

First-time entry rates into university-level education, by OECD country and sex of student: 2010

(Percent)

Country	Both sexes	Male	Female
OECD average	61.7	54.8	68.9
Australia	96.5	83.3	110.3
Iceland	93.2	74.1	113.1
Portugal ^a	89.3	78.3	100.7
Poland	84.2	73.1	95.7
New Zealand	79.6	65.8	93.3
Slovenia	76.7	63.8	90.5
Norway	76.2	63.6	89.3
Sweden	75.9	65.0	87.3
United States	74.3	66.7	82.2
Korea	71.1	70.8	71.4
Finland	68.1	61.3	75.3
Netherlands	65.5	61.0	70.1
Denmark	65.4	53.2	78.2
Slovak Republic	65.2	54.8	76.2
Austria	63.1	56.5	70.1
United Kingdom	63.1	55.8	70.6
Czech Republic	60.3	51.6	69.6
Israel	59.7	53.4	66.2
Ireland	55.9	50.7	61.1
Hungary	53.8	49.7	58.1
Spain	51.5	43.6	59.9
Japan	50.7	56.1	45.1
Italy	49.1	41.8	56.9
Chile ^b	46.6	42.8	50.5
Switzerland	43.7	42.5	45.0
Estonia	42.6	35.4	50.1
Germany	42.5	41.7	43.4
Turkey	40.1	39.8	40.5
Belgium	32.7	31.5	33.9
Mexico	32.6	32.9	32.4
Luxembourg	27.6	26.1	29.3

OECD = Organisation for Economic Co-operation and Development.

^a Entry rate for Portugal was overestimated because it included students who enrolled in the first year of any postsecondary program, instead of a university-level education program.

^b Because of late changes, Chile's rate was not included in the OECD average calculation.

NOTES: According to OECD, university-level education (typically referred to as a "tertiary-type A" program) provides education that is largely theoretical and is intended to provide sufficient qualifications for gaining entry to advanced research programs and professions with high-skill requirements. Entry into these programs normally requires successful completion of upper secondary education (e.g., high school); admission is competitive in most cases. OECD calculates entry rates by dividing number of first-time entrants of a specific age in each type of tertiary program by the total population in the corresponding age group and then adding results for each single year of age. Entry rates can be very high, and even greater than 100%, during a period when an unexpected category of people (e.g., international students) decides to enter tertiary education in a particular country. In general, entry rates for countries that are net exporters of students may be underestimated, and entry rates for countries that are net importers may be overestimated.

SOURCE: OECD, *Education at a Glance: OECD Indicators 2012* (2012).