

OECD Handbook for Internationally Comparative Education Statistics

CONCEPTS, STANDARDS, DEFINITIONS AND CLASSIFICATIONS





OECD

OECD Handbook for Internationally Comparative Education Statistics Organization for Economic Cooperation and Development, 2017 For well over two decades the OECD has developed and published a broad range of comparative indicators published yearly in the flagship publication Education at a Glance These provide insights into the functioning of education systems such as the participation and progress through education the human and financial resources invested and the economic and social outcomes associated with educational attainment Through the set of harmonised indicators and definitions they enable countries to view their education system in the light of other countries performance practices and resources Fundamental to the credibility and understanding of these comparisons are the concepts definitions classifications and methodologies that have been developed over the years to underpin the statistics and indicators This Handbook draws these methodologies together in a single reference volume complementing and providing an invaluable aid to users of Education at a Glance In doing so the Handbook aims to facilitate a greater understanding of the education statistics and indicators produced and so allow for their more effective use in policy analysis Equally it provides a ready reference of international standards and conventions for others to follow in the collection and assimilation of educational data This edition updates the OECD Handbook for Internationally Comparative Education Statistics last published in May 2004 OECD Handbook for Internationally Comparative Education Statistics Concepts, Standards, Definitions and Classifications OECD, 2017-09-12 For well over two decades the OECD has developed and published a broad range of comparative indicators published yearly in the flagship publication Education at a Glance OECD Handbook for Internationally Comparative **Education Statistics** Organisation for Economic Co-operation and Development, 2004-05-07 This aim of this publication is to help facilitate more effective policy use of the comparative statistics and indicators produced by the OECD relating to the functioning and impact of education systems covering early childhood through formal education to lifelong learning and training opportunities The handbook also provides a ready reference of international standards and conventions for others to follow in the collection and assimilation of educational data OECD Handbook for Internationally Comparative Education Education at a Glance 2001 OECD Indicators OECD, 2001-06-13 This 2001 edition of Education at a Statistics 2018. Glance OECD Indicators provides information on the human and financial resources invested in education on how education and learning systems operate and evolve and on the returns to educational investments OECD Glossary of Statistical Terms OECD, 2008-09-22 The OECD Glossary contains a comprehensive set of over 6 700 definitions of key terminology concepts and commonly used acronyms derived from existing international statistical guidelines and recommendations

Education at a Glance 2014 OECD Indicators OECD,2014-09-09 This book provides annual data on the structure finances and performance of education systems in the OECD s 34 member countries as well as a number of partner countries

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Education at a Glance ,1996

Data and Metadata Reporting and Presentation Handbook OECD, 2007-06-11 The OECD Data and Metadata Reporting and Presentation Handbook contains guidelines and recommended best practice for the presentation of such data and metadata disseminated by national agencies and international organisations in various media Education at a Glance OECD Indicators - 2004 Edition, The OECD International Education Indicators Organisation for Economic Co-operation and Development, Centre for Educational Research and Innovation, 1992 This volume contains some of the many studies undertaken during the initial phase of activity by the Centre for Educational Research and Innovation CERI of the Organisation for Economic Cooperation and Development OECD concerning international education indicators The studies trace the preparation of a set of international indicators as they illuminate the complexity of such indicators and the wariness with which decision makers approach indicators The first inquiries were aimed at circumscribing the field of intervention of the CERI and they illustrate that the most complex problem is not the calculation of valid indicators but the classification of concepts After an Introduction What Are International Education Indicators For N Bottani and H J Walberg the following articles are included 1 The Functions and Limitations of International Education Indicators D Nuttall 2 Conceptual Models in Use for Education Indicators M van Herpen 3 Process Indicators of School Functioning J Scheerens 4 Do Common Values Produce Common Indicators A Ruby 5 Statistical and Indicators Work in the OECD Directorate for Science Technology and Industry G Westholm 6 Standardizing Data in Decentralised Educational Data Systems R W Selden and 7 What Can Be Learned from All This I Delfau and R W Selden SLD Education at a Glance Centre For Educational Research And Innovation Staff, Centre for Educational Research and Innovation, 1997 Isced 2011 Operational Manual: Guidelines for Classifying National Education Programmes and Related Qualifications Oecd, 2015-03-20 The structure of education systems varies widely between countries In order to produce internationally comparable education statistics and indicators it is necessary to have a framework to collect and report data on education programmes with a similar level of educational content UNESCO's International Standard Classification of Education ISCED is the reference classification for organising education programmes and related qualifications by education levels and fields The basic concepts and definitions of ISCED are intended to be internationally valid and comprehensive of the full range of education systems ISCED 2011 is the second

major revision of this classification initially developed in the 1970s and first revised in 1997 It was adopted by the UNESCO General Conference in November 2011 Prepared jointly by the UNESCO Institute for Statistics UIS the OECD and Eurostat this operational manual provides guidelines and explanatory notes for the interpretation of the revised classification by each education level It also includes country examples of programmes and qualifications that have been classified to ISCED 2011 This manual will be useful for national statisticians collecting and reporting data on education to international organisations as well as for policymakers and researchers interested in better understanding of these data **Education at a Glance 2011 OECD Indicators** OECD, 2011-09-14 The 2011 edition of Education at a Glance enables countries to see themselves in the light of other countries performance It provides a broad array of comparable indicators on education systems and represents the consensus of professional thinking on how to measure education internationally **Making Education** Count Albert Tuijnman, Norberto Bottani, Centre for Educational Research and Innovation, Organisation for Economic Co-operation and Development, 1994 The chapters in this book were prepared during the second phase of a study conducted by the Organisation for Economic Cooperation and Development to develop a set of International Indicators of Education Systems INES They were among the many studies presented at the General Assembly of the INES Project in Lugano Switzerland September 16 18 1991 Taken together these papers present what is currently known about the organization development measurement and uses of international education indicators Attention is given to the political contexts within which education indicators are used for informing policy makers. The 18 chapters deal mainly with conceptual and analytical issues in the organization of education indicators They are grouped thematically into four parts Part I History and Definition of Indicators presents a framework for the other contributions Part II Development of Indicators discusses issues in the development and implementation of different types of indicators Part III Indicators of Outcomes of Education is concerned with indicators of learning student achievement and other educational outcomes such as labor market destinations. The five chapters in Part IV Interpreting Indicators for Policy focus on the uses and abuses of reporting and interpreting international education indicators Each chapter contains references Contains 10 tables and 16 figures SLD Education at a Glance 2005 OECD Indicators OECD, 2005-09-14 This book provides a rich comparable and up to date array of education indicators **OECD Guidelines for Micro Statistics on** covering participation expenditure resources outcomes and management Household Wealth OECD, 2013-06-21 This publication presents an internationally agreed set of guidelines for producing micro statistics on household wealth It addresses the common conceptual definitional and practical problems and are meant to improve the comparability of country data

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