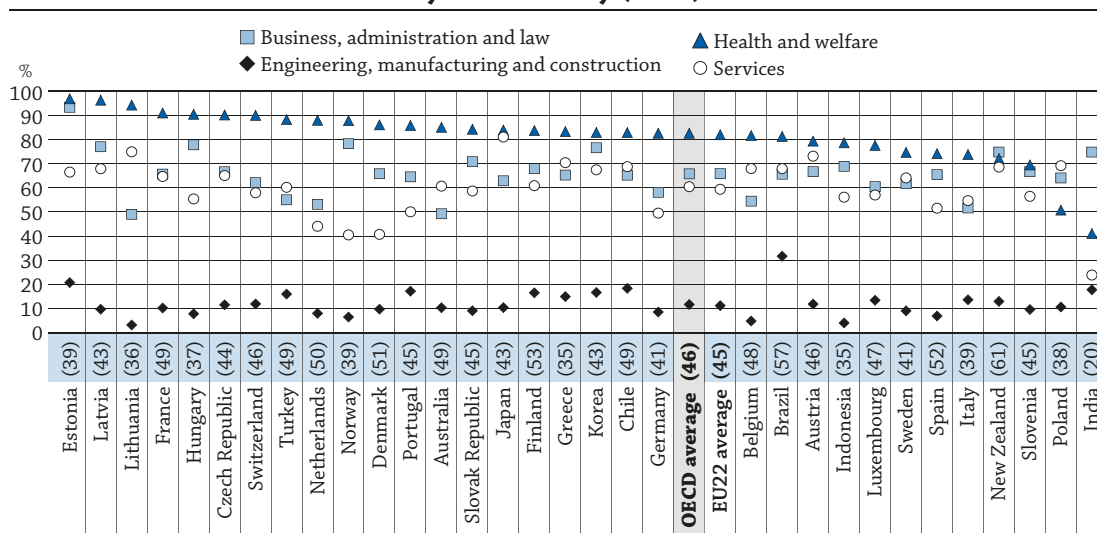


WHO IS EXPECTED TO GRADUATE FROM UPPER SECONDARY EDUCATION?

- Most upper secondary vocational graduates earn a diploma with a specialisation in engineering, manufacturing and construction (33%) or in business, administration and law (19%). The fields of study with the lowest gender diversity in upper secondary vocational programmes are engineering, manufacturing and construction, where women represent 11% of graduates; and health and welfare, where they represent 80% of graduates.
- The average age of graduates from upper secondary education is 18 in general programmes and 22 in vocational programmes.
- Based on current patterns, it is estimated that on average across OECD countries, 80% of today's young people will graduate from upper secondary education before the age of 25.

Figure A2.1. Share of female graduates from upper secondary vocational programmes, by field of study (2015)



Note: The number in parentheses corresponds to the share of female graduates (all fields combined).

Countries are ranked in descending order of the share of female graduates from upper secondary vocational programmes in health and welfare.

Source: OECD/UIS/Eurostat (2017), Table A2.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Context

Upper secondary education, which develops students' basic skills and knowledge through either academic or vocational pathways, aims to prepare students to enter further levels of education or the labour market and to become engaged citizens. In many countries, this level of education is not compulsory and can last from two to five years. What is crucial, however, is to provide education of good quality that meets the needs of society and the economy.

Graduating from upper secondary education has become increasingly important in all countries, as the skills needed in the labour market are becoming more knowledge-based, and workers are progressively required to adapt to the uncertainties of a rapidly changing global economy. However, while graduation rates give an indication of the extent to which education systems are succeeding in preparing students to meet the minimum requirements of the labour market, they do not capture the quality of education outcomes.

Other findings

- On average across OECD countries, women represent 55% of upper secondary graduates in general programmes, and 46% of graduates in vocational programmes.
- At the upper secondary level, first-time graduation rates exceed 75% in more than two-thirds of the countries with available data. At the post-secondary non-tertiary level, this rate is below 15% in two-thirds of the countries with available data.
- In countries for which data are available for 2005, 2010 and 2015, first-time graduation rates increased by 4 percentage points at the upper secondary level between 2005 and 2015. In contrast, they remained constant (around 10%) at the post-secondary non-tertiary level.

Note

Graduation rates, when calculated for all ages, represent the estimated percentage of people from a given age cohort that is expected to graduate within the country at some point during their lifetime. This estimate is based on the number of graduates in 2015 and the age distribution of this group. Graduation rates are based on both the population and the current pattern of graduation, and are thus sensitive to any changes in the education system, such as the introduction of new programmes, and changes in the duration of programmes. Graduation rates can be very high – even above 100% – during a period when an unexpected number of people go back to school.

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

In this indicator, age refers generally to the age of students at the beginning of the calendar year. Students could be one year older than the age indicated when they graduate at the end of the school year. Twenty-five is used as the upper age limit for completing secondary education because, across OECD countries, more than 95% of graduates from upper secondary general programmes in 2015 were under 25 (see Education at a Glance Database). People who graduate from this level at 25 or older are usually enrolled in second-chance programmes. At the post-secondary non-tertiary level, 30 is considered to be the upper age limit for graduation.

Analysis

Upper secondary graduation rates in general and vocational programmes

Although many countries have developed extensive vocational programmes at the secondary level, in most OECD countries, most students pursue general programmes. On average across OECD countries, 54% of people will graduate from an upper secondary general programme over their lifetime, and 52% of people will do so before the age of 25. In comparison, it is expected that 44% of people will earn a vocational degree over their lifetime, and 36% before the age of 25. This difference may reflect the lower share of students enrolled in upper secondary vocational programmes than in general programmes (see Indicator C1), together with the lower completion rates in vocational education (see Indicator A9).

In Austria (72%), France (65%) and Switzerland (65%), a large share of people are expected to receive an upper secondary vocational degree before the age of 25 (Table A2.2). In contrast, this proportion is small in Brazil (5%), Canada (1%) and Costa Rica (6%). In Canada, upper secondary vocational programmes are offered as separate from general programs primarily in the province of Quebec, where vocational training at the secondary level is largely a second-chance programme for older students. In fact, 73% of graduates from upper secondary vocational programmes in Quebec (Canada) are older than 24 (Figure A2.2).

Vocational education and training (VET) is an important part of upper secondary education in many OECD countries, and it can play a central role in preparing young people for work, developing adults' skills and responding to labour market needs (see Indicator A1). But in some countries, VET has been neglected and marginalised in policy discussions, often overshadowed by the increasing emphasis on general academic education. Nevertheless, an increasing number of countries are recognising that good initial VET has a major contribution to make to economic competitiveness (OECD, 2015a).

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

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

Share of upper secondary vocational graduates by field of study and gender

On average across OECD countries, 33% of graduates in vocational programmes earn a diploma with a specialisation in engineering, manufacturing and construction (Table A2.1). This number goes down to 19% for business, administration and law, 16% for services, and 12% for health and welfare. However, there are a few exceptions: in Denmark, the Netherlands and Spain, a higher share of vocational students graduated in health and welfare than in engineering, manufacturing and construction – with a difference of at least 4 percentage points.

Women make up 46% of graduates from vocational programmes – compared to 55% from general programmes – and fields of study among vocational students are highly gender-segregated. These differences can be attributed to traditional perceptions of gender roles and identities, as well as to the cultural values sometimes associated with particular fields of study.

As Figure A2.1 shows, the percentage of women pursuing an engineering, manufacturing and construction programme is low at upper secondary vocational level: only 11% of graduates in this field of study are women. On the other hand, women are over-represented in health and welfare, where they make up 80% of the graduates. Strikingly, in this field, the share of female graduates exceeds 70% in all countries except India (41%), Poland (51%) and Slovenia (69%). Between these two extremes, there is more gender diversity in the fields of services (where, on average, 58% of graduates are women) and in business, administration and law (where 63% of graduates are women).

The relevance of gender balance across fields of study is twofold. From the economic point of view, gender imbalances in fields of study may translate into imbalances in the labour market, and there is evidence of gains in GDP from more equal participation between male and female workers (Elborgh-Woytek et al., 2013). There is also a moral imperative to ensure that men and women have the same opportunities in their personal and professional lives. In this regard, formal education plays an important role (OECD, 2015b).

Age distribution of upper secondary graduates

Graduation rates vary according to the age of the students. Students' age at graduation can be related to changes in the education system, such as whether opportunities become available to complete upper secondary education later on in life or if the duration of general and vocational programmes is altered. The average age of graduates from upper secondary general programmes is 18, ranging from 17 in Australia, France, Israel and the Netherlands, to 21 in Poland (Table A2.1).

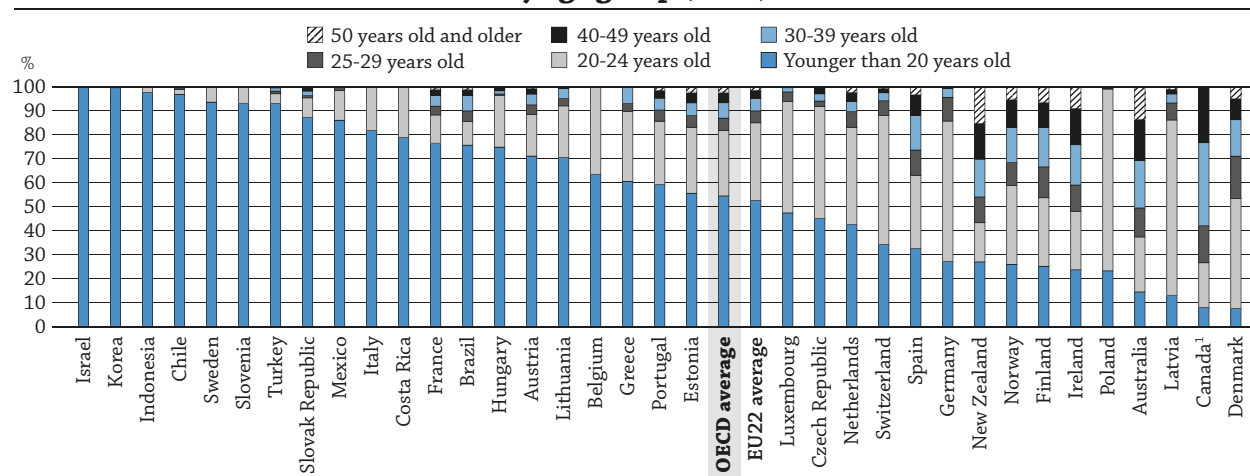
The variation in average graduation age is much more pronounced among students in vocational programmes (Figure A2.2). Across OECD countries, the average age of graduation from upper secondary vocational programmes is 22 – with values ranging from 17 in Israel to 33 in Australia.

On average across the OECD, 55% of upper secondary vocational graduates are below the age of 20, and 27% are between the ages of 20 and 24 (Figure A2.2). Strikingly, in Chile, Indonesia, Slovenia, Sweden and Turkey, more than 90% of graduates are below 20, and this share goes up to 100% in Israel and Korea. In contrast, in Australia, Denmark, Latvia and Quebec (Canada), fewer than 20% of graduates are younger than 20 years old.

Only 7% of vocational graduates are aged 40 and over on average across the OECD; this share is below 6% in around three-quarters of the countries with available data. However, there are some exceptions – with particularly high proportions of graduates over the age of 39 in Australia (31%), New Zealand (30%), Ireland (24%) and Quebec (Canada) (23%).

The high share of older graduates in vocational programmes in some countries may be explained by the offer of part-time studies (which increases the number of options through which students can combine financial, career and family needs) and/or by the availability of lifelong learning programmes. For example, the Australian VET system is flexible and able to satisfy different needs at different stages of people's lives, whether they are preparing for a first career, seeking additional skills to assist in their work or catching up on educational attainment. Interestingly, in Sweden the enrolment rate of adults over the age of 40 is relatively high (see Indicator C1), but the share of graduates in that age group is nil – as most students in upper secondary adult education complete their education without graduating.

Figure A2.2. Share of upper secondary graduates from vocational programmes, by age group (2015)



1. Includes data for Quebec only.

Countries are ranked in descending order of the share of graduates below the age of 20.

Sources: OECD/UIS/Eurostat (2017), Education at a Glance Database, <http://stats.oecd.org/>. See Source for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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A snapshot of upper secondary graduation rates

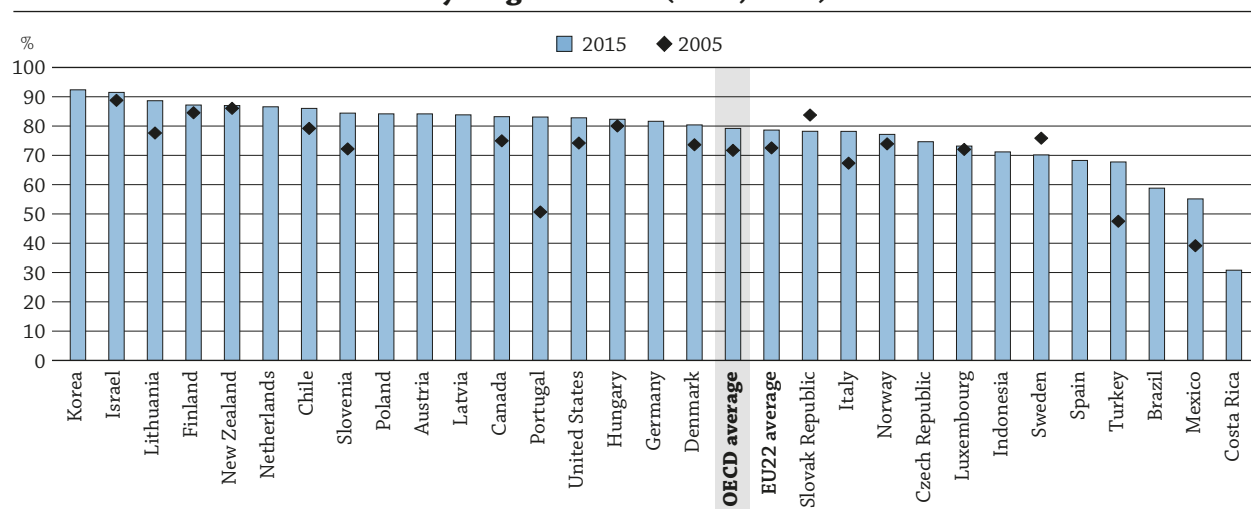
An upper secondary education is often considered to be the minimum credential for successful entry into the labour market and necessary for continuing to further education. The costs of not completing this level of education on time can be considerable to both individuals and society (see Indicators A6 and A7).

Graduation rates offer an indication of whether government initiatives have been successful in increasing the number of people who graduate from upper secondary education. The large differences in graduation rates among countries reflect the variety of systems and programmes available, as well as other country-specific factors, such as current social norms and economic performance.

Current estimates indicate that, on average, 86% of people across OECD countries will graduate from upper secondary education in their lifetime, and 80% of people will do so before the age of 25 (Table A2.2). In 8 of the countries with available data, at least 85% of people are expected to graduate from upper secondary school before the age of 25, but less than 60% of young people in Brazil, Costa Rica and Mexico are expected to do so.

In countries with available data for 2005, 2010 and 2015, the first-time graduation rate below age 25 increased by 7 percentage points between 2005 and 2015 (compared to a 4 percentage-point increase in first-time graduation rates for all ages). The increase was striking in two countries: Portugal (32 percentage points) and Turkey (20 percentage points). In contrast, in the Slovak Republic and Sweden, the first-time graduation rate below age 25 declined by 6 percentage points over the period (Figure A2.3).

Figure A2.3. Trends in first-time upper secondary graduation rates for students younger than 25 (2005, 2015)



Countries are ranked in descending order of first-time upper secondary graduation rates for students younger than 25 in 2015.

Source: OECD/UIS/Eurostat (2017), Table A2.3. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Graduation rates, however, do not imply that all graduates will pursue a tertiary degree or enter the labour force immediately. Indeed, the number of graduates who wind up neither employed nor in education or training (NEET) has been growing throughout OECD countries (see Indicator C5). For this reason, it is important to have high-quality upper secondary programmes that provide individuals with the right mix of guidance and education opportunities to ensure there are no dead ends once they have graduated.

Post-secondary non-tertiary graduation rates

Various kinds of post-secondary non-tertiary programmes are offered in OECD countries. These programmes straddle upper secondary and post-secondary education and may be considered as either upper secondary or post-secondary programmes, depending on the country. Although the content of these programmes may not be significantly more advanced than upper secondary programmes, they broaden the knowledge of individuals who have already attained an upper secondary qualification.

First-time graduation rates from post-secondary non-tertiary education are low compared to those from upper secondary programmes. On average, it is estimated that 12% of today's young people in OECD countries will complete post-secondary non-tertiary programmes over their lifetime. The highest first-time graduation rates in post-secondary non-tertiary education (for all ages) are observed in the Czech Republic (35%), Germany (25%), Hungary (19%), New Zealand (26%) and the United States (22%) (Table A2.2). For OECD countries with available data for 2005, 2010 and 2015, the first-time graduation rate (for all ages) remained constant over the past decade (around 10%). Nine countries do not offer this level of education (Chile, Costa Rica, Indonesia, Korea, Mexico, the Netherlands, Slovenia, Turkey and the United Kingdom).

Definitions

Graduates in the reference period can be either first-time graduates or repeat graduates. A **first-time graduate** is a student who has graduated for the first time at a given level of education in the reference period. Thus, if a student has graduated multiple times over the years, he or she is counted as a graduate each year, but as a first-time graduate only once.

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

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

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

Methodology

Unless otherwise indicated, graduation rates are calculated as net graduation rates (i.e. as the sum of age-specific graduation rates). Gross graduation rates are presented for countries that are unable to provide such detailed data. In order to calculate gross graduation rates, countries identify the age at which graduation typically occurs (see Annex 1). The number of graduates, regardless of their age, is divided by the population at the typical graduation age. In many countries, defining a typical age of graduation is difficult, however, because graduates are dispersed over a wide range of ages.

Graduates by programme orientation at the upper secondary and post-secondary non-tertiary levels are not counted as first-time graduates, given that many students graduate from more than one upper secondary or post-secondary non-tertiary programme. Therefore, graduation rates cannot be added, as some individuals would be counted twice. In addition, the typical graduation ages are not necessarily the same for the different types of programmes (see Annex 1). Vocational programmes include both school-based programmes and combined school-based and work-based programmes that are recognised as part of the education system. Entirely work-based education and training programmes that are not overseen by a formal education authority are not included.

Sources

Data refer to the academic year 2014/15 and are based on the UNESCO-UIS/OECD/EUROSTAT data collection on education statistics administered by the OECD in 2016 (for details, see Annex 3 at www.oecd.org/education/education-at-a-glance-19991487.htm).

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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A2

Indicator A2 TablesStatLink  <http://dx.doi.org/10.1787/888933559275>

Table A2.1 Profile of upper secondary graduates from general and vocational programmes (2015)

Table A2.2 Upper secondary and post-secondary non-tertiary graduation rates (2015)

Table A2.3 Trends in upper secondary and post-secondary non-tertiary first-time graduation rates (2005, 2010 and 2015)

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>. More breakdowns can also be found at <http://stats.oecd.org/>, Education at a Glance Database.

A corrigendum has been issued for this page. See: <http://www.oecd.org/about/publishing/Corrigendum-Education-at-a-Glance2017.pdf>Table A2.1. **Profile of upper secondary graduates from general and vocational programmes (2015)**

A2

	General programmes		Vocational programmes										
	Average age (1)	Percentage of female graduates (2)	Average age (3)	Percentage of female graduates (4)	Percentage of graduates in upper secondary programmes by field of study				Percentage of female graduates in upper secondary programmes by field of study				
					Business, administration and law (5)	Engineering, manufacturing and construction (6)	Health and welfare (7)	Services (8)	Business, administration and law (9)	Engineering, manufacturing and construction (10)	Health and welfare (11)	Services (12)	
OECD													
Australia	17	51	33	49	26	27	26	11	49	10	85	61	
Austria	18	58	20	46	29	35	3	19	67	12	79	73	
Belgium	18	56	19	48	20	25	15	20	54	5	82	68	
Canada	18	51	32	46	m	m	m	m	m	m	m	m	
Chile	19	52	18	49	33	39	6	12	65	18	83	69	
Czech Republic	20	60	21	44	19	39	7	20	67	12	90	65	
Denmark	19	54	28	51	23	26	30	12	66	10	86	41	
Estonia	19	58	22	39	2	49	3	28	93	21	97	66	
Finland	19	57	28	53	16	27	21	20	68	17	84	61	
France	17	55	20	49	20	34	19	19	66	10	91	65	
Germany	19	54	22	41	33	34	11	12	58	9	82	49	
Greece	18	54	20	35	17	49	6	8	65	15	83	70	
Hungary	19	52	19	37	12	48	5	27	78	8	90	55	
Iceland	m	m	m	m	m	m	m	m	m	m	m	m	
Ireland	19	49	30	67	m	m	m	m	m	m	m	m	
Israel	17	52	17	50	m	m	m	m	m	m	m	m	
Italy	18	62	19	39	34	30	5	18	52	14	74	55	
Japan	m	51	m	43	31	42	6	8	63	11	84	81	
Korea	18	48	18	43	20	44	2	6	76	17	83	67	
Latvia	19	53	22	43	14	40	3	25	77	10	96	68	
Luxembourg	18	55	20	47	36	27	12	6	60	14	77	57	
Mexico	18	53	18	50	m	m	m	m	m	m	m	m	
Netherlands	17	52	23	50	20	19	25	21	53	8	88	44	
New Zealand	18	51	31	61	17	14	6	20	75	13	72	69	
Norway	19	58	27	39	6	45	25	17	78	7	88	41	
Poland	21	60	20	38	11	39	0	26	64	11	51	69	
Portugal	18	57	21	45	15	19	13	25	64	17	86	50	
Slovak Republic	18	59	19	45	18	36	8	25	71	9	84	59	
Slovenia	18	59	18	45	16	32	13	14	67	10	69	56	
Spain	18	55	26	52	12	16	21	11	65	7	74	52	
Sweden	18	55	18	41	8	46	16	20	62	9	75	64	
Switzerland	20	57	22	46	33	33	14	9	62	12	90	58	
Turkey	19	52	18	49	16	39	19	8	55	16	88	60	
United Kingdom	m	m	m	m	m	m	m	m	m	m	m	m	
United States	m	m	m	m	a	a	a	a	a	a	a	a	
OECD average	18	55	22	46	20	34	12	17	66	12	82	60	
EU22 average	19	56	22	45	19	33	12	19	66	11	82	59	
Partners													
Argentina	m	m	m	m	m	m	m	m	m	m	m	m	
Brazil	19	56	20	57	19	20	10	6	66	32	81	68	
China	m	m	m	m	m	m	m	m	m	m	m	m	
Colombia	m	m	m	m	m	m	m	m	m	m	m	m	
Costa Rica	18	54	19	52	m	m	m	m	m	m	m	m	
India	m	48	m	20	1	92	2	0	75	18	41	24	
Indonesia	18	50	18	35	24	39	4	6	69	4	79	56	
Lithuania	18	53	20	36	17	48	1	28	49	3	94	75	
Russian Federation	m	55	m	39	m	m	m	m	m	m	m	m	
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	
G20 average	m	53	m	44	20	35	11	9	58	12	72	53	

Note: This table does not include data for all fields of study. The data for other fields are available at <http://stats.oecd.org/>, Education at a Glance Database.Source: OECD/UIS/Eurostat (2017). See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


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Table A2.2. **Upper secondary and post-secondary non-tertiary graduation rates (2015)***Sum of age-specific graduation rates, by programme orientation*

	Upper secondary						Post-secondary non-tertiary			
	First-time graduation rates		Graduation rates				First-time graduation rates		Graduation rates	
	All programmes		General programmes		Vocational programmes		All programmes		Vocational programmes	
	All ages	Younger than 25 years	All ages	Younger than 25 years	All ages	Younger than 25 years	All ages	Younger than 30 years	All ages	Younger than 30 years
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
OECD										
Australia	m	m	77	77	53	20	14	6	22	8
Austria	90	84	20	20	80	72	9	4	11	5
Belgium	m	m	38	38	60	57	m	m	7	7
Canada	88	83	84	82	5	1	m	m	m	m
Chile	90	86	61	57	29	29	a	a	a	a
Czech Republic	76	75	24	24	57	54	35	m	9	m
Denmark	92	80	69	65	44	23	1	0	1	0
Estonia	m	m	60	59	26	23	m	m	24	15
Finland	99	87	45	45	101	55	7	1	8	1
France	m	m	55	55	73	65	m	m	m	m
Germany	87	82	48	48	38	34	25	23	22	20
Greece	m	m	72	72	27	25	m	m	2	1
Hungary	86	82	65	62	21	21	19	17	20	19
Iceland	m	m	m	m	m	m	m	m	m	m
Ireland	m	m	100	100	40	22	m	m	11	7
Israel	92	92	53	53	39	39	m	m	m	m
Italy	92	78	39	39	53	39	1	m	m	m
Japan	98	m	75	m	23	m	m	m	m	m
Korea	93	92	77	76	16	16	a	a	a	a
Latvia	86	84	67	65	26	23	8	7	8	7
Luxembourg	75	73	34	34	44	41	2	1	2	1
Mexico	56	55	35	35	21	21	a	a	a	a
Netherlands	93	87	43	43	75	63	a	a	a	a
New Zealand	95	87	78	78	55	23	26	16	m	m
Norway	87	77	64	62	38	23	5	3	5	3
Poland	88	84	50	47	39	39	15	11	15	11
Portugal	89	83	45	44	44	39	7	6	7	6
Slovak Republic	80	78	27	27	54	53	7	5	7	5
Slovenia	92	85	35	34	67	56	a	a	a	a
Spain	75	68	53	51	30	22	2	1	2	1
Sweden	70	70	51	51	28	28	4	2	4	2
Switzerland	m	m	42	41	72	65	m	m	a	a
Turkey	73	68	37	33	36	35	a	a	a	a
United Kingdom	m	m	m	m	m	m	a	a	a	a
United States	83	83	m	m	m	m	22	m	22	m
OECD average	86	80	54	52	44	36	12	m	10	7
EU22 average	86	80	50	49	49	41	m	m	9	7
Partners										
Argentina ¹	61	m	m	m	m	m	m	m	m	m
Brazil	65	59	61	55	6	5	9	6	9	6
China	88	m	m	m	m	m	m	m	m	m
Colombia	72	m	m	m	m	m	m	m	m	m
Costa Rica	33	31	27	24	7	6	a	a	a	a
India	m	m	30	m	1	m	m	m	m	m
Indonesia	71	71	42	42	30	30	a	a	a	a
Lithuania	92	89	79	76	14	13	18	14	22	17
Russian Federation	98	m	49	m	50	m	4	m	4	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m
G20 average	81	m	54	m	31	m	m	m	m	m

1. Year of reference 2014.

Source: OECD/UIS/Eurostat (2017). See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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


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Table A2.3. **Trends in upper secondary and post-secondary non-tertiary first-time graduation rates (2005, 2010 and 2015)***Sum of age-specific graduation rates*

	Upper secondary						Post-secondary non-tertiary					
	First-time graduation rates						First-time graduation rates					
	All ages			Younger than 25 years			All ages			Younger than 30 years		
	2005	2010	2015	2005	2010	2015	2005	2010	2015	2005	2010	2015
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	
OECD												
Australia	m	m	m	m	m	m	m	16	14	m	7	6
Austria	m	87	90	m	84	84	m	7	9	m	4	4
Belgium	m	m	m	m	m	m	m	m	m	m	m	m
Canada	80	85	88	75	81	83	m	m	m	m	m	m
Chile	m	m	90	79	79	86	a	a	a	a	a	a
Czech Republic	116	110	76	m	m	75	x(1)	x(2)	35	m	m	m
Denmark	83	85	92	74	76	80	1	1	1	1	0	0
Estonia	m	m	m	m	m	m	m	m	m	m	m	m
Finland	94	95	99	85	85	87	6	7	7	1	1	1
France	m	m	m	m	m	m	m	m	m	m	m	m
Germany	78	83	87	m	m	82	23	25	25	m	m	23
Greece	95	88	m	95	88	m	9	6	m	9	6	m
Hungary	84	86	86	80	82	82	20	18	19	18	16	17
Iceland	m	m	m	m	m	m	m	m	m	m	m	m
Ireland	92	86	m	90	85	m	14	10	m	14	7	m
Israel	89	91	92	89	91	92	m	m	m	m	m	m
Italy	85	85	92	67	67	78	6	4	1	4	2	m
Japan	m	95	98	m	m	m	m	m	m	m	m	m
Korea	94	92	93	m	m	92	a	a	a	a	a	a
Latvia	m	89	86	m	88	84	m	3	8	m	2	7
Luxembourg	74	70	75	72	68	73	m	2	2	m	1	1
Mexico	40	45	56	39	44	55	a	a	a	a	a	a
Netherlands	m	m	93	m	m	87	m	m	a	m	m	a
New Zealand	95	91	95	86	80	87	26	29	26	12	18	16
Norway	90	87	87	74	75	77	5	10	5	3	7	3
Poland	m	83	88	m	82	84	14	12	15	12	10	11
Portugal	54	105	89	51	67	83	0	3	7	0	2	6
Slovak Republic	86	86	80	84	84	78	12	10	7	11	8	5
Slovenia	85	94	92	72	83	85	a	a	a	a	a	a
Spain	m	m	75	m	m	68	a	a	2	a	a	1
Sweden	76	75	70	76	75	70	1	3	4	0	2	2
Switzerland	m	m	m	m	m	m	m	m	m	m	m	m
Turkey	48	54	73	48	54	68	a	a	a	a	a	a
United Kingdom	87	88	m	m	m	m	a	a	a	a	a	a
United States	74	77	83	74	77	83	17	22	22	m	m	m
OECD average	82	85	86	m	77	80	m	10	12	m	m	m
Average for countries with available data for all reference years	77	80	80	68	70	75	10	11	11	6	7	7
EU22 average	85	88	86	m	80	80	m	m	m	m	m	m
Partners												
Argentina ¹	m	m	61	m	m	m	m	m	m	m	m	m
Brazil	m	m	65	m	m	59	m	m	9	m	m	6
China	m	m	88	m	m	m	m	m	m	m	m	m
Colombia	m	m	72	m	m	m	m	m	m	m	m	m
Costa Rica	m	m	33	m	m	31	a	a	a	a	a	a
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	71	m	m	71	a	a	a	a	a	a
Lithuania	82	94	92	78	89	89	8	9	18	8	7	14
Russian Federation	89	97	98	m	m	m	7	12	4	m	m	m
Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	81	m	m	m	m	m	m	m	m	m

1. Year of reference 2014 instead of 2015.

Source: OECD/UIS/Eurostat (2017). See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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