

HOW MANY STUDENTS FINISH TERTIARY EDUCATION?

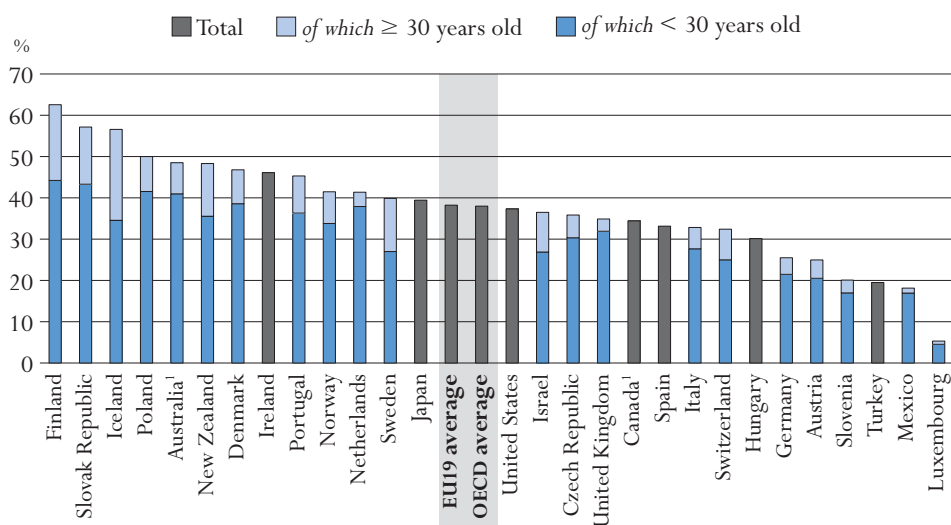
Tertiary education covers a wide range of programmes and serves overall as an indicator of countries' production of advanced and specialised competencies. A traditional university degree is associated with completion of tertiary-type A courses; tertiary-type B generally refers to shorter and often vocationally oriented courses. This indicator shows the current tertiary graduate output of education systems, *i.e.* the percentage of the population in the typical age cohort for tertiary education that successfully completes tertiary programmes, as well as the evolution of the sector since 1995.

Key results

Chart A3.1. Tertiary-type A graduation rates in 2008 (first-time graduation)

The chart shows the estimated percentage of a 2008 age cohort that will complete, for the first time, tertiary-type A education (based on current patterns of graduation); it also indicates how many young adults complete tertiary-type A education outside of the typical age of graduation.

Based on current patterns of graduation, on average 38% of an age cohort in 2008 is estimated to complete tertiary-type A education in the 26 OECD countries with comparable data. The proportion of students who complete tertiary-type A education outside the typical age of graduation is high in Finland, Iceland, New Zealand, Sweden and the partner country Israel, where graduation rates for students aged over 30 account for one-quarter or more of the total graduation rate.



1. Year of reference 2007.

Countries are ranked in descending order of the graduation rates for tertiary-type A education in 2008.

Source: OECD, Table A3.1. See Annex 3 for notes (www.oecd.org/edu/eqg2010).

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Other highlights of this indicator

- Tertiary-type A graduation rates range from less than 10% in Luxembourg to 45% or more in Australia, Denmark, Finland, Iceland, Ireland, New Zealand, Poland, Portugal and the Slovak Republic. For countries with higher numbers of international students, the graduation rate is artificially inflated; for Australia and New Zealand, the adjusted graduation rates – when international students are excluded – are 35% and 39%, respectively.
- Disparities among countries are greater when gender is taken into consideration. On average in OECD countries, the number of females who obtain tertiary-type A qualifications is significantly higher than the number of males; females' graduation rate is 46% compared to 30% for males.
- On average in OECD countries, the tertiary-type A graduation rate has risen by 21 percentage points over the last 13 years. In every country for which comparable data are available, tertiary-type A graduation rates increased between 1995 and 2008, often quite substantially.
- Based on current patterns of graduation, on average, 10% of an age cohort in 2008 is estimated to complete tertiary-type B education in the 26 OECD countries with comparable data and 1.4% programmes leading to advanced research qualifications.
- International students make a significant contribution to tertiary graduate output in a number of countries, and they have a marked impact on estimated graduation rates. When adding the impact of international students with the impact of students outside the typical age, Australia's and New Zealand's graduation rates decrease by 20 percentage points.

Policy context

Attainment of upper secondary education has become the norm in most countries today. In addition, most students graduate from upper secondary programmes which are designed to provide access to tertiary education. Over the last decade, this has led to a significant increase in entry rates and enrolments at tertiary level of education (see Indicators A2 and C1). The incentives in OECD countries to obtain a tertiary qualification remain strong, both in terms of higher salaries and better employment prospects (see Indicators A6 and A7). Furthermore, the labour market demand for highly qualified workers has grown significantly (see Indicator A1) and countries with high graduation rates at the tertiary level are also those most likely to develop or maintain a highly skilled labour force. Lastly, meeting the expansion of tertiary qualification while at least maintaining quality is bound to create pressures for current levels of tertiary spending to be maintained or increased.

Evidence and explanations

Tertiary graduation rates show the rate at which each country's education system produces human capital. However, countries' tertiary programmes vary widely in structure and scope. Tertiary graduation rates are influenced both by the degree of access to tertiary programmes and by the demand for higher skills in the labour market. They are also affected by the way in which the degree and qualification structures are organised within countries.

First-time tertiary-type A graduation rates

Tertiary-type A programmes are largely theory-based and are designed to provide qualifications for entry into advanced research programmes and professions with high knowledge and skill requirements. The organisation of tertiary-type A programmes differs among countries. The institutional framework may be universities or other institutions. The duration of programmes leading to a first tertiary-type A qualification ranges from three years (*e.g.* the bachelor's degree in many colleges in Ireland and the United Kingdom in most fields of education, and the *licence* in France) to five years or more (*e.g.* the *Diplom* in Germany).

Many countries make a clear distinction between first and second university degrees (*i.e.* undergraduate and graduate programmes), but this is not always the case. In some systems, degrees that are internationally comparable to a master's degree are obtained through a single programme of long duration. The Bologna process for European countries tend to harmonise the programme duration proposed to students (Box A3.1).

Based on current patterns of graduation, on average 38% of an age cohort in 2008 is estimated to complete tertiary-type A education in the 26 OECD countries with comparable data. This figure ranges from less than 10% in Luxembourg to 45% or more in Australia, Denmark, Finland, Iceland, Ireland, New Zealand, Poland, Portugal and the Slovak Republic (Table A3.1).

Disparities among countries are greater when gender is taken into consideration

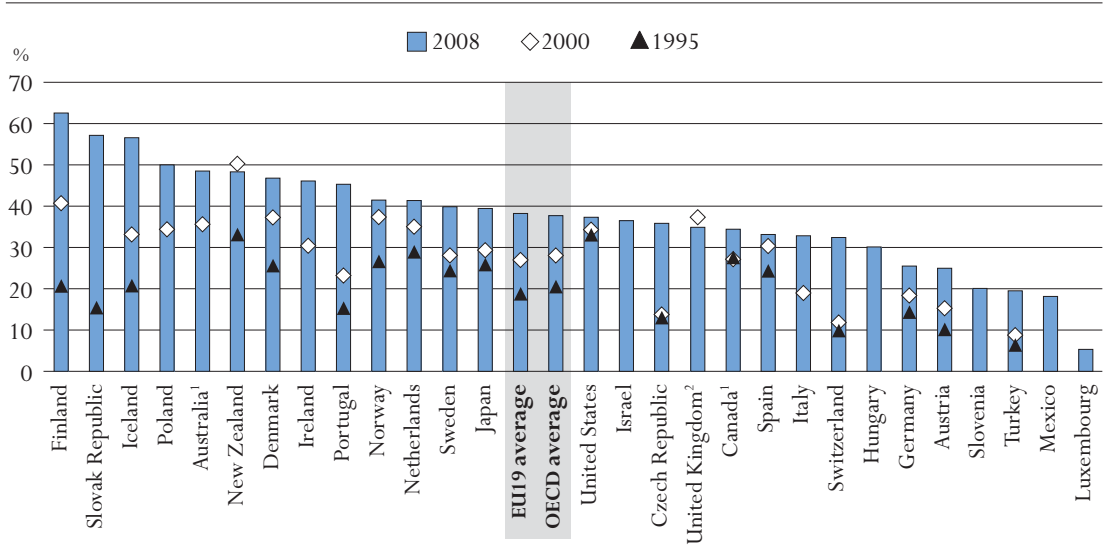
On average in OECD countries, the number of females who obtain tertiary-type A qualifications is significantly higher than the number of males; females' graduation rate is 46% compared to 30% for males. The gender gap is equal or superior to 25 percentage points in Finland, Poland and the Slovak Republic and more than 40 percentage points in Iceland. In Germany, Luxembourg,

Mexico, Switzerland and Turkey the sexes are quite balanced. In Japan more males graduate from tertiary-type A programmes.

In every country for which comparable data are available, graduation rates increased between 1995 and 2008, often quite substantially

On average in OECD countries, tertiary-type A graduation rates increased by 21 percentage points over the last 13 years. In Denmark, New Zealand, Norway and Spain, increases were more marked from 1995 to 2000 than from 2000 to 2008. New Zealand has even experienced a decline in its graduation rate since 2000, mainly due to the fluctuation of international students entering and leaving the country (Chart A3.2).

Chart A3.2. Tertiary-type A graduation rates in 1995, 2000 and 2008 (first-time graduation)



1. Year of reference 2007 instead of 2008.

2. Break in time series following methodological change in 2008.

Countries are ranked in descending order of the graduation rates for tertiary-type A education in 2008.

Source: OECD, Table A3.2. See Annex 3 for notes (www.oecd.org/edu/eqa2010).

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The most significant increases between 2000 and 2008 were reported in the Czech Republic and Switzerland, where the rate almost tripled over the period, and to a lesser extent in Iceland, Italy, Portugal and Turkey. In Switzerland, the striking increase at the beginning of this century reflected the creation in 1997 of the *Fachhochschulen* (universities of applied science) and the later extension of these programmes to more institutions and programmes. These two countries – the Czech Republic and Switzerland - have reduced part of their lag in terms of graduations and are in 2008 just below the OECD average.

Due to the progressive implementation of the Bologna process in the European countries, the graduation rate has risen rapidly in recent years in some countries (Box A3.1). This has been the case in the Czech Republic between 2004 and 2007, and in Finland and the Slovak Republic between 2007 and 2008. This sharp increase is temporary in Finland and due to the ending of

certain pre-Bologna study programmes. In 2008, the Slovak Republic grouped graduates from old (*i.e.* some of their longer programmes) and new programmes. In Italy, the large increase between 2002 and 2005 was largely due to structural change. The reform of the Italian tertiary system in 2002 allowed university students who had originally enrolled in programmes of longer duration to obtain a degree after three years of study.

Between 2000 and 2008, the graduation rate in Norway, Spain and the United States increased less than in other countries. Austria and Germany, despite an increase in the tertiary-type A graduation rate (courses have been shortened and *numerus clausus* restrictions have been eased for Germany), are still well below the OECD average.

In some countries, students graduate outside the typical age of graduation

Graduation at a later stage can mean certain benefits but also certain costs. When adults have the possibility to enter tertiary education after they have been in the labour market, this increases human capital, improves the adaptability of the workforce to ongoing changes and meets the demand for higher skills in the labour market. In some countries, a student's work experience has real value for higher education studies.

In the 21 countries with available data on students' age, mature students have a high impact in Finland, Iceland, New Zealand, Sweden and the partner country Israel, as graduation rates for students outside the typical age of graduation represent one-quarter of the total graduation rate (Chart A3.1).

However, staying longer in the school system also implies some additional costs (*i.e.* higher expenditure per student [see Indicator B1], foregone tax revenue with a shorter work life and later launch of career trajectory). Government authorities in some countries take this situation seriously. In Finland, many upper secondary graduates have to wait for an extended period before they obtain a place in university or polytechnic education (see Indicator A2) and furthermore, the average duration of studies is long. As a result, the median age of students graduating from tertiary education, nearly 27 years, is the third highest in the OECD area (after Iceland and Sweden). The Finnish government is taking measures to lower the age of graduation from tertiary education in order to increase the number of working years of the population and to finance the pensions of the large age group that is soon to retire, owing to a decrease in the working population in relation to the retired population.

For Israel, the high proportion of later graduations corresponds to the time spent in mandatory military service before embarking on this level of education. As a consequence, the median age of graduation from a tertiary-type A programme is 27 years (2 years older than the OECD average).

Finland, Iceland and Norway are the three countries with the most extensive possibilities for later graduation for adults at both the upper secondary and tertiary levels.

First and second degrees, and advanced research qualifications

Graduation rates for first degrees are available for all countries; however, this is not the case for first-time graduation rates, as some countries' educational data reporting systems do not include sufficient information on first-time graduates.

On average among OECD countries, more than one-third of an age cohort in 2008 is estimated to complete their first degree at tertiary-type A level. The proportion exceeds 50% in Australia,

Iceland, New Zealand, the Slovak Republic and the partner country the Russian Federation, and 80% in Finland. Finland's high graduation rates are temporary and linked to the ending of certain pre-Bologna study programmes. By contrast, the graduation rate is less than 20% in Chile, Luxembourg, Mexico and Turkey. The partner country Slovenia is the only country in which more people obtained their first degree from more occupationally oriented programmes (tertiary-type B) than from the largely theory-based programmes (tertiary-type A). In Belgium and Chile, the rates of graduation from both types of programmes are similar (Table A3.3).

For the 30 OECD countries with comparable data, on average 1.4% of an age cohort in 2008 is estimated to complete an advanced research qualification (such as a Ph.D.). The proportion exceeds 2% in Finland, Germany, Portugal, Sweden, Switzerland and the United Kingdom (Table A3.3).

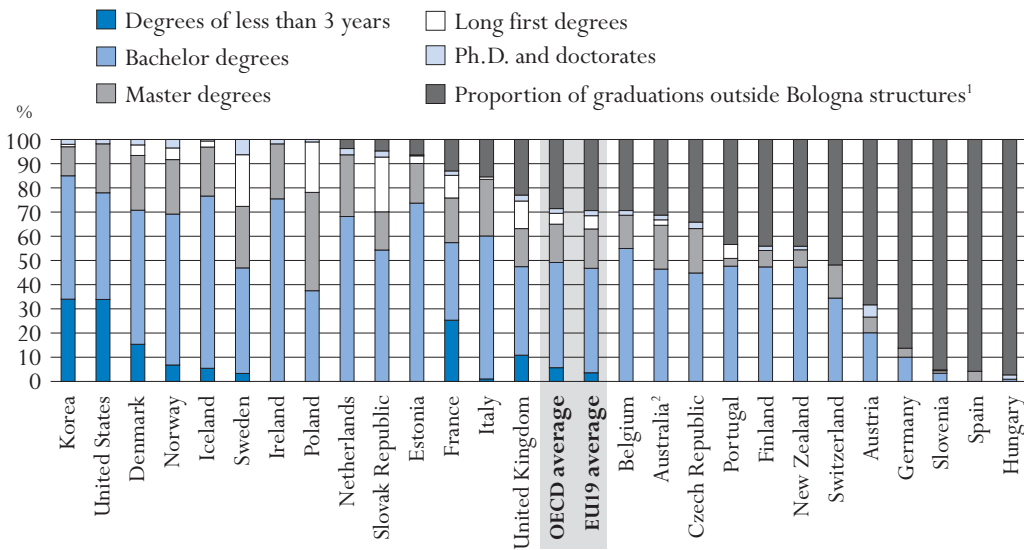
Box A3.1. Structure of tertiary education: Main programme blocks

The Bologna process had its origins in the Sorbonne Joint Declaration on Harmonisation of the Architecture of the European Higher Education System, signed in 1998 by France, Germany, Italy and the United Kingdom. Its purpose was to provide a common framework for tertiary education in Europe at the bachelor, master and doctorate levels. Under the new system, the average duration of the bachelor's degree, the master's degree and doctorate have been harmonised in order to improve the comparability of data on European countries as well as non-European OECD countries and to facilitate possibilities for student mobility between countries and the recognition of equivalence between similar programmes. Table A3.4 presents the main programme blocks in tertiary education and the distribution of graduates from the corresponding blocks. The blocks are organised as follow:

- Programmes with a duration of less than three years but which are still considered to be part of tertiary education. These programmes represent in 2008 on average 6% of total graduations and more than 10% in Denmark, France, Korea, the United Kingdom and the United States.
- Bachelor programmes or equivalents which last three to four years. This is the most common programme block and represents in 2008 on average 43% of total graduations and more than 50% in Belgium, Denmark, Iceland, Ireland, Italy, Korea, the Netherlands, Norway, the Slovak Republic and the partner country Estonia.
- Master programmes or equivalents typically last between one and four years, and typically prepare for a second degree/qualification following a Bachelor programme. The cumulative duration of studies at the tertiary level thus lasts from four to eight years or even longer. They represent in 2008 on average 16% of total graduations and 20% or more in Denmark, Iceland, Ireland, Italy, the Netherlands, Norway, Poland, Sweden and the United States.
- Long programmes and degrees with a single structure and a minimum duration of five years. Long programmes of five or more years' duration are for the most part equivalent to master degrees but in few exceptions the qualification obtained is equivalent to a bachelor programme. They are typically medical studies, architecture, engineering and theology. In 2008, they represent only 4% of total graduations, but more than 8% in France and the United Kingdom to over 20% in Poland, the Slovak Republic and Sweden. However, it should be noted that a part of the graduations reported as outside the Bologna programmes concern this category.
- Programmes and degrees at the doctorate/Ph.D. level. This level normally corresponds to ISCED 6 (Table A3.2). Programme duration is three to four years of study depending on programme and country, and this block represents on average 2% of total graduations in 2008.

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Chart A3.3. Structure of tertiary education: Main programme blocks (2008)



1. Or in programmes that lead to a similar degree in non-European countries.

2. Year of reference 2007.

Countries are ranked in descending order of the proportion of graduations following the Bologna structures.

Source: OECD. Table A3.4. See Annex 3 for notes (www.oecd.org/edu/eag2010).

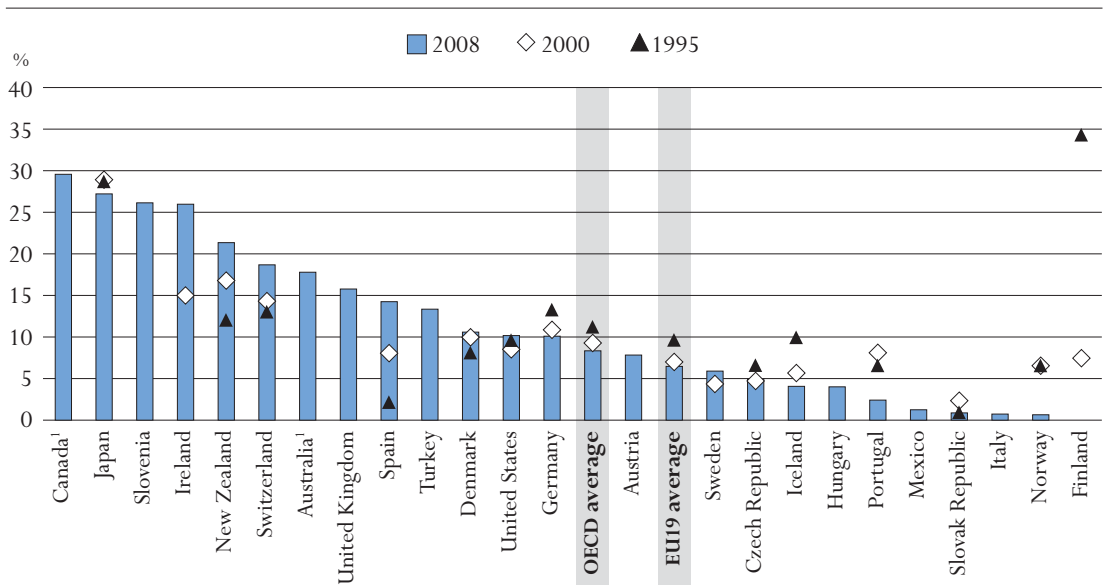
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As the Bologna process aims at equivalent education systems in terms of graduations, it will allow for better comparability of data (e.g. for first or second degree programmes). In the short term, it also leads to a structural increase in graduation rates in European countries (see trend data and the discussion of Table A3.2). However, in some countries, certain fields have not yet shifted to the different blocks because of difficulties in deciding on the best allocation of programmes among blocks. In 2008, these programmes represent on average 29% of total graduations and more than 60% in Austria, Germany, Hungary, Spain and the partner country Slovenia. The challenge for these countries will be to make these decisions in order to be fully integrated in the Bologna structure which was originally to be completely operational in 45 countries, mainly in the European area, by 2010.

First-time tertiary-type B graduation rates

Tertiary-type B programmes are classified at the same level of competence as tertiary-type A programmes but are more occupationally oriented and usually lead directly to the labour market. They are typically of shorter duration than tertiary-type A programmes – usually two to three years – and are generally not intended to lead to university-level degrees. Graduation rates for tertiary-type B programmes average some 10% of an age cohort for the 26 OECD countries with comparable data. In fact, graduation from tertiary-type B programmes is a significant feature of the tertiary system in only a few countries, most notably Canada, Ireland, Japan, New Zealand and the partner country Slovenia, where over 20% of the age cohort is estimated to obtain tertiary-type B qualifications in 2008 (Table A3.1).

Chart A3.4. Tertiary-type B graduation rates in 1995, 2000 and 2008 (first-time graduation)



1. Year of reference 2007 instead of 2008.
 Countries are ranked in descending order of the graduation rates for tertiary-type B education in 2008.
 Source: OECD, Table A3.2. See Annex 3 for notes (www.oecd.org/edu/eq2010).
 StatLink <http://dx.doi.org/10.1787/888932310130>

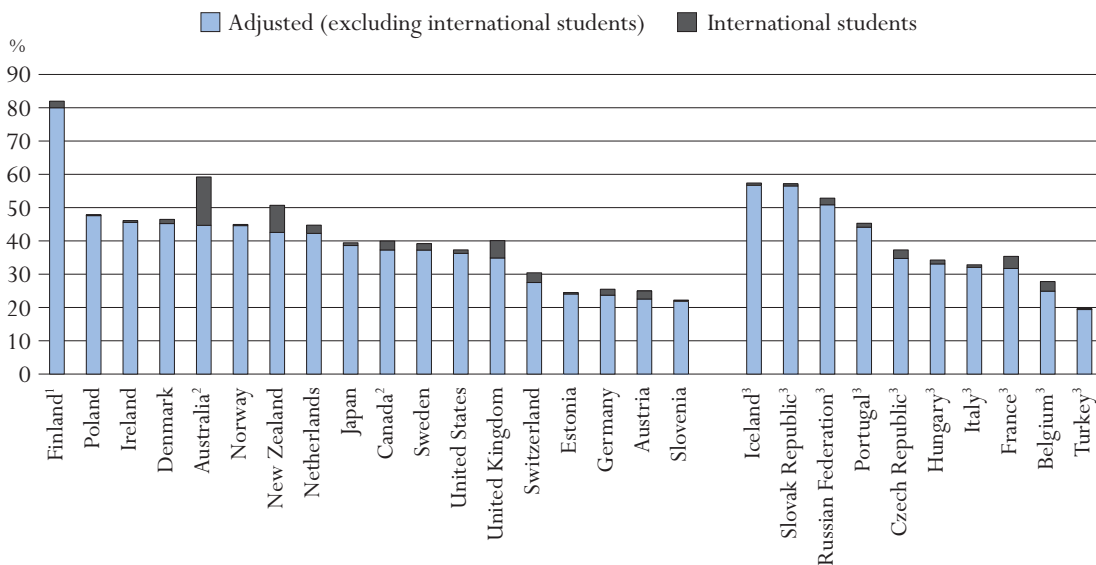
Trends in provision of and graduation from tertiary-type B programmes vary even though the OECD average has been stable over the past 13 years. For instance, in Spain, the sharp rise in tertiary-type B graduation rates between 1995 and 2008 is attributable to the development of new advanced level vocational training programmes. In Finland, in contrast, these programmes are being phased out and the proportion of the age cohort graduating from them has thus fallen rapidly (Table A3.2).

International students’ contribution to graduate output

International students make a significant contribution to tertiary graduate output in a number of countries, and they have a marked impact on estimated graduation rates. In order to compare graduation rates across countries it is important to examine the impact of international students on the graduate output. For countries with a high proportion of international students (e.g. Australia and New Zealand), graduation rates are artificially inflated as all international graduates are by definition first-time graduates, regardless of their previous education in other countries. For Australia and New Zealand, the adjusted graduation rates – which exclude international students – are 35% and 39%, respectively. When adding the impact of international students with the impact of students outside the typical age, Australia’s and New Zealand’s graduation rates decrease by 20 percentage points (Table A3.1).

Only nine countries have information on first-time graduation rates for international students. Data on first degree graduation rates for students who travelled to a country different from their own for the purpose of tertiary study are available in 18 countries (and in additional 10 countries for foreign students).

**Chart A3.5. Graduation rates at tertiary-type A level (first degree):
Impact of international/foreign students (2008)**



1. International students data on first degree programmes include second degree programmes.

2. Year of reference 2007.

3. Foreign graduation rate at tertiary-type A first degree level. These data are not comparable with data on international graduates and are therefore presented separately.

Countries are ranked in descending order of the adjusted graduation rate in tertiary-type A first degree programmes.

Source: OECD, Table A3.3. See Annex 3 for notes (www.oecd.org/edu/eqq2010).

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In Australia, New Zealand and to a lesser extent the United Kingdom, the exclusion of international students from the graduation rate at the tertiary-type A first degree level results in a drop of 15, 8 and 5 percentage points, respectively. This implies that the true domestic graduate output is significantly overestimated. This is most marked for tertiary-type A second degree programmes in Australia and the United Kingdom, where graduation rates drop by 10 and 9 percentage points when international graduates are excluded. International graduates in advanced research programmes represent more than 40% of the graduate output in Switzerland and the United Kingdom. The contribution of international students to graduate output is also significant at the tertiary-type A first degree – although to a lesser extent (around 10% of the graduate output) – in Austria and Switzerland. Among countries for which data on student mobility are not available, the contribution of foreign students is 10% or more in Belgium and France (Chart A3.5).

Definitions and methodologies

Data refer to the academic year 2007-08 and are based on the UOE data collection on education statistics administered by the OECD in 2009 (for details see Annex 3 at www.oecd.org/edu/eqq2010).

Tertiary graduates are those who obtain a tertiary qualification in the specified reference year. This indicator distinguishes among different categories of tertiary qualifications: *i*) tertiary-type B qualifications (ISCED 5B); *ii*) tertiary-type A qualifications (ISCED 5A); and *iii*) advanced research

degrees of doctorate standard (ISCED 6). For some countries, data are not available for these categories. In such cases, the OECD has assigned graduates to the most appropriate category (see Annex 3 at www.oecd.org/edu/eag2010 for a list of programmes included for each country at the tertiary-type A and tertiary-type B levels).

To allow for comparisons that are independent of differences in national degree structures, tertiary-type A degrees are subdivided according to the total theoretical duration of study – the standard (set out by law or regulations) number of years in which a student can complete the education programme. Specifically, the OECD classification divides degrees into three groups: medium (three to less than five years), long (five to six years) and very long (more than six years). Degrees obtained from programmes of less than three years' duration are not considered equivalent to the completion of the tertiary-type A level of education and are therefore not included in this indicator. Second degree programmes are classified according to the cumulative duration of the first and second degree programmes. Individuals who already hold a first degree are deducted.

In Tables A3.1, A3.2 (from 2005 onwards) and A3.3, graduation rates for tertiary programmes (tertiary-type A, tertiary-type B and advanced research programmes) are calculated as net graduation rates (*i.e.* as the sum of age-specific graduation rates). Net graduation rates represent the estimated percentage of the age cohort that will complete tertiary-type A/B education (based on current patterns of graduation). Gross graduation rates are presented for countries that are unable to provide such detailed data. In order to calculate gross graduation rates, countries identify the age at which graduation typically occurs (see Annex 1). The number of graduates, regardless of their age, is divided by the population at the typical graduation age. In many countries, defining a typical age of graduation is difficult, however, because graduates are dispersed over a wide range of ages. Finally, data on the impact of international students on tertiary graduation rates are based on a special survey carried out by the OECD in December 2009.

In Table A3.2, data on trends in graduation rates at tertiary level for the years 1995, 2000, 2001, 2002, 2003 and 2004 are based on a special survey carried out in OECD countries and four of the six partner countries in January 2007.

Further references

The following additional material relevant to this indicator is available on line at:

StatLink  <http://dx.doi.org/10.1787/888932310130>

- *Table A3.5. Relative distribution of graduates, by field of education (2008)*
- *Table A3.6. Percentage of tertiary qualifications awarded to females at tertiary level, by field of education (2008)*
- *Table A3.7. Trends in net graduation rates at advanced research qualification level (1995-2008)*

Table A3.1.
Graduation rates in tertiary education and age distribution of new graduates
at tertiary-type A level (2008)

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

	Tertiary-type A programmes (first-time graduation)								Tertiary-type B programmes (first-time graduation)							
	All age groups	of which < 30	Adjusted from international students ¹		Males	Females	Age at:			All age groups	of which < 30	Adjusted from international students ¹		Males	Females	
			All age groups	of which < 30			20th percentile ²	50th percentile ²	80th percentile ²			All age groups	of which < 30			
																(3)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)		
OECD countries	Australia ³	48.5	41.0	34.6	28.7	40.5	56.8	21.5	23.1	27.7	17.8	12.3	m	m	16.2	19.4
	Austria	25.0	20.5	22.5	18.6	21.9	28.1	23.5	25.8	29.8	7.8	5.3	7.7	5.3	8.2	7.4
	Belgium	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Canada ³	34.4	m	m	m	25.5	43.8	m	m	m	29.6	m	m	m	23.8	35.7
	Chile	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Czech Republic	35.8	30.3	m	m	29.3	42.8	23.3	25.0	28.7	5.0	4.7	m	m	2.7	7.5
	Denmark	46.8	38.6	m	m	36.3	57.5	23.7	25.8	30.4	10.6	8.2	m	m	10.9	10.3
	Finland	62.6	44.2	m	m	45.9	80.0	24.7	26.9	33.3	n	n	m	m	n	n
	France	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Germany	25.5	21.5	m	m	24.0	27.0	24.6	26.5	29.3	10.1	m	m	m	7.5	12.7
	Greece	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Hungary	30.1	m	m	m	19.9	40.6	m	m	m	4.0	m	m	m	2.1	6.0
	Iceland	56.6	34.6	55.5	34.0	37.0	78.2	24.0	27.2	38.8	4.1	1.1	4.0	1.1	3.6	4.6
	Ireland	46.1	m	m	m	37.0	55.4	m	m	m	26.0	m	m	m	26.7	25.3
	Italy	32.8	27.7	m	m	26.7	39.2	23.3	25.4	30.6	0.7	m	m	m	0.7	0.8
	Japan	39.4	m	38.6	m	43.7	34.9	m	m	m	27.2	m	26.5	m	20.0	34.8
	Korea	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Luxembourg	5.3	4.5	m	m	5.1	5.6	22.6	24.4	29.0	n	m	m	m	n	n
	Mexico	18.1	16.9	m	m	16.6	19.6	22.7	23.9	25.9	1.2	1.2	m	m	1.4	1.1
	Netherlands	41.4	37.9	38.9	35.8	36.5	46.4	21.6	23.4	26.5	n	m	m	m	n	n
	New Zealand	48.3	35.5	38.6	27.0	38.2	58.2	21.6	23.8	35.5	21.3	13.0	17.3	9.5	18.0	24.4
Norway	41.5	33.8	41.1	33.5	30.6	52.7	22.9	25.2	30.9	0.6	0.3	m	m	0.5	0.8	
Poland	50.0	41.5	m	m	36.4	64.0	24.2	25.7	28.3	0.1	0.1	m	m	n	0.2	
Portugal	45.3	36.3	m	m	35.6	55.4	22.8	25.0	31.2	2.4	2.3	m	m	1.3	3.6	
Slovak Republic	57.1	43.3	m	m	38.1	76.9	22.9	24.7	31.4	0.9	0.7	m	m	0.5	1.3	
Spain	33.1	m	m	m	25.5	41.1	m	m	m	14.2	13.1	m	m	12.8	15.8	
Sweden	39.9	27.0	37.0	24.8	27.8	52.5	24.8	27.5	35.3	5.9	4.0	5.9	4.0	4.9	6.9	
Switzerland	32.4	25.0	m	m	31.7	33.2	24.5	26.9	32.6	18.7	m	m	m	24.0	13.3	
Turkey	19.5	m	m	m	20.6	18.4	m	m	m	13.3	11.5	m	m	14.4	12.2	
United Kingdom	34.9	31.9	m	m	29.7	40.2	20.6	21.6	23.7	15.8	7.8	m	m	11.1	20.4	
United States	37.3	m	34.5	m	31.0	43.9	m	m	m	10.2	m	10.0	m	7.4	13.1	
	<i>OECD average</i>	<i>38.0</i>			<i>30.4</i>	<i>45.9</i>	<i>23.1</i>	<i>25.2</i>	<i>30.5</i>	<i>9.5</i>				<i>8.4</i>	<i>10.7</i>	
	<i>EU19 average</i>	<i>38.2</i>			<i>29.7</i>	<i>47.1</i>	<i>23.3</i>	<i>25.2</i>	<i>29.8</i>	<i>6.5</i>				<i>5.6</i>	<i>7.4</i>	
Partner countries	Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Estonia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Israel	36.5	26.9	m	m	30.0	43.1	25.0	27.2	31.8	m	m	m	m	m	
	Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
	Slovenia	20.1	17.0	m	m	12.9	28.0	25.1	26.6	29.0	26.1	14.2	m	m	19.0	34.0

Note: Please refer to Annex 1 for information on the method used to calculate graduation rates (gross rates *versus* net rates) and the corresponding typical ages.

Mismatches between the coverage of the population data and the graduate data mean that the graduation rates for those countries that are net exporters of students may be underestimated, and those that are net importers may be overestimated. The adjusted graduation rates seek to compensate for these differences.

1. Adjusted graduation rates correspond to the graduation rates when international students are excluded.

2. Respectively 20%, 50% and 80% of first-time graduates are below this age.

3. Year of reference 2007.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2010).

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


StatLink  <http://dx.doi.org/10.1787/888932310130>

Table A3.2.
Trends in tertiary graduation rates (1995–2008)
Sum of graduation rates for single year of age, by programme destination

	Tertiary-type 5A (first-time graduation)								Tertiary-type 5B (first-time graduation)							
	1995	2000	2003	2004	2005	2006	2007	2008	1995	2000	2003	2004	2005	2006	2007	2008
OECD countries																
Australia	m	36	50	51	50	50	49	m	m	m	m	m	m	m	18	m
Austria	10	15	19	20	20	21	22	25	m	m	m	7	8	7	7	8
Belgium	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Canada	27	27	28	29	29	31	34	m	m	m	m	m	m	m	30	m
Chile	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Czech Republic	13	14	17	20	25	29	35	36	6	5	4	5	6	6	5	5
Denmark	25	37	43	44	46	45	47	47	8	10	14	11	10	10	11	11
Finland	20	41	48	47	48	48	48	63	34	7	1	n	n	n	n	n
France	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Germany	14	18	18	19	20	21	23	25	13	11	10	10	11	11	10	10
Greece	14	15	20	24	25	20	18	m	5	6	9	11	12	12	12	m
Hungary	m	m	m	29	36	30	29	30	m	m	m	3	4	4	4	4
Iceland	20	33	45	51	56	63	63	57	10	6	7	5	4	4	2	4
Ireland	m	30	37	39	38	39	45	46	m	15	19	20	24	27	24	26
Italy	m	19	m	36	41	39	35	33	m	n	m	n	n	n	m	1
Japan	25	29	34	35	36	39	39	39	28	29	26	26	27	28	28	27
Korea	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Luxembourg	m	m	m	m	m	m	m	5	m	m	m	m	m	m	m	n
Mexico	m	m	m	m	m	m	m	18	m	m	m	m	m	m	m	1
Netherlands	29	35	38	40	42	43	43	41	m	m	m	m	n	n	n	n
New Zealand	33	50	49	50	51	52	48	48	12	17	20	21	21	24	20	21
Norway	26	37	39	45	41	43	43	41	6	6	5	3	2	1	1	1
Poland	m	34	44	45	45	47	49	50	m	m	n	n	n	n	n	n
Portugal	15	23	33	32	32	33	43	45	6	8	7	8	9	9	6	2
Slovak Republic	15	m	25	28	30	35	39	57	1	2	2	3	2	1	1	1
Spain	24	30	32	33	33	33	32	33	2	8	16	17	17	15	14	14
Sweden	24	28	35	37	38	41	40	40	m	4	4	4	5	5	5	6
Switzerland	9	12	22	26	27	30	31	32	13	14	12	12	8	10	18	19
Turkey	6	9	11	11	11	15	m	20	m	m	m	m	m	11	12	13
United Kingdom ¹	m	37	38	39	39	39	39	35	m	m	14	16	17	15	15	16
United States	33	34	32	33	34	36	37	37	9	8	9	9	10	10	10	10
<i>OECD average</i>	20	28	33	35	36	37	39	38	11	9	10	9	9	9	11	8
<i>OECD average for countries with 1995 and 2008 data</i>	20							40	11							10
<i>EU19 average</i>	18	27	32	33	35	35	37	38	9	7	8	8	8	8	8	6
Partner countries																
Brazil	m	10	15	m	m	m	m	m	m	m	m	m	m	m	m	m
Estonia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Israel	m	m	31	32	35	36	37	36	m	m	m	m	m	m	m	m
Russian Federation	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Slovenia	m	m	m	m	18	21	20	20	m	m	m	m	24	26	25	26

Note: Years 2001 and 2002 are available for consultation on line (see *Statlink* below).

Up to 2004, graduation rates at the tertiary-type A or B levels were calculated on a gross basis. From 2005 and for countries with available data, graduation rates are calculated as net graduation rates (*i.e.* as the sum of age-specific graduation rates). Please refer to Annex 1 for information on the method used to calculate graduation rates (gross rates versus net rates) and the corresponding typical ages.

1. Break in time series following methodological change in 2008.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2010).

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


StatLink  <http://dx.doi.org/10.1787/888932310130>

Table A3.3.
Graduation rates at different tertiary levels, impact of international/foreign students (2008)

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

	Tertiary-type B programmes (first degree)		Tertiary-type A programmes (first degree)		Tertiary-type A programmes (second degree)		Advanced research programmes	
	Graduation rate (all students)	Adjusted graduation rate (without international/foreign students)	Graduation rate (all students)	Adjusted graduation rate (without international/foreign students)	Graduation rate (all students)	Adjusted graduation rate (without international/foreign students)	Graduation rate (all students)	Adjusted graduation rate (without international/foreign students)
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
OECD countries								
Australia ¹	19.9	13.9	59.2	44.7	17.9	7.6	1.9	1.5
Austria	7.8	7.6	25.0	22.5	4.6	4.0	1.9	1.5
Belgium ²	29.3	26.4	27.8	24.9	14.6	11.8	1.3	1.0
Canada ¹	32.5	31.0	40.0	37.3	9.1	7.5	1.1	0.9
Chile	14.8	14.8	16.0	16.0	4.3	4.0	0.1	0.1
Czech Republic ²	5.0	4.9	37.3	34.7	15.3	14.6	1.4	1.3
Denmark	11.8	11.4	46.5	45.2	16.9	16.1	1.5	1.4
Finland	n	m	82.0	80.0	0.8	x(4)	2.3	2.1
France ²	25.0	m	35.4	31.7	14.0	11.0	1.4	1.0
Germany	10.1	m	25.5	23.7	2.2	1.6	2.5	2.1
Greece	14.7	m	23.6	m	5.3	m	0.9	m
Hungary ²	4.7	4.7	34.3	33.1	4.5	4.5	0.7	0.7
Iceland ²	4.4	4.2	57.4	56.7	16.1	15.4	0.5	0.4
Ireland	26.0	25.8	46.1	45.6	19.2	19.1	1.3	1.3
Italy ²	0.7	0.7	32.8	32.1	m	m	m	m
Japan	27.2	26.5	39.4	38.6	5.6	5.1	1.1	0.9
Korea	30.2	m	43.4	m	8.9	m	1.1	m
Luxembourg ²	n	m	5.3	2.1	a	m	0.1	n
Mexico	1.2	m	18.1	m	3.0	m	0.2	m
Netherlands	n	m	44.7	42.3	15.8	15.2	1.6	m
New Zealand	24.2	19.9	50.7	42.5	16.0	13.0	1.4	1.1
Norway	0.7	m	44.9	44.6	10.6	10.2	1.8	1.7
Poland	1.0	m	50.0	49.8	34.0	34.0	0.9	m
Portugal ²	2.4	2.4	45.3	44.1	6.7	6.5	3.0	2.7
Slovak Republic ²	0.9	m	57.1	56.5	14.5	m	1.9	m
Spain	14.2	m	29.8	m	2.2	m	0.9	m
Sweden	6.0	6.0	39.2	37.2	4.3	3.4	3.0	2.5
Switzerland	24.7	m	30.4	27.5	11.1	9.0	3.3	1.8
Turkey ²	13.3	13.3	19.7	19.5	2.6	2.6	0.3	0.3
United Kingdom	16.5	15.3	40.1	34.9	22.2	13.1	2.0	1.1
United States	10.2	10.0	37.3	36.3	16.8	15.1	1.5	1.1
<i>OECD average</i>	<i>12.2</i>		<i>38.2</i>		<i>10.6</i>		<i>1.4</i>	
<i>EU19 average</i>	<i>12.9</i>		<i>39.6</i>		<i>9.1</i>		<i>1.6</i>	
Partner countries								
Brazil	x(3)	m	27.7	m	1.2	m	0.4	m
China	m	m	m	m	m	m	m	m
Estonia	19.4	19.4	24.5	24.1	11.7	11.5	0.9	0.8
India	m	m	m	m	m	m	m	m
Indonesia	3.0	m	6.8	m	0.4	m	n	m
Israel	m	m	36.5	m	14.4	m	1.4	m
Russian Federation ²	28.1	27.8	52.8	50.9	0.6	m	1.5	m
Slovenia	28.9	28.7	22.2	21.9	4.0	3.9	1.3	1.3

Note: Please refer to Annex 1 for information on the method used to calculate graduation rates (gross rates versus net rates) and the corresponding typical ages.

Mismatches between the coverage of the population data and the graduate data mean that the graduation rates for those countries that are net exporters of students may be underestimated and those that are net importers may be overestimated. The adjusted graduation rates seek to compensate for that.

1. Year of reference 2007.

2. The graduation rates are calculated for foreign students (defined on the basis of their country of citizenship). These data are not comparable with data on international graduates and are therefore presented separately in Chart A3.5.

Source: OECD. China, India, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes (www.oecd.org/edu/eag2010).

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


StatLink  <http://dx.doi.org/10.1787/888932310130>

Table A3.4.
Structure of tertiary education: Main programme blocks (2008)
*Proportion of graduations/graduates following the Bologna structures
(or in programmes that lead to a similar degree in non-European countries)*


	Proportion of graduations following the Bologna structures ¹	Of which:					Proportion of graduations outside Bologna structures ¹ (ISCED levels 5A, 5B and 6)
		Degrees for less than 3 years but considered to be at tertiary level and part of the Bologna structure ¹ (first degree)	Bachelor degrees 3–4 years of duration (first degree)	Master degrees 4–8 years of cumulative duration (second degree)	Long first degrees considered to be part of the Bologna structure ¹ (duration 5 or more years)	Ph.D. and doctorates	
		(1)	(2)	(3)	(4)	(5)	
OECD countries							
Australia ²	69	a	46	18	2	2	31
Austria	32	n	20	7	n	5	68
Belgium	71	a	55	14	a	2	29
Canada	m	m	m	m	m	m	m
Chile	m	m	m	m	m	m	m
Czech Republic	66	a	45	18	a	3	34
Denmark	100	15	55	23	4	2	n
Finland	56	a	47	7	n	2	44
France	87	25	32	18	9	2	13
Germany	14	a	10	4	a	a	86
Greece	m	m	m	m	m	m	m
Hungary	3	a	1	n	n	2	97
Iceland	100	5	71	20	2	1	n
Ireland	100	m	75	23	m	2	a
Italy	85	1	57	23	1	m	15
Japan	m	m	m	m	m	m	m
Korea	100	34	51	12	1	2	n
Luxembourg	m	m	m	m	m	m	m
Mexico	m	m	m	m	m	m	m
Netherlands	96	a	68	26	a	3	4
New Zealand	56	n	47	7	n	1	44
Norway	100	7	62	23	5	3	a
Poland	100	a	37	41	21	1	a
Portugal	57	a	48	3	6	n	43
Slovak Republic	95	a	54	16	23	3	5
Spain	4	n	n	4	n	n	96
Sweden	100	3	44	25	21	6	n
Switzerland	48	n	34	14	n	n	52
Turkey	m	m	m	m	m	m	m
United Kingdom	77	11	37	16	11	2	23
United States	100	34	44	20	a	2	a
<i>OECD average</i>	<i>71</i>	<i>6</i>	<i>43</i>	<i>16</i>	<i>4</i>	<i>2</i>	<i>29</i>
<i>EU19 average</i>	<i>71</i>	<i>4</i>	<i>43</i>	<i>16</i>	<i>5</i>	<i>2</i>	<i>29</i>
Partner countries							
Brazil	a	a	a	a	a	a	a
Estonia	94	a	74	16	3	n	6
Israel	m	m	m	m	m	m	m
Russian Federation	m	m	m	m	m	m	m
Slovenia	5	a	3	1	n	n	95

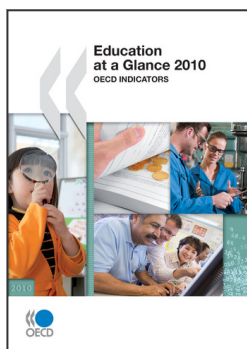
1. Or in programmes that lead to a similar degree in non-European countries.

2. Year of reference 2007.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eaq2010).

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

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