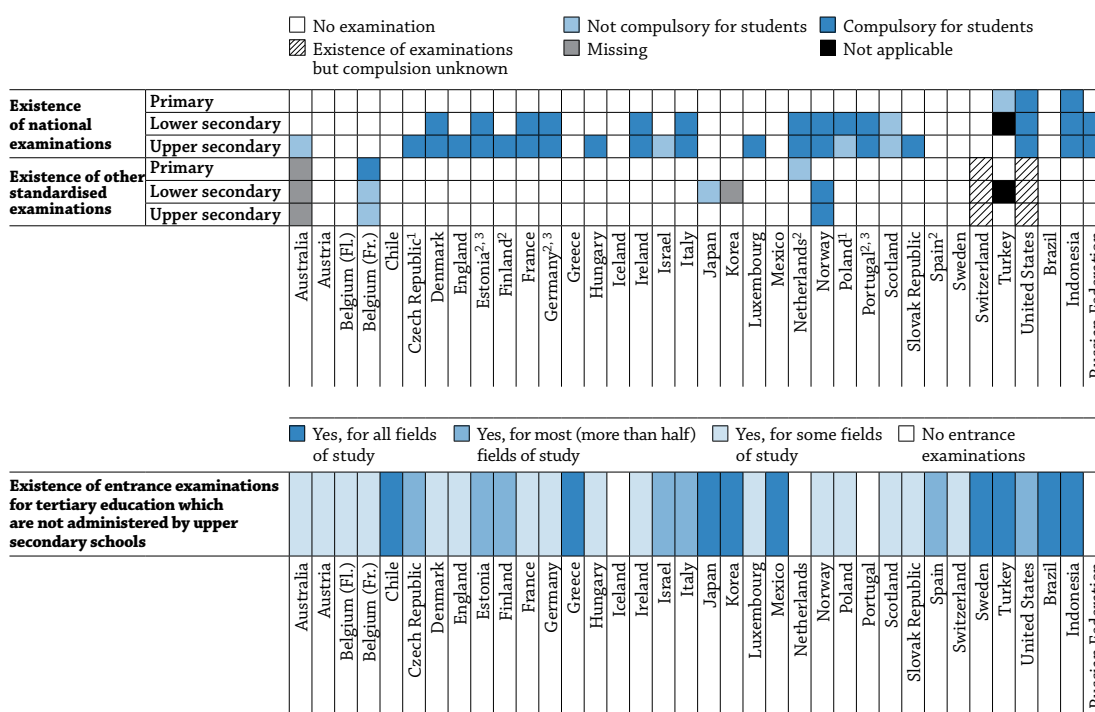


WHAT ARE THE PATHWAYS AND GATEWAYS TO GAIN ACCESS TO SECONDARY AND TERTIARY EDUCATION?

- National examinations are most prevalent at the upper secondary level and least prevalent at the primary level. Twenty-three of the 36 countries that reported data had national examinations at the upper secondary level.
- Twenty countries reported that they have alternative routes or flexible pathways that can be used to gain access to tertiary education.
- Countries with standards-based external examinations tend to score higher on the PISA survey.

Chart D7.1. Examinations and access to secondary and tertiary education (2011)



1. Excludes ISCED 3C programmes at the upper secondary level.

2. Includes only general programmes at the upper secondary level.

3. Includes only general programmes at the lower secondary level.

Source: OECD. Tables D7.1a, D7.2a, D7.3a, and D7.1b, D7.1c, D7.2b, D7.2c, available on line. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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Context

A number of intrinsic and extrinsic factors motivate students to learn. This indicator identifies some key extrinsic factors that may influence the amount of pressure placed on students to work hard in school, such as the presence and nature of examinations that influence access to secondary and tertiary education. Other factors that can motivate students include requirements for access to tertiary education and the availability and competition for places in tertiary education.

Around the world, there is increasing interest in using standardised tests to measure cognitive knowledge. National assessments and examinations are increasingly used by education authorities to hold schools accountable. Meanwhile, international assessments like PISA are frequently cited by the media and policy makers. Understanding differences among countries' education

systems requires having more information about country-specific factors, including the pressure students are under to work hard in school and perform well on examinations. Understanding the requirements associated with the pathways and gateways to secondary and tertiary level education can help explain the differences in country performance on international assessments like PISA.

■ Other findings

- **National examinations are typically devised at the central level.** Eighteen countries reported that national examinations at the upper secondary level are compulsory for students.
- Most countries report that **results from national examinations at the upper secondary level are shared directly with school administrators, teachers, parents and students**, in addition to education authorities. Eleven countries report general results directly to the news media.
- In addition to national examinations, **seven countries reported using other types of standardised examinations at the upper secondary level.**
- National examinations and other examinations can serve a multitude of purposes. At the upper secondary level, **the most common purpose of national examinations is for student certification, graduation or grade completion** (22 countries). The next most common purpose of national examinations is to determine student entry into tertiary education (20 countries). Other related purposes of the examinations include determining access to selective tertiary institutions (16 countries) and determining access to specific programmes of study at the tertiary level (15 countries).
- **Thirty-two countries reported using entrance examinations for tertiary education** (that are not administered by upper secondary schools). In ten countries, entrance examinations are compulsory for all students who wish to participate in tertiary education. Most countries (21 of 32) reported that the entrance examinations are devised and graded by an individual tertiary institute or a consortium of tertiary institutes. In addition to entrance examinations, other factors, criteria or special circumstances are used by tertiary-level institutions to determine access to tertiary-type A and B programmes. These other factors include Grade Point Average from secondary schools (21 countries), previous work experience (14 countries), applicant letter or written rationale (11 countries) and past service or volunteer work (10 countries). Family background factors, such as ethnicity of the applicant or family income, were used in only 6 and 8 countries, respectively.
- **The ratio of available places to applicants at the tertiary level provides an indicator of the relative competition for places among students.**

■ Trends

In addition to certifying student performance and signalling student achievement, national examinations are also a prominent means of holding schools and education systems accountable. This method of ensuring accountability has become increasingly important internationally in the past few decades, while the more traditional forms of accountability that focus more on inputs and processes are being used less widely. This shift to greater use of national examinations is also partly attributed to the technological advances that make it easier to test large populations of students regularly.

Analysis

Prevalence of national examinations or other standardised examinations

National examinations are standardised tests that have formal consequences for students, such as whether a student can progress to a higher level of education or obtain an officially recognised degree. Twenty-three of the 36 countries that reported data had national examinations at the upper secondary level (Chart D7.1).

D7

Thirteen of the countries reported data separately for general programmes and pre-vocational/vocational programmes at the upper secondary level. Eight of these 13 countries reported having national examinations for both general and pre-vocational/vocational programmes. Four countries have national examinations for their general programmes but not for pre-vocational/vocational programmes at the upper secondary level. Only Spain reported having national examinations for its vocational programmes but not its general upper secondary programmes (Table D7.1a).

Control of and responsibility for national examinations is usually determined by the level of government or education authority that develops and grades the national examination. In 11 countries, national examinations at the upper secondary level are devised and graded at the national level, and in 4 countries the examinations are devised at the state level, which is typically the most central level at which education decisions are taken in a federal country. Six countries reported that examinations are devised and graded at both the national and school levels, and Poland reported that examinations are devised and graded at both the national and regional levels. In Norway, national examinations for general programmes are devised and graded at the national level, while examinations for the country's pre-vocational/vocational programmes are devised and graded at both the national and regional levels.

A total of 18 countries reported that national examinations at the upper secondary level are nationally standardised; i.e. they are administered and scored under uniform conditions across different schools throughout the country so student scores are directly comparable. Seventeen of the countries reported that national examinations at the upper secondary level are compulsory, five countries reported that the examinations are not compulsory, and Estonia reported that the examinations are only compulsory for general programmes. Nine countries reported that all students take the national examination, and another nine countries reported that between 76% and 99% of students take the examination. In the Czech Republic, between 51% and 75% of students take the national examination at the upper secondary level; this is also true for vocational programmes in the Slovak Republic. In Scotland, most students from general programmes take national examinations, although the few students from pre-vocational/vocational programmes generally do not take them. In Spain, only 10% or less of the country's pre-vocational/vocational students take it.

The manner in which the results from national examinations are shared or communicated is important when considering the nature and purpose of national examinations at the upper secondary level. Twenty-three countries reported that the results from national examinations are shared directly with others in addition to education authorities. This means that designated groups receive the information without having to request it. Twenty-one countries shared the results with school administrators, 18 countries shared the results with classroom teachers, 15 countries shared the results with parents, and 23 countries shared the results with students. Eleven countries reported that they directly shared the results with the news media. The pattern in which countries share the results of national examinations at the primary and lower secondary levels is similar as that reported at the upper secondary level (Table D7.1a, and Tables D7.1b-c, available on line).

Fourteen of 35 countries reported having national examinations at the lower secondary level. These examinations were compulsory for students in 13 of the 14 countries. Estonia, Germany, the Netherlands and Portugal reported the existence of examinations in general programmes and pre-vocational/vocational programmes separately. Only the Netherlands reported having a national examination for both types of programmes, while the other three countries reported having national examinations only for general programmes (Chart D7.1 and Table D7.1c, available on line).

The Netherlands is one of a number of countries that tracks students into either general or pre-vocational programmes after primary education. A new test or assessment will be introduced at the lower and upper secondary level for the general programme. This test is used to provide formative feedback intended to improve instruction; the results have no formal consequences for students. The test administered in pre-vocational programmes at this level does have formal consequences for students and is considered an examination, since the results are used to determine access to specific vocational programmes at the upper secondary level.

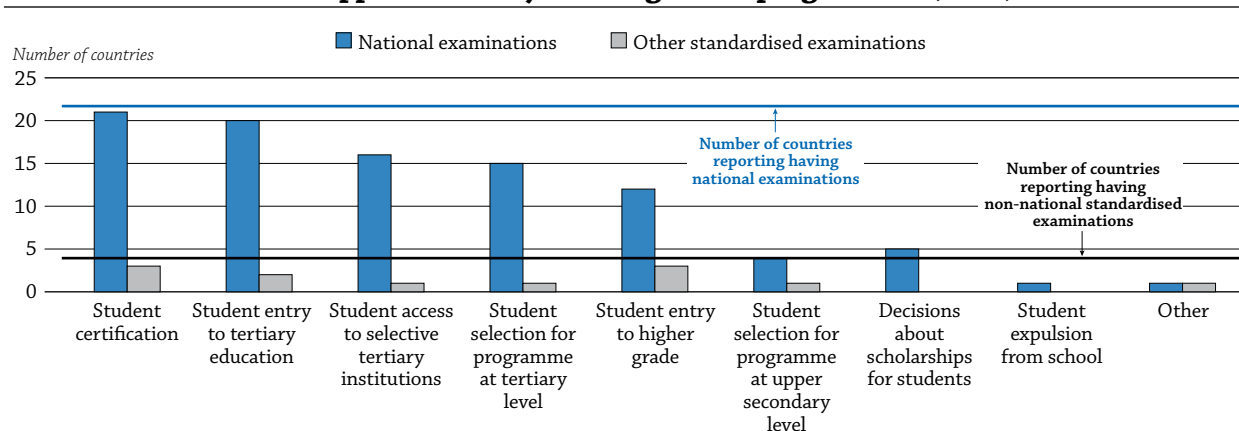
Only three countries – Indonesia, Turkey and the United States – reported having national examinations at the primary school level (Chart D7.1 and Table D7.1b, available on line). The United States has a federal system with education largely the responsibility of each state. In 2001, federal legislation mandated that all states administer an annual standardised examination for public schools across grades 3-8, as well as at least one grade at the upper secondary level. States are able to use their examinations for a variety of purposes including, but not limited to, promoting students to the next grade or retaining them, evaluating teachers, and fulfilling graduation requirements. The examinations do not necessarily have consequences for students, but there can be consequences for schools with poor performance (see Annex 3, available at www.oecd.org/edu/eag2012).

Countries were also asked about the prevalence of other (non-national) standardised examinations that are administered in multiple schools. Four countries reported having such examinations at the primary level, and five countries reported having such examinations at the lower secondary level. Seven countries reported having such examinations at the upper secondary level: four of these countries reported having examinations for all programmes, and three countries reported having such examinations for pre-vocational/vocational programmes only. Although fewer countries use these types of examinations, they were slightly more prevalent for pre-vocational/vocational programmes compared to general programmes. These examinations are devised at various levels of government and show no clear pattern across the countries that reported using them (Table D7.2a and Tables D7.2b-c, available on line).

Purposes or uses of national and other standardised examinations

National examinations and other examinations can serve a multitude of purposes (Chart D7.2). Responses from countries reveal that the most common use of national examinations at the upper secondary level is for student certification, graduation or grade completion (22 countries). The next most common use was in determining student entry into tertiary education (20 countries). Other related purposes include determining access to selective tertiary institutions (16 countries) and determining access to specific programmes of study at the tertiary level (15 countries) (Tables D.7.1a and D7.2a and Tables D7.1b-c and D7.2b-c, available on line).

Chart D7.2. Distribution of main purposes of national and other standardised examinations at the upper secondary level in general programmes (2011)



Purposes are ranked in descending order of the number of countries reporting these as one of the national examinations' purposes.

Source: OECD. Tables D7.1a and D7.2a. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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Thirteen countries reported that the national examinations were used to determine whether students would be promoted to the next grade at the secondary level, five countries reported that the examinations were used to make decisions about scholarships and financial assistance for tertiary-level study, and four countries reported that examinations were used for student selection of programmes of study at the secondary level.

The purposes of national examinations at the primary and lower secondary levels are more oriented towards student certification and grade completion. Ten of 14 countries reported that national examinations at the lower secondary level help to determine student entry into upper secondary education, and 9 of 14 countries reported that they are used to determine whether students would be promoted to the next grade (Tables D7.1b-c, available on line).

Use of examinations does not necessarily imply pressure on students to learn. For example, examinations, especially those at lower levels of education, are a formal requirement to progress to the next grade or school level, and the threshold for passing could be relatively low so that most students are not pressured to prepare for these examinations.

Prevalence of entrance examinations to gain access to tertiary education

Entrance examinations are examinations not administered by upper secondary schools that are typically used to determine, or help to determine, access to tertiary-type A and B programmes. Thirty-two countries reported using entrance examinations (Table D7.3a). Of the 32 countries with university entrance examinations, 9 reported that the examination covers all fields of study, 7 countries reported that the examinations cover more than half of the fields of study, and 16 countries reported that the examinations cover only some of the fields of study available at the tertiary level.

Of the 32 countries with entrance examinations, 6 reported that these examinations are devised and graded at the national or state level, 21 reported that they are devised and graded at the school level (i.e. by individual tertiary institutions or a consortium of tertiary institutions), and the United States reported that these examinations are devised and graded by private companies.

Because these examinations are most often devised by individual tertiary institutions, the results are often not comparable with examinations administered by other tertiary-level institutions. Only 12 of the 32 countries with university entrance examinations indicated that these examinations are standardised and comparable.

Ten countries reported that entrance examinations are compulsory for all students wishing to access tertiary education, while 22 countries reported that these examinations are not compulsory for all students. In seven countries, between 76% and 99% of students take the entrance examination, while in four countries, between 51% and 75% of students take the examination. Two countries reported that between 11% and 50% of students take the exam, and nine countries reported that less than 10% of students take the exam.

Twenty-seven countries reported that the results are shared with others in addition to education authorities. These external audiences include students (27 countries), school administrators (12 countries), the news media (5 countries), classroom teachers (5 countries), and parents (4 countries).

In a number of countries, examinations at the upper secondary level are used as an exit requirement as well as for entry into university. For example, in Australia, each state and territory conducts examinations for graduation from upper secondary education that produces a standardised score for entry into university (Australian Tertiary Admission Rank, ATAR). In Greece, the Panhellenic examinations are national examinations devised and administered centrally by the Ministry of Education using the facilities and personnel of upper secondary schools. These examinations are usually taken by students who want to enter tertiary education while they are in upper secondary school, although they can also be taken after students have completed that level of education.

Table D7.3b, available on line, contains descriptive details about each country's entrance examination(s).

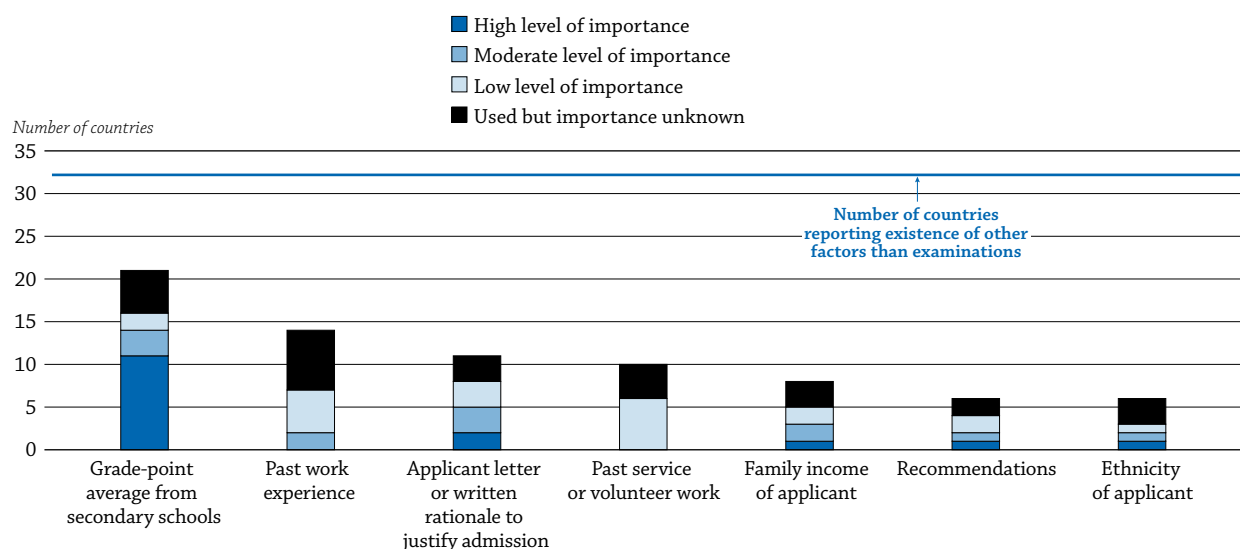
Purposes or uses of entrance examinations

The main purposes of entrance examinations overlap with many of the reported purposes of national examinations administered at the upper secondary level. In 22 countries, entrance examinations were reported to be the only available route to some fields of study, while in 5 countries they were reported to be the only available route to tertiary education. Sixteen countries reported that these examinations are used to determine access to selective institutions, and 27 countries reported that these examinations are used to determine access to selective or specific programmes, disciplines, fields of study, or specialisations at the tertiary level. Six countries noted that these examinations are also used to determine whether to award scholarships or financial aid to students (Table D7.3a).

Other factors used to determine access to tertiary education


In addition to entrance examinations, other factors, criteria or special circumstances are used by tertiary-level institutions to determine access to tertiary-type A and B programmes. Chart D7.3 illustrates the relative importance of these other factors.

Chart D7.3. Influence of factors other than examinations used by tertiary institutions to determine access to the first stage of tertiary education (2011)



Factors are ranked in descending order of the number of countries reporting these factors as used by tertiary institutions to determine access to the first stage of tertiary education.

Source: OECD. Table D7.4a. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink  <http://dx.doi.org/10.1787/888932664043>

The most common other factor cited by the 32 countries that use additional criteria or special circumstances to determine entrance into tertiary education is Grade Point Average (GPA) from secondary schools: 21 countries reported using GPA as a criterion, and 11 of these reported that GPA is highly important. Fourteen countries reported that previous work experience is used to help determine access to tertiary institutions, although none of the countries indicated that this criterion was of high importance. Eleven countries indicated that an applicant letter or written rationale to justify admission is considered as a factor, and three countries indicated that this factor is of low importance, but five countries reported that this factor was of moderate or high importance. Ten countries reported that past service or volunteer work is a criterion used to determine access, but this factor was considered to be of relatively low importance (Table D7.4a).

Family background factors, such as ethnicity of the applicant or family income, are used in 6 and 8 countries, respectively. In addition to these generally recognised factors, 24 countries reported that their tertiary-level

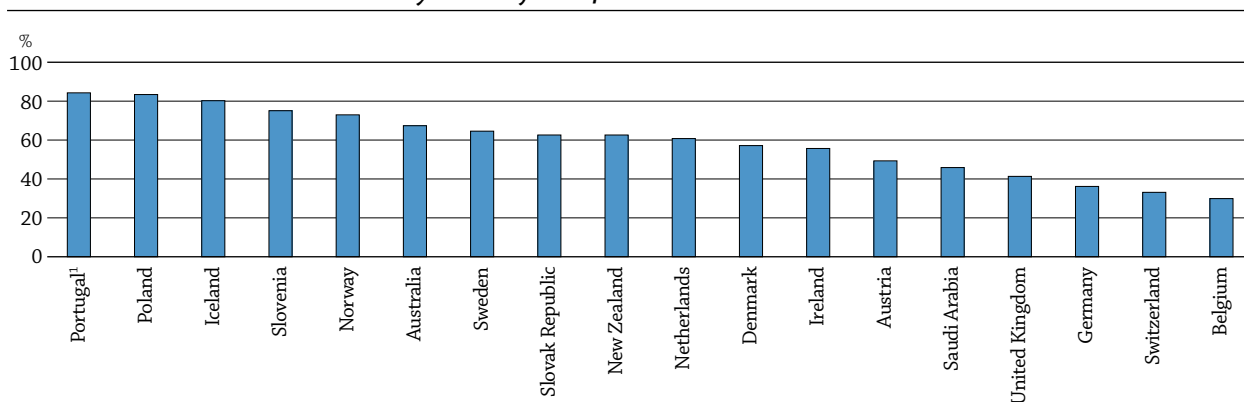
institutions used other criteria to determine access to the first stage of tertiary education. These other factors are described in Table D7.4b, available on line. Australia, Brazil, Finland and Korea, for example, reported that some institutions used interviews of applicants, and other countries prioritised some subgroups of students based on gender, past military service, or whether or not the applicant had a disability. Applicants' practical skills are also a factor in a few countries.

Access to tertiary education and existence of alternative routes

The number of available places at the tertiary level, and the degree of competition for these places, are important factors in determining how much pressure students may experience as they go through primary and secondary school. For example, if a tertiary education is guaranteed for all upper secondary graduates, students would probably feel less pressure than if they had to compete with peers or had to meet certain performance standards to be admitted to a tertiary-level institution.

The entry rate into tertiary-type A education, which estimates the proportion of people who will enter tertiary-type A programmes during their lifetime, illustrates the relative accessibility of tertiary education within each country (see Indicator C3). Some 84% of people in Portugal and 83% of people in Poland will ultimately gain access to tertiary-type A institutions. Germany (36%) and Switzerland (33%) have relatively low proportions of students who will eventually gain access to tertiary-type A institutions (Chart D7.4). This may be partly explained by the strong traditions of attending trade schools and apprenticeship programmes in these latter countries. Although Belgium has relatively low entry rates in tertiary-type A education (30%), this is counterbalanced by high entry rates in tertiary-type B education.

Chart D7.4. Entry rates into tertiary-type A education (2010)
Entry rates adjusted from international students



1. 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.

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

Source: OECD, Table C3.1. See Annex 3 for notes (www.oecd.org/edu/eag2012).

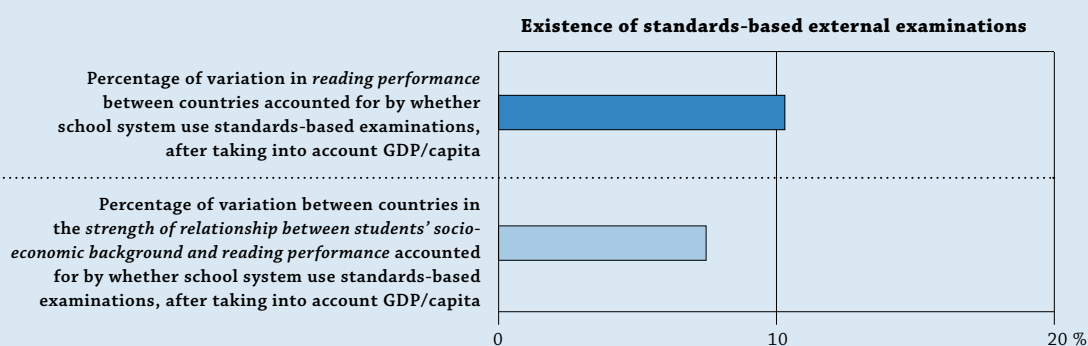
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Twenty countries reported that there were alternative routes (instead of or in addition to entrance examinations and the factors listed above) that could be used to gain access to the first stage of tertiary education. These alternative routes are described in Table D7.5, available on line.

The Nordic countries have relatively strong traditions of compensatory adult education and the use of alternative routes to encourage adults to enter tertiary education later in life. In Sweden, higher education institutions can use alternative selection criteria for as many as a third of the places available, though these alternative criteria are mainly used to select from among applicants who have the necessary formal qualifications. In these cases, special tests other than the standard university entrance examination, relevant knowledge, professional or vocational experience, and other circumstances that are relevant to the programme can be considered.


Box D7.1. How standards-based external examinations are related to student performance

Findings from the 2009 PISA survey suggest that countries that use standards-based external examinations tend to perform better, even when accounting for national income. Over 10% of the variance in reading performance between countries is accounted for by the existence of standards-based external examinations. In other words, students in school systems that use standards-based external examinations score 16 points higher, on average across OECD countries, than students in school systems that do not use these examinations, based on the bivariate regression model with the existence of standards-based external examination regressed on reading performance. In contrast, the existence of standards-based external examinations tends to be unrelated to equity, i.e. the strength of relationship between students' socio-economic background and reading performance. These findings suggest the need for further research on the relationship between the existence of standards-based examinations and the relative performance of students on assessments such as PISA.



Note: Relations that are statistically significant at the 10% level ($p < 0.10$) are marked in a darker tone.

Source: OECD, PISA 2009 Database, Table IV.2.1.

StatLink  <http://dx.doi.org/10.1787/888932669287>

Definitions

“Directly” sharing information or results means sharing information with designated groups without them having to request it. When results are available on line, they are considered to be shared directly.

National examinations are standardised student assessments that have a formal consequence for students, such as an impact upon a student's eligibility to progress to a higher level of education or completion of an officially recognised degree. They assess a major portion of what students are expected to know or be able to do in a given subject.

A **standardised or comparable examination** refers to a test that is administered and scored under uniform conditions across different schools so student scores are directly comparable. In some cases, it also refers to multiple choice or fixed-answer questions as this makes it easy and possible to score the test uniformly. However, with rubrics and calibration of test examiners (persons who manually score open-ended responses), one can also find standardised tests that go beyond multiple choice and fixed answers.

Methodology

Data are from the 2011 OECD-INES Survey on National Examinations and Access to Secondary and Tertiary Education and refer to the school year 2010-11.

Notes on definitions and methodologies for each country are provided in Annex 3 at www.oecd.org/edu/eag2012.

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.

References

For further information about PISA 2009, see:

OECD (2011), *PISA 2009 Results: What Makes a School Successful? Resources, Policies and Practices*, Volume IV, OECD Publishing.

Visit www.pisa.oecd.org

D7

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










- **Chart D7.5. Distribution of main purposes or uses of entrance examinations to gain access to the first stage of tertiary education (2011)**
StatLink  <http://dx.doi.org/10.1787/888932664081>
- **Table D7.1b. National examinations at the primary level (2011)**
StatLink  <http://dx.doi.org/10.1787/888932668831>
- **Table D7.1c. National examinations at the lower secondary level (2011)**
StatLink  <http://dx.doi.org/10.1787/888932668850>
- **Table D7.2b. Other (non-national) standardised examinations that are administered in multiple primary schools (2011)**
StatLink  <http://dx.doi.org/10.1787/888932668888>
- **Table D7.2c. Other (non-national) standardised examinations that are administered in multiple lower secondary schools (2011)**
StatLink  <http://dx.doi.org/10.1787/888932668907>
- **Table D7.2d. Other (non-national) examinations that are administered in multiple schools (2011)**
StatLink  <http://dx.doi.org/10.1787/888932668926>
- **Table D7.3b. Tertiary entrance examinations (2011)**
StatLink  <http://dx.doi.org/10.1787/888932668964>
- **Table D7.4b. Other factors, criteria or special circumstances used by tertiary institutions to determine access to the first stage of tertiary education (2011)**
StatLink  <http://dx.doi.org/10.1787/888932669002>
- **Table D7.5. Alternative routes that can be used to gain access to the first stage of tertiary education (2011)**
StatLink  <http://dx.doi.org/10.1787/888932669021>

Table D7.1a. [1/2] National examinations at the upper secondary level (2011)

			Existence	Level of government at which they are devised and graded	Standardised at the national level	Compulsory for students	Percentage of students taking them	Main purposes or uses								
								Student certification/graduation/grade completion	Student promotion/entry to higher grade	Student entry to tertiary education	Student access to selective tertiary institutions	Student selection for programme/course/tracks at the upper secondary level	Student selection for programme/faculty/discipline/field/specialisation at tertiary level	Student expulsion from school	Decisions about scholarships/financial assistance for students	Other
			(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
OECD	Australia	All programmes	Yes	2	No	No	m	Yes	No	Yes	Yes	No	Yes	No	Yes	No
	Austria	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a	a
	Belgium (Fl.)	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a	a
	Belgium (Fr.)	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a	a
	Canada	All programmes	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a	a
	Czech Republic	General	Yes	1, 6	Yes	Yes	3	Yes	Yes	Yes	Yes	No	Yes	No	No	No
		Pre-voc. and voc. ¹	Yes	1, 6	Yes	Yes	3	Yes	Yes	Yes	Yes	No	Yes	No	No	No
	Denmark	General	Yes	1	Yes	Yes	1	Yes	No	Yes	Yes	No	No	No	No	No
		Pre-voc. and voc.	Yes	1	Yes	Yes	1	Yes	No	No	No	No	No	No	No	No
	England	All programmes	Yes	1	Yes	Yes	2	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No
	Estonia	General	Yes	1	Yes	Yes	2	Yes	Yes	Yes	Yes	No	Yes	No	No	No
	Finland	Pre-voc. and voc.	Yes	1	Yes	No	2	Yes	Yes	Yes	Yes	No	Yes	No	No	No
		General	Yes	1, 6	Yes	Yes	2	Yes	No	Yes	Yes	No	Yes	No	No	No
	France	Pre-voc. and voc.	No	a	a	a	a	a	a	a	a	a	a	a	a	a
		All programmes	Yes	1	Yes	Yes	1	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No
	Germany	General	Yes	2	No	Yes	1	Yes	Yes	Yes	Yes	No	No	No	No	No
		Pre-voc. and voc.	No	a	a	a	a	a	a	a	a	a	a	a	a	a
	Greece	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a	a
	Hungary	General	Yes	1	Yes	Yes	2	Yes	Yes	Yes	Yes	No	Yes	No	No	No
		Pre-voc. and voc.	Yes	1	Yes	Yes	2	Yes	No	No	No	No	No	No	No	No
	Iceland	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a	a
	Ireland	All programmes	Yes	1	Yes	Yes	2	Yes	No	Yes	Yes	No	Yes	No	Yes	No
	Israel	All programmes	Yes	1, 6	Yes	No	2	Yes	No	Yes	Yes	No	Yes	No	No	No
	Italy	All programmes	Yes	1, 6	No	Yes	1	Yes	No	Yes	No	No	No	No	Yes	No
	Japan	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a	a
	Korea	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a	a
	Luxembourg	All programmes	Yes	1	Yes	Yes	2	Yes	Yes	Yes	a	No	No	No	No	No
	Mexico	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a	a
	Netherlands	General	Yes	1, 6	Yes	Yes	1	Yes	No	Yes	Yes	No	Yes	No	No	No
		Pre-voc. and voc.	No	a	a	a	a	a	a	a	a	a	a	a	a	a
	New Zealand	All programmes	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	General	Yes	1	Yes	Yes	1	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
		Pre-voc. and voc.	Yes	1, 3	Yes	Yes	1	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
	Poland	General	Yes	1, 3	Yes	No	2	No	No	Yes	Yes	No	Yes	No	No	m
		Pre-voc. and voc. ¹	Yes	1, 3	Yes	No	2	Yes	No	Yes	Yes	No	Yes	No	No	Yes
	Portugal	General	Yes	1	Yes	Yes	1	Yes	Yes	Yes	Yes	No	Yes	No	No	No
		Pre-voc. and voc.	No	a	a	a	a	a	a	a	a	a	a	a	a	a
	Scotland	General	Yes	1	Yes	No	2	Yes	Yes	Yes	No	Yes	Yes	No	No	No
		Pre-voc. and voc.	Yes	1	Yes	No	6	Yes	Yes	Yes	No	Yes	Yes	No	No	No
	Slovak Republic	General	Yes	1, 6	Yes	Yes	1	Yes	No	Yes	Yes	No	Yes	Yes	No	No
		Pre-voc. and voc. ¹	Yes	1, 6	Yes	Yes	3	Yes	No	Yes	Yes	No	Yes	Yes	No	No
	Slovenia	All programmes	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Spain	General	No	a	a	a	a	a	a	a	a	a	a	a	a	a
		Pre-voc. and voc.	Yes	2	No	No	6	No	Yes	No	No	No	No	No	No	No
	Sweden	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a	a
	Switzerland	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a	a
	Turkey	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a	a
	United States	All programmes	Yes	2	No	Yes	2	Yes	m	No	m	m	m	No	No	Yes
Other G20	Brazil	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a	a
	Indonesia	All programmes	Yes	1	Yes	Yes	1	Yes	Yes	No	No	No	No	No	No	No
	Russian Federation	All programmes	Yes	1	Yes	Yes	1	Yes	Yes	Yes	No	No	No	a	No	No
	Saudi Arabia	All programmes	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Levels of government

- 1: Central authority or government
- 2: State authorities or governments
- 3: Provincial/regional authorities or governments
- 4: Sub-regional or inter-municipal authorities or governments
- 5: Local authorities or governments
- 6: School, school board or committee

Percentage of students taking national examinations

- 1: All students
- 2: Between 76% and 99% of students
- 3: Between 51% and 75% of students
- 4: Between 26% and 50% of students
- 5: Between 11% and 25% of students
- 6: 10% or less of students

Note: Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

1. Excludes ISCED 3C programmes, includes ISCED 3A vocational programmes only.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932668812>

Table D7.1a. [2/2] **National examinations at the upper secondary level (2011)**

			How results are shared					
			Shared with external audience in addition to education authorities	Shared directly with school administrators	Shared directly with classroom teachers	Shared directly with parents	Shared directly with students	Shared directly with media
OECD	Australia	All programmes	Yes	Yes	No	No	Yes	No
	Austria	All programmes	a	a	a	a	a	a
	Belgium (Fl.)	All programmes	a	a	a	a	a	a
	Belgium (Fr.)	All programmes	a	a	a	a	a	a
	Canada	All programmes	m	m	m	m	m	m
	Chile	All programmes	a	a	a	a	a	a
	Czech Republic	General	Yes	Yes	Yes	No	Yes	No
		Pre-voc. and voc. ¹	Yes	Yes	Yes	No	Yes	No
	Denmark	General	Yes	Yes	Yes	Yes	Yes	Yes
		Pre-voc. and voc.	Yes	Yes	Yes	Yes	Yes	Yes
	England	All programmes	Yes	Yes	Yes	Yes	Yes	Yes
	Estonia	General	Yes	Yes	Yes	Yes	Yes	Yes
		Pre-voc. and voc.	Yes	Yes	Yes	Yes	Yes	No
	Finland	General	Yes	Yes	Yes	No	Yes	No
		Pre-voc. and voc.	a	a	a	a	a	a
	France	All programmes	Yes	Yes	Yes	Yes	Yes	Yes
	Germany	General	Yes	Yes	Yes	No	Yes	No
		Pre-voc. and voc.	a	a	a	a	a	a
	Greece	All programmes	a	a	a	a	a	a
	Hungary	General	Yes	Yes	Yes	Yes	Yes	Yes
		Pre-voc. and voc.	Yes	Yes	Yes	Yes	Yes	Yes
	Iceland	All programmes	a	a	a	a	a	a
	Ireland	All programmes	Yes	Yes	No	Yes	Yes	No
	Israel	All programmes	Yes	Yes	No	No	Yes	Yes
	Italy	All programmes	Yes	No	Yes	Yes	Yes	No
	Japan	All programmes	a	a	a	a	a	a
	Korea	All programmes	a	a	a	a	a	a
	Luxembourg	All programmes	Yes	Yes	Yes	Yes	Yes	Yes
	Mexico	All programmes	a	a	a	a	a	a
	Netherlands	General	Yes	Yes	Yes	Yes	Yes	No
		Pre-voc. and voc.	a	a	a	a	a	a
	New Zealand	All programmes	m	m	m	m	m	m
	Norway	General	Yes	Yes	No	No	Yes	Yes
		Pre-voc. and voc.	Yes	Yes	No	No	Yes	Yes
	Poland	General	Yes	Yes	Yes	Yes	Yes	Yes
		Pre-voc. and voc. ¹	Yes	Yes	Yes	Yes	Yes	Yes
	Portugal	General	Yes	Yes	Yes	Yes	Yes	Yes
		Pre-voc. and voc.	a	a	a	a	a	a
	Scotland	General	Yes	Yes	Yes	Yes	Yes	Yes
		Pre-voc. and voc.	Yes	Yes	Yes	Yes	Yes	Yes
	Slovak Republic	General	Yes	No	Yes	No	Yes	No
		Pre-voc. and voc. ¹	Yes	No	Yes	No	Yes	No
	Slovenia	All programmes	m	m	m	m	m	m
	Spain	General	a	a	a	a	a	a
		Pre-voc. and voc.	Yes	Yes	No	Yes	Yes	No
	Sweden	All programmes	a	a	a	a	a	a
	Switzerland	All programmes	a	a	a	a	a	a
	Turkey	All programmes	a	a	a	a	a	a
	United States	All programmes	Yes	Yes	Yes	Yes	Yes	No
Other G20	Brazil	All programmes	a	a	a	a	a	a
	Indonesia	All programmes	Yes	Yes	Yes	Yes	Yes	No
	Russian Federation	All programmes	Yes	Yes	Yes	No	Yes	No
	Saudi Arabia	All programmes	m	m	m	m	m	m

Levels of government

- 1: Central authority or government
- 2: State authorities or governments
- 3: Provincial/regional authorities or governments
- 4: Sub-regional or inter-municipal authorities or governments
- 5: Local authorities or governments
- 6: School, school board or committee

Percentage of students taking national examinations

- 1: All students
- 2: Between 76% and 99% of students
- 3: Between 51% and 75% of students
- 4: Between 26% and 50% of students
- 5: Between 11% and 25% of students
- 6: 10% or less of students

Note: Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

1. Excludes ISCED 3C programmes, includes ISCED 3A vocational programmes only.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932668812>

Table D7.2a. [1/2] **Other (non-national) standardised examinations that are administered in multiple upper secondary schools (2011)**

			Existence	Level of government at which they are devised and graded	Compulsory for students	Percentage of students taking them	Main purposes or uses								
							Student certification/ graduation/grade completion	Student promotion/entry to higher grade	Student entry to tertiary education	Student access to selective tertiary institutions	Student selection for programme/course/tracks at the upper secondary level	Student selection for programme/faculty/ discipline/field/specialisation at tertiary level	Student expulsion from school	Decisions about scholarships/ financial assistance for students	Other
OECD	Australia	All programmes	m	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a
	Belgium (Fl.)	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a
	Belgium (Fr.)	All programmes	Yes	2	No	3	Yes	Yes	Yes	No	No	No	No	No	No
	Canada	All programmes	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a
	Czech Republic	General	No	a	a	a	a	a	a	a	a	a	a	a	a
		Pre-voc. and voc. ¹	Yes	1, 6	Yes	4	Yes	Yes	No	No	No	No	No	No	No
	Denmark	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a
	England	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a
	Estonia	General	No	a	a	a	a	a	a	a	a	a	a	a	a
		Pre-voc. and voc.	Yes	7	No	3	Yes	No	No	No	No	No	No	No	No
	Finland	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a
	France	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a
	Germany	General	No	a	a	a	a	a	a	a	a	a	a	a	a
		Pre-voc. and voc.	m	m	m	m	m	m	m	m	m	m	m	m	m
	Greece	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a
	Hungary	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a
	Iceland	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a
	Ireland	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a
	Israel	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a
	Italy	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a
	Japan	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a
	Korea	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a
	Luxembourg	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a
	Mexico	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a
	Netherlands	General	No	a	a	a	a	a	a	a	a	a	a	a	a
		Pre-voc. and voc.	Yes	6, 1	Yes	1	Yes	a	Yes	No	No	Yes	No	No	No
	New Zealand	All programmes	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	General	Yes	3	Yes	1	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
		Pre-voc. and voc.	Yes	3	Yes	1	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
	Poland	General	No	a	a	a	a	a	a	a	a	a	a	a	a
	Pre-voc. and voc.	m	m	m	m	m	m	m	m	m	m	m	m	m	
Portugal	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a	
Scotland	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a	
Slovak Republic	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a	
Slovenia	All programmes	m	m	m	m	m	m	m	m	m	m	m	m	m	
Spain	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a	
Sweden	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a	
Switzerland	All programmes	Yes	1, 2, 5, 6, 7	m	m	m	m	m	m	m	m	m	m	m	
Turkey	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a	
United States	All programmes	Yes	m	m	m		Yes	m	m	m	m	No	No	Yes	
Other G20	Brazil	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a
	Indonesia	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a
	Russian Federation	All programmes	No	a	a	a	a	a	a	a	a	a	a	a	a
	Saudi Arabia	All programmes	m	m	m	m	m	m	m	m	m	m	m	m	m

Levels of government

- 1: Central authority or government
- 2: State authorities or governments
- 3: Provincial/regional authorities or governments
- 4: Sub-regional or inter-municipal authorities or governments
- 5: Local authorities or governments
- 6: School, school board or committee
- 7: Private company

Percentage of students taking non-national examinations

- 1: All students
- 2: Between 76% and 99% of students
- 3: Between 51% and 75% of students
- 4: Between 26% and 50% of students
- 5: Between 11% and 25% of students
- 6: 10% or less of students

Note: Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

1. Includes ISCED 3C programmes only.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932668869>

Table D7.2a. [2/2] **Other (non-national) standardised examinations that are administered in multiple upper secondary schools (2011)**

			How results are shared					
			Shared with external audience in addition to education authorities	Shared directly with school administrators	Shared directly with classroom teachers	Shared directly with parents	Shared directly with students	Shared directly with media
			(14)	(15)	(16)	(17)	(18)	(19)
OECD	Australia	All programmes	m	m	m	m	m	m
	Austria	All programmes	a	a	a	a	a	a
	Belgium (Fl.)	All programmes	a	a	a	a	a	a
	Belgium (Fr.)	All programmes	Yes	Yes	Yes	Yes	Yes	Yes
	Canada	All programmes	m	m	m	m	m	m
	Chile	All programmes	a	a	a	a	a	a
	Czech Republic	General	a	a	a	a	a	a
		Pre-voc. and voc. ¹	Yes	Yes	Yes	Yes	Yes	No
	Denmark	All programmes	a	a	a	a	a	a
	England	All programmes	a	a	a	a	a	a
	Estonia	General	a	a	a	a	a	a
		Pre-voc. and voc.	Yes	Yes	Yes	Yes	Yes	Yes
	Finland	All programmes	a	a	a	a	a	a
	France	All programmes	a	a	a	a	a	a
	Germany	General	a	a	a	a	a	a
		Pre-voc. and voc.	m	m	m	m	m	m
	Greece	All programmes	a	a	a	a	a	a
	Hungary	All programmes	a	a	a	a	a	a
	Iceland	All programmes	a	a	a	a	a	a
	Ireland	All programmes	a	a	a	a	a	a
	Israel	All programmes	a	a	a	a	a	a
	Italy	All programmes	a	a	a	a	a	a
	Japan	All programmes	a	a	a	a	a	a
	Korea	All programmes	a	a	a	a	a	a
	Luxembourg	All programmes	a	a	a	a	a	a
	Mexico	All programmes	a	a	a	a	a	a
	Netherlands	General	a	a	a	a	a	a
		Pre-voc. and voc.	No	a	a	a	a	a
	New Zealand	All programmes	m	m	m	m	m	m
	Norway	General	Yes	Yes	Yes	No	Yes	Yes
		Pre-voc. and voc.	Yes	Yes	Yes	No	Yes	Yes
	Poland	General	a	a	a	a	a	a
		Pre-voc. and voc.	m	m	m	m	m	m
	Portugal	All programmes	a	a	a	a	a	a
	Scotland	All programmes	a	a	a	a	a	a
	Slovak Republic	All programmes	a	a	a	a	a	a
	Slovenia	All programmes	m	m	m	m	m	m
	Spain	All programmes	a	a	a	a	a	a
	Sweden	All programmes	a	a	a	a	a	a
	Switzerland	All programmes	m	m	m	m	m	m
	Turkey	All programmes	a	a	a	a	a	a
	United States	All programmes	No	a	a	a	a	a
Other G20	Brazil	All programmes	a	a	a	a	a	a
	Indonesia	All programmes	a	a	a	a	a	a
	Russian Federation	All programmes	a	a	a	a	a	a
	Saudi Arabia	All programmes	m	m	m	m	m	m

Levels of government

- 1: Central authority or government
- 2: State authorities or governments
- 3: Provincial/regional authorities or governments
- 4: Sub-regional or inter-municipal authorities or governments
- 5: Local authorities or governments
- 6: School, school board or committee
- 7: Private company

Percentage of students taking non-national examinations

- 1: All students
- 2: Between 76% and 99% of students
- 3: Between 51% and 75% of students
- 4: Between 26% and 50% of students
- 5: Between 11% and 25% of students
- 6: 10% or less of students

Note: Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Please refer to Annex 3 for additional information.

1. Includes ISCED 3C programmes only.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932668869>

Table D7.3a. Entrance examinations to enter the first stage of tertiary education (2011)
 Entrance examinations that are not administered by upper secondary schools to access tertiary-type A and B programmes

		Existence of tertiary entrance examinations (not administered by secondary schools)	Level of government at which they are devised and graded	Standardised/comparable	Compulsory for students to gain access to tertiary-type A and B programmes	Percentage of students taking them	Main purposes or uses					How results are shared						
							Only available route into tertiary education	Only available route into some fields of study	Student access to selective tertiary institutions	Student access to programme/faculty/discipline/field/specialisation	Decisions about scholarships/financial assistance for students	Other	Shared with external audience in addition to education authorities	Shared directly with school administrators	Shared directly with classroom teachers	Shared directly with parents	Shared directly with students	Shared directly with media
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
OECD	Australia	3	1	Yes	No	m	No	Yes	No	Yes	No	No	Yes	Yes	No	No	Yes	No
	Austria	3	6	No	No	5	No	Yes	Yes	Yes	No	No	No	a	a	a	a	a
	Belgium (Fl.)	3	2, 6	Yes	No	m	No	Yes	No	Yes	No	No	Yes	No	No	No	Yes	No
	Belgium (Fr.)	3	6	No	No	6	No	Yes	No	Yes	No	No	Yes	No	No	No	Yes	No
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	1	6	Yes	Yes	2	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
	Czech Republic	2	6	No	No	m	No	No	No	Yes	No	No	Yes	No	No	No	Yes	No
	Denmark	3	6	No	No	6	No	Yes	No	No	No	No	No	a	a	a	a	a
	England	3	6	No	No	6	No	No	No	Yes	No	No	Yes	No	No	No	Yes	No
	Estonia	2	6	No	No	m	No	No	Yes	No	No	No	Yes	m	m	m	Yes	m
	Finland	2	6	No	No	2	No	Yes	Yes	Yes	No	No	Yes	Yes	No	No	Yes	No
	France	3	6	No	No	6	No	Yes	Yes	Yes	No	No	Yes	No	No	No	Yes	No
	Germany	3	6	No	No	m	No	Yes	Yes	Yes	No	No	Yes	No	No	No	Yes	No
	Greece	1	1	Yes	Yes	2	No	Yes	No	No	Yes	No	Yes	Yes	No	No	Yes	No
	Hungary	3	6	No	No	6	No	Yes	No	No	No	No	Yes	No	No	No	Yes	No
	Iceland	4	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Ireland	3	6	Yes	No	6	No	Yes	No	Yes	No	m	Yes	Yes	No	No	Yes	No
	Israel	2	6	Yes	Yes ¹	2	No	Yes	Yes	Yes	Yes	No	Yes	No	No	No	Yes	No
	Italy	2	1, 6	No	Yes	2	Yes	Yes	No	Yes	No	No	Yes	No	No	No	Yes	No
	Japan	1	6	No	Yes	3	Yes	Yes	Yes	Yes	m	m	Yes	No	No	No	Yes	No
	Korea	1	1	Yes	No	2	No	No	Yes	Yes	No	No	Yes	Yes	Yes	No	Yes	No
	Luxembourg	3	6	No	Yes	6	No	Yes	No	Yes	No	No	Yes	Yes	No	No	Yes	No
	Mexico	1	6	No	Yes	m	No	No	Yes	Yes	No	No	No	a	a	a	a	a
	Netherlands	4	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	3	6	No	No	6	No	Yes	No	Yes	No	No	Yes	No	No	No	Yes	No
	Poland	3	6	No	No	6	No	Yes	No	Yes	No	m	Yes	No	No	No	Yes	No
	Portugal	4	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
Scotland	3	6	No	No	m	No	No	No	Yes	No	No	m	m	m	m	m	m	
Slovak Republic	3	6	No	No	m	No	Yes	Yes	Yes	No	No	Yes	No	No	No	Yes	No	
Slovenia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Spain	2	2	Yes	Yes ²	3	No	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	
Sweden	1	1	Yes	No	m	No	No	No	Yes	No	m	Yes	No	No	No	Yes	No	
Switzerland	3	2, 6	No	No	m	m	m	m	m	m	m	m	m	m	m	m	m	
Turkey	1	1	Yes	Yes	3	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	
United States	2	7	Yes	No	4	No	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	
Other G20	Brazil	1	1, 6	Yes	No	2	No	No	Yes	Yes	Yes	No	Yes	Yes	No	No	Yes	Yes
	Indonesia	1	6	No	Yes	3	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No	Yes	No
	Russian Federation	4	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Existence of tertiary entrance examinations

- 1: Yes, for all fields of study
 2: Yes, for most (more than half) fields of study
 3: Yes, for some fields of study
 4: No

Levels of government

- 1: Central authority or government
 2: State authorities or governments
 3: Provincial/regional authorities or governments
 4: Sub-regional or inter-municipal authorities or governments
 5: Local authorities or governments
 6: Individual tertiary institute or consortium of tertiary institutes
 7: Private company

Percentage of students taking entrance examinations

- 1: All students
 2: Between 76% and 99% of students
 3: Between 51% and 75% of students
 4: Between 26% and 50% of students
 5: Between 11% and 25% of students
 6: 10% or less of students

Note: Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Refer to Annex 3 for additional information.

1. Except to access ISCED 5B tertiary programmes.

2. Except to access ISCED 5B tertiary programmes after completion of general upper secondary education.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932668945>

Table D7.4a. **Factors, criteria or special circumstances used by tertiary institutions to determine access to the first stage of tertiary education (2011)**

Factors, criteria or special circumstances (other than examinations) used by tertiary institutions to determine access to tertiary-type A and B programmes

		Existence of additional criteria or special circumstances for entry into tertiary education	Grade Point Average from secondary schools		Ethnicity of applicant		Family income of applicant		Previous work experience		Past service or volunteer work		Recommendations		Applicant letter or written rationale to justify admission		Other	
			Factor used	Level of importance	Factor used	Level of importance	Factor used	Level of importance	Factor used	Level of importance	Factor used	Level of importance	Factor used	Level of importance	Factor used	Level of importance	Factor used	Level of importance
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
OECD	Australia	Yes	No	a	Yes	m	Yes	m	Yes	m	m	m	m	m	Yes	m	Yes	m
	Austria	No	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Belgium (Fl.)	Yes	No	a	No	a	No	a	No	a	No	a	No	a	No	a	Yes	4
	Belgium (Fr.)	Yes	No	a	No	a	No	a	No	a	No	a	a	a	No	a	Yes	4
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	Yes	Yes	3	No	a	No	a	No	a	No	a	No	a	No	a	Yes	3
	Czech Republic	Yes	Yes	m	No	a	No	a	No	a	No	a	No	a	No	a	Yes	m
	Denmark	Yes	Yes	4	No	a	No	a	Yes	3	Yes	2	No	a	Yes	3	m	m
	England	Yes	a	a	No	a	No	a	Yes	2	Yes	2	Yes	4	Yes	4	Yes	4
	Estonia	Yes	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Finland	Yes	Yes	m	No	a	No	a	Yes	m	Yes	m	No	a	Yes	m	Yes	m
	France	Yes	Yes	4	No	a	Yes	3	Yes	3	No	a	No	a	Yes	3	Yes	3
	Germany	Yes	Yes	m	Yes	m	No	a	Yes	m	Yes	m	Yes	m	Yes	m	No	a
	Greece	Yes	No	a	No	a	No	a	No	a	No	a	No	a	No	a	Yes	2
	Hungary	Yes	Yes	4	No	a	Yes	2	No	a	No	a	No	a	No	a	Yes	2
	Iceland	Yes	a	a	No	a	No	a	No	a	No	a	No	a	No	a	Yes	4
	Ireland	Yes	No	a	No	a	Yes	m	Yes	m	No	a	No	a	No	a	No	a
	Israel	Yes	Yes	4	Yes	4	Yes	m	Yes	m	Yes	m	Yes	3	No	a	Yes	m
	Italy	Yes	Yes	2	Yes	m	No	a	No	a	No	a	No	a	No	a	No	a
	Japan	Yes	Yes	m	No	a	No	a	m	m	m	m	m	m	Yes	4	m	m
	Korea	Yes	Yes	4	No	a	Yes	2	Yes	2	Yes	2	Yes	2	Yes	2	Yes	2
	Luxembourg	Yes	Yes	3	No	a	No	a	No	a	No	a	No	a	No	a	Yes	4
	Mexico	Yes	Yes	4	No	a	Yes	3	No	a	No	a	No	a	No	a	Yes	3
	Netherlands	Yes	Yes	2	No	a	No	a	No	a	No	a	No	a	No	a	Yes	2
	New Zealand	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Norway	Yes	Yes	4	Yes	2	No	a	Yes	2	Yes	2	No	a	No	a	Yes	3
	Poland	Yes	Yes	4	No	a	No	a	No	a	No	a	No	a	No	a	Yes	3
	Portugal	Yes	Yes	4	No	a	No	a	No	a	No	a	No	a	No	a	Yes	4
	Scotland	Yes	a	a	No	a	No	a	Yes	m	Yes	m	Yes	m	Yes	2	Yes	4
	Slovak Republic	Yes	Yes	m	No	a	No	a	Yes	m	m	m	m	m	m	m	m	m
	Slovenia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Spain	Yes	Yes	4	No	a	No	a	No	a	No	a	No	a	No	a	No	a
	Sweden	Yes	Yes	4	No	a	No	a	Yes	2	Yes	2	No	a	Yes	2	Yes	m
	Switzerland	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Turkey	No	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	United States	Yes	Yes	3	No	a	No	a	Yes	2	Yes	2	Yes	2	Yes	3	Yes	3
Other G20	Brazil	Yes	No	a	Yes	3	Yes	4	No	a	No	a	No	a	No	a	Yes	m
	Indonesia	No	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
	Russian Federation	Yes	No	a	No	a	No	a	No	a	No	a	No	a	No	a	Yes	4
	Saudi Arabia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Levels of importance

1: No importance

2: Low level of importance


3: Moderate level of importance

4: High level of importance

Note: Federal states or countries with highly decentralised school systems may have different regulations in states, provinces or regions. Refer to Annex 3 for additional information.

Source: OECD. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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

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