



Veille de l'IREDU n° 38
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1. Ressources sur le Web

Repéré sur : Amue.fr

IGAENR. [L'implication des universités dans la formation tout au long de la vie](#), n° 2014-061 - Juillet 2014

L'inspection générale de l'administration de l'éducation nationale et de la recherche publie un rapport sur l'implication des universités dans la formation tout au long de la vie. Il présente un bilan historique et chiffré de la formation continue, des éléments de comparaison internationale, ainsi que des propositions d'évolution. En effet, le volume d'activité global dans le domaine de la formation continue demeure faible : les universités accueillent moins de 1,50% de l'ensemble des stagiaires et réalisent environ 2% du chiffre d'affaires de la formation continue en France.

Repéré sur : cafepedagogique.net

[Evaluation : Une question politique ?](#) L'expresso du 17 novembre 2014

"L'évaluation une vraie question politique" : c'est ainsi que Claude Lelièvre titre sa chronique sur son blog. Si l'évaluation est bien une question politique alors quelles conséquences cela a-t-il sur l'Ecole et sur la démarche entreprise par la ministre ? L'évaluation échappe-t-elle au politique ou/et au réglementaire ?

[La lutte contre le harcèlement est efficace.](#) L'expresso du 18 novembre 2014

En Angleterre, les campagnes de lutte contre le harcèlement marquent des points. Selon une étude officielle, le pourcentage d'enfants de 13 ans harcelés est passé de 45 à 40% depuis 2004. 5% d'enfants harcelés en moins cela représente 30 000 jeunes à qui on a évité cette épreuve. Le pourcentage d'enfants harcelés tous les jours est passé de 10 à 8%.

[Peut-on changer l'évaluation ?](#) L'expresso du 19 novembre 2014

Les pratiques d'évaluation sont-elles contestables ? Sans aucun doute. D'ailleurs elles sont de plus en plus souvent mises en doute par les enseignants eux-mêmes. Une véritable révolution silencieuse a eu lieu déjà au primaire et des pratiques nouvelles apparaissent au collège. La machine politique lancée par B. Hamon et reprise par N Vallaud-Belkacem est-elle capable de guider des évolutions dans l'évaluation ? On peut en douter. En faisant de l'évaluation un enjeu politique rend-on réellement service à l'éducation ? L'art d'accompagner le changement a-t-il atteint la rue de Grenelle ?

[Décrochage : Ce que dit la recherche.](#) L'expresso du 21 novembre 2014

L'Ecole peut-elle quelque chose contre le décrochage ? Trois études récentes apportent des éclairages nouveaux sur les mécanismes du décrochage. Elles montrent clairement du doigt les

responsabilités de l'Ecole. Ainsi le travail de PY Bernard et C Michaut explique que les décrocheurs sont aussi des jeunes qui en ont "marre de l'école". E. Maurin, D. Goux et M. Gurgand montrent à contrario que l'école peut, à moyens constants agir efficacement contre le décrochage en travaillant sa relation aux parents. Une dernière étude réalisée par L Hernandez, N Oubrayrie-Roussel et Y Prêteur montre aussi l'impact des pairs dans le processus de décrochage.

[Décrochage : Le rapport Weixler](#). L'expresso du 25 novembre 2014

Réalisé par le Secrétariat général à la modernisation de l'action publique et par la Dgesco (direction de l'enseignement scolaire de l'éducation nationale), le rapport de Frédérique Weixler est la source principale du plan gouvernemental présenté le 21 novembre. La qualité du plan quant aux mesures qu'il faudrait prendre et à la réflexion sur les actions à mener avait été saluée. Elle découle de ce rapport qui a engagé plus d'une centaine de personnes pendant une année entière. Au bout de tout ce travail on a une idée de ce que l'Education nationale pourrait faire pour diminuer le taux de décrochage : rendre l'école plus bienveillante, mettre en place du tutorat, mobiliser les personnels, retour en formation, semaine de la persévérance etc. Le plan gouvernemental en tire aussi quelques uns de ses défauts. Ainsi le rapport évoque l'amélioration du pilotage de la lutte contre le décrochage avec des comités interministériels. Il ignore totalement que la coordination de la lutte contre le décrochage a été confiée par la loi Sapin de 2013 aux régions. L'action des collectivités territoriales, qui financent largement les structures de lutte contre le décrochage, est absente du rapport alors même qu'ils soulignent les financements européens et ceux de Total (qui met 50 millions par an dans des actions). Ce rapport « d'évaluation partenariale de la politique de lutte contre le décrochage » n'évalue pas les actions menées actuellement. Et il n'évoque pas non plus les partenaires. C'est une bonne réflexion sur les efforts à produire par l'éducation nationale sur sa pédagogie. Mais, il ne propose rien de concret pour que celle-ci change effectivement.

[La jeunesse, une compétence régionale ?](#) L'expresso du 26 novembre 2014

Alors que les régions développent toutes des politiques en faveur de la jeunesse, celles –ci se noient dans le maquis des nombreux dispositifs, explique Philippe Meirieu , président de la Commission Jeunesse de l'Association des régions de France. « La juxtaposition de guichets et d'interlocuteurs, la multiplication d'actions peu lisibles et mal articulées entre elles, le fait que de nombreuses structures (dont celles de l'Éducation nationale) ne semblent nullement concernées par le redécoupage territorial et la définition des nouvelles compétences régionales, l'absence d'une instance régionale de concertation et de structuration permettant d'offrir à chaque jeune, de manière lisible et accessible, l'ensemble des informations et propositions nécessaires à son accès à l'autonomie et à la citoyenneté... tout cela nous apparaît compromettre gravement les espoirs que nous avons collectivement portés ». Or « la situation de la jeunesse ne cesse de s'aggraver au regard de la nature même de la crise économique ».

[L'évaluation par compétences vue du terrain](#). L'expresso du 26 novembre 2014

Dans l'académie de Nantes, le Groupe recherche action formation sur l'évaluation rend un bilan de deux années d'expérimentation. Le GRAF a travaillé sur la différenciation et les classes sans notes. Il a expérimenté un logiciel permettant une évaluation par compétences : scolatix.org . De ces expérimentations de terrain, les enseignants ramènent des questions et quelques certitudes. « Changer de mode d'évaluation ne se décide pas sans avoir au préalable pensé autrement la mise en oeuvre des apprentissages proposés en classe. La plus-value pédagogique ne peut apparaître que s'il

Il y a adéquation entre la façon dont les apprentissages sont construits et le mode d'évaluation. Il serait vain de croire qu'une nouvelle forme d'évaluation doit donner de meilleurs acquis. En particulier, évaluer des compétences est un attendu fort de notre système éducatif, mais il n'est possible de les évaluer que si elles ont été construites préalablement. Cette apparente évidence renvoie à notre expérience et montre que souvent les équipes investissent beaucoup dans une nouvelle forme d'évaluation sans modifier les pratiques de classe... La prise en compte de ces compétences dans l'évaluation pourrait amener à parler des élèves d'une autre façon lors, par exemple, des conseils de classe. Pour ce que nous avons pu observer, cette étape n'est pas encore franchie et tout reste à construire ».

[Combien coûte l'École ?](#) L'expresso du 27 novembre 2014

La publication du « coût de l'éducation » par la Depp (ministère de l'éducation nationale) est particulièrement attendue cette année puisqu'elle donne les chiffres de 2013, première année de refondation. En 2013, seul le primaire se tire bien du marais des dépenses éducatives.

[Comment les enseignants utilisent les TICE ?](#) L'expresso du 27 novembre 2014

L'académie de Paris publie une enquête réalisée auprès de 2800 enseignants parisiens sur leurs usages TICE. L'enquête a été saisie en ligne en réponse à un mail. Ce sont donc plutôt des utilisateurs d'internet qui ont été sollicités. Mais elle donne quand même une radiographie intéressante.

Repéré sur : Cereq.fr

Thierry Berthet, Benoît Cart, Ophélie Costenoble, Cécile Plessard, Véronique Simon, Marie-Hélène Toutin. [Evaluation du service public régional de l'orientation tout au long de la vie en Picardie](#). Net.Doc , n° 128 , 2014 , 294 p.

Fruit d'un travail de terrain particulièrement riche, cette évaluation, financée par le conseil régional de Picardie, s'intéresse à l'action publique régionale en matière d'orientation tout au long de la vie. Le fil conducteur est donné par une question évaluative centrale : dans quelle mesure la politique régionale d'orientation permet d'augmenter, d'une part l'autonomie des opérateurs pour adapter les dispositifs aux besoins des individus et des territoires, et d'autre part l'autonomie des individus eux-mêmes pour choisir leur orientation tout au long de la vie ? Les traits saillants des compétences régionales en matière d'orientation et leurs évolutions récentes, ainsi que les différences qui apparaissent entre régions dans la mise en œuvre de ces politiques, font également partie des aspects traités dans ce document.

Josiane Paddeu, Patrick Veneau. [Au-delà de la réglementation, le travail d'évaluation des enseignants de bac professionnel](#). Bref , n° 326 , 2014 , 4 p.

Les évaluations sont censées vérifier que le résultat du travail des élèves est conforme à celui énoncé dans les référentiels. L'observation du déroulé des épreuves professionnelles, complétée par des entretiens auprès des enseignants et formateurs, montre une autre réalité. L'évaluation prolonge la formation dispensée et prend ainsi un tout autre sens. Plus que la performance, c'est la pertinence du chemin emprunté par le candidat pour parvenir au résultat qui est appréciée.

Virginie Mora. [Quand les bacheliers reprennent des études - Qui, pourquoi, comment, quels effets sur l'insertion?](#) Net.Doc , n° 127 , 2014 , 102 p.

De plus en plus de jeunes bacheliers reprennent des études et obtiennent un nouveau diplôme dans les premières années qui suivent leur entrée sur le marché du travail. 25 % des sortants bacheliers en 2004 interrogés en 2011 sont dans ce cas, le chiffre atteignant 53 % parmi ceux qui, titulaires du baccalauréat général, étaient entrés directement dans la vie active. Ce document fournit une analyse détaillée des profils des jeunes concernés, des nouveaux diplômes obtenus et de leurs effets sur l'insertion. Si ce phénomène est bien la preuve d'une porosité croissante entre la fin des études et le début de la vie active, il témoigne aussi de la reproduction des sélectivités scolaires et sociales déjà à l'oeuvre en formation initiale.

Virginie Mora. [Quand les bacheliers reprennent le chemin des diplômes.](#) Bref , n° 325 , 2014 , 4 p.

De plus en plus de bacheliers reprennent des études dans les premières années qui suivent leur sortie de scolarité. Cette évolution ne reflète pas uniquement un comportement de repli face à une conjoncture difficile. Si les nouveaux diplômes obtenus par ces jeunes ne relèvent pas tous de l'enseignement supérieur, ils sont presque toujours à vocation professionnalisante. Pour les bacheliers d'origine populaire ou titulaires d'un bac pro, reprendre le chemin des diplômes est moins fréquent que pour les autres

Repéré sur : Ecs.org

New from ECS

Trends in state financial aid

States take a wide variety of approaches in making investments in postsecondary financial aid. This [report](#) reviews several trends in state financial aid programs enacted through state legislatures in the 2013 and 2014 sessions.

What every governor or other elected official needs to know

This [report](#) serves as a quick reference guide for elected officials to compare key education policies and data in their states to the rest of the nation.

What States Are Doing

Online university

An online campus, eVersity, will begin offering degree programs by distance technology in fall 2015 through the University of **Arkansas** System, according to a [release](#) from the Arkansas Higher Education Coordinating Board. When eVersity is fully accredited, all services -- from admissions through graduation -- will be online.

Two-tiered teacher certification

Idaho state board rules will require new teachers to demonstrate their effectiveness in the classroom to achieve full [certification](#). The first residency tier is good for three years, followed by a professional tier based in part on local evaluations and measures of student growth.

Good Reads

Arizona's pilot teacher evaluation model

Arizona piloted a teacher evaluation [model](#) in five school districts in 2012-13 that used results from observations, measures of student academic progress and a survey of students, parents and peers. Most teachers were found to be proficient on 62 percent of observation items, and only a few significant correlations were found between observation items and student achievement. *(REL West)*

Which school size is best?

A worldwide [look](#) at how size affects schools reveals earlier research that advised consolidation for smaller schools due to limited curriculum and that teacher specialization may not have been 100 percent on target. Bottom line, there is no answer for "What size is best?" Effects of size on student achievement are conditioned on multiple factors and each school or district is unique. *(OECD)*

International benchmarking for individual schools

PISA, a signature OECD education initiative, is a test measuring reading, math and science administered in more than 70 countries. PISA allows countries to compare their education systems to others, and many wanted a similar [test for individual schools](#) so they could benchmark to the world. While this brief shows how public charters did on the OECD individual school test, any school could administer it. *(National Alliance for Public Charter Schools)*

More Good Reads

Is teacher prep too easy?

In a majority of institutions, grading standards for teacher candidates are much lower than for students in other majors, and there is a strong link between high grades and a lack of rigorous coursework, according to this [brief](#). Recommendations are that teacher educators and their program administrators should identify common standards to define excellence, and they should ensure a greater proportion of assignments are "criterion referenced." *(National Council on Teacher Quality)*

Training teachers to teach competency education

As K-12 shifts to competency education, the question becomes how to train the educator workforce from pre-service through credentialing, professional development and evaluation. This [brief](#) works through that process, explains what new skills educators will need and finishes up with policy barriers and their solutions. *(iNACOL and Knowledge Works)*

A competency education vision

An [infographic](#) presents a vision of personalized learning in which learners would be able to move seamlessly across many kinds of learning experiences and providers. Called an "innovation pathways

framework," it's divided into the core of learning and supporting systemic structures, each of which is explained in detail. (*Knowledge Works*)

Chronic absenteeism and poverty

To address chronic absenteeism, researchers looked beyond free- or reduced-lunch rates and devised an [18-unit risk-load estimate](#) for deep poverty (associated with absenteeism) that includes such considerations as percentage of the student body living in temporary or public housing. (*Center for New York City Affairs*)

Repéré sur : Education.gouv.fr

Jean-Pierre Dalous et Martine Jeljoul. [Le coût de l'éducation en 2013 : Évaluation provisoire du compte](#). Note d'information, n°37, novembre 2014

Tamara Hubert. [Un collégien sur cinq concerné par la cyberviolence](#). Note d'information, N° 39, novembre 2014

Si neuf élèves sur dix se sentent bien au collège en 2013, près de deux collégiens sur dix se déclarent victimes d'insultes, humiliations ou menaces diffusées sur les réseaux sociaux, par courriel ou SMS. Ce phénomène, en augmentation par rapport à 2011, retentit fortement sur le bien-être des élèves et sur leur perception du climat scolaire.

Marianne Juillard. [Augmentation des actes de violence dans les lycées professionnels](#). Note d'information, n° 38, novembre 2014

Les établissements publics du second degré signalent en moyenne 13,1 incidents pour 1 000 élèves au cours de l'année scolaire 2013-2014. Les lycées professionnels déclarent un nombre d'incidents en hausse (25,3 incidents pour 1 000 élèves), confirmant une tendance observée depuis plusieurs années.

Repéré sur : enseignementsup-recherche.gouv.fr

[L'état de l'emploi scientifique en France : rapport 2013](#). Ministère de l'enseignement supérieur et de la recherche, [2013]

Le rapport 2013 de L'état de l'emploi scientifique fait le point sur l'emploi scientifique en France, c'est à dire sur les ressources humaines dédiées à la recherche : doctorants, enseignants-chercheurs, chercheurs et personnels de soutien qui contribuent aux activités de recherche et développement

Repéré sur : Esen.education.fr

Inspection générale de l'éducation nationale ; Inspection générale de l'administration de l'éducation nationale et de la recherche ; Didier Jouault ; Isabelle Roussel. [Financement des écoles élémentaires publiques et privées](#). Rapport- n° 2014-038, Juin 2014. 151 p.

Ce rapport fait le bilan de l'application de la loi n° 2009-1312 du 28 octobre 2009 (loi Carle) tendant à garantir la parité de financement entre les écoles élémentaires publiques et privées sous contrat lorsqu'elles accueillent des élèves scolarisés hors de leur commune de résidence. Les inspecteurs généraux observent que la loi n'a eu aucune conséquence négative sur l'enseignement public et qu'elle est rarement source de contentieux ou de tensions. Ils mettent cependant l'accent sur un point de vigilance : la mise en œuvre des rythmes scolaires qui peut avoir des effets sur l'attractivité respective des deux secteurs.

Institut Montaigne. Efficacité [des politiques publiques : la France tient-elle son rang ?](#) Novembre 2014

Ce document compile une cinquantaine d'indicateurs internationaux mesurant la performance des politiques publiques, dans cinq champs : éducation ; enseignement supérieur, recherche et innovation ; emploi ; protection sociale ; sécurité publique. Il présente également l'évolution de ces performances sur les dix dernières années et les met en regard des dépenses engagées au titre de ces politiques. Dans le domaine de l'enseignement scolaire, ces indicateurs portent sur les résultats des élèves aux évaluations PISA et PIRLS, le financement de l'éducation, la préscolarisation et le décrochage scolaire. Pour l'enseignement supérieur, ils concernent la place de la France dans les classements internationaux et les taux de jeunes achevant avec succès leurs études.

Repéré sur : Eurydice.org

European Commission/EACEA/Eurydice/Cedefop, 2014. [Tackling Early Leaving from Education and Training in Europe: Strategies, Policies and Measures](#). Eurydice and Cedefop Report. Luxembourg: Publications Office of the European Union.

Repéré sur : Girsef.ucl.ac.be

Bernard Delvaux et Eliz Serhadlioglu. « [La ségrégation scolaire, reflet déformé de la ségrégation urbaine. Différenciation des milieux de vie des enfants bruxellois](#) ». Cahier de Recherche du Girsef, n° 100

Cette étude porte sur les enfants qui résident ou sont scolarisés en région bruxelloise et qui fréquentent une école maternelle ou primaire dépendante des Communautés francophone ou flamande. Elle traite donc de deux systèmes éducatifs qui sont rarement analysés conjointement. A partir de données statistiques livrées par les deux Communautés pour les années 2008 à 2011, elle vise à comprendre la répartition des enfants entre des quartiers socialement différenciés et entre des écoles elles aussi diversifiées en termes de composition sociale. Nous nous demandons d'abord si la ségrégation observable au plan résidentiel est plus ou moins marquée que la ségrégation au plan scolaire. Nous nous demandons ensuite dans quelle mesure la première ségrégation résidentielle explique la seconde. Pour répondre à ces deux questions, nous nous attachons dans un premier temps à décrire la répartition résidentielle des enfants. Nous mettons en évidence la double logique (socio-économique et communautaire) structurant cette répartition spatiale. Dans un second temps, nous montrons que la ségrégation scolaire est plus accentuée que la ségrégation résidentielle mais aussi qu'il y a de plus gros effectifs d'enfants dans les écoles favorisées que dans les quartiers favorisés. Nous expliquons une partie de ces décalages par les flux scolaires entre la région et sa

périphérie. Mais nous soulignons que la cause principale de ce différentiel de ségrégation est à chercher du côté des mobilités spatiales et sociales des « internes », c'est-à-dire des enfants domiciliés et scolarisés à Bruxelles. Le libre choix permet en effet aux plus favorisés d'un quartier d'accéder à des écoles socialement plus favorisées que celles dans lesquelles s'inscrivent leurs voisins moins dotés en capitaux. Ces constats, qui s'écartent des analyses attribuant à la ségrégation résidentielle l'essentiel de la ségrégation scolaire, ouvrent des questions à propos des régulations à mettre en place pour favoriser davantage de mixité. Mais ils questionnent aussi ce qui fonde les comportements vecteurs de ségrégation dans le chef des écoles et des familles, et plus fondamentalement les raisons qu'il y a à souhaiter davantage de mixité scolaire.

Repéré sur : halshs.archives-ouvertes.fr

Catherine Goujon, Jean-Marie Boilevin, Ghislaine Gueudet, Gérard Sensevy. Travail [conjoint entre un médiateur scientifique, un professeur des écoles et ses élèves](#). Educational Journal of the University of Patras UNESCO Chair, University of Patras, 2015, 2, pp. 58 - 73.

Notre recherche porte sur le travail conjoint entre un médiateur scientifique, un professeur et ses élèves de l'école primaire lors d'un événement de culture scientifique en dehors de la classe. À partir du cadre de la théorie de l'action conjointe en didactique, nous étudions l'articulation des actions du professeur et celles de l'intervenant scientifique dans leur travail conjoint avec les élèves. Dans cette contribution, nous proposons de présenter les outils de représentations synoptiques élaborés pour rendre compte et analyser les transactions observées, dans le temps et dans l'espace de l'atelier (sur le thème des os) où se situe la co-intervention

Mickaël Le Mentec, Barbara Fontar, Pascal Plantard. [Ineduc : les inégalités scolaires, de loisirs et pratiques numériques chez les adolescents](#). Terminal. 11e séminaire Marsouin, May 2013, Saint-Malo, France. pp.79-91, Enseignement, informatique, TIC et société.

Mickaël Le Mentec, David Olivier. INEDUC : [pratiques numériques des adolescents et territoires](#). 12e séminaire Marsouin, May 2014, Le Bono, France.

Claire Margolinas, Floriane Wozniak. [Comment les professeurs se saisissent-ils des outils didactiques ?](#) Communication à l'Université d'Été du Cifen, Aug 2014, Liège, Belgium

Les risques de renforcement des inégalités sociales dans la difficulté scolaire est l'un des problèmes majeurs auquel est confronté l'école. Nous partons du constat suivant : alors que nous ne doutons pas que la quasi-totalité des professeurs considère que son rôle est justement de permettre aux élèves les plus défavorisés socialement de progresser, l'école ne parvient pas à ce résultat. De nombreux facteurs sont sans doute à l'œuvre dans ce renforcement des inégalités, nous nous intéressons aux facteurs de nature didactique, c'est-à-dire liés aux savoirs en jeu (Marceline Laparra and Margolinas 2011). Parmi ces facteurs didactiques, nous nous centrerons ici sur l'existence de connaissances nécessaires à la réussite dans de nombreuses situations scolaires qui ne sont pourtant pas enseignées. Ces connaissances non enseignées pourraient jouer un rôle important dans le creusement des inégalités entre des élèves dont les familles font confiance à l'école pour enseigner à

leurs enfants toutes les connaissances nécessaires pour réussir et des élèves dont les familles sont en capacité de déterminer les connaissances en jeu à l'école et, si nécessaire, de les renforcer.

Repéré sur : ife.ens-lyon.fr

AMBROGI Pascal-Raphaël, MATHIAS Paul, BECQUET Hélène. [Rapport annuel des inspections générales 2013](#). Paris : Inspection générale de l'Éducation nationale (France), Inspection générale de l'administration de l'Éducation nationale et de la Recherche (France), octobre 2014

Le rapport annuel de l'inspection générale de l'éducation nationale (IGEN) et de l'inspection générale de l'administration de l'éducation nationale et de la Recherche (IGAENR) présente une synthèse des travaux les plus significatifs des inspections réalisés au cours de l'année 2013. Dans une première partie, consacrée à l'école et à ses fondamentaux, le rapport aborde la question de la structure éducative, de ses acteurs, de ses élèves, mais aussi des représentations que les uns et les autres s'en font, de leurs attentes, de leurs regrets ou de leurs impatiences. Dans une seconde partie consacrée à l'enseignement supérieur et à la recherche, le rapport analyse les effets de la loi du 23 juillet 2013 relative à l'enseignement supérieur et à la recherche (loi ESR), et du passage aux responsabilités et aux compétences élargies des dernières universités n'ayant pas encore bénéficié du transfert de compétences prévu par la loi relative aux libertés et aux responsabilités des universités de 2007 (LRU). Dans ce contexte, et au-delà de ses missions de contrôle, l'IGAENR a principalement articulé ses travaux autour de quatre axes : le renforcement des liens entre les parcours de formation ; l'aide à la vie étudiante ; l'audit d'organisations et de mesures de soutien à l'enseignement supérieur et à la recherche ; la poursuite de l'accompagnement des universités

Anne Revillard. [Les inégalités de genre dans l'enseignement supérieur et la recherche](#). Paris : Presses de Sciences Po ; Laboratoire interdisciplinaire d'évaluation des politiques publiques, octobre 2014

La sociologue Anne Revillard discute et complète l'analyse entamée dans le LIEPP Policy Brief n°14 dans lequel les économistes Clément Bosquet, Pierre-Philippe Combes et Cecilia Garcia-Peñalosa interrogent la proportion de femmes occupant un poste à haute responsabilité. Leurs résultats ouvrent le débat dans la presse comme dans le milieu académique.

Estyn. [ESDGC: Progress in education for sustainable development and global citizenship](#). Royaume-Uni : Estyn, 06/2014

Rapport de l'inspection du Pays de Galles sur l'éducation au développement durable et à la citoyenneté (ESDGC - education for sustainable development and global citizenship) et les progrès réalisés dans les établissements primaires et secondaires depuis 2006.

Ce rapport s'inscrit dans la politique de l'UNESCO et de la "décade de l'éducation au développement durable. Il est accompagné d'un recueil de bonnes pratiques.

Des recommandations sont faites aux écoles (améliorer la compréhension de cette éducation à ; implication des élèves ; articulation avec le curriculum ; etc.) et aux autorités locales (échanges entre établissements ; formation)

[Tackling early leaving from education and training in Europe : strategies, policies and measures](#). Education, audiovisual and culture executive agency, Eurydice, Cedefop, 11/2014

Aider les étudiants dans leur apprentissage et prévenir l'abandon précoce des études et de la formation sont des préoccupations éducatives importantes en Europe. Cela se reflète dans les principales initiatives du Conseil de l'éducation de l'Union européenne pour réduire le taux de décrochage scolaire à moins de 10 % d'ici à 2020. Les messages politiques clés de la Commission européenne dans ce domaine identifient les conditions essentielles pour mener des politiques réussies contre l'abandon précoce des études et de la formation. Ce rapport d'Eurydice présentera l'état de la mise en œuvre dans les pays européens des mesures recommandées. Il analysera les développements politiques récents dans l'enseignement général et mettra en lumière les stratégies, les politiques et les pratiques réussies au niveau national et régional. En coopération avec le Cedefop, le rapport se penchera également sur le décrochage scolaire dans le domaine de l'éducation et de la formation professionnels.

AUSSEL Lucie. [Évaluer les dispositifs : le cas d'un dispositif de formation de l'enseignement supérieur agricole](#). Thèse en sciences de l'éducation, soutenue en 2013 sous la dir. de Jean-François MARCEL (Université de Toulouse 2-Le Mirail)

« L'enjeu de cette thèse est de construire un modèle d'évaluation de dispositif de formation et de le confronter à l'empirie. Nous avons mené une recherche-intervention dans le cadre d'un appel à projets, et réalisé l'évaluation d'une expérimentation sociale ayant les traits d'un dispositif de formation. Dans ce contexte de recherche commanditée, nous explicitons l'émergence d'un espace pour la recherche et l'articulation d'un volet social (à visée praxéologique) et d'un volet académique (à visée heuristique). Le modèle d'évaluation se base sur une logique de reddition des comptes, mais aussi de développement des acteurs. Il se scinde en deux orientations : connaître pour objectiver et connaître pour expliquer. La première orientation développe une approche quantitative mesurant l'efficacité du dispositif, la seconde orientation la complète et permet de l'interpréter. Elle propose une approche qualitative mesurant les évolutions cognitives des destinataires du dispositif, caractérisant les effets non escomptés et l'efficacité perçue par les acteurs. L'analyse des données a permis de consolider des éléments du modèle, de pointer des limites et de proposer des points d'appui pour contribuer à le stabiliser. Nous avons proposé l'ajout d'un volet s'intégrant à la seconde orientation connaître pour expliquer. Il porte sur l'analyse du changement dans la mise en place du dispositif. De plus, nous avons proposé cinq points d'appui : méthodologique, axiologique, heuristique, épistémologique et politique qui renforce la cohérence générale du modèle. Le modèle d'évaluation de dispositif de formation a résisté à l'empirie. »

Repéré sur : iiep.unesco.org

Repéré sur : inegalites.fr

Articles repris du site de l'Observatoire des inégalités :

[L'accès à l'éducation progresse dans le monde, mais les inégalités persistent](#). 4 novembre 2014

En dix ans, les taux de scolarisation ont progressé dans le monde pour tous les niveaux d'éducation. Mais l'accès à l'école ne dit rien des conditions d'enseignement. De plus, les données globales cachent des écarts persistants entre régions du monde et au sein des pays eux-mêmes. Par Nina Schmidt, de l'Observatoire des inégalités.

Les [filles moins scolarisées que les garçons dans le monde mais la situation progresse](#). 10 novembre 2014

Repéré sur : Insee.fr

INSEE. [France, portrait social, édition 2014](#). Paris : INSEE, 2014. (Insee Références)

France, portrait social s'adresse à tous ceux qui souhaitent mieux connaître la société française. Cet ouvrage transversal de la collection « Insee Références » offre un large panorama de la situation sociale de la France.

- [Vivre avec ou sans enfant, en famille traditionnelle, monoparentale ou recomposée : les situations familiales des salariés du public et du privé](#)
Emma Davie, Aude Lapinte
- [Enseignants de collège et lycée publics en 2013 : panorama d'un métier exercé par 380 000 personnes](#)
Solène Hilary, Alexandra Louvet
- [Chômage de longue durée : la crise a frappé plus durement ceux qui étaient déjà les plus exposés](#)
Jérôme Lê, Sylvie Le Minez, Marie Rey
- [La baisse des inégalités de revenu salarial marque une pause pendant la crise](#)
Élise Coudin, Bertrand Marc, Pierre Pora, Lionel Wilner
- [Des revenus élevés et en plus forte hausse dans les couronnes des grandes aires urbaines](#)
Jean-Michel Floch
- [Redistribution : en 2013, les nouvelles mesures accroissent la fiscalité des ménages et réduisent légèrement les inégalités](#)
Marie-Cécile Cazenave, Jonathan Duval, Maëlle Fontaine et Juliette Stehlé
- [Le week-end reste un temps de partage et de repos](#)
Laura Castell
- [De mères à filles : la mobilité vers l'activité des descendantes d'immigrés](#)
Alice Mainguené

- [Fiches thématiques - Population, éducation - France, portrait social - Insee Références - Édition 2014](#)
- [Fiches thématiques - Emploi, salaires - France, portrait social - Insee Références - Édition 2014](#)
- [Fiches thématiques - Conditions de vie - France, portrait social - Insee Références - Édition 2014](#)
- [Fiches thématiques - Cadrage européen - France, portrait social - Insee Références - Édition 2014](#)

Repéré sur : ladocumentationfrancaise.fr

Conseil national de l'innovation pour la réussite éducative. [Pour une Ecole innovante - Synthèse des travaux du Conseil national de l'innovation pour la réussite éducative 2013-2014](#). Paris : Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche, Novembre 2014. 52 p.

Créé en avril 2013, le Conseil national de l'innovation pour la réussite éducative a pour objet principal de « répondre aux difficultés rencontrées par l'Ecole pour faire réussir tous les élèves en identifiant les pratiques innovantes existantes, en mutualisant les meilleures et les plus efficaces et en aidant à la mise en oeuvre de nouvelles pratiques pédagogiques ». Son premier rapport est divisé en cinq parties : l'innovation comme problème ; principes et orientations de l'innovation ; la fabrique de l'engagement : une école bienveillante ; la fabrique de l'ouverture : une école accueillante ; la fabrique de la compétence : une école performante.

Repéré sur : Nber.org

Levon Barseghyan, Damon Clark, Stephen Coate. [Public School Choice: An Economic Analysis](#). NBER Working Paper No. 20701, November 2014

Public school choice programs give households a free choice of public school and provide schools incentives to compete for students. Proponents of these programs argue that by the usual market logic, choice and competition will improve the quality of the education that schools provide. Critics counter that the usual market logic does not translate easily to schools, since households' perceptions of school quality depend not only on the efforts of school personnel but also on the composition of the student body (i.e., households have peer preferences). This paper advances this debate by developing and analyzing an economic model of public school choice. To capture the pro-choice argument, the model assumes that a neighborhood enrollment policy that provides schools with no incentives to exert effort is replaced by a prototypical public school choice policy in which households have a free choice of school and schools have incentives to compete for students. To capture the anti-choice argument the model assumes that households have peer preferences. The

analysis of the equilibrium of this model generates three findings that highlight potential limitations of choice programs.

Jonathan Guryan, James S. Kim, David M. Quinn. [Does Reading During the Summer Build Reading Skills? Evidence from a Randomized Experiment in 463 Classrooms](#). NBER Working Paper, No. 20689, November 2014

There are large gaps in reading skills by family income among school-aged children in the United States. Correlational evidence suggests that reading skills are strongly related to the amount of reading students do outside of school. Experimental evidence testing whether this relationship is causal is lacking. We report the results from a randomized evaluation of a summer reading program called Project READS, which induces students to read more during the summer by mailing ten books to them, one per week. Simple intent-to-treat estimates show that the program increased reading during the summer, and show significant effects on reading comprehension test scores in the fall for third grade girls but not for third grade boys or second graders of either gender. Analyses that take advantage of within-classroom random assignment and cross-classroom variation in treatment effects show evidence that reading more books generates increases in reading comprehension skills, particularly when students read carefully enough to be able to answer basic questions about the books they read, and particularly for girls.

William R. Kerr, Ramana Nanda. [Financing Innovation](#). NBER Working Paper No. 20676, November 2014

We review the recent literature on the financing of innovation, inclusive of large companies and new startups. This research strand has been very active over the past five years, generating important new findings, questioning some long-held beliefs, and creating its own puzzles. Our review outlines the growing body of work that documents a role for debt financing related to innovation. We highlight the new literature on learning and experimentation across multi-stage innovation projects and how this impacts optimal financing design. We further highlight the strong interaction between financing choices for innovation and changing external conditions, especially reduced experimentation costs.

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[NAPLAN Scores as Predictors of Access to Higher Education in Victoria](#)

Brendan Houg (Melbourne Institute of Applied Economic and Social Research, The University of Melbourne) ; Moshe Justman (Melbourne Institute of Applied Economic and Social Research, The University of Melbourne; and Department of Economics, Ben Gurion University)

This paper examines the extent to which year-9 performance on the National Assessment Program—Language Arts and Numeracy (NAPLAN) predicts access to higher education as determined by subsequent achievement on year-12 Victoria Certificate of Education (VCE) exams. VCE performance is measured via three binary indicators: achieving an Australian tertiary admission rank (ATAR) above 50 ("ATAR50"), above 70 ("ATAR70"), and above 90 ("ATAR90"); and two continuous indicators: ATAR and the Tertiary Entrance Aggregate (TEA). We find that a four-way classification of year-9 NAPLAN results explains 35% of the variance in ATAR50, 37% in ATAR70 and 26% in ATAR90; and NAPLAN scores and basic demographic indicators explain 38% of the variance in ATAR and 42% of the variance

in TEA values. Examining the joint effect of year-9 NAPLAN scores and socio-economic status in predicting VCE outcomes, we find that while both are significant, NAPLAN scores have a much stronger effect. At the school level, we find that predictions of success rates based on NAPLAN scores and basic demographic indicators explain over 82% of the variance in school achievement in each of the binary indicators.

[Challenges of Quality of Learning Outcomes for Countries with the Unfinished Agenda of Universal Primary Education and Gender Parity: The Case of Yemen](#)

Yuki, Takako ; Kameyama, Yuriko

This paper sheds light on a potential risk of trade-off between access to primary education and the quality of education in underserved areas in the case of Yemen, which still faces challenges in access, equity, and quality in spite of its rapid improvement over the past decade. It will first examine the level of learning achievement in relation to an improvement of enrollments and gender parity in rural schools where girls were more disadvantaged in 2004, when Yemen started the national basic education strategy toward 2015. It will also examine the level of learning achievement in relation to the other supply-side variables, of which quality and quantity are often affected by expansion of access. The data used here are the student- and school-level data collected by the JICA Research Institute at rural schools in Yemen in 2011 and the data from the TIMSS in 2011. The analyses point to a trade-off between improved access and quality of learning. The results indicated that the school-level increase of gender parity in enrollment and the total enrollment growth of boys and girls alike over the past three years are negatively associated with the current students' math test scores. The estimation results of trade-offs are valid while controlling for basic students and family characteristics, such as parental education and occupation. As anticipated from previous education production function analyses, some policy variables, such as teacher availability and existence of participatory school management committees, change across schools, and they are important for explaining the learning differences in the relatively underserved rural areas of Yemen. These findings underscore the need of revisiting such policy measures in further increasing access while ensuring the quality standards for disadvantaged areas and avoiding widening of the quality difference within the country and ensuring learning for all.

[How Important are Local Inventive Milieus: The role of Birthplace, High School and University Education](#)

Ejerimo, Olof (CIRCLE, Lund University) ; Hansen, Høgni Kalsø (Department of Geosciences and Natural Resource Management, Geography Section, University of Copenhagen)

Using the whole population and almost all individuals in Sweden listed as inventors, we study how the probability of being listed on a patent as inventor is influenced by the density of other future inventors residing in the same region, while controlling for demographic and sector effects along with the educational characteristics of parents. We focus on three such densities: a) future inventors in the municipality around the time of birth, b) future inventors around the time of graduation from high school and c) future inventors at graduation from higher education. We find suggestive evidence that co-locating with future inventors impact on the probability of becoming an inventor in some cases. The most consistent of these effects is found for place of higher education, with some positive effects also most likely coming from birthplace, whereas no consistent positive effect is found from the individuals' high school location. Formative influences to become an inventor therefore seem

mainly to derive from family upbringing, birth region and from local milieu effects derived from conscious choices into higher education.

[Does Relative Grading help Male Students? Evidence from a Field Experiment in the Classroom](#)

Eszter Czibor (University of Amsterdam) ; Sander Onderstal (University of Amsterdam) ; Randolph Sloof (University of Amsterdam) ; Mirjam van Praag (Copenhagen Business School, Denmark)

The provision of non-pecuniary incentives in education is a topic that has received much scholarly attention lately. Our paper contributes to this discussion by investigating the effectiveness of grade incentives in increasing student performance. We perform a direct comparison of the two most commonly used grading practices: the absolute (i.e., criterion-referenced) and the relative (i.e., norm-referenced) grading schemes in a large-scale field experiment at a university. We hypothesize that relative grading, by creating a rank-order tournament in the classroom, provides stronger incentives for male students than absolute grading. In the full sample, we find weak support for our hypothesis. Among the more motivated students we find evidence that men indeed score significantly higher on the test when graded on a curve. Female students, irrespective of their motivation, do not increase their scores under relative grading. Since women slightly outperform men under absolute grading, grading on a curve actually narrows the gender gap in performance.

[Income inequality, intergenerational mobility and the Great Gatsby Curve: is education the key?](#)

John Jerrim (Department of Quantitative Social Science, Institute of Education, University of London) ; Lindsey Macmillan (Department of Quantitative Social Science, Institute of Education, University of London)

It is widely believed that countries with greater levels of income inequality also have lower levels of intergenerational mobility. This relationship, known as the Great Gatsby Curve (GGC), has been prominently cited by high-ranking public policy makers, best-selling authors and Nobel Prize winning academics. Yet relatively little cross-national work has empirically examined the mechanisms thought to underpin the GGC – particularly with regards to the role of educational attainment. This paper uses the cross-nationally comparable Programme for International Assessment of Adult Competencies (PIAAC) dataset to shed new light on this issue. We find that income inequality is associated with several key components of the intergenerational transmission process – including access to higher education, the financial returns to education, and the direct effect of parental education upon labour market earnings. Thus, consistent with theoretical models, we find that educational attainment is an important driver of the relationship between intergenerational mobility and income inequality. We hence conclude that unequal access to financial resources plays a central role in the intergenerational transmission of advantage.

[Estimating the Skill Bias in Agglomeration Externalities and Social Returns to Education: Evidence from Dutch Matched Worker-Firm Micro-data](#)

Stefan P.T. Groot (Centraal Planbureau, The Hague, the Netherlands) ; Henri L.F. de Groot (VU University Amsterdam, the Netherlands)

This paper employs a unique set of micro-data covering almost one third of the Dutch labor force, to estimate the relationship between agglomeration externalities and the level of education. While the positive relationship between economic density and productivity and wages has long been established in the economic literature, less is known about the effects of density on the productivity of different types of workers. This paper shows that there is substantial heterogeneity in the

relationship between density and productivity for workers with different types of education. Apart from estimating the impact of aggregate density, we also estimate whether the composition of the local labor market in terms of education is related to the productivity of different types of workers. Using the presence of universities as an instrument, we estimate the effect of the supply of university graduates on wages, i.e. the social return to education.

[Exploitation or Empowerment? The Impact of Textile and Apparel Manufacturing on the Education of Women in Developing Countries.](#)

Ozsoz, Emre

One of the most cited criticism for US fashion brands is their exploitation of workers in their overseas manufacturing facilities. This paper studies whether such textile and apparel production facilities (also known as "sweatshops") lead to lower education and thus a lower socio-economic status for women working in them. Results suggest it is not as a clear-cut conclusion. Evidence suggests a higher ratio of women receive primary education as apparel and textile exports increase while at the secondary level of education however, the results suggest the opposite. We also evaluate to see if women marry at a later age as a result of working in these factories, yet fail to find any conclusive evidence.

[Are better students really less overconfident? A preliminary test of different measures](#)

Lotito, Gianna ; Maffioletti, Anna ; Novarese, Marco

In this work we use data from two sets of midterm exams and question-by-question evaluations of confidence levels and construct different indicators in order to study predictive ability and overconfidence. Our results show that (1) there is a significant evidence of a good ability of self-evaluation on the side of the best students; (2) worse metacognition does not seem to explain overconfidence. This suggests that different methods of investigating overconfidence might lead to results which are at least partially different from the ones discussed in the existing literature

[Eficiencia en el uso de los recursos del SGP: los casos de la salud y la educación](#)

Luis Armando Galvis

En el presente trabajo se realiza un análisis del uso de los recursos públicos destinados a salud y educación. El objetivo es evaluar la "calidad" del gasto territorial con recursos del Sistema General de Participaciones –SGP-, a partir del estudio de la eficiencia relativa. Para este fin se emplea la metodología del Análisis Envolvente de Datos, enfatizando en estos dos sectores debido a que representan aproximadamente un 96% de los recursos provenientes del SGP. Los resultados indican que la eficiencia promedio en la cobertura se encuentra en 62,3 y 63,4% para educación y salud, respectivamente. En calidad la eficiencia en educación solo llega al 48,8% y en salud al 50,6%. Ello implica que, sobre todo en calidad, los municipios requieren esfuerzos para mejorar su desempeño y la eficiencia con que emplean los recursos provenientes del SGP.*****ABSTRACT: In this paper we analyze the efficiency with which resources from the central government are used for the provision of education and health services. The purpose is to evaluate the "quality" of public spending at the subnational level, specifically relative efficiency in the use of resources coming from the General System of Participations GSP. To this end, we employ the methodology known as Data Envelopment Analysis –DEA-, emphasizing in the case of education and health services, due to the fact that they represent around 96% of the funds coming from GSP. The results indicate that the average efficiency is 62.3% and 63.4% in the provision of education and health services, respectively. As to the case of

the quality of those services, their efficiency reaches only 48.8% education in the case of education and 50.6% for health. This result indicates that the municipalities require additional efforts to improve performance and efficiency with which employ resources from the GSP, specially improving in the quality of the provision of those services.

[Introduction: Telling the Story of MIT Economics in the Postwar Period](#)

E. Roy Weintraub

Over the past twenty-five years the Duke history of economics faculty, together with the collection development librarians in the David M. Rubenstein Rare Book and Manuscript Library, have been gathering the papers of notable (mostly) twentieth century economists in what is now called The Economists Papers Project (EPP). Over time that archive has grown and become central to historical research on economics in the postwar period. The papers of Edwin Burmeister, Evsey Domar, Franklin Fisher, Duncan Foley, Lawrence Klein, Franco Modigliani, and Robert Solow, all MIT faculty or students, have attracted scholars from around the world. After Paul Samuelson's death in December 2009, his papers, by prior arrangement, came to the EPP and quickly became a magnet for historians of economics. In response, early in 2010 I was encouraged by my colleagues Kevin Hoover, Bruce Caldwell, Craufurd Goodwin, and Neil De Marchi to plan a conference in the History of Political Economy Annual Conference series to examine the history of MIT economics. After a year's worth of conversations and emails, I invited a number of individuals to consider a variety of projects exploring MIT's role in the transformation of American economics in the postwar period. That conference, held in April 2013 at the R. David Thomas Conference Center at Duke University, was sponsored as usual by the Duke University Press. However the very generous financial support of the Alfred P. Sloan Foundation made possible the expansion of the "standard" HOPE Conference into one that included a larger number of participants and papers. In the end the conferees learned that telling the story of MIT's role in the postwar period required attending to both the particular circumstances that shaped MIT and the various ways in which economics itself was changing.

[Cross-country data on the quantity of schooling: a selective survey and some quality measures](#)

Ángel de la Fuente ; Rafael Doménech

We survey a number of papers that have focused on the construction of cross-country data sets on average years of schooling. We discuss the construction of the different series, compare their profiles and construct indicators of their information content. The discussion focuses on a sample of OECD countries but we also provide some results for a large non-OECD sample.

[Does parental education affect the impact of provision of health care on health status of children? - Evidence from India](#)

Runu Bhakta (Indira Gandhi Institute of Development Research) ; A. Ganesh Kumar (Indira Gandhi Institute of Development Research)

The objective of the study is to analyse the impact of provision of health care facilities on the child health status taking into account the utilization of these available facilities. The study offers an insight into how parental education plays a significant role in explaining the slow progress in the health status of children. The results confirm that additional provision of health care facilities leads to significant increase in utilization of institutional delivery services and antenatal care which in turn improves the health status of a child. At the same time, we have observed that mere provision of more health care services will not solve the problem at the rate required to achieve acceptable levels

of child health status. The model for utilization of health services reveals the fact that, schooling affects health seeking behavior among women which in turn results in greater utilization of institutional benefits in a region where the services are available. Thus female education must be enhanced to increase the utilization of antenatal care at a faster rate. Further, educated parents can manage child care practices in more efficient ways which offer them an additional edge among those who availed those facilities. To have a better utilization of available health care services and to raise the pace of reduction in child mortality rates government has to pay attention to increase education level of adults along with the expansion of health care centres.

[On the Causal Effects of Selective Admission Policies on Students' Performances. Evidence from a Quasi-experiment in a Large Italian University](#)

Vincenzo Carrieri (Università di Salerno, CELPE and HEDG.) ; Marcello D'Amato (Università di Salerno, CELPE and CSEF) ; Roberto Zotti (Università di Salerno)

We present a dynamic OLG model of educational signaling, inequality and mobility with missing credit markets. Agents are characterized by two sources of unobserved heterogeneity: ability and parental income, consistent with empirical evidence on returns to schooling. Both quantity and quality of human capital evolve endogenously. The model generates a Kuznets inverted-U pattern in skill premia similar to historical US and UK experience. In the first (resp. later) phase the skill premium rises (falls), social returns to education exceed (falls below) private returns: under-investment owing to financial imperfections dominate (are dominated by) over-investment owing to signaling distortions. There always exist Pareto-improving policy interventions reallocating education between poor and rich children. JEL Classification: Tertiary education, Selective test based admission policies; students' performances; peer effects; quasiexperiment

[The Effect of Cash Transfers to Schools on Voluntary Contributions](#)

Rosangela Bando

School-based management programs aim to improve education outcomes by involving parents in allocation decisions about external funds transferred to the school. This paper explores the effects of two school-based management programs on parental investment in schools via voluntary contributions. One program provides both a cash grant and a matching scheme for privately raised funds. Difference-in-differences estimation shows that parents in richer schools increased voluntary contributions by 28 percent, while parents in poorer schools decreased voluntary contributions by 11 percent. This implies that a matching scheme results in higher inequality in resources available to schools. The second program provides only a cash grant to poor schools. Based on a randomized control, estimation shows that parents use 83 percent of the grant to substitute for voluntary contributions. A cash grant alone for poor schools results in an increase in resources available to the school in less than the cash grant transfer.

[Educational spillover and parental migration](#)

Joanna Clifton-Sprigg (The University of Edinburgh)

Impacts of parental emigration on educational outcomes of children and, in turn, the children's influence on peers are theoretically ambiguous. Using novel data I collected on migration experiences and timing, family background and school performance of lower secondary pupils in Poland, I analyse empirically whether children with parents working abroad (PWA) influence school performance of their classmates. Migration is mostly temporary in nature, with one parent engaging

in employment abroad. As many as 63% of migrant parents have vocational qualifications, 29% graduated from high school, 4% have no qualifications and the remaining 4% graduated from university. Almost 18% of all children are affected by parental migration and, on average, 6.5% of pupils in a class have a parent abroad. Perhaps surprisingly, estimates suggest that pupils benefit from the presence of PWA classmates. PWA pupils whose parents graduated from high school exert the biggest positive impact on their classroom peers. Further, classmates are differently affected by PWA children; those who themselves experienced migration within the family benefit most. This positive effect is likely driven by the student level interactions or increased teachers' commitment to classes with students from migrant families.

[Evaluation of the Impact of School Canteen Programs on Internal Efficiency of Schools, Cognitive Acquisitions and Learning Capacities of Students in Rural Primary Schools in Senegal](#)

Abdoulaye Diagne ; Mouhamadou Moustapha Lô ; Ousmane Sokhna ; Fatoumata L. Diallo

This study evaluates the impact of school canteen programs on the performance of rural primary schools in Senegal using a “randomized experiment”. 120 schools which had never had school canteens were selected in the four poorest regions of Senegal. They were randomly assigned to treatment and control groups. Students in the second (CP) and fourth (CE2) years of primary school were observed in each of the selected schools. Many tests (student, Kolmogorov-Smirnov, Mann-Whitney Levene, Chi2) were performed in order to verify the random nature of the treatment assignment. The results show that, at the school level, the two groups are relatively homogenous, but there are some differences at the individual level. Thus, the double difference methods used to estimate the impact of the meal program on academic performance. The results are as follows: the canteen has a positive and significant impact on the overall score of students in grade 2 (10.56 points). This result is confirmed in both mathematics (12.32 points) and French (8.72 points). However, the impact is not significant for older children (more than 10 years old) in CP. In terms of gender, the study shows a difference in the impact in favour of girls in the fourth grade. Looking at the cognitive impact, we find that, except for the level of knowledge, the canteen has a greater impact on the cognitive ability of the youngest (aged six and seven years). Competencies in memory (33.23 points) and reasoning (23.92 points) improved by more. These results are all significant at the 5% confidence level. However, school canteens do not improve the internal efficacy of public primary schools: dropouts and repeated grades have certainly decreased, but none of the results are statistically significant. By improving the nutritional intake of children who benefit from the meals supplied to the school, the canteens have positive externalities on the nutritional intake of children living with the beneficiary students. Moreover, there are interaction effects between the school canteen and two traditional schooling quality inputs: poverty and class size. Regarding these results, we can state that universalizing school canteens can be an effective method to accelerate progress towards quality education for all.

[Paying Out and Crowding Out? The Globalisation of Higher Education](#)

Stephen Machin ; Richard Murphy

We investigate the rapid influx of overseas students into UK higher education and the impact on the number of domestic students. Using administrative data since 1994/5, we find no evidence of crowd out of domestic undergraduate students and indications of increases in the domestic numbers of postgraduate students as overseas enrolments have grown. We interpret this as a cross-subsidisation and establish causal findings using two methods. Firstly, we use the historical share of students from

a sending country attending a university department as a shift-share instrument to predict enrolment patterns. Secondly, we use a change in Chinese visa regulations and exchange rates in combination with strong subject preferences as a predictor of overseas student growth.

[The economics of research, consulting, and teaching quality: Theory and evidence from a technical university](#)

Stefano BIANCHINI ; Francesco LISSONI ; Michele PEZZONI ; Lorenzo ZIRULIA

We investigate the effect of both research and consulting on higher education teaching quality at the individual level. We propose a theoretical model in which academics allocate limited time between three activities, over a two period horizon, under the assumption of positive spillovers from research to both consulting opportunities and teaching, and of life cycle effects on incentives. Propositions from the model are tested against teaching evaluation data from a mid-sized Italian engineering faculty. We find that research experience improves teaching quality, but only if it does not translate into large consulting opportunities. In that case, research experience provides too strong a disincentive to invest time in teaching, and quality deteriorates.

[An international comparison of educational systems: an application of the global Malmquist-Luenberger index](#)

Víctor Giménez (Department of Business, Universitat Autònoma de Barcelona, Spain) ; Claudio Thieme (Faculty of Economics and Business, Universidad Diego Portales, Santiago, Chile) ; Diego Prior (Department of Business, Universitat Autònoma de Barcelona, Spain) ; Emili Tortosa-Ausina (IVIE, Valencia and Department of Economics, Universidad Jaume I, Castellón, Spain)

This study uses the global Malmquist-Luenberger productivity index to measure performance change in the educational systems of 28 countries participating in the TIMSS 2007 and 2011 for eighth grade basic education students in the discipline of mathematics. This methodology is particularly appropriate both for its desirable properties as well as its suitability for the educational context. Results indicate that the countries participating in the study not only chose different paths to improve their educational performance but, in addition, results varied remarkably among them. They also suggest that, on average, educational performance deteriorated between 2007 and 2011, although we also found (successful) efforts in several countries to improve equality.

[Early, Late or Never? When Does Parental Education Impact Child Outcomes?](#)

Matt Dickson ; Paul Gregg ; Harriet Robinson

We study the intergenerational effects of parents' education on their children's educational outcomes. The endogeneity of parental education is addressed by exploiting the exogenous shift in education levels induced by the 1972 Raising of the School Leaving Age (RoSLA) from age 15 to 16 in England and Wales. Using data from the Avon Longitudinal Study of Parents and Children - a rich cohort dataset of children born in the early 1990s in Avon, England - allows us to examine the timing of impacts throughout the child's life, from pre-school assessments through the school years to the final exams at the end of the compulsory schooling period. We also determine whether there are differential effects for literacy and numeracy. We find that increasing parental education has a positive causal effect on children's outcomes that is evident at age 4 and continues to be visible up to and including the high stakes exams taken at age 16. Children of parents affected by the reform gain results just under 0.1 standard deviations higher than those whose parents were not impacted. The effect is focused on the lower educated parents where we would expect there to be more of an

impact: children of these parents gaining results approximately 0.2 standard deviations higher. The effects appear to be broadly equal across numeracy and literacy test scores.

[Neue Methoden zur Eignungsberatung an Hochschulen – Eine experimentelle Analyse eines webbasierten Self-Assessments](#)

Bolsinger, Harald ; Jäckle, Robert

Depending on the field of major, between a quarter and half of German students in higher education quit prematurely. As a means to reduce the drop-out rate many universities have launched online self-assessments to provide guidance when applicants choose among different subjects. However, so far very little is known about how self-assessments impact the applicants' choice. We use the pilot-phase of a self-assessment to conduct a field experiment which allows us to analyse students' behaviour. Our results show that self-assessments causally influence the enrolment decisions of the candidates. Good grades in lower education and general qualifications for university entrance (as opposed to lower entrance degrees) increase the probability to attend (voluntary) self-assessments. Furthermore, assessments may change the expectations of participants with respect to their future academic success. However, so far the probability to participate in the self-assessment is relatively low.

[The effects of class size on cognitive and non-cognitive abilities\(in Japanese\)](#)

Minae NIKI

The trend towards class size reduction has accelerated over the last decade. However, it is not clear whether small class sizes actually increase the quality of education enough to justify the downsizing cost. This paper intends to capture the effects of class size by using an education production function and by estimating the effects focusing on the following two points. First, we evaluate various aspects of class size effects. This paper uses TIMSS2003 Mathematics and Science data for Japanese public schools' 8th grade students to estimate the effects of class size on academic achievements and four non-cognitive ability measures ("High motivation", "Confidence", "Utility", "Belong"), which are estimated by using factor analysis to allow quantitative interpretation. Second, we control for endogeneity of class size that results from non-random assignments of students to class. This paper uses the Regression-Discontinuity-Design method which eliminates such biases. We obtained the following two results. First, we did not find a significant relationship between reductions in class size and academic achievements in both subjects. Second, regarding the non-cognitive ability measures, we found that in mathematics "Confidence" increases with class size reduction.

[Heterogeneity in the Importance of English-Speaking Ability in Determination of Employment Status by Demographic Subgroups in the United States](#)

Afful, Efua Amoonua

Previous literature indicates that language skills are an important determinant of success in the labor market. Using data from the 2012 American Community Survey (ACS) 1-year sample, this paper shows that there is heterogeneity in the importance of English-speaking ability by gender, race and education. I find that improvement in proficiency generates higher employment benefits for females than males possibly due to the industry distribution of employment by gender. Women and Asians are more likely to be employed at each successively higher level of speaking proficiency with diminishing returns. Enhancement of proficiency increases the odds of employment to a certain degree, beyond which the odds fall for males, Whites, Blacks, other races and individuals with high

school education or less. Among individuals with high school education or less, the odds of employment are very low irrespective of level of language proficiency. Individuals with some college but no degree or higher experience consistent increases in odds of employment as English-speaking ability improves. For proficiency in speaking English to yield substantial employment benefits, one must attain moderate to high educational qualifications.

[How does schools' efficiency look like across Europe? An empirical analysis of Germany, Spain, France, Italy and UK using OECD PISA2012 data](#)

Tommaso Agasisti (Politecnico di Milano School of Management, Milano)

This research conducts a comparison of secondary schools' efficiency in an international perspective, focusing on five economies in the European Union (UK, Germany, France, Italy and Spain) and employing an institutionlevel dataset built through data from the 2012 edition of the OECD's Programme for International Student Assessment (PISA). Overall, around 2,700 schools from these five countries are included in the empirical analysis; it uses a bootstrap version of Data Envelopment Analysis (DEA), and a common (international) frontier of efficient schools is assumed. The production process is modelled in a very simple way, by including human and capital resources, together with students' socioeconomic background, among inputs; and average scores in reading and mathematics, as outputs. Although within-country dispersion of efficiency scores is much wider than between-countries differences, some between-countries efficiency differentials can be observed. A second-stage tobit regression reveals that some factors are statistically associated with schools' efficiency, as for example the indexes for the quality of educational resources and teachers' morale. Conversely, the efficiency scores are inversely correlated with the proportion of students who perform below proficiency level 2, suggesting that there is not a trade-off between efficiency and equity. All these evidences can stimulate interesting reflections for national and European-based policy-makers.

[Are the Children of Uneducated Farmers Doubly Doomed? Farm, Nonfarm and Intergenerational Educational Mobility in Rural China](#)

Emran, M. Shahe ; Sun, Yan

This paper relaxes the single factor model of intergenerational educational mobility standard in the literature, and develops a research design to study the effects of parents' education and occupation on children's schooling. We use survey data from rural China that cover three generations and are not subject to coresidency bias. The evidence from recently developed matching and propensity score weighted estimators shows that the mean effects of parents education from the standard model miss substantial heterogeneity. Within the low education subsample, a son (girl) attains about 0.80 (0.60) years of additional schooling when born into a non-farm household compared to a farm household, and among the farming households, a child gains a one year of schooling when at least one parent has more than primary schooling. Having nonfarm parents, however, does not confer any advantages over the farmer parents if the farmers are relatively more educated, even though nonfarm households have significantly higher income. This suggests that income plays a secondary role to parental education. Estimates of cross-partial effects without imposing functional form show little evidence of complementarity between parental education and non-farm occupation. The role of family background remains stable across generations for girls, but for boys, family background has become more important after the market reform.

[The Emergence of An Educational Tool Industry: Opportunities and Challenges For Innovation in Education](#)

Dominique Foray (College of Management, EPFL, 1015 Lausanne, Switzerland) ; Julio Raffo (World Intellectual Property Organization, Economics and Statistics Division, Geneva, Switzerland)

The paper addresses two issues. One concerns the general conditions and procedures involved in the emergence of a tool industry. Tool industries emerge and evolve as a collection of capital goods and tool inventors and manufacturers. One of our goals is to use some of the works on historical cases to build a heuristic framework concerning the main conditions for the emergence and development of tool industries. The other issue is more factual and involves the question whether a tool industry is today emerging in the area of education. The paper describes the emergence of a population of firms specialised in developing and commercialising educational tools and instructional technologies and discusses whether this trend can be seen as part of the solution to the innovation deficit and cost disease problems in this sector?

[Multigrade Teaching and Age Composition of the Class: The Influence on Academic and Social Outcomes Among Students](#)

Quail, Amanda ; Smyth, Emer

[What Have Economists Been Doing for the Last 50 Years? A Text Analysis of Published Academic Research from 1960-2010](#)

Lea Kosnik (Department of Economics, University of Missouri-St. Louis)

This paper presents the results of a text based exploratory study of over 20,000 academic articles published in seven top research journals from 1960-2010. The goal is to investigate the general research foci of economists over the last fifty years, how (if at all) they have changed over time, and what trends (if any) can be discerned from a broad body of the top academic research in the field. Of the 19 JEL-code based fields studied in the literature, most have retained a constant level of attention over the time period of this study, however, a notable exception is that of macroeconomics which has undergone a significantly diminishing level of research attention in the last couple of decades, across all the journals under study; at the same time, the “microfoundations” of macroeconomic papers appears to be increasing. Other results are also presented.

[Enhancing Growth and Welfare through debt-financed Education](#)

Stauvermann, Peter Josef ; Kumar, Ronald

Using an over-lapping generations (OLG) model, we show how small open economies can enhance their growth through educational subsidies financed via public debt and reduce their fertility rate. We show that subsidizing education through public debt leads to a Pareto improvement of all generations. Even if a country is a net borrower in the international capital market, we show that this subsidy-policy can help, under certain conditions, to improve its net borrowing position. Especially, our analysis can be applied to less-developed countries.

[Demand for High Quality Online STEM Education: Georgia Tech’s Online M.S. in Computer Science](#)

Joshua Goodman ; Julia Melkers ; Amanda Pallais

[“Are we wasting our talent? Overqualification and overskilling among PhD graduates”](#)

Antonio Di Paolo (Faculty of Economics, University of Barcelona) ; Ferran Mañé (Faculty of Economics, Rovira i Virgili University)

Drawing on a very rich data set from a recent cohort of PhD graduates, we examine the correlates and consequences of qualification and skills mismatch. We show that job characteristics such as the economic sector and the main activity at work play a fundamental direct role in explaining the probability of being well matched. However, the effect of academic attributes seems to be mainly indirect, since it disappears once we control for the full set of work characteristics. We detected a significant earnings penalty for those who are both overqualified and overskilled and also showed that being mismatched reduces job satisfaction, especially for those whose skills are underutilized. Overall, the problem of mismatch among PhD graduates is closely related to demand-side constraints of the labor market. Increasing the supply of adequate jobs and broadening the skills PhD students acquire during training should be explored as possible responses.

[The State, Socialization, and Private Schooling: When Will Governments Support Alternate Producers?](#)

Pritchett, Lant (Harvard University) ; Viarengo, Martina (Graduate Institute, Geneva and Center for International Development, Harvard University)

Understanding the institutional features that can improve learning outcomes and reduce inequality is a top priority for international and development organizations around the world. Economists appear to have a good case for support to non-governmental alternatives as suppliers of schooling. However, unlike other policy domains, freer international trade or privatization, economists have been remarkably unsuccessful in promoting the adoption of this idea. We develop a simple general positive model of why governments typically produce schooling which introduces the key notion of the lack of verifiability of socialization and instruction of beliefs, which makes third party contracting for socialization problematic. We use the model to explain variations around the world in levels of private schooling. We also predict the circumstances in which efforts to promote the different alternatives to government production--like charter, voucher, and scholarship--are likely to be successful.

[Can conditional cash transfers improve education and nutrition outcomes for poor children in Bangladesh ? evidence from a pilot project](#)

Ferre, Celine ; Sharif, Iffath

There is an increasing recognition that investment in human development at an earlier age can have a significant impact on the lifetime earnings capacity of an individual. This notion is the basis for the popularity of conditional cash transfer programs to help boost child health and education outcomes. The evidence on the impact of conditional cash transfers on health and education outcomes, however, is mixed. This paper uses panel data from a pilot project and evaluates the impact of conditional cash transfers on consumption, education, and nutrition outcomes among poor rural families in Bangladesh. Given implementation challenges the intervention was not able to improve school attendance. However the analysis shows that the pilot had a significant impact on the incidence of wasting among children who were 10-22 months old when the program started, reducing the share of children with weight-for-height below two standard deviations from the World Health Organization benchmark by 40 percent. The pilot was also able to improve nutrition knowledge: there was a significant increase in the proportion of beneficiary mothers who knew about the importance of exclusively breastfeeding infants until the age of six months. The results also

suggest a significant positive impact on food consumption, especially consumption of food with high protein content.

[Does Diploma Type Matter for Subsequent Academic Achievement? A UAE Case Study](#)

Kherfi, Samer (American University of Sharjah) ; Naufal, George S (Timberlake Consultants)

We examine how selected high school characteristics – including type of diploma – contribute to students' academic success in an American-type university in the United Arab Emirates (UAE). We find no robust evidence that US, UK, and UAE systems of high school diploma produce different outcomes, once we control for English proficiency. Irrespective of the type of diploma, high school grade is a strong positive predictor of future performance. We identify significant female, nationality, and family income effects. There is evidence that school ownership (private versus public) does not matter, and that graduates of coeducational schools perform better.

[Which Schools and Pupils Respond to Educational Achievement Surveys? A Focus on the English PISA Sample](#)

Schnepf, Sylke V. (European Commission) ; Durrant, Gabriele B. (University of Southampton) ; Micklewright, John (Institute of Education, University of London)

Using logistic and multilevel logistic modelling we examine non-response at the school and pupil level to the important educational achievement survey Programme for International Student Assessment (PISA) for England. The analysis exploits unusually rich auxiliary information on all schools and pupils sampled for PISA whether responding or not, including data from two large-scale administrative sources on pupils' results in national public exams, which correlate highly with the PISA target variable. Results show that characteristics associated with non-response differ between the school and pupil levels. The findings have important implications for the survey design of education data.

[Private Education Market, Information on Test Scores and Tuition Practices](#)

Firpo, Sergio (Sao Paulo School of Economics) ; Ponczek, Vladimir (Sao Paulo School of Economics) ; Possebom, Vítor Augusto (Sao Paulo School of Economics)

In this paper, we study the impact of disclosing information about school quality of private schools in Brazil on school choice. Particularly, we investigate whether test score disclosure affected private schools' tuition prices. In 2006, Brazil started to announce the schools' average test score of ENEM, a high school exit exam run by the federal government. Using longitudinal school data, we gauge the effect of test score disclosure on tuitions of private schools for three different schools levels (elementary, middle and high school). We find that the disclosure of schools' average test scores affects tuitions positively for all these three educational levels, but the effect is larger for high school tuitions. We also find that private education markets are local instead of national, since local ranks better predict tuition prices than national ranks. Finally, adjustments on prices did not follow immediately after the publication of scores but occurred gradually over time, revealing that the parents needed some time to trustfully associate results on the exam to new information on school quality.

[The Long Run Human Capital and Economic Consequences of High-Stakes Examinations](#)

Victor Lavy ; Avraham Ebenstein ; Sefi Roth

Cognitive performance during high-stakes exams can be affected by random disturbances that, even if transitory, may have permanent consequences for long-term schooling attainment and labor

market outcomes. We evaluate this hypothesis among Israeli high school students who took a series of high stakes matriculation exams between 2000 and 2002. As a source of random (transitory) shocks to high- stakes matriculation test scores, we use exposure to ambient air pollution during the day of the exam. First, we document a significant and negative relationship between average PM2.5 exposure during exams and student composite scores, post-secondary educational attainment, and earnings during adulthood. Second, using PM2.5 as an instrument, we estimate a large economic return to each point on the exam and each additional year of post-secondary education. Third, we examine the return to exam scores and schooling across sub-populations, and find the largest effects among boys, better students, and children from higher socio-economic backgrounds. The results suggest that random disturbances during high-stakes examinations can have long-term consequences for schooling and labor market outcomes, while also highlighting the drawbacks of using high-stakes examinations in university admissions.

[Does Gifted Education Work? For Which Students?](#)

David Card ; Laura Giuliano

Education policy makers have struggled for decades with the question of how to best serve high ability K-12 students. As in the debate over selective college admissions, a key issue is targeting. Should gifted and talented programs be allocated on the basis of cognitive ability, or a broader combination of ability and achievement? Should there be a single admission threshold, or a lower bar for disadvantaged students? We use data from a large urban school district to study the impacts of assignment to separate gifted classrooms on three distinct groups of fourth grade students: non-disadvantaged students with IQ scores ≥ 130 ; subsidized lunch participants and English language learners with IQ scores ≥ 116 ; and students who miss the IQ thresholds but scored highest among their school/grade cohort in state-wide achievement tests in the previous year. Regression discontinuity estimates based on the IQ thresholds for the first two groups show no effects on reading or math achievement at the end of fourth grade. In contrast, estimates based on test score ranks for the third group show significant gains in reading and math, concentrated among lower-income and black and Hispanic students. The math gains persist to fifth grade and are also reflected in fifth grade science scores. Our findings suggest that a separate classroom environment is more effective for students selected on past achievement - particularly disadvantaged students who are often excluded from gifted and talented programs.

[Education capability: a focus on gender and science.](#)

Addabbo, Tindara ; Di Tommaso, Maria Laura ; Maccagnan, Anna (University of Turin)

The focus of the paper is on the measurement of science education capability with a gender perspective. Measuring science education capability implies going beyond the measurement of children test scores. In the capability approach, we aim at the real opportunities that children can develop later in life and therefore it is important to include some measures of non-cognitive skills. We utilize, therefore, different indicators in addition to test scores in science: enjoyment in science, interest in science, general and personal values of science, self - confidence in performing science related tasks, awareness and perception of environmental issues, and responsibility for sustainable development. We utilize the 2006 PISA survey for Italian 15 year old children because it contains a particular focus on science and we estimate a Structural Equation Model to take into account that capabilities are latent constructs of which we only observe some indicators. We also investigate the determinants of children's science education capability in Italy taking into account household,

individual and school factors. Results confirm that boys outperform girls in science education capability. Our theoretical construct for the science education capability confirms that all the indicators are relevant to measure this capability. School activities to promote sciences improve girls' capability and interactive methods of teaching improve both girls and boys capability. The household educational resources and the household educational possession are also positively correlated with girls' and boys' science education capability.

[Selective Schooling Systems Increase Inequality](#)

Burgess, Simon (University of Bristol) ; Dickson, Matt (University of Bath) ; Macmillan, Lindsey (Institute of Education, University of London)

We investigate the impact on earnings inequality of a selective education system in which school assignment is based on initial test scores. We use a large, representative household panel survey to compare adult earnings inequality of those growing up under a selective education system with those educated under a comprehensive system. Controlling for a range of background characteristics and the current location, the wage distribution for individuals who grew up in selective schooling areas is quantitatively more unequal, and the difference is statistically significant. The total effect sizes are large: 14% of the raw 90-10 earnings gap and 18% of the conditional 90-10 earnings gap can be explained by differences across schooling systems.

[College Choice Allocation Mechanisms: Structural Estimates and Counterfactuals](#)

Carvalho, José-Raimundo (Universidade Federal do Ceará) ; Magnac, Thierry (University of Toulouse I) ; Xiong, Qizhou (Toulouse School of Economics)

We evaluate a simple allocation mechanism of students to majors at college entry that was commonly used in universities in Brazil in the 1990s and 2000s. Students first chose a single major and then took exams that select them in or out of the chosen major. The literature analyzing student placement, points out that this decentralized mechanism is not stable and is not strategy-proof. This means that some pairs of major & students can be made better off and that students tend to disguise their preferences using such a mechanism. We build up a model of performance and school choices in which expectations are carefully specified and we estimate it using cross-section data reporting choices between two medical schools and grade performances at the entry exams. Given those estimates, we evaluate changes in selection and students' expected utilities when other mechanisms are implemented. Results highlight the importance of strategic motives and redistributive effects of changes of the allocation mechanisms.

["Making It Count": Evidence from a Field Study on Assessment Rules, Study Incentives and Student Performance](#)

Chevalier, Arnaud (IZA) ; Dolton, Peter (University of Sussex) ; Lührmann, Melanie (Royal Holloway, University of London)

This paper examines a quasi-experiment in which we encourage student effort by setting various weekly incentives to engage in online tests. Our identification strategy exploits i) weekly variation in incentives to determine their impact on student effort, and ii) controlled cross-group variation in assessment weighting. Assessment weighting strongly encourages quiz participation, without displacing effort over the year. We estimate the return to a quiz at around 0.15 of a standard deviation in exam grade. Effort in our study increases most for students at and below median ability, resulting in a reduction of the grade gap by 8%.

[Equal Access to Education: An Evaluation of the Roma Teaching Assistant Programme in Serbia](#)

Marianna BATTAGLIA (UNIVERSITY OF ALICANTE, Departamento de Fundamentos del Análisis Económico) ; Lara LEBEDINSKI (UNIVERSITE CATHOLIQUE DE LOUVAIN, Institut de Recherches Economiques et Sociales (IRES))

This paper investigates the effects of a remedial education programme –the Roma Teaching Assistant Programme – targeting the socially excluded and marginalized Roma ethnic minority in Serbia. By using first-hand collected data, we find evidence that children exposed to the programme went more to school. We do not find an effect on dropouts or marks for all grades. An examination of heterogenous effects suggest that children in the first grade benefitted more from the programme as compared to their older peers through lower dropouts and better grades. Overall, our results suggest that well-targeted remedial education programmes can be successful in boosting outcomes of low performers.

[The Evolution of Charter School Quality](#)

Patrick L. Baude ; Marcus Casey ; Eric A. Hanushek ; Steven G. Rivkin

Studies of the charter school sector typically focus on head-to-head comparisons of charter and traditional schools at a point in time, but the expansion of parental choice and relaxation of constraints on school operations is unlikely to raise school quality overnight. Rather, the success of the reform depends in large part on whether parental choices induce improvements in the charter sector. We study quality changes among Texas charter schools between 2001 and 2011. Our results suggest that the charter sector was initially characterized by schools whose quality was highly variable and, on average, less effective than traditional public schools. However, exits from the sector, improvement of existing charter schools, and positive selection of charter management organizations that open additional schools raised average charter school effectiveness over time relative to traditional public schools. Moreover, the evidence is consistent with the belief that a reduction in student turnover as the sector matures, expansion of the share of charters that adhere to a No Excuses philosophy, and increasingly positive student selection at the times of both entry and reenrollment all contribute to the improvement of the charter sector.

[University Choice: The Role of Expected Earnings, Non-pecuniary Outcomes and Financial Constraints](#)

Delavande, Adeline ; Zafar, Basit

We investigate the determinants of students' university choice, with a focus on expected monetary returns, non-pecuniary factors enjoyed at school, and financial constraints, in the Pakistani context. To mitigate the identification problem concerning the separation of preferences, expectations and markets constraints, we combine rich data on individual-specific subjective expectations about labor market and non-pecuniary outcomes, with direct measures of financial constraints and students' stated school choice both with and without financial constraints. Estimates from a life-cycle model show that future earnings play a small (but statistically significant) role. However, non-pecuniary outcomes, such as school's ideology, are major determinants. Data on students' choices without financial constraints allow for the out-of-sample validation of the model, which shows a strikingly good fit. Our results show that 37% of students are financially constrained in the university choice, and that implementing policies relaxing financial constraints would increase students' average lifetime subjective expected utility by 21%. From a methodological point, we find that ignoring non-pecuniary factors, uncertainty related to employment and drop-out, or direct measures of financial

constraints, yields biased estimates – thereby underscoring the importance of having data on these aspects for understanding university choice in any context.

[Evidence and Persistence of Education Inequality in an Early-Tracking System: The German Case](#)

Krause, Annabelle (IZA) ; Schüller, Simone (IRVAPP)

This article reviews empirical evidence on the early tracking system in Germany and the educational inequalities associated with it. Overall, the literature confirms the existence of considerable social, ethnic, gender- and age-related inequalities in secondary school track placement. Studies on tracking timing and track allocation mechanisms reveal that postponement of the selection decision and binding teacher recommendations may reduce certain (mainly social) inequalities. Furthermore, recent evidence concerning long-term consequences of tracking on labor market outcomes suggests that sizeable built-in flexibilities in the German system succeed in compensating for initial (age-related) education inequalities. The paper concludes with an outline and discussion of the most promising pathways for future research in order to help design inequality-reducing policy recommendations.

[Dropout in upper secondary education in Mexico : patterns, consequences and possible causes](#)

Bentaouet Kattan, Raja ; Szekely, Miguel

This study examines the causes and effects of low enrollment and high dropout rates at the upper secondary level in Mexico, where upper secondary completion rates are well below those of other Organisation for Economic Co-operation and Development countries and the regional average. Through a disaggregated analysis of coverage, absorption, and dropout data in secondary education at the state level, the study categorizes states according to the stage in the educational cycle at which dropout primarily occurs. The study further examines the academic, social, and economic consequences of dropout through an analysis of employment and youth survey data. The analysis of factors associated with dropout uses self-reported factors as well as estimated probit models that use household data from national surveys and the national standardized test. The central conclusion reached is that in addition to the patterns of dropout found, multiple elements intersect with the patterns to form a complex panorama. Key findings include: i) personal, family, and household economic factors and the prevalence of social risks have a closer association with dropout earlier in the education cycle; ii) the association between dropout and the quality of education has greater intensity in states where dropout occurs primarily during upper secondary education and in those with the lowest upper secondary dropout rates; and iii) as the returns to education grow, dropout is lower; in the case of returns to higher education, the association with dropout is stronger for states that have the highest dropout during upper secondary education. This complexity merits differentiated responses, which are explored through a brief look at relevant international approaches.

[Returns to University Quality in Australia: A Two-Stage Analysis](#)

Carroll, David (UNSW Canberra) ; Heaton, Christopher (Macquarie University, Sydney) ; Tani, Massimiliano (IZA)

This study investigates the relationship between university quality and graduate starting salaries using pooled Australian data from the Graduate Destination survey and a two-stage estimation methodology. The results suggest that average starting salaries for young undergraduates differ significantly across universities after controlling for relevant confounding factors, though the range of

university effects is fairly small in relation to other salary determinants, particularly course area. The results are robust to alternative specifications and suggest that employers generally do not place salary premia on attending a high-quality or prestigious university, at least upon workforce entry.

[The Danish National Tests – A Practical Guide](#)

Louise Voldby Beuchert (Department of Economics and Business, Aarhus University, Denmark) ; Anne Brink Nandrup (Department of Economics and Business, Aarhus University, Denmark)

In 2010, the Danish National Tests were implemented in the public compulsory schools as a mean of evaluating the performance of the public school system. The extensive test program consists of ten mandatory tests in six subjects in grades 2 through 8. In this paper, we share our insights from working with the first four rounds of the test data. We provide a brief introduction to adaptive testing, the available data and general data issues including missing data, test participation and data transformations. Additionally, we construct a standardized measure of the raw pupil ability estimate within each test and argue that this is often a more feasible measure for data analyses compared to the transformed test score presented to pupils and teachers. We provide the reader with preliminary analyses of the relation between pupils' national test results and a wide range of pupil background characteristics as well as pupils' 9th grade examination marks. We document a stable test score gap across grade levels and socio economic background and discuss the prospects of the national test data for future research.

[The Changing Benefits of Early Work Experience](#)

Baum, Charles L. (Middle Tennessee State University) ; Ruhm, Christopher J. (University of Virginia)

We examine whether the benefits of high school work experience have changed over the last 20 years by comparing effects for the 1979 and 1997 cohorts of the National Longitudinal Survey of Youth. Our main specifications suggest that the future wage benefits of working 20 hours per week in the senior year of high school have fallen from 8.3 percent for the earlier cohort, measured in 1987-1989, to 4.4 percent for the later one, in 2008-2010. Moreover, the gains of work are largely restricted to women and have diminished over time for them. We are able to explain about five-eighths of the differential between cohorts, with most of this being attributed to the way that high school employment is related to subsequent adult work experience and occupational attainment.

[Inputs in the Production of Early Childhood Human Capital: Evidence from Head Start](#)

Christopher Walters

Studies of small-scale "model" early-childhood programs show that high-quality preschool can have transformative effects on human capital and economic outcomes. Evidence on the Head Start program is more mixed. Inputs and practices vary widely across Head Start centers, however, and little is known about variation in effectiveness within Head Start. This paper uses data from a multi-site randomized evaluation to quantify and explain variation in effectiveness across Head Start childcare centers. I answer two questions: (1) How much do short-run effects vary across Head Start centers? and (2) To what extent do inputs, practices, and child characteristics explain this variation? To answer the first question, I use a selection model with random coefficients to quantify heterogeneity in Head Start effects, accounting for non-compliance with experimental assignments. Estimates of the model show that the cross-center standard deviation of cognitive effects is 0.18 test score standard deviations, which is larger than typical estimates of variation in teacher or school effectiveness. Next, I assess the role of observed inputs, practices and child characteristics in

generating this variation, focusing on inputs commonly cited as central to the success of model programs. My results show that Head Start centers offering full-day service boost cognitive skills more than other centers, while Head Start centers offering frequent home visiting are especially effective at raising non-cognitive skills. Head Start is also more effective for children with less-educated mothers. Centers that draw more children from center-based preschool have smaller effects, suggesting that cross-center differences in effects may be partially due to differences in counterfactual preschool options. Other key inputs, including the High/Scope curriculum, teacher education, and class size, are not associated with increased effectiveness in Head Start. Together, observed inputs explain about one-third of the variation in Head Start effectiveness across experimental sites.

[The role of education in equity portfolios during the recent financial crisis](#)

Udichibarna Bose ; Ronald MacDonald ; Serafeim Tsoukas

Using a panel of 38 economies, over the period 2001 to 2010, we analyse the link between diversification in equity portfolios and different facets of education. We find that traditionally used measures of education play an important role in reducing equity home bias. After separating countries according to their level of financial development, we find that less developed economies tend to benefit more from an improvement in the level of education compared to their more developed counterparts. We also find that the beneficial effect of education is more pronounced during the most recent financial crisis, especially for economies with less developed financial markets.

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M. Jacques GROSPERRIN et Mme Dominique GILLOT. [Projet de loi de finances pour 2015 : Recherche et enseignement supérieur](#). Avis n° 112 (2014-2015) fait au nom de la commission de la culture, de l'éducation et de la communication, déposé le 20 novembre 2014

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Advancing Women of Color in the Academy: Research Perspectives on Mentoring and Strategies for Success

- African-American Women in the Professoriate: Addressing Social Exclusion and Scholarly Marginalization through Mentoring
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- Latina Faculty Transcending Barriers: Peer Mentoring in a Hispanic-serving Institution
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- Faculty of Color in Higher Education: Exploring the Intersections of Identity, Impostorship, and Internalized Racism
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- Leadership Development through Mentoring in Higher Education: A Collaborative Autoethnography of Leaders of Color
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Special Issue: INEQUALITY AND EDUCATION: CONTINUING THE DEBATE. A SPECIAL ISSUE OF THE OXFORD REVIEW OF EDUCATION TO MARK ITS 40TH ANNIVERSARY

- The role of families and pre-school in educational disadvantage
Kathy Sylva
- A self-improving school system and its potential for reducing inequality
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- Targeting educational disadvantage by area: continuity and change in urban areas in England, 1968–2014
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- Social origins, school type and higher education destinations
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Ewart Keep & Ken Mayhew
- Equality, prioritising the disadvantaged, and the new educational landscape
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[Research Policy, Volume 44, Issue 1, February 2015](#)

- “Open” disclosure of innovations, incentives and follow-on reuse: Theory on processes of cumulative innovation and a field experiment in computational biology

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- Who is afraid of pirates? An experiment on the deterrence of innovation by imitation
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- Societal problems and industry reorientation: Elaborating the Dialectic Issue LifeCycle (DILC) model and a case study of car safety in the USA (1900–1995)
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- Assessing the practical application of social knowledge: A survey of six leading Canadian Universities
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- From practice to collaborative community in interdisciplinary research contexts
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- Mobility and innovation: A cross-country comparison in the video games industry
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- Recruitment, knowledge integration and modes of innovation
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- The Renaissance Man is not dead! The role of generalists in teams of inventors
Eduardo Melero, Neus Palomeras
- Embedded lead users—The benefits of employing users for corporate innovation
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- Network dynamics in constellations of cultural differences: Relational distance in innovation processes in legal services and biotechnology
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- The Emerging Clusters Model: A tool for identifying emerging technologies across multiple patent systems
Anthony Breitzman, Patrick Thomas

- A cross-country index of intellectual property rights in pharmaceutical inventions
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- The fateful triangle: Complementarities in performance between product, process and organizational innovation in France and the UK
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- Assessing policy strategies for the promotion of environmental technologies: A review of India's National Solar Mission
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- Environmental regulation and the cross-border diffusion of new technology: Evidence from automobile patents
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- Compact organizational space and technological catch-up: Comparison of China's three leading automotive groups
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- Effects of government financial incentives on firms' innovation performance in China: Evidences from Beijing in the 1990s
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- The choice between standard and non-standard FDI production strategies for Taiwanese multinationals
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- Cultivating a teacher community of practice for sustainable professional development: beyond planned efforts
Barley Mak & Shuk-Han Pun
- The role of a professional learning community in teacher change: a perspective from beliefs and practices
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- Classroom community and possible selves: implications for midcareer teacher seminars
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- Prospective teachers' conceptions and values about learning from teaching
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- Consistently inconsistent: teachers' beliefs about help seeking and giving when students work in groups

Marold S. Wosnitza, Nina Labitzke, Amanda Woods-McConney & Stuart A. Karabenick

- Successful minority pedagogy in mathematics: US and Japanese case studies
Ruth Ahn, Paula Catbagan, Kristin Tamayo, Ji Yeong I, Mario Lopez & Pamela Walker
- Masters of weaving: the complex role of special education teachers
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[Teaching in Higher Education, Volume 20, Issue 1, January 2015](#)

- Beyond deficit: graduate student research-writing pedagogies
Cecile Badenhorst, Cecilia Moloney, Janna Rosales, Jennifer Dyer & Lina Ru
- Transnational approaches to teaching and learning in higher education: challenges and possible guiding principles
C. Bovill, L. Jordan & N. Watters
- Situated learning, reflective practice and conceptual expansion: effective peer observation for tutor development
Amani Bell & Rosina Mladenovic
- A paradoxical academic identity: fate, utopia and critical hope
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- Overcoming problems in doctoral writing through the use of visualisations: telling our stories
Terry Barrett & Jennie Hussey
- 'You're not able to breathe': conceptualizing the intersectionality of early career, gender and crisis
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- 'The thing that kill us': student perspectives on language support in a South African university
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- Perception of democracy in computer-mediated communication: participation, responsibility, collaboration, and reflection
Maria-Jesus Gallego-Arrufat & Elba Gutiérrez-Santiuste
- Supervision pedagogies: narratives from the field
Cally Guerin, Heather Kerr & Ian Green
- Lessening sensitivity: student experiences of teaching and learning sensitive issues
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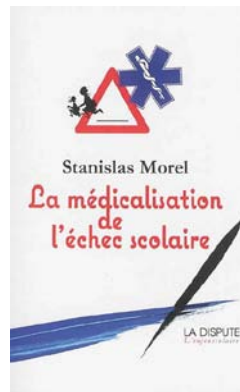
[World Development, Volume 66 , February 2015](#)

- Does Education Empower Women? Evidence from Indonesia
Shanika Samarakoon, Rasyad A. Parinduri

- Is Africa Actually Developing?
Alan King, Carlyn Ramlogan-Dobson

- Do Stronger Intellectual Property Rights Increase Innovation?
Cassandra Mehlig Sweet, Dalibor Sacha Eterovic Maggio

3. Livres intéressants



Stanislas Morel. **La médicalisation de l'échec scolaire**. Paris : La dispute, 2014. 210 p. (L'enjeu scolaire) ISBN-13: 978-284303255

Phobie scolaire, dyslexie, précocité intellectuelle, hyperactivité : les enseignants et les professionnels du soin sont aujourd'hui submergés par les demandes de traitement de «difficultés scolaires» imputées à un ensemble de plus en plus étendu de «troubles». Comment expliquer cette manière de concevoir l'échec scolaire comme un problème strictement individuel et de nature psychologique ou médicale ?

Dans cette enquête, Stanislas Morel, sociologue, questionne la médicalisation de l'échec scolaire et montre pourquoi ces diagnostics et les traitements qui les accompagnent paraissent de plus en plus naturels. Il analyse la contribution respective des scientifiques et des professionnels du soin, des hauts fonctionnaires et des experts des questions scolaires, des familles et des associations de parents, de l'école et des enseignants, à la construction de cette prétendue évidence. Cet ouvrage éclaire d'un nouveau jour les inégalités à l'école, et interroge la situation d'une institution en passe de perdre la main sur la résolution collective du problème de l'échec scolaire.