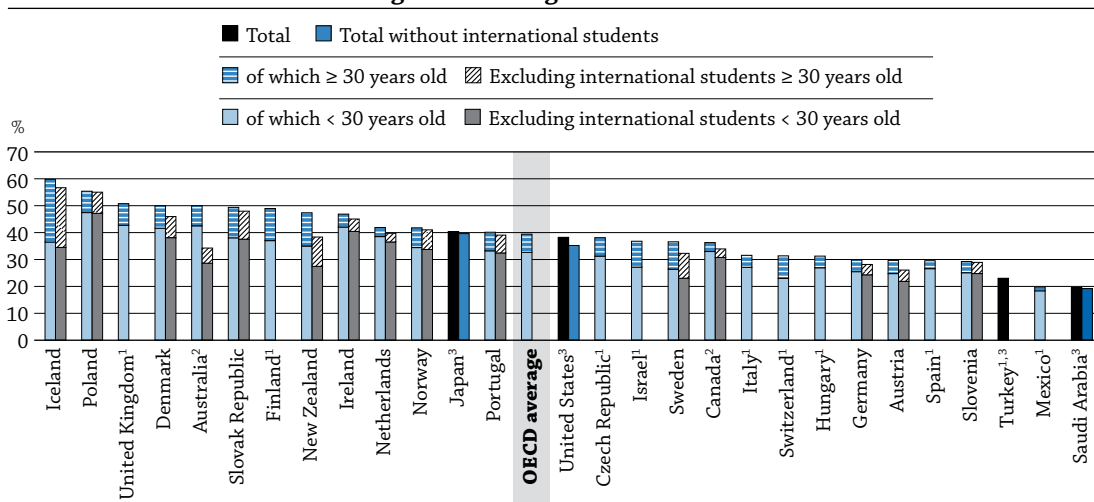


HOW MANY STUDENTS ARE EXPECTED TO FINISH TERTIARY EDUCATION?

- Based on current patterns of graduation, it is estimated that an average of 39% of today's young adults in OECD countries will complete tertiary-type A (largely theory-based) education over their lifetimes, from 50% or more in Australia, Denmark, Iceland, Poland and the United Kingdom to less than 25% in Mexico, Saudi Arabia and Turkey.
- At the same time, it is expected that only one-third of young adults will complete tertiary-type A education before the age of 30, from a high of more than 40% in Australia, Denmark, Ireland, Poland and the United Kingdom to only 18% in Mexico.

Chart A3.1. Tertiary-type A graduation rates, by age group (2010)
Including and excluding international students



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

1. Graduation rates for international students are missing.

2. Year of reference 2009.

3. Graduation rates by age group are missing.

Countries are ranked in descending order of the total graduation rates for tertiary-type A education in 2010.

Source: OECD. Saudi Arabia: Observatory on Higher Education. Table A3.1. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink <http://dx.doi.org/10.1787/888932661687>

How to read this chart

This chart shows students' likelihood of graduating from a university-level programme, across OECD and other G20 countries with available data. For example, among a group of 100 young men and women:

- in Iceland, 60 people will graduate from a university-level programme in their lifetimes, but only 36 will do so before the age of 30;
- in Poland, 55 people will graduate from a university-level programme in their lifetimes, and 47 will do so before the age of 30; and
- in Australia, Denmark, and the United Kingdom, about 50 people will graduate from a university-level programme, but just over 40 will do so before the age of 30. If international students are excluded, fewer than 30 Australians will graduate before the age of 30.

Context

Tertiary graduation rates indicate a country's capacity to produce workers with advanced, specialised knowledge and skills. In OECD countries, there are strong incentives to obtain a tertiary qualification, including higher salaries and better employment prospects. Tertiary education varies widely in structure and scope among countries, and graduation rates are influenced both by the degree of access to these programmes and the demand for higher skills.

in the labour market. Expanding participation in tertiary education while maintaining quality is likely to create pressure for countries and tertiary institutions to maintain current levels of spending.

In recent years, the traditional notion of a tertiary student has changed with the influx of older students into tertiary education. In some countries, it is common for tertiary students to have professional experience and be older than 30. Changes in the labour market have provided incentives for adults to study in order to adapt their skills to new labour-market needs. In addition, the global economic crisis has also created incentives for students to enter or remain in tertiary education, instead of risking entry into an unstable labour market.

■ Other findings

- Based on current patterns of graduation, it is estimated that **an average of 47% of today's young women and 32% of today's young men in OECD countries will complete tertiary-type A education over their lifetimes**. The majority of graduates at all levels of tertiary education are women, except at the doctoral level.
- In spite of rapidly expanding demand for university programmes in recent decades, there is still a place for shorter, vocationally-oriented programmes, or tertiary-type B education. These programmes respond to the need of individuals to pursue shorter programmes of study, as well as the needs of the labour market. **An average of 11% of today's young adults in OECD countries are expected to complete tertiary-type B education over their lifetimes** (12% of young women, compared to 9% of young men).
- In China, an estimated 14% of today's young people will graduate from a tertiary-type A first-degree programme, and 18% will graduate from a tertiary-type B first-degree programme, during their lifetimes.
- International students make a significant contribution to tertiary graduation rates in a number of countries. For countries with a high proportion of international students, such as Australia, New Zealand and the United Kingdom, graduation rates are artificially inflated.

■ Trends

Over the past 15 years, tertiary-type A graduation rates have risen by 20 percentage points on average among OECD countries with available data, while rates for tertiary-type B programmes have been stable. While doctorates represent only a small proportion of tertiary programmes, the graduation rate from these types of programmes has doubled over the past 15 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 2010 and the age distribution of this group. Therefore, the 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 bound for the typical age of first-time graduation from a tertiary-type A or B degree programme. The upper bound for the typical age of graduation from an advanced research programme is 35.

A3

Analysis

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. The Bologna process aims to harmonise programme duration among European countries (see section on *Structure of tertiary education*).

Based on 2010 patterns of graduation, 39% of young people, on average among the 27 OECD countries with comparable data, will graduate for the first time from tertiary-type A programmes during their lifetimes. The proportion ranges from around 20% in Mexico and Saudi Arabia to 50% or more in Australia, Denmark, Iceland, Poland and the United Kingdom.

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, and their duration ranges from three years (e.g. the Honours bachelor's degree in many colleges in Ireland and the United Kingdom, and the *Licence* in France) to five or more years (e.g. the *Diplom* in Germany).

In 2010, graduation rates for tertiary-type B programmes averaged 11% among the 26 OECD countries with comparable data. 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 lead directly to the labour market. In 2010, the graduation rates for women were 12% compared to 9% for men (Table A3.1).

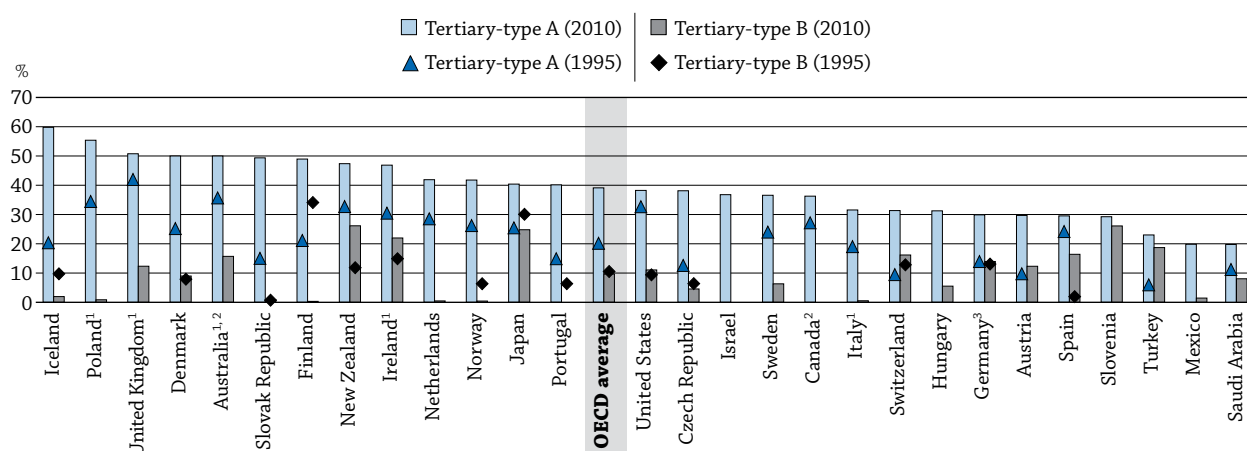
Based on 2010 patterns of graduation, on average among OECD countries, 39% of young people will graduate from tertiary-type A first-degree programmes (often called a bachelor's degree) and 15% from tertiary-type A second degree programmes (often called a master's degree). For first-degree programmes, the graduation rate equals or exceeds 50% in Australia, Iceland, New Zealand, Poland and the Russian Federation but is lower than 20% in Argentina, Belgium, China, Indonesia, Saudi Arabia and South Africa. The low graduation rates in Argentina, Belgium and China are counterbalanced by a higher level of first-degree graduation rates from tertiary-type B programmes. The graduation rate from second-degree programmes equals or exceeds 20% in Belgium, the Czech Republic, Denmark, Finland, Iceland, Ireland, Poland, the Slovak Republic and the United Kingdom (Table A3.3). With the implementation of the Bologna process, programmes at this level of education have developed considerably.

Trend data

In every country for which comparable data are available, tertiary-type A graduation rates increased between 1995 and 2010. The increase was particularly steep between 1995 and 2000, and then levelled off. Over the past three years, tertiary type-A graduation rates have remained relatively stable, at around 39%. The most significant increases since 1995 were in Austria, the Czech Republic, the Slovak Republic, Switzerland and Turkey, where the annual growth rate is over 8% (Table A3.2).

Because of increasing harmonisation among the systems of higher education in European countries and a general shift away from longer programmes in favour of three-year programmes, some countries have seen rapid rises in their graduation rates. Graduation rates rose sharply in the Czech Republic between 2004 and 2007 within the framework of the Bologna process reforms, and also rose in Finland and the Slovak Republic between 2007 and 2008 for the same reason (see section on *Structure of tertiary education*).

Trends in tertiary-type B education between 1995 and 2010 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 development 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 A3.2. First-time graduation rates in tertiary-type A and B education (1995 and 2010)


1. Year of reference 2000 instead of 1995.

2. Year of reference 2009 instead of 2010.

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 in tertiary-type A education in 2010.

Source: OECD. Saudi Arabia: Observatory on Higher Education. Table A3.2. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink  <http://dx.doi.org/10.1787/888932661706>

The share of older students as graduates

The proportion of young people who graduate from tertiary education and their ages varies 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 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 existence of policies to encourage those who have already gained experience in the workplace to enrol in tertiary education and raise 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.

Among the 24 countries with available data on students' age, students outside the typical age of graduation, i.e. over 30 years old, represent one-quarter of all graduates in Iceland, Israel, New Zealand, Sweden and Switzerland (Chart A3.1).

Of those countries where more than 20% of individuals are first-time graduates from tertiary-type B programmes – namely Canada, Ireland, Japan, New Zealand and Slovenia – New Zealand and Slovenia had the largest proportion of graduates over age 30 (Table A3.1).

The share of international students as graduates

The term “international students” refers to students who have crossed borders expressly with the intention to study. International students have a marked impact on estimated graduation rates, for different reasons. 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). Furthermore, as they have crossed borders with the intention to study and not necessarily to work or to stay in the country, they 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 below age 30 for Australia and New Zealand drop by 14 and 8 percentage points, respectively, and first-time tertiary-type B graduation rates below age 30 drop by 5 percentage points in New Zealand (Table A3.1).

A3

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

The contribution of international students to graduation rates is also significant in second-degree programmes, such as master's degrees. In Australia and the United Kingdom, graduation rates drop by 11 percentage points in both countries when international graduates are excluded.

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. As such, they are important for creating and diffusing knowledge in society. Based on 2010 patterns of graduation, 1.6% of young people, on average among OECD countries, will graduate from advanced research programmes, compared to 1.0% in 2000. This half percentage-point increase in the past ten years represents an annual growth rate of 5%. At this level of education, the graduation rate for women (1.5%) is lower than that of men (1.7%). (See more on gender equality in access to and graduation from tertiary programmes in Indicator A4).

Some countries promote doctoral education, particularly to international students. In Germany and Switzerland, graduation rates at the doctoral level are high compared to the OECD average, with more than 2.5% of people graduating from this level of education. This is partly due to the high proportion of international students at the doctoral level. In contrast, graduation rates for first and second degrees of tertiary-type A programmes are below the OECD average in these countries.

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

Structure of tertiary education: Main programme blocks

The Bologna process had its origins in the Sorbonne Joint Declaration on Harmonisation of the Architecture of the European Higher Education System, signed in 1998 by France, Germany, Italy and the United Kingdom. Its purpose was to provide a common framework for tertiary education in Europe at the bachelor, master and doctorate levels – often referred to as the BMD structure. Under the new system, the average duration of the bachelor's degree, the master's degree and doctorate have been harmonised in order to improve the comparability of data for European and non-European OECD countries, facilitate student mobility among countries, and recognise equivalence between similar programmes. Less than 15 years later, this process has now spread to 47 countries.

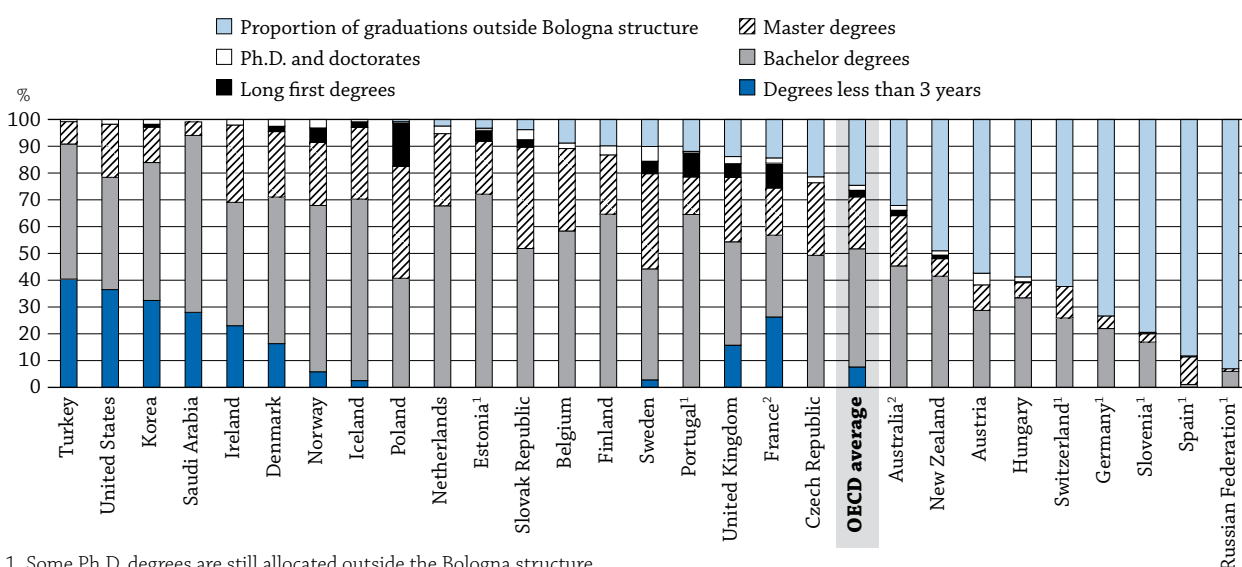
Table A3.4 presents the main programme blocks in tertiary education and the distribution of graduates from the corresponding blocks. The blocks are organised as follows:

- Programmes that last less than three years but are still considered to be part of tertiary education. In 2010, an average of 8% of all graduates graduated from these programmes. The proportion reached between 16% and 40% in Denmark, France, Korea, Ireland, Saudi Arabia, Turkey, the United Kingdom and the United States, while in other countries, less than 6% of all graduates graduated from these programmes.
- Bachelor's programmes or equivalents, which last three to four years. This is the most common programme block across countries. In 2010, an average of 44% of all graduates graduated from this type of programme. In Estonia, Finland, Iceland, the Netherlands, Norway, Portugal and Saudi Arabia more than 60% of all graduates have completed this type of programme.
- Master's programmes or equivalents, which typically last between one and four years and usually prepare students for a second degree/qualification following a bachelor's programme. The cumulative duration of studies at the tertiary level is thus four to eight years, or even longer. In 2010, an average of 19% of all

graduates completed this type of programme, although the proportion reaches at least 30% in Belgium, Poland, the Slovak Republic and Sweden.

- Long programmes and degrees with a single structure and a minimum duration of five years. For the most part, these degrees are equivalent to master's degrees, but in a few cases, the qualification obtained is equivalent to that of a bachelor's programme. These programmes usually concentrate on medical studies, architecture, engineering and theology. In 2010, only 2% of all graduates completed such programmes on average, but the proportion reaches 9% in France and Portugal and more than 16% in Poland. However, a share of graduates at this level is not counted in this category if the programmes still fall outside the Bologna categories.
- Programmes and degrees at the doctorate/Ph.D. level, which normally corresponds to ISCED 6 and are usually three to four years in duration, depending on the programme and the country. In 2010, an average of 2% of all graduates completed these types of programmes.

Chart A3.3. Structure of tertiary education: Main programme blocks (2010)



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

2. Year of reference 2009.

Countries are ranked in descending order of the proportion of graduations following the Bologna structure.

Source: OECD. Saudi Arabia: Observatory on Higher Education. Table A3.4. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink <http://dx.doi.org/10.1787/888932661725>

One of the beneficial effects of the Bologna process will be better comparability of data. In the short term, however, the process has led to a structural increase in graduation rates in European countries (see trend data and the discussion of Table A3.2). In some countries, certain programmes have not yet shifted to different blocks because of difficulties in classification. In 2010, an average of 25% of all graduates came from such programmes, and more than 50% did so in Austria, Germany, Hungary, Slovenia, Spain and Switzerland. These countries must decide on the appropriate blocks for these programmes if they are to be fully integrated into the Bologna structure, which was scheduled to be operational by 2010.

Definitions

A **first degree** at tertiary-type A level has a minimum cumulative theoretical duration of three years, full-time equivalent, e.g. the bachelor's degrees in many English-speaking countries, the *Diplom* in many German-speaking countries, and the *licence* in many French-speaking countries.

A3

Graduates in the reference period can be either first-time graduates or repeat graduates. A **first-time graduate** is a student who has graduated for the first time at a given level of education – or in the case of ISCED 5, from a type A or type B programme – in the reference period. 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.

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 English-speaking countries and *maîtrise* in French-speaking countries) would be classified in tertiary-type A separately from advanced research qualifications, which would have their own position in ISCED 6.

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

Methodology

Data refer to the academic year 2009-10 and are based on the UOE data collection on education statistics administered by the OECD in 2011 (for details, see Annex 3 at www.oecd.org/edu/eag2012).

Data on the impact of international students on tertiary graduation rates are based on a special survey conducted by the OECD in December 2011.

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.

In Tables A3.1, A3.2 (from 2005 onwards), A3.3, and Tables A3.2a and A3.5 (available on line), graduation rates are calculated as net graduation rates (i.e. as the sum of age-specific graduation rates). Gross graduation rates are presented for countries that are unable to provide such detailed data. In order to calculate gross graduation rates, countries identify the age at which graduation typically occurs (see Annex 1). The number of graduates, regardless of their age, is divided by the population at the typical graduation age. In many countries, defining a typical age of graduation is difficult, however, because graduates are dispersed over a wide range of ages.

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

References

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



- **Table A3.2a. Trends in tertiary graduation rates by gender (2005-2010)**
StatLink  <http://dx.doi.org/10.1787/888932664594>
- **Table A3.5. Trends in net graduation rates at advanced research qualification level (1995-2010)**
StatLink  <http://dx.doi.org/10.1787/888932664651>

Table A3.1. **Graduation rates at tertiary level (2010)**

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


		Rates for tertiary-type B programmes (first-time graduates)							Rates for tertiary-type A programmes (first-time graduates)							Rates for advanced research programmes						
		Total	Men	Women	of which < age 30				Total	Men	Women	of which < age 30				Total	Men	Women	of which < age 35			
					Total	Men	Women	Adjusted (without international students)				Total	Men	Women	Adjusted (without international students)				Total	Men	Women	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)			
OECD	Australia ¹	16	14	18	11	10	12	8	50	41	59	43	35	50	29	1.9	1.9	1.9	1.0	1.0	1.0	
	Austria	12	13	11	8	9	7	8	30	25	34	25	20	29	22	2.2	2.5	1.9	1.6	1.8	1.4	
	Belgium	m	m	m	m	m	m	m	m	m	m	m	m	m	m	1.5	1.7	1.3	1.2	1.3	1.1	
	Canada ¹	29	23	34	22	19	26	21	36	28	45	33	26	41	31	1.2	1.3	1.0	0.7	0.8	0.7	
	Chile	m	m	m	m	m	m	m	m	m	m	m	m	m	m	0.2	0.2	0.2	0.1	0.1	0.1	
	Czech Republic	5	2	7	4	2	6	m	38	28	49	31	23	41	m	1.3	1.4	1.0	0.4	1.1	0.8	
	Denmark	9	9	9	7	7	8	6	50	38	62	42	31	52	38	2.0	2.2	1.8	1.4	1.7	1.1	
	Estonia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	0.9	0.9	1.0	0.2	0.2	0.2	
	Finland	n	n	n	m	n	m	n	49	41	57	37	31	43	m	2.3	2.2	2.5	1.0	1.1	1.0	
	France ¹	m	m	m	m	m	m	m	m	m	m	m	m	m	m	1.5	1.7	1.3	m	m	m	
	Germany	14	9	19	m	m	m	m	30	28	32	25	24	27	24	2.6	2.8	2.3	2.1	2.2	1.9	
	Greece	m	m	m	m	m	m	m	m	m	m	m	m	m	m	1.1	1.2	1.0	m	m	m	
	Hungary	6	3	8	5	3	7	m	31	23	40	27	20	34	m	0.8	0.8	0.7	0.5	0.5	0.5	
	Iceland	2	2	2	1	1	1	1	60	41	80	36	27	47	34	0.8	0.9	0.7	0.4	0.5	m	
	Ireland	22	24	20	16	18	14	15	47	40	53	42	36	48	40	1.6	1.6	1.4	1.1	1.1	1.1	
	Israel	m	m	m	m	m	m	m	37	31	43	27	21	33	m	1.5	1.4	1.4	0.1	0.1	0.1	
	Italy	1	1	1	m	m	m	m	32	25	38	27	21	33	m	m	m	m	m	m	m	
	Japan	25	18	32	m	m	m	m	40	44	36	m	m	m	m	1.1	1.5	0.6	m	m	m	
	Korea	m	m	m	m	m	m	m	m	m	m	m	m	m	m	1.3	1.8	0.9	0.4	0.5	0.3	
	Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Mexico	1	2	1	1	2	1	m	20	18	21	18	17	20	m	0.2	0.3	0.2	m	m	m	
	Netherlands	n	n	1	n	n	n	n	42	37	47	39	33	44	37	1.8	2.1	1.5	m	m	m	
	New Zealand	26	23	29	16	15	16	11	47	38	57	35	29	41	27	1.7	1.6	1.8	0.9	0.9	0.9	
	Norway	n	n	1	n	n	n	n	42	30	53	34	26	44	34	1.8	2.1	1.7	0.9	1.0	0.7	
	Poland	1	n	1	1	n	1	m	55	39	72	47	34	61	47	0.5	0.5	0.5	m	m	m	
	Portugal	n	n	n	m	n	m	n	40	30	50	33	24	43	32	1.8	1.3	2.2	0.9	0.6	1.2	
	Slovak Republic	1	1	1	1	n	1	m	49	34	65	38	28	48	38	3.2	3.2	3.2	2.1	2.1	2.1	
	Slovenia	26	21	31	14	12	18	14	29	15	45	25	13	39	25	1.5	1.5	1.5	0.4	n	n	
	Spain	16	15	18	15	14	16	m	30	22	37	27	19	34	m	1.1	1.1	1.0	0.7	0.7	0.7	
	Sweden	6	5	8	4	4	5	4	37	26	47	26	20	33	23	2.8	2.9	2.9	1.6	1.8	1.5	
	Switzerland	16	20	13	m	m	m	m	31	30	33	23	20	26	m	3.6	4.2	3.0	2.7	3.0	2.4	
	Turkey	19	20	17	16	m	15	m	23	25	21	m	m	m	m	0.4	0.4	0.4	0.3	0.3	0.3	
	United Kingdom	12	10	15	7	6	8	m	51	45	57	43	38	47	m	2.3	2.4	2.1	1.6	1.7	1.5	
	United States	11	8	14	m	m	m	m	38	32	45	m	m	m	m	1.6	1.5	1.8	m	m	m	
	OECD average		11	9	12	8	6	9	m	39	32	47	33	26	40	m	1.6	1.7	1.5	1.0	1.1	0.9
	EU21 average		8	7	9	7	5	8	m	40	31	49	33	26	41	m	1.7	1.8	1.6	1.1	1.2	1.7
Other G20	Argentina ¹	m	m	m	m	m	m	m	m	m	m	m	m	m	0.1	0.1	0.2	m	m	m		
	Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	0.4	0.4	0.4	0.2	0.2	0.2		
	China	m	m	m	m	m	m	m	m	m	m	m	m	m	2.4	2.6	2.2	m	m	m		
	India	m	m	m	m	m	m	m	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	m	m	0.1	0.1	n	m	m	m	
	Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m	0.4	0.4	0.4	m	m	m	
	Saudi Arabia	8	11	4	m	m	m	m	20	14	27	m	m	m	m	0.1	0.1	0.1	m	m	m	
	South Africa ¹	m	m	m	m	m	m	m	m	m	m	m	m	m	m	0.1	0.2	0.1	m	m	m	
	G20 average		m	m	m	m	m	m	m	m	m	m	m	m	m	1.0	1.1	0.9	m	m	m	

Notes: Refer to Annex 1 for information on the method used to calculate graduation rates (gross rates versus net rates) and the corresponding typical ages. Mismatches between the coverage of the population data and the graduate data mean that the graduation rates for those countries that are net exporters of students may be underestimated, and those that are net importers may be overestimated. The adjusted graduation rates seek to compensate for that.

1. Year of reference 2009.

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/eag2012).

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

StatLink  <http://dx.doi.org/10.1787/888932664556>

A3

Table A3.2. **Trends in tertiary graduation rates (1995-2010)***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	1995	2000	2005	2008	2009	2010
		(1)	(2)	(7)	(10)	(11)	(12)	(13)	(14)	(19)	(22)	(23)	(24)
OECD	Australia	m	36	50	49	50	m	m	m	m	16	16	m
	Austria	10	15	20	25	29	30	m	m	8	8	10	12
	Belgium	m	m	m	m	m	m	m	m	m	m	m	m
	Canada	27	27	29	37	36	m	m	m	m	29	29	m
	Chile	m	m	m	m	m	m	m	m	m	m	m	m
	Czech Republic	13	14	23	36	38	38	6	5	6	5	4	5
	Denmark	25	37	46	47	50	50	8	10	10	11	11	9
	Estonia	m	m	m	m	m	m	m	m	m	m	m	m
	Finland	21	40	47	63	44	49	34	7	n	n	n	n
	France	m	m	m	m	m	m	m	m	m	m	m	m
	Germany ¹	14	18	20	25	28	30	13	11	11	10	14	14
	Greece	14	15	25	m	m	m	5	6	11	m	m	m
	Hungary	m	m	33	30	31	31	m	m	4	4	5	6
	Iceland	20	33	56	57	51	60	10	5	4	4	2	2
	Ireland	m	30	38	46	47	47	m	15	24	26	26	22
	Israel	m	m	35	36	37	37	m	m	m	m	m	m
	Italy	m	19	41	33	33	32	m	n	1	1	1	1
	Japan	25	29	37	39	40	40	30	30	28	27	26	25
	Korea	m	m	m	m	m	m	m	m	m	m	m	m
	Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m
	Mexico	m	m	17	18	19	20	m	m	1	1	1	1
	Netherlands	29	35	42	41	42	42	m	m	n	n	n	n
	New Zealand	33	50	51	48	50	47	12	17	21	21	24	26
	Norway	26	37	41	41	41	42	6	6	2	1	n	n
	Poland	m	34	47	50	50	55	m	m	n	n	n	1
	Portugal	15	23	32	45	40	40	6	8	9	2	1	n
	Slovak Republic	15	m	30	58	62	49	1	2	2	1	1	1
	Slovenia	m	m	18	20	27	29	m	m	24	26	26	26
	Spain ²	24	29	30	27	27	30	2	8	15	14	15	16
	Sweden	24	28	38	40	36	37	m	4	5	6	6	6
	Switzerland	9	12	27	32	31	31	13	14	8	19	19	16
	Turkey	6	9	11	20	21	23	2	m	m	13	15	19
	United Kingdom	m	42	47	48	48	51	m	7	11	12	12	12
	United States	33	34	34	37	38	38	9	8	10	10	11	11
	OECD average	20	28	34	39	39	39	11	9	9	11	11	10
	OECD average for countries with 1995 and 2010 data	20	27				40	11	10				10
	EU21 average	18	27	34	40	39	40	9	7	8	8	8	8
Other G20	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
	India	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m
	Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m
	Saudi Arabia	11	13	18	21	19	20	n	3	5	6	6	8
	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: 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 time series between 2008 and 2009 due to a partial reallocation of vocational programmes into ISCED 2 and ISCED 5B.

2. Break in time series following methodological change in 2008.

Source: OECD. Saudi Arabia: Observatory on Higher Education. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932664575>

Table A3.3. **Graduation rates at different tertiary levels, impact of international/foreign students (2010)**

Sum of age-specific graduation rates, by programme destination

		Tertiary-type B programmes (first-time)		Tertiary-type B programmes (first degree)		Tertiary-type A programmes (first-time)		Tertiary-type A programmes (first degree)		Tertiary-type A programmes (second degree)		Advanced research programmes	
		Graduation rate (all students)	Adjusted graduation rate (without international/foreign students)	Graduation rate (all students)	Adjusted graduation rate (without international/foreign students)	Graduation rate (all students)	Adjusted graduation rate (without international/foreign students)	Graduation rate (all students)	Adjusted graduation rate (without international/foreign students)	Graduation rate (all students)	Adjusted graduation rate (without international/foreign students)	Graduation rate (all students)	Adjusted graduation rate (without international/foreign students)
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD	Australia ¹	16	13	22	19	50	34	61	44	19	8	1.9	1.3
	Austria	12	12	12	12	30	26	30	26	8	7	2.2	1.7
	Belgium	m	m	30	30	m	m	19	19	24	23	1.5	1.3
	Canada ¹	29	27	33	32	36	34	39	36	9	8	1.2	1.0
	Chile ²	m	m	19	19	m	m	20	20	6	6	0.2	0.2
	Czech Republic ²	5	m	5	m	38	m	40	37	21	19	1.3	1.2
	Denmark	9	8	9	8	50	46	49	47	20	18	2.0	1.7
	Estonia	m	m	19	19	m	m	23	23	13	12	0.9	0.9
	Finland	n	n	n	n	49	m	46	45	24	23	2.3	2.2
	France ²	m	m	26	25	m	m	36	32	14	11	1.5	0.9
	Germany	14	m	14	m	30	28	30	28	3	3	2.6	2.2
	Greece	m	m	14	m	m	m	23	m	7	m	1	m
	Hungary ²	6	m	6	6	31	m	36	35	8	7	0.8	0.8
	Iceland	2	2	2	2	60	57	63	62	24	22	0.8	0.6
	Ireland	22	21	22	21	47	45	47	45	25	23	1.6	1.3
	Israel	m	m	m	m	37	m	38	38	15	15	1.5	1.4
	Italy ²	1	m	1	1	32	m	31	30	m	m	m	m
	Japan	25	24	25	24	40	40	40	40	6	5	1.1	0.9
	Korea	m	m	29	m	m	m	46	m	10	m	1.3	m
	Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m
	Mexico	1	m	1	m	20	m	20	m	3	m	0.2	m
	Netherlands	n	n	n	n	42	40	45	43	17	17	1.8	m
	New Zealand	26	20	31	25	47	38	50	43	17	15	1.7	1.2
	Norway	n	n	n	n	42	41	46	45	12	11	1.8	1.6
	Poland	1	m	1	m	55	55	55	55	39	39	0.5	0.5
	Portugal	n	n	n	n	40	39	40	39	15	14	1.8	1.5
	Slovak Republic ²	1	m	1	m	49	48	49	48	36	35	3.2	3.1
	Slovenia	26	26	27	27	29	29	34	34	5	5	1.5	1.4
	Spain	16	m	16	m	30	m	34	34	6	5	1.1	m
	Sweden	6	6	6	6	37	32	35	34	8	4	2.8	2.2
	Switzerland	16	m	24	m	31	m	29	26	16	13	3.6	2.0
	Turkey ²	19	m	19	19	23	m	23	m	4	4	0.4	0.4
	United Kingdom	12	m	16	15	51	m	41	36	24	14	2.3	1.3
	United States	11	11	11	11	38	35	38	37	18	16	1.6	1.2
	OECD average	11	m	14	m	39	m	38	m	15	m	1.6	m
	EU21 average	8	m	11	m	40	m	37	m	17	m	1.7	m
Other G20	Argentina ¹	m	m	16	m	m	m	12	m	1	m	0.1	m
	Brazil ²	m	m	5	m	m	m	25	25	1	m	0.4	0.4
	China	m	m	18	m	m	m	14	m	n	m	2.4	m
	India	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	m	m	4	m	m	m	14	m	1	m	0.1	m
	Russian Federation ²	m	m	28	m	m	m	55	54	1	m	0.4	m
	Saudi Arabia ²	8	8	8	8	20	19	18	18	1	1	0.1	0.1
	South Africa ¹	m	m	5	m	m	m	6	m	3	m	0.1	m
G20 average		m	m	16	m	m	m	30	m	7	m	1.0	m

Notes: Refer to Annex 1 for information on the method used to calculate graduation rates (gross rates versus net rates) and the corresponding typical ages. Mismatches between the coverage of the population data and the graduate data mean that the graduation rates for those countries that are net exporters of students may be underestimated and those that are net importers may be overestimated. The adjusted graduation rates seek to compensate for that.

1. Year of reference 2009.

2. The graduation rates are calculated for foreign students (defined on the basis of their country of citizenship). These data are not comparable with data on international graduates.

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/eag2012).

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


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Table A3.4. **Structure of tertiary education: Main programme blocks (2010)**

*Proportion of graduations/graduates following the Bologna structure
(or in programmes that lead to a similar degree in non-European countries)*

	Proportion of degrees following the Bologna structure ¹ 2010	Of which					Proportion of degrees outside the Bologna structure ¹ (ISCED levels 5A, 5B and 6)	Proportion of degrees following the Bologna structure ¹ 2009	Proportion of degrees following the Bologna structure ¹ 2008
		Degrees less than 3 years but considered to be at tertiary level and part of the Bologna structure ¹ (first degree)	Bachelor's degrees 3-4 years of duration (first degree)	Master's degrees 4-8 years of cumulative duration (second degree)	Long first degrees considered to be part of the Bologna structure ¹ (duration 5 or more years)	Ph.D. and doctorates			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD									
Australia ²	68	a	45	19	2	2	32	69	69
Austria	43	n	29	10	n	4	57	38	32
Belgium	91	a	58	31	a	2	9	88	71
Canada	m	m	m	m	m	m	m	m	m
Chile	m	m	m	m	m	m	m	m	m
Czech Republic	79	a	49	27	a	2	21	74	66
Denmark	100	16	55	24	2	3	m	100	100
Estonia ³	97	a	72	20	4	1	3	97	94
Finland	90	a	65	22	n	3	10	92	56
France ²	86	26	31	18	9	2	14	86	87
Germany ³	27	a	22	5	a	a	73	19	14
Greece	m	m	m	m	m	m	m	m	m
Hungary	41	a	33	6	n	2	59	22	3
Iceland	100	3	68	27	2	1	n	100	100
Ireland	100	23	46	29	m	2	a	100	100
Israel	m	m	m	m	m	m	m	m	m
Italy	m	m	m	m	m	m	m	90	85
Japan	m	m	m	m	m	m	m	m	m
Korea	100	32	51	13	1	2	m	100	100
Luxembourg	m	m	m	m	m	m	m	m	m
Mexico	m	m	m	m	m	m	m	m	m
Netherlands	98	a	68	27	a	3	2	98	96
New Zealand	51	n	41	7	1	2	49	52	56
Norway	100	6	62	24	5	3	a	100	100
Poland	99	a	41	42	16	1	1	99	100
Portugal ³	88	a	65	14	9	1	12	73	57
Slovak Republic	96	a	52	38	3	4	4	96	95
Slovenia ³	21	a	17	3	n	n	79	13	5
Spain ³	12	n	1	10	n	n	88	6	4
Sweden	90	3	41	36	5	6	10	91	m
Switzerland ³	38	n	26	12	n	n	62	33	26
Turkey	100	40	50	8	m	1	a	a	a
United Kingdom	86	16	39	24	5	3	14	86	77
United States	100	37	42	20	a	2	a	100	100
OECD average	75	8	44	19	2	2	25	72	66
EU21 average	69	5	42	18	2	2	31	65	57
Other G20									
Argentina	m	m	m	m	m	m	m	m	m
Brazil	a	a	a	a	a	a	a	a	a
China	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m	m
Russian Federation ³	7	a	6	1	a	a	93	6	m
Saudi Arabia	100	28	66	5	n	n	n	100	100
South Africa	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m


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

2. Year of reference 2009.

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

Source: OECD. Saudi Arabia: Observatory on Higher Education. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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

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