

Higher Education in the era of globalisation

OECD Japan Seminar
Tokyo, 6 February 2013

Andreas Schleicher
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Deputy Director for Education

Formal learning

Education providers

Informal learning

Traditional institutions

Is there no end to the expansion of higher education?

Traditional institutions

How successful do institutions engage with evolving learning needs?

Learner Ownership

Four questions...

Informal learning

Innovators

Who can make a systemic difference to closing skills gaps?

Can we extend mass education for some to personalised learning for all?

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Informal learning

The composition of the global talent pool has changed...

Countries' share in the population with tertiary education, for 25-34 and 55-64 year-old age groups,

55-64-year-old population

About **39** million people
who attained tertiary level

25-34-year-old population

About **81** million people
who attained tertiary level

The composition of the global talent pool has changed...

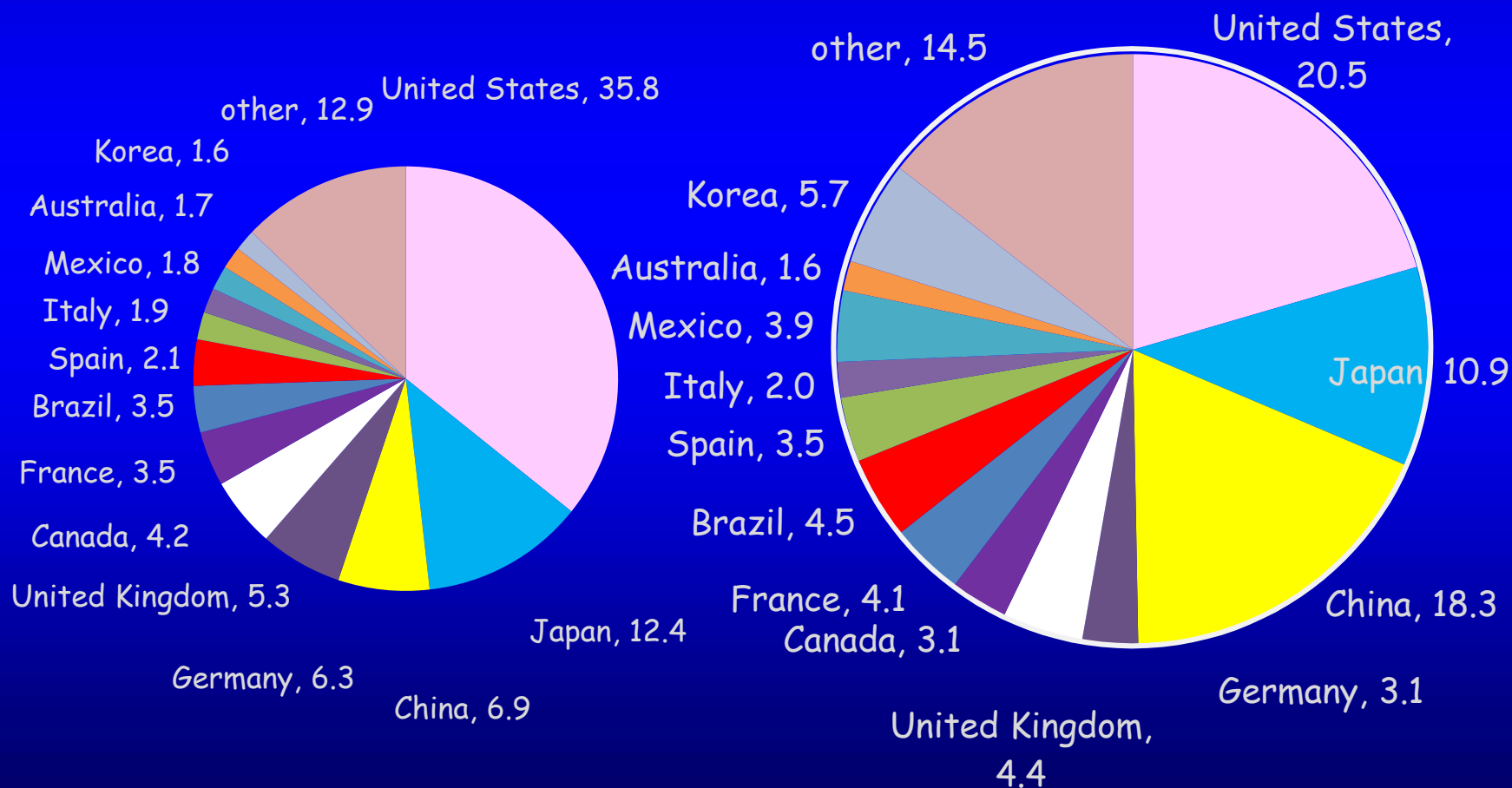
Countries' share in the population with tertiary education, for 25-34 and 55-64 year-old age groups

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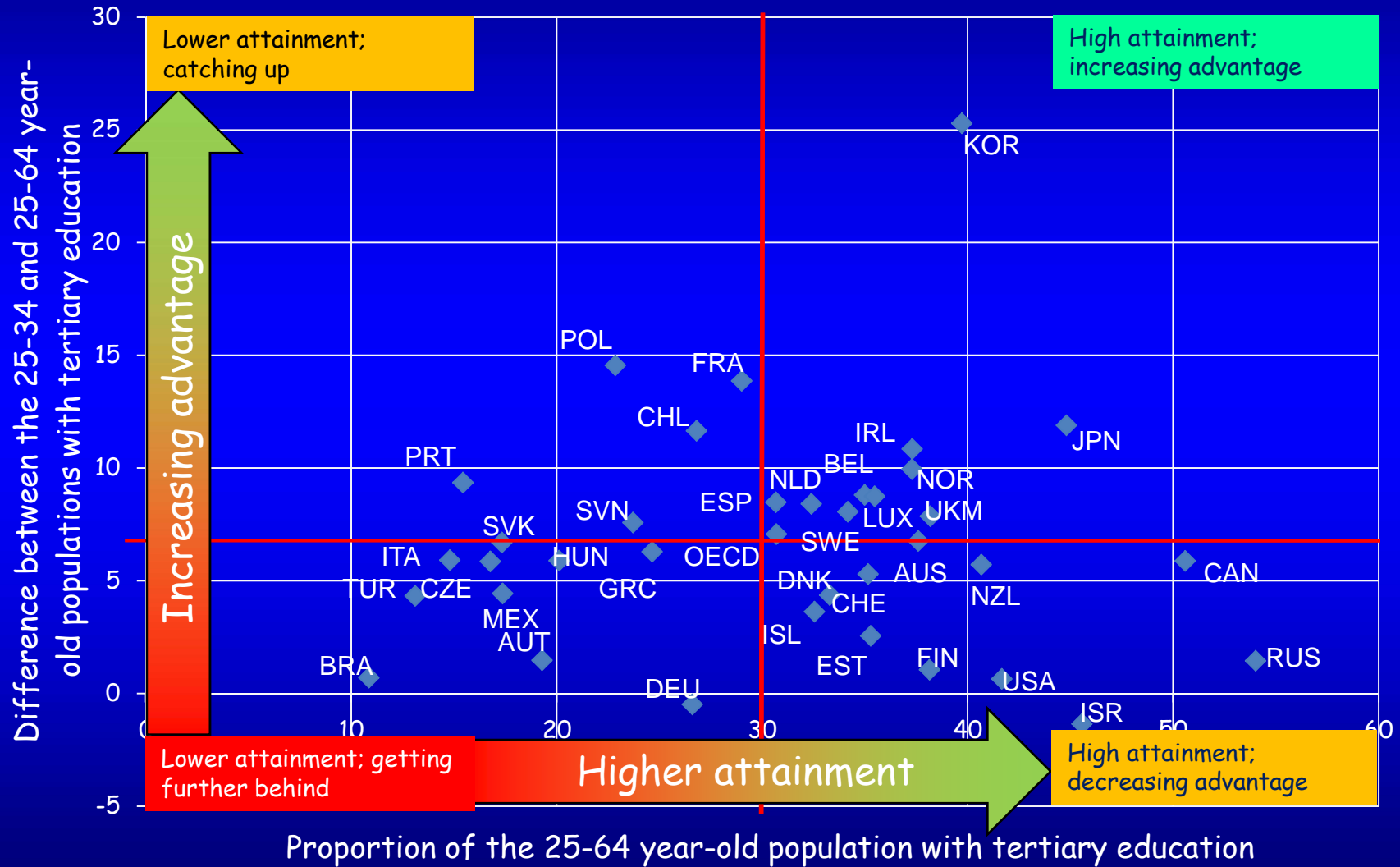
55-64-year-old population

25-34-year-old population



Current and future stock of high qualifications

Proportion of populations with tertiary education and potential growth (2010)



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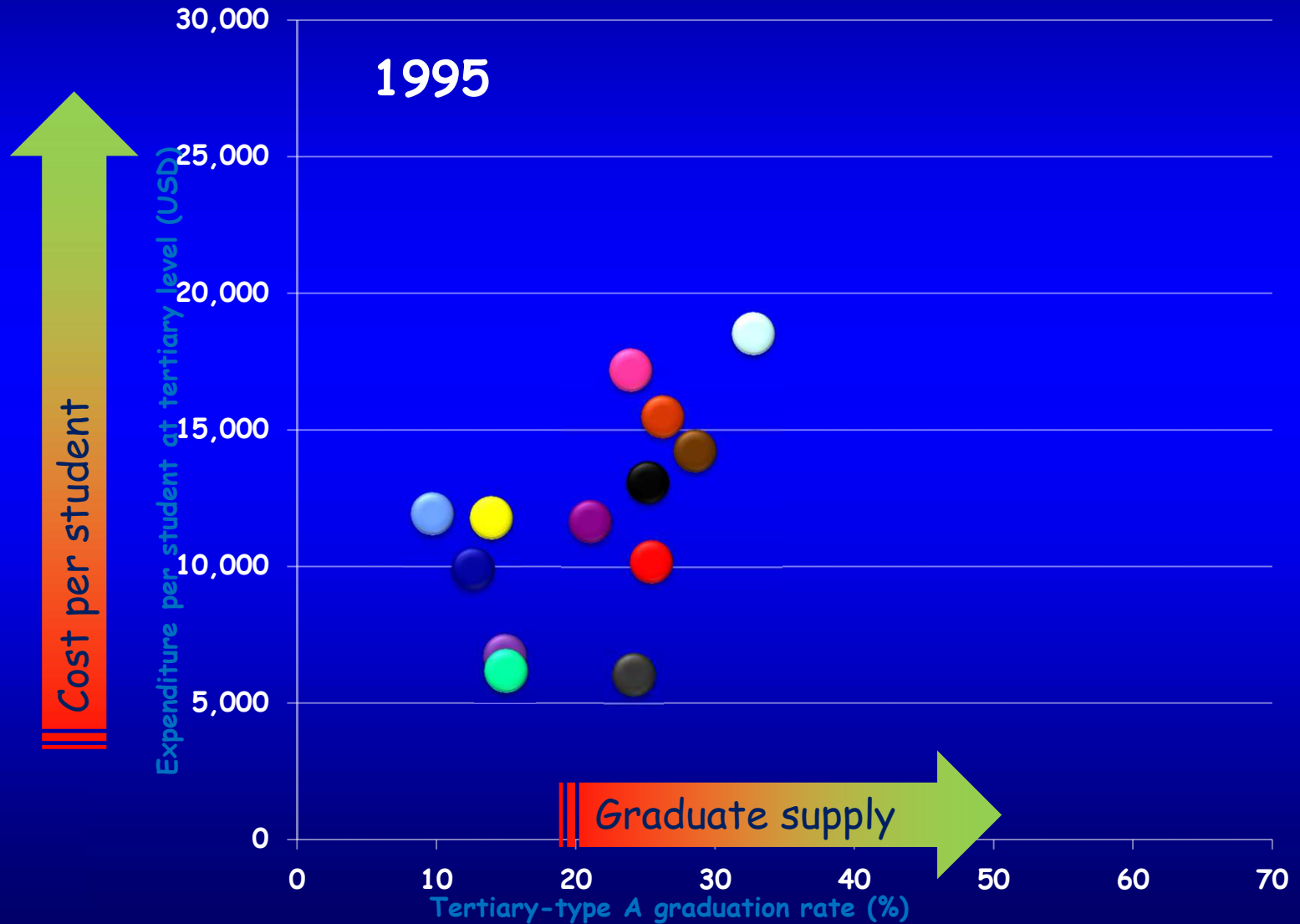
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Chart A1.3

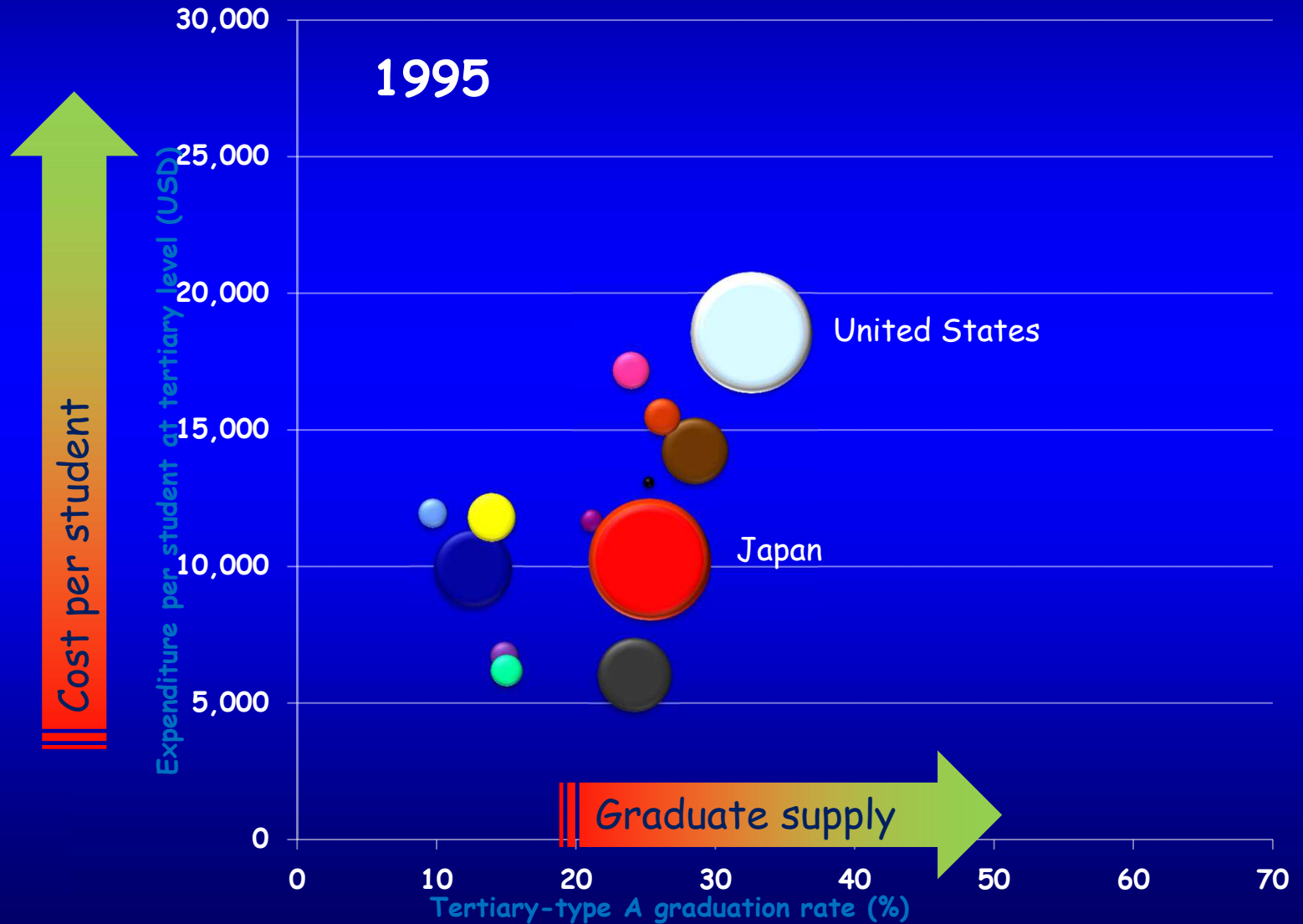
A world of change - higher education

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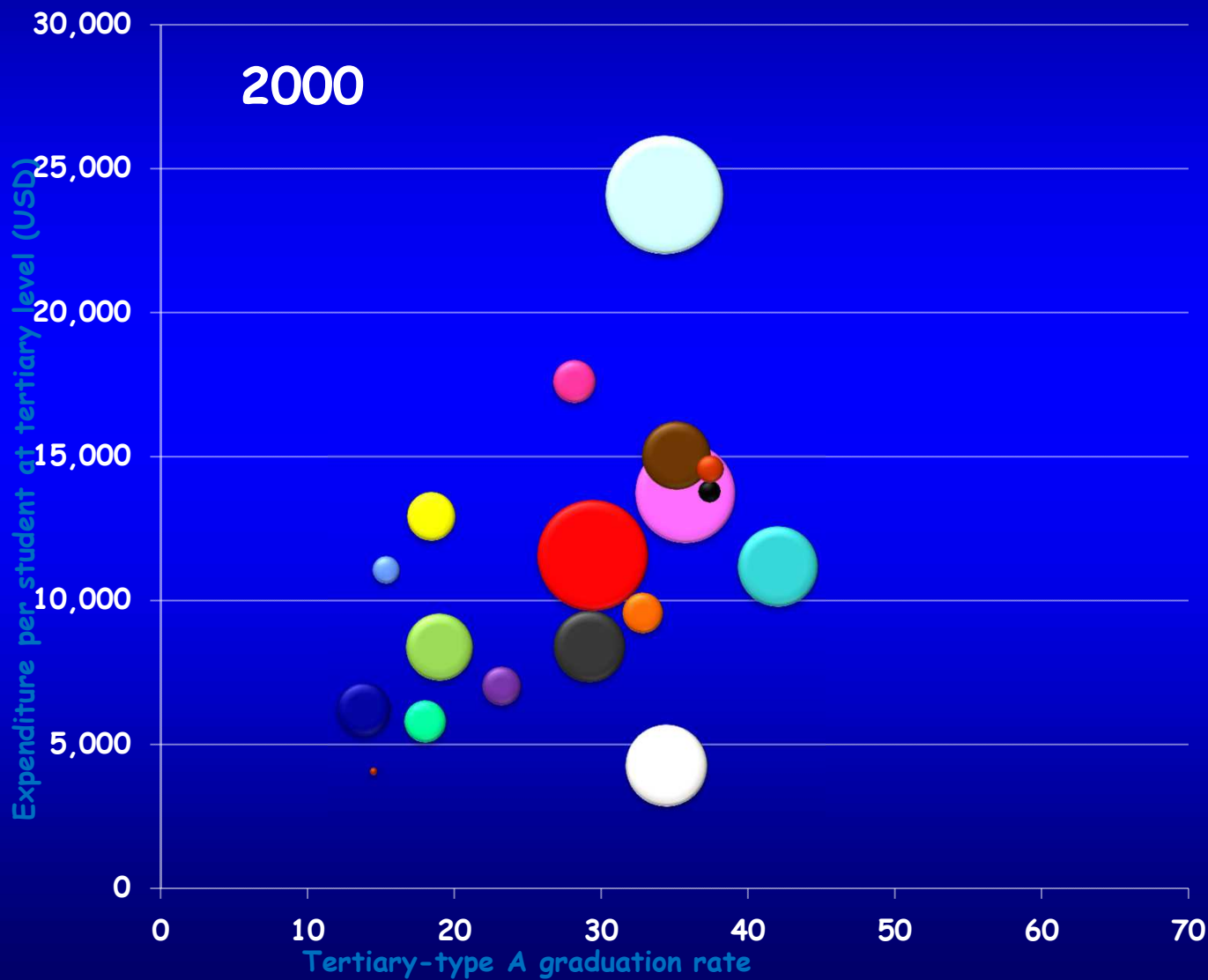
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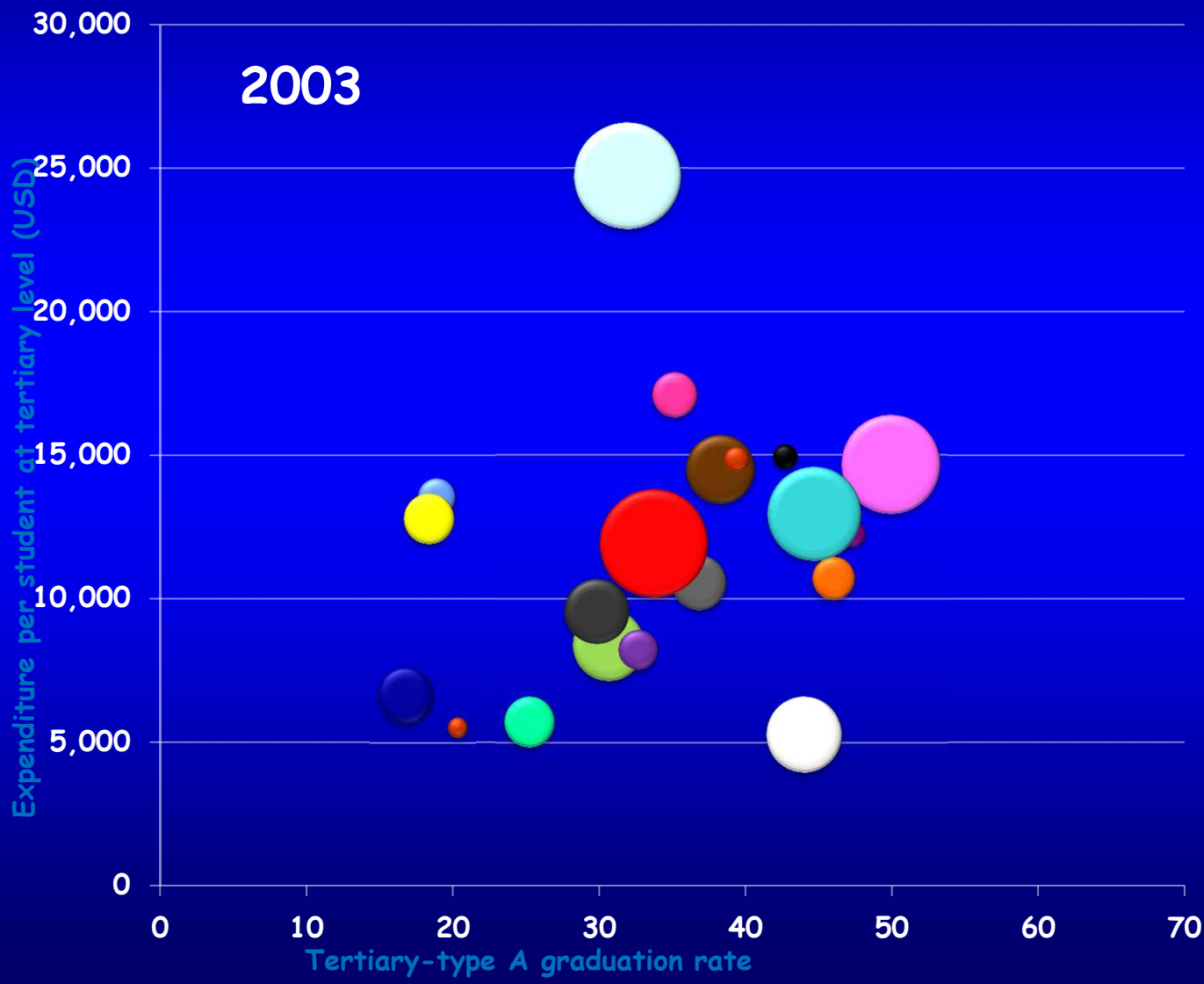
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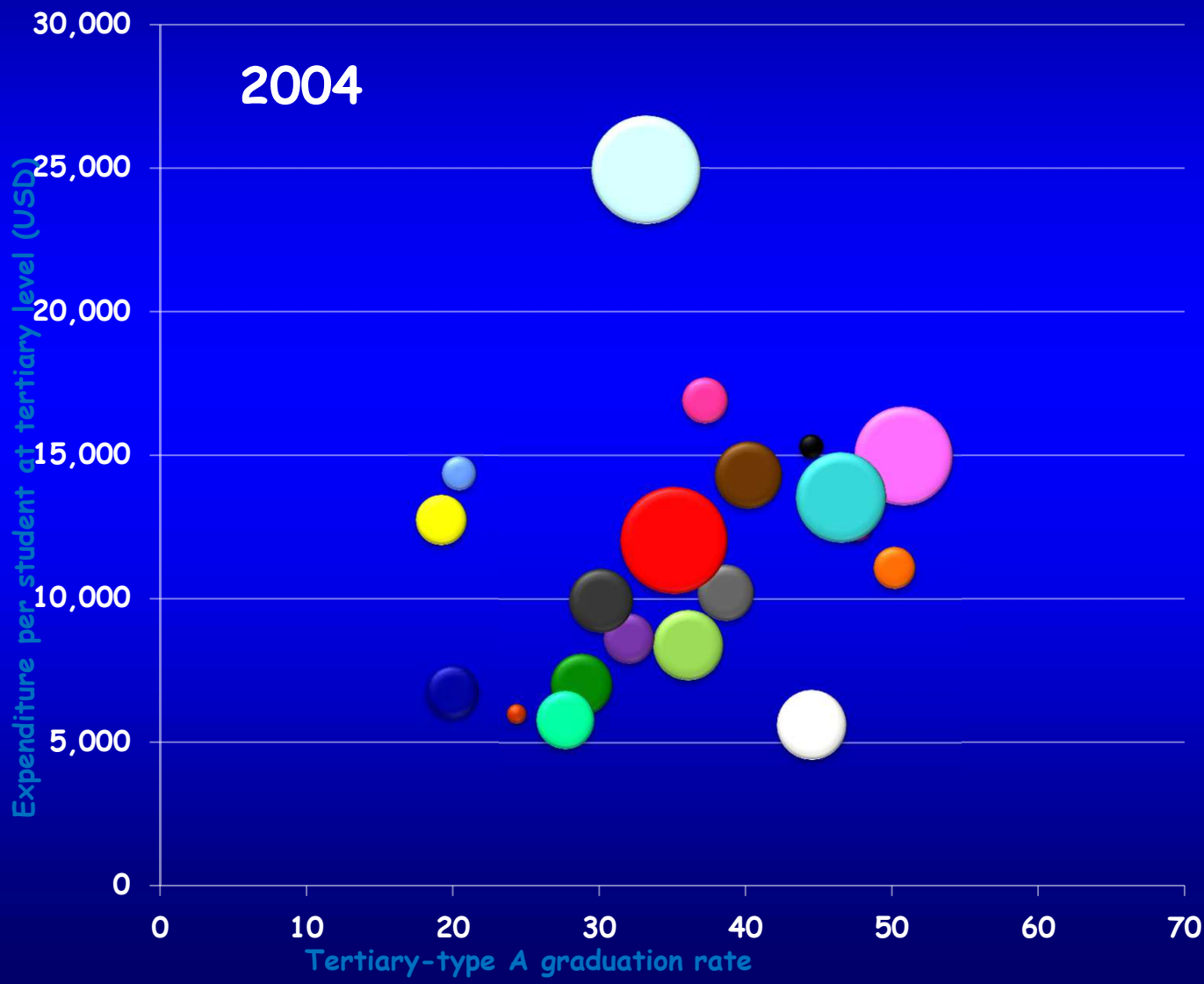
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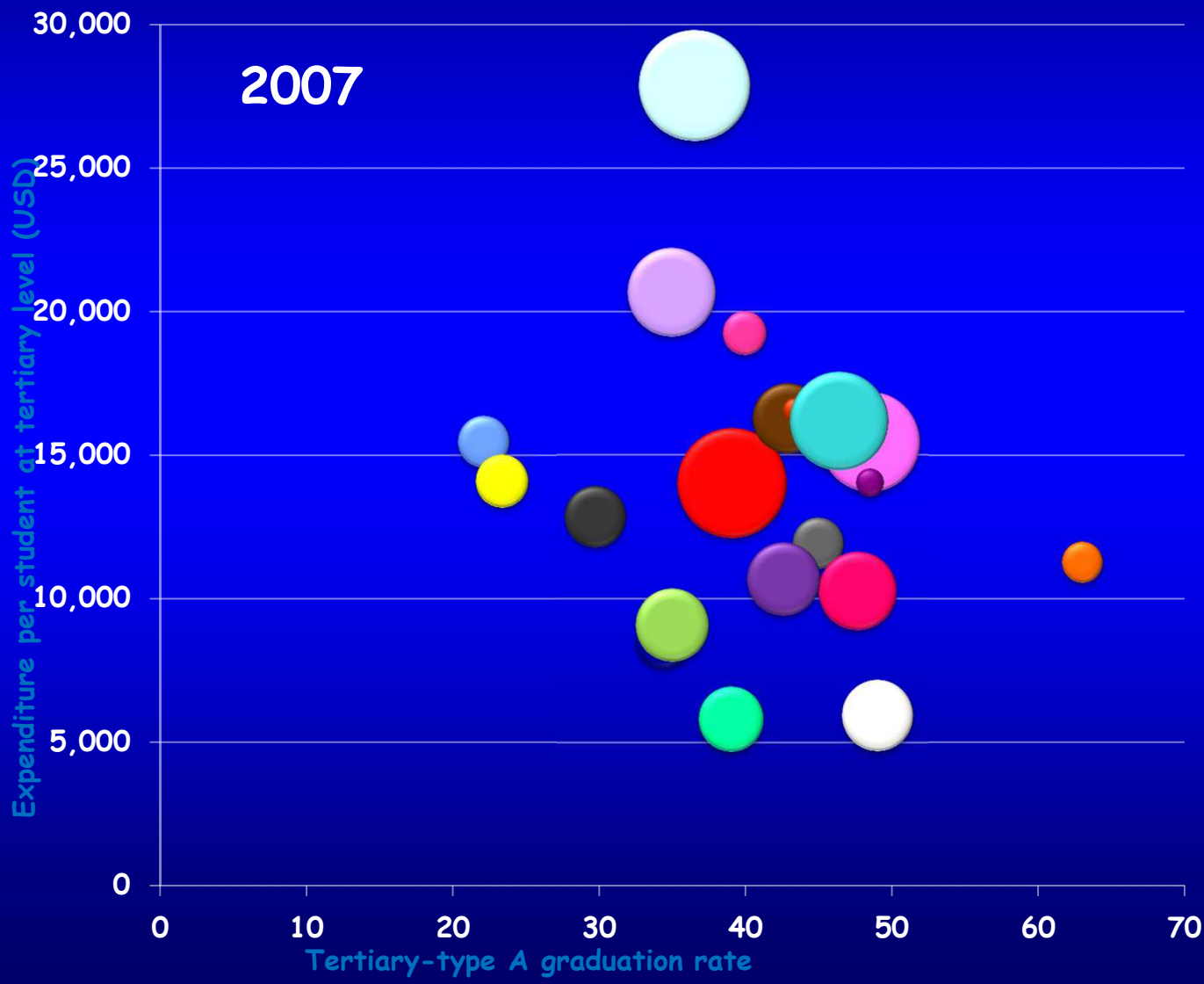
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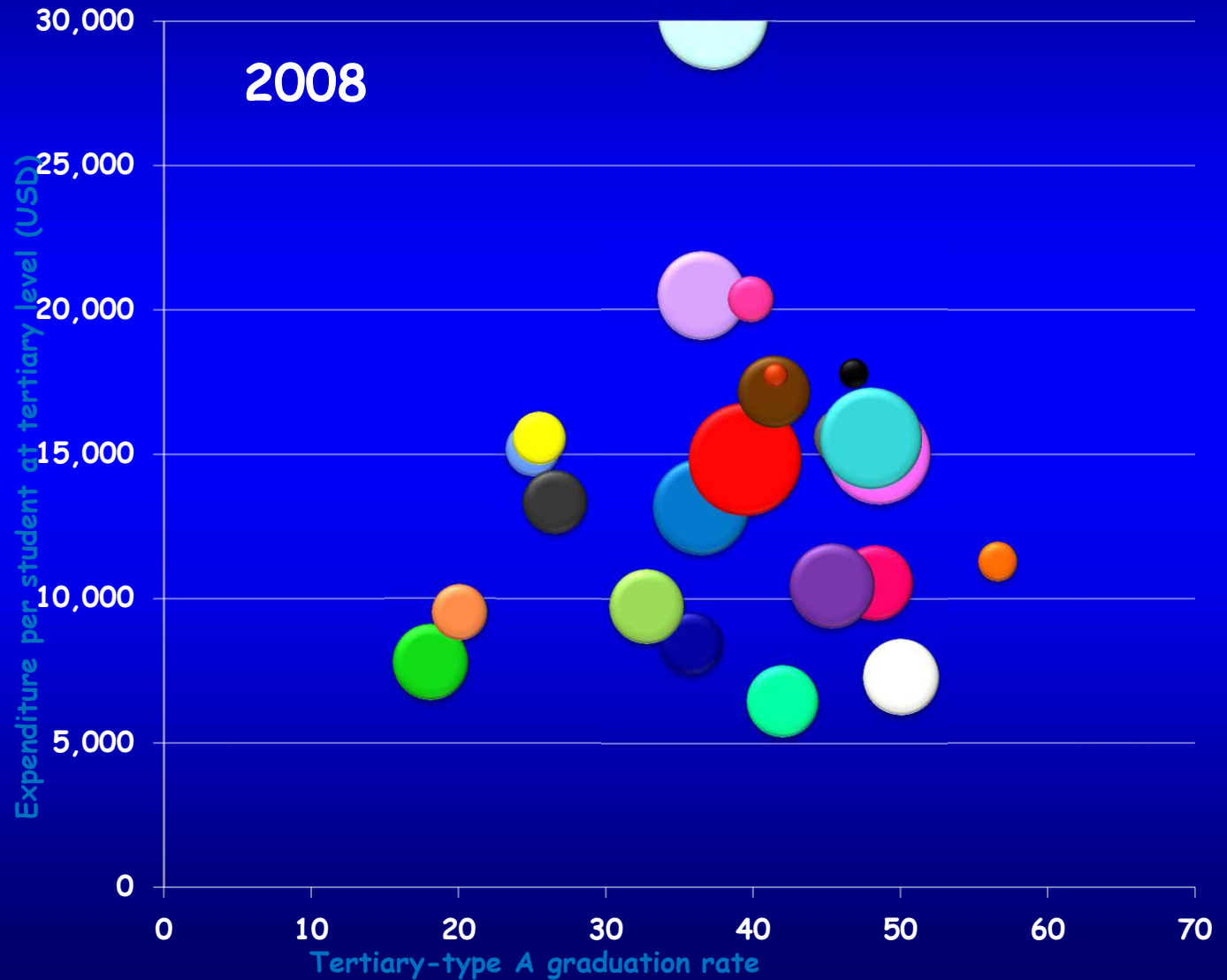
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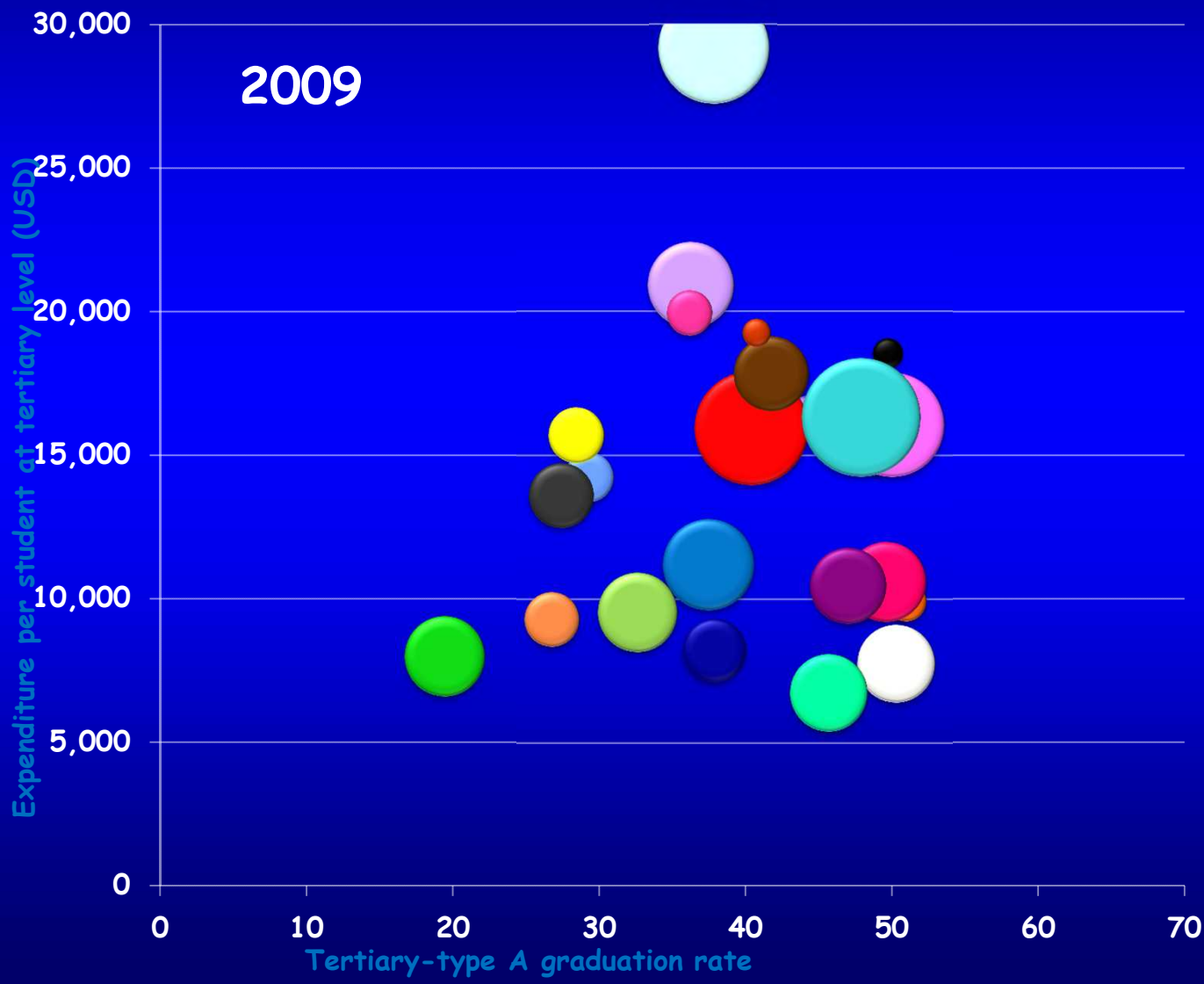
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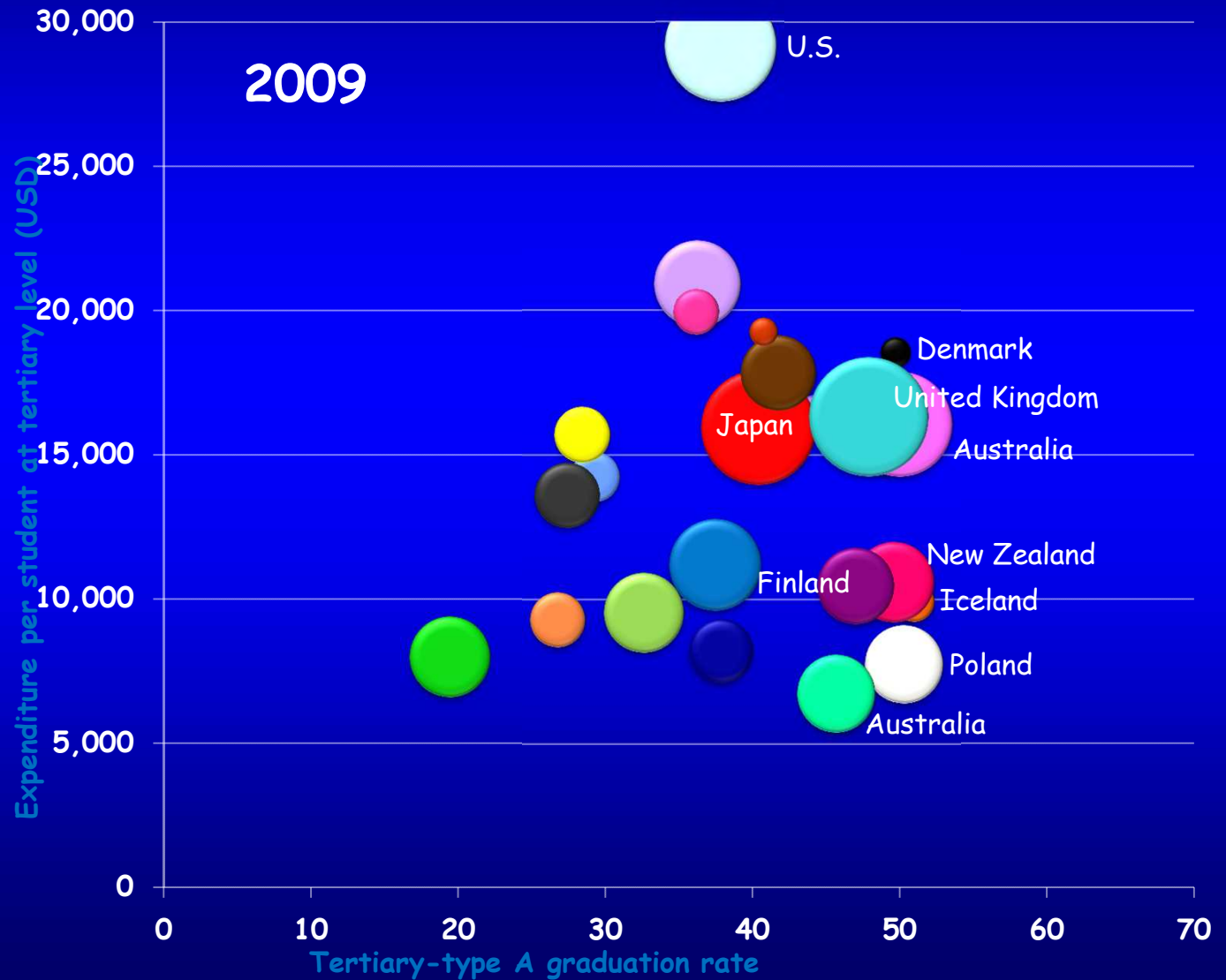
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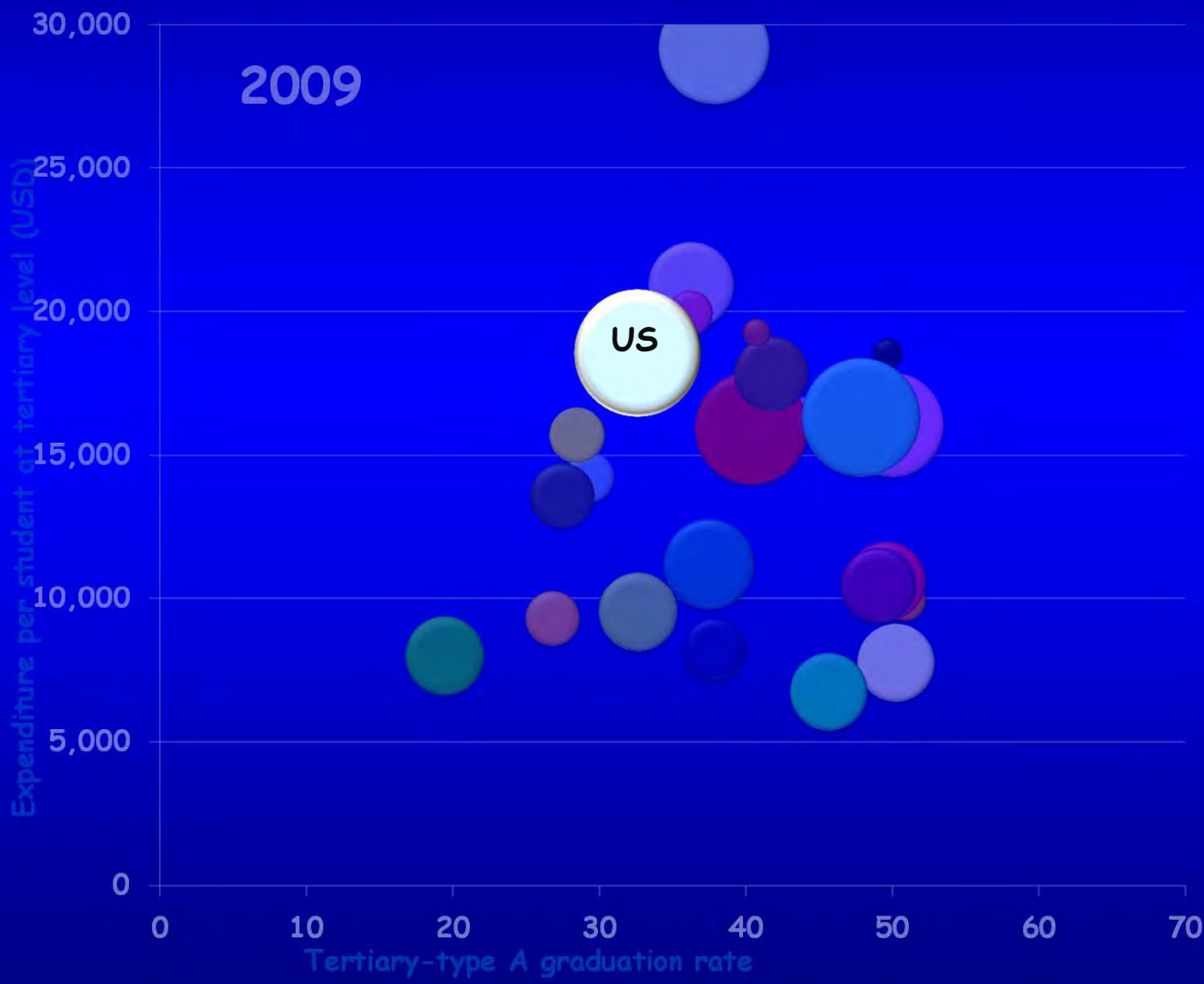
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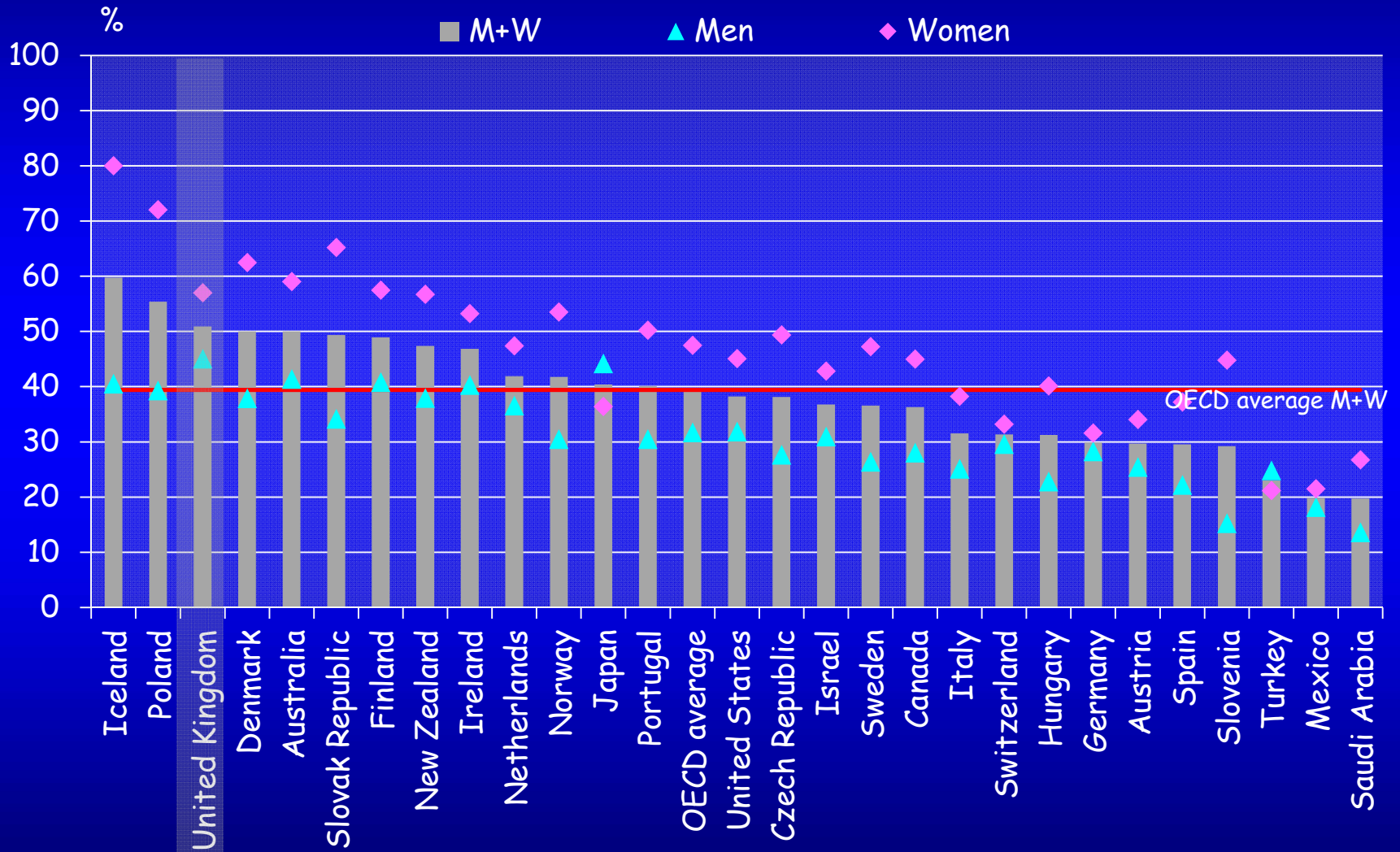


Graduation rates from higher education, by gender

Tertiary-type A graduation rates (first-time graduation) (2010)

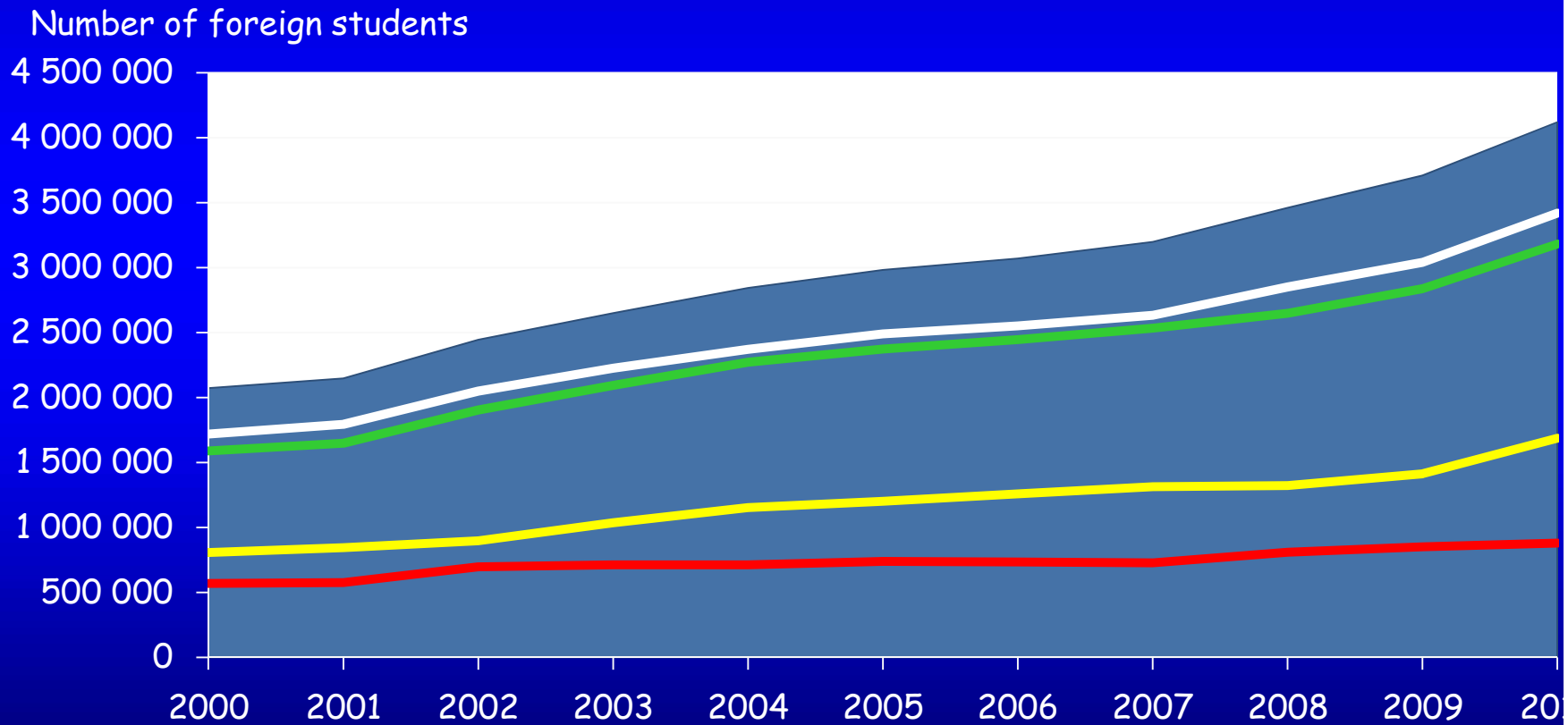
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Evolution in the number of students enrolled outside their country of citizenship (2000 to 2010) By region of destination

Worldwide In OECD In EU countries In G20 countries In North America



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Chart C4.1

Distribution of foreign students in tertiary education, by country of destination (2010)

Percentage of foreign tertiary students (reported to the OECD) who are enrolled in each country of destination

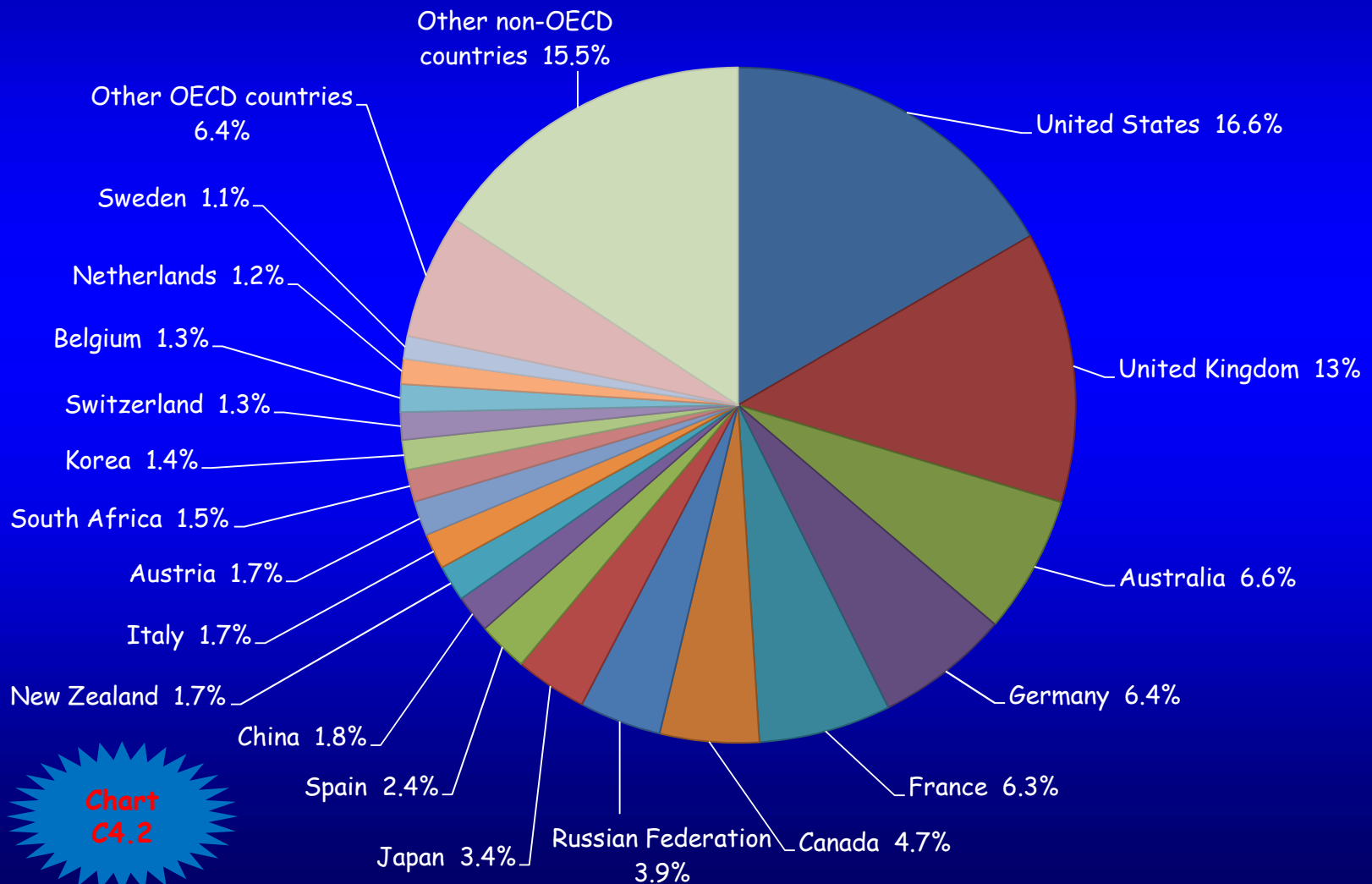


Chart
C4.2

Distribution of foreign students in tertiary education, by continent of origin (2010)

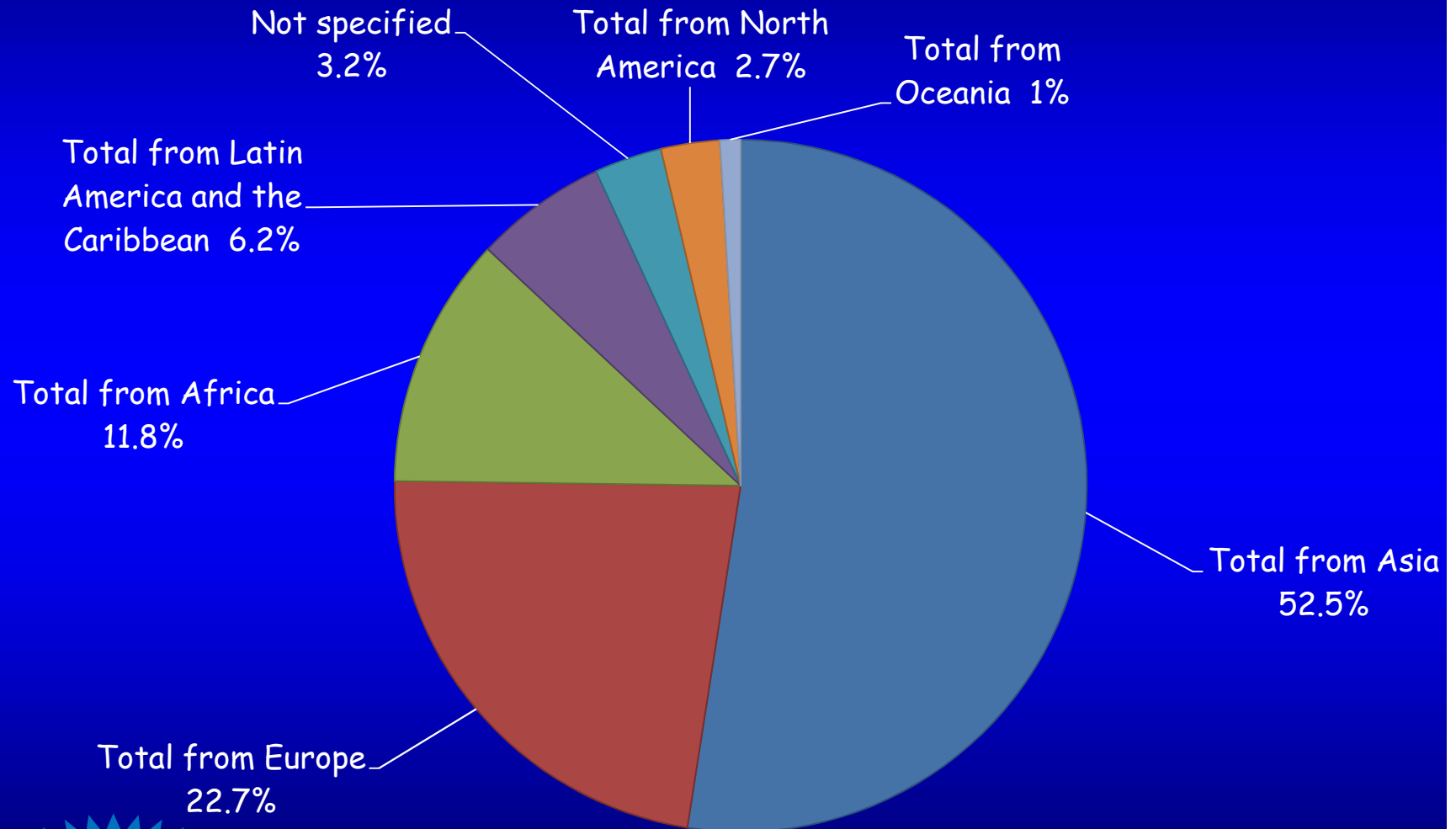
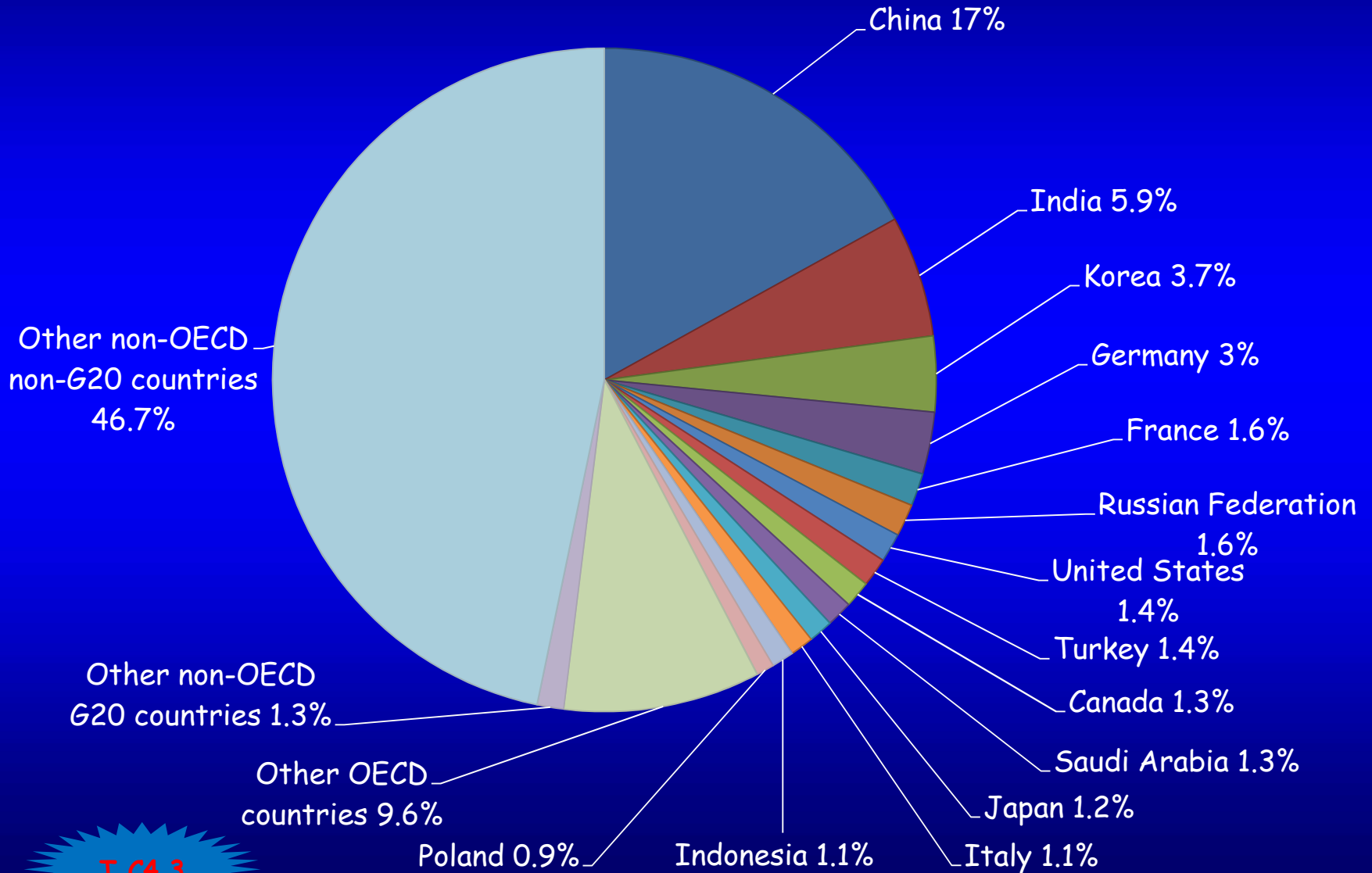


Chart
C4.5

Distribution of foreign students in tertiary education, by country of origin (2010)

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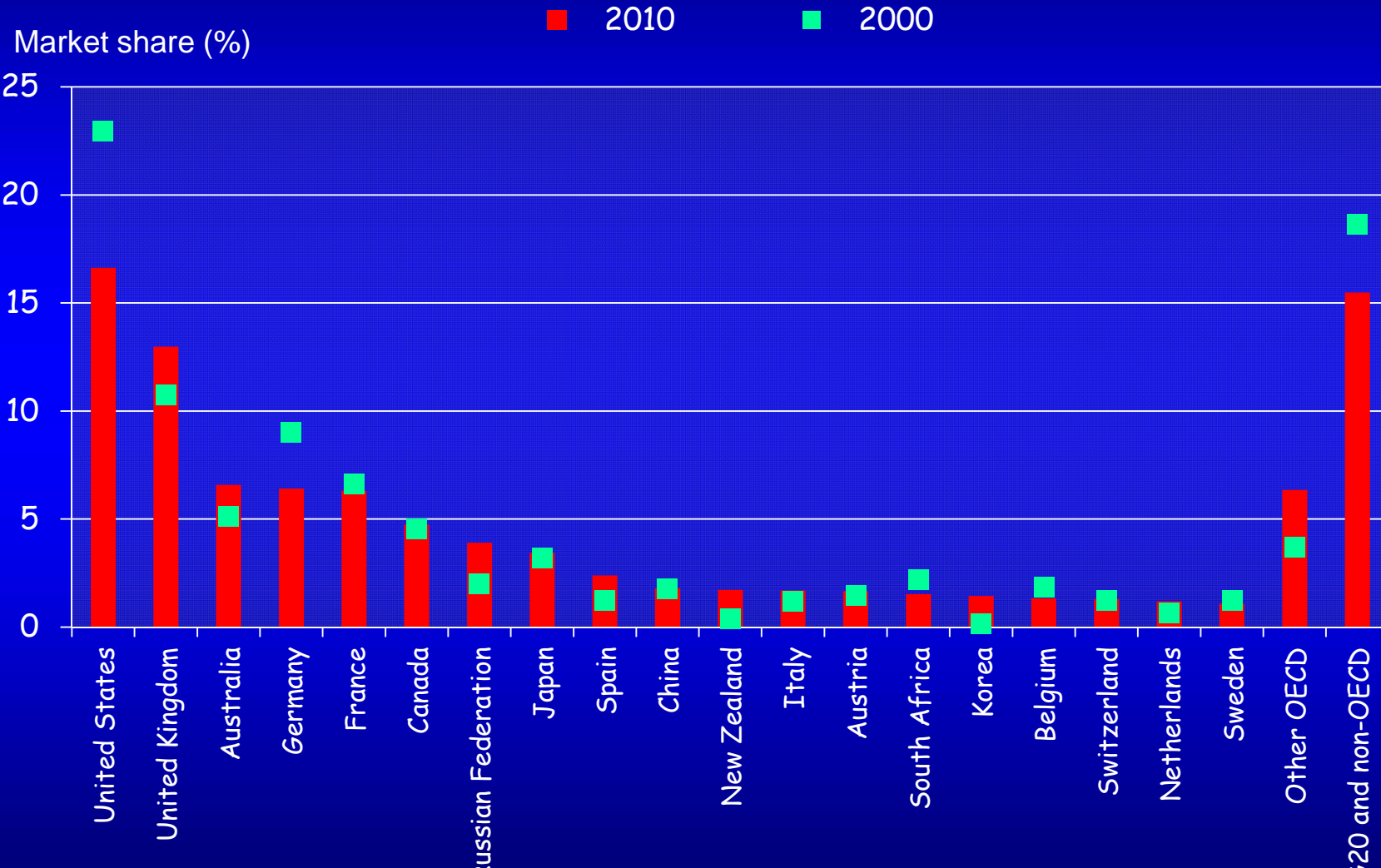
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T C4.3

Trends in international education market shares

Percentage of all foreign tertiary students enrolled, by destination



"Other G20 and non-OECD countries" refers to the portion of total foreign students studying in other G20 and non-OECD countries and is obtained after subtracting China, South Africa and the Russian Federation from the total in non-OECD destinations, as estimated from UNESCO data.

Will we one day all have a university degree
and work for the minimum wage?

A growing educational divide

Positive relationship between education and employment

Percentage of 25-64 year-olds in employment, by level of education (2010)

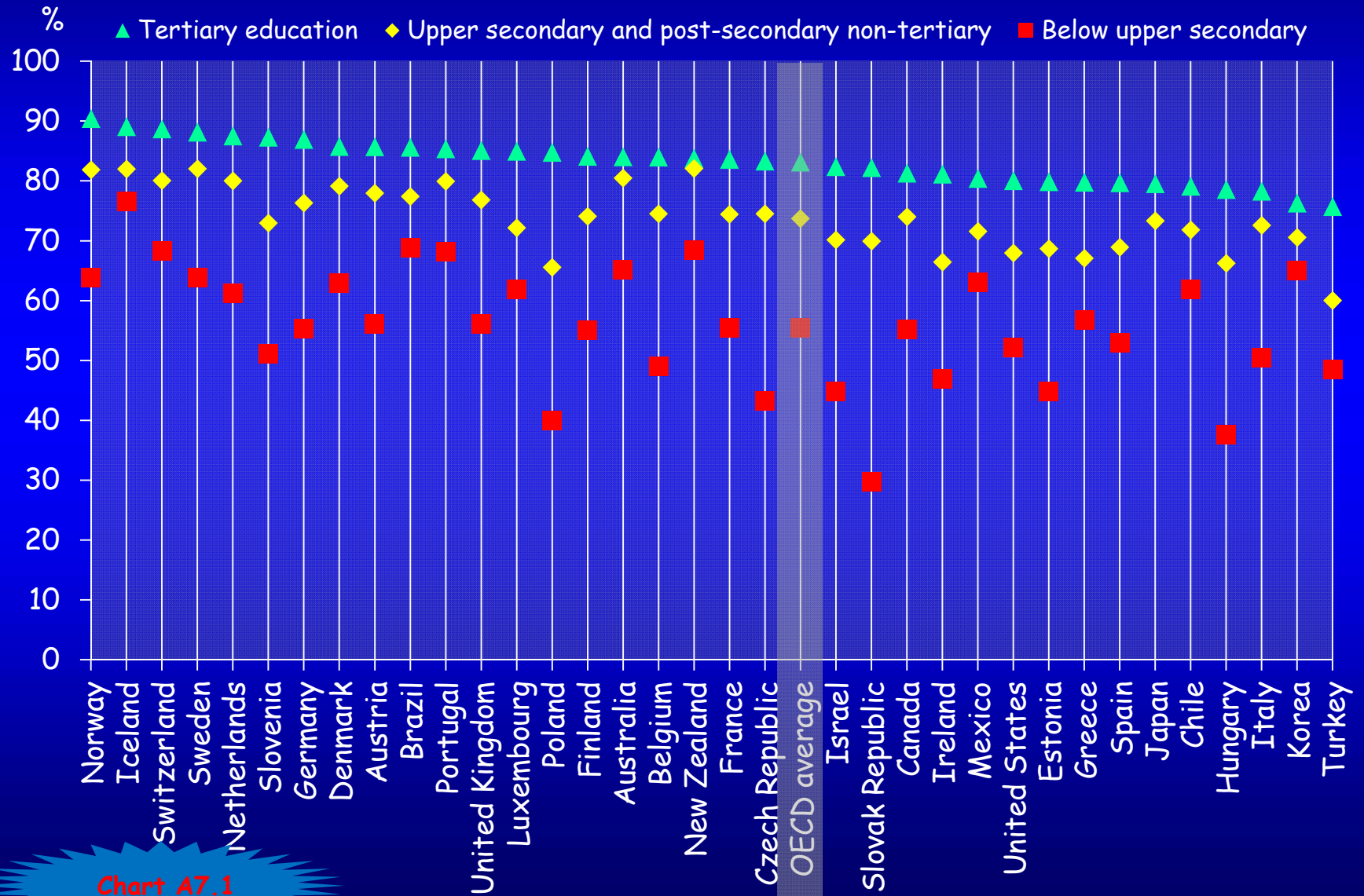


Chart A7.1

The value of higher education for a man

Components of the private net present value of higher education for a man (2008 or latest available year)

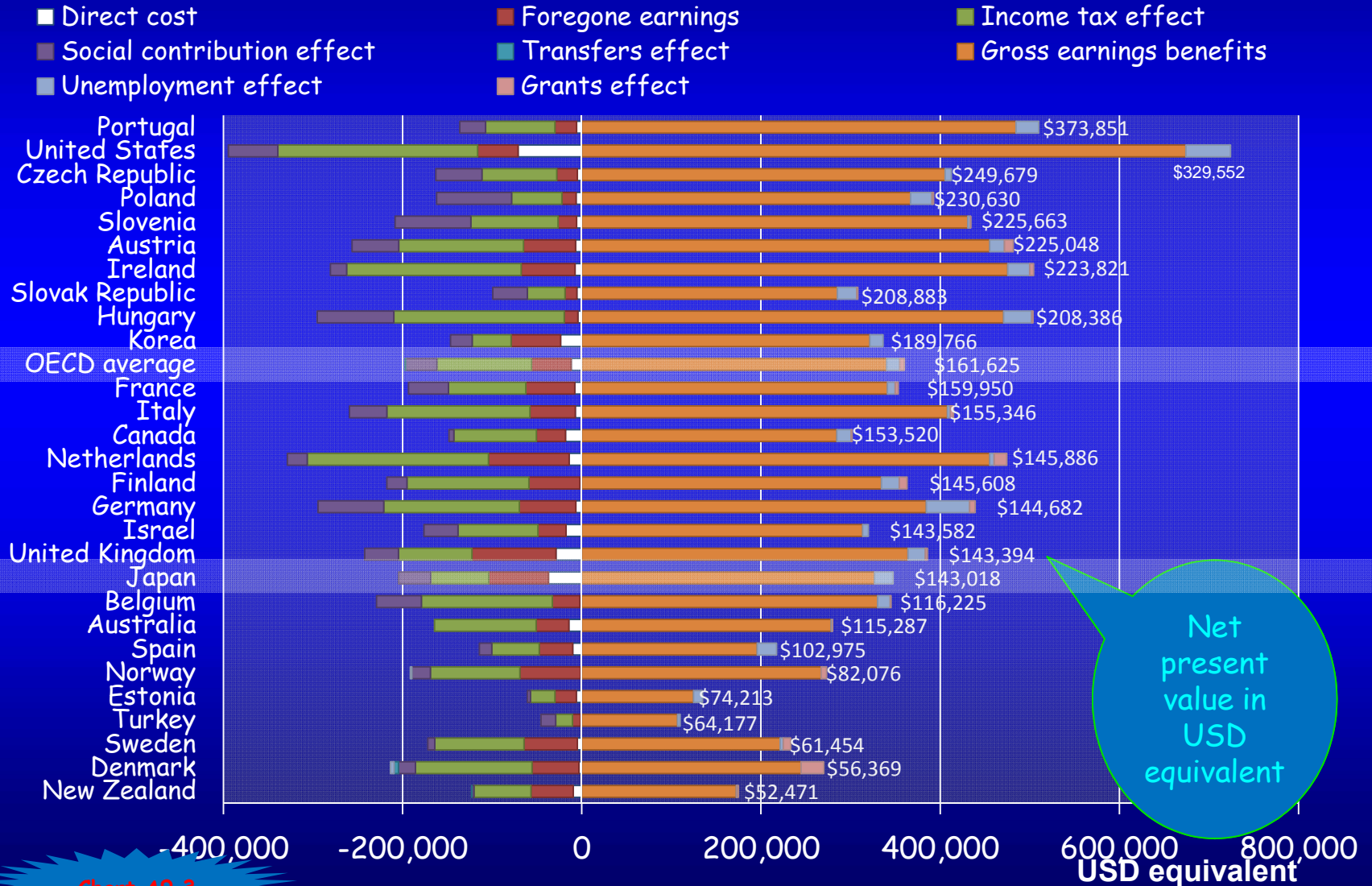
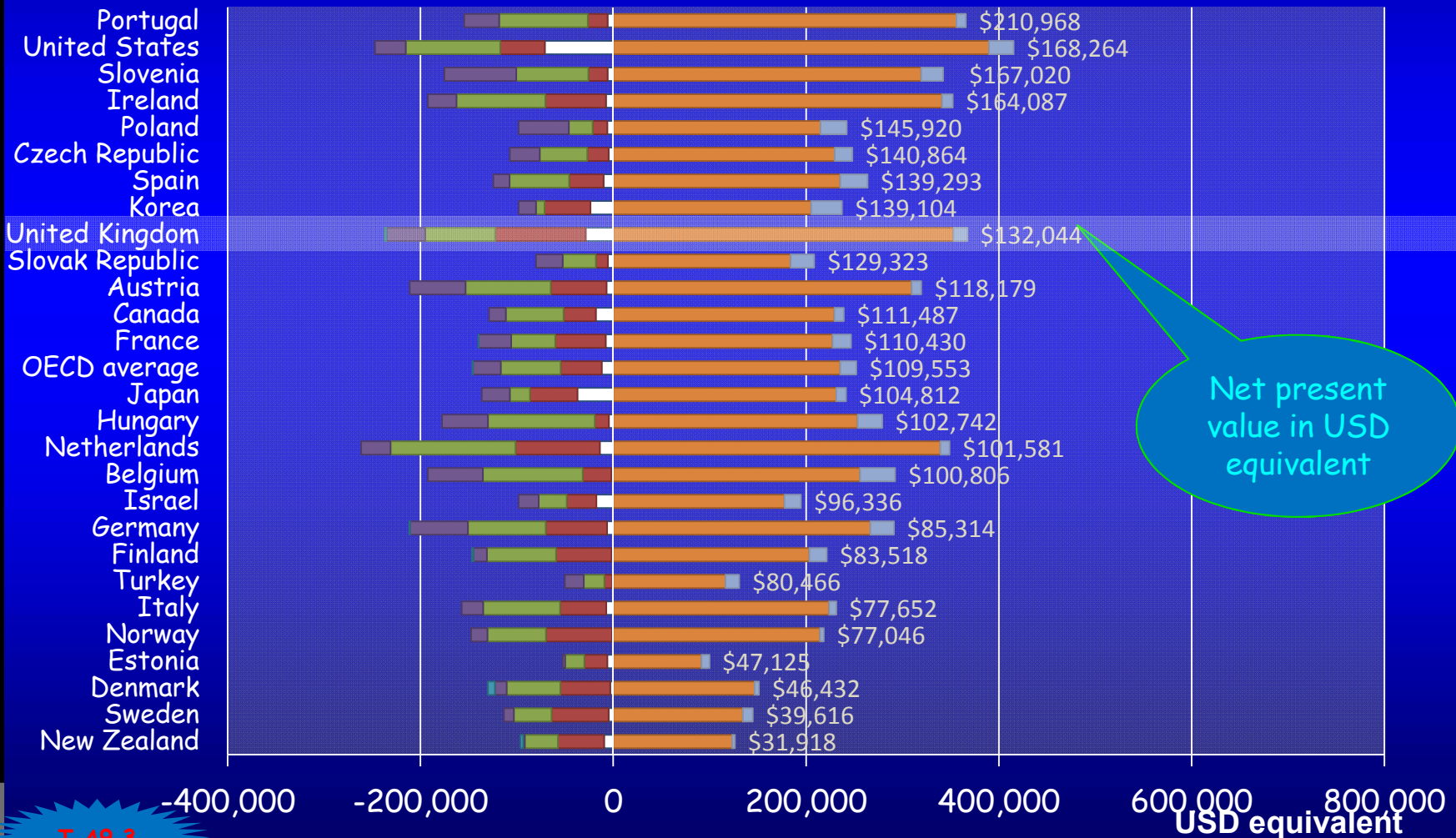


Chart A9.3

The value of higher education for a woman

Components of the private net present value of higher education for a woman (2008 or latest available year)

- Direct cost
- Foregone earnings
- Income tax
- Social contributions
- Transfers
- Gross earnings benefits
- Unemployment effect



Net present value in USD equivalent

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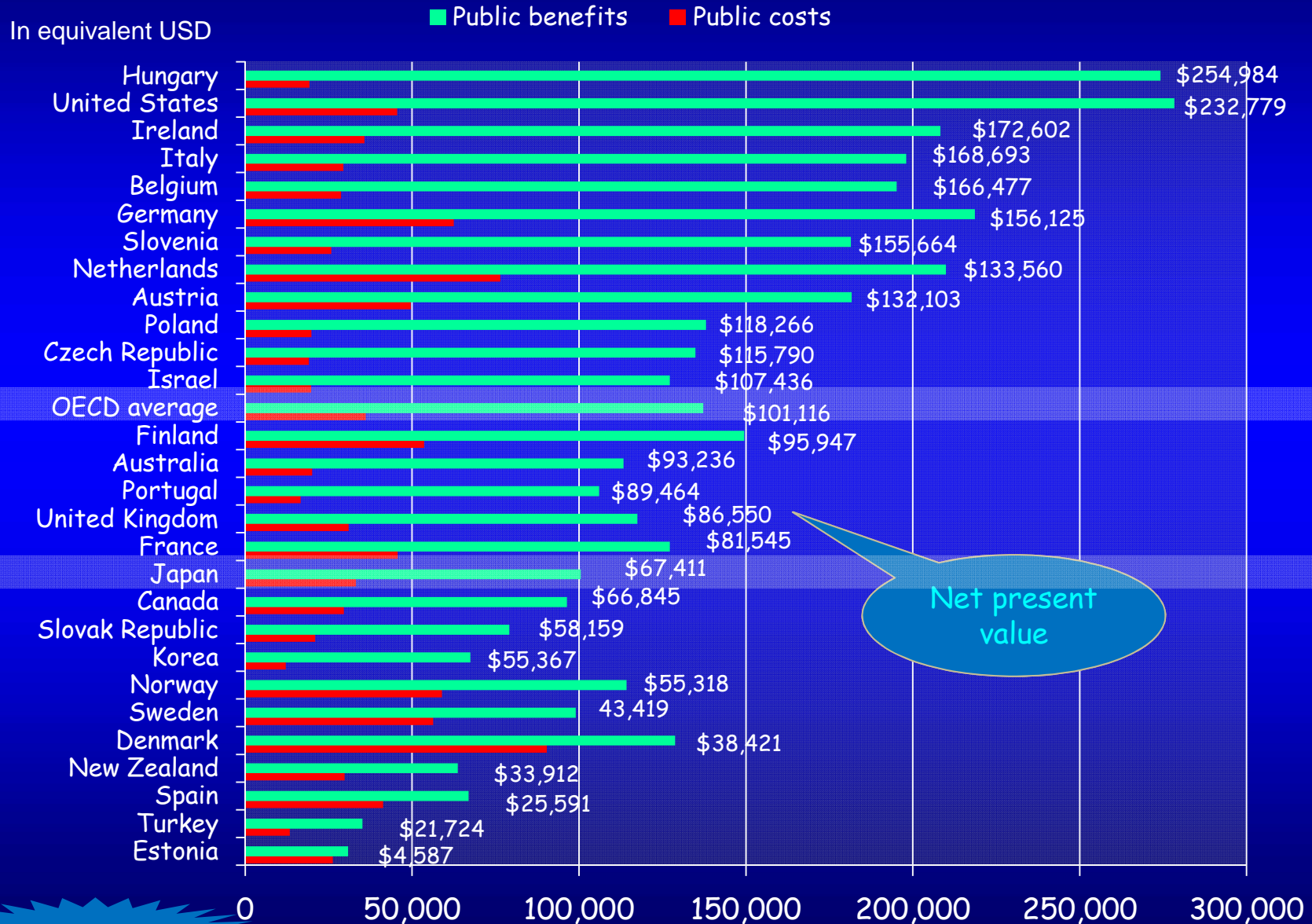
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T A9.3

Public cost and benefits of higher education

For a man obtaining tertiary education (2008 or latest available year)



Net present value

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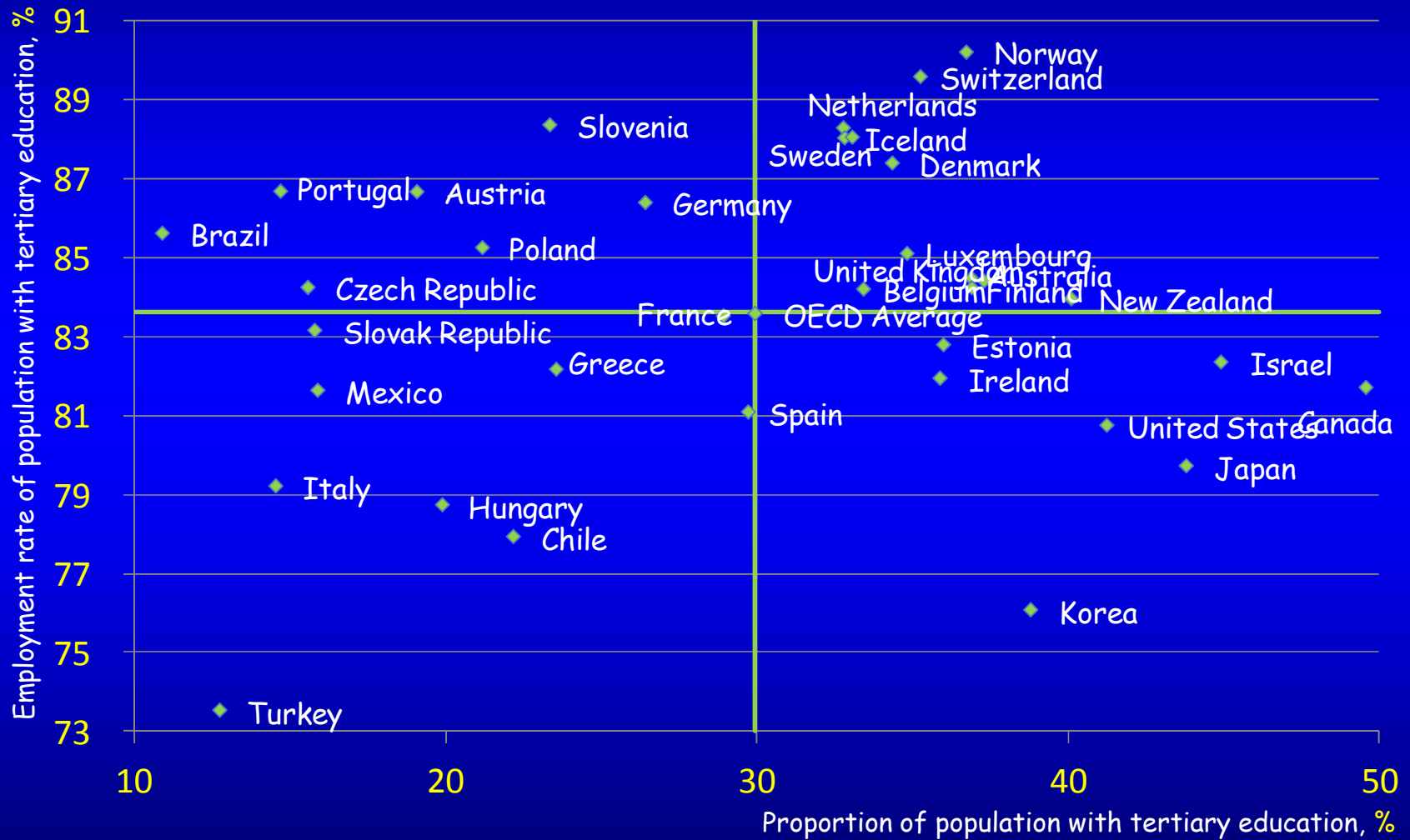
Chart A9.5

Consumption or economic use?

Skills acquisition and use, 25-64 year-olds with a tertiary education (2009)

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EAG 2011: chart A7.3

OK

albiser_e, 2011/08/29

Average GDP growth (real percentage change from the previous year) and labour income growth in GDP, by educational categories

Countries with at least five years of growth estimates by educational categories; GDP growth estimates are matched with years of education growth estimates (2000-2010)

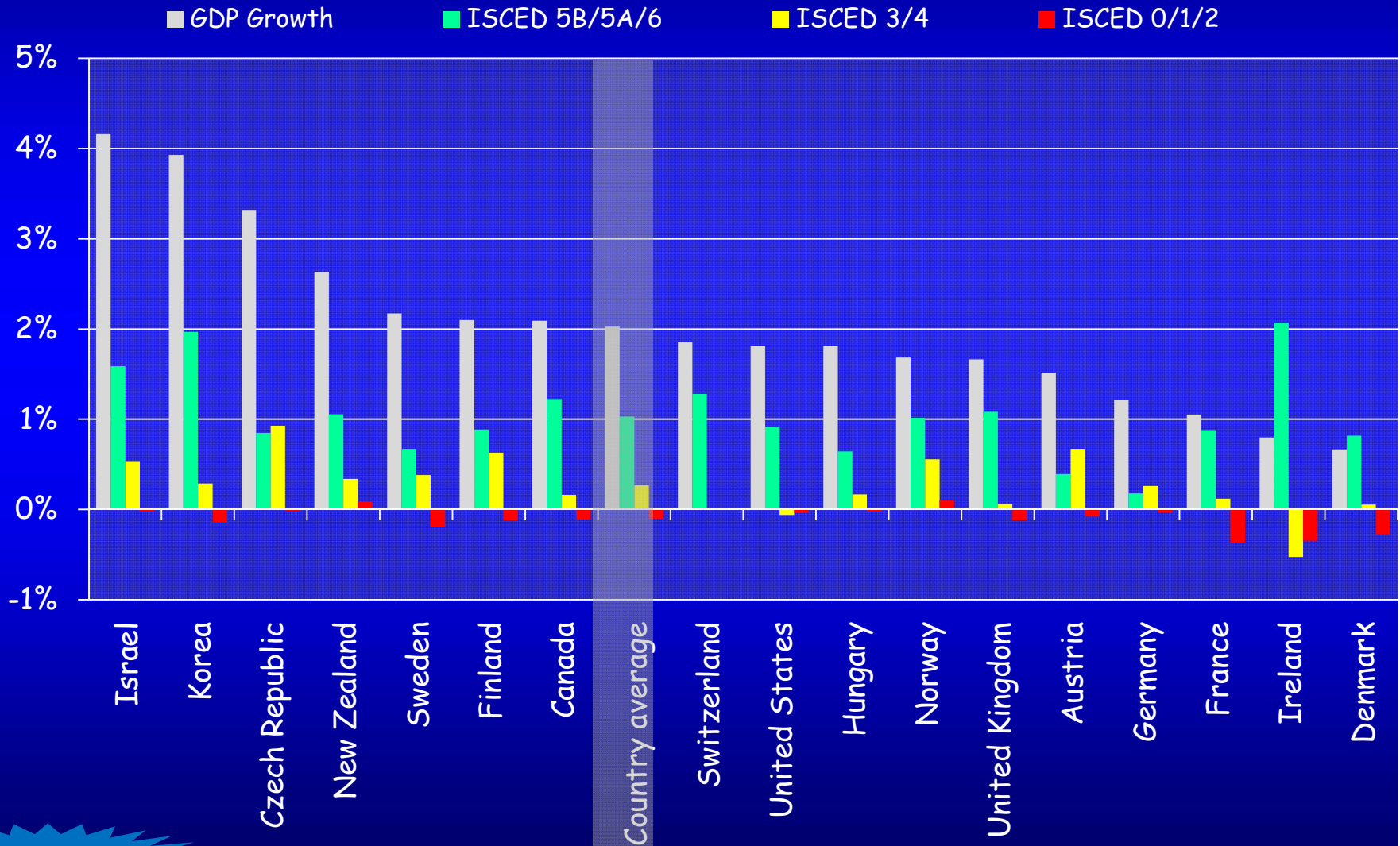


Chart A10.1

Change in annual labour-income growth in GDP, by educational categories during the crisis

2009 GDP growth shown next to country names

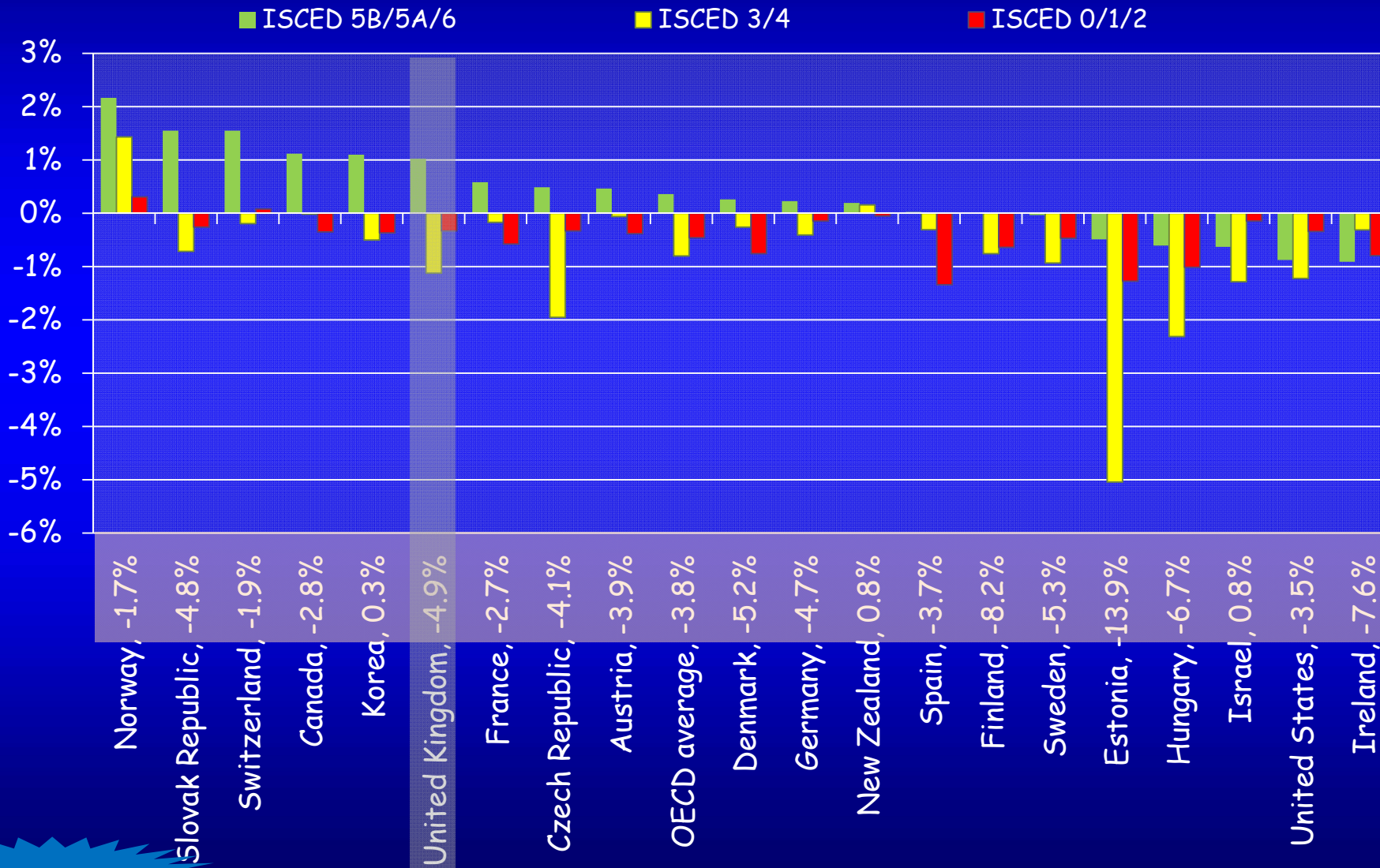


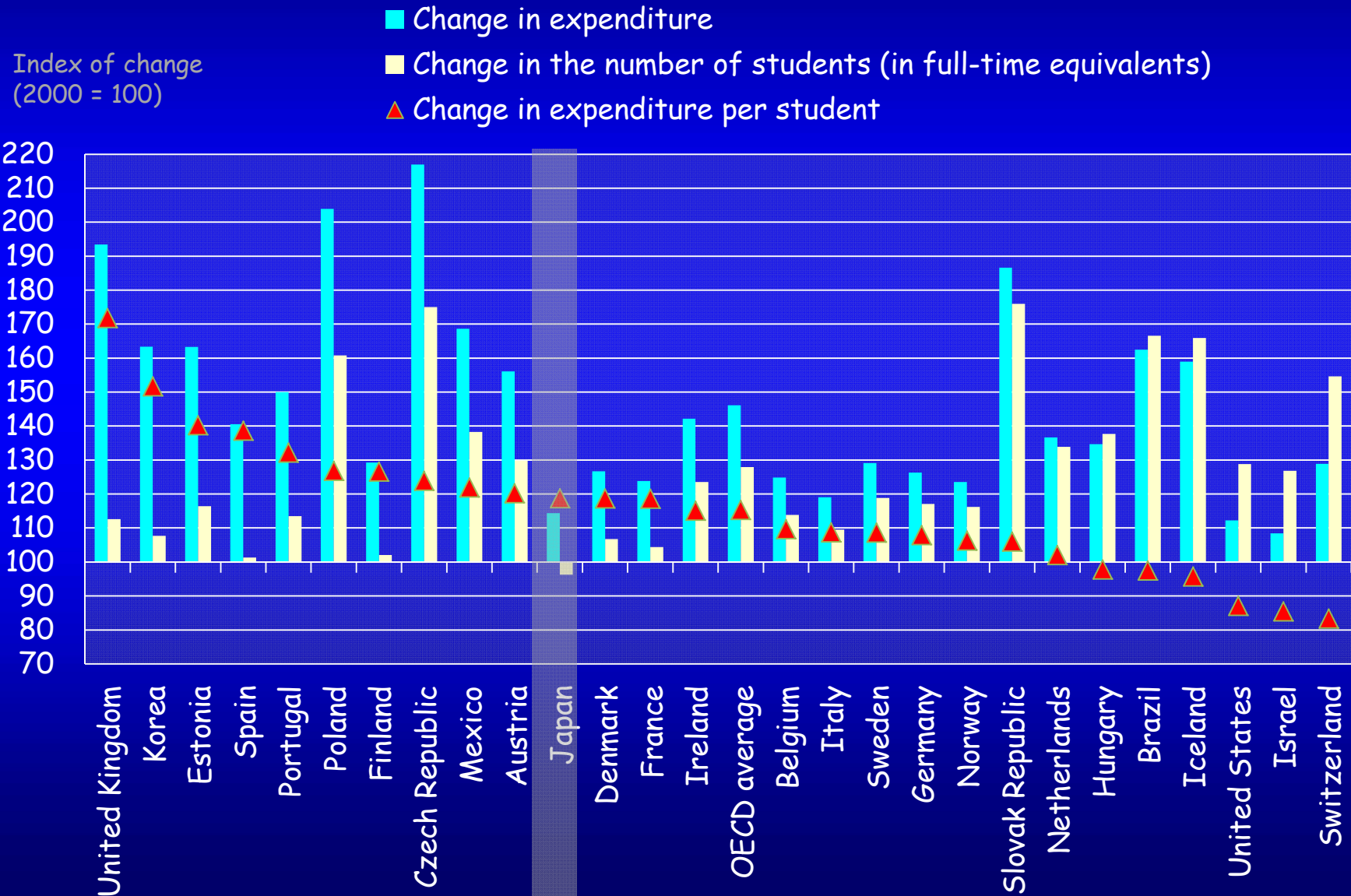
Chart A10.2

Can we ensure sustainable financing?

Who should pay for what, when and how?

Changes in tertiary students and expenditure

Index of change between 2000 and 2009 (2000=100, 2009 constant prices)



Share of private expenditure on tertiary educational institutions (2000, 2005, 2009)

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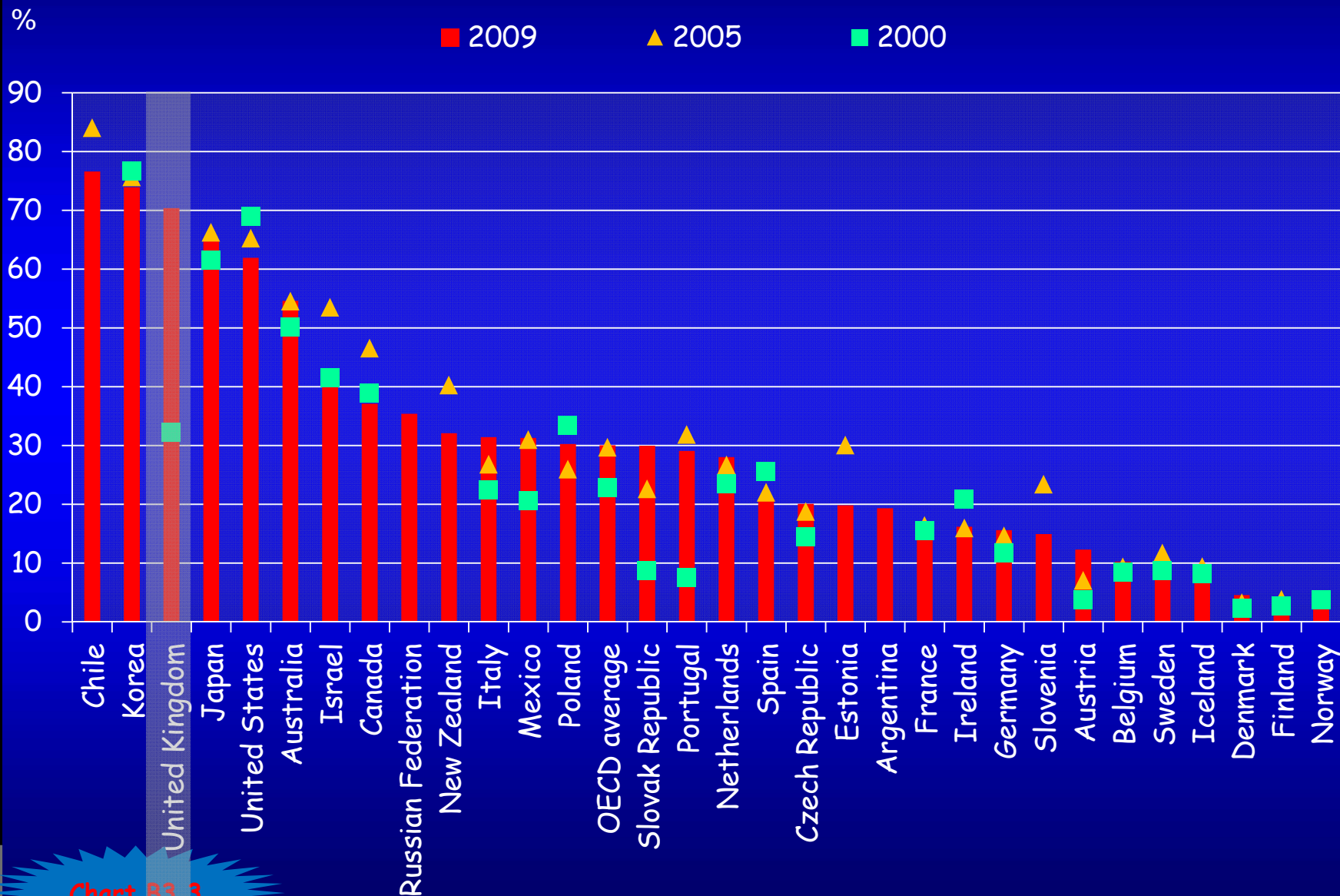


Chart B3.3

Average tuition fees and proportion of students who benefit from public loans and/or scholarships/grants

Tertiary-type A, public institutions, academic year 2008-09, national full-time students

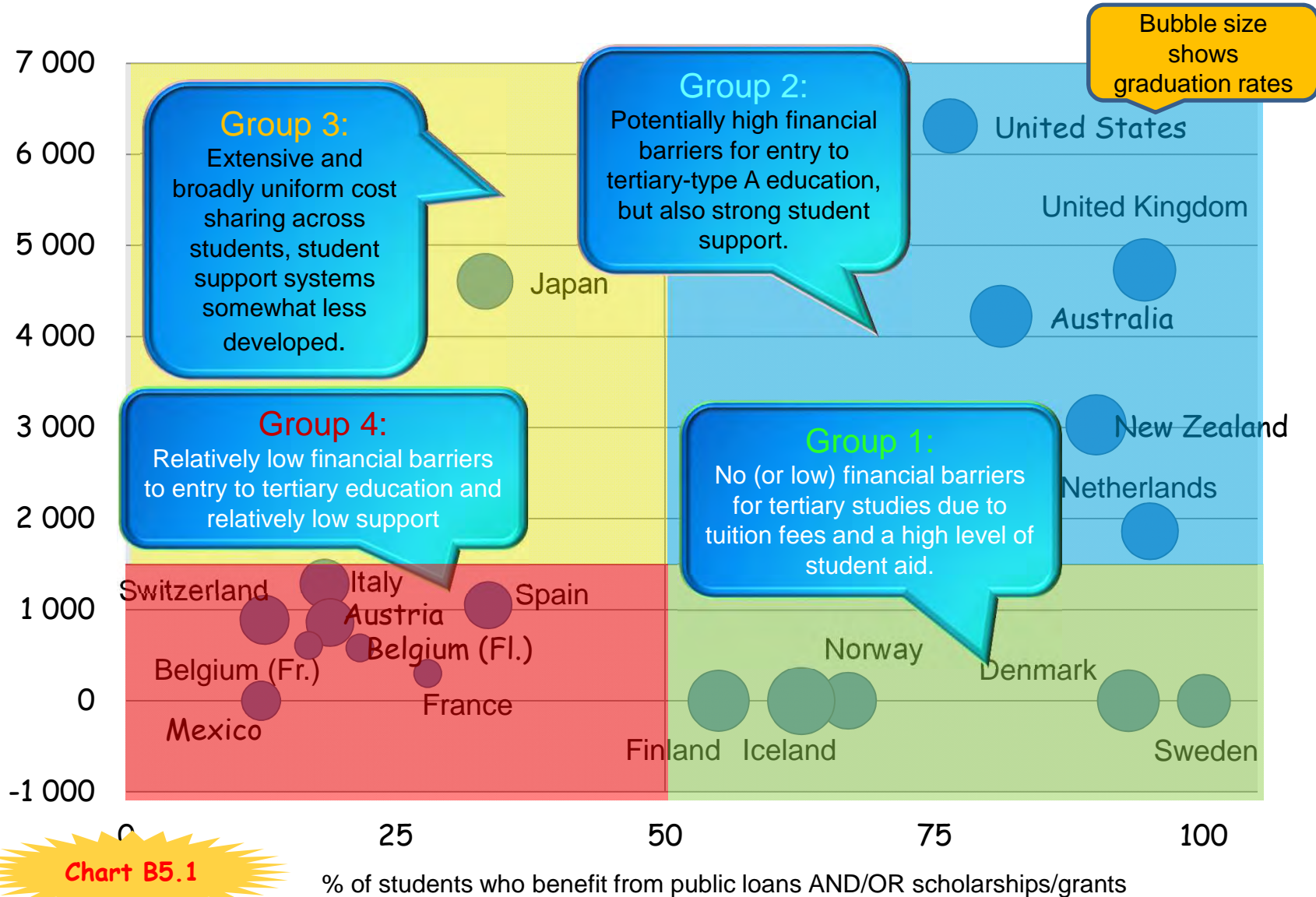


Chart B5.1

% of students who benefit from public loans AND/OR scholarships/grants

Average tuition fees and proportion of students who benefit from public loans and/or scholarships/grants

Tertiary-type A, public institutions, academic year 2008-09, national full-time students

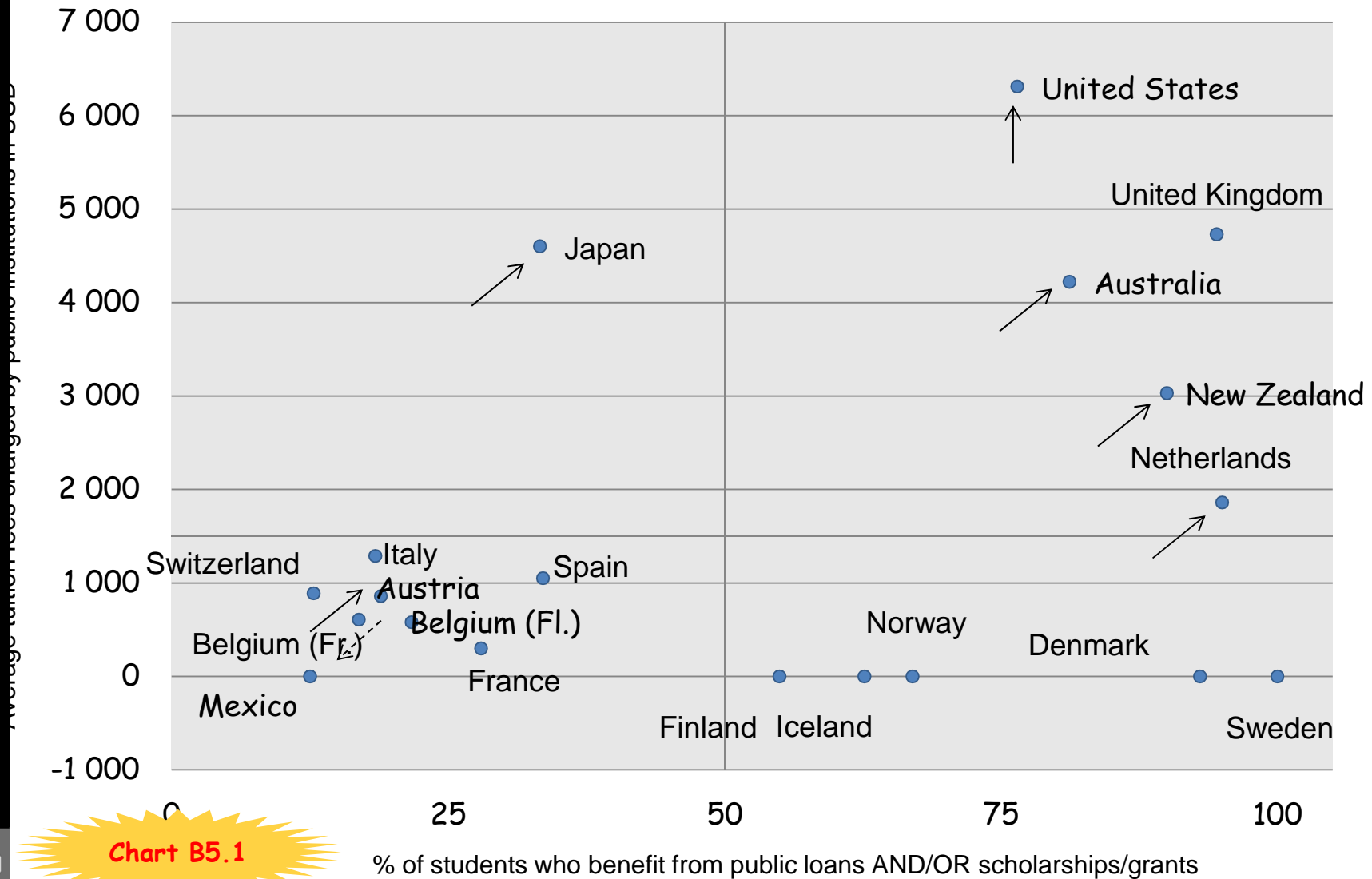


Chart B5.1

% of students who benefit from public loans AND/OR scholarships/grants

Public support for education in tertiary education

Public support for education to households and other private entities as a percentage of total public expenditure on education, by type of support (2009)

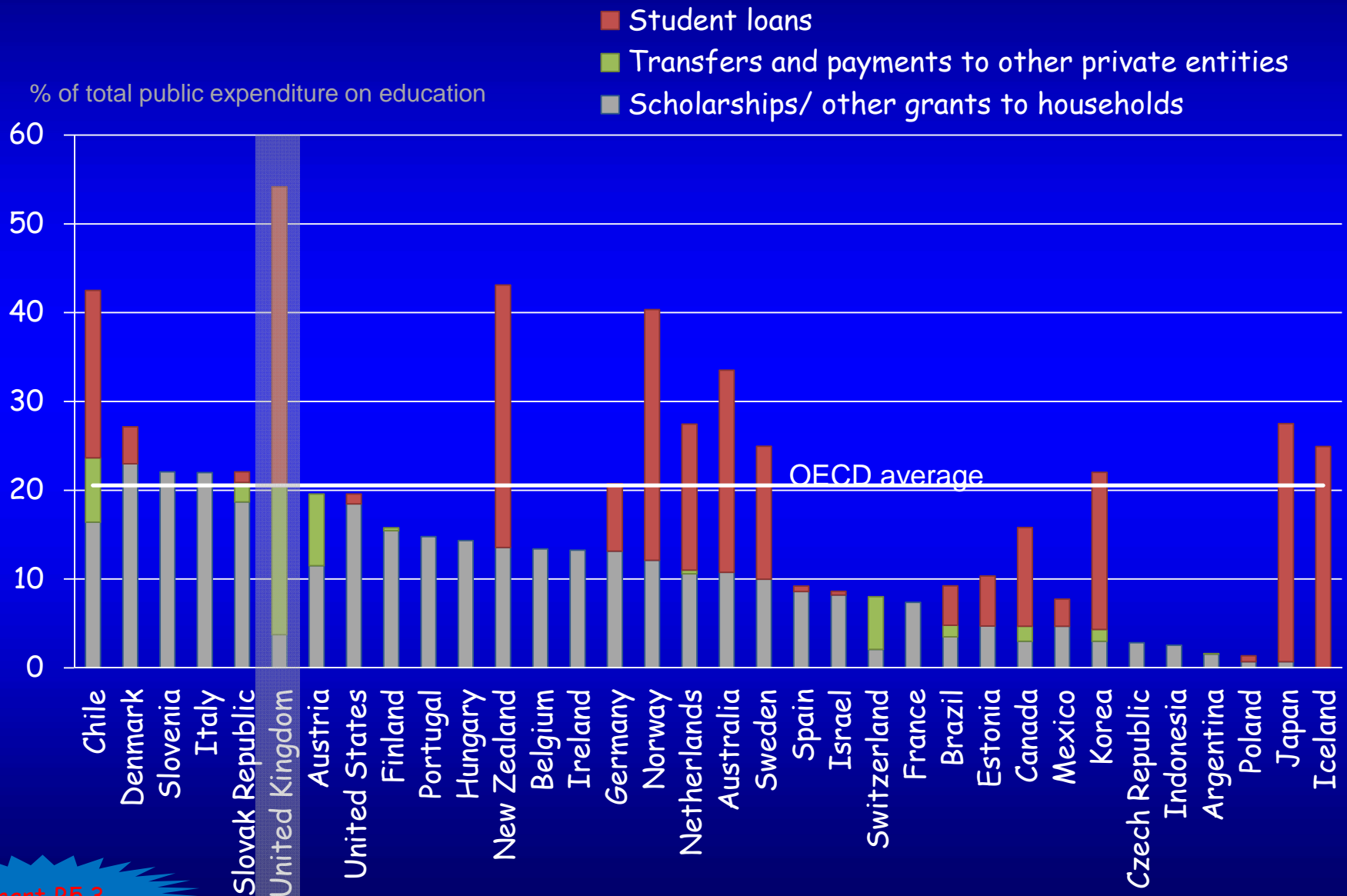


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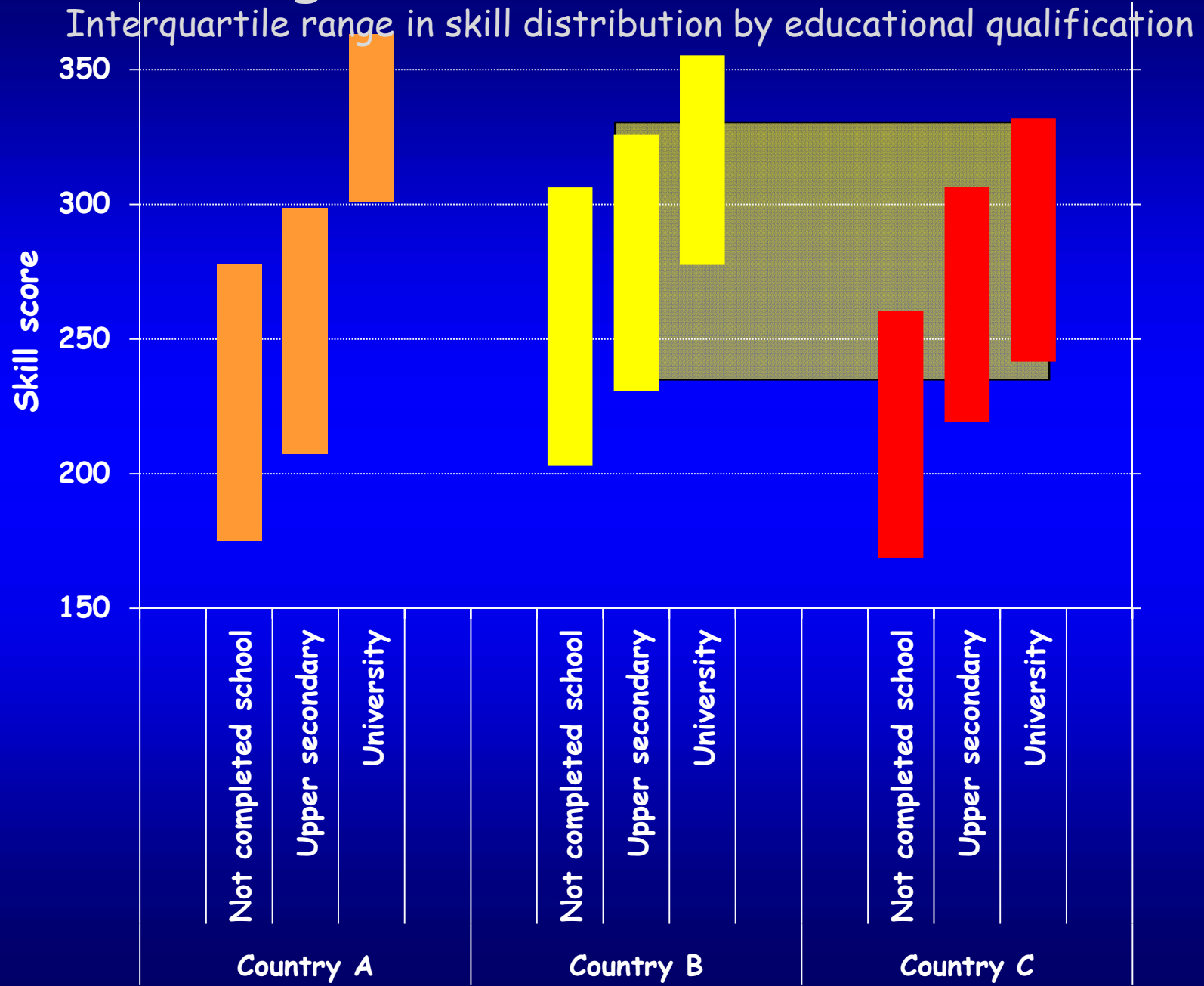
Who can make a
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Can we extend mass
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The qualifications we obtained
don't always equate to the skills we have...

...because we continue to learn after obtaining a degree
...and because we lose skills that we do not use

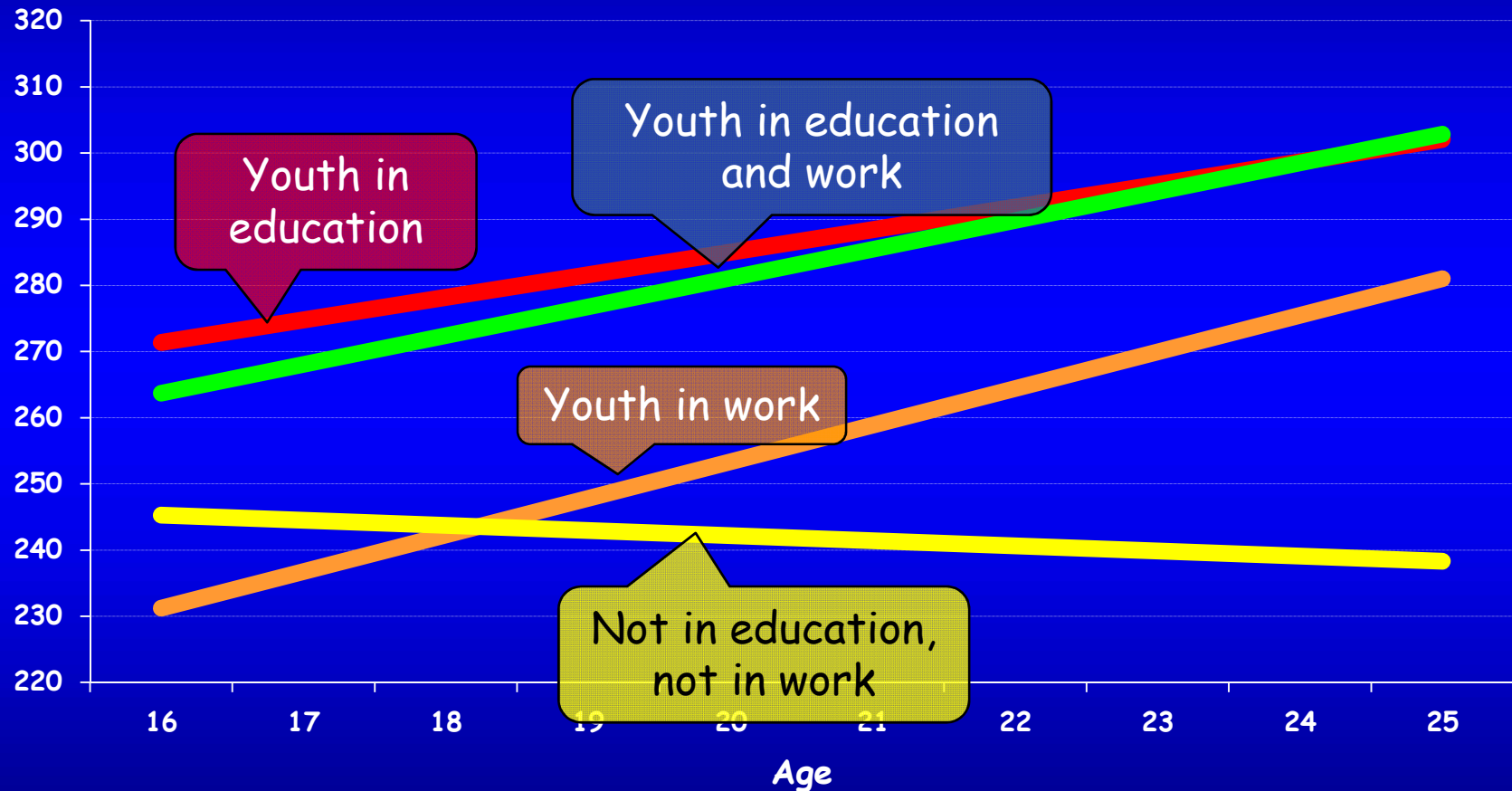
Higher education and skills



Learning beyond institutions

Cross-sectional skill-age profiles for youths by education and work status

Mean skill score



線形 (In education only)

線形 (Work only)

線形 (In education and work)

線形 (NEET)