	59 653	Big schools (more than 31 teachers)	11 %
24	55 666	67 509	Big schools (more than 20 groups of 32 students)	52 %
34	-	-		



Source

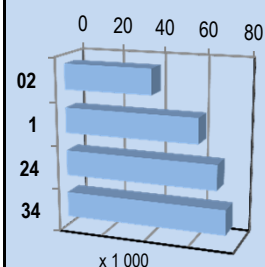
Collective agreement for municipal personnel 2017; Collective agreement for teaching personnel.

Explanatory notes

The data for pre-primary education refers to heads of kindergarten/day-care institutions who are the majority of school heads at ISCED 02.

Annual gross actual salaries of school heads (EUR), 2015/2016

Salaries (in EUR)



02	40 577
1	61 574
24	70 040
34	74 201

Source

Statistics Finland.

Explanatory notes

Monthly actual salary multiplied by 12 plus the holiday bonus. Pre-primary data includes the salary of kindergarten/ECEC centres.

Sweden - Teachers

ISCED levels=> 02 : Pre-primary ed. (ISCED 02); 1 : Primary ed. (ISCED 1); 24 : General lower secondary ed. (ISCED 24); 34 : General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016

Salaries (in EUR)	0	20	40	60	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02					35 997	38 226	39 232	42 507	100 %	a
1					36 492	41 100	42 968	49 320	100 %	a
24					37 363	42 093	43 591	50 690	100 %	a
34					37 363	43 535	44 649	51 935	100 %	a

Minimum qualification to enter the teaching profession in the reference year

02	Teacher with pedagogical education for the pre-primary level (ISCED 5 qualification)	24	Teacher with pedagogical education for grades 7-9 (ISCED 5 qualification)
1	Teacher with pedagogical education for grades 1-6 (ISCED 5 qualification)	34	Teacher with pedagogical education for the upper secondary level (ISCED 5 qualification)

Authority level determining statutory salaries

02 1 24 34	Collective agreement or other	Country-wide collective agreement between teacher's union and the Swedish Association of Local Authorities. Interpreted at local level.
------------------	-------------------------------	---

Source

The Register of Teachers, managed by Statistics Sweden, combined with data on salaries also managed by Statistics Sweden. Data are combined using a personal code for each individual.

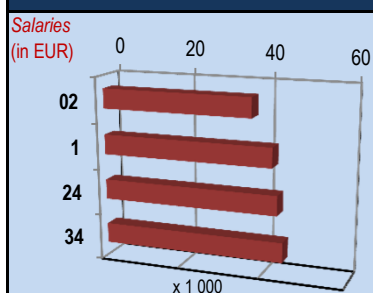
Explanatory notes

Data are actual teacher salaries. The figures for starting salaries correspond to the median values of teachers with one or two years of experience. Top salaries refer to the actual salary of teachers belonging to the 90th percentile. Bonuses and allowances are not included. The data refer to full-time equivalent teachers.

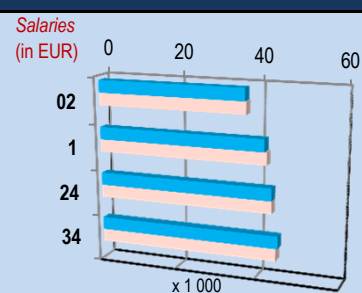
Salaries on upper secondary level (ISCED 34) also include salaries for ISCED 35, vocational education, but do not include teachers of vocational subjects.

Teachers on ISCED level 0 were included in the register in 1999. Therefore, the data on this level is not as reliable as for other ISCED levels. Data for teachers on ISCED 0 only include teachers in pre-school class and leisure time centers. This applies when data on teachers' salaries is reported on basis of work experience, since Sweden lack information about work experience for pre-school teachers.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2016



	Total	Male	Female
02	37 190	36 867	37 211
1	42 085	41 620	42 162
24	43 426	43 418	43 430
34	44 741	45 000	44 574



Source

Data on salaries are actual salaries based on data from Statistics Sweden (SCB). Actual teachers' salaries, not including bonuses and allowances.

Explanatory notes

The data refer to full-time equivalent teachers. Salaries on upper secondary level (Isced 34) also include salaries for ISCED 35, vocational education. The data do not include salaries for teachers teaching vocational subjects. Teachers on ISCED level 0 were included in the register in 1999. Therefore, the data on this level are not as reliable as for other ISCED levels. Data for teachers on ISCED 0 only include teachers in pre-school class and leisure time centers. This applies when data on teachers salaries are reported on basis of work experience, since Sweden lack information about work experience for pre-school teachers.

Sweden - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

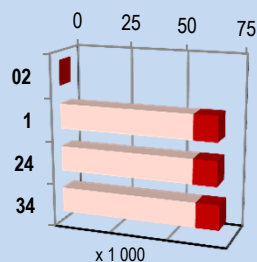
Minimum qualification required to manage a school in the reference year

02 | 1 | 24 | 34

The Swedish Educational Act states that every school principal that is hired should have gained a pedagogical insight through education and experience. Most school principals have a teaching degree and have worked for a number of years before being appointed as school principals. Every school principal is required to complete the national principal study programme, which is a three-year programme totalling 30 ECTS.

Annual gross statutory salaries of school heads (EUR), 2016. Single or lowest salary range

Salaries (in EUR)



	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	m	m	a	m
1	58 225	68 500	a	m
24	58 225	68 500	a	m
34	59 657	69 745	a	m

Source

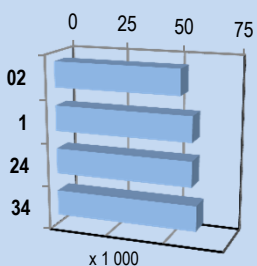
Data on salaries are actual salaries based on data from Statistics Sweden (SCB). The source for data is the Register of Teachers, managed by Statistics Sweden, combined with data on salaries also managed by Statistics Sweden. Data from the two registers are combined using a personal code for each individual.

Explanatory notes

Data on actual school heads salaries are reported. The data refer to full-time equivalent school heads and to actual teachers' salaries; they do not include bonuses and allowances. The figures for starting salaries correspond to the median values of teachers with one or two years of experience. Top salaries refer to the actual salary of teachers belonging to the 90th percentile.

Annual gross actual salaries of school heads (EUR), 2016

Salaries (in EUR)



Source

The Register of Teachers, managed by Statistics Sweden, combined with data on salaries also managed by Statistics Sweden. Data from the two registers are combined using a personal code for each individual.

Explanatory notes

Bonuses and allowances are not included. It is not possible to distinguish the salaries between school heads on ISCED 1 and ISCED 24, therefore the same salary is reported.

United Kingdom (England) - Teachers

ISCED levels=> 02: Pre-primary ed. (ISCED 02); 1: Primary ed. (ISCED 1); 24: General lower secondary ed. (ISCED 24); 34: General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02	18 777	a	a	29 696	0.4 %	m
1	18 777	a	a	29 696	0.4 %	m
24	18 777	a	a	29 696	0.5 %	m
34	18 777	a	a	29 696	0.5 %	m

Minimum qualification to enter the teaching profession in the reference year

02 | 1 | 24 | 34 Bachelor's degree

Annual gross statutory salaries (EUR) of teachers with a qualification higher than the minimum that is held by the largest proportion of teachers, 2016/17

Salaries (in EUR)	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02	25 628	a	43 631	43 631	99.3 %	m
1	25 628	a	43 631	43 631	99.3 %	m
24	25 628	a	43 631	43 631	99.5 %	m
34	25 628	a	43 631	43 631	99.5 %	m

Most commonly held qualification higher than the minimum

02 | 1 | 24 | 34 Qualified Teacher Status (QTS)

Authority level determining statutory salaries

02 | 1 | 24 | 34 Central/State government or top level authorities

Source

School Teachers' Pay and Conditions Document (2016): <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

Explanatory notes

The statutory salary figures for teachers with the minimum qualification refer to teachers employed in maintained schools paid on the unqualified teacher pay range who are following an employment-based training route to Qualified Teachers Status (QTS). In the salary range for Qualified Teacher Status (QTS), the starting salary figure refers to the minimum salary on the main pay range and the salary at the top of the range refers to the maximum salary on the upper pay range. The figures apply to teachers paid on the 'England and Wales (excluding London Area) area' pay range. Pay ranges for teachers employed in: 'Inner London Area'; 'Outer London Area'; and 'Fringe Area' are higher. The statutory pay ranges apply only to maintained schools. Academies (publicly funded independent schools that make up the majority of secondary schools and around a quarter of primary schools) are not required to follow them but may choose to do so. They do not apply to other ISCED 02 settings or (at ISCED 34 level) to further education colleges.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16

Salaries (in EUR)	Total	Male	Female
02	37 227	36 155	37 430
1	37 227	36 155	37 430
24	41 624	41 161	42 318
34	41 624	41 161	42 318

Source

Department for Education, Custom data extract, March 2018.

Explanatory notes

The actual salary figures cover full-time classroom teachers aged between 25 and 64 who are employed in maintained schools and academies (publicly funded independent schools that make up the majority of secondary schools and around a quarter of primary schools). They cover teachers paid on the unqualified teacher pay range following an employment-based training route to Qualified Teacher Status (QTS), and teachers paid on the main, upper and leading practitioner pay ranges. They include only teachers paid on the 'England and Wales (excluding London Area) area' range (one of the four sets of geographical pay ranges in the framework).

United Kingdom (England) - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02 | 1 | 24 | 34 There is no minimum qualification legally required to be a school head.

Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	50 306	66 932	Group 1 - the school has a total unit score of up to 1 000	a
1	50 306	66 932	Group 1 - the school has a total unit score of up to 1 000	a
24	50 306	66 932	Group 1 - the school has a total unit score of up to 1 000	a
34	50 306	66 932	Group 1 - the school has a total unit score of up to 1 000	a

Annual gross statutory salaries of school heads (EUR), 2016/17. Range with the highest minimum salary (where it varies depending on the type of school)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	86 359	123 516	Group 8 - the school has a total unit score of 17 001 and over	a
1	86 359	123 516	Group 8 - the school has a total unit score of 17 001 and over	a
24	86 359	123 516	Group 8 - the school has a total unit score of 17 001 and over	a
34	86 359	123 516	Group 8 - the school has a total unit score of 17 001 and over	a

Source

School Teachers' Pay and Conditions Document (2016): <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

Explanatory notes

The term for school heads in England is 'headteacher'. The statutory salary figures cover school heads paid as 'headteachers' on Groups 1-8 of the headteacher pay ranges. Executive headteachers (who are responsible for more than one school) are excluded. The headteacher group for a school is determined by the school's total unit score, which is determined by a weighted score, calculated using the number of pupils on the school register in each key stage of education (the higher the key stage, the higher the score) and by the number of pupils with SEN.

The figures apply to teachers paid on the 'England and Wales (excluding London Area) area' pay range. Pay ranges for teachers employed in: 'Inner London Area'; 'Outer London Area'; and 'Fringe Area' are higher.

The statutory pay ranges apply only to maintained schools. Academies (publicly funded independent schools in England that make up the majority of secondary schools and around a quarter of primary schools) are not required to follow them but may choose to do so. They do not apply to other ISCED 02 settings or (at ISCED 34 level) to further education colleges.

Annual gross actual salaries of school heads (EUR), 2015/16

Salaries (in EUR)	Minimum	Maximum	Source
02	68 296		Department for Education, Custom data extract, March 2018.
1	68 296		
24	101 382		
34	101 382		

Explanatory notes

The actual salary figures cover full-time headteachers aged between 25 and 64 who are employed in maintained schools and academies (publicly funded independent schools that make up the majority of secondary schools and around a quarter of primary schools). They cover headteachers paid on the headteacher pay ranges Group 1-8. They include only headteachers paid on the 'England and Wales (excluding London Area) area' range. Executive headteachers are excluded.

United Kingdom (Wales) - Teachers

ISCED levels=> 02 : Pre-primary ed. (ISCED 02); 1 : Primary ed. (ISCED 1); 24 : General lower secondary ed. (ISCED 24) ; 34 : General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	0 5 10 15 20 25 30 35 40 45	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02		18 777	a	a	29 696	m	m
1		18 777	a	a	29 696	m	m
24		18 777	a	a	29 696	m	m
34		18 777	a	a	29 696	m	m

Minimum qualification to enter the teaching profession in the reference year

02 | 1 | 24 | 34 | Bachelor's degree

Annual gross statutory salaries (EUR) of teachers with a qualification higher than the minimum that is held by the largest proportion of teachers, 2016/17

Salaries (in EUR)	0 5 10 15 20 25 30 35 40 45	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02		25 628	a	43 631	43 631	m	m
1		25 628	a	43 631	43 631	m	m
24		25 628	a	43 631	43 631	m	m
34		25 628	a	43 631	43 631	m	m

Most commonly held qualification higher than the minimum

02 | 1 | 24 | 34 | Qualified Teacher Status (QTS)

Authority level determining statutory salaries

02 | 1 | 24 | 34 | Central/State government or top level authorities

Source

School Teachers' Pay and Conditions Document (2016): <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

Explanatory notes

Although the top level authority for most areas of education in Wales is the Welsh Government, responsibility for teachers' pay and conditions remains with the UK Government.

The statutory salary figures for teachers with the minimum qualification refer to teachers employed in maintained schools paid on the unqualified teacher pay range who are following an employment-based training route to Qualified Teachers Status (QTS). In the salary range for Qualified Teacher Status (QTS), the starting salary figure refers to the minimum salary on the main pay range and the salary at the top of the range refers to the maximum salary on the upper pay range. The figures apply to teachers paid on the 'England and Wales (excluding London Area) area' pay range.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16

Missing data

United Kingdom (Wales) - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02 | 1 | 24 | 34 National Professional Qualification for Headship

Annual gross statutory salaries of school heads (EUR), 2016/17.

Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range	
<p>Salaries (in EUR) x 1 000</p>	02	50 306	66 932	Group 1 - the school has a total unit score of up to 1 000	a
	1	50 306	66 932	Group 1 - the school has a total unit score of up to 1 000	a
	24	50 306	66 932	Group 1 - the school has a total unit score of up to 1 000	a
	34	50 306	66 932	Group 1 - the school has a total unit score of up to 1 000	a

Annual gross statutory salaries of school heads (EUR), 2016/17.

Range with the highest minimum salary (where it varies depending on the type of school)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range	
<p>Salaries (in EUR) x 1 000</p>	02	86 359	123 516	Group 8 - the school has a total unit score of 17 001 and over	a
	1	86 359	123 516	Group 8 - the school has a total unit score of 17 001 and over	a
	24	86 359	123 516	Group 8 - the school has a total unit score of 17 001 and over	a
	34	86 359	123 516	Group 8 - the school has a total unit score of 17 001 and over	a

Source

School Teachers' Pay and Conditions Document (2016): <https://www.gov.uk/government/publications/school-teachers-pay-and-conditions>

Explanatory notes

Although the top level authority for most areas of education in Wales is the Welsh Government, responsibility for teachers' pay and conditions remains with the UK Government. The term for school heads in Wales is 'headteacher'. The statutory salary figures cover school heads paid as 'headteachers' on Groups 1-8 of the headteacher pay ranges. Executive headteachers (who are responsible for more than one school) are excluded. The headteacher group for a school is determined by the school's total unit score, which is determined by a weighted score, calculated using the number of pupils on the school register in each key stage of education (the higher the key stage, the higher the score) and by the number of pupils with SEN.

The statutory salary figures do not apply to other ISCED 02 settings or (at ISCED 34 level) to further education colleges

Annual gross actual salaries of school heads (EUR), 2015/16

Missing data

United Kingdom (Northern Ireland) - Teachers

ISCED levels=> 02: Pre-primary ed. (ISCED 02); 1: Primary ed. (ISCED 1); 24: General lower secondary ed. (ISCED 24); 34: General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	0 5 10 15 20 25 30 35 40 45	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	%	
						% of teachers paid within this salary range	Average number of years to reach the top
02		25 372	a	43 198	43 198	100 %	m
1		25 372	a	43 198	43 198	100 %	m
24		25 372	a	43 198	43 198	100 %	m
34		25 372	a	43 198	43 198	100 %	m

Minimum qualification to enter the teaching profession in the reference year

02 / 1 / 24 / 34 Registration with the General Teaching Council for Northern Ireland (GTCNI)

Authority level determining statutory salaries

02 / 1 / 24 / 34

Central/State government or top level authorities

In accordance with the provisions of Article 69(1) and (6) of the Education and Libraries (Northern Ireland) Order 1986, the Department of Education determines the salaries and allowances to be paid to teachers in grant-aided schools. The pay scales are published in the annual Teachers' Pay and Allowances circular.

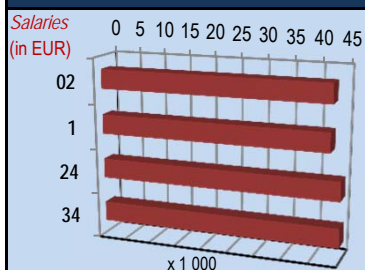
Source

Department of Education, Teachers' Pay and Allowances (2016): <https://www.education-ni.gov.uk/publications/circular-201624-teachers-pay-and-allowances-1-september-2016>

Explanatory notes

Teachers must have their qualifications approved by and must register with the General Teaching Council for Northern Ireland (GTCNI) before they can be employed as a classroom teacher. A classroom teacher is paid on the main pay range and can progress to the upper pay range. The starting salary refers to the minimum salary on the main pay range and the salary at the top of the salary range refers to the maximum salary on the upper pay range.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2013/14



	Total	Male	Female
02	43 052	m	m
1	42 793	m	m
24	44 813	m	m
34	44 813	m	m

Source

Personal communication from Department for Education Northern Ireland, Teachers' Pay and Pensions Team, April 2014.

Explanatory notes

The population of teachers covered by the actual salary figures includes both full-time and part-time (full-time equivalent) classroom teachers of all ages paid on the main and upper ranges.

United Kingdom (Northern Ireland) - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02 | 1 | 24 | 34 Registration with the General Teaching Council for Northern Ireland (GTCNI)

Annual gross statutory salaries of school heads (EUR), 2016/17.

Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	49 807	66 931	Group 1 - the school has a unit total of up to 1 000	a
1	49 807	66 931	Group 1 - the school has a unit total of up to 1 000	a
24	49 807	66 931	Group 1 - the school has a unit total of up to 1 000	a
34	49 807	66 931	Group 1 - the school has a unit total of up to 1 000	a

Annual gross statutory salaries of school heads (EUR), 2016/17.

Range with the highest minimum salary (where it varies depending on the type of school)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	85 503	123 515	Group 8 - the school has a unit total of up to 17 001 and over	a
1	85 503	123 515	Group 8 - the school has a unit total of up to 17 001 and over	a
24	85 503	123 515	Group 8 - the school has a unit total of up to 17 001 and over	a
34	85 503	123 515	Group 8 - the school has a unit total of up to 17 001 and over	a

Source

Department of Education, Teachers' Pay and Allowances (2016): <https://www.education-ni.gov.uk/publications/circular-201624-teachers-pay-and-allowances-1-september-2016>
 Department of Education, Guidance for Boards of Governors on the Formulation and Implementation of the Salary Policy (2008): <https://www.education-ni.gov.uk/publications/guidance-boards-governors-formulation-and-implementation-salary-policy>

Explanatory notes

The term used in Northern Ireland for school head is 'principal'. The statutory salary figures cover school heads paid as principals on Groups 1-8 of the Principal Groups. The Principal Group for a school is determined by the school's total unit score, which is determined by a weighted score, calculated using the number of pupils on the school register in each key stage of education (the higher the key stage, the higher the score) and by the number of pupils with SEN.

The statutory salary figures do not apply to other ISCED 02 settings or (at ISCED 34 level) to further education colleges.

Annual gross actual salaries of school heads (EUR), 2013/14

Salaries (in EUR)	Minimum	Maximum	Source
02	60 478		Personal communication from Department for Education Northern Ireland, Teachers' Pay and Pensions Team, April 2014.
1	63 582		
24	79 742		Explanatory notes The population of teachers covered by the actual salary figures includes both full-time and part-time (full-time equivalent) principals of all ages paid on Groups 1 to 8 of the Principal Groups.
34	79 742		

United Kingdom (Scotland) - Teachers

ISCED levels=> 02 : Pre-primary ed. (ISCED 02); 1 : Primary ed. (ISCED 1); 24 : General lower secondary ed. (ISCED 24); 34 : General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02	30 679	40 794	40 794	40 794	100 %	6
1	30 679	40 794	40 794	40 794	100 %	6
24	30 679	40 794	40 794	40 794	100 %	6
34	30 679	40 794	40 794	40 794	100 %	6

Minimum qualification to enter the teaching profession in the reference year

02 | 1 | 24 | 34 Standard for Full Registration

Authority level determining statutory salaries

02 | 1 | 24 | 34 Collective agreement or other

The salary scales for different levels of teaching staff are agreed nationally and pay scales are set by the Scottish Negotiating Committee for Teachers (SNCT, see http://www.snct.org.uk/wiki/index.php?title=Appendix_2.1). SNCT is a tripartite body comprising members from teaching organisations, Local Authorities, and the Scottish Government.

Source

Scottish Negotiating Committee for Teachers (<http://www.snct.org.uk>) and 'Financial Review of early learning and childcare in Scotland: the current landscape' (Scottish Government 2016 - see <http://www.gov.scot/Resource/0050/00506148.pdf>).

Explanatory notes

Data was taken directly from the Scottish Negotiating Committee for Teachers website and the Scottish Government (2016) Financial Review of ELC where possible. Data was cross-checked with Scottish Government officials responsible for the Scottish Negotiating Committee for Teachers and Early Learning and Childcare.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16

Salaries (in EUR)	Total	Male	Female
02	38 252	m	m
1	38 252	m	m
24	38 252	m	m
34	38 252	m	m

Source

Annual Collection of staff full-time equivalent salary. Data collected by the Scottish Government on behalf of the Scottish Negotiating Committee for Teachers.

Explanatory notes

Teachers of all ages are included.

United Kingdom (Scotland) - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02 | 1 | 24 | 34

The Standards for Leadership and Management (<http://www.gtcs.org.uk/web/FILES/the-standards/standards-for-leadership-and-management-1212.pdf>). All Headteachers will be fully qualified teachers and will have previously gained the Standard for Full Registration (SFR).

Annual gross statutory salaries of school heads (EUR), 2016/17.

Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	50 444	98 462	There is only one salary range. Position in the scale depends on the type of establishment (primary, secondary, special, nursery, school with nursery unit, school with Additional Support for Learning unit), school roll, numbers of staff, percentage of children registered for free school meals, size of school budget, number of pupils for whom transport is provided for which the school has responsibility, number of timetabled classes, number of subjects, level and number of National Qualifications (NQs) offered.	100 %
1	50 444	98 462		100 %
24	50 444	98 462		100 %
34	50 444	98 462		100 %

Source

Scottish Negotiating Committee for Teachers (<http://www.snct.org.uk>) and 'Financial Review of early learning and childcare in Scotland: the current landscape' (Scottish Government 2016 - see <http://www.gov.scot/Resource/0050/00506148.pdf>).

Explanatory notes

There is one statutory salary scale for Headteachers and Deputy Headteachers in all sectors. Posts are jobsized to determine the salary paid dependent on the management responsibilities of the post. Where a new post is being established or a vacant post reviewed, the job sizing questionnaire is completed by the headteacher or senior manager and signed off by the job sizing co-ordinators.

In pre-primary (Early Learning and Childcare) settings, 'school head' is interpreted as manager of daycare services.

Annual gross actual salaries of school heads (EUR), 2015/16

Salaries (in EUR)	Source
02	59 245
1	59 245
24	59 245
34	59 245

Source
Financial Review of early learning and childcare in Scotland: the current landscape' (Scottish Government 2016 - see <http://www.gov.scot/Resource/0050/00506148.pdf>).

Explanatory notes
Data was taken directly from the Scottish Government (2016) Financial Review of ELC where possible. Data was cross-checked with Scottish Government officials responsible for the Scottish Negotiating Committee for Teachers and Early Learning and Childcare.

Bosnia and Herzegovina - Teachers

ISCED levels=> 02 : Pre-primary ed. (ISCED 02); 1 : Primary ed. (ISCED 1); 24 : General lower secondary ed. (ISCED 24); 34 : General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	0	5	10	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02				6 107	6 412	6 565	7 329	m	m
1				6 514	6 840	7 003	7 820	m	m
24				6 921	7 267	7 440	8 306	m	m
34				8 143	8 550	8 754	9 771	m	m

Minimum qualification to enter the teaching profession in the reference year

02 | 1 | 24 | 34 Bachelor, competitive examination and probation period

Authority level determining statutory salaries

02	Collective agreement or other	The jurisdiction of the agreement lies at the entity/cantonal level. The parties involved in the negotiations are the employer and the institution's trade union. The collective agreement lasts for three years.
1	Collective agreement or other	The jurisdiction of the agreement lies at the entity/cantonal level. The parties involved in the negotiations are the responsible ministry and the trade union. The collective agreement lasts for three years.
24	Collective agreement or other	The jurisdiction of the agreement lies at the entity/cantonal level. The parties involved in the negotiations are the responsible ministry and the trade union. The collective agreement lasts for three years.
34	Collective agreement or other	The jurisdiction of the agreement lies at the entity/cantonal level. The parties involved in the negotiations are the responsible ministry and the trade union. The collective agreement lasts for three years.

Source

Laws of the cantons/entities of Bosnia and Herzegovina on salaries of employees in the field of education; collective agreements at the cantons/entities level.

Explanatory notes

Estimate data (There are no formal procedure on creating national averages for the salary data. On the basis of the available data we create the most representative indicator, i.e. we determine the average value, the salary that is estimated as the mean value.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16

Salaries (in EUR)	0	5	10	Total	Male	Female
02				7 329	m	m
1				7 736	m	m
24				8 143	m	m
34				8 957	m	m

Source

Institute for statistics of Republika Srpska and Institut for Statistics of Federation of BiH.

Explanatory notes

Estimate data (http://www.bhas.ba/saopstenja/2017/LAB_05_2017_10_0_BS.pdf;
http://www2.rzs.rs.ba/static/uploads/bilteni/rad/BiltenStatistike_Plata_Zaposlenosti_i_Nezaposlenosti_Br8.pdf).

Bosnia and Herzegovina - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02	Bachelor and five years of service in education	24	m
1	m	34	m

Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)

	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	6 514	7 820	m	m
1	9 771	11 725	Up to 400 students	m
24	9 771	11 725	Up to 400 students	m
34	9 771	11 725	Up to 400 students	m

Annual gross statutory salaries of school heads (EUR), 2016/17. Range with the highest minimum salary (where it varies depending on the type of school)

Salaries (in EUR)

	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	6 514	7 820	a	m
1	10 586	12 703	Over 800 students	m
24	10 586	12 703	Over 800 students	m
34	10 586	12 703	Over 800 students	m

Annual gross statutory salaries of school heads (EUR), 2016/17. Range concerning the largest proportion of school heads (when none of the above)

Salaries (in EUR)

	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	6 514	7 820	a	m
1	10 179	12 214	401 to 800 students	m
24	10 179	12 214	401 to 800 students	m
34	10 179	12 214	401 to 800 students	m

Source

Laws of the cantons/entities of Bosnia and Herzegovina on salaries of employees in the field of education; collective agreements at the cantons/entities level.

Explanatory notes

Republika Srpska and all 10 cantons plus Brcko District have their own laws on salaries and collective agreement.

Annual gross actual salaries of school heads (EUR), 2015/16

Salaries (in EUR)

	Mean
02	9 771
1	11 400
24	11 400
34	12 621

Source
Institute for statistics of Republika Srpska and Institut for statistics of Federation of BiH.

Explanatory notes
Estimate data (There is no formal procedure on creating national averages for the salary data. The mean salaries are estimated on the basis of the best available data).

Switzerland - Teachers

ISCED levels=> 02 : Pre-primary ed. (ISCED 02); 1 : Primary ed. (ISCED 1); 24 : General lower secondary ed. (ISCED 24); 34 : General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02	67 072	83 933	m	102 262	m	25
1	71 659	89 079	m	109 048	m	24
24	80 506	101 770	m	123 347	m	24
34	90 604	116 250	m	138 917	m	24

Minimum qualification to enter the teaching profession in the reference year

02	Bachelor	24	Master's
1	Bachelor	34	Master's

Authority level determining statutory salaries

02 | 1 | 24 | 34 Central/State government or top level authorities

Source

FSO: Labour cost structural statistics, Swiss Teacher Association LCH: Earnings statistics 2017.

Explanatory notes

Teacher compensations are determined by the 26 cantons at the regional level. Figures for the statutory salaries per education level are presented as weighted averages of the cantonal legal requirements.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2016/17

Missing data

Switzerland - School heads


ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02 | 1 | 24 | 34 m

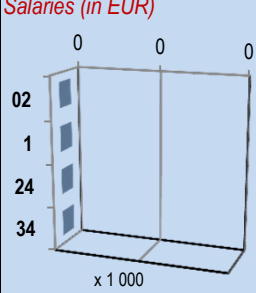
Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	m	m	m	m
1	m	m	m	m
24	m	m	m	m
34	m	m	m	m



Annual gross actual salaries of school heads (EUR), 2015/16

Salaries (in EUR)	Source	Explanatory notes
02	m	
1	m	
24	m	
34	m	



Iceland - Teachers

ISCED levels=> 02 : Pre-primary ed. (ISCED 02); 1 : Primary ed. (ISCED 1); 24 : General lower secondary ed. (ISCED 24); 34 : General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	0	20	40	60	80	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02						46 081	51 053	53 055	53 055	 46 %	15
1						47 906	52 892	55 045	55 045	 96 %	15
24						47 906	52 892	55 045	55 045	 96 %	15
34						40 659	42 613	43 820	55 487	 86 %	m

Minimum qualification to enter the teaching profession in the reference year

02 | 1 | 24 | 34 | Master's in Education

Authority level determining statutory salaries

02	Collective agreement or other	a	
1	Collective agreement or other	a	
24	Collective agreement or other	a	
34	Collective agreement or other		There is a base collective agreement, but each institute enters into a specific institutional agreement which compensates the institute for extra expenses in salaries.

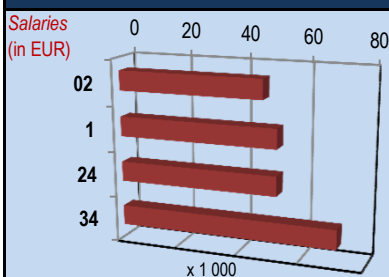
Source

For ISCED 3: Collective agreement between Teachers Union and Ministry of Finance, March 1. 2014 - October 31. 2016. ISCED12: Collective agreement between Teachers Union and Icelandic Association of Local Authorities May 1. 2014 - May 31. 2016, December 1. 2016 - November 30. 2017. ISCED0: Collective agreement between Teachers Union and Icelandic Association of Local Authorities, June 1. 2014 - May 31. 2015, June 1. 2015 - March 31. 2019.

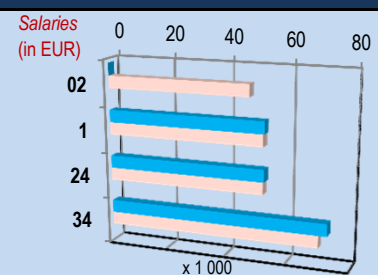
Explanatory notes

Data for ISCED 0, 1, 2 reviewed by a panel for experts from Teachers Union and the Icelandic Association of Local Authorities. Data for ISCED 3 is an estimate and may be subject to future review.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2016



	Total	Male	Female
02	47 536	(a)	47 528
1	52 049	52 398	51 974
24	52 049	52 398	51 974
34	71 055	72 706	69 877



Source

Statistics Iceland.

Explanatory notes

Data on salaries is from the Icelandic Survey on Wages, Earnings and Labour Costs that is a sample survey. Means are weighted means according to the survey design. Data on education are census data.

Iceland - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02 | 1 | 24 | 34 Teacher certificate, additional education and training in management.

Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	52 482	65 168	10 to 100 students	17 %
1	57 645	81 196	12 to 200 students	28 %
24	57 645	81 196	12 to 200 students	28 %
34	79 245	86 012	Minimum salary is the base tier of 250 credits. Full time equivalent student: 1 credit. Full time equivalent vocational student: 1.75 credit. Number of students in dormitory: 100-200 credits. Preparatory programme: 100 credits. Administer a programme for disabled students: 50 credits.	17 %

Annual gross statutory salaries of school heads (EUR), 2016/17. Range with the highest minimum salary (where it varies depending on the type of school)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	79 330	84 272	More than 240 students	1 %
1	79 330	116 228	More than 668 students	4 %
24	79 330	116 228	More than 668 students	4 %
34	111 123	118 948	2 500 or more credits. Full time equivalent student: 1 credit. Full time equivalent vocational student: 1.75 credit. Number of students in dormitory: 100-200 credits. Preparatory programme: 100 credits. Administer a programme for disabled students: 50 credits.	7 %

Source

ISCED 0: Collective agreement between Union of School Heads and Icelandic Association of Local Authorities, June 1. 2014 - May 31. 2015, June 1. 2015 - March 31. 2019. ISCED12: Collective agreement between Union of School Heads and Association of Local Authorities, June 1. 2015 - March 31. 2019. ISCED 3: Ruling of a independent public committee that determines wages for managers of public institutions.

Explanatory notes

ISCED 3: The data concerns about 30 school heads of public upper secondary schools, which are run directly by the central government.

Annual gross actual salaries of school heads (EUR), 2016

Salaries (in EUR)	Source
02	66 376
1	74 822
24	74 822
34	104 563

Source
Statistics Iceland.

Explanatory notes
Data on salaries is from the Icelandic Survey on Wages, Earnings and Labour Costs that is a sample survey. Means are weighted means according to the survey design.

Liechtenstein - Teachers

ISCED levels=> 02 : Pre-primary ed. (ISCED 02); 1 : Primary ed. (ISCED 1); 24 : General lower secondary ed. (ISCED 24); 34 : General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	0	50	100	150	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02					69 547	a	a	112 854	m	a
1					75 859	a	a	123 109	m	a
24					82 730	a	a	134 254	m	a
34					89 593	a	a	145 408	m	a

Minimum qualification to enter the teaching profession in the reference year

02	Bachelor	24	Master
1	Bachelor	34	Master + 60 ECTS (higher Teaching Qualification)

Annual gross statutory salaries (EUR) of teachers with a qualification higher than the minimum that is held by the largest proportion of teachers, 2016/17

Salaries (in EUR)	0	50	100	150	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02					a	a	a	a	a	a
1					a	a	a	a	a	a
24					89 593	a	a	145 408	m	a
34					a	a	a	a	a	a

Most commonly held qualification higher than the minimum

02	24	Master + 60 ECTS (higher Teaching Qualification)
1	34	

Authority level determining statutory salaries

02 | 1 | 24 | 34 Central/State government or top level authorities

Source

Besoldungsgesetz (BesG) vom 22/09/1990, LGBl-Nr: 1991.006,
 E: Law on civil servants salaries, URL: <https://www.gesetze.li/konso/1991.006>
 Besoldungsverordnung (BesV) vom 7/12/2004, LGBl-Nr: 2004.198,
 E: Ordinance on civil servants salaries, URL: <https://www.gesetze.li/konso/pdf/2004198000?version=16>
 Gesetz vom 26/11/2003 über das Dienstverhältnis der Lehrpersonen (Lehrerdienstgesetz; LdG), LGBl-Nr: 2004.004,
 E: Law on Teacher Service Conditions, URL: <https://www.gesetze.li/konso/pdf/2004004000?version=8>
 Verordnung vom 6/4/2004 zum Lehrerdienstgesetz (LdV), LGBl-Nr: 2004.029,
 E: Ordinance on teacher service conditions, URL: <https://www.gesetze.li/konso/pdf/2004092000?version=11>

Explanatory notes

The maximum amount is a theoretical value. Average salaries are all in the lower half of the salary range. Teachers with higher qualifications teach at the lower levels of the baccalaureate school, where the number of lessons required for a full-time position is higher than at the upper level.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16

Missing data

Liechtenstein - School heads

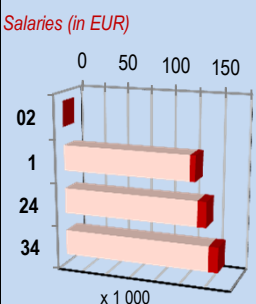
ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02	a	24	Master and CPD for school management
1	Bachelor and CPD for school management	34	Master (Subject), 60 ECTS (Education) and CPD for school management

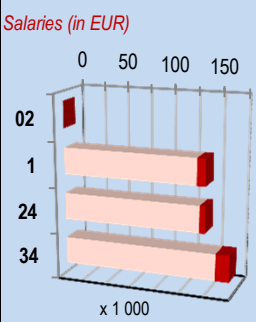
Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	a	a	a	a
1	129 059	134 254	Small schools	9 %
24	136 694	145 408	Medium size schools	78 %
34	148 330	157 785	Medium size schools	50 %



Annual gross statutory salaries of school heads (EUR), 2016/17. Range with the highest minimum salary (where it varies depending on the type of school)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	a	a	a	a
1	136 694	145 408	Large schools	45 %
24	139 766	145 408	Large schools	22 %
34	156 219	169 974	Large schools	50 %



Source

Besoldungsgesetz (BesG) vom 22/09/1990 , LGBl-Nr.: 1991.006 , E: Law on civil servants salaries, URL: <https://www.gesetze.li/konso/1991.006>
 Besoldungsverordnung (BesV) vom 7/12/2004, LGBl-Nr: 2004.198 , E: Ordinance on civil servants salaries, URL: <https://www.gesetze.li/konso/pdf/2004198000?version=16>
 Gesetz vom 26/11/2003 über das Dienstverhältnis der Lehrpersonen (Lehrerdienstgesetz; LdG), LGBl-Nr: 2004.004 ,E: Law on Teacher Service Conditions, URL: <https://www.gesetze.li/konso/pdf/2004004000?version=8>
 Verordnung vom 6/4/2004 zum Lehrerdienstgesetz (LdV), LGBl-Nr: 2004.029 , E: Ordinance on teacher service conditions, URL: <https://www.gesetze.li/konso/pdf/2004092000?version=11>

Explanatory notes

As most head of school positions are not full-time positions (actual workload depends on the size of the school), head of schools may additionally have a teaching contract. This is not covered in the amounts indicated in the table. The maximum amount is a theoretical value. Average salaries are all in the lower half of the salary range. Pre-primary schools are integrated in primary schools.

Annual gross actual salaries of school heads (EUR), 2015/16

Missing data

Montenegro - Teachers

ISCED levels=> 02 : Pre-primary ed. (ISCED 02); 1 : Primary ed. (ISCED 1); 24 : General lower secondary ed. (ISCED 24); 34 : General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	0	5	10	15	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02					7 193	7 517	8 003	9 288	 57 %	40
1					8 132	8 500	9 050	10 530	 75 %	40
24					8 132	8 500	9 050	10 530	 99 %	40
34					8 132	8 500	9 050	10 530	 98 %	40

Minimum qualification to enter the teaching profession in the reference year

02	ISCED 4, induction (12 months) and professional exam	24	ISCED 6, induction (12 months) and professional exam
1	ISCED 6, induction (12 months) and professional exam	34	ISCED 6, induction (12 months) and professional exam

Authority level determining statutory salaries

02 | 1 | 24 | 34 | Collective agreement or other

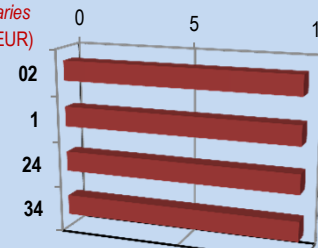
Source

Branch Collective Agreement for the Field of Education. Pursuant to Article 150, paragraph 2, item 3 of the Labor Law (Official Gazette of Montenegro, No. 49/08, 59/11, 66/12 and 31/14), representatives of Education Trade Union of Montenegro and the Government of Montenegro concluded Branch Collective Agreement for the Field of Education on 12 February 2016.

Explanatory notes

A methodology is used which implies a starting coefficient set by the Collective Agreement plus allowances for years' service and holidays. This amount is multiplied by the accounting value of salary coefficient (90 EUR) + fixed amount of 63 which includes 1/12 of vacation allowance and meal allowance.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16

Salaries (in EUR)	0	5	10	Total	Male	Female
02				9 641	9 641	9 641
1				9 641	9 641	9 641
24				9 641	9 641	9 641
34				9 641	9 641	9 641

Source

Branch Collective Agreement for the Field of Education. Pursuant to Article 150, paragraph 2, item 3 of the Labor Law (Official Gazette of Montenegro, No. 49/08, 59/11, 66/12 and 31/14), representatives of Education Trade Union of Montenegro and the Government of Montenegro concluded Branch Collective Agreement for the Field of Education on 12 February 2016.

Explanatory notes

A methodology is used which implies a starting coefficient set by the Collective Agreement plus other allowances (allowance for homeroom teaching, acquired titles, work at several institutions and allowance for accumulated years of service). This amount is multiplied by the accounting value of salary coefficient (EUR 90) + fixed amount of 63 which includes 1/12 of vacation allowance and meal allowance.

Montenegro - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02 | 1 | 24 | 34 Bachelor (ISCED 6)

Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	9 698	12 139	Fewer than 150 students	14 %
1	9 698	12 139	Fewer than 150 students	48 %
24	9 698	12 139	Fewer than 150 students	48 %
34	9 698	12 139	Fewer than 150 students	26 %

Annual gross statutory salaries of school heads (EUR), 2016/17. Range with the highest minimum salary (where it varies depending on the type of school)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	10 995	13 793	More than 1 000 students	29 %
1	10 995	13 793	More than 1 000 students	14 %
24	10 995	13 793	More than 1 000 students	14 %
34	10 995	13 793	More than 1 000 students	16 %

Annual gross statutory salaries of school heads (EUR), 2016/17. Range concerning the largest proportion of school heads (when none of the above)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	10 177	12 756	Between 501 and 1 000 students	33 %
1	10 177	12 756	Between 501 and 1 000 students	20 %
24	10 177	12 756	Between 501 and 1 000 students	20 %
34	10 177	12 756	Between 501 and 1 000 students	42 %

Source

Branch Collective Agreement for the Field of Education. Pursuant to Article 150, paragraph 2, item 3 of the Labor Law (Official Gazette of Montenegro, No. 49/08, 59/11, 66/12 and 31/14), representatives of Education Trade Union of Montenegro and the Government of Montenegro concluded Branch Collective Agreement for the Field of Education on February 12, 2016.

Annual gross actual salaries of school heads (EUR), 2015/16

Salaries (in EUR)	Source
02	12 985
1	12 985
24	12 985
34	12 985

Branch Collective Agreement for the Field of Education. Pursuant to Article 150, paragraph 2, item 3 of the Labor Law (Official Gazette of Montenegro, No. 49/08, 59/11, 66/12 and 31/14), representatives of Education Trade Union of Montenegro and the Government of Montenegro concluded Branch Collective Agreement for the Field of Education on February 12, 2016.

Explanatory notes

A methodology is used which implies a starting coefficient set by the Collective Agreement plus other allowances (allowance for homeroom teaching, acquired titles, work at several institutions and allowance for accumulated years of service). This amount is multiplied by accounting value of salary coefficient (90 EUR) + fixed amount of 63 which includes 1/12 of vacation allowance and meal allowance.

Norway - Teachers

ISCED levels=> 02 : Pre-primary ed. (ISCED 02); 1 : Primary ed. (ISCED 1); 24 : General lower secondary ed. (ISCED 24); 34 : General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02	40 066	46 725	46 725	47 196	m	16
1	44 580	50 327	50 327	52 214	39 %	16
24	44 580	50 327	50 327	52 214	39 %	16
34	44 580	50 327	50 327	52 214	9 %	16

Minimum qualification to enter the teaching profession in the reference year

02	Bachelor (3 years)	24	Bachelor (4 years)
1	Bachelor (4 years)	34	Bachelor (4 years)

Annual gross statutory salaries (EUR) of teachers with a qualification higher than the minimum that is held by the largest proportion of teachers, 2016/17

Salaries (in EUR)	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02	a	a	a	a	a	a
1	48 998	53 704	53 704	57 671	37 %	16
24	48 998	53 704	53 704	57 671	37 %	16
34	53 168	58 754	58 754	65 026	53 %	16

Most commonly held qualification higher than the minimum

02		24	Bachelor (5 years)
1	Bachelor (5 years)	34	Master (6 years)

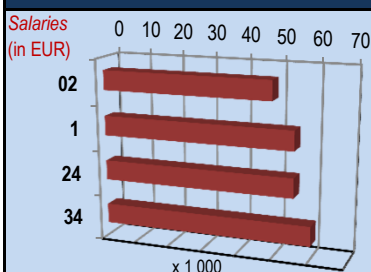
Authority level determining statutory salaries

02 1 24 34	Collective agreement or other	The collective agreement between The Norwegian Association of Local and Regional Authorities (KS) and the teachers unions determines statutory minimum salaries. The local authorities are free to set the wages higher than the minimum wages in the collective agreement.
------------------	-------------------------------	---

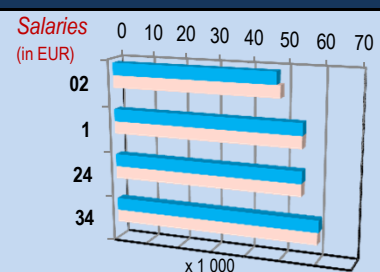
Source

The collective agreement between The Norwegian Association of Local and Regional Authorities (KS) and the teachers unions.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16



	Total	Male	Female
02	48 959	47 902	49 046
1	55 210	55 236	55 200
24	55 210	55 236	55 200
34	60 063	60 258	59 912



Source

A database (PAI) owned by The Norwegian Association of Local and Regional Authorities (KS).

Explanatory notes

The municipalities submit information on actual wages to KS once a year. The reference date is 1 December each year. The municipalities shall state the salary earned in November and paid in December. The municipalities shall provide information on all of their employees, except employees with a very loose (volatile) employment. KS reviews the data and the municipalities must, if necessary, correct the data.

Norway - School heads

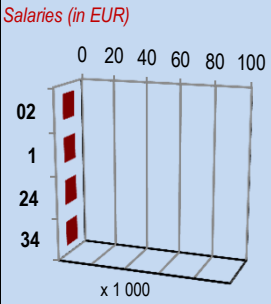
ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02	Bachelor (3 years)	24	Bachelor (4 years)
1	Bachelor (4 years)	34	Bachelor (4 years)

Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	a	a	a	a
1	a	a	a	a
24	a	a	a	a
34	a	a	a	a



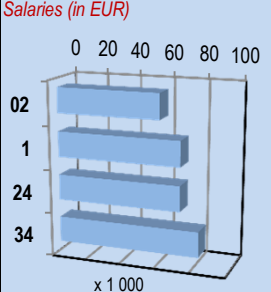
Explanatory notes

There are no statutory salaries for school heads. The salary is set individually by local authorities.

Annual gross actual salaries of school heads (EUR), 2015/16

Salaries (in EUR)	Actual Salary (EUR)	Source
02	59 644	A database (PAI) owned by The Norwegian Association of Local and Regional Authorities (KS).
1	71 487	
24	71 487	
34	82 093	

Explanatory notes
The municipalities submit information on actual wages to KS once a year. The reference date is 1 December each year. The municipalities state the salary earned in November and paid in December.



Serbia - Teachers

ISCED levels=> 02 : Pre-primary ed. (ISCED 02); 1 : Primary ed. (ISCED 1); 24 : General lower secondary ed. (ISCED 24); 34 : General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	0	1	2	3	4	5	6	7	8	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02										5 314	5 534	5 643	6 191	m	40
1										6 213	6 468	6 596	7 234		40
24										6 213	6 468	6 596	7 234		40
34										6 213	6 468	6 596	7 234		40

Minimum qualification to enter the teaching profession in the reference year

02	Bachelor	24	Master's
1	Master's	34	Master's

Authority level determining statutory salaries

02	Central/State government or top level authorities	Although the basis and coefficients are centrally defined, the salaries are paid from the local authorities level and data on the salaries (and other allowances) are collected at the local authorities level. As a result, there are no exact data for ISCED 02 at the central level.
1	Central/State government or top level authorities	
24	Central/State government or top level authorities	
34	Central/State government or top level authorities	

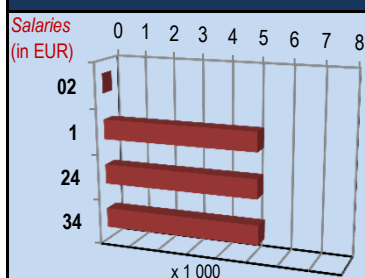
Source

Labour Law; Special collective agreement for employees in primary and secondary schools, and student dormitories (in line with the Labour Law); Law on Foundations of Educational System.

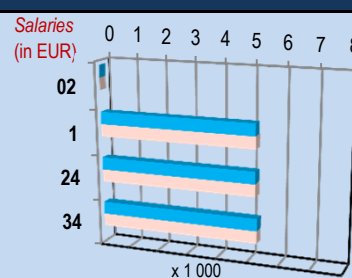
Explanatory notes

Net salaries were derived from the official documents and the part of social security and pension scheme contributions paid by the employees has been added following the generic formula gross = (net-1179)/0.701. The salaries of the teachers with certain years of experience are calculated by acknowledging the salary progression of 0.4 % for each years of service.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16



	Total	Male	Female
02	m	m	m
1	5 189	5 183	5 195
24	5 189	5 183	5 195
34	5 247	5 251	5 243



Source

Databases of the Ministry of Finance Treasury Administration.

Explanatory notes

There are no official data on actual teachers' salaries. However, based on the databases from the Ministry of Finance Treasury Administration, it is possible to derive certain estimations for the teachers in primary and lower secondary taken together, and upper secondary schools. Since data on pre-primary teachers are collected on the local level, there are no data for pre-primary teachers.

Serbia - School heads

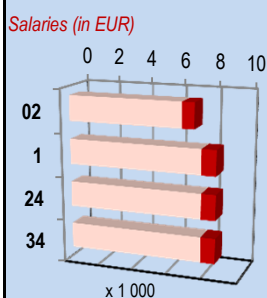
ISCED levels=> **02**: Pre-primary education (ISCED 02); **1**: Primary education (ISCED 1); **24**: General lower secondary education (ISCED 24); **34**: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02	Bachelor and eight years of teaching experience	24	Master's and eight years of teaching experience
1	Master's and eight years of teaching experience	34	Master's and eight years of teaching experience

Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	6 547	7 254	a	100 %
1	7 663	8 485	a	100 %
24	7 663	8 485	a	100 %
34	7 663	8 485	a	100 %



Source

Law on Foundations of Educational System; the regulation on the coefficients for the calculation and payment of salaries of public employees (in line with the Law on Salaries in the State Bodies and Public Services); special collective agreement for employees in primary and secondary schools, and student dormitories (in line with the Labour Law).

Explanatory notes

Net salaries and school head allowance were derived from the official documents. The part of social security and pension scheme contributions paid by the employees has been calculated and added to the net salaries.

Annual gross actual salaries of school heads (EUR), 2015/16

There are no data on school heads' actual salaries.

The former Yugoslav Republic of Macedonia - Teachers

ISCED levels=> 02 : Pre-primary ed. (ISCED 02); 1 : Primary ed. (ISCED 1); 24 : General lower secondary ed. (ISCED 24); 34 : General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/2017

Salaries (in EUR)	0	2	4	6	8	10	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02							5 744	6 038	6 190	8 568	100 %	40
1							5 907	6 209	6 366	8 790	100 %	40
24							5 907	6 209	6 366	8 790	100 %	40
34							6 167	6 482	6 646	9 191	100 %	40

Minimum qualification to enter the teaching profession in the reference year

02	1. ISCED 6, Faculty of Pedagogy 2. ISCED 5 Short cycle (two years) university education: study programme in the area of pedagogy	24	ISCED 6; Faculty of Pedagogy or university degree from respective faculty with additional qualifications for teacher; completed probation period and having passed a state exam
1	ISCED 6, Faculty of Pedagogy, completed probation period and having passed a state exam	34	ISCED 6; Faculty of Pedagogy or university degree from respective faculty with additional qualifications for teacher; completed probation period and having passed a state exam

Authority level determining statutory salaries

02	Central/State government or top level authorities	
1	Central/State government or top level authorities	The salaries are defined by the Central Government Authorities. The coefficients for calculation of the salaries and allowances of the employees in the primary education are defined at national level in Section 4 of the Collective Agreement for Primary Education.
24	Central/State government or top level authorities	The salaries are defined by the Central Government Authorities. The coefficients for calculation of the salaries and allowances of the employees in the primary education are defined at national level in Section 4 of the Collective Agreement for Primary Education.
34	Central/State government or top level authorities	The salaries are defined by the Central Government Authorities. The coefficients for calculation of the salaries and allowances of the employees in the secondary education are defined at national level in Section 4 of the Collective Agreement for Secondary Education.

Source

Ministry of Education and Science; Law on Primary Education; Law on Secondary Education, Collective agreements.

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16

Missing data

The former Yugoslav Republic of Macedonia - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02	Bachelor (ISCED 6), awarded with licence by a competent committee established by the Ministry of Labor and Social Policy, psychological and integrity tests.	1 24 34	Bachelor (ISCED 6), awarded with certificate by a competent examination committee established by the National Examinations Centre, psychological and integrity tests, five years of working experience, English test (A2).
----	--	-------------	--

Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	8 063	9 380	Public kindergarten or Centre for the Early Development of Children	100 %
1	7 212	8 654	Up to 16 classes	12 %
24	7 212	8 654	Up to 16 classes	12 %
34	7 506	9 007	Up to 29 classes	46 %

Annual gross statutory salaries of school heads (EUR), 2016/17. Range with the highest minimum salary (where it varies depending on the type of school)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	a	a	a	a
1	7 962	9 555	More than 36 classes	31 %
24	7 962	9 555	More than 36 classes	31 %
34	9 152	10 982	More than 50 classes	15 %

Annual gross statutory salaries of school heads (EUR), 2016/17. Range concerning the largest proportion of school heads (when none of the above)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	a	a	a	a
1	7 721	9 266	17-36 classes	58 %
24	7 721	9 266	17-36 classes	58 %
34	8 331	9 997	30-49 classes	39 %

Source

Ministry of Education and Science; Law on Primary Education; Law on Secondary Education; Collective agreements.

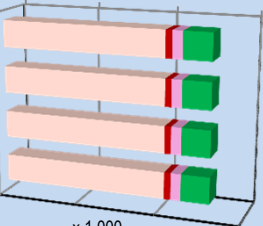
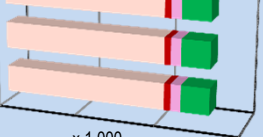
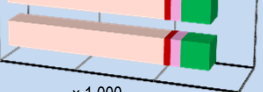

Annual gross actual salaries of school heads (EUR), 2015/16

Missing data

Turkey - Teachers

ISCED levels=> 02: Pre-primary ed. (ISCED 02); 1: Primary ed. (ISCED 1); 24: General lower secondary ed. (ISCED 24); 34: General upper secondary ed. (ISCED 34)

Annual gross statutory salaries (EUR) of teachers with the minimum qualification, 2016/17

Salaries (in EUR)	0	5	10	15	Starting salary	After 10 years of experience	After 15 years of experience	At the top of the range	% of teachers paid within this salary range	Average number of years to reach the top
02					10 206	10 597	11 225	12 958	100 %	25
1					10 206	10 597	11 225	12 958	100 %	25
24					10 206	10 597	11 225	12 958	100 %	25
34					10 206	10 597	11 225	12 958	100 %	25

Minimum qualification to enter the teaching profession in the reference year

02 | 1 | 24 | 34 Bachelor degree in the relevant field, obtained from a faculty of education

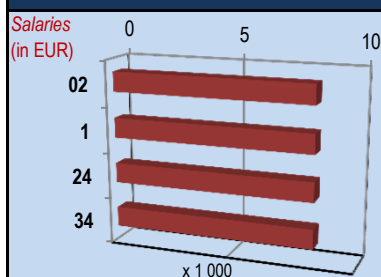
Authority level determining statutory salaries

02 | 1 | 24 | 34 Central/State government or top level authorities

Source

National statistics by the Ministry of National Education: http://sgb.meb.gov.tr/www/icerik_goruntule.php?KNO=270

Annual gross actual salaries (EUR) of teachers aged 25-64, 2015/16



	Total	Male	Female
02	8 310	m	m
1	8 310	m	m
24	8 310	m	m
34	8 310	m	m

Source

National statistics by the Ministry of National Education: http://sgb.meb.gov.tr/www/icerik_goruntule.php?KNO=270

Explanatory notes

To reach the average actual salary, we calculated the average mean of the salaries paid for teachers with minimum and maximum year of service, which is the major indicator of the salaries in Turkey. There is a minor difference between this groups, which makes this average score quite accurate.

Turkey - School heads

ISCED levels=> 02: Pre-primary education (ISCED 02); 1: Primary education (ISCED 1); 24: General lower secondary education (ISCED 24); 34: General upper secondary education (ISCED 34)

Minimum qualification required to manage a school in the reference year

02 | 1 | 24 | 34 Bachelor (4 years of studies in a faculty of education)

Annual gross statutory salaries of school heads (EUR), 2016/17. Single or lowest salary range

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	10 417	12 958		m
1	10 417	12 958		m
24	10 417	12 958		m
34	10 417	12 958		m

Annual gross statutory salaries of school heads (EUR), 2016/17. Range with the highest minimum salary (where it varies depending on the type of school)

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	a	a		a
1	a	a		a
24	a	a		a
34	10 473	13 038	School heads of Anatolian Secondary Schools, Science Schools	m

Source

Statistics of National Education issued by the Presidency of Strategy Development, http://sgb.meb.gov.tr/www/icerik_goruntule.php?KNO=270

Annual gross actual salaries of school heads (EUR), 2015/16

Salaries (in EUR)	Minimum	Maximum	School characteristics	% of school heads paid within this salary range
02	10 417			
1	10 417			
24	10 417			
34	10 417			

Source
National statistics by the Ministry of National Education:
http://sgb.meb.gov.tr/www/icerik_goruntule.php?KNO=270

Explanatory notes
To reach an average actual salary, the average mean of the salaries paid for school heads with minimum and maximum year of service was calculated, which is the major indicator of the salaries in Turkey.

PART III: DEFINITIONS

Education levels and programmes	119
Decision-making levels	120
Public and private schools	121
Teachers and school heads	121
Statutory salaries	122
Actual salaries	123
Purchasing power standard (PPS)	123
Allowances	123

Education levels and programmes

The Eurydice-OECD joint data collection on teachers' and school heads' salaries and allowances covers pre-primary, primary and secondary education (lower and upper). The definitions used are those set down in the 2011 International Standard Classification of Education (ISCED). At the secondary level, only general programmes are within the scope of the data collection.

Pre-primary education (ISCED 02)

Programmes at this level are typically designed with a holistic approach to support young children's early cognitive, physical, social and emotional development and to introduce them to organised instruction outside the family context. These programmes must have an intentional education component. Pre-primary education (ISCED level 02) is designed for children aged at least 3 years.

Primary education (ISCED 1)

Programmes at this level are typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and to establish a solid foundation for the learning and understanding of core areas of knowledge in preparation for lower secondary education. They also seek to promote children's personal and social development. Age is typically the only entry requirement at this level. The customary or legal age of entry is usually between 5 and 7 years old. This level typically lasts six years, although its duration can range between four and seven years depending on the country.

Lower secondary education (ISCED 2)

Programmes at this level are typically designed to build on the learning outcomes from ISCED level 1. Students enter ISCED level 2 typically between ages 10 and 13 (age 12 being the most common). The ISCED designator 24 denotes general lower secondary education.

Upper secondary education (ISCED 3)

Programmes at this level are typically designed to complete secondary education in preparation for tertiary education or to provide skills relevant to employment, or both. Pupils enter this level typically between ages 14 and 16. The ISCED designator 34 denotes general upper secondary education.

Decision-making levels

Central/state government or top-level authorities

These refer to all government bodies at the national (state) level that make or participate in different aspects of decision-making. In 'federal' countries or countries with a similar type of government structure, they refer to the first level of territorial authority immediately below the national level.

The highest level of authority with responsibility for education in a given country is usually located at national (state) level. However, for Belgium, Germany, Spain and the United Kingdom, the *Communautés*, *Länder*, *Comunidades Autónomas* and devolved administrations respectively are responsible for all or most areas relating to education. Therefore, these administrations are considered as the top-level authority for the areas where they hold the responsibility, while for the ones for which they share the responsibility with the national (state) level, both are considered to be top-level authorities.

Provincial/regional/sub-regional/inter-municipal authorities or governments

These refer to the first level of territorial authority immediately below the national level in countries that do not have a 'federal' or similar type of governmental structure and to the second level of territorial authority below the national government in countries with a 'federal' or similar type of governmental structure.

Local government/authorities/municipalities

These refer to the lowest level of territorial authority in a nation. The local authority in terms of education may be the education department within a general-purpose local government or a special-purpose local government body whose sole area of responsibility is education.

School level authorities

These refer to the decision-making bodies located within the school, which could be: (1) an external school board, which includes residents of the wider community; (2) an internal school board, which could include school heads, teachers, other school staff, parents, and students; and (3) both an external and an internal school board. 'School networks', 'networks of schools', 'didactic circles' and 'groups of schools' or 'school clusters' are considered as school level authorities.

Parents and teachers should be considered as one element of the school level, rather than a separate level. The school level also includes any individual employee (e.g. a teacher) in the school who is allowed to take decisions.

More than one authority level

This refers to a combination of two or more of the above mentioned authorities (e.g. central government and local authorities).

Collective agreements and other

It refers to collective agreements adopted by the relevant stakeholders that determine teachers' and school heads' compensations or any authority that does not fit in the categories above.

Public and private schools

This data collection focuses on the salaries of teachers and school heads in **public educational institutions**. However, in a few countries, the reported salaries may also apply to government-dependent private schools.

According to the 2016 UOE manual for the data collection on education systems, an education institution is classified as public or private depending on whether it is under the overall control of a public or private body.

Public institutions

An institution is classified as **public** if it is:

Controlled and managed directly by a public education authority or agency, or

Controlled and managed either by a government agency directly or by a governing body (Council, Committee, etc.), most of whose members are either appointed by a public authority or elected by the public.

Private institutions

An institution is classified as **private** if:

It is controlled and managed by a non-governmental organisation (e.g. a church, a trade union or a business enterprise, foreign or international agency), or its governing board consists mostly of members not appointed by a public agency.

The terms 'government-dependent' and 'independent' refer only to the degree of a private institution's dependence on funding from government sources; they do not refer to the degree of government direction or regulation. A **government-dependent private institution** is one that either receives at least 50 % of its core funding from government agencies or one whose teaching staff are paid by a government agency – either directly or through government. An **independent private institution** is one that receives less than 50 % of its core funding from government agencies and whose teaching staff are not paid by a government agency.

Teachers and school heads

This data collection covers fully qualified full-time teachers and school heads. Part-time teachers and those that are not yet fully qualified are beyond the scope of the study.

Full-time fully qualified teacher

Fully qualified teachers are those who have fulfilled all the training requirements for teaching (one or more subjects) and meet all other official requirements (e.g. probation period). Their professional tasks involve the planning, organisation and delivery of group or individual activities for a class of students with respect to the development of their knowledge, skills, and attitudes.

The designation **full-time teacher** is usually based on 'statutory working hours', as opposed to actual total working time or actual teaching time. A teacher employed for at least 90 per cent of the normal or statutory number of hours of work for a full-time employee over a complete school year is considered as a full-time teacher in the context of this survey.

School head

The term school head refers to any person whose primary or major function is heading a school or a group of schools alone or within an administrative body such as a board or council. The school head is the primary leader responsible for the leadership, management and administration of the school.

Depending on circumstances, school heads may exercise educational responsibilities (which may include teaching tasks but also responsibility for the general functioning of the institution in areas such as the timetable, implementation of the curriculum, decisions about what is to be taught and the materials and methods used). They may also have – to a varying degree – other administrative, staff management and financial responsibilities.

Statutory salaries

The annual statutory salary is the sum of the gross wages paid to full-time, fully-qualified teachers or school heads according to statutorily defined salary ranges. It includes any additional payments that all teachers or school heads receive and that constitute a regular part of the annual base salary such as the 13th month and holiday-pay (where applicable) or, in the case of school heads, the allowance received by all school heads for managing the school. This gross amount excludes the employers' social security and pension contributions but includes those paid by employees.

Salary range for teachers

Indicates the amount of salary that full-time, fully-qualified teachers can expect to receive depending on the number of years that they have been in service. Progression in the salary range may also be linked to the fulfilment of certain conditions such as a positive evaluation in the performance review/appraisal process. Salary ranges are statutorily defined either in regulations or agreements between stakeholders. Data for this survey are collected at four points on the salary range:

- starting salary,
- salary after 10 years of experience,
- salary after 15 years of experience, and
- salary at the top of the range.

The salary range applies to teachers who hold the minimum qualification required to enter the teaching profession in the reference year. In education systems where the largest proportion of teachers holds a higher qualification than the minimum, then the commensurate salary range is used.

Salary range for school heads

The range of pay received by school heads (working full-time) with the minimum qualification required to manage a school. Salary ranges are statutorily defined either in regulations or agreements between stakeholders. Data is collected for the minimum and maximum points of the salary range applicable to school heads. Progression in the salary range may depend on various criteria, such as experience, performance, nature and number of responsibilities and school characteristics.

The reported salaries of school heads may consist of the statutory teacher salary plus a management allowance, or there may be a distinct statutory salary range for school heads to which, in some cases, a management allowance is added.

In education systems, where salary ranges vary depending on the characteristics of the school (e.g. number of students or classes, geographic location, offer of special programmes or differentiated

teaching), the salary ranges with the lowest and highest minimum salaries are shown. Where there is a different salary range that applies to the largest proportion of school heads, this data is also collected.

Actual salaries

The weighted average gross annual salary actually received by all teachers or school heads within the age range 24-65 at a specific education level, including the statutory salary and other additional payments. This amount excludes the employers' social security and pension contributions but includes those paid by the employees. The additional payments refer to bonuses and allowances which teachers may be awarded on top of their base salary set according to their educational qualifications and experience. The data can be drawn from national administrative registers, statistical databases, representative sample surveys or other representative sources.

Purchasing power standard (PPS)

The artificial common reference currency unit used in the European Union to express the volume of economic aggregates for the purpose of spatial comparisons in such a way that price level differences between countries are eliminated. Economic volume aggregates in PPS are obtained by dividing their original value in national currency units by the respective Purchasing Power Parity (PPP).

The PPP is a currency conversion rate which converts economic indicators expressed in a national currency into an artificial common currency that equalises the purchasing power of different national currencies.

PPS thus buys the same given volume of goods and services in all countries, whereas different amounts of national currency units are needed to buy this same volume of goods and services in individual countries, depending on the price level.

Allowances

In the context of this report 'allowances' refer to the various forms of regular or exceptional payments that may be provided in addition to the statutory salary. This report takes into consideration three main categories:

Additional responsibilities

Activities that might be carried out by teachers/school heads as distinct from those specified in their contract, which can include:

- Managerial activities (e.g. serving as head of department or coordinator of teachers). For school heads, responsibilities for leadership/management/administration, etc. are not regarded as additional responsibilities.
- Teaching more classes or working more hours than required by the full-time contract of employment or in the conditions of service (overtime payments).
- Student counselling after school hour, including student supervision, virtual counselling, career guidance and behavioural support.
- Extra-curricular activities (e.g. sports, homework clubs, out-of school workshops, visits to museums, drama clubs, summer schools).

- Training student teachers and providing support to other teachers.
- Acting as a form tutor or teacher.
- Participation in mentoring programmes and/or supporting new teachers in induction programmes.

Teachers' qualifications, training and performance

Further formal qualifications

Further formal qualifications may include any postgraduate qualifications obtained beyond the minimum qualification needed to become a teacher at the specific level of education (e.g. Master's degree, PhD degree, etc.).

Further CPD qualifications

Formal and non-formal Continuing Professional Development (CPD) activities which may, for example, include subject-based and pedagogical training, using ICT for teaching, developing new teaching materials, etc. In certain cases, these activities may lead to additional qualifications.

Outstanding performance

Teachers and school heads may be appraised on the quality of their work (teaching or managing) through internal or external evaluation procedures or on the basis of the results obtained by their students in different types of examinations.

Teaching conditions

Geographical location

Location allowances are often used as incentives to encourage teachers to accept posts in remote or rural areas as well as in socially disadvantaged ones. Also included in this group are the allowances given for working in regions such as capital cities where the cost of living is above average.

Special educational needs or challenging circumstances

Allowances for teaching students with special education needs integrated within mainstream classes and pupils with learning difficulties, language problems, and those from an immigrant background, etc. In the case of school heads, these activities also include tasks designed to coordinate and support specific groups of students.

ANNEXES

Annexe 1: Types of allowances most commonly granted to teachers in public schools (ISCED 02, 1, 24 and 34), 2016/17 (Figure 9)

Question	isc	fr	de	nl	bg	cz	dk	ee	ie	el	es	fr	hr	it	cy	lv	lt	lu	hu	mt	nl	at	pl	pt	ro	si	sk	fi	se	uk-eng	uk-wls	uk-nir	uk-sct	ba	ch	is	li	me	no	rs	(*)	tr					
A1	02		x			x	x		x	x	x			x		x		x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x								x				
A1	1		x			x	x	x	x	x	x			x		x		x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x			x					x			
A1	24		x			x	x	x	x	x	x			x		x		x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x			x					x				
A1	34		x			x	x	x	x	x	x			x		x		x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x			x					x				
A2	02		x	x	x	x	x		x	x			x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x			x				x			
A2	1		x	x	x	x	x		x	x			x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x			x				x				
A2	24		x	x	x	x	x		x	x	x			x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x			x				x					
A2	34		x	x	x	x	x		x	x	x			x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x			x				x					
A3	02					x	x		x																						x	x				x	x										
A3	1					x	x		x																					x	x				x	x											
A3	24					x	x		x																					x	x				x	x											
A3	34					x	x		x																					x	x				x	x											
A4	02					x	x		x																					x	x	x	x				x	x									
A4	1					x	x		x																					x	x	x	x				x	x									
A4	24					x	x		x																					x	x	x	x				x	x									
A4	34					x	x		x																					x	x	x	x				x	x									
A5	02		x	x		x	x		x						x	x														x	x	x	x				x	x									x
A5	1		x	x		x	x		x						x	x														x	x	x	x				x	x								x	
A5	24		x	x		x	x		x						x	x														x	x	x	x				x	x								x	
A5	34		x	x		x	x		x						x	x														x	x	x	x				x	x								x	
A6	02					x	x		x																					x	x					x	x										
A6	1					x	x		x																					x	x					x	x									x	
A6	24					x	x		x																					x	x					x	x									x	
A6	34					x	x		x																					x	x					x	x									x	
A7	02					x	x		x																					x	x	x	x				x	x									
A7	1					x	x		x																					x	x	x	x				x	x									
A7	24					x	x		x																					x	x	x	x				x	x									
A7	34					x	x		x																					x	x	x	x				x	x									
B1	02		x	x	x	x	x		x	x																			x	x					x	x										x	
B1	1		x	x	x	x	x		x	x																			x	x					x	x										x	
B1	24		x	x	x	x	x		x	x																			x	x					x	x											x
B1	34		x	x	x	x	x		x	x																			x	x					x	x											x
B2	02					x	x		x																					x	x	x	x				x	x									
B2	1					x	x		x																					x	x	x	x				x	x									
B2	24					x	x		x																					x	x	x	x				x	x									
B2	34					x	x		x																					x	x	x	x				x	x									
B3	02					x	x	x	x																					x	x	x	x				x	x									
B3	1					x	x	x	x																					x	x	x	x				x	x									
B3	24					x	x	x	x																					x	x	x	x				x	x									
B3	34					x	x	x	x																					x	x	x	x				x	x									
C1	02					x			x																					x	x					x	x										
C1	1					x	x		x																					x	x					x	x										
C1	24					x	x		x																					x	x					x	x										
C1	34					x	x		x																					x	x					x	x										
C2	02					x	x		x	x																				x	x					x	x										
C2	1					x	x		x	x																				x	x					x	x										
C2	24					x	x		x	x																				x	x					x	x										
C2	34					x	x		x	x																				x	x					x	x										

- A1. Participation in school or other management activities in addition to teaching duties
- A2. Overtime payment
- A3. Students counselling
- A4. Engaging in extra-curricular activities
- A5. Special tasks: training student teachers and providing support to other teachers
- A6. Form (class) teacher
- A7. Participation in mentoring programmes and/or supporting new teachers in induction programmes
- B1. Further formal qualifications
- B2. Successful completion of (continuing) professional development activities
- B3. Outstanding performance in teaching
- C1. Teaching students with special educational needs in mainstream classes
- C2. Teaching in a disadvantaged, remote or high cost area

Annexe 2: Decision-making levels responsible for setting allowances and complementary payments in public schools (ISCED 02, 1, 24 and 34), 2016/17 (Figure 10)

A) Allowances related to teachers' additional tasks and responsibilities and overtime payment

	BE-fr	BE-de	BE-nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK-ENG	UK-WLS	UK-NIR	UK-SCT	BA	CH	IS	LI	ME	NO	RS	(*)	TR
A1	-	1	-	-	5	6	1	4	1	-	1	1	:	6	:	-	4	-	1	6	4	1	-	1	-	1	1	6	4	5	5	5	-	-	1	4	1	-	4	1	-	1
A2	1	1	1	6	1	6	-	4	-	1	1	1	:	1	:	4	4	1	6	-	4	1	5	1	1	1	4	6	4	5	5	5	-	6	1	4	-	6	6	1	-	1
A3	-	-	-	6	5	4	-	4	-	-	1	1	:	6	:	-	4	-	-	-	-	1	-	-	-	-	4	-	4	5	5	5	-	-	1	4	-	-	6	-	-	-
A4	-	-	-	1	5	4	-	4	-	-	-	1	:	6	:	-	4	-	-	-	-	-	-	-	-	1	4	6	4	5	5	5	-	-	1	4	-	-	-	-	-	-
A5	1	1	-	1	5	4	-	4	-	-	-	1	:	6	:	4	4	-	-	-	-	1	-	-	1	-	1	6	4	5	5	5	-	-	1	4	-	-	4	-	-	1
A6	-	-	-	1	5	4	-	4	-	-	-	1	:	-	:	-	4	-	1	-	-	1	5	1	-	1	1	6	4	-	-	-	-	6	1	4	1	6	6	1	6	-
A7	-	-	-	5	4	-	4	-	-	-	-	1	:	6	:	4	4	-	-	-	-	1	5	1	-	1	1	-	4	5	5	5	-	6	1	4	1	6	4	-	1	-

(*) = the former Yugoslav Republic of Macedonia

- | | | | |
|---|---|---|--|
| 1 | Central/state government or top-level authorities | 4 | School principal/head teacher/school board |
| 2 | Provincial/regional authorities or sub-regional/inter-municipal authorities | 5 | More than one authority level |
| 3 | Local authorities | 6 | Collective agreement |

Source: Eurydice.

- A1. Participation in school or other management activities in addition to teaching duties
- A2. Overtime payment
- A3. Student counselling
- A4. Engaging in extra-curricular activities
- A5. Special tasks: training student teachers and providing support to other teachers
- A6. Form (class) teacher
- A7. Participation in mentoring programmes and/or supporting new teachers in induction programmes

B) Allowances related to teachers' qualifications, training and performance

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK-ENG	UK-WLS	UK-NIR	UK-SCT	BA	CH	IS	LI	ME	NO	RS	(*)	TR
B1	1	1	1	6	-	4	-	-	1	1	-	-	:	-	:	-	-	1	-	6	4	-	-	-	-	6	4	-	5	5	5	5	-	-	1	6	-	6	6	1	-	1
B2	-	-	-	6	5	4	-	-	-	1	-	:	-	:	-	-	1	-	-	4	-	-	-	-	-	1	-	4	5	5	5	5	-	-	1	6	-	-	3	-	-	1
B3	-	-	-	1	5	4	-	4	-	-	-	-	:	4	:	4	-	-	-	4	1	5	-	-	1	4	6	5	5	5	5	5	-	6	1	-	-	6	3	4	1	1

(*) = the former Yugoslav Republic of Macedonia

1	Central/state government or top-level authorities	4	School principal/head teacher/school board
2	Provincial/regional authorities or sub-regional/Inter-municipal authorities	5	More than one authority level
3	Local authorities	6	Collective agreement

B1. Further formal qualifications

B2. Successful completion of (continuing) professional development activities

B3. Outstanding performance in teaching

Source: Eurydice.

C) Allowances related to teaching in special circumstances

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI	SK	FI	SE	UK-ENG	UK-WLS	UK-NIR	UK-SCT	BA	CH	IS	LI	ME	NO	RS	(*)	TR
C1	-	-	-	6	5	6	-	1	-	-	-	1	:	-	:	1	1	-	1	-	4	-	-	-	1	1	1	-	4	5	5	5	-	6	1	4	-	6	3	-	-	-
C2	-	-	-	6	-	6	-	-	1	1	1	:	-	:	-	-	-	1	-	4	-	1	-	1	6	-	6	3	1	-	-	6	6	1	-	-	6	3	1	6	-	-

(*) = the former Yugoslav Republic of Macedonia

1	Central/state government or top-level authorities	4	School principal/head teacher/school board
2	Provincial/regional authorities or sub-regional/Inter-municipal authorities	5	More than one authority level
3	Local authorities	6	Collective agreement

C1. Teaching students with special educational needs in mainstream classes

C2. Teaching in a disadvantaged, remote or high cost area

Source: Eurydice.

ACKNOWLEDGEMENTS

EDUCATION, AUDIOVISUAL AND CULTURE EXECUTIVE AGENCY

Education and Youth Policy Analysis

Postal address:
Avenue du Bourget 1 (J-70 – Unit A7)
BE-1049 Brussels

(<http://ec.europa.eu/eurydice>)

Managing editor

Arlette Delhaxhe

Authors

Sonia Piedrafita Tremosa (coordinator), Olga Davydovskaia, Emmanuel Sigalas

Layout and graphics

Patrice Brel

Production coordinator

Gisèle De Lel

EURYDICE NATIONAL UNITS

ALBANIA

Eurydice Unit
European Integration and International Cooperation
Department of Integration and Projects
Ministry of Education and Sport
Rruga e Durrësit, Nr. 23
1001 Tiranë

AUSTRIA

Eurydice-Informationsstelle
Bundesministerium für Bildung, Wissenschaft und
Forschung
Abt. Bildungsstatistik und -monitoring
Minoritenplatz 5
1010 Wien
Contribution of the Unit: Joint responsibility

BELGIUM

Unité Eurydice de la Communauté française
Ministère de la Fédération Wallonie-Bruxelles
Direction des relations internationales
Boulevard Léopold II, 44 – Bureau 6A/008
1080 Bruxelles
Contribution of the Unit: Joint responsibility

Eurydice Vlaanderen
Departement Onderwijs en Vorming/
Afdeling Strategische Beleidsondersteuning
Koning Albert II-laan 15
1210 Brussel
Contribution of the Unit: Eline De Ridder (coordination);
expert: Raymond Van De Sijpe

Eurydice-Informationsstelle der Deutschsprachigen
Gemeinschaft
Ministerium der Deutschsprachigen Gemeinschaft
Fachbereich Ausbildung und Unterrichtsorganisation
Gospertstraße 1
4700 Eupen
Contribution of the Unit: Clara Jacquemart and
Catherine Reinhertz

BOSNIA AND HERZEGOVINA

Ministry of Civil Affairs
Education Sector
Trg BiH 3
71000 Sarajevo
Contribution of the Unit: Joint responsibility

BULGARIA

Eurydice Unit
Human Resource Development Centre
Education Research and Planning Unit
15, Graf Ignatiev Str.
1000 Sofia
Contribution of the Unit: Anita Rahova

CROATIA

Agency for Mobility and EU Programmes
Frankopanska 26
10000 Zagreb

CYPRUS

Eurydice Unit
Ministry of Education and Culture
Kimonos and Thoukydidou
1434 Nicosia

CZECH REPUBLIC

Eurydice Unit
Centre for International Cooperation in Education
Dům zahraniční spolupráce
Na Poříčí 1035/4
110 00 Praha 1
Contribution of the Unit: Marcela Máchová

DENMARK

Eurydice Unit
Ministry of Higher Education and Science
The Danish Agency for Research and Higher Education
Bredgade 40
1260 København K
Contribution of the Unit: The Ministry of Higher Education
and Science and the Ministry of Education

ESTONIA

Eurydice Unit
Analysis Department
Ministry of Education and Research
Munga 18
50088 Tartu
Contribution of the Unit: Kersti Kaldma (coordination);
expert: Tiina Annus (Ministry of Education and Research)

FINLAND

Eurydice Unit
Finnish National Agency for Education
P.O. Box 380
00531 Helsinki
Contribution of the Unit: Kristiina Volmari

FORMER YUGOSLAV REPUBLIC OF MACEDONIA

National Agency for European Educational Programmes
and Mobility
Porta Bunjakovec 2A-1
1000 Skopje
Contribution of the Unit: Dejan Zlatkovski and
Darko Dimitrov

FRANCE

Unité française d'Eurydice
Ministère de l'Éducation nationale, de l'Enseignement
supérieur et de la Recherche
Direction de l'évaluation, de la prospective et de la
performance
Mission aux relations européennes et internationales
61-65, rue Dutot
75732 Paris Cedex 15
Contribution of the Unit: Marion Defresne, Julie Solard,
Anne Gaudry-Lachet, Robert Rakocevic and Emmanuelle
Ferard

GERMANY

Eurydice-Informationsstelle des Bundes
Deutsches Zentrum für Luft- und Raumfahrt e. V. (DLR)
Heinrich-Konen Str. 1
53227 Bonn

Eurydice-Informationsstelle der Länder im Sekretariat der
Kultusministerkonferenz
Taubenstraße 10
10117 Berlin
Contribution of the Unit: Thomas Eckhardt

GREECE

Eurydice Unit
Directorate of European and International Affairs
Ministry of Education, Research and Religious Affairs
37 Andrea Papandreou Str. (Office 2172)
15180 Maroussi (Attiki)
Contribution of the Unit: Magda Trantallidi, Maria Spanou
and Dimitra Farmakiotou

HUNGARY

Hungarian Eurydice Unit
Educational Authority
10-14 Szalay utca
1055 Budapest
Contribution of the Unit: Sára Hatony

ICELAND

Eurydice Unit
The Directorate of Education
Víkurbær 3
203 Kópavogur
Contribution of the Unit: Joint responsibility

IRELAND

Eurydice Unit
Department of Education and Skills
International Section
Marlborough Street
Dublin 1 – DO1 RC96
Contribution of the Unit: Inspectorate Department of
Education and Skills, led by Pádraig Mac Fhlannchadha

ITALY

Unità italiana di Eurydice
Istituto Nazionale di Documentazione, Innovazione e
Ricerca Educativa (INDIRE)
Agenzia Erasmus+
Via C. Lombroso 6/15
50134 Firenze
Contribution of the Unit: Simona Baggiani;
expert: Lucia De Fabrizio (Ufficio 'Statistica e Studi',
Ministero dell'istruzione, dell'università e della ricerca)

LATVIA

Eurydice Unit
State Education Development Agency
Vajņu street 1 (5th floor)
1050 Riga
Contribution of the Unit: Joint responsibility

LIECHTENSTEIN

Informationsstelle Eurydice
Schulamts des Fürstentums Liechtenstein
Austrasse 79
Postfach 684
9490 Vaduz
Contribution of the Unit: National Eurydice Information
Centre

LITHUANIA

Eurydice Unit
National Agency for School Evaluation of the Republic of
Lithuania
Geležinio Vilko Street 12
03163 Vilnius
Contribution of the Unit: Joint responsibility

LUXEMBOURG

Unité nationale d'Eurydice
ANEFORÉ ASBL
eduPôle Walferdange
Bâtiment 03 - étage 01
Route de Diekirch
7220 Walferdange
Contribution of the Unit: Gilles Hirt (expert – Ministère de
l'Éducation nationale, de l'Enfance et de la Jeunesse)

MALTA

Eurydice National Unit
Directorate for Research, Lifelong Learning and
Employability
Ministry for Education and Employment
Great Siege Road
Floriana VLT 2000
Contribution of the Unit: Joanne Bugeja;
expert: Grixti Grazio

MONTENEGRO

Eurydice Unit
Vaka Djurovica bb
81000 Podgorica
Contribution of the Unit: Biljana Misovic

NETHERLANDS

Eurydice Nederland
Ministerie van Onderwijs, Cultuur en Wetenschap
Directie Internationaal Beleid
Rijnstraat 50
2500 BJ Den Haag
Contribution of the Unit: Joint responsibility;
expert: Thijs Noordzij

NORWAY

Eurydice Unit
Ministry of Education and Research
AIK-avd., Kunnskapsdepartementet
Kirkegata 18
P.O. Box 8119 Dep.
0032 Oslo
Contribution of the Unit: Joint responsibility

POLAND

Polish Eurydice Unit
Foundation for the Development of the Education System
Aleje Jerozolimskie 142A
02-305 Warszawa
Contribution of the Unit: Magdalena Górowska-Fells;
experts: Anna Nowożyńska and Renata Karnas (Ministry of
National Education)

PORTUGAL

Unidade Portuguesa da Rede Eurydice (UPRE)
Ministério da Educação e Ciência
Direção-Geral de Estatísticas da Educação
Av. 24 de Julho, 134
1399-054 Lisboa
Contribution of the Unit: Isabel Almeida;
experts: Joaquim Santos, João Matos, José Rafael

ROMANIA

Eurydice Unit
National Agency for Community Programmes in the Field of
Education and Vocational Training
Universitatea Politehnică Bucureşti
Biblioteca Centrală
Splaiul Independenței, nr. 313
Sector 6
060042 București
Contribution of the Unit: Veronica – Gabriela Chirea

SERBIA

Eurydice Unit Serbia
Foundation Tempus
Ruze Jovanovic 27a
11000 Belgrade
Contribution of the Unit: Joint responsibility

SLOVAKIA

Eurydice Unit
Slovak Academic Association for International Cooperation
Křížkova 9
811 04 Bratislava
Contribution of the Unit: Joint responsibility

SLOVENIA

Eurydice Unit
Ministry of Education, Science and Sport
Education Development Office
Masarykova 16
1000 Ljubljana
Contribution of the Unit: Joint responsibility

SPAIN

Eurydice España-REDIE
Centro Nacional de Innovación e Investigación Educativa
(CNIIE)
Ministerio de Educación y Formación Profesional
c/ Torrelaguna, 58
28027 Madrid
Contribution of the Unit: Fátima Rodríguez Gómez, Jesús
Ibáñez Milla, Jaime Vaquero Jiménez, Inmaculada
Cabezalí Montero and Joaquín María Vera Moros.

SWEDEN

Eurydice Unit
Universitets- och högskolerådet/
The Swedish Council for Higher Education
Box 450 93
104 30 Stockholm
Contribution of the Unit: Joint responsibility

SWITZERLAND

Eurydice Unit
Swiss Conference of Cantonal Ministers of Education (EDK)
Speichergasse 6
3001 Bern
Contribution of the Unit: Alexander Gerlings

TURKEY

Eurydice Unit
MEB, Strateji Geliştirme Başkanlığı (SGB)
Eurydice Türkiye Birimi, Merkez Bina 4. Kat
B-Blok Bakanlıklar
06648 Ankara
Contribution of the Unit: Osman Yıldırım Uğur;
expert: Prof. Dr. Paşa Tevfik Cephe

UNITED KINGDOM

Eurydice Unit for England, Wales and Northern Ireland
National Foundation for Educational Research (NFER)
The Mere, Upton Park
Slough, Berkshire, SL1 2DQ
Contribution of the Unit: Rachel Mills and Sigrid Boyd

Eurydice Unit Scotland
Learning Directorate
Scottish Government
2-C North
Victoria Quay
Edinburgh EH6 6QQ
Contribution of the Unit: Gary Walsh

Teachers' and School Heads' Salaries and Allowances in Europe – 2016/17

The report, which covers 41 education systems, provides a comparative overview on statutory minimum and maximum salaries and allowances for teachers and school heads in pre-primary, primary and secondary public schools. The impact of school size on head teachers' salaries is also examined. The analysis is combined with national sheets illustrating the data collected jointly by the Eurydice and the OECD/NESLI networks.

The study's main findings highlight *inter alia* an increase in teacher's pay by at least 3 % in 18 education systems. However, real salaries (i.e. discounting inflation) of beginning teachers are lower in nine European countries than in 2009/10 i.e. the years following the financial crisis. It should be noted that differences between countries concern not only the level of basic salaries but also the number of years' service necessary to achieve the maximum, which can go from 6 to 42 years depending on the country.

The Eurydice network's task is to understand and explain how Europe's different education systems are organised and how they work. The network provides descriptions of national education systems, comparative studies devoted to specific topics, indicators and statistics. All Eurydice publications are available free of charge on the Eurydice website or in print upon request. Through its work, Eurydice aims to promote understanding, cooperation, trust and mobility at European and international levels. The network consists of national units located in European countries and is coordinated by the EU Education, Audiovisual and Culture Executive Agency. For more information about Eurydice, see <http://ec.europa.eu/eurydice>.

