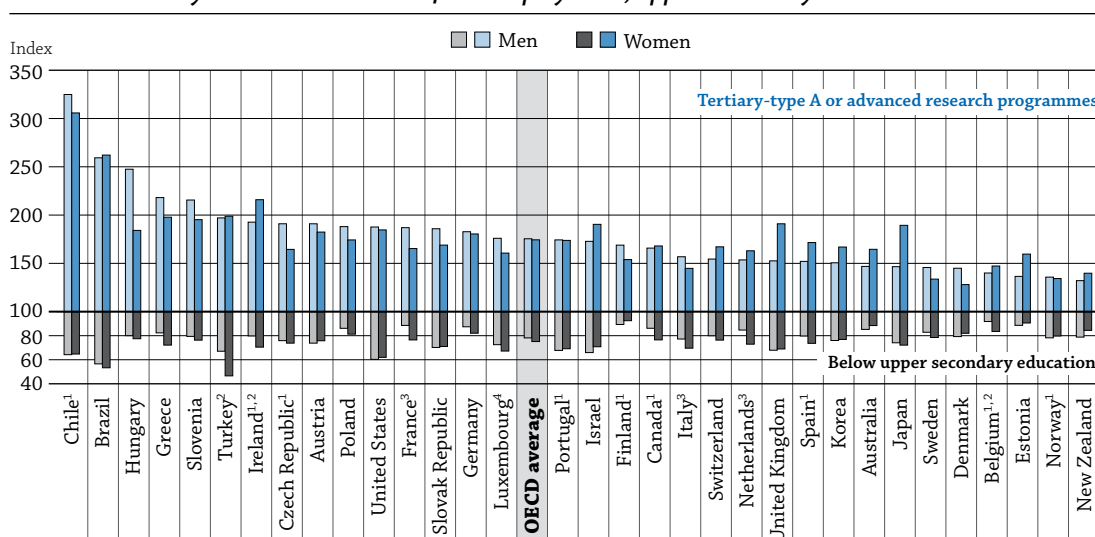


WHAT ARE THE EARNINGS ADVANTAGES FROM EDUCATION?

- In all OECD countries, adults with tertiary education earn more than adults with upper secondary or post-secondary non-tertiary education, who, in turn, earn more than adults without upper secondary education.
- Across OECD countries, compared with adults with upper secondary education who have income from employment, those without this qualification earn about 20% less, those with post-secondary non-tertiary education about 10% more, those with tertiary-type B (vocationally oriented) education about 30% more, and those with tertiary-type A (academically oriented) education or advanced research earn about 70% more.
- Across OECD countries, a tertiary-educated woman earns about 75% of what a similarly educated man earns. Only in Belgium, Slovenia, Spain and Turkey do the earnings of tertiary-educated women amount to 80% or more of men's earnings. In Brazil, Chile and Hungary, women with a tertiary degree earn 65% or less of what tertiary-educated men earn.
- On average, a tertiary graduate who performs at Level 4 or 5 in literacy proficiency, as measured by the Survey of Adult Skills (PIAAC), earns about 45% more than a similarly educated adult who performs at or below Level 1 in literacy proficiency; among adults with upper secondary education, there is a difference in earnings of around 30% between those with high literacy proficiency and those with low proficiency.

Chart A6.1. Relative earnings of workers, by educational attainment and gender (2012)

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



1. Year of reference 2011.

2. Earnings net of income tax.

3. Year of reference 2010.

4. Data refer to all tertiary education.

Countries are ranked in descending order of the relative earnings of 25-64 year-old men with tertiary-type A or advanced research programmes education.

Source: OECD, Table A6.1b, available on line. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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Context

Even if having better jobs 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 levels: individuals with high literacy proficiency, as measured by the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), report having the highest wages, while those with low skills proficiency generally report the lowest income.

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 or the age composition of the labour force.

Information in this indicator shows that earnings advantages increase or decrease according to education, age, gender and skills proficiency. 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. In addition, high skills proficiency seems to pay off in the labour market, not only in employment rates but also in mean earnings. However, in many countries, gender gaps in earnings persist, regardless of the levels of education and skills.

■ Other findings

- **Only about 10% of those with tertiary education are in the low-earnings category, and in general tertiary-educated individuals are substantially more likely to earn twice as much as the median worker.** About 30% of tertiary-educated workers earn twice as much as the median worker and are substantially less likely to be in the low-earnings category than those with below upper secondary education (3% earn more than twice the median and about 30% earn at or below half of the median).
- **In Brazil, Turkey and the United States, adults without upper secondary education are the most penalised in their wages, earning, at best, 35% less than people with that qualification.** In Chile, Brazil and Hungary, those with tertiary education are, comparatively, the most highly rewarded, earning more than double the income of a person with upper secondary education.
- **About 65% of the 15-24 year-old non-students have earnings from employment, while fewer than half of students do (about 40%).** In OECD countries, about 50% of 15-24 year-olds have income from employment.
- **Women with either tertiary education or with below upper secondary education aged 55-64 can expect to earn about 75% of what men of a similar age and education level earn,** while women of that age who have upper secondary education can expect to earn about 80% of what men of the same age and education level earn.

■ Trends

In all OECD countries, adults with tertiary education earn considerably more than adults with below upper secondary education. Between 2005 and 2012, in countries with available data for both years, the relative earnings of adults without upper secondary education either remained stable or fell, to some degree, when compared with earnings of adults with upper secondary education. In addition, in most of these countries, earnings of tertiary-educated adults relative to earnings of adults with upper secondary education increased or remained stable during the same period; the only exceptions are Hungary and the United States.

These differences suggest that the demand for higher-level and updated skills have grown, and that individuals with lower levels of skills are even more vulnerable today.

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 premium 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 income from employment with upper secondary education, those without this qualification earn about 20% less, those with post-secondary non-tertiary education about 10% more, those with tertiary-type B education about 30% more and those with tertiary-type A education or advanced research earn about 70% more.

Chile, Brazil, Hungary, Turkey and the United States show the largest differences in earnings related to the level of education. In Brazil, Turkey and the United States, those without upper secondary education are the most penalised, as they earn at least 35% less than people with this qualification. In Chile, Brazil and Hungary, those with tertiary education are the most highly rewarded, relative to persons with less education, as they earn more than double the income of a person with upper secondary education (Table A6.1a).

Relative earnings, by gender

Across OECD countries, relative earnings are affected by educational attainment to various degrees. Chart A6.1 shows that, on average across OECD countries, there are no large differences related to educational attainment between the genders in the relative earnings of adults with income from employment. A man or a woman with tertiary education (including only ISCED level 5A or 6 in Chart A6.1) earns about 70% more than a person of the same gender with upper secondary education. Nevertheless, there are large differences among countries. In Chile and Brazil (for both men and women), in Greece, Hungary and Slovenia (for men), and in Ireland (for women), tertiary-educated adults earn more than twice as much as those with upper secondary education (Table A6.1b, available on line).

Among tertiary-educated adults, differences in relative earnings (i.e. compared with the earnings of adults with upper secondary education) between men and women vary among countries. In Australia, Estonia, Ireland, Israel, Japan, Korea, Spain, Switzerland and the United Kingdom, women’s relative earnings are more than 10 percentage points higher compared to men’s relative earnings, while in Chile, the Czech Republic, Denmark, Finland, France, Greece, Hungary, Italy, Luxembourg, Poland, the Slovak Republic, Slovenia and Sweden, men’s earnings are more than 10 percentage points higher than women’s. In both cases, the differences are relative to the earnings of members of the same gender with upper secondary education who have income from employment. 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 A6.1b, available on line).

Relative earnings, by age

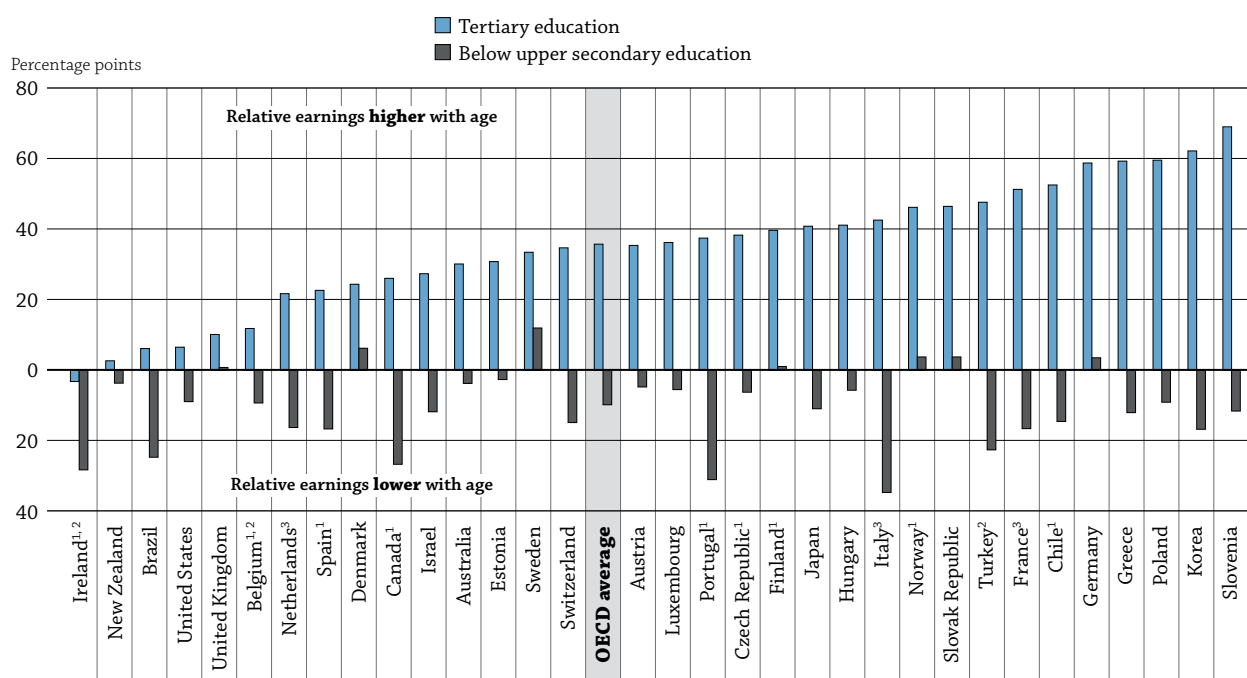
Higher educational attainment is associated with higher earnings during a person’s working life. On average across OECD countries, earnings increase with the level of educational attainment, but this increase is particularly large for older workers. People with higher levels of education are more likely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

In Chart A6.2, the difference in relative earnings of older workers (55-64 year-olds) is subtracted from the difference in relative earnings of younger workers (25-34 year-olds). In both cases, the differences are relative to the earnings of members of the same age group with upper secondary education who have income from employment. The result is the percentage-point difference in relative earnings between the two age groups. Taking the OECD average as an example, young adults with below upper secondary education earn about 80% of what young adults with

upper secondary education earn. This proportion is 70% for older adults (Table A6.1a). Chart A6.2 shows the difference between these two age groups, i.e. about 10 percentage points. For workers with tertiary-type A education or an advanced research qualification (ISCED level 5A or 6), the difference in relative earnings between the two age groups is calculated the same way, and averages around 35 percentage points.

The relative earnings for tertiary-educated older adults are higher than those of younger adults in most OECD and G20 countries, with the exception of Ireland. On average, the differential between the two groups is up to 35 percentage points. For those with only below upper secondary education, the relative earnings disadvantage increases for older workers in all countries except Denmark, Finland, Germany, Norway, the Slovak Republic, Sweden and the United Kingdom. The increase in this disadvantage is not as marked as the increase in the earnings advantage for those with a tertiary education – an indication that tertiary education is key to higher earnings at older ages (Table A6.1a).

Chart A6.2. Differences in relative earnings between older and younger workers, by educational attainment (2012)
55-64 and 25-34 year-olds with income from employment, percentage-point difference, earnings relative to workers with upper secondary education




1. Year of reference 2011.

2. Earnings net of income tax.

3. Year of reference 2010.

Countries are ranked in ascending order of the difference in relative earnings among 55-64 year-olds and 25-34 year-olds with tertiary education.

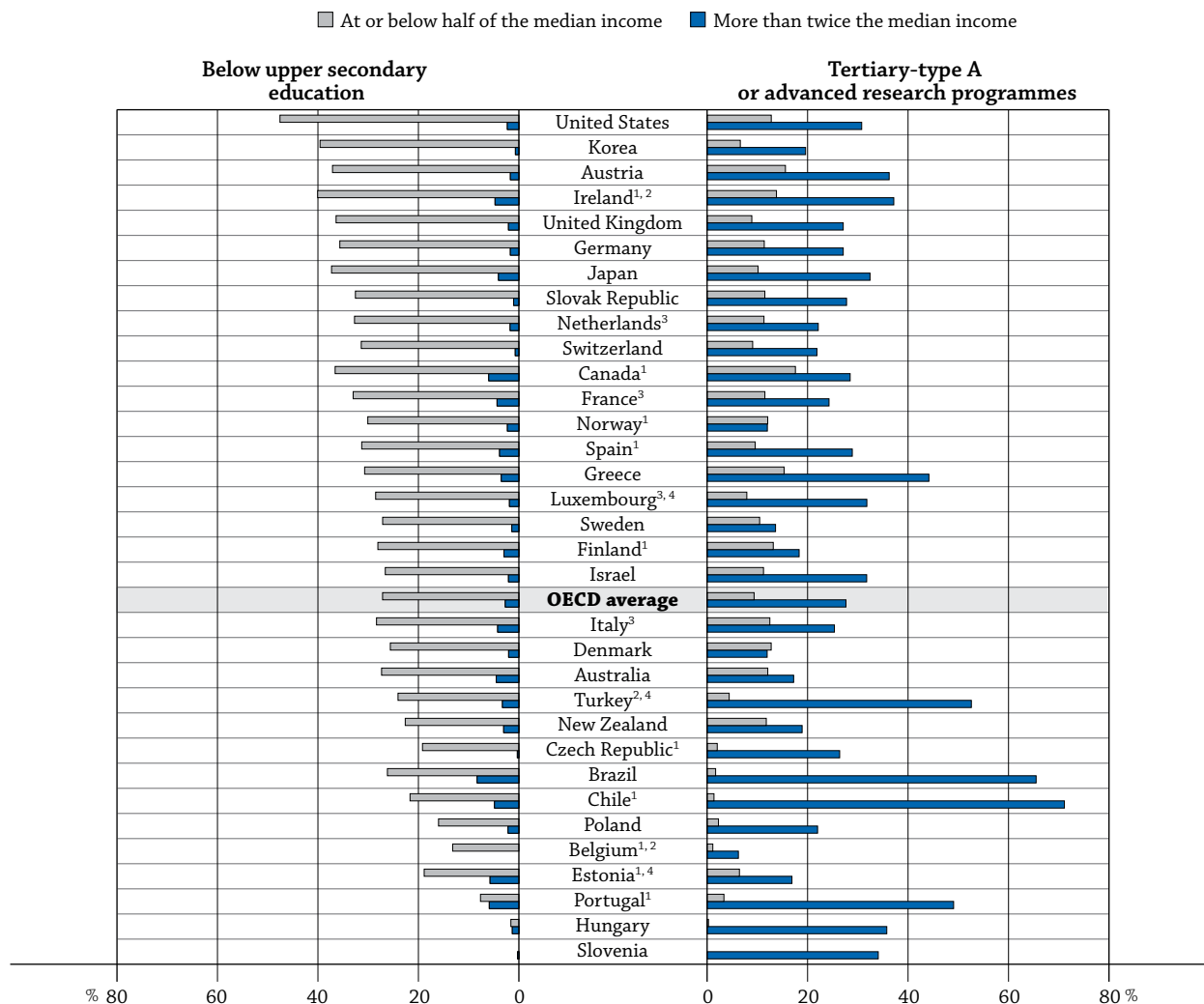
Source: OECD, Table A6.1a. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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Trends in relative earnings, by educational attainment

Between 2005 and 2012, in countries with available data for both years, the relative earnings of adults with below upper secondary education who have income from employment either remained stable or fell, to some degree, when compared with earnings of adults with upper secondary education. In most countries, except Hungary and the United States, relative earnings for tertiary-educated adults increased between 2005 and 2012. Nonetheless, relative earnings have undergone large fluctuations in several countries. In addition, data on earnings' trends are relative to the changes in earnings of people with upper secondary qualifications in each country. For this reason it is difficult to assess the average evolution of relative earnings for the different levels of education throughout the years (see *Methodology* section for further information) (Table A6.2a).

Chart A6.3. Differences in relative earnings of workers, by educational attainment (2012)
 25-64 year-olds with income from employment



1. Year of reference 2011.

2. Earnings net of income tax.

3. Year of reference 2010.

4. Data refer to all tertiary education.

Countries are ranked in descending order of the difference in proportion of 25-64 year-olds at or below half the median and the proportion of the population earning more than twice the median, at below upper secondary education.

Source: OECD. Table A6.4, available on line. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933116243>

Differences in earnings between female and male workers, by educational attainment

Regardless of the level of education, the gender gap in earnings persists. The available data on full-time, full-year earners show that the largest gender gap in earnings is among workers with tertiary education. Across OECD countries, a tertiary-educated woman earns about 75% of what a tertiary educated man earns. Only in Belgium, Slovenia, Spain and Turkey do the earnings of tertiary-educated women amount to 80% or more of men's earnings. In Brazil, Chile and Hungary, women with a tertiary degree earn 65% or less of what tertiary-educated men earn (Table A6.3a).

On average, only women with an upper secondary or post-secondary non-tertiary education working full time show an increase in earnings, relative to men, as they grow older. Women with tertiary education and women with below upper secondary education show no increase in earnings, relative to men's earnings, as they age. Tertiary-educated

women or women with below upper secondary education aged 55–64 can expect to earn about 75% of what men of a similar age and education level earn, while women that age who have upper secondary education can expect to earn about 80% of what men of the same age and education level earn (Table A6.3a).

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, and this limits the analysis as the hours worked influences earnings, in general, and the distribution of earnings, in particular (see *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, while the proportion of people without earnings from work is reported in a separate column. Chart A6.3 contrasts the results for those with below upper secondary education with those who have completed a tertiary-type A or an advanced research programme (ISCED 5A or 6) by comparing the proportion of wage-earners at or below one-half of the median to those at more than twice the median. As expected, there is a large difference between these two educational categories. On average, tertiary-educated individuals are substantially more likely to earn twice as much as the median worker (about 30% of these individuals do) and are substantially less likely to be in the low-earnings category (about 10% are) than those with below upper secondary education (3% earn more than twice the median and about 30% earn at or below half of the median) (Table A6.4, available on line).

There are some notable differences in how well tertiary-educated individuals fare in different countries. In Brazil and Chile, 65% or more of those with a degree from a tertiary-type A or advanced research programme earn twice as much as the median worker; in Austria, Canada and Greece, 15% or more of those with such a degree are found in the lowest-earnings category (at or below half of the median); and in Denmark and Norway, an individual with such a degree is roughly as likely to fall into the lowest and highest earnings categories (Chart A6.3).

In all countries, individuals who remain with low qualifications through their working life (below upper secondary education) 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, Estonia and Portugal is this proportion larger than 5%. On average, over 25% of those with below upper secondary education earn less than half the national median; in the United States, more than 45% of this group do (Chart A6.3).

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, Greece and Spain, less than 10% of 15–24 year-old students have earnings from employment. It is important to consider that, 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. Data on students’ earnings show that female students at this age are about 5 percentage points more likely to work than their male counterparts (Table A6.5b and Table A6.5c, available on line).

On average, among students with income from employment, those who have attained upper secondary or post-secondary non-tertiary education have higher earnings than students with below upper secondary attainment, relative to non-students (Table A6.5a).

These findings support the widespread notion that schooling beyond compulsory education implies a loss of income, even when combining studying 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.

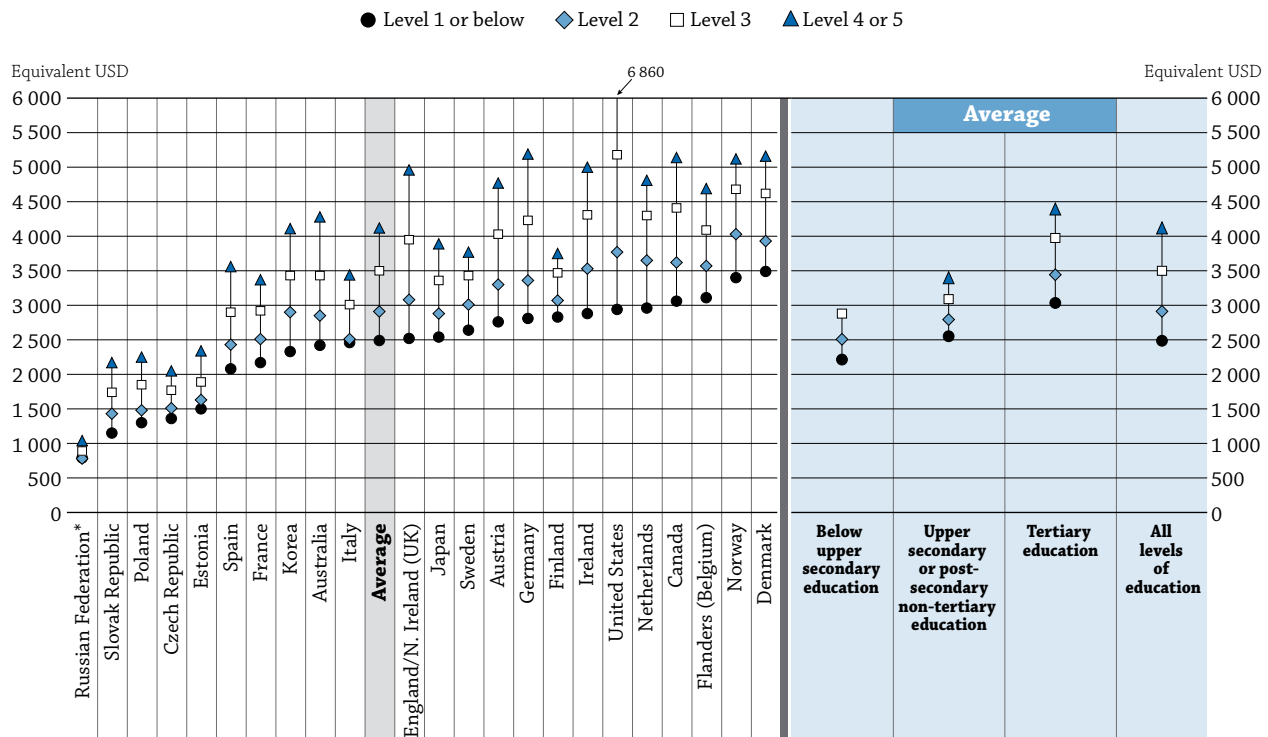
Mean monthly earnings and literacy proficiency levels in the Survey of Adult Skills

The higher the proficiency in literacy, as measured by the Survey of Adult Skills, the higher the monthly earnings. Conversely, those with low literacy proficiency have generally the lowest monthly earnings. Chart A6.4 shows that across countries, mean monthly earnings in USD are higher as both the educational attainment level and the literacy proficiency level increase (right side of chart). In all countries with available data, mean monthly earnings are lowest

for those who perform at or below Level 1 in literacy proficiency and highest for those who perform at Level 4 or 5 (left side of chart). On average across countries, an individual at literacy proficiency Level 4 or 5 earns about 65% more than an individual at Level 1 or below.

Nonetheless, the difference in mean monthly earnings between people at each literacy proficiency level varies widely among countries. As proficiency increases, differences in returns range from less than 50% in Denmark, Finland, Italy, the Russian Federation and Sweden, to over 100% in the United States.

Chart A6.4. Mean monthly earnings, by literacy proficiency level (2012)
Survey of Adult Skills, 25-64 year-olds with income from employment working full time
(i.e. 30 or more hours per week)



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

Countries are ranked in ascending order of mean monthly earnings by literacy proficiency Level 1 or below.

Source: OECD, Table A6.6a (L). See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933116262>

In addition, the right section of the chart shows the average impact of skills and educational attainment on mean monthly earnings. At all levels of education combined, earnings advantages are larger at higher levels of proficiency. On average, a tertiary graduate who performs at Level 4 or 5 in literacy proficiency, as measured by the Survey of Adult Skills, earns about 45% more than a similarly educated adult who performs at or below Level 1 in literacy proficiency; among adults with upper secondary education, there is a differences in earnings of around 30% between those with high literacy proficiency and those with low proficiency.

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.

Levels of education: below upper secondary corresponds to ISCED levels 0, 1, 2 and 3C short programmes; upper secondary or post-secondary non-tertiary corresponds to ISCED levels 3A, 3B, 3C long programmes, and ISCED level 4; and tertiary corresponds to ISCED levels 5A, 5B and 6. See the *Reader's Guide* at the beginning of the book for a presentation of all ISCED levels.

Methodology

The indicator is based on two different data collections. One is 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 Table A6.3a. The second data collection is the Survey of Adult Skills, for Tables A6.6a, b and c and A6.7. Data on proficiency levels are based on the Survey of Adult Skills (PIAAC) (2012). PIAAC is the OECD Programme for the International Assessment of Adult Competencies. See *About the Survey of Adult Skills* at the beginning of this publication and Annex 3 (www.oecd.org/edu/eag.htm) for additional information.

Regular earnings data collection

Regular earnings data collection (used in all tables except Tables A6.6 and A6.7) 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, Estonia, Finland, Israel (three months), Korea, Portugal and Switzerland reported monthly data; and all other countries reported annual data. France reported annual data from 2008 onwards, and monthly data up to and including 2007. Data on earnings are before income tax, except for Belgium, Korea and Turkey, where earnings reported are net of income tax. Data on earnings for individuals in part-time work are excluded in the regular data collection for the Czech Republic, Hungary, Portugal and Slovenia; and data on part-year earnings are excluded for the Czech Republic, Hungary and Portugal. 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. In addition, data available in Tables A6.2a and b concern relative earnings and therefore should be used with caution to assess 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.

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 A6.3a (gender differences in full-time earnings) and Table A5.6 (differences in full-time earnings by educational attainment).

For the definition of full-time earnings (in Tables A6.3a and A5.6), countries were asked whether they had applied a self-designated full-time status or a threshold value of typical number of hours worked per week. Belgium, France, Italy, Luxembourg, Portugal, Spain, Sweden 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, 37 hours per week in the Slovak Republic, 36 hours in Hungary and Slovenia, 35 hours in Australia, Canada, Estonia, Germany, Israel, Korea, Norway and the United States, and 30 hours in the Czech Republic, Greece and New Zealand. 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.

Survey of Adult Skills

Data for Tables A6.6 and A6.7 are taken from the Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC).

“Monthly earnings” includes bonuses for wage and salary earners and self-employed individuals, PPP corrected USD. The wage distribution was trimmed to eliminate the 1st and 99th percentiles.

Only people working full time are taken into account; a person is considered to be working full time if the working hours per week are greater than or equal to 30.

A6

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).

Reference

OECD (2013), *Education at a Glance 2013: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2013-en>.

Tables of Indicator A6


StatLink  <http://dx.doi.org/10.1787/888933116053>

	Table A6.1a	Relative earnings of workers, by educational attainment and age group (2012)
WEB	Table A6.1b	Relative earnings of workers, by educational attainment, age group and gender (2012)
	Table A6.2a	Trends in relative earnings of workers, by educational attainment and gender (2000, 2005, 2010, 2011, 2012)
WEB	Table A6.2b	Trends in relative earnings of workers, by educational attainment and gender (2000-12)
	Table A6.3a	Differences in earnings between female and male workers, by educational attainment and age group (2012)
	Table A6.3b	Trends in the differences in earnings between female and male workers, by educational attainment (2000, 2005, 2010, 2011 and 2012)
WEB	Table A6.3c	Trends in the differences in earnings between female and male workers, by educational attainment (2000-12)
WEB	Table A6.4	Distribution of 25-64 year-olds, by gender, educational attainment and level of earnings relative to median earnings (2012)
	Table A6.5a	Relative earnings of 15-24 year-old students with income from employment, by educational attainment and gender (2012)
	Table A6.5b	Percentage of 15-29 year-olds with income from employment among all 15-29 year-olds, by age group and student status (2012)
WEB	Table A6.5c	Percentage of 15-29 year-olds with income from employment among all 15-29 year-olds, by age group, student status and gender (2012)
	Table A6.6a (L)	Mean monthly earnings of workers, by educational attainment and literacy proficiency level (2012)
WEB	Table A6.6a (N)	Mean monthly earnings of workers, by educational attainment and numeracy proficiency level (2012)
WEB	Table A6.6b (L)	Mean monthly earnings of workers, by educational attainment, literacy proficiency level and gender (2012)
WEB	Table A6.6b (N)	Mean monthly earnings of workers, by educational attainment, numeracy proficiency level and gender (2012)
WEB	Table A6.6c (L)	Mean monthly earnings of workers, by educational attainment, literacy proficiency level and age (2012)
WEB	Table A6.6c (N)	Mean monthly earnings of workers, by educational attainment, numeracy proficiency level and age (2012)
WEB	Table A6.7 (L)	Mean monthly earnings of workers, by educational attainment, literacy proficiency level and years since obtained most recent qualification (2012)
WEB	Table A6.7 (N)	Mean monthly earnings of workers, by educational attainment, numeracy proficiency level and years since obtained most recent qualification (2012)

Table A6.1a. **Relative earnings of workers, by educational attainment and age group (2012)**

Adults with income from employment; upper secondary education = 100

		Year	Below upper secondary education			Post-secondary non-tertiary education			Tertiary-type B education			Tertiary-type A or advanced research programmes			All tertiary education			
			25-64	25-34	55-64	25-64	25-34	55-64	25-64	25-34	55-64	25-64	25-34	55-64	25-64	25-34	55-64	
			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	
OECD	Australia	2012	83	88	84	99	95	108	114	111	129	142	121	159	134	119	149	
	Austria	2012	70	70	66	127	112	162	143	120	144	185	143	194	171	138	173	
	Belgium ¹	2011	90	92	83	95	101	89	116	113	117	142	132	153	128	123	135	
	Canada	2011	87	103	76	111	125	105	113	110	111	163	133	185	139	123	149	
	Chile	2011	66	70	56	m	m	m	151	133	143	309	261	323	260	227	279	
	Czech Republic	2011	73	78	71	m	m	m	117	114	118	181	154	190	176	149	187	
	Denmark	2012	81	78	84	61	42	104	117	116	113	130	112	142	128	112	137	
	Estonia	2012	94	93	91	m	m	m	m	m	m	134	116	147	134	116	147	
	Finland	2011	92	92	93	m	m	m	128	118	127	157	127	205	147	126	166	
	France	2010	82	89	72	m	m	m	127	126	136	170	145	212	154	138	189	
	Germany	2012	84	84	87	114	118	114	146	145	141	183	149	227	174	148	207	
	Greece	2012	79	94	82	99	111	77	151	127	185	198	140	267	152	127	187	
	Hungary	2012	78	81	76	122	116	127	127	121	157	209	182	223	208	181	222	
	Iceland		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Ireland ¹	2011	84	104	76	99	99	108	131	123	109	201	186	185	175	165	162	
	Israel	2012	71	76	64	109	91	94	112	96	109	170	133	174	152	123	151	
	Italy	2010	77	94	59	m	m	m	m	m	m	147	125	167	147	125	167	
	Japan	2012	78	87	76	m	m	m	91	99	99	172	144	203	152	136	177	
	Korea	2012	71	82	65	m	m	m	116	113	144	161	133	196	147	126	188	
	Luxembourg	2012	70	68	63	119	86	71	m	m	m	m	m	m	168	148	184	
	Mexico		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Netherlands	2010	83	90	74	m	m	m	145	134	145	157	137	160	156	137	159	
	New Zealand	2012	82	85	82	110	115	101	105	107	100	134	126	146	123	121	123	
	Norway	2011	78	76	80	128	125	137	155	136	169	128	107	152	130	108	154	
	Poland	2012	85	89	80	107	99	112	m	m	m	172	146	205	172	146	205	
	Portugal	2011	70	82	51	104	109	96	161	141	154	171	157	204	170	156	193	
	Slovak Republic	2012	67	66	70	m	m	m	126	116	134	175	145	193	173	144	190	
	Slovenia	2012	78	85	73	m	m	m	152	130	165	200	150	240	180	142	211	
	Spain	2011	80	87	70	c	c	c	106	105	103	156	139	160	141	127	150	
	Sweden	2012	82	76	88	121	79	138	107	92	115	135	115	158	128	110	143	
	Switzerland	2012	77	84	70	107	102	117	141	131	143	165	135	182	158	134	169	
	Turkey ¹	2012	63	68	46	a	a	a	m	m	m	191	186	234	191	186	234	
	United Kingdom	2012	70	68	69	m	m	m	130	127	136	164	153	170	156	149	159	
	United States	2012	63	70	61	m	m	m	109	112	100	182	170	180	174	165	172	
	OECD average			78	83	73	108	102	110	127	119	131	170	145	191	159	140	176
	EU21 average			79	84	75	106	98	109	131	122	135	168	143	190	159	138	175
Partners	Argentina		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Brazil	2012	58	65	41	m	m	m	m	m	m	247	235	241	247	235	241	
	China		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Colombia		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	India		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Indonesia		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Latvia		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Russian Federation		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Saudi Arabia		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	South Africa		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
G20 average			m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	

1. Earnings net of income tax.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888933116072>

Table A6.2a. [1/2] **Trends in relative earnings of workers, by educational attainment and gender (2000, 2005, 2010, 2011, 2012)**

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

	Educational attainment	2000			2005			2010			2011			2012		
		Men	Women	M+W	Men	Women	M+W	Men	Women	M+W	Men	Women	M+W	Men	Women	M+W
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD	Australia	Below upper secondary	m	m	m	88	88	81	m	m	m	m	m	85	88	83
		Tertiary	m	m	m	141	148	134	m	m	m	m	m	141	153	134
Austria	Below upper secondary	m	m	m	80	78	74	73	75	69	71	78	69	74	76	70
		Tertiary	m	m	m	157	165	158	163	173	165	174	166	171	174	171
Belgium ¹	Below upper secondary	93	83	92	91	82	89	92	86	91	92	84	90	m	m	m
		Tertiary	128	133	128	137	134	133	132	135	131	129	134	128	m	m
Canada	Below upper secondary	84	72	83	80	70	80	81	79	83	86	77	87	m	m	m
		Tertiary	149	139	143	140	140	138	146	154	145	144	142	139	m	m
Chile	Below upper secondary	m	m	m	m	m	m	m	m	m	64	65	66	m	m	m
		Tertiary	m	m	m	m	m	m	m	m	271	262	260	m	m	m
Czech Republic	Below upper secondary	m	m	m	79	72	72	76	74	73	76	74	73	m	m	m
		Tertiary	m	m	m	190	161	181	195	163	182	187	160	176	m	m
Denmark	Below upper secondary	m	m	m	82	84	82	80	83	81	79	83	81	79	82	81
		Tertiary	m	m	m	133	126	125	141	126	129	138	126	128	138	126
Estonia	Below upper secondary	m	m	m	m	m	m	m	m	m	81	81	87	89	91	94
		Tertiary	m	m	m	m	m	m	m	m	146	148	135	137	160	134
Finland	Below upper secondary	92	99	95	91	98	94	90	93	92	89	92	92	m	m	m
		Tertiary	169	146	153	162	145	149	160	147	148	159	147	147	m	m
France ²	Below upper secondary	m	m	m	90	81	86	89	76	82	m	m	m	m	m	m
		Tertiary	m	m	m	152	142	144	162	155	154	m	m	m	m	m
Germany	Below upper secondary	81	74	76	95	80	89	97	77	88	91	85	88	87	82	84
		Tertiary	143	141	145	153	156	159	176	159	172	166	163	169	171	172
Greece	Below upper secondary	m	m	m	m	m	m	m	m	m	69	52	62	82	72	79
		Tertiary	m	m	m	m	m	m	m	m	151	231	171	169	140	152
Hungary	Below upper secondary	81	77	77	80	77	78	80	75	77	79	75	76	80	77	78
		Tertiary	252	179	210	269	202	229	259	198	221	256	193	217	246	184
Iceland		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Ireland ¹	Below upper secondary	82	64	87	83	67	84	76	78	81	80	70	84	m	m	m
		Tertiary	135	161	149	187	190	192	168	177	165	169	190	175	m	m
Israel	Below upper secondary	m	m	m	74	72	79	68	63	72	69	66	72	66	71	71
		Tertiary	m	m	m	160	158	151	164	150	152	159	152	151	153	152
Italy	Below upper secondary	71	84	78	m	m	m	77	70	77	m	m	m	m	m	m
		Tertiary	143	137	138	m	m	m	157	145	147	m	m	m	m	m
Japan	Below upper secondary	m	m	m	m	m	m	m	m	m	m	m	m	74	72	78
		Tertiary	m	m	m	m	m	m	m	m	m	m	m	144	160	152
Korea	Below upper secondary	m	m	m	73	76	68	71	77	69	72	78	71	76	77	71
		Tertiary	m	m	m	139	160	149	143	155	151	137	153	147	140	152
Luxembourg	Below upper secondary	m	m	m	m	m	m	69	68	67	m	m	m	73	67	70
		Tertiary	m	m	m	m	m	166	166	161	m	m	m	176	161	168
Mexico		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Netherlands	Below upper secondary	m	m	m	m	m	m	85	73	83	m	m	m	m	m	m
		Tertiary	m	m	m	m	m	153	162	156	m	m	m	m	m	m
New Zealand	Below upper secondary	79	86	82	79	78	81	81	83	83	80	85	83	79	84	82
		Tertiary	128	126	127	122	121	125	130	132	131	124	129	125	122	127
Norway	Below upper secondary	81	82	80	79	81	79	78	79	78	78	80	78	m	m	m
		Tertiary	134	134	131	136	136	131	137	136	131	137	135	130	m	m
Poland	Below upper secondary	m	m	m	m	m	m	87	79	83	m	m	m	86	81	85
		Tertiary	m	m	m	m	m	187	172	171	m	m	m	188	174	172
Portugal	Below upper secondary	m	m	m	64	66	67	67	68	69	68	69	70	m	m	m
		Tertiary	m	m	m	183	173	177	173	172	170	173	172	170	m	m

1. Earnings net of income tax.

2. Break in the series between 2007 and 2008, change in the data source.

3. Averages cannot be compared throughout the years as the number of countries used to calculate those averages is different every year.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888933116091>

Table A6.2a. [2/2] **Trends in relative earnings of workers, by educational attainment and gender (2000, 2005, 2010, 2011, 2012)**

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

	Educational attainment	2000			2005			2010			2011			2012		
		Men	Women	M+W	Men	Women	M+W	Men	Women	M+W	Men	Women	M+W	Men	Women	M+W
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD	Slovak Republic															
	Below upper secondary	m	m	m	m	m	m	70	71	67	69	71	67	70	71	67
	Tertiary	m	m	m	m	m	m	188	172	179	185	169	175	185	167	173
	Slovenia															
	Below upper secondary	m	m	m	m	m	m	75	74	75	77	76	76	79	76	78
	Tertiary	m	m	m	m	m	m	201	181	186	197	180	183	192	177	180
	Spain															
	Below upper secondary	m	m	m	79	72	80	81	74	80	80	74	80	m	m	m
	Tertiary	m	m	m	132	155	137	134	157	140	136	155	141	m	m	m
	Sweden															
	Below upper secondary	m	m	m	87	87	88	84	81	84	83	80	83	83	79	82
	Tertiary	m	m	m	140	127	130	138	128	129	137	128	128	136	129	128
	Switzerland															
	Below upper secondary	79	72	75	81	77	76	78	78	76	80	77	77	80	76	77
	Tertiary	135	144	152	142	150	157	144	151	155	144	159	157	145	159	158
	Turkey ¹															
	Below upper secondary	m	m	m	72	43	69	m	m	m	m	m	m	67	47	63
	Tertiary	m	m	m	153	154	149	m	m	m	m	m	m	197	199	191
	United Kingdom															
	Below upper secondary	74	69	69	72	71	71	64	69	67	67	69	69	68	69	70
	Tertiary	152	176	160	146	181	158	162	177	165	151	182	157	147	178	156
	United States															
	Below upper secondary	65	66	68	69	67	71	64	61	66	64	58	64	60	62	63
	Tertiary	181	169	176	196	178	186	184	175	177	182	181	177	180	177	174
	OECD average ³															
	Below upper secondary	80	77	80	80	76	79	78	76	77	77	75	77	77	75	76
	Tertiary	154	149	151	158	155	154	164	158	158	164	165	161	164	162	159
	EU21 average ³															
	Below upper secondary	82	78	82	82	78	81	80	76	78	78	76	78	79	77	78
	Tertiary	160	153	155	165	158	159	169	161	162	165	166	160	171	162	162
Partners	Argentina															
	Brazil															
	Below upper secondary	m	m	m	m	m	m	m	m	m	57	50	58	57	53	58
	Tertiary	m	m	m	m	m	m	m	m	m	273	269	257	259	262	247
	China															
	Colombia															
	India															
	Indonesia															
	Latvia															
	Russian Federation															
	Saudi Arabia															
	South Africa															
	G20 average															

1. Earnings net of income tax.

2. Break in the series between 2007 and 2008, change in the data source.

3. Averages cannot be compared throughout the years as the number of countries used to calculate those averages is different every year.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888933116091>

Table A6.3a. **Differences in earnings between female and male workers, by educational attainment and age group (2012)***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	80	81	75	74	78	75	75	69	
	Austria	2012	76	74	77	76	76	80	76	80	79	
	Belgium ¹	2011	80	m	m	98	96	99	86	86	81	
	Canada	2011	65	70	73	70	71	70	69	68	70	
	Chile	2011	76	79	70	69	68	71	62	70	53	
	Czech Republic	2011	79	78	80	80	74	87	70	64	85	
	Denmark	2012	83	80	82	80	78	83	75	76	73	
	Estonia	2012	64	60	88	59	59	66	68	64	69	
	Finland	2012	79	75	79	79	76	79	76	75	74	
	France	2010	74	69	76	79	75	75	73	77	70	
	Germany	2012	82	79	92	82	83	86	72	73	73	
	Greece	2012	76	75	65	84	86	69	70	75	66	
	Hungary	2012	81	81	78	84	81	90	63	57	70	
	Iceland		m	m	m	m	m	m	m	m	m	
	Ireland ¹	2011	73	84	71	77	76	75	76	86	80	
	Israel	2012	77	57	87	66	68	60	72	70	80	
	Italy	2010	78	79	72	78	78	77	69	77	68	
	Japan	2012	m	m	m	m	m	m	m	m	m	
	Korea	2012	65	67	63	64	62	67	68	67	69	
	Luxembourg	2012	82	85	71	83	88	66	72	89	65	
	Mexico		m	m	m	m	m	m	m	m	m	
	Netherlands	2010	77	79	76	79	85	79	74	83	74	
	New Zealand	2012	84	90	78	83	85	83	79	76	80	
	Norway	2011	82	80	82	79	78	78	74	75	72	
	Poland	2012	73	69	74	79	72	89	71	66	76	
	Portugal	2011	75	75	74	72	72	69	70	74	68	
	Slovak Republic	2012	73	74	72	75	71	83	67	59	73	
	Slovenia	2012	85	84	85	88	84	99	82	80	87	
	Spain	2011	78	86	75	79	78	90	86	83	92	
	Sweden		m	m	m	m	m	m	m	m	m	
	Switzerland		m	m	m	m	m	m	m	m	m	
	Turkey ¹	2012	67	64	59	83	74	148	82	85	69	
	United Kingdom	2012	75	73	79	72	71	66	80	82	76	
	United States	2012	75	90	72	70	69	67	69	70	69	
	OECD average			76	76	76	77	76	80	73	75	73
	EU21 average			77	77	77	79	78	80	74	75	75
Partners	Argentina	2012	m	m	m	m	m	m	m	m	m	
	Brazil		68	69	64	62	60	58	63	63	66	
	China		m	m	m	m	m	m	m	m	m	
	Colombia		m	m	m	m	m	m	m	m	m	
	India		m	m	m	m	m	m	m	m	m	
	Indonesia		m	m	m	m	m	m	m	m	m	
	Latvia		m	m	m	m	m	m	m	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.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888933116110>

Table A6.3b. **Trends in the differences in earnings between female and male workers, by educational attainment (2000, 2005, 2010, 2011 and 2012)**

25-64 year-olds with income from employment, average annual earnings of women as a percentage of men's earnings

	Below upper secondary education					Upper secondary or post-secondary non-tertiary education					Tertiary education				
	2000	2005	2010	2011	2012	2000	2005	2010	2011	2012	2000	2005	2010	2011	2012
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD															
Australia	m	61	m	m	62	m	61	m	m	61	m	64	m	m	65
Austria	m	57	61	65	62	m	60	60	59	60	m	62	63	63	62
Belgium ¹	64	67	72	70	m	72	75	77	77	m	74	73	79	80	m
Canada	53	55	61	57	m	61	61	62	61	m	57	62	67	64	m
Chile	m	m	m	66	m	m	m	m	65	m	m	m	m	63	m
Czech Republic	m	74	79	79	m	m	80	82	81	m	m	68	68	69	m
Denmark	m	73	80	78	77	m	71	76	75	74	m	67	68	68	68
Estonia	m	m	59	62	58	m	m	60	62	56	m	m	62	63	66
Finland	76	78	77	76	m	71	73	74	74	m	61	65	68	68	m
France ²	m	68	61	m	m	m	75	71	m	m	m	70	68	m	m
Germany	56	52	49	56	56	63	62	62	61	62	61	62	56	59	60
Greece	m	m	m	32	70	m	m	m	44	79	m	m	m	65	66
Hungary	83	88	83	84	84	88	93	89	88	85	62	69	68	67	64
Iceland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Ireland ¹	46	49	60	56	m	60	63	64	65	m	71	62	63	71	m
Israel	m	57	60	62	61	m	59	65	66	58	m	58	60	63	63
Italy	76	m	62	m	m	65	m	69	m	m	62	m	64	m	m
Japan	m	m	m	m	42	m	m	m	m	43	m	m	m	m	48
Korea	m	61	64	63	60	m	59	59	58	60	m	67	64	65	65
Luxembourg	m	m	63	m	66	m	m	64	m	71	m	m	64	m	65
Mexico	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Netherlands	m	m	49	m	m	m	m	57	m	m	m	m	60	m	m
New Zealand	67	61	69	70	70	64	64	65	64	67	61	61	68	68	69
Norway	63	65	68	68	m	62	63	66	66	m	62	63	65	66	m
Poland	m	m	72	m	73	m	m	81	m	79	m	m	72	m	72
Portugal	m	73	71	72	m	m	71	71	71	m	m	67	70	70	m
Slovak Republic	m	m	73	75	73	m	m	73	72	72	m	m	67	66	65
Slovenia	m	m	85	85	85	m	m	87	86	88	m	m	79	79	82
Spain	m	58	66	67	m	m	64	71	72	m	m	75	84	82	m
Sweden	m	74	73	72	72	m	73	74	74	75	m	68	71	71	72
Switzerland	53	54	58	55	55	58	57	59	58	58	62	60	61	63	63
Turkey ¹	m	47	m	m	55	m	78	m	m	79	m	78	m	m	80
United Kingdom	50	55	70	50	58	54	56	65	48	57	63	69	71	58	69
United States	60	63	63	58	66	60	65	66	64	64	56	59	63	63	63
OECD average ³	62	63	67	65	65	65	67	69	67	67	63	66	67	67	66
EU21 average ³	65	67	68	67	69	68	70	71	69	72	65	68	68	69	68
Partners															
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	51	55	m	m	m	59	58	m	m	m	58	59
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Latvia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m


1. Earnings net of income tax.

2. Break in the series between 2007 and 2008, change in the data source.

3. Averages cannot be compared throughout the years as the number of countries used to calculate those averages is different every year.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.

StatLink  <http://dx.doi.org/10.1787/888933116129>

A6

Table A6.5a. **Relative earnings of 15-24 year-old students with income from employment, by educational attainment and gender (2012)¹**

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		
			Men	Women	M + W	Men	Women	M + W	Men	Women	M + W
			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD	Australia	2012	c	c	29	51	57	52	c	c	68
	Austria	2012	57	54	55	37	32	33	c	c	c
	Belgium	2010	56	57	54	78	63	67	79	83	82
	Canada	2011	34	47	37	47	57	49	51	55	53
	Chile	2011	123	78	112	121	93	111	c	c	c
	Czech Republic		m	m	m	m	m	m	m	m	m
	Denmark	2012	45	46	44	42	55	47	c	c	c
	Estonia	2012	c	c	c	c	c	c	c	c	c
	Finland	2011	33	48	c	55	58	c	c	c	c
	France	2010	53	46	50	46	47	45	c	c	c
	Germany	2012	38	48	41	34	48	40	c	c	c
	Greece	2012	c	c	c	58	121	92	c	c	c
	Hungary		m	m	m	m	m	m	m	m	m
	Iceland		m	m	m	m	m	m	m	m	m
	Ireland	2011	21	c	17	57	60	57	c	c	c
	Israel	2012	c	c	c	63	22	44	c	c	c
	Italy	2010	45	45	43	45	79	59	c	c	c
	Japan		m	m	m	m	m	m	m	m	m
	Korea	2012	41	40	40	64	53	57	c	c	c
	Luxembourg		m	m	m	m	m	m	m	m	m
	Mexico		m	m	m	m	m	m	m	m	m
	Netherlands		m	m	m	m	m	m	m	m	m
	New Zealand	2010	42	29	35	62	47	53	c	c	c
	Norway	2011	38	34	36	38	46	40	c	c	c
	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	2011	49	71	56	45	32	39	c	c	c
	Sweden	2009	11	12	11	46	58	50	30	44	38
	Switzerland	2012	36	47	43	63	50	56	c	c	c
	Turkey	2012	81	99	83	100	64	84	c	c	c
	United Kingdom	2012	31	57	48	51	51	49	79	76	78
	United States	2012	24	34	26	50	66	56	64	73	68
	OECD average		45	50	45	57	57	56	c	c	c
	EU21 average		40	48	42	49	59	53	c	c	c
Partners	Argentina		m	m	m	m	m	m	m	m	m
	Brazil	2012	59	74	62	114	115	112	m	m	m
	China		m	m	m	m	m	m	m	m	m
	Colombia		m	m	m	m	m	m	m	m	m
	India		m	m	m	m	m	m	m	m	m
	Indonesia		m	m	m	m	m	m	m	m	m
	Latvia		m	m	m	m	m	m	m	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. For some countries in this table the age breakdown is 16-24 year-olds.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888933116148>

Table A6.5b. **Percentage of 15-29 year-olds with income from employment among all 15-29 year-olds, by age group and student status (2012)**

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. Among all 15-24 year-olds, 56% have income from employment

		Year	15-24 year-olds ¹			25-29 year-olds			
			Non-students	Students	Total	Non-students	Students	Total	
			(1)	(2)	(3)	(4)	(5)	(6)	
OECD	Australia	2012	70	47	56	79	71	77	
	Austria	2012	87	64	73	91	81	89	
	Belgium	2010	60	6	24	73	41	71	
	Canada	2011	86	68	75	89	77	87	
	Chile	2011	50	10	27	70	45	66	
	Czech Republic		m	m	m	m	m	m	
	Denmark	2012	71	71	71	81	82	82	
	Estonia	2012	c	13	22	c	c	49	
	Finland	2011	c	c	c	c	c	c	
	France	2010	78	35	56	91	79	90	
	Germany	2012	66	37	46	70	62	68	
	Greece	2012	32	5	15	58	30	55	
	Hungary		m	m	m	m	m	m	
	Iceland		m	m	m	m	m	m	
	Ireland	2011	35	26	30	69	36	65	
	Israel	2012	63	18	42	76	68	74	
	Italy	2010	56	12	33	79	38	74	
	Japan		m	m	m	m	m	m	
	Korea	2012	54	10	24	71	32	68	
	Luxembourg		m	m	m	m	m	m	
	Mexico		m	m	m	m	m	m	
	Netherlands		m	m	m	m	m	m	
	New Zealand	2010	69	33	48	75	61	73	
	Norway	2011	71	76	74	89	90	90	
	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	2011	53	10	26	73	54	70	
	Sweden	2009	100	100	100	99	100	99	
	Switzerland	2012	70	17	36	82	60	78	
	Turkey	2012	76	77	76	86	88	86	
	United Kingdom	2012	65	33	51	79	62	77	
	United States	2012	72	41	54	c	c	c	
	OECD average			66	37	48	79	63	76
	EU21 average			64	34	46	79	60	74
Partners	Argentina		m	m	m	m	m	m	
	Brazil	2012	64	34	50	76	73	75	
	China		m	m	m	m	m	m	
	Colombia		m	m	m	m	m	m	
	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	

1. For some countries in this table the age breakdown is 16-24 year-olds.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


StatLink  <http://dx.doi.org/10.1787/888933116167>

Table A6.6a (L). [1/2] **Mean monthly earnings of workers, by educational attainment and literacy proficiency level (2012)**

Literacy proficiency in the 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 USD converted using PPPs for private consumption

		Below upper secondary education						Upper secondary or post-secondary non-tertiary education							
		Level 0/1		Level 2		Level 3		Level 0/1		Level 2		Level 3		Level 4/5	
		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)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
OECD	National entities														
	Australia	2 160	(125)	2 570	(155)	2 790	(179)	2 680	(157)	2 870	(127)	3 140	(105)	3 710	(259)
	Austria	2 170	(106)	2 400	(105)	2 860	(224)	2 910	(121)	3 310	(83)	3 810	(91)	4 310	(313)
	Canada	2 790	(148)	3 170	(196)	3 720	(417)	3 040	(155)	3 410	(99)	3 740	(116)	3 970	(224)
	Czech Republic	950	(78)	1 230	(49)	c	c	1 440	(72)	1 500	(44)	1 600	(45)	1 740	(138)
	Denmark	3 020	(126)	3 480	(110)	3 840	(175)	3 770	(145)	3 880	(72)	4 160	(84)	4 420	(248)
	Estonia	1 490	(213)	1 620	(153)	1 720	(166)	1 510	(100)	1 530	(63)	1 710	(65)	1 940	(173)
	Finland	2 630	(132)	2 900	(154)	2 920	(169)	2 810	(136)	2 910	(62)	3 110	(59)	3 360	(133)
	France	1 960	(52)	2 250	(80)	2 570	(122)	2 270	(62)	2 390	(41)	2 490	(52)	2 520	(179)
	Germany	2 290	(178)	2 590	(218)	c	c	2 820	(130)	3 170	(87)	3 500	(99)	3 990	(346)
	Ireland	2 820	(240)	3 290	(223)	3 330	(303)	2 650	(143)	3 230	(119)	3 680	(167)	4 180	(410)
	Italy	2 470	(135)	2 300	(112)	2 640	(191)	2 310	(127)	2 630	(84)	2 850	(87)	3 200	(294)
	Japan	2 140	(216)	2 410	(150)	3 000	(238)	2 870	(333)	2 870	(131)	3 010	(94)	3 050	(178)
	Korea	2 060	(120)	2 330	(130)	2 460	(264)	2 470	(156)	2 750	(81)	2 950	(105)	2 960	(319)
	Netherlands	2 830	(155)	3 420	(138)	3 590	(159)	2 990	(220)	3 480	(138)	3 800	(94)	4 070	(192)
	Norway	3 160	(181)	3 670	(125)	3 920	(170)	3 440	(180)	3 950	(98)	4 350	(93)	4 630	(277)
	Poland	1 210	(171)	1 180	(172)	c	c	1 260	(62)	1 350	(49)	1 530	(57)	1 620	(147)
	Slovak Republic	960	(75)	990	(55)	1 130	(92)	1 170	(85)	1 390	(49)	1 520	(51)	1 630	(147)
	Spain	1 870	(64)	1 980	(69)	2 200	(122)	2 200	(143)	2 250	(106)	2 510	(131)	c	c
	Sweden	2 550	(127)	2 870	(87)	2 970	(160)	2 660	(110)	3 000	(57)	3 270	(57)	3 440	(125)
	United States	1 990	(71)	2 500	(208)	c	c	3 200	(223)	3 330	(130)	4 150	(182)	4 770	(472)
	Sub-national entities														
	Flanders (Belgium)	2 790	(135)	3 330	(152)	3 320	(195)	3 130	(161)	3 410	(80)	3 600	(77)	3 740	(250)
	England (UK)	2 420	(176)	2 710	(108)	2 850	(229)	2 550	(135)	2 880	(128)	3 490	(146)	4 150	(331)
	Northern Ireland (UK)	2 020	(107)	2 230	(107)	2 550	(259)	2 210	(198)	2 560	(178)	3 260	(227)	3 660	(455)
	England/N. Ireland (UK)	2 400	(168)	2 690	(103)	2 840	(218)	2 540	(132)	2 870	(124)	3 480	(142)	4 140	(323)
	Average	2 210	(31)	2 510	(30)	2 880	(50)	2 550	(33)	2 790	(20)	3 090	(21)	3 400	(57)
Partners	Russian Federation*	c	c	c	c	c	c	c	c	690	(72)	880	(105)	c	c

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

Notes: For below upper secondary education, literacy proficiency Level 4/5 are available only on line as for many countries there are too few observations to provide reliable estimates. The values of the means in this table have been rounded up to the nearest ten. Values not rounded up are available on line.

Source: OECD. Survey of Adult Skills (PIAAC) (2012). PIAAC refers to the OECD Programme for the International Assessment of Adult Competencies. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.


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Table A6.6a (L). [2/2] **Mean monthly earnings of workers, by educational attainment and literacy proficiency level (2012)**

Literacy proficiency in the 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 USD converted using PPPs for private consumption


		Tertiary education								All levels of education							
		Level 0/1		Level 2		Level 3		Level 4/5		Level 0/1		Level 2		Level 3		Level 4/5	
		Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.	Mean	S.E.
		(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)
OECD	National entities																
	Australia	2 660	(275)	3 180	(174)	3 940	(108)	4 610	(131)	2 420	(90)	2 850	(88)	3 430	(68)	4 280	(110)
	Austria	c	c	4 170	(220)	4 800	(161)	5 180	(251)	2 760	(101)	3 300	(76)	4 030	(80)	4 770	(195)
	Canada	3 320	(186)	3 900	(107)	4 770	(88)	5 370	(144)	3 060	(96)	3 620	(71)	4 410	(65)	5 140	(127)
	Czech Republic	c	c	1 900	(201)	2 190	(95)	2 290	(136)	1 360	(67)	1 510	(44)	1 770	(45)	2 050	(101)
	Denmark	3 830	(210)	4 280	(115)	5 010	(72)	5 370	(157)	3 490	(98)	3 930	(56)	4 620	(55)	5 160	(131)
	Estonia	1 460	(145)	1 770	(83)	2 060	(65)	2 500	(107)	1 500	(79)	1 630	(45)	1 890	(44)	2 340	(91)
	Finland	c	c	3 440	(107)	3 830	(54)	3 890	(67)	2 830	(127)	3 070	(59)	3 470	(43)	3 750	(57)
	France	2 760	(217)	3 110	(92)	3 300	(51)	3 600	(96)	2 170	(45)	2 510	(36)	2 920	(35)	3 370	(88)
	Germany	3 750	(475)	4 070	(183)	4 990	(137)	5 650	(215)	2 810	(110)	3 360	(77)	4 230	(84)	5 190	(188)
	Ireland	3 690	(393)	4 030	(145)	4 830	(127)	5 240	(269)	2 880	(139)	3 530	(88)	4 310	(103)	5 000	(227)
	Italy	c	c	3 130	(215)	3 590	(185)	3 650	(432)	2 460	(107)	2 510	(70)	3 010	(78)	3 440	(264)
	Japan	c	c	3 260	(208)	3 740	(100)	4 170	(129)	2 540	(204)	2 880	(96)	3 360	(67)	3 890	(100)
	Korea	3 070	(384)	3 470	(125)	3 800	(78)	4 370	(162)	2 330	(102)	2 900	(65)	3 430	(65)	4 110	(150)
	Netherlands	c	c	4 480	(324)	5 000	(133)	5 140	(123)	2 960	(135)	3 650	(101)	4 300	(73)	4 810	(96)
	Norway	3 710	(238)	4 550	(161)	5 090	(87)	5 270	(107)	3 400	(115)	4 030	(68)	4 680	(63)	5 120	(101)
	Poland	1 800	(200)	1 950	(106)	2 210	(85)	2 420	(118)	1 300	(59)	1 480	(53)	1 850	(57)	2 250	(99)
	Slovak Republic	c	c	1 890	(137)	2 320	(120)	2 770	(335)	1 150	(68)	1 430	(42)	1 740	(48)	2 170	(155)
	Spain	2 720	(202)	3 090	(107)	3 250	(88)	3 680	(194)	2 080	(59)	2 430	(53)	2 900	(64)	3 560	(178)
	Sweden	2 810	(181)	3 240	(106)	3 750	(73)	3 920	(75)	2 640	(80)	3 010	(47)	3 430	(45)	3 770	(67)
	United States	4 180	(588)	4 980	(274)	5 960	(263)	7 370	(380)	2 940	(142)	3 770	(120)	5 180	(166)	6 860	(325)
	Sub-national entities																
	Flanders (Belgium)	c	c	4 160	(203)	4 500	(114)	4 910	(186)	3 110	(116)	3 570	(72)	4 090	(73)	4 690	(169)
	England (UK)	2 710	(391)	3 720	(263)	4 540	(158)	5 340	(202)	2 530	(127)	3 100	(102)	3 970	(108)	4 980	(173)
	Northern Ireland (UK)	c	c	3 420	(187)	3 670	(115)	4 400	(248)	2 160	(95)	2 670	(97)	3 400	(102)	4 170	(213)
	England/N. Ireland (UK)	2 710	(385)	3 710	(256)	4 510	(153)	5 320	(197)	2 520	(123)	3 080	(98)	3 950	(104)	4 960	(170)
	Average	3 030	(85)	3 440	(38)	3 970	(26)	4 400	(44)	2 490	(23)	2 910	(15)	3 500	(16)	4 120	(34)
Partners	Russian Federation*	790	(60)	820	(38)	910	(28)	1 070	(69)	790	(55)	780	(34)	890	(37)	1 040	(63)

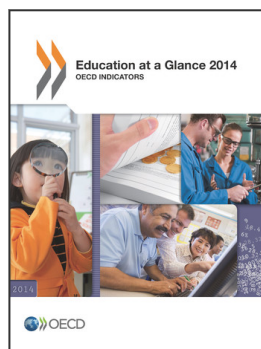
* See note on data for the Russian Federation in the *Methodology* section.

Notes: For below upper secondary education, literacy proficiency Level 4/5 are available only on line as for many countries there are too few observations to provide reliable estimates. The values of the means in this table have been rounded up to the nearest ten. Values not rounded up are available on line.

Source: OECD. Survey of Adult Skills (PIAAC) (2012). PIAAC refers to the OECD Programme for the International Assessment of Adult Competencies. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.

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