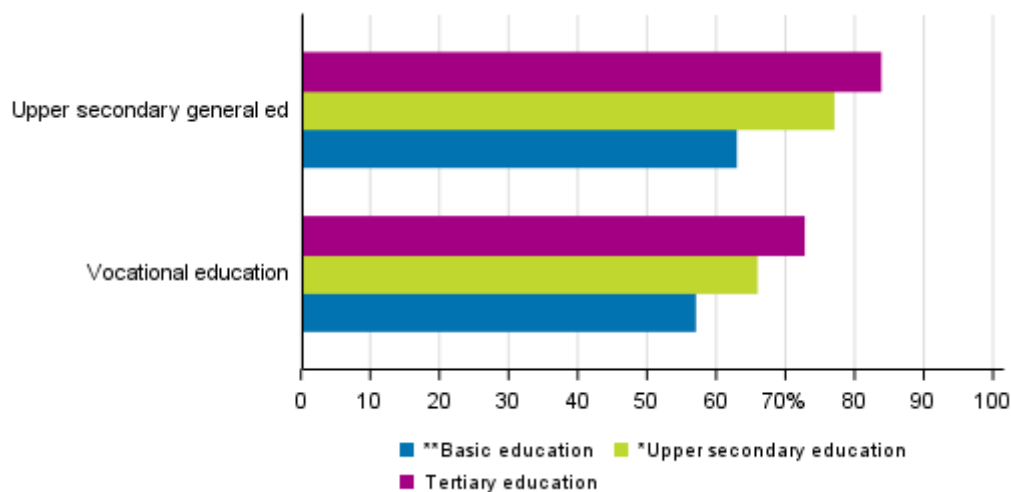


Progress of studies 2017

Parents' educational background connected to passing upper secondary level education

According to Statistics Finland's education statistics, children of parents with high education pass upper secondary general school education and upper secondary vocational education faster than students whose parents have completed upper secondary level qualifications or have no post-comprehensive level qualifications. Parents' high education improved the probability of both daughters and sons passing through education in the target time. Human capital inherited from home had more effect on boys than girls passing through education. Completion of degrees in both university education and university of applied sciences education accelerated.

Pass rates by sector of education and parents' educational background 2017



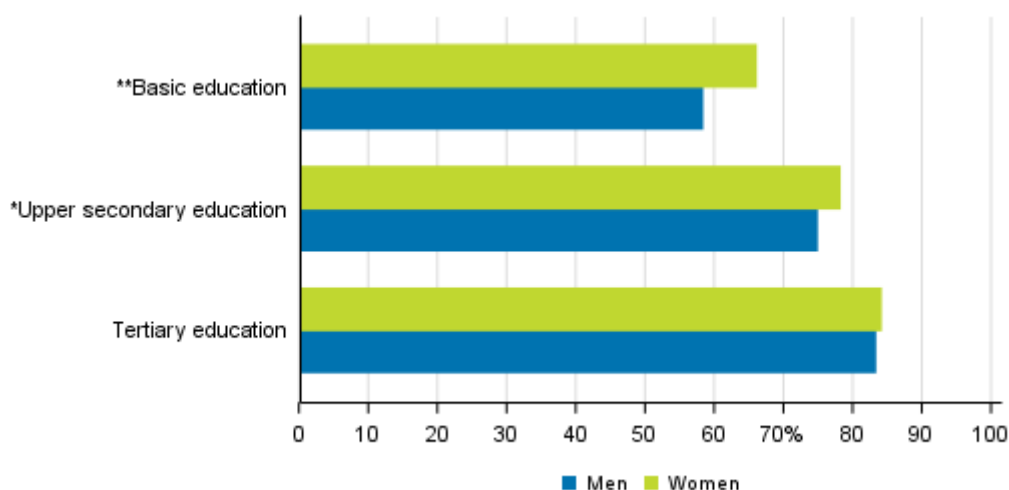
** Including persons with unknown educational attainment in Statistics Finland's education registers* Including Post-secondary non-tertiary education

Parents' educational background had an effect on both passing upper secondary level education and entrance to education. In all, 74 per cent of new students in upper secondary general school education and 42 per cent in initial vocational education were children of highly educated parents. Twenty-four per cent of new students in upper secondary general education came from families where the highest qualification was an upper secondary level qualification, while the corresponding share in initial vocational education was 48 per cent. Two per cent of new students in upper secondary general education and 10 per cent of

new students in initial vocational education came from families where parents did not have a post-comprehensive level qualification. New students who came from families with low education were a heterogeneous group: 50 per cent of new students in upper secondary general school education and 46 per cent of new students in initial vocational education spoke other than Finnish, Swedish or Sami as their native language. Foreign-language speakers were first or second generation immigrants, on whose parents' qualifications there is, as a rule, no information in Statistics Finland's Register of Completed Education and Degrees, in which case they are recorded as attainers of post-comprehensive level qualifications.

Upper secondary level education was passed in the target time of three-and a-half years best by children of parents with high education. Differences in the pass rates were big in both upper secondary general school education and initial vocational education depending on parents' educational background. Eighty-four per cent of children of parents with high education passed the matriculation examination in the target time and 73 per cent of those having started studies for an initial vocational qualification. In all, 77 per cent of children of parents with upper secondary level qualifications passed the matriculation examination in the target time and 66 per cent of those having started studies for an initial vocational qualification. Of children of parents with no post-comprehensive level qualifications, 63 per cent passed the matriculation examination in the target time and 57 per cent of those having started studies for an initial vocational qualification.

Pass rates of upper secondary general education by gender and parents' educational attainment 2017



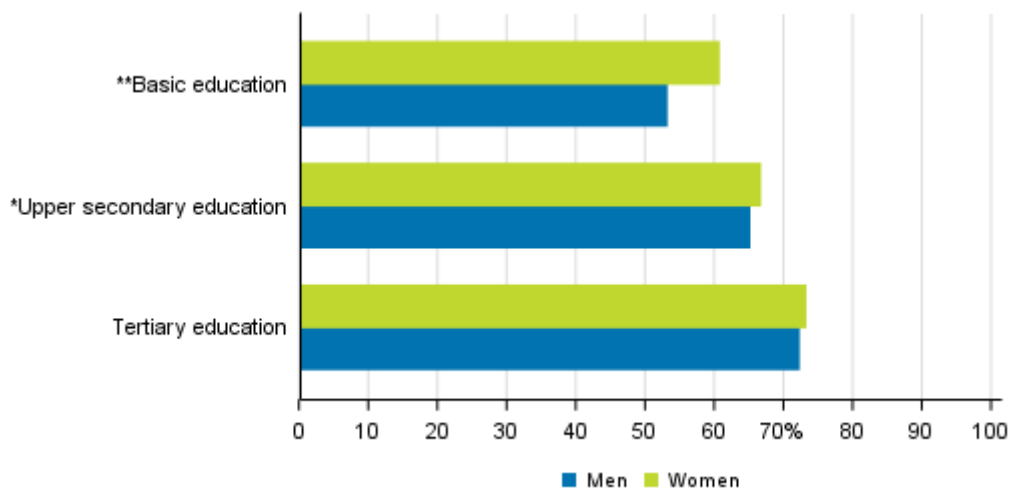
** Including persons with unknown educational attainment in Statistics Finland's education registers* Including Post-secondary non-tertiary education

According to the data for 2017, upper secondary general education was completed typically in 3.5 to 4.5 years: Eighty-two per cent of new students in upper secondary general schools completed the upper secondary general school syllabus in at most three-and-a-half years and 89 per cent in at most four-and-a-half years. Men studying in upper secondary general school passed their qualifications slightly slower than women studying there did.

Parents' educational background had an effect on the pass rates of both women and men, although the effect on sons' passing education was slightly higher. Eighty-four per cent of daughters of parents with high education passed the matriculation examination in the target time and 83 per cent of sons, whereby the difference between the pass rates was one percentage point. When parents' highest qualification was an upper secondary level qualification, sons' pass rate fell to 75 per cent and daughters' to 78 per cent, in which case the pass rates differed by three percentage points. The difference between the genders in the pass rates was biggest in the case of parents with low level of education: 58 per cent of men passed the qualification in the target time and 66 per cent of women, where the difference between the pass rates was eight percentage points. The pass rate of men coming from families with high education was 25 percentage

points higher than the pass rate of men from families with low education. The corresponding difference for women was 18 percentage points.

Pass rates of upper secondary vocational education by gender and parents' educational attainment 2017



** Including persons with unknown educational attainment in Statistics Finland's education registers* Including Post-secondary non-tertiary education

Sixty-eight per cent of students attending vocational education aimed at young people completed a qualification in three-and-a-half years and 75 per cent at most in four-and-a-half years. Women completed a qualification slightly faster than men.

Of daughters of parents with high education, 73 per cent completed an initial vocational qualification in the target time and 72 per cent of sons. The difference between the pass rates was one percentage point. Of sons of parents with upper secondary level qualifications, 65 per cent completed a qualification and 67 per cent of daughters, in which case the difference between the pass rates was two percentage points. Fifty-three per cent of sons of parents without a post-comprehensive level qualification completed a qualification in the target time and 61 per cent of daughters, in which case the difference between the pass rates was eight percentage points. The pass rate of men coming from families with high education was 19 percentage points higher than the pass rate of men from families with low education. The corresponding difference for women was 12 percentage points.

Fifty-one per cent of those who started studying for a university of applied sciences degree completed their studies in four-and-a-half years. Of men, 35 per cent completed a qualification in the target time and 64 per cent of women, so the difference between the pass rates was 19 percentage points.

The pass rate of university education grows, the longer time has passed from the start of education. The older the cohort of new students is examined, the higher the pass rate became. Sixty-three per cent of students completed a lower or higher university degree in five-and-a-half years and as many as 72 per cent of those having studied for 7.5 years had passed a university degree. Of women, 69 per cent completed their degree in five-and-a-half years, while the figure for men was 55 per cent.

The database tables of these statistics contain information on the differences between the pass rates for different sectors of education (see [database tables](#)). The database tables also include information on those students who did not attain their qualification in the target time.

More information related to the progress of studies is available from statistics describing: ([Discontinuation of education](#), [Employment of students](#)).

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Appendix tables

Appendix table 1. Progress of new upper secondary school students (aimed at young people) studies by end 2017

Year of starting	New upper secondary school students, total	Completers of matriculation examination		New male students	Male completers of matriculation examination		New female students	Female completers of matriculation examination	
			%			%			%
2000	37 709	33 513	88,9	15 883	13 730	86,4	21 826	19 783	90,6
2001	36 957	32 847	88,9	15 580	13 533	86,9	21 377	19 314	90,3
2002	35 695	31 748	88,9	15 307	13 407	87,6	20 388	18 341	90,0
2003	36 714	32 592	88,8	15 764	13 728	87,1	20 950	18 864	90,0
2004	36 020	32 058	89,0	15 497	13 529	87,3	20 523	18 529	90,3
2005	35 065	31 252	89,1	15 243	13 390	87,8	19 822	17 862	90,1
2006	35 007	31 171	89,0	14 872	13 088	88,0	20 135	18 083	89,8
2007	34 510	30 721	89,0	14 436	12 712	88,1	20 074	18 009	89,7
2008	34 793	31 218	89,7	14 770	13 205	89,4	20 023	18 013	90,0
2009	34 064	30 471	89,5	14 509	12 838	88,5	19 555	17 633	90,2
2010	33 705	30 256	89,8	14 472	12 842	88,7	19 233	17 414	90,5
2011	32 897	29 669	90,2	14 194	12 646	89,1	18 703	17 023	91,0
2012	32 183	28 969	90,0	13 758	12 191	88,6	18 425	16 778	91,1
2013	31 884	28 503	89,4	13 391	11 817	88,2	18 493	16 686	90,2
2014	31 638	25 779	81,5	13 406	10 838	80,8	18 232	14 941	81,9

Appendix table 2. Progress of new students studies in vocational education (aimed at young people) by end 2017

Year of starting	New students in vocational education, total	Attainers of vocational qualifications		New male students	Male attainers of vocational qualifications		New female students	Female attainers of vocational qualifications	
			%			%			%
2000	50 552	40 808	80,7	25 941	20 049	77,3	24 611	20 759	84,3
2001	48 330	39 260	81,2	24 938	19 523	78,3	23 392	19 737	84,4
2002	46 815	37 882	80,9	24 216	18 942	78,2	22 599	18 940	83,8
2003	46 000	37 070	80,6	24 084	18 716	77,7	21 916	18 354	83,7
2004	48 482	39 285	81,0	25 174	19 778	78,6	23 308	19 507	83,7
2005	48 041	39 051	81,3	24 792	19 654	79,3	23 249	19 397	83,4
2006	48 705	40 141	82,4	25 399	20 551	80,9	23 306	19 590	84,1
2007	48 247	39 715	82,3	24 925	20 252	81,3	23 322	19 463	83,5
2008	48 336	39 856	82,5	24 965	20 449	81,9	23 371	19 407	83,0
2009	50 671	40 953	80,8	26 131	20 985	80,3	24 540	19 968	81,4
2010	50 533	40 612	80,4	26 047	20 767	79,7	24 486	19 845	81,0
2011	50 499	39 977	79,2	25 772	20 218	78,4	24 727	19 759	79,9
2012	49 759	38 616	77,6	25 873	19 824	76,6	23 886	18 792	78,7
2013	48 679	36 336	74,6	25 330	18 731	73,9	23 349	17 605	75,4
2014	47 459	32 133	67,7	25 228	16 902	67,0	22 231	15 231	68,5

Appendix table 3. Progress of new university of applied sciences students studies by end 2017, youth education

Year of starting	New university of applied sciences students, total	Attainers of university of applied sciences degrees		New male students	Male attainers of university of applied sciences degrees		New female students	Female attainers of university of applied sciences degrees	
			%			%			%
1995	8 361	6 174	73,8	4 139	2 752	66,5	4 222	3 422	81,1
1999	25 888	19 299	74,5	11 555	7 565	65,5	14 333	11 734	81,9
2000	26 091	19 417	74,4	11 595	7 648	66,0	14 496	11 769	81,2
2001	26 223	19 521	74,4	11 546	7 520	65,1	14 677	12 001	81,8
2002	28 526	20 295	71,1	13 412	8 308	61,9	15 114	11 987	79,3
2003	28 776	20 275	70,5	13 347	8 174	61,2	15 429	12 101	78,4
2004	29 332	20 624	70,3	13 190	8 017	60,8	16 142	12 607	78,1
2005	29 053	20 451	70,4	13 141	8 052	61,3	15 912	12 399	77,9
2006	28 531	20 127	70,5	13 045	8 051	61,7	15 486	12 076	78,0
2007	28 329	19 979	70,5	13 037	8 077	62,0	15 292	11 902	77,8
2008	28 302	20 083	71,0	12 711	7 974	62,7	15 591	12 109	77,7
2009	28 400	19 646	69,2	13 127	7 996	60,9	15 273	11 650	76,3
2010	29 030	19 697	67,9	13 558	7 977	58,8	15 472	11 720	75,7
2011	28 646	19 042	66,5	13 447	7 626	56,7	15 199	11 416	75,1
2012	28 093	17 491	62,3	12 719	6 325	49,7	15 374	11 166	72,6
2013	26 894	13 577	50,5	12 441	4 343	34,9	14 453	9 234	63,9
2014	27 881	7 886	28,3	13 053	1 863	14,3	14 828	6 023	40,6

Appendix table 4. Progress of new university students studies by end 2017, lower or higher university degrees

Year of starting	New university students, total	Attainers of lower or higher university degrees		New male students	Male attainers of lower or higher university degrees		New female students	Female attainers of lower or higher university degrees	
			%			%			%
1995	16 582	13 747	82,9	7 526	5 739	76,3	9 056	8 008	88,4
1999	19 054	15 472	81,2	8 501	6 234	73,3	10 553	9 238	87,5
2000	19 783	15 819	80,0	8 590	6 106	71,1	11 193	9 713	86,8
2001	21 018	16 782	79,8	9 201	6 585	71,6	11 817	10 197	86,3
2002	21 245	16 765	78,9	9 456	6 662	70,5	11 789	10 103	85,7
2003	20 763	16 458	79,3	9 092	6 481	71,3	11 671	9 977	85,5
2004	20 827	16 236	78,0	8 977	6 299	70,2	11 850	9 937	83,9
2005	20 744	16 294	78,5	8 979	6 366	70,9	11 765	9 928	84,4
2006	19 988	15 831	79,2	8 687	6 335	72,9	11 301	9 496	84,0
2007	19 461	15 151	77,9	8 274	5 834	70,5	11 187	9 317	83,3
2008	19 396	14 877	76,7	8 483	5 939	70,0	10 913	8 938	81,9
2009	19 940	14 864	74,5	8 820	5 935	67,3	11 120	8 929	80,3
2010	19 766	14 132	71,5	8 780	5 645	64,3	10 986	8 487	77,3
2011	19 827	13 643	68,8	8 786	5 478	62,3	11 041	8 165	74,0
2012	22 815	14 296	62,7	9 944	5 477	55,1	12 871	8 819	68,5
2013	23 162	12 437	53,7	10 189	4 571	44,9	12 973	7 866	60,6
2014	23 919	8 772	36,7	10 614	2 955	27,8	13 305	5 817	43,7

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www.stat.fi
Source: Education Statistics, Statistics Finland