
Harmonizacja kodowania wykształcenia w krajach zróżnicowanych kulturowo

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Cele

- Identyfikacja problemów z harmonizacją danych ex-post na przykładzie wykształcenia
- Zaproponowanie sposobu oceny trafności różnych metod harmonizacji danych o wykształceniu

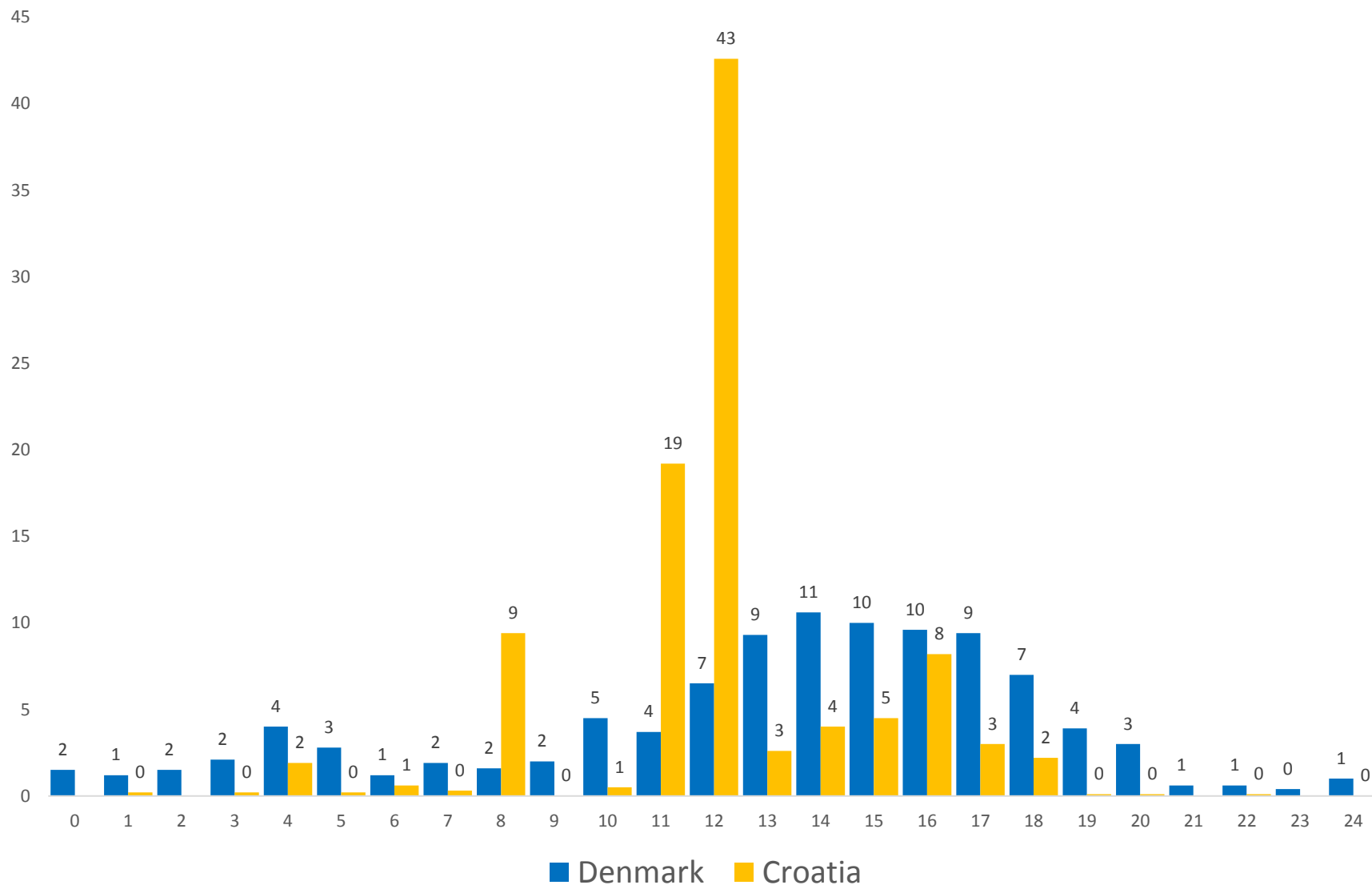
Zestawienie wykorzystanych danych

| ozn. | nazwa projektu | od roku | do roku | L.fal | L.badań | L.krajów | L.osób | skum% |
|----------------------|--|-------------|-------------|-----------|--------------|------------|------------------|-------|
| ISSP | International Social Survey Programme | 1985 | 2011 | 13 | 363 | 53 | 493 243 | 21,7 |
| LB | Latinobarometer | 1995 | 2010 | 15 | 260 | 19 | 294 965 | 34,6 |
| ESS | European Social Survey | 2002 | 2012 | 6 | 147 | 32 | 283 510 | 47,1 |
| WVS | World Values Survey | 1981 | 2005 | 5 | 179 | 88 | 252 919 | 58,2 |
| EVS | European Values Study | 1981 | 2008 | 4 | 128 | 50 | 166 502 | 65,5 |
| AMB | Americas Barometer | 2004 | 2012 | 5 | 91 | 24 | 150 127 | 72,1 |
| EB | Eurobarometer | 1983 | 2012 | 7 | 152 | 37 | 138 753 | 78,2 |
| EQLS | European Quality of Life Survey | 2003 | 2012 | 3 | 93 | 35 | 105 527 | 82,8 |
| AFB | Afrobarometer | 1999 | 2009 | 4 | 66 | 20 | 98 942 | 87,2 |
| LITS | Life in Transition | 2006 | 2010 | 2 | 64 | 35 | 67 866 | 90,1 |
| ASB | Asian Barometer | 2001 | 2010 | 3 | 30 | 13 | 43 691 | 92,1 |
| ISJP | International Social Justice Project | 1991 | 1996 | 2 | 21 | 14 | 25 805 | 93,2 |
| CB | Caucasus Barometer | 2009 | 2012 | 4 | 12 | 3 | 24 621 | 94,3 |
| NBB | New Baltic Barometer | 1993 | 2004 | 6 | 18 | 3 | 21 601 | 95,2 |
| ARB | Arab Barometer | 2006 | 2007 | 2 | 16 | 11 | 19 684 | 96,1 |
| ASES | Asia-Europe Survey | 2000 | 2000 | 1 | 18 | 18 | 18 253 | 96,9 |
| PPE7N | Political Participation and Equality in Seven Nations | 1966 | 1971 | 1 | 8 | 8 | 16 522 | 97,6 |
| CDCEE | Consolidation of Democracy in Central and Eastern Europe | 1990 | 2001 | 2 | 14 | 14 | 15 475 | 98,3 |
| CNEP | Comparative National Elections Project | 2004 | 2006 | 1 | 8 | 8 | 13 978 | 98,9 |
| PA8NS | Political Action: An Eight Nation Study | 1973 | 1976 | 1 | 8 | 8 | 12 588 | 99,5 |
| PA2 | Political Action II | 1979 | 1981 | 1 | 3 | 3 | 6 682 | 99,7 |
| VPCPE | Values and Political Change in Post-Communist Europe | 1993 | 1994 | 1 | 5 | 5 | 5 769 | 100,0 |
| podsumowanie: | | 1966 | 2012 | 89 | 1 704 | 142 | 2 277 023 | |

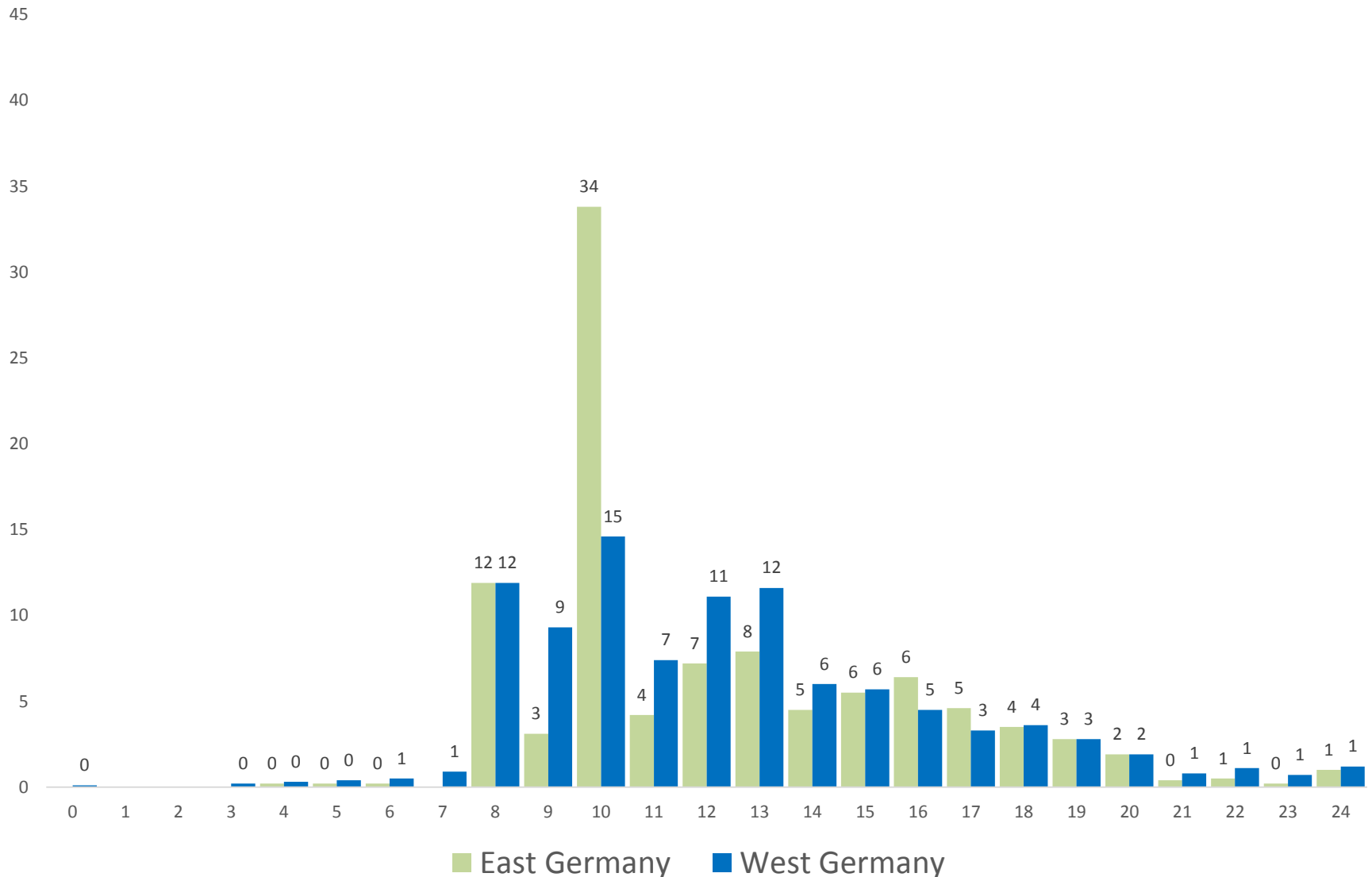
ISSP: informacje o wykształceniu

| rok | Liczba krajów | Liczba lat nauki | Poziom wykształcenia |
|------|---------------|--|---|
| 1985 | 6 | | Klasyfikacje o różnej liczbie kategorii specyficzne dla krajów. |
| 1989 | 11 | | |
| 1990 | 11 | | |
| 1991 | 18 | | |
| 1996 | 26 | W niektórych krajach liczbę lat nauki odtwarzano na podstawie poziomu wykształcenia. Np. w Wielkiej Brytanii w części fal występują jedynie wartości od 10 do 14. W Niemczech wartości 7, 8, 11,13, 16, 19. W Austrii 9, 12, 13. | Jednolita: 7 kategorii |
| 1998 | 32 | | Specyficzne dla krajów |
| 2004 | 39 | | |
| 2006 | 35 | W niektórych krajach nie ograniczono przedziału dopuszczalnych wartości. Zdarzają się więc wartości ponad 20, np. 58, 65. Liczba takich błędów wydaje się niższa w późniejszych falach. | Klasyfikacja z odpowiedniością funkcjonalną (CASMIN): 0 No formal qualification 1 Lowest formal qualification 2 Above lowest qualification 3 Higher secondary completed 4 Above higher secondary level, other qualification 5 University degree completed |
| 2007 | 36 | | |
| 2008 | 43 | | |
| 2009 | 41 | | |
| 2010 | 34 | | |
| 2011 | 31 | | |

ISSP 2011: Liczba lat nauki w wybranych krajach



ISSP 2011: Liczba lat nauki w wybranych krajach

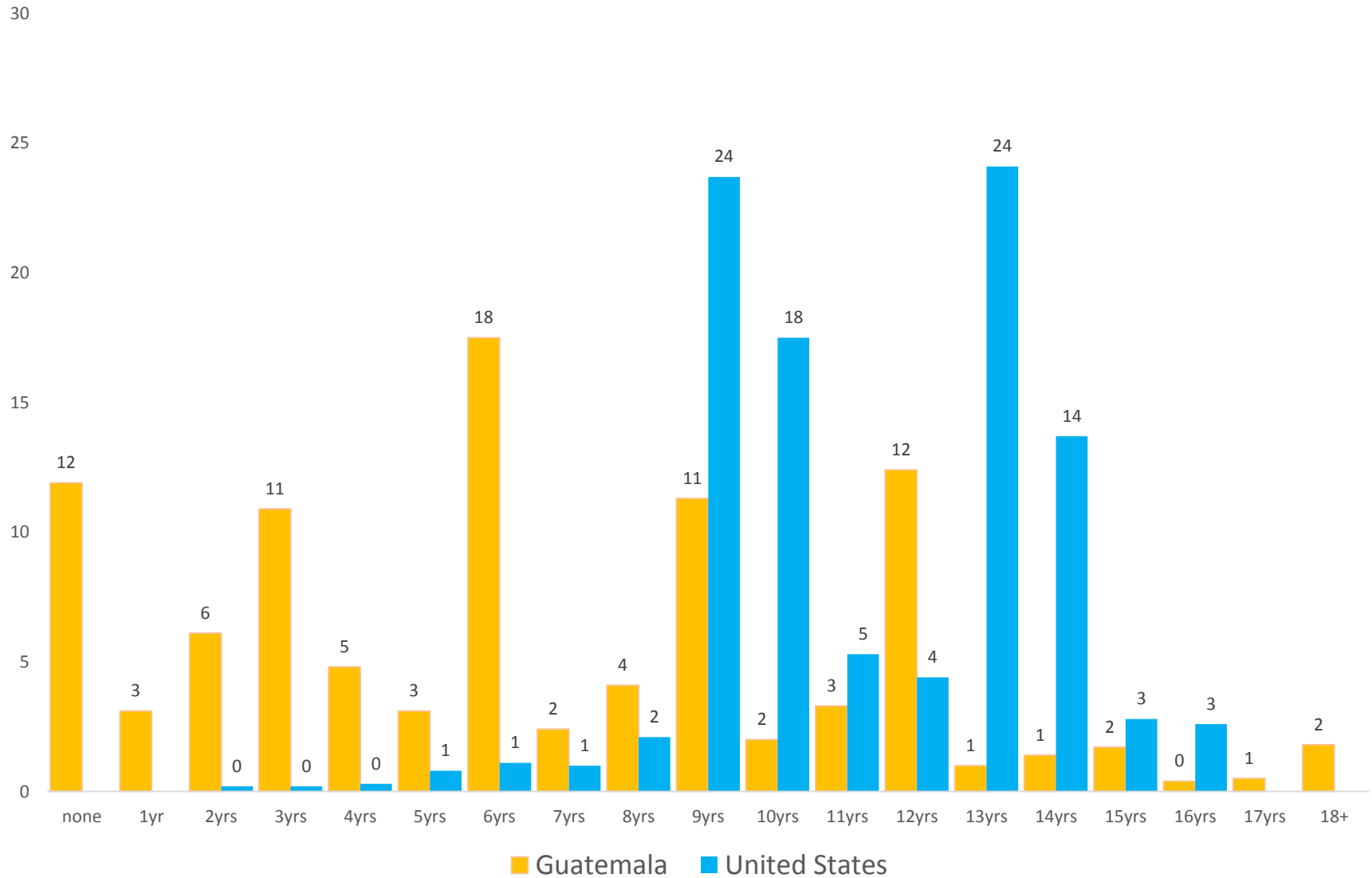


Pomiar wykształcenia w Americas Barometer (AMB)

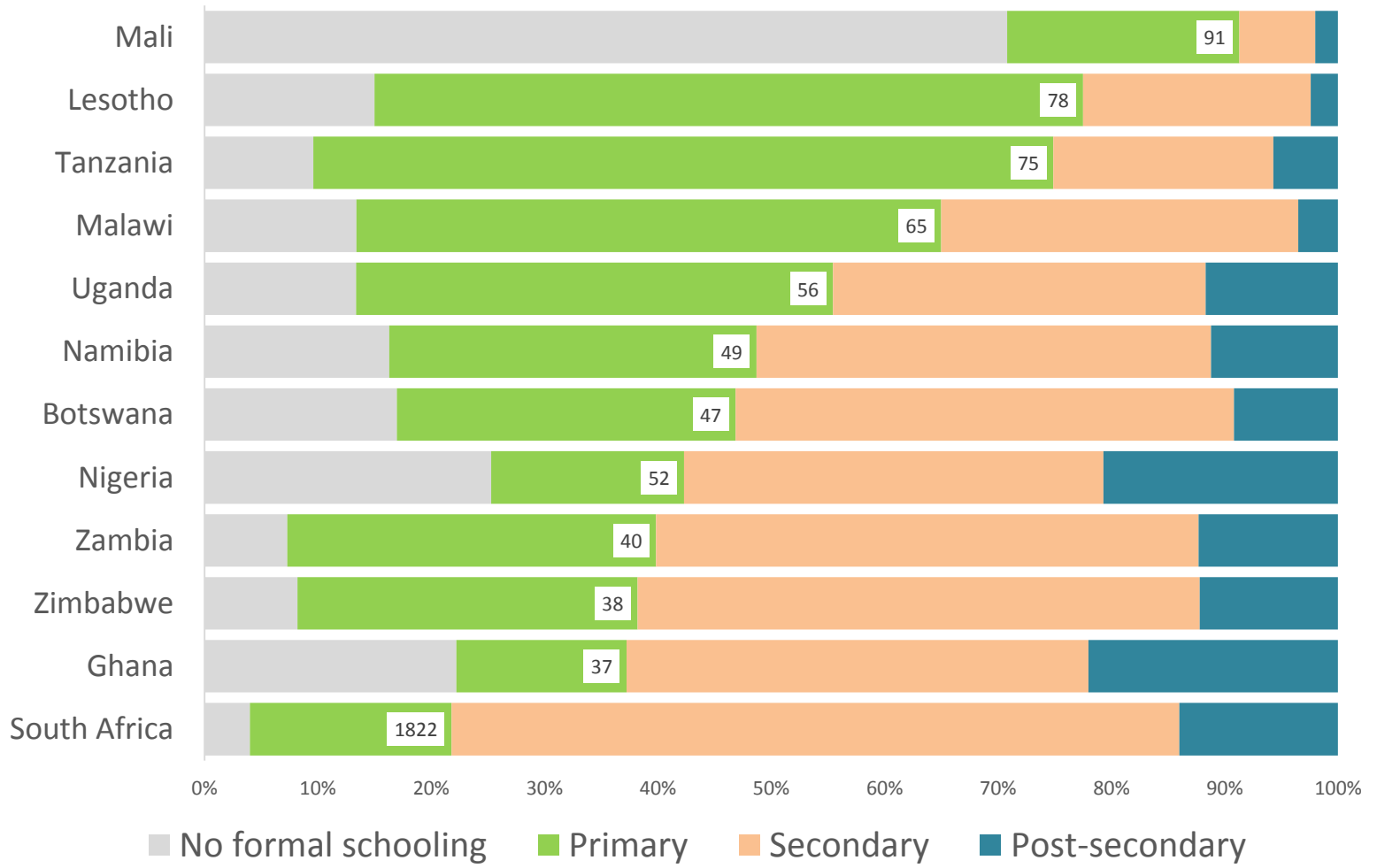
ED. How many years of schooling have you completed?
 _____ Year _____ (primary, secondary, university, post-secondary not university) =
 _____ total number of years **[Use the table below for the code]**

| | 1 ^o | 2 ^o | 3 ^o | 4 ^o | 5 ^o | 6 ^o |
|--------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| None | 0 | | | | | |
| Primary | 1 | 2 | 3 | 4 | 5 | 6 |
| Secondary | 7 | 8 | 9 | 10 | 11 | 12 |
| University | 13 | 14 | 15 | 16 | 17 | 18+ |
| Post-secondary, not university | 13 | 14 | 15 | | | |
| Doesn't know | 88 | | | | | |
| Doesn't respond | 98 | | | | | |

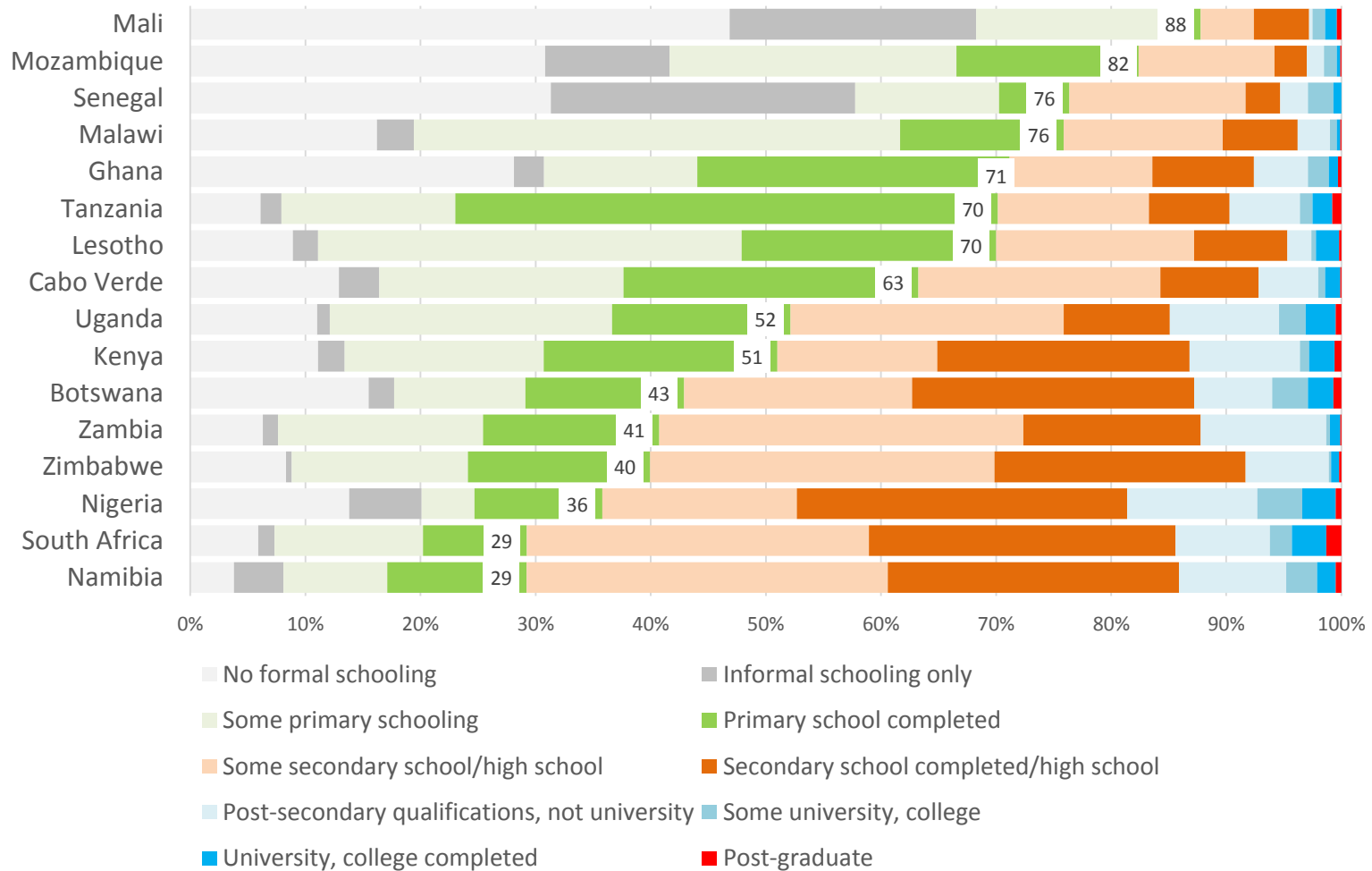
Americas Barometer 2006: Liczba lat nauki w wybranych krajach



African Barometer 1999



African Barometer 2004

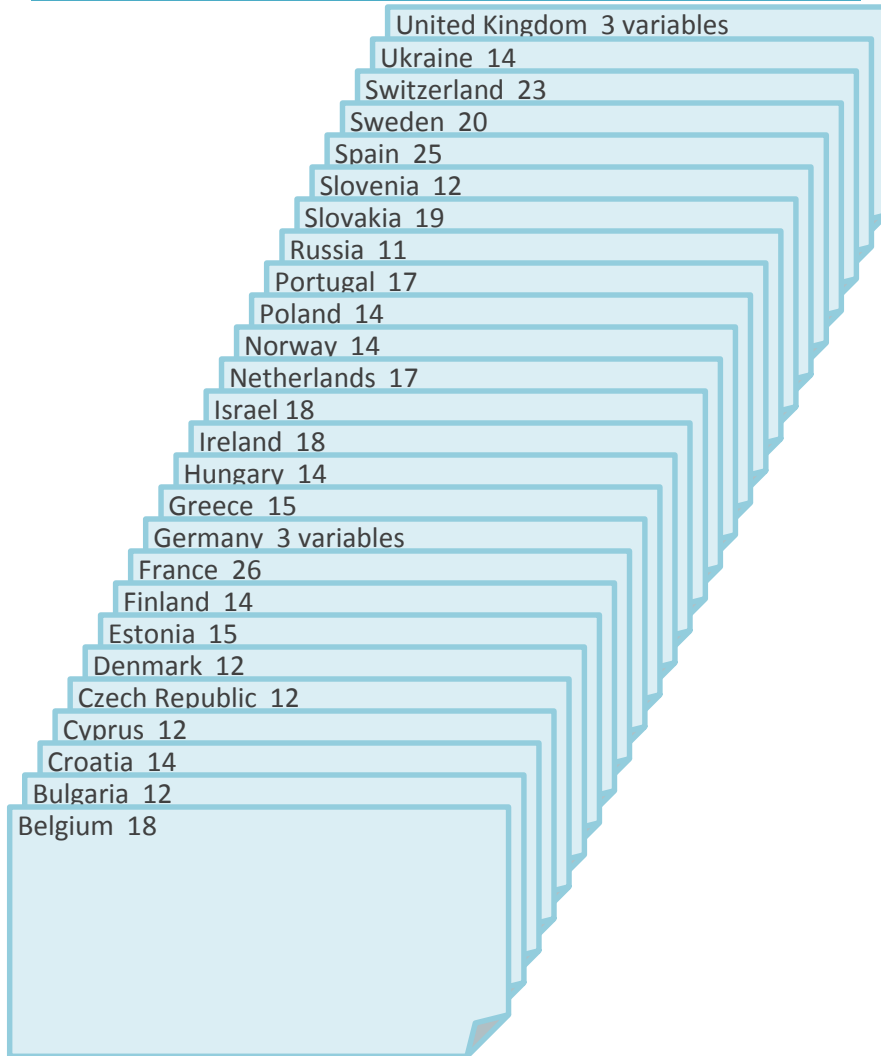


ESS 2010: trzy sposoby pomiaru wykształcenia

Klasyfikacja EISCED wspólna dla wszystkich krajów

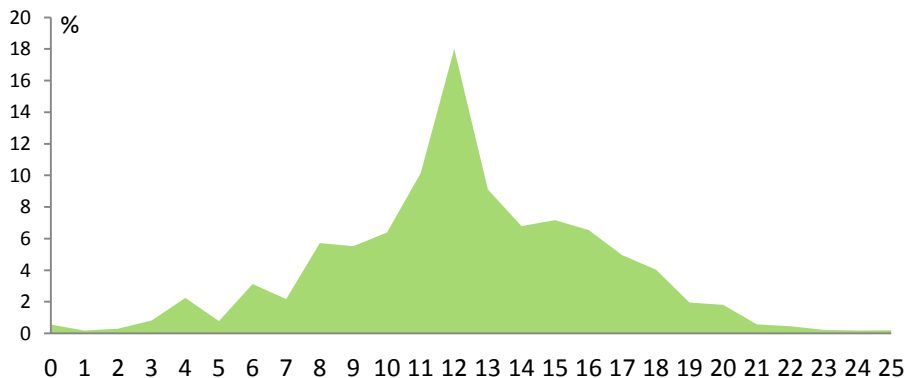
| | | |
|------|--------------------------------------|----|
| I | Less than lower secondary | 12 |
| II | Lower secondary | 18 |
| IIIb | Lower tier upper secondary | 15 |
| IIIa | Upper tier upper secondary | 23 |
| IV | Advanced vocational, sub-degree | 12 |
| V1 | Lower tertiary education, BA level | 9 |
| V2 | Higher tertiary education, MA+ level | 11 |

Klasyfikacje narodowe specyficzne dla krajów

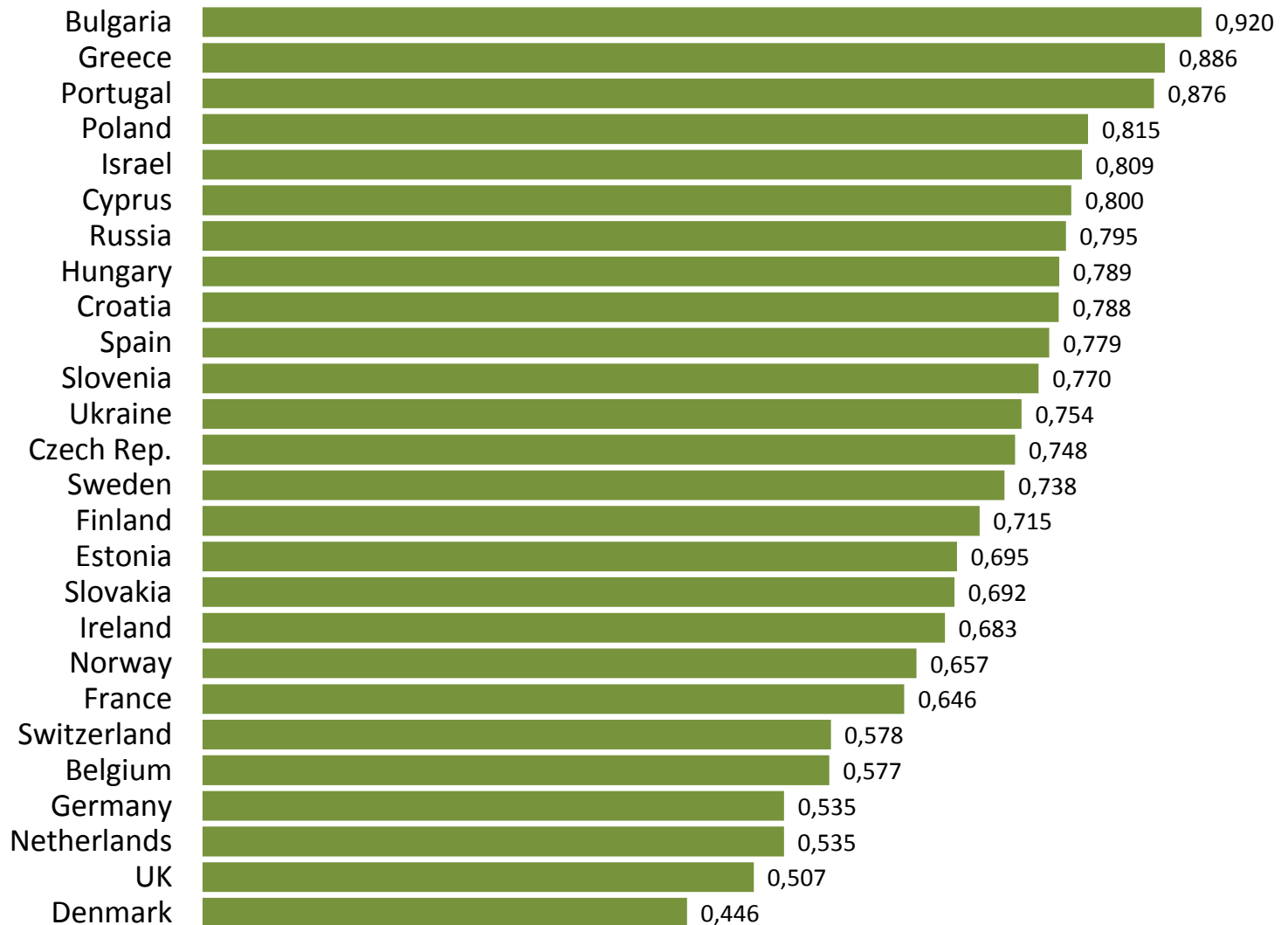


Liczba lat nauki

F16. About how many years of education have you completed, whether full-time or part-time? Please report these in full-time equivalents and include compulsory years of schooling.



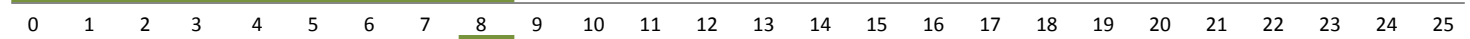
ESS 2010: Homogeniczność poziomów wykształcenia (Eta² dla liczby lat nauki)



ESS 2010: Liczba lat nauki w kategoriach EISCED

BUŁGARIA

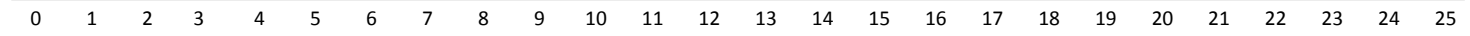
I. Less than Sec.



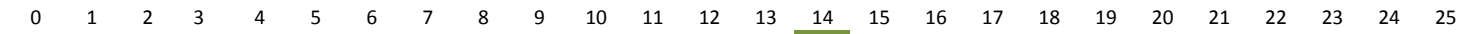
II. Lower Sec.



IIIb. Upper Sec-1



IIIa. Upper Sec-2



IV. Advanced voc.



V1. Tertiary, BA level



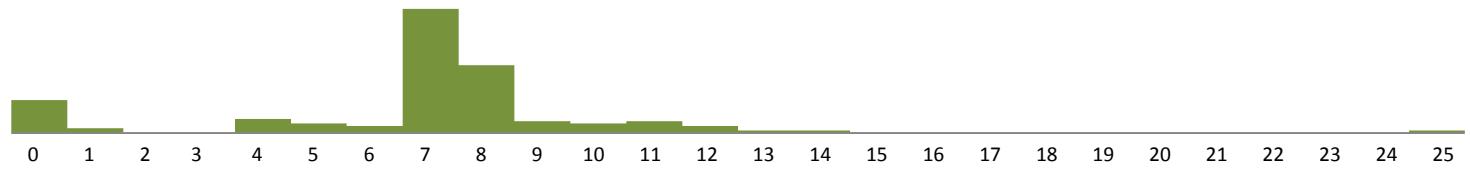
V2. Tertiary, MA+



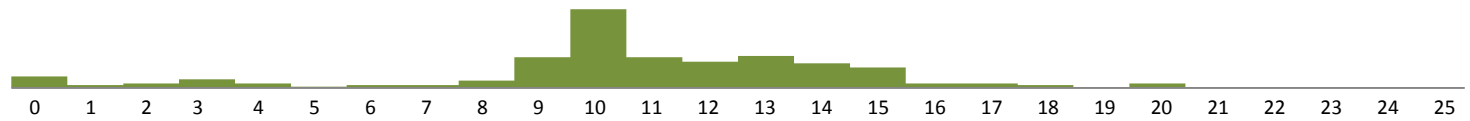
ESS 2010: Liczba lat nauki w kategoriach EISCED

DANIA

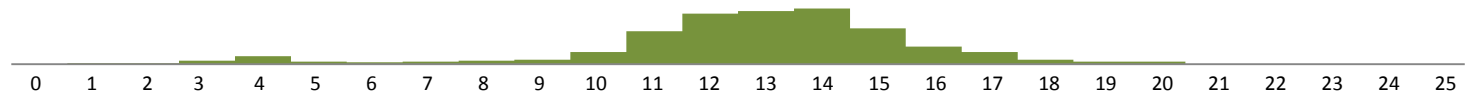
I. Less than Sec.



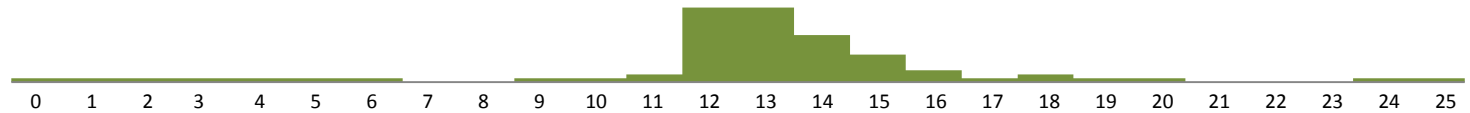
II. Lower Sec.



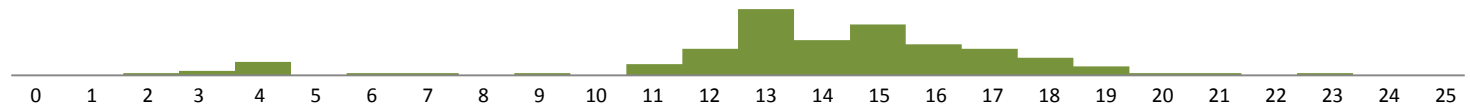
IIIb. Upper Sec-1



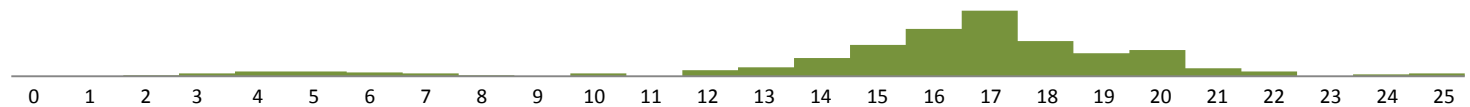
IIIa. Upper Sec-2



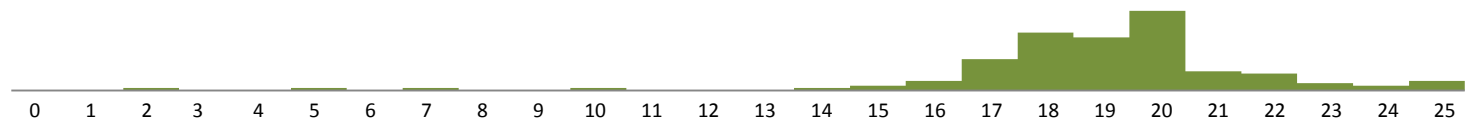
IV. Advanced voc.



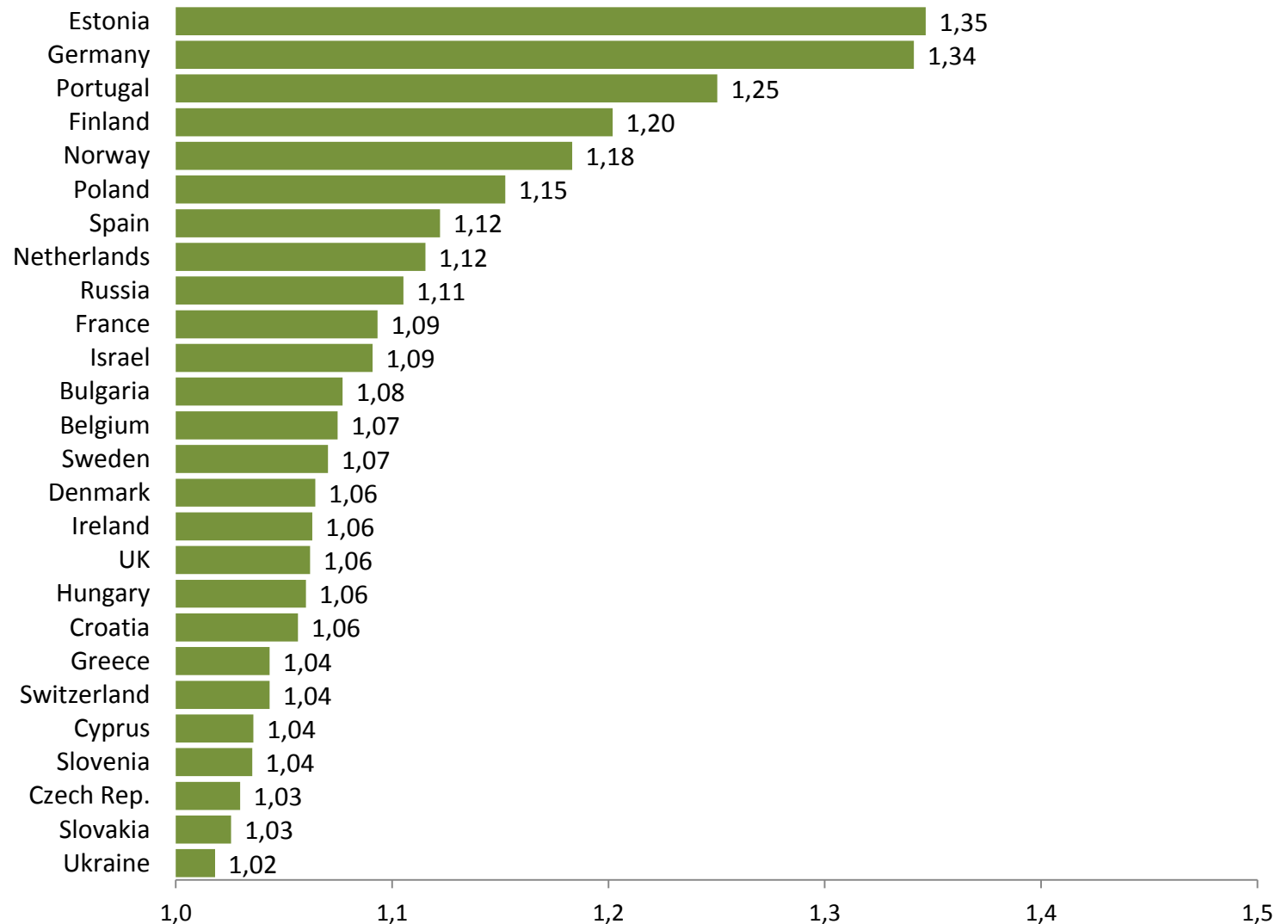
V1. Tertiary, BA level



V2. Tertiary, MA+



ESS 2010: Przyrost R^2 , gdy poziom wykształcenia EISCED zostanie uzupełniony przez liczbę lat nauki



ESS 2010: Przyrost R^2 po dodaniu liczby lat nauki do EISCED NIEMCY

| | R^2 (eisced only) | R^2 (eisced + years of education) | Index |
|--|------------------------|---|-------|
|--|------------------------|---|-------|

ATTITUDES

| | | | |
|---|-------|-------|------|
| B30. Gov't should reduce inequalities | 0.031 | 0.035 | 1.12 |
| B36. Allow immigrants of a different race | 0.093 | 0.106 | 1.13 |
| B31. Tolerance for homosexuals | 0.030 | 0.047 | 1.56 |
| G5. Men more right to jobs than women | 0.073 | 0.099 | 1.36 |
| G4. Women ready to cut down on paid work | 0.013 | 0.021 | 1.67 |
| C21. How religious you are? | 0.003 | 0.006 | 2.13 |

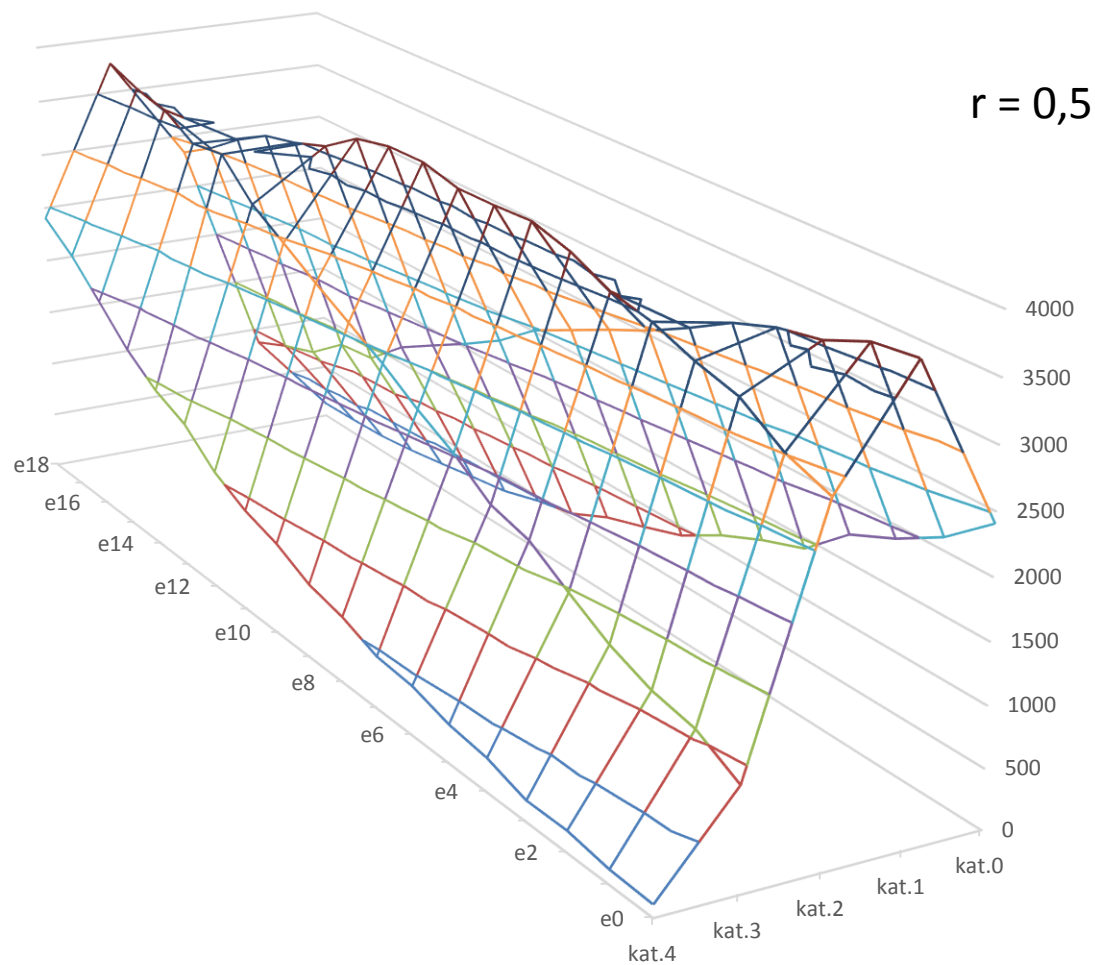
VALUES

| | | | |
|----------------|-------|-------|------|
| self-direction | 0.061 | 0.072 | 1.19 |
| achievement | 0.010 | 0.018 | 1.82 |
| stimulation | 0.010 | 0.029 | 2.82 |
| tradition | 0.012 | 0.031 | 2.59 |
| conformity | 0.036 | 0.058 | 1.61 |
| security | 0.059 | 0.085 | 1.44 |

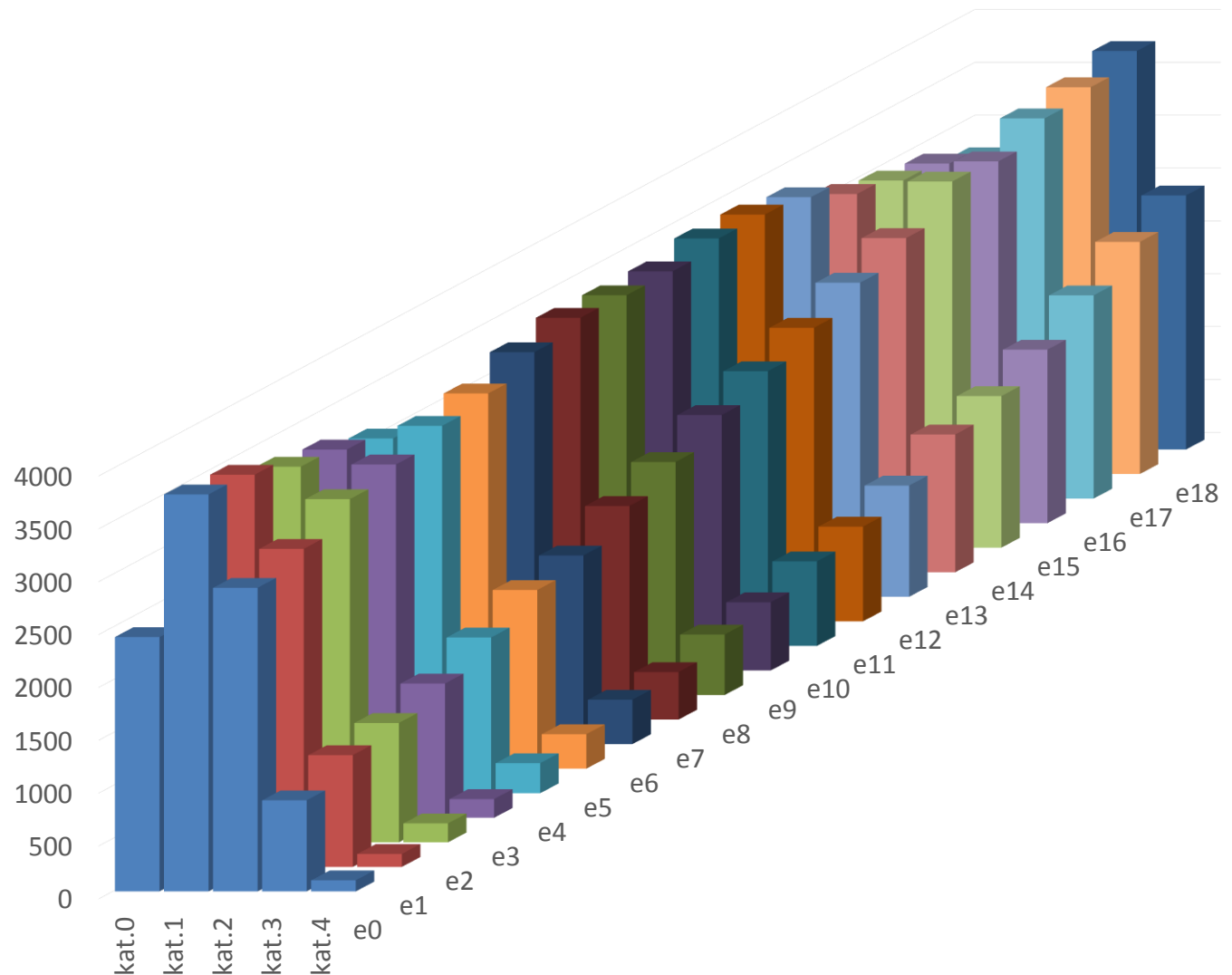
Strategie

- Wykorzystanie wszystkich informacji o wykształceniu
 - Liczba lat nauki
 - Poziom wykształcenia
 - Klasyfikacje krajowe
- Liczba lat nauki
- Poziom wykształcenia (klasyfikacja nominalna)
- Poziom wykształcenia (klasyfikacja funkcjonalna)

Proponowany model zależności



Inne spojrzenie na model



Dziękuję Państwu za uwagę!

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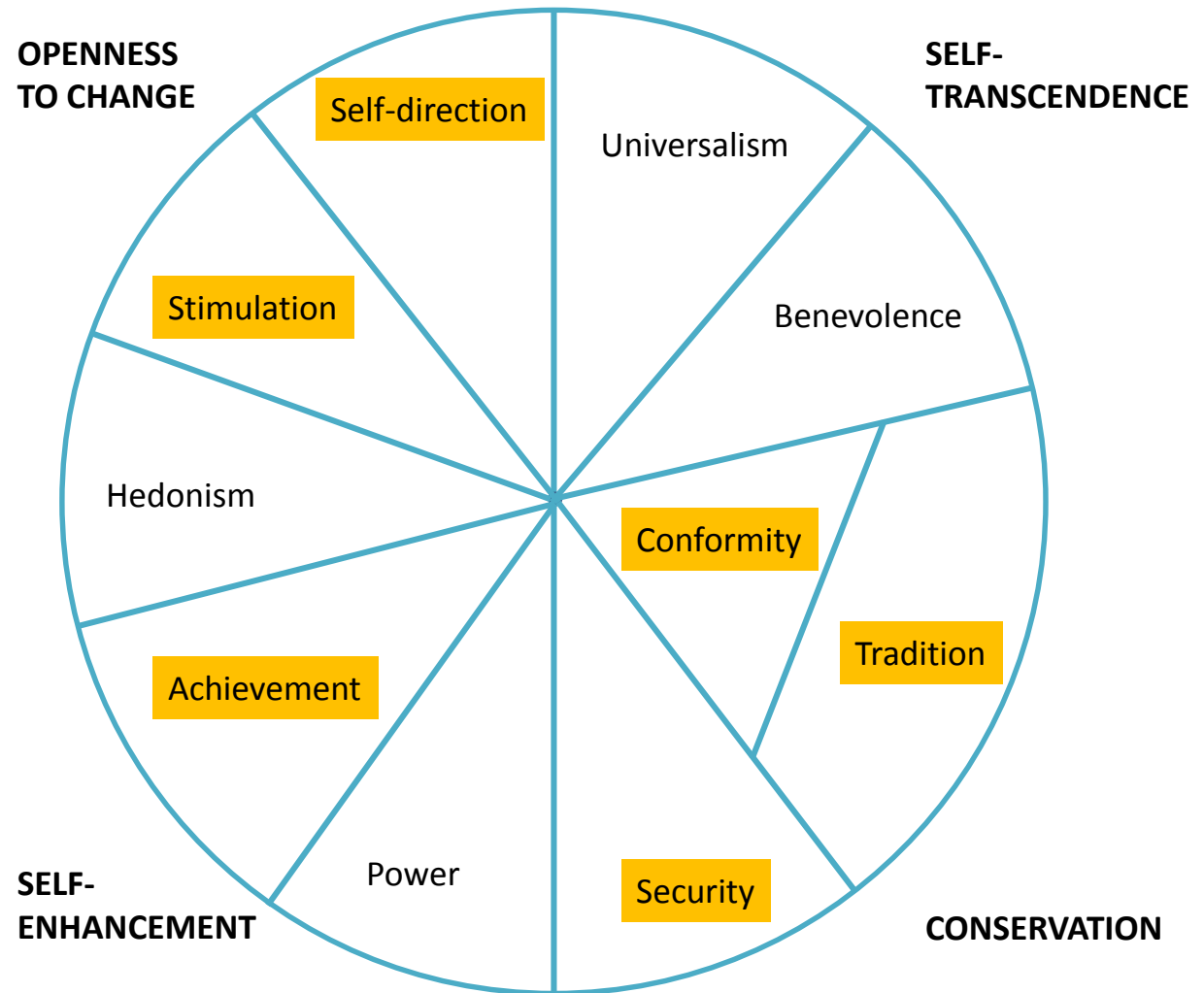
ANEKS

ZMIENNE KRYTERIALNE W ESS 2010

ESS 2010: Dziesięć pytań dotyczących postaw

| variable | question wording / answers |
|----------------|---|
| ppltrst | A8. Would you say that most people can be trusted, or that you can't be too careful in dealing with people? Scale: 00=You can't be too careful 10= Most people can be trusted |
| sclact | C4. Compared to other people of your age, how often would you say you take part in social activities? Scale: 1=Much less than most, 2=Less than most, 3=About the same, 4=More than most, 5=Much more than most. |
| gincdif | B30. The government should take measures to reduce differences in income levels. Scale: 1=Disagree strongly, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Agree strongly. |
| imdfetn | B36. How about people of a different race or ethnic group from most [country] people? Scale: 1=Allow none, 2=Allow a few, 3=Allow some, 4=Allow many to come and live here. |
| freehms | B31. Gay men and lesbians should be free to live their own life as they wish. Scale: 1=Disagree strongly, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Agree strongly. |
| mnrgtjb | G5. When jobs are scarce, men should have more right to a job than women. Scale: 1=Disagree strongly, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Agree strongly. |
| wmcpwrk | G4. A woman should be prepared to cut down on her paid work for the sake of her family. Scale: 1=Disagree strongly, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Agree strongly. |
| rlgdgr | C21. Regardless of whether you belong to a particular religion, how religious would you say you are? Scale: 00=Not at all religious 10=Very religious |
| stflife | B24. All things considered, how satisfied are you with your life as a whole nowadays? Scale: 00=Extremely dissatisfied 10=Extremely satisfied |
| happy | C1. Taking all things together, how happy would you say you are? Scale: 00=Extremely unhappy 10=Extremely happy |

ESS 2010: Sześć wybranych wartości z Human Values Scale Schwartza



Shalom H. Schwartz. 2007. Value orientations: measurement, antecedents and consequences across nations. Pp. 169-203 [in:] Roger Jowell, Caroline Roberts, Rory Fitzgerald and Gillian Eva, *Measuring Attitudes Cross-Nationally. Lessons from the European Social Survey*. Sage Publications.

Różnice w wyjaśnianiu postaw i wartości przez wykształcenie (ESS 2010: średni η^2 dla 16 postaw i wartości)

