Education at a Glance 2005

U.S. briefing

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U.S. as the target knowledge economy for Europe
Europe’s vision

- Lisbon meeting of Heads of State
  - Europe’s target defined in the Lisbon declaration
    - by 2010: the most competitive and dynamic knowledge-based economy in the world
    - by 2004: Wim Kok’s review concluded not much had changed
  - Strategies proposed
    - radical transformation of the European economy
    - modernisation of social welfare system
    - modernisation of education system

- The target U.S. knowledge economy
  - High wealth - GDP per capita (lower per hour worked)
  - High productivity - per worker (lower per hour worked)
  - High R&D expenditure - 42% of all OECD (lower as % of GDP)
  - Patents - more than 1/3 of all, (lower per capita)
How does US education compare?
% attaining at least upper secondary educ (2003)

OECD (2005), Education at a Glance 2005, Table 1.2a, p.36.
% attaining at least tertiary education (2003)

OECD (2005), *Education at a Glance 2005*, Table 1.3a, p.37.
OECD (2004), *Learning for tomorrow’s world: First results from PISA 2003*, Table 2.5a, p.354.
% at each PISA problem solving proficiency level

How is U.S. knowledge economy so strong when U.S. education is not?
Why knowledge economy strong but education weak

- Perhaps education does not matter
  - labour market matches skills not qualifications to jobs
  - entrepreneurial tradition
  - BUT there are social and personal returns to education...
Social internal rates of return to university degree

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- Perhaps U.S. has a first-mover advantage in education
  - GI Bill and early development of higher education
  - that advantage is disappearing, so...
- Perhaps education quality comes later, serving an elite
  - high-quality university system (including research role)
  - recruiting from others’ superior education systems
    - into U.S. graduate schools
Distribution of foreign tertiary education students

- United States, 27.7%
- Other, 25.3%
- United Kingdom, 12.1%
- Germany, 11.4%
- France, 10.5%
- Japan, 4.1%
- Australia, 8.9%

Percentage of foreign students in tertiary education

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    - into U.S. enterprises
  - well focused and extensive job-related continuing education
Participation in job-related continuing education

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- Should the U.S. worry about its education system?
Variation in mathematics performance

OECD (2004), Learning for tomorrow’s world, Table 4.1a, p.383.
Variation in mathematics performance

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Variation explained by socio-economic level of students and schools
Thank-you

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