

Making Education Count: Developing and Using International Indicators...

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Making Education Count Developing And Using International Indicators

J Elliott



Making Education Count Developing And Using International Indicators:

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

Making Education Count, 1994 **Measuring University Internationalization** Catherine Yuan Gao, 2019-08-07 This book investigates university internationalization in different national contexts and compares internationalization performance across national boundaries Internationalization has been recognised by policymakers as the key to perform successfully within the new global context the author identifies primary motivations for universities to embrace this agenda and deconstructs the phenomenon into measurable dimensions and components Using extensive qualitative data from university leaders and practitioners this book analyses the global forces that shape the international education landscape and reviews the existing instruments for measuring internationalization In doing so the author proposes an integrated understanding of university internationalization and indicates benchmarks that can help to quantify and measure this phenomenon This book will be of interest and value to students and scholars of university internationalization **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 *World Education Research Yearbook 2015* Lori Diane Hill, Felice J. Levine, 2015-05-15 The World Education Research Association WERA is an association of major national regional and international specialty research associations dedicated to advancing education research as a scientific and scholarly field WERA undertakes initiatives that are global in nature and thus transcend what any one association can accomplish in its own country region or area of specialization _____ Reflective of the latest trends in education research this inaugural volume of the World Education Research Yearbook captures the diverse concepts and various arenas of inquiry that are engaging education researchers across the globe Comprised of nine chapters the 2015 Yearbook brings together some of the most accomplished and emerging scholars in the field from a breadth of universities and research institutions in the United States Europe Australia Asia and South America The Yearbook opens with the Presidential Address given at the 4th WERA Focal Meeting by Yin Cheong Cheng who proposes a new paradigm of educational reform to address the challenges impressed upon educators by the increased globalization of the modern world Subsequent chapters make vivid the strengths of research with a broader work view Chapter contributions shift the discourse through a global lens addressing such topics as how international children's TV can be used to further global health education and awareness strategies for remedying low academic achievement among marginalized social and culture groups and a new global model designed to aid countries in developing more effective indicators of quality education The 2015 World Education Research Yearbook is a crucial and long awaited contribution to the field of education research Its relevance extends beyond the borders of any single country or continent to encompass a worldwide perspective on educational developments which are of great value to researchers educators and students alike **Europe's Lifelong Learning Markets, Governance and Policy** Marcella Milana, Gosia Klatt, Sandra Vatrella, 2020-07-20 This book explores European governance and policy coordination within lifelong learning markets Using an instruments approach the editors and contributors examine the ways in which governance mechanisms employed by the European Union influence policy to regulate lifelong learning and intervene in lifelong learning markets at both European and national levels Filling an important gap in the current literature this book examines how strengthened policy coordination at the EU level contributed to the blurring of boundaries between policy fields and the redefinition of the function of adult education after the 2008 recession Divided into three parts this book draws on a range of case studies from countries including Spain Denmark

Bulgaria and the UK It will be of interest and value to students and scholars of education policy and governance adult education and lifelong learning

Psycho-pedagogical research in a Double-degree programme Guido

Benvenuto, Maria Serena Veggetti, 2020-03-31 In this volume we have collected the contributions of many colleagues from the teaching board of Double Degree Joint Master s Programme in Pedagogy and Educational Sciences and Training of Sapienza University of Rome and two prestigious universities of the Russian Federation Moscow Federal University for Psychology and Pedagogy MSUPE and North Caucasus Federal University NCFU at Stavropol The present anthology is meant to review the positions and studies that individual teachers from the different universities involved presented in recent years during online courses in the lecturing in the meetings and to discuss their possible opportunities The volume puts forward this programme to spread its structure the theoretical assumptions and the various positions The contributions are meant to testify a keen interest in internationalization that Sapienza is carrying out The contributions collected give the reader a chance to share a common interest in the promising approach implied by the Historical cultural trend in Psychology and Pedagogy of the Vygotsky s thought which seems a must in psycho pedagogical reflections and in organizing and evaluating school activities

Global Governance of Education Maren Elfert, Christian Ydesen, 2023-09-22 This book examines the educational role of three international organizations created as part of the post World War II multilateral architecture the United Nations Educational Scientific and Cultural Organization UNESCO the World Bank and the Organisation for Economic Co operation and Development OECD These organizations have significantly promoted and shaped education as a fundamental feature of the modernization of society and contributed to the globalization of educational norms policies and technologies Drawing on primary source materials and interviews the book provides novel perspectives to the literature on the global governance of education by focusing on the historical entanglements relations and power struggles between these three organizations rather than treating them separately The study sheds light on the homogenizing effects of globalized educational policy making and the shifting power dynamics in the global governance of education This book makes a very distinctive and important contribution to the literature that critically analyses the influence of the global agencies on education globally it goes beyond the standard discursive analyses of policy texts to also explore the history of those organisations through archival research and in depth interviews of the key personnel What emerges is a powerful analysis which locates those agencies within their historical epochs and shines a light on their tensions and micro politics both internally and between organisations Paul Morris Professor of Comparative Education Institute of Education University College London UK A must read historical account of the intermingling boundary setting and competition between the three big intergovernmental organizations IOs in education OECD UNESCO and the World Bank Different from other scholars that document how these IOs have transformed themselves in response to external and internal changes Elfert and Ydesen draw attention to the relational aspect how have these three IOs navigated conflict carved niches and used and abused each other to amplify and

expand their own mission How have they done so in an environment that is crowded with intergovernmental and international organizations each with a claim to govern education globally Gita Steiner Khamsi Professor of Comparative and International Education Teachers College Columbia University UNESCO Chair of Comparative Education Policy of the Geneva Graduate Institute of International and Development Studies This volume is a thoughtful and timely work of scholarship Understanding the roles of UNESCO the OECD and the World Bank is central to understanding contemporary education in global perspective Elfert and Ydesen s historical analysis sets out in rigorous detail how these organisations have evolved and what has shaped and driven this evolution The historical analysis is complemented by contemporary interview data facilitating an actor level analysis as well as a broader picture The book is conceptually and theoretically rich while being accessibly written the authors manage complexity remarkably well For anyone interested in global governance and the role of international organisations or anyone who wants to understand in general how global educational agendas have developed and converged this book is a most valuable read Michele Schweisfurth Professor of Comparative and International Education University of Glasgow UK Chapter UNESCO the OECD and the World Bank A Global Governance Perspective is available open access under a Creative Commons Attribution 4 0 International License via link [springer.com](https://www.springer.com)

International Handbook of Educational Policy Nina Bascia, Alister Cumming, Amanda Datnow, Kenneth Leithwood, David Livingstone, 2008-05-14 Nina Bascia Alister Cumming Amanda Datnow Kenneth Leithwood and David Livingstone This Handbook presents contemporary and emergent trends in educational policy research in over fifty chapters written by nearly ninety leading researchers from a number of countries It is organized into five broad sections which capture many of the current dominant educational policy foci and at the same time situate current understandings historically in terms of both how they are conceptualized and in terms of past policy practice The chapters themselves are empirically grounded providing illustrations of the conceptual implications contained within them as well as allowing for comparisons across them The serenity within chapters with respect to jurisdictional particularities and contrasts allows readers to consider not only a range of approaches to policy analysis but also the ways in which policies and policy ideas play out in different times and places The sections move from a focus on prevailing policy tendencies through increasingly critical and outsider perspectives on policy They address in turn the contemporary strategic emphasis on large scale reform substantive emphases at several levels on leadership and governance improving teacher quality and conceptualizing learning in various domains around the notion of literacies and concluding finally with a contrasting topic workplace learning which has had less policy attention and thus allows readers to consider both the advantages and disadvantages of learning and teaching under the bright gaze of policy

Disparate Ladders Arnold Heidenheimer, 2018-02-06 This study breaks new ground in examining how political factors helped lead three countries with highly regarded education systems to evolve quite different structures and processes in their secondary and higher education sectors Their educational ladders are disparate because the techniques and timing for

selecting students for further educational opportunities vary both among the three nations and within the German and Swiss federal systems The comparative analysis seeks to place the Japanese trajectory with reference to European developments and to account for some of its unique aspects Building on an extensive record of publication on comparative education policies and welfare state development Heidenheimer places special emphasis on exploring the network of relationships between the various levels of the educational system and tiers of government Following a strategy of integrated comparative analysis the various national school and university types are directly compared as to their permeability nature of administrative supervision curricula and examination practices Contrasting the ways in which political parties and bureaucracies have made and adapted policies helps clarify how and why specific innovations became political issues at the national and regional levels Through close contextual case analysis the study probes why despite great differences in political institutions some secondary school policies became especially embattled in all three countries Heidenheimer explains why the German Lander have maintained a monopoly in the university sector whereas in both centralized Japan and decentralized Switzerland national governments operate and finance key parts of the university sector Also analyzed is the impact of post unification developments on East German university expansion Whereas many Swiss schools have no principal German courts have ruled that principals have tenure in their jobs This comparative treatment by a political scientist complements studies of education by sociologists and economists analyzing how differences in political institutions have helped shape some distinctive policy emphases Based on original research and a broad command of the literature *Disparate Ladders* will appeal to school administrators educators political scientists social historians sociologists and multiculturalists *Effective Assessment and the Improvement of Education* Roger Murphy, Patricia Broadfoot, 2017-09-29 Originally published in 1995 this volume brings together twenty classic contributions from the work of Desmond Nuttall as an educational researcher thinker and policy adviser A full commentary by two of his former colleagues who knew him well accompanies the text They have set out to explain and explore the essence of his contribution to others Much in the book is as relevant today as when the articles were written put together they form a formidable collection The book was published in the year after Desmond's death It is hoped it will remain a fitting tribute to him It will remind his friends of his classic ideas and brings together in one volume contributions that students of education may have missed

The International Handbook of Educational Research in the Asia-Pacific Region J.P. Keeves, Ryo Watanabe, 2013-11-11 The aim of the Handbook is to present readily accessible but scholarly sources of information about educational research in the Asia Pacific region The scale and scope of the Handbook is such that the articles included in it provide substantive contributions to knowledge and understanding of education in the Asia region In so doing the articles present the problems and issues facing education in the region and the findings of research conducted within the region that contribute to the resolution of these problems and issues Moreover since new problems and issues are constantly arising the articles in the Handbook also indicate the likely directions of future

developments The different articles within the Handbook seek to conceptualize the problems in each specific content area under review provide an integration of the research conducted within that area the theoretical basis of the research the practical implications of the research and the contribution of the research towards the resolution of the problems identified Thus the articles do not involve the reporting of newly conducted research but rather require a synthesis of the research undertaken in a particular area with reference to the research methods employed and the theoretical frameworks on which the research is based In general the articles do not advocate a single point of view but rather present alternative points of view and comment on the debate and disagreements associated with the conduct and findings of the research Furthermore it should be noted that the Handbook is not concerned with research methodology and only considers the methods employed in inquiry in so far as the particular methods of research contribute to the effective investigation of problems and issues that have arisen in the conduct and provision of education at different levels within the region

International Perspectives in Educational Effectiveness Research James Hall, Ariel Lindorff, Pamela Sammons, 2020-08-10 This edited volume explores questions about what works how for whom when and why in education and considers how and to what extent such knowledge can be understood and extended across countries and different educational systems The book starts by presenting an overview of the history of educational effectiveness research and offers examples of current theories of educational effectiveness Next it provides exemplars of effectiveness studies that report on educational systems policies and practices from across six continents These studies vary in their research methods and outcomes illustrating a field of research that is conscious of its origins its agenda and its ambition to understand and improve the functioning of schools networks and education systems around the world The book brings these threads together within the final chapter and uses them to signpost directions for future research International Perspectives in Educational Effectiveness Research is an excellent and timely addition to the educational effectiveness literature It offers a rigorous and insightful range of international perspectives that will be of interest to researchers policy makers and students of the field Professor Christopher Chapman University of Glasgow UK President Elect of the International Congress for School Effectiveness and Improvement This important new volume brings up to date the contributions of educational effectiveness research to the development of policy and practice in the field over the last 50 years Drawing together the ideas of many of the major researchers in the field it provides a comprehensive analysis of these earlier contributions leading to critical commentaries that point to areas for future attention The editors make use of expertise from a range of disciplines to strengthen the themes that are addressed Most importantly the book emphasises the need to pay greater attention to the challenge of equity arguably the most significant challenge facing education systems internationally In this respect a particular strength of the book is the accounts provided from many different parts of the world These underline the importance of context a factor often previously overlooked in this field of research Given all of this I have no doubt that International Perspectives in Educational

Effectiveness Research will become a major source for practitioners policy makers and researchers Professor Mel Ainscow Emeritus Professor of Education University of Manchester Professor of Education University of Glasgow UK *Monitoring the Learning Outcomes of Education Systems* Vincent Greaney, Thomas Kellaghan, 1996-01-01 In recent years education systems in more than 50 countries have shown an interest in obtaining information on what their students have learned as a result of their educational experiences It seems likely that the number of countries interested in this sort of information will increase in the future This book is intended to provide an introduction to individuals with an interest in assessing the learning outcomes of educational systems In Chapter 1 Nature and Uses of Educational Indicators it considers the role of indicators in this process A number of approaches to assessing learning outcomes in developed and developing countries are described and systems of comparative international assessment are reviewed in chapter 2 National and International Assessments The question of whether existing information from public examination results can be used to provide information on learning outcomes for an education system is answered in the negative in chapter 3 National Assessment and Public Examinations chapter 4 Components of a National Assessment reviews the stages of a national assessment and chapter 5 Pitfalls of National Assessment A Case Study presents a case study of examples of poor practice in the conduct of national assessments An appendix presents a national assessment checklist Contains 4 boxes 6 tables and 139 references SLD The Impact of International Achievement Studies on National Education Policymaking Alexander W. Wiseman, 2010-12-13 Discusses the uses of international achievement study results as a tool for national progress as well as an obstacle This title provides recommendations for ways that international achievement data can be used in real world policymaking situations It also discusses what the future of international achievement studies holds **Resources in Education**, 1999-04 **Managing the Curriculum in South African Schools** Marianne Coleman, M. Graham-Jolly, David Middlewood, 2003 The introduction of Curriculum 2005 and Outcomes Based Education mark both a sea change in the way in which education is offered in schools and a challenge to all involved This book considers the main issues in curriculum management as education switches to a more devolved framework *Fabricating Quality in Education* Jenny Ozga, Peter Dahler-Larsen, Christina Segerholm, Hannu Simola, 2011-12-22 This book argues that data and their use constitute a form of governance of education It highlights the ways in which education is steered and managed so that a European education policy space is fabricated through data which travel across national systems and which enter and restructure provision to make it measurable comparable and governable *The SAGE International Handbook of Educational Evaluation* Katherine Ryan, J. Bradley Cousins, 2009-07-15 Bringing together the expertise of top evaluation leaders from around the world The SAGE International Handbook of Educational Evaluation addresses methods and applications in the field particularly as they relate to policy and decision making in an era of globalization The comprehensive collection of articles in the Handbook compels readers to consider globalization influences on educational evaluation within distinct genres or families of evaluation

approaches Key Features Discusses substantive issues surrounding globalization and its implication for educational policy and practice and ultimately evaluation Includes state of the art theory chapters and method chapters within scientific accountability oriented learning oriented and political genres of evaluation approaches Provides real world case exemplar chapters to illustrate core concepts within genres Extends dialogue on controversial topics and contemporary educational evaluation tensions in the context of globalization Summarizes by means of an integration chapter the issues tensions and dilemmas confronting educational evaluators in an era of globalization Serving as a state of the art resource on educational evaluation this volume is designed for graduate students evaluation scholars and researchers and professional evaluation practitioners with an interest in educational program and policy evaluation

The RoutledgeFalmer Reader in Education Policy and Politics Bob Lingard, Jenny Ozga, 2007-01-24 This Reader brings together selected papers from leading scholars to address the most significant recent development in educational policy and politics the impact of globalisation The papers discuss document and analyse evidence of globalisation's effects on the new direction of education policies and practices and in the production of globalised agendas for the redesign of state provision and the governance of education The Reader is organised in two parts The first part provides a selection of articles that interrogate globalisation and its effects from a variety of analytical perspectives and explore what kind of politics are possible in the framing context of globalisation The second part documents and discusses different types of engagement with politics and policy in a variety of settings and sectors including numerous European and Pacific Rim policy contexts This important collection underlines the need to approach globalisation education policy and politics from numerous perspectives and offers analytical empirical and theoretical resources for the reframing of contemporary education politics Students of educational policy and politics will find this Reader an invaluable resource for understanding theorising and researching in these academic fields

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