



Annex B

PISA 2015 DATA

All tables in Annex B are available [on line](#)

Annex B1: Results for countries and economies

Annex B2: Results for regions within countries

Note regarding B-S-J-G (China)

B-S-J-G (China) refers to the four PISA participating China provinces : Beijing, Shanghai, Jiangsu, Guangdong.

Note regarding CABA (Argentina)

CABA (Argentina) refers to the Ciudad Autónoma de Buenos Aires, Argentina.

Note regarding FYROM

FYROM refers to the Former Yugoslav Republic of Macedonia.

Notes regarding Cyprus

Note by Turkey: The information in this document with reference to “Cyprus” relates to the southern part of the Island. There is no single authority representing both Turkish and Greek Cypriot people on the Island. Turkey recognises the Turkish Republic of Northern Cyprus (TRNC). Until a lasting and equitable solution is found within the context of the United Nations, Turkey shall preserve its position concerning the “Cyprus issue”.

Note by all the European Union Member States of the OECD and the European Union: The Republic of Cyprus is recognised by all members of the United Nations with the exception of Turkey. The information in this document relates to the area under the effective control of the Government of the Republic of Cyprus.

A note regarding Israel

The statistical data for Israel are supplied by and 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.

ANNEX B1

RESULTS FOR COUNTRIES AND ECONOMIES


[Part 1/1]

Table IV.2.1 Percentage of young people and adults engaged in basic financial activities

		Young people, 16-24 year-olds											
		Percentage of young people reporting that they do/did the following at least once a week in their job or last job					Percentage of young people reporting that they do the following at least once a week in their everyday life						
		Read bills, invoices, bank statements or other financial statements		Calculate prices, costs or budgets		Conduct transactions on the Internet, for example buying or selling products or services, or banking		Read bills, invoices, bank statements or other financial statements		Calculate prices, costs or budgets		Use the Internet in order to better understand such issues as those related to health/illness, financial matters, the environment	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	29.1	(2.0)	47.5	(2.2)	21.5	(2.6)	41.2	(1.8)	52.9	(1.8)	76.0	(1.9)
	Canada	26.5	(1.3)	39.8	(1.4)	17.5	(1.3)	29.4	(1.2)	45.8	(1.2)	74.1	(1.2)
	Chile	21.4	(2.1)	42.5	(3.3)	23.4	(3.9)	12.6	(1.5)	37.1	(2.4)	74.9	(2.2)
	Flanders (Belgium)	21.5	(2.1)	20.1	(2.1)	18.2	(2.2)	30.2	(1.4)	31.6	(1.6)	72.1	(1.5)
	Italy	15.3	(2.9)	25.9	(3.5)	18.7	(4.9)	7.5	(1.4)	32.2	(2.4)	58.2	(2.7)
	Netherlands	17.3	(1.5)	26.9	(1.8)	14.3	(1.7)	43.0	(1.6)	29.7	(1.6)	66.8	(1.5)
	Poland	29.8	(1.1)	26.0	(1.0)	23.7	(1.4)	15.0	(0.6)	38.6	(1.2)	74.3	(1.0)
	Slovak Republic	25.5	(2.2)	34.1	(2.4)	22.4	(3.1)	14.7	(1.1)	43.5	(1.7)	77.8	(1.3)
	Spain	20.7	(1.9)	32.9	(2.3)	12.8	(3.0)	18.8	(1.3)	42.4	(1.5)	70.5	(1.6)
	United States	23.5	(2.6)	42.1	(2.0)	28.5	(2.5)	37.1	(2.0)	58.6	(2.1)	74.9	(2.0)
Partners	Lithuania	25.0	(3.0)	28.2	(2.9)	19.1	(3.7)	8.4	(1.1)	42.5	(2.4)	86.7	(1.5)
	Russia	29.1	(2.2)	31.6	(2.0)	19.8	(1.8)	13.9	(1.5)	26.4	(2.7)	64.8	(4.3)
		Adults, 16-65 year-olds											
		Percentage of adults reporting that they do/did the following at least once a week in their job or last job					Percentage of adults reporting that they do the following at least once a week in their everyday life						
		Read bills, invoices, bank statements or other financial statements		Calculate prices, costs or budgets		Conduct transactions on the Internet, for example buying or selling products or services, or banking		Read bills, invoices, bank statements or other financial statements		Calculate prices, costs or budgets		Use the Internet in order to better understand such issues as those related to health/illness, financial matters, the environment	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	42.2	(0.8)	45.7	(0.7)	32.5	(1.0)	61.6	(0.7)	51.8	(0.7)	75.7	(0.7)
	Canada	36.4	(0.6)	39.4	(0.6)	26.3	(0.6)	54.5	(0.5)	46.8	(0.5)	74.4	(0.5)
	Chile	28.4	(1.8)	41.8	(1.9)	37.6	(1.4)	24.1	(1.4)	37.4	(1.2)	75.5	(0.9)
	Flanders (Belgium)	31.5	(0.8)	27.8	(0.7)	24.6	(0.9)	60.3	(0.6)	23.7	(0.6)	69.9	(0.7)
	Italy	22.2	(0.8)	32.0	(1.0)	21.4	(1.3)	24.9	(1.0)	32.5	(1.4)	62.4	(1.3)
	Netherlands	30.5	(0.7)	27.9	(0.7)	24.3	(0.7)	58.2	(0.7)	19.3	(0.7)	68.7	(0.8)
	Poland	34.1	(0.8)	27.0	(0.9)	26.2	(1.1)	23.3	(0.6)	41.0	(0.7)	73.7	(0.7)
	Slovak Republic	30.3	(0.9)	35.9	(0.9)	29.1	(0.9)	23.1	(0.8)	41.9	(0.8)	74.3	(0.8)
	Spain	30.0	(0.8)	33.8	(0.7)	19.8	(0.9)	49.6	(0.9)	43.0	(0.8)	73.4	(0.7)
	United States	34.2	(0.9)	40.2	(0.8)	30.9	(1.1)	61.3	(0.8)	57.7	(0.8)	73.5	(1.0)
Partners	Lithuania	26.2	(0.8)	27.5	(0.8)	26.3	(1.3)	11.3	(0.6)	40.2	(1.2)	83.9	(0.8)
	Russia	26.5	(1.0)	29.0	(0.9)	13.2	(1.0)	12.6	(1.4)	29.4	(2.1)	56.1	(2.1)

Note: Please note that the sample for Russia 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 Russia as well as that of other countries can be found in the Technical Report of the Survey of Adult Skills.

Source: OECD, Survey of Adult Skills (PIAAC) (2012, 2015). <http://www.oecd.org/skills/piaac/>

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[Part 1/1]

Table IV.3.1 Change between 2012 and 2015 in mean financial literacy performance

	PISA 2012		PISA 2015		Change between 2012 and 2015 (PISA 2015 – PISA 2012)	
	Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.
OECD						
Australia	526	(2.1)	504	(1.9)	-22	(6.0)
Belgium (Flemish)	541	(3.5)	541	(3.0)	0	(7.0)
Canadian provinces	m	m	533	(4.6)	m	m
Chile	m	m	432	(3.7)	m	m
Italy	466	(2.1)	483	(2.8)	17	(6.4)
Netherlands	m	m	509	(3.3)	m	m
Poland	510	(3.7)	485	(3.0)	-25	(7.1)
Slovak Republic	470	(4.9)	445	(4.5)	-25	(8.5)
Spain	484	(3.2)	469	(3.2)	-16	(7.0)
United States	492	(4.9)	487	(3.8)	-4	(8.2)
OECD average-7	499	(1.4)	488	(1.2)	-11	(5.6)
OECD average-10	m	m	489	(1.1)	m	m
Partners						
Brazil	m	m	393	(3.8)	m	m
B-S-J-G (China)	m	m	566	(6.0)	m	m
Lithuania	m	m	449	(3.1)	m	m
Peru	m	m	403	(3.4)	m	m
Russia	486	(3.7)	512	(3.3)	26	(7.3)

Note: Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/1]

Table IV.3.2 Percentage of students at each proficiency level in financial literacy

	Percentage of students at each proficiency level in PISA 2015									
	Level 1 or below (below 400.33 score points)		Level 2 (from 400.33 to less than 475.10 score points)		Level 3 (from 475.10 to less than 549.86 score points)		Level 4 (from 549.86 to less than 624.63 score points)		Level 5 (at or above 624.63 score points)	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD										
Australia	19.7	(0.6)	19.0	(0.5)	24.4	(0.5)	21.5	(0.5)	15.4	(0.6)
Belgium (Flemish)	12.0	(0.9)	15.0	(0.7)	22.3	(1.0)	26.7	(0.8)	24.0	(1.0)
Canadian provinces	12.7	(1.0)	17.1	(0.9)	24.5	(0.8)	23.9	(1.1)	21.8	(1.2)
Chile	38.1	(1.5)	26.5	(1.0)	21.8	(0.8)	10.5	(0.8)	3.1	(0.4)
Italy	19.8	(1.1)	25.2	(0.9)	29.3	(0.9)	19.2	(0.8)	6.5	(0.5)
Netherlands	19.2	(1.2)	18.5	(1.0)	23.0	(0.9)	21.8	(0.9)	17.5	(0.8)
Poland	20.1	(1.0)	24.5	(0.8)	28.4	(0.9)	19.0	(0.8)	8.0	(0.8)
Slovak Republic	34.7	(1.5)	23.6	(1.0)	22.0	(0.7)	13.4	(1.1)	6.3	(0.6)
Spain	24.7	(1.2)	25.9	(0.8)	27.3	(0.9)	16.4	(0.7)	5.6	(0.5)
United States	21.6	(1.3)	23.3	(0.9)	25.7	(1.1)	19.2	(0.9)	10.2	(0.7)
OECD average-10	22.3	(0.4)	21.8	(0.3)	24.9	(0.3)	19.2	(0.3)	11.8	(0.2)
Partners										
Brazil	53.3	(1.4)	22.2	(0.6)	14.8	(0.7)	7.1	(0.5)	2.6	(0.4)
B-S-J-G (China)	9.4	(1.0)	13.3	(0.9)	20.3	(1.1)	23.6	(1.1)	33.4	(2.0)
Lithuania	31.5	(1.3)	27.3	(0.9)	24.8	(0.9)	12.6	(0.8)	3.7	(0.5)
Peru	48.2	(1.4)	25.8	(0.9)	17.9	(0.9)	6.9	(0.6)	1.2	(0.2)
Russia	10.9	(0.9)	22.7	(1.1)	32.2	(1.0)	23.6	(1.0)	10.5	(0.9)

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[Part 1/1]

Table IV.3.3 Top performers in financial literacy, mathematics, reading and science

	Percentage of students who are:								Percentage of top performers in financial literacy who are also top performers in...					
	Not top performers in any of the four domains		Top performers in at least one subject, but not in financial literacy		Top performers in financial literacy, but not in any of the other subjects assessed		Top performers in financial literacy and in at least one other subject		...mathematics		...reading		...science	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD														
Australia	76.9	(0.6)	7.7	(0.4)	4.7	(0.4)	10.7	(0.5)	48.5	(2.6)	45.2	(2.1)	51.2	(1.4)
Belgium (Flemish)	67.0	(1.0)	9.0	(0.6)	7.8	(0.6)	16.3	(0.8)	57.3	(2.2)	36.7	(2.1)	38.6	(2.2)
Canadian provinces	69.9	(1.3)	8.4	(0.7)	9.3	(0.8)	12.5	(0.8)	38.3	(2.5)	40.7	(2.3)	39.0	(2.2)
Chile	94.8	(0.5)	2.1	(0.3)	1.9	(0.3)	1.2	(0.2)	22.2	(4.7)	26.9	(4.5)	20.7	(4.0)
Italy	83.7	(0.8)	9.9	(0.7)	2.9	(0.3)	3.6	(0.4)	46.9	(3.5)	27.0	(3.4)	27.8	(2.8)
Netherlands	74.6	(0.9)	7.9	(0.6)	5.4	(0.5)	12.0	(0.6)	56.2	(2.5)	42.8	(2.7)	46.4	(2.3)
Poland	82.0	(1.1)	10.0	(0.8)	2.2	(0.4)	5.9	(0.7)	62.7	(3.5)	45.0	(4.0)	47.6	(4.6)
Slovak Republic	87.1	(0.8)	6.6	(0.5)	3.2	(0.4)	3.1	(0.4)	40.5	(3.8)	22.6	(3.1)	25.1	(3.5)
Spain	86.7	(0.7)	7.7	(0.6)	2.4	(0.3)	3.3	(0.3)	43.1	(4.0)	32.8	(3.2)	36.2	(3.1)
United States	83.3	(1.0)	6.5	(0.5)	3.5	(0.4)	6.8	(0.6)	38.0	(4.0)	50.1	(3.1)	51.7	(2.9)
OECD average-10	80.6	(0.3)	7.6	(0.2)	4.3	(0.1)	7.5	(0.2)	45.4	(1.1)	37.0	(1.0)	38.4	(1.0)
Partners														
Brazil	95.9	(0.5)	1.5	(0.2)	1.9	(0.3)	0.7	(0.2)	14.4	(3.8)	18.1	(3.7)	11.9	(2.6)
B-S-J-G (China)	60.6	(2.0)	5.9	(0.6)	11.7	(0.8)	21.7	(1.9)	60.4	(2.8)	29.3	(2.7)	36.6	(2.5)
Lithuania	89.1	(0.8)	7.2	(0.7)	1.4	(0.2)	2.3	(0.5)	48.6	(5.6)	35.2	(5.9)	37.8	(5.4)
Peru	98.4	(0.2)	c	c	1.0	(0.2)	c	c	c	c	c	c	c	c
Russia	81.4	(1.2)	8.0	(0.6)	5.5	(0.5)	5.0	(0.5)	33.7	(2.5)	26.8	(2.7)	19.9	(2.0)

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[Part 1/1]

Table IV.3.4 Low performers in financial literacy, mathematics, reading and science

	Percentage of students who are:								Percentage of low performers in financial literacy who are also low performers in...					
	Not low performers in any of the four domains		Low performers in at least one subject, but not in financial literacy		Low performers in financial literacy, but not in any of the other subjects assessed		Low performers in financial literacy and in at least one other subject		...mathematics		...reading		...science	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD														
Australia	68.7	(0.7)	11.6	(0.5)	2.9	(0.2)	16.8	(0.5)	69.6	(1.3)	65.3	(1.6)	67.1	(1.5)
Belgium (Flemish)	75.3	(1.1)	12.7	(0.8)	1.1	(0.3)	10.9	(0.8)	75.2	(3.2)	77.3	(2.9)	79.4	(2.8)
Canadian provinces	76.0	(1.2)	11.3	(0.7)	3.6	(0.5)	9.1	(0.7)	56.0	(2.9)	48.4	(3.1)	53.6	(2.5)
Chile	42.7	(1.3)	19.2	(1.0)	4.3	(0.5)	33.8	(1.3)	84.1	(1.4)	58.2	(2.0)	70.1	(1.8)
Italy	62.9	(1.3)	17.2	(0.8)	3.7	(0.4)	16.1	(0.9)	62.6	(2.4)	60.0	(2.8)	67.5	(2.1)
Netherlands	71.5	(1.2)	9.3	(1.0)	3.4	(0.4)	15.8	(1.1)	60.1	(2.9)	64.4	(2.4)	68.8	(2.4)
Poland	70.1	(1.1)	9.8	(0.8)	5.6	(0.6)	14.4	(0.8)	53.7	(3.0)	50.0	(2.6)	54.2	(2.0)
Slovak Republic	50.3	(1.3)	15.0	(1.1)	8.8	(0.7)	25.8	(1.3)	55.0	(2.1)	63.0	(1.9)	60.8	(2.0)
Spain	64.8	(1.1)	10.5	(0.6)	7.0	(0.7)	17.8	(0.9)	58.2	(2.0)	48.6	(2.2)	54.2	(2.0)
United States	63.5	(1.5)	14.9	(1.0)	2.9	(0.4)	18.7	(1.1)	78.7	(2.1)	61.9	(2.3)	66.3	(2.0)
OECD average-10	64.6	(0.4)	13.2	(0.3)	4.3	(0.2)	17.9	(0.3)	65.3	(0.8)	59.7	(0.8)	64.2	(0.7)
Partners														
Brazil	21.6	(1.0)	25.1	(1.1)	3.7	(0.4)	49.7	(1.3)	89.1	(1.0)	73.7	(1.1)	80.1	(1.1)
B-S-J-G (China)	73.3	(1.6)	17.3	(1.1)	0.7	(0.2)	8.7	(1.0)	72.8	(2.9)	86.2	(2.3)	77.9	(3.2)
Lithuania	56.5	(1.3)	11.9	(0.7)	8.1	(0.6)	23.5	(1.1)	57.0	(2.0)	58.4	(1.6)	58.4	(1.8)
Peru	26.3	(1.4)	25.5	(1.2)	1.4	(0.2)	46.9	(1.4)	92.7	(0.7)	86.9	(1.1)	89.8	(0.9)
Russia	68.4	(1.6)	20.7	(1.1)	2.4	(0.4)	8.5	(0.7)	56.0	(3.4)	54.1	(3.7)	60.9	(3.8)


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[Part 1/1]

Table IV.3.5 Change between 2012 and 2015 in mean financial literacy performance adjusted for demographic changes

	PISA 2012		PISA 2015		Change between 2012 and 2015 (PISA 2015 - PISA 2012)	
	Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.
OECD						
Australia	528	(2.2)	504	(1.9)	-24	(6.1)
Belgium (Flemish)	546	(4.1)	541	(3.0)	-5	(7.4)
Canadian provinces	m	m	533	(4.6)	m	m
Chile	m	m	432	(3.7)	m	m
Italy	465	(2.2)	483	(2.8)	18	(6.4)
Netherlands	m	m	509	(3.3)	m	m
Poland	511	(3.7)	485	(3.0)	-26	(7.1)
Slovak Republic	467	(5.1)	445	(4.5)	-22	(8.7)
Spain	485	(3.2)	469	(3.2)	-16	(7.0)
United States	491	(4.8)	487	(3.8)	-3	(8.1)
OECD average-7	499	(1.4)	488	(1.2)	-11	(5.7)
OECD average-10	m	m	489	(1.1)	m	m
Partners						
Brazil	m	m	393	(3.8)	m	m
B-S-J-G (China)	m	m	566	(6.0)	m	m
Lithuania	m	m	449	(3.1)	m	m
Peru	m	m	403	(3.4)	m	m
Russia	487	(3.7)	512	(3.3)	26	(7.3)

Note: Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/1]

Table IV.3.6 Change between 2012 and 2015 in the percentage of students at each proficiency level in financial literacy

		Proficiency levels in PISA 2012									
		Level 1 or below (below 400.33 score points)		Level 2 (from 400.33 to less than 475.10 score points)		Level 3 (from 475.10 to less than 549.86 score points)		Level 4 (from 549.86 to less than 624.63 score points)		Level 5 (at or above 624.63 score points)	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	10.3	(0.7)	19.4	(1.3)	29.4	(1.2)	24.9	(1.0)	16.0	(0.8)
	Belgium (Flemish)	8.7	(1.0)	15.1	(1.4)	26.2	(1.5)	30.4	(1.7)	19.7	(1.3)
	Canadian provinces	m	m	m	m	m	m	m	m	m	m
	Chile	m	m	m	m	m	m	m	m	m	m
	Italy	21.7	(0.9)	29.5	(1.0)	31.7	(0.9)	14.9	(0.8)	2.1	(0.3)
	Netherlands	m	m	m	m	m	m	m	m	m	m
	Poland	9.8	(1.2)	23.2	(1.7)	34.2	(1.8)	25.6	(1.8)	7.2	(1.0)
	Slovak Republic	22.8	(2.0)	26.5	(2.1)	28.1	(1.9)	16.9	(1.6)	5.7	(1.0)
	Spain	16.5	(1.2)	26.4	(1.6)	34.6	(1.6)	18.6	(1.5)	3.8	(0.9)
	United States	17.8	(1.5)	26.2	(1.8)	27.1	(1.8)	19.4	(1.8)	9.4	(1.2)
	OECD average-7	15.4	(0.5)	23.8	(0.6)	30.2	(0.6)	21.6	(0.6)	9.1	(0.4)
	OECD average-10	m	m	m	m	m	m	m	m	m	m
Partners	Brazil	m	m	m	m	m	m	m	m	m	m
	B-S-J-G (China)	m	m	m	m	m	m	m	m	m	m
	Lithuania	m	m	m	m	m	m	m	m	m	m
	Peru	m	m	m	m	m	m	m	m	m	m
	Russia	16.7	(1.4)	25.4	(1.5)	33.1	(1.7)	20.5	(1.6)	4.3	(0.8)
		Proficiency levels in PISA 2015									
		Level 1 or below (below 400.33 score points)		Level 2 (from 400.33 to less than 475.10 score points)		Level 3 (from 475.10 to less than 549.86 score points)		Level 4 (from 549.86 to less than 624.63 score points)		Level 5 (at or above 624.63 score points)	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	19.7	(0.6)	19.0	(0.5)	24.4	(0.5)	21.5	(0.5)	15.4	(0.6)
	Belgium (Flemish)	12.0	(0.9)	15.0	(0.7)	22.3	(1.0)	26.7	(0.8)	24.0	(1.0)
	Canadian provinces	12.7	(1.0)	17.1	(0.9)	24.5	(0.8)	23.9	(1.1)	21.8	(1.2)
	Chile	38.1	(1.5)	26.5	(1.0)	21.8	(0.8)	10.5	(0.8)	3.1	(0.4)
	Italy	19.8	(1.1)	25.2	(0.9)	29.3	(0.9)	19.2	(0.8)	6.5	(0.5)
	Netherlands	19.2	(1.2)	18.5	(1.0)	23.0	(0.9)	21.8	(0.9)	17.5	(0.8)
	Poland	20.1	(1.0)	24.5	(0.8)	28.4	(0.9)	19.0	(0.8)	8.0	(0.8)
	Slovak Republic	34.7	(1.5)	23.6	(1.0)	22.0	(0.7)	13.4	(1.1)	6.3	(0.6)
	Spain	24.7	(1.2)	25.9	(0.8)	27.3	(0.9)	16.4	(0.7)	5.6	(0.5)
	United States	21.6	(1.3)	23.3	(0.9)	25.7	(1.1)	19.2	(0.9)	10.2	(0.7)
	OECD average-7	21.8	(0.4)	22.3	(0.3)	25.6	(0.3)	19.3	(0.3)	10.9	(0.3)
	OECD average-10	22.3	(0.4)	21.8	(0.3)	24.9	(0.3)	19.2	(0.3)	11.8	(0.2)
Partners	Brazil	53.3	(1.4)	22.2	(0.6)	14.8	(0.7)	7.1	(0.5)	2.6	(0.4)
	B-S-J-G (China)	9.4	(1.0)	13.3	(0.9)	20.3	(1.1)	23.6	(1.1)	33.4	(2.0)
	Lithuania	31.5	(1.3)	27.3	(0.9)	24.8	(0.9)	12.6	(0.8)	3.7	(0.5)
	Peru	48.2	(1.4)	25.8	(0.9)	17.9	(0.9)	6.9	(0.6)	1.2	(0.2)
	Russia	10.9	(0.9)	22.7	(1.1)	32.2	(1.0)	23.6	(1.0)	10.5	(0.9)
		Change between 2012 and 2015 (PISA 2015 - PISA 2012)									
		Level 1 or below (below 400.33 score points)		Level 2 (from 400.33 to less than 475.10 score points)		Level 3 (from 475.10 to less than 549.86 score points)		Level 4 (from 549.86 to less than 624.63 score points)		Level 5 (at or above 624.63 score points)	
		% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	9.4	(1.4)	-0.4	(1.5)	-5.1	(1.3)	-3.3	(1.2)	-0.6	(2.3)
	Belgium (Flemish)	3.4	(1.5)	-0.1	(1.6)	-3.9	(1.9)	-3.7	(1.9)	4.4	(4.1)
	Canadian provinces	m	m	m	m	m	m	m	m	m	m
	Chile	m	m	m	m	m	m	m	m	m	m
	Italy	-1.9	(2.5)	-4.4	(1.7)	-2.4	(1.3)	4.3	(2.2)	4.4	(0.7)
	Netherlands	m	m	m	m	m	m	m	m	m	m
	Poland	10.3	(2.3)	1.3	(2.1)	-5.8	(2.0)	-6.6	(3.0)	0.8	(1.5)
	Slovak Republic	11.8	(3.3)	-2.9	(2.3)	-6.1	(2.0)	-3.6	(2.2)	0.7	(1.3)
	Spain	8.2	(3.0)	-0.5	(1.9)	-7.3	(1.9)	-2.3	(2.4)	1.8	(1.1)
	United States	3.7	(2.6)	-3.0	(2.0)	-1.4	(2.1)	-0.2	(2.0)	0.8	(1.8)
	OECD average-7	6.4	(1.7)	-1.4	(0.9)	-4.6	(0.7)	-2.2	(1.1)	1.8	(1.2)
	OECD average-10	m	m	m	m	m	m	m	m	m	m
Partners	Brazil	m	m	m	m	m	m	m	m	m	m
	B-S-J-G (China)	m	m	m	m	m	m	m	m	m	m
	Lithuania	m	m	m	m	m	m	m	m	m	m
	Peru	m	m	m	m	m	m	m	m	m	m
	Russia	-5.8	(2.1)	-2.7	(2.6)	-0.9	(2.0)	3.1	(2.6)	6.3	(1.5)


Note: Values that are statistically significant are indicated in bold (see Annex A3).
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Table IV.3.7 Change in the percentage of students at each proficiency level in financial literacy adjusted for demographic changes

Change between 2012 and 2015

		Proficiency levels in PISA 2012									
		Level 1 or below (below 400.33 score points)		Level 2 (from 400.33 to less than 475.10 score points)		Level 3 (from 475.10 to less than 549.86 score points)		Level 4 (from 549.86 to less than 624.63 score points)		Level 5 (at or above 624.63 score points)	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	10.0	(0.7)	19.2	(1.3)	29.1	(1.3)	25.5	(1.1)	16.3	(0.8)
	Belgium (Flemish)	8.0	(1.1)	14.1	(1.6)	26.0	(1.8)	31.0	(1.9)	20.9	(1.6)
	Canadian provinces	m	m	m	m	m	m	m	m	m	m
	Chile	m	m	m	m	m	m	m	m	m	m
	Italy	22.2	(1.0)	29.4	(1.0)	31.5	(1.0)	14.7	(0.8)	2.1	(0.3)
	Netherlands	m	m	m	m	m	m	m	m	m	m
	Poland	9.6	(1.2)	22.9	(1.7)	34.2	(1.8)	25.9	(1.8)	7.4	(1.1)
	Slovak Republic	24.0	(2.0)	26.1	(2.1)	27.7	(1.9)	16.6	(1.6)	5.5	(1.0)
	Spain	16.2	(1.2)	26.3	(1.6)	34.8	(1.7)	18.9	(1.5)	3.8	(0.9)
	United States	18.3	(1.6)	26.1	(1.8)	27.3	(1.8)	19.3	(1.8)	9.0	(1.2)
	OECD average-7	15.5	(0.5)	23.4	(0.6)	30.1	(0.6)	21.7	(0.6)	9.3	(0.4)
OECD average-10	m	m	m	m	m	m	m	m	m	m	
Partners	Brazil	m	m	m	m	m	m	m	m	m	m
	B-S-J-G (China)	m	m	m	m	m	m	m	m	m	m
	Lithuania	m	m	m	m	m	m	m	m	m	m
	Peru	m	m	m	m	m	m	m	m	m	m
	Russia	16.9	(1.4)	25.0	(1.4)	33.1	(1.7)	20.6	(1.6)	4.3	(0.8)
		Proficiency levels in PISA 2015									
		Level 1 or below (below 400.33 score points)		Level 2 (from 400.33 to less than 475.10 score points)		Level 3 (from 475.10 to less than 549.86 score points)		Level 4 (from 549.86 to less than 624.63 score points)		Level 5 (at or above 624.63 score points)	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	19.7	(0.6)	19.0	(0.5)	24.4	(0.5)	21.5	(0.5)	15.4	(0.6)
	Belgium (Flemish)	12.0	(0.9)	15.0	(0.7)	22.3	(1.0)	26.7	(0.8)	24.0	(1.0)
	Canadian provinces	12.7	(1.0)	17.1	(0.9)	24.5	(0.8)	23.9	(1.1)	21.8	(1.2)
	Chile	38.1	(1.5)	26.5	(1.0)	21.8	(0.8)	10.5	(0.8)	3.1	(0.4)
	Italy	19.8	(1.1)	25.2	(0.9)	29.3	(0.9)	19.2	(0.8)	6.5	(0.5)
	Netherlands	19.2	(1.2)	18.5	(1.0)	23.0	(0.9)	21.8	(0.9)	17.5	(0.8)
	Poland	20.1	(1.0)	24.5	(0.8)	28.4	(0.9)	19.0	(0.8)	8.0	(0.8)
	Slovak Republic	34.7	(1.5)	23.6	(1.0)	22.0	(0.7)	13.4	(1.1)	6.3	(0.6)
	Spain	24.7	(1.2)	25.9	(0.8)	27.3	(0.9)	16.4	(0.7)	5.6	(0.5)
	United States	21.6	(1.3)	23.3	(0.9)	25.7	(1.1)	19.2	(0.9)	10.2	(0.7)
	OECD average-7	21.8	(0.4)	22.3	(0.3)	25.6	(0.3)	19.3	(0.3)	10.9	(0.3)
OECD average-10	22.3	(0.4)	21.8	(0.3)	24.9	(0.3)	19.2	(0.3)	11.8	(0.2)	
Partners	Brazil	53.3	(1.4)	22.2	(0.6)	14.8	(0.7)	7.1	(0.5)	2.6	(0.4)
	B-S-J-G (China)	9.4	(1.0)	13.3	(0.9)	20.3	(1.1)	23.6	(1.1)	33.4	(2.0)
	Lithuania	31.5	(1.3)	27.3	(0.9)	24.8	(0.9)	12.6	(0.8)	3.7	(0.5)
	Peru	48.2	(1.4)	25.8	(0.9)	17.9	(0.9)	6.9	(0.6)	1.2	(0.2)
	Russia	10.9	(0.9)	22.7	(1.1)	32.2	(1.0)	23.6	(1.0)	10.5	(0.9)
		Change between 2012 and 2015 (PISA 2015 - PISA 2012)									
		Level 1 or below (below 400.33 score points)		Level 2 (from 400.33 to less than 475.10 score points)		Level 3 (from 475.10 to less than 549.86 score points)		Level 4 (from 549.86 to less than 624.63 score points)		Level 5 (at or above 624.63 score points)	
		% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	9.8	(1.4)	-0.2	(1.5)	-4.7	(1.4)	-3.9	(1.4)	-0.9	(2.3)
	Belgium (Flemish)	4.0	(1.6)	0.9	(1.8)	-3.7	(2.1)	-4.3	(2.1)	3.1	(4.2)
	Canadian provinces	m	m	m	m	m	m	m	m	m	m
	Chile	m	m	m	m	m	m	m	m	m	m
	Italy	-2.4	(2.6)	-4.2	(1.7)	-2.2	(1.4)	4.5	(2.2)	4.3	(0.7)
	Netherlands	m	m	m	m	m	m	m	m	m	m
	Poland	10.5	(2.3)	1.5	(2.1)	-5.8	(2.0)	-6.8	(3.0)	0.6	(1.5)
	Slovak Republic	10.7	(3.3)	-2.5	(2.4)	-5.7	(2.0)	-3.2	(2.1)	0.8	(1.3)
	Spain	8.5	(3.0)	-0.4	(1.9)	-7.4	(2.0)	-2.5	(2.4)	1.9	(1.2)
	United States	3.3	(2.7)	-2.8	(2.1)	-1.6	(2.1)	-0.2	(2.1)	1.2	(1.8)
	OECD average-7	6.3	(1.8)	-1.1	(0.9)	-4.5	(0.7)	-2.3	(1.1)	1.6	(1.2)
OECD average-10	m	m	m	m	m	m	m	m	m	m	
Partners	Brazil	m	m	m	m	m	m	m	m	m	m
	B-S-J-G (China)	m	m	m	m	m	m	m	m	m	m
	Lithuania	m	m	m	m	m	m	m	m	m	m
	Peru	m	m	m	m	m	m	m	m	m	m
	Russia	-6.0	(2.1)	-2.3	(2.5)	-0.9	(2.0)	3.0	(2.6)	6.2	(1.5)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
 StatLink  <http://dx.doi.org/10.1787/888933485522>




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Table IV.3.8 Change between 2012 and 2015 in mean performance in the core PISA subjects

		Mathematics					
		PISA 2012		PISA 2015		Change between 2012 and 2015 (PISA 2015 - PISA 2012)	
		Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.
OECD	Australia	504	(1.6)	494	(1.6)	-10	(4.2)
	Belgium (Flemish)	531	(3.3)	521	(2.5)	-9	(5.4)
	Canadian provinces	m	m	509	(2.9)	m	m
	Chile	423	(3.1)	423	(2.5)	0	(5.3)
	Italy	485	(2.0)	490	(2.8)	4	(5.0)
	Netherlands	523	(3.5)	512	(2.2)	-11	(5.4)
	Poland	518	(3.6)	504	(2.4)	-13	(5.6)
	Slovak Republic	482	(3.4)	475	(2.7)	-6	(5.6)
	Spain	484	(1.9)	486	(2.2)	2	(4.6)
	United States	481	(3.6)	470	(3.2)	-12	(6.0)
	OECD average-9 ¹	492	(1.0)	486	(0.8)	-6	(3.8)
OECD average-10	m	m	488	(0.8)	m	m	
Partners	Brazil	389	(1.9)	377	(2.9)	-11	(5.0)
	B-S-J-G (China)	m	m	531	(4.9)	m	m
	Lithuania	479	(2.6)	478	(2.3)	0	(5.0)
	Peru	368	(3.7)	387	(2.7)	18	(5.8)
	Russia	482	(3.0)	494	(3.1)	12	(5.6)
		Reading					
		PISA 2012		PISA 2015		Change between 2012 and 2015 (PISA 2015 - PISA 2012)	
		Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.
OECD	Australia	512	(1.6)	503	(1.7)	-9	(5.7)
	Belgium (Flemish)	518	(3.0)	511	(2.8)	-7	(6.7)
	Canadian provinces	m	m	525	(3.2)	m	m
	Chile	441	(2.9)	459	(2.6)	17	(6.5)
	Italy	490	(2.0)	485	(2.7)	-5	(6.2)
	Netherlands	511	(3.5)	503	(2.4)	-8	(6.7)
	Poland	518	(3.1)	506	(2.5)	-12	(6.6)
	Slovak Republic	463	(4.2)	453	(2.8)	-10	(7.3)
	Spain	488	(1.9)	496	(2.4)	8	(6.1)
	United States	498	(3.7)	497	(3.4)	-1	(7.3)
	OECD average-9	493	(1.0)	490	(0.9)	-3	(5.4)
OECD average-10	m	m	494	(0.8)	m	m	
Partners	Brazil	407	(2.0)	407	(2.8)	1	(6.3)
	B-S-J-G (China)	m	m	494	(5.1)	m	m
	Lithuania	477	(2.5)	472	(2.7)	-5	(6.4)
	Peru	384	(4.3)	398	(2.9)	13	(7.4)
	Russia	475	(3.0)	495	(3.1)	19	(6.8)
		Science					
		PISA 2012		PISA 2015		Change between 2012 and 2015 (PISA 2015 - PISA 2012)	
		Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.
OECD	Australia	521	(1.8)	510	(1.5)	-12	(4.6)
	Belgium (Flemish)	518	(3.2)	515	(2.6)	-3	(5.7)
	Canadian provinces	m	m	524	(2.6)	m	m
	Chile	445	(2.9)	447	(2.4)	2	(5.4)
	Italy	494	(1.9)	481	(2.5)	-13	(5.0)
	Netherlands	522	(3.5)	509	(2.3)	-13	(5.7)
	Poland	526	(3.1)	501	(2.5)	-24	(5.6)
	Slovak Republic	471	(3.6)	461	(2.6)	-10	(5.9)
	Spain	496	(1.8)	493	(2.1)	-4	(4.8)
	United States	497	(3.8)	496	(3.2)	-1	(6.3)
	OECD average-9	499	(1.0)	490	(0.8)	-9	(4.1)
OECD average-10	m	m	494	(0.8)	m	m	
Partners	Brazil	402	(2.1)	401	(2.3)	-1	(5.0)
	B-S-J-G (China)	m	m	518	(4.6)	m	m
	Lithuania	496	(2.6)	475	(2.7)	-20	(5.4)
	Peru	373	(3.6)	397	(2.4)	24	(5.8)
	Russia	486	(2.9)	487	(2.9)	0	(5.7)

1. OECD average-9 refers to all OECD countries and economies that participated in the PISA 2015 financial literacy assessment, and with available results in mathematics, reading and science for both 2012 and 2015.


Note: Values that are statistically significant are indicated in bold (see Annex A3).

StatLink  <http://dx.doi.org/10.1787/888933485537>

[Part 1/1]

Table IV.3.9 Correlation of financial literacy performance with performance in the core PISA subjects

	Correlation ¹ between performance in financial literacy and performance in...						For comparison, correlation between performance in...						
	...mathematics		...reading		...science		...mathematics and reading		...mathematics and science		...reading and science		
	Corr.	S.E.	Corr.	S.E.	Corr.	S.E.	Corr.	S.E.	Corr.	S.E.	Corr.	S.E.	
OECD	Australia	0.79	(0.01)	0.80	(0.01)	0.85	(0.00)	0.79	(0.01)	0.88	(0.00)	0.87	(0.00)
	Belgium (Flemish)	0.80	(0.01)	0.80	(0.01)	0.83	(0.01)	0.84	(0.01)	0.90	(0.01)	0.90	(0.01)
	Canadian provinces	0.68	(0.02)	0.70	(0.02)	0.74	(0.01)	0.78	(0.01)	0.88	(0.01)	0.87	(0.01)
	Chile	0.75	(0.01)	0.75	(0.01)	0.78	(0.01)	0.80	(0.01)	0.88	(0.01)	0.87	(0.01)
	Italy	0.68	(0.01)	0.67	(0.02)	0.73	(0.01)	0.75	(0.01)	0.85	(0.01)	0.84	(0.01)
	Netherlands	0.81	(0.01)	0.81	(0.01)	0.84	(0.01)	0.87	(0.01)	0.91	(0.00)	0.89	(0.00)
	Poland	0.74	(0.01)	0.75	(0.01)	0.77	(0.01)	0.80	(0.01)	0.90	(0.00)	0.86	(0.01)
	Slovak Republic	0.66	(0.02)	0.66	(0.03)	0.68	(0.03)	0.83	(0.01)	0.88	(0.01)	0.87	(0.01)
	Spain	0.71	(0.01)	0.72	(0.01)	0.75	(0.01)	0.76	(0.01)	0.88	(0.01)	0.86	(0.00)
	United States	0.80	(0.01)	0.80	(0.01)	0.83	(0.01)	0.83	(0.01)	0.90	(0.00)	0.90	(0.00)
	OECD average-10	0.74	(0.00)	0.75	(0.00)	0.78	(0.00)	0.80	(0.00)	0.89	(0.00)	0.87	(0.00)
Partners	Brazil	0.62	(0.02)	0.65	(0.01)	0.68	(0.01)	0.75	(0.01)	0.84	(0.01)	0.86	(0.01)
	B-S-J-G (China)	0.80	(0.01)	0.80	(0.01)	0.83	(0.01)	0.84	(0.01)	0.91	(0.01)	0.90	(0.01)
	Lithuania	0.70	(0.01)	0.73	(0.01)	0.75	(0.01)	0.79	(0.01)	0.90	(0.01)	0.87	(0.00)
	Peru	0.76	(0.01)	0.81	(0.01)	0.79	(0.01)	0.81	(0.01)	0.86	(0.01)	0.88	(0.01)
	Russia	0.60	(0.01)	0.61	(0.02)	0.68	(0.01)	0.66	(0.01)	0.82	(0.01)	0.81	(0.01)

1. The reported correlations are pairwise correlations between the corresponding latent constructs.
 StatLink  <http://dx.doi.org/10.1787/888933485546>

[Part 1/1]


Table IV.3.10a Variation in financial literacy performance associated with mathematics and reading performance

	Variation in financial literacy performance associated with mathematics and reading performance										
	Total explained variation ¹		Variation uniquely associated ² with mathematics performance		Variation uniquely associated with reading performance		Variation associated with more than one domain		Residual (unexplained) variation ³		
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	
OECD	Australia	71.0	(0.7)	6.6	(0.5)	8.3	(0.7)	56.0	(1.0)	29.0	(0.7)
	Belgium (Flemish)	70.3	(1.3)	5.8	(0.7)	5.6	(0.8)	58.9	(1.5)	29.7	(1.3)
	Canadian provinces	53.1	(1.9)	4.6	(1.0)	7.0	(1.2)	41.4	(1.8)	46.9	(1.9)
	Chile	61.8	(1.6)	6.2	(1.1)	6.2	(1.0)	49.4	(1.8)	38.2	(1.6)
	Italy	52.4	(1.7)	7.0	(1.3)	6.4	(1.3)	39.0	(1.6)	47.6	(1.7)
	Netherlands	70.6	(1.8)	4.5	(0.9)	5.0	(0.8)	61.1	(1.7)	29.4	(1.8)
	Poland	61.6	(1.5)	6.0	(0.8)	6.4	(0.9)	49.2	(1.4)	38.4	(1.5)
	Slovak Republic	47.5	(4.0)	3.8	(0.9)	4.5	(1.5)	39.2	(3.3)	52.5	(4.0)
	Spain	58.1	(1.4)	5.7	(0.8)	8.1	(0.9)	44.3	(1.1)	41.9	(1.4)
	United States	69.8	(1.5)	6.1	(1.0)	5.9	(0.8)	57.8	(1.3)	30.2	(1.5)
	OECD average-10	61.6	(0.6)	5.6	(0.3)	6.3	(0.3)	49.7	(0.6)	38.4	(0.6)
Partners	Brazil	46.7	(1.9)	4.1	(0.7)	7.8	(0.9)	34.8	(1.8)	53.3	(1.9)
	B-S-J-G (China)	69.2	(1.6)	5.0	(0.7)	5.8	(0.9)	58.5	(1.8)	30.8	(1.6)
	Lithuania	57.9	(1.5)	4.0	(0.9)	8.4	(1.1)	45.4	(1.6)	42.1	(1.5)
	Peru	68.4	(1.3)	3.3	(0.7)	11.0	(1.4)	54.1	(1.4)	31.6	(1.3)
	Russia	44.5	(1.8)	6.7	(1.0)	8.5	(1.2)	29.3	(1.5)	55.5	(1.8)

1. Total explained variance is the R-squared coefficient from a regression of financial literacy performance on mathematics and reading performance.

2. Variation uniquely associated with mathematics (reading) is measured as the difference between the R-squared of the full regression (a regression of financial literacy on mathematics and reading performance) and the R-squared of a regression of financial literacy on reading (mathematics) only.

3. The residual variation is computed as: 100 - total explained variation.

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[Part 1/1]


Table IV.3.10b Variation in financial literacy performance associated with performance in the core PISA subjects

		Variation in financial literacy performance associated with science, reading and mathematics performance											
		Total explained variation ¹		Variation uniquely associated ² with mathematics performance		Variation uniquely associated with reading performance		Variation uniquely associated with science performance		Variation associated with more than one domain		Residual (unexplained) variation ³	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	74.4	(0.6)	0.6	(0.1)	1.4	(0.2)	3.5	(0.4)	69.0	(0.7)	25.6	(0.6)
	Belgium (Flemish)	72.0	(1.1)	1.2	(0.4)	1.2	(0.3)	1.7	(0.5)	67.9	(1.1)	28.0	(1.1)
	Canadian provinces	56.4	(1.6)	0.3	(0.2)	0.9	(0.4)	3.3	(0.8)	51.9	(1.7)	43.6	(1.6)
	Chile	64.1	(1.4)	0.9	(0.4)	1.3	(0.4)	2.3	(0.6)	59.6	(1.4)	35.9	(1.4)
	Italy	55.4	(1.5)	0.9	(0.4)	1.2	(0.5)	3.0	(0.7)	50.3	(1.5)	44.6	(1.5)
	Netherlands	73.5	(1.4)	0.6	(0.4)	1.1	(0.4)	2.9	(0.8)	68.9	(1.5)	26.5	(1.4)
	Poland	63.0	(1.5)	0.8	(0.3)	2.3	(0.4)	1.4	(0.3)	58.6	(1.4)	37.0	(1.5)
	Slovak Republic	48.8	(3.9)	0.8	(0.4)	1.4	(0.7)	1.3	(0.4)	45.3	(3.6)	51.2	(3.9)
	Spain	59.8	(1.2)	0.7	(0.3)	2.1	(0.4)	1.7	(0.5)	55.2	(1.1)	40.2	(1.2)
	United States	71.9	(1.4)	1.1	(0.4)	1.1	(0.4)	2.1	(0.5)	67.7	(1.3)	28.1	(1.4)
	OECD average-10	63.9	(0.6)	0.8	(0.1)	1.4	(0.1)	2.3	(0.2)	59.4	(0.5)	36.1	(0.6)
Partners	Brazil	48.8	(1.9)	0.7	(0.3)	1.6	(0.5)	2.1	(0.6)	44.4	(1.8)	51.2	(1.9)
	B-S-J-G (China)	71.0	(1.5)	0.7	(0.3)	1.4	(0.4)	1.8	(0.5)	67.2	(1.6)	29.0	(1.5)
	Lithuania	59.4	(1.4)	0.4	(0.2)	2.5	(0.5)	1.6	(0.4)	55.0	(1.4)	40.6	(1.4)
	Peru	69.3	(1.2)	1.0	(0.3)	4.1	(0.9)	0.9	(0.3)	63.3	(1.3)	30.7	(1.2)
	Russia	47.7	(1.7)	0.8	(0.3)	1.3	(0.5)	3.1	(0.6)	42.5	(1.5)	52.3	(1.7)

1. Total explained variance is the R-squared coefficient from a regression of financial literacy performance on mathematics, reading and science performance.

2. Variation uniquely associated with each domain is measured as the difference between the R-squared of the full regression (a regression of financial literacy on mathematics, reading and science performance) and the R-squared of a regression of financial literacy on the two other domains only.

3. The residual variation is computed as: 100 – total explained variation.

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[Part 1/2]

Table IV.3.11 Relative performance in financial literacy compared with performance in the core PISA subjects

		Relative performance in financial literacy compared with students around the world ¹ with similar scores in...							
		... Mathematics and reading (expected performance)				... Mathematics, reading and science (expected performance)			
		Relative performance across all students ² (actual minus expected score)		Percentage of students who perform above their expected score ³		Relative performance across all students ⁴ (actual minus expected score)		Percentage of students who perform above their expected score ⁵	
		Score dif.	S.E.	%	S.E.	Score dif.	S.E.	%	S.E.
<i>OECD</i>	Australia	-3	(1.4)	49.1	(0.9)	-6	(1.4)	47.0	(1.0)
	Belgium (Flemish)	14	(2.1)	59.6	(1.5)	17	(2.2)	61.5	(1.5)
	Canadian provinces	8	(3.3)	55.1	(1.7)	7	(3.3)	54.7	(1.7)
	Chile	-16	(2.9)	40.9	(1.9)	-16	(2.8)	40.6	(1.8)
	Italy	-14	(2.2)	41.8	(1.4)	-8	(2.2)	44.6	(1.5)
	Netherlands	-8	(2.6)	45.6	(1.5)	-6	(2.6)	46.7	(1.6)
	Poland	-29	(2.1)	32.8	(1.4)	-25	(2.0)	34.8	(1.4)
	Slovak Republic	-29	(4.2)	36.6	(1.7)	-25	(4.2)	38.0	(1.8)
	Spain	-30	(2.8)	32.4	(1.5)	-29	(2.7)	32.7	(1.5)
	United States	-3	(1.5)	48.3	(1.4)	-6	(1.5)	46.0	(1.3)
	OECD average-10	-11	(0.8)	44.2	(0.5)	-10	(0.8)	44.7	(0.5)
<i>Partners</i>	Brazil	-8	(2.1)	46.9	(1.0)	-8	(2.1)	46.9	(0.9)
	B-S-J-G (China)	40	(2.5)	72.6	(1.5)	40	(2.4)	73.3	(1.5)
	Lithuania	-36	(2.7)	29.6	(1.5)	-34	(2.5)	30.7	(1.4)
	Peru	1	(2.5)	51.6	(1.9)	3	(2.4)	53.2	(1.7)
	Russia	9	(2.1)	55.4	(1.4)	14	(2.0)	58.9	(1.3)
		Relative performance in financial literacy compared with students around the world with similar scores in...							
		... Mathematics							
		Relative performance across all students ⁵		Relative performance among students performing at or above Level 4 in mathematics ⁵		Relative performance among students performing at or below Level 3 in mathematics ⁵		Difference in relative performance: students performing at or above Level 4 minus students performing at or below Level 3	
		Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
<i>OECD</i>	Australia	-3	(1.7)	4	(2.4)	-6	(2.1)	10	(2.8)
	Belgium (Flemish)	9	(2.4)	6	(3.3)	11	(3.3)	-4	(4.5)
	Canadian provinces	13	(3.8)	11	(4.9)	14	(4.1)	-3	(4.6)
	Chile	-8	(3.1)	-12	(4.5)	-7	(3.2)	-5	(4.7)
	Italy	-19	(2.8)	-44	(3.7)	-9	(3.1)	-35	(4.2)
	Netherlands	-14	(2.7)	-1	(3.4)	-23	(3.8)	22	(4.8)
	Poland	-31	(2.2)	-38	(3.2)	-27	(2.9)	-10	(4.2)
	Slovak Republic	-44	(4.4)	-53	(5.2)	-41	(4.7)	-12	(4.8)
	Spain	-30	(2.9)	-40	(3.4)	-27	(3.0)	-13	(3.0)
	United States	4	(1.7)	8	(3.3)	3	(2.0)	5	(3.9)
	OECD average-10	-12	(0.9)	-16	(1.2)	-11	(1.0)	-5	(1.3)
<i>Partners</i>	Brazil	-6	(2.5)	-28	(9.5)	-5	(2.4)	-22	(9.3)
	B-S-J-G (China)	26	(2.9)	27	(3.0)	25	(3.9)	2	(4.0)
	Lithuania	-43	(2.8)	-55	(3.9)	-40	(3.0)	-16	(3.9)
	Peru	-5	(2.9)	-12	(6.5)	-4	(3.0)	-8	(7.9)
	Russia	6	(2.4)	-22	(3.7)	17	(2.8)	-39	(4.4)

1. "Students around the world" refers to 15-year-old students in countries and economies that participated in the PISA 2015 assessment of financial literacy. National samples are weighted according to the size of the target population using final student weights.


2. This column reports the difference between actual performance and the fitted value from a regression using a second-degree polynomial as regression function (math, math sq., read, read sq., math×read).

3. This column reports the percentage of students for whom the difference between actual performance and the fitted value from a regression is positive. Values that are indicated in bold are significantly larger or smaller than 50%.

4. This column reports the difference between actual performance and the fitted value from a regression using a second-degree polynomial as regression function (math, math sq., read, read sq., scie, scie sq., math×read, math×scie, read×scie).

5. This column reports the difference between actual performance and the fitted value from a regression using a cubic polynomial as regression function.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 2/2]

Table IV.3.11 Relative performance in financial literacy compared with performance in the core PISA subjects

		Relative performance in financial literacy compared with students around the world ¹ with similar scores in...							
		... Reading							
		Relative performance across all students ³		Relative performance among students performing at or above Level 4 in reading ⁵		Relative performance among students performing at or below Level 3 in reading ⁵		Difference in relative performance: students performing at or above Level 4 minus students performing at or below Level 3	
		Score dif.	S.E.	%	S.E.	Score dif.	S.E.	%	S.E.
OECD	Australia	2	(1.7)	5	(2.9)	0	(1.9)	5	(3.2)
	Belgium (Flemish)	32	(2.3)	30	(3.5)	33	(2.8)	-2	(4.3)
	Canadian provinces	11	(3.3)	9	(5.0)	13	(3.8)	-4	(5.7)
	Chile	-30	(3.2)	-28	(4.8)	-30	(3.4)	2	(5.3)
	Italy	-2	(2.5)	-27	(3.6)	6	(2.6)	-33	(3.6)
	Netherlands	7	(2.7)	17	(3.8)	2	(3.2)	14	(4.4)
	Poland	-19	(2.4)	-23	(3.7)	-18	(2.5)	-6	(3.8)
	Slovak Republic	-13	(4.0)	-25	(5.5)	-10	(4.6)	-15	(6.7)
	Spain	-27	(3.0)	-33	(3.9)	-25	(3.1)	-8	(3.4)
	United States	-9	(1.9)	-11	(2.9)	-8	(2.1)	-3	(3.1)
	OECD average-10	-5	(0.9)	-9	(1.3)	-4	(1.0)	-5	(1.4)
Partners	Brazil	-25	(2.3)	-43	(6.3)	-23	(2.2)	-20	(5.9)
	B-S-J-G (China)	72	(2.6)	72	(3.5)	72	(3.1)	1	(4.0)
	Lithuania	-26	(2.6)	-40	(4.2)	-23	(2.8)	-18	(4.3)
	Peru	-6	(2.3)	-10	(7.5)	-6	(2.4)	-4	(8.1)
	Russia	18	(2.5)	-12	(3.4)	28	(2.8)	-40	(3.6)
		Relative performance in financial literacy compared with students around the world with similar scores in...							
		... Science							
		Relative performance across all students ³		Relative performance among students performing at or above Level 4 in science ⁵		Relative performance among students performing at or below Level 3 in science ⁵		Difference in relative performance: students performing at or above Level 4 minus students performing at or below Level 3	
		Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	-7	(1.6)	-4	(2.4)	-9	(1.7)	6	(2.5)
	Belgium (Flemish)	25	(2.3)	20	(3.2)	27	(2.7)	-8	(3.7)
	Canadian provinces	9	(3.5)	6	(4.4)	10	(3.9)	-4	(4.3)
	Chile	-19	(2.7)	-19	(4.4)	-19	(2.9)	-1	(4.5)
	Italy	0	(2.5)	-25	(3.4)	7	(2.6)	-31	(3.5)
	Netherlands	0	(2.7)	5	(3.6)	-3	(3.4)	8	(4.6)
	Poland	-18	(2.0)	-28	(3.2)	-14	(2.2)	-15	(3.5)
	Slovak Republic	-19	(4.2)	-36	(5.9)	-16	(4.5)	-20	(5.9)
	Spain	-26	(2.7)	-37	(3.2)	-23	(3.0)	-14	(3.2)
	United States	-10	(1.7)	-15	(2.3)	-9	(1.9)	-6	(2.6)
	OECD average-10	-7	(0.9)	-13	(1.2)	-5	(0.9)	-9	(1.2)
Partners	Brazil	-13	(2.3)	-25	(7.9)	-13	(2.2)	-13	(7.5)
	B-S-J-G (China)	48	(2.5)	51	(3.2)	46	(3.3)	5	(4.4)
	Lithuania	-30	(2.5)	-47	(4.8)	-25	(2.7)	-22	(5.2)
	Peru	0	(2.5)	0	(8.6)	0	(2.6)	-1	(9.4)
	Russia	23	(2.2)	-4	(3.2)	30	(2.5)	-33	(3.4)

1. "Students around the world" refers to 15-year-old students in countries and economies that participated in the PISA 2015 assessment of financial literacy. National samples are weighted according to the size of the target population using final student weights.


2. This column reports the difference between actual performance and the fitted value from a regression using a second-degree polynomial as regression function (math, math sq., read, read sq., math×read).

3. This column reports the percentage of students for whom the difference between actual performance and the fitted value from a regression is positive. Values that are indicated in bold are significantly larger or smaller than 50%.

4. This column reports the difference between actual performance and the fitted value from a regression using a second-degree polynomial as regression function (math, math sq., read, read sq., scie, scie sq., math×read, math×scie, read×scie).

5. This column reports the difference between actual performance and the fitted value from a regression using a cubic polynomial as regression function.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/1]

Table IV.3.12 Contexts of countries participating in the assessment of financial literacy

	GDP, PPP, 2015 ¹	Per capita GDP, PPP, 2015 ¹	Gini coefficient (most recent between 2010 and 2011) ¹	Percentage of people who have an account at a formal financial institution, 2014 ²				
				Age 15-24		Age 25-64		
				Billion 2011 international USD	Current international USD	Coeff.	%	S.E.
OECD								
Australia	1 038	45 514	0.35	94.8	(2.5)	99.5	(0.3)	
Belgium (Flemish)	m	m	m	m	m	m	m	
Canadian provinces	m	m	m	m	m	m	m	
Chile	397	22 316	0.51	62.5	(4.0)	69.8	(1.8)	
Italy	2 042	35 896	0.35	60.8	(5.8)	92.4	(1.0)	
Netherlands	785	48 459	0.28	99.1	(0.8)	99.6	(0.3)	
Poland	944	26 135	0.33	63.7	(5.5)	85.5	(1.4)	
Slovak Republic	149	28 877	0.27	37.6	(5.1)	91.1	(1.1)	
Spain	1 523	34 527	0.36	84.7	(5.2)	98.6	(0.4)	
United States	16 890	55 837	0.40	87.6	(3.2)	94.2	(1.0)	
Partners								
Brazil	3 004	15 359	0.53	52.6	(4.0)	72.3	(1.7)	
B-S-J-G (China)	m	m	m	m	m	m	m	
Lithuania	77	27 730	0.33	33.4	(3.8)	93.4	(1.0)	
Peru	366	12 402	0.45	19.5	(2.8)	32.9	(1.8)	
Russia	3 498	24 451	0.41	54.4	(3.1)	74.1	(1.2)	
	Stock market capitalisation as a percentage of GDP, 2013 ³	Percentage of adults who can answer correctly at least 5 out of 7 financial knowledge questions, 2015 ⁴	Cumulative expenditure per student between 6 and 15 years (in equivalent USD converted using PPPs) ⁵	Performance in financial literacy in PISA 2015		Percentage of 15-year-old students holding a bank account in PISA 2015		
	%	%	Equivalent USD converted using PPPs	Mean score	S.E.	%	S.E.	
OECD								
Australia	87.9	m	92 316	504	(1.9)	79.0	(0.5)	
Belgium (Flemish)	m	m	m	541	(3.0)	74.7	(1.4)	
Canadian provinces	m	m	m	533	(4.6)	77.6	(1.3)	
Chile	103.5	m	40 607	432	(3.7)	27.2	(1.3)	
Italy	26.2	m	86 701	483	(2.8)	35.3	(1.7)	
Netherlands	86.9	64.0	99 430	509	(3.3)	95.0	(0.6)	
Poland	37.0	55.0	67 767	485	(3.0)	27.8	(1.2)	
Slovak Republic	4.9	m	58 382	445	(4.5)	42.3	(1.4)	
Spain	77.9	m	74 947	469	(3.2)	52.4	(1.3)	
United States	128.1	m	115 180	487	(3.8)	52.8	(1.8)	
Partners								
Brazil	43.4	48.0	38 190	393	(3.8)	n	n	
B-S-J-G (China)	m	m	m	566	(6.0)	46.1	(1.6)	
Lithuania	m	60.0	48 389	449	(3.1)	39.0	(1.5)	
Peru	45.1	m	20 114	403	(3.4)	n	n	
Russia	38.0	45.0	51 492	512	(3.3)	28.1	(1.5)	


1. World Bank, World Development Indicators.

2. Demircuc-Kunt, A., L. Klapper, D. Singer and P. van Oudheusden (2015), "The Global Findex Database 2014: Measuring Financial Inclusion around the World", World Bank Policy Research Working Paper 7255.

3. World Bank, Global Financial Development Database.

4. OECD (2016), OECD/INFE International Survey of Adult Financial Literacy Competencies.

5. OECD, PISA 2015 Database, Table II.6.59.

StatLink  <http://dx.doi.org/10.1787/888933485583>



[Part 1/1]

Table IV.4.1 Distribution of student performance in financial literacy

	Mean score		Standard deviation		Percentiles									
	Mean	S.E.	S.D.	S.E.	10th		25th		Median (50th)		75th		90th	
					Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.
OECD														
Australia	504	(1.9)	118	(1.1)	342	(3.1)	425	(2.9)	510	(2.3)	589	(2.2)	651	(2.6)
Belgium (Flemish)	541	(3.0)	112	(2.6)	386	(6.9)	467	(4.6)	552	(3.6)	622	(3.2)	676	(4.0)
Canadian provinces	533	(4.6)	116	(2.7)	382	(6.7)	458	(5.5)	538	(4.7)	613	(4.7)	677	(5.4)
Chile	432	(3.7)	106	(2.1)	295	(5.1)	360	(4.2)	433	(4.3)	507	(4.4)	569	(5.3)
Italy	483	(2.8)	97	(1.9)	356	(4.9)	419	(3.5)	488	(3.0)	552	(2.9)	605	(3.9)
Netherlands	509	(3.3)	120	(3.4)	348	(7.9)	426	(5.5)	517	(3.6)	596	(2.9)	660	(3.6)
Poland	485	(3.0)	102	(1.8)	351	(5.0)	418	(3.9)	489	(3.2)	556	(3.7)	614	(4.1)
Slovak Republic	445	(4.5)	121	(2.3)	287	(6.4)	364	(5.3)	450	(4.8)	530	(5.3)	598	(4.8)
Spain	469	(3.2)	103	(1.5)	332	(5.0)	401	(4.2)	473	(3.4)	541	(3.2)	597	(3.3)
United States	487	(3.8)	108	(1.8)	346	(5.6)	413	(4.5)	490	(4.7)	564	(4.3)	626	(4.2)
OECD average-10	489	(1.1)	110	(0.7)	342	(1.8)	415	(1.4)	494	(1.2)	567	(1.2)	627	(1.3)
Partners														
Brazil	393	(3.8)	117	(1.9)	246	(4.6)	312	(3.8)	390	(4.3)	473	(4.5)	548	(5.0)
B-S-J-G (China)	566	(6.0)	121	(3.6)	405	(8.0)	485	(6.8)	573	(7.0)	653	(6.7)	717	(7.4)
Lithuania	449	(3.1)	102	(2.2)	313	(5.0)	379	(4.4)	452	(3.8)	520	(3.8)	579	(4.7)
Peru	403	(3.4)	105	(1.7)	263	(4.4)	328	(3.9)	405	(4.2)	478	(4.2)	539	(4.3)
Russia	512	(3.3)	90	(1.8)	396	(4.4)	452	(4.3)	514	(3.8)	574	(4.3)	627	(4.4)
	Range of performance													
	25th percentile - 10th percentile		50th percentile - 25th percentile		75th percentile - 50th percentile		90th percentile - 75th percentile		50th percentile - 10th percentile		90th percentile - 50th percentile		90th percentile - 10th percentile	
	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD														
Australia	83	(2.3)	86	(2.0)	78	(2.0)	63	(1.9)	169	(2.8)	141	(2.6)	309	(3.9)
Belgium (Flemish)	82	(5.2)	85	(4.0)	70	(2.5)	55	(3.0)	166	(6.4)	124	(4.0)	291	(8.5)
Canadian provinces	76	(3.7)	80	(2.4)	75	(2.8)	65	(3.0)	155	(4.4)	140	(4.5)	295	(6.7)
Chile	65	(3.3)	73	(2.8)	73	(3.3)	62	(3.3)	139	(4.8)	136	(4.4)	274	(6.6)
Italy	63	(3.4)	69	(2.4)	64	(2.1)	53	(3.0)	132	(4.2)	117	(4.0)	249	(6.0)
Netherlands	78	(5.0)	90	(4.4)	80	(2.6)	63	(3.1)	168	(7.4)	143	(4.0)	312	(8.8)
Poland	67	(4.1)	71	(2.7)	68	(2.8)	57	(3.0)	137	(4.3)	125	(3.6)	262	(5.5)
Slovak Republic	78	(3.7)	85	(3.5)	80	(3.0)	68	(2.5)	163	(4.6)	148	(3.3)	311	(6.1)
Spain	69	(3.2)	72	(2.6)	67	(2.4)	56	(2.2)	141	(3.7)	124	(3.3)	265	(4.8)
United States	67	(3.2)	77	(2.9)	74	(3.3)	62	(3.2)	144	(4.0)	136	(4.1)	280	(5.8)
OECD average-10	73	(1.2)	79	(1.0)	73	(0.9)	60	(0.9)	151	(1.5)	133	(1.2)	285	(2.0)
Partners														
Brazil	66	(2.6)	79	(2.2)	83	(2.0)	75	(2.9)	145	(3.7)	157	(3.9)	302	(5.3)
B-S-J-G (China)	80	(4.4)	88	(3.9)	80	(4.1)	64	(3.9)	168	(7.1)	143	(6.0)	312	(10.0)
Lithuania	66	(3.5)	73	(3.0)	68	(2.6)	59	(3.3)	139	(4.2)	127	(4.5)	266	(6.4)
Peru	65	(2.7)	77	(2.8)	73	(2.8)	61	(3.1)	143	(4.0)	133	(3.7)	276	(5.4)
Russia	56	(3.3)	62	(2.4)	60	(2.8)	54	(2.6)	118	(4.0)	114	(3.7)	232	(5.1)

Note: Values that are statistically significant are indicated in bold (see Annex A3).

StatLink <http://dx.doi.org/10.1787/888933485591>

[Part 1/1]

Table IV.4.2 Change between 2012 and 2015 in financial literacy performance, by percentiles

		PISA 2012									
		10th		25th		Median (50th)		75th		90th	
		Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.
OECD	Australia	398	(4.7)	462	(3.4)	528	(2.7)	594	(3.6)	653	(3.7)
	Belgium (Flemish)	409	(6.7)	480	(6.3)	550	(4.1)	611	(3.9)	660	(6.8)
	Canadian provinces	m	m	m	m	m	m	m	m	m	m
	Chile	m	m	m	m	m	m	m	m	m	m
	Italy	350	(4.3)	412	(3.6)	472	(2.6)	528	(2.9)	574	(2.9)
	Netherlands	m	m	m	m	m	m	m	m	m	m
	Poland	401	(5.9)	454	(5.3)	514	(5.0)	566	(3.7)	611	(6.3)
	Slovak Republic	331	(13.0)	409	(7.6)	477	(6.0)	541	(6.1)	596	(6.9)
	Spain	371	(6.0)	429	(5.1)	489	(3.9)	543	(4.3)	593	(4.0)
	United States	364	(7.3)	424	(6.1)	490	(6.8)	561	(7.2)	620	(8.3)
	OECD average-7	375	(2.8)	439	(2.1)	503	(1.8)	564	(1.8)	615	(2.2)
OECD average-10	m	m	m	m	m	m	m	m	m	m	
Partners	Brazil	m	m	m	m	m	m	m	m	m	m
	B-S-J-G (China)	m	m	m	m	m	m	m	m	m	m
	Lithuania	m	m	m	m	m	m	m	m	m	m
	Peru	m	m	m	m	m	m	m	m	m	m
	Russia	367	(6.2)	432	(6.3)	492	(4.6)	549	(4.5)	593	(5.4)
		PISA 2015									
		10th		25th		Median (50th)		75th		90th	
		Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.
OECD	Australia	342	(3.1)	425	(2.9)	510	(2.3)	589	(2.2)	651	(2.6)
	Belgium (Flemish)	386	(6.9)	467	(4.6)	552	(3.6)	622	(3.2)	676	(4.0)
	Canadian provinces	382	(6.7)	458	(5.5)	538	(4.7)	613	(4.7)	677	(5.4)
	Chile	295	(5.1)	360	(4.2)	433	(4.3)	507	(4.4)	569	(5.3)
	Italy	356	(4.9)	419	(3.5)	488	(3.0)	552	(2.9)	605	(3.9)
	Netherlands	348	(7.9)	426	(5.5)	517	(3.6)	596	(2.9)	660	(3.6)
	Poland	351	(5.0)	418	(3.9)	489	(3.2)	556	(3.7)	614	(4.1)
	Slovak Republic	287	(6.4)	364	(5.3)	450	(4.8)	530	(5.3)	598	(4.8)
	Spain	332	(5.0)	401	(4.2)	473	(3.4)	541	(3.2)	597	(3.3)
	United States	346	(5.6)	413	(4.5)	490	(4.7)	564	(4.3)	626	(4.2)
	OECD average-7	343	(2.0)	415	(1.6)	493	(1.4)	565	(1.4)	624	(1.5)
OECD average-10	342	(1.8)	415	(1.4)	494	(1.2)	567	(1.2)	627	(1.3)	
Partners	Brazil	246	(4.6)	312	(3.8)	390	(4.3)	473	(4.5)	548	(5.0)
	B-S-J-G (China)	405	(8.0)	485	(6.8)	573	(7.0)	653	(6.7)	717	(7.4)
	Lithuania	313	(5.0)	379	(4.4)	452	(3.8)	520	(3.8)	579	(4.7)
	Peru	263	(4.4)	328	(3.9)	405	(4.2)	478	(4.2)	539	(4.3)
	Russia	396	(4.4)	452	(4.3)	514	(3.8)	574	(4.3)	627	(4.4)
		Change between 2012 and 2015 (PISA 2015 - PISA 2012)									
		10th		25th		Median (50th)		75th		90th	
		Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	-56	(7.7)	-37	(7.0)	-17	(6.4)	-6	(6.8)	-2	(7.0)
	Belgium (Flemish)	-23	(11.0)	-13	(9.5)	2	(7.6)	11	(7.3)	17	(9.5)
	Canadian provinces	m	m	m	m	m	m	m	m	m	m
	Chile	m	m	m	m	m	m	m	m	m	m
	Italy	6	(8.4)	7	(7.3)	16	(6.7)	24	(6.7)	30	(7.2)
	Netherlands	m	m	m	m	m	m	m	m	m	m
	Poland	-50	(9.4)	-36	(8.5)	-25	(8.0)	-10	(7.5)	2	(9.2)
	Slovak Republic	-44	(15.4)	-45	(10.7)	-28	(9.3)	-12	(9.7)	1	(10.0)
	Spain	-38	(9.4)	-28	(8.5)	-16	(7.4)	-2	(7.6)	4	(7.4)
	United States	-18	(10.7)	-11	(9.3)	0	(9.8)	3	(9.9)	6	(10.7)
	OECD average-7	-32	(6.3)	-23	(5.9)	-10	(5.8)	1	(5.8)	8	(6.0)
OECD average-10	m	m	m	m	m	m	m	m	m	m	
Partners	Brazil	m	m	m	m	m	m	m	m	m	m
	B-S-J-G (China)	m	m	m	m	m	m	m	m	m	m
	Lithuania	m	m	m	m	m	m	m	m	m	m
	Peru	m	m	m	m	m	m	m	m	m	m
	Russia	29	(9.3)	20	(9.3)	21	(8.0)	25	(8.2)	34	(8.8)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
StatLink  <http://dx.doi.org/10.1787/888933485607>


[Part 1/1]

Table IV.4.4 Mean financial literacy performance in countries/economies and regions

	Mean financial literacy scores		Difference (region - country)	
	Mean score	S.E.	Score dif.	S.E.
OECD				
Canadian provinces	533	(4.6)		
British Columbia	551	(7.1)	17	(6.6)
Manitoba	503	(7.1)	-30	(6.9)
New Brunswick	511	(7.4)	-22	(7.3)
Newfoundland and Labrador	519	(7.6)	-14	(8.3)
Nova Scotia	526	(6.7)	-7	(7.1)
Ontario	533	(6.1)	0	(2.3)
Prince Edward Island	522	(10.4)	-11	(10.6)
Italy	483	(2.8)		
Bolzano	523	(6.2)	39	(7.4)
Campania	452	(7.1)	-31	(7.1)
Lombardia	505	(5.7)	21	(5.7)
Trento	510	(3.1)	27	(4.2)
Spain	469	(3.2)		
Basque Country	459	(5.3)	-10	(6.9)
United States	487	(3.8)		
Massachusetts	523	(6.7)	36	(7.5)
North Carolina	496	(5.5)	8	(6.0)

Notes: Values that are statistically significant are indicated in bold (see Annex A3).

For Massachusetts and North Carolina, the desired target population covers 15-year-old students in grade 7 or above in public schools only (see Annex A2).

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[Part 1/1]

Table IV.4.5 Mean score and variation in financial literacy performance, by gender

	Boys														
	Mean score		Standard deviation		Percentiles										
					10th		25th		Median (50th)		75th		90th		
	Mean	S.E.	S.D.	S.E.	Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.	
OECD	Australia	498	(2.7)	125	(1.4)	325	(3.7)	411	(4.0)	505	(3.4)	588	(3.4)	655	(3.7)
	Belgium (Flemish)	541	(3.8)	113	(2.8)	382	(8.5)	464	(6.1)	552	(4.3)	623	(3.8)	679	(4.8)
	Canadian provinces	531	(4.8)	120	(2.7)	373	(7.7)	451	(5.7)	535	(5.6)	615	(5.4)	680	(6.8)
	Chile	434	(4.5)	108	(2.4)	294	(6.4)	360	(4.9)	436	(5.6)	511	(5.5)	573	(5.9)
	Italy	489	(3.9)	100	(2.4)	357	(6.5)	422	(4.6)	494	(4.6)	559	(4.4)	614	(4.4)
	Netherlands	507	(3.9)	125	(3.9)	340	(9.8)	419	(6.9)	514	(5.2)	596	(4.0)	665	(5.7)
	Poland	478	(3.6)	107	(2.2)	335	(6.5)	406	(4.8)	482	(4.0)	553	(4.6)	614	(4.9)
	Slovak Republic	433	(4.9)	123	(2.4)	274	(6.2)	348	(6.0)	436	(5.5)	519	(6.2)	592	(6.0)
	Spain	464	(3.7)	107	(1.9)	321	(6.0)	393	(5.0)	469	(4.2)	538	(4.2)	599	(4.1)
	United States	488	(4.4)	113	(2.1)	341	(6.6)	410	(5.6)	490	(5.6)	569	(5.3)	634	(6.1)
	OECD average-10	486	(1.3)	114	(0.8)	334	(2.2)	408	(1.7)	491	(1.5)	567	(1.5)	630	(1.7)
Partners	Brazil	389	(4.5)	119	(2.1)	240	(5.8)	304	(4.9)	384	(4.9)	470	(5.4)	548	(5.7)
	B-S-J-G (China)	568	(6.1)	123	(3.7)	404	(8.6)	485	(7.5)	576	(7.2)	657	(6.6)	720	(7.4)
	Lithuania	435	(3.7)	105	(2.6)	296	(5.4)	363	(4.8)	437	(4.7)	510	(4.4)	572	(5.7)
	Peru	400	(4.1)	106	(2.0)	259	(5.8)	325	(4.6)	402	(4.9)	477	(5.2)	539	(5.6)
	Russia	510	(4.2)	94	(2.3)	387	(5.7)	447	(5.8)	512	(4.9)	575	(5.5)	631	(5.3)
	Girls														
	Mean score		Standard deviation		Percentiles										
					10th		25th		Median (50th)		75th		90th		
	Mean	S.E.	S.D.	S.E.	Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.	
OECD	Australia	510	(2.1)	111	(1.3)	361	(4.0)	437	(3.1)	515	(2.5)	589	(2.3)	647	(2.9)
	Belgium (Flemish)	541	(4.3)	110	(3.0)	389	(8.4)	471	(6.0)	552	(5.2)	620	(5.1)	674	(5.1)
	Canadian provinces	536	(5.2)	112	(3.2)	391	(7.6)	464	(6.0)	540	(4.8)	611	(5.7)	675	(6.8)
	Chile	430	(4.2)	104	(2.6)	295	(6.6)	360	(5.7)	431	(4.7)	502	(5.0)	564	(7.2)
	Italy	478	(4.0)	94	(2.2)	354	(6.6)	416	(5.0)	482	(4.2)	544	(4.6)	594	(5.8)
	Netherlands	512	(3.6)	116	(3.3)	357	(8.2)	433	(6.1)	519	(4.6)	596	(3.8)	656	(4.5)
	Poland	493	(3.2)	96	(2.3)	368	(5.1)	431	(4.0)	495	(3.3)	559	(4.2)	614	(5.4)
	Slovak Republic	458	(5.6)	118	(3.4)	305	(9.0)	382	(7.7)	464	(6.1)	539	(5.6)	603	(6.3)
	Spain	474	(4.1)	98	(2.1)	344	(6.3)	409	(5.3)	478	(4.6)	542	(4.2)	596	(4.4)
	United States	487	(4.1)	103	(2.3)	352	(6.4)	416	(5.2)	489	(5.0)	559	(5.0)	619	(5.3)
	OECD average-10	492	(1.3)	106	(0.8)	352	(2.2)	422	(1.8)	497	(1.5)	566	(1.5)	624	(1.7)
Partners	Brazil	397	(4.3)	115	(2.1)	251	(5.1)	318	(4.5)	396	(4.8)	475	(5.6)	547	(5.9)
	B-S-J-G (China)	563	(6.7)	119	(3.9)	406	(9.3)	485	(7.7)	570	(7.8)	648	(7.6)	712	(9.1)
	Lithuania	462	(3.2)	97	(2.3)	335	(5.9)	397	(4.4)	466	(3.8)	529	(4.0)	585	(4.8)
	Peru	405	(4.0)	104	(2.1)	266	(5.0)	332	(5.2)	409	(5.0)	480	(4.8)	538	(5.3)
	Russia	514	(3.3)	87	(1.8)	403	(4.4)	456	(4.2)	515	(4.0)	572	(4.9)	623	(5.5)
	Gender differences (boys – girls)														
	Mean score		Standard deviation		Percentiles										
					10th		25th		Median (50th)		75th		90th		
	Score dif.	S.E.	Dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	
OECD	Australia	-12	(2.8)	13	(1.6)	-36	(5.2)	-26	(4.3)	-10	(3.6)	0	(3.7)	8	(4.5)
	Belgium (Flemish)	0	(5.6)	3	(2.7)	-7	(11.1)	-7	(8.2)	0	(6.4)	3	(6.5)	4	(5.9)
	Canadian provinces	-5	(3.9)	8	(2.5)	-18	(7.3)	-13	(4.6)	-5	(4.5)	4	(5.6)	6	(7.0)
	Chile	4	(4.4)	5	(2.9)	-1	(7.6)	1	(6.2)	5	(5.6)	9	(5.9)	8	(6.5)
	Italy	11	(5.6)	6	(2.5)	3	(8.3)	5	(6.6)	11	(6.5)	15	(6.1)	20	(7.0)
	Netherlands	-5	(3.6)	9	(2.6)	-17	(8.7)	-13	(6.4)	-5	(6.3)	0	(5.0)	9	(6.9)
	Poland	-15	(3.5)	11	(2.8)	-33	(7.2)	-25	(5.3)	-14	(4.4)	-6	(4.7)	0	(6.2)
	Slovak Republic	-25	(5.3)	6	(3.6)	-31	(8.7)	-34	(7.7)	-28	(6.9)	-20	(6.0)	-10	(7.1)
	Spain	-10	(4.4)	9	(2.6)	-23	(7.0)	-16	(5.8)	-9	(5.7)	-4	(5.3)	3	(5.5)
	United States	2	(3.8)	9	(2.3)	-11	(6.8)	-6	(5.4)	1	(4.9)	10	(5.0)	14	(6.7)
	OECD average-10	-5	(1.4)	8	(0.8)	-17	(2.5)	-13	(1.9)	-5	(1.8)	1	(1.7)	6	(2.0)
Partners	Brazil	-8	(4.4)	5	(2.0)	-12	(5.9)	-14	(5.0)	-11	(5.1)	-5	(5.9)	1	(5.3)
	B-S-J-G (China)	5	(4.2)	4	(2.4)	-3	(8.0)	1	(6.0)	7	(5.5)	9	(5.2)	9	(5.8)
	Lithuania	-27	(3.0)	8	(2.2)	-38	(6.1)	-35	(4.8)	-29	(4.3)	-19	(4.1)	-13	(5.7)
	Peru	-5	(4.5)	2	(2.2)	-7	(6.7)	-7	(4.9)	-7	(5.2)	-3	(6.1)	1	(6.9)
	Russia	-3	(3.6)	8	(2.3)	-16	(5.7)	-10	(5.4)	-3	(4.8)	3	(6.3)	8	(6.3)


Note: Values that are statistically significant are indicated in bold (see Annex A3).
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Table IV.4.6 Mean score and variation in the core PISA subjects, by gender

	Mathematics												
	Boys				Girls				Gender differences (boys – girls)				
	Mean score		Standard deviation		Mean score		Standard deviation		Mean score		Standard deviation		
	Mean	S.E.	S.D.	S.E.	Mean	S.E.	S.D.	S.E.	Score dif.	S.E.	Dif.	S.E.	
OECD	Australia	497	(2.1)	96	(1.4)	491	(2.5)	90	(1.5)	6	(3.4)	7	(1.5)
	Belgium (Flemish)	530	(3.4)	101	(2.3)	512	(3.1)	96	(2.0)	18	(4.3)	5	(2.3)
	Canadian provinces	513	(3.5)	88	(1.7)	505	(3.3)	84	(1.4)	8	(3.5)	4	(1.8)
	Chile	432	(3.1)	87	(1.7)	413	(3.0)	83	(1.7)	18	(3.6)	3	(1.9)
	Italy	500	(3.5)	96	(2.0)	480	(3.4)	90	(2.2)	20	(4.3)	5	(2.6)
	Netherlands	513	(2.6)	94	(1.8)	511	(2.5)	89	(1.6)	2	(2.4)	5	(1.9)
	Poland	510	(2.8)	89	(1.9)	499	(2.8)	85	(2.2)	11	(2.9)	4	(2.4)
	Slovak Republic	478	(3.0)	96	(1.8)	472	(3.6)	94	(2.2)	6	(3.9)	2	(2.4)
	Spain	494	(2.4)	87	(1.7)	478	(2.8)	82	(1.6)	16	(2.8)	5	(2.0)
	United States	474	(3.6)	91	(1.6)	465	(3.4)	86	(2.3)	9	(3.1)	5	(2.6)
OECD average-10	494	(1.0)	92	(0.6)	483	(1.0)	88	(0.6)	11	(1.1)	4	(0.7)	
Partners	Brazil	385	(3.2)	92	(1.9)	370	(3.0)	86	(1.9)	15	(2.4)	5	(1.4)
	B-S-J-G (China)	534	(4.8)	108	(2.6)	528	(5.7)	104	(2.8)	6	(3.6)	4	(2.1)
	Lithuania	478	(2.8)	89	(1.5)	479	(2.5)	84	(1.9)	-1	(2.7)	5	(2.0)
	Peru	391	(3.0)	83	(1.7)	382	(3.2)	82	(1.7)	9	(3.0)	2	(2.0)
	Russia	497	(4.0)	85	(1.7)	491	(3.2)	82	(1.6)	6	(3.5)	3	(1.9)
	Reading												
	Boys				Girls				Gender differences (boys – girls)				
	Mean score		Standard deviation		Mean score		Standard deviation		Mean score		Standard deviation		
	Mean	S.E.	S.D.	S.E.	Mean	S.E.	S.D.	S.E.	Score dif.	S.E.	Dif.	S.E.	
OECD	Australia	487	(2.3)	105	(1.4)	519	(2.3)	98	(1.4)	-32	(3.0)	7	(1.6)
	Belgium (Flemish)	503	(3.3)	102	(2.1)	519	(3.6)	99	(2.3)	-16	(4.1)	3	(2.4)
	Canadian provinces	511	(3.5)	95	(1.9)	540	(3.5)	90	(1.8)	-29	(2.8)	5	(2.3)
	Chile	453	(3.4)	90	(2.2)	465	(2.9)	86	(2.0)	-12	(3.6)	3	(2.3)
	Italy	477	(3.5)	95	(2.0)	493	(3.6)	92	(1.9)	-16	(4.7)	3	(2.2)
	Netherlands	491	(3.0)	103	(1.9)	515	(2.9)	97	(1.9)	-24	(3.4)	6	(2.0)
	Poland	491	(2.9)	92	(1.6)	521	(2.8)	84	(1.8)	-29	(2.9)	8	(2.2)
	Slovak Republic	435	(3.3)	104	(2.2)	471	(3.5)	101	(2.4)	-36	(4.0)	3	(2.9)
	Spain	485	(3.0)	90	(1.6)	506	(2.8)	83	(1.9)	-20	(3.5)	7	(2.1)
	United States	487	(3.7)	103	(1.9)	507	(3.9)	96	(2.0)	-20	(3.6)	7	(2.3)
OECD average-10	482	(1.0)	98	(0.6)	505	(1.0)	93	(0.6)	-23	(1.1)	5	(0.7)	
Partners	Brazil	395	(3.1)	102	(1.6)	419	(3.0)	97	(1.7)	-23	(2.5)	6	(1.4)
	B-S-J-G (China)	486	(5.0)	108	(3.1)	503	(5.8)	109	(3.1)	-16	(3.4)	0	(2.3)
	Lithuania	453	(3.1)	95	(1.9)	492	(3.0)	89	(1.9)	-39	(3.1)	6	(2.0)
	Peru	394	(3.4)	88	(1.8)	401	(3.6)	90	(2.0)	-8	(3.9)	-1	(1.9)
	Russia	481	(3.4)	88	(1.9)	507	(3.5)	85	(1.8)	-26	(3.3)	3	(2.4)
	Science												
	Boys				Girls				Gender differences (boys – girls)				
	Mean score		Standard deviation		Mean score		Standard deviation		Mean score		Standard deviation		
	Mean	S.E.	S.D.	S.E.	Mean	S.E.	S.D.	S.E.	Score dif.	S.E.	Dif.	S.E.	
OECD	Australia	511	(2.1)	107	(1.2)	509	(1.7)	98	(1.2)	2	(2.3)	9	(1.6)
	Belgium (Flemish)	522	(3.2)	104	(2.1)	509	(3.4)	99	(1.9)	12	(4.2)	5	(2.0)
	Canadian provinces	524	(3.1)	97	(1.4)	525	(2.9)	90	(1.5)	-1	(2.9)	6	(1.9)
	Chile	454	(3.1)	88	(1.8)	440	(2.7)	83	(1.5)	15	(3.4)	5	(2.0)
	Italy	489	(3.1)	93	(1.5)	472	(3.6)	89	(1.8)	17	(4.6)	4	(2.1)
	Netherlands	511	(2.9)	104	(1.8)	507	(2.5)	97	(1.7)	4	(3.0)	7	(1.9)
	Poland	504	(2.9)	94	(1.8)	498	(2.8)	87	(1.7)	6	(2.9)	7	(2.4)
	Slovak Republic	460	(3.0)	101	(1.7)	461	(3.3)	96	(2.0)	-1	(3.5)	5	(2.2)
	Spain	496	(2.5)	91	(1.5)	489	(2.5)	84	(1.4)	7	(2.7)	7	(1.9)
	United States	500	(3.7)	102	(1.8)	493	(3.4)	95	(1.8)	7	(3.1)	7	(2.2)
OECD average-10	497	(0.9)	98	(0.5)	490	(0.9)	92	(0.5)	7	(1.0)	6	(0.6)	
Partners	Brazil	403	(2.5)	93	(1.4)	399	(2.4)	86	(1.4)	4	(1.6)	7	(1.2)
	B-S-J-G (China)	522	(4.5)	105	(2.6)	513	(5.3)	101	(2.8)	9	(3.0)	3	(2.0)
	Lithuania	472	(3.3)	94	(1.8)	479	(2.8)	88	(1.5)	-7	(3.0)	6	(1.8)
	Peru	402	(2.8)	78	(1.5)	392	(2.9)	75	(1.7)	10	(3.3)	2	(1.6)
	Russia	489	(3.6)	85	(1.5)	485	(3.1)	80	(1.0)	4	(3.2)	5	(1.5)

Note: Values that are statistically significant are indicated in bold (see Annex A3).

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Table IV.4.7 Percentage of students at each proficiency level in financial literacy, by gender

		Boys									
		Level 1 or below (below 400.33 score points)		Level 2 (from 400.33 to less than 475.10 score points)		Level 3 (from 475.10 to less than 549.86 score points)		Level 4 (from 549.86 to less than 624.63 score points)		Level 5 (at or above 624.63 score points)	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	22.9	(0.8)	18.1	(0.7)	22.9	(0.8)	20.2	(0.8)	15.9	(0.7)
	Belgium (Flemish)	12.6	(1.3)	15.2	(1.0)	21.5	(1.3)	26.2	(1.1)	24.5	(1.3)
	Canadian provinces	14.1	(1.1)	17.3	(1.0)	23.6	(1.1)	22.7	(1.5)	22.3	(1.4)
	Chile	37.5	(1.8)	25.9	(1.6)	22.0	(1.1)	11.0	(1.1)	3.5	(0.5)
	Italy	19.2	(1.4)	23.9	(1.3)	28.5	(1.1)	20.4	(1.2)	8.0	(0.8)
	Netherlands	20.9	(1.4)	18.1	(1.3)	22.2	(1.2)	20.9	(1.2)	17.9	(1.0)
	Poland	23.4	(1.4)	24.2	(1.2)	26.5	(1.1)	17.9	(1.1)	8.0	(0.8)
	Slovak Republic	39.3	(1.7)	23.2	(1.3)	19.7	(1.2)	12.0	(1.1)	5.8	(0.7)
	Spain	27.2	(1.4)	25.1	(1.2)	26.2	(1.1)	15.7	(0.8)	5.9	(0.6)
	United States	22.5	(1.5)	22.4	(1.1)	24.2	(1.3)	19.4	(1.2)	11.4	(0.9)
	OECD average-10	24.0	(0.4)	21.3	(0.4)	23.7	(0.4)	18.6	(0.4)	12.3	(0.3)
Partners	Brazil	55.1	(1.6)	21.1	(0.8)	14.1	(0.9)	7.0	(0.6)	2.7	(0.4)
	B-S-J-G (China)	9.6	(1.1)	13.1	(1.0)	19.4	(1.2)	23.3	(1.2)	34.6	(2.0)
	Lithuania	37.1	(1.5)	26.7	(1.1)	21.9	(1.0)	11.2	(1.0)	3.2	(0.6)
	Peru	49.4	(1.7)	25.1	(1.1)	17.2	(1.3)	7.1	(0.8)	1.2	(0.3)
	Russia	12.5	(1.1)	22.7	(1.5)	30.6	(1.4)	22.9	(1.4)	11.4	(1.1)
		Girls									
		Level 1 or below (below 400.33 score points)		Level 2 (from 400.33 to less than 475.10 score points)		Level 3 (from 475.10 to less than 549.86 score points)		Level 4 (from 549.86 to less than 624.63 score points)		Level 5 (at or above 624.63 score points)	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	16.5	(0.7)	19.8	(0.7)	25.9	(0.7)	22.9	(0.7)	14.9	(0.7)
	Belgium (Flemish)	11.4	(1.1)	14.7	(0.9)	23.2	(1.4)	27.2	(1.3)	23.5	(1.5)
	Canadian provinces	11.3	(1.1)	16.9	(1.2)	25.5	(1.0)	25.2	(1.0)	21.2	(1.5)
	Chile	38.7	(1.9)	27.1	(1.5)	21.6	(1.1)	10.0	(1.0)	2.6	(0.5)
	Italy	20.5	(1.5)	26.4	(1.3)	30.1	(1.2)	18.0	(1.2)	5.0	(0.8)
	Netherlands	17.5	(1.4)	18.9	(1.5)	23.9	(1.3)	22.6	(1.3)	17.1	(1.2)
	Poland	16.6	(1.1)	24.8	(1.0)	30.3	(1.4)	20.3	(1.0)	8.0	(1.0)
	Slovak Republic	29.7	(1.9)	24.0	(1.2)	24.5	(1.3)	14.9	(1.3)	6.9	(0.7)
	Spain	22.3	(1.5)	26.7	(1.3)	28.5	(1.4)	17.1	(1.1)	5.3	(0.8)
	United States	20.7	(1.5)	24.1	(1.2)	27.2	(1.4)	18.9	(1.3)	9.1	(0.9)
	OECD average-10	20.5	(0.4)	22.3	(0.4)	26.1	(0.4)	19.7	(0.4)	11.4	(0.3)
Partners	Brazil	51.6	(1.6)	23.3	(0.8)	15.4	(1.0)	7.1	(0.6)	2.5	(0.4)
	B-S-J-G (China)	9.2	(1.2)	13.4	(1.1)	21.4	(1.4)	24.0	(1.4)	32.1	(2.3)
	Lithuania	25.8	(1.3)	27.8	(1.3)	27.9	(1.1)	14.1	(1.0)	4.3	(0.6)
	Peru	47.0	(1.7)	26.5	(1.0)	18.5	(1.1)	6.7	(0.7)	1.2	(0.3)
	Russia	9.4	(0.9)	22.7	(1.3)	33.8	(1.2)	24.3	(1.3)	9.7	(1.1)
		Gender differences (boys – girls)									
		Level 1 or below (below 400.33 score points)		Level 2 (from 400.33 to less than 475.10 score points)		Level 3 (from 475.10 to less than 549.86 score points)		Level 4 (from 549.86 to less than 624.63 score points)		Level 5 (at or above 624.63 score points)	
		% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	6.3	(1.0)	-1.7	(1.0)	-3.0	(1.1)	-2.7	(1.1)	1.1	(0.9)
	Belgium (Flemish)	1.1	(1.5)	0.6	(1.3)	-1.7	(1.6)	-1.0	(1.6)	1.0	(2.0)
	Canadian provinces	2.7	(1.0)	0.4	(1.2)	-1.9	(1.5)	-2.5	(1.4)	1.2	(1.5)
	Chile	-1.1	(2.1)	-1.2	(2.4)	0.4	(1.4)	1.0	(1.1)	0.9	(0.6)
	Italy	-1.3	(1.9)	-2.5	(1.8)	-1.6	(1.6)	2.4	(1.8)	3.0	(1.1)
	Netherlands	3.5	(1.5)	-0.8	(1.9)	-1.7	(1.6)	-1.7	(1.8)	0.7	(1.4)
	Poland	6.9	(1.6)	-0.7	(1.4)	-3.8	(1.8)	-2.4	(1.3)	0.0	(1.0)
	Slovak Republic	9.6	(2.1)	-0.8	(1.6)	-4.7	(1.9)	-2.9	(1.2)	-1.1	(0.9)
	Spain	4.8	(1.6)	-1.7	(2.0)	-2.3	(1.6)	-1.4	(1.3)	0.6	(1.0)
	United States	1.8	(1.5)	-1.7	(1.4)	-3.0	(1.6)	0.5	(1.5)	2.3	(1.2)
	OECD average-10	3.4	(0.5)	-1.0	(0.5)	-2.3	(0.5)	-1.1	(0.5)	1.0	(0.4)
Partners	Brazil	3.5	(1.7)	-2.3	(1.2)	-1.3	(1.1)	-0.1	(0.7)	0.2	(0.3)
	B-S-J-G (China)	0.4	(1.0)	-0.3	(1.1)	-2.0	(1.4)	-0.7	(1.3)	2.5	(1.6)
	Lithuania	11.2	(1.4)	-1.1	(1.5)	-6.0	(1.3)	-2.9	(1.2)	-1.1	(0.6)
	Peru	2.4	(1.9)	-1.4	(1.2)	-1.3	(1.5)	0.3	(0.9)	0.0	(0.4)
	Russia	3.1	(1.0)	-0.1	(1.7)	-3.2	(1.7)	-1.5	(1.7)	1.7	(1.4)


Note: Values that are statistically significant are indicated in bold (see Annex A3).

StatLink  <http://dx.doi.org/10.1787/888933485658>

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Table IV.4.8 Gender differences in financial literacy performance, by performance in other PISA subjects


		Gender differences in financial literacy performance (boys - girls)											
		Before accounting for performance in other subjects		After accounting for performance in mathematics		After accounting for performance in reading		After accounting for performance in science		After accounting for performance in mathematics and reading		After accounting for performance in mathematics, reading and science	
		Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	-12	(2.8)	-18	(2.9)	18	(2.9)	-14	(1.9)	2	(2.4)	-7	(1.9)
	Belgium (Flemish)	0	(5.6)	-16	(5.2)	15	(4.5)	-11	(4.5)	-1	(4.6)	-6	(4.7)
	Canadian provinces	-5	(3.9)	-13	(4.4)	20	(3.5)	-4	(3.0)	7	(4.0)	1	(3.3)
	Chile	4	(4.4)	-13	(3.6)	15	(3.3)	-10	(3.0)	1	(3.3)	-5	(3.0)
	Italy	11	(5.6)	-3	(4.2)	23	(4.3)	-2	(3.9)	10	(4.2)	4	(4.0)
	Netherlands	-5	(3.6)	-8	(3.2)	18	(3.9)	-9	(3.1)	7	(3.5)	-1	(3.2)
	Poland	-15	(3.5)	-25	(3.0)	10	(2.9)	-21	(2.9)	-8	(3.3)	-13	(3.4)
	Slovak Republic	-25	(5.3)	-30	(5.2)	3	(4.5)	-24	(4.6)	-14	(5.2)	-19	(5.0)
	Spain	-10	(4.4)	-24	(4.3)	8	(4.4)	-16	(3.7)	-7	(4.5)	-10	(4.3)
	United States	2	(3.8)	-6	(3.7)	19	(3.3)	-4	(3.5)	7	(3.4)	2	(3.8)
	OECD average-10	-5	(1.4)	-16	(1.3)	15	(1.2)	-12	(1.1)	0	(1.2)	-5	(1.2)
Partners	Brazil	-8	(4.4)	-21	(3.9)	9	(4.3)	-12	(4.0)	-3	(4.4)	-7	(4.3)
	B-S-J-G (China)	5	(4.2)	0	(2.7)	19	(3.8)	-4	(3.0)	11	(3.1)	4	(3.2)
	Lithuania	-27	(3.0)	-26	(2.2)	4	(2.7)	-21	(2.2)	-7	(2.6)	-12	(2.3)
	Peru	-5	(4.5)	-14	(3.1)	3	(2.3)	-16	(2.9)	-3	(2.2)	-7	(2.2)
	Russia	-3	(3.6)	-7	(3.6)	14	(3.2)	-7	(3.2)	5	(3.3)	-1	(3.6)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
 StatLink  <http://dx.doi.org/10.1787/888933485662>

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Table IV.4.9 Change between 2012 and 2015 in mean financial literacy performance, by gender

		PISA 2012						PISA 2015						Change between 2012 and 2015 (PISA 2015 - PISA 2012)					
		Boys		Girls		Difference (boys - girls)		Boys		Girls		Difference (boys - girls)		Boys		Girls		Difference (boys - girls)	
		Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.	Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	524	(3.3)	528	(2.4)	-3	(4.0)	498	(2.7)	510	(2.1)	-12	(2.8)	-27	(6.8)	-18	(6.2)	-9	(4.9)
	Belgium (Flemish)	547	(4.7)	536	(4.8)	11	(6.4)	541	(3.8)	541	(4.3)	0	(5.6)	-6	(8.1)	5	(8.4)	-11	(8.5)
	Canadian provinces	m	m	m	m	m	m	531	(4.8)	536	(5.2)	-5	(3.9)	m	m	m	m	m	m
	Chile	m	m	m	m	m	m	434	(4.5)	430	(4.2)	4	(4.4)	m	m	m	m	m	m
	Italy	470	(3.1)	462	(2.2)	8	(3.4)	489	(3.9)	478	(4.0)	11	(5.6)	19	(7.3)	16	(7.0)	3	(6.5)
	Netherlands	m	m	m	m	m	m	507	(3.9)	512	(3.6)	-5	(3.6)	m	m	m	m	m	m
	Poland	512	(4.7)	508	(4.2)	3	(5.0)	478	(3.6)	493	(3.2)	-15	(3.5)	-34	(8.0)	-15	(7.5)	-19	(6.1)
	Slovak Republic	469	(5.8)	472	(6.2)	-3	(6.9)	433	(4.9)	458	(5.6)	-25	(5.3)	-36	(9.3)	-14	(9.9)	-22	(8.7)
	Spain	487	(4.3)	481	(4.3)	6	(5.8)	464	(3.7)	474	(4.1)	-10	(4.4)	-23	(7.8)	-8	(8.0)	-16	(7.3)
	United States	492	(6.3)	491	(6.0)	1	(7.4)	488	(4.4)	487	(4.1)	2	(3.8)	-4	(9.3)	-5	(9.0)	1	(8.3)
	OECD average-7	500	(1.8)	497	(1.7)	3	(2.2)	484	(1.5)	491	(1.5)	-7	(1.7)	-16	(5.8)	-6	(5.8)	-10	(2.8)
	OECD average-10	m	m	m	m	m	m	486	(1.3)	492	(1.3)	-5	(1.4)	m	m	-6	(5.8)	-10	(2.8)
Partners	Brazil	m	m	m	m	m	m	389	(4.5)	397	(4.3)	-8	(4.4)	m	m	m	m	m	m
	B-S-J-G (China)	m	m	m	m	m	m	568	(6.1)	563	(6.7)	5	(4.2)	m	m	m	m	m	m
	Lithuania	m	m	m	m	m	m	435	(3.7)	462	(3.2)	-27	(3.0)	m	m	m	m	m	m
	Peru	m	m	m	m	m	m	400	(4.1)	405	(4.0)	-5	(4.5)	m	m	m	m	m	m
	Russia	487	(4.5)	486	(4.2)	1	(4.7)	510	(4.2)	514	(3.3)	-3	(3.6)	23	(8.1)	28	(7.6)	-5	(6.0)


Note: Values that are statistically significant are indicated in bold (see Annex A3).
 StatLink  <http://dx.doi.org/10.1787/888933485677>



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Table IV.4.10 Change between 2012 and 2015 in low and top performers in financial literacy, by gender

		Proficiency levels in PISA 2012											
		Boys				Girls				Differences (boys – girls)			
		Below Level 2 (less than 400.33 score points)		Level 5 (at or above 624.63 score points)		Below Level 2 (less than 400.33 score points)		Level 5 (at or above 624.63 score points)		Below Level 2 (less than 400.33 score points)		Level 5 (at or above 624.63 score points)	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	12.2	(1.0)	17.5	(1.3)	8.5	(0.8)	14.4	(1.0)	3.7	(1.1)	3.1	(1.7)
	Belgium (Flemish)	8.7	(1.5)	21.7	(2.2)	8.6	(1.2)	17.7	(1.8)	0.0	(1.8)	4.0	(3.0)
	Canadian provinces	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	22.0	(1.4)	3.2	(0.4)	21.4	(1.0)	1.0	(0.3)	0.6	(1.6)	2.2	(0.5)
	Netherlands	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	10.9	(1.8)	9.9	(1.8)	8.7	(1.6)	4.7	(1.2)	2.1	(2.3)	5.2	(2.2)
	Slovak Republic	25.3	(2.4)	6.5	(1.5)	20.3	(2.6)	4.7	(1.0)	5.0	(3.0)	1.8	(1.5)
	Spain	16.5	(1.8)	4.5	(1.3)	16.5	(1.7)	3.0	(1.2)	0.0	(2.6)	1.5	(1.7)
	United States	19.0	(1.8)	10.1	(1.7)	16.8	(2.1)	8.8	(1.5)	2.2	(2.5)	1.3	(2.2)
	OECD average-7	16.4	(0.7)	10.5	(0.6)	14.4	(0.6)	7.8	(0.5)	2.0	(0.8)	2.7	(0.7)
OECD average-10	m	m	m	m	m	m	m	m	m	m	m	m	
Partners	Brazil	m	m	m	m	m	m	m	m	m	m	m	m
	B-S-J-G (China)	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	m	m	m	m	m	m	m	m	m	m	m	m
	Peru	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	17.5	(1.9)	4.8	(1.3)	16.0	(1.8)	3.7	(1.1)	1.4	(2.3)	1.1	(1.7)
		Proficiency levels in PISA 2015											
		Boys				Girls				Differences (boys – girls)			
		Below Level 2 (less than 400.33 score points)		Level 5 (at or above 624.63 score points)		Below Level 2 (less than 400.33 score points)		Level 5 (at or above 624.63 score points)		Below Level 2 (less than 400.33 score points)		Level 5 (at or above 624.63 score points)	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	22.9	(0.8)	15.9	(0.7)	16.5	(0.7)	14.9	(0.7)	6.3	(1.0)	1.1	(0.9)
	Belgium (Flemish)	12.6	(1.3)	24.5	(1.3)	11.4	(1.1)	23.5	(1.5)	1.1	(1.5)	1.0	(2.0)
	Canadian provinces	14.1	(1.1)	22.3	(1.4)	11.3	(1.1)	21.2	(1.5)	2.7	(1.0)	1.2	(1.5)
	Chile	37.5	(1.8)	3.5	(0.5)	38.7	(1.9)	2.6	(0.5)	-1.1	(2.1)	0.9	(0.6)
	Italy	19.2	(1.4)	8.0	(0.8)	20.5	(1.5)	5.0	(0.8)	-1.3	(1.9)	3.0	(1.1)
	Netherlands	20.9	(1.4)	17.9	(1.0)	17.5	(1.4)	17.1	(1.2)	3.5	(1.5)	0.7	(1.4)
	Poland	23.4	(1.4)	8.0	(0.8)	16.6	(1.1)	8.0	(1.0)	6.9	(1.6)	0.0	(1.0)
	Slovak Republic	39.3	(1.7)	5.8	(0.7)	29.7	(1.9)	6.9	(0.7)	9.6	(2.1)	-1.1	(0.9)
	Spain	27.2	(1.4)	5.9	(0.6)	22.3	(1.5)	5.3	(0.8)	4.8	(1.6)	0.6	(1.0)
	United States	22.5	(1.5)	11.4	(0.9)	20.7	(1.5)	9.1	(0.9)	1.8	(1.5)	2.3	(1.2)
	OECD average-7	23.9	(0.5)	11.4	(0.3)	19.7	(0.5)	10.4	(0.4)	4.2	(0.6)	1.0	(0.5)
OECD average-10	24.0	(0.4)	12.3	(0.3)	20.5	(0.4)	11.4	(0.3)	3.4	(0.5)	1.0	(0.4)	
Partners	Brazil	55.1	(1.6)	2.7	(0.4)	51.6	(1.6)	2.5	(0.4)	3.5	(1.7)	0.2	(0.3)
	B-S-J-G (China)	9.6	(1.1)	34.6	(2.0)	9.2	(1.2)	32.1	(2.3)	0.4	(1.0)	2.5	(1.6)
	Lithuania	37.1	(1.5)	3.2	(0.6)	25.8	(1.3)	4.3	(0.6)	11.2	(1.4)	-1.1	(0.6)
	Peru	49.4	(1.7)	1.2	(0.3)	47.0	(1.7)	1.2	(0.3)	2.4	(1.9)	0.0	(0.4)
	Russia	12.5	(1.1)	11.4	(1.1)	9.4	(0.9)	9.7	(1.1)	3.1	(1.0)	1.7	(1.4)
		Change between 2012 and 2015 (PISA 2015 – PISA 2012)											
		Boys				Girls				Differences (boys – girls)			
		Below Level 2 (less than 400.33 score points)		Level 5 (at or above 624.63 score points)		Below Level 2 (less than 400.33 score points)		Level 5 (at or above 624.63 score points)		Below Level 2 (less than 400.33 score points)		Level 5 (at or above 624.63 score points)	
		% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	10.7	(1.7)	-1.6	(2.4)	8.1	(1.5)	0.4	(2.6)	2.6	(1.5)	-2.0	(1.9)
	Belgium (Flemish)	3.9	(2.2)	2.8	(4.1)	2.8	(1.8)	5.8	(5.0)	1.1	(2.4)	-3.0	(3.6)
	Canadian provinces	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	m	m	m	m	m	m	m	m	m	m	m	m
	Italy	-2.8	(3.0)	4.8	(0.9)	-1.0	(2.6)	4.0	(1.0)	-1.9	(2.5)	0.9	(1.2)
	Netherlands	m	m	m	m	m	m	m	m	m	m	m	m
	Poland	12.6	(2.7)	-1.8	(2.1)	7.8	(2.8)	3.3	(1.7)	4.7	(2.8)	-5.2	(2.5)
	Slovak Republic	14.0	(3.4)	-0.7	(1.7)	9.5	(4.3)	2.2	(1.4)	4.6	(3.7)	-2.9	(1.7)
	Spain	10.6	(3.3)	1.4	(1.5)	5.8	(3.4)	2.3	(1.5)	4.8	(3.1)	-0.9	(2.0)
	United States	3.6	(3.0)	1.3	(2.2)	3.9	(3.0)	0.3	(2.1)	-0.4	(2.9)	1.0	(2.5)
	OECD average-7	7.5	(1.8)	0.9	(1.2)	5.3	(1.9)	2.6	(1.4)	2.2	(1.0)	-1.7	(0.9)
OECD average-10	m	m	m	m	m	m	m	m	m	m	m	m	
Partners	Brazil	m	m	m	m	m	m	m	m	m	m	m	m
	B-S-J-G (China)	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	m	m	m	m	m	m	m	m	m	m	m	m
	Peru	m	m	m	m	m	m	m	m	m	m	m	m
	Russia	-5.0	(2.6)	6.6	(1.8)	-6.6	(2.3)	6.0	(2.0)	1.6	(2.5)	0.6	(2.2)


Note: Values that are statistically significant are indicated in bold (see Annex A3).
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Table IV.4.11 Mean performance in financial literacy, by students' socio-economic status

Results based on students' self-reports

	Performance in financial literacy, by national quarters of the ESCS ¹ index								Difference in financial literacy performance between students in the top quarter and students in the bottom quarter of this index	
	Bottom quarter		Second quarter		Third quarter		Top quarter			
	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.
OECD										
Australia	454	(2.8)	489	(2.3)	521	(3.1)	561	(3.1)	107	(3.9)
Belgium (Flemish)	488	(5.1)	518	(4.7)	566	(4.1)	598	(4.4)	110	(7.1)
Canadian provinces	495	(5.9)	525	(5.3)	549	(6.2)	572	(6.4)	77	(7.9)
Chile	381	(6.2)	430	(5.9)	438	(5.1)	484	(4.4)	103	(6.8)
Italy	452	(5.3)	483	(3.7)	494	(3.9)	512	(4.3)	60	(6.4)
Netherlands	462	(7.3)	494	(4.7)	518	(4.5)	566	(4.5)	104	(9.0)
Poland	453	(4.6)	475	(4.0)	491	(4.6)	526	(5.0)	73	(6.5)
Slovak Republic	409	(9.1)	435	(4.7)	452	(5.0)	488	(6.3)	80	(10.0)
Spain	429	(4.8)	459	(4.3)	480	(4.6)	508	(4.6)	79	(5.8)
United States	445	(5.2)	469	(4.8)	499	(5.9)	542	(5.1)	97	(7.2)
OECD average-10	447	(1.8)	478	(1.4)	501	(1.5)	536	(1.5)	89	(2.3)
Partners										
Brazil	364	(4.7)	382	(3.9)	394	(5.2)	441	(7.0)	78	(8.1)
B-S-J-G (China)	500	(7.2)	552	(7.0)	580	(6.1)	632	(12.2)	132	(13.4)
Lithuania	419	(4.3)	432	(4.2)	460	(4.8)	490	(5.1)	71	(6.5)
Peru	341	(3.6)	394	(5.2)	418	(4.7)	458	(5.6)	117	(6.3)
Russia	489	(4.7)	508	(4.7)	523	(4.3)	535	(4.7)	46	(6.2)


1. ESCS refers to the PISA index of economic, social and cultural status.
 Note: Values that are statistically significant are indicated in bold (see Annex A3).
 StatLink  <http://dx.doi.org/10.1787/888933485690>

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Table IV.4.12 Students' socio-economic status and performance in financial literacy

Results based on students' self-reports

	Score-point difference in financial literacy associated with a one-unit increase in ESCS ¹ (slope of the socio-economic gradient)		Percentage of variance in student performance in financial literacy explained by ESCS (strength of the socio-economic gradient)	
	Score dif.	S.E.	%	S.E.
OECD				
Australia	51	(1.7)	12.0	(0.8)
Belgium (Flemish)	50	(3.2)	16.0	(1.7)
Canadian provinces	38	(3.4)	6.9	(1.1)
Chile	35	(2.2)	13.3	(1.5)
Italy	24	(2.4)	5.5	(1.0)
Netherlands	51	(4.4)	10.5	(1.5)
Poland	34	(2.8)	7.8	(1.2)
Slovak Republic	32	(4.3)	6.5	(1.7)
Spain	26	(1.8)	9.1	(1.2)
United States	36	(2.4)	11.1	(1.3)
OECD average-10	38	(0.9)	9.9	(0.4)
Partners				
Brazil	26	(2.6)	6.5	(1.2)
B-S-J-G (China)	45	(3.8)	16.8	(2.7)
Lithuania	31	(2.8)	6.7	(1.2)
Peru	36	(1.9)	17.2	(1.7)
Russia	22	(3.2)	3.4	(1.0)

1. ESCS refers to the PISA index of economic, social and cultural status.
 Note: Values that are statistically significant are indicated in bold (see Annex A3).
 StatLink  <http://dx.doi.org/10.1787/888933485703>




[Part 1/1]

Table IV.4.13 Students' socio-economic status and performance in the core PISA subjects

Results based on students' self-reports


	Percentage of variance in student performance explained by ESCS ¹ (strength of the socio-economic gradient)															
	Financial literacy				Mathematics				Reading				Science			
	%		S.E.		%		S.E.		%		S.E.		%		S.E.	
	Difference between performance in financial literacy and performance in...															
					Mathematics				Reading				Science			
	%		S.E.		%		S.E.		%		S.E.		%		S.E.	
OECD	Australia	12.0	(0.8)	12.1	(0.9)	10.7	(0.8)	11.7	(0.8)	-0.1	(0.8)	1.3	(0.6)	0.3	(0.5)	
	Belgium (Flemish)	16.0	(1.7)	15.6	(1.5)	15.6	(1.6)	17.6	(1.5)	0.3	(1.2)	0.4	(1.2)	-1.6	(1.3)	
	Canadian provinces	6.9	(1.1)	9.1	(1.1)	8.3	(1.1)	8.4	(1.0)	-2.2	(1.0)	-1.5	(1.1)	-1.5	(1.1)	
	Chile	13.3	(1.5)	17.8	(1.4)	14.0	(1.5)	16.9	(1.3)	-4.5	(1.3)	-0.7	(1.7)	-3.6	(1.2)	
	Italy	5.5	(1.0)	9.6	(1.2)	11.1	(1.2)	9.6	(1.0)	-4.2	(1.2)	-5.6	(0.9)	-4.2	(0.7)	
	Netherlands	10.5	(1.5)	11.0	(1.5)	11.1	(1.5)	12.5	(1.3)	-0.6	(1.1)	-0.6	(1.2)	-2.0	(1.0)	
	Poland	7.8	(1.2)	12.2	(1.3)	12.5	(1.2)	13.4	(1.3)	-4.5	(0.9)	-4.8	(1.1)	-5.6	(1.0)	
	Slovak Republic	6.5	(1.7)	15.8	(1.6)	16.9	(1.6)	16.0	(1.4)	-9.2	(2.2)	-10.3	(1.7)	-9.4	(1.8)	
	Spain	9.1	(1.2)	14.3	(1.2)	12.5	(1.1)	13.4	(1.1)	-5.2	(1.2)	-3.4	(1.2)	-4.3	(1.3)	
	United States	11.1	(1.3)	13.1	(1.3)	8.6	(1.3)	11.4	(1.1)	-2.0	(1.4)	2.5	(1.1)	-0.3	(1.1)	
	OECD average-10	9.9	(0.4)	13.1	(0.4)	12.1	(0.4)	13.1	(0.4)	-3.2	(0.4)	-2.3	(0.4)	-3.2	(0.4)	
Partners	Brazil	6.5	(1.2)	14.2	(1.5)	9.1	(1.1)	12.5	(1.3)	-7.7	(1.6)	-2.6	(1.2)	-6.0	(1.3)	
	B-S-J-G (China)	16.8	(2.7)	17.0	(2.3)	20.1	(2.5)	18.5	(2.4)	-0.2	(1.8)	-3.2	(1.3)	-1.6	(1.2)	
	Lithuania	6.7	(1.2)	11.0	(1.3)	11.4	(1.3)	11.6	(1.3)	-4.4	(0.9)	-4.8	(1.0)	-4.9	(0.8)	
	Peru	17.2	(1.7)	18.6	(1.7)	25.2	(1.9)	21.6	(1.8)	-1.4	(1.4)	-8.0	(1.3)	-4.4	(1.1)	
	Russia	3.4	(1.0)	4.6	(1.0)	6.4	(1.0)	6.7	(1.0)	-1.2	(1.0)	-3.0	(1.2)	-3.3	(1.2)	

1. ESCS refers to the PISA index of economic, social and cultural status.
 Note: Values that are statistically significant are indicated in bold (see Annex A3).
 StatLink  <http://dx.doi.org/10.1787/888933485712>

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Table IV.4.14 Percentage of students, by school location

	Percentage of students attending schools located in...						
	A village, hamlet or rural area (fewer than 3 000 people)		A town (3 000 to about 100 000 people)		A city (100 000 people or more)		
	%	S.E.	%	S.E.	%	S.E.	
OECD	Australia	4.1	(0.7)	28.4	(1.4)	67.6	(1.3)
	Belgium (Flemish)	2.2	(1.3)	79.0	(3.3)	18.8	(3.1)
	Canadian provinces	7.7	(1.9)	37.3	(3.1)	54.9	(3.0)
	Chile	1.8	(0.8)	32.6	(3.4)	65.6	(3.4)
	Italy	2.2	(1.0)	69.2	(3.0)	28.5	(2.7)
	Netherlands	0.8	(0.7)	72.3	(4.3)	26.9	(4.3)
	Poland	36.3	(2.0)	38.1	(2.4)	25.6	(1.6)
	Slovak Republic	17.6	(1.6)	70.0	(2.4)	12.4	(1.7)
	Spain	3.8	(1.2)	62.2	(3.3)	34.0	(3.2)
	United States	10.4	(1.8)	50.7	(3.6)	38.9	(3.4)
	OECD average-10	8.7	(0.4)	54.0	(1.0)	37.3	(0.9)
Partners	Brazil	3.4	(0.7)	47.2	(2.4)	49.5	(2.4)
	B-S-J-G (China)	6.8	(1.8)	55.7	(3.7)	37.6	(3.3)
	Lithuania	21.0	(1.3)	41.1	(1.5)	37.9	(0.8)
	Peru	26.0	(2.4)	60.4	(3.1)	13.6	(2.1)
	Russia	14.1	(1.6)	35.1	(2.3)	50.8	(2.2)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
 StatLink  <http://dx.doi.org/10.1787/888933485720>

[Part 1/1]

Table IV.4.15 Student performance in financial literacy, by school location

Results based on students' self-reports


	Students attending schools located in a village, hamlet or rural area (fewer than 3 000 people)		Students attending schools located in a town (3 000 to about 100 000 people)		Students attending schools located in a city (100 000 people or more)		Difference in financial literacy performance between students attending schools located in a city (100 000 people or more) and those attending schools in a village, hamlet or rural area (fewer than 3 000 people)					
	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Before accounting for ESCS ¹		After accounting for ESCS		After accounting for ESCS and ISCED level ²	
							Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD												
Australia	468	(10.8)	482	(3.9)	518	(3.0)	51	(11.4)	26	(10.4)	25	(10.3)
Belgium (Flemish)	c	c	549	(4.2)	514	(14.8)	c	c	c	c	c	c
Canadian provinces	520	(14.1)	525	(6.6)	547	(6.1)	27	(14.6)	12	(12.9)	11	(12.7)
Chile	397	(26.6)	411	(8.2)	447	(4.7)	50	(27.4)	26	(22.9)	-5	(20.1)
Italy	456	(22.1)	484	(4.4)	505	(6.9)	49	(23.0)	39	(20.4)	38	(20.4)
Netherlands	c	c	502	(7.4)	523	(15.7)	c	c	c	c	c	c
Poland	472	(3.9)	487	(4.9)	505	(6.4)	34	(7.4)	15	(7.0)	13	(6.9)
Slovak Republic	403	(10.9)	449	(4.7)	489	(12.1)	86	(14.5)	59	(13.0)	53	(19.5)
Spain	490	(11.2)	464	(3.2)	476	(6.6)	-14	(12.8)	-29	(13.6)	-29	(13.6)
United States	506	(8.1)	495	(4.7)	476	(7.5)	-30	(11.2)	-26	(10.0)	-27	(9.9)
OECD average-10	464	(5.4)	485	(1.7)	500	(2.9)	32	(5.8)	15	(5.2)	10	(5.3)
Partners												
Brazil	351	(12.9)	390	(4.8)	407	(6.5)	56	(14.4)	23	(12.8)	3	(11.4)
B-S-J-G (China)	501	(18.9)	541	(8.9)	622	(9.3)	121	(20.6)	76	(19.3)	54	(17.2)
Lithuania	422	(6.0)	444	(4.6)	473	(6.0)	51	(9.1)	28	(8.5)	28	(8.5)
Peru	349	(7.4)	417	(4.7)	439	(11.4)	90	(14.1)	53	(14.2)	46	(12.8)
Russia	496	(7.8)	502	(5.0)	527	(4.5)	31	(8.3)	18	(8.6)	18	(8.3)

1. ESCS refers to the PISA index of economic, social and cultural status.

2. Accounting for whether students attend lower secondary school (ISCED level 2) or upper secondary school (ISCED level 3).

Notes: Means and differences in financial literacy performance are calculated considering only students for whom data on the PISA index of economic, social and cultural status and on ISCED level are available.

Values that are statistically significant are indicated in bold (see Annex A3).


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[Part 1/1]

Table IV.4.16 Differences in financial literacy performance, by school location and performance in the core PISA subjects

	Difference in financial literacy performance between students attending schools located in a city (100 000 people or more) and those attending schools in a village, hamlet or rural area (fewer than 3 000 people)											
	Before accounting for performance in other subjects		After accounting for performance in mathematics		After accounting for performance in reading		After accounting for performance in science		After accounting for performance in mathematics and reading		After accounting for performance in mathematics, reading and science	
	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD												
Australia	51	(11.4)	13	(6.9)	13	(7.3)	15	(6.3)	9	(5.9)	11	(5.8)
Belgium (Flemish)	c	c	c	c	c	c	c	c	c	c	c	c
Canadian provinces	26	(14.5)	0	(9.6)	7	(9.1)	6	(8.5)	1	(8.3)	4	(8.1)
Chile	49	(27.4)	-5	(17.7)	1	(19.2)	0	(17.5)	-8	(16.3)	-6	(16.6)
Italy	48	(22.9)	19	(12.1)	10	(13.1)	11	(11.8)	10	(11.0)	8	(10.9)
Netherlands	c	c	c	c	c	c	c	c	c	c	c	c
Poland	33	(7.5)	4	(5.3)	-6	(5.6)	-4	(5.0)	-6	(5.3)	-7	(5.1)
Slovak Republic	87	(14.6)	16	(10.7)	2	(9.6)	7	(9.8)	2	(9.2)	0	(9.0)
Spain	-15	(12.7)	-17	(12.5)	-19	(10.9)	-15	(11.3)	-19	(11.3)	-17	(11.0)
United States	-30	(11.3)	-7	(6.7)	-12	(7.7)	-2	(7.4)	-7	(6.6)	-4	(6.6)
OECD average-10	31	(5.8)	3	(3.8)	0	(3.9)	2	(3.7)	-2	(3.5)	-1	(3.5)
Partners												
Brazil	53	(14.9)	8	(10.0)	1	(11.0)	0	(9.9)	-3	(9.9)	-4	(9.7)
B-S-J-G (China)	120	(20.6)	44	(11.0)	26	(11.2)	27	(10.1)	26	(9.8)	22	(9.6)
Lithuania	50	(9.1)	7	(6.3)	-1	(5.9)	3	(5.4)	-3	(5.8)	-3	(5.5)
Peru	90	(14.1)	27	(8.2)	8	(7.5)	24	(7.5)	7	(6.8)	8	(6.7)
Russia	31	(8.3)	11	(6.9)	-2	(7.1)	1	(6.2)	-1	(6.5)	-2	(6.2)

Note: Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/1]

Table IV.4.17 Change between 2012 and 2015 in the percentage of students with an immigrant background

Results based on students' self-reports

		PISA 2012							
		Non-immigrant students		Immigrant students		Second-generation immigrant students		First-generation immigrant students	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	78.6	(1.1)	21.4	(1.1)	12.3	(0.8)	9.1	(0.7)
	Belgium (Flemish)	89.1	(1.5)	10.9	(1.5)	6.7	(1.0)	4.2	(1.0)
	Canadian provinces	m	m	m	m	m	m	m	m
	Chile	m	m	m	m	m	m	m	m
	Italy	92.5	(0.5)	7.5	(0.5)	2.4	(0.2)	5.1	(0.4)
	Netherlands	m	m	m	m	m	m	m	m
	Poland	99.9	(0.1)	0.1	(0.1)	0.0	c	0.1	(0.1)
	Slovak Republic	99.0	(0.4)	1.0	(0.4)	0.5	(0.2)	0.5	(0.4)
	Spain	88.6	(1.1)	11.4	(1.1)	1.6	(0.4)	9.7	(1.1)
	United States	77.0	(2.4)	23.0	(2.4)	17.2	(2.2)	5.8	(0.8)
	OECD average-7	89.2	(0.5)	10.8	(0.5)	5.8	(0.4)	4.9	(0.3)
OECD average-10	m	m	m	m	m	m	m	m	
Partners	Brazil	m	m	m	m	m	m	m	m
	B-S-J-G (China)	m	m	m	m	m	m	m	m
	Lithuania	m	m	m	m	m	m	m	m
	Peru	m	m	m	m	m	m	m	m
	Russia	90.2	(1.0)	9.8	(1.0)	7.2	(0.8)	2.6	(0.6)
		PISA 2015							
		Non-immigrant students		Immigrant students		Second-generation immigrant students		First-generation immigrant students	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	75.0	(0.7)	25.0	(0.7)	12.7	(0.6)	12.3	(0.4)
	Belgium (Flemish)	86.0	(1.0)	14.0	(1.0)	7.2	(0.7)	6.8	(0.7)
	Canadian provinces	66.4	(1.7)	33.6	(1.7)	18.4	(1.2)	15.2	(0.9)
	Chile	97.9	(0.5)	2.1	(0.5)	0.5	(0.2)	1.6	(0.4)
	Italy	92.0	(0.5)	8.0	(0.5)	3.2	(0.3)	4.8	(0.4)
	Netherlands	89.3	(0.9)	10.7	(0.9)	8.6	(0.8)	2.2	(0.3)
	Poland	99.7	(0.1)	0.3	(0.1)	0.1	(0.1)	0.2	(0.1)
	Slovak Republic	98.8	(0.2)	1.2	(0.2)	0.6	(0.1)	0.6	(0.1)
	Spain	89.0	(0.8)	11.0	(0.8)	1.9	(0.2)	9.1	(0.7)
	United States	76.9	(1.5)	23.1	(1.5)	15.7	(1.0)	7.4	(0.7)
	OECD average-7	88.2	(0.3)	11.8	(0.3)	5.9	(0.2)	5.9	(0.2)
OECD average-10	87.1	(0.3)	12.9	(0.3)	6.9	(0.2)	6.0	(0.2)	
Partners	Brazil	99.2	(0.1)	0.8	(0.1)	0.5	(0.1)	0.3	(0.1)
	B-S-J-G (China)	99.7	(0.1)	0.3	(0.1)	0.1	(0.0)	0.2	(0.1)
	Lithuania	98.2	(0.2)	1.8	(0.2)	1.4	(0.1)	0.4	(0.1)
	Peru	99.5	(0.1)	0.5	(0.1)	0.3	(0.1)	0.1	(0.0)
	Russia	93.1	(0.5)	6.9	(0.5)	3.8	(0.3)	3.1	(0.3)
		Change between 2012 and 2015 (PISA 2015 - PISA 2012)							
		Non-immigrant students		Immigrant students		Second-generation immigrant students		First-generation immigrant students	
		% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.
OECD	Australia	-3.6	(1.3)	3.6	(1.3)	0.4	(0.9)	3.2	(0.8)
	Belgium (Flemish)	-3.2	(1.8)	3.2	(1.8)	0.6	(1.2)	2.6	(1.2)
	Canadian provinces	m	m	m	m	m	m	m	m
	Chile	m	m	m	m	m	m	m	m
	Italy	-0.4	(0.7)	0.4	(0.7)	0.7	(0.4)	-0.3	(0.6)
	Netherlands	m	m	m	m	m	m	m	m
	Poland	-0.1	(0.1)	0.1	(0.1)	0.1	(0.1)	0.0	(0.1)
	Slovak Republic	-0.2	(0.5)	0.2	(0.5)	0.1	(0.3)	0.1	(0.4)
	Spain	0.4	(1.4)	-0.4	(1.4)	0.3	(0.4)	-0.7	(1.3)
	United States	-0.1	(2.9)	0.1	(2.9)	-1.5	(2.5)	1.5	(1.1)
	OECD average-7	-1.0	(0.6)	1.0	(0.6)	0.1	(0.4)	0.9	(0.3)
OECD average-10	m	m	m	m	m	m	m	m	
Partners	Brazil	m	m	m	m	m	m	m	m
	B-S-J-G (China)	m	m	m	m	m	m	m	m
	Lithuania	m	m	m	m	m	m	m	m
	Peru	m	m	m	m	m	m	m	m
	Russia	3.0	(1.1)	-3.0	(1.1)	-3.4	(0.9)	0.5	(0.6)

Note: Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/1]

Table IV.4.18 Students' immigrant background and performance in financial literacy


Results based on students' self-reports

	Financial literacy performance in PISA 2015							
	Immigrant students		Non-immigrant students		Difference in financial literacy performance between non-immigrant and immigrant students in PISA 2015			
	Mean score	S.E.	Mean score	S.E.	Before accounting for ESCS ¹		After accounting for ESCS	
				Score dif.	S.E.	Score dif.	S.E.	
OECD								
Australia	514	(3.8)	506	(1.8)	-8	(3.8)	-11	(3.4)
Belgium (Flemish)	459	(6.7)	558	(2.7)	99	(7.0)	75	(6.7)
Canadian provinces	540	(6.3)	536	(4.9)	-4	(6.3)	-3	(5.9)
Chile	390	(18.4)	435	(3.6)	46	(17.8)	36	(13.5)
Italy	459	(7.0)	488	(2.8)	29	(6.9)	18	(7.2)
Netherlands	457	(10.7)	518	(3.3)	61	(11.1)	32	(10.9)
Poland	c	c	487	(2.9)	c	c	c	c
Slovak Republic	381	(28.2)	449	(4.2)	68	(27.1)	67	(27.0)
Spain	441	(8.1)	474	(3.0)	33	(7.9)	19	(7.7)
United States	468	(6.8)	498	(3.8)	30	(7.1)	1	(6.6)
OECD average-10	456	(4.3)	495	(1.1)	39	(4.2)	26	(4.0)
Partners								
Brazil	276	(19.2)	398	(3.8)	122	(19.9)	122	(19.4)
B-S-J-G (China)	397	(41.5)	569	(6.0)	171	(42.0)	170	(43.9)
Lithuania	437	(10.8)	452	(3.1)	15	(10.8)	19	(10.9)
Peru	345	(27.3)	405	(3.3)	60	(26.5)	65	(22.3)
Russia	509	(7.0)	515	(3.5)	6	(8.3)	5	(8.4)

1. ESCS refers to the PISA index of economic, social and cultural status.

Notes: Means and differences in financial literacy performance between non-immigrant and immigrant students are calculated considering only students for whom data on the PISA index of economic, social and cultural status are available.

Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/1]

Table IV.4.19 Student performance in financial literacy, by immigrant background

Results based on students' self-reports

	Difference in performance related to students' immigrant background divided by the variation in scores within each country/economy (effect size)													
	Financial literacy				Mathematics				Difference between performance in financial literacy and performance in...					
	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.		
OECD														
Australia	-6	(3.3)	-11	(3.6)	-8	(3.6)	-1	(3.6)	5	(2.5)	2	(2.8)	-5	(2.4)
Belgium (Flemish)	89	(6.0)	80	(5.8)	74	(5.9)	80	(5.2)	10	(4.7)	15	(3.8)	9	(3.5)
Canadian provinces	-3	(5.4)	-20	(5.3)	-13	(4.3)	-7	(4.2)	16	(5.4)	10	(4.7)	3	(4.4)
Chile	43	(16.9)	24	(13.5)	20	(16.0)	37	(16.7)	19	(11.2)	23	(11.1)	6	(11.3)
Italy	30	(7.2)	38	(5.3)	53	(5.5)	36	(4.4)	-8	(6.7)	-22	(7.9)	-6	(6.6)
Netherlands	51	(9.0)	54	(8.9)	47	(8.6)	59	(8.3)	-4	(7.1)	4	(5.9)	-8	(5.1)
Poland	c	c	c	c	c	c	c	c	c	c	c	c	c	c
Slovak Republic	53	(22.0)	65	(16.4)	84	(16.5)	71	(13.7)	-11	(17.3)	-31	(22.6)	-18	(20.9)
Spain	33	(7.6)	51	(5.2)	46	(5.6)	48	(5.0)	-19	(6.8)	-14	(6.7)	-15	(5.9)
United States	27	(6.4)	29	(5.7)	24	(6.1)	33	(5.1)	-2	(5.4)	3	(5.3)	-5	(4.7)
OECD average-10	35	(3.6)	34	(2.9)	36	(3.1)	40	(2.9)	1	(2.8)	-1	(3.2)	-4	(3.0)
Partners														
Brazil	106	(16.8)	69	(13.6)	105	(11.9)	74	(11.5)	37	(17.7)	1	(17.0)	32	(17.2)
B-S-J-G (China)	142	(34.9)	132	(22.9)	130	(23.6)	140	(18.2)	10	(40.1)	12	(37.0)	2	(31.4)
Lithuania	14	(10.6)	-10	(9.4)	6	(11.0)	9	(9.2)	24	(12.6)	8	(14.0)	5	(9.9)
Peru	61	(24.4)	78	(31.3)	57	(24.7)	40	(26.2)	-17	(29.5)	4	(22.9)	21	(18.5)
Russia	7	(9.1)	7	(7.5)	6	(9.2)	12	(7.8)	0	(7.9)	1	(11.0)	-5	(8.2)

Note: Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/1]

Table IV.4.20 Differences in financial literacy performance, by immigrant background and performance in the core PISA subjects

	Differences in financial literacy performance related to students' immigrant background (non-immigrant – immigrant students)											
	Before accounting for performance in other subjects		After accounting for performance in mathematics		After accounting for performance in reading		After accounting for performance in science		After accounting for performance in mathematics and reading		After accounting for performance in mathematics, reading and science	
	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD												
Australia	-7	(3.9)	4	(2.6)	1	(3.0)	-6	(2.6)	3	(2.6)	-2	(2.2)
Belgium (Flemish)	100	(6.9)	31	(5.4)	36	(4.4)	28	(4.2)	27	(4.6)	25	(4.2)
Canadian provinces	-4	(6.2)	12	(5.4)	7	(5.1)	2	(5.0)	11	(5.0)	5	(4.6)
Chile	45	(17.8)	26	(12.1)	29	(11.4)	15	(11.4)	26	(10.7)	20	(10.8)
Italy	29	(6.9)	5	(6.2)	-5	(7.3)	4	(6.3)	-4	(6.6)	-1	(6.4)
Netherlands	61	(11.3)	8	(8.0)	16	(7.1)	1	(6.2)	8	(7.0)	3	(6.3)
Poland	c	c	c	c	c	c	c	c	c	c	c	c
Slovak Republic	65	(26.8)	13	(20.7)	-4	(25.0)	6	(24.3)	-2	(22.3)	-2	(23.0)
Spain	34	(7.8)	-4	(7.0)	-1	(6.8)	-4	(6.2)	-7	(6.6)	-7	(6.2)
United States	30	(7.0)	4	(5.6)	9	(5.5)	0	(5.1)	4	(5.4)	1	(5.1)
OECD average-10	39	(4.2)	11	(3.2)	10	(3.5)	5	(3.4)	7	(3.2)	5	(3.2)
Partners												
Brazil	124	(19.7)	74	(18.8)	44	(19.0)	65	(19.2)	48	(18.5)	52	(18.1)
B-S-J-G (China)	171	(41.9)	43	(46.7)	45	(43.6)	30	(38.5)	33	(42.8)	28	(39.9)
Lithuania	14	(10.8)	21	(11.6)	10	(12.5)	8	(9.4)	15	(11.9)	10	(10.8)
Peru	64	(25.6)	2	(26.2)	16	(22.3)	31	(17.9)	5	(21.7)	11	(20.1)
Russia	6	(8.3)	2	(6.9)	3	(8.4)	-1	(7.0)	2	(7.6)	0	(7.1)

Note: Values that are statistically significant are indicated in bold (see Annex A3).

StatLink <http://dx.doi.org/10.1787/888933485782>

[Part 1/1]

Table IV.4.21 Percentage of students, by language spoken at home*Results based on students' self-reports*

	All students				Immigrant students				Non-immigrant students				Difference between non-immigrant students and immigrant students			
	Students who speak another language at home		Students who speak the language of assessment at home		Students who speak another language at home		Students who speak the language of assessment at home		Students who speak another language at home		Students who speak the language of assessment at home		Students who speak another language at home		Students who speak the language of assessment at home	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.	% dif.	S.E.
OECD																
Australia	11.6	(0.5)	88.4	(0.5)	38.4	(1.2)	61.6	(1.2)	2.3	(0.2)	97.7	(0.2)	-36.1	(1.3)	36.1	(1.3)
Belgium (Flemish)	15.5	(1.2)	84.5	(1.2)	60.2	(2.7)	39.8	(2.7)	7.7	(1.0)	92.3	(1.0)	-52.5	(2.5)	52.5	(2.5)
Canadian provinces	18.8	(0.9)	81.2	(0.9)	46.6	(1.4)	53.4	(1.4)	4.7	(0.4)	95.3	(0.4)	-41.9	(1.4)	41.9	(1.4)
Chile	1.2	(0.2)	98.8	(0.2)	4.5	(1.4)	95.5	(1.4)	1.0	(0.2)	99.0	(0.2)	-3.5	(1.4)	3.5	(1.4)
Italy	16.4	(0.7)	83.6	(0.7)	59.1	(2.8)	40.9	(2.8)	12.7	(0.6)	87.3	(0.6)	-46.4	(2.8)	46.4	(2.8)
Netherlands	7.2	(0.6)	92.8	(0.6)	47.7	(2.6)	52.3	(2.6)	1.9	(0.3)	98.1	(0.3)	-45.8	(2.6)	45.8	(2.6)
Poland	1.1	(0.2)	98.9	(0.2)	c	c	c	c	0.9	(0.2)	99.1	(0.2)	c	c	c	c
Slovak Republic	8.8	(0.6)	91.2	(0.6)	51.7	(7.6)	48.3	(7.6)	7.8	(0.6)	92.2	(0.6)	-43.9	(7.5)	43.9	(7.5)
Spain	18.7	(1.0)	81.3	(1.0)	52.3	(2.9)	47.7	(2.9)	14.3	(0.9)	85.7	(0.9)	-38.0	(3.0)	38.0	(3.0)
United States	18.5	(1.4)	81.5	(1.4)	66.9	(1.7)	33.1	(1.7)	3.5	(0.4)	96.5	(0.4)	-63.5	(1.6)	63.5	(1.6)
OECD average-10	11.8	(0.3)	88.2	(0.3)	47.5	(1.1)	52.5	(1.1)	5.7	(0.2)	94.3	(0.2)	-41.3	(1.1)	41.3	(1.1)
Partners																
Brazil	1.3	(0.1)	98.7	(0.1)	15.0	(3.6)	85.0	(3.6)	1.2	(0.1)	98.8	(0.1)	-13.9	(3.6)	13.9	(3.6)
B-S-J-G (China)	1.7	(0.2)	98.3	(0.2)	22.0	(9.3)	78.0	(9.3)	1.6	(0.2)	98.4	(0.2)	-20.4	(9.3)	20.4	(9.3)
Lithuania	5.4	(0.5)	94.6	(0.5)	26.7	(4.3)	73.3	(4.3)	4.9	(0.5)	95.1	(0.5)	-21.9	(4.3)	21.9	(4.3)
Peru	7.4	(0.8)	92.6	(0.8)	14.8	(6.4)	85.2	(6.4)	7.2	(0.8)	92.8	(0.8)	-7.6	(6.4)	7.6	(6.4)
Russia	5.2	(1.2)	94.8	(1.2)	15.0	(2.3)	85.0	(2.3)	4.5	(1.4)	95.5	(1.4)	-10.5	(2.9)	10.5	(2.9)

Note: Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/1]

Table IV.4.22 Student performance in financial literacy, by language spoken at home


Results based on students' self-reports

		All students							
		Students who speak another language at home		Students who speak the language of assessment at home		Difference in financial literacy performance between students who speak and those who do not speak the language of assessment at home			
		Mean score	S.E.	Mean score	S.E.	Before accounting for ESCS ¹		After accounting for ESCS	
						Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	484	(6.1)	509	(1.8)	25	(6.0)	14	(5.3)
	Belgium (Flemish)	464	(9.9)	557	(2.8)	93	(10.2)	76	(8.3)
	Canadian provinces	526	(6.7)	538	(4.7)	11	(5.9)	8	(5.8)
	Chile	398	(22.7)	434	(3.7)	36	(22.0)	51	(20.7)
	Italy	456	(5.7)	491	(2.7)	35	(5.4)	25	(5.2)
	Netherlands	448	(11.6)	515	(3.1)	67	(11.1)	40	(11.0)
	Poland	453	(22.0)	487	(2.9)	34	(21.5)	42	(20.8)
	Slovak Republic	375	(15.8)	453	(3.9)	78	(14.7)	56	(13.3)
	Spain	459	(7.3)	472	(3.2)	13	(7.5)	9	(7.2)
	United States	450	(6.3)	497	(3.7)	47	(6.5)	16	(6.3)
	OECD average-10	451	(4.1)	495	(1.1)	44	(4.0)	34	(3.8)
Partners	Brazil	359	(19.9)	396	(3.8)	37	(19.8)	50	(19.3)
	B-S-J-G (China)	489	(14.0)	568	(6.1)	79	(15.3)	61	(13.4)
	Lithuania	383	(10.1)	454	(3.1)	71	(9.9)	66	(9.9)
	Peru	304	(6.6)	411	(3.4)	106	(6.8)	79	(6.7)
	Russia	485	(10.1)	516	(3.3)	31	(10.5)	24	(11.2)
		Immigrant students							
		Students who speak another language at home		Students who speak the language of assessment at home		Difference in financial literacy performance between students who speak and those who do not speak the language of assessment at home			
		Mean score	S.E.	Mean score	S.E.	Before accounting for ESCS		After accounting for ESCS	
						Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	502	(6.7)	521	(3.6)	19	(6.8)	8	(6.1)
	Belgium (Flemish)	439	(7.9)	490	(9.7)	50	(10.9)	44	(10.6)
	Canadian provinces	537	(8.0)	543	(6.4)	5	(6.8)	0	(6.8)
	Chile	c	c	388	(18.7)	c	c	c	c
	Italy	449	(9.1)	474	(9.1)	26	(12.2)	24	(12.5)
	Netherlands	446	(12.7)	468	(11.3)	22	(11.5)	19	(11.7)
	Poland	c	c	c	c	c	c	c	c
	Slovak Republic	396	(35.2)	365	(35.2)	-32	(42.2)	-31	(43.0)
	Spain	432	(11.8)	451	(8.0)	18	(12.5)	18	(12.3)
	United States	457	(7.5)	488	(7.8)	31	(7.8)	17	(7.8)
	OECD average-10	458	(5.4)	465	(5.1)	17	(6.2)	12	(6.3)
Partners	Brazil	c	c	273	(20.3)	c	c	c	c
	B-S-J-G (China)	c	c	c	c	c	c	c	c
	Lithuania	402	(24.7)	450	(10.7)	48	(25.9)	43	(26.0)
	Peru	c	c	c	c	c	c	c	c
	Russia	480	(18.4)	514	(7.1)	34	(18.6)	34	(19.2)
		Non-immigrant students							
		Students who speak another language at home		Students who speak the language of assessment at home		Difference in financial literacy performance between students who speak and those who do not speak the language of assessment at home			
		Mean score	S.E.	Mean score	S.E.	Before accounting for ESCS		After accounting for ESCS	
						Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	402	(8.9)	508	(1.9)	107	(8.9)	97	(8.6)
	Belgium (Flemish)	501	(13.2)	562	(2.9)	62	(13.6)	56	(10.0)
	Canadian provinces	489	(9.5)	539	(5.1)	50	(9.7)	49	(9.6)
	Chile	404	(24.4)	436	(3.6)	32	(24.1)	48	(22.7)
	Italy	460	(6.5)	492	(2.7)	32	(6.1)	23	(5.7)
	Netherlands	467	(14.8)	519	(3.3)	52	(14.6)	44	(13.3)
	Poland	450	(22.5)	488	(2.9)	38	(21.8)	40	(20.6)
	Slovak Republic	376	(15.7)	455	(3.9)	79	(14.8)	55	(13.8)
	Spain	475	(6.2)	474	(3.2)	0	(6.7)	-1	(6.5)
	United States	428	(11.0)	500	(3.8)	72	(10.9)	47	(11.5)
	OECD average-10	445	(4.6)	497	(1.1)	52	(4.5)	46	(4.2)
Partners	Brazil	368	(21.0)	399	(3.8)	31	(20.7)	41	(20.2)
	B-S-J-G (China)	498	(14.5)	570	(6.1)	72	(15.9)	54	(14.1)
	Lithuania	387	(9.8)	455	(3.0)	69	(9.5)	63	(9.4)
	Peru	308	(6.6)	412	(3.4)	105	(6.9)	76	(6.7)
	Russia	488	(12.5)	516	(3.6)	29	(12.7)	20	(13.5)

1. ESCS refers to the PISA index of economic, social and cultural status.

Notes: Means and differences in financial literacy performance between students who speak and those who do not speak the language of assessment at home are calculated considering only students for whom data on the PISA index of economic, social and cultural status and on immigrant background are available.

Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/2]

Table IV.4.23 Differences in financial literacy performance, by motivation and performance in the core PISA subjects

		Differences in financial literacy performance related to students' achievement motivation (agree - disagree)					
		I want top grades in most or all of my courses					
		Before accounting for performance in other subjects		After accounting for performance in mathematics and reading		After accounting for performance in mathematics, reading and science	
		Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	45	(4.2)	4	(4.0)	7	(3.3)
	Belgium (Flemish)	-17	(4.1)	-8	(3.7)	-8	(3.4)
	Canadian provinces	32	(6.7)	0	(4.7)	3	(4.4)
	Chile	17	(8.8)	3	(7.0)	4	(6.8)
	Italy	11	(6.2)	5	(4.6)	7	(4.4)
	Netherlands	25	(7.7)	6	(5.6)	8	(5.2)
	Poland	9	(3.5)	-1	(2.4)	-1	(2.4)
	Slovak Republic	40	(5.6)	10	(5.7)	10	(5.5)
	Spain	24	(4.1)	3	(2.9)	3	(3.0)
	United States	26	(7.9)	7	(5.7)	11	(5.5)
	OECD average-10	21	(1.9)	3	(1.5)	4	(1.5)
Partners	Brazil	36	(10.7)	2	(9.7)	3	(9.9)
	B-S-J-G (China)	-1	(4.1)	-2	(2.9)	-3	(2.9)
	Lithuania	37	(4.9)	0	(3.5)	1	(3.4)
	Peru	18	(9.1)	7	(7.0)	5	(6.9)
	Russia	19	(5.5)	8	(5.4)	8	(5.2)
		Differences in financial literacy performance related to students' achievement motivation (agree - disagree)					
		I want to be able to select from among the best opportunities available when I graduate					
		Before accounting for performance in other subjects		After accounting for performance in mathematics and reading		After accounting for performance in mathematics, reading and science	
		Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	79	(6.2)	10	(5.5)	8	(4.5)
	Belgium (Flemish)	24	(6.2)	0	(4.3)	-2	(4.2)
	Canadian provinces	40	(11.8)	-7	(9.5)	-5	(10.1)
	Chile	40	(12.9)	5	(11.8)	4	(10.9)
	Italy	37	(10.7)	2	(7.6)	4	(7.0)
	Netherlands	39	(8.8)	2	(6.5)	0	(6.3)
	Poland	29	(4.3)	-4	(3.6)	-4	(3.6)
	Slovak Republic	67	(8.5)	2	(6.7)	3	(6.4)
	Spain	54	(8.4)	0	(6.4)	0	(6.5)
	United States	35	(12.0)	1	(9.3)	7	(8.7)
	OECD average-10	44	(3.0)	1	(2.4)	2	(2.3)
Partners	Brazil	62	(11.8)	6	(11.0)	4	(10.5)
	B-S-J-G (China)	12	(11.9)	-5	(8.7)	-2	(8.3)
	Lithuania	63	(6.1)	7	(4.1)	7	(4.1)
	Peru	67	(9.1)	23	(6.7)	20	(6.4)
	Russia	44	(8.6)	7	(9.7)	8	(8.8)
		Differences in financial literacy performance related to students' achievement motivation (agree - disagree)					
		I want to be the best, whatever I do					
		Before accounting for performance in other subjects		After accounting for performance in mathematics and reading		After accounting for performance in mathematics, reading and science	
		Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	-3	(3.0)	0	(3.0)	4	(2.2)
	Belgium (Flemish)	-8	(4.7)	-5	(3.5)	-4	(3.1)
	Canadian provinces	10	(6.7)	3	(6.4)	6	(6.1)
	Chile	1	(5.6)	-2	(4.4)	-1	(4.4)
	Italy	-3	(4.1)	7	(3.5)	8	(3.3)
	Netherlands	6	(4.7)	1	(3.2)	0	(3.0)
	Poland	-2	(3.2)	-3	(2.2)	-4	(2.2)
	Slovak Republic	8	(5.6)	7	(5.7)	7	(5.6)
	Spain	12	(4.0)	-1	(3.5)	-2	(3.5)
	United States	-2	(7.3)	4	(5.4)	7	(5.7)
	OECD average-10	2	(1.6)	1	(1.3)	2	(1.3)
Partners	Brazil	-9	(4.3)	-5	(4.0)	-5	(4.1)
	B-S-J-G (China)	-12	(7.1)	2	(5.5)	4	(5.4)
	Lithuania	24	(3.4)	1	(3.0)	0	(2.9)
	Peru	34	(6.1)	12	(4.8)	11	(4.5)
	Russia	5	(4.7)	4	(4.9)	5	(4.6)


Note: Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 2/2]

Table IV.4.23 Differences in financial literacy performance, by motivation and performance in the core PISA subjects

		Differences in financial literacy performance related to students' achievement motivation (agree – disagree)					
		I see myself as an ambitious person					
		Before accounting for performance in other subjects		After accounting for performance in mathematics and reading		After accounting for performance in mathematics, reading and science	
		Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	20	(3.6)	8	(3.0)	9	(2.3)
	Belgium (Flemish)	36	(3.7)	0	(2.5)	0	(2.4)
	Canadian provinces	10	(5.5)	2	(4.4)	5	(4.9)
	Chile	25	(4.8)	-3	(3.7)	-4	(3.7)
	Italy	19	(4.1)	5	(3.3)	7	(3.2)
	Netherlands	40	(5.1)	10	(3.6)	9	(3.5)
	Poland	12	(4.3)	-3	(3.5)	-3	(3.4)
	Slovak Republic	30	(5.6)	8	(4.5)	7	(4.5)
	Spain	35	(3.5)	2	(2.7)	2	(2.8)
	United States	17	(5.0)	7	(4.4)	11	(3.9)
	OECD average-10	24	(1.4)	4	(1.1)	4	(1.1)
Partners	Brazil	20	(4.9)	0	(4.5)	-2	(4.2)
	B-S-J-G (China)	6	(5.1)	0	(3.0)	1	(3.4)
	Lithuania	36	(4.1)	4	(3.9)	4	(3.8)
	Peru	41	(3.9)	3	(3.1)	2	(3.1)
	Russia	23	(4.9)	9	(4.8)	9	(4.8)
		Differences in financial literacy performance related to students' achievement motivation (agree – disagree)					
		I want to be one of the best students in my class					
		Before accounting for performance in other subjects		After accounting for performance in mathematics and reading		After accounting for performance in mathematics, reading and science	
		Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	50	(2.9)	8	(2.6)	8	(2.0)
	Belgium (Flemish)	4	(4.2)	-4	(3.5)	-4	(3.3)
	Canadian provinces	36	(5.0)	3	(4.4)	5	(4.1)
	Chile	6	(5.2)	-5	(4.0)	-4	(4.4)
	Italy	15	(4.2)	5	(3.6)	7	(3.3)
	Netherlands	21	(4.8)	2	(3.3)	1	(3.4)
	Poland	36	(3.7)	1	(3.3)	1	(3.2)
	Slovak Republic	35	(4.5)	15	(4.0)	14	(4.0)
	Spain	30	(4.1)	4	(3.0)	3	(3.2)
	United States	16	(5.3)	1	(3.6)	4	(3.9)
	OECD average-10	25	(1.4)	3	(1.1)	4	(1.1)
Partners	Brazil	6	(4.0)	4	(3.7)	4	(3.7)
	B-S-J-G (China)	43	(5.0)	4	(3.6)	3	(3.4)
	Lithuania	35	(3.5)	-2	(2.9)	-3	(3.0)
	Peru	18	(4.9)	10	(4.2)	9	(4.0)
	Russia	19	(4.1)	7	(3.9)	7	(3.8)


Note: Values that are statistically significant are indicated in bold (see Annex A3).
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[Part 1/1]

Table IV.4.24 Motivation to achieve and performance in the core PISA subjects

Results based on students' self-reports

		Difference in performance related to students' achievement motivation divided by the variation in scores within each country/economy (effect size)													
		Financial literacy		Mathematics		Reading		Science		Difference between performance in financial literacy and performance in...					
										Mathematics		Reading		Science	
		Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.
OECD	Australia	23	(1.0)	21	(1.6)	21	(1.5)	20	(1.0)	1	(1.6)	2	(1.4)	3	(0.8)
	Belgium (Flemish)	3	(2.9)	8	(2.8)	3	(2.8)	5	(2.6)	-6	(2.6)	-1	(2.8)	-2	(2.0)
	Canadian provinces	20	(1.9)	22	(1.7)	22	(1.6)	20	(1.4)	-2	(2.5)	-1	(1.8)	0	(2.0)
	Chile	11	(2.1)	12	(1.9)	16	(1.9)	13	(1.7)	-1	(2.3)	-4	(2.1)	-2	(2.0)
	Italy	11	(2.4)	8	(2.1)	8	(2.4)	6	(2.2)	3	(1.8)	3	(2.1)	5	(2.0)
	Netherlands	13	(2.8)	14	(2.6)	10	(2.8)	14	(2.6)	-1	(2.0)	3	(2.2)	-1	(1.8)
	Poland	17	(1.9)	21	(2.0)	19	(2.2)	22	(1.9)	-5	(1.7)	-3	(1.9)	-5	(1.5)
	Slovak Republic	21	(2.2)	23	(2.0)	22	(1.7)	23	(1.6)	-2	(2.9)	-1	(2.3)	-1	(2.6)
	Spain	23	(2.0)	28	(1.6)	23	(1.6)	27	(1.6)	-5	(1.5)	0	(1.8)	-4	(1.8)
	United States	13	(2.0)	13	(2.2)	13	(2.0)	10	(1.6)	0	(2.5)	0	(1.7)	3	(1.6)
	OECD average-10	16	(0.7)	17	(0.7)	16	(0.7)	16	(0.6)	-2	(0.7)	0	(0.6)	0	(0.6)
Partners	Brazil	17	(2.0)	18	(2.1)	20	(1.8)	21	(1.5)	-2	(2.4)	-4	(2.1)	-4	(1.5)
	B-S-J-G (China)	19	(2.0)	20	(1.9)	19	(1.8)	20	(1.6)	-1	(1.9)	0	(1.5)	-1	(1.6)
	Lithuania	20	(1.3)	24	(1.5)	26	(1.4)	25	(1.2)	-4	(1.4)	-5	(1.5)	-4	(1.4)
	Peru	24	(2.4)	26	(2.2)	21	(2.3)	25	(2.1)	-2	(2.3)	3	(2.0)	-1	(1.7)
	Russia	15	(2.6)	18	(2.2)	16	(2.1)	17	(1.5)	-4	(3.6)	-2	(3.3)	-3	(2.6)

Note: Values that are statistically significant are indicated in bold (see Annex A3).
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[Part 1/1]

Table IV.4.25a Likelihood of low performance in financial literacy, by student characteristics and performance in mathematics and reading


Results based on students' self-reports

		Increased likelihood of being a low performer in financial literacy (performing at or below Level 1)											
		Boys		PISA index of economic, social and cultural status (ESCS)									
				Bottom quarter of ESCS		Second quarter of ESCS		Third quarter of ESCS					
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.				
OECD	Australia	1.29	(0.15)	2.81	(0.52)	2.01	(0.34)	1.39	(0.21)				
	Belgium (Flemish)	1.13	(0.29)	3.12	(1.01)	2.74	(0.91)	1.83	(0.61)				
	Canadian provinces	1.04	(0.16)	1.86	(0.44)	1.49	(0.41)	1.16	(0.33)				
	Chile	1.01	(0.12)	2.20	(0.42)	1.49	(0.24)	1.40	(0.23)				
	Italy	0.88	(0.16)	1.37	(0.32)	1.34	(0.29)	1.07	(0.22)				
	Netherlands	1.06	(0.20)	2.62	(0.65)	2.25	(0.57)	1.82	(0.47)				
	Poland	1.50	(0.20)	1.37	(0.24)	1.37	(0.24)	1.21	(0.22)				
	Slovak Republic	1.39	(0.17)	1.22	(0.20)	1.33	(0.20)	1.24	(0.20)				
	Spain	1.30	(0.16)	1.82	(0.30)	1.46	(0.24)	1.34	(0.20)				
	United States	0.96	(0.15)	2.22	(0.46)	1.96	(0.38)	1.66	(0.34)				
	OECD average-10	1.16	(0.06)	2.06	(0.16)	1.75	(0.14)	1.41	(0.10)				
Partners	Brazil	1.14	(0.11)	1.42	(0.21)	1.31	(0.20)	1.27	(0.16)				
	Lithuania	1.50	(0.14)	1.47	(0.27)	1.51	(0.25)	1.28	(0.19)				
	Peru	1.18	(0.11)	2.24	(0.36)	1.23	(0.21)	1.12	(0.14)				
	Russia	1.17	(0.19)	1.26	(0.30)	1.04	(0.26)	0.92	(0.19)				
		Increased likelihood of being a low performer in financial literacy (performing at or below Level 1)											
		Non-immigrant students		Students attending school located in a city (100 000 people or more)		Student is a low performer in mathematics		Student is a low performer in reading		Intercept		Pseudo R2	
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Pseudo R2	S.E.
OECD	Australia	0.77	(0.12)	0.83	(0.12)	7.30	(0.74)	9.91	(1.16)	0.04	(0.01)	0.399	(0.017)
	Belgium (Flemish)	0.37	(0.10)	1.40	(0.34)	6.88	(1.90)	8.98	(2.24)	0.02	(0.01)	0.445	(0.029)
	Canadian provinces	0.75	(0.17)	0.83	(0.17)	5.49	(1.07)	6.34	(1.07)	0.05	(0.02)	0.247	(0.022)
	Chile	0.65	(0.26)	0.89	(0.15)	6.52	(0.89)	4.93	(0.74)	0.15	(0.07)	0.313	(0.017)
	Italy	0.84	(0.24)	0.71	(0.15)	5.18	(0.72)	5.15	(1.01)	0.09	(0.03)	0.259	(0.022)
	Netherlands	0.63	(0.18)	0.72	(0.17)	6.88	(1.72)	8.23	(1.98)	0.07	(0.02)	0.361	(0.040)
	Poland	c	c	0.95	(0.16)	6.43	(1.31)	6.91	(1.24)	0.06	(0.06)	0.271	(0.023)
	Slovak Republic	1.03	(0.50)	0.76	(0.17)	3.36	(0.53)	4.58	(0.84)	0.16	(0.09)	0.212	(0.023)
	Spain	1.03	(0.19)	0.99	(0.15)	5.76	(0.84)	6.41	(0.99)	0.08	(0.02)	0.268	(0.020)
	United States	1.00	(0.20)	1.09	(0.18)	7.59	(1.21)	7.18	(1.38)	0.03	(0.01)	0.366	(0.020)
	OECD average-10	0.79	(0.08)	0.92	(0.06)	6.14	(0.37)	6.86	(0.43)	0.08	(0.01)	0.314	(0.008)
Partners	Brazil	0.28	(0.19)	1.07	(0.12)	3.67	(0.43)	4.43	(0.37)	0.72	(0.73)	0.211	(0.014)
	Lithuania	0.83	(0.25)	0.88	(0.11)	4.78	(0.58)	5.57	(0.77)	0.14	(0.05)	0.266	(0.018)
	Peru	0.33	(0.20)	0.98	(0.23)	5.75	(0.75)	9.27	(1.18)	0.18	(0.15)	0.382	(0.016)
	Russia	0.87	(0.29)	0.89	(0.16)	4.23	(0.76)	4.75	(0.90)	0.05	(0.02)	0.194	(0.022)

Notes: Multivariate logistic regression model: likelihood of being a low performer in financial literacy (performing at or below Level 1) is regressed on all variables in the table. Reference categories are: girls, students in the top quarter of ESCS, immigrant students, students attending school in a town or rural area, students who perform at or above Level 2 in mathematics, students who perform at or above Level 2 in reading.

Results are not reported for countries and economies where the percentage of low performers in financial literacy is less than 10%.

Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/1]

Table IV.4.25b Likelihood of low performance in financial literacy, by student characteristics and performance in the core PISA subjects

Results based on students' self-reports

		Increased likelihood of being a low performer in financial literacy (performing at or below Level 1)													
		Boys		PISA index of economic, social and cultural status (ESCS)						Intercept		Pseudo R2			
				Bottom quarter of ESCS		Second quarter of ESCS		Third quarter of ESCS							
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.				
OECD	Australia	1.48	(0.16)	2.69	(0.49)	1.99	(0.35)	1.37	(0.21)						
	Belgium (Flemish)	1.27	(0.32)	2.86	(1.03)	2.58	(0.92)	1.77	(0.60)						
	Canadian provinces	1.07	(0.16)	1.86	(0.45)	1.50	(0.45)	1.18	(0.34)						
	Chile	1.11	(0.15)	1.98	(0.39)	1.44	(0.23)	1.36	(0.22)						
	Italy	0.97	(0.17)	1.29	(0.27)	1.30	(0.29)	1.05	(0.22)						
	Netherlands	1.17	(0.25)	2.40	(0.61)	2.10	(0.55)	1.77	(0.48)						
	Poland	1.61	(0.22)	1.25	(0.22)	1.29	(0.24)	1.16	(0.21)						
	Slovak Republic	1.47	(0.19)	1.14	(0.19)	1.29	(0.19)	1.22	(0.20)						
	Spain	1.36	(0.17)	1.70	(0.29)	1.39	(0.23)	1.31	(0.19)						
	United States	1.02	(0.17)	2.16	(0.42)	1.92	(0.38)	1.65	(0.35)						
	OECD average-10	1.25	(0.06)	1.93	(0.16)	1.68	(0.14)	1.38	(0.10)						
Partners	Brazil	1.21	(0.12)	1.32	(0.21)	1.23	(0.20)	1.23	(0.16)						
	Lithuania	1.59	(0.16)	1.39	(0.26)	1.46	(0.23)	1.27	(0.19)						
	Peru	1.30	(0.13)	2.05	(0.32)	1.15	(0.20)	1.07	(0.14)						
	Russia	1.25	(0.20)	1.18	(0.28)	0.99	(0.25)	0.92	(0.19)						
		Increased likelihood of being a low performer in financial literacy (performing at or below Level 1)													
		Non-immigrant students		Students attending school located in a city (100 000 people or more)		Student is a low performer in mathematics		Student is a low performer in reading		Student is a low performer in science		Intercept		Pseudo R2	
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Pseudo R2	S.E.
OECD	Australia	0.81	(0.12)	0.80	(0.11)	3.80	(0.53)	4.96	(0.73)	6.38	(0.78)	0.03	(0.01)	0.439	(0.016)
	Belgium (Flemish)	0.39	(0.11)	1.40	(0.34)	3.81	(1.13)	4.50	(1.22)	5.15	(1.69)	0.02	(0.01)	0.471	(0.029)
	Canadian provinces	0.78	(0.19)	0.82	(0.16)	3.25	(0.75)	3.67	(0.81)	3.83	(0.88)	0.05	(0.02)	0.267	(0.023)
	Chile	0.74	(0.30)	0.90	(0.15)	4.16	(0.62)	2.72	(0.47)	3.72	(0.56)	0.12	(0.06)	0.340	(0.018)
	Italy	0.78	(0.23)	0.74	(0.17)	2.83	(0.47)	2.92	(0.62)	4.32	(0.81)	0.08	(0.03)	0.291	(0.022)
	Netherlands	0.73	(0.22)	0.72	(0.17)	3.14	(1.02)	3.97	(1.06)	6.95	(1.86)	0.05	(0.02)	0.405	(0.039)
	Poland	c	c	0.97	(0.17)	3.75	(0.87)	4.42	(0.95)	3.55	(0.73)	0.06	(0.05)	0.290	(0.022)
	Slovak Republic	1.13	(0.61)	0.78	(0.17)	2.23	(0.39)	3.10	(0.59)	2.75	(0.50)	0.14	(0.08)	0.227	(0.023)
	Spain	1.03	(0.20)	0.99	(0.15)	3.57	(0.65)	3.92	(0.79)	3.54	(0.76)	0.08	(0.02)	0.287	(0.020)
	United States	1.05	(0.22)	1.05	(0.18)	4.90	(0.94)	4.04	(0.93)	3.82	(0.75)	0.03	(0.01)	0.389	(0.021)
	OECD average-10	0.83	(0.09)	0.92	(0.06)	3.54	(0.24)	3.82	(0.27)	4.40	(0.33)	0.07	(0.01)	0.341	(0.008)
Partners	Brazil	0.28	(0.19)	1.09	(0.13)	2.50	(0.31)	2.72	(0.29)	2.96	(0.34)	0.65	(0.63)	0.233	(0.015)
	Lithuania	0.89	(0.29)	0.87	(0.11)	2.87	(0.53)	3.65	(0.62)	3.29	(0.70)	0.12	(0.05)	0.284	(0.018)
	Peru	0.31	(0.19)	0.97	(0.24)	3.47	(0.46)	5.43	(0.76)	3.93	(0.58)	0.16	(0.15)	0.406	(0.017)
	Russia	0.86	(0.30)	0.90	(0.16)	2.55	(0.52)	2.83	(0.59)	3.66	(0.89)	0.05	(0.02)	0.220	(0.025)

Notes: Multivariate logistic regression model: likelihood of being a low performer in financial literacy (performing at or below Level 1) is regressed on all variables in the table. Reference categories are: girls, students in the top quarter of ESCS, immigrant students, students attending school in a town or rural area, students who perform at or above Level 2 in mathematics, students who perform at or above Level 2 in reading, and students who perform at or above Level 2 in science. Results are not reported for countries and economies where the percentage of low performers in financial literacy is less than 10%. Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/1]

Table IV.5.1 Percentage of students who discuss money matters with parents

Results based on students' self-reports

	Percentage of students who discuss money matters with parents							
	Never or hardly ever		Once or twice a month		Once or twice a week		Almost every day	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD								
Australia	15.7	(0.4)	34.9	(0.6)	37.1	(0.6)	12.4	(0.4)
Belgium (Flemish)	16.1	(1.2)	37.5	(1.4)	32.8	(1.5)	13.6	(1.0)
Canadian provinces	13.1	(0.8)	33.0	(1.4)	36.4	(1.3)	17.4	(1.1)
Chile	18.7	(1.1)	29.0	(1.3)	29.6	(1.4)	22.6	(1.2)
Italy	17.6	(1.1)	25.3	(1.1)	34.5	(1.5)	22.7	(1.4)
Netherlands	13.1	(0.9)	35.6	(1.4)	36.7	(1.2)	14.5	(1.1)
Poland	15.7	(0.9)	35.0	(1.2)	34.6	(1.2)	14.7	(0.8)
Slovak Republic	20.2	(1.3)	33.6	(1.5)	31.1	(1.3)	15.1	(1.1)
Spain	21.6	(0.9)	28.0	(1.3)	32.1	(1.5)	18.3	(1.1)
United States	12.3	(1.0)	32.4	(1.5)	34.1	(1.5)	21.2	(1.3)
OECD average-10	16.4	(0.3)	32.4	(0.4)	33.9	(0.4)	17.3	(0.3)
Partners								
Brazil	n	n	n	n	n	n	n	n
B-S-J-G (China)	21.8	(1.3)	40.5	(1.2)	29.7	(1.2)	8.0	(0.7)
Lithuania	11.6	(0.9)	27.4	(1.2)	38.0	(1.3)	23.0	(1.2)
Peru	n	n	n	n	n	n	n	n
Russia	14.6	(1.0)	29.2	(1.7)	35.9	(1.7)	20.3	(1.5)

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[Part 1/1]

Table IV.5.2 Percentage of students who discuss money matters with friends

Results based on students' self-reports

	Percentage of students who discuss money matters with friends							
	Never or hardly ever		Once or twice a month		Once or twice a week		Almost every day	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD								
Australia	38.5	(0.5)	34.3	(0.5)	21.0	(0.5)	6.1	(0.3)
Belgium (Flemish)	47.4	(1.8)	30.3	(1.4)	17.4	(1.3)	5.0	(0.8)
Canadian provinces	42.3	(1.2)	31.2	(1.2)	20.4	(1.0)	6.2	(0.6)
Chile	42.6	(1.4)	28.3	(1.3)	20.8	(1.2)	8.2	(0.8)
Italy	45.6	(1.5)	29.6	(1.3)	17.4	(1.2)	7.4	(0.7)
Netherlands	39.0	(1.6)	32.9	(1.3)	21.5	(1.1)	6.7	(0.8)
Poland	31.0	(1.1)	36.2	(1.0)	23.4	(1.1)	9.4	(0.7)
Slovak Republic	32.5	(1.4)	34.0	(1.2)	21.2	(1.0)	12.4	(1.0)
Spain	42.0	(1.2)	30.1	(1.1)	20.5	(1.0)	7.4	(0.8)
United States	45.2	(1.6)	30.2	(1.4)	15.7	(1.0)	8.9	(0.9)
OECD average-10	40.6	(0.4)	31.7	(0.4)	19.9	(0.3)	7.8	(0.2)
Partners								
Brazil	n	n	n	n	n	n	n	n
B-S-J-G (China)	38.3	(1.3)	32.4	(1.2)	22.2	(1.1)	7.1	(0.6)
Lithuania	26.5	(1.2)	34.3	(1.2)	25.9	(1.4)	13.3	(0.9)
Peru	n	n	n	n	n	n	n	n
Russia	37.5	(1.7)	28.5	(1.5)	23.3	(1.4)	10.7	(1.0)

StatLink <http://dx.doi.org/10.1787/888933485868>

[Part 1/1]


Table IV.5.3 Likelihood of discussing money matters with parents, by student characteristics

Results based on students' self-reports

		Likelihood of discussing money matters with parents											
		Once or twice a month											
		PISA index of economic, social and cultural status (ESCS)								Intercept			
		Boys		Second quarter of ESCS		Third quarter of ESCS		Top quarter of ESCS					
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.		
OECD	Australia	0.70	(0.04)	1.07	(0.10)	1.32	(0.12)	1.42	(0.12)	2.31	(0.16)		
	Belgium (Flemish)	0.82	(0.15)	1.38	(0.35)	1.17	(0.35)	1.54	(0.47)	2.08	(0.46)		
	Canadian provinces	0.96	(0.17)	1.08	(0.24)	1.28	(0.31)	1.35	(0.42)	2.26	(0.41)		
	Chile	1.28	(0.26)	0.98	(0.22)	1.27	(0.30)	1.38	(0.35)	1.23	(0.22)		
	Italy	1.08	(0.21)	1.29	(0.41)	1.18	(0.32)	1.57	(0.42)	1.14	(0.26)		
	Netherlands	0.85	(0.15)	1.60	(0.40)	1.99	(0.60)	1.81	(0.61)	1.92	(0.40)		
	Poland	0.84	(0.13)	2.10	(0.47)	1.66	(0.36)	1.65	(0.39)	1.61	(0.24)		
	Slovak Republic	0.76	(0.13)	1.83	(0.42)	1.38	(0.28)	2.21	(0.55)	1.30	(0.19)		
	Spain	1.04	(0.15)	0.73	(0.15)	0.92	(0.18)	1.22	(0.25)	1.35	(0.20)		
	United States	0.94	(0.19)	0.97	(0.25)	1.59	(0.41)	1.80	(0.43)	2.12	(0.42)		
	OECD average-10	0.93	(0.05)	1.30	(0.10)	1.38	(0.11)	1.59	(0.13)	1.73	(0.10)		
Partners	Brazil	n	n	n	n	n	n	n	n	n	n		
	B-S-J-G (China)	0.84	(0.13)	1.59	(0.34)	1.58	(0.26)	2.87	(0.64)	1.32	(0.19)		
	Lithuania	0.72	(0.15)	1.70	(0.49)	1.19	(0.33)	1.66	(0.52)	2.16	(0.43)		
	Peru	n	n	n	n	n	n	n	n	n	n		
	Russia	0.40	(0.09)	0.94	(0.30)	0.90	(0.23)	1.12	(0.32)	3.44	(0.84)		
		Likelihood of discussing money matters with parents											
		Once or twice a week											
		PISA index of economic, social and cultural status (ESCS)								Intercept			
		Boys		Second quarter of ESCS		Third quarter of ESCS		Top quarter of ESCS					
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.		
OECD	Australia	0.81	(0.05)	1.11	(0.10)	1.51	(0.13)	1.67	(0.15)	2.10	(0.17)		
	Belgium (Flemish)	0.62	(0.13)	1.18	(0.33)	1.11	(0.32)	1.42	(0.44)	2.24	(0.50)		
	Canadian provinces	1.28	(0.22)	1.21	(0.24)	1.71	(0.41)	1.51	(0.41)	1.88	(0.30)		
	Chile	1.18	(0.20)	0.90	(0.26)	1.32	(0.38)	1.57	(0.40)	1.26	(0.26)		
	Italy	1.32	(0.22)	1.08	(0.28)	0.65	(0.17)	1.57	(0.39)	1.68	(0.36)		
	Netherlands	0.80	(0.14)	0.90	(0.21)	1.30	(0.35)	1.46	(0.45)	2.76	(0.48)		
	Poland	0.93	(0.13)	1.67	(0.35)	1.59	(0.32)	1.52	(0.37)	1.66	(0.26)		
	Slovak Republic	1.10	(0.19)	1.83	(0.40)	1.41	(0.33)	2.12	(0.61)	1.00	(0.20)		
	Spain	0.98	(0.16)	0.81	(0.16)	0.96	(0.23)	1.13	(0.24)	1.56	(0.27)		
	United States	1.07	(0.23)	0.96	(0.29)	1.13	(0.34)	1.72	(0.44)	2.32	(0.56)		
	OECD average-10	1.01	(0.06)	1.17	(0.09)	1.27	(0.10)	1.57	(0.13)	1.85	(0.11)		
Partners	Brazil	n	n	n	n	n	n	n	n	n	n		
	B-S-J-G (China)	0.99	(0.19)	2.03	(0.45)	1.88	(0.37)	4.98	(1.27)	0.68	(0.12)		
	Lithuania	0.73	(0.14)	1.52	(0.36)	1.25	(0.33)	1.73	(0.53)	3.04	(0.56)		
	Peru	n	n	n	n	n	n	n	n	n	n		
	Russia	0.54	(0.13)	1.42	(0.42)	0.91	(0.23)	1.08	(0.24)	3.41	(0.82)		
		Likelihood of discussing money matters with parents											
		Almost every day											
		PISA index of economic, social and cultural status (ESCS)								Intercept		Pseudo R2	
		Boys		Second quarter of ESCS		Third quarter of ESCS		Top quarter of ESCS				Pseudo R2	S.E.
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.		
OECD	Australia	0.79	(0.07)	0.85	(0.09)	1.05	(0.12)	1.10	(0.13)	0.92	(0.08)	0.004	(0.001)
	Belgium (Flemish)	0.94	(0.21)	1.07	(0.32)	0.82	(0.24)	0.92	(0.35)	0.91	(0.21)	0.005	(0.004)
	Canadian provinces	1.09	(0.21)	0.84	(0.19)	1.33	(0.30)	1.38	(0.40)	1.18	(0.23)	0.004	(0.003)
	Chile	0.79	(0.15)	0.76	(0.17)	1.21	(0.27)	1.15	(0.30)	1.35	(0.25)	0.006	(0.003)
	Italy	1.24	(0.28)	1.14	(0.36)	1.05	(0.28)	1.38	(0.41)	1.03	(0.27)	0.007	(0.003)
	Netherlands	0.61	(0.11)	1.47	(0.43)	1.65	(0.57)	1.45	(0.58)	1.03	(0.24)	0.007	(0.004)
	Poland	0.73	(0.14)	2.09	(0.57)	1.73	(0.45)	1.33	(0.37)	0.75	(0.15)	0.005	(0.003)
	Slovak Republic	0.84	(0.17)	1.76	(0.42)	1.27	(0.32)	1.63	(0.51)	0.61	(0.15)	0.007	(0.004)
	Spain	0.77	(0.10)	0.74	(0.17)	0.86	(0.21)	0.99	(0.22)	1.09	(0.18)	0.003	(0.002)
	United States	1.16	(0.27)	0.74	(0.21)	1.29	(0.38)	1.52	(0.41)	1.45	(0.31)	0.005	(0.003)
	OECD average-10	0.90	(0.06)	1.15	(0.10)	1.23	(0.11)	1.28	(0.12)	1.03	(0.07)	0.005	(0.001)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	0.98	(0.22)	1.28	(0.32)	1.75	(0.42)	3.37	(1.04)	0.24	(0.06)	0.016	(0.005)
	Lithuania	0.55	(0.10)	1.60	(0.48)	1.34	(0.40)	1.84	(0.63)	2.00	(0.45)	0.005	(0.003)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	0.45	(0.11)	1.10	(0.32)	0.81	(0.25)	0.99	(0.31)	2.29	(0.62)	0.010	(0.005)

Notes: Multinomial logistic regression model: likelihood of discussing money matters with parents on a monthly, weekly or almost daily basis compared with never discussing is regressed on all variables in the table. Reference categories are: girls and students in the bottom quarter of ESCS.

Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/1]

Table IV.5.4 Likelihood of discussing money matters with friends, by student characteristics

Results based on students' self-reports

		Likelihood of discussing money matters with friends											
		Once or twice a month											
		PISA index of economic, social and cultural status (ESCS)								Intercept			
		Boys		Second quarter of ESCS		Third quarter of ESCS		Top quarter of ESCS					
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.		
OECD	Australia	1.15	(0.06)	0.99	(0.08)	1.06	(0.08)	0.93	(0.08)	0.84	(0.04)		
	Belgium (Flemish)	1.17	(0.16)	1.10	(0.21)	1.03	(0.20)	1.28	(0.24)	0.54	(0.08)		
	Canadian provinces	1.19	(0.17)	1.09	(0.17)	1.13	(0.17)	1.24	(0.22)	0.61	(0.09)		
	Chile	1.27	(0.18)	0.88	(0.16)	1.11	(0.20)	0.95	(0.15)	0.60	(0.09)		
	Italy	1.66	(0.23)	1.09	(0.20)	0.62	(0.10)	0.96	(0.20)	0.56	(0.07)		
	Netherlands	1.12	(0.17)	1.25	(0.24)	1.15	(0.23)	1.35	(0.29)	0.68	(0.11)		
	Poland	1.02	(0.11)	1.53	(0.29)	1.65	(0.30)	1.37	(0.23)	0.85	(0.12)		
	Slovak Republic	1.25	(0.17)	1.21	(0.25)	1.25	(0.25)	0.87	(0.19)	0.87	(0.14)		
	Spain	1.13	(0.14)	1.16	(0.21)	1.08	(0.24)	1.39	(0.24)	0.58	(0.09)		
	United States	1.00	(0.15)	0.71	(0.13)	0.93	(0.15)	1.37	(0.21)	0.66	(0.12)		
	OECD average-10	1.20	(0.05)	1.10	(0.06)	1.10	(0.06)	1.17	(0.07)	0.68	(0.03)		
Partners	Brazil	n	n	n	n	n	n	n	n	n	n		
	B-S-J-G (China)	0.96	(0.12)	1.22	(0.22)	0.92	(0.16)	1.73	(0.33)	0.74	(0.10)		
	Lithuania	1.32	(0.19)	1.55	(0.25)	1.37	(0.32)	1.75	(0.37)	0.84	(0.12)		
	Peru	n	n	n	n	n	n	n	n	n	n		
	Russia	0.95	(0.16)	1.18	(0.27)	1.08	(0.31)	1.16	(0.25)	0.72	(0.13)		
		Likelihood of discussing money matters with friends											
		Once or twice a week											
		PISA index of economic, social and cultural status (ESCS)								Intercept			
		Boys		Second quarter of ESCS		Third quarter of ESCS		Top quarter of ESCS					
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.		
OECD	Australia	1.20	(0.08)	0.94	(0.10)	0.94	(0.08)	1.05	(0.11)	0.51	(0.04)		
	Belgium (Flemish)	1.70	(0.32)	1.06	(0.23)	0.83	(0.22)	0.89	(0.23)	0.29	(0.05)		
	Canadian provinces	1.35	(0.18)	0.79	(0.15)	0.86	(0.18)	0.98	(0.22)	0.46	(0.07)		
	Chile	1.31	(0.23)	0.78	(0.20)	1.03	(0.28)	1.02	(0.25)	0.45	(0.11)		
	Italy	2.45	(0.48)	0.94	(0.24)	0.99	(0.25)	0.82	(0.18)	0.25	(0.06)		
	Netherlands	1.32	(0.20)	1.78	(0.42)	1.35	(0.28)	1.76	(0.41)	0.34	(0.06)		
	Poland	1.31	(0.19)	1.15	(0.21)	1.25	(0.23)	1.16	(0.23)	0.58	(0.09)		
	Slovak Republic	1.60	(0.28)	1.22	(0.26)	0.95	(0.23)	0.85	(0.18)	0.51	(0.10)		
	Spain	1.16	(0.16)	0.86	(0.23)	0.76	(0.18)	0.97	(0.22)	0.50	(0.10)		
	United States	1.35	(0.25)	0.56	(0.14)	0.66	(0.17)	0.67	(0.17)	0.42	(0.09)		
	OECD average-10	1.47	(0.08)	1.01	(0.07)	0.96	(0.07)	1.02	(0.07)	0.43	(0.02)		
Partners	Brazil	n	n	n	n	n	n	n	n	n	n		
	B-S-J-G (China)	1.16	(0.17)	1.56	(0.32)	1.41	(0.32)	1.52	(0.29)	0.39	(0.06)		
	Lithuania	1.11	(0.17)	1.69	(0.32)	1.51	(0.37)	2.06	(0.46)	0.64	(0.10)		
	Peru	n	n	n	n	n	n	n	n	n	n		
	Russia	1.15	(0.29)	2.12	(0.49)	2.15	(0.61)	1.63	(0.62)	0.36	(0.08)		
		Likelihood of discussing money matters with friends											
		Almost every day											
		PISA index of economic, social and cultural status (ESCS)								Intercept		Pseudo R2	
		Boys		Second quarter of ESCS		Third quarter of ESCS		Top quarter of ESCS				Pseudo R2	S.E.
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.		
OECD	Australia	1.63	(0.18)	0.80	(0.11)	0.65	(0.08)	0.60	(0.08)	0.16	(0.02)	0.003	(0.001)
	Belgium (Flemish)	1.51	(0.48)	0.72	(0.29)	0.96	(0.47)	0.53	(0.26)	0.11	(0.04)	0.007	(0.005)
	Canadian provinces	2.78	(0.58)	0.59	(0.17)	0.76	(0.25)	0.97	(0.27)	0.10	(0.02)	0.008	(0.003)
	Chile	1.38	(0.35)	0.82	(0.28)	0.85	(0.30)	0.80	(0.25)	0.19	(0.05)	0.003	(0.003)
	Italy	4.82	(1.21)	1.28	(0.48)	1.04	(0.38)	1.11	(0.37)	0.06	(0.02)	0.025	(0.006)
	Netherlands	1.42	(0.36)	0.62	(0.20)	0.57	(0.21)	0.90	(0.32)	0.19	(0.04)	0.007	(0.004)
	Poland	1.79	(0.34)	1.32	(0.37)	1.35	(0.37)	1.18	(0.32)	0.19	(0.04)	0.006	(0.003)
	Slovak Republic	2.09	(0.47)	0.96	(0.28)	1.09	(0.26)	0.67	(0.18)	0.27	(0.05)	0.008	(0.004)
	Spain	1.20	(0.24)	1.60	(0.60)	1.08	(0.34)	0.69	(0.24)	0.15	(0.04)	0.005	(0.003)
	United States	1.68	(0.38)	0.57	(0.18)	0.58	(0.18)	0.52	(0.19)	0.23	(0.05)	0.012	(0.005)
	OECD average-10	2.03	(0.17)	0.93	(0.10)	0.89	(0.10)	0.80	(0.08)	0.16	(0.01)	0.008	(0.001)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	1.90	(0.46)	1.36	(0.45)	1.14	(0.37)	1.69	(0.50)	0.10	(0.03)	0.009	(0.004)
	Lithuania	1.79	(0.38)	1.71	(0.41)	0.94	(0.32)	1.58	(0.48)	0.31	(0.07)	0.009	(0.004)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	1.02	(0.27)	1.09	(0.38)	1.12	(0.42)	0.85	(0.27)	0.29	(0.08)	0.007	(0.004)

Notes: Multinomial logistic regression model: likelihood of discussing money matters with friends on a monthly, weekly or almost daily basis compared with never discussing is regressed on all variables in the table. Reference categories are: girls and students in the bottom quarter of ESCS.

Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/1]

Table IV.5.5 Student performance in financial literacy, by discussing money matters with parents


Results based on students' self-reports

	Financial literacy performance in PISA 2015								Difference in financial literacy performance in PISA 2015 (monthly, weekly or almost every day - never)				Difference in financial literacy performance in PISA 2015 (almost every day - monthly or weekly)			
	Students who discuss money matters with parents								Before accounting for ESCS ¹		After accounting for ESCS		Before accounting for ESCS		After accounting for ESCS	
	Never or hardly ever		Once or twice a month		Once or twice a week		Almost every day		Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.								
OECD																
Australia	480	(4.3)	515	(2.7)	518	(2.4)	480	(4.6)	31	(4.1)	23	(4.1)	-36	(4.8)	-31	(4.5)
Belgium (Flemish)	517	(11.1)	557	(5.2)	545	(7.2)	533	(8.3)	32	(10.7)	27	(9.3)	-18	(9.0)	-9	(9.0)
Canadian provinces	527	(8.6)	539	(6.6)	544	(5.8)	534	(8.4)	13	(9.1)	8	(8.5)	-8	(8.9)	-7	(8.9)
Chile	410	(7.3)	439	(6.4)	449	(6.1)	434	(6.2)	31	(7.3)	25	(7.0)	-10	(7.1)	-8	(6.6)
Italy	453	(8.1)	493	(6.0)	501	(5.0)	490	(6.2)	43	(8.2)	40	(7.8)	-7	(6.4)	-7	(6.4)
Netherlands	474	(9.0)	531	(6.2)	535	(4.8)	505	(10.4)	54	(9.3)	46	(8.7)	-28	(10.9)	-26	(10.2)
Poland	462	(7.7)	488	(5.3)	497	(4.6)	491	(8.5)	30	(8.1)	26	(7.9)	-2	(8.1)	-1	(7.8)
Slovak Republic	402	(7.9)	451	(7.3)	452	(8.1)	447	(9.5)	49	(7.5)	42	(7.4)	-4	(10.4)	-2	(10.4)
Spain	459	(7.8)	469	(5.6)	472	(5.3)	465	(7.2)	10	(7.5)	8	(7.0)	-5	(7.7)	-2	(7.0)
United States	486	(8.3)	503	(4.9)	504	(5.9)	462	(6.8)	7	(8.0)	-1	(7.9)	-41	(7.3)	-41	(7.0)
OECD average-10	467	(2.6)	498	(1.8)	502	(1.8)	484	(2.5)	30	(2.6)	25	(2.4)	-16	(2.6)	-13	(2.5)
Partners																
Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
B-S-J-G (China)	537	(9.0)	581	(7.3)	581	(10.5)	544	(12.1)	40	(10.4)	20	(9.0)	-37	(12.2)	-36	(11.0)
Lithuania	403	(8.7)	454	(6.2)	469	(4.8)	454	(5.8)	57	(8.7)	53	(8.6)	-9	(6.2)	-10	(6.2)
Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
Russia	480	(8.0)	503	(6.5)	509	(6.4)	520	(5.8)	30	(7.6)	30	(7.7)	13	(6.5)	13	(6.7)

1. ESCS refers to the PISA index of economic, social and cultural status.

Notes: Means and differences in performance in this table are calculated considering only students for whom data on the PISA index of economic, social and cultural status are available.

Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/1]

Table IV.5.6 Student performance in financial literacy, by discussing money matters with friends


Results based on students' self-reports

	Financial literacy performance in PISA 2015								Difference in financial literacy performance in PISA 2015 (monthly, weekly or almost every day - never)				Difference in financial literacy performance in PISA 2015 (almost every day - monthly or weekly)			
	Students who discuss money matters with friends								Before accounting for ESCS ¹		After accounting for ESCS		Before accounting for ESCS		After accounting for ESCS	
	Never or hardly ever		Once or twice a month		Once or twice a week		Almost every day		Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.								
OECD																
Australia	518	(2.5)	515	(2.8)	496	(3.2)	431	(6.7)	-17	(2.6)	-16	(2.5)	-77	(6.7)	-67	(5.8)
Belgium (Flemish)	545	(5.5)	551	(6.8)	545	(8.8)	499	(18.6)	-1	(6.8)	-1	(5.9)	-50	(18.9)	-36	(15.9)
Canadian provinces	543	(5.4)	539	(6.2)	540	(7.4)	494	(15.1)	-9	(6.6)	-11	(6.3)	-45	(15.0)	-43	(14.8)
Chile	444	(5.5)	439	(5.5)	425	(7.6)	409	(8.8)	-14	(6.1)	-16	(5.3)	-24	(9.9)	-23	(10.4)
Italy	487	(4.8)	492	(5.7)	496	(8.6)	460	(9.4)	2	(6.0)	2	(5.8)	-33	(10.7)	-35	(11.2)
Netherlands	515	(5.9)	536	(6.5)	530	(7.1)	457	(17.6)	10	(7.8)	6	(7.2)	-77	(17.7)	-68	(15.8)
Poland	490	(5.2)	496	(5.2)	481	(6.6)	468	(8.8)	-3	(6.3)	-4	(6.2)	-22	(8.6)	-22	(8.1)
Slovak Republic	455	(6.1)	453	(7.6)	441	(8.4)	385	(10.6)	-19	(7.2)	-17	(7.3)	-63	(10.7)	-60	(9.7)
Spain	474	(5.3)	478	(5.6)	457	(6.0)	426	(9.5)	-11	(5.5)	-12	(5.1)	-44	(10.2)	-38	(10.6)
United States	503	(4.4)	508	(6.4)	481	(9.7)	422	(9.6)	-17	(5.9)	-18	(5.6)	-77	(10.6)	-69	(10.4)
OECD average-10	497	(1.6)	501	(1.9)	489	(2.4)	445	(3.8)	-8	(2.0)	-9	(1.9)	-51	(3.9)	-46	(3.7)
Partners																
Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
B-S-J-G (China)	564	(6.2)	577	(9.0)	570	(9.8)	554	(14.8)	8	(7.3)	1	(5.8)	-20	(12.3)	-21	(13.2)
Lithuania	454	(5.7)	462	(5.2)	454	(6.4)	439	(7.7)	2	(5.9)	-3	(5.6)	-19	(8.6)	-18	(8.4)
Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
Russia	501	(6.0)	514	(6.4)	509	(6.8)	498	(10.6)	8	(5.9)	7	(5.8)	-14	(11.0)	-12	(11.2)

1. ESCS refers to the PISA index of economic, social and cultural status.

Notes: Means and differences in performance in this table are calculated considering only students for whom data on the PISA index of economic, social and cultural status are available.

Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/1]

Table IV.5.7 Student performance in financial literacy, by discussing money matters with parents and/or friends


Results based on students' self-reports

	Financial literacy performance in PISA 2015															
	Percentage of students who discuss money matters						Students who discuss money matters						Difference in financial literacy performance in PISA 2015 (more often with parents than with friends - more often with friends than with parents)			
	More often with friends than with parents		Equally often with parents and friends		More often with parents than with friends		More often with friends than with parents		Equally often with parents and friends		More often with parents than with friends		Before accounting for ESCS ¹	After accounting for ESCS		
	%	S.E.	%	S.E.	%	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD																
Australia	12.0	(0.4)	37.7	(0.5)	50.3	(0.5)	460	(4.5)	501	(2.6)	523	(2.2)	64	(4.6)	25	(1.9)
Belgium (Flemish)	11.2	(1.2)	32.0	(1.4)	56.8	(1.8)	512	(13.6)	544	(7.3)	551	(4.5)	39	(14.2)	14	(5.6)
Canadian provinces	10.1	(0.8)	31.9	(1.2)	57.9	(1.2)	512	(11.7)	532	(6.0)	546	(4.9)	34	(12.2)	14	(4.9)
Chile	14.5	(1.0)	31.2	(1.3)	54.3	(1.5)	389	(7.7)	434	(6.0)	450	(4.7)	60	(8.0)	24	(3.7)
Italy	11.8	(1.0)	25.3	(1.2)	62.9	(1.5)	447	(8.6)	485	(6.0)	497	(3.8)	49	(8.9)	20	(3.7)
Netherlands	12.0	(0.9)	36.0	(1.4)	52.0	(1.5)	482	(11.8)	519	(5.8)	532	(4.8)	50	(12.9)	20	(4.9)
Poland	19.4	(1.0)	34.4	(1.3)	46.2	(1.3)	455	(6.6)	496	(5.5)	496	(4.5)	41	(7.8)	16	(3.7)
Slovak Republic	25.0	(1.5)	30.3	(1.4)	44.7	(1.5)	392	(7.5)	453	(6.6)	465	(5.8)	72	(7.7)	32	(3.7)
Spain	14.4	(1.2)	35.0	(1.3)	50.6	(1.3)	431	(8.7)	470	(5.5)	478	(4.5)	47	(9.3)	18	(3.9)
United States	10.5	(1.1)	26.9	(1.5)	62.6	(1.7)	452	(10.8)	487	(6.5)	504	(4.1)	52	(10.9)	17	(4.5)
OECD average-10	14.1	(0.3)	32.1	(0.4)	53.8	(0.5)	453	(3.0)	492	(1.9)	504	(1.4)	51	(3.2)	20	(1.3)
Partners																
Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
B-S-J-G (China)	18.0	(1.2)	44.4	(1.3)	37.6	(1.7)	549	(9.8)	571	(7.4)	576	(8.1)	28	(9.5)	4	(4.1)
Lithuania	19.1	(1.1)	30.2	(1.2)	50.8	(1.4)	422	(7.0)	461	(5.0)	465	(4.4)	43	(7.3)	18	(3.3)
Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
Russia	17.6	(1.8)	27.0	(1.8)	55.4	(1.9)	486	(7.3)	509	(6.1)	512	(5.1)	26	(7.3)	11	(3.3)

1. ESCS refers to the PISA index of economic, social and cultural status.

Notes: Means and differences in performance in this table are calculated considering only students for whom data on the PISA index of economic, social and cultural status are available.

Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/1]

Table IV.5.8 Change between 2012 and 2015 in the percentage of students holding a bank account

Results based on students' self-reports

	PISA 2012						PISA 2015						Change between 2012 and 2015 (PISA 2015 - PISA 2012)						
	Yes		No		Do not know what it is		Yes		No		Do not know what it is		Yes		No		Do not know what it is		
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	
OECD																			
Australia	81.6	(1.2)	17.7	(1.2)	0.7	(0.2)	79.0	(0.5)	19.4	(0.5)	1.6	(0.2)	-2.6	(1.3)	1.7	(1.3)	0.9	(0.3)	
Belgium (Flemish)	78.1	(1.7)	21.0	(1.7)	0.9	(0.5)	74.7	(1.4)	24.9	(1.4)	0.5	(0.2)	-3.5	(2.2)	3.9	(2.2)	-0.4	(0.5)	
Canadian provinces	m	m	m	m	m	m	77.6	(1.3)	21.9	(1.3)	0.5	(0.1)	m	m	m	m	m	m	
Chile	m	m	m	m	m	m	27.2	(1.3)	70.4	(1.4)	2.3	(0.4)	m	m	m	m	m	m	
Italy	35.9	(1.3)	62.2	(1.3)	1.9	(0.4)	35.3	(1.7)	63.0	(1.7)	1.7	(0.3)	-0.6	(2.1)	0.8	(2.2)	-0.2	(0.5)	
Netherlands	m	m	m	m	m	m	95.0	(0.6)	4.7	(0.6)	0.3	(0.1)	m	m	m	m	m	m	
Poland	15.5	(1.8)	83.4	(1.9)	1.1	(0.5)	27.8	(1.2)	69.9	(1.2)	2.3	(0.4)	12.3	(2.1)	-13.5	(2.2)	1.2	(0.6)	
Slovak Republic	25.1	(1.9)	73.2	(2.2)	1.7	(0.6)	42.3	(1.4)	53.6	(1.5)	4.2	(0.6)	17.2	(2.4)	-19.6	(2.6)	2.4	(0.8)	
Spain	59.1	(2.3)	38.7	(2.2)	2.2	(0.8)	52.4	(1.3)	45.9	(1.3)	1.7	(0.4)	-6.7	(2.6)	7.2	(2.5)	-0.5	(0.9)	
United States	51.4	(2.4)	47.3	(2.4)	1.3	(0.7)	52.8	(1.8)	46.3	(1.8)	0.8	(0.2)	1.4	(3.0)	-0.9	(3.0)	-0.5	(0.8)	
OECD average-7	49.5	(0.7)	49.1	(0.7)	1.4	(0.2)	52.0	(0.5)	46.1	(0.5)	1.8	(0.1)	2.5	(0.9)	-2.9	(0.9)	0.4	(0.3)	
OECD average-10	m	m	m	m	m	m	56.4	(0.4)	42.0	(0.4)	1.6	(0.1)	m	m	m	m	m	m	
Partners																			
Brazil	m	m	m	m	m	m	n	n	n	n	n	n	n	n	n	n	n	n	
B-S-J-G (China)	m	m	m	m	m	m	46.1	(1.6)	50.1	(1.5)	3.8	(0.5)	m	m	m	m	m	m	
Lithuania	m	m	m	m	m	m	39.0	(1.5)	59.0	(1.4)	2.0	(0.4)	m	m	m	m	m	m	
Peru	m	m	m	m	m	m	n	n	n	n	n	n	n	n	n	n	n	n	
Russia	n	n	n	n	n	n	28.1	(1.5)	70.0	(1.6)	1.9	(0.5)	n	n	n	n	n	n	

Note: Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/1]

Table IV.5.9 Change between 2012 and 2015 in the percentage of students holding a prepaid debit card

Results based on students' self-reports

	PISA 2012						PISA 2015						Change between 2012 and 2015 (PISA 2015 - PISA 2012)						
	Yes		No		Do not know what it is		Yes		No		Do not know what it is		Yes		No		Do not know what it is		
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.	% dif.	S.E.	% dif.	S.E.	
OECD																			
Australia	26.4	(1.4)	62.2	(1.4)	11.4	(0.9)	32.7	(0.5)	58.0	(0.5)	9.2	(0.4)	6.3	(1.5)	-4.2	(1.5)	-2.1	(1.0)	
Belgium (Flemish)	16.7	(1.6)	45.1	(1.9)	38.1	(2.1)	16.4	(1.1)	60.6	(1.4)	23.0	(1.5)	-0.3	(1.9)	15.4	(2.3)	-15.1	(2.6)	
Canadian provinces	m	m	m	m	m	m	16.3	(1.0)	74.3	(1.2)	9.4	(0.8)	m	m	m	m	m	m	
Chile	m	m	m	m	m	m	8.6	(0.9)	89.0	(1.0)	2.4	(0.4)	m	m	m	m	m	m	
Italy	19.2	(1.1)	75.8	(1.2)	5.0	(0.5)	36.6	(1.4)	60.9	(1.4)	2.5	(0.5)	17.4	(1.8)	-14.9	(1.8)	-2.5	(0.7)	
Netherlands	m	m	m	m	m	m	10.5	(1.1)	76.7	(1.2)	12.7	(1.2)	m	m	m	m	m	m	
Poland	8.7	(1.4)	89.8	(1.5)	1.5	(0.6)	21.2	(1.1)	76.5	(1.1)	2.3	(0.4)	12.4	(1.8)	-13.3	(1.8)	0.8	(0.7)	
Slovak Republic	19.5	(1.9)	79.2	(2.0)	1.3	(0.4)	16.5	(1.1)	70.3	(1.8)	13.2	(1.1)	-3.0	(2.2)	-8.9	(2.7)	11.9	(1.2)	
Spain	12.6	(1.8)	74.1	(2.1)	13.3	(1.7)	8.7	(0.7)	76.0	(1.1)	15.3	(1.0)	-3.8	(1.9)	1.9	(2.3)	2.0	(2.0)	
United States	14.3	(1.6)	82.2	(1.8)	3.4	(0.9)	21.6	(1.2)	74.0	(1.3)	4.4	(0.6)	7.3	(2.0)	-8.2	(2.2)	0.9	(1.1)	
OECD average-7	16.8	(0.6)	72.6	(0.6)	10.6	(0.5)	22.0	(0.4)	68.0	(0.5)	10.0	(0.3)	5.2	(0.7)	-4.6	(0.8)	-0.6	(0.6)	
OECD average-10	m	m	m	m	m	m	18.9	(0.3)	71.6	(0.4)	9.4	(0.3)	m	m	m	m	m	m	
Partners																			
Brazil	m	m	m	m	m	m	n	n	n	n	n	n	n	n	n	n	n	n	
B-S-J-G (China)	m	m	m	m	m	m	7.9	(0.7)	62.1	(1.2)	30.0	(1.3)	m	m	m	m	m	m	
Lithuania	m	m	m	m	m	m	13.6	(1.0)	67.1	(1.3)	19.3	(1.1)	m	m	m	m	m	m	
Peru	m	m	m	m	m	m	n	n	n	n	n	n	n	n	n	n	n	n	
Russia	n	n	n	n	n	n	38.5	(1.7)	60.0	(1.8)	1.5	(0.4)	n	n	n	n	n	n	

Note: Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/1]

Table IV.5.10 Percentage of students holding a bank account and/or a prepaid debit card

Results based on students' self-reports

	Percentage of students holding a bank account and/or a prepaid debit card										Out of the students holding a bank account and/or a prepaid debit card...					
	Student has both a bank account and a prepaid debit card		Student has a bank account but no prepaid debit card		Student has a prepaid debit card but no bank account		Student has neither a bank account nor a prepaid debit card		Student has a bank account and/or a prepaid debit card		...percentage of students holding both a bank account and a prepaid debit card	...percentage of students holding a bank account but no prepaid debit card	...percentage of students holding a prepaid debit card but no bank account			
	(a)		(b)		(c)		(d)		(e)		100*(a)/(e)	100*(b)/(e)	100*(c)/(e)			
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.		
OECD																
Australia	30.7	(0.5)	48.1	(0.7)	1.9	(0.2)	19.3	(0.5)	80.7	(0.5)	38.1	(0.7)	59.6	(0.7)	2.3	(0.2)
Belgium (Flemish)	15.4	(1.1)	59.0	(1.7)	1.1	(0.3)	24.6	(1.3)	75.4	(1.3)	20.4	(1.4)	78.2	(1.5)	1.4	(0.4)
Canadian provinces	13.4	(1.0)	63.5	(1.2)	2.8	(0.4)	20.3	(1.2)	79.7	(1.2)	16.8	(1.1)	79.6	(1.1)	3.6	(0.6)
Chile	5.3	(0.7)	21.5	(1.4)	2.9	(0.5)	70.3	(1.5)	29.7	(1.5)	17.7	(2.4)	72.4	(2.7)	9.9	(1.7)
Italy	15.3	(1.2)	19.8	(1.2)	21.5	(1.3)	43.4	(1.5)	56.6	(1.5)	26.9	(2.0)	35.0	(1.9)	38.0	(2.2)
Netherlands	10.1	(1.1)	84.9	(1.2)	0.5	(0.2)	4.5	(0.6)	95.5	(0.6)	10.6	(1.1)	88.9	(1.1)	0.5	(0.2)
Poland	19.0	(1.0)	8.6	(0.7)	2.1	(0.4)	70.4	(1.3)	29.6	(1.3)	64.0	(2.1)	29.1	(2.0)	6.9	(1.2)
Slovak Republic	11.8	(0.9)	28.6	(1.4)	4.4	(0.6)	55.2	(1.6)	44.8	(1.6)	26.3	(1.9)	63.9	(2.2)	9.8	(1.3)
Spain	6.2	(0.6)	45.8	(1.3)	2.3	(0.4)	45.8	(1.2)	54.2	(1.2)	11.4	(1.0)	84.4	(1.3)	4.2	(0.8)
United States	17.6	(1.2)	34.7	(1.6)	3.8	(0.5)	43.9	(1.9)	56.1	(1.9)	31.4	(1.9)	61.9	(1.9)	6.7	(0.8)
OECD average-10	14.5	(0.3)	41.5	(0.4)	4.3	(0.2)	39.8	(0.4)	60.2	(0.4)	26.4	(0.5)	65.3	(0.6)	8.3	(0.4)
Partners																
Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n		
B-S-J-G (China)	4.5	(0.6)	40.3	(1.4)	3.0	(0.5)	52.1	(1.5)	47.9	(1.5)	9.5	(1.2)	84.2	(1.4)	6.3	(1.1)
Lithuania	11.2	(1.0)	25.8	(1.3)	2.0	(0.3)	60.9	(1.4)	39.1	(1.4)	28.7	(2.2)	66.2	(2.2)	5.1	(0.9)
Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n		
Russia	18.4	(1.3)	9.4	(1.1)	18.8	(1.3)	53.4	(1.7)	46.6	(1.7)	39.5	(2.5)	20.2	(2.2)	40.3	(2.4)

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[Part 1/1]


Table IV.5.11 Likelihood of holding a bank account, by student characteristics

Results based on students' self-reports

		Increased likelihood of holding a bank account													
		PISA index of economic, social and cultural status (ESCS)								Non-immigrant students		Students attending school located in a city (100 000 people or more)			
		Boys		Second quarter of ESCS		Third quarter of ESCS		Top quarter of ESCS		Odds ratio	S.E.	Odds ratio	S.E.		
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.		
OECD	Australia	0.92	(0.07)	1.61	(0.17)	1.95	(0.17)	2.21	(0.25)	1.80	(0.14)	0.93	(0.06)		
	Belgium (Flemish)	0.80	(0.17)	1.34	(0.30)	2.31	(0.45)	2.58	(0.61)	1.58	(0.33)	0.87	(0.21)		
	Canadian provinces	0.74	(0.13)	1.47	(0.37)	1.65	(0.35)	1.68	(0.45)	1.53	(0.31)	0.88	(0.16)		
	Chile	0.98	(0.18)	1.17	(0.28)	1.34	(0.33)	2.02	(0.45)	c	c	0.70	(0.13)		
	Italy	0.92	(0.15)	1.37	(0.36)	1.96	(0.54)	1.43	(0.43)	2.01	(0.73)	1.00	(0.19)		
	Netherlands	1.18	(0.40)	2.32	(1.55)	1.06	(0.42)	3.38	(3.44)	7.00	(4.30)	1.61	(0.83)		
	Poland	1.06	(0.14)	1.23	(0.27)	2.03	(0.38)	3.32	(0.73)	c	c	1.53	(0.23)		
	Slovak Republic	0.97	(0.12)	1.09	(0.20)	1.02	(0.21)	1.65	(0.35)	c	c	1.39	(0.26)		
	Spain	1.02	(0.13)	1.43	(0.25)	1.89	(0.33)	2.18	(0.40)	1.23	(0.21)	0.95	(0.12)		
	United States	0.93	(0.12)	2.39	(0.54)	3.46	(0.70)	6.36	(1.29)	1.16	(0.21)	0.80	(0.15)		
	OECD average-10	0.95	(0.06)	1.54	(0.18)	1.87	(0.13)	2.68	(0.39)	2.33	(0.63)	1.07	(0.10)		
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n		
	B-S-J-G (China)	1.09	(0.12)	1.85	(0.38)	2.17	(0.38)	3.52	(0.64)	c	c	1.46	(0.24)		
	Lithuania	1.21	(0.16)	1.73	(0.32)	2.57	(0.46)	2.70	(0.62)	1.15	(0.57)	1.02	(0.17)		
	Peru	n	n	n	n	n	n	n	n	n	n	n	n		
	Russia	1.04	(0.15)	0.84	(0.21)	0.97	(0.24)	1.16	(0.36)	0.62	(0.26)	1.03	(0.15)		
		Increased likelihood of holding a bank account													
		Students who receive money from:													
		An allowance or pocket money for regularly doing chores at home		An allowance or pocket money, without having to do any chores		Working outside school hours (e.g. a holiday job, part-time work)		Working in a family business		Occasional informal jobs (e.g. baby-sitting or gardening)		Gifts of money from friends or relatives		Selling things (e.g. at local markets or on eBay)	
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.
OECD	Australia	1.00	(0.07)	0.99	(0.08)	3.51	(0.24)	1.00	(0.08)	1.21	(0.10)	1.38	(0.15)	0.89	(0.06)
	Belgium (Flemish)	1.19	(0.20)	1.59	(0.25)	2.28	(0.40)	1.00	(0.21)	0.99	(0.19)	1.75	(0.62)	0.85	(0.15)
	Canadian provinces	0.83	(0.11)	0.91	(0.17)	4.24	(0.84)	0.93	(0.20)	1.07	(0.19)	1.97	(0.42)	1.35	(0.28)
	Chile	1.01	(0.17)	1.36	(0.21)	1.10	(0.25)	1.16	(0.24)	1.20	(0.25)	1.41	(0.26)	1.19	(0.21)
	Italy	1.43	(0.33)	1.09	(0.17)	1.56	(0.34)	1.03	(0.26)	0.91	(0.20)	1.91	(0.45)	0.89	(0.15)
	Netherlands	1.23	(0.54)	1.22	(0.50)	3.34	(1.38)	0.44	(0.21)	0.91	(0.41)	4.07	(1.65)	0.90	(0.62)
	Poland	0.99	(0.13)	1.25	(0.15)	0.99	(0.16)	1.85	(0.25)	0.87	(0.14)	1.09	(0.17)	1.58	(0.24)
	Slovak Republic	1.64	(0.19)	1.36	(0.21)	1.23	(0.17)	1.87	(0.33)	1.11	(0.18)	1.17	(0.18)	1.25	(0.18)
	Spain	1.16	(0.15)	1.19	(0.16)	1.16	(0.22)	1.17	(0.21)	0.99	(0.14)	1.40	(0.20)	0.86	(0.13)
	United States	0.90	(0.15)	1.26	(0.20)	2.08	(0.28)	1.02	(0.20)	1.48	(0.21)	1.60	(0.38)	0.92	(0.12)
	OECD average-10	1.14	(0.08)	1.22	(0.07)	2.15	(0.18)	1.15	(0.07)	1.07	(0.07)	1.77	(0.20)	1.07	(0.08)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	1.30	(0.18)	1.03	(0.12)	0.90	(0.13)	1.44	(0.37)	1.26	(0.26)	1.20	(0.18)	1.07	(0.22)
	Lithuania	1.13	(0.15)	1.24	(0.14)	1.49	(0.26)	1.12	(0.17)	0.66	(0.09)	0.83	(0.17)	1.82	(0.29)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	0.94	(0.18)	0.93	(0.14)	1.52	(0.23)	1.19	(0.25)	1.34	(0.31)	0.88	(0.24)	1.15	(0.22)
		Increased likelihood of holding a bank account													
		Students who discuss money matters with parents								Intercept		Pseudo R2			
		Once or twice a month		Once or twice a week		Almost every day									
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Pseudo R2	S.E.		
OECD	Australia	1.47	(0.14)	1.65	(0.18)	2.02	(0.29)	0.54	(0.08)	0.104	(0.008)				
	Belgium (Flemish)	1.40	(0.26)	1.28	(0.31)	1.79	(0.59)	0.34	(0.13)	0.080	(0.020)				
	Canadian provinces	1.12	(0.26)	1.86	(0.37)	1.68	(0.41)	0.65	(0.25)	0.126	(0.021)				
	Chile	1.48	(0.45)	1.59	(0.43)	2.15	(0.66)	0.04	(0.03)	0.042	(0.015)				
	Italy	1.21	(0.32)	1.20	(0.29)	1.21	(0.30)	0.09	(0.04)	0.034	(0.017)				
	Netherlands	1.59	(0.91)	1.91	(1.01)	2.28	(2.30)	0.36	(0.26)	0.218	(0.051)				
	Poland	1.07	(0.23)	1.08	(0.22)	1.46	(0.33)	0.56	(1.02)	0.077	(0.016)				
	Slovak Republic	0.88	(0.18)	1.21	(0.26)	1.03	(0.25)	0.49	(0.35)	0.053	(0.012)				
	Spain	1.53	(0.28)	1.46	(0.23)	1.15	(0.21)	0.33	(0.08)	0.031	(0.011)				
	United States	0.98	(0.20)	1.31	(0.30)	1.17	(0.28)	0.14	(0.04)	0.123	(0.018)				
	OECD average-10	1.27	(0.12)	1.46	(0.13)	1.59	(0.26)	0.36	(0.12)	0.089	(0.007)				
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n		
	B-S-J-G (China)	1.58	(0.25)	1.43	(0.24)	1.73	(0.43)	3.79	(10.06)	0.073	(0.014)				
	Lithuania	0.89	(0.19)	1.10	(0.24)	1.10	(0.29)	0.19	(0.12)	0.060	(0.015)				
	Peru	n	n	n	n	n	n	n	n	n	n	n	n		
	Russia	1.18	(0.33)	1.51	(0.39)	1.50	(0.43)	0.37	(0.23)	0.025	(0.014)				

Notes: Multivariate logistic regression model: likelihood of holding a bank account is regressed on all variables in the table. Reference categories are: girls, students in the bottom quarter of ESCS, immigrant students, students attending school in a town or rural area, students who do not receive money from a given source, and students who never discuss money matters with parents.

Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/1]


Table IV.5.12 Likelihood of holding a prepaid debit card, by student characteristics

Results based on students' self-reports

	Increased likelihood of holding a prepaid debit card														
	Boys		PISA index of economic, social and cultural status (ESCS)						Non-immigrant students		Students attending school located in a city (100 000 people or more)				
			Second quarter of ESCS		Third quarter of ESCS		Top quarter of ESCS								
	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.			
OECD	Australia	1.07	(0.07)	1.43	(0.13)	1.65	(0.15)	1.99	(0.17)	1.48	(0.11)	0.96	(0.08)		
	Belgium (Flemish)	1.05	(0.21)	1.20	(0.34)	1.70	(0.59)	2.33	(0.77)	0.66	(0.18)	0.90	(0.26)		
	Canadian provinces	1.58	(0.30)	1.29	(0.36)	1.91	(0.46)	1.92	(0.46)	0.93	(0.22)	0.67	(0.12)		
	Chile	0.76	(0.16)	1.23	(0.93)	4.52	(3.03)	7.26	(4.79)	c	c	0.84	(0.21)		
	Italy	1.49	(0.23)	1.97	(0.45)	1.81	(0.45)	2.70	(0.66)	0.93	(0.51)	0.96	(0.20)		
	Netherlands	2.39	(0.59)	1.43	(0.62)	1.50	(0.54)	1.45	(0.59)	1.24	(0.57)	1.11	(0.49)		
	Poland	0.87	(0.12)	1.24	(0.29)	1.53	(0.39)	3.08	(0.70)	c	c	1.84	(0.32)		
	Slovak Republic	1.22	(0.20)	1.36	(0.43)	1.51	(0.58)	2.68	(0.85)	c	c	1.97	(0.61)		
	Spain	0.82	(0.21)	2.21	(0.97)	2.27	(1.04)	4.36	(1.71)	0.87	(0.31)	1.65	(0.42)		
	United States	0.76	(0.11)	1.93	(0.51)	2.13	(0.52)	3.27	(0.83)	0.57	(0.11)	1.30	(0.21)		
	OECD average-10	1.20	(0.08)	1.53	(0.18)	2.05	(0.35)	3.10	(0.54)	0.96	(0.13)	1.22	(0.11)		
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n		
	B-S-J-G (China)	1.08	(0.24)	1.09	(0.29)	1.16	(0.39)	1.47	(0.43)	m	m	0.98	(0.24)		
	Lithuania	1.14	(0.18)	1.23	(0.32)	1.62	(0.47)	2.44	(0.72)	0.29	(0.14)	1.69	(0.37)		
	Peru	n	n	n	n	n	n	n	n	n	n	n	n		
	Russia	1.19	(0.17)	1.02	(0.29)	1.12	(0.30)	1.28	(0.32)	0.80	(0.27)	1.20	(0.20)		
	Increased likelihood of holding a prepaid debit card														
	Students who receive money from:														
	An allowance or pocket money for regularly doing chores at home		An allowance or pocket money, without having to do any chores		Working outside school hours (e.g. a holiday job, part-time work)		Working in a family business		Occasional informal jobs (e.g. baby-sitting or gardening)		Gifts of money from friends or relatives		Selling things (e.g. at local markets or on eBay)		
	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	
OECD	Australia	0.95	(0.07)	1.28	(0.09)	2.05	(0.14)	1.28	(0.11)	1.16	(0.08)	0.93	(0.07)	1.24	(0.08)
	Belgium (Flemish)	1.22	(0.24)	1.16	(0.25)	1.18	(0.27)	0.90	(0.25)	1.10	(0.26)	1.00	(0.37)	1.03	(0.20)
	Canadian provinces	1.52	(0.30)	1.22	(0.20)	1.20	(0.20)	1.14	(0.26)	0.82	(0.15)	1.57	(0.58)	1.18	(0.24)
	Chile	1.15	(0.27)	1.54	(0.39)	1.09	(0.41)	1.30	(0.45)	1.39	(0.44)	0.98	(0.24)	1.48	(0.39)
	Italy	0.88	(0.15)	1.04	(0.15)	0.99	(0.23)	1.02	(0.23)	1.28	(0.25)	1.50	(0.25)	1.53	(0.33)
	Netherlands	0.91	(0.29)	1.47	(0.49)	1.21	(0.38)	1.71	(0.61)	0.78	(0.25)	0.63	(0.29)	1.24	(0.30)
	Poland	1.06	(0.15)	1.59	(0.23)	0.96	(0.16)	1.68	(0.25)	1.01	(0.15)	0.94	(0.18)	1.55	(0.24)
	Slovak Republic	1.45	(0.26)	1.76	(0.31)	1.04	(0.23)	1.97	(0.45)	1.29	(0.29)	0.90	(0.17)	1.64	(0.33)
	Spain	0.87	(0.24)	1.22	(0.27)	1.82	(0.48)	1.75	(0.56)	1.73	(0.42)	1.42	(0.45)	1.51	(0.44)
	United States	1.31	(0.20)	1.75	(0.36)	1.56	(0.30)	0.79	(0.16)	1.12	(0.18)	1.01	(0.25)	1.49	(0.24)
	OECD average-10	1.13	(0.07)	1.40	(0.09)	1.31	(0.09)	1.35	(0.12)	1.17	(0.09)	1.09	(0.10)	1.39	(0.09)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n		
	B-S-J-G (China)	1.27	(0.35)	1.32	(0.28)	0.84	(0.18)	1.25	(0.48)	1.77	(0.45)	1.05	(0.31)	1.56	(0.39)
	Lithuania	0.93	(0.21)	1.53	(0.25)	1.56	(0.30)	1.07	(0.24)	0.61	(0.13)	0.85	(0.23)	1.19	(0.26)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n		
	Russia	1.28	(0.18)	1.21	(0.18)	1.80	(0.28)	1.03	(0.23)	0.99	(0.19)	0.69	(0.16)	0.95	(0.12)
	Increased likelihood of holding a prepaid debit card														
	Students who discuss money matters with parents														
	Once or twice a month		Once or twice a week		Almost every day		Intercept		Pseudo R2						
	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Pseudo R2	S.E.					
OECD	Australia	1.18	(0.12)	1.41	(0.13)	1.59	(0.15)	0.11	(0.02)	0.054	(0.005)				
	Belgium (Flemish)	1.11	(0.40)	1.11	(0.37)	1.24	(0.59)	0.11	(0.06)	0.020	(0.016)				
	Canadian provinces	0.77	(0.22)	0.53	(0.16)	0.83	(0.30)	0.08	(0.04)	0.043	(0.016)				
	Chile	1.72	(0.91)	2.61	(1.57)	2.31	(1.34)	0.00	(0.00)	0.117	(0.041)				
	Italy	1.73	(0.47)	1.49	(0.32)	2.24	(0.56)	0.11	(0.06)	0.055	(0.016)				
	Netherlands	0.47	(0.16)	0.59	(0.23)	0.65	(0.27)	0.06	(0.04)	0.054	(0.021)				
	Poland	1.35	(0.30)	1.20	(0.27)	2.11	(0.54)	0.17	(0.25)	0.085	(0.016)				
	Slovak Republic	1.14	(0.28)	1.29	(0.32)	1.49	(0.44)	0.09	(0.07)	0.093	(0.023)				
	Spain	1.54	(0.51)	1.86	(0.71)	2.10	(0.84)	0.01	(0.01)	0.095	(0.021)				
	United States	0.94	(0.27)	1.38	(0.46)	1.22	(0.41)	0.09	(0.04)	0.065	(0.017)				
	OECD average-10	1.20	(0.13)	1.35	(0.19)	1.58	(0.20)	0.08	(0.03)	0.068	(0.007)				
Partners	Brazil	n	n	n	n	n	n	n	n	n	n				
	B-S-J-G (China)	2.34	(1.00)	2.42	(0.93)	4.88	(2.26)	0.02	(0.01)	0.052	(0.022)				
	Lithuania	1.13	(0.33)	1.34	(0.36)	1.56	(0.48)	0.17	(0.10)	0.063	(0.017)				
	Peru	n	n	n	n	n	n	n	n	n	n				
	Russia	1.24	(0.29)	1.38	(0.34)	1.54	(0.32)	0.37	(0.17)	0.031	(0.012)				

Notes: Multivariate logistic regression model: likelihood of holding a prepaid debit card is regressed on all variables in the table. Reference categories are: girls, students in the bottom quarter of ESCS, immigrant students, students attending school in a town or rural area, students who do not receive money from a given source, and students who never discuss money matters with parents.

Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/1]

Table IV.5.13a Financial literacy performance, by holding a bank account


Results based on students' self-reports

	Students holding a bank account											
	Yes		No		Do not know what it is		No or Do not know what it is		Difference in financial literacy performance in PISA 2015 (yes – no or do not know)			
	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Before accounting for ESCS ¹		After accounting for ESCS	
									Score dif.	S.E.	Score dif.	S.E.
OECD												
Australia	514	(2.0)	482	(3.7)	373	(10.2)	474	(3.7)	41	(3.3)	26	(3.0)
Belgium (Flemish)	553	(3.9)	510	(9.6)	c	c	509	(9.5)	44	(9.0)	24	(7.8)
Canadian provinces	547	(4.3)	508	(8.4)	c	c	507	(8.3)	40	(8.7)	31	(8.4)
Chile	453	(7.4)	430	(4.3)	339	(17.9)	428	(4.2)	25	(7.5)	12	(6.9)
Italy	505	(5.2)	480	(4.5)	406	(29.6)	478	(4.6)	26	(7.4)	23	(7.5)
Netherlands	526	(3.8)	446	(14.3)	c	c	440	(13.5)	85	(13.5)	72	(13.2)
Poland	498	(5.2)	485	(4.1)	399	(17.5)	483	(4.1)	16	(5.6)	2	(5.5)
Slovak Republic	435	(6.6)	448	(5.9)	356	(14.7)	442	(5.7)	-7	(6.1)	-14	(5.8)
Spain	485	(4.8)	451	(5.0)	c	c	448	(5.1)	37	(6.1)	28	(5.7)
United States	513	(4.7)	473	(4.8)	c	c	471	(4.7)	42	(6.0)	23	(6.3)
OECD average-10	503	(1.6)	471	(2.3)	375	(8.5)	468	(2.2)	35	(2.5)	22	(2.4)
Partners												
Brazil	n	n	n	n	n	n	n	n	n	n	n	n
B-S-J-G (China)	584	(7.8)	565	(7.2)	441	(17.7)	556	(7.3)	27	(7.5)	4	(7.2)
Lithuania	457	(5.9)	455	(4.1)	341	(16.9)	451	(4.2)	5	(6.6)	-4	(6.6)
Peru	n	n	n	n	n	n	n	n	n	n	n	n
Russia	503	(6.9)	508	(4.1)	c	c	507	(4.1)	-4	(6.4)	-5	(6.2)

1. ESCS refers to the PISA index of economic, social and cultural status.

Notes: Means and differences in performance in this table are calculated considering only students for whom data on the PISA index of economic, social and cultural status are available.

Values that are statistically significant are indicated in bold (see Annex A3).


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[Part 1/1]

Table IV.5.13b Percentage of students at each proficiency level in financial literacy, by holding a bank account

Results based on students' self-reports

	Percentage of students holding a bank account		Percentage of students at each proficiency level in PISA 2015, among students holding a bank account									
			Level 1 or below (below 400.33 score points)		Level 2 (from 400.33 to less than 475.10 score points)		Level 3 (from 475.10 to less than 549.86 score points)		Level 4 (from 549.86 to less than 624.63 score points)		Level 5 (at or above 624.63 score points)	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD												
Australia	79.0	(0.5)	17.4	(0.6)	18.3	(0.7)	24.8	(0.7)	22.5	(0.7)	17.0	(0.7)
Belgium (Flemish)	74.7	(1.4)	7.8	(1.2)	13.7	(1.4)	24.1	(2.1)	30.0	(2.3)	24.4	(1.8)
Canadian provinces	77.6	(1.3)	8.4	(0.9)	15.5	(1.2)	26.5	(1.6)	27.2	(1.9)	22.5	(1.8)
Chile	27.2	(1.3)	31.0	(3.5)	28.4	(3.0)	21.2	(2.9)	15.0	(2.2)	4.4	(1.2)
Italy	35.3	(1.7)	12.4	(2.1)	23.8	(2.6)	31.0	(3.4)	25.6	(2.4)	7.3	(1.4)
Netherlands	95.0	(0.6)	15.3	(1.3)	16.8	(1.3)	23.9	(1.5)	25.1	(1.5)	18.9	(1.4)
Poland	27.8	(1.2)	18.1	(1.9)	19.6	(2.3)	28.5	(2.4)	24.4	(2.7)	9.4	(1.8)
Slovak Republic	42.3	(1.4)	39.3	(2.9)	22.7	(2.6)	19.1	(2.1)	13.5	(2.1)	5.4	(1.4)
Spain	52.4	(1.3)	18.1	(2.0)	26.0	(2.2)	30.8	(2.1)	19.4	(1.7)	5.8	(1.1)
United States	52.8	(1.8)	14.2	(1.8)	19.6	(1.9)	28.3	(1.8)	24.3	(2.3)	13.6	(1.8)
OECD average-10	56.4	(0.4)	18.2	(0.6)	20.4	(0.6)	25.8	(0.7)	22.7	(0.7)	12.9	(0.5)
Partners												
Brazil	n	n	n	n	n	n	n	n	n	n	n	n
B-S-J-G (China)	46.1	(1.6)	7.8	(1.4)	10.1	(1.5)	16.9	(1.9)	25.4	(2.4)	39.6	(3.2)
Lithuania	39.0	(1.5)	29.2	(2.8)	26.3	(2.6)	27.0	(2.7)	14.1	(2.0)	3.4	(1.1)
Peru	n	n	n	n	n	n	n	n	n	n	n	n
Russia	28.1	(1.5)	12.0	(2.8)	24.5	(3.5)	34.5	(3.8)	21.9	(2.9)	7.1	(1.9)

StatLink  <http://dx.doi.org/10.1787/888933485981>



[Part 1/2]

Table IV.5.16a Likelihood of receiving money from an allowance for regularly doing chores at home, by student characteristics

Results based on students' self-reports

		Increased likelihood of receiving money from an allowance or pocket money for regularly doing chores at home															
		PISA index of economic, social and cultural status (ESCS)						Non-immigrant students		Students attending school located in a city (100 000 people or more)		Students who hold a bank account		Students who hold a prepaid debit card			
		Boys		Second quarter of ESCS		Third quarter of ESCS		Top quarter of ESCS									
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.
OECD	Australia	1.28	(0.08)	0.92	(0.08)	0.91	(0.08)	0.97	(0.09)	1.30	(0.10)	0.98	(0.06)	1.05	(0.08)	0.95	(0.07)
	Belgium (Flemish)	2.14	(0.36)	1.24	(0.24)	1.23	(0.29)	0.83	(0.20)	0.61	(0.12)	0.92	(0.16)	1.16	(0.21)	1.17	(0.25)
	Canadian provinces	1.26	(0.17)	1.11	(0.28)	1.16	(0.23)	1.29	(0.29)	1.47	(0.28)	1.07	(0.19)	0.80	(0.12)	1.38	(0.34)
	Chile	1.46	(0.29)	1.41	(0.37)	1.18	(0.35)	0.65	(0.21)	c	c	0.97	(0.21)	1.09	(0.23)	0.97	(0.29)
	Italy	1.07	(0.20)	1.26	(0.32)	1.20	(0.31)	0.96	(0.29)	0.55	(0.21)	0.84	(0.15)	1.38	(0.31)	0.93	(0.17)
	Netherlands	1.24	(0.19)	0.92	(0.22)	0.88	(0.20)	0.96	(0.22)	0.89	(0.19)	0.71	(0.15)	1.53	(0.75)	0.90	(0.28)
	Poland	1.52	(0.20)	0.86	(0.13)	1.09	(0.16)	0.88	(0.13)	c	c	0.84	(0.13)	0.90	(0.16)	1.11	(0.22)
	Slovak Republic	1.80	(0.32)	0.84	(0.19)	0.92	(0.19)	0.89	(0.19)	c	c	0.89	(0.28)	1.51	(0.21)	1.18	(0.21)
	Spain	0.91	(0.13)	0.75	(0.14)	0.74	(0.13)	0.70	(0.12)	0.71	(0.19)	1.48	(0.23)	1.13	(0.17)	0.85	(0.25)
	United States	1.06	(0.15)	0.84	(0.21)	0.70	(0.15)	1.00	(0.23)	0.88	(0.16)	1.09	(0.18)	0.86	(0.17)	1.78	(0.33)
OECD average-10		1.37	(0.07)	1.01	(0.07)	1.00	(0.07)	0.91	(0.07)	0.91	(0.07)	0.98	(0.06)	1.14	(0.09)	1.12	(0.08)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	1.03	(0.13)	1.10	(0.22)	1.38	(0.32)	1.37	(0.31)	m	m	0.87	(0.13)	1.31	(0.19)	1.04	(0.32)
	Lithuania	1.11	(0.14)	1.16	(0.23)	0.78	(0.16)	0.85	(0.18)	0.98	(0.73)	0.73	(0.12)	1.22	(0.20)	0.79	(0.21)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	0.90	(0.15)	0.81	(0.18)	0.92	(0.24)	0.95	(0.27)	2.40	(1.05)	0.71	(0.12)	0.80	(0.19)	1.43	(0.20)
		Increased likelihood of receiving money from an allowance or pocket money for regularly doing chores at home															
		Students who receive money from:															
		An allowance or pocket money, without having to do any chores		Working outside school hours (e.g. a holiday job, part-time work)		Working in a family business		Occasional informal jobs (e.g. baby-sitting or gardening)		Gifts of money from friends or relatives		Selling things (e.g. at local markets or on eBay)					
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.				
OECD	Australia	2.21	(0.15)	0.82	(0.06)	1.45	(0.11)	2.01	(0.12)	1.01	(0.08)	1.49	(0.10)				
	Belgium (Flemish)	1.42	(0.26)	1.18	(0.15)	1.52	(0.40)	2.54	(0.41)	0.96	(0.26)	1.52	(0.26)				
	Canadian provinces	1.90	(0.30)	0.80	(0.13)	0.86	(0.21)	1.33	(0.18)	1.02	(0.27)	1.26	(0.19)				
	Chile	1.74	(0.35)	0.68	(0.20)	1.90	(0.58)	2.09	(0.56)	1.49	(0.32)	1.87	(0.37)				
	Italy	1.06	(0.17)	1.01	(0.23)	2.66	(0.68)	1.86	(0.47)	0.75	(0.17)	1.40	(0.28)				
	Netherlands	0.90	(0.15)	1.22	(0.20)	2.38	(0.51)	1.71	(0.26)	0.80	(0.18)	1.73	(0.27)				
	Poland	0.88	(0.11)	1.19	(0.17)	2.05	(0.32)	1.71	(0.29)	0.77	(0.13)	1.07	(0.14)				
	Slovak Republic	1.35	(0.24)	2.11	(0.34)	1.25	(0.20)	1.82	(0.28)	0.66	(0.13)	1.60	(0.24)				
	Spain	0.83	(0.14)	1.09	(0.22)	2.26	(0.52)	2.16	(0.30)	0.88	(0.16)	1.23	(0.21)				
	United States	1.58	(0.22)	0.78	(0.12)	1.56	(0.29)	1.67	(0.24)	1.33	(0.32)	1.68	(0.32)				
OECD average-10		1.39	(0.07)	1.09	(0.06)	1.79	(0.13)	1.89	(0.11)	0.97	(0.07)	1.49	(0.08)				
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n				
	B-S-J-G (China)	0.46	(0.07)	0.78	(0.13)	2.06	(0.49)	0.97	(0.19)	1.02	(0.17)	1.34	(0.19)				
	Lithuania	1.20	(0.16)	1.67	(0.23)	1.74	(0.29)	1.39	(0.23)	0.48	(0.10)	1.09	(0.18)				
	Peru	n	n	n	n	n	n	n	n	n	n	n	n				
	Russia	2.68	(0.50)	0.98	(0.21)	2.44	(0.59)	2.72	(0.45)	0.50	(0.17)	1.71	(0.32)				

Notes: Multivariate logistic regression model: likelihood of receiving money from a given source is regressed on all variables in the table. Reference categories are: girls, students in the bottom quarter of ESCS, immigrant students, students who attend school located in towns or rural areas, students who do not hold a bank account, students who do not hold a prepaid debit card, students who do not receive money from a given source, students who never discuss money matters with parents, students in the bottom quarter of total time per week spent learning in regular lessons, and students in the bottom quarter of total time per week spent studying after school.

Values that are statistically significant are indicated in bold (see Annex A3).


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[Part 2/2]

Table IV.5.16a Likelihood of receiving money from an allowance for regularly doing chores at home, by student characteristics*Results based on students' self-reports*

		Increased likelihood of receiving money from an allowance or pocket money for regularly doing chores at home											
		Students who discuss money matters with parents						Total time per week spent learning in regular lessons					
		Once or twice a month		Once or twice a week		Almost every day		Second quarter of school learning time		Third quarter of school learning time		Top quarter of school learning time	
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.
OECD	Australia	1.12	(0.11)	1.16	(0.11)	1.13	(0.14)	0.85	(0.07)	0.89	(0.07)	0.87	(0.08)
	Belgium (Flemish)	0.84	(0.20)	1.14	(0.25)	1.06	(0.29)	c	c	1.12	(0.47)	1.63	(0.71)
	Canadian provinces	1.72	(0.37)	1.73	(0.44)	2.23	(0.57)	c	c	0.98	(0.16)	0.96	(0.20)
	Chile	1.05	(0.31)	0.81	(0.29)	1.27	(0.44)	1.38	(0.35)	0.73	(0.20)	0.53	(0.14)
	Italy	0.55	(0.15)	0.68	(0.19)	0.98	(0.27)	0.85	(0.21)	0.77	(0.22)	0.78	(0.22)
	Netherlands	1.59	(0.30)	1.65	(0.39)	2.45	(0.71)	0.86	(0.23)	1.01	(0.23)	0.87	(0.21)
	Poland	0.94	(0.17)	1.12	(0.20)	0.85	(0.18)	1.05	(0.17)	0.71	(0.13)	0.95	(0.16)
	Slovak Republic	0.82	(0.15)	0.94	(0.20)	0.91	(0.26)	1.10	(0.27)	1.02	(0.28)	0.88	(0.21)
	Spain	1.07	(0.21)	1.02	(0.22)	1.49	(0.35)	1.29	(0.27)	1.21	(0.40)	1.17	(0.27)
	United States	1.33	(0.35)	1.58	(0.42)	1.63	(0.51)	0.90	(0.22)	0.93	(0.19)	0.92	(0.19)
		OECD average-10	1.10	(0.08)	1.18	(0.09)	1.40	(0.13)	1.04	(0.08)	0.94	(0.08)	0.96
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	1.44	(0.26)	1.82	(0.32)	1.97	(0.46)	1.38	(0.21)	1.24	(0.22)	1.04	(0.17)
	Lithuania	0.78	(0.21)	0.76	(0.18)	0.94	(0.24)	0.86	(0.17)	0.82	(0.18)	0.84	(0.17)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	0.58	(0.16)	0.74	(0.19)	0.68	(0.15)	0.72	(0.18)	1.03	(0.37)	1.53	(0.40)
		Increased likelihood of receiving money from an allowance or pocket money for regularly doing chores at home											
		Total time per week spent studying after school (e.g. homework, additional instruction, private study)											
		Second quarter of school learning time		Third quarter of school learning time		Top quarter of school learning time		Intercept		Pseudo R2			
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Pseudo R2	S.E.		
OECD	Australia	1.18	(0.10)	1.27	(0.12)	1.07	(0.09)	0.29	(0.05)	0.068	(0.006)		
	Belgium (Flemish)	0.93	(0.24)	0.89	(0.20)	1.40	(0.34)	0.23	(0.16)	0.102	(0.022)		
	Canadian provinces	0.90	(0.21)	1.04	(0.24)	1.55	(0.24)	0.15	(0.06)	0.045	(0.017)		
	Chile	1.30	(0.36)	1.41	(0.46)	0.90	(0.27)	0.20	(0.17)	0.093	(0.025)		
	Italy	1.94	(0.53)	1.61	(0.43)	1.81	(0.50)	0.47	(0.24)	0.081	(0.022)		
	Netherlands	1.26	(0.28)	1.07	(0.24)	1.18	(0.26)	0.20	(0.13)	0.069	(0.016)		
	Poland	1.36	(0.29)	1.11	(0.23)	1.44	(0.33)	0.54	(0.16)	0.064	(0.015)		
	Slovak Republic	0.86	(0.18)	1.15	(0.26)	1.07	(0.22)	0.23	(0.18)	0.120	(0.018)		
	Spain	1.30	(0.28)	1.29	(0.29)	1.75	(0.32)	0.34	(0.12)	0.069	(0.015)		
	United States	1.39	(0.38)	1.40	(0.32)	1.22	(0.27)	0.18	(0.07)	0.064	(0.018)		
		OECD average-10	1.24	(0.10)	1.22	(0.09)	1.34	(0.10)	0.28	(0.05)	0.078	(0.006)	
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	0.89	(0.13)	1.25	(0.20)	1.44	(0.23)	0.40	(0.10)	0.067	(0.016)		
	Lithuania	1.51	(0.32)	1.32	(0.26)	1.48	(0.26)	0.87	(0.71)	0.075	(0.017)		
	Peru	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	1.66	(0.45)	0.99	(0.22)	0.97	(0.22)	0.18	(0.11)	0.149	(0.021)		

Notes: Multivariate logistic regression model: likelihood of receiving money from a given source is regressed on all variables in the table. Reference categories are: girls, students in the bottom quarter of ESCS, immigrant students, students who attend school located in towns or rural areas, students who do not hold a bank account, students who do not hold a prepaid debit card, students who do not receive money from a given source, students who never discuss money matters with parents, students in the bottom quarter of total time per week spent learning in regular lessons, and students in the bottom quarter of total time per week spent studying after school. Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/2]


Table IV.5.16b Likelihood of receiving money from an allowance without having to do any chores, by student characteristics

Results based on students' self-reports

		Increased likelihood of receiving money from an allowance or pocket money, without having to do any chores															
		Boys		PISA index of economic, social and cultural status (ESCS)						Non-immigrant students		Students attending school located in a city (100 000 people or more)		Students who hold a bank account		Students who hold a prepaid debit card	
				Second quarter of ESCS		Third quarter of ESCS		Top quarter of ESCS									
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.
OECD	Australia	0.79	(0.06)	0.90	(0.09)	0.94	(0.10)	0.93	(0.10)	0.45	(0.04)	1.38	(0.10)	0.96	(0.08)	1.26	(0.10)
	Belgium (Flemish)	0.77	(0.13)	1.05	(0.23)	0.96	(0.22)	1.11	(0.29)	0.67	(0.16)	1.50	(0.40)	1.62	(0.27)	1.05	(0.23)
	Canadian provinces	0.78	(0.12)	0.67	(0.15)	0.83	(0.16)	0.68	(0.14)	0.44	(0.07)	0.99	(0.17)	0.97	(0.18)	1.33	(0.30)
	Chile	1.09	(0.23)	0.97	(0.26)	0.92	(0.28)	1.30	(0.40)	c	c	1.50	(0.39)	1.44	(0.26)	1.06	(0.31)
	Italy	1.38	(0.34)	1.25	(0.37)	1.31	(0.31)	1.04	(0.26)	1.11	(0.40)	1.28	(0.25)	1.10	(0.20)	1.03	(0.15)
	Netherlands	0.89	(0.17)	1.07	(0.22)	1.54	(0.31)	2.02	(0.58)	0.67	(0.18)	1.30	(0.26)	1.80	(0.91)	1.45	(0.50)
	Poland	0.84	(0.12)	1.23	(0.22)	1.27	(0.24)	1.17	(0.18)	c	c	1.12	(0.15)	0.95	(0.16)	1.74	(0.36)
	Slovak Republic	1.08	(0.19)	0.96	(0.24)	1.07	(0.22)	1.05	(0.27)	c	c	1.03	(0.25)	1.31	(0.24)	1.60	(0.33)
	Spain	0.92	(0.14)	0.99	(0.22)	1.33	(0.33)	1.30	(0.30)	0.60	(0.12)	1.22	(0.20)	1.15	(0.18)	1.23	(0.28)
	United States	0.70	(0.12)	0.92	(0.20)	0.87	(0.18)	0.87	(0.18)	0.74	(0.14)	0.97	(0.15)	1.06	(0.19)	1.52	(0.37)
OECD average-10		0.93	(0.06)	1.00	(0.07)	1.10	(0.08)	1.15	(0.10)	0.67	(0.07)	1.23	(0.08)	1.24	(0.11)	1.33	(0.10)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	1.28	(0.13)	1.48	(0.26)	1.31	(0.21)	1.22	(0.28)	c	c	1.57	(0.29)	1.06	(0.14)	1.23	(0.31)
	Lithuania	0.76	(0.10)	0.91	(0.17)	1.34	(0.25)	1.10	(0.25)	1.49	(0.95)	1.43	(0.26)	1.21	(0.15)	1.49	(0.27)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	0.89	(0.13)	1.84	(0.32)	1.08	(0.20)	1.42	(0.30)	0.46	(0.20)	1.73	(0.27)	0.97	(0.17)	1.19	(0.21)
		Increased likelihood of receiving money from an allowance or pocket money, without having to do any chores															
		Students who receive money from:															
		An allowance or pocket money for regularly doing chores at home		Working outside school hours (e.g. a holiday job, part-time work)		Working in a family business		Occasional informal jobs (e.g. baby-sitting or gardening)		Gifts of money from friends or relatives		Selling things (e.g. at local markets or on eBay)					
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.				
OECD	Australia	2.22	(0.15)	0.57	(0.04)	2.04	(0.17)	0.85	(0.06)	1.35	(0.14)	1.39	(0.10)				
	Belgium (Flemish)	1.40	(0.26)	0.61	(0.11)	0.81	(0.19)	1.01	(0.18)	2.50	(0.51)	1.40	(0.23)				
	Canadian provinces	1.92	(0.31)	0.51	(0.08)	1.18	(0.31)	0.83	(0.15)	1.75	(0.40)	1.26	(0.20)				
	Chile	1.75	(0.35)	0.60	(0.13)	1.63	(0.43)	1.04	(0.27)	1.34	(0.27)	0.98	(0.18)				
	Italy	1.06	(0.17)	0.40	(0.12)	1.26	(0.35)	0.93	(0.21)	1.88	(0.46)	1.03	(0.36)				
	Netherlands	0.90	(0.15)	0.57	(0.11)	0.90	(0.21)	1.29	(0.17)	1.76	(0.34)	1.36	(0.28)				
	Poland	0.88	(0.11)	0.73	(0.09)	1.35	(0.21)	1.15	(0.16)	1.20	(0.19)	0.98	(0.12)				
	Slovak Republic	1.34	(0.24)	0.42	(0.07)	1.81	(0.38)	0.83	(0.13)	1.94	(0.38)	1.06	(0.19)				
	Spain	0.82	(0.14)	0.68	(0.17)	1.25	(0.27)	1.03	(0.19)	1.28	(0.26)	1.01	(0.18)				
	United States	1.57	(0.22)	0.73	(0.14)	1.36	(0.26)	0.88	(0.14)	0.83	(0.22)	1.18	(0.23)				
OECD average-10		1.39	(0.07)	0.58	(0.04)	1.36	(0.09)	0.98	(0.05)	1.58	(0.11)	1.16	(0.07)				
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n				
	B-S-J-G (China)	0.46	(0.07)	0.47	(0.08)	1.27	(0.34)	0.65	(0.15)	1.37	(0.22)	0.74	(0.10)				
	Lithuania	1.20	(0.16)	0.64	(0.09)	0.69	(0.10)	1.11	(0.19)	1.87	(0.33)	1.12	(0.15)				
	Peru	n	n	n	n	n	n	n	n	n	n	n	n				
	Russia	2.68	(0.50)	0.99	(0.17)	1.23	(0.32)	1.09	(0.23)	3.49	(1.15)	0.83	(0.19)				

Notes: Multivariate logistic regression model: likelihood of receiving money from a given source is regressed on all variables in the table. Reference categories are: girls, students in the bottom quarter of ESCS, immigrant students, students who attend school located in towns or rural areas, students who do not hold a bank account, students who do not hold a prepaid debit card, students who do not receive money from a given source, students who never discuss money matters with parents, students in the bottom quarter of total time per week spent learning in regular lessons, and students in the bottom quarter of total time per week spent studying after school.

Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 2/2]

Table IV.5.16b Likelihood of receiving money from an allowance without having to do any chores, by student characteristics

Results based on students' self-reports

		Increased likelihood of receiving money from an allowance or pocket money, without having to do any chores											
		Students who discuss money matters with parents						Total time per week spent learning in regular lessons					
		Once or twice a month		Once or twice a week		Almost every day		Second quarter of school learning time		Third quarter of school learning time		Top quarter of school learning time	
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.
OECD	Australia	1.14	(0.12)	0.99	(0.10)	1.26	(0.14)	0.93	(0.10)	0.90	(0.08)	0.82	(0.07)
	Belgium (Flemish)	1.63	(0.41)	1.88	(0.42)	1.77	(0.59)	c	c	0.43	(0.28)	0.57	(0.36)
	Canadian provinces	0.72	(0.18)	0.89	(0.18)	0.73	(0.21)	c	c	0.77	(0.16)	0.89	(0.21)
	Chile	1.46	(0.43)	1.81	(0.55)	1.28	(0.37)	1.27	(0.46)	1.10	(0.34)	1.27	(0.38)
	Italy	0.78	(0.17)	1.06	(0.24)	0.83	(0.21)	1.07	(0.30)	1.11	(0.28)	1.18	(0.30)
	Netherlands	1.53	(0.39)	2.02	(0.56)	1.93	(0.57)	1.18	(0.27)	0.98	(0.23)	1.16	(0.24)
	Poland	1.24	(0.22)	1.61	(0.29)	1.20	(0.26)	1.04	(0.18)	0.87	(0.16)	1.02	(0.22)
	Slovak Republic	1.57	(0.28)	1.79	(0.38)	1.98	(0.57)	0.92	(0.26)	1.02	(0.26)	1.19	(0.30)
	Spain	0.89	(0.17)	0.75	(0.13)	0.98	(0.24)	1.03	(0.18)	0.71	(0.21)	0.74	(0.14)
	United States	1.48	(0.46)	1.83	(0.61)	2.44	(0.82)	0.97	(0.26)	0.90	(0.24)	0.83	(0.24)
		OECD average-10	1.24	(0.10)	1.46	(0.12)	1.44	(0.14)	1.05	(0.10)	0.88	(0.07)	0.97
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	0.91	(0.17)	1.18	(0.22)	1.18	(0.32)	1.47	(0.31)	1.47	(0.31)	1.86	(0.35)
	Lithuania	1.23	(0.30)	1.53	(0.36)	1.32	(0.31)	1.37	(0.32)	1.11	(0.26)	1.16	(0.25)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	1.55	(0.40)	1.52	(0.33)	3.03	(0.86)	1.10	(0.35)	1.12	(0.42)	0.80	(0.19)
		Increased likelihood of receiving money from an allowance or pocket money, without having to do any chores											
		Total time per week spent studying after school (e.g. homework, additional instruction, private study)						Intercept		Pseudo R2			
		Second quarter of school learning time		Third quarter of school learning time		Top quarter of school learning time							
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Pseudo R2	S.E.	Pseudo R2	S.E.
OECD	Australia	1.10	(0.11)	1.05	(0.12)	1.37	(0.12)	0.30	(0.05)	0.086	(0.008)		
	Belgium (Flemish)	1.36	(0.38)	1.00	(0.22)	1.22	(0.30)	1.14	(0.81)	0.059	(0.021)		
	Canadian provinces	1.09	(0.26)	1.03	(0.22)	0.96	(0.16)	0.97	(0.36)	0.085	(0.018)		
	Chile	1.09	(0.25)	1.22	(0.40)	1.04	(0.22)	0.06	(0.06)	0.052	(0.015)		
	Italy	0.97	(0.29)	1.16	(0.30)	1.08	(0.24)	0.16	(0.11)	0.037	(0.019)		
	Netherlands	0.89	(0.25)	0.80	(0.21)	0.93	(0.27)	0.63	(0.40)	0.059	(0.017)		
	Poland	1.17	(0.21)	0.76	(0.14)	0.96	(0.17)	0.53	(0.15)	0.031	(0.011)		
	Slovak Republic	1.10	(0.26)	0.69	(0.16)	0.86	(0.18)	0.13	(0.11)	0.077	(0.018)		
	Spain	0.71	(0.14)	1.08	(0.20)	0.85	(0.17)	0.66	(0.21)	0.026	(0.012)		
	United States	0.63	(0.17)	0.71	(0.21)	0.77	(0.16)	0.42	(0.20)	0.046	(0.019)		
		OECD average-10	1.01	(0.08)	0.95	(0.07)	1.00	(0.06)	0.50	(0.10)	0.056	(0.005)	
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	1.19	(0.24)	1.37	(0.26)	0.97	(0.20)	0.45	(0.13)	0.096	(0.016)		
	Lithuania	0.59	(0.12)	0.58	(0.11)	0.69	(0.12)	0.30	(0.24)	0.055	(0.015)		
	Peru	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	0.88	(0.19)	1.09	(0.21)	1.01	(0.23)	0.31	(0.25)	0.099	(0.020)		

Notes: Multivariate logistic regression model: likelihood of receiving money from a given source is regressed on all variables in the table. Reference categories are: girls, students in the bottom quarter of ESCS, immigrant students, students who attend school located in towns or rural areas, students who do not hold a bank account, students who do not hold a prepaid debit card, students who do not receive money from a given source, students who never discuss money matters with parents, students in the bottom quarter of total time per week spent learning in regular lessons, and students in the bottom quarter of total time per week spent studying after school. Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/2]

Table IV.5.16c Likelihood of receiving money from working outside school hours, by student characteristics

Results based on students' self-reports

		Increased likelihood of receiving money from working outside school hours (e.g. a holiday job, part-time work)																			
		PISA index of economic, social and cultural status (ESCS)												Non-immigrant students		Students attending school located in a city (100 000 people or more)		Students who hold a bank account		Students who hold a prepaid debit card	
		Boys		Second quarter of ESCS		Third quarter of ESCS		Top quarter of ESCS													
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.		
OECD	Australia	0.77	(0.05)	1.10	(0.09)	0.92	(0.08)	0.82	(0.07)	1.24	(0.10)	0.78	(0.06)	3.32	(0.26)	1.74	(0.12)				
	Belgium (Flemish)	1.11	(0.18)	0.81	(0.19)	0.55	(0.11)	0.52	(0.10)	1.47	(0.34)	0.94	(0.23)	2.39	(0.49)	1.01	(0.24)				
	Canadian provinces	1.42	(0.23)	0.82	(0.17)	1.02	(0.18)	0.94	(0.19)	2.86	(0.62)	0.86	(0.14)	4.94	(1.08)	1.04	(0.19)				
	Chile	2.13	(0.64)	0.47	(0.16)	0.49	(0.17)	0.25	(0.09)	c	c	0.96	(0.27)	0.92	(0.31)	1.42	(0.52)				
	Italy	1.21	(0.28)	1.09	(0.38)	1.22	(0.40)	1.13	(0.41)	0.74	(0.40)	0.65	(0.16)	1.76	(0.39)	1.00	(0.27)				
	Netherlands	1.07	(0.17)	0.91	(0.20)	0.73	(0.13)	0.45	(0.10)	1.30	(0.38)	1.03	(0.23)	4.83	(2.13)	1.16	(0.34)				
	Poland	1.36	(0.19)	0.96	(0.20)	0.74	(0.14)	0.59	(0.13)	c	c	0.73	(0.11)	1.16	(0.28)	0.82	(0.20)				
	Slovak Republic	1.06	(0.16)	0.78	(0.20)	1.20	(0.25)	0.72	(0.14)	c	c	1.20	(0.37)	1.24	(0.20)	0.92	(0.22)				
	Spain	1.04	(0.18)	0.72	(0.18)	0.78	(0.19)	0.60	(0.14)	1.47	(0.44)	0.71	(0.14)	0.94	(0.19)	1.47	(0.45)				
	United States	1.61	(0.28)	0.69	(0.18)	0.84	(0.20)	0.67	(0.19)	1.79	(0.36)	0.87	(0.14)	1.85	(0.32)	1.38	(0.30)				
	OECD average-10	1.28	(0.09)	0.83	(0.07)	0.85	(0.06)	0.67	(0.06)	1.55	(0.15)	0.87	(0.06)	2.34	(0.26)	1.20	(0.10)				
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n		
	B-S-J-G (China)	0.73	(0.11)	0.94	(0.18)	0.71	(0.13)	0.58	(0.14)	c	c	1.16	(0.22)	0.93	(0.15)	0.78	(0.19)				
	Lithuania	1.44	(0.19)	0.74	(0.13)	0.77	(0.19)	0.48	(0.10)	0.66	(0.50)	0.91	(0.16)	1.36	(0.25)	1.24	(0.26)				
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n		
	Russia	1.63	(0.22)	0.87	(0.25)	0.92	(0.20)	0.89	(0.26)	1.57	(0.71)	0.63	(0.11)	1.26	(0.22)	1.65	(0.27)				
		Increased likelihood of receiving money from working outside school hours (e.g. a holiday job, part-time work)																			
		Students who receive money from:																			
		An allowance or pocket money for regularly doing chores at home		An allowance or pocket money, without having to do any chores		Working in a family business		Occasional informal jobs (e.g. baby-sitting or gardening)		Gifts of money from friends or relatives		Selling things (e.g. at local markets or on eBay)									
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.		
OECD	Australia	0.82	(0.05)	0.58	(0.05)	1.89	(0.16)	1.32	(0.08)	0.85	(0.08)	1.56	(0.10)	1.56	(0.10)						
	Belgium (Flemish)	1.18	(0.15)	0.61	(0.11)	2.18	(0.56)	1.87	(0.31)	1.64	(0.54)	1.97	(0.35)	1.97	(0.35)						
	Canadian provinces	0.82	(0.13)	0.51	(0.08)	2.40	(0.54)	1.56	(0.22)	0.53	(0.12)	1.31	(0.20)	1.31	(0.20)						
	Chile	0.69	(0.22)	0.60	(0.13)	6.42	(2.04)	4.01	(1.54)	0.79	(0.24)	2.54	(0.62)	2.54	(0.62)						
	Italy	1.02	(0.24)	0.40	(0.12)	2.89	(0.87)	5.00	(1.43)	0.54	(0.14)	1.77	(0.46)	1.77	(0.46)						
	Netherlands	1.21	(0.20)	0.58	(0.11)	1.48	(0.32)	1.86	(0.27)	1.32	(0.27)	1.00	(0.17)	1.00	(0.17)						
	Poland	1.20	(0.17)	0.73	(0.09)	1.81	(0.33)	5.07	(0.75)	1.06	(0.21)	1.77	(0.24)	1.77	(0.24)						
	Slovak Republic	2.09	(0.33)	0.42	(0.07)	1.76	(0.39)	2.95	(0.49)	0.92	(0.16)	1.82	(0.30)	1.82	(0.30)						
	Spain	1.09	(0.22)	0.65	(0.17)	4.50	(1.27)	7.27	(1.70)	0.69	(0.16)	1.97	(0.39)	1.97	(0.39)						
	United States	0.80	(0.12)	0.73	(0.14)	3.95	(0.92)	2.29	(0.40)	0.61	(0.17)	0.99	(0.16)	0.99	(0.16)						
	OECD average-10	1.09	(0.06)	0.58	(0.04)	2.93	(0.29)	3.32	(0.29)	0.90	(0.08)	1.67	(0.11)	1.67	(0.11)						
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n		
	B-S-J-G (China)	0.78	(0.13)	0.47	(0.08)	6.85	(2.14)	3.07	(0.75)	0.85	(0.14)	4.07	(0.86)	4.07	(0.86)						
	Lithuania	1.68	(0.24)	0.64	(0.09)	1.57	(0.29)	2.58	(0.37)	0.81	(0.19)	1.74	(0.31)	1.74	(0.31)						
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n		
	Russia	0.99	(0.21)	0.99	(0.17)	1.71	(0.35)	2.11	(0.36)	1.08	(0.25)	1.69	(0.31)	1.69	(0.31)						

Notes: Multivariate logistic regression model: likelihood of receiving money from a given source is regressed on all variables in the table. Reference categories are: girls, students in the bottom quarter of ESCS, immigrant students, students who attend school located in towns or rural areas, students who do not hold a bank account, students who do not hold a prepaid debit card, students who do not receive money from a given source, students who never discuss money matters with parents, students in the bottom quarter of total time per week spent learning in regular lessons, and students in the bottom quarter of total time per week spent studying after school. Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 2/2]

Table IV.5.16c Likelihood of receiving money from working outside school hours, by student characteristics

Results based on students' self-reports

		Increased likelihood of receiving money from working outside school hours (e.g. a holiday job, part-time work)											
		Students who discuss money matters with parents						Total time per week spent learning in regular lessons					
		Once or twice a month		Once or twice a week		Almost every day		Second quarter of school learning time		Third quarter of school learning time		Top quarter of school learning time	
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.
OECD	Australia	1.25	(0.13)	1.77	(0.19)	2.19	(0.29)	1.11	(0.14)	1.02	(0.09)	0.93	(0.09)
	Belgium (Flemish)	0.98	(0.22)	1.23	(0.27)	1.79	(0.54)	c	c	0.32	(0.13)	0.37	(0.16)
	Canadian provinces	1.19	(0.31)	1.61	(0.39)	2.08	(0.68)	c	c	0.89	(0.15)	0.82	(0.19)
	Chile	3.89	(1.65)	3.93	(1.61)	3.68	(1.82)	1.21	(0.61)	1.89	(0.81)	1.45	(0.55)
	Italy	0.78	(0.37)	0.96	(0.30)	1.43	(0.45)	1.11	(0.41)	0.94	(0.35)	1.10	(0.37)
	Netherlands	1.03	(0.21)	1.32	(0.34)	1.41	(0.42)	0.86	(0.20)	1.08	(0.26)	0.82	(0.18)
	Poland	1.30	(0.27)	1.36	(0.29)	1.61	(0.46)	0.60	(0.11)	0.74	(0.16)	0.94	(0.19)
	Slovak Republic	0.91	(0.18)	1.10	(0.24)	1.51	(0.44)	0.94	(0.23)	1.06	(0.22)	1.05	(0.23)
	Spain	1.00	(0.28)	1.15	(0.33)	1.23	(0.41)	0.93	(0.28)	0.39	(0.17)	0.66	(0.16)
	United States	1.57	(0.49)	2.16	(0.62)	2.50	(0.83)	0.82	(0.23)	1.26	(0.31)	0.76	(0.19)
	OECD average-10	1.39	(0.19)	1.66	(0.19)	1.94	(0.24)	0.95	(0.11)	0.96	(0.10)	0.89	(0.08)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	1.11	(0.23)	0.87	(0.20)	1.14	(0.45)	0.72	(0.15)	0.62	(0.12)	0.62	(0.12)
	Lithuania	0.67	(0.19)	1.22	(0.40)	1.13	(0.39)	1.21	(0.24)	1.03	(0.22)	1.17	(0.28)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	1.64	(0.50)	1.54	(0.49)	2.20	(0.70)	0.75	(0.15)	0.66	(0.25)	1.07	(0.22)
		Increased likelihood of receiving money from working outside school hours (e.g. a holiday job, part-time work)											
		Total time per week spent studying after school (e.g. homework, additional instruction, private study)											
		Second quarter of school learning time		Third quarter of school learning time		Top quarter of school learning time		Intercept		Pseudo R2			
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Pseudo R2	S.E.		
OECD	Australia	0.77	(0.07)	0.84	(0.10)	1.02	(0.09)	0.27	(0.04)	0.122	(0.009)		
	Belgium (Flemish)	1.28	(0.34)	1.25	(0.30)	1.03	(0.24)	0.45	(0.28)	0.109	(0.022)		
	Canadian provinces	0.82	(0.22)	1.03	(0.24)	1.29	(0.28)	0.10	(0.04)	0.186	(0.022)		
	Chile	1.40	(0.63)	1.50	(0.68)	1.93	(0.82)	0.04	(0.04)	0.249	(0.045)		
	Italy	0.96	(0.42)	1.32	(0.48)	1.17	(0.34)	0.12	(0.06)	0.193	(0.040)		
	Netherlands	0.84	(0.23)	0.72	(0.17)	0.67	(0.15)	0.21	(0.14)	0.070	(0.015)		
	Poland	0.98	(0.21)	1.02	(0.20)	1.04	(0.17)	0.63	(0.86)	0.167	(0.019)		
	Slovak Republic	1.20	(0.32)	0.94	(0.23)	1.20	(0.30)	0.19	(0.22)	0.165	(0.026)		
	Spain	0.80	(0.26)	0.87	(0.28)	1.02	(0.27)	0.14	(0.06)	0.245	(0.032)		
	United States	1.28	(0.29)	0.91	(0.22)	0.91	(0.19)	0.12	(0.06)	0.142	(0.026)		
	OECD average-10	1.03	(0.10)	1.04	(0.10)	1.13	(0.11)	0.23	(0.09)	0.165	(0.009)		
Partners	Brazil	n	n	n	n	n	n	n	n	n	n		
	B-S-J-G (China)	0.76	(0.15)	1.00	(0.23)	0.79	(0.17)	0.29	(0.76)	0.227	(0.031)		
	Lithuania	0.99	(0.22)	0.88	(0.22)	1.11	(0.24)	0.47	(0.46)	0.140	(0.022)		
	Peru	n	n	n	n	n	n	n	n	n	n		
	Russia	1.01	(0.29)	0.95	(0.23)	1.21	(0.28)	0.23	(0.16)	0.100	(0.023)		

Notes: Multivariate logistic regression model: likelihood of receiving money from a given source is regressed on all variables in the table. Reference categories are: girls, students in the bottom quarter of ESCS, immigrant students, students who attend school located in towns or rural areas, students who do not hold a bank account, students who do not hold a prepaid debit card, students who do not receive money from a given source, students who never discuss money matters with parents, students in the bottom quarter of total time per week spent learning in regular lessons, and students in the bottom quarter of total time per week spent studying after school. Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/2]


Table IV.5.16d Likelihood of receiving money from working in a family business, by student characteristics

Results based on students' self-reports

		Increased likelihood of receiving money from working in a family business																
		PISA index of economic, social and cultural status (ESCS)									Non-immigrant students		Students attending school located in a city (100 000 people or more)		Students who hold a bank account		Students who hold a prepaid debit card	
		Boys		Second quarter of ESCS		Third quarter of ESCS		Top quarter of ESCS										
				Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	
OECD	Australia	1.8	(0.12)	1.17	(0.12)	1.00	(0.11)	0.79	(0.10)	1.05	(0.10)	0.72	(0.06)	0.98	(0.09)	1.36	(0.12)	
	Belgium (Flemish)	2.14	(0.60)	1.27	(0.39)	1.00	(0.34)	0.64	(0.21)	0.88	(0.28)	0.95	(0.32)	1.09	(0.27)	0.92	(0.27)	
	Canadian provinces	1.61	(0.33)	1.15	(0.32)	0.97	(0.26)	0.88	(0.26)	0.89	(0.27)	0.70	(0.14)	1.01	(0.25)	0.69	(0.20)	
	Chile	2.01	(0.58)	1.21	(0.66)	0.95	(0.57)	0.81	(0.44)	c	c	0.63	(0.21)	1.02	(0.32)	2.14	(0.91)	
	Italy	1.71	(0.42)	0.99	(0.36)	0.72	(0.27)	0.75	(0.35)	0.97	(0.41)	1.40	(0.44)	1.18	(0.32)	0.99	(0.22)	
	Netherlands	1.59	(0.47)	0.65	(0.18)	0.50	(0.17)	0.54	(0.19)	0.48	(0.18)	0.84	(0.19)	0.35	(0.20)	1.56	(0.61)	
	Poland	1.45	(0.25)	0.96	(0.22)	1.00	(0.20)	0.93	(0.18)	c	c	0.64	(0.11)	1.70	(0.42)	1.16	(0.31)	
	Slovak Republic	1.29	(0.26)	1.29	(0.40)	1.33	(0.37)	1.38	(0.39)	c	c	1.03	(0.30)	1.40	(0.30)	1.72	(0.46)	
	Spain	1.49	(0.30)	1.03	(0.30)	1.16	(0.34)	0.74	(0.23)	1.05	(0.41)	0.92	(0.24)	1.10	(0.22)	1.85	(0.79)	
	United States	1.35	(0.29)	1.03	(0.31)	0.97	(0.29)	0.94	(0.28)	0.96	(0.27)	1.07	(0.24)	1.35	(0.31)	0.68	(0.18)	
	OECD average-10	1.61	(0.12)	1.07	(0.11)	0.96	(0.10)	0.84	(0.09)	0.90	(0.11)	0.89	(0.08)	1.12	(0.09)	1.31	(0.15)	
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n		
	B-S-J-G (China)	1.80	(0.32)	0.98	(0.33)	1.33	(0.50)	0.75	(0.30)	c	c	0.69	(0.18)	1.30	(0.39)	1.02	(0.43)	
	Lithuania	1.59	(0.24)	0.96	(0.21)	0.98	(0.20)	0.82	(0.17)	0.81	(0.60)	1.21	(0.19)	1.05	(0.20)	1.12	(0.27)	
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n		
	Russia	1.45	(0.36)	1.86	(0.58)	1.46	(0.49)	1.87	(0.68)	0.61	(0.37)	0.82	(0.22)	1.26	(0.38)	0.95	(0.26)	
		Increased likelihood of receiving money from working in a family business																
		Students who receive money from:																
		An allowance or pocket money for regularly doing chores at home		An allowance or pocket money, without having to do any chores		Working outside school hours (e.g. a holiday job, part-time work)		Occasional informal jobs (e.g. baby-sitting or gardening)		Gifts of money from friends or relatives		Selling things (e.g. at local markets or on eBay)						
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.					
OECD	Australia	1.42	(0.11)	1.95	(0.16)	1.83	(0.15)	1.90	(0.16)	1.07	(0.11)	1.69	(0.13)					
	Belgium (Flemish)	1.53	(0.40)	0.83	(0.20)	2.19	(0.57)	1.53	(0.35)	0.40	(0.12)	1.25	(0.27)					
	Canadian provinces	0.84	(0.20)	1.14	(0.29)	2.38	(0.53)	1.30	(0.25)	0.73	(0.23)	1.50	(0.35)					
	Chile	1.89	(0.65)	1.58	(0.44)	6.52	(2.07)	0.85	(0.28)	0.88	(0.31)	1.16	(0.36)					
	Italy	2.71	(0.67)	1.29	(0.37)	2.87	(0.84)	1.34	(0.36)	0.58	(0.17)	1.24	(0.32)					
	Netherlands	2.33	(0.51)	0.87	(0.21)	1.45	(0.30)	1.81	(0.43)	0.76	(0.30)	1.12	(0.25)					
	Poland	2.04	(0.32)	1.33	(0.20)	1.83	(0.33)	1.65	(0.32)	1.16	(0.28)	1.55	(0.26)					
	Slovak Republic	1.26	(0.21)	1.81	(0.39)	1.86	(0.43)	1.09	(0.23)	1.04	(0.21)	1.43	(0.29)					
	Spain	2.22	(0.54)	1.26	(0.27)	4.43	(1.27)	0.77	(0.22)	0.57	(0.14)	2.31	(0.53)					
	United States	1.50	(0.29)	1.31	(0.25)	3.95	(0.90)	1.13	(0.22)	0.68	(0.20)	1.37	(0.31)					
	OECD average-10	1.77	(0.14)	1.34	(0.09)	2.93	(0.29)	1.34	(0.09)	0.79	(0.07)	1.46	(0.10)					
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n						
	B-S-J-G (China)	2.02	(0.45)	1.15	(0.29)	6.59	(1.96)	3.81	(0.98)	1.04	(0.25)	1.88	(0.49)					
	Lithuania	1.73	(0.29)	0.68	(0.10)	1.58	(0.29)	1.31	(0.19)	1.35	(0.34)	1.91	(0.35)					
	Peru	n	n	n	n	n	n	n	n	n	n	n						
	Russia	2.36	(0.56)	1.21	(0.30)	1.66	(0.34)	1.57	(0.44)	0.82	(0.33)	2.53	(0.68)					

Notes: Multivariate logistic regression model: likelihood of receiving money from a given source is regressed on all variables in the table. Reference categories are: girls, students in the bottom quarter of ESCS, immigrant students, students who attend school located in towns or rural areas, students who do not hold a bank account, students who do not hold a prepaid debit card, students who do not receive money from a given source, students who never discuss money matters with parents, students in the bottom quarter of total time per week spent learning in regular lessons, and students in the bottom quarter of total time per week spent studying after school.

Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 2/2]

Table IV.5.16d Likelihood of receiving money from working in a family business, by student characteristics

Results based on students' self-reports

		Increased likelihood of receiving money from working in a family business											
		Students who discuss money matters with parents						Total time per week spent learning in regular lessons					
		Once or twice a month		Once or twice a week		Almost every day		Second quarter of school learning time		Third quarter of school learning time		Top quarter of school learning time	
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.
OECD	Australia	0.91	(0.11)	0.94	(0.10)	0.96	(0.14)	0.94	(0.11)	0.88	(0.09)	1.04	(0.11)
	Belgium (Flemish)	0.79	(0.27)	0.96	(0.30)	0.67	(0.31)	c	c	0.68	(0.24)	0.63	(0.24)
	Canadian provinces	0.95	(0.43)	1.87	(0.72)	1.73	(0.90)	c	c	0.99	(0.27)	1.18	(0.34)
	Chile	1.15	(0.68)	0.74	(0.44)	1.06	(0.63)	0.96	(0.43)	0.43	(0.16)	0.87	(0.41)
	Italy	1.27	(0.44)	1.12	(0.48)	1.73	(0.73)	1.78	(0.72)	1.25	(0.63)	1.67	(0.82)
	Netherlands	1.07	(0.47)	0.78	(0.36)	0.98	(0.48)	1.08	(0.34)	0.61	(0.20)	0.85	(0.25)
	Poland	0.71	(0.15)	0.76	(0.17)	0.84	(0.21)	0.94	(0.19)	1.02	(0.24)	1.13	(0.25)
	Slovak Republic	0.94	(0.22)	0.68	(0.19)	0.92	(0.31)	0.84	(0.27)	1.16	(0.41)	1.08	(0.31)
	Spain	1.15	(0.41)	1.34	(0.46)	1.46	(0.55)	1.02	(0.31)	0.98	(0.35)	1.18	(0.37)
	United States	2.23	(1.12)	2.18	(1.06)	3.38	(1.57)	0.95	(0.26)	0.52	(0.14)	0.61	(0.19)
	OECD average-10	1.12	(0.16)	1.14	(0.16)	1.37	(0.22)	1.06	(0.13)	0.85	(0.10)	1.02	(0.12)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	1.85	(0.72)	1.98	(0.87)	1.30	(0.70)	1.23	(0.44)	0.84	(0.28)	1.30	(0.46)
	Lithuania	0.66	(0.23)	0.71	(0.22)	1.19	(0.38)	1.05	(0.27)	1.05	(0.23)	1.07	(0.22)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	0.49	(0.16)	0.48	(0.14)	0.62	(0.18)	0.99	(0.31)	1.59	(0.57)	0.53	(0.13)
		Increased likelihood of receiving money from working in a family business											
		Total time per week spent studying after school (e.g. homework, additional instruction, private study)						Intercept		Pseudo R2			
		Second quarter of school learning time		Third quarter of school learning time		Top quarter of school learning time							
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Pseudo R2	S.E.		
OECD	Australia	0.98	(0.13)	1.17	(0.16)	1.24	(0.15)	0.05	(0.01)	0.102	(0.009)		
	Belgium (Flemish)	1.02	(0.39)	1.18	(0.47)	1.19	(0.43)	0.16	(0.11)	0.101	(0.034)		
	Canadian provinces	0.95	(0.30)	0.92	(0.31)	1.43	(0.38)	0.07	(0.04)	0.092	(0.025)		
	Chile	1.43	(0.61)	1.71	(0.78)	1.01	(0.46)	0.09	(0.08)	0.194	(0.040)		
	Italy	1.03	(0.36)	0.63	(0.25)	0.78	(0.23)	0.06	(0.03)	0.126	(0.035)		
	Netherlands	0.71	(0.27)	0.98	(0.33)	1.32	(0.48)	0.72	(0.54)	0.108	(0.025)		
	Poland	0.75	(0.16)	1.08	(0.23)	1.43	(0.31)	0.07	(0.02)	0.117	(0.020)		
	Slovak Republic	1.29	(0.37)	0.72	(0.21)	1.41	(0.33)	0.14	(0.12)	0.090	(0.025)		
	Spain	1.48	(0.50)	1.43	(0.49)	1.28	(0.46)	0.04	(0.02)	0.168	(0.031)		
	United States	0.89	(0.29)	1.00	(0.31)	1.64	(0.45)	0.04	(0.02)	0.132	(0.026)		
	OECD average-10	1.05	(0.12)	1.08	(0.12)	1.27	(0.12)	0.14	(0.06)	0.123	(0.009)		
Partners	Brazil	n	n	n	n	n	n	n	n	n	n		
	B-S-J-G (China)	0.84	(0.33)	0.54	(0.17)	1.14	(0.43)	0.01	(0.00)	0.277	(0.036)		
	Lithuania	0.42	(0.10)	0.74	(0.19)	1.04	(0.20)	0.18	(0.15)	0.113	(0.023)		
	Peru	n	n	n	n	n	n	n	n	n	n		
	Russia	1.62	(0.60)	1.05	(0.40)	1.25	(0.39)	0.10	(0.09)	0.164	(0.035)		

Notes: Multivariate logistic regression model: likelihood of receiving money from a given source is regressed on all variables in the table. Reference categories are: girls, students in the bottom quarter of ESCS, immigrant students, students who attend school located in towns or rural areas, students who do not hold a bank account, students who do not hold a prepaid debit card, students who do not receive money from a given source, students who never discuss money matters with parents, students in the bottom quarter of total time per week spent learning in regular lessons, and students in the bottom quarter of total time per week spent studying after school. Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/2]


Table IV.5.16e Likelihood of receiving money from occasional informal jobs, by student characteristics

Results based on students' self-reports

		Increased likelihood of receiving money from occasional informal jobs (e.g. baby-sitting or gardening)																			
		PISA index of economic, social and cultural status (ESCS)												Non-immigrant students		Students attending school located in a city (100 000 people or more)		Students who hold a bank account		Students who hold a prepaid debit card	
		Boys		Second quarter of ESCS		Third quarter of ESCS		Top quarter of ESCS													
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.		
OECD	Australia	0.67	(0.04)	1.09	(0.10)	1.21	(0.11)	1.40	(0.16)	1.83	(0.17)	0.85	(0.06)	1.22	(0.10)	1.11	(0.08)				
	Belgium (Flemish)	0.42	(0.06)	1.25	(0.30)	1.34	(0.28)	1.65	(0.37)	1.57	(0.38)	1.30	(0.29)	0.97	(0.19)	1.07	(0.25)				
	Canadian provinces	0.51	(0.08)	1.09	(0.21)	1.05	(0.23)	1.39	(0.25)	2.45	(0.44)	0.90	(0.16)	1.18	(0.22)	0.77	(0.17)				
	Chile	1.12	(0.28)	0.84	(0.35)	0.73	(0.25)	1.13	(0.38)	c	c	0.87	(0.23)	1.31	(0.36)	1.29	(0.50)				
	Italy	0.87	(0.20)	1.25	(0.35)	1.08	(0.37)	0.81	(0.28)	1.67	(0.95)	0.88	(0.19)	0.97	(0.20)	1.32	(0.29)				
	Netherlands	0.47	(0.08)	1.30	(0.30)	1.70	(0.43)	2.13	(0.44)	5.47	(2.50)	0.87	(0.18)	0.80	(0.40)	0.85	(0.27)				
	Poland	0.91	(0.13)	0.86	(0.20)	0.90	(0.19)	1.32	(0.30)	c	c	0.77	(0.13)	0.65	(0.16)	1.38	(0.29)				
	Slovak Republic	1.06	(0.16)	0.87	(0.16)	0.79	(0.17)	0.85	(0.18)	c	c	1.51	(0.43)	0.99	(0.19)	1.20	(0.29)				
	Spain	0.85	(0.15)	0.92	(0.27)	1.13	(0.28)	1.08	(0.24)	0.79	(0.23)	0.96	(0.17)	1.05	(0.17)	1.69	(0.46)				
	United States	0.62	(0.10)	1.02	(0.22)	1.14	(0.25)	1.55	(0.37)	1.52	(0.29)	0.81	(0.13)	1.57	(0.27)	0.91	(0.18)				
	OECD average-10	0.75	(0.05)	1.05	(0.08)	1.11	(0.09)	1.33	(0.10)	2.19	(0.40)	0.97	(0.07)	1.07	(0.08)	1.16	(0.10)				
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n		
	B-S-J-G (China)	1.18	(0.25)	0.97	(0.25)	0.96	(0.28)	1.33	(0.40)	c	c	0.93	(0.25)	1.20	(0.24)	1.87	(0.53)				
	Lithuania	1.00	(0.12)	0.90	(0.16)	0.81	(0.17)	0.84	(0.15)	0.91	(0.50)	1.01	(0.17)	0.75	(0.14)	0.74	(0.19)				
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n		
	Russia	0.98	(0.16)	0.83	(0.19)	0.62	(0.20)	0.66	(0.25)	0.96	(0.53)	0.68	(0.16)	1.39	(0.35)	0.96	(0.20)				
		Increased likelihood of receiving money from occasional informal jobs (e.g. baby-sitting or gardening)																			
		Students who receive money from:																			
		An allowance or pocket money for regularly doing chores at home		An allowance or pocket money, without having to do any chores		Working outside school hours (e.g. a holiday job, part-time work)		Working in a family business		Gifts of money from friends or relatives		Selling things (e.g. at local markets or on eBay)									
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.		
OECD	Australia	2.01	(0.12)	0.86	(0.06)	1.32	(0.08)	1.93	(0.16)	1.32	(0.12)	2.02	(0.11)								
	Belgium (Flemish)	2.52	(0.40)		1.02	(0.18)	1.87	(0.31)	1.62	(0.36)	1.31	(0.28)	0.99	(0.16)							
	Canadian provinces	1.34	(0.18)	0.82	(0.15)	1.53	(0.21)	1.31	(0.25)	2.18	(0.54)	1.39	(0.19)								
	Chile	2.16	(0.60)	0.97	(0.26)	4.17	(1.58)	0.85	(0.26)	0.53	(0.15)	1.68	(0.40)								
	Italy	1.90	(0.47)	0.96	(0.22)	4.99	(1.39)	1.24	(0.35)	0.86	(0.18)	1.85	(0.43)								
	Netherlands	1.71	(0.26)	1.27	(0.17)	1.85	(0.27)	1.85	(0.43)	1.06	(0.29)	1.40	(0.23)								
	Poland	1.70	(0.28)	1.16	(0.16)	5.08	(0.75)	1.65	(0.31)	0.73	(0.14)	1.89	(0.32)								
	Slovak Republic	1.83	(0.28)	0.83	(0.13)	2.97	(0.49)	1.07	(0.23)	0.72	(0.12)	2.04	(0.34)								
	Spain	2.16	(0.30)	1.02	(0.19)	7.20	(1.63)	0.82	(0.21)	0.90	(0.23)	2.17	(0.45)								
	United States	1.66	(0.24)	0.89	(0.14)	2.27	(0.39)	1.14	(0.22)	1.56	(0.35)	1.21	(0.19)								
	OECD average-10	1.90	(0.11)	0.98	(0.05)	3.32	(0.29)	1.35	(0.09)	1.12	(0.09)	1.66	(0.10)								
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n		
	B-S-J-G (China)	1.00	(0.19)	0.64	(0.14)	3.17	(0.78)	3.65	(0.91)	0.92	(0.19)	2.14	(0.44)								
	Lithuania	1.40	(0.23)	1.12	(0.19)	2.58	(0.37)	1.30	(0.19)	1.31	(0.27)	2.04	(0.29)								
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n		
	Russia	2.80	(0.47)	1.04	(0.21)	2.11	(0.36)	1.63	(0.42)	0.83	(0.18)	2.09	(0.42)								

Notes: Multivariate logistic regression model: likelihood of receiving money from a given source is regressed on all variables in the table. Reference categories are: girls, students in the bottom quarter of ESCS, immigrant students, students who attend school located in towns or rural areas, students who do not hold a bank account, students who do not hold a prepaid debit card, students who do not receive money from a given source, students who never discuss money matters with parents, students in the bottom quarter of total time per week spent learning in regular lessons, and students in the bottom quarter of total time per week spent studying after school.

Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 2/2]

Table IV.5.16e Likelihood of receiving money from occasional informal jobs, by student characteristics

Results based on students' self-reports

		Increased likelihood of receiving money from occasional informal jobs (e.g. baby-sitting or gardening)											
		Students who discuss money matters with parents						Total time per week spent learning in regular lessons					
		Once or twice a month		Once or twice a week		Almost every day		Second quarter of school learning time		Third quarter of school learning time		Top quarter of school learning time	
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.
OECD	Australia	1.23	(0.10)	1.25	(0.11)	1.53	(0.17)	1.33	(0.13)	1.07	(0.09)	1.32	(0.10)
	Belgium (Flemish)	1.11	(0.30)	1.01	(0.26)	1.19	(0.37)	c	c	0.94	(0.42)	0.81	(0.36)
	Canadian provinces	0.60	(0.12)	1.02	(0.24)	1.12	(0.33)	c	c	1.01	(0.23)	1.15	(0.27)
	Chile	0.50	(0.22)	1.07	(0.39)	0.75	(0.28)	0.67	(0.26)	0.50	(0.19)	0.76	(0.22)
	Italy	1.14	(0.36)	1.03	(0.29)	1.43	(0.52)	1.32	(0.43)	1.87	(0.50)	2.04	(0.60)
	Netherlands	1.37	(0.44)	1.83	(0.58)	1.46	(0.59)	0.86	(0.19)	0.96	(0.20)	1.26	(0.30)
	Poland	0.67	(0.13)	0.85	(0.20)	1.07	(0.30)	1.53	(0.34)	1.48	(0.37)	1.54	(0.31)
	Slovak Republic	1.32	(0.29)	1.75	(0.39)	1.33	(0.37)	0.72	(0.18)	0.75	(0.18)	0.79	(0.20)
	Spain	1.39	(0.35)	1.34	(0.33)	1.46	(0.49)	1.11	(0.30)	1.50	(0.52)	1.61	(0.42)
	United States	1.26	(0.31)	2.09	(0.53)	1.64	(0.46)	1.06	(0.27)	0.96	(0.26)	1.00	(0.20)
		OECD average-10	1.06	(0.09)	1.32	(0.11)	1.30	(0.13)	1.08	(0.10)	1.10	(0.10)	1.23
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	0.90	(0.29)	1.39	(0.50)	1.54	(0.53)	0.68	(0.21)	0.70	(0.22)	0.57	(0.19)
	Lithuania	1.25	(0.31)	1.22	(0.31)	1.47	(0.39)	0.96	(0.21)	0.85	(0.22)	0.71	(0.14)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	1.09	(0.31)	1.24	(0.34)	2.17	(0.58)	0.68	(0.16)	0.26	(0.10)	0.79	(0.17)
		Increased likelihood of receiving money from occasional informal jobs (e.g. baby-sitting or gardening)											
		Total time per week spent studying after school (e.g. homework, additional instruction, private study)											
		Second quarter of school learning time		Third quarter of school learning time		Top quarter of school learning time		Intercept		Pseudo R2			
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Pseudo R2	S.E.		
OECD	Australia	1.02	(0.09)	1.06	(0.11)	1.03	(0.07)	0.11	(0.02)	0.101	(0.007)		
	Belgium (Flemish)	1.12	(0.27)	1.19	(0.33)	1.01	(0.23)	0.25	(0.18)	0.086	(0.019)		
	Canadian provinces	1.35	(0.30)	1.71	(0.35)	1.38	(0.27)	0.23	(0.10)	0.110	(0.018)		
	Chile	1.10	(0.37)	0.57	(0.23)	0.74	(0.27)	0.25	(0.36)	0.129	(0.040)		
	Italy	1.76	(0.60)	1.64	(0.52)	1.89	(0.63)	0.03	(0.02)	0.142	(0.032)		
	Netherlands	0.86	(0.20)	1.30	(0.26)	0.94	(0.21)	0.05	(0.03)	0.120	(0.025)		
	Poland	1.10	(0.24)	1.08	(0.22)	1.08	(0.21)	0.52	(0.57)	0.177	(0.019)		
	Slovak Republic	1.35	(0.28)	1.65	(0.34)	1.27	(0.24)	0.11	(0.10)	0.137	(0.022)		
	Spain	1.10	(0.26)	0.99	(0.23)	0.88	(0.19)	0.08	(0.03)	0.182	(0.025)		
	United States	0.93	(0.24)	1.22	(0.24)	0.73	(0.15)	0.22	(0.08)	0.106	(0.018)		
		OECD average-10	1.17	(0.10)	1.24	(0.09)	1.10	(0.09)	0.19	(0.07)	0.129	(0.008)	
Partners	Brazil	n	n	n	n	n	n	n	n	n	n		
	B-S-J-G (China)	1.05	(0.31)	1.17	(0.27)	0.92	(0.26)	0.14	(0.41)	0.206	(0.033)		
	Lithuania	1.02	(0.24)	1.17	(0.24)	1.16	(0.21)	0.43	(0.27)	0.095	(0.018)		
	Peru	n	n	n	n	n	n	n	n	n	n		
	Russia	1.93	(0.59)	1.46	(0.38)	1.80	(0.43)	0.10	(0.07)	0.167	(0.028)		

Notes: Multivariate logistic regression model: likelihood of receiving money from a given source is regressed on all variables in the table. Reference categories are: girls, students in the bottom quarter of ESCS, immigrant students, students who attend school located in towns or rural areas, students who do not hold a bank account, students who do not hold a prepaid debit card, students who do not receive money from a given source, students who never discuss money matters with parents, students in the bottom quarter of total time per week spent learning in regular lessons, and students in the bottom quarter of total time per week spent studying after school. Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/2]

Table IV.5.16f Likelihood of receiving money as gifts from friends or relatives, by student characteristics

Results based on students' self-reports

		Increased likelihood of receiving money from gifts of money from friends or relatives															
		Boys		PISA index of economic, social and cultural status (ESCS)						Non-immigrant students		Students attending school located in a city (100 000 people or more)		Students who hold a bank account		Students who hold a prepaid debit card	
				Second quarter of ESCS		Third quarter of ESCS		Top quarter of ESCS									
				Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.								
OECD	Australia	0.71	(0.07)	1.29	(0.14)	1.35	(0.14)	1.55	(0.20)	1.51	(0.16)	1.30	(0.13)	1.30	(0.16)	0.82	(0.07)
	Belgium (Flemish)	0.69	(0.19)	1.14	(0.31)	1.77	(0.65)	1.48	(0.55)	3.79	(0.94)	0.45	(0.17)	1.57	(0.60)	0.92	(0.39)
	Canadian provinces	0.75	(0.17)	0.98	(0.33)	1.06	(0.36)	0.89	(0.31)	2.05	(0.55)	1.40	(0.38)	1.98	(0.45)	1.40	(0.53)
	Chile	1.20	(0.27)	1.26	(0.35)	1.93	(0.59)	2.54	(0.83)	c	c	0.94	(0.21)	1.25	(0.30)	0.79	(0.24)
	Italy	0.75	(0.17)	1.16	(0.34)	1.60	(0.60)	1.85	(0.69)	1.33	(0.48)	0.86	(0.15)	1.93	(0.47)	1.48	(0.29)
	Netherlands	1.30	(0.34)	0.42	(0.17)	0.51	(0.20)	0.86	(0.30)	1.75	(0.62)	1.15	(0.40)	3.92	(1.60)	0.65	(0.33)
	Poland	0.53	(0.10)	1.80	(0.35)	2.08	(0.47)	2.24	(0.57)	c	c	1.07	(0.20)	1.31	(0.37)	0.82	(0.24)
	Slovak Republic	0.65	(0.11)	1.28	(0.30)	1.44	(0.35)	1.74	(0.46)	c	c	0.65	(0.21)	1.23	(0.22)	0.86	(0.20)
	Spain	0.69	(0.13)	1.27	(0.30)	1.34	(0.28)	1.64	(0.35)	1.83	(0.46)	1.20	(0.25)	1.21	(0.20)	1.17	(0.36)
	United States	0.76	(0.19)	1.83	(0.67)	1.53	(0.55)	1.77	(0.71)	1.06	(0.28)	0.76	(0.24)	1.94	(0.58)	0.77	(0.25)
	OECD average-10	0.80	(0.06)	1.24	(0.11)	1.46	(0.14)	1.66	(0.17)	1.90	(0.21)	0.98	(0.08)	1.76	(0.20)	0.97	(0.10)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	
	B-S-J-G (China)	0.96	(0.15)	1.63	(0.33)	2.66	(0.54)	2.36	(0.54)	c	c	1.12	(0.17)	1.21	(0.20)	1.36	(0.34)
	Lithuania	0.65	(0.15)	0.78	(0.24)	0.79	(0.26)	0.85	(0.28)	3.13	(2.33)	0.90	(0.20)	0.89	(0.20)	0.87	(0.29)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	
	Russia	0.93	(0.23)	0.57	(0.21)	0.55	(0.20)	0.79	(0.35)	1.11	(0.82)	0.83	(0.25)	0.94	(0.31)	0.74	(0.17)
		Increased likelihood of receiving money from gifts of money from friends or relatives															
		Students who receive money from:															
		An allowance or pocket money for regularly doing chores at home		An allowance or pocket money, without having to do any chores		Working outside school hours (e.g. a holiday job, part-time work)		Working in a family business		Occasional informal jobs (e.g. baby-sitting or gardening)		Selling things (e.g. at local markets or on eBay)					
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.				
OECD	Australia	1.01	(0.08)	1.35	(0.14)	0.86	(0.08)	1.05	(0.11)	1.31	(0.12)	1.56	(0.16)				
	Belgium (Flemish)	0.95	(0.26)	2.57	(0.54)	1.60	(0.57)	0.40	(0.12)	1.34	(0.30)	1.47	(0.38)				
	Canadian provinces	1.04	(0.28)	1.78	(0.44)	0.50	(0.11)	0.73	(0.23)	2.19	(0.55)	1.53	(0.36)				
	Chile	1.50	(0.32)	1.33	(0.27)	0.83	(0.26)	0.95	(0.32)	0.55	(0.16)	2.11	(0.47)				
	Italy	0.75	(0.18)	1.91	(0.48)	0.54	(0.14)	0.58	(0.18)	0.83	(0.18)	1.27	(0.34)				
	Netherlands	0.77	(0.17)	1.82	(0.37)	1.35	(0.29)	0.69	(0.26)	1.10	(0.29)	2.12	(0.64)				
	Poland	0.77	(0.13)	1.20	(0.19)	1.04	(0.20)	1.17	(0.27)	0.73	(0.14)	0.93	(0.15)				
	Slovak Republic	0.66	(0.13)	1.90	(0.37)	0.93	(0.15)	1.02	(0.20)	0.71	(0.12)	0.60	(0.10)				
	Spain	0.88	(0.16)	1.28	(0.26)	0.66	(0.15)	0.56	(0.13)	0.89	(0.23)	1.11	(0.23)				
	United States	1.31	(0.33)	0.85	(0.23)	0.62	(0.17)	0.66	(0.20)	1.60	(0.37)	1.42	(0.44)				
	OECD average-10	0.96	(0.07)	1.60	(0.11)	0.89	(0.08)	0.78	(0.07)	1.13	(0.09)	1.41	(0.12)				
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n					
	B-S-J-G (China)	1.02	(0.17)	1.37	(0.21)	0.87	(0.14)	1.06	(0.24)	0.91	(0.19)	1.88	(0.27)				
	Lithuania	0.48	(0.11)	1.90	(0.34)	0.83	(0.20)	1.32	(0.31)	1.32	(0.28)	0.81	(0.23)				
	Peru	n	n	n	n	n	n	n	n	n	n	n					
	Russia	0.48	(0.16)	3.57	(1.17)	1.07	(0.26)	0.74	(0.25)	0.78	(0.17)	0.89	(0.25)				

Notes: Multivariate logistic regression model: likelihood of receiving money from a given source is regressed on all variables in the table. Reference categories are: girls, students in the bottom quarter of ESCS, immigrant students, students who attend school located in towns or rural areas, students who do not hold a bank account, students who do not hold a prepaid debit card, students who do not receive money from a given source, students who never discuss money matters with parents, students in the bottom quarter of total time per week spent learning in regular lessons, and students in the bottom quarter of total time per week spent studying after school. Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 2/2]

Table IV.5.16f Likelihood of receiving money as gifts from friends or relatives, by student characteristics

Results based on students' self-reports

		Increased likelihood of receiving money from gifts of money from friends or relatives											
		Students who discuss money matters with parents					Total time per week spent learning in regular lessons						
		Once or twice a month		Once or twice a week		Almost every day		Second quarter of school learning time		Third quarter of school learning time		Top quarter of school learning time	
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.
OECD	Australia	1.95	(0.21)	2.09	(0.24)	1.90	(0.29)	1.18	(0.14)	1.29	(0.17)	0.99	(0.13)
	Belgium (Flemish)	1.29	(0.43)	1.60	(0.56)	0.91	(0.40)	c	c	1.78	(1.07)	1.05	(0.64)
	Canadian provinces	2.23	(0.89)	3.02	(1.13)	2.74	(1.20)	c	c	1.35	(0.47)	1.01	(0.35)
	Chile	2.56	(0.91)	2.02	(0.65)	1.85	(0.54)	0.61	(0.25)	0.64	(0.20)	0.87	(0.28)
	Italy	1.12	(0.38)	1.19	(0.48)	1.31	(0.49)	1.00	(0.33)	1.17	(0.38)	0.67	(0.21)
	Netherlands	3.26	(0.99)	2.52	(0.98)	2.27	(1.00)	1.59	(0.62)	0.98	(0.35)	1.30	(0.46)
	Poland	1.92	(0.44)	1.72	(0.38)	3.25	(1.18)	1.18	(0.25)	1.31	(0.31)	1.12	(0.24)
	Slovak Republic	1.48	(0.33)	1.85	(0.48)	1.77	(0.54)	1.45	(0.36)	2.39	(0.61)	0.82	(0.20)
	Spain	0.99	(0.21)	2.20	(0.48)	1.50	(0.38)	1.76	(0.36)	1.35	(0.42)	1.40	(0.27)
	United States	1.38	(0.50)	1.31	(0.56)	1.33	(0.65)	1.36	(0.49)	1.14	(0.38)	1.17	(0.40)
OECD average-10		1.82	(0.19)	1.95	(0.20)	1.88	(0.23)	1.27	(0.13)	1.34	(0.16)	1.04	(0.11)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	1.64	(0.29)	1.78	(0.39)	1.23	(0.32)	0.88	(0.17)	0.84	(0.17)	0.87	(0.15)
	Lithuania	1.66	(0.51)	4.18	(1.49)	3.21	(1.05)	1.90	(0.61)	1.07	(0.26)	1.42	(0.38)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	2.39	(0.79)	2.74	(0.79)	2.57	(1.08)	1.35	(0.64)	1.37	(1.02)	1.11	(0.41)
		Increased likelihood of receiving money from gifts of money from friends or relatives											
		Total time per week spent studying after school (e.g. homework, additional instruction, private study)						Intercept		Pseudo R2			
		Second quarter of school learning time		Third quarter of school learning time		Top quarter of school learning time							
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Pseudo R2	S.E.		
OECD	Australia	0.85	(0.14)	0.78	(0.11)	0.61	(0.08)	1.99	(0.51)	0.051	(0.007)		
	Belgium (Flemish)	0.80	(0.36)	1.16	(0.52)	0.74	(0.28)	0.79	(0.84)	0.168	(0.038)		
	Canadian provinces	0.92	(0.27)	0.66	(0.22)	0.80	(0.27)	1.19	(0.69)	0.092	(0.031)		
	Chile	0.84	(0.22)	0.40	(0.13)	0.95	(0.27)	2.31	(3.43)	0.097	(0.034)		
	Italy	0.75	(0.29)	0.83	(0.25)	1.10	(0.32)	3.07	(1.79)	0.089	(0.027)		
	Netherlands	1.16	(0.45)	1.05	(0.37)	0.67	(0.27)	0.45	(0.38)	0.116	(0.028)		
	Poland	1.01	(0.26)	0.72	(0.16)	0.77	(0.17)	2.67	(0.89)	0.067	(0.020)		
	Slovak Republic	1.15	(0.26)	1.66	(0.41)	0.92	(0.23)	0.44	(0.35)	0.115	(0.024)		
	Spain	1.43	(0.29)	0.86	(0.25)	1.10	(0.29)	1.12	(0.42)	0.071	(0.016)		
	United States	1.30	(0.53)	1.15	(0.43)	0.65	(0.22)	4.34	(2.18)	0.076	(0.028)		
OECD average-10		1.02	(0.10)	0.93	(0.10)	0.83	(0.08)	1.84	(0.47)	0.094	(0.008)		
Partners	Brazil	n	n	n	n	n	n	n	n	n	n		
	B-S-J-G (China)	1.09	(0.22)	1.01	(0.17)	0.99	(0.17)	0.12	(0.60)	0.062	(0.016)		
	Lithuania	1.02	(0.30)	0.95	(0.30)	0.83	(0.19)	1.34	(1.27)	0.108	(0.031)		
	Peru	n	n	n	n	n	n	n	n	n	n		
	Russia	0.90	(0.43)	0.71	(0.33)	0.41	(0.15)	5.94	(6.90)	0.126	(0.043)		

Notes: Multivariate logistic regression model: likelihood of receiving money from a given source is regressed on all variables in the table. Reference categories are: girls, students in the bottom quarter of ESCS, immigrant students, students who attend school located in towns or rural areas, students who do not hold a bank account, students who do not hold a prepaid debit card, students who do not receive money from a given source, students who never discuss money matters with parents, students in the bottom quarter of total time per week spent learning in regular lessons, and students in the bottom quarter of total time per week spent studying after school. Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/2]


Table IV.5.16g Likelihood of receiving money from selling things, by student characteristics

Results based on students' self-reports

		Increased likelihood of receiving money from selling things (e.g. at local markets or on eBay)															
		Boys		PISA index of economic, social and cultural status (ESCS)						Non-immigrant students		Students attending school located in a city (100 000 people or more)		Students who hold a bank account		Students who hold a prepaid debit card	
				Second quarter of ESCS		Third quarter of ESCS		Top quarter of ESCS									
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.
OECD	Australia	2.02	(0.14)	0.94	(0.08)	0.91	(0.07)	0.85	(0.08)	1.27	(0.10)	0.95	(0.06)	0.88	(0.07)	1.29	(0.09)
	Belgium (Flemish)	1.97	(0.35)	1.01	(0.21)	0.96	(0.23)	0.49	(0.12)	0.88	(0.22)	0.85	(0.20)	0.84	(0.15)	1.02	(0.20)
	Canadian provinces	2.65	(0.45)	0.96	(0.23)	1.00	(0.20)	0.92	(0.21)	1.22	(0.28)	0.91	(0.17)	1.33	(0.29)	1.17	(0.25)
	Chile	0.88	(0.17)	0.84	(0.32)	1.18	(0.46)	1.49	(0.55)	c	c	0.85	(0.20)	1.12	(0.22)	1.88	(0.52)
	Italy	2.53	(0.80)	0.87	(0.26)	1.40	(0.39)	1.20	(0.35)	1.05	(0.61)	0.89	(0.20)	0.82	(0.15)	1.58	(0.37)
	Netherlands	2.05	(0.35)	1.19	(0.29)	1.39	(0.28)	0.80	(0.20)	2.76	(1.08)	0.92	(0.16)	1.01	(0.65)	1.40	(0.37)
	Poland	1.75	(0.21)	1.42	(0.28)	1.49	(0.24)	1.72	(0.34)	c	c	1.33	(0.23)	1.50	(0.36)	1.09	(0.24)
	Slovak Republic	1.39	(0.23)	1.42	(0.34)	1.29	(0.32)	0.97	(0.26)	c	c	0.39	(0.15)	1.27	(0.20)	1.40	(0.30)
	Spain	3.00	(0.55)	1.02	(0.28)	1.25	(0.33)	1.40	(0.34)	0.73	(0.17)	1.40	(0.19)	0.84	(0.14)	1.49	(0.43)
	United States	2.39	(0.35)	0.96	(0.23)	1.00	(0.21)	0.71	(0.15)	1.76	(0.36)	0.99	(0.17)	0.85	(0.13)	1.52	(0.29)
	OECD average-10	2.06	(0.13)	1.06	(0.08)	1.19	(0.09)	1.05	(0.09)	1.38	(0.19)	0.95	(0.06)	1.05	(0.09)	1.38	(0.10)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	1.13	(0.20)	0.88	(0.18)	0.69	(0.16)	1.01	(0.23)	c	c	0.87	(0.14)	1.07	(0.23)	1.57	(0.44)
	Lithuania	1.85	(0.29)	1.32	(0.29)	1.06	(0.22)	1.32	(0.30)	2.15	(1.25)	0.85	(0.15)	1.94	(0.36)	0.83	(0.20)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	2.99	(0.48)	1.52	(0.35)	1.12	(0.30)	1.03	(0.24)	1.10	(0.66)	1.90	(0.26)	1.28	(0.33)	0.79	(0.15)
		Increased likelihood of receiving money from selling things (e.g. at local markets or on eBay)															
		Students who receive money from:															
		An allowance or pocket money for regularly doing chores at home		An allowance or pocket money, without having to do any chores		Working outside school hours (e.g. a holiday job, part-time work)		Working in a family business		Occasional informal jobs (e.g. baby-sitting or gardening)		Gifts of money from friends or relatives					
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.
OECD	Australia	1.50	(0.10)	1.38	(0.10)	1.55	(0.10)	1.72	(0.13)	2.02	(0.11)	1.60	(0.16)	1.60	(0.16)	1.60	(0.16)
	Belgium (Flemish)	1.54	(0.27)	1.40	(0.23)	1.96	(0.35)	1.26	(0.27)	0.97	(0.16)	1.28	(0.33)	1.28	(0.33)	1.28	(0.33)
	Canadian provinces	1.26	(0.19)	1.25	(0.21)	1.30	(0.20)	1.49	(0.34)	1.38	(0.19)	1.54	(0.36)	1.54	(0.36)	1.54	(0.36)
	Chile	1.83	(0.36)	0.98	(0.19)	2.44	(0.57)	1.26	(0.38)	1.70	(0.41)	2.06	(0.45)	2.06	(0.45)	2.06	(0.45)
	Italy	1.41	(0.30)	1.02	(0.36)	1.82	(0.46)	1.27	(0.35)	1.86	(0.42)	1.26	(0.35)	1.26	(0.35)	1.26	(0.35)
	Netherlands	1.74	(0.27)	1.35	(0.28)	0.97	(0.17)	1.15	(0.25)	1.40	(0.23)	2.07	(0.60)	2.07	(0.60)	2.07	(0.60)
	Poland	1.07	(0.14)	0.99	(0.12)	1.76	(0.24)	1.54	(0.26)	1.88	(0.31)	0.93	(0.15)	0.93	(0.15)	0.93	(0.15)
	Slovak Republic	1.60	(0.23)	1.10	(0.19)	1.81	(0.30)	1.41	(0.29)	2.05	(0.34)	0.60	(0.10)	0.60	(0.10)	0.60	(0.10)
	Spain	1.21	(0.20)	0.98	(0.19)	1.96	(0.37)	2.32	(0.52)	2.19	(0.44)	1.14	(0.23)	1.14	(0.23)	1.14	(0.23)
	United States	1.68	(0.32)	1.19	(0.24)	0.99	(0.17)	1.43	(0.31)	1.22	(0.19)	1.44	(0.44)	1.44	(0.44)	1.44	(0.44)
	OECD average-10	1.48	(0.08)	1.16	(0.07)	1.66	(0.10)	1.48	(0.10)	1.67	(0.10)	1.39	(0.11)	1.39	(0.11)	1.39	(0.11)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	1.36	(0.20)	0.74	(0.09)	4.04	(0.86)	1.82	(0.43)	2.15	(0.43)	1.89	(0.29)	1.89	(0.29)	1.89	(0.29)
	Lithuania	1.09	(0.18)	1.11	(0.15)	1.72	(0.31)	1.91	(0.35)	2.05	(0.29)	0.80	(0.22)	0.80	(0.22)	0.80	(0.22)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	1.64	(0.31)	0.81	(0.18)	1.67	(0.29)	2.59	(0.70)	2.15	(0.43)	0.80	(0.21)	0.80	(0.21)	0.80	(0.21)

Notes: Multivariate logistic regression model: likelihood of receiving money from a given source is regressed on all variables in the table. Reference categories are: girls, students in the bottom quarter of ESCS, immigrant students, students who attend school located in towns or rural areas, students who do not hold a bank account, students who do not hold a prepaid debit card, students who do not receive money from a given source, students who never discuss money matters with parents, students in the bottom quarter of total time per week spent learning in regular lessons, and students in the bottom quarter of total time per week spent studying after school.

Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 2/2]


Table IV.5.16g Likelihood of receiving money from selling things, by student characteristics

Results based on students' self-reports

		Increased likelihood of receiving money from selling things (e.g. at local markets or on eBay)											
		Students who discuss money matters with parents						Total time per week spent learning in regular lessons					
		Once or twice a month		Once or twice a week		Almost every day		Second quarter of school learning time		Third quarter of school learning time		Top quarter of school learning time	
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.
OECD	Australia	0.99	(0.09)	1.25	(0.12)	1.43	(0.18)	0.89	(0.08)	1.02	(0.09)	0.99	(0.09)
	Belgium (Flemish)	1.12	(0.27)	1.37	(0.27)	1.48	(0.49)	c	c	1.14	(0.48)	1.24	(0.53)
	Canadian provinces	1.08	(0.27)	1.24	(0.31)	1.75	(0.53)	c	c	0.88	(0.17)	1.31	(0.31)
	Chile	0.86	(0.28)	1.17	(0.38)	0.89	(0.33)	1.03	(0.34)	1.23	(0.35)	0.87	(0.29)
	Italy	0.77	(0.26)	0.82	(0.29)	0.99	(0.55)	0.87	(0.28)	1.03	(0.35)	1.04	(0.35)
	Netherlands	1.25	(0.35)	1.33	(0.40)	1.91	(0.63)	1.06	(0.33)	1.16	(0.30)	1.35	(0.34)
	Poland	1.57	(0.32)	1.51	(0.32)	1.99	(0.43)	0.91	(0.16)	0.99	(0.17)	1.21	(0.22)
	Slovak Republic	0.76	(0.18)	0.71	(0.16)	0.89	(0.23)	0.81	(0.19)	0.97	(0.22)	0.79	(0.21)
	Spain	1.01	(0.27)	1.35	(0.34)	1.43	(0.38)	0.80	(0.19)	0.97	(0.28)	1.02	(0.22)
	United States	1.28	(0.33)	1.49	(0.41)	2.04	(0.64)	1.14	(0.25)	1.38	(0.30)	0.75	(0.17)
	OECD average-10	1.07	(0.09)	1.22	(0.10)	1.48	(0.15)	0.94	(0.09)	1.08	(0.09)	1.06	(0.09)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	0.97	(0.24)	1.51	(0.35)	1.76	(0.55)	1.27	(0.30)	1.02	(0.24)	0.97	(0.21)
	Lithuania	1.06	(0.31)	1.06	(0.31)	1.29	(0.42)	0.98	(0.22)	1.11	(0.30)	1.02	(0.23)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	1.19	(0.44)	1.23	(0.54)	1.50	(0.59)	0.94	(0.22)	1.80	(0.63)	1.24	(0.31)
		Increased likelihood of receiving money from selling things (e.g. at local markets or on eBay)											
		Total time per week spent studying after school (e.g. homework, additional instruction, private study)											
		Second quarter of school learning time		Third quarter of school learning time		Top quarter of school learning time		Intercept		Pseudo R2			
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Pseudo R2	S.E.		
OECD	Australia	0.96	(0.11)	1.17	(0.11)	1.04	(0.10)	0.08	(0.01)	0.097	(0.007)		
	Belgium (Flemish)	1.12	(0.25)	1.29	(0.33)	1.47	(0.30)	0.09	(0.05)	0.086	(0.018)		
	Canadian provinces	0.93	(0.26)	0.84	(0.22)	1.20	(0.24)	0.06	(0.03)	0.086	(0.021)		
	Chile	1.21	(0.33)	1.01	(0.33)	0.93	(0.27)	0.05	(0.05)	0.099	(0.024)		
	Italy	0.81	(0.22)	0.55	(0.21)	0.46	(0.12)	0.10	(0.08)	0.097	(0.032)		
	Netherlands	1.56	(0.41)	1.10	(0.23)	1.41	(0.32)	0.02	(0.01)	0.082	(0.018)		
	Poland	0.97	(0.19)	1.07	(0.22)	0.88	(0.16)	0.08	(0.16)	0.096	(0.015)		
	Slovak Republic	0.91	(0.19)	0.91	(0.24)	1.01	(0.21)	1.02	(1.67)	0.125	(0.022)		
	Spain	0.93	(0.27)	1.42	(0.40)	1.27	(0.36)	0.06	(0.03)	0.143	(0.019)		
	United States	1.20	(0.29)	1.09	(0.28)	1.24	(0.27)	0.07	(0.03)	0.079	(0.017)		
	OECD average-10	1.06	(0.08)	1.04	(0.09)	1.09	(0.08)	0.16	(0.17)	0.099	(0.006)		
Partners	Brazil	n	n	n	n	n	n	n	n	n	n		
	B-S-J-G (China)	1.39	(0.29)	1.04	(0.24)	1.28	(0.27)	0.07	(0.02)	0.177	(0.025)		
	Lithuania	0.85	(0.20)	0.58	(0.14)	1.03	(0.23)	0.11	(0.07)	0.121	(0.021)		
	Peru	n	n	n	n	n	n	n	n	n	n		
	Russia	1.30	(0.33)	1.28	(0.40)	1.20	(0.37)	0.04	(0.03)	0.158	(0.024)		

Notes: Multivariate logistic regression model: likelihood of receiving money from a given source is regressed on all variables in the table. Reference categories are: girls, students in the bottom quarter of ESCS, immigrant students, students who attend school located in towns or rural areas, students who do not hold a bank account, students who do not hold a prepaid debit card, students who do not receive money from a given source, students who never discuss money matters with parents, students in the bottom quarter of total time per week spent learning in regular lessons, and students in the bottom quarter of total time per week spent studying after school.

Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/3]

Table IV.5.17a Performance in financial literacy and the core PISA subjects, by sources of money

Results based on students' self-reports

		Effect size: Difference in performance related to receiving money from a given source divided by the variation in scores within each country/economy (standard deviation)													
		Financial literacy													
		An allowance or pocket money for regularly doing chores at home		An allowance or pocket money, without having to do any chores		Working outside school hours (e.g. a holiday job, part-time work)		Working in a family business		Occasional informal jobs (e.g. baby-sitting or gardening)		Gifts of money from friends or relatives		Selling things (e.g. at local markets or on eBay)	
		Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.
OECD	Australia	-23	(2.3)	-26	(2.8)	-12	(2.7)	-35	(3.0)	3	(2.5)	55	(3.7)	-27	(2.6)
	Belgium (Flemish)	-34	(6.4)	-3	(5.5)	-5	(6.5)	-16	(9.0)	11	(5.9)	80	(10.4)	-19	(5.9)
	Canadian provinces	-13	(5.6)	-17	(7.0)	-10	(6.5)	-27	(7.6)	19	(5.3)	40	(12.1)	-19	(6.3)
	Chile	-13	(6.4)	6	(6.5)	-20	(8.0)	-37	(8.7)	-1	(8.1)	42	(6.7)	10	(6.9)
	Italy	-23	(7.2)	-14	(6.5)	-16	(9.2)	-38	(8.4)	-9	(7.3)	54	(8.0)	4	(6.4)
	Netherlands	-19	(5.2)	29	(6.5)	-5	(5.3)	-40	(8.5)	8	(5.4)	52	(10.4)	-3	(5.2)
	Poland	-18	(5.1)	-2	(5.1)	-10	(5.6)	-37	(6.8)	-24	(6.3)	44	(6.8)	0	(4.6)
	Slovak Republic	-17	(5.6)	-4	(6.2)	-11	(6.2)	-43	(6.7)	-9	(6.2)	42	(7.3)	-14	(6.2)
	Spain	-11	(5.8)	-1	(5.3)	-16	(7.7)	-44	(10.4)	2	(7.6)	41	(6.9)	-31	(7.3)
	United States	-29	(5.3)	-26	(6.1)	-5	(5.8)	-24	(7.5)	28	(5.6)	79	(8.7)	-21	(5.8)
	OECD average-10	-20	(1.8)	-6	(1.8)	-11	(2.1)	-34	(2.5)	3	(2.0)	53	(2.7)	-12	(1.9)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	-12	(6.3)	35	(5.6)	-11	(6.3)	-43	(9.6)	8	(9.5)	38	(6.1)	-14	(7.9)
	Lithuania	-23	(5.3)	18	(5.8)	-10	(5.7)	-29	(6.4)	-5	(5.5)	75	(7.5)	-5	(6.5)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	-24	(7.4)	23	(6.6)	-6	(6.8)	-41	(7.5)	-16	(7.5)	36	(10.3)	10	(7.6)
		Effect size: Difference in performance related to receiving money from a given source divided by the variation in scores within each country/economy (standard deviation)													
		Mathematics													
		An allowance or pocket money for regularly doing chores at home		An allowance or pocket money, without having to do any chores		Working outside school hours (e.g. a holiday job, part-time work)		Working in a family business		Occasional informal jobs (e.g. baby-sitting or gardening)		Gifts of money from friends or relatives		Selling things (e.g. at local markets or on eBay)	
		Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.
OECD	Australia	-21	(2.9)	-18	(3.4)	-14	(3.1)	-29	(3.4)	0	(2.7)	42	(4.4)	-23	(3.0)
	Belgium (Flemish)	-27	(6.7)	-15	(5.8)	-10	(6.9)	-8	(9.4)	8	(6.1)	70	(10.1)	-20	(6.9)
	Canadian provinces	-7	(7.1)	-14	(6.8)	-14	(7.0)	-25	(7.6)	10	(6.2)	31	(11.6)	-16	(7.0)
	Chile	-12	(6.6)	6	(7.3)	-21	(9.8)	-34	(8.0)	5	(8.6)	37	(6.8)	14	(7.1)
	Italy	-23	(8.1)	-23	(7.4)	-15	(11.0)	-25	(9.1)	-9	(8.7)	51	(9.3)	4	(6.9)
	Netherlands	-18	(5.6)	25	(7.0)	-9	(5.8)	-41	(8.8)	6	(5.4)	40	(11.3)	-4	(5.7)
	Poland	-14	(5.2)	-4	(4.9)	-12	(6.2)	-28	(7.1)	-21	(6.7)	29	(8.1)	6	(5.0)
	Slovak Republic	-15	(6.1)	4	(6.2)	-11	(5.8)	-24	(8.1)	-8	(6.7)	30	(8.1)	-12	(6.5)
	Spain	-11	(6.1)	5	(6.1)	-23	(7.9)	-28	(10.5)	-1	(7.4)	40	(8.0)	-20	(7.8)
	United States	-25	(6.3)	-24	(7.1)	-1	(6.7)	-22	(8.0)	29	(6.4)	70	(10.6)	-19	(6.1)
	OECD average-10	-17	(2.0)	-6	(2.0)	-13	(2.3)	-26	(2.6)	2	(2.1)	44	(2.9)	-9	(2.0)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	-8	(6.6)	28	(5.9)	-21	(6.5)	-41	(10.2)	11	(9.6)	36	(6.0)	-8	(8.2)
	Lithuania	-22	(6.4)	21	(6.4)	-13	(6.0)	-21	(6.8)	-11	(5.7)	41	(8.3)	-5	(7.0)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	-21	(8.1)	14	(6.6)	-15	(7.1)	-25	(8.6)	-3	(9.7)	21	(12.4)	10	(7.7)

Note: Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 2/3]

Table IV.5.17a Performance in financial literacy and the core PISA subjects, by sources of money

Results based on students' self-reports

		Effect size: Difference in performance related to receiving money from a given source divided by the variation in scores within each country/economy (standard deviation)													
		Reading													
		An allowance or pocket money for regularly doing chores at home		An allowance or pocket money, without having to do any chores		Working outside school hours (e.g. a holiday job, part-time work)		Working in a family business		Occasional informal jobs (e.g. baby-sitting or gardening)		Gifts of money from friends or relatives		Selling things (e.g. at local markets or on eBay)	
		Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.
OECD	Australia	-23	(2.7)	-22	(3.0)	-14	(3.0)	-37	(3.5)	4	(2.7)	42	(4.8)	-29	(2.9)
	Belgium (Flemish)	-33	(7.1)	-9	(6.3)	-12	(7.1)	-19	(9.5)	10	(6.4)	74	(9.6)	-19	(6.6)
	Canadian provinces	-15	(5.9)	-13	(7.5)	-20	(6.0)	-33	(9.0)	20	(5.5)	43	(12.6)	-23	(6.9)
	Chile	-14	(6.8)	3	(6.4)	-30	(9.7)	-41	(8.6)	7	(8.6)	33	(7.1)	11	(7.2)
	Italy	-22	(7.9)	-18	(6.8)	-23	(11.4)	-36	(10.0)	-15	(8.2)	60	(7.7)	-8	(6.8)
	Netherlands	-21	(5.1)	27	(6.8)	-14	(5.5)	-44	(8.5)	11	(5.4)	43	(10.4)	-9	(5.7)
	Poland	-18	(5.4)	-2	(4.6)	-16	(5.8)	-37	(6.6)	-18	(6.4)	41	(7.9)	1	(4.8)
	Slovak Republic	-19	(5.7)	1	(6.1)	-11	(5.7)	-29	(8.0)	-3	(5.7)	36	(7.0)	-16	(6.1)
	Spain	-17	(6.3)	1	(6.3)	-25	(8.3)	-37	(9.8)	4	(7.7)	51	(7.7)	-31	(7.1)
	United States	-25	(5.5)	-26	(7.2)	-16	(6.4)	-24	(7.6)	28	(6.4)	79	(10.2)	-23	(6.0)
	OECD average-10	-21	(1.9)	-6	(2.0)	-18	(2.3)	-34	(2.6)	5	(2.1)	50	(2.8)	-15	(1.9)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	-10	(6.9)	32	(6.2)	-17	(6.8)	-41	(10.6)	6	(9.7)	37	(5.8)	-14	(7.5)
	Lithuania	-22	(5.7)	21	(6.8)	-15	(6.0)	-29	(6.7)	-12	(5.8)	46	(8.8)	-9	(7.2)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	-26	(7.9)	16	(8.9)	-19	(7.5)	-28	(9.0)	-10	(8.4)	30	(11.2)	11	(8.1)
		Effect size: Difference in performance related to receiving money from a given source divided by the variation in scores within each country/economy (standard deviation)													
		Science													
		An allowance or pocket money for regularly doing chores at home		An allowance or pocket money, without having to do any chores		Working outside school hours (e.g. a holiday job, part-time work)		Working in a family business		Occasional informal jobs (e.g. baby-sitting or gardening)		Gifts of money from friends or relatives		Selling things (e.g. at local markets or on eBay)	
		Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.
OECD	Australia	-20	(2.5)	-27	(3.0)	-17	(2.6)	-33	(3.4)	2	(2.5)	44	(4.0)	-25	(2.6)
	Belgium (Flemish)	-31	(6.7)	-11	(7.0)	-12	(6.4)	-15	(8.5)	7	(6.5)	71	(9.6)	-18	(6.5)
	Canadian provinces	-11	(6.6)	-15	(7.0)	-15	(6.2)	-31	(8.3)	19	(5.8)	37	(11.8)	-19	(6.7)
	Chile	-13	(6.5)	5	(6.5)	-27	(9.4)	-39	(8.5)	2	(7.8)	37	(6.7)	14	(6.8)
	Italy	-21	(7.8)	-21	(6.9)	-20	(10.4)	-34	(9.8)	-9	(8.5)	57	(9.1)	4	(6.4)
	Netherlands	-18	(5.4)	27	(7.3)	-13	(6.1)	-46	(8.6)	7	(5.8)	42	(10.9)	-4	(5.8)
	Poland	-15	(5.0)	-5	(4.4)	-11	(6.1)	-31	(6.6)	-23	(6.2)	33	(7.5)	4	(5.1)
	Slovak Republic	-16	(5.5)	0	(6.5)	-12	(5.4)	-31	(7.7)	-7	(6.3)	30	(8.1)	-11	(6.1)
	Spain	-14	(5.6)	1	(6.2)	-26	(7.9)	-35	(10.1)	0	(7.1)	46	(7.6)	-23	(7.4)
	United States	-26	(5.5)	-30	(6.6)	-5	(6.3)	-25	(8.3)	28	(6.2)	70	(9.4)	-18	(6.0)
	OECD average-10	-18	(1.9)	-8	(2.0)	-16	(2.2)	-32	(2.6)	3	(2.0)	47	(2.8)	-10	(1.9)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	-8	(6.6)	32	(5.6)	-21	(6.6)	-45	(11.0)	11	(9.5)	38	(5.8)	-12	(8.3)
	Lithuania	-23	(6.1)	19	(6.5)	-12	(5.7)	-26	(7.0)	-14	(5.5)	40	(8.5)	-6	(6.8)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	-28	(6.9)	12	(7.2)	-14	(6.2)	-29	(7.8)	-10	(8.4)	21	(11.7)	16	(7.2)

Note: Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 3/3]

Table IV.5.17a Performance in financial literacy and the core PISA subjects, by sources of money

Results based on students' self-reports

		Difference between financial literacy and ...													
		Mathematics													
OECD		An allowance or pocket money for regularly doing chores at home	An allowance or pocket money, without having to do any chores	Working outside school hours (e.g. a holiday job, part-time work)	Working in a family business	Occasional informal jobs (e.g. baby-sitting or gardening)	Gifts of money from friends or relatives	Selling things (e.g. at local markets or on eBay)							
		Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.
	Australia	-1	(2.4)	-8	(2.7)	3	(2.7)	-6	(2.5)	2	(2.0)	13	(3.5)	-4	(2.6)
	Belgium (Flemish)	-6	(4.7)	12	(4.6)	6	(5.4)	-9	(8.0)	2	(4.9)	10	(8.4)	1	(5.7)
	Canadian provinces	-6	(5.1)	-3	(4.8)	4	(6.8)	-2	(6.6)	9	(5.0)	10	(11.0)	-3	(5.2)
	Chile	-1	(5.0)	0	(5.3)	0	(7.7)	-4	(6.5)	-7	(7.2)	4	(5.2)	-4	(5.5)
	Italy	0	(5.7)	9	(5.7)	-1	(8.9)	-13	(7.7)	0	(7.5)	3	(7.5)	-1	(7.4)
	Netherlands	0	(4.3)	4	(4.2)	5	(4.1)	1	(5.8)	2	(3.8)	11	(8.4)	1	(3.9)
	Poland	-5	(4.6)	3	(4.5)	2	(5.2)	-9	(5.4)	-2	(5.6)	15	(5.8)	-6	(4.8)
	Slovak Republic	-2	(5.0)	-8	(5.1)	-1	(6.1)	-20	(8.0)	-1	(5.9)	12	(6.5)	-2	(5.6)
	Spain	0	(5.6)	-7	(4.9)	7	(7.1)	-16	(7.8)	3	(6.5)	1	(5.7)	-11	(6.9)
	United States	-3	(4.7)	-2	(4.7)	-4	(5.3)	-1	(5.5)	-1	(4.4)	9	(8.5)	-2	(4.0)
	OECD average-10	-2	(1.5)	0	(1.5)	2	(2.0)	-8	(2.1)	1	(1.7)	9	(2.3)	-3	(1.7)
	Partners														
	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	-4	(3.9)	7	(4.3)	10	(4.9)	-2	(5.6)	-3	(5.7)	2	(4.9)	-6	(5.4)
	Lithuania	-1	(5.0)	-3	(4.4)	4	(5.1)	-8	(4.8)	6	(5.1)	35	(7.4)	0	(5.4)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	-2	(8.3)	9	(6.9)	9	(7.2)	-17	(8.4)	-13	(9.2)	14	(12.0)	0	(9.0)
		Difference between financial literacy and ...													
		Reading													
OECD		An allowance or pocket money for regularly doing chores at home	An allowance or pocket money, without having to do any chores	Working outside school hours (e.g. a holiday job, part-time work)	Working in a family business	Occasional informal jobs (e.g. baby-sitting or gardening)	Gifts of money from friends or relatives	Selling things (e.g. at local markets or on eBay)							
		Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.		
	Australia	0	(2.3)	-4	(2.3)	3	(2.1)	1	(2.5)	-2	(2.3)	13	(4.2)	1	(2.4)
	Belgium (Flemish)	0	(4.9)	6	(5.2)	8	(5.8)	3	(6.8)	0	(4.9)	6	(7.6)	-1	(5.0)
	Canadian provinces	2	(5.2)	-4	(5.6)	10	(5.7)	6	(5.8)	-1	(4.1)	-3	(8.4)	4	(5.0)
	Chile	2	(4.7)	3	(4.4)	10	(6.3)	4	(7.0)	-8	(6.5)	9	(5.1)	-1	(5.5)
	Italy	-1	(5.7)	4	(5.8)	6	(9.0)	-2	(7.7)	6	(6.2)	-6	(7.2)	12	(7.1)
	Netherlands	2	(4.1)	2	(3.9)	9	(4.3)	3	(6.4)	-3	(3.7)	8	(6.4)	6	(4.1)
	Poland	0	(4.9)	0	(4.0)	6	(5.2)	0	(5.0)	-6	(5.3)	3	(6.0)	-1	(4.6)
	Slovak Republic	2	(4.6)	-5	(5.8)	0	(5.7)	-14	(6.9)	-6	(6.2)	6	(6.4)	1	(5.8)
	Spain	7	(5.7)	-2	(5.1)	9	(6.8)	-7	(7.4)	-2	(6.2)	-10	(5.5)	0	(6.3)
	United States	-4	(4.1)	0	(4.6)	10	(5.2)	0	(5.0)	0	(4.8)	0	(7.3)	3	(4.3)
	OECD average-10	1	(1.5)	0	(1.5)	7	(1.9)	-1	(2.0)	-2	(1.6)	3	(2.1)	3	(1.6)
	Partners														
	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	-2	(4.2)	3	(4.8)	6	(4.9)	-2	(5.7)	2	(5.1)	1	(4.7)	0	(4.7)
	Lithuania	0	(5.3)	-4	(4.6)	5	(5.1)	0	(4.4)	8	(5.1)	29	(7.2)	4	(4.8)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	3	(7.5)	7	(7.7)	14	(7.0)	-13	(9.4)	-6	(6.9)	6	(12.5)	-1	(10.4)
		Difference between financial literacy and ...													
		Science													
OECD		An allowance or pocket money for regularly doing chores at home	An allowance or pocket money, without having to do any chores	Working outside school hours (e.g. a holiday job, part-time work)	Working in a family business	Occasional informal jobs (e.g. baby-sitting or gardening)	Gifts of money from friends or relatives	Selling things (e.g. at local markets or on eBay)							
		Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.		
	Australia	-3	(1.6)	2	(1.8)	5	(2.0)	-2	(2.5)	1	(1.9)	10	(2.9)	-3	(1.7)
	Belgium (Flemish)	-3	(4.3)	8	(5.5)	8	(4.7)	-1	(7.0)	3	(4.5)	9	(7.8)	-1	(4.6)
	Canadian provinces	-2	(4.6)	-2	(4.5)	6	(4.9)	5	(5.0)	0	(4.6)	3	(8.6)	1	(4.6)
	Chile	0	(4.4)	1	(4.1)	7	(7.1)	2	(5.5)	-3	(6.1)	5	(4.6)	-4	(4.6)
	Italy	-2	(4.4)	7	(5.2)	3	(8.1)	-4	(7.2)	1	(6.4)	-3	(6.1)	-1	(7.0)
	Netherlands	-1	(3.4)	2	(3.7)	8	(3.8)	5	(5.3)	1	(3.5)	9	(6.9)	1	(3.9)
	Poland	-3	(4.4)	3	(3.9)	1	(4.6)	-6	(4.8)	-1	(4.9)	11	(5.4)	-4	(5.0)
	Slovak Republic	-1	(4.3)	-4	(5.9)	0	(5.1)	-12	(7.0)	-2	(6.0)	12	(6.1)	-3	(5.6)
	Spain	3	(4.3)	-3	(4.2)	10	(6.4)	-9	(6.6)	2	(5.9)	-5	(5.3)	-8	(5.9)
	United States	-3	(3.7)	4	(4.0)	0	(4.5)	1	(5.5)	0	(4.3)	9	(6.5)	-3	(3.6)
	OECD average-10	-1	(1.3)	2	(1.4)	5	(1.7)	-2	(1.8)	0	(1.6)	6	(2.0)	-2	(1.5)
	Partners														
	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	-4	(3.5)	2	(3.9)	10	(4.7)	2	(5.4)	-4	(5.2)	0	(4.0)	-2	(5.2)
	Lithuania	0	(5.6)	-1	(4.2)	3	(4.7)	-3	(4.4)	9	(4.9)	35	(6.4)	1	(4.4)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	4	(7.6)	10	(5.8)	8	(6.4)	-12	(8.3)	-6	(7.3)	15	(12.5)	-6	(8.8)

Note: Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/3]


Table IV.5.17b Performance in financial literacy and the core PISA subjects, by sources of money, after accounting for student characteristics

Results based on students' self-reports

		Effect size: Difference in performance related to receiving money from a given source divided by the variation in scores within each country/economy (standard deviation), after accounting for student characteristics ¹													
		Financial literacy													
		An allowance or pocket money for regularly doing chores at home		An allowance or pocket money, without having to do any chores		Working outside school hours (e.g. a holiday job, part-time work)		Working in a family business		Occasional informal jobs (e.g. baby-sitting or gardening)		Gifts of money from friends or relatives		Selling things (e.g. at local markets or on eBay)	
		Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.
OECD	Australia	-18	(2.4)	-26	(3.1)	-7	(2.9)	-26	(3.7)	0	(3.1)	35	(4.7)	-20	(2.9)
	Belgium (Flemish)	-23	(6.2)	6	(5.7)	-5	(6.0)	-8	(9.1)	1	(5.2)	36	(11.3)	-11	(6.4)
	Canadian provinces	-9	(6.2)	-13	(7.1)	-2	(7.2)	-9	(10.8)	14	(5.6)	29	(13.8)	-13	(6.9)
	Chile	-14	(8.0)	-8	(8.2)	-1	(13.1)	-35	(12.2)	12	(11.0)	13	(8.0)	3	(8.1)
	Italy	-18	(6.9)	-21	(7.6)	-18	(11.4)	-50	(9.5)	3	(8.0)	52	(9.9)	-4	(7.3)
	Netherlands	-20	(5.3)	21	(6.4)	-1	(5.9)	-23	(9.6)	-6	(6.4)	39	(10.9)	-2	(5.5)
	Poland	-12	(4.8)	-5	(5.0)	-9	(5.8)	-30	(6.4)	-19	(6.1)	35	(6.9)	-8	(4.8)
	Slovak Republic	-18	(6.0)	-8	(6.4)	-11	(6.8)	-43	(7.6)	-6	(7.0)	34	(7.8)	-10	(6.1)
	Spain	-10	(6.2)	2	(6.3)	-13	(8.9)	-39	(9.7)	0	(8.2)	29	(7.5)	-34	(7.9)
	United States	-25	(6.1)	-17	(6.9)	-12	(6.9)	-7	(9.4)	16	(6.4)	68	(10.3)	-14	(6.4)
	OECD average-10	-17	(1.9)	-7	(2.0)	-8	(2.5)	-27	(2.9)	2	(2.2)	37	(3.0)	-11	(2.0)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	-14	(5.8)	17	(6.0)	-4	(5.6)	-44	(9.6)	9	(8.3)	20	(5.1)	-8	(7.1)
	Lithuania	-19	(5.1)	12	(5.4)	3	(6.0)	-21	(6.2)	-5	(5.6)	67	(7.4)	-2	(5.9)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	-21	(8.1)	18	(6.7)	-7	(8.0)	-47	(8.5)	-4	(8.3)	33	(10.6)	1	(9.0)
		Effect size: Difference in performance related to receiving money from a given source divided by the variation in scores within each country/economy (standard deviation), after accounting for student characteristics													
		Mathematics													
		An allowance or pocket money for regularly doing chores at home		An allowance or pocket money, without having to do any chores		Working outside school hours (e.g. a holiday job, part-time work)		Working in a family business		Occasional informal jobs (e.g. baby-sitting or gardening)		Gifts of money from friends or relatives		Selling things (e.g. at local markets or on eBay)	
		Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.
OECD	Australia	-19	(3.1)	-18	(3.7)	-11	(3.4)	-22	(4.2)	0	(3.2)	27	(5.7)	-20	(3.2)
	Belgium (Flemish)	-22	(6.6)	-5	(6.5)	-6	(6.5)	-4	(11.2)	2	(6.2)	33	(11.9)	-14	(6.5)
	Canadian provinces	-6	(6.9)	-13	(6.8)	-6	(8.5)	-12	(10.2)	12	(7.4)	26	(15.0)	-15	(7.9)
	Chile	-4	(8.5)	-11	(9.4)	-1	(13.6)	-33	(13.0)	14	(11.7)	13	(8.7)	6	(8.5)
	Italy	-19	(8.0)	-32	(8.2)	-10	(11.5)	-34	(9.7)	4	(8.3)	53	(10.9)	-6	(8.8)
	Netherlands	-20	(6.7)	19	(6.8)	-8	(6.3)	-25	(10.1)	-5	(6.7)	30	(11.2)	-8	(6.0)
	Poland	-8	(5.1)	-8	(5.2)	-10	(6.4)	-25	(6.6)	-15	(6.6)	23	(7.8)	-7	(5.3)
	Slovak Republic	-19	(6.4)	1	(6.3)	-7	(5.8)	-27	(9.1)	-9	(6.7)	23	(8.2)	-11	(6.6)
	Spain	-6	(6.6)	5	(6.6)	-19	(8.9)	-24	(9.8)	-3	(7.9)	28	(8.2)	-29	(6.9)
	United States	-19	(6.9)	-13	(7.1)	-6	(7.6)	-8	(9.3)	19	(7.4)	49	(12.6)	-12	(7.1)
	OECD average-10	-14	(2.1)	-8	(2.2)	-9	(2.6)	-21	(3.0)	2	(2.4)	30	(3.3)	-12	(2.2)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	-7	(6.6)	10	(6.4)	-13	(6.3)	-41	(10.6)	12	(8.3)	20	(5.7)	-1	(7.9)
	Lithuania	-18	(6.6)	17	(6.0)	-3	(6.6)	-15	(7.2)	-10	(5.5)	38	(8.5)	-7	(6.7)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	-22	(9.4)	14	(8.2)	-18	(9.1)	-25	(10.6)	7	(9.9)	25	(12.9)	0	(9.6)

1. Student characteristics include: gender, PISA index of economic, social and cultural status (ESCS), immigrant background, school location, holding a bank account, holding a prepaid debit card, receiving money from the other sources, discussing money matters with parents, total time per week spent learning in regular lessons, and total time per week spent studying after school (e.g. homework, additional instruction, private study).

Note: Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 2/3]


Table IV.5.17b Performance in financial literacy and the core PISA subjects, by sources of money, after accounting for student characteristics

Results based on students' self-reports

		Effect size: Difference in performance related to receiving money from a given source divided by the variation in scores within each country/economy (standard deviation), after accounting for student characteristics ¹													
		Reading													
		An allowance or pocket money for regularly doing chores at home		An allowance or pocket money, without having to do any chores		Working outside school hours (e.g. a holiday job, part-time work)		Working in a family business		Occasional informal jobs (e.g. baby-sitting or gardening)		Gifts of money from friends or relatives		Selling things (e.g. at local markets or on eBay)	
		Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.
OECD	Australia	-17	(2.6)	-21	(2.9)	-11	(3.3)	-25	(4.1)	-1	(3.2)	23	(6.0)	-19	(3.6)
	Belgium (Flemish)	-20	(6.2)	-1	(6.6)	-9	(6.6)	-9	(10.6)	0	(6.3)	43	(11.3)	-8	(7.6)
	Canadian provinces	-10	(7.2)	-12	(7.9)	-7	(7.7)	-21	(11.4)	9	(6.9)	29	(14.7)	-11	(8.7)
	Chile	-11	(7.9)	-7	(8.7)	-2	(14.0)	-51	(13.1)	18	(11.9)	8	(9.1)	4	(8.6)
	Italy	-18	(7.9)	-25	(7.0)	-10	(12.3)	-44	(9.7)	-2	(9.8)	51	(9.0)	-16	(8.8)
	Netherlands	-18	(5.4)	19	(7.2)	-10	(6.1)	-31	(10.0)	-3	(6.5)	31	(10.9)	-11	(6.4)
	Poland	-9	(5.1)	-7	(4.8)	-10	(5.9)	-29	(6.4)	-12	(6.6)	25	(8.2)	-7	(4.5)
	Slovak Republic	-20	(5.6)	1	(5.9)	-6	(6.0)	-30	(8.6)	-3	(5.7)	29	(7.2)	-11	(6.1)
	Spain	-14	(6.5)	4	(6.8)	-19	(9.4)	-29	(9.4)	-1	(7.9)	37	(8.0)	-30	(6.5)
	United States	-18	(6.6)	-16	(8.1)	-17	(7.5)	-2	(9.5)	16	(7.3)	61	(12.3)	-11	(6.6)
	OECD average-10	-15	(2.0)	-7	(2.1)	-10	(2.7)	-27	(3.0)	2	(2.4)	34	(3.2)	-12	(2.2)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	-11	(6.6)	16	(7.1)	-10	(6.1)	-36	(9.7)	7	(7.9)	19	(5.4)	-8	(6.5)
	Lithuania	-17	(5.8)	14	(6.7)	-1	(6.1)	-21	(7.2)	-11	(5.7)	41	(8.7)	-3	(6.9)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	-28	(8.8)	12	(8.3)	-15	(8.3)	-26	(10.4)	4	(8.7)	33	(11.8)	11	(10.3)
		Effect size: Difference in performance related to receiving money from a given source divided by the variation in scores within each country/economy (standard deviation), after accounting for student characteristics													
		Science													
		An allowance or pocket money for regularly doing chores at home		An allowance or pocket money, without having to do any chores		Working outside school hours (e.g. a holiday job, part-time work)		Working in a family business		Occasional informal jobs (e.g. baby-sitting or gardening)		Gifts of money from friends or relatives		Selling things (e.g. at local markets or on eBay)	
		Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.	Effect size	S.E.
OECD	Australia	-17	(2.5)	-25	(3.1)	-13	(3.0)	-26	(4.3)	0	(3.0)	28	(5.0)	-20	(3.1)
	Belgium (Flemish)	-21	(6.2)	0	(7.5)	-8	(6.2)	-13	(10.0)	0	(6.4)	32	(11.1)	-11	(6.7)
	Canadian provinces	-10	(6.9)	-9	(7.0)	-9	(8.0)	-19	(11.5)	13	(7.2)	27	(14.8)	-15	(7.5)
	Chile	-9	(7.7)	-10	(8.4)	-9	(13.5)	-43	(12.8)	17	(11.3)	14	(8.1)	5	(8.3)
	Italy	-18	(7.3)	-31	(7.1)	-15	(11.0)	-43	(9.4)	3	(9.3)	57	(11.0)	-9	(8.4)
	Netherlands	-20	(5.4)	20	(6.9)	-11	(6.5)	-31	(9.9)	-5	(6.9)	31	(11.6)	-9	(6.2)
	Poland	-10	(4.7)	-9	(4.7)	-8	(6.3)	-26	(6.3)	-16	(6.4)	25	(7.0)	-10	(5.3)
	Slovak Republic	-20	(5.7)	0	(6.7)	-9	(5.7)	-34	(8.2)	-7	(6.0)	25	(8.0)	-8	(5.8)
	Spain	-10	(5.9)	3	(7.0)	-22	(9.3)	-28	(9.2)	-2	(8.1)	33	(8.0)	-29	(6.7)
	United States	-18	(6.0)	-17	(7.5)	-10	(7.7)	-6	(9.6)	17	(6.6)	56	(10.6)	-13	(6.5)
	OECD average-10	-15	(1.9)	-8	(2.1)	-11	(2.6)	-27	(3.0)	2	(2.3)	33	(3.1)	-12	(2.1)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	-9	(6.3)	14	(6.5)	-14	(6.1)	-42	(10.3)	13	(8.1)	21	(5.4)	-6	(7.8)
	Lithuania	-18	(6.2)	14	(6.0)	-1	(6.1)	-20	(7.5)	-14	(5.6)	38	(8.2)	-5	(6.1)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	-29	(8.1)	11	(8.3)	-17	(7.6)	-28	(8.8)	4	(9.0)	23	(11.8)	8	(8.6)

1. Student characteristics include: gender, PISA index of economic, social and cultural status (ESCS), immigrant background, school location, holding a bank account, holding a prepaid debit card, receiving money from the other sources, discussing money matters with parents, total time per week spent learning in regular lessons, and total time per week spent studying after school (e.g. homework, additional instruction, private study).

Note: Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 3/3]


Table IV.5.17b Performance in financial literacy and the core PISA subjects, by sources of money, after accounting for student characteristics

Results based on students' self-reports

		Difference between financial literacy and ...													
		Mathematics													
		An allowance or pocket money for regularly doing chores at home		An allowance or pocket money, without having to do any chores		Working outside school hours (e.g. a holiday job, part-time work)		Working in a family business		Occasional informal jobs (e.g. baby-sitting or gardening)		Gifts of money from friends or relatives		Selling things (e.g. at local markets or on eBay)	
		Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.
OECD	Australia	1	(2.9)	-8	(3.4)	3	(2.9)	-4	(3.2)	0	(2.5)	9	(4.6)	-1	(2.8)
	Belgium (Flemish)	-1	(5.8)	11	(5.3)	2	(5.7)	-4	(9.9)	-1	(6.0)	3	(10.5)	4	(6.1)
	Canadian provinces	-2	(5.9)	0	(5.7)	4	(7.5)	4	(8.1)	2	(6.3)	3	(11.8)	2	(7.1)
	Chile	-10	(7.9)	2	(7.0)	0	(10.9)	-2	(9.6)	-2	(10.1)	0	(8.7)	-3	(7.2)
	Italy	1	(7.8)	11	(7.4)	-7	(10.4)	-16	(9.7)	-1	(8.3)	-1	(10.0)	2	(9.6)
	Netherlands	1	(5.9)	3	(4.5)	7	(5.1)	2	(7.3)	-1	(5.3)	10	(8.3)	6	(4.6)
	Poland	-4	(5.1)	3	(4.6)	1	(5.4)	-5	(5.4)	-4	(6.0)	12	(6.3)	-1	(5.3)
	Slovak Republic	1	(5.8)	-9	(5.1)	-4	(6.3)	-16	(8.8)	3	(6.7)	12	(7.0)	1	(6.6)
	Spain	-3	(5.2)	-3	(5.4)	7	(7.8)	-15	(8.1)	3	(7.0)	1	(6.2)	-5	(7.5)
	United States	-6	(5.9)	-4	(5.2)	-5	(7.0)	1	(8.0)	-3	(5.5)	19	(11.3)	-1	(5.9)
	OECD average-10	-2	(1.9)	1	(1.7)	1	(2.3)	-6	(2.5)	0	(2.1)	7	(2.8)	0	(2.1)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	-6	(4.8)	7	(4.6)	9	(5.0)	-2	(6.9)	-2	(6.8)	1	(4.7)	-7	(6.1)
	Lithuania	-1	(5.5)	-5	(4.4)	6	(5.5)	-6	(5.6)	5	(5.2)	29	(8.2)	5	(5.3)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	1	(8.3)	4	(7.8)	11	(7.9)	-22	(11.3)	-11	(9.0)	7	(11.3)	1	(9.4)
		Difference between financial literacy and ...													
		Reading													
		An allowance or pocket money for regularly doing chores at home		An allowance or pocket money, without having to do any chores		Working outside school hours (e.g. a holiday job, part-time work)		Working in a family business		Occasional informal jobs (e.g. baby-sitting or gardening)		Gifts of money from friends or relatives		Selling things (e.g. at local markets or on eBay)	
		Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.
OECD	Australia	-1	(2.4)	-4	(2.5)	4	(2.5)	-1	(2.8)	1	(2.6)	12	(5.2)	-1	(3.1)
	Belgium (Flemish)	-3	(5.4)	7	(6.0)	5	(6.4)	1	(8.2)	1	(5.3)	-7	(9.1)	-3	(5.7)
	Canadian provinces	1	(6.6)	-1	(6.1)	6	(6.9)	12	(7.4)	5	(4.8)	0	(11.4)	-3	(7.1)
	Chile	-4	(7.9)	-1	(7.0)	1	(9.9)	16	(11.0)	-6	(10.4)	5	(9.1)	-1	(7.2)
	Italy	-1	(6.9)	4	(6.2)	-8	(10.7)	-6	(8.4)	4	(8.7)	1	(9.6)	12	(9.8)
	Netherlands	-1	(5.0)	2	(4.9)	10	(5.1)	7	(7.7)	-2	(4.7)	8	(7.1)	9	(5.4)
	Poland	-3	(5.5)	2	(4.3)	1	(5.2)	-1	(5.4)	-7	(5.7)	10	(6.4)	-1	(4.8)
	Slovak Republic	2	(5.0)	-9	(5.5)	-6	(5.8)	-12	(7.0)	-3	(6.8)	5	(6.9)	1	(6.1)
	Spain	4	(6.0)	-2	(5.6)	7	(7.3)	-11	(8.4)	1	(6.4)	-8	(6.8)	-4	(7.5)
	United States	-8	(4.9)	-1	(5.2)	5	(6.1)	-5	(6.8)	0	(5.7)	7	(9.6)	-3	(5.1)
	OECD average-10	-1	(1.8)	0	(1.7)	2	(2.2)	0	(2.4)	-1	(2.0)	3	(2.6)	1	(2.0)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	-3	(4.8)	2	(5.3)	6	(5.4)	-8	(6.5)	2	(6.6)	1	(4.5)	1	(4.7)
	Lithuania	-2	(5.9)	-2	(5.1)	4	(5.0)	0	(5.3)	6	(5.7)	26	(7.8)	2	(4.9)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	6	(7.7)	6	(7.5)	8	(6.5)	-21	(10.7)	-8	(7.4)	0	(12.3)	-11	(10.9)
		Difference between financial literacy and ...													
		Science													
		An allowance or pocket money for regularly doing chores at home		An allowance or pocket money, without having to do any chores		Working outside school hours (e.g. a holiday job, part-time work)		Working in a family business		Occasional informal jobs (e.g. baby-sitting or gardening)		Gifts of money from friends or relatives		Selling things (e.g. at local markets or on eBay)	
		Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.	Effect size dif.	S.E.
OECD	Australia	-1	(1.9)	0	(2.3)	5	(2.4)	0	(2.9)	0	(2.1)	7	(3.7)	0	(2.4)
	Belgium (Flemish)	-1	(5.1)	6	(6.3)	4	(5.4)	5	(7.3)	0	(5.4)	4	(8.6)	0	(5.3)
	Canadian provinces	1	(5.5)	-4	(4.9)	8	(5.9)	11	(6.8)	0	(5.2)	2	(10.6)	1	(6.2)
	Chile	-6	(6.0)	2	(6.4)	8	(10.6)	8	(10.2)	-5	(9.9)	0	(7.8)	-2	(6.1)
	Italy	0	(5.9)	9	(6.0)	-3	(8.9)	-7	(8.3)	-1	(8.2)	-5	(8.6)	5	(8.9)
	Netherlands	0	(4.1)	1	(4.3)	10	(4.1)	7	(6.6)	0	(4.1)	9	(7.1)	7	(4.8)
	Poland	-2	(4.7)	4	(3.9)	-2	(4.7)	-4	(5.1)	-3	(5.3)	10	(5.6)	2	(5.7)
	Slovak Republic	2	(5.0)	-8	(6.0)	-3	(6.0)	-9	(7.5)	1	(6.3)	10	(6.3)	-1	(5.8)
	Spain	1	(4.5)	-1	(4.7)	9	(7.5)	-11	(7.0)	2	(7.1)	-4	(5.7)	-5	(7.0)
	United States	-7	(4.7)	0	(4.7)	-2	(5.9)	-1	(7.0)	-1	(5.2)	12	(8.7)	-1	(4.7)
	OECD average-10	-1	(1.5)	1	(1.6)	4	(2.1)	0	(2.2)	-1	(2.0)	4	(2.4)	1	(1.9)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	-5	(4.6)	4	(3.9)	10	(4.9)	-2	(6.4)	-3	(6.5)	-1	(4.0)	-1	(5.5)
	Lithuania	-1	(5.7)	-2	(4.2)	4	(4.8)	-1	(5.3)	9	(5.2)	29	(6.9)	3	(4.5)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	8	(7.8)	7	(6.8)	10	(6.2)	-20	(9.0)	-8	(6.9)	9	(12.6)	-8	(8.3)

1. Student characteristics include: gender, PISA index of economic, social and cultural status (ESCS), immigrant background, school location, holding a bank account, holding a prepaid debit card, receiving money from the other sources, discussing money matters with parents, total time per week spent learning in regular lessons, and total time per week spent studying after school (e.g. homework, additional instruction, private study).

Note: Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/2]

Table IV.5.18 Student performance in financial literacy, by sources of money


Results based on students' self-reports

		Score-point difference in financial literacy, before accounting for student characteristics ¹													
		Students who receive money from an allowance or pocket money for regularly doing chores at home		Students who receive money from an allowance or pocket money, without having to do any chores		Students who receive money from working outside school hours (e.g. a holiday job, part-time work)		Students who receive money from working in a family business		Students who receive money from occasional informal jobs (e.g. baby-sitting or gardening)		Students who receive gifts of money from friends or relatives		Students who receive money from selling things (e.g. at local markets or on eBay)	
		Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	-22	(3.0)	-26	(3.8)	-14	(3.4)	-39	(3.9)	2	(3.5)	55	(5.3)	-27	(3.1)
	Belgium (Flemish)	-34	(7.3)	-4	(6.3)	-5	(7.1)	-18	(9.8)	12	(6.7)	93	(12.3)	-17	(6.9)
	Canadian provinces	-14	(7.2)	-21	(8.2)	-2	(8.0)	-22	(11.9)	14	(6.7)	36	(15.4)	-17	(8.0)
	Chile	-24	(9.1)	2	(9.6)	-17	(13.8)	-39	(13.1)	13	(12.6)	31	(9.0)	5	(9.4)
	Italy	-20	(8.7)	-13	(7.7)	-14	(10.9)	-44	(11.0)	-4	(8.1)	52	(10.0)	7	(7.3)
	Netherlands	-28	(6.6)	35	(9.0)	-3	(6.8)	-45	(11.4)	10	(7.4)	59	(13.6)	-6	(7.0)
	Poland	-18	(5.2)	-2	(5.0)	-12	(6.0)	-35	(6.8)	-17	(6.4)	45	(7.6)	0	(5.3)
	Slovak Republic	-24	(7.3)	-3	(8.3)	-16	(8.5)	-47	(9.1)	-5	(7.7)	52	(9.6)	-16	(7.6)
	Spain	-10	(6.3)	2	(6.2)	-12	(8.5)	-51	(11.0)	8	(7.9)	34	(7.8)	-27	(7.5)
	United States	-24	(5.9)	-26	(7.3)	-7	(7.3)	-18	(8.7)	29	(6.6)	85	(10.0)	-23	(6.7)
	OECD average-10	-22	(2.2)	-6	(2.3)	-10	(2.7)	-36	(3.2)	6	(2.4)	54	(3.3)	-12	(2.2)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	
	B-S-J-G (China)	-9	(7.3)	38	(7.4)	-12	(7.4)	-56	(11.2)	3	(12.4)	48	(7.7)	-12	(10.0)
	Lithuania	-22	(6.0)	21	(5.8)	-5	(6.1)	-26	(6.6)	-8	(5.8)	74	(8.3)	-3	(6.9)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	
	Russia	-19	(6.9)	18	(6.2)	-5	(7.1)	-34	(6.7)	-9	(7.1)	35	(8.9)	4	(7.7)
		Score-point difference in financial literacy, after accounting for student characteristics													
		Students who receive money from an allowance or pocket money for regularly doing chores at home		Students who receive money from an allowance or pocket money, without having to do any chores		Students who receive money from working outside school hours (e.g. a holiday job, part-time work)		Students who receive money from working in a family business		Students who receive money from occasional informal jobs (e.g. baby-sitting or gardening)		Students who receive gifts of money from friends or relatives		Students who receive money from selling things (e.g. at local markets or on eBay)	
		Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	-22	(2.7)	-28	(3.3)	-16	(3.3)	-31	(3.7)	-1	(3.2)	40	(4.9)	-24	(3.1)
	Belgium (Flemish)	-22	(5.9)	1	(6.1)	-3	(6.1)	-11	(8.9)	3	(5.9)	51	(10.0)	-7	(6.4)
	Canadian provinces	-13	(6.7)	-17	(7.1)	-5	(7.2)	-16	(11.6)	16	(6.3)	29	(14.9)	-18	(7.3)
	Chile	-23	(8.0)	-8	(8.6)	-5	(11.5)	-31	(11.7)	9	(10.6)	16	(8.2)	-7	(8.2)
	Italy	-19	(7.5)	-17	(7.0)	-19	(10.2)	-43	(9.6)	1	(6.9)	44	(10.7)	0	(7.3)
	Netherlands	-23	(6.2)	26	(8.0)	-4	(6.4)	-25	(11.6)	-5	(7.4)	40	(13.1)	-5	(6.2)
	Poland	-16	(4.8)	-7	(4.8)	-6	(5.9)	-32	(6.8)	-21	(6.2)	32	(7.0)	-8	(4.9)
	Slovak Republic	-24	(6.7)	-9	(7.7)	-16	(8.0)	-47	(8.1)	-5	(7.6)	36	(9.2)	-11	(7.5)
	Spain	-8	(6.2)	2	(6.3)	-8	(8.5)	-49	(9.7)	6	(8.4)	26	(7.3)	-28	(7.5)
	United States	-24	(6.0)	-20	(6.5)	-15	(7.2)	-8	(8.6)	20	(6.6)	68	(9.6)	-22	(6.3)
	OECD average-10	-19	(2.0)	-8	(2.1)	-10	(2.4)	-29	(3.0)	2	(2.3)	38	(3.1)	-13	(2.1)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	
	B-S-J-G (China)	-15	(7.0)	22	(6.9)	-7	(7.0)	-53	(10.3)	9	(10.5)	26	(6.3)	-8	(8.9)
	Lithuania	-15	(5.4)	11	(5.5)	0	(5.9)	-20	(6.5)	-4	(5.5)	68	(7.6)	-4	(6.0)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	
	Russia	-16	(6.7)	13	(6.0)	-6	(6.8)	-35	(7.0)	-4	(6.2)	33	(9.1)	-1	(7.6)

1. Student characteristics include: gender, PISA index of economic, social and cultural status (ESCS), immigrant background, school location, holding a bank account, holding a prepaid debit card, receiving money from the other sources, discussing money matters with parents, total time per week spent learning in regular lessons, and total time per week spent studying after school (e.g. homework, additional instruction, private study).

Notes: Score differences are calculated considering only students for whom data on all student characteristics are available.

Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 2/2]

Table IV.5.18 Student performance in financial literacy, by sources of money


Results based on students' self-reports

		Score-point difference in financial literacy, after accounting for student characteristics and performance in mathematics and reading													
		Students who receive money from an allowance or pocket money for regularly doing chores at home		Students who receive money from an allowance or pocket money, without having to do any chores		Students who receive money from working outside school hours (e.g. a holiday job, part-time work)		Students who receive money from working in a family business		Students who receive money from occasional informal jobs (e.g. baby-sitting or gardening)		Students who receive gifts of money from friends or relatives		Students who receive money from selling things (e.g. at local markets or on eBay)	
		Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	-5	(2.4)	-11	(2.6)	-2	(2.3)	-7	(2.4)	0	(2.3)	17	(3.9)	-5	(2.6)
	Belgium (Flemish)	-7	(4.8)	6	(4.5)	3	(5.0)	-4	(6.4)	2	(4.5)	16	(7.4)	-2	(4.7)
	Canadian provinces	-6	(6.0)	-4	(5.3)	2	(6.3)	-2	(7.3)	8	(4.8)	9	(10.3)	-6	(5.7)
	Chile	-10	(6.2)	-1	(5.7)	-1	(8.1)	-2	(9.1)	0	(7.9)	8	(6.4)	-6	(5.7)
	Italy	-6	(5.8)	1	(5.3)	-7	(8.2)	-21	(6.9)	0	(6.0)	12	(7.8)	3	(6.4)
	Netherlands	-3	(5.3)	8	(4.7)	7	(5.2)	-1	(7.3)	-1	(4.9)	15	(8.4)	7	(4.8)
	Poland	-7	(4.2)	0	(3.7)	0	(4.3)	-12	(4.9)	-9	(5.0)	17	(5.2)	-3	(4.3)
	Slovak Republic	-6	(5.0)	-9	(6.0)	-8	(6.5)	-24	(7.5)	-4	(6.5)	18	(7.4)	-1	(6.4)
	Spain	-2	(4.8)	-2	(4.3)	3	(5.9)	-23	(7.4)	4	(5.8)	2	(5.2)	-8	(6.1)
	United States	-10	(4.3)	-7	(4.4)	-4	(5.4)	-3	(6.0)	3	(4.3)	20	(8.0)	-6	(4.5)
	OECD average-10	-6	(1.6)	-2	(1.5)	-1	(1.9)	-10	(2.1)	0	(1.7)	13	(2.3)	-3	(1.7)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	-6	(4.2)	10	(4.9)	7	(5.3)	-16	(6.0)	1	(6.7)	6	(5.0)	-4	(5.6)
	Lithuania	-5	(4.7)	1	(3.7)	4	(4.6)	-9	(4.5)	3	(4.5)	40	(6.2)	1	(4.3)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	-4	(6.2)	6	(5.4)	5	(4.9)	-21	(6.1)	-9	(5.4)	15	(8.6)	-4	(7.4)
		Score-point difference in financial literacy, after accounting for student characteristics and performance in mathematics, reading and science													
		Students who receive money from an allowance or pocket money for regularly doing chores at home		Students who receive money from an allowance or pocket money, without having to do any chores		Students who receive money from working outside school hours (e.g. a holiday job, part-time work)		Students who receive money from working in a family business		Students who receive money from occasional informal jobs (e.g. baby-sitting or gardening)		Students who receive gifts of money from friends or relatives		Students who receive money from selling things (e.g. at local markets or on eBay)	
		Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD	Australia	-5	(2.0)	-7	(2.3)	-1	(2.3)	-6	(2.4)	0	(2.1)	15	(3.2)	-5	(2.3)
	Belgium (Flemish)	-7	(4.6)	6	(4.6)	3	(4.9)	-3	(6.2)	3	(4.3)	17	(7.5)	-2	(4.4)
	Canadian provinces	-6	(5.6)	-5	(5.0)	3	(5.4)	-1	(6.4)	6	(4.8)	9	(9.9)	-6	(5.6)
	Chile	-9	(5.8)	-2	(5.6)	1	(8.3)	-1	(9.2)	0	(8.2)	7	(6.2)	-5	(5.4)
	Italy	-6	(5.3)	2	(5.0)	-5	(7.9)	-19	(6.6)	-1	(6.1)	9	(6.9)	2	(6.3)
	Netherlands	-3	(4.7)	7	(4.5)	9	(4.5)	0	(7.0)	-1	(4.5)	15	(7.7)	7	(4.6)
	Poland	-7	(4.0)	0	(3.5)	-1	(4.0)	-12	(4.9)	-8	(4.9)	16	(5.1)	-2	(4.5)
	Slovak Republic	-5	(4.9)	-9	(6.2)	-7	(6.4)	-22	(7.5)	-3	(6.5)	19	(7.1)	-1	(6.2)
	Spain	-2	(4.5)	-1	(4.1)	4	(6.0)	-22	(6.7)	4	(6.1)	2	(4.9)	-8	(5.8)
	United States	-10	(4.2)	-5	(4.1)	-4	(5.1)	-2	(6.1)	3	(4.3)	20	(7.5)	-6	(4.3)
	OECD average-10	-6	(1.5)	-1	(1.5)	0	(1.8)	-9	(2.1)	0	(1.7)	13	(2.2)	-3	(1.6)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	-6	(4.1)	10	(4.6)	7	(5.3)	-14	(5.9)	0	(6.6)	5	(4.8)	-3	(5.5)
	Lithuania	-4	(4.7)	2	(3.5)	3	(4.5)	-7	(4.5)	4	(4.4)	40	(6.0)	2	(4.2)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	-3	(6.2)	7	(5.2)	5	(5.0)	-20	(5.9)	-9	(5.3)	16	(8.8)	-4	(7.0)

1. Student characteristics include: gender, PISA index of economic, social and cultural status (ESCS), immigrant background, school location, holding a bank account, holding a prepaid debit card, receiving money from the other sources, discussing money matters with parents, total time per week spent learning in regular lessons, and total time per week spent studying after school (e.g. homework, additional instruction, private study).

Notes: Score differences are calculated considering only students for whom data on all student characteristics are available.

Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/1]


Table IV.5.19 Decomposition of gender differences in financial literacy performance

	Mean score						Decomposition of gender differences in financial literacy													
	Boys		Girls		Gender differences (boys - girls)		Differences in financial literacy between boys and girls associated with different characteristics of boys and girls (endowments)						Differences in financial literacy between boys and girls associated with how different characteristics of boys and girls are related to their performance (returns)							
	Performance in mathematics and reading		Experience with money matters				Total (performance in mathematics and reading + experience with money matters)		Performance in mathematics and reading		Experience with money matters		Intercept		Total (performance in mathematics and reading + experience with money matters + intercept)					
	Mean	S.E.	Mean	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.	Score dif.	S.E.		
OECD																				
Australia	509 (3.0)	521 (2.2)	-12 (3.6)	-13 (3.1)	-3 (0.6)	-16 (3.2)	29 (10.7)	-1 (6.5)	-23 (11.3)	4 (2.6)										
Belgium (Flemish)	549 (6.3)	545 (5.5)	5 (7.7)	5 (6.8)	-4 (1.7)	0 (6.7)	-7 (25.9)	-7 (18.3)	19 (31.6)	4 (5.4)										
Canadian provinces	539 (5.4)	547 (4.8)	-8 (5.6)	-15 (4.8)	-4 (1.8)	-19 (5.3)	58 (28.9)	3 (20.6)	-50 (36.7)	11 (4.3)										
Chile	441 (6.3)	436 (5.5)	6 (8.0)	2 (6.7)	-1 (1.1)	1 (7.0)	11 (25.7)	1 (12.9)	-7 (28.5)	4 (5.5)										
Italy	498 (4.6)	481 (4.6)	17 (6.0)	5 (4.4)	-1 (1.5)	4 (4.8)	28 (24.1)	2 (15.0)	-17 (28.7)	13 (4.0)										
Netherlands	524 (5.1)	529 (4.0)	-4 (6.0)	-6 (5.6)	-1 (1.2)	-7 (5.9)	27 (28.0)	24 (23.8)	-49 (33.3)	3 (5.2)										
Poland	486 (4.7)	498 (4.1)	-12 (5.0)	-4 (3.9)	-5 (1.4)	-9 (4.4)	17 (26.3)	-7 (10.5)	-14 (27.8)	-3 (4.0)										
Slovak Republic	445 (6.7)	455 (6.1)	-9 (7.2)	-1 (5.1)	-7 (2.0)	-8 (5.7)	20 (33.9)	16 (18.0)	-38 (36.2)	-1 (5.4)										
Spain	476 (4.7)	476 (4.8)	0 (5.3)	8 (4.1)	-3 (1.2)	5 (4.2)	10 (24.6)	9 (13.8)	-23 (27.2)	-4 (4.7)										
United States	500 (5.3)	497 (4.7)	4 (6.1)	-6 (4.9)	-2 (1.2)	-8 (5.1)	43 (22.6)	-5 (16.3)	-26 (27.4)	11 (4.4)										
OECD average-10	497 (1.7)	498 (1.5)	-1 (2.0)	-3 (1.6)	-3 (0.4)	-6 (1.7)	24 (8.1)	4 (5.1)	-23 (9.4)	4 (1.5)										
Partners																				
Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	
B-S-J-G (China)	578 (7.0)	574 (8.0)	4 (6.2)	-4 (5.5)	-1 (0.7)	-5 (5.7)	-10 (22.4)	5 (11.7)	14 (25.5)	9 (4.6)										
Lithuania	452 (4.9)	474 (4.6)	-22 (6.4)	-17 (4.9)	-5 (1.7)	-22 (5.2)	21 (24.9)	-30 (19.9)	8 (31.1)	-1 (4.5)										
Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	
Russia	509 (5.2)	512 (4.6)	-3 (5.2)	-7 (3.8)	-4 (2.1)	-10 (5.0)	14 (38.7)	5 (18.8)	-12 (40.4)	7 (4.8)										

Notes: Oaxaca-Blinder decomposition. Gender differences may differ slightly from those in Table IV.4.5 because results in this table are calculated considering only students for whom data on all the variables in the model are available.

Experience with money matters include: holding a bank account, holding a prepaid debit card, money sources, discussing money matters with parents, and discussing money matters with friends.

Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/1]

Table IV.6.1 Students' expected spending behaviour

Results based on students' response to the question "If you don't have enough money to buy something you really want (e.g. an item of clothing, sports equipment) what are you most likely to do?"

		Percentage of students who would do the following if they did not have enough money to buy something they really wanted									
		Buy it with money that really should be used for something else		Try to borrow money from a family member		Try to borrow money from a friend		Save up to buy it		Not buy it	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	4.1	(0.2)	15.0	(0.5)	2.1	(0.2)	66.5	(0.6)	12.2	(0.4)
	Belgium (Flemish)	5.7	(0.7)	14.1	(1.1)	4.5	(0.6)	58.4	(1.4)	17.3	(1.1)
	Canadian provinces	3.8	(0.6)	13.8	(1.0)	1.7	(0.3)	63.2	(1.4)	17.5	(1.0)
	Chile	3.3	(0.5)	13.2	(0.9)	2.2	(0.5)	70.7	(1.2)	10.6	(0.8)
	Italy	4.1	(0.6)	22.2	(1.3)	2.5	(0.4)	58.6	(1.4)	12.6	(0.9)
	Netherlands	4.7	(0.6)	12.2	(0.9)	1.3	(0.3)	64.7	(1.3)	17.2	(1.2)
	Poland	6.1	(0.6)	22.3	(1.2)	3.6	(0.5)	58.9	(1.3)	9.2	(0.8)
	Slovak Republic	8.0	(0.7)	16.7	(1.1)	8.8	(1.0)	52.5	(1.7)	13.9	(0.9)
	Spain	4.9	(0.6)	17.6	(1.0)	2.9	(0.5)	65.6	(1.5)	9.0	(0.9)
	United States	3.7	(0.5)	11.6	(0.8)	1.2	(0.3)	69.2	(1.3)	14.3	(1.1)
	OECD average-10	4.8	(0.2)	15.9	(0.3)	3.1	(0.2)	62.8	(0.4)	13.4	(0.3)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	6.0	(0.6)	11.5	(0.8)	4.2	(0.6)	68.3	(1.2)	9.9	(0.8)
	Lithuania	8.0	(0.8)	13.3	(1.0)	4.9	(0.7)	60.8	(1.2)	13.0	(0.9)
	Peru	n	n	n	n	n	n	n	n	n	n
	Russia	5.0	(0.7)	13.4	(1.1)	4.1	(0.6)	69.3	(1.4)	8.2	(0.7)

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[Part 1/2]


Table IV.6.2 Students' expected spending behaviour, by student characteristics

Results based on students' response to the question "If you don't have enough money to buy something you really want (e.g. an item of clothing, sports equipment) what are you most likely to do?"

		Try to borrow money from a family member													
		PISA index of economic, social and cultural status (ESCS)						Index of achievement motivation		Students who discuss money matters with parents at least sometimes		Intercept			
Boys		Second quarter of ESCS		Third quarter of ESCS		Top quarter of ESCS									
	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	
OECD	Australia	0.83	(0.11)	1.22	(0.19)	1.42	(0.24)	1.53	(0.32)	1.05	(0.08)	1.59	(0.23)	2.23	(0.40)
	Belgium (Flemish)	2.03	(0.60)	1.46	(0.63)	2.33	(1.29)	1.65	(0.85)	0.77	(0.13)	3.34	(1.22)	0.42	(0.24)
	Canadian provinces	0.73	(0.23)	1.96	(1.00)	1.05	(0.43)	1.99	(0.91)	0.91	(0.15)	0.78	(0.34)	4.03	(1.98)
	Chile	0.71	(0.25)	2.29	(1.64)	1.78	(0.83)	2.46	(1.18)	0.99	(0.19)	2.78	(1.29)	1.34	(0.94)
	Italy	0.41	(0.14)	0.96	(0.40)	1.64	(0.67)	1.40	(0.59)	0.73	(0.19)	3.65	(1.38)	2.69	(1.23)
	Netherlands	1.12	(0.34)	0.95	(0.43)	0.98	(0.39)	0.88	(0.45)	1.32	(0.25)	1.57	(0.66)	2.01	(1.00)
	Poland	1.22	(0.28)	1.10	(0.35)	0.99	(0.31)	0.95	(0.29)	1.03	(0.14)	1.89	(0.56)	2.00	(0.72)
	Slovak Republic	1.08	(0.23)	0.81	(0.28)	1.35	(0.44)	1.62	(0.62)	0.93	(0.16)	1.18	(0.34)	1.62	(0.60)
	Spain	0.71	(0.24)	0.84	(0.32)	2.16	(0.77)	2.79	(1.27)	1.01	(0.18)	0.64	(0.26)	4.52	(1.83)
	United States	0.67	(0.22)	1.37	(0.73)	1.99	(0.91)	1.40	(0.76)	1.15	(0.25)	1.05	(0.49)	2.52	(1.83)
	OECD average-10	0.95	(0.09)	1.30	(0.23)	1.57	(0.22)	1.67	(0.25)	0.99	(0.06)	1.85	(0.25)	2.34	(0.39)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	
	B-S-J-G (China)	1.34	(0.37)	0.96	(0.34)	1.40	(0.49)	1.44	(0.54)	1.04	(0.19)	2.00	(0.71)	0.80	(0.32)
	Lithuania	0.65	(0.15)	1.01	(0.34)	1.27	(0.49)	1.60	(0.61)	1.03	(0.13)	1.23	(0.41)	1.71	(0.74)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	
	Russia	1.55	(0.61)	0.73	(0.44)	0.75	(0.36)	0.68	(0.38)	1.09	(0.22)	1.58	(0.67)	1.92	(1.54)
		Try to borrow money from a friend													
		PISA index of economic, social and cultural status (ESCS)						Index of achievement motivation		Students who discuss money matters with parents at least sometimes		Intercept			
Boys		Second quarter of ESCS		Third quarter of ESCS		Top quarter of ESCS									
	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	
OECD	Australia	1.86	(0.38)	0.83	(0.22)	1.17	(0.33)	0.95	(0.32)	1.00	(0.14)	0.91	(0.18)	0.36	(0.09)
	Belgium (Flemish)	4.09	(1.67)	0.83	(0.42)	3.08	(1.92)	1.87	(1.29)	0.58	(0.17)	2.38	(1.23)	0.10	(0.07)
	Canadian provinces	3.24	(1.97)	1.46	(1.13)	1.62	(1.23)	2.20	(1.88)	0.58	(0.14)	0.35	(0.24)	0.34	(0.30)
	Chile	0.86	(0.40)	1.13	(1.28)	0.56	(0.41)	1.05	(0.85)	0.83	(0.21)	1.37	(0.80)	0.61	(0.61)
	Italy	1.17	(0.75)	0.82	(0.54)	0.31	(0.24)	0.22	(0.13)	0.56	(0.29)	1.24	(0.74)	0.77	(0.49)
	Netherlands	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	Poland	2.49	(0.87)	0.73	(0.30)	0.49	(0.23)	0.89	(0.41)	1.15	(0.22)	0.74	(0.29)	0.56	(0.28)
	Slovak Republic	2.01	(0.62)	0.87	(0.38)	1.29	(0.58)	2.16	(1.14)	0.91	(0.16)	0.77	(0.28)	0.73	(0.28)
	Spain	1.41	(0.66)	1.21	(0.80)	0.92	(0.56)	1.03	(0.87)	1.17	(0.29)	0.52	(0.25)	0.86	(0.41)
	United States	c	c	c	c	c	c	c	c	c	c	c	c	c	c
	OECD average-10	2.14	(0.38)	0.98	(0.26)	1.18	(0.31)	1.30	(0.36)	0.85	(0.07)	1.03	(0.22)	0.54	(0.13)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	
	B-S-J-G (China)	1.70	(0.78)	1.03	(0.60)	1.40	(0.76)	0.82	(0.41)	0.93	(0.20)	0.89	(0.47)	0.50	(0.23)
	Lithuania	1.04	(0.38)	1.13	(0.55)	0.74	(0.43)	1.91	(0.92)	1.02	(0.15)	0.46	(0.17)	0.94	(0.44)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	
	Russia	5.03	(2.85)	0.77	(0.71)	0.82	(0.70)	0.31	(0.27)	1.06	(0.35)	0.73	(0.41)	0.50	(0.48)
		Save up to buy it													
		PISA index of economic, social and cultural status (ESCS)						Index of achievement motivation		Students who discuss money matters with parents at least sometimes		Intercept			
Boys		Second quarter of ESCS		Third quarter of ESCS		Top quarter of ESCS									
	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	
OECD	Australia	1.01	(0.12)	1.27	(0.19)	1.43	(0.23)	1.58	(0.30)	1.17	(0.08)	2.37	(0.31)	6.11	(0.96)
	Belgium (Flemish)	2.57	(0.63)	1.11	(0.39)	2.18	(0.88)	1.83	(0.92)	0.83	(0.13)	2.33	(0.65)	2.36	(0.93)
	Canadian provinces	1.04	(0.28)	1.93	(0.85)	1.14	(0.46)	1.60	(0.71)	0.93	(0.14)	1.04	(0.45)	12.47	(6.89)
	Chile	0.65	(0.20)	2.19	(1.54)	1.84	(0.83)	1.41	(0.68)	1.22	(0.22)	3.27	(1.30)	7.57	(5.21)
	Italy	0.52	(0.16)	0.87	(0.35)	1.05	(0.39)	0.84	(0.32)	0.76	(0.19)	4.20	(1.56)	7.75	(3.33)
	Netherlands	1.31	(0.34)	0.92	(0.36)	0.91	(0.33)	1.14	(0.56)	1.22	(0.21)	2.13	(0.78)	7.14	(3.50)
	Poland	1.02	(0.23)	1.11	(0.33)	1.00	(0.32)	1.11	(0.32)	1.03	(0.14)	1.91	(0.53)	5.53	(1.94)
	Slovak Republic	1.11	(0.25)	0.87	(0.26)	1.49	(0.46)	2.48	(0.96)	1.11	(0.18)	1.60	(0.40)	3.73	(1.08)
	Spain	0.86	(0.28)	0.97	(0.33)	1.48	(0.53)	1.91	(0.81)	1.18	(0.18)	0.81	(0.31)	15.83	(6.13)
	United States	1.08	(0.34)	1.14	(0.48)	1.94	(0.78)	1.60	(0.80)	0.98	(0.19)	1.65	(0.64)	9.23	(6.24)
	OECD average-10	1.12	(0.10)	1.24	(0.20)	1.45	(0.18)	1.55	(0.22)	1.04	(0.05)	2.13	(0.25)	7.77	(1.35)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	
	B-S-J-G (China)	0.74	(0.17)	0.60	(0.17)	0.95	(0.30)	0.81	(0.24)	1.02	(0.13)	2.22	(0.51)	8.97	(2.92)
	Lithuania	0.63	(0.12)	0.99	(0.26)	1.23	(0.43)	1.92	(0.60)	1.05	(0.11)	2.64	(0.75)	3.77	(1.31)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	
	Russia	1.47	(0.45)	0.61	(0.36)	0.73	(0.38)	0.65	(0.32)	1.08	(0.21)	2.28	(0.85)	8.11	(5.72)

Notes: Multinomial logistic regression model: likelihood of choosing a spending option with respect to choosing «Buy it with money that really should be used for something else» is regressed on all variables in the table. Reference categories for categorical variables are: girls, students in the bottom quarter of ESCS, and students who never discuss money matters with parents.

Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 2/2]


Table IV.6.2 Students' expected spending behaviour, by student characteristics

Results based on students' response to the question "If you don't have enough money to buy something you really want (e.g. an item of clothing, sports equipment) what are you most likely to do?"

	Not buy it														Pseudo R2		
	Boys		PISA index of economic, social and cultural status (ESCS)						Index of achievement motivation		Students who discuss money matters with parents at least sometimes		Intercept				
			Second quarter of ESCS		Third quarter of ESCS		Top quarter of ESCS										
	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.			
OECD	Australia	0.71	(0.09)	1.08	(0.16)	1.34	(0.24)	1.42	(0.26)	1.19	(0.10)	1.28	(0.21)	2.38	(0.41)	0.012	(0.002)
	Belgium (Flemish)	2.01	(0.57)	0.82	(0.34)	2.22	(1.07)	1.75	(0.96)	0.84	(0.14)	1.86	(0.54)	1.01	(0.42)	0.017	(0.007)
	Canadian provinces	0.89	(0.25)	2.42	(0.98)	1.62	(0.74)	1.84	(0.90)	0.98	(0.15)	0.61	(0.32)	4.78	(2.41)	0.013	(0.005)
	Chile	0.50	(0.19)	2.79	(1.85)	1.75	(0.82)	1.67	(0.79)	1.30	(0.26)	1.88	(1.05)	1.74	(1.23)	0.022	(0.007)
	Italy	0.67	(0.21)	0.53	(0.27)	0.70	(0.30)	0.63	(0.28)	0.72	(0.19)	3.84	(1.54)	2.00	(1.04)	0.026	(0.010)
	Netherlands	0.96	(0.32)	0.96	(0.46)	0.88	(0.38)	1.16	(0.69)	1.27	(0.27)	1.33	(0.47)	3.26	(1.61)	0.011	(0.007)
	Poland	0.89	(0.23)	1.06	(0.38)	0.85	(0.31)	0.57	(0.22)	0.97	(0.16)	1.61	(0.53)	1.26	(0.52)	0.011	(0.005)
	Slovak Republic	1.28	(0.32)	0.76	(0.27)	1.21	(0.42)	3.66	(1.51)	0.96	(0.17)	0.96	(0.27)	1.26	(0.41)	0.017	(0.006)
	Spain	1.00	(0.41)	1.17	(0.53)	1.33	(0.56)	1.53	(0.75)	1.47	(0.23)	0.56	(0.26)	2.87	(1.46)	0.015	(0.006)
	United States	0.63	(0.20)	0.88	(0.38)	2.00	(0.81)	1.74	(0.84)	0.87	(0.18)	0.80	(0.36)	5.02	(3.17)	0.019	(0.008)
	OECD average-10	0.95	(0.10)	1.25	(0.23)	1.39	(0.20)	1.60	(0.26)	1.06	(0.06)	1.47	(0.22)	2.56	(0.49)	0.016	(0.002)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	
	B-S-J-G (China)	0.90	(0.23)	0.43	(0.14)	0.80	(0.32)	0.92	(0.35)	1.09	(0.18)	1.47	(0.49)	1.71	(0.63)	0.019	(0.008)
	Lithuania	1.12	(0.29)	0.66	(0.21)	1.42	(0.59)	1.56	(0.53)	0.92	(0.11)	1.33	(0.43)	1.21	(0.51)	0.024	(0.006)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	1.54	(0.69)	0.50	(0.37)	0.62	(0.40)	0.88	(0.55)	0.97	(0.27)	2.43	(1.70)	0.88	(0.73)	0.019	(0.010)

Notes: Multinomial logistic regression model: likelihood of choosing a spending option with respect to choosing «Buy it with money that really should be used for something else» is regressed on all variables in the table. Reference categories for categorical variables are: girls, students in the bottom quarter of ESCS, and students who never discuss money matters with parents.

Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/2]


Table IV.6.3 Students' expected spending behaviour, by performance in financial literacy

Results based on students' response to the question "If you don't have enough money to buy something you really want (e.g. an item of clothing, sports equipment) what are you most likely to do?"

		Increased likelihood of students at each proficiency level, compared with students at or below Level 1, to report the following options instead of reporting "Buy it with money that really should be used for something else"																	
		Before accounting for student characteristics ¹																	
		Try to borrow money from a family member				Try to borrow money from a friend				Save up to buy it				Not buy it					
		Levels 2 or 3 (from 400.33 to less than 549.86 score points)		Levels 4 or 5 (from 549.86 score points)		Levels 2 or 3 (from 400.33 to less than 549.86 score points)		Levels 4 or 5 (from 549.86 score points)		Levels 2 or 3 (from 400.33 to less than 549.86 score points)		Levels 4 or 5 (from 549.86 score points)		Levels 2 or 3 (from 400.33 to less than 549.86 score points)		Levels 4 or 5 (from 549.86 score points)		Pseudo R2	
		Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Pseudo R2	S.E.
OECD	Australia	2.32	(0.33)	3.84	(0.86)	0.51	(0.13)	0.65	(0.21)	3.17	(0.42)	6.46	(1.25)	3.41	(0.58)	7.68	(1.81)	0.020	(0.002)
	Belgium (Flemish)	2.12	(0.98)	2.95	(1.38)	2.98	(2.06)	4.58	(2.95)	2.64	(1.42)	6.24	(2.98)	2.32	(1.30)	4.08	(2.37)	0.013	(0.006)
	Canadian provinces	0.94	(0.49)	1.98	(1.21)	0.21	(0.22)	0.27	(0.23)	1.48	(0.73)	3.92	(2.22)	1.02	(0.52)	2.71	(1.64)	0.015	(0.007)
	Chile	4.13	(1.88)	5.14	(5.60)	1.16	(0.95)	2.94	(4.00)	4.61	(2.14)	5.83	(6.78)	5.02	(2.35)	5.56	(8.14)	0.014	(0.005)
	Italy	2.34	(1.01)	3.36	(2.42)	0.44	(0.34)	0.19	(0.22)	2.01	(0.85)	2.75	(1.79)	1.44	(0.77)	1.42	(1.10)	0.014	(0.006)
	Netherlands	1.22	(0.55)	2.17	(1.20)	c	c	c	c	1.98	(0.90)	4.35	(2.53)	2.17	(1.00)	3.79	(2.24)	0.012	(0.006)
	Poland	1.33	(0.41)	2.43	(0.98)	0.34	(0.12)	0.22	(0.14)	2.30	(0.64)	4.74	(1.79)	1.56	(0.54)	2.49	(1.14)	0.023	(0.006)
	Slovak Republic	1.85	(0.57)	2.29	(1.24)	0.73	(0.24)	0.59	(0.45)	3.46	(1.01)	7.45	(3.89)	2.91	(0.93)	5.08	(2.98)	0.035	(0.008)
	Spain	4.22	(1.65)	6.74	(5.39)	0.86	(0.55)	0.78	(0.97)	5.33	(1.83)	11.12	(8.19)	2.83	(1.11)	3.66	(2.95)	0.032	(0.007)
	United States	1.43	(0.66)	1.41	(0.90)	c	c	c	c	3.04	(1.31)	3.71	(2.31)	2.50	(1.24)	3.91	(2.38)	0.014	(0.006)
	OECD average-10	2.19	(0.31)	3.23	(0.87)	0.90	(0.30)	1.28	(0.64)	3.00	(0.39)	5.66	(1.27)	2.52	(0.37)	4.04	(1.04)	0.019	(0.002)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	1.07	(0.58)	2.06	(1.11)	0.63	(0.47)	1.15	(0.91)	1.13	(0.43)	1.76	(0.64)	0.65	(0.39)	0.98	(0.49)	0.005	(0.003)
	Lithuania	1.68	(0.58)	5.10	(5.10)	0.19	(0.08)	0.26	(0.29)	3.38	(0.97)	15.84	(15.99)	1.61	(0.52)	5.33	(4.96)	0.051	(0.009)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	2.00	(1.22)	5.65	(5.33)	0.54	(0.36)	1.66	(1.78)	2.48	(1.23)	10.35	(9.02)	1.42	(0.91)	5.34	(5.62)	0.020	(0.008)
		Increased likelihood of students at each proficiency level, compared with students at or below Level 1, to report the following options instead of reporting "Buy it with money that really should be used for something else"																	
		After accounting for student characteristics																	
		Try to borrow money from a family member				Try to borrow money from a friend				Save up to buy it				Not buy it					
		Levels 2 or 3 (from 400.33 to less than 549.86 score points)		Levels 4 or 5 (from 549.86 score points)		Levels 2 or 3 (from 400.33 to less than 549.86 score points)		Levels 4 or 5 (from 549.86 score points)		Levels 2 or 3 (from 400.33 to less than 549.86 score points)		Levels 4 or 5 (from 549.86 score points)		Levels 2 or 3 (from 400.33 to less than 549.86 score points)		Levels 4 or 5 (from 549.86 score points)		Pseudo R2	
		Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Pseudo R2	S.E.
OECD	Australia	2.23	(0.33)	3.67	(0.89)	0.51	(0.14)	0.62	(0.21)	3.03	(0.44)	6.00	(1.28)	3.33	(0.60)	7.67	(1.92)	0.028	(0.003)
	Belgium (Flemish)	1.83	(0.95)	2.44	(1.30)	3.13	(3.78)	3.97	(4.89)	2.49	(1.47)	5.64	(3.17)	2.13	(1.35)	3.60	(2.40)	0.025	(0.008)
	Canadian provinces	0.92	(0.50)	2.01	(1.37)	0.25	(0.29)	0.35	(0.36)	1.58	(0.80)	4.50	(2.91)	1.02	(0.55)	2.84	(1.99)	0.025	(0.008)
	Chile	3.30	(1.51)	3.49	(4.09)	1.12	(0.99)	2.91	(4.42)	3.94	(1.83)	4.48	(5.41)	4.43	(2.21)	4.54	(7.25)	0.030	(0.008)
	Italy	1.99	(0.91)	3.53	(3.02)	0.48	(0.41)	0.29	(0.37)	1.73	(0.77)	2.92	(2.26)	1.26	(0.68)	1.57	(1.39)	0.034	(0.010)
	Netherlands	1.18	(0.55)	2.10	(1.28)	c	c	c	c	1.92	(0.88)	4.17	(2.64)	2.16	(1.06)	3.73	(2.52)	0.020	(0.009)
	Poland	1.32	(0.44)	2.49	(1.15)	0.36	(0.14)	0.22	(0.15)	2.25	(0.67)	4.83	(2.11)	1.63	(0.58)	3.03	(1.48)	0.030	(0.008)
	Slovak Republic	1.90	(0.63)	2.35	(1.31)	0.77	(0.26)	0.61	(0.47)	3.28	(0.96)	6.53	(3.40)	2.78	(0.95)	4.65	(2.77)	0.041	(0.009)
	Spain	3.66	(1.60)	5.27	(4.88)	0.84	(0.60)	0.69	(1.02)	4.97	(1.89)	9.78	(8.03)	2.54	(1.11)	2.82	(2.56)	0.042	(0.010)
	United States	1.32	(0.64)	1.29	(0.84)	c	c	c	c	2.94	(1.36)	3.68	(2.37)	2.40	(1.26)	4.02	(2.56)	0.029	(0.009)
	OECD average-10	1.97	(0.29)	2.87	(0.77)	0.93	(0.50)	1.21	(0.84)	2.81	(0.38)	5.25	(1.21)	2.37	(0.36)	3.85	(0.99)	0.030	(0.003)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	1.06	(0.60)	1.71	(0.97)	0.65	(0.50)	1.27	(1.08)	1.15	(0.45)	1.68	(0.65)	0.65	(0.39)	0.89	(0.47)	0.020	(0.008)
	Lithuania	1.54	(0.53)	4.25	(4.46)	0.20	(0.08)	0.25	(0.28)	3.15	(0.93)	13.95	(14.86)	1.58	(0.52)	4.94	(4.86)	0.063	(0.010)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	1.85	(1.19)	5.14	(5.18)	0.59	(0.41)	1.92	(2.26)	2.36	(1.26)	9.69	(9.14)	1.27	(0.87)	4.53	(5.08)	0.033	(0.012)

1. Student characteristics include gender, socio-economic status, achievement motivation, and discussing money matters with parents at least sometimes.

Note: Values that are statistically significant are indicated in bold (see Annex A3).


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[Part 2/2]

Table IV.6.3 Students' expected spending behaviour, by performance in financial literacy

Results based on students' response to the question "If you don't have enough money to buy something you really want (e.g. an item of clothing, sports equipment) what are you most likely to do?"

		Increased likelihood of students at each proficiency level, compared with students at or below Level 1, to report the following options instead of reporting "Buy it with money that really should be used for something else"																		
		After accounting for student characteristics ¹ and performance in mathematics and reading																		
		Try to borrow money from a family member		Try to borrow money from a friend		Save up to buy it				Not buy it				Pseudo R2						
		Levels 2 or 3 (from 400.33 to less than 549.86 score points)		Levels 4 or 5 (from 549.86 score points)		Levels 2 or 3 (from 400.33 to less than 549.86 score points)		Levels 4 or 5 (from 549.86 score points)		Levels 2 or 3 (from 400.33 to less than 549.86 score points)		Levels 4 or 5 (from 549.86 score points)		Pseudo R2						
		Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.					
OECD	Australia	1.58	(0.34)	1.91	(0.79)	0.68	(0.20)	1.08	(0.50)	2.22	(0.43)	3.28	(1.13)	2.09	(0.54)	3.09	(1.39)	0.032	(0.003)	
	Belgium (Flemish)	1.90	(1.27)	2.65	(2.42)	3.12	(4.23)	4.20	(7.57)	1.84	(1.26)	3.20	(2.87)	1.67	(1.25)	2.26	(2.27)	0.031	(0.010)	
	Canadian provinces	0.68	(0.46)	1.18	(1.45)	0.26	(0.40)	0.37	(0.85)	1.32	(0.81)	3.31	(3.56)	0.73	(0.47)	1.50	(1.69)	0.030	(0.010)	
	Chile	2.15	(1.49)	1.48	(2.48)	1.40	(1.79)	4.14	(9.07)	2.76	(1.92)	2.18	(3.60)	2.96	(1.99)	2.13	(5.28)	0.034	(0.010)	
	Italy	1.49	(0.93)	2.17	(2.86)	0.45	(0.53)	0.24	(0.41)	1.26	(0.75)	1.64	(1.79)	0.97	(0.67)	1.06	(1.42)	0.037	(0.011)	
	Netherlands	0.92	(0.56)	1.26	(1.37)	c	c	c	c	1.35	(0.80)	2.05	(2.25)	1.48	(0.87)	1.77	(2.00)	0.024	(0.010)	
	Poland	1.06	(0.48)	1.57	(1.09)	0.38	(0.21)	0.24	(0.28)	1.78	(0.69)	2.99	(1.90)	1.25	(0.51)	1.80	(1.25)	0.034	(0.008)	
	Slovak Republic	1.60	(0.70)	1.69	(1.33)	0.91	(0.38)	0.87	(0.85)	2.71	(1.00)	4.62	(3.01)	2.35	(1.00)	3.44	(2.79)	0.046	(0.011)	
	Spain	2.40	(1.27)	2.36	(2.59)	0.70	(0.67)	0.46	(0.93)	3.46	(1.78)	4.85	(5.05)	2.46	(1.51)	2.70	(3.37)	0.047	(0.011)	
	United States	2.08	(1.70)	3.49	(5.38)	c	c	c	c	3.07	(2.12)	4.34	(5.74)	2.32	(1.75)	3.92	(4.71)	0.034	(0.011)	
	OECD average-10	1.59	(0.32)	1.98	(0.80)	0.99	(0.59)	1.45	(1.49)	2.18	(0.41)	3.25	(1.07)	1.83	(0.37)	2.37	(0.93)	0.035	(0.003)	
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	
	B-S-J-G (China)	0.98	(0.64)	1.52	(1.44)	0.66	(0.60)	1.40	(1.63)	0.96	(0.39)	1.17	(0.65)	0.56	(0.35)	0.73	(0.61)	0.022	(0.009)	
	Lithuania	1.40	(0.67)	3.54	(4.77)	0.20	(0.11)	0.26	(0.33)	2.50	(1.04)	9.18	(12.76)	1.25	(0.60)	3.14	(3.92)	0.066	(0.011)	
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	1.40	(1.00)	3.16	(4.76)	0.71	(0.61)	3.22	(6.13)	2.10	(1.38)	8.04	(11.45)	1.09	(0.86)	3.60	(5.86)	0.039	(0.014)	


1. Student characteristics include gender, socio-economic status, achievement motivation, and discussing money matters with parents at least sometimes. Note: Values that are statistically significant are indicated in bold (see Annex A3).
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[Part 1/1]

Table IV.6.4 Students' saving behaviour

Results based on students' self-reports

		Percentage of students who reported that this statement about saving money best applies to them											
		I save the same amount of money each week or month		I save some money each week or month, but the amount varies		I save money only when I have some to spare		I save money only when I want to buy something		I do not save any money		I have no money so I do not save	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD	Australia	24.6	(0.5)	32.3	(0.6)	16.0	(0.5)	17.3	(0.4)	3.9	(0.2)	5.9	(0.3)
	Belgium (Flemish)	22.0	(1.3)	31.1	(1.7)	15.1	(0.9)	21.3	(1.1)	7.9	(1.0)	2.7	(0.5)
	Canadian provinces	19.5	(1.2)	32.8	(1.1)	16.7	(1.0)	20.1	(1.0)	4.1	(0.6)	6.8	(0.7)
	Chile	22.3	(1.2)	22.9	(1.3)	22.3	(1.3)	23.4	(1.2)	4.4	(0.5)	4.8	(0.7)
	Italy	12.0	(0.9)	31.3	(1.1)	21.5	(1.2)	26.8	(1.2)	4.6	(0.6)	3.8	(0.5)
	Netherlands	23.7	(1.0)	34.8	(1.4)	12.5	(0.9)	20.4	(1.2)	7.2	(0.7)	1.3	(0.3)
	Poland	18.3	(1.0)	19.6	(1.0)	28.4	(1.1)	23.0	(1.1)	7.9	(0.7)	2.8	(0.4)
	Slovak Republic	15.7	(0.9)	23.5	(1.2)	25.9	(1.2)	24.8	(1.2)	7.2	(0.7)	2.9	(0.4)
	Spain	18.4	(1.1)	31.4	(1.2)	23.0	(1.0)	19.4	(1.0)	4.4	(0.6)	3.3	(0.5)
	United States	17.7	(1.1)	31.8	(1.3)	19.4	(1.2)	19.8	(1.2)	4.6	(0.6)	6.7	(0.7)
	OECD average-10	19.4	(0.3)	29.1	(0.4)	20.1	(0.3)	21.6	(0.3)	5.6	(0.2)	4.1	(0.2)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	14.8	(1.0)	43.3	(1.2)	18.9	(1.0)	13.6	(0.9)	4.7	(0.5)	4.7	(0.6)
	Lithuania	12.4	(0.9)	29.9	(1.3)	22.9	(1.0)	26.0	(1.2)	6.5	(0.7)	2.3	(0.4)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	16.2	(1.2)	19.7	(1.4)	20.5	(1.4)	29.5	(1.5)	10.4	(1.1)	3.7	(0.6)

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[Part 1/2]

Table IV.6.5 Students' saving behaviour, by student characteristics

Results based on students' self-report about which statement about saving money best applies to them

		I save the same amount of money each week or month													
		PISA index of economic, social and cultural status (ESCS)								Index of achievement motivation		Students who discuss money matters with parents at least sometimes		Intercept	
Boys		Second quarter of ESCS		Third quarter of ESCS		Top quarter of ESCS									
		Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.
OECD	Australia	1.51	(0.17)	1.50	(0.25)	1.34	(0.22)	1.39	(0.23)	1.27	(0.10)	2.38	(0.31)	1.91	(0.31)
	Belgium (Flemish)	2.23	(0.66)	0.97	(0.37)	1.19	(0.48)	0.94	(0.33)	1.23	(0.25)	1.41	(0.46)	1.75	(0.91)
	Canadian provinces	2.94	(0.93)	1.37	(0.60)	1.23	(0.53)	2.18	(0.89)	1.18	(0.20)	2.04	(0.71)	1.09	(0.47)
	Chile	1.67	(0.50)	0.51	(0.25)	0.76	(0.34)	0.51	(0.21)	1.98	(0.28)	1.71	(0.82)	3.59	(1.86)
	Italy	1.54	(0.53)	1.14	(0.63)	1.07	(0.50)	1.37	(0.54)	1.05	(0.23)	3.04	(1.19)	0.79	(0.41)
	Netherlands	1.38	(0.32)	1.67	(0.55)	3.12	(1.39)	3.30	(1.34)	1.19	(0.25)	1.52	(0.51)	1.12	(0.49)
	Poland	1.77	(0.38)	0.74	(0.29)	0.89	(0.24)	1.30	(0.40)	1.65	(0.25)	0.64	(0.19)	3.04	(1.14)
	Slovak Republic	1.31	(0.36)	1.19	(0.54)	1.09	(0.44)	1.73	(0.73)	1.34	(0.20)	1.09	(0.29)	1.70	(0.56)
	Spain	1.52	(0.43)	0.49	(0.23)	0.70	(0.35)	0.67	(0.30)	1.04	(0.17)	1.61	(0.54)	3.43	(1.60)
	United States	2.32	(0.84)	0.87	(0.43)	1.28	(0.66)	1.65	(0.73)	1.35	(0.24)	0.82	(0.44)	2.17	(1.43)
	OECD average-10	1.82	(0.18)	1.04	(0.14)	1.27	(0.19)	1.50	(0.21)	1.33	(0.07)	1.63	(0.19)	2.06	(0.33)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	0.82	(0.29)	1.86	(0.87)	0.65	(0.22)	0.79	(0.30)	1.00	(0.20)	2.00	(0.65)	2.42	(1.30)
	Lithuania	2.47	(0.67)	1.07	(0.48)	1.66	(0.69)	2.18	(0.91)	0.97	(0.13)	1.30	(0.54)	0.66	(0.31)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	2.55	(0.59)	1.56	(0.63)	1.95	(0.95)	0.96	(0.44)	1.27	(0.21)	1.21	(0.41)	0.64	(0.34)
		I save some money each week or month, but the amount varies													
		PISA index of economic, social and cultural status (ESCS)								Index of achievement motivation		Students who discuss money matters with parents at least sometimes		Intercept	
Boys		Second quarter of ESCS		Third quarter of ESCS		Top quarter of ESCS									
		Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.
OECD	Australia	1.12	(0.13)	1.74	(0.28)	1.80	(0.28)	2.14	(0.34)	1.32	(0.10)	3.10	(0.40)	1.85	(0.31)
	Belgium (Flemish)	1.22	(0.29)	1.09	(0.40)	1.37	(0.53)	1.33	(0.44)	1.25	(0.26)	2.42	(0.90)	1.86	(0.80)
	Canadian provinces	1.80	(0.60)	1.29	(0.54)	1.27	(0.49)	2.76	(1.19)	1.10	(0.18)	2.02	(0.72)	2.41	(1.09)
	Chile	0.91	(0.27)	0.85	(0.40)	1.52	(0.76)	1.17	(0.49)	1.57	(0.16)	1.35	(0.58)	3.96	(2.03)
	Italy	1.22	(0.41)	1.84	(0.73)	1.00	(0.41)	1.51	(0.59)	1.11	(0.21)	2.98	(1.04)	2.15	(1.02)
	Netherlands	0.99	(0.22)	1.12	(0.41)	2.24	(0.85)	2.55	(0.81)	1.11	(0.22)	3.04	(0.95)	1.35	(0.49)
	Poland	1.12	(0.24)	1.42	(0.43)	1.38	(0.34)	2.25	(0.65)	1.21	(0.18)	0.93	(0.28)	1.86	(0.67)
	Slovak Republic	1.03	(0.29)	1.15	(0.41)	1.62	(0.53)	1.86	(0.77)	1.38	(0.21)	2.11	(0.67)	1.56	(0.48)
	Spain	1.42	(0.40)	0.72	(0.34)	1.07	(0.47)	1.17	(0.52)	1.04	(0.17)	1.71	(0.52)	4.12	(1.54)
	United States	1.58	(0.53)	0.74	(0.34)	1.09	(0.51)	1.78	(0.72)	1.42	(0.24)	1.23	(0.74)	3.41	(2.48)
	OECD average-10	1.24	(0.12)	1.20	(0.14)	1.44	(0.17)	1.85	(0.22)	1.25	(0.06)	2.09	(0.23)	2.45	(0.41)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	0.41	(0.14)	1.60	(0.73)	0.75	(0.23)	1.08	(0.38)	0.76	(0.14)	2.62	(0.71)	7.97	(3.87)
	Lithuania	1.40	(0.31)	0.84	(0.28)	1.50	(0.56)	2.09	(0.65)	1.15	(0.15)	1.64	(0.58)	2.04	(0.84)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	1.93	(0.45)	1.09	(0.36)	1.81	(0.65)	0.64	(0.20)	1.16	(0.20)	1.70	(0.62)	0.85	(0.35)
		I save money only when I have some to spare													
		PISA index of economic, social and cultural status (ESCS)								Index of achievement motivation		Students who discuss money matters with parents at least sometimes		Intercept	
Boys		Second quarter of ESCS		Third quarter of ESCS		Top quarter of ESCS									
		Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.
OECD	Australia	1.17	(0.14)	1.40	(0.23)	1.18	(0.22)	1.21	(0.17)	1.22	(0.09)	1.70	(0.24)	2.08	(0.34)
	Belgium (Flemish)	1.31	(0.39)	0.82	(0.36)	1.16	(0.47)	0.89	(0.33)	1.22	(0.26)	1.62	(0.64)	1.53	(0.72)
	Canadian provinces	1.70	(0.58)	0.78	(0.33)	0.97	(0.40)	1.92	(0.96)	1.00	(0.15)	1.28	(0.39)	2.59	(1.16)
	Chile	1.10	(0.36)	0.63	(0.35)	1.03	(0.48)	0.93	(0.35)	1.66	(0.23)	0.92	(0.42)	5.81	(2.84)
	Italy	0.82	(0.29)	1.52	(0.65)	1.05	(0.41)	1.54	(0.64)	1.04	(0.20)	1.77	(0.56)	2.71	(1.29)
	Netherlands	0.58	(0.15)	0.99	(0.36)	1.96	(0.85)	2.07	(0.79)	1.17	(0.27)	1.89	(0.75)	1.06	(0.46)
	Poland	1.05	(0.22)	0.96	(0.33)	0.93	(0.24)	1.22	(0.38)	1.25	(0.18)	0.84	(0.23)	4.42	(1.61)
	Slovak Republic	0.95	(0.23)	1.20	(0.45)	1.26	(0.45)	1.65	(0.65)	1.35	(0.19)	1.56	(0.47)	2.47	(0.80)
	Spain	1.10	(0.31)	0.40	(0.19)	1.01	(0.43)	0.94	(0.39)	0.84	(0.14)	1.45	(0.45)	4.58	(1.73)
	United States	1.43	(0.51)	1.02	(0.41)	1.03	(0.49)	1.23	(0.54)	1.38	(0.24)	0.78	(0.39)	3.59	(2.49)
	OECD average-10	1.12	(0.11)	0.97	(0.12)	1.16	(0.15)	1.36	(0.18)	1.21	(0.06)	1.38	(0.15)	3.08	(0.49)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	0.83	(0.27)	1.52	(0.64)	0.69	(0.22)	0.70	(0.25)	0.74	(0.14)	1.99	(0.55)	3.46	(1.73)
	Lithuania	1.34	(0.33)	0.85	(0.26)	1.28	(0.44)	1.87	(0.59)	1.11	(0.16)	1.98	(0.79)	1.43	(0.61)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	1.16	(0.25)	1.30	(0.40)	1.83	(0.63)	0.86	(0.32)	1.42	(0.23)	1.39	(0.55)	1.19	(0.54)

Notes: Multinomial logistic regression model: likelihood of choosing a statement about saving instead of choosing «I do not save any money» is regressed on all variables in the table. Reference categories for categorical variables are: girls, students in the bottom quarter of ESCS, and students who never discuss money matters with parents. Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 2/2]


Table IV.6.5 Students' saving behaviour, by student characteristics

Results based on students' self-report about which statement about saving money best applies to them

		I save money only when i want to buy something																			
		PISA index of economic, social and cultural status (ESCS)												Index of achievement motivation		Students who discuss money matters with parents at least sometimes		Intercept			
		Boys		Second quarter of ESCS		Third quarter of ESCS		Top quarter of ESCS		Relative risk		Relative risk		Relative risk		Relative risk					
		Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.				
OECD	Australia	1.53	(0.20)	1.44	(0.22)	1.28	(0.21)	1.21	(0.21)	1.14	(0.08)	1.77	(0.24)	1.89	(0.32)						
	Belgium (Flemish)	1.63	(0.44)	1.30	(0.45)	1.44	(0.56)	0.96	(0.36)	1.15	(0.23)	1.56	(0.55)	1.59	(0.72)						
	Canadian provinces	2.06	(0.72)	0.85	(0.34)	0.92	(0.36)	1.78	(0.73)	0.98	(0.16)	1.84	(0.71)	2.12	(0.91)						
	Chile	1.60	(0.53)	0.57	(0.29)	1.04	(0.49)	0.62	(0.24)	1.74	(0.24)	1.54	(0.67)	3.82	(2.11)						
	Italy	1.08	(0.35)	1.43	(0.67)	0.92	(0.39)	0.94	(0.38)	1.03	(0.20)	2.25	(0.82)	2.95	(1.40)						
	Netherlands	0.90	(0.22)	1.10	(0.40)	1.73	(0.64)	1.72	(0.58)	0.93	(0.22)	1.91	(0.67)	1.36	(0.57)						
	Poland	1.29	(0.29)	0.99	(0.32)	1.10	(0.30)	1.10	(0.33)	1.18	(0.16)	1.20	(0.39)	2.24	(0.88)						
	Slovak Republic	1.30	(0.30)	0.91	(0.32)	1.01	(0.35)	1.35	(0.51)	1.11	(0.16)	1.69	(0.49)	2.14	(0.61)						
	Spain	1.55	(0.45)	0.82	(0.35)	1.00	(0.47)	0.84	(0.36)	0.87	(0.14)	1.22	(0.36)	3.26	(1.30)						
	United States	2.00	(0.64)	0.92	(0.40)	0.76	(0.32)	0.80	(0.36)	1.12	(0.19)	0.82	(0.46)	4.13	(2.69)						
	OECD average-10	1.49	(0.14)	1.03	(0.12)	1.12	(0.13)	1.13	(0.14)	1.13	(0.06)	1.58	(0.18)	2.55	(0.43)						
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n				
	B-S-J-G (China)	0.62	(0.25)	1.62	(0.82)	0.41	(0.14)	0.70	(0.27)	0.77	(0.16)	1.59	(0.50)	3.85	(2.02)						
	Lithuania	1.45	(0.35)	0.95	(0.34)	1.29	(0.46)	1.61	(0.53)	0.95	(0.12)	1.41	(0.54)	2.12	(0.95)						
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n				
	Russia	1.19	(0.27)	0.73	(0.19)	1.10	(0.36)	0.42	(0.12)	1.00	(0.16)	1.37	(0.42)	2.66	(1.15)						
		I have no money so I do not save																			
		PISA index of economic, social and cultural status (ESCS)												Index of achievement motivation		Students who discuss money matters with parents at least sometimes		Intercept		Pseudo R2	
		Boys		Second quarter of ESCS		Third quarter of ESCS		Top quarter of ESCS		Relative risk		Relative risk		Relative risk		Relative risk		Pseudo R2			
		Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Pseudo R2	S.E.		
OECD	Australia	0.89	(0.13)	1.00	(0.19)	1.00	(0.20)	1.18	(0.23)	1.21	(0.12)	0.88	(0.14)	1.67	(0.30)	0.014	(0.001)				
	Belgium (Flemish)	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	0.015	(0.007)		
	Canadian provinces	1.44	(0.50)	0.69	(0.31)	0.50	(0.22)	0.40	(0.19)	0.95	(0.18)	1.13	(0.44)	1.97	(0.93)	0.017	(0.005)				
	Chile	0.66	(0.33)	0.37	(0.31)	0.71	(0.54)	0.92	(0.66)	2.06	(0.40)	0.28	(0.16)	3.90	(2.51)	0.026	(0.007)				
	Italy	0.76	(0.30)	0.88	(0.67)	0.97	(0.71)	1.56	(0.96)	1.02	(0.32)	2.87	(1.71)	0.38	(0.29)	0.012	(0.006)				
	Netherlands	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	0.020	(0.006)		
	Poland	0.81	(0.30)	0.49	(0.27)	0.47	(0.21)	0.36	(0.20)	1.22	(0.31)	0.41	(0.15)	1.43	(0.77)	0.015	(0.005)				
	Slovak Republic	0.39	(0.16)	0.19	(0.17)	1.41	(0.71)	0.76	(0.54)	1.85	(0.35)	1.18	(0.54)	0.75	(0.32)	0.016	(0.005)				
	Spain	1.00	(0.46)	0.62	(0.40)	0.76	(0.54)	0.92	(0.57)	1.05	(0.26)	0.92	(0.44)	0.99	(0.67)	0.012	(0.005)				
	United States	1.23	(0.48)	0.85	(0.41)	0.74	(0.35)	0.75	(0.33)	1.36	(0.25)	0.34	(0.18)	3.43	(2.36)	0.020	(0.006)				
	OECD average-10	0.89	(0.13)	0.64	(0.13)	0.82	(0.17)	0.86	(0.19)	1.34	(0.10)	1.00	(0.24)	1.82	(0.47)	0.017	(0.002)				
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n		
	B-S-J-G (China)	0.90	(0.42)	0.95	(0.58)	0.35	(0.18)	0.67	(0.35)	0.63	(0.15)	1.18	(0.65)	1.54	(0.84)	0.024	(0.007)				
	Lithuania	0.65	(0.32)	1.77	(1.42)	3.87	(3.31)	2.38	(1.50)	1.02	(0.25)	1.10	(0.56)	0.17	(0.13)	0.013	(0.005)				
	Peru	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n		
	Russia	1.36	(0.51)	0.45	(0.28)	1.01	(0.59)	0.32	(0.19)	1.13	(0.31)	2.80	(2.04)	0.18	(0.14)	0.022	(0.008)				

Notes: Multinomial logistic regression model; likelihood of choosing a statement about saving instead of choosing «I do not save any money» is regressed on all variables in the table. Reference categories for categorical variables are: girls, students in the bottom quarter of ESCS, and students who never discuss money matters with parents.

Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/3]


Table IV.6.6 Students' saving behaviour, by performance in financial literacy

Results based on students' self-reports

		Increased likelihood of students at each proficiency level, compared with students at or below Level 1, to report the following options instead of reporting "I do not save any money" ¹											
		Before accounting for student characteristics ¹											
		I save the same amount of money each week or month				I save some money each week or month, but the amount varies				I save money only when I have some to spare			
		Levels 2 or 3 (from 400.33 to less than 549.86 score points)		Levels 4 or 5 (from 549.86 score points)		Levels 2 or 3 (from 400.33 to less than 549.86 score points)		Levels 4 or 5 (from 549.86 score points)		Levels 2 or 3 (from 400.33 to less than 549.86 score points)		Levels 4 or 5 (from 549.86 score points)	
		Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.
OECD	Australia	1.48	(0.24)	1.86	(0.33)	2.97	(0.52)	6.57	(1.11)	1.52	(0.28)	2.52	(0.46)
	Belgium (Flemish)	1.29	(0.58)	1.40	(0.64)	2.38	(1.11)	4.97	(2.42)	1.25	(0.59)	2.00	(1.01)
	Canadian provinces	1.18	(0.62)	3.28	(1.95)	1.76	(0.87)	8.33	(4.99)	1.58	(0.82)	4.89	(3.33)
	Chile	1.20	(0.48)	1.25	(0.75)	2.26	(0.96)	3.49	(2.22)	1.93	(0.75)	3.40	(2.16)
	Italy	1.58	(0.70)	1.26	(0.77)	1.96	(0.85)	2.84	(1.55)	1.47	(0.63)	1.45	(0.76)
	Netherlands	1.13	(0.44)	2.99	(1.29)	2.08	(0.74)	5.86	(2.52)	1.34	(0.59)	3.27	(1.58)
	Poland	0.89	(0.30)	0.62	(0.24)	1.05	(0.38)	1.61	(0.60)	0.94	(0.33)	1.16	(0.39)
	Slovak Republic	1.07	(0.32)	0.95	(0.51)	1.54	(0.44)	3.19	(1.72)	1.65	(0.48)	2.96	(1.44)
	Spain	1.03	(0.42)	1.55	(1.06)	1.87	(0.81)	3.66	(2.42)	1.60	(0.64)	2.78	(1.92)
	United States	1.31	(0.55)	1.60	(0.98)	2.49	(1.09)	5.56	(3.17)	2.32	(1.06)	4.73	(2.86)
	OECD average-10	1.22	(0.15)	1.68	(0.31)	2.04	(0.26)	4.61	(0.81)	1.56	(0.21)	2.92	(0.58)
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	0.53	(0.59)	0.50	(0.46)	0.29	(0.27)	0.34	(0.29)	0.44	(0.46)	0.47	(0.45)
	Lithuania	1.01	(0.35)	0.85	(0.48)	2.50	(0.74)	3.84	(1.71)	1.44	(0.49)	1.54	(0.68)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	0.69	(0.35)	0.69	(0.33)	0.65	(0.33)	0.99	(0.45)	0.91	(0.53)	1.66	(0.97)
		Increased likelihood of students at each proficiency level, compared with students at or below Level 1, to report the following options instead of reporting "I do not save any money" ¹											
		Before accounting for student characteristics											
		I save money only when I want to buy something				I have no money so I do not save				Pseudo R2			
		Levels 2 or 3 (from 400.33 to less than 549.86 score points)		Levels 4 or 5 (from 549.86 score points)		Levels 2 or 3 (from 400.33 to less than 549.86 score points)		Levels 4 or 5 (from 549.86 score points)		Pseudo R2			
		Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Pseudo R2	S.E.		
OECD	Australia	1.49	(0.29)	1.48	(0.31)	2.43	(0.57)	3.75	(0.87)	0.015	(0.002)		
	Belgium (Flemish)	1.95	(0.97)	1.64	(0.93)	c	c	c	c	0.015	(0.005)		
	Canadian provinces	1.46	(0.71)	2.55	(1.43)	1.02	(0.56)	2.71	(1.78)	0.016	(0.005)		
	Chile	1.46	(0.60)	2.30	(1.44)	1.72	(1.15)	4.53	(4.23)	0.008	(0.004)		
	Italy	1.74	(0.76)	1.63	(0.88)	1.75	(1.38)	1.75	(1.48)	0.005	(0.004)		
	Netherlands	1.14	(0.52)	1.69	(0.78)	c	c	c	c	0.015	(0.005)		
	Poland	0.76	(0.23)	0.86	(0.28)	0.98	(0.59)	0.93	(0.59)	0.005	(0.003)		
	Slovak Republic	1.66	(0.50)	2.38	(1.20)	0.73	(0.35)	2.69	(1.65)	0.009	(0.003)		
	Spain	1.51	(0.57)	2.35	(1.62)	1.31	(0.73)	1.60	(1.53)	0.006	(0.003)		
	United States	1.13	(0.49)	1.03	(0.60)	2.25	(1.44)	4.22	(3.36)	0.019	(0.005)		
	OECD average-10	1.43	(0.19)	1.79	(0.33)	1.52	(0.33)	2.77	(0.80)	0.011	(0.001)		
Partners	Brazil	n	n	n	n	n	n	n	n	n	n		
	B-S-J-G (China)	0.34	(0.36)	0.29	(0.29)	0.17	(0.18)	0.17	(0.17)	0.004	(0.003)		
	Lithuania	1.73	(0.59)	1.21	(0.54)	1.22	(0.76)	0.89	(0.92)	0.013	(0.004)		
	Peru	n	n	n	n	n	n	n	n	n	n		
	Russia	1.17	(0.55)	1.06	(0.49)	0.49	(0.40)	0.80	(0.75)	0.008	(0.004)		

1. Student characteristics include gender, socio-economic status, achievement motivation, and discussing money matters with parents at least sometimes.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

StatLink  <http://dx.doi.org/10.1787/888933486177>

[Part 2/3]


Table IV.6.6 Students' saving behaviour, by performance in financial literacy

Results based on students' self-reports

		Increased likelihood of students at each proficiency level, compared with students at or below Level 1, to report the following options instead of reporting "I do not save any money" ¹											
		After accounting for student characteristics ¹											
		I save the same amount of money each week or month				I save some money each week or month, but the amount varies				I save money only when I have some to spare			
		Levels 2 or 3 (from 400.33 to less than 549.86 score points)		Levels 4 or 5 (from 549.86 score points)		Levels 2 or 3 (from 400.33 to less than 549.86 score points)		Levels 4 or 5 (from 549.86 score points)		Levels 2 or 3 (from 400.33 to less than 549.86 score points)		Levels 4 or 5 (from 549.86 score points)	
		Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.
OECD	Australia	1.34	(0.23)	1.44	(0.28)	2.55	(0.46)	4.85	(0.90)	1.48	(0.29)	2.34	(0.47)
	Belgium (Flemish)	1.28	(0.64)	1.14	(0.59)	2.48	(1.27)	4.48	(2.55)	1.42	(0.73)	2.07	(1.18)
	Canadian provinces	1.29	(0.69)	3.21	(2.08)	1.84	(0.90)	8.12	(5.19)	1.70	(0.89)	5.22	(3.79)
	Chile	1.17	(0.52)	1.01	(0.67)	2.11	(0.97)	2.85	(1.95)	2.07	(0.86)	3.33	(2.28)
	Italy	1.31	(0.63)	0.94	(0.63)	1.62	(0.76)	2.18	(1.32)	1.24	(0.59)	1.20	(0.70)
	Netherlands	0.97	(0.41)	2.07	(1.00)	1.70	(0.65)	4.02	(1.98)	1.11	(0.51)	2.26	(1.14)
	Poland	0.91	(0.31)	0.53	(0.22)	0.98	(0.37)	1.30	(0.52)	0.93	(0.33)	1.08	(0.38)
	Slovak Republic	0.99	(0.32)	0.73	(0.41)	1.31	(0.41)	2.24	(1.35)	1.41	(0.47)	2.23	(1.21)
	Spain	1.10	(0.45)	1.77	(1.25)	1.92	(0.86)	3.84	(2.60)	1.71	(0.68)	3.30	(2.34)
	United States	1.29	(0.56)	1.33	(0.88)	2.43	(1.13)	4.89	(2.93)	2.52	(1.21)	5.27	(3.48)
		OECD average-10	1.16	(0.16)	1.42	(0.30)	1.89	(0.26)	3.88	(0.78)	1.56	(0.22)	2.83
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	0.48	(0.53)	0.46	(0.43)	0.25	(0.23)	0.29	(0.24)	0.38	(0.37)	0.46	(0.43)
	Lithuania	1.01	(0.38)	0.73	(0.45)	2.36	(0.78)	3.16	(1.55)	1.28	(0.48)	1.18	(0.61)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	0.70	(0.36)	0.67	(0.33)	0.65	(0.33)	0.97	(0.46)	0.86	(0.51)	1.45	(0.87)
		Increased likelihood of students at each proficiency level, compared with students at or below Level 1, to report the following options instead of reporting "I do not save any money" ¹											
		After accounting for student characteristics											
		I save money only when I want to buy something				I have no money so I do not save				Pseudo R2			
		Levels 2 or 3 (from 400.33 to less than 549.86 score points)		Levels 4 or 5 (from 549.86 score points)		Levels 2 or 3 (from 400.33 to less than 549.86 score points)		Levels 4 or 5 (from 549.86 score points)		Pseudo R2			
		Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Pseudo R2	S.E.		
OECD	Australia	1.42	(0.29)	1.28	(0.29)	2.49	(0.59)	3.82	(0.96)	0.025	(0.002)		
	Belgium (Flemish)	1.90	(0.95)	1.33	(0.77)	c	c	c	c	0.028	(0.007)		
	Canadian provinces	1.58	(0.78)	2.65	(1.65)	1.27	(0.73)	4.03	(3.01)	0.029	(0.007)		
	Chile	1.43	(0.62)	1.90	(1.25)	2.18	(1.32)	6.36	(5.52)	0.032	(0.008)		
	Italy	1.51	(0.71)	1.46	(0.87)	1.37	(1.15)	1.41	(1.28)	0.014	(0.006)		
	Netherlands	1.01	(0.48)	1.35	(0.71)	c	c	c	c	0.031	(0.007)		
	Poland	0.78	(0.24)	0.83	(0.29)	1.17	(0.71)	1.30	(0.84)	0.019	(0.005)		
	Slovak Republic	1.53	(0.50)	1.98	(1.07)	0.58	(0.27)	1.84	(1.35)	0.019	(0.006)		
	Spain	1.70	(0.65)	2.94	(2.14)	1.36	(0.75)	1.71	(1.71)	0.014	(0.006)		
	United States	1.24	(0.56)	1.15	(0.71)	2.43	(1.65)	4.96	(4.45)	0.035	(0.008)		
		OECD average-10	1.41	(0.19)	1.69	(0.35)	1.61	(0.35)	3.18	(1.03)	0.025	(0.002)	
Partners	Brazil	n	n	n	n	n	n	n	n	n	n		
	B-S-J-G (China)	0.30	(0.29)	0.28	(0.27)	0.17	(0.18)	0.21	(0.21)	0.024	(0.007)		
	Lithuania	1.80	(0.65)	1.22	(0.60)	1.04	(0.72)	0.64	(0.76)	0.022	(0.007)		
	Peru	n	n	n	n	n	n	n	n	n	n		
	Russia	1.28	(0.62)	1.22	(0.60)	0.60	(0.50)	1.01	(1.01)	0.023	(0.008)		

1. Student characteristics include gender, socio-economic status, achievement motivation, and discussing money matters with parents at least sometimes.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

StatLink  <http://dx.doi.org/10.1787/888933486177>



[Part 3/3]


Table IV.6.6 Students' saving behaviour, by performance in financial literacy

Results based on students' self-reports

		Increased likelihood of students at each proficiency level, compared with students at or below Level 1, to report the following options instead of reporting "I do not save any money"											
		After accounting for student characteristics ¹ and performance in mathematics and reading											
		I save the same amount of money each week or month				I save some money each week or month, but the amount varies				I save money only when I have some to spare			
		Levels 2 or 3 (from 400.33 to less than 549.86 score points)		Levels 4 or 5 (from 549.86 score points)		Levels 2 or 3 (from 400.33 to less than 549.86 score points)		Levels 4 or 5 (from 549.86 score points)		Levels 2 or 3 (from 400.33 to less than 549.86 score points)		Levels 4 or 5 (from 549.86 score points)	
		Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.
OECD	Australia	1.33	(0.34)	1.51	(0.63)	2.02	(0.50)	3.18	(1.21)	1.16	(0.31)	1.57	(0.70)
	Belgium (Flemish)	1.01	(0.74)	0.78	(1.14)	1.69	(1.24)	2.31	(3.17)	1.32	(1.06)	1.96	(2.77)
	Canadian provinces	0.82	(0.53)	1.38	(1.28)	0.97	(0.59)	2.38	(2.17)	0.89	(0.56)	1.50	(1.44)
	Chile	1.18	(0.73)	0.97	(0.92)	1.55	(0.97)	1.53	(1.62)	1.24	(0.71)	1.19	(1.18)
	Italy	1.53	(0.98)	1.32	(1.41)	1.23	(0.74)	1.33	(1.29)	1.06	(0.61)	0.94	(0.81)
	Netherlands	0.86	(0.44)	1.64	(1.34)	1.15	(0.55)	1.82	(1.45)	0.98	(0.52)	1.83	(1.45)
	Poland	0.77	(0.34)	0.39	(0.29)	0.69	(0.35)	0.66	(0.50)	0.58	(0.25)	0.44	(0.30)
	Slovak Republic	1.05	(0.42)	0.85	(0.63)	1.23	(0.49)	2.03	(1.50)	1.38	(0.59)	2.12	(1.44)
	Spain	0.93	(0.58)	1.36	(1.53)	1.46	(0.93)	2.35	(2.33)	1.14	(0.67)	1.67	(1.87)
	United States	1.45	(0.96)	1.82	(2.08)	1.66	(1.00)	2.46	(2.14)	1.83	(1.13)	3.10	(3.08)
		OECD average-10	1.09	(0.20)	1.20	(0.39)	1.37	(0.25)	2.00	(0.59)	1.16	(0.22)	1.63
Partners	Brazil	n	n	n	n	n	n	n	n	n	n	n	n
	B-S-J-G (China)	0.59	(0.71)	0.73	(0.88)	0.32	(0.30)	0.48	(0.54)	0.53	(0.57)	0.97	(1.42)
	Lithuania	0.84	(0.39)	0.56	(0.54)	1.67	(0.69)	1.74	(1.47)	1.01	(0.48)	0.79	(0.70)
	Peru	n	n	n	n	n	n	n	n	n	n	n	n
	Russia	0.67	(0.35)	0.63	(0.38)	0.44	(0.23)	0.47	(0.28)	0.65	(0.38)	0.84	(0.57)
		Increased likelihood of students at each proficiency level, compared with students at or below Level 1, to report the following options instead of reporting "I do not save any money"											
		After accounting for student characteristics and performance in mathematics and reading											
		I save money only when I want to buy something				I have no money so I do not save				Pseudo R2			
		Levels 2 or 3 (from 400.33 to less than 549.86 score points)		Levels 4 or 5 (from 549.86 score points)		Levels 2 or 3 (from 400.33 to less than 549.86 score points)		Levels 4 or 5 (from 549.86 score points)					
		Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Relative risk	S.E.	Pseudo R2	S.E.		
OECD	Australia	1.42	(0.40)	1.35	(0.64)	1.53	(0.51)	1.61	(0.84)	0.030	(0.003)		
	Belgium (Flemish)	1.70	(1.19)	1.15	(1.42)	c	c	c	c	0.032	(0.008)		
	Canadian provinces	1.16	(0.73)	1.48	(1.27)	0.63	(0.44)	1.06	(1.09)	0.035	(0.008)		
	Chile	1.38	(0.83)	1.70	(1.70)	1.57	(1.13)	3.35	(4.70)	0.039	(0.009)		
	Italy	1.25	(0.75)	1.07	(1.04)	1.04	(1.28)	0.94	(1.71)	0.019	(0.008)		
	Netherlands	1.10	(0.69)	1.67	(1.56)	c	c	c	c	0.037	(0.008)		
	Poland	0.57	(0.22)	0.48	(0.29)	0.65	(0.45)	0.44	(0.43)	0.025	(0.006)		
	Slovak Republic	1.65	(0.68)	2.34	(1.61)	0.61	(0.34)	2.03	(1.77)	0.021	(0.007)		
	Spain	1.52	(0.80)	2.55	(2.89)	0.92	(0.79)	0.86	(1.37)	0.017	(0.007)		
	United States	1.07	(0.69)	0.94	(0.93)	2.67	(2.75)	7.44	(15.14)	0.042	(0.009)		
		OECD average-10	1.28	(0.23)	1.47	(0.47)	1.20	(0.43)	2.22	(2.02)	0.030	(0.002)	
Partners	Brazil	n	n	n	n	n	n	n	n	n	n		
	B-S-J-G (China)	0.45	(0.47)	0.75	(1.04)	0.19	(0.22)	0.28	(0.38)	0.026	(0.008)		
	Lithuania	1.85	(0.83)	1.33	(0.94)	0.65	(0.59)	0.30	(0.60)	0.027	(0.008)		
	Peru	n	n	n	n	n	n	n	n	n	n		
	Russia	1.13	(0.59)	0.97	(0.63)	0.54	(0.51)	0.95	(1.42)	0.029	(0.010)		

1. Student characteristics include gender, socio-economic status, achievement motivation, and discussing money matters with parents at least sometimes.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

StatLink  <http://dx.doi.org/10.1787/888933486177>

[Part 1/1]

Table IV.6.7 Educational attainment and students' education expectations


Results based on students' self-reports

	Population with tertiary education (ISCED level 5A, 5B or 6) – Percentage in same age group ¹			Estimates of the population expecting to complete tertiary education (ISCED level 5A, 5B or 6) ²	
	25-34 year-olds	35-44 year-olds	45-54 year-olds	Percentage of 15-year-old students	Percentage of 15-year-olds ³
	(1)	(2)	(3)	(4)	(5)
	%	%	%	%	%
OECD					
Australia	48.5	48.9	38.2	57.4	52.0
Belgium (Flemish)	m	m	m	64.2	59.6
Canadian provinces	m	m	m	80.7	67.4
Chile	27.3	24.2	16.9	79.9	63.8
Italy	25.1	20.5	13.5	58.9	47.3
Netherlands	45.1	39.7	31.0	44.7	42.5
Poland	43.2	33.4	19.4	48.9	44.5
Slovak Republic	31.3	22.3	15.7	m	m
Spain	41.0	43.2	30.9	63.9	58.0
United States	46.5	46.7	43.8	83.2	69.4
Partners					
Brazil	m	m	m	55.2	39.0
B-S-J-G (China)	m	m	m	53.0	33.9
Lithuania	54.8	40.8	31.2	70.6	63.7
Peru	m	m	m	76.5	56.9
Russia	58.2	55.3	53.3	51.1	48.7

1. Source: OECD, *Education at a Glance 2015: OECD Indicators*. Data refer to 2015, except for Poland and Russia, where the reference year is 2013.

2. Source: OECD, PISA 2015 Database.

3. The percentage of 15-year-olds expecting to complete tertiary education in column (5) is computed as the product of the percentage of 15-year-old students expecting to complete tertiary education in column (4) times the Coverage index 3 reported in Table I.6.1 of PISA 2015 Results, Volume I.

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[Part 1/1]


Table IV.6.8 Students' education expectations, by socio-economic status and performance in financial literacy

Results based on students' self-reports

	Percentage of students expecting to complete education at ISCED level 5A or 6																	
	All students	By socio-economic status				By proficiency level in financial literacy												
		Bottom quartile of ESCS ¹	Top quartile of ESCS	Difference between top and bottom quartiles	Level 1 or below (below 400.33 score points)	Level 2 (from 400.33 to less than 475.10 score points)	Level 3 (from 475.10 to less than 549.86 score points)	Level 4 (from 549.86 to less than 624.63 score points)	Level 5 (at or above 624.63 score points)									
%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.			
OECD																		
Australia	54.2	(0.6)	33.9	(0.9)	76.4	(0.9)	42.5	(1.3)	21.3	(1.2)	37.3	(1.2)	54.7	(1.4)	71.7	(1.2)	88.4	(0.9)
Belgium (Flemish)	28.8	(0.8)	12.3	(1.1)	47.4	(1.8)	35.1	(2.0)	11.3	(2.3)	11.9	(1.9)	19.5	(1.6)	32.2	(1.8)	50.0	(1.7)
Canadian provinces	64.1	(1.2)	42.0	(1.7)	84.8	(1.1)	42.8	(1.8)	37.1	(2.6)	50.2	(2.5)	62.2	(2.0)	72.6	(1.8)	82.0	(1.6)
Chile	66.6	(1.0)	46.1	(1.7)	84.2	(0.9)	38.1	(1.9)	47.6	(1.5)	68.9	(1.7)	81.6	(1.8)	89.0	(1.8)	93.3	(2.5)
Italy	38.3	(1.2)	20.5	(1.5)	58.4	(1.7)	37.9	(2.2)	17.5	(2.2)	30.5	(1.7)	42.4	(1.9)	53.1	(2.4)	63.2	(3.7)
Netherlands	17.4	(0.7)	7.3	(0.8)	33.6	(1.6)	26.3	(1.9)	2.6	(0.7)	3.7	(0.7)	8.4	(1.1)	22.3	(1.9)	50.9	(2.5)
Poland	48.0	(1.1)	22.8	(1.3)	80.2	(1.2)	57.4	(1.8)	21.9	(2.1)	36.3	(2.0)	52.4	(1.9)	68.9	(2.2)	83.2	(2.7)
Slovak Republic	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Spain	51.0	(1.0)	27.0	(1.2)	78.0	(1.0)	51.0	(1.4)	20.6	(1.4)	42.3	(2.0)	62.0	(1.5)	78.1	(1.7)	89.6	(2.5)
United States	76.0	(0.8)	60.3	(1.4)	91.6	(0.8)	31.3	(1.6)	55.6	(2.0)	71.4	(1.5)	80.6	(1.4)	87.5	(1.6)	93.7	(1.3)
OECD average-10	49.4	(0.3)	30.2	(0.4)	70.5	(0.4)	40.3	(0.6)	26.1	(0.6)	39.2	(0.6)	51.5	(0.5)	63.9	(0.6)	77.1	(0.8)
Partners																		
Brazil	46.2	(0.6)	32.9	(0.8)	63.5	(1.0)	30.6	(1.3)	34.8	(0.9)	52.0	(1.2)	61.0	(1.7)	67.8	(2.2)	72.3	(3.2)
B-S-J-G (China)	37.7	(1.8)	15.8	(1.3)	66.7	(2.4)	50.9	(2.6)	4.4	(1.2)	10.3	(1.8)	20.7	(1.7)	38.5	(2.1)	67.5	(2.2)
Lithuania	53.6	(1.3)	25.6	(1.2)	82.4	(1.4)	56.9	(1.9)	28.1	(1.6)	47.9	(2.2)	68.7	(2.0)	85.5	(1.9)	92.8	(2.2)
Peru	64.3	(0.8)	50.9	(1.7)	79.7	(1.1)	28.8	(1.9)	50.1	(1.3)	69.8	(1.7)	82.5	(1.4)	89.6	(2.0)	94.4	(3.1)
Russia	16.9	(0.7)	7.2	(1.0)	29.4	(1.3)	22.3	(1.6)	7.3	(1.5)	10.3	(1.2)	15.4	(1.1)	21.8	(1.6)	33.1	(2.8)

1. ESCS refers to the PISA index of economic, social and cultural status.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/1]


Table IV.6.9 Students' education expectations and performance in financial literacy

Results based on students' self-reports

		Increased likelihood of students at each proficiency level, compared with students at or below Level 1, to expect to complete education at ISCED level 5A or 6									
		Before accounting for student characteristics ¹									
		Level 2 (from 400.33 to less than 475.10 score points)		Level 3 (from 475.10 to less than 549.86 score points)		Level 4 (from 549.86 to less than 624.63 score points)		Level 5 (at or above 624.63 score points)		Pseudo R2	
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Pseudo R2	S.E.
OECD	Australia	2.21	(0.19)	4.48	(0.39)	9.43	(0.88)	28.25	(3.60)	0.161	(0.008)
	Belgium (Flemish)	1.07	(0.28)	1.92	(0.49)	3.72	(0.84)	7.84	(1.83)	0.085	(0.010)
	Canadian provinces	1.70	(0.22)	2.77	(0.33)	4.48	(0.66)	7.70	(1.17)	0.071	(0.010)
	Chile	2.46	(0.21)	4.98	(0.71)	9.04	(1.72)	16.85	(9.19)	0.099	(0.011)
	Italy	2.09	(0.39)	3.51	(0.62)	5.40	(0.96)	8.26	(2.14)	0.062	(0.010)
	Netherlands	1.48	(0.55)	3.47	(1.08)	10.90	(3.31)	39.26	(10.91)	0.213	(0.016)
	Poland	2.03	(0.30)	3.91	(0.56)	7.87	(1.22)	17.69	(4.19)	0.109	(0.011)
	Slovak Republic	m	m	m	m	m	m	m	m	m	m
	Spain	2.84	(0.35)	6.30	(0.61)	13.89	(1.86)	34.24	(9.66)	0.150	(0.010)
	United States	2.00	(0.23)	3.36	(0.39)	5.72	(1.11)	12.13	(3.05)	0.080	(0.010)
	OECD average-10	1.99	(0.11)	3.86	(0.20)	7.83	(0.53)	19.14	(2.07)	0.114	(0.004)
Partners	Brazil	2.02	(0.12)	2.92	(0.26)	3.93	(0.43)	4.87	(0.84)	0.048	(0.006)
	B-S-J-G (China)	2.56	(0.88)	5.77	(1.63)	13.96	(4.33)	46.08	(14.79)	0.196	(0.017)
	Lithuania	2.37	(0.29)	5.70	(0.66)	15.22	(2.55)	33.88	(12.53)	0.145	(0.012)
	Peru	2.31	(0.25)	4.70	(0.57)	8.74	(1.99)	17.97	(15.12)	0.079	(0.009)
	Russia	1.48	(0.39)	2.35	(0.55)	3.58	(0.85)	6.39	(1.71)	0.042	(0.008)
		Increased likelihood of students at each proficiency level, compared with students at or below Level 1, to expect to complete tertiary education (ISCED level 5A or 6)									
		After accounting for student characteristics and performance in mathematics and reading									
		Level 2 (from 400.33 to less than 475.10 score points)		Level 3 (from 475.10 to less than 549.86 score points)		Level 4 (from 549.86 to less than 624.63 score points)		Level 5 (at or above 624.63 score points)		Pseudo R2	
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Pseudo R2	S.E.
OECD	Australia	1.17	(0.13)	1.57	(0.22)	2.09	(0.35)	3.62	(0.79)	0.268	(0.008)
	Belgium (Flemish)	0.66	(0.18)	0.72	(0.22)	0.84	(0.25)	1.01	(0.33)	0.170	(0.013)
	Canadian provinces	0.92	(0.14)	0.92	(0.15)	0.90	(0.20)	0.87	(0.23)	0.249	(0.010)
	Chile	1.27	(0.14)	1.54	(0.29)	1.75	(0.47)	2.13	(2.09)	0.201	(0.012)
	Italy	1.46	(0.36)	1.78	(0.45)	2.06	(0.61)	2.61	(1.21)	0.176	(0.011)
	Netherlands	0.64	(0.25)	0.68	(0.23)	1.07	(0.38)	1.94	(0.73)	0.320	(0.016)
	Poland	0.94	(0.18)	0.93	(0.19)	1.01	(0.25)	1.07	(0.41)	0.306	(0.013)
	Slovak Republic	m	m	m	m	m	m	m	m	m	m
	Spain	1.31	(0.19)	1.68	(0.24)	2.23	(0.45)	3.43	(1.14)	0.307	(0.011)
	United States	1.07	(0.20)	1.11	(0.25)	1.19	(0.45)	1.41	(0.71)	0.197	(0.012)
	OECD average-10	1.05	(0.07)	1.21	(0.09)	1.46	(0.13)	2.01	(0.34)	0.244	(0.004)
Partners	Brazil	1.35	(0.09)	1.43	(0.14)	1.44	(0.22)	1.36	(0.29)	0.119	(0.006)
	B-S-J-G (China)	1.16	(0.44)	1.23	(0.37)	1.40	(0.47)	1.82	(0.62)	0.330	(0.019)
	Lithuania	1.10	(0.18)	1.42	(0.27)	2.03	(0.51)	2.30	(1.03)	0.335	(0.017)
	Peru	1.28	(0.23)	1.80	(0.36)	2.40	(0.79)	3.57	(3.44)	0.125	(0.010)
	Russia	1.08	(0.30)	1.21	(0.32)	1.34	(0.37)	1.77	(0.59)	0.139	(0.014)
		Increased likelihood of students at each proficiency level, compared with students at or below Level 1, to expect to complete tertiary education (ISCED level 5A or 6)									
		After accounting for student characteristics and performance in mathematics, reading and science									
		Level 2 (from 400.33 to less than 475.10 score points)		Level 3 (from 475.10 to less than 549.86 score points)		Level 4 (from 549.86 to less than 624.63 score points)		Level 5 (at or above 624.63 score points)		Pseudo R2	
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Pseudo R2	S.E.
OECD	Australia	1.15	(0.13)	1.52	(0.20)	2.00	(0.34)	3.43	(0.77)	0.268	(0.008)
	Belgium (Flemish)	0.63	(0.17)	0.66	(0.19)	0.72	(0.21)	0.84	(0.27)	0.173	(0.013)
	Canadian provinces	0.94	(0.15)	0.94	(0.15)	0.95	(0.21)	0.92	(0.25)	0.249	(0.011)
	Chile	1.23	(0.14)	1.44	(0.27)	1.59	(0.43)	1.82	(1.58)	0.203	(0.011)
	Italy	1.40	(0.35)	1.64	(0.43)	1.82	(0.54)	2.26	(1.06)	0.179	(0.011)
	Netherlands	0.60	(0.23)	0.61	(0.21)	0.92	(0.33)	1.59	(0.61)	0.322	(0.015)
	Poland	0.93	(0.17)	0.92	(0.19)	0.99	(0.23)	1.04	(0.37)	0.306	(0.013)
	Slovak Republic	m	m	m	m	m	m	m	m	m	m
	Spain	1.27	(0.19)	1.57	(0.22)	2.02	(0.39)	3.01	(0.98)	0.310	(0.011)
	United States	1.09	(0.21)	1.18	(0.26)	1.31	(0.49)	1.62	(0.81)	0.198	(0.012)
	OECD average-10	1.03	(0.07)	1.16	(0.08)	1.37	(0.12)	1.84	(0.28)	0.245	(0.004)
Partners	Brazil	1.33	(0.10)	1.40	(0.15)	1.39	(0.22)	1.29	(0.30)	0.120	(0.006)
	B-S-J-G (China)	1.12	(0.41)	1.14	(0.34)	1.23	(0.40)	1.52	(0.52)	0.333	(0.019)
	Lithuania	1.11	(0.19)	1.45	(0.28)	2.10	(0.56)	2.39	(1.10)	0.336	(0.017)
	Peru	1.25	(0.21)	1.72	(0.33)	2.21	(0.70)	3.12	(2.84)	0.127	(0.010)
	Russia	1.06	(0.30)	1.16	(0.30)	1.24	(0.34)	1.60	(0.54)	0.141	(0.013)

1. Student characteristics include gender, socio-economic status and achievement motivation.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/1]

Table IV.6.10 Students' career expectations, by socio-economic status and performance in financial literacy


Results based on students' self-reports

	Percentage of students expecting to work in a high-skilled occupation ¹ around the age of 30																			
	All students		By socio-economic status					By proficiency level in financial literacy												
			Bottom quartile of ESCS ²		Top quartile of ESCS		Difference between top and bottom quartiles		Level 1 or below (below 400.33 score points)		Level 2 (from 400.33 to less than 475.10 score points)		Level 3 (from 475.10 to less than 549.86 score points)		Level 4 (from 549.86 to less than 624.63 score points)		Level 5 (at or above 624.63 score points)			
			%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
OECD																				
Australia	60.2	(0.6)	47.3	(1.2)	73.2	(1.0)	25.9	(1.4)	35.7	(1.3)	50.6	(1.3)	62.9	(1.2)	71.7	(1.4)	79.6	(1.4)		
Belgium (Flemish)	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m		
Canadian provinces	71.4	(0.9)	58.8	(1.4)	83.5	(1.1)	24.7	(1.6)	51.8	(2.7)	61.7	(2.1)	68.8	(1.9)	77.5	(1.7)	84.9	(1.3)		
Chile	66.1	(0.9)	55.7	(1.8)	77.2	(1.1)	21.5	(2.2)	54.5	(1.6)	66.4	(1.7)	75.7	(1.8)	79.9	(2.3)	82.1	(3.3)		
Italy	51.8	(1.0)	37.3	(1.9)	68.3	(1.3)	31.0	(2.1)	34.2	(2.6)	46.2	(2.0)	56.1	(1.9)	63.2	(2.2)	68.7	(2.8)		
Netherlands	42.9	(0.8)	34.0	(1.6)	54.2	(1.6)	20.2	(2.2)	24.5	(1.8)	34.6	(1.9)	41.8	(1.7)	50.8	(2.0)	60.3	(1.9)		
Poland	41.0	(1.0)	24.3	(1.5)	62.0	(1.6)	37.7	(2.1)	21.0	(1.9)	35.2	(1.8)	45.5	(1.8)	53.4	(2.3)	63.3	(3.2)		
Slovak Republic	42.4	(1.2)	26.9	(1.9)	58.1	(1.4)	31.2	(2.1)	27.0	(1.7)	41.7	(2.4)	49.9	(2.3)	58.7	(2.6)	64.5	(3.1)		
Spain	65.0	(0.8)	51.2	(1.4)	79.6	(1.0)	28.4	(1.7)	47.5	(1.5)	62.2	(1.7)	71.6	(1.4)	78.6	(1.7)	80.4	(2.9)		
United States	63.9	(0.7)	57.9	(1.2)	72.5	(1.2)	14.7	(1.8)	50.3	(1.6)	58.1	(1.8)	67.8	(1.5)	71.5	(1.8)	79.2	(2.3)		
OECD average-10	56.1	(0.3)	43.7	(0.5)	69.9	(0.4)	26.1	(0.6)	38.5	(0.6)	50.7	(0.6)	60.0	(0.6)	67.3	(0.7)	73.7	(0.9)		
Partners																				
Brazil	71.2	(0.5)	68.0	(0.9)	76.5	(0.9)	8.5	(1.2)	65.7	(0.8)	73.9	(1.2)	78.1	(1.2)	81.5	(1.8)	83.9	(2.3)		
B-S-J-G (China)	45.2	(1.0)	34.5	(1.7)	56.3	(1.7)	21.9	(2.5)	31.4	(2.6)	34.1	(2.7)	40.0	(1.9)	46.0	(1.5)	55.2	(1.6)		
Lithuania	54.9	(0.8)	38.0	(1.4)	72.7	(1.3)	34.7	(2.0)	36.8	(1.5)	52.5	(1.9)	65.1	(1.9)	74.3	(2.5)	82.1	(3.3)		
Peru	72.4	(0.8)	62.2	(1.3)	82.8	(1.1)	20.7	(1.6)	63.0	(1.1)	77.1	(1.4)	83.9	(1.2)	87.2	(2.4)	87.5	(4.2)		
Russia	63.9	(1.1)	52.6	(2.5)	74.6	(1.6)	21.9	(2.6)	47.9	(3.8)	56.3	(2.3)	64.9	(1.6)	70.3	(2.0)	77.2	(2.5)		

1. Occupations classified as highly skilled (ISCO Skills Level 4) are occupations within ISCO major group 1 (managers), with the exception of submajor group 14 (hospitality, retail and other services managers); occupations within ISCO major group 2 (professionals); and occupations within ISCO submajor group 01 (commissioned armed forces officers) (ILO, 2012).

2. ESCS refers to the PISA index of economic, social and cultural status.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

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[Part 1/1]

Table IV.6.11 Students' career expectations and performance in financial literacy


Results based on students' self-reports

		Increased likelihood of students at each proficiency level, compared with students at or below Level 1, to expect to work in a highly-skilled occupation ¹ around the age of 30									
		Before accounting for student characteristics ²									
		Level 2 (from 475.10 to less than 475.10 score points)		Level 3 (from 475.10 to less than 549.86 score points)		Level 4 (from 549.86 to less than 624.63 score points)		Level 5 (at or above 624.63 score points)		Pseudo R2	
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Pseudo R2	S.E.
OECD	Australia	1.86	(0.14)	3.07	(0.25)	4.59	(0.43)	7.03	(0.74)	0.069	(0.006)
	Belgium (Flemish)	m	m	m	m	m	m	m	m	m	m
	Canadian provinces	1.48	(0.18)	2.04	(0.32)	3.17	(0.47)	5.15	(0.70)	0.046	(0.007)
	Chile	1.64	(0.17)	2.60	(0.29)	3.31	(0.54)	3.83	(0.91)	0.035	(0.006)
	Italy	1.66	(0.24)	2.47	(0.36)	3.32	(0.47)	4.25	(0.76)	0.034	(0.007)
	Netherlands	1.62	(0.20)	2.21	(0.27)	3.17	(0.39)	4.69	(0.62)	0.043	(0.006)
	Poland	2.07	(0.30)	3.19	(0.43)	4.36	(0.62)	6.60	(1.31)	0.052	(0.007)
	Slovak Republic	1.95	(0.25)	2.72	(0.34)	3.88	(0.52)	4.97	(0.80)	0.050	(0.007)
	Spain	1.82	(0.17)	2.79	(0.24)	4.08	(0.54)	4.58	(0.93)	0.045	(0.006)
	United States	1.38	(0.16)	2.10	(0.20)	2.50	(0.28)	3.80	(0.59)	0.029	(0.004)
	OECD average-10	1.72	(0.07)	2.57	(0.10)	3.60	(0.16)	4.99	(0.28)	0.045	(0.002)
Partners	Brazil	1.48	(0.11)	1.86	(0.15)	2.30	(0.30)	2.72	(0.49)	0.016	(0.003)
	B-S-J-G (China)	1.14	(0.20)	1.47	(0.22)	1.87	(0.24)	2.70	(0.36)	0.021	(0.005)
	Lithuania	1.88	(0.20)	3.20	(0.36)	4.98	(0.71)	7.94	(1.98)	0.063	(0.007)
	Peru	1.98	(0.18)	3.07	(0.30)	4.06	(0.90)	4.29	(1.97)	0.040	(0.005)
	Russia	1.41	(0.26)	2.03	(0.35)	2.60	(0.46)	3.73	(0.78)	0.024	(0.006)
		Increased likelihood of students at each proficiency level, compared with students at or below Level 1, to expect to work in a highly-skilled occupation around the age of 30									
		After accounting for student characteristics and performance in mathematics and reading									
		Level 2 (from 400.33 to less than 475.10 score points)		Level 3 (from 475.10 to less than 549.86 score points)		Level 4 (from 549.86 to less than 624.63 score points)		Level 5 (at or above 624.63 score points)		Pseudo R2	
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Pseudo R2	S.E.
OECD	Australia	1.20	(0.11)	1.50	(0.17)	1.66	(0.22)	1.81	(0.29)	0.115	(0.007)
	Belgium (Flemish)	m	m	m	m	m	m	m	m	m	m
	Canadian provinces	0.97	(0.14)	0.94	(0.18)	1.04	(0.19)	1.15	(0.23)	0.145	(0.009)
	Chile	1.19	(0.15)	1.49	(0.22)	1.55	(0.34)	1.47	(0.48)	0.079	(0.008)
	Italy	1.19	(0.18)	1.38	(0.20)	1.50	(0.24)	1.65	(0.36)	0.114	(0.010)
	Netherlands	1.27	(0.17)	1.37	(0.21)	1.58	(0.28)	1.82	(0.41)	0.063	(0.006)
	Poland	1.24	(0.19)	1.26	(0.20)	1.17	(0.23)	1.20	(0.33)	0.178	(0.010)
	Slovak Republic	1.21	(0.18)	1.25	(0.19)	1.39	(0.27)	1.37	(0.31)	0.131	(0.009)
	Spain	1.19	(0.14)	1.35	(0.15)	1.51	(0.30)	1.32	(0.33)	0.110	(0.009)
	United States	1.00	(0.12)	1.22	(0.15)	1.19	(0.20)	1.44	(0.33)	0.088	(0.007)
	OECD average-10	1.16	(0.05)	1.31	(0.06)	1.40	(0.09)	1.47	(0.12)	0.114	(0.003)
Partners	Brazil	1.11	(0.09)	1.19	(0.11)	1.26	(0.18)	1.31	(0.27)	0.065	(0.005)
	B-S-J-G (China)	0.91	(0.16)	0.94	(0.14)	0.95	(0.15)	1.02	(0.20)	0.059	(0.006)
	Lithuania	1.12	(0.14)	1.25	(0.19)	1.30	(0.25)	1.50	(0.46)	0.137	(0.008)
	Peru	1.20	(0.15)	1.36	(0.19)	1.37	(0.41)	1.06	(0.50)	0.076	(0.008)
	Russia	1.12	(0.26)	1.32	(0.31)	1.41	(0.36)	1.75	(0.51)	0.094	(0.010)
		Increased likelihood of students at each proficiency level, compared with students at or below Level 1, to expect to work in a highly-skilled occupation around the age of 30									
		After accounting for student characteristics and performance in mathematics, reading and science									
		Level 2 (from 400.33 to less than 475.10 score points)		Level 3 (from 475.10 to less than 549.86 score points)		Level 4 (from 549.86 to less than 624.63 score points)		Level 5 (at or above 624.63 score points)		Pseudo R2	
		Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Odds ratio	S.E.	Pseudo R2	S.E.
OECD	Australia	1.17	(0.10)	1.42	(0.16)	1.53	(0.20)	1.62	(0.27)	0.115	(0.007)
	Belgium (Flemish)	m	m	m	m	m	m	m	m	m	m
	Canadian provinces	0.96	(0.14)	0.92	(0.18)	1.00	(0.19)	1.10	(0.24)	0.146	(0.009)
	Chile	1.15	(0.14)	1.40	(0.22)	1.41	(0.32)	1.29	(0.44)	0.081	(0.007)
	Italy	1.17	(0.18)	1.33	(0.19)	1.43	(0.24)	1.55	(0.34)	0.115	(0.010)
	Netherlands	1.26	(0.17)	1.34	(0.21)	1.53	(0.28)	1.75	(0.40)	0.063	(0.006)
	Poland	1.23	(0.19)	1.22	(0.20)	1.11	(0.23)	1.12	(0.32)	0.178	(0.010)
	Slovak Republic	1.19	(0.17)	1.19	(0.18)	1.29	(0.25)	1.23	(0.28)	0.133	(0.009)
	Spain	1.17	(0.14)	1.30	(0.14)	1.43	(0.28)	1.23	(0.32)	0.111	(0.008)
	United States	0.99	(0.12)	1.18	(0.15)	1.13	(0.20)	1.35	(0.32)	0.088	(0.007)
	OECD average-10	1.14	(0.05)	1.26	(0.06)	1.32	(0.08)	1.36	(0.11)	0.115	(0.003)
Partners	Brazil	1.10	(0.09)	1.16	(0.11)	1.22	(0.18)	1.26	(0.27)	0.065	(0.005)
	B-S-J-G (China)	0.90	(0.16)	0.91	(0.14)	0.90	(0.15)	0.93	(0.19)	0.060	(0.006)
	Lithuania	1.11	(0.14)	1.23	(0.19)	1.26	(0.26)	1.43	(0.45)	0.137	(0.008)
	Peru	1.19	(0.14)	1.32	(0.18)	1.30	(0.39)	0.99	(0.47)	0.076	(0.008)
	Russia	1.11	(0.26)	1.28	(0.30)	1.34	(0.34)	1.62	(0.49)	0.095	(0.010)

1. Occupations classified as highly skilled (ISCO Skills Level 4) are occupations within ISCO major group 1 (managers), with the exception of submajor group 14 (hospitality, retail and other services managers); occupations within ISCO major group 2 (professionals); and occupations within ISCO submajor group 01 (commissioned armed forces officers) (ILO, 2012).

2. Student characteristics include gender, socio-economic status and achievement motivation.

Note: Values that are statistically significant are indicated in bold (see Annex A3).

StatLink  <http://dx.doi.org/10.1787/888933486222>

ANNEX B2

RESULTS FOR REGIONS WITHIN COUNTRIES


[Part 1/1]

Table B2.IV.1 Mean score and variation in student performance in financial literacy

	Mean score		Standard deviation		Percentiles									
					10th		25th		Median (50th)		75th		90th	
	Mean	S.E.	S.D.	S.E.	Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.
OECD														
Canadian provinces														
British Columbia	551	(7.1)	114	(5.0)	404	(10.9)	477	(8.5)	555	(7.6)	629	(7.7)	691	(9.4)
Manitoba	503	(7.1)	112	(3.5)	358	(10.0)	429	(8.3)	507	(8.1)	582	(8.3)	643	(6.9)
New Brunswick	511	(7.4)	115	(5.3)	362	(12.1)	438	(9.8)	513	(8.3)	592	(7.2)	655	(9.3)
Newfoundland and Labrador	519	(7.6)	104	(3.3)	381	(9.8)	451	(9.1)	524	(8.1)	591	(9.5)	651	(10.3)
Nova Scotia	526	(6.7)	106	(2.9)	386	(9.4)	457	(8.6)	531	(7.0)	598	(7.5)	659	(8.1)
Ontario	533	(6.1)	117	(3.3)	380	(9.3)	456	(7.2)	537	(6.3)	614	(6.7)	679	(7.5)
Prince Edward Island	522	(10.4)	104	(6.2)	392	(15.9)	458	(13.5)	524	(12.2)	592	(13.2)	649	(14.8)
Italy														
Bolzano	523	(6.2)	86	(2.1)	409	(7.8)	464	(6.2)	528	(6.0)	582	(6.9)	629	(7.7)
Campania	452	(7.1)	96	(3.4)	329	(8.5)	384	(8.4)	452	(8.4)	519	(8.5)	577	(9.0)
Lombardia	505	(5.7)	95	(3.4)	379	(9.2)	440	(8.0)	508	(5.9)	572	(6.2)	624	(7.3)
Trento	510	(3.1)	84	(2.4)	398	(5.7)	458	(5.0)	515	(4.2)	568	(3.1)	614	(4.5)
Spain														
Basque Country*	459	(5.3)	95	(2.7)	330	(9.8)	396	(7.2)	462	(5.5)	527	(6.4)	580	(5.7)
United States														
Massachusetts*	523	(6.7)	103	(2.8)	387	(11.5)	456	(8.6)	528	(7.2)	596	(6.8)	652	(8.0)
North Carolina*	496	(5.5)	104	(2.1)	357	(6.3)	424	(6.3)	497	(7.2)	571	(6.7)	631	(6.4)

* PISA adjudicated region.

Notes: For Massachusetts and North Carolina, the desired target population covers 15-year-old students in grade 7 or above in public schools only (see Annex A2). See Table IV.4.1 for national data.

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[Part 1/1]

Table B2.IV.2 Percentage of students, by proficiency level in financial literacy

	Percentage of students at each proficiency levels in PISA 2015									
	Level 1 or below (below 400.33 score points)		Level 2 (from 400.33 to less than 475.10 score points)		Level 3 (from 475.10 to less than 549.86 score points)		Level 4 (from 549.86 to less than 624.63 score points)		Level 5 (at or above 624.63 score points)	
	Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.
OECD										
Canadian provinces										
British Columbia	9.6	(1.5)	14.8	(1.5)	24.0	(1.6)	24.9	(1.3)	26.7	(2.2)
Manitoba	18.4	(2.2)	21.1	(1.4)	25.7	(1.7)	21.0	(1.7)	13.8	(1.4)
New Brunswick	16.7	(1.9)	19.0	(1.2)	26.2	(1.7)	21.7	(1.5)	16.4	(1.9)
Newfoundland and Labrador	14.3	(1.8)	18.8	(1.7)	28.2	(1.6)	23.5	(2.0)	15.1	(2.3)
Nova Scotia	12.5	(1.7)	18.6	(1.4)	27.7	(1.7)	24.2	(2.0)	17.0	(1.6)
Ontario	13.2	(1.2)	17.1	(1.1)	24.3	(1.2)	23.4	(1.4)	22.0	(1.8)
Prince Edward Island	12.3	(2.2)	20.7	(3.2)	27.5	(3.5)	24.9	(3.0)	14.5	(2.7)
Italy										
Bolzano	8.4	(0.9)	20.4	(1.5)	31.9	(2.0)	28.2	(2.2)	11.2	(1.4)
Campania	30.8	(2.9)	28.6	(1.8)	24.5	(1.7)	12.4	(1.7)	3.6	(0.8)
Lombardia	13.8	(2.0)	22.9	(1.6)	30.2	(1.8)	23.3	(1.7)	9.8	(1.4)
Trento	10.4	(1.1)	21.7	(1.8)	34.7	(1.8)	25.4	(1.9)	7.8	(1.1)
Spain										
Basque Country*	25.8	(2.3)	30.5	(1.9)	26.1	(2.3)	14.7	(1.7)	2.8	(0.7)
United States										
Massachusetts*	12.0	(1.6)	18.7	(1.6)	27.8	(1.5)	25.3	(1.5)	16.2	(2.3)
North Carolina*	18.8	(1.7)	23.5	(1.3)	26.4	(1.2)	20.2	(1.5)	11.2	(1.2)

* PISA adjudicated region.

Notes: For Massachusetts and North Carolina, the desired target population covers 15-year-old students in grade 7 or above in public schools only (see Annex A2). See Table IV.3.2 for national data.

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[Part 1/1]

Table B2.IV.3 Correlation of financial literacy performance with student performance in the core PISA subjects


	Correlation ¹ between performance in financial literacy and performance in...						For comparison, correlation between performance in...					
	...mathematics		...reading		...science		...mathematics and reading		...mathematics and science		...reading and science	
	Corr.	S.E.	Corr.	S.E.	Corr.	S.E.	Corr.	S.E.	Corr.	S.E.	Corr.	S.E.
OECD												
Canadian provinces												
British Columbia	0.63	(0.03)	0.65	(0.03)	0.72	(0.02)	0.74	(0.03)	0.85	(0.01)	0.85	(0.01)
Manitoba	0.67	(0.03)	0.70	(0.03)	0.74	(0.02)	0.79	(0.02)	0.88	(0.01)	0.87	(0.01)
New Brunswick	0.65	(0.03)	0.68	(0.02)	0.71	(0.02)	0.80	(0.02)	0.89	(0.01)	0.89	(0.01)
Newfoundland and Labrador	0.72	(0.02)	0.74	(0.02)	0.77	(0.02)	0.82	(0.01)	0.90	(0.01)	0.90	(0.01)
Nova Scotia	0.68	(0.02)	0.72	(0.02)	0.76	(0.02)	0.80	(0.02)	0.88	(0.01)	0.88	(0.01)
Ontario	0.69	(0.02)	0.70	(0.02)	0.75	(0.01)	0.79	(0.01)	0.88	(0.01)	0.88	(0.01)
Prince Edward Island	0.69	(0.03)	0.70	(0.04)	0.75	(0.03)	0.78	(0.03)	0.88	(0.02)	0.88	(0.02)
Italy												
Bolzano	0.71	(0.02)	0.70	(0.02)	0.76	(0.01)	0.76	(0.01)	0.87	(0.01)	0.85	(0.01)
Campania	0.64	(0.03)	0.61	(0.04)	0.68	(0.03)	0.72	(0.03)	0.83	(0.02)	0.82	(0.02)
Lombardia	0.67	(0.02)	0.65	(0.03)	0.71	(0.02)	0.75	(0.02)	0.86	(0.01)	0.84	(0.01)
Trento	0.72	(0.01)	0.70	(0.02)	0.76	(0.01)	0.78	(0.01)	0.88	(0.01)	0.86	(0.01)
Spain												
Basque Country*	0.72	(0.02)	0.76	(0.02)	0.78	(0.02)	0.77	(0.01)	0.86	(0.01)	0.86	(0.01)
United States												
Massachusetts*	0.80	(0.02)	0.78	(0.01)	0.83	(0.01)	0.83	(0.01)	0.90	(0.01)	0.90	(0.01)
North Carolina*	0.80	(0.01)	0.80	(0.01)	0.83	(0.01)	0.83	(0.01)	0.90	(0.01)	0.90	(0.01)

* PISA adjudicated region.

1. The reported correlations are pairwise correlations between the corresponding latent constructs.

Notes: For Massachusetts and North Carolina, the desired target population covers 15-year-old students in grade 7 or above in public schools only (see Annex A2).

See Table IV.3.9 for national data.

StatLink  <http://dx.doi.org/10.1787/888933486343>

[Part 1/1]

Table B2.IV.4 Mean score and variation in student financial literacy performance, by gender


	Boys				Girls				Gender differences (boys – girls)			
	Mean score		Standard deviation		Mean score		Standard deviation		Mean score		Standard deviation	
	Mean	S.E.	S.D.	S.E.	Mean	S.E.	S.D.	S.E.	Score dif.	S.E.	Dif.	S.E.
OECD												
Canadian provinces												
British Columbia	548	(8.6)	117	(5.6)	554	(7.5)	110	(5.5)	-6	(7.3)	7	(5.1)
Manitoba	501	(7.1)	111	(4.4)	506	(8.8)	113	(4.5)	-5	(7.4)	-2	(5.3)
New Brunswick	510	(9.0)	117	(6.7)	512	(8.3)	113	(5.6)	-2	(9.2)	4	(6.6)
Newfoundland and Labrador	520	(9.3)	109	(4.6)	518	(8.8)	100	(4.7)	2	(9.8)	9	(6.4)
Nova Scotia	524	(7.7)	110	(3.9)	528	(7.4)	102	(3.8)	-4	(6.9)	8	(5.1)
Ontario	530	(6.5)	121	(3.2)	535	(6.6)	113	(4.2)	-5	(4.9)	9	(3.4)
Prince Edward Island	516	(13.1)	111	(8.5)	529	(10.1)	97	(6.7)	-13	(10.8)	14	(9.4)
Italy												
Bolzano	531	(6.6)	91	(2.8)	515	(6.6)	81	(2.7)	16	(4.7)	10	(3.3)
Campania	458	(8.3)	96	(4.2)	446	(8.2)	95	(4.3)	13	(8.5)	1	(4.8)
Lombardia	511	(7.4)	99	(4.7)	498	(7.9)	91	(3.6)	12	(10.2)	9	(5.1)
Trento	517	(4.5)	84	(3.0)	505	(3.1)	83	(3.0)	12	(4.5)	2	(3.6)
Spain												
Basque Country*	453	(7.0)	102	(3.8)	464	(5.9)	87	(3.4)	-10	(7.1)	15	(4.6)
United States												
Massachusetts*	526	(6.8)	106	(3.6)	520	(7.9)	100	(3.4)	6	(5.8)	5	(4.1)
North Carolina*	494	(6.2)	108	(2.8)	497	(6.6)	100	(2.6)	-3	(6.6)	8	(3.5)

* PISA adjudicated region.

Notes: For Massachusetts and North Carolina, the desired target population covers 15-year-old students in grade 7 or above in public schools only (see Annex A2).

Values that are statistically significant are indicated in bold (see Annex A3).

See Table IV.4.5 for national data.

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[Part 1/1]

Table B2.IV.5 Percentage of low and top performers in financial literacy, by gender

	Boys				Girls				Gender differences (boys - girls)			
	Below Level 2 (less than 400.33 score points)		Level 5 (at or above 624.63 score points)		Below Level 2 (less than 400.33 score points)		Level 5 (at or above 624.63 score points)		Below Level 2 (less than 400.33 score points)		Level 5 (at or above 624.63 score points)	
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	% dif.	S.E.	% dif.	S.E.
OECD												
Canadian provinces												
British Columbia	10.9	(1.8)	26.6	(3.0)	8.3	(1.5)	25.7	(2.3)	2.6	(1.7)	0.9	(2.9)
Manitoba	18.4	(2.5)	12.7	(1.8)	17.7	(2.7)	15.0	(2.1)	0.7	(3.1)	-2.3	(2.3)
New Brunswick	17.3	(2.8)	16.7	(2.1)	15.5	(1.9)	16.4	(2.5)	1.8	(2.8)	0.3	(2.8)
Newfoundland and Labrador	14.8	(2.6)	17.5	(2.7)	12.0	(2.5)	14.4	(2.6)	2.8	(3.5)	3.1	(2.6)
Nova Scotia	14.0	(2.2)	18.2	(2.3)	10.6	(1.9)	16.7	(2.3)	3.3	(2.5)	1.5	(2.6)
Ontario	14.4	(1.5)	22.8	(2.0)	11.5	(1.5)	21.1	(2.0)	2.9	(1.3)	1.6	(2.0)
Prince Edward Island	13.6	(3.0)	16.0	(4.2)	9.1	(2.9)	15.8	(4.2)	4.5	(3.6)	0.1	(5.3)
Italy												
Bolzano	14.4	(2.6)	11.9	(2.0)	14.4	(2.8)	7.9	(1.7)	0.0	(3.4)	4.1	(2.2)
Campania	8.8	(1.7)	14.5	(2.6)	8.3	(1.4)	8.3	(1.6)	0.5	(1.7)	6.2	(2.1)
Lombardia	28.4	(3.5)	4.2	(1.1)	33.0	(3.9)	3.1	(1.0)	-4.6	(4.2)	1.1	(1.2)
Trento	9.7	(1.4)	9.2	(1.3)	11.1	(1.1)	6.5	(1.2)	-1.3	(1.6)	2.7	(1.7)
Spain												
Basque Country*	31.0	(3.1)	3.6	(1.1)	21.8	(2.6)	2.3	(0.8)	9.2	(3.4)	1.3	(1.3)
United States												
Massachusetts*	11.9	(1.9)	18.0	(2.5)	12.3	(2.1)	14.1	(2.2)	-0.4	(2.1)	3.8	(2.5)
North Carolina*	20.2	(2.1)	12.0	(1.5)	17.3	(2.0)	10.6	(1.7)	2.9	(2.4)	1.5	(2.0)

* PISA adjudicated region.

Notes: For Massachusetts and North Carolina, the desired target population covers 15-year-old students in grade 7 or above in public schools only (see Annex A2). Values that are statistically significant are indicated in bold (see Annex A3). See Table IV.4.10 for national data.

StatLink  <http://dx.doi.org/10.1787/888933486362>

[Part 1/1]


Table B2.IV.6 Students' socio-economic status and financial literacy performance

	Performance in financial literacy, by national quarters of the ESCS ¹ index								Difference in financial literacy performance between students in the top quarter and students in the bottom quarter of this index		Score-point difference in financial literacy associated with a one-unit increase in ESCS ¹ (slope of the socio-economic gradient)		Percentage of variance in student performance in financial literacy explained by ESCS (strength of the socio-economic gradient)	
	Bottom quarter		Second quarter		Third quarter		Top quarter							
	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.	Score dif.	S.E.	%	S.E.
OECD														
Canadian provinces														
British Columbia	524	(10.2)	535	(9.2)	564	(10.4)	590	(11.3)	66	(14.1)	32	(5.7)	5.2	(1.7)
Manitoba	465	(10.5)	502	(11.3)	510	(8.3)	542	(8.3)	77	(12.4)	34	(5.2)	7.2	(2.1)
New Brunswick	476	(12.5)	501	(10.8)	515	(10.2)	554	(10.7)	79	(15.2)	33	(6.5)	5.9	(2.0)
Newfoundland and Labrador	485	(12.1)	516	(11.0)	536	(10.9)	544	(10.4)	59	(12.9)	29	(5.1)	6.0	(2.1)
Nova Scotia	503	(7.0)	520	(10.1)	539	(9.4)	559	(9.9)	56	(9.5)	27	(4.2)	4.8	(1.5)
Ontario	490	(8.2)	527	(6.7)	550	(7.0)	571	(8.7)	80	(9.7)	40	(4.5)	7.2	(1.5)
Prince Edward Island	499	(15.4)	527	(17.1)	528	(17.2)	534	(16.4)	35	(22.5)	17	(9.4)	1.7	(1.8)
Italy														
Bolzano	502	(6.9)	523	(8.5)	525	(7.2)	544	(7.4)	42	(6.3)	20	(2.8)	3.7	(1.0)
Campania	426	(9.1)	449	(8.6)	457	(8.5)	492	(11.0)	67	(12.9)	25	(4.5)	6.8	(2.3)
Lombardia	471	(8.1)	504	(8.8)	512	(7.3)	535	(7.7)	64	(10.6)	24	(3.6)	5.8	(1.6)
Trento	488	(4.5)	507	(5.4)	520	(5.2)	534	(5.5)	46	(6.8)	21	(2.7)	4.7	(1.2)
Spain														
Basque Country*	432	(8.4)	451	(9.3)	460	(10.7)	493	(7.5)	61	(10.9)	21	(3.4)	6.2	(1.9)
United States														
Massachusetts*	475	(8.0)	506	(10.1)	545	(9.3)	572	(9.0)	97	(11.0)	38	(3.7)	12.7	(2.5)
North Carolina*	462	(7.9)	478	(7.4)	502	(7.6)	543	(8.1)	82	(9.4)	30	(3.5)	8.3	(1.9)

* PISA adjudicated region.

1. ESCS refers to the PISA index of economic, social and cultural status.

Notes: For Massachusetts and North Carolina, the desired target population covers 15-year-old students in grade 7 or above in public schools only (see Annex A2). Values that are statistically significant are indicated in bold (see Annex A3). See Tables IV.4.11 and IV.4.12 for national data.

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[Part 1/1]

Table B2.IV.7 Students holding a bank account and financial literacy performance

	Percentage of students holding a bank account		Mean performance, by students holding a bank account				Difference in financial literacy performance in PISA 2015 (yes - no or do not know)			
			Yes		No or Do not know		Before accounting for ESCS ¹		After accounting for ESCS	
	%	S.E.	Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD										
Canadian provinces										
British Columbia	81.5	(2.4)	567	(6.1)	529	(10.5)	38	(11.4)	27	(10.9)
Manitoba	73.3	(3.0)	519	(6.9)	473	(18.2)	45	(18.1)	40	(17.5)
New Brunswick	71.4	(3.0)	532	(7.7)	501	(12.8)	32	(14.6)	21	(13.7)
Newfoundland and Labrador	78.8	(2.7)	527	(7.5)	479	(16.2)	48	(18.9)	36	(19.1)
Nova Scotia	77.2	(2.2)	538	(6.1)	507	(15.5)	31	(16.9)	29	(15.9)
Ontario	77.1	(1.7)	545	(5.9)	506	(10.9)	38	(11.6)	31	(11.0)
Prince Edward Island	89.4	(4.0)	530	(14.4)	c	c	c	c	c	c
Italy										
Bolzano	54.6	(2.8)	546	(7.2)	521	(10.9)	26	(11.1)	19	(10.8)
Campania	26.4	(2.3)	457	(15.0)	458	(9.6)	-1	(15.7)	-7	(15.4)
Lombardia	38.3	(2.8)	526	(7.7)	500	(8.2)	26	(10.7)	25	(10.1)
Trento	62.4	(2.9)	524	(5.9)	515	(9.8)	9	(11.8)	9	(11.4)
Spain										
Basque Country*	65.3	(1.8)	474	(6.3)	433	(7.0)	40	(7.0)	34	(7.0)
United States										
Massachusetts*	66.7	(2.9)	557	(7.4)	514	(13.5)	43	(15.1)	27	(13.7)
North Carolina*	50.4	(3.3)	510	(8.6)	476	(8.1)	34	(10.0)	20	(11.7)

* PISA adjudicated region.


1. ESCS refers to the PISA index of economic, social and cultural status.

Notes: Means and differences in performance in this table are calculated considering only students for whom data on the PISA index of economic, social and cultural status are available.

For Massachusetts and North Carolina, the desired target population covers 15-year-old students in grade 7 or above in public schools only (see Annex A2).

Values that are statistically significant are indicated in bold (see Annex A3).

See Tables IV.5.8 and IV.5.13 for national data.

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[Part 1/1]

Table B2.IV.8 Students holding a prepaid debit card and financial literacy performance

	Percentage of students holding a prepaid credit card		Mean performance, by students holding a prepaid credit card				Difference in financial literacy performance in PISA 2015 (yes - no or do not know)			
			Yes		No or Do not know		Before accounting for ESCS ¹		After accounting for ESCS	
	%	S.E.	Mean score	S.E.	Mean score	S.E.	Score dif.	S.E.	Score dif.	S.E.
OECD										
Canadian provinces										
British Columbia	13.8	(1.9)	541	(19.2)	565	(6.7)	-24	(21.8)	-31	(20.6)
Manitoba	16.5	(2.3)	504	(14.6)	513	(7.9)	-9	(14.4)	-11	(14.6)
New Brunswick	16.6	(2.5)	535	(14.6)	526	(7.6)	9	(15.9)	0	(15.4)
Newfoundland and Labrador	28.6	(3.0)	489	(13.8)	532	(7.2)	-43	(14.6)	-42	(14.2)
Nova Scotia	15.2	(2.2)	542	(10.9)	532	(6.9)	11	(12.5)	16	(13.4)
Ontario	16.6	(1.3)	528	(13.6)	540	(6.0)	-11	(14.0)	-18	(14.5)
Prince Edward Island	24.6	(5.2)	c	c	535	(15.8)	c	c	c	c
Italy										
Bolzano	33.9	(2.3)	538	(8.2)	532	(9.2)	6	(10.7)	2	(10.7)
Campania	34.3	(2.6)	479	(11.4)	449	(10.0)	30	(12.5)	19	(12.4)
Lombardia	40.5	(2.9)	533	(7.6)	495	(7.2)	39	(8.4)	32	(9.0)
Trento	41.5	(2.9)	532	(8.6)	513	(6.5)	19	(11.2)	18	(10.4)
Spain										
Basque Country*	8.5	(1.2)	465	(18.8)	461	(5.3)	5	(17.6)	-6	(17.1)
United States										
Massachusetts*	16.8	(1.8)	550	(10.8)	542	(7.6)	8	(11.6)	-3	(10.9)
North Carolina*	22.7	(2.2)	495	(12.5)	492	(8.0)	3	(13.9)	-8	(13.4)

* PISA adjudicated region.


1. ESCS refers to the PISA index of economic, social and cultural status.

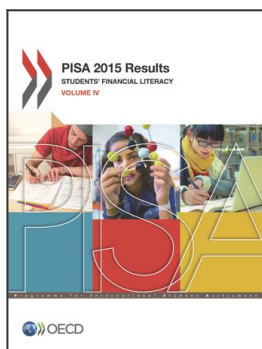
Notes: Means and differences in performance in this table are calculated considering only students for whom data on the PISA index of economic, social and cultural status are available.

For Massachusetts and North Carolina, the desired target population covers 15-year-old students in grade 7 or above in public schools only (see Annex A2).

Values that are statistically significant are indicated in bold (see Annex A3).

See Tables IV.5.9 and IV.5.14 for national data.

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