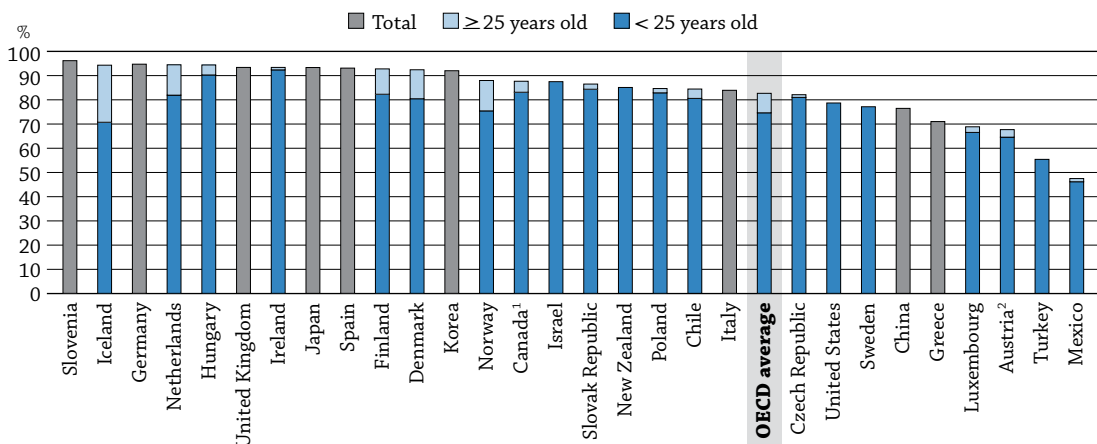


HOW MANY STUDENTS ARE EXPECTED TO COMPLETE UPPER SECONDARY EDUCATION?

- Based on current patterns, it is estimated that an average of 84% of today's young people in OECD countries will complete upper secondary education over their lifetimes; in G20 countries, some 80% 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.
- More than 10% of upper secondary graduates in Denmark, Finland, the Netherlands and Norway are 25 or older, while in Iceland nearly 20% are.

Chart A2.1. Upper secondary graduation rates (2012)




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

1. Year of reference 2011.

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 2012.

Source: OECD. Tables A2.1.a and A2.1.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.

By the end of lower secondary education in many OECD countries, students can exit or disengage from the education system, meaning, in turn, that they can leave school without an upper secondary qualification. These young people tend to face severe difficulties entering – and remaining in – the labour market. Leaving school early is a problem, both for individuals and society. Policy makers are examining ways to reduce the number of early school-leavers, defined as those students who do not complete their upper secondary education. Internationally comparable measures of how many students successfully complete upper secondary programmes – which also imply how many students do not complete those programmes – can assist efforts to that end.

■ Other findings

- In 25 of 31 countries with available data, first-time upper secondary graduation rates equal or exceed 75%. In Denmark, Finland, Germany, Hungary, Iceland, Ireland, Japan, Korea, Latvia, the Netherlands, Slovenia, Spain 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 19, from the age of 17 in Israel, New Zealand, Turkey and the United States, to the age of 22 or older in Iceland and Norway.
- 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 young men in upper secondary vocational programmes choose to study engineering, manufacturing and construction, while young women in such programmes opt for several different fields of study, notably business, law, social sciences, health and welfare, and services.
- This edition marks the third time that comparable data have been published from 29 countries that participated in a special survey on the successful completion of upper secondary programmes. The data show that **72% of students who begin upper secondary education complete the programmes they entered within the theoretical duration of the programme**. However, there are large differences in completion rates, depending on gender and type of programme.

■ Trends

Since 2000, 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 3% between 2000 and 2012.

■ 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 2012 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 2010 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 2012 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 2000, first-time upper secondary graduation rates increased by 8 percentage points. Current estimates indicate that 84% 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 and needed to continue to further education. 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, Hungary, Iceland, Ireland, Latvia, Japan, Korea, the Netherlands, Slovenia, Spain 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 Mexico, Spain and Turkey show the highest average annual growth rates (from 1995 or 2000 to 2012) for upper secondary graduation – considerably above the OECD average of 0.8%. The annual growth rate in Spain and Turkey exceeds 2%, while in Mexico the annual increase is more than 3% (Table A2.2a). For some countries, the annual growth rate is low because they had earlier made it a priority to increase access to upper secondary education to a larger number of students. Thus, graduation rates in Japan, Korea and Norway had already reached 90% in 2000 and have remained at this level since then.

Vocational education and training (VET) is an important part of upper secondary education in many OECD countries (see Indicator A1). Between 2005 and 2012, graduation rates for pre-vocational and vocational programmes kept pace with overall upper secondary rates, increasing by about 3 percentage points, on average. However, countries vary considerably in these trends. In Germany, for example, upper secondary VET graduation rates shrunk by 15 percentage points during the period, while in Portugal they increased by 37 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 have quality upper secondary programmes that provide individuals with the right mix of guidance and education opportunities 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. As indicated in the note section above, a student's age at graduation can be related to changes in the education system. For example, opportunities available to complete upper secondary education later on in life or the duration of general and vocational programmes can lead to differences in the typical age of graduates.

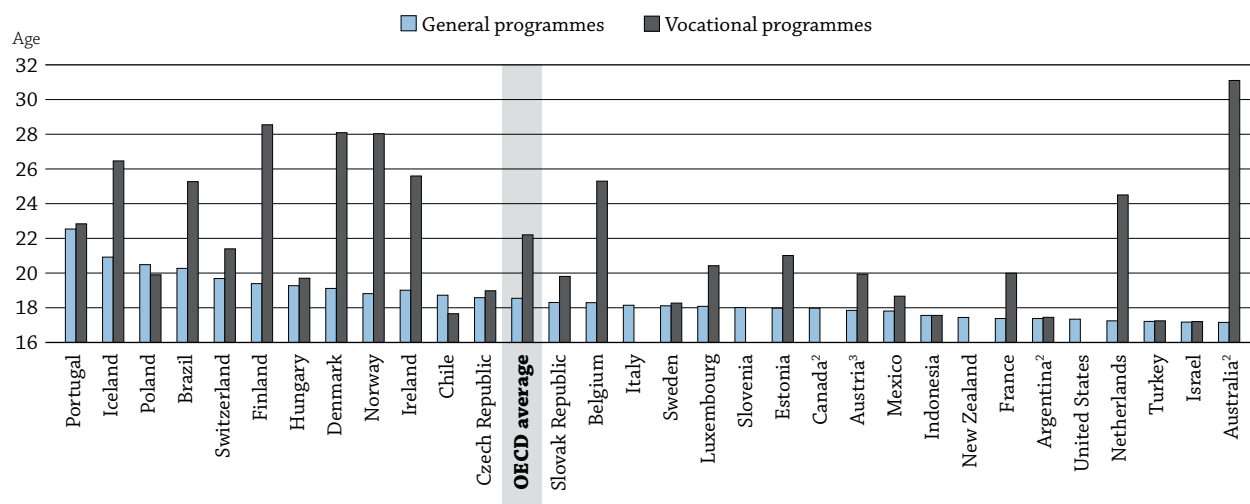
The average age of a first-time upper secondary graduate in OECD countries is 19; more than 90% of first-time graduates are 25 or younger. However, the age at which students graduate from upper secondary education varies between countries, sometimes significantly. In Israel, New Zealand, Turkey and the United States, the average age of a first-time graduate is 17 – the youngest age among all OECD countries. Iceland and Norway 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 older; in Australia, it reaches 31 (Chart A2.2).

The average age of first-time graduates also reflects specific national contexts. In some countries, systems are flexible enough to allow students who left the education system early to 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, 20% 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 age¹ of upper secondary graduation (2012)




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 2011.

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 2012.

Source: OECD, 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 (87%) are higher than those for men (81%). In Denmark, Greece, Iceland, Israel and Norway, graduation rates for women are at least 10 percentage points higher than those for men. Only in Austria and Germany is the proportion of male graduates higher than that of female graduates (Table A2.1a).

This tendency is even starker among students younger than 25 who graduate from general programmes. In 2012, graduation rates from general upper secondary programmes were 54% for women and 43% for men, on average across OECD countries. In 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, although in some countries this is not the case. On average, graduation rates from these programmes are higher for men than for women by 3 percentage points (50% and 46%, respectively). This tendency has been changing in many countries, including Belgium, Denmark, Finland, Ireland, the Netherlands and Spain, where graduation rates for women are at least 5 percentage points higher than those for men. However, vocational programmes are not available to the same extent in all countries, thus graduation rates can differ substantially. Pre-vocational and vocational graduation rates are over 70% in Austria, Finland, France, Ireland, the Netherlands, Slovenia and Switzerland; but in Argentina, Brazil, Canada, Estonia, Hungary, Indonesia, Japan, Korea, Latvia, Mexico and Turkey, the rates are below 30% (Table A2.1a).

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 across OECD countries, the largest share of students in upper secondary vocational education graduates from engineering, manufacturing and construction programmes (34%), and, most of the graduates from those programmes are men (Tables A2.3a and b, available on line). In the Czech Republic, Hungary and Norway, 70% or more of graduates from this field are men. By contrast, female graduates are more dispersed among social sciences, business and law (24%), health and welfare (19%) and services (19%) (Table A2.3a).

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).

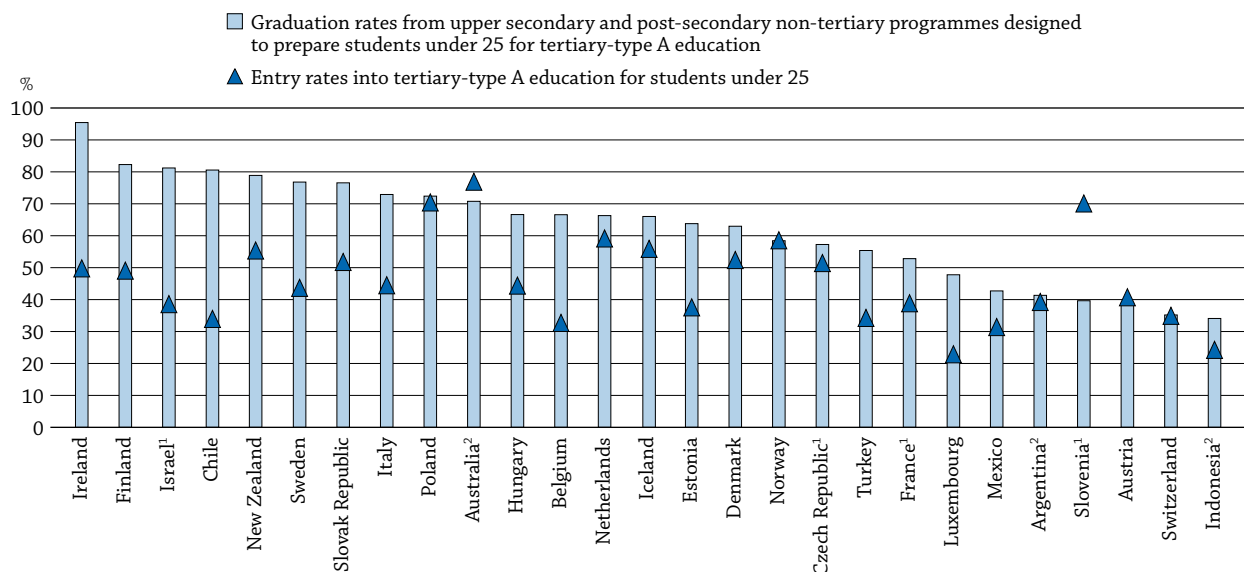
First-time graduation rates from post-secondary non-tertiary education are low compared with those from upper secondary programmes. On average, it is estimated that 9% of today's young people in OECD countries will complete post-secondary non-tertiary programmes over their lifetime. The rate for women (9%) is slightly higher than that for men (8%). The highest graduation rates for these programmes are in Austria (26%), the Czech Republic (28%) and New Zealand (33%); and in these three countries, graduation rates are considerably higher among women (32%, 32% and 39%, respectively) than men (20%, 24% 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 an upper secondary education that leads to tertiary-type B programmes. For long upper secondary programmes that lead to the labour market or to post-secondary non-tertiary education (ISCED 3C long), graduation rates in 2012, averaged 18% in OECD countries (Table A2.1a).

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, Israel and Sweden, 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. Much like the decision to continue on to upper secondary education, students' decision to enter tertiary education might depend on various factors, including the opportunity cost of investing in tertiary education compared to entering the labour market (Zapata, *forthcoming*) (see Indicator A7).

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.


Chart A2.3. Access to tertiary-type A education for upper secondary and post-secondary non-tertiary graduates under 25 (2012)

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

2. Year of reference for graduation rates 2011.

Countries are ranked in descending order of graduation rates from upper secondary and post-secondary non-tertiary programmes designed to prepare students under 25 for tertiary-type A education in 2012.

Source: OECD. Tables A2.1b, A2.1c (available on line) and C3.1b. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink  <http://dx.doi.org/10.1787/888933115293>

Box A2.1. Completion and graduation: Two different measures

How is completion measured in *Education at a Glance*? "Successful completion" describes the percentage of students who enter an upper secondary programme for the first time and who graduate from it a given number of years after they entered. It is a measure of how efficiently students flow through upper secondary education. It represents the relationship between the graduates of and the new entrants into the same level of education. The calculation is made using the amount of time normally allocated for completing the programme, and after an additional two years (for students who had to repeat a grade or individual courses, who studied part time, etc.). This indicator also includes the percentage of students who do not graduate from an upper secondary programme but are still in education. These might include part-time students who need more time to complete their studies and adults who decide to return to school, perhaps while they are working. Only initial education programmes are covered by this indicator.

This measure should not be confused with upper secondary graduation rates. Graduation rates represent the estimated percentage of people from a certain age cohort that is expected to graduate at some point during their lifetime. It measures the production of graduates from upper secondary education, relative to the country's population, and represents the relationship between all the graduates in a given year and a particular population. For each country, for a given year, the number of students who graduate is broken down into age groups. For example, the number of 15-year-old graduates is divided by the total number of 15-year-olds in the country; the number of 16-year-old graduates is divided by the total number of 16-year-olds in the country, etc. The graduation rate is the sum of these age-specific graduation rates.

A third indicator in *Education at a Glance* uses the notion of educational attainment (see Indicator A1). Attainment measures the percentage of a population that has reached a certain level of education, in this case, those who graduated from upper secondary education. It represents the relationship between all graduates (of the given year and previous years) and the total population.

In contrast, in Slovenia, the upper secondary and post-secondary non-tertiary graduation rate is markedly lower – by 30 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.

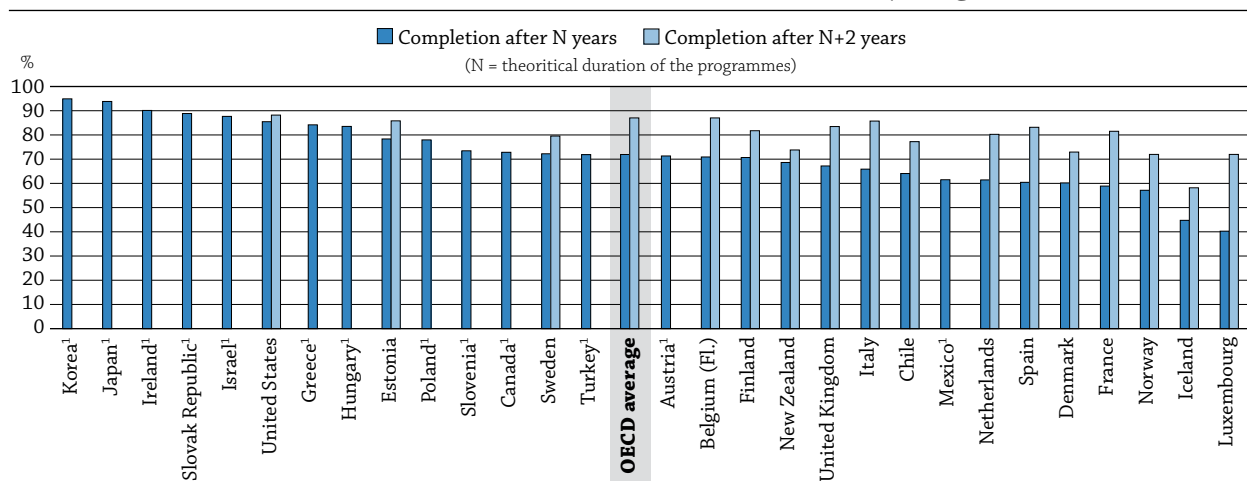
Successful completion of upper secondary programmes

This edition of *Education at a Glance* presents, for the third time, an indicator to measure the successful completion of upper secondary programmes and, thus, the pathways between programmes. The indicator sheds light on the time needed to complete these programmes and the proportion of students still in education after the theoretical duration of programmes. It allows for an estimation of the number of students who drop out and a comparison of completion rates by gender and programme orientation. Thus, like the graduation rate, the completion rate does not indicate the quality of upper secondary education; it does, however indicate to a certain extent the capacity of this education level to engage students to complete upper secondary programmes within a specific period.

The majority of students who start upper secondary education complete the programmes they entered. It is estimated that 72% of young men and women who begin an upper secondary programme graduate within the theoretical duration of the programme. However, in some countries, it is relatively common for students and apprentices to take a break from their studies and leave the education system temporarily. Some return quickly to their studies, while others stay away for longer periods of time, which can increase students' risk of not completing upper secondary education. In other countries, it is also common for students to repeat a grade or to change programmes; by doing so, their graduation is delayed. System-level policies, such as grade repetition, can undermine equity in the education system (OECD, 2012a).

The proportion of students who complete their education in the stipulated time varies considerably among countries, with Korea having the highest share (95%), and Luxembourg the lowest share (40%). In Greece, Hungary, Ireland, Israel, Japan, Korea, the Slovak Republic and the United States, over 80% of students complete their education in the stipulated time. Giving two extra years to students to complete their upper secondary programmes, 87% of students successfully complete programmes two years after the stipulated time of graduation, on average across OECD countries – 15 percentage points more than the proportion of students who complete their programme within its theoretical duration (Table A2.4). With the extra two years, eight more countries pass the upper secondary completion bar of 80%: the Flemish Community of Belgium, Estonia, Finland, France, Italy, the Netherlands, Spain and the United Kingdom. Iceland has the smallest proportion of students (58%) who complete upper secondary education after two extra years.

Chart A2.4. Successful completion of upper secondary programmes



Note: Please refer to Annex 3 for details concerning this indicator, including methods used, programmes included/excluded, year of entry, etc.

1. N+2 information missing.

Countries are ranked in descending order of the successful completion of upper secondary programmes.

Source: OECD. Table A2.4. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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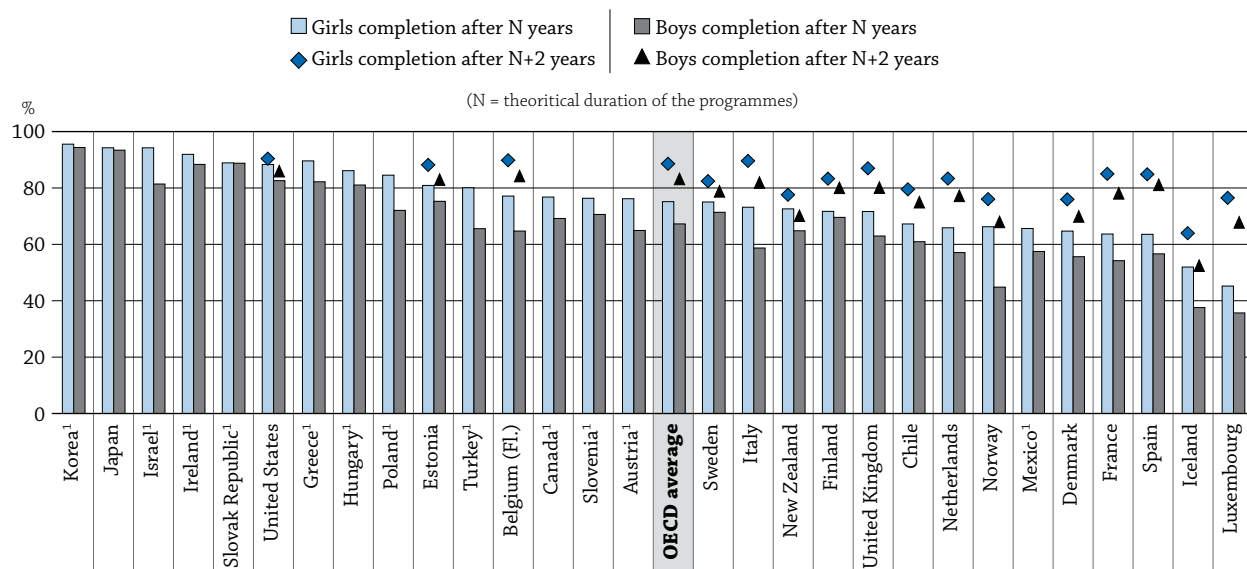
Within countries, the difference in rates between completion within the stipulated time and within two additional years is partly due to the fact that in most OECD countries, students may attend regular educational institutions for additional years to complete their upper secondary education, whereas in some other countries, older students must attend special programmes designed specifically for them. The difference in the proportion of students who completed their programmes within the stipulated time and that of students who completed after two additional years is 32 percentage points in Luxembourg, where it is common for students to repeat one or more years of school. In contrast, among countries with available data, the difference in New Zealand and in the United States is as low as five and three percentage points, respectively (Chart A2.4). In the United States, it is highly unusual for students over the age of 20 to be enrolled in a regular high school programme; students who do not graduate within the stipulated time can obtain an equivalent high school qualification by successfully passing the General Educational Development (GED) test.

Successful completion of upper secondary education also depends on how accessible these programmes are. In all of the countries with available data, except Mexico and Turkey, upper secondary entry rates for students under age 20 are around or over 90%. It is reasonable to expect that a higher percentage of students will graduate from upper secondary education in countries with limited access to this level than in countries that have nearly universal access. In other words, countries where students have to pass an examination or are academically selected to enter upper secondary programmes may have a larger share of higher-achieving students moving on to these programmes, which could produce a higher completion rate (Table A2.4). The selectivity of programmes can hinder equity in the education as access to programmes might be limited.

Successful completion by gender

In all countries with available data, young men are more likely than young women to not complete their upper secondary education on time. On average, 76% of young women complete their upper secondary education within the stipulated time, compared to 68% of young men. Only in Finland, Greece, Ireland, Japan, Korea, the Slovak Republic and Sweden is the difference in the proportions of young men and women who do not complete their upper secondary education less than five percentage points. In Iceland, Italy, Norway and Turkey, young women outnumber young men who successfully completed upper secondary education by more than 14 percentage points (Chart A2.5). The gender differences seen in Norway are likely due to the fact that young women tend to have better academic performance than young men in lower secondary school. Controlling for performance in lower secondary school, there is no gender difference, or just a small advantage for young men (Falch et al., 2010).

Chart A2.5. Successful completion of upper secondary programmes, by gender



1. N+2 information missing.

Countries are ranked in descending order of the successful completion of girls in upper secondary programmes (after N years).

Source: OECD, Table A2.4. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933115331>

The gender gap narrowed slightly, to an average of five percentage points, when completion was delayed by two years. The difference in completion rates between the stipulated time and the two additional years is larger among young men (16 percentage points) than among young women (13 percentage points). The narrowing of the gender gap could be related to a high incidence of grade repetition or transfer to a different programme, or to economic and socio-cultural factors that could extend the time needed by young men to complete a degree beyond a programme's stipulated duration (OECD, 2012b).

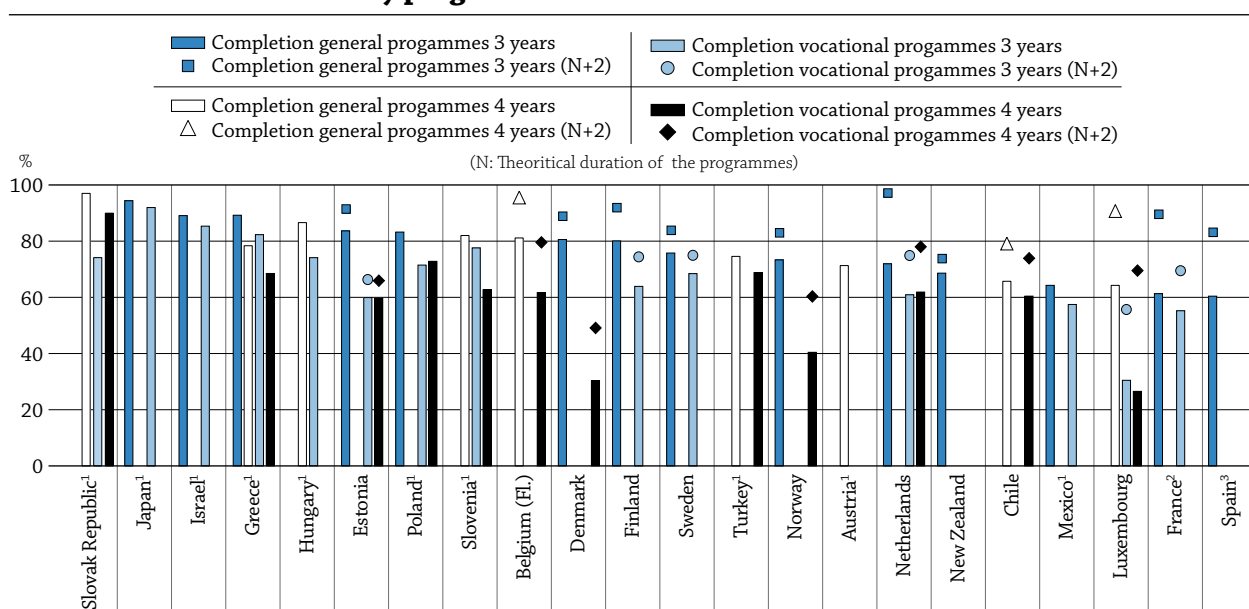
The gender gap also varies depending on the programme: 80% of young women complete general programmes, compared to 73% of young men; 67% of young women complete vocational programmes, compared to 61% of young men. In vocational programmes in Iceland, this gender gap widens to more than 16 percentage points, in favour of young women. Only in Estonia, Greece and the Slovak Republic, young women in vocational programmes are not as successful as young men in completing their upper secondary education within the normal duration of the programmes (Table A2.5).

Many studies, including the OECD Programme for International Student Assessment (PISA) analyses, confirm that young women in OECD countries are more likely to perform better and less likely than young men to leave school early (OECD, 2012a; OECD, 2012b; OECD, 2014). That said, young women who do leave school early tend to have poorer outcomes than their male counterparts, despite their higher average attainment (see Indicators A1 and C5). The completion rate for upper secondary programmes and engagement of students in education are also linked to many other issues, such as social pressures from family and friends, prior academic experiences, and physical and emotional changes (OECD, 2012a; Zapata, forthcoming) as well as to their parents' educational attainment and immigrant background (Box A2.2).

Successful completion by programme orientation

Students enter general or vocational programmes at different points in their educational careers, depending on the country. In countries with a comprehensive system, students follow a common core curriculum until the start of upper secondary education at the age of 16 (e.g. the Nordic countries); in countries with a highly differentiated system, the choice of a particular programme or type of school can be made during lower secondary education from the age of 10-13 onwards (e.g. Luxembourg).

Chart A2.6. Successful completion of upper secondary programmes, by programme orientation and duration



Note: Please refer to Annex 3 for details concerning this indicator, including methods used, programmes included/excluded, year of entry, etc.

1. N+2 information missing.

2. 2 years programmes instead of 3 for vocational programmes.

3. 2 years programmes instead of 3 for general programmes.

Countries are ranked in descending order of the successful completion of upper secondary general programmes (after N years).

Source: OECD, Table A2.5. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

StatLink <http://dx.doi.org/10.1787/888933115350>

In several countries, general and vocational programmes are organised separately and students have to opt for one or the other. This is the case for such countries as Germany and France, where upper secondary pathways are clearly differentiated. In other countries, upper secondary education is comprehensive and there is less separation between general and vocational programmes, such as in Sweden. Despite the arrangement of upper secondary programmes, countries offer students opportunities to change pathways, such as in Finland and the Netherlands. Flexibility between vocational and general pathways can accommodate those students who might want to change orientation and pursue a different upper secondary programme (OECD, 2012a).

Students who enter general programmes are more likely to graduate than those who are enrolled in vocational programmes. Among the 26 countries with available data, 76% of students completed their general programme within the theoretical duration of the programme, and that proportion increased by 15 percentage points among students who completed their programme two years after its stipulated duration.

In contrast, only 64% of students completed their vocational programme within the theoretical duration; that proportion increased by 15 percentage points two years after the stipulated time. While the average difference between completion rates for general and vocational upper secondary programmes is 13 percentage points, differences range from more than 40 percentage points in Denmark, to 5 percentage points or less in Chile, Israel and Japan (Table A2.5).

The large difference in completion rates between upper secondary general and vocational programmes among countries can be explained by the fact that in some countries, low-achieving students may be oriented (or reoriented) into vocational programmes, while higher-achieving students go into general programmes. Some students may also have difficulty determining which vocational programme is best for them and thus may have to repeat one or more grades at this level of education. They may also face difficulties finding an employer who will agree to offer an apprenticeship programme, may have to wait for a place in such a programme to become available, or may give up trying.

Pathways between these two types of education are well developed in some countries. In Norway, for example, among the 40% of students who entered a vocational programme and graduated within the stipulated time, 45% graduated with a vocational degree and 55% changed programmes and graduated with a general diploma. In Chile, of the 66% of students who entered a general programme and graduated within the stipulated time, 79% graduated with a general degree, and 21% changed programmes and graduated with a vocational diploma (Table A2.5).

Some students who begin a vocational programme may leave the education system to enter the labour market directly. The attractiveness of employment opportunities can play a role in students' disengagement from the education system, particularly those students in the later grades of upper secondary education (Stearns et al., 2006 in Zapata, forthcoming). Access to employment for people with low educational attainment could also affect successful completion rates and the incidence of dropping out.

Among students who do not complete their programmes within the stipulated time, 56% of those who follow a general programme are still in education, compared to only 43% of those who follow a vocational programme. There is large variation among countries: in Belgium (Flemish Community), Finland, France and Luxembourg, 80% or more of students who had not graduated after the theoretical duration of general programmes are still in education, compared to 10% in Israel and only 7% in Korea (Table A2.5).


The picture is slightly different when it comes to completion of upper secondary programmes (general and vocational) by programme duration. The duration of upper secondary programmes varies among countries: from two years in the Netherlands and Spain for general programmes to five years in Luxembourg for vocational programmes (Table A2.5). One would assume that completion rates for programmes of longer duration will be lower than those for programmes of shorter duration. However, Chart A2.6 shows that this assumption does not hold. For example, the duration of general upper secondary programmes in Spain is two years, while in other OECD countries it is between three and four years. With a successful completion rate of 60% after *N* years, Spain has a low completion rate (which increases substantially after two years to 83%). In contrast, the duration of general programmes in Hungary is four years, and the successful completion rate of 87% for that country is one of the highest. The accessibility of the programmes and the academic selectivity of the education system might explain the high completion rates for programmes of longer duration. The engagement of students and the quality of upper secondary teaching and learning environments are also key for completion.

Box A2.2. Successful completion of upper secondary programmes, by parents' education or immigrant background

Ratio of graduates to new entrants, based on cohorts

	N = theoretical duration	ISCED 3 by parental education			ISCED 3 with immigrant background (first or second generation)	
		ISCED 0-2	ISCED 3	ISCED 5-6	First generation	Second generation
Belgium (Fl.)	within N	58	71	80	m	m
	2 years after N	75	89	94	m	m
Chile	within N	78	82	86	m	m
	2 years after N	87	90	92	m	m
Denmark	within N	44	56	73	46	50
	2 years after N	54	72	84	57	64
Finland	within N	57	68	76	56	62
	2 years after N	67	78	88	70	78
France	within N	50	59	68	46	49
	2 years after N	70	83	92	68	71
Hungary	within N	m	m	m	32	m
	2 years after N	m	m	m	m	m
Iceland	within N	m	m	m	26	20
	2 years after N	m	m	m	31	20
Israel	within N	78	92	95	85	m
	2 years after N	m	m	m	m	m
Netherlands	within N	m	m	m	51	53
	2 years after N	m	m	m	67	73
Norway	within N	36	52	70	39	55
	2 years after N	49	69	83	52	68
Sweden	within N	59	73	80	65	68
	2 years after N	67	80	88	74	76
United Kingdom	within N	49	69	85	m	m
	2 years after N	69	84	93	m	m
United States	within N	68	83	91	80	84
	2 years after N	74	86	92	85	89

Note: Please refer to Annex 3 (www.oecd.org/edu/eag.htm) for details concerning this indicator, including methods used, programmes included/excluded, year of entry, etc.

StatLink  <http://dx.doi.org/10.1787/888933115369>

Among the 29 countries that participated in the survey on successful completion of upper secondary programmes, 13 reported completion rates for separate social groups. These rates cannot be directly compared to the overall rates presented above as the cohorts used to calculate them are not the same. A detailed description of the cohort used for each country is presented in Annex 3. The analysis below focuses only on comparing the successful completion of upper secondary programmes as associated with parents' education or an immigrant background.

Ten countries reported completion rates for immigrant students. Differences in the completion rates of first- and second-generation immigrant students are less than five percentage points in Denmark, France, the Netherlands, Sweden and the United States. The exception is Norway, where the completion rates of second-generation immigrant students is 17 percentage points higher than the completion rates of first-generation students. Further data will be needed to determine if immigrant students in Norway are better integrated compared to those in other countries where completion rates are similar between first- and second-generation immigrant students.

Ten countries reported completion rates by parents' education level. The difference in upper secondary completion rates between students from families where parents have a tertiary education and those from families where parents have no more than a lower secondary education ranges from 7 percentage points in Chile to more than 30 percentage points in Norway and the United Kingdom. In Norway, only 36% of students from families with low levels of education complete upper secondary programmes in the stipulated time, compared to 70% of those from highly educated families.

Learning outcomes among students with an immigrant background or from families with low level of education should be an area of focus among education policy makers, particularly in countries where these students show significantly lower completion rates than their peers who do not come from these social groups.

Definition

First-generation students are those who were born outside the country, as were their parents.

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.

Second-generation students are those who were born in the country, but their parents were born outside. More details on the definitions used by countries in Box A2.2 is available in Annex 3.

Successful completion of upper secondary general programmes represents the proportion of new entrants to upper secondary general programmes who graduated at the upper secondary level a specific number of years later (based on cohorts).

Successful completion of upper secondary programmes represents the proportion of new entrants to upper secondary programmes who graduated at the upper secondary level a specific number of years later (based on cohorts).

Successful completion of upper secondary vocational programmes represents the proportion of new entrants to upper secondary general programmes who graduated at the upper secondary level a specific number of years later (based on cohorts).

Methodology

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

Data on 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.

In Tables A2.4, A2.5 and Box A2.2, data are based on a special survey carried out in December 2013. Successful completion of upper secondary programmes is calculated as the ratio of the number of students who graduate from an upper secondary programme during the reference year to the number of new entrants in this programme N years before (or N+2), with N being the duration of the programme. The calculation of successful completion is defined from a cohort analysis in three quarters of the countries listed in Table A2.4 (true cohort and longitudinal survey). The estimation for the other countries without a real cohort tracking system assumes constant student flows at the upper secondary level, owing to the need for consistency between the graduate cohort in the reference year and the entrant cohort N years before (Proxy cohort data). This assumption may be an oversimplification. A detailed description of the method used for each country is included in Annex 3 (years of new entrants, years of graduates, programmes taken into account, etc.).

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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Tables of Indicator A2


StatLink  <http://dx.doi.org/10.1787/888933115122>

Table A2.1a Upper secondary graduation rates and average ages (2012)

Table A2.1b Upper secondary graduation rates: Under 25 years old (2012)

WEB Table A2.1c Post-secondary non-tertiary graduation rates (2012)

Table A2.2a Trends in first-time graduation rates at upper secondary level (1995-2012)

WEB Table A2.2b Trends in graduation rates (general and pre-vocational/vocational programmes) at upper secondary level (2005-2012)

Table A2.3a Distribution of upper secondary vocational graduates, by field of education and gender (2012)

WEB Table A2.3b Distribution of upper secondary vocational graduates, by field of education (2012)

Table A2.4 Successful completion of upper secondary programmes, by gender and programme orientation

Table A2.5 Successful completion of upper secondary programmes, by programme orientation and duration

Table A2.1a. Upper secondary graduation rates and average ages (2012)
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	59	58	61	31	71	a	59	a
Austria	68	71	64	18	18	14	22	18	76	87	65	20	18	55	1	20
Belgium	m	m	m	m	35	31	40	18	66	61	72	25	59	a	19	23
Canada ³	88	85	91	19	84	81	88	18	4	4	3	m	84	a	4	a
Chile	84	81	88	18	55	52	58	19	30	30	30	18	84	a	a	a
Czech Republic	82	81	83	19	24	18	30	19	58	63	53	19	58	n	24	a
Denmark	92	86	99	21	62	54	70	19	47	44	49	28	62	a	46	n
Estonia	m	m	m	m	65	55	76	18	22	27	17	21	65	20	2	a
Finland	93	89	96	21	44	37	52	19	97	89	106	29	93	a	a	a
France	m	m	m	m	53	46	60	17	75	77	72	20	53	24	4	47
Germany	95	95	94	m	49	44	54	m	46	51	40	m	49	45	a	1
Greece	71	64	78	m	71	64	78	m	33	39	27	m	71	a	33	x(21)
Hungary	94	95	94	19	70	63	77	19	25	32	18	20	70	a	25	x(21)
Iceland	95	82	109	23	79	64	94	21	55	55	56	26	76	3	37	18
Ireland	93	92	95	19	69	70	68	19	80	61	99	26	97	a	6	46
Israel	87	82	93	17	53	48	59	17	34	35	34	17	81	a	6	a
Italy	84	82	86	m	36	27	46	18	64	72	56	m	75	1	a	24
Japan	93	92	94	m	71	68	75	m	22	24	20	m	71	1	21	x(21)
Korea	92	92	92	m	71	70	72	m	21	22	20	m	71	a	21	a
Luxembourg	69	66	72	20	31	27	35	18	47	46	47	20	47	9	20	1
Mexico	47	45	50	18	44	41	46	18	4	4	4	19	44	a	4	a
Netherlands	94	91	98	21	42	38	45	17	78	79	76	25	70	a	49	a
New Zealand	85	83	88	17	85	83	88	17	m	m	m	m	74	m	m	11
Norway	88	83	94	22	59	48	71	19	34	41	27	28	59	a	34	m
Poland	85	80	89	20	52	40	65	20	39	47	31	20	77	a	14	a
Portugal	m	m	m	m	47	40	54	23	50	50	50	23	a	a	a	a
Slovak Republic	86	85	89	19	27	21	33	18	66	71	62	20	78	a	14	1
Slovenia	96	92	101	m	35	28	43	18	73	79	67	m	39	46	21	2
Spain	93	90	97	m	52	46	59	m	50	49	50	m	52	23	11	16
Sweden	77	75	80	18	43	38	48	18	35	37	32	18	77	n	n	n
Switzerland	m	m	m	m	34	27	41	20	71	77	66	21	30	69	6	x(21)
Turkey	55	54	57	17	30	27	32	17	26	27	25	17	55	a	a	m
United Kingdom	93	92	95	m	m	m	m	m	m	m	m	m	m	m	81	12
United States	79	75	82	17	x(1)	x(2)	x(3)	x(4)	x(1)	x(2)	x(3)	x(4)	a	a	a	a
OECD average	84	81	87	19	52	46	58	19	48	50	46	22	61	10	18	8
EU21 average	86	84	89	20	46	40	53	19	56	58	54	22	61	11	18	10
Partners																
Argentina ³	m	m	m	m	34	28	41	17	7	7	7	17	41	a	a	a
Brazil	m	m	m	m	63	51	75	20	12	10	14	25	64	12	a	a
China	76	76	77	m	42	41	44	m	60	60	59	m	44	x(13)	33	25
Colombia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia ³	m	m	m	m	36	32	41	18	25	29	22	18	36	25	a	a
Latvia	90	87	93	20	63	55	70	19	28	33	23	20	86	a	4	a
Russian Federation	m	m	m	m	43	x(5)	x(5)	m	45	x(9)	x(9)	m	43	18	22	5
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	77	76	78	m	52	48	58	m	34	34	31	m	54	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 2011.

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

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


StatLink  <http://dx.doi.org/10.1787/888933115141>

Table A2.1b. **Upper secondary graduation rates: Under 25 years old (2012)**

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	m	71	67	75	100	27	28	26	45	71	a	27	a
Austria	65	68	61	95	18	14	22	99	68	78	58	88	18	49	1	18
Belgium	m	m	m	m	35	31	40	100	48	48	49	71	59	a	19	4
Canada ³	83	80	86	95	82	79	86	97	1	2	1	34	82	a	1	a
Chile	81	78	83	96	51	49	53	94	29	29	30	99	81	a	a	a
Czech Republic	81	80	82	98	24	18	30	100	57	62	51	97	57	a	23	a
Denmark	80	77	85	87	60	53	69	97	26	29	23	56	60	a	26	n
Estonia	m	m	m	m	64	54	74	96	20	25	15	93	64	19	1	a
Finland	82	80	84	89	44	36	52	99	53	55	51	55	82	a	a	a
France	m	m	m	m	53	46	60	100	67	73	61	90	53	24	3	40
Germany	m	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	m	a	m	m
Hungary	90	91	89	94	67	61	73	94	24	32	16	96	67	a	24	x(19)
Iceland	75	66	84	80	68	56	81	87	31	33	30	58	66	2	20	12
Ireland	92	91	94	99	67	68	66	97	59	51	68	68	95	a	6	25
Israel	87	78	93	100	53	48	59	100	34	35	34	100	81	a	6	a
Italy	m	m	m	m	36	27	46	100	m	m	m	m	73	m	a	m
Japan	m	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	m	a	m	a
Luxembourg	67	63	70	96	31	27	35	100	44	44	44	94	47	9	18	1
Mexico	46	44	49	98	43	40	45	98	3	3	3	93	43	a	3	a
Netherlands	82	79	85	86	42	38	45	100	59	60	58	76	66	a	35	a
New Zealand	85	83	88	100	85	83	88	100	m	m	m	m	74	m	m	11
Norway	75	71	80	85	58	47	69	98	21	27	13	59	58	a	21	m
Poland	83	79	87	97	48	36	60	90	39	47	31	99	72	a	14	a
Portugal	m	m	m	m	40	33	47	80	42	44	40	79	a	a	a	a
Slovak Republic	84	83	85	97	27	21	33	99	63	69	57	94	76	a	14	n
Slovenia	m	m	m	m	35	28	43	100	m	m	m	m	39	m	m	2
Spain	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Sweden	77	75	80	100	43	38	48	100	35	37	32	100	77	m	n	m
Switzerland	m	m	m	m	33	27	40	99	65	71	60	91	29	64	5	m
Turkey	55	54	57	100	30	27	32	100	26	27	25	100	55	a	a	m
United Kingdom	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
United States	79	75	82	100	x(1)	x(2)	x(3)	x(4)	x(1)	x(2)	x(3)	x(4)	a	a	a	a
OECD average	78	75	80	95	48	43	54	97	39	42	36	81	59	6	10	5
EU21 average	80	79	82	94	43	37	49	97	47	50	44	84	59	7	11	6
Partners																
Argentina ³	m	m	m	m	34	28	41	100	7	7	7	100	41	a	a	a
Brazil	m	m	m	m	56	48	65	88	7	6	9	61	56	7	a	a
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia ³	m	m	m	m	34	31	37	m	22	25	18	m	34	m	m	a
Latvia	89	86	92	99	63	55	70	m	27	32	22	m	86	m	4	a
Russian Federation	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
South Africa	m	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	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 below 25-year-old graduates among the total population of graduates.

3. Year of reference 2011.

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

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


StatLink  <http://dx.doi.org/10.1787/888933115160>

Table A2.2a. Trends in first-time graduation rates at upper secondary level (1995-2012)

	1995	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Average annual growth rate 1995-2012 ¹
OECD															
Australia	m	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	66	68	m
Belgium	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Canada	m	m	77	79	83	79	80	81	77	81	81	85	88	m	m
Chile	m	m	m	m	m	79	85	82	82	83	85	83	83	84	m
Czech Republic	78	m	84	83	88	87	89	89	88	85	83	80	78	82	0.3%
Denmark	83	95	95	94	88	88	82	84	85	83	85	86	90	92	0.7%
Estonia	m	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	93	0.1%
France	m	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	95	m
Greece	80	54	76	85	96	93	100	98	96	91	m	m	m	71	-0.7%
Hungary	m	m	83	82	87	86	84	87	84	78	86	86	86	94	m
Iceland	80	67	70	79	81	87	79	87	86	89	89	88	90	95	1.1%
Ireland	m	74	77	78	91	92	91	87	90	88	91	94	89	93	1.9%
Israel	m	m	m	90	89	93	90	90	92	90	89	92	85	87	m
Italy	m	78	81	78	m	82	85	86	84	86	81	83	79	84	0.6%
Japan	96	95	93	94	95	96	95	96	96	95	95	96	96	93	-0.2%
Korea	88	96	100	99	92	94	94	93	91	93	89	94	93	92	0.3%
Luxembourg	m	m	m	69	71	69	75	71	75	73	69	70	70	69	m
Mexico	m	33	34	35	37	39	40	42	43	44	45	47	49	47	3.1%
Netherlands	m	m	m	m	m	m	m	m	m	m	m	m	92	94	m
New Zealand	m	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	88	0.8%
Poland	m	90	93	91	86	79	85	81	84	83	85	84	84	85	-0.5%
Portugal ⁴	52	52	48	50	60	53	51	54	65	63	96	104	89	m	m
Slovak Republic	85	87	72	60	56	83	85	86	86	82	82	86	85	86	0.1%
Slovenia	m	m	m	m	m	m	85	97	91	85	96	94	99	96	m
Spain	62	60	66	66	67	66	72	72	74	73	74	80	88	93	2.4%
Sweden	m	75	71	72	76	78	76	75	74	74	74	75	75	77	0.2%
Switzerland	86	88	91	91	88	87	87	88	88	88	92	94	m	m	m
Turkey	37	37	37	37	41	55	48	52	58	26	45	54	56	55	2.4%
United Kingdom	m	m	m	m	m	m	86	88	89	91	92	93	93	93	m
United States	69	70	71	73	74	75	76	75	75	76	76	77	77	79	0.7%
OECD average	78	76	77	78	79	81	82	82	83	81	83	84	82	84	m
OECD average for countries with available data 2000-2012		76	76	75	76	80	79	79	81	79	81	83	83	84	0.8%
EU21 average	79	77	79	77	79	78	81	82	84	84	85	85	83	83	m
Partners															
Argentina	m	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	m
Colombia	m	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	76	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Latvia	m	m	m	m	m	m	m	m	m	m	m	m	m	90	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	71	75	76	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 2000-12 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.

4. Year of reference 1997 instead of 1995.

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

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


StatLink  <http://dx.doi.org/10.1787/888933115179>

Table A2.3a. **Distribution of upper secondary vocational graduates, by field of education and gender (2012)**

	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	58	2	5	13	12	59	2	6	1	61	6	37	30	16	5	1	2	4		
Austria ²	87	1	1	11	8	46	2	8	23	65	2	9	35	21	7	n	8	19		
Belgium	61	15	6	11	7	32	3	2	23	72	23	23	12	13	2	n	1	26		
Canada ¹	4	m	m	m	m	m	m	m	m	3	m	m	m	m	m	m	m	m		
Chile	30	1	2	24	7	59	n	6	n	30	13	8	48	16	12	n	4	n		
Czech Republic	63	3	1	10	12	70	n	3	n	53	8	13	33	30	9	n	5	n		
Denmark	44	3	7	17	15	49	n	8	n	49	1	50	31	10	5	n	4	n		
Estonia	27	1	n	n	15	68	9	7	n	17	6	4	8	52	19	5	6	n		
Finland	89	4	5	10	16	55	4	5	n	106	7	31	20	26	10	1	6	n		
France	77	2	3	14	12	62	n	7	n	72	2	29	32	26	7	n	3	n		
Germany	51	2	3	27	9	53	4	3	n	40	3	16	54	17	7	1	1	n		
Greece	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m		
Hungary	32	1	n	4	21	73	n	2	n	18	3	8	23	52	11	n	3	n		
Iceland	55	14	1	11	16	54	2	2	n	56	24	21	21	26	6	n	n	2		
Ireland	61	m	m	m	m	m	m	m	m	99	m	m	m	m	m	m	m	m		
Israel	35	m	m	m	m	m	m	m	m	34	m	m	m	m	m	m	m	m		
Italy	72	m	m	m	m	m	m	m	m	56	m	m	m	m	m	m	m	m		
Japan	24	n	1	17	2	56	n	11	12	20	n	10	40	12	8	n	12	17		
Korea	22	18	n	7	4	58	11	2	n	20	34	1	26	5	20	12	1	n		
Luxembourg	46	m	m	m	m	m	m	m	m	47	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	79	4	8	18	25	34	7	4	n	76	7	45	23	19	3	n	3	n		
New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m		
Norway	41	1	4	2	15	72	3	3	n	27	4	48	12	24	9	n	3	n		
Poland	47	1	n	8	13	62	13	4	n	31	3	n	31	47	13	2	3	n		
Portugal	50	m	m	m	m	m	m	m	m	50	m	m	m	m	m	m	m	m		
Slovak Republic	71	4	2	11	19	61	n	3	n	62	8	13	35	33	8	n	3	n		
Slovenia	79	3	5	13	13	54	7	5	n	67	14	21	33	21	6	n	5	n		
Spain	49	17	5	10	10	42	9	4	3	50	29	24	25	15	3	2	1	1		
Sweden	37	8	7	6	10	65	n	4	n	32	24	27	13	18	8	n	10	n		
Switzerland	77	2	2	24	6	54	4	6	2	66	4	23	48	12	9	n	3	1		
Turkey	27	1	2	11	4	52	13	n	17	25	4	26	17	8	11	10	n	24		
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	50	4	3	11	10	48	4	4	17	47	9	19	24	19	7	2	3	17		
EU21 average	59	4	3	11	12	50	5	4	12	56	8	20	25	23	7	1	3	12		
Partners																				
Argentina ¹	7	m	m	m	m	m	m	m	m	7	m	m	m	m	m	m	m	m		
Brazil	10	m	m	m	m	m	m	m	m	14	m	m	m	m	m	m	m	m		
China	60	m	m	m	m	m	m	m	m	59	m	m	m	m	m	m	m	m		
Colombia	m	m	m	m	m	m	m	m	m	60	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 ¹	29	2	2	49	n	39	n	n	8	22	2	6	49	n	29	n	4	10		
Latvia	33	4	n	6	12	67	10	2	n	23	15	3	34	34	9	2	2	n		
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	33	m	m	m	m	m	m	m	m	30	m	m	m	m	m	m	m	m		

Notes: Columns showing the breakdown of humanities, arts and education (3, 4, 18 and 19) and sciences (10-13, 25-28) are available for consultation on line (see StatLink below). The averages were adjusted to 100% and do not correspond exactly to the average of each column. Columns 1 and 16 show the relative share of pre-vocational/vocational graduates among all upper secondary graduates. Figures in bold highlight the field of education with the larger share of graduates in each country.

1. Year of reference 2011.

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

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

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


StatLink  <http://dx.doi.org/10.1787/888933115198>

Table A2.4. [1/2] **Successful completion of upper secondary programmes, by gender and programme orientation**

Ratio of graduates to new entrants, based on cohorts

OECD	Method	Year used for new entrants Duration programme (G: general, V: vocational)	N = theoretical duration	Completion of upper secondary programmes			Completion of general programmes ¹				Completion of vocational programmes ²			
				M + W	Men	Women	M + W	Men	Women	Proportion of vocational programme graduates ³	M + W	Men	Women	Proportion of general programmes graduates ⁴
Austria	True cohort	2007-08	within N	71	65	76	71	65	76	3	m	m	m	m
		4 years G & V	2 years after N	m	m	m	m	m	m	m	m	m	m	m
Belgium (Fl.)	True cohort	2007-08	within N	71	65	77	81	75	86	14	62	57	67	n
		4 years G & V	2 years after N	87	84	90	95	94	97	19	80	77	82	n
Canada	Proxy cohort data	2008-09	within N	73	69	77	m	m	m	m	m	m	m	m
Chile	True cohort	3 years	2 years after N	m	m	m	m	m	m	m	m	m	m	m
		2007	within N	64	61	67	66	62	69	21	60	58	63	12
Denmark	True cohort	4 years G & V	2 years after N	77	75	80	79	77	81	21	74	72	76	18
		2004-05	within N	60	56	65	81	78	83	1	35	35	35	2
Estonia	True cohort	3-4 years G & 2-5 years V	2 years after N	73	70	76	89	87	90	3	53	54	53	9
		2005	within N	78	75	81	84	82	85	1	60	60	59	2
Finland	True cohort	3 years G & 3-4 years V	2 years after N	86	83	88	91	91	92	3	66	67	66	3
		2006	within N	71	70	72	80	79	81	1	64	64	64	1
France	Longitudinal sample survey	3 years G & V	2 years after N	82	80	83	92	91	93	4	74	74	75	1
		1999-2005	within N	59	54	64	61	56	66	5	55	52	60	n
Greece	Cross cohort	3 years G & 2 years V	2 years after N	82	78	85	90	88	91	6	69	67	73	1
		2008-11	within N	85	82	87	89	86	92	m	76	77	76	m
Hungary	Cross cohort	3-4 years G & 2-4 years V	2 years after N	m	m	m	m	m	m	m	m	m	m	
		2009-10	within N	84	81	86	87	85	88	m	74	73	77	m
Iceland	True cohort	4 years	2 years after N	m	m	m	m	m	m	m	m	m	m	
		2004	within N	45	38	52	47	40	53	14	37	32	48	35
Ireland	True Cohort	4 years G & V	2 years after N	58	52	64	61	56	65	19	49	44	57	41
		2007	within N	90	88	92	m	m	m	m	m	m	m	m
Israel	True cohort	2-3 years G & V	2 years after N	m	m	m	m	m	m	m	m	m	m	
		2009	within N	88	81	94	89	83	95	9	85	80	92	14
Italy	Cross cohort	3 years G & V	2 years after N	m	m	m	m	m	m	m	m	m	m	
		2005-06	within N	66	59	73	79	75	82	m	61	58	67	m
Japan	True cohort	5 years G & V	2 years after N	86	82	90	m	m	m	m	m	m	m	
		2009	within N	94	93	94	94	94	95	m	92	91	93	m
Korea	Cross cohort	3 years G & V	2 years after N	m	m	m	m	m	m	m	m	m	m	
		2009	within N	95	94	96	97	96	97	m	90	89	90	m
Luxembourg	True cohort	3 years G & V	2 years after N	m	m	m	m	m	m	m	m	m	m	
		2006-07	within N	40	36	45	64	60	68	3	29	27	32	n
Mexico	True cohort	4 years G & 2-5 years V	2 years after N	72	68	76	90	88	91	9	64	60	68	n
		2009-2010	within N	62	57	66	64	60	68	a	57	54	62	a
Netherlands	True cohort	3 years G & V	2 years after N	m	m	m	m	m	m	a	m	m	m	a
		2007	within N	61	57	66	69	66	72	3	57	52	62	n
New Zealand	True cohort	2-3 years G & 2-4 years V	2 years after N	80	77	83	94	93	95	4	73	69	76	1
		2008	within N	69	65	73	69	65	73	m	m	m	m	m
Norway	True cohort	3 years G	2 years after N	74	70	78	74	70	78	m	m	m	m	m
		2006	within N	57	49	66	73	68	77	n	40	34	50	55
Poland	True cohort	3 years G & 4 years V	2 years after N	72	68	76	83	79	87	1	60	59	62	40
		2008-09	within N	78	72	85	83	74	90	m	72	70	76	m
Slovak Republic	Cross cohort	3 years G & 3-4 years V	2 years after N	m	m	m	m	m	m	m	m	m	m	
		2006	within N	89	89	89	97	96	98	m	85	87	84	m
Slovenia	Cross cohort	4 years G & 2-4 years V	2 years after N	m	m	m	m	m	m	m	m	m	m	
		2009-11	within N	73	71	76	82	83	81	m	66	64	71	m
Spain	Cross cohort	4 years G & 3-4 years V	2 years after N	m	m	m	m	m	m	m	m	m	m	
		2008-09	within N	60	57	64	60	57	64	m	m	m	m	m
Sweden ⁵	True cohort	2 years G & V	2 years after N	83	81	85	83	81	85	m	m	m	m	
		2007	within N	72	71	75	76	74	78	1	68	69	71	2
Turkey	True cohort	3 years G & V	2 years after N	80	79	82	84	82	86	4	75	76	78	3
		2008-09	within N	72	66	80	75	68	82	5	69	63	77	9
United Kingdom	True cohort	4-5 years G & 4 years V	2 years after N	m	m	m	m	m	m	m	m	m	m	
		2006	within N	67	63	72	67	63	72	m	m	m	m	m
United States	Longitudinal sample survey	2 years	2 years after N	83	80	87	m	m	m	m	m	m	m	
		2002	within N	85	83	88	m	m	m	m	m	m	m	m
OECD average ⁶		3 years G & V	2 years after N	88	86	90	m	m	m	m	m	m	m	
		within N	72	68	76	76	73	80	m	64	61	67	m	
			2 years after N	87	84	89	91	89	93	m	79	77	81	m

Note: Data presented in this table come from a special survey in which 29 countries participated and only concern initial education programmes. Refer to Annex 3 for details concerning this indicator, including methods used, programmes included/excluded, year of entry, etc.

1. ISCED 3 general programmes entrants who graduated from either a general or vocational programme.

2. ISCED 3 vocational programmes entrants who graduated from either a general or vocational programme.

3. ISCED 3 general programmes entrants who graduated from a vocational programme.

4. ISCED 3 vocational programme entrants who graduated from a general programme.

5. Excluding students having continued their studies in the adult education system.

6. OECD average for N + 2 corresponds to the OECD average for N + the difference (in percentage points) of the average for countries with N and N + 2 data.

Source: OECD. 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/10.1787/888933115217>

Table A2.4. [2/2] **Successful completion of upper secondary programmes, by gender and programme orientation**

	Method	Year used for new entrants Duration programme (G: general, V: vocational)	N = theoretical duration	Proportion of students who are still in education among the students who did not graduated (General programmes)			Proportion of students who are still in education among the students who did not graduated (Vocational programmes)			Net entry rates at upper secondary level for students below 20 years old (2012) ⁵	
				M + W	Men	Women	M + W	Men	Women		
OECD	Austria	True cohort	2007-08	within N	76	78	74	m	m	m	100
			4 years G & V	2 years after N	m	m	m	m	m	m	
	Belgium (Fl.)	True cohort	2007-08	within N	88	89	86	67	68	65	m
			4 years G & V	2 years after N	8	10	6	6	6	5	
	Canada	Proxy cohort data	2008-09	within N	m	m	m	m	m	m	m
			3 years	2 years after N	m	m	m	m	m	m	
	Chile	True cohort	2007	within N	57	58	57	57	58	56	90
			4 years G & V	2 years after N	34	35	33	37	39	35	
	Denmark	True cohort	2004-05	within N	73	75	70	65	66	65	95
			3-4 years G & 2-5 years V	2 years after N	41	44	39	42	42	42	
	Estonia	True cohort	2005	within N	58	54	60	34	31	39	100
			3 years G & 3-4 years V	2 years after N	27	24	30	16	16	24	
	Finland	True cohort	2006	within N	82	81	83	50	49	52	m
			3 years G & V	2 years after N	52	54	50	28	26	31	
	France	Longitudinal sample survey	1999-2005	within N	93	93	94	80	81	79	m
			3 years G & 2 years V	2 years after N	21	24	19	13	12	15	
	Greece	Cross cohort	2008-11	within N	m	m	m	m	m	m	100
			3-4 years G & 2-4 years V	2 years after N	m	m	m	m	m	m	
	Hungary	Cross cohort	2009-10	within N	m	m	m	m	m	m	100
			4 years	2 years after N	m	m	m	m	m	m	
	Iceland	True cohort	2004	within N	54	55	53	39	38	41	98
			4 years G & V	2 years after N	32	32	33	21	20	24	
	Ireland	True Cohort	2007	within N	m	m	m	m	m	m	100
			2-3 years G & V	2 years after N	m	m	m	m	m	m	
	Israel	True cohort	2009	within N	10	9	12	2	2	4	98
			3 years G & V	2 years after N	m	m	m	m	m	m	
	Italy	Cross cohort	2005-06	within N	m	m	m	m	m	m	m
			5 years G & V	2 years after N	m	m	m	m	m	m	
	Japan	True cohort	2009	within N	m	m	m	m	m	m	100
			3 years G & V	2 years after N	m	m	m	m	m	m	
	Korea	Cross cohort	2009	within N	7	11	n	7	3	12	m
			3 years G & V	2 years after N	m	m	m	m	m	m	
	Luxembourg	True cohort	2006-07	within N	82	84	81	62	63	62	90
		4 years G & 2-5 years V	2 years after N	27	35	17	19	21	17		
Mexico	True cohort	2009-2010	within N	m	m	m	m	m	m	77	
		3 years G & V	2 years after N	m	m	m	m	m	m		
Netherlands	True cohort	2007	within N	77	75	79	35	35	35	m	
		2-3 years G & 2-4 years V	2 years after N	43	43	44	20	21	19		
New Zealand	True cohort	2008	within N	46	45	48	m	m	m	100	
		3 years G	2 years after N	15	14	16	m	m	m		
Norway	True cohort	2006	within N	37	36	38	37	40	31	99	
		3 years G & 4 years V	2 years after N	14	14	15	13	13	14		
Poland	True cohort	2008-09	within N	m	m	m	m	m	m	88	
		3 years G & 3-4 years V	2 years after N	m	m	m	m	m	m		
Slovak Republic	Cross cohort	2006	within N	m	m	m	m	m	m	92	
		4 years G & 2-4 years V	2 years after N	m	m	m	m	m	m		
Slovenia	Cross cohort	2009-11	within N	m	m	m	m	m	m	100	
		4 years G & 3-4 years V	2 years after N	m	m	m	m	m	m		
Spain	Cross cohort	2008-09	within N	m	m	m	m	m	m	m	
		2 years G & V	2 years after N	m	m	m	m	m	m		
Sweden ⁵	True cohort	2007	within N	50	49	50	37	36	38	100	
		3 years G & V	2 years after N	1	1	2	1	1	1		
Turkey	True cohort	2008-09	within N	22	20	25	23	22	26	79	
		4-5 years G & 4 years V	2 years after N	m	m	m	m	m	m		
United Kingdom	True cohort	2006	within N	50	46	54	m	m	m	m	
		2 years	2 years after N	m	m	m	m	m	m		
United States	Longitudinal sample survey	2002	within N	m	m	m	m	m	m	98	
		3 years G & V	2 years after N	m	m	m	m	m	m		
OECD average ⁶			within N	56	56	60	43	42	43	m	
			2 years after N	m	m	m	m	m	m		

Note: Data presented in this table come from a special survey in which 29 countries participated and only concern initial education programmes. Refer to Annex 3 for details concerning this indicator, including methods used, programmes included/excluded, year of entry, etc.

- ISCED 3 general programmes entrants who graduated from either a general or vocational programme.
- ISCED 3 vocational programmes entrants who graduated from either a general or vocational programme.
- ISCED 3 general programmes entrants who graduated from a vocational programme.
- ISCED 3 vocational programme entrants who graduated from a general programme.
- Excluding students having continued their studies in the adult education system.
- OECD average for N + 2 corresponds to the OECD average for N + the difference (in percentage points) of the average for countries with N and N + 2 data.

Source: OECD. 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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Table A2.5. **Successful completion of upper secondary programmes, by programme orientation and duration**

Ratio of graduates to new entrants, based on cohorts

OECD	N = theoretical duration	Completion of general programmes ¹				Completion of vocational programmes ²				
		Total	2 years	3 years	4 years	Total	2 years	3 years	4 years	5 years
Austria	within N	71	a	a	71	m	m	m	m	m
	2 years after N	m	a	a	m	m	m	m	m	m
Belgium (Fl.)	within N	81	a	m	81	62	m	m	62	m
	2 years after N	95	a	m	95	80	m	m	80	m
Canada	within N	m	a	m	m	m	m	m	m	m
	2 years after N	m	a	m	m	m	m	m	m	m
Chile	within N	66	a	a	66	60	a	a	60	a
	2 years after N	79	a	a	79	74	a	a	74	a
Denmark	within N	81	a	81	m	35	53	m	30	80
	2 years after N	89	a	89	m	53	69	m	49	97
Estonia	within N	84	a	84	a	60	a	60	60	a
	2 years after N	91	a	91	a	66	a	66	66	a
Finland	within N	80	a	80	n	64	n	64	n	n
	2 years after N	92	a	92	n	74	n	74	n	n
France	within N	61	a	61	a	55	55	a	a	a
	2 years after N	90	a	90	a	69	69	a	a	a
Greece	within N	89	a	89	78	76	70	82	69	a
	2 years after N	m	a	m	m	m	m	m	m	a
Hungary	within N	87	a	a	87	74	a	74	a	a
	2 years after N	m	a	a	m	m	a	m	a	a
Iceland	within N	47	a	m	m	37	m	m	m	m
	2 years after N	61	a	m	m	49	m	m	m	m
Ireland	within N	m	a	m	m	m	m	m	m	m
	2 years after N	m	a	m	m	m	m	m	m	m
Israel	within N	89	a	89	a	85	a	85	m	a
	2 years after N	m	a	m	a	m	a	m	m	a
Italy	within N	79	a	m	m	61	m	m	m	m
	2 years after N	m	a	m	m	m	m	m	m	m
Japan	within N	94	a	94	m	92	m	92	m	a
	2 years after N	m	a	m	m	m	m	m	m	a
Korea	within N	97	a	m	m	90	m	m	m	m
	2 years after N	m	a	m	m	m	m	m	m	m
Luxembourg	within N	64	a	a	64	29	41	30	27	29
	2 years after N	90	a	a	90	64	55	56	70	69
Mexico	within N	64	a	64	m	57	a	57	m	m
	2 years after N	m	a	m	m	m	m	m	m	m
Netherlands	within N	69	67	72	a	57	51	61	62	a
	2 years after N	94	92	97	a	73	66	75	78	a
New Zealand	within N	69	a	69	n	m	m	m	m	m
	2 years after N	74	a	74	n	m	m	m	m	m
Norway	within N	73	a	73	n	40	a	m	40	m
	2 years after N	83	a	83	n	60	a	m	60	m
Poland	within N	83	a	83	a	72	a	71	73	a
	2 years after N	m	a	m	a	m	a	m	m	a
Slovak Republic	within N	97	a	a	97	85	63	74	90	a
	2 years after N	m	a	a	m	m	m	m	m	a
Slovenia	within N	82	a	a	82	66	a	78	63	a
	2 years after N	m	a	a	m	m	a	m	m	a
Spain	within N	60	60	a	a	m	m	m	m	m
	2 years after N	83	83	a	a	m	m	m	m	m
Sweden ³	within N	76	a	76	a	68	a	68	a	a
	2 years after N	84	a	84	a	75	a	75	a	a
Turkey	within N	75	a	a	75	69	a	a	69	a
	2 years after N	m	a	a	m	m	a	a	m	a
United Kingdom	within N	67	a	m	m	m	m	m	m	m
	2 years after N	m	a	m	m	m	m	m	m	m
United States	within N	m	a	m	m	m	m	m	m	m
	2 years after N	m	a	m	m	m	m	m	m	m
OECD average ⁴	within N	76	m	79	78	64	m	69	59	m
	2 years after N	91	m	92	95	79	m	82	78	m

Note : Please refer to Annex 3 for details concerning this indicator, including methods used, programmes included/excluded, year of entry, etc.

1. ISCED 3 general programmes entrants who graduated from either a general or vocational programme.


2. ISCED 3 vocational programmes entrants who graduated from either a general or vocational programme.

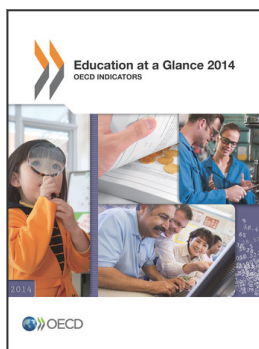
3. Excluding students having continued their studies in the adult education system.

4. OECD average for N + 2 corresponds to the OECD average for N + the difference (in percentage points) of the average for countries with N and N + 2 data.

Source: OECD. 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/10.1787/888933115236>



From:
Education at a Glance 2014
OECD Indicators

Access the complete publication at:
<https://doi.org/10.1787/eag-2014-en>

Please cite this chapter as:

OECD (2014), "Indicator A2 How many students are expected to complete upper secondary education?", in *Education at a Glance 2014: OECD Indicators*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/eag-2014-7-en>

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