



Development trends of higher education

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Main Trends and Issues

- Increasing pressure on higher educational institutions to take in more students
- Students choose differently from older generations
- Is there a scope for further expansion of higher education?
- Equality and Quality of education A challenge for the whole educational system





Quantity challenges

Education systems continue to expand at a rapid pace; more and more of the population are educated to upper secondary level and have ambitions for higher education . For some countries demographic changes give some relief. On average, across OECD countries, 68% of the adult population has completed an upper-secondary education. Korea has seen a particular rapid expansion over all age cohorts. Turkey and Poland have seen a substantial increase among 25-35 year olds.



Percentage of 15-year-olds expecting to complete higher education (2003)



In most European countries the age group 15-24 will decrease substantially by 2020 particularly in East and Central Europe (Index 100 in 2000)





Meeting demands for higher education

More and more of the population are educated to the tertiary level with substantially different preferences than previous generations .

Growth in university-level qualifications

Approximated by the percentage of persons with ISCED 5A/6 qualification born in the age groups shown below (2005)



Young individuals choose differently

Ratio of 25-to-34-year-olds with ISCED 5A and 6 levels of education to 55-to-64-year-olds, by fields of education (2004)



1. Year of reference 2001. Only ISCED 5A of educational attainment.





Is there a risk of over–supply of higher educated individuals?

Across OECD countries, the increasing supply of well-educated labor has been matched by the creation of high-paying jobs.



Changes in higher education and changes in unemployment for lower secondary educated adults: late 1990s and early 2000s



Relative earnings premium from having a university degree (2005 or latest available year) For 25-to-64-year-olds

The earnings benefits from holding a university degree are positive and strong among OECD countries. In all but three of the 20 countries with available data, the earnings benefit increased between 1997 and 2003, in Germany, Italy and Hungary by between 20% and 40%

% of index





Equity and Quality

There is a lack of international comparable information, but some light has been shed on these issues by Pisa and future surveys will add to our knowledge.



Quality - Top performers matter Excellence in education and countries' research intensity



Equity - Variation in student performance



PISA 2006: Science Competencies for Tomorrow's World, Figure 4.1a.

Inequalities between schools links with intake of students from disadvantaged background to higher education



OECD surveys on education

- PISA (Programme for International Student Assessment)
 - Since 2000; 250-300,000, 15-year-old students in 55 countries are assessed every third year
- PIAAC (Program for the International Assessment of Adult Competencies)
 - PIAAC launched in January this year; 22 OECD countries signed up; 5,000 adults being assessed in each country; Survey starts 2011; Results in 2012
- PISA for higher education
 - Assessment of students in higher education; Feasibility study under way and expert groups formed



Thank you for listening !

- www.oecd.org/edu/eag2007

- www.pisa.oecd.org
 - All national and international publications
 - The complete micro-level database
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