

Thus, Secondary Cycle Two general education diplomas correspond to ISCED level 3A, vocational education diplomas to level 3C, pre-university college diplomas to ISCED level 4A, and college technical diplomas to level 5B. All university diplomas correspond to level 5A with the exception of doctorates, for which ISCED level 6 was conceived.

One indication of the differences among education systems is that in many countries, students have accumulated 12 or 13 years of schooling by the time they complete secondary school, whereas in Québec this corresponds to the number of years of schooling upon completion of a college general education program. In these countries, the diploma awarded at the end of Secondary Cycle Two leads directly to programs at ISCED tertiary-level 5A. In Québec, of course, the pre-university college diploma, rather than the secondary school diploma, gives students access to level 5A university programs, generally after 13 years of schooling, but in any case after they have earned a secondary school diploma. Despite these distinctions, the level of knowledge attained by Québec students on completion of the final year of secondary education, which is their 11th year of schooling, appears to be equivalent to that of students in other countries where the secondary level ends with the 12th year of study. The performance of Québec students on various Canadian and international tests also shows that their scores are generally equal or superior to those of students in Canada and the OECD countries.

Another major difference between Québec and the OECD countries concerns their respective vocational education systems and in particular, the number of students enrolled in them. This particularity probably explains the creation of tertiary-level 5B. Québec's college technical programs have been placed at this level, since their three-year duration satisfies the duration criteria for level 5B.

Although this study reflects the criteria used in the international classification, differences among education systems and variations in the use of the international classification have certainly had major effects on the indicators that are the focus of this bulletin. Consequently, it is with some reservations, and only after an in-depth analysis of the differences among education systems in the OECD countries, that we undertake the comparison of graduation rates in Québec and the OECD countries.

Despite the complexity inherent in international and interprovincial comparisons, it remains not only important, but essential, given the globalization of trade and work, to be able to compare the results of Québec's education system with those of other provinces and countries.

The results for secondary education (ISCED level 3)

Table 1 compares the secondary school graduation rate in Québec with that in some of the industrialized OECD countries. Thus, in 1997-1998, the secondary school graduation rate in Québec was 81% – 7% lower than in 1996. Despite this decline, Québec's rate remained higher than the OECD countries average of 79%, which was 6 points lower than in 1996.

A stable rate for the OECD countries overall

It must be stressed that the drop in the average for the OECD countries seems to be the result of readjustments in the declarations of certain countries, some of which had results superior to 100% for 1995-1996, and that the lower rate also undoubtedly reflects adjustments occasioned by the adoption of the new international classification.

In 11 of the 21 countries reporting results for all secondary school programs, graduation rates rose between 1995-1996 and 1997-1998, while in 10 countries the rates fell.

Among these 10 countries, Belgium, whose rate had been 117% in 1996, saw its rate fall by 33 points, while Portugal, whose rate of 91% in 1996 was partly attributable to the 115% graduation rate for men, experienced a 35-point drop in its rate.

In addition, there is no overall result for Norway, which reported a rate exceeding 117% in 1995-1996.

According to this data Québec ranked 15th among OECD countries with respect to its secondary school graduation rate

Finally, in contrast with Québec's downward trend, Germany, Austria, the Netherlands and Ireland experienced major increases of 7, 10, 12 and 8 points respectively in their graduation rates, and several countries had rates over 90%: Germany (93%), Austria (96%), Korea (90%), Hungary (90%), Iceland (92%), the Netherlands (93%), Japan (96%) and New Zealand (97%).

Girls have higher graduation rates than boys in 15 countries

When all academic options are taken into account, the graduation rate for the first secondary school diploma is 81% in Québec. This is very close to the rates in the Czech Republic (80%) and Sweden (79%), but lower than those in more than 15 countries (Germany, Austria, Belgium, Korea, Finland, France, Greece, Hungary, Ireland, Iceland, Japan, New Zealand, the Netherlands and Switzerland.) Québec's rate is higher than those of Canada (72%), the United States (74%), Sweden (79%) and Spain (67%).

Of the 20 OECD countries that reported their secondary school graduation rates by sex, 15 had higher rates for girls than for boys. Only Korea displayed a similar rate for boys and girls, while boys had higher graduation rates than girls in Austria (a difference of 16 points), Iceland (5 points), Switzerland (11 points) and Turkey (14 points). In Québec, the graduation rate for the first secondary school diploma is 88% for girls, compared with 73% for boys. A similar situation exists in Ireland (14 points), and there are smaller, but still considerable differences between boys' and girls' graduation rates in Canada (11 points), Spain (12 points), Finland (12 points), Greece (10 points), Portugal (12 points) and the United States (7 points).

Québec ranks 2nd for rates of graduation from secondary school programs in general education

The graduation rate of boys in Québec (73%) is 7 points below the average for boys in the OECD countries (80%): Québec would rank 16th out of the 20 countries that report their results by sex. The Québec rate for girls, which was 8 points above the OECD average for girls in 1995-1996, has fallen to 4 points above that average, and in this respect, Québec would rank 9th.

In Québec, general education has much higher enrollments of both male and female students than vocational education. Québec had a graduation rate of 76% for secondary-level programs in general education, compared with an average rate of 42% for the OECD countries. Only Ireland surpassed Québec in this regard, with an 80% graduation rate for general education programs.

... but 20th for rates of graduation from vocational education programs

The situation is radically different for vocational education programs, where Québec's graduate rate is 22%, compared with an OECD average of 47%. A number of countries had very high graduation rates for secondary school vocational programs: Austria (80%), Hungary (71%), France and Norway (68%), the Czech Republic (67%), Poland (65%), Belgium (64%), Italy (62%), Germany and Finland (60%), as well as Iceland and the Netherlands, which had rates above 50%.

If the academic programs of all countries are placed at the appropriate ISCED-97 levels, in terms of type and duration of programs, it seems that in 11 OECD countries, there is a greater emphasis on vocational education than on general education in secondary school.

In Québec, the graduation rate for vocational education programs is a bit higher for men. Although the average rate in the OECD countries is slightly different for men and women, the situation varies considerably from one country to another. Of the 20 countries for which a breakdown is available by sex, 10 had higher rates for men and women combined than for women. Men had much higher rates in Norway and Iceland. Thus, the situation for men and women in vocational education is the reverse of that in general education.

The results for the post-secondary non-tertiary level (ISCED level 4)

It will be recalled that ISCED level 4 comprises programs that, from an international point of view, straddle the boundary between upper-secondary and post-secondary education.

In Québec, only the pre-university Diploma of College Studies corresponds to the criteria for this level. The greater duration of college technical programs places them in the same category as programs that are classified in ISCED level 5B by most OECD

countries, while information on technical education corresponding to ISCED level 4C is not available because the Attestations of College Studies (ACS) are not tabulated by the Ministère de l'Éducation.

Table 2 presents the graduation rates for programs placed in ISCED level 4. Québec's graduation rate for pre-university college programs is 25.2%, well above the OECD average of 8.9%.

However, given the considerable variation in the rates presented and the absence of graduation rates for a significant number of countries, the table serves primarily to illustrate the structural differences between education systems in the OECD countries. It shows that programs at the secondary and tertiary levels differ greatly from one country to another. Thus, whereas Québec's high graduation rate is based on the existence of a network of college institutions, the results of Ireland and Hungary reflect the existence of several vocational education programs such as "Vocational Preparation and Training II" in Ireland, and "post-secondary vocational education programs" leading to a vocational certificate in Hungary. Table 2 thus makes it possible to compare education systems by summarizing their main differences, but does not permit comparison of the results of students in different countries, because the systems differ too much at this level.

The results at the tertiary level (ISCED levels 5A, 5B and 6)

Table 3 presents the graduation rates for tertiary-levels 5B, 5A and 6. Readers seeking information on ISCED-97, the new international classification system, should consult *Education Statistics Bulletin* No. 18.

At level 5B

With respect to type 5B tertiary education, which is defined as tertiary education of shorter duration than type 5A, and generally with more practical and technical content or a more specific occupational target, Québec, with its Diploma of College Studies in technical education, has a graduation rate of 14.1%, compared with an average of 11.2% for the OECD countries.

This rate places Québec 7th, after Belgium (25.8%), Korea (29.8%), Finland (28.4%), France (17.5%), Ireland (17.7%) and Japan (29.9%), but ahead of Germany (12.5%), Austria (10.5%), the United States (9.2%) and the United Kingdom (11.1%).

It is important to note that the number of years of schooling accumulated upon completion of certain programs placed at this level by other countries is greater than the number of years of schooling accumulated upon completion of technical college programs in Québec. For example, upon completion of certain programs that Germany has placed at level 5B, students have accumulated 15 to 17 years of schooling. Similarly, Korean students have completed from 14 to 16 years of schooling when they graduate from any of their country's level 5B programs.

First³ diplomas at level 5A

In 1997-1998, the graduation rate for first level 5A diplomas was 26.6% in Québec, which is the rate for first⁴ bachelor's degrees. Among the programs leading to a first university diploma, only those leading to a bachelor's degree, including programs that lead to first professional degrees, have a duration corresponding to ISCED-97 level 5A. This graduation rate is 4 points above the OECD average of 23.2%. This rate represents the sum of columns two, three and four in Table 3.

Nine OECD countries out of 29 have higher graduation rates for first tertiary-level diplomas than Québec: Norway (38%), the United Kingdom and the Netherlands (35%), the United States and New Zealand (33%), Finland (30%), Canada (29%), Spain and Japan (28%).

In Québec, the graduation rate for the bachelor's degree is 10 points higher for women than for men. Approximately 59% of bachelor's degrees are awarded to women.

The 2000 edition of *Education at a Glance* does not provide a breakdown of graduation rates by sex in the OECD countries. It does, however, indicate the percentage of first tertiary-level type-5A diplomas awarded to women in each country. According to this indicator, women earned more level 5A diplomas than men in 18 of the 25 countries for which information is available. The countries where women received the highest percentages of first diplomas at level 5A were Portugal (64%), Norway, New Zealand and Sweden (61%), and Australia, Canada, Spain and Hungary (59%).

The countries where women earned fewer than 50% of the first diplomas at level 5A -where, in other words, a greater number of such diplomas were awarded to men-are Japan (35%), Turkey (40%), Korea and Switzerland (41%), Germany (43%), and Austria (47%).

Second diplomas at level 5A

It is more difficult to compare the situation regarding second level 5A diplomas, since 19 countries report results for second diplomas of short duration (under 6 years), whereas only 7 countries report results for second diplomas of long duration (6 years or over).

At this level, too, the results vary greatly. Québec's rate of 6.4% is lower than that of several countries including New Zealand (14.1%), the United States (12.4%), the United Kingdom (12.3%), Ireland (11.9%) and Australia (7.5%) but above the OECD average of 4.0%. Québec ranks ahead of 14 countries, including France (6.3%), Belgium (4.9%) and Canada (4.5%).

Level 6

At the doctoral level, Québec maintains a stable rate of 1.0%, which is the average for the OECD countries. In Québec, as in all the OECD countries, the graduation rate for doctoral degrees is higher for men than for women.

Conclusion

In 1998, Québec's graduation rate for secondary studies is slightly above the average of the OECD countries for female students and below the average for male students. The province's graduation rate for studies leading to bachelor's and master's degrees is significantly above the OECD average.

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3. The term "first" refers to the diploma's position in the national certification system. The bachelor's degree is the first diploma in Québec whose duration corresponds to the OECD criteria for level 5A.
4. The term "first" means the first diploma at this level awarded to the student.

**Other Education
Statistics Bulletins
available:**

- Lespérance, André. *Level of Graduation Upon Leaving the Education System*, **No. 1, November 1997.**
- Demers, Marius. *Statutory Salaries and Teaching Time of Teachers in Public Elementary and Lower Secondary Schools: A Comparison of Québec and OECD Countries*, **No. 2, November 1997.**
- Demers, Marius. *Educational Expenditure Relative to the GDP: A Comparison of Québec and OECD Countries*, **No. 3, June 1998.**
- Maheu, Robert. *Graduation from Secondary School, College and University in 1995: A Comparison of Québec and OECD Countries*, **No. 4, June 1998.**
- Beauchesne, Luc. *Secondary Schools and College Graduates: A Sociodemographic Analysis*, **No. 5, June 1998.**
- St-Germain, Claude. *Québec Student Achievement in Mathematics and Science: An International Comparison*, **No. 6, June 1998.**
- Foucault, Diane. *The Aboriginal School Population of Québec*, **No. 7, September 1998.**
- Demers, Marius. *The Return on Investment in Education*, **No. 8, November 1998.**
- Ouellette, Raymond. *Projections of Teaching Staff in Québec School Boards: 1996-97 to 2008-09*, **No. 9, February 1999.**
- St-Germain, Claude. *The Linguistic Situation in the Education Sector, 1997-98*, **No. 10, March 1999.**
- St-Germain, Claude. *Education Level of the Adult Populations of the Principal Cultural Communities of Québec in 1996*, **No. 11, May 1999.**
- DUFORT, Jean-Pierre. *Secondary School Vocational Education*, **No. 12, september 1999.**
- St-Germain, Claude. *The Linguistic Situation in the Education Sector, 1997-98*, **No. 13, March 1999.**
- Lespérance, André, Pierre Ducharme and Diane Foucault. *Dropping Out of School*, **No. 14, March 2000.**
- Ouellette, Raymond. *School Administrators in Québec School Boards*, **No. 15, May 2000.**
- Demers, Marius. *Education pays!*, **No. 16, June 2000.**
- Audet, Marc. *The Professional Integration of Holders of Bachelor's and Master's Degrees Over the Past Two Decades* **no. 17, august 2000.**
- Foucault, Diane. *Québec's Education System and the International Standard Classification of Education*, **No. 18, September 2000.**
- Demers, Marius. *Statutory Salaries of Teachers in Public Elementary and Secondary Schools in 1997-1998: A Comparison of Québec and OECD Countries*, **No. 19, September 2000.**
- Demers, Marius. *Educational Spending Relative to the GDP in 1997: A Comparison of Québec and the OECD Countries*, **No. 20, September 2000.**

Table 1: Holders of secondary school diplomas as a proportion of the total population of typical graduation age, by program type and orientation, in Québec and the OECD countries, in 1998

	Total (without any double counting)			ISCED 3A Programs leading directly to type A tertiary programs		ISCED 3B Programs leading directly to type B tertiary programs		ISCED 3C (long) Programs designed to prepare students to enter the labour market directly		ISCED 3C (short) Programs of shorter duration than those at levels 3A or 3B		Programs with a general education orientation		Programs with a vocational or technical education orientation					
	In Québec:			SSD				DVS, AVE and AVS				SSD				DVS, AVE and AVS			
	M + F	Male	Female	M + F	Female	M + F	Female	M + F	Female	M + F	Female	M + F	Female	M + F	Female	M + F	Female		
Australia	m.d.	m.d.	m.d.	67	72	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.			
Austria ¹	96	104	88	17	20	52	44	n.a.	n.a.	26	22	17	20	80	68				
Belgium (Flemish community) ²	84	82	86	61	65	n.a.	n.a.	23	22	13	17	34	39	64	64				
Canada	72	67	78	72	78	n.a.	n.a.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.				
Czech Republic	80	77	83	48	58	n	n	33	25	n.a.	n.a.	13	16	67	67				
Denmark	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.				
Finland	89	83	95	89	95	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	54	65	60	62				
France	87	85	88	54	62	10	8	3	3	37	31	35	41	68	62				
Germany	93	91	95	34	37	60	59	n.a.	n.a.	n.a.	n.a.	34	37	60	59				
Greece	83	78	88	56	65	n.a.	n.a.	27	23	n.a.	n.a.	56	65	27	23				
Hungary ¹	90	87	93	55	63	x	x	x	x	32	26	24	30	71	67				
Iceland	92	94	89	54	64	n	n	36	20	16	14	54	64	54	36				
Ireland	87	80	94	91	98	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	80	86	15	16				
Italy	m.d.	m.d.	m.d.	67	73	1	1	n.a.	n.a.	n.a.	n.a.	26	34	62	60				
Japan	96	93	99	70	74	n.a.	n.a.	25	24	x	x	70	74	26	24				
Korea	90	91	90	53	49	n.a.	n.a.	n.a.	n.a.	37	41	53	49	37	41				
Luxembourg ¹	62	m.d.	m.d.	35	m.d.	7	5	21	m.d.	n	n	22	25	40	m.d.				
Mexico ¹	30	m.d.	m.d.	26	m.d.	n.a.	n.a.	4	m.d.	x	m.d.	26	m.d.	4	m.d.				
Netherlands ¹	93	91	96	87	89	n.a.	n.a.	6	6	n.a.	n.a.	37	40	56	56				
New Zealand	97	m.d.	m.d.	62	67	19	23	14	17	x	x	62	67	34	40				
Norway	m.d.	m.d.	m.d.	70	86	n.a.	n.a.	69	49	n.a.	n.a.	70	86	68	49				
Poland ¹	m.d.	m.d.	m.d.	65	74	n.a.	n.a.	n.a.	n.a.	32	24	30	41	65	56				
Portugal	56	50	62	43	50	12	12	n	n	n	n	44	50	12	12				
Québec	81	73	88	76	85	n.a.	n.a.	22	20	x	x	76	85	22	20				
Spain	67	61	73	43	49	n	n	4	4	21	22	43	49	25	26				
Sweden	79	76	82	79	82	n.a.	n.a.	n	n	n.a.	n.a.	42	45	37	37				
Switzerland	84	89	78	23	23	47	35	13	18	1	2	m.d.	m.d.	m.d.	m.d.				
Turkey ¹	46	53	39	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.				
United Kingdom	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.				
United States	74	70	77	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.				
Average for all countries	79	80	84	57	65	9	8	13	11	11	10	42	49	47	46				

Source: *Education at a Glance—OECD Education Indicators 2000*, p. 185.
Ministère de l'Éducation du Québec

n.a.: not applicable

m.d.: missing data

n: none, or negligible quantity

x: data included under another heading or in another column or table

1. Crude graduation rates may include some double counting.

2. Short programs at ISCED level 3C have been omitted to avoid double counting.

Table 2: Holders of post-secondary non-tertiary diplomas (ISCED 4) as a proportion of the total population of typical graduation age, by program type and orientation, in Québec and the OECD countries, in 1998

	Total (without any double counting)			ISCED 4A Programs leading to type A tertiary programs		ISCED 4B Programs leading to type B tertiary programs		ISCED 4C Programs designed to prepare students to enter the labour market directly		Programs with a general education orientation		Programs with a vocational or technical education orientation	
	In Québec:			Pre-university DEC				Pre-university DEC					
	M + F	Male	Female	M + F	Female	M + F	Female	M + F	Female	M + F	Female	M + F	Female
Australia	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.
Austria	m.d.	m.d.	m.d.	18.9	20.1	3.5	5.7	1.5	1.8	n.a.	n.a.	23.9	27.7
Belgium (Flemish community) ¹	22.8	20.9	24.7	12.3	12.7	n.a.	n.a.	10.5	12.0	0.1	0.1	22.6	24.6
Canada	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	19.4	16.1	0.3	0.4	m.d.	m.d.
Czech Republic	17.3	18.0	16.5	15.3	14.4	n.a.	n.a.	2.0	2.1	n.a.	n.a.	17.3	16.5
Denmark	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.
Finland	0.5	0.6	0.5	n.a.	n.a.	n.a.	n.a.	0.6	0.6	n.a.	n.a.	0.6	0.6
France	1.2	0.5	1.8	0.3	0.3	n.a.	n.a.	0.9	1.5	0.3	0.3	0.9	1.5
Germany	15.8	16.7	14.8	10.2	9.9	5.6	4.9	n.a.	n.a.	1.8	1.8	14.0	13.0
Greece ¹	9.3	9.3	9.4	n.a.	n.a.	n.a.	n.a.	9.3	9.4	n.a.	n.a.	9.3	9.4
Hungary ¹	22.4	21.9	23.0	3.9	4.3	n.a.	n.a.	18.4	18.6	3.9	4.3	18.4	18.6
Iceland	23.9	12.1	35.9	n.a.	n.a.	n.a.	n.a.	23.9	35.9	n.a.	n.a.	23.9	35.9
Ireland	3.2	4.4	2.0	n.a.	n.a.	n.a.	n.a.	3.2	2.0	n.a.	n.a.	3.2	2.0
Italy ¹	2.2	1.5	2.9	n.a.	n.a.	n.a.	n.a.	2.2	2.9	n.a.	n.a.	2.2	2.9
Japan	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.
Korea	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Luxembourg ¹	3.7	5.8	1.6	n	n	n	n	3.7	1.6	n	n	3.7	1.6
Mexico	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Netherlands ¹	1.1	0.3	2.0	n	n	n.a.	n.a.	1.1	2.0	n	n	1.1	2.0
New Zealand	5.6	4.3	6.9	0.7	0.7	1.5	1.6	3.4	4.5	0.7	0.7	4.9	6.1
Norway	m.d.	m.d.	m.d.	n.a.	n.a.	n.a.	n.a.	3.6	0.5	n.a.	n.a.	3.6	0.5
Poland ¹	11.1	6.5	15.9	n.a.	n.a.	11.1	15.9	n.a.	n.a.	n.a.	n.a.	11.1	15.9
Portugal	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.
Québec²	25.2	18.9	31.8	25.2	31.8	n.a.	n.a.	m.d.	m.d.	25.2	31.8	m.d.	m.d.
Spain	15.8	14.4	17.2	15.3	16.5	0.5	0.7	n.a.	n.a.	n.a.	n.a.	15.8	17.2
Sweden	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.
Switzerland ¹	16.2	13.9	18.6	2.4	1.4	14.0	17.3	n.a.	n.a.	m.d.	m.d.	m.d.	m.d.
Turkey	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
United Kingdom	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.
United States	6.6	5.5	7.7	n.a.	n.a.	n.a.	n.a.	6.6	7.7	n.a.	n.a.	6.6	7.7
Average for all countries	8.9	7.8	10.1	3.6	3.7	1.6	2.1	4.8	5.2	0.3	0.3	8.7	9.7

Source: *Education at a Glance—OECD Education Indicators 2000*, p. 185.
Ministère de l'Éducation du Québec

n.a.: not applicable

m.d.: missing data

n: none, or negligible quantity

x: data included under another heading or in another column or table

1. Crude graduation rates may include some double counting.

2. For Québec, the rates are net graduation rates for a first pre-university college diploma.

Table 3: Graduation rate at the tertiary level, by type of program, in Québec and the OECD countries, in 1998

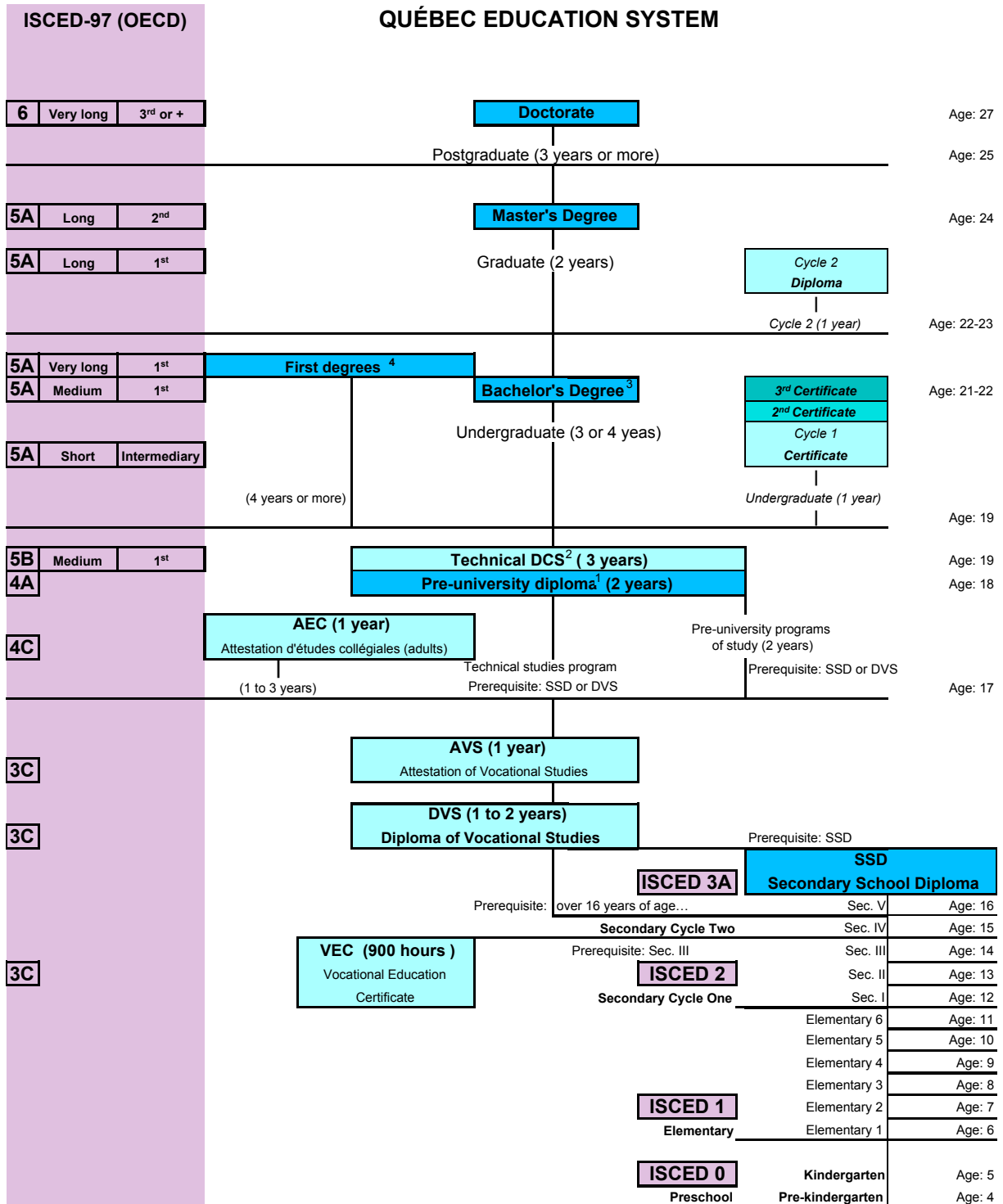
In Québec:	Tertiary level 5B		Tertiary level 5A				Tertiary level 6
	Medium duration: from 3 to less than 5 years	Long duration: from 5 to 6 years	Very long duration: over 6 years	Short duration: (less than 6 years)	Long duration: (6 years or more)	Advanced study and original research (doctoral or equivalent)	
	First diploma	First diploma	First diploma	First diploma	Second diploma	Second diploma	
	Technical DEC	Bachelor's degree	n.a.	First professional degrees	Master's degree	n.a.	Doctorate
Australia	m.d.	25.8	n.a.	n.a.	7.5	n	1.1
Austria*	10,5	0.5	13.2	n	n	n	1.6
Belgium (Flemish community)	25.8	10.8	5.6	1.0	4.9	x	0.7
Canada	5.5	27.0	1.4	1.0	4.5	m.d.	0.8
Czech Republic*	4.5	2.9	8.3	n.a.	1.7	n.a.	0.5
Denmark	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.
Finland	28.4	15.7	14.6	n.a.	m.d.	0.7	2.3
France*	17.5	18.0	5.1	0.9	6.3	n.a.	1.2
Germany	13*	4.8	11.2	n.a.	n.a.	n.a.	1.8
Greece	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.	m.d.
Hungary	m.d.	24.7	x	n.a.	3.3	x	0.9
Iceland	9.8	22.3	2.5	n	1.1	n	n
Ireland*	17.7	23.8	1.4	x	11.9	x	0.8
Italy	0.3	0.9	13.6	n.a.	2.2	0.9	0.4
Japan*	29.9	27.7	x	n.a.	2.5	n.a.	0.5
Korea*	29.8	25,1	n.a.	0.4	2.5	n.a.	0.6
Luxembourg*	7.4	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Mexico	m.d.	10.1	m.d.	m.d.	m.d.	m.d.	x
Netherlands	0.8	33.3	1.3	n.a.	1.9	0.3	x
New Zealand	12.7	26.1	6.7	0.6	14.1	n	0.7
Norway	6.3	33.3	3.8	1.2	1.0	4.2	1.1
Poland*	0.8	12.0	13.0	n.a.	5.3	n.a.	m.d.
Portugal*	6.5	7.4	10.1	n	m.d.	m.d.	1.4
Québec	14.1	26.6	n.a.	x	6.4	n.a.	1.0
Spain	4.1	12.5	15.4	n	x	m.d.	0.9
Sweden	1.5	23.0	2.0	0.1	0.4	n	2.2
Switzerland*	m.d.	7.8	11.3	1.0	n.a.	1.2	2.5
Turkey	6.4	9.6	n.a.	n.a.	0.8	0.2	0.2
United Kingdom	11.1	33.2	1.9	0.1	12.3	x	1.2
United States*	9.2	32,9	n.a.	n.a.	12.4	2.2	1.3
Average for all countries	11.2	17.5	5.5	0.2	4.0	0.4	1.0

Source: *Education at a Glance—OECD Education Indicators 2000*, p. 185.
Ministère de l'Éducation du Québec

n.a.: not applicable m.d.: missing data
n: none, or negligible quantity x: data included under another heading or in another column or table

Note: This indicator does not take into account tertiary type A diplomas issued on completion of short programs of less than 3 years duration.

*: All graduation rates are net rates, except in instances indicated by an asterisk, which are crude rates.



1. Pre-university DCS; DCS in Science, Literature and Languages, Creative Arts; Combined DCS; International Baccalaureate.
2. Technical DCS; Technical DCS, work-study program
3. Specialized Bachelor's Degree, Bachelor's Degree Cooperative Education, Multidisciplinary Bachelor's Degree, Major-Minor Bachelor's Degree, Honours Bachelor's Degree, Faculty Program Bachelor's Degree
4. First professional degrees: Bachelor of Law, Doctor of Medicine, Doctorate in Dental Medicine, Doctor of Optometry, Doctorate in Veterinary Medicine, bacc. en sciences juridiques, Bachelor of Civil Law, Bachelor of Common Law, Bachelor of National Civil Law, Bachelor of National Common Law, Doctor of Medicine, Doctor of Dental Science.