



# Innovating Higher Education: the Role of Lifelong Learning

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# Overview

## Questions:

1. Why should higher education become more innovative?
2. What is the role of lifelong learning
  - To help to address higher education's shortcomings?
  - To make universities more innovative?

# Preliminary remarks

- Innovating learning will be critical for the construction of the knowledge-intensive and innovative post-crisis economy
- Lifelong learning is not (only) about the participation of adults, but about redesigning the learning patterns of learners in a different way
- Lifelong learning is not only about beautiful principles, values and rhetoric
  - Let's look at realities, evidence and data

# Why innovate higher education?

- Economic effectiveness:
  - Attainment levels, growth and prospects
  - Employment and skills utilisation
- Social effectiveness and equity
  - Social capital
  - Social values
- Internal efficiency
  - Success rates

# ECONOMIC EFFECTIVENESS

# Growth in university-level qualifications

Approximated by the percentage of the population that has attained tertiary-type A education in the age groups 25-34 years, 35-44 years, 45-54 years and 55-64 years (2007)

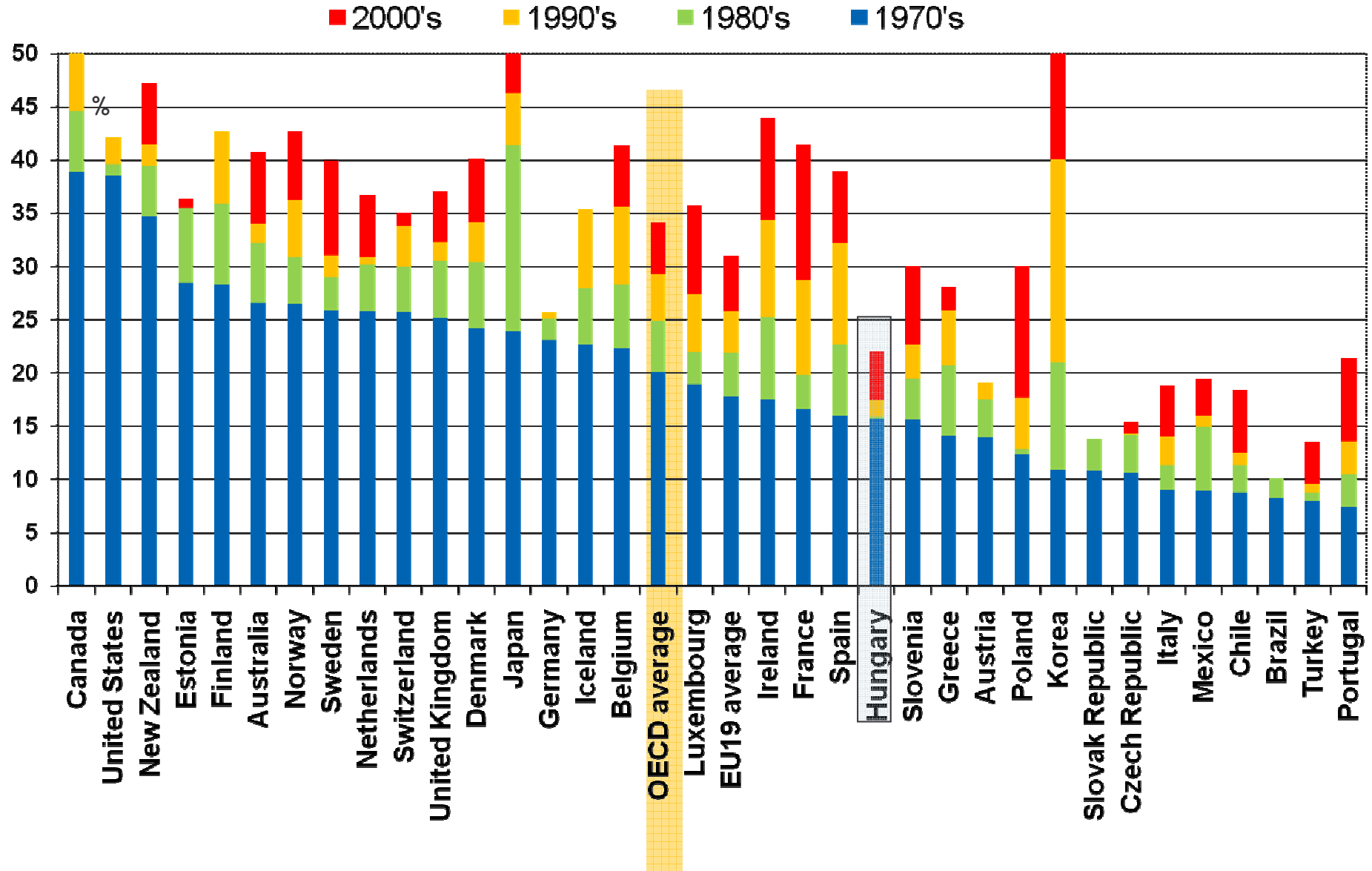
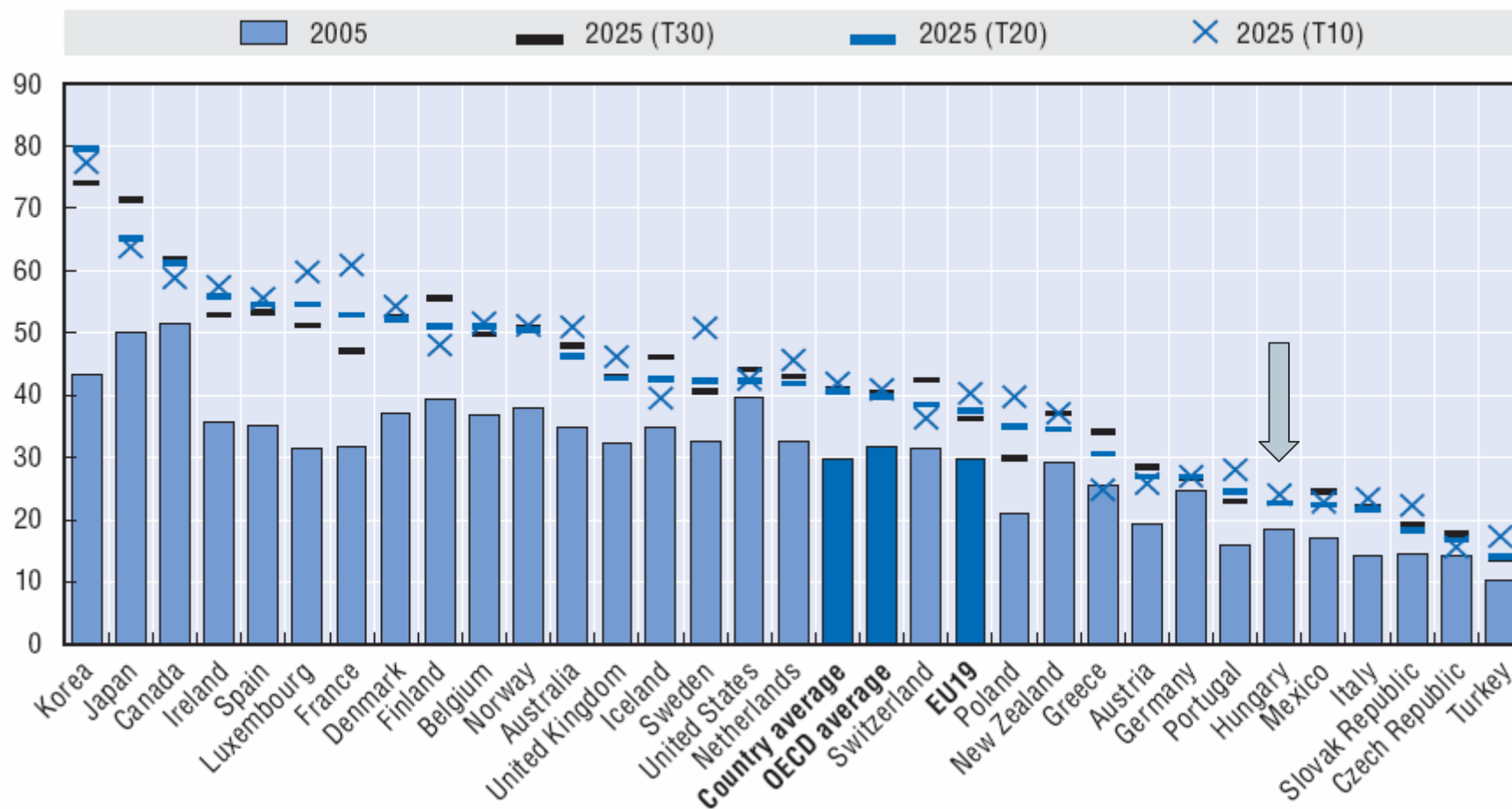


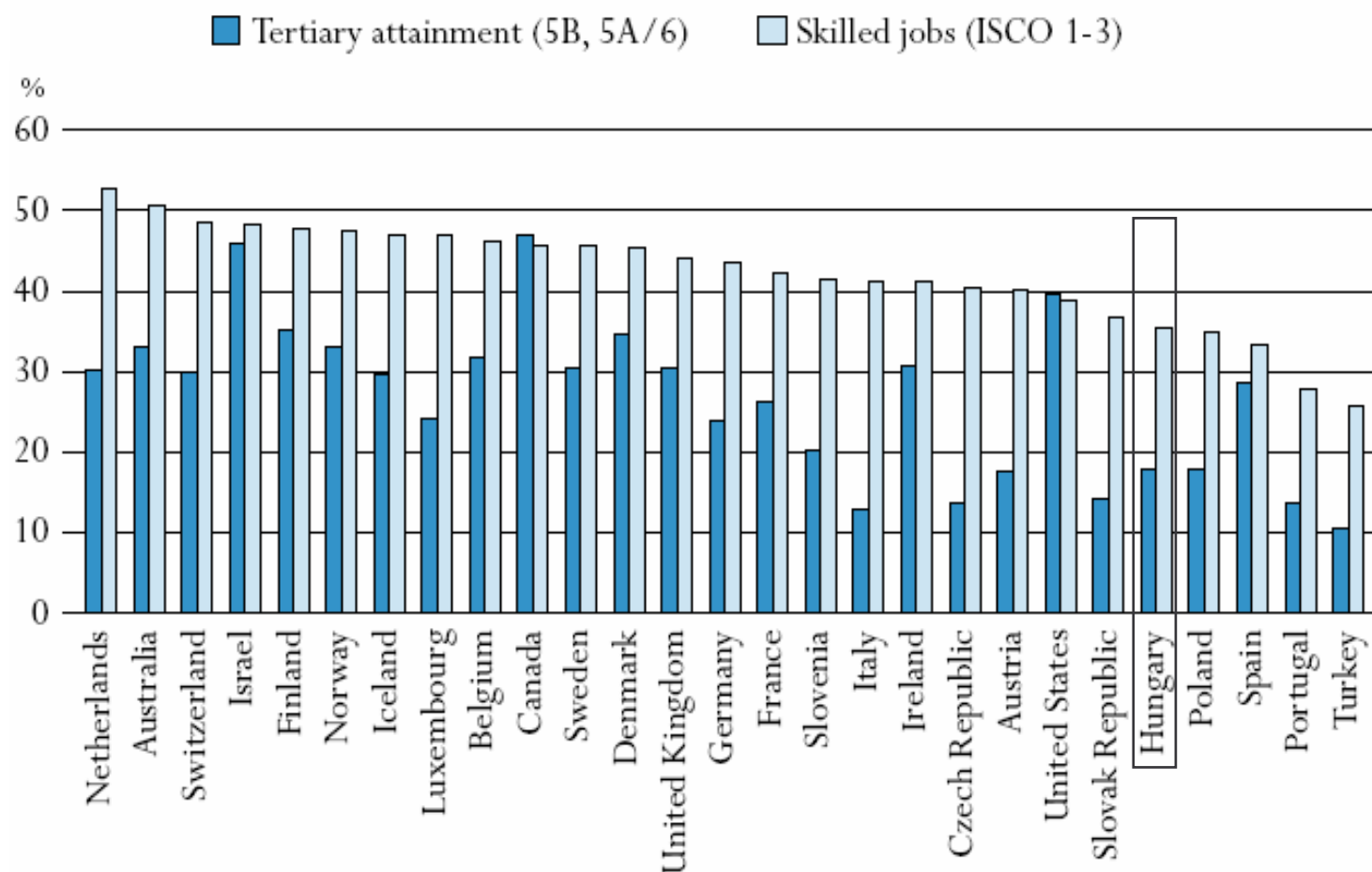
Figure 2.8. Percentage of the population aged 25-44 who were graduates in 2005, and projections for 2025 based on trends in the last 10, 20 and 30 years



Source: CERI/OECD, 2008

**Chart A1.1. Proportion of population in skilled jobs and proportion of population with tertiary education (2006)**

*The chart depicts the proportion of the 25-to-64-year-old working population in skilled jobs and the proportion of the 25-to-64-year-old population with tertiary education (2006).*



# Effectiveness

- Higher education in Hungary is not effectively producing enough higher qualified people
- Expected growth rates for the coming years are lower than what society needs
- Many skilled jobs have to be done by people without tertiary level qualifications

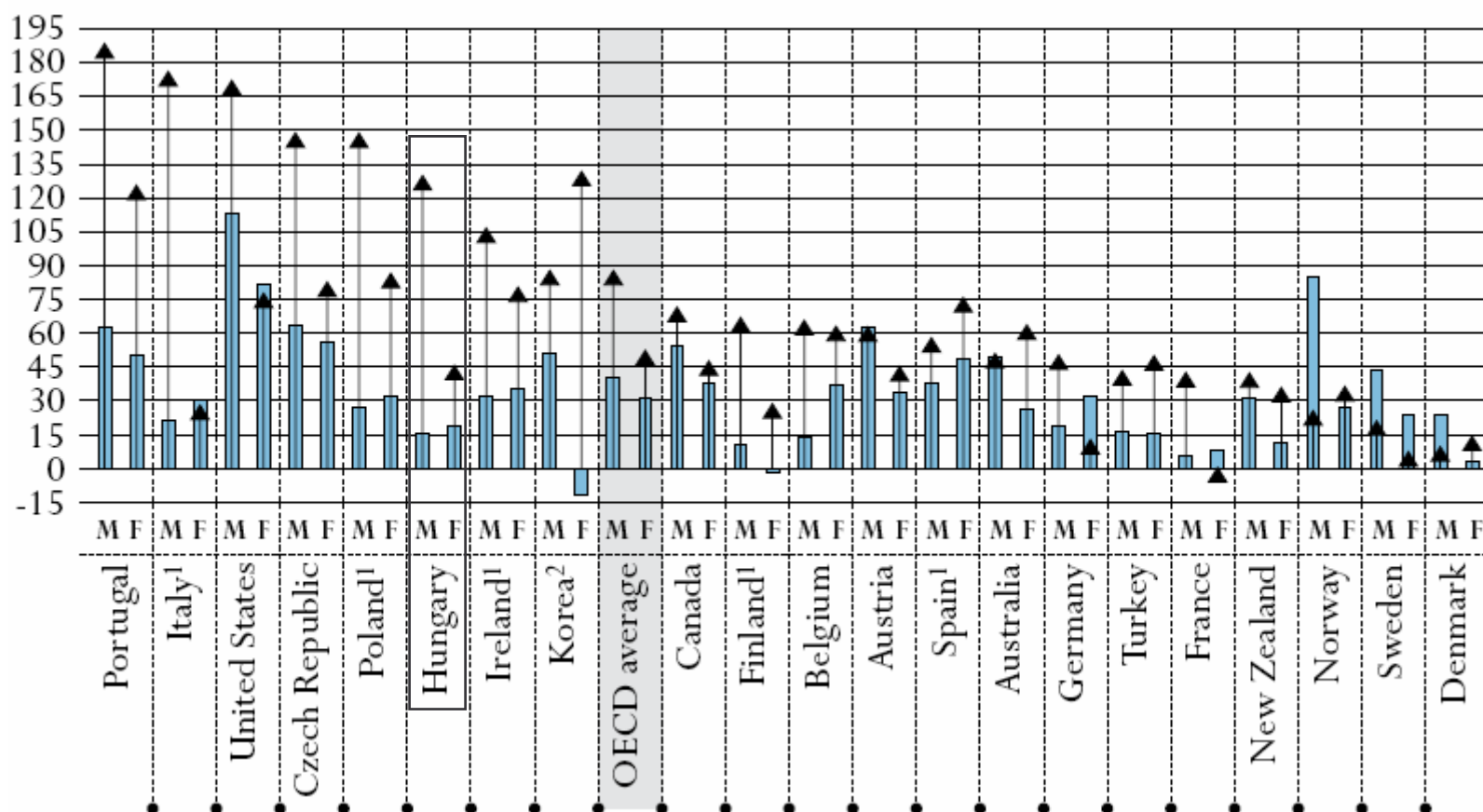
**Chart A8.1. Economic returns for an individual obtaining upper secondary or post-secondary non-tertiary education, ISCED 3/4, and for an individual obtaining tertiary education, ISCED 5/6, as part of initial education (2005)**

*The chart shows the net present value of investments in education discounted at a 5% interest rate.*

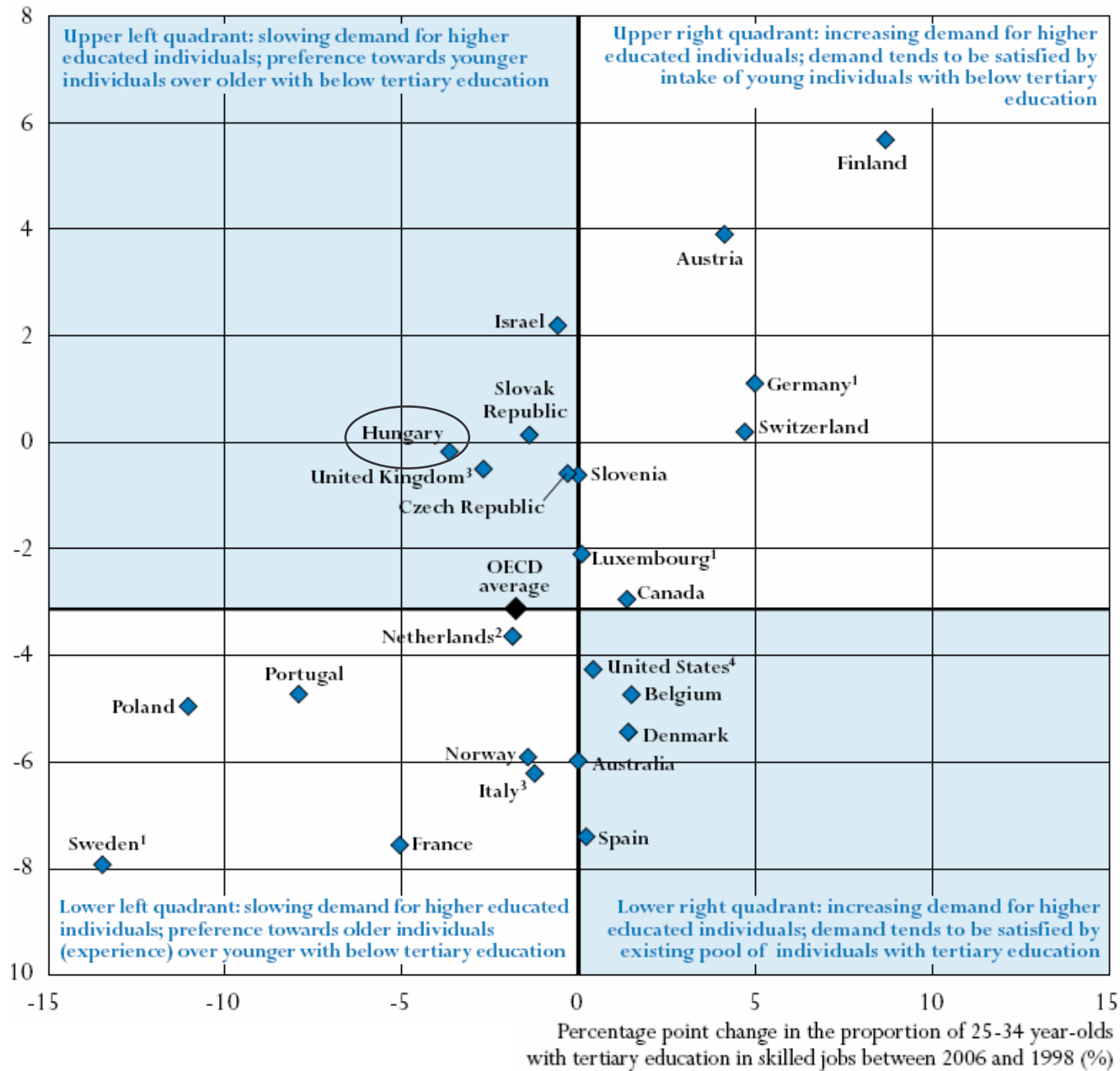
■ Private net present value of investing in upper secondary or post-secondary non-tertiary education

▲ Private net present value of investing in tertiary education

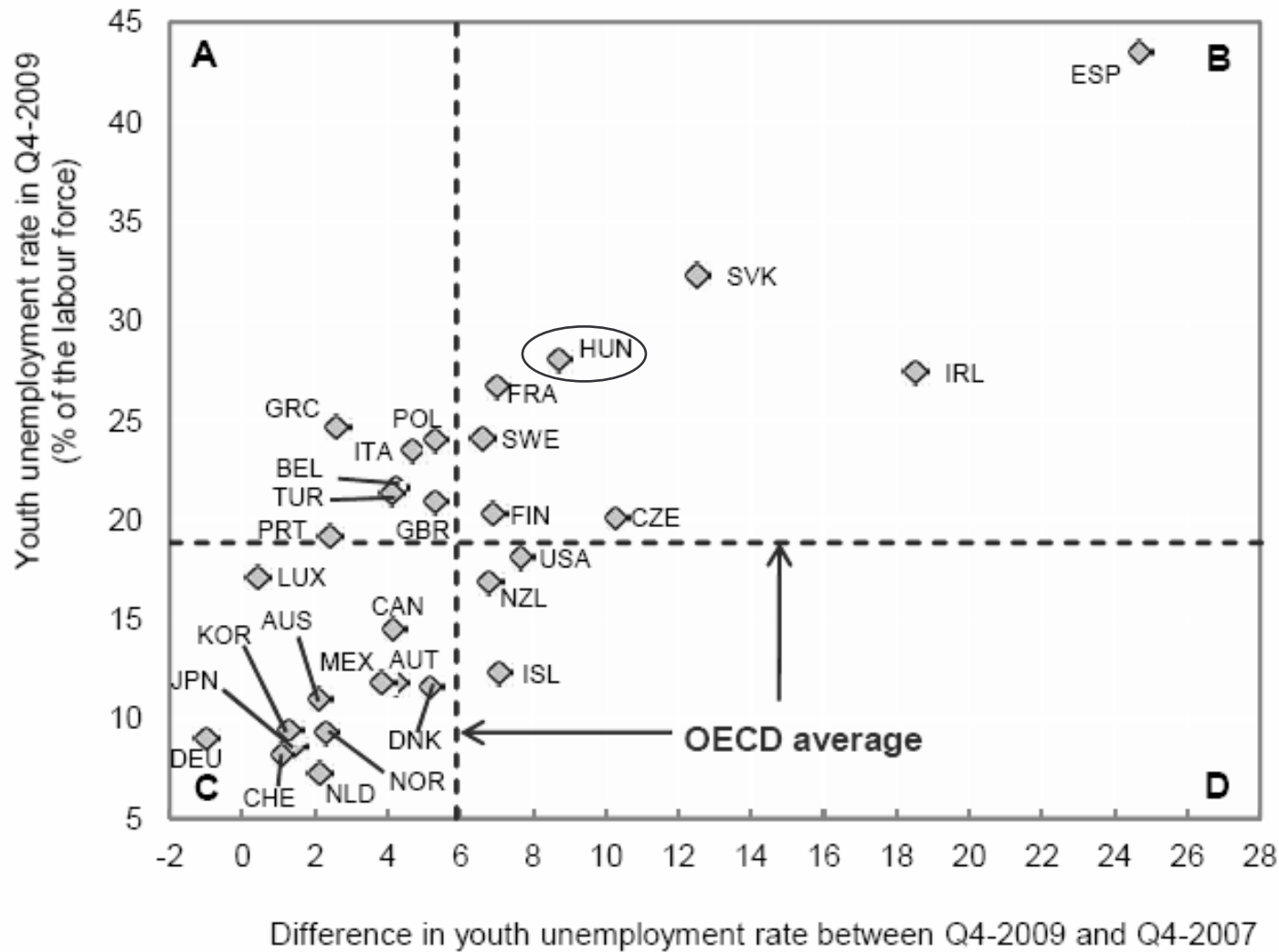
Thousands USD equivalent



Difference in the proportion of 25-34 year-olds and 45-54 year-old cohort with below tertiary education in skilled jobs (%)



# Deteriorating youth unemployment

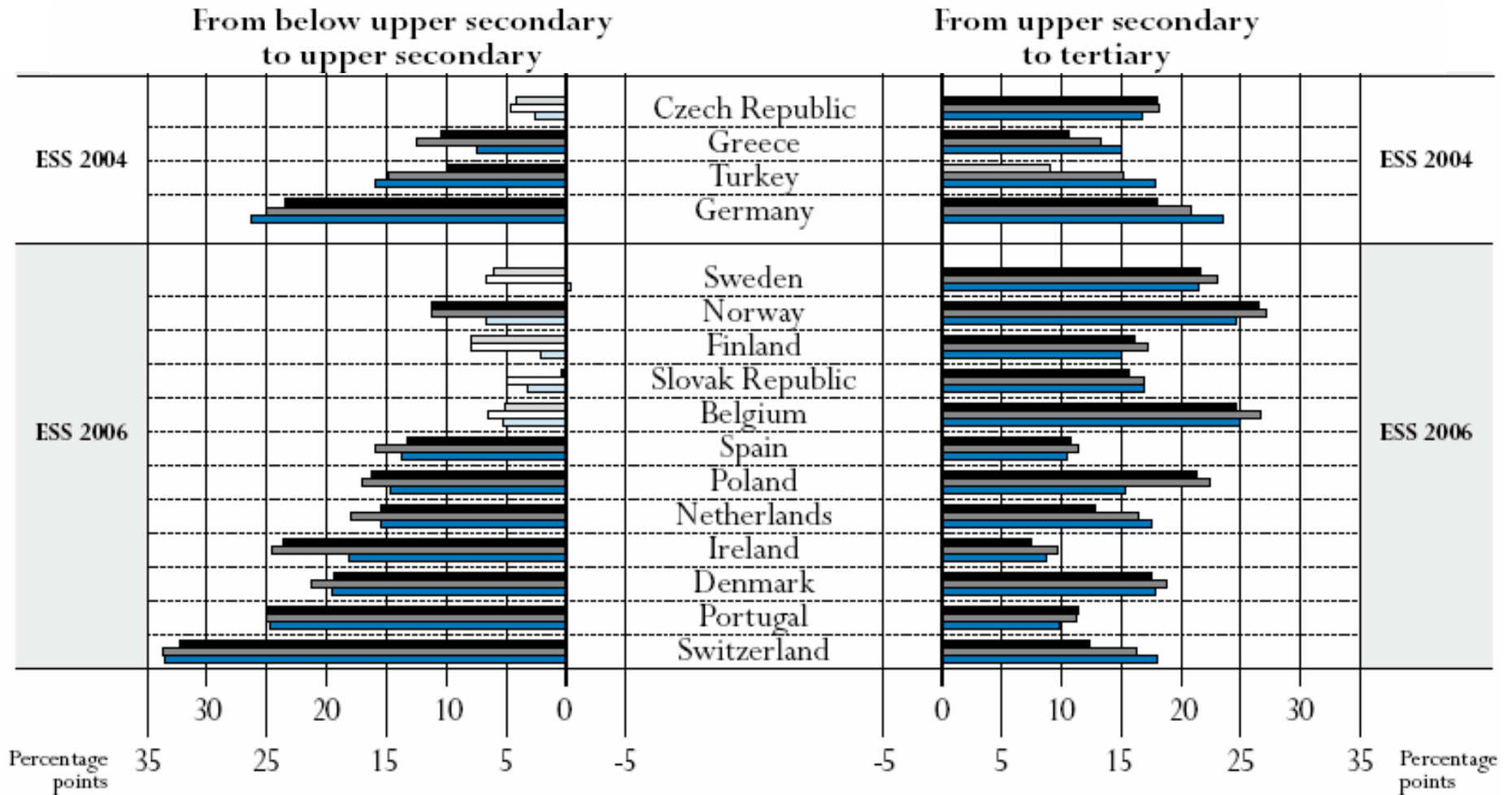


# Effectiveness

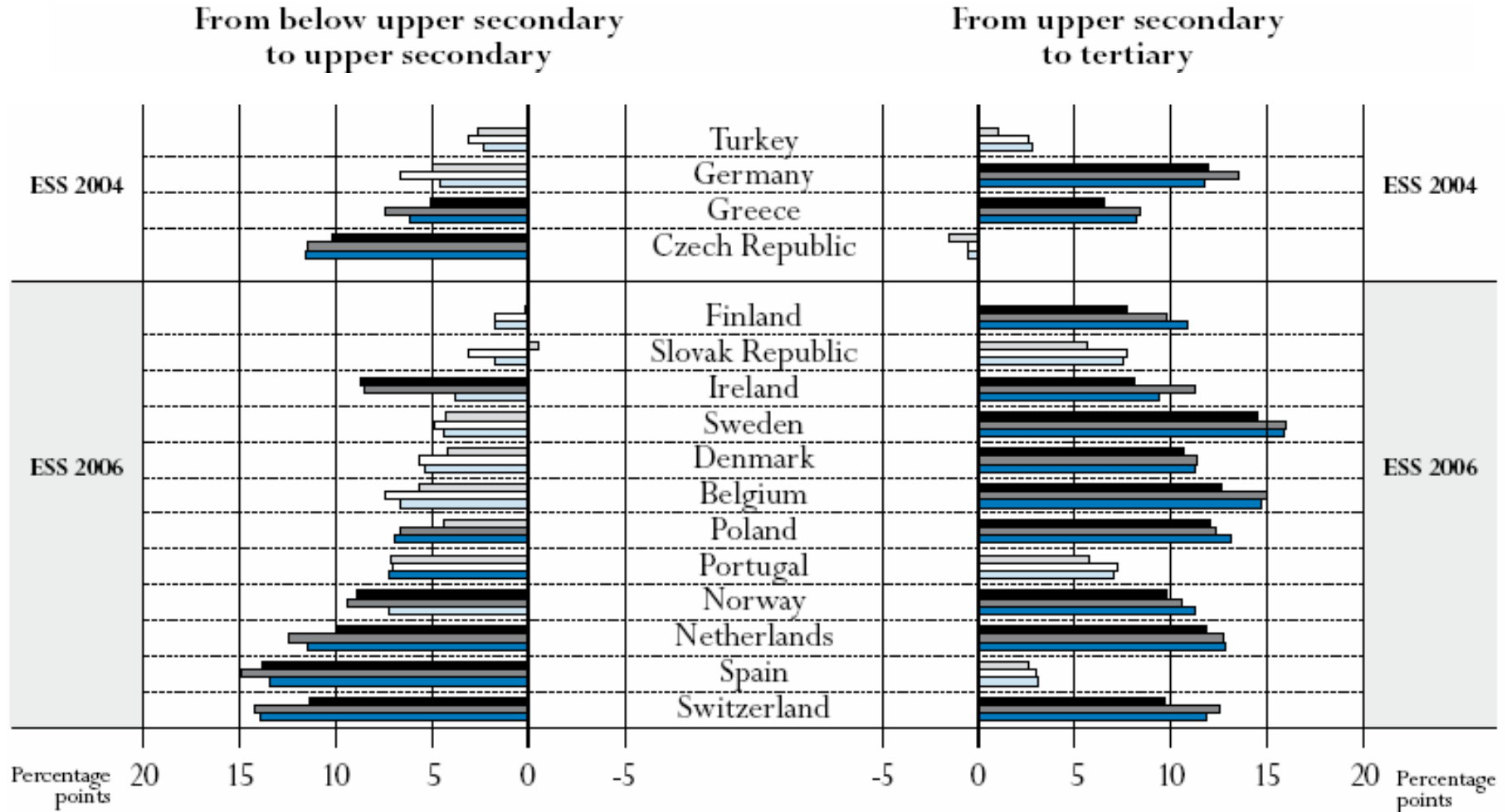
- A tertiary level qualification still has a high return (for men) – because of its scarcity?
- But labour market is adapting to low skill supply: slowing demand for tertiary qualified people and preference for younger low-qualified
- In general, rapidly deteriorating youth unemployment as a consequence of the economic recession
- *Conclusion: there is a real economic need for upgrading skills to tertiary level qualifications*

# SOCIAL OUTCOMES

# Marginal effects of education on political interest

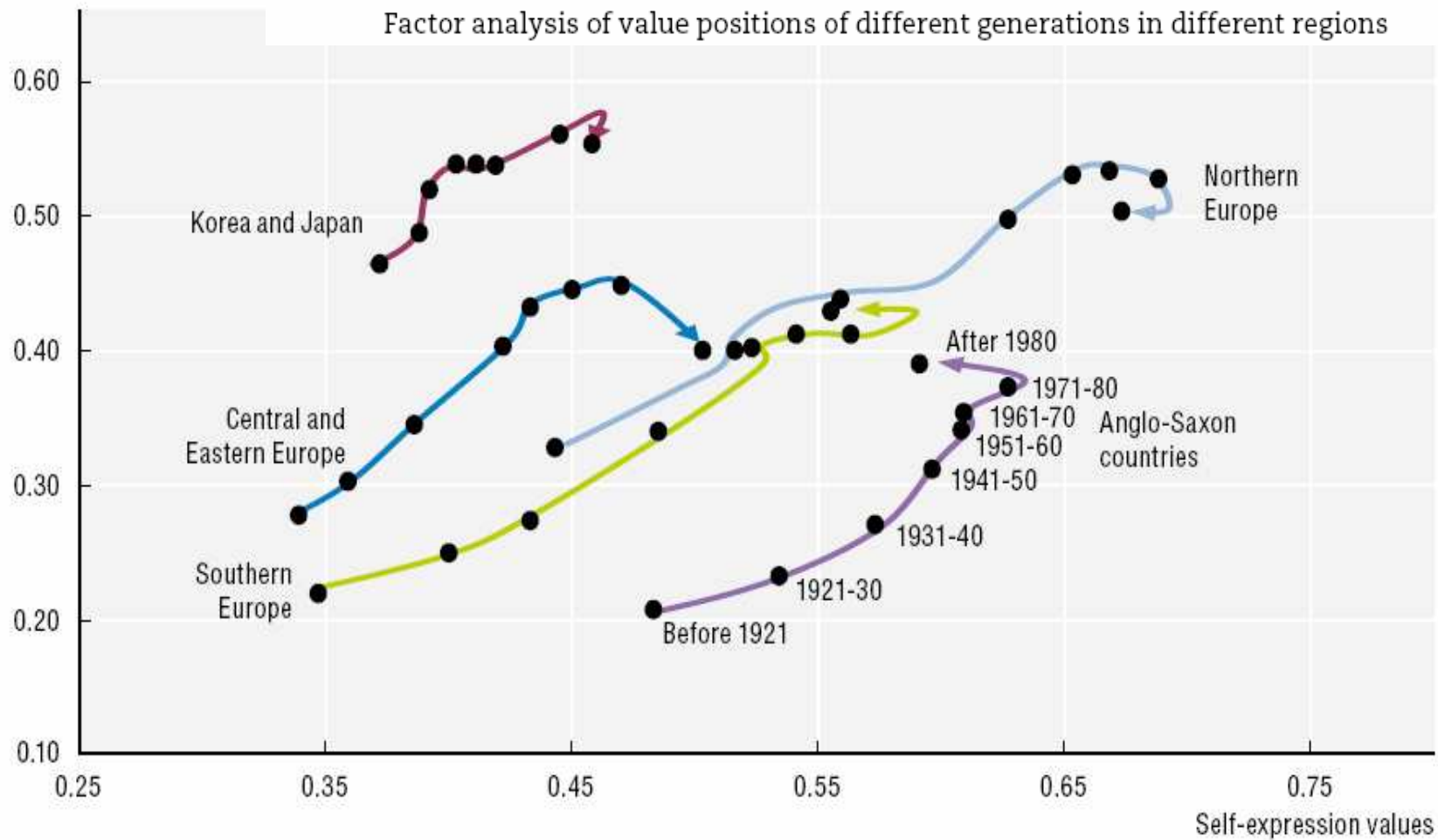


# Marginal effects of education on social trust



# Changes in value systems

Secular-rational values Figure 8.5. Global value change – more secular, more oriented to self-expression



# Social outcomes

- In many countries higher education has an important impact on social capital, measured as political interest and interpersonal trust
  - Less in Central- and Eastern-European countries?
- Higher education contributes to changes in social value systems towards secular-rational values and self-expression values
  - Also less marked in Central- and Eastern-European countries?

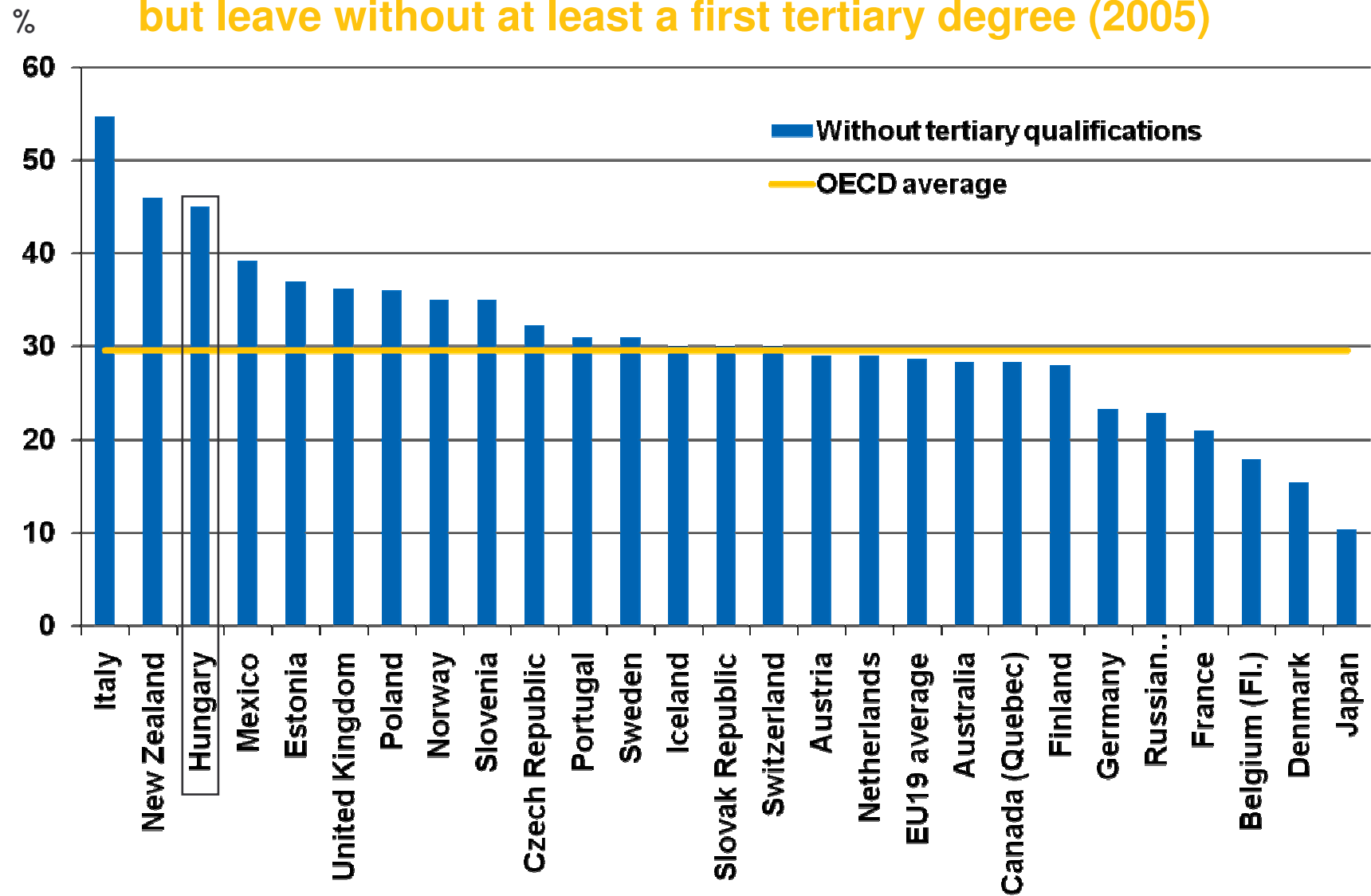
# Social outcomes

- *Could enhanced lifelong learning opportunities strengthen the development of social capital and the change in value systems in countries in transition?*

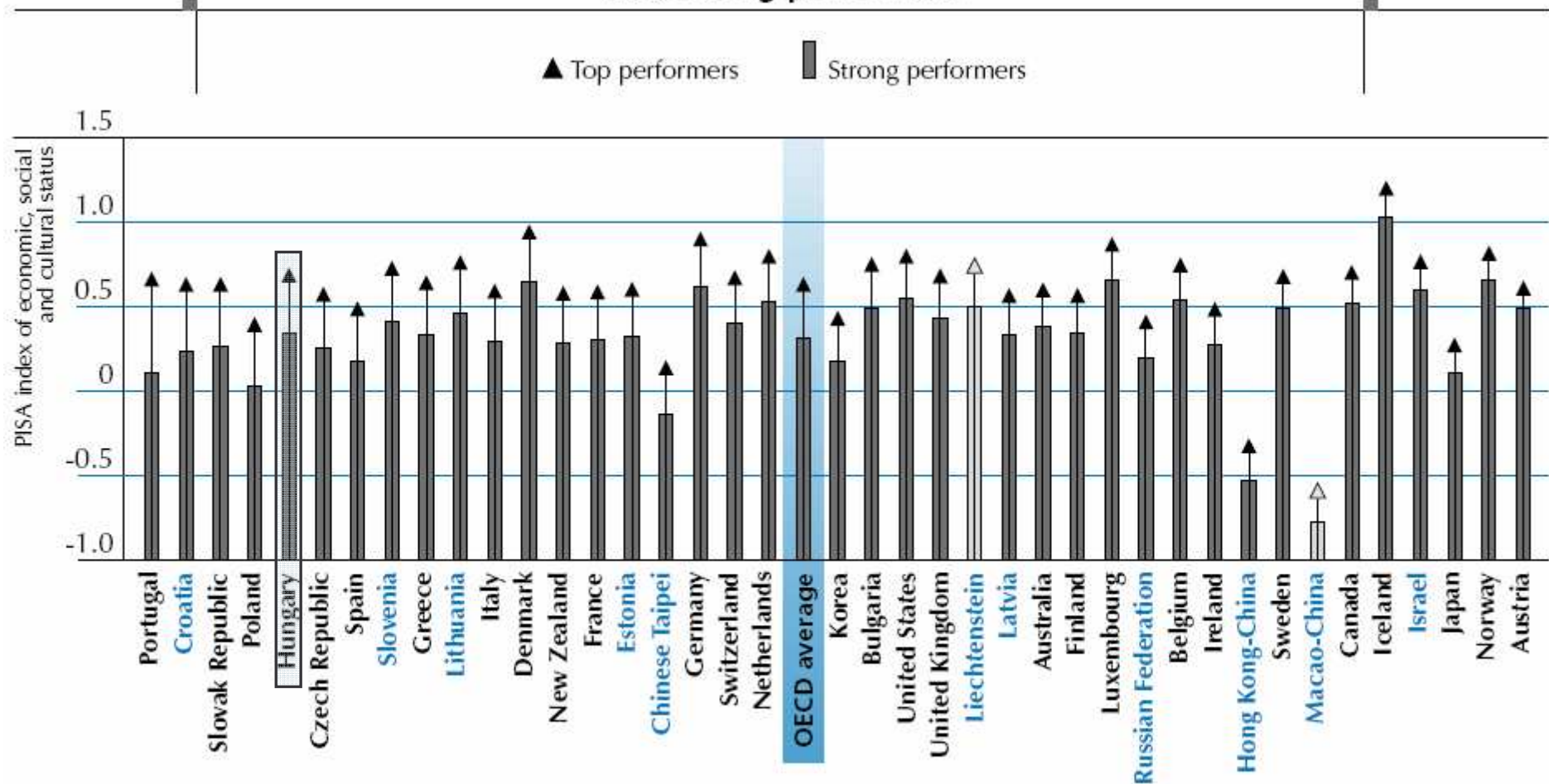
# INTERNAL EFFICIENCY AND EQUITY

# Failure remains a huge problem...

Proportion of students who enter a tertiary programme but leave without at least a first tertiary degree (2005)



**Figure 2.5a**  
**Difference in socio-economic background between top performers and strong performers**



Countries are ranked in descending order of the difference in the PISA index of economic, social and cultural status (ESCS) between the top and the strong performers.

Note: Significant differences are highlighted with a darker tone.

Source: OECD PISA 2006 Database, Table A2.5a.

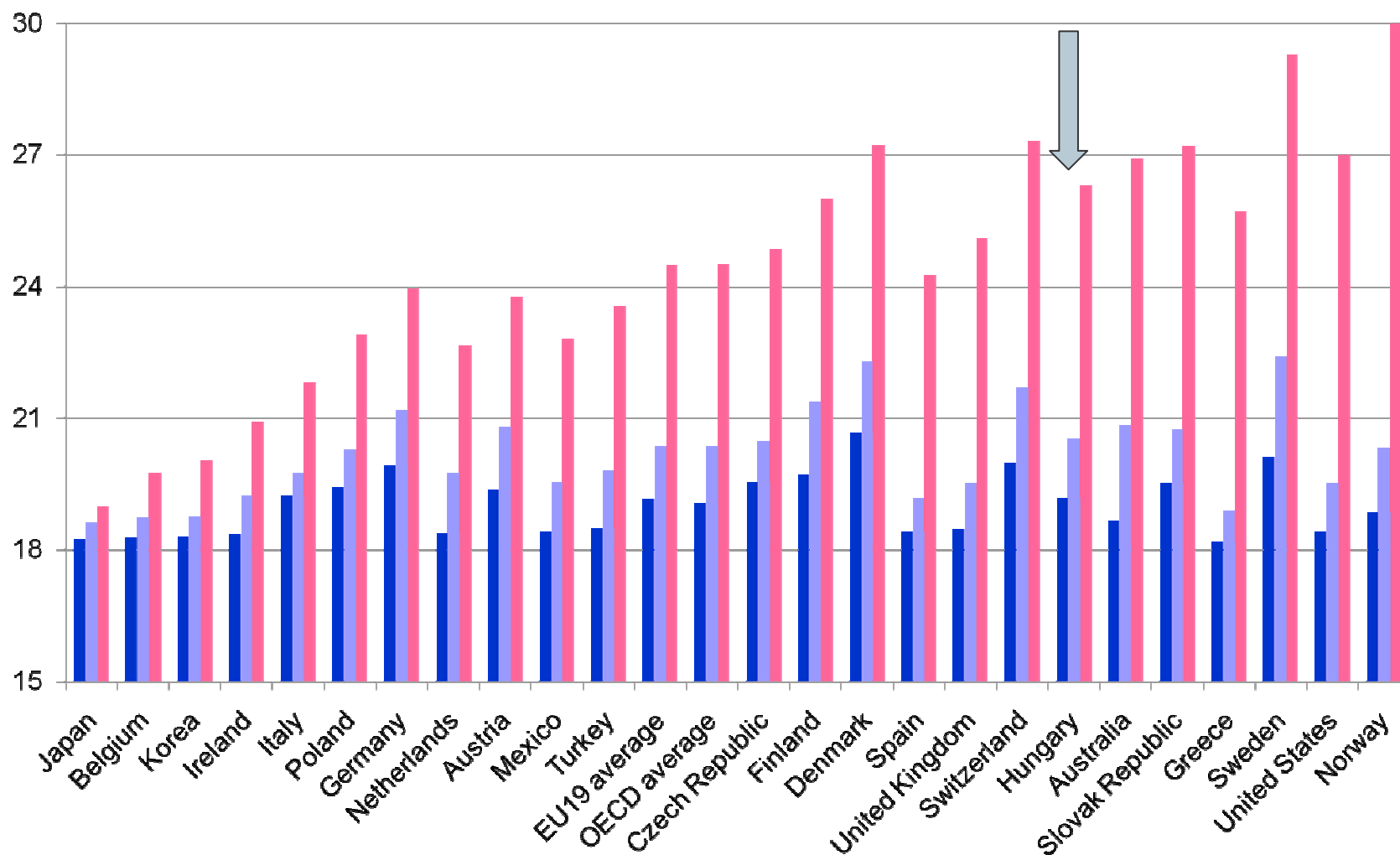
# Efficiency and equity

- Failure is still a very important issue in Hungarian higher education, indicating a low internal efficiency in bringing students to successful completion
- High impact of social-economic and cultural status on achieving excellence
- *Conclusion: a lot of talent is wasted by lack of efficiency in educational processes*
  - *Can lifelong learning provide alternative pathways and second chance opportunities ?*

# HOW CAN LIFELONG LEARNING HELP TO INNOVATE HIGHER ED?

# Age of new entrants in tertiary education

■ Age at: 20th percentile    ■ Age at: median    ■ Age at: 80th percentile



## Tertiary education as lifelong learning institution

Share of 30-39 year olds among relevant age cohort enrolled in tertiary education

Rank	Country	Share
1	UK	15.8%
2	Australia	14.0%
3	Sweden	13.3%
4	Finland	13.1%
5	Denmark	7.8%
6	Hungary	5.8%
7	USA	5.2%
8	Poland	4.6%
9	Ireland	4.0%
10	Portugal	3.8%
11	Spain	3.6%
12	Switzerland	3.6%
13	Austria	3.3%
14	Italy	3.2%
15	Netherlands	2.7%
16	France	2.6%
17	Germany	2.5%

# Lifelong learning

- Hungarian higher education institutions are doing reasonably well to attract older students
- But numbers alone are not enough...
  - Is the learning experience of adult students leading to more success?
  - Is the teaching experience with adult students also changing and innovating the university?

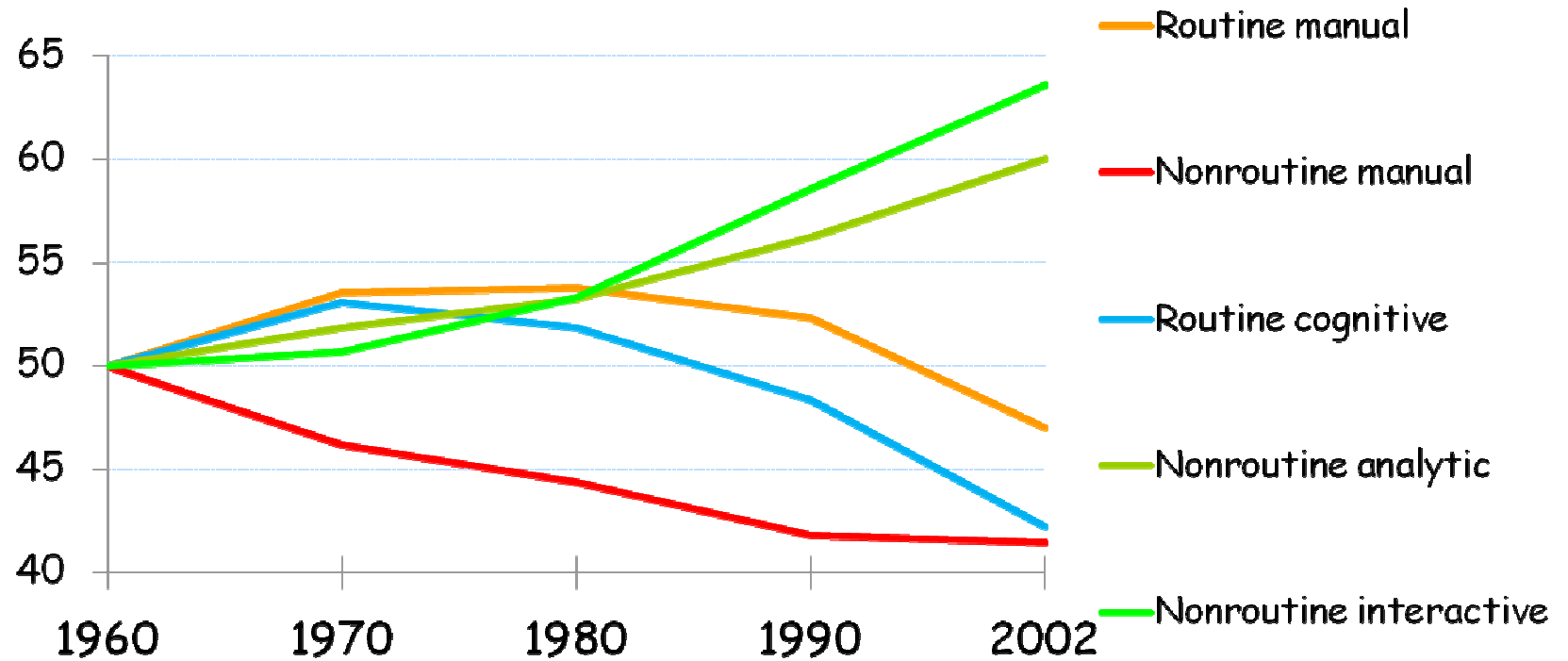
# Lifelong learning innovating HE

- Competences and curricula
  - Do we teach the right knowledge and skills for a rapidly changing world?
- Learning modes, styles and behaviour
  - Do we organise higher education according to the learning styles and behavioural patterns of people?
- Pedagogies
  - Moving from pedagogy of failure to pedagogy of success

# Changing skills demand

Mean task input as percentiles of the 1960 task distribution

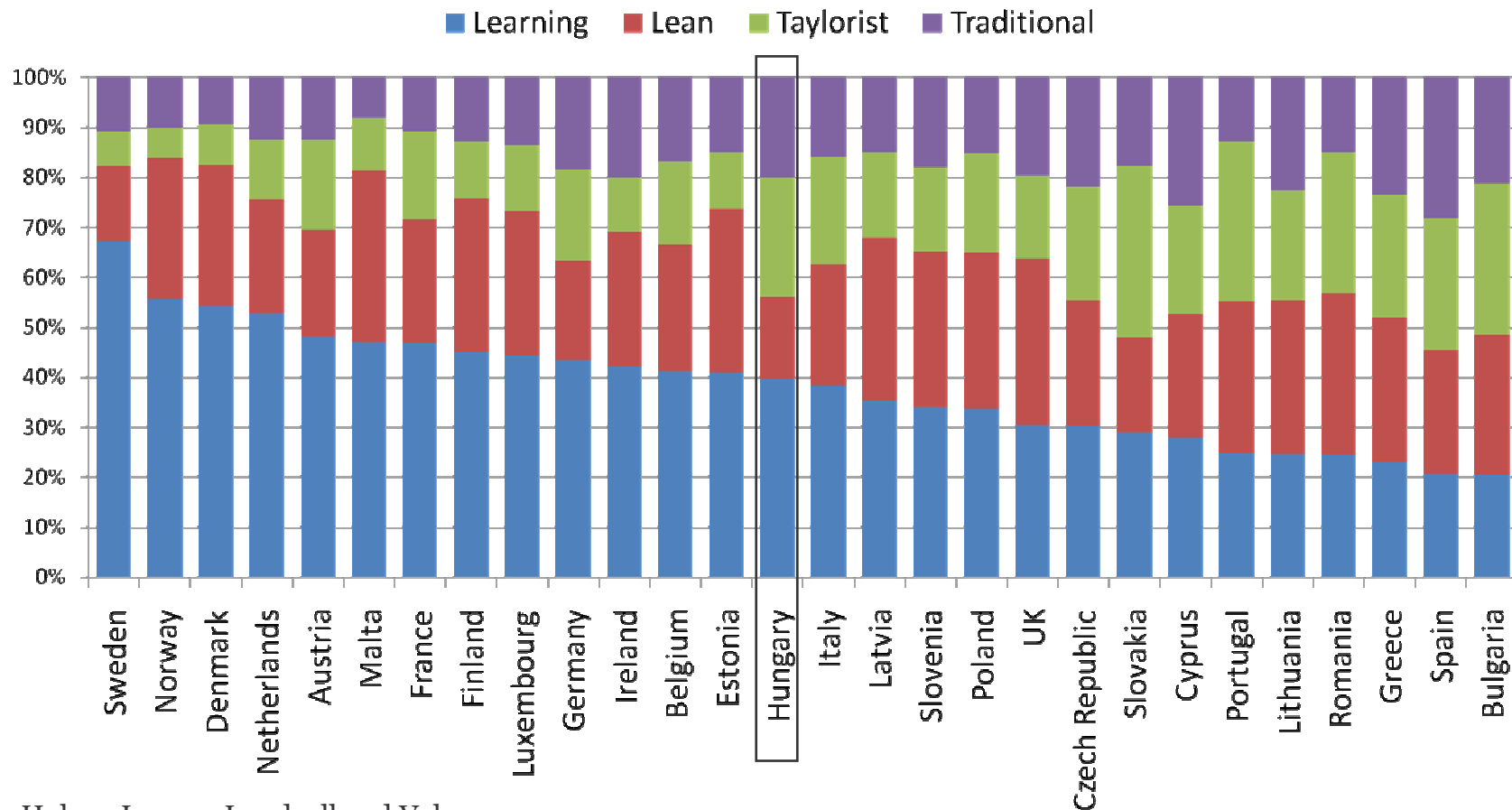
Economy-wide measures of routine and non-routine task input (US)



Source: Levy and Murnane, 2005

# Changing skills demand

Distribution of employees across organisation classes (2005)



Source: Holms, Lorenz, Lundvall and Valeyre

# 21<sup>st</sup> Century Skills

- Cf. Microsoft-Intel-Cisco *ATC21S* project

Creativity and innovation  
Critical thinking  
Problem solving  
Communication  
Collaboration  
Information fluency  
Technological literacy

# Learning modes and styles

- The importance of flexible learning paths
- Recognising prior learning and competences
- From credit systems to flexible credit accumulation systems
- Part-time, open learning arrangements
  - Independent of time and place
  - Technology-supported
- Learning and teaching arrangements adapted to diversified learning styles of students

# Old (or not so old) paradigm

- *Selection of the gifted*
  - ‘Only small minority has the necessary abilities’
    - The impact of education is ceiled by the limited availability of innate abilities
    - Distribution of innate abilities follows normal distribution, so learning outcomes have to be distributed in the same way
  - Early tracking and streaming to select the best
  - Concentration of educational efforts and resources in elite institutions for the few
  - ‘Pedagogy of failure’ for the many

# Future paradigm

- *All talents to the highest possible level*
  - Excellence is not contradictory to equity
    - Some countries are capable of raising achievement at both ends of the performance scale or even to enhance excellence while decreasing inequity
  - Effective learning demands pedagogical differentiation and less standardisation
  - Less prescription but ensuring conditions to transform every school in effective school
  - ‘Pedagogy of success’ for all!

# Conclusions

- Stronger lifelong learning policies and practices in higher education can help to improve and strengthen its economic effectiveness, its social role and its impact on value change in a modernising society
- Lifelong learning should be the laboratory of innovative practices and pedagogies which in turn can innovate higher education

# Thank you !

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