INDICATOR A11

IMPACT OF DEMOGRAPHIC TRENDS ON EDUCATION PROVISION

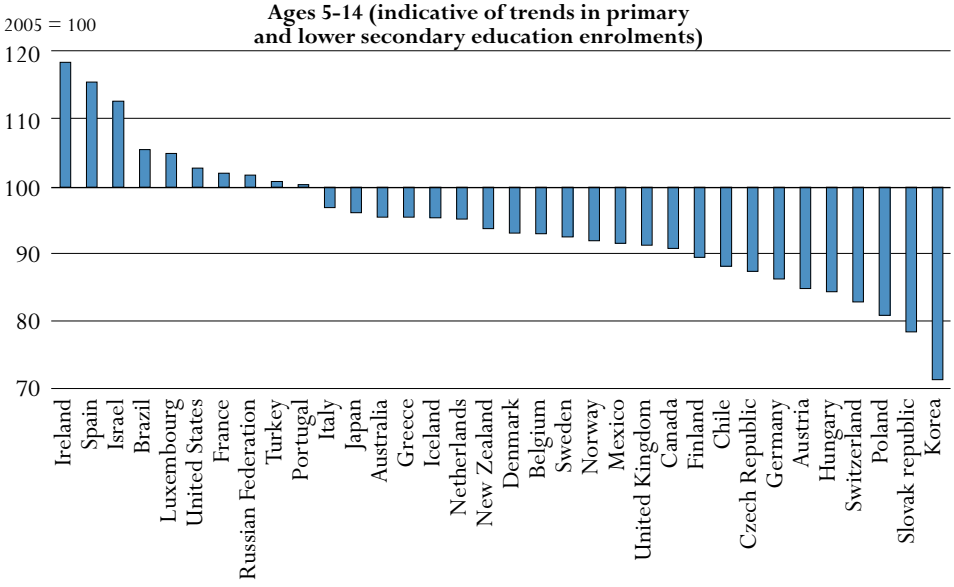
This indicator examines the trends in population numbers over the next ten years and illustrates the impact that these population trends can have on the size of the student population and the corresponding provision of educational services in countries.

Key results

Chart A11.1. Expected demographic changes within the youth population aged 5-14, over the next decade (2005-2015)

The chart shows the projected change between 2005 and 2015 in the population aged 5-14, broadly corresponding to the age of students in primary and lower secondary education, between 2005 and 2015

In 23 of the 30 OECD countries as well as in the partner country Chile, the size of the student population in compulsory schooling is set to decline over the next ten years with significant implications for the allocation of resources and the organisation of schooling in countries. This trend is most dramatic in Korea where the population aged 5-14 years is projected to decline by 29%.



Countries are ranked in descending order of the change in the size of the 5- to-14-year-old population.
Source: OECD Table A11.1. See Annex 3 for notes (*www.oecd.org/edu/eag2006*).

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Other highlights of this indicator

- Sharp downward trends of 30% or more are projected in the population aged 15-to-19 years, broadly corresponding to upper secondary school age, in the Czech Republic, Poland and the Slovak Republic and in the partner country the Russian Federation, with likely impacts on the numbers graduating from upper secondary education and therefore on the pool of students entering tertiary education.

- In some countries, the population decline in the school age population has occurred earlier, and ten years from now will be impacting on the adult population and correspondingly to the flow of new graduates and highly qualified people in the population. For instance, in Spain, the population aged 20-to-29 years is set to decline by 34% over the next ten years.

- Taken together, the population trends over the next ten years present both opportunities and challenges to countries for resourcing education services.

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Policy context

The number of young people in the population influences both the rate of renewal of labour force qualifications and the amount of resources and organisational effort which a country must invest in its education system. Other things being equal, countries with larger proportions of young people in the population must allocate a larger proportion of their national income to initial education and training than those with smaller youth populations but similar participation rates (see also Indicator B2).

Projections of the relative size of the school-age population help to predict changes in the number of students and resources needed. However, these predictions have to be interpreted with caution. At the lowest level of education enrolment rates are close to 100% (see Indicator C1) and the number of students closely follows demographic changes. This is not the case in upper secondary and higher education.

Evidence and explanations

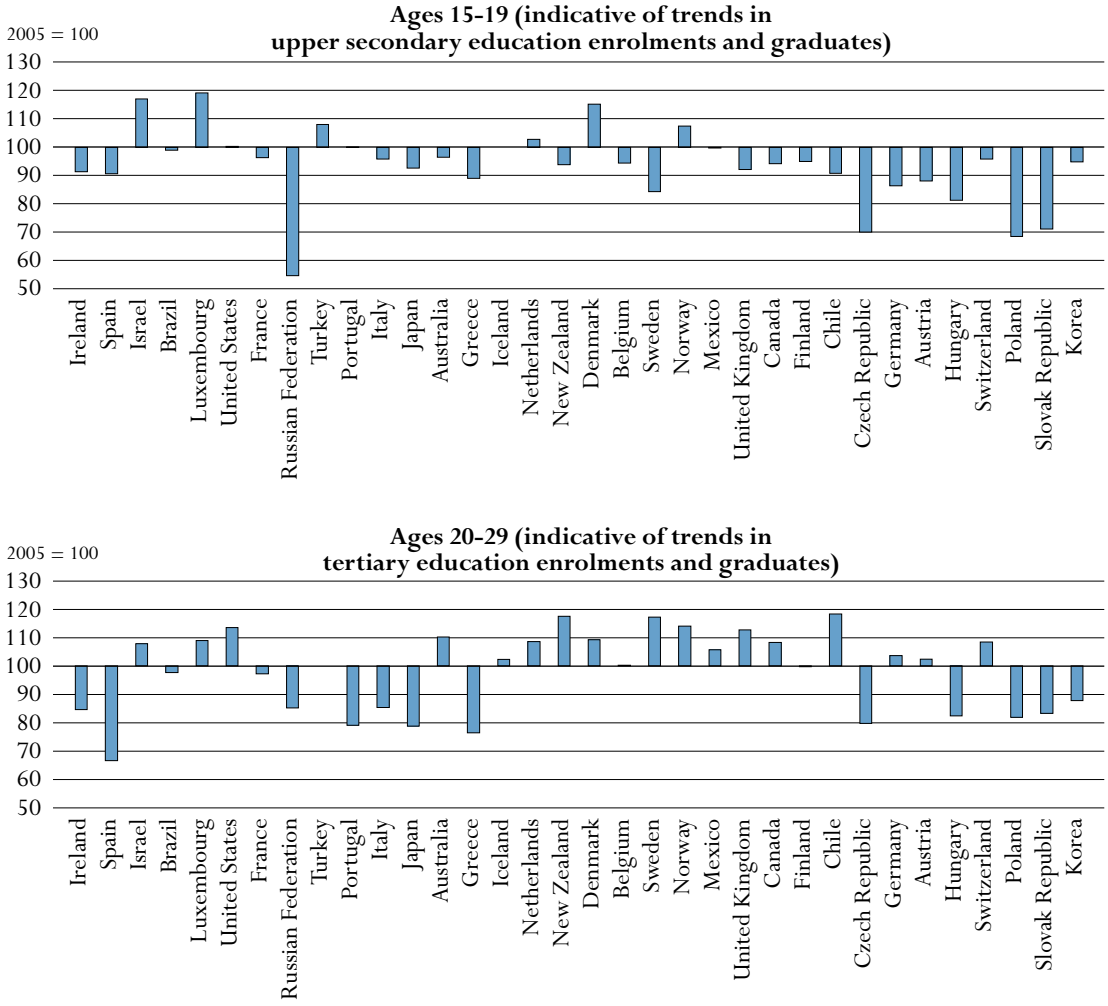
The size of the population aged 5-to-14 years, broadly equivalent to the population of compulsory age schooling, is set to decline in 23 of the 30 OECD countries and in the partner country Chile over the next ten years. These trends can have significant implications for the organisation and resourcing of the educational services, presenting difficult management challenges such as surplus capacity in schools, school reorganisation and even school closures. Countries where these challenges appear to be greatest over the next decade are Poland and the Slovak Republic where student numbers in primary and lower secondary education can be expected to fall by around 20% and even more so in Korea where the population is set to decline by almost 30% (Chart A11.1).

Ireland and Spain, however, present notable exceptions to this trend. In both of these countries, the decline in numbers of the young school-age population, which had been a feature of their demography, has now been reversed and the population of compulsory school age is expected to increase by 19 and 16% respectively over the next decade.

For the population aged 15-to-19 years, broadly corresponding to the ages of the upper secondary school population, the trends are similarly downward overall but it is evident that countries are at different stages in their demographic cycles. The Czech Republic, Poland and the Slovak Republic and the partner country the Russian Federation face the largest reductions in the population corresponding to upper secondary education over the next ten year with reductions of around 30% or more in each case. Without corresponding increases in school participation and graduation rates at this level (see Indicators C1 and A2 for current levels), this can have a significant impact on the numbers graduating from upper secondary education and correspondingly the numbers eligible for entry to tertiary education (Chart A11.2).

Among 20-to-29 year olds, the age group broadly corresponding to tertiary education, there is a more mixed picture of population trends, although overall the projection is for a decline in population numbers of 3%. Demographic decline is particularly evident in Spain, where the population aged 20-to-29 years is projected to reduce by some 34% over the next ten years. Again, unless there are corresponding increases in participation rates in tertiary education (see Indicators C1 and C2 for current levels), this trend can be expected to result in a significant reduction in the flow of new graduates and highly qualified people in the population. Countries

Chart A11.2. Expected demographic changes within the youth population aged 15-19 and 20-29, over the next decade (2005-2015)



Countries are ranked in descending order of the change in the size of the 5- to-14-year-old population (see Chart A11.1).
Source: OECD Table A11.1. See Annex 3 for notes (*www.oecd.org/edu/eag2006*).

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facing similar but less severe trends are Czech Republic, Greece, Japan and Portugal where the population decline in the age group corresponding to tertiary study is projected to fall by 20% or more (Chart A11.2).

In contrast, increases are projected in the population aged 20-to-29 years in 15 OECD countries as well as in the partner countries Chile and Israel, with the most notable increases expected in Chile (18%), New Zealand (17%) and Sweden (17%). For these countries, assuming participation rates in tertiary education remain at least at their current levels, the flow of highly qualified manpower might be expected to increase. However, such increases could place the financing of tertiary education under some additional pressure.

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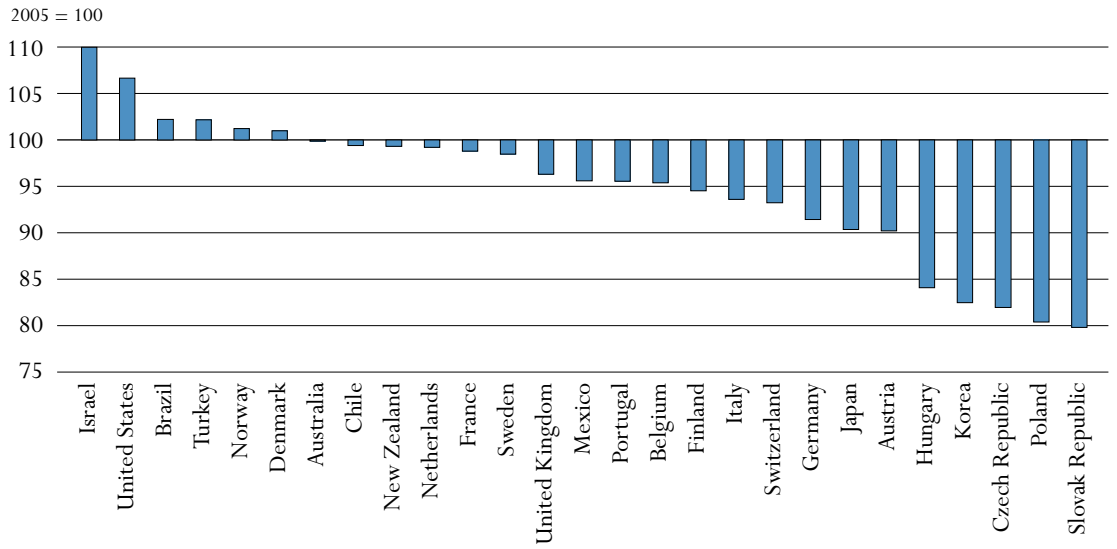
Demographic changes and their follow through to student numbers have obvious implications for the funding of education services. Chart A11.3 shows the estimated impact of demographic trends on total expenditure on educational institutions over the next decade. The estimates assume that participation rates and rates of expenditure per student remain at their current levels. This may or may not be a likely scenario for some countries given other factors that may change over this period, but these estimates can helpfully illustrate the funding and other policy choices that countries may face. Under these assumptions, the population trends over the next ten years would imply a reduction in the level of educational expenditure in all but four OECD countries as well as in the partner country Chile, arguably providing more opportunity to increase participation rates or expenditure per student in these countries. The population trends would imply the greatest opportunity for this in Czech Republic, Hungary, Korea, Poland and the Slovak Republic.

In contrast, the population projections for the United States indicate relatively strong growth over the next decade and if these feed through to similar increases in student numbers, the United States may face funding pressures accordingly.

Chart A11.3. Estimated impact of demographic trends on total expenditure on educational institutions over the next decade, assuming current participation rates and rates of expenditure per student (2005-2015)



Countries are ranked in decending order of the projected change in total expenditure on educational institutions between 2005 and 2015.
Source: OECD Table A11.1. See Annex 3 for notes (*www.oecd.org/edu/eag2006*).
StatLink: http://dx.doi.org/10.1787/850142374718

Definitions and methodologies

The population projections are taken from the UN Population Database. The changes in the sizes of the respective populations over the period 2005 to 2015 are expressed as percentages relative to the size of the population in 2005 (index = 100). The statistics cover residents in the country, regardless of citizenship and of educational or labour market status. It is possible that nationally available population projections do not exactly match those in the UN Population Database.

The estimates of the projected change in the level of total expenditure on educational institutions between 2005 and 2015 are derived from a weighted average of the projected change in student numbers by level, weighted by expenditure by level. The projected change in student numbers is estimated from the projected population changes as follows: 0-to-4-year-olds for pre-primary, 5-to-14-year-olds for primary and lower secondary, 15-to-19-year-olds for upper secondary and 20-to-29-year-olds for tertiary education. The proportions of expenditure by level used in the calculation are derived from Table B2.1c which shows expenditure by level as a percentage of GDP.

Thus, the projected change in expenditure assumes current participation rates and current rates of expenditure per student.

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Table A11.1

Demographic trends between 2005 and 2015 and indicative impact on educational expenditure, student enrolments and graduate numbers

		Change in the size of the population 2005-2015 (2005=100)						Illustrative impact of demographic change between 2005 and 2015			
		Age group									
		0-4	5-14	15-19	20-29	30+	All persons	Estimated[1] percentage change in the level of total expenditure on educational institutions between 2005 and 2015	Estimated[2] percentage change in enrolments in primary and lower secondary education between 2005 and 2015	Estimated[3] percentage change in the number graduates from upper secondary education between 2005 and 2015	Estimated[4] percentage change in the numbers of new tertiary graduates between 2005 and 2015
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
OECD countries	Australia	107	96	97	110	116	110	0	-4	-3	10
	Austria	93	85	88	102	105	101	-10	-15	-12	2
	Belgium	94	93	94	100	104	101	-5	-7	-6	0
	Canada	102	91	94	108	114	109	m	-9	-6	8
	Czech Republic	97	88	70	80	108	99	-18	-12	-30	-20
	Denmark	91	93	115	109	103	102	1	-7	15	9
	Finland	101	90	95	100	106	102	-5	-10	-5	0
	France	95	102	96	97	106	103	-1	2	-4	-3
	Germany	99	86	86	104	102	100	-9	-14	-14	4
	Greece	94	96	89	76	109	101	m	-4	-11	-24
	Hungary	91	85	81	82	105	97	-16	-15	-19	-18
	Iceland	95	95	100	102	115	108	m	-5	0	2
	Ireland	104	119	91	85	123	113	m	19	-9	-15
	Italy	87	97	96	85	103	100	-6	-3	-4	-15
	Japan	93	96	93	79	105	100	-10	-4	-7	-21
	Korea	90	71	95	88	116	103	-18	-29	-5	-12
	Luxembourg	103	105	119	109	115	113	m	5	19	9
	Mexico	91	92	100	106	132	111	-4	-8	0	6
	Netherlands	88	95	103	109	105	103	-1	-5	3	9
	New Zealand	97	94	94	117	111	107	-1	-6	-6	17
	Norway	97	92	108	114	106	105	1	-8	8	14
	Poland	101	81	69	82	111	99	-20	-19	-31	-18
	Portugal	93	100	100	79	110	103	-4	0	0	-21
	Slovak Republic	97	79	71	83	113	100	-20	-21	-29	-17
	Spain	99	116	91	66	111	103	m	16	-9	-34
	Sweden	106	93	84	117	104	103	-2	-7	-16	17
	Switzerland	93	83	96	108	104	101	-7	-17	-4	8
	Turkey	97	101	108	100	128	113	2	1	8	0
	United Kingdom	100	91	92	113	105	103	-4	-9	-8	13
	United States	105	103	100	113	111	109	7	3	0	13
	OECD average	97	94	94	97	110	104	-6	-6	-6	-3
Partner countries	Brazil	97	106	99	98	127	112	2	6	-1	-2
	Chile	102	88	91	118	120	110	-1	-12	-9	18
	Israel	100	113	117	108	124	117	11	13	17	8
	Russian Federation	104	102	55	85	102	95	m	2	-45	-15

1. Trends in expenditures follow projections of population as follows: 0-to-4 year olds for pre-primary, 5- to-14 for primary and lower secondary, 15-to-19 for upper secondary, 20-to-29 for tertiary education. They assume current relative rates of expenditure per student by level of education and current participation rates.
2. Trends in enrolments in primary and secondary education follow projections of the population aged 5-to-14.
3. Trends in the number of upper secondary graduates follow projections of the population aged 15-to-19 and assume current graduation rates.
4. Trends in the number of new tertiary graduates follow projections of the population aged 20-to-29 and assume current graduation rates.

Source: OECD. See Annex 3 for notes *(www.oecd.org/edu/eag2006)*.

Please refer to the Reader's Guide for information concerning the symbols replacing missing data

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