



INTERNATIONAL APPROACHES TO ACCESS TO AND SUCCESS IN HIGHER EDUCATION

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Outline

- The social contract with students
- The international context
- For what kind of problems are entrance tests the solution?
- Risks
- Conclusion



THE SOCIAL CONTRACT WITH STUDENTS

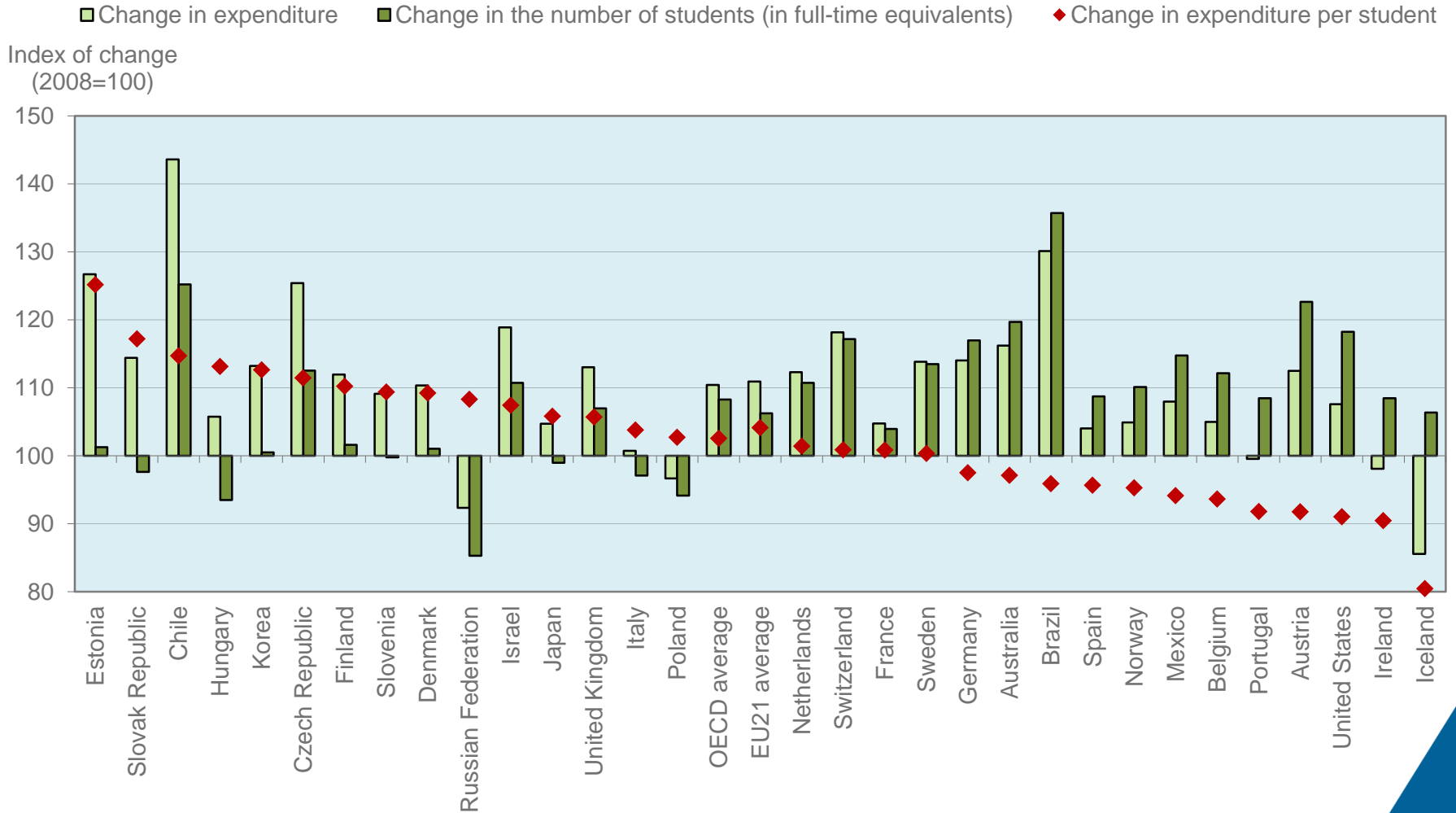


Entry regulation is part of a wider social contract with students

- Components of the social contract of higher education
 - Public funding
 - The cost: tuition fees, other direct and indirect costs, scholarships, loans, other support services
 - Indirect financial consequences: tax benefits, family allowances, social security
 - Open or closed entry regulation, choice of study and flexibility in progression
 - The quality of educational provision
 - Success rates
 - Expected monetary and non-monetary benefits



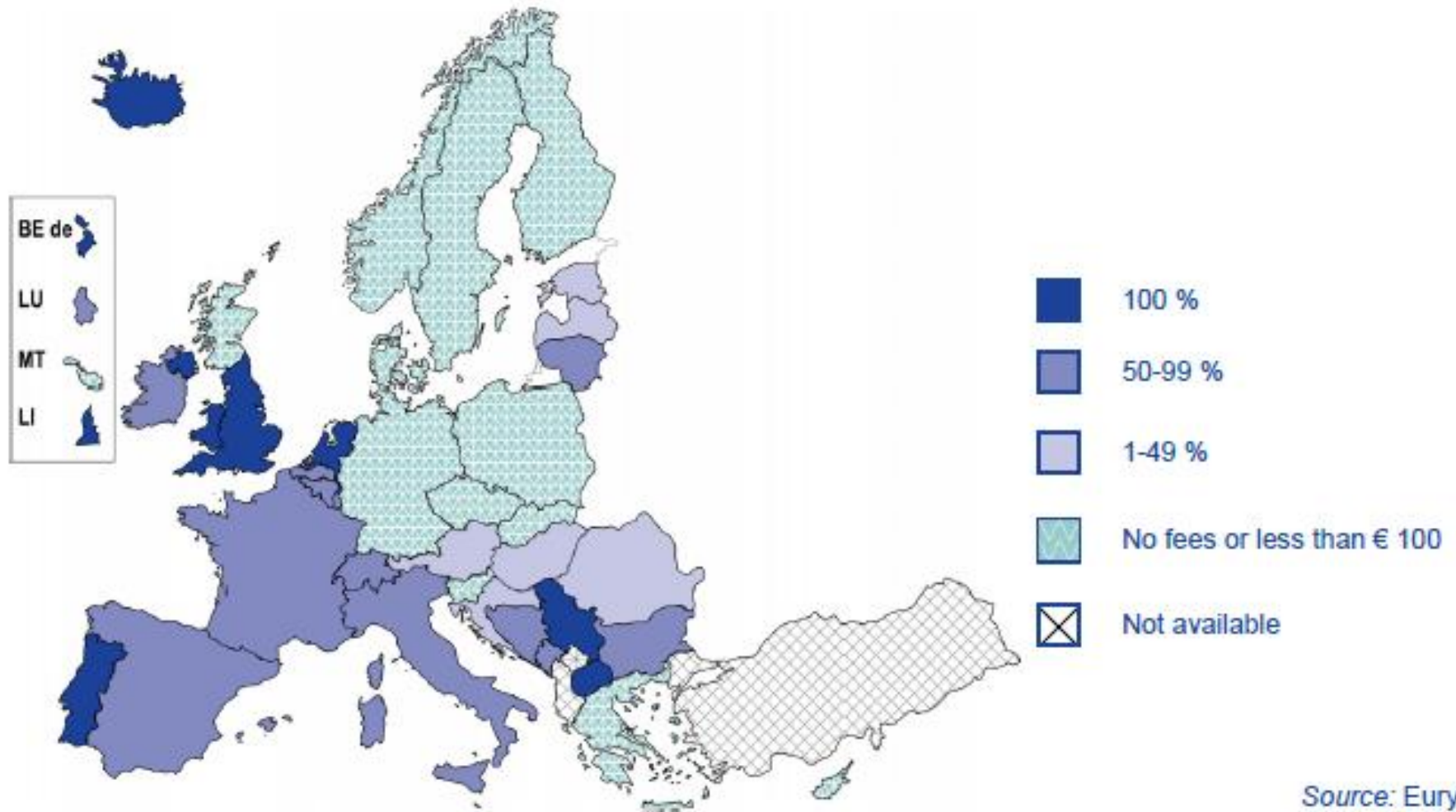
Public funding





Tuition fees

Figure 2: Percentage of fee payers (including tuition and administrative fees) in first cycle higher education programmes, full-time students, 2014/15



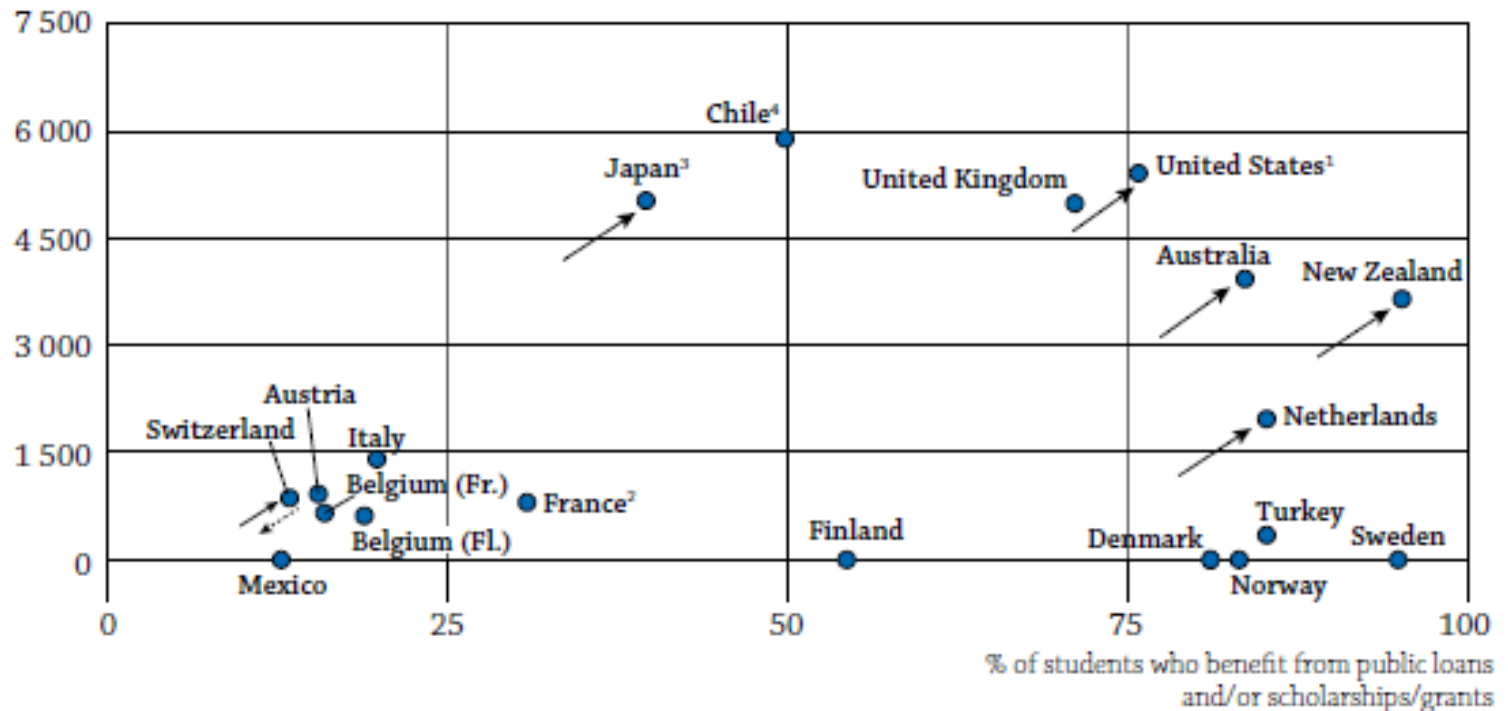


Tuition fees and support

Chart B5.1. Relationship between average tuition fees charged by public institutions and proportion of students who benefit from public loans and/or scholarships/grants in tertiary-type A education (2011)

For full-time national students, in USD converted using PPPs for GDP, academic year 2010/11

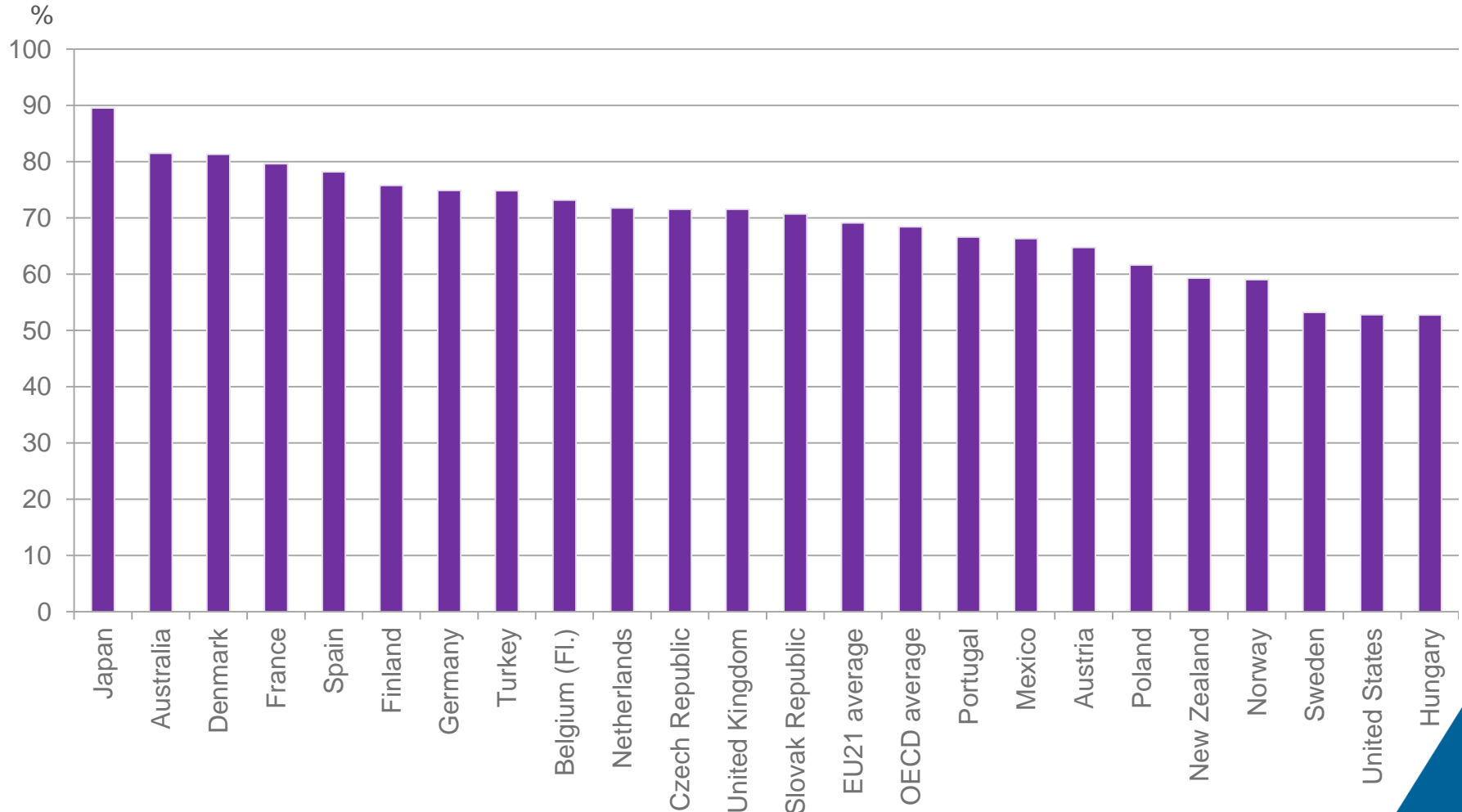
Average tuition fees charged by public institutions, first degree programmes, in USD





Less than 70% of students entering tertiary education actually graduate

Proportion of students who enter tertiary education and graduate with at least a first degree





The changing social contract with students

- Gradual privatisation of costs (although still moderate in BE)
- Less transparency on relationship between costs and benefits, while students are expected to make 'smart' choices
- Higher pressures on orientation and success
- From consumption to investment



THE INTERNATIONAL CONTEXT



DIRECTORATE-GENERAL FOR INTERNAL POLICIES

POLICY DEPARTMENT **B**
STRUCTURAL AND COHESION POLICIES



Agriculture and Rural Development



Culture and Education



Fisheries



Regional Development



Transport and Tourism



HIGHER EDUCATION ENTRANCE QUALIFICATIONS AND EXAMS IN EUROPE: A COMPARISON

STUDY

EN DE FR

2014





Exams and testing are the rule, not the exception

Table 3: Summary of entry requirements

COUNTRY	ENTRY REQUIREMENTS
France	Secondary leaving exam (<i>Baccalauréat</i>); Competitive entrance exams and interviews may be required for some for some higher education institutions and for the <i>grandes écoles</i> .
Germany	Secondary school leaving exam (<i>Abitur</i>) leading to a general higher education entrance qualification (<i>allgemeine Hochschulreife</i>); Institutions may require additional exams, for example standardised aptitude tests for medical degrees.
Italy	Secondary school leaving exam (<i>esame di stato di II ciclo</i>); Institution or subject-specific exams may be required for certain degrees.
Slovenia	Secondary school leaving exam (<i>Matura</i>); Institutions may require additional exams.
Sweden	Secondary school diploma and high school performance (<i>slutbetyg från gymnasieskolan</i>); Standardised aptitude test (SweSAT); Institutions may require additional exams.
UK (England)	Secondary school leaving exams (<i>General Certificate of Education Advanced Level (GCE A-level; A-levels); GCSEs</i>); Institutions may require additional exams.
Australia	Secondary leaving exams (<i>Certificate of Education; Higher School Certificate</i>) leading to Australian Tertiary Admission Rank (ATAR). Standardised test called Special Tertiary Admissions Test (STAT) in some cases; institution or subject-specific exams may be required for certain degrees; and increasingly some Australian universities ask for Personal Qualities Assessment (PQA).
Japan	Secondary school diploma; standardized testing (<i>National Centre Test for University Admissions (NCT)</i>); University-specific entrance exams.
Turkey	Secondary school diploma (<i>Lise Diplomasi</i>); Higher education Exam and Undergraduate Placement Examination.
USA	High School Diploma; Standardised aptitude test (SAT).



FOR WHAT KIND OF PROBLEMS ARE
ENTRY TESTS THE SOLUTION?



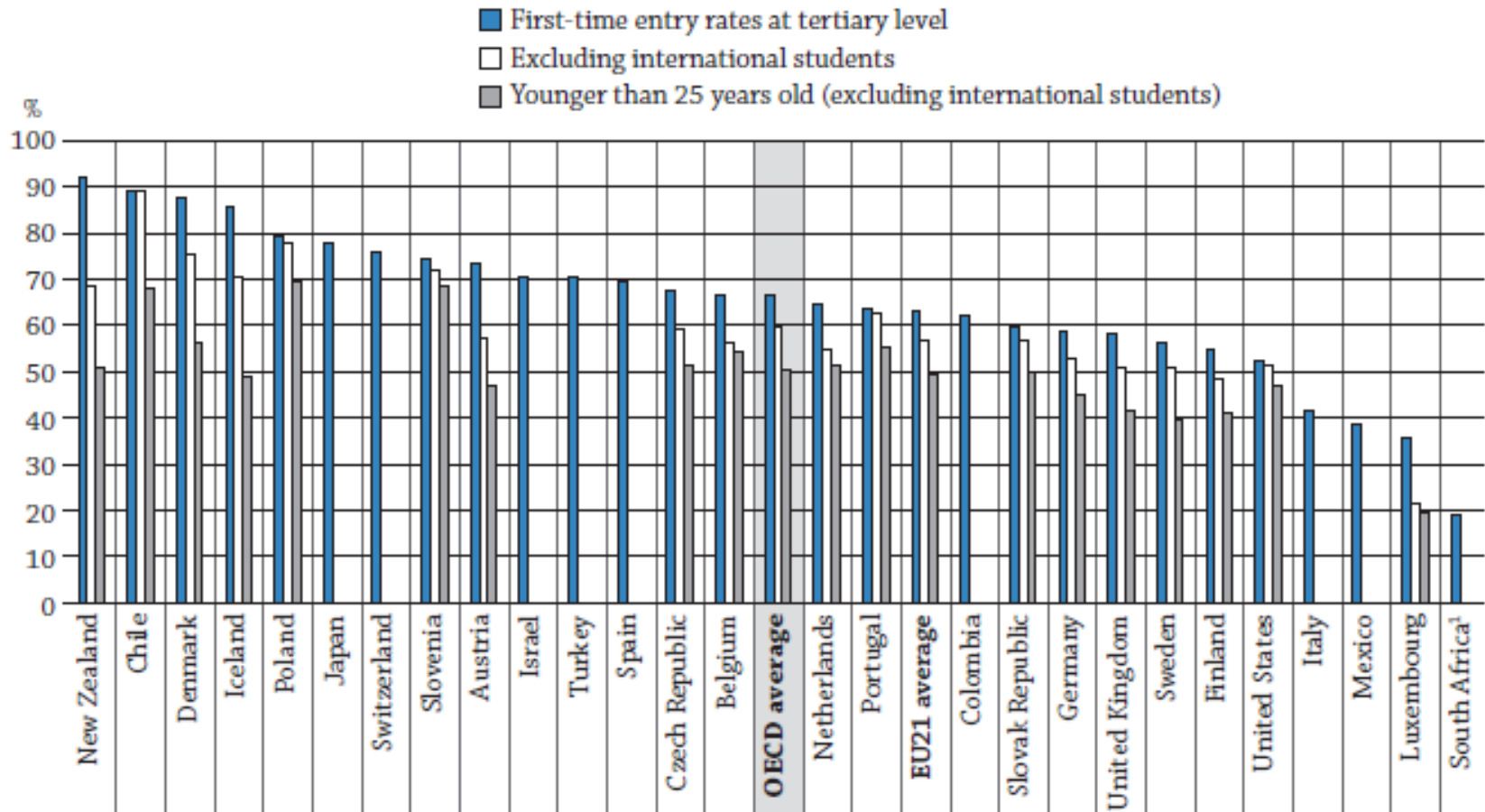
For what kind of problems are entry tests the solution?

- Excessively high entry rates, over-consumption?
- Field-of-study mismatch?
- Deficient prior knowledge and skills, resulting in high failure rates?
- Lack of quality in learning outcomes?
- Graduate output?



Entry rates to higher education

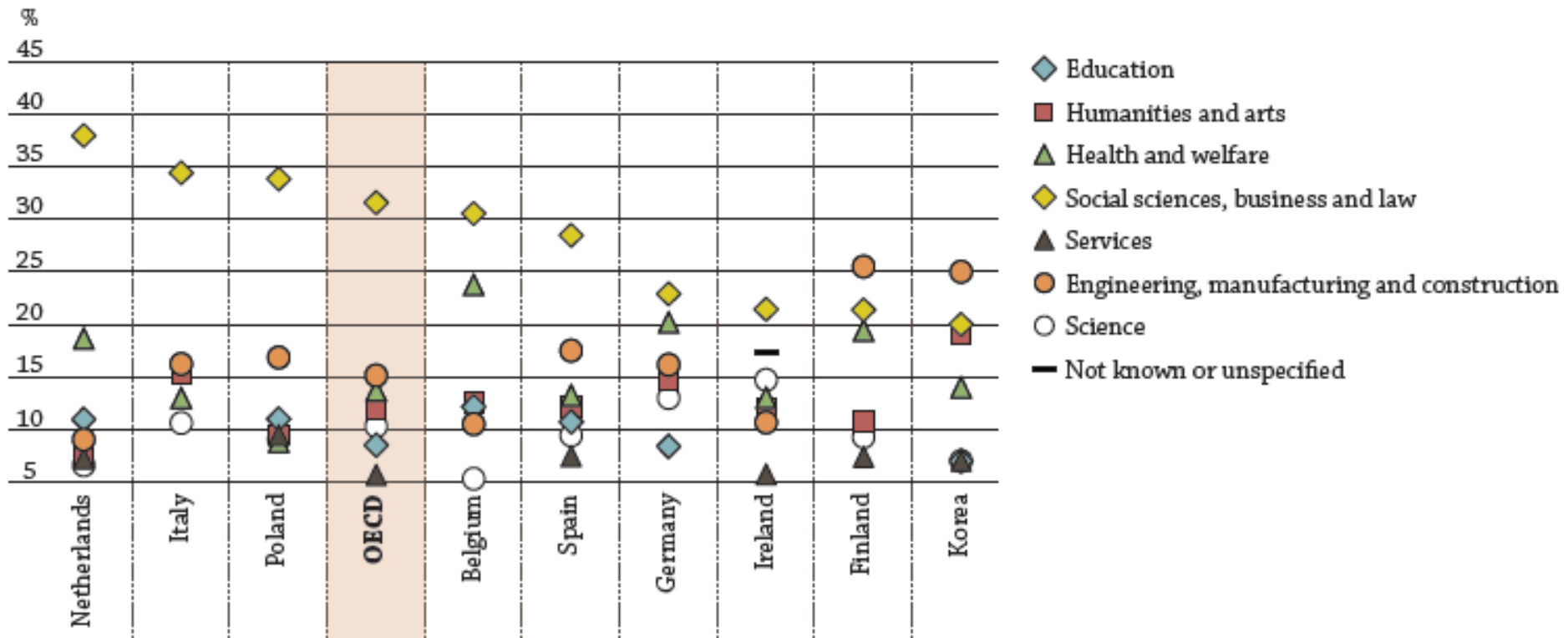
Chart C3.1. First-time tertiary entry rates (2013)





Field of study

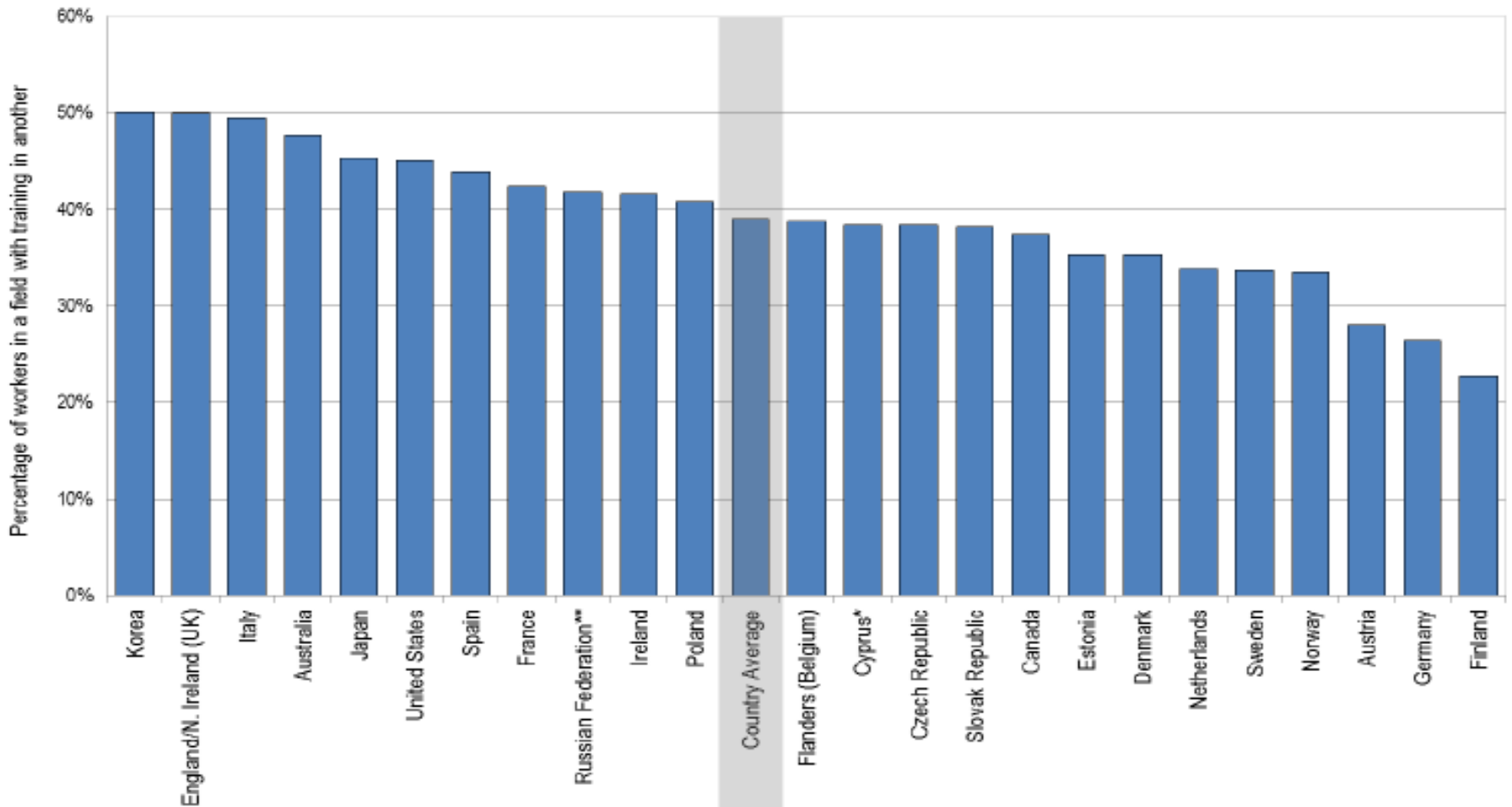
Distribution of new entrants into tertiary type-A and type-B programmes,¹ by field of education (2011)





Field-of-study mismatch?

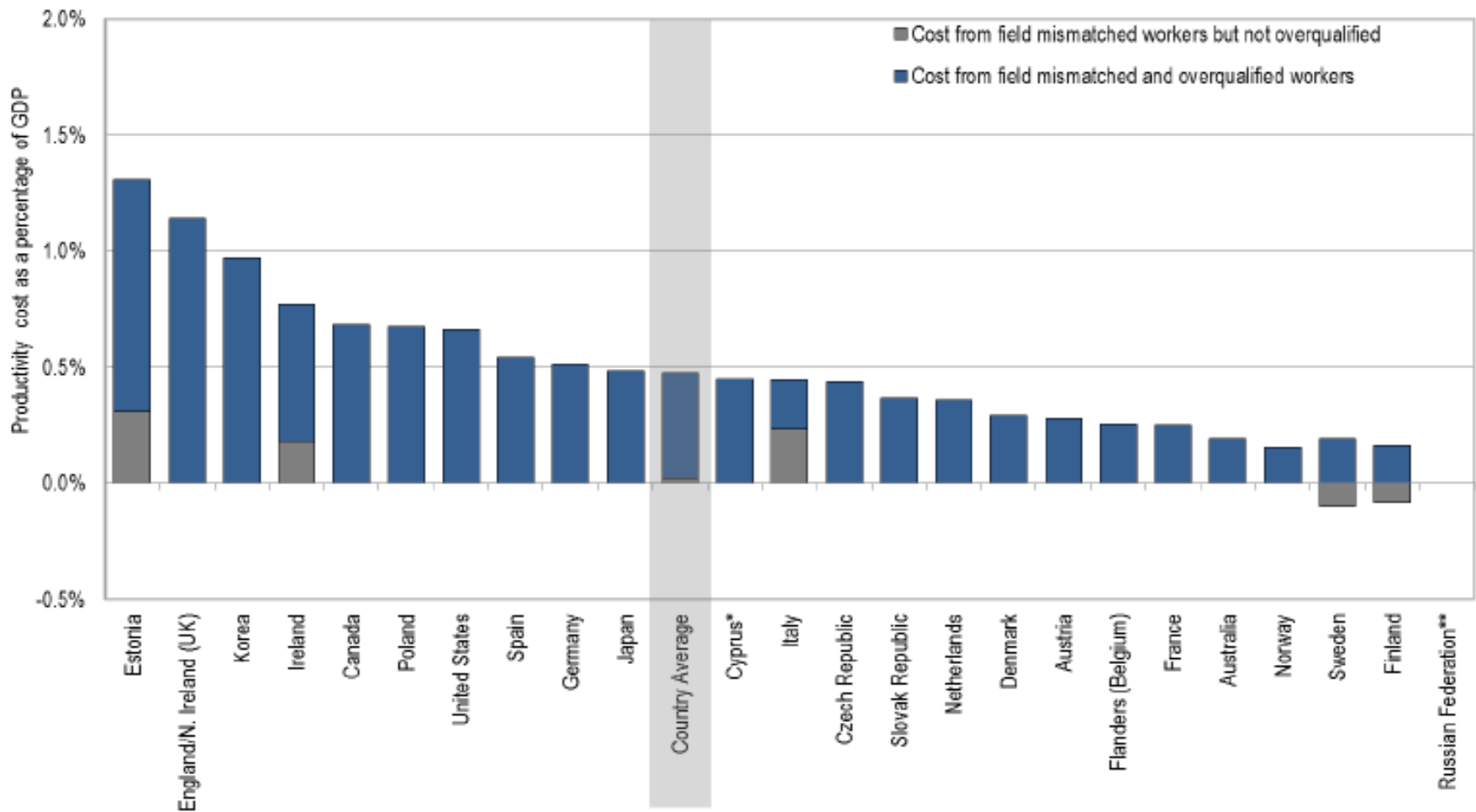
Figure 1. Prevalence of field-of-study mismatch across countries





The cost of field-of-study mismatch

Figure 7. Productivity costs of field-of-study mismatch, 2012



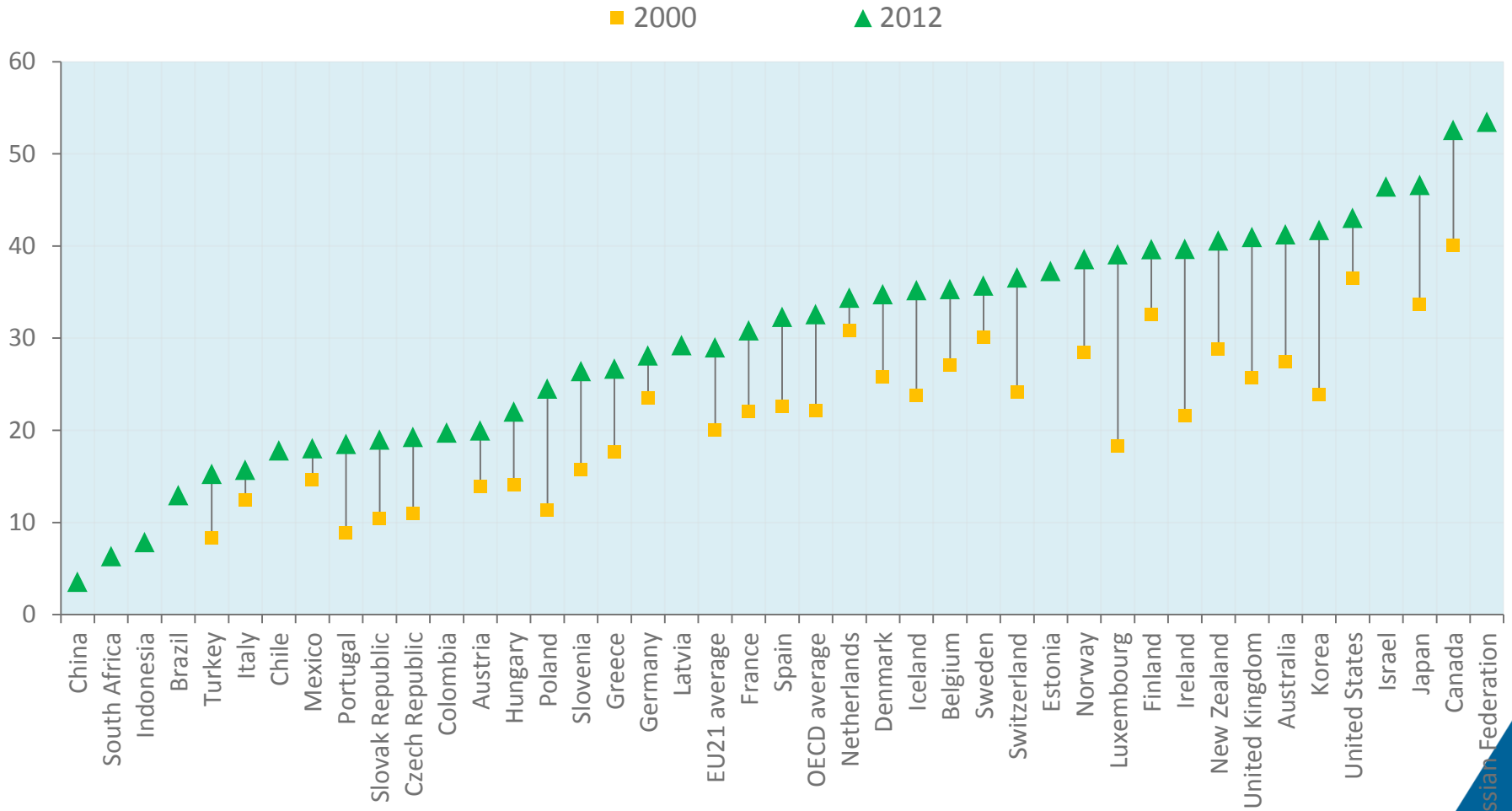
■ 95th percentile ■ mean score tertiary 25-34y



Numeracy scores of tertiary educated adults of 25-34y old



Graduate output

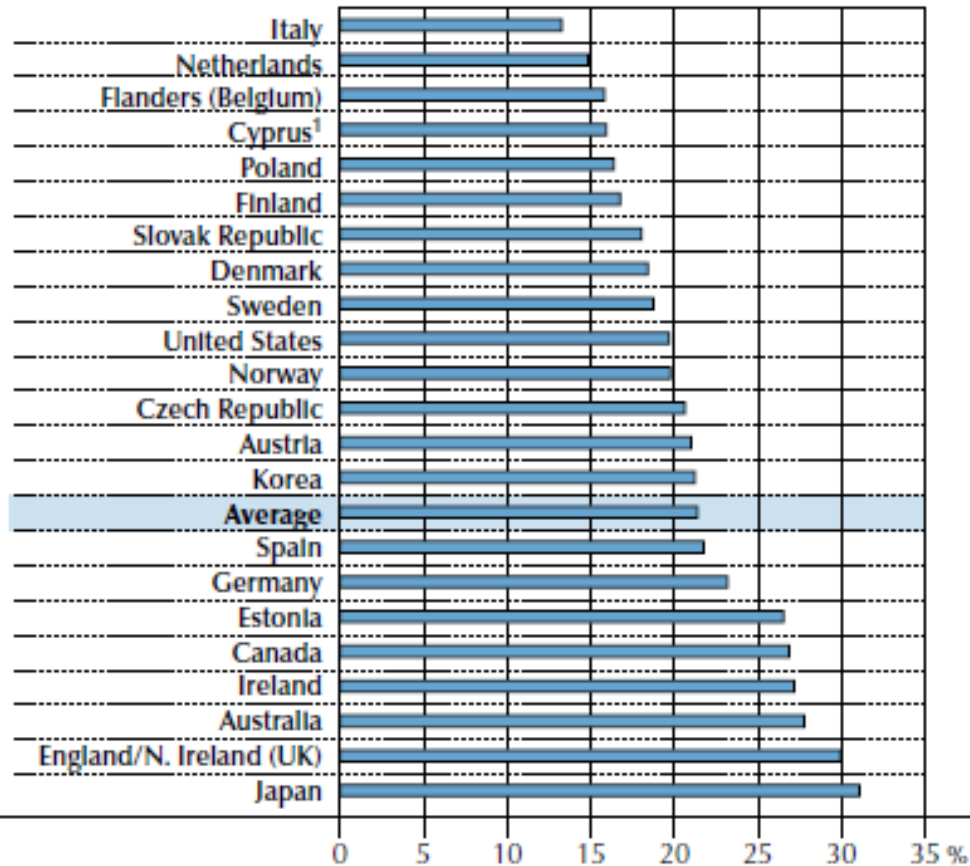




Over-qualification

Incidence of over-qualification

Percentage of workers whose highest qualification is higher than the qualification they deem necessary to get their job today





RISKS

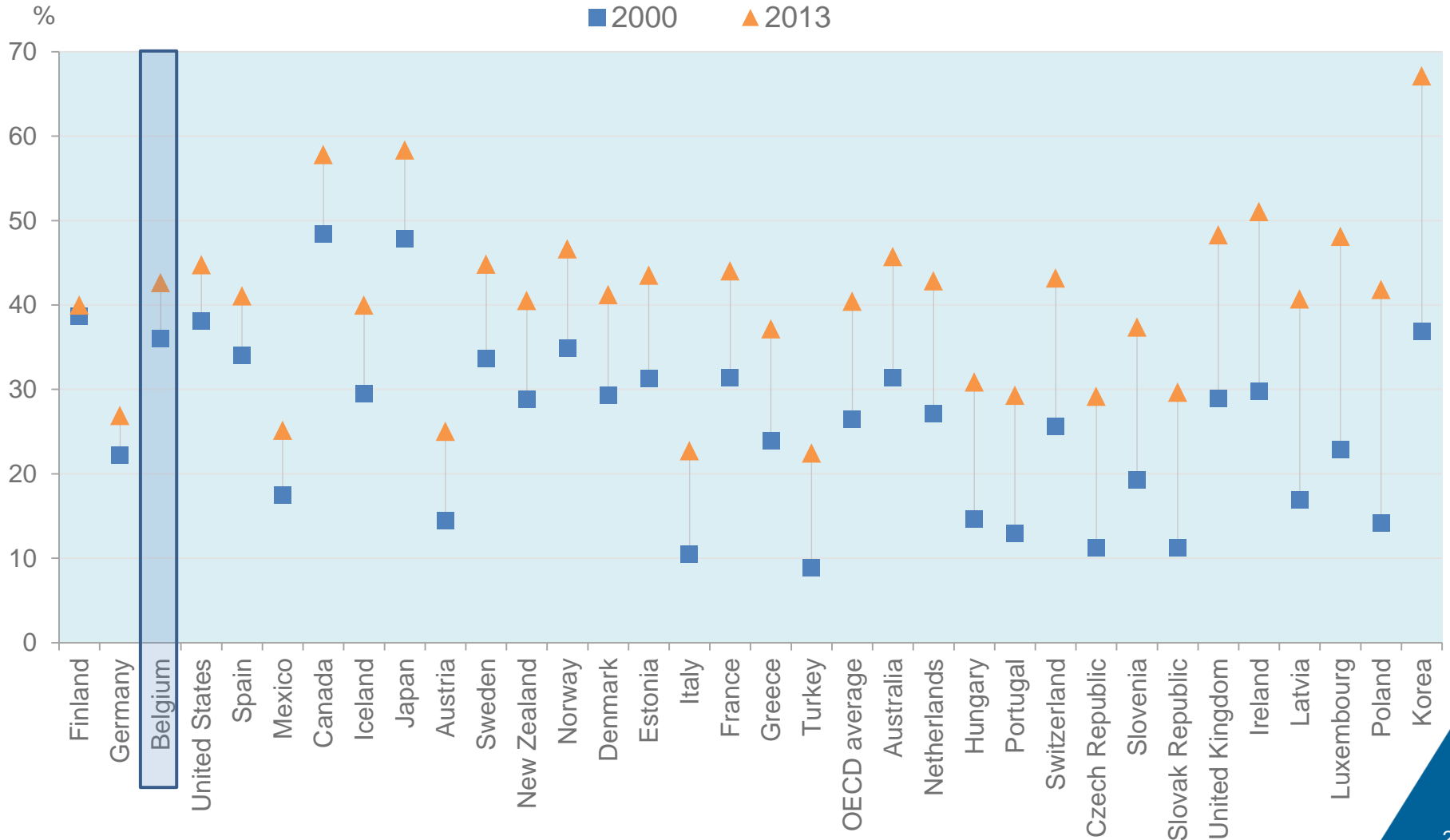


Main risks of entrance tests

- The risk of decreasing participation, graduation and attainment
 - Entrance tests should not frighten off students and decrease student intake
- Social equity risks
 - Entrance tests should not aggravate equity deficit, but improve opportunities for deserving students from disadvantaged backgrounds
- Quality of entrance tests
 - Low-quality tests are worse than open entry, but high-quality tests are better than open entry

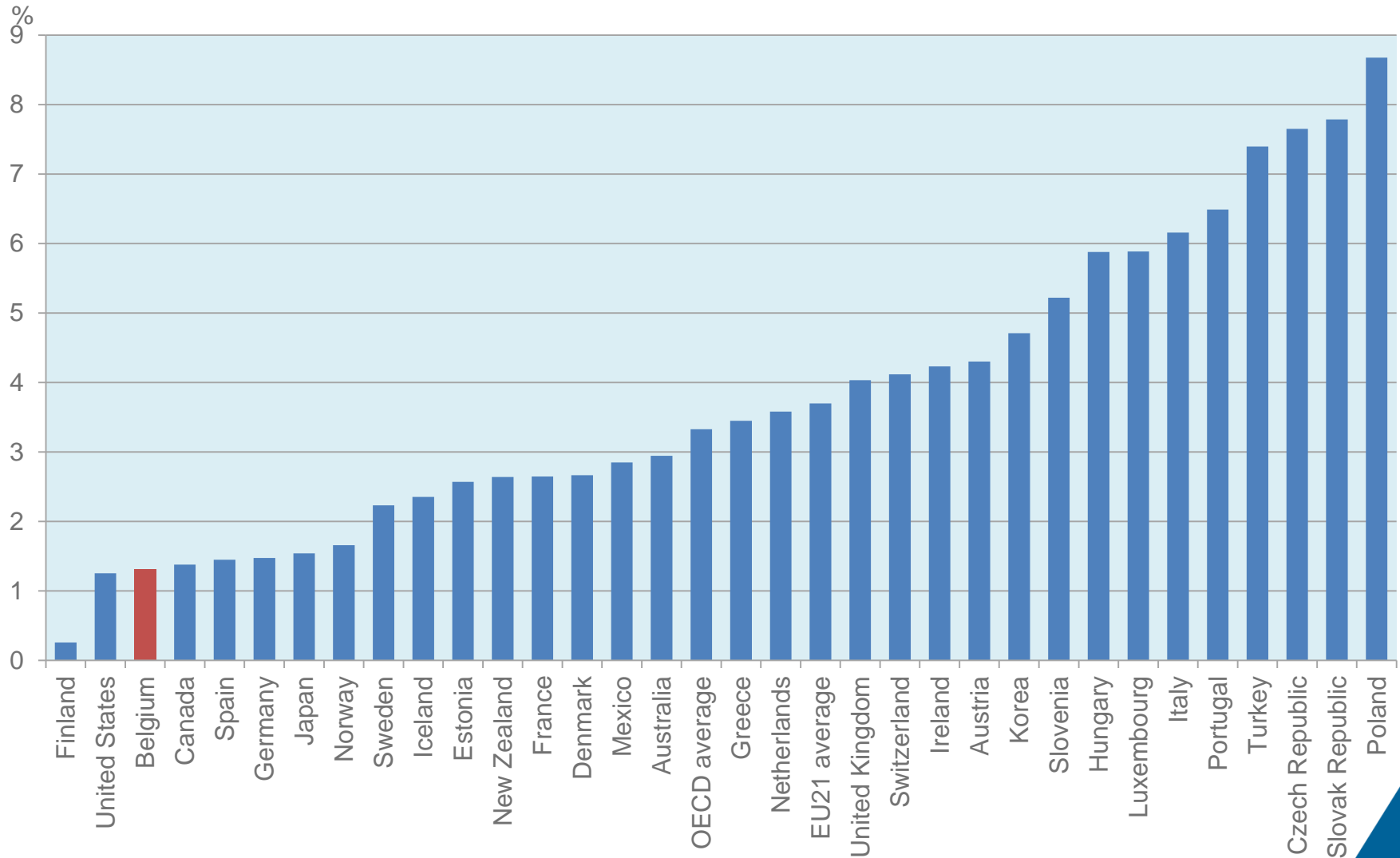


Tertiary attainment rate among 25-34y-olds, 2000-2013



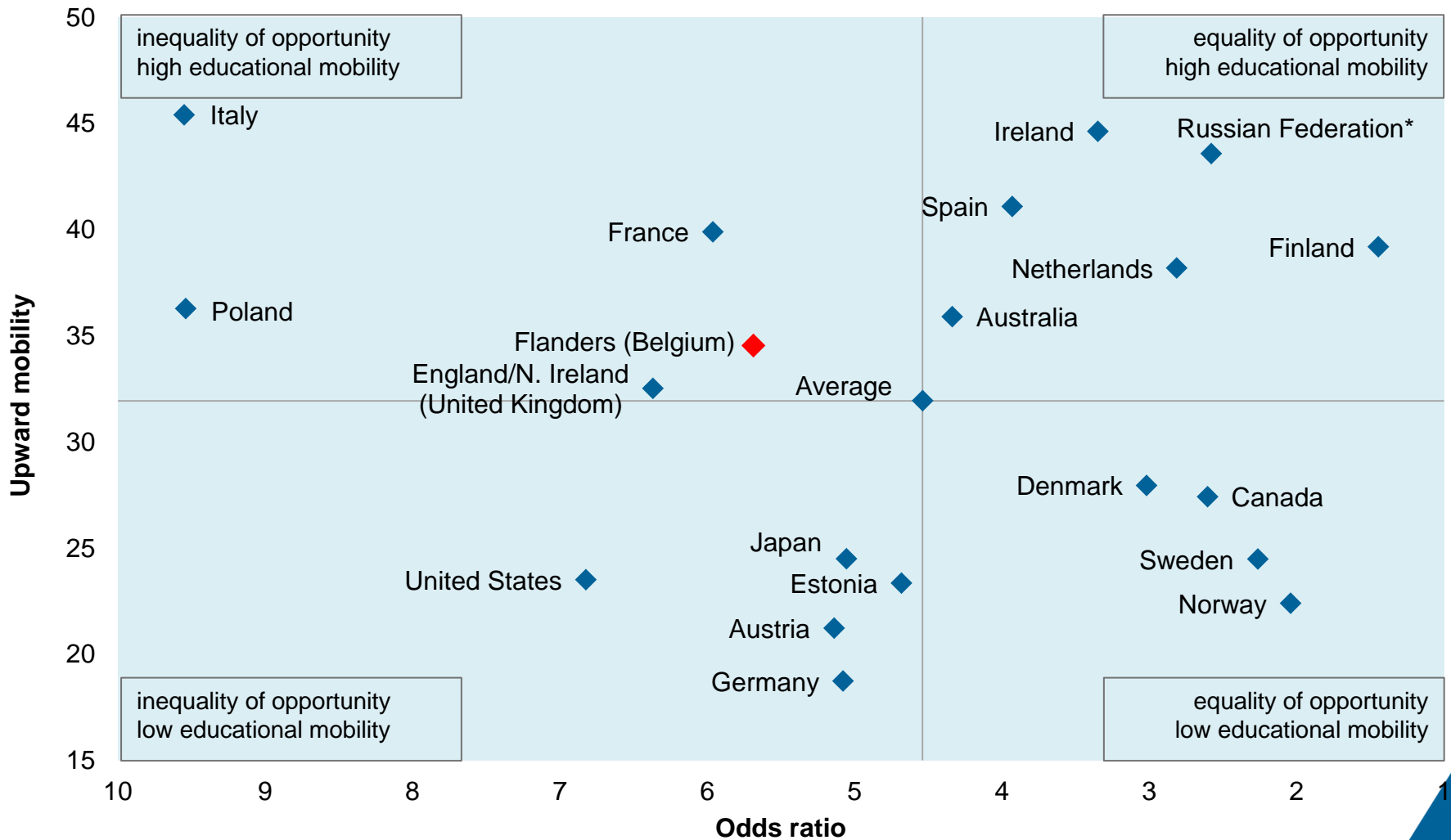


Average annual increase in tertiary attainment rate among 25-34y-olds, 2000-2013





Losing talent: equity issues remain and educational mobility slows down





CONCLUSION



Better information, orientation is the only powerful argument

- When implemented seriously, tests can empower students to make smarter choices and enjoy a more rewarding study trajectory
 - Better understanding of one's prior knowledge and skills and one's capabilities
 - Better guarantees for successful study
 - Improving quality of teaching and learning environments for deserving students
 - Higher efficiency of education system



Thank you !

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