



AN INTERNATIONAL PERSPECTIVE ON HIGHER EDUCATION

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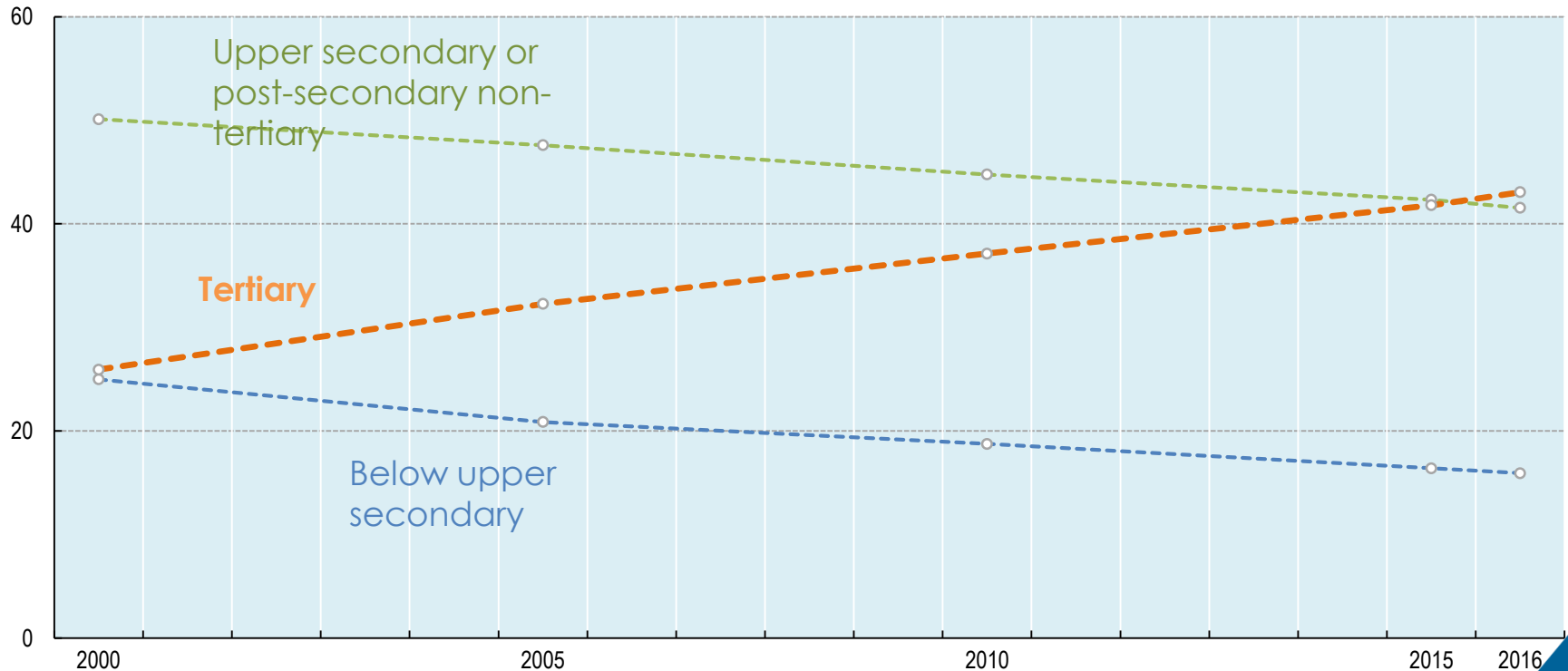
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**PARTICIPATION
ATTAINMENT
MASSIFICATION...
AND THE VALUE OF A HIGHER
EDUCATION DEGREE**



Educational attainment 25-34y olds

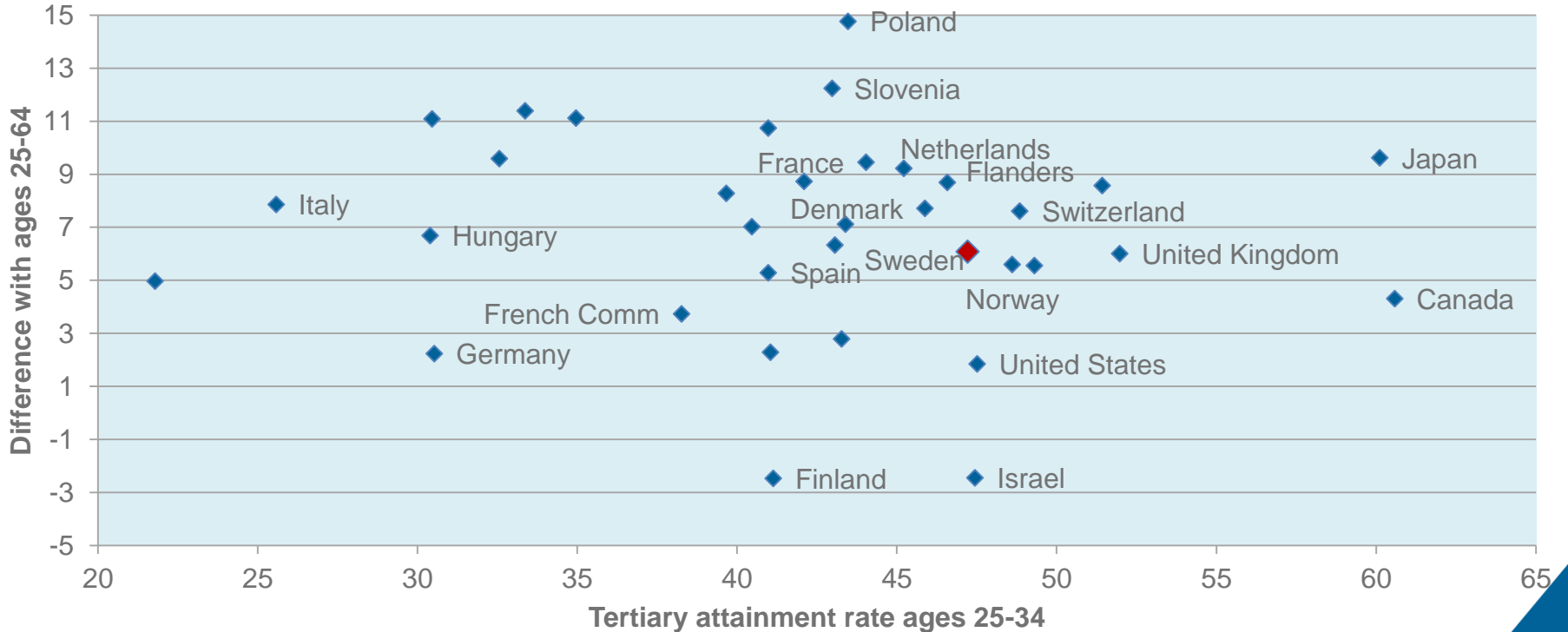
Relative share of attainment levels, OECD – 2000-2016



Source: Education at a Glance 2017, Table A1.2 (OECD, 2017)



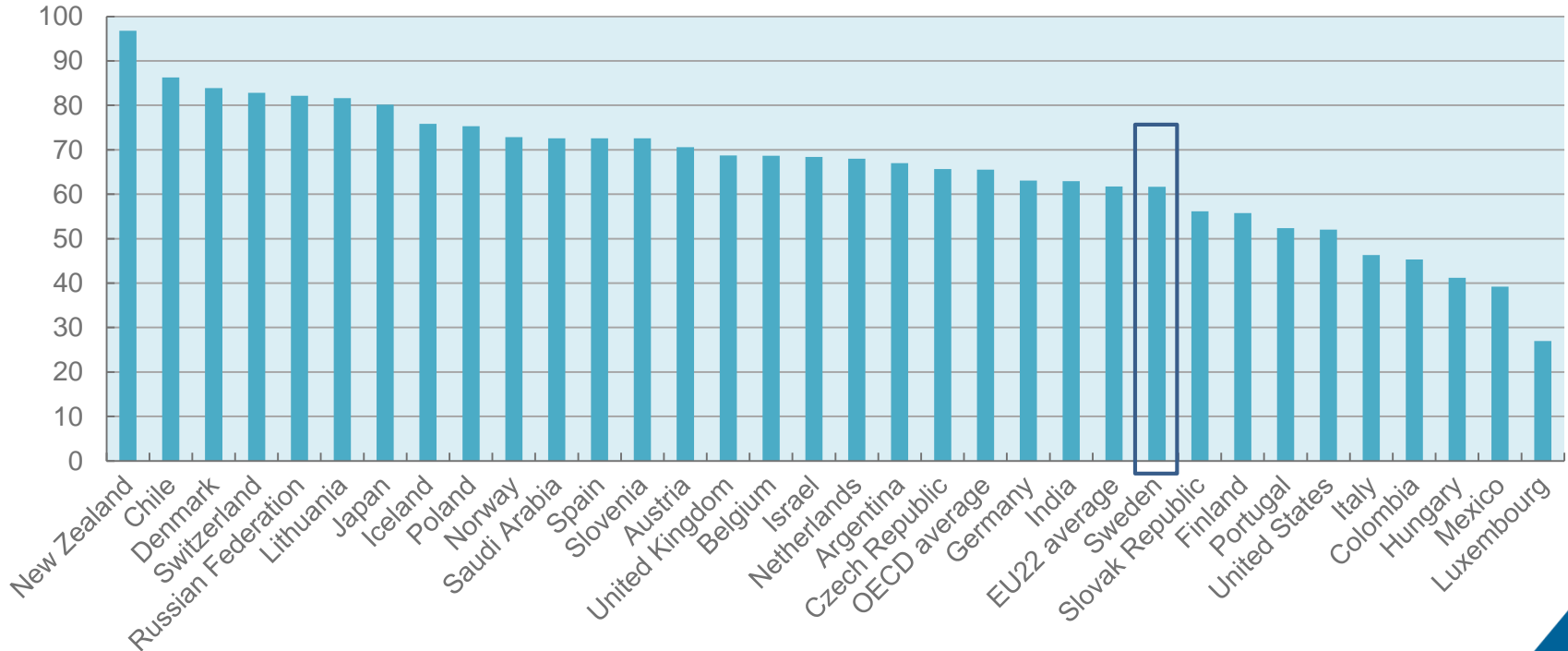
Percentage tertiary-educated 25-34y





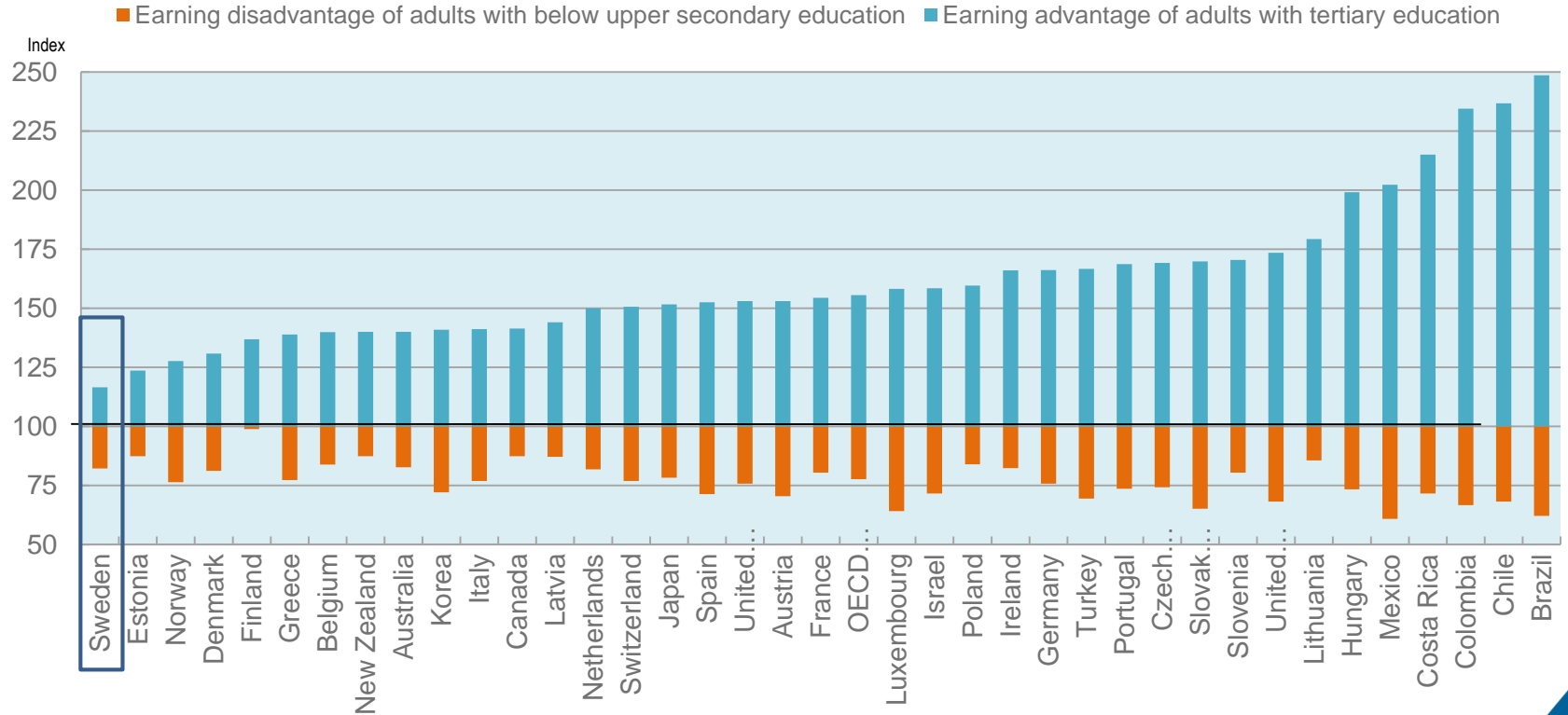
And more young people are pushing for higher education

First-time tertiary entry rates (2015)



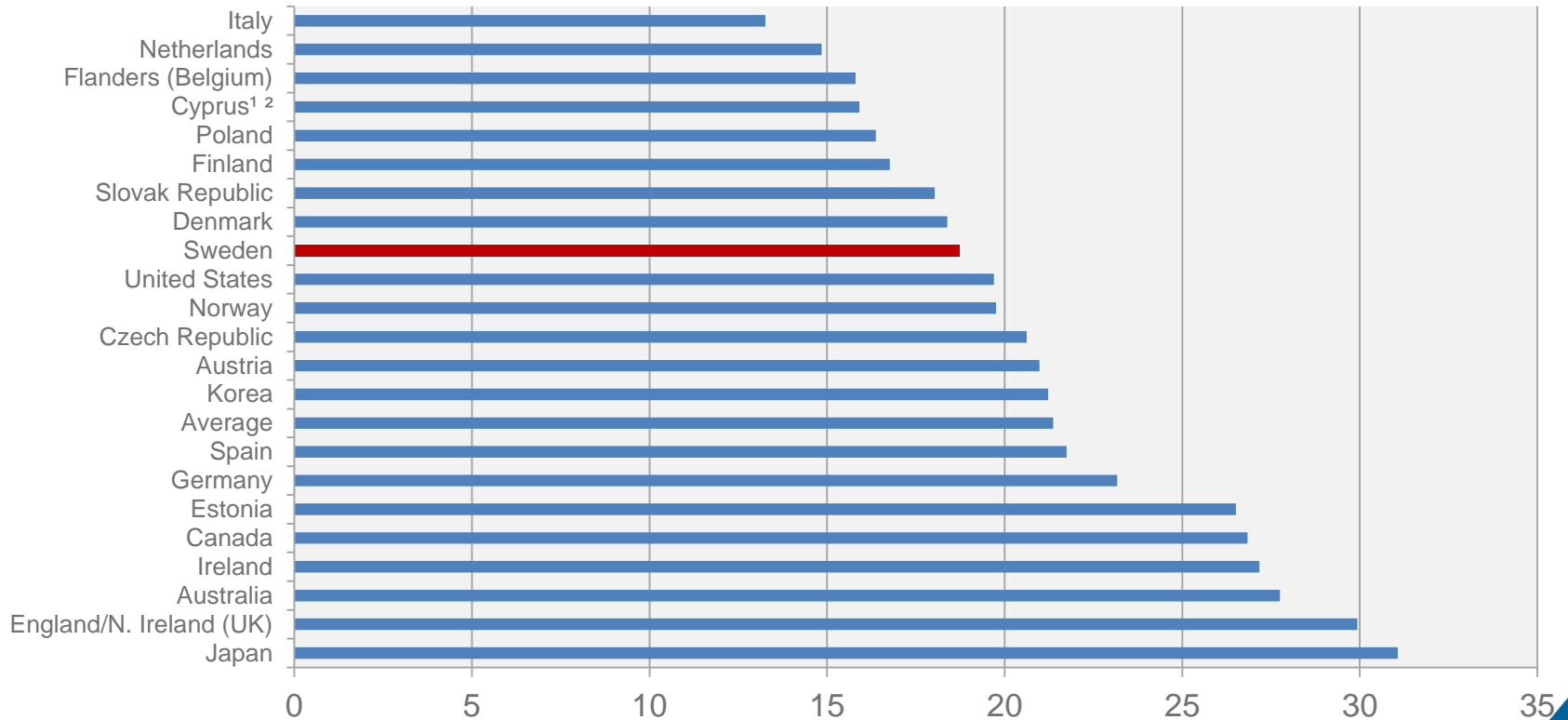


The wage premium remains high internationally, but is low in Sweden



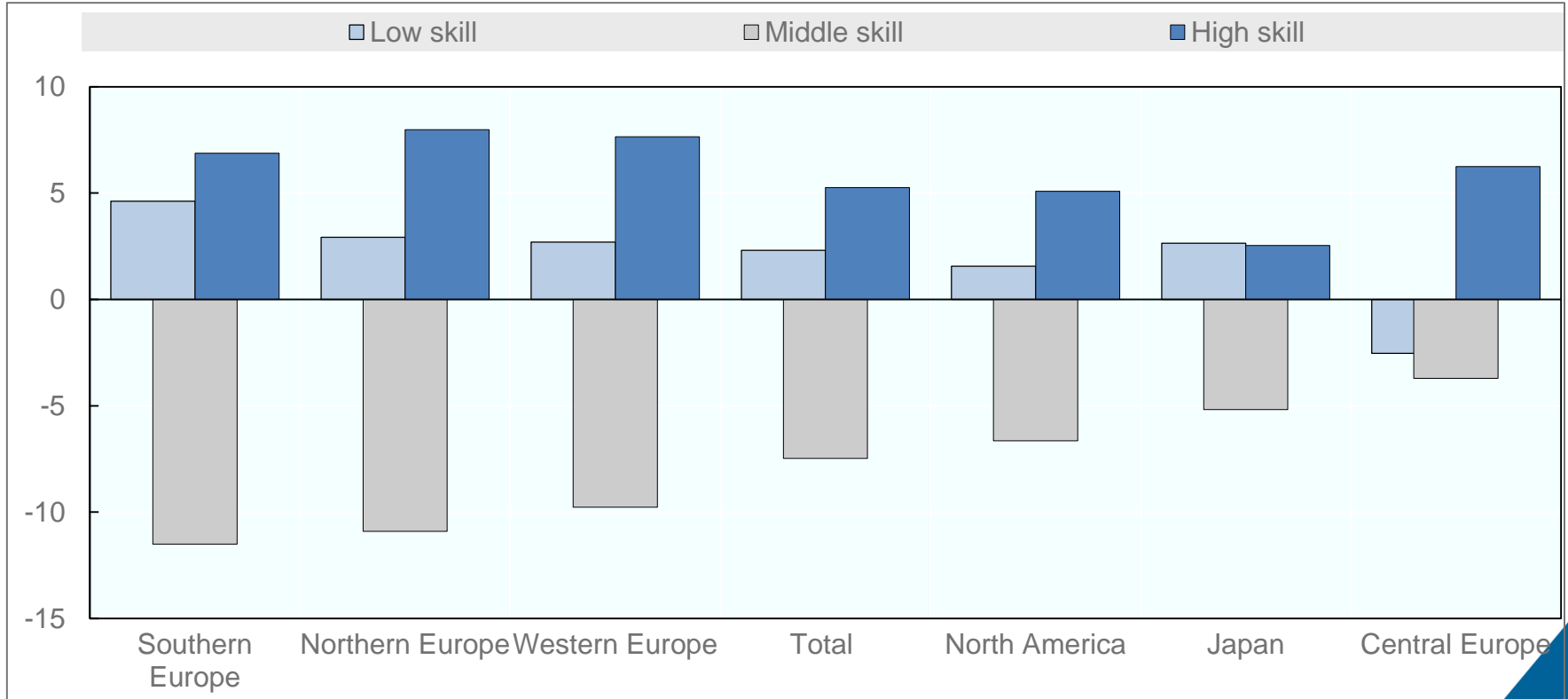


Yet, the level of over-qualification is relatively low





Polarisation on the labour market





End of credentialism?

Ernst & Young Removes Degree Classification From Entry Criteria As There's 'No Evidence' University Equals Success

The Huffington Post UK | By Lucy Sherriff

Posted: 04/08/2015 14:55 BST | Updated: 21/09/2015 09:59 BST



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Ernst & Young, one of the UK's biggest graduate recruiters, has announced it will be removing the degree classification from its entry criteria, saying there is "no evidence" success at university correlates with achievement in later life.

The accountancy firm is scrapping its policy of requiring a 2:1 and the equivalent of three B grades at A-level in order to open opportunities for talented individuals "regardless of their background".

Maggie Stilwell, EY's managing partner for talent, said the company would use online assessments to judge the potential of applicants.

"Academic qualifications will still be taken into account and indeed remain an

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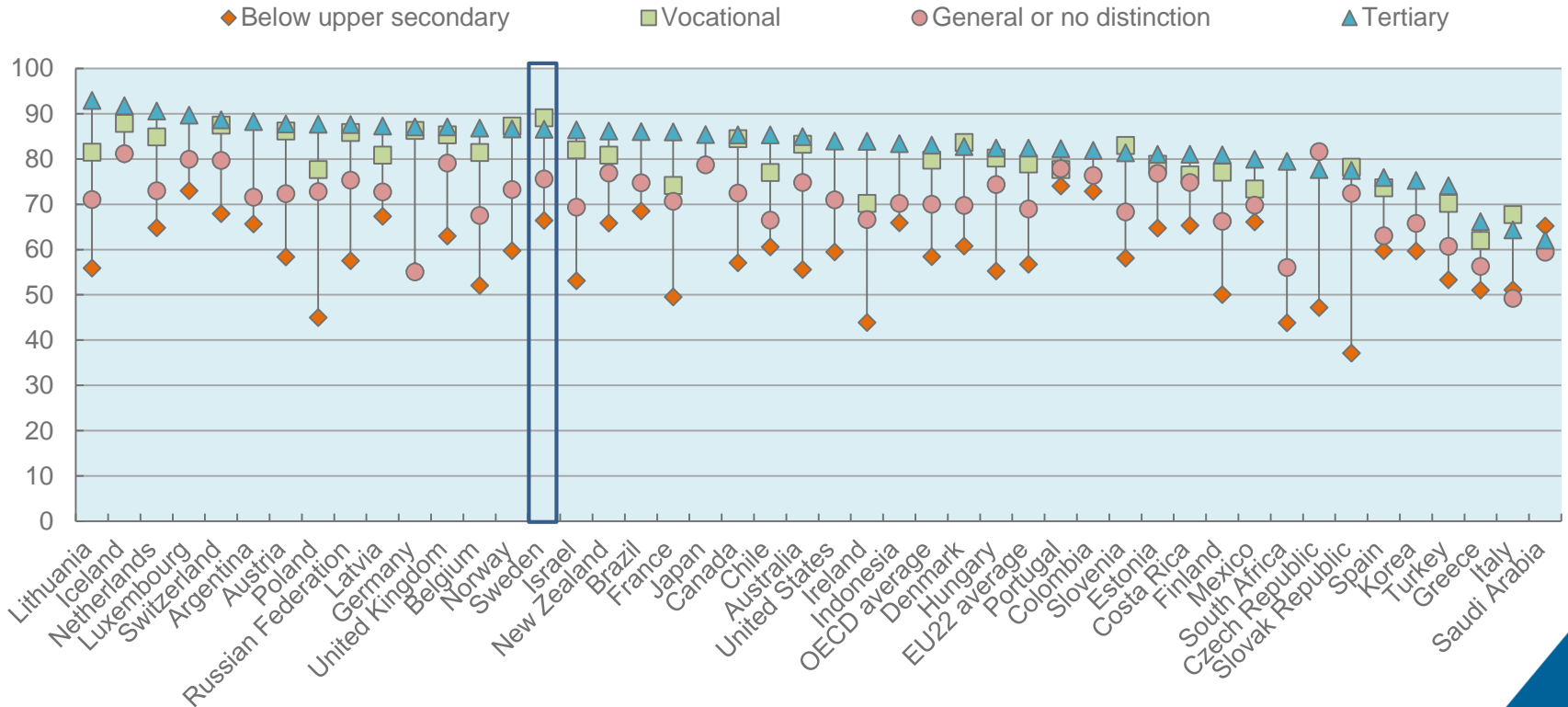
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EMPLOYABILITY AND THE SOCIAL OUTCOMES OF HIGHER EDUCATION



Employment rates of graduates are still good, but added value over a vocational secondary education is negative

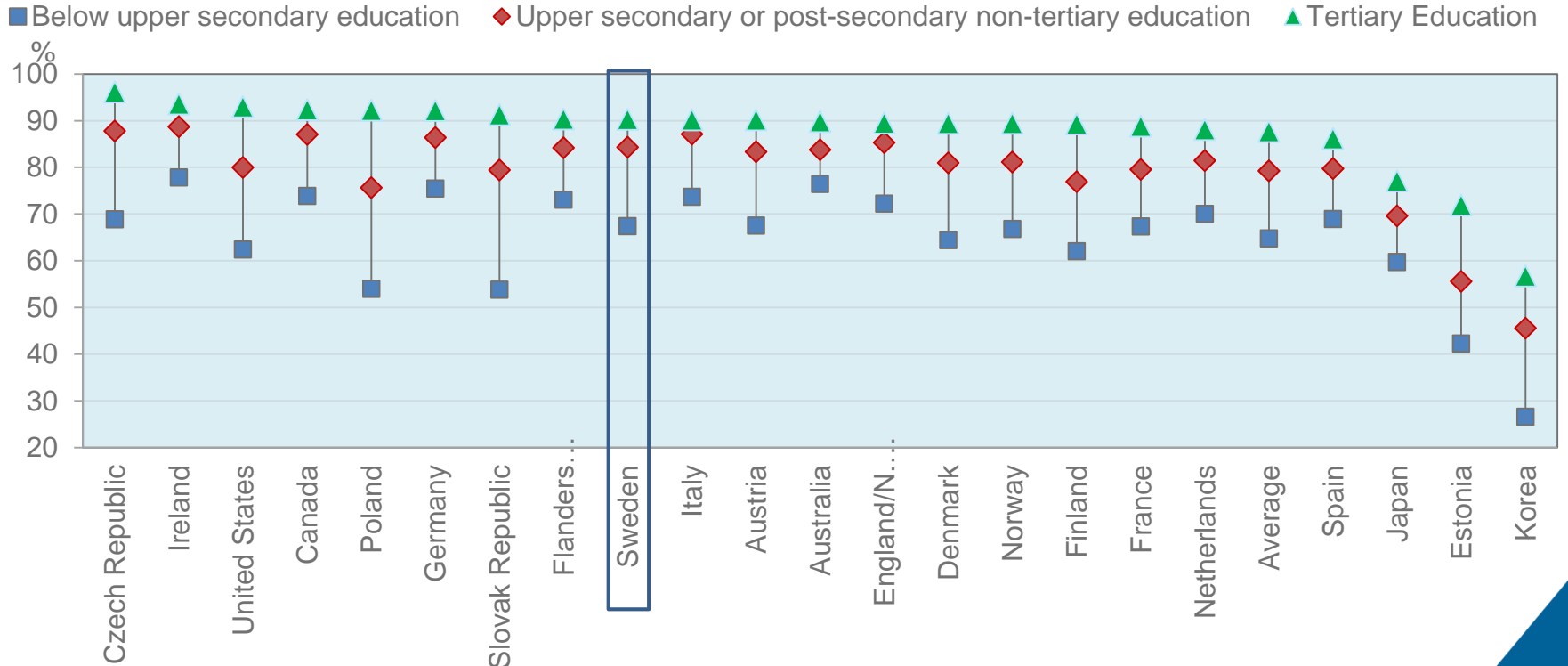
Employment rates of 25-34 year-olds, by educational attainment and programme orientation (2016)





Social outcomes – health

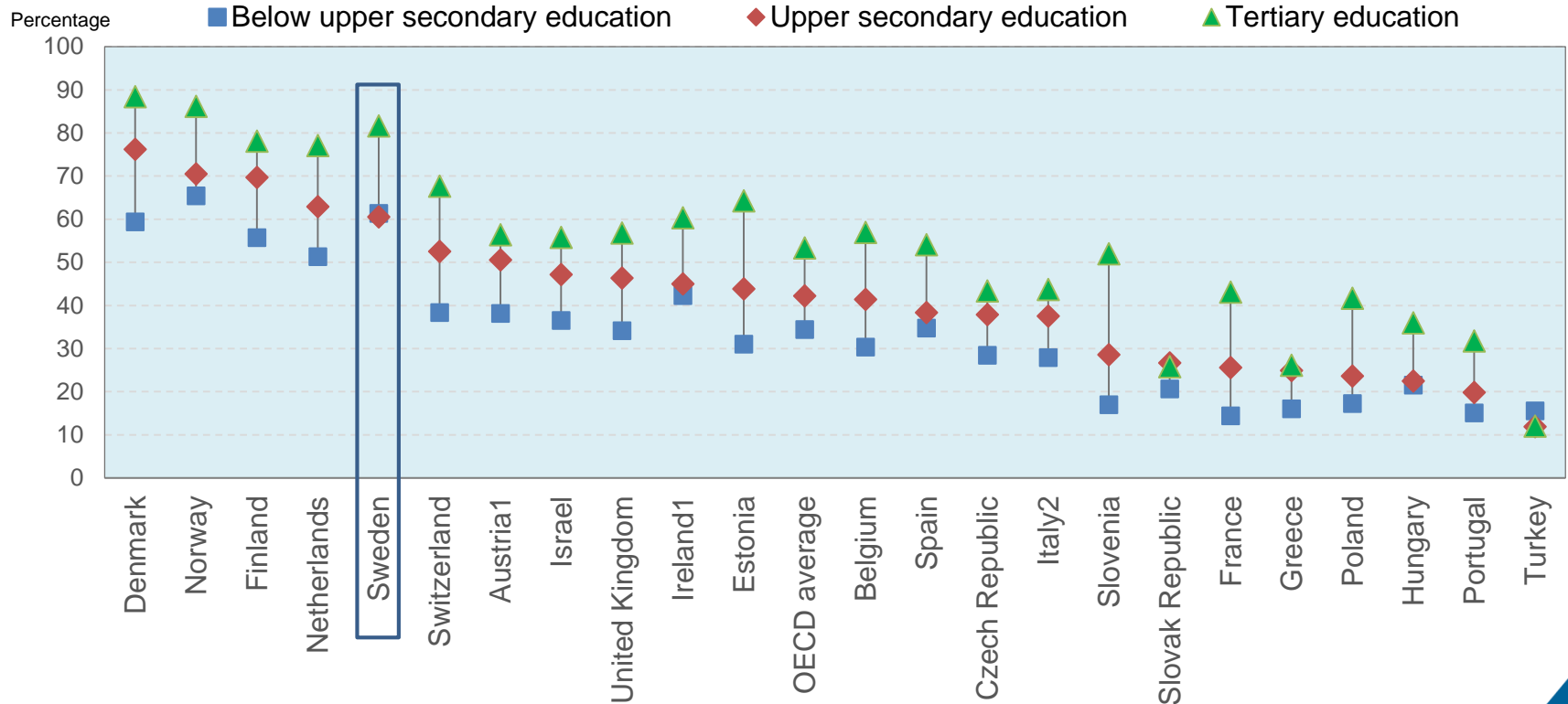
Proportion of adults reporting that they are in good health, by educational attainment





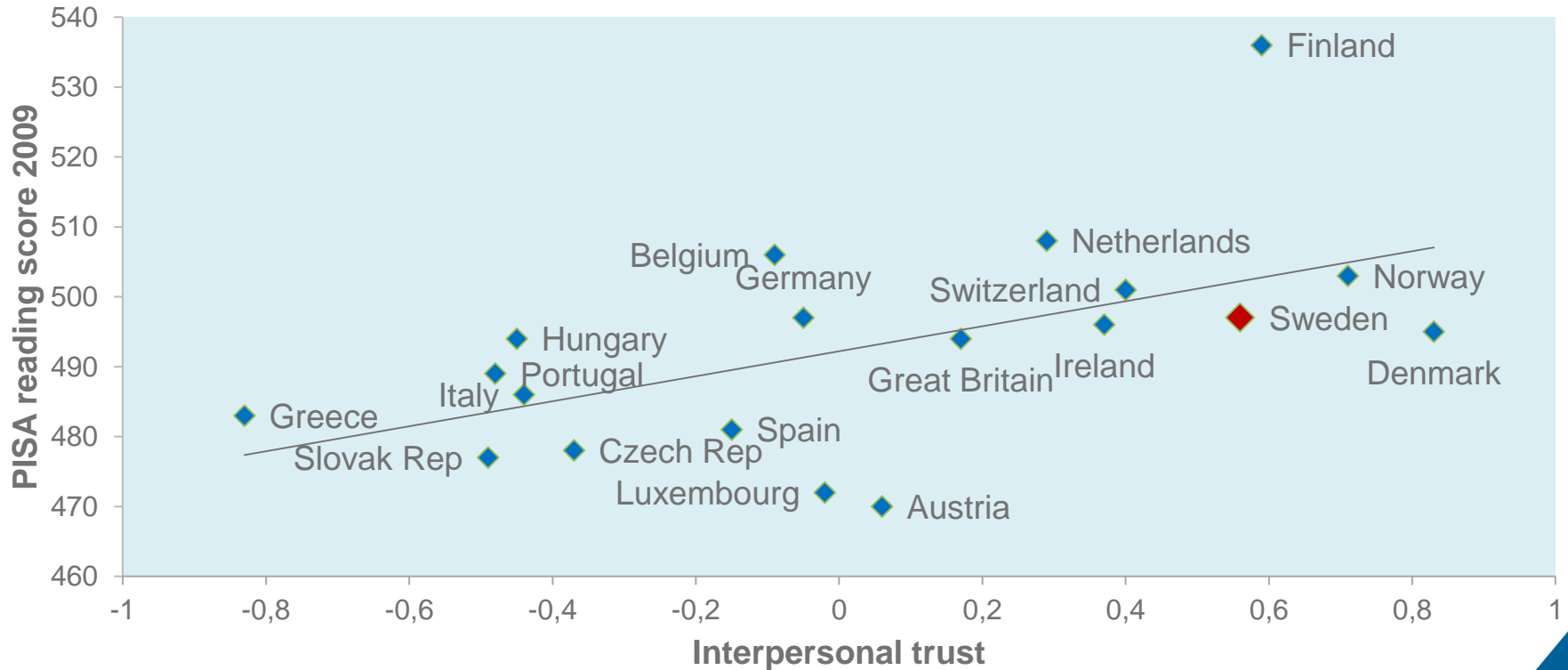
Social outcomes – Interpersonal trust

Proportion of adults expressing interpersonal trust, by level of educational attainment





Cognitive foundation skills are moderately associated with interpersonal trust





Social outcomes probably are driven by social and emotional skills - An example: conscientiousness

Conscientiousness

Achievement orientation

Setting high standards for oneself and working hard to meet them

Self-control

Ability to control impulses, delay gratification and maintain concentration

Responsibility

Following through with promises to others

Persistence

Persevere in tasks and activities, hard to distract

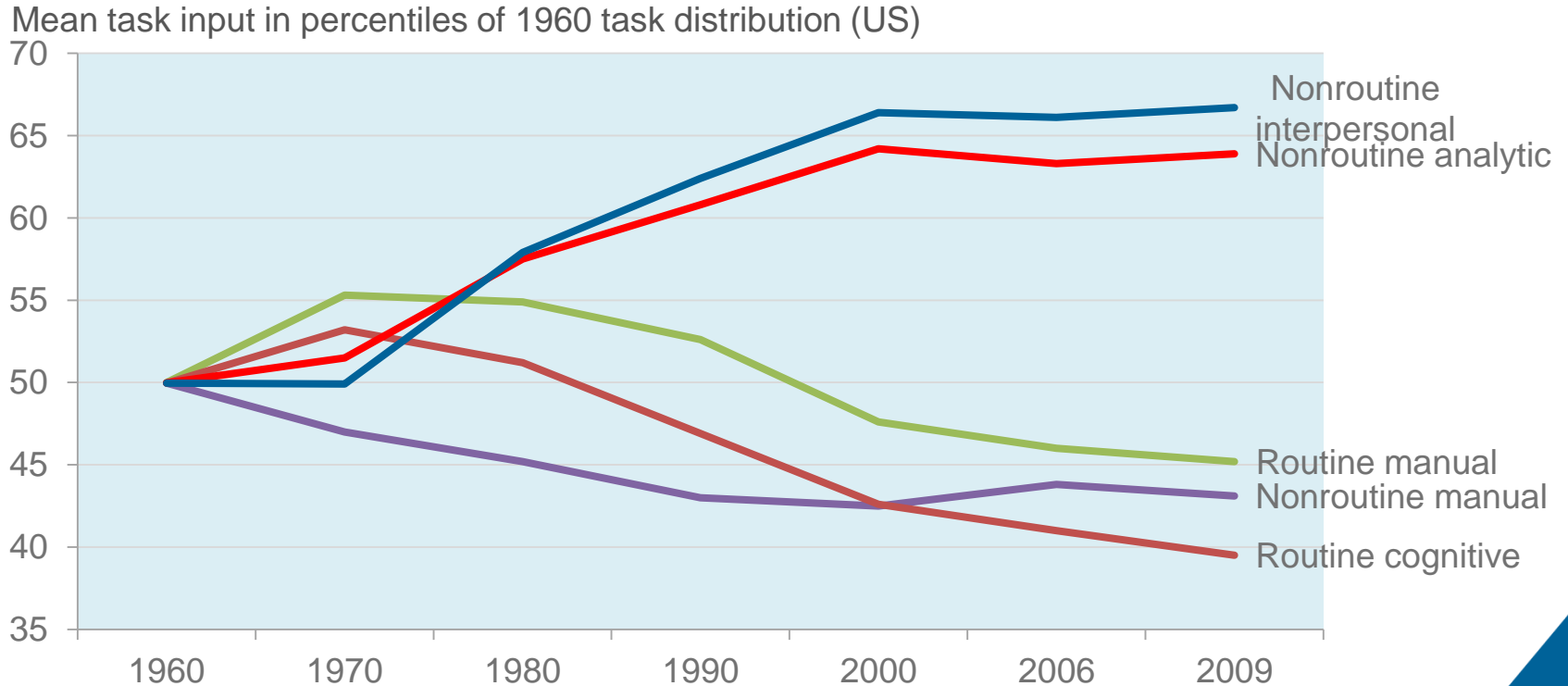


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**HIGHER EDUCATION
PREPARING FOR A CHANGING
SKILLS DEMAND**

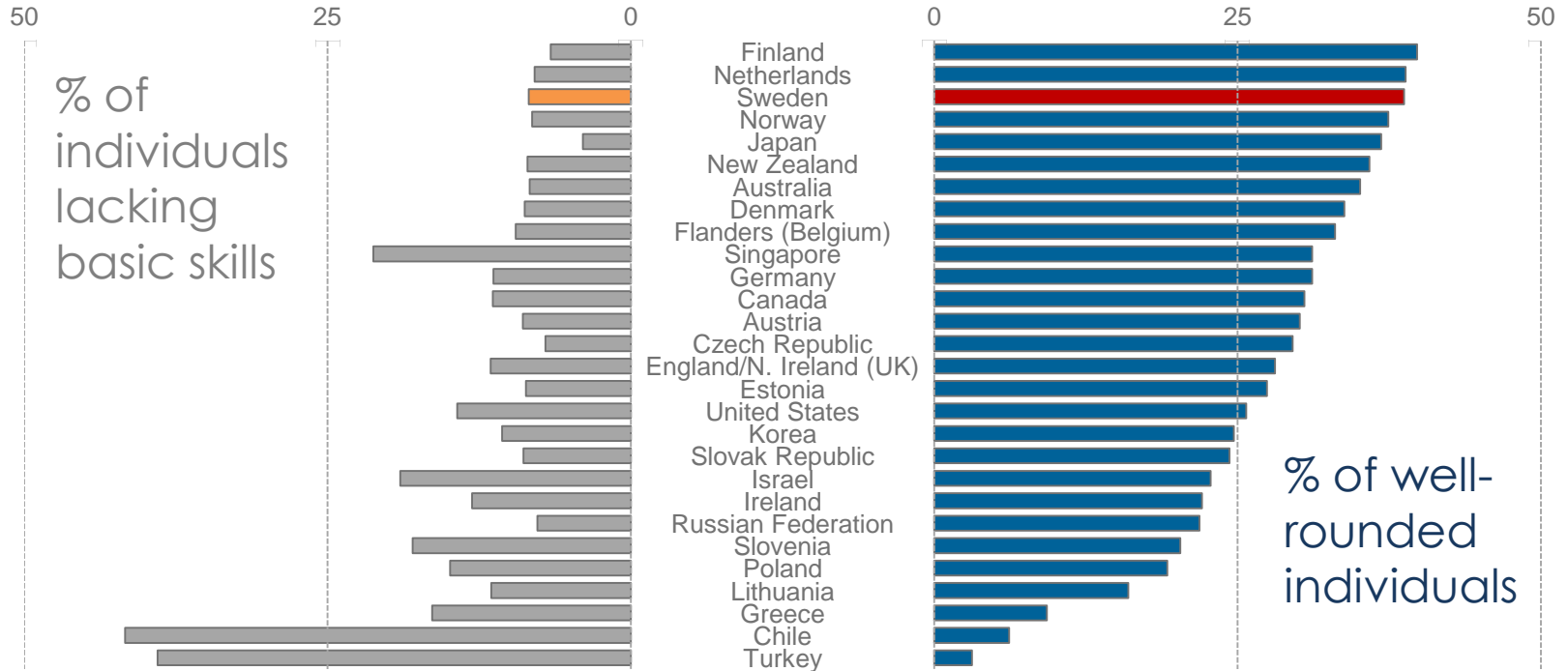


Is higher education preparing for a changing skills demand?





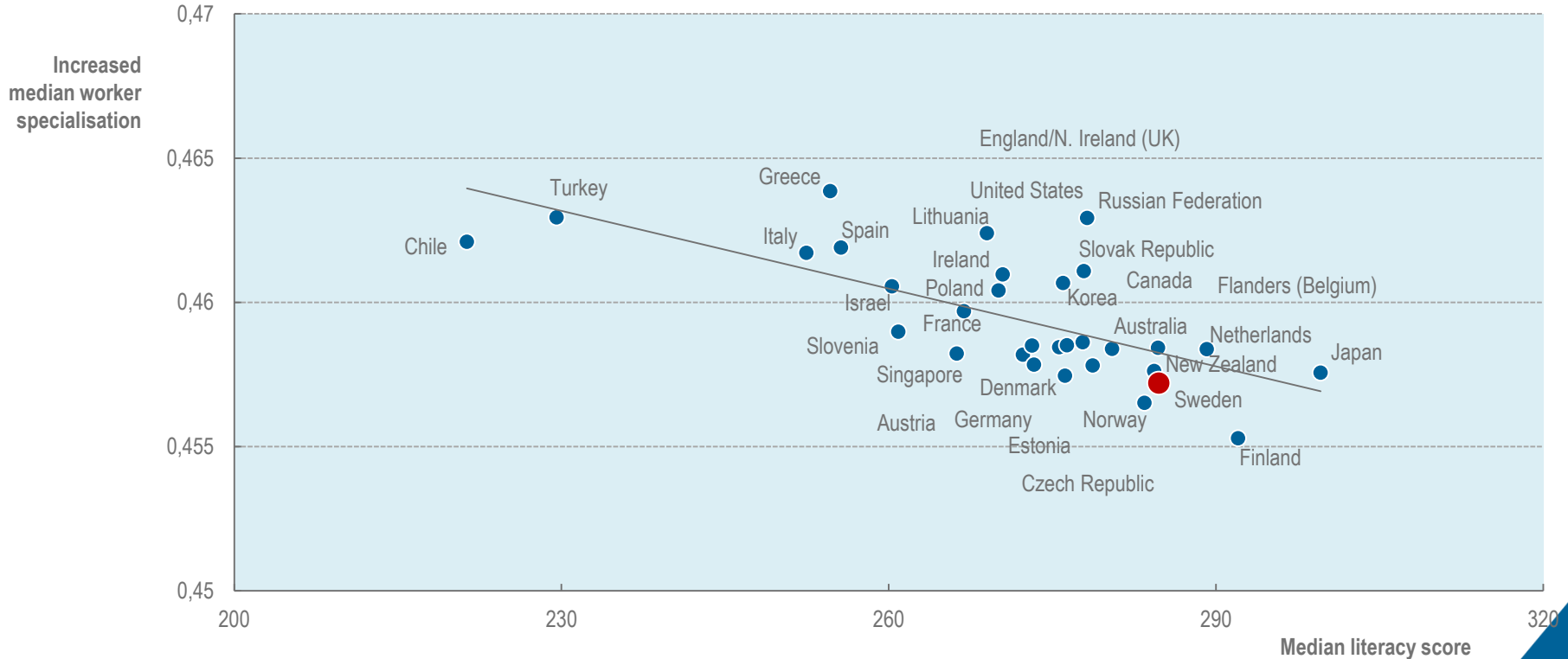
In terms of level and well-roundedness of adult skills Sweden is well-prepared





Highly specialised jobs are more at risk

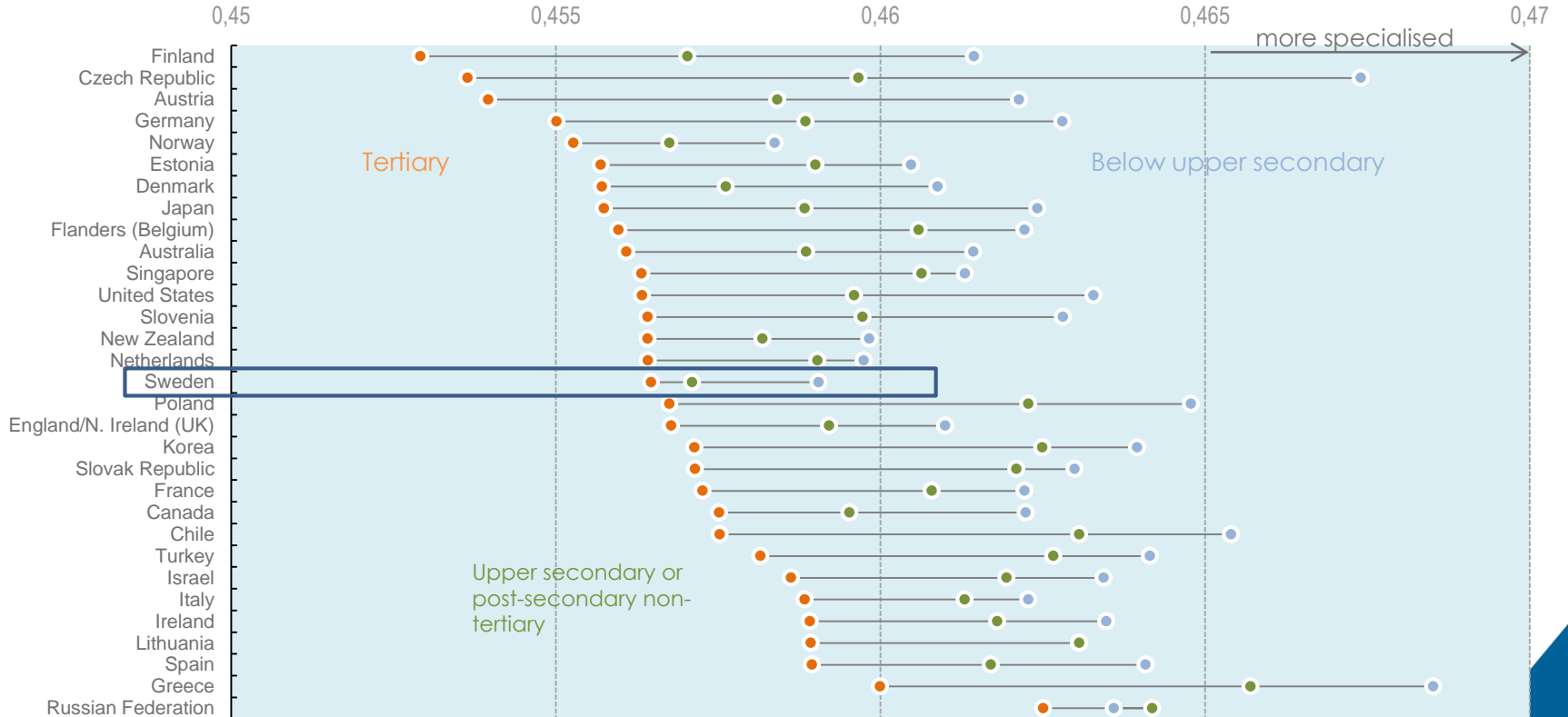
Specialisation negatively related to skills





Specialisation by educational attainment

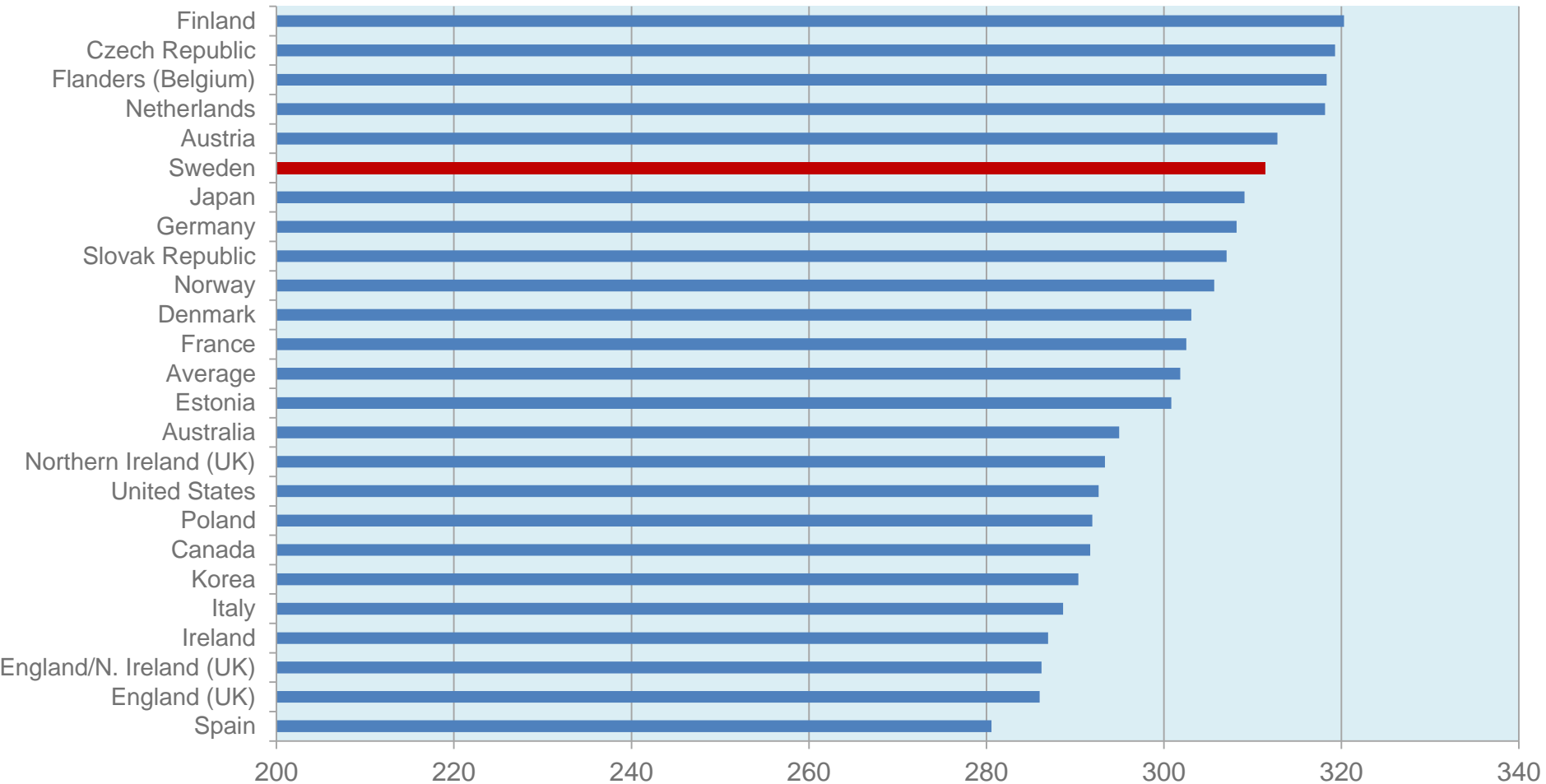
Sweden's tertiary graduates too specialised?





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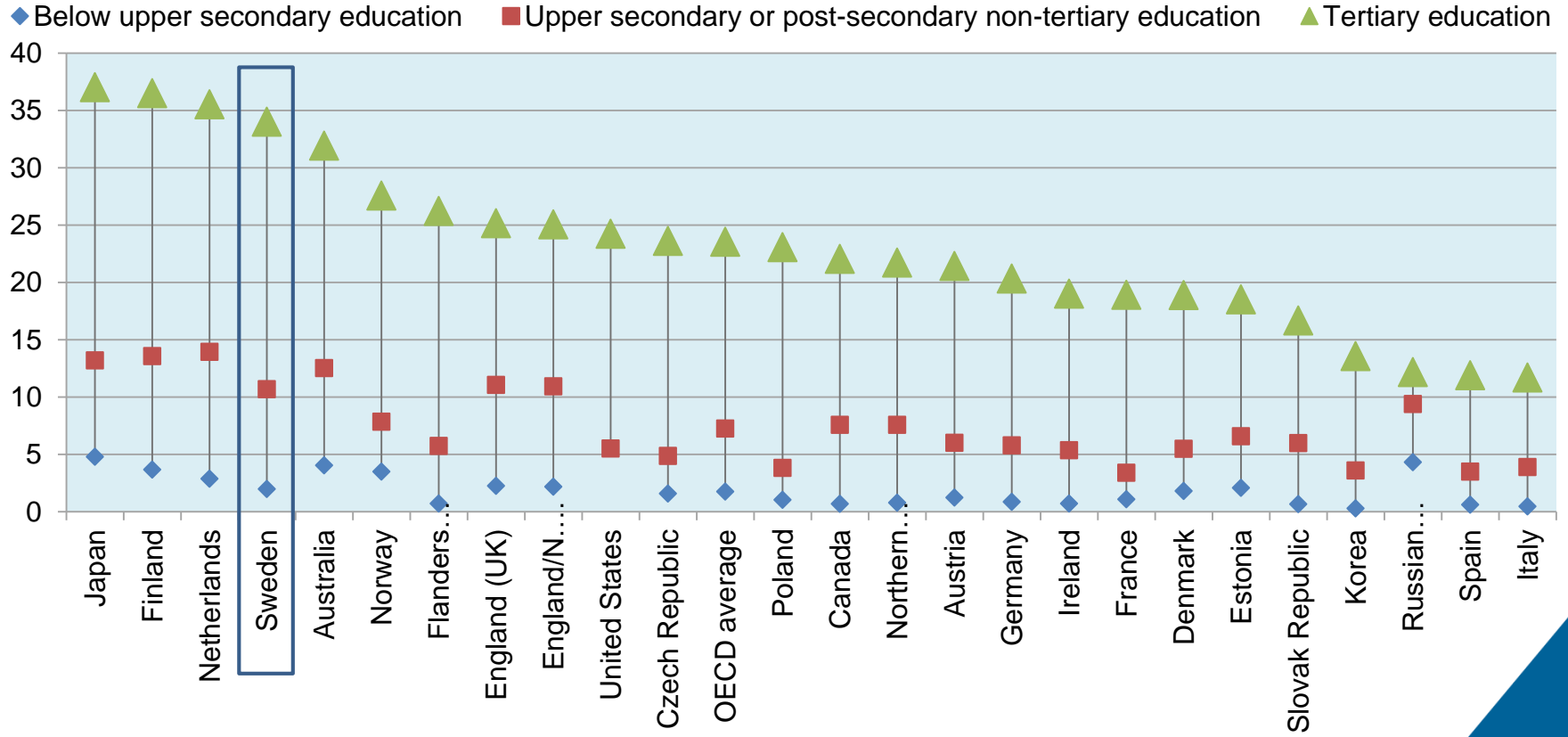
**AND WHAT ABOUT THE
QUALITY OF HIGHER
EDUCATION?**



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

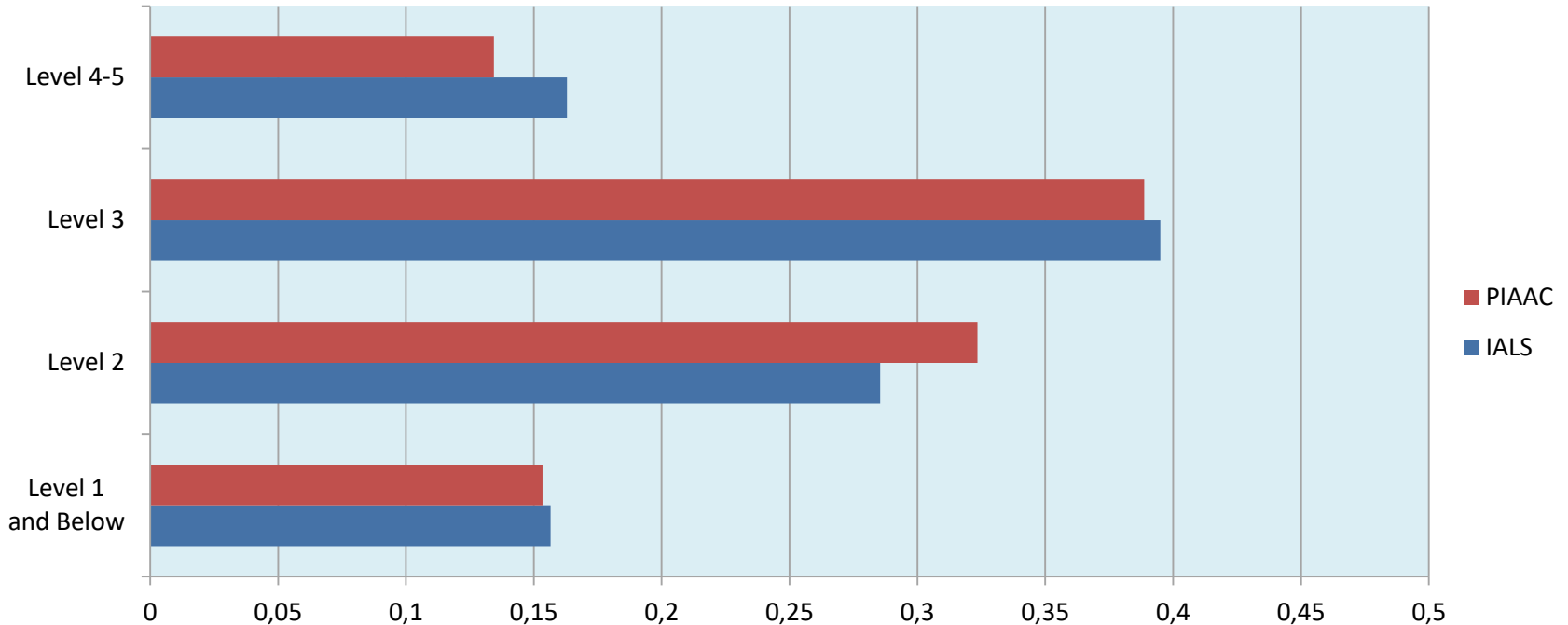


Proportion of 25-64 year-olds scoring at PIAAC numeracy level 4 and 5, by educational attainment of the population (2012)





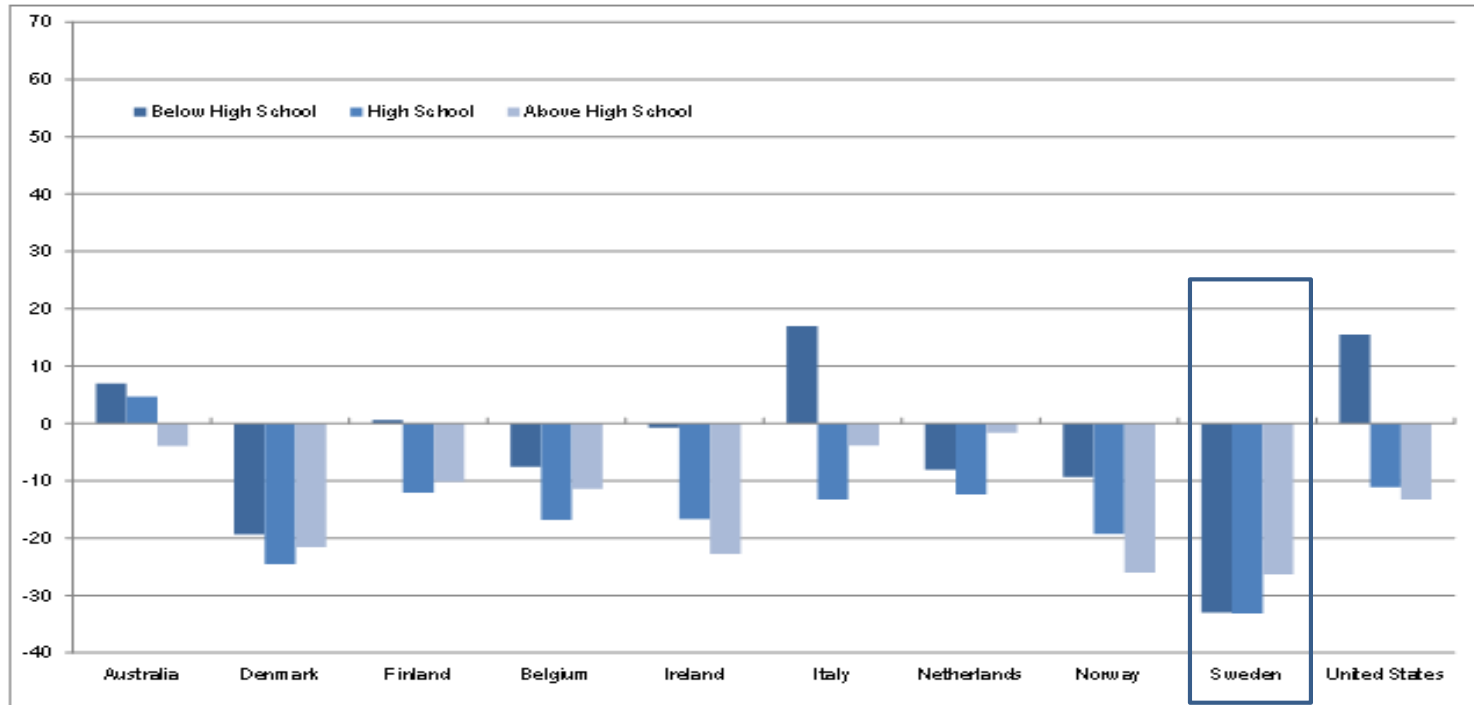
Internationally, between '90s and 2010s foundation skills have slightly decreased, despite massification





In Sweden literacy proficiency has decreased significantly, also among higher educated

Figure 7. Changes in literacy proficiency from IALS to PIAAC, by educational attainment



Source: International Adult Literacy Survey (IALS) (1994-1998), and Survey of Adult Skills (PIAAC) (2012).



Thank you!

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