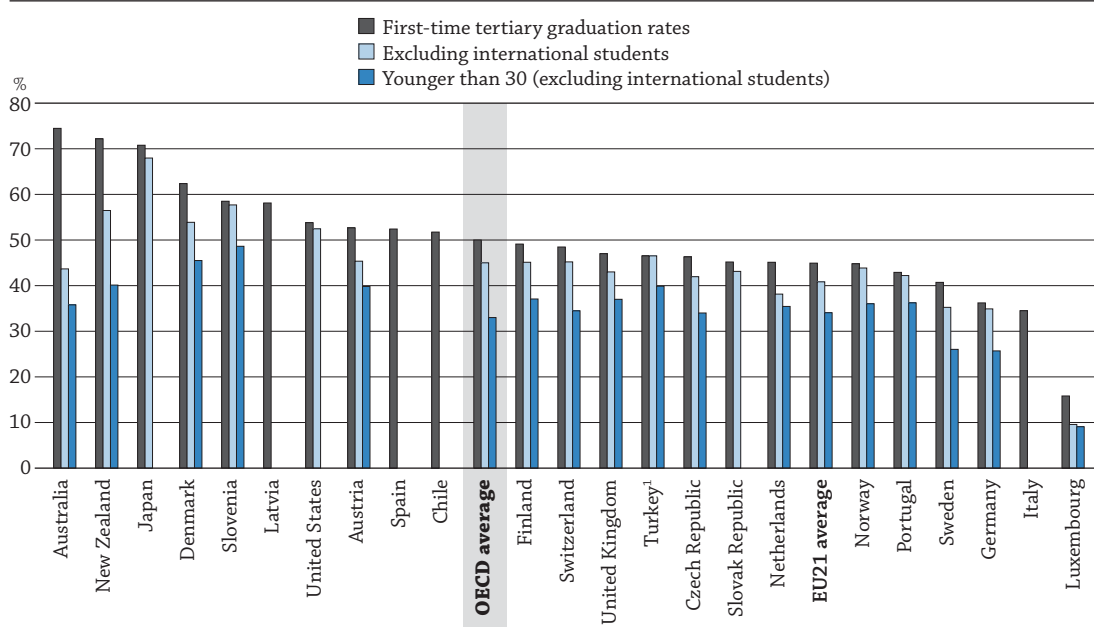


HOW MANY YOUNG PEOPLE ARE EXPECTED TO COMPLETE TERTIARY EDUCATION AND WHAT IS THEIR PROFILE?

- Based on current patterns of graduation, an average of 35% of today's young people across OECD countries are expected to graduate from tertiary education at least once before the age of 30.
- Women represented over half of all tertiary graduates in 2013 but are still under-represented in the fields of science and engineering.
- Graduates in fields of science and engineering combined represent less than a quarter of total tertiary graduates, but they represent 44% of graduates at the doctoral level.

Chart A3.1. First-time tertiary graduation rates (2013)



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 2012.

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

- In 2013, a majority of first-time tertiary graduates (69%) earned a bachelor's degree, 14% earned a master's degree and 18% earned a short-cycle tertiary diploma, on average across OECD countries.
- Advanced tertiary degrees attract more international students than bachelor's or equivalent degrees. Some 27% of students in OECD countries who graduated for the first time from a doctoral programme in 2013 were international students as were 18% 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.
- One in three tertiary graduates in 2013 graduated with a degree in social sciences, business and law. In almost all OECD countries, the largest share of graduates pursued this field of study.

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 2013 and the age-specific distribution of graduates. Therefore, graduation rates are based on the current pattern of graduation and thus 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 as a result of the implementation of the Bologna Process.

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 first 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, 50% of today's young people can be expected to graduate from tertiary education at least once during their lifetime, on average among the 22 OECD countries with comparable data for 2013. The proportion ranges from 16% in Luxembourg, where many citizens choose to study abroad, to 70% or more in Australia, Japan and New Zealand (Chart 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 2013, on average across OECD countries, 36% of young people in a given country are expected to graduate with a bachelor's degree over their lifetime, 17% are expected to earn a master's degree, 11% are expected to graduate from a short-cycle tertiary programme, and 2% are expected to graduate from a doctoral programme over their lifetime.

Although bachelor's degrees remain the most common tertiary diploma to be held by graduates in OECD countries, countries are promoting other levels of tertiary education too. 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 Australia, Austria, Japan, 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 from doctoral programmes have also increased over the past decade. In every country for which comparable data are available, the graduation rate from doctoral programmes increased between 2005 and 2013, except Austria, Finland and Slovenia, where the graduation rate decreased. Slovenia, Switzerland and the United Kingdom have the highest graduation rates at this level among all OECD countries, with 3% or more of young people – including international students – in these countries expected to graduate from doctoral programmes if 2013 patterns are maintained (Table A3.1, and Table A3.6, available on line).

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. By definition, they are 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 for Australia and New Zealand drop by 30 and 16 percentage points, respectively (Table A3.1).

Graduation rates among people under the age of 30 or 35

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 16 countries with available data, 35% of young people (excluding international students) are expected to obtain a tertiary diploma for the first time before the age of 30. This rate varies between 49% in Slovenia and 9% in Luxembourg.

In addition, some education systems accommodate a wider range of ages among their students than others. In Finland, Israel, New Zealand, the Slovak Republic and Switzerland, graduation rates at the bachelor's or equivalent level drops by 10 percentage points or more 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.

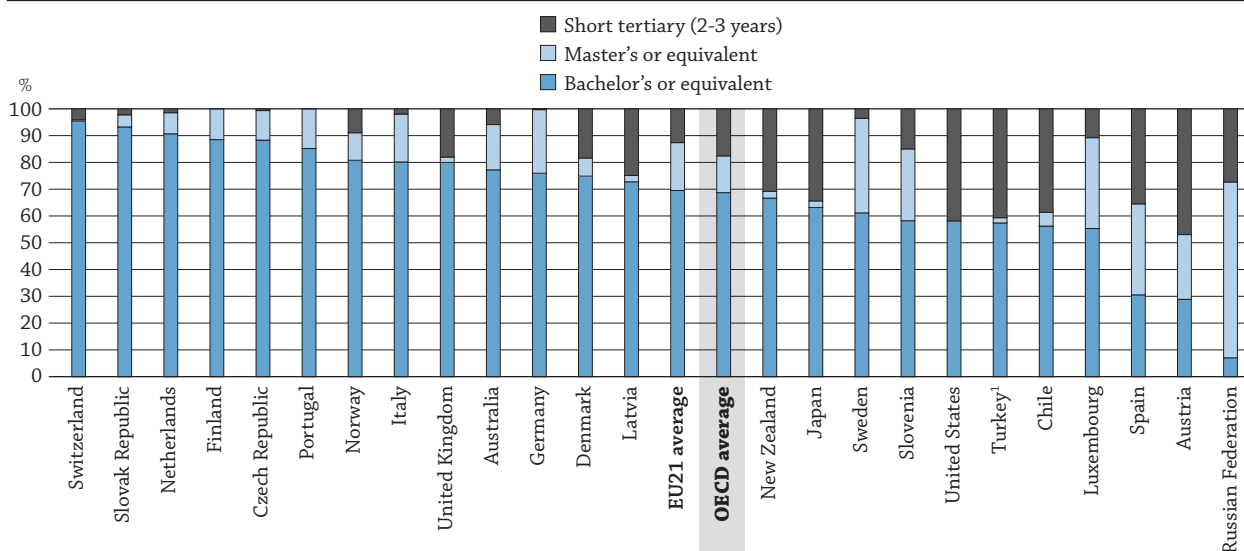
A majority of graduates holds a bachelor's degree or the equivalent

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

In 2013, most first-time tertiary graduates were awarded a bachelor's degree. In fact, on average across OECD countries, 69% of first-time tertiary graduates earned a bachelor's degree, 14% earned a master's degree and 18% 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 (47%) 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 the equivalent and master's or the 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 (Chart A3.2).

In addition, the great majority (82% on average across OECD countries) of first-time graduates in 2013 were 30 years old or younger, with large differences among countries. In Chile, Latvia, New Zealand, Sweden and Switzerland, at least 25% of graduates were older than 30, whereas only 8% of first-time tertiary graduates in the Netherlands were that age (Table A3.2).

Chart A3.2. Distribution of first-time graduates by level of education (2013)

1. Year of reference 2012.

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

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

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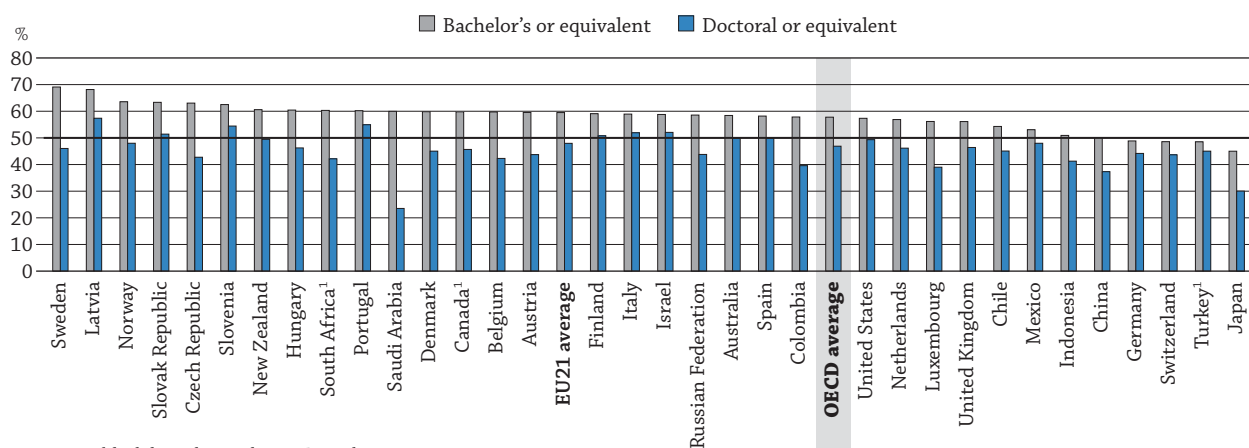
More than half of all first-time graduates are women

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 2013, an average of 57% of first-time graduates from tertiary education in OECD countries were women, ranging from 47% in Turkey to 69% in Latvia (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 while 47% of doctoral-level graduates were. The largest difference between the shares 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 (Chart A3.3).

Although most tertiary graduates in 2013 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 (Indicators A5 and A6).

In addition, even though women are over-represented among tertiary graduates, they remain under-represented in certain fields of study, such as science and engineering (see *Education at a Glance* online database). 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, less than 5% of girls that age contemplate a career in engineering or computing (OECD, 2015b).

Chart A3.3. Percentage of female graduates in tertiary levels of education (2013)



Note: The black line shows the 50% mark.

¹ Year of reference 2012.

Countries are ranked in descending order of the 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 enrol 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 2013, 27% of doctoral graduates in OECD countries were international students as were 18% of graduates from master's programmes or the equivalent, and 7% of graduates at the bachelor's level. In Belgium, the Netherlands, New Zealand, Switzerland and the United Kingdom, 40% or more of graduates from doctoral programmes were international students. In Luxembourg, eight out of ten doctoral graduates were international students. In Australia, master's programmes attract more international students (57%) than doctoral programmes (36%).

For more details on the internationalisation of tertiary education, please refer to Chapter C (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 a particular country.

One in three tertiary graduates in 2013 earned a degree from the field of social sciences, business and law. In all OECD countries but Korea, the largest share of graduates pursued this field of study. More than 45% of tertiary graduates in Colombia, Luxembourg, Turkey, Russian Federation and South Africa earned a degree in this field. The fields of science and engineering lag behind, with 14% of graduates in engineering, manufacturing and construction, and 9% of graduates in science (Table A3.3).

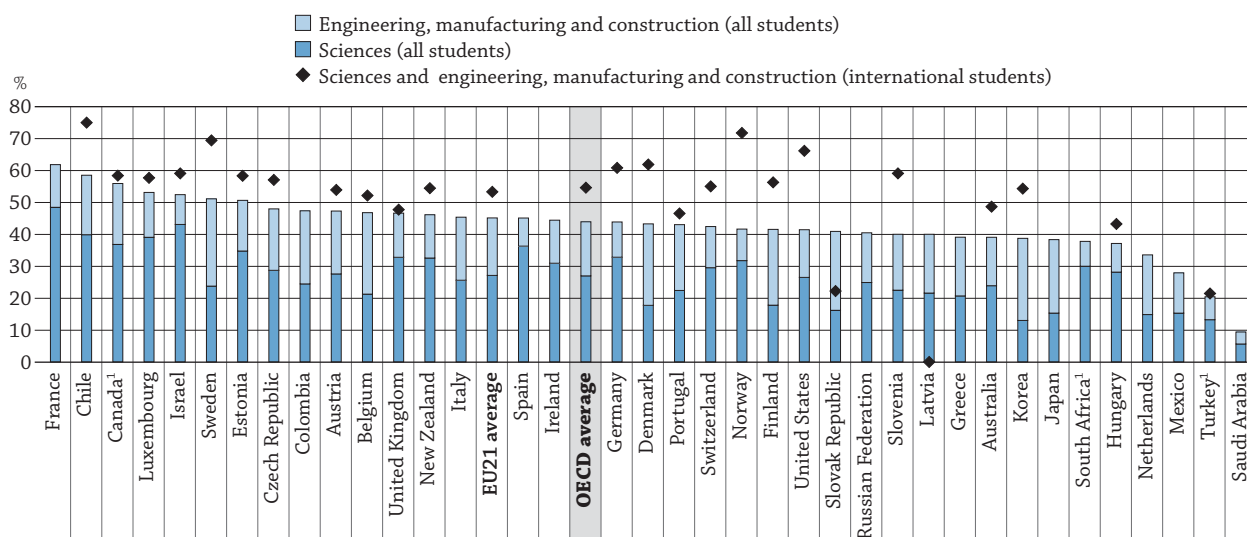
Many countries are pushing for a better balance in the distribution of graduates across fields of education. For instance, the United States recently took measures to increase the number of graduates with tertiary science and engineering qualifications by one million by 2022. Similarly, the European 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.

But the small share of graduates in science and engineering at the tertiary level hides large differences by level of tertiary education. In science, the higher the degree, the larger the share of students graduating from this field. While 5% of graduates from short-cycle tertiary programmes, 8% of graduates from bachelor's or the equivalent programmes, and 9% of graduates from master's or the equivalent programmes earned a degree in science in 2013, more than 27% of graduates from doctoral programmes did, on average across OECD countries. In Canada, Chile and France, 55% or more of doctoral students graduated from the field of sciences or engineering in 2013 (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 sciences or engineering (32% earned a doctorate in sciences and 23% earned a doctorate in engineering), compared with one in five international students who graduated at the bachelor's level or from a short-cycle tertiary programme (Chart A3.4).

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).


Chart A3.4. Percentage of students (all students and international students) who graduate from sciences and engineering at doctoral level (2013)



1. Year of reference 2012.

Countries are ranked in descending order of the percentage of sciences and engineering graduates at doctoral level.

Source: OECD, Table A3.5. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Box A3.1. Do tertiary graduates perceive their workplace as innovative?

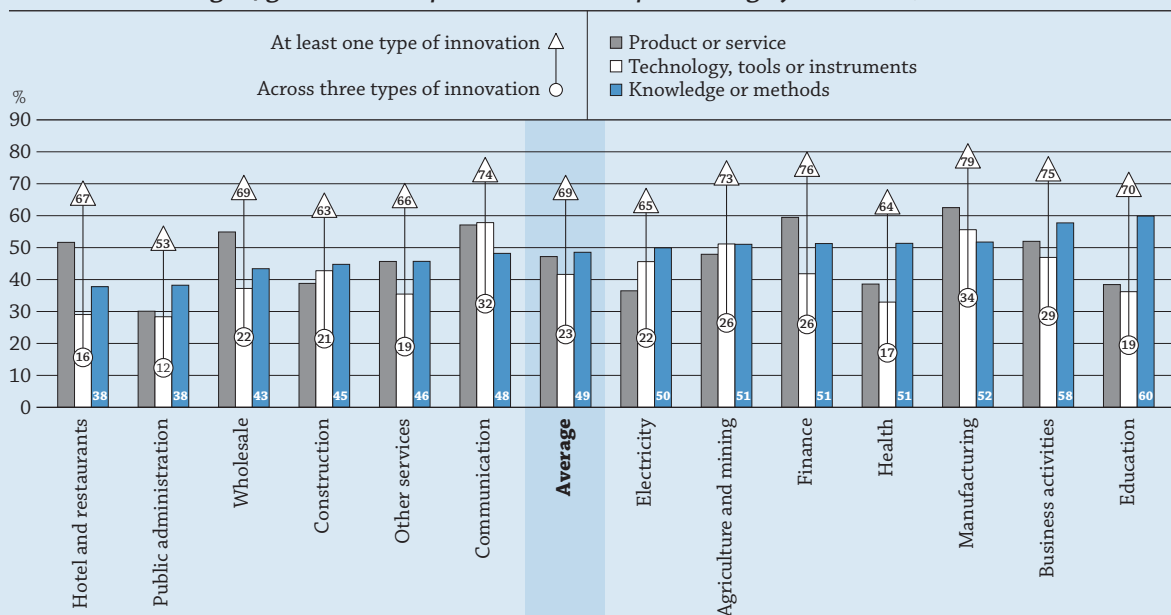
Figuring out how to capture the value added from innovation is neither a simple nor a new problem. The OECD Innovation Strategy called for new perspectives on the measurement of innovation (OECD, 2010a, 2010b). In particular, it called for measures of innovation in the public sector, including in the education sector. The following charts are derived from *Measuring Innovation in Education* (OECD, 2014), responding to this call, offering new perspectives, based on REFLEX (2005) and HEGESCO (2008) surveys covering 19 European countries. In those surveys, innovation is defined as the introduction of “new or significantly improved products, processes, organisation or marketing methods”. The surveys asked tertiary graduates, five years after they graduated: “How would you characterise the extent of innovation in your organisation or your workplace?” in reference to three types of innovation identified in the Oslo Manual (OECD and Eurostat, 2005): “products or services”, e.g. new syllabi, textbooks or educational resources; “technology,

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tools or instruments”, new processes for delivering their services, e.g. use of ICT in e-learning services, new learning-management system, new online courses, new pedagogic tools, such as maps, anatomy models, e-labs, etc.; and “knowledge or methods”, e.g. new pedagogies, new administrative management systems regarding admissions or other formalities, ICT to communicate with students and parents, etc.. “High innovation” corresponds to values 4 and 5 in the scale from 1 (very low) to 5 (very high). The indicators presented below capture innovation as a significant change in key practices.

Chart A3.a. Professionals in highly innovative workplaces, by sector and innovation type
Percentage of graduates who perceive their workplace as highly innovative, 2005 or 2008



Data are ranked in ascending order of the percentage of graduates who perceive their workplace as highly innovative for knowledge or methods innovation.
Source: Figures 1.4, 1.6 and 1.8 from OECD (2014), *Measuring Innovation in Education: A New Perspective*, Educational Research and Innovation, OECD Publishing, <http://dx.doi.org/10.1787/9789264215696-en>.
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On average, more than two out of three tertiary graduates (69%) across all sectors perceived their workplace as highly innovative for at least one type of innovation. Interestingly, about the same proportion (70%) of tertiary graduates employed in the education sector, both public and private, considered their workplace as highly innovative for at least one type of innovation. Contrary to common belief, there is a fair level of innovation in the education sector, both relative to other sectors and in absolute terms. Some 60% of tertiary graduates employed in the education sector considered their workplace as highly innovative regarding knowledge or methods (compared to 49%, on average, across all sectors); 38% considered their workplace as highly innovative regarding products or services (compared with 47%, on average); and 36% considered their workplace as highly innovative regarding technology, tools or instruments (compared with 41%, on average). Given these results, it appears that most innovation in the education sector focuses on teaching methods and knowledge (Chart A3.a).

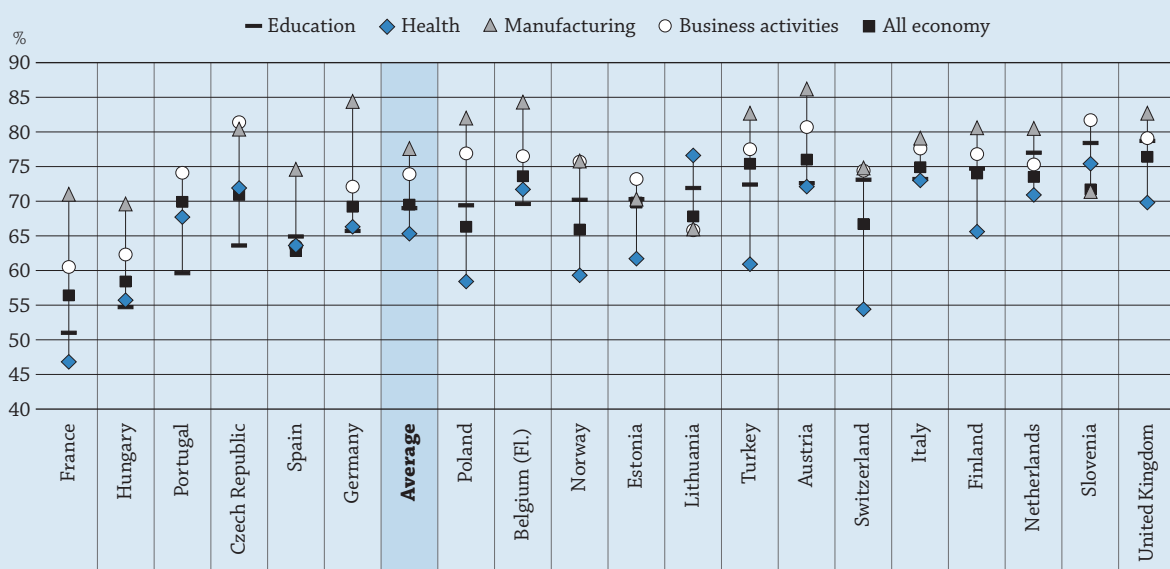
Finland, Italy, the Netherlands, Slovenia and the United Kingdom have the largest share of graduates who considered their workplace in the education sector as highly innovative regarding at least one type of innovation. But graduates in these countries differ in how they perceive innovation in education as compared with innovation in other sectors. In Finland, graduates consider the education sector as innovative as the average across other sectors. Graduates in the Netherlands, Slovenia and the United Kingdom consider the education sector more innovative than the average across all sectors of the economy, while the opposite is observed in Italy. Interestingly, the standard deviation varies considerably across countries. Italy, the Netherlands and Slovenia show the smallest deviation across sectors.

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In contrast, the share of graduates who consider the education sector as highly innovative regarding at least one type of innovation is the smallest in the Czech Republic, France, Hungary and Portugal. Graduates working in the education sector in these four countries consider their own sector as less innovative than graduates working in other sectors of the economy. In the Czech Republic and Portugal, the shares of graduates who perceived the education sector as being highly innovative are far smaller than those who perceived other sectors of the economy as being innovative (Chart A3.b).


Interestingly, some of the countries covered by the survey reformed their education systems significantly since the release of this survey.

Chart A3.b. Professionals in innovative workplaces
regarding at least one type of innovation, by sector and country
Percentage of graduates who perceive their workplace as highly innovative
in at least one type of innovation, 2005 or 2008



Note: Hungary, Lithuania, Poland, Slovenia and Turkey refer to HEGESCO (2008). Austria, the Belgium Flemish Community, the Czech Republic, Estonia, Finland, France, Germany, Italy, the Netherlands, Norway, Portugal, Spain, Switzerland, and the United Kingdom refer to REFLEX (2005). Data are ranked in ascending order of the percentage of graduates who perceive their workplace in education sector to be highly innovative regarding at least one type of innovation.

Source: Figure 1.5 from OECD (2014), *Measuring Innovation in Education: A New Perspective*, Educational Research and Innovation, OECD Publishing, <http://dx.doi.org/10.1787/9789264215696-en>.

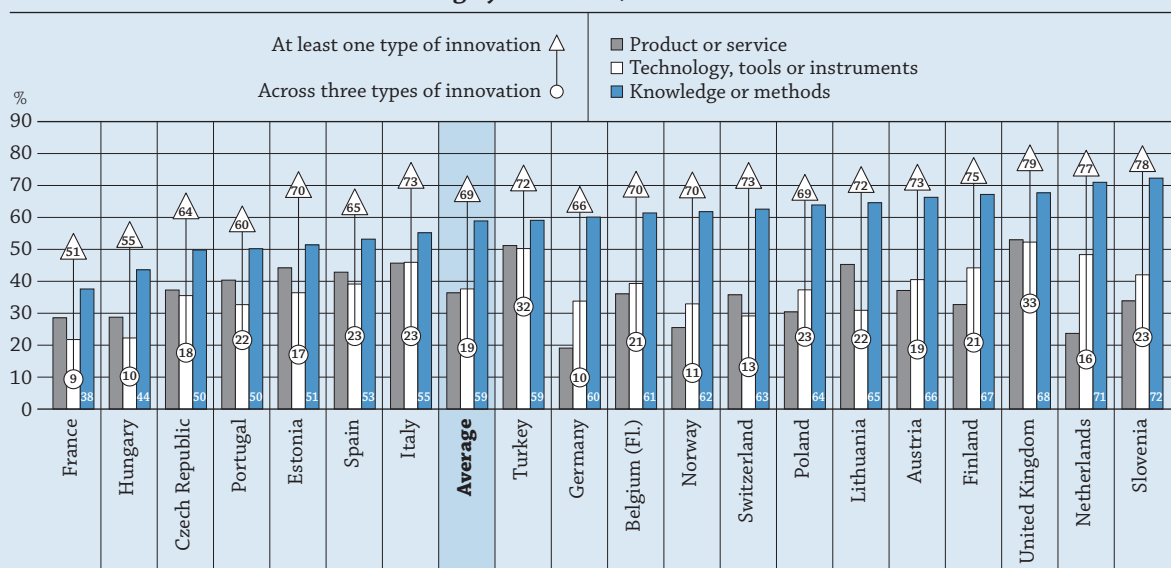
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In education sector more specifically, graduates in all countries reported innovations in “knowledge and methods” as the most common in 2008. On average across countries, 59% of the graduates working in the education sector considered that their workplace is highly innovative in this respect. By contrast, 38% of graduates working in the education sector considered their workplace as highly innovative for “products or services”; and 36% consider their workplace highly innovative for “technology, tools or instruments”.

The Netherlands, Slovenia and the United Kingdom have the largest share of graduates who considered their workplace to be highly innovative regarding knowledge and methods. It is worth noting that the Netherlands and the United Kingdom are also among the countries that reported the highest level of school autonomy, as measured by the OECD Programme for International Student Assessment (PISA). Although there is no evidence of a strong correlation between school autonomy and degree of innovation in knowledge and methods across all countries, it is an interesting coincidence in some countries, suggesting that autonomous schools with control over staffing, budget, curriculum and assessments may be better equipped to introduce innovations in education.

Turkey and the United Kingdom reported the largest share of graduates (more than 50%) who considered their workplace in the education sector to be highly innovative considering the two other types of innovation: “products and services” and in “technology, tools or instruments”. By contrast, in 2008, French and Hungarian graduates perceived the education sector as less innovative than other sectors. The share of graduates who were employed in the educator sector in highly innovative workplaces regarding “at least one type of innovation” and “all three types of innovation” was below the European average in these two countries, and each country ranked below average for all three types of innovation.

Chart A3.c. Education professionals in highly innovative workplaces, by innovation type and country
 Percentage of graduates working in the education sector who perceive their workplace as highly innovative, 2005 or 2008



Note: Hungary, Lithuania, Poland, Slovenia and Turkey refer to HEGESCO (2008). Austria, the Belgium Flemish Community, the Czech Republic, Estonia, Finland, France, Germany, Italy, the Netherlands, Norway, Portugal, Spain, Switzerland, and the United Kingdom refer to REFLEX (2005).

Data are ranked in ascending order of the percentage of graduates who perceive their workplace in education sector to be highly innovative for knowledge or methods innovation.

Source: Figures 1.3, 1.5 and 1.7 from OECD (2014), *Measuring Innovation in Education: A New Perspective*, Educational Research and Innovation, OECD Publishing, <http://dx.doi.org/10.1787/9789264215696-en>.

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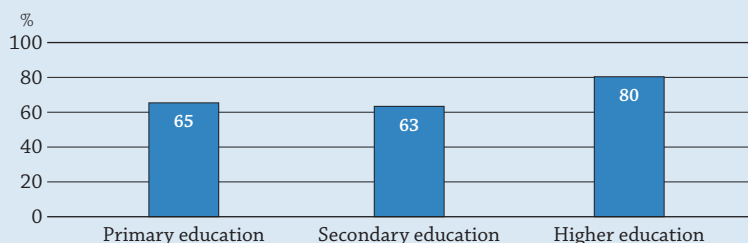
How can perceived innovation, or lack thereof, be explained? Education science is relatively new so there is a comparatively small number of teaching practices that have been evaluated through research. One explanation may come from sociologists, particularly Max Weber, who have sought, since the 19th century, to explain the efforts of bureaucracies, both government and private, to rationalise and make more efficient the work and accountability of large organisations. Among the practices of public service organisations, including educational institutions that make innovation difficult are professional associations that control entry and advancement, labour agreements, expectations for transparency, and consultation outside the organisation. This may explain why France ranks low in innovation in its education and health sectors, both of which are large public service organisations with strong professional associations. In education, the traditional “decoupling” or “loose coupling” of the technical core (i.e. classroom teaching) from the formal organisation and from the policy environment hampers innovation (Dumont, Istance and Benavides [2010]).

The survey also analyses the education sector by level of education. Although no country-by-country analysis is possible, the survey found that 80% of graduates employed in tertiary education consider their workplace as highly innovative, compared to 65% of graduates employed in primary education, and 63% employed in secondary education.

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Chart A3.d. Education professionals working in innovative workplace, by type of education taught

Percentage of graduates who perceive their workplace as highly innovative regarding at least one type of innovation, 2005 or 2008



Data are ranked by level of education.

Source: Figure 1.12 from OECD (2014), *Measuring Innovation in Education: A New Perspective*, Educational Research and Innovation, OECD Publishing, <http://dx.doi.org/10.1787/9789264215696-en>.

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Among European countries, the increase in educational attainment over the past decades, particularly in tertiary education, may explain why that segment is considered more innovative than other segments. Despite some funding problems, tertiary education remains a hugely successful enterprise, facing rising demand worldwide as students and parents know (or believe) that life chances, and economic and social returns will be enhanced with a tertiary education. Shifting the cost of tertiary education to students/parents through rising tuition fees and, consequently, greater indebtedness among students, is unsustainable. While the more selective institutions may not be threatened, these conditions may increase the competitive advantage of for-profit providers, creating incentives to develop low-cost faculty, standardised curricula, distance-learning methods, such as MOOCs, and minimal overhead costs, etc. (Kaufmann, 2012).

Methodology

Measuring innovation and its effectiveness in the public sector, and in education in particular, is in its infancy. *Measuring innovation in education* is a pioneering attempt to present indicators based on existing international datasets. It aims to provide education policy makers with an estimated order of magnitude of innovation and change in education.

Measuring innovation in education presents two broad approaches to measuring innovation in education: adapting innovation surveys to the public sector (including education), and analysing organisational changes through teacher-student surveys. This indicator is based on the first approach. While such an approach – asking graduates to assess the “level” of innovation – is subjective, it provides information regarding the perceived level of innovation by sector.

The REFLEX (2005) and HEGESCO (2008) surveys asked graduates of higher education five years after they graduated: “How would you characterise the extent of innovation in your organisation or your work?” regarding “products or services”, “technology, tools or instruments” and “knowledge or methods”. “High innovation” corresponds to values 4 and 5 in the scale from 1 (very low) to 5 (very high). The education sector includes primary, secondary and higher education as well as other non-specified education activities.

This approach is complementary to other measurement approaches. In fact, measuring innovation through several approaches would enrich the stock of knowledge, and improve the understanding of the benefits of innovation in the education sector. *Measuring Innovation in Education* suggests that developing an international survey on innovation in education would have several advantages, including larger country coverage (on a comparable basis) and a wider array of respondent stakeholders, targeting three levels of stakeholders: school principal/president, teachers/faculty, and students (in primary, secondary and tertiary education). Such a survey would help to identify the main areas of innovation – and even specific innovations – in the education sector and avoid the ambiguities of the “innovation” concept.

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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 Table A3.1 (columns 13 to 15) and Table A3.2.

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 graduated with a bachelor's degree previously. This definition is applied in Table A3.1 (columns 1 to 12), Table A3.4 and Table A3.5.

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 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).

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). 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/10.1787/888933284841>

Table A3.1	First-time graduation rates, by tertiary ISCED level (2013)
Table A3.2	Profile of a first-time tertiary graduate (2013)
Table A3.3	Distribution of all tertiary graduates, by field of education (2013)
Table A3.4	Percentage of female and international first-time graduates, by tertiary ISCED level (2013)
Table A3.5	Percentage of all students and international students who graduate from sciences and engineering programmes, by tertiary ISCED level (2013)
WEB Table A3.6	Trends in first time graduation rates, by tertiary ISCED level (2005-13)
WEB Table A3.7	Share of tertiary graduates 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 A3.1. **First-time graduation rates, by tertiary ISCED level (2013)***Sum of age-specific graduation rates, by demographic group*

	Short tertiary (2-3 years) ISCED 5			Bachelor's or equivalent ISCED 6			Master's or equivalent ISCED 7			Doctorate or equivalent ISCED 8			First-time tertiary		
	Total	Excluding international students		Total	Excluding international students		Total	Excluding international students		Total	Excluding international students		Total	Excluding international students	
		Total	Younger than 30		Total	Younger than 30		Total	Younger than 35		Total	Younger than 35		Total	Younger than 30
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD															
Australia	28	26	12	61	43	34	18	8	5	2.5	1.6	0.8	74	44	36
Austria	26	26	25	25	21	18	22	18	15	1.9	1.4	1.0	53	45	40
Belgium	m	m	m	42	39	m	11	8	m	0.5	0.3	m	m	m	m
Canada ¹	22	19	15	33	30	28	11	9	7	1.3	1.1	0.7	m	m	m
Chile	20	m	m	31	m	m	9	m	m	0.2	m	m	52	m	m
Czech Republic	0	0	0	41	38	31	27	24	21	1.6	1.4	1.0	46	42	34
Denmark	12	10	8	52	48	40	26	21	19	2.8	1.9	1.3	62	54	45
Estonia	a	a	a	m	m	m	m	m	m	1.3	m	m	m	m	m
Finland	a	a	a	46	44	34	23	21	16	2.5	2.0	0.9	49	45	37
France	m	m	m	m	m	m	m	m	m	1.7	m	m	m	m	m
Germany	0	0	0	27	27	19	16	15	14	2.7	2.3	1.9	36	35	26
Greece	a	a	a	m	m	m	m	m	m	0.9	m	m	m	m	m
Hungary	7	7	7	22	21	15	15	14	12	0.7	0.7	0.5	m	m	m
Iceland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Ireland	m	m	m	m	m	m	m	m	m	2.2	m	m	m	m	m
Israel	m	m	m	42	40	30	19	18	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	25	24	m	45	44	m	8	8	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
Luxembourg	2	1	1	9	7	7	5	1	1	0.8	0.1	0.1	16	10	9
Mexico	2	m	m	22	m	m	4	m	m	0.3	m	m	m	m	m
Netherlands	1	1	0	41	37	35	m	m	m	2.1	1.3	1.1	45	38	35
New Zealand	25	19	11	54	44	32	7	5	3	2.2	1.1	0.6	72	56	40
Norway	4	4	3	37	36	30	17	15	12	1.9	1.3	0.6	45	44	36
Poland	1	m	m	m	m	m	m	m	m	0.6	m	m	m	m	m
Portugal	a	a	a	36	36	30	20	19	16	1.7	1.5	0.7	43	42	36
Slovak Republic	1	1	1	42	41	22	40	38	31	2.5	2.3	1.8	45	43	m
Slovenia	8	8	5	37	36	31	21	20	18	3.6	3.5	2.4	58	58	49
Spain	20	m	m	18	18	15	22	21	19	1.5	m	m	52	m	m
Sweden	7	7	5	26	25	18	20	15	12	2.7	1.9	1.0	41	35	26
Switzerland	2	2	2	46	43	33	17	13	11	3.2	1.6	1.2	48	45	34
Turkey ¹	19	19	16	27	27	23	3	3	3	0.7	0.7	0.5	47	47	40
United Kingdom	8	8	5	45	38	33	27	15	10	3.0	1.7	1.1	47	43	37
United States	22	22	m	38	37	m	20	18	m	1.5	1.1	m	54	52	m
OECD average	11	11	7	36	34	27	17	15	13	1.7	1.4	1.0	50	45	35
EU21 average	7	6	5	34	32	26	21	18	15	1.8	1.6	1.1	45	41	34
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
China	19	19	m	17	17	m	2	2	m	0.2	0.2	m	m	m	m
Colombia	13	m	m	19	m	m	9	m	m	0.0	m	m	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	23	m	m	1	m	m	0.1	m	m	m	m	m
Latvia	15	m	m	42	m	m	14	m	m	1.1	m	m	58	m	m
Russian Federation	29	m	m	6	m	m	52	m	m	1.4	m	m	m	m	m
Saudi Arabia	6	m	m	22	m	m	1	m	m	0.1	m	m	m	m	m
South Africa ¹	6	m	m	11	m	m	1	m	m	0.2	m	m	m	m	m
G20 average	14	17	m	29	33	m	13	10	m	1.2	1.2	m	m	m	m

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.


StatLink  <http://dx.doi.org/10.1787/888933284850>

Table A3.2. Profile of a first-time tertiary graduate (2013)

	Share of female graduates	Share of graduates below the typical age of 30	Share of International graduates	Share of first-time graduates by level of education		
				Short tertiary (2-3 years)	Bachelor's or equivalent	Master's or equivalent
	(1)	(2)	(3)	(4)	(5)	(6)
OECD						
Australia	57	84	42	6	77	17
Austria	57	85	14	47	29	24
Belgium	m	m	m	m	m	m
Canada	m	m	m	m	m	m
Chile	58	74	m	39	56	5
Czech Republic	63	81	9	1	88	11
Denmark	58	84	14	18	75	7
Estonia	m	m	m	m	m	m
Finland	57	81	8	a	89	11
France	m	m	m	m	m	m
Germany	51	87	4	0	76	24
Greece	m	m	m	m	m	m
Hungary	m	m	m	m	m	m
Iceland	m	m	m	m	m	m
Ireland	m	m	m	m	m	m
Israel	m	m	m	m	m	a
Italy	59	86	m	2	80	18
Japan	51	m	4	34	63	2
Korea	m	m	m	m	m	m
Luxembourg	55	86	40	11	55	34
Mexico	m	m	m	m	m	m
Netherlands	57	92	15	1	91	8
New Zealand	58	75	22	31	67	3
Norway	60	81	2	9	81	10
Poland	m	m	m	m	m	m
Portugal	59	82	2	a	85	15
Slovak Republic	64	82	5	2	93	5
Slovenia	61	81	1	15	58	27
Spain	55	82	m	35	31	34
Sweden	62	75	13	4	61	35
Switzerland	49	75	7	4	95	1
Turkey ¹	47	87	0	41	57	2
United Kingdom	56	87	9	18	80	2
United States	58	m	3	42	58	a
OECD average	57	82	11	18	69	14
EU21 average	58	84	11	13	70	18
Partners						
Argentina	m	m	m	m	m	m
Brazil	m	m	m	m	m	m
China	m	m	m	m	m	m
Colombia	m	m	m	m	m	a
India	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m
Latvia	69	74	m	25	73	2
Russian Federation	59	m	m	27	7	66
Saudi Arabia	m	m	m	m	m	m
South Africa	m	m	m	m	m	a
G20 average	m	m	m	m	m	m

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 A3.3. **Distribution of all tertiary graduates, by field of education (2013)**

	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	8	10	44	8	8	1	18	3
Austria	11	11	33	9	19	2	7	9
Belgium	10	11	32	5	12	2	25	2
Canada ¹	8	11	39	10	10	1	15	5
Chile	16	4	28	5	14	2	22	9
Czech Republic	12	8	36	11	13	4	10	5
Denmark	7	12	35	8	12	1	21	3
Estonia	8	13	31	11	13	2	12	8
Finland	6	13	25	7	21	2	20	6
France	3	9	43	9	15	1	16	4
Germany	11	13	29	14	20	2	8	4
Greece	10	12	31	12	18	5	8	3
Hungary	14	9	43	6	11	2	8	8
Iceland	m	m	m	m	m	m	m	m
Ireland	9	13	31	11	12	1	16	6
Israel	m	m	m	m	m	m	m	m
Italy	5	17	33	8	16	2	16	3
Japan	8	15	29	3	18	3	15	9
Korea	7	18	22	7	24	1	14	7
Luxembourg	24	8	48	10	6	0	4	0
Mexico	12	4	44	5	22	2	9	1
Netherlands	12	9	40	6	8	1	19	5
New Zealand	12	14	33	12	7	1	15	5
Norway	17	10	25	7	13	1	21	6
Poland	m	m	m	m	m	m	m	m
Portugal	9	9	31	8	18	1	17	6
Slovak Republic	13	7	32	7	13	2	19	7
Slovenia	10	10	36	10	16	3	8	8
Spain	14	9	28	9	16	1	15	8
Sweden	13	6	29	8	18	1	23	3
Switzerland	10	9	37	8	14	2	13	8
Turkey ¹	10	8	47	9	12	3	6	5
United Kingdom	10	16	30	16	9	1	16	2
United States	8	21	32	8	6	1	16	7
OECD average	10	11	34	9	14	2	15	5
EU21 average	10	11	34	9	14	2	14	5
Partners								
Argentina	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m
Colombia	8	3	53	4	17	2	7	4
India	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	m	m	m	m
Latvia	7	8	40	6	12	1	18	7
Russian Federation	8	4	50	6	21	1	5	5
Saudi Arabia	8	28	26	18	9	0	7	2
South Africa ¹	20	5	47	11	8	2	7	0
G20 average	m	m	m	m	m	m	m	m

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

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 A3.4. **Percentage of female and international first-time graduates, by tertiary ISCED level (2013)**

	Percentage of female graduates				Percentage of international graduates			
	Short tertiary (2-3 years)	Bachelor's or equivalent	Master's or equivalent	Doctoral or equivalent	Short tertiary (2-3 years)	Bachelor's or equivalent	Master's or equivalent	Doctoral or equivalent
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
OECD								
Australia	58	58	54	50	9	30	57	36
Austria	54	60	55	44	1	14	18	29
Belgium	m	60	56	42	m	6	26	46
Canada ¹	56	60	56	46	13	9	17	16
Chile	61	54	55	45	m	m	m	m
Czech Republic	66	63	61	43	3	7	10	13
Denmark	48	60	56	45	16	8	18	31
Estonia	a	m	m	60	a	m	m	m
Finland	a	59	60	51	a	5	9	21
France	m	m	m	44	m	m	m	m
Germany	75	49	53	44	0	3	10	15
Greece	a	m	m	45	a	m	m	m
Hungary	69	61	61	46	0	3	4	7
Iceland	m	m	m	m	m	m	m	m
Ireland	m	m	m	49	m	m	m	m
Israel	m	59	60	52	m	3	3	3
Italy	24	59	60	52	m	m	m	m
Japan	62	45	33	30	4	2	9	19
Korea	m	m	m	34	m	m	m	m
Luxembourg	59	56	51	39	46	21	71	81
Mexico	42	53	55	48	m	m	m	m
Netherlands	51	57	m	46	a	10	m	40
New Zealand	54	61	55	50	23	18	29	46
Norway	24	64	58	48	0	2	11	30
Poland	84	m	m	55	m	m	m	m
Portugal	a	60	61	55	a	2	5	11
Slovak Republic	70	63	64	51	1	4	4	6
Slovenia	48	63	65	55	0	1	2	4
Spain	52	58	56	50	m	1	5	m
Sweden	55	69	55	46	0	3	25	32
Switzerland	59	49	49	44	a	7	23	51
Turkey ¹	45	49	48	45	0	1	2	3
United Kingdom	57	56	58	46	6	15	45	44
United States	61	57	58	49	2	3	11	27
OECD average	56	58	56	47	m	7	18	27
EU21 average	58	60	58	48	m	7	18	27
Partners								
Argentina	m	m	m	m	m	m	m	m
Brazil	m	m	m	m	m	m	m	m
China	52	50	49	37	0	0	1	2
Colombia	51	58	57	40	m	m	m	m
India	m	m	m	m	m	m	m	m
Indonesia	m	51	48	41	m	m	m	m
Latvia	71	68	69	57	m	m	m	m
Russian Federation	53	59	61	44	m	m	m	m
Saudi Arabia	23	60	40	24	m	m	m	m
South Africa ¹	62	60	47	42	m	m	m	m
G20 average	52	55	51	42	4	8	19	20

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 A3.5. **Percentage of all students and international students who graduate from sciences and engineering programmes, by tertiary ISCED level (2013)**

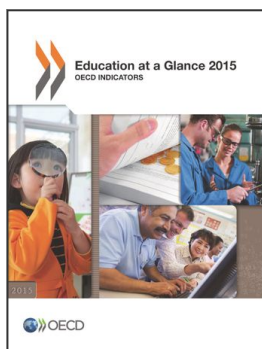
	Percentage of students who graduate from sciences and engineering programmes								Percentage of international students who graduate from sciences and engineering programmes							
	Sciences				Engineering, manufacturing and construction				Sciences				Engineering, manufacturing and construction			
	Short tertiary (2-3 years)	Bachelor's or equivalent	Master's or equivalent	Doctoral or equivalent	Short tertiary (2-3 years)	Bachelor's or equivalent	Master's or equivalent	Doctoral or equivalent	Short tertiary (2-3 years)	Bachelor's or equivalent	Master's or equivalent	Doctoral or equivalent	Short 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	9	7	24	9	7	9	15	7	9	10	27	11	9	10	22
Austria	4	12	10	28	31	14	12	20	0	11	8	34	30	11	10	20
Belgium	0	4	7	21	0	11	14	26	m	2	10	22	m	8	13	30
Canada ¹	5	13	10	37	13	8	9	19	6	13	10	37	16	9	11	21
Chile	4	5	3	40	15	17	3	19	3	6	7	42	16	18	8	33
Czech Republic	0	10	10	29	0	12	15	19	0	15	13	37	0	10	11	20
Denmark	6	6	13	18	23	10	10	26	7	8	13	19	19	24	15	42
Estonia	a	10	12	35	a	11	18	16	a	1	14	25	a	0	17	33
Finland	a	5	9	18	a	22	18	24	a	4	15	23	a	29	33	34
France	3	12	10	48	22	8	17	13	m	m	m	m	m	m	m	m
Germany	0	11	17	33	31	24	15	11	a	12	13	46	a	28	25	15
Greece	a	11	17	21	a	19	15	18	a	m	m	m	a	m	m	m
Hungary	9	5	6	28	3	12	12	9	3	6	3	35	13	9	4	8
Iceland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Ireland	12	11	9	31	20	12	4	13	m	m	m	m	m	m	m	m
Israel	m	8	7	43	m	13	5	9	m	8	8	41	m	11	4	18
Italy	10	8	7	26	69	15	18	20	m	m	m	m	m	m	m	m
Japan	0	4	10	15	15	17	33	23	m	m	m	m	m	m	m	m
Korea	2	10	6	13	28	23	17	26	1	4	5	25	37	12	16	30
Luxembourg	1	6	12	39	10	7	4	14	0	5	15	44	0	2	4	13
Mexico	1	6	4	15	52	22	7	13	m	m	m	m	m	m	m	m
Netherlands	2	6	6	15	6	8	8	19	a	3	9	m	a	5	11	m
New Zealand	12	12	13	33	6	6	15	14	15	16	16	37	6	7	19	17
Norway	3	5	10	32	55	8	14	10	0	6	18	52	50	5	19	20
Poland	0	7	6	m	0	11	12	m	a	4 ^d	x(10)	m	a	6 ^d	x(14)	m
Portugal	a	6	8	22	a	18	18	21	a	6	8	26	a	21	16	20
Slovak Republic	2	8	7	16	3	13	13	25	0	2	2	7	0	9	3	15
Slovenia	6	10	8	22	24	15	15	18	0	10	8	41	17	16	14	18
Spain	7	7	10	36	19	20	12	9	m	5	7	m	m	9	9	m
Sweden	9	6	8	24	28	10	24	27	14	12	20	32	21	15	37	38
Switzerland	1	6	10	30	2	16	12	13	a	10	12	37	a	17	14	18
Turkey ¹	7	9	10	13	19	8	9	7	2	10	12	16	9	16	17	5
United Kingdom	12	20	11	33	8	9	10	14	9	14	11	29	10	15	13	19
United States	5	11	6	26	7	6	6	15	6	13	18	35	4	12	21	31
OECD average	5	8	9	27	19	13	13	17	4	8	11	32	15	12	14	23
EU21 average	5	9	10	27	19	13	13	18	4	7	10	30	12	13	15	23
Partners																
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Brazil	2	6	m	m	0	8	m	m	0	6	m	m	0	14	m	m
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	8	2	2	24	18	22	6	23	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	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Latvia	4	5	9	22	9	12	14	18	0	2	2	0	14	3	4	0
Russian Federation	6	10	5	25	32	14	17	16	m	m	m	m	m	m	m	m
Saudi Arabia	21	18	6	6	26	5	2	4	m	m	m	m	m	m	m	m
South Africa ¹	10	11	13	30	9	7	11	8	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

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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