

„Der Studentenberg“: Prognosis and reality?

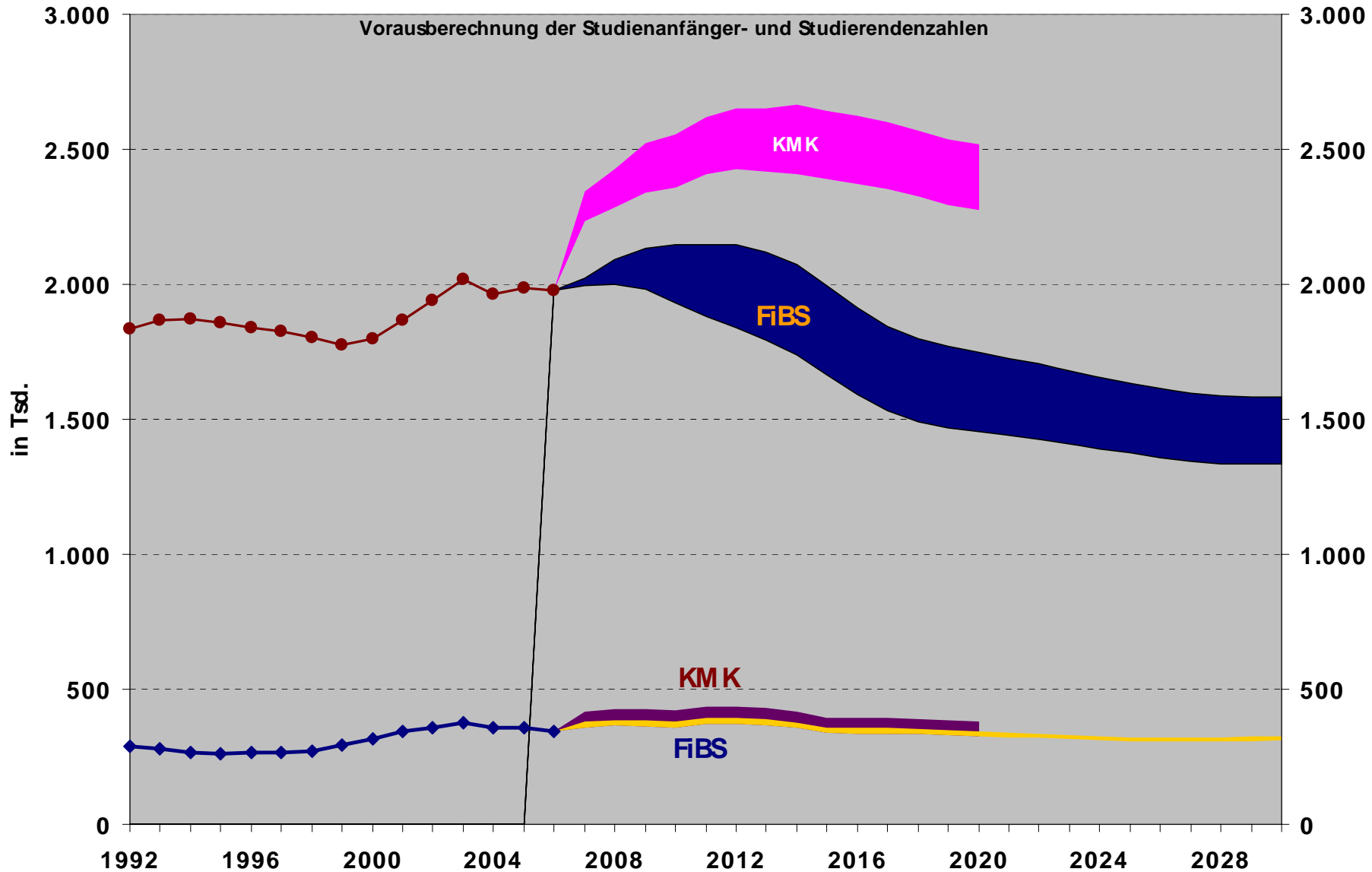
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**FiBS – Institute for Education and Socio-Economic Research
and Consulting**

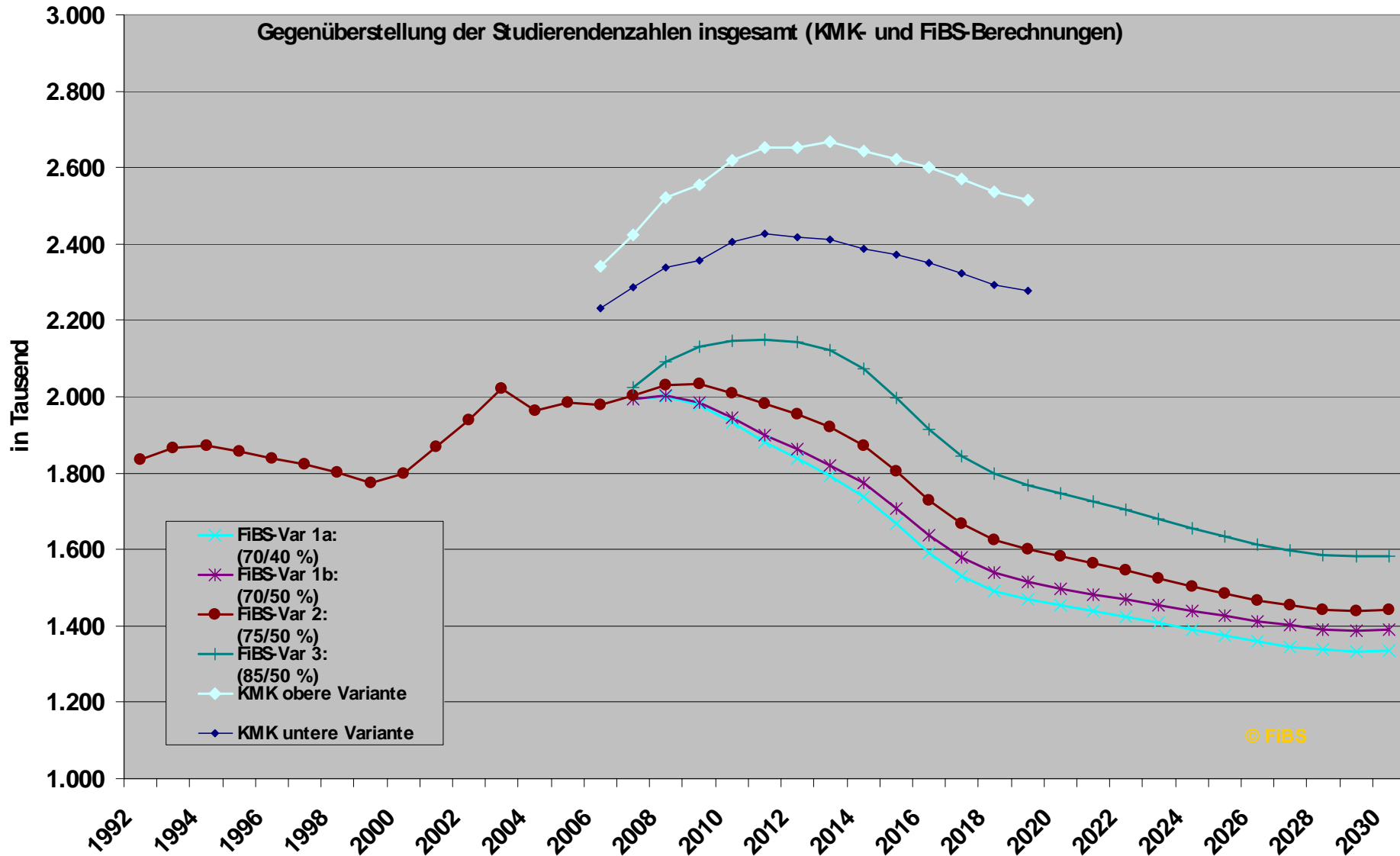
Bonn, December 12, 2008

1. Introduction – KMK- and FiBS-prognoses in comparison
2. New developments, assumptions and critical issues and a new FiBS-prognosis
3. Summary and conclusions
4. Future issues

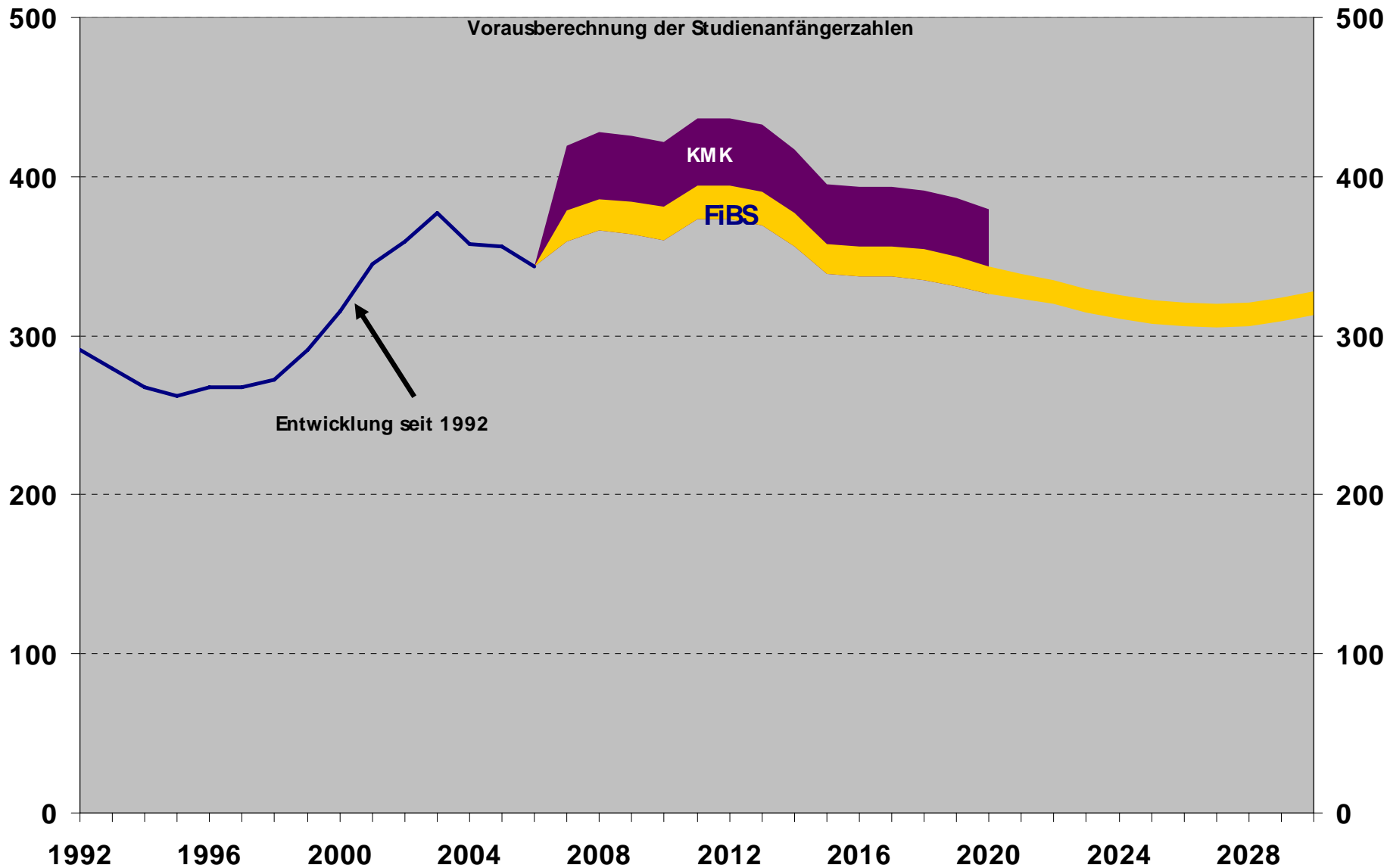
Results of former prognoses in comparison



Numbers of students



Results of former prognoses in comparison



FiBS-Prognosis was largely based on KMK estimates of student enrolment numbers, i.e. same basis for prognoses
In difference to KMK, FiBS-prognosis accounted for effects of the Bologna-process on study duration and ... Debates in politics and universities concerning limited access to MA-programmes

This results in shrinking total student numbers by about 25%
However, KMK-prognosis provided floor for “Hochschulpakt I”, increasing intake capacity by 91,000 for 2007-10

Number of secondary education will be higher than calculated by the previous prognosis, due to changes in school system
=> Number of young people willing to enter HE system may be higher than expected

¿ Will the number of first year students be higher than expected ?

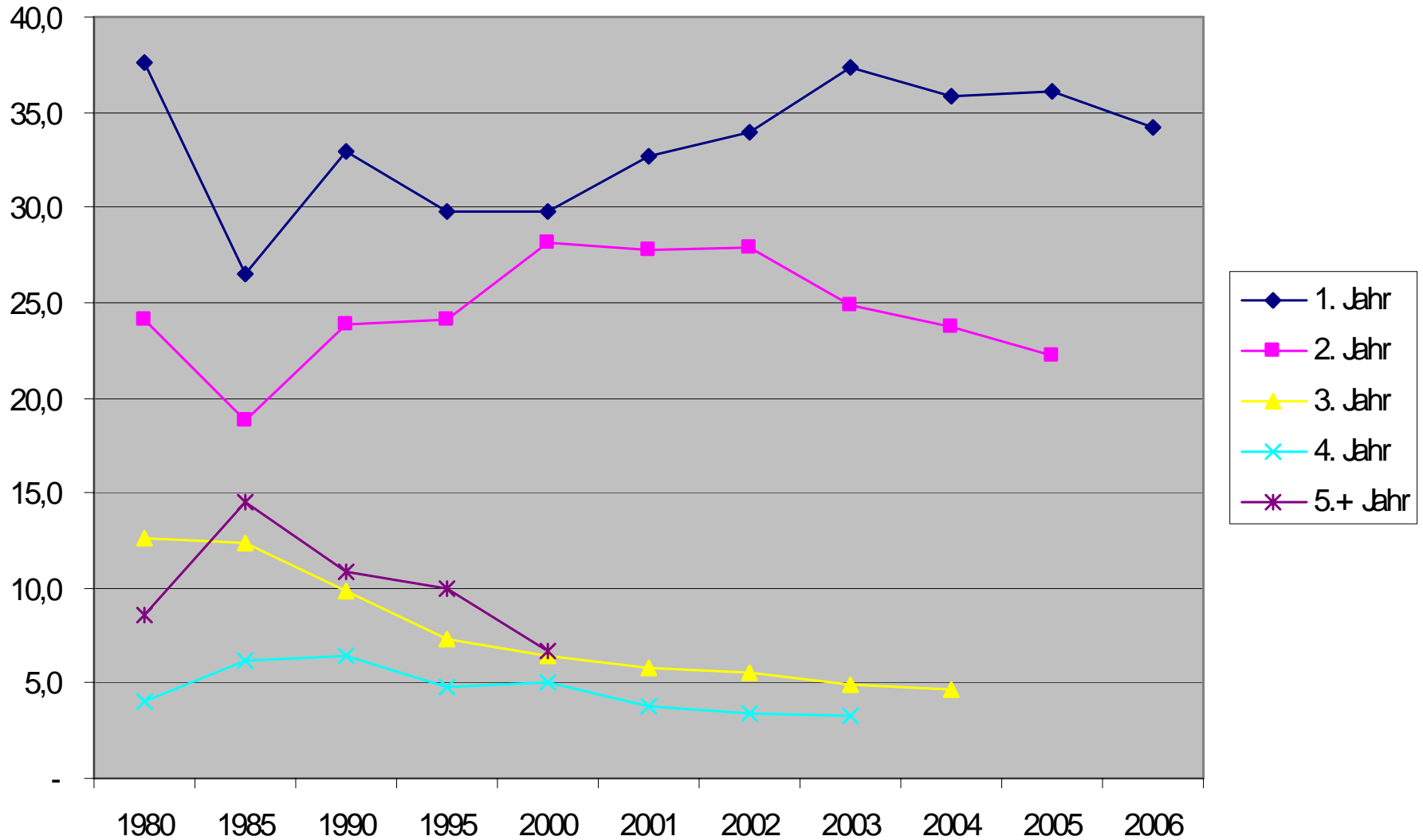
¿ What is the impact on total student numbers ?

Willingness to study and alternative qualification routes
(VET etc.)

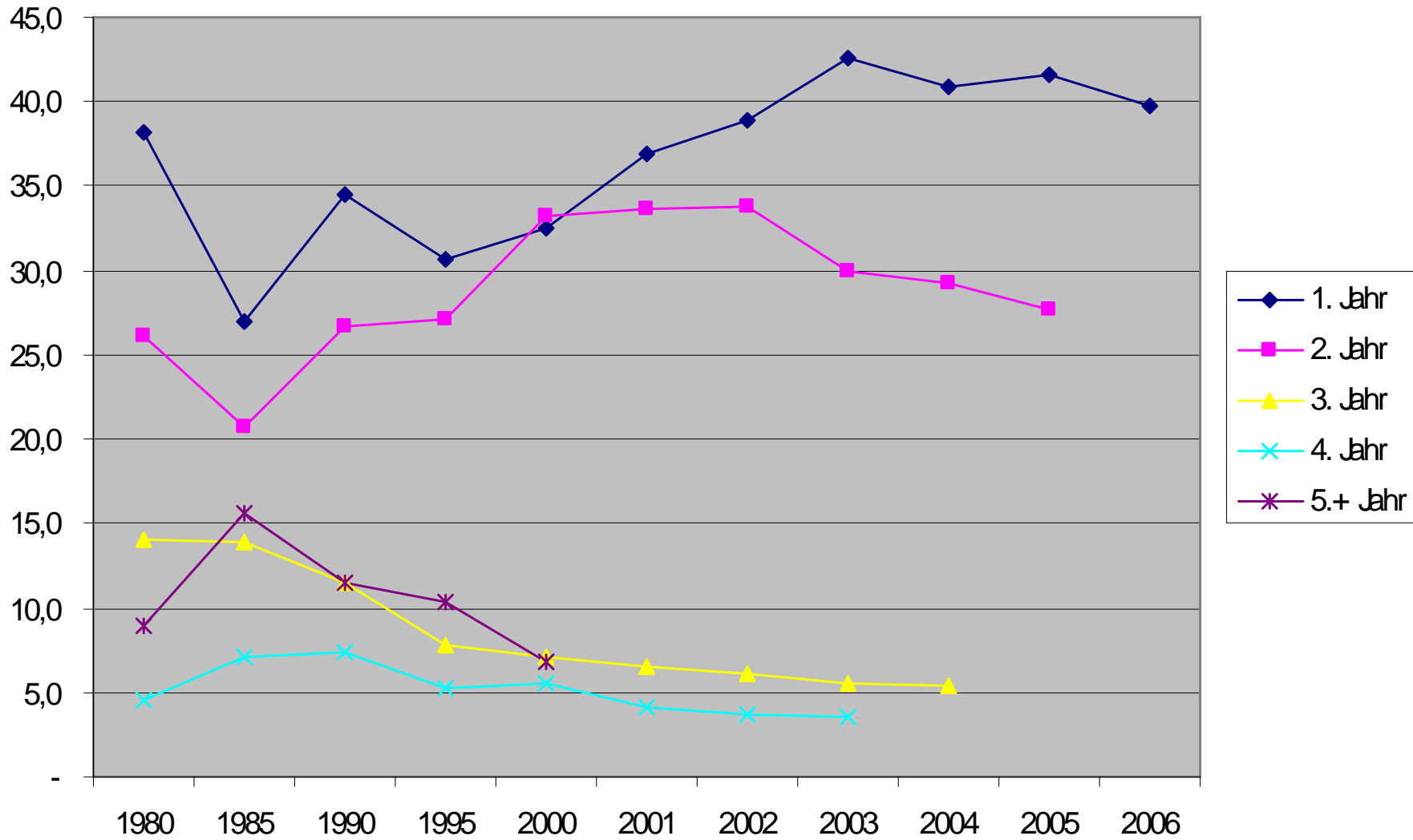
Share of students in relation to HE³

Year	Preparedness to study (total)			Preparedness to study (transition first 2 years)		
	Abitur	FH-Reife	All	Abitur	FH-Reife	All
1980	91,7	71,6	86,9	64,4	52,9	61,6
1985	84,5	57,6	78,3	47,8	37,0	45,3
1990	91,5	63,9	83,9	61,2	45,4	56,9
1995	81,3	58,5	75,9	57,8	41,0	53,8
2000	85,2	50,0	76,1	65,7	35,6	57,9
2001	88,1	49,2	76,8	70,5	35,9	60,4
2002	89,3	49,9	77,5	72,7	36,7	61,9
2003	88,5		77,1	72,6		62,2
2004	85,8	49,3	74,1	70,1	37,0	59,5
2005	85,0	47,5	72,9	69,2	35,2	58,3
2006	83,1	45,0	71,0	67,4	32,7	56,4

Transition time to university: all HE³



Transition time to university: „Abitur“



Transition time to university: „FH-Reife“

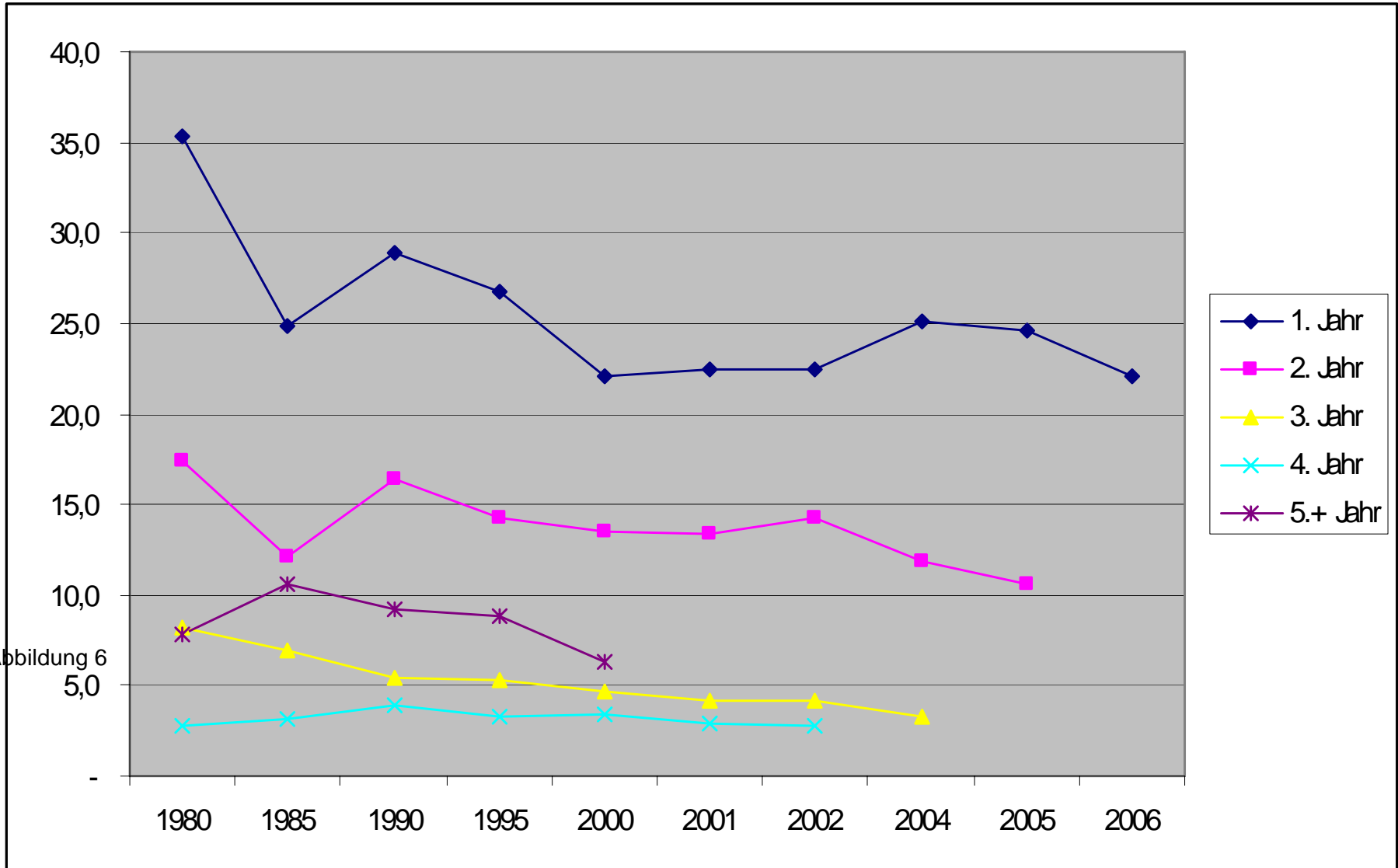


Abbildung 6

Willingness to study and alternative qualification routes (VET etc.)

„External factors“ (returns to HE vs VET, tuition fees, financing options, labour market perspectives etc.)

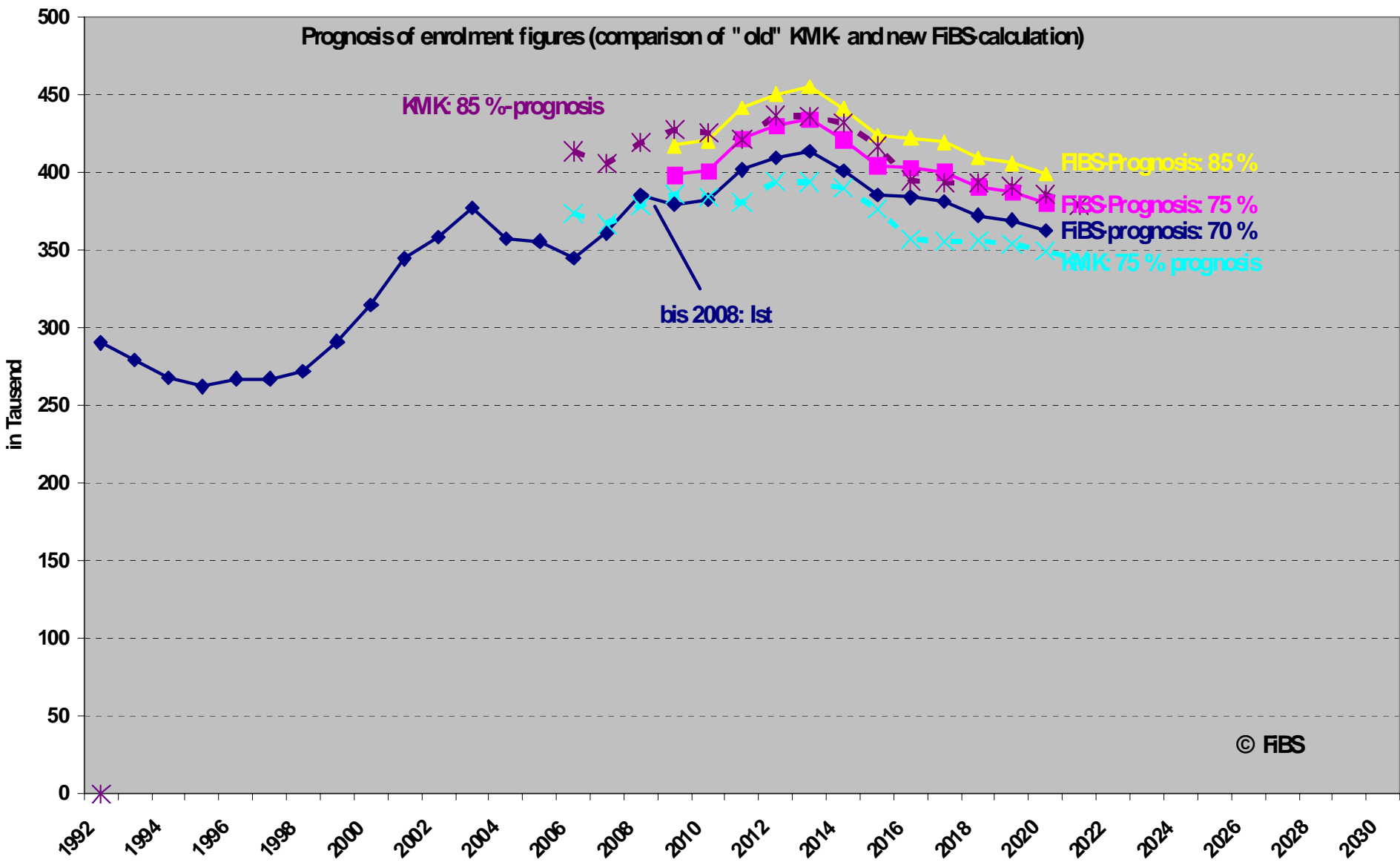
„External“ supply of study places (i.a. „HE-pact II“ 2011-15/20)

„Internal“ Effects of Bologna-process on capacity, study duration, drop-out rates etc.

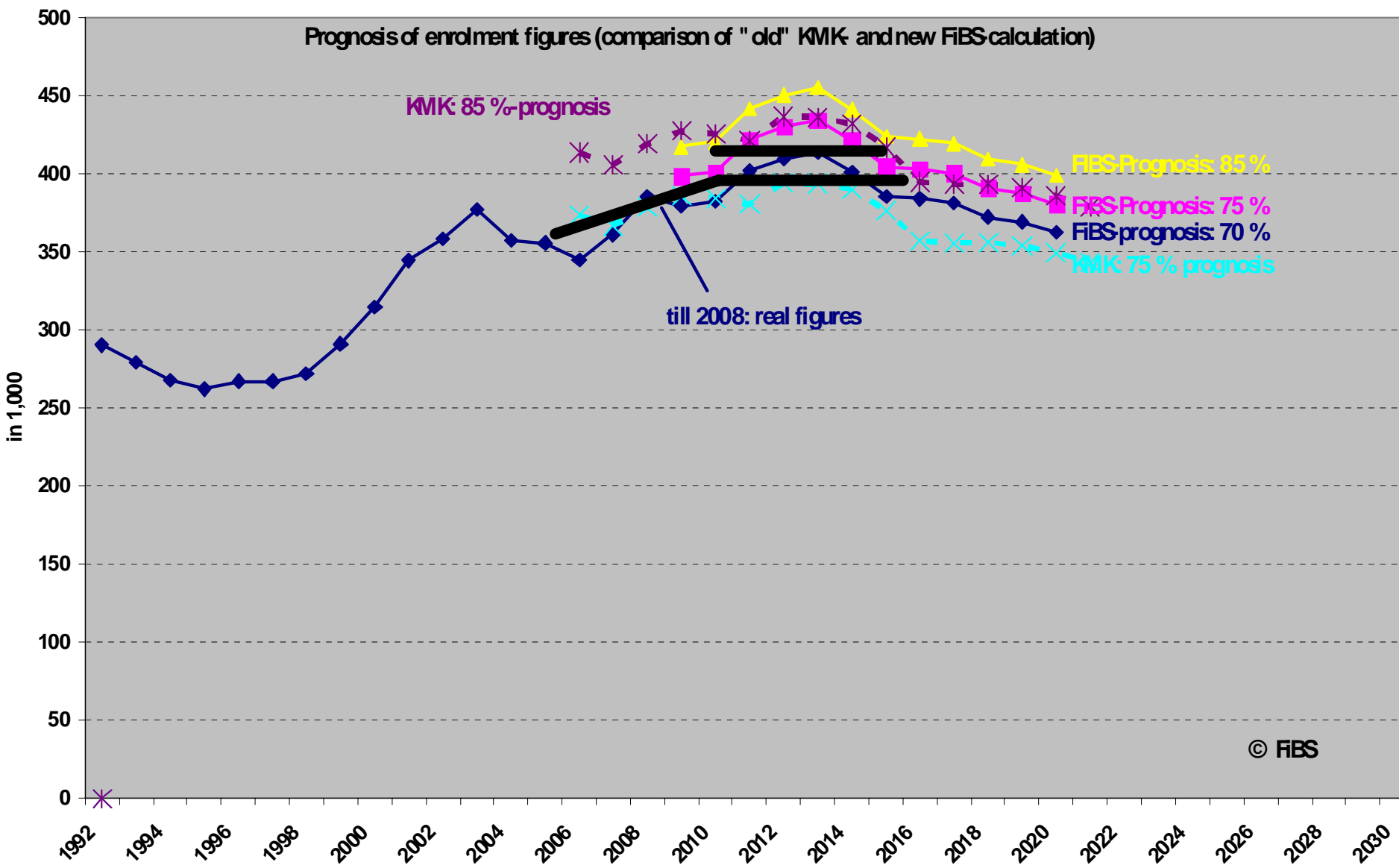
International mobility from and to Germany

Effects of lifelong learning, later retirement and longer working life etc. on HE system

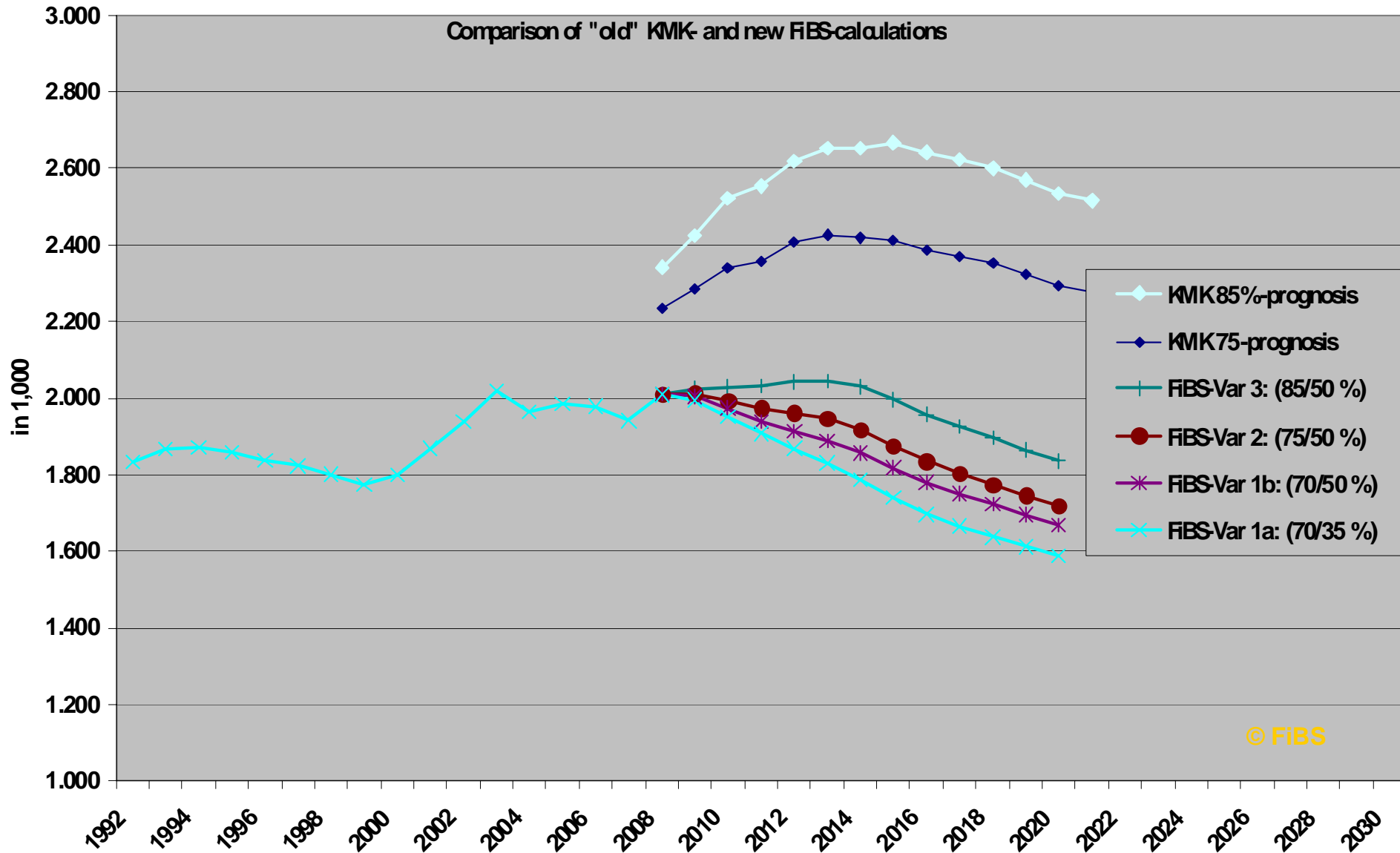
New prognosis: enrolment



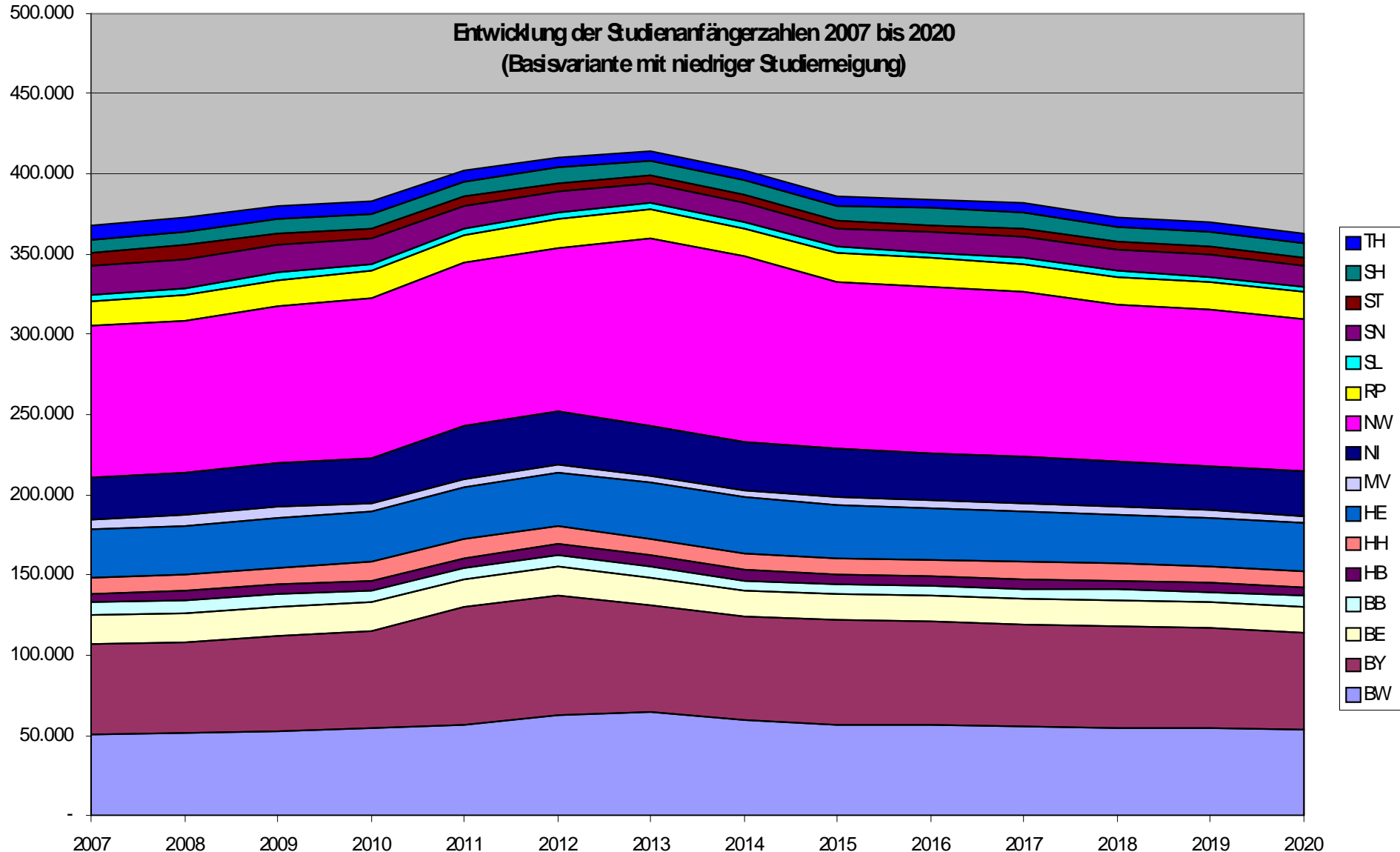
New prognosis: enrolment with HE pact



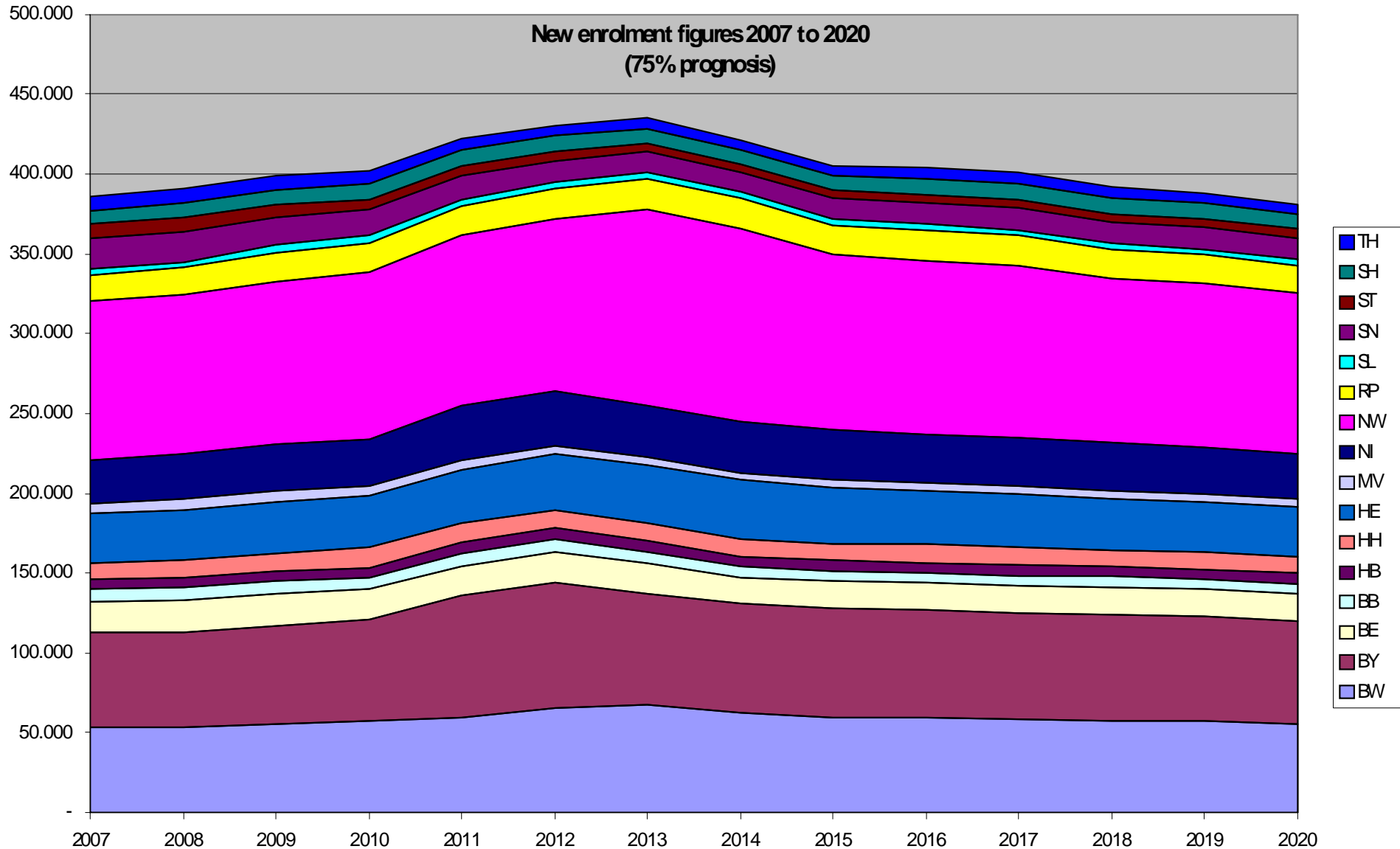
New prognosis: student numbers



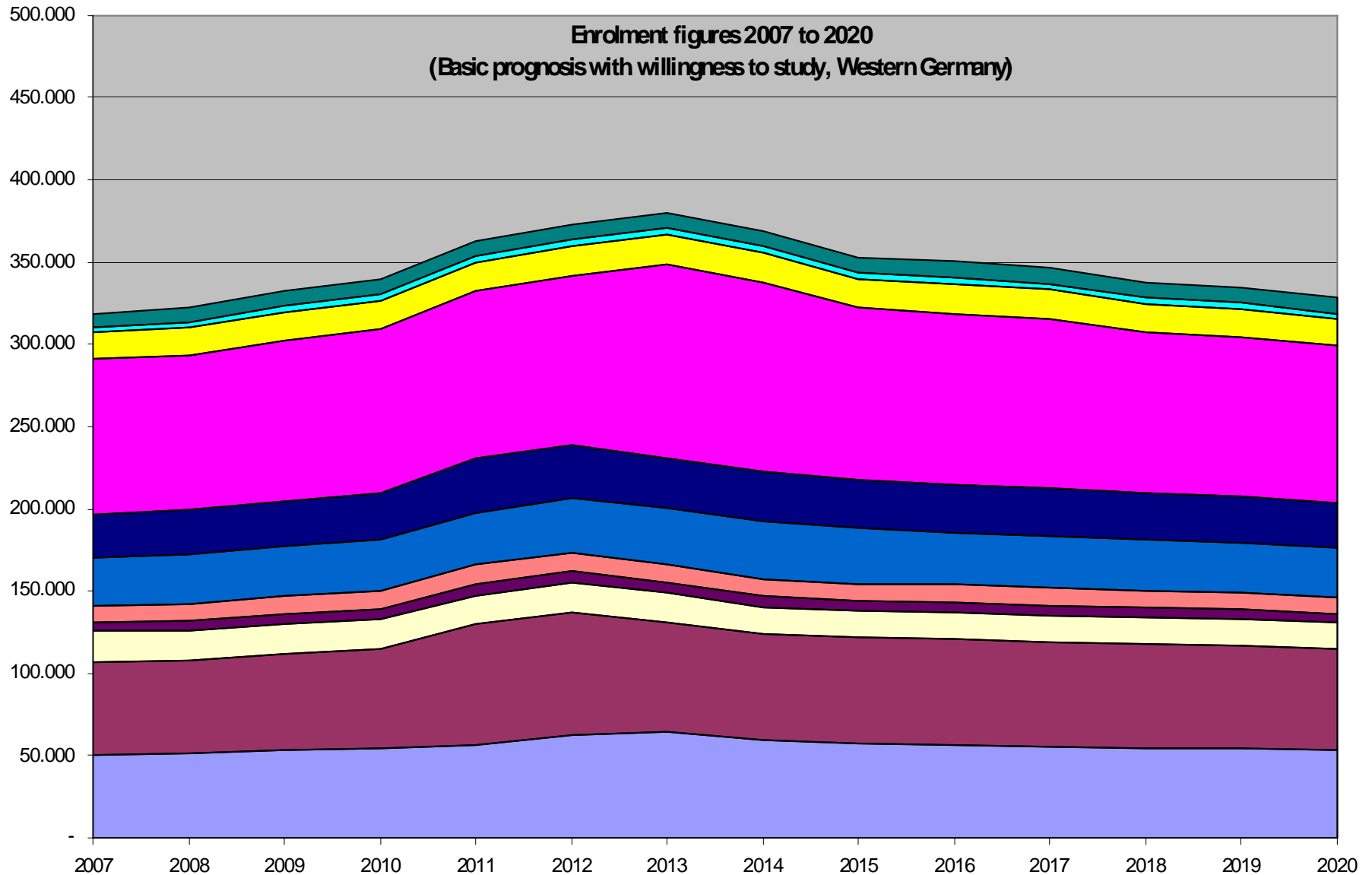
New prognosis: student numbers



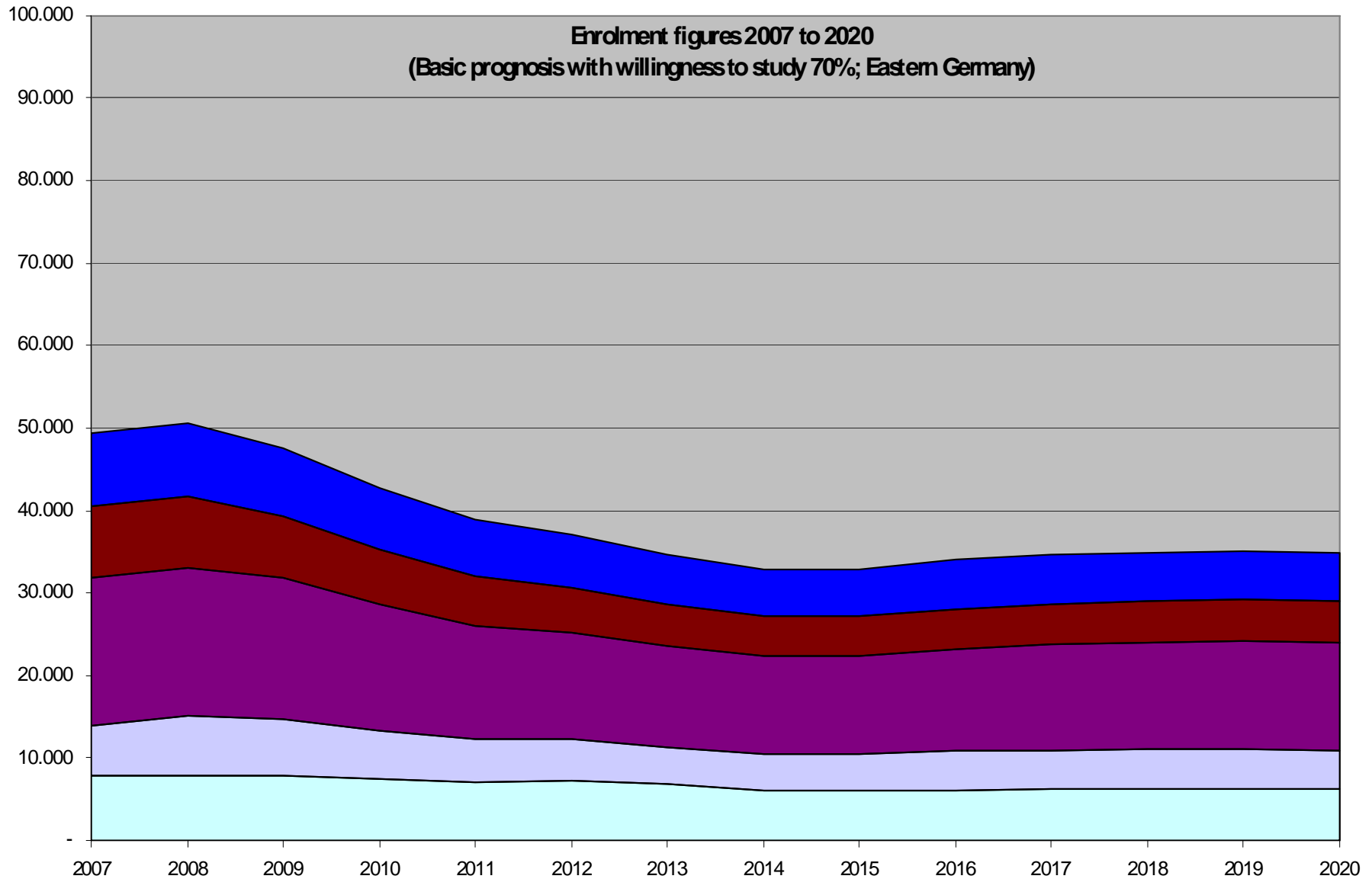
New prognosis: student numbers



New prognosis: student numbers



New prognosis: student numbers



There will be a „Studienberechtigtenberg“ and an „Absolventen-berg“ though surely no „Studentenberg“

Maximum number of students will exceed 2.0 mln only slightly

This is still valid, if the 85 %-estimate would become true

Reduction of student numbers is caused by reduction in average duration of studying and restricted access to MA-programmes

The lower the admission ratio the lower student number (and the larger the differences to the KMK-prognosis)

How does the Bologna-process impact on qualification levels?

How are BA and MA related to „old“ degree levels?

What are the consequences for the labour market and for skilled labour shortage?

If demand for HE is higher than supply, what is the impact on demand for HE in later years and for VET-systems?

How many school graduates are interested to enter HE-system?

=> How big is total demand for HE? How large is the backlog?

A more advanced prognosis should ...

... account for „old applicants“

... consider the whole education and training system

... should differentiate by subject (for whole E&T system)

... should combine labour market supply and demand

...

Thank you very much for your attention.

„Der Studentenberg“ – Prognosis and reality

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