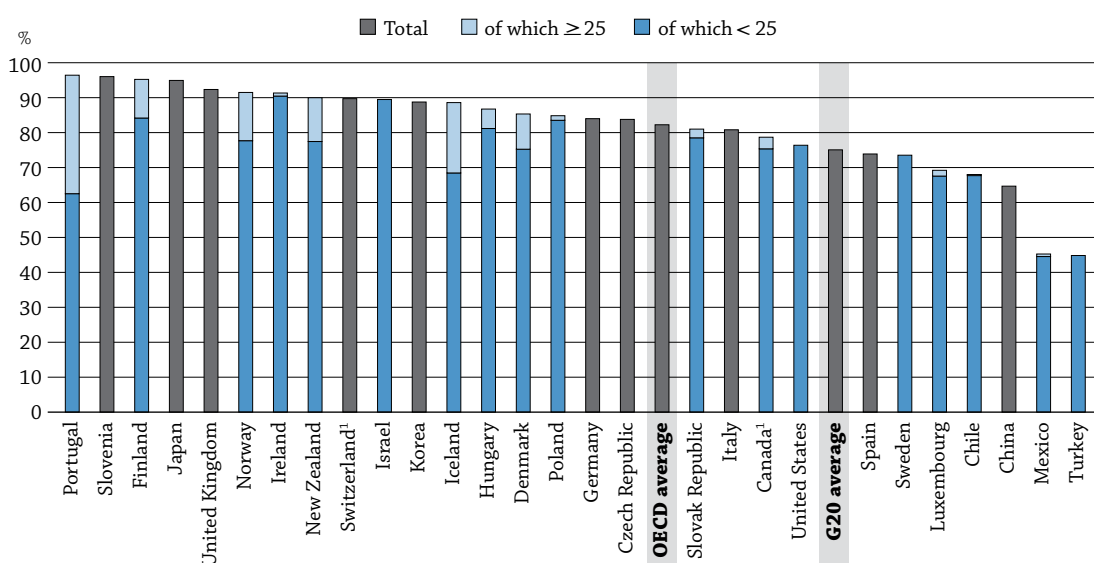


## HOW MANY STUDENTS FINISH SECONDARY EDUCATION?

- Based on current patterns of graduation, it is estimated that an average of 82% of today's young people in OECD countries will complete upper secondary education over their lifetimes. For G20 countries, the rate is lower, at 75%.
- In some countries, it is common for students to graduate from upper secondary programmes after the age of 25. At least 10% of upper secondary graduates in Denmark, Finland, Iceland, New Zealand, Norway and Portugal are 25 or older.

Chart A2.1. Upper secondary graduation rates (2009)



1. Year of reference 2008.

Countries are ranked in descending order of the upper secondary graduation rates in 2009.

Source: OECD. China: UNESCO Institution for Statistics (World Education Indicators Programme). Table A2.1. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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### Context

Upper secondary education provides the basis for advanced learning and training opportunities and prepares some students for direct entry into the labour market. Graduation rates discussed here do not assume that an education system has adequately equipped its graduates with the basic skills and knowledge necessary to enter the labour market, because this indicator does not capture the quality of educational outcomes. However, these rates do give an indication of the extent to which education systems succeed in preparing students to meet the labour market's minimum requirements.

Although many countries allow students to leave the education system after completing lower secondary education, those students in OECD countries who leave without an upper secondary qualification tend to face severe difficulties entering – and remaining in – the labour market. Leaving school early is a problem, both for individuals and society. Policy makers are examining ways to reduce the number of early school-leavers, defined as those students who do not complete their upper secondary education. Internationally comparable measures of how many students successfully complete upper secondary programmes – which also imply how many students don't complete those programmes – can assist efforts to that end. For the first time, this edition of *Education at a Glance* presents just such an indicator.

### ■ Other findings

- **In 21 of 28 countries with available data, first-time upper secondary graduation rates exceed 75%.** In Finland, Ireland, Japan, New Zealand, Norway, Portugal, Slovenia, Switzerland and the United Kingdom, graduation rates equal or exceed 90%.
- **Young women are now more likely than young men to complete upper secondary education in almost all OECD countries, a reversal of the historical pattern.** Only in Germany and Switzerland are graduation rates for young women below those for young men. Young women are also graduating from vocational programmes more often than in the past; consequently, their graduation rates from these programmes are catching up with young men's graduation rates.
- **In most countries, upper secondary education is designed to prepare students to enter tertiary-type A (largely theory-based) education.** In Germany, Slovenia, and Switzerland, however, students are more likely to enrol in and graduate from upper secondary programmes that lead to tertiary-type B education, where courses are typically shorter and focus on the development of practical, technical or occupational skills.
- For the first time, comparable data have been published on 20 countries that participated in a special survey on successful completion of upper secondary programmes. The data show that **68% of students who begin upper secondary education complete the programmes they entered** within the theoretical duration of the programme. However, there are large differences in completion rates, depending on gender and type of programme.

### ■ Trends

Since 1995, the upper secondary graduation rate has increased by an average of 8 percentage points among OECD countries with comparable data, which represents an annual growth rate of 0.7%. The greatest growth occurred in Chile and Portugal, both of which showed an annual growth rate of more than twice the OECD average between 1995 and 2009.

## Analysis

### Graduation from upper secondary programmes

Even if completing upper secondary education is considered the norm in most OECD and other G20 countries and economies, the proportion of graduates outside the typical age of graduation varies. First-time graduates are generally between 17 and 20 years old (Table X1.1a in Annex 1); but some countries also offer second-chance/adult-education programmes. In the Nordic countries, for example, students can leave the education system relatively easily and re-enter it later on; that is why graduation rates for students 25 years or older are relatively high in Denmark, Finland, Iceland and Norway (at least 10% of graduates). Indeed, graduation rates do not imply that all young people have graduated from secondary school by the time they enter the labour market; some students graduate after some time spent in work. Policy makers could thus encourage students to complete their upper secondary education before they look for a job, as this is often considered to be the minimum credential for successful entry into the labour market (Chart A2.1). In Portugal, the “New Opportunities” programme, launched in 2005, was introduced to provide a second opportunity to those individuals who left school early or are at risk of doing so, and to assist those in the labour force who want to acquire further qualifications. As a result of the programme, graduation rates in 2009 averaged 96% (34 percentage points higher than in 2008), of which more one-third of concerned students were older than 25.

In most countries, men and women do not share the same level of educational attainment. Women, who often had fewer opportunities and/or incentives to attend higher levels of education, have generally been over-represented among those who had not attained an upper secondary education and were thus under-represented at higher levels of education. But this has changed over the years, and the education gap between men and women has narrowed significantly, and even been reversed in some cases, among young people (see Indicator A1).

Upper secondary graduation rates for young women exceed those for young men in nearly all countries for which total upper secondary graduation rates can be compared by gender. The gap is greatest in Denmark, Iceland, Portugal, Slovenia, and Spain, where graduation rates among young women exceed those of young men by 10 percentage points or more. The exceptions are Switzerland and Germany, where graduation rates are significantly higher for young men (Table A2.1).

Most upper secondary programmes are designed primarily to prepare students for tertiary studies, and their orientation may be general, pre-vocational or vocational (see Indicator C1). In 2009, an estimated 49 % of young people will graduate from general programmes compared to 45% from pre-vocational or vocational programmes.

In 2009, more young women graduated from general programmes than young men. The average OECD graduation rate from general programmes was 55% for young women and 43% for young men. In Austria, the Czech Republic, Estonia, Italy, Poland, the Slovak Republic and Slovenia, young women outnumber young men as graduates by at least three to two. Only in China, Ireland and Korea is there no, or an extremely narrow, gender gap in graduates from general upper secondary programmes.

Young women are also graduating from vocational programmes in increasing numbers. In 2009, on average among OECD countries, 44% of graduates from pre-vocational and vocational programmes were young women; 47% were young men. This pattern may influence entry rates into tertiary vocational programmes in subsequent years (Table A2.1).

In addition, pre-vocational and vocational graduation rates are affected by the proportion of students outside the typical age of graduation, which differs markedly across countries. In Australia, Canada, Finland, Iceland, and New Zealand, some 40% or more of all graduates are adults. In these countries, part-time or evening programmes at this level may be designed especially for adults (Table A2.1).

### Graduation from post-secondary non-tertiary programmes

Various kinds of post-secondary, non-tertiary programmes are offered in OECD countries. These programmes straddle upper secondary and post-secondary education but may be considered either as upper secondary or

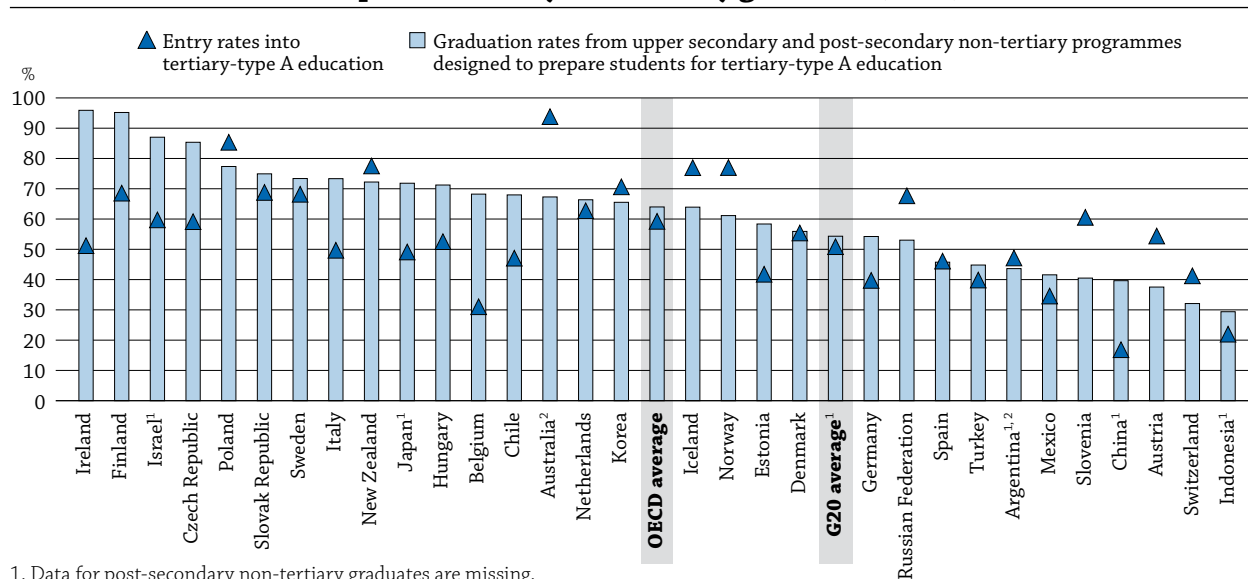
post-secondary programmes, depending on the country concerned. Although the content of these programmes may not be significantly more advanced than upper secondary programmes, they broaden the knowledge of individuals who have already attained an upper secondary qualification. Students in these programmes tend to be older than those enrolled in upper secondary schools. These programmes usually offer trade and vocational certificates, and include, for example, nursery-teacher training in Austria and vocational training for those who have attained general upper secondary qualifications in the dual system in Germany. Apprenticeships designed for students who have already graduated from an upper secondary programme are also included among these programmes (Table A2.3).

### Transitions following upper secondary education or post-secondary non-tertiary programmes

The vast majority of students who graduate from upper secondary education graduate from programmes designed to provide access to tertiary education (ISCED 3A and 3B). Programmes that facilitate direct entry into tertiary-type A education (ISCED 3A) are preferred by students in all countries except Germany, Slovenia and Switzerland, where more young people graduate from upper secondary programmes that lead to tertiary-type B programmes. In 2009, graduation rates from long upper secondary programmes (ISCED 3C) averaged 17% in OECD countries (Table A2.1).

It is interesting to compare the proportion of students who graduate from programmes designed as preparation for entry into tertiary-type A programmes (ISCED 3A and 4A) with the proportion of students who actually enter these programmes. Chart A2.2 shows significant variation in patterns among countries. For instance, in Belgium, Chile, China, the Czech Republic, Finland, Ireland, Israel, Italy and Japan, the difference between these two groups is relatively large, at more than 20 percentage points. This suggests that many students who attain qualifications that would allow them to enter tertiary-type A programmes do not do so; but upper secondary programmes in Belgium, Israel and Japan also prepare students for tertiary-type B programmes. In addition, Japan has “junior colleges” that offer programmes that are similar to university-type programmes, but are classified as vocationally oriented because they are of shorter duration than most academic programmes at the tertiary level and include more practical courses (based on ISCED 97).

**Chart A2.2. Access to tertiary-type A education for upper secondary and post-secondary non-tertiary graduates (2009)**



1. Data for post-secondary non-tertiary graduates are missing.

2. Year of reference for graduation rates 2008.

Countries are ranked in descending order of graduation rates from upper secondary and post-secondary non-tertiary programmes designed to prepare students for tertiary-type A education in 2009.

Source: OECD. Argentina, China, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). Tables A2.1 and C2.1. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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In Israel, the difference may be explained by the wide variation in the age of entry to university, which is partly due to the two to three years of mandatory military service students undertake before entering higher education. In Finland, upper secondary education includes vocational training, and many graduates enter the labour market immediately after completing this level, without any studies at the tertiary level. There is also a *numerus clausus* system in Finnish higher education, which means that the number of entry places is restricted. In addition, graduates from upper secondary general education may have to take a break of two to three years before obtaining a place in a university or polytechnic institution. In Ireland, the majority of secondary students take the “Leaving Certificate Examination” (ISCED 3A). Although this course is designed to allow entry into tertiary education, not all of the students who take this examination intend to do so. Until recently, school-leavers in Ireland also had the opportunity to participate in a strong labour market, and this also may have had an impact on the difference.

In contrast, in Australia, Austria, Iceland, Norway, the Russian Federation and Slovenia, the upper secondary and post-secondary non-tertiary graduation rate is markedly lower – by more than 10 percentage points – than entry rates into tertiary-type A programmes. The large gap for Australia, Austria, Iceland and Norway is linked to the high proportion of adults entering tertiary-type A programmes and also to the high proportions of international/foreign students in these programmes (see Indicator C2). Although many students in Slovenia and, to a lesser extent, in the Russian Federation are more likely to graduate from upper secondary programmes leading to tertiary-type B programmes, some may later choose to pursue university studies, and can do so thanks to pathways between the two types of tertiary programmes.

Depending on the country and the relative flexibility of the education system, pathways between the upper secondary/post-secondary non-tertiary and tertiary programmes are either common or non-existent. Switching from vocational to academic programmes, or vice versa, can also occur at the upper secondary level. For the first time, *Education at a Glance* is presenting a new indicator to measure the successful completion of upper secondary programmes and, thus, the pathways between programmes. The indicator discusses the time needed to complete these programmes and the proportion of students still in education after the theoretical duration of programmes. It allows for an estimation of the number of students who drop out and a comparison of completion rates by gender and programme orientation.

### Successful completion of upper secondary programmes

The majority of students who start upper secondary education complete the programmes they entered. It is estimated that 68% of boys and girls who begin an upper secondary programme graduate within the theoretical duration of the programme. However, in some countries, it is relatively common for students and apprentices to take a break from their studies and leave the educational system temporarily. Some return quickly to their studies, while others stay away for longer periods of time. In other countries, it is also common to repeat a grade or to change programmes; by doing so, their graduation is delayed. Around 81% of students have successfully completed their upper secondary programmes two years after the stipulated time of graduation – 13 percentage points more than the proportion of students who complete their programmes within the theoretical duration.

The proportion of students who complete their education in the stipulated time varies considerably among countries, with Ireland having the highest share, at 87%, and Luxembourg the lowest share, at 41%. Giving two extra years to students to complete the programmes slightly changes the ranking of the countries, with Estonia and the United States, both are around 87%, and Iceland in last place, at 58% (among countries with available data). In most OECD countries, students may attend regular education institutions for additional years to complete their upper secondary education whereas, in some other countries, students above that age must attend special programmes designed for older students. The difference in the proportion of students who completed their programmes within the stipulated time and that of students who completed after two additional years is more than 30 percentage points in Luxembourg, where it is common for students to repeat one or more years of school. In contrast among countries with available data, in New Zealand and the United States, the difference is as low as three and five percentage points, respectively (Chart A2.3). In the United States, it is highly unusual for students over the age of 20 to still be enrolled in a regular high school programme.

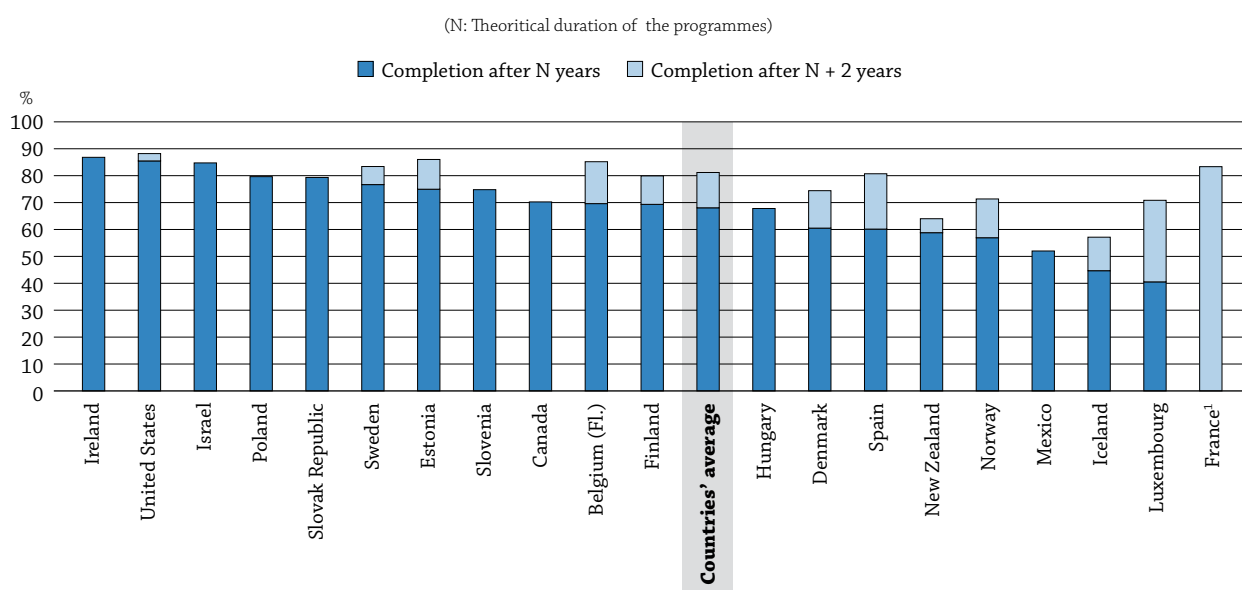
**Box A2.1. Completion and graduation: Two different measures**

How is completion measured in *Education at a Glance*? The completion rate describes the percentage of students who enter an upper secondary programme for the first time and who graduate from it. **It represents the relationship between the graduates of and the new entrants into the same level of education.** The calculation is made in the amount of time normally allocated for completing the programme and also after an additional two years (for students who had to repeat a grade or individual courses, who studied part-time, etc.). This indicator also includes the percentage of students who do not graduate from an upper secondary programme but are still in education. These might include part-time students who need more time to complete their studies and adults who decide to return to school, perhaps while they are working. However, only initial education programmes are covered by this indicator.

This measure should not be confused with upper secondary graduation rates. The graduation rate is a snapshot of who is estimated to graduate from upper secondary education. **It represents the relationship between all the graduates in a given year and a particular population.** For each country, for a given year, the number of students who graduate is broken down into age groups. For example, the number of 15-year-old graduates will then be divided by the total number of 15-year-olds in the country; the number of 16-year-old graduates will be divided by the total number of 16-year-olds in the country, etc. The graduation rate is the sum of all the age groups.

A third indicator in *Education at a Glance* uses the notion of educational attainment (see Indicator A1). Attainment measures the percentage of a population that has reached a certain level of education, in this case, those who graduated from upper secondary education. It represents the relationship between all graduates (of the given year and previous years) and the total population.

**Chart A2.3. Successful completion of upper secondary programmes**  
Ratio of graduates to new entrants based on cohorts



**Note:** Data presented in this chart come from a special survey in which 20 countries participated. Please refer to Annex 3 for details concerning this indicator, including methods used, programmes included/excluded, year of entry, etc.

1. Time frame N + 3 instead of N + 2.

Countries are ranked in descending order of the successful completion of upper secondary programmes (after N years).

**Source:** OECD, Table A2.4. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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In contrast, in New Zealand and the United States, the difference is as low as three and five percentage points, respectively (Chart A2.3). In the United States, it is highly unusual for students over the age of 20 to still be enrolled in a regular high school programme.

Successful completion of upper secondary education also depends on how accessible these programmes are. In most of the countries with available data, upper secondary entry rates for students younger than 20 are over 90%, except in Israel, Luxembourg and Mexico. It is reasonable to expect that students in countries with limited access to upper secondary education are a select group with, on average, higher achievement compared to students in countries with nearly universal access to upper secondary education (Table A2.4).

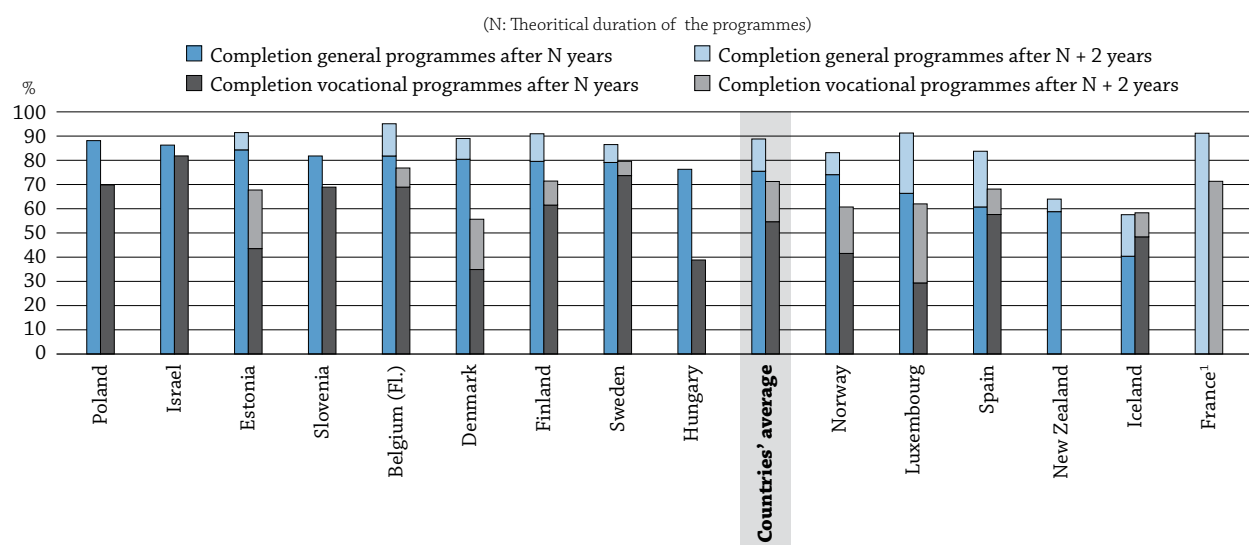
### Successful completion by programme orientation

In several countries, general and vocational programmes are organised separately and students have to opt for one or the other. In other countries, general and vocational programmes are offered in the same structure and sometimes in the same establishment.

Students who enter general programmes are more likely to graduate than those who are enrolled in vocational programmes. Among the 14 countries with available data, 76% of students completed their general programme within the theoretical duration of the programme, and that proportion increased by 13 percentage points two years after the stipulated time of the programme. In contrast, 55% of students completed their vocational programme within the theoretical duration and that proportion increased by 17 percentage points two years after the stipulated time. This average difference of 21 percentage points between completion rates for upper secondary general and vocational programmes is more than 40 percentage points in Denmark and Estonia, and less than 10 percentage points in Israel, Spain and Sweden (Chart A2.4).

The choice between general and vocational studies is made at different stages in a student's career, depending on the country. In countries with a highly comprehensive system, students follow a common core curriculum until the age of 16 (e.g. Nordic countries), while in countries with a highly differentiated system, the choice of a particular programme or type of school can be made from the age of 10-12 onwards (e.g. Luxembourg).

**Chart A2.4. Successful completion of upper secondary programmes, by programme orientation**  
Ratio of graduates to new entrants based on cohorts



**Note:** Data presented in this chart come from a special survey in which 20 countries participated. Please refer to Annex 3 for details concerning this indicator, including methods used, programmes included/excluded, year of entry, etc.

1. Time frame N + 3 instead of N + 2.

Countries are ranked in descending order of the successful completion of upper secondary general programmes (after N years).

**Source:** OECD, Table A2.4. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

**StatLink** <http://dx.doi.org/10.1787/888932459983>

The large difference between completion of upper secondary general or vocational programmes among countries can be explained by the fact that in some countries low achievers may be oriented (or re-oriented) into vocational programmes while high achievers go into general programmes. Some students may also have difficulty determining which programme is best for them and thus may have to repeat one or more grades at this level of education.

Pathways between these two types of education are well developed in some countries. In Norway, for example, among the 42% of students who entered a vocational programme and graduated within the stipulated time, 51% graduated from a general programme and 49% from a vocational programme. In Belgium (Flemish Community), among the 92% of students who entered a general programme and graduated within the stipulated time, 12% graduated from a vocational programme (Table A2.4).

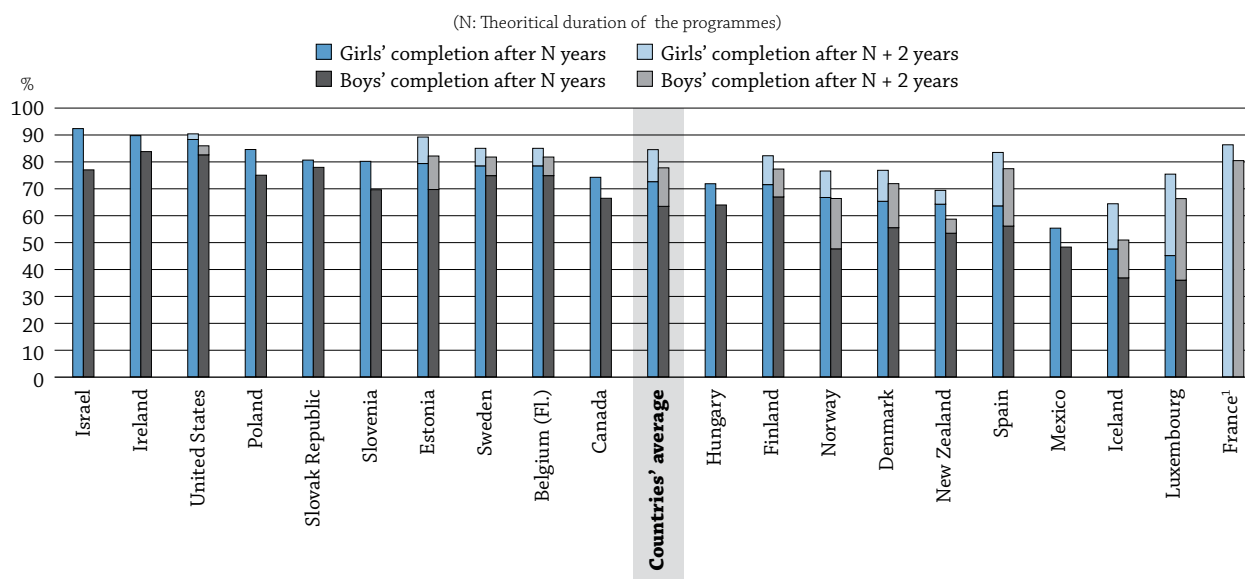
Some students who begin a vocational programme may leave the educational system to enter the labour market directly. Access to employment for people with low educational attainment could also affect successful completion rates and the incidence of dropping out.

Among students who do not complete their programmes within the stipulated time, 61% of those who follow a general programme are still in education compared to only 50% of those who follow a vocational programme. There is large variation among countries: in Belgium (Flemish Community), 90% of students who had not graduated after the theoretical duration of general programmes are still in education, compared to 26% in Israel.

### Successful completion by gender

In all countries with available data, boys are more likely than girls to drop out of upper secondary school without a diploma. On average, 73% of girls complete their upper secondary education within the stipulated time compared to 63% of boys. Only in Finland, the Slovak Republic and Sweden is the difference in the proportions of boys and girls who leave school early less than five percentage points. In Israel and Norway, girls outnumbered boys who successfully completed upper secondary education by more than 15 percentage points (Chart A2.5).

**Chart A2.5. Successful completion of upper secondary programmes, by gender**  
Ratio of graduates to new entrants based on cohorts



**Note:** Data presented in this chart come from a special survey in which 20 countries participated. Please refer to Annex 3 for details concerning this indicator, including methods used, programmes included/excluded, year of entry, etc.

1. Time frame N + 3 instead of N + 2.

Countries are ranked in descending order of the successful completion of girls in upper secondary programmes (after N years).

**Source:** OECD, Table A2.4. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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The gender differences seen in Norway are due to the fact that girls tend to have better marks than boys in lower secondary school. Controlling for marks in lower secondary school, there is no gender difference – or just a small advantage for boys (Falch, T., *et al.*, 2010).

The gender gap narrowed slightly, to an average of seven percentage points, when completion was delayed by two years because of grade repetition or transfer to a different programme.

The gender gap also varies depending on the programme: 79% of girls complete general programmes compared to 72% of boys; 59% of girls complete vocational programmes compared to 51% of boys. In Norway, this gender gap widens to more than 20 percentage points, in favour of girls, in vocational programmes. In Estonia, girls in vocational programmes are not as successful as boys in completing their upper secondary education within the normal duration of the programmes (Table A2.4).

As PISA reports, many studies confirm that girls are less likely than boys to leave school early. That said, those young women who did leave school early had poorer outcomes than their male counterparts despite their higher average attainment (see Indicators A1 and C4).

The rate of successful completion of upper secondary programmes is also linked to many other issues, such as parental education and immigrant background. The number of countries that completed the part of the survey on parental education and immigrant background was not sufficient to provide publishable data in this year's edition of *Education at a Glance*.

## Definitions

Graduates in the reference period can be either first-time graduates or repeat graduates. A **first-time graduate** is a student who has graduated for the first time at a given level of education in the reference period. So, if a student has graduated multiple times over the years, he or she is counted as a graduate each year, but as a first-time graduate only once.

**Net graduation rates** represent the estimated percentage of an age group that will complete upper secondary education, based on current patterns of graduation.

**Successful completion** of upper secondary programmes represents the ratio of graduates to new entrants based on cohorts.

**Successful completion of upper secondary general programmes** represents the ratio of “all” upper secondary graduates to “general programmes” new entrants (based on cohorts).

**Successful completion of upper secondary vocational programmes** represents the ratio of “all” upper secondary graduates to “vocational programmes” new entrants (based on cohorts).

## Methodology

Data refer to the academic year 2008-09 and are based on the UOE data collection on education statistics administered by the OECD in 2010 (for details, see Annex 3 at [www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

Upper secondary graduation rates (Tables A2.1 and A2.2) are calculated as net graduation rates (i.e. as the sum of age-specific graduation rates) for the years 2005-09. Gross graduation rates are presented for the years 1995 and 2000-04. Gross graduation rates are presented for 2005-09 for countries that are unable to provide such detailed data. In order to calculate gross graduation rates, countries identify the age at which graduation typically occurs. The number of graduates, regardless of their age, is divided by the population at the typical graduation age. The graduation rates take into account students graduating from upper secondary education at the typical graduation ages, as well as older students (e.g. those in “second chance” programmes) or younger students. Information on the methods used to calculate graduation rates—gross versus net rates—are presented for each level of education in Annex 1.

The count of first-time graduates (columns 1-4 in Table A2.1 and columns 1-3 in Table A2.3) is calculated by netting out students who graduated from another upper secondary programme in a previous year (or another post-secondary non-tertiary programme). As for the others columns of the tables, the net rate is calculated when data are available.

Graduates of ISCED 3A, 3B and 3C (or 4A, 4B, 4C) programmes are not considered as first-time counts. Therefore, gross graduation rates cannot be added, as some individuals graduate from more than one upper secondary programme and would be counted twice. The same applies for graduation rates according to programme orientation, i.e. general or vocational. In addition, the typical graduation ages are not necessarily the same for the different types of programmes (see Annex 1). Pre-vocational and vocational programmes include both school-based programmes and combined school- and work-based programmes that are recognised as part of the education system. Entirely work-based education and training that are not overseen by a formal education authority are not included.

In Table A2.2 (trends in graduation rates at upper secondary level), data for the years 1995, 2000, 2001, 2002, 2003 and 2004 are based on a special survey carried out in January 2007.

In Table A2.4, data are based on a special survey carried out in December 2010. Successful completion of upper secondary programmes is estimated using different methods: true cohort, longitudinal survey, proxy cohort data. A large description of the method used for each country is included in the Annex 3 (years of new entrants, years of graduates, programmes taken into account, etc.).

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.

## References

Falch, T., *et al.* (2010), *Completion and Dropout in Upper Secondary Education in Norway: Causes and Consequences*, Centre for Economic Research at Norges Teknisk-Naturvitenskapelige Universitet, Trondheim, October 2010.

The following additional material relevant to this indicator is available on line:

- **Table A2.2a. Trends in graduation rates (general and pre-vocational/vocational programmes) at upper secondary level (2005-2009)**

StatLink  <http://dx.doi.org/10.1787/888932462396>

A corrigendum has been issued for this page. See: <http://www.oecd.org/dataoecd/7/6/48864007.pdf>

 Table A2.1. **Upper secondary graduation rates (2009)**

Sum of graduation rates for single year of age, by programme destination, programme orientation and gender

	Total (first-time graduates)				General programmes				Pre-vocational/vocational programmes				ISCED 3A <sup>1</sup>	ISCED 3B <sup>1</sup>	ISCED 3C (long) <sup>1</sup>	ISCED 3C (short) <sup>1</sup>
	M + W	of which < 25 years <sup>2</sup>	Men	Women	M + W	of which < 25 years <sup>2</sup>	Men	Women	M + W	of which < 25 years <sup>2</sup>	Men	Women	M + W	M + W	M + W	M + W
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(16)	(19)	(22)
<b>OECD</b>																
Australia <sup>3</sup>	m	m	m	m	67	67	62	73	44	21	43	45	67	a	44	a
Austria	m	m	m	m	18	18	14	22	74	69	85	63	18	53	1	20
Belgium	m	m	m	m	37	m	32	42	70	m	64	77	61	a	20	26
Canada <sup>3</sup>	79	75	75	83	76	74	72	81	3	1	4	2	76	a	3	a
Chile	68	68	63	73	38	38	34	42	30	30	30	31	68	a	a	a
Czech Republic	84	m	81	87	22	m	17	28	61	m	63	59	59	n	24	a
Denmark	85	75	80	91	55	54	46	64	47	29	45	48	55	a	47	n
Estonia	m	m	m	m	58	57	46	72	20	20	27	14	58	19	a	1
Finland	95	84	92	98	48	47	39	56	94	50	89	100	95	a	a	a
France	m	m	m	m	50	50	43	58	62	55	63	61	50	12	4	46
Germany	84	m	85	83	39	m	35	44	45	m	50	40	39	44	a	1
Greece	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Hungary	87	81	82	92	71	66	63	80	16	16	20	13	71	a	16	x(19)
Iceland	89	68	79	98	68	59	56	80	54	32	59	50	64	2	37	19
Ireland	91	90	89	94	70	68	70	69	62	48	48	76	96	a	6	30
Israel	89	89	86	93	57	57	51	63	32	32	34	30	87	a	2	a
Italy	81	m	78	84	35	m	25	46	59	m	66	52	73	1	a	19
Japan	95	m	94	96	72	m	69	75	23	m	25	21	72	1	22	x(19)
Korea	89	m	88	89	66	m	65	66	23	m	24	23	66	a	23	a
Luxembourg	69	68	65	74	28	28	24	34	43	42	44	42	41	9	20	2
Mexico	45	45	41	49	42	41	38	45	4	3	4	4	42	a	4	a
Netherlands	m	m	m	m	39	39	36	42	71	58	71	70	66	a	44	a
New Zealand	90	77	85	95	77	71	72	82	49	19	43	54	66	14	34	11
Norway	91	78	87	96	60	58	49	72	38	23	46	29	60	a	38	m
Poland	85	84	80	89	55	52	43	68	35	35	44	27	77	a	13	a
Portugal	96	63	86	107	65	38	57	74	31	25	29	33	x(1)	x(1)	x(1)	x(1)
Slovak Republic	81	79	78	84	24	24	19	30	64	60	66	62	72	a	16	1
Slovenia	96	m	90	102	37	37	28	46	76	m	80	71	40	47	23	2
Spain	74	m	69	80	46	m	39	53	41	m	40	42	46	19	10	11
Sweden	74	74	71	76	31	31	26	37	42	42	45	40	73	n	n	n
Switzerland <sup>3</sup>	90	m	92	88	30	m	25	35	71	m	76	66	26	69	6	x(13)
Turkey	45	45	42	48	30	30	27	33	15	15	15	15	45	a	a	m
United Kingdom	92	m	90	94	m	m	m	m	m	m	m	m	m	m	70	22
United States	76	76	73	80	x(1)	x(2)	x(3)	x(4)	x(1)	x(2)	x(3)	x(4)	x(1)	x(1)	x(1)	x(1)
OECD average	82	m	79	86	49	m	43	55	45	m	47	44	61	10	17	8
EU21 average	85	m	81	89	44	m	38	51	52	m	54	51	62	11	16	10
<b>Other G20</b>																
Argentina <sup>3</sup>	m	m	m	m	9	8	7	10	35	34	30	40	44	a	a	a
Brazil	m	m	m	m	65	55	54	77	9	6	7	11	65	9	a	a
China	65	m	62	67	38	m	38	39	45	m	43	48	40	x(13)	25	19
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	29	29	28	31	17	17	20	13	29	17	a	a
Russian Federation	m	m	m	m	53	m	x(5)	x(5)	41	m	x(9)	x(9)	53	15	23	4
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	75	m	73	77	48	m	43	52	30	m	30	29	54	8	14	9

Note: Columns showing men's/women's graduation rates at upper secondary level by programme orientation (i.e. columns 14-15, 17-18, 20-21, 23-24) are available for consultation on line (see StatLink below).

Refer to Annex 1 for information on the method used to calculate graduation rates (gross rates versus net rates) and the corresponding typical ages.

Mismatches between the coverage of the population data and the graduate data mean that the graduation rates for those countries that are net exporters of students may be underestimated (for instance Luxembourg) and those that are net importers may be overestimated.

1. ISCED 3A (designed to prepare for direct entry to tertiary-type A education).

ISCED 3B (designed to prepare for direct entry to tertiary-type B education).

ISCED 3C (long) similar to duration of typical 3A or 3B programmes.


ISCED 3C (short) shorter than duration of typical 3A or 3B programmes.

2. Sum of graduation rates for single year of age for men and women until the age of 25.

3. Year of reference 2008 (for Switzerland, only for first-time graduates).

Source: OECD, Argentina, China, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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

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Table A2.2. Trends in graduation rates (first-time) at upper secondary level (1995-2009)

		1995	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	Average annual growth rate 1995-2009 <sup>1</sup>
OECD	Australia	m	m	m	m	m	m	m	m	m	m	<b>m</b>	m
	Austria	m	m	m	m	m	m	m	m	m	m	<b>m</b>	m
	Belgium	m	m	m	m	m	m	m	m	m	m	<b>m</b>	m
	Canada	m	m	77	79	83	79	78	78	77	79	<b>m</b>	m
	Chile	46	63	m	61	64	66	73	71	71	69	<b>68</b>	2.9
	Czech Republic	78	m	84	83	88	87	89	90	88	87	<b>84</b>	0.5
	Denmark	80	90	91	93	87	90	82	84	85	83	<b>85</b>	0.5
	Estonia	m	m	m	m	m	m	m	m	m	m	<b>m</b>	m
	Finland	91	91	85	84	90	95	94	94	97	93	<b>95</b>	0.3
	France	m	m	m	m	m	m	m	m	m	m	<b>m</b>	m
	Germany <sup>2</sup>	100	92	92	94	97	99	99	100	100	97	<b>84</b>	m
	Greece	80	54	76	85	96	93	99	100	94	93	<b>m</b>	m
	Hungary	m	m	83	82	87	86	82	85	84	78	<b>87</b>	m
	Iceland	80	67	70	79	81	87	79	87	86	89	<b>89</b>	0.8
	Ireland	m	74	77	78	91	92	91	87	90	88	<b>91</b>	2.3
	Israel	m	m	m	90	89	93	90	90	92	90	<b>89</b>	m
	Italy	m	78	81	78	m	82	81	86	86	84	<b>81</b>	0.4
	Japan	91	94	93	92	91	91	93	93	93	95	<b>95</b>	0.3
	Korea	88	96	100	99	92	94	94	93	91	93	<b>89</b>	0.1
	Luxembourg	m	m	m	69	71	69	75	71	75	73	<b>69</b>	m
	Mexico	m	33	34	35	37	39	40	42	43	44	<b>45</b>	3.5
	Netherlands	m	m	m	m	m	m	m	m	m	m	<b>m</b>	m
	New Zealand <sup>2</sup>	72	80	79	77	78	75	73	75	77	78	<b>90</b>	m
	Norway	77	99	105	97	92	100	89	88	92	91	<b>91</b>	1.2
	Poland	m	90	93	91	86	79	85	81	84	83	<b>85</b>	-0.7
	Portugal <sup>3</sup>	52	52	48	50	60	53	51	54	65	63	<b>96</b>	4.4
	Slovak Republic	85	87	72	60	56	83	83	84	85	81	<b>81</b>	-0.4
	Slovenia	m	m	m	m	m	m	85	97	91	85	<b>96</b>	m
	Spain	62	60	66	66	67	66	72	72	74	73	<b>74</b>	1.3
	Sweden	62	75	71	72	76	78	76	75	74	74	<b>74</b>	1.2
	Switzerland	86	88	91	92	89	87	89	89	89	90	<b>m</b>	m
	Turkey	37	37	37	37	41	55	48	52	58	26	<b>45</b>	1.4
United Kingdom	m	m	m	m	m	m	86	88	89	91	<b>92</b>	m	
United States	69	70	71	73	74	75	76	75	75	76	<b>76</b>	0.7	
OECD average		74	75	77	77	78	81	80	81	82	80	<b>82</b>	m
OECD average for countries with 1995 and 2009 data		74	76									<b>82</b>	0.7
EU21 average		77	77	77	77	78	78	81	83	84	84	<b>86</b>	m
Other G20	Argentina	m	m	m	m	m	m	m	m	m	m	<b>m</b>	m
	Brazil	m	m	m	m	m	m	m	m	m	m	<b>m</b>	m
	China	m	m	m	m	m	m	m	m	m	m	<b>65</b>	m
	India	m	m	m	m	m	m	m	m	m	m	<b>m</b>	m
	Indonesia	m	m	m	m	m	m	m	m	m	m	<b>m</b>	m
	Russian Federation	m	m	m	m	m	m	m	m	m	m	<b>m</b>	m
	Saudi Arabia	m	m	m	m	m	m	m	m	m	m	<b>m</b>	m
	South Africa	m	m	m	m	m	m	m	m	m	m	<b>m</b>	m
G20 average		m	m	m	m	m	m	m	m	m	<b>75</b>	m	

Note: Up to 2004, graduation rates at upper secondary level were calculated on a gross basis. From 2005 and for countries with available data, graduation rates are calculated as net graduation rates (i.e. as the sum of age-specific graduation rates).

Refer to Annex 1 for information on the method used to calculate graduation rates (gross rates versus net rates) and the corresponding typical ages.


1. For countries that do not have data for the year 1995, the 2000-2009 average annual growth rate is indicated in italics.

2. Break in the series between 2008 and 2009 due, in Germany, to a partial reallocation of vocational programmes into ISCED 2 and ISCED 5B, and in New Zealand, to the inclusion of ISCED 3C short programmes.

3. Year of reference 1997 instead of 1995.

Source: OECD. China: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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Table A2.3. **Post-secondary non-tertiary graduation rates (2009)**

Sum of graduation rates for single year of age, by programme destination and gender

	Total (first-time graduates)			ISCED 4A <sup>1</sup>			ISCED 4B <sup>1</sup>			ISCED 4C		
	M + W	Men	Women	M + W	Men	Women	M + W	Men	Women	M + W	Men	Women
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
<b>OECD</b>												
Australia <sup>1</sup>	18.6	15.7	21.6	a	a	a	a	a	a	20.2	17.0	23.5
Austria	m	m	m	19.4	16.3	22.7	2.7	0.9	4.5	3.1	1.9	4.3
Belgium	m	m	m	7.3	7.4	7.1	3.2	2.8	3.6	11.7	9.9	13.5
Canada	m	m	m	m	m	m	m	m	m	m	m	m
Chile	a	a	a	a	a	a	a	a	a	a	a	a
Czech Republic	26.2	25.4	27.0	25.9	25.0	26.9	a	a	a	0.2	0.3	0.1
Denmark	1.0	1.5	0.6	1.1	1.5	0.6	a	a	a	a	a	a
Estonia	m	m	m	a	a	a	15.7	10.7	20.8	a	a	a
Finland	3.7	3.8	3.5	a	a	a	a	a	a	7.5	6.8	8.2
France	m	m	m	0.6	0.5	0.8	a	a	a	0.7	0.4	1.1
Germany	17.6	19.2	16.0	15.1	16.4	13.9	2.5	2.8	2.1	a	a	a
Greece	m	m	m	a	a	a	a	a	a	m	m	m
Hungary	17.6	17.8	17.4	a	a	a	a	a	a	20.0	19.7	20.3
Iceland	9.3	10.9	7.7	n	n	n	n	n	n	10.0	11.9	8.0
Ireland	10.4	17.0	4.1	a	a	a	a	a	a	10.4	17.0	4.1
Israel	m	m	m	m	m	m	m	m	m	a	a	a
Italy	4.0	3.1	5.0	a	a	a	a	a	a	4.0	3.1	5.0
Japan	m	m	m	m	m	m	m	m	m	m	m	m
Korea	a	a	a	a	a	a	a	a	a	a	a	a
Luxembourg	2.1	3.2	1.0	a	a	a	a	a	a	2.1	3.2	1.0
Mexico	a	a	a	a	a	a	a	a	a	a	a	a
Netherlands	m	m	m	a	a	a	a	a	a	1.0	1.4	0.6
New Zealand	27.1	21.7	32.2	6.6	5.1	8.1	6.4	5.1	7.7	20.1	17.8	22.2
Norway	7.3	8.6	5.9	1.1	1.7	0.5	a	a	a	6.6	7.4	5.7
Poland	12.0	9.6	14.5	a	a	a	a	a	a	12.0	9.6	14.5
Portugal	1.9	2.5	1.3	x(1)	x(2)	x(3)	x(1)	x(2)	x(3)	x(1)	x(2)	x(3)
Slovak Republic	3.2	4.0	2.3	3.2	4.0	2.3	a	a	a	a	a	a
Slovenia	3.1	2.6	3.6	1.0	0.8	1.2	2.1	1.8	2.3	a	a	a
Spain	a	a	a	a	a	a	a	a	a	a	a	a
Sweden	3.1	2.3	4.0	n	n	n	n	n	n	3.2	2.3	4.0
Switzerland	m	m	m	6.0	6.3	5.6	5.9	4.8	7.1	a	a	a
Turkey	a	a	a	a	a	a	a	a	a	a	a	a
United Kingdom	n	n	n	n	n	n	n	n	n	n	n	n
United States	m	m	m	m	m	m	m	m	m	m	m	m
OECD average	7.3	7.3	7.3	3.0	2.9	3.1	1.3	1.0	1.7	4.6	4.5	4.7
EU21 average	7.1	7.5	6.7	3.7	3.6	3.8	1.3	0.9	1.7	3.8	3.8	3.8
<b>Other G20</b>												
Argentina	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	a	a	a	a	a	a	a	a	a	a	a	a
China	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
Russian Federation	m	m	m	a	a	a	a	a	a	5.3	5.8	4.7
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m

Note: Refer to Annex 1 for information on the method used to calculate graduation rates (gross rates versus net rates) and the corresponding typical ages.

Mismatches between the coverage of the population data and the graduate data mean that the graduation rates for those countries that are net exporters of students may be underestimated (for instance Luxembourg) and those that are net importers may be overestimated.

1. ISCED 4A (designed to prepare for direct entry to tertiary-type A education).

ISCED 4B (designed to prepare for direct entry to tertiary-type B education).

2. Year of reference 2008.

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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


StatLink  <http://dx.doi.org/10.1787/888932462415>

Table A2.4. [1/2] **Successful completion of upper secondary programmes, by gender and programme orientation**

Ratio of graduates to new entrants based on cohorts

OECD					Completion of upper secondary programmes										
	Method	Year used for new entrants	Programme duration (G: general, V: vocational)	N = theoretical duration	All programmes			General programmes <sup>1</sup>				Vocational programmes <sup>2</sup>			
					Total	Boys	Girls	Total	Boys	Girls	Proportion of vocational programme graduates <sup>3</sup>	Total	Boys	Girls	Proportion of general programme graduates <sup>4</sup>
Belgium (Fl.)	True cohort	2003-2004	4 years G&V	within N	70	63	77	81	75	87	12	59	54	66	n
				2 years after N	85	82	89	95	93	97	18	77	74	80	n
Canada	Proxy cohort data	2005-2006	3 years G&V	within N	70	66	74	m	m	m	m	m	m	m	m
				2 years after N	m	m	m	m	m	m	m	m	m	m	m
Denmark	True cohort	2001-2002	2-3 years G & 2-4 years V	within N	61	56	65	80	78	83	n	35	34	36	3
				2 years after N	74	72	77	89	88	90	3	56	57	54	9
Estonia	True cohort	2004	3 years G&V	within N	75	70	79	84	82	86	n	44	46	38	1
				2 years after N	86	82	89	91	90	93	3	68	67	69	3
Finland	True cohort	2002	3 years G&V	within N	69	67	72	80	78	81	n	62	60	63	1
				2 years after N	80	77	82	91	90	92	3	71	70	73	1
France <sup>5</sup>	Longitudinal sample survey	1999-2001	3 years G & 2 years V	within N	m	m	m	m	m	m	m	m	m	m	m
				2 years after N	83	80	86	91	90	92	m	71	69	74	m
Hungary	Proxy cohort data	2005-2006	4 years	within N	68	64	72	76	73	79	m	39	39	39	m
				2 years after N	m	m	m	m	m	m	m	m	m	m	m
Iceland	True cohort	2002	4 years G&V	within N	45	38	51	43	36	49	7	49	42	60	40
				2 years after N	58	51	64	58	51	63	15	58	51	70	43
Ireland	True cohort	2004	2-3 years G&V	within N	87	84	90	m	m	m	m	m	m	m	m
				2 years after N	m	m	m	m	m	m	m	m	m	m	m
Israel	True cohort	2005	3 years G&V	within N	85	77	92	86	78	94	8	82	76	89	19
				2 years after N	m	m	m	m	m	m	m	m	m	m	m
Luxembourg	True cohort	2000-2001	4 years G & 2-5 years V	within N	41	36	45	66	63	69	2	29	26	33	n
				2 years after N	71	66	75	91	89	93	7	62	58	66	n
Mexico	Proxy cohort data	2007	3 years	within N	52	48	55	m	m	m	m	m	m	m	m
				2 years after N	m	m	m	m	m	m	m	m	m	m	m
New Zealand	True cohort	2004	3 years G	within N	59	53	64	59	53	64	m	m	m	m	m
				2 years after N	64	59	69	64	59	69	m	m	m	m	m
Norway	True cohort	2002	3 years G & 4 years V	within N	57	48	67	74	69	78	n	42	31	54	51
				2 years after N	71	66	77	83	79	87	1	61	57	65	37
Poland	True cohort	2005-2006	3 years G & 2-4 years V	within N	80	75	85	88	85	90	m	70	67	74	m
				2 years after N	m	m	m	m	m	m	m	m	m	m	m
Slovak Republic	Proxy cohort data	2006	4 years G & 3 years V	within N	79	78	81	m	m	m	m	m	m	m	m
				2 years after N	m	m	m	m	m	m	m	m	m	m	m
Slovenia	Proxy cohort data	2006	2 years G&V	within N	75	70	80	82	80	83	m	69	63	77	m
				2 years after N	m	m	m	m	m	m	m	m	m	m	m
Spain	True cohort	2001-2002	2 years G&V	within N	60	56	64	61	57	64	m	58	54	63	m
				2 years after N	81	77	83	84	81	86	m	68	67	70	m
Sweden	True cohort	2005	3 years G&V	within N	77	75	79	79	77	81	1	74	72	75	3
				2 years after N	83	82	85	87	85	88	4	80	78	81	4
United States	Longitudinal sample survey	2002	3 years G&V	within N	85	83	88	m	m	m	m	m	m	m	m
				2 years after N	88	86	90	m	m	m	m	m	m	m	m
Countries' average <sup>6</sup>				within N	68	63	73	76	72	79	m	55	51	59	m
				2 years after N	81	78	85	89	86	91	m	71	69	75	m

Note: Data presented in this table come from a special survey in which 20 countries participated. Refer to Annex 3 for details concerning this indicator, including methods used, programmes included/excluded, year of entry, etc.

- ISCED 3 general programmes entrants who graduated from either a general or vocational programme.
- ISCED 3 vocational programmes entrants who graduated from either a general or vocational programme.
- ISCED 3 general programmes entrants who graduated from a vocational programme.
- ISCED 3 vocational programme entrants who graduated from a general programme.
- N + 3 instead of N + 2.
- Countries average for N + 2 corresponds to the countries average for N + the difference (in percentage points) of the average for countries with N and N + 2 data.

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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


StatLink  <http://dx.doi.org/10.1787/888932466690>

Table A2.4. [2/2] **Successful completion of upper secondary programmes, by gender and programme orientation**
*Ratio of graduates to new entrants based on cohorts*

OECD	Country	Method	Year used for new entrants	Programme duration (G: general, V: vocational)	N = theoretical duration	Proportion of students who did not graduate and who are still in education						Net entry rates at upper secondary level for students under 20 years old (2009)
						General programmes			Vocational programmes			
						Total	Boys	Girls	Total	Boys	Girls	
	Belgium (Fl.)	True cohort	2003-2004	4 years G&V	within N 2 years after N	<b>90</b> <b>13</b>	91 15	89 9	<b>72</b> <b>7</b>	73 8	69 6	92
	Canada	Proxy cohort data	2005-2006	3 years G&V	within N 2 years after N	<b>m</b> <b>m</b>	m m	m m	<b>m</b> <b>m</b>	m m	m m	m
	Denmark	True cohort	2001-2002	2-3 years G & 2-4 years V	within N 2 years after N	<b>73</b> <b>37</b>	75 40	70 34	<b>65</b> <b>34</b>	64 31	65 38	95
	Estonia	True cohort	2004	3 years G&V	within N 2 years after N	<b>54</b> <b>24</b>	51 20	57 27	<b>56</b> <b>15</b>	51 13	65 21	100
	Finland	True cohort	2002	3 years G&V	within N 2 years after N	<b>79</b> <b>41</b>	78 36	81 45	<b>47</b> <b>23</b>	47 20	48 26	m
	France <sup>5</sup>	Longitudinal sample survey	1999-2001	3 years G & 2 years V	within N 2 years after N	<b>m</b> <b>m</b>	m m	m m	<b>m</b> <b>m</b>	m m	m m	m
	Hungary	Proxy cohort data	2005-2006	4 years	within N 2 years after N	<b>m</b> <b>m</b>	m m	m m	<b>m</b> <b>m</b>	m m	m m	96
	Iceland	True cohort	2002	4 years G&V	within N 2 years after N	<b>51</b> <b>32</b>	47 30	54 35	<b>39</b> <b>25</b>	35 23	47 29	99
	Ireland	True cohort	2004	2-3 years G&V	within N 2 years after N	<b>m</b> <b>m</b>	m m	m m	<b>m</b> <b>m</b>	m m	m m	100
	Israel	True cohort	2005	3 years G&V	within N 2 years after N	<b>26</b> <b>m</b>	26 m	25 m	<b>10</b> <b>m</b>	8 m	15 m	89
	Luxembourg	True cohort	2000-2001	4 years G & 2-5 years V	within N 2 years after N	<b>84</b> <b>33</b>	83 35	85 31	<b>67</b> <b>24</b>	65 23	69 26	88
	Mexico	Proxy cohort data	2007	3 years	within N 2 years after N	<b>m</b> <b>m</b>	m m	m m	<b>m</b> <b>m</b>	m m	m m	74
	New Zealand	True cohort	2004	3 years G	within N 2 years after N	<b>34</b> <b>24</b>	34 25	35 24	<b>m</b> <b>m</b>	m m	m m	99
	Norway	True cohort	2002	3 years G & 4 years V	within N 2 years after N	<b>38</b> <b>13</b>	37 14	39 12	<b>38</b> <b>12</b>	41 12	31 12	m
	Poland	True cohort	2005-2006	3 years G & 2-4 years V	within N 2 years after N	<b>m</b> <b>m</b>	m m	m m	<b>m</b> <b>m</b>	m m	m m	91
	Slovak Republic	Proxy cohort data	2006	4 years G & 3 years V	within N 2 years after N	<b>m</b> <b>m</b>	m m	m m	<b>m</b> <b>m</b>	m m	m m	94
	Slovenia	Proxy cohort data	2006	2 years G&V	within N 2 years after N	<b>m</b> <b>m</b>	m m	m m	<b>m</b> <b>m</b>	m m	m m	100
	Spain	True cohort	2001-2002	2 years G&V	within N 2 years after N	<b>m</b> <b>m</b>	m m	m m	<b>m</b> <b>m</b>	m m	m m	m
	Sweden	True cohort	2005	3 years G&V	within N 2 years after N	<b>55</b> <b>1</b>	55 1	56 2	<b>56</b> <b>2</b>	50 1	37 2	98
	United States	Longitudinal sample survey	2002	3 years G&V	within N 2 years after N	<b>m</b> <b>m</b>	m m	m m	<b>m</b> <b>m</b>	m m	m m	99
	Countries' average <sup>6</sup>				within N 2 years after N	<b>61</b> <b>m</b>	60 m	62 m	<b>50</b> <b>m</b>	48 m	49 m	m


Note: Data presented in this table come from a special survey in which 20 countries participated. Refer to Annex 3 for details concerning this indicator, including methods used, programmes included/excluded, year of entry, etc.

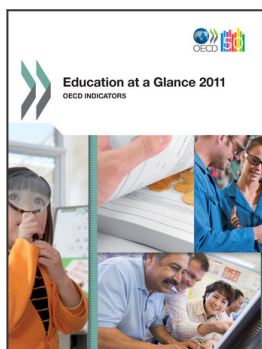
1. ISCED 3 general programmes entrants who graduated from either a general or vocational programme.
2. ISCED 3 vocational programmes entrants who graduated from either a general or vocational programme.
3. ISCED 3 general programmes entrants who graduated from a vocational programme.
4. ISCED 3 vocational programme entrants who graduated from a general programme.
5. N + 3 instead of N + 2.

6. Countries average for N + 2 corresponds to the countries average for N + the difference (in percentage points) of the average for countries with N and N + 2 data.

Source: OECD. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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

StatLink  <http://dx.doi.org/10.1787/888932466690>



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