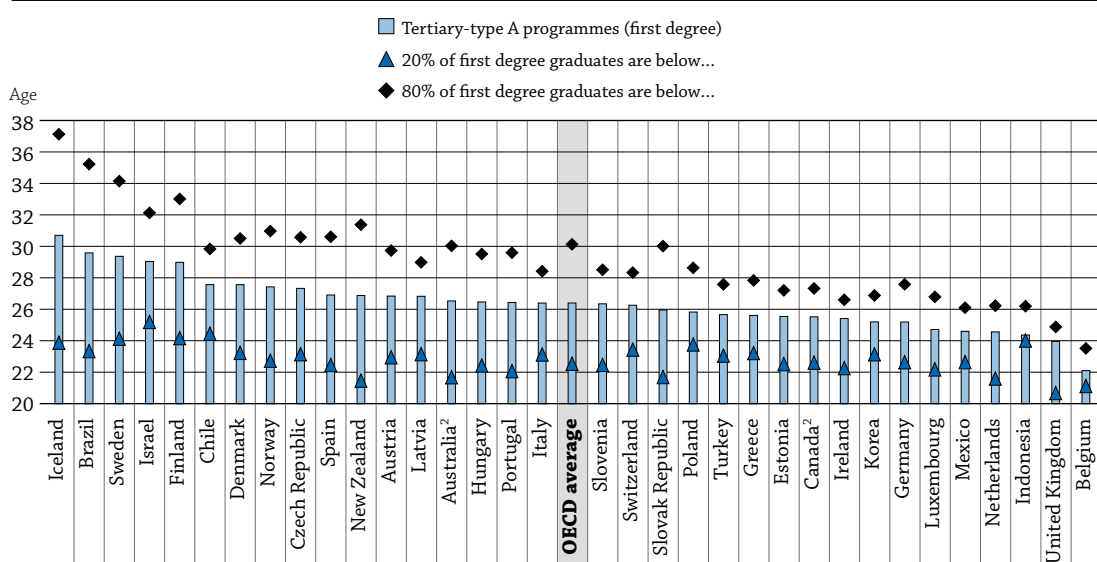


HOW MANY STUDENTS ARE EXPECTED TO COMPLETE TERTIARY EDUCATION?

- Based on current trends in graduation rates, 39% of today's young adults on average across OECD countries are expected to complete tertiary-type A (university level) education during their lifetime.
- Some 11% of today's young adults on average across OECD countries are expected to complete tertiary-type B (vocationally oriented) education during their lifetime.
- On average across OECD countries, students obtain their first university-level degree at the age of 27, with ages ranging from less than 25 in Belgium, Luxembourg, Mexico, the Netherlands and the United Kingdom to 29 or older in Brazil, Finland, Iceland, Israel and Sweden.

Chart A3.1. Average age¹ of graduates at ISCED 5A level and age distribution (2012)



1. The average age refers to an average weighted age, generally the age of the students at the beginning of the calendar year. Students may be one year older than the age indicated when they graduate at the end of the school year. Please see Annex 3 to learn how the average age is calculated.

2. Year of reference 2011.

Countries are ranked in descending order of the average age of graduates for tertiary-type A education in 2012.

Source: OECD, Table A3.1a. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933115464>

Context

Tertiary graduation rates illustrate a country's capacity to provide future workers with specialised knowledge and skills. Incentives to obtain a tertiary degree remain strong across OECD countries; from higher salaries to better employment prospects (see Indicators A5 and A6 for further reading on these themes). Tertiary education varies widely in structure and scope among countries, and graduation rates seem to be influenced by the ease of access to and flexibility in completing programmes, as well as the demand that exists for higher skills in the labour market. Expanding access to and linking tertiary education to the demands in the labour market are vital to knowledge-based economies; but these objectives are even more difficult to achieve when budgets are tight.

In recent decades, access to tertiary education has expanded remarkably, involving new types of institutions, which offer more choices and new modes of delivery (OECD, 2008). In parallel, the student population is becoming increasingly heterogeneous, as groups that were traditionally excluded now participate in tertiary education, such as older individuals seeking to upgrade their qualifications to succeed in a more competitive labour market, or as first-time graduates pursue a second degree.

■ Other findings

- Most graduates of tertiary education programmes are women, except at the doctoral level. Based on current patterns of graduation, it is estimated that **on average 15 percentage points more women than men across OECD countries will complete tertiary-type A education over their lifetime, 47% compared with 31%**.
- On average across OECD countries, **1.6% of young people are expected to complete advanced research programmes**.
- **International students represent a significant share of tertiary graduates in a number of countries**, such as Australia (18%) and New Zealand (11%).

■ Trends

Over the past 17 years, tertiary-type A graduation rates have risen by 22 percentage points, on average across OECD countries with available data, while rates for tertiary-type B programmes have remained stable. Even though doctorates represent only a small proportion of tertiary programmes, the graduation rate from these programmes has doubled over the same period, from 0.8% to 1.6%.

■ Notes

Graduation rates represent the estimated percentage of an age cohort that is expected to graduate over their lifetime. This estimate is based on the total number of graduates in 2012 and the age distribution of this group. Therefore, graduation rates are based on the current pattern of graduation, and thus are sensitive to any changes in the education systems, such as the introduction of new programmes or any variation in a programme's duration, like those seen recently in many EU countries with the implementation of the Bologna Process.

In this indicator, 30 is regarded as the upper age limit of the typical first-time graduate from a tertiary-type A or B programme. The upper age limit of the typical graduate from an advanced research programme is set at 35.

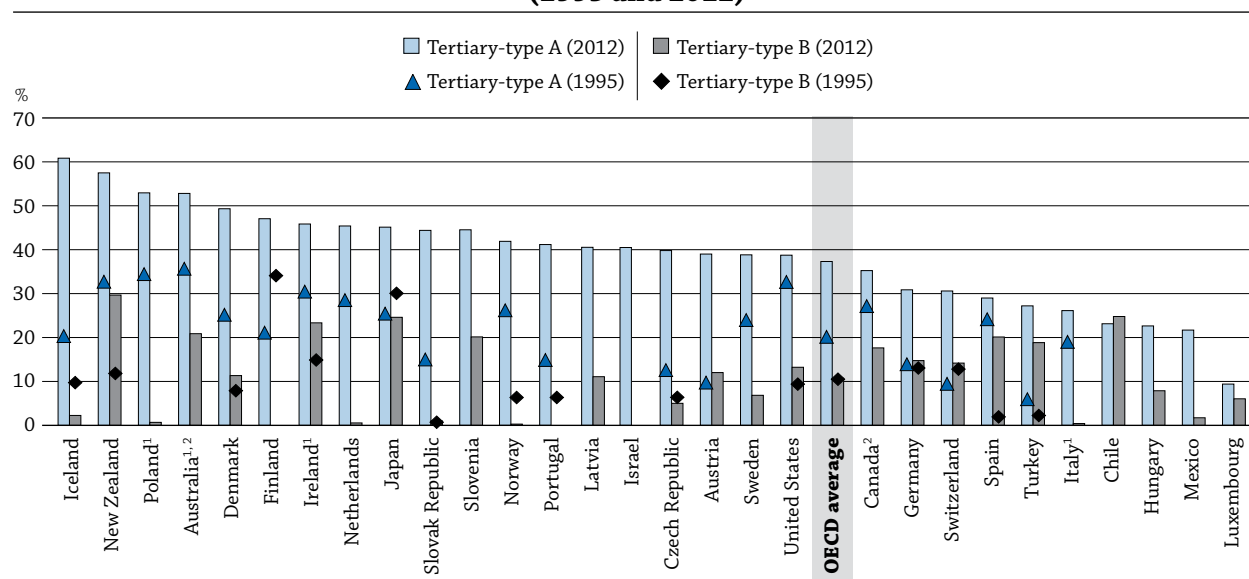
Many countries make a clear distinction between first and second university degrees (i.e. undergraduate and postgraduate programmes). However, in some countries, degrees that are internationally comparable to a master's degree are obtained through a single programme of long duration. In order to make accurate comparisons, data presented in this indicator refer to first-time graduates unless otherwise indicated.

Analysis

Based on current patterns of graduation, 38% of young people, on average across the 26 OECD countries with comparable data for 2012, will graduate for the first time from tertiary-type A programmes during their lifetime. The proportion ranges from less than 25% in Chile, Hungary, Luxembourg and Mexico, to 50% or more in Australia, Iceland, New Zealand and Poland (Chart A3.2).

These programmes, typically offered by universities, 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.

Chart A3.2. First-time graduation rates in tertiary-type A and B education (1995 and 2012)



1. Year of reference 2000 instead of 1995.

2. Year of reference 2011 instead of 2012.

Countries are ranked in descending order of first-time graduation rates for tertiary-type A education in 2012.

Source: OECD. Table A3.2a. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933115483>

On average across OECD countries, 39% of young people will graduate from tertiary-type A first-degree programmes (often called bachelor's degree) and 18% from tertiary-type A second degree programmes (often called master's degree). For first-degree programmes, the graduation rate equals or exceeds 50% in Australia, Finland, Iceland, New Zealand, Poland and the Russian Federation but is 25% or less in Argentina, Belgium, Chile, China, Estonia, Greece, Indonesia, Luxembourg, Mexico, Saudi Arabia and South Africa. The low graduation rates in Belgium and China are counterbalanced by a higher level of first-degree graduation rates from tertiary-type B (vocationally oriented) programmes. In China, an estimated 15% of young people today will graduate from a tertiary-type A programme, and 18% will graduate from a tertiary-type B, vocational programme, during their lifetime. The graduation rate from second-degree programmes equals or exceeds 30% in Poland, Portugal and the Slovak Republic. With the implementation of the Bologna Process, programmes at this level of education have expanded considerably in many EU countries (Table A3.1a).

The demand for vocationally oriented programmes has not increased as rapidly in recent decades as the demand for university programmes. In 2012, graduation rates for tertiary-type B programmes averaged 11% among the 27 OECD countries with comparable data; 12% of women and 10% of men graduated from such programmes. These programmes are classified at the same academic level as more theory-based programmes, but are often shorter in duration (usually two to three years). They are generally not intended to lead to further university-level degrees, but rather to equip individuals with skills that can be used directly in the labour market and also to respond to employers' needs for specialised skills (Table A3.1a).

Trend data

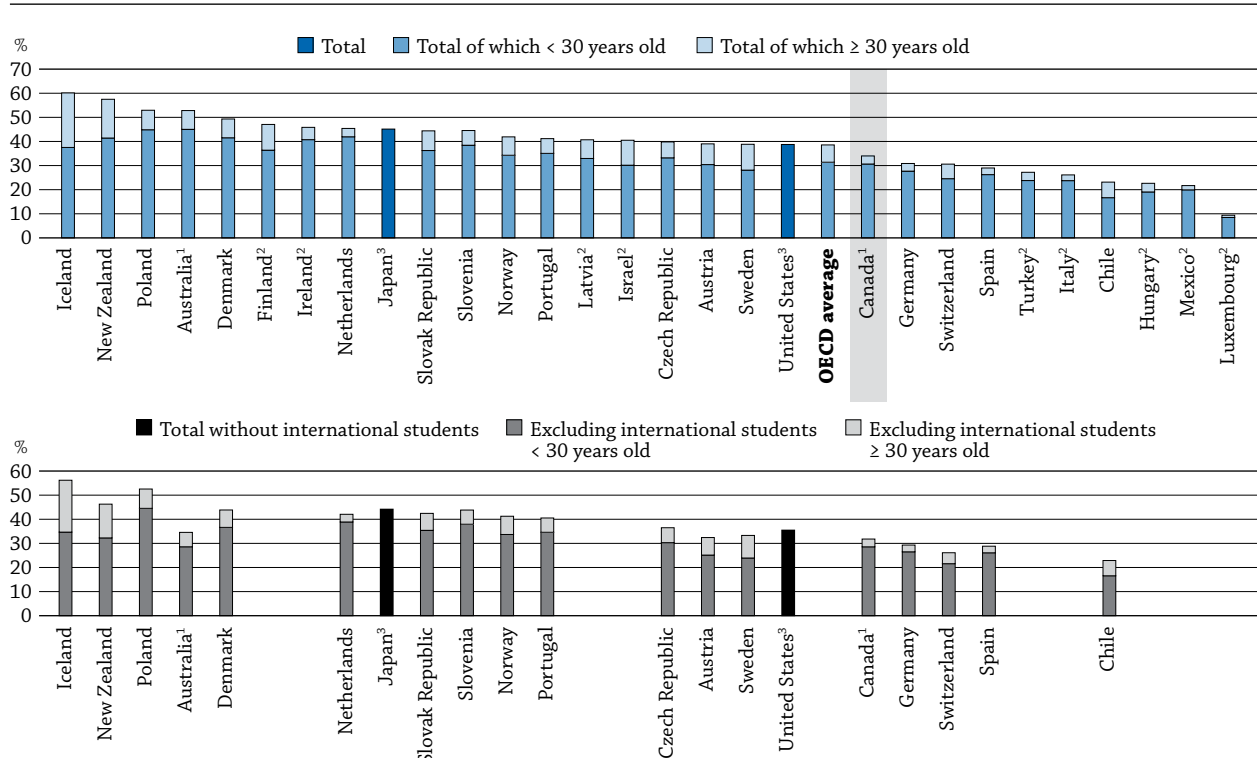
In every country for which comparable data are available, tertiary-type A graduation rates increased between 1995 and 2012. In most of them, the increase was particularly significant between 1995 and 2005, from 20% to 36%, and then levelled off. Over the past five years, tertiary type-A graduation rates have remained relatively stable, at around 38%. As of 1995, or since the year for which data was first available, the expected tertiary graduation rates increased by 20 percentage points or more in Austria, the Czech Republic, Denmark, Finland, Japan, New Zealand, Poland, Portugal, the Slovak Republic, Slovenia, Switzerland and Turkey (Table A3.2a).

The Bologna Process has increased harmonisation among systems of higher education by shifting away from longer programmes in favour of three-year programmes. In result, some countries have seen rapid rises in their graduation rates such as in the Czech Republic between 2004 and 2007, and in Finland and the Slovak Republic between 2007 and 2008.

Trends in tertiary-type B education between 1995 and 2012 varied in some countries, even though the OECD average has been stable. In Spain, the sharp rise in graduation rates from this type of education, from 2% to 20%, can be attributed to the introduction of new advanced-level vocational training programmes; in New Zealand and Turkey, tertiary-type B graduation rates also increased by more than 15 percentage points during this period. By contrast, in Finland, as tertiary-type B programmes are being phased out, graduation rates have fallen sharply while those from academically oriented tertiary education have risen (Chart A3.2).

Trend data by gender show that the growth in tertiary-type A graduation rates has been particularly strong for women in several OECD countries, such as Austria, the Czech Republic and the Slovak Republic, with increases of more than 20 percentage points, and Slovenia, with an increase of almost 40 percentage points between 2005 and 2012. Men’s graduation rates in these countries increased too, but by much smaller proportions (Table A3.2b, available on line).

Chart A3.3. Tertiary-type A “first-time” graduation rates, including and excluding international students, by age (2012)



1. Year of reference 2011.

2. Graduates for international students are missing.

3. Graduates by age are missing.

Countries are ranked in descending order of the total graduation rates for tertiary-type A education in 2012.

Source: OECD, Tables A3.1a and b. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933115502>

Graduation rates under the typical age of graduation

On average across OECD countries, a student obtains his/her first university-level degree at the age of 27, but the age at graduation varies greatly among countries. Students in Belgium, Luxembourg, Mexico, the Netherlands and the United Kingdom graduate before their 25th birthday, while students in Brazil, Finland, Iceland, Israel and Sweden receive their first university degree after their 29th birthday (Chart A3.1).

Age differences among graduates may be linked to structural factors, such as graduation from upper secondary education, the length of tertiary education programmes or the obligation to do military service. Age differences may also be linked to economic factors, such as the lack of scholarships and flexibility to combine work and study, or the existence of policies to encourage those who have already gained experience in the workplace to enrol in tertiary education in order to improve or add to their skills. In the current global context of economic turmoil, some young people may have decided to extend their studies in tertiary education as the opportunity cost of entering into an unstable labour market is high in several OECD countries. 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 these individuals' shorter working lives.

Less than a third of young adults are expected to complete tertiary-type A education before the age of 30, from a high of more than 40% in Australia, Denmark, Ireland, the Netherlands, New Zealand and Poland, to 20% or less in Chile, Hungary, Luxembourg and Mexico (Chart A3.3).

Graduation rates excluding international students

The term "international students" refers to students who have crossed borders expressly with the intention to study. For various reasons, international students have a marked impact on estimated graduation rates. By definition, they are considered first-time graduates, regardless of their previous education in other countries (i.e. an international student who enters and graduates from a second-degree programme will be considered a first-time graduate in the country of destination). Furthermore, as they have crossed borders with the intention to study and not necessarily to work or to stay in the country, they might increase the absolute number of graduates within the population. For countries with a high proportion of international students, such as Australia and New Zealand, graduation rates are thus artificially inflated. For example, when international students are excluded from consideration, first-time tertiary-type A graduation rates for Australia and New Zealand drop by 18 and 11 percentage points, respectively, and first-time tertiary-type B graduation rates drop by 8 percentage points in New Zealand (Table A3.1a).

Graduation rates for advanced research programmes

Doctoral graduates are those who have obtained the highest level of formal education, and typically include researchers who hold a Ph.D. Based on 2012 patterns of graduation, 1.6% of young people, on average across OECD countries, will graduate from advanced research programmes, compared to 1.0% in 2000. Countries with the largest increase in advanced research graduation rates are the Czech Republic, Denmark, Ireland, Italy, New Zealand, Norway, the Slovak Republic and the United Kingdom, where graduation rates increased by at least 1 percentage point between 2000 and 2012 (Table A3.2c, available on line).

Although the graduation rate for women (1.5%) is lower than that for men (1.7%) at the doctoral level, in several countries the estimated proportion of women who will graduate from an advanced research programme is larger than that of men. In Finland, Italy, Latvia, Portugal and the United States, women's graduation rates are at least 0.2 percentage points higher than those for men (Table A3.1a).

Some countries aim to attract international students to study at the doctoral level. For example, the high graduation rates at this level (more than 2.5%) observed in Finland, Germany, Sweden and Switzerland, are partly due to the large proportion of international students at the doctoral level (Table A3.1a). Excluding international students from the calculations reduces graduation rates for these countries from 0.3 percentage points in Finland to 1.6 percentage points in Switzerland, where approximately half of Ph.D. graduates are international students.

On average across OECD countries, graduates from an advanced research programme are 35 years old, but the average age at graduation ranges from 32 or younger in Germany, the Netherlands and the Slovak Republic, to 38 or older in Brazil, Finland, Israel, Korea, Latvia, Norway and Portugal (Table A3.1a).

Gender differences in fields of study

The distribution of graduates by field of study is driven by the relative popularity of these fields among students, the relative number of positions offered in universities and equivalent institutions, and the degree structure of the various disciplines in a particular country.

Tertiary graduates in most fields of study are predominately female. This is especially true in the fields of *education* and *health and welfare*, in which they represent almost 78% and 75%, respectively, of all tertiary students (tertiary-type A and advanced research programmes) who graduated from this field in 2012. In contrast, women are awarded only a small proportion of the degrees in the fields of *engineering, manufacturing and construction* (28%) and *computing* (20%) (Table A3.3, available on line). Only in Argentina, Colombia, Estonia, Iceland, Italy, Luxembourg and Poland was the proportion of women who graduated in the fields of *engineering, manufacturing and construction* in 2012 equal to or higher than one in three graduates.

This situation has changed only slightly since 2000, despite many initiatives to promote gender equality in OECD countries and at the EU level. For example, in 2000, the European Union established a goal to increase the number of tertiary-type A graduates in mathematics, science and technology by at least 15% by 2010, and to reduce the gender imbalance in these subjects. So far, however, progress towards this goal has been marginal. The Czech Republic, Germany, Portugal, the Slovak Republic and Switzerland are the only five countries in which the proportion of women in the broad field of *science* (which includes *life sciences, physical sciences, mathematics and statistics, and computing*) grew by at least 10 percentage points between 2000 and 2012. As a result, these countries are now closer to or even above the OECD average in this respect. Among OECD countries, the proportion of women in these fields has grown slightly from 40% in 2000 to 41% in 2012 – even as the proportion of female graduates in all fields grew from 54% to 58% during that period. Although the proportion of women in *engineering, manufacturing and construction* is small, it also increased slightly, from 23% to 28%, over the past decade (Table A3.3, available on line).

Definitions

A **first degree** programme 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.

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, during the reference period. Therefore, 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.

International students are those students who left their country of origin and moved to another country for the purpose of study. By definition, they are considered first-time graduates, regardless of their previous education in other countries.

Net graduation rates represent the estimated percentage of people from a specific age cohort who will complete tertiary education over their lifetimes, based on current patterns of graduation.

Second degree and higher theory-based programmes (e.g. master's degree in many countries) are classified as tertiary-type A separately from advanced research qualifications, which have their own classification as ISCED 6.

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

Methodology

Data refer to the academic year 2011/12 and are based on the UOE data collection on education statistics administered by the OECD in 2012 (for details, see Annex 3 at www.oecd.org/edu/eag.htm).

Data on the impact of international students on tertiary graduation rates are based on a special survey conducted by the OECD in December 2013.

Data on trends in graduation rates at the 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, in other words, the standard number of years, established by law or regulations, in which a student can complete the 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.

A3

Unless otherwise indicated, 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.

Note regarding data from Israel

The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Tables of Indicator A3


StatLink  <http://dx.doi.org/10.1787/888933115388>

Table A3.1a Tertiary graduation rates and average age at graduation (2012)

Table A3.1b Tertiary graduation rates among students under the typical age at graduation (2012)

Table A3.2a Trends in tertiary graduation rates (1995-2012)

WEB Table A3.2b Trends in tertiary graduation rates, by gender (2005-2012)

WEB Table A3.2c Trends in net graduation rates at advanced research level (1995-2012)

WEB Table A3.3 Percentage of tertiary qualifications awarded to women in tertiary-type A and advanced research programmes, by field of education (2000, 2012)

Table A3.1a. Tertiary graduation rates and average age at graduation (2012)

Sum of age-specific graduation rates, by gender and programme destination

	Tertiary-type B programmes (first-time graduates)			Tertiary-type B programmes (first degree)			Tertiary-type A programmes (first-time graduates)			Tertiary-type A programmes (first degree)			Tertiary-type A programmes (second and further degrees)			Advanced research programmes		
	Total	Adjusted graduation rate (without international/foreign students)	Average age ¹	Total	Adjusted graduation rate (without international/foreign students)	Average age ¹	Total	Adjusted graduation rate (without international/foreign students)	Average age ¹	Total	Adjusted graduation rate (without international/foreign students)	Average age ¹	Total	Adjusted graduation rate (without international/foreign students)	Average age ¹	Total	Adjusted graduation rate (without international/foreign students)	Average age ¹
	(1)	(4)	(5)	(6)	(9)	(10)	(11)	(14)	(15)	(16)	(19)	(20)	(21)	(24)	(25)	(26)	(29)	(30)
OECD																		
Australia ²	21	18	31	31	25	33	53	35	25	64	46	27	21	9	31	2.0	1.4	37
Austria	12	12	30	14	14	32	39	32	28	36	31	27	12	10	32	2.2	1.6	34
Belgium	m	m	m	32	30	25	m	m	m	18	17	22	26	22	m	1.7	1.2	33
Canada ²	18	17	26	21	19	27	34	32	25	35	33	26	12	11	32	1.3	1.1	36
Chile	25	25	28	26	26	28	23	23	29	21	20	28	7	7	37	0.2	0.2	37
Czech Republic	5	5	25	5	5	25	40	36	27	42	38	27	25	23	29	1.6	1.4	35
Denmark	11	10	27	12	11	27	49	44	27	48	45	28	25	21	29	2.2	1.7	35
Estonia	m	m	m	19	19	29	m	m	m	23	22	26	13	13	30	1.0	0.9	36
Finland	n	n	m	n	n	m	47	m	28	50	48	29	24	22	32	2.8	2.5	39
France ²	m	m	m	27	26	m	m	m	m	38	34	m	18	15	m	1.7	1.0	m
Germany	15	m	m	15	m	m	31	29	25	31	29	25	7	6	27	2.7	2.3	31
Greece	m	m	m	15	m	26	m	m	m	25	m	26	9	m	m	1.0	m	m
Hungary	8	m	23	9	9	23	23	m	26	29	27	26	13	13	33	0.8	0.7	35
Iceland	2	m	38	2	2	37	60	56	31	65	60	31	26	23	35	0.9	0.5	35
Ireland	23	m	30	23	22	30	46	m	25	46	44	25	24	22	31	2.0	1.6	34
Israel	m	m	m	m	m	m	40	m	29	42	42	29	19	18	35	1.5	1.5	38
Italy	n	m	m	n	n	m	26	m	26	32	31	26	24	m	m	1.4	m	34
Japan	25	24	m	25	24	m	45	44	m	45	44	m	7	6	m	1.1	0.9	m
Korea	m	m	m	29	m	25	m	m	m	49	m	25	11	m	34	1.5	m	40
Luxembourg	6	m	26	6	4	26	9	m	25	9	6	25	2	2	m	0.7	n	33
Mexico	2	m	22	2	m	22	22	m	25	22	m	25	3	m	m	0.3	m	m
Netherlands	1	1	m	1	1	m	45	42	24	49	45	25	22	18	27	2.0	1.2	32
New Zealand	30	22	29	36	27	29	57	46	28	60	51	27	19	15	34	1.9	1.1	37
Norway	n	m	m	n	n	m	42	41	27	46	45	27	13	12	32	2.1	1.9	38
Poland	1	m	m	1	m	m	53	53	26	53	53	26	52	52	m	0.6	0.6	33
Portugal	n	n	m	n	n	m	41	41	26	41	41	26	30	29	31	1.9	1.7	38
Slovak Republic	1	m	26	1	m	26	44	42	26	44	42	26	39	39	28	2.5	2.3	32
Slovenia	20	20	31	21	m	31	45	44	26	45	45	26	7	m	34	1.9	1.7	35
Spain	20	m	24	20	m	24	29	29	25	37	36	27	10	9	30	1.2	0.9	37
Sweden	7	m	29	7	7	29	39	33	29	35	34	29	12	6	32	2.8	2.0	37
Switzerland	14	m	m	21	m	31	31	26	28	28	25	26	19	14	31	3.3	1.7	33
Turkey	19	m	25	19	19	25	27	m	26	27	27	26	2	2	30	0.4	0.4	34
United Kingdom	m	m	m	15	m	31	m	m	m	45	38	24	28	15	30	2.4	1.3	34
United States	13	13	m	13	13	m	39	35	m	39	37	m	19	17	m	1.8	1.4	m
OECD average	11	m	28	14	m	28	39	m	27	39	m	26	18	m	31	1.6	m	35
EU21 average	8	m	27	12	m	28	38	m	26	37	m	26	20	m	30	1.8	m	35
Partners																		
Argentina ²	m	m	m	15	m	m	m	m	m	12	m	m	1	m	m	0.3	m	m
Brazil	m	m	m	6	6	32	m	m	m	28	28	30	2	2	33	0.5	0.5	38
China	m	m	m	18	m	m	m	m	m	15	m	m	n	m	m	m	m	m
Colombia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	5	m	m	m	m	m	15	m	m	1	m	m	0.1	m	m
Latvia	12	m	28	12	m	28	43	m	27	43	m	27	17	m	30	1.0	m	38
Russian Federation	m	m	m	26	26	m	m	m	m	60	59	m	2	m	m	m	m	m
Saudi Arabia	m	m	m	8	m	m	m	m	m	19	m	m	2	m	m	0.1	m	m
South Africa	m	m	m	5	m	m	m	m	m	6	m	m	4	m	m	0.2	m	m
G20 average	m	m	m	15	m	m	m	m	m	30	m	m	11	m	m	1.0	m	m

Notes: Columns showing graduation rates for men and women (i.e. columns 2, 3, 7, 8, 12, 13, 17, 18, 22, 23, 27, 28) 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, and those that are net importers may be overestimated. The adjusted graduation rates in Tables A3.1a and A3.1b seek to compensate for that.

1. The average age refers to an average weighted age, generally the age of the students at the beginning of the calendar year. Students may be one year older than the age indicated when they graduate at the end of the school year. Please see Annex 3 to learn how the average age is calculated.

2. Year of reference 2011.

Sources: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See annex 3 for notes (www.oecd.org/edu/eag.htm).

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

StatLink  <http://dx.doi.org/10.1787/888933115407>

A3

Table A3.1b. Tertiary graduation rates among students under the typical age at graduation (2012)

Sum of age-specific graduation rates up to 30 years for tertiary-type A or B, and up to 35 years for advanced research programmes, by gender and programme destination

	Tertiary-type B programmes (first-time graduates)		Tertiary-type B programmes (first degree)		Tertiary-type A programmes (first-time graduates)		Tertiary-type A programmes (first degree)		Tertiary-type A programmes (second and further degrees)		Advanced research programmes	
	Total	Adjusted graduation rate (without international/foreign students)	Total	Adjusted graduation rate (without international/foreign students)	Total	Adjusted graduation rate (without international/foreign students)	Total	Adjusted graduation rate (without international/foreign students)	Total	Adjusted graduation rate (without international/foreign students)	Total	Adjusted graduation rate (without international/foreign students)
	(1)	(4)	(5)	(8)	(9)	(12)	(13)	(16)	(17)	(20)	(21)	(24)
OECD												
Australia ¹	12	9	16	11	45	29	51	34	13	4	1.1	0.7
Austria	8	7	8	8	30	25	29	25	7	6	1.6	1.2
Belgium	m	m	28	m	m	m	18	m	24	m	1.3	m
Canada ¹	15	14	16	15	31	29	31	29	7	6	0.8	0.6
Chile	17	17	18	18	17	17	16	16	2	2	0.2	0.2
Czech Republic	4	4	4	4	33	30	35	32	20	19	0.8	0.6
Denmark	9	7	9	8	42	37	39	36	18	16	1.5	1.1
Estonia	m	m	13	m	m	m	19	m	9	m	0.6	m
Finland	n	n	n	n	36	m	37	35	14	13	1.1	0.9
France ¹	m	m	m	m	m	m	m	m	m	m	m	m
Germany	m	m	m	m	28	26	28	26	6	5	2.3	2.0
Greece	m	m	13	m	m	m	23	m	m	m	m	m
Hungary	7	m	8	m	19	m	24	m	7	m	0.5	m
Iceland ¹	1	m	1	1	37	35	39	38	10	8	0.7	0.4
Ireland	15	m	15	15	41	m	41	39	15	13	1.4	1.1
Israel	m	m	m	m	30	m	31	m	6	m	0.6	m
Italy	m	m	m	m	24	m	28	m	m	m	1.1	m
Japan	m	m	m	m	m	m	m	m	m	m	m	m
Korea	m	m	25	m	m	m	47	m	5	m	0.6	m
Luxembourg	5	m	m	m	8	m	8	m	2	m	0.6	m
Mexico	2	m	2	m	20	m	20	m	m	m	m	m
Netherlands	n	n	n	m	42	39	44	41	18	15	1.7	1.1
New Zealand	19	12	22	15	41	32	45	38	9	6	1.0	0.5
Norway	n	m	n	m	34	34	36	36	8	7	1.1	1.0
Poland	1	m	1	m	45	45	45	45	m	m	0.5	m
Portugal	n	n	n	n	35	35	35	35	20	20	1.0	0.9
Slovak Republic	1	m	1	m	36	35	36	35	30	29	1.9	1.9
Slovenia	12	12	12	m	38	38	39	39	3	m	1.2	1.1
Spain	18	m	18	m	26	26	31	31	7	6	0.7	m
Sweden	5	m	5	5	28	24	24	24	7	3	1.7	1.1
Switzerland	m	m	13	m	25	22	24	22	12	9	2.6	1.3
Turkey	16	m	16	m	24	m	24	m	1	m	0.2	m
United Kingdom	m	m	8	7	m	m	40	33	18	8	1.6	0.9
United States	m	m	m	m	m	m	m	m	m	m	m	m
OECD average	8	m	10	m	31	m	32	m	11	m	1.1	m
EU21 average	6	m	9	m	32	m	31	m	13	m	1.2	m
Partners												
Argentina ¹	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	3	m	m	m	18	m	1	m	0.2	m
China	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	1	m	m	m	13	m	1	m	0.1	m
Latvia	9	m	9	m	35	m	35	m	11	m	0.5	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
G20 average	m	m	m	m	m	m	m	m	m	m	m	m

Notes: Columns showing graduation rates for men and women (i.e. columns 2, 3, 6, 7, 10, 11, 14, 15, 18, 19, 22, 23) 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, and those that are net importers may be overestimated. The adjusted graduation rates in Tables A3.1a and A3.1b seek to compensate for that.

The averages were adjusted to 100% and do not correspond exactly to the average of each column.

1. Year of reference 2011.

Sources: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933115426>

Table A3.2a. Trends in tertiary graduation rates (1995-2012)
Sum of age-specific graduation rates, by programme destination

	Tertiary-type 5A (first-time graduates)						Tertiary-type 5B (first-time graduates)					
	1995	2000	2005	2010	2011	2012	1995	2000	2005	2010	2011	2012
	(1)	(2)	(7)	(12)	(13)	(14)	(15)	(16)	(21)	(26)	(27)	(28)
OECD												
Australia	m	36	50	50	53	m	m	m	m	17	21	m
Austria	10	15	20	30	35	39	m	m	8	12	12	12
Belgium	m	m	m	m	m	m	m	m	m	m	m	m
Canada	27	27	32	35	35	m	m	m	20	21	18	m
Chile	m	m	m	m	m	23	m	m	m	m	m	25
Czech Republic	13	14	23	38	41	40	6	5	6	5	5	5
Denmark	25	37	46	50	50	49	8	10	10	9	11	11
Estonia	m	m	m	m	m	m	m	m	m	m	m	m
Finland	21	40	47	49	47	47	34	7	n	n	n	n
France	m	m	m	m	m	m	m	m	m	m	m	m
Germany ¹	14	18	20	30	31	31	13	11	11	14	14	15
Greece	14	15	25	m	m	m	5	6	11	m	m	m
Hungary	m	m	33	31	27	23	m	m	4	6	7	8
Iceland	20	33	56	60	61	60	10	5	4	2	2	2
Ireland	m	30	38	47	43	46	m	15	24	26	24	23
Israel	m	m	35	37	40	40	m	m	m	m	m	m
Italy	m	19	41	32	32	26	m	n	1	1	m	m
Japan	25	29	37	40	44	45	30	30	28	25	25	25
Korea	m	m	m	m	m	m	m	m	m	m	m	m
Luxembourg	m	m	m	m	m	9	m	m	m	m	m	6
Mexico	m	m	17	20	21	22	m	m	1	1	2	2
Netherlands	29	35	42	42	42	45	m	m	n	n	n	1
New Zealand	33	50	51	49	53	57	12	17	23	27	30	30
Norway	26	37	41	42	43	42	6	6	2	n	n	n
Poland	m	34	47	55	58	53	m	m	n	1	1	1
Portugal	15	23	32	40	39	41	6	8	9	n	n	n
Slovak Republic	15	m	30	49	46	44	1	2	2	1	1	1
Slovenia	m	m	18	29	37	45	m	m	24	26	27	20
Spain ²	24	29	30	30	32	29	2	8	15	16	18	20
Sweden	24	28	38	37	41	39	m	4	5	6	7	7
Switzerland	9	12	27	31	32	31	13	14	8	16	15	14
Turkey	6	9	12	23	23	27	2	m	m	19	17	19
United Kingdom	m	42	48	50	54	m	m	7	11	12	13	m
United States	33	34	34	38	39	39	9	8	10	11	12	13
OECD average	20	28	36	39	41	38	11	9	9	11	11	10
OECD average for countries with 1995, 2005 and 2012 data	20		35			42	11					11
EU21 average	18	27	34	40	41	38	9	7	8	8	9	8
Partners												
Argentina	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	10	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	m	m	m	m	m	m	m	m	m	m	m	m
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
Latvia	m	m	m	m	m	43	m	m	m	m	m	12
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m
Saudi Arabia	m	13	18	20	20	m	n	3	5	8	8	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m	m	m

Note: Years 2001, 2002, 2003, 2004, 2006, 2007 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.

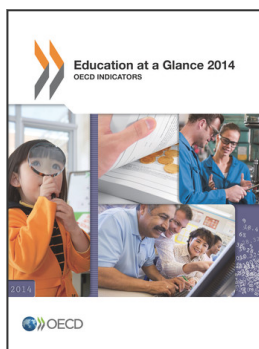
1. Break in the series between 2008 and 2009 due to a partial reallocation of vocational programmes into ISCED 2 and ISCED 5B.

2. Break in time series following methodological change in 2008 for ISCED 5A.

Sources: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See annex 3 for notes (www.oecd.org/edu/eag.htm).

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

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