



Veille de l'IREDU n° 100
15 mai 2018

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1. Ressources sur le Web

Repéré sur : Alternatives-economiques.fr

Xavier Molénat. [Universités : 150 000 étudiants de plus en 2026](#). Alternatives économiques, 3 mai 2018

Repéré sur : cafepedagogique.net

[Les "jeunes invisibles" : une nouvelle société en gestation ?](#) L'expresso du 4 mai 2018

La question des jeunes ni en formation ni en emploi est révélateur d'un changement profond de société, estime Claire Bernot Caboche, qui publie une étude importante réalisée pour l'IRES. Elle apporte de nouveaux chiffres qui montrent que les jeunes "invisibles" existent aussi de façon importante en dehors des questions. Face à cela les politiques menées ne prévoient pas l'avenir : une mutation profonde de la société et de la place de l'emploi.

[L'innovation pour un retour à la pédagogie](#). L'expresso du 7 mai 2018

Qu'est ce que l'innovation pédagogique et à quoi sert-elle ? La question a reçu bien des définitions. Souvent, et particulièrement pour l'Education nationale, elle est présentée sous l'angle des "bonnes pratiques" re 100^{tes}ées officiellement pour duplication et généralisation. Ce n'est pas le point de vue de l'OCDE qui publie un ouvrage et une note sur l'innovation pédagogique en défini:100^{tes} des domaines et en lui donnant comme objectifs d'engager les élèves et surtout de mettre la pédagogie au 100^{tes}tre des préoccupations de l'Ecole...

[Le CSP dessine les programmes et les horaires du lycée](#). L'expresso du 9 mai 2018

Dans une "Note d'analyses et de propositions" le Conseil supérieur des programmes (CSP) présente à la fois une analyse critique des programmes actuels et leur recadrage dans le futur nouveau lycée. Quelle est la portée de ce texte ? Il s'agit de "notes d'analyses et de propositions". Pourtant c'est plus souvent au futur qu'au conditionnel que le texte est écrit. Ainsi il donne des indications précises sur les enseignants qui pourront exercer dans tel ou tel enseignement de spécialité ou option et en fixe même la répartition horaire. Il annonce des révisions de programmes conséquentes ainsi que des changements dans les épreuves du bac. L'objectif annoncé est "l'élévation réelle du niveau des acquis de l'ensemble des élèves" et "approfondir les savoirs". Pourtant le CSP n'hésite pas à prôner l'allègement des programmes dans plusieurs disciplines dans un curieux mélange entre traditionalisme et une certaine ouverture. On notera également la profonde réorganisation imposée à l'enseignement technologique pour la seule raison de le plier au modèle de l'enseignement général.

[France : La croi100^{tes}ce ne profite pas aux habitants](#). l'expresso du 9 mai 2018

Le ruissellement c'est du goutte à goutte. L'OCDE a publié le 7 mai de nouvelles données sur L'évolution du PIB et du revenu réel des ménages. " La croi:100^{tes}ce du revenu réel des ménages par

habitant, qui fournit une meilleure image des évolutions du bien-être économique des ménages que la croissance du PIB réel par habitant, a repris dans la zone OCDE s'établissant à 0,3% au quatrième trimestre 2017 contre 0,2% au troisième trimestre, restant cependant plus faible que la croissance du PIB réel par habitant (0,5%)", écrit l'OCDE. En France, alors que le PIB augmente de 0.6% au dernier trimestre, le taux le plus élevé des 7 grands, le revenu des ménages n'augmente que de 0.1%, un des taux les plus faibles. Une situation bien différente de celle de l'Union européenne.

[Goigoux : Aucune expérimentation ne valide la méthode du ministre.](#) Flash spécial du 9 mai 2018

"Aucune expérimentation n'a validé la méthode promue par le ministère et aucune comparaison internationale n'a conclu à sa supériorité", affirme Roland Goigoux dans une lettre adressée à ses étudiants rendue publique le 9 mai. Le chercheur démonte l'argumentation "scientifique" du guide d'enseignement de lecture et de l'écriture au CP publiée par le ministre. Il montre les dangers de le suivre à la lettre.

[Que sait-on du travail des enseignants ?](#) L'expresso du 11 mai 2018

Inévitablement c'est ressorti. Et pourtant ils dépassent largement les 35 heures ! Les jours fériés à répétition venant juste après les vacances de printemps ont remis dans l'actualité la question du travail des enseignants. Question dont s'est aussi emparé le Snes qui a ouvert un site spécifique. Mais que sait-on du travail des enseignants ? Comment le comparer à celui d'autres pays ? Quelles singularités dans son organisation ? Comment évolue-t-il ?

[Pour l'OCDE, il faut améliorer le bien-être des enseignants.](#) L'expresso du 11 mai 2018

"La réussite éducative ne repose plus sur la restitution des connaissances mais sur la capacité à extrapoler et à appliquer les connaissances de façon créative dans de nouvelles situations en reliant différents champs de connaissances... Cela nécessite de nouvelles façons d'enseigner et d'apprendre et un nouveau type d'enseignants". Dans un nouvel ouvrage publié par l'OCDE, Valuing our Teachers and Raising their Status, Andreas Schleicher, directeur de l'éducation de l'OCDE, tire toutes les conséquences de cette évolution. Il met en évidence le lien entre le constructivisme et le niveau des élèves. Il montre aussi l'intérêt qu'ont les autorités à veiller au bien être des enseignants. Car là où il est faible, le niveau l'est aussi...

[Le ministère programme la fusion des académies.](#) L'expresso du 14 mai 2018

Et de trois. Le ministère de l'Education nationale publie le troisième rapport en moins de six mois sur l'organisation territoriale de l'Education nationale. Particularité : cette fois-ci il ne s'agit pas de donner des idées générales sur la territorialisation mais d'organiser concrètement le passage de 26 académies métropolitaines à seulement 13 en fixant les étapes. Ce nouveau pas organise l'application des idées du ministre et fixe l'horizon 2021 pour la disparition des académies actuelles. Le rapport de l'IGAENR met au premier de ses préoccupations la fusion de la gestion des personnels avec tout ce que cela comportera pour les enseignants par exemple en ce qui concerne leur affectation.

[Enseignement professionnel : Le diplôme reste un atout.](#) L'expresso du 14 mai 2018

Alors que le taux d'emploi augmente, le diplôme reste un atout pour l'insertion des jeunes de l'enseignement professionnel, estime la Depp, la division des études du ministère de l'éducation

nationale. Dans deux Notes elle fait le point sur l'insertion des lycéens professionnels et celle des apprentis. Cela au risque d'une fausse comparaison.

[Que sait-on du travail des enseignants \(2\) : Comment les profs tiennent...](#) L'expresso du 15 mai 2018
Formatrice à l'Espe de Lyon et membre du laboratoire Education Culture Politique, Sabine Coste a coordonné une recherche sur les enseignants en fin de carrière avec une problématique **100**trale : comment les enseignants quinquagénaires font-ils pour tenir ? Car, si la classe d'âge la plus abondante chez les enseignants est les 35 à 45 ans, les plus de 50 ans sont nombreux dans l'enseignement. On compte 40% de plus de 50 ans chez les PLP, 35% chez les agrégés, 30% des certifiés et 25% des professeurs des écoles. A noter que le vieillissement est plus important encore chez nos voisins. Pour étudier ces enseignants, l'étude sur laquelle s'appuie S Coste est composée d'entretiens auprès de 169 professeurs, de l'école au lycée, et de nombreuses observations. Certains enseignants du premier degré ont par exemple rempli un agenda, ils ont évalué leur confort au travail.! Il s'agit donc d'une enquête qualitative relativement représentative.

Repéré sur : cedefop.europa.eu

[Spotlight on VET Slovenia](#). ISBN: 978-92-896-2665-1

[Spotlight on VET Greece](#). ISBN: 978-92-896-2663-7

[Spotlight on VET Hungary](#). ISBN: 978-92-896-2662-0

Repéré sur : Cereq.fr

Alexandre Meliva, Christèle Gauthier. [Les différents visages des formations continues à visée écologique](#). Céreq Bref n°363, avril 2018, 4pp.

Pour de nombreux métiers et secteurs professionnels, la transition écologique suppose l'adaptation des savoirs et compétences, donc la mise en œuvre de formations spécifiques. Si l'actualisation des diplômes et des certifications a bien été engagée, le renouvellement de l'offre de formation elle-même est plus complexe à mesurer. Quels types de formations écologiques sont proposés, et à quels publics ? Quels sont les niveaux de formation, les cibles d'emploi et les domaines professionnels visés par les organismes formateurs ? À travers une analyse économique de ce secteur émergent, l'enquête Former vert propose quelques éléments de réponse.

Repéré sur : Education.gouv.fr

Marion Le Cam, Sophie Edouard et Franck Salles. [La plus-value de la première année de CPGE scientifiques sur les performances en mathématiques et en physique](#). Note d'information, N° 18.07, mai 2018

En mai 2015, en France, un échantillon d'élèves de première année de classes préparatoires aux grandes écoles (CPGE) scientifiques a participé à l'évaluation TIMSS Advanced dans les mêmes conditions que les élèves de terminale S. Ces élèves, d'un âge moyen de 18,9 ans, correspondent à 2,6 % de leur classe d'âge. Avec un score moyen de 506 en physique, ils rejoignent le groupe des pays

les plus performants dans TIMSS Advanced 2015. Avec un score de 591 en mathématiques, ils le dépassent. Les taux de réussite sont supérieurs à ceux des élèves de terminale S se destinant à une poursuite d'études en CPGE scientifiques. Cette différence est observée pour l'ensemble des items, mais avec des disparités selon les contenus disciplinaires et les domaines cognitifs. Enfin, les filles sont largement sous-représentées en CPGE scientifiques et leur performance moyenne est inférieure à celle des garçons.

Nathalie Marchal. [L'insertion des apprentis est marquée par la formation et par la conjoncture économique](#). Note d'information, n° 18.08

En février 2017, sept mois après leur sortie d'un ¹⁰⁰tre de formation d'apprentis, 69 % des jeunes ayant suivi des études de niveau CAP à BTS ont un emploi, soit quatre points de plus qu'en 2016 et sept points de plus qu'en 2015. Parmi eux, un peu plus de la moitié a un contrat à durée indéterminée.

Quel que soit le niveau de formation, sortir du système éducatif après avoir obtenu le diplôme préparé demeure déterminant pour l'insertion des jeunes. L'écart des taux d'insertion selon ce critère est en moyenne de 19 points : 73 % des sortants diplômés sont en emploi contre 54 % des jeunes sortis en année terminale d'un cursus ¹⁰⁰ obtenir le diplôme

Nathalie Marchal. [Le diplôme reste déterminant dans l'insertion des lycéens professionnels](#). Note d'information n° 18.09

En février 2017, sept mois après la fin de leurs études professionnelles en lycée, 48 % des lycéens sortant de niveau CAP au niveau BTS ont un emploi. Cela représente une hausse de trois points par rapport à 2016.

Quel que soit le niveau de formation, obtenir le diplôme demeure déterminant dans l'insertion des jeunes : les diplômés ont un taux d'emploi de 51 % contre 38 % pour ceux qui n'ont pas obtenu le diplôme préparé.

François Weil, Olivier Dugrip, Marie-Pierre Luigi, Alain Perritaz. [La réorganisation territoriale des services décor¹⁰⁰trés des ministères de l'éducation nationale et de l'enseignement supérieur, de la recherche et de l'innovation](#). Rapport I.G.A.E.N.R., Mars 2018

La création des régions académiques par le décret du 10 décembre 2015 s'est inscrite dans le cadre de l'évolution globale de la carte des services de l'État et la nouvelle organisation territoriale de la République. Alors que la plupart des administrations publiques se sont alignées sur la nouvelle carte des régions en simplifiant leurs organisations administratives au niveau régional, le ministère l'éducation nationale, de l'enseignement supérieur et de la recherche a mis en place treize régions académiques, qui correspondent aux nouvelles régions, tout en conservant les vingt-six académies métropolitaines d'origine.

Le rapport dresse le bilan du fonctionnement des régions académiques depuis leur création. Il constate que cette nouvelle structure a permis des avancées dans l'harmonisation des politiques académiques et dans les relations avec les nouvelles autorités et collectivités régionales. Toutefois, ces améliorations nécessitent un investissement en temps et en énergie qui paraît disproportionné par rapport aux gains obtenus. Malgré son caractère ré¹⁰⁰ le dispositif des régions académiques paraît déjà à bout de souffle.

Dans ces conditions, le rapport considère qu'il faut s'orienter vers la mise en place de treize académies métropolitaines pour remplacer les treize régions académiques ; il propose pour y

parvenir des scénarios d'évolution différenciés selon la taille et l'importance des académies. Il dessine également les évolutions qui devraient être mises en place au sein des académies pour établir des organisations nouvelles aux différents niveaux du système éducatif (établissements publics locaux d'enseignement, services départementaux, universités) et permettre une meilleure gestion de la ressource humaine. Il dépeint ensuite les évolutions fondamentales qui devraient intervenir dans les relations entre les nouvelles académies et l'administration centrale et présente enfin des propositions pour la nécessaire période de transition.

La réorganisation territoriale des services déconcentrés des ministères de l'éducation nationale et de l'enseignement supérieur, de la recherche et de l'innovation, rapport IGAENR n°2018-029, mars 2018

Repéré sur : halshs.archives-ouvertes.fr

Arthur Moinet, Alexandre Lalouf, Coline Darin. [Educational Inequalities in a Comparative Perspective: a comparison between Sweden, Spain and the United Kingdom](#).. Educational Inequalities in a Comparative Perspective: a comparison between Sweden, Spain and the.. 2018. <hal-01771856>
Résumé : Educational Inequalities in a Comparative Perspective: a comparison between Sweden, Spain and the United Kingdom. This paper compare these three countries, trying to find out in what extent does these three educational systems deals with social inequalities

Jean-François Hérold. [De la nécessité d'intégrer véritablement la recherche en éducation dans la formation des enseignants : une approche interdisciplinaire du processus enseignement-apprentissage](#). . 2° Colloque International du CRIFPE, May 2015, Montréal, Canada. <hal-01783427>

Résumé : En France, les formations initiales aux métiers d'enseignant ont récemment connu une réforme majeure avec la mise en place des Ecoles Supérieures du Professorat et de l'Education (ESPE). Véritable composante universitaire, l'ESPE a de ce fait, outre de proposer aux étudiants une véritable formation professionnelle, aussi vocation de développer et d'organiser la recherche en éducation. Si le métier d'enseignant est un métier qui s'apprend et qui nécessite une formation professionnelle, c'est aussi un métier qui se doit d'évoluer pour faire face aux nombreux défis auxquels l'école se doit de répondre. Ceci implique de s'appuyer sur les résultats de la recherche en éducation, en privilégiant, de notre point de vue, une approche interdisciplinaire, afin de développer chez les enseignants une véritable posture réflexive sur le processus enseignement-apprentissage auquel ils participent et permettre à tous les élèves d'apprendre.

Daniel Bart, Bertrand Daunay, Chedia Mhirs Belaid. [Les problèmes de traduction dans le PISA : les limites de la standardisation des tests de compréhension](#). LIDIL - Revue de linguistique et de didactique des langues, ELLUG, 2018, Démarches créatives, détours artistiques et appropriation des langues, 57, <<https://journals.openedition.org/lidil/4936>> . <halshs-01786046>

Résumé : Pour les évaluations scolaires internationales, les questions de traduction du matériel de test constituent un enjeu méthodologique majeur pour éviter toute objection sérieuse à leur visée de comparer, malgré les différences de langues, les niveaux de compétences des élèves. À ce titre, le Programme international de suivi des acquis des élèves (PISA), souvent présenté comme la référence actuelle pour ce type d'évaluations, développe une réflexion d'une grande solidité concernant ses propres démarches de traduction. Pourtant, une analyse détaillée de différentes versions (en anglais,

arabe, espagnol, français et portugais) d'un exercice tiré du PISA dans le domaine de la compréhension de l'écrit permet de décrire plusieurs problèmes liés à des choix lexicaux, syntaxiques ou discursifs. Si toute entreprise de traduction est discutable, ce travail critique, ici réalisé au-regard des principes mêmes que s'est donnés le PISA, nous permettra[...]

Fabienne Brière-Guénoun. [NUMERO SPECIAL N°1 Comment penser les articulations entre approches didactiques et ergonomiques pour étudier les pratiques d'enseignement et de formation ?](#). France. 2018. <hal-01788213>

Repéré sur : ife.ens-lyon.fr

CARAGLIO Martine, GAVINI Christine. [L'inclusion des élèves en situation de handicap en Italie](#). Paris : Ministère de l'Éducation nationale - Inspection générale de l'administration de l'Éducation nationale et de la Recherche, avril 2018

A la demande du ministre de l'éducation nationale, une mission de comparaison internationale sur l'inclusion des élèves en situation de handicap s'est déroulée en Italie du 22 au 24 novembre 2017, pays jugé pionnier en matière d'accueil et de scolarisation des élèves en situation de handicap. Elle poursuivait plusieurs objectifs : appréhender très concrètement les moyens et instruments mis en oeuvre, de la gouvernance ministérielle jusqu'à la classe et à l'individu ; identifier les obstacles et les leviers de réussite ; concevoir les évolutions et innovations que peut inspirer l'expérience scolaire italienne.

[L'accueil des enfants de moins de trois ans](#). Paris : Haut conseil de la famille, de l'enfance et de l'âge, 04/2018

Malgré une politique volontariste, l'offre et la qualité de l'accueil des enfants de moins de 3 ans restent insuffisantes. Tel est le constat formulé par le Conseil de l'enfance et de l'adolescence et le Conseil de la famille dans leur rapport remis à la ministre des solidarités et de la jeunesse. Le rapport souligne notamment la nécessité d'objectifs qualitatifs (mieux répondre aux besoins de bien-être, d'éveil et de socialisation des jeunes enfants), à côté d'enjeux quantitatifs de développement de l'offre. Pour donner un nouveau souffle à l'accueil par les assistantes maternelles, il préconise de développer les fonctionnements en réseau (relais d'assistantes maternelles - RAM) et maisons d'assistantes maternelles - MAM), favorisant les échanges entre professionnels et un élargissement de la socialisation des enfants par des moments d'accueil en collectif. En matière de financement, le rapport propose de diminuer les restes à charge pour les familles qui ont recours à une assistante maternelle afin de le rapprocher de celui de l'accueil en crèche. Dans un objectif d'égalité entre territoires, il propose de rationaliser les aides versées aux collectivités en prenant en compte leur potentiel financier. Le rapport estime nécessaire de favoriser l'égalité d'accès de toutes les familles aux différents modes d'accueil : recherche d'une plus grande égalité territoriale, réduction des autres inégalités sociales liées à la situation familiale ou professionnelle des parents, ou encore liées à la situation de l'enfant (maladie, handicap,...). Pour mettre en œuvre ces recommandations, le HCFEA propose de renforcer la gouvernance locale de cette politique autour de schémas départementaux élaborés par l'ensemble des acteurs concernés, et déclinés par des conventions passées entre les collectivités et les CAF qui en assureraient le suivi.

CARAGLIO Martine, AMARA Fadela, ARAMBOUROU Simon, THOLLON Frédéric. [Premier bilan des campus métiers et des qualifications](#). Paris : Inspection générale de l'Éducation nationale - Inspection générale de l'administration de l'Éducation nationale et de la Recherche - Inspection générale des Affaires sociales, 04/2018

Créés par la loi n° 2013-595 du 8 juillet 2013 d'orientation et de programmation pour la refondation de l'École de la République, les campus des métiers et des qualifications (CMQ) ont pour but de « valoriser l'enseignement professionnel » en proposant « dans le cadre d'un partenariat renforcé entre l'État et la région, une large gamme de formations professionnelles, technologiques et générales, dans un champ professionnel déterminé ». S'appuyant sur l'exploitation de questionnaires envoyés aux directions régionales des entreprises, de la concurrence, de la consommation, du travail et de l'emploi (Direccte) et aux rectorats, la visite de quatorze CMQ situés dans dix académies différentes ainsi que différents entretiens avec des parties prenantes du dispositif, le rapport dresse un premier bilan des campus des métiers et des qualifications. Sur la base de ce constat, la mission a émis une série de dix-neuf recommandations qui doivent, d'une part, permettre d'améliorer la qualité des dossiers et de l'analyse préalable à la création de nouveaux CMQ, et, d'autre part, de rendre possible une montée en charge des CMQ déjà existants.

[L'orientation des jeunes](#). Paris : Conseil économique, social et environnemental, 04/2018

Interface entre la formation et l'insertion dans la vie professionnelle, l'orientation agrège les débats voire les polémiques autour du modèle social français. Elle est décrite comme déterminante, figée, trop précoce et **re100**tie comme violente par de nombreux jeunes. Dans ce contexte, les préconisations du CESE veulent contribuer à répondre aux enjeux de cohésion sociale et de démocratisation en garant**100** une solution à chacun basée sur ses aspirations et sur la maîtrise de son parcours. Chaque jeune doit devenir un acteur dans son parcours d'orientation, estime le CESE. Les 29 préconisations s'articulent autour de 3 grands axes : garantir les conditions d'un véritable accompagnement ; passer de procédures ponctuelles à un parcours progressif et réussir son orientation pour une bonne insertion professionnelle.

CYTERMANN Jean-Richard, MINAULT Bertrand. [La fonction internationale au ministère de l'enseignement supérieur, de la recherche et de l'innovation](#). Paris : Ministère de l'Enseignement supérieur et de la Recherche - Inspection générale de l'administration de l'Éducation nationale et de la Recherche, 03/2018

Par lettre du 25 janvier 2018, l'Inspection générale de l'administration de l'enseignement supérieur et de la recherche a été missionné pour dresser un bilan des activités ayant une dimension européenne ou internationale dans les deux directions concernées au sein du ministère, au-delà de la mission Europe et international pour la recherche, l'innovation et l'enseignement supérieur, et proposer des mécanismes permettant d'améliorer la coordination de l'action internationale et européenne au ministère de l'enseignement supérieur, de la recherche et de l'innovation.

GAUBERT-MACON Christine, PONCELET Yves, SANTANA Philippe. [Organisation et évaluation de la politique éditoriale du ministère](#). Paris : Inspection générale de l'Éducation nationale - Inspection générale de l'administration de l'Éducation nationale et de la Recherche, 04/2018

Arrêté au programme de travail des inspections générales 2015-2016, ce rapport analyse, à la date de la remise au ministre, l'ensemble des changements affectant la politique éditoriale du ministère. Il émet une série de propositions portant en particulier sur les objectifs assignés à la politique

éditoriale ; le rôle et la place des acteurs publics et privés, ainsi que les modèles de financement sous-jacents ; les instruments de pilotage et les leviers d'action ; les conditions de pleine réussite à rechercher dans le secteur de l'édition scolaire ; les principaux axes de la politique d'ouverture des données ; les modes efficaces de gouvernance de la politique éditoriale, permettant notamment la concertation entre les acteurs.

Lucille Halloran & Catherine Friday. [Can the universities of today lead learning for tomorrow? - The University of the Future](#). Ernst & Young - Australia, 05/2018

We have entered the Transformative Age and, much like the Industrial Revolution before it, we can expect fundamental shifts in how we live, work and play. The Transformative Age will also change how we learn – and, along with it, the nature and role of the university. Australia is a global success story when it comes to education. Austrade ranks international education as our third largest export, worth AU\$26 billion and adding 5.2% of real gross value to our economy per year. In the Transformative Age, our universities must continue to remain globally competitive¹. But what will make a university successful in this new world? What will our nation's students and employers demand of our universities in the future? How will universities contribute to solving the challenges of the Transformative Age? And what should universities consider, today, to be ready to deliver truly transformative outcomes? To answer these questions, we launched a formal scenario planning process as a follow up to our University of the Future white paper from 2012. The result is a set of four divergent scenarios to assist university leaders and government policy makers in planning now, to deliver the educational needs of students and employers, tomorrow. Our goal was not to predict the future but to offer multiple plausible "tomorrows" to stress-test new policies, strategies and plans. To ground the process in reality, we conducted interviews and workshops with 50+ university leaders, government policy makers and industry observers. We also conducted surveys and focus groups with 3,000+ students and employers. The value of these four scenarios lies in their ability to stimulate questions, rather than the accuracy of their predictions. They will help universities to see emerging patterns, detect opportunities and threats, and test how resilient current strategies might be to new worlds. Particularly, they will help education sector leaders to understand the trends unfolding outside of the education sector, and outside of Australia that will, inevitably, manifest in higher education here.

Andrew Norton and Ittima Cherastidtham. [Dropping out: the benefits and costs of trying university](#). Grattan Institute, 04/2018

More than 50,000 students who started university in Australia this year will drop out. Not every incomplete degree amounts to a waste of time and money. A Grattan Institute online survey of students who dropped out reveals many found their course interesting, learned useful skills and made new friends. More than 40 per cent said they would enrol again if they had their time over.

But there are costs of dropping out. On average, students pay \$12,000 for their incomplete course. They miss out on the additional lifetime earnings that university graduates typically receive. The time they spent at university could have been used working or studying at TAFE. And the online survey shows that most people who drop out feel they have let themselves or others down.

Some factors that increase the risk of dropping out are foreseeable. People who study part-time are much more likely to drop out than full-time students. People who enrol in three or four subjects a year – half as many as a full-time student – have only about a 50 per cent chance of completing their course in eight years. Students who enrol full-time have about an 80 per cent chance.

School results are important. Students with ATARs below 60 are twice as likely to drop out of university as otherwise similar students with ATARs above 90.

Students in health courses are more likely to complete their course than students in IT or engineering courses. And people who study off-campus have a slightly higher risk of dropping out.

Governments and universities need to do more to alert prospective students to their risk factors. People planning to study part-time should be particularly warned. Universities should check that prospective part-timers have a credible plan to complete their course.

Once they accept students, universities have a responsibility to help them succeed – or, if things are not working out, universities should help students exit at least possible cost.

In the lead-up to the university ‘census date’ – the deadline for students to dis-enrol before they pay for their subjects – universities could send students a text message alert. And universities should do more to follow up on students who are not engaged with their studies, to get them back on track or encourage them to leave before they accrue a HELP debt.

Too many students drop out of Australia’s universities. Fewer would if we helped them to make better decisions.

The aim is not to reduce the number of drop-outs to zero: Australia makes it easy to try university, and some students will always decide it is not for them.

But Australia can and should aim to reduce the number of young people who leave university with nothing but debt and regret.

Gwilym Croucher. [Can the Research Model Move Beyond its Dominant Patron? The Future of Support for Fundamental Research in US Universities](#). Center for Studies in Higher Education, University of California Berkeley, 04/2018

The United States has been the leader in fundamental research for the last seven decades. Fundamental research is overwhelming undertaken in or in conjunction with research-intensive universities, and since the 1950s they have depended on US Federal funding to make this possible. This support has been consistently championed by Congress, is popular across the political spectrum and enjoys long public backing, in no small part because there remains a widespread trust in the societal benefits it provides. Yet the US now faces a dilemma over the future of this national achievement and the supporting arrangements making it sustainable. The ‘social contract’ for science and research now looks more tentative than at any time since the Space Race. This paper examines why many US university leaders, faculty, experts and policy-makers are increasingly concerned, what is driving this and how they are responding. Building on 37 interviews with university, academic and government leaders, this study uses a mixed methodology to explore perceived institutional challenges and the politics around them, alongside the responses and strategies of US research-intensive universities in the context of global, national and regional policies. This paper examines tensions in the relationship between universities and government, and between researcher and public, combining perspectives from a sample of leading research universities and from national policy leaders to offer insight into the intersection of Federal policy and local operationalization. It concludes that for the future of US basic science and research two factors are likely to be decisive, being whether the strength of the public backing for funding university-based fundamental research continues, and how universities respond if, and in the assessment of many, when this support erodes. If the current research system is to remain viable, universities will need to make greater efforts to rebuild trust and understanding with the US public and litigate anew their raison d’etre at the center of US research.

GALLOTTA Paola. [Les effets des classes à cours simple et multiple sur les acquisitions des élèves : le cas de la Vallée d'Aoste](#). Thèse en Sciences de l'éducation, soutenue en 2017, sous la dir. de Pascal BRESSOUX (Université Grenoble Alpes)

"Cette thèse de doctorat est consacrée à l'estimation des effets des classes simples et multiples sur les acquisitions et sur la motivation des élèves, examinant également l'influence de la motivation sur les performances scolaires. Nous avons analysé le cas de la Vallée d'Aoste, une région autonome italienne avec une forte tradition de classes multiples à cause de son territoire montagneux et de sa tradition de scolarisation des enfants de village remontant au 19^e siècle (écoles de hameau). Étant une région bilingue (italien et français), l'outil de relevé est composé d'épreuves d'évaluation standardisées en français sur les disciplines de base (le français et les mathématiques). Le relevé en français permet d'étendre la base de connaissance des résultats produits par l'enseignement en français, véritable particularité du système scolaire valdôtain. L'étude a une structure longitudinale, avec la passation d'épreuves standardisées sur la même population d'élèves sur deux années scolaires (2011/12 et 2012/13) dans la transition de la dernière année de l'école primaire à la première année du collège. Chaque année scolaire fait l'objet de deux passations, un pré-test en début d'année et un post test en fin d'année. Nous avons choisi la transition de l'école primaire et le collège ce qui permet d'étudier des effets « immédiats » et des effets différés de la fréquentation de classes à cours simple vs multiple au primaire. Les classes multiples constituent un outil pour sauvegarder les petits villages mais quels sont leurs effets sur les élèves ? À travers les analyses multiniveaux, nous avons modélisé les différences entre les individus et entre les classes. En suivant une approche dynamique, nous avons tracé la trajectoire évolutive des régulations motivationnelles et des performances grâce aux modèles longitudinaux de croissance. Examinant l'évolution dans le temps, en résulte un cours linéaire. La comparaison montre qu'à l'école primaire les élèves des classes multiples obtiennent de meilleurs résultats dans toutes les épreuves. Au collège, les résultats des deux groupes se rapprochent et se conforment en obtenant un effet négligeable de la typologie de la classe de l'école primaire. Par rapport à la motivation (« Théorie de l'autodétermination » (Deci & Ryan, 1985)) des élèves selon l'organisation de la classe, les résultats ont mis en lumière que la régulation identifiée est la disposition motivationnelle qui semble correspondre le mieux aux élèves à l'école primaire ainsi qu'au collège. Ce résultat est commun aux deux catégories d'élèves. Le développement des diverses dispositions motivationnelles ne dépend pas de l'organisation de la classe. Concernant l'effet de la motivation sur les résultats des élèves la régulation externe influence négativement les performances scolaires et la régulation identifiée exerce un effet positif et remarquable sur les apprentissages en français. En suivant la « Théorie des buts d'accomplissement » (Elliot & Dweck, 2005) nous avons examiné l'effet des pratiques pédagogiques des enseignants et du milieu motivationnel perçu par les élèves sur la réussite scolaire. Nous avons constaté des résultats contradictoires à différents niveaux. Les variables de contexte semblent produire des résultats en même temps positifs et négatifs par rapport aux disciplines; l'effet des variables examinées varie selon le degré d'instruction avec des écarts entre l'école primaire et le collège et du niveau de motivation, ne nous permettant pas de tirer des conclusions absolues."

POUNCHOU-GUILHAMOT Stéphane. La prévention des risques psychosociaux chez les enseignants du second degré public. Thèse en Sciences de gestion, soutenue en 2017, sous la dir. de Véronique PILNIERE (Université de Pau et des Pays de l'Adour)

"La prévention des risques psychosociaux (RPS) est une question largement débattue dans les organisations aujourd'hui. Le corps enseignant ne fait pas exception. Malgré certaines actions mises

en œuvre pour traiter ce problème chez les enseignants, le constat reste celui de la faible efficacité de ces démarches. Il se pose donc la question des conditions nécessaires à la mise en œuvre d'une prévention primaire effective des RPS chez les enseignants. Notre travail se **100**tre sur le cas des enseignants du second degré public. Celui-ci a l'ambition d'apporter des éléments de réponse à cette question. Pour cela, à partir de la littérature, nous avons approfondi les différentes approches mobilisées pour la prévention des RPS. Nous faisons le constat que ces approches sont **100**tiellement individuelles, c'est-à-dire **100**trées sur l'enseignant comme facteur explicatif en lui-même des RPS : le système considéré se résumant alors aux éléments « enseignant-élèves ». De notre point de vue, cette représentation du système considéré est réductrice. Nos réflexions nous amènent à envisager le système sous le prisme de la pensée complexe. Nous proposons donc un nouveau système, dans lequel l'enseignant n'est qu'un élément parmi d'autres. Nous avons été amené à expérimenter ce système complexe sur le terrain. L'enquête menée, **100**tiellement qualitative, a consisté à approcher, puis à analyser, les représentations des acteurs en interactions. Cette expérimentation nous a conforté dans l'idée que la prévention des RPS doit s'envisager dans un système complexe dont l'enseignant fait partie. Il se dégage de nos résultats des préconisations qui amènent chacun des éléments du système à jouer un rôle actif pour une prévention primaire effective des RPS."

BETTAYEB Nahema. [Concept de soi et miroir social des enfants en milieu scolaire : étude du rôle des processus de comparaison sociale de soi et du soutien social](#). Thèse en psychologie, soutenue en 2017, sous la dir. de Colette SABATIER (Université de Bordeaux)

"L'objectif de cette thèse est d'examiner comment les caractéristiques propres des enfants en milieu scolaire contribuent au lien entre le miroir social et l'élaboration du concept de soi. Cette recherche s'inscrit dans une approche psychosociale de la construction du concept de soi et s'appuie sur les ancrages théoriques de James (1890), Baldwin (1897), Wallon (1959) et plus particulièrement sur les travaux de Cooley (1902) concernant le miroir social. Les travaux de Nurra & Pansu (2009) ont permis d'améliorer l'opérationnalisation du miroir social en prenant en compte le rôle médiateur des perceptions que l'enfant prête aux autres significatifs verticaux (parents et enseignant). Pourtant des travaux montrent que les pairs (autres horizontaux) participent également au miroir social (Hue, 2006) et l'enfant évalue ses propres compétences en les comparant avec celles de ses pairs (Boissicat, et al., 2012). Ce travail propose de développer le modèle du miroir social en y intégrant les perceptions prêtées par l'enfant à ses enseignants et à ses pairs, la comparaison sociale de soi et le soutien social dans l'élaboration du concept de soi. Le recueil des données a été réalisé dans 6 écoles primaires auprès de 43 enseignants et de 1073 enfants du CE1 au CM2 (51,35% de filles). Globalement, les résultats montrent à la fois des effets médiateurs et des effets modérateurs. Le lien entre les évaluations de l'enfant par l'enseignant et la confiance en soi est partiellement médiatisé par les perceptions prêtées par l'enfant à son enseignant (33% de variance expliquée). Pour les évaluations de l'enfant par les pairs, les résultats se différencient en trois groupes selon les dimensions de nominations les plus saillantes. Pour le groupe évalué par les pairs de façon élevée sur la dimension « compétent ajusté », le lien entre les évaluations de l'enfant par les pairs et la confiance en soi est partiellement médiatisé par les perceptions prêtées par l'enfant à ses pairs (41% de variance expliquée). Pour le groupe évalué par les pairs de façon élevée sur la dimension « difficultés scolaires », le lien entre les évaluations de l'enfant par ses pairs et la confiance en soi est médiatisé par les perceptions prêtées par l'enfant à ses pairs (40,4% de variance expliquée). Les résultats indiquent également le rôle modérateur de la comparaison sociale, du soutien social et de

l'importance accordée aux domaines dans les autoévaluations des enfants. Cette thèse souligne ainsi l'intérêt de considérer le lien complexe entre l'enfant et le milieu scolaire."

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John Strauss, Firman Witoelar, Qinqin Meng, Xinxin Chen, Yaohui Zhao, Bondan Sikoki, Yafeng Wang. [Cognition and SES Relationships Among the Mid-Aged and Elderly: A Comparison of China and Indonesia](#). NBER Working Paper No. 24583, May 2018

In this paper, we use a measure of fluid intelligence, an adaptive number series test, to measure that part of cognition for respondents in two developing countries: China and Indonesia, both with very low educated elderly populations. This test was specially adapted by us and our collaborators from measures used in the United States to better fit such populations. We also use a measure of episodic memory and one measuring mental state intactness and examine their distributions and then the socio-economic gradients associated with each, concentrating on gender differences and how those change as SES and variables measuring community development are added.

We find large variation in our cognition measures in both countries, even among those 60 and over with no schooling. We explore the bivariate socio-economic gradients for these measures, separately for different age groups: 45-59 and 60 and above. We find strong gender, education and rural-urban gradients. Of these, the education gradient is the strongest, followed by the rural-urban gradient. China has a stronger rural-urban gradient than Indonesia, which is associated with the hukou residential permit system in China.

We find a significant, negative multivariate differential for women, that is significantly larger in China than Indonesia. The gender differential in both countries is smaller for the mid-aged, 45-59, for whom the gender schooling differentials are smaller. The gender differential declines substantially, and the China-Indonesia differential disappears once we control for SES characteristics. Adding community measures related to mean schooling and asset levels does not affect the gender differential.

Schooling levels are monotonically and significantly related to higher levels of cognition for all three of the variables we use. The magnitudes of the schooling coefficients are relatively large. Higher log of household per capita expenditure (pce) is positively associated with cognition, more so in China. Other SES characteristics such as height, are also positively related to the cognition measures, again more strongly so in China. Rural respondents have substantially lower levels of cognition measures, with a significantly stronger gradient in China. Mean community level schooling and log pce are also positively related to cognition outcomes, especially for elderly women.

Nancy L. Stokey. [Technology and Skill: Twin Engines of Growth](#). NBER Working Paper No. 24570, May 2018

A model is developed in which two complementary forms of investment contribute to growth—technology and skill acquisition, and growth takes two forms—TFP and variety growth. The rate of TFP growth depends more heavily on the parameters governing skill accumulation, while variety growth depends, roughly, on the difference between the parameters governing technology and skill accumulation. Conditions for the existence of a BGP are established, and the effects of various parameters are characterized. In an example, subsidies to skill acquisition (technology acquisition)

are powerful tools for stimulating TFP growth (variety growth). Investment incentives off the BGP are also explored.

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[Minimum Age Requirements and the Impact of School Choice](#)

Cáceres-Delpiano, Julio (Universidad Carlos III de Madrid); Giolito, Eugenio P. (Universidad Alberto Hurtado)

Abstract: Using several data sources from Chile, we study the impact of school choice at the time of starting primary school. To study the contribution of school choice, we exploit the combination of multiple cutoffs defining the minimum age at entry, and the difference across municipalities in the composition of the schools according to these cutoffs. Children living in the same municipality, and whose birthday differs by a few days not only have their incentives to delay school entry affected, but also face, in case of not delaying, a different set of schools. We show that a larger set of schools increases the probability of starting in a better school, measured by non high-stakes examination. Moreover, this quasi-experimental variation reveals an important reduction in the likelihood of dropping out, and a reduction in the probability that a child would switch schools during her/his school life. Secondly, for a subsample of students who have completed high school, we observe that a larger school choice at the start of primary school increases students' chance of taking the national examination required for higher education and the likelihood of being enrolled in a selective college.

[How and Why Wharton Business School became World Topper – A Case Study on Organizational Quest for Excellence of First US Business School](#)

Aithal, Architha; Aithal, Sreeramana

After accepting quality higher education as service, many global business schools are competing to attract intelligent students to various innovative courses and by training them to become further smart, providing better challenging placements in the corporate sector with lucrative salaries. Such schools competing globally by differentiating their education model through top-level infrastructure, globally competitive faculty member, providing industry oriented and research-based curriculum, customized curriculum and teaching methods through providing a choice from an infinite number of electives, and competence based examination and evaluation system. Recent ranking results announced by the USA based Elsevier's SSRN identified Wharton Business School of the University of Pennsylvania, USA as Ranked ONE business school in the world in terms of its number of annual research paper publications. Wharton's 235-plus professors are one of the largest, most published faculties at any business school. The standing and affiliated faculty members of WBS work within and collaborate across 10 academic departments. For 2019 outgoing MBA batch, the school admitted 863 students from 65 countries out of 6,692 applicants. In this paper, we have analysed the operational and business strategy of Wharton business school in its quest for excellence and courage to innovate decisions on academic performance and research performance and compared with its competitors in the same country like Booth School of Business, Harvard B-School, Stanford Graduate B-School, Stern B-School, Columbia B-School, and Sloan B-School.

[Estimating a Model of Qualitative and Quantitative Education Choices in France](#)

Belzil, Christian (Ecole Polytechnique, Paris); Poinas, François (Toulouse School of Economics)

Abstract: We estimate a structural model of education choices in which individuals choose between a professional (or technical) and a general track at both high school and university levels using French panel data (Génération 98). The average per-period utility of attending general high school (about 10,000 euros per year) is 20% higher than that of professional high school (about 8000 euros per year). About 64% of total higher education enrollments are explained by this differential. At the same time, professional high school graduates would earn 5% to 6% more than general high school graduates if they both entered the labor market around age 18. The return to post-high school general education is highly convex (as in the US) and is reaped mostly toward the end of the higher education curriculum. Public policies targeting an increase in professional high school enrollments of 10 percentage points would require a subsidy of 300 euros per year of professional high school.

[Are good researchers also good teachers? The relationship between research quality and teaching quality](#)

Ali Palali (CPB Netherlands Bureau for Economic Policy Analysis); Roel van Elk (CPB Netherlands Bureau for Economic Policy Analysis); Jonneke Bolhaar (CPB Netherlands Bureau for Economic Policy Analysis); Iryna Rud

We investigate the relationship between research quality and teaching quality using data from Maastricht University, the Netherlands, where students are randomly allocated to different teachers within the same course. We measure research quality by the publication records of the teachers and teaching quality by both student evaluations of the teachers and final student grades. We find that being taught by teachers with high quality publications leads to higher grades for master students. This is not fully reflected in the student evaluations of teachers. Master students do not give higher scores to teachers with high quality of publications, bachelor students give lower scores.

[The Long-Term Spillover Effects of Changes in the Return to Schooling](#)

Ran Abramitzky; Victor Lavy; Santiago Pérez

Abstract: We study the short and long-term spillover effects of a pay reform that substantially increased the returns to schooling in Israeli kibbutzim. This pay reform, which induced kibbutz students to improve their academic achievements during high school, spilled over to non-kibbutz members who attended schools with these kibbutz students. In the short run, peers of kibbutz students improved their high school outcomes and shifted to courses with higher financial returns. In the medium and long run, peers completed more years of postsecondary schooling and increased their earnings. We discuss three main spillover channels: diversion of teachers' instruction time towards peers, peer effects from improved schooling performance of kibbutz students, and the transmission of information about the returns to schooling. While each of these channels likely contributed to improving the outcomes of peers, we provide suggestive evidence that the estimates are more consistent with the effects operating mainly through transmission of information.

[Teacher Performance Pay in the United States: Incidence and Adult Outcomes](#)

Bond, Timothy N. (Purdue University); Mumford, Kevin J. (Purdue University)

Abstract: This paper estimates the effect of exposure to teacher pay-for-performance programs on adult outcomes. We construct a comprehensive data set of schools which have implemented teacher performance pay programs across the United States since 1986, and use our

data to calculate the fraction of students by race in each grade and in each state who are affected by a teacher performance pay program in a given year. We then calculate the expected years of exposure for each race-specific birth state-grade cohort in the American Community Survey. Cohorts with more exposure are more likely to graduate from high school and earn higher wages as adults. The positive effect is concentrated in grades 1-3 and on programs that targeted schools with a higher fraction of students who are eligible for free and reduced lunch.

[Fading Out Effect or Long Lasting Nudge? The impact of a Conditional Cash Transfer Program Beyond Starting the School Year in Argentina](#)

María Edo (UdeSA & CONICET); Mariana Marchionni (CEDLAS-FCE-UNLP & CONICET)

Abstract: We estimate the impact on education outcomes of the Universal Child Allowance (AUH), a massive conditional cash transfer program targeted at young children of unemployed and informal workers launched in Argentina in late 2009. Evidence from previous works suggests that the AUH has had a significant positive impact on attendance rates at the beginning of the school year, but concentrated on boys in upper-secondary school. In this paper we study the effects on other education outcomes: intra-year dropout rates and primary school completion rates. We find that the AUH may be held responsible for significant improvements in both outcomes while the analysis highlights heterogeneous effects across age groups and gender. In particular, the AUH seems to have contributed to reduce intra-year dropout rates of eligible girls aged 12 to 14 (almost 4 p.p.) and 15 to 17 (7 p.p.) while no effects were found for children aged 6 to 11 or for boys, irrespective of age. The program seems to have also increased the probability of graduating from primary school of over-aged eligible children (1.4 p.p. for boys aged 12 to 14, almost 3 p.p. for girls in that age range and 2 p.p. for boys in the 15-17 age group). These results suggest that beyond the effects on school access indicators, the AUH may also contribute to the improvement of final outcomes in education. Nevertheless, the evidence also indicates that there is room for improvements in the design of the program aimed at enhancing these long term effects.

[Micro-Supply Capacity Assessment and Quality of Education for the Public Sector Schools in Punjab \(Pakistan\)](#)

Hameed, Abdul; Padda, Ihtsham ul Haq; Dahar, Muhammad Arshad

Abstract: Education is an essential input for economic development and is one of the basic human rights. Basically, education provides and contributes to the quality of human assets to achieve all development goals, such as poverty reduction, gender empowerment, improving human capital, and enhances socioeconomic benefits. However, unfortunately, education is the one of the deprived sector and its targets have not been achieved in Pakistan in the past decades. This paper contributes to understanding the micro-supply capacity assessment for the public sector schools of Punjab, using annual school census 2014 and monthly schools reports. It adopts the micro-supply capacity assessment method prepared by the World Bank consulting firm GEDES0 (2014). The study shows that 45 percent schools in Punjab are deficient with respect to infrastructure and faculty. Out of 45 percent deficient schools 69 percent are primary schools. Overall, more than 50 percent students are enrolled in the deficient schools. To enroll the 3.2 million school-age children and enhance the quality of education, the government of Punjab should focus on the development of infrastructure and minimizing of lack of faculty, especially in the primary schools.

[Parental Occupation and Children's School Outcomes in Math](#)

Giannelli, Gianna Claudia (University of Florence); Rapallini, Chiara (University of Florence)

We find a positive relationship between math attitude and students' math scores using data obtained from PISA 2012 and a 2SLS model. Math attitude is approximated by three subjective measures: parental attitude and student instrumental motivation, which assess beliefs about math importance for the job market, and student math anxiety. The presence of one family member in a math-related career is our instrumental variable. Regardless of the proxy that is used for math attitude, an increase of one standard deviation increases the student score by at least 40 points, the equivalent of one year of schooling.

[RELIER: a network to work together and promote quality within French universities](#)

Caroline Censier-Calmus (URCA - Université de Reims Champagne-Ardenne); Thierry Bontems (Pacte, Laboratoire de sciences sociales - UPMF - Université Pierre Mendès France - Grenoble 2 - UJF - Université Joseph Fourier - Grenoble 1 - IEPG - Sciences Po Grenoble - Institut d'études politiques de Grenoble - CNRS - **100**tre National de la Recherche Scientifique - UGA - Université Grenoble Alpes); Sabine Goulin (DAPEQ - DAPEQ - Délégation à l'Aide au Pilotage Et à la Qualité - UL - Université de Lorraine, UL - Université de Lorraine)

The purpose of this communication is to present a very recent initiative lead by the French higher education and research institutions (ESR) : the creation of a network of quality referents named Higher Education and Research Quality Network : RELIER (for REseau quaLité pour l'Enseignement supérieur et la Recherche) which aims to connect (relier in French) universities, institutes, colleges and engineering schools. Established by and for higher education and research institutions in order to support organizational, management, evaluation and improvement initiatives, this network gathers the people in charge of quality assessment within their institutions on both a political and an operational level. A 15-people steering committee was introduced in January 2013. Gathering every six weeks this committee's main objective is to reinforce a quality culture within the ESR, share good practices, promote and favor the appropriation of the reference tables and the standards of quality for a better management of the institutions.

[Investigation of Business Strategies in Higher Education Service Model of Selected Private Universities in India](#)

Aithal, Sreeramana; Kumar, Anil; M, Madhushree; R, Revathi

Many Countries in the globe have adopted private University system as a part of their higher education offering strategy. India, being second in the number of private universities in the World, has given exactly 50 % shares to privately governed Universities (Private & Deemed to be universities together) and remaining 50% are Govt. Funded universities (Central & State Govt. together). Presently in India, there are 264 private universities spread over 22 states. Due to non-availability of any financial support from the state and central governments, private universities are trying to sustain through their only strategy of service differentiation through 21st century curriculum and industry integrated programme design. In this paper, we have studied the business strategies of some of the private universities in India which include Admission Strategies, Growth strategies, Innovative strategies, Research Strategies, Collaboration Strategies, Placement Strategies, and Technology adoption strategies to add competitive values to services provided to the stakeholders. The paper also suggests some recommendations based on the observations and intuition to

contribute to the business strategies to improve the performance and brand image of private universities.

[On the Optimal Progressivity of Higher Education Subsidies: the Role of Endogenous Fertility](#)

Vera Tolstova

I develop a simple dynastic model in the style of Barro and Becker, with endogenous fertility and human capital accumulation, to quantify the optimal progressivity of higher education subsidies. I find that the optimal policy is characterised by a higher degree of progressivity than current U.S. education subsidies. Additionally, the relation between progressivity of education policy and welfare/population growth is hump-/ U-shaped respectively. While an assumption of endogenous fertility is quantitatively important, heterogeneity in fertilities is sufficient to generate these results. This is because welfare gains from more progressive subsidies are driven not only by decreases in fertility rates of low income individuals, but also by the fact that their children transit to states associated with higher incomes and, consequently, relatively low fertilities.

[Education mismatch in Europe at the turn of the century: Measurement, intensity and evolution](#)

Muñoz de Bustillo, Rafael; Sarkar, Sudipa; Sebastián, Raquel; Antón, José-Ignacio

The purpose of this paper is to present the stylized facts of over-education among European graduates over time (1998-2013), paying special attention to the measurement issues. Design/methodology/approach. The authors use two different sources, the Programme for the International Assessment of Adult Competencies 2012, and the European Union Labour Force Survey 1998-2013, with two different aims. We employ the first one to make a detailed analysis of the different forms of measuring over-education and its implications in terms of the result obtained. The analysis of the second one responds to study the evolution and characteristics of over-education in Europe. Findings. In first place, the paper provides evidence of the high level of sensitivity of the level of measured over-education to the type of methodology used. Such difference is even higher when we focus on skills versus educational mismatch. The work also shows how with all their shortcomings, the measures of over-education used in the analysis point to the existence of convergence in over-education levels among the European countries of the sample (only interrupted by the crisis), in a context of reduction of over-education rates in many countries. Practical implications. Researchers should be particularly careful when estimating over-education, because of the strong implications in terms of the so different results obtained when choosing between competing methods. Originality/value. The analysis abound in the implications of the use of different methodologies of estimating over-education in terms of both size and ranking among European countries. The production of long-run and updated estimates of over-education for a large sample of countries using a homogenous database and different estimation methods. Paper type. Research paper.

[Educational Quality Thresholds in the Diffusion of Knowledge with Mobile Phones for Inclusive Human Development in Sub-Saharan Africa](#)

Asongu, Simplicie; Nwachukwu, Jacinta

Abstract: The study investigates critical masses or thresholds of educational quality at which the diffusion of information with mobile phones enhances inclusive human development. The empirical evidence is based on simultaneity-robust Fixed Effects regressions with data from 49 Sub-Saharan African countries for the period 2000–2012. The following findings are established: (1) There

are positive marginal and net effects on inclusive development from the interaction between mobile phones and educational quality, (2) Between 10 and 27 pupils per teacher is needed in primary education in order for mobile phones to enhance inclusive human development, (3) From a comparative dimension: (i) English Common law countries enjoy higher net effects compared to their French Civil law counterparts, (ii) positive net effects are more obvious in politically stable (vis-à-vis politically unstable) countries, (iii) positive net impacts are also more apparent in resource-poor (vis-à-vis resource-rich) countries, (iv) low income (vis-à-vis higher income) countries have a higher net effect on inclusive development, (v) landlocked (vis-à-vis unlandlocked) countries experience higher net effects and (iv) Islam-dominated countries have a slightly higher net impact compared to their Christian-oriented counterparts.

[Whoever Has Will Be Given More: Child Endowment and Human Capital Investment](#)

Liyousew G. Borga; Myroslav Pidkuyko

Using a unique longitudinal survey from Ethiopia, we investigate whether resource constrained parents reinforce or attenuate differences in early abilities between their children. We propose a simple model that allows for sibling interactions. To overcome the endogeneity associated with measures of endowment, we construct a measure of human capital at birth that is plausibly net of prenatal investment. We estimate a sibling fixed-effect model to account for bias due to unobserved family-specific heterogeneity. We find that parents reinforce educational inequality: inherently healthy children are more likely to attend preschool, be enrolled in elementary school, and have more expenses incurred towards their education. Health inputs are allocated in a compensatory manner. Creation-Date: 2018-03

[Labour market forecasts by education and occupation up to 2022](#)

Bakens, Jessie (ROA / Education and occupational career); Fouarge, Didier (ROA / Dynamics of the labour market); Peeters, Tim (ROA / Human capital in the region)

Abstract: As part of the Education and Labour Market Project (POA), the Research Centre for Education and the Labour Market (ROA) develops a number of research activities aimed at a better understanding of the medium-term developments in supply and demand on the Dutch labour market. These activities include analyses of the match between skills supply and demand, the development of labour market indicators for the current equilibrium between supply and demand, and labour market forecasts of supply and demand by industry, occupation, education, and region.

[The Geography of Talent: Development Implications and Long-Run Prospects](#)

Michal Burzynski (CREA - Center for Research in Economic Analysis - Uni.lu - Université du Luxembourg); Christoph Deuster (UCL IRES - Institut de recherches économiques et sociales - UCL - Université Catholique de Louvain, UNINOVA - Universidade Nova de Lisboa); Frédéric Docquier (UCL IRES - Institut de recherches économiques et sociales - UCL - Université Catholique de Louvain, FERDI - Fondation pour les Etudes et Recherches sur le Développement International, FNRS - Fonds National de la Recherche Scientifique [Bruxelles])

This paper characterizes the recent evolution of the geographic distribution of talent, and studies its implications for development inequality. Assuming the continuation of recent educational and immigration policies, it produces integrated projections of income, population, urbanization and human capital for the 21st century. To do so, we develop and parameterize a two-sector, two-class, world economy model that endogenizes education decisions, population growth, labor mobility, and

income disparities across countries and across regions/sectors (agriculture vs. nonagriculture). We find that the geography of talent matters for global inequality, whatever the size of technological externalities. Low access to education and the sectoral allocation of talent have substantial impacts on inequality, while the effect of international migration is small. We conclude that policies targeting access to all levels of education and sustainable urban development are vital to reduce demographic pressures and global inequality in the long term.

[Intergenerational Earnings Persistence and Economic Inequality in the Long-Run: Evidence from French Cohorts, 1931-1975](#)

Lefranc, Arnaud (University of Cergy-Pontoise)

This paper analyzes long-term trends in intergenerational earnings persistence in France for male cohorts born between 1931 and 1975. This time period has witnessed important changes in the French labor market and educational system, in particular an important compression of earnings differentials as well as a large expansion in access to secondary and higher education. Using a two-sample instrumental variables approach, I estimate two measures of intergenerational economic persistence: the intergenerational earnings elasticity (IGE) and the intergenerational correlation (IGC). Over the period, the IGE exhibits a V-shaped pattern. It falls from a high of value of .6 for cohorts born in the 1930s to around .4 for those born in the 1950s, but subsequently rises to a level close to the beginning of the period. In contrast, the IGC remains relatively stable over the period. This suggests that changes in the IGE are partly driven by transitory responses to changes in cross-sectional inequality rather than long-term changes in the degree of intergenerational persistence.

[Optimal Education Policy and Human Capital - Accumulation in the Context of Brain Drain](#)

Slobodan Djajić (The Graduate Institute, Geneva); Frédéric Docquier (UCL IRES - Institut de recherches économiques et sociales - UCL - Université Catholique de Louvain, FNRS - Fonds National de la Recherche Scientifique [Bruxelles], FERDI - Fondation pour les Etudes et Recherches sur le Développement International); Michael Michael (University of Cyprus [Nicosia])

Abstract: This paper revisits the question of how brain drain affects the optimal education policy of a developing economy. Our framework of analysis highlights the complementarity between public spending on education and students' efforts to acquire human capital in response to career opportunities at home and abroad. Given this complementarity, we find that brain drain has conflicting effects on the optimal provision of public education. A positive response is called for when the international earning differential with destination countries is large, and when the emigration rate is relatively low. In contrast with the findings in the existing literature, our numerical experiments show that these required conditions are in fact present in a large number of developing countries; they are equivalent to those under which an increase in emigration induces a net brain gain. As a further contribution, we study the interaction between the optimal immigration policy of the host country and education policy of the source country in a game-theoretic framework.


[Social and emotional skills for student success and well-being: Conceptual framework for the OECD study on social and emotional skills](#)

Oleksandr S. Chernyshenko (University of Western Australia); Miloš Kankaraš (OECD); Fritz Drasgow (Drasgow Consulting Group)


In an increasingly fast-changing, complex and diverse world, social and emotional skills are becoming ever more important. In this paper we present an overview of literature on social and emotional

skills, describing the nature and structure of these skills, their development, malleability and factors that influence them, their cross-cultural comparability and their relevance for a wide range of educational, economic and life outcomes. The paper also represents a conceptual framework for the OECD's new Study on Social and Emotional Skills, an international survey that assesses 10- and 15-year-old students in a number of cities and countries around the world. We focus on the underlying skills within and outside of the widely researched Big Five model that are found to be more predictive and policy relevant. We examine the relationships of these skills with a variety of indicators of individual and societal well-being such as education, employment and income, health, and personal well-being. The paper discusses the structure of child's social and emotional skills and the developmental trajectories of these skills across a lifetime. It presents the evidence of malleability of these skills as well as their relevance across a wide range of cultural contexts.

[RELIER: a network to work together and promote quality within French universities](#)

Caroline Censier-Calmus (URCA - Université de Reims Champagne-Ardenne); Thierry Bontems (Pacte, Laboratoire de sciences sociales - UPMF - Université Pierre Mendès France - Grenoble 2 - UJF - Université Joseph Fourier - Grenoble 1 - IEPG - Sciences Po Grenoble - Institut d'études politiques de Grenoble - CNRS - tre National de la Recherche Scientifique - UGA - Université Grenoble Alpes); Sabine Goulin (DAPEQ - DAPEQ - Délégation à l'Aide au Pilotage Et à la Qualité - UL - Université de Lorraine, UL - Université de Lorraine)

The purpose of this communication is to present a very recent initiative lead by the French higher education and research institutions (ESR) : the creation of a network of quality referents named Higher Education and Research Quality Network : RELIER (for REseau quaLité pour l'Enseignement supérieur et la Recherche) which aims to connect (relier in French) universities, institutes, colleges and engineering schools. Established by and for higher education and research institutions in order to support organizational, management, evaluation and improvement initiatives, this network gathers the people in charge of quality assessment within their institutions on both a political and an operational level. A 15-people steering committee was introduced in January 2013. Gathering every six weeks this committee's main objective is to reinforce a quality culture within the ESR, share good practices, promote and favor the appropriation of the reference tables and the standards of quality for a better management of the institutions.

L'objectif de cette communication est de présenter une toute réte initiative au sein des établissements supérieurs d'enseignement et de recherche français (ESR) : la création d'un réseau des référents de la qualité dénommé REseau quaLité pour l'Enseignement supérieur et la Recherche : RELIER, qui a pour vocation de relier des universités, des instituts, des écoles d'ingénieurs. Constitué par et pour les établissements supérieurs d'enseignement et de recherche afin de soutenir les démarches d'organisation, de pilotage, d'évaluation et d'amélioration avec les outils de la qualité, ce réseau regroupe des acteurs en charge de la démarche qualité au sein de leur établissement, au niveau politique comme opérationnel. Un comité de pilotage de 15 personnes a été mis en place en janvier 2013. Il se réunit toutes les six semaines, son objectif principal est de renforcer une culture de la Qualité dans les ESR, former les acteurs et partager des bonnes pratiques, faire connaître et favoriser l'appropriation de référentiels et standards de la qualité pour un meilleur pilotage des établissements.

[Chasing student satisfaction in the delivery of property higher education](#)

Kathryn Robson; Guillermo Aranda-Mena; James Baxter

Purpose: Customer satisfaction has been a goal within the services marketing area for many years. There has been considerable debate over whether higher education students are customers. Funding sources for higher education (HE), regard student satisfaction as one of the measurable components of a university's success in Australia. If it is accepted that HE students are indeed customers, then the marketing models that are applied to services marketing clients could also be applicable within the higher education arena. Methodology Approach: The research methodology chosen for this paper is a combination of Interpretivism and Critical Incident Theory. The authors have used open interviewing and open ended questionnaires to encourage open dialogue between the researcher and those being questioned. A questionnaire was developed using Qualtrics, which was delivered to every property undergraduate student in Australia. Findings: The current Australian HE student is contributing towards the cost of their tertiary education in a considerable way. For this reason and many others, modern HE students have different needs and expectations from students in the past and they are similar to any other service customer. Responses from the interviews and the questionnaire indicate a degree of dissatisfaction with issues around teaching quality and delivery, out-dated and inappropriate materials and the lack of practical application such as formal work experience, site visits and case studies. Originality: This research seeks to evaluate higher education property student satisfaction and identify important factors that universities can concentrate on in their goal of improving the student experience.

[Leveling the Playing Field for High School Choice: Results from a Field Experiment of Informational Interventions](#)

Sean P. Corcoran; Jennifer L. Jennings; Sarah R. Cohodes; Carolyn Sattin-Bajaj

We conducted a field experiment in 165 high-poverty New York City middle schools to help students navigate a complex high school choice process and access higher-performing schools. Students in treatment schools were given a customized one-page list of proximate high schools with a graduation rate at or above the city median (70%). Some also received a supplemental list highlighting academically non-selective schools or high schools organized by academic interest area. The interventions changed student application behavior in ways that led to more matches to higher-performing schools. While treatment students did not apply to higher graduation rate schools, they applied to schools where their odds of admission were higher, were more likely to receive their first-choice high school, and were less likely to match to a school with a low graduation rate. Our findings also suggest that informational interventions may not reduce inequality, since both disadvantaged and comparatively advantaged students used our materials, and in some cases the latter benefited more from them by applying and matching to more schools on our lists. Students in non-English speaking households, who were particularly responsive to the intervention and were much less likely to match to a low-performing school, were one notable exception to this pattern.

[The Last of the Lost Generations? Formal and Non-Formal Education in Ghana during Times of Economic Decline and Recovery](#)

Blunch, Niels-Hugo; Hammer, Jeffrey S.

Using a cohort approach, this paper examines educational attainment in Ghana and its potential determinants considering both educational attainment in the formal education system and participation in non-formal education in the form of adult literacy programs. The results indicate an overall substitution between formal and non-formal education across the generations, with participation in adult literacy programs decreasing as the formal education system expanded its

coverage across space and time in Ghana. Individuals who completed any formal education were also much less likely to participate in adult literacy programs, by about 10 percentagepoints per year of formal education completed. Additionally, the generations subject to the declining education system during the 1970s were substantially disadvantaged, with the cohort that was roughly of primary school age at the time of the economic breakdown in 1983 and the first few years thereafter being the last of the disadvantaged cohorts—the “lost generations.” This is especially true for the particularly vulnerable group of individuals who never received any formal education, where the crisis cohort peaked in terms of adult literacy program participation relative to later (and earlier) cohorts, possibly in response to a decrease in the quality of the formal education system as well as increased competition from returning refugees. We perform a simple test for the declining quality of the formal education system in the 1970s and find evidence consistent with a decrease in the quality in the education system during the 1970s, followed by an increase in quality thereafter.

[The School-Entry-Age Rule Affects Redshirting Patterns and Resulting Disparities in Achievement](#)

Philip J. Cook; Songman Kang

Since, other things equal, older children do better in school, the extent and pattern of delayed entry affects observed patterns in academic performance. This paper provides three new sets of relevant findings, utilizing comprehensive data on birth cohorts of children who enrolled in first grade in North Carolina public schools.: (1) Delayed entry (redshirting) reduces the male-female achievement gap by 11%; (2) For each of 6 groups defined by sex and race/ethnicity, the likelihood of redshirting is strongly inversely related to academic ability; and (3) A recent shift in the cut date to earlier in the calendar year reduced redshirting, and provided clear evidence that parental decisions are tied to the absolute age of the child rather than age relative to classmates. The adaptation of redshirting to changes in the cut date is an important mechanism by which such changes affect patterns in academic outcomes.

[The Effects of Student Feedback to teachers: Evidence from a Field Experiment](#)

Margaretha Buurman (VU Amsterdam, Netherlands); Josse (J.) Delfgaauw (Erasmus University Rotterdam); Robert (A.J.) Dur (Erasmus University Rotterdam, CESifo, IZA); Robin Zoutenbier (Ministry of Finance, The Netherlands)

Abstract: We conducted a field experiment to examine the effects of student feedback to teachers at a large Dutch school for intermediate vocational education. Students evaluated all teachers, but only a randomly selected group of teachers received feedback. Additionally, we asked all teachers before as well as after the experiment to assess their own performance on the same items. We find a precisely estimated zero average treatment effect of receiving feedback on student evaluation scores a year later. Only those teachers whose self-assessment before the experiment is much more positive than their students' evaluations improve significantly in response to receiving feedback. We also find that provision of feedback reduces the gap between teachers' self-assessment and students' assessment, but only to a limited extent. All of these results are driven by the female teachers in our sample; male teachers turn out to be unresponsive to student feedback.

[The effects of educational mismatch on inventor productivity. Evidence from Sweden, 2003-2010](#)

Igna, Ioana A. (Department of Economics, University of Perugia)

Abstract: This paper investigates the influence on inventor productivity of the imperfect occupational match, measured as the number of years of education in excess and in deficit to the

required level (educational mismatch). The empirical model draws on a unique database that matches information about individual inventor characteristics, such as age, experience and gender, with patenting performance in Sweden over the period 2003-2010. The results suggest that over-educated (OE) inventors file a number of patents higher than inventors who are appropriately matched (RE), but perform poorly than well-matched inventors who hold a similar level of education. Conversely, under-educated (UE) inventors file a total number of patents lower than inventors who are well-matched (RE), but more than well-matched ones who hold the same level of education. These results conform to the hierarchical pattern of ORU model, well-documented in the literature relating the employees' wages to educational mismatch (i.e. $RE > OE > UE$). We find that significant differences in returns to education across match and mismatch categories remain even after controlling for individual ability. Our findings are robust to controlling for differences between younger and older inventors, geographical areas and industry of work.

[Macroeconomic consequences of the demographic and educational transition in Poland](#)

Aleksandra Kolasa (University of Warsaw)

Soon after the start of the transition to market economy in the early 1990s, Poland has experienced both a dramatic decline in the fertility rate and an increase in the share of students among young high-school graduates. These two processes significantly changed the age structure of the population and average income characteristics of households. Using a general equilibrium model with heterogeneous households and uninsured income shocks I try to assess the impact of these demographic and educational changes on the Polish economic performance and inequalities. I find that in the long term the positive effects of educational transition on output per capita more than offset the negative impact of lower fertility, but the outcome strongly depends on the adjustments in the structure of labor demand. I also show that the educational transition increases income and consumption inequalities, while the demographic transition decreases inequality in assets.

[Exposure to more female peers widens the gender gap in STEM participation](#)

Anne Ardila Brenøe; Ulf Zölitz

This paper investigates how high school gender composition affects students' participation in STEM college studies. Using Danish administrative data, we exploit idiosyncratic within-school variation in gender composition. We find that having a larger proportion of female peers reduces women's probability of enrolling in and graduating from STEM programs. Men's STEM participation increases with more female peers present. In the long run, women exposed to more female peers earn less because they (1) are less likely to work in STEM occupations, and (2) have more children. Our findings show that the school peer environment has lasting effects on occupational sorting and the gender wage gap.

[Enlightening Communities and Parents for Improving Student Learning Evidence from Randomized Experiment in Niger](#)

Eiji Koazuka

Providing local communities with authority to manage school resources is a popular education policy in the developing world. However, recent studies suggest that this type of intervention has limited impact on student learning outcomes. To investigate how communities can effectively utilize school resources, we conducted a randomized experiment in Niger by providing school grants and training for school committees to increase communities' awareness of student learning and improve resource

management. The result shows that, when the training was conducted with grant provision, communities increased activities that enhanced student effort, and student test scores in math and French remarkably improved, particularly for low-performing children. As a secondary effect of the training, parents, who have realized their children are not learning the basics at school, increased their contribution to school committees and their support for children's home study. These results suggest that sharing information and knowledge with communities and raising their awareness is a key to enhancing effectiveness of community participation and school grants policy.

[Productivity Gap between Tradable and Non-Tradable Industries and Duality in Higher Education.](#)

Elise S. Brezis (Bar-Ilan University); Gilad Brand

Over the last decades, productivity in the tradable sector rose substantially, while in the non-tradable sector, output per worker has remained the same, despite a similar increase in human capital in both sectors. This paper emphasizes that duality in higher education as well as heterogeneous ability of individuals can explain the differences in labor productivity between tradable and non-tradable industries. The duality in the higher-education sector enables a separation of individuals by their ability, and in consequence, human capital in both industries is different. The heterogeneity in human capital can explain that despite an increase in human capital in both sectors, there is still a gap in productivity. In other words, the productivity gap between tradable and non-tradable sectors is fueled by the duality in higher education, leading to heterogeneity in human capital. In consequence, there is a contrast between on one hand, more mobility across countries, and on the other hand, less mobility between sectors.

[Improving Teacher Quality at Scale: 10 Tips from Practitioners](#)

Clemencia Cosentino; Swetha Sridharan

Enhancing teacher quality is a high priority for the Partnership to Strengthen Innovation and Practice in Secondary Education (PSIPSE)â€”a collaborative of donors seeking to catalyze improvements in secondary education.

[Financial education for the disadvantaged? A review](#)

Entorf, Horst; Hou, Jia

In contrast to the popularity of financial education interventions worldwide, studies on the economic effects of those interventions report mixed results. With a focus on the effect on disadvantaged groups, we review both the theoretical and empirical findings in order to understand why this discrepancy exists. The survey first highlights that it is necessary to distinguish between the concepts of, and the relationships between, financial education, financial literacy and financial behavior to identify the true effects of financial education. The review addresses possible biases caused by third factors such as numeracy. Next, we review theories on financial literacy which make clear that the effect of financial education interventions is heterogeneous across the population. Last, we look closely at main empirical studies on financial education targeted at the migrants/immigrants, the low-income earners and the young, and compare their methodologies. There seems to be a positive effect on short-term financial knowledge and awareness of the young, but there is no proven evidence on long-term behavior after being grown up. Studies on financial behavior of migrants and immigrants show almost no effect of financial education.

[Corporate real estate strategies for future higher education](#)

Ronald Beckers; Jasper Driessen

Purpose – This paper aims to explore the alignment of Corporate Real Estate (CRE) strategies of Dutch Universities of Applied Sciences (UAS) with the developments in higher education. **Methodology/approach** – The paper first illustrates the key developments in higher education learning and teaching, and relevant CRE management literature. Subsequently, it presents two studies that examine the CRE strategies of large Dutch UAS, to align their CRE with current and potential future developments. These are explored based on interviews and scenario analysis with experts in the field of higher education and CRE management. **Findings** – The findings of the two studies show that CRE in the short term is well aligned with recent and current developments in higher education. Yet, in the long term, CRE-managers in general doubt the probability of some developed scenarios and are not sufficiently prepared for disruptive developments due to inflexibility of the CRE portfolio. **Originality/value** – There is still limited understanding of how to optimally align school buildings to education. Furthermore, the future is unclear. The two studies in this paper contribute to insights about strategies of CRE-managers in the education sector to translate current and assumed developments into future proof accommodations. The presented frameworks and the scenario approach are applicable in other sectors as well

[Do teacher aides help or hurt student achievement? the role of teacher experience](#)

Deal, Cristopher; Stone, Joe A.

Employment of teacher aides in U. S. public schools increased roughly six-fold since 1969. Yet randomized studies of aides find predominantly negative effects on student achievement. This study of public elementary schools in Oregon explores the role of teacher experience in the effectiveness of aides and finds a strong complementarity between aides and teacher experience. The complementarity explains two results of prior studies: negative effects for aides and positive effects primarily for early years of teacher experience. Without complementarity, the effect of aides is negative; with it, the effect is positive for schools with experienced teachers and negative only for schools with inexperienced teachers. Similarly, without complementarity, the effect of experience is negative; with it, the effect is positive for schools that use aides intensively and negative only for schools that do not. The study exploits the longitudinal, hierarchical structure of the Oregon data to estimate a hierarchical linear model with controls for both observed and unobserved influences on individual student achievement. A series of alternative specifications, including a nullification test of causality based on prior test scores suggest robustness for the estimates. Results of the study suggest that prior evidence for the effectiveness of aides is too pessimistic in the context of experienced teachers and that prior evidence for the effectiveness of teacher experience is too pessimistic in the context of schools that use aides intensively. The results also suggest that experienced teachers have expertise important to effective supervision of aides, particularly in schools where teachers are relatively inexperienced and aides are prevalent. Hence, attempts to address problems of large class sizes by adding aides are more likely to be effective in schools with experienced teachers.

[The Distribution of Talent Across Contests](#)

Ghazala Azmat (Département d'économie); Marc Möller (University of Bern)

Do the contests with the largest prizes attract the most able contestants? To what extent do contestants avoid competition? We show that the distribution of abilities is crucial in determining contest choice. Complete sorting exists only when the proportion of high-ability contestants is small. As this proportion increases, high-ability contestants shy away from competition and sorting

decreases, making reverse sorting a possibility. We test our theoretical predictions with a large panel data set containing contest choice over 20 years. We use exogenous variation in the participation of highly able competitors to provide evidence for the relationship among prizes, competition and sorting.

[Immigrant Category of Admission and the Earnings of Adults and Children: How far does the Apple Fall?](#)

Warman, Casey; Webb, Matthew D.; Worswick, Christopher

Immigrants in many Western countries have experienced poor economic outcomes. This has led to a lack of integration of child immigrants (the 1.5 generation) and the second generation in some countries. However, in Canada, child immigrants and the second generation have on average integrated very well economically. We examine the importance of Canada's admission classes to determine if there is an earnings benefit of the selection under the Economic Classes to: 1) the Adult Arrival immigrants and 2) the Child Arrival immigrants (1.5 generation) once old enough to enter the labour market. We employ unique administrative data on landing records matched with subsequent income tax records that also allows for the linking of the records of Adult Arrival parents and their Child Arrival children. We find, relative to the Family Class, the Adult Arrivals in the Skilled Worker category have earnings that are 29% higher for men and 38% higher for women. These differences persist even after controlling for detailed personal characteristics such as education and language fluency at 21% for men and 27% for women. Child Arrival immigrants landing in the Skilled Worker Class have earnings advantages (as adults) over their Family Class counterparts of 17% for men and 21% for women. These Child Arrival Skilled Worker advantages remain at 9% for men and 14% for women after controlling for child characteristics, the Principal Applicant parent's characteristics and the parent's subsequent income in Canada.

[Gender Gap in educational investment and outcome in Japan: Empirical Findings from Japan Child Panel Survey](#)

Hideo Akabayashi (Faculty of Economics, Keio University); Kayo Nozaki (Faculty of Humanities and Social Sciences, Kochi University); Shiho Yukawa (Faculty of Economics, Teikyo University)

Abstract: Recent research suggests that family background such as parental education and poverty may have different influences on children by gender of the child. In developed countries, the gender gap in the proportion majoring in science and mathematics (STEM) does not necessarily shrink as the overall gender disparity narrows in educational achievement. There are, however, few studies on the specific roles of household background, particularly the difference in investment behavior of money and time, and the role of interaction between cognitive ability and non-cognitive ability. In this paper, using the Japan Child Panel Survey, we first examine the gender differences in the test scores of mathematics and language, preference for these subjects, and educational investment from parents. Next, we analyzed whether the family environment has different effects on these variables for each gender. Our main results are follows. Firstly, we did not find statistically significant gender differences in the average score of mathematical test scores and ratio of top 10% students. Compared to boys, girls did not show statistically significant differences in preferences for mathematics, but did showed statistically significant preferences for languages. Secondly, the income elasticity of expenditure on after school activities were larger to girls, especially of expenditure on artistic lessons.

[The Production of Inequalities within Families and Across Generations: The Intergenerational Effects of Birth Order and Family Size on Educational Attainment](#)

Kieron Barclay; Torkild Lyngstad; Dalton Conley

There has long been interest in the extent to which effects of social stratification extend and persist across generations. We take a novel approach to this question by asking whether birth order and sibling group size in the parental generation influences the educational attainment of their children. To address this question we use Swedish population data on cohorts born 1960-1982. To study the effects of parental birth order and family size we apply a cousin fixed effects design and exploit information on twin births in the parents generation. Relative to having a first-born mother, having a second-born or fifth-born mother is associated with educational attainment at age 30 being 4% and 8% of a standard deviation lower, respectively. After adjusting for attained parental education and social class, the parental birth order effect is heavily attenuated. Nevertheless, we do find that children who share the same birth order and gender as their parents attain slightly more education, and this is particularly pronounced when the parents have higher levels of education themselves. We do not find clear or consistent evidence for parental sibling group size effects. Overall our results suggest that birth order and family size effects operate through a Markovian process of transmission.

[Is information and communication technology satisfying educational needs at school?](#)

Ferraro, Simona

This paper assesses how the integration of ICT in education has affected the mathematics test scores for Italian students measured by the Programme for International Student Assessment 2012 data. The problem of endogeneity that affects survey data in this area, is addressed by applying the Bayesian Additive Regression Trees (BART) methodology as in Cabras & Tena Horriillo (2016). The BART methodology needs a prior and likelihood functions using the Markov Chain Monte Carlo (MCMC) algorithm to obtain the posterior distribution. Controlling for socioeconomic, demographic and school factors, the predicted posterior distribution implies an increase, on average, of 16 points in the test scores. The result indicates that the use of ICT at school has a positive and strong impact on mathematic test scores.

[Inequality of educational opportunities and the role of learning intensity: Evidence from a quasi-experiment in Germany](#)

Garcia, Sebastian Camarero

Over the 2000s, many federal states in Germany shortened the duration of secondary school by one year while keeping the curriculum unchanged. Exploiting quasi-experimental variation due to the staggered introduction of this reform allows me to identify the causal effect of increased learning intensity on Inequality of Educational Opportunity (IEOp), the share in educational outcome variance explained by predetermined circumstances beyond a student's control. The reform-induced increase in learning intensity had no short-term effect on IEOp. In the medium term, however, IEOp increased as differences in parental resources gained importance through support opportunities like private tuition adapting to the intensified educational process. The effect is stronger for mathematics/science than for reading, implying the existence of subject-dependent curricular flexibilities. My findings point to the importance of accounting for distributional consequences when evaluating reforms aimed at increasing the efficiency of educational systems and to the role of learning intensity for explaining changes in educational opportunities influencing social mobility.

[Intergenerational wealth mobility and the role of inheritance: Evidence from multiple generations](#)

Adermon, Adrian (IFAU - Institute for Evaluation of Labour Market and Education Policy); Lindahl, Mikael (Department of Economics, University of Gothenburg); Waldenström, Daniel (Paris School of Economics)

This study estimates intergenerational correlations in mid-life wealth across three generations, and a young fourth generation, and examines how much of the parent-child association that can be explained by inheritances. Using a Swedish data set we find parent-child rank correlations of 0.3–0.4 and grandparents-grandchild rank correlations of 0.1–0.2. Conditional on parents' wealth, grandparents' wealth is weakly positively associated with grandchild's wealth and the parent-child correlation is basically unchanged if we control for grandparents' wealth. Bequests and gifts strikingly account for at least 50 per cent of the parent-child wealth correlation while earnings and education are only able to explain 25 per cent.

[The Production of Cognitive and Non-cognitive Human Capital in the Global Economy](#)

Chong Xiang; Stephen Yeaple

A country's welfare depends on its ability to accumulate cognitive and noncognitive human capital. However, we do not fully understand what makes some countries successful at producing human capital and even struggle with measurement. e.g. international test scores are informative about the cognitive dimension but neglect the non-cognitive dimension. In this paper, we develop a multi-country, open-economy general-equilibrium framework in which countries' ability to turn resources into human capital along the cognitive and non-cognitive dimensions is revealed by the endogenous educational and occupational choices of its citizens and their subsequent performance on international exams. Our model allows us to estimate countries' underlying productivities of cognitive and non-cognitive human capital. We find that high test scores do not necessarily imply high cognitive productivities (e.g. Switzerland, Hong Kong) and that many countries with low test scores have high non-cognitive productivities (e.g. the U.S. and U.K.). We then aggregate over these two dimensions to construct a single educational quality index, and illustrate its intuition using an iso-education-quality curve. We use our model to decompose variation in output per capita across countries into a component involving the educational quality index and another involving output TFP. This exact decomposition shows that the differences in cognitive and noncognitive productivities across countries have large implications for differences in output per worker. These results help quantify the potential payoffs of education policies and clarify their objective; e.g. excessive attention to test scores may decrease aggregate output. International trade plays an important role in our model because the gains from trade help to compensate a country for uneven productivity across human capital types. In counterfactual exercises, we show that if barriers to trade are completely eliminated, we would obtain a very different iso-education-quality curve. This implies large improvements of overall education quality, and large gains from trade, for the countries with strong comparative advantages in producing cognitive (e.g. S. Korea would gain 30.1% to 44.1% of its output) or non-cognitive human capital (e.g. the Netherlands would gain 18.8% to 55.6%).

[Impact of delivering iron-fortified salt through a school feeding program on child health, education and cognition: Evidence from a randomized controlled trial in rural India](#)

Krämer, Marion; Kumar, Santosh; Vollmer, Sebastian

We present experimental evidence on the impact of delivering double-fortified salt (DFS), salt fortified with iron and iodine, through the Indian school-feeding program called "midday meal" on

anemia, cognition, and math and reading outcomes of primary school children. We conducted a field experiment that randomly provided one-year supply of DFS at a subsidized price to public primary schools in one of the poorest regions of India. The DFS treatment had significantly positive impacts on hemoglobin levels and reduced the prevalence of any form of anemia by 9.3 percentage points (or about 20 percent) but these health gains did not translate into statistically significant impacts on cognition and test scores. While exploring the heterogeneity in effects, we find that treatment had statistically significant gains in anemia and test scores among children with higher treatment compliance. We further estimate that the intervention was very cost effective and can potentially be scaled up rather easily.

[With a Little Help from My Friends: Ministerial Alignment and Public Spending Composition in Parliamentary Democracies](#)

Abel Bojar

The determinants of public spending composition have been studied from three broad perspectives in the scholarly literature: functional economic pressures, institutional constraints and party-political determinants. This paper engages with the third perspective by placing intra-governmental dynamics in the center of the analysis. Building on the portfolio allocation approach in the coalition formation literature and the common pool perspective in public budgeting, I argue that spending ministers with party-political backing from the Finance Minister or the Prime Minister are in a privileged position to obtain extra funding for their policy jurisdictions compared to their colleagues without such support or without any partisan affiliation (non-partisan ministers). I test these propositions via a system of equations on six spending categories using seemingly unrelated regressions on a panel of 32 parliamentary democracies over two decades and offer largely supportive empirical evidence. With the exception of education, I provide evidence that budget shares accruing to key spending departments reflect this party-political logic of spending outcomes. In addition to the econometric results, I also illustrate the impact of ministerial alignment by short qualitative accounts from selected country cases.

[The Effects of Out-of-School Activities in Elementary School Days on Future Income](#)

Seira Suzuki (PhD. Student, Osaka School of International Public Policy, Osaka University)

This paper investigate the effect of out-of-school activity in elementary school days on one's future income. In order to analyze specifically, the model includes extra-curricular activities in junior high school, years of schooling, marital status and occupation. They could be influenced by the activity and also have effects on income. The data used for the analysis is the Preference Parameters Study. Related variables are extract and their relationship is calculated by path analysis. The result is in case of female, cultural activities have significant effect on income via schooling. In case of male, educational and sports activities increase one's future income.

[Social Capital, Government Expenditures and Growth](#)

Giacomo A.M. Ponzetto; Ugo Troiano

This paper shows that social capital increases economic growth by raising government investment in human capital. We present a model of stochastic endogenous growth with imperfect political agency. Only some people correctly anticipate the future returns to current spending on public education. Greater social diffusion of information makes this knowledge more widespread among voters. As a result, we find it alleviates myopic political incentives to underinvest in human capital, and it helps

the selection of politicians that ensure high productivity in public education. Through this mechanism, we show that social capital raises the equilibrium growth rate of output and reduces its volatility. We provide evidence consistent with the predictions of our model. Individuals with higher social capital are more informed about their government. Countries with higher social capital spend a higher share of output on public education.

[Selective immigration policies, occupational licensing, and the quality of migrants' education-occupation match](#)

Tani, Massimiliano

This paper studies occupational licensing as a possible cause of poor labour market outcomes among economic migrants. The analysis uses panel data from Australia, which implements one of the world's largest selective immigration programmes, and applies both cross-sectional and panel estimators. Licensing emerges as acting as an additional selection hurdle, mostly improving wages and reducing over-education and occupational downgrade of those working in licensed jobs. However, not every migrant continues working in a licensed occupation after settlement. In this case there is substantial skill wastage. These results do not change over time, after employers observe migrants' productivity and migrants familiarise with the workings of the labour market, supporting the case for tighter coordination between employment and immigration policies to address the under-use of migrants' human capital.

[Cross-Cultural Competence in Real Estate Studies - The Benefits of International Student Competitions for Success in Management, Leadership, and Decision Making](#)

Dieter Rebitzer; Anna Jasmin Pahl

Abstract: The increasing internationalization of the real estate investment markets demands increasing sensitivity and openness of the executives. Interdisciplinary thinking and acting in an international environment becomes a critical success factor. For this reason, international communication and management competences must be integrated in real estate studies. The objective is to provide students as future leaders with intercultural knowledge and skills. This will enable them to make informed decisions and economic analyzes from an international perspective with regard to the execution of a project development, the investment in existing properties, refurbishment concepts or divestment strategies. This paper deals with the question of how international student competitions can help in this context. At such events, students from several universities from different cultures and countries work together in multicultural teams to find solutions for a customer-oriented task. The first part of the paper presents and evaluates various models and concepts of student competitions. In the second part, a non-compulsory module is shown as an example for a successful implementation in the real-estate study programs of the Nürtingen-Geislingen University. The third part provides an outlook on how these models can be further developed.

[Family Ties and Children Obesity in Italy](#)

Tafesse, W.

This paper is the first to provide evidence of a direct causal impact of iodine fortification in early life on cognitive skills in childhood. I apply a differences-in-differences strategy using exogenous variation from a nationwide iodine fortification policy in India, comparing test scores of school aged children in naturally iodine sufficient and deficient districts over time. I find that the policy increased the

probability of attaining basic numeracy and literacy skills by 2.67 - 5.83%. Previous papers find a larger effect on longer term human capital for women. I do not find a gender differential for basic skills but I observe a positive effect on more difficult literacy tasks for girls but not for boys. Additionally, I find that the male treatment effect on basic numeracy vary with district level son preference.

Repéré sur : worldbank.org

Lourdes Rodriguez-Chamussy, Nistha Sinha and Andrea Atencio. [The Economics of the Gender Wage Gap in Armenia](#). Washington : World Bank, april 2018. 23 p.

In Armenia, the proportion of women among employed workers increased from 45 to 48 percent between 2008 and 2015. This evolution was accompanied by a fall in the gender earnings gap; however, the difference in average wages of men and women is still among the largest in comparison with countries in the Europe and Central Asia region. This study documents the gender wage gap in Armenia through stylized facts and further investigates its sources. The paper finds that the gender wage gap in hourly pay is 20 percent on average. Looking at the different percentiles, the disparity in wages in Armenia in 2015 shows an inverted U-shaped form with a larger differential in wages between men and women in the middle of the distribution. Using a reweighted, re-centered influence function decomposition, the analysis estimates the contribution of each covariate on the wage structure and composition effects along the wage distribution. The decomposition shows that the wage gap in Armenia is mostly driven by the wage structure effect (unexplained component), which accounts for almost all the wage gap in the middle part of the distribution (30th to 55th percentiles) and is even greater at the top, but better endowments of women offset it to some extent. In the bottom part of the distribution however, the composition effect is larger, consistent with lower endowments among women, for example, of skills and human capital.

George Psacharopoulos and Harry Anthony Patrinos. [Returns to Investment in Education: A Decennial Review of the Global Literature](#). Washington : World Bank, april 2018. 25 p.

Returns to investment in education based on human capital theory have been estimated systematically since the 1950s. In the 60-plus year history of such estimates, there have been several compilations in the literature. This paper reviews and highlights the latest trends and patterns based on a database of 1,120 estimates in 139 countries. The review shows that the private average global rate of return to one extra year of schooling is about 9 percent a year and very stable over decades. Private returns to higher education have increased over time, raising issues of financing and equity. Social returns to schooling remain high, above 10 percent at the secondary and higher education levels. Women continue to experience higher average rates of return to schooling, showing that girls' education remains a priority. Returns are higher in low-income countries. Those employed in the private sector of the economy enjoy higher returns than those in the public sector, lending support to the productive value of education.

2. Sommaires de revues en éducation

Revues francophones :

[Éducation & formation, n°308, janvier 2018](#)

Numéro thématique : Les professionnalités des formateurs dans les modes formels et informels

- Introduction : Les professionnalités des formateurs dans les modes formels et informels
Evelyne Charlier
- Accompagnement de réseaux et gestes professionnels
Evelyne Charlier et Claire Baudson
- Professionnalités des formateurs en mode formel et informel : une perspective de complémentarité
Jean-François Roussel et Nancy Lauzon
- Problématiser la pratique pour la réguler ? Partage des rôles et des professionnalités entre formatrices du terrain et de l'Université
Carole Veuthey
- Traits critiques de professionnalité des animateurs-formateurs de dispositifs d'analyse des pratiques professionnelles
Patrick Obertelli et Richard Wittorski
- L'influence d'autrui dans l'accompagnement de formation individualisé
Brigitte Voyer
- Formatrices et formateurs internes en entreprise : compétences et professionnalités
Claudie Solar et Laurence Solar-Pelletier
- Professionnalités et identités professionnelles des Formateurs Consultants Indépendants
Thierry Ardouin et Patrick Gravé
- Analyse de l'usage d'un dispositif de simulation pour la formation initiale de policiers à partir de l'activité de formateurs
Laurie-Anna Dubois et Agnès Van Daele
- « Accompagner/former » ou « évaluer/vérifier ». Une tension rencontrée par les superviseurs de stage des futurs enseignants ?
Olivier Maes, Stéphane Colognesi et Catherine Van Nieuwenhoven

[Éducation & formation, n°309, février 2018](#)

Thème : La fin de l'école à l'ère du numérique ?

- Éditorial – Dans un monde numérique, l'humain est plus que jamais au **100**ntre
Bruno De Lièvre

- Introduction – Fin de l'école ou fin de la forme scolaire à l'ère du numérique ?
Hervé Daguet
- Fin de l'école ! Fin des enseignants ! Au-delà des discours
Jean-Luc Rinaudo
- Vers une évolution de la forme scolaire à l'âge du numérique. Le regard d'enseignants français
Gilles Fernandez, Sylviane Maximin et Jacques Audran
- Les ENT : entre changements potentiels et résistances de la forme scolaire
Sylvain Genevois et Dany Hamon
- Le blog de classe dans les écoles primaires françaises : reproduction du journal de classe imprimé ou apparition d'un journal « augmenté » ?
Françoise Poyet et Caroline Jury
- Fusion séparation à travers les relations enseignants élèves sur les réseaux sociaux
Kinjal Damani
- Un Serious Game pour la formation professionnelle : le cas des opérateurs en milieu aseptique
Maria Denami et Pascal Marquet
- En guise de conclusion
Jacques Wallet

[Éducation et francophonie, vol. XLV, n° 3, hiver 2018](#)

Thème : La quête de l'éducation de qualité pour tous et la profession enseignante dans les pays francophones d'Afrique subsaharienne

- La pénurie de personnel enseignant du primaire en Afrique subsaharienne francophone : quels progrès depuis les indépendances?
Geneviève Sirois, Martial Dembélé et Olivier Labé
- L'allocation des ressources enseignantes en Afrique subsaharienne francophone : pour une meilleure équité des systèmes éducatifs
Patrick Nkengne et Léonie Marin
- Le personnel enseignant et l'enseignement dans l'agenda du Réseau ouest et **100** tre africain de recherche en éducation (ROCARE) : état des lieux vingt ans après Maclure (1997)
François Joseph Azoh, Affoué Philomène Koffi et Martial Dembélé
- Le profil du personnel enseignant du primaire au Burkina Faso : construction d'une typologie par l'analyse des pratiques enseignantes et relation avec la formation initiale

Afsata Paré-Kaboré et François Sawadogo

- Les besoins prioritaires en compétences professionnelles : perceptions des enseignants et des enseignantes du nord-kivu sur leur formation continue
Patrice Okito Pamijeko et Denis Savard
- La déclinaison de la professionnalisation dans le secteur de l'enseignement au Cameroun
Ibrahim Abdourhaman

Revue anglophones :

[Asian-Pacific Economic Literature, Volume 32, Issue 1, May 2018](#)

- Are China's unit labour costs still competitive? A comparison with ASEAN countries
Yuming Cui and Changrong Lu
- Entrepreneurship and family businesses in Thailand
Weerachart T. Kilenthong and Kittipong Rueanthip
- Ethnic group returns to education during the early post-colonial period in Malaysia
Hazrul Shahiri and Kihong Park
- Gender differences in formal credit approaches: rural households in Vietnam
Thi Kieu Van Tran, Ehsan Elahi, Liqin Zhang, Muhammad Abid, Quang Trung Pham and Thuy Duong Tran

[Canadian Journal of School Psychology- Volume: 33, Number: 2 \(June 2018\)](#)

- Managing Chronic Pain in the Classroom: Development and Usability Testing of an eHealth Educational Intervention for Educators
Sara King, Jessica A. Boutilier, and Jill MacLaren Chorney
- Exploring the Nature of Compensation Strategies in Individuals With Dyslexia
Nicholas W. Gelbar, Melissa Bray, Thomas J. Kehle, Joseph W. Madaus, and Cheryl Makel
- Do Social Functioning Problems of Premature Children Persist Between 7 and 11 Years of Age?
Line Nadeau, Eva Oslejskova, and Réjean Tessier
- Psychometrics of the Revised College Student Subjective Wellbeing Questionnaire
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[The Curriculum Journal, Volume 29, Issue 2, June 2018](#)

- Curriculum making as social practice: complex webs of enactment

Mark Priestley & Stavroula Philippou

- Breaking and making curriculum from inside 'policy storms' in an Australian pre-service teacher education course
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- Dynamic and shared sense-making in large-scale curriculum reform in school districts
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- Exploring the role of 'brokers' in developing a localised curriculum
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- Balancing prescription with teacher and pupil agency: spaces for manoeuvre within a pedagogical model for working with adolescent girls
D. Kirk, C. A. Lamb, K. L. Oliver, R. Ewing-Day, C. Fleming, A. Loch & V. Smedley
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- Curriculum making as professionalism-in-context: the cases of two elementary school teachers amidst curriculum change in Cyprus
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- Seeing double: design and enactments of a lesson on perspective-taking
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[European Journal of Education, Volume 53, Issue 2, June 2018](#)

Special Issue: Are student assessments fit for their purposes?

- The use of behavioural objectives as a means of holding teachers to account for their students learning. Does this render student assessment 'fit for purpose?'
John Elliott
- Design for assessment change
Eva Baker
- Equitable assessment interactions in the 'Open Learning Environment' (OLE)
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- Helping students to become capable learners
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- The state-of-the-art in digital technology-based assessment
Michael O'Leary, Darina Scully, Anastasios Karakolidis and Vasiliki Pitsia

- Measuring what matters: Using technology to assess multidimensional learning
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- The potentials of game-based environments for integrated, immersive learning data
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- (Re)shaping educational research through 'programmification': Institutional expansion, change, and translation in Norway
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- Narratives boost entrepreneurial attitudes: Making an entrepreneurial career attractive?
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- The effects of post-compulsory education and training systems on literacy and numeracy skills: A comparative analysis using PISA 2000 and the 2011 survey of adult skills
Nicola Pensiero and Andy Green
- Diversity and diversification in ECEC practices: Considerations from Serbia
Lidija Miškeljin and Nima Sharmahd

[European Journal of Teacher Education, Volume 41, Issue 3, July 2018](#)

- Conditions for professional learning in teacher education
Maria Assunção Flores
- Why become a teacher? Student teachers' perceptions of the teaching profession and motives for career choice | Open Access
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Sanna Väisänen, Janne Pietarinen, Kirsi Pyhältö, Auli Toom & Tiina Soini
- How learning conditions and Program structure predict burnout and satisfaction in teacher education
Friederike Zimmermann, Lena Rösler, Jens Möller & Olaf Köller
- Millennial generation preservice teachers inspiring the design of teacher education
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- Opportunities to analyse pupils' learning within coursework on campus: a remaining challenge in teacher education
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- Placement schools as professional learning communities in teacher education
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[Innovations in Education and Teaching International, Volume 55, Issue 2, April 2018](#)

- Exploring action learning for academic development in research intensive settings
Claire Stocks, Chris Trevitt & Joseph Hughes
- Enhancing teaching excellence through team-based learning
Judy Cohen & Catherine Robinson
- Speaking the same language: Developing a language-aware feedback culture
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- Conversations about research supervision – Enabling and accrediting a community of practice model for research degree supervisor development
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- Learning spaces and pedagogy: Towards the development of a shared understanding
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[International Journal of Inclusive Education, Volume 22, Issue 6, June 2018](#)

- 'They won't take you as a man, as a real man' why men can't teach young children in foundation phase
Shaaista Moosa & Deevia Bhana
- Pedagogical intersubjectivity, autism and education: can teachers teach so that autistic pupils learn?
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- Identifying obstacles and opportunities for inclusion in the school curriculum for children adopted from overseas: developmental and social constructionist perspectives
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- 'Like strangers in a new world ...' Interrogating issues of access, belonging and participation of foreign students in private higher education in South Africa
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- The psy-disciplines go to school: psychiatric, psychological and psychotherapeutic approaches to inclusion in one UK primary school
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- Between psychopathology and inclusion: the challenging collaboration between educational psychologists and child psychiatrists
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- Instructors' willingness to provide instructional accommodations for students with disabilities in selected universities of Ethiopia
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- 'Here I come again': the cost of success for higher education students diagnosed with autism
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[International Journal of Training and Development, Volume 22, Issue 2, June 2018](#)

- Organizational socialization of newcomers: the role of professional socialization
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- The conditions for successful knowledge transfer in development-aid training programs
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- Effects of proactive personality and conscientiousness on training motivation
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- Serious game-based learning: the place of users' verbalization in the acquisition of specific skills
Maria Denami
- Gamification of employee training and development
Michael B. Armstrong and Richard N. Landers

[Journal of Education Policy, Volume 33, Issue 5, September 2018](#)

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- Technocentrism and social fields in the Indian EdTech movement: formation, reproduction and resistance
Patricia Burch & Neha Miglani
- Nuancing the critique of commercialisation in schools: recognising teacher agency
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- A critical examination of Teach for Bangladesh's Facebook page: 'Social-mediatisation' of global education reforms in the 'post-truth' era
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- Devolution, market dynamics and the Independent Public School initiative in Western Australia: 'winning back' what has been lost?
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- Selling tech to teachers: education trade shows as policy events
Catarina Player-Koro, Annika Bergviken Rensfeldt & Neil Selwyn
- Paying for financial expertise: privatization policies and shifting state responsibilities in the school facilities industry
Marialena D. Rivera

[Journal of Educational and Behavioral Statistics- Volume: 43, Number: 3 \(June 2018\)](#)

- Interval Estimation of Latent Variable Scores in Item Response Theory
Yang Liu and Ji Seung Yang

- Detecting Fraudulent Erasures at an Aggregate Level
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- Multiple Imputation of Missing Data at Level 2: A Comparison of Fully Conditional and Joint Modeling in Multilevel Designs
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[Journal of Planning Education and Research- Volume: 38, Number: 2 \(June 2018\)](#)

- Remembrance of Cars and Buses Past: How Prior Life Experiences Influence Travel
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- Testing Newman and Kenworthy’s Theory of Density and Automobile Dependence
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- Can “Cleaned and Greened” Lots Take on the Role of Public Greenspace?
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- The Value of Constructivist Grounded Theory for Built Environment Researchers
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[Journal of Psychoeducational Assessment- Volume: 36, Number: 3 \(June 2018\)](#)

- Wechsler Individual Achievement Test–Third Edition Oral Language and Reading Measures Effects on Reading Comprehension in a Referred Sample
Jason R. Parkin
- Assessing Teacher Wellness: Confirmatory Factor Analysis and Measurement Invariance of the Teacher Subjective Wellbeing Questionnaire

Ariel Mankin, Nathaniel von der Embse, Tyler L. Renshaw, and Shannon Ryan

- Motivation and Engagement in Jamaica: Testing a Multidimensional Framework Among Students in an Emerging Regional Context
Andrew J. Martin, Tamica G. Martin, and Paul Evans
- Latent Structure of Scores From the Emotional and Behavioral Screener
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- W Scores: Background and Derivation
Nicholas F. Benson, A. Alexander Beaujean, Ashley Donohue, and Emily Ward
- Psychometric Validity and Gender Invariance of the Academic Buoyancy Scale in the Philippines: A Construct Validation Approach
Jesus Alfonso D. Datu and Weipeng Yang
- Evaluating the Student–Teacher Relationship Scale in Italian Young Children: An Exploratory Structural Equation Modeling Approach
Stefania Sette, Antonio Zuffianò, Fabio Lucidi, Fiorenzo Laghi, Antonia Lonigro, and Emma Baumgartner
- Psychometric Assessment of the Short Grit Scale Among Chinese Adolescents
Jingguang Li, Yajun Zhao, Feng Kong, Shuailing Du, Suyong Yang, and Song Wang

[Journal of Public Economics, Volume 161, May 2018](#)

- Does greater school autonomy make a difference? Evidence from a randomized natural experiment in South Korea
Youjin Hahn, Liang Choon Wang, Hee-Seung Yang

[LABOUR, Volume 32, Issue 2, June 2018](#)

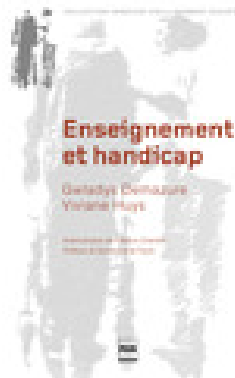
- Testing for Statistical Discrimination Based on Gender
Rune V. Lesner
- Beyond the Ivory Tower: Labor Market Returns to Greek Membership
P. Wesley Routon and Jay K. Walker
- Bumpy Rides: School-to-work Transitions in South Africa
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- Training Vouchers and Labour Market Outcomes in Chile
Rafael Novella, Graciana Rucci, Claudia Vazquez and David S. Kaplan
- Labour demand and supply changes in Norway following an imposed harmonization of geographically differentiated payroll-tax rates
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[Review of Educational Research- Volume: 88, Number: 3 \(June 2018\)](#)

- The Three Generations of Cultural Capital Research: A Narrative Review
Scott Davies and Jessica Rizk
- The Comprehension Problems of Children With Poor Reading Comprehension Despite Adequate Decoding: A Meta-Analysis
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- Impact of In-Service Professional Development Programs for Early Childhood Teachers on Quality Ratings and Child Outcomes: A Meta-Analysis
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- Understanding the Cognition Related to Mathematics Difficulties: A Meta-Analysis on the Cognitive Deficit Profiles and the Bottleneck Theory
Peng Peng, Cuicui Wang, and Jessica Namkung

3. Livre intéressé



Gwladys Demazure et Viviane Huys. **Enseignement et handicap : Défis et réponses d'un enseignement adapté**. Grenoble : PUG, mars 2018. (Handicap, vieillissement, société) - 19,00 €

L'accueil à l'école des enfants en situation de handicap est aujourd'hui inscrit dans la loi. Mais faute de formation, les enseignants se sentent parfois démunis ou incompetents face à cette nouvelle mission.

Pourtant, de nombreuses innovations ont déjà été testées avec succès dans le cadre de l'éducation spécialisée, qui peuvent aisément se transposer dans le milieu ordinaire. Basé sur des solutions pédagogiques issues de l'histoire de l'éducation en France, cet ouvrage ouvre une réflexion destinée aux enseignants confrontés à la généralisation de l'accueil des enfants en situation de handicap à l'école.

Nourri de propositions concrètes, enrichi d'un index facilitant les recherches ponctuelles, il leur offre un véritable guide associant psychologie et innovation pédagogique, permettant la mise en place de techniques applicables au quotidien.

Il intéressera les enseignants et futurs enseignants dans le primaire et le secondaire ainsi que tous les professionnels concernés par la question de l'inclusion scolaire.