



## SDG 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

### INTERIM REPORTING – PROPOSED METADATA

**Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States**

**4.c.5 Average teacher salary relative to other professions requiring a comparable level of qualifications**

#### **Definition**

The indicator is defined as the ratio of annual statutory teacher compensation for a teacher with typical qualifications and 15 years of experience (numerator) to the annual earnings of similarly qualified individuals (denominator).

Numerator: The numerator is statutory salaries of teachers with 15 years of experience with typical qualifications<sup>1</sup> where the preferred definition of typical qualifications is the level of qualifications and training held to enter the teaching profession in the current reference year held by the largest proportion of teachers at a given level of education.

Denominator: Three measures of annual earnings of similarly qualified individuals are used, depending on availability of data according in the following order of preference:

- a. the average earnings of tertiary educated workers weighted by educational

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<sup>1</sup> **Typical level of qualification** refers to the qualifications and training teachers typically have to teach at a given education level. The typical level of qualification refers to qualifications obtained by teachers in addition to their educational attainment and may include the completion of requirements that teachers have to meet according to national standards in order to become fully qualified (e.g. training, gaining practical experience and/or demonstrating their skills over probation periods, completion of induction programmes, passing competitive examinations, etc.), and/or to stay in the teaching profession (e.g. participate in professional development). In order for any of these characteristics to be considered as part of the typical level of qualification of teachers, they must be part of the core requirements at the national level to access or remain in the teaching profession, or have to be available for all teachers without exclusion, for example, competitive examinations or professional development activities that apply or are available to all teachers without exception.

(Source: [http://uis.unesco.org/sites/default/files/questionnaires/UIS\\_ED\\_M\\_2021\\_EN.pdf](http://uis.unesco.org/sites/default/files/questionnaires/UIS_ED_M_2021_EN.pdf))

For OECD data collection, the “typical level of qualification” is only for fully-qualified teachers. As a matter of fact, this is the typical level of full-qualification as the scope of the OECD collection are only fully-qualified teachers.

- attainment level of teachers
- b. the average earnings of tertiary educated workers, or
  - c. the average earnings of workers in professional occupations

### **Purpose**

The indicator provides a comparison between teacher salaries and similarly qualified individuals based on a definition that allows a large number of countries to report.

### **Calculation method**

The indicator is calculated as a ratio. In countries where statutory salaries vary sub-nationally (e.g.: within sub-national jurisdictions including provinces or states), the statutory salary should be calculated as a weighted average based on the relative share of teaching staff for the level of education. In cases where the denominator earnings data is from a year or more before the teacher salary data, the latest year's earnings data is used, and adjusted for consumer price inflation since the year with the earnings data<sup>2</sup>. If the earnings data precedes the teacher salary data by more than five years, and if no other earnings data after the teacher salary data is available, then the indicator will be missing.<sup>3</sup>

### **Interpretation**

The indicator provides a measure of salaries of teachers who are approximately at the mid-point of their teaching career<sup>4</sup>. Note that this is not an average for teachers, and these salaries may not represent those of teachers whose salaries are not subject to the statutes. As a result, private school teacher salaries may not be reflected in this indicator.

### **Type of data source**

**The UIS survey** collects data on the statutory salaries of teachers with 15 years' experience and typical qualifications. ILOSTAT currently publishes average monthly earnings for workers in professional occupations; this, multiplied by 12 months, serves as the denominator for countries without national data on earnings of workers by level of education.

**Countries participating in the OECD's *Education at a Glance*** already have measures of the indicator; Education at a Glance published statutory teacher salaries of teachers with 15 years' experience and the most prevalent qualifications as a ratio to either the average earnings of tertiary educated workers weighted by the proportion of teachers with each level of education or to the average earnings of tertiary educated workers without weighting.

**Other sources of earnings** for professional occupations, included data from national statistical offices, will also be used as available to fill data gaps during the interim reporting period.

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<sup>2</sup> In EAG adjustment for changes is based on private final consumption expenditure.

<sup>3</sup> This, in principle, follows the approach used by the OECD.

<sup>4</sup> Statutory salaries do not take into account additional allowances and bonuses that teachers may receive (except if they are received by all teachers).

## Disaggregation

The indicator is disaggregated by level of education taught.

**Table 1. UIS 2019 questionnaire on teacher salaries**

**A11: Annual statutory teacher compensation (units of national currency) in public institutions, by teaching level of education- all programmes (general and vocational)**

Annual statutory teacher compensation	Pre-primary		Primary		Lower secondary		Upper secondary	
	ISCED 02		ISCED 1		ISCED 2		ISCED 3	
Starting teacher with a minimum level of qualification								
Starting teacher with a typical level of qualification								
Teacher with typical qualifications and 15 years of experience								

## References

OECD (2020). *Education at a Glance 2020: OECD Indicators. Annex 3 Sources, methods and technical notes*. Paris: OECD

OECD (2018). *OECD Handbook for Internationally Comparative Education Statistics 2018: Concepts, standards, definitions and classifications*. Paris: OECD.