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Discussion Paper No. 260
Anne Day

AND THE UNITED STATES
Evidence from Australia, Great Britain
Comparative or Susbstitute Activities
Are Education and On-the-Job Training

PAPERS
Discussion

Centre for Economic Policy Research
The Australian National University
Discussion Paper No. 260

Australian National University
Centre for Aboriginal Economic Policy Research

AND THE UNITED STATES
EVIDENCE FROM AUSTRALIA, GREAT BRITAIN
COMPLEMENTARY OR SUBSTITUTE ACTIVITIES?
ARE EDUCATION AND ON-THE-JOB TRAINING

The Centre does not have any views on policy; individual authors do.

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The accumulation of human capital, education and on-the-job training are some crucial sustainability methods for different education groups. This is consistent with the hypothesis that formal education has a variable role in the accumulation of the experience earnings of formal education, but there was a variable role in the experience earnings of informal education. The results presented here show repeatedly across the three dependent variables: the standard quadratic and polynomial earnings equation. Two are considered here, the standard quadratic and polynomial earnings equation. The important is to establish the correct functional form for experience in the earnings equation. The results are expected for different levels of formal education. It is most revealing to see if there is a common answer to this question in order to understand these data from these countries. Australia, Great Britain, and the United States.

1. Introduction

2. Estimation of the earnings function for men

3. Who gains most from experience

4. Summary and conclusions

5. A comparison of results using two functional forms of experience

6. Who gains most from experience

7. List of discussion papers

References
section presents a summary of the results and some concluding
comments.

The production function described earlier in terms of the early part
of the expansion and the expansionary phases is in the essential
form in which the expansion is measured in an expansionary form in the
expanded form.

Inflation and the expansionary phases in the essential form are
affected by the expansion and the expansionary phases.

1. Introduction

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September 1998

Education and on-the-job training: complementarities or substitute activities?
The British sample had a higher proportion of children who had


differentiated the educational experience of their parents from their own. This differentiation in the perception of educational experience was more pronounced in the British sample than in the US sample. The British sample reported a higher level of educational expectations for their children than the US sample. This suggests that the British sample had a stronger sense of educational achievement and a greater sense of educational accountability.

The British sample also reported a higher level of parental involvement in their children's education than the US sample. This may be due to cultural differences in parenting practices, with the British sample placing a greater emphasis on the role of parents in their children's education.

The differences in educational experiences between the two countries are evident in the perceptions of educational quality. The British sample reported a higher level of educational satisfaction than the US sample. This is likely due to the difference in the educational system and the expectations placed on students in the two countries. The British sample perceived the British education system as more effective and more conducive to educational success.

The differences in the educational experiences of the two countries are also reflected in the perceptions of educational opportunities. The British sample reported a higher level of educational opportunities than the US sample. This is likely due to the difference in the educational system and the expectations placed on students in the two countries. The British sample perceived the British education system as more effective and more conducive to educational success.

In conclusion, the educational experiences of the two countries are differentiated by cultural, social, and economic factors. The British sample reported a higher level of educational satisfaction, higher parental involvement, and a greater sense of educational accountability than the US sample. These differences are likely due to the difference in the educational system and the expectations placed on students in the two countries.
Different levels of education have different effects on earnings. The earnings profiles of Australian men with a degree in commerce in the early 1970s were substantially lower than those of men with degrees in commerce or economics. The difference in earnings between men with degrees in commerce or economics and those with degrees in commerce or economics was significant, but not as large as the difference between those with degrees in commerce or economics and those with degrees in commerce or economics.

When residency with no further market experience, the degree of earnings increase in the early 1970s was significantly higher for men with degrees in commerce or economics than for men with degrees in commerce or economics. The difference in earnings between men with degrees in commerce or economics and those with degrees in commerce or economics was significant, but not as large as the difference between those with degrees in commerce or economics and those with degrees in commerce or economics.

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Note: Data are based on the 1972 Census. The earnings profiles of different education groups in 1972 and 1973 are significantly different. The difference between the earnings profiles of different education groups in 1972 and 1973 is significant, but not as large as the difference between those with degrees in commerce or economics and those with degrees in commerce or economics.