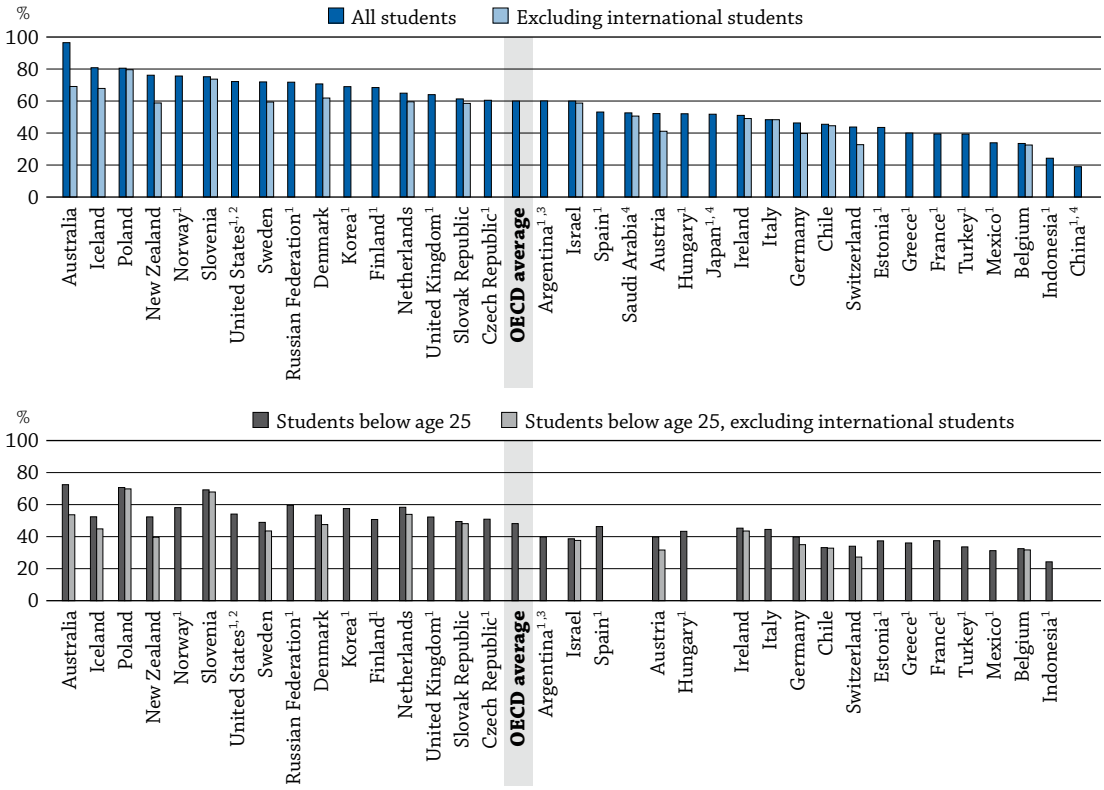
HOW MANY STUDENTS ARE EXPECTED TO ENTER TERTIARY EDUCATION?

- While some 60% of young adults in OECD countries are expected to enter tertiary-type A (largely theory-based) programmes over their lifetimes, only 3% are expected to enter advanced research programmes.
- Almost half of young adults in OECD countries will enter tertiary-type A programmes before the age of 25.
- When international students are excluded from the calculation, Poland and Slovenia are the only two countries (out of 17 countries with available data) where around 7 out of 10 young adults are expected to enter tertiary-type A education before they are 25 years old.

Chart C3.1. Entry rates into tertiary-type A education (2011)



1. New entrants data for international students are missing.
2. The entry rates for tertiary-type A programmes include the entry rates for tertiary-type B programmes.
3. Year of reference 2010.
4. New entrants data by age are missing.

Countries are ranked in descending order of entry rates for tertiary-type A programmes in 2011.

Source: OECD. Argentina, China, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). Saudi Arabia: Observatory on Higher Education. Tables C3.1a and b. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).

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Context

Entry rates estimate the proportion of people who are expected to enter a specific type of tertiary education programme during their lifetimes. They also indicate the accessibility of tertiary education and the perceived value of attending tertiary programmes, and provide some indication of the degree to which a population is acquiring the high-level skills and knowledge that can create and fuel knowledge-based economies. High entry and enrolment rates in tertiary education imply that a highly educated labour force is being developed and maintained.

In OECD countries, the belief that skills acquired through higher education are valued more than those held by people with lower educational attainment stems from the perception, both real and feared, that "routine" jobs can be performed instead in low-wage countries or mechanised, and from the growing understanding that knowledge and innovation are key to sustaining economic growth. Tertiary institutions not only have to meet growing demand by expanding the number of places they offer, they also have to adapt programmes and teaching methods to match the diverse needs of a new generation of students.

Other findings

- While **one in 20 students is expected to enter an advanced research programme over their lifetimes in Germany, Slovenia and Switzerland,** fewer than one in 100 students are expected to do so in Argentina, Chile, Indonesia, Mexico, Saudi Arabia, Spain and Turkey.
- Entry rates into tertiary-type A programmes are still higher for women (67%) than for men (53%) on average across OECD countries. But in advanced research programmes the gender gap almost disappears.
- Based on current patterns, it is estimated that **an average of 19% of today's young adults (20% of women and 18% of men) will enter tertiary-type B (shorter and largely vocational) programmes** over their lifetimes.
- **The most popular fields of education** chosen by new entrants into tertiary programmes **are social sciences, business and law** in all countries except Finland, Korea and Saudi Arabia.

Trends

Between 1995 and 2011, entry rates into tertiary-type A programmes increased by more than 20 percentage points, on average across OECD countries, while entry rates into tertiary-type B programmes remained stable. The increase was due to the increased accessibility of tertiary education in many countries, but also because of structural changes in the education systems of some countries, such as the creation of new programmes (to meet labour-market needs) or shorter programmes (with the implementation of the Bologna Process). Entry rates for tertiary programmes have also increased because the source of applicants has expanded to include many more international (see Indicator C4) and older students.

Note

Entry rates represent the percentage of an age cohort that is expected to enter a tertiary programme over a lifetime. This estimate is based on the number of new entrants in 2011 and the age distribution of this group. Therefore, the entry rates are based on a "synthetic cohort" assumption, according to which the current pattern of entry constitutes the best estimate of the behaviour of today's young adults over their lifetimes. Entry rates are sensitive to changes in the education system, such as the introduction of new programmes (as with the implementation of Bologna Process) or a variation in the number of international students. Entry rates can be very high, and even greater than 100% (thus clearly indicating that the synthetic cohort assumption is implausible), during a period when there are unexpected entries. In Australia, for example, the entry rate into tertiary type A programmes decreases by more than 25 percentage points when international students are excluded. In Portugal, a large number of women over 25 decided to pursue a university education, so entry rates among women increased by 40 percentage points from 2007 to 2011.

C3

Analysis

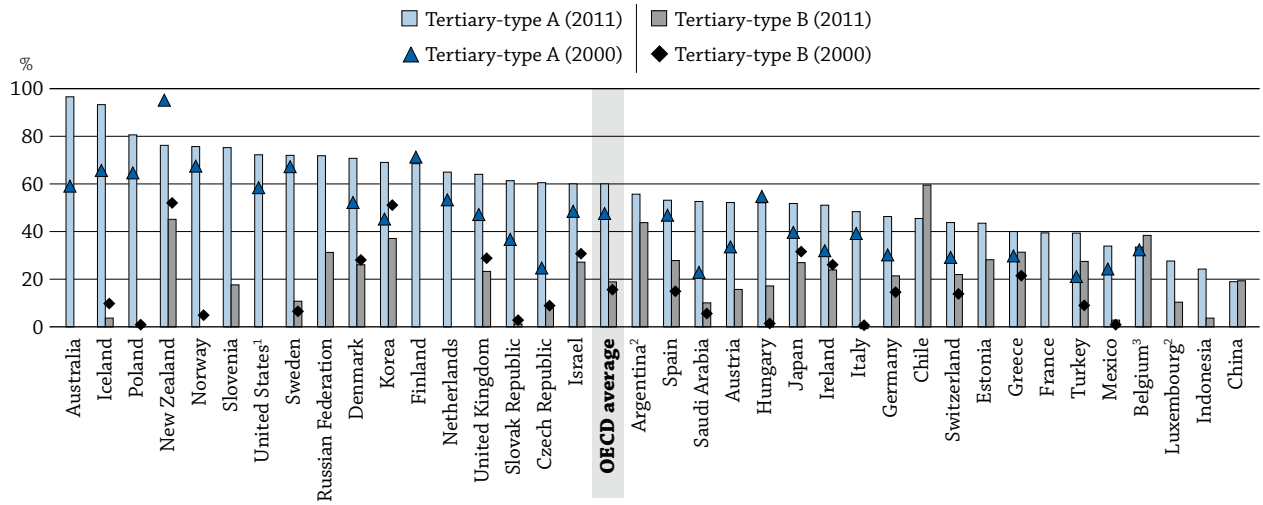
Overall access to tertiary education

It is estimated that 60% of young adults in OECD countries will enter tertiary-type A programmes during their lifetimes if current patterns of entry continue. In several countries, at least 70% of young adults are expected to enter these programmes, while less than 35% are expected to do so in Belgium, China, Indonesia and Mexico (Chart C3.1).

The proportion of students entering tertiary-type B programmes is generally smaller, mainly because these programmes are less developed in most OECD countries. Proportions range from less than 5% in Iceland, Indonesia, Mexico, Poland and the Slovak Republic, to more than 35% in Belgium, Korea and New Zealand, and above 50% in Argentina and Chile (Table C3.1a).

In contrast, in Belgium and Chile, the expected proportion of students who will enter tertiary-type B programmes is higher than those expected to enter tertiary-type A programmes. In these countries, broad access to tertiary-type B programmes counterbalances relative low entry rates into academic tertiary programmes (Chart C3.2). Other countries, most notably Israel and the United Kingdom, have entry rates around the OECD average for academic (type A) programmes, and comparatively high entry rates for vocational (type B) programmes. Although New Zealand's entry rates are among the highest in OECD countries for both types of programmes, these rates are inflated by a greater population of older and international students (Table C3.1a).

Chart C3.2. Entry rates into tertiary-type A and B education (2000, 2011)



1. The entry rates for tertiary-type A programmes include the entry rates for tertiary-type B programmes.
2. Year of reference 2010 instead of 2011.
3. Year of reference 2001 instead of 2000.

Countries are ranked in descending order of entry rates for tertiary-type A education in 2011.

Source: OECD. Table C3.2a. Argentina, China, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). Saudi Arabia: Observatory on Higher Education. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).

StatLink http://dx.doi.org/10.1787/888932847488

In some countries, high entry rates may reflect a temporary phenomenon, such as university reforms driven by implementation of the Bologna Process, the effects of the economic crisis, or a surge in the number of international students.

On average across all OECD countries with comparable data, the proportion of young adults who entered tertiary-type A programmes increased by 13 percentage points between 2000 and 2011, and by 21 percentage points between 1995 and 2011 (Table C3.2a). Entry rates into these programmes increased by more than

20 percentage points between 2000 and 2011 in Australia, the Czech Republic, Korea, Saudi Arabia and the Slovak Republic. In Korea, the increase (between 2007 and 2008) was influenced by a reclassification of tertiary-type B programmes into tertiary-type A programmes. In contrast, Finland, Hungary and New Zealand are the only OECD countries that show a decline in entry rates into these programmes. However, in Hungary, the decrease is counterbalanced by a significant increase in entry rates into tertiary-type B programmes during the same period. In New Zealand, the rise and fall of entry rates between 2000 and 2011 mirrored the number of international students over the same period (Chart C3.2).

Among OECD countries, overall net entry rates into tertiary-type B programmes between 2000 and 2011 have remained relatively stable except in Hungary, Spain and Turkey, where they have increased by more than 10 percentage points, and in Korea, where they have decreased by almost 15 percentage points (Chart C3.2).

Roughly 3% of today's young adults in OECD countries are expected to enter advanced research programmes during their lifetimes, if current patterns of entry remain stable. Among countries with available data, the proportions range from less than 1% in Argentina, Chile, Indonesia, Mexico, Saudi Arabia, Spain and Turkey, to around 5% in Germany, Slovenia and Switzerland (Table C3.1a).

Age of new entrants into tertiary education

On average across OECD countries, 81% of all first-time entrants into tertiary-type A programmes and 62% of first-time entrants into tertiary-type B programmes in 2011 were under 25 years of age. In addition, 56% of students who entered advanced research programmes in 2011 were under 30 years of age (Table C3.1b).

The age of new entrants into tertiary education varies among OECD countries because of differences in the typical age at which students graduate from upper secondary education (see Tables X1.1a and b), the intake capacity of institutions (admissions with *numerus clausus*, one of many methods used to limit the number of students who may study at a tertiary institution), and the opportunity cost of entering the labour market before enrolling in tertiary education.

During the recent economic crisis, some young people postponed entry into the labour market and remained in education. Some governments have also developed second-chance programmes, aimed at people who left school early, to raise the level of skills available in the workforce and increase opportunities for people to acquire practical education and competencies. Nevertheless, entering tertiary education at a later stage is more costly from both public and personal perspectives. It means that for a period of time, the productive potential of individuals is untapped. As a result, tax revenues are lower and public expenditures may be higher. Older students may face more difficulties combining work and study and thus may be unable to complete the programmes on time. Understanding that delays in completing education increase the cost of providing it, governments are introducing measures to foster timely completion.

Traditionally, students enter tertiary programmes immediately after having completed upper secondary education, and this remains true in many countries. For example, in Belgium, Indonesia, Italy and Mexico, more than 90% of all first-time entrants into tertiary-type A or B programmes are under 25. In other OECD countries, the transition from upper secondary to tertiary education may occur at a later age because of time spent in the labour force or the military. For instance, in Iceland, Israel and Portugal, only two-thirds of all first-time entrants into tertiary-type A programmes are under 25. In these cases, first-time entrants into tertiary-type A or B programmes represent a much wider age range (Table C3.1b).

The proportion of older first-time entrants into tertiary-type A and B programmes may reflect the flexibility of the programmes and their suitability to students outside the typical age group. It may also reflect the value placed on work experience before entering higher education, which is characteristic of the Nordic countries and is also common in Austria, Australia, Chile, Hungary, New Zealand and the United States, where a sizeable proportion of new entrants is much older than the typical age at entry. The reasons differ substantially from one country to another. For instance, in Australia, taking a gap year before entering tertiary education has become a trend; in 2009-10 almost one in four students took a gap year, and 51% of them declared "work"

as their main reason for taking the year off from education (Lumsden and Stanwick, 2012). Some countries require young people to serve in the military, which postpones entry into tertiary education. This is the case of Israel, which has mandatory military service for 18-21 year-old men and 18-20 year-old women.

Impact of international students on entry rates into tertiary-type A programmes

By definition, all international students enrolling for the first time in a country are counted as new entrants, regardless of their previous education in other countries. To highlight the impact of international students on entry rates into tertiary-type A programmes, both unadjusted and adjusted entry rates (i.e. the entry rate when international students are excluded from consideration) are presented in Tables C3.1a and b.

In Australia, the difference between the unadjusted and adjusted entry rates is 27 percentage points – the largest among all countries with comparable data. In Austria, Iceland, New Zealand, Sweden and Switzerland, the presence of international students also affects entry rates greatly, with differences from 11 to 17 percentage points (Table C3.1a).

The expected percentage of new entrants into tertiary-type A education changes dramatically when older and international students are not considered. These two groups are important components of the student population in countries, but they can artificially inflate the expected proportion of today's young adults who will enter a tertiary programme. When international and older students are not counted, Poland and Slovenia become the two countries with the largest proportion of people who are expected to enter tertiary-type A education under the age of 25. The large proportion in Poland is related to the greater number of students who graduated from upper secondary programmes as a result of the 1999 education reforms in that country. Those reforms aimed to improve the quality of the country's secondary and higher education systems and offer equitable education opportunities. Poland and Slovenia are also two of the six countries with the highest percentage of the population of 25-34 year olds that has attained at least an upper secondary education (see Indicator A1).

Pathways between academic and vocational programmes

In some countries, tertiary-type A and B programmes are provided by different types of institutions. However, it is increasingly common for universities or other institutions to offer both types of programmes. The two types of programmes are also gradually becoming more similar in terms of curriculum, orientation and learning outcomes.

In some countries, graduates from tertiary-type B programmes can gain entry into tertiary-type A programmes, usually in the second or third year, or even into a master's programme. Adding together entry rates into these two types of programmes to obtain overall tertiary-level entry rates would result in over-counting. Entry is typically subject to certain conditions, such as passing a special examination, prior personal or professional achievements, and/or completion of a "bridging" programme, depending on the country or programme. In some cases, students who leave an academic programme before graduating can be successfully re-oriented towards vocational programmes.

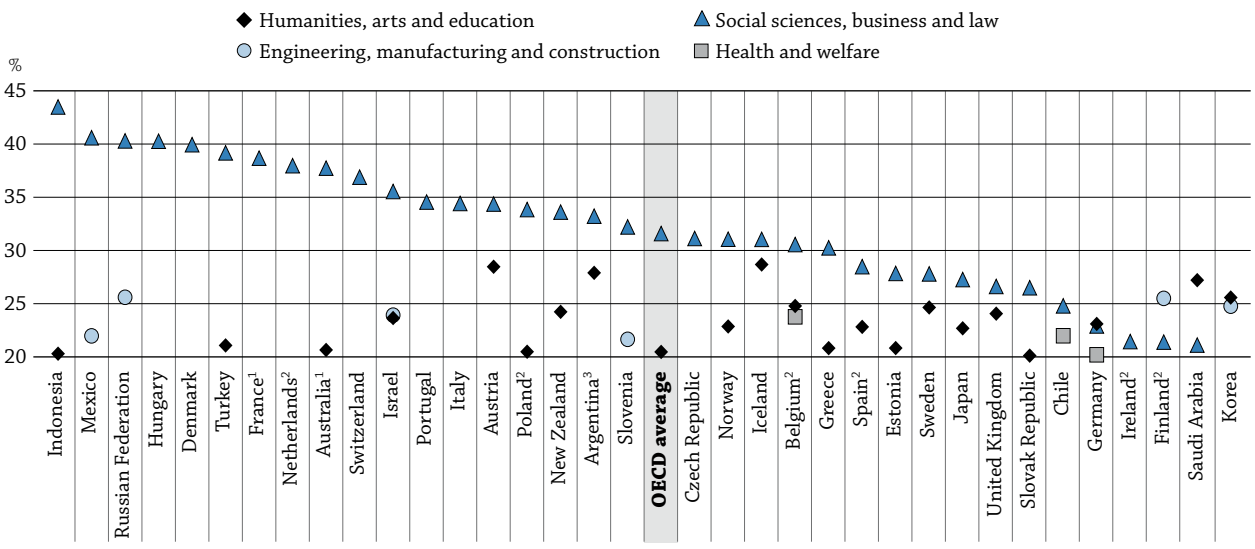
Entry rate into tertiary programmes, by field of education (tertiary-type A and B)

In almost all countries, a large proportion of students pursues tertiary programmes in the fields of social sciences, business and law. In 2011, these fields received the largest share of new entrants in all countries except Finland, Korea and Saudi Arabia. In Finland, the proportion of new entrants was largest in engineering, manufacturing and construction, while in Korea and Saudi Arabia, the proportion was largest in humanities, arts and education (Chart C3.3).

Science-related fields, which include science and engineering, manufacturing and construction, are less popular. On average, only a quarter of all students enter these fields (Table C3.3a). This low level of participation is partly due to the under-representation of women: on average in 2011, only 14% of new entrants into tertiary education who were women chose these fields, compared with 39% of new entrants who were men. Among the new-entrant population, the proportion of women who chose science-related fields ranged from 5% in Belgium and Japan to 19% in Greece, Italy, Indonesia and Mexico, while among men, the proportion in these fields ranged from 18% in Argentina to 58% in Finland (Table C3.3b, available on line).

Chart C3.3. Distribution of new entrants into tertiary programmes, by field of education (2011)

Only those fields in which more than 20% of students entered a tertiary programme in 2011 are shown in the graph below



1. Exclude tertiary-type B programmes.
2. Exclude advanced research programmes.
3. Year of reference 2010.

Countries are ranked in descending order of new entrants in Social sciences, business and law programmes in 2011.

Source: OECD. Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). Saudi Arabia: Observatory on Higher Education. Table C3.3a. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).

StatLink http://dx.doi.org/10.1787/888932847507

The distribution of entrants into advanced research programmes by field of education shows a different outcome from that of tertiary education as a whole. Although social sciences, business and law were the most popular fields of education among tertiary students in 2011, doctoral students favoured science-related fields slightly more than social science, business and law. Almost one in 4 new doctoral students undertook studies in sciences (23%) – more than double the proportion of new tertiary entrants who chose this field (10%). In Chile, France and Israel, more than 35% of advanced research students chose science.

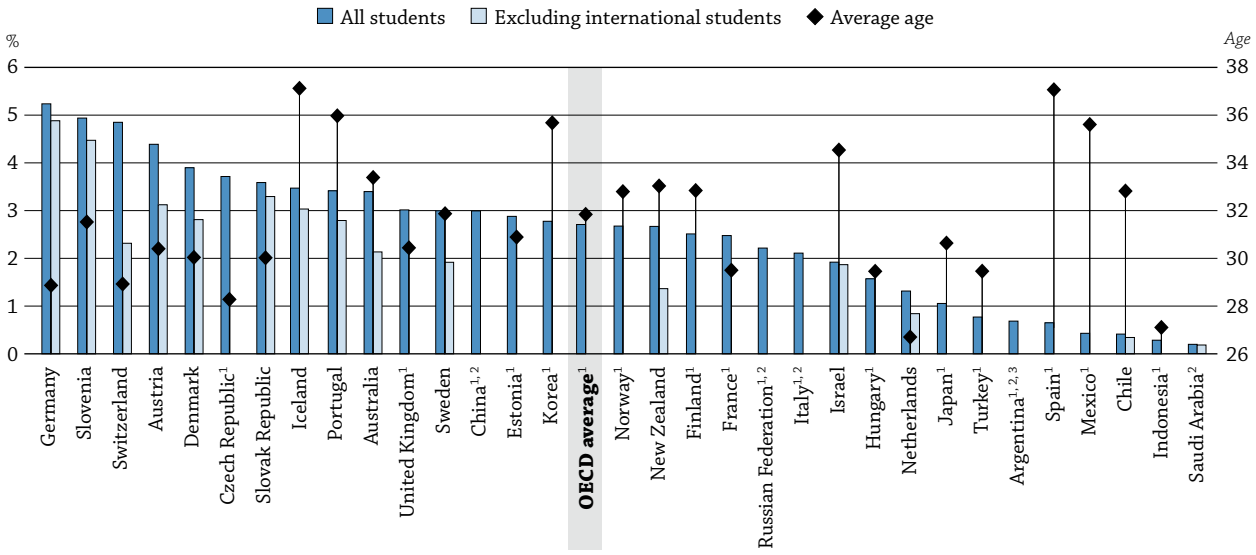
The attractiveness of certain fields of study sometimes varies from one level of education to another. In Denmark, for example, one in 5 doctoral students follows a research programme in mathematics and statistics, while this field of education represents the choice of only one in 100 of Danish tertiary students (Table C3.3c, available on line).

Advanced research programmes: The factory of knowledge for society

Doctoral-level research plays a crucial role in driving innovation and economic growth, and contributes significantly to the national and international knowledge base. Businesses are attracted to countries that make this level of research readily available (Halse and Mowbray, 2011; Smith, 2010), while individuals who attain this level of education benefit from higher wages and higher employment rates (see Indicators A5 and A6).

Many OECD countries invest heavily to provide doctoral-level education. Chart C3.4 shows the percentage of students who will pursue their studies up to the highest academic level across OECD countries. In Germany, Switzerland and, as a consequence of the implementation of the Bologna Process (EC, 2013), Slovenia, about one in 20 students is expected to enter an advanced research programme. By contrast, in Argentina, Chile, Indonesia, Mexico, Saudi Arabia, Spain and Turkey, fewer than one in 100 students is expected to begin doctoral studies during their lifetimes if current entry patterns remain stable (Table C3.1a).

Chart C3.4. Entry rates into advanced research programmes and average age of new entrants (2011)



Note: The average age refers to an average weighted age, generally the age of the students at the beginning of the calendar year. Students may be one year older than the age indicated when they graduate at the end of the school year. Please see Annex 3 to learn how the average age is calculated.
1. New entrants data for international students are missing.
2. New entrants data by age are missing.
3. Year of reference 2010.
Countries are ranked in descending order of new entrants into advanced research programmes in 2011.
Source: OECD. Argentina, China, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). Saudi Arabia: Observatory on Higher Education. Table C3.1a. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).
StatLink http://dx.doi.org/10.1787/888932847526

Several countries are developing doctoral programmes to attract international students, that is, students who move from their country of origin to study elsewhere. Attracting the best students from around the world helps to ensure that a country plays a leading role in research and innovation (Smith, 2010). More than one in two new entrants into doctoral programmes in New Zealand and Switzerland are international students (Chart C3.4). In addition, as Indicator C4 shows, in 2011 a large proportion of students enrolled in these programmes in New Zealand (40%), Switzerland (49%) and the United Kingdom (41%) were foreign students, that is, they were citizens of a different country than the one in which the data were collected.

Although almost 60% of new students in advanced research programmes in OECD countries entered before the age of 30, there are quite significant differences among countries. In the Czech Republic, Germany, Indonesia and the Netherlands, more than 75% of students are younger than 30 at entry into this level of education, while in Iceland, Israel, Korea, Mexico, Portugal and Spain, the average age exceeds 35 (Tables C3.1a and b).

These differences may be due to several factors. They could reflect lower dropout rates and greater emphasis on acquiring specialised skills. Some countries offer incentives, such as grants, scholarships, international mobility programmes, part-time jobs and distance learning, to encourage students to pursue advanced studies. Late entry into doctoral programmes could indicate that these students were advised to acquire some professional experience before continuing with their formal education.

The doctoral level of education is the only level with near gender parity. While there are proportionally more women than men at all other levels of education, this is the only level of education at which the proportion of entrants (and consequently the proportion of graduates) is slightly larger among men than women. On average across OECD countries, 2.8% of men and 2.7% of women enter a doctoral programme (Table C3.1a).

Definitions

International students are those students who left their country of origin and moved to another country for the purpose of study. International students enrolling for the first time in a postgraduate programme are considered first-time entrants.

New entrants are students who enrol at the relevant level of education for the first time.

Tertiary-level entry rate is an estimated probability, based on current entry patterns, that a young adult will enter tertiary education during his or her lifetime.

Methodology

Data refer to the academic year 2010-11 and are based on the UOE data collection on education statistics administered by the OECD in 2012 (for details, see Annex 3 at *www.oecd.org/edu/eag.htm*). The fields of education used in the UOE data collection instruments follow the revised ISCED 97 classification by field of education. The same classification is used for all levels of education.

Data on trends in entry rates (Table C3.2a) for the years 1995, 2000, 2001, 2002, 2003 and 2004 are based on a special survey carried out in OECD countries in January 2007.

Data on the impact of international students on tertiary entry rates are based on a special survey carried out by the OECD in December 2012.

Tables C3.1a, C3.1b and C.3.2a, and Table C3.2b, available on line, show the sum of net entry rates.

The ***net entry rate*** for a specific age is obtained by dividing the number of first-time entrants of that age for each type of tertiary education by the total population in the corresponding age group. The sum of net entry rates is calculated by adding the rates for each year of age. The result represents an estimate of the probability that a young person will enter tertiary education in his/her lifetime if current age-specific entry rates continue.

The ***average weighted age*** of entry is calculated by assigning higher weight to those ages at which the number of students entering a new level is higher. This variable gives the reader an accurate idea of the average age of entry. This variable appears for the first time in this edition of *Education at a Glance* as an attempt to improve the understanding of this indicator. Please refer to Annex 3 to learn more about it (*www.oecd.org/edu/eag.htm*).

Not all countries differentiate between students entering a tertiary programme for the first time and those transferring between different levels of tertiary education or repeating or re-entering a level after an absence. Thus, first-time entry rates for tertiary-type A or tertiary-type B cannot be added to form a total tertiary-level entrance rate because it would result in counting entrants twice.

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

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Indicator C3 Tables

	Table C3.1a	Entry rates into tertiary education and average age of new entrants (2011) StatLink http://dx.doi.org/10.1787/888932850585
	Table C3.1b	Entry rates into tertiary education of students under the typical age of entry (2011) StatLink http://dx.doi.org/10.1787/888932850604
	Table C3.2a	Trends in entry rates at tertiary level (1995-2011) StatLink http://dx.doi.org/10.1787/888932850623
WEB	Table C3.2b	Trends in entry rates at tertiary level, by gender (2005-11) StatLink http://dx.doi.org/10.1787/888932850642
	Table C3.3a	Distribution of tertiary new entrants, by field of education (2011) StatLink http://dx.doi.org/10.1787/888932850661
WEB	Table C3.3b	Distribution of tertiary new entrants, by field of education and gender (2011) StatLink http://dx.doi.org/10.1787/888932850680
WEB	Table C3.3c	Distribution of new entrants into advanced research programmes, by field of education (2011) StatLink http://dx.doi.org/10.1787/888932850699

Table C3.1a. Entry rates into tertiary education and average age of new entrants (2011)

Sum of age-specific entry rates, by gender and programme destination

		Tertiary-type B					Tertiary-type A					Advanced research programmes				
		M+W	Men	Women	Adjusted from international students[1]	Average age[2]	M+W	Men	Women	Adjusted from international students[1]	Average age[2]	M+W	Men	Women	Adjusted from international students[1]	Average age[2]
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD	Australia	**m**	m	m	m	*m*	**96**	83	110	69	*23*	**3.4**	3.4	3.4	2.1	*33*
	Austria	**16**	14	17	15	*30*	**52**	47	58	41	*24*	**4.4**	4.5	4.3	3.1	*30*
	Belgium	**38**	32	45	38	*20*	**33**	32	35	33	*19*	**m**	m	m	m	*m*
	Canada	**m**	m	m	m	*m*	**m**	m	m	m	*m*	**m**	m	m	m	*m*
	Chile	**59**	59	60	59	*24*	**45**	40	51	45	*23*	**0.4**	0.5	0.4	0.3	*33*
	Czech Republic	**9**	5	13	m	*24*	**60**	52	70	m	*23*	**3.7**	4.0	3.4	m	*28*
	Denmark	**26**	26	26	23	*30*	**71**	60	82	62	*24*	**3.9**	4.2	3.6	2.8	*30*
	Estonia	**28**	23	33	m	*24*	**43**	38	50	m	*22*	**2.9**	2.5	3.3	m	*31*
	Finland	**a**	a	a	a	*a*	**68**	61	76	m	*24*	**2.5**	2.4	2.6	m	*33*
	France	**m**	m	m	m	*m*	**39**	36	43	m	*20*	**2.5**	2.7	2.3	m	*30*
	Germany	**21**	14	29	m	*22*	**46**	46	47	40	*22*	**5.2**	6.0	4.5	4.9	*29*
	Greece	**31**	34	29	m	*19*	**40**	32	49	m	*20*	**m**	m	m	m	*m*
	Hungary	**17**	12	23	m	*22*	**52**	48	56	m	*23*	**1.6**	1.6	1.6	m	*29*
	Iceland	**4**	5	4	4	*34*	**81**	68	94	68	*26*	**3.5**	2.7	4.3	3.0	*37*
	Ireland	**24**	27	21	23	*24*	**51**	46	56	49	*21*	**m**	m	m	m	*m*
	Israel	**27**	26	28	m	*24*	**60**	53	67	59	*25*	**1.9**	1.9	2.0	1.9	*35*
	Italy	**n**	n	n	n	*m*	**48**	41	56	48	*20*	**2.1**	2.0	2.2	m	*m*
	Japan	**29**	22	36	m	*18*	**52**	57	46	m	*18*	**1.1**	1.4	0.7	m	*31*
	Korea	**37**	35	40	m	*21*	**69**	68	70	m	*21*	**2.8**	3.3	2.3	m	*36*
	Luxembourg	**m**	m	m	m	*m*	**m**	m	m	m	*m*	**m**	m	m	m	*m*
	Mexico	**3**	3	2	m	*20*	**34**	34	34	m	*20*	**0.4**	0.5	0.4	m	*36*
	Netherlands	**n**	n	n	n	*m*	**65**	60	70	60	*21*	**1.3**	1.4	1.3	0.8	*27*
	New Zealand	**45**	42	48	35	*29*	**76**	63	90	59	*25*	**2.7**	2.7	2.7	1.4	*33*
	Norway	**n**	n	n	m	*m*	**76**	64	88	m	*24*	**2.7**	2.7	2.7	m	*33*
	Poland	**1**	n	1	m	*m*	**81**	70	92	80	*21*	**m**	m	m	m	*m*
	Portugal[3]	**n**	n	n	n	*32*	**98**	84	112	91	*25*	**3.4**	3.2	3.7	2.8	*36*
	Slovak Republic	**1**	1	2	m	*m*	**61**	52	71	59	*23*	**3.6**	3.6	3.6	3.3	*30*
	Slovenia	**18**	19	16	18	*26*	**75**	58	94	74	*21*	**4.9**	4.4	5.6	4.5	*32*
	Spain	**28**	26	29	m	*23*	**53**	46	61	m	*22*	**0.7**	0.7	0.6	m	*37*
	Sweden	**11**	11	11	11	*27*	**72**	62	82	59	*25*	**3.0**	3.1	2.9	1.9	*32*
	Switzerland	**22**	24	20	m	*29*	**44**	42	46	33	*24*	**4.9**	5.2	4.5	2.3	*29*
	Turkey	**27**	31	24	m	*22*	**39**	39	40	m	*21*	**0.8**	0.9	0.7	m	*29*
	United Kingdom	**23**	17	30	m	*33*	**64**	57	72	m	*22*	**3.0**	3.2	2.8	m	*30*
	United States	**x(6)**	x(7)	x(8)	m	*m*	**72**	65	79	m	*23*	**m**	m	m	m	*m*
	OECD average	**19**	18	20	m	*24*	**60**	53	67	m	*22*	**2.7**	2.8	2.7	m	*32*
	EU21 average	**15**	14	17	m	*24*	**59**	51	67	m	*22*	**3.1**	3.1	3.0	m	*31*
Other G20	Argentina[4]	**51**	32	71	m	*25*	**60**	51	69	m	*24*	**0.7**	0.6	0.8	m	*m*
	Brazil	**m**	m	m	m	*m*	**m**	m	m	m	*m*	**m**	m	m	m	*m*
	China	**19**	18	21	m	*m*	**19**	18	21	m	*m*	**3.0**	3.0	3.0	m	*m*
	India	**m**	m	m	m	*m*	**m**	m	m	m	*m*	**m**	m	m	m	*m*
	Indonesia	**4**	3	4	m	*18*	**24**	25	24	m	*18*	**0.3**	0.3	0.2	m	*27*
	Russian Federation	**31**	x(1)	x(1)	m	*m*	**72**	65	78	m	*21*	**2.2**	x(11)	x(11)	m	*m*
	Saudi Arabia	**10**	15	5	10	*m*	**53**	54	52	51	*m*	**0.2**	0.2	0.2	0.2	*m*
	South Africa	**m**	m	m	m	*m*	**m**	m	m	m	*m*	**m**	m	m	m	*m*
	G20 average	**17**	24	m	m	*53*	**49**	56	m	m	*2.0*	**2.1**	1.8	m	m	*m*

Note: Mismatches between the coverage of the population data and the new-entrants data mean that the entry rates for those countries that are net exporters of students may be underestimated and those that are net importers may be overestimated. The adjusted entry rates seek to compensate for that. Please refer to Annex 3 for further specific information by country.

Please refer to Annex 1 for information on the method used to calculate entry rates (gross rates versus net rates) and the corresponding age of entry.

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

2. The average age refers to an average weighted age, generally the age of the students at the beginning of the calendar year. Students may be one year older than the age indicated when they graduate at the end of the school year. Please see Annex 3 to learn how the average age is calculated.

3. Entry rates may be overestimated as they include all students who entered the first year of a programme, not just those students who entered a tertiary-type A or B programme for the first time.

4. Year of reference 2010.

Source: OECD. Argentina, China, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). Saudi Arabia: Observatory on Higher Education. See Annex 3 for notes *(www.oecd.org/edu/eag.htm)*.

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

StatLink http://dx.doi.org/10.1787/888932850585

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Table C3.1b. Entry rates into tertiary education of students under the typical age of entry (2011)

Sum of net entry rates for each year of age up to 25 for tertiary-type A or B, and up to 30 for advanced research programmes, by gender and programme destination

		Tertiary-type B (below 25)					Tertiary-type A (below 25)					Advanced research programmes (below 30)				
		M+W	Men	Women	Adjusted from international students[1]	Share of below 25-year-old new entrants[2]	M+W	Men	Women	Adjusted from international students[1]	Share of below 25-year-old new entrants[2]	M+W	Men	Women	Adjusted from international students[1]	Share of below 30-year-old new entrants[2]
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD	Australia	**m**	m	m	m	*m*	**72**	62	83	54	*74*	**1.6**	1.6	1.6	0.9	*48*
OECD	Austria	**7**	7	8	7	*44*	**40**	34	46	32	*75*	**2.9**	2.8	2.9	2.1	*65*
OECD	Belgium	**37**	31	43	36	*95*	**32**	31	34	32	*97*	**m**	m	m	m	*m*
OECD	Canada	**m**	m	m	m	*m*	**m**	m	m	m	*m*	**m**	m	m	m	*m*
OECD	Chile	**40**	39	40	39	*70*	**33**	29	37	33	*76*	**0.2**	0.2	0.2	0.2	*51*
OECD	Czech Republic	**8**	5	11	m	*80*	**51**	45	57	m	*81*	**3.1**	3.2	2.9	m	*79*
OECD	Denmark	**12**	12	11	9	*43*	**53**	44	63	48	*76*	**2.5**	2.9	2.1	1.7	*61*
OECD	Estonia	**20**	18	23	m	*72*	**37**	33	42	m	*86*	**1.6**	1.5	1.8	m	*60*
OECD	Finland	**a**	a	a	a	*a*	**51**	46	55	m	*74*	**1.2**	1.3	1.2	m	*50*
OECD	France	**m**	m	m	m	*m*	**37**	33	42	m	*95*	**1.7**	1.8	1.6	m	*68*
OECD	Germany	**16**	9	24	m	*73*	**40**	39	41	35	*86*	**4.0**	4.4	3.5	3.7	*76*
OECD	Greece	**29**	32	27	m	*92*	**36**	28	44	m	*87*	**m**	m	m	m	*m*
OECD	Hungary	**15**	11	19	m	*84*	**43**	40	47	m	*81*	**1.1**	1.1	1.2	m	*68*
OECD	Iceland	**1**	1	1	1	*18*	**52**	45	60	45	*66*	**1.1**	1.1	1.1	0.9	*33*
OECD	Ireland	**18**	21	15	18	*72*	**45**	40	50	44	*86*	**m**	m	m	m	*m*
OECD	Israel	**18**	13	24	m	*69*	**39**	29	49	38	*65*	**0.7**	0.6	0.7	0.6	*37*
OECD	Italy	**n**	n	n	n	*m*	**45**	37	52	n	*92*	**m**	m	m	m	*m*
OECD	Japan	**m**	m	m	m	*m*	**m**	m	m	m	*m*	**m**	m	m	m	*m*
OECD	Korea	**33**	31	35	m	*87*	**58**	56	59	m	*82*	**1.1**	1.2	1.0	m	*36*
OECD	Luxembourg	**m**	m	m	m	*m*	**m**	m	m	m	*m*	**m**	m	m	m	*m*
OECD	Mexico	**3**	3	2	m	*94*	**31**	31	31	m	*93*	**0.2**	0.2	0.2	m	*41*
OECD	Netherlands	**n**	n	n	n	*28*	**58**	53	63	54	*90*	**1.1**	1.2	1.1	0.7	*86*
OECD	New Zealand	**22**	24	21	15	*53*	**52**	45	61	40	*71*	**1.3**	1.3	1.3	0.6	*50*
OECD	Norway	**n**	n	n	m	*m*	**58**	48	69	m	*77*	**1.4**	1.5	1.3	m	*49*
OECD	Poland	**1**	n	1	m	*m*	**71**	62	80	70	*86*	**m**	m	m	m	*m*
OECD	Portugal[3]	**n**	n	n	n	*m*	**69**	58	80	65	*64*	**1.3**	1.2	1.5	1.1	*34*
OECD	Slovak Republic	**1**	1	1	m	*m*	**49**	43	56	48	*79*	**2.4**	2.3	2.6	2.4	*68*
OECD	Slovenia	**11**	13	9	11	*59*	**69**	53	86	68	*90*	**3.0**	2.8	3.3	2.7	*59*
OECD	Spain	**22**	21	23	m	*73*	**46**	39	54	m	*81*	**0.2**	0.2	0.2	m	*21*
OECD	Sweden	**6**	6	5	6	*54*	**49**	42	56	44	*70*	**1.7**	1.9	1.5	1.0	*57*
OECD	Switzerland	**10**	11	10	m	*44*	**34**	32	37	27	*76*	**3.6**	3.9	3.4	1.8	*74*
OECD	Turkey	**22**	25	19	m	*81*	**34**	32	35	m	*85*	**0.5**	0.5	0.5	m	*66*
OECD	United Kingdom	**8**	6	9	m	*33*	**52**	48	57	m	*81*	**1.8**	1.9	1.7	m	*63*
OECD	United States	**x(6)**	x(7)	x(8)	m	*m*	**54**	51	58	m	*77*	**m**	m	m	m	*m*
	OECD average	**13**	12	14	m	*62*	**48**	42	54	m	*81*	**1.7**	1.7	1.6	m	*56*
	EU21 average	**11**	10	12	m	*60*	**49**	43	55	m	*83*	**2.0**	2.0	1.9	m	*61*
Other G20	Argentina[4]	**31**	21	40	m	*61*	**40**	35	45	m	*69*	**m**	m	m	m	*m*
Other G20	Brazil	**m**	m	m	m	*m*	**m**	m	m	m	*m*	**m**	m	m	m	*m*
Other G20	China	**m**	m	m	m	*m*	**m**	m	m	m	*m*	**m**	m	m	m	*m*
Other G20	India	**m**	m	m	m	*m*	**m**	m	m	m	*m*	**m**	m	m	m	*m*
Other G20	Indonesia	**4**	3	4	m	*100*	**24**	25	24	m	*100*	**0.3**	0.3	0.2	m	*92*
Other G20	Russian Federation	**m**	m	m	m	*m*	**60**	54	65	m	*80*	**m**	m	m	m	*m*
Other G20	Saudi Arabia	**m**	m	m	m	*m*	**m**	m	m	m	*m*	**m**	m	m	m	*m*
Other G20	South Africa	**m**	m	m	m	*m*	**m**	m	m	m	*m*	**m**	m	m	m	*m*
	G20 average	**m**	m	m	m	*m*	**m**	m	m	m	*m*	**m**	m	m	m	*m*

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

Please refer to Annex 1 for information on the method used to calculate entry rates (gross rates versus net rates) and the corresponding age of entry.

1. Adjusted entry rates correspond to the entry rate when international students are excluded.
2. Share of students below 25 among the total population of new entrants.
3. Entry rates may be overestimated as it includes students who enrolled in the first year of a programme, instead of for the first-time in tertiary-type A or B programmes.
4. Year of reference 2010.

Source: OECD. Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme).
See Annex 3 for note *(www.oecd.org/edu/eag.htm)*.

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

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Table C3.2a. Trends in entry rates at the tertiary level (1995-2011)

		Tertiary-type 5A[1]							Tertiary-type 5B						
		1995	2000	2005	2008	2009	2010	2011	1995	2000	2005	2008	2009	2010	2011
		(1)	(2)	(7)	(10)	(11)	(12)	(13)	(14)	(15)	(20)	(23)	(24)	(25)	(26)
OECD	Australia	m	59	82	87	94	96	**96**	m	m	m	m	m	m	**m**
OECD	Austria	27	34	37	47	45	53	**52**	m	m	9	13	14	16	**16**
OECD	Belgium	m	m	33	31	31	33	**33**	m	m	34	37	39	38	**38**
OECD	Canada	m	m	m	m	m	m	**m**	m	m	m	m	m	m	**m**
OECD	Chile[2]	m	m	46	m	44	47	**45**	m	m	m	m	59	58	**59**
OECD	Czech Republic	m	25	41	57	59	60	**60**	m	9	8	9	8	9	**9**
OECD	Denmark	40	52	57	59	55	65	**71**	33	28	23	21	25	25	**26**
OECD	Estonia	m	m	55	42	42	43	**43**	m	m	33	31	30	29	**28**
OECD	Finland	39	71	73	70	69	68	**68**	32	a	a	a	a	a	**a**
OECD	France	m	m	m	m	m	m	**39**	m	m	m	m	m	m	**m**
OECD	Germany[3]	26	30	36	36	40	42	**46**	15	15	14	14	19	21	**21**
OECD	Greece	15	30	43	42	m	m	**40**	5	21	13	26	m	m	**31**
OECD	Hungary	m	55	68	57	53	54	**52**	m	1	11	12	14	16	**17**
OECD	Iceland	m	66	74	73	77	93	**81**	m	10	7	6	4	4	**4**
OECD	Ireland	m	32	45	46	51	56	**51**	m	26	14	20	25	28	**24**
OECD	Israel	m	48	55	60	60	60	**60**	m	31	25	26	27	29	**27**
OECD	Italy	m	39	56	51	50	49	**48**	m	1	n	n	n	n	**n**
OECD	Japan	31	40	44	48	49	51	**52**	33	32	31	29	27	27	**29**
OECD	Korea	41	45	51	71	71	71	**69**	27	51	48	38	36	36	**37**
OECD	Luxembourg	m	m	m	25	31	28	**m**	m	m	m	n	2	10	**m**
OECD	Mexico	m	24	27	30	31	33	**34**	m	1	2	2	2	3	**3**
OECD	Netherlands	44	53	59	62	63	65	**65**	a	a	a	n	n	n	**n**
OECD	New Zealand	83	95	79	72	80	80	**76**	44	52	48	46	47	48	**45**
OECD	Norway	59	67	73	71	77	76	**76**	5	5	n	n	n	n	**n**
OECD	Poland	36	65	76	83	85	84	**81**	1	1	1	1	1	1	**1**
OECD	Portugal[4]	m	m	m	81	84	89	**98**	m	m	m	n	n	n	**n**
OECD	Slovak Republic	28	37	59	72	69	65	**61**	1	3	m	1	1	1	**1**
OECD	Slovenia	m	m	40	56	61	77	**75**	m	m	49	32	32	19	**18**
OECD	Spain	m	47	43	43	46	52	**53**	3	15	22	22	23	26	**28**
OECD	Sweden	57	67	76	65	68	76	**72**	m	7	7	10	11	12	**11**
OECD	Switzerland	17	29	37	38	41	44	**44**	29	14	16	19	21	23	**22**
OECD	Turkey	18	21	27	30	40	40	**39**	9	9	19	23	30	28	**27**
OECD	United Kingdom	m	47	51	57	61	63	**64**	m	29	28	30	31	26	**23**
OECD	United States	57	58	64	64	70	74	**72**	x(1)	x(2)	x(7)	x(10)	x(11)	x(12)	**x(13)**
	OECD average	39	48	54	56	58	61	**60**	17	16	18	16	18	18	**19**
	OECD average for countries with data available for 2000 and 2011		*48*					*62*		*17*					*20*
	EU21 average	35	46	53	54	56	59	**59**	11	11	16	14	14	15	**15**
Other G20	Argentina	m	m	m	47	56	60	**m**	m	m	m	44	46	51	**m**
Other G20	Brazil	m	m	m	m	m	m	**m**	m	m	m	m	m	m	**m**
Other G20	China	m	m	m	m	17	17	**19**	m	m	m	m	19	19	**19**
Other G20	India	m	m	m	m	m	m	**m**	m	m	m	m	m	m	**m**
Other G20	Indonesia	m	m	m	m	22	22	**24**	m	m	m	m	5	5	**4**
Other G20	Russian Federation	m	m	67	68	69	66	**72**	m	m	33	30	27	29	**31**
Other G20	Saudi Arabia	24	23	37	42	43	48	**53**	4	6	10	12	15	11	**10**
Other G20	South Africa	m	m	m	m	m	m	**m**	m	m	m	m	m	m	**m**
	G20 average	m	m	m	m	51	52	**52**	m	m	m	m	21	21	**19**

Note: Columns showing entry rates for the years 2001-04, 06, 07 (i.e. Columns 3-6, 8-9, 16-19, 21-22) are available for consultation on line (see *StatLink* below).
Please refer to Annex 1 for information on the method used to calculate entry rates (gross rates versus net rates) and the corresponding age of entry.
1. The entry rates for tertiary-type A programmes include advanced research programmes for 1995 and 2000-03 (except for Belgium and Germany).
2. Break in time series between 2009 and 2010 due to methodological changes (see Annex 3 for more details).
3. Break in time series between 2008 and 2009 due to a partial reallocation of vocational programmes into ISCED 2 and ISCED 5B.
4. Entry rates may be overestimated as it includes students who enrolled in the first year of a programme, instead of for the first-time in tertiary-type A or B programmes.
Source: OECD. Argentina, China, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). Saudi Arabia: Observatory on Higher Education. See Annex 3 for notes *(www.oecd.org/edu/eag.htm)*.
Please refer to the Reader's Guide for information concerning the symbols replacing missing data.
StatLink http://dx.doi.org/10.1787/888932850623

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Table C3.3a. Distribution of tertiary new entrants, by field of education (2011)

		Humanities, arts and education	Health and welfare	Social sciences, business and law	Services	Engineering, manufacturing and construction	Sciences	Agriculture	Not known or unspecified
		(1)	(4)	(5)	(6)	(7)	(8)	(13)	(14)
OECD	Australia[1]	21	16	38	4	9	12	1	n
	Austria	28	7	34	3	16	10	1	n
	Belgium[2]	25	24	31	2	11	5	3	n
	Canada	m	m	m	m	m	m	m	m
	Chile	16	22	25	11	17	6	2	n
	Czech Republic	18	13	31	7	15	13	4	n
	Denmark	16	20	40	3	12	8	2	n
	Estonia	21	11	28	9	15	14	2	n
	Finland[2]	15	19	21	7	25	9	2	n
	France[1]	19	11	39	4	9	19	n	n
	Germany[2]	23	20	23	3	16	13	2	1
	Greece	21	9	30	2	17	14	5	1
	Hungary	13	9	40	13	14	8	2	n
	Iceland	29	12	31	3	11	13	1	n
	Ireland[2]	15	13	21	6	11	15	2	17
	Israel	24	6	36	n	24	8	n	1
	Italy[2]	19	13	34	4	16	11	3	n
	Japan	23	15	27	9	14	2	2	7
	Korea	26	14	20	7	25	7	1	n
	Luxembourg	m	m	m	m	m	m	m	m
	Mexico	14	9	41	2	22	10	2	n
	Netherlands[2]	18	19	38	7	9	7	1	1
	New Zealand	24	12	34	6	6	16	1	n
	Norway	23	17	31	7	8	10	1	3
	Poland[2]	20	9	34	9	17	9	2	n
	Portugal	19	14	35	7	16	8	1	n
	Slovak Republic	20	18	26	6	17	10	3	n
	Slovenia	14	10	32	11	22	8	3	n
	Spain[2]	23	13	28	7	17	9	1	n
	Sweden	25	13	28	3	19	11	1	n
	Switzerland	17	12	37	7	16	9	1	1
	Turkey	21	7	39	5	15	10	3	n
	United Kingdom	24	17	27	2	8	14	1	7
	United States	m	m	m	m	m	m	m	m
	OECD average	20	14	32	6	15	10	2	1
	EU21 average	19	14	31	6	15	11	2	1
Other G20	Argentina[3]	28	13	33	5	8	10	3	1
	Brazil	m	m	m	m	m	m	m	m
	China	m	m	m	m	m	m	m	m
	India	m	m	m	m	m	m	m	m
	Indonesia	20	5	43	n	16	10	5	1
	Russian Federation[2]	11	6	40	6	26	7	2	3
	Saudi Arabia	27	5	21	1	6	12	1	28
	South Africa	m	m	m	m	m	m	m	m
	G20 average	m	m	m	m	m	m	m	m

Note: Columns showing the breakdown of humanities, arts and education (2 and 3) and science (9-12) are available for consultation on line (see *Statlink* below).
1. Exclude tertiary-type B programmes.
2. Exclude advanced research programmes.
3. Year of reference 2010.
Source: OECD. Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). Saudi Arabia : Observatory on Higher Education. See Annex 3 for notes *(www.oecd.org/edu/eag.htm)*.
Please refer to the Reader's Guide for information concerning the symbols replacing missing data.
StatLink http://dx.doi.org/10.1787/888932850661