

Preface

Although the quality of education is a topic of every day discourse, it is a complex concept. When the term is used in an empirical, analytical context, more precise definition is required. The first part of this book is dedicated to a conceptual analysis of the term quality applied to education. In [Chap. 1](#) an overall quality framework is developed. In [Chap. 2](#) this conceptual framework is further operationalized to a set of educational indicators. These indicators in their turn can be used to guide the collection of empirical data in the context of educational monitoring and evaluation. The second part of this book applies the framework in a quality review of primary and secondary education in the Netherlands, frequently applying internationally comparative information. The Dutch case study starts out with a description of the Dutch educational system and summarizes earlier quality reviews ([Chap. 4](#)). Next, in [Chap. 5](#) achievement and attainment indicators regarding the levels and equitability of Dutch primary and secondary education are presented, while in [Chap. 6](#) the focus is on the attainment of educational levels and the selectivity of the system. In the final chapter the balance is made up, one of the conclusions being that most room for improvement is to be sought in the improvement of attainment indicators, evoking higher participation rates in higher education.

Perspectives on Educational Quality
Illustrative Outcomes on Primary and Secondary
Schooling in the Netherlands

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