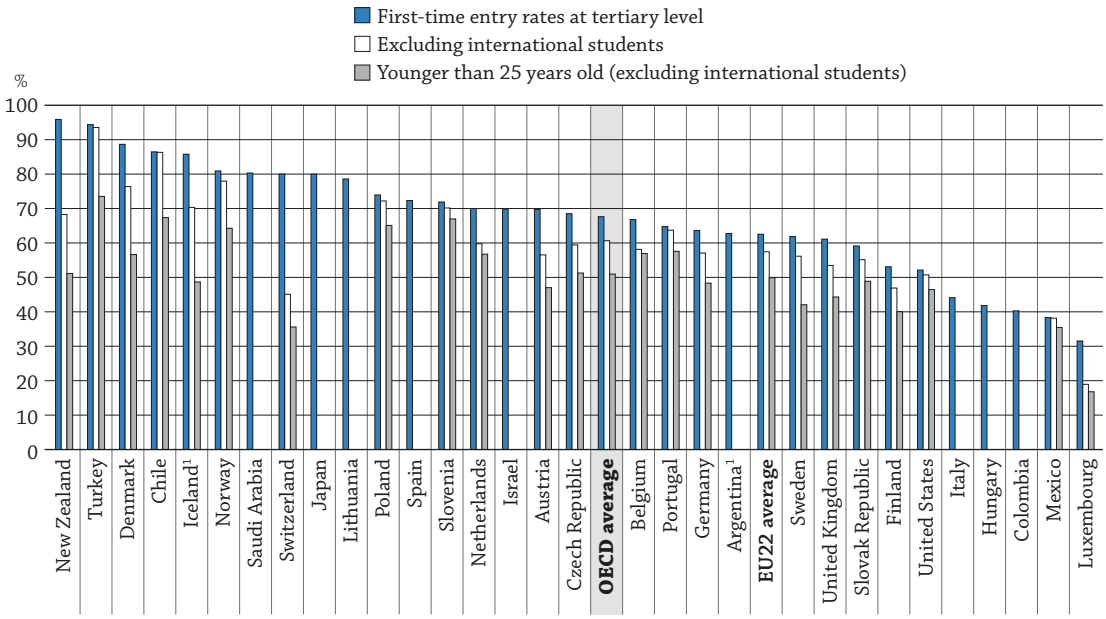
HOW MANY STUDENTS ARE EXPECTED TO ENTER TERTIARY EDUCATION?

- Some 59% of young adults in OECD countries are expected to enter a bachelor's or equivalent programme over their lifetime, and 23% are expected to enter a master's or equivalent programme over their lifetime.
- On average across OECD countries, 82% of new entrants into tertiary education are under the age of 25 and 54% of new entrants are women.
- International students represent 13% of new entrants into tertiary education but 28% at the doctoral level.

Figure C3.1. First-time tertiary entry rates (2014)



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.
1. Year of reference 2013.
Countries are ranked in descending order of first-time entry rate at tertiary level.
Source: OECD. Table C3.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).
StatLink http://dx.doi.org/10.1787/888933398440

Context

Entry rates estimate the proportion of people who are expected to enter a specific type of tertiary education programme during their lifetime. They provide some indication of the accessibility of tertiary education, the perceived value of attending tertiary programmes, and 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 mechanised or performed in low-wage countries. There is also a common 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 their programmes and teaching methods to match the diverse needs of a new generation of students.

Other findings

- At least 1 in 25 students in Germany, Switzerland and the United Kingdom are expected to enter a doctoral programme over their lifetime, but fewer than 1 in 200 students in Chile, China, Colombia, Indonesia, Mexico and Saudi Arabia are expected to do so.
- Based on current patterns, it is estimated that an average of 18% of today's young adults in OECD countries will enter a short-cycle tertiary programme over their lifetime, and 23% will enter a master's degree or equivalent programme.
- In Austria, Luxembourg, New Zealand and Switzerland, more than one in five entrants into a bachelor's programme are international students, well above the OECD average of 10%.

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 2014 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 lifetime.

Entry rates are sensitive to changes in the education system, such as the introduction of new programmes. For example, during the implementation of the Bologna Process, some students in European countries stayed longer than expected in tertiary education, while others postponed their entrance to be given a degree adaptable to the new classification. 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 is an unexpectedly high number of entrants.

In some countries, high entry rates may reflect a temporary phenomenon – namely the effects of economic cycles and crises, when prospective students align their expectations to the realities of the job market or government incentives. Second-chance programmes, through which the government encourages older students to rejoin education, can also boost entry rates.

A surge in the number of international students can temporarily inflate entry rates. The percentage of expected new entrants into tertiary programmes changes dramatically when international students are excluded from the calculation. Together with older students, international students are a significant share of the total student population in some countries, and their numbers can artificially inflate the proportion of today's young adults who are expected to enter a tertiary programme.

Analysis

Overall access to tertiary education

The transition to ISCED 2011 helps to distinguish between the various levels of tertiary education, including short-cycle tertiary, bachelor's degrees, master's degrees and doctoral programmes.

It is estimated that 68% of young adults in OECD countries will enter tertiary education at least once during their lifetime if current patterns of entry continue. This average drops to 61% when international students are excluded and to 51% if only domestic students younger than 25 are considered (Figure C3.1). Some countries have very high tertiary entry rates largely because of popular short-cycle programmes. In Chile, for example, around 87% of young people are expected to enter tertiary education at least once in their lifetime – with 48% of them entering short-cycle programmes (Tables C3.1 and C3.2).

Some 18% of young adults across OECD countries are expected to enter short-cycle programmes, as are 13% of young adults in the 22 members of the European Union that are also part of the OECD.

In most countries, the largest proportion of tertiary students enter bachelor's degree programmes (ISCED 6). Across OECD countries, 59% of young people will enter this level during their lifetime, although the rate varies widely across countries. In Luxembourg, for example, given the large proportion of its citizens who study abroad, first-time entry rates stand at only 18% at the bachelor's level. Conversely, Australia, which has a large population of international tertiary students, has a first-time entry rate of 94%. When international entrants are excluded from the calculation, Australia's entry rate falls to 79%.

Many OECD countries invest heavily to provide education beyond the bachelor's level. Some countries have entry rates as high as 42% for master's programmes (Poland) and around 5% for doctoral programmes (Germany and Switzerland).

Around 23% of students across OECD countries are expected to enter a master's programme over their lifetime, and 14% of domestic students are expected to enter such programmes before the age of 30. After excluding international students from the calculation, entry rates into master's programmes vary from 35% in Iceland and the Slovak Republic to 3% in China and Luxembourg.

Only 2.5% of young people will enter a doctoral programme over their lifetime, and only 0.9% of all domestic students are expected to do so before the age of 30.

International students

As previously discussed, international students are of great relevance in understanding how entry rates describe a country's education system. Many of those entering a certain level of education may come from abroad or may have attained the previous level of their education in a foreign country, which substantially alters the indicators. For example, when international students are excluded, the entry rates for bachelor's degree programmes decrease by an average of 5 percentage points.

At the master's and doctoral levels, the change in rates is also relevant after accounting for international students. The first-time entry rate for master's programmes, calculated only for domestic students, is 4 percentage points lower than that for all students, on average. First-time entry rates at the doctoral level decrease from 2.5% to 1.7%, which is also a relatively large difference. Indicator C4 discusses in greater detail students' motivation for pursuing higher education in other countries, particularly master's and doctoral programmes.

Students above the typical age

The "typical age" is the age at which most students enter a given education level. After excluding students above the typical age at entry, there are substantial differences in the estimates for first-time tertiary entry rates for domestic students, ranging from 61% to 51%, on average across OECD countries. This means that a little over half of all young people across OECD countries are expected to enter a tertiary-level programme before the age of 25 (Table C3.1). But in some countries, students first entering this level of education are older. In Iceland, Israel and Switzerland, for example, at least 30% of those entering tertiary education are older than 25 (Table C3.2).

Doctoral entry rates are also affected by this adjustment in the calculations. Although 1.7% of all domestic youth are expected to enter a PhD programme, only 0.9% will do so before they turn 30.

C3

Profile of first-time entrants into tertiary education

By level of education

Knowing the level at which students first enter tertiary education helps to determine the depth and length of the studies in which they engage. Most education systems begin tertiary education at the bachelor's degree level.

Across OECD countries, 74% of new entrants at the tertiary level start at the bachelor's level, and about 9% begin at the master's level or equivalent, essentially corresponding to long first degrees. Some 17% of new entrants, on average, enter short-cycle tertiary programmes, although in Austria, Chile, the Russian Federation, Turkey and the United States, 40% or more of new entrants do so. In Luxembourg, Sweden and Switzerland, more than one out of five new tertiary entrants enter master's programmes (Table C3.2).

Women's participation in tertiary education

Women make up the majority of entrants into tertiary education in all countries except India, Mexico, Saudi Arabia, Switzerland and Turkey. On average across OECD countries, 54% of new entrants are women. The largest shares of female new entrants (58%) are found in the Czech Republic, Iceland and the Slovak Republic. However, equal participation of men and women at a given education level does not imply evenly balanced distribution across fields of study.

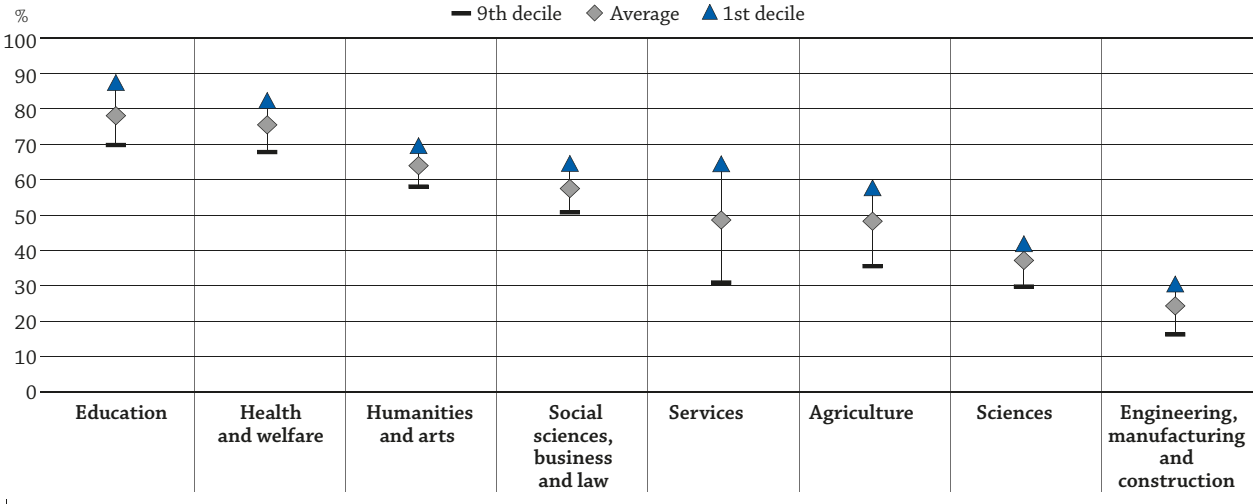
Share of female new entrants, by field of education

Women are over-represented in programmes that will lead to relatively lower-paying jobs, namely teaching and nursing, while men are over-represented in science, technology, engineering and mathematics (STEM) fields.

In all countries with available data, the proportion of female new entrants into the field of education is above two-thirds. In the field of health and welfare, Japan is the only country in which less than two-thirds of new entrants are women. A similar imbalance exists in the field of humanities and arts, in which women make up the majority of new entrants in all countries, averaging 64%. The proportion across most countries is very close to that average. The difference between the upper and lower deciles is of only 12 percentage points (Figure C3.2).

In contrast, less than one out of four new entrants into the field of engineering, manufacturing and construction are women. In more than nine countries out of ten, the share of female new entrants into this field is one-third or less. In the field of sciences, the average share of women among all new entrants is only slightly over one-third and it does not differ by much across countries. In 80% of the countries, the proportion of women in sciences falls between 30% and 42% (Figure C3.2 and Table C3.2).

Figure C3.2. Percentage of female new entrants in tertiary programmes in OECD and partner countries, by field of education (2014)



How to read this figure

On average across countries with available data, 49% of the new entrants into the field of "services" at tertiary level are women (indicated by the diamond). In 10% of the countries, the share of female new entrants into the field of "services" is 65% or more (lower decile, indicated by the triangle). At the other end of the spectrum, in 10% of the countries, the share of female new entrants is 31% or less (indicated by the bar).

Source: OECD. Table C3.2. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink http://dx.doi.org/10.1787/888933398455

Proportion of new entrants above the typical age

The age of new entrants into tertiary education varies across OECD countries because of differences in the typical age at which students graduate from upper secondary education, 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), the opportunity cost of entering the labour market before enrolling in tertiary education, and cultural expectations.

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. However, 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 (see Indicator B7). 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 are costly to the education system, governments are introducing measures to foster timely completion.

The proportion of older first-time entrants into tertiary programmes may reflect the flexibility of the programmes and their suitability to students outside the typical age group. It may also reveal the higher value placed on work experience before entering higher education, which is a characteristic of countries with small proportions of entrants below the typical age (less than 75%), namely Denmark, Iceland, Israel, Luxembourg, Sweden and Switzerland. Older entrants can also reflect a response to policies aimed at expanding lifelong learning and more flexible access to tertiary education. 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).

Share of international students

In most countries, 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, Figure C3.1 shows both unadjusted and adjusted entry rates (i.e. the entry rate when international students are excluded from consideration).

The total share of international students entering a tertiary programme for the first time ranges from close to zero in Chile, Mexico and Turkey to over 40% in Luxembourg and Switzerland. It is also high (20% or more) in Austria and New Zealand. On average, however, 13% of all new entrants in OECD countries come from abroad (Table C3.2).

Short-cycle programmes

Compared to other education levels, short-cycle tertiary programmes have the most diverse profile of entrants. Although 52% of new entrants into short-cycle tertiary programmes are women, on average, this proportion varies from under 25% in Italy, Norway and Saudi Arabia to 77% in Poland.

On average across OECD countries, 66% of those entering a short-cycle programme (ISCED 5) are younger than 25. The average age of new entrants to this level is 25, ranging from 18 in Japan to 31 in Denmark and the United Kingdom and 33 in Iceland.

A small proportion of international students enter short-cycle tertiary programmes, although around 28% are international students in New Zealand and 30% in Iceland.

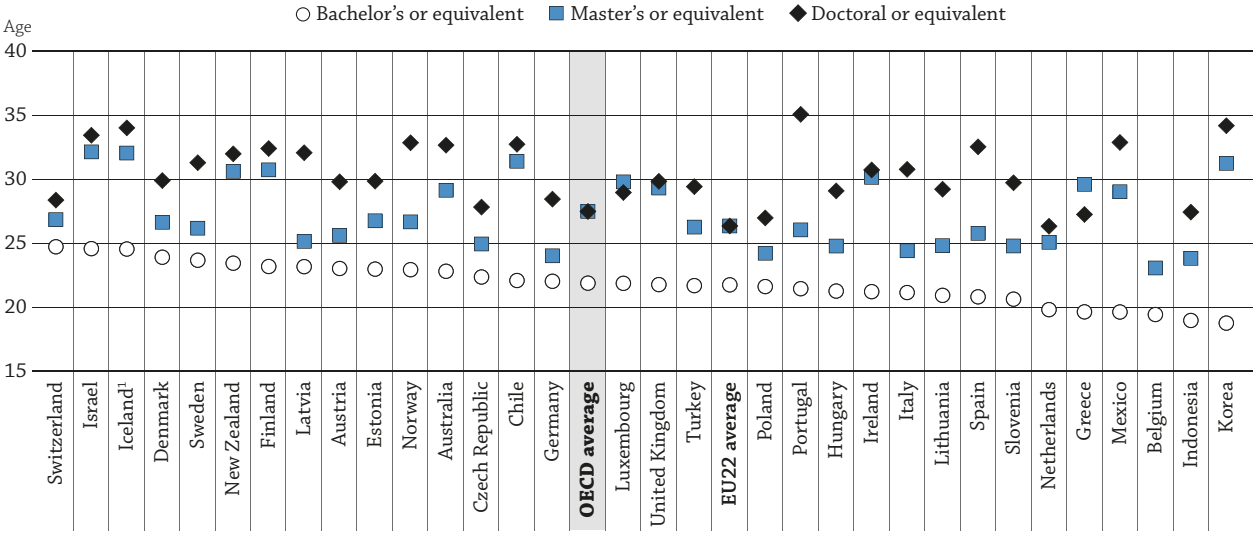
Bachelor's programmes

Bachelor's degrees are the most popular of tertiary education programmes in all countries; students are more likely to enter this level of education than any other level of tertiary education. Almost three out of four people who enter tertiary education for the first time will enrol in a bachelor's degree programme (Table C3.2). Some 59% of young people across OECD countries are expected to enter a bachelor's degree programme at some point in their lifetime (Table C3.1).

In 26 of the 32 OECD countries for which data are available, women are more likely than men to enter a bachelor's programme. In Sweden, 60% of all entrants at bachelor's level are women, as are 45% of all entrants into bachelor's programmes in Japan (Table C3.3).

Traditionally, students enter a bachelor's programme immediately after having completed upper secondary education, and this remains true in many countries. On average, 83% of new entrants into a bachelor's programme are younger than 25, averaging 22 years of age. However, in some 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. The fact that some countries require young people to serve in the armed forces postpones their entry into tertiary education. For example, in Israel and Switzerland, which have mandatory conscription, the average age of new entrants to bachelor's programmes is 25 (Figure C3.3).

Figure C3.3. Average age of new entrants at tertiary level, by level of education (2014)



1. Year of reference 2013.

Countries are ranked in descending order of the average age of new entrants to bachelor's or equivalent level.

Source: OECD. Table C3.3. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink http://dx.doi.org/10.1787/888933398460

The share of international entrants at the bachelor's level varies widely across OECD countries, from 45% in Switzerland to less than 1% in Chile and Mexico (Table C3.3). The countries with the largest shares of international students see a steep drop in their entry rates when international students are excluded from the calculations. In Switzerland, first-time entry rates into bachelor's programmes drop from 60% to 34% when international students are excluded from the calculation (Table C3.1).

Master's programmes

On average across OECD countries, 56% of those entering master's programmes are women. Lower proportions of women entering master's programmes are observed in China (46%), India (47%), Indonesia (48%), Japan (34%), Saudi Arabia (47%) and Turkey (44%).

Among OECD countries, the average age of new entrants into a master's or equivalent programme is 28. In Iceland and Israel, where only slightly more than 50% of new entrants into a master's or equivalent programme are younger than 30, the average age is 32. They are relatively younger in Belgium, averaging 23 years old.

Master's or equivalent programmes attract more international new entrants than lower tertiary levels. On average across OECD countries, almost one out of five new entrants is an international students. This proportion is considerably high in Australia (48%), Switzerland (40%) and the United Kingdom (42%), and it is highest in Luxembourg, where almost three out of four new entrants are international students.

Students entering into master's programmes may have already graduated from a bachelor's programme or may be entering tertiary education through long first degrees. There are several differences in the profile of these entrants, specially as regards their average age and the share of international students among them. For more information about students in each of these programmes at the master's level, please refer to Indicator A3 of this publication.

Doctoral programmes

Graduate-level research, particularly at the doctoral level, plays a crucial role in 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 et al., 2010), while individuals who attain this level of education benefit from higher wages and higher employment rates (see Indicators A5 and A6).

Several countries are developing doctoral programmes or changing their funding policy to attract international students. Attracting the best students from around the world helps to ensure that a country plays a leading role in research and innovation (Smith, 2010). Not surprisingly, in 6 of the 28 countries for which data are available, more than 40% of students entering doctoral programmes are international students – as are more than 80% of students entering these programmes in Luxembourg.

On average across OECD countries, 59% of entrants at the doctoral level are younger than 30 (Table C3.3). Across OECD countries, the average age of entry at this level is between 26 (in Japan and the Netherlands) and 35 (in Portugal). A larger share of younger entrants may reflect lower dropout rates and greater emphasis on acquiring specialised skills with a first degree in tertiary education. Some countries offer incentives, such as grants, scholarships, international mobility programmes, part-time jobs and distance learning, to encourage students to pursue advanced studies right after completion of their first degree in tertiary education. By contrast, tuition fees, availability of scholarships, and/or cultural expectations (such as being expected to enter the labour force by a certain age or to gain professional experience prior to entering advanced education) may explain why some new entrants are older.

Definitions

Entry rate is the sum of age-specific entry rates, calculated by dividing the number of entrants of a certain age into a certain education level by the total population of that age.

Entry rate adjusted for international students is the entry rate when calculated excluding international students in the numerator of each age-specific entry rate.

Entry rate below typical age is the sum of age-specific entry rates for age groups below the typical age.

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 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 2013/14 and are based on the UOE data collection on education statistics administered by the OECD in 2015 (for details, see Annex 3 at www.oecd.org/education/education-at-a-glance-19991487.htm). The fields of education used in the UOE data collection instruments follow the revised ISCED 11 classification by field of education. The same classification is used for all levels of education.

Table C3.1 and Table C3.4 show the sum of net entry rates for all ages. Tables C3.2 and C3.3 present the share of entrants with different profiles.

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.

Note regarding data from Israel

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

References

Halse C. and S. Mowbray (2011), "The impact of the doctorate", *Studies in Higher Education*, Vol. 36/5, pp. 513-525, http://dx.doi.org/ 10.1080/03075079.2011.594590.

Lumsden, M. and J. Stanwick (2012), "Who takes a gap year and why?" Longitudinal Surveys of Australian Youth, *Briefing Paper* 28, National Centre for Vocational Education Research (NCVER), Adelaide, Australia, http://www.lsay.edu.au/publications/2496.html.

Smith, A. et al. (2010), *One Step Beyond: Making the Most of Postgraduate Education,* Report for UK Department for Business, Innovation and Skills, London, http://dera.ioe.ac.uk/470/7/10-704-one-step-beyond-postgraduate-education_Redacted.pdf.

OECD (2013), *Education at a Glance 2013: OECD Indicators*, OECD Publishing, Paris, http://dx.doi.org/10.1787/eag-2013-en.

Indicator C3 Tables

StatLink http://dx.doi.org/10.1787/888933398399

Table C3.1	**First-time entry rates, by tertiary level (2014)**
Table C3.2	**Profile of first-time new entrants into tertiary education (2014)**
Table C3.3	**Profile of a first-time new entrant into tertiary education, by tertiary level (2014)**
Table C3.4	**Trends in entry rates, by tertiary level (2005, 2010 and 2014)**

Cut-off date for the data: 20 July 2016. Any updates on data can be found on line at: http://dx.doi.org/10.1787/eag-data-en

Table C3.1. First-time entry rates, by tertiary level (2014)

Sum of age-specific entry rates, by demographic groups

		Short-cycle tertiary (2-3 years)			Bachelor's or equivalent			Master's or equivalent			Doctoral or equivalent			First-time tertiary		
			Excluding international students			Excluding international students			Excluding international students			Excluding international students			Excluding international students	
		Total	Total	Younger than 25	Total	Total	Younger than 25	Total	Total	Younger than 30	Total	Total	Younger than 30	Total	Total	Younger than 25
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD	Australia	m	m	m	94	79	62	33	18	9	3.6	2.2	0.9	m	m	m
OECD	Austria	35	35	30	41	32	26	28	21	18	3.7	2.5	1.7	70	57	47
OECD	Belgium	m	m	m	69	62	61	27	23	23	m	m	m	67	58	57
OECD	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Chile	50	50	34	55	55	44	12	12	5	0.5	0.4	0.2	87	86	67
OECD	Czech Republic	0	0	0	63	56	48	31	27	24	3.5	2.9	2.4	69	59	51
OECD	Denmark	32	28	11	71	66	50	35	28	23	3.7	2.4	1.2	89	76	57
OECD	Estonia	a	a	a	65	62	50	25	23	17	2.0	1.7	1.1	m	m	m
OECD	Finland	a	a	a	53	49	40	11	8	4	2.5	1.7	0.8	53	47	40
OECD	France	m	m	m	m	m	m	m	m	m	2.5	m	m	m	m	m
OECD	Germany	0	0	0	52	49	41	28	21	19	5.5	3.9	4.0	64	57	48
OECD	Greece	a	a	a	65	m	m	13	m	m	2.1	m	m	m	m	m
OECD	Hungary	4	m	m	32	m	m	15	m	m	1.7	m	m	42	m	m
OECD	Iceland[1]	6	4	1	80	68	48	39	35	17	2.5	1.8	0.5	86	70	49
OECD	Ireland	9	9	5	81	77	68	28	23	14	3.0	2.2	1.3	m	m	m
OECD	Israel	20	m	m	57	55	36	21	20	9	1.7	1.6	0.6	70	m	m
OECD	Italy	0	m	m	37	m	m	24	m	m	1.6	m	m	44	m	m
OECD	Japan	29	m	m	49	m	m	9	m	m	1.2	1.0	0.7	80	m	m
OECD	Korea	33	m	m	56	m	m	14	m	m	3.5	m	m	m	m	m
OECD	Latvia	28	m	m	70	m	m	21	m	m	1.9	m	m	m	m	m
OECD	Luxembourg	4	4	4	18	13	13	11	3	2	1.2	0.2	0.1	32	19	17
OECD	Mexico	4	4	3	35	34	32	4	4	2	0.4	0.4	0.2	38	38	35
OECD	Netherlands	2	1	1	65	58	56	21	17	15	1.4	0.8	0.7	70	60	57
OECD	New Zealand	39	28	13	77	59	43	11	8	4	3.1	1.4	0.6	96	68	51
OECD	Norway	5	5	3	68	65	54	30	27	22	2.6	1.9	0.7	81	78	64
OECD	Poland	0	0	0	68	m	m	42	m	m	3.1	m	m	74	72	65
OECD	Portugal	a	a	a	54	53	47	36	34	28	3.7	2.8	1.3	65	64	58
OECD	Slovak Republic	1	1	1	57	53	m	37	35	m	2.7	2.4	1.9	59	55	49
OECD	Slovenia	30	30	19	75	73	69	29	28	26	2.1	1.9	1.4	72	70	67
OECD	Spain	26	m	m	48	47	43	11	9	8	2.0	1.5	0.9	72	m	m
OECD	Sweden	10	10	4	45	43	32	28	24	18	2.6	1.6	0.7	62	56	42
OECD	Switzerland	4	m	m	60	34	29	22	13	12	4.8	2.1	1.6	80	45	36
OECD	Turkey	41	41	30	52	51	42	6	6	4	0.8	0.7	0.5	94	94	74
OECD	United Kingdom	22	20	8	64	54	45	32	19	9	4.1	2.3	1.3	61	54	44
OECD	United States	38	38	26	m	m	m	13	11	7	1.2	0.7	0.4	52	51	47
	OECD average	18	16	10	59	54	45	23	19	14	2.5	1.7	0.9	68	61	51
	EU22 average	13	12	7	57	53	46	26	21	17	2.7	2.1	1.2	63	57	50
Partners	Argentina[1]	53	m	m	50	m	m	5	m	m	0.6	m	m	63	m	m
Partners	Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	China	35	35	m	30	30	m	3	3	m	0.3	0.3	m	m	m	m
Partners	Colombia	14	m	m	25	m	m	5	m	m	0.1	m	m	40	m	m
Partners	Costa Rica	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	India[1]	a	a	a	44	m	m	9	m	m	m	m	m	m	m	m
Partners	Indonesia	m	m	m	29	m	m	2	m	m	0.1	m	m	m	m	m
Partners	Lithuania	a	a	a	75	m	m	25	m	m	1.5	m	m	79	m	m
Partners	Russian Federation	38	38	m	71	67	m	13	13	m	1.7	1.6	m	m	m	m
Partners	Saudi Arabia	14	m	m	66	m	m	3	m	m	0.4	m	m	80	m	m
Partners	South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	G20 average	26	25	m	52	51	m	13	11	m	1.9	1.5	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 3 for further specific information by country.

1. Year of reference 2013.

Source: OECD. Argentina, China, Colombia, Costa Rica, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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

StatLink http://dx.doi.org/10.1787/888933398407

Table C3.2. Profile of first-time new entrants into tertiary education (2014)

		Percentage of women new entrants	Percentage of new entrants younger than 25 years old	Average age	Percentage of international new entrants	Share of first-time new entrants by level of education			Percentage of female new entrants							
						Short-cycle tertiary	Bachelor's or equivalent	Master's or equivalent	Education	Humanities and arts	Social sciences, business and law	Sciences	Engineering, manufacturing and construction	Agriculture	Health and welfare	Services
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD	Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Austria	54	78	23	20	46	35	19	77	68	58	36	22	51	68	77
	Belgium	56	95	20	14	m	m	m	m	m	m	m	m	m	m	m
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	52	79	22	1	48	51	1	80	53	58	23	16	49	79	47
	Czech Republic	58	84	22	13	1	91	9	83	68	65	40	28	57	82	48
	Denmark	54	74	24	14	24	70	7	67	65	53	36	36	56	76	25
	Estonia	m	m	m	m	m	m	m	90	70	65	37	31	46	86	46
	Finland	55	82	22	12	a	94	6	83	70	62	38	19	52	84	64
	France	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Germany	50	82	22	11	0	82	18	74	68	56	36	21	43	72	52
	Greece	m	m	m	m	m	m	m	79	70	59	40	32	45	68	54
	Hungary	56	88	21	m	9	76	14	81	64	63	37	22	48	71	58
	Iceland[1]	58	69	25	18	5	89	6	80	66	60	41	29	50	86	66
	Ireland	m	m	m	m	m	m	m	68	58	51	34	16	42	75	39
	Israel	56	70	24	m	24	76	a	84	61	59	40	27	48	77	27
	Italy	55	90	21	m	1	84	15	92	69	57	50	30	49	68	44
	Japan	51	87	18	m	36	62	2	71	67	39	26	13	41	62	77
	Korea	m	m	m	m	m	m	m	77	64	49	39	23	41	69	45
	Latvia	m	m	m	m	m	m	m	88	73	64	31	21	36	82	48
	Luxembourg	53	69	25	42	13	55	32	69	61	55	34	14	33	71	a
	Mexico	49	94	20	0	10	90	a	73	55	56	42	27	35	65	30
	Netherlands	53	92	20	15	1	93	6	76	57	51	27	23	52	74	48
	New Zealand	54	75	23	31	31	69	1	83	61	56	41	27	65	78	45
	Norway	54	80	23	4	7	82	11	76	60	57	33	21	61	80	31
	Poland	55	89	21	3	m	m	m	80	69	64	40	34	52	79	52
	Portugal	56	88	21	2	a	80	20	80	61	60	51	30	56	77	45
	Slovak Republic	58	85	22	7	2	98[d]	x(6)	77	67	65	40	30	47	77	41
	Slovenia	54	94	20	2	16	79	5	87	68	66	40	26	53	78	54
	Spain	53	84	21	m	37	54	9	81	58	58	30	23	43	72	46
	Sweden	57	74	24	9	14	64	22	76	59	63	38	29	58	80	59
	Switzerland	50	64	25	45	5	69	26	72	62	51	33	17	35	74	52
	Turkey	47	80	22	1	43	55	2	70	59	45	42	24	43	67	34
	United Kingdom	55	83	22	13	13	85	2	74	62	54	44	21	60	79	60
	United States	52	92	20	3	45	55	a	m	m	m	m	m	m	m	m
	OECD average	54	82	22	13	17	74	9	78	64	57	37	24	48	75	49
	EU22 average	55	84	22	13	11	77	12	79	65	59	38	25	49	76	51
Partners	Argentina[1]	57	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Colombia	52	m	m	m	36	64	a	m	m	m	m	m	m	m	m
	Costa Rica	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	India[1]	46	m	m	m	a	100	0	m	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Lithuania	54	90	21	m	a	95	5	76	69	64	34	20	47	82	43
	Russian Federation	50	m	m	m	40	51	9	m	m	m	m	m	m	m	m
	Saudi Arabia	46	m	m	m	18	82	1	m	m	m	m	m	m	m	m
	South Africa[1]	m	78	22	m	m	m	m	m	m	m	m	m	m	m	m
	G20 average	51	m	m	m	m	m	m	m	m	m	m	m	m	m	m

Note: Columns 1 to 7 refer to students entering tertiary education for the first time, while Columns 8 to 14 refer to the sum of all students entering a given tertiary level for the first time.

1. Year of reference 2013.

Source: OECD. Argentina, China, Colombia, Costa Rica, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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

StatLink http://dx.doi.org/10.1787/888933398415

C3

Table C3.3. Profile of a first-time new entrant into tertiary education, by tertiary level (2014)

		Short-cycle tertiary (2-3 years)				Bachelor's or equivalent				Master's or equivalent				Doctoral or equivalent			
		Percentage of women new entrants	Percentage of new entrants younger than 25 years old	Average age	Percentage of international new entrants	Percentage of women new entrants	Percentage of new entrants younger than 25 years old	Average age	Percentage of international new entrants	Percentage of women new entrants	Percentage of new entrants younger than 30 years old	Average age	Percentage of international new entrants	Percentage of women new entrants	Percentage of new entrants younger than 30 years old	Average age	Percentage of international new entrants
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
OECD	Australia	m	m	m	m	57	77	23	16	53	67	29	48	50	49	33	39
	Austria	53	81	22	1	55	78	23	21	54	82	26	25	49	64	30	32
	Belgium	m	m	m	m	56	96	19	11	53	95	23	14	m	m	m	m
	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	Chile	51	69	24	0	52	80	22	0	57	49	31	5	41	45	33	11
	Czech Republic	59	81	22	5	58	83	22	10	59	86	25	13	46	79	28	18
	Denmark	52	42	31	11	56	77	24	7	56	84	27	20	49	59	30	36
	Estonia	a	a	a	a	57	77	23	4	60	76	27	8	48	63	30	15
	Finland	a	a	a	a	56	80	23	7	56	55	31	28	52	47	32	30
	France	m	m	m	m	m	m	m	m	m	m	m	m	46	69	29	m
	Germany	74	52	26	0	47	81	22	5	52	91	24	25	42	73	28	29
	Greece	a	a	a	a	54	89	20	m	57	55	30	m	49	50	27	m
	Hungary	64	84	22	1	54	89	21	5	59	84	25	16	52	71	29	9
	Iceland[1]	50	24	33	30	59	71	25	14	67	52	32	9	55	34	34	29
	Ireland	43	54	27	2	50	85	21	6	54	59	30	16	52	59	31	28
	Israel	49	68	24	m	58	68	25	4	60	50	32	5	52	39	33	6
	Italy	24	77	23	m	54	89	21	m	58	88	24	m	51	55	31	m
	Japan	61	77	18	m	45	95	18	m	34	m	m	m	31	60	26	14
	Korea	51	92	20	m	48	98	19	m	51	57	31	m	40	40	34	m
	Latvia	62	54	27	m	52	75	23	m	63	86	25	m	57	50	32	m
	Luxembourg	57	95	21	12	51	90	22	27	53	63	30	73	40	67	29	82
	Mexico	39	94	20	0	50	94	20	0	53	65	29	1	47	42	33	3
	Netherlands	46	59	26	2	53	95	20	11	57	90	25	21	48	89	26	41
	New Zealand	50	56	27	28	58	75	23	23	57	60	31	29	51	51	32	55
	Norway	20	58	26	1	56	80	23	4	56	78	27	8	52	45	33	27
	Poland	77	61	24	a	54	87	22	m	65	90	24	m	52	86	27	m
	Portugal	a	a	a	a	57	86	21	2	57	76	26	7	52	36	35	23
	Slovak Republic	65	75	24	1	57	m	m	6	61	m	m	6	48	72	29	9
	Slovenia	48	58	24	1	54	92	21	2	64	88	25	4	51	69	30	7
	Spain	48	79	23	m	55	88	21	2	58	78	26	20	50	49	33	26
	Sweden	49	47	27	0	60	75	24	4	57	78	26	16	47	55	31	39
	Switzerland	61	54	27	m	48	68	25	45	50	81	27	40	46	75	28	57
	Turkey	48	74	23	0	46	84	22	1	44	77	26	4	44	65	29	7
	United Kingdom	62	40	31	7	55	84	22	16	59	66	29	42	47	62	30	45
	United States	53	71	24	2	m	m	m	m	62	66	30	14	52	73	29	45
	OECD average	52	66	25	5	54	83	22	10	56	73	28	19	48	59	30	28
	EU22 average	55	65	25	4	55	85	22	9	58	79	26	21	49	63	30	29
Partners	Argentina[1]	40	m	m	m	57	m	m	m	60	m	m	m	54	m	m	m
	Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	China	46	m	m	m	55	m	m	m	46	m	m	1	38	m	m	4
	Colombia	47	m	m	m	54	m	m	m	56	m	m	m	42	m	m	m
	Costa Rica	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	India[1]	a	a	a	m	46	m	m	m	47	m	m	m	m	m	m	m
	Indonesia	m	m	m	m	51	100	19	m	48	100	24	m	41	89	27	m
	Lithuania	a	a	a	a	53	89	21	m	64	87	25	m	57	66	29	m
	Russian Federation	47	m	m	3	52	m	m	m	52	m	m	20	44	m	m	m
	Saudi Arabia	24	m	m	m	50	m	m	m	47	m	m	m	34	m	m	m
	South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
	G20 average	48	m	m	2	51	m	m	6	52	m	m	19	44	m	m	23

1. Year of reference 2013.

Source: OECD. Argentina, China, Colombia, Costa Rica, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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

StatLink http://dx.doi.org/10.1787/888933398427

C3

Table C3.4. Trends in entry rates, by tertiary level (2005, 2010 and 2014)

Sum of age-specific entry rates, by year

		Short-cycle tertiary (2-3 years)			Bachelor's or equivalent			Master's or equivalent			Doctoral or equivalent			First-time tertiary		
		2005	2010	2014	2005	2010	2014	2005	2010	2014	2005	2010	2014	2005	2010	2014
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD	Australia	m	m	m	72	85	94	21	26	33	2.5	3.4	3.6	m	m	m
OECD	Austria	m	34	35	14	47	41	31	22	28	4.0	7.7	3.7	m	72	70
OECD	Belgium	m	m	m	m	m	69	m	m	27	m	m	m	m	m	67
OECD	Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
OECD	Chile	m	m	50	m	m	55	m	m	12	m	m	0.5	m	m	87
OECD	Czech Republic	m	m	0	m	m	63	m	m	31	3.2	3.9	3.5	m	m	69
OECD	Denmark	22	25	32	57	63	71	21	28	35	1.9	3.6	3.7	69	77	89
OECD	Estonia	a	a	a	m	m	65	m	m	25	m	2.8	2.0	m	m	m
OECD	Finland	0	0	a	46	57	53	26	8	11	m	m	2.5	59	55	53
OECD	France	m	m	m	m	m	m	m	m	m	m	m	2.5	m	m	m
OECD	Germany	0	0	0	23	38	52	23	20	28	m	m	5.5	44	51	64
OECD	Greece	a	a	a	m	m	65	m	m	13	m	m	2.1	m	m	m
OECD	Hungary	11	16	4	47	49	32	21	5	15	1.7	1.6	1.7	m	m	42
OECD	Iceland[1]	m	m	6	m	m	80	m	m	39	m	m	2.5	m	m	86
OECD	Ireland	m	m	9	m	m	81	m	m	28	m	m	3.0	m	m	m
OECD	Israel	m	26	20	53	58	57	17	21	21	2.0	1.9	1.7	m	m	70
OECD	Italy	m	m	0	m	m	37	m	m	24	m	m	1.6	m	m	44
OECD	Japan	m	m	29	m	m	49	m	m	9	m	1.0	1.2	m	m	80
OECD	Korea	40	35	33	58	56	56	12	14	14	2.1	2.7	3.5	m	m	m
OECD	Latvia	m	20	28	m	69	70	m	8	21	m	2.2	1.9	m	m	m
OECD	Luxembourg	m	m	4	m	m	18	m	m	11	m	m	1.2	m	m	32
OECD	Mexico	2	3	4	27	32	35	3	4	4	0.3	0.4	0.4	29	34	38
OECD	Netherlands	a	1	2	54	62	65	8	18	21	m	m	1.4	57	66	70
OECD	New Zealand	50	48	39	75	81	77	8	9	11	1.8	2.9	3.1	89	99	96
OECD	Norway	m	m	5	m	m	68	m	m	30	2.7	2.9	2.6	m	m	81
OECD	Poland	1	1	0	m	m	68	m	m	42	m	m	3.1	76	84	74
OECD	Portugal	a	a	a	m	53	54	m	30	36	m	3.3	3.7	m	m	65
OECD	Slovak Republic	m	m	1	m	m	57	m	m	37	3.3	4.1	2.7	m	m	59
OECD	Slovenia	m	m	30	m	m	75	m	m	29	0.6	5.4	2.1	m	m	72
OECD	Spain	m	m	26	m	m	48	m	m	11	4.4	1.8	2.0	m	m	72
OECD	Sweden	m	12	10	m	58	45	m	36	28	m	m	2.6	m	74	62
OECD	Switzerland	m	m	4	m	m	60	m	m	22	4.4	5.0	4.8	m	m	80
OECD	Turkey	19	28	41	24	34	52	3	6	6	0.9	1.4	0.8	43	62	94
OECD	United Kingdom	m	m	22	m	m	64	m	m	32	m	m	4.1	m	m	61
OECD	United States	m	35	38	m	m	m	m	13	13	m	1.5	1.2	m	51	52
	OECD average[2]	16	16	17	46	55	57	16	15	19	2.4	3.2	2.7	m	m	m
	EU22 average	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	Argentina[1]	m	m	53	m	m	50	m	m	5	m	m	0.6	m	m	63
Partners	Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	China	m	m	35	m	m	30	m	m	3	m	m	0.3	m	m	m
Partners	Colombia	m	m	14	m	m	25	m	m	5	m	m	0.1	m	m	40
Partners	Costa Rica	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Partners	India[1]	a	a	a	m	m	44	m	m	9	m	m	m	m	m	m
Partners	Indonesia	m	m	m	m	m	29	m	m	2	m	m	0.1	m	m	m
Partners	Lithuania	a	a	a	m	m	75	m	m	25	m	m	1.5	m	m	79
Partners	Russian Federation	m	m	38	m	m	71	m	m	13	m	m	1.7	m	m	m
Partners	Saudi Arabia	m	m	14	m	m	66	m	m	3	m	m	0.4	m	m	80
Partners	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

1. Year of reference 2013 instead of 2014.

2. The averages are calculated only from countries with data available for all reference years and so may be different from Table C3.1.

Source: OECD. Argentina, China, Colombia, Costa Rica, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Lithuania: Eurostat. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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

StatLink http://dx.doi.org/10.1787/888933398438