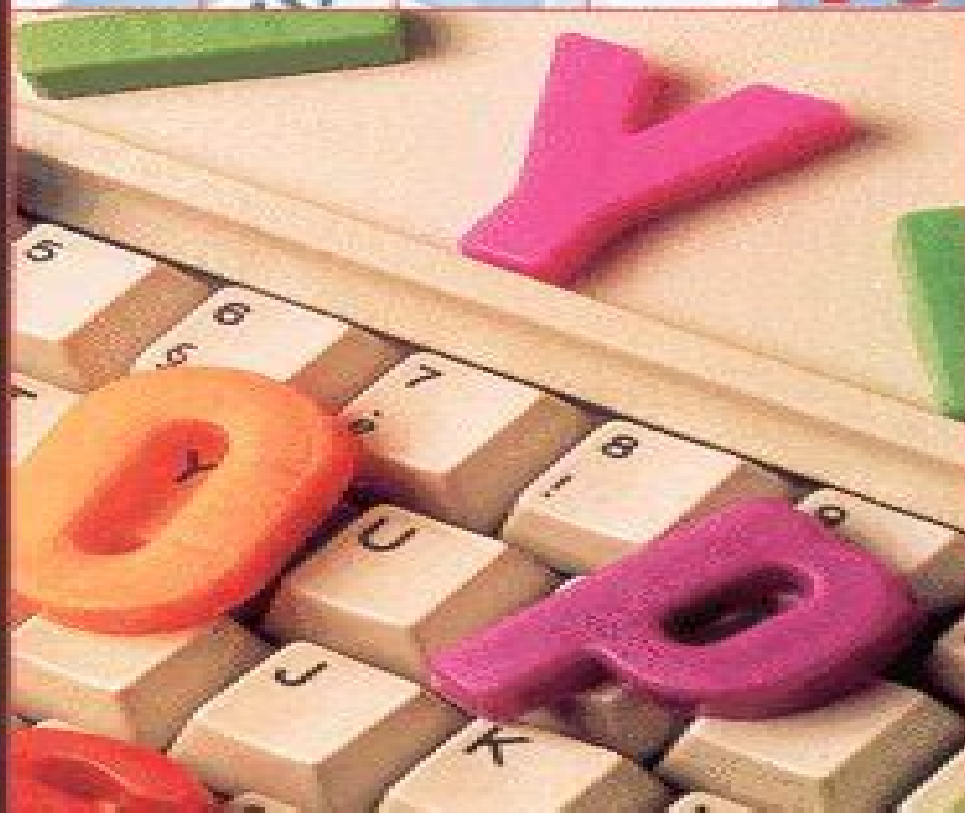


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Education at a Glance 2001 OECD Indicators OECD,2001-06-13 This 2001 edition of Education at a Glance OECD Indicators provides information on the human and financial resources invested in education on how education and learning systems operate and evolve and on the returns to educational investments Education at a Glance 2008 OECD Indicators OECD,2008-09-09 A rich comparable and up to date array of indicators on the performance of education systems in OECD countries **Education at a Glance. OECD Indicators 2000 Edition** ,2000 The Finnish Education Mystery Hannu Simola,2014-11-20 Finnish education has been a focus of global interest since its first PISA success in 2001 After years of superficial celebration astonishment and educational tourism the focus has recently shifted to what is possibly the most interesting element of this Finnish success story that Finnish schools have been effectively applying methods that go against the flow of global education policy with no testing no inspection no hard evaluation no detailed national curriculum no accountability and no hard competition From a historical and sociological perspective the Finnish case is not merely a linear success story but is part of a controversial and paradoxical struggle towards Utopia towards egalitarian schooling Bringing together a collection of essays by Hannu Simola and his colleagues this book analyses the key dimensions of schooling in Finland to provide a critical analytical and uncompromising picture of the Finnish education system Going beyond the story of success the book reveals the complexities of educational change but also identifies opportunities and alternatives for smart political action in complex and trans national societies Including a selection of key chapters on Finnish education policy and governance teacher education and classroom cultures the book will be of interest to researchers academics and postgraduate students in comparative education teacher education educational policy and educational reform **China and the Knowledge Economy** Carl J. Dahlman,Jean-Eric Aubert,2001 Annotation Argues that in order to address the growing economic social and political pressures of the 21st Century China will have to build solid foundations for a knowledge based economy by updating the economic and institutional regime upgrading education and learning and building information

infrastructure *Higher Education Systems* Ulrich Teichler, 2007-01-01 In economically advanced countries the shape and the size of higher education systems vary substantially In some countries access becomes almost universal whereas in others only about one third in the corresponding age groups enrol All higher education systems are diversified but formal dimensions such as types of institutions or levels of study programmes and degrees play different roles and informal dimensions are by no means irrelevant In some countries the hierarchy according to quality and reputation is steep and in others relatively flat Profiles of individual institutions and programmes might be striking or superficial This book based on more than three decades of research aims to show actual trends in the development of higher education systems It describes the policy debates in a broad range of countries Moreover it provides an overview of varying concepts aiming to explain the dynamics of structural developments The author shows that comparative perspectives and the search for an internationally best or most modern solutions at times lead to convergent trends However specific policy options dominating and specific traditions of higher education tend to reinforce an international variety of patterns of higher education systems This book invites readers policy makers and practitioners in the area of higher education as well as scholars and graduate students to look beyond the idiosyncrasies of national debates and beyond the Zeitgeist of currently fashionable international debates e g Bologna process ranking of world class universities and to consider both persistent tensions and changing conditions underlying the extent and the kind of diversity opted for on individual countries *Alternatives for Welfare Policy* Torben M. Andersen, Per Molander, 2003-08-21 Demographic change and increasingly international markets are putting severe pressure on developed welfare states in the OECD countries The contributors to this book assess the magnitude of these challenges and discuss in depth and in concrete terms what policy options are open to meet them Looking at public service production social insurance tax policy and debt policy they examine the main costs and benefits associated with an extensive welfare state and ask whether the same objectives can be reached with a welfare regime that is less costly They also discuss whether the organization of the welfare state is capable of meeting future challenges facing a changing society This rigorous analysis draws on empirical material from OECD countries with a focus on the Scandinavian countries **Perspectives on Educational Quality** Jaap Scheerens, Hans Luyten, Jan van Ravens, 2011-04-29 The quality of education is a term that is frequently used in public debates Understood in the sense of education being generally okay or rather most frequently as not okay Perhaps there is an overruling nostalgic view that formerly education was better than today In scholarly discourse there are those who maintain that the quality of education is an illusive term with varying interpretations in different settings and by different stakeholders In this book the complexity of the concept of education quality is recognized but a conceptual framework is presented that makes quality despite its complexity amenable to rational and empirical analysis Productivity equity effectiveness efficiency and responsiveness of education systems are seen as key facets of quality A concrete set of indicators is presented that makes for the measurement of these quality facets In the second part of the book the quality

framework is applied to an analysis of the quality of education in the Netherlands Common sense in the Netherlands is dominated by the view that the quality of education is a cause for serious concern Some recent quality reviews take the same pessimistic outlook However the current overview of indicators on the Dutch system seen from an international perspective presents a picture that is much more positive Still there is always room for improvement in the case of the Netherlands this should probably be sought in diminishing the selectivity of the system as a way to improve participation in higher education

Globalizing Practices and University Responses Jan Currie, Richard Deangelis, Harry deBoer, Jeroen Huisman, Claude Lacotte, 2003-01-30 Investigates the impact that certain globalizing practices have on European and American universities Due to dwindling resources and the ideology of privatization universities are becoming more corporatized and managerial The authors investigate the consequences of these changes on the lives of academics and analyze how globalizing practices such as managerialism accountability and employment flexibility penetrate different universities Globalization is a contested term It exists in the form of an integrated world economy and global communication networks Along with this material world politicians have created a neoliberal ideology that exhorts nation states to open up their economies to free trade reduce their public sector and allow market forces to reshape their public agencies In effect this means a reduced role for government lower taxes and diminishing funds for public institutions like universities The underlying thesis of this book is that globalization is not an inexorable force All nations need to debate its consequences The authors analyze how globalizing practices are penetrating universities Are they creating a certain uniformity Are academics adapting to or resisting particular globalizing practices The premise at the beginning of the study was that European universities were responding differently to globalizing practices than Anglo American universities This premise was confirmed as some universities saw certain globalizing practices as inevitable and other universities resisted them The authors asked academics and key managers how their funding had changed and which accountability mechanisms their universities adopted They also investigated the use of the Internet in their teaching They found differences between European and American universities in their approach to permanent employment The French and Norwegian universities were maintaining many of their traditional values and only the Dutch university showed some movement towards the globalizing practices which American universities were more readily adopting

The Condition of Education in Brief, 2001

Education and the Labour Market in Latin America Beverley A. Carlson, United Nations. Economic Commission for Latin America and the Caribbean. Division of Production, Productivity, and Management, 2001

The Condition Of Education 2001 In Brief, 2001

School Management in Transition Dale Shuttleworth, 2003-12-16 School Management in Transition examines the impact of the neo conservative political agendas which still hold sway in education It describes the transition that has occurred in the school leader's role from teacher administrator to quality control supervisor and how some schools have developed strategies to deal with the resulting issues Based on a study carried out by the Organisation for

Economic Cooperation and Development OECD the book analyzes issues such as decentralization testing external assessment and privatization in the education systems of nine of the world's most industrialised countries the USA UK Japan Mexico Belgium the Netherlands Sweden Greece and Hungary It contrasts different school management models in these countries and goes on to identify innovation and best practice designed to tackle such concerns as declining professional morale premature retirements and teacher shortages This book provides a unique insight into what is really happening in school leadership and management and will be of great interest to school leaders academics researchers and policy makers

Dimensions of Inequality in Canada David A. Green, Jonathan R. Kesselman, 2011-11-01 Is Canada becoming a more polarized society Or is it a kind hearted nation that takes care of its disadvantaged This volume closely examines these differing views through a careful analysis of the causes trends and dimensions of inequality to provide an overall assessment of the state of inequality in Canada Contributors include economists sociologists philosophers and political scientists and the discussion ranges from frameworks for thinking about inequality to original analyses using Canadian data to assessments of significant policy issues methodologies and research directions What emerges is the most detailed picture of inequality in Canada to date and disturbingly one that shows signs of us becoming a less just society An invaluable source of information for policy makers researchers and students from a broad variety of disciplines Dimensions of Inequality in Canada will also appeal to readers interested or involved in public debates over inequality

Education and Sociology David Levinson, Peter Cookson, Alan Sadovnik, 2014-01-21 First Published in 2002 This single volume reference provides readers and researchers with access to details on a wide range of topics and issues in the sociology of education Entries cover both national and international perspectives and studies as well as tackling controversial points in education today including gender inequality globalization minorities meritocracy and more This is a key one of a kind resource for all educational researchers and educators

Statistical Abstract of the United States, 2004

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