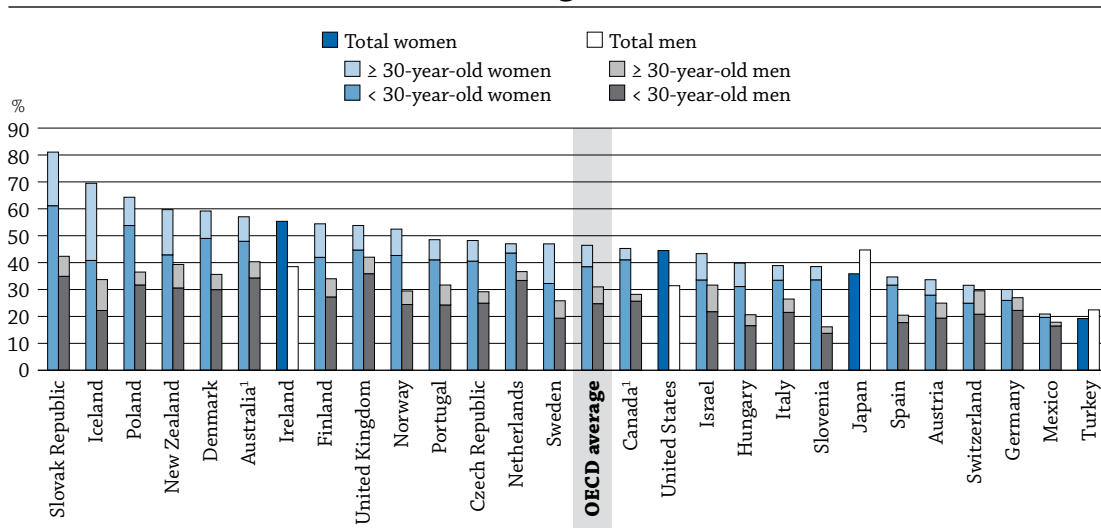


## HOW MANY STUDENTS FINISH TERTIARY EDUCATION?

- Based on current patterns of graduation, it is estimated that an average of 46% of today's women and 31% of today's men in OECD countries will complete tertiary-type A education (largely theory-based) over their lifetimes. Only 39% of women and 25% of men will do so before the age of 30.
- In some countries, it is common for students older than 30 to graduate from tertiary-type A programmes. More than 30% of women in Iceland and Sweden who graduate from these programmes, and more than 30% of men in Iceland and Israel who do so, are over 30.

**Chart A3.1. Tertiary-type A graduation rates in 2009, by gender (first-time graduates)**



1. Year of reference 2008.

Countries are ranked in descending order of women's graduation rates from tertiary-type A education in 2009.

Source: OECD. Table A3.1. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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### Context

Tertiary graduation rates indicate a country's capacity to produce workers with advanced, specialised knowledge and skills. In OECD countries, there are strong incentives to obtain a tertiary qualification, including higher salaries and better employment prospects. Tertiary education varies widely in structure and scope among countries, and graduation rates are influenced by both the degree of access to these programmes and the demand for higher skills in the labour market. Expanding tertiary education while maintaining quality is likely to create pressures for current levels of tertiary spending to be maintained or increased.

### ■ Other findings

- **More than one-third of today's young adults will complete tertiary-type A education.** The proportion ranges from around 20% in Mexico and Turkey to 50% or more in Iceland, New Zealand, Poland and the Slovak Republic.
- Disparities in graduation rates are even greater between women and men. The **gender gap in favour of women is especially wide** in Iceland, Poland and the Slovak Republic (more than 25 percentage points), while in Germany, Mexico and Switzerland, there is practically no gender gap. In contrast, in Japan and Turkey, more men than women graduate from tertiary-type A education.
- **An average of 10% of today's young adults in OECD countries will complete tertiary-type B education** (shorter, vocationally-oriented programmes). Only in Canada, Ireland, Japan, New Zealand and Slovenia do more than 20% of students graduate from these types of programmes.
- **International students make a significant contribution to tertiary graduation rates** in a number of countries. For countries with a high proportion of international students, such as Australia, New Zealand and the United Kingdom, graduation rates are artificially inflated. All international graduates are, by definition, first-time graduates, regardless of their previous education in other countries.

### ■ Trends

On average among OECD countries with available data, tertiary-type A graduation rates have risen by 19 percentage points over the past 14 years while rates for tertiary-type B programmes have been stable. While doctorates represent a minor proportion of tertiary programmes, the number of doctoral graduates has been growing at an annual rate of 5% since 2000.

## ANALYSIS

### Graduation rates for tertiary-type A education

In 2009, graduation rates for tertiary-type A programmes averaged 39% among the 27 OECD countries with comparable data. These programmes are largely theory-based and are designed to provide qualifications for entry into advanced research programmes and professions with high requirements in knowledge and skills. The institutional framework may be universities or other institutions, and the duration of the programmes ranges from three years (e.g. the honours bachelor's degree in many colleges in Ireland and the United Kingdom, and the *licence* in France) to five or more years (e.g. the *Diplom* in Germany).

Many countries make a clear distinction between first and second university degrees (i.e. undergraduate and graduate programmes); however, in some systems, degrees that are internationally comparable to a master's degree are obtained through a single programme of long duration. In order to make accurate comparisons, data presented in this indicator refer to first-time graduates unless otherwise indicated. The Bologna process aims to harmonise programme duration among European countries (see section on the Bologna process below).

Because of increasing harmonisation among the systems of higher education in European countries, some countries have seen rapid rises in their graduation rates. Graduation rates rose sharply in the Czech Republic between 2004 and 2007 and in Finland and the Slovak Republic between 2007 and 2008 for this reason.

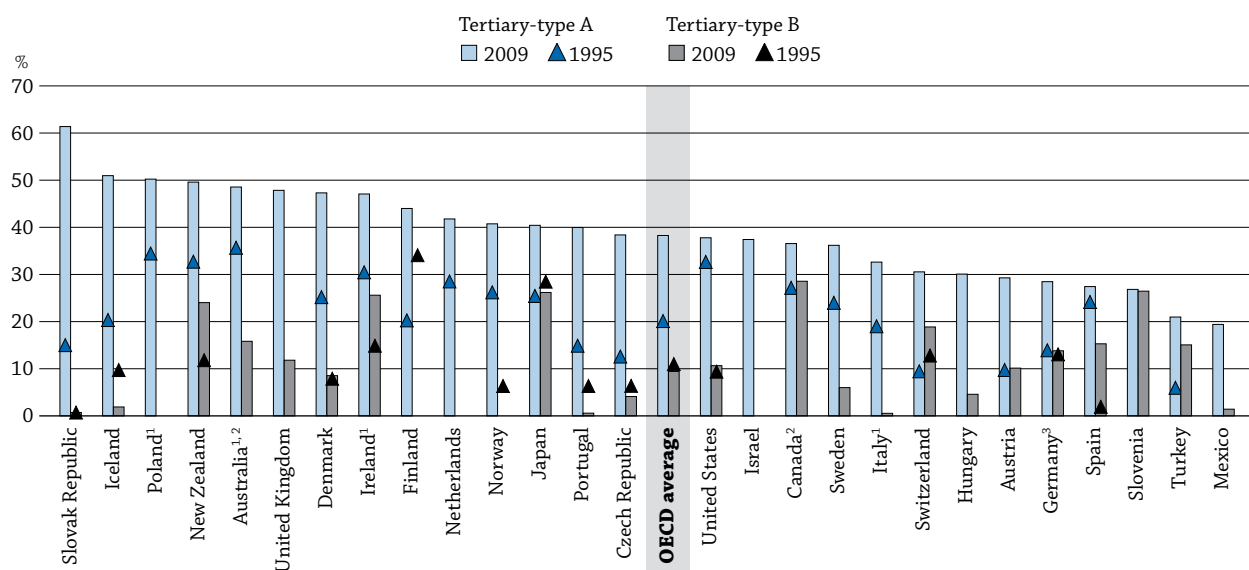
In some countries, a large proportion of graduates are older students. Among the 23 countries with available data on students' age, students outside the typical age of graduation represent one-quarter of all graduates in Iceland, Israel, New Zealand, Sweden and Switzerland (Table A3.1). Age differences among graduates may be linked to structural or economic factors, such as the length of tertiary education programmes, the obligation to do military service or the existence of policies to encourage those who have already gained experience in the workplace to enroll in tertiary education.

The proportion of men and women who graduated from tertiary education varies according to country and to age. In Iceland, 41% of women graduates completed tertiary-type A education after the age of 30, compared to 34% of men who did so. In Israel and Switzerland, the reverse is true: 31% and 29% of men, respectively, compared to 23% and 21% of women, respectively, graduated outside the typical age of graduation (Chart A3.1). The fact that these men and women are entering the labour force later has economic repercussions that policy makers should consider, such as higher expenditure per student and foregone tax revenues as a result of shorter working lives.

In 2009, graduation rates for tertiary-type A first-degree programmes (often called a bachelor's degree) averaged 38% among OECD countries. This proportion exceeds 50% in Australia, Iceland, New Zealand, Poland, the Russian Federation and the Slovak Republic. In contrast, fewer than 20% of people in Argentina, Belgium, Indonesia and Mexico graduate from this type of programme. Argentina, Belgium and Slovenia are the only countries in which more people earned their first degree from tertiary-type B programmes than from tertiary-type A programmes (Table A3.3).

An average of 13% of people in OECD countries are expected to receive a second tertiary-type A degree, often called a master's degree, while more than 20% of people in Belgium, Ireland, Poland, the Slovak Republic and the United Kingdom will do so (Table A3.3). With the implementation of the Bologna process, programmes at this level of education have developed considerably.

In every country for which comparable data are available, tertiary-type A graduation rates increased between 1995 and 2009. The increase was particularly steep between 1995 and 2000, then leveled off. During the past three years, graduation rates remained relatively stable at around 38%. The most significant increases since 1995 were reported in Austria, the Czech Republic, the Slovak Republic, Switzerland and Turkey, where the annual growth rate is over 8% (Chart A3.2).

**Chart A3.2. First-time graduation rates for tertiary-type A and B programmes (1995 and 2009)**

1. Year of reference 2000 instead of 1995.

2. Year of reference 2008 instead of 2009.

3. Break in the series between 2008 and 2009 due to a partial reallocation of vocational programmes into ISCED 2 and ISCED 5B.

Countries are ranked in descending order of first-time graduation rates for tertiary-type A education in 2009.

Source: OECD, Table A3.2. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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### Graduation rates for tertiary-type B education

In 2009, graduation rates for tertiary-type B programmes averaged 10% among the 26 OECD countries with comparable data. These programmes are classified at the same level of competence as those more theory-based programmes, but they are often of shorter duration (usually two to three years) and are generally not intended to lead to university-level degrees, but rather to lead directly to the labour market. Some 12% of women received this type of degree, compared to 9% of men. Among the countries with a large number of first-time graduates from these programmes (namely Canada, Ireland, Japan, New Zealand and Slovenia), New Zealand and Slovenia had the largest proportion of graduates over 30 years old (Table A3.1).

Trends in this type of tertiary education vary, even though the OECD average has been stable between 1995 and 2009. For example, in Spain, the sharp rise in graduate rates from this type of education during this period can be attributed to the development of new advanced-level vocational training programmes. But since these programmes are being phased out in Finland, the rates of graduation from these types of programmes have fallen sharply in favour of more academically oriented tertiary education (Chart A3.2).

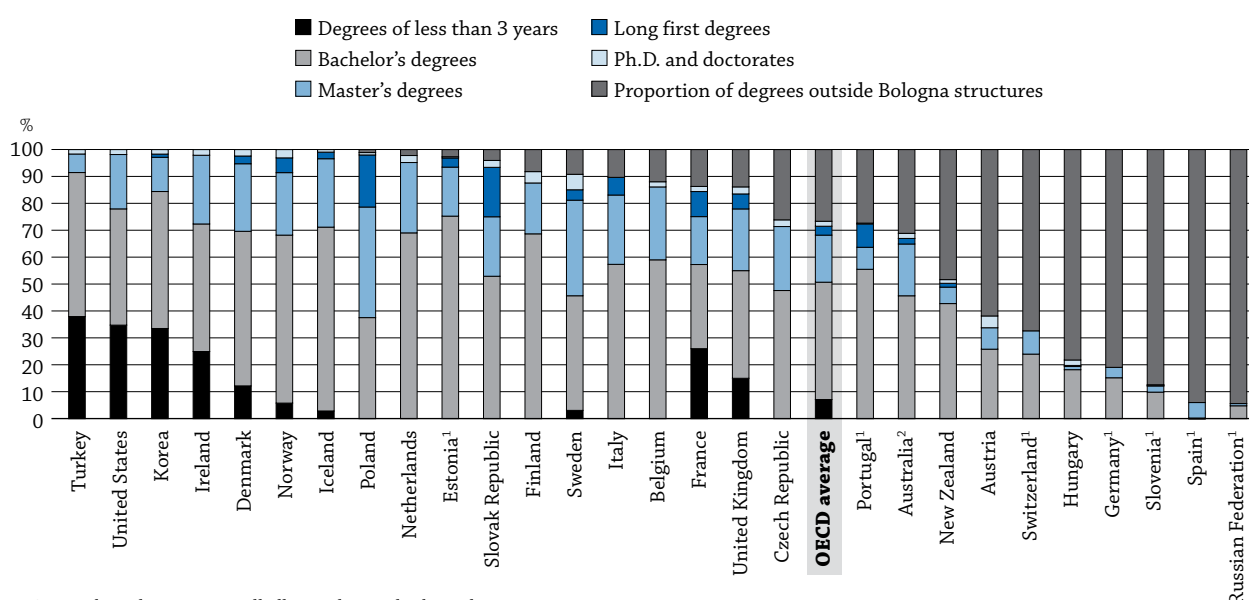
### Graduation rates for advanced research degrees

Doctoral graduates are those with the highest educational level and thus, as researchers, can help diffuse knowledge in the society. In 2009, graduation rates for advanced research degrees, such as a Ph.D., averaged 1.5% among OECD countries, compared to 1.0% in 2000. This half percentage-point increase in the past nine years represents an annual growth rate of 5%. More than 2.5% of people in Finland, Germany, Portugal, Sweden and Switzerland graduated at this level of education. Some countries promote doctoral education, particularly to international students. In Germany, Sweden and Switzerland, graduation rates at the doctoral level are high compared to the OECD average, while graduation rates for first and second degrees of tertiary-type A programmes are below the OECD average. This is partly due to the high proportion of international students at this level of education in these countries (see the section below on international students' contribution to graduate output) (Table A3.3 and Table A3.5, available on line).

### Structure of tertiary education: Main programme blocks

The Bologna process had its origins in the Sorbonne Joint Declaration on Harmonisation of the Architecture of the European Higher Education System, signed in 1998 by France, Germany, Italy and the United Kingdom. Its purpose was to provide a common framework for tertiary education in Europe at the bachelor, master and doctorate levels. Under the new system, the average duration of the bachelor's degree, the master's degree and doctorate have been harmonised in order to improve the comparability of data on European countries and non-European OECD countries, facilitate student mobility among countries, and recognise equivalence between similar programmes.

**Chart A3.3. Structure of tertiary education: Main programme blocks (2009)**



1. Some Ph.D. degrees are still allocated outside the Bologna structure.

2. Year of reference 2008.

Countries are ranked in descending order of the proportion of degrees following the Bologna structures.

Source: OECD, Table A3.4. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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Table A3.4 presents the main programme blocks in tertiary education and the distribution of graduates from the corresponding blocks. The blocks are organised as follows:

- Programmes that last less than three years but are still considered to be part of tertiary education. In 2009, an average of 7% of all graduates graduated from these programmes; between 12% and 26% of all graduates graduated from these programmes in Denmark, France, Ireland and the United Kingdom; while in Korea, Turkey and the United States, at least 34% of all graduates graduated from these programmes.
- Bachelor's programmes or equivalents, which last three to four years. This is the most common programme block across countries. In 2009, an average of 44% of all graduates graduated from this type of programme. In Estonia, Finland, Iceland, the Netherlands and Norway, more than 60% of all graduates graduated from this type of programme.
- Master's programmes or equivalents, which typically last between one and four years, and usually prepare students for a second degree/qualification following a bachelor's programme. The cumulative duration of studies at the tertiary level is thus four to eight years or even longer. In 2009, an average of 18% of all graduates graduated from this type of programme; in Belgium, Denmark, Iceland, Ireland, Italy, the Netherlands, Poland and Sweden, at least 25% of all graduates did.

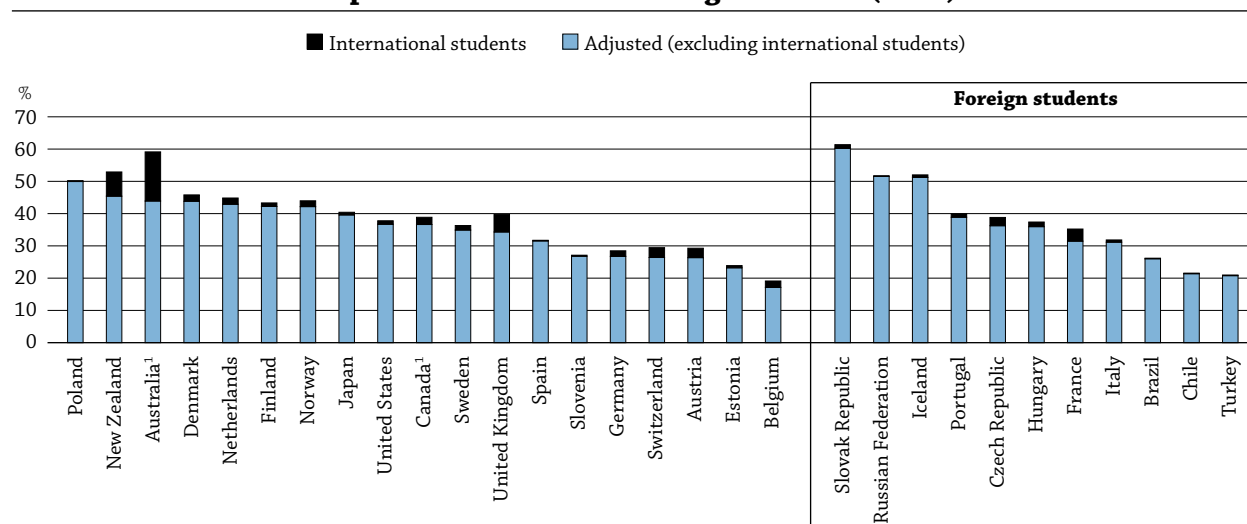
- Long programmes and degrees with a single structure and a minimum duration of five years. These are, for the most part, equivalent to master's degrees, but in a few cases, the qualification obtained is equivalent to that of a bachelor's programme. These programmes usually concentrate on medical studies, architecture, engineering and theology. In 2009, an average of only 3% of all graduates graduated from such programmes; but in France and Portugal, 9% did, while in Poland and the Slovak Republic, more than 18% of all graduates did. However, a share of graduates at this level is not counted in this category if the programmes still fall outside the Bologna categories.
- Programmes and degrees at the doctorate/Ph.D. level, which normally corresponds to ISCED 6, usually three to four years' duration, depending on the programme and the country. In 2009, an average of 2% of all graduates graduated from these types of programmes.

One of the beneficial effects of the Bologna process, which aims to harmonise tertiary education programmes throughout Europe, will be better comparability of data. In the short term, the process leads to a structural increase in graduation rates in European countries (see trend data and the discussion of Table A3.2). However, in some countries, certain programmes have not yet shifted to different blocks because of difficulties in deciding which programmes belong in which blocks. In 2009, these programmes represented an average of 27% of all graduates and more than 60% in Austria, Germany, Hungary, Slovenia, Spain and Switzerland. These countries must decide on the appropriate blocks for these programmes if they are to be fully integrated into the Bologna structure, which was scheduled to be operational by 2010.

### International students' contribution to graduate output

The term "international students" refers to students who have crossed borders expressly with the intention to study. International students have a marked impact on estimated graduation rates. For example, when international students are excluded, first time tertiary-type A graduation rates for Australia, New Zealand and the United Kingdom drop by 15, 9 and 12 percentage points, respectively. This effect is also evident in second-degree programmes, such as master's degrees, in Australia and the United Kingdom, where graduation rates drop by 11 and 7 percentage points, respectively, when international graduates are excluded (Table A3.3).

**Chart A3.4. Graduation rate at tertiary-type A level (first-degree): Impact of international/foreign students (2009)**



**Note:** Foreign graduation rates at tertiary-type A first degree level are not comparable with data on international graduation rates and are therefore presented separately.

1. Year of reference 2008.

Countries are ranked in descending order of adjusted graduation rates in tertiary-type A first-degree programmes in 2009.

**Source:** OECD, Table A3.3. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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The contribution of international students to graduation rates is also significant at the first stage of tertiary-type A education – although to a lesser extent. In Australia, Austria, New Zealand, Switzerland and the United Kingdom, at least 10% of students graduating with a first degree in tertiary education are international students; while among countries for which data on student mobility are not available, foreign students represent 10% or more of those earning first degrees in Belgium and France (Chart A3.4).

International mobility of doctoral students highlights the attractiveness of advanced research programmes in the host countries. International students at this level of education in Switzerland and the United Kingdom represent more than 40% of graduates in those countries (Table A3.3).

### Definitions

A **first degree** at tertiary-type A level has a minimum cumulative theoretical duration of three years, full-time equivalent, e.g. the bachelor's degrees in many English-speaking countries, the *Diplom* in many German-speaking countries, and the *licence* in many French-speaking countries. **Second and higher theory-based programmes** (e.g. master's degree in English-speaking countries and *maîtrise* in French-speaking countries) would be classified in tertiary-type A separately from advanced research qualifications, which would have their own position in ISCED 6.

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 – or in the case of ISCED 5, from a type A or type B programme – 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 people from a specific age cohort who will complete tertiary education, based on current patterns of graduation.

**Tertiary graduates** are those who obtain a university degree, vocational qualifications, or advanced research degrees of doctorate standard.

### 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)).

Data on the impact of international students on tertiary graduation rates are based on a special survey conducted by the OECD in December 2010.

Data on trends in graduation rates at tertiary level for the years 1995 and 2000 through 2004 are based on a special survey carried out in January 2007.

To allow for comparisons that are independent of differences in national degree structures, university-level degrees are subdivided according to the total theoretical duration of study: the standard number of years, established by law or regulations, in which a student can complete the education programme. Degrees obtained from programmes of less than three years' duration are not considered equivalent to completing this level of education and are not included in this indicator. Second-degree programmes are classified according to the cumulative duration of the first- and second-degree programmes. Individuals who already hold a first degree are not included in the count of first-time graduates.


In Tables A3.1, A3.2 (from 2005 onwards) and A3.3, graduation rates are calculated as net graduation rates (i.e. as the sum of age-specific graduation rates). Gross graduation rates are presented 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 (see Annex 1). The number of graduates, regardless of their age, is divided by the population at the typical graduation age. In many countries, defining a typical age of graduation is difficult, however, because graduates are dispersed over a wide range of ages.

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

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

- **Table A3.5. Trends in net graduation rates at advanced research qualification level (1995-2009)**

StatLink  <http://dx.doi.org/10.1787/888932462510>



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

A3

Table A3.1. Graduation rates at tertiary level (2009)

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

	Rates for tertiary-type A programmes (first-time graduates)						Rates for tertiary-type B programmes (first-time graduates)					
	Total	Men	Women	Below the age of 30			Total	Men	Women	Below the age of 30		
				Total	Men	Women				Total	Men	Women
				(1)	(2)	(3)				(4)	(5)	(6)
<b>OECD</b>												
Australia <sup>1</sup>	48.5	40.4	57.1	41.0	34.3	48.0	15.8	11.9	19.8	9.5	7.0	12.2
Austria	29.3	25.0	33.7	23.6	19.4	27.9	10.1	10.6	9.6	6.8	7.2	6.4
Belgium	m	m	m	m	m	m	m	m	m	m	m	m
Canada <sup>1</sup>	36.6	28.2	45.3	33.3	25.7	41.1	28.6	23.2	34.1	21.9	18.3	25.6
Chile	m	m	m	m	m	m	m	m	m	m	m	m
Czech Republic	38.4	29.2	48.2	32.5	25.0	40.6	4.1	1.9	6.5	3.8	1.8	5.9
Denmark	47.3	35.6	59.2	39.4	30.0	49.0	8.5	8.5	8.6	7.0	6.8	7.2
Estonia	m	m	m	m	m	m	m	m	m	m	m	m
Finland	44.0	34.0	54.4	34.5	27.3	42.0	n	n	n	n	n	n
France	m	m	m	m	m	m	m	m	m	m	m	m
Germany	28.5	27.0	30.0	24.1	22.3	26.0	13.8	8.6	19.2	m	m	m
Greece	m	m	m	m	m	m	m	m	m	m	m	m
Hungary	30.1	20.6	39.8	23.7	16.6	31.1	4.6	2.4	6.8	4.1	2.3	6.0
Iceland	51.0	33.7	69.5	31.2	22.2	40.8	1.9	1.7	2.1	0.6	0.4	0.8
Ireland	47.1	38.5	55.4	m	m	m	25.6	26.7	24.6	m	m	m
Israel	37.4	31.7	43.4	27.6	21.8	33.6	m	m	m	m	m	m
Italy	32.6	26.5	38.9	27.6	21.5	33.5	0.5	0.5	0.6	m	m	m
Japan	40.4	44.7	35.9	m	m	m	26.2	19.1	33.6	m	m	m
Korea	m	m	m	m	m	m	m	m	m	m	m	m
Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m
Mexico	19.4	17.9	20.9	18.1	16.5	19.7	1.4	1.6	1.3	1.4	1.5	1.3
Netherlands	41.8	36.7	47.0	38.4	33.4	43.6	n	n	n	m	m	m
New Zealand	49.6	39.3	59.7	36.6	30.6	42.9	24.0	21.5	26.3	14.4	14.4	14.4
Norway	40.7	29.5	52.5	33.4	24.5	42.7	0.5	0.4	0.6	0.2	0.2	0.3
Poland	50.2	36.5	64.3	42.6	31.7	53.8	0.1	n	0.2	m	m	m
Portugal	40.0	31.7	48.5	32.5	24.3	41.1	0.6	0.3	0.9	0.5	0.2	0.8
Slovak Republic	61.4	42.4	81.1	47.8	34.9	61.2	0.7	0.5	0.9	0.6	0.5	0.7
Slovenia	26.8	16.1	38.5	23.2	13.7	33.6	26.5	21.5	31.9	16.0	12.0	20.5
Spain	27.4	20.5	34.7	24.5	17.7	31.7	15.3	13.7	16.9	13.8	12.5	15.2
Sweden	36.2	25.8	47.0	25.7	19.4	32.3	6.0	4.9	7.2	4.1	3.6	4.7
Switzerland	30.5	29.5	31.6	22.9	20.8	24.9	18.9	23.4	14.3	m	m	m
Turkey	20.9	22.5	19.2	m	m	m	15.1	16.0	14.1	12.6	13.3	11.8
United Kingdom	47.8	42.0	53.8	40.2	35.9	44.7	11.8	8.8	14.8	6.9	5.8	8.1
United States	37.8	31.4	44.5	m	m	m	10.7	7.7	13.8	m	m	m
OECD average	38.6	31.0	46.5	31.5	24.8	38.5	10.4	9.1	11.9	6.9	6.0	7.9
EU21 average	39.2	30.6	48.1	31.7	24.7	39.1	8.0	6.8	9.3	5.8	4.8	6.9
<b>Other G20</b>												
Argentina	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m	m	m	m	m
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	m	m	m	m	m	m	m	m	m
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

Notes: 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, and those that are net importers may be overestimated. The adjusted graduation rates in Table A3.3 seek to compensate for that.

1. 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/10.1787/888932462434>

Table A3.2. Trends in tertiary graduation rates (1995-2009)

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

	Tertiary-type A (first-time graduates)							Tertiary-type B (first-time graduates)						
	1995	2000	2005	2006	2007	2008	2009	1995	2000	2005	2006	2007	2008	2009
<b>OECD</b>														
Australia	m	36	50	50	49	49	<b>m</b>	m	m	m	m	18	16	<b>m</b>
Austria	10	15	20	21	22	25	<b>29</b>	m	m	8	7	7	8	<b>10</b>
Belgium	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	<b>m</b>
Canada	27	27	29	31	35	37	<b>m</b>	m	m	m	m	30	29	<b>m</b>
Chile	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	<b>m</b>
Czech Republic	13	14	23	29	35	36	<b>38</b>	6	5	6	6	5	5	<b>4</b>
Denmark	25	37	46	45	47	47	<b>47</b>	8	10	10	10	11	11	<b>9</b>
Estonia	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	<b>m</b>
Finland	20	41	47	48	48	63	<b>44</b>	34	7	n	n	n	n	<b>n</b>
France	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	<b>m</b>
Germany <sup>1</sup>	14	18	20	21	23	25	<b>28</b>	13	11	11	11	10	10	<b>14</b>
Greece	14	15	25	21	18	m	<b>m</b>	5	6	11	12	12	m	<b>m</b>
Hungary	m	m	32	30	29	30	<b>30</b>	m	m	4	4	4	4	<b>5</b>
Iceland	20	33	56	63	63	57	<b>51</b>	10	5	4	4	2	4	<b>2</b>
Ireland	m	30	38	39	45	46	<b>47</b>	m	15	24	27	24	26	<b>26</b>
Israel	m	m	35	36	37	36	<b>37</b>	m	m	m	m	m	m	<b>m</b>
Italy	m	19	41	39	35	33	<b>33</b>	m	n	n	1	m	1	<b>1</b>
Japan	25	29	37	39	39	39	<b>40</b>	28	29	27	28	28	27	<b>26</b>
Korea	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	<b>m</b>
Luxembourg	m	m	m	m	m	6	<b>m</b>	m	m	m	m	m	n	<b>m</b>
Mexico	m	m	m	m	m	18	<b>19</b>	m	m	m	1	1	1	<b>1</b>
Netherlands	29	35	42	43	43	41	<b>42</b>	m	m	n	n	n	n	<b>n</b>
New Zealand	33	50	51	52	48	48	<b>50</b>	12	17	21	24	20	21	<b>24</b>
Norway	26	37	41	43	43	41	<b>41</b>	6	6	2	1	1	1	<b>n</b>
Poland	m	34	47	47	49	50	<b>50</b>	m	m	n	n	n	n	<b>n</b>
Portugal	15	23	32	33	43	45	<b>40</b>	6	8	9	9	6	2	<b>1</b>
Slovak Republic	15	m	30	35	39	57	<b>61</b>	1	2	2	1	1	1	<b>1</b>
Slovenia	m	m	18	21	20	20	<b>27</b>	m	m	24	26	25	26	<b>26</b>
Spain <sup>2</sup>	24	29	30	30	30	27	<b>27</b>	2	8	14	15	14	14	<b>15</b>
Sweden	24	28	38	41	40	40	<b>36</b>	m	4	5	5	5	6	<b>6</b>
Switzerland	9	12	27	30	31	32	<b>31</b>	13	14	8	10	18	19	<b>19</b>
Turkey	6	9	11	15	m	20	<b>21</b>	m	m	m	11	12	13	<b>15</b>
United Kingdom	m	42	47	47	46	48	<b>48</b>	m	7	11	10	10	12	<b>12</b>
United States	33	34	34	36	37	37	<b>38</b>	9	8	10	10	10	10	<b>11</b>
OECD average	20	28	35	36	38	38	<b>38</b>	11	9	9	9	11	10	<b>9</b>
OECD average for countries with 1995 and 2009 data	20						<b>39</b>	11						<b>12</b>
EU21 average	18	27	34	35	36	38	<b>39</b>	9	7	8	8	8	7	<b>8</b>
<b>Other G20</b>														
Argentina	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	<b>m</b>
Brazil	m	10	m	m	m	m	<b>m</b>	m	m	m	m	m	m	<b>m</b>
China	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	<b>m</b>
India	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	<b>m</b>
Indonesia	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	<b>m</b>
Russian Federation	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	<b>m</b>
Saudi Arabia	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	<b>m</b>
South Africa	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	<b>m</b>

Note: Years 2001, 2002, 2003, 2004 are available for consultation on line (see Statlink below).


Up to 2004, graduation rates at the tertiary-type A or B levels 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). Please 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. Break in the series between 2008 and 2009 due to a partial reallocation of vocational programmes into ISCED 2 and ISCED 5B.

2. Break in time series following methodological change in 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.

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

A3

 Table A3.3. **Graduation rate at different tertiary levels, impact of international/foreign students (2009)**
*Sum of graduation rates for single year of age, by programme destination*

	Tertiary-type B programmes (first-time)		Tertiary-type B programmes (first degree)		Tertiary-type A programmes (first-time)		Tertiary-type A programmes (first degree)		Tertiary-type A programmes (second degree)		Advanced research programmes	
	Graduation rate (all students)	Adjusted graduation rate (without international/foreign students)	Graduation rate (all students)	Adjusted graduation rate (without international/foreign students)	Graduation rate (all students)	Adjusted graduation rate (without international/foreign students)	Graduation rate (all students)	Adjusted graduation rate (without international/foreign students)	Graduation rate (all students)	Adjusted graduation rate (without international/foreign students)	Graduation rate (all students)	Adjusted graduation rate (without international/foreign students)
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
<b>OECD</b>												
Australia <sup>1</sup>	15.8	m	19.8	14.9	48.5	33.9	59.1	43.9	19.1	7.7	1.9	1.4
Austria	10.1	m	10.1	9.9	29.3	26.4	29.3	26.4	5.9	5.3	2.0	1.6
Belgium <sup>2</sup>	m	m	29.3	27.4	m	m	19.1	17.1	23.7	20.4	1.3	1.0
Canada <sup>1</sup>	28.6	28.3	33.0	32.8	36.6	34.3	38.9	36.6	9.0	7.7	1.2	1.0
Chile <sup>2</sup>	m	m	18.8	18.6	m	m	21.6	21.4	6.6	6.2	0.2	n
Czech Republic <sup>2</sup>	4.1	m	4.1	4.1	38.4	m	38.8	36.2	19.2	m	1.4	m
Denmark	8.5	7.8	9.2	8.4	47.3	44.0	45.8	43.8	18.8	17.4	1.6	1.5
Estonia	m	m	20.5	20.5	m	m	23.9	23.2	11.3	11.0	0.8	0.8
Finland	n	m	n	m	44.0	m	43.3	42.2	18.0	16.9	2.5	2.3
France <sup>2</sup>	m	m	25.6	24.7	m	m	35.2	31.5	14.1	10.8	1.5	1.0
Germany	13.8	m	13.8	11.4	28.5	26.7	28.5	26.7	2.5	1.8	2.5	2.2
Greece	m	m	m	m	m	m	m	m	m	m	m	m
Hungary <sup>2</sup>	4.6	m	5.1	5.1	30.1	m	37.4	36.0	5.1	m	0.9	m
Iceland	1.9	1.9	2.2	2.1	51.0	48.9	52.0	51.2	18.8	17.3	0.7	0.5
Ireland	25.6	m	25.6	m	47.1	m	47.1	m	22.3	m	1.4	m
Israel	m	m	m	m	37.4	m	37.1	m	14.3	m	1.3	m
Italy	0.5	m	0.5	n	32.6	31.9	31.8	31.1	m	m	m	m
Japan	26.2	25.2	26.2	25.2	40.4	39.6	40.4	39.6	5.7	5.2	1.1	0.9
Korea	m	m	29.7	m	m	m	44.5	m	9.4	m	1.2	m
Luxembourg	m	m	m	m	m	m	m	m	a	m	m	m
Mexico	1.4	m	1.4	m	19.4	m	19.4	m	3.1	m	0.2	m
Netherlands	n	m	n	m	41.8	39.9	44.8	42.9	16.4	16.1	1.6	m
New Zealand	24.0	18.7	31.2	25.4	49.6	40.3	52.9	45.4	16.5	13.4	1.4	1.0
Norway	0.5	0.5	0.6	0.6	40.7	39.0	44.0	42.2	11.2	9.3	1.6	1.2
Poland	0.1	m	1.0	m	50.2	m	50.2	49.9	34.5	34.4	0.8	m
Portugal	0.6	0.6	0.6	0.6	40.0	38.9	40.0	38.9	10.6	10.2	2.7	2.4
Slovak Republic <sup>2</sup>	0.7	m	0.7	m	61.4	60.2	61.4	60.2	21.8	21.5	2.2	2.1
Slovenia	26.5	26.4	27.7	27.6	26.8	26.5	27.1	26.8	4.8	4.7	1.5	1.4
Spain	15.3	m	15.3	m	27.4	m	31.7	31.6	3.3	2.8	1.0	m
Sweden	6.0	6.0	6.1	6.1	36.2	33.0	36.3	34.9	5.7	3.8	3.0	2.4
Switzerland	18.9	m	24.4	m	30.5	m	29.4	26.4	12.2	9.9	3.4	1.9
Turkey <sup>2</sup>	15.1	m	15.1	15.1	20.9	m	21.0	20.8	3.0	3.0	0.4	n
United Kingdom	11.8	11.1	16.2	15.1	47.8	35.6	39.7	34.3	22.3	14.8	2.1	1.2
United States	10.7	10.5	10.7	10.5	37.8	m	37.8	36.7	17.4	15.5	1.6	1.2
OECD average	10.4		13.7		38.6		37.8		12.7		1.5	
EU21 average	11.1		14.2		37.6		36.6		11.8		1.6	
<b>Other G20</b>												
Argentina <sup>1</sup>	m	m	20.4	m	m	m	11.7	m	1.1	m	0.1	m
Brazil <sup>2</sup>	m	m	4.5	4.5	m	m	26.2	26.1	1.3	1.2	0.4	n
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	5.6	m	m	m	12.0	m	1.5	m	0.1	m
Russian Federation <sup>2</sup>	m	m	28.0	27.9	m	m	51.7	51.5	0.7	m	1.4	m
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


Notes: 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 and those that are net importers may be overestimated. The adjusted graduation rates seek to compensate for that.

1. Year of reference 2008.

2. The graduation rates are calculated for foreign students (defined on the basis of their country of citizenship). These data are not comparable with data on international graduates and are therefore presented separately in Chart A3.4.

Source: OECD, Argentina, 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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A corrigendum has been issued for this page. See: <http://www.oecd.org/dataoecd/7/6/48864007.pdf>Table A3.4. **Structure of tertiary education: Main programme blocks (2009)***Proportion of degrees following the Bologna structures  
(or in programmes that lead to a similar degree in non-European countries)*

	Proportion of degrees following the Bologna structures <sup>1</sup> 2009	Of which					Proportion of degrees outside the Bologna structures <sup>1</sup> (ISCED levels 5A, 5B and 6)	Proportion of degrees following the Bologna structures <sup>1</sup> 2008
		Degrees for less than 3 years but considered to be at tertiary level and part of the Bologna structure <sup>1</sup> (first degree)	Bachelor's degrees 3-4 years of duration (first degree)	Master's degrees 4-8 years of cumulative duration (second degree)	Long first-degrees considered to be part of the Bologna structure <sup>1</sup> (duration 5 or more years)	Ph.D. and doctorates		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
<b>OECD</b>								
Australia <sup>2</sup>	69	a	46	19	2	2	31	69
Austria	38	n	26	8	n	4	62	32
Belgium	88	a	59	27	a	2	12	71
Canada	m	m	m	m	m	m	m	m
Chile	m	m	m	m	m	m	m	m
Czech Republic	74	a	48	24	a	2	26	66
Denmark	100	12	57	25	3	2	m	100
Estonia <sup>3</sup>	97	a	75	18	3	n	3	94
Finland	92	a	69	19	n	4	8	56
France	86	26	31	18	9	2	14	87
Germany <sup>3</sup>	19	a	15	4	a	a	81	14
Greece	m	m	m	m	m	m	m	m
Hungary	22	a	18	1	n	2	78	3
Iceland	100	3	68	25	2	1	n	100
Ireland	100	25	47	26	m	2	a	100
Israel	m	m	m	m	m	m	m	m
Italy	90	a	57	26	7	m	10	85
Japan	m	m	m	m	m	m	m	m
Korea	100	34	51	13	1	2	m	100
Luxembourg	m	m	m	m	m	m	m	m
Mexico	m	m	m	m	m	m	m	m
Netherlands	98	a	69	26	a	3	2	96
New Zealand	52	n	43	6	1	1	48	56
Norway	100	6	62	23	5	3	a	100
Poland	99	a	38	41	19	1	1	100
Portugal <sup>3</sup>	73	a	56	8	9	n	27	57
Slovak Republic	96	a	53	22	18	3	4	95
Slovenia <sup>3</sup>	13	a	10	2	n	n	87	5
Spain <sup>3</sup>	6	n	n	6	n	n	94	4
Sweden	91	3	43	36	4	6	9	m
Switzerland <sup>3</sup>	33	n	24	9	n	n	67	26
Turkey	100	38	54	7	m	2	a	m
United Kingdom	86	15	40	23	6	3	14	77
United States	100	35	43	20	a	2	a	100
OECD average	73	7	44	18	3	2	27	68
EU21 average	67	5	42	16	3	2	33	67
<b>Other G20</b>								
Argentina	m	m	m	m	m	m	m	m
Brazil	a	a	a	a	a	a	a	a
China	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m
Russian Federation <sup>3</sup>	6	a	5	1	m	a	94	6
Saudi Arabia	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m


1. Or in programmes that lead to a similar degree in non-European countries.

2. Year of reference 2008.

3. Some Ph.D. degrees still allocated in Column (7).

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

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