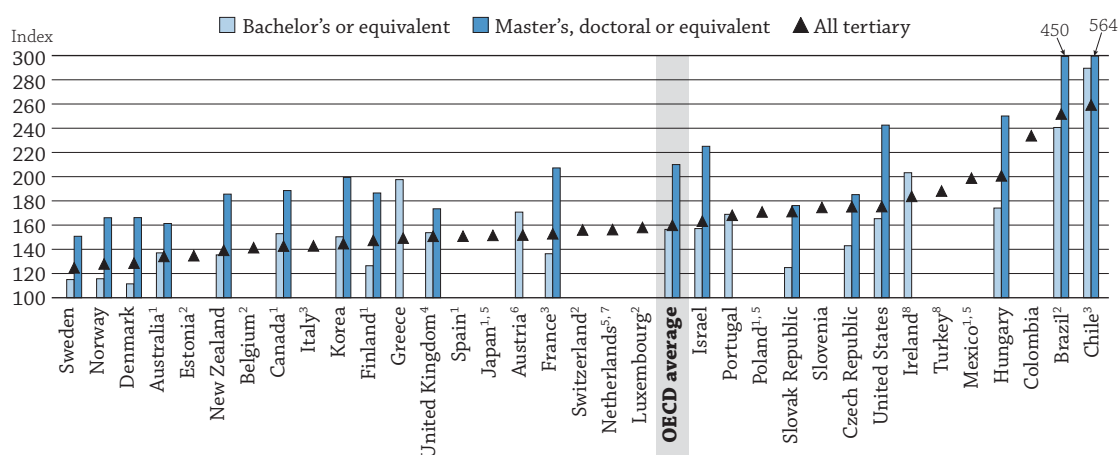


WHAT ARE THE EARNINGS ADVANTAGES FROM EDUCATION?

- In all OECD countries, adults with tertiary education earn more than adults with upper secondary education who, in turn, earn more than adults with below upper secondary education.
- Across OECD countries, compared with adults with upper secondary education with income from employment, those without that level of education earn about 20% less, those with post-secondary non-tertiary education earn about 10% more, and those with a tertiary degree earn about 60% more.
- Across OECD countries, people with a master's, doctoral or equivalent degree have the highest earnings advantages. In Brazil and Chile, these people are the most highly rewarded, relative to people with less education, as they earn more than four times the income of a person with upper secondary education.

Chart A6.1. Relative earnings of tertiary-educated workers, by level of tertiary education (2013)

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. Australia, Canada, Finland, Japan, Mexico, Poland, Spain: Year of reference 2012.

2. Belgium, Brazil, Estonia, Luxembourg, Switzerland: Index 100 refers to the combined ISCED levels 3 and 4 of the educational attainment levels in the ISCED 2011 classification.

3. Chile, France, Italy: Year of reference 2011.

4. The United Kingdom: Data for upper secondary attainment includes 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).

5. Japan, Mexico, the Netherlands, Poland: Index 100 refers to the combined ISCED levels 3 and 4 of the educational attainment levels in the ISCED-97 classification.

6. Austria: Master's, doctoral or equivalent are included in bachelor's or equivalent.

7. The Netherlands: Year of reference 2010.

8. Ireland, Turkey: Earnings net of income tax.

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

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

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Context

Even if having a better job is only one among many of the positive social and individual outcomes of attaining higher qualifications, data show that higher levels of education usually translate into better chances of employment (see Indicator A5) and higher earnings. In fact, in all OECD countries for which information is available, the higher the level of education, the greater the relative earnings. This also seems to hold true for skills: individuals with high literacy proficiency, as measured in the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), were observed to earn the highest wages, while those with low skills proficiency generally earned the lowest income (see Indicator A6 in *Education at a Glance 2014*) (OECD, 2014).

The potential to earn more and see those earnings increase over time, along with other social benefits, is an incentive for individuals to pursue education and training; this is true even though the economic rewards vary, according to the chosen field of education (See Box A6.1 in *Education at a Glance 2013*, OECD [2013]). While relative earnings for individuals with higher educational attainment tend to increase with age, relative earnings for people with below upper secondary education tend to decrease. “Relative earnings” are percentages of the earnings of adults with levels of education other than upper secondary relative to the earnings of those with upper secondary education.

Variations in relative earnings among countries reflect a number of factors, including the demand for skills in the labour market, the supply of workers at various levels of educational attainment, minimum wage laws, the strength of labour unions, the coverage of collective-bargaining agreements, relative incidence of part-time and seasonal work and/or the age composition of the labour force. Variations in relative earnings among countries can also be due to more homogeneous earnings independent of education levels or to particularly high or low earnings for the reference group.

The data in this indicator show that earnings advantages vary according to education, age and gender. Each of these factors seems to play a role in individuals’ earnings advantages to different extents. The higher the qualification attained, the better-placed individuals are to earn higher wages and to see increases in those wages over time. However, in many countries, gender gaps in earnings persist, regardless of the level of education.

■ Other findings

- About 25% of tertiary-educated individuals earn more than twice the median. They are substantially less likely to be in the low-earnings category than those with below upper secondary education. About 10% of tertiary-educated workers earn at or below half the median, compared with about 25% of workers with below upper secondary education. Only 3% of those workers earn more than twice the median.
- About 65% of 15-24 year-old non-students have earnings from employment, while fewer than half of students (around 40%) do. In OECD countries, about 50% of 15-24 year-olds have income from employment.

Analysis

Educational attainment and relative earnings

The higher the level of education, the higher the relative earnings. “Relative earnings” refers to the earnings of adults with income from employment who have an educational attainment other than upper secondary, relative to the earnings of those with upper secondary education.

In all OECD countries, adults with tertiary education earn more than adults with upper secondary education who, in turn, earn more than adults with below upper secondary education. In many countries, upper secondary education is the level beyond which further education and training implies high relative earnings. As such, upper secondary education can be considered the benchmark against which earnings related to educational attainment can be measured. Since private investment costs beyond upper secondary education rise considerably in most countries, a high earnings advantage is an important incentive for individuals to invest time and money in further education (Table A6.1a).

Earnings differentials between adults with tertiary education and those with upper secondary education are generally more pronounced than the differentials between upper secondary and below upper secondary education. Across OECD countries, compared with adults with upper secondary education with income from employment, those without this qualification earn about 20% less, those with post-secondary non-tertiary education about 10% more, those with a tertiary degree earn about 60% more. The 60% earnings advantage accrues only to those with a bachelor’s or equivalent degree. Those with a short-cycle tertiary degree earn only about 25% more, but those with a master’s, doctoral or equivalent degree earn more than twice as much as those with upper secondary education as their highest level of attainment. The results show that continuing tertiary education after a bachelor’s degree pays off (Table A6.1a).

Chart A6.1 shows that the relative earnings advantages of tertiary-educated workers are largest in Brazil, Chile and Colombia and are smallest in Denmark, Norway and Sweden. This is even more pronounced when looking at people with a master’s, doctoral or equivalent degree. In Brazil and Chile, people with those degrees are the most highly rewarded, relative to persons with less education, as they earn more than four times the income of a person with upper secondary education as their highest level of attainment (Table A6.1a).

Relative earnings, by gender

Across OECD countries, relative earnings are affected by educational attainment to various degrees. On average, there are no large gender differences in the relative earnings of tertiary-educated adults with income from employment. A man or a woman with tertiary education earns about 65% more than a person of the same gender with upper secondary education as his or her highest level of attainment (Table A6.1a.).

However, gender differences in relative earnings among tertiary-educated adults do vary across countries. In all cases, the differences are relative to the earnings of adults of the same gender with upper secondary education as their highest level of attainment and who have income from employment. In Australia, Belgium, Colombia, Estonia, Japan, Korea, Spain, Turkey and the United Kingdom, women’s relative earnings are more than 10 percentage points higher than men’s, while in Austria, the Czech Republic, Denmark, Finland, France, Hungary, Israel, Italy, Mexico, Poland, the Slovak Republic, Slovenia and the United States, men’s relative earnings are more than 10 percentage points higher than women’s. The gender differences in relative earnings tend to be larger among adults with a master’s, doctoral or equivalent degree than with any other type of tertiary degree. When comparing the genders, it should be borne in mind that there may be large differences between the two in the proportion of people with income from employment (Table A6.1a).

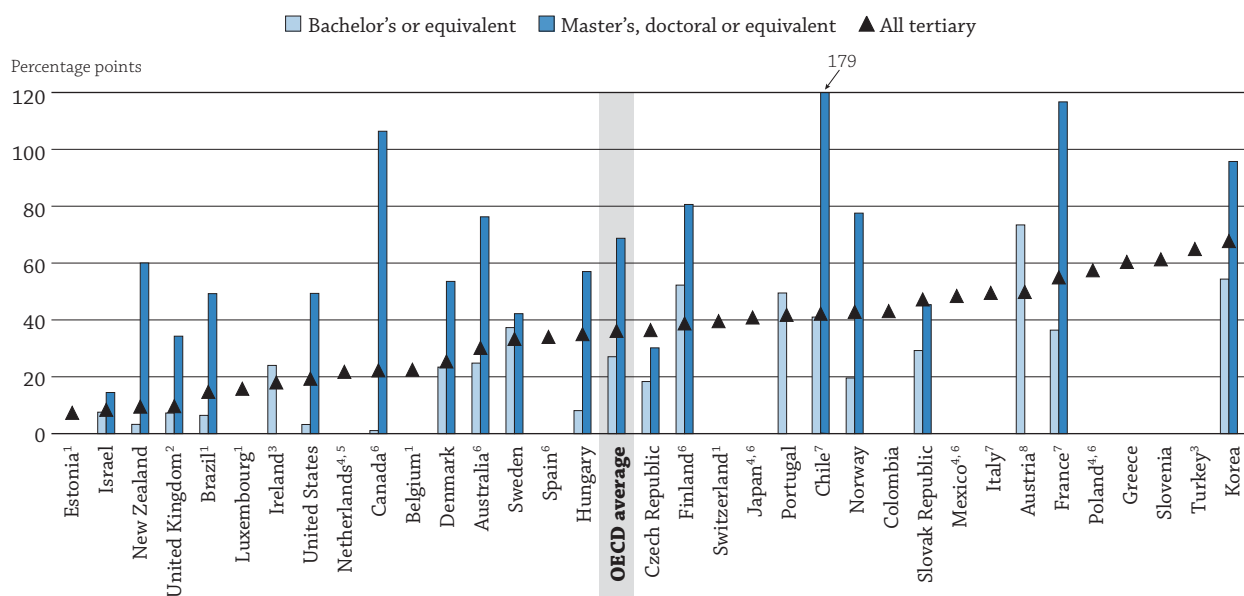
Relative earnings, by age

Higher educational attainment is associated with higher earnings during a person’s working life. On average across OECD countries, earnings increase with the level of educational attainment, but this increase is particularly large for older workers. People with higher levels of education are more likely to be employed, and remain employed, and have more opportunities to gain experience on the job.

Taking the OECD average as an example, young adults with tertiary education earn about 41% more of what young adults with upper secondary education earn. Older adults earn about 77% more. Chart A6.2 shows the difference between these two age groups.

Chart A6.2. Difference in relative earnings between older and younger tertiary-educated workers, by level of tertiary education (2013)

Relative earnings of 55-64 year-olds minus that of 25-34 year-olds with income from employment; compared to earnings of workers with only upper secondary education



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

1. Belgium, Brazil, Estonia, Luxembourg, Switzerland: Index 100 refers to the combined ISCED levels 3 and 4 of the educational attainment levels in the ISCED 2011 classification.

2. The United Kingdom: Data for upper secondary attainment includes 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).

3. Ireland, Turkey: Earnings net of income tax.

4. Japan, Mexico, the Netherlands, Poland: Index 100 refers to the combined ISCED levels 3 and 4 of the educational attainment levels in the ISCED-97 classification.

5. The Netherlands: Year of reference 2010.

6. Australia, Canada, Finland, Japan, Mexico, Poland, Spain: Year of reference 2012.

7. Chile, France, Italy: Year of reference 2011.

8. Austria: Master's, doctoral or equivalent are included in bachelor's or equivalent.

Countries are ranked in ascending order of the percentage-point difference in relative earnings between 55-64 year-old and 25-34 year-old tertiary educated workers.

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

StatLink <http://dx.doi.org/10.1787/888933283698>

The relative earnings for tertiary-educated older adults are higher than those for younger adults in all OECD countries. On average, the differential between the two groups is about 35 percentage points and is higher than 50 percentage points in France, Greece, Korea, Poland, Slovenia and Turkey. The earnings differentials also increase with the different levels of education within the category of tertiary education. Across OECD countries, the difference is 27 percentage points for younger and older adults with a bachelor's or equivalent qualification, and increases to 69 percentage points for the two groups who hold a master's, doctoral or equivalent qualification (Table A6.1a).

Distribution of earnings within levels of educational attainment

Data on the distribution of earnings within groups with different levels of education can show how tightly earnings centre around the country median. In addition to providing information on equity in earnings, these data indicate the risks associated with investing in education, as risk is typically measured by the variation in outcomes. Data on the distribution of earnings (Table A6.4, available on line) include earnings from all employed individuals. This limits the analysis as the hours worked influence earnings, in general, and the distribution of earnings, in particular (see the *Methodology* section for further information).

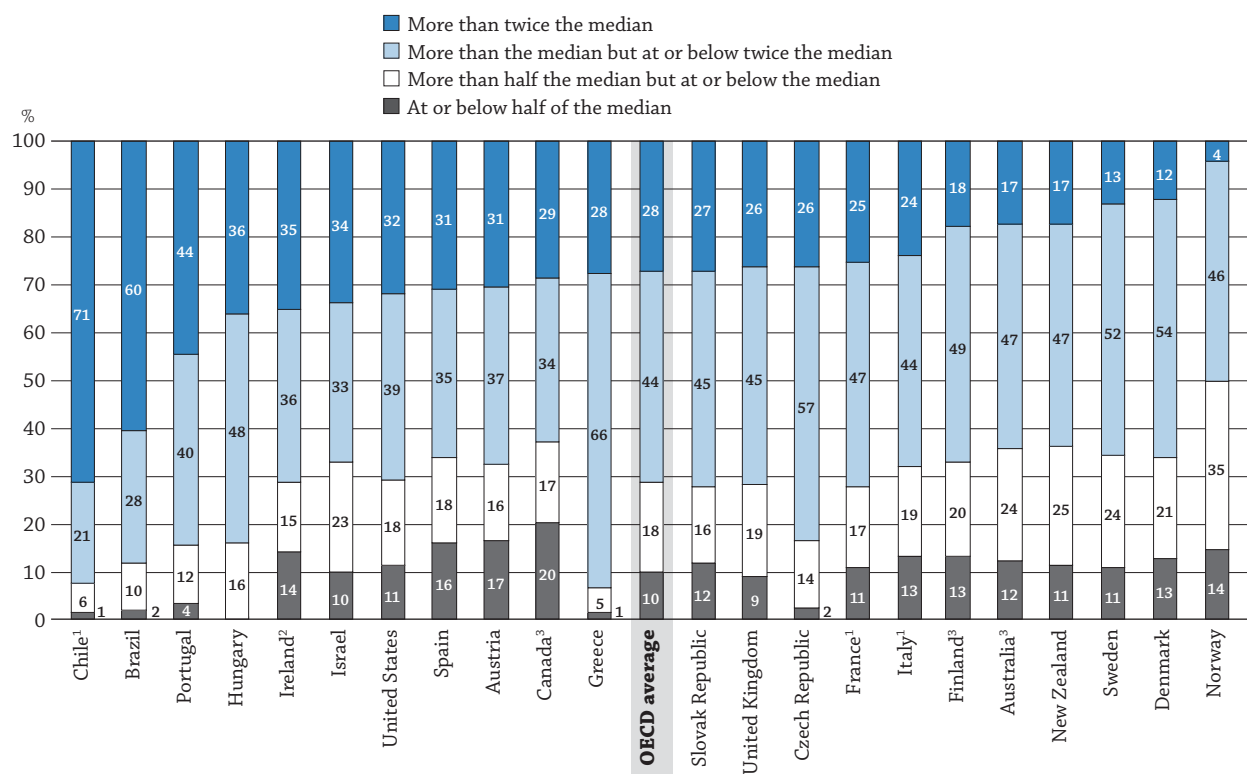
For people with income from employment, the five earnings categories reported range from "At or below half the median" income to "More than twice the median" income. As expected, there is a large difference between the earnings of people with below upper secondary education and those with tertiary education. On average, tertiary-educated individuals are substantially more likely to earn twice as much as the median worker (about 25% of these

people do) and are substantially less likely to be in the low-earnings category (about 10% are) than people with below upper secondary education as their highest level of attainment (3% earn more than twice the median and about 25% earn at or below half the median) (Table A6.4, available on line).

Chart A6.3 shows the results for tertiary-educated workers (excluding short-cycle tertiary education) by comparing the proportion of wage-earners at or below the median to those earning more than the median. On average, about 70% of tertiary-educated workers earn more than the median and 30% less. There are some notable differences in how well tertiary-educated individuals fare in different countries. In Brazil, Chile and Greece, people with a tertiary degree can expect to earn more than the median (about 90% do) whereas in Norway tertiary-educated adults have a 50/50 chance of earning more or less than the median. In most of other countries, about 70% of tertiary-educated workers can expect to earn more than the median. In Brazil and Chile, 60% or more of tertiary-educated adults earn twice as much as the median worker, while less than 5% of tertiary-educated workers in Brazil, Chile, the Czech Republic, Greece, Hungary and Portugal earn less than half the median (Table A6.4, available on line).

In all countries, individuals who remain with below upper secondary qualifications through their working life usually face large earnings disadvantages. On average across OECD countries, less than 5% of those with below upper secondary education earn twice the national median. Only in Brazil, Canada and Mexico is this proportion larger than 5%. On average, over 25% of workers with below upper secondary education as their highest level of attainment earn less than half the national median; in the United States, about 45% of this group do (Table A6.4, available on line).

Chart A6.3. Earnings of adults with a bachelor's, master's, doctoral or equivalent degree relative to the median earnings of all workers (2013)
 25-64 year-olds with income from employment



Note: Data exclude short cycle tertiary education.

1. Chile, France, Italy: Year of reference 2011.

2. Ireland: Earnings net of income tax.

3. Australia, Canada, Finland: Year of reference 2012.

Countries are ranked in descending order of the percentage of 25-64 year-olds with a bachelor's, master's, doctoral or equivalent degree earning more than twice the median.

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

StatLink <http://dx.doi.org/10.1787/888933283705>

Relative earnings of students

In OECD countries, about 50% of 15-24 year-olds have income from employment. In this age group, a majority of non-students (about 65%) has earnings from employment, while less than half of students do (about 40%). In Belgium, Chile and Greece, about 10% or less of 15-24 year-old students have earnings from employment. In some countries, such as Switzerland, a proportion of students enrolled in upper secondary education has earnings based on apprenticeship contracts, but these students are not included in these calculations (Table A6.5b).

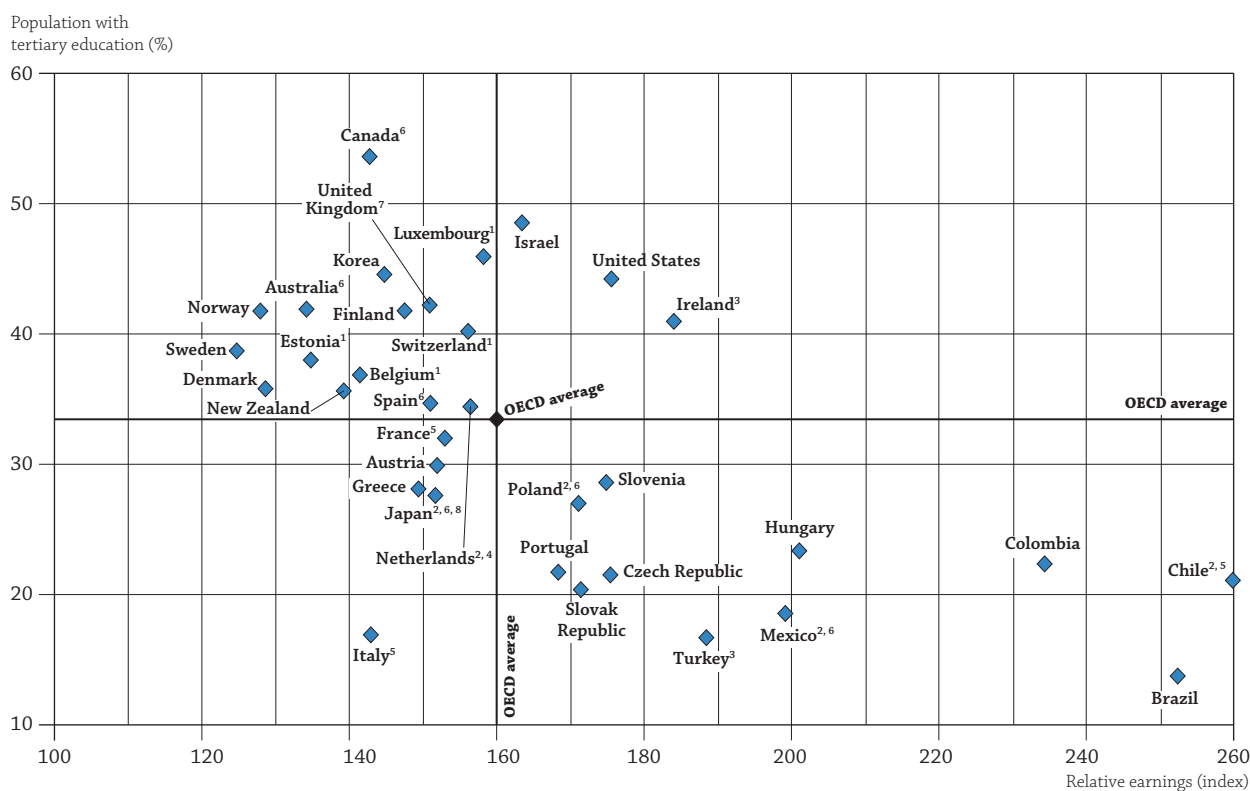
Students with income from employment have fewer earnings than non-students. The relative earnings increase from 43% for those with below upper secondary education to 63% for those with tertiary education (Table A6.5a).

These findings support the widespread notion that schooling beyond compulsory education implies a temporary loss of income, even when combining studies and work. This loss of income, together with tuition fees and the need to repay loans, may discourage some individuals from studying while being active in the labour market.

Relative earnings and skills supply

Chart A6.4. Relative earnings of tertiary-educated workers and their share in the population (2013)

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



Note: All tertiary includes short cycle tertiary, bachelor's, master's, doctoral or equivalent degrees. Data on educational attainment refers to year 2014 or latest available year.

1. Belgium, Estonia, Luxembourg, Switzerland: Index 100 refers to the combined ISCED levels 3 and 4 of the educational attainment levels in the ISCED 2011 classification.

2. Chile, Japan, Mexico, the Netherlands, Poland: Index 100 refers to the combined ISCED levels 3 and 4 of the educational attainment levels in the ISCED-97 classification.

3. Ireland, Turkey: Earnings net of income tax.

4. The Netherlands: Year of reference 2010.

5. Chile, France, Italy: Year of reference 2011.

6. Australia, Canada, Finland, Japan, Mexico, Poland, Spain: Year of reference 2012.

7. The United Kingdom: Data for upper secondary attainment includes completion of a sufficient volume and standard of programmes that would be classified individually as partial level completion of upper secondary education.

8. Japan: Data on educational attainment exclude short-cycle tertiary education at the tertiary level.

Source: OECD, Tables A1.3a and A6.1a. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933283719>

There are various factors explaining the variation in earnings. Chart A6.4 shows countries by the relative earnings of tertiary-educated workers and the share of these workers in the population. The chart also provides some evidence of the influence of the supply-and-demand of tertiary-educated workers on relative earnings. The earnings advantages are largest in countries with a small share of tertiary-educated people, such as Brazil, Chile, Colombia, Hungary and Mexico, whereas earnings advantages are smallest in countries with a large share of tertiary-educated people, such as Norway and Sweden. But other factors, not shown in Chart A6.4, may explain deviations from this pattern. For instance, the share of people with a tertiary degree is above the OECD average in Canada (54%) and below the average in Italy (17%), but relative earnings for these workers are below the OECD average in both countries (43% higher earnings for a person with a tertiary degree compared with a person with upper secondary education as the highest level of education) (Table A6.1a).

Definitions

Age groups: adults refers to 25-64 year-olds; **younger adults** refers to 25-34 year-olds; **older adults** refers to 55-64 year-olds. The **working-age population** is the total population aged 25-64.

Completion of intermediate programmes for educational attainment (ISCED 2011) corresponds to recognised qualification from an ISCED 2011 level programme which is not considered as sufficient for ISCED 2011 level completion and is classified at a lower ISCED 2011 level. In addition, this recognised qualification does not give direct access to an upper ISCED 2011 level programme.

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

- When it is specified that ISCED 2011 is used, the levels of education are defined as: **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).
- When it is specified that ISCED-97 is used, the levels of education are defined as: **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 regular data collection by the OECD LSO (Labour Market and Social Outcomes of Learning) Network that takes account of earnings from work for all individuals during the reference period, even if the individual has worked part time or part year. This database contains data on student versus non-student earnings. It also gathers information on the earnings of those working full time and full year, for Tables A6.2a and A6.3a, and Table A6.2b, available on line. See Annex 3 (www.oecd.org/education/education-at-a-glance-19991487.htm) for additional information.

Regular earnings data collection

Regular earnings data collection (used in all tables) 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, Colombia, Estonia, Israel (three months), Korea and Portugal reported monthly data; and all other countries reported annual data. Data on earnings are before income tax, except for Ireland 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. Data on earnings for individuals in part-time work are excluded in the regular data collection for Slovenia; and data on part-year earnings are excluded for Slovenia. 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;
- migrants are not separated from non-migrants, and in some countries this could have an effect on earnings, as there could be a migrant earning penalty that is independent of qualification return;
- countries may include earnings for self-employed or part-time work; and
- countries may differ in the extent to which there are employer contributions to pensions, health insurance, etc. on top of the salary.

In addition, data available in Tables A6.1a and b concern relative earnings and should therefore be used with caution in assessing the evolution of relative earnings for different levels of education. For Tables A6.5a and b, differences between countries could be the result of differences in data sources and in the length of the reference period. For further details, see Annex 3 (www.oecd.org/education/education-at-a-glance-19991487.htm).

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 insurance 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 data collection

Full-time and full-year data collection supplies the data for Table A6.2a and b (gender differences in full-time earnings) and Table A6.3 (differences in full-time earnings by educational attainment).

For the definition of full-time earnings (in Tables A6.2a and b and A6.3), 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, Luxembourg, Portugal, Spain, Sweden, Switzerland 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, Colombia, Estonia, Israel, Korea, 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.

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/10.1787/888933285049>

Table A6.1a Relative earnings of workers, by educational attainment, age group and gender (2013)

WEB Table A6.1b Trends in relative earnings of workers, by educational attainment and gender (2005, 2010-13)

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A6

Table A6.2a Differences in earnings between female and male workers, by educational attainment and age group (2013)

WEB Table A6.2b Trends in the differences in earnings between female and male workers, by educational attainment (2005, 2010-13)

Table A6.3 Percentage of full-time, full-year earners, part-time earners and people without earnings, by educational attainment, age group and gender (2013)

WEB Table A6.4 Level of earnings relative to median earnings, by gender and educational attainment (2013)

Table A6.5a Relative earnings of 15-24 year-old students with income from employment, by educational attainment and gender (2013)

Table A6.5b Percentage of 15-29 year-olds with income from employment among all 15-29 year-olds, by age group, gender and student status (2013)

Table A6.1a. **Relative earnings of workers, by educational attainment, age group and gender (2013)**
Adults with income from employment; upper secondary education = 100

	Year	Men and women						
		Below upper secondary	Post-secondary non-tertiary	Short cycle tertiary	Bachelor's or equivalent	Master's, doctoral or equivalent	All tertiary education	
		25-64	25-64	25-64	25-64	25-64	25-64	
	(1)	(4)	(7)	(10)	(13)	(16)		
OECD	Australia	2012	83	99	114	137	161	134
	Austria	2013	71	m	136	171 ^d	x(10)	152
	Belgium ¹	2013	87	m	m	m	m	141
	Canada	2012	84	119	118	153	189	143
	Chile ²	2011	66	a	151	290	564	260
	Czech Republic	2013	74	m	117	143	185	175
	Denmark	2013	82	134	114	111	166	129
	Estonia ¹	2013	91	m	m	m	m	135
	Finland	2012	93	128	129	127	187	148
	France	2011	82	m	127	136	207	153
	Germany		m	m	m	m	m	m
	Greece	2013	79	109	148	198	m	149
	Hungary	2013	75	99	102	174	250	201
	Iceland		m	m	m	m	m	m
	Ireland ³	2013	83	92	144	204	m	184
	Israel	2013	84	a	117	157	225	163
	Italy	2011	78	m	m	m	m	143
	Japan ²	2012	78	m	m	m	m	152
	Korea	2013	71	m	115	150	200	145
	Luxembourg ¹	2013	64	m	m	m	m	158
	Mexico ²	2012	54	a	m	m	m	199
	Netherlands ²	2010	83	m	m	m	m	156
	New Zealand	2013	92	116	114	135	186	139
	Norway	2013	77	101	120	116	166	128
	Poland ²	2012	84	m	m	m	m	171
	Portugal	2013	71	102	162	169	m	168
	Slovak Republic	2013	68	m	125	125	176	171
	Slovenia	2013	79	a	m	m	m	175
	Spain	2012	75	124	m	m	m	151
	Sweden	2013	78	117	106	115	151	125
	Switzerland ¹	2013	78	m	m	m	m	156
Turkey ³	2013	65	a	m	m	m	188	
United Kingdom ⁴	2013	74	a	123	154	174	151	
United States	2013	70	m	116	165	243	176	
OECD average		77	112	125	157	214	160	
EU21 average		79	113	128	152	187	157	
Partners	Argentina		m	m	m	m	m	
	Brazil	2013	60	m	m	241	450	252
	China		m	m	m	m	m	
	Colombia	2013	65	m	m	m	m	234
	India		m	m	m	m	m	
	Indonesia		m	m	m	m	m	
	Latvia		m	m	m	m	m	
	Russian Federation		m	m	m	m	m	
	Saudi Arabia		m	m	m	m	m	
	South Africa		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. Belgium, Estonia, Luxembourg, Switzerland: Index 100 refers to the combined ISCED levels 3 and 4 of the educational attainment levels in the ISCED 2011 classification.

2. Chile, Japan, Mexico, the Netherlands, Poland: Index 100 refers to the combined ISCED levels 3 and 4 of the educational attainment levels in the ISCED-97 classification.

3. Ireland, Turkey: Earnings net of income tax.

4. The United Kingdom: Data for upper secondary attainment includes 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. 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/10.1787/888933285052>

Table A6.2a. **Differences in earnings between female and male workers, by educational attainment and age group (2013)***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	2013	79	82	83	80	76	81	69	71	74
	Belgium	2013	79	79	82	82	79	84	83	87	83
	Canada	2012	66	52	64	69	66	74	73	77	73
	Chile ¹	2011	77	79	72	69	68	70	62	70	53
	Czech Republic	2013	80	81	80	80	73	87	71	66	86
	Denmark	2013	83	80	82	80	78	82	74	76	72
	Estonia	2013	65	60	76	57	57	63	68	63	71
	Finland	2013	79	75	79	78	76	78	76	75	74
	France	2011	76	73	70	81	74	75	71	74	63
	Germany		m	m	m	m	m	m	m	m	m
	Greece	2013	79	81	68	80	83	63	75	77	54
	Hungary	2013	82	82	79	88	85	92	64	59	68
	Iceland		m	m	m	m	m	m	m	m	m
	Ireland ²	2013	77	86	74	73	69	73	76	79	56
	Israel	2013	73	66	71	75	72	73	63	62	61
	Italy	2011	79	78	76	78	78	74	70	77	71
	Japan		m	m	m	m	m	m	m	m	m
	Korea	2013	66	69	64	63	61	58	68	65	70
	Luxembourg	2013	83	83	70	77	82	69	76	85	67
	Mexico ¹	2012	74	72	79	80	78	79	70	69	88
	Netherlands ¹	2010	77	79	76	79	85	79	74	83	74
	New Zealand	2013	79	80	78	78	79	74	78	76	73
	Norway	2013	82	80	82	80	79	79	75	77	73
	Poland ¹	2012	73	69	74	79	72	89	71	66	76
	Portugal	2013	76	76	72	72	74	68	70	75	69
	Slovak Republic	2013	72	73	71	17	15	16	71	64	79
	Slovenia	2013	85	84	84	88	84	97	82	80	87
	Spain	2012	75	81	68	74	74	71	79	78	77
	Sweden	2012	83	75	96	81	79	88	83	85	87
	Switzerland	2013	86	75	111	84	84	86	78	85	79
	Turkey ²	2013	69	67	63	86	77	119	82	87	55
United Kingdom ³	2013	78	80	68	71	69	67	77	77	79	
United States	2013	72	76	81	75	70	71	66	67	63	
OECD average		77	76	77	75	73	76	73	74	72	
EU21 average		78	78	76	75	73	75	74	75	73	
Partners	Argentina		m	m	m	m	m	m	m	m	
	Brazil	2013	67	68	62	62	63	54	62	66	60
	China		m	m	m	m	m	m	m	m	
	Colombia	2013	77	78	77	74	70	67	75	78	73
	India		m	m	m	m	m	m	m	m	
	Indonesia		m	m	m	m	m	m	m	m	
	Latvia		m	m	m	m	m	m	m	m	
	Russian Federation		m	m	m	m	m	m	m	m	
	Saudi Arabia		m	m	m	m	m	m	m	m	
	South Africa		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. Chile, Mexico, the Netherlands, Poland: Educational attainment levels are based in the ISCED-97 classification.

2. Ireland, Turkey: Earnings net of income tax.

3. The United Kingdom: Data for upper secondary attainment includes 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. 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/10.1787/888933285069>

Table A6.3. [1/3] **Percentage of full-time, full-year earners, part-time earners and people without earnings, by educational attainment, age group and gender (2013)**

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. Among 25-64 year-old women, 22% of those that have income from employment work full time.

OECD	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
			25-64	25-64	25-64	25-64	25-64	25-64	25-64	25-64	25-64	25-64	25-64	25-64
			(1)	(4)	(7)	(10)	(13)	(16)	(19)	(22)	(25)	(28)	(31)	(34)
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	2013	Men	41	63	71	62	27	21	19	21	32	16	10	16
		Women	19	29	43	31	35	47	42	43	46	24	15	26
		M + W	27	46	57	46	32	34	31	33	41	20	12	21
Belgium	2013	Men	43	68	74	65	15	14	13	14	42	18	13	22
		Women	14	28	49	34	25	41	35	35	60	30	16	31
		M + W	29	49	61	49	20	27	24	24	51	24	14	26
Canada	2012	Men	46	58	66	61	27	28	24	26	27	13	10	13
		Women	22	38	48	42	32	38	36	36	46	24	16	22
		M + W	35	49	56	51	29	33	31	31	36	18	14	18
Chile ¹	2011	Men	46	55	59	52	37	31	32	34	17	14	9	14
		Women	15	28	41	25	24	27	36	27	62	45	23	48
		M + W	29	41	49	37	30	29	35	30	41	30	16	32
Czech Republic	2013	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	2013	Men	35	52	69	52	37	37	25	34	27	11	6	14
		Women	25	43	53	42	34	41	39	39	41	16	8	19
		M + W	31	48	60	47	36	39	33	36	34	13	7	17
Estonia	2013	Men	42	49	47	48	2	1	3	2	56	50	50	51
		Women	34	46	50	47	6	5	5	5	60	48	45	47
		M + W	39	48	49	47	3	3	4	4	57	49	46	49
Finland	2013	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
France	2011	Men	51	70	81	69	18	14	11	14	32	16	7	17
		Women	26	47	63	48	28	32	27	30	46	21	9	23
		M + W	37	59	71	58	23	22	20	22	40	18	9	20
Germany		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
Greece	2013	Men	43	52	69	54	18	15	9	14	39	33	22	32
		Women	16	27	55	32	13	15	13	14	72	58	32	55
		M + W	29	40	61	43	15	15	11	14	56	45	27	43
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 ²	2013	Men	21	38	61	41	28	34	27	29	50	29	13	29
		Women	10	25	47	30	26	36	34	33	64	39	19	37
		M + W	16	31	53	36	27	35	31	31	57	34	16	33
Israel	2013	Men	61	73	84	76	9	10	8	9	31	17	8	15
		Women	22	48	65	53	19	22	20	20	59	30	16	27
		M + W	42	61	73	64	13	15	15	15	44	23	12	21
Italy	2011	Men	59	75	78	68	19	14	12	16	21	12	10	16
		Women	23	43	61	38	21	28	24	24	57	29	15	38
		M + W	41	59	69	53	20	21	18	20	39	20	13	27

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. Chile, Mexico: Educational attainment levels are based in the ISCED-97 classification.

2. Ireland, Turkey: Earnings net of income tax.

3. The United Kingdom: Data for upper secondary attainment includes 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. 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/10.1787/888933285075>

Table A6.3. [2/3] Percentage of full-time, full-year earners, part-time earners and people without earnings, by educational attainment, age group and gender (2013)

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. Among 25-64 year-old women, 22% of those that have income from employment work full time.

	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
			25-64	25-64	25-64	25-64	25-64	25-64	25-64	25-64	25-64	25-64	25-64	25-64
			(1)	(4)	(7)	(10)	(13)	(16)	(19)	(22)	(25)	(28)	(31)	(34)
OECD	Japan	Men	m	m	m	m	m	m	m	m	m	m	m	
		Women	m	m	m	m	m	m	m	m	m	m	m	
		M + W	m	m	m	m	m	m	m	m	m	m	m	
Korea	2013	Men	30	44	46	43	14	13	27	20	56	44	28	37
		Women	23	26	23	24	13	17	29	21	64	58	48	55
		M + W	26	35	35	33	13	15	28	20	61	51	37	46
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	2012	Men	84	89	87	85	11	9	12	11	5	2	2	4
		Women	56	73	72	62	34	22	26	30	10	5	2	7
		M + W	73	83	81	76	20	14	18	18	7	3	2	5
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	2013	Men	69	82	81	78	6	6	8	7	25	11	11	15
		Women	39	45	59	48	20	25	21	22	40	31	20	30
		M + W	53	65	69	63	14	15	15	15	33	20	16	23
Norway	2013	Men	41	61	66	58	36	30	29	32	23	8	5	11
		Women	20	33	45	35	49	54	49	50	32	14	6	15
		M + W	31	48	55	46	42	41	39	41	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	2012	Men	46	63	70	57	27	24	19	24	26	13	11	18
		Women	21	39	57	38	30	31	26	29	49	30	16	33
		M + W	35	51	63	48	29	28	23	27	37	21	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	2013	Men	69	77	78	77	7	9	14	11	24	13	8	12
		Women	21	23	34	26	39	51	49	48	40	26	18	25
		M + W	41	48	59	52	26	32	29	30	34	20	12	19
Turkey ²	2013	Men	55	69	75	63	32	21	18	27	13	9	7	11
		Women	39	53	73	53	43	33	21	34	18	14	6	13
		M + W	51	66	74	60	35	24	19	29	14	10	7	11
United Kingdom ³	2013	Men	59	77	82	75	9	7	7	7	32	17	11	18
		Women	21	39	54	42	23	32	28	28	56	29	19	30
		M + W	40	58	67	58	16	19	18	18	44	23	15	24
United States	2013	Men	50	63	76	66	21	18	14	17	29	20	10	17
		Women	25	44	56	48	21	23	24	23	55	33	20	29
		M + W	38	53	65	57	21	20	20	20	41	26	16	23

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. Chile, Mexico: Educational attainment levels are based in the ISCED-97 classification.

2. Ireland, Turkey: Earnings net of income tax.

3. The United Kingdom: Data for upper secondary attainment includes 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. 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/10.1787/888933285075>

Table A6.3. [3/3] **Percentage of full-time, full-year earners, part-time earners and people without earnings, by educational attainment, age group and gender (2013)**

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. Among 25-64 year-old women, 22% of those that have income from employment work full time.

	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	
			25-64	25-64	25-64	25-64	25-64	25-64	25-64	25-64	25-64	25-64	25-64	25-64	
			(1)	(4)	(7)	(10)	(13)	(16)	(19)	(22)	(25)	(28)	(31)	(34)	
OECD	average	Men	51	65	72	64	19	17	16	17	30	18	12	19	
		Women	24	39	59	40	26	30	29	29	50	31	19	31	
		M + W	38	53	62	52	22	23	22	23	40	24	16	25	
	EU21	Men	47	63	72	62	18	17	13	16	34	21	15	22	
		Women	22	37	54	39	23	29	26	27	55	34	20	34	
		M + W	34	51	62	50	21	23	20	21	45	27	17	28	
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	2013	Men	71	75	72	72	26	21	20	24	3	4	8	4
		Women	47	62	60	55	51	35	34	42	2	3	6	3	
		M + W	62	69	65	65	36	28	28	32	3	4	7	4	
	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	2013	Men	83	85	81	83	15	13	18	15	2	2	1	2
		Women	52	64	70	60	39	30	28	33	9	6	2	6	
		M + W	71	76	75	73	25	21	23	23	5	4	2	4	
	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	
	Latvia		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. Chile, Mexico: Educational attainment levels are based in the ISCED-97 classification.

2. Ireland, Turkey: Earnings net of income tax.

3. The United Kingdom: Data for upper secondary attainment includes 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. 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/10.1787/888933285075>

Table A6.5a. **Relative earnings of 15-24 year-old students with income from employment, by educational attainment and gender (2013)**

Earnings of 15-24 year-old students with income from employment compared with earnings of 15-24 year-old non-students with income from employment; non-students with income from employment = 100

	Year	Below upper secondary education			Upper secondary or post-secondary non-tertiary education			Tertiary education			
		M + W	Men	Women	M + W	Men	Women	M + W	Men	Women	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
OECD	Australia	2012	29	c	c	52	51	57	68	c	c
	Austria	2013	62	64	56	32	37	30	39	47	33
	Belgium ¹	2013	47	55	41	64	65	65	65	75	81
	Canada	2012	34	31	45	42	42	49	49	40	55
	Chile ²	2011	68	66	77	113	124	90	m	m	m
	Czech Republic		m	m	m	m	m	m	m	m	m
	Denmark	2012	44	45	46	47	42	55	43	43	43
	Estonia	2013	83	63	116	82	87	92	88	m	106
	Finland	2012	39	38	45	56	56	58	53	61	51
	France	2011	c	c	c	55	69	44	41	52	32
	Germany		m	m	m	m	m	m	m	m	m
	Greece	2013	m	m	m	48	54	44	m	m	m
	Hungary		m	m	m	m	m	m	m	m	m
	Iceland		m	m	m	m	m	m	m	m	m
	Ireland ¹	2013	19	m	m	45	41	51	57	m	63
	Israel	2013	27	21	45	97	97	102	73	m	59
	Italy	2011	54	83	31	63	62	69	110	119	106
	Japan		m	m	m	m	m	m	m	m	m
	Korea	2013	44	61	34	51	57	46	m	m	m
	Luxembourg		m	m	m	m	m	m	m	m	m
	Mexico ²	2012	57	55	63	75	72	79	80	65	96
	Netherlands		m	m	m	m	m	m	m	m	m
	New Zealand	2013	42	50	34	50	58	44	62	54	67
	Norway	2013	37	40	34	40	38	46	38	36	40
	Poland		m	m	m	m	m	m	m	m	m
	Portugal		m	m	m	m	m	m	m	m	m
	Slovak Republic		m	m	m	m	m	m	m	m	m
	Slovenia		m	m	m	m	m	m	m	m	m
	Spain	2012	52	66	34	36	31	45	41	49	33
	Sweden		m	m	m	m	m	m	m	m	m
	Switzerland	2013	10	6	35	43	47	41	53	55	50
	Turkey ¹	2013	62	64	60	99	103	91	113	107	115
United Kingdom ³	2013	28	32	23	28	33	25	61	73	49	
United States	2013	27	26	30	57	56	61	66	60	74	
OECD average		43	48	47	58	60	58	63	62	64	
EU21 average		47	56	49	51	52	53	60	65	60	
Partners	Argentina		m	m	m	m	m	m	m	m	
	Brazil	2013	60	58	71	111	112	116	102	86	116
	China		m	m	m	m	m	m	m	m	
	Colombia	2013	55	51	73	97	94	106	99	98	101
	India		m	m	m	m	m	m	m	m	
	Indonesia		m	m	m	m	m	m	m	m	
	Latvia		m	m	m	m	m	m	m	m	
	Russian Federation		m	m	m	m	m	m	m	m	
	Saudi Arabia		m	m	m	m	m	m	m	m	
	South Africa		m	m	m	m	m	m	m	m	
	G20 average		m	m	m	m	m	m	m	m	m

Notes: For some countries in this table the age breakdown is 16-24 year-olds. Columns showing the relative earnings for all levels of education combined are available for consultation on line (see StatLink below).

1. Belgium, Ireland, Turkey: Earnings net of income tax.

2. Chile, Mexico: Data refer to broad ISCED-97 attainment categories.

3. The United Kingdom: Data for upper secondary attainment includes 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. 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/10.1787/888933285081>

Table A6.5b. **Percentage of 15-29 year-olds with income from employment among all 15-29 year-olds, by age group, gender and student status (2013)**

How to read this table: In Australia, 70% of all 15-24 year-old non-students have income from employment; and 47% of all 15-24 year-old students do. Among all 15-24 year-olds, 56% have income from employment.

	Year	Men and women					
		15-24 year-olds			25-29 year-olds		
		Non-students (1)	Students (2)	Total (3)	Non-students (4)	Students (5)	Total (6)
OECD							
Australia	2012	70	47	56	79	71	77
Austria	2013	87	61	72	90	78	88
Belgium ¹	2013	28	2	11	35	18	34
Canada	2012	89	74	78	90	84	88
Chile	2011	50	10	28	70	45	66
Czech Republic		m	m	m	m	m	m
Denmark	2012	71	71	71	81	82	82
Estonia	2013	41	13	22	54	45	52
Finland	2012	77	77	77	84	85	84
France	2011	76	37	55	92	73	91
Germany	2012	66	37	46	70	62	68
Greece	2013	27	4	12	54	27	51
Hungary		m	m	m	m	m	m
Iceland		m	m	m	m	m	m
Ireland ¹	2013	36	23	28	67	51	65
Israel	2013	68	18	45	80	74	79
Italy	2011	56	13	32	79	44	72
Japan		m	m	m	m	m	m
Korea	2013	52	11	23	67	29	64
Luxembourg		m	m	m	m	m	m
Mexico	2012	89	81	87	94	96	94
Netherlands		m	m	m	m	m	m
New Zealand	2013	69	33	47	76	60	74
Norway	2013	82	67	72	89	90	89
Poland		m	m	m	m	m	m
Portugal		m	m	m	m	m	m
Slovak Republic		m	m	m	m	m	m
Slovenia		m	m	m	m	m	m
Spain	2012	60	20	34	82	71	80
Sweden		m	m	m	m	m	m
Switzerland	2013	72	53	60	85	61	81
Turkey ¹	2013	76	76	76	86	87	86
United Kingdom ²	2013	56	32	46	80	63	78
United States	2013	73	41	54	82	62	79
OECD average		64	39	49	77	63	75
EU21 average		57	32	42	72	58	71
Partners							
Argentina		m	m	m	m	m	m
Brazil	2013	62	32	48	75	70	74
China		m	m	m	m	m	m
Colombia	2013	91	79	88	96	97	96
India		m	m	m	m	m	m
Indonesia		m	m	m	m	m	m
Latvia		m	m	m	m	m	m
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


Notes: For some countries in this table the age breakdown is 16-24 year-olds instead of 15-24 year-olds. Columns showing data for men and women separately are available for consultation on line (see *StatLink* below).

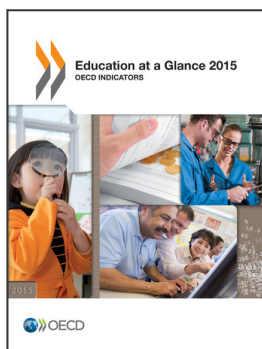
1. Belgium, Ireland, Turkey: Earnings net of income tax.

2. The United Kingdom: Data for upper secondary attainment includes 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. 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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