# HOW MANY STUDENTS ARE EXPECTED TO ENTER TERTIARY EDUCATION?

- While some 58% of young adults in OECD countries are expected to enter tertiary-type A (largely theory-based) programmes over their lifetime, less than 3% are expected to enter advanced research programmes.

- The most popular fields of education chosen by new entrants into tertiary programmes are social sciences, business and law in all OECD countries except Finland (engineering, manufacturing and construction), Korea (humanities, arts and education) and Saudi Arabia (humanities, arts and education).

- Entry rates into tertiary-type A programmes are still higher for women (65%) than for men (52%), on average across OECD countries. But the higher the level of education, the narrower the gender gap; in advanced research programmes, the gap almost disappears.

Chart C3.1. **Entry rates into tertiary-type A education (2012)**
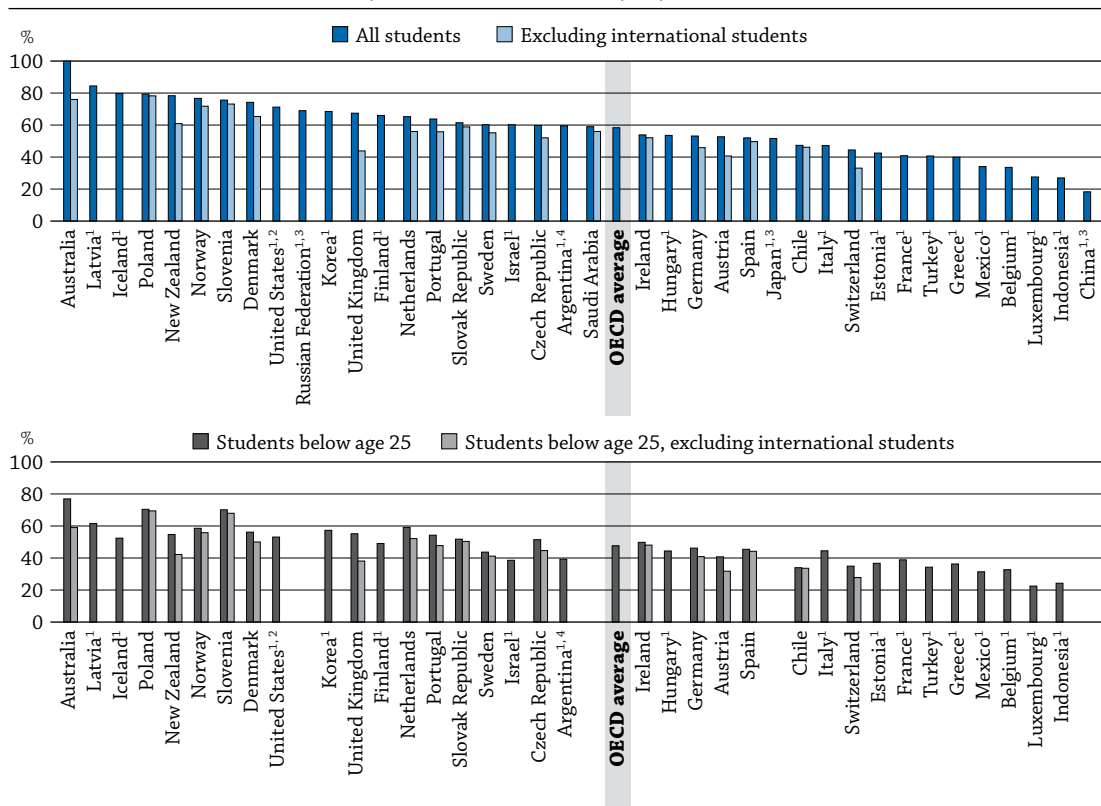
1. New entrants data for international students are missing.
2. The entry rates for tertiary-type A programmes include the entry rates for tertiary-type B programmes.
3. New entrants data by age are missing.
4. Year of reference 2011.
Countries are ranked in descending order of entry rates for tertiary-type A programmes in 2012.
Source: OECD. Tables C3.1a and C3.1b. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).
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■ Context

Entry rates estimate the proportion of people who are expected to enter a specific type of tertiary education programme during their lifetime. They also 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 performed instead in low-wage countries or mechanised, and from the growing understanding that knowledge and innovation are key to sustaining economic growth. Tertiary institutions not only have to meet growing demand by expanding the number of places they offer, they also have to adapt programmes and teaching methods to match the diverse needs of a new generation of students.

■ Other findings

- While **one in 20 students is expected to enter an advanced research programme over their lifetime in Germany and Switzerland**, only one in 100 students is expected to do so in Japan, and even fewer in Argentina, Chile, Indonesia, Luxembourg and Mexico.

- Based on current patterns, it is estimated that **an average of 18% of today's young adults (20% of women and 17% of men) will enter tertiary-type B (shorter and largely vocational) programmes** over their lifetime.

- When international students are excluded from the calculation, **Poland and Slovenia are the only two countries (out of 17 countries with available data) where around seven out of 10 young adults are expected to enter tertiary-type A education before they are 25 years old**.

- Lifelong learning is not yet a reality in all OECD countries. At one extreme, **in Australia, Chile, Finland, Iceland, Israel, New Zealand and Sweden**, **more than 1 in 4 new entrants will enter tertiary-type A programmes after the age of 25. At the other end of the spectrum, fewer than 1 in 20 new entrants in Belgium and France will be older than 25.**

■ Trends

Between 1995 and 2012, entry rates into tertiary-type A programmes increased by almost 20 percentage points, on average across OECD countries, although this year, new data reveal a marked decrease of 4 percentage points since 2010, probably caused by the financial crisis. Nonetheless, the large prior increase was the result of the greater accessibility of tertiary education in many countries, and because of structural changes in the education systems of some countries, such as the creation of new programmes (to meet labour-market needs) or shorter programmes (a results of the implementation of the Bologna Process). Entry rates for tertiary programmes have also increased because the source of applicants has expanded to include many more international (see Indicator C4) and older students.

Meanwhile, entry rates into tertiary-type B programmes remained stable between 1995 and 2012, with no significant variation over the past three years in relation to the financial crisis.

■ 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 2012 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 (as with the implementation of the Bologna Process) or a variation in the number of international students. Entry rates can be very high, and even greater than 100% (thus clearly indicating that the synthetic cohort assumption is implausible), during a period when there are unexpected entries. In Australia, for example, the entry rate into tertiary-type A programmes is reduced by more than 25 percentage points when international students are excluded. In Portugal, a large number of women over 25 decided to pursue a university education, so entry rates among women increased by 40 percentage points from 2007 to 2011.

Analysis

### Overall access to tertiary education

It is estimated that 58% of young adults in OECD countries will enter tertiary-type A programmes during their lifetime if current patterns of entry continue. In several countries, at least 70% of young adults are expected to enter these programmes, while less than 35% are expected to do so in Belgium, China, Indonesia, Luxembourg and Mexico (Chart C3.1).

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

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

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

Chart C3.2. Entry rates into tertiary-type A and B education (2000, 2012)
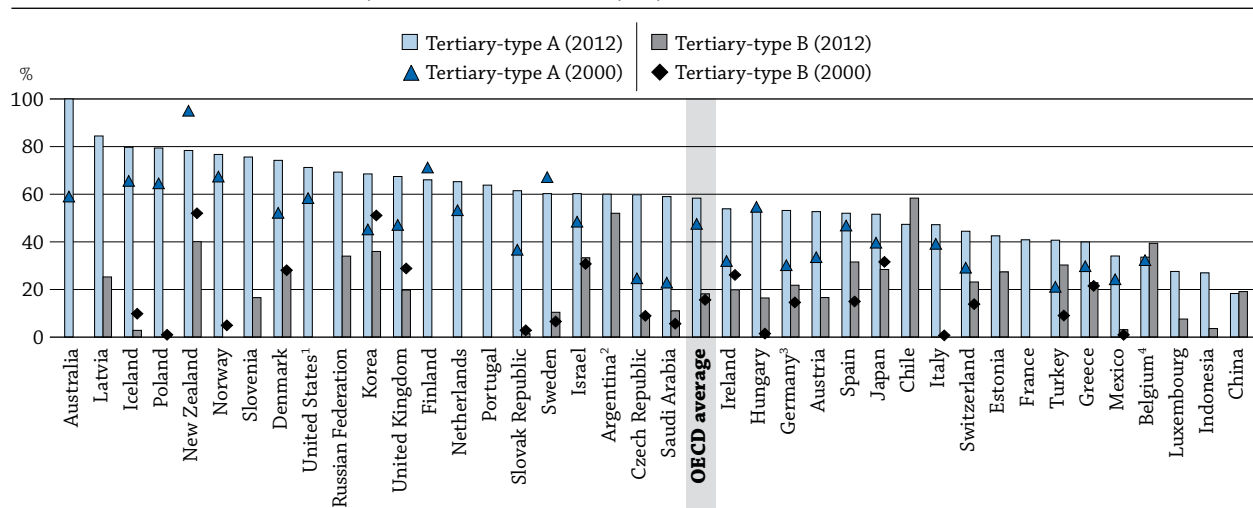
1. The entry rates for tertiary-type A programmes include the entry rates for tertiary-type B programmes.
2. Year of reference 2011 instead of 2012.
3. Break in time series between 2008 and 2009 due to a partial reallocation of vocational programmes into ISCED 2 and ISCED 5B.
4. Year of reference 2001 instead of 2000.
Countries are ranked in descending order of entry rates for tertiary-type A education in 2012.
Source: OECD. Table C3.2a. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).
StatLink ⟐ http://dx.doi.org/10.1787/888933118599

On average across all OECD countries with comparable data, the proportion of young adults who entered tertiary-type A programmes increased by 10 percentage points between 2000 and 2012, and by almost 20 percentage points between 1995 and 2012 (Table C3.2a). Entry rates into these programmes increased by 20 percentage points or more between 2000 and 2012 in Australia, the Czech Republic, Denmark, Germany, Ireland, Korea and the Slovak Republic. In Korea, the increase between 2007 and 2008 was influenced by a reclassification of tertiary-type B programmes to tertiary-type A programmes. In contrast, Finland, Hungary, New Zealand and Sweden are the only OECD countries that show a decline in entry rates into these programmes. However, in Hungary, the decrease is counterbalanced by a significant increase in entry rates into tertiary-type B programmes during the same period.

In New Zealand, the rise and fall of entry rates between 2000 and 2012 mirrored the numbers of international students over the same period (Chart C3.2).

Among OECD countries, overall net entry rates into tertiary-type B programmes between 2000 and 2012 have remained relatively stable except in Hungary, Spain and Turkey, where they have increased by more than 10 percentage points, and in Korea and New Zealand, where they have decreased by more than 10 percentage points (Chart C3.2).

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

Age of new entrants into tertiary education

On average across OECD countries, 82% of all first-time entrants into tertiary-type A programmes and 58% of first-time entrants into tertiary-type B programmes in 2012 were under 25 years of age. In addition, 57% of students who entered advanced research programmes in 2012 were under 30 (Table C3.1b).

The age of new entrants into tertiary education varies among OECD countries because of differences in the typical age at which students graduate from upper secondary education (see Tables X1.1a and X1.1b), 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. Nevertheless, entering tertiary education at a later stage is more costly from both public and personal perspectives. It means that for a period of time, the productive potential of individuals is untapped. As a result, tax revenues are lower and public expenditures may be higher. Older students may face more difficulties combining work and study and thus may be unable to complete the programmes on time. Understanding that delays in completing education increase the cost of providing it, governments are introducing measures to foster timely completion. However, a later start to tertiary education may also indicate that students are more sure about what they want to study and are more motivated.

Traditionally, students enter tertiary programmes immediately after having completed upper secondary education, and this remains true in many countries. For example, in Belgium, France and Indonesia, 95% or more of all first-time entrants into tertiary-type A or B programmes are under 25. In other OECD countries, the transition from upper secondary to tertiary education may occur at a later age because of time spent in the labour force or the military. For instance, in Israel only two-thirds of all first-time entrants into tertiary-type A programmes are under 25. In these cases, first-time entrants into tertiary-type A or B programmes represent a much wider age range (Table C3.1b).

The proportion of older first-time entrants into tertiary-type A and B programmes may reflect the flexibility of the programmes and their suitability to students outside the typical age group. It may also reflect the value placed on work experience before entering higher education, which is characteristic of the Nordic countries and is also common in Australia, Austria, Chile, Hungary, New Zealand and the United States, where sizeable proportions of new entrants are much older than the typical age at entry. It 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). Some countries require young people to serve in the military, which postpones entry into tertiary education. This is the case of Israel, which has mandatory military service for 18-21 year-old men and 18-20 year-old women.

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

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

In Australia, the difference between the unadjusted and adjusted entry rates is 26 percentage points – the largest among all countries with comparable data. It is also very high in the United Kingdom, with a 24 percentage points difference. In Austria, Iceland, New Zealand and Switzerland, the presence of international students also affects entry rates greatly, with differences from 11 to 17 percentage points (Table C3.1a).

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

Pathways between academic and vocational programmes

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

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

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

In almost all countries, a large proportion of students pursues tertiary programmes in the fields of social sciences, business and law. In 2012, these fields received the largest share of new entrants in all countries except in Finland, Korea and Saudi Arabia. In Finland, the proportion of new entrants was largest in engineering, manufacturing and construction, while in Korea and Saudi Arabia the proportion was largest in humanities, arts and education (Chart C3.3).

Chart C3.3. Distribution of new entrants into tertiary programmes, by field of education (2012)

Only those fields in which more than 20% of students entered a tertiary programme in 2012 are shown in the graph below
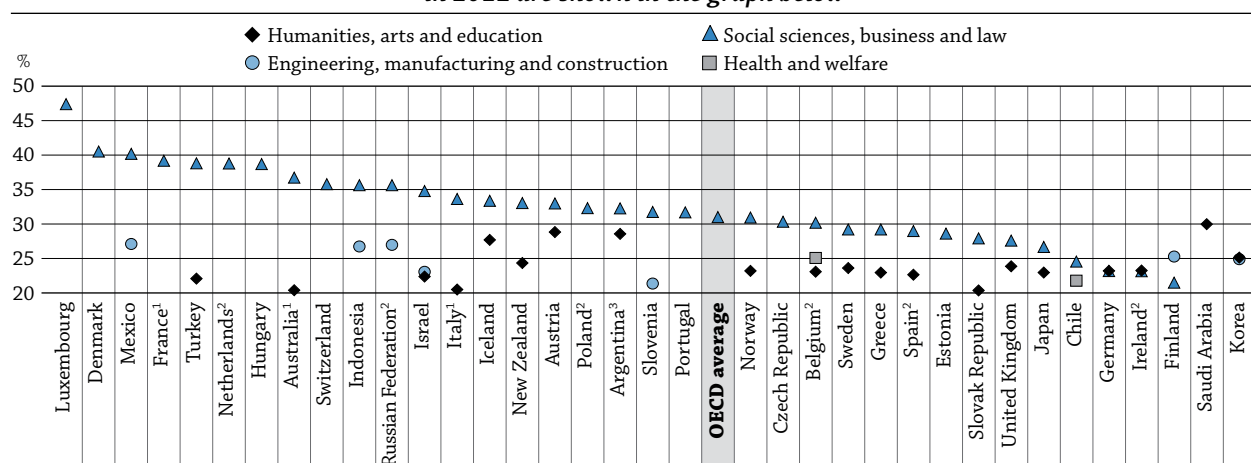
1. Exclude tertiary-type B programmes.
2. Exclude advanced research programmes.
3. Year of reference 2011.
Countries are ranked in descending order of new entrants in Social sciences, business and law programmes in 2012.
Source: OECD. Table C3.3a. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).
*StatLink* ⟨⟩ http://dx.doi.org/10.1787/888933118618

Science-related fields, which include science and engineering, manufacturing and construction, are less popular. On average, only a quarter of all students enters these fields (Table C3.3a). This low level of participation is partly due to the under-representation of women: on average in 2012, only 14% of female new entrants into tertiary education chose these fields, compared with 39% of male new entrants. Among the new-entrant population, the proportion of women who chose science-related fields ranged from 5-6% in Belgium, Japan and the Netherlands to 19-20% in Greece, Italy, Mexico and the Russian Federation, while among men, the proportion in these fields ranged from 17% in Argentina to 58% in Finland (Table C3.3b, available on line).

The distribution of entrants into advanced research programmes by field of education shows a different pattern from that of tertiary education as a whole. Although social sciences, business and law were the most popular fields of education among tertiary students in 2012, doctoral students favoured science-related fields slightly more than social science, business and law. Almost one in four new doctoral students undertook studies in sciences (24%) – more than double the proportion of new tertiary entrants who chose this field (10%). In France, Israel and Luxembourg, more than 35% of advanced research students chose science.

Advanced research programmes: The factory of knowledge for society

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

Chart C3.4. Entry rates into advanced research programmes and average age of new entrants (2012)
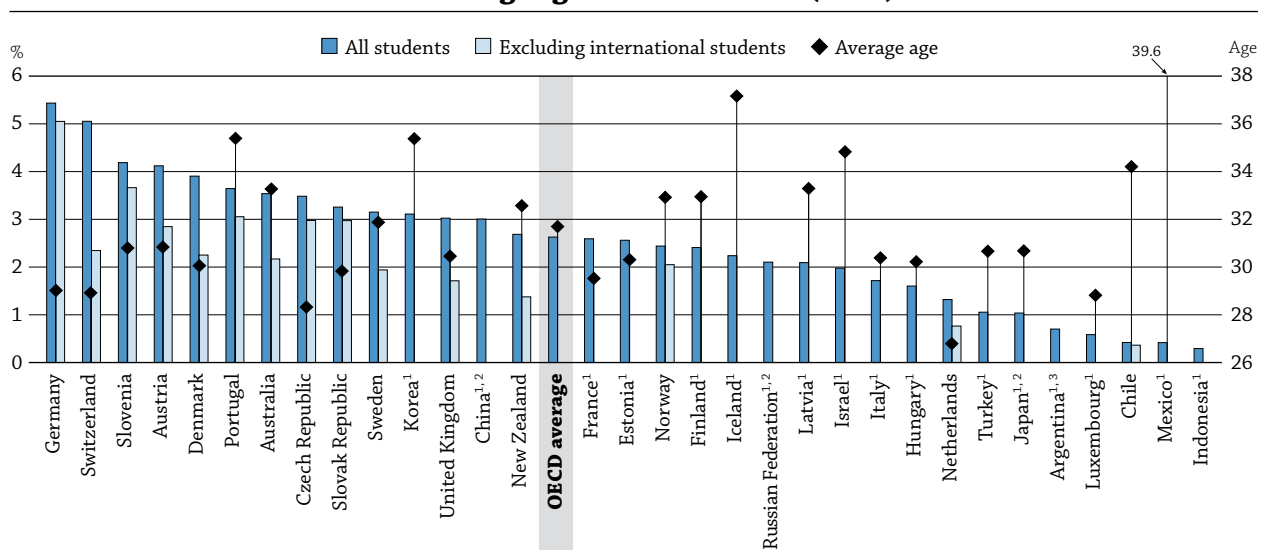
Note: The average age refers to an average weighted age, generally the age of the students at the beginning of the calendar year. Students may be one year older than the age indicated when they graduate at the end of the school year. Please see Annex 3 to learn how the average age is calculated.
1. New entrants data for international students are missing.
2. New entrants data by age are missing.
3. Year of reference 2011.
Countries are ranked in descending order of new entrants into advanced research programmes in 2012.
Source: OECD. Table C3.1a. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).
StatLink ⟳ http://dx.doi.org/10.1787/888933118637

Many OECD countries invest heavily to provide doctoral-level education. Chart C3.4 shows the percentage of students who will pursue their studies up to the highest academic level across OECD countries. In Austria, Germany, Switzerland and Slovenia, about one in 20 students is expected to enter an advanced research programme. By contrast, in Argentina, Chile, Indonesia, Luxembourg and Mexico, fewer than one in 100 students is expected to begin doctoral studies during their lifetime, if current entry patterns remain stable (Table C3.1a). However, entry rates for these countries may be underestimated since it is common for Latin American students to earn their PhDs in the United States. The same applies for Indonesians in Australia and Luxembourgers in other European countries.

Several countries are developing doctoral programmes or changing the funding policy to attract international students, that is, students who move from their country of origin to study elsewhere. Attracting the best students from around the world helps to ensure that a country plays a leading role in research and innovation (Smith, 2010). For example, more than one in two new entrants into doctoral programmes in Switzerland are international students (Chart C3.4). In addition, as Indicator C4 shows, in 2012, large proportions of students enrolled in doctoral programmes in New Zealand (41%), Switzerland (51%) and the United Kingdom (41%) were international students, that is, they were citizens of a different country than the one in which the data were collected.

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

These differences may be due to several factors. They could reflect lower dropout rates and greater emphasis on acquiring specialised skills 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 straight after completion of their first degree in tertiary education. By contrast, late entry into doctoral programmes could be related to differences in 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 a PhD programme.

The doctoral level of education is the only level with near gender parity. While there are proportionally more women than men at all other levels of education, this is the only level of education at which the proportion of entrants (and consequently the proportion of graduates) is slightly larger among men than women. On average across OECD countries, 2.7% of men and 2.6% of women enter a doctoral programme (Table C3.1a).

Definitions

International students are those students who left their country of origin and moved to another country for the purpose of study. International students enrolling for the first time in a 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 2011/12 and are based on the UOE data collection on education statistics administered by the OECD in 2013 (for details, see Annex 3 at *www.oecd.org/edu/eag.htm*). The fields of education used in the UOE data collection instruments follow the revised ISCED 97 classification by field of education. The same classification is used for all levels of education.

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

Data on the impact of international students on tertiary entry rates are based on a special survey carried out by the OECD in December 2013.

Tables C3.1a and b, and C.3.2a and b show the sum of net entry rates for all ages.

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

The **average weighted age** of entry is calculated by assigning higher weight to those ages at which the number of students entering a new level is higher. This variable gives the reader an accurate idea of the average age of entry. Please refer to Annex 3 to learn more about it.

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

C3

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.

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Smith, A. (2010), "One step beyond: making the most of postgraduate education", Report for UK Department for Business, Innovation and Skills.

Tables of Indicator C3

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	Table C3.1a	**Entry rates into tertiary education and average age of new entrants, by gender and programme (2012)**
	Table C3.1b	**Entry rates into tertiary education of students under the typical age of entry, by gender and programme (2012)**
	Table C3.2a	**Trends in tertiary entry rates (1995-2012)**
WEB	Table C3.2b	**Trends in tertiary entry rates, by gender (2005-2012)**
	Table C3.3a	**Distribution of tertiary new entrants, by field of education (2012)**
WEB	Table C3.3b	**Distribution of tertiary new entrants, by field of education and gender (2012)**
WEB	Table C3.3c	**Distribution of new entrants into advanced research programmes, by field of education (2012)**

Table C3.1a. Entry rates into tertiary education and average age of new entrants, by gender and programme (2012)

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

	Tertiary-type B					Tertiary-type A					Advanced research programmes				
	M+W	Men	Women	Adjusted from international students[1]	Average age[2]	M+W	Men	Women	Adjusted from international students[1]	Average age[2]	M+W	Men	Women	Adjusted from international students[1]	Average age[2]
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD															
Australia	m	m	m	m	m	**102**	88	116	76	23	**3.5**	3.4	3.6	2.2	33
Austria	**17**	15	18	16	30	**53**	48	58	41	24	**4.1**	4.2	4.0	2.8	31
Belgium	**39**	32	47	m	20	**34**	32	35	m	19	**m**	m	m	m	m
Canada	**m**	m	m	m	m	**m**	m	m	m	m	**m**	m	m	m	m
Chile	**58**	56	60	58	24	**47**	43	52	46	23	**0.4**	0.5	0.4	0.4	34
Czech Republic	**9**	5	13	9	23	**60**	52	68	52	23	**3.5**	3.7	3.2	3.0	28
Denmark	**28**	27	28	25	30	**74**	64	85	65	24	**3.9**	4.1	3.7	2.2	30
Estonia	**27**	23	32	m	24	**43**	38	47	m	22	**2.6**	2.4	2.7	m	30
Finland	**a**	a	a	a	a	**66**	60	73	m	24	**2.4**	2.2	2.7	m	33
France	**m**	m	m	m	m	**41**	37	45	m	20	**2.6**	2.8	2.4	m	30
Germany	**22**	14	30	m	22	**53**	55	52	46	22	**5.4**	6.2	4.6	5.0	29
Greece	**23**	22	23	m	20	**40**	32	48	m	20	**m**	m	m	m	m
Hungary	**16**	12	21	m	23	**54**	50	58	m	23	**1.6**	1.5	1.7	m	30
Iceland	**3**	4	2	m	34	**80**	65	95	m	26	**2.2**	1.8	2.7	m	37
Ireland	**20**	24	15	19	22	**54**	49	59	52	20	**m**	m	m	m	m
Israel	**33**	34	33	m	25	**60**	54	67	m	25	**2.0**	1.9	2.1	m	35
Italy	**n**	n	n	m	m	**47**	40	55	m	20	**1.7**	1.6	1.8	m	30
Japan	**28**	22	36	m	18	**52**	56	47	m	18	**1.0**	1.4	0.7	m	31
Korea	**36**	33	39	m	21	**69**	68	69	m	21	**3.1**	3.6	2.5	m	35
Luxembourg	**8**	6	9	m	25	**28**	25	30	m	23	**0.6**	0.7	0.5	m	29
Mexico	**3**	4	2	m	20	**34**	35	34	m	20	**0.4**	0.5	0.4	m	40
Netherlands	**n**	n	n	n	33	**65**	61	70	56	21	**1.3**	1.4	1.3	0.8	27
New Zealand	**40**	37	43	31	28	**78**	63	94	61	24	**2.7**	2.7	2.6	1.4	33
Norway	**n**	n	n	n	31	**77**	63	91	72	24	**2.4**	2.4	2.5	2.0	33
Poland	**1**	n	1	m	22	**79**	70	90	78	21	**m**	m	m	m	m
Portugal	**n**	n	n	n	m	**64**	57	71	56	22	**3.6**	3.6	3.7	3.1	35
Slovak Republic	**1**	1	2	m	23	**61**	52	71	59	22	**3.3**	3.3	3.2	3.0	30
Slovenia	**17**	18	16	16	25	**76**	64	88	73	21	**4.2**	3.6	4.8	3.7	31
Spain	**32**	31	32	m	23	**52**	44	60	50	22	**m**	m	m	m	m
Sweden	**10**	10	11	10	27	**60**	49	72	55	24	**3.1**	3.3	3.0	1.9	32
Switzerland	**23**	25	21	m	28	**44**	42	47	33	24	**5.0**	5.4	4.7	2.3	29
Turkey	**30**	33	28	m	21	**41**	40	41	m	21	**1.1**	1.2	0.9	m	31
United Kingdom	**20**	15	25	18	33	**67**	59	76	44	22	**3.0**	3.2	2.8	1.7	30
United States	**x(6)**	x(7)	x(8)	m	m	**71**	64	79	m	23	**m**	m	m	m	m
OECD average	**18**	17	20	m	25	**58**	52	65	m	22	**2.6**	2.7	2.6	m	32
EU21 average	**14**	13	16	m	25	**56**	49	62	m	22	**2.9**	3.0	2.9	m	30
Partners															
Argentina[3]	**52**	37	68	m	m	**60**	50	69	m	m	**0.7**	0.8	0.7	m	m
Brazil	**m**	m	m	m	m	**m**	m	m	m	m	**m**	m	m	m	m
China	**19**	19	19	m	m	**18**	16	21	m	m	**3.0**	3.0	2.9	m	m
Colombia	**m**	m	m	m	m	**m**	m	m	m	m	**m**	m	m	m	m
India	**m**	m	m	m	m	**m**	m	m	m	m	**m**	m	m	m	m
Indonesia	**4**	3	4	m	m	**27**	27	27	m	m	**0.3**	0.3	0.2	m	m
Latvia	**25**	20	31	m	25	**84**	72	98	m	24	**2.1**	1.9	2.3	m	33
Russian Federation	**34**	x(1)	x(1)	m	m	**69**	x(6)	x(6)	m	m	**2.1**	x(11)	x(11)	m	m
Saudi Arabia	**11**	17	5	11	m	**59**	59	58	56	m	**0**	0	0	0	0
South Africa	**m**	m	m	m	m	**m**	m	m	m	m	**m**	m	m	m	m
G20 average	**23**	18	25	m	m	**54**	49	56	m	m	**2.2**	2.4	2.0	m	m

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

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

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

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

3. Year of reference 2011.

Sources: OECD. Argentina, China, Colombia, India, Indonesia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. Saudi Arabia: Observatory on Higher Education. See Annex 3 for notes (www.oecd.org/edu/eag.htm).

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

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Table C3.1b. Entry rates into tertiary education of students under the typical age of entry, by gender and programme (2012)

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

	Tertiary-type B					Tertiary-type A					Advanced research programmes				
	M+W	Men	Women	Adjusted from international students[1]	Share of below 25 years old new entrants[2]	M+W	Men	Women	Adjusted from international students[1]	Share of below 25 years old new entrants[2]	M+W	Men	Women	Adjusted from international students[1]	Share of below 30 years old new entrants[2]
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD															
Australia	m	m	m	m	m	**77**	67	88	59	74	**1.7**	1.7	1.7	0.9	49
Austria	**8**	7	8	8	44	**41**	35	47	32	76	**2.6**	2.6	2.6	1.8	63
Belgium	**38**	31	44	m	95	**33**	31	34	m	97	**m**	m	m	m	m
Canada	**m**	m	m	m	m	**m**	m	m	m	m	**m**	m	m	m	m
Chile	**39**	38	39	38	69	**34**	30	38	34	75	**0.2**	0.2	0.2	0.2	45
Czech Republic	**7**	4	10	7	80	**51**	46	57	45	83	**2.9**	3.0	2.7	2.5	79
Denmark	**12**	13	12	10	45	**56**	47	66	50	76	**2.5**	2.8	2.1	1.0	61
Estonia	**20**	17	22	m	71	**37**	33	41	m	85	**1.6**	1.4	1.7	m	65
Finland	**a**	a	a	a	a	**49**	45	53	m	75	**1.1**	1.1	1.2	m	49
France	**m**	m	m	m	m	**39**	35	43	m	95	**1.8**	1.9	1.7	m	69
Germany	**16**	9	24	m	73	**46**	47	45	41	86	**4.0**	4.6	3.5	3.7	75
Greece	**21**	20	21	m	88	**36**	29	44	m	87	**m**	m	m	m	m
Hungary	**14**	10	18	m	82	**44**	41	48	m	80	**1.1**	1.0	1.2	m	66
Iceland	**1**	1	1	m	18	**52**	45	60	m	66	**1.1**	1.1	1.1	m	33
Ireland	**17**	21	13	17	83	**50**	45	55	48	90	**m**	m	m	m	m
Israel	**20**	16	25	m	62	**39**	29	48	m	65	**0.7**	0.6	0.8	m	35
Italy	**n**	n	n	m	n	**44**	37	52	m	94	**1.2**	1.1	1.3	m	64
Japan	**m**	m	m	m	m	**m**	m	m	m	m	**m**	m	m	m	m
Korea	**32**	30	35	m	89	**57**	56	59	m	83	**1.3**	1.4	1.1	m	38
Luxembourg	**5**	3	6	m	57	**22**	21	24	m	79	**0.4**	0.3	0.4	m	63
Mexico	**3**	3	2	m	93	**31**	32	31	m	93	**0.1**	0.1	0.1	m	26
Netherlands	**n**	n	n	n	40	**59**	55	63	52	91	**1.1**	1.2	1.1	0.7	87
New Zealand	**21**	21	20	15	55	**55**	46	64	42	72	**1.3**	1.4	1.3	0.6	52
Norway	**n**	n	n	n	38	**59**	48	70	56	76	**1.2**	1.3	1.2	1.0	49
Poland	**1**	n	1	m	76	**70**	62	79	69	87	**m**	m	m	m	m
Portugal	**n**	n	n	n	n	**54**	46	62	48	82	**1.6**	1.4	1.7	1.3	37
Slovak Republic	**1**	1	2	m	83	**52**	44	59	50	82	**2.3**	2.2	2.4	2.2	69
Slovenia	**11**	13	10	11	64	**70**	60	81	68	90	**2.8**	2.3	3.3	2.4	64
Spain	**25**	25	25	m	73	**45**	38	53	44	82	**m**	m	m	m	m
Sweden	**5**	5	5	5	52	**44**	37	51	41	74	**1.8**	2.0	1.5	0.9	57
Switzerland	**11**	11	11	m	45	**35**	32	38	28	77	**3.8**	4.0	3.5	1.8	73
Turkey	**25**	27	23	m	83	**34**	33	36	m	84	**0.6**	0.7	0.6	m	60
United Kingdom	**7**	6	7	5	34	**55**	50	61	38	82	**1.8**	1.9	1.7	1.0	62
United States	**x(6)**	x(7)	x(8)	m	m	**53**	51	56	m	76	**m**	m	m	m	m
OECD average	**12**	12	13	m	58	**48**	42	53	m	82	**1.6**	1.7	1.6	m	57
EU21 average	**10**	9	11	m	57	**48**	42	53	m	84	**1.9**	1.9	1.9	m	64
Partners															
Argentina[3]	**31**	24	38	m	60	**39**	34	45	m	68	**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	**m**	m	m	m	m	**m**	m	m	m	m	**m**	m	m	m	m
India	**m**	m	m	m	m	**m**	m	m	m	m	**m**	m	m	m	m
Indonesia	**4**	3	4	m	100	**24**	25	24	m	100	**0.3**	0.3	0.2	m	92
Latvia	**17**	14	20	m	67	**62**	54	70	m	73	**0.9**	0.8	1.1	m	47
Russian Federation	**m**	m	m	m	m	**m**	m	m	m	m	**m**	m	m	m	m
Saudi Arabia	**m**	m	m	m	m	**m**	m	m	m	m	**m**	m	m	m	m
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

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

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

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

2. Share of students below 25 years old among the total population of new entrants.

3. Year of reference 2011.

Sources: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*)

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

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Table C3.2a. **Trends in tertiary entry rates (1995-2012)**

		Tertiary-type 5A[1]						Tertiary-type 5B					
		1995	2000	2005	2010	2011	2012	1995	2000	2005	2010	2011	2012
		(1)	(2)	(7)	(12)	(13)	(14)	(15)	(16)	(21)	(26)	(27)	(28)
OECD	Australia	m	59	82	96	96	**102**	m	m	m	m	m	**m**
	Austria	27	34	37	53	52	**53**	m	m	9	16	16	**17**
	Belgium	m	m	33	33	33	**34**	m	m	34	38	38	**39**
	Canada	m	m	m	m	m	**m**	m	m	m	m	m	**m**
	Chile	m	m	46	47	45	**47**	m	m	35	58	59	**58**
	Czech Republic	m	25	41	60	60	**60**	m	9	8	9	9	**9**
	Denmark	40	52	57	65	71	**74**	33	28	23	25	26	**28**
	Estonia	m	m	55	43	43	**43**	m	m	33	29	28	**27**
	Finland	39	71	73	68	68	**66**	32	a	a	a	a	**a**
	France	m	m	m	m	39	**41**	m	m	m	m	m	**m**
	Germany[2]	26	30	36	42	46	**53**	15	15	14	21	21	**22**
	Greece	15	30	43	m	40	**40**	5	21	13	m	31	**23**
	Hungary	m	55	68	54	52	**54**	m	1	11	16	17	**16**
	Iceland	m	66	74	93	81	**80**	m	10	7	4	4	**3**
	Ireland	m	32	45	56	51	**54**	m	26	14	28	24	**20**
	Israel	m	48	55	60	60	**60**	m	31	25	29	27	**33**
	Italy	m	39	56	49	48	**47**	m	1	n	n	n	**n**
	Japan	31	40	44	51	52	**52**	33	32	31	27	29	**28**
	Korea	41	45	51	71	69	**69**	27	51	48	36	37	**36**
	Luxembourg	m	m	m	m	27	**28**	m	m	m	m	10	**8**
	Mexico	m	24	27	33	34	**34**	m	1	2	3	3	**3**
	Netherlands	44	53	59	65	65	**65**	a	a	a	n	n	**n**
	New Zealand	83	95	76	79	76	**78**	44	52	50	47	44	**40**
	Norway	59	67	73	76	76	**77**	5	5	n	n	n	**n**
	Poland	36	65	76	84	81	**79**	1	1	1	1	1	**1**
	Portugal	m	m	m	89	98	**64**	m	m	m	n	n	**n**
	Slovak Republic	28	37	59	65	61	**61**	1	3	m	1	1	**1**
	Slovenia	m	m	40	77	75	**76**	m	m	49	19	18	**17**
	Spain	m	47	43	52	53	**52**	3	15	22	26	28	**32**
	Sweden	57	67	76	76	72	**60**	m	7	7	12	11	**10**
	Switzerland	17	29	37	44	44	**44**	29	14	16	23	22	**23**
	Turkey	18	21	27	40	39	**41**	9	9	19	28	27	**30**
	United Kingdom	m	47	51	63	64	**67**	m	29	28	26	23	**20**
	United States	57	58	64	74	72	**71**	x(1)	x(2)	x(7)	x(12)	x(13)	**x(14)**
	OECD average	39	48	54	62	59	**58**	17	16	18	19	19	**18**
	OECD average for countries with data available for 2000-2012		*48*	*55*	*62*	*61*	*61*		*17*	*19*	*21*	*21*	*19*
	EU21 average	35	46	53	61	57	**56**	11	11	16	15	15	**14**
Partners	Argentina	m	m	m	60	60	**m**	m	m	m	52	52	**m**
	Brazil	m	m	m	m	m	**m**	m	m	m	m	m	**m**
	China	m	m	m	17	19	**18**	m	m	m	19	19	**19**
	Colombia	m	m	m	m	m	**m**	m	m	m	m	m	**m**
	India	m	m	m	m	m	**m**	m	m	m	m	m	**m**
	Indonesia	m	m	m	22	24	**27**	m	m	m	5	4	**4**
	Latvia	m	m	m	m	m	**84**	m	m	m	m	m	**25**
	Russian Federation	m	m	67	77	72	**69**	m	m	33	29	25	**34**
	Saudi Arabia	24	23	37	48	53	**59**	4	6	10	11	10	**11**
	South Africa	m	m	m	m	m	**m**	m	m	m	m	m	**m**
	G20 average	m	m	m	53	53	**53**	m	m	m	21	22	**20**

Notes: Columns showing entry rates for the years 2001-04, 2006-09 (i.e. Columns 3-6, 8-11, 17-20, 22-25) are available for consultation on line (see *StatLink* below).
Please refer to Annex 1 for information on the method used to calculate entry rates (gross rates versus net rates) and the corresponding age of entry.
1. The entry rates for tertiary-type A programmes include advanced research programmes for 1995 and 2000-03 (except for Belgium and Germany).
2. Break in time series between 2008 and 2009 due to a partial reallocation of vocational programmes into ISCED 2 and ISCED 5B.
Sources: OECD. Argentina, China, Colombia, India, Indonesia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. Saudi Arabia: Observatory on Higher Education. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).
Please refer to the Reader's Guide for information concerning the symbols replacing missing data.
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Table C3.3a. **Distribution of tertiary new entrants, by field of education (2012)**

	Humanities, arts and education	Health and welfare	Social sciences, business and law	Services	Engineering, manufacturing and construction	Sciences	Agriculture	Not known or unspecified
	(1)	(4)	(5)	(6)	(7)	(8)	(13)	(14)
OECD								
Australia[1]	20	17	**37**	4	9	12	1	n
Austria	29	7	**33**	3	16	10	1	n
Belgium[2]	23	25	**30**	2	10	5	3	1
Canada	m	m	**m**	m	m	m	m	m
Chile	16	22	**25**	12	18	6	2	n
Czech Republic	17	13	**30**	6	15	13	4	2
Denmark	16	19	**41**	2	12	8	2	n
Estonia	18	12	**29**	9	16	14	2	n
Finland	14	19	22	8	**25**	9	2	n
France[1]	19	10	**39**	4	9	18	n	n
Germany	23	19	**23**	3	17	13	1	n
Greece	23	11	**29**	2	17	15	3	n
Hungary	14	10	**39**	12	14	9	2	n
Iceland	28	11	**33**	3	10	13	1	n
Ireland[2]	23	14	**23**	7	11	17	2	2
Israel	22	7	**35**	n	23	8	n	4
Italy[1]	21	12	**34**	4	16	10	3	n
Japan	23	16	**27**	9	14	2	2	7
Korea	**25**	14	20	7	25	7	1	n
Luxembourg	m	12	**47**	n	8	9	n	n
Mexico	14	9	**40**	1	27	6	2	n
Netherlands[2]	17	19	**39**	7	9	7	1	1
New Zealand	24	12	**33**	6	7	17	1	n
Norway	23	17	**31**	7	9	9	1	2
Poland[2]	19	9	**32**	10	18	10	2	n
Portugal	16	16	**32**	8	19	8	2	n
Slovak Republic	20	18	**28**	6	15	10	3	n
Slovenia	14	10	**32**	10	21	9	3	n
Spain[2]	23	13	**29**	8	16	9	1	n
Sweden	24	14	**29**	3	18	11	1	n
Switzerland	16	13	**36**	8	16	9	1	1
Turkey	22	6	**39**	5	16	9	3	n
United Kingdom	24	17	**28**	2	8	15	1	6
United States	m	m	**m**	m	m	m	m	m
OECD average	20	13	**31**	5	15	10	2	4
EU21 average	20	14	**32**	5	15	11	2	1
Partners								
Argentina[3]	29	13	**32**	5	8	9	2	1
Brazil	m	m	**m**	m	m	m	m	m
China	m	m	**m**	m	m	m	m	m
Colombia	m	m	**m**	m	m	m	m	m
India	m	m	**m**	m	m	m	m	m
Indonesia	12	7	**36**	7	27	8	2	3
Latvia	m	m	**m**	m	m	m	m	m
Russian Federation[2]	12	7	**36**	7	27	8	2	3
Saudi Arabia	**30**	5	19	1	5	11	1	**28**
South Africa	m	m	**m**	m	m	m	m	m
G20 average	m	m	**m**	m	m	m	m	m

Note: Columns showing the breakdown of humanities, arts and education (2 and 3) and sciences (9-12) are available for consultation on line (see *StatLink* below).
1. Exclude tertiary-type B programmes.
2. Exclude advanced research programmes.
3. Year of reference 2011.
Sources: OECD. Argentina, China, Colombia, India, Indonesia, South Africa: UNESCO Institute for Statistics. Latvia: Eurostat. Saudi Arabia: Observatory on Higher Education. See Annex 3 for notes (*www.oecd.org/edu/eag.htm*).
Please refer to the Reader's Guide for information concerning the symbols replacing missing data.
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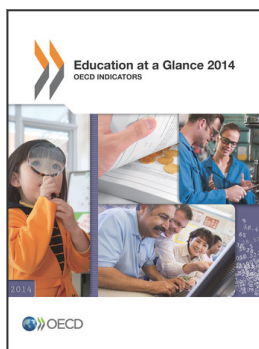
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