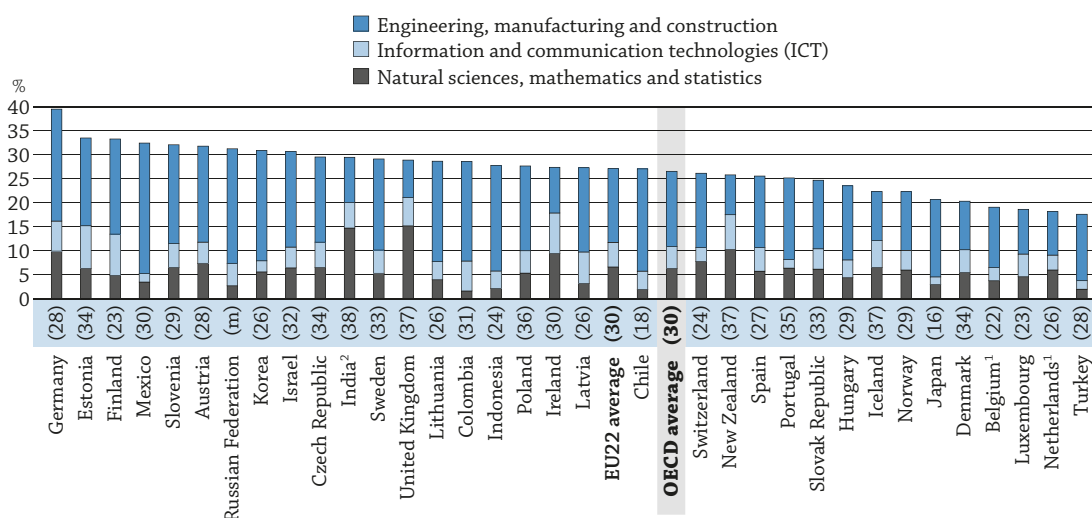


## WHO IS EXPECTED TO ENTER TERTIARY EDUCATION?

- In 2015, on average across OECD countries, 27% of new entrants selected a field of study in one of the science, technology, engineering and mathematics (STEM) fields, with the largest share selecting engineering, manufacturing and construction.
- Women are under-represented in these fields. In 2015, only 24% of new entrants in engineering, manufacturing and construction were women on average across OECD countries. However, women are over-represented in the fields of education; arts and humanities; social sciences, journalism and information; and health and welfare.
- Men fall behind in the share of entrants into tertiary education in almost all OECD countries, and this trend is likely to carry on in the future. The first-time entry rate to tertiary education for women under 25 is 11 percentage points higher on average than for men.
- On average across OECD countries, 82% of new entrants into tertiary education are under 25 years old; the average age varies between 18 and 25 across OECD countries.

**Figure C3.1. Distribution of new entrants to tertiary education, by STEM field of study and share of women in these fields (2015)**




**Note:** The number in parentheses corresponds to the share of female new entrants in STEM (science, technology, engineering and mathematics) fields of study.

1. Excludes new entrants at doctoral level.

2. Year of reference 2014.

Countries are ranked in descending order of the share of new entrants to tertiary education in STEM fields.

**Source:** OECD/UIS/Eurostat (2017), Table C3.1a. See *Source* section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

StatLink  <http://dx.doi.org/10.1787/888933558306>

### Context

Entry rates estimate the proportion of people who are expected to enter a specific type of tertiary education programme (including short-cycle tertiary, bachelor's degrees, master's degrees, long first degrees and doctoral programmes) at some point during their life. They provide some indication on the accessibility of tertiary education and the degree to which a population is acquiring high-level skills and knowledge. High entry and enrolment rates in tertiary education imply that a highly educated labour force is being developed and maintained.

Tertiary education is seen to play an essential role in fostering the knowledge and innovation key to sustaining economic growth. Several OECD governments have placed a particular emphasis on improving the quality of education in science, technology, engineering and mathematics, reflecting the critical importance of these disciplines for modern society in driving economic progress, supporting

innovation and providing the foundations for true prosperity. In addition, science-relevant skills and advanced knowledge of scientific literacy – such as critical thinking, problem solving and creativity – are seen as critical for success in the labour market, regardless of students’ final occupation. 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 fields of study to match the diverse needs of a new generation of students and ensure that they have the skills, knowledge and training to build tomorrow’s society.

### ■ Other findings

- Based on current patterns, it is estimated that an average of 57% of young adults in OECD countries will enter a bachelor’s degree or equivalent programme in their lifetime; 23% are expected to enter a master’s degree or equivalent programme.
- International students represent a large number of new entrants into tertiary education in Luxembourg (45%) and New Zealand (33%), well above the OECD average of 11%.
- Between 2005 and 2015, entry rates increased across all OECD and partner countries with available data. The only exception is Finland and Poland, which have seen entry rates decline by 3 and 1 percentage points respectively.

### ■ Note

Compared to enrolment, entry rates measure the inflow to education during a specific period and represent the percentage of an age cohort that is expected to enter a tertiary programme over a lifetime. The estimates in this indicator are based on the number of new entrants in 2015 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.

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 students are excluded from the calculation, the percentage of expected new entrants into tertiary programmes can change significantly.

Entry rates are sensitive to changes in the education system, such as the introduction of new programmes. They 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, such as the effects of economic cycles and crises, university reforms driven by the Bologna Process or a surge in the number of international students. Government efforts to encourage older students to rejoin education through second-chance programmes can also boost entry rates.

## Analysis

### Profile of new entrants into tertiary education

#### Field of study

In almost all OECD countries, the largest share of students pursues tertiary programmes in the fields of business, administration and law, with one out of four students entering these fields of study in 2015. In general across countries with available data, STEM disciplines are less attractive to students than other fields of study, with an average 16% of new entrants selecting engineering, manufacturing and construction; 6% for natural sciences, mathematics and statistics; and 5% for information and communication technologies (ICT) (Table C3.1). The largest shares of new entrants into STEM fields of study are in Germany (40%), Estonia (33%) and Finland (33%), compared to the OECD average of 27% (Figure C3.1).

The selection of which field to study is strongly gender-biased. While the share of women participating in tertiary studies has now surpassed that of men, women are still under-represented in engineering, manufacturing and construction, with the strongest gender gap observed in information and communication technologies. On average in 2015, only 24% of new entrants to engineering, manufacturing and construction and 19% of new entrants to ICT are women. Natural sciences, mathematics and statistics are the only STEM field of study where gender parity is achieved, with 50% of women on average across OECD countries, although it ranges from 25% in Japan to 68% in Indonesia.

At the other end of the spectrum, other fields of study are still largely dominated by women, especially education and health and welfare. Women make up 78% of new entrants in education and 76% of new entrants in health and welfare. The gender ratio in education studies was highest in Estonia, Latvia and Slovenia, where there were close to nine women for every man entering an education programme. In the Czech Republic, Estonia, Finland, Iceland, Latvia, Lithuania, Norway and Sweden, at least four times as many women as men study health and welfare. In no OECD countries do men make up the majority of new entrants in either of these fields. Previous studies suggest this gender gap starts well before entry into tertiary education (see Box C3.1)

#### **Box C3.1 Career expectations at 15 and first-time entry rates by field of study**

As policy makers become more attentive to increasing science-related competencies in the workplace, more attention has focused on whether the school environment succeeds in nurturing motivation and interest in science at an age when students start to think about their careers. Students' future engagement in science is partly a reflection of their beliefs in what they see as important, but also of their capability to succeed in these fields. Volume I of the PISA 2015 results (OECD, 2016) examines students' engagement in science and their expectations in pursuing a career in science. On average across OECD countries, 24% of 15-year-old students reported that they expect to work in science-related occupations when they are 30. Data measured from this indicator yield similar results: 66% of young adults are expected to enter tertiary education if 2015 enrolment patterns persist, and about 40% of them are expected to enter a science-related field of study (engineering, construction and manufacturing; natural sciences, mathematics and statistics; ICT; and health and welfare), resulting in 26% of the total population entering a science-related field of study at tertiary level for the first time.

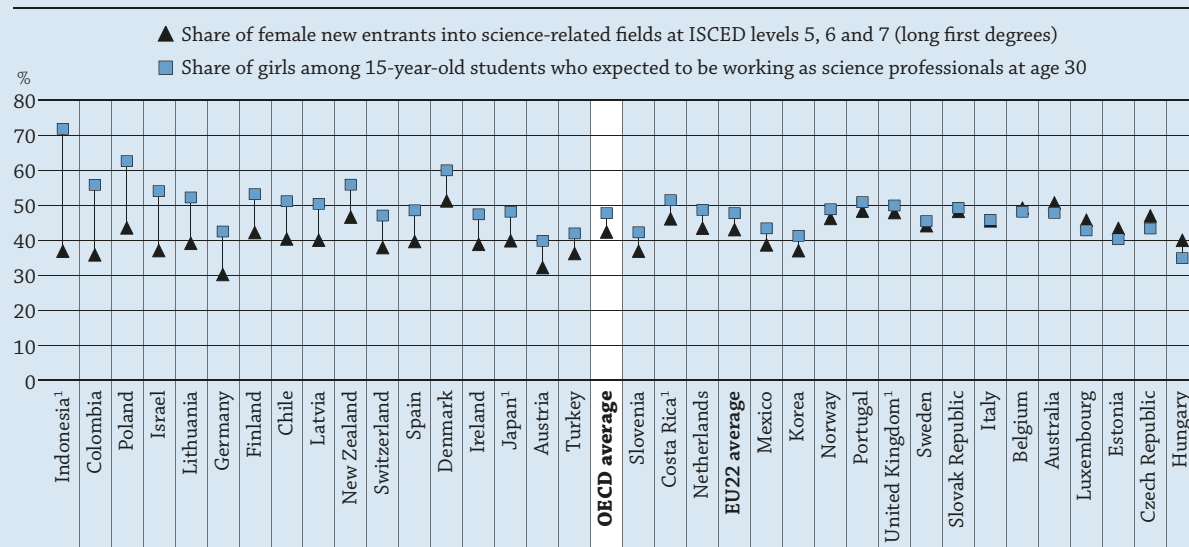
However, comparing career expectations with actual entry rates by gender shows different results. Figure C3.a compares the share of 15-year-old girls among students who expected to work as science professionals at the age of 30 with the actual share of female new entrants into science-related fields at short-cycle tertiary, bachelor's and long first master's degrees, all considered as the first degree for the vast majority of young adults.

In all countries except Hungary, more than 40% of 15-year-old students expecting to pursue a career in science are girls, and the average among OECD countries with available data achieves near male-female parity at 48%. However the gender imbalance widens when students are actually confronted with the selection of a field of study upon entry to tertiary education. The share of women actually entering a science-related field of study is about 5 percentage points lower, on average across OECD countries, than the share of girls with career expectations in the same fields. This difference reaches a maximum of 35 percentage points in Indonesia.

...

While different cohorts were considered for this analysis, explanations for the general increase in gender imbalance by field of study by the time girls enter higher education may be explained by gender gaps in beliefs in one's own abilities and a masculine culture associated with science-related fields, reinforced by gender stereotypes reflected by the students' environment (Cheryan et al., 2017).

**Figure C3.a. Career expectations of 15-year-old girls and share of female new entrants into science-related fields**




**Note:** Sciences-related fields include the fields of natural sciences, mathematics and statistics, information and communication technologies, engineering, manufacturing and construction, and health.

1. Sciences-related fields include welfare.

Countries are ranked in descending order of the difference between 15-year-old girls' career expectations and the share of female new entrants into science-related fields.

**Source:** OECD/UIS/Eurostat (2017), Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

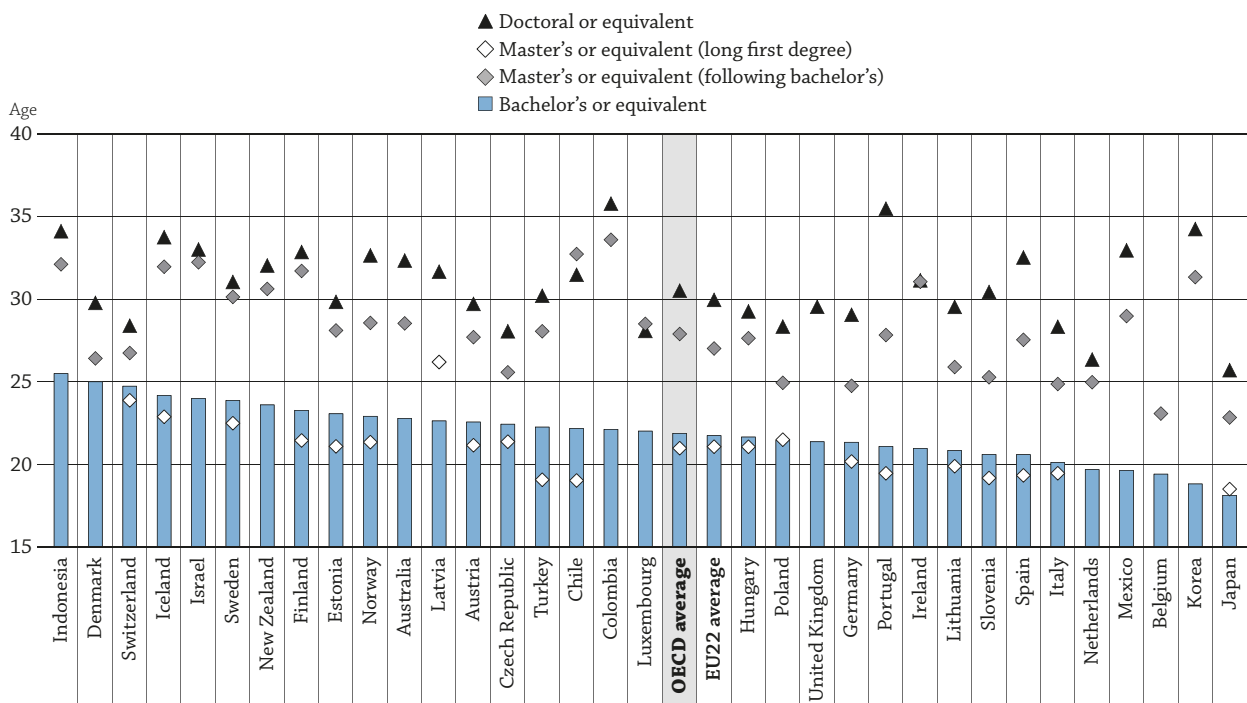
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### Age of new entrants into tertiary education

National differences in education systems – in particular the age at which young people transfer from upper secondary education to tertiary, as well as 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) – result in significant variations in the age of new entrants into tertiary education among OECD countries.

Traditionally, students enter tertiary programmes immediately after completing upper secondary education, and this remains true in many countries. On average across OECD countries, 82% of new entrants are under 25, with the share reaching 90% or more in Belgium, Italy, Lithuania, Mexico, the Netherlands, Portugal, Slovenia and the United States (Table C3.2).

On average across OECD countries, the vast majority of young adults will enter a bachelor's programme or equivalent before age 25. In Belgium, Japan, Korea, Mexico and the Netherlands, young adults enter a bachelor's programme or equivalent on average before turning 20. 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. The average age of new entrants may also reflect the value placed on work experience before entering higher education. This is common in Denmark, Iceland, New Zealand, Sweden and Switzerland, where sizeable proportions of new entrants are older than the typical age at entry (Figure C3.2). It may also reflect different systems, policies and cultural perceptions within countries towards adult and lifelong learning.

**Figure C3.2. Average age of new entrants at tertiary level, by level of education (2015)**

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

Source: OECD/UIS/Eurostat (2017), Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

StatLink <http://dx.doi.org/10.1787/888933558325>

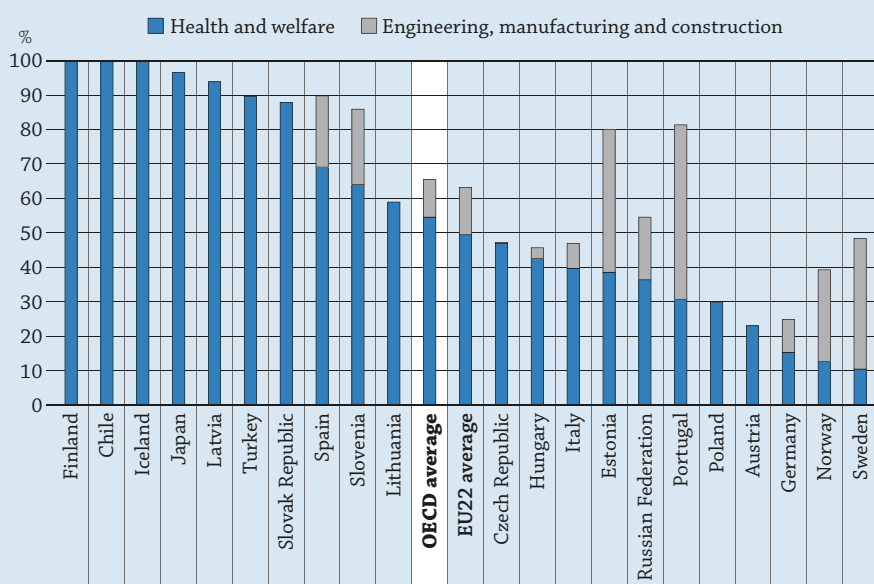
On average across OECD countries, new entrants in master's or equivalent programmes (long first degree; see Box C3.2) are 21 years old, one year younger on average than those entering a bachelor's programme. New entrants in long first degrees are youngest in Chile, Italy, Japan, Portugal, Slovenia, Spain and Turkey, with an average age of 19.

The average age of entry across OECD countries is 28 for a master's programme and 31 for a doctoral programme, although this varies considerably among countries. The difference between the ages at which students enter doctoral programmes compared to master's programmes is indicative of student pathways in and out of educational systems and into the workforce. In Portugal, for example, the eight-year difference between the average age of entrants to doctoral and master's programmes is indicative of re-entry to the educational system from the labour market. Conversely, in countries such as Israel and Sweden, the one-year gap between the two programmes suggests that students wanting to pursue a doctoral degree do so straight after completing their master's.

### Box C3.2 Long first degree

Programmes at ISCED level 7 (master's or equivalent) are designed to provide participants with advanced academic and/or professional knowledge, skills and competencies leading to a second degree or equivalent qualification. Programmes of at least five years' duration preparing for a long first degree/qualification are included at this level if they are equivalent to master's-level programmes in terms of their complexity of content. Highly specialised professional studies in subjects such as medicine, dentistry, law or engineering, which have similar or greater cumulative duration, are also included in this category. Across OECD countries, the majority of new entrants into a long first degree go either into health and welfare; or into engineering, manufacturing and construction. In Chile, Finland and Iceland, all new entrants in a long first degree go into health and welfare. In Estonia, Portugal, Norway and Sweden, entrants into a long first degree in engineering, manufacturing and construction outnumber entrants into health and welfare.

...

**Figure C3.b. Share of new entrants into a long first degree (master's), in the field of health and engineering (2015)**

Countries are ranked in descending order of the share of new entrants into a long first degree in health and welfare.

**Source:** OECD/UIS/Eurostat (2017), Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

**StatLink**  <http://dx.doi.org/10.1787/888933562980>

### Entry rates to tertiary education

It is estimated that, on average across OECD countries, 66% of young adults will enter tertiary education for the first time in their life, if current patterns of entry continue. Chile (86%), Denmark (84%) and New Zealand (97%) have the highest first-time tertiary entry rates among OECD countries. In these countries these rates are typically inflated by a larger population of older students and international students, or a high entry rate into short-cycle tertiary education (Table C3.3).

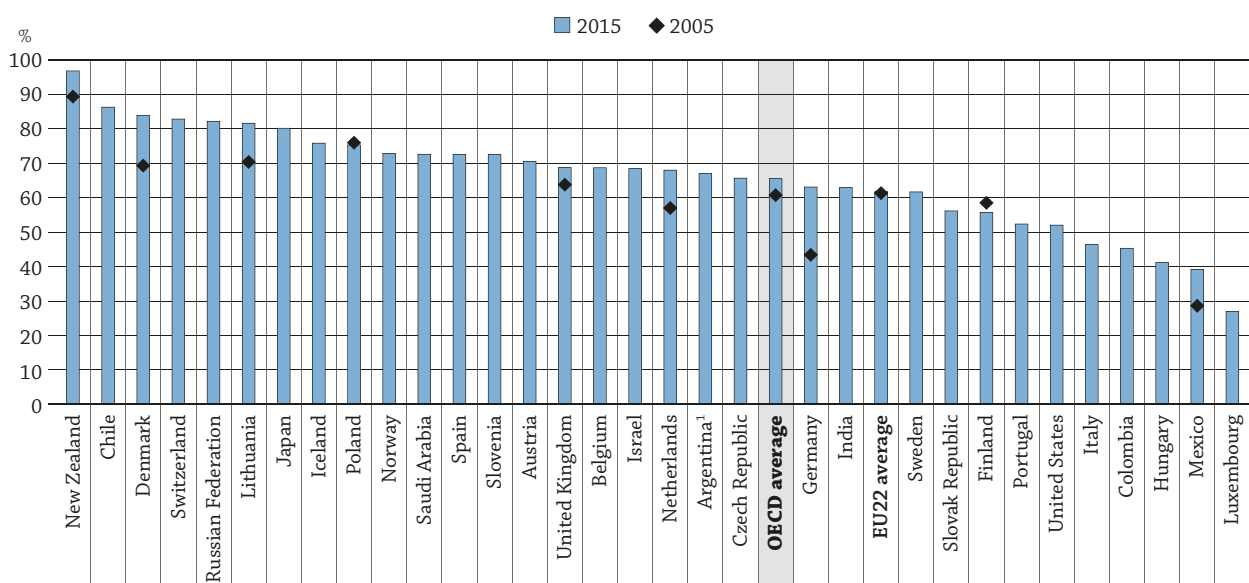
On average across OECD countries with available data, first-time tertiary entry rates in 2015 increased in almost all countries compared to 2005, with the sharpest increase observed in Germany (20 percentage points). Finland and Poland are the only countries among those with available data where first-time entry rates decreased over last 10 years, albeit by a maximum of 3 percentage points (Figure C3.3).

Comparing first-time entry rate of adults younger than 25 with total first-time entry rates for a population (excluding international students) provides a sense of general accessibility versus delayed entrance into tertiary education. For example, first-time entry rates of adults younger than 25 are similar in Italy and Sweden (41%, compared to the OECD average of 48%), but the total first-time entry rate in Sweden is 15 percentage points higher than in Italy, suggesting that the lower entry rate at age 25 is more a question of deferred entrance for Sweden than of access for Italy. This is also corroborated by the average age at entry displayed in Figure C3.2.

While 48% of young adults are likely to enter tertiary education for the first time below the age of 25, the trend to enter higher education at an earlier age is driven by women in most OECD countries with data (Figure C3.4). The difference between the first-time entry rates of women and men under 25 years old is 11 percentage points on average across OECD countries, but is equal to or higher than 17 percentage points in the Czech Republic, Denmark, Iceland, Norway and Poland. Only in Colombia, Germany, Luxembourg, Mexico and Turkey do entry rates of men and women below age 25 differ by 5 percentage points or less. While men may choose to enter higher education at a later age, this suggests that the already established trend for women to outnumber men in higher education is likely to continue.

Bachelor's degrees are the most popular tertiary education programmes in all countries. In 2015, students were more likely to enter this level of education than any other level of tertiary education. On average across OECD countries, 57% of young people are expected to enter a bachelor's programme or equivalent, compared to 16% for short tertiary programmes, 23% for master's programmes and 2.4% for doctoral programmes.

**Figure C3.3. First-time tertiary entry rates (2005, 2015)**



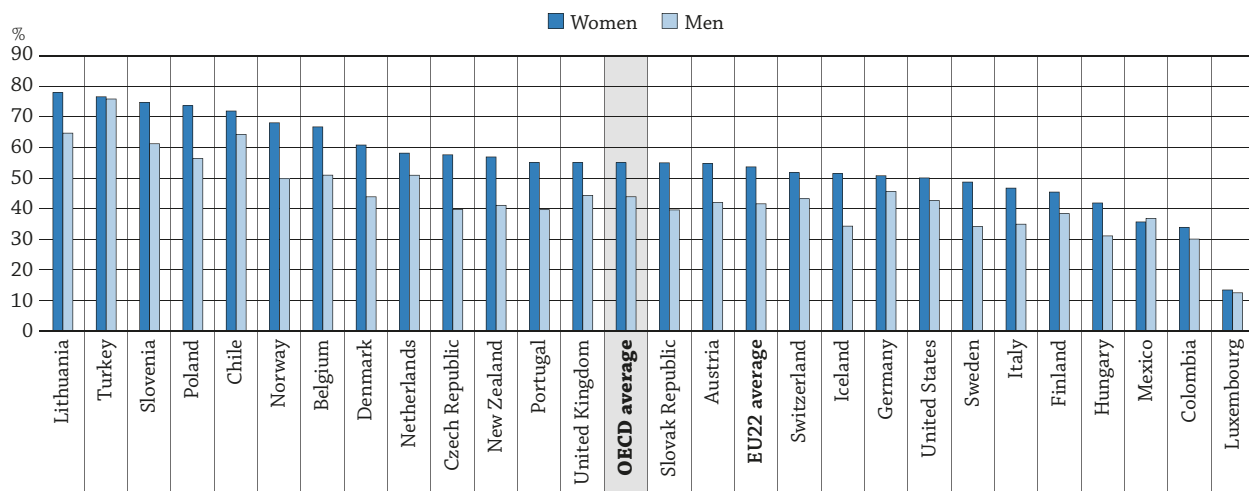
1. Year of reference 2014 instead of 2015.

Countries are ranked in descending order of first-time tertiary entry rates in 2015.

Source: OECD/UIS/Eurostat (2017), Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

StatLink <http://dx.doi.org/10.1787/888933558344>

**Figure C3.4. First-time tertiary entry rates below the age of 25 (excluding international students), by gender (2015)**



Countries are ranked in descending order of the first-time entry rates of female students younger than 25 years old (excluding international students).

Source: OECD/UIS/Eurostat (2017), Education at a Glance Database, <http://stats.oecd.org/>. See Source section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

StatLink <http://dx.doi.org/10.1787/888933558363>

A large share of international students enters programmes at bachelor’s level, which can significantly affect the entry rates in certain countries. Australia, a strong destination country for international students, sees its entry rate drop from 95% to 79% when international students are excluded. Conversely, Luxembourg, a common sending country, has the lowest entry rate across OECD countries due to the large proportion of its citizens that study abroad.

Graduate-level research, particularly at doctoral level, plays a crucial role in innovation and economic growth and contributes significantly to the national and international knowledge base. International doctoral students tend to study in countries investing substantial resources in R&D in tertiary educational institutions. For example, Switzerland, the country with the highest level of expenditure on R&D per student in tertiary educational institutions (around USD 15 229, see Indicator B1), has an entry rate close to double the OECD average (4.8%, compared to 2.4%), although more than half accounts for international students.

### **Box C3.3 Inequality in access to tertiary education**

Equity and inequality have come to the forefront of the tertiary education policy discussion. Across OECD and partner countries, governments are keen to ensure that every person has an equal opportunity to access tertiary education and to benefit from the consequent better labour market and social outcomes. Equity in tertiary education implies that “access to, participation in and outcomes of tertiary education are based only on individuals’ innate ability and study effort” (OECD, 2008). The fact that innate ability and study effort are difficult to measure makes it difficult to assess equity directly. Nonetheless, existing data can provide ways to assess inequality in tertiary education, i.e. the extent to which access, participation and outcomes differ across demographic groups.

The OECD launched in 2016 an initiative across member and partner countries to gather data on socio-economic characteristics, including immigrant background (proxied by foreign-born parents); and family education background (proxied by parents who did not attain tertiary education) of graduates and new entrants. The data come from various sources, including surveys, administrative (register) sources and censuses, and may refer to different years (see *StatLink* and Annex 3 for more methodological information). They provide information on the current state of inequality in tertiary education, complementing alternative data sources on the attainment of the adult population who potentially entered tertiary education several decades ago (see Indicator A4).

Figure C3.c provides a measure of inequality in access to tertiary education by looking at the share of 18-24 year-olds from critical demographic groups (lower-educated parents in Panel 1; immigrant origin in Panel 2) in various tertiary programmes. In a perfectly equal society, the three data series in the figure would coincide: that is, the share of individuals from the critical demographic groups in a population should match their share among new entrants to each level of tertiary education. Differences across series for a single country highlight inequality in tertiary participation.

The results show that young people from the selected critical demographic groups differentially access tertiary education (with the partial exception of short-cycle tertiary programmes). In all countries with available data, the proportion of 18-24 year-olds without tertiary-educated parents is substantially lower among new entrants in bachelor’s or long first degree programmes than in the overall population: On average across OECD countries with data, while 65% of the population does not have tertiary-educated parents, the share of this group among entrants to these programmes drops to 47%.

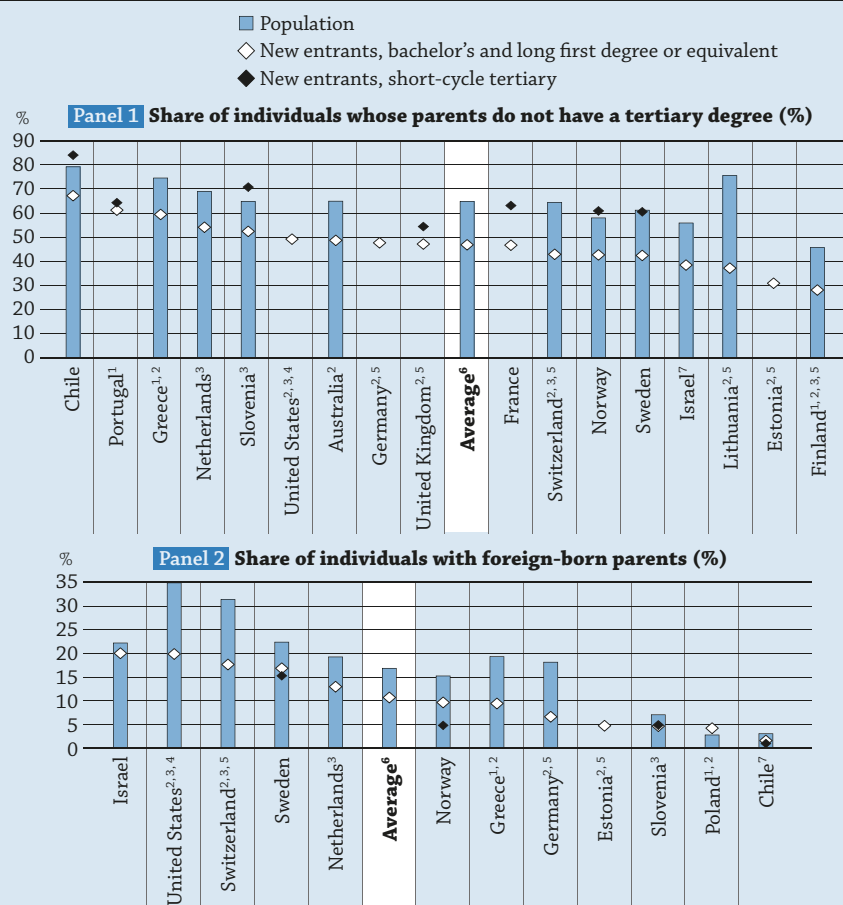
The proportion of individuals without tertiary-educated parents among new entrants in short-cycle tertiary programmes is consistently higher than among entrants to bachelor’s and long first degree or equivalent programmes across all countries with available data and it is equal or slightly larger to their proportion in the overall population. Short-cycle tertiary programmes are typically shorter and more vocationally oriented than other tertiary programmes, which may explain their ability to cater to students less interested in other forms of tertiary education. However, the potential for these programmes to contribute to improving educational equality will also relate to their ability to provide students with the relevant skillset to succeed in the labour market or in their further education.

...



Children of foreign-born parents represent 17% of all 18-24 year-olds in the population, but only 11% of new entrants of the same age group to bachelor's and long first degree or equivalent programmes, on average across countries with available data. This pattern is consistent across countries, except for Poland where the proportion of young individuals with foreign-born parents is just 3%. Contrary to individuals without tertiary-educated parents, the proportion of children from foreign parents in short-cycle programmes is not higher than in bachelor's and long first degree programmes in any of the four countries with available data.

**Figure C3.c. Inequality in access to tertiary education among 18-24 year-olds (2015)**



#### How to read this figure

**Panel 1:** In Chile, 79% of all 18-24 year-olds have no tertiary-educated parent, compared to 67% of 18-24 year-old new entrants in bachelor's and long first degree or equivalent programmes, and 84% of 18-24 year-old new entrants in short-cycle tertiary programmes.

**Panel 2:** In Norway, for 15% of all 18-24 year-olds neither parent was born in the country, compared to 10% of 18-24 year-old new entrants in bachelor's and long first degree or equivalent programmes, and 5% of 18-24 year-old new entrants in short-cycle tertiary programmes.

1. International students are included in new entrants data. See *StatLink* (Table C3.a) for more details.
2. The year of reference is not 2015 for all series. See *StatLink* (Table C3.a) for more details.
3. International students are included in population data. See *StatLink* (Table C3.a) for more details.
4. Short-cycle tertiary programmes are included in bachelor's and long-cycle or equivalent programmes.
5. Data do not refer to new entrants but to a proxy concept. See *StatLink* (Table C3.a) for more details.
6. The average is computed across those countries for which data are available for both population and new entrants at the bachelor's and long-cycle or equivalent levels.
7. The definition of critical demographic group is different than for the other countries. See *StatLink* (Table C3.a) for more details.

Countries are ranked in descending order of the proportion of individuals potentially at disadvantage among the 18-24 year-old population of new entrants in bachelor's and long first degree or equivalent tertiary programmes.

**Source:** OECD (2017), special data collection from national ministries and statistical offices. See *Source* section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

**StatLink** <http://dx.doi.org/10.1787/888933562999>

## Definitions

**Entry rate** is the sum of age-specific entry rates, calculated by dividing the number of entrants of a certain age in 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.

**First-time tertiary-level entry rate** is an estimated probability, based on current entry patterns, that a young adult will enter tertiary education for the very first time.

**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

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.

For more information, please see the *OECD Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications* (OECD, 2017) and Annex 3 for country-specific notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://www.oecd.org/education/education-at-a-glance-19991487.htm)).

## Source

Data on entrants refer to the school year 2014/15 (unless otherwise specified) and are based on the UOE data collection on education systems administered annually by UNESCO, the OECD and Eurostat for all OECD and partner countries. Data from Argentina, China, Colombia, India, Indonesia, Saudi Arabia, South Africa are from the UNESCO Institute of Statistics (UIS).

### 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/10.1787/888933561061>

**Table C3.1 Share of new entrants to tertiary education, by field of study and gender (2015)**

**Table C3.2 Profile of first-time entrants into tertiary education (2015)**

**Table C3.3 First-time entry rates, by tertiary ISCED level (2015)**

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>. More breakdowns can also be found at <http://stats.oecd.org/>, Education at a Glance Database.

Table C3.1. Share of new entrants to tertiary education, by field of study and gender (2015)

	Distribution of new entrants by field <sup>1</sup>								Percentage of female new entrants by field							
	Education	Arts and humanities	Social sciences, journalism and information	Business, administration and law	Natural sciences, mathematics and statistics	Information and communication technologies (ICT)	Engineering, manufacturing and construction	Health and welfare	Education	Arts and humanities	Social sciences, journalism and information	Business, administration and law	Natural sciences, mathematics and statistics	Information and communication technologies (ICT)	Engineering, manufacturing and construction	Health and welfare
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
<b>OECD</b>																
Australia	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Austria	12	10	9	23	7	4	20	6	78	67	63	57	49	17	23	69
Belgium <sup>2</sup>	8	11	11	22	4	3	13	25	73	60	67	50	39	7	21	72
Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Chile	9	4	5	22	2	4	21	19	80	53	70	56	47	10	17	78
Czech Republic	9	9	9	20	6	5	18	12	82	67	67	63	58	16	31	81
Denmark	6	12	10	29	5	5	10	19	68	64	62	52	54	21	30	76
Estonia	6	13	8	21	6	9	18	10	87	71	68	65	61	27	28	86
Finland	4	9	5	20	5	9	20	22	81	71	71	58	53	18	18	83
France	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Germany	7	11	8	24	10	6	23	6	80	69	65	54	46	21	22	71
Greece	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Hungary	12	11	10	22	4	4	15	11	79	64	67	62	51	21	25	70
Iceland	11	14	14	23	6	6	10	12	77	61	72	59	54	18	37	86
Ireland	7	16	6	21	9	8	10	15	70	58	61	47	50	19	19	79
Israel	20	8	17	15	6	4	20	8	84	63	66	56	48	28	27	78
Italy	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Japan <sup>3</sup>	9	15	7	20	3	2	16	16	71	66	51	35	25	21	13	63
Korea	7	17	6	14	6	2	23	14	77	64	59	48	45	28	21	68
Latvia	6	8	8	30	3	7	18	12	89	72	72	60	56	20	22	80
Luxembourg	6	13	12	37	5	5	9	13	79	67	50	51	46	14	16	74
Mexico	8	4	9	31	3	2	27	12	74	55	65	54	49	28	27	66
Netherlands <sup>2</sup>	10	8	12	29	6	3	9	16	76	55	68	44	42	11	21	76
New Zealand	7	14	11	24	10	7	8	11	82	61	65	51	53	26	27	79
Norway	10	13	13	17	6	4	12	15	75	61	62	55	50	16	23	81
Poland	9	10	12	23	5	5	18	9	80	69	65	62	63	13	34	78
Portugal	6	11	12	24	6	2	17	13	79	60	66	57	59	23	28	79
Slovak Republic	13	7	12	19	6	4	14	16	79	68	68	63	62	12	26	75
Slovenia	8	8	9	20	6	5	21	8	87	66	63	62	56	16	24	77
Spain	11	12	8	20	6	5	15	14	79	59	63	55	49	12	24	72
Sweden	12	13	11	15	5	5	19	16	75	59	65	61	51	25	29	80
Switzerland	8	8	7	29	8	3	15	14	72	62	70	46	43	13	17	73
Turkey	6	14	9	36	2	2	14	10	74	59	51	44	52	29	25	67
United Kingdom	8	16	12	21	15	6	8	12	76	63	63	53	53	16	25	77
United States	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
<b>OECD average</b>	9	11	10	23	6	5	16	13	78	63	64	54	50	19	24	76
<b>EU22 average</b>	9	11	10	23	6	5	15	13	79	65	65	57	52	17	25	77
<b>Partners</b>																
Argentina	m	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	m
China	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
Colombia	7	4	9	39	2	6	21	6	66	48	70	60	48	22	32	72
Costa Rica	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
India <sup>2, 4</sup>	7	6	36	18	15	5	9	3	59	55	52	43	48	44	28	58
Indonesia	14	1	22	20	2	4	22	10	61	58	41	44	68	20	21	74
Lithuania	4	9	11	30	4	4	21	12	72	70	70	61	58	14	22	82
Russian Federation	9	4	14	22	3	5	24	8	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	m
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m
<b>G20 average</b>	9	10	13	23	6	4	18	10	72	61	57	48	48	24	23	68

Note: This table refers to the sum of all students entering a given tertiary level for the first time.

1. The distribution excludes two fields (Agriculture, forestry, fisheries and veterinary, and Services) which tend to represent a lower share of new entrants into tertiary education. The data for all fields are available in Education at a Glance Database, <http://stats.oecd.org/>.

2. Excludes new entrants at doctoral level.

3. Data for Information and communication technologies (ICT) only concerns short-term programmes. Data on ICT for the other levels of tertiary education are included in other fields of study.

4. Year of reference 2014.

Source: OECD/UIS/Eurostat (2017). See Source section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://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 entrants into tertiary education (2015)

	Percentage of female new entrants	Percentage of new entrants younger than 25 years old	Average age	Percentage of international new entrants	Share of new entrants by level of education			
					Short-cycle tertiary (2-3 years)	Bachelor's or equivalent	Master's or equivalent	
					(1)	(2)	(3)	(4)
<b>OECD</b>								
Australia	m	m	m	m	m	m	m	
Austria	54	79	22	20	46	37	17	
Belgium	57	95	20	13	1	96	2	
Canada	m	m	m	m	m	m	m	
Chile	52	79	22	0	47	51	1	
Czech Republic	58	85	22	14	1	89	10	
Denmark	56	72	25	15	21	72	7	
Estonia	m	m	m	m	m	m	m	
Finland	53	82	22	11	a	94	6	
France	m	m	m	m	m	m	m	
Germany	50	85	21	12	0	82	18	
Greece	m	m	m	m	m	m	m	
Hungary	56	87	22	9	11	74	16	
Iceland	59	70	25	20	6	88	7	
Ireland	m	m	m	m	m	m	m	
Israel	57	73	24	m	25	75	a	
Italy	55	96	20	4	1	84	15	
Japan	51	m	18	m	36	62	2	
Korea	m	m	m	m	m	m	m	
Latvia	m	m	m	m	m	m	m	
Luxembourg	52	65	24	45	18	48	34	
Mexico	49	94	20	0	10	90	a	
Netherlands	52	92	20	16	1	92	6	
New Zealand	54	74	23	33	32	68	a	
Norway	55	81	23	4	7	82	11	
Poland	55	88	21	4	m	m	m	
Portugal	56	91	20	3	1	84	16	
Slovak Republic	57	85	22	6	2	98 <sup>d</sup>	x(6)	
Slovenia	54	94	20	3	17	78	5	
Spain	53	85	21	m	35	55	10	
Sweden	57	72	24	11	13	62	25	
Switzerland	49	63	25	15	5	68	27	
Turkey	48	76	23	1	45	53	2	
United Kingdom	56	81	22	12	21	78	1	
United States	52	92	20	3	45	55	a	
<b>OECD average</b>	<b>54</b>	<b>82</b>	<b>22</b>	<b>11</b>	<b>17</b>	<b>74</b>	<b>9</b>	
<b>EU22 average</b>	<b>55</b>	<b>84</b>	<b>22</b>	<b>12</b>	<b>12</b>	<b>76</b>	<b>12</b>	
<b>Partners</b>								
Argentina <sup>1</sup>	56	67	24	m	m	m	a	
Brazil	m	m	m	m	m	m	m	
China	m	m	m	m	m	m	m	
Colombia	52	75	22	m	m	m	a	
Costa Rica	m	m	m	m	m	m	m	
India	46	m	m	m	a	100	0	
Indonesia	m	m	m	m	m	m	m	
Lithuania	53	90	21	4	a	95	5	
Russian Federation	52	m	m	m	42	49	9	
Saudi Arabia	46	80	22	m	m	m	a	
South Africa	m	m	m	m	m	m	m	
<b>G20 average</b>	<b>51</b>	<b>m</b>	<b>m</b>	<b>m</b>	<b>m</b>	<b>m</b>	<b>m</b>	

Note: This table refers to students entering tertiary education for the first time regardless of tertiary level.

1. Year of reference 2014.

Source: OECD/UIS/Eurostat (2017). See Source section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://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. **First-time entry rates, by tertiary level (2015)***Sum of age-specific entry rates, by demographic groups*

	Short-cycle tertiary (2-3 years)			Bachelor's or equivalent			Master's or equivalent			Doctoral or equivalent			First-time tertiary			
	Total	Excluding international students		Total	Excluding international students		Total	Excluding international students		Total	Excluding international students		Total	Excluding international students		
		Total	Younger than 25 years		Total	Total		Younger than 25 years	Total		Total	Younger than 30 years		Total	Total	Younger than 25 years
		(1)	(2)		(3)	(4)		(5)	(6)		(7)	(8)		(9)	(10)	(11)
<b>OECD</b>																
Australia	m	m	m	95	79	62	32	16	8	3.5	2.2	0.9	m	m	m	
Austria	36	35	30	43	35	29	26	19	16	3.4	2.2	1.5	71	57	48	
Belgium	1	1	1	71	63	62	27	24	23	m	m	m	69	60	59	
Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Chile	49	49	33	57	57	45	11	11	6	0.5	0.4	0.2	86	86	68	
Czech Republic	0	0	0	60	52	45	31	27	23	3.4	2.8	2.3	66	56	49	
Denmark	26	23	9	71	65	47	34	27	23	3.2	1.9	1.0	84	72	52	
Estonia	a	a	a	59	56	46	26	23	17	1.9	1.5	1.0	m	m	m	
Finland	a	a	a	55	52	42	12	9	4	2.3	1.6	0.7	56	49	42	
France	m	m	m	m	m	m	m	m	m	2.4	m	m	m	m	m	
Germany	0	0	0	51	48	41	30	22	21	3.9	3.3	2.7	63	56	48	
Greece	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Hungary	4	4	4	30	29	27	16	13	14	1.7	1.5	1.2	41	38	36	
Iceland	6	4	1	69	58	42	36	31	16	2.7	1.5	0.3	76	61	43	
Ireland	14	14	11	80	77	68	34	28	17	3.3	2.3	1.4	m	m	m	
Israel	21	m	m	52	49	35	22	21	9	2.0	1.8	0.7	68	m	m	
Italy	0	0	0	39	37	34	24	23	21	1.4	1.2	0.9	46	44	41	
Japan	29	m	m	50	m	m	8	m	m	1.2	1.0	0.7	80	m	m	
Korea	32	m	m	56	m	m	14	m	m	3.5	m	m	m	m	m	
Latvia	25	m	m	72	m	m	25	m	m	1.9	m	m	m	m	m	
Luxembourg	8	8	7	14	10	9	10	2	2	0.6	0.1	0.1	27	15	13	
Mexico	4	4	4	35	35	33	4	4	2	0.4	0.4	0.1	39	39	36	
Netherlands	2	2	1	63	56	54	21	16	15	1.3	0.8	0.7	68	57	54	
New Zealand	40	27	12	77	56	41	11	8	4	3.0	1.3	0.6	97	65	49	
Norway	6	6	3	66	63	52	29	26	21	2.5	1.8	0.6	73	70	59	
Poland	0	0	0	69	m	m	43	m	m	3.2	m	m	75	72	65	
Portugal	0	0	0	46	45	40	33	30	25	3.3	2.3	1.0	52	51	47	
Slovak Republic	1	1	1	55	52	m	38	36	m	2.4	2.2	1.7	56	53	47	
Slovenia	25	25	19	73	72	67	32	30	28	2.2	2.0	1.3	73	71	68	
Spain	26	m	m	48	47	43	15	12	11	3.4	2.7	1.6	73	m	m	
Sweden	9	9	4	44	42	31	29	24	18	2.4	1.5	0.7	62	55	41	
Switzerland	5	5	3	60	54	38	22	15	13	4.8	2.1	1.6	83	71	47	
Turkey	46	46	32	55	54	43	9	8	6	1.0	0.9	0.5	m	m	m	
United Kingdom	14	13	7	63	53	45	26	14	9	4.1	2.3	1.4	69	61	50	
United States	38	38	26	m	m	m	13	11	7	1.2	0.6	0.4	52	50	46	
OECD average	16	13	9	57	52	43	23	19	14	2.4	1.6	1.0	66	57	48	
EU22 average	11	9	6	55	49	43	27	21	17	2.6	1.9	1.2	62	54	48	
<b>Partners</b>																
Argentina <sup>1</sup>	56	m	m	53	m	m	5	m	m	0.7	m	m	67	m	m	
Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
China	37	m	m	33	m	m	4	m	m	0.3	m	m	m	m	m	
Colombia	18	18	12	28	28	20	7	7	2	0.1	0.1	0.0	45	45	32	
Costa Rica	6	m	m	44	m	m	m	m	m	m	m	m	m	m	m	
India	a	a	a	50	m	m	10	m	m	m	m	m	63	m	m	
Indonesia	0	m	m	7	m	m	1	m	m	0.0	m	m	m	m	m	
Lithuania	a	a	a	78	76	68	23	21	18	1.6	1.6	1.0	82	79	71	
Russian Federation	42	40	m	65	60	m	13	13	m	1.4	1.4	m	82	m	m	
Saudi Arabia	13	m	m	59	m	m	3	m	m	0.4	m	m	73	m	m	
South Africa	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
G20 average	24	m	m	51	m	m	13	m	m	1.8	m	m	64	m	m	

Note: Mismatches between the coverage of the population data and the new-entrant 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 2014.

Source: OECD/UIS/Eurostat (2017). See *Source* section for more information and Annex 3 for notes ([www.oecd.org/education/education-at-a-glance-19991487.htm](http://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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