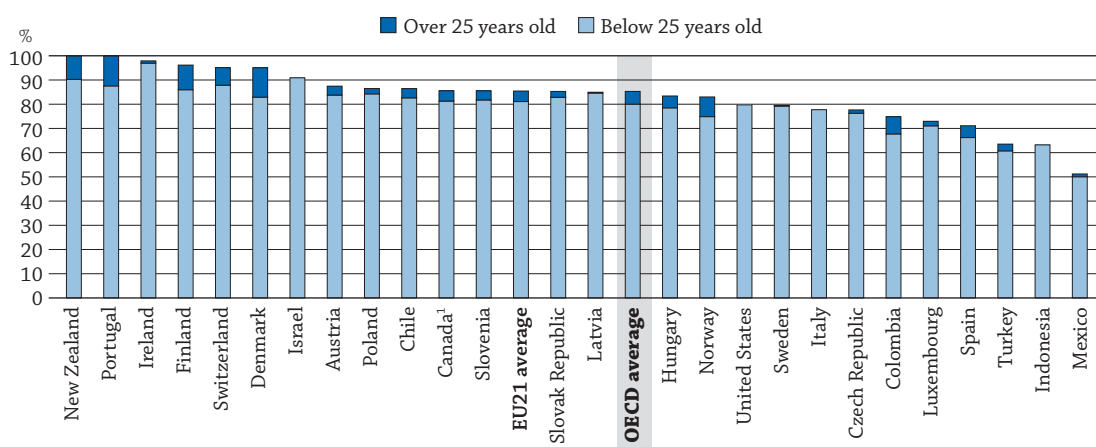


HOW MANY STUDENTS ARE EXPECTED TO COMPLETE UPPER SECONDARY EDUCATION?

- Based on current patterns, it is estimated that an average of 85% of today's young people in OECD countries will complete upper secondary education over their lifetimes.
- Some 47% of men and 44% of women are expected to graduate from an upper secondary vocational programme during their lifetime, on average across OECD countries.
- Of those who graduated from an upper secondary general programme, 97% did so before they were 25 years old.


Chart A2.1. Upper secondary graduation rates (2013)



1. Year of reference 2012.

Countries are ranked in descending order of first time upper secondary graduation rates.

Source: OECD, Tables A2.1 and A2.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933283420>

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 further levels of 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 providing education of good quality that meets the needs of the society and the economy.

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 workers are progressively required to adapt to the uncertainties of a rapidly changing global economy. However, 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.

One of the challenges facing education systems in many OECD countries is students' disengagement and consequent dropout from the education system, meaning that they 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 this end.

■ Other findings

- In 21 of 25 OECD countries with available data, more than 75% of young people have graduated from upper secondary education. In nine countries the first-time graduation rate exceeds 90%.
- On average across OECD countries, 83% of those graduating from an upper secondary vocational programme are younger than 25 and 46% are women.
- Most young men in upper secondary vocational programmes study engineering, manufacturing and construction, while young women form the majority in all other fields of study in vocational programmes.
- Some 13% of young people are expected to graduate from a post-secondary non-tertiary vocational programme; 54% of them are women.

■ Trends

Analysing countries for which comparable trends data are available for 2005 and 2013, the first-time graduation rate at the upper secondary level increased from 80% to 85%. This increase was striking in several European countries, namely Poland (from 41% to 86%) and Portugal (from 54% to 100%). By contrast, in some countries graduation rates declined during the period, including in Norway, where these rates dropped from 90% in 2005 to 83% in 2013.

Graduation rates from general upper secondary programmes increased slightly, on average, from 49% in 2005 to 52% in 2013, while graduation rates from vocational programmes more than compensated by increasing from 43% to 46%. A few countries developed vocational education systems that grew quickly during the period. Graduation rates from vocational programmes in New Zealand and Portugal, for example, increased by more than forty percentage points.

The prevalence of post-secondary non-tertiary vocational education remained constant over the same period, with graduation rates around 10-12%. In Australia, graduation rates from post-secondary non-tertiary vocational education increased by 23 percentage points, so that 41% of students in Australia are now expected to graduate from one of these programmes.

■ 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 2013 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 changes in the duration of programmes. Graduation rates can be very high – even above 100% – during a period when an unexpected number of people goes back to school.

When the age breakdown is not available, the gross graduation rate is calculated instead. This refers to the total number of graduates divided by the average cohort of the population at the typical age provided by the country.

In this indicator, age refers generally to the age of 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 secondary education. Across OECD countries, more than 90% of first-time graduates from upper secondary programmes in 2013 were younger than 25. People who graduate from this level at age 25 or older are usually enrolled in second-chance programmes.

Analysis

Graduation from upper secondary programmes

A snapshot of upper secondary graduation rates

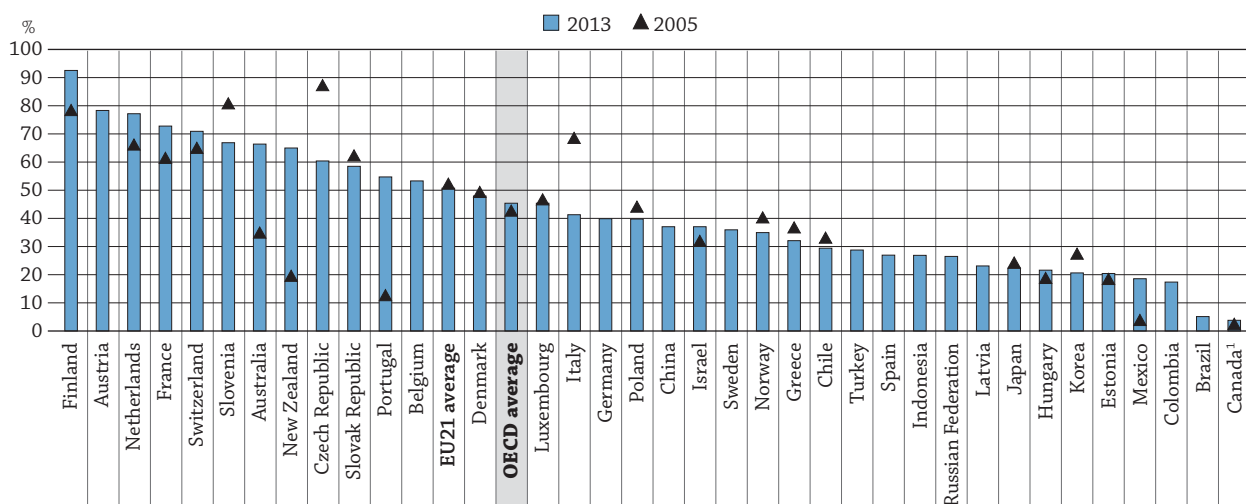
Current estimates indicate that, on average, 85% of people across OECD countries will complete upper secondary education over their lifetime (Table A2.1). Attaining an upper secondary education is often considered to be the minimum credential for successful entry into the labour market and necessary for continuing 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 among countries reflect the variety of systems and programmes available.

In nine countries among those with data available, more than 90% of people are expected to graduate from upper secondary school during their lifetime, but just over 50% of young people in Mexico are expected to do so (Table A2.1). In all countries, women are more likely than men to complete upper secondary education. The largest gender gap is observed in Slovenia, where 95% of young women are expected to graduate at least once from upper secondary education, while only 76% of young men will do so.

Women are more likely than men to graduate from general programmes in all countries, while men are more likely to graduate from vocational programmes in 26 of the 35 countries with available data. Vocational education and training (VET) is an important part of upper secondary education in many OECD countries, and it can play a central role in preparing young people for work, developing adults' skills and responding to labour market needs (see Indicator A1). But in some countries, VET has been neglected and marginalised in policy discussions, often overshadowed by the increasing emphasis on general academic education. Nevertheless, an increasing number of countries are recognising that good initial vocational education and training have a major contribution to make to economic competitiveness. This is one of the explanations for the increase in graduation rates from upper secondary vocational programmes between 2005 and 2013.

Chart A2.2. Trends in vocational upper secondary graduation rates (2005 and 2013)



1. Year of reference 2012 instead of 2013.

Countries are ranked in descending order of vocational upper secondary graduation rates in 2013.

Source: OECD, Table A2.4. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

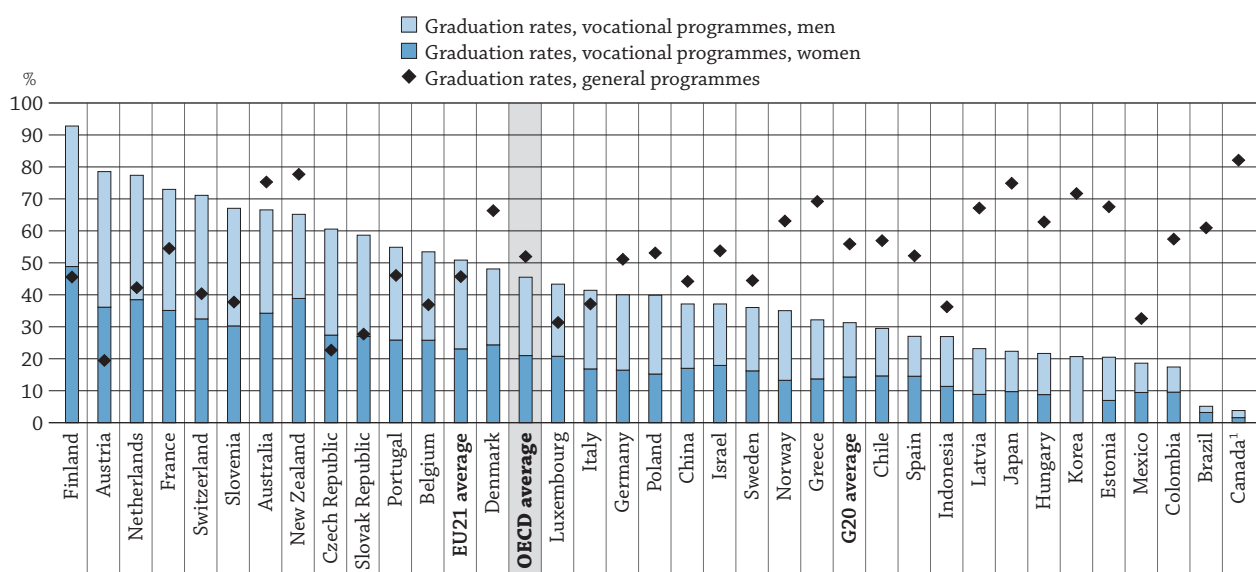
StatLink <http://dx.doi.org/10.1787/888933283430>

On average across OECD countries, 46% of young people will graduate from an upper secondary vocational programme. In Finland, many graduates enter the labour market immediately after completing upper secondary vocational training. Some 93% of young people in Finland are expected to be awarded a vocational degree during their lifetime. By contrast, only 5% or fewer young people in Brazil and Canada will graduate from upper secondary vocational education.

Although many countries developed extensive vocational programmes at the secondary level, in other countries, most students prefer general programmes. As shown in Chart A2.3, large proportions of students in Austria, Finland and the Netherlands are expected to graduate from an upper secondary vocational programme. But in Canada, the proportion of young people expected to graduate from a vocational programme is considerably smaller. Vocational programmes in Canada are often offered within the post-secondary system, and vocational training at the secondary level is largely a second-chance programme for older students. In fact, 65% of graduates from upper secondary vocational programmes in Canada are older than 25 (Table A2.2).

Graduation rates, however, 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 high-quality upper secondary programmes that provide individuals with the right mix of guidance and education opportunities to ensure there are no dead ends once students have graduated.

Chart A2.3. Upper secondary graduation rates, by programme orientation and gender (2013)



1. Year of reference 2012.

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

Source: OECD, Table A2.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933283443>

Profile of an upper secondary graduate

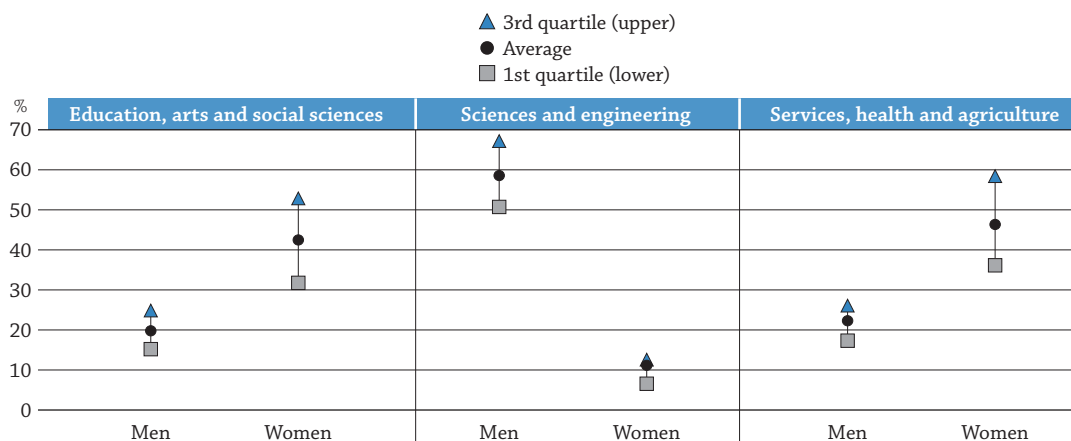
Graduation rates also vary according to the age of the students. Students' age at graduation can be related to changes in the education system, such as when opportunities become available to complete upper secondary education later on in life or when the duration of general and vocational programmes are altered. On average, 97% of students graduating from general upper secondary programmes are younger than 25, although in Portugal, 80% of such students are younger than 25.

The share of older students in vocational programmes is considerably larger. On average, only 83% of graduates are younger than 25. In Australia, Canada and New Zealand, more than one in two graduates are 25 or older.

Most graduates in vocational programmes earned a degree in sciences and engineering (37%) and education, humanities and social sciences (30%). In two countries, Denmark (29%) and the Netherlands (27%), the largest proportions of graduates studied health and welfare. 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, 88% of the graduates from sciences and engineering programmes are men. The countries with the largest proportions of women in science and engineering at this level of education are Brazil (38%) and Colombia (39%). Women are, however, over-represented in all other fields of education (Table A2.2).

As Chart A2.4 shows, across most countries, the percentage of women pursuing sciences and engineering programmes is low, averaging only 11% of all women graduating from an upper secondary vocational programme. In the fields of services, health and agriculture, there is greater gender diversity. In one-quarter of the countries, 58% or more of female graduates from upper secondary vocational training programmes choose these fields, while in another one-quarter of the countries, only 36% of women graduate from these fields of study. Conversely, across most countries, women are under-represented in sciences and engineering. In three-quarters of the countries, less than 13% of all female graduates are in these fields.

Chart A2.4. Percentage of graduates from upper secondary vocational programmes in OECD countries, by field of education and gender (2013)



Source: OECD Database. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933283458>

Vocational and educational training

Vocational education and training (VET) is mainly designed to help participants acquire the practical skills, know-how and understanding necessary for employment in a particular occupation or trade. Across OECD countries, 46% of students are expected to graduate from a vocational programme at the upper secondary level. However, the importance of VET systems varies widely across countries. In some, VET plays a central role in the initial education of young people, whereas in other systems, most students go into general education.

Vocational programmes can be offered in combined school- and work-based programmes, where only up to 75% of the curriculum is presented in the school environment or through distance education. These programmes include apprenticeship programmes that involve concurrent school-based and work-based training, and programmes that involve alternating periods of attendance at educational institutions and participation in work-based training. This type of “dual system” can be found in Austria, the Czech Republic, Denmark, Germany, Hungary, the Netherlands, the Slovak Republic and Switzerland (OECD, 2015). Through work-based learning, students acquire the skills that are valued in the workplace. Work-based learning is also a way to develop public-private partnerships and to allow social partners and employers to get involved in developing VET programmes, often by defining curricular frameworks.

Moreover, high-quality VET programmes tend to be effective in developing skills among those who would otherwise lack the qualifications to ensure a smooth and successful transition into the labour market. Employment rates are higher and inactivity rates are lower among people who graduated from vocational training than among those who pursued an upper secondary general programme as their highest level of educational attainment (see Indicator A5). However, it is important to ensure that graduates of upper secondary VET programmes have good employment opportunities since VET can be more expensive than other education programmes (see Indicator B1).

A snapshot of post-secondary non-tertiary graduation rates

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.

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 13% of today's young people in OECD countries will complete vocational post-secondary non-tertiary programmes over their lifetime. The first-time graduation rate among women (15%) is higher than that among men (10%). In almost all countries, except Hungary, Luxembourg, Portugal and the Slovak Republic, women's first-time graduation rates at the post-secondary non-tertiary level are higher than those of men. The highest first-time graduation rates for these programmes are observed in Australia (37%) and New Zealand (29%) (Table A2.1). Six countries do not offer this level of education (Chile, Indonesia, Mexico, Slovenia, Turkey and the United Kingdom).

These programmes, which usually offer trade and vocational certificates, include nursery-teacher training in Austria and vocational training in dual systems for those who have attained upper secondary general qualifications in Germany. Apprenticeships designed for students who have already graduated from an upper secondary programme are also included.

Profile of a post-secondary non-tertiary graduate from vocational programmes

Post-secondary non-tertiary education vocational programmes is offered by 27 of the 34 OECD countries and by eight of the ten partner countries. Some countries that do not offer programmes at this level (ISCED 4) have high graduation rates from vocational programmes at a lower level of education (ISCED 3), such as 67% in Slovenia and 71% in Switzerland (Table A2.1).

In comparison to upper secondary education, post-secondary non-tertiary education is fairly common among older students. On average, 41% of all graduates are older than 30, meaning that many of them took time off education after they graduated from the previous education level. In many countries, these programmes are second-chance programmes designed to encourage adults to re-enter education. In other countries, most graduates from a post-secondary non-tertiary programme are young; for example more than 90% of all graduates are younger than 30 in Belgium (97%) and Hungary (92%).

The share of female graduates from post-secondary non-tertiary vocational programmes varies widely, from 73% in Austria to 24% in Luxembourg. This is partially explained by the fields of study offered at this level of education. In Austria, for instance, 62% of graduates pursued a degree in health and welfare, whereas in Luxembourg, 64% of graduates studied engineering, manufacturing and construction.

On average, most students graduate from post-secondary non-tertiary vocational programmes with degrees in social sciences, business and law (23%) or engineering, manufacturing and construction (21%). The least popular fields are education (5%), sciences (4%) and agriculture (3%). For some countries, one single field dominates post-secondary non-tertiary education. For instance, in Denmark, 97% of students graduate with a degree in social sciences, business and law, while in the Netherlands, 66% of graduates earn a degree in engineering, manufacturing and construction.

Definitions

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.

Gross graduation rates refer to the total number of graduates (the graduates themselves may be of any age) at the specified level of education divided by the population at the typical graduation age from the specified level.

Net graduation rates represent the estimated percentage of an age group that will complete upper secondary education, based on current patterns of graduation.

Typical age is the age at the beginning of the last school/academic year of the corresponding education level and programme when the degree is obtained.

Methodology

Data refer to the academic year 2012/13 and are based on the UOE data collection on education statistics administered by the OECD in 2014 (for details, see Annex 3 at www.oecd.org/education/education-at-a-glance-19991487.htm).

A2

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 by programme orientation at ISCED 3 and ISCED 4 are not counted as first-time graduates given that many students graduate from more than one upper secondary or post-secondary non-tertiary programme. Therefore, graduation rates cannot be added, as some individuals would be counted twice. In addition, the typical graduation ages are not necessarily the same for the different types of programmes (see Annex 1). 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.

Note regarding data from Israel

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

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Indicator A2 Tables

StatLink  <http://dx.doi.org/10.1787/888933284796>

Table A2.1 Upper secondary and post-secondary non-tertiary graduation rates (2013)

Table A2.2 Profile of upper secondary graduates from general and vocational programmes (2013)

Table A2.3 Profile of post-secondary non-tertiary graduates from vocational programmes (2013)

Table A2.4 Upper secondary and post-secondary non-tertiary graduation rates (2005 and 2013)

WEB Table A2.5 Share of upper secondary graduates from vocational programmes by field of education and gender (2013)

Cut-off date for the data: 23 October 2015. Updates can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.

Table A2.1. Upper secondary and post-secondary non-tertiary graduation rates (2013)*Sum of age-specific graduation rates, by gender and programme orientation*

	Upper secondary									Post-secondary non-tertiary					
	First-time graduation rates			Graduation rates						First-time graduation rates			Graduation rates		
	All programmes			General programmes			Vocational programmes			All programmes			Vocational programmes		
	M + W	Men	Women	M + W	Men	Women	M + W	Men	Women	M + W	Men	Women	M + W	Men	Women
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD															
Australia	m	m	m	75	71	80	67	64	69	37	32	42	41	36	46
Austria	87	87	88	19	16	24	79	82	75	9	5	13	10	5	14
Belgium	m	m	m	37	32	43	53	54	53	m	m	m	7	6	7
Canada ¹	86	83	89	82	79	86	4	4	3	m	m	m	m	m	m
Chile	86	83	90	57	54	60	29	29	30	a	a	a	a	a	a
Czech Republic	78	77	79	23	18	28	61	65	56	25	19	32	9	8	10
Denmark	95	90	100	66	60	73	48	47	49	1	1	1	1	1	1
Estonia	m	m	m	68	56	79	20	26	14	m	m	m	23	16	29
Finland	96	93	100	46	38	53	93	86	99	7	6	8	8	6	9
France	m	m	m	55	48	62	73	75	71	m	m	m	0	0	0
Germany	m	m	m	51	46	57	40	46	34	24	19	29	21	16	26
Greece	m	m	m	69	63	75	32	37	28	m	m	m	4	3	5
Hungary	83	82	85	63	58	68	22	25	18	18	18	17	21	21	21
Iceland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Ireland	98	97	99	m	m	m	a	a	a	m	m	m	15	21	8
Israel	91	86	96	54	49	59	37	38	37	m	m	m	a	a	a
Italy	78	74	82	37	27	47	41	48	35	3	3	4	3	3	4
Japan	97	96	98	75	71	78	22	25	20	m	m	m	m	m	m
Korea	92	93	92	72	71	72	21	21	20	m	m	m	m	m	m
Luxembourg	73	69	77	31	28	35	43	44	43	2	3	1	2	3	1
Mexico	51	49	54	33	30	35	19	18	19	a	a	a	a	a	a
Netherlands	m	m	m	42	39	46	77	77	78	m	m	m	0	0	0
New Zealand	100	96	100	78	74	82	65	52	78	29	23	34	33	26	40
Norway	83	78	89	63	52	75	35	42	27	3	2	4	3	2	5
Poland	86	82	91	53	41	66	40	48	31	16	9	24	16	9	24
Portugal	100	98	100	46	40	52	55	58	52	5	6	4	5	6	4
Slovak Republic	85	83	88	28	22	34	59	62	55	10	10	9	10	10	9
Slovenia	86	76	95	38	29	47	67	72	61	a	a	a	a	a	a
Spain	71	65	78	52	46	59	27	25	29	m	m	m	m	m	m
Sweden	79	77	82	44	40	50	36	39	33	3	3	4	3	3	4
Switzerland	95	94	97	40	34	47	71	76	66	1	1	1	a	a	a
Turkey	64	61	66	35	32	38	29	29	28	a	a	a	a	a	a
United Kingdom	m	m	m	m	m	m	m	m	m	a	a	a	a	a	a
United States	80	77	83	80 ^d	77 ^d	83 ^d	x(4)	x(5)	x(6)	21	16	27	21	16	27
OECD average	85	82	88	52	46	58	46	47	44	13	10	15	12	10	13
EU21 average	85	82	89	46	39	53	51	53	48	10	9	12	9	8	10
Partners															
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	m	m	m	61	51	71	5	4	7	m	m	m	7	6	8
China	m	m	m	44	42	46	37	38	36	6	6	6	3	4	2
Colombia	75	67	83	57	51	64	17	15	20	1	0	1	a	a	a
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	63	62	64	36	32	41	27	30	23	a	a	a	a	a	a
Latvia	85	81	89	67	59	75	23	28	18	6	5	7	6	5	7
Russian Federation ²	m	m	m	51	44	58	27	39	14	6	6	6	6	6	6
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	56	52	61	32	34	29	16	14	19	m	m	m

1. Year of reference 2012.

2. Post-secondary non-tertiary includes some upper secondary graduates.

Source: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


StatLink  <http://dx.doi.org/10.1787/888933284806>

Table A2.2. **Profile of upper secondary graduates from general and vocational programmes (2013)**

	General programmes				Vocational programmes							
	Percentage of graduates younger than 25 years	Percentage of females graduates	Percentage of graduates younger than 25 years	Percentage of females graduates	Percentage of graduates in upper secondary programmes by field of education				Percentage of female graduates in upper secondary programmes by field of education			
					Education, humanities and social sciences	Sciences and engineering	Health and welfare	Other	Education, humanities and social sciences	Sciences and engineering	Health and welfare	Other
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
OECD												
Australia	100	51	43	51	27	33	22	19	70	10	88	53
Austria	99	59	89	46	33	37	3	28	69	11	82	61
Belgium	100	56	100	48	26	30	27	17	55	8	82	61
Canada ¹	97	51	35	42	m	m	m	m	m	m	m	m
Chile	94	52	99	50	42	36	5	17	71	16	84	58
Czech Republic	100	60	92	45	30	40	6	24	68	10	91	64
Denmark	96	54	55	51	26	25	29	19	61	10	86	37
Estonia	95	58	97	34	14	60	1	25	93	33	94	56
Finland	99	57	55	53	22	33	18	27	67	16	86	63
France	100	55	89	48	24	35	16	25	66	10	90	58
Germany	100	54	m	41	38	37	9	17	63	9	78	44
Greece	99	53	89	43	16	50	19	16	75	11	78	69
Hungary	94	53	90	41	17	46	9	28	76	8	94	54
Iceland	m	m	m	m	m	m	m	m	m	m	m	m
Ireland	m	m	a	a	a	a	a	a	a	a	a	a
Israel	100	53	100	48	m	m	m	m	m	m	m	m
Italy	100	62	100	41	m	m	m	m	m	m	m	m
Japan	m	51	m	44	32	41	6	21	64	11	85	58
Korea	m	47	m	45	42	50	1	6	66	26	87	49
Luxembourg	100	55	94	48	49	28	13	10	62	11	79	43
Mexico	98	54	98	51	m	m	m	m	m	m	m	m
Netherlands	100	53	77	50	26	22	27	25	54	6	89	41
New Zealand	100	51	45	60	54	15	7	24	72	16	64	56
Norway	97	58	63	38	8	48	21	24	79	7	88	43
Poland	90	60	99	38	18	51	0	31	71	10	85	66
Portugal	80	55	86	47	30	31	17	22	56	15	89	48
Slovak Republic	99	60	96	46	29	36	7	28	69	9	82	60
Slovenia	100	61	92	45	31	36	12	20	73	7	77	52
Spain	98	55	61	54	47	21	19	13	65	7	80	50
Sweden	100	54	100	45	23	39	16	22	70	9	75	62
Switzerland	97	57	90	46	37	37	13	14	62	12	90	50
Turkey	94	53	98	47	21	54	17	8	59	22	90	56
United Kingdom	m	m	m	m	40	20	14	27	61	14	73	55
United States	100 ^d	51 ^d	x(1)	x(2)	m	m	m	m	m	m	m	m
OECD average	97	55	83	46	30	37	13	21	68	12	84	54
EU21 average	97	57	87	45	28	36	14	22	67	11	84	55
Partners												
Argentina	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	90	57	83	62	41	32	9	17	81	38	82	53
China	m	49	m	46	m	m	m	m	m	m	m	m
Colombia	91	54	100	55	52	24	0	24	63	39	a	51
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	100	55	100	42	m	m	m	m	m	m	m	m
Latvia	100	54	93	38	19	53	2	26	76	10	94	63
Russian Federation	m	56	m	26	m	m	m	m	m	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	53	m	45	m	m	m	m	m	m	m	m

Note: The field category other includes: agriculture, services and other.

1. Year of reference 2012.

Source: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


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Table A2.3. **Profile of post-secondary non-tertiary graduates from vocational programmes (2013)**

	Percentage of females graduates	Percentage of graduates younger than 30 years	Percentage of graduates by field of education							
			Education	Humanities and arts	Social sciences, business and law	Sciences	Engineering, manufacturing and construction	Agriculture	Health and welfare	Services
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
OECD										
Australia	56	37	19	4	37	3	10	2	17	8
Austria	73	48	18	2	13	1	1	2	62	1
Belgium	53	97	0	7	12	1	22	2	34	22
Canada	m	m	m	m	m	m	m	m	m	m
Chile	a	a	a	a	a	a	a	a	a	a
Czech Republic	52	m	m	m	m	m	m	m	m	m
Denmark	61	31	0	0	97	1	0	0	3	0
Estonia	63	68	0	18	12	20	18	5	5	22
Finland	58	10	2	2	51	0	25	2	5	13
France	68	m	0	55	13	11	1	0	0	20
Germany	61	m	0	3	27	3	18	2	39	10
Greece	58	86	14	4	13	7	22	1	19	20
Hungary	49	92	1	8	19	8	24	3	15	22
Iceland	m	m	m	m	m	m	m	m	m	m
Ireland	28	57	0	9	13	5	34	18	11	10
Israel	a	a	a	a	a	a	a	a	a	a
Italy	52	m	m	m	m	m	m	m	m	m
Japan	m	m	m	m	m	m	m	m	m	m
Korea	m	m	m	m	m	m	m	m	m	m
Luxembourg	24	65	4	8	0	0	64	2	5	18
Mexico	a	a	a	a	a	a	a	a	a	a
Netherlands	26	44	27	0	5	0	66	0	0	2
New Zealand	60	58	2	27	24	6	10	3	13	14
Norway	70	41	0	14	37	0	1	2	34	11
Poland	71	73	0	6	21	5	6	5	28	29
Portugal	36	82	0	5	13	8	33	5	5	30
Slovak Republic	45	69	6	1	15	0	20	2	14	42
Slovenia	a	a	a	a	a	a	a	a	a	a
Spain	m	m	m	m	m	m	m	m	m	m
Sweden	58	51	7	3	24	7	20	4	23	12
Switzerland	a	a	a	a	a	a	a	a	a	a
Turkey	a	a	a	a	a	a	a	a	a	a
United Kingdom	a	a	a	a	a	a	a	a	a	a
United States	61	m	1	6	9	3	18	1	40	23
OECD average	54	59	5	9	23	4	21	3	19	17
EU21 average	52	62	5	8	22	5	23	3	17	17
Partners										
Argentina	m	m	m	m	m	m	m	m	m	m
Brazil	57	70	0	2	20	10	21	3	29	15
China	27	m	m	m	m	m	m	m	m	m
Colombia	a	a	a	a	a	a	a	a	a	a
India	m	m	m	m	m	m	m	m	m	m
Indonesia	a	a	a	a	a	a	a	a	a	a
Latvia	59	78	0	2	11	1	18	6	24	38
Russian Federation ¹	50	m	0 ^d	1 ^d	6 ^d	3 ^d	47 ^d	9 ^d	0 ^d	33 ^d
Saudi Arabia	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m	m	m

1. Data for post-secondary non-tertiary includes some upper secondary graduates.

Source: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


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Table A2.4. **Upper secondary and post-secondary non-tertiary graduation rates (2005 and 2013)***Sum of age-specific graduation rates, by gender and programme orientation*

		Upper secondary						Post-secondary non-tertiary				
		First-time graduation rates		Graduation rates				First-time graduation rates		Graduation rates		
		All programmes		General programmes		Vocational programmes		All programmes		Vocational programmes		
2005	2013	2005	2013	2005	2013	2005	2013	2005	2013			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)		
OECD	Australia	m	m	m	75	35	67	m	37	18	41	
	Austria	m	87	16	19	m	79	m	9	28	10	
	Belgium	m	m	m	37	m	53	m	5	m	7	
	Canada ¹	m	86	78	82	3	4	m	m	m	m	
	Chile	81	86	48	57	33	29	a	a	a	a	
	Czech Republic	100	78	28	23	88	61	m	25	m	9	
	Denmark	83	95	59	66	50	48	1	1	1	1	
	Estonia	m	m	60	68	19	20	m	m	19	23	
	Finland	94	96	52	46	79	93	6	7	6	8	
	France	m	m	50	55	62	73	m	m	0	0	
	Germany	m	m	m	51	m	40	m	24	m	21	
	Greece	95	m	59	69	37	32	9	m	9	4	
	Hungary	m	83	68	63	19	22	20	18	26	21	
	Iceland	79	m	56	m	53	m	8	m	8	m	
	Ireland	92	98	m	m	a	a	14	m	14	15	
	Israel	m	91	58	54	32	37	m	m	m	a	
	Italy	85	78	31	37	69	41	6	3	6	3	
	Japan	95	97	71	75	24	22	m	m	m	m	
	Korea	92	92	65	72	28	21	a	m	a	m	
	Luxembourg	74	73	27	31	47	43	m	2	2	2	
	Mexico	40	51	36	33	4	19	a	a	a	a	
	Netherlands	m	m	34	42	66	77	m	m	1	0	
	New Zealand	88	100	m	78	20	65	12	29	13	33	
	Norway	90	83	62	63	40	35	5	3	2	3	
	Poland	41	86	55	53	44	40	9	16	13	16	
	Portugal	54	100	41	46	13	55	m	5	m	5	
	Slovak Republic	86	85	23	28	63	59	12	10	12	10	
	Slovenia	85	86	34	38	81	67	a	a	a	a	
	Spain	69	71	m	52	m	27	a	m	a	m	
	Sweden	m	79	m	44	m	36	m	3	m	3	
	Switzerland	m	95	35	40	65	71	m	1	1	a	
	Turkey	m	64	m	35	m	29	a	a	a	a	
	United Kingdom	m	m	m	m	m	m	a	a	a	a	
	United States	74	80	74 ^d	80 ^d	x(3)	x(4)	17	21	17	21	
	OECD average		80	85	49	52	43	46	10	12	10	12
	EU21 average		80	85	42	46	52	51	10	10	11	9
Partners	Argentina	m	m	m	m	m	m	m	m	m	m	
	Brazil	m	m	m	61	m	5	m	m	m	7	
	China	m	m	m	44	m	37	m	6	m	3	
	Colombia	m	75	m	57	m	17	m	1	m	a	
	India	m	m	m	m	m	m	m	m	m	m	
	Indonesia	m	63	m	36	m	27	m	a	m	a	
	Latvia	m	85	m	67	m	23	m	6	m	6	
	Russian Federation ²	m	m	m	51	m	27	m	6	m	6	
	Saudi Arabia	m	m	m	m	m	m	m	m	m	m	
	South Africa	m	m	m	m	m	m	m	m	m	m	
	G20 average		m	m	m	56	m	32	m	16	m	m


Note: Graduation rates for 2005 were calculated using typical ages of 2013 if necessary.

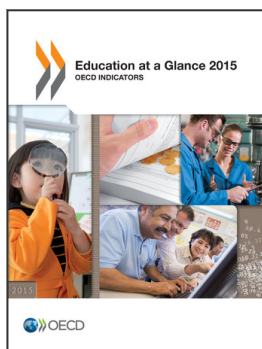
1. Year of reference 2012 instead of 2013.

2. Post-secondary non-tertiary graduates includes some upper secondary graduates.

Source: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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