HIGHER EDUCATION NOW & TOMORROW?

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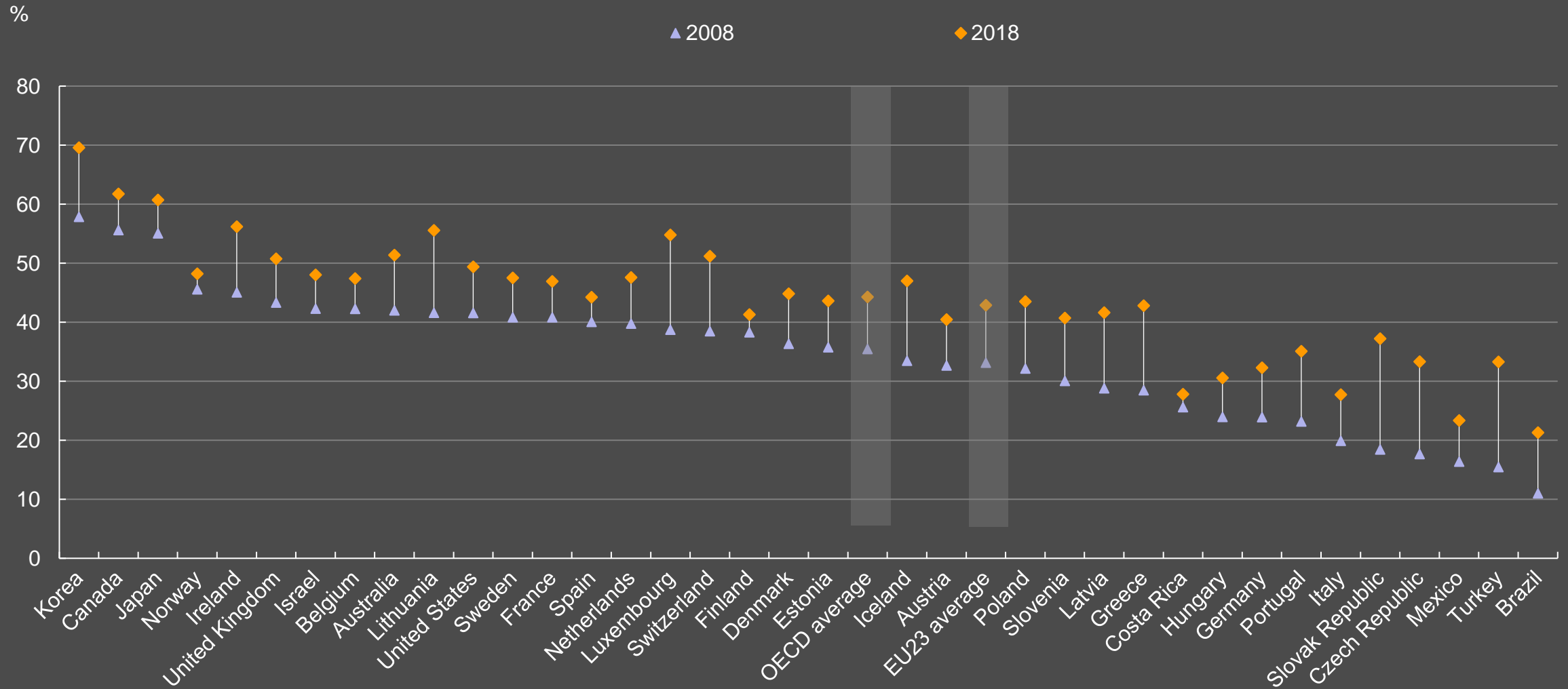14 June 2022

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OECD
BETTER POLICIES FOR BETTER LIVES

Tertiary attainment has expanded in the past decade in all OECD and partner countries

Trends in tertiary educational attainment of 25-34 year-olds, 2008 and 2018

▲ 2008   ◆ 2018

%

Korea, Canada, Japan, Norway, Ireland, United Kingdom, Israel, Belgium, Australia, Lithuania, United States, Sweden, France, Spain, Netherlands, Luxembourg, Switzerland, Finland, Denmark, Estonia, OECD average, Iceland, Austria, EU23 average, Poland, Slovenia, Latvia, Greece, Costa Rica, Hungary, Germany, Portugal, Italy, Slovak Republic, Czech Republic, Mexico, Turkey, Brazil

Employment prospects increase with higher tertiary attainment

Figure A3.5

Employment rates of tertiary-educated younger adults, by levels of tertiary education (2018)

Legend: ■ Bachelor's or equivalent ● Short-cycle tertiary ● Master's or equivalent ● Doctoral or equivalent
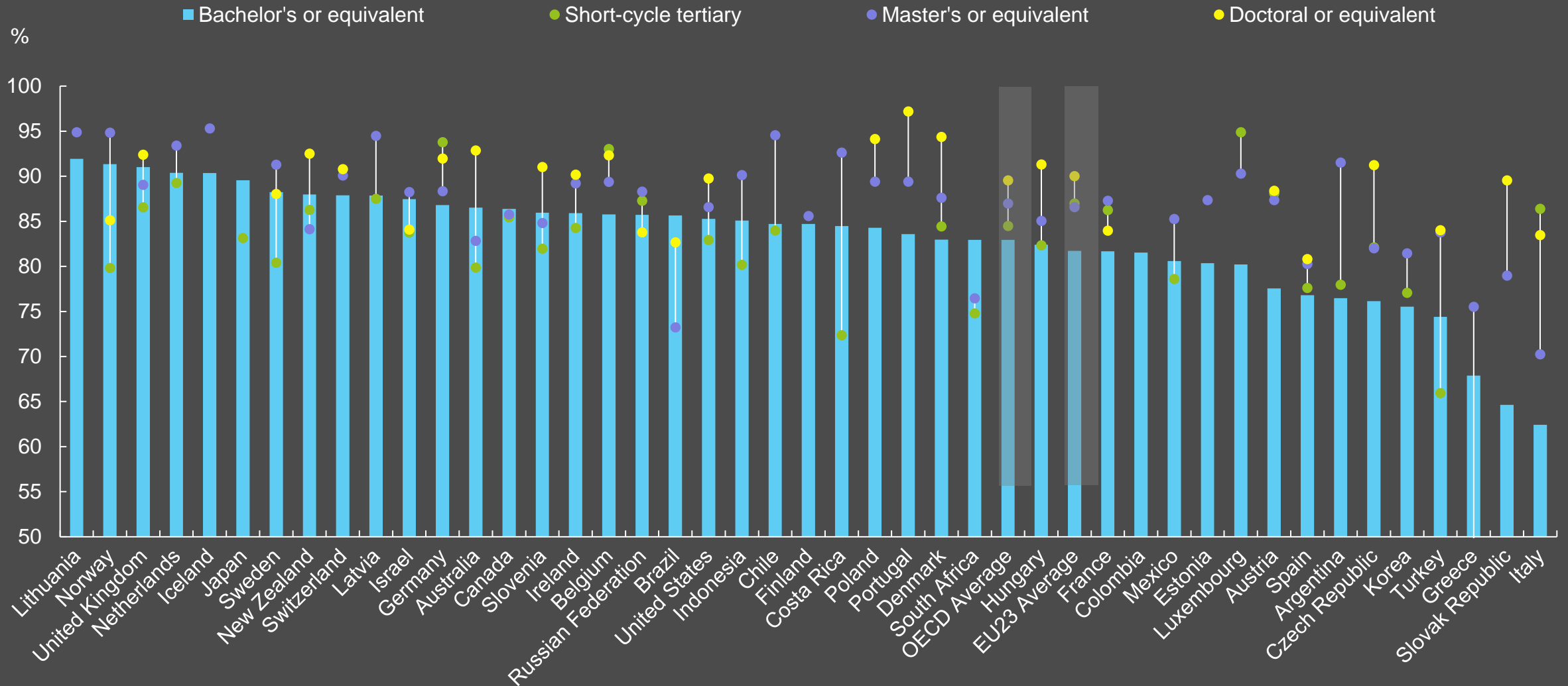
Young adults face more difficulties in transitioning into the labour market

Figure A3.4

Employment rates of younger and older tertiary-educated adults (2018)

■ 25-34 year-olds   ◆ 45-54 year-olds
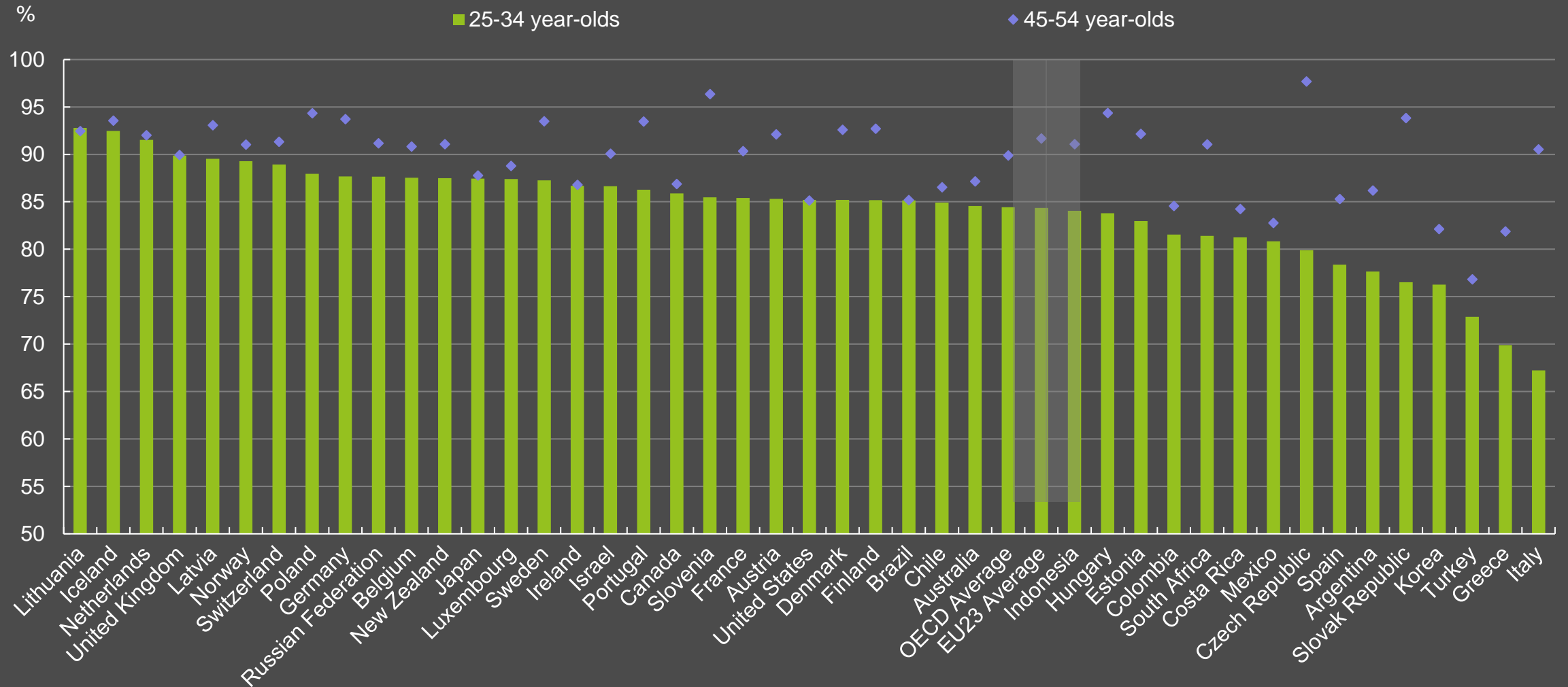
Entry into tertiary education is open in more than half of countries and economies. Most do not limit the number of students entering.

Figure D6.1

Use of limits on number of students entering fields of education and institutions within countries with open and selective systems (2017)

Number of countries and economies

- Limits for all institutions/fields of education
- Limits for some institutions/fields of education
- Limits for none
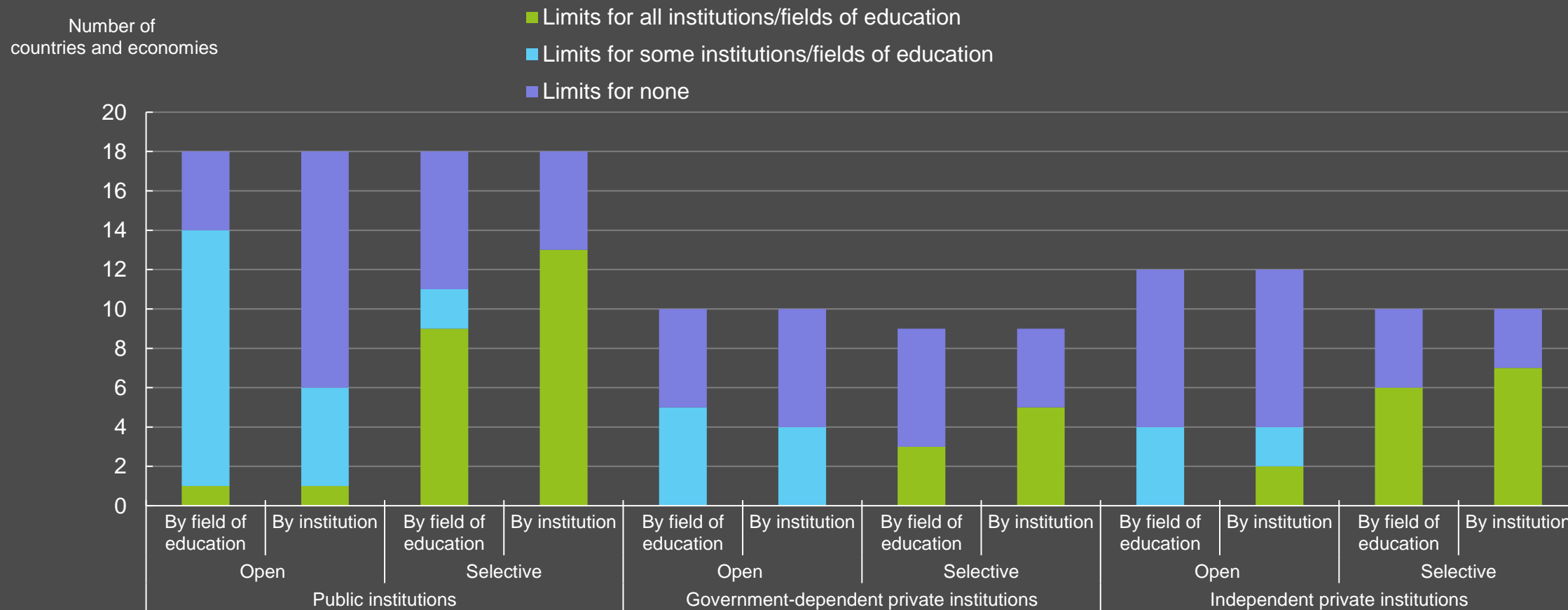
Open = open admissions systems exist
Selective = only selective admissions systems exist

# The average age at entry into a bachelor's programme ranges from 18 in Japan to 25 in Switzerland

Average age of new entrants by level of education (2017)

● Short-cycle tertiary programme   ◆ Bachelor's programme   ▲ Master's long first degree programme

Years
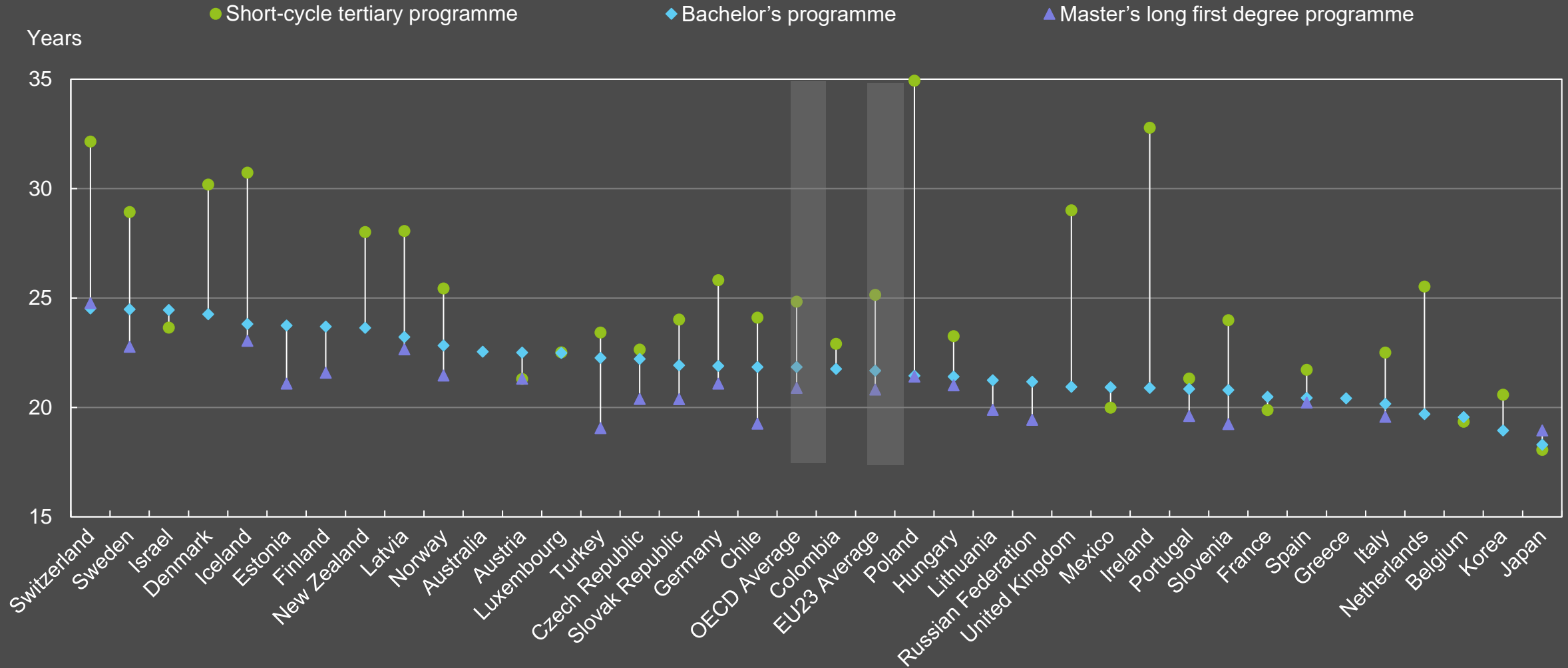
Only 40% of students entering a bachelor's programme graduate within the theoretical duration, on average
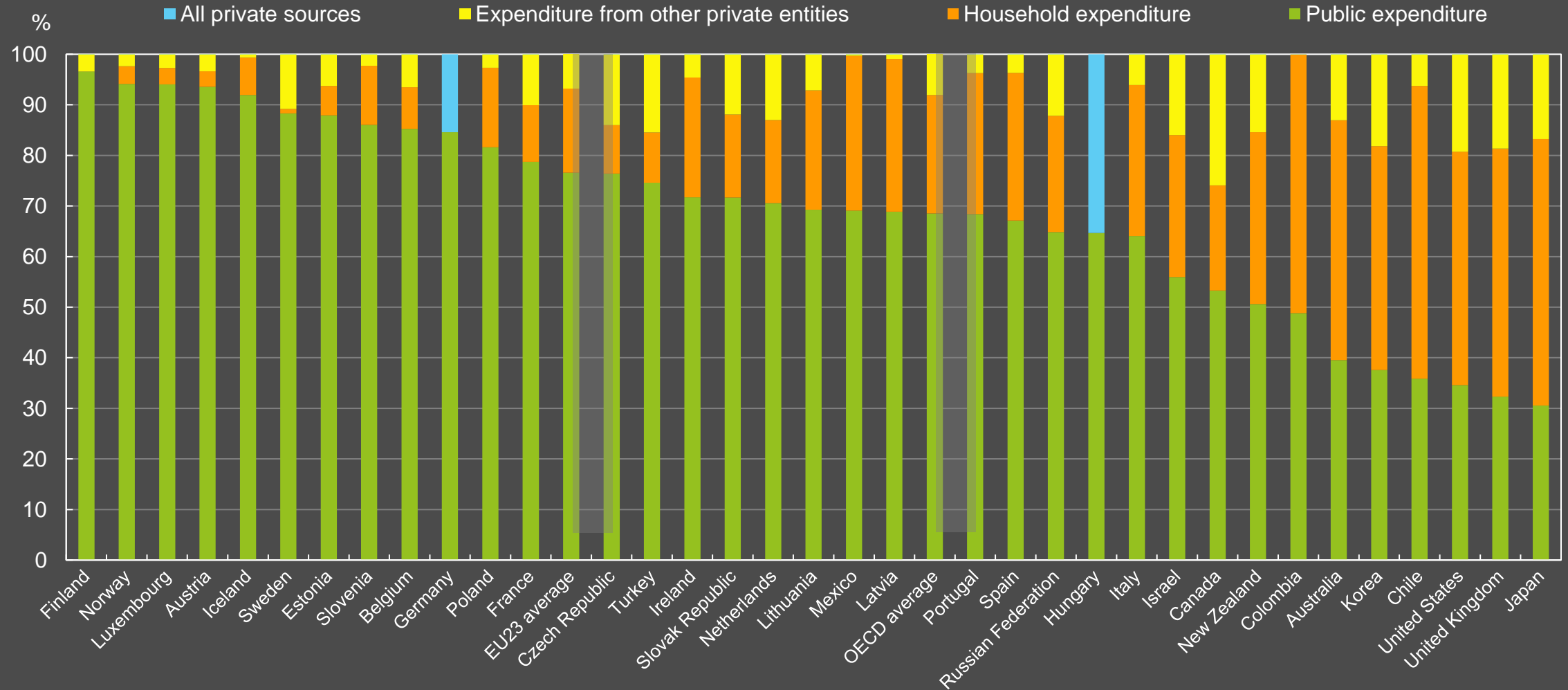
Figure B5.1a

Completion rate of full-time students who entered a bachelor's or equivalent programme (2017)
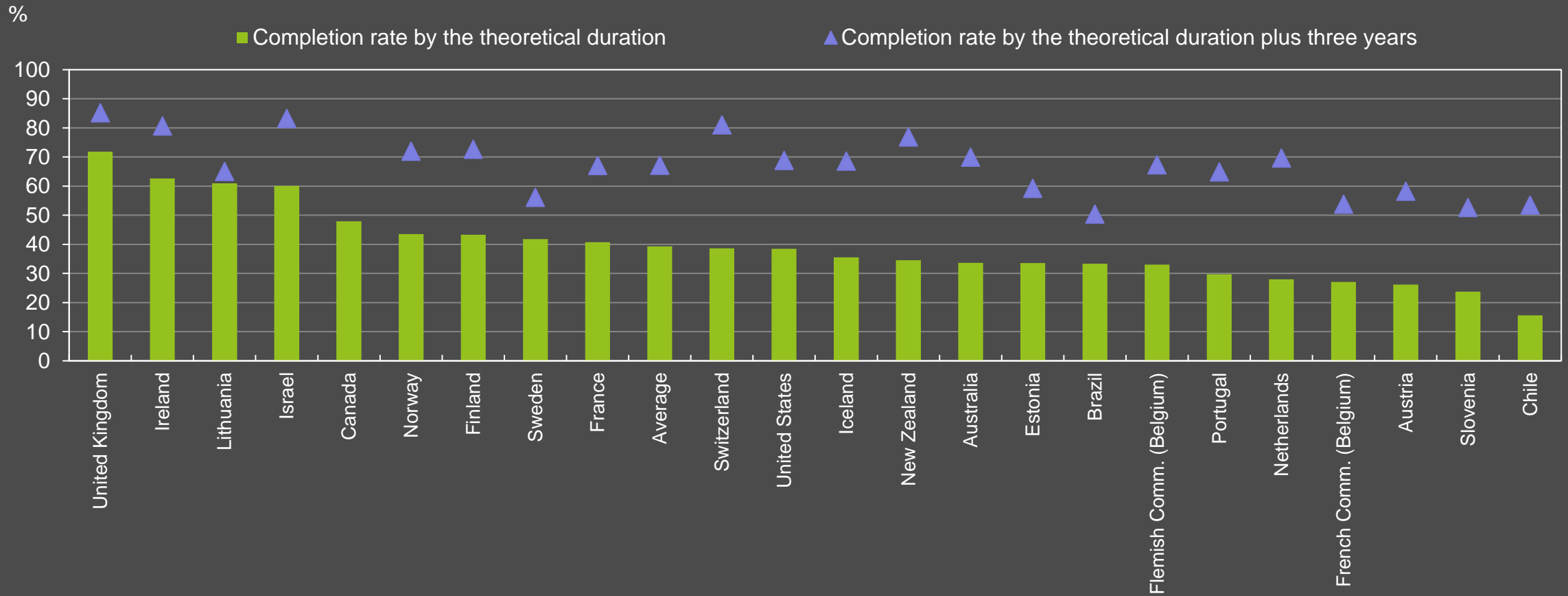
Governments fund the largest share of tertiary expenditure in most OECD countries
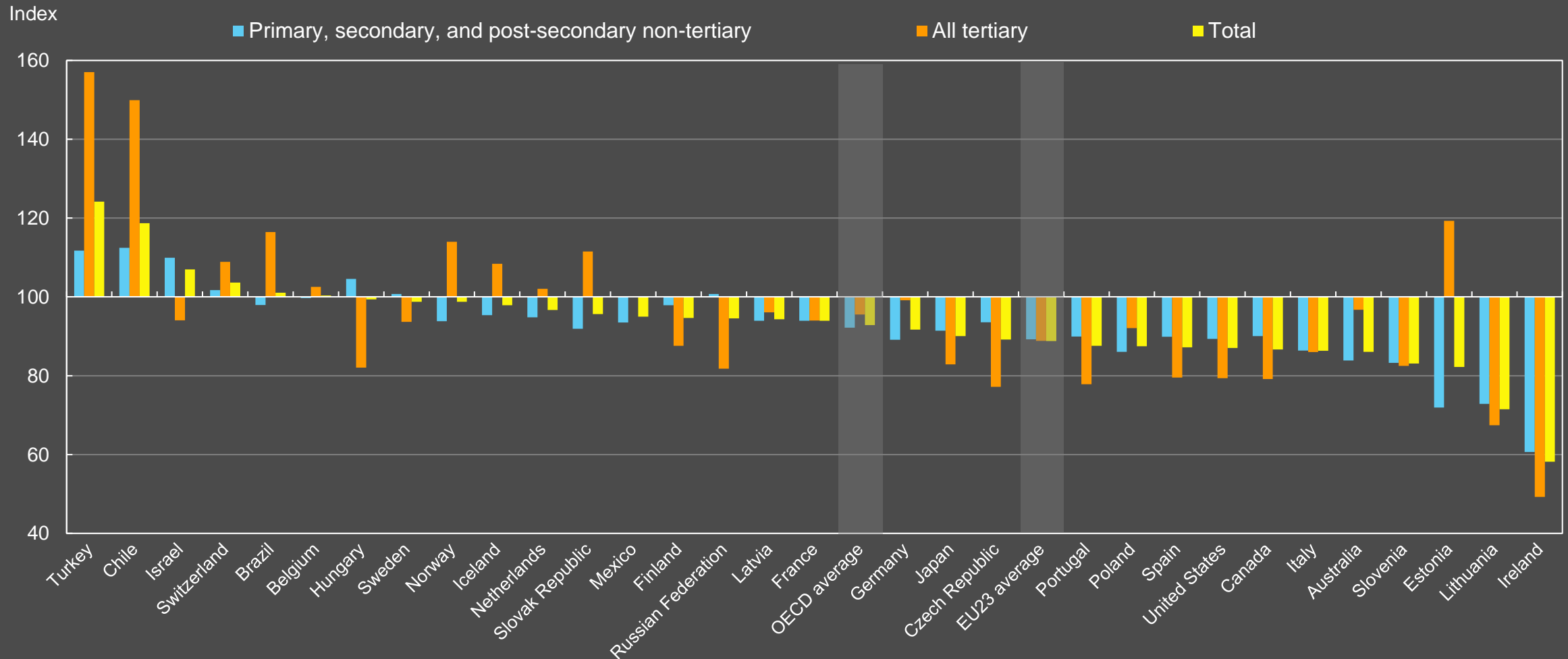
Figure C3.2b

Distribution of public and private expenditure on tertiary educational institutions, final source of funds (2016)

% — Legend: All private sources, Expenditure from other private entities, Household expenditure, Public expenditure

Countries (x-axis): Finland, Norway, Luxembourg, Austria, Iceland, Sweden, Estonia, Slovenia, Belgium, Germany, Poland, France, EU23 average, Czech Republic, Turkey, Ireland, Slovak Republic, Netherlands, Lithuania, Mexico, Latvia, OECD average, Portugal, Spain, Russian Federation, Hungary, Italy, Israel, Canada, New Zealand, Colombia, Australia, Korea, Chile, United States, United Kingdom, Japan

Despite increases in public expenditure, average spending on tertiary institutions, as a share of GDP, has fallen

Index of change in public expenditure on educational institutions as a percentage of GDP (2010 and 2016)

Index

- Primary, secondary, and post-secondary non-tertiary
- All tertiary
- Total

160

140

120

100

80

60

40

Turkey, Chile, Israel, Switzerland, Brazil, Belgium, Hungary, Sweden, Norway, Iceland, Netherlands, Slovak Republic, Mexico, Finland, Russian Federation, Latvia, France, OECD average, Germany, Japan, Czech Republic, EU23 average, Portugal, Poland, Spain, United States, Canada, Italy, Australia, Slovenia, Estonia, Lithuania, Ireland

Trends Shaping Education

Intention and purpose

Inform strategic thinking

Stimulate reflection about the future of education

NOT a statistical compendium or prescription of policy

Policy makers

- Ministry retreats, strategic thinking workshops

Researchers/teacher educators

- Inclusion in teacher education curriculums, education futures

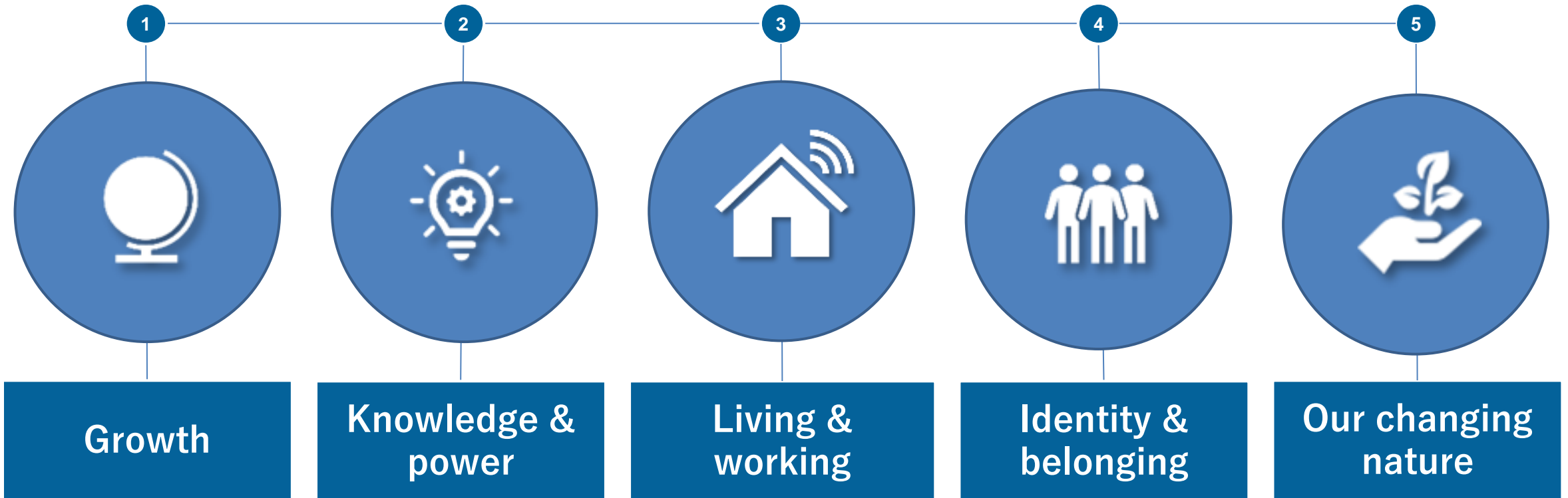**Educational practitioners**

- Futures thinking, global mega-trends

Students

- Tool in classrooms, strategic thinking for associations

Trends Shaping Education 2022

Five thematic chapters:

1	2	3	4	5
Growth	Knowledge & power	Living & working	Identity & belonging	Our changing nature

The future will surprise us!

Educational Research and Innovation

Back to the Future of Education
FOUR OECD SCENARIOS FOR SCHOOLING

OECD

Scenario 1 | Scenario 2 | Scenario 3 | Scenario 4

Tracey is the founder and CEO of Academy, a virtual learning platform for children of digital nomads. Ever since remote working became the default, digital nomadism has exploded. " You are now free to work for a company in London while living in Rio. And next year you can decide to move to Stockholm," Tracey explains to the investors, "but what about your child's education?" Academy provides personalised learning tracks for children as young as five, with 80% of courses delivered online and 20% in partnership with local schools all over the world. Tracey is now looking for new funds to expand the local schools network in Latin America. If she succeeds, the company will be included in the Future 500 list of best educational providers for 2040. "And then? Maybe the moon!"
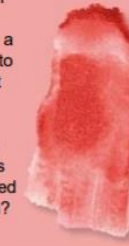
Ever since the 25-hour working week was introduced as part of the Ministry of Possibilities' quality of life reform package, Cat, a well-known sustainable fashion designer, has plans to welcome her daughter's class in the atelier every Thursday. "I haven't tried teaching yet, this is going to be tons of fun", she announces proudly. For a month, the students will learn how a wide array of everyday materials can be re-used to build innovative textures and get to test out their own designs. At the end of the term, their work will be exhibited at the local Museum of Craft and Design, and Cat will offer apprenticeship positions to students inspired to continue learn-ing. "I'm happy for you" says Cat's daughter over dinner. "But please, don't tell anyone you're my mom, ok?"
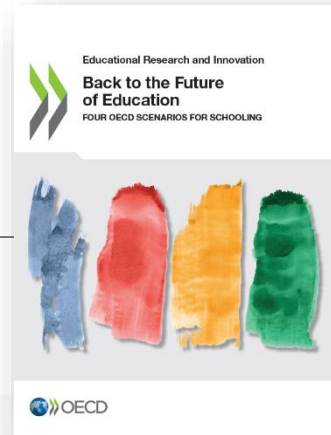
OECD Scenarios for the Future of Schooling	Goals and functions	Organisation and structures	The teaching workforce	Governance and geopolitics	Challenges for public authorities
Scenario 1 **Schooling extended**	Schools are key actors in socialisation, qualification, care and credentialing.	Educational monopolies retain all traditional functions of schooling systems.	Teachers in monopolies, with potential new economies of scale and division of tasks.	Strong role for traditional administration and emphasis on international collaboration.	Accommodating diversity and ensuring quality across a common system. Potential trade-off between consensus and innovation.
Scenario 2 **Education outsourced**	Fragmentation of demand with self-reliant "clients" looking for flexible services.	Diversification of structures: multiple organisational forms available to individuals.	Diversity of roles and status operating within and outside of schools.	Schooling systems as players in a wider (local, national, global) education market.	Supporting access and quality, fixing "market failures". Competing with other providers and ensuring information flows.
Scenario 3 **Schools as learning hubs**	Flexible schooling arrangements permit greater personalisation and community involvement.	Schools as hubs function to organise multiple configurations of local-global resources.	Professional teachers as nodes of wider networks of flexible expertise.	Strong focus on local decisions. Self-organising units in diverse partnerships.	Diverse interests and power dynamics; potential conflict between local and systemic goals. Large variation in local capacity.
Scenario 4 **Learn-as-you-go**	Traditional goals and functions of schooling are overwritten by technology.	Dismantling of schooling as a social institution.	Open market of "prosumers" with a central role for communities of practice (local, national, global).	(Global) governance of data and digital technologies becomes key.	Potential for high interventionism (state, corporate) impacts democratic control and individual rights. Risk of high social fragmentation.

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