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TRENDS IN EDUCATION- COMPARATION WITH OCDE COUNTRIES

Empirical studies

Keywords

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Labor market*

JEL Classification

I20, I21, I25, J10, J20

Abstract

Comparisons are concerns of governments seeking other international education policies that increase the chances of economic and social individuals, provide conditions for greater efficiency in schools and help to mobilize the necessary resources to cover unlimited needs which are continuously increasing. All these reasons involve international organizations in education and statistics to make considerable efforts to develop and analyze comparable European and worldly indicators. Efforts in supporting the creation of educational systems that ensure the existence of labor market skills and abilities needed levels of study required by employers. Thus, while it is an increase in the global demand for education (the default will lead to increased supply of educated individuals in the labor market), it becomes particularly important to monitor this demand for skilled workers.

THE TREND OF PARTICIPATION OF THE SCHOOL POPULATION

The organization of education systems in the future includes the determination of directions, such as tracking the current situation concerning the population structure by the level of education, and its evolution over time. To this end, we make a comparison between the average of the Organization for Economic Cooperation and Development (OECD) and the average of the European Union (Bassanini, A., Scarpetta, S., Hemmings, P., 2001). This comparison is required due to the fact that areas such as participation in education, the average attendance of education or financial support to the sector, the European Union has been one step behind countries like USA, Canada, Japan South Korea and New Zealand, countries that have managed to achieve significant technological, economic and social improvements news through education. Trends in participation in education of the adult population (aged between 25 and 64) are shown in table no.1 (Comisia Europeană. 2013).

The average in OECD countries at the level of 2014, less than a third of adults (29%) have completed only primary and lower secondary, 44% of the adult population of upper secondary education and more than a quarter (28%) achieved a higher level of education skill. However, the level of education completed by population vary greatly from state to state. According to data from global statistics, 31 OECD countries (66%) and in partner countries have qualified the majority of population in a certain field of activity, according to age between 25 and 64 years. Some countries show a different profile, for example, in Mexico, Portugal and Turkey, Brazil, more than two thirds of the population aged 25-64 have not completed upper secondary education (Comisia Europeană. 2012). As shown in Figure no.1, in the OECD countries, the proportion of those with upper secondary education, regardless of age group, the average is slightly lower by one or two percentage points from the rate recorded in the European Union. In terms of age groups, the largest share in all states, hold the people aged 25-34 years. In their case, the percentage that completed at least upper secondary education is over 30% higher than the population aged 55 to 64 years. This difference is particularly emphasized in countries like Belgium, Greece, Ireland, Italy, Korea, Portugal and Spain, where the percentage is between 50 and 60% (Comisia Europeană. 2011).

A comparison between the average of OECD countries and the European Union for the period 2000-2014 is presented in Table 2 and illustrated in Figure no.2. On average in the OECD member countries, 35% of the population has not completed upper secondary education, only 44% have

completed secondary education and 20% have completed higher education. The current situation in EU countries is similar to OECD countries, the difference of two or three percentage points higher found from the lower and upper secondary education. Throughout the years considered in the study, there is a presence as one of high population levels of education presented. With an overall view we can notice that the progress made by OECD countries they exceeds those of EU states, as the latter were increased relatively small population graduates. However the total investment in human capital and growth in the number of people with higher education are pretty good in both groups of countries studied (Brinkley, R., Lee, K. 2006).

The figures of the evolution of birth rate in the U.E., this indicator stands at a low level and seems to offer prospects a poor participation at all levels of education and training. However it can be seen that although the number of young children is decreasing, participating in continuing education. In addition, the European Union must keep pace with rapid changes in technology, despite its aging population, with many young people leaving initial education compared to US or Asian countries. A further aspect of the demographic challenge concerns the working age population, since growth results from highly qualified labor force participation and education and training are key factors in influencing appointed. (Comisia Europeană. 2005) This demographic constraints imply increased investment in Europe for permanent education opportunities addressed to those who have left the formal education system in order to enhance participation in higher levels of education and training.

Today, competitiveness and dynamism are two aspects where the EU is repeatedly overtaken by the USA and some countries of the OECD. A variety of analyzes clearly indicate that low European performance reasons largely related to the insufficient level of participation in education of the working age population. In the near future, education and training will play a decisive role in attracting and retaining specialists in Europe (Brătianu, C. 2002). The difference between productivity in the US, Asian countries and U.E. continues to widen, and the reversal of this order calls for investment not only in research into information and communication technology, but also in human capital development.

STRUCTURE AND DYNAMICS OF THE SCHOOL POPULATION IN THE EU

The population knows currently an emphasized process of regression due to aging, decreasing fertility and migration, demographic phenomena that can be seen in all developed countries. In

perspective, these phenomena will increase in intensity and generate multiple effects in society. All European programs aim to attract a maximum number of students in higher education, for which lately preschool level data recorded significant growth of all children aged three to four years. Enrollment in preschool education is almost involuntary in all European countries. The exception comes from Luxembourg's and Northern Ireland which have set up compulsory education from the age of 4 years. (Comisia Europeană. 2008) At EU level, age of initiation of pre-school education varies from country to country, the trend is the increase in children 4 years enrolled in school (more than half of European countries have a faster rate of participation in education, the percentage is 80% for children aged 4 years). According to data published by Eurostat, in 2013, children aged four years were enrolled in preschool, France, the Netherlands and Belgium as countries taken as a best practice (the percentage of children being enrolled ~ 100%) (Becker, G.S. 1996). Many other countries - Denmark, Estonia, Germany, Italy, Luxembourg, Malta, UK, Spain, Sweden, Hungary, and Iceland as Norway had participation rates above 90%. At the opposite is Turkey which recorded the lowest percentage of only 13%. Starting primary level of education differs from country to country, some students start at the age of 4.5 years - for example, Ireland, Malta and the UK, and countries like Bulgaria, the Baltic Member States, Finland and Sweden begin primary school age seven years. However, in countries like the Czech Republic, Latvia, Lithuania, Hungary-over 3% of children will remain at seven years old in preschool. If the Czech Republic and Hungary explanation lies in the resolution adopted by the decision makers, that children born after a certain date wait another year until the next school year. Important is said that most European states have set age for starting primary education, six years.

CONCLUSIONS

In the last years, countries have increased diversity education programs. This diversification has been driven by increasing demand for upper secondary and evolving curriculum of general knowledge taught in general programs and practical skills reserved for professional studies to complete programs that include both learning to lead to more flexible ways of further education or employment. Based on data from 2012 enrollment rates among children 15-19 years, ie usually in upper secondary programs or transition to higher levels of education, has reached at least 80% in European countries and came around 90% or higher in Belgium, Czech Republic, Germany, Hungary, Ireland, Latvia, the Netherlands, Poland and Slovenia. According to

data provided by Eurostat (see Figure no. 3), the rates of participation in education started to decline in countries like the Czech Republic, Ireland, Lithuania, Poland, Slovenia, Finland and Sweden, with a percentage of 85%. In contrast to Cyprus, Turkey and the UK, less than 52% of young people are still enrolled in school even if completed compulsory education level (Eurostat. 2012). Although there is considerable variation between countries in terms of the percentage of students enrolled in education is not compulsory, their distribution is fairly uniform across regions in a country, usually regions where they are located capitals, with participation rates slightly higher education (Comisia Europeană. 1998). Având în vedere datele cuprinse în acest capitol putem afirma următoarele:

- Positive trends appear at the pre-school level of education, where participation rates in this form of education are increasing and
 - Number of years of compulsory education is ascendant in most European countries
 - A large proportion of the European population continue their education beyond the compulsory level of education.
- This choice of young people of renewing their studies derived from a variety of factors, including the abolishment which has an important role, also like the unemployment and other forms of social exclusion.

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ANNEXES

Tables

Table No. 1 *Structure of population aged 25-64 years, depending on the highest level of education completed in OECD countries in 2014*

	Level of education					Total
	Preschool and primary education	Lower secondary education	Upper secondary education	Postsecondary education	Higher education	
OECD						
Australia	6	17	30	5	11	100
Austria	1	15	52	2	15	100
Belgium	7	16	35	1	0	100
Canada	3	7	25	11	25	100
Chile	6	23	40	a	7	100
Czech Republic		7	72	x	0	100
Denmark	4	16	43	0	4	100
Estonia	0	8	45	8	7	100
Finland	4	9	44	1	12	100
France	8	16	43	0	14	100
Germany	3	10	49	11	1	100
Greece	17	13	32	9	2	100
Hungary	1	16	51	8	1	100
Iceland	1	26	33	4	4	100
Ireland	8	13	24	14	12	100
Israel	5	7	37	a	14	100
Italy	7	33	42	1	c	100
Japan	a	a	52	x	21	100
Korea	6	9	40	a	13	100
Luxembourg	7	11	34	2	9	100
Mexico	19	25	15	x	1	100
Netherlands	6	16	41	0	2	100
New Zealand	a	26	22	16	5	100
Norway	0	17	38	2	12	100
Poland	9	0	60	3	0	100
Portugal	33	21	21	1	a	100
Slovak Republic	0	7	69	1	0	100
Slovenia	1	13	57	a	7	100
Spain	10	30	22	0	11	100
Sweden	3	13	36	7	10	100
Switzerland	2	10	48	n	a	100
Turkey	46	13	19	a	5	100
United Kingdom	1	20	19	a	11	100
United States	3	7	45	n	11	100
OECD average	7	15	39	5	8	100
EU21 average	6	14	42	4	6	100
	Nivel de învățământ sub celsecundar superior		Nivel de învățământsecundar superior		Nivel superior	
Media OCDE	29		44		28	
Media UE	28		47		25	

Source: Education at a Glance 2014-OECD Indicators, Paris, 2014

Note: because of existing discrepancies in the data, averages weren't calculated for each column separately.

- a- The data is not appropriate because the level doesn't exist.
- n- Data are not eligible or are zero.
- x- Data are included in another category or column of the table.

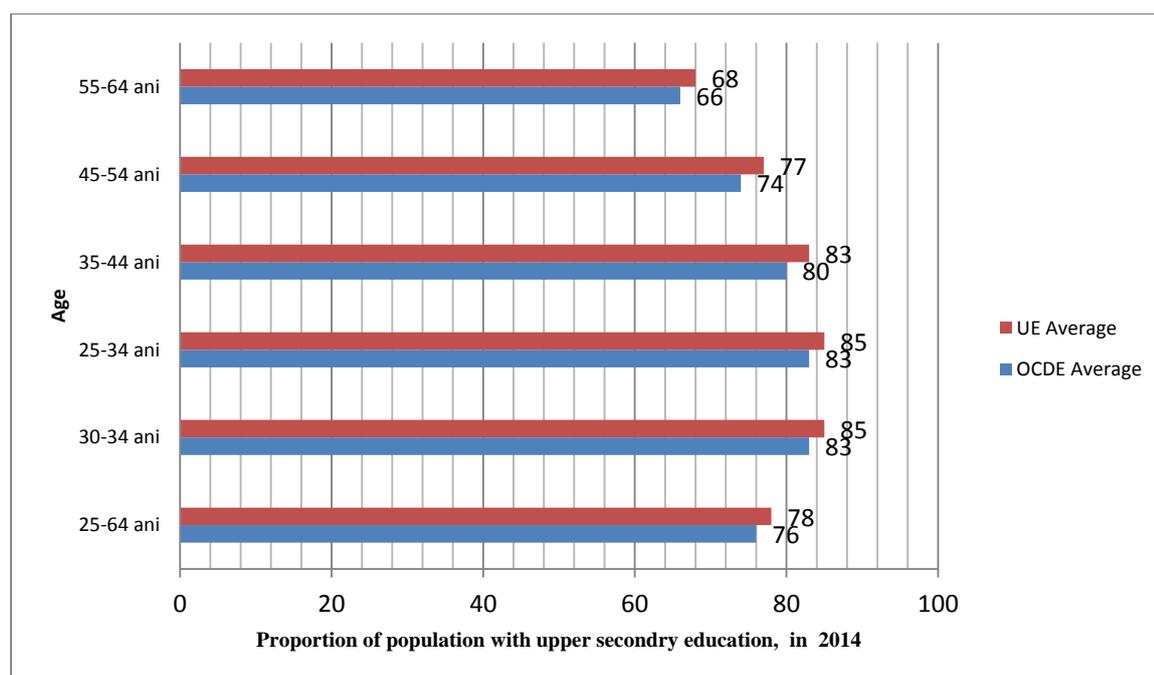
Table No.2 Trends in educational participation of the population aged 25-64 years in 2000-2014 period

	Age	OCDE Average			UE Average		
		2000	2010	2014	2000	2010	2014
Primary and secondary education	25-64 ani	35	26	24	35	25	22
	25-34 ani	25	18	17	24	17	15
	55-64 ani	52	38	34	52	36	32
Secondary and post-secondary education	25-64 ani	44	44	43	45	47	47
	25-34 ani	50	45	42	52	48	45
	55-64 ani	33	40	41	34	43	45
Higher education	25-64 ani	22	30	34	20	28	32
	25-34 ani	26	37	41	24	35	39
	55-64 ani	15	22	25	14	21	23

Source: Own elaboration based on data provided by Education at a Glance 2015- OECD, Paris, 2015

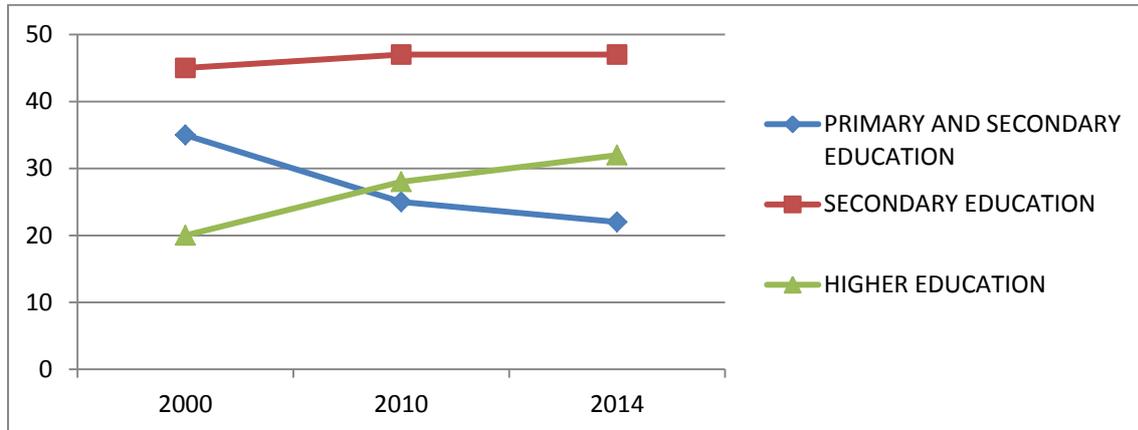
Figures

Figure No. 1 Proportion of population with upper secondary education, by age group in the total population in that age group, at the OECD and the EU in 2014



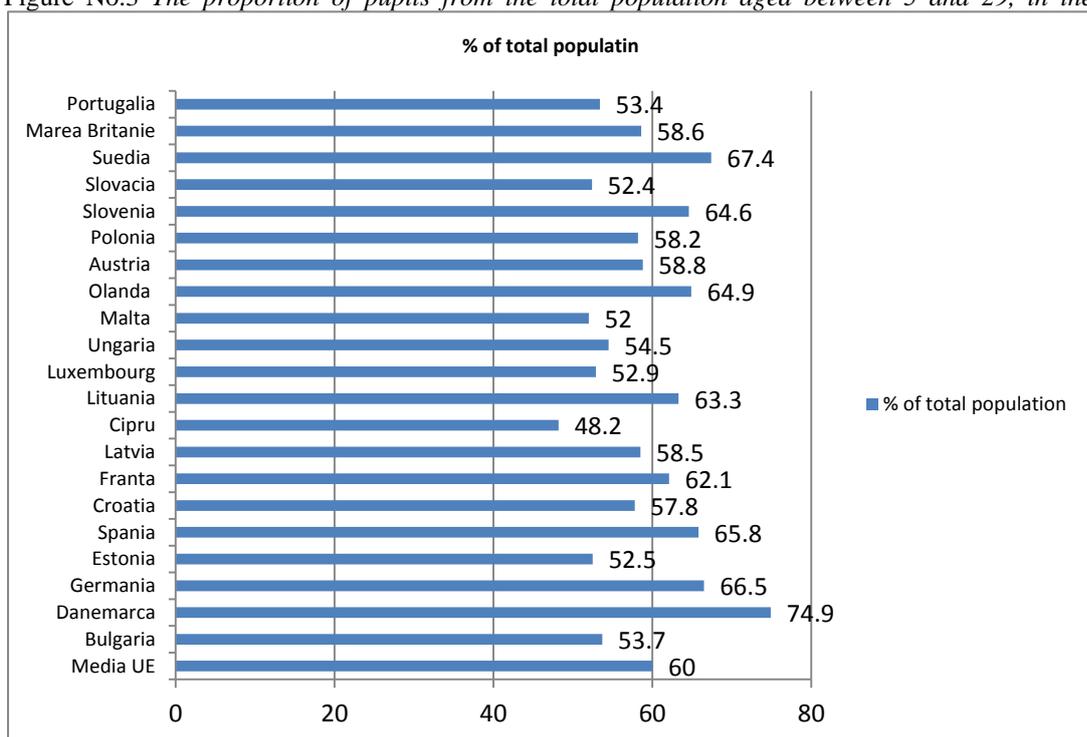
Source: Own elaboration based on data provided by Education at a Glance 2015- OECD, Paris, 2015

Figure No. 2 The evolution of public participation in education, level of education completed, in OECD countries over the 2000-2014 period



Source: Own elaboration based on data provided by Education at a Glance 2015- OECD, Paris, 2015

Figure No.3 The proportion of pupils from the total population aged between 5 and 29, in the EU, 2014



Source: Own elaboration based on data collected, Eurostat, accessed at <http://ec.europa.eu/eurostat/web/education-and-training/data/database>