



Teachers' and school heads' salaries and allowances

*in Europe
2020/2021*

Eurydice – Facts and Figures



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Teachers' and school heads' salaries and allowances in Europe 2020/2021

Eurydice – Facts and Figures

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CODES

Country codes

EU	European Union (EU-27)	MT	Malta
BE	Belgium	NL	Netherlands
BE fr	Belgium – French Community	AT	Austria
BE de	Belgium – German-speaking Community	PL	Poland
BE nl	Belgium – Flemish Community	PT	Portugal
BG	Bulgaria	RO	Romania
CZ	Czechia	SI	Slovenia
DK	Denmark	SK	Slovakia
DE	Germany	FI	Finland
EE	Estonia	SE	Sweden
IE	Ireland		
EL	Greece	AL	Albania
ES	Spain	BA	Bosnia and Herzegovina
FR	France	CH	Switzerland
HR	Croatia	IS	Iceland
IT	Italy	LI	Liechtenstein
CY	Cyprus	ME	Montenegro
LV	Latvia	MK	North Macedonia
LT	Lithuania	NO	Norway
LU	Luxembourg	RS	Serbia
HU	Hungary	TR	Turkey

Statistical codes

: or **m** = Data not available

–, (–) or **a** = Not applicable

Abbreviations and acronyms

ECTS	European Credit Transfer and Accumulation System
Eurostat	Statistical Office of the European Union
ISCED	International Standard Classification of Education
OECD	Organisation for Economic Co-operation and Development
PPS	Purchasing Power Standard

MAIN FINDINGS

- There are significant differences between European countries in the statutory salaries for teachers entering the profession. Gross statutory starting salaries range from around EUR 4 000 to EUR 92 000 per year, depending on the country. Salaries may also be expressed in purchasing power standard (PPS), an artificial common reference currency unit that eliminates price level differences between countries to facilitate international comparison. In PPS, there are still significant variations across countries, but with a reduced amplitude. Gross statutory starting salaries can go from around PPS 8 000 to around PPS 59 000 per year.
- In 11 countries, all beginning teachers have the same statutory salary regardless of the education level at which they teach. In most countries, salary differences between education levels are linked to differences in minimum qualification requirements. On average, pre-primary teachers tend to earn less, and upper secondary teachers generally earn more.
- The potential for statutory salaries to increase over the career span varies considerably. Depending on the country, starting salaries can increase during a teacher's career by anything from 16% (in Denmark and Serbia) to 143% (in Cyprus). The average number of years necessary to reach the top of the salary range goes from 12 years in Denmark to 42 years in Hungary. In Ireland, Cyprus, the Netherlands and Poland, teachers' statutory starting salaries can increase by more than 60% in the first 15 years in service, and even more in the following years.
- Between school years 2019/2020 and 2020/2021, teachers saw their statutory salaries increase in the majority of education systems, but salary increases were generally modest or index-linked to inflation.
- In ten countries, starting salaries of teachers (adjusted for inflation) remained the same or lower between 2014/2015 and 2020/2021. In contrast, the highest increases – more than 30% – over the last five years can be found in several central and eastern European countries (Bulgaria, Czechia, Estonia, Latvia, Lithuania and Slovakia), and in Iceland and Serbia.
- Teachers' average actual salary level is strongly correlated to the gross domestic product (GDP) per capita of a country (i.e. the higher the GDP per capita, the higher the average annual salary). It is above the GDP per capita for all or most education levels in two-thirds of the education systems. However, it is below the GDP per capita at all educational levels in seven countries (in Czechia, Estonia, Ireland, Hungary, Romania, Sweden and Norway). In seven others, it is the case for at least one education level (pre-primary education only in Denmark, Malta, Slovakia and Finland; pre-primary and primary education in Italy and Iceland; all education levels except general upper secondary education in Latvia).
- School heads are often paid on a different salary scale from teachers, and their salaries tend to increase with the size of the school. In most education systems, there are significant salary differences among school heads, depending on the size or other characteristics of the school and on other factors, such as the head's experience and responsibilities.
- School heads' minimum statutory salary is lower than the salary of teachers with 15 years' experience in the French Community of Belgium and in Czechia. This is also the case at some education levels or for heads of small schools in a few other countries.

COMPARATIVE ANALYSIS

Introduction

Teachers' and school heads' knowledge and skills, as well as their commitment to the job are essential factors in achieving high-quality educational outcomes. It is therefore important that those employed to teach and to lead schools be the best qualified, most talented and most able to meet the new demands placed on the profession ⁽¹⁾. Nowadays, teachers are expected not only to transmit knowledge but also to act as learning facilitators, use information and communication technologies (ICT), work in teams, teach children from a variety of socio-economic and cultural backgrounds, engage with families, create a suitable learning environment for children with special educational needs and contribute to school leadership and management. School heads must provide leadership for staff, support their professional development, improve school performance, liaise with local stakeholders and manage financial resources. Moreover, the COVID-19 crisis has significantly increased the challenges faced by teachers and school heads. The physical closure of schools and the rapid move to distance learning were a test for their resilience and adaptability. The 2020 Council conclusions on European teachers and trainers for the future, acknowledge that 'in such exceptional circumstances, teachers and trainers have shown impressive commitment, creativity, peer collaboration and made significant efforts to ensure that both learning and learners' progress continue, including by providing support for their wellbeing' ⁽²⁾.

The complexity and variety of competences required poses a challenge for all national education systems: how to attract the best-qualified graduates into the teaching profession and then retain them. In this respect, the 2020 Council conclusions stress that 'sufficient, effective and sustainable investment in teachers and trainers is investment in the quality of education and training. This encompasses various aspects, such as investment in opportunities for education and training of teachers and trainers, adequate infrastructure and learning spaces, tools and resources, as well as salaries' ⁽³⁾. Most recently, the 2020 communication on achieving the European education area by 2025 and the 2021 Council resolution on a strategic framework for European cooperation in education and training towards the European education area and beyond both called for increasing the attractiveness of the teaching profession and revalorising it in social and financial terms ⁽⁴⁾.

Remuneration is a key element in making teaching a more attractive profession. Along with other factors such as working conditions, career prospects, professional development opportunities and recognition, remuneration plays an important role in drawing people into the profession and in ensuring that serving teachers feel valued and sufficiently motivated to provide high-quality teaching (European Commission, 2014; European Commission, 2019; OECD 2019; OECD 2020; European Education and Culture Executive Agency, Eurydice, 2021). This issue becomes increasingly important as education authorities in many European countries need to address teacher shortages and aging of teachers. 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 for potential candidates.

⁽¹⁾ Council of the European Union, 2014. *Conclusions on effective teacher education*. Education, Youth, Culture and Sport Council meeting, Brussels, 20 May 2014.

⁽²⁾ Council conclusions of 26 May 2020 on European teachers and trainers for the future. 2020/C 193/04. See also Council conclusions of 16 June 2020 on countering the COVID-19 crisis in education and training. 2020/C 212 I/03.

⁽³⁾ Council conclusions of 26 May 2020 on European teachers and trainers for the future. 2020/C 193/04.

⁽⁴⁾ Communication on achieving the European Education Area by 2025, COM (2020) 625 final. Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030). 2021/C 66/01.

This report analyses the remuneration of full-time, fully qualified teachers and school heads in public and government-dependent private schools in 39 European education systems⁽⁵⁾. The analysis covers pre-primary, primary and general lower and upper secondary education (i.e. the International Standard Classification of Education (ISCED), levels 02, 1, 24 and 34). Salary data refer to annual gross salaries (see the glossary), which can be statutory (that is, defined in regulations or other steering documents) or actual (that is, a weighted average of teachers' actual earnings). The reference year is generally 2020/2021. However, some countries could only provide data on actual salaries for 2019/2020 due to their national data collection process.

This comparative overview comprises two main sections.

Section 1 – 'Teachers' salaries' examines the levels of statutory and actual salaries. It first compares the levels of annual gross statutory salaries of beginning teachers in 2020/2021 at pre-primary, primary and general secondary levels (see Figure 1). It then shows the relation between salary differences across education levels and minimum qualification requirements (see Figure 2) and analyses the potential for salary increases related to time in service (see Figures 3 and 4). It also describes changes in the salaries of teachers and school heads over the last year (see Figure 5) and examines the variation in the statutory starting salaries of teachers in the last 5 years, adjusted for the effect of inflation (see Figure 6). Figure 7 shows the average annual gross actual salaries of teachers and examines how they relate to the gross domestic product (GDP) per capita in each country. Finally, this section provides a short overview of existing teachers' allowances.

Section 2 – 'School heads' salaries' describes some of the main features of the remuneration systems for school heads. It presents the minimum requirements to become a school head across Europe, compared with the minimum requirements for starting the teaching profession (see Figure 8). It also provides an insight into the remuneration system of school heads (see Figure 9), and whether school size has an impact on the salary that they receive (see Figure 10). Finally, Figures 11 and 12 examine statutory salary data in more detail. Figure 11 compares the minimum statutory salary of school heads with the salary of teachers with 15 years' experience to identify where the heads' salaries may be less attractive. Finally, Figure 12 investigates the difference between the minimum and the maximum gross annual statutory salaries of school heads in each education system.

Country sheets are also available online (see the link in the annex to this report). They show the main features and elements of the remuneration of teachers and school heads in each education systems covered by this report, including teachers' statutory and actual salaries, teachers' allowances and other additional payments, school heads' statutory and actual salaries and school heads' allowances and other additional payments.

⁽⁵⁾ This report covers all Eurydice members. Data have been collected jointly by the Eurydice network and the OECD's NESLI network.

Section 1. Teachers' salaries

Salaries for beginning teachers vary greatly across Europe

The annual statutory salary is the sum of the gross wages paid to full-time, fully qualified teachers according to statutorily defined salary ranges. It includes any additional payments that all teachers receive and that constitute a regular part of the annual base salary such as the 13th month and holiday pay (where applicable). This gross amount excludes the employer's social security and pension contributions, but includes those paid by employees.

Figure 1 shows the statutory starting salaries of full-time teachers with the minimum qualification to enter the teaching profession, except in education systems where the largest proportion of teachers hold a higher qualification and are paid on a higher salary range.

There are significant differences between European countries in the statutory salaries for teachers entering the profession.

Annual statutory starting salaries can go from around EUR 4 000 to EUR 92 000 per year, depending on the country. In five EU Member States (Bulgaria, Latvia, Hungary, Poland and Romania), the statutory salary of beginning teachers is below EUR 10 000 per year. Similarly low salary levels can be found in Albania, Bosnia and Herzegovina, North Macedonia, Serbia and Turkey. The highest salaries of above EUR 50 000 are in Denmark ⁽⁶⁾, Germany ⁽⁷⁾, Luxembourg, Switzerland and Liechtenstein.

However, comparing salaries in euro creates a bias, as the purchasing power differs from one country to the other. For this reason, Figure 1 expresses the statutory starting salaries of full-time teachers in purchasing power standard (PPS). 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. It thus facilitates international comparison.

In PPS, there are still significant variations across countries, but with a reduced amplitude. Gross statutory starting salaries range from around PPS 8 000 to around PPS 59 000 per year.

In eight EU Member States, the statutory salary of beginning teachers in all education levels is below PPS 20 000 per year (in Bulgaria, Estonia, Greece, Latvia, Hungary, Poland, Romania and Slovakia). It is also the case in Albania, Bosnia and Herzegovina, Montenegro, North Macedonia and Serbia. The highest salary, above PPS 30 000 in all education levels, are in Denmark, Germany ⁽⁸⁾, Spain, Luxembourg, the Netherlands, Austria and Switzerland. Statutory starting salaries are exceptionally high in Germany, where they exceed PPS 50 000 for all education levels ⁽⁹⁾.

In the majority of the countries, starting salaries of teachers increase with the education level at which they teach

The average gross statutory salaries vary according to the education level. It is PPS 23 000 for ISCED 02, PPS 24 700 for ISCED 1, PPS 25 600 for ISCED 24 and PPS 26 400 for ISCED 34. In most countries, there are differences between education levels.

In seven countries, the starting salary increases with the education level (Germany, Finland, Sweden, Albania, Bosnia and Herzegovina, Switzerland and Liechtenstein ⁽¹⁰⁾).

⁽⁶⁾ Except at pre-primary level, where the starting salaries are lower.

⁽⁷⁾ Data not available for pre-primary level.

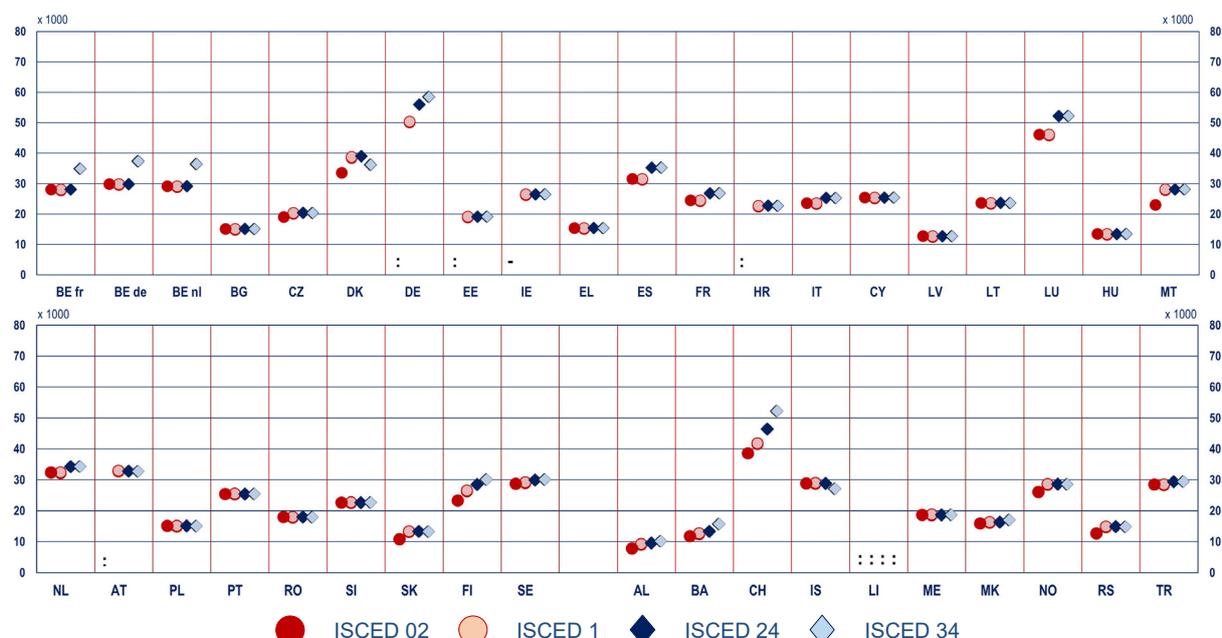
⁽⁸⁾ See footnote (7).

⁽⁹⁾ See footnote (7).

⁽¹⁰⁾ See data in the national currency or in euro in the annex.

In five countries, the starting salary is the same for primary and secondary teachers, but lower for pre-primary teachers (Czechia, Malta, Slovakia, Norway and Serbia). Pre-primary teachers also earn less in Denmark and North Macedonia, but the minimum statutory salaries also differ in upper secondary education.

Figure 1: Annual gross statutory starting salaries (in PPS) for full-time, fully qualified teachers, 2020/2021



Source: Eurydice.

Annual gross statutory starting salaries (in PPS) for full-time, fully qualified teachers in public schools, 2020/2021

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR
ISCED 02	28 134	29 864	29 209	15 159	19 065	33 627	:	:	-	15 435	31 609	24 563	:
ISCED 1	28 134	29 864	29 209	15 159	20 422	38 766	50 357	19 162	26 542	15 435	31 609	24 563	22 796
ISCED 24	28 134	29 864	29 209	15 159	20 422	38 962	55 971	19 162	26 542	15 435	35 308	26 889	22 796
ISCED 34	34 977	37 419	36 441	15 159	20 422	36 275	58 541	19 162	26 542	15 435	35 308	26 889	22 796
	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI
ISCED 02	23 601	25 465	12 739	23 709	46 066	13 465	23 058	32 350	:	15 068	25 440	17 977	22 673
ISCED 1	23 601	25 465	12 739	23 709	46 066	13 465	28 174	32 350	32 865	15 068	25 440	17 977	22 673
ISCED 24	25 366	25 465	12 739	23 709	52 208	13 465	28 174	34 296	32 767	15 068	25 440	17 977	22 673
ISCED 34	25 366	25 465	12 739	23 709	52 208	13 465	28 174	34 296	32 810	15 068	25 440	17 977	22 673
	SK	FI	SE	AL	BA	CH	IS	LI	ME	MK	NO	RS	TR
ISCED 02	10 750	23 243	28 745	7 824	11 786	38 601	28 862	:	18 678	15 841	26 041	12 703	28 455
ISCED 1	13 319	26 493	29 092	9 224	12 572	41 710	28 862	:	18 678	16 290	28 585	14 843	28 455
ISCED 24	13 319	28 458	29 961	9 586	13 358	46 425	28 862	:	18 678	16 290	28 585	14 843	29 391
ISCED 34	13 319	30 077	30 135	10 130	15 715	52 280	27 090	:	18 678	17 006	28 585	14 843	29 391

Source: Eurydice.

Explanatory note

Salary data in this figure refer to the statutory salaries of full-time, fully qualified beginning teachers with the minimum qualification to enter the teaching profession, except in countries where most teachers enter the profession with a higher qualification and therefore receive a higher salary. In those countries, the statutory starting salary referred to is that of teachers with this higher qualification (see country-specific notes below).

To facilitate international comparison, salaries have been converted from national currencies into PPS. The PPS values are obtained by dividing the national currency units by the respective purchasing power parity. Eurostat 2020 data purchasing power parities (EU-27 = 1) for actual individual consumptions [prc_ppp_ind] was used (last update: 23.3.2022).

Country-specific notes

Belgium (BE fr and BE nl): the majority of teachers at ISCED 34 have a higher qualification than the minimum and therefore receive a higher statutory salary, which is reported here.

Denmark: the salary for ISCED 1 teachers are weighted averages between the salaries for teachers in grade 1 of ISCED 1 (*børnehaveklasseledere*) and those for teachers at grades 2 to 7, which have the same profile and salary as teachers at ISCED 24.

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

Ireland: ISCED 02 provision is organised by the private sector and salaries are set by the owners of the settings.

Estonia: salaries refer to the minimum wage that all teachers must receive. There is no statutory salary based on the level of qualification and no progression based on years in service. For ISCED 02, minimum salaries are decided at local level.

Spain: salaries are weighted averages of salaries at regional level (*comunidades autónomas*).

Croatia: at ISCED 1 and 24, the majority of teachers have a higher qualification than the minimum (the same as at ISCED 34) and consequently receive a higher statutory salary, which is reported here.

Latvia: official regulations only define the minimum salary for a 30-hour working week. School heads decide on teachers' starting salaries depending on their workload and on the school budget.

Malta: for teachers at ISCED 02, the minimum qualification level is at ISCED 4. However, the majority of teachers have the same qualification level plus 60 European credit transfer system at ISCED 5 and are paid on a higher salary scale. The figure shows the salaries for the majority of teachers.

Netherlands: salaries are the weighted averages of three salary scales – three for ISCED 02 and ISCED 1 and three others for ISCED 23 and ISCED 34 – according to the proportion of teachers paid on each of them on 1 October 2020. ISCED 02 is a 3-year cycle with a first year organised in day-care institutions and the last 2 years in primary schools. Only ISCED 02 teachers working in primary schools are considered here.

Austria: ISCED 02 is mainly organised at provincial level in kindergartens. There are no federal level statistics for this type of provision. In public schools, primary teachers are in charge of the preschool stage. ISCED 34 includes the salaries of teachers in vocational programmes.

Poland: at ISCED 02, ISCED 1 and ISCED 24, 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. As of 2024/2025, newly qualified teachers for all four education levels will be qualified at ISCED 7.

Romania: at ISCED 02 and ISCED 1, the majority of teachers have a higher qualification than the minimum (the same as at ISCED 24 and ISCED 34) and receive a higher statutory salary, which is reported here.

Sweden: there are no statutory salaries. Teachers' salaries are set individually and based on collective agreements. The reported salaries correspond to the median values of the actual salaries of teachers with 1 and 2 years of experience in 2020. ISCED 34 includes the salaries of teachers in vocational programmes.

Bosnia and Herzegovina: salaries are weighted averages of the data available at all levels (entity of Republika Srpska, cantonal levels of the Federation of Bosnia and Herzegovina and the Brcko district).

Iceland: teachers' statutory salaries at ISCED 34 are a combination of a collective agreement on pay and a special agreement for each institution. They have been estimated based on the institutional agreement of a representative school.

Switzerland: salaries are weighted averages of 2020 salaries at regional level (*cantons*).

Liechtenstein: the Eurostat purchasing power parity is not available for this country.

In six other countries, statutory starting salaries are higher for secondary teachers than for pre-primary and primary teachers (Spain, France ⁽¹¹⁾, Italy, Luxembourg, the Netherlands and Turkey).

In Belgium, the statutory starting salary is the same for pre-primary, primary and lower secondary teachers, while upper secondary teachers earn more.

Conversely, in 11 countries, the statutory salary of beginning teachers is the same across education levels (Bulgaria, Greece, Cyprus, Latvia, Lithuania, Hungary, Poland, Portugal, Romania, Slovenia and Montenegro). It is also the case for Ireland notwithstanding pre-primary education, which is organised by the private sector. In Iceland, statutory salaries are similar across education levels, although they are slightly lower at upper-secondary level.

Finally, in Estonia, Croatia and Austria, primary and secondary teachers have more or less the same statutory salaries but there are no data for pre-primary teachers.

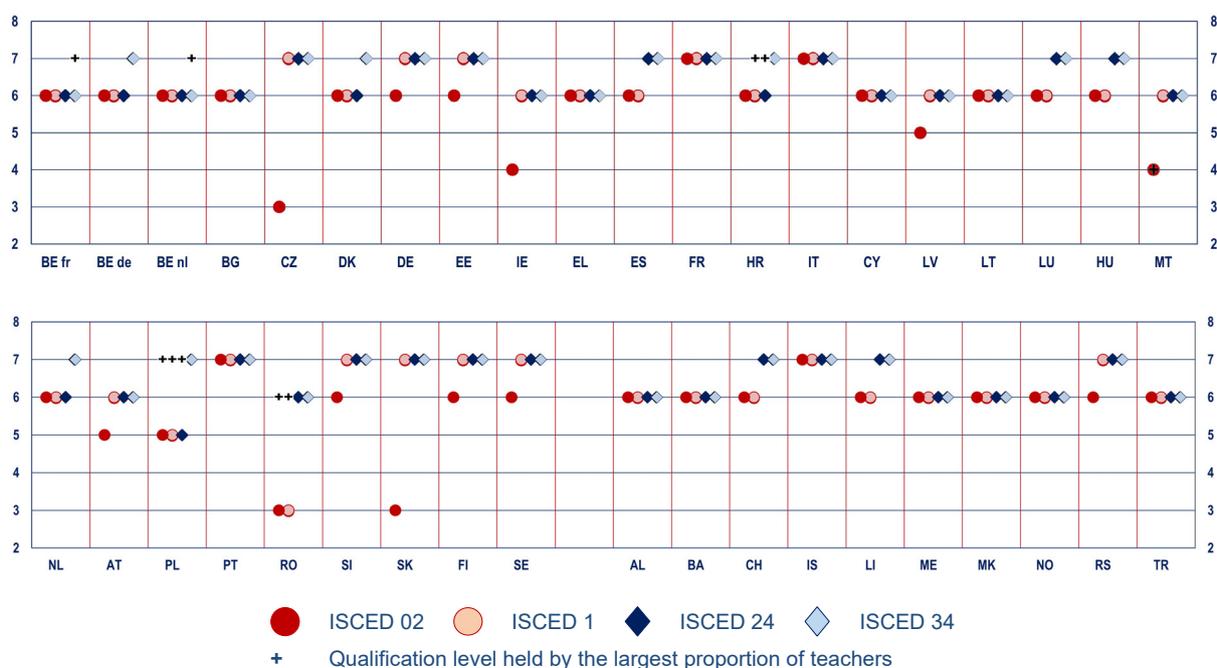
⁽¹¹⁾ In France, the statutory salary in secondary education is slightly higher than in pre-primary and primary education because of the compensation for a minimum overtime (two hours per year) and the slightly higher allowance for students' tutoring.

Salary differences across education levels are usually related to differences in minimum qualification requirements

In many countries, where teachers receive a different salary depending on the education level at which they teach, those earning more normally need a higher qualification to enter the profession. Similarly, where the statutory starting salary is the same across education levels, so is the minimum qualification level required to teach.

Figure 2 shows the minimum qualification requirements in the 39 education systems. The minimum qualification level required is at least a bachelor's degree, except in six countries where the minimum requirement is below ISCED 6 for pre-primary teachers (Czechia, Ireland, Latvia, Malta, Austria and Slovakia). In Poland and Romania, the minimum requirement is also below ISCED 6 for some education levels. However, most teachers at these levels of education respectively have a bachelor's degree or a master's degree.

Figure 2: ISCED level of the minimum qualification to enter the teaching profession, 2020/2021



Source: Eurydice.

Explanatory note

The minimum qualification refers to that of fully qualified beginning teachers, except in countries where most teachers enter the profession with a higher qualification and therefore receive a higher salary. In this case, the qualification level held by the largest proportion of teachers is considered in this figure (see country-specific notes below).

Country-specific notes

Belgium (BE nl): in the Flemish Community, the minimum qualification to teach in the last 2 years of ISCED 34 is a master's degree.

Netherlands: ISCED 02 is a 3-year cycle with a first year organised in day-care institutions and the last 2 years in primary schools. The information shown concerns ISCED 02 teachers working in primary schools.

Austria: in primary and secondary education, teachers may be recruited with a bachelor of education but they must get a master's degree within 5 years of employment in order to keep their post.

Poland: as of 2024/2025, newly qualified teachers for all four education levels will be qualified at ISCED 7.

Norway: as of 2022/2023, the minimum requirement to become a teacher in primary and secondary education will be a master's degree.

In six countries, the minimum qualification and the salary are lower for teachers in pre-primary education than for those at a higher education level. In Czechia and Slovakia, pre-primary teachers are only required to hold an upper secondary qualification while primary and secondary teachers must have a master's degree. In Malta, pre-primary teachers must be qualified at post-secondary non-tertiary level, while teachers in primary and secondary education must have a bachelor's degree. In Finland, Sweden and Serbia, the minimum qualification for pre-primary teachers is a bachelor's degree or equivalent, compared to a master's degree for teaching in primary and secondary education.

In four other countries, the minimum qualification is lower for pre-primary teachers but no data on salaries are available for this level of education. In Germany and Estonia, primary and secondary teachers must hold a master's degree whereas pre-primary teachers must have a bachelor's degree. In Ireland and Austria, pre-primary teachers must respectively hold a qualification at ISCED level 4 or ISCED level 5, while primary and secondary teachers must have a bachelor's degree. It is also the same for Croatia, where pre-primary teachers must have a bachelor's degree and the majority of teachers in primary and lower secondary education hold a master's degree, which is the minimum qualification to teach in upper secondary education.

In Denmark, the statutory starting salary is lower for teachers in pre-primary education than for those in other education levels although the minimum qualification for both pre-primary and primary/lower secondary teachers is at ISCED level 6. However, teachers in the latter category must also hold a specialisation in three subjects.

In Norway, all teachers must have a bachelor's degree. However, teachers in pre-primary education must undertake a 3-year programme, while teachers in other education levels have higher starting salaries after completing a 4-year programme.

Latvia and Slovenia are the only countries where all teachers receive the same minimum starting salary although the minimum qualification level required for pre-primary teachers is lower than for other education levels (ISCED 5 compared to ISCED 6 in Latvia; ISCED 6 versus ISCED 7 in Slovenia).

In the three communities of Belgium, higher salaries coincide with a higher qualification level in upper secondary education. In the German-speaking Community of Belgium, teachers need to have a master's degree, whereas the minimum qualification for other education levels is a bachelor's degree. In the French and Flemish Communities, the majority of upper secondary teachers also have a master's degree and receive a higher salary, but the minimum qualification is a bachelor's degree, the same as for pre-primary, primary and lower secondary teachers.

In Spain, Luxembourg, Switzerland and Liechtenstein, pre-primary and primary teachers are required to have a bachelor's degree to enter the teaching profession, while lower and upper secondary teachers need a master's degree and receive a higher salary. In the Netherlands, where the minimum qualification is at bachelor's level for pre-primary, primary and lower secondary teachers and at master's level for upper secondary teachers, the minimum statutory salary is the same for all secondary teachers. However, the majority of teachers at lower secondary education are qualified at master's level and earn the same as their counterparts in upper secondary education.

Reversely, in Italy, where all teachers must have a master's degree to enter the profession, statutory starting salaries are higher for secondary teachers. Hungary is also an exception with the same minimum statutory salary for all teachers although a bachelor's degree is required for pre-primary and primary education and a master's degree for teaching in secondary education.

In seven countries, the minimum qualification level and the minimum statutory starting salaries are the same (or almost the same) for all teachers, independently of the education level. The minimum qualification is a bachelor's degree or equivalent for all teachers in Bulgaria, Greece, Cyprus, Lithuania and Montenegro, and a master's degree or equivalent (ISCED 7) in France and Portugal.

In Poland, the vast majority of pre-primary, primary and lower secondary teachers hold a master's degree (despite lower minimum qualification requirements) and are paid on the same salary scale as upper secondary teachers, for whom this is the minimum qualification. In Romania, most teachers are qualified at ISCED 6 and receive the same salary, independently of the education level at which they teach, although the minimum qualification for pre-primary and primary education is lower.

In five other countries, the minimum qualification is the same for all teachers and there are only small salary differences between education levels (ISCED 7 in Iceland, and ISCED 6 in Albania, Bosnia and Herzegovina, North Macedonia and Turkey).

Potential for salaries to increase over the career span varies considerably

Although starting salaries are important in attracting new teachers, they are not the only factor to consider. If salaries rise quickly, then a low starting salary may not necessarily be an economic disincentive to becoming a teacher. Furthermore, teachers leaving the profession is also an issue, and therefore significant career-long pay rises may contribute to teacher retention. Conversely, small increases requiring a significant length of service can have a detrimental effect on attracting and retaining teachers. This section shows how the salaries of lower secondary teachers increase over time and the number of years' service required.

Approaches to salary increases across Europe are complex and vary significantly. Even when considering only one aspect such as the average number of years required to reach the salary at the top of the range, differences across systems are remarkable. Thus, while in Denmark and Norway it takes on average 12 and 16 years respectively to be paid at the highest salary level, in Hungary it takes 42 years to reach the top of the range. In Croatia, Romania, Slovakia, Montenegro, North Macedonia and Serbia, teachers have to serve for 40 years to reach the top salary level.

When considering data regarding the increase of salaries at different stages of a teacher career, four distinct approaches can be identified.

1) Significant salary increase during the first 15 years in service

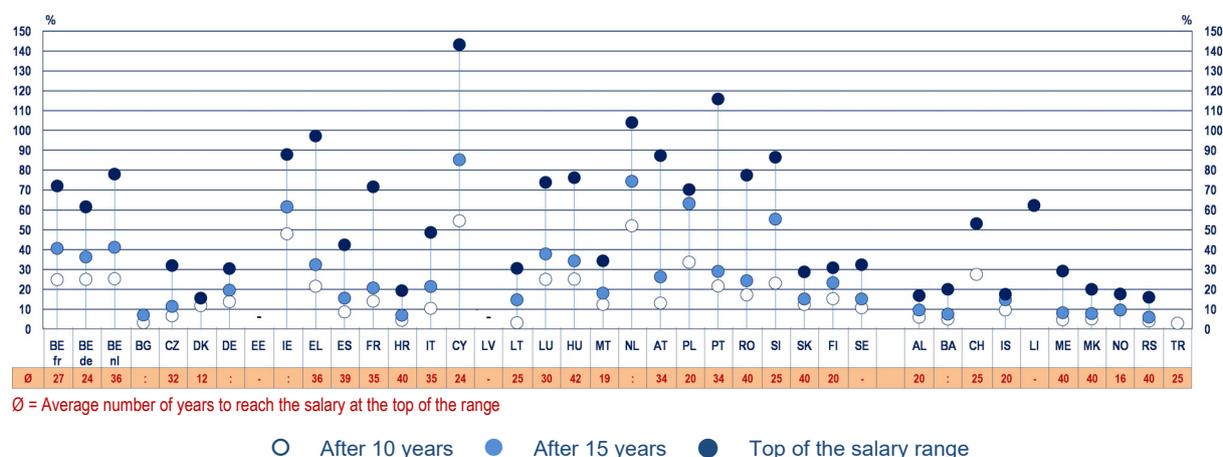
In the first group of countries, salaries increase by at least 60% over the whole career and by at least 40% within the first 15 years.

In Cyprus, starting salaries increase by 85% in the first 15 years and by up to 143% at the end of the career. In the Netherlands, the increase is by 74% in the first 15 years and by up to 104% at the end of the career. In Poland, starting salaries can increase by 63% after the first 15 years and by up to 70% after 20 years. In Ireland, teachers' statutory salary is 62% higher after 15 years and 88% higher at the top of the pay scale.

In Slovenia, the salary after 15 years' service can increase by 56% compared to the starting salary, and teachers who reach the highest career level (i.e. councillor) receive the top statutory salary which, at the end of their career, can represent a total increase of 87%.

In Belgium (French and Flemish Communities), there is also a significant increase in the first 15 years (41%) with further rises in the following years, but it usually takes a long time in service to reach the top salary (respectively 27 and 36 years).

Figure 3: Percentage difference between the statutory starting salaries of lower secondary teachers and their salaries after 10 and 15 years' service, and at the top of the pay range, 2020/2021



Percentage difference between statutory starting salaries of lower secondary teachers and their salaries after 10 and 15 years' service, and at the top of the pay range, 2020/2021

%	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY	LV	LT	LU	HU	MT
After 10 years' experience	25.0	25.1	25.4	3.2	6.6	11.8	13.8	:	48.1	21.6	8.6	14.0	4.5	10.5	54.6	:	3.2	25.0	25.1	12.4
After 15 years' experience	40.6	36.3	41.2	7.1	11.4	15.6	19.7	:	61.5	32.4	15.6	20.8	7.0	21.4	85.2	:	14.8	37.9	34.4	18.1
At the top of the range	72.0	61.6	78.0	:	32.0	15.6	30.5	:	87.8	97.3	42.4	71.6	19.4	48.7	143.3	:	30.7	73.8	76.1	34.4
	NL	AT	PL	PT	RO	SI	SK	FI	SE	AL	BA	CH	IS	LI	ME	MK	NO	RS	TR	
After 10 years' experience	52.1	13.0	33.7	21.7	17.3	23.1	12.4	15.4	10.7	6.0	5.0	27.6	9.6	:	4.8	5.1	9.6	4.0	2.9	
After 15 years' experience	74.4	26.3	63.3	29.1	24.3	55.5	15.1	23.5	15.2	9.6	7.5	:	14.8	:	8.2	7.8	9.6	6.0	:	
At the top of the range	104.1	87.3	70.2	115.9	77.4	86.5	28.8	30.9	32.5	16.8	20.0	53.2	17.6	62.3	29.2	20.0	17.7	16.0	:	

Source: Eurydice.

Explanatory note

Salary data in this figure refer to the statutory salaries of full-time, fully qualified teachers with the minimum qualification to teach in lower secondary education, except in countries where most teachers have a higher qualification and therefore receive a higher salary. In those countries, the statutory salary referred to is that of teachers with this higher qualification (see country-specific notes below).

In many countries, the number of years in service is not the only criteria for salary progression. Data for statutory salaries after 10 or 15 years of career represent the most typical situation at these stages of the career.

Country-specific notes

Belgium (BE fr and BE nl): the majority of teachers at ISCED 34 have a higher qualification than the minimum and therefore receive a higher statutory salary, which is reported here.

Bulgaria: regulations only set the minimum statutory salary for the three levels of a teacher's career: teacher, senior teacher and chief teacher. The salary after 10 years corresponds to the minimum salary of a senior teacher, and the salary after 15 years to the minimum salary of a chief teacher.

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

Estonia: salaries refer to the minimum wage that all teachers must receive. There is no statutory salary based on the level of qualification and no progression based on years in service.

Spain: salaries are weighted averages of salaries at regional level (*comunidades autónomas*).

Croatia: at ISCED 1 and 24, the majority of teachers have a higher qualification than the minimum (the same as at ISCED 34) and consequently receive a higher statutory salary, which is reported here.

Latvia: official regulations only define the minimum salary for a 30-hour working week. School heads decide on teachers' salaries depending on their workload and performance and on the school budget.

Hungary: the starting salary corresponds to the career level of a fully qualified trainee teacher. The salaries for teachers after 10 and 15 years and at the top of their career correspond to the 'teacher I' career level, but most teachers are eventually further promoted and receive the top salary for 'teacher II'.

Malta: for teachers at ISCED 02, the minimum qualification level is at ISCED 4. However, the majority of teachers have the same qualification level plus 60 ECTS at ISCED 5 and are paid on a higher salary scale. The figure shows the salaries for the majority of teachers.

Netherlands: teachers' salaries, placement and progression are determined at school level. Salaries are the weighted averages of three salary scales according to the proportion of teachers paid on each of them on 1 October 2020.

Poland: regulations set the minimum salary for the four levels of a teacher's career (trainee teacher, contract teacher, appointed teacher and chartered teacher) as a percentage increase of the trainee teacher salary. The salary for starting teachers corresponds to the salary of a trainee teacher; the salary after 10 years corresponds to that of an appointed teacher; the salary after 15 years, and at the top of the career, corresponds to that of a chartered teacher. At ISCED 02, ISCED 1 and ISCED 24, 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. As of 2024/2025, newly qualified teachers for all four education levels will be qualified at ISCED 7.

Romania: four different career levels exist: beginner teacher, teacher, teacher with teaching level II and teacher with teaching level I. The starting salary corresponds to the salary of a beginner teacher and the salaries after 10 years, 15 years and at the top of the scale correspond to those of a teacher. The information for upper career levels is not defined centrally. At ISCED 02 and ISCED 1, the majority of teachers have a higher qualification than the minimum (the same as at ISCED 24 and ISCED 34) and receive a higher statutory salary, which is reported here.

Slovenia: the salary for starting teachers corresponds to the salary of a teacher; the salary after 10 years corresponds to that of a teacher mentor; the salary after 15 years corresponds to that of a teacher advisor; and at the top of the career, to that of a teacher counsellor.

Sweden: there are no statutory salaries. Teachers' salaries are set individually and based on collective agreements. The reported salaries correspond to the median values of the actual salaries of teachers with 1 and 2 years of experience in 2020. Top salaries refer to actual salaries above the 90th percentile.

Bosnia and Herzegovina: salaries are weighted averages of the data available at all regional levels (entity of Republika Srpska, cantonal levels of the Federation of Bosnia and Herzegovina and the Brcko district).

Switzerland: salaries are weighted averages of salaries at regional level (*cantons*).

Liechtenstein: the salary data refer to lower secondary teachers at *Gymnasien* and *Berufsmaturitätsschulen*. For lower secondary teachers in *Realschulen* and *Oberschulen*, please see the country sheets in the annex. Only 12% of the salary progression is linked to years in service; the rest depends on budgetary decisions and performance.

2) Significant salary increase over a long time span

In the second group of countries, salaries increase by at least 60% in total, but by less than 40% within the first 15 years. The total percentage increase is high, but the increase is less relevant at the beginning of a teacher's career and a significant length of service is usually necessary to reach the top of the pay range. Therefore, teachers may only receive the top salary for a short time, and not all teachers will reach that point.

In Portugal, the top salary is more than twice the starting salary, but teachers need on average 34 years' service to reach it. The statutory starting salary can increase in total by 97% in Greece after 36 years, by 87% in Austria after 34 years, by 77% in Romania after 40 years, by 76% in Hungary after 42 years and by 74% in Luxembourg after 30 years. The starting salaries increase by 72% with 35 years' service in France, and by 62% after 24 years in the German-speaking Community of Belgium.

3) Modest salary increase over a short time span

In the third group of countries, the total increase is modest (less than 60%), and the length of service required to reach this level is a maximum of 25 years.

Starting salaries can increase by up to 16% after 12 years' service in Denmark, and by 18% after 16 years in Norway. It takes more time to get to the top of the salary range in other countries: 19 years in Malta (for 34% increase), 20 years in Finland, Albania and Iceland (up to respectively 31%, 17% and 18%) and 25 years in Lithuania and Switzerland, with respectively 31% and 53% salary increase at the top of the range.

4) Modest salary increase over a long time span

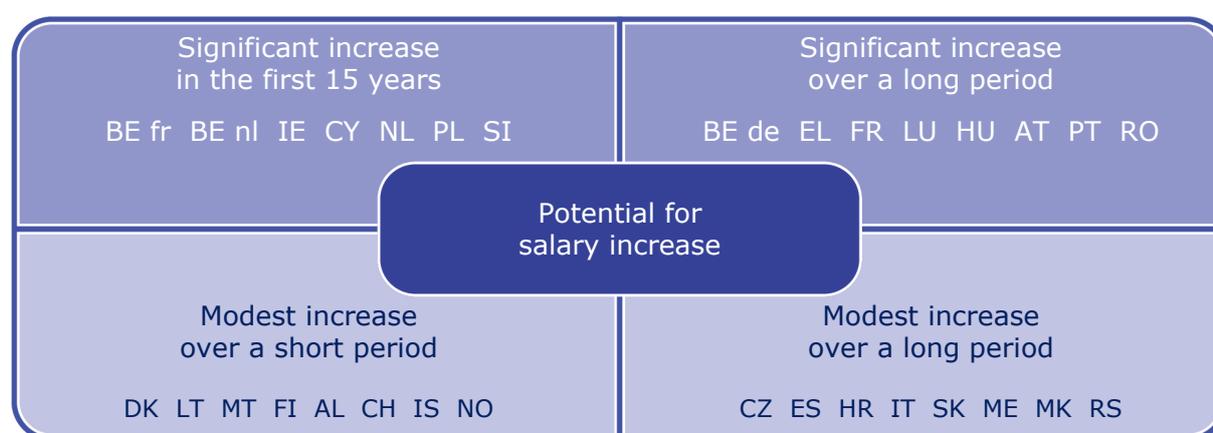
In other education systems, teachers need a significant length of service (at least 32 years) to achieve modest salary increases (less than 50%).

Starting salaries can increase by 49% after 35 years' service in Italy, and by 32% after 32 years' service in Czechia. In Spain, teachers need 39 years of service for an increase of 42%. A similar length of service (40 years) is necessary in Slovakia and Montenegro for 29% increase; in Croatia and North Macedonia for around 20% increase; and in Serbia for 16% increase.

Finally, Germany, Sweden and Bosnia and Herzegovina have a modest salary increase over time (respectively of 31%, 32% and 20%). However, as the average number of years to reach the salary at the top of the range is not available, it is not possible to allocate these countries to group 3 (with modest salary increase over a long time span) or group 4 (with modest increase over a short time span). Conversely, Liechtenstein has a significant increase over time (62%) but the increase after 15 years and the number of years to reach top level salaries are not available.

Using the information presented in Figure 3, Figure 4 below depicts the main approaches regarding the amount and timing of salary increases related to time in service.

Figure 4: Approaches regarding the amount and timing of teachers' salary increases related to time in service, 2020/2021



Source: Eurydice.

Explanatory note

Using the salary data presented in Figure 3, this graphic summarises the existing approaches regarding the amount and timing of salary increases related to time in service.

Significant increase in the first 15 years: an increase of at least 60% over the whole career and at least 40% in the first 15 years.

Significant increase over a long period: an increase of at least 60% over the whole career and less than 40% in the first 15 years.

Modest increase over a short period: an increase of less than 60% over the whole career and within a maximum of 25 years.

Modest increase over a long period: an increase of less than 50% over the whole career and within a minimum of 32 years.

Only country-specific notes specific to this figure are available below. All others are in Figure 3.

Country-specific notes

Bulgaria and **Turkey:** these countries are not classified here as some data are not available.

Germany, Sweden and **Bosnia and Herzegovina:** these countries have a modest increase over time but the average number of years to reach the salary at the top of the range is not available.

Estonia and **Latvia:** no data available (see country-specific notes to Figure 3).

Liechtenstein: this country has a significant increase over time but the amounts for the salaries after 15 years are not available.

Salaries continue to rise in most European countries

Figure 5 shows the changes in teachers' and/or school heads' salaries between 2019/2020 and 2020/2021. These changes may be the result of a policy reform, structural or legislative changes, collective agreement negotiations and updates or an adjustment of salaries to the cost of living. Annual gross statutory salaries have increased in most countries.

In 15 countries, a change in policy or regulatory framework generated an increase in teachers' and/or school heads' statutory salaries ⁽¹²⁾.

For instance, in **Bulgaria** the work and remuneration rates were amended and supplemented following the government reform for the 2017-2021 period implementing gradual increase of the remuneration of pedagogical specialists. The minimum statutory salary was increased by 16 % for all ISCED levels in the reference year, following a 17% increase in the previous year.

In **Czechia**, reform of the system of teachers' salaries was implemented leading to increase in funding for teachers' salaries by 9%. Teachers' statutory salaries increased by 4% compared to 2020. The average fixed salary component for all education levels also increased. Compared to the previous 2019/2020 reporting period, teachers' actual salaries increased by 8-13%.

In **Croatia**, since June 2020, the coefficient for complexity of work, which affects the salary amounts, has been gradually increasing (3% in December 2019, 1% in June 2020 and 2% in the reference year (as of January 2021) for teachers and school heads. In addition, there was a 4% increase in teachers' salaries (2020/2021) as a result of the national base salary adjustment for all public service employees.

In **Italy**, the salaries remained unchanged. However, the Decree-Law No 3/2020 on urgent measures for the reduction of the tax burden on employees ⁽¹³⁾ reduced the cost of labour (direct/indirect taxes and social security contributions), leading to indirect salary increase.

In **Lithuania**, the salaries for teachers in levels ISCED 1, 24 and 34 increased by 8% (compared to 2-5% in 2019/2020) and those of school heads by 18%. The base salary value and coefficients of statutory salaries for pre-primary teachers were increased by 40-45% in 2021 (compared to 8% in 2019/2020) to bring them in line with salaries for primary and secondary teachers.

In **Hungary**, a government regulation, effective from July 2020, introduced a sector-specific motivation allowance (10% of basic salary) for all teachers and school heads. The starting salaries at ISCED levels 02-3 were adjusted to the minimum wage.

In **Slovakia**, the government upgraded teachers' statutory salaries by around 10% in January 2019, September 2019 and January 2020.

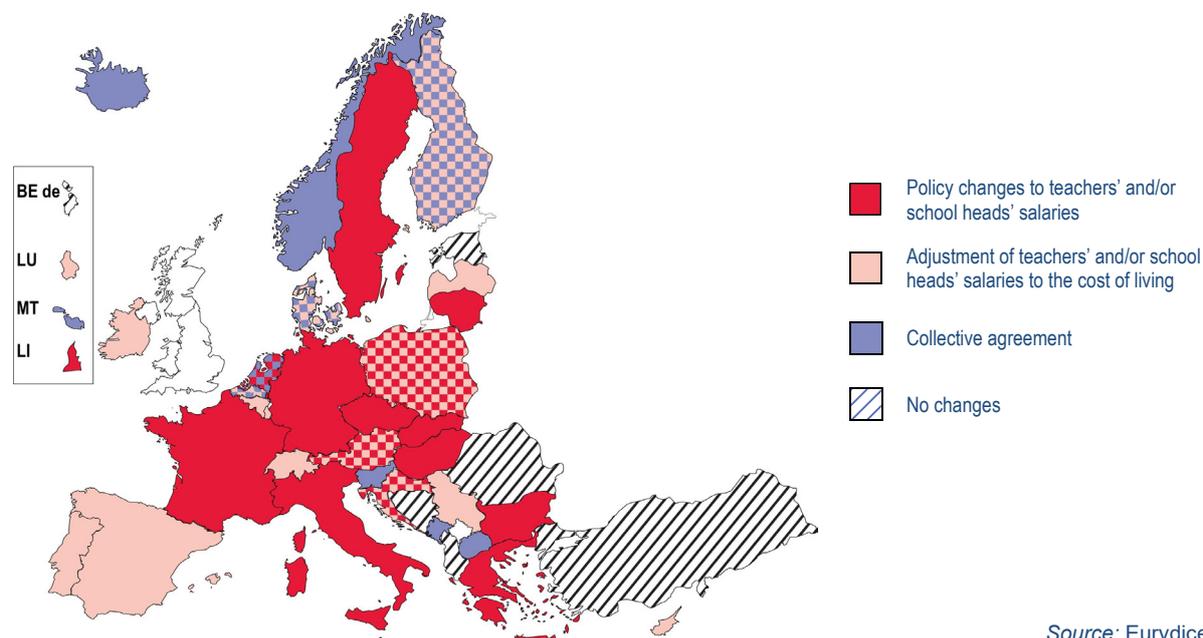
In **Sweden**, the government adopted a new funding scheme (*statsbidrag för karriärtjänster*) to improve the attractiveness of the teaching profession. Instead of requesting specific state funding for the promotion of teachers, school organisers now receive a funding framework agreement that can be used for lead teacher or senior subject teacher posts managed by the school organiser. This initiative generated better conditions as well as development and career opportunities.

In **Liechtenstein**, the ordinance on civil servants' salaries of October 2019 introduced the principle of equal salaries for teachers in kindergarten (ISCED 02) and primary education. This new regulation originated from a reform of initial teacher education in Switzerland (where most teachers are trained) qualifying both teachers in pre-primary and primary levels at bachelor level. The increase of salaries for kindergarten teachers is implemented in three stages: 5% increase in 2020, 2% in 2021 and 2% in 2022.

⁽¹²⁾ In Bulgaria, Czechia, Germany, Greece, France, Croatia, Italy, Lithuania, Hungary, the Netherlands, Austria, Poland, Slovakia, Sweden and Liechtenstein.

⁽¹³⁾ Available at <https://www.gazzettaufficiale.it/eli/id/2020/02/05/20G00013/sg>

Figure 5: Changes in teachers' and/or school heads' statutory salaries in public schools between 2019/2020 and 2020/2021



Source: Eurydice.

Explanatory note

This figure shows the nature of the changes in the salaries of pre-primary, primary and secondary teachers and/or school heads between 2019/2020 and 2020/2021. For more information on the salaries of school heads, see Section I.2.

In ten education systems, collective negotiations provided for increases in teachers' and/or school heads' statutory salaries ⁽¹⁴⁾.

For instance, in **the Flemish Community of Belgium**, an update to the collective agreement provided for a 0.8% increase of salaries and a new salary step for teachers with more than 36 years of experience. In addition, an adjustment of 2% of the salaries to the cost of living was registered.

In **Malta**, basic salaries for public sector employees are subject to yearly increase following the dispositions of the 2017-2024 collective agreement for employees in the public service and the 2017 sectoral agreement, in force until 2022. In 2020/2021, teachers' salaries increased by 1.3% and for school heads by 3.3%.

In **Slovenia**, the December 2018 collective agreement for the public sector introduced grades' reform, resulting in a three-stage upgrade of the salary scale for pre-school teachers and teachers in primary and secondary education on the 65-grade salary scale for all public employees. Both in January and November 2019, the minima and maxima grades were increased by one level. In September 2020, the maxima grades were increased by one level. As a result, teachers at ISCED levels 1, 24 and 34 were placed in grades 32 to 46 (compared to 30 to 43 in 2018). Pre-school teachers at ISCED level 02 were placed in grades 32 to 44 (compared to 30 to 41 in 2018).

In **Finland**, the 2020-2021 collective agreement brought increments to salaries based on the increased costs of living.

In **North Macedonia**, as a result of collective bargaining, a salary increase of 10% was registered for the lowest salaries with lowest coefficient of complexity. The same percentage increase was registered in 2019/2020.

Salary adjustments to the cost of living is a way to ensure that teachers' and school heads' do not lose their purchasing power due to annual inflation. In 15 education systems, adjustments to the **cost of living** resulted in salary increases, ranging from 0.02% to 6% ⁽¹⁵⁾.

⁽¹⁴⁾ In Belgium (Flemish Community), Denmark, Malta, the Netherlands, Slovenia, Finland, Iceland, Montenegro, North Macedonia and Norway.

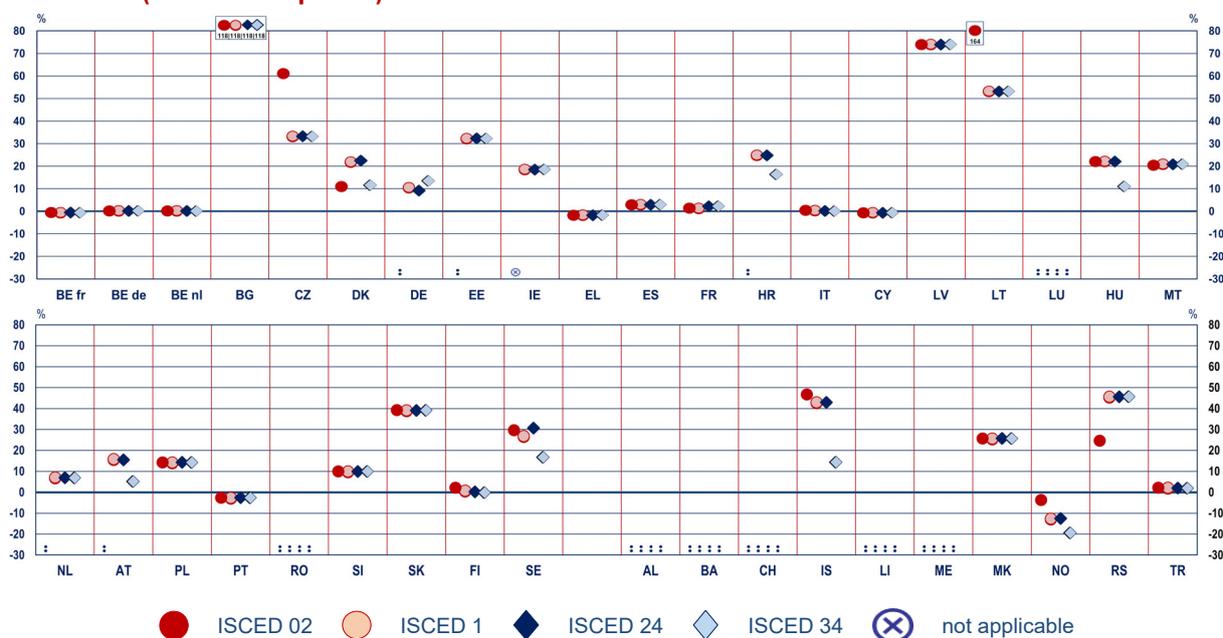
⁽¹⁵⁾ In Belgium (French and Flemish Communities), Denmark, Ireland, Spain, Croatia, Cyprus, Latvia, Luxembourg, Austria, Poland, Portugal, Finland, Switzerland and Serbia.

Finally, salaries remained unchanged in six education systems (in the German-speaking Community of Belgium, Estonia, Romania, Albania, Bosnia and Herzegovina and Turkey). In Albania and Bosnia and Herzegovina this was also the case in the previous three school years.

In ten countries, starting salaries of teachers (inflation-adjusted) remained on 2014/2015 levels or lower over the last six years

Figure 6 shows the changes in the statutory starting salaries of teachers over the last six years, adjusted for the effects of price inflation. In 2020/2021, compared to 2014/15 the starting statutory salaries of teachers have increased in two-thirds of the education systems for which data are available. The increase is moderate (between 3% and 30%) in 12 countries⁽¹⁶⁾. It is high (more than 30%) in eight other countries⁽¹⁷⁾. A considerable increase of more than 100% was observed in Bulgaria (117.5%) and for ISCED level 02 in Lithuania (164.5%).

Figure 6: Percentage change in teachers' statutory starting salaries between 2014/2015 and 2020/2021 (at constant prices)



Percentage change in teachers' statutory starting salaries between 2014/2015 and 2020/2021 (at constant prices)

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY	LV	LT	LU	HU	MT
ISCED 02	-0.5	0.2	0.2	117.5	61.0	11.0	:	:	⊗	-1.7	2.9	1.3	:	0.4	-0.6	73.9	164.5	:	22.1	20.4
ISCED 1	-0.5	0.2	0.2	117.5	33.3	21.8	10.5	32.3	18.5	-1.7	2.9	1.3	24.8	0.4	-0.6	73.9	53.1	:	22.1	20.9
ISCED 24	-0.5	0.2	0.2	117.5	33.3	22.5	9.2	32.3	18.5	-1.7	3.0	2.2	24.8	0.1	-0.6	73.9	53.1	:	22.1	20.9
ISCED 34	-0.6	0.2	0.2	117.5	33.3	11.6	13.5	32.3	18.5	-1.7	3.0	2.2	16.3	0.1	-0.6	73.9	53.1	:	11.0	20.9
	NL	AT	PL	PT	RO	SI	SK	FI	SE	AL	BA	CH	IS	LI	ME	MK	NO	RS	TR	
ISCED 02	:	:	14.3	-2.5	:	10.0	39.3	2.2	29.7	:	:	:	46.8	:	:	25.7	-3.7	24.7	2.2	
ISCED 1	7.1	15.8	14.3	-2.5	:	10.0	39.2	0.8	26.9	:	:	:	43.0	:	:	25.7	-12.5	45.7	2.2	
ISCED 24	6.9	15.5	14.3	-2.5	:	10.0	39.2	0.2	30.6	:	:	:	43.0	:	:	25.7	-12.5	45.7	2.0	
ISCED 34	6.9	5.2	14.3	-2.5	:	10.0	39.2	-0.1	16.7	:	:	:	14.4	:	:	25.7	19.3	45.7	2.0	

Source: Eurydice.

⁽¹⁶⁾ Denmark, Germany, Ireland, Croatia, Hungary, Malta, the Netherlands, Austria, Poland, Slovenia, Sweden (except for ISCED 24, with 30.6% increase) and North Macedonia.

⁽¹⁷⁾ Bulgaria, Czechia, Estonia, Latvia, Lithuania, Slovakia, Iceland (except ISCED 34, with 14.4% increase) and Serbia (except ISCED 02, with 24.7% increase).

Explanatory note

The figure shows the percentage change between 2014/2015 and 2020/2021 in the annual gross statutory salaries (at 2015 prices) received by full-time beginning teachers holding the minimum qualification required to enter the profession in pre-primary, primary, general lower secondary education and general upper secondary education.

Data for annual gross statutory salaries for 2014/2015 are from the Eurydice report *Teachers' and School Heads' Salaries and Allowances 2014/15*. Data for France, Croatia, Lithuania, Malta and Norway (only ISCED 02) have been adjusted for methodological changes to allow comparison.

Annual gross statutory salaries for 2020/2021 refer to the teachers with the minimum qualification to enter the teaching profession, except in countries where most teachers enter the profession with a higher qualification and therefore receive a higher salary. In those countries, the statutory starting salary referred to is for teachers with this higher qualification (see country-specific notes below).

Salaries in 2020/2021 were divided by the harmonised index of consumer prices (HICP) to adjust for the effects of price inflation over the previous five years. The values for the HICP, extracted from the Eurostat database [prc_hicp_aind] (last update: 17.6.2022), are shown in the annex.

Country-specific notes

Belgium (BE fr and BE nl): the majority of teachers at ISCED 34 have a higher qualification than the minimum and therefore receive a higher statutory salary, which is considered here.

Ireland: ISCED 02 provision is organised by the private sector and salaries are set by the owners of the settings.

Croatia: at ISCED 1 and 24, the majority of teachers have a higher qualification than the minimum (the same as at ISCED 34) and consequently receive a higher statutory salary, which is considered here.

Luxembourg: break in time series in 2019.

Malta: for teachers at ISCED 02, although the minimum qualification level is at ISCED 4, the minimum statutory salary varies according to the number of ECTS (European credit transfer system) obtained at ISCED 5. The figure shows the higher statutory salaries for the majority of teachers having acquired 60 ECTS at ISCED 5.

Poland: at ISCED 02, ISCED 1 and ISCED 24, 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 considered here.

Romania: break in time series.

Liechtenstein: the Eurostat HICP is not available for this country.

However, in ten countries the annual statutory starting salaries of teachers remained on 2014/2015 levels or lower over the last six years. The salaries remained rather stable (less than 3% increase) in six countries⁽¹⁸⁾. They even decreased in five education systems, namely in the French Community of Belgium (– 0.5%), Greece (– 1.7%), Cyprus (– 0.6%), Portugal (– 2.5%) and Norway (between – 3.7% and – 19.3%, depending on the education level).

In most education systems, the percentage changes in statutory salaries between 2014/2015 and 2020/2021 are more or less the same across education levels. However, in three countries, changes in starting salaries were more favourable to teachers in pre-primary education than to those in higher education levels (in Czechia, Lithuania and Norway).

Average actual salaries are below the GDP per capita for all educational levels in seven countries

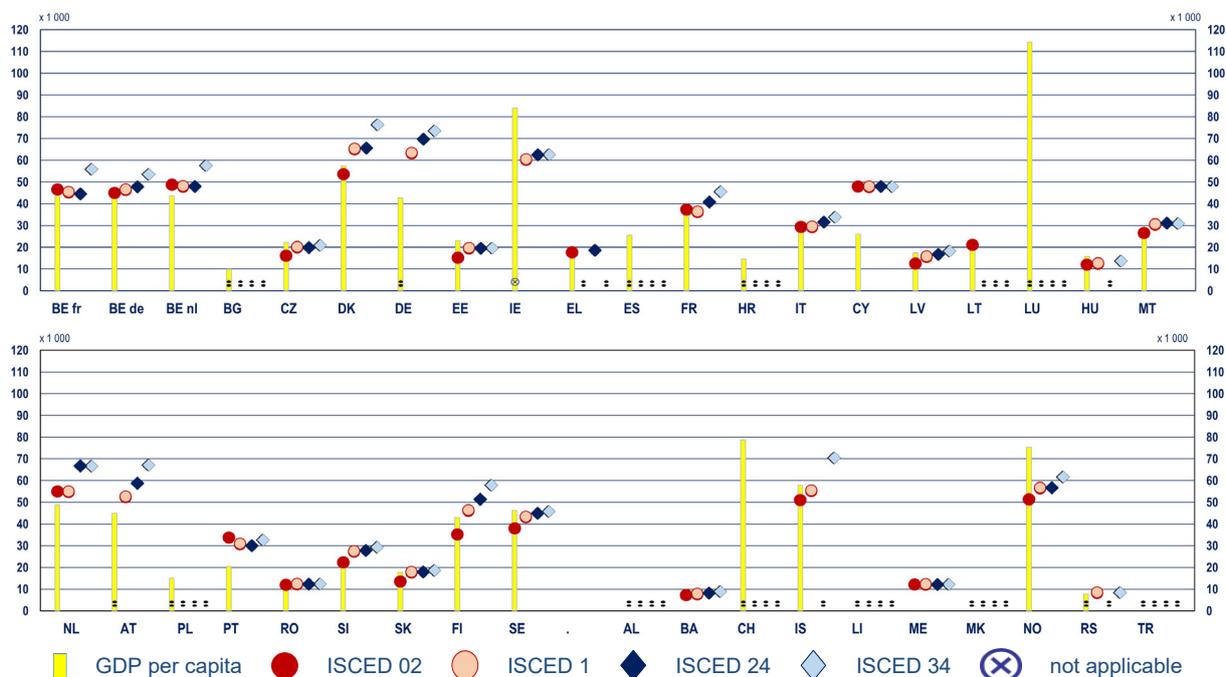
The average actual salary refers to the weighted average gross annual salary actually received by all teachers or school heads within the age range 24-65 at a specific education level, including the statutory salary and other additional payments. This amount excludes the employer's social security and pension contributions but includes those paid by the employees. The additional payments refer to bonuses and allowances that teachers may be awarded in addition to their basic salary, set according to their educational qualifications and experience. Actual salary data can be drawn from national administrative registers, statistical databases, representative sample surveys or other representative sources. The average actual salary is influenced by the legislative framework regulating the appointment of teachers at entry level and their career development. It is also affected by the age of the teaching staff in a country, as teachers' salaries typically increase with professional experience.

Figure 7 presents average actual salaries by education level together with the gross domestic product (GDP) per capita in each country. The GDP per capita is used as a proxy for a country's economic performance and is also used as an indicator of the standard of living in a country. Comparing

⁽¹⁸⁾ Belgium (German-speaking and Flemish Communities), Spain, France, Italy, Finland and Turkey.

teachers' average actual salaries with GDP per capita provides an estimate of teachers' level of living standards and in a lesser extent an indication of their economic welfare.

Figure 7: Average annual gross actual salaries (EUR) of teachers aged 25-64 in public schools, 2020/2021



Average annual gross actual salaries (in EUR) of teachers aged 25-64 in public schools, 2020/2021

	BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR
ISCED 02	46 540	45 085	48 734	:	16 194	53 640	:	15 156	⊗	17 759	:	37 328	:
ISCED 1	45 406	46 530	48 139	:	20 086	65 227	63 329	19 607	60 369	:	:	36 285	:
ISCED 24	44 494	47 899	47 968	:	19 945	65 648	69 779	19 607	62 573	18 634	:	40 840	:
ISCED 34	55 937	53 616	57 675	:	20 923	76 377	73 557	19 607	62 573	:	:	45 505	:
	IT	CY	LV	LT	LU	HU	MT	NL	AT	PL	PT	RO	SI
ISCED 02	29 490	47 964	12 590	21 120	:	12 027	26 600	54 947	:	:	33 883	12 026	22 298
ISCED 1	29 490	47 964	15 703	:	:	12 596	30 565	54 947	52 526	:	30 881	12 448	27 426
ISCED 24	31 565	47 964	16 724	:	:	:	31 067	66 712	58 724	:	30 078	12 243	27 918
ISCED 34	33 811	47 964	18 269	:	:	13 782	30 928	66 712	67 207	:	32 656	12 403	29 409
	SK	FI	SE	AL	BA	CH	IS	LI	ME	MK	NO	RS	TR
ISCED 02	13 559	35 170	38 073	:	7 344	:	51 036	:	12 159	:	51 425	:	:
ISCED 1	17 938	46 332	43 242	:	7 752	:	55 411	:	12 159	:	56 660	8 417	:
ISCED 24	17 938	51 347	44 976	:	8 160	:	:	:	12 159	:	56 660	:	:
ISCED 34	18 656	57 848	45 786	:	8 976	:	70 470	:	12 159	:	61 631	8 443	:

Source: Eurydice.

Explanatory note

Teachers' actual salaries are the weighted average annual gross salaries received by full-time, fully qualified teachers, including allowances and other financial benefits. Unless otherwise indicated, the reference year is 2020/2021 for actual salaries and 2021 for the GDP per capita (exceptions are listed below in the country-specific notes).

Data on GDP per capita and the exchange rates used to convert salaries into euro (where reported in a different national currency) come from the Eurostat database: Main GDP aggregates per capita [nama_10_pc] (last update: 17.1.2022) and Euro / European currency unit exchange rates [ert_bil_eur_a] (last update: 24.6.2022) (see the annex for the values).

Country-specific notes

Belgium (BE nl): data for actual salaries refer to full-time teachers of general subjects in January 2021.

Czechia: actual salaries refer to 2019/2020 with 2020 GDP. Data for ISCED 34 include lower grades of *gymnazia* (ISCED 24) and vocational programmes.

Germany: salaries represent a weighted average of the data available at *Länder* level for civil servants (estimations). The family allowance – for which no data are available – is not taken into account.

Ireland: the reported actual salaries correspond to the average of the second payroll in February 2021 (full-time equivalents). ISCED 02 provision is organised by the private sector.

Greece: data for ISCED 1 include teachers at ISCED 02 and in special needs education. Data for ISCED 34 include teachers in lower secondary education, special needs education, vocational education and adult education programmes for attainment of ISCED level 24. More than 10 000 teachers were recruited in August 2021. The calculation does not take into account their pay (which covers a period of 1 month or less).

France: actual salaries and GDP refer to 2019 and cover the whole of France, except Mayotte. They cover a wider population of teachers than statutory salaries (e.g. *professeurs agrégés*). For ISCED 02-1, teachers with a partial release from their teaching obligations accounting for 50% or more of the full teaching time are considered as school heads.

Latvia: only salaries of teachers working 90% or considered. Incidental/occasional additional payments are not included.

Lithuania: data for teachers at ISCED 02 include teachers working in primary and secondary education, together with non-qualified teachers.

Hungary: data on ISCED 02 include teachers in the statistical classification of economic activities in the European Community (NACE) 85.1 and the International Standard Classification of Occupations (ISCO) 2342. Data on ISCED 1 also cover ISCED 24 and include teachers in NACE 85.2, 85.3 and ISCO 2341. Data for upper secondary education include teachers in NACE 85.31 and ISCO 2330.

Austria: pre-primary education is largely provided in kindergartens, for which there are no data available. The remaining minority of pre-primary schools are integrated in primary schools. Data on these teachers are the same as for ISCED 1. At ISCED 34, vocational programmes are included.

Poland: due to the COVID-19 pandemic, a temporary limitation of the functioning of education system units is reported for the 2020/2021 school year (not all teachers were fully paid; some teachers were not entitled to all allowances). It was therefore not possible to apply the method of collecting data on teachers' salaries (8-month and annual settlement) for the reference year.

Portugal: the average annual gross salary has been calculated on the basis of salaries paid in May 2021. Allocation of teachers in lower or upper secondary education has been made according to their respective teaching load.

Slovenia: actual salaries refer to 2019/2020 with 2020 GDP. The calculations are based on the payments to teachers who worked full time for the same employer the entire year. Some additional payments and allowances (annual holiday bonus, reimbursement for meals during work, reimbursement of travel expenses, long-service award (*jubilejna nagrada*) have not been included. Data for ISCED 02 include pre-school teachers at ISCED 01. Data for ISCED 34 include general-subjects teachers in vocational education and educators at residence halls for ISCED 34 students.

Slovakia: teachers' actual salaries include school heads' salaries.

Finland: actual salaries refer to October 2020 with 2020 GDP. The data on pre-primary teachers concern the salary data of kindergarten teachers who are the majority of teachers at ISCED 02 (excluding childcarers).

Sweden: actual salaries and GDP refer to 2020. Data for ISCED 34 also include generalist teachers in vocational education.

Albania, Bosnia and Herzegovina, Liechtenstein, Montenegro, North Macedonia and Turkey: GDP not available.

Bosnia and Herzegovina: the reported actual salaries represent the average of teachers' actual salaries of all cantons and entities, calculated from surveys or estimated from statutory salaries.

Iceland: data include teachers in special needs schools and not fully qualified teachers. Data for ISCED 02 exclude employees involved in caring and teaching of children and classified as teachers' aids (about 50%) but include teachers at ISCED 01. Data for ISCED 1 include teachers at ISCED 24 (single structure). Data for ISCED 34 include teachers in vocational education.

Norway: data collected once a year on 1 December – salaries earned in November and paid in December – by the Norwegian Association of Local and Regional Authorities from municipalities, except those with a very loose (volatile) employment.

Serbia: data for ISCED 02 are not available at central level. Data for ISCED 1 include data for ISCED 24 (single structure).

In general, the average actual salary level correlates with the GDP per capita of a country: the higher the GDP per capita, the higher the average actual salary of teachers. Hence, the lowest average actual salaries are mainly observed in countries with the lowest GDP per capita – EUR 20 000 or less – (in Greece, Latvia, Lithuania, Hungary, Romania, Slovakia and Serbia). The highest actual salaries are in countries with the highest GDP per capita – EUR 40 000 or more – (in Belgium, Denmark, Germany, Ireland, the Netherlands, Austria, Finland, Sweden, Iceland and Norway).

Teachers' average actual salaries are above the GDP per capita for all or most education levels in two-thirds of the education systems. They are above the GDP per capita by at least 10% in Germany, Cyprus, the Netherlands, Austria and Portugal in all educational levels. It is also the case, except for pre-primary education, in Denmark and Slovenia; in France and Finland in secondary education; and in Belgium, Italy and Iceland only for the upper-secondary level. They are even 35% higher than the GDP per capita for all education levels in Germany, Cyprus and Portugal, and only in upper secondary education in Austria.

In contrast, the average actual salary of teachers is below the GDP per capita for all education levels in seven countries (in Czechia, Estonia, Ireland, Hungary, Romania, Sweden and Norway). It is also the case for all education levels except general upper secondary education in Latvia; in pre-primary and primary education in Italy and Iceland; and only for pre-primary education in Denmark, Malta, Slovakia and Finland.

In most education systems, top-level authorities or collective agreements determine a wide range of different allowances.

All European education systems provide allowances to teachers in addition to their statutory salaries. The most common allowances are for additional tasks, responsibilities and overtime, while qualifications, training and performance are less widespread.

The decision-levels regarding the sanctioning and enforcement of allowances and the type of allowances vary among the monitored education systems. Schools have autonomy in deciding on most allowances only in a few countries (Denmark, Estonia, Latvia, Lithuania, the Netherlands, Sweden and Iceland). In the reference year, France reported change in the legal basis leading to important update of the allocations' composition and type.

Allowances intended to compensate teachers for additional tasks and responsibilities are implemented in all countries. However, the package of allowances varies very much from one system to another.

Additional tasks (students counselling, mentoring, extracurricular activities) are compensated in about two-thirds of the monitored systems and in 17 of these it applies to all education levels. **Teaching more classes or hours** than required is compensated in about four-fifths of the monitored systems and, in about the same number of systems, the allocation is applied to all education levels. It may be calculated as a percentage of the statutory salary or consist in incidental additional payments or regular payments.

In one-third of the education systems, teachers receive an allocation for **taking up management responsibilities**. This task may be compensated by regular additional payments. In three education systems, taking up management responsibilities is not compensated but is a statutory duty (in Greece, Latvia and Portugal).

In more than half of the education systems, teachers are compensated for **outstanding performance**. In the majority of them, it concerns all education levels. This allowance is decided at top level in 13 education systems and by the school management in ten others.

Allowances for **further formal qualifications** and **training** are available in about half of the monitored education systems. In two-thirds of them, it applies to all education levels. In about half of the education systems, the allowances are regular payments.

Allocations for **teaching in challenging contexts** are provided in about half of the education systems.

Section 2. School heads' salaries

School heads have a crucial role to play in improving the quality of teaching and learning within schools (OECD, 2008; European Commission, 2020). Leading a school needs 'a range of competences underpinned by core values. It requires professional commitment, an ability to motivate and inspire, and sound managerial, pedagogical and communication skills. Good educational leaders develop a strategic vision for their institutions, act as role models for both learners and teachers and are key to creating an effective and attractive environment which is conducive to learning' ⁽¹⁹⁾.

School leaders' responsibilities also depend on the level of autonomy schools have in different areas – managing human or financial resources, teaching content and processes (European Commission / EACEA /Eurydice, 2013, 2020). Higher levels of school autonomy in several of these areas imply wider responsibilities and more tasks to be managed at the school level ⁽²⁰⁾. Increasingly, school

⁽¹⁹⁾ Council conclusions on effective leadership in education (2014/C 30/02).

⁽²⁰⁾ Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. School development and excellent teaching for a great start in life. SWD(2017) 165 final, p. 9.

leaders are also important players in maintaining links between different levels of education and training, the world of work and the local community ⁽²¹⁾. They also have a determining role in shaping a whole-school approach that helps tackle early school leaving (European Commission, 2015).

While school heads are often not the only staff responsible for school leadership, they typically hold the primary responsibility for heading a school, or sometimes a group of schools (European Commission, 2020). At the time of their recruitment, school heads typically have several years of professional experience in teaching and in different leadership roles, and in some systems they have also been required to follow specific leadership training courses (see Figure 8). Analysing school heads' salaries, therefore, can provide a glimpse of the attractiveness of school heads' careers within the teaching profession itself, and in comparison with other management roles in society. It should be noted that salaries are only one element of enhancing the attractiveness of this career option, but are certainly an important one.

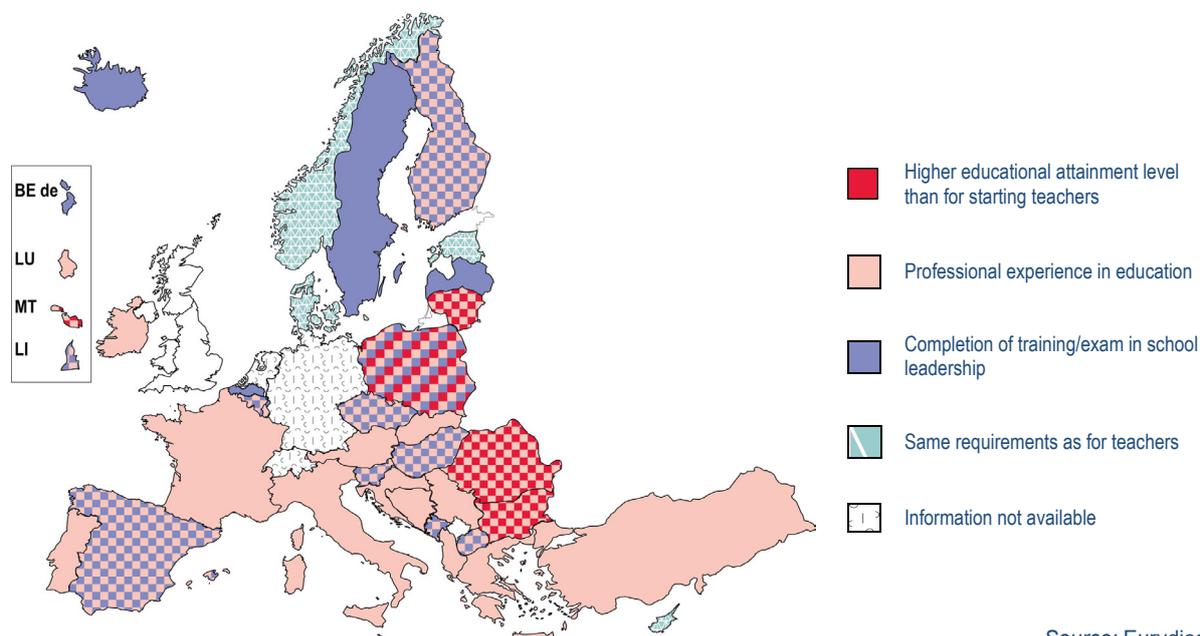
School heads require at least five years' professional experience at their appointment in half of European education systems

The minimum requirements for becoming a school head are higher or more demanding than the minimum requirements for starting as a fully qualified teacher in all European education systems, with the exceptions of Denmark, Estonia, Cyprus and Norway. These higher requirements, depicted in Figure 8, may consist of a higher educational attainment, a minimum amount of professional experience and/or the completion of specific training and/or certification for school heads. European education systems, nevertheless, vary regarding the type of requirements and also whether one or more of these are demanded.

In the vast majority of cases, in 26 systems ⁽²²⁾, school heads must have several years of professional experience in the education sector. Most commonly this refers to teaching practice, but in some cases higher-level teacher responsibilities are demanded, for example, time spent in senior-level teacher positions in the career ladder or experience in certain leadership functions. The length of the required experience ranges from one years' teaching experience in Turkey to 14 years (ten years' teaching practice plus four years as an assistant school head, department head, counsellor or inclusive education coordinator) in Malta. The most commonly required experience at all education levels is five years of teaching experience. This is the case in Bulgaria, Ireland, Spain, Italy, Luxembourg, Austria, Poland, Portugal, Romania, Slovenia, Slovakia, Albania, Bosnia and Herzegovina, Montenegro and North Macedonia. Some other countries also require five years but only for some levels.

⁽²¹⁾ Council conclusions on effective leadership in education (2014/C 30/02).

⁽²²⁾ French Community of Belgium, Bulgaria, Czechia, Ireland, Greece, Spain, France, Croatia, Italy, Lithuania, Hungary, Malta, Austria, Poland, Portugal, Romania, Slovenia, Slovakia, Finland, Albania, Bosnia and Herzegovina, Liechtenstein, Montenegro, North Macedonia, Serbia and Turkey.

Figure 8: Top-level requirements to become school head in public schools (ISCED 02, 1, 24 and 34), 2020/2021


Source: Eurydice.

Length of required minimum professional experience, in years

BE fr	BE de	BE nl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY	LV	LT	LU	HU	MT
3	-	-	5	3-5	-	-	-	5	10	5	2; 4	5; 8	5	-	-	3	5	4	14
NL	AT	PL	PT	RO	SI	SK	FI	SE		AL	BA	CH	IS	LI	ME	MK	NO	RS	TR
-	5	5	5	5	5	5	-	-		5	5	-	-	3	5	5	-	8; 10	2

Country-specific notes

Belgium (BE fr): the figure shows the requirements for formal appointment as school head, which includes 6 years of service and the certificates of successful completion of the modules of the initial training for school heads. To start a 2-year internship before full appointment, 3 years of professional experience is required.

Belgium (BE de): at upper secondary level, the minimum qualification requirement to become a teacher is a master's qualification (ISCED 7), whereas the minimum qualification requirement to become a school head is a bachelor's (ISCED 6). The dedicated training for school heads must be completed within 5 years following the appointment as a school head.

Belgium (BE nl): data refer to pre-primary, primary and lower secondary education. At upper secondary level, school heads also require a higher educational attainment (master's qualification, ISCED 7).

Czechia: the length of the required professional experience increases by educational level: minimum 3 years for pre-primary education, 4 years for primary, 4-5 years for lower secondary and 5 years for upper secondary education.

Estonia: candidates for school headship need to demonstrate leadership competences, in addition to having fulfilled the requirements for fully qualified teachers at the equivalent educational level. Although many of the new school heads complete a course for beginner school heads, no formal training or exam is required; the existence of leadership competences can be proven otherwise, for example, in the professional profile of the candidate.

Germany and Switzerland: requirements are decided on regional level (*Länder* and *cantons* respectively).

Ireland: Data refer to primary schools with more than 80 students and secondary schools. Professional experience is not required for school heads in primary schools with 80 students or fewer. ISCED 02 provision is organised by the private sector.

France: in pre-primary and primary education, school heads are required to have 2 years' teaching experience. In secondary education, 4 years professional experience and a competitive examination for school heads (*concours de recrutement des personnels de direction*) is required.

Croatia: in pre-primary education, school heads are required to have 5 years' work experience at the same level; in primary and secondary education, 8 years' professional experience is required.

Italy: data refer to primary and secondary education. There are no top-level regulations specific to pre-primary education, but school heads in pre-primary education in government schools are in charge of an institution that also has primary and/or lower secondary school, and thus have corresponding requirements to be the school head.

Latvia: data refer to primary and secondary education. School heads are required to complete in-service training in school leadership. At pre-primary level, school heads need a higher educational attainment than starting teachers.

Luxembourg: information in the figure refers only to secondary education. In pre-primary and primary education, there is no school head as such. The president of the school committee is responsible for its management and the relationship with parents and the municipality. The work of school teachers is organised by the respective regional directorate.

Austria: for pre-primary education, the Figure refers to provision organised in primary schools. However, pre-primary education is mainly organised at provincial level in kindergartens.

Poland: at upper secondary level, the minimum qualification requirements are the same for teachers and school heads.

Finland: data refer to primary and secondary education. For these education levels a minimum experience is required without specifying a minimum number of years. At pre-primary level, school heads need leadership skills but no specific qualifications are required.

Liechtenstein: pre-primary schools are integrated into primary schools.

Montenegro: data refer to primary and secondary education. At pre-primary level, school heads need a higher educational attainment than starting teachers.

Serbia: in pre-primary education, school heads are required to have 10 years' teaching experience; in primary and secondary education, 8 years' professional experience is demanded.

In Ireland, Greece, France (at pre-primary and primary levels), Croatia, Italy, Austria, Portugal, Slovakia, Bosnia and Herzegovina and Serbia, a minimum number of years of professional experience is the only additional requirement compared to teachers for becoming a school head. In the remaining 15 education systems, professional experience is only one of the criteria.

The second most commonly demanded requirement, in 17 systems ⁽²³⁾, is related to the completion of training or passing an exam for school leadership. In the German-speaking and French Communities of Belgium, Czechia, Spain, Latvia, Sweden, Iceland and Liechtenstein, candidates must have completed a dedicated training course for school heads. In Latvia, this requirement refers to continuing professional development course, and in Poland, school heads are required to complete a dedicated course for school heads or courses in education management. In the Flemish Community of Belgium, France (at secondary education levels), Hungary, Slovenia, Finland, Montenegro and North Macedonia, candidates must show proof of their leadership competences, for example, by passing an exam. In Belgium (German-speaking and Flemish Communities), Latvia, Sweden and Iceland, this is the only requirement for starting a headship.

Finally, the third type of requirement is an educational qualification level higher than that of starting teachers. This is a minimum criterion for headship in five countries, together with some years of professional experience. In Bulgaria, Lithuania, Malta ⁽²⁴⁾ and Romania, a master's qualification (ISCED 7) is required for a headship at all or most educational levels, whereas the minimum requirement for becoming a teacher is a bachelor's qualification (ISCED 6). In Poland, for starting a teaching position at pre-primary and primary levels a tertiary non-university qualification (ISCED 5) is the minimum requirement (in practice, more than 90% of teachers hold a master's degree); at the same time, the minimum requirement for headship is a bachelor's degree.

In some education systems, only at certain educational levels do school heads need to have educational attainment higher than the minimum required for teaching. In the Flemish Community of Belgium, a bachelor's qualification is the minimum formal requirement for becoming an upper secondary teacher (even though the majority of teachers currently hold a master's qualification), but school heads in upper secondary schools are required to have a master's degree. Interestingly, in Latvia, the minimum qualification requirement for pre-primary teachers is short-cycle tertiary education (ISCED 5), whereas school heads are required to have at least a bachelor's qualification (ISCED 6).

In contrast, in the German-speaking Community of Belgium, school heads are required to have a bachelor's degree, while teachers must have completed a master's qualification. Similarly, in Luxembourg, the minimum qualification requirement to become a teacher at secondary level is a master's qualification (ISCED 7); and the minimum qualification requirement to become a school head at secondary level is bachelor's degree (ISCED 6).

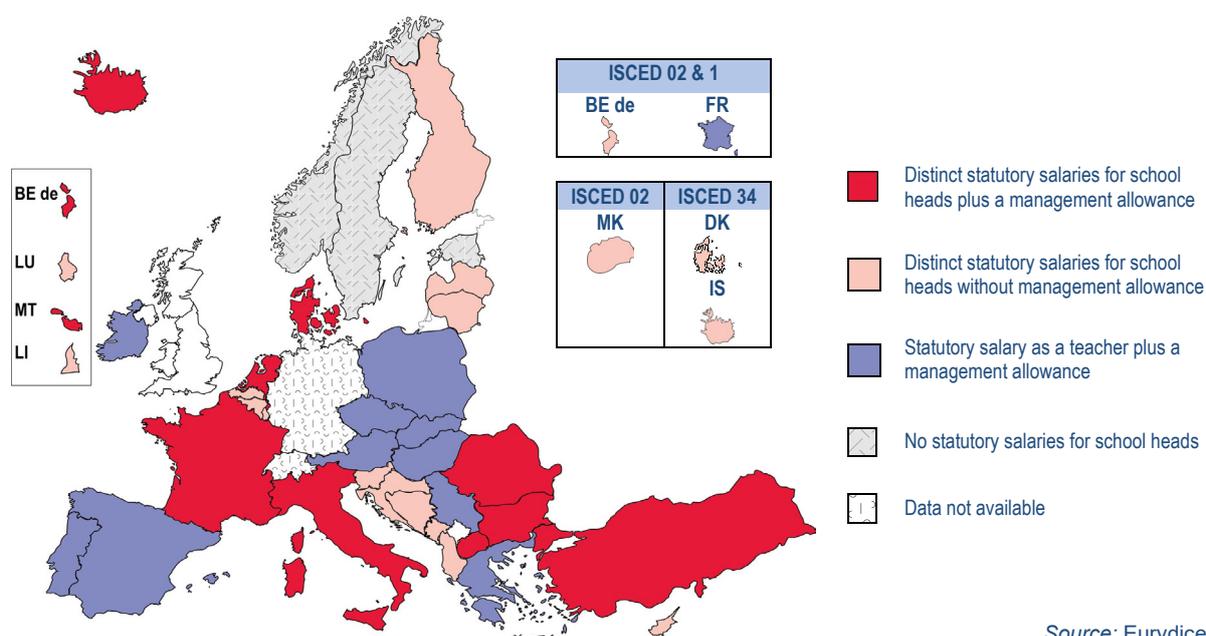
⁽²³⁾ Belgium (all Communities), Czechia, Spain, France (in secondary education only), Latvia, Hungary, Poland, Slovenia, Finland, Sweden, Iceland, Liechtenstein, Montenegro, North Macedonia and Turkey.

⁽²⁴⁾ In Malta, the minimum requirement for starting teachers at pre-primary level is an education diploma (ISCED 4), whereas school heads have to hold a master's degree (ISCED 7).

School heads are often paid on a different salary scale from teachers

Figure 9 shows the types of statutory remuneration systems used to pay heads of public schools in Europe. Either school heads are paid on the same salary scale as teachers or there is a specific salary scale for school heads. In education systems where school heads are paid on the same salary scale as teachers, school heads always receive a management allowance. In systems where heads are paid according to a distinct salary scale, they may or may not receive an additional management allowance.

Figure 9: Remuneration systems for the heads of public schools (ISCED 02, 1, 24 and 34), 2020/2021



Source: Eurydice.

Country-specific notes

Germany and Switzerland: salaries are decided on regional level (*Länder* and *cantons* respectively).

Ireland: data refer to primary and secondary education. ISCED 02 provision is organised by the private sector and salaries are set by the owners of the settings.

Croatia: data refer to primary and secondary education. Local authorities decide on heads' statutory salaries at pre-primary level.

Italy: data refer to primary and secondary education.

Luxembourg: information in the figure refers only to secondary education. In pre-primary and primary education, there is no school head as such. The president of the school committee is responsible for its management and the relationship with parents and the municipality. The work of school teachers is organised by the respective regional directorate.

Austria: pre-primary education is largely provided in kindergartens, for which no data are available. For a minority of children, it is provided at school. The figure shows the situation for pre-primary education integrated in primary schools.

Statutory salary as a teacher salary plus a management allowance

In nine education systems, school heads working at pre-primary, primary and secondary levels receive their teacher's salary plus a management allowance (Czechia, Greece, Spain, Hungary, Austria, Poland, Portugal, Slovakia and Serbia). This is also the case at pre-primary and primary levels in France, and at primary and secondary levels in Ireland.

Distinct statutory salaries for school heads

In 23 education systems, there are distinct, statutorily defined salaries for school heads, with or without an additional school head allowance. In four education systems (Malta, the Netherlands, Romania and Turkey), school heads are paid on a distinct salary scale and also receive a management allowance at all four educational levels discussed in this report. In addition, this approach is taken in pre-primary, primary and lower secondary schools in Denmark and Iceland, in

primary and secondary schools in Italy and North Macedonia, and in secondary schools in Belgium (German-speaking Community), France and Luxembourg.

In the remaining 12 education systems ⁽²⁵⁾ in this group, school heads are paid on a distinct salary range, but they do not receive an additional management allowance. This is also the case in pre-primary education in North Macedonia, in pre-primary and primary schools in the German-speaking Community of Belgium and in upper secondary schools in Denmark and Iceland.

In Estonia, Sweden and Norway, the salaries of school heads are not defined by statute.

School heads' earnings are usually related to the size of the school

Irrespective of how the salary of school leaders is defined, in most education systems the basic statutory salary and/or the management allowance takes into account certain characteristics of the school and/or of the school head. Among the school characteristics, the most common is the size of the school (e.g. number of students or classes). Other characteristics of the school that may also be taken into account include the location of the school, the education level, the number of pupils with special educational needs and the provision of differentiated teaching. Figure 10 presents the common ways according to which school size is taken into account in school heads' statutory salaries:

- there can be two or more statutory pay ranges for the different types/sizes of school;
- there can be a single pay scale for school heads and the position on the salary scale depends, among other things, on the size of the school;
- local authorities or local/regional school governing bodies may have the authority to decide on how school heads' salaries should be determined by the school size;
- school size does not have a direct impact on school heads' statutory salaries.

Heads are paid on different pay ranges depending on the type/size of the school

In almost half of the education systems, several pay ranges are defined for school heads. The most common criterion for defining each pay range is the size/type of school. Usually, the more students or classes there are in a school, the higher the pay range.

Education systems vary widely and so do the number of pay ranges; in other words, how many categories of schools they define based on their size (among other considerations). Pay ranges also vary in the size of the schools in each school category. For example, in Lithuania, five school categories and their respective salary ranges are defined. The smallest schools enrol fewer than 200 students, whereas the biggest schools enrol 1 001 or more students. In the German-speaking Community of Belgium, two categories of schools are set for heads' salaries at secondary level: schools with more than 600 students and schools with fewer students.

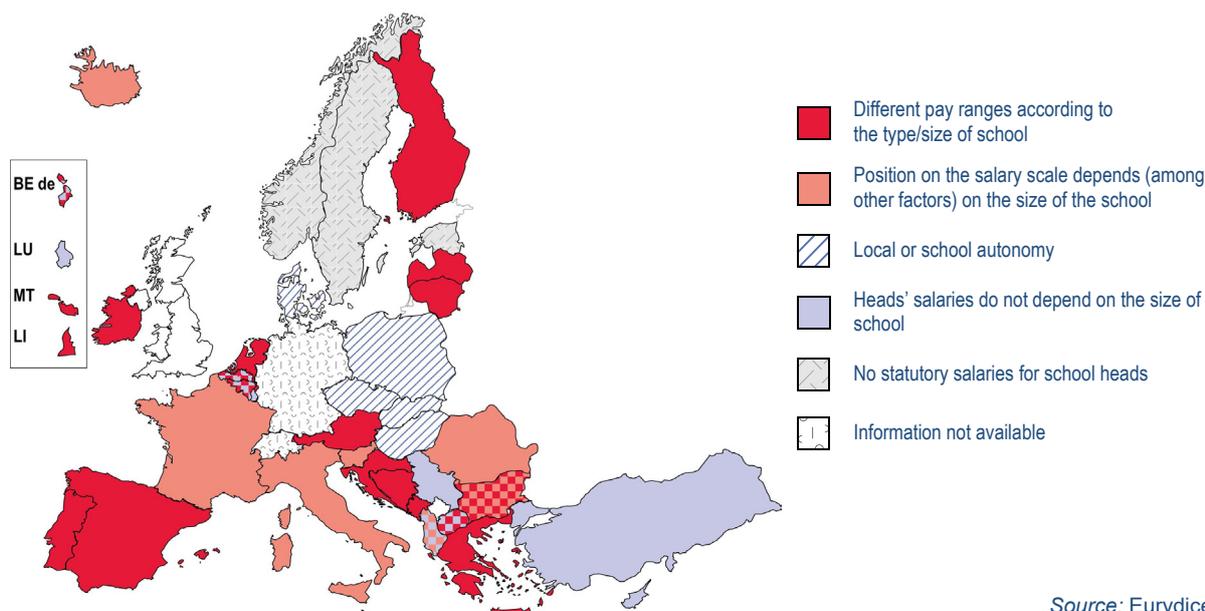
Countries with this type of system include Bulgaria, Ireland, Greece, Spain, Croatia, Latvia, Lithuania, Malta, the Netherlands, Austria, Portugal, Bosnia and Herzegovina, Liechtenstein and Montenegro. In Belgium, the salary of school heads depends on the school size in pre-primary and primary schools in the French Community, and in secondary schools in the German-speaking and the Flemish Communities.

⁽²⁵⁾ French and Flemish Communities of Belgium, Croatia (except at pre-primary level), Cyprus, Latvia, Lithuania, Slovenia, Finland, Albania, Bosnia and Herzegovina, Liechtenstein and Montenegro.

In Bulgaria, the school heads' pay range depends on the type of the school. Within each pay range, the salary scale starts from schools with 1-50 students, and the highest step in the scale is for schools with more than 1 400 students; the intermediary salary steps are at increments of 100 students.

In Finland, the salary of school heads depends on the number of full-time teachers employed at the school at primary level, and on the number of groups (i.e. total number of pupils per year class divided by 32) at lower secondary level.

Figure 10: Impact of school size on school heads' statutory salaries, 2020/2021



Source: Eurydice.

Country-specific notes

Germany and Switzerland: salaries are decided on regional level (*Länder* and *cantons* respectively).

Ireland: data refer to primary and secondary education. ISCED 02 provision is organised by the private sector and salaries are set by the owners of the settings.

Croatia: data refer to primary and secondary education. Local authorities decide on heads statutory salaries at pre-primary level.

Luxembourg: information in the figure refers only to secondary education. In pre-primary and primary education, there is no school head as such. The president of the school committee is responsible for its management and the relationship with parents and the municipality. The work of school teachers is organised by the respective regional directorate.

Austria: pre-primary education is largely provided in kindergartens, for which no data are available. For a minority of children, it is provided at school. The figure shows the situation for pre-primary education integrated in primary schools.

Finland: data refer to primary and lower secondary levels. Data are not available for pre-primary and upper secondary levels.

Bosnia and Herzegovina: data are not available for pre-primary level.

North Macedonia: heads' salaries do not depend on the size of school at pre-primary level.

The position on the salary scale depends on the school size

In five countries, all school heads at a given education level are paid on the same pay range, but the position on the salary scale is assigned on the basis of (among other factors) the school size. France, Italy, Romania, Slovenia and Albania belong to this group.

Local and/or school autonomy

In five education systems, lower levels of administration governing schools, including for example local authorities, determine whether and how school size influences school heads' statutory salaries. In Czechia, there is a range of the school head allowance defined by law that depends on the size of the school (number of students, classes respectively). However, its definite amount is set by the statutory authority (i.e. typically municipality at pre-primary, primary and lower secondary levels) and the regional authority at upper secondary level. In Denmark, the criteria to determine the management allowance are decided at local level. In Poland, the 'position' and 'motivation' allowances awarded to

school heads are regulated by local government units and may take into account the size of the school. In Hungary and Slovakia, the teaching duties of school heads decrease with the size of the school, and the school's governing authority may also decide to give the head a higher management allowance.

School size does not influence statutory salaries

Only in Cyprus, Luxembourg, Serbia and Turkey does the school size have no impact on school heads' statutory salaries. In some other countries, the number of students is not a factor that influences heads' statutory salary at certain educational levels. This is the case in pre-primary education in Albania and North Macedonia, in pre-primary and primary schools in the German-speaking and Flemish Communities of Belgium, in secondary schools in the French Community of Belgium, and in upper secondary schools in Iceland.

The minimum statutory salary for school heads is lower or equivalent to the salary for teachers with 15 years' experience in a quarter of education systems

The monetary compensation provided to school heads may influence a teacher's decision on whether or not to apply for a headship. Beside other factors, the salary difference between teachers and school heads can be an important economic incentive to take on the responsibility of managing a school. Figure 11 examines whether starting school heads have a statutory salary advantage compared to teachers with relatively long professional experience, converted into purchasing power standard (PPS).

Figure 11 shows a starting school head's minimum annual gross statutory salary in PPS, which includes the management allowance where applicable. 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. It thus facilitates international comparison.

For education systems with a single salary range, the minimum statutory salary is shown. For education systems where there are several salary ranges, typically according to school size (see Figure 10), the minimum or starting salaries of school heads in the smallest and the largest schools are depicted. School heads earning this statutory salary fulfil all the minimum professional requirements for school heads presented in Figure 8. In many education systems, they have more than five years' professional experience. Figure 11 also shows the statutory salary of teachers with 15 years' experience. The difference between the statutory salaries of teachers with 15 years' experience and those of starting school heads can serve as a proxy for how attractive it may be, in economic terms, for a teacher to become a school head during their career.

In the French Community of Belgium – for teachers with the most prevalent qualification ⁽²⁶⁾ – and in Czechia, at all educational levels discussed, the minimum salary for school heads is lower than the statutory salary of teachers with 15 years' experience. In a few education systems, the minimum statutory salary for school heads is lower than the salary of teachers with 15 years' experience at some education levels. This is the case at pre-primary level in Iceland, at pre-primary and primary levels in the German-speaking Community of Belgium and the Netherlands.

⁽²⁶⁾ In the French Community of Belgium, the salary of upper secondary teachers with a bachelor's degree is lower than the minimum salary of school heads.

In the Flemish Community of Belgium, at upper secondary level most teachers have a higher level of educational attainment (master's degree) than the minimum required. Figure 11 shows the salary of these teachers with 15 years' experience; their salary is higher than the minimum statutory salary of starting school heads, who also hold master's degrees.

In five countries (Greece, Hungary, Poland, Albania and Serbia), the minimum statutory salaries for school heads and teachers with 15 years' experience are about the same.

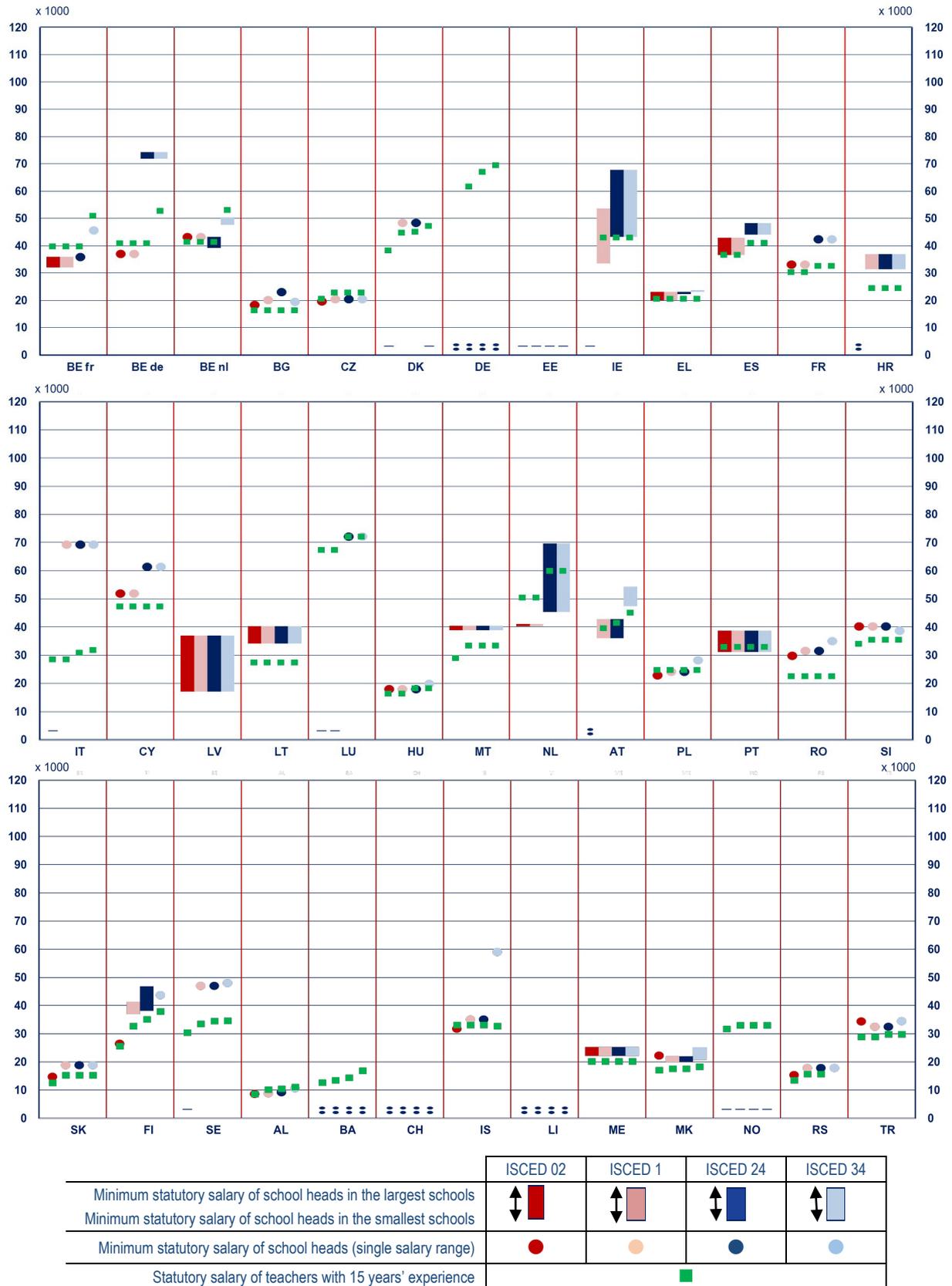
In some other instances, the starting school heads' statutory salary is only lower for those working in small schools. In Portugal, the minimum statutory salary for school heads in the smallest schools is lower than salaries of teachers with 15 years' experience at all educational levels. In addition, this is the case in pre-primary and primary education in Greece, in primary education in Ireland, in lower secondary education in the Flemish Community of Belgium, in primary and lower secondary education in Austria and in secondary education in the Netherlands.

In contrast, in 13 countries the minimum statutory salary for school heads is higher than the salary of teachers with 15 years' experience at all educational levels for which data are available (Bulgaria, Denmark, France, Cyprus, Lithuania, Malta, Romania, Slovenia, Slovakia, Montenegro, North Macedonia, Serbia and Turkey). It is also the case for the primary and secondary education levels in Croatia, Italy, Finland and Sweden, and for secondary education in the German Community of Belgium, Greece and Spain.

In Spain, Croatia and Lithuania, where different statutory salary ranges are in place for school heads according to the size of the school (see Figure 10), the difference even increases with the size of the school. This is also the case in Finland at primary and lower secondary levels and in Austria at upper secondary level. In Ireland, starting school heads' statutory salary in the largest secondary schools is significantly higher than the salary of teachers with 15 years' experience as well as the salary of starting heads in small secondary schools.

The difference between the starting school heads' statutory salary and the salary of teachers with 15 years' experience is more marked in Italy, where the minimum statutory salary for school heads is twice as much as the salary of a teacher with 15 years' service.

Figure 11: Annual gross statutory minimum salaries (in PPS) of school heads compared with salaries of teachers with 15 years' experience, with the minimum qualification, 2020/2021



Source: Eurydice.

Explanatory note

To facilitate international comparison, salaries have been converted from national currencies into PPS. 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 the national currency units by the respective purchasing power parity. Eurostat 2020 data purchasing power parities (EU-27 = 1) for actual individual consumptions [prc_ppp_ind] was used (last update: 23.3.2022).

Salary data for teachers refer in this figure to the statutory salaries of full-time fully qualified beginning teachers with the minimum qualification to enter the teaching profession, except in countries where most teachers enter the profession with a higher qualification and therefore receive a higher salary. In those countries, the statutory starting salary referred to is for teachers with this higher qualification (see country-specific notes below).

Country-specific notes

Belgium (BE fr and BE nl): the majority of teachers at ISCED 34 have a higher qualification than the minimum (at ISCED 7) and therefore receive a higher statutory salary, which is reported here. This qualification is also the minimum required to be a school head at this education level in the Flemish Community of Belgium.

Bulgaria: teachers' salaries after 15 years correspond to the minimum statutory salary set by regulations of a chief teacher.

Czechia: school heads receive an additional allowance for leadership (15–60% of a teacher's salary according to the level of leadership), which is not taken into account in the figure.

Denmark: the management allowance is not included in the reported statutory salaries for school heads, since the amount is decided at local level. The salaries for ISCED 1 teachers are weighted averages between the salaries for teachers in grade 1 of ISCED 1 (*børnehaveklasseledere*) and those for teachers at grades 2 to 7, which have the same profile and salary as teachers at ISCED 24.

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

Estonia: there are no statutory salaries for school heads. Their salary is a matter for local autonomy. Salaries for teachers refer to the minimum wage that all teachers must receive. There is no statutory salary based on the level of qualification and no progression based on years in service. For ISCED 02, minimum salaries are decided at local level.

Ireland: ISCED 02 provision is organised by the private sector and salaries are set by the owners of the settings.

Spain: the statutory salaries shown are weighted averages of salaries at regional level (*Comunidades Autónomas*).

Croatia: at ISCED 1 and 24, the majority of teachers have a higher qualification than the minimum (the same as at ISCED 34) and consequently receive a higher statutory salary, which is reported here.

Latvia: official regulations only define the minimum teacher salary for a 30-hour working week. School heads decide on teachers' salaries depending on their workload and on the school budget.

Luxembourg: in pre-primary and primary education, there is no school head as such. The president of the school committee is responsible for its management and the relationship with parents and the municipality. The work of school teachers is organised by the respective regional directorate.

Hungary: the salaries for teachers after 15 years correspond to the career level 'teacher I' but most teachers are eventually further promoted and receive the top salary for 'teacher II'.

Malta: for teachers at ISCED 02, although the minimum qualification level is at ISCED 4, the minimum statutory salary varies according to the number of ECTS (European credit transfer system) obtained at ISCED 5. The figure shows the higher statutory salaries for the majority of teachers having acquired 60 ECTS at ISCED 5.

Netherlands: salaries are the weighted averages of three salary scales – three for ISCED 02 and ISCED 1 and three others for ISCED 23 and ISCED 34 – according to the proportion of teachers paid on each of them on 1 October 2020. ISCED 02 is a 3-year cycle with a first year organised in day-care institutions and the last 2 years in primary schools. Only ISCED 02 teachers working in primary schools are considered here.

Austria: ISCED 02 is mainly organised at provincial level in kindergartens. There are no federal level statistics for this type of provision. In public schools, primary teachers are in charge of the preschool stage. ISCED 34 includes the salaries of teachers in vocational programmes.

Poland: at ISCED 02, ISCED 1 and ISCED 24, the majority of teachers have a master's degree (ISCED 7) instead of the minimum qualification required (ISCED 5) and receive a higher statutory salary, which is reported here. This qualification is higher than the minimum required for school heads in the same education levels (ISCED 6). Teachers' salaries after 15 years correspond to that of a chartered teacher.

Romania: at ISCED 02 and ISCED 1, the majority of teachers have a higher qualification than the minimum (the same as at ISCED 24 and ISCED 34) and receive a higher statutory salary, which is reported here.

Sweden: there are no statutory salaries. The minimum salaries shown correspond to the median values of the actual salaries of school heads with up to 2 years' experience and of teachers with 15 years of experience in 2020. ISCED 34 includes the salaries of teachers in vocational programmes.

Bosnia and Herzegovina: teachers' salaries are weighted averages of the data available at all levels (entity of Republika Srpska, cantonal levels of the Federation of Bosnia and Herzegovina and the Brcko district).

Iceland: teachers' statutory salaries at ISCED 34 are a combination of a collective agreement on pay and a special agreement for each institution. They have been estimated based on the institutional agreement of a representative school.

Switzerland: teachers' salaries are weighted averages of 2020 salaries at regional level (*cantons*).

Lichtenstein: the Eurostat purchasing power parity is not available for this country.

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

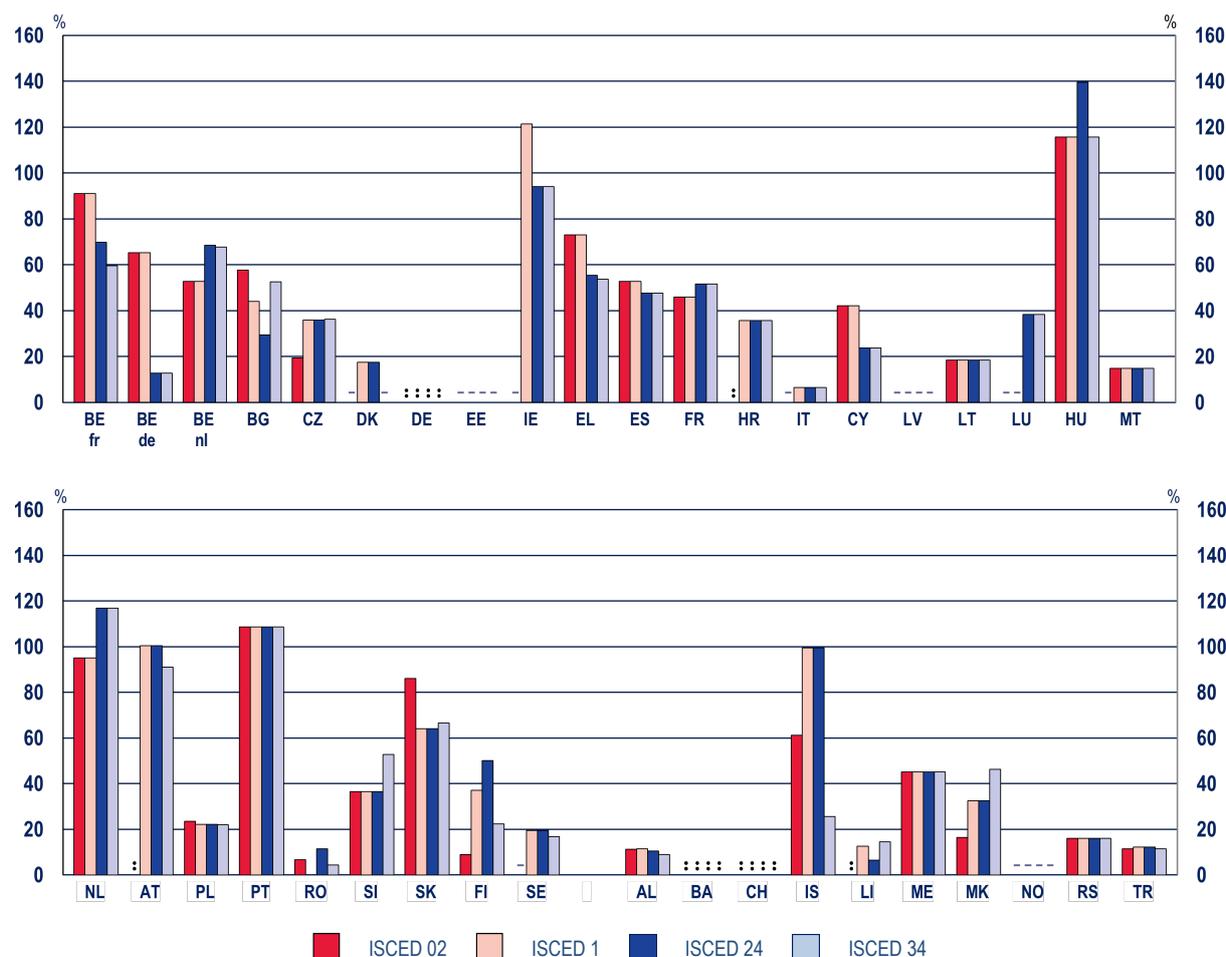
In most education systems, there are significant differences in the minimum and maximum salaries that school heads may receive

The annual gross statutory salaries that school heads receive depend on a variety of factors such as years in service or certain characteristics of the school, for instance the number of students or classes (see Figures 10 and 11) or the number of teachers employed in the school. Other criteria that may be

taken into account include the school head's teaching duties, qualifications and performance, or the level of responsibility for the budget and for health and safety issues.

Figure 12 shows the percentage difference between the minimum and maximum annual gross statutory salaries that school heads of pre-primary, primary, lower and upper secondary public schools may receive, depending on one or more of the above factors.

Figure 12: Percentage difference between the minimum and maximum statutory salaries of school heads, 2020/2021



Percentage difference between school heads' minimum and maximum salaries, 2020/2021

	%	BEfr	BEde	BEnl	BG	CZ	DK	DE	EE	IE	EL	ES	FR	HR	IT	CY	LV	LT	LU	HU	MT
ISCED 02		91.0	65.2	52.7	57.7	19.3	-	:	-	-	73.0	52.7	45.9	:	-	42.1	-	18.4	a	115.6	14.8
ISCED 1		91.0	65.2	52.7	44.0	35.8	17.5	:	-	121.4	73.0	52.7	45.9	35.7	6.5	42.1	-	18.4	a	115.6	14.8
ISCED 24		69.9	12.8	68.4	29.4	35.8	17.5	:	-	94.1	55.5	47.7	51.5	35.7	6.5	23.7	-	18.4	38.3	139.6	14.8
ISCED 34		59.5	12.8	67.7	52.5	36.2	-	:	-	94.1	53.8	47.7	51.5	35.7	6.5	23.7	-	18.4	38.3	115.6	14.8

	%	NL	AT	PL	PT	RO	SI	SK	FI	SE	AL	BA	CH	IS	LI	ME	MK	NO	RS	TR
ISCED 02		95.2	:	23.6	108.7	6.7	36.5	86.0	9.0	-	11.2	:	:	61.3	-	45.1	16.3	-	16.0	11.4
ISCED 1		95.2	100.4	22.2	108.7	0.0	36.5	64.0	37.1	19.4	11.4	:	:	99.5	12.7	45.1	32.5	-	16.0	12.2
ISCED 24		116.9	100.4	22.2	108.7	11.3	36.5	64.0	50.2	19.4	10.4	:	:	99.5	6.4	45.1	32.5	-	16.0	12.2
ISCED 34		116.9	91.1	21.9	108.7	4.3	52.7	66.6	22.4	16.8	9.0	:	:	25.7	14.6	45.1	46.3	-	16.0	11.4

Source: Eurydice.

Explanatory note

This figure shows the percentage difference between the minimum and maximum statutory salaries of school heads with the

minimum qualification. Where school heads are paid on a different pay range depending on the size of the school, the minimum refers to the bottom of the lowest range and the maximum refers to the top of the highest range.

Country-specific notes

Czechia: school heads receive an additional allowance for leadership (15–60% of a teacher's salary according to the level of leadership), which is not shown in the figure.

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

Ireland: maximum statutory salaries of school heads include allowances for a master's qualification, which is higher than the minimum qualification, for those who entered the teaching profession prior to 2011.

Spain: the statutory salaries shown are weighted averages of salaries at regional level (*comunidades autónomas*).

Latvia: only the minimum salaries are defined in official regulations.

Luxembourg: in pre-primary and primary education, there is no school head as such. The president of the school committee is responsible for its management and the relationship with parents and the municipality. The work of school teachers is organised by the respective regional directorate.

Hungary: the maximum category refers to the status of a 'researcher teacher' (should be renewed every 5 years) with at least 42 years of experience plus the 80% of the salary base.

Slovenia: at primary and lower secondary levels (ISCED 1 and 24), data refer to school heads of basic schools that provide both educational levels (single structure with primary and lower secondary education).

Sweden: there are no statutory salaries. The minimum salaries shown correspond to the median values of the actual salaries of school heads with up to 2 years' experience. The maximum salaries shown correspond to the mean actual salaries above the 90th percentile. Reference year 2020.

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

The percentage difference is similar across education levels in Croatia, Italy, Lithuania, Malta, Poland, Portugal, Sweden, Albania, Montenegro, Serbia and Turkey. This is also the case in Czechia and Slovakia, with the exception of pre-primary schools; in Hungary, except for lower secondary education; and in Slovenia, excluding upper secondary schools.

In the rest of the countries, the difference between the minimum and maximum salaries varies across education levels. In the French and German-speaking Communities of Belgium, Ireland (primary education), Greece, Spain and Cyprus, the percentage difference between the minimum and maximum statutory salaries are larger in pre-primary and primary education than in secondary education. In contrast, in the Flemish Community of Belgium, France and the Netherlands, the difference is more significant at secondary level. In North Macedonia, the salary difference increases with the education level. Bulgaria, Hungary, Slovakia, Finland, Iceland and Liechtenstein are countries where the differences in the salaries of school heads vary across educational levels, but no specific pattern of minimum and maximum salaries between the above-mentioned education levels can be observed.

When looking at the extent of the difference between minimum and maximum statutory salaries for school heads, the largest variations – more than double the minimum statutory salary of school heads – appear in Ireland (at primary level), Hungary, the Netherlands (at secondary level), Austria (primary and lower secondary), Portugal and Iceland (at primary and lower secondary levels).

The difference, in contrast, is less than 15% in Malta, Romania, Albania and Turkey at all educational levels. Differences are similarly low at one or two educational levels in the German-speaking Community of Belgium, Czechia, Italy, Finland, Albania and Liechtenstein.

GLOSSARY

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) ⁽²⁷⁾.

At the secondary level, only teachers and school heads working for 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 lower secondary 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 upper secondary 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.

Post-secondary non-tertiary education (ISCED 4)

Programmes at post-secondary non-tertiary education, are typically designed to provide individuals who completed ISCED level 3 with non-tertiary qualifications required for progression to tertiary education or for employment when their ISCED level 3 qualification does not grant such access.

Short-cycle tertiary education (ISCED 5)

Short-cycle tertiary education programmes are practically-based, occupationally-specific and prepare students to enter the labour market. However, these programmes may also provide a pathway to other tertiary education programmes.

⁽²⁷⁾ Available at <http://uis.unesco.org/en/topic/international-standard-classification-education-isced> [accessed 2/05/2022]

Bachelor's or equivalent level (ISCED 6)

Bachelor's or equivalent level, are often designed to provide participants with intermediate academic and/or professional knowledge, skills and competencies, leading to a first degree or equivalent qualification. Programmes at this level are typically theoretically-based but may include practical components and are informed by state of the art research and/or best professional practice. They are traditionally offered by universities and equivalent tertiary educational institutions.

Master's or equivalent level (ISCED 7)

Master's or equivalent level, are often designed to provide participants with advanced academic and/or professional knowledge, skills and competencies, leading to a second degree or equivalent qualification. Programmes at this level may have a substantial research component but do not yet lead to the award of a doctoral qualification. Typically, programmes at this level are theoretically-based but may include practical components and are informed by state of the art research and/or best professional practice. They are traditionally offered by universities and other tertiary educational institutions.

Decision-making levels

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, and Spain, the *Communautés*, *Länder*, and *Comunidades Autónomas* 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.

Collective agreements

These refer to collective agreements adopted by the relevant stakeholders when they are the only instrument used to determine teachers' and school heads' compensations.

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).

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, a 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 the 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.

Fully qualified full-time 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 salary

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 employer's 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 scales are statutorily defined either in regulations or agreements between stakeholders. Data for this survey is 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 that is associated with a different salary range, the information on this pay range is also collected.

Salary range for school heads

Indicates the range of pay received by school heads (working full-time) with the minimum qualification required to manage a school. Salary scales 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. Salary progression 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 the salary range changes with the type of school (e.g. number of students or classes, geographic location, offer of special programmes or differentiated teaching), the data refers to the scales with the lowest and highest minimum salaries. Where there is a different salary scale that applies to the largest proportion of school heads, this data is also collected.

Actual salary

This refers to 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 employer's 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 in addition to their basic salary set according to their educational qualifications and experience. Actual salary data can be drawn from national administrative registers, statistical databases, representative sample surveys or other representative sources.

Allowances

In the context of this report 'allowances' refers 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 classes, including student supervision, virtual counselling, career guidance and behavioural support.

Running 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, training in the use of 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 category 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 educational 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.

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ANNEXES

The two annexes – Country sheets and Data for figures – are available in open format on the Internet: <https://eurydice.eacea.ec.europa.eu/publications/teachers-and-school-heads-salaries-and-allowances-europe-20202021>

The Country sheets are structured in a comparable way and contain some information not surveyed in the report.

Please find below more information on their content.

Guide to read the country sheets

The country sheets show the main features and elements of the remuneration of teachers and school heads in each of the 39 education systems covered by this report, including:

- Teachers' statutory and actual salaries.
- Teachers' allowances and other additional payments.
- School heads' statutory and actual salaries.
- School heads' allowances and other additional payments.

The data come from the Eurydice-NESLI joint data collection on teachers' and school heads' salaries and allowances.

Code **a** (-) means not applicable and code **m** (:) data not available.

Teachers' salaries

Teachers' statutory salaries

The first section shows the annual gross statutory salaries (national currency, EUR and PPS) of teachers in public schools for the reference year 2020/2021, including:

- The salary range for teachers with the minimum qualification by education level (namely the starting salary, the salary after 10 and 15 years and the salary at the top of the salary range), the average number of years' service needed to reach the top and the proportion of teachers paid on this salary range.
- The salary range for teachers with a higher qualification when they represent the largest proportion of the teacher population at a given education level. It also includes the starting salary, the salary after 10 and 15 years and at the top of the salary range, the average number of years' service needed to reach the top and the proportion of teachers paid on this salary range. When most of teachers at a certain education level hold the minimum qualification, the cells in this table are blank.

- The authority level determining the statutory salaries (see the glossary):
 - Top-level authorities;
 - Provincial/regional/sub-regional/inter-municipal authorities or government;
 - Local government/authorities/municipalities;
 - School level authorities;
 - More than one authority level;
 - Collective agreement.
- The source of the information and other explanatory notes on the methodology and on how to interpret the data.

Teachers' actual salaries

The section below shows the weighted average annual gross salaries (national currency, EUR, PPS) of teachers aged between 25 and 64, including allowances and other additional payments. The data is broken down by education level and age. The reference year is generally 2020/2021 although for some countries data refers to 2019/2020. The source of the data and the notes explaining the methodology used for the calculations are also indicated.

Teachers' allowances and other additional payments

The allowances and other additional payments that teachers may receive are classified in four groups:

- Allowances related to other tasks and responsibilities of teachers;
- Allowances related to teachers' qualifications, training and performance;
- Allowances related to teaching conditions;
- Other criteria.
- For each allowance, the table shows:
 - The authority level determining the amount of the allowance and the entitlement criteria. The abbreviations refer to the list of authority levels described above.
 - The nature of the compensation. The abbreviations used correspond to the following categories:
 1. Defined as percentage of statutory base salary paid to teachers;
 2. Regular additional payments;
 3. Incidental/occasional additional payments (i.e. a lump sum that is paid only once);
 4. Progression in the salary range (e.g. step increment or a higher coefficient).
 - Whether the allowance applies to all or only some education levels.
 - The explanatory notes including the amount of the allowance and how it is calculated.

School heads' salaries

School heads' statutory salaries

The annual gross statutory salaries (national currency, EUR and PPS) of school heads (SH) in public schools refer to 2020/2021. The first part shows the minimum qualification necessary to apply for a headship. The second part shows the salary range, which can be broken down into two or three salary ranges when a distinction is made between types or sizes of school:

- The single or the lowest salary range (when more than one): including the minimum and maximum points on the range and the proportion of school heads paid on this salary range. In education systems where there are more than one salary range depending on the type or size of the school, this table shows the pay range with the lowest minimum salary. In the other education systems, the (single) salary range is displayed here.
- The highest salary range: In education systems where there are more than one salary range depending on the type or size of the school, this table shows the pay range with the highest minimum salary. In the other education systems, this table is blank.
- The most prevalent salary range: It refers to a salary range other than those described above that applies to the largest proportion of school heads where applicable.

The third part describes the authority level determining the statutory salaries (see the glossary), the source of the information and other explanatory notes on the methodology and on how to interpret the data.

School heads' actual salaries

The section below shows the weighted average annual gross salaries (national currency, EUR and PPS) of school heads aged between 25 and 64, including allowances and other additional payments. The data is broken down by education level, age and gender. The reference year is generally 2020/2021 although for some countries data refer to 2019/2020. The source of the data and the notes explaining the methodology used for the calculations are also indicated.

School heads' allowances and other additional payments

The allowances and other additional payments that teachers may receive are classified in four groups:

- Allowances related to other tasks and responsibilities of school heads;
- Allowances related to school heads' qualifications, training and performance;
- Allowances related to working conditions;
- Other criteria.
- For each allowance, the table shows:
 - The authority level determining the amount of the allowance and the entitlement criteria. The abbreviations are the same as for teachers (see above).
 - The nature of the compensation. The abbreviations are the same as for teachers.
 - Whether the allowance applies to all or only some education levels.
 - The explanatory notes including the amount of the allowance and how it is calculated.

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Teachers' and school heads' salaries and allowances in Europe 2020/2021

This report covers the salaries of teachers and school heads in pre-primary, primary and general secondary public schools in 2020/2021 in 39 European education systems. The comparative overview examines the statutory salaries for beginning teachers and the prospects for salary increases throughout their career. It also analyses the main changes to teachers' statutory salaries in the past years, the average actual salaries including allowances and other additional payments, and the statutory salaries of school heads.

There is an annexe to this report on Eurydice-website, which includes the country-specific information in Excel-format.

Data have been collected jointly by the Eurydice and the OECD/NESLI networks.

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 co-ordinated by the European Education and Culture Executive Agency (EACEA).

For more information about Eurydice, see:
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