

Cost of Statutory Salaries of Teachers per Student for Elementary and Secondary School Levels in 2000-2001

A Comparison of Québec and OECD Countries

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Introduction

The cost of teachers' salaries is the principal expense in education. This information bulletin deals with the per-student cost of teachers' salaries as well as the factors which determines its level. These factors include the teachers' statutory salary level, student classroom time, number of teaching hours required of teachers and class size. The objective here is to compare the situation in Québec school boards with that of public schools in OECD countries.

Cost of Statutory Salaries of Teachers per Student

It is presently impossible to obtain real, comparable data on the cost of statutory salaries of teachers per student, but the OECD has developed a methodology for estimating the data per country based on the following four elements: the statutory salaries of teachers, annual student classroom time, number of annual teaching hours required of full-time teachers and class size¹.

To situate Québec with regards to the average of OECD countries, we have applied this methodology to data for the year 2000-2001. The basic data used to produce these estimates come from *Education at a Glance* published by the OECD (2002 edition). The difference between the teacher salary cost per student in Québec and the average of all countries considered can be explained by four contributing factors².

The financial data in the OECD publication are in US dollars, but for the present comparison of cost of statutory salaries of teachers per student, the amounts are expressed in Canadian dollars³. Data in this document indicate the average for countries considered by the OECD as well as the average, established by the Direction de la recherche, des statistiques et des indicateurs (DRSI), which excludes countries whose per capita GDP is particularly low. When in the following text we compare Québec with the average of OECD countries, we are using this adjusted average.

Before analyzing the results of this comparison, we will present the factors used to estimate the statutory salaries of teachers per student in the countries considered as well as in Québec.

1 See Appendix 1.

2 It is possible to obtain a similar calculation for each OECD country (each country is compared to the average for the countries) in a related document from the Bureau international du Travail (BIT) and the United Nations Educational, Scientific and Cultural Organization (UNESCO): Maria Teresa Siniscalco, Bureau international du Travail / UNESCO, *Un profil statistique de la profession d'enseignant*, 2002. Data in this document are for 1999.

3 US dollars are converted using Purchasing Power Parity (PPP) rates prepared by the OECD. "Purchasing Power Parities (PPPs) are the rates of currency conversion that equalize the purchasing power of different currencies. This means that a given sum of money, when converted into different currencies at the PPP rates, will buy the same basket of goods and services in all countries. Thus, PPPs are the rates of currency conversion which eliminate differences in price levels between countries." (OCDE, *National Accounts*).

Statutory salaries of teachers

To compare teachers' salaries, the OECD uses indicators such as the starting salary, salary after 15 years of experience, maximum salary (top of the payscale) and the salary as compared to the per capita GDP. These salary figures, as fixed by official payscales, are preferred over average salaries because they are not influenced by the age composition of the body of teachers. The tables in Appendix 2 show data for OECD countries and Québec in 2000-2001. Data are presented by level of instruction: elementary, and lower and upper secondary school.

Collective agreements determine the base salary and tasks for teachers within Québec school boards. Salary is determined as a function of education and years of experience. Common payscales are established for all teachers regardless of level of instruction (preschool, elementary and secondary) or type of instruction (general education for children or adults and vocational training).

For the purpose of making a comparison with OECD countries, we considered a payscale that applies to teachers with 17 years of schooling, the normal level of education for teachers in Québec. This payscale contains 15 levels for 2000-2001, corresponding to the years of experience recognized for salary purposes (each level represents a year of recognized experience).

Note that, contrary to Québec, the base annual salary in OECD countries is normally higher at the lower secondary school level than at the elementary school level. It is, likewise, higher at the upper secondary school level than at the lower secondary school level. The base annual salary in Québec is higher than the average of OECD countries for all levels of instruction except upper secondary school and only when we compare maximum salaries. Note that salaries are somewhat higher in Québec (for all levels of instruction), when we consider teachers with 15 years of experience. This is explained by the fact that teachers in Québec attain the top of the payscale at the fifteenth year of experience recognized for salary purposes, while in OECD countries, the maximum salary is attained after approximately 25 years.

Thus at the lower secondary school level, in 2000-2001, the base annual salary for teachers with 15 years of experience was \$41 117 (adjusted average) in OECD countries, while in Québec this figure was \$52 916. In 2000-2001, for this indicator, only the following countries showed a figure close to or higher than that of teachers in Québec school boards: Germany, Japan, Korea and Switzerland.

In 2000-2001, for the average of OECD countries, the ratio of salary after 15 years of experience to per capita GDP ratio was between 1.3 and 1.5, according to the level of instruction considered. In Québec, this ratio was higher, situated at 1.75 in 2000-2001.

Annual student classroom time

The annual student classroom time is defined as the number of hours students spend in classroom instruction per year.

Data available for OECD countries in 2000-2001 are provided by age (see Appendix 3). Average classroom time for children aged 9 to 11 was 846 hours per year, while that for children aged 12 to 14 was 929 hours. Preliminary data for 2001-2002 indicate approximately the same figures but add the average classroom time for 15 year-olds, which was 925 hours. Based on these data, to estimate statutory salaries of teachers per student, we assume 846 hours of student classroom time at the elementary school level and 929 hours at the secondary school level (upper and lower).

In Québec, in 2000-2001, the annual student classroom time at the elementary school level was the same as the average of OECD countries (846 hours) and 900 hours in secondary schools.

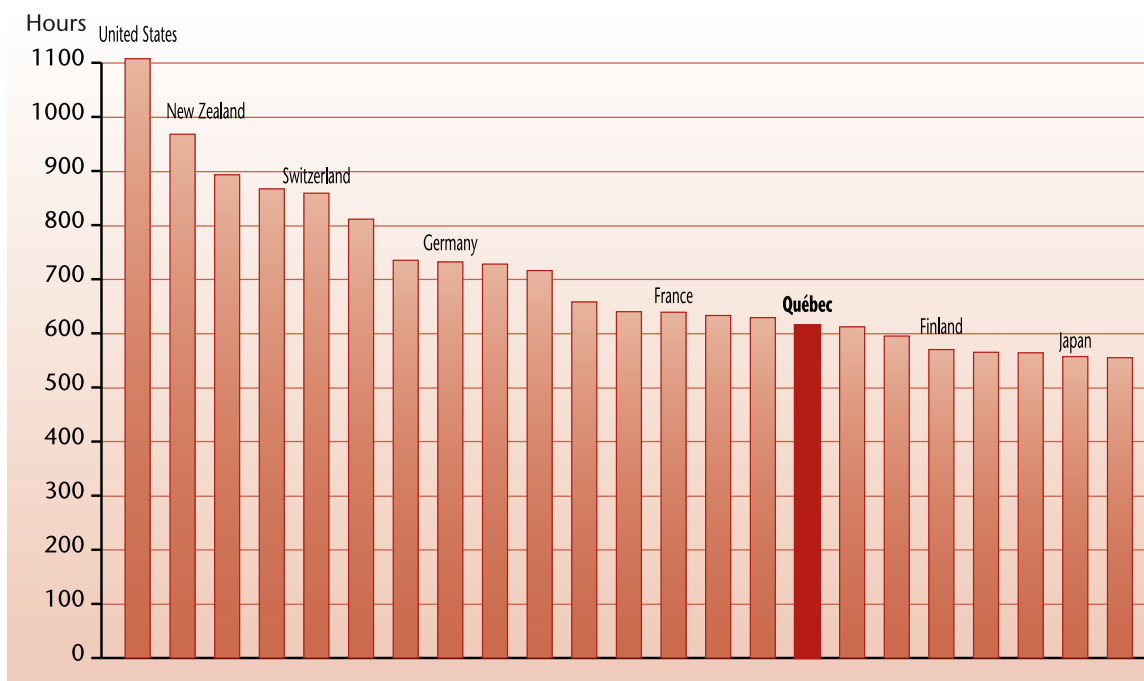
Teaching time

The OECD defines teaching time as the number of hours per year a teacher devotes to classroom teaching. Annual teaching time is calculated by the daily teaching time multiplied by the number of class days per year or by the number of teaching hours per week multiplied by the number of weeks per year the school is open for classes. For this factor, the hours teachers spend on other tasks, such as class preparation, helping students, continued education and staff meetings do not count.

The table in Appendix 4 shows the number of teaching hours per year for OECD countries. Note that the figures tend to decrease as the level of instruction increases. In 2000-2001, the adjusted average for OECD countries is 821 hours at the elementary school level, 719 hours at the lower secondary school level and 669 hours at the upper secondary school level.

In Québec, the number of teaching hours per year was lower than the average of OECD countries for 2000-2001: 738 at the elementary school level and 615 at the secondary school level⁴. The difference is particularly large for secondary schools. Graph 1 illustrates the situation in Québec as compared to OECD countries.

Graph 1 Number of annual teaching hours at the lower secondary school level for Québec and OECD countries, in 2000-2001



⁴ According to collective agreements.

Average class size

Average class size indicates the average number of students per class. An estimate of the average class size is obtained by multiplying the student-teacher ratio by the student classroom time and dividing by the teaching time⁵.

The table in Appendix 5 shows the student-teacher ratios for OECD countries, according to level of instruction. For the elementary school level, the average number of students per teacher in Québec (17.5) is close to the adjusted average for OECD countries (17.3). The same holds true at the secondary school level (14.2 in Québec as compared to 13.9). This table distinguishes between upper and lower secondary school for OECD countries, while data for Québec do not.

In Québec, the average number of students per teacher can be slightly different in the lower and upper secondary school levels due mainly to a difference in enrolment composition. Disabled students or those with learning or adaptation difficulties are found in higher concentrations in the lower secondary school level than in the upper level, while students in vocational training programs are present at the upper secondary school level. Since the student-teacher ratio is smaller for these categories of students, these factors at least partially cancel each other out.

In 2000-2001, the average class size in elementary schools was 18 in OECD countries, while the figure for lower and upper secondary school was estimated at 19. Corresponding data for Québec were 20 and 21 respectively for the elementary and secondary levels.

Results

The tables in this section show how each of the four factors presented above contribute monetarily to the cost difference between statutory salaries of teachers per student in Québec and average comparable salaries for OECD countries. Data are provided for each level of instruction considered (elementary, lower secondary school and upper secondary school) and according to teacher salary level: starting, after 15 years and top of payscale.

To illustrate the effect of each of these factors on the cost of education, we offer the following simulation. Let us suppose that two countries have identical education systems with the exception of one of the factors in question. If the salary level is different, the country with the higher remuneration figure will be the one with a higher teacher per student cost. If the student classroom time is different, the country with the lower student classroom time figure would need fewer teachers to provide educational services and the cost of education would, therefore, be lower. If the teaching time is different, the country having the lower teaching time figure would have to hire a greater number of teachers to fulfill teaching tasks, therefore increasing the cost of education. We can use the same reasoning for average class size and show that the country with the higher average number of students per class has a lower cost of education.

At the elementary school level

Returning to the comparison between Québec and the average of OECD countries, Table 1 shows the results for the elementary school level. It would appear that, among the four factors that determine teacher salary cost per student, there are two factors that widen the difference between cost figures (higher salaries in Québec and lower teaching time in Québec), one factor that contributes to reducing the difference (larger class sizes in Québec) and one neutral factor (student classroom time is the same in Québec as the adjusted average of OECD countries).

⁵ See Appendix 1.

Table 1 Influence of the four factors on the difference between the cost of statutory salaries of teachers per student in Québec and the adjusted average of OECD countries, at the public elementary school level, according to the salary indicator considered in 2000-2001

	Starting Salary	Salary after 15 Years	Maximum Salary
Cost of statutory salaries of teachers in Québec, per student (\$)	1 954	3 024	3 024
Cost of statutory salaries of teachers in OECD countries, per student (\$)	1 655	2 287	2 804
Difference (\$)	299	737	220
Difference (%)	18	32	8
Contribution of factors to this difference (\$):			
Teacher salaries	320	769	254
Student classroom time	0	0	0
Teaching time	193	283	311
Average class size	-214	-315	-345
Total	299	737	220

In total, the cost per student is higher in Québec than the average for OECD countries for all the salary indicators considered; furthermore, the difference is particularly large when one considers the salary of teachers with 15 years of experience. In this case the difference is 32%⁶.

At the lower secondary school level

One must first note that the cost of statutory salaries of teachers per student is higher at the secondary school level than at the elementary school level due largely to teaching time, which is lower in secondary schools. Recall that in Québec, teaching time was 738 hours at the elementary school level and 615 hours at the secondary school level in 2000-2001. This represents a difference of 20%. This difference is on average lower in OECD countries (Appendix 4).

Table 2 shows the results of the comparison between the cost of statutory salaries of teachers per student at the lower secondary school level in Québec and the average of OECD countries. Among the four factors that determine teacher salary cost per student, there are two factors that widen the difference between costs (higher salaries in Québec and lower teaching time in Québec) and two factors that contribute to reducing the difference (lower student classroom time in Québec and larger class sizes in Québec).

⁶ As previously indicated, this is explained by the fact that teachers in Québec attain the top of the payscale in the 15th year of recognized service, while in OECD countries the maximum salary is reached after an average of 25 years.

Table 2 Contribution of the four factors to the difference between the cost of statutory salaries of teachers per student in Québec and the adjusted average of OECD countries, at the public lower secondary school level, according to the salary indicator considered, in 2000-2001

	Starting Salary	Salary after 15 Years	Maximum Salary
Cost of statutory salaries of teachers in Québec, per student (\$)	2 408	3 726	3 726
Cost of statutory salaries of teachers in OECD countries, per student (\$)	2 025	2 797	3 445
Difference (\$)	383	929	281
Difference (%)	19	33	8
Contribution of factors to this difference (\$):			
Teacher salaries	308	819	158
Student classroom time	-71	-104	-114
Teaching time	346	508	561
Average class size	-200	-294	-324
Total	383	929	281

In total, the teacher salary cost per student is higher in Québec than the average of OECD countries for all the salary indicators considered and, here also, the difference is particularly large when one considers salaries of teachers with 15 years of experience. In this case, the difference is 33%.

At the upper secondary school level

Table 3 shows the results of the comparison between cost of statutory salaries of teachers per student at the upper secondary school level in Québec and the average of OECD countries. The factors considered play the same role as at the lower secondary school level, except in the case where maximum salary is considered (in upper secondary schools, the maximum teacher salary is lower in Québec than the average of OECD countries).

In this last scenario, there are three cost factors that are lower in Québec (maximum salary is lower, student classroom time is lower and class size is higher) and one cost factor that is higher (teaching time is lower). This last factor only partially compensates for the first three. This is the only scenario in which the cost per student is lower in Québec than the average of OECD countries (a difference of 9%)⁷.

⁷ As shown later in the document, as of 2001-2002, two levels have been added to the payscale for teachers in Québec with 17 years of education recognized for salary purposes (as a part of an agreement between the government of Québec and the teachers unions). This means that as of 2001-2002, teachers will attain the top of the payscale in 17 years. This also means that the maximum salary has been increased and is higher than that calculated as the average for OECD countries in 2001-2002 (including upper level secondary school).

Table 3 Influence of the four factors on the difference between the cost of statutory salaries of teachers per student in Québec and the adjusted average of OECD countries, at the public upper secondary school level, according to the salary indicator considered, in 2000-2001

	Starting Salary	Salary after 15 Years	Maximum Salary
Cost of statutory salaries of teachers in Québec, per student (\$)	2 408	3 726	3 726
Cost of statutory salaries of teachers in OECD countries, per student (\$)	2 319	3 300	4 080
Difference (\$)	89	426	-354
Difference (%)	4	13	-9
Contribution of factors to this difference (\$):			
Teacher salaries	209	605	-157
Student classroom time	-75	-112	-124
Teaching time	199	296	329
Average class size	-244	-363	-402
Total	89	426	-354

Conclusion and projections

While there are no data covering both elementary and secondary school levels taken as a whole, the data presented in this document indicate that, in general, two cost factors were higher in Québec than the average of OECD countries in 2000-2001 (higher teacher salaries and lower teaching time) and two cost factors were lower in Québec (lower student classroom time at the secondary school level and larger class sizes). In total the cost of statutory salaries of teachers per student is higher in Québec than the average of OECD countries.

Moreover, based on data available for 2001-2002, the agreement between the government of Québec and the teachers unions as well as the planned increase in student classroom time at the elementary school level, the cost of statutory salaries of teachers per student in Québec could increase to a greater extent than the average of OECD countries in the next few years.

The agreement between the government of Québec and the teachers unions is two-fold. The first part consists of an agreement made in April 2000 establishing a new salary structure for the teaching staff. This agreement calls for a gradual increase in salary levels retroactive to 1995-1996. With this agreement, the minimum education level recognized for salary purposes was increased from 14 to 17 years (in 2001-2002) and, as of 2001-2002, two new levels have also been added.

A second agreement (dated 2002) aims to replace current salary payscales with a single 17-level payscale with starting salary based on education level. This new structure will be phased in over the school years from 2003-2004 to 2005-2006. This single payscale will be more advantageous to teachers than the current ones and takes into account the total work time accomplished by teachers in and out of school. However, teachers must gradually increase their presence at school from 27 to 29 hours in 2003-2004, to 30 hours in 2004-2005 and 32 hours in 2005-2006. However, the increased time spent at school will not affect the teaching time.

Information:

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APPENDIX 1

Factors accounting for the difference between the cost of statutory salaries of teachers per student in Québec and the other regions

To explain the differences observed between the cost of statutory salaries of teachers per student in Québec and the other regions, it is necessary to compare the main factors determining the cost of statutory salaries of teachers per student. These factors are: statutory salaries of teachers, annual student classroom time, number of annual teaching hours required of full-time teachers and class size (according to the methodology established by the OECD)⁸.

The equation used is as follows:

$$\text{COS} = \text{SAL} \times \text{STU} \times \frac{1}{\text{TEA}} \times \frac{1}{\text{SIZ}} = \frac{\text{SAL}}{\text{RAT}}$$

where,

$$\text{SIZ} = \text{RAT} \times \frac{\text{STU}}{\text{TEA}}$$

and,

COS: Cost of statutory salaries of teachers per student;

SAL: Statutory salaries of teachers;

STU: Number of annual student classroom time;

TEA: Number of annual teaching hours;

SIZ: Class size (average number of students per class);

RAT: Student-teacher ratios.

⁸ The formulas used to calculate the contribution of each factor to the difference between the cost of statutory salaries of teachers per student in Québec versus the OECD average are not included in this document, but are available upon request.

APPENDIX 2a

Annual statutory salaries of teachers in public elementary education in Canadian dollars (converted using the PPP rate), in 2000-2001, for OECD countries and Québec

	Starting Salary	Salary after 15 Years of Experience	Maximum Salary	Ratio of salary after 15 years of experience to per capita GDP
Australia	32 533	46 339	46 343	1.43
Austria	26 563	32 149	53 798	1.03
Belgium (Flemish)	29 188	39 105	46 377	1.22
Belgium (French)	27 809	37 851	45 325	1.18
<i>Czech Republic</i>	8 522	11 300	15 154	0.65
Denmark	35 231	39 789	39 789	1.16
England	27 137	42 939	42 939	1.48
Finland	22 372	30 472	31 629	1.03
France	24 441	32 878	48 511	1.17
Germany	37 767	45 865	49 635	1.52
<i>Greece</i>	24 278	29 446	35 523	1.50
<i>Hungary</i>	7 364	10 477	14 284	0.71
Iceland	24 469	26 865	31 142	0.80
Ireland	26 697	43 270	48 841	1.24
Italy	25 322	30 389	36 670	1.03
Japan	27 430	51 812	66 143	1.62
Korea	31 823	53 182	84 480	2.49
<i>Mexico</i>	13 594	17 937	29 689	1.62
Netherlands	33 167	39 550	47 872	1.18
New Zealand	20 998	40 720	40 720	1.70
Norway	28 740	32 466	35 151	0.92
Portugal	21 676	32 195	59 885	1.52
Scotland	25 327	42 106	42 106	1.45
Spain	30 285	35 406	45 058	1.52
Sweden	24 071	30 920	n/a	1.05
Switzerland	42 118	55 331	65 713	1.53
<i>Turkey</i>	15 016	17 053	19 070	2.06
United States	33 434	48 487	59 026	1.12
OECD Average	25 978	35 582	43 736	1.32
OECD Adjusted Average	28 635	39 569	48 507	1.32
Québec	34 198	52 916	52 916	1.75
Qc/OECD Difference (en %)	19	34	9	

n/a: Not available

Sources : OECD countries: *Education at a Glance: OECD Indicators 2002*, Table D6.1 (see Note); Québec : DRSI, ministère de l'Éducation du Québec.

* Countries with particularly low GDP per capita figures were excluded from the comparison (countries in italics: Hungary, Greece, Mexico, Czech Republic and Turkey).

Note: In the *Education at a Glance* publication, the data on teacher salaries are in US dollars. For the purposes of the above table, the data are expressed in Canadian dollars based on the Purchasing Power Parity (PPP) exchange rates between Canada and the United States, as calculated by the OECD. The averages indicated are arithmetic averages (calculation method employed by the OECD).

APPENDIX 2b

Annual statutory salaries of teachers in public lower secondary education in Canadian dollars (converted using the PPP rate), in 2000-2001, for OECD countries and Québec

	Starting Salary	Salary after 15 Years of Experience	Maximum Salary	Ratio of salary after 15 years of experience to per capita GDP
Australia	32 605	46 358	46 360	1.43
Austria	27 315	33 506	56 937	1.07
Belgium (Flemish)	29 446	41 236	50 271	1.28
Belgium (French)	28 394	40 140	49 206	1.25
<i>Czech Republic</i>	8 522	11 300	15 154	0.65
Denmark	35 231	39 789	39 789	1.16
England	27 137	42 939	42 939	1.48
Finland	25 072	34 715	36 451	1.18
France	27 054	35 490	51 252	1.26
Germany	42 218	49 079	55 878	1.63
<i>Greece</i>	24 668	29 836	35 913	1.52
<i>Hungary</i>	7 364	10 477	14 284	0.71
Iceland	24 469	26 865	31 142	0.80
Ireland	28 027	43 736	49 307	1.25
Italy	27 415	33 284	40 548	1.13
Japan	27 430	51 812	66 143	1.62
Korea	31 640	52 998	84 296	2.48
<i>Mexico</i>	17 403	22 700	37 339	2.05
Netherlands	34 416	42 332	52 593	1.26
New Zealand	20 998	40 720	40 720	1.70
Norway	28 740	32 466	35 151	0.92
Portugal	21 676	32 195	59 885	1.52
Scotland	25 327	42 106	42 106	1.45
Spain	32 726	38 256	48 163	1.65
Sweden	24 071	30 920	n/a	1.05
Switzerland	49 668	66 263	76 876	1.83
<i>Turkey</i>	n/a	n/a	n/a	n/a
United States	33 448	48 487	57 969	1.12
OECD Average	27 499	37 778	46 795	1.35
OECD Adjusted Average	29 762	41 117	50 635	1.37
Québec	34 198	52 916	52 916	1.75
Qc/OECD Difference (en %)	15	29	5	

n/a: Not available

Sources : OECD countries: *Education at a Glance: OECD Indicators 2002*, Table D6.1 (see Note); Québec : DRSI, ministère de l'Éducation du Québec.

* Countries with particularly low GDP per capita figures were excluded from the comparison (countries in italics: Hungary, Greece, Mexico, Czech Republic and Turkey).

Note: In the *Education at a Glance* publication, the data on teacher salaries are in US dollars. For the purposes of the above table, the data are expressed in Canadian dollars based on the Purchasing Power Parity (PPP) exchange rates between Canada and the United States, as calculated by the OECD. The averages indicated are arithmetic averages (calculation method employed by the OECD).

APPENDIX 2c

Annual statutory salaries of teachers in upper secondary education in Canadian dollars (converted using the PPP rate), in 2000-2001, for OECD countries and Québec

	Starting Salary	Salary after 15 Years of Experience	Maximum Salary	Ratio of salary after 15 years of experience to per capita GDP
Australia	32 605	46 358	46 360	1.43
Austria	29 272	37 007	65 108	1.19
Belgium (Flemish)	36 535	52 732	63 384	1.64
Belgium (French)	35 423	51 675	62 363	1.61
<i>Czech Republic</i>	<i>10 370</i>	<i>13 771</i>	<i>18 418</i>	<i>0.80</i>
Denmark	34 878	46 318	49 527	1.35
England	27 137	42 939	42 939	1.48
Finland	26 036	36 451	38 572	1.23
France	27 054	35 490	51 252	1.26
Germany	45 246	53 097	62 925	1.76
<i>Greece</i>	<i>24 668</i>	<i>29 836</i>	<i>35 913</i>	<i>1.52</i>
<i>Hungary</i>	<i>8 924</i>	<i>13 184</i>	<i>17 620</i>	<i>0.89</i>
Iceland	25 496	31 656	37 987	0.95
Ireland	28 027	43 736	49 307	1.25
Italy	27 415	34 278	42 517	1.16
Japan	27 430	51 843	68 131	1.62
Korea	31 640	52 998	84 296	2.48
<i>Mexico</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>
Netherlands	34 743	59 097	70 068	1.77
New Zealand	20 998	40 720	40 720	1.70
Norway	28 740	32 466	35 151	0.92
Portugal	21 676	32 195	59 885	1.52
Scotland	25 327	42 106	42 106	1.45
Spain	35 188	41 122	51 450	1.77
Sweden	26 213	32 962	n/a	1.12
Switzerland	59 439	78 699	89 474	2.18
<i>Turkey</i>	<i>13 738</i>	<i>15 775</i>	<i>17 792</i>	<i>1.91</i>
United States	33 579	48 619	58 125	1.12
OECD Average	28 807	40 634	50 053	1.45
OECD Adjusted Average	31 309	44 546	55 075	1.48
Québec	34 198	52 916	52 916	1.75
Qc/OECD Difference (en %)	9	19	-4	

n/a: Not available

Sources : OECD countries: *Education at a Glance: OECD Indicators 2002*, Table D6.1 (see Note); Québec : DRSI, ministère de l'Éducation du Québec.

* Countries with particularly low GDP per capita figures were excluded from the comparison (countries in italics: Hungary, Greece, Mexico, Czech Republic and Turkey).

Note: In the *Education at a Glance* publication, the data on teacher salaries are in US dollars. For the purposes of the above table, the data are expressed in Canadian dollars based on the Purchasing Power Parity (PPP) exchange rates between Canada and the United States, as calculated by the OECD. The averages indicated are arithmetic averages (calculation method employed by the OECD).

APPENDIX 3

Total number of student classroom hours per year in public schools for OECD countries and Québec in 2000-2001

	Average for Students Aged 9 to 11	Average for Students Aged 12 to 14
Australia	987	1 019
Austria	n/a	1 148
Belgium (Flemish)	831	955
Belgium (French)	n/a	1 075
<i>Czech Republic</i>	752	867
Denmark	790	890
England	890	940
Finland	694	808
France	814	1 042
Germany	796	903
<i>Greece</i>	928	1 064
<i>Hungary</i>	834	925
Iceland	692	809
Ireland	941	891
Italy	1 020	1 020
Japan	761	875
Korea	737	867
<i>Mexico</i>	800	1 167
Netherlands	1 000	1 067
New Zealand	985	948
Norway	770	827
Portugal	833	842
Scotland	1 000	1 000
Spain	795	845
Switzerland	741	741
<i>Turkey</i>	796	796
United States	n/a	n/a
OECD Average	841	936
OECD Adjusted Average*	846	929
Québec	846	900

n/a: Not available

Sources : OECD countries: *Education at a Glance: OECD Indicators 2002*, Table D1.1; Québec : DRIS, ministère de l'Éducation du Québec.

* Countries with particularly low GDP per capita figures were excluded from the comparison (countries in italics: Hungary, Greece, Mexico, Czech Republic and Turkey).

APPENDIX 4

Number of teaching hours per year for teachers in public schools for the OECD countries and Québec in 2000-2001

	Elementary Education	Lower Secondary Education	Upper Secondary Education General Programs
Australia	882	811	803
Austria	684	658	623
Belgium (Flemish)	831	716	671
Belgium (French)	804	728	668
<i>Czech Republic</i>	650	650	621
Denmark	640	640	560
Finland	656	570	527
France	907	639	611
Germany	783	732	690
<i>Greece</i>	780	629	629
<i>Hungary</i>	583	555	555
Iceland	629	629	464
Ireland	915	735	735
Italy	748	612	612
Japan	635	557	478
Korea	829	565	545
<i>Mexico</i>	800	1 182	n/a
Netherlands	930	867	867
New Zealand	985	968	950
Norway	713	633	505
Portugal	815	595	515
Scotland	950	893	893
Spain	880	564	548
Sweden	n/a	n/a	n/a
Switzerland	884	859	674
<i>Turkey</i>	639	n/a	504
United States	1 139	1 127	1 121
OECD Average	792	720	648
OECD Adjusted Average*	821	719	669
Québec	738	615	615

n/a: Not available

Sources : OECD countries: *Education at a Glance: OECD Indicators 2002*, Table D7.1; Québec : DRSI, ministère de l'Éducation du Québec.

* Countries with particularly low GDP per capita figures were excluded from the comparison (countries in italics: Hungary, Greece, Mexico, Czech Republic and Turkey).

APPENDIX 5

Student-teacher ratio in public and private institutions for the OECD countries and Québec in 2000-2001

	Preschool	Elementary Education	Lower Secondary Education	Upper Secondary Education General Programs	Total Secondary Education
Australia	n/a	17.3	n/a	n/a	12.6
Austria	n/a	n/a	n/a	n/a	n/a
Belgium	n/a	15.0	n/a	n/a	9.7
Canada	18.1	18.1	18.1	19.5	18.8
<i>Czech Republic</i>	<i>13.1</i>	<i>19.7</i>	<i>14.7</i>	<i>11.5</i>	<i>13.1</i>
Denmark	6.6	10.4	11.4	14.4	12.8
Finland	12.2	16.9	10.7	17.0	13.8
France	19.1	19.8	14.7	10.4	12.5
Germany	23.6	19.8	15.7	13.9	15.2
<i>Greece</i>	<i>15.8</i>	<i>13.4</i>	<i>10.8</i>	<i>10.5</i>	<i>10.7</i>
<i>Hungary</i>	<i>11.6</i>	<i>10.9</i>	<i>10.9</i>	<i>11.4</i>	<i>11.2</i>
Iceland	5.4	n/a	12.7	9.7	n/a
Ireland	15.1	21.5	15.9	n/a	n/a
Italy	13.0	11.0	10.4	10.2	10.3
Japan	18.8	20.9	16.8	14.0	15.2
Korea	23.1	32.1	21.5	20.9	21.2
Luxembourg	20.2	15.9	n/a	n/a	9.2
<i>Mexico</i>	<i>22.4</i>	<i>27.2</i>	<i>34.8</i>	<i>26.5</i>	<i>31.7</i>
Netherlands	n/a	16.8	n/a	n/a	17.1
New Zealand	7.5	20.6	19.9	13.1	16.3
Norway	n/a	12.4	9.9	9.7	n/a
Poland	13.1	12.7	11.5	16.9	15.5
Portugal	16.4	12.1	10.4	7.9	9.0
<i>Slovakia</i>	<i>10.1</i>	<i>18.3</i>	<i>13.5</i>	<i>12.8</i>	<i>13.2</i>
Spain	16.1	14.9	n/a	n/a	11.9
Sweden	n/a	12.8	12.8	15.2	14.1
Switzerland	n/a	n/a	n/a	n/a	n/a
<i>Turkey</i>	<i>16.0</i>	<i>30.5</i>	<i>n/a</i>	<i>14.0</i>	<i>14.0</i>
United Kingdom	21.0	21.2	17.6	12.5	14.8
United States	18.7	15.8	16.3	14.1	15.2
OECD Average	15.5	17.7	15.0	13.9	14.3
OECD Adjusted Average*	15.9	17.3	14.7	13.5	13.9
Québec	20.6	17.5	14.2	14.2	14.2

n/a: Not available

Sources : OECD countries: *Education at a Glance: OECD Indicators 2002*, Table D2.2; Québec : DRSI, ministère de l'Éducation du Québec.

* Countries with particularly low GDP per capita figures were excluded from the comparison (countries in italics: Hungary, Greece, Mexico, Slovakia, Czech Republic and Turkey).