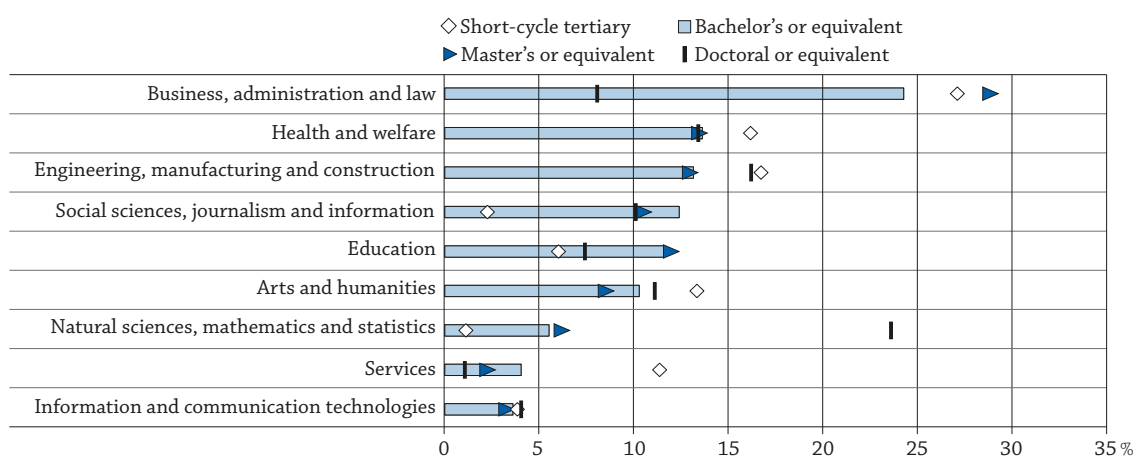


## WHO IS EXPECTED TO GRADUATE FROM TERTIARY EDUCATION?

- Propensity to major in science, technology, engineering and mathematics fields of study (STEM) increases with education level: while 22% of graduates complete a degree in these fields at bachelor's level or equivalent, the share almost doubles to 44% at doctoral level.
- Bachelor's degrees remain the most common tertiary diploma to be held by graduates in OECD countries. In 2015, on average across OECD countries, a majority of first-time tertiary graduates (72%) earned a bachelor's degree, 11% earned a master's degree and 17% earned a short-cycle tertiary diploma.
- Based on current patterns of graduation, an average of 49% of today's young people across OECD countries are expected to graduate from tertiary education at least once in their lifetime.

**Figure A3.1. Distribution of tertiary graduates on average across OECD and partner countries, by field of study and by ISCED level (2015)**



**Note:** Agriculture, forestry, fisheries and veterinary are not included in the figure but data are available in the Education at a Glance Database.

Fields of study are ranked in descending order of their share of graduates at bachelor's level or equivalent.

**Source:** OECD/UIS/Eurostat (2017), Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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### Context

Tertiary graduation rates illustrate a country's capacity to provide future workers with advanced and specialised knowledge and skills. Incentives to earn a tertiary degree, including higher salaries and better employment prospects, remain strong across OECD countries (see Indicators A5, A6 and A7 for further reading on these themes). Tertiary education varies in structure and scope among countries, and graduation rates seem to be influenced by the ease of access to and flexibility in programmes, the supply of spaces available by education level and fields of study, as well as by labour market demand for higher skills.

In recent decades, access to tertiary education has expanded remarkably, involving new types of institutions that offer more choice and new modes of delivery (OECD, 2014a). In parallel, the student population is becoming increasingly diverse in gender and in study pathways chosen. Students are also becoming more likely to seek a tertiary degree outside their country of origin.

Policy makers are exploring ways to help ease the transition from tertiary education into the labour market (OECD, 2015). Understanding current graduation patterns would help to understand student progression throughout higher education and anticipate the flow of new tertiary-educated workers into the labour force.

**Other findings**

- Advanced tertiary degrees attract more international students (see *Definitions* section) than bachelor's or equivalent degrees. Some 26% of students in OECD countries who graduated for the first time from a doctoral programme in 2015 were international students, as were 19% of students who were awarded a master's degree or the equivalent, and 7% of graduates who earned a bachelor's degree for the first time (Education at a Glance Database).
- Participation of women in higher education has been increasing in recent years, and their share among first-time tertiary graduates remains higher than their share among first-time tertiary entrants. This is in line with previous findings suggesting that women are more likely to complete their degree than men (OECD, 2016).
- Average age at graduation is a combination of average age at entry and the time taken to complete tertiary educational programmes. Across OECD countries with data, 26 years old is the average age at which people graduate for the first time from a tertiary level programme.

**Note**

Graduation rates are the estimated percentage of an age cohort that is expected to graduate in their lifetime. This estimate is based on the total number of graduates in 2015 and the age-specific distribution of graduates. Therefore, graduation rates are based on the current pattern of graduation and are sensitive to any changes in education systems, such as the introduction of new programmes or any variations in a programme's duration (as has occurred in many countries in the European Union [EU] with the implementation of the Bologna Process).

## Analysis

### Profile of graduates and first-time graduates from tertiary education

Over the past two decades, tertiary education in OECD countries has changed significantly. The student body is more international, more women than men are graduating from this level of education, and the fields of study chosen have evolved. These changes might reflect concerns about competitiveness in the global economy and the labour market, but also the interests and priorities of a growing student population.

#### *Profile of graduates, by field of study*

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

Currently, across most OECD countries, the largest share of graduates across all tertiary education programmes complete degrees in business, administration and law (Figure A3.1). There are a few exceptions: Korea and Portugal have the largest share of students graduating from engineering, manufacturing and construction fields of study; Belgium, Denmark, Finland, Norway and Sweden see their highest share of graduates completing degrees in health and welfare; and the largest share of tertiary students in India graduate from the fields of social sciences, information and journalism. Some of these differences can be explained in the structure of educational systems and the types of institutions offering qualifications in each field of study across countries. For example, degrees in fields of study such as nursing (included in the field of study of health and welfare) are more likely to be offered in tertiary programmes in countries that have integrated most of the post-secondary vocational education into their tertiary education system.

In most countries, the fields of science, technology, engineering, and mathematics (also known as STEM) are less popular. In half of the OECD and partner countries with data, the combined share of students graduating from the fields of natural sciences, mathematics and statistics, engineering, manufacturing and construction, and information and communication technologies is still lower than the share of students graduating from business, administration and law. In 2015, 23% of tertiary graduates completed their degree from these fields on average across OECD countries, though this ranges from 14% in Luxembourg to 37% in Germany.

The smaller share of graduates in science and engineering at the tertiary level hides large differences by level of tertiary education, however. Graduation rates from these fields of study increases with educational level: on average across OECD countries in 2015, around 22% of graduates from short-cycle tertiary programmes, bachelor's and master's or equivalent programmes earned a degree in natural sciences, mathematics and statistics, engineering, manufacturing and construction, or information and communication technologies, while 44% of graduates from doctoral programmes earned a degree in these fields (Figure A3.1). In Canada, Chile, Estonia, France, Israel, Luxembourg, Spain and Sweden, 50% or more of doctoral students graduated from the fields of science, mathematics, statistics, engineering, manufacturing and construction, and information and communication technologies in 2015.

The popularity of science and engineering in doctoral programmes may be the result of policies that encourage academic research in these fields. Recent OECD work has highlighted that while innovation draws on a wide set of skills, excellence in scientific research is the basis of science-based innovation, and research competence is essential for building co-operation among the scientific community, business and society. Thus, developing scientific research skills through doctoral training has become an important aim of education policy in many countries (OECD, 2014b).

Many countries are pushing for a better balance in the distribution of graduates across fields of study with many strategies at national level to promote STEM in particular. Not only are STEM skills seen as critical in generating innovation for future generations, but also the labour market clearly highlights the importance of science-related skills that extends beyond scientific occupations. Many countries have derived national strategy plans to renew interest in science fields of study, and build capacity in scientific skills. For instance, the European Union recently launched the "Science with and for Society" programme to build co-operation between science and society, recruit new talent for science, and pair scientific excellence with social awareness and responsibility by 2020. The programme aims to make science more attractive, particularly to young people, and to open further research and innovation activities across Europe.

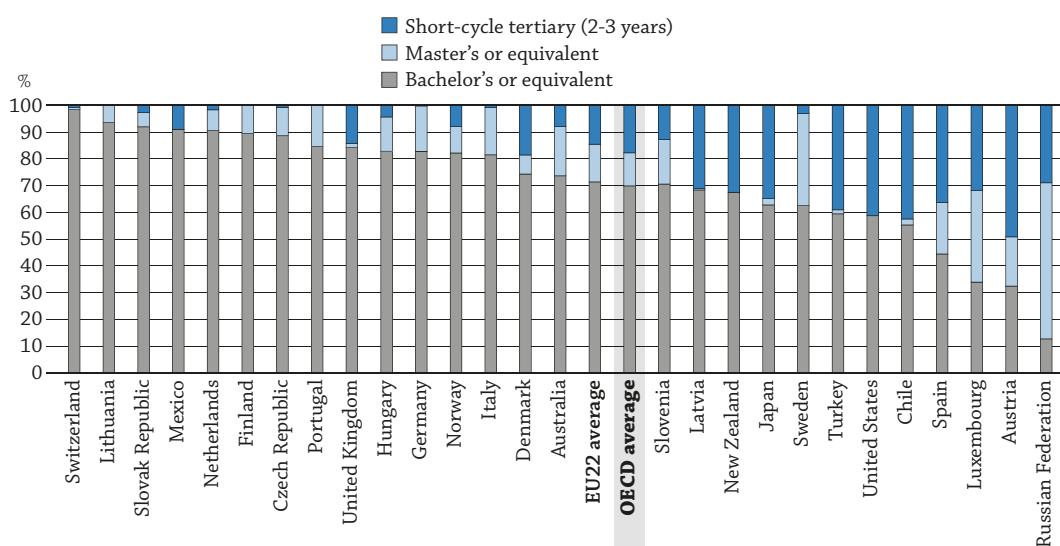
#### *Profile of first-time graduates, by education level*

First-time graduates from tertiary education are defined as students who receive a tertiary degree for the first time in their life in a given country.

In 2015, the large majority of first-time tertiary graduates were awarded a bachelor's degree. In fact, on average across OECD countries, 72% of first-time tertiary graduates earned a bachelor's degree, 11% earned a master's degree and 17% earned a short-cycle tertiary diploma (Figure A3.2).


However, there are considerable differences across countries. In Austria, the largest share of first-time graduates (49%) graduated from short-cycle tertiary programmes, while in Luxembourg the shares of first-time graduates are similar across the three levels of tertiary education. These differences may result from the structure of the tertiary system; or because certain programmes – such as short-cycle programmes – are more vigorously promoted in some countries; or because of the attractiveness of the programmes to international students, particularly at master's level (Figure A3.2).

**Figure A3.2. Distribution of first-time tertiary graduates by level of education (2015)**



Countries are ranked in descending order of the percentage of first-time graduates at bachelor's level or equivalent.

Source: OECD/UIS/Eurostat (2017), Table A3.2. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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### Profile of first-time graduates, by gender

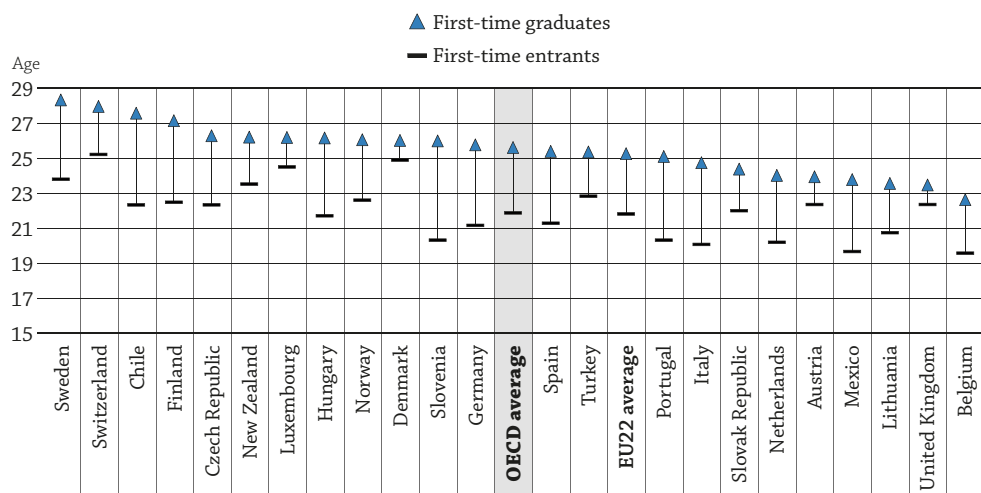
Recognising the impact that education has on participation in the labour market, occupational mobility and quality of life, policy makers and educators are emphasising the importance of reducing differences in education opportunities and outcomes between men and women.

In 2015, more women than men graduated from tertiary education: an average of 57% of first-time graduates from tertiary education in OECD countries were women, ranging from 49% in Switzerland and Turkey to 64% in Latvia (Table A3.2). While participation of women in tertiary education has been increasing over the past years, the share of female graduates was higher than the share of female first-time new entrants into tertiary education (see Indicator C3) in all OECD and partner countries with available data. This confirms previous findings that women are more likely to complete tertiary education than their male counterparts (OECD, 2016).

Although most tertiary graduates in 2015 were women, men still have better labour market outcomes. Earnings for tertiary-educated men are higher, on average, than those for tertiary-educated women, and tertiary-educated men tend to have higher employment rates than women with the same level of education (see Indicators A5 and A6).

### Profile of first-time graduates, by age

For some years now, many OECD countries have been concerned about the length of time tertiary students take to complete their studies. They have developed policies to encourage students to graduate more quickly so as to get more workers into the labour market at an earlier age. For example, the reforms following the Bologna Declaration in 1999 (which introduced a new degree structure in European countries) were explicitly motivated by a policy objective to reduce the length of studies.

**Figure A3.3. Average age of first-time graduates compared to first-time entrants into tertiary education (2015)**

**Note:** The average age of the students refers normally to 1st January for countries where the academic year starts in the second semester of the calendar year and 1st of July for countries where the academic year starts in the first semester of the calendar year. The average age of new entrants is then slightly overestimated and the average age of graduates slightly underestimated (e.g. students will generally be between 6 and 9 months older than the age indicated when they graduate at the end of the school year).

Countries are ranked in descending order of the average age of first-time graduates at tertiary level.

**Source:** OECD/UIS/Eurostat (2017), Tables A3.2. and C3.2. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

**StatLink** <http://dx.doi.org/10.1787/888933557109>

Across OECD countries in 2015, 84% of first-time graduates graduated before the age of 30; the average age of graduation was 26. The variation among countries is large, however, ranging from 23 in Belgium and the United Kingdom, to 28 in Chile, Sweden and Switzerland (Table A3.2). The average age at which most students graduate reflects a combination of average age at entry and programme duration. Entrance to tertiary education can be delayed by the structure of upper secondary education systems, entry schemes and admission processes into tertiary education, conscription requirements, or diverse pathways to transition from study to work. Programme duration on the other hand will depend on the structure of the educational programme, or on the intensity of enrolment, i.e. full time or part time. For example, Chile has one of the highest average graduation ages of all OECD countries, at 28, while students enrol at the age of 22 on average. The age difference between graduates and entrants reflects the duration of the programme and the strong focus of long first degrees in the education system (see Indicator C3, Box C3.1), particularly in science and engineering. In contrast, students also graduate later in Sweden and Switzerland but the average age of entry is two to three years older than the OECD average. The older age at both graduation and entry in these countries reflects students' various trajectories before entering higher education, the flexibility of the education system to accommodate transitions between educational programmes or between work and study, and adults' lifelong learning. The higher enrolment in part-time studies observed in these countries also tends to delay the average graduation age (Education at a Glance Database).

The difference between entry and graduation age can be very small in some countries and can be driven in part by the prevalence of short-cycle tertiary degrees, where the duration of these programmes is generally 2 years compared to 3 or 4 years for a bachelor's degree. Moreover, in some countries, short-cycle tertiary programmes are specifically designed for older students who may take longer to graduate, increasing the entry age compared to the graduation age at this level.

### First-time graduation rates from tertiary education

Based on 2015 current patterns of graduation, 49% of today's young people (including international students) can be expected to graduate from tertiary education at least once in their lifetime on average across OECD countries. The proportion ranges from 24% in Luxembourg – where about 80% of Luxembourg secondary school graduates continuing through a tertiary education degree are pursuing studies abroad – to 70% or more in Australia, Japan and New Zealand (Table A3.3).

### First-time graduation rates, by levels of education

More young people are expected to graduate from a bachelor's degree programme in their lifetime than from any other level of tertiary education. Based on patterns of graduation prevailing in 2015, on average across OECD countries, 38% of young people are expected to graduate with a bachelor's degree, 17% are expected to earn a master's degree, 11% are expected to graduate from a short-cycle tertiary programme, and roughly 2% are expected to graduate from a doctoral programme in their lifetime (Table A3.3).

Although bachelor's degrees remain the most common tertiary diploma to be held by graduates in OECD countries, countries are also promoting other levels of tertiary education. In an effort to improve employability and the transition into the labour market, some countries are encouraging participation in short-cycle tertiary programmes. The probability of a person in Austria, Chile, China, Japan, New Zealand and the Russian Federation graduating from a short-cycle tertiary programme in his or her lifetime is 25% or higher. Other ways of boosting employability and easing the transition into the labour market include promoting professional or vocational programmes at bachelor's and master's levels of education.

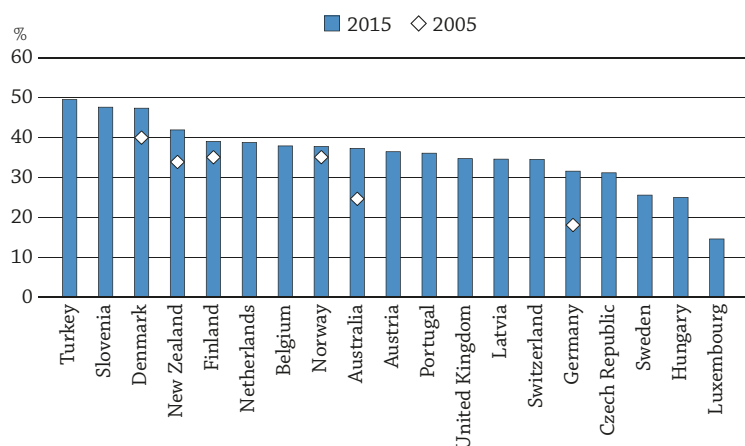
### First-time graduation rates, excluding international students

International students (see *Definitions* section) can have a marked impact on graduation rates by inflating the estimate of graduate students compared to the national population. In countries with a high proportion of international students, such as Australia and New Zealand, the difference can be significant. When international students are excluded, first-time tertiary graduation rates drop by 31 percentage points for Australia and 20 percentage points for New Zealand (Table A3.3). Advanced tertiary degrees attract more international students than bachelor's or equivalent degrees. Some 26% of students in OECD countries who graduated for the first time from a doctoral programme in 2015 were international students, compared to 19% of students who were awarded a master's degree or equivalent, and 7% of graduates who earned a bachelor's degree for the first time (Education at a Glance Database).

### First-time graduation rates among people under the age of 30

The first-time graduation rate from tertiary education among people under the age of 30 is an indicator of how many young people are expected to enter the labour force for the first time with a tertiary qualification. On average across the 19 countries with available data, 36% of young people (excluding international students) are expected to obtain a tertiary diploma for the first time before the age of 30. This rate ranges from 25% in Hungary to 50% in Turkey among countries with comparable data (Figure A3.4).

**Figure A3.4. First-time tertiary graduation rates for national students younger than 30 (2005, 2015)**



**Note:** Mismatches between the coverage of the population data and first-time 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 first-time tertiary graduation rate excluding international students accounts for this.

Countries are ranked in descending order of the first-time tertiary graduation rates for students younger than 30 in 2015.

**Source:** OECD/UIS/Eurostat (2017), Table A3.3. See Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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In addition, some education systems accommodate a wider range of ages among their students than others. In New Zealand, Sweden, Switzerland and Turkey, first-time graduation rates at the tertiary level drop by more than 10 percentage points when restricted to young people under 30 (excluding international students). This suggests that these education systems are more flexible in terms of access to and duration of programmes, particularly for students outside the typical age of study, and may also reflect the different policies and attitudes towards adult and lifelong learning. Indeed, with the exception of Turkey, the average age of first-time graduates is typically higher in these countries than the OECD average, mainly driven by entrance at a later age.

First-time tertiary graduation rates for national students younger than 30 has increased between 2005 and 2015 across all countries with data for this time span. The increase has been strongest in Germany and Australia, where graduation rates increased by 14 and 12 percentage points over the decade. In Denmark and Germany, the increase in first-time graduation rates has not kept up with the increase in first-time entry rates into tertiary education over this period, signalling a stronger expansion in access to tertiary education in recent years in both countries.

## Definitions

**First-time graduate** is a student who has graduated for the first time at a given level of education 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.

**First-time tertiary graduate** is a student who graduates for the first time with a tertiary diploma, regardless of the education programme in which he or she is enrolled. This definition is applied in Tables A3.2 and A3.3 (Columns 13 to 15).

**First-time graduate from a given programme** or level of tertiary education is a first-time graduate from the given programme, but may have a diploma from another programme. For example, a first-time graduate at the master's level has earned a master's degree for the first time, but may have previously graduated with a bachelor's degree. This definition is applied in Tables A3.2 (Columns 5 to 7) and A3.3.

**International students** are those students who left their country of origin and moved to another country for the purpose of study. In the majority of countries, international students are considered first-time graduates, regardless of their previous education in other countries. In the calculations described here, when countries could not report the number of international students, foreign students have been used as an approximation. **Foreign students** are students who do not have the citizenship of the country in which they studied (for more details, please refer to Annex 3, [www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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

## Methodology

Unless otherwise indicated, graduation rates are calculated as net graduation rates (i.e. as the sum of age-specific graduation rates). Net tertiary graduation rates represent the expected probability of graduating from tertiary education in an individual's lifetime if current patterns are maintained. The current cohort of graduates by ages (cross-section data) is used in the calculation.

Gross graduation rates are used when data by age are missing. In order to calculate gross graduation rates, countries identify the age at which graduation typically occurs (see Annex 1). The typical age of graduation for a given education level is defined in *Education at a Glance* as the age range comprising at least half of the graduate population. The number of graduates of which the age is unknown is divided by the population at the typical graduation age. In many countries, defining a typical age at graduation is difficult, however, because graduates are dispersed over a wide range of ages.

The average age of students is calculated from 1 January for countries where the academic year starts in the second semester of the calendar year and 1 July for countries where the academic year starts in the first semester of the calendar year. As a consequence, the average age of new entrants may be overestimated by up to 6 months while that of first-time graduates may be underestimated by the same.

For more information please see the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (OECD, 2017) and Annex 3 for country-specific notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

**Source**

Data on entrants refer to the school year 2014/15 (unless otherwise specified) and are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries. Data from Argentina, China, Colombia, India, Indonesia, Saudi Arabia and South Africa are from the UNESCO Institute of Statistics.

**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.

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**Indicator A3 Tables**

StatLink  <http://dx.doi.org/10.1787/888933559351>

**Table A3.1** Distribution of tertiary graduates, by field of study (2015)

**Table A3.2** Profile of a first-time tertiary graduate (2015)

**Table A3.3** First-time graduation rates, by tertiary level (2015)

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>. More breakdowns can also be found at <http://stats.oecd.org/>, Education at a Glance Database.



A3

Table A3.1. Distribution of tertiary graduates, by field of study (2015)

	Education	Arts and humanities	Social sciences, journalism and information	Business, administration and law	Natural sciences, mathematics and statistics	Information and communication technologies	Engineering, manufacturing and construction	Agriculture, forestry, fisheries and veterinary	Health and welfare	Services
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
<b>OECD</b>										
Australia	9	11	7	34	6	4	8	1	19	1
Austria	13	9	10	22	6	4	20	2	7	9
Belgium	9	11	11	21	4	1	12	2	27	1
Canada	6	11	16	26	7	3	12	2	15	3
Chile	15	4	4	23	1	3	16	2	21	11
Czech Republic	11	8	11	23	5	4	16	3	11	7
Denmark	9	13	10	20	5	4	11	2	22	4
Estonia	8	12	9	25	7	5	14	2	12	6
Finland	7	13	7	18	5	7	17	2	19	5
France	3	9	8	34	7	3	15	2	16	3
Germany	10	12	7	23	10	5	22	2	7	3
Greece	m	m	m	m	m	m	m	m	m	m
Hungary	16	10	10	25	4	2	16	3	8	5
Iceland	m	m	m	m	m	m	m	m	m	m
Ireland	8	13	7	24	8	6	10	2	17	5
Israel	m	m	m	m	m	m	m	m	m	m
Italy	m	m	m	m	m	m	m	m	m	m
Japan <sup>1</sup>	9 <sup>d</sup>	15 <sup>d</sup>	8 <sup>d</sup>	20 <sup>d</sup>	3 <sup>d</sup>	x	18 <sup>d</sup>	3 <sup>d</sup>	15 <sup>d</sup>	8 <sup>d</sup>
Korea	7	17	5	16	5	2	22	1	14	9
Latvia	7	8	9	32	4	4	13	2	14	8
Luxembourg	16	9	7	39	4	5	5	0	15	0
Mexico	12	4	9	34	3	2	23	2	10	1
Netherlands <sup>2</sup>	11	9	15	28	5	2	8	1	16	5
New Zealand	10	12	9	25	6	7	8	2	15	5
Norway	16	9	11	16	5	3	13	1	20	5
Poland	14	7	<sup>11</sup>	24	4	3	15	2	13	8
Portugal	7	9	11	19	6	1	21	2	19	6
Slovak Republic	13	7	11	21	6	3	13	2	18	6
Slovenia	10	9	12	22	6	3	16	3	10	7
Spain	16	9	7	19	5	4	16	1	15	7
Sweden	12	6	13	18	4	4	18	1	22	2
Switzerland	10	8	7	28	7	2	15	1	15	6
Turkey	10	11	8	38	4	2	13	2	8	4
United Kingdom	10	15	12	22	13	4	9	1	13	0
United States	7	20	12	20	7	4	7	1	17	7
OECD average	10	10	10	24	6	4	14	2	15	5
EU22 average	10	10	10	24	6	4	14	2	15	5
<b>Partners</b>										
Argentina <sup>3</sup>	16	10	36 <sup>d</sup>	x(3)	8 <sup>d</sup>	x(5)	6	2	18	3
Brazil	20	3	4	37	3	3	10	2	14	4
China	m	m	m	m	m	m	m	m	m	m
Colombia	9	4	7	45	1	5	16	2	7	4
Costa Rica	22	3	5	39	2	4	7	1	16	1
India	9	6	33	17	13	7	11	1	3	0
Indonesia	28	3	12	16	3	9	8	3	18	0
Lithuania	7	8	12	32	4	2	17	2	14	2
Russian Federation	8	4	7	38	2	5	22	2	6	7
Saudi Arabia <sup>4</sup>	15	25	8	20	8	7	8	0	6	2
South Africa <sup>4</sup>	19	5	16	32	7	3	9	2	7	0
G20 average	12	11	12	25	6	4	13	2	12	3

1. Data on Information and communication technologies are included in the other fields.

2. Excludes doctoral graduates.

3. Year of reference 2013.

4. Year of reference 2014.

Source: OECD/UIS/Eurostat (2017). See Source section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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



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Table A3.2. Profile of a first-time tertiary graduate (2015)

	Share of female graduates	Share of graduates below the typical age of 30	Average age	Share of international graduates	Share of first-time graduates by level of education			
					Short-cycle tertiary (2-3 years)	Bachelor's or equivalent	Master's or equivalent	
					(1)	(2)	(3)	(4)
<b>OECD</b>								
Australia	56	84	25	41	8	74	18	
Austria	57	84	24	16	49	32	18	
Belgium	61	96	23	8	m	m	a	
Canada	m	m	m	m	m	m	m	
Chile	57	76	28	m	42	55	2	
Czech Republic	63	84	26	10	1	89	11	
Denmark	57	85	26	13	19	74	7	
Estonia	m	m	m	m	m	m	m	
Finland	57	81	27	9	a	89	11	
France	m	m	m	m	m	m	m	
Germany	51	83	26	3	0	83	17	
Greece	m	m	m	m	m	m	m	
Hungary	59	80	26	5	4	83	13	
Iceland	m	m	m	m	m	m	m	
Ireland	m	m	m	m	m	m	m	
Israel	m	m	m	m	m	m	m	
Italy	59	88	25	m	1	81	18	
Japan	52	m	m	4	35	63	2	
Korea	m	m	m	m	m	m	m	
Latvia	64	79	27	3	31	68	1	
Luxembourg	58	80	26	35	32	34	34	
Mexico	53	93	24	m	9	91	a	
Netherlands	55	93	24	15	2	91	8	
New Zealand	54	79	26	26	33	67	a	
Norway	60	83	26	2	8	82	10	
Poland	m	m	m	m	m	m	m	
Portugal	59	88	25	2	a	85	15	
Slovak Republic	63	m	m	5	3	92	5	
Slovenia	60	83	26	2	13	71	17	
Spain	56	84	25	m	36	44	19	
Sweden	62	72	28	10	3	63	34	
Switzerland	49	75	28	7	1	98	1	
Turkey	49	83	25	0	39	59	1	
United Kingdom	56	90	23	12	14	84	1	
United States	58	m	m	3	41	59	a	
OECD average	57	84	26	10	17	72	11	
EU22 average	59	84	25	10	13	73	14	
<b>Partners</b>								
Argentina	m	m	m	m	m	m	m	
Brazil	m	m	m	m	m	m	m	
China	m	m	m	m	m	m	m	
Colombia	m	m	m	m	m	m	m	
Costa Rica	m	m	m	m	m	m	m	
India	m	m	m	m	m	m	m	
Indonesia	m	m	m	m	m	m	m	
Lithuania	63	93	24	m	a	94	6	
Russian Federation	57	m	m	m	29	13	58	
Saudi Arabia	m	m	m	m	m	m	m	
South Africa	m	m	m	m	m	m	m	
G20 average	m	m	m	m	m	m	m	

Source: OECD/UIS/Eurostat (2017). See Source section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

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


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A3

Table A3.3. **First-time graduation rates, by tertiary level (2015)***Sum of age-specific graduation rates, by demographic group*

	Short-cycle tertiary (2-3 years)			Bachelor's or equivalent			Master's or equivalent			Doctoral or equivalent			First-time tertiary		
	Total	Excluding international students		Total	Excluding international students		Total	Excluding international students		Total	Excluding international students		Total	Excluding international students	
		Total	Younger than 30		Total	Younger than 30		Total	Younger than 35		Total	Younger than 35			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
<b>OECD</b>															
Australia	15	11	6	60	44	35	20	9	6	2.5	1.6	0.8	76	45	37
Austria	26	26	25	25	21	18	20	15	13	1.9	1.3	1.0	49	42	36
Belgium	x(4)	x(5)	x(6)	43 <sup>d</sup>	39 <sup>d</sup>	38 <sup>d</sup>	12	8	8	0.6	0.3	0.2	43	39	38
Canada	21	17	13	40	37	33	11	9	6	1.5	1.2	0.7	m	m	m
Chile	25	m	m	36	m	m	9	m	m	0.2	m	m	58	m	m
Czech Republic	0	0	0	37	34	28	26	23	20	1.6	1.4	1.0	41	37	31
Denmark	12	10	8	53	50	42	28	23	21	3.2	2.2	1.4	65	56	47
Estonia	a	a	a	m	m	m	m	m	m	m	m	m	m	m	m
Finland	a	a	a	50	47	36	24	22	17	2.6	2.0	0.8	53	48	39
France	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Germany	0	0	0	32	31	26	17	15	15	2.9	2.4	2.0	39	37	32
Greece	a	a	a	m	m	m	m	m	m	m	m	m	m	m	m
Hungary	1	1	1	27	26	21	15	14	12	0.9	0.8	0.6	32	30	25
Iceland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Ireland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Israel	m	m	m	42	41	31	19	18	10	1.5	1.4	0.5	m	m	m
Italy	0	m	m	28	m	m	20	m	m	1.5	m	m	35	m	m
Japan	25	24	m	45	44	m	8	7	m	1.2	1.0	m	72	69	m
Korea	m	m	m	m	m	m	m	m	m	1.6	m	m	m	m	m
Latvia	14	14	9	31	30	26	16	15	13	0.9	0.8	0.4	45	44	35
Luxembourg	8	7	7	9	7	7	9	3	3	1.3	0.1	0.1	24	16	15
Mexico	2	m	m	24	m	m	4	m	m	0.3	m	m	26	m	m
Netherlands	1	1	1	44	40	38	19	14	14	2.3	1.3	1.1	49	41	39
New Zealand	27	18	12	57	44	34	9	6	4	2.2	1.1	0.6	75	55	42
Norway	4	4	3	39	38	32	17	16	13	2.0	1.5	0.5	46	45	38
Poland	0	0	0	m	m	m	m	m	m	m	m	m	m	m	m
Portugal	a	a	a	35	34	30	16	15	15	1.6	1.4	0.6	41	40	36
Slovak Republic	1	1	1	38	36	m	36	34	28	2.3	2.3	1.7	41	39	m
Slovenia	7	7	5	43	42	37	21	20	18	2.8	2.6	1.7	56	55	48
Spain	23	m	m	31	31	28	18	16	14	1.7	m	m	60	m	m
Sweden	7	7	4	26	26	18	20	17	13	2.4	1.6	0.8	41	37	26
Switzerland	0	0	0	48	45	34	18	13	12	3.3	1.5	1.2	49	45	35
Turkey	24	24	18	36	36	30	5	4	3	0.4	0.4	0.3	61	61	50
United Kingdom	6	6	4	44	37	33	22	11	8	3.0	1.7	1.2	44	39	35
United States	23	23	m	39	38	m	20	17	m	1.6	1.2	m	55	53	m
<b>OECD average</b>	11	10	6	38	36	30	17	15	12	1.8	1.4	0.9	49	44	36
<b>EU22 average</b>	7	6	6	35	33	28	20	17	14	2.0	1.5	1.0	45	40	34
<b>Partners</b>															
Argentina <sup>1</sup>	18	m	m	12	m	m	2	m	m	0.3	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
China	28	m	m	26	m	m	3	m	m	0.2	m	m	m	m	m
Colombia	14	m	m	21	m	m	9	m	m	0.1	m	m	m	m	m
Costa Rica	6	m	m	49	m	m	6	m	m	0.1	m	m	m	m	m
India	a	a	a	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	5	5	5	17	17	14	1	1	1	0.1	m	m	m	m	m
Lithuania	a	a	a	51	m	m	20	m	m	1.1	m	m	54	m	m
Russian Federation	30	m	m	11	m	m	45	m	m	1.2	m	m	85	m	m
Saudi Arabia <sup>1</sup>	7	m	m	29	m	m	2	m	m	0.1	m	m	m	m	m
South Africa <sup>1</sup>	6	m	m	12	m	m	1	m	m	0.2	m	m	m	m	m
<b>G20 average</b>	15	m	m	30	m	m	12	m	m	1.2	m	m	m	m	m

1. Year of reference 2014.

Source: OECD/UIS/Eurostat (2017). See *Source* section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).Please refer to the *Reader's Guide* for information concerning symbols for missing data and abbreviations.StatLink  <http://dx.doi.org/10.1787/888933559332>





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