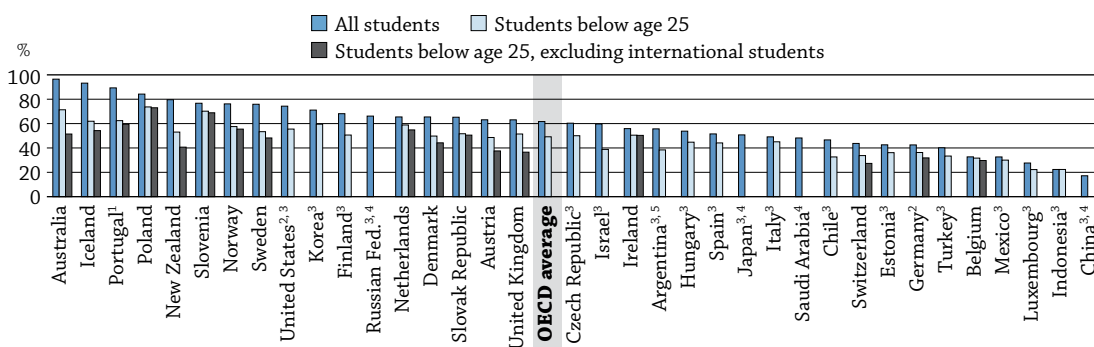


HOW MANY STUDENTS ARE EXPECTED TO ENTER TERTIARY EDUCATION?

- Based on current patterns of entry, it is estimated that an average of 62% of today's young adults in OECD countries will enter tertiary-type A (largely theory-based) programmes over their lifetimes, and 49% before the age of 25.
- In 2010, one in five students who entered a tertiary-type A programmes for the first time was older than 25, on average among OECD countries with available data. This varied from more than one student in three in Iceland, Israel and Portugal to less than one in ten in Belgium, Italy and Mexico.
- Poland and Slovenia are the two countries with the largest proportion of young adults who are expected to enter tertiary-type A education under the age of 25 when international students – students who left their country of origin and moved to another country for the purpose of study – are not counted.

Chart C3.1. Entry rates into tertiary-type A education, by age group (2010)
Including and excluding international students



- 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.
- The entry rates for tertiary-type A programmes include the entry rates for tertiary-type B programmes.
- New entrants data for international students are missing.
- New entrants data by age are missing.
- Year of reference 2009.

Countries are ranked in descending order of entry rates for tertiary-type A education in 2010.

Source: OECD. Argentina, China, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Saudi Arabia: Observatory on Higher Education. Tables C3.1 and C3.2. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink <http://dx.doi.org/10.1787/888932663112>

How to read this chart

This chart shows the likelihood of people entering a tertiary-type A programme across OECD countries. For example, among a group of 100 young men and women:

- in Australia, more than 95 people are expected to enter a university-level programme in their lifetimes, but only 71 will do so before the age of 25;
- in Poland, 84 people are expected to enter a university-level programme in their lifetimes, and 74 will do so before the age of 25; and
- if international students are excluded from consideration, only 51 people in Australia will enter such a programme before the age of 25, compared to 73 students in Poland.

Context

Entry rates estimate the proportion of people who are expected to enter a specific type of tertiary education programme during their lifetimes. They also indicate the accessibility of tertiary education and the perceived value of attending tertiary programmes, and provide some indication of the degree to which a population is acquiring the high-level skills and knowledge valued by today's labour market. 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 depreciation, both real and feared, of “routine” jobs that could be performed instead in low-wage countries or mechanised, as well as from the growing understanding that knowledge and innovation are key to sustaining economic growth in countries. Tertiary institutions will be challenged not only to meet growing demand by expanding the number of places offered, but also to adapt programmes and teaching methods to match the diverse needs of a new generation of students.

■ Other findings

- Based on current patterns of entry, it is estimated that **an average of 17% of today’s young adults will enter tertiary-type B (shorter and largely vocational) programmes over their lifetimes**: 19% of women and 16% of men. In 2010, more than 40% of students entered this type of programme for the first time after the age of 25, on average among OECD countries with available data.
- **In 2010, the expected rate of entry into tertiary-type A programmes was 25% higher for women than for men.**
- In the 24 OECD countries with available data, **an estimated 2.8% of today’s young adults will enter advanced research programmes.**
- In all countries except Finland, Korea and Saudi Arabia, **the most popular fields of education chosen by new entrants into tertiary programmes are social sciences, business and law.**

■ Trends

Between 1995 and 2010, entry rates for tertiary-type A programmes increased by nearly 25 percentage points, on average across OECD countries, while entry rates for tertiary-type B programmes remained stable. This increase is due to the increased accessibility of tertiary education in many countries, but also because of structural changes in the educational systems of some countries, such as the creation of new programmes (in relation to labour market needs) or shorter programmes (with the implementation of the Bologna process). Entry rates for tertiary programmes have also risen due to the expansion of access to such programmes to a wider population, including international students (see Indicator C4) and older students. In addition, the increases in entry rates may be overstated, as part of the increase can be attributed to better data coverage. In the past decade, many countries have improved their data collection systems, and the 2010 data better reflect access to tertiary education.

■ Note

Entry rates represent the estimated 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 2010 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 lifecycle behaviour of today’s young adults. These entry rates are thus sensitive to any changes in the education system, such as the introduction of new programmes or the 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 an unexpected category of people decides to enter tertiary education. For example, this is the case in Australia, where in 2010 a large proportion of students came from other countries (the entry rate decreases from 96% to 67% when international students are excluded from consideration) or in Iceland, where a large number of women went to university to pursue their studies (entry rates for women decrease from 113% to 74% when students above the age of 25 are excluded from consideration).

Analysis

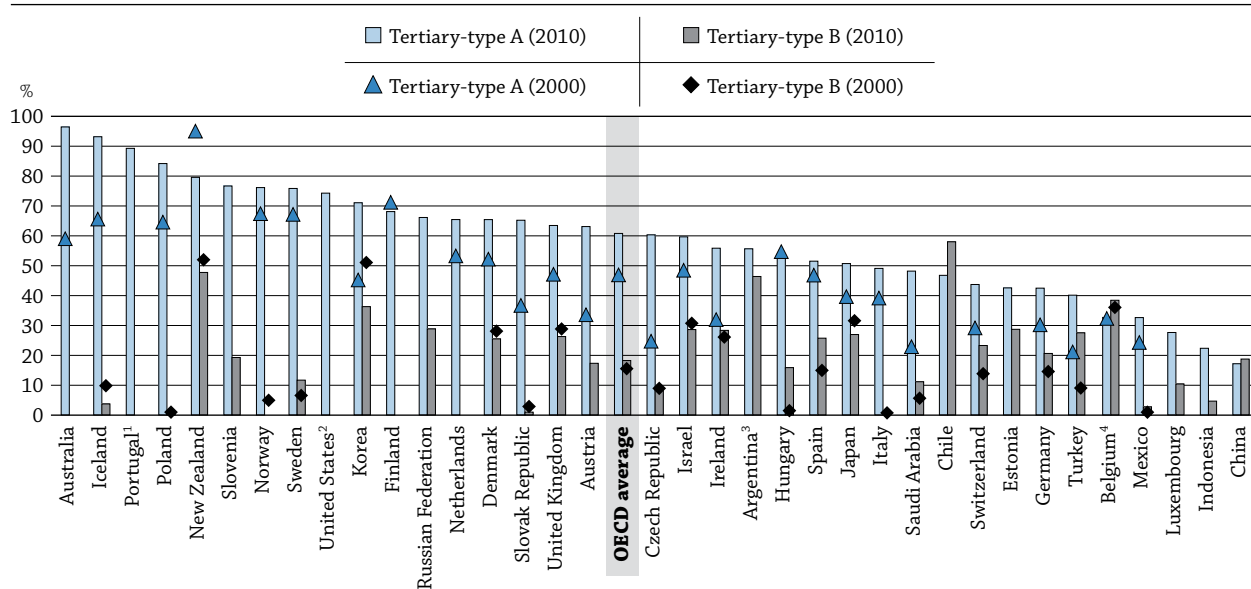
Overall access to tertiary education

It is estimated that 62% of young adults in OECD countries will enter tertiary-type A programmes during their lifetimes if current patterns of entry continue. In several countries, at least 70% of young adults are expected to enter these programmes, while in Belgium, China, Indonesia, Luxembourg and Mexico, not more than 35% are expected to do so (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. In OECD countries for which data are available, an average of 17% of young adults will enter these types of programmes. Proportions range from 3% or less in Italy, Mexico, the Netherlands, Norway, Poland, Portugal and the Slovak Republic, to 30% or more in Argentina, Belgium, Korea and New Zealand, to more than 50% in Chile. Although the Netherlands offers relatively few of these programmes, this is expected to change with the introduction of new associate degrees. Finland and Norway have, respectively, no or only one tertiary-type B programme in their education systems (Table C3.1).

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

Chart C3.2. Entry rates into tertiary-type A and B education (2000 and 2010)



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.

2. In 2010, the entry rates for tertiary-type A programmes include the entry rates for tertiary-type B programmes.

3. Year of reference 2009 instead of 2010.

4. Year of reference 2001 instead of 2000.

Countries are ranked in descending order of entry rates for tertiary-type A education in 2010.

Source: OECD. Argentina, China, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Saudi Arabia: Observatory on Higher Education. Table C3.3. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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On average, across all OECD countries with comparable data, the proportion of young adults expected to enter tertiary-type A programmes increased by 15 percentage points between 2000 and 2010, and by nearly 25 percentage points between 1995 and 2010 (Table C3.3). Entry rates into these programmes increased by more than 20 percentage points between 2000 and 2010 in Australia, Austria, the Czech Republic, Iceland, Ireland, Korea, Saudi Arabia and the Slovak Republic. In Korea, the increase is mainly due to a reclassification of tertiary-type B programmes into tertiary-type A programmes. Finland, Hungary and New Zealand are the only OECD countries that show a decline in entry rates into these programmes. However, in Hungary, the decrease is counterbalanced by a significant increase in entry rates into tertiary-type B programmes during the same period. In New Zealand, the rise and fall of entry rates between 2000 and 2010 mirrored the rise and fall of the number of international students over the same period (Chart C3.2).

Among OECD countries, overall net entry rates into tertiary-type B programmes between 2000 and 2010 have remained relatively stable except in Hungary, Spain and Turkey, where they have increased by more than 10 percentage points, and in Korea, where they have decreased by 15 percentage points (Chart C3.2).

It is expected that 2.8% of today's young adults in the 24 OECD countries with comparable data will enter advanced research programmes during their lifetimes. Among all countries with available data, the proportions range from less than 1% in Argentina, Chile, Indonesia, Mexico, Saudi Arabia and Turkey to at least 4% in Austria, the Slovak Republic, Slovenia and Switzerland (Table C3.1).

Age of new entrants into tertiary education

On average among OECD countries, 80% of all first-time entrants into tertiary-type A programmes and 58% of first-time entrants into tertiary-type B programmes are under 25 years old. Some 55% of students who enter an advanced research programme are younger than 30 (Table C3.2).

The age of new entrants into tertiary education varies among OECD countries because of differences in the typical graduation ages 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) and the opportunities to enter the labour market before enrolling in tertiary education.

Traditionally, students enter academic programmes immediately after having completed upper secondary education, and this remains true in many countries. For example, in Belgium, Indonesia, Italy and Mexico, 90% of all first-time entrants into tertiary-type A or B programmes are under 25. In other OECD countries, the transition from upper secondary to tertiary education may occur at a later age because of time spent in the labour force or the military. In such cases, first-time entrants into tertiary-type A or B programmes typically represent a much wider age range. In Iceland, Israel and Portugal, only two-thirds of all first-time entrants into tertiary-type A programmes are under 25 (Table C3.2).

The proportion of older first-time entrants into these programmes (tertiary-type A and B) 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, Hungary, New Zealand and Switzerland, where a sizeable proportion of new entrants is much older than the typical age of entry. It may also reflect some countries' mandatory military service, which postpones entry into tertiary education. For example, Israel – where more than half of students entering tertiary-type A education for the first time are 24 or older – has mandatory military service for 18-21 year-old men and 18-20 year-old women. Nevertheless, entering tertiary education at a later stage also has some consequences for the economy, such as foregone tax revenue. Some governments are encouraging students to make the most of their capacities by moving more rapidly into and through tertiary education, and are providing universities with more incentives to promote on-time completion.

During the recent economic crisis, some young people have postponed entry into the labour market and remained in education. Some governments have also developed second-chance programmes, aimed at people who have left school early, to raise the skills level of the workforce and increase opportunities for people to

acquire practical education and skills. In some countries, high entry rates may reflect a temporary phenomenon, such as university reforms, the economic crisis, or a surge in international students.

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 C3.1 and C3.2.

In Australia, the difference between the unadjusted and adjusted entry rates is 29 percentage points – the largest among all countries with comparable data. In Austria, Iceland, New Zealand, Sweden, Switzerland and the United Kingdom, the presence of international students also affects entry rates greatly, with differences from 11 to 22 percentage points (Table C3.1).

Unsurprisingly, the greatest impact of international students on entry and graduation rate indicators (see Indicator A3) is seen among countries with the largest proportions of international students, e.g. Australia, New Zealand and the United Kingdom. To improve the comparability of these indicators, international students should be presented separately whenever possible.

The expected percentage of new entrants into tertiary-type A education changes dramatically when older and international students are not considered. These two groups are important components of the student population in countries, but they can artificially inflate the expected proportion of today's young adults that 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 results in Poland follow the 1999 education reforms in that country, which aimed to increase the quality of its secondary and higher education systems and increase equal educational opportunities. Poland and Slovenia are also two of the six countries with the highest percentage of the population that has attained at least an upper secondary education.

When international as well as older students are excluded, Australia, with its large proportion of older and international students, slips from first to seventh place in terms of entry rates; Iceland from second to sixth place; and New Zealand from fifth to twelfth place (Chart C3.1).

Pathways between academic and vocational programmes

In some countries, tertiary-type A and B programmes are provided by different types of institutions, but this is changing. 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.

Graduates from tertiary-type B programmes can often gain entry into tertiary-type A programmes, usually in the second or third year, or even into a master's programme. Adding entry rates into these two types of programmes together to obtain overall tertiary-level entry rates would thus result in overcounting. Entry is often subject to certain conditions, such as passing a special examination, past 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.

Countries with high rates of entry into tertiary education may also be those that offer pathways between the two types of programmes.

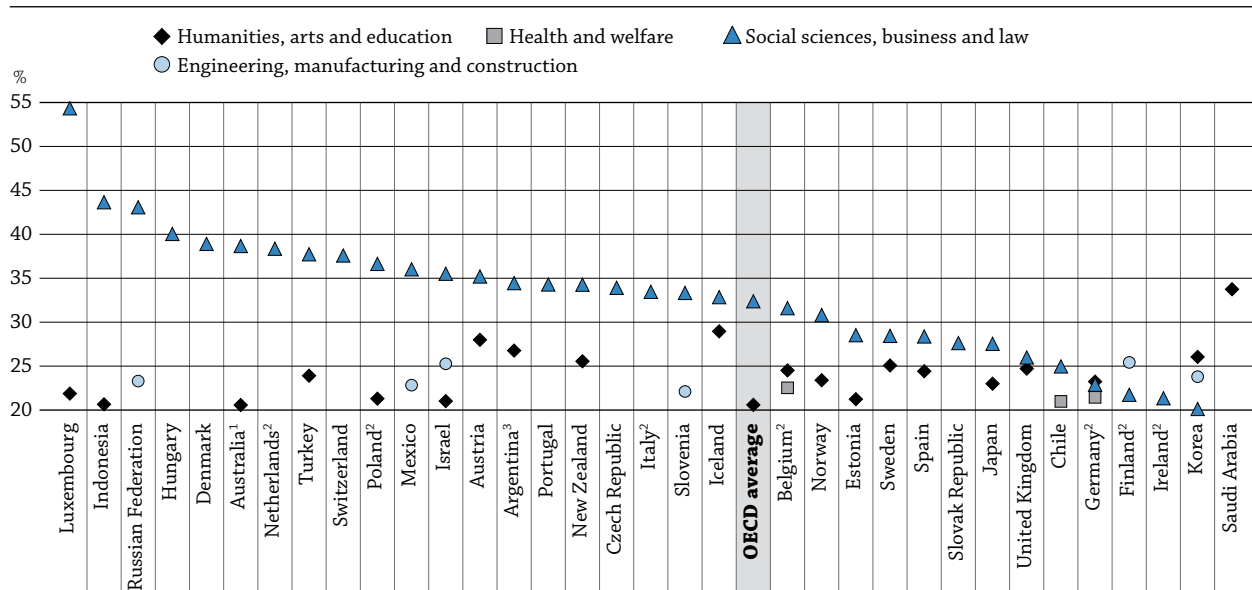
Entry rate into tertiary programmes, by field of education (Tertiary-type A and B)

In almost all countries, a large proportion of students pursues tertiary programmes in the fields of social sciences, business and law. In 2010, these fields received the highest share of new entrants in all countries

except Finland, Korea and Saudi Arabia. In Finland, the proportion of new entrants was highest in engineering, manufacturing and construction, while in Korea and Saudi Arabia the proportion was highest in humanities, arts and education (Chart C3.3).

Science-related fields, which include science and engineering, manufacturing and construction, are less popular. On average, only one quarter of all students enter these fields (Table C3.4). This low level of participation is partly due to the under-representation of women: on average in 2010, only 13% of new entrants into tertiary education who were women chose these fields, compared with 38% of new entrants who were men. Among the new entrant population, the proportion of women who chose science-related fields ranged from 5% in Belgium to 20% in Mexico, while among the male population, the proportion in these fields ranged from 26% in the Netherlands to 58% in Finland (Table C3.4a, available on line). The demand for science graduates in the labour market and the under-representation of women are explored further in Indicator A4.

Chart C3.3. Distribution of new entrants into tertiary programmes, by field of education (2010)
Only those fields in which more than 20% of students entered a tertiary programme in 2010 are shown in the graph below



1. Excludes tertiary-type B programmes.

2. Excludes advanced research programmes.

3. Year of reference 2009.

Countries are ranked in descending order of new entrants in social sciences, business and law programmes in 2010.

Source: OECD. Argentina, China, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Saudi Arabia: Observatory on Higher Education. Table C3.4. See Annex 3 for notes (www.oecd.org/edu/eag2012).

StatLink <http://dx.doi.org/10.1787/888932663150>

The distribution of entrants into advanced research programmes by field of education is very different from that of tertiary education as a whole. In 2010, 22% of new doctoral entrants undertook studies in science, compared to 10% of all new tertiary entrants who chose this field. In Israel and Luxembourg, more than 30% of advanced research students chose science (Table C3.4b, available on line).

Definitions

Advanced research programmes (ISCED 6) are at the doctorate level.

Students are classified as **international students** if they left their country of origin and moved to another country for the purpose of study. International students enrolling for the first time in a postgraduate programme are considered first-time entrants.

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

The **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.

Tertiary-type A programmes (ISCED 5A) are largely theory-based and designed to provide qualifications for entry into advanced research programmes and highly skilled professions.

Tertiary-type B programmes (ISCED 5B) are classified at the same level of competence as tertiary-type A programmes, but are more occupationally oriented and provide direct access to the labour market. They tend to be of shorter duration than academic programmes (typically two to three years) and are generally not designed to lead to university degrees.

Methodology

Data refer to the academic year 2009-10 and are based on the UOE data collection on education statistics administered by the OECD in 2011 (for details, see Annex 3 at www.oecd.org/edu/eag2012). The fields of education used in the UOE data collection instruments follow the revised ISCED classification by field of education. The same classification is used for all levels of education.

Data on trends in entry rates (Table C3.3) 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 2011.

Tables C3.1, C3.2 and C3.3 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. Table C3.1 also shows the 20th, 50th and 80th percentiles of the age distribution of first-time entrants, i.e. the age below which 20%, 50% and 80% of first-time entrants are found.

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

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

References

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



- **Table C3.4a. Distribution of tertiary new entrants, by field of education and gender (2010)**
StatLink  <http://dx.doi.org/10.1787/888932667178>
- **Table C3.4b. Distribution of new entrants into advanced research programmes, by field of education (2010)**
StatLink  <http://dx.doi.org/10.1787/888932667197>

Table C3.1. **Entry rates into tertiary education and age distribution of new entrants (2010)**

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

	Tertiary-type B				Tertiary-type A							Advanced research programmes			
	Net entry rates				Net entry rates				Age at:			Net entry rates			
	M+W	Men	Women	Adjusted from international students ¹	M+W	Men	Women	Adjusted from international students ¹	20th percentile ²	50th percentile ²	80th percentile ²	M+W	Men	Women	Adjusted from international students ¹
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD															
Australia	m	m	m	m	96	83	110	67	19	21	27	3.3	3.4	3.2	2.1
Austria	17	16	19	17	63	56	70	49	20	21	26	5.5	5.5	5.5	4.0
Belgium	38	32	45	36	33	32	34	30	18	19	20	m	m	m	m
Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Chile*	58	58	59	m	47	43	50	m	19	20	29	n	n	n	m
Czech Republic	9	5	13	m	60	52	70	m	20	20	25	3.8	4.1	3.4	m
Denmark	25	25	26	23	65	53	78	57	21	22	26	3.8	3.9	3.6	2.8
Estonia	29	25	33	m	43	35	50	m	19	20	23	2.7	2.4	3.0	m
Finland	a	a	a	a	68	61	75	m	20	21	27	m	m	m	m
France	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Germany	21	13	28	m	42	42	43	36	20	21	24	m	m	m	m
Greece	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Hungary	16	11	21	m	54	50	58	m	19	20	25	1.6	1.6	1.6	m
Iceland	4	4	4	m	93	74	113	80	21	22	29	2.3	2.0	2.6	1.8
Ireland	28	32	25	25	56	51	61	56	18	19	21	m	m	m	m
Israel	29	28	29	m	60	53	66	m	22	24	27	2.0	1.9	2.1	m
Italy	n	n	n	n	49	42	57	m	19	20	21	2.3	2.1	2.4	m
Japan	27	20	35	m	51	56	45	m	18	19	19	1.0	1.3	0.6	m
Korea	36	33	40	m	71	71	71	m	18	19	24	2.7	3.2	2.2	m
Luxembourg	10	10	10	m	28	26	29	m	21	22	25	1.0	1.1	0.9	m
Mexico	3	3	2	m	33	33	32	m	18	19	21	n	n	n	m
Netherlands	n	n	n	n	65	61	70	61	18	20	22	m	m	m	m
New Zealand	48	46	50	39	80	66	93	63	19	21	32	2.9	2.9	2.8	1.5
Norway	n	n	n	n	76	64	89	73	20	21	27	2.9	3.0	2.8	2.8
Poland	1	n	2	m	84	73	96	83	19	20	23	m	m	m	m
Portugal ³	n	n	n	n	89	78	101	84	19	22	32	3.3	3.3	3.4	2.8
Slovak Republic	1	1	1	m	65	55	76	63	20	21	26	4.0	4.2	3.8	3.7
Slovenia	19	19	19	m	77	64	90	75	19	20	22	5.5	4.7	6.3	5.0
Spain	26	24	27	m	52	44	60	m	18	19	25	1.8	1.7	1.9	m
Sweden	12	12	12	12	76	65	87	65	20	22	28	2.9	3.0	2.9	2.0
Switzerland	23	25	21	m	44	43	45	33	20	22	27	5.0	5.5	4.5	2.4
Turkey	28	31	24	m	40	40	40	m	19	20	24	0.9	1.0	0.7	m
United Kingdom	26	19	34	24	63	56	71	41	18	20	25	2.8	3.0	2.7	1.6
United States	x(5)	x(6)	x(7)	m	74	67	82	m	18	20	27	m	m	m	m
OECD average	17	16	19	m	62	55	69	m	19	21	25	2.8	2.8	2.8	m
EU21 average	15	13	17	m	60	52	67	m	19	21	25	3.1	3.1	3.2	m
Other G20															
Argentina ⁴	46	28	65	m	56	48	63	m	19	21	28	0.4	0.4	0.5	m
Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
China	19	17	20	m	17	16	18	m	m	m	m	2.7	m	m	m
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	5	4	5	m	22	22	23	m	18	19	19	0.2	0.2	0.1	m
Russian Federation	29	x(1)	x(1)	m	66	x(5)	x(5)	m	m	m	m	2.4	x(12)	x(12)	m
Saudi Arabia	11	16	6	11	48	47	50	47	m	m	m	n	n	n	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	21	17	24	m	52	48	54	m	m	m	m	1.6	1.5	1.3	m

Note: Mismatches between the coverage of the population data and the new-entrants data mean that the entry rates for those countries that are net exporters of students may be underestimated and those that are net importers may be overestimated. The adjusted entry rates seek to compensate for that. Please refer to Annex 1 for information on the method used to calculate entry rates (gross rates versus net rates) and the corresponding age of entry.

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

2. Respectively 20%, 50% and 80% of new entrants are below this age.

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

4. Year of reference 2009.

* Due to late changes, Chile's data on new entrants are not included in the OECD average calculation.

Source: OECD, Argentina, China, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Saudi Arabia: Observatory on Higher Education. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932667102>

Table C3.2. Entry rates into tertiary education below the typical age of entry (2010)

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

	Tertiary-type B (below 25)					Tertiary-type A (below 25)					Advanced research programmes (below 30)				
	M+W	Men	Women	Adjusted from international students ¹	Share of below 25-year-old new entrants ²	M+W	Men	Women	Adjusted from international students ¹	Share of below 25-year-old new entrants ²	M+W	Men	Women	Adjusted from international students ¹	Share of below 30-year-old new entrants ²
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
OECD															
Australia	m	m	m	m	m	71	61	82	51	73	1.5	1.6	1.5	0.9	48
Austria	8	8	9	8	46	49	40	57	38	75	3.7	3.6	3.8	2.8	66
Belgium	37	31	43	35	95	32	30	33	30	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	m	70	33	29	36	m	74	n	n	n	m	47
Czech Republic	7	4	11	m	81	50	44	56	m	80	3.0	3.2	2.8	m	77
Denmark	13	13	13	11	49	50	39	61	44	76	2.4	2.7	2.1	1.7	61
Estonia	21	20	23	m	76	36	30	42	m	86	1.7	1.6	1.9	m	66
Finland	a	a	a	a	a	51	46	55	m	74	m	m	m	m	m
France	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Germany	16	8	24	m	75	36	35	38	32	85	m	m	m	m	m
Greece	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Hungary	13	9	18	m	83	45	41	48	m	81	1.2	1.1	1.2	m	70
Iceland	1	1	n	m	17	62	51	74	54	67	0.6	0.7	0.6	n	29
Ireland	23	26	20	21	75	50	45	56	50	88	m	m	m	m	m
Israel	20	16	25	m	72	39	29	49	m	66	0.7	0.6	0.8	m	35
Italy	m	m	m	m	m	45	38	53	m	91	m	m	m	m	m
Japan	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Korea	31	29	34	m	84	60	58	61	m	82	1.0	1.1	0.9	m	35
Luxembourg	2	2	3	m	18	22	21	24	m	77	0.6	0.6	0.5	m	55
Mexico	3	3	2	m	94	30	30	30	m	93	n	n	n	m	43
Netherlands	n	n	n	n	25	59	55	63	55	90	m	m	m	m	m
New Zealand	22	22	21	16	48	53	45	61	41	69	1.4	1.5	1.4	0.6	50
Norway	n	n	n	n	49	58	48	68	55	75	1.6	1.8	1.4	1.5	51
Poland	1	n	1	m	79	74	65	83	73	86	m	m	m	m	m
Portugal ³	n	n	n	n	16	62	54	72	59	64	1.3	1.2	1.4	1.1	35
Slovak Republic	1	1	1	m	80	52	45	59	51	77	3.0	3.0	2.9	2.9	74
Slovenia	12	13	11	m	58	70	59	82	69	89	3.6	3.1	4.1	3.3	65
Spain	20	19	21	m	71	44	37	52	m	79	1.1	0.9	1.2	m	54
Sweden	6	6	6	6	53	53	46	61	48	72	1.7	1.9	1.6	1.0	58
Switzerland	10	10	10	m	41	34	32	36	27	75	3.7	4.1	3.4	1.8	73
Turkey	22	25	19	m	80	33	32	35	m	83	n	n	n	m	58
United Kingdom	8	7	10	7	31	51	47	56	37	81	1.7	1.8	1.6	0.9	62
United States	x(6)	x(7)	x(8)	m	m	56	52	59	m	76	m	m	m	m	m
OECD average	11	10	12	m	58	49	43	55	m	80	1.7	1.7	1.7	m	55
EU21 average	10	9	12	m	56	49	43	55	m	81	2.1	2.1	2.1	m	62
Other G20															
Argentina ⁴	28	20	37	m	62	38	34	43	m	72	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
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	5	4	5	m	100	22	22	23	m	100	0.1	0.2	0.1	m	92
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

Note: Mismatches between the coverage of the population data and the new entrants data mean that the entry rates for those countries that are net exporters of students may be underestimated and those that are net importers may be overestimated. The adjusted entry rates seek to compensate for that. Please refer to Annex 1 for information on the method used to calculate entry rates (gross rates versus net rates) and the corresponding age of entry.

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

2. Share of 25-year-old new entrants among the total population of new entrants.

3. Entry rates may be overestimated as they include students who enrolled in the first year of a programme, instead of for the first time in tertiary-type A or B programmes.

4. Year of reference 2009.

* Due to late changes, Chile's data on new entrants are not included in the OECD average calculation.

Source: OECD. Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). 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/10.1787/888932667121>

Table C3.3. Trends in entry rates at the tertiary level (1995–2010)

	Tertiary-type 5A ¹						Tertiary-type 5B					
	1995	2000	2005	2008	2009	2010	1995	2000	2005	2008	2009	2010
	(1)	(2)	(7)	(10)	(11)	(12)	(13)	(14)	(19)	(22)	(23)	(24)
OECD												
Australia	m	59	82	87	94	96	m	m	m	m	m	m
Austria	27	34	37	50	54	63	m	m	8	9	15	17
Belgium	m	m	33	31	31	33	m	m	34	37	39	38
Canada	m	m	m	m	m	m	m	m	m	m	m	m
Chile*	m	m	m	m	44	47	m	m	m	m	59	58
Czech Republic	m	25	41	57	59	60	m	9	8	9	8	9
Denmark	40	52	57	59	55	65	33	28	23	21	25	25
Estonia	m	m	55	42	42	43	m	m	34	31	30	29
Finland	39	71	73	70	69	68	32	a	a	a	a	a
France	m	m	m	m	m	m	m	m	m	m	m	m
Germany ²	26	30	36	36	40	42	15	15	14	14	19	21
Greece	15	30	43	42	m	m	5	21	13	26	m	m
Hungary	m	55	68	57	53	54	m	1	11	12	14	16
Iceland	38	66	74	73	77	93	12	10	7	6	4	4
Ireland	m	32	45	46	51	56	m	26	14	20	25	28
Israel	m	48	55	60	60	60	m	31	25	26	27	29
Italy	m	39	56	51	50	49	m	1	n	n	n	n
Japan	31	40	42	48	49	51	33	32	31	29	27	27
Korea	41	45	51	71	71	71	27	51	48	38	36	36
Luxembourg	m	m	m	25	31	28	m	m	m	n	2	10
Mexico	m	24	27	30	31	33	m	1	2	2	2	3
Netherlands	44	53	59	62	63	65	a	a	a	n	n	n
New Zealand	83	95	79	72	80	80	44	52	48	46	47	48
Norway	59	67	73	71	77	76	5	5	0	n	n	n
Poland	36	65	76	83	85	84	1	1	1	1	1	1
Portugal ³	m	m	m	81	84	89	m	m	m	n	n	n
Slovak Republic	28	37	59	72	69	65	1	3	2	1	1	1
Slovenia	m	m	40	56	61	77	m	m	49	32	32	19
Spain	m	47	43	43	46	52	3	15	22	22	23	26
Sweden	57	67	76	65	68	76	m	7	7	10	11	12
Switzerland	17	29	37	38	41	44	29	14	16	19	21	23
Turkey	18	21	27	30	40	40	9	9	19	23	30	28
United Kingdom	m	47	51	57	61	63	m	29	28	30	31	26
United States	m	42	64	64	70	74	m	13	x(7)	x(10)	x(11)	x(12)
OECD average	37	47	54	56	59	62	17	16	17	16	17	17
OECD average for countries with data available from 2000 to 2010		48				63		17				20
EU21 average	35	46	53	54	56	60	11	11	15	14	15	15
Other G20												
Argentina	m	m	m	47	56	m	m	m	m	44	46	m
Brazil	m	m	m	m	m	m	m	m	m	m	m	m
China	m	m	m	m	17	17	m	m	m	m	19	19
India	m	m	m	m	m	m	m	m	m	m	m	m
Indonesia	m	m	m	m	22	22	m	m	m	m	5	5
Russian Federation	m	m	67	68	69	66	m	m	33	30	27	29
Saudi Arabia	24	23	37	42	43	48	4	6	10	12	15	11
South Africa	m	m	m	m	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	51	52	m	m	m	m	22	19

Note: Columns showing entry rates for the years 2001–04, 06, 07 (i.e. Columns 3–6, 8–9, 15–18, 20–21) 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, 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.

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

* Due to late changes, Chile's data on new entrants are not included in the OECD average calculation.

Source: OECD. Argentina, China, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Saudi Arabia: Observatory on Higher Education. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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


StatLink  <http://dx.doi.org/10.1787/888932667140>

Table C3.4. Distribution of tertiary new entrants, by field of education (2010)

	Humanities, arts and education	Health and welfare	Social sciences, business and law	Services	Engineering, manufacturing and construction	Sciences	Agriculture	Unknown or unspecified
	(1)	(4)	(5)	(6)	(7)	(8)	(13)	(14)
OECD								
Australia ¹	21	16	39	4	9	11	1	n
Austria	28	7	35	3	17	10	1	n
Belgium ²	25	23	32	2	11	5	3	n
Canada	m	m	m	m	m	m	m	m
Chile*	17	21	25	10	17	7	2	n
Czech Republic	17	12	34	6	15	12	4	n
Denmark	16	20	39	2	12	9	2	n
Estonia	21	11	29	9	15	13	3	n
Finland ²	15	20	22	7	25	9	2	n
France	m	m	m	m	m	m	m	m
Germany ²	23	21	23	3	16	12	1	1
Greece	m	m	m	m	m	m	m	m
Hungary	13	9	40	14	14	8	2	n
Iceland	29	12	33	2	11	12	1	n
Ireland ²	14	12	21	4	11	14	2	22
Israel	21	6	36	n	25	8	n	3
Italy ²	19	13	33	3	15	9	2	4
Japan	23	15	28	9	15	2	2	7
Korea	26	14	20	8	24	8	1	n
Luxembourg	22	5	54	n	8	11	n	n
Mexico	14	9	36	4	23	11	3	2
Netherlands ²	19	18	38	8	9	6	1	1
New Zealand	26	11	34	6	6	16	1	n
Norway	23	17	31	7	8	9	1	4
Poland ²	21	8	37	9	15	9	2	n
Portugal	18	14	34	7	18	8	1	n
Slovak Republic	20	17	28	7	17	9	2	n
Slovenia	13	9	33	11	22	8	4	n
Spain ²	24	13	28	8	17	8	1	n
Sweden	25	13	28	4	19	10	1	n
Switzerland	17	12	38	8	15	9	1	1
Turkey	24	8	38	4	14	8	4	n
United Kingdom	25	18	26	1	8	14	1	7
United States	m	m	m	m	m	m	m	m
OECD average	21	13	32	6	15	10	2	2
EU21 average	20	14	32	6	15	10	2	2
Other G20								
Argentina ³	27	13	34	4	8	10	3	1
Brazil	m	m	m	m	m	m	m	m
China	m	m	m	m	m	m	m	m
India	m	m	m	m	m	m	m	m
Indonesia	21	5	44	n	16	10	5	1
Russian Federation	11	5	43	5	23	7	2	2
Saudi Arabia	34	7	15	n	13	12	n	20
South Africa	m	m	m	m	m	m	m	m
G20 average	m	m	m	m	m	m	m	m

Note: Columns showing the breakdown of humanities, arts and education (2 and 3) and science (9-12) are available for consultation on line (see StatLink below).

1. Excludes tertiary-type B programmes.


2. Excludes advanced research programmes.

3. Year of reference 2009.

* Due to late changes, Chile's data on new entrants are not included in the OECD average calculation.

Source: OECD. Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators programme). Saudi Arabia: Observatory on Higher Education. See Annex 3 for notes (www.oecd.org/edu/eag2012).

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