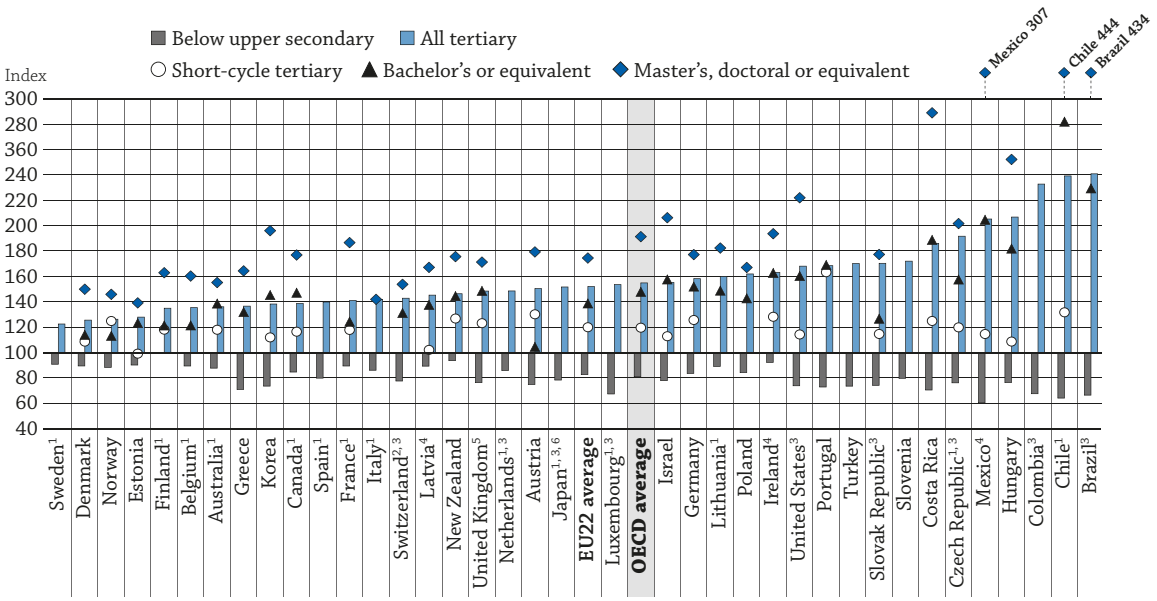
WHAT ARE THE EARNINGS ADVANTAGES FROM EDUCATION?

- In all OECD countries, earnings differentials between adults with tertiary education and those with upper secondary education are generally more pronounced than the difference between the earnings of those with upper secondary education and those with below upper secondary education. This suggests large earnings advantages for tertiary education.
- On average, adults with a master's, doctoral or equivalent degree earn almost twice as those with upper secondary education across OECD countries, and those with a bachelor's or equivalent degree earn 48% more, while those with a short-cycle tertiary degree earn only about 20% more.
- Across all levels of educational attainment, the gender gap in earnings persists, and although women generally have higher educational attainment, a large gender gap in earnings is seen between male and female full-time workers with tertiary education. Across OECD countries, tertiary-educated women earn only 73% as much as tertiary-educated men. This gender gap of 27% in earnings for tertiary-educated adults is higher than the gender gap for adults with below upper secondary (24%) and adults with upper secondary or post-secondary non-tertiary education (22%).

Figure A6.1. Relative earnings of adults working full time, by educational attainment (2014)

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 2014. Refer to Table A6.1 for details.

2. Some levels of education are included with others. Refer to "x" code in 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 or ISCED-97 classification.

4 Earnings net of income tax.

5. 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 (18% of the adults are under this group).

6. Data refer to all earners.

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

Source: OECD. Table A6.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink http://dx.doi.org/10.1787/888933397166

Context

Higher levels of education usually translate into better chances of employment (see Indicator A5) and higher earnings. While people with higher qualification are generally better placed to see increases in their earnings over time, the lower-educated, who usually have lower earnings at the start of their career, tend to see a decrease in their earnings with age. Hence, the potential for higher earnings and

faster earning progression can be one of the important incentives for individuals to pursue education and training (see Indicator A7), and this may also be one of the decisive factors when they choose their field of education.

In addition to education, a number of other factors 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 the gender differences in the sectors where they work and the types of occupation (OECD, 2016b). Variations in earnings also reflect 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 are tightly centred around a narrower range, while in others there are large earning disparities, leading to widening inequalities.

Other findings

- Cross-country variations in relative earnings for adults without upper secondary qualifications are small compared to the considerable differences for those with tertiary education. Among OECD and partner countries, the relative earnings for tertiary education are largest in Brazil, Chile, Colombia, Hungary and Mexico where adults with tertiary education earn on average more than twice as much as adults with upper secondary education for full-time work, while Denmark, Norway and Sweden have the smallest relative earnings, only about 25% higher.
- On average across OECD countries, 44% of adults with upper secondary or post-secondary non-tertiary education earns more than median earnings, and 70% of the tertiary-educated earn more than the median. Among OECD and partner countries, the share of the tertiary-educated with earnings more than twice the median is highest (over 50%) in Brazil, Chile, Colombia and Mexico.
- Across the OECD countries and subnational entities that participated in the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), the fields of education associated with higher earnings are engineering, manufacturing and construction; social sciences, business and law; and science, mathematics and computing. On average, workers who studied in these fields at the tertiary level earn about 10% more than the average of tertiary-educated earners for full-time work. But the average earnings of those who graduated in teacher training and education science, or humanities, language and arts are about 15% lower than the average earnings.

Note

Data are analysed with different specifications for this indicator. Relative earnings by educational attainment compare the earnings of adults with income who have an educational attainment other than upper secondary with a benchmark earning of those with upper secondary education (upper secondary education only, not combined with post-secondary non-tertiary education).

Earnings by field of education refer to monthly earnings for the tertiary-educated with a specific field of education and are analysed relative to the mean monthly earnings of the tertiary-educated across all fields of education. These data are taken from the Survey of Adult Skills. This survey was not specifically designed to analyse the tertiary-educated population, so the sample size for specific fields of education can be small and should therefore be interpreted with caution.

Most of the analyses use full-time full-year earnings, but relative earnings referring to the total population for 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 (see the *Methodology* section at the end of this indicator for further information). Any other incomes not directly related to work, such as government social transfers or investment income, are not included as part of earnings.

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Analysis

Relative earnings by educational attainment

In all OECD countries, earnings differentials between adults with tertiary education and those with upper secondary education are generally more pronounced than the difference between upper secondary and below upper secondary education. Across OECD countries, compared to adults with upper secondary education, those without this qualification earn on average 19% less for full-time employment, while those with a tertiary degree have a large earning advantage, of 55% more (Figure A6.1 and Table A6.1).

Cross-country variations in relative earnings for adults without upper secondary qualification are small compared to the considerable differences for the tertiary-educated. In Mexico, the earning disadvantage for adults without upper secondary qualification is the largest across OECD and partner countries: they earn on average 40% less for full-time work than adults with upper secondary education. Earnings disadvantages for the lowest-educated are also large in Brazil, Chile, Colombia and Luxembourg. On the other hand, in Finland, adults with below upper secondary and those with upper secondary earn almost the same amount, and earning differences are 10% or less in Estonia, Ireland, New Zealand and Sweden. In tertiary education, the relative earnings are largest in Brazil, Chile, Colombia, Hungary and Mexico, where the tertiary-educated earn on average more than twice as much as adults with upper secondary education, while Denmark, Norway and Sweden have the smallest relative earnings, only about 25% higher (Figure A6.1 and Table A6.1). The extent of earnings advantages may be partly related to the pool of the tertiary-educated in the labour force, as the share of tertiary-educated is relatively low among adults in Brazil, Chile, Colombia, Hungary and Mexico, but relatively high in Denmark, Norway and Sweden (see Indicator A1).

Among the tertiary-educated, earnings advantages are much higher for those with a master's, doctoral or equivalent degree. On average, 25-64 year-olds with a master's, doctoral or equivalent degree earn almost twice as much as adults with upper secondary education across OECD countries. While those with a short-cycle tertiary degree earn only about 20% more, those with a bachelor's or equivalent degree earn 48% more. This shows that continuing tertiary education after a bachelor's degree pays off significantly (Table A6.1) and, even taking into account the cost of investing in education, is supported by much higher financial returns (see Indicator A7). According to an exploratory study, relative earnings advantages are also substantial for young graduates who recently earned a master's or equivalent degree compared to those who recently earned a bachelor's or equivalent degree (Box A6.1).

The cross-country variation in relative earnings is largest for those with a master's, doctoral or equivalent degree. While people with these degrees earn more than four times as much as those with upper secondary education for full-time work in Brazil and Chile, relative earnings are lowest in Estonia and Italy, at approximately 40% higher. In Estonia, this may be explained partly by a large supply of people with a master's or equivalent degree, as the share of adults with this level of educational attainment is one of the largest in the OECD (see Indicator A1). Variations in relative earnings among OECD and partner countries are much smaller for other levels of tertiary education. For short-cycle tertiary, Portugal has the highest earning advantage (over 60%) compared to average full-time earnings of adults with upper secondary education, while the earning advantage is negligible in Estonia. As for bachelor's or equivalent degree, relative earnings range from the high of over twice as much in Brazil, Chile and Mexico and the low of approximately 5% in Austria (Table A6.1).

Taking into account part-time earners and individuals with no earnings from work, earnings differentials become even larger because the likelihood of being employed rises with educational attainment (see Indicator A5), as does the likelihood of having full-time employment. While adults with tertiary education earn on average about 55% more than those with upper secondary education for full-time employment in the OECD, earnings advantages amount to 75% when covering the whole population, including people with no earnings and part-time earners. Similarly, across OECD countries, earnings of adults with below upper secondary education are on average about 19% less than those with upper secondary education for full-time work, but relative earnings are 39% lower when considering the whole population, reflecting lower employment rates and higher unemployment and inactivity rates among the low-educated. The proportion of part-time workers in the entire population and their working hours can have an impact on differences in relative earnings for full-time employment and for the total population (Tables A6.1 and A6.3, and OECD, 2016a).

Box A6.1. New data on earnings for recent tertiary graduates

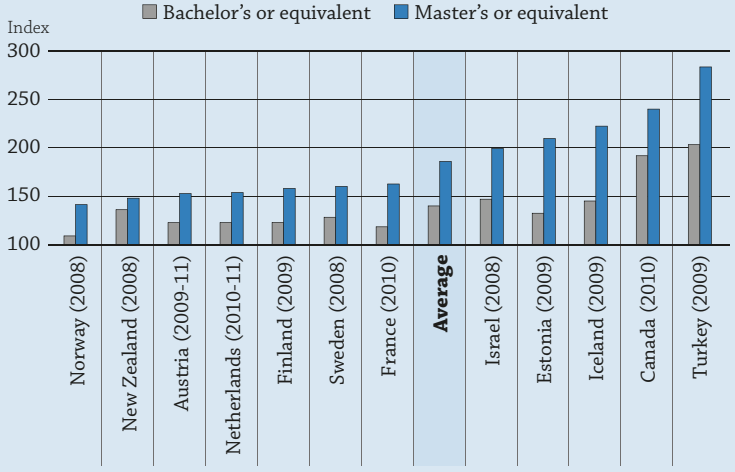
Governments around the world have emphasised the need for young people to obtain higher education in order to increase their skills, remain competitive in the labour market and increase their earnings potential. Particularly with the economic crisis of recent years, many young people have continued their education instead of entering an unstable labour market, with the hope that additional qualifications will make them more competitive for jobs with higher earning potential. However, they may face challenges in entering the labour market after completing higher qualifications.

For a few countries, different data can be explored to analyse labour market outcomes of young graduates. A few countries have longitudinally-linked administrative data at the student level, 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, this provides growing opportunities to develop new rich cohort-based data for international comparisons. These data can provide further insights on the education-related earnings advantages of young graduates and how these patterns of earnings change over time.

Based on the true-cohort data collected in 2015/16 for OECD countries with available data, young bachelor's and master's graduates have post-study earnings advantages relative to their peers who left education after completing upper secondary, despite these peers having worked longer in the labour market (Figure A6.a). For example, in Norway, the median annual earnings of a master's graduate three years after leaving study were 42% higher than those of a similarly-aged upper secondary graduate with more years of work. While the extent of earnings advantage for young recent graduates may differ from cross-country results, based on labour force surveys previously shown in this indicator, the pattern of earnings advantages across the countries shown is broadly consistent.

Figure A6.a. Relative median earnings of young tertiary graduates three years after completing a bachelor's or master's degree

Young tertiary graduates with income from employment (upper secondary education = 100)



Notes: The year(s) in brackets relate to the year(s) the cohort of tertiary graduates left study.
These data exclude graduates who left their home country.
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 France, 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 except for Canada and France, where data are survey-based.
Countries are ranked in ascending order of the relative earnings of young tertiary graduates with a master's or equivalent degree.
Source: 2015 INES LSO Survey of Employment Outcomes of Recent Graduates. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).
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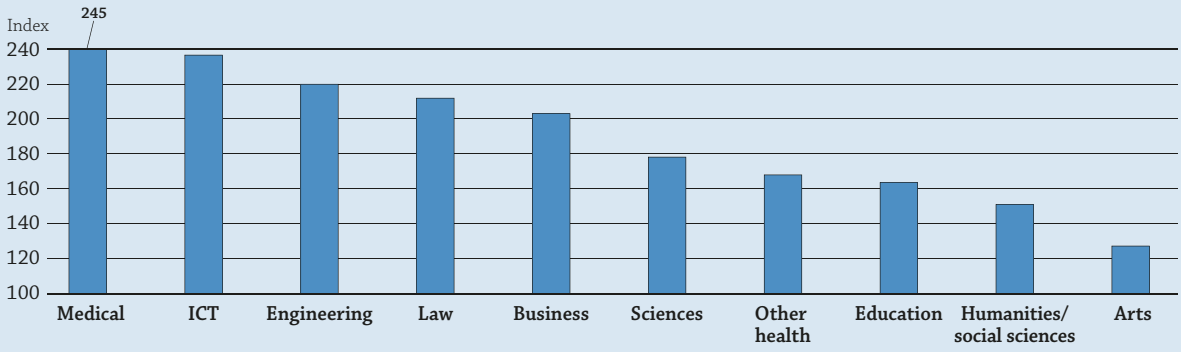
The analysis by field of education shows that, in general, graduates with medical degrees earn the most and those with master's degrees in business, engineering, information and communications technology (ICT) and law also have high earnings, while graduates of humanities, social sciences and arts earn the least. While Figure A6.b shows results at master's level, the pattern is similar at bachelor's level, with the exception of medical qualifications at bachelor's level which ranked behind ICT, engineering and law.

Figure A6.b. Relative median earnings of young tertiary graduates three years after completing a master's degree, by field of study

Young tertiary graduates with income from employment (upper secondary education = 100), average across countries



Notes: Countries included in the analysis (reference year in brackets) are Austria (2009-11), Estonia (2009), Finland (2009), France (2010), Iceland (2009), Israel (2008), Netherlands (2010-11), New Zealand (2008), Norway (2008), Sweden (2008), Turkey (2009). These data exclude graduates who left their home country and the reference year in brackets relate to the year(s) the cohort of tertiary graduates left study.
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 France, 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 except for France and Canada, where data are survey-based.
Field of studies are ranked in descending order of the relative earnings of young tertiary graduates with a master's or equivalent degree.
Source: 2015 INES LSO Survey of Employment Outcomes of Recent Graduates. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).
StatLink http://dx.doi.org/10.1787/888933397212

However, this pattern is not always the same across countries. While recent graduates with master's degrees in medicine were the highest paid in seven of eleven countries with available data, they were fourth highest in Israel (after engineering, business and ICT) and third highest in Canada (after business and law) and in Estonia (after ICT and law). In Iceland, master's level graduates in science earned the most.

Note: Unlike the main analysis which presents average earnings of full-time full-year earners relative to those with upper secondary education, median earnings of bachelor's and master's graduates here have been presented relative to the median earnings of upper secondary graduates (including part-time or part-year earners).

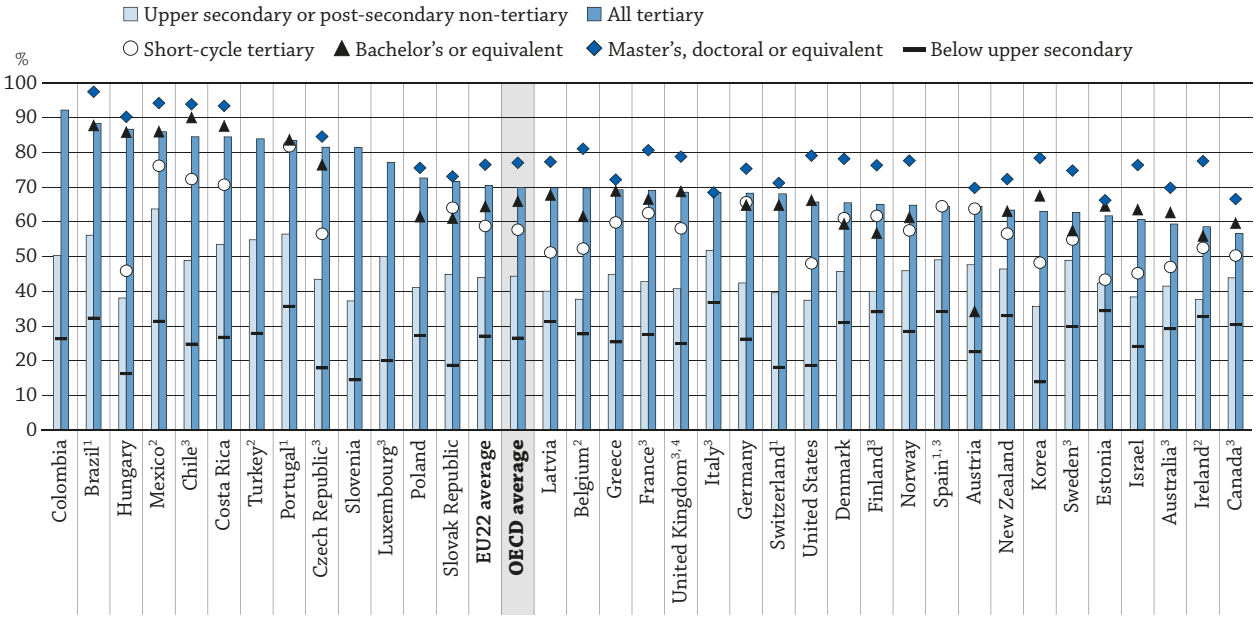
Distribution of earnings by educational attainment

For workers with below upper secondary education, the likelihood of earning more than the median is low across countries. Across OECD countries, one in four adults with below upper secondary education on average earn more than median earnings (which refer to earnings of all workers without adjusting for differences in hours worked). Although the share of the low-educated with more than median earnings is lower in countries such as Korea and Slovenia, at under 15%, it is over 35% in Italy and Portugal (Figure A6.2 and OECD, 2016a). This may be partly related to differences in the share of adults with below upper secondary education among the employed across countries.

On average, 44% of adults with upper secondary or post-secondary non-tertiary education earns more than median earnings across OECD countries. While less than 38% of workers with this education level earn more than median earnings in Belgium, Ireland, Korea, Slovenia and the United States, 64% have earnings exceeding the median in Mexico (Figure A6.2 and OECD, 2016a).

Figure A6.2. Percentage of adults earning more than the median, by educational attainment (2014)

25-64 year-olds



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

1. Italy: Short-cycle tertiary, bachelor's or equivalent attainment included in master's, doctoral or equivalent attainment. Portugal: Bachelor's or equivalent attainment included in short-cycle tertiary attainment. Switzerland: Short-cycle tertiary attainment included in bachelor's, master's, doctoral or equivalent attainment. Brazil: Short-cycle tertiary attainment included in bachelor's or equivalent attainment.

2. Earnings net of income tax.

3. Canada, Chile, Czech Republic, Finland, Luxembourg, Spain, United Kingdom: Year of reference 2013. Australia, France, Italy: Year of reference 2012.

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 (18% of the adults are under this group).

Countries are ranked in descending order of the percentage of 25-64 year-olds with tertiary education earning more than the median.

Source: OECD (2016), "Education and earnings", *Education at a Glance* (database), http://stats.oecd.org/Index.aspx?datasetcode=EAG_EARNINGS.
See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Those with tertiary education are more likely to earn over median earnings, and 70% of them earn more than the median across OECD countries. But there are some notable differences in how tertiary-educated individuals fare across OECD and partner countries, ranging from as high as over 90% earning more than the median in Colombia to less than 60% earning more than the median in Australia, Canada and Ireland (Figure A6.2 and OECD, 2016a).

The proportion of adults with short-cycle tertiary education earning more than the median is generally lower than the proportion for other tertiary levels, but the difference varies across countries. In some countries, including Denmark, Germany and Portugal, the proportion of adults with short-cycle tertiary education earning more than the median is as high as those with bachelor's or equivalent degree (less than 3 percentage-point difference). Austria, however, is a notable exception: the share of those earning more than the median is 30 percentage points lower among adults with a bachelor's degree than among adults with a short-cycle tertiary education. On average across OECD countries, the share of adults with a master's, doctoral or equivalent degree earning more than the median is 11% higher than for those with bachelor's or equivalent degree (Figure A6.2 and OECD, 2016a).

Across countries, highly-educated individuals are more likely than the low-educated to earn more than twice the median and less likely to earn less than half the median. On average across OECD countries, one in four adults with tertiary education earns more than twice the median earnings for all employed, 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 earning distribution, one in ten tertiary-educated adults earns below half the median earnings, but more than one in four adults without upper secondary qualification earn this low level (OECD, 2016a).

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Among OECD and partner countries, the share of the tertiary-educated with earnings more than twice the median is highest (over 50%) in Brazil, Chile, Colombia and Mexico. In these countries, the share of the tertiary-educated with below half the median earning is much lower than the OECD average, providing further insights on the large relative earnings for tertiary education seen in Figure A6.1, and possibly signalling equity concerns in these countries (OECD, 2016a).

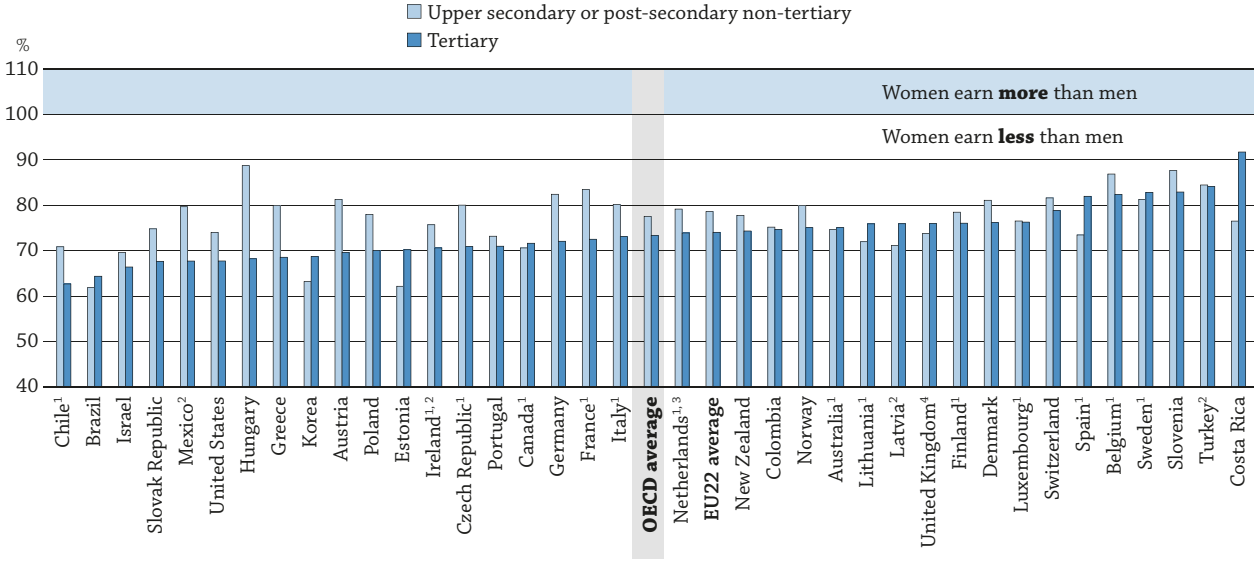
In all countries, individuals with low qualifications usually face large earnings disadvantages, but in several countries, at least some of them earn the highest level of earnings (more than twice the median). Among adults with below upper secondary education, the share of those earning less than half the national median varies substantially, ranging from the high of about 40% and more in Canada, Germany and the United States to the low of less than 10% in Hungary, Latvia, Portugal and Slovenia. But in Australia, Brazil, Canada, Estonia, Mexico, Portugal and Spain, the share of the low-educated with the highest earning level is 5% and over, suggesting that factors other than educational attainment also play an important role in high remuneration in these countries (OECD, 2016a).

Differences in earnings between women and men, by educational attainment

Across all levels of educational attainment, the gender gap in earnings persists, and although women generally have higher education attainment (see Indicator A1), a large gender gap is seen between male and female full-time workers with tertiary education. Across OECD countries, tertiary-educated women earn only 73% of the earnings of tertiary-educated men. This gender gap of 27% in earnings is higher than the gap for adults with below upper secondary (24%) and adults with upper secondary or post-secondary non-tertiary education (22%) (Figure A6.3 and Table A6.2). Although there are many possible reasons for the gender gap in earnings, one of the leading explanations is related to the fact that women continue to do most housework and family care in many countries. Due to these household commitments, women may seek less competitive career paths and greater flexibility at work, likely leading to lower earnings than men with the same educational attainment (OECD, 2016b).

Figure A6.3. Women's earnings as a percentage of men's earnings, by educational attainment (2014)

25-64 year-olds with income from full-time employment



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

1. Year of reference differs from 2014. Refer to Table A6.2 for details.

2. Earnings net of income tax.

3. Educational attainment levels are based on the ISCED-97 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 (18% of the adults are under this group).

Countries are ranked in ascending order of women's earnings as a percentage of men's earnings with tertiary education.

Source: OECD. Tables A6.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink http://dx.doi.org/10.1787/888933397182

But the gender gap varies across countries. Among workers with below upper secondary education, although women earn as low as 61% of men's earnings in Canada and 63% in Estonia, women earn as high as 85% of men's earnings in Belgium and Hungary. Among workers with upper secondary or post-secondary non-tertiary education, women earn as low as 62% of men's earnings in Brazil and Estonia, but as much as 89% of men's earnings in Hungary and 88% in Slovenia. Among the tertiary-educated, Chile and Brazil have the highest gender gap, over 35% (i.e. women earn less than 65% of men's earnings), but the gap is lowest at 8% in Costa Rica, followed by 16% in Turkey (Figure A6.3 and Table A6.2).

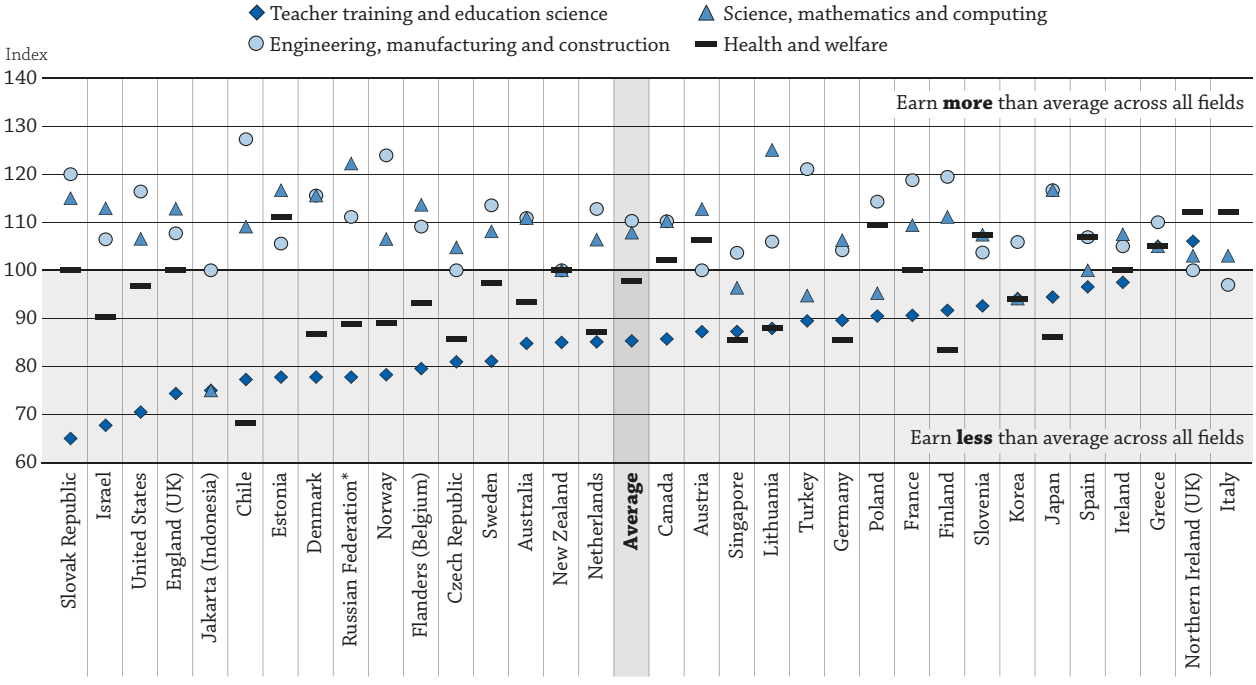
Based on the average earnings of workers, including part-time earners, the gender gap is even larger across countries, because more women work part time than men. Across OECD countries, the share of part-time part-year earners is 28% of women aged 25-64 and 17% of men in the same age group (Table A6.3). On average, among those without upper secondary qualification, female workers earn 24% less than male workers across OECD countries. This gender gap is 22% for upper secondary education and 27% for tertiary education (OECD, 2016a).

Levels of earnings by field of education studied

The earning advantages for tertiary-educated people also vary by field of education studied (Figure A6.4). Across the OECD countries and subnational entities that participated in the Survey of Adult Skills, the fields of education associated with higher earnings are engineering, manufacturing and construction; social sciences, business and law; and science, mathematics and computing. On average, workers who studied in these fields at the tertiary level earn about 10% higher than the average of tertiary-educated earners for full-time work. Earnings of full-time workers with education in health and welfare are close to the average earnings, while the average earnings of those who graduated in teacher training and education science, or humanities, language and arts are about 15% lower than the average earnings (Figure A6.4 and Table A6.4).

Figure A6.4. Relative earnings of adults with tertiary education, by field of education studied (2012 or 2015)

Survey of Adult Skills, 25-64 year-old non-students full-time workers; all fields of education = 100



Note: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.

* See note on data for the Russian Federation in the *Methodology* section.

Countries and subnational entities are ranked in ascending order of the ratio of the mean monthly earnings of adults who studied teacher training and education science over that of all fields of education.

Source: OECD. Table A6.4. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink http://dx.doi.org/10.1787/888933397196

Even though the fields of education associated with higher and lower earnings are approximately the same across countries, cross-country variations exist for each field of education. One of the largest cross-country variations is found in teacher training and education science. Although not all adults who studied teacher training and education science work as teachers after completing a tertiary degree, teachers' salary relative to earnings of tertiary-educated workers also vary widely across countries (see Indicator D3). The smallest variation across countries is in the fields of humanities, languages and arts; social science, business and law; and engineering, manufacturing and construction. For example, those who studied engineering, manufacturing and construction earn about the average for adults with tertiary education in Austria, the Czech Republic, Italy, Jakarta (Indonesia), New Zealand and Northern Ireland (United Kingdom) while in Chile, the Slovak Republic, Norway and Turkey they earn up to 20% more (Figure A6.4 and Table A6.4).

A larger share of men than women studied in the fields of education associated with higher earnings, such as engineering, manufacturing and construction, or science, mathematics and computing, while a higher share of women studied in fields associated with lower earnings including teacher training and education science, and humanities, languages and arts (see Indicator A1). This may be associated with the fact that women tend to earn less even if they studied in the same field of education, and the share of women in a specific field of education influences the average earnings among men and women who studied this field. For example, in social sciences, business and law, which was studied by a relatively large share of both women and men and is associated with relatively high earnings, on average across OECD countries, women earn only about 75% as much as men who studied in the same field of education.

Within fields of education, a number of different specialisations are available and cross-country variations and differences in gender gap in earnings may be also related to differences in the specific specialisation studied and the professions chosen subsequently. For example, doctors who earn high remuneration represent about 5% of the workforce in the health and social sector (OECD, 2016c), and the share of women accounts for 45% of doctors on average across OECD countries (OECD, 2015). Since, on average, 18% of women studied in health and welfare and only 6% of men did so (see Indicator A1), a large number of women who studied in this field of education are likely to have other professions within the sector, such as nurses and long-term care workers, who are usually paid less than doctors. In addition to differences by profession, other factors may also explain differences in earnings across countries and differences between men and women within countries, such as the sectors where they work after completing tertiary education, the types of occupation (such as management positions) and the types of contracts (OECD, 2016b).

Definitions

Age groups: adults refers to 25-64 year-olds.

Levels of education: In this indicator two ISCED (International Standard Classification of Education) classifications are used: ISCED 2011 and ISCED-97.

ISCED 2011 is used for all the analyses that are not based on the Survey of Adult Skills. For ISCED 2011, the levels of education are defined as follows: **below upper secondary** corresponds to ISCED 2011 levels 0, 1 and 2, and includes recognised qualifications from ISCED 2011 level 3 programmes, which are not considered as sufficient for ISCED 2011 level 3 completion, and without direct access to post-secondary non-tertiary education or tertiary education; **upper secondary or post-secondary non-tertiary** corresponds to ISCED 2011 levels 3 and 4; and **tertiary** corresponds to ISCED 2011 levels 5, 6, 7 and 8 (UNESCO Institute for Statistics, 2012)

ISCED-97 is used for all analyses based on the Survey of Adult Skills. For ISCED-97, the levels of education are defined as follows: **below upper secondary** corresponds to ISCED-97 levels 0, 1, 2 and 3C short programmes; **upper secondary or post-secondary non-tertiary** corresponds to ISCED-97 levels 3A, 3B, 3C long programmes and level 4; and **tertiary** corresponds to ISCED-97 levels 5A, 5B and 6.

See the section *About the new ISCED 2011 classification*, at the beginning of this publication for a presentation of all ISCED 2011 levels and Annex 3 for a presentation of all ISCED-97 levels.

Methodology

The indicator is based on the data collection on education and earnings by the OECD LSO (Labour Market and Social Outcomes of Learning) Network that takes account of earnings from work 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. Data on earning levels by field of education are based on the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC). See Annex 3 (www.oecd.org/education/education-at-a-glance-19991487.htm) for additional information.

Earnings data collection

Earnings data collection (used in Tables A6.1, A6.2 and A6.3) provides information based on an annual, monthly or weekly reference period, depending on the country. The length of the reference period for earnings also differs. Australia, New Zealand and the United Kingdom reported data on weekly earnings. Belgium, Brazil, Chile, Costa Rica, Colombia, Estonia, Israel, Korea, Latvia, Poland and Portugal reported monthly data. All other countries reported annual data. Data on earnings are before income tax, except for Ireland, Latvia, Mexico and Turkey, where earnings reported are net of income tax. For Belgium, data on dispersion of earnings from work and earnings of students and non-students are net of income tax. 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 the business.

Since earnings data differ across countries in a number of ways, the results should be interpreted with caution. For example:

- In countries reporting annual earnings, differences in the incidence of seasonal work among individuals with different levels of educational attainment will have an effect on relative earnings that is not similarly reflected in the data for countries reporting weekly or monthly earnings.
- Countries may include earnings for self-employed or part-time work.
- Countries may differ in the extent to which there are employer contributions to pensions, health insurance, etc. on top of salaries.

This indicator does not take into consideration the impact of effective income from free government services. In some countries, incomes could be high but they may have to cover, for instance, health care and schooling/tertiary education for children/students, while in other countries incomes could be lower but the state provides both free health care and schooling.

The total (men plus women, i.e. M+W) average for earnings is not the simple average of the earnings figures for men and women, but the average based on earnings of the total population. This overall average weights the average earnings figure separately for men and women by the share of men and women at different levels of attainment.

Full-time and full-year earnings

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. Belgium, France, Germany, Italy, Latvia, Lithuania, Portugal, Spain and the United Kingdom reported self-designated full-time status. The other countries defined the full-time status by the number of working hours per week. The threshold was 44/45 hours per week in Chile, 36 hours per week in Hungary, the Slovak Republic and Slovenia, 35 hours in Australia, Brazil, Canada, Costa Rica, Colombia, Estonia, Israel, Korea, Mexico, Norway and the United States, and 30 hours in the Czech Republic, Greece, Ireland, New Zealand and Turkey. Other participating countries did not report a minimum normal number of working hours for full-time work. For some countries, data on full-time, full-year earnings are based on the European Survey on Income and Living Conditions (EU-SILC), which uses a self-designated approach in establishing full-time status. Data on earning based on the Survey of Adult Skills refer to income from employment working full-time which is 30 hours or more.

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.

Note regarding data from the Russian Federation in the Survey of Adult Skills (PIAAC)

Readers should note that the sample for the Russian Federation does not include the population of the Moscow municipal area. The data published, therefore, do not represent the entire resident population aged 16-65 in Russia but rather the population of Russia excluding the population residing in the Moscow municipal area. More detailed information regarding the data from the Russian Federation as well as that of other countries can be found in the *Technical Report of the Survey of Adult Skills* (OECD, forthcoming).

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Indicator A6 Tables

StatLink http://dx.doi.org/10.1787/888933397112

	Table A6.1	Relative earnings of full-time full-year workers, by educational attainment (2014)
	Table A6.2	Differences in earnings between female and male workers, by educational attainment and age group (2014)
	Table A6.3	Percentage of full-time, full-year earners, part-time earners and people with no earnings, by educational attainment (2014)
	Table A6.4	Mean monthly earnings of tertiary-educated adults, by field of education studied and gender (2012 or 2015)
WEB	Table A6.4 (L)	Mean monthly earnings of workers, by educational attainment, literacy proficiency level and gender (2012 or 2015)
WEB	Table A6.4 (N)	Mean monthly earnings of workers, by educational attainment, numeracy proficiency level and gender (2012 or 2015)

Cut-off date for the data: 20 July 2016. Any updates on data can be found on line at: http://dx.doi.org/10.1787/eag-data-en

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Table A6.1. Relative earnings of full-time full-year workers, by educational attainment (2014)

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

		Year	Below upper secondary	Post-secondary non-tertiary	Short-cycle tertiary	Bachelor's or equivalent	Master's, doctoral or equivalent	All tertiary education
			(1)	(2)	(3)	(4)	(5)	(6)
OECD	Australia	2012	88	102	118	139	155	136
	Austria	2014	75	113	130	105	179	150
	Belgium	2013	89	c	c	121	160	135
	Canada	2013	85	119	116	147	177	139
	Chile	2013	64	a	132	282	444	239
	Czech Republic[1]	2013	76	m	120	158	202	192
	Denmark	2014	89	117	109	114	150	126
	Estonia	2014	90	91	99	123	139	128
	Finland	2013	99	113	118	121	163	135
	France	2012	89	c	118	124	187	141
	Germany	2014	84	110	126	152	177	158
	Greece	2014	71	98	c	132	164	137
	Hungary	2014	76	100	109	182	252	207
	Iceland		m	m	m	m	m	m
	Ireland[2]	2014	92	97	128	163	194	163
	Israel	2014	78	a	113	158	206	155
	Italy	2012	86	m	x(5)	x(5)	142[d]	142
	Japan		m	m	m	m	m	m
	Korea	2014	74	a	112	145	196	138
	Latvia[2]	2014	89	100	102	138	167	145
	Luxembourg[1]	2013	67	m	m	m	m	154
	Mexico[2]	2014	60	a	115	205	307	205
	Netherlands[3]	2010	86	m	m	m	m	149
	New Zealand	2014	94	113	127	145	176	146
	Norway	2014	88	108	125	113	146	126
	Poland	2014	84	100	m	143	167	162
	Portugal	2014	73	104	163	169[d]	x(4)	168
	Slovak Republic[1]	2014	74	m	115	127	177	170
	Slovenia	2014	80	a	m	m	m	172
	Spain	2013	80	99	m	m	m	140
	Sweden	2012	91	124	m	m	m	123
	Switzerland[1]	2014	78	m	x(4, 5)	131[d]	154[d]	143
	Turkey[2]	2014	74	a	m	m	m	170
	United Kingdom[4]	2014	76	a	123	149	171	148
	United States[1]	2014	74	m	114	160	222	168
	OECD average		81	m	120	148	191	155
	EU22 average		83	105	120	139	175	152
Partners	Argentina		m	m	m	m	m	m
	Brazil[1]	2014	66	m	x(4)	229[d]	434	241
	China		m	m	m	m	m	m
	Colombia[1]	2014	68	m	m	m	m	233
	Costa Rica	2014	70	137	125	189	289	186
	India		m	m	m	m	m	m
	Indonesia		m	m	m	m	m	m
	Lithuania	2013	89	106	a	149	182	160
	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: Columns showing data for men and women separately and for other age groups are available for consultation on line (see *StatLink* below).

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

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-97 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 (18% of the adults are under this group).

Source: OECD (2016), "Education and earnings", *Education at a Glance* (database), http://stats.oecd.org/Index.aspx?datasetcode=EAG_EARNINGS. See Annex 3 for notes (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/10.1787/888933397122

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Table A6.2. Differences in earnings between female and male workers, by educational attainment and age group (2014)

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

		Year	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)
OECD	Australia	2012	79	78	82	75	74	78	75	75	69
	Austria	2014	77	79	70	81	79	81	70	72	69
	Belgium	2013	85	c	c	87	86	c	82	87	c
	Canada	2013	61	64	70	71	64	76	72	75	66
	Chile	2013	77	77	78	71	68	85	63	65	60
	Czech Republic	2013	80	81	80	80	73	87	71	66	86
	Denmark	2014	83	80	83	81	79	83	76	78	74
	Estonia	2014	63	59	74	62	61	70	70	69	73
	Finland	2013	79	75	79	78	76	78	76	75	74
	France	2012	74	c	c	83	71	c	73	76	c
	Germany	2014	78	c	c	82	85	84	72	66	76
	Greece	2014	72	59	75	80	81	57	69	66	66
	Hungary	2014	85	84	84	89	86	94	68	63	75
	Iceland		m	m	m	m	m	m	m	m	m
	Ireland[1]	2014	73	c	c	76	73	73	71	74	67
	Israel	2014	80	87	61	70	75	68	66	68	70
	Italy	2012	76	81	73	80	80	78	73	80	74
	Japan		m	m	m	m	m	m	m	m	m
	Korea	2014	66	62	66	63	62	57	69	69	63
	Latvia[1]	2014	73	75	75	71	65	80	76	74	77
	Luxembourg	2013	83	83	70	77	82	69	76	85	67
	Mexico[1]	2014	74	76	68	80	80	100	68	66	65
	Netherlands[2]	2010	77	79	76	79	85	79	74	83	74
	New Zealand	2014	75	74	75	78	80	78	74	72	79
	Norway	2014	82	80	82	80	79	80	75	77	73
	Poland	2014	71	67	74	78	71	85	70	67	73
	Portugal	2014	77	77	73	73	74	69	71	75	70
	Slovak Republic	2014	72	74	72	75	70	82	68	61	74
	Slovenia	2014	84	83	84	88	83	97	83	81	89
	Spain	2013	74	78	72	73	75	75	82	76	84
	Sweden	2012	83	75	96	81	79	88	83	85	87
	Switzerland	2014	79	78	81	82	84	84	79	84	83
	Turkey[1]	2014	70	69	71	84	80	c	84	86	c
	United Kingdom[3]	2014	83	83	84	74	72	72	76	78	73
	United States	2014	73	64	87	74	73	72	68	68	68
	OECD average		76	75	76	77	76	79	73	74	73
	EU22 average		77	76	77	79	77	79	74	75	75
Partners	Argentina		m	m	m	m	m	m	m	m	m
	Brazil	2014	67	66	67	62	61	57	64	63	62
	China		m	m	m	m	m	m	m	m	m
	Colombia	2014	80	79	82	75	76	74	75	73	70
	Costa Rica	2014	76	77	78	77	80	64	92	84	97
	India		m	m	m	m	m	m	m	m	m
	Indonesia		m	m	m	m	m	m	m	m	m
	Lithuania	2013	c	m	m	72	m	m	76	m	m
	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: Columns showing the relative earnings for all levels of education combined are available for consultation on line (see *StatLink* below).

1. Earnings net of income tax.

2. Educational attainment levels are based on the ISCED-97 classification.

3. 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 (18% of the adults are under this group).

Source: OECD (2016), "Education and earnings", *Education at a Glance* (database), http://stats.oecd.org/Index.aspx?datasetcode=EAG_EARNINGS. See Annex 3 for notes (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 A6.3. [1/3] Percentage of full-time, full-year earners, part-time earners and people with no earnings, by educational attainment (2014)

25-64 year-olds

How to read this table: In Australia, 58% of 25-64 year-old men with below upper secondary education have earnings from a full-time employment, 9% have earnings from a part-time employment and 33% have no earnings from work.

		Year	Gender	Full-time, full-year earners				Part-time earners				No earnings			
				Below upper secondary education	Upper secondary or post-secondary non-tertiary education	Tertiary education	All levels of education	Below upper secondary education	Upper secondary or post-secondary non-tertiary education	Tertiary education	All levels of education	Below upper secondary education	Upper secondary or post-secondary non-tertiary education	Tertiary education	All levels of education
				(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD	**Australia**	2012	Men	58	75	79	73	9	8	10	9	33	16	11	18
			Women	22	35	48	37	26	32	30	29	53	34	22	33
			M + W	38	58	61	54	18	19	21	20	43	24	17	26
	Austria	2014	Men	38	62	69	61	25	21	19	21	37	17	12	18
			Women	19	28	42	30	35	47	44	44	46	25	14	27
			M + W	26	45	55	45	31	34	32	33	43	21	13	22
	Belgium	2013	Men	42	67	77	65	13	14	12	13	45	18	11	22
			Women	13	27	49	34	26	40	35	35	61	33	16	32
			M + W	28	48	62	49	19	26	24	24	53	25	14	27
	Canada	2013	Men	46	58	64	60	28	29	25	27	25	13	10	13
			Women	21	38	49	43	30	37	35	35	48	25	16	22
			M + W	35	49	56	51	29	33	31	31	36	18	13	17
	Chile	2013	Men	42	47	49	46	42	38	41	40	16	14	10	14
			Women	14	24	35	22	27	34	43	33	60	42	22	45
			M + W	27	35	41	33	34	36	42	36	40	29	16	30
	Czech Republic		Men	m	m	m	m	m	m	m	m	m	m	m	m
			Women	m	m	m	m	m	m	m	m	m	m	m	m
			M + W	m	m	m	m	m	m	m	m	m	m	m	m
	Denmark	2014	Men	27	43	62	44	45	46	31	42	28	11	7	15
			Women	19	33	43	33	40	50	49	47	42	16	9	19
			M + W	24	38	51	39	42	48	41	44	34	14	8	17
	Estonia	2014	Men	62	76	84	77	3	4	5	4	34	20	11	19
			Women	43	61	73	65	8	7	7	7	49	32	19	27
			M + W	55	69	77	71	5	5	7	6	40	26	16	23
	Finland	2013	Men	51	74	86	74	5	6	5	5	44	21	9	21
			Women	42	66	80	70	10	14	11	12	48	20	9	18
			M + W	47	70	83	72	7	10	9	9	46	20	9	19
	France	2012	Men	48	69	82	69	19	14	10	14	33	17	8	17
			Women	23	46	65	47	29	33	25	29	48	21	10	24
			M + W	34	58	72	58	24	22	18	22	42	19	9	21
	Germany	2014	Men	50	68	78	69	14	12	13	13	35	20	8	18
			Women	16	30	43	32	37	42	38	40	47	28	18	27
			M + W	31	47	61	50	27	29	25	27	42	24	13	23
	Greece	2014	Men	46	53	67	55	16	16	11	15	38	32	22	30
			Women	17	29	52	32	12	14	15	14	71	57	33	54
			M + W	31	41	59	44	14	15	13	14	55	44	28	42
	Hungary		Men	m	m	m	m	m	m	m	m	m	m	m	m
			Women	m	m	m	m	m	m	m	m	m	m	m	m
			M + W	m	m	m	m	m	m	m	m	m	m	m	m
	Iceland		Men	m	m	m	m	m	m	m	m	m	m	m	m
			Women	m	m	m	m	m	m	m	m	m	m	m	m
			M + W	m	m	m	m	m	m	m	m	m	m	m	m
	Ireland[1]	2014	Men	25	42	62	44	30	33	26	30	45	25	12	27
			Women	11	26	47	31	24	34	35	33	65	40	18	36
			M + W	19	33	54	37	28	34	31	31	54	33	15	31
	Israel	2014	Men	55	72	83	76	8	10	8	9	36	18	9	15
			Women	16	45	57	49	10	21	27	24	73	33	16	26
			M + W	36	59	68	62	9	15	18	16	54	25	13	21
	Italy	2012	Men	58	72	78	67	21	17	12	18	21	11	10	15
			Women	21	44	59	38	22	27	25	25	57	29	16	38
			M + W	40	58	67	52	21	22	19	21	38	20	14	26
	Korea	2014	Men	32	43	44	43	12	14	28	20	56	43	28	37
			Women	24	25	21	23	13	18	31	22	63	57	48	55
			M + W	27	34	34	33	12	16	29	21	60	50	37	46

Notes: The length of the reference period varies from one week to one year. Self-employed individuals are excluded in some countries. See the *Methodology* section and Annex 3 for further information. Columns showing data for other age groups are available for consultation on line (see *StatLink* below).

1. Earnings net of income tax.

2. 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 (18% of the adults are under this group).

Source: OECD (2016), "Education and earnings", *Education at a Glance* (database), http://stats.oecd.org/Index.aspx?datasetcode=EAG_EARNINGS. See Annex 3 for notes (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 A6.3. [2/3] Percentage of full-time, full-year earners, part-time earners and people with no earnings, by educational attainment (2014)

25-64 year-olds

How to read this table: In Australia, 58% of 25-64 year-old men with below upper secondary education have earnings from a full-time employment, 9% have earnings from a part-time employment and 33% have no earnings from work.

				Full-time, full-year earners				Part-time earners				No earnings			
		Year	Gender	Below upper secondary education	Upper secondary or post-secondary non-tertiary education	Tertiary education	All levels of education	Below upper secondary education	Upper secondary or post-secondary non-tertiary education	Tertiary education	All levels of education	Below upper secondary education	Upper secondary or post-secondary non-tertiary education	Tertiary education	All levels of education
				(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD	Latvia[1]	2014	Men	49	62	70	61	2	2	2	2	49	36	29	37
			Women	35	55	71	59	4	4	4	4	61	41	24	36
			M + W	44	59	71	60	3	3	3	3	54	38	26	37
	Luxembourg	2013	Men	65	75	82	74	11	8	7	9	24	17	11	17
			Women	25	37	56	38	33	31	27	30	41	33	17	31
			M + W	44	58	69	56	23	18	17	19	33	24	14	24
	Mexico[1]	2014	Men	76	80	78	77	7	5	9	7	17	16	13	16
			Women	23	40	53	31	10	8	15	11	67	52	31	58
			M + W	46	59	66	52	9	6	12	9	45	35	22	39
	Netherlands		Men	m	m	m	m	m	m	m	m	m	m	m	m
			Women	m	m	m	m	m	m	m	m	m	m	m	m
			M + W	m	m	m	m	m	m	m	m	m	m	m	m
	New Zealand	2014	Men	70	82	84	79	7	7	8	7	24	11	8	13
			Women	42	45	59	50	21	22	22	22	37	32	19	29
			M + W	55	65	70	64	14	14	16	15	31	21	14	21
	Norway	2014	Men	41	62	66	58	35	30	29	31	23	9	5	11
			Women	20	33	46	36	48	53	48	50	32	14	6	15
			M + W	31	49	55	47	41	40	39	40	27	11	6	13
	Poland		Men	m	m	m	m	m	m	m	m	m	m	m	m
			Women	m	m	m	m	m	m	m	m	m	m	m	m
			M + W	m	m	m	m	m	m	m	m	m	m	m	m
	Portugal		Men	m	m	m	m	m	m	m	m	m	m	m	m
			Women	m	m	m	m	m	m	m	m	m	m	m	m
			M + W	m	m	m	m	m	m	m	m	m	m	m	m
	Slovak Republic		Men	m	m	m	m	m	m	m	m	m	m	m	m
			Women	m	m	m	m	m	m	m	m	m	m	m	m
			M + W	m	m	m	m	m	m	m	m	m	m	m	m
	Slovenia		Men	m	m	m	m	m	m	m	m	m	m	m	m
			Women	m	m	m	m	m	m	m	m	m	m	m	m
			M + W	m	m	m	m	m	m	m	m	m	m	m	m
	Spain	2013	Men	45	62	71	57	27	22	18	23	28	16	11	20
			Women	21	37	55	37	30	32	29	30	48	31	16	33
			M + W	33	50	63	47	29	27	24	27	38	24	14	26
	Sweden	2012	Men	60	74	79	75	9	9	9	9	31	16	12	16
			Women	25	44	59	50	6	9	13	11	69	46	28	40
			M + W	44	61	67	62	8	9	12	10	48	30	21	28
	Switzerland	2014	Men	68	76	77	76	9	11	15	13	23	13	8	12
			Women	21	24	32	26	40	52	51	50	39	24	17	24
			M + W	42	48	58	51	26	33	30	31	32	19	12	18
	Turkey[1]	2014	Men	58	71	77	65	31	20	18	26	11	8	5	9
			Women	40	56	71	54	43	32	23	34	16	12	6	12
			M + W	54	68	74	62	34	23	20	28	13	9	5	10
	United Kingdom[2]	2014	Men	61	78	82	76	9	6	7	7	30	15	11	16
			Women	22	39	54	42	24	33	27	29	54	28	18	29
			M + W	42	59	67	59	17	20	18	18	42	21	15	23
	United States	2014	Men	52	64	77	68	20	17	14	16	28	20	10	16
			Women	25	44	57	48	20	23	24	23	55	33	20	29
			M + W	39	54	66	58	20	20	19	19	41	26	15	23
	OECD average		Men	51	66	73	65	18	16	15	17	31	18	11	18
			Women	24	39	53	41	25	30	29	28	51	32	19	31
			M + W	37	53	63	53	22	23	22	23	41	25	15	25
	EU22 average		Men	49	65	75	65	17	16	13	15	35	20	12	21
			Women	24	40	57	43	24	29	27	27	53	31	17	31
			M + W	36	53	65	53	21	22	20	21	44	25	15	26

Notes: The length of the reference period varies from one week to one year. Self-employed individuals are excluded in some countries. See the *Methodology* section and Annex 3 for further information. Columns showing data for other age groups are available for consultation on line (see *StatLink* below).

1. Earnings net of income tax.

2. 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 (18% of the adults are under this group).

Source: OECD (2016), "Education and earnings", *Education at a Glance* (database), http://stats.oecd.org/Index.aspx?datasetcode=EAG_EARNINGS. See Annex 3 for notes (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/10.1787/888933397143

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Table A6.3. [3/3] Percentage of full-time, full-year earners, part-time earners and people with no earnings, by educational attainment (2014)

25-64 year-olds

How to read this table: In Australia, 58% of 25-64 year-old men with below upper secondary education have earnings from a full-time employment, 9% have earnings from a part-time employment and 33% have no earnings from work.

		Year	Gender	Full-time, full-year earners				Part-time earners				No earnings			
				Below upper secondary education	Upper secondary or post-secondary non-tertiary education	Tertiary education	All levels of education	Below upper secondary education	Upper secondary or post-secondary non-tertiary education	Tertiary education	All levels of education	Below upper secondary education	Upper secondary or post-secondary non-tertiary education	Tertiary education	All levels of education
				(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Partners	**Argentina**		Men	m	m	m	m	m	m	m	m	m	m	m	m
			Women	m	m	m	m	m	m	m	m	m	m	m	m
			M + W	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	2014	Men	61	70	71	65	22	18	19	21	17	12	9	15
			Women	24	42	51	34	27	24	29	27	49	34	20	39
			M + W	42	55	59	49	25	21	25	24	33	24	16	27
	China		Men	m	m	m	m	m	m	m	m	m	m	m	m
			Women	m	m	m	m	m	m	m	m	m	m	m	m
			M + W	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	2014	Men	79	81	81	80	8	6	9	8	13	13	10	12
			Women	30	44	63	42	18	16	14	17	51	40	23	42
			M + W	55	62	71	60	13	11	12	12	32	27	18	27
	Costa Rica	2014	Men	71	82	82	76	7	3	2	5	22	15	16	19
			Women	18	39	64	33	10	6	4	8	72	55	32	59
			M + W	44	59	72	54	8	5	3	6	48	36	24	40
	India		Men	m	m	m	m	m	m	m	m	m	m	m	m
			Women	m	m	m	m	m	m	m	m	m	m	m	m
			M + W	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia		Men	m	m	m	m	m	m	m	m	m	m	m	m
			Women	m	m	m	m	m	m	m	m	m	m	m	m
			M + W	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania		Men	m	m	m	m	m	m	m	m	m	m	m	m
			Women	m	m	m	m	m	m	m	m	m	m	m	m
			M + W	m	m	m	m	m	m	m	m	m	m	m	m
	Russian Federation		Men	m	m	m	m	m	m	m	m	m	m	m	m
			Women	m	m	m	m	m	m	m	m	m	m	m	m
			M + W	m	m	m	m	m	m	m	m	m	m	m	m
	Saudi Arabia		Men	m	m	m	m	m	m	m	m	m	m	m	m
			Women	m	m	m	m	m	m	m	m	m	m	m	m
			M + W	m	m	m	m	m	m	m	m	m	m	m	m
	South Africa		Men	m	m	m	m	m	m	m	m	m	m	m	m
			Women	m	m	m	m	m	m	m	m	m	m	m	m
			M + W	m	m	m	m	m	m	m	m	m	m	m	m
	G20 average		Men	m	m	m	m	m	m	m	m	m	m	m	m
			Women	m	m	m	m	m	m	m	m	m	m	m	m
			M + W	m	m	m	m	m	m	m	m	m	m	m	m

Notes: The length of the reference period varies from one week to one year. Self-employed individuals are excluded in some countries. See the *Methodology* section and Annex 3 for further information. Columns showing data for other age groups are available for consultation on line (see *StatLink* below).

1. Earnings net of income tax.

2. 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 (18% of the adults are under this group).

Source: OECD (2016), "Education and earnings", *Education at a Glance* (database), http://stats.oecd.org/Index.aspx?datasetcode=EAG_EARNINGS. See Annex 3 for notes (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/10.1787/888933397143

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Table A6.4. [1/3] Mean monthly earnings of tertiary-educated adults, by field of education studied and gender (2012 or 2015)

Survey of Adult Skills, 25-64 year-olds with income from employment working full time (i.e. 30 or more hours per week), in equivalent 2012 USD converted using PPPs for private consumption

		Men and women													
		Teacher training and education science		Humanities, languages and arts		Social sciences, business and law		Science, mathematics and computing		Engineering, manufacturing and construction		Health and welfare		All fields of education	
		Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
OECD	**National entities**														
	Australia	3 900	(125)	3 800	(258)	4 800	(171)	5 100	(240)	5 100	(219)	4 300	(175)	4 600	(84)
	Austria	4 100	(161)	4 000	(316)	5 300	(226)	5 300	(551)	4 700	(211)	5 000	(325)	4 700	(104)
	Canada	4 200	(112)	3 500	(117)	5 300	(202)	5 400	(337)	5 400	(248)	5 000	(244)	4 900	(113)
	Chile	1 700	(160)	2 100	(320)	2 300	(186)	2 400	(186)	2 800	(219)	1 500	(288)	2 200	(115)
	Czech Republic	1 700	(66)	2 100	(245)	2 300	(140)	2 200	(142)	2 100	(133)	1 800	(167)	2 100	(52)
	Denmark	3 500	(50)	4 100	(159)	5 300	(117)	5 200	(148)	5 200	(118)	3 900	(110)	4 500	(42)
	Estonia	1 400	(72)	1 700	(111)	1 900	(63)	2 100	(124)	1 900	(60)	2 000	(115)	1 800	(37)
	Finland	3 300	(90)	3 100	(87)	3 600	(69)	4 000	(190)	4 300	(87)	3 000	(96)	3 600	(36)
	France	2 900	(87)	2 600	(101)	3 300	(83)	3 500	(86)	3 800	(109)	3 200	(106)	3 200	(37)
	Germany	4 300	(140)	3 900	(261)	5 400	(234)	5 100	(169)	5 000	(163)	4 100	(220)	4 800	(97)
	Greece	2 100	(179)	1 600	(296)	1 900	(122)	2 100	(185)	2 200	(237)	2 100	(157)	2 000	(71)
	Ireland	3 900	(190)	3 300	(220)	4 200	(136)	4 300	(154)	4 200	(262)	4 000	(156)	4 000	(70)
	Israel	2 100	(91)	2 600	(277)	3 600	(193)	3 500	(209)	3 300	(153)	2 800	(201)	3 100	(84)
	Italy	c	c	2 800	(213)	3 300	(227)	3 400	(231)	3 200	(285)	3 700	(260)	3 300	(105)
	Japan	3 400	(176)	3 000	(129)	4 100	(127)	4 200	(331)	4 200	(121)	3 100	(115)	3 600	(56)
	Korea	3 200	(133)	2 900	(114)	3 700	(126)	3 200	(108)	3 600	(88)	3 200	(190)	3 400	(49)
	Netherlands	4 000	(175)	3 900	(299)	5 000	(127)	5 000	(234)	5 300	(208)	4 100	(227)	4 700	(70)
	New Zealand	3 400	(117)	3 000	(203)	4 700	(223)	4 000	(184)	4 000	(147)	4 000	(226)	4 000	(82)
	Norway	3 600	(64)	4 000	(184)	4 900	(96)	4 900	(137)	5 700	(139)	4 100	(96)	4 600	(46)
	Poland	1 900	(104)	1 800	(105)	2 200	(83)	2 000	(133)	2 400	(109)	2 300	(282)	2 100	(45)
	Slovak Republic	1 300	(51)	1 500	(98)	2 300	(138)	2 300	(189)	2 400	(144)	2 000	(182)	2 000	(56)
	Slovenia	2 500	(95)	2 700	(129)	2 600	(60)	2 900	(112)	2 800	(108)	2 900	(170)	2 700	(41)
	Spain	2 800	(116)	2 900	(171)	2 900	(108)	2 900	(151)	3 100	(126)	3 100	(100)	2 900	(52)
	Sweden	3 000	(56)	2 900	(175)	4 000	(119)	4 000	(123)	4 200	(101)	3 600	(87)	3 700	(40)
	Turkey	1 700	(71)	c	c	1 900	(95)	1 800	(151)	2 300	(201)	c	c	1 900	(50)
	United States	4 300	(157)	5 200	(330)	7 000	(445)	6 500	(400)	7 100	(455)	5 900	(390)	6 100	(192)
	Subnational entities														
	Flanders (Belgium)	3 500	(71)	4 000	(198)	4 700	(163)	5 000	(170)	4 800	(188)	4 100	(178)	4 400	(73)
	England (UK)	2 900	(171)	3 400	(183)	4 300	(214)	4 400	(251)	4 200	(183)	3 900	(226)	3 900	(94)
	Northern Ireland (UK)	3 500	(176)	3 100	(217)	3 300	(161)	3 400	(180)	3 300	(153)	3 700	(398)	3 300	(78)
	Average	3 004	(24)	3 054	(40)	3 797	(32)	3 797	(41)	3 883	(35)	3 443	(40)	3 521	(15)
Partners	Jakarta (Indonesia)	900	(84)	c	c	1 500	(140)	900	(72)	1 200	(136)	c	c	1 200	(74)
	Lithuania	1 400	(60)	1 400	(73)	1 600	(74)	2 000	(110)	1 700	(90)	1 400	(126)	1 600	(40)
	Russian Federation*	700	(40)	900	(69)	1 000	(85)	1 100	(86)	1 000	(39)	800	(50)	900	(29)
	Singapore	4 800	(322)	4 000	(331)	6 100	(214)	5 300	(213)	5 700	(175)	4 700	(299)	5 500	(101)

Note: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.
* See note on data for the Russian Federation in the *Methodology* section.
Source: OECD. Survey of Adult Skills (PIAAC) (2012, 2015). See Annex 3 for notes (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/10.1787/888933397155

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Table A6.4. [2/3] Mean monthly earnings of tertiary-educated adults, by field of education studied and gender (2012 or 2015)

Survey of Adult Skills, 25-64 year-olds with income from employment working full time (i.e. 30 or more hours per week), in equivalent 2012 USD converted using PPPs for private consumption

		Men													
		Teacher training and education science		Humanities, languages and arts		Social sciences, business and law		Science, mathematics and computing		Engineering, manufacturing and construction		Health and welfare		All fields of education	
		Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.
		(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)
OECD	**National entities**														
	Australia	4 300	(211)	4 100	(378)	5 600	(234)	5 400	(306)	5 300	(262)	5 500	(474)	5 200	(129)
	Austria	c	c	c	c	5 800	(282)	c	c	4 900	(230)	c	c	5 100	(145)
	Canada	5 000	(220)	3 900	(213)	6 500	(387)	5 800	(475)	5 500	(271)	7 700	(821)	5 700	(187)
	Chile	c	c	c	c	3 000	(289)	2 500	(208)	2 800	(238)	c	c	2 500	(125)
	Czech Republic	c	c	c	c	2 900	(280)	2 400	(157)	2 300	(152)	c	c	2 400	(82)
	Denmark	3 800	(107)	4 100	(226)	5 900	(172)	5 500	(201)	5 400	(139)	4 700	(393)	5 200	(76)
	Estonia	c	c	c	c	2 700	(172)	2 700	(199)	2 200	(87)	c	c	2 300	(72)
	Finland	3 700	(152)	c	c	4 100	(150)	4 500	(350)	4 400	(87)	4 100	(394)	4 200	(63)
	France	c	c	c	c	3 500	(132)	3 700	(122)	3 800	(110)	3 600	(250)	3 600	(58)
	Germany	4 800	(217)	c	c	5 900	(272)	5 600	(202)	5 200	(176)	5 200	(480)	5 200	(124)
	Greece	c	c	c	c	1 900	(177)	2 300	(257)	2 300	(307)	c	c	2 200	(121)
	Ireland	c	c	3 700	(375)	4 600	(207)	4 500	(176)	4 300	(277)	4 800	(331)	4 300	(114)
	Israel	c	c	3 000	(425)	4 400	(323)	4 300	(279)	3 600	(172)	c	c	3 800	(129)
	Italy	c	c	c	c	3 900	(491)	c	c	3 300	(327)	c	c	3 700	(179)
	Japan	4 600	(365)	4 000	(256)	4 400	(143)	4 600	(433)	4 300	(124)	4 200	(458)	4 200	(74)
	Korea	c	c	3 400	(164)	4 100	(140)	3 400	(127)	3 800	(89)	3 800	(300)	3 700	(57)
	Netherlands	4 500	(271)	c	c	5 400	(176)	5 200	(243)	5 400	(208)	4 700	(347)	5 200	(95)
	New Zealand	c	c	3 300	(307)	5 700	(354)	4 200	(227)	4 000	(152)	5 300	(631)	4 600	(117)
	Norway	3 800	(179)	3 800	(188)	5 300	(150)	5 200	(185)	5 900	(147)	5 200	(298)	5 200	(76)
	Poland	c	c	c	c	2 400	(155)	2 400	(232)	2 600	(113)	c	c	2 400	(80)
	Slovak Republic	c	c	c	c	2 500	(231)	2 600	(256)	2 500	(168)	c	c	2 400	(87)
	Slovenia	c	c	c	c	2 900	(119)	3 100	(170)	2 900	(123)	c	c	2 900	(74)
	Spain	c	c	3 400	(259)	3 600	(159)	3 300	(200)	3 200	(123)	c	c	3 300	(72)
	Sweden	3 300	(130)	c	c	4 300	(204)	4 200	(160)	4 300	(131)	4 000	(227)	4 100	(72)
	Turkey	1 800	(77)	c	c	1 900	(112)	1 900	(186)	2 300	(236)	c	c	2 000	(70)
	United States	4 500	(395)	5 600	(499)	7 800	(562)	7 200	(445)	7 300	(479)	7 100	(752)	7 000	(236)
	Subnational entities														
	Flanders (Belgium)	3 700	(138)	5 000	(323)	5 400	(278)	5 400	(221)	4 900	(200)	4 800	(313)	5 000	(115)
	England (UK)	c	c	3 700	(349)	4 900	(334)	4 600	(294)	4 300	(208)	5 000	(447)	4 400	(137)
	Northern Ireland (UK)	c	c	3 400	(344)	3 900	(283)	3 600	(262)	3 300	(175)	c	c	3 600	(111)
	Average	m	m	m	m	4 317	(49)	4 078	(50)	4 010	(39)	m	m	3 979	(21)
Partners	Jakarta (Indonesia)	c	c	c	c	1 600	(203)	900	(84)	1 200	(144)	c	c	1 300	(95)
	Lithuania	c	c	c	c	1 900	(160)	2 300	(198)	1 800	(104)	c	c	1 800	(68)
	Russian Federation*	c	c	c	c	c	c	1 100	(115)	1 000	(54)	c	c	1 000	(40)
	Singapore	c	c	c	c	7 200	(357)	5 700	(266)	6 000	(208)	c	c	6 100	(146)

Note: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.
* See note on data for the Russian Federation in the *Methodology* section.
Source: OECD. Survey of Adult Skills (PIAAC) (2012, 2015). See Annex 3 for notes (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/10.1787/888933397155

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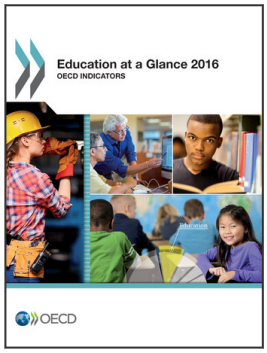
Table A6.4. [3/3] Mean monthly earnings of tertiary-educated adults, by field of education studied and gender (2012 or 2015)

Survey of Adult Skills, 25-64 year-olds with income from employment working full time (i.e. 30 or more hours per week), in equivalent 2012 USD converted using PPPs for private consumption

		Women													
		Teacher training and education science		Humanities, languages and arts		Social sciences, business and law		Science, mathematics and computing		Engineering, manufacturing and construction		Health and welfare		All fields of education	
		Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.
		(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)	(38)	(39)	(40)	(41)	(42)
OECD	**National entities**														
	Australia	3 700	(154)	3 500	(326)	3 900	(145)	4 400	(331)	4 400	(303)	3 700	(186)	3 900	(79)
	Austria	4 100	(139)	c	c	4 600	(354)	c	c	c	c	4 200	(286)	4 100	(135)
	Canada	3 900	(119)	3 200	(131)	4 100	(143)	4 400	(305)	4 000	(372)	4 200	(161)	3 900	(84)
	Chile	1 700	(154)	c	c	1 700	(164)	c	c	2 500	(260)	1 400	(244)	1 700	(92)
	Czech Republic	1 600	(56)	c	c	1 800	(197)	c	c	c	c	1 700	(193)	1 700	(79)
	Denmark	3 300	(41)	4 100	(189)	4 700	(129)	4 700	(165)	4 600	(270)	3 700	(104)	4 000	(50)
	Estonia	1 400	(79)	1 700	(139)	1 600	(53)	1 500	(77)	1 300	(78)	1 900	(114)	1 500	(32)
	Finland	3 100	(113)	3 000	(111)	3 300	(80)	3 500	(199)	3 700	(161)	2 900	(70)	3 100	(35)
	France	2 900	(114)	2 500	(127)	3 100	(105)	3 200	(103)	c	c	3 000	(116)	3 000	(50)
	Germany	4 000	(187)	3 800	(335)	4 600	(299)	c	c	2 800	(254)	3 600	(180)	3 900	(116)
	Greece	1 700	(126)	c	c	1 900	(137)	c	c	c	c	1 800	(105)	1 800	(84)
	Ireland	3 800	(209)	3 000	(220)	3 800	(168)	4 100	(273)	c	c	3 800	(168)	3 700	(87)
	Israel	2 000	(106)	2 200	(378)	2 700	(124)	2 700	(240)	2 300	(226)	2 500	(208)	2 400	(64)
	Italy	c	c	2 600	(278)	2 900	(179)	c	c	c	c	c	c	2 900	(111)
	Japan	2 900	(162)	2 400	(134)	2 500	(167)	c	c	c	c	2 900	(77)	2 600	(52)
	Korea	2 900	(146)	2 400	(157)	2 600	(197)	2 700	(206)	2 300	(132)	2 800	(189)	2 600	(73)
	Netherlands	3 500	(207)	c	c	4 300	(237)	c	c	c	c	3 800	(253)	3 900	(124)
	New Zealand	3 200	(128)	2 700	(243)	3 600	(191)	3 400	(244)	c	c	3 500	(165)	3 400	(76)
	Norway	3 500	(50)	4 200	(306)	4 400	(107)	4 300	(170)	4 900	(269)	3 700	(73)	4 000	(55)
	Poland	1 900	(115)	1 700	(117)	2 100	(97)	1 600	(88)	c	c	1 900	(174)	1 900	(57)
	Slovak Republic	1 300	(53)	1 500	(117)	2 100	(169)	1 800	(227)	c	c	1 800	(187)	1 700	(68)
	Slovenia	2 500	(80)	2 700	(129)	2 400	(68)	2 500	(159)	c	c	2 900	(214)	2 500	(49)
	Spain	2 800	(142)	2 500	(189)	2 400	(106)	2 300	(163)	c	c	2 800	(109)	2 600	(54)
	Sweden	2 900	(64)	2 600	(189)	3 700	(111)	3 600	(201)	3 800	(152)	3 600	(106)	3 400	(48)
	Turkey	1 600	(123)	c	c	2 000	(221)	c	c	c	c	c	c	1 800	(82)
	United States	4 300	(157)	4 800	(385)	6 000	(411)	5 400	(573)	c	c	5 600	(473)	5 200	(203)
	Subnational entities														
	Flanders (Belgium)	3 400	(86)	3 400	(193)	4 000	(154)	4 100	(277)	c	c	3 800	(188)	3 700	(79)
	England (UK)	2 700	(166)	3 100	(164)	3 700	(269)	3 900	(365)	c	c	3 400	(226)	3 300	(110)
	Northern Ireland (UK)	3 200	(168)	2 800	(209)	2 800	(135)	3 200	(259)	c	c	3 800	(422)	3 100	(112)
	Average	2 850	(25)	2 887	(47)	3 217	(35)	3 365	(57)	m	m	3 137	(40)	3 010	(16)
Partners	Jakarta (Indonesia)	c	c	c	c	1 200	(125)	c	c	c	c	c	c	900	(65)
	Lithuania	1 400	(55)	1 400	(84)	1 500	(75)	1 800	(110)	1 500	(136)	1 300	(139)	1 400	(39)
	Russian Federation*	700	(43)	800	(87)	900	(67)	1 100	(111)	800	(36)	700	(69)	800	(36)
	Singapore	4 600	(363)	4 400	(439)	5 200	(218)	4 400	(361)	4 000	(207)	4 400	(375)	4 600	(107)

Note: Chile, Greece, Israel, Jakarta (Indonesia), Lithuania, New Zealand, Singapore, Slovenia, Turkey: Year of reference 2015. All other countries: Year of reference 2012.
* See note on data for the Russian Federation in the *Methodology* section.
Source: OECD. Survey of Adult Skills (PIAAC) (2012, 2015). See Annex 3 for notes (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/10.1787/888933397155



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