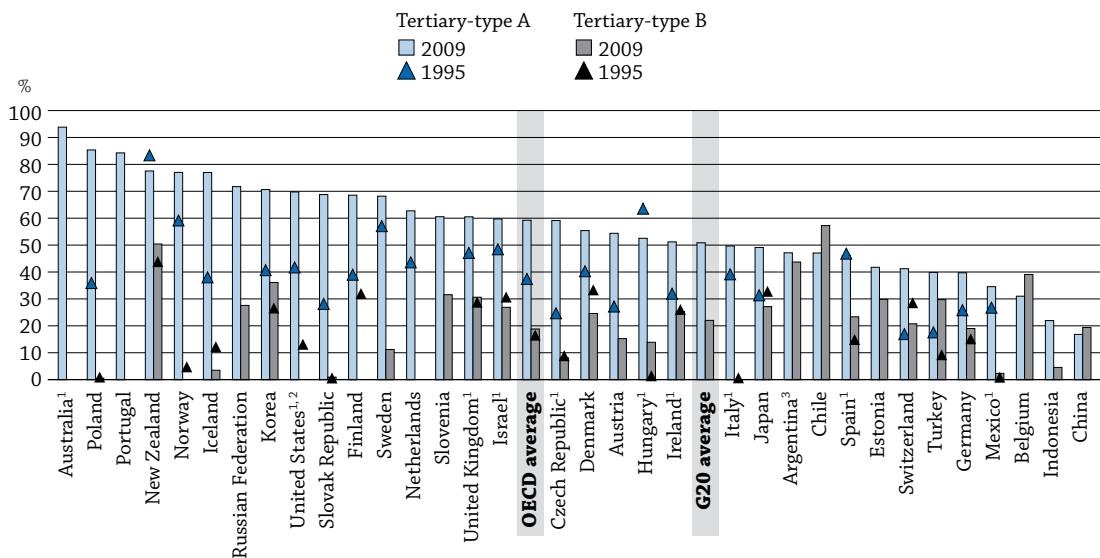


## HOW MANY STUDENTS WILL ENTER TERTIARY EDUCATION?

- Based on current patterns of entry, it is estimated that an average of 59% of today's young adults in OECD countries will enter tertiary-type A (largely theory-based) programmes and 19% will enter tertiary-type B (shorter, and largely vocational) programmes over their lifetimes.
- Between 1995 and 2009, 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.

**Chart C2.1. Entry rates into tertiary-type A and B education (1995 and 2009)**



1. Year of reference 2000 instead of 1995.

2. In 2009, the entry rates for tertiary-type A programmes include the entry rates for tertiary-type B programmes.

3. Year of reference 2008 instead of 2009.

Countries are ranked in descending order of entry rates for tertiary-type A education in 2009.

**Source:** OECD. Argentina, China, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). Tables C2.1, C2.2. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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### Context

Entry rates estimate the proportion of people who will 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 participation 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 exported to low-wage countries or mechanised, as well as from the growing understanding that knowledge and innovation are sources of growth in high-income 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**

- In Australia, Iceland, Korea, New Zealand, Norway, Poland, Portugal and the Russian Federation, **entry rates into tertiary-type A programmes averaged at least 70% in 2009.**
- **The age at which young people enter tertiary-type A education varies widely among countries**, from a median age of 18.6 in Japan to 23.7 in Israel. In some countries, the age range is fairly limited and most students are relatively young (Belgium, Indonesia, Italy, Japan and Slovenia), whereas in other countries, the spectrum is much wider and includes older students (Iceland, New Zealand, Portugal and Sweden).
- In the 23 OECD countries with available data, **an estimated 2.6% of today's young adults will enter advanced research programmes.**
- **High proportions of international students influence entry rates.** In Australia, the impact of international students is so great that entry rates drop significantly when international students are excluded.

## Analysis

### Overall access to tertiary education

It is estimated that 59% 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 enter these kinds of programmes, while in Belgium, China, Indonesia and Mexico, at most 35% do (Chart C2.1).

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 19% of young adults enters 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, Estonia, Korea, the Russian Federation, Slovenia, Turkey and the United Kingdom, to at least 50% in Chile and New Zealand. Although there are relatively few of these kinds of programmes offered in the Netherlands, this is expected to change with the introduction of a new programme of associate degrees. Finland and Norway have, respectively, no or only one tertiary-type B programme in their education systems (Chart C2.1).

Belgium, Chile and China are the three countries where more students entered tertiary-type B programmes in 2009. 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, Slovenia and the United Kingdom, have entry rates around the OECD average for academic programmes and comparatively high rates of entry for vocational programmes. New Zealand shows entry rates for both types of programmes that are among the highest of OECD countries. However, these entry rates are inflated by a greater incidence of entry at older ages and a larger proportion of international students (see below).

On average, in all OECD countries with comparable data, the proportion of young adults entering tertiary-type A programmes in 2009 increased by 12 percentage points since 2000 and by nearly 25 percentage points since 1995. Entry rates into these programmes increased by more than 20 percentage points between 2000 and 2009 in Australia, Austria, the Czech Republic, Korea, Poland and the Slovak Republic. Finland, Hungary, New Zealand and Spain are the only OECD countries that show a decline in entry rates into these programmes; however in Hungary and Spain, 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 2009 mirrored the rise and fall of the number of international students over the same period.

Among OECD countries, overall net entry rates into tertiary-type B programmes between 1995 and 2009 have remained relatively stable except in Spain and Turkey, where they have increased by 20 percentage points. Denmark reclassified these types of programmes as tertiary-type A after 2000, which partly explains the changes observed in that country between 1995 and 2009 (Chart C2.1).

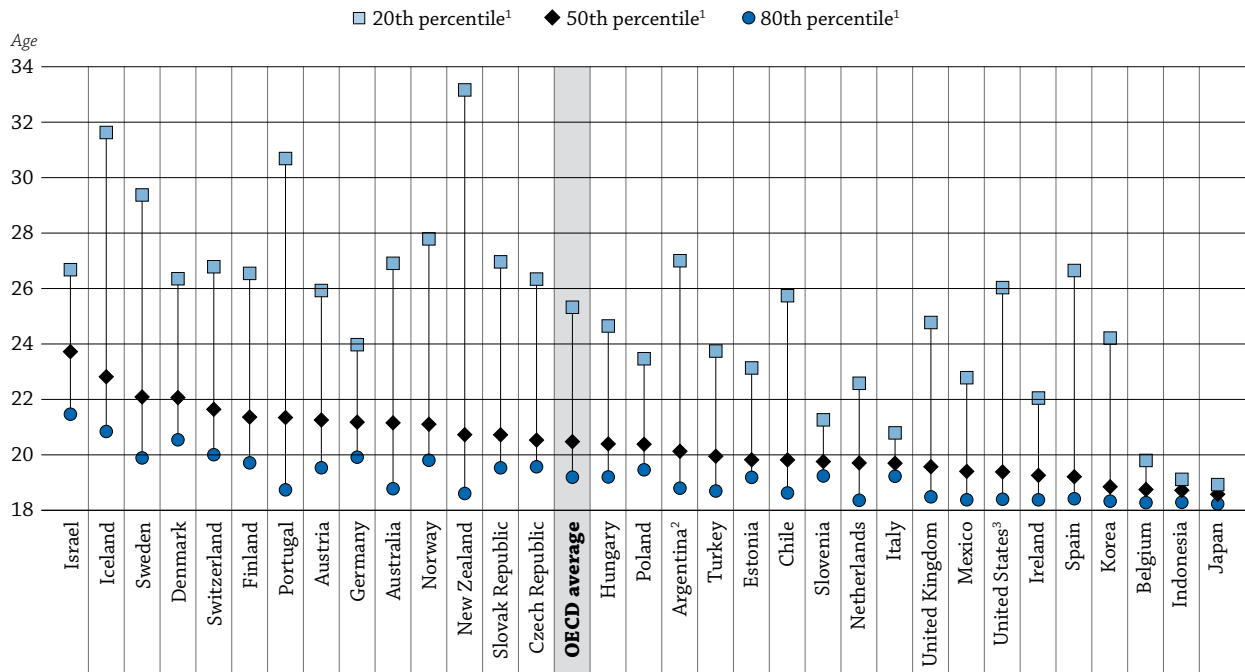
It is expected that 2.6% of today's young adults in the 23 OECD countries with comparable data will enter advanced research programmes during their lifetimes. Among all countries with available data, the proportions range from less than 1% in Argentina, Chile, Indonesia, Mexico and Turkey to at least 4% in Austria and Switzerland (Table C2.1).

### Age of new entrants into tertiary-type A education

The age of new entrants into tertiary education varies among OECD countries for reasons that include differences in the typical graduation ages from upper secondary education, the intake capacity of institutions (admissions with *numerus clausus*) and the opportunity to enter the labour market before enrolling in tertiary education. People entering tertiary-type B programmes may also enter tertiary-type A programmes later in their lives.

Traditionally, students enter academic programmes immediately after having completed upper secondary education, and this remains true in many countries. For example, in Belgium, Indonesia, Ireland, Italy, Japan, Mexico, the Netherlands, and Slovenia, 80% of all first-time entrants into tertiary-type A programmes are under 23 years of age (Chart C2.2).

**Chart C2.2. Age distribution of new entrants into tertiary-type A programmes (2009)**



1. 20%, 50% and 80% of new entrants, respectively, are below this age.

2. Year of reference 2008.

3. The entry rates for tertiary-type A programmes include the entry rates for tertiary-type B programmes.

Countries are ranked in descending order of entry rates for tertiary-type A education in 2009 (50th percentile).

**Source:** OECD. Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). Table C2.1. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

**StatLink** <http://dx.doi.org/10.1787/888932461484>

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 programmes typically represent a much wider age range. In Denmark, Iceland, Israel and Sweden, the median age of students when they start tertiary education is 22 or older.

The proportion of older first-time entrants into these programmes may reflect the flexibility of the programmes (i.e. in the United States) and their suitability to students outside the typical age group. It may also reflect the value placed on work experience before accessing higher education, which is characteristic of the Nordic countries and is common in Australia, Hungary, New Zealand and Switzerland, where a sizeable proportion of new entrants are 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 23 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 (Table C2.1).

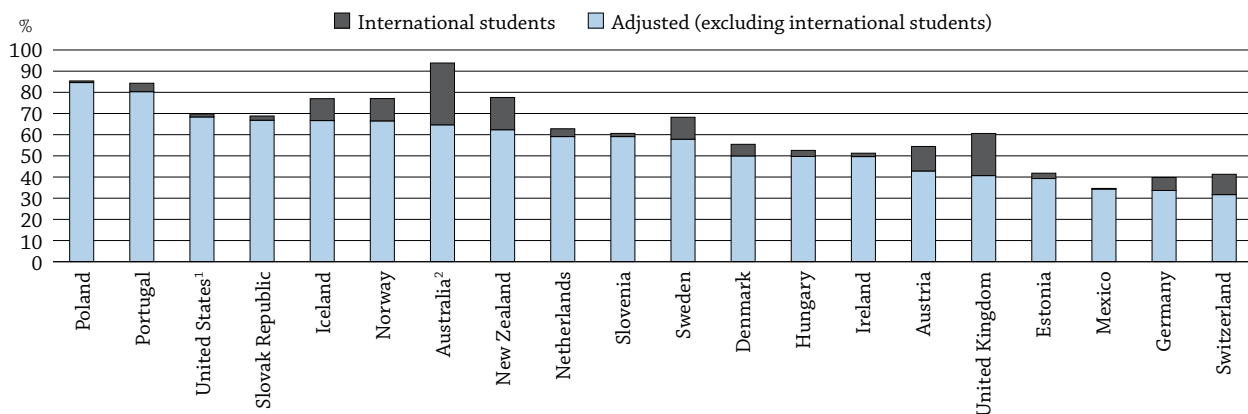
During the recent economic crisis, young people may have postponed their entry into the labour market and stayed in education. Some governments also developed second-chance programmes, aimed at people who left school early, to raise the skills level of the workforce and make professionalising education a real option for young people. 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) are presented in Chart C2.3.

In Australia, the impact is so great – a 29 percentage-point difference – that its entry rates slip from the top to the seventh position. In Austria, Iceland, New Zealand, Norway, Sweden, Switzerland and the United Kingdom the presence of international students also affects entry rates greatly, with differences of from 9 to 20 percentage points (Table C2.1).

**Chart C2.3. Entry rates into tertiary-type A education: Impact of international students (2009)**




1. The entry rates at tertiary-type A level include entry rates at tertiary-type B level.

2. Year of reference 2008.

Countries are ranked in descending order of adjusted entry rates for tertiary-type A education in 2009.

Source: OECD, Table C2.1. See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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Of course, the greatest impact of international students on indicators such as those on entry and graduation rates (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.

### 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, and the two programmes are 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 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 entry rates into tertiary education may also be those that offer pathways between the two types of programmes. There are also indications that previous schooling plays an important role in securing access to and equal opportunities in tertiary education (Box C2.1).

**Box C2.1. PISA performance in reading at age 15 and access to tertiary education**

In 2000, Canada launched the Youth in Transition Survey (YITS) in conjunction with the OECD Programme for International Student Assessment (PISA). Since then, the 30 000 Canadian students who participated in PISA 2000 have been interviewed every two years to collect information about their experiences in education and the labour market.

The Canadian example has demonstrated the value of linking PISA to a longitudinal follow-up and can be a model for other OECD countries that are contemplating a strategy to seek a better understanding of the social and economic impact of competencies acquired by the school-age population.

Better school performance at age 15 is associated with linear pathways through education and higher attainment, notably a university education; but the Canadian evidence on nonlinear pathways (those that shift between education and work) shows that many paths are available for young people to pursue a successful academic and professional career. Sizable proportions of university (14%) and college students (35%) worked before pursuing their post-secondary education degrees. Those at work in 2006 formed the most heterogeneous group of respondents in terms of their PISA 2000 scores.

Combining PISA and YITS, the evidence shows that, in Canada, educational attainment was associated with higher performance in PISA 2000. The vast majority of university students who were 21 in 2006 were top performers in PISA 2000, scoring at Level 4 or 5.

Generally speaking, students who completed secondary school at an older-than-average age, regardless of whether they attended post-secondary education or not, had not performed as well on the PISA survey in 2000. Also, students proceeding directly to work from school had low PISA scores. This may be indicative of the negative association between disruptions to schooling or grade repetition on both achievement and later outcomes.

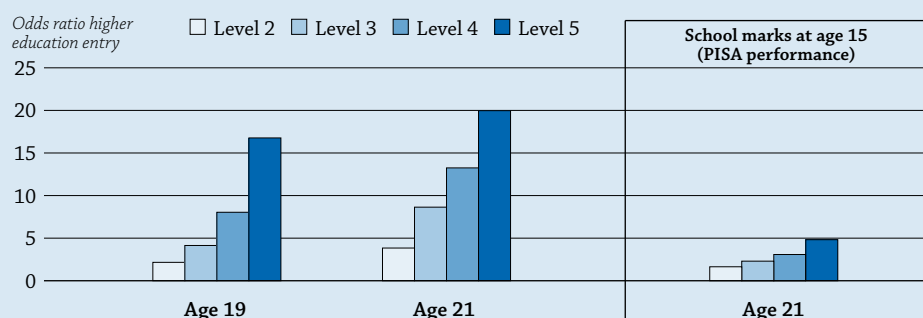
Higher achievement in PISA can, to some extent, predict the transition from and to education, work and inactivity. High PISA scores are associated with completing secondary school and participating in at least some post-secondary education, even after taking other student background characteristics into account. Students in the bottom quartile of PISA reading scores were much more likely to drop out of secondary school and less likely to have completed a year beyond grade 12 than those in the top quartile. High achievers were more likely to still be in education at age 21 and also less likely to be in work. If they did work, they were more likely to return to education later. Among young men, greater proficiency in reading and mathematics had a positive association with transitions to post-secondary education, while less proficiency was associated with the transition to work. Among young women, less proficiency in mathematics had a negative relationship with transitions to work, as did low levels of education among the students' mothers. Other background characteristics, such as parents' income, did not help predict transition, but income inequality in Canada is not as great as it is in the majority of the other OECD countries.

Longitudinal multivariate analyses from PISA and YITS show the importance of the competencies measured by PISA and other student background characteristics for access to and persistence in post-secondary education and university course choice. For example, students at the top level of reading proficiency in PISA 2000 (Level 5) were twenty times more likely to attend university than those at or below Level 1, even after accounting for other background characteristics. The marks in reading that students achieved in school also contributed significantly to the likelihood of attending post-secondary education, particularly university, although that association was weaker when compared with achievement on the PISA reading survey.


...

Student background characteristics, including intergenerational transmission, also play an important role. Students with university-educated parents were 4.5 times more likely to attend university, even after adjusting for a range of other background characteristics. Furthermore, participation in university (tertiary-type A programme) was more sensitive to background characteristics than participation in college (tertiary-type B programme). Almost two-thirds of students from high-income households attended university compared with one-third from the lowest income group. Some 61% of young people born outside of Canada attended university compared to 43% of Canadian-born youth. Young women were more likely to attend university than young men. In some cases, gender differences in the choice of field of study were marked: for example, young men were five times more likely to choose pure science than young women.

### Increased likelihood of participation in post-secondary education among 19-21 year-olds associated with PISA reading proficiency level at age 15 (Canada)



Source: OECD (2010j).

StatLink  <http://dx.doi.org/10.1787/888932478945>

#### How to read this chart

The chart shows the increased likelihood of participation in post-secondary education among 19-21 year-olds associated with reading proficiency as measured by the PISA survey at age 15 (Canada), after accounting for school engagement, gender, mother tongue, place of residence, parents' education and family income (reference group PISA Level 1). The horizontal axis shows the PISA proficiency level that 15-year-old Canadians had attained in 2000. Level 2 is the baseline proficiency level and Level 5 is the top proficiency level in reading.

The lightest bar shows, for example, how many times more likely someone who attained Level 2 at age 15 was, at age 19 and 21, to have made a successful transition to university, as compared to someone who did not attain baseline PISA Level 2. The bars at the end of the chart show how school marks at age 15 can predict the subsequent success of young people.

Note: see OECD (2010j).

## Definitions

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

**International/foreign 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 school-leaver 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 on trends in entry rates (Table C2.2) 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 2010.

Tables C2.1 and C2.2 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 C2.1 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 each level of tertiary education 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

OECD (2010j), *Pathways to Success: How Knowledge and Skills at Age 15 Shape Future Lives in Canada*, OECD, Paris.



Table C2.1. **Entry rates into tertiary education and age distribution of new entrants (2009)**

Sum of net entry rates for each year of age, 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	of which < 25	Men	Women	Adjusted from international students <sup>1</sup> (All age groups)	M+W	of which < 25	Men	Women	Adjusted from international students <sup>1</sup> (All age groups)	20th percentile <sup>2</sup>	50th percentile <sup>2</sup>	80th percentile <sup>2</sup>	M+W	of which < 30	Men	Women	Adjusted from international students <sup>1</sup> (All age groups)	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	
<b>OECD</b>																			
Australia	m	m	m	m	m	94	69	82	107	65	18.8	21.2	26.9	3.2	1.5	3.2	3.1	2.0	
Austria	15	8	14	16	15	54	43	48	61	43	19.5	21.3	25.9	9.1	5.7	9.0	9.1	7.2	
Belgium	39	37	33	46	m	31	30	29	33	m	18.3	18.8	19.8	m	m	m	m	m	
Canada	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Chile	57	41	58	56	m	47	35	43	52	m	18.6	19.8	25.7	0.3	0.2	0.3	0.3	m	
Czech Republic	8	7	5	12	m	59	48	51	68	m	19.6	20.5	26.3	3.5	2.7	3.8	3.1	m	
Denmark	25	13	25	24	22	55	43	44	67	50	20.5	22.1	26.4	3.2	2.1	3.4	2.9	2.5	
Estonia	30	22	23	36	30	42	35	34	50	39	19.2	19.8	23.1	2.4	1.5	2.2	2.5	2.3	
Finland	a	a	a	a	a	69	52	60	78	m	19.7	21.4	26.5	m	m	m	m	m	
France	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Germany	19	14	12	26	m	40	34	39	40	34	19.9	21.2	24.0	m	m	m	m	m	
Greece	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Hungary	14	11	10	18	14	53	44	48	57	50	19.2	20.4	24.6	1.5	1.1	1.6	1.4	1.4	
Iceland	4	n	4	3	4	77	49	58	97	67	20.8	22.8	31.6	2.3	0.7	1.7	3.0	1.7	
Ireland	25	19	30	20	25	51	45	44	58	50	18.4	19.3	22.0	m	m	m	m	m	
Israel	27	19	26	28	m	60	40	53	66	m	21.5	23.7	26.7	2.1	0.8	2.0	2.2	m	
Italy	n	n	n	n	n	50	46	42	58	m	19.2	19.7	20.8	2.3	m	2.1	2.4	m	
Japan	27	m	20	35	m	49	m	55	43	m	18.2	18.6	18.9	1.0	m	1.4	0.6	m	
Korea	36	31	33	40	m	71	60	72	69	m	18.3	18.8	24.2	2.4	0.9	2.8	1.9	m	
Luxembourg	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Mexico	2	2	3	2	2	35	29	35	35	34	18.4	19.4	22.8	0.3	0.1	0.4	0.3	0.3	
Netherlands	n	n	n	n	n	63	56	58	68	59	18.4	19.7	22.6	m	m	m	m	m	
New Zealand	50	23	45	55	41	78	51	64	91	62	18.6	20.7	33.2	2.8	1.5	3.0	2.7	1.5	
Norway	n	n	n	n	n	77	58	64	91	66	19.8	21.1	27.8	3.0	1.6	3.0	3.1	1.8	
Poland	1	1	n	1	m	85	74	76	95	85	19.5	20.4	23.5	m	m	m	m	m	
Portugal	n	n	n	n	n	84	61	74	95	80	18.7	21.3	30.7	2.9	1.1	2.5	3.3	2.5	
Slovak Republic	1	1	1	1	m	69	53	56	82	67	19.5	20.7	27.0	3.1	2.0	3.2	3.0	2.8	
Slovenia	32	22	31	32	31	61	56	48	74	59	19.2	19.8	21.3	1.5	1.0	1.2	2.0	1.3	
Spain	23	20	22	25	m	46	39	39	54	m	18.4	19.2	26.6	2.7	1.7	2.4	3.0	m	
Sweden	11	6	10	12	11	68	46	57	80	58	19.9	22.1	29.4	3.0	1.7	3.1	3.0	2.1	
Switzerland	21	10	22	20	m	41	32	40	43	32	20.0	21.6	26.8	4.9	3.7	5.4	4.4	2.5	
Turkey	30	24	33	27	m	40	34	42	38	m	18.7	20.0	23.7	0.6	0.4	0.7	0.6	m	
United Kingdom	31	9	22	40	28	61	49	53	68	41	18.5	19.6	24.8	2.6	1.6	2.8	2.4	1.4	
United States	x(6)	x(7)	x(8)	x(9)	m	70	54	62	78	68	18.4	19.4	26.0	m	m	m	m	m	
OECD average	19	13	17	21	m	59	47	52	66	m	19.2	20.5	25.3	2.6	1.6	2.7	2.6	m	
EU21 average	16	11	14	18	m	58	47	50	66	m	19.3	20.6	24.8	3.1	1.9	3.0	3.1	m	
<b>Other G20</b>																			
Argentina <sup>3</sup>	44	27	26	62	m	47	35	41	53	m	18.8	20.1	27.0	0.5	m	0.5	0.5	m	
Brazil	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
China	19	m	17	22	m	17	m	15	18	m	m	m	m	2.4	m	2.6	2.3	m	
India	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	m	
Indonesia	5	5	4	5	m	22	22	22	22	m	18.3	18.7	19.1	0.1	n	0.1	0.2	m	
Russian Federation	28	m	x(1)	x(1)	m	72	m	x(6)	x(6)	m	m	m	m	2.1	m	x(14)	x(14)	m	
Saudi Arabia	m	m	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	m	m	
G20 average	22	m	17	26	m	51	m	47	52	m	m	m	m	1.6	m	1.6	1.4	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. 20%, 50% and 80% of new entrants, respectively, are below this age.

3. Year of reference 2008.

Source: OECD, Argentina, China, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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


StatLink  <http://dx.doi.org/10.1787/888932464429>

Table C2.2. Trends in entry rates at the tertiary level (1995–2009)

	Tertiary-type 5A <sup>1</sup>							Tertiary-type 5B						
	1995	2000	2005	2006	2007	2008	2009	1995	2000	2005	2006	2007	2008	2009
	(1)	(2)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(18)	(19)	(20)	(21)	(22)
<b>OECD</b>														
Australia	m	59	82	84	86	87	<b>94</b>	m	m	m	m	m	m	<b>m</b>
Austria	27	34	37	40	42	50	<b>54</b>	m	m	9	7	7	9	<b>15</b>
Belgium	m	m	33	35	30	31	<b>31</b>	m	m	34	36	37	37	<b>39</b>
Canada	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	<b>m</b>
Chile	m	m	46	42	41	45	<b>47</b>	m	m	35	33	49	48	<b>57</b>
Czech Republic	m	25	41	50	54	57	<b>59</b>	m	9	8	9	8	9	<b>8</b>
Denmark	40	52	57	59	57	59	<b>55</b>	33	28	23	22	22	21	<b>25</b>
Estonia	m	m	54	41	39	42	<b>42</b>	m	m	33	32	32	31	<b>30</b>
Finland	39	71	73	76	71	70	<b>69</b>	32	a	a	a	a	a	<b>a</b>
France	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	<b>m</b>
Germany <sup>2</sup>	26	30	36	35	34	36	<b>40</b>	15	15	14	13	13	14	<b>19</b>
Greece	15	30	43	49	43	42	<b>m</b>	5	21	13	31	23	26	<b>m</b>
Hungary	m	64	68	66	63	57	<b>53</b>	m	1	11	10	11	12	<b>14</b>
Iceland	38	66	74	78	73	73	<b>77</b>	12	10	7	4	3	6	<b>4</b>
Ireland	m	32	45	40	44	46	<b>51</b>	m	26	14	21	21	20	<b>25</b>
Israel	m	48	55	56	57	60	<b>60</b>	m	31	25	26	28	26	<b>27</b>
Italy	m	39	56	56	53	51	<b>50</b>	m	1	n	n	n	n	<b>n</b>
Japan	31	40	43	45	46	48	<b>49</b>	33	32	33	32	30	29	<b>27</b>
Korea	41	45	54	59	61	71	<b>71</b>	27	51	51	50	50	38	<b>36</b>
Luxembourg	m	m	m	m	m	25	<b>m</b>	m	m	m	m	m	n	<b>m</b>
Mexico	m	27	30	31	32	34	<b>35</b>	m	1	2	2	2	2	<b>2</b>
Netherlands	44	53	59	58	60	62	<b>63</b>	n	n	n	n	n	n	<b>n</b>
New Zealand	83	95	79	72	76	72	<b>78</b>	44	52	48	49	48	46	<b>50</b>
Norway	59	67	73	70	70	71	<b>77</b>	5	5	n	n	n	n	<b>n</b>
Poland	36	65	76	78	78	83	<b>85</b>	1	1	1	1	1	1	<b>1</b>
Portugal	m	m	m	53	64	81	<b>84</b>	m	m	m	1	1	n	<b>n</b>
Slovak Republic	28	37	59	68	74	72	<b>69</b>	1	3	2	1	1	1	<b>1</b>
Slovenia	m	m	40	46	50	56	<b>61</b>	m	m	49	43	38	32	<b>32</b>
Spain	m	47	43	43	41	41	<b>46</b>	3	15	22	21	21	22	<b>23</b>
Sweden	57	67	76	76	73	65	<b>68</b>	m	7	7	10	9	10	<b>11</b>
Switzerland	17	29	37	38	39	38	<b>41</b>	29	14	16	15	16	19	<b>21</b>
Turkey	18	21	27	31	29	30	<b>40</b>	9	9	19	21	21	23	<b>30</b>
United Kingdom	m	47	51	57	55	57	<b>61</b>	m	29	28	29	30	30	<b>31</b>
United States	m	42	64	64	65	64	<b>70</b>	m	13	x(7)	x(8)	x(9)	x(10)	<b>x(11)</b>
OECD average	37	47	54	55	55	56	<b>59</b>	17	16	18	18	18	17	<b>19</b>
OECD average for countries with 1995, 2000 and 2009 data	37	50					<b>62</b>	19	19					<b>20</b>
EU21 average	35	46	53	54	54	54	<b>58</b>	11	12	15	16	15	14	<b>16</b>
<b>Other G20</b>														
Argentina	m	m	m	m	m	47	<b>m</b>	m	m	m	m	m	44	<b>m</b>
Brazil	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	<b>m</b>
China	m	m	m	m	m	m	<b>17</b>	m	m	m	m	m	m	<b>19</b>
India	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	<b>m</b>
Indonesia	m	m	m	m	m	m	<b>22</b>	m	m	m	m	m	m	<b>15</b>
Russian Federation	m	m	65	65	66	69	<b>72</b>	m	m	32	31	31	30	<b>28</b>
Saudi Arabia	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	<b>m</b>
South Africa	m	m	m	m	m	m	<b>m</b>	m	m	m	m	m	m	<b>m</b>
G20 average	m	m	m	m	m	m	<b>52</b>	m	m	m	m	m	m	<b>20</b>


Note: Columns showing entry rates for the years 2001–04 (i.e. Columns 3–6, 14–17) 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 the series between 2008 and 2009 due to a partial reallocation of vocational programmes into ISCED 2 and ISCED 5B.

Source: OECD, Argentina, China, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). See Annex 3 for notes ([www.oecd.org/edu/eag2011](http://www.oecd.org/edu/eag2011)).

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

StatLink  <http://dx.doi.org/10.1787/888932464448>