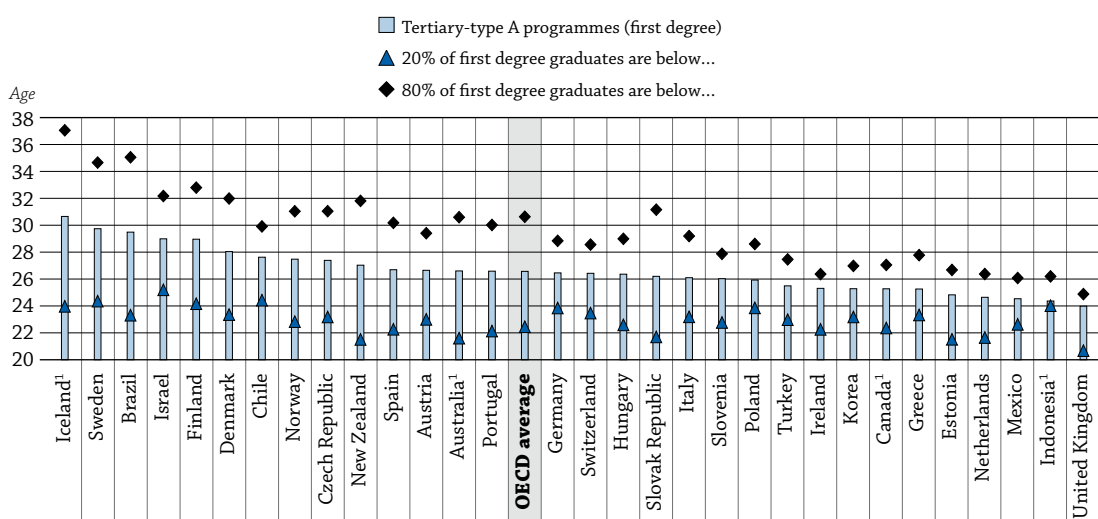


## HOW MANY STUDENTS ARE EXPECTED TO COMPLETE TERTIARY EDUCATION?

- Based on current patterns of graduation, an average of 40% of today's young adults in OECD countries is expected to complete tertiary-type A (largely theory-based) education over their lifetimes.
- An average of 11% of today's young adults in OECD countries is expected to complete tertiary-type B (vocationally oriented) education over their lifetimes.
- On average across OECD countries, a student obtains his/her first university-level degree at the age of 27, with ages ranging from 24 in Indonesia and the United Kingdom to 29 or more in Brazil, Finland, Iceland, Israel and Sweden.

**Chart A3.1. Average age of graduates at ISCED 5A level and age distribution (2011)**



**Note:** 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.

1. Year of reference 2010.

Countries are ranked in descending order of the average age of tertiary-type A graduates (first-degree) in 2011.

**Source:** OECD, Table A3.1a. Indonesia: UNESCO Institute for Statistics (World Education Programme). See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

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### Context

Tertiary graduation rates indicate a country's capacity to equip future workers with advanced and specialised knowledge and skills. In OECD countries, individuals have strong incentives to obtain a tertiary qualification, including higher salaries and better employment prospects (see Indicators A5 and A6). Tertiary education varies widely in structure and scope among countries, and graduation rates seem to be influenced by the ease of access to these programmes, flexibility in completing them and the demand for higher skills in the labour market. Expanding access to and improving the quality of tertiary education is 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, more and different educational offerings, 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, as older individuals seek to upgrade their qualifications to succeed in a more competitive labour market, and as first-time graduates pursue a second degree.

### ■ Other findings

- Most graduates at all levels of tertiary education are women, except at the doctoral level. Based on current patterns of graduation, it is estimated that **an average of 48% of today's young women and 32% of today's young men in OECD countries will complete tertiary-type A education over their lifetimes.**
- 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, New Zealand and the United Kingdom.

### ■ Trends

Over the past 16 years, tertiary-type A graduation rates have risen by 20 percentage points on average across OECD countries with available data, while rates for tertiary-type B programmes have remained stable. Doctorates represent only a small proportion of tertiary programmes but the graduation rate has doubled over the past 16 years.

### ■ Note

Graduation rates represent the estimated percentage of an age cohort that is expected to graduate over their lifetimes. This estimate is based on the number of graduates in 2011 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 educational system, such as the introduction of new programmes or increases and decreases in programme duration, like those that are occurring 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 degree programme. The upper age limit of the typical graduate from an advanced research programme is 35.

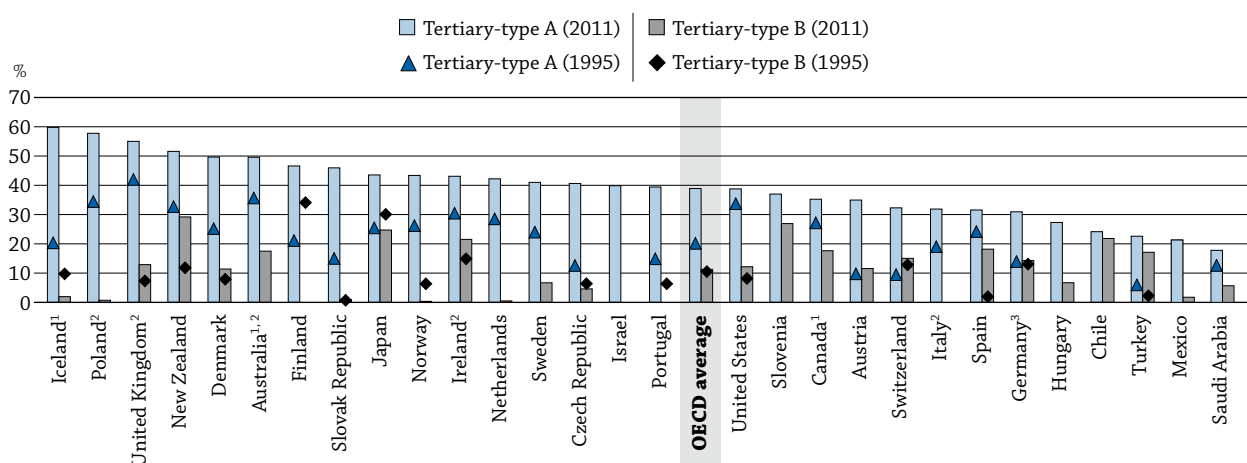
Many countries make a clear distinction between first and second university degrees (i.e. undergraduate and graduate programmes). However, in some countries, degrees that are internationally comparable to a master's degree are obtained through a single programme of long duration. In order to make accurate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

## Analysis

Based on 2011 patterns of graduation, 40% of young people, on average across the 28 OECD countries with comparable data, will graduate for the first time from tertiary-type A programmes during their lifetimes. The proportion ranges from less than 25% in Chile, Mexico, Saudi Arabia and Turkey, to 50% or more in Australia, Denmark, Iceland, New Zealand, Poland and the United Kingdom (Chart A3.2).

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. They are typically delivered by universities.

**Chart A3.2. First-time graduation rates in tertiary-type A and B education (1995 and 2011)**



1. Year of reference 2010 instead of 2011.

2. Year of reference 2000 instead of 1995.

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 2011.

Source: OECD. Saudi Arabia: Observatory on Higher Education. Table A3.2a. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

StatLink <http://dx.doi.org/10.1787/888932846386>

Based on 2011 patterns of graduation, on average across OECD countries, 39% of young people will graduate from tertiary-type A first-degree programmes (often called a bachelor's degree) and 17% from tertiary-type A second degree programmes (often called a master's degree). For first-degree programmes, the graduation rate equals or exceeds 50% in Australia, Denmark, Iceland, New Zealand, Poland and the Russian Federation but is 25% or less in Argentina, Belgium, Chile, China, Estonia, Greece, Indonesia, Mexico, Saudi Arabia, South Africa and Turkey. The low graduation rates in Belgium and China are counterbalanced by a higher level of first-degree graduation rates from tertiary-type B programmes. In China, an estimated 16% of young people today will graduate from a tertiary-type A first-degree programme, and 19% will graduate from a tertiary-type B first-degree programme during their lifetimes. The graduation rate from second-degree programmes equals or exceeds 25% in Belgium, the Czech Republic, Poland, the Slovak Republic and the United Kingdom. With the implementation of the Bologna process, programmes at this level of education have expanded considerably (Table A3.1a).

The rapidly expanding demand for university programmes over recent decades is also being met by shorter, vocationally oriented (tertiary-type B) programmes. In 2011, graduation rates for tertiary-type B programmes averaged 11% among the 26 OECD countries with comparable data; 13% of women graduated from such programmes compared with 10% of men. 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).

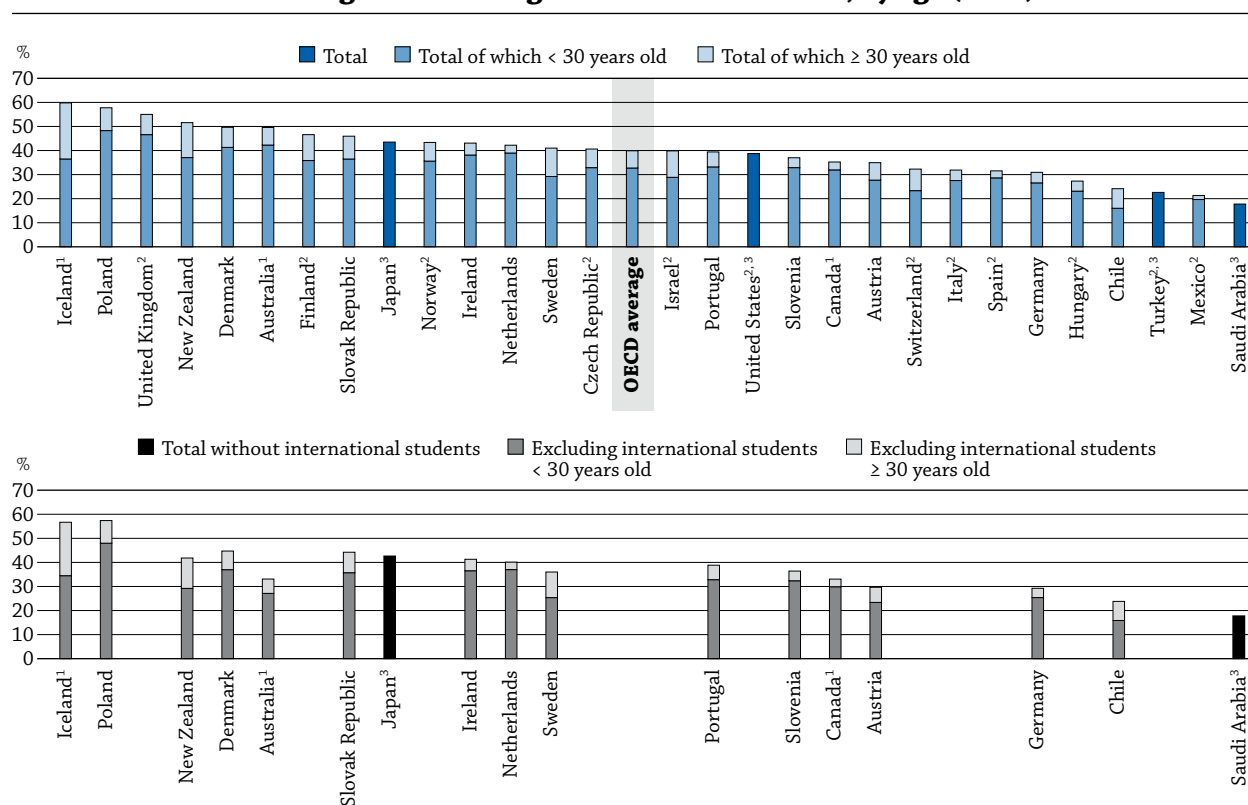
### Trend data

In every country for which comparable data are available, tertiary-type A graduation rates increased between 1995 and 2011. The increase was particularly steep between 1995 and 2005, and then levelled off. Over the past four years, tertiary type-A graduation rates have remained stable, at around 39%. Since 1995, or since the year for which data is first available, the expected tertiary graduation rates increased by at least 20 percentage points in Austria, the Czech Republic, Denmark, Finland, Poland, Portugal, the Slovak Republic and Switzerland (Table A3.2a).

Because of increasing harmonisation among the systems of higher education involved in the Bologna Process and a general shift away from longer programmes in favour of three-year programmes, some countries have seen rapid rises in their graduation rates. For example, graduation rates rose sharply in the Czech Republic between 2004 and 2007, and in Finland and the Slovak Republic between 2007 and 2008 with the implementation of the Bologna Process reforms.

Trends in tertiary-type B education between 1995 and 2011 vary, even though the OECD average has been stable. For example, in Spain, the sharp rise in graduation rates from this type of education during this period can be attributed to the introduction of new advanced-level vocational training programmes. By contrast, in Finland, where tertiary-type B programmes are being phased out, graduation rates from these programmes have fallen sharply in favour of more academically oriented tertiary education (Chart A3.2).

**Chart A3.3. Tertiary-type A graduation rates, including and excluding international students, by age (2011)**



**Note:** Only first-time graduates in tertiary-type A programmes are reported in this chart.

1. Year of reference 2010.

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 2011.

**Source:** OECD. Saudi Arabia: Observatory on Higher Education. Tables A3.1a and b. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

**StatLink** <http://dx.doi.org/10.1787/888932846405>

Trend data by gender show that the growth in tertiary-type A graduation rates has been particularly strong for women in several OECD countries, namely in the Czech Republic, the Slovak Republic and Slovenia with increases of 25 percentage points or more from 2005 to 2011. Men's graduation rates in these countries increased too but by much smaller proportions (Table A3.2b, available on line).

### Graduation rates below 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 Indonesia and the United Kingdom graduate before their 25th birthday, while students in Brazil, Finland, Iceland, Israel and Sweden receive their first university degree just after their 29th birthday (Chart A3.1).

The proportion of young people who graduate from tertiary education and their ages vary across countries. In some countries, a large proportion of graduates consists of older students. 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 and improve or add to their skills. In the current global economy, some young people have decided to stay in education instead of risking entry into an unstable labour market (see Indicator C3). 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, Poland and the United Kingdom to only 20% or less in Chile 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 among the population. For countries with a high proportion of international students, such as Australia, New Zealand and the United Kingdom, 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 16 and 10 percentage points, respectively, and first-time tertiary-type B graduation rates drop by 8 percentage points in New Zealand (Table A3.1a).

The contribution of international students to graduation rates is also significant at the first stage (i.e. bachelor's level) of tertiary-type A education. 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. The contribution of international students to graduation rates tends to be even greater in second-degree programmes, such as master's degrees. In Australia and the United Kingdom, graduation rates drop by 13 and 12 percentage points, respectively, when international graduates are excluded (Chart A3.3).

### Graduation rates for advanced research degrees

Doctoral graduates are those who have obtained the highest level of formal education, and typically include researchers who hold a Ph.D. Based on 2011 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 highest increase in advanced research graduation rates are Denmark, Ireland, New Zealand, the Slovak Republic and the United Kingdom, where graduation rates increased by at least 1 percentage point from 2000 to 2011 (Table A3.2c, available on line). China had a graduation rate of 2.2% in 2011 – above the OECD average (Table A3.1a).

At this level of education, the graduation rate for women (1.5%) is lower than that for men (1.7%). This is the case in all countries except Argentina, Estonia, Finland, Israel, Italy, Poland, Portugal, Saudi Arabia, the Slovak Republic and the United States, where the estimated proportion of women who will graduate from an advanced research programme exceeds that of 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 high proportion of international students at the doctoral level (Table A3.1a). Excluding international students from the calculations reduces graduation rates from 0.3 percentage points in Finland to 1.6 percentage points in Switzerland.

On average across OECD countries, graduates from an advanced research programme are 35 years old, but the average age at graduation ranges from 32 in Italy and the Netherlands (26 in Indonesia) to 38 or older in Brazil, Finland, Korea, New Zealand, Norway and Portugal (Table A3.1a).

### Gender differences in fields of education

The distribution of graduates by field of education 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.

Women predominate among graduates in the field of education: they represent 70% or more of tertiary students (tertiary-type A and advanced research programmes) in this field in all countries except Japan (60%), Saudi Arabia (66%) and Turkey (57%). They also dominate in the fields of health and welfare, accounting for 75% of all degrees awarded in this field, on average (Table A3.3, available on line).

In contrast, in all countries except Argentina, Estonia, Iceland, Italy, Poland and Slovenia, one-third or fewer of all graduates in the fields of engineering, manufacturing and construction are women. 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, the Slovak Republic and Switzerland are the only four countries in which the proportion of women in science grew by at least 10 percentage points between 2000 and 2011. As a result, these countries are now closer to 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 2011 – even as the proportion of women graduates in all fields grew from 54% to 58% during that period. The proportion of women in engineering, manufacturing and construction is also low, though it increased slightly (from 23% to 27%) 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.

A3

**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 2010-11 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](http://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 2012.

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.

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.


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.

### Reference

OECD (2008), *Tertiary Education for the Knowledge Society: Volume 1 and Volume 2*, OECD Publishing. <http://dx.doi.org/10.1787/9789264046535-en>

### Indicator A3 Tables


**Table A3.1a Tertiary graduation rates and average ages (2011)**

StatLink  <http://dx.doi.org/10.1787/888932848362>

**Table A3.1b Tertiary graduation rates among students under the typical age at graduation (2011)**

StatLink  <http://dx.doi.org/10.1787/888932848381>

**Table A3.2a Trends in tertiary graduation rates (1995-2011)**

StatLink  <http://dx.doi.org/10.1787/888932848400>

**WEB Table A3.2b Trends in tertiary graduation rates, by gender (2005-11)**

StatLink  <http://dx.doi.org/10.1787/888932848419>

**WEB Table A3.2c Trends in graduation rates at advanced research level (1995-2011)**

StatLink  <http://dx.doi.org/10.1787/888932848438>

**WEB Table A3.3 Percentage of tertiary qualifications awarded to women in tertiary-type A and advanced research programmes, by field of education (2000, 2011)**

StatLink  <http://dx.doi.org/10.1787/888932848457>

Table A3.1a. **Tertiary graduation rates and average ages (2011)**

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 <sup>1</sup>	Total	Adjusted graduation rate (without international/foreign students)	Average age <sup>1</sup>	Total	Adjusted graduation rate (without international/foreign students)	Average age <sup>1</sup>	Total	Adjusted graduation rate (without international/foreign students)	Average age <sup>1</sup>	Total	Adjusted graduation rate (without international/foreign students)	Average age <sup>1</sup>	Total	Adjusted graduation rate (without international/foreign students)	Average age <sup>1</sup>
	(1)	(4)	(5)	(6)	(9)	(10)	(11)	(14)	(15)	(16)	(19)	(20)	(21)	(24)	(25)	(26)	(29)	(30)
<b>OECD</b>																		
Australia <sup>2</sup>	17	14	28	26	20	30	50	33	25	60	43	27	21	8	31	1.9	1.3	37
Austria	12	11	30	14	13	32	35	30	27	33	29	27	10	9	32	2.1	1.6	33
Belgium	m	m	m	30	29	24	m	m	m	18	17	m	26	21	m	1.5	1.1	m
Canada <sup>2</sup>	18	16	26	20	19	26	35	33	25	37	35	25	10	9	33	1.2	1.1	36
Chile	22	22	28	23	23	28	24	24	30	20	20	28	6	6	37	0.2	0.2	37
Czech Republic	5	m	27	5	5	27	41	m	28	41	37	27	25	23	29	1.4	1.3	34
Denmark	11	10	27	12	11	28	50	45	27	50	47	28	22	19	30	2.2	1.7	34
Estonia	m	m	m	19	19	28	m	m	m	25	24	25	12	12	28	1.3	1.2	36
Finland	n	n	m	n	n	m	47	m	28	49	47	29	22	20	32	2.5	2.2	39
France <sup>2</sup>	m	m	m	26	25	m	m	m	m	36	32	m	15	12	m	1.6	0.9	m
Germany	14	m	m	14	14	m	31	29	26	31	29	26	5	4	29	2.7	2.3	33
Greece	m	m	m	14	m	26	m	m	m	25	m	25	7	m	m	1.0	m	m
Hungary	7	m	23	8	8	23	27	m	26	31	29	26	10	10	34	0.8	0.7	36
Iceland <sup>2</sup>	2	2	38	2	2	37	60	57	31	63	62	31	24	22	36	m	m	m
Ireland	22	21	30	22	21	30	43	41	25	43	41	25	23	21	32	1.9	1.6	34
Israel	m	m	m	m	m	m	40	m	29	40	39	29	17	16	35	1.4	1.4	37
Italy	m	m	m	1	1	m	32	32	26	32	32	26	24	m	m	1.4	1.4	32
Japan	25	24	m	25	24	m	44	43	m	44	43	m	6	6	m	1.1	0.9	m
Korea	m	m	m	29	29	25	m	m	m	48	47	25	10	10	34	1.4	1.3	40
Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Mexico	2	m	22	2	m	22	21	m	25	21	m	25	3	m	m	0.2	m	m
Netherlands	n	n	m	n	n	m	42	40	24	45	43	25	20	19	27	1.8	1.2	32
New Zealand	29	21	30	35	27	30	52	42	28	55	48	27	18	14	34	1.9	1.2	38
Norway	n	m	m	n	n	m	43	m	27	47	46	27	13	12	32	1.9	1.7	38
Poland	1	m	m	1	m	m	58	57	26	58	57	26	43	43	m	0.5	m	m
Portugal	n	n	m	n	n	m	39	39	27	39	39	27	23	22	31	1.4	1.3	39
Slovak Republic	1	m	24	1	m	24	46	44	26	46	44	26	39	38	28	1.9	1.7	33
Slovenia	27	27	31	28	28	31	37	36	26	37	37	26	5	5	35	1.7	1.5	35
Spain	18	m	24	18	m	24	32	m	25	38	38	27	8	8	31	1.1	0.9	37
Sweden	7	7	29	7	7	29	41	36	29	38	37	30	10	5	32	2.8	2.1	37
Switzerland	15	m	m	23	m	m	32	m	29	28	25	26	18	14	31	3.2	1.7	33
Turkey	17	m	24	17	17	24	23	m	m	23	23	25	3	3	30	0.4	0.4	34
United Kingdom	13	m	31	16	15	32	55	m	25	43	37	24	27	15	30	2.4	1.3	34
United States	12	m	m	12	12	m	39	m	m	39	38	m	19	17	m	1.7	1.3	m
OECD average	11	m	28	14	m	28	40	m	27	39	m	27	17	m	32	1.6	m	35
EU21 average	9	m	28	12	m	28	41	m	26	38	m	26	19	m	31	1.7	m	35
<b>Other G20</b>																		
Argentina <sup>2</sup>	m	m	m	15	m	m	m	m	m	12	m	m	1	m	m	0.2	m	m
Brazil	m	m	m	6	6	32	m	m	m	28	28	29	1	1	m	0.4	0.4	39
China	m	m	m	19	m	m	m	m	m	16	m	m	n	m	m	2.2	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia <sup>2</sup>	m	m	m	1	m	m	m	m	m	12	m	24	1	m	m	0.1	m	26
Russian Federation	m	m	m	25	25	m	m	m	m	58	57	m	1	m	m	0.4	m	m
Saudi Arabia	8	8	m	8	8	m	18	18	m	18	18	m	1	1	m	0.1	0.1	m
South Africa	m	m	m	5	m	m	m	m	m	6	m	m	4	m	m	0.1	m	m
G20 average	m	m	m	14	m	m	m	m	m	29	m	m	9	m	m	1.1	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 b 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 2010.

Source: OECD, Argentina, China, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme); Saudi Arabia: Observatory on Higher Education; South Africa: UNESCO Institute for Statistics. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://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/10.1787/888932848362>



**Table A3.1b. Tertiary graduation rates among students under the typical age at graduation (2011)**  
 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)		Tertiary-type A programmes (first degree)		Tertiary-type A programmes (second degree)		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)
<b>OECD</b>												
Australia <sup>1</sup>	11	8	14	9	42	27	48	33	13	3	1.0	0.7
Austria	7	7	8	8	28	23	27	24	6	5	1.6	1.2
Belgium	m	m	27	m	m	m	m	m	m	m	m	m
Canada <sup>1</sup>	14	13	16	15	32	30	33	31	5	5	0.8	0.6
Chile	15	15	16	16	16	16	16	16	2	1	0.2	n
Czech Republic	4	m	4	m	33	m	33	m	20	m	0.7	m
Denmark	9	8	10	8	41	37	39	37	16	14	1.5	1.1
Estonia	m	m	13	m	m	m	21	m	9	m	0.8	m
Finland	n	n	n	n	36	m	36	35	12	11	1.1	0.9
France <sup>1</sup>	m	m	m	m	m	m	m	m	m	m	m	m
Germany	m	m	m	m	27	25	27	25	4	3	2.2	1.9
Greece	m	m	13	m	m	m	22	m	m	m	m	m
Hungary	6	m	7	m	23	m	26	m	5	m	0.5	m
Iceland <sup>1</sup>	m	m	m	m	36	34	38	38	9	8	0.4	n
Ireland	14	13	14	13	38	37	38	36	13	12	1.3	1.1
Israel	m	m	m	m	29	m	29	29	5	5	0.7	0.7
Italy	m	m	m	m	28	m	28	m	m	m	1.0	m
Japan	m	m	m	m	m	m	m	m	m	m	m	m
Korea	m	m	25	25	m	m	46	45	5	5	0.5	n
Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m
Mexico	2	m	2	m	20	m	20	m	m	m	m	m
Netherlands	n	n	n	n	39	37	41	39	17	16	1.6	1.1
New Zealand	18	11	21	14	37	29	42	35	9	6	0.9	0.5
Norway	n	m	n	m	36	m	38	m	8	m	1.0	m
Poland	1	m	1	m	48	48	48	48	m	m	m	m
Portugal	n	n	n	n	33	33	33	33	15	14	0.7	0.6
Slovak Republic	1	m	1	m	36	36	36	36	29	29	1.3	1.3
Slovenia	16	16	16	16	33	32	33	32	2	2	1.2	1.1
Spain	16	m	16	m	29	m	33	m	6	m	0.7	m
Sweden	4	4	5	5	29	25	26	25	6	2	1.6	1.1
Switzerland	m	m	m	m	23	m	24	22	11	8	2.6	1.3
Turkey	15	m	15	m	m	m	20	m	2	m	0.3	m
United Kingdom	8	m	9	m	47	m	38	m	17	m	1.7	m
United States	m	m	m	m	m	m	m	m	m	m	m	m
OECD average	8	m	10	m	33	m	32	m	10	m	1.1	m
EU21 average	6	m	8	m	34	m	33	m	12	m	1.2	m
<b>Other G20</b>												
Argentina <sup>1</sup>	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	3	m	m	m	17	m	1	m	0.2	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 <sup>1</sup>	m	m	1	m	m	m	12	m	1	m	0.1	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 b seek to compensate for that.

1. Year of reference 2010.

Source: OECD. Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://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/10.1787/888932848381>

Table A3.2a. **Trends in tertiary graduation rates (1995-2011)**

Sum of age-specific graduation rates, by programme destination

	Tertiary-type 5A (first-time graduates)							Tertiary-type 5B (first-time graduates)						
	1995	2000	2005	2008	2009	2010	2011	1995	2000	2005	2008	2009	2010	2011
	(1)	(2)	(7)	(10)	(11)	(12)	(13)	(14)	(15)	(20)	(23)	(24)	(25)	(26)
<b>OECD</b>														
Australia	m	36	50	49	50	50	<b>m</b>	m	m	m	16	16	17	<b>m</b>
Austria	10	15	20	25	29	30	<b>35</b>	m	m	8	8	10	12	<b>12</b>
Belgium	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	<b>m</b>
Canada	27	27	29	37	36	35	<b>m</b>	m	m	m	29	29	18	<b>m</b>
Chile	m	m	m	m	m	m	<b>24</b>	m	m	m	m	m	m	<b>22</b>
Czech Republic	13	14	23	36	38	38	<b>41</b>	6	5	6	5	4	5	<b>5</b>
Denmark	25	37	46	47	50	50	<b>50</b>	8	10	10	11	11	9	<b>11</b>
Estonia	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	<b>m</b>
Finland	21	40	47	63	44	49	<b>47</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	25	28	30	<b>31</b>	13	11	11	10	14	14	<b>14</b>
Greece	14	15	25	m	m	m	<b>m</b>	5	6	11	m	m	m	<b>m</b>
Hungary	m	m	33	30	31	31	<b>27</b>	m	m	4	4	5	6	<b>7</b>
Iceland	20	33	56	57	51	60	<b>m</b>	10	5	4	4	2	2	<b>m</b>
Ireland	m	30	38	46	47	47	<b>43</b>	m	15	24	26	26	26	<b>22</b>
Israel	m	m	35	36	37	37	<b>40</b>	m	m	m	m	m	m	<b>m</b>
Italy	m	19	41	33	33	32	<b>32</b>	m	n	1	1	1	1	<b>m</b>
Japan	25	29	37	39	40	40	<b>44</b>	30	30	28	27	26	25	<b>25</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	m	<b>m</b>	m	m	m	m	m	m	<b>m</b>
Mexico	m	m	17	18	19	20	<b>21</b>	m	m	1	1	1	1	<b>2</b>
Netherlands	29	35	42	41	42	42	<b>42</b>	m	m	n	n	n	n	<b>n</b>
New Zealand	33	50	51	48	50	47	<b>52</b>	12	17	21	21	24	26	<b>29</b>
Norway	26	37	41	41	41	42	<b>43</b>	6	6	2	1	n	n	<b>n</b>
Poland	m	34	47	50	50	55	<b>58</b>	m	m	n	n	n	1	<b>1</b>
Portugal	15	23	32	45	40	40	<b>39</b>	6	8	9	2	1	n	<b>n</b>
Slovak Republic	15	m	30	58	62	49	<b>46</b>	1	2	2	1	1	1	<b>1</b>
Slovenia	m	m	18	20	27	29	<b>37</b>	m	m	24	26	26	26	<b>27</b>
Spain <sup>2</sup>	24	29	30	27	27	30	<b>32</b>	2	8	15	14	15	16	<b>18</b>
Sweden	24	28	38	40	36	37	<b>41</b>	m	4	5	6	6	6	<b>7</b>
Switzerland	9	12	27	32	31	31	<b>32</b>	13	14	8	19	19	16	<b>15</b>
Turkey	6	9	11	20	21	23	<b>23</b>	2	m	m	13	15	19	<b>17</b>
United Kingdom	m	42	47	48	48	51	<b>55</b>	m	7	11	12	12	12	<b>13</b>
United States	33	34	34	37	38	38	<b>39</b>	9	8	10	10	11	11	<b>12</b>
OECD average	20	28	34	39	39	39	<b>39</b>	11	9	9	11	11	10	<b>11</b>
OECD average for countries with 1995, 2000 and 2011 data	20	27					<b>40</b>	11	10					<b>11</b>
EU21 average	18	27	34	40	39	40	<b>41</b>	9	7	8	8	8	8	<b>9</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	11	13	18	21	19	20	<b>18</b>	n	3	5	6	6	8	<b>8</b>
South Africa	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	<b>m</b>
G20 average	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	<b>m</b>

Notes: 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.

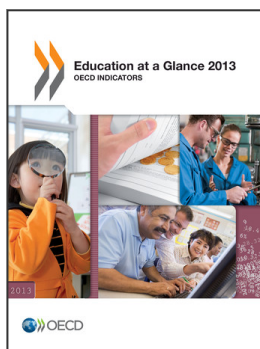
1. Break in the series between 2008 and 2009 due to a partial reallocation of vocational programmes into ISCED 2 and ISCED 5B.

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

Source: OECD. Saudi Arabia: Observatory on Higher Education. See Annex 3 for notes ([www.oecd.org/edu/eag.htm](http://www.oecd.org/edu/eag.htm)).

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StatLink  <http://dx.doi.org/10.1787/888932848400>



**From:**  
**Education at a Glance 2013**  
OECD Indicators

**Access the complete publication at:**  
<https://doi.org/10.1787/eag-2013-en>

**Please cite this chapter as:**

OECD (2013), "Indicator A3 How many students are expected to complete tertiary education ?", in *Education at a Glance 2013: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2013-7-en>

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