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Textbook approval systems and the Program for International Assessment (PISA) results: A preliminary analysis

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Abstract

This paper examines the textbook approval systems of various countries in relation to educational outcomes. This investigation is based on research in the Netherlands that aimed to gain an overview of textbook approval systems in use across the world. The study also looked at the Program for International Assessment PISA results, in order to determine which countries have high and low PISA results. The researchers also sought to determine whether there was a relationship between state influence, as reflected and formalised in textbook approval systems, and student achievement educational outcomes.

It is hoped this investigation will be a starting point for ongoing discussion about the usefulness of comparing textbook approval systems, and the possible relationships between national approval systems and educational outcomes.

Key words

Textbooks, (Textbook approval, approval systems, PISA, state influence on textbook systems, educational resources)