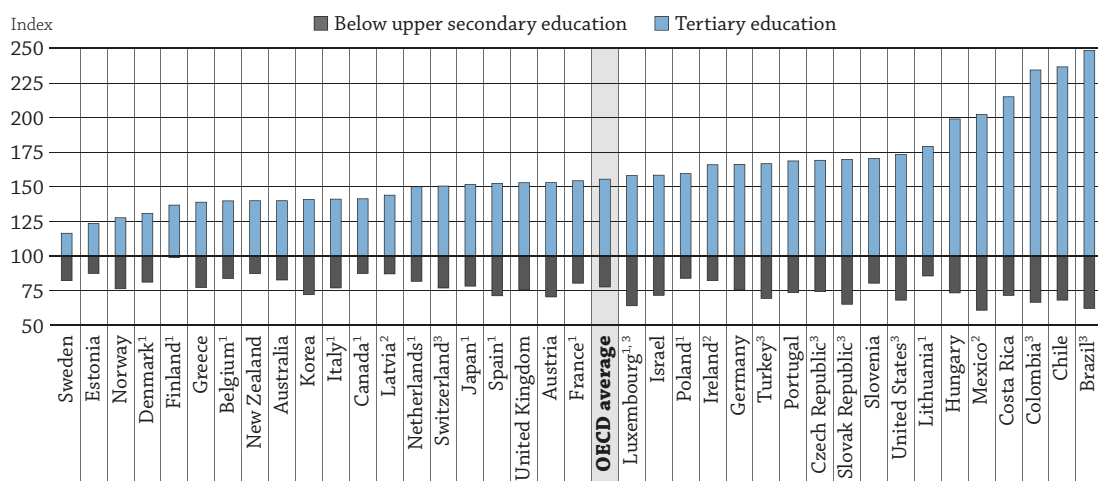


## WHAT ARE THE EARNINGS ADVANTAGES FROM EDUCATION?

- Across OECD countries, 25–64 year-old adults with a tertiary degree earn on average 56% more than those with only upper secondary education, while those with below upper secondary education earn on average 22% less.
- People’s relative earning advantage increases with their level of tertiary education. On average across OECD countries, those with a short-cycle tertiary degree earn only about 22% more than those with upper secondary education, while those with a master’s, doctoral or equivalent degree earn about twice as much.
- The proportion of older students (25–29 year-olds) who are in paid employment is much higher than among younger students (15–24 year-olds): 64% of the older group are in paid employment, compared to only about 40% of the younger group.

**Figure A6.1. Relative earnings of adults, by educational attainment (2015)**  
25–64 year-olds with income from employment; upper secondary education = 100



**Note:** Tertiary education includes short-cycle tertiary, bachelor’s, master’s, doctoral or equivalent degrees.


1. Year of reference differs from 2015. Refer to the source table for details.

2. Earnings net of income tax.

3. Index 100 refers to the combined ISCED levels 3 and 4 of the educational attainment levels in the ISCED 2011 classification.

Countries are ranked in ascending order of the relative earnings of 25–64 year-olds with tertiary education.

**Source:** OECD (2017), Table A6.1. See *Source* section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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### Context

Higher levels of education usually translate into better employment opportunities (see Indicator A5) and higher earnings. While people with higher qualifications are generally better placed to see their earnings increase over time, the lower-educated – who usually have lower earnings at the start of their career – tend to see their earnings decline with age. Hence, the potential for higher earnings and faster earnings progression can be an important incentive for individuals to pursue education and training (see Indicator A7). It may also be one of the decisive factors in their choice of field of study at the tertiary level.

A number of factors other than education also play a role in individuals’ earnings. In many countries, earnings are systematically lower for women than men across all levels of educational attainment. This may be related to gender differences in the sectors where they work and the types of occupation (OECD, 2016a). Variations in earnings also reflect other factors, including the demand for skills in the labour market, the supply of workers and their skills, the minimum wage and other labour market laws,

structures and practices (such as the strength of labour unions, the coverage of collective-bargaining agreements and the quality of working environments). These factors also contribute to differences in the distribution of earnings. In some countries, earnings vary little, while in other countries there are large earnings disparities, leading to widening inequalities.

#### ■ Other findings

- Between 2005 and 2015 on average across 21 OECD countries with available data for both years, the earnings gap between adults with tertiary education and those with upper secondary education declined slightly (from 53% to 50%).
- On average across OECD countries, about 25% of adults with tertiary education earn more than twice the median earnings for all employed people, including both full-time and part-time earners, while only 3% of those with below upper secondary education have this level of earnings.
- Students typically earn less from work than non-students of the same age and level of education. On average across OECD countries, the earnings of 15-24 year-old students are about half those of non-students (56%). They increase to 80% among older students (aged 25-29).

## Analysis

### Relative earnings by educational attainment

In all OECD countries, earning differentials between adults with a tertiary education and those with an upper secondary education are generally more pronounced than the differences between adults with no upper secondary education and those with secondary education as their highest level of education. On average across OECD countries, 25-64 year-old adults without upper secondary education earn on average 22% less for part-time or full-time employment than those with upper secondary education, while those with a tertiary degree have an earnings advantage of 56% more (Figure A6.1).

Cross-country variations in relative earnings for adults without an upper secondary qualification are small compared to the considerable earnings advantages of the tertiary-educated. In Mexico, the earnings disadvantages for adults without upper secondary education are the largest of all OECD and partner countries: they earn on average 39% less for part-time or full-time work than adults with upper secondary education. Earnings disadvantages for the lowest-educated are also large (more than 30%) in Brazil, Chile, Colombia, Luxembourg, the Slovak Republic and the United States. On the other hand, in Finland, adults with below upper secondary education and those with upper secondary education have similar earnings, and earnings differences are 15% or less in Canada, Estonia, Finland, Latvia, Lithuania and New Zealand. In tertiary education, the relative earnings are largest in Brazil, Chile, Colombia, Costa Rica and Mexico, where the tertiary-educated earn on average at least twice as much as adults with upper secondary education. They are lowest in Denmark, Estonia, Norway and Sweden, where the tertiary earnings are only about 25% to 30% higher (Figure A6.1).

Among tertiary-educated adults, the relative earnings advantages increase with the level of tertiary education. On average across OECD countries, those with short-cycle tertiary education earn only about 22% more than those with upper secondary education as their highest level of attainment, while those with a master's, doctoral or equivalent degree earn twice as much (Table A6.1).

The same holds true when analysing the relative earnings of men and women separately: the higher their educational attainment, the higher their relative earnings advantage. However, women earn less than men on average regardless of their educational attainment. On average across OECD countries, the salaries of tertiary-educated women aged 25-64 are only 68% of those of tertiary-educated men. The gender gap persists even when accounting for the fact that more women than men work part time: women with a tertiary degree working full time earn only 74% of the amount earned by tertiary-educated men working full time. The gender gap is slightly smaller between women and men educated to below upper secondary and to upper secondary or post-secondary non-tertiary level (women's earnings are 78% of men's for both levels) (Table A6.3).

### Relative earnings and the share of adults with a tertiary degree

According to classic economic theories, the earnings advantages of tertiary-educated people and the earnings disadvantages of less-educated people can be explained by the economic rule of supply and demand. Supply and demand for the labour force with a given skills level cannot be directly measured. However, the share of tertiary-educated people in the population is an indicator of the supply of a skilled labour force in a country, and the unemployment rate – reflecting the tightness of the labour market – is a useful indicator of demand. As shown in Indicator A5, unemployment rates decrease as attainment rates rise in all OECD and partner countries, suggesting a skills-biased demand for labour. Thus, the earnings advantages of people with tertiary education should be higher in countries where their share is low.

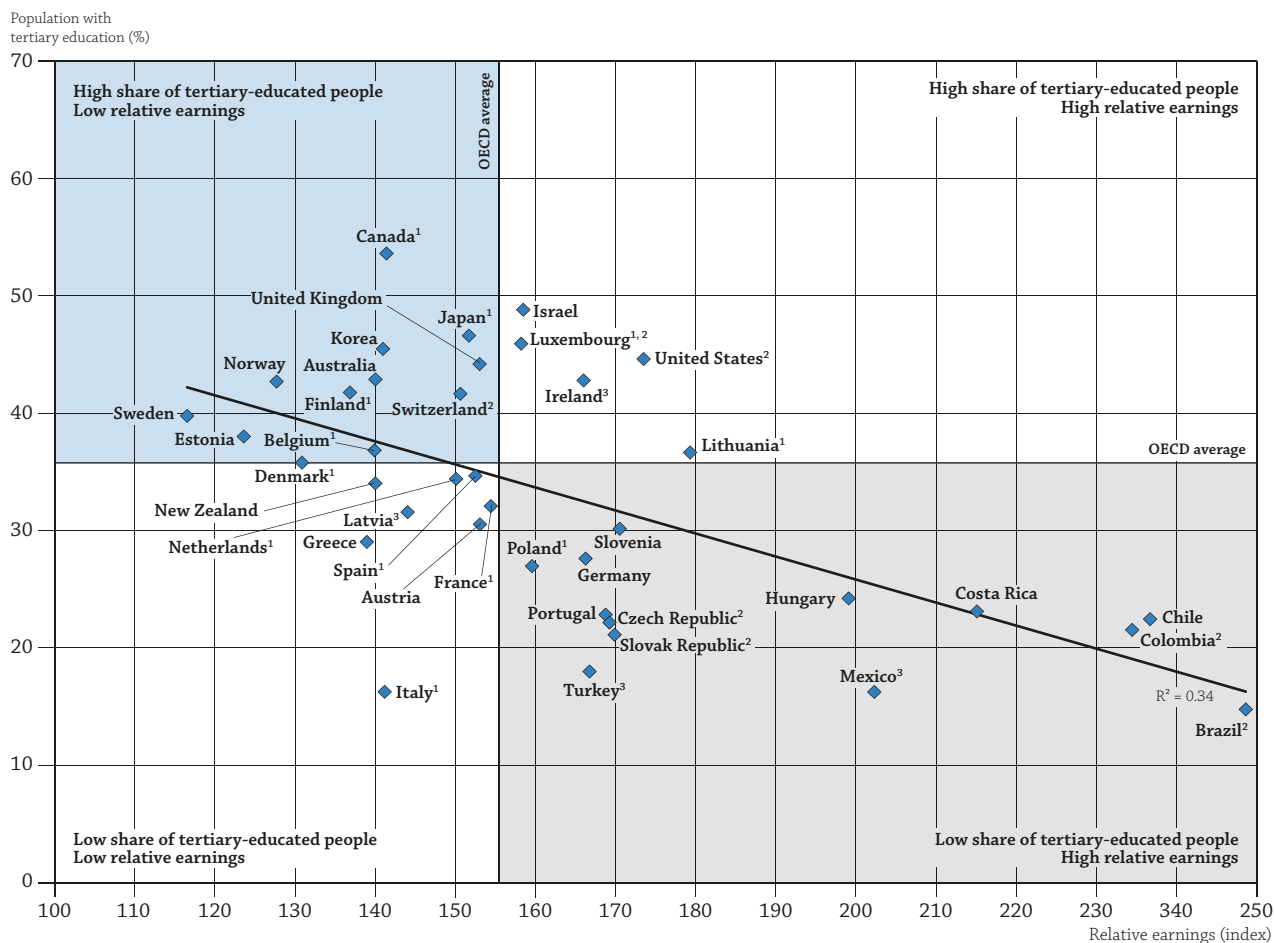
To illustrate whether the theory is confirmed by the numbers, Figure A6.2 compares the earnings advantages for tertiary-educated workers aged 25-64 with the share of tertiary-educated adults in the population. The data support the hypothesis, as the earnings advantages are largest in countries with a small share of tertiary-educated people, such as Brazil, Chile, Colombia, Hungary and Mexico, and smallest in countries with a large share of tertiary-educated people, such as Norway and Sweden (Figure A6.2).

In general, there is an inverse linear relationship between the share of tertiary-educated adults and the earnings advantages for tertiary graduates ( $R=-0.59$ ). However, the relationship weakens when Brazil, Chile, Colombia and Costa Rica – the countries with the highest earnings advantages – are excluded from the analysis (Figure A6.2).

Some countries, such as Canada, Israel and the United States, are outliers in this relationship (located a long way from the regression line). In these countries, the earnings advantages are much higher than the regression relationship would suggest. Italy is an outlier at the other end, because despite having the lowest share of tertiary-educated people among OECD countries, earnings advantages are rather low and largely below the OECD average (Figure A6.2).

**Figure A6.2. Relative earnings of tertiary-educated workers and their share of the population (2015)**

25-64 year-olds with income from employment; upper secondary education = 100



**Note:** Tertiary education includes short-cycle tertiary, bachelor's, master's, doctoral or equivalent degrees.

1. Year of reference differs from 2015. Refer to the source table for details.

2. Index 100 refers to the combined ISCED levels 3 and 4 of the educational attainment levels in the ISCED 2011 classification.

3. Earnings net of income tax.

**Source:** OECD (2017), Table A6.1. See *Source* section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

**StatLink** <http://dx.doi.org/10.1787/888933557394>

Many characteristics other than the scarcity of tertiary-educated workers (not shown in Figure A6.2) explain the earnings differentials. The earnings differential also depends on the national minimum wages, hiring and firing costs, centralised bargaining, the power of unions, the job share among the public and private sectors, and the recognised value of formal qualifications.

### Trends in relative earnings

On average across the 21 OECD countries with available data for both years, the earnings advantages of adults with tertiary education compared to those with upper secondary education declined slightly between 2005 (53%) and 2015 (50%). This general picture is more diverse at the country level. In about two-thirds of the 21 OECD countries with available data for both years, the relative earnings of tertiary-educated people remained stable or decreased over the same period. The earnings advantages dropped by 5 percentage points or more in the Czech Republic, Finland, Hungary, Ireland, Korea, Poland, Portugal, Slovenia, Sweden, Switzerland and the United Kingdom. However, they increased by more than 5 percentage points in Australia, Belgium, Canada, Denmark, New Zealand and Spain (Education at a Glance Database).

The earnings disadvantages of adults without an upper secondary education remained more or less stable across OECD countries, at about 20%. In Canada, Estonia, Finland, New Zealand, Portugal, Slovenia and the United Kingdom, the gap in earnings closed by at least 5 percentage points between 2005 and 2015. A different trend can be observed in Belgium and Spain, where the gap increased by at least 5 percentage points over this period. These are the only countries where the overall earnings gap between adults with below upper secondary education and tertiary education has increased (Education at a Glance Database).

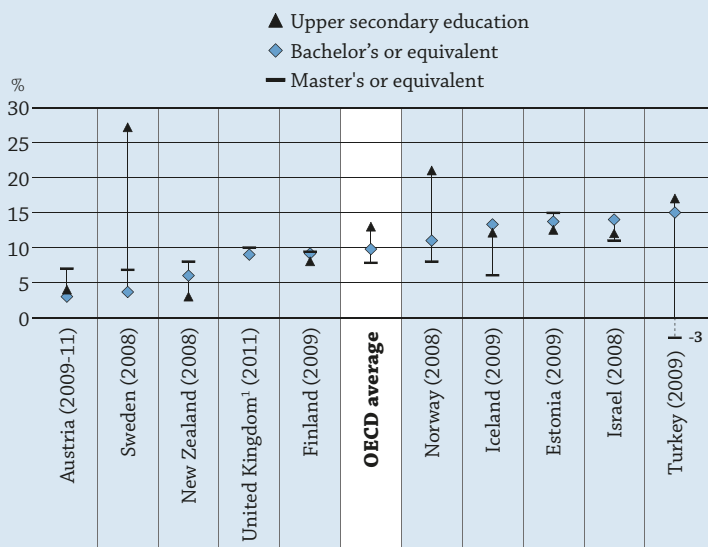
### Box A6.1: Earnings growth since graduation

For a few countries, a variety of data sources can be used to analyse the labour market outcomes of young graduates. A few countries have longitudinally-linked administrative data for students, combining study information with post-study employment information. Administrative sources can provide near full coverage of students and their post-study employment experiences. Along with existing sample-based graduate surveys available in other countries, the opportunities to develop new rich cohort-based data for international comparisons are therefore growing. These data can provide further insights into the education-related growth in young graduates' earnings.

Figure A6.a shows that during the first years of professional life, young graduates experience a major increase in wages. On average, across the 10 countries with available data, adults with an upper secondary qualification can expect an annual increase of about 13% between the first and third year after graduation. Those with a bachelor's or equivalent degree on average see an annual increase of about 10%, while the annual increase for those with a master's or equivalent degree is only about 8%. However, this general picture hides large country differences. In some countries, such as Austria and New Zealand, those with the highest educational attainment level can expect the highest increase in annual earnings, while in Norway, Sweden and Turkey, the annual increase in earnings is highest for adults with an upper secondary qualification (Figure A6.a).

**Figure A6.a. Annual growth in earnings for adults following the three years after graduation, by educational attainment (2011)**

*Annual growth between the first and third year after graduation*




**Note:** The year(s) in brackets relate to the year(s) when the cohort of tertiary graduates left their studies. Data on graduates who left their home country are not included. The ranges used for the typical graduating ages of young graduates vary by tertiary education level and country. All graduates are under 30 years old except for Israel, where data relate to all graduates who have taken a first break in their education career of at least one year. All data are from linked administrative sources.

1. Data refer to the annual growth between the first and fourth year after graduation.

Countries are ranked in ascending order of the annual growth in earnings of adults with a bachelor's or equivalent degree.

**Source:** OECD (2015), INES LSO Survey of Employment Outcomes of Recent Graduates. See *Source* section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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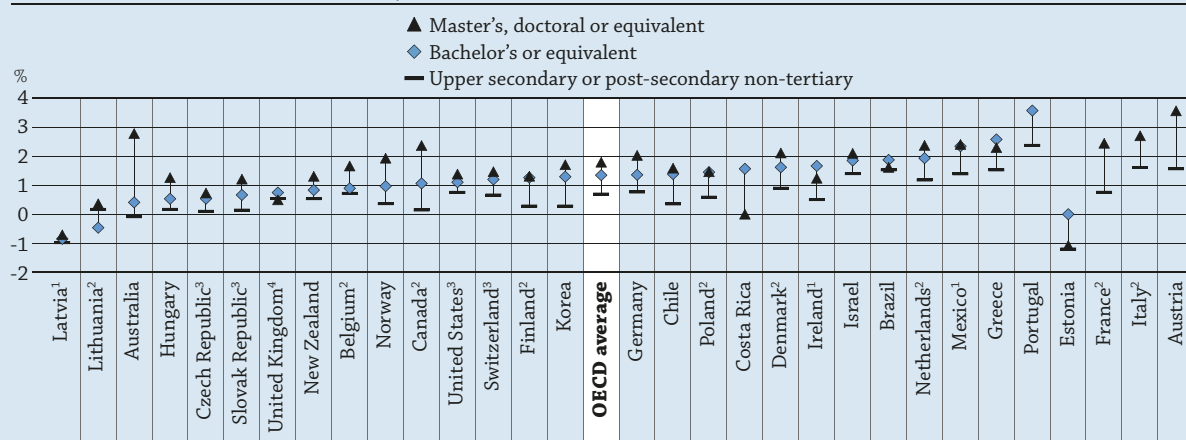
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When comparing the wage increase during the first years of professional experience with the earning gap between young tertiary graduates and adults with only upper secondary education, no relationship is found between the overall earnings differentials and the annual increase (see *Education at a Glance 2016* [OECD, 2016b], Box A6.1).

Young graduates experience the highest percentage increase in annual earnings at the beginning of their professional careers, while the annual percentage increase in earnings slows down at later stages.

As longitudinally-linked administrative data are not available for a longer period, the average annual increase in earnings between 25-34 year-olds and 55-64 year-olds provides a rough estimate of the increase in earnings over people's professional life span (Figure A6.b). In contrast to the earnings gains during the first working years, the overall annual increase in earnings is positively correlated with the level of educational attainment. On average across OECD and partner countries with available data, younger adults with upper secondary or post-secondary non-tertiary education can expect an annual earnings increase of 0.7% over the following 30 years of their professional career, while the annual increase in earnings rises to 1.3% for younger adults with a bachelor's degree and 1.8% for those with a master's or doctoral degree. This means the disparities in earnings observed at the beginning of professional careers largely widen as careers progress (Figure A6.b).

**Figure A6.b. Cross-cohort annual growth in earnings of 25-34 and 55-64 year-olds, by educational attainment (2015)**



**Note:** Tertiary education includes short-cycle tertiary, bachelor's, master's, doctoral or equivalent degrees.

1. Earnings net of income tax.

2. Year of reference differs from 2015. Refer to Table A6.1 for details.

3. Index 100 refers to the combined ISCED levels 3 and 4 of the educational attainment levels in the ISCED 2011 classification.

4. Data for upper secondary attainment include completion of a sufficient volume and standard of programmes that would be classified individually as completion of intermediate upper secondary programmes (16% of the adults aged 25-64 are under this group).

Countries are ranked in ascending order of the annual growth in earnings of adults with a bachelors's or equivalent degree.

**Source:** OECD / ILO (2017), *Education at a Glance Database*, <http://stats.oecd.org/>. See *Source* section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

**StatLink**  <http://dx.doi.org/10.1787/888933557470>

Over time, the earnings gap between adults with an upper secondary or post-secondary non-tertiary qualification and those with a master's, doctoral or equivalent degree increases most in Australia and Canada. In both countries, the increase in earnings of those with upper secondary education is around zero, while the increase rises annually by 2.8% and 2.4% respectively for adults with a bachelor degree and with a master's, doctoral or equivalent degree. The largest overall disparities in earnings can be observed in Brazil, Chile, Colombia and Costa Rica (Figure A6.1).

In Brazil, Estonia, Latvia, Lithuania and the United Kingdom, the overall disparities in earnings observed at the beginning of people's professional career are maintained throughout the following three decades. In all these countries, the absolute difference in the annual earnings increase of younger adults with upper secondary or post-secondary non-tertiary education and those with a master's, doctoral or equivalent degree is less than 0.5 percentage points.

### Distribution of earnings by educational attainment

To complement the analysis of the earnings advantages/disadvantages of educational attainment, data on the distribution of earnings among groups with different levels of education can show the degree to which earnings centre around the country median. “Median earnings” refer to earnings of all workers, without adjusting for differences in hours worked.

Across countries, tertiary-educated workers are more likely than workers with below upper secondary education to earn more than twice the median and less likely to earn less than half the median. On average across OECD countries, about 25% of adults with tertiary education earn more than twice the median earnings of all employed people, including both full-time and part-time earners, while only 3% of those with below upper secondary education have this level of earnings. At the other end of the earnings distribution, one in ten tertiary-educated adults earn below half the median earnings, compared to more than one in four adults without upper secondary qualification (Table A6.2).

Among OECD and partner countries, the share of tertiary-educated adults with earnings more than twice the median is highest in Brazil (60%), Chile (50%), Costa Rica (51%) and Mexico (51%). In these countries, the share of the tertiary-educated adults with below half the median earnings is much lower than the OECD average, providing further insights into the large relative earnings for tertiary education seen in Figure A6.1, and possibly signalling equity concerns in these countries (Table A6.2).

Although in all countries, less-qualified individuals usually face large earnings disadvantages, in several countries, however, at least some of them earn the highest level of earnings (more than twice the median). Among adults with below upper secondary education, the share earning less than half the national median varies substantially, ranging from highs of 41% in Germany, 40% in Ireland, 41% in Spain and 47% in the United States to lows of 3% in Hungary, 10% in Latvia and 9% in Portugal. However, in several countries the share of the low-educated with the highest earnings is 5% and over – Brazil (7%), Canada (7%), Estonia (5%), Ireland (5%), Mexico (6%), Portugal (5%) and Spain (5%) – suggesting that factors other than educational attainment play an important role in high remuneration in these countries (Table A6.2).

Among adults with upper secondary or post-secondary non-tertiary education the shares of those earning more than twice the median or less than half the median earnings in a country is usually between the respective shares for those with tertiary and below upper secondary education. On average, 17% of adults with upper secondary or post-secondary non-tertiary education earn less than half of the median earnings across OECD countries, while 7% earn more than twice the median earnings (Table A6.2).

### Characteristics of students as earners or non-earners

On average across OECD countries, about half of 15-29 year-olds are still in education. The younger individuals in this age band are more likely to be enrolled in upper secondary education programmes and the older individuals in tertiary education programmes (see Indicators C1 and C5).

Across OECD countries on average, 38% of all 15-24 year-old students are also in paid employment. Among OECD and partner countries the share of students who are earning varies considerably, ranging from less than 5% in Belgium and Greece to more than 70% in Canada, Denmark, Finland, Sweden and Turkey. Among 25-29 year-olds, on average across OECD countries, 64% of students are in paid employment, with shares ranging from 27% in Greece to 89% in Norway and Sweden (Figure A6.3).

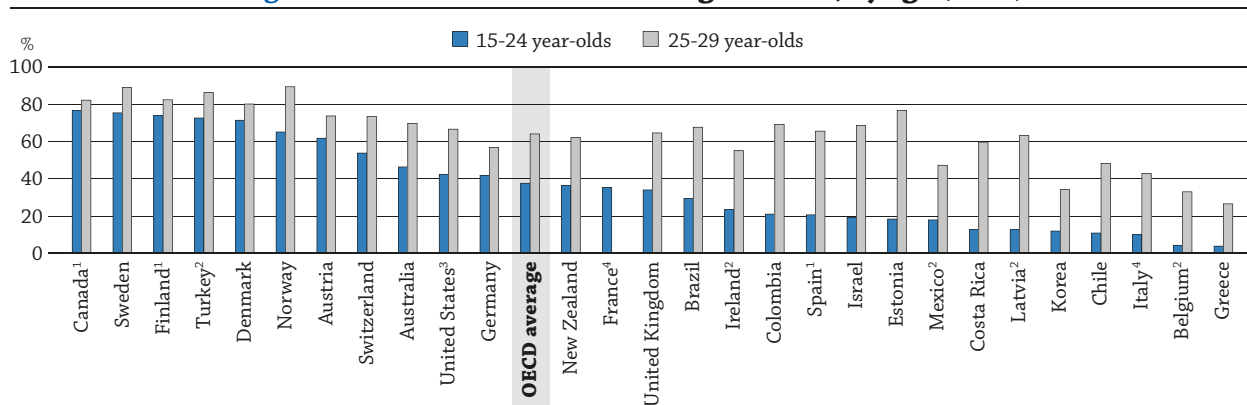
Comparing both age groups shows that the share of older students (25-29 year-olds) who are earning is much higher than for younger students (15-24 year-olds). The biggest differences between the two age groups are found in Estonia, Israel and Latvia, where the share of students with earnings is at least 50 percentage points higher among older students than among younger students (Figure A6.3).

Students typically earn less from work than non-students of the same age and level of educational attainment. On average across OECD countries, 15-24 year-old students’ earnings are about half those of non-students (56%). In Colombia, Costa Rica, Israel, Latvia and Turkey, students’ earnings are at least 90% of non-students’. In Austria, Canada, Norway, Sweden and Switzerland, students’ earnings drop to less than 40% of non-students’ (Figure A6.4).

There are several reasons for students’ lower earnings. For instance, data on working hours show that the share of younger adults aged 15-29 years working part time (less than 35 hours per week) is higher among students than among non-students. On average across OECD countries for this age group in 2014, the rates were about 70% for students and 25% for non-students. Furthermore, in countries with a higher percentage of students in employment,

their earnings tend to be much lower than those of their counterparts who are not studying, and across OECD countries both values are negatively correlated ( $R=-0.51$ ) (i.e. the higher the share of employed students, the lower their earnings compared with the employed non-students' earnings). For instance, in Canada and Sweden, the proportion of 15-24 year-old students who are earners is about 75%, but their earnings are less than 40% of their non-student counterparts. In Costa Rica and Latvia, only about 13% of students are earning, but their earnings are more than 90% of their non-student counterparts (Figure A6.4; Education at a Glance Database).

**Figure A6.3. Share of earners among students, by age (2015)**



1. Year of reference 2014.
2. Earnings net of income tax.
3. Data refer to 16-24 year-olds.
4. Year of reference 2013.

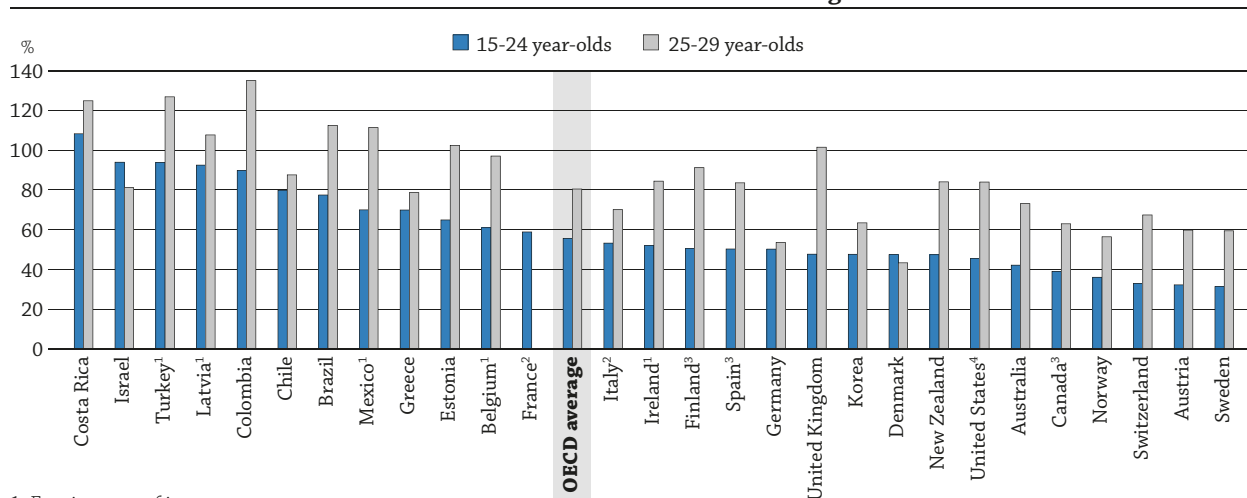
Countries are ranked in descending order of the share of earners among 15-24 year-old students.

**Source:** OECD, Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

**StatLink** <http://dx.doi.org/10.1787/888933557413>

**Figure A6.4. Earnings of students as a percentage of earnings of non-students, by age (2015)**

*Students and non-students with earnings*



1. Earnings net of income tax.
2. Year of reference 2013.
3. Year of reference 2014.
4. Data refer to 16-24 year-olds.

Countries are ranked in descending order of the earnings of 15-24 year-old students as a percentage of earnings of non-students.

**Source:** OECD (2017), Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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A6

The earnings gap between students and non-students narrows as the students' educational attainment increases. Across OECD countries on average, 15-24 year-old students with below upper secondary education earn 47% of what non-students earn. This gap is higher than the gap for 15-24 year-olds with upper secondary or post-secondary non-tertiary education (59%) or for those with tertiary education (61%) (Education at a Glance Database).

Earnings of older students (who are most likely enrolled in tertiary education) are close to those of non-students. Across OECD countries on average, 25-29 year-old students' earnings are about 80% of those of non-students. In Brazil, Costa Rica, Colombia, Latvia, Mexico and Turkey, older students earn more than non-students. In Denmark, Germany and Norway, however, they earn about 50% less than non-students (Figure A6.4).

In this section we have been comparing the earnings of students and non-students who are employed. What happens if we include in this comparison those who are not employed, i.e. we compare the average per capita earnings of all students with those of all non-students? The earnings gap between students and non-students becomes even larger: on average across OECD countries, 15-24 year-old students earn 56% of the earnings of non-students, but the percentage drops to 28% when including those who are earning and those who are not. The respective percentages among older students (aged 25-29) are 80% and 63%. One reason is that the share of students who are not earning is generally larger than the share of non-students with no earnings (Education at a Glance Database).

## Definitions

**Adults** refer to 25-64 year-olds.

**Educational attainment** refers to the highest level of education attained by a person.

**Levels of education:** See the *Reader's Guide* at the beginning of this publication for a presentation of all ISCED 2011 levels.

## Methodology

Most of the analyses use full-time, full-year earnings of the population (25-64 year-olds), but relative earnings of the population with specific educational attainment are also analysed by taking into account part-time earners and people with no income from employment. For distribution of earnings, data include part-time workers and do not control for hours worked, although they are likely to influence earnings in general and the distribution in particular. For the definition of full-time earnings, countries were asked whether they had applied a self-designated full-time status or a threshold value of the typical number of hours worked per week.

Earnings data are based on an annual, monthly or weekly reference period, depending on the country. The length of the reference period for earnings also differs. Data on earnings are before income tax for most countries. Earnings of self-employed people are excluded for many countries and, in general, there is no simple and comparable method to separate earnings from employment and returns to capital invested in a business.

This indicator does not take into consideration the impact of effective income from free government services. Therefore, in some countries although incomes could be lower than in other countries, the state provides both free healthcare and schooling.

The total (men plus women) average for earnings is not the simple average of the earnings figures for men and women. Instead it is the average based on earnings of the total population. This overall average weights the average earnings separately for men and women by the share of men and women with different levels of educational attainment.

Please see the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (OECD, 2017) for more information and Annex 3 for country-specific notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

## Source

The indicator is based on the data collection on education and earnings by the OECD LSO (Labour Market and Social Outcomes of Learning) Network. The data collection takes account of earnings for individuals working full time full year, as well as part time or part year, during the reference period. This database contains data on dispersion of earnings from work and on student versus non-student earnings. The source for most countries is national household surveys.

**Note regarding data from Israel**

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.


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**Indicator A6 Tables**

StatLink  <http://dx.doi.org/10.1787/888933559655>

**Table A6.1** Relative earnings of workers, by educational attainment (2015)

**Table A6.2** Level of earnings relative to median earnings, by educational attainment (2015)

**Table A6.3** Differences in earnings between female and male workers, by educational attainment and age group (2015)

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>. More breakdowns can also be found at <http://stats.oecd.org/>, Education at a Glance Database.

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Table A6.1. **Relative earnings of workers, by educational attainment (2015)**  
 25-64 year-olds with income from employment (full- and part-time workers); upper secondary education = 100

	Below upper secondary	Post-secondary non-tertiary	Tertiary			Total tertiary
			Short-cycle tertiary	Bachelor's or equivalent	Master's, doctoral or equivalent	
			(1)	(2)	(3)	
<b>OECD</b>						
Australia	83	97	108	143	179	140
Austria	71	107	138	91	184	153
Belgium <sup>1</sup>	84	101	c	121	167	140
Canada <sup>1</sup>	87	122	118	147	189	141
Chile	68	a	142	264	472	237
Czech Republic <sup>2</sup>	74	m	112	142	180	169
Denmark <sup>1</sup>	81	129	116	113	169	131
Estonia	87	87	92	124	133	124
Finland <sup>1</sup>	99	115	120	122	164	137
France <sup>3</sup>	80	c	131	138	205	154
Germany	76	118	153	158	185	166
Greece	77	99	114	134	166	139
Hungary	73	97	103	177	240	199
Iceland	m	m	m	m	m	m
Ireland <sup>4</sup>	82	95	124	170	203	166
Israel	72	a	109	161	211	158
Italy <sup>3</sup>	77	m	x(5)	x(5)	141 <sup>d</sup>	141
Japan <sup>5</sup>	78	m	m	m	m	152
Korea	72	a	115	145	190	141
Latvia <sup>4</sup>	87	92	111	134	165	144
Luxembourg <sup>1, 2</sup>	64	m	m	m	m	158
Mexico <sup>4</sup>	61	a	130	196	371	202
Netherlands <sup>1</sup>	82	124	132	132	184	150
New Zealand	87	114	115	137	178	140
Norway	76	103	119	114	157	128
Poland <sup>1</sup>	84	100	m	141	164	160
Portugal	74	105	165	169 <sup>d</sup>	x(4)	169
Slovak Republic <sup>2</sup>	65	m	125	125	177	170
Slovenia	80	a	m	m	m	171
Spain <sup>1</sup>	71	114	m	m	m	153
Sweden	82	126	m	m	m	117
Switzerland <sup>2</sup>	77	m	x(4, 5)	137 <sup>d</sup>	164 <sup>d</sup>	151
Turkey <sup>4</sup>	70	a	m	m	m	167
United Kingdom	76	a	124	151	181	153
United States <sup>2</sup>	68	m	114	166	232	174
OECD average	78	m	122	146	198	156
EU22 average	79	107	124	138	177	153
<b>Partners</b>						
Argentina	m	m	m	m	m	m
Brazil <sup>2</sup>	62	m	x(4)	235 <sup>d</sup>	449	249
China	m	m	m	m	m	m
Colombia <sup>2</sup>	67	m	m	m	m	234
Costa Rica	72	c	133	212	365	215
India	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m
Lithuania <sup>1</sup>	86	113	a	155	213	179
Russian Federation	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m
South Africa	m	m	m	m	m	m
G20 average	m	m	m	m	m	m

Note: See *Definitions* and *Methodology* sections for more information. Data and more breakdowns available at <http://stats.oecd.org/>, Education at a Glance Database.

1. Year of reference 2014.

2. Index 100 refers to the combined ISCED levels 3 and 4 of the educational attainment levels in the ISCED 2011 classification.

3. Year of reference 2013.

4. Earnings net of income tax.

5. Year of reference 2012.

Source: OECD (2017). See *Source* section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.


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Table A6.2. **Level of earnings relative to median earnings, by educational attainment (2015)***Median earnings from work for the 25-64 year-olds with earnings for all levels of education*

	Below upper secondary					Upper secondary or post-secondary non-tertiary					Tertiary				
	At or below half of the median	More than half the median but at or below the median	More than the median but at or below 1.5 times the median	More than 1.5 times the median but at or below twice the median	More than twice the median	At or below half of the median	More than half the median but at or below the median	More than the median but at or below 1.5 times the median	More than 1.5 times the median but at or below twice the median	More than twice the median	At or below half of the median	More than half the median but at or below the median	More than the median but at or below 1.5 times the median	More than 1.5 times the median but at or below twice the median	More than twice the median
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
<b>OECD</b>															
Australia	29	42	19	5	4	20	39	26	8	7	15	25	28	17	16
Austria	35	42	18	4	2	21	32	30	11	6	17	18	24	17	23
Belgium <sup>1</sup>	11	63	25	1	0	5	57	34	3	0	1	28	51	14	6
Canada <sup>2</sup>	37	30	19	8	7	27	29	21	11	12	22	22	20	14	22
Chile	23	53	16	5	3	11	41	24	12	11	3	14	17	17	50
Czech Republic	22	58	17	2	0	10	47	32	8	4	3	18	37	18	23
Denmark	27	42	25	4	2	16	38	34	8	4	13	22	40	14	11
Estonia	18	51	19	7	5	15	46	23	8	8	10	32	29	12	16
Finland <sup>2</sup>	28	37	25	6	3	22	38	30	7	3	13	22	33	17	15
France <sup>3</sup>	34	39	19	4	3	21	37	28	9	5	11	20	32	18	19
Germany	41	33	20	5	2	23	35	28	9	5	14	18	24	20	24
Greece	36	38	20	4	2	21	35	30	9	5	11	23	35	16	15
Hungary	3	80	14	3	1	0	61	24	9	7	0	15	25	26	34
Iceland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Ireland <sup>1</sup>	40	29	19	7	5	29	32	22	9	8	15	20	20	19	26
Israel	31	50	13	4	2	19	43	21	8	8	12	27	20	14	27
Italy <sup>3</sup>	30	34	25	7	3	19	29	30	12	10	15	18	27	16	23
Japan <sup>4</sup>	37	33	18	7	4	29	29	19	12	11	17	20	21	16	27
Korea	28	57	12	2	1	14	48	23	8	6	6	30	29	17	19
Latvia <sup>1</sup>	10	61	22	5	2	5	56	28	7	3	2	27	38	18	15
Luxembourg <sup>2</sup>	11	69	16	4	1	3	53	25	11	7	0	20	29	24	27
Mexico <sup>1</sup>	28	40	20	7	6	13	27	26	15	20	5	10	17	17	51
Netherlands <sup>2</sup>	33	36	24	5	2	22	35	28	10	5	15	21	26	18	20
New Zealand	21	47	22	7	3	17	36	28	11	8	11	26	29	17	17
Norway	31	41	21	5	2	16	38	32	9	5	12	23	39	14	12
Poland <sup>2</sup>	15	58	20	5	3	10	49	27	8	6	2	25	34	18	21
Portugal	9	55	24	6	5	6	39	29	11	16	3	14	21	20	42
Slovak Republic	35	47	14	3	1	18	36	28	11	7	12	16	27	18	27
Slovenia	c	84	14	1	0	c	63	28	6	3	c	20	33	25	23
Spain <sup>2</sup>	41	27	19	8	5	27	25	21	14	14	17	17	18	15	33
Sweden	20	52	23	3	2	13	41	32	10	4	16	29	35	12	8
Switzerland	28	51	18	1	0	22	39	31	6	2	10	23	33	19	15
Turkey <sup>1</sup>	33	43	18	5	2	19	35	23	14	9	12	12	12	26	38
United Kingdom	29	44	19	5	2	21	39	25	10	6	10	22	27	20	21
United States	47	38	10	3	2	27	37	19	9	8	14	22	23	15	26
OECD average	27	47	19	5	3	17	40	27	10	7	10	21	28	17	24
EU22 average	25	49	20	5	2	16	42	28	9	6	10	21	30	18	22
<b>Partners</b>															
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	29	42	15	6	7	9	40	22	12	18	2	12	13	13	60
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	35	35	21	6	3	18	27	33	12	10	6	12	21	15	47
Costa Rica	24	49	19	5	3	12	37	27	13	11	3	12	19	15	51
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Lithuania <sup>2</sup>	31	44	13	8	3	20	43	19	11	7	15	22	20	17	27
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m


Note: See *Definitions and Methodology* sections for more information. Data and more breakdowns are available at <http://stats.oecd.org/>, Education at a Glance Database.

1. Earnings net of income tax.

2. Year of reference 2014.

3. Year of reference 2013.

4. Year of reference 2012.

Source: OECD (2017). See *Source* section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.StatLink  <http://dx.doi.org/10.1787/888933559617>

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Table A6.3. Differences in earnings between female and male workers, by educational attainment and age group (2015)

Adults with income from employment, average annual full-time full-year earnings of women as a percentage of men's earnings

	Below upper secondary education			Upper secondary or post-secondary non-tertiary education			Tertiary education		
	25-64	35-44	55-64	25-64	35-44	55-64	25-64	35-44	55-64
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
<b>OECD</b>									
Australia	82	86	78	74	76	77	79	75	97
Austria	79	76	76	82	81	89	69	72	60
Belgium	c	c	c	83	86	c	81	86	c
Canada <sup>1</sup>	67	80	64	70	74	70	72	74	72
Chile	78	81	74	73	72	74	65	71	59
Czech Republic	81	82	83	79	75	86	69	66	82
Denmark	83	80	83	81	79	83	76	78	74
Estonia	60	62	66	62	56	69	67	71	72
Finland <sup>1</sup>	81	79	80	79	76	79	77	76	74
France <sup>2</sup>	75	c	c	79	74	100	71	79	c
Germany	84	c	114	86	86	84	74	74	80
Greece	82	72	78	82	91	63	71	75	66
Hungary	81	81	76	85	83	88	68	62	75
Iceland	m	m	m	m	m	m	m	m	m
Ireland <sup>3</sup>	86	c	c	73	69	61	70	75	63
Israel	c	c	c	71	67	82	70	79	73
Italy <sup>2</sup>	79	83	80	80	82	80	72	71	71
Japan	m	m	m	m	m	m	m	m	m
Korea	68	71	68	63	65	60	71	73	70
Latvia <sup>3</sup>	77	77	78	72	69	78	76	75	86
Luxembourg <sup>1</sup>	90	91	95	96	100	92	86	90	c
Mexico <sup>3</sup>	74	74	75	76	73	81	70	66	131
Netherlands <sup>1</sup>	87	90	88	83	89	79	77	87	75
New Zealand	78	76	77	75	74	71	74	77	67
Norway	81	79	80	78	77	77	73	74	71
Poland <sup>1</sup>	71	67	74	78	71	85	70	67	73
Portugal	76	77	73	73	74	69	71	75	69
Slovak Republic	73	73	73	75	70	81	68	62	72
Slovenia	83	82	82	87	82	95	82	80	87
Spain <sup>1</sup>	75	73	77	76	77	76	82	81	84
Sweden	91	92	94	m	m	m	81	89	85
Switzerland	77	79	78	82	78	80	80	89	84
Turkey <sup>3</sup>	67	68	63	82	77	c	86	91	c
United Kingdom	81	94	80	75	75	68	77	77	80
United States	65	65	58	72	66	73	70	69	67
OECD average	78	78	78	78	76	78	74	76	77
EU22 average	80	79	82	79	78	80	74	76	75
<b>Partners</b>									
Argentina	m	m	m	m	m	m	m	m	m
Brazil	69	69	68	65	66	60	65	66	63
China	m	m	m	m	m	m	m	m	m
Colombia	80	78	77	79	80	73	76	75	67
Costa Rica	80	79	80	81	82	c	91	102	91
India	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m
Lithuania <sup>1</sup>	79	76	73	79	76	85	75	70	80
Russian Federation	m	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m

Note: See *Definitions* and *Methodology* sections for more information. Data and more breakdowns available at <http://stats.oecd.org/>, Education at a Glance Database.


1. Year of reference 2014.

2. Year of reference 2013.

3. Earnings net of income tax.

Source: OECD (2017). See *Source* section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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