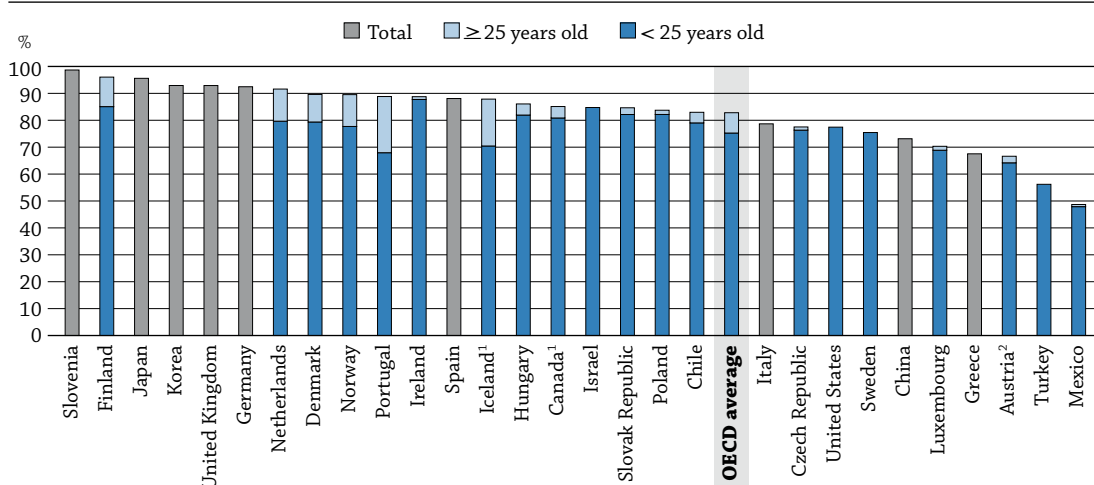


HOW MANY STUDENTS ARE EXPECTED TO COMPLETE UPPER SECONDARY EDUCATION?

- Based on current patterns, it is estimated that an average of 83% of today's young people in OECD countries will complete upper secondary education over their lifetimes; in G20 countries, some 79% of young people will.
- Young women are now more likely than young men to graduate from upper secondary programmes in almost all OECD countries, a reversal of the historical pattern.
- Around 10% of upper secondary graduates in Denmark, Finland, the Netherlands and Norway are 25 or older while in Iceland and Portugal the proportions are almost 20% and 30% respectively.

Chart A2.1. Upper secondary graduation rates (2011)



Note: Only first-time graduates in upper secondary programmes are reported in this chart.

1. Year of reference 2010.

2. Programmes spanning ISCED levels 3 and 4 (*Höhere berufsbildende Schule*) not included.

Countries are ranked in descending order of the upper secondary graduation rates in 2011.

Source: OECD. China: UNESCO Institute for Statistics (World Education Indicators Programme). Tables A2.1a and b.

See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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Context

Upper secondary education, which consolidates students' basic skills and knowledge through either an academic or a vocational pathway, aims to prepare students for entry into tertiary education or the labour market, and to become engaged citizens. In many countries, this level of education is not compulsory and can last from two to five years. What is crucial, however, is that these two pathways are of equal quality and that both ensure that students can make those transitions successfully.

Graduating from upper secondary education has become increasingly important in all countries, as the skills needed in the labour market are becoming more knowledge-based and as workers are progressively required to adapt to the uncertainties of a rapidly changing global economy. While graduation rates give an indication of the extent to which education systems are succeeding in preparing students to meet the labour market's minimum requirements, they do not capture the quality of education outcomes.

■ Other findings

- **In 23 of 29 countries with available data, first-time upper secondary graduation rates equal or exceed 75%.** In Denmark, Finland, Germany, Japan, Korea, the Netherlands, Norway, Slovenia and the United Kingdom, graduation rates equal or exceed 90%.
- **On average across OECD countries, students graduate for the first time at upper secondary level at the age of 20 years,** from the age of 17 in Israel, Turkey and the United States to the age of 22 or older in Finland, Iceland, Norway and Portugal.
- **More young women are graduating from vocational programmes than ever before.** Their graduation rates from these programmes are now approaching those of young men.
- **Most boys in vocational programmes at the upper secondary level choose to study engineering, manufacturing and construction, while girls in such programmes opt for several different fields of study, notably business, law, social sciences, health and welfare, and services.**

■ Trends

Since 1995, upper secondary graduation rates have increased by an average of 8 percentage points among OECD countries with comparable data. The greatest increase occurred in Mexico, which showed an annual growth rate of 4% between 2000 and 2011.

■ Note

Graduation rates represent the estimated percentage of people from a given age cohort that is expected to graduate at some point during their lifetime. This estimate is based on the number of graduates in 2011 and the age distribution of this group. Graduation rates are based on both the population and the current pattern of graduation, and are thus sensitive to any changes in the education system, such as the introduction of new programmes, and the lengthening or shortening of programme duration. Graduation rates can be very high – even above 100% – during a period when an unexpected number of people goes back to school. This happened in Portugal, for example, when the “New Opportunities” programme was launched to provide a second chance for those individuals who left school early without a secondary diploma.

In this indicator, the age refers generally to the age of the students at the beginning of the calendar year; students could be one year older than the age indicated when they graduate at the end of the school year. Twenty-five is regarded as the upper age limit for completing initial education. Among OECD countries, more than 90% of first-time graduates from upper secondary programmes in 2011 were younger than 25. People who graduate from this level at age 25 or older are usually enrolled in specific programmes, e.g. second-chance programmes.

Analysis**Graduation from upper secondary programmes*****A snapshot of upper secondary graduation rates***

Since 1995, first-time upper secondary graduation rates increased about 8 percentage points. Current estimates indicate that 83% of people will complete upper secondary education over their lifetime across OECD countries (Table A2.1a). Attaining an upper secondary education is often considered to be the minimum credential for successful entry into the labour market. The costs, to both individuals and society, of not completing this level of education on-time can be considerable (see Indicators A6 and A7).

Graduation rates offer an indication of whether government initiatives have been successful in increasing the number of people who graduate from upper secondary education. The great differences in graduation rates between countries reflect the variety of systems and programmes available.

In Denmark, Finland, Germany, Japan, Korea, the Netherlands, Norway, Slovenia, and the United Kingdom, more than 90% of people are expected to graduate from upper secondary school during their lifetime; in Mexico and Turkey, less than 60% of people are expected to do so (Table A2.1a). Yet both Mexico, Portugal and Turkey, in addition to Spain, show the highest average annual growth rates (from 1995 or 2000 to 2011) for upper secondary graduation – considerably above the OECD average of 0.6%. The annual growth rate in Spain and Turkey exceeds 2%, while in Mexico and Portugal annual increase is more than 3% (Table A2.2a).

Vocational education and training (VET) is an important part of upper secondary education in many OECD countries (see Indicator A1). Between 2005 and 2011, graduation rates for pre-vocational and vocational programmes kept pace with overall upper secondary rates, increasing by about 2 percentage points, on average. However, countries vary considerably in these trends. In the Czech Republic, for example, upper secondary VET graduation rates shrunk by 15 percentage points during the period while in Finland they increased by 20 percentage points (Table A2.2b, available on line).

In addition, graduation rates do not imply that all graduates will pursue a tertiary degree or enter the labour force immediately. Indeed, the number of graduates who wind up neither employed nor in education or training (NEET) has been growing throughout OECD countries (see Indicator C5). For this reason, it is important to provide the right mix of education opportunities and to ensure that there are no dead-ends once students have graduated.

Upper secondary graduation rates, by age

Graduation rates also vary according to the age of the graduates. This can indicate whether there are opportunities available to complete upper secondary education later on in life, and whether there are differences in the typical age of graduates from general and vocational programmes.

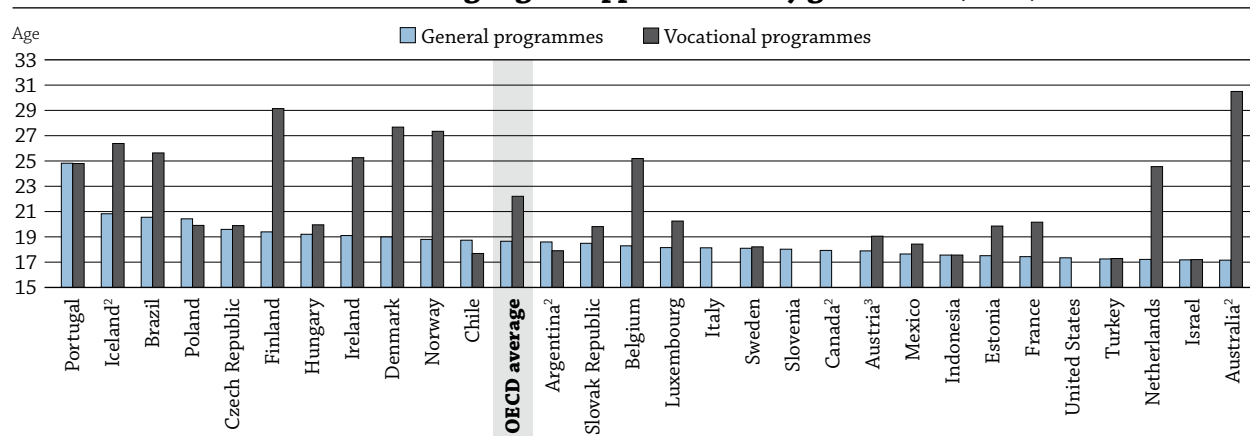
The average age of a first-time upper secondary graduate in OECD countries is 20; more than 90% of first-time graduates are 25 or younger. However, the age at which students graduate from upper secondary education varies between countries, sometimes significantly. In Israel, Turkey and the United States, the average age of a first-time graduate rate is 17 – the youngest age among all OECD countries. Finland, Iceland, Norway and Portugal are at the opposite extreme, with an average age of 22 or higher (Tables A2.1a and b).

Variations in the age of graduates are found within countries as well. As shown in Chart A2.2, there are marked differences between the ages of students graduating from vocational programmes and those graduating from general programmes within the same country. On average, the age at graduation is higher for vocational graduates (22 years old) than for graduates of general programmes (19 years old). However, in Belgium, Brazil, Denmark, Finland, Iceland, Ireland, the Netherlands and Norway, the average age of graduates from vocational programmes is 25 or higher; in Australia, it reaches 30 (Chart A2.2).

The average age at graduation also reflects specific national contexts. In some countries, students can leave the education system relatively easily and re-enter later on. That is why graduation rates for students 25 years or older

are relatively high in Denmark, Finland, the Netherlands and Norway, where at least 10% of graduates are older than 25, while in Iceland and Portugal, almost 20% and 30% respectively of upper secondary graduates are older than 25. Likewise, the fact that the proportion of graduates outside the typical age at graduation varies between countries and programmes may also be related to the availability of “second-chance” programmes. These types of programmes help to improve skills for the labour market. In Portugal, for example, the “New Opportunities” programme, launched in 2005, was introduced to provide a second chance to individuals who left school early or were at risk of doing so, and to assist those in the labour force who want to acquire further qualifications. As a result of this initiative, graduation rates rose by more than 40 percentage points between 2008 and 2010. In 2010, more than 40% of the students concerned were older than 25.

Chart A2.2. Average age of upper secondary graduates¹ (2011)



1. The average age refers generally to the age of the students at the beginning of the calendar year; students could be one year older than the age indicated when they graduate at the end of the school year.

2. Year of reference 2010.

3. Programmes spanning ISCED levels 3 and 4 (*Höhere berufsbildende Schule*) not included.

Countries are ranked in descending order of the average age for upper secondary graduation in general programmes in 2011.

Source: OECD. Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). Table A2.1a.

See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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Upper secondary graduation rates, by gender

In most OECD countries, first-time upper secondary graduation rates also vary significantly between men and women. On average, graduation rates for women (86%) are higher than those for men (79%). In Greece, Iceland and Portugal, graduation rates for women are at least 15 percentage points higher than those for men. Only in Austria, the Czech Republic and Germany is the proportion of male graduates slightly higher than that of women (Table A2.1a).

This tendency is even more stark among students younger than 25. In 2011, graduation rates from general upper secondary programmes were 53% for women and 41% for men, on average across OECD countries. In Argentina, Austria, the Czech Republic, Italy, Poland, the Slovak Republic and Slovenia, women outnumber men as graduates by at least three to two (Table A2.1b).

Traditionally, men have had higher graduation rates than women for pre-vocational and vocational programmes and this is still true today. On average, graduation rates from these programmes are higher for men than for women by 4 percentage points (49% and 45%, respectively). However, this tendency has been changing in some countries. In Australia, Belgium, Brazil, Chile, China, Finland, Iceland, Ireland, the Netherlands, Portugal and Spain, graduation rates for women are higher than those for men. However, vocational programmes are not available to the same extent in all countries, thus graduation rates can differ quite substantially. Pre-vocational and vocational graduation rates are over 70% in Austria, Finland, the Netherlands, Slovenia and Switzerland; but in Argentina, Brazil, Canada, Estonia, Hungary, Indonesia, Japan, Korea, Mexico and Turkey, the rates are below 30% (Table A2.1a).

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Upper secondary graduation and field of education

Gender differences are also apparent in young people's choice of field of study when pursuing vocational education. These differences can be attributed to traditional perceptions of gender roles and identities as well as the cultural values sometimes associated with particular fields of education. On average, most students in upper secondary vocational education graduate from engineering, manufacturing and construction programmes (34%) (Table A2.3b, available on line). However, the great majority of graduates from this field are men. Across OECD countries, 49% of graduates from this field are men; in the Czech Republic, Estonia, Hungary and Norway, more than 70% are. By contrast, women graduates are more dispersed among social sciences, business and law (26%), health and welfare (17%) and services (17%) (Table A2.3a).

An awareness of the distribution of graduates across fields of education can help policy makers to ensure that qualified vocational trainers are available to meet the demand of both students and prospective employers. OECD recommendations concerning upper secondary vocational education and training include providing a mix of training that not only reflects student preferences and employers' needs, but also helps students acquire the numeracy, literacy and generic, transferable skills that are needed for lifelong learning and career development (OECD, 2010).

Box A2.1. The difficult choices for upper secondary students

Students' choices at this education level can have long-term consequences; that is why it is important that upper secondary pathways are relevant to students and match the requirements of tertiary education institutions and the labour market. Students who leave the education system without an upper secondary education face severe difficulties in entering and remaining in the labour force, lower wages, greater risk of poverty, and greater chances of becoming an economic and social burden to society (Le Métais, 2003; Levin, 2012; Lyche, 2010) (see Indicators A5, A6 and A7).

Upper secondary education, whether academic/general or vocational, should be designed to provide students with the skills and knowledge that will allow them to enter tertiary education and/or the labour market. Making systems more flexible to accommodate movement between vocational and general pathways meet the needs of students who might not otherwise be motivated to pursue upper secondary education. A number of OECD countries offer students the opportunity to change pathways during their education:

- Students in the Netherlands are tracked into general or vocational pathways when entering lower secondary education, but the structure of upper secondary education allows them to change tracks so that students can pursue programmes leading to tertiary education and/or the labour market.
- The upper secondary education system in Finland gives students the choice and flexibility to transfer between academic and VET programmes, which are considered to be the students' right and, in most cases, students take courses in other tracks to meet their study plans (Sahlberg, 2006).
- In Iceland, students can easily switch between schools and programmes because of the credit-unit system that makes transferring credits easy (Blondal et al., 2011).
- In Germany and France, students in VET might not be able to change pathways in upper secondary school, but they do have the option of earning a diploma to continue on to higher education.

This said, it is difficult and rare for students to change pathways during their upper secondary education; in addition, these policies can extend the duration of the programme, which might deter some students from finishing. Further research and internationally comparable data would be helpful to better understand what kinds of systems and pathway designs are most successful in keeping students in school. The OECD has carried out some work on upper secondary education, including *Completing the Foundation for Lifelong Learning: An OECD Survey of Upper Secondary Schools* (OECD, 2004), *Equity and Quality in Education: Supporting Disadvantaged Students and Schools* (OECD, 2012) and the working paper "Upper Secondary Practices and Challenges In OECD Countries And A Literature Review" (Zapata, forthcoming).

Graduation from post-secondary non-tertiary programmes

Various kinds of post-secondary non-tertiary programmes are offered in OECD countries. These programmes straddle upper secondary and post-secondary education and may be considered either as upper secondary or post-secondary programmes, depending on the country concerned. Although the content of these programmes may not be significantly more advanced than upper secondary programmes, they broaden the knowledge of individuals who have already attained an upper secondary qualification.

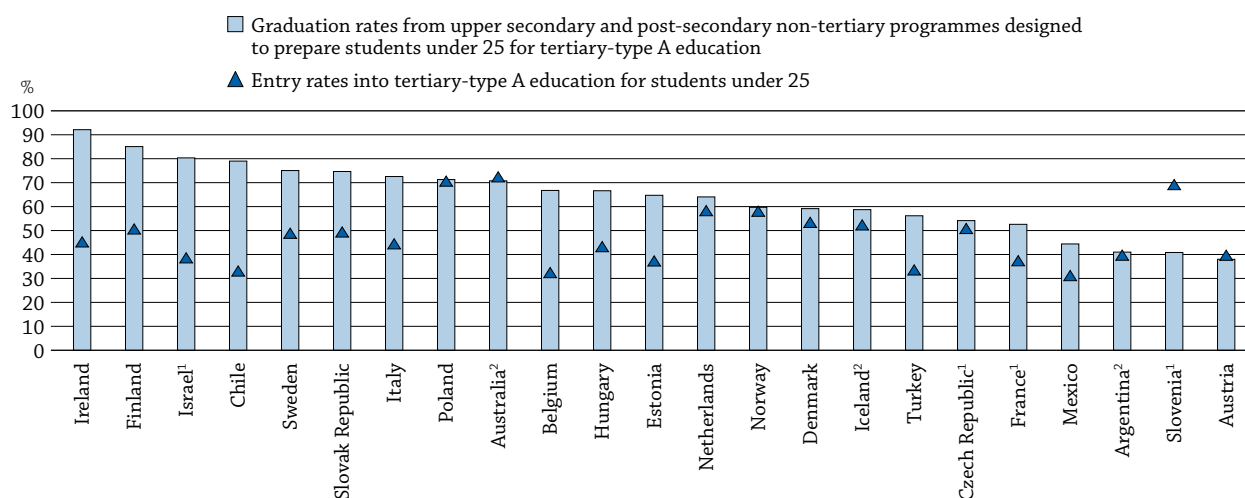
Students in these programmes tend to be older than those enrolled in upper secondary schools. These programmes usually offer trade and vocational certificates, and include nursery-teacher training in Austria and vocational training in the dual system for those who have attained general upper secondary qualifications in Germany. Apprenticeships designed for students who have already graduated from an upper secondary programme are also included among these programmes (Table A2.1c, available on line).

First-time graduation rates from post-secondary non-tertiary education are low compared with those from upper secondary programmes. On average, 8% of graduates come from post-secondary non-tertiary programmes, and the rate for women (9%) is slightly higher than that for men (8%). The highest graduation rates for these programmes are in Austria (25%), Czech Republic (27%) and New Zealand (33%); and in these three countries, rates are considerably higher among women (30%, 30% and 39%, respectively) than men (19%, 23% and 27%, respectively) (Table A2.1c, available on line).

Transitions following upper secondary education or post-secondary non-tertiary programmes

The vast majority of students who graduate from upper secondary education graduate from programmes designed to provide access to tertiary education (ISCED 3A and 3B). Programmes that facilitate direct entry into tertiary-type A education (ISCED 3A) are preferred by students in all countries except Austria, Slovenia and Switzerland, where the education systems are more strongly oriented towards vocational education and thus, more young people graduate from upper secondary programmes that lead to tertiary-type B programmes. In 2011, graduation rates from long upper secondary programmes (ISCED 3C long) averaged 18% in OECD countries (Table A2.1a).

Chart A2.3. Access to tertiary-type A education for upper secondary and post-secondary non-tertiary graduates under 25 (2011)



1. Data for post-secondary non-tertiary graduates are missing.

2. Year of reference for graduation rates 2010.

Countries are ranked in descending order of graduation rates from upper secondary programmes designed to prepare students under 25 for tertiary-type A education in 2011.

Source: OECD. Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). Table A2.1b, Table A2.1c (available on line) and Table C3.1b. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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Chart A2.3 shows how countries vary when the proportion of students who graduate from programmes designed as preparation for entry into tertiary-type A programmes (ISCED 3A and 4A) are compared with the proportion of students who actually enter these programmes under the age of 25. In Belgium, Chile, Finland, Ireland and Israel, there is at least a 30 percentage-point difference between these two groups. This suggests that many students who attain qualifications that would allow them to enter tertiary-type A programmes do not do so, although upper secondary programmes in Belgium and Israel also prepare students for tertiary-type B programmes.

In Finland, upper secondary education includes vocational training, and many graduates enter the labour market immediately after completing this level, without any studies at the tertiary level. There is also a *numerus clausus* system in Finnish higher education, which means that the number of entry places is restricted. Therefore, graduates from upper secondary general education may have to take a break of two to three years before obtaining a place in a university or polytechnic institution. In Ireland, the majority of secondary students take the “Leaving Certificate Examination” (ISCED 3A). Although this is designed to allow students to enter tertiary education, not all of the students who take this examination intend to do so. Until the onset of the global economic crisis, school-leavers in Ireland could benefit from a strong labour market, and this also may have had an impact on the difference.

In contrast, in Slovenia, the upper secondary and post-secondary non-tertiary graduation rate is markedly lower – by more than 20 percentage points – than entry rates into tertiary-type A programmes. Although many students in Slovenia are more likely to graduate from upper secondary programmes leading to tertiary-type B programmes, some may choose to pursue university studies later, and can do so because of the flexible pathways between the two types of tertiary programmes in the country.

Definition

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 in the reference period. Thus, 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 an age group that will complete upper secondary education, based on current patterns of graduation.

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).

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

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.

Graduates of ISCED 3A, 3B and 3C (or 4A, 4B, 4C) programmes are not considered as first-time counts. Therefore, graduation rates cannot be added, as some individuals graduate from more than one upper secondary programme and would be counted twice. The same applies for graduation rates according to programme orientation, i.e. general or vocational. In addition, the typical graduation ages are not necessarily the same for the different types of programmes (see Annex 1). Pre-vocational and vocational programmes include both school-based programmes and combined school- and work-based programmes that are recognised as part of

the education system. Entirely work-based education and training programmes that are not overseen by a formal education authority are not included.

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.

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Indicator A2 Tables

Table A2.1a Upper secondary graduation rates and average ages (2011)

StatLink  <http://dx.doi.org/10.1787/888932848210>


Table A2.1b Upper secondary graduation rates for students under 25 (2011)

StatLink  <http://dx.doi.org/10.1787/888932848229>

WEB Table A2.1c Post-secondary non-tertiary graduation rates (2011)

StatLink  <http://dx.doi.org/10.1787/888932848248>

Table A2.2a Trends in first-time graduation rates at upper secondary level (1995-2011)

StatLink  <http://dx.doi.org/10.1787/888932848267>

WEB Table A2.2b Trends in graduation rates (general and pre-vocational/vocational programmes) at upper secondary level (2005-11)

StatLink  <http://dx.doi.org/10.1787/888932848286>

Table A2.3a Distribution of upper secondary vocational graduates, by field of education and gender (2011)

StatLink  <http://dx.doi.org/10.1787/888932848305>

WEB Table A2.3b Distribution of upper secondary vocational graduates, by field of education (2011)

StatLink  <http://dx.doi.org/10.1787/888932848324>

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Table A2.1a. **Upper secondary graduation rates and average ages (2011)***Sum of age-specific graduation rates, by programme destination, programme orientation and gender*

		Total (first-time graduates)				General programmes				Pre-vocational/ vocational programmes				ISCED 3A ¹	ISCED 3B ¹	ISCED 3C (long) ¹	ISCED 3C (short) ¹	
		M + W	Men	Women	Average age ²	M + W	Men	Women	Average age ²	M + W	Men	Women	Average age ²	M + W	M + W	M + W	M + W	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(17)	(21)	(25)	
OECD	Australia ³	m	m	m	m	71	67	75	17	51	49	53	30	71	a	51	a	
	Austria	67	70	64	18	18	14	22	18	76	86	64	19	18	55	1	20	
	Belgium	m	m	m	m	35	31	40	18	68	62	73	25	59	a	20	23	
	Canada ³	85	82	88	19	82	78	86	18	4	4	3	m	82	a	4	a	
	Chile	83	80	86	18	53	50	56	19	30	29	31	18	83	a	a	a	
	Czech Republic	78	78	77	20	23	17	28	20	55	60	49	20	55	n	22	a	
	Denmark	90	85	94	21	60	52	68	19	46	46	46	28	60	a	46	n	
	Estonia	m	m	m	m	55	45	66	18	23	29	18	20	66	21	2	a	
	Finland	96	94	99	22	46	39	54	19	99	93	106	29	96	a	a	a	
	France	m	m	m	m	52	46	59	17	69	70	68	20	53	19	4	46	
	Germany	92	93	92	m	46	41	51	m	47	52	41	m	46	46	a	1	
	Greece	68	60	76	m	68	60	76	m	33	41	26	m	68	a	33	x(21)	
	Hungary	86	83	89	19	70	63	77	19	17	21	13	20	70	a	17	x(21)	
	Iceland ³	88	76	101	23	69	58	81	21	54	53	55	26	65	a	37	18	
	Ireland	89	88	90	19	68	68	68	19	69	56	83	25	94	a	6	37	
	Israel	85	79	91	17	54	48	59	17	33	35	32	17	80	a	7	a	
	Italy	79	76	82	m	36	26	47	18	62	69	55	m	75	1	a	23	
	Japan	96	95	96	m	73	70	76	m	23	25	20	m	73	1	22	x(21)	
	Korea	93	92	93	m	71	70	72	m	22	22	21	m	71	a	22	a	
	Luxembourg	70	67	74	19	29	24	34	18	45	47	43	20	43	10	19	2	
	Mexico	49	45	52	18	45	42	48	18	4	4	4	18	45	a	4	a	
	Netherlands	92	87	96	21	41	37	44	17	75	74	76	25	68	a	47	a	
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Norway	90	85	95	22	61	50	72	19	35	43	27	27	61	a	35	m	
	Poland	84	80	88	20	51	39	64	20	39	48	30	20	76	a	14	a	
	Portugal	89	78	100	25	51	42	59	25	38	35	41	25	m	m	m	m	
	Slovak Republic	85	82	87	19	26	20	31	18	66	70	62	20	76	a	15	1	
	Slovenia	99	94	104	m	37	30	46	18	75	81	68	m	41	48	21	2	
	Spain	88	84	92	m	51	44	58	m	53	52	54	m	51	20	9	23	
	Sweden	75	73	78	18	32	26	37	18	44	47	41	18	75	n	n	n	
	Switzerland	m	m	m	m	33	27	40	m	73	78	69	m	30	71	6	x(21)	
	Turkey	56	56	56	17	31	29	33	17	25	27	23	17	56	a	a	m	
	United Kingdom	93	91	95	m	m	m	m	m	m	m	m	m	m	m	75	17	
	United States	77	74	81	17	x(1)	x(2)	x(3)	x(4)	x(1)	x(2)	x(3)	x(4)	x(1)	x(1)	x(1)	x(1)	
	OECD average		83	79	86	20	50	44	56	19	47	49	45	22	64	10	18	9
	EU21 average		84	81	88	20	45	38	51	19	55	57	53	22	63	12	18	11
Other G20	Argentina ³	m	m	m	m	36	29	44	19	7	8	5	18	43	a	a	a	
	Brazil	m	m	m	m	63	50	77	21	12	9	15	26	65	12	a	a	
	China	73	72	74	m	40	39	42	m	53	52	53	m	42	x(13)	31	20	
	India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Indonesia	m	m	m	m	34	31	37	18	22	25	18	18	34	22	a	a	
	Russian Federation	m	m	m	m	47	x(5)	x(5)	m	45	36	14	m	47	19	22	4	
	Saudi Arabia	m	m	m	m	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	m	m	m	m	
	G20 average		79	78	81	m	52	47	58	m	32	32	28	m	57	9	16	9

Notes: Columns showing graduation rates for men, women and average age at upper secondary level by programme orientation (i.e. columns 14-16, 18-20, 22-24, 26-28) 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 (for instance Luxembourg) and those that are net importers may be overestimated.

1. ISCED 3A (designed to prepare for direct entry to tertiary-type A education).

ISCED 3B (designed to prepare for direct entry to tertiary-type B education).

ISCED 3C (long) similar to duration of typical 3A or 3B programmes.

ISCED 3C (short) shorter than duration of typical 3A or 3B programmes.

2. The average age refers generally to the age of the students at the beginning of the calendar year; students could be one year older than the age indicated when they graduate at the end of the school year. It refers to an average weighted age. Please see Annex 3 to learn how it is calculated.

3. Year of reference 2010.

Source: OECD. Argentina, China, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme).

See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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


StatLink  <http://dx.doi.org/10.1787/888932848210>

Table A2.1b. **Upper secondary graduation rates for students under 25 (2011)**

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

	Total (first-time graduates)				General programmes				Pre-vocational/vocational programmes				ISCED 3A ¹	ISCED 3B ¹	ISCED 3C (long) ¹	ISCED 3C (short) ¹
	M + W	Men	Women	Share of graduates below 25 ²	M + W	Men	Women	Share of graduates below 25 ²	M + W	Men	Women	Share of graduates below 25 ²	M + W	M + W	M + W	M + W
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(16)	(19)	(22)
OECD	Australia ³	m	m	m	71	67	75	100	24	25	22	47	71	a	24	a
	Austria	64	67	61	96	18	14	22	69	80	58	90	18	50	1	18
	Belgium	m	m	m	35	31	40	100	50	49	50	71	59	a	20	4
	Canada ³	81	78	84	95	80	76	84	1	2	1	34	80	a	1	a
	Chile	79	77	82	96	49	47	51	30	29	30	99	79	a	a	a
	Czech Republic	76	77	76	98	23	17	28	54	59	48	97	54	n	22	a
	Denmark	79	77	82	89	58	50	67	27	32	22	57	58	a	27	n
	Estonia	m	m	m	m	65	53	78	22	28	16	95	65	21	1	a
	Finland	85	84	86	89	46	38	54	53	55	50	54	85	a	a	a
	France	m	m	m	m	53	46	60	62	66	58	89	53	19	3	40
	Germany	m	m	m	m	m	m	m	m	m	m	m	m	m	a	m
	Greece	m	m	m	m	m	m	m	m	m	m	m	m	a	m	m
	Hungary	82	80	84	94	67	61	73	17	21	12	95	67	a	17	x(19)
	Iceland	70	61	78	80	62	51	71	32	32	32	60	59	a	21	13
	Ireland	88	87	89	99	66	66	66	51	45	58	69	92	a	6	19
	Israel	85	79	91	100	54	48	59	33	35	32	100	80	a	7	a
	Italy	m	m	m	m	36	26	47	m	m	m	m	73	m	a	m
	Japan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Korea	m	m	m	m	m	m	m	m	m	m	m	m	a	m	a
	Luxembourg	69	66	72	97	29	24	34	43	45	41	95	43	9	18	2
	Mexico	48	45	51	99	44	41	48	3	3	3	95	44	a	3	a
	Netherlands	80	76	83	86	41	37	44	57	58	57	76	64	a	34	a
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	78	74	82	86	59	48	70	22	29	14	62	59	a	22	m
	Poland	82	79	86	98	47	35	59	39	47	30	99	71	a	14	a
	Portugal	68	60	76	70	39	32	47	29	29	29	69	m	m	m	m
	Slovak Republic	82	81	83	97	25	20	31	63	68	57	94	74	a	14	n
	Slovenia	m	m	m	m	37	29	45	m	m	m	m	41	m	m	2
	Spain	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Sweden	75	73	78	100	32	26	37	44	47	41	100	75	m	n	m
	Switzerland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Turkey	56	56	56	100	31	29	33	25	27	23	100	56	a	a	m
	United Kingdom	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United States	77	74	81	100	x(1)	x(2)	x(3)	x(1)	x(2)	x(3)	m	x(1)	x(1)	x(1)	x(1)
	OECD average	75	72	78	93	47	41	53	37	40	34	80	63	4	11	5
	EU21 average	78	75	80	93	42	36	49	45	49	42	83	62	7	11	7
Other G20	Argentina ³	m	m	m	m	34	27	42	7	8	5	98	41	a	a	a
	Brazil	m	m	m	m	55	46	64	7	5	8	60	55	7	a	a
	China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	m	m	m	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	m	m	m
	Saudi Arabia	m	m	m	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	m	m	m
G20 average		m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Notes: Columns showing graduation rates for men and women at upper secondary level by programme orientation (i.e. columns 14-15, 17-18, 20-21, 23-24) 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 (for instance Luxembourg) and those that are net importers may be overestimated.

1. ISCED 3A (designed to prepare for direct entry to tertiary-type A education).

ISCED 3B (designed to prepare for direct entry to tertiary-type B education).

ISCED 3C (long) similar to duration of typical 3A or 3B programmes.


ISCED 3C (short) shorter than duration of typical 3A or 3B programmes.

2. Share of graduates who are below 25 among the total population of graduates.

3. Year of reference 2010.

Source: OECD, Argentina: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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

StatLink  <http://dx.doi.org/10.1787/888932848229>

A2

Table A2.2a. Trends in first-time graduation rates at upper secondary level (1995-2011)

	1995	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	Average annual growth rate 1995-2011 ¹
OECD														
Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Austria ²	m	m	m	m	m	m	m	m	m	m	m	m	67	m
Belgium	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Canada	m	m	77	79	83	79	80	79	76	79	81	85	m	m
Chile	m	m	m	m	m	79	85	82	82	83	85	83	83	m
Czech Republic	78	m	84	83	88	87	89	89	88	85	83	80	78	0.0%
Denmark	83	95	95	94	88	88	82	84	85	83	85	86	90	0.5%
Estonia	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Finland	91	91	85	84	90	95	94	94	97	93	95	93	96	0.3%
France	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Germany ³	100	92	92	94	97	99	99	100	100	97	84	87	92	m
Greece	80	54	76	85	96	93	100	98	96	91	m	m	68	-1.0%
Hungary	m	m	83	82	87	86	84	87	84	78	86	86	86	m
Iceland	80	67	70	79	81	87	79	87	86	89	89	88	m	m
Ireland	m	74	77	78	91	92	91	87	90	88	91	94	89	1.6%
Israel	m	m	m	90	89	93	90	90	92	90	89	92	85	m
Italy	m	78	81	78	m	82	85	86	84	86	81	83	79	0.1%
Japan	96	95	93	94	95	96	95	96	96	95	95	96	96	0.0%
Korea	88	96	100	99	92	94	94	93	91	93	89	94	93	0.4%
Luxembourg	m	m	m	69	71	69	75	71	75	73	69	70	70	m
Mexico	m	33	34	35	37	39	40	42	43	44	45	47	49	3.6%
Netherlands	m	m	m	m	m	m	m	m	m	m	m	m	92	m
New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Norway	77	99	105	97	92	100	89	88	92	91	91	87	90	0.9%
Poland	m	90	93	91	86	79	85	81	84	83	85	84	84	-0.7%
Portugal ⁴	52	52	48	50	60	53	51	54	65	63	96	104	89	3.3%
Slovak Republic	85	87	72	60	56	83	85	86	86	82	82	86	85	0.0%
Slovenia	m	m	m	m	m	m	85	97	91	85	96	94	99	m
Spain	62	60	66	66	67	66	72	72	74	73	74	80	88	2.2%
Sweden	m	75	71	72	76	78	76	75	74	74	74	75	75	0.1%
Switzerland	86	88	91	91	88	87	87	88	88	88	92	94	m	m
Turkey	37	37	37	37	41	55	48	52	58	26	45	54	56	2.6%
United Kingdom	m	m	m	m	m	m	86	88	89	91	92	93	93	m
United States	69	70	71	73	74	75	76	75	75	76	76	77	77	0.7%
OECD average	78	76	77	78	79	81	82	82	83	81	83	84	83	m
OECD average for countries with 1995, 2000 and 2011 data	77	77											84	0.6%
EU21 average	79	77	79	77	79	78	81	82	84	84	85	85	83	m
Other G20														
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m	m	m	m	69	73	m
India	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
Russian Federation	m	m	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	m	m
South Africa	m	m	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	78	79	m

Notes: Up to 2004, graduation rates at upper secondary level 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).

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. For countries that do not have data for the year 1995, the 2000-11 average annual growth rate is indicated in italics.

2. Programmes spanning ISCED levels 3 and 4 (*Höhere berufsbildende Schule*) not included.

3. Break in the series between 2008 and 2009 due, in Germany, to a partial reallocation of vocational programmes into ISCED 2 and ISCED 5B, and in New Zealand, to the inclusion of ISCED 3C short programmes.

4. Year of reference 1997 instead of 1995.

Source: OECD. China: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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

StatLink  <http://dx.doi.org/10.1787/888932848267>

Table A2.3a. **Distribution of upper secondary vocational graduates, by field of education and gender (2011)**

		Men									Women								
		Pre-vocational/ vocational programmes graduation rates	Humanities, arts and education	Health and welfare	Social sciences, business and law	Services	Engineering, manufacturing and construction	Sciences	Agriculture	Not known or unspecified	Pre-vocational/ vocational programmes graduation rates	Humanities, arts and education	Health and welfare	Social sciences, business and law	Services	Engineering, manufacturing and construction	Sciences	Agriculture	Not known or unspecified
		(1)	(2)	(5)	(6)	(7)	(8)	(9)	(14)	(15)	(16)	(17)	(20)	(21)	(22)	(23)	(24)	(29)	(30)
OECD	Australia ¹	49	2	5	13	12	59	2	5	2	53	6	36	29	17	4	1	2	5
	Austria ²	86	1	2	10	8	45	2	8	24	64	2	10	34	16	6	n	8	24
	Belgium	62	15	6	11	7	33	3	2	24	73	23	23	12	13	2	n	1	25
	Canada ¹	4	m	m	m	m	m	m	m	m	3	m	m	m	m	m	m	m	m
	Chile	29	1	2	24	7	58	n	7	1	31	13	7	48	16	11	n	4	1
	Czech Republic	60	3	1	10	13	70	n	3	n	49	7	13	35	31	10	n	5	n
	Denmark	46	3	6	13	12	58	n	8	n	46	1	50	29	10	6	n	4	n
	Estonia	29	1	n	2	9	75	7	6	n	18	6	2	17	38	26	4	7	n
	Finland	93	4	5	10	16	57	4	4	n	106	8	31	21	25	10	1	5	n
	France	70	2	3	15	12	63	n	6	n	68	2	29	34	26	6	n	2	n
	Germany	52	2	2	26	9	54	3	3	n	41	3	16	53	19	7	1	1	n
	Greece	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hungary	21	1	1	6	16	73	n	4	n	13	4	12	33	36	12	n	4	n
	Iceland ¹	53	11	1	12	13	59	1	2	n	55	26	19	20	24	6	n	4	n
	Ireland	56	m	m	m	m	m	m	m	m	83	m	m	m	m	m	m	m	m
	Israel	35	m	m	m	m	m	m	m	m	32	m	m	m	m	m	m	m	m
	Italy	69	m	m	m	m	m	m	m	m	55	m	m	m	m	m	m	m	m
	Japan	25	n	1	17	2	56	n	11	11	20	n	10	40	13	8	n	12	17
	Korea	22	17	n	7	3	60	11	2	n	21	32	1	24	5	23	13	2	n
	Luxembourg	47	m	m	m	m	m	m	m	m	43	m	m	m	m	m	m	m	m
	Mexico	4	m	m	m	m	m	m	m	m	4	m	m	m	m	m	m	m	m
	Netherlands	74	4	6	18	23	37	7	5	n	76	7	47	22	19	2	n	3	n
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	43	1	4	2	14	74	3	3	n	27	5	48	13	23	9	n	3	n
	Poland	48	1	n	7	13	63	11	5	n	30	3	n	34	47	11	2	4	n
	Portugal	35	m	m	m	m	m	m	m	m	41	m	m	m	m	m	m	m	m
	Slovak Republic	70	4	2	12	19	60	n	3	n	62	7	12	36	32	9	n	4	n
	Slovenia	81	3	5	14	11	55	7	5	n	68	14	21	37	16	7	n	6	n
	Spain	52	16	4	11	12	45	8	4	n	54	25	22	30	16	4	2	1	n
	Sweden	47	12	5	5	9	66	n	3	1	41	34	22	11	14	10	n	8	1
	Switzerland	78	2	2	24	6	55	4	6	n	69	4	23	48	13	9	n	3	n
	Turkey	27	1	2	12	4	55	13	n	14	23	5	25	17	8	13	11	n	20
	United Kingdom	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	OECD average	49	4	2	11	9	49	3	4	18	46	9	17	26	17	8	1	3	18
	EU21 average	58	3	3	11	11	51	3	4	13	54	7	19	28	21	8	1	4	13
Other G20	Argentina ¹	8	2	n	13	1	65	8	7	5	5	6	1	31	2	38	12	9	2
	Brazil	9	m	m	m	m	m	m	m	m	15	m	m	m	m	m	m	m	m
	China	52	m	m	m	m	m	m	m	m	53	m	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Indonesia	25	2	2	49	n	39	n	n	8	18	2	6	49	n	29	n	4	10
	Russian Federation	m	m	m	m	m	m	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	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	G20 average	32	m	m	m	m	m	m	m	m	29	m	m	m	m	m	m	m	m


Note: Columns showing the breakdown of humanities, arts and education (3, 4, 18 and 19) and science (10-13, 25-28) are available for consultation on line (see StatLink below).

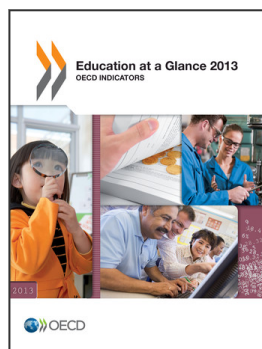
1. Year of reference 2010.

2. Programmes spanning ISCED levels 3 and 4 (*Höhere berufsbildende Schule*) not included.

Source: OECD, Argentina, China, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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

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