

# Online Appendix Figures and Tables

**Table A.1: Summary Statistics: Teachers in Latin America**

	Mean	SD	Min	Max	N
<i>Panel A: All teachers</i>					
Age	40.266	10.222	22.000	65.000	504
Female	0.675	0.469	0.000	1.000	504
Teaching degree	0.673	0.469	0.000	1.000	504
Non-bachelor's degree	0.099	0.299	0.000	1.000	504
Bachelor's degree	0.901	0.299	0.000	1.000	504
Master's degree or more	0.133	0.340	0.000	1.000	504
Primary school teacher	0.368	0.483	0.000	1.000	504
Secondary school teacher	0.342	0.475	0.000	1.000	504
Early childhood teacher	0.113	0.317	0.000	1.000	504
Teacher at other level	0.177	0.382	0.000	1.000	504
<i>Panel B: Teachers with a teaching degree</i>					
Age	41.019	10.271	22.000	65.000	367
Female	0.711	0.454	0.000	1.000	367
Teaching degree	1.000	0.000	1.000	1.000	367
Non-bachelor's degree	0.130	0.336	0.000	1.000	367
Bachelor's degree	0.870	0.336	0.000	1.000	367
Master's degree or more	0.139	0.347	0.000	1.000	367
Primary school teacher	0.437	0.497	0.000	1.000	367
Secondary school teacher	0.292	0.455	0.000	1.000	367
Early childhood teacher	0.136	0.343	0.000	1.000	367
Teacher at other level	0.135	0.342	0.000	1.000	367
<i>Panel C: Teachers without a teaching degree</i>					
Age	38.715	9.975	22.000	65.000	137
Female	0.602	0.491	0.000	1.000	137
Teaching degree	0.000	0.000	0.000	0.000	137
Non-bachelor's degree	0.036	0.188	0.000	1.000	137
Bachelor's degree	0.964	0.188	0.000	1.000	137
Master's degree or more	0.121	0.328	0.000	1.000	137
Primary school teacher	0.225	0.419	0.000	1.000	137
Secondary school teacher	0.447	0.499	0.000	1.000	137
Early childhood teacher	0.064	0.246	0.000	1.000	137
Teacher at other level	0.264	0.443	0.000	1.000	137

Notes: This table presents descriptive statistics for the sample of PIAAC respondents ages 22 and above from Latin America that are employed as teachers and have a tertiary degree. The sample excludes university professors and other teachers at tertiary-level institutions, as well as individuals with missing literacy or numeracy scores. Panel B is restricted to teachers with a teaching degree and Panel C, a non-teaching degree. We use the sampling weights provided by PIAAC, and rescale them so that each country has the same weight

**Table A.2: Number of Observations per Country**

	Number of Observations	
	All	Teachers
Chile	1,023	117
Ecuador	477	111
Mexico	577	68
Peru	1,701	208
Total	3,778	504

Notes: Column 1 of this table presents the number of observations of employed tertiary educated individuals in PIAAC for Chile, Ecuador, Mexico and Peru. Column 2 displays the number of teachers in the sample of each country.

**Table A.3: Proficiency Levels in PIAAC - Literacy and Numeracy**

Level	Score range	Literacy	Numeracy
Below Level 1	Below 176 points	Tasks at this level require the respondent to read brief texts on familiar topics and locate a single piece of specific information. There is seldom any competing information in the text. Only basic vocabulary knowledge is required, and the reader is not required to understand the structure of sentences or paragraphs or make use of other text features.	Tasks at this level require the respondent to carry out simple processes such as counting, sorting, performing basic arithmetic operations with whole numbers or money, or recognising common spatial representations.
1	176 to less than 226 points	Tasks at this level require the respondent to read relatively short digital or print texts to locate a single piece of information that is identical to or synonymous with the information given in the question or directive. Knowledge and skill in recognising basic vocabulary, determining the meaning of sentences, and reading paragraphs of text is expected.	Tasks at this level require the respondent to carry out basic mathematical processes in common, concrete contexts where the mathematical content is explicit. Tasks usually require one-step or simple processes involving counting; sorting; performing basic arithmetic operations; and identifying elements of simple or common graphical or spatial representations.
2	226 to less than 276 points	Tasks at this level require the respondent to make matches between the text, either digital or printed, and information, and may require paraphrasing or low-level inferences.	Tasks at this level require the application of two or more steps or processes involving calculation with whole numbers and common decimals, percents and fractions; simple measurement and spatial representation; estimation; and interpretation of relatively simple data and statistics in texts, tables and graphs.
3	276 to less than 326 points	Tasks at this level are often dense or lengthy. Understanding text and rhetorical structures is often required, as is navigating complex digital texts.	Tasks at this level require the application of number sense and spatial sense; recognising and working with mathematical relationships, patterns, and proportions expressed in verbal or numerical form; and interpreting data and statistics in texts, tables and graphs.
4	326 to less than 376 points	Tasks at this level often require the respondent to perform multiple-step operations to integrate, interpret, or synthesise information from complex or lengthy texts. Many tasks require identifying and understanding one or more specific, non-central idea(s) in the text in order to interpret or evaluate subtle evidence-claim or persuasive discourse relationships.	Tasks at this level require analysis and more complex reasoning about quantities and data; statistics and chance; spatial relationships; and change, proportions and formulas. They may also require understanding arguments or communicating well-reasoned explanations for answers or choices.
5	Equal to or higher than 376 points	Tasks at this level may require the respondent to search for and integrate information across multiple, dense texts; construct syntheses of similar and contrasting ideas or points of view; or evaluate evidence based arguments. They often require respondents to be aware of subtle, rhetorical cues and to make high-level inferences or use specialised background knowledge.	Tasks at this level may require the respondent to integrate multiple types of mathematical information where considerable translation or interpretation is required; draw inferences; develop or work with mathematical arguments or models; and critically reflect on solutions or choices.

Notes: This table describes the different proficiency levels for literacy and numeracy skills in PIAAC, and was obtained from <https://www.oecd.org/skills/piaac/Key%20facts%20about%20the%20Survey%20of%20Adult%20Skills.pdf>.

**Table A.4: PIAAC Scores: Teachers and Non-teachers (tertiary educated individuals)**

	Score		Low Score		High Score	
	Numeracy	Literacy	Numeracy	Literacy	Numeracy	Literacy
<i>Panel A: Latin America</i>						
Teacher	-5.940*	-2.828	0.061	0.030	-0.010	-0.003
	(3.240)	(3.329)	(0.038)	(0.034)	(0.011)	(0.013)
Observations	4,511	4,511	4,511	4,511	4,511	4,511
Observations (teachers)	569	569	569	569	569	569
R <sup>2</sup>	0.088	0.116	0.068	0.091	0.010	0.009
Dependent variable mean	234.002	239.201	0.414	0.377	0.029	0.026
<i>Panel B: High-performing OECD</i>						
Teacher	-0.802	2.262***	-0.019***	-0.023***	-0.042***	-0.014
	(0.932)	(0.817)	(0.005)	(0.004)	(0.009)	(0.011)
Observations	45,715	45,715	45,715	45,715	45,715	45,715
Observations (teachers)	4,455	4,455	4,455	4,455	4,455	4,455
R <sup>2</sup>	0.044	0.039	0.020	0.015	0.029	0.028
Dependent variable mean	293.742	295.207	0.075	0.061	0.242	0.232
P-value (Latin America = OECD)	0.140	0.150	0.038	0.129	0.030	0.499

Notes: The sample in Panel A is composed of PIAAC respondents ages 22 and above from Latin America that have a tertiary degree. We exclude university professors and other teachers at tertiary-level institutions. Panel B contains the analogous sample for OECD countries with average math and reading PISA scores above the OECD mean in 2015. This table presents the results of regressions where the independent variables are country fixed effects and a dummy for whether the respondent is a teacher. The dependent variables in columns 1 and 2 are the numeracy and literacy scores, respectively. The dependent variable in columns 3 and 4 is a dummy for whether the respondent scored below proficiency level 2 in numeracy and literacy, respectively. The dependent variable in columns 5 and 6 is a dummy for whether the respondent scored at level 4 or above. We compute these estimates using the *repest* command in Stata, which allows to use the full set of plausible values and to compute appropriate standard errors. We use the sampling weights provided by PIAAC, and rescale them so that each country has the same weight. \* significant at 10%; \*\* significant at 5%; \*\*\* significant at 1%.

**Table A.5: PIAAC Scores: Teachers and Non-teachers (wage earners)**

	Score		Low Score		High Score	
	Numeracy	Literacy	Numeracy	Literacy	Numeracy	Literacy
<i>Panel A: Latin America</i>						
Teacher	-12.738*** (3.930)	-7.355* (3.905)	0.108** (0.046)	0.047 (0.046)	-0.023 (0.017)	-0.011 (0.011)
Observations	2,282	2,282	2,282	2,282	2,282	2,282
Observations (teachers)	419	419	419	419	419	419
R <sup>2</sup>	0.071	0.103	0.053	0.073	0.014	0.014
Dependent variable mean	237.789	242.306	0.385	0.353	0.039	0.028
<i>Panel B: High-performing OECD</i>						
Teacher	-2.925** (1.195)	0.466 (0.985)	-0.009 (0.007)	-0.015*** (0.005)	-0.051*** (0.011)	-0.022* (0.012)
Observations	28,909	28,909	28,909	28,909	28,909	28,909
Observations (teachers)	3,282	3,282	3,282	3,282	3,282	3,282
R <sup>2</sup>	0.049	0.044	0.021	0.015	0.030	0.030
Dependent variable mean	297.596	299.081	0.060	0.046	0.262	0.253
P-value (Latin America = OECD)	0.019	0.058	0.012	0.186	0.187	0.539

Notes: The sample in Panel A is composed of PIAAC respondents ages 22 and above from Latin America that have a tertiary degree. We exclude university professors and other teachers at tertiary-level institutions. Panel B contains the analogous sample for OECD countries with average math and reading PISA scores above the OECD mean in 2015. This table presents the results of regressions where the independent variables are country fixed effects and a dummy for whether the respondent is a teacher. The dependent variables in columns 1 and 2 are the numeracy and literacy scores, respectively. The dependent variable in columns 3 and 4 is a dummy for whether the respondent scored below proficiency level 2 in numeracy and literacy, respectively. The dependent variable in columns 5 and 6 is a dummy for whether the respondent scored at level 4 or above. We compute these estimates using the *repest* command in Stata, which allows to use the full set of plausible values and to compute appropriate standard errors. We use the sampling weights provided by PIAAC, and rescale them so that each country has the same weight. \* significant at 10%; \*\* significant at 5%; \*\*\* significant at 1%.

**Table A.6: PIAAC Scores: Teachers and Non-teachers, and Teaching Degrees and Non-teaching Degrees (Chile)**

	Score		Low Score		High Score	
	Numeracy	Literacy	Numeracy	Literacy	Numeracy	Literacy
<i>Panel A: Teachers and Non-teachers</i>						
Teacher	-0.027 (9.374)	-1.684 (8.338)	0.013 (0.091)	0.014 (0.082)	-0.033 (0.042)	-0.026 (0.037)
Observations	1,023	1,023	1,023	1,023	1,023	1,023
Observations (teachers)	117	117	117	117	117	117
R <sup>2</sup>	0.000	0.000	0.001	0.000	0.002	0.002
Dependent variable mean	250.406	253.868	0.277	0.261	0.059	0.047
<i>Panel B: Teaching degrees and Non-teaching degrees</i>						
Teaching degree	-13.062 (8.232)	-8.986 (7.589)	0.101 (0.068)	0.042 (0.086)	-0.038 (0.031)	-0.025 (0.028)
Observations	1,197	1,197	1,197	1,197	1,197	1,197
Observations (teaching degree)	173	173	173	173	173	173
R <sup>2</sup>	0.008	0.005	0.006	0.002	0.004	0.002
Dependent variable mean	249.038	253.473	0.288	0.265	0.054	0.047

Notes: The sample is composed of PIAAC respondents ages 22 and above from Chile that have a tertiary degree. In Panel A, the sample is further restricted to those that are employed. We exclude early childhood educators, university professors and other teachers at tertiary-level institutions. Panel A presents the results of regressions where the independent variable is a dummy for whether the respondent is a teacher. Panel B presents the results of regressions where the independent variable is a dummy for whether the respondent has a teaching degree. The dependent variables in columns 1 and 2 are the numeracy and literacy scores, respectively. The dependent variable in columns 3 and 4 is a dummy for whether the respondent scored below proficiency level 2 in numeracy and literacy, respectively. The dependent variable in columns 5 and 6 is a dummy for whether the respondent scored at level 4 or above. We compute these estimates using the *repest* command in Stata, which allows to use the full set of plausible values and to compute appropriate standard errors. We use the sampling weights provided by PIAAC. Standard errors are in parentheses. \* significant at 10%; \*\* significant at 5%; \*\*\* significant at 1%.

**Table A.7: PIAAC Scores: Teachers and Non-teachers, and Teaching Degrees and Non-teaching Degrees (Ecuador)**

	Score		Low Score		High Score	
	Numeracy	Literacy	Numeracy	Literacy	Numeracy	Literacy
<i>Panel A: Teachers and Non-teachers</i>						
Teacher	-12.416** (6.123)	-3.239 (5.987)	0.114 (0.075)	0.009 (0.067)	-0.012 (0.010)	-0.003 (0.013)
Observations	477	477	477	477	477	477
Observations (teachers)	111	111	111	111	111	111
R <sup>2</sup>	0.011	0.001	0.010	0.001	0.002	0.001
Dependent variable mean	219.549	222.752	0.530	0.515	0.012	0.009
<i>Panel B: Teaching degrees and Non-teaching degrees</i>						
Teaching degree	-13.140** (5.293)	-8.835* (4.965)	0.101 (0.065)	0.069 (0.058)	-0.007 (0.011)	-0.011* (0.006)
Observations	600	600	600	600	600	600
Observations (teaching degree)	124	124	124	124	124	124
R <sup>2</sup>	0.012	0.006	0.007	0.004	0.001	0.002
Dependent variable mean	215.261	219.204	0.570	0.552	0.010	0.009

Notes: The sample in Panel A is composed of PIAAC respondents ages 22 and above from Ecuador that have a tertiary degree. In Panel A, the sample is further restricted to those that are employed. We exclude early childhood educators, university professors and other teachers at tertiary-level institutions. Panel A presents the results of regressions where the independent variable is a dummy for whether the respondent is a teacher. Panel B presents the results of regressions where the independent variable is a dummy for whether the respondent has a teaching degree. The dependent variables in columns 1 and 2 are the numeracy and literacy scores, respectively. The dependent variable in columns 3 and 4 is a dummy for whether the respondent scored below proficiency level 2 in numeracy and literacy, respectively. The dependent variable in columns 5 and 6 is a dummy for whether the respondent scored at level 4 or above. We compute these estimates using the *repest* command in Stata, which allows to use the full set of plausible values and to compute appropriate standard errors. We use the sampling weights provided by PIAAC. Standard errors are in parentheses. \* significant at 10%; \*\* significant at 5%; \*\*\* significant at 1%.

**Table A.8: PIAAC Scores: Teachers and Non-teachers, and Teaching Degrees and Non-teaching Degrees (Mexico)**

	Score		Low Score		High Score	
	Numeracy	Literacy	Numeracy	Literacy	Numeracy	Literacy
<i>Panel A: Teachers and Non-teachers</i>						
Teacher	-10.408 (7.464)	-7.959 (8.107)	0.100 (0.082)	0.078 (0.074)	-0.008 (0.035)	-0.012 (0.046)
Observations	577	577	577	577	577	577
Observations (teachers)	68	68	68	68	68	68
R <sup>2</sup>	0.007	0.005	0.006	0.005	0.002	0.003
Dependent variable mean	249.182	258.015	0.288	0.195	0.029	0.035
<i>Panel B: Teaching degrees and Non-teaching degrees</i>						
Teaching degree	-15.031*** (5.593)	-16.681*** (5.869)	0.137** (0.055)	0.091 (0.056)	-0.008 (0.027)	-0.025 (0.026)
Observations	747	747	747	747	747	747
Observations (teaching degree)	134	134	134	134	134	134
R <sup>2</sup>	0.017	0.025	0.013	0.007	0.002	0.004
Dependent variable mean	247.647	256.285	0.291	0.204	0.026	0.033

Notes: The sample in Panel A is composed of PIAAC respondents ages 22 and above from Mexico that have a tertiary degree. In Panel A, the sample is further restricted to those that are employed. We exclude early childhood educators, university professors and other teachers at tertiary-level institutions. Panel A presents the results of regressions where the independent variable is a dummy for whether the respondent is a teacher. Panel B presents the results of regressions where the independent variable is a dummy for whether the respondent has a teaching degree. The dependent variables in columns 1 and 2 are the numeracy and literacy scores, respectively. The dependent variable in columns 3 and 4 is a dummy for whether the respondent scored below proficiency level 2 in numeracy and literacy, respectively. The dependent variable in columns 5 and 6 is a dummy for whether the respondent scored at level 4 or above. We compute these estimates using the *repest* command in Stata, which allows to use the full set of plausible values and to compute appropriate standard errors. We use the sampling weights provided by PIAAC. Standard errors are in parentheses. \* significant at 10%; \*\* significant at 5%; \*\*\* significant at 1%.



**Table A.9: PIAAC Scores: Teachers and Non-teachers, and Teaching Degrees and Non-teaching Degrees (Peru)**

	Score		Low Score		High Score	
	Numeracy	Literacy	Numeracy	Literacy	Numeracy	Literacy
<i>Panel A: Teachers and Non-teachers</i>						
Teacher	-3.616 (4.909)	-3.405 (5.226)	0.045 (0.050)	0.059 (0.057)	0.006 (0.023)	0.005 (0.019)
Observations	1,701	1,701	1,701	1,701	1,701	1,701
Observations (teachers)	208	208	208	208	208	208
R <sup>2</sup>	0.001	0.001	0.001	0.002	0.001	0.001
Dependent variable mean	225.641	227.931	0.496	0.483	0.026	0.016
<i>Panel B: Teaching degrees and Non-teaching degrees</i>						
Teaching degree	-16.302*** (3.867)	-11.550*** (3.621)	0.119*** (0.040)	0.101** (0.045)	-0.026*** (0.009)	-0.016** (0.007)
Observations	1,967	1,967	1,967	1,967	1,967	1,967
Observations (teaching degree)	367	367	367	367	367	367
R <sup>2</sup>	0.015	0.009	0.008	0.006	0.004	0.002
Dependent variable mean	224.064	227.840	0.507	0.485	0.025	0.017

Notes: The sample in Panel A is composed of PIAAC respondents ages 22 and above from Peru that have a tertiary degree. In Panel A, the sample is further restricted to those that are employed. We exclude early childhood educators, university professors and other teachers at tertiary-level institutions. Panel A presents the results of regressions where the independent variable is a dummy for whether the respondent is a teacher. Panel B presents the results of regressions where the independent variable is a dummy for whether the respondent has a teaching degree. The dependent variables in columns 1 and 2 are the numeracy and literacy scores, respectively. The dependent variable in columns 3 and 4 is a dummy for whether the respondent scored below proficiency level 2 in numeracy and literacy, respectively. The dependent variable in columns 5 and 6 is a dummy for whether the respondent scored at level 4 or above. We compute these estimates using the *repest* command in Stata, which allows to use the full set of plausible values and to compute appropriate standard errors. We use the sampling weights provided by PIAAC. Standard errors are in parentheses. \* significant at 10%; \*\* significant at 5%; \*\*\* significant at 1%.

**Table A.10: PIAAC Scores in Problem Solving in Technology-Rich Environments: Teachers and Non-teachers in Latin America**

	Excluding paper-based			Including paper-based	
	Score	Low	High	Low	High
Teacher	-6.418 (4.379)	0.049 (0.042)	-0.050 (0.037)	0.032 (0.041)	-0.040 (0.035)
Observations	3,067	3,067	3,067	3,404	3,404
Observations (teachers)	420	420	420	454	454
R <sup>2</sup>	0.085	0.067	0.035	0.064	0.035
Dependent variable mean	258.863	0.417	0.265	0.464	0.244

Notes: The sample is composed of PIAAC respondents ages 22 and above from Latin America that have a tertiary degree and are employed. We exclude university professors and other teachers at tertiary-level institutions. This table presents the results of regressions where the independent variables are country fixed effects and a dummy for whether the respondent is a teacher. The dependent variables in column 1 is the score for problem solving in technology-rich environments. The dependent variable in columns 2 and 4 is a dummy for whether the respondent scored below proficiency level 1. The dependent variable in columns 3 and 5 is a dummy for whether the respondent scored at level 2 or above. The sample in columns 1-3 is limited to respondents who did not take the paper-based test (and thus were assessed in the problem solving domain). In columns 4-5, we include individuals who took the paper-based test because they had insufficient computer skills, and impute their proficiency level at below 2. We compute these estimates using the *repest* command in Stata, which allows to use the full set of plausible values and to compute appropriate standard errors. We use the sampling weights provided by PIAAC, and rescale them so that each country has the same weight. \* significant at 10%; \*\* significant at 5%; \*\*\* significant at 1%.

**Table A.11: PIAAC Scores: Teachers and Non-teachers, and Teaching Degrees and Non-teaching Degrees (excluding early childhood educators)**

	Score		Low Score		High Score	
	Numeracy	Literacy	Numeracy	Literacy	Numeracy	Literacy
<i>Panel A: Teachers and Non-teachers</i>						
Teacher	-7.050*	-3.783	0.082*	0.035	-0.009	-0.007
	(3.695)	(3.699)	(0.046)	(0.037)	(0.014)	(0.012)
Observations	3,707	3,707	3,707	3,707	3,707	3,707
Observations (teachers)	433	433	433	433	433	433
R <sup>2</sup>	0.078	0.109	0.059	0.083	0.011	0.010
Dependent variable mean	236.377	240.728	0.398	0.363	0.032	0.027
<i>Panel B: Teaching degrees and Non-teaching degrees</i>						
Teaching degree	-13.759***	-10.971***	0.113***	0.072**	-0.018	-0.018*
	(2.643)	(2.736)	(0.030)	(0.029)	(0.011)	(0.010)
Observations	4,429	4,429	4,429	4,429	4,429	4,429
Observations (teaching degree)	725	725	725	725	725	725
R <sup>2</sup>	0.095	0.122	0.073	0.093	0.011	0.011
Dependent variable mean	234.212	239.291	0.413	0.376	0.029	0.026

Notes: The sample in Panel A is composed of PIAAC respondents ages 22 and above from Latin America that have a tertiary degree. In Panel A, the sample is further restricted to those that are employed. We exclude early childhood educators, university professors and other teachers at tertiary-level institutions. Panel A presents the results of regressions where the independent variables are country fixed effects and a dummy for whether the respondent is a teacher. Panel B presents the results of regressions where the independent variables are country fixed effects and a dummy for whether the respondent has a teaching degree. The dependent variables in columns 1 and 2 are the numeracy and literacy scores, respectively. The dependent variable in columns 3 and 4 is a dummy for whether the respondent scored below proficiency level 2 in numeracy and literacy, respectively. The dependent variable in columns 5 and 6 is a dummy for whether the respondent scored at level 4 or above. We compute these estimates using the *repest* command in Stata, which allows to use the full set of plausible values and to compute appropriate standard errors. We use the sampling weights provided by PIAAC, and rescale them so that each country has the same weight. Standard errors are in parentheses. \* significant at 10%; \*\* significant at 5%; \*\*\* significant at 1%.

**Table A.12: PIAAC Scores: Teachers with Teaching and Non-teaching Degrees (controlling for teaching level)**

	Score		Low Score		High Score	
	Numeracy	Literacy	Numeracy	Literacy	Numeracy	Literacy
<i>Panel A: Latin America</i>						
Teaching degree	-11.284*	-9.390	0.110	0.068	-0.020	-0.024
	(6.539)	(7.475)	(0.074)	(0.075)	(0.018)	(0.036)
Observations	504	504	504	504	504	504
Observations (teaching degree)	367	367	367	367	367	367
R <sup>2</sup>	0.133	0.119	0.089	0.080	0.035	0.050
Dependent variable mean	225.715	233.109	0.495	0.429	0.017	0.016

Notes: The sample is composed of PIAAC respondents ages 22 and above from Latin America that have a tertiary degree and are employed as teachers. We exclude university professors and other teachers at tertiary-level institutions. This table presents the results of regressions where the independent variables are country fixed effects, a dummy for whether the respondent has a teaching degree, and dummies for whether the respondent instructs at the early education level, primary level, or secondary level. The dependent variables in columns 1 and 2 are the numeracy and literacy scores. The dependent variable in columns 3 and 4 is a dummy for whether the respondent scored below proficiency level 2 in numeracy and literacy, respectively. The dependent variable in columns 5 and 6 is a dummy for whether the respondent scored at level 4 or above. We compute these estimates using the *repest* command in Stata, which allows to use the full set of plausible values and to compute appropriate standard errors. We use the sampling weights provided by PIAAC. Standard errors are in parentheses. \* significant at 10%; \*\* significant at 5%; \*\*\* significant at 1%.

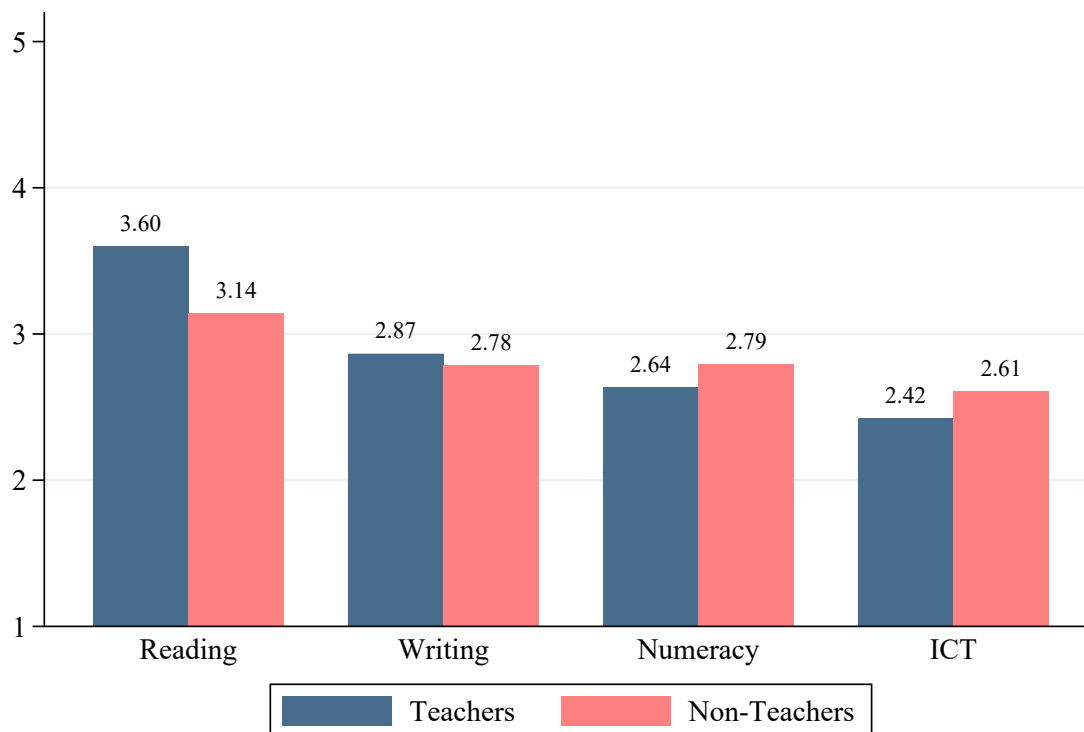
**Table A.13: Wages and Literacy Skills: Teachers and Non-teachers**

	Latin America		High-performing OECD	
	Teachers	Non-teachers	Teachers	Non-teachers
<i>Panel A: Monthly wages (in ln)</i>				
Literacy score	0.0012* (0.0007)	0.0024*** (0.0004)	0.0012*** (0.0002)	0.0027*** (0.0001)
Observations	419	1,863	3,282	25,627
R <sup>2</sup>	0.231	0.350	0.617	0.437
<i>Panel B: Hourly wages (in ln)</i>				
Literacy score	0.0009 (0.0006)	0.0024*** (0.0004)	0.0005** (0.0002)	0.0025*** (0.0001)
Observations	419	1,863	3,282	25,627
R <sup>2</sup>	0.271	0.330	0.608	0.477
Age, gender, and schooling controls	✓	✓	✓	✓

Notes: Panel A presents the results of regressions where the dependent variable is the respondent's monthly wage (in ln). In Panel B, the dependent variable is the respondent's hourly wage. All regressions include country fixed effects and the variables for which estimates are reported. We compute these estimates using the *repest* command in Stata, which allows to use the full set of plausible values and to compute appropriate standard errors. We use the sampling weights provided by PIAAC, and rescale them so that each country has the same weight. The regressions in columns 1 and 2 are conducted for the sample of PIAAC respondents from Latin America that are ages 22 and above, have a tertiary degree, are teachers (column 1) or not teachers (column 2), are wage earners, are currently employed, work 20 or more hours a week, and are not in the bottom or top 1 percent of their country's wage distribution. Both regressions exclude university professors and other teachers at tertiary-level institutions. The regressions in columns 3 and 4 are conducted for the analogous samples in the OECD countries with average math and reading PISA scores above the OECD mean in 2015. \* significant at 10%; \*\* significant at 5%; \*\*\* significant at 1%.

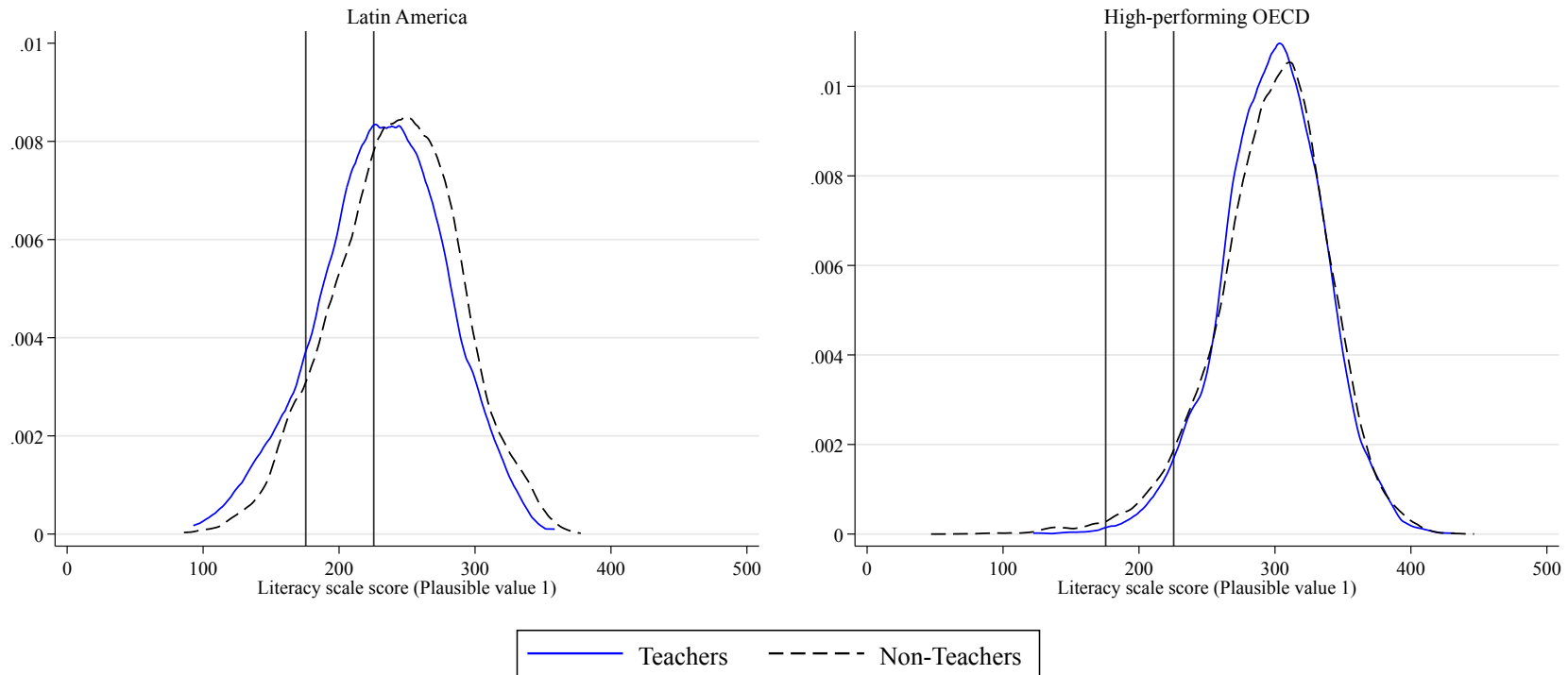
**Figure A.1: Use of Skills at Work in Latin America: Teachers and Non-teachers**

Average use of skills at work (1=Never, 5=Every day)



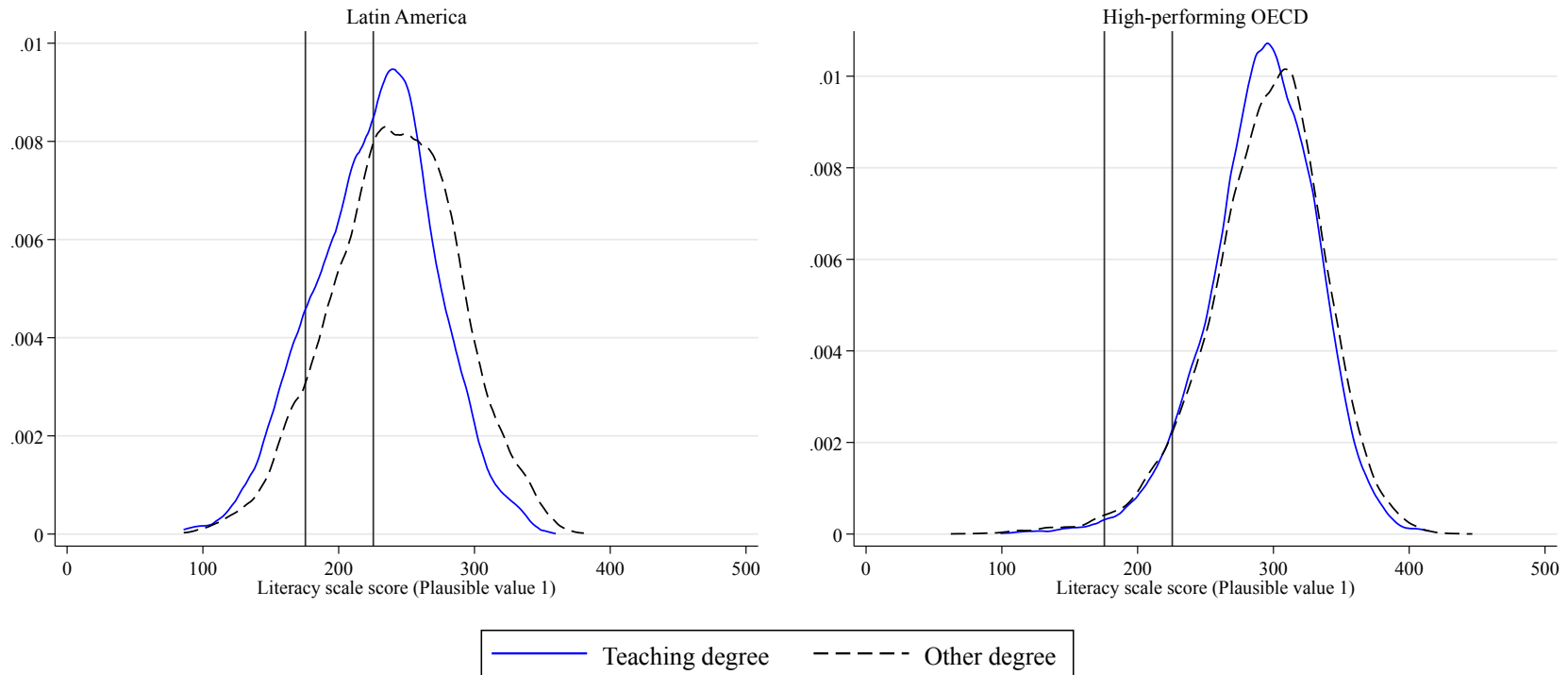
Notes: This figure depicts the average use at work of different skills reported in PIAAC by both teachers and non-teachers in Latin America that have a tertiary degree and are employed. The sample excludes respondents below age 22, university professors, and other teachers at tertiary-level institutions. For each type of skill (reading, writing, numeracy and information and communications technology (ICT)), we compute the average of the different tasks that make up this category. We use the sampling weights provided by PIAAC, and rescale them so that each country has the same weight.

**Figure A.2: Density of Literacy Scores: Teachers and Non-teachers**



Notes: These figures depict the kernel density of literacy scores (first plausible value) for both teachers and non-teachers that have a tertiary degree and are employed. The sample excludes respondents below age 22, university professors, and other teachers at tertiary-level institutions. The first graph plots these densities for respondents from Latin America, whereas the second plots these densities for respondents from OECD-countries with average math and reading PISA scores above the OECD mean in 2015. We use the sampling weights provided by PIAAC, and rescale them so that each country has the same weight. The vertical lines mark the cutoffs for the proficiency levels below 1 and 1.

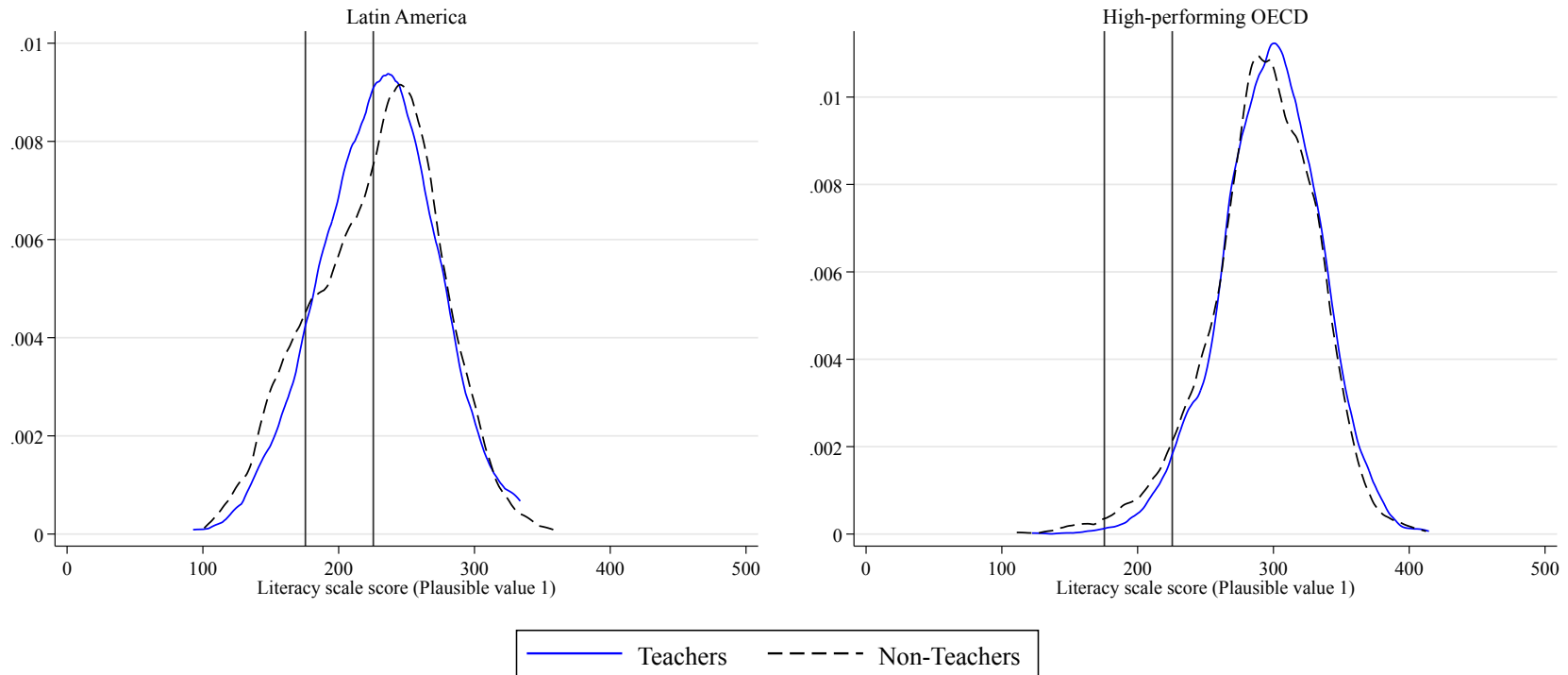
**Figure A.3: Density of Literacy Scores: Teaching Degrees and Non-teaching Degrees**



Notes: These figures depict the kernel density of literacy scores (first plausible value) for individuals with tertiary teaching and non-teaching degrees. The sample excludes respondents below the age of 22, university professors, and other teachers at tertiary-level institutions. The first graph plots these densities for respondents from Latin America, whereas the second plots these densities for respondents from OECD-countries with average math and reading PISA scores above the OECD mean in 2015. We use the sampling weights provided by PIAAC, and rescale them so that each country has the same weight. The vertical lines mark the cutoffs for the proficiency levels below 1 and 1.

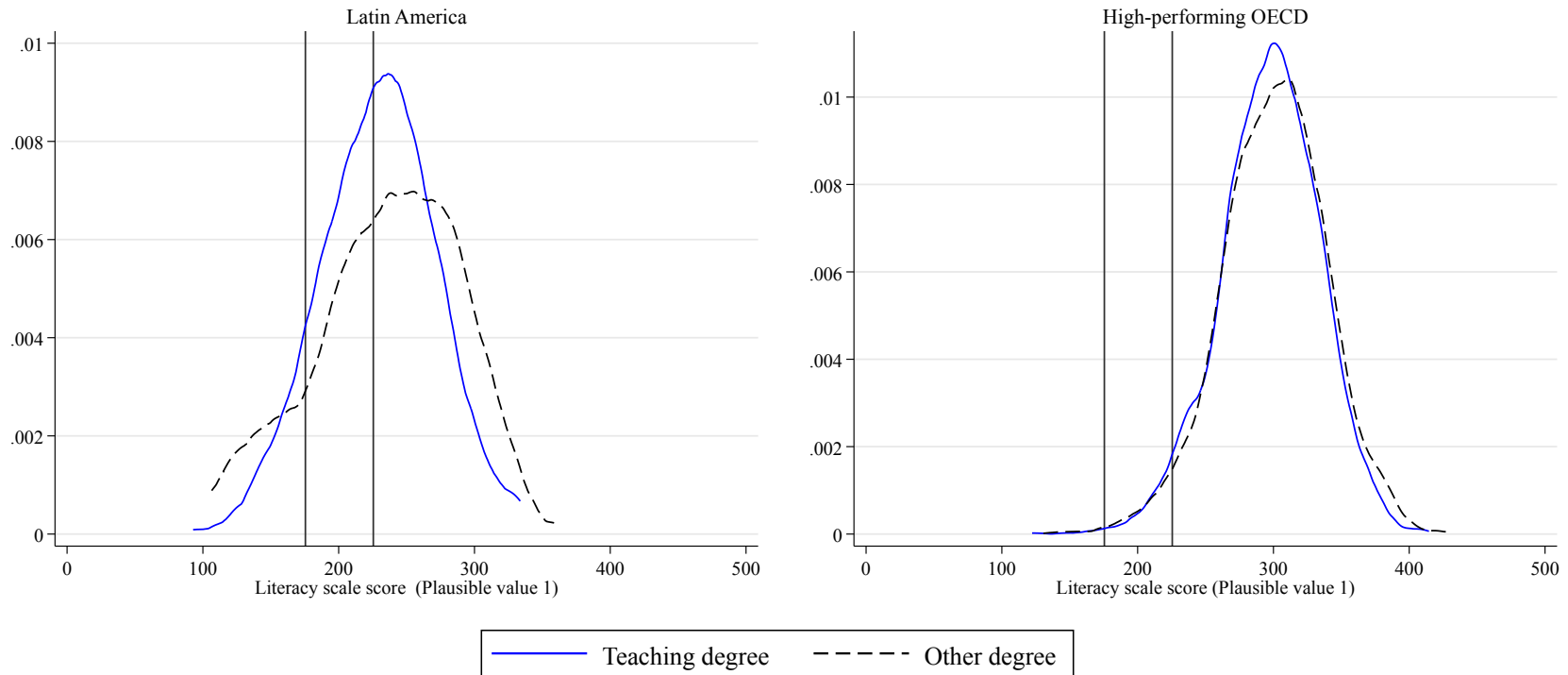


**Figure A.4: Density of Literacy Scores: Teachers and Non-teachers with Teaching Degrees**



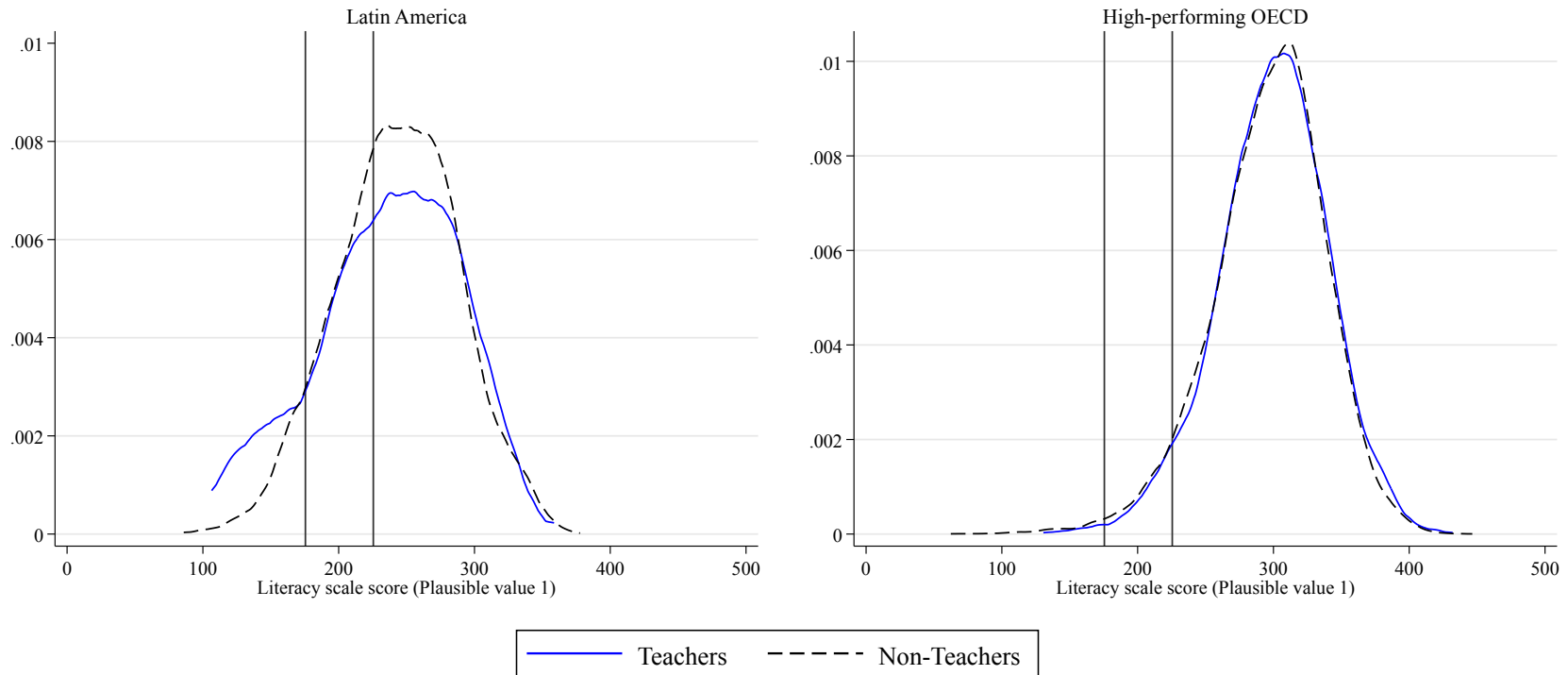
Notes: These figures depict the kernel density of literacy scores (first plausible value) for employed teachers and non-teachers with a tertiary teaching degree. The sample excludes respondents below the age of 22, university professors, and other teachers at tertiary-level institutions. The first graph plots these densities for respondents from Latin America, whereas the second plots these densities for respondents from OECD-countries with average math and reading PISA scores above the OECD mean in 2015. We use the sampling weights provided by PIAAC, and rescale them so that each country has the same weight. The vertical lines mark the cutoffs for the proficiency levels below 1 and 1.

**Figure A.5: Density of Literacy Scores: Teachers with Teaching and Non-teaching Degrees**



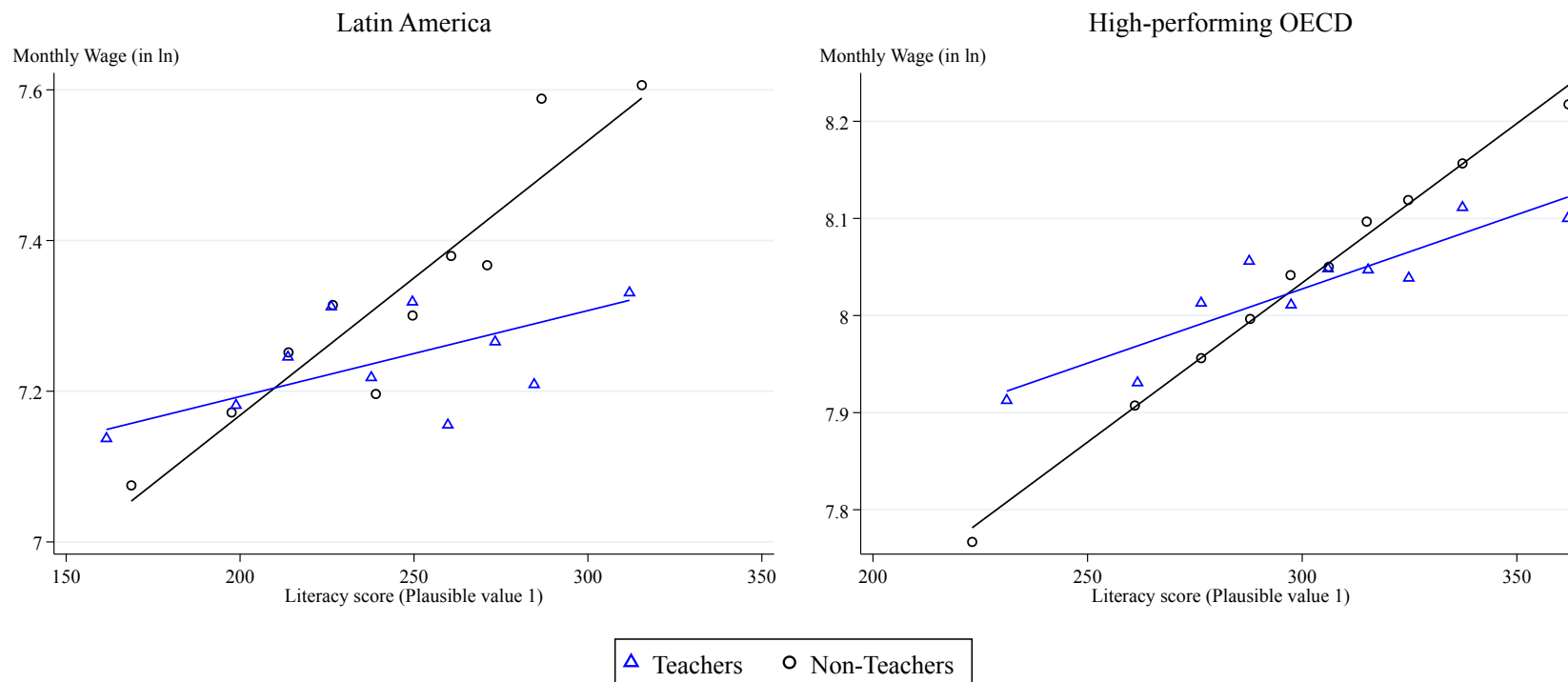
Notes: These figures depict the kernel density of literacy scores (first plausible value) for teachers with tertiary teaching and non-teaching degrees. The sample excludes respondents below the age of 22, university professors, and other teachers at tertiary-level institutions. The first graph plots these densities for respondents from Latin America, whereas the second plots these densities for respondents from OECD-countries with average math and reading PISA scores above the OECD mean in 2015. We use the sampling weights provided by PIAAC, and rescale them so that each country has the same weight. The vertical lines mark the cutoffs for the proficiency levels below 1 and 1.

**Figure A.6: Density of Literacy Scores: Teachers and Non-teachers with Non-teaching Degrees**



These figures depict the kernel density of literacy scores (first plausible value) for employed teachers and non-teachers with a non-teaching tertiary degree. The sample excludes respondents below the age of 22, university professors, and other teachers at tertiary-level institutions. The first graph plots these densities for respondents from Latin America, whereas the second plots these densities for respondents from OECD-countries with average math and reading PISA scores above the OECD mean in 2015. We use the sampling weights provided by PIAAC, and rescale them so that each country has the same weight. The vertical lines mark the cutoffs for the proficiency levels below 1 and 1.

**Figure A.7: Local Means of Monthly Wages by PIAAC Literacy Score: Teachers and Non-teachers**



Notes: These figures plot the monthly wages (in ln) against literacy scores (first plausible value) for teachers and non-teachers with a tertiary degree. The lines plot the predicted values of a linear regression controlling for gender, age, age squared, and country fixed effects. The triangles plot the average residuals (with the mean added back) of a regression of monthly wages (in ln) against gender, age, age squared, and country fixed effects. These means are computed for equal-sized bins of literacy scores. The sample in the first graph is composed of respondents from Latin America and the second of respondents from OECD-countries with average math and reading PISA scores above the OECD mean in 2015. We use the sampling weights provided by PIAAC, and rescale them so that each country has the same weight. The sample in both graphs is limited to respondents ages 22 or above that are wage earners, are currently employed, work 20 or more hours a week, and are not in the bottom or top 1 percent of their country's wage distribution. We also exclude university professors and other teachers at tertiary-level institutions. This figure was constructed using the *binscatter* command.