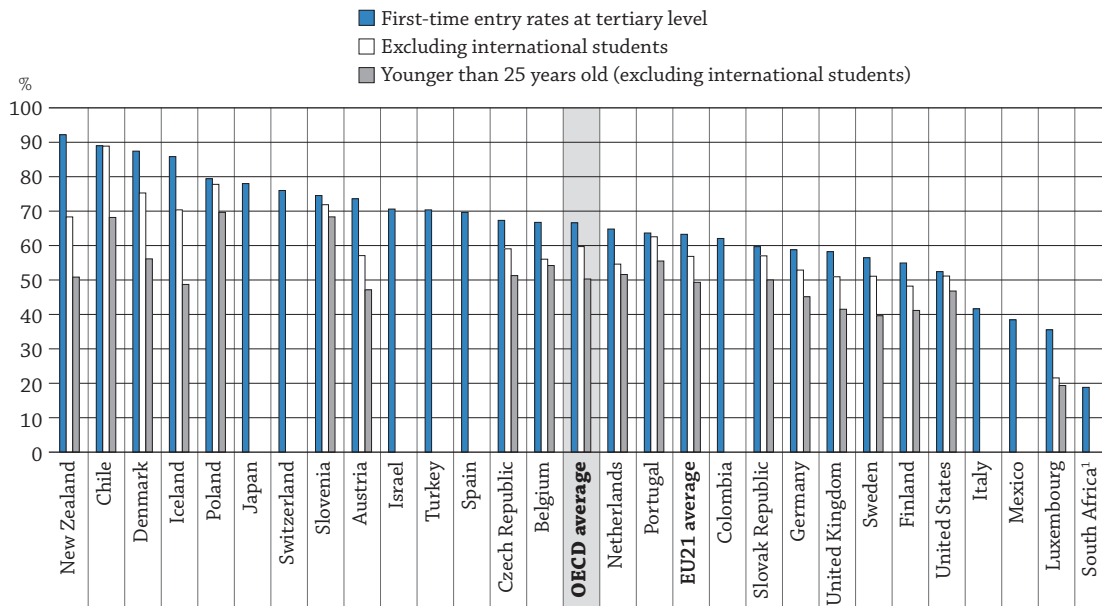


HOW MANY STUDENTS ARE EXPECTED TO ENTER TERTIARY EDUCATION?

- Some 57% of young adults in OECD countries are expected to enter a bachelor's degree or equivalent programme over their lifetime, and 22% are expected to enter a master's degree or equivalent programme over their lifetime.
- In all OECD countries except Korea, the most popular fields of education chosen by new entrants into tertiary programmes are social sciences, business and law.
- On average across OECD countries, 54% of new entrants into tertiary education are women, and 82% are under the age of 25. Some 13% of all entrants are international students.

Chart C3.1. First-time tertiary entry rates (2013)



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 2012.

Countries are ranked in descending order of 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).

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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 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 one in 25 students in Austria, Germany, Switzerland and the United Kingdom is expected to enter a doctoral programme over their lifetime, but fewer than one in 200 students in Chile, China, Colombia, Indonesia, Mexico and Saudi Arabia is 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 tertiary programme over their lifetime, and 57% will enter a bachelor's degree or equivalent programme.
- In Austria, Luxembourg and New Zealand, more than one in five entrants into a bachelor's programme are international students, well above the OECD average of 9%.
- On average, 23% of students entering master's-level tertiary education do so as part of a long first-degree programme; in Sweden, more than 90% of these students do.

■ 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 2013 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 for 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 re-join 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. When international and older students are not counted, some countries are notable for their high tertiary entry rates.

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 – in *Education at a Glance 2015*.

C3

It is estimated that 67% 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 60% when international students are excluded and to 51% if only domestic students younger than 25 are considered (Chart C3.1). Some countries have very high tertiary entry rates largely because of popular short-cycle programmes. In Chile, for example, around 89% of young people are expected to enter tertiary education at least once in their lifetime – with 45% of them entering short-cycle programmes (Tables C3.1 and C3.2).

Some 18% of tertiary students across OECD countries enter short-cycle programmes as do 12% of tertiary students in the 21 members of the European Union that are also part of the OECD. In some countries, such as Chile, more than 40% of students are expected to enter short-cycle tertiary education, while in 6 out of 30 countries, 1% or less are. These programmes do not exist in Estonia, Finland, Greece and Portugal (Tables C3.1 and C3.2).

In most countries, the largest proportion of tertiary students enters bachelor’s degree programmes (ISCED 6). Across OECD countries, 57% of young people will enter one of these programmes during their lifetime, although this 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 22% at the bachelor’s level. Conversely, Australia, which has a large population of international tertiary students, has a first-time entry rate of 91%. When international entrants are excluded from the calculation, Australia’s entry rate falls to 76%.

Many OECD countries invest heavily to provide education beyond the bachelor’s level. Some countries have entry rates as high as 46% for master’s programmes (Poland) and around 5% for doctoral programmes (Germany and Switzerland).

Around 22% 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 those programmes before the age of 30. After excluding international students from the calculation, entry rates into master’s programmes vary from 35% and 37% in Iceland and the Slovak Republic, respectively, to 3% in China.

Only 2% of young people will enter a doctoral programme over their lifetime, and only 1% 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 2 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 3 percentage points lower than that for all students, on average. First-time entry rates at the doctoral level decreases from 2.5% to 1.8%, which is also a relatively large difference. Indicator C4 discusses in greater detail students’ motivation for pursuing higher education, particularly master’s and doctoral programmes, in other countries.

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 60% to 50%, on average. This means that 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 1.8% of all domestic youth are expected to enter a PhD programme, only 1.1% will do so before they turn 30.

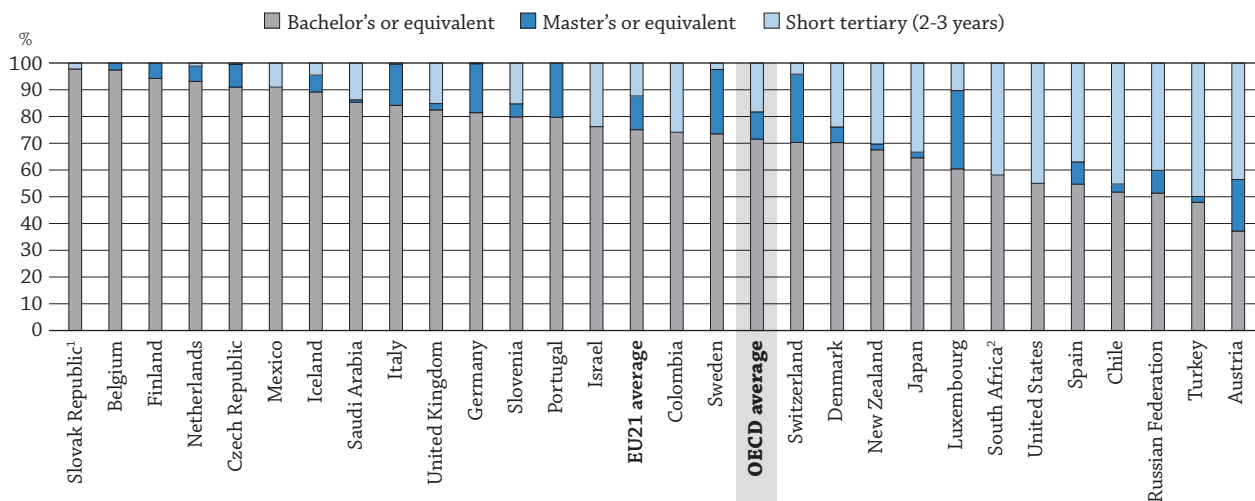
Profile of first-time entrants into tertiary education

By level of education

Knowing the level at which students 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.

Chart C3.2. shows that across OECD countries, 72% of new entrants at the tertiary level start at the bachelor's level and about 10% begin at the master's level or equivalent, essentially corresponding to long first degrees. Some 18% of new entrants, on average, enter short tertiary programmes, although in Turkey, 50% or more of new entrants do. In Luxembourg, Portugal, Sweden and Switzerland, more than one out of five new entrants enter master's programmes (Table C3.2).

Chart C3.2. Distribution of first-time new entrants, by level of education (2013)



1. Master's degrees are included with Bachelor's degrees.

2. Year of reference 2012.

Countries are ranked in decreasing order of the percentage of first-time entrants in bachelor's degrees or equivalent.

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

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Women's participation in tertiary education

Women make up the majority of entrants into tertiary education in all countries except 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 Sweden. Nevertheless, equal participation of men and women at a given education level does not imply evenly balanced distribution across fields of study. 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. Table C3.3. shows the gender gaps in fields of study at the bachelor's level (see section below).

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. 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 (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 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 Colombia, Denmark, Iceland, Israel, Luxembourg 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, Chart 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 to over 40% in Luxembourg. It is also high (around 25%) in Austria and New Zealand. On average, however, 13% of all new entrants in OECD countries come from abroad (Table C3.2).

Share of new entrants, by field of education

In all countries with available data, except Korea, more students pursue tertiary programmes in the fields of social sciences, business and law than in any other subject. In Korea, 25% of new entrants pursue their studies in engineering, manufacturing and construction.

Science-related fields, which include science and engineering, manufacturing and construction, are comparatively less popular. On average, the least popular fields are agriculture (2%) and services (6%) (Table C3.2).

Bachelor's programmes

Bachelor's degrees are the most popular diplomas of tertiary education in all countries, meaning that 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 57% 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 31 of the 35 countries for which data are available, women are more likely than men to enter a bachelor's programme. In Sweden, 61% of all entrants at that level are women as are 44% 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. In 6 of the 26 countries for which these proportions are calculated, 90% or more of new entrants are below the typical age of 25. 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, Israel and Switzerland, where 68% and 67%, respectively, of new entrants to bachelor's programmes are under the age of 25, both have mandatory conscription.

Over half (54%) of those who enter a bachelor's programme do so in education, humanities or social sciences and 27%, on average, enter an engineering or science programme. Some 12% of new entrants choose to pursue health and welfare studies. The largest proportions of entrants into a bachelor's programme in education, humanities or social sciences (70% or more) are observed in Israel and Luxembourg, while in Germany, 40% of all entrants into bachelor's programmes choose the field of science and engineering (Table C3.3).

Although more women than men choose education, humanities or social sciences to study at the bachelor's level (except in Japan, where only 15% of new entrants into these fields are women), a larger share of men than women chooses engineering and science. Meanwhile, 78% of all entrants into bachelor's-level health and welfare studies are women, on average (Table C3.3).

The share of international entrants at the bachelor's level varies widely across OECD countries, from 25% in Luxembourg and 24% in Austria to less than 1% in Chile and China (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 Australia, first-time entry rates into bachelor's programmes drop from 91% to 76% when international students are excluded from the calculation (Table C3.1).

Short-cycle programmes

Compared to other education levels, short tertiary programmes have the most diverse profile of entrants. Although 54% of new entrants into short tertiary programmes are women, on average, this proportion varies from less than 25% in Italy and Saudi Arabia to 81% in Poland.

On average across OECD countries, 68% of those entering a short-cycle programme (ISCED 5) are younger than 25; in seven countries, more than 80% are. By contrast, in Denmark, Iceland, Sweden and the United Kingdom, fewer than one in two new entrants is under 25.

A small proportion of international students enters short-cycle tertiary programmes, although around 20% of international students in New Zealand, the United Kingdom and 30% in Iceland do.

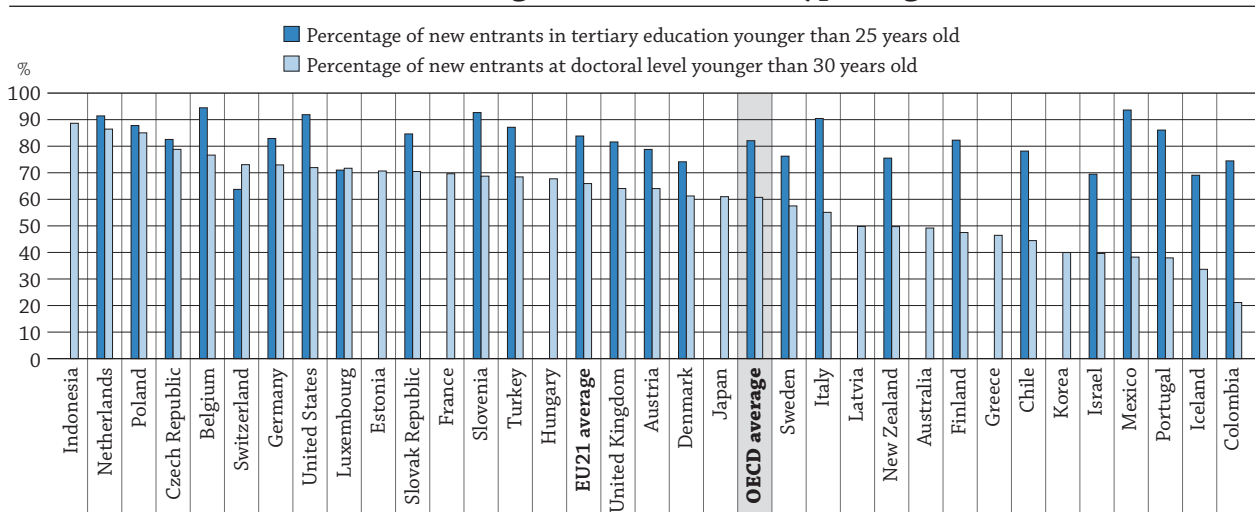
Master's programmes

This year, thanks to the new data collection, *Education at a Glance* can provide analysis on bachelor's and master's programmes separately. Both programmes are increasingly popular, particularly in OECD countries.

Master's programmes attract a larger share of international students than bachelor's programmes (see Indicator C4). On average, 21% of all first-time entrants at the master's level are international students.


Of all new entrants, 27% are older than 30, the typical age for earning a master's degree. The percentage range from more than 50% in Chile and Colombia to less than 5% in Belgium and Indonesia.

Chart C3.3. Percentage of entrants below typical age (2013)



Countries are ranked in descending order of the percentage of new entrants at doctoral level younger than 30 years old.

Source: OECD, Tables C3.2 and C3.4. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink  <http://dx.doi.org/10.1787/888933284233>

The proportion of students entering a long first-degree programme out of the total of those entering a master's degree or equivalent programme varies across countries. In Sweden, over 94% of entrants into a master's programme (ISCED 7) do so as part of a long first degree. By contrast, in Denmark, Mexico and Switzerland, long first-degree programmes are rare; and in Indonesia, Korea and the Netherlands there is no such programme.

On average across OECD countries, 56% of those entering master's programmes are women. Below-average proportions of women entering master's programmes are observed in China (47%), Indonesia (48%), Japan (33%), Saudi Arabia (43%), Switzerland (48%) and Turkey (44%).

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, 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 the 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 8 of the 22 countries for which data are available, more than 40% of students entering doctoral programmes are international students – as are more than 90% of students entering these programmes in Luxembourg.

On average across OECD countries, 61% of entrants at the doctoral level are younger than 30 (Table C3.4). 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 straight 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 2012/13 and are based on the UOE data collection on education statistics administered by the OECD in 2014 (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 C3.5, available on line, show the sum of net entry rates for all ages. Tables C3.2, C3.3 and C3.4 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.

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Indicator C3 Tables

StatLink  <http://dx.doi.org/10.1787/888933285864>

| | |
|-----------------------|--|
| Table C3.1 | First-time entry rates, by tertiary ISCED level (2013) |
| Table C3.2 | Profile of first-time new entrants into tertiary education (2013) |
| Table C3.3 | Profile of first-time new entrants into bachelor’s programmes (2013) |
| Table C3.4 | Profile of first-time new entrants, by level of education (2013) |
| WEB Table C3.5 | Tertiary entry rates, by ISCED level and year (2005, 2013) |

Cut-off date for the data: 23 October 2015. Updates can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.

Table C3.1. **First-time entry rates, by tertiary ISCED level (2013)***Sum of age-specific entry rates, by demographic group*

| | Short tertiary (2-3 years) ISCED 5 | | | Bachelor's or equivalent ISCED 6 | | | Master's or equivalent ISCED 7 | | | Doctoral or equivalent ISCED 8 | | | First-time tertiary | | |
|---------------------------|---------------------------------------|----------------------------------|-----------------|-------------------------------------|----------------------------------|-----------------|-----------------------------------|----------------------------------|-----------------|-----------------------------------|----------------------------------|-----------------|---------------------|----------------------------------|------|
| | Total | Excluding international students | | Total | Excluding international students | | Total | Excluding international students | | Total | Excluding international students | | Total | Excluding international students | |
| | | Total | Younger than 25 | | Total | Younger than 25 | | Total | Younger than 30 | | Total | Younger than 30 | | | |
| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) | (11) | (12) | (13) | (14) | (15) |
| OECD | | | | | | | | | | | | | | | |
| Australia | m | m | m | 91 | 76 | 60 | 28 | 15 | 7 | 3.6 | 2.2 | 0.9 | m | m | m |
| Austria | 35 | 35 | 29 | 45 | 34 | 26 | 28 | 20 | 17 | 4.0 | 2.6 | 1.7 | 74 | 57 | 47 |
| Belgium | m | m | m | 69 | 62 | 60 | 26 | 21 | 20 | 1.0 | 0.5 | 0.5 | 67 | 56 | 54 |
| Canada | m | m | m | m | m | m | m | m | m | m | m | m | m | m | m |
| Chile | 49 | 49 | 34 | 58 | 58 | 45 | 13 | 12 | 6 | 0.4 | 0.4 | 0.2 | 89 | 89 | 68 |
| Czech Republic | 0 | 0 | 0 | 64 | 58 | 49 | 31 | 27 | 24 | 3.5 | 3.0 | 2.4 | 67 | 59 | 51 |
| Denmark | 32 | 29 | 11 | 71 | 66 | 50 | 32 | 25 | 21 | 3.7 | 2.5 | 1.4 | 87 | 75 | 56 |
| Estonia | a | a | a | 70 | 68 | 55 | 25 | 24 | 19 | 2.0 | 1.8 | 1.2 | m | m | m |
| Finland | a | a | a | 55 | 51 | 41 | 11 | 8 | 4 | 2.6 | 1.9 | 0.9 | 55 | 48 | 41 |
| France | m | m | m | m | m | m | m | m | m | 2.5 | m | m | m | m | m |
| Germany | 0 | 0 | 0 | 48 | 46 | 38 | 25 | 18 | 17 | 5.4 | 3.9 | 4.0 | 59 | 53 | 45 |
| Greece | a | a | a | 66 | m | m | 11 | m | m | 2.1 | m | m | m | m | m |
| Hungary | 13 | m | m | 41 | m | m | 14 | m | m | 1.7 | m | m | m | m | m |
| Iceland | 6 | 4 | 1 | 80 | 68 | 48 | 39 | 35 | 17 | 2.5 | 1.8 | 0.5 | 86 | 70 | 49 |
| Ireland | 20 | 20 | 17 | 59 | 57 | 53 | m | m | m | m | m | m | m | m | m |
| Israel | 23 | m | m | 57 | 55 | 37 | 21 | 20 | 9 | 1.8 | 1.7 | 0.6 | 71 | m | m |
| Italy | 0 | m | m | 37 | m | m | 23 | m | m | 1.7 | m | m | 42 | m | m |
| Japan | 28 | m | m | 48 | m | m | 9 | 8 | 7 | 1.2 | 1.0 | m | 78 | m | m |
| Korea | 34 | m | m | 55 | m | m | 14 | m | m | 3.3 | m | m | m | m | m |
| Luxembourg | 4 | 3 | 3 | 22 | 17 | 16 | 30 | 10 | 7 | 0.7 | 0.1 | 0.0 | 36 | 22 | 19 |
| Mexico | 3 | m | m | 35 | m | m | 4 | m | m | 0.4 | m | m | 38 | m | m |
| Netherlands | 1 | 1 | 0 | 60 | 54 | 51 | 17 | 13 | 12 | 1.2 | 0.7 | 0.7 | 65 | 55 | 52 |
| New Zealand | 38 | 30 | 13 | 74 | 58 | 43 | 9 | 7 | 3 | 2.7 | 1.3 | 0.5 | 92 | 68 | 51 |
| Norway | m | m | m | m | m | m | m | m | m | m | m | m | m | m | m |
| Poland | 1 | 1 | 1 | 73 | m | m | 46 | m | m | 3.0 | m | m | 79 | 78 | 70 |
| Portugal | a | a | a | 52 | 51 | 45 | 36 | 34 | 27 | 3.3 | 2.7 | 1.2 | 64 | 63 | 56 |
| Slovak Republic | 1 | 1 | 1 | 56 | 54 | m | 39 | 37 | m | 2.9 | 2.7 | 2.0 | 60 | 57 | 50 |
| Slovenia | 28 | 28 | 19 | 79 | 77 | 71 | 28 | 27 | 23 | 2.7 | 2.5 | 1.8 | 75 | 72 | 68 |
| Spain | 26 | m | m | 46 | 46 | 42 | 10 | 8 | 7 | m | m | m | 70 | m | m |
| Sweden | 9 | 9 | 4 | 47 | 45 | 33 | 29 | 24 | 18 | 2.7 | 1.6 | 0.7 | 56 | 51 | 40 |
| Switzerland | 5 | m | m | 60 | m | m | 21 | m | m | 4.9 | m | m | 76 | m | m |
| Turkey | 35 | m | m | 34 | m | m | 8 | m | m | 1.5 | m | m | 70 | m | m |
| United Kingdom | 9 | 7 | 3 | 58 | 48 | 40 | 28 | 15 | 8 | 4.0 | 2.2 | 1.4 | 58 | 51 | 42 |
| United States | 39 | 38 | 27 | m | m | m | 13 | 12 | 7 | 1.2 | 0.7 | 0.4 | 52 | 51 | 47 |
| OECD average | 18 | m | m | 57 | 55 | 45 | 22 | 20 | 14 | 2.5 | 1.8 | 1.1 | 67 | 60 | 50 |
| EU21 average | 12 | m | m | 56 | 52 | 45 | 26 | 21 | 16 | 2.7 | 2.0 | 1.4 | 63 | 57 | 49 |
| Partners | | | | | | | | | | | | | | | |
| Argentina | m | 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 | 25 | 25 | m | 25 | 25 | m | 3 | 3 | m | 0.3 | 0.3 | m | m | m | m |
| Colombia | 16 | m | m | 46 | m | m | 11 | m | m | 0.1 | m | m | 62 | m | m |
| India | m | m | m | m | m | m | m | m | m | m | m | m | m | m | m |
| Indonesia | m | m | m | 29 | m | m | 2 | m | m | 0.1 | m | m | m | m | m |
| Latvia | 26 | m | m | 77 | m | m | 18 | m | m | 2.3 | m | m | m | m | m |
| Russian Federation | 38 | m | m | 72 | m | m | 11 | m | m | 2.0 | m | m | m | m | m |
| Saudi Arabia | 12 | m | m | 72 | m | m | 3 | m | m | 0.2 | m | m | m | m | m |
| South Africa ¹ | m | m | m | m | m | m | m | m | m | m | m | m | 19 | m | m |
| G20 average | 20 | m | m | 50 | m | m | 13 | m | m | 2 | 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 3 for further specific information by country.

1. Year of reference 2012.

Source: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics, Latvia: 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.


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Table C3.2. Profile of first-time new entrants into tertiary education (2013)

| | Percentage of women new entrants | Percentage of new entrants younger than 25 years old | Percentage of international new entrants | Percentage of first-time new entrants by level of education | | | Percentage of new entrants by field of education (for all tertiary levels) | | | | | | | |
|---------------------------|----------------------------------|--|--|---|--------------------------|------------------------|--|---------------------|-----------------------------------|----------|---|-------------|--------------------|----------|
| | | | | Short tertiary (2-3 years) | 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) |
| OECD | | | | | | | | | | | | | | |
| Australia | m | m | m | m | m | m | m | m | m | m | m | m | m | m |
| Austria | 54 | 79 | 23 | 44 | 37 | 19 | 13 | 10 | 33 | 11 | 19 | 2 | 6 | 7 |
| Belgium | 56 | 94 | 17 | m | 97 | 3 | m | m | m | m | m | m | m | m |
| Canada | m | m | m | m | m | m | m | m | m | m | m | m | m | m |
| Chile | 52 | 78 | 0 | 45 | 52 | 3 | 10 | 4 | 25 | 6 | 20 | 2 | 19 | 14 |
| Czech Republic | 58 | 83 | 12 | 1 | 91 | 8 | 9 | 9 | 32 | 13 | 15 | 5 | 12 | 6 |
| Denmark | 54 | 74 | 14 | 24 | 70 | 6 | 7 | 11 | 42 | 9 | 11 | 1 | 17 | 2 |
| Estonia | m | m | m | m | m | m | 7 | 13 | 29 | 15 | 16 | 2 | 10 | 8 |
| Finland | 55 | 82 | 12 | a | 94 | 6 | 4 | 10 | 23 | 9 | 23 | 2 | 20 | 8 |
| France | m | m | m | m | m | m | m | m | m | m | m | m | m | m |
| Germany | 50 | 83 | 10 | 0 | 81 | 18 | 10 | 11 | 30 | 16 | 22 | 2 | 6 | 3 |
| Greece | m | m | m | m | m | m | 8 | 14 | 29 | 14 | 19 | 4 | 11 | 2 |
| Hungary | m | m | m | m | m | m | 6 | 11 | 37 | 10 | 14 | 3 | 9 | 11 |
| Iceland | 58 | 69 | 18 | 5 | 89 | 6 | 11 | 16 | 36 | 12 | 10 | 1 | 12 | 3 |
| Ireland | m | m | m | m | m | m | m | m | m | m | m | m | m | m |
| Israel | 56 | 69 | m | 24 | 76 | a | 18 | 9 | 35 | 9 | 20 | 0 | 8 | 0 |
| Italy | 56 | 90 | m | 1 | 84 | 15 | 4 | 17 | 33 | 11 | 19 | 3 | 10 | 3 |
| Japan | 50 | m | m | 36 | 62 | 2 | 9 | 15 | 27 | 3 | 17 | 3 | 16 | 9 |
| Korea | m | m | m | m | m | m | 7 | 18 | 20 | 7 | 25 | 1 | 14 | 7 |
| Luxembourg | 53 | 71 | 41 | 10 | 60 | 29 | 16 | 11 | 49 | 10 | 5 | 1 | 9 | 0 |
| Mexico | 49 | 94 | m | 9 | 91 | m | 10 | 5 | 41 | 5 | 26 | 2 | 10 | 1 |
| Netherlands | 52 | 91 | 16 | 1 | 93 | 6 | 9 | 8 | 40 | 8 | 9 | 1 | 18 | 6 |
| New Zealand | 55 | 76 | 26 | 30 | 68 | 2 | 8 | 16 | 34 | 17 | 8 | 1 | 12 | 5 |
| Norway | m | m | m | m | m | m | m | m | m | m | m | m | m | m |
| Poland | 56 | 88 | 2 | a | m | m | 10 | 10 | 34 | 9 | 17 | 2 | 8 | 9 |
| Portugal | 56 | 86 | 2 | a | 80 | 20 | 8 | 11 | 34 | 8 | 18 | 2 | 13 | 7 |
| Slovak Republic | 57 | 85 | 5 | 2 | 98 ^d | x(6) | 13 | 7 | 31 | 10 | 16 | 2 | 14 | 7 |
| Slovenia | 53 | 93 | 4 | 15 | 80 | 5 | 6 | 8 | 33 | 11 | 21 | 4 | 7 | 11 |
| Spain | 53 | 84 | m | 37 | 55 | 8 | m | m | m | m | m | m | m | m |
| Sweden | 58 | 76 | 9 | 2 | 74 | 24 | 11 | 14 | 28 | 10 | 18 | 1 | 16 | 3 |
| Switzerland | 49 | 64 | m | 4 | 70 | 26 | 8 | 9 | 37 | 9 | 16 | 1 | 12 | 6 |
| Turkey | 49 | 87 | m | 50 | 48 | 2 | 7 | 13 | 39 | 7 | 16 | 3 | 9 | 5 |
| United Kingdom | 55 | 82 | 13 | 15 | 82 | 2 | 10 | 16 | 29 | 18 | 9 | 1 | 15 | 1 |
| United States | 53 | 92 | 2 | 45 | 55 | a | m | m | m | m | m | m | m | m |
| OECD average | 54 | 82 | 13 | 18 | 72 | 10 | 9 | 11 | 33 | 10 | 17 | 2 | 12 | 6 |
| EU21 average | 55 | 84 | 13 | 12 | 75 | 13 | 9 | 11 | 33 | 11 | 16 | 2 | 12 | 5 |
| Partners | | | | | | | | | | | | | | |
| Argentina | 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 |
| China | m | m | m | m | m | m | m | m | m | m | m | m | m | m |
| Colombia | 51 | 74 | m | 26 | 74 | a | 9 | 4 | 48 | 4 | 24 | 2 | 7 | 3 |
| India | m | m | m | m | m | m | m | m | m | m | m | m | m | m |
| Indonesia | m | m | m | m | m | m | m | m | m | m | m | m | m | m |
| Latvia | m | m | m | m | m | m | 6 | 9 | 40 | 8 | 16 | 2 | 12 | 7 |
| Russian Federation | m | m | m | 40 | 51 | 8 | 8 | 4 | 38 | 8 | 27 | 2 | 7 | 7 |
| Saudi Arabia | 45 | m | m | 14 | 85 | 1 | m | m | m | m | m | m | m | m |
| South Africa ¹ | 57 | 78 | m | 42 | 58 | a | m | m | m | m | m | m | m | m |
| G20 average | m | m | m | m | m | m | m | m | m | m | m | m | m | m |

Note: Columns 1 to 6 refer to students entering tertiary education for the first time, while columns 7 to 14 refer to the sum of all students entering a given tertiary level for the first time.

1. Year of reference 2012.

Source: OECD, Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: 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.


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Table C3.3. Profile of first-time new entrants into bachelor's programmes (2013)

| | Percentage of women new entrants | Percentage of new entrants younger than 25 years old | Percentage of international new entrants | Percentage of new entrants in bachelor's programmes by field of education | | | | Percentage of female new entrants in bachelor's programmes by field of education | | | |
|--------------------|----------------------------------|--|--|---|--------------------------|--------------------|-------|--|--------------------------|--------------------|-------|
| | | | | Education, humanities and social sciences | Sciences and engineering | Health and welfare | Other | Education, humanities and social sciences | Sciences and engineering | Health and welfare | Other |
| | | | | (4) | (5) | (6) | (7) | (8) | (9) | (10) | (11) |
| OECD | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) | (11) |
| Australia | 57 | 78 | 16 | 57 | 19 | 18 | 5 | 60 | 31 | 73 | 57 |
| Austria | 55 | 76 | 24 | 61 | 33 | 3 | 3 | 65 | 35 | 81 | 45 |
| Belgium | 55 | 96 | 11 | 53 | 16 | 26 | 5 | 59 | 19 | 74 | 52 |
| Canada | m | m | m | m | m | m | m | m | m | m | m |
| Chile | 51 | 79 | 0 | 44 | 27 | 18 | 11 | 60 | 23 | 77 | 47 |
| Czech Republic | 58 | 82 | 9 | 47 | 29 | 12 | 12 | 68 | 33 | 86 | 48 |
| Denmark | 56 | 76 | 8 | 50 | 20 | 26 | 4 | 57 | 31 | 78 | 29 |
| Estonia | 55 | 78 | 4 | 47 | 31 | 11 | 11 | 67 | 29 | 90 | 43 |
| Finland | 56 | 80 | 8 | 38 | 32 | 20 | 11 | 67 | 23 | 87 | 63 |
| France | m | m | m | m | m | m | m | m | m | m | m |
| Germany | 47 | 81 | 5 | 51 | 40 | 4 | 5 | 63 | 24 | 79 | 41 |
| Greece | 54 | 90 | m | 52 | 33 | 10 | 5 | 65 | 34 | 72 | 47 |
| Hungary | 50 | 84 | m | 49 | 32 | 6 | 13 | 64 | 23 | 84 | 51 |
| Iceland | 59 | 71 | 14 | 59 | 25 | 12 | 4 | 64 | 36 | 85 | 64 |
| Ireland | 53 | 91 | 4 | 49 | 26 | 21 | 4 | 56 | 30 | 75 | 48 |
| Israel | 58 | 68 | 4 | 70 | 24 | 6 | 1 | 64 | 34 | 79 | 44 |
| Italy | 55 | 89 | m | 53 | 31 | 8 | 8 | 63 | 38 | 72 | 46 |
| Japan | 44 | m | m | 67 | 20 | 7 | 6 | 48 | 15 | 70 | 69 |
| Korea | 47 | 98 | m | 48 | 35 | 9 | 7 | 57 | 30 | 68 | 37 |
| Luxembourg | 51 | 90 | 25 | 72 | 20 | 8 | 0 | 57 | 22 | 70 | a |
| Mexico | 50 | 94 | m | 55 | 31 | 10 | 4 | 59 | 29 | 66 | 33 |
| Netherlands | 52 | 94 | 12 | 56 | 16 | 20 | 8 | 54 | 21 | 75 | 48 |
| New Zealand | 59 | 75 | 22 | 58 | 27 | 13 | 2 | 63 | 41 | 78 | 49 |
| Norway | m | m | m | m | m | m | m | m | m | m | m |
| Poland | 55 | 88 | m | 47 | 32 | 8 | 13 | 65 | 34 | 82 | 50 |
| Portugal | 57 | 84 | 2 | 56 | 21 | 13 | 9 | 61 | 34 | 82 | 46 |
| Slovak Republic | 56 | m | 4 | 51 | 27 | 13 | 9 | 67 | 31 | 78 | 39 |
| Slovenia | 54 | 90 | 3 | 50 | 31 | 7 | 12 | 66 | 30 | 78 | 53 |
| Spain | 55 | 87 | 1 | 60 | 24 | 10 | 5 | 62 | 30 | 75 | 45 |
| Sweden | 61 | 73 | 4 | 58 | 23 | 15 | 4 | 65 | 36 | 84 | 50 |
| Switzerland | 48 | 67 | m | 54 | 25 | 14 | 7 | 55 | 20 | 77 | 45 |
| Turkey | 50 | 92 | m | 67 | 23 | 5 | 5 | 54 | 37 | 75 | 36 |
| United Kingdom | 55 | 84 | 16 | 53 | 31 | 14 | 2 | 59 | 37 | 79 | 66 |
| United States | m | m | m | m | m | m | m | m | m | m | m |
| OECD average | 54 | 83 | 9 | 54 | 27 | 12 | 7 | 61 | 30 | 78 | 48 |
| EU21 average | 55 | 85 | 9 | 53 | 27 | 13 | 7 | 62 | 30 | 79 | 48 |
| Partners | | | | | | | | | | | |
| Argentina | m | m | m | m | m | m | m | m | m | m | m |
| Brazil | m | m | m | m | m | m | m | m | m | m | m |
| China | 54 | m | 0 | m | m | m | m | m | m | m | m |
| Colombia | 54 | 75 | m | 60 | 29 | 8 | 2 | 61 | 34 | 74 | 43 |
| India | m | m | m | m | m | m | m | m | m | m | m |
| Indonesia | 51 | 100 | m | 61 | 21 | 12 | 6 | 54 | 36 | 71 | 36 |
| Latvia | 55 | 73 | m | 56 | 25 | 11 | 9 | 65 | 23 | 78 | 54 |
| Russian Federation | m | m | m | 63 | 29 | 1 | 7 | m | m | m | m |
| Saudi Arabia | 48 | m | m | m | m | m | m | m | m | m | m |
| South Africa | m | m | m | m | m | m | m | m | m | m | m |
| G20 average | 51 | m | m | m | m | m | m | m | m | m | m |

Source: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: 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.


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Table C3.4. Profile of first-time new entrants, by level of education (2013)

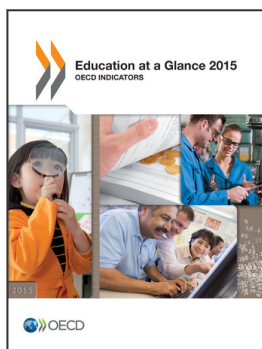
Descriptive indicators for first-time entrants into ISCED 5, 7 and 8

| | Short tertiary (2-3 years) ISCED 5 | | | Master's or equivalent ISCED 7 | | | | Doctoral or equivalent ISCED 8 | | |
|--------------------|---|---|---|---|---|---|---------------------------------------|---|---|---|
| | Percentage of women new entrants | Percentage of new entrants younger than 25 years old | Percentage of international new entrants | Percentage of women new entrants | Percentage of new entrants younger than 30 years old | Percentage of international new entrants | Percentage of long first degree | Percentage of women new entrants | Percentage of new entrants younger than 30 years old | Percentage of international new entrants |
| | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) |
| OECD | | | | | | | | | | |
| Australia | m | m | m | 54 | 66 | 47 | m | 50 | 49 | 38 |
| Austria | 53 | 82 | 2 | 54 | 83 | 28 | 41 | 48 | 64 | 36 |
| Belgium | m | m | m | 53 | 95 | 21 | 65 | 48 | 77 | 48 |
| Canada | m | m | m | m | m | m | m | m | m | m |
| Chile | 50 | 70 | 0 | 58 | 48 | 6 | 10 | 46 | 44 | 10 |
| Czech Republic | 62 | 82 | 4 | 59 | 85 | 12 | 14 | 46 | 79 | 15 |
| Denmark | 51 | 41 | 11 | 56 | 84 | 20 | 0 | 49 | 61 | 32 |
| Estonia | a | a | a | 61 | 79 | 5 | 15 | 53 | 71 | 13 |
| Finland | a | a | a | 57 | 56 | 30 | 10 | 54 | 47 | 27 |
| France | m | m | m | m | m | m | m | 46 | 70 | m |
| Germany | 77 | 50 | a | 53 | 91 | 25 | 42 | 42 | 73 | 28 |
| Greece | a | a | a | 58 | 53 | m | m | 50 | 46 | m |
| Hungary | 63 | 77 | m | 59 | 82 | m | m | 49 | 68 | m |
| Iceland | 50 | 24 | 30 | 67 | 52 | 9 | 2 | 55 | 34 | 29 |
| Ireland | 38 | 83 | 2 | m | m | m | m | m | m | m |
| Israel | 51 | 63 | m | 61 | 51 | 5 | m | 50 | 40 | 6 |
| Italy | 23 | 75 | m | 59 | 92 | m | 29 | 51 | 55 | m |
| Japan | 61 | m | m | 33 | m | m | 21 | 31 | m | 14 |
| Korea | 51 | 91 | m | 50 | 57 | m | a | 40 | 40 | m |
| Luxembourg | 65 | 90 | 10 | 51 | 61 | 66 | a | 47 | 72 | 91 |
| Mexico | 38 | 93 | m | 53 | 65 | m | a | 48 | 38 | m |
| Netherlands | 53 | 62 | 0 | 54 | 94 | 24 | a | 49 | 86 | 40 |
| New Zealand | 53 | 53 | 21 | 58 | 56 | 26 | m | 53 | 50 | 52 |
| Norway | m | m | m | m | m | m | m | m | m | m |
| Poland | 81 | 75 | a | 65 | 88 | m | 12 | 53 | 85 | m |
| Portugal | a | a | a | 56 | 75 | 6 | 27 | 54 | 38 | 21 |
| Slovak Republic | 68 | 77 | 1 | 61 | m | 5 | 7 | 48 | 70 | 8 |
| Slovenia | 46 | 62 | 1 | 61 | 86 | 5 | 12 | 54 | 69 | 7 |
| Spain | 49 | 79 | m | 55 | 78 | 19 | 45 | m | m | m |
| Sweden | 49 | 49 | 0 | 58 | 76 | 15 | 94 | 48 | 58 | 43 |
| Switzerland | 60 | 53 | m | 48 | 80 | m | 0 | 47 | 73 | m |
| Turkey | 47 | 82 | m | 44 | 78 | m | 20 | 44 | 68 | m |
| United Kingdom | 57 | 49 | 19 | 59 | 70 | 47 | m | 47 | 64 | 44 |
| United States | 54 | 71 | 1 | 62 | 66 | 13 | m | 53 | 72 | 42 |
| OECD average | 54 | 68 | m | 56 | 73 | 21 | 23 | 48 | 61 | 31 |
| EU21 average | 56 | 69 | m | 57 | 79 | 22 | 29 | 49 | 66 | 32 |
| Partners | | | | | | | | | | |
| Argentina | m | m | m | m | m | m | m | m | m | m |
| Brazil | m | m | m | m | m | m | m | m | m | m |
| China | 49 | m | 0 | 47 | m | 13 | m | 38 | m | 3 |
| Colombia | 44 | 72 | m | 56 | 36 | m | m | 35 | 21 | m |
| India | m | m | m | m | m | m | m | m | m | m |
| Indonesia | m | m | m | 48 | 100 | m | a | 41 | 89 | m |
| Latvia | 60 | 64 | m | 62 | 87 | m | 4 | 57 | 50 | m |
| Russian Federation | m | m | m | m | m | m | m | 42 | m | m |
| Saudi Arabia | 24 | m | m | 43 | m | m | m | 33 | m | m |
| South Africa | m | m | m | m | m | m | m | m | m | m |
| G20 average | 48 | m | m | 50 | m | m | m | 43 | m | m |

Source: OECD. Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa: UNESCO Institute for Statistics. Latvia: 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.

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