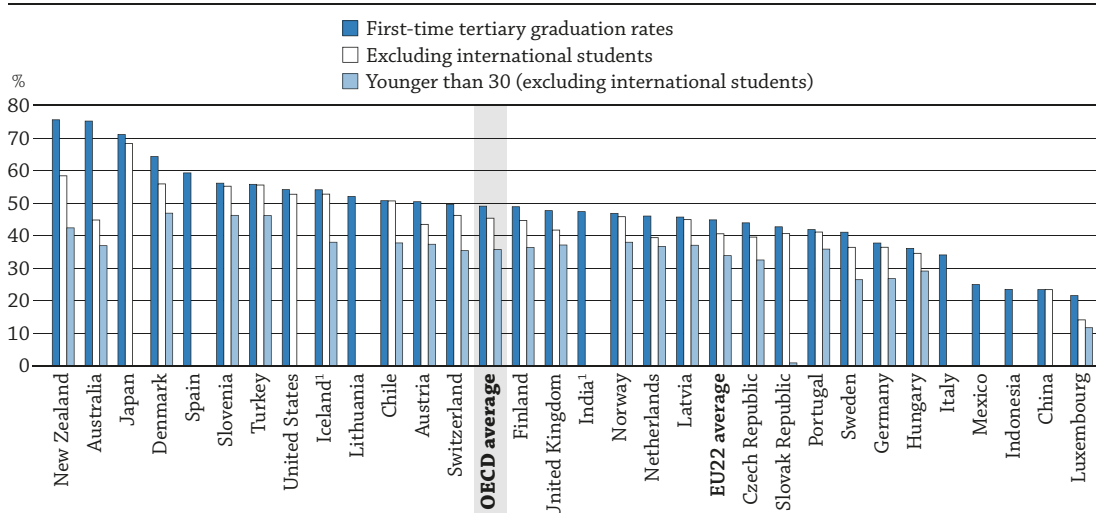


HOW MANY YOUNG PEOPLE ARE EXPECTED TO COMPLETE TERTIARY EDUCATION AND WHAT IS THEIR PROFILE?

- Based on current patterns of graduation, an average of 36% of today's young people across OECD countries are expected to graduate from tertiary education at least once before the age of 30.
- Even though women are over-represented among tertiary graduates (57% of first-time graduates across OECD countries), they remain under-represented in certain fields of study, such as science and engineering while, in the field of education, four women graduated for every man in 2014.
- In 2014, a majority of first-time tertiary graduates (72%) earned a bachelor's degree, 12% earned a master's degree and 16% earned a short-cycle tertiary diploma, on average across OECD countries.

Figure A3.1. First-time tertiary graduation rates (2014)



Note: Mismatches between the coverage of the population data and first-time graduates data mean that the graduation rates for those countries that are net exporters of students may be underestimated and those that are net importers may be overestimated. The first-time tertiary graduation rate excluding international students accounts for this.

1. Year of reference 2013.

Countries are ranked in descending order of the first-time tertiary graduation rates.

Source: OECD, Table A3.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Context

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

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

Policy makers are exploring ways to help ease the transition from tertiary education into the labour market (OECD, 2015a). Understanding current graduation patterns would help to address the needs of recent graduates and anticipate the flow of new tertiary-educated workers into the labour force.

■ Other findings

- Advanced tertiary degrees attract more international students than bachelor's or equivalent degrees. Some 26% of students in OECD countries who graduated for the first time from a doctoral programme in 2014 were international students, as were 16% of students who were awarded a master's degree or the equivalent, and 7% of graduates who earned a bachelor's degree for the first time.
- Graduates in the fields of science and engineering combined represent around 22% of graduates at all tertiary levels except for the doctoral level where they represent 44% of graduates.
- The share of international students graduating from a master's or equivalent level programme following a bachelor's degree is, on average, higher than that of those graduating from long first degrees.

■ Trends

Over the past nine years, first-time graduation rates from bachelor's or equivalent level have risen by 12 percentage points, on average across OECD countries with available data and have not decreased in any of them. The highest surge over these nine years was in Portugal, although this evolution occurred mainly between 2005 and 2010. Only 9% of young people in Portugal were expected to graduate from a bachelor's programme in 2005, increasing to 33% in 2010 and to 35% in 2014.

Graduation rates from doctoral programmes have also increased over the past decade. Between 2005 and 2014, the graduation rate from doctoral programmes increased in every country for which comparable data are available, except for Austria and Slovenia, where the rate decreased. Denmark, Slovenia and Switzerland have the highest graduation rates at this level among all OECD countries, with 3% or more of young people in these countries expected to graduate from doctoral programmes, if 2014 patterns are maintained.

■ Note

Graduation rates represent the estimated percentage of an age cohort that is expected to graduate over their lifetime. This estimate is based on the total number of graduates in 2014 and the age-specific distribution of graduates. Therefore, graduation rates are based on the current pattern of graduation and are sensitive to any changes in education systems, such as the introduction of new programmes or any variations in a programme's duration, like those seen in many EU countries with the implementation of the Bologna Process.

In this edition of *Education at a Glance*, we are able to use for the first time the distinction within master's programmes provided by the 2011 ISCED classification. Hence, master's or equivalent level incorporates different types of programmes, mainly those preparing for long first degrees and those preparing for a second or further degree following a first degree from a bachelor's level.

Analysis

Graduation rates from tertiary education

Thanks to the new ISCED 2011 classification, statistical information on first-time graduates from tertiary education is used for the second time in this edition of *Education at a Glance*. First-time graduates from tertiary education are defined as students who receive a tertiary degree for the first time in their life in a given country. Based on current patterns of graduation, 49% of today's young people (including international students) can be expected to graduate from tertiary education at least once during their lifetime, on average across the 26 OECD countries with comparable data for 2014. The proportion ranges from 22% in Luxembourg, where many citizens choose to study abroad, to 70% or more in Australia, Japan and New Zealand (Figure A3.1).

Graduation rates, by levels of education

More young people are expected to graduate from a bachelor's degree programme over their lifetime than from any other level of tertiary education. Based on patterns of graduation prevailing in 2014, on average across OECD countries, over their lifetime, 38% of young people in a given country are expected to graduate with a bachelor's degree, 18% are expected to earn a master's degree, 11% are expected to graduate from a short-cycle tertiary programme, and roughly 2% are expected to graduate from a doctoral programme (Table A3.1).

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

Graduation rates, excluding international students

In some countries, a large proportion of graduates from tertiary education are international students. The term "international students" refers to students who have crossed borders expressly with the intent to study. For various reasons, international students have a marked impact on estimated graduation rates. Due to lack of information, they are often considered first-time graduates, regardless of their previous education in other countries (i.e. an international student who graduates from a second-degree programme will be considered a first-time graduate in the country of destination). In some countries with a high proportion of international students, such as Australia and New Zealand, graduation rates are thus inflated. When international students are excluded, first-time tertiary graduation rates drop by 30 percentage points for Australia and 17 percentage points for New Zealand (Table A3.1).

Graduation rates among people under the age of 30

The first-time graduation rate from tertiary education among people under the age of 30 is an indicator of how many young people are expected to enter the labour force for the first time with a tertiary qualification. On average across the 20 countries with available data, 36% of young people (excluding international students) are expected to obtain a tertiary diploma for the first time before the age of 30. This rate ranges from 47% in Denmark to 12% in Luxembourg.

In addition, some education systems accommodate a wider range of ages among their students than others. In Chile, Iceland, New Zealand and Switzerland, first-time graduation rates at the tertiary level drop by more than 10 percentage points when restricted to young people under 30 (excluding international students). This may suggest that these education systems are more flexible in terms of access to and duration of programmes, and are more suitable for students outside the typical age of study. Finland, Israel and Switzerland also have mandatory military or civilian service that increases the length of tertiary studies (Table A3.1).

Profile of graduates from tertiary education

Over the past two decades, tertiary education in OECD countries has changed significantly. The student body is more international, more women are graduating from this level of education, and in some countries more students are pursuing studies in science and engineering. These changes might reflect concerns about competitiveness in the global economy and the labour market.

A majority of graduates hold a bachelor's degree or the equivalent

The new data on first-time graduates at the tertiary level allow for a more precise description of the young graduates who are entering the labour market with a tertiary diploma and also make it easier to compare countries by disregarding system-specific tertiary pathways.

In 2014, most of the first-time tertiary graduates were awarded a bachelor's degree. In fact, on average across OECD countries, 72% of first-time tertiary graduates earned a bachelor's degree, 12% earned a master's degree and 16% earned a short-cycle tertiary diploma (Table A3.2).

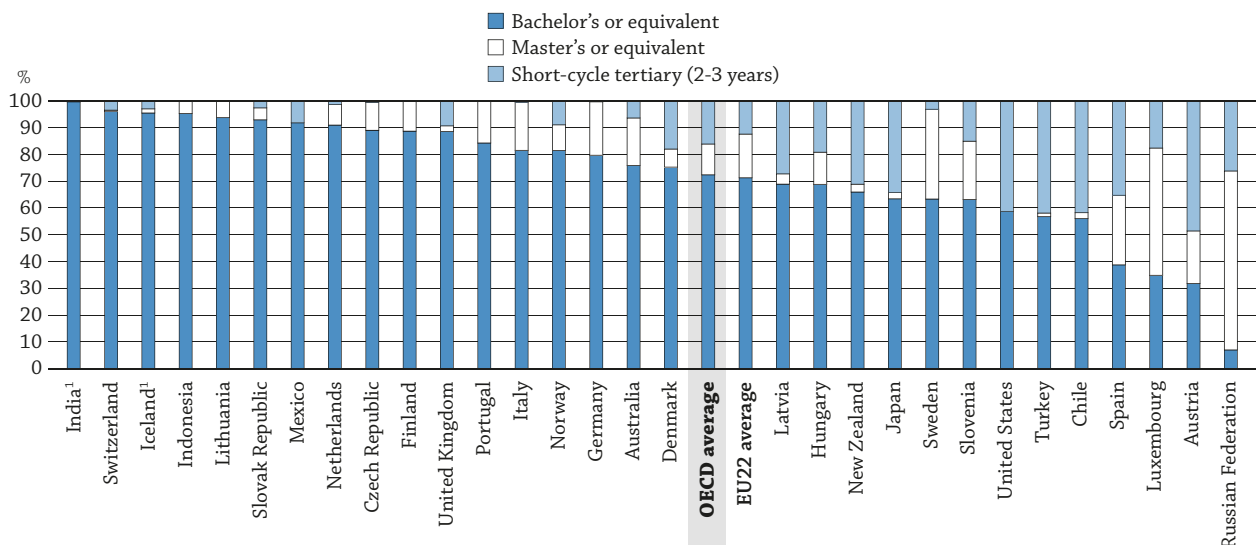
However, there are considerable differences across countries. In Austria, the largest share of first-time graduates (49%) graduated from short-cycle tertiary programmes, while in Spain, the shares of first-time graduates are similar across three levels of tertiary education: short-cycle, bachelor's or equivalent, and master's or equivalent. These differences may result from the structure of the tertiary system or because certain programmes, such as short-cycle programmes, are more vigorously promoted in some countries (Figure A3.2).

Average age of graduation

Across OECD countries in 2014, the average age of first-time graduates was 26. The variation among countries can be large, ranging from 23 years old in Lithuania and the United Kingdom to 28 years old in Iceland, Sweden and Switzerland. (Table A3.2).

As expected, the average age of graduation tends to increase in higher degrees. It is the same in short-cycle programmes and bachelor's or equivalent level: the average age of graduation is 26. At master's or equivalent levels, the average age is 30. Graduates from master's programmes following a bachelor's degree are slightly older on average, than those graduating from long first degrees (30 versus 27 years old). At doctoral or equivalent level, students graduate, on average, at the age of 35. In none of OECD countries is the average age of graduation below 31 at this level (Table A3.4).

Figure A3.2. Distribution of first-time tertiary graduates, by level of education (2014)



1. Year of reference 2013.

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

Source: OECD. Tables A3.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

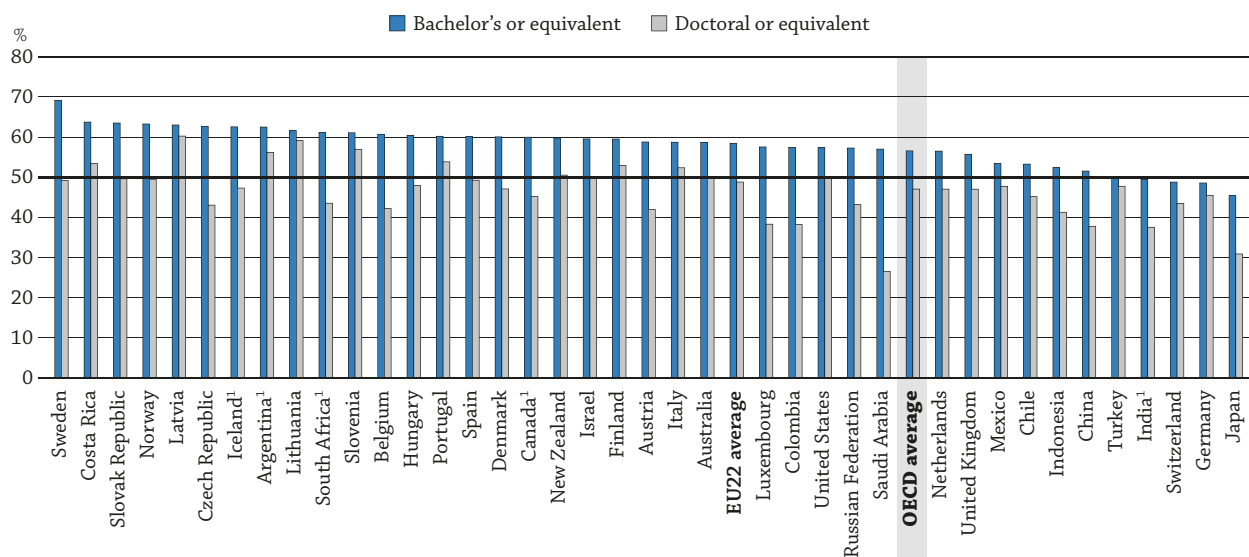
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More than half of all first-time graduates are women

Recognising the impact that education has on participation in the labour market, occupational mobility and quality of life, policy makers and educators are emphasising the importance of reducing differences in education opportunities and outcomes between men and women. In 2014, an average of 57% of first-time graduates from tertiary education in OECD countries were women, ranging from 49% in Switzerland to 64% in Latvia and the Slovak Republic (Table A3.2). In addition, more than one in two first-time graduates from all levels of tertiary education – except the doctoral level – were women. On average, 58% of first-time graduates from bachelor's programmes or the equivalent were women, as were 47% of doctoral-level graduates. The largest differences between the share of women who graduated with a bachelor's degree or the equivalent and those who graduated with a doctorate (20 percentage points or more) were observed in the Czech Republic, Saudi Arabia and Sweden (Figure A3.3).

Although most tertiary graduates in 2014 were women, men still have better labour market outcomes. Earnings for tertiary-educated men are higher, on average, than those for tertiary-educated women, and tertiary-educated men tend to have higher employment rates than women with the same level of education (see Indicators A5 and A6).

Figure A3.3. Percentage of female graduates in tertiary levels of education (2014)



Note: The black line shows the 50% mark.

1. Year of reference 2013.

Countries are ranked in descending order of percentage of women graduating with bachelor's or equivalent.

Source: OECD, Table A3.4. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Students choose to graduate abroad, mainly for advanced degrees

The internationalisation of tertiary education has been more pronounced in advanced degrees, such as master's and doctoral programmes. In 2014, 26% of doctoral graduates in OECD countries were international students, as were 16% of graduates from master's programmes or equivalent, and 7% of graduates at the bachelor's level or equivalent. In the Netherlands, New Zealand, Switzerland and the United Kingdom, 40% or more of graduates from doctoral programmes were international students. In Luxembourg, 81% of doctoral graduates were international students. In Australia, master's programmes attract a considerably higher number of international students (57%) than doctoral programmes (39%).

The average share of international students among those graduating from a master's programme following a bachelor's or equivalent level (16%) is higher than the share of international students graduating from long first degrees (6%). The differences can be very substantial, as in Sweden where it equals to 36 percentage points.

For more details on the internationalisation of tertiary education, please refer to Chapter C (see Indicator C4) of this publication.

Science and engineering are more popular fields of study in advanced tertiary degrees

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

Many countries are pushing for a better balance in the distribution of graduates across fields of education. For instance, the United States recently took measures to increase the number of graduates with tertiary science and engineering qualifications by 1 million by 2022 (US Department of Education, 2011). Similarly, the European Union recently launched the Science with and for Society programme to build co-operation between science and society, recruit new talent for science, and pair scientific excellence with social awareness and responsibility. The programme aims to make science more attractive, particularly to young people, and to open further research and innovation activities across Europe (European Union, 2012).

The small share of graduates in science and engineering at the tertiary level hides large differences by level of tertiary education. In science, doctoral degrees have a markedly higher share of graduates compared to lower levels. While 5% of graduates from short-cycle tertiary programmes, 9% of graduates from bachelor's or equivalent programmes, and 8% of graduates from master's or equivalent programmes earned a degree in science in 2014, 27% of graduates from doctoral programmes were in sciences, on average across OECD countries. In Canada, France, Israel and Saudi Arabia, 55% or more of doctoral students graduated from the fields of science or engineering in 2014 (Table A3.5).

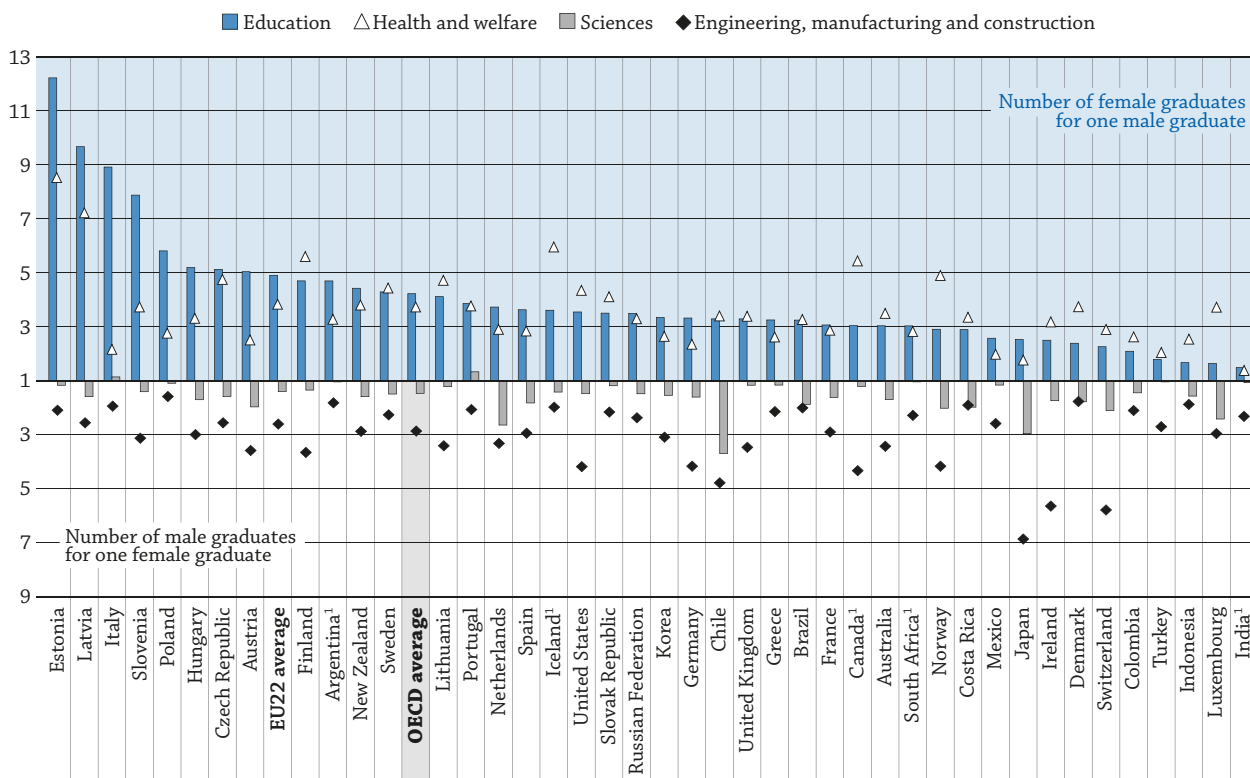
This pattern is even clearer among international students. More than one in two international students who graduated with a doctorate earned a degree in either science or engineering (33% earned a doctorate in sciences and 20% earned a doctorate in engineering), compared with 20% international students who graduated at the bachelor's level or from a short-cycle tertiary programme in these fields of education.

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

Some fields of study have an unbalanced gender distribution

Even though women are over-represented among tertiary graduates (57% of first-time graduates), they remain under-represented in certain fields of study, such as science and engineering. As Figure A3.4 shows, there are, on average, three times more male graduates in engineering than female graduates. Among all OECD and partner countries, Poland has the lowest gender imbalance in engineering (1.6 men per woman) and Japan the highest (6.9 men per women). In science, only Italy and Portugal have a larger share of female graduates (Table A3.3).

Figure A3.4. Gender ratio for all tertiary graduates, by field of education (2014)



1. Year of reference 2013.

Countries are ranked in descending order of the number of female graduates for one male graduate in the field of "Education".

Source: OECD, Table A3.3. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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These results are partially explained by gender differences in young people's attitudes and aspirations. The OECD Programme for International Student Assessment (PISA) has consistently found that 15-year-old girls have higher expectations for their careers than boys, but that, on average across OECD countries, fewer than 5% of girls of that age contemplate a career in engineering or computing (OECD, 2015b).

The fields of education, and health and welfare reveal the other extreme. On average in 2014, four women graduated in the field of education for every man. The ratio is highest in Estonia, where more than 12 women graduated for every man. Similarly, women graduating in health and welfare represented, on average across OECD countries, 3.7 times the number of men. Canada, Estonia, Finland, Iceland and Latvia have more than five female graduates per male in the field of health and welfare (Figure A3.4). Regarding the field of humanities and arts, none of the countries with available data have more male graduates than female. The same pattern is observed in the fields of social sciences, business and law, with the exception of Indonesia, Japan, Switzerland and Turkey. The fields of agriculture and services have a more even gender balance (Table A3.3).

Definitions

First-time graduate is a student who has graduated for the first time at a given level of education during the reference period. Therefore, if a student has graduated multiple times over the years, he or she is counted as a graduate each year, but as a first-time graduate only once.

First-time tertiary graduate is a student who graduates for the first time with a tertiary diploma, regardless of the education programme in which he or she is enrolled. This definition is applied in Tables A3.1 (Columns 13 to 15), A3.2 and A3.6 (Columns 13 to 15).

First-time graduate from a given programme or level of tertiary education is a first-time graduate from the given programme, but may have a diploma from another programme. For example, a first-time graduate at the master's level has earned a master's degree for the first time, but may have previously graduated with a bachelor's degree. This definition is applied in Tables A3.1 (Columns 1 to 12), A3.4 (all columns except 4 and 5, 10 and 11, 16 and 17), A3.5 and A3.6 (Columns 1 to 12).

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

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

Methodology

Data refer to the academic year 2013/14 and are based on the UOE data collection on education statistics administered by the OECD in 2015 (for details, see Annex 3 at www.oecd.org/education/education-at-a-glance-19991487.htm).

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

Gross graduation rates are used when data by age are missing. In order to calculate gross graduation rates, countries identify the age at which graduation typically occurs (see Annex 1, Table X1.1a). The typical age of graduation for a given education level is defined in *Education at a Glance* as the age range comprising at least half of the graduate population. The number of graduates of which the age is unknown is divided by the population at the typical graduation age. In many countries, defining a typical age at graduation is difficult, however, because graduates are dispersed over a wide range of ages.

Note regarding data from Israel

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

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Indicator A3 Tables


StatLink  <http://dx.doi.org/10.1787/888933396730>

Table A3.1 First-time graduation rates, by tertiary level (2014)

Table A3.2 Profile of a first-time tertiary graduate (2014)

Table A3.3 Gender ratio for all tertiary graduates, by field of education (2014)

Table A3.4 Percentage of female, international first-time graduates and average age, by tertiary level (2014)

Table A3.5 Percentage of all students and international students who graduate from sciences and engineering programmes, by tertiary level (2014)

Table A3.6 Trends in first-time graduation rates, by tertiary levels (2005, 2010, 2014)

Cut-off date for the data: 20 July 2016. Any updates on data can be found on line at: <http://dx.doi.org/10.1787/eag-data-en>

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Table A3.1. **First-time graduation rates, by tertiary level (2014)***Sum of age-specific graduation rates, by demographic group*

		Short-cycle tertiary (2-3 years)			Bachelor's or equivalent			Master's or equivalent			Doctoral or equivalent			First-time tertiary			
		Excluding international students		Total	Excluding international students		Total	Excluding international students		Total	Excluding international students		Total	Excluding international students			
		Total	Total		Younger than 30	Total		Total	Younger than 30		Total	Total		Younger than 35	Total	Total	Younger than 35
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	
OECD	Australia	20	17	9	61	44	35	19	8	6	2.5	1.5	0.8	75	45	37	
	Austria	26	26	25	25	21	18	20	16	14	1.9	1.3	1.0	50	44	37	
	Belgium	m	m	m	42	39	38	12	8	9	0.6	0.4	0.5	m	m	m	
	Canada ¹	21	18	14	38	35	31	12	10	8	1.5	1.2	0.7	m	m	m	
	Chile	22	22	15	34	33	25	9	9	5	0.2	0.2	0.1	51	51	38	
	Czech Republic	0	0	0	39	36	30	26	23	21	1.6	1.4	1.0	44	40	33	
	Denmark	12	10	8	54	50	42	26	22	19	3.2	2.1	1.4	64	56	47	
	Estonia	a	a	a	m	m	m	m	m	m	m	m	m	m	m	m	
	Finland	a	a	a	46	44	34	23	21	16	2.6	2.0	0.9	49	45	36	
	France	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Germany	0	0	0	30	29	21	17	15	14	2.8	2.3	1.9	38	36	27	
	Greece	a	a	a	m	m	m	m	m	m	m	m	m	m	m	m	
	Hungary	7	7	6	25	24	20	15	14	12	0.9	0.8	0.6	36	35	29	
	Iceland ¹	2	2	1	52	51	36	24	23	14	1.2	0.9	0.3	54	53	38	
	Ireland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Israel	m	m	m	43	42	31	19	19	11	1.5	1.4	0.6	m	m	m	
	Italy	0	m	m	28	m	m	20	m	m	1.4	m	m	34	m	m	
	Japan	24	23	m	45	44	m	8	7	m	1.2	1.0	m	71	68	m	
	Korea	m	m	m	m	m	m	m	m	m	1.6	m	m	m	m	m	
	Latvia	13	13	9	31	31	27	15	15	13	1.0	0.9	0.5	46	45	37	
	Luxembourg	4	4	4	8	6	6	11	5	5	1.0	0.2	0.2	22	14	12	
	Mexico	2	m	m	23	m	m	4	m	m	0.3	m	m	25	m	m	
	Netherlands	1	1	0	42	38	36	18	14	13	2.2	1.3	1.2	46	39	37	
	New Zealand	26	20	12	56	45	34	8	5	3	2.4	1.2	0.6	76	58	42	
	Norway	4	4	3	39	38	31	18	16	13	2.1	1.5	0.6	47	46	38	
	Poland	0	m	m	m	m	m	m	m	m	0.4	m	m	m	m	m	
	Portugal	a	a	a	35	35	30	20	19	16	1.7	1.5	0.7	42	41	36	
	Slovak Republic	1	1	1	40	38	m	38	36	m	2.6	2.6	m	43	41	m	
	Slovenia	8	8	5	38	38	33	20	19	17	3.1	2.9	1.8	56	55	46	
	Spain	22	m	m	26	26	23	20	19	17	1.6	m	m	59	m	m	
	Sweden	6	6	4	27	26	19	20	16	12	2.4	1.6	0.8	41	36	27	
	Switzerland	2	2	1	48	44	34	17	13	12	3.4	1.5	1.2	50	46	35	
	Turkey	23	23	19	32	31	27	4	4	3	0.4	0.4	0.2	56	56	46	
	United Kingdom	4	4	3	50	42	38	26	14	10	2.9	1.6	1.1	48	42	37	
	United States	22	22	m	38	37	m	20	18	m	1.6	1.1	m	54	53	m	
	OECD average		11	11	7	38	36	29	18	15	12	1.7	1.3	0.8	49	45	36
	EU22 average		7	7	5	35	33	28	20	17	14	1.9	1.5	1.0	45	41	34
Partners	Argentina ¹	18	m	m	13	m	m	2	m	m	0.3	m	m	m	m	m	
	Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	China	25	25	m	22	22	m	2	2	m	0.2	0.2	m	23	23	m	
	Colombia	10	m	m	16	m	m	8	m	m	0.0	m	m	m	m	m	
	Costa Rica	3	m	m	44	m	m	6	m	m	0.1	m	m	m	m	m	
	India ¹	a	a	a	32	m	m	3	m	m	0.1	m	m	32	m	m	
	Indonesia	x(4)	m	m	22 ^d	m	m	1	m	m	0.1	m	m	24	m	m	
	Lithuania	a	a	a	51	m	m	21	m	m	1.1	m	m	52	m	m	
	Russian Federation	27	m	m	6	m	m	55	m	m	1.4	m	m	m	m	m	
	Saudi Arabia	6	m	m	24	m	m	1	m	m	0.1	m	m	m	m	m	
	South Africa ¹	6	m	m	12	m	m	1	m	m	0.2	m	m	m	m	m	
	G20 average		15	m	m	30	m	m	13	m	m	1.1	m	m	45	m	m

1. Year of reference 2013.

Source: OECD. Argentina, China, Colombia, Costa Rica, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Lithuania: 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/10.1787/888933396743>


Table A3.2. Profile of a first-time tertiary graduate (2014)

		Share of female graduates	Share of graduates below the typical age of 30	Average age	Share of international graduates	Share of first-time graduates by level of education		
						Short-cycle tertiary (2-3 years)	Bachelor's or equivalent	Master's or equivalent
		(1)	(2)	(3)	(4)	(5)	(6)	(7)
OECD	Australia	56	84	25	41	6	76	18
	Austria	57	84	24	14	49	32	20
	Belgium	m	m	m	m	m	m	m
	Canada	m	m	m	m	m	m	m
	Chile	57	77	27	0	42	56	2
	Czech Republic	63	82	26	10	1	89	10
	Denmark	58	84	26	13	18	75	7
	Estonia	m	m	m	m	m	m	m
	Finland	58	80	27	9	a	89	11
	France	m	m	m	m	m	m	m
	Germany	51	88	21	3	0	80	20
	Greece	m	m	m	m	m	m	m
	Hungary	62	82	26	4	19	69	12
	Iceland ¹	62	73	28	2	3	95	2
	Ireland	m	m	m	m	m	m	m
	Israel	m	m	m	m	m	m	m
	Italy	60	87	25	m	1	81	18
	Japan	51	m	m	4	34	63	2
	Korea	m	m	m	m	m	m	m
	Latvia	64	82	26	2	27	69	4
	Luxembourg	56	74	27	36	18	35	48
	Mexico	52	93	24	m	8	92	a
	Netherlands	56	93	24	14	1	91	8
	New Zealand	56	76	27	22	31	66	3
	Norway	59	82	26	2	9	81	10
	Poland	m	m	m	m	m	m	m
	Portugal	59	84	26	2	a	84	16
	Slovak Republic	64	85	m	5	3	93	4
	Slovenia	59	81	26	2	15	63	22
	Spain	55	84	25	m	35	39	26
	Sweden	62	74	28	11	3	63	34
	Switzerland	49	76	28	7	3	96	0
	Turkey	50	84	25	0	42	57	1
	United Kingdom	56	90	23	13	9	89	2
	United States	58	m	m	3	41	59	a
	OECD average	57	82	26	10	16	72	12
	EU22 average	59	83	26	10	12	71	16
Partners	Argentina	m	m	m	m	m	m	m
	Brazil	m	m	m	m	m	m	m
	China	51	m	m	m	m	m	m
	Colombia	m	m	m	m	m	m	m
	Costa Rica	m	m	m	m	m	m	m
	India ¹	49	m	m	m	a	100	0
	Indonesia	52	100	24	m	x(6)	95 ^d	5
	Lithuania	62	94	23	m	a	94	6
	Russian Federation	57	m	m	m	26	7	67
	Saudi Arabia	m	m	m	m	m	m	m
	South Africa	m	m	m	m	m	m	m
	G20 average	54	m	m	m	17	70	13

1. Year of reference 2013.

Source: OECD. Argentina, China, Colombia, Costa Rica, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Lithuania: 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 A3.3. Gender ratio for all tertiary graduates, by field of education (2014)

		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)
OECD	Australia	3.0	1.7	1.3	0.6	0.3	1.1	3.5	1.4
	Austria	5.0	2.3	1.5	0.5	0.3	1.1	2.5	3.8
	Belgium	m	m	m	m	m	m	m	m
	Canada ¹	3.0	1.7	1.4	0.8	0.2	1.4	5.4	1.0
	Chile	3.3	1.2	1.4	0.3	0.2	0.9	3.4	0.9
	Czech Republic	5.1	2.4	2.0	0.6	0.4	1.5	4.7	1.1
	Denmark	2.4	2.1	1.2	0.6	0.6	2.2	3.7	0.4
	Estonia	12.2	2.9	2.9	0.9	0.5	1.4	8.5	0.9
	Finland	4.7	2.8	1.8	0.7	0.3	1.5	5.6	1.9
	France	3.1	2.3	1.5	0.6	0.3	0.7	2.9	1.1
	Germany	3.3	2.3	1.3	0.6	0.2	0.7	2.3	1.0
	Greece	3.2	2.7	1.6	0.9	0.5	1.1	2.6	1.0
	Hungary	5.2	2.1	2.2	0.6	0.3	0.9	3.3	1.6
	Iceland ¹	3.6	1.9	1.7	0.7	0.5	2.7	5.9	1.7
	Ireland	2.5	1.5	1.2	0.6	0.2	0.3	3.2	0.6
	Israel	m	m	m	m	m	m	m	m
	Italy	8.9	2.6	1.4	1.1	0.5	1.0	2.1	0.9
	Japan	2.5	2.2	0.6	0.3	0.1	0.7	1.7	3.2
	Korea	3.3	2.1	1.0	0.6	0.3	0.7	2.6	1.0
	Latvia	9.7	3.8	2.4	0.6	0.4	0.6	7.2	1.2
	Luxembourg	1.6	2.0	1.2	0.4	0.3	a	3.7	a
	Mexico	2.6	1.4	1.4	0.9	0.4	0.6	2.0	0.4
	Netherlands	3.7	1.4	1.2	0.4	0.3	1.2	2.9	1.2
	New Zealand	4.4	1.8	1.3	0.6	0.3	1.9	3.8	1.1
	Norway	2.9	1.6	1.4	0.5	0.2	1.6	4.9	0.6
	Poland	5.8	3.1	2.3	0.9	0.6	1.2	2.7	1.2
	Portugal	3.9	1.5	1.6	1.3	0.5	1.5	3.8	0.9
	Slovak Republic	3.5	2.1	2.1	0.8	0.5	1.1	4.1	0.7
	Slovenia	7.9	2.3	2.2	0.7	0.3	1.3	3.7	0.9
	Spain	3.6	1.5	1.5	0.5	0.3	0.8	2.8	0.8
	Sweden	4.3	1.7	1.7	0.7	0.4	2.0	4.4	1.9
	Switzerland	2.3	1.6	0.9	0.5	0.2	0.5	2.9	0.7
	Turkey	1.8	1.7	0.9	1.0	0.4	0.8	2.0	0.6
	United Kingdom	3.3	1.7	1.1	0.9	0.3	1.8	3.4	1.6
	United States	3.5	1.5	1.3	0.7	0.2	1.0	4.3	1.1
	OECD average	4.2	2.0	1.5	0.7	0.3	1.2	3.7	1.2
	EU22 average	4.9	2.2	1.7	0.7	0.4	1.2	3.8	1.2
Partners	Argentina ¹	4.7	2.7	1.6	1.0	0.5	0.8	3.3	1.2
	Brazil	3.2	1.3	1.4	0.5	0.5	0.8	3.3	1.6
	China	m	m	m	m	m	m	m	m
	Colombia	2.1	1.0	1.6	0.7	0.5	0.7	2.6	0.8
	Costa Rica	2.9	1.3	1.7	0.5	0.5	0.8	3.3	1.5
	India ¹	1.5	1.1	1.0	0.9	0.4	0.3	1.4	3.5
	Indonesia	1.7	1.3	0.9	0.6	0.5	0.6	2.5	0.6
	Lithuania	4.1	2.7	2.5	0.8	0.3	1.0	4.7	0.9
	Russian Federation	3.5	3.2	2.1	0.7	0.4	1.2	3.3	0.8
	Saudi Arabia	m	m	m	m	m	m	m	m
	South Africa ¹	3.0	1.7	1.5	1.0	0.4	1.1	2.8	3.5
	G20 average	3.3	1.9	1.3	0.7	0.4	0.9	2.9	1.4

Note: Tertiary graduates include short-cycle tertiary, bachelor's or equivalent, master's or equivalent, and doctoral.

1. Year of reference 2013.

Source: OECD, Argentina, China, Colombia, Costa Rica, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Lithuania: 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/10.1787/888933396760>

Table A3.4. Percentage of female, international first-time graduates and average age, by tertiary level (2014)

		Percentage of female graduates						Percentage of international graduates						Average age					
		Short-cycle tertiary (2-3 years)	Bachelor's or equivalent	Master's or equivalent			Doctoral or equivalent	Short-cycle tertiary (2-3 years)	Bachelor's or equivalent	Master's or equivalent			Doctoral or equivalent	Short-cycle tertiary (2-3 years)	Bachelor's or equivalent	Master's or equivalent			Doctoral or equivalent
				Total	Master's or equivalent level following bachelor's ¹	Master's or equivalent level long first degrees ¹				Total	Master's or equivalent level following bachelor's ¹	Master's or equivalent level long first degrees ¹				Total	Master's or equivalent level following bachelor's ¹	Master's or equivalent level long first degrees ¹	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)		
OECD	Australia	58	59	53	54	a	50	15	28	57	51	a	39	30	26	29	32	28	36
	Austria	54	59	54	49	62	42	0	16	20	19	18	31	20	26	29	30	28	32
	Belgium	m	61	56	55	a	42	m	8	31	14	a	38	m	24	25	25	a	32
	Canada ^{2, 3}	56	60	56	56	60	45	15	8	16	21	1	18	26	25	30	31	27	35
	Chile	60	53	55	56	52	45	0	0	1	1	0	34	27	28	34	36	26	37
	Czech Republic	65	63	61	59	67	43	3	8	11	9	16	13	25	27	36	28	27	35
	Denmark	50	60	57	57	81	47	17	7	18	18	a	32	26	26	29	29	28	33
	Estonia	a	m	m	69	60	m	a	m	m	5	6	m	a	m	m	28	26	m
	Finland	a	59	60	60	59	53	a	6	10	10	1	24	a	28	31	32	28	38
	France	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Germany	67	49	53	46	61	45	0	3	11	16	4	16	m	25	27	27	27	32
	Greece	a	m	m	m	a	m	a	m	m	m	a	m	a	m	m	m	a	m
	Hungary	69	60	60	60	59	48	0	3	9	6	15	8	24	26	29	29	28	34
	Iceland ²	43	63	68	68	61	47	4	2	7	7	0	27	34	28	34	35	28	38
	Ireland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Israel	m	60	61	m	m	50	m	3	4	m	m	4	m	29	35	m	m	38
	Italy	23	59	60	57	66	52	m	m	m	m	m	m	24	30	34	28	28	33
	Japan	62	45	32	m	m	31	4	2	10	m	m	19	m	m	m	m	m	m
	Korea	m	m	m	50	a	35	m	m	m	8	a	m	m	m	m	34	a	39
	Latvia	66	63	68	68	71	60	0	2	4	3	8	2	28	26	28	28	29	36
	Luxembourg	64	58	52	54	a	38	14	24	50	68	a	81	23	25	30	29	a	32
	Mexico	40	53	55	55	a	48	m	m	m	m	m	m	23	24	m	m	a	m
	Netherlands	53	56	57	57	a	47	a	9	21	20	a	40	28	24	26	26	a	31
	New Zealand	52	60	57	57	a	50	24	18	33	33	a	48	29	27	33	33	a	36
	Norway	22	63	58	57	58	49	1	2	10	14	2	28	28	26	30	32	26	37
	Poland	85	m	m	68	66	54	m	m	m	1	5	m	24	m	m	27	27	34
	Portugal	a	60	60	63	54	54	a	2	6	8	2	13	a	26	29	30	26	39
	Slovak Republic	70	63	63	63	68	50	1	4	5	4	21	0	24	m	27	27	m	32
	Slovenia	45	61	64	63	65	57	0	2	2	4	1	5	31	26	28	29	27	35
	Spain	52	60	55	56	55	49	m	1	7	10	1	m	24	25	28	29	27	36
	Sweden	56	69	56	61	53	49	0	2	21	38	2	32	29	28	30	31	29	36
	Switzerland	63	49	48	48	70	43	0	7	24	24	10	54	28	28	29	29	32	32
	Turkey	49	50	43	42	48	48	0	1	3	3	3	3	25	26	31	32	25	34
	United Kingdom	61	56	58	m	m	47	6	15	46	m	a	43	30	24	29	m	m	33
United States	61	57	59	m	a	50	2	3	12	m	a	27	m	m	m	m	a	m	
OECD average		56	58	57	57	62	47	5	7	16	16	6	26	26	26	30	30	27	35
EU22 average		58	60	58	59	63	49	4	7	17	15	8	25	26	26	29	29	27	34
Partners	Argentina ²	68	62	58	m	m	56	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	m	m	m	56	a	m	m	m	m	1	a	m	m	m	m	32	a	m
	China	51	52	49	49	a	38	0	0	1	1	a	2	m	m	m	m	a	m
	Colombia	52	57	56	m	m	38	m	m	m	m	m	m	m	m	m	m	m	m
	Costa Rica	65	64	58	m	m	53	m	m	m	m	m	m	m	m	m	m	m	m
	India ²	a	49	54	28	49	38	a	m	m	m	m	a	m	m	m	m	m	m
	Indonesia	x(2)	52 ^d	48	a	66	41	m	m	m	m	a	m	x(14)	24 ^d	25	a	25	27
	Lithuania	a	62	67	67	68	59	a	m	m	3	3	m	a	23	27	27	25	33
	Russian Federation	52	57	60	57	60	43	m	m	m	2	m	m	m	m	m	m	m	m
	Saudi Arabia	24	57	40	m	m	27	m	m	m	m	m	m	m	m	m	m	m	m
	South Africa ²	62	61	49	m	m	43	m	m	m	m	m	m	m	m	m	m	m	m
G20 average		53	55	52	51	58	44	5	7	18	14	m	21	m	m	m	m	m	m


1. The percentages for “master's or equivalent level degrees following bachelor's”, and “master's or equivalent level long first degrees” are calculated using the number of graduates instead of the number of first-time graduates.

2. Year of reference 2013.

3. Includes “master's or equivalent level degrees following master's”.

Source: OECD, Argentina, China, Colombia, Costa Rica, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Lithuania: 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 A3.5. **Percentage of all students and international students who graduate from sciences and engineering programmes, by tertiary level (2014)**

	Percentage of students who graduate from sciences and engineering programmes								Percentage of international students who graduate from sciences and engineering programmes							
	Sciences				Engineering, manufacturing and construction				Sciences				Engineering, manufacturing and construction			
	Short-cycle tertiary (2-3 years)	Bachelor's or equivalent	Master's or equivalent	Doctoral or equivalent	Short-cycle tertiary (2-3 years)	Bachelor's or equivalent	Master's or equivalent	Doctoral or equivalent	Short-cycle tertiary (2-3 years)	Bachelor's or equivalent	Master's or equivalent	Doctoral or equivalent	Short-cycle tertiary (2-3 years)	Bachelor's or equivalent	Master's or equivalent	Doctoral or equivalent
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
OECD																
Australia	5	10	8	24	10	7	9	17	8	10	11	25	12	9	10	23
Austria	4	13	10	25	32	14	16	24	0	12	7	28	43	11	15	22
Belgium	m	4	7	22	m	11	15	23	m	2	11	23	m	7	11	28
Canada ¹	5	13	10	37	13	8	9	19	6	14	10	38	16	9	11	21
Chile	4	6	3	35	16	18	4	16	4	6	2	34	17	20	11	38
Czech Republic	0	10	9	28	0	12	15	21	0	16	9	36	0	11	12	15
Denmark	5	7	11	18	23	10	12	22	4	7	11	22	22	17	18	33
Estonia	a	10	12	38	a	11	17	16	a	0	12	20	a	0	17	0
Finland	a	6	9	19	a	21	18	22	a	5	13	22	a	25	33	30
France	3	12	10	47	22	8	17	14	m	m	m	m	m	m	m	m
Germany	0	12	16	32	25	24	16	11	0	12	12	44	0	28	26	16
Greece	a	11	15	18	a	18	15	22	a	m	m	m	a	m	m	m
Hungary	9	6	6	26	4	14	14	11	12	6	3	28	24	12	6	9
Iceland ¹	3	8	5	38	0	10	6	5	0	6	32	60	0	0	7	7
Ireland	9	13	11	35	10	14	5	10	42	15	18	57	5	9	8	4
Israel	m	8	7	49	m	12	5	9	m	7	6	48	m	12	3	11
Italy	14	8	6	26	69	15	17	20	m	m	m	m	m	m	m	m
Japan	0	3	10	16	15	17	32	23	m	m	m	m	m	m	m	m
Korea	2	10	5	13	28	23	17	25	1	3	4	21	33	13	16	31
Latvia	6	7	7	17	10	15	12	24	8	5	4	40	0	5	12	0
Luxembourg	4	8	7	40	5	9	3	10	0	3	11	45	0	8	4	12
Mexico	1	6	4	14	53	23	7	14	m	m	m	m	m	m	m	m
Netherlands	2	6	7	14	6	8	8	18	a	3	9	m	a	6	13	m
New Zealand	11	12	12	32	7	7	14	16	16	18	11	38	8	8	18	18
Norway	5	6	10	29	55	7	12	10	15	6	20	48	46	6	16	21
Poland	0	7	7	22	0	12	13	17	a	5 ^d	x(10)	m	a	7 ^d	x(14)	m
Portugal	a	7	8	22	a	18	20	20	a	6	7	23	a	16	16	21
Slovak Republic	1	8	7	18	2	12	13	21	0	3	2	6	0	4	3	14
Slovenia	6	11	8	24	22	15	15	17	0	14	8	39	0	12	14	31
Spain	7	7	9	36	19	16	12	11	m	5	7	m	m	11	10	m
Sweden	9	6	7	25	28	11	23	26	16	15	18	33	32	12	34	36
Switzerland	1	6	10	30	2	16	12	16	0	10	13	39	0	21	14	20
Turkey	6	7	6	19	17	11	9	16	6	9	9	22	11	23	29	20
United Kingdom	9	21	11	32	9	8	9	14	5	14	11	28	11	15	13	19
United States	5	11	6	27	6	6	6	15	6	14	18	36	4	13	21	32
OECD average	5	9	8	27	18	13	13	17	7	8	11	33	13	12	15	20
EU22 average	5	9	9	26	17	13	14	18	7	8	10	31	11	11	15	18
Partners																
Argentina ¹	9	6	4	45	4	10	5	7	m	m	m	m	m	m	m	m
Brazil	2	5	13	18	0	9	15	14	0	10	24	29	0	15	29	16
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	8	2	2	21	19	24	6	25	m	m	m	m	m	m	m	m
Costa Rica	12	7	4	10	6	7	1	0	m	m	m	m	m	m	m	m
India ¹	a	18	26	26	a	11	5	9	a	m	m	m	a	m	m	m
Indonesia	x(2)	12 ^d	5	6	x(6)	9 ^d	4	7	m	m	m	m	m	m	m	m
Lithuania	a	5	6	23	a	18	13	24	a	1	0	0	a	9	3	0
Russian Federation	6	11	6	19	27	15	17	4	m	m	m	m	m	m	m	m
Saudi Arabia	69	39	5	44	0	6	1	15	m	m	m	m	m	m	m	m
South Africa ¹	8	11	14	31	11	7	12	7	m	m	m	m	m	m	m	m
G20 average	m	12	9	27	m	12	12	14	m	m	m	m	m	m	m	m

1. Year of reference 2013.

Source: OECD. Argentina, China, Colombia, Costa Rica, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Lithuania: 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/10.1787/888933396786>

Table A3.6. Trends in first-time graduation rates, by tertiary levels (2005, 2010, 2014)*Sum of age-specific graduation rates, by demographic groups*


		Short-cycle tertiary (2-3 years)			Bachelor's or equivalent			Master's or equivalent			Doctoral or equivalent			First-time tertiary		
		2005	2010	2014	2005	2010	2014	2005	2010	2014	2005	2010	2014	2005	2010	2014
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD	Australia	m	18	20	45	49	61	17	19	19	1.7	2.1	2.5	52	62	75
	Austria	m	25	26	2	15	25	19	20	20	2.0	2.2	1.9	m	46	50
	Belgium	m	m	m	m	m	42	m	m	12	m	m	0.6	m	m	m
	Canada ¹	16	20	21	30	32	38	8	10	12	m	m	1.5	m	m	m
	Chile	m	m	22	m	m	34	m	m	9	m	m	0.2	m	m	51
	Czech Republic	m	m	0	m	m	39	m	m	26	1.2	1.3	1.6	m	m	44
	Denmark	7	9	12	43	47	54	19	22	26	1.3	2.0	3.2	53	58	64
	Estonia	a	a	a	m	m	m	m	m	m	0.7	0.9	m	m	m	m
	Finland	0	0	a	35	43	46	19	22	23	2.2	2.2	2.6	43	50	49
	France	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Germany	0	m	0	14	m	30	14	m	17	2.3	m	2.8	26	m	38
	Greece	m	m	a	m	m	m	m	m	m	0.7	1.1	m	m	m	m
	Hungary	4	6	7	23	21	25	9	10	15	m	m	0.9	m	m	36
	Iceland ¹	m	m	2	m	m	52	m	m	24	m	m	1.2	m	m	54
	Ireland	m	m	m	m	m	m	m	m	m	1.2	1.7	m	m	m	m
	Israel	m	m	m	34	36	43	11	14	19	1.3	1.5	1.5	m	m	m
	Italy	m	m	0	m	m	28	m	m	20	1.1	m	1.4	m	m	34
	Japan	m	m	24	m	m	45	m	m	8	m	1.1	1.2	m	m	71
	Korea	m	m	m	m	m	m	m	m	m	1.0	1.3	1.6	m	m	m
	Latvia	m	16	13	m	62	31	m	7	15	m	0.5	1.0	m	m	46
	Luxembourg	m	m	4	m	m	8	m	m	11	m	m	1.0	m	m	22
	Mexico	1	1	2	17	19	23	2	3	4	0.1	0.2	0.3	18	21	25
	Netherlands	m	0	1	m	41	42	m	15	18	1.4	m	2.2	m	45	46
	New Zealand	m	m	26	m	m	56	m	m	8	1.1	1.7	2.4	m	m	76
	Norway	4	m	4	37	m	39	13	m	18	1.3	1.8	2.1	48	m	47
	Poland	0	1	0	m	m	m	m	m	m	m	m	0.4	m	m	m
	Portugal	a	a	a	9	33	35	29	15	20	0.6	0.9	1.7	32	40	42
	Slovak Republic	m	m	1	m	m	40	m	m	38	1.2	3.4	2.6	m	m	43
	Slovenia	m	m	8	m	m	38	m	m	20	4.3	4.0	3.1	m	m	56
	Spain	m	m	22	m	m	26	m	m	20	1.0	1.1	1.6	m	m	59
	Sweden	m	6	6	m	20	27	m	20	20	m	m	2.4	m	m	41
	Switzerland	m	m	2	m	m	48	m	m	17	m	m	3.4	m	m	50
	Turkey	9	19	23	15	23	32	2	3	4	0.2	1.5	0.4	m	m	56
	United Kingdom	m	m	4	m	m	50	m	m	26	m	m	2.9	m	m	48
	United States	17	20	22	33	37	38	17	19	20	1.4	1.4	1.6	45	50	54
	OECD average ²	m	m	m	26	32	38	14	14	17	1.4	1.8	1.9	m	m	m
	EU22 average ²	m	m	m	m	m	m	m	m	m	1.7	2.0	2.3	m	m	m
Partners	Argentina ¹	m	m	18	m	m	13	m	m	2	m	m	0.3	m	m	m
	Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	China	m	m	25	m	m	22	m	m	2	m	m	0.2	m	m	23
	Colombia	m	m	10	m	m	16	m	m	8	m	m	0.0	m	m	m
	Costa Rica	m	m	3	m	m	44	m	m	6	m	m	0.1	m	m	m
	India ¹	a	a	a	m	m	32	m	m	3	m	m	0.1	m	m	32
	Indonesia	m	m	x(6)	m	m	22 ^d	m	m	1	m	m	0.1	m	m	24
	Lithuania	a	a	a	m	m	51	m	m	21	m	m	1.1	m	m	52
	Russian Federation	m	m	27	m	m	6	m	m	55	m	m	1.4	m	m	m
	Saudi Arabia	m	m	6	m	m	24	m	m	1	m	m	0.1	m	m	m
	South Africa ¹	m	m	6	m	m	12	m	m	1	m	m	0.2	m	m	m
	G20 average ²	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

1. Year of reference 2013 instead of 2014.

2. The averages are calculated only from countries with data available for all reference years and so may be different from Table A3.1.

Source: OECD. Argentina, China, Colombia, Costa Rica, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Lithuania: 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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