



Veille de l'IREDU n°43

15 mars 2015

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1. Ressources sur le Web

Repéré sur : Alternatives-economiques.fr

Louis Maurin. [Emploi : les femmes se rapprochent des hommes](#). Les Dossiers d'Alternatives Economiques n° 001, février 2015

Sous l'effet de la scolarisation, les inégalités au travail se réduisent entre hommes et femmes, mais l'égalité est encore lointaine.

Arnaud Parienty. [L'économie du bonheur](#). Alternatives Economiques n° 344 - mars 2015

Le niveau de richesse matérielle est loin de résumer à lui seul le niveau de bonheur des êtres humains. Economistes et sociologues ont développé d'autres approches pour mesurer si les gens sont heureux. Une question qui se révèle cependant d'une grande complexité.

Philippe Watrelot, Naïri Nahapétian. [Pour une école plus juste](#). Les Dossiers d'Alternatives Economiques n° 001 - février 2015

Louis Maurin. [Des enfants qui réussissent à l'école](#). Les Dossiers d'Alternatives Economiques, n° 001 - février 2015

En apparence, les jeunes d'origine immigrée réussissent moins bien que les autres à l'école. Mais si l'on tient compte de leur milieu social, c'est l'inverse !

Louis Maurin. [Education : la sélection se fait plus tard](#). Les Dossiers d'Alternatives Economiques n° 001 - février 2015

L'éducation s'est démocratisée, mais les inégalités opèrent à des niveaux scolaires plus élevés

Louis Maurin. [Revenus et diplômes : le grand écart](#). Les Dossiers d'Alternatives Economiques n° 001 - février 2015

Alors que les cadres touchent en moyenne plus de 3 000 euros par mois, les employés et les ouvriers en perçoivent la moitié.

Louis Maurin. [Scolarisation, un effort interrompu](#). Les Dossiers d'Alternatives Economiques n° 001 - février 2015

L'investissement éducatif et l'effort de scolarisation sont en arrêt depuis le milieu des années 1990.

Louis Maurin. [Passe ton bac d'abord !](#). Les Dossiers d'Alternatives Economiques n° 001 - février 2015

En 1960 - donc pour la génération née au début des années 1940 -, un élève sur dix atteignait le niveau bac. Aujourd'hui, on dépasse les trois quarts.

Louis Maurin. [Moins de jeunes sans diplôme](#). Les Dossiers d'Alternatives Economiques n° 001 - février 2015

La part des jeunes peu qualifiés diminue. Mais ils restent encore trop nombreux et leurs difficultés s'accroissent.

Louis Maurin. [Qui atteint le niveau bac + 2 ?](#) Les Dossiers d'Alternatives Economiques n° 001 - février 2015

L'accès à l'enseignement supérieur est relativement récent. Il n'a atteint les 40 % d'une génération qu'à partir des personnes nées à la fin des années 1970.

Louis Maurin. [L'échec à l'université, un cliché à relativiser.](#) Les Dossiers d'Alternatives Economiques n° 001 - février 2015

L'échec à l'université existe, en particulier pour les bacheliers professionnels, mais il est moins important qu'on ne le dit souvent.

Louis Maurin. [La France, mauvaise élève de l'Europe ?](#) Les Dossiers d'Alternatives Economiques n° 001 - février 2015

En matière de comparaison européenne, le système éducatif hexagonal fait plutôt bonne figure. Sauf en ce qui concerne la formation continue.

Louis Maurin. [Inégaux face à la formation continue.](#) Les Dossiers d'Alternatives Economiques n° 001 - février 2015

La formation professionnelle continue va d'abord à ceux qui sont les mieux formés.

Louis Maurin. [Les non-diplômés paient le prix de la crise.](#) Les Dossiers d'Alternatives Economiques n° 001 - février 2015

Pendant la récession, le chômage des plus diplômés stagne, celui des moins diplômés augmente.

Louis Maurin. [Les immigrés discriminés ?](#) Les Dossiers d'Alternatives Economiques n° 001 - février 2015

C'est surtout à cause des emplois qui leur sont interdits et de leur origine sociale que les immigrés sont davantage au chômage.

Louis Maurin. [Un marché du travail à deux vitesses.](#) Les Dossiers d'Alternatives Economiques n° 001 - février 2015

La précarité du travail ne frappe pas partout de la même façon : elle concerne surtout les jeunes et les moins qualifiés. Les autres s'accrochent à leur emploi.

Louis Maurin. [Le temps partiel au féminin.](#) Les Dossiers d'Alternatives Economiques n° 001 - février 2015

Touchant essentiellement les femmes, le temps partiel est pour partie subi, faute d'emploi à temps complet ou d'accès à un mode de garde pour les enfants.

Louis Maurin. [Pénibilité : surtout les ouvriers.](#) Les Dossiers d'Alternatives Economiques n° 001 - février 2015

Le travail use. Et il use en premier ceux qui exercent les métiers les plus pénibles physiquement : les ouvriers.

Repéré sur : Amue.fr

IGAENR. [Mise en œuvre des conventions entre lycées disposant de formations d'enseignement supérieur et établissements publics à caractère scientifique, culturel et professionnel](#). Rapport n° 2014-069, Octobre 2014

L'IGAENR publie un rapport sur la mise en œuvre des conventions entre lycées disposant de formations d'enseignement supérieur et établissements publics à caractère scientifique, culturel et professionnel (EPSCP). Ces conventions devraient engendrer une évolution des pratiques des enseignants du secondaire et du supérieur et contribuer à des rapprochements dans le domaine pédagogique. Le rapport préconise une série de mesures notamment en matière de pilotage, de contenu et de suivi afin de faciliter l'évaluation de l'impact effectif de ces conventions.

[Bernard Belletante : L'enseignement supérieur change de monde](#). La tribune, 20 février 2015

A lire sur la Tribune.fr, un article traitant de l'émergence d'un modèle inédit de l'enseignement supérieur, un nouvel « éduystème », qui intègre au niveau planétaire plus fortement entreprises et structures d'enseignement supérieur, et qui est élaboré à partir d'une double réalité : le développement du numérique et la globalisation.

Marguerite Rudolf. [La dépense pour le parcours d'un élève ou d'un étudiant en France et dans l'OCDE en 2011](#). Note d'information , n° 06, février 2015

La France se situe dans la moyenne de l'OCDE pour les dépenses théoriques par élève du début à la fin de sa scolarité. Des disparités sont néanmoins à noter si on prend en compte une comparaison par cycle. C'est ce que révèle la note d'information du MENESR de février 2015

Azwaw Djebara et Danielle Dubrac. [La pédagogie numérique : un défi pour l'enseignement supérieur](#). Les avis du conseil économique social et environnemental, n°2015-06, mars 2015

Le conseil économique, social et environnemental publie un avis sur le développement du numérique et les transformations qu'il opère sur le quotidien des enseignants et des étudiants. Constats et préconisations sont à retrouver dans le document complet

Sandrine Chauvin. [Les meilleures facs pour les meilleurs jobs](#). Capital.fr, 27 février 2015

En fonction de sa filière d'étude, quelle université choisir pour avoir plus de chance de trouver un emploi ou toucher un bon salaire ? Les statistiques du MENESR ont été analysées par le site capital.fr qui propose aux étudiants de choisir « les meilleurs facs de France pour trouver un job ».

Mathieu Cisel. [Ce que la formation professionnelle doit changer pour intégrer les Moocs](#). La tribune.fr, 27 février 2015

Mathieu Cisel donne son avis dans la Tribune sur l'aménagement nécessaire des Moocs dans le cadre d'une utilisation à des fins de formation professionnelle. La réforme du DIF permettant aux salariés une plus grande liberté dans les choix des formations pose nécessairement la question des Moocs. Il faudra, selon lui, veiller au changement des pratiques qui consistent à décompter les formations en volume horaire plutôt qu'en compétences à acquérir.

Stratégie nationale de recherche - [Rapport de propositions et avis du Conseil stratégique de recherche](#), mars 2015

Prévue par la loi ESR de juillet 2013, la stratégie nationale de recherche (SNR) a pour objectif d'assurer la place de la France parmi les premières puissances de recherche mondiale. Le MENESR a ainsi présenté le 5 mars dernier, le rapport présentant les orientations prioritaires de recherche pour répondre à dix défis sociétaux, identifiés en cohérence avec le nouveau programme de l'Union européenne Horizon 2020, et définit des programmes d'actions sur cinq enjeux thématiques. La loi prévoit un bilan et une révision de la stratégie nationale de recherche tous les cinq ans.

Repéré sur : cafepedagogique.net

[Un fort taux d'absentéisme se maintient en lycée professionnel](#). L'expresso du 17 février 2015

Selon une étude de la Depp (division des études du ministère de l'éducation nationale), le taux d'absentéisme se maintiendrait à 11,5% dans les lycées professionnels, un taux très supérieur à celui des lycées généraux (4,6%). Le maintien depuis 4 ans de ces taux montre les faiblesses de la prévention du décrochage dans les établissements. " En 2013-2014, 4 % des élèves ont été absents de façon non justifiée quatre demi-journées ou plus par mois, en moyenne. Ce taux d'absentéisme est stable depuis quatre ans", explique la Depp. "Le taux d'absentéisme annuel est de 2,8 % dans les collèges, de 4,6 % dans les lycées d'enseignement général et technologique (LEGT) et de 11,5 % dans les lycées professionnels (LP)". Le fort écart entre lycée général et professionnel et cette stabilité interrogent.

[Le nouveau socle commun fixe de grands principes sans LPC](#). L'expresso du 18 février 2015

Le nouveau socle commun rédigé par le Conseil supérieur des programmes (CSP) est-il susceptible de relever le niveau éducatif des jeunes français ? La réponse ne se trouve pas dans le socle, publié le 18 février, qui pose des principes généraux mais ne définit pas précisément les connaissances et compétences précises à acquérir. Le socle ne fixe pas plus les outils d'évaluation même s'il précise des conditions d'évaluation. Le texte se situe un cran au dessus des disciplines et des savoirs scolaires en indiquant les grandes familles du savoir. Au système ensuite, aux disciplines, aux enseignants de faire avec.. Ce sont les programmes de cycle qui apporteront des réponses aux questions des enseignants.

[La motivation d'où vient-elle ?](#) L'expresso du 23 février 2015

Sciences Humaines interroge dans son numéro de mars une base pédagogique puissante : la motivation. Le magazine se tourne vers des cognitivistes pour qui la motivation a à voir avec les récompenses qu'attend notre cerveau. Philippe Meirieu intervient sous l'angle pédagogique. "Il faut écarter l'idée que la motivation devrait précéder la transmission", explique-t-il. Il donne 4 voies pédagogiques pour la nourrir comme la démarche de projet ou la rencontre avec une oeuvre de culture.

[L'absentéisme nuit bien aux résultats](#). L'expresso du 23 février 2015

Le ministère de l'éducation britannique publie une nouvelle étude qui établit un lien entre l'absentéisme et les résultats scolaires aussi bien au primaire qu'au secondaire. Selon elle les élèves présents toute l'année ont des résultats nettement meilleurs au GSCE (fin de collège) et au CE1.

Cette étude intervient alors que les écoles, mises en concurrence, sont davantage tentées de s'adapter aux demandes des parents.

[Avoir une belle salle de classe améliore les résultats des élèves.](#) L'expresso du 26 février 2015

L'architecture d'une école a-t-elle un impact sur les résultats scolaires ? Depuis des années l'idée est dans l'air. La nouveauté c'est qu'une étude britannique vient d'établir de façon précise le lien entre le cadre de travail de l'élève et ses résultats. Au bout de trois années de relevés Peter Barrett, Fay Daviesb, Yufan Zhangb et Lucinda Barrett, de Université de Salford (Royaume Uni) ont pu calculer l'impact de variables architecturales dans la réussite des élèves. Et définir à quoi devrait ressembler la salle de classe idéale.

[L'Ecole combien ça coûte ?](#) L'expresso du 27 février 2015

"En 2011, le coût théorique du parcours d'un élève entre le début de sa scolarité obligatoire et la fin de ses études secondaires en France est dans la moyenne de l'OCDE", annonce la Direction des études du ministère de l'éducation nationale (DEPP). Basée sur les données publiées par l'OCDE, cette Note d'information relativise les écarts entre primaire et secondaire mais montre les particularités françaises dans le financement de la dépense d'éducation. Mais la vision de la Depp est pourtant loin d'épuiser les apports de sa source d'information...

[Les profs, toujours absents ?](#) L'expresso du 2 mars 2015

Les profs sont-ils toujours absents ? Alors qu'uu peu partout la fragile digue des remplaçants craque sous l'offensive grippale, la Depp (division des études du ministère de l'éducation nationale) publie la statistique annuelle des congés de maladie ordinaire des enseignants. Une publication qui devrait entraîner un marronnier médiatique dont nous prenons les devants...

[Comment se construisent les politiques scolaires ?](#) L'expresso du 3 mars 2015

Comment les élus décident-ils leur politique de carte scolaire ? Dans Recherches en Education, Guillaume Dupuy, doctorant à l'Université de Nantes, a étudié les investissements en collèges de 5 départements. Selon lui, " la surabondance de l'offre (de collège) prédispose à des politiques de rigueur d'autant plus difficiles qu'elles s'opposent aux intérêts d'une partie des familles usagères des collèges de proximité, des professionnels de l'Éducation nationale qui y travaillent et des élus locaux, qui, selon leurs positions, voient dans la fermeture d'un collège un élément de « dévitalisation » de leur territoire". Inversement, " les situations de pénurie (de collèges) ont des conséquences contrastées selon le secteur d'enseignement. Si les constructions de collèges publics font facilement consensus, la quasi-impossibilité pratique de création de collèges privés favorise progressivement leur sélectivité scolaire et sociale ainsi que leur positionnement dans les positions les plus attractives de l'espace scolaire local".

[La Cour des Comptes en campagne pour l'annualisation des enseignants.](#) L'expresso du 5 mars 2015

La solution aux problèmes des élèves se trouve-t-elle dans le temps de travail des enseignants ? C'est ce que donne à penser le rapport de la Cour des Comptes sur le suivi individualisé des élèves publié le 4 mars. La Cour des comptes renoue avec ses recommandations de 2013 en demandant l'annualisation du temps de service des enseignants. Elle analyse aussi avec sévérité les dispositifs d'aide individualisée mis en place par le ministère de l'école au lycée sur les 20 dernières années. Elle

n'a pas de mal à en montrer les limites. Elle pense que seule une nouvelle gestion des enseignants résoudrait le problème. Est ce si sur ?

[Le genre fixe toujours les destins scolaires des jeunes.](#) L'expresso du 9 mars 2015.

Les filles et les garçons sont-ils vraiment "sur le chemin de l'égalité", pour reprendre le titre d'une édition annuelle de la Depp (direction des études du ministère) ? Pas vraiment. Les cursus scolaires sont très différents selon les sexes. Ainsi à 14 ans 75% des filles sont en 3ème quand ce n'est que 68% des garçons. A 17 ans, 44% des filles sont en terminale générale et technologique et seulement 32% des garçons. 30% des filles sont en voie professionnelle et 41% des garçons. Les enseignements d'exploration de seconde anticipent les inégalités de genre. Ainsi on trouve 87% de filles dans l'enseignement d'exploration Santé social, 71% en littérature et société, 39% en LV3. Par contre elles ne sont que 13% en sciences de l'ingénieur et 15% en "création et innovation technologiques". La réforme du lycée n'a fait qu'accélérer les inégalités de genre.

[Collège : Une réforme qui donne de l'autonomie aux établissements.](#) L'expresso du 11 mars 2015.

La réforme du collège, "c'est un acte de confiance envers les enseignants", nous a dit N. Vallaud Belkacem. Bien que la réforme sorte toute armée du cerveau de la rue de Grenelle, pour la ministre, la réforme "s'inspire de ce qui a marché sur le terrain" et "s'appuie sur les enseignants". C'est aussi une réforme globale puisque l'organisation des enseignements du collège sera modifiée en même temps que les programmes. En accordant une plus grande liberté de gestion aux établissements avec des enseignements interdisciplinaires, de l'accompagnement personnalisé et des travaux de groupe, la réforme ne se fait pas à moyens constants mais repose sur la création de 4 000 postes. La réforme cherche de nouveaux équilibres locaux entre un collège qui reste unique et les écarts de niveau très importants entre élèves et entre établissements. Une réforme unique pour des collèges "unique s" mais fort différents, voilà ce que propose N. Vallaud-Belkacem en application de la loi d'orientation. Car cette réforme du collège est aussi la dernière grande réforme de Vincent Peillon.

[L'Ecole doit-elle enseigner des compétences sociales et émotionnelles ?](#) L'expresso du 12 mars 2015.

La capacité d'un jeune à contrôler ses émotions et à travailler en groupe a-t-elle un impact sur ses résultats scolaires et finalement son avenir professionnel ? Une étude de l'OCDE pose en termes nouveaux la question de l'épanouissement ou du bien être à l'Ecole comme clé de l'instruction. Alors que dans la tradition française on distingue nettement le domaine des savoirs de celui du bien être et de la sociabilité, l'OCDE publie une synthèse d'études qui convergent pour affirmer la nécessité d'enseigner aussi les compétences sociales et émotionnelles à l'école.

[L'Unesco dénonce le maintien des violences de genre à l'Ecole.](#) L'expresso du 12 mars 2015.

" Les violences de genre en milieu scolaire, qui comprennent le harcèlement verbal ou sexuel, les violences sexuelles, les châtiments corporels et les brimades, peuvent être une cause d'absentéisme, de mauvais résultats, de décrochage scolaire, de faible estime de soi, de dépression, de grossesse et de contraction d'infections sexuellement transmissibles telles que le VIH, conséquences toutes néfastes pour l'apprentissage et le bien-être", affirme l'Unesco. L'organisation publie une étude qui fait froid dans le dos. Selon elle, dans les pays à revenus faible ou intermédiaire, 10% des filles signalent un rapport sexuel forcé au cours de l'année. En Afrique du Sud, 8% des filles seraient violées à l'école. Aux Pays-Bas, 27% des élèves ont subi un harcèlement sexuel de la part d'un

membre du personnel de l'école. Si les filles sont davantage victimes, chaque année 246 millions d'élèves seraient victimes de brimade ou de harcèlement.

Repéré sur : Cereq.fr

Nathalie Beaupère, Nathalie Bosse, Philippe Lemistre. [Le bilan mitigé de l'expérimentation du portefeuille d'expériences et de compétences](#). Bref , n° 331 , 2015 , 4p.

Le portefeuille d'expériences et de compétences (PEC) est un dispositif qui associe un outil numérique de type e-portfolio à l'accompagnement des étudiants dans la construction de leur parcours. Son évaluation, conduite dans 13 universités, interroge sur les conditions de sa mise en œuvre. Si les étudiants reconnaissent l'apport de certaines actions, ils ne voient pas l'utilité du dispositif dans son ensemble. L'accompagnement, pas toujours à la hauteur de l'ambition des concepteurs, est en partie en cause.

Delphine Beraud. [Les PME s'intéressent de plus en plus aux effets de la formation](#). Bref , n° 330 , 2015 , 4 p.

Interrogées sur leurs pratiques d'évaluation, les entreprises apparaissent de plus en plus attentives aux effets des formations qu'elles mettent en place. Si la part d'entreprises ayant organisé des formations pour leurs salariés a peu évolué entre 2005 et 2010, elles se disent plus sensibles aux liens entre leurs efforts de formation et leurs résultats économiques. De ce point de vue, les petites entreprises ne sont pas à la traîne.

Repéré sur : ladocumentationfrancaise.fr

KLEIN Etienne. [Conférence nationale sur l'évaluation des élèves : rapport du jury](#). Paris : Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche, Février 2015

LEPAGE Claudine, CORDERY Philip. [Enseignement français à l'étranger - Recommandations visant à limiter l'augmentation des frais de scolarité](#). Paris : Ministère des affaires étrangères et du développement international, février 2015

BILLY Nicolas, MIOCHE Antoine, ROMULUS Anne-Marie, YEBBOU Johan, RINGARD Jean-Charles, SALLÉ Joël, SULTAN Philippe. [Mise en œuvre des conventions entre lycées disposant de formations d'enseignement supérieur et établissements publics à caractère scientifique, culturel et professionnel](#). Paris : Inspection générale de l'éducation nationale ; Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche, février 2015

GRESY Brigitte, BECKER Marie. Le [sexisme dans le monde du travail : entre déni et réalité](#). Paris : Ministère des affaires sociales, de la santé et des droits des femmes, mars 2015

Cour des comptes. [Le suivi individualisé des élèves : une ambition à concilier avec l'organisation du système éducatif](#). Paris : Cour des comptes, mars 2015

La Cour des comptes présente un rapport sur le suivi individualisé des élèves. La loi du 23 avril 2005 a consacré l'objectif, réaffirmé par celle du 8 juillet 2013, de conduire 100 % des élèves d'une classe

d'âge au niveau du socle commun de compétences et de connaissances à l'issue de la scolarité obligatoire. Or les résultats obtenus par la France lors de la dernière enquête Pisa, ainsi que la proportion élevée de jeunes sortis sans diplôme de notre système éducatif, témoignent de l'incapacité du système éducatif actuel à atteindre les objectifs qui lui ont été fixés. Dans son [rapport de 2010](#) sur la réussite de tous les élèves, la Cour concluait notamment que l'enseignement scolaire n'avait « pas su réellement intégrer les missions de suivi et d'aide des élèves » et que les réformes successives engagées par le ministère avaient vite montré leurs limites, car elles « s'inscrivaient dans une organisation scolaire inchangée ». En 2013, la Cour avait appelé à « [gérer les enseignants autrement](#) », pour enrayer la dégradation des performances du système scolaire. Malgré les évolutions intervenues depuis, le présent rapport, consacré aux dispositifs mis en place pour répondre à l'hétérogénéité des besoins des élèves, fait le constat analogue d'une organisation du système éducatif qui ne permet pas d'atteindre les objectifs qui lui sont fixés.

GARO Philippe, PENEL Michel, RENOULT Roland, TESSIER Robert, PETIT Nicolas. [Etat des lieux du numérique dans l'enseignement supérieur agricole, vétérinaire et paysager](#). Paris : Conseil général de l'alimentation, de l'agriculture et des espaces ruraux ; Ministère de l'agriculture, de l'agroalimentaire et de la forêt, Février 2015. 200 p.

L'état des lieux du numérique dans l'enseignement supérieur agricole, vétérinaire et paysager demandé au CGAAER recense et évalue les réalisations et identifie les perspectives dans les diverses dimensions du numérique au sein des établissements. Il fournit également des éléments pour l'élaboration d'une stratégie numérique pour ce secteur.

Conseil d'orientation pour l'emploi. [L'impact d'internet sur le fonctionnement du marché du travail](#). Paris : Conseil d'orientation pour l'emploi, mars 2015. 128 p.

Le Conseil d'orientation pour l'emploi (COE) propose un état des lieux des effets d'internet sur le fonctionnement du marché du travail : point sur les nombreux acteurs présents sur internet dans le domaine de l'emploi et du recrutement (sites d'emploi, réseaux sociaux numériques, plateformes de travail à la tâche - ou de travail à la demande) ; évolution des stratégies et comportements des chercheurs d'emploi et des recruteurs ; appropriation des technologies numériques par le Service public de l'emploi ; évaluation du cadre juridique des offres d'emploi, du recrutement et de la protection des données personnelles. Le COE s'attache à évaluer les améliorations apportées par internet sur le fonctionnement du marché du travail. Il constate que l'utilisation d'internet impacte en bien des domaines le marché du travail, avec bien des aspects positifs mais aussi des incertitudes, voire des risques que le Conseil estime nécessaire de bien mesurer.

Repéré sur : Ecs.org

New from ECS

Funding for students with disabilities

Facts -- and myths -- surrounding the federal Individuals with Disabilities Education Act (IDEA) are outlined in a new ECS [release](#) along with how its passage has made state policymakers think differently about how they fund their public schools.

Opting out of assessments

Confusion is growing as parents increasingly want to opt their children out of state tests. Some state policies are clear on this issue, but many are still working through the process. This ECS Education Trends [report](#) highlights the myriad ways states are addressing this hot-button issue.

How reliable is the civics test for immigrants?

Using questions from the United States Citizenship and Immigration Services website, the author of this [study](#) administered the test to unprepared citizens and noncitizens on the Michigan State University campus. If these had been real citizenship test forms, nearly one in four would have passed or failed depending on which test form they happened to take. (New to the ECS Research Studies Database)

Governors' education issues

So far, governors in 37 states have presented their 2015 State of the State addresses, and improving education from preschool to college was, without a doubt, a top priority. This ECS Education Trends [report](#) highlights the top six education priorities for governors in 2015: Early learning, school finance, school choice, teaching quality, workforce development/career and technical education, and postsecondary funding, affordability and access.

Dual enrollment database update

The 2015 update to ECS' dual enrollment database is now [live](#). Check out this database to see how your state compares nationally on 20 data points related to program basics, access, finance, ensuring quality, and transferability of postsecondary credit. This [brief](#) provides an overview of key dual enrollment trends in 2014.

More from ECS

Organizational climate and early learning

The author of this [study](#) found a significant association between organizational climate in preschool centers and overall classroom quality. Findings suggest that policies should focus less on structural influences on quality in early childhood education (such as teacher-child ratios), and more on process quality and organizational climate. Professional development efforts might be key to overall classroom quality. *(New to the ECS Research Studies Database)*

Retained students have an effect on their classmates

The greater the percentage of retained students in a classroom, the more their classmates have unexcused absences. Most vulnerable were non-retained lower ability students, high-poverty students and, to a slight extent, non-retained boys, according to this [study](#). *(New to the ECS Research Studies Database)*

No penalty for starting college at two-year institutions

No apparent penalty for starting a four-year degree at a community college was found in this [test of the assumption](#). In an era when community colleges are playing an increasing role in four-year

degree pathways, community college students were found to be just as likely to complete a bachelor's degree as four-year rising juniors after controlling for precollege and environmental factors. (*New to the ECS Research Studies Database*)

In-state tuition policies for vets

Recent revisions to federal statute have shifted the policy landscape for veterans' tuition. Beginning in July 2015, states are required to offer in-state tuition prices to veterans and their families as part of the enacted (Choice Act). State legislative sessions are a crucial time for governors and lawmakers to determine state policy compliance with federal law. This [ECS Policy Analysis](#) provides state and postsecondary leaders with a review of requirements, key information on deadlines, considerations for evaluating state policy for compliance and examples of policy actions.

Join ECS' webinar on transfers

ECS recently released a 50-state report, [The Blueprint for College Readiness](#), on 10 key policies states are pursuing to improve students' success in transitioning from high school to college. At the same time, with half of all college students transferring at least once, current legislative sessions are paying attention to improving that process. To make sense of all this, ECS is hosting a webinar from 1-5 p.m. March 5, which will be archived on the website. To RSVP, email Emmy Glancy at ecs@ecs.org or eglancy@ecs.org.

What States Are Doing

Free online AP classes

The **Maine** Department of Education opened registration for free Advanced Placement classes this week. [AP4ALL](#) allows all publicly funded high school students access to the year-long courses and covers the cost of books and materials. In less than a decade of AP4ALL's existence, the number of online AP courses offered has jumped from six to 22, significant for a rural state like Maine where an individual high school may not have enough students interested in taking an AP course to allocate a teacher.

Grants to reduce testing

More than \$425,000 was awarded to **Connecticut** school districts last month to help them spend [less time testing](#) students and more time teaching. Gov. Dannel Malloy announced the initiative in September. The grants will help districts comprehensively analyze their tests to ensure that they reflect district priorities, align with state standards and are not redundant with other assessments.

Tops in dual enrollment

One in four community college students in **Iowa** is a high school student, according to the [Joint Enrollment Report 2014](#). A [release](#) from the Iowa Department of Education announced Iowa leads the nation in offering college-credit opportunities to high school students. The number of jointly enrolled students rose to 42,996 in fiscal year 2014. In 2013-14, students enrolled in an average of 7.8 credit hours; 58 percent of the courses were in arts and sciences, 42 percent in career and technical education.

Addressing the workforce skills gap

Massachusetts Gov. Charlie Baker [launched](#) the process of bridging the workforce skills gap. Signing an [executive order](#), he established the Workforce Skills Cabinet chaired by Ron Walker, Secretary of Labor and Workforce Development. The cabinet will develop goals, objectives and metrics, implementing regionally to improve alignment among state policies, programs and resources.

Gifted students and the Common Core

How will the Common Core affect gifted students? [Four points](#) to keep in mind: Don't let the Core be an excuse to ditch gifted services. State and local leaders should get rid of policies that hurt gifted and talented students and strengthen those that help them. Schools should work harder to make differentiation "real." And schools should make use of existing materials that help teachers adapt the Core for gifted students. *(Thomas B. Fordham Institute)*

Completing college, a state-level view

First-time-in-college degree-seeking students who started college in fall 2008 have a completion rate of 55.1 percent, including 13 percent who completed at an institution different from their starting institution. So according to this [research](#), one in four students who complete a degree finished at an institution other than the one where they first enrolled, problematic because traditional graduation measures only include graduates who finish where they started. *(National Student Clearinghouse)*

Design contest: building a better school report card

Working off an ECS [brief](#), a school report card design contest was launched with \$35,000 in prizes. Results of the challenge are featured [here](#), with the conclusion that such an effort is no easy task. They learned user-centered design should include information summaries, drill-down access, customization, translation and multiple modalities. Functionality should empower action, allow easy navigation and provide comprehensive and comparable information. *(Foundation for Excellence in Education)*

German auto supplier supports competency-based learning

Kentucky Gov. Steve Beshear [announced](#) a new collaboration between the state and German manufacturer Dr. Schneider Automotive Systems, which will use apprentices who get credit for competencies learned at the Russell Springs plant. High school students can earn up to half of their apprentice hours before graduation.

Scholarships for high-need industries

In-state and out-of-state students are invited to apply for 300 scholarships at one of **South Dakota's** four technical institutes, according to an [announcement](#) by the Build Dakota Scholarship Board. Tuition, fees, books and equipment will be covered. Students must enroll full-time, complete on schedule and commit to stay in South Dakota at least three years. High-need industries include energy, automotive, construction, engineering, health, precision manufacturing and welding.

From Harlem to Vermont

Modeled on the federal Promise Neighborhood program, itself modeled on Harlem's Children's Zone, **Vermont** is launching its own Promise Community initiative. Gov. Peter Shumlin made the [announcement](#) this month and said the initiative would coordinate services across education, health

care, private, public and community sectors. Applications are due March 18; funding will come from the state's Early Learning Challenge -- Race to the Top grant.

Bureau of children's justice

California Attorney General Kamala D. Harris [launched](#) the Bureau of Children's Justice by sending a letter to county officials outlining their legal responsibilities with regard to foster youth. The bureau will work with local, state and national stakeholders to increase support for vulnerable children. "We simply cannot let down our most vulnerable children today, then lock them up tomorrow and act surprised," Harris said. Among Harris' previous efforts youth was reducing chronic absences and suspension.

Good Reads

There are standards ... and there are standards

Content standards, not performance standards, have been almost the sole focus of state policies. If states adopt rigorous content standards, but retain low performance standards, the number of students identified as "proficient" will give a false-positive picture of knowledge acquired. This [paper](#) recommends a five-step process that guarantees more rigor and allows cross-state comparability. *(AIR)*

Equity at scale

High performing charter school networks -- multiple schools affiliated with the same third-party service provider -- can offer centralized services to support affiliates, including special education support. This [brief](#) offers ideas for strengthening special education offerings for students enrolled in networked public charter schools and gives examples of innovative practices. *(National Alliance for Public Charter Schools and National Center for Special Education in Charter Schools)*

Charter schools open, close

More than 500 new [public charters](#) opened in the 2014-15 school year, but more than 200 closed. Low enrollment could have caused closures, along with financial concerns and low academic performance. California led the new charter list at 87, followed by Florida (56), Texas (56), Arizona (31), North Carolina (25) and Wisconsin (22). California also led the closed charter list (34), followed by Florida (28) Texas (28), Ohio (27) and Wisconsin (23). *(National Alliance for Public Charter Schools)*

Good Reads

Keeping better teachers

Contemplating a teacher compensation redesign? A [look](#) at 10 districts yielded recommendations: differentiate compensation and pay increases based on roles and responsibilities, set starting salaries to meet market demand, align redesign with proven evaluation systems, shift pay away from experience and advanced degrees, use incentives to attract effective teachers to hard-to-staff schools and subjects, accelerate timeline to maximum salary and allow teachers to opt in to the redesign within a set time. *(Center for American Progress)*

Characteristics of early high school dropouts

Among ninth graders in 2009, 2.7 percent didn't make it to the 11th grade, according to a federal [report](#). Early dropout rates for Black, Hispanic and White students were 4.3 percent, 3.5 percent and 2.1 percent, respectively. Males and females had about the same dropout rate. The biggest gap was between the haves and have-nots, with 5 percent of early dropouts in the lowest socioeconomic fifth compared to 0.6 percent in the highest fifth. (*National Center for Education Statistics*)

Scaling developmental reform

Juxtaposed against a history of post-recession financial stress is the desperate need for states to redesign developmental education. This [paper](#) looks at four states -- Connecticut, Florida, North Carolina and Virginia -- to give higher education agencies ideas about how they might accomplish the seemingly impossible. (*Jobs for the Future and Completion by Design*)

Good Reads

Developing the adult workforce

[Seven strategies](#) are proposed for improving conditions that create and perpetuate poor literacy, numeracy and problem solving among adults. Based on shared responsibility, they include raising awareness and transforming opportunities to assess, among several others. (*U.S. Office of Career, Technical, and Adult Education*)

Classroom observation in Southern states

An analysis of classroom observation policies in SREB states, this [report](#) offers a look at how states frame observations, train observers, ensure quality and build a culture of educator support. It outlines recommendations on how states can move forward based on promising practices taking place in the SREB region, with a focus on creating a culture of professional support and growth. (*SREB*)

Repéré sur : Esen.education.fr

Rémi Thibert. [Voie professionnelle, alternance, apprentissage : quelles articulations ?](#) Dossier de veille de l'IFÉ n° 99, Mars 2015

Ce dossier, consacré à l'enseignement professionnel dans le secondaire, présente les principaux repères historiques de la voie professionnelle en France, les grandes lignes de la réforme et les liens de cet enseignement avec l'entreprise, l'emploi et l'enseignement supérieur. Le lycée professionnel est aujourd'hui confronté à trois défis : la lutte contre l'absentéisme, le renouvellement des pratiques pédagogiques et la clarification de l'articulation entre formation en LP et apprentissage en alternance. Un éclairage international permet de rappeler les ambitions de l'Europe sur la hausse du niveau de qualification.

DEPP. [Filles et garçons sur le chemin de l'égalité, de l'école à l'enseignement supérieur](#). Paris : Ministère de l'Éducation Nationale, de l'enseignement supérieur et de la recherche, Mars 2015

Cette série de données statistiques renseigne sur la réussite comparée des filles et des garçons de l'école primaire jusqu'à l'entrée dans la vie active. Elle met en évidence des différences selon les sexes en matière de parcours et de réussite des jeunes, de choix d'orientation et de poursuite d'études entre filles et garçons, qui auront des incidences ultérieures sur l'insertion dans l'emploi ainsi que sur les inégalités professionnelles et salariales entre les femmes et les hommes.

OCDE. [Comment expliquer l'inégalité entre les sexes dans l'éducation ?](#) Pisa à la loupe, n°49, Mars 2015

Organisation de coopération et de développements économiques (OCDE), Pisa à la loupe n° 49
L'enquête PISA révèle plusieurs facettes des inégalités scolaires entre les sexes : si l'on constate d'important écarts de performance en compréhension de l'écrit en faveur des filles, ces écarts sont moindres en compréhension de l'écrit électronique ; les garçons sont plus susceptibles d'être peu performants lorsqu'ils fréquentent un établissement dont l'effectif est en grande partie défavorisé sur le plan socio-économique ; les filles tendent à obtenir de moins bons résultats que les garçons lorsqu'il leur est demandé de penser scientifiquement ; enfin, les parents sont susceptibles d'attendre de leurs fils, plutôt que de leurs filles, qu'ils exercent une profession dans les domaines des sciences, de la technologie, de l'ingénierie et des mathématiques. Les écarts de performance scolaire entre les sexes ne sont pas déterminés par des différences d'aptitude innées. Des efforts concertés de la part des parents, des enseignants, des décideurs et des leaders d'opinion sont nécessaires pour que les garçons et filles soient en mesure de réaliser pleinement leur potentiel.

France Stratégie. [Jeunes issus de l'immigration : quels obstacles à leur insertion économique ?](#) Note d'analyse hors-série n°26, Mars 2015

Les jeunes descendants d'immigrés sont plus touchés que les autres par les difficultés d'insertion professionnelle (taux de chômage élevé, instabilité de l'emploi, etc.) qui s'expliquent notamment par : un milieu socioéconomique plus modeste ; un moindre accès à l'apprentissage ; une concentration spatiale au sein de quartiers et communes cumulant les difficultés économiques et sociales ; des phénomènes de discrimination pour l'accès à l'emploi et au logement. Sur le plan scolaire, on constate des parcours plus difficiles que pour les autres élèves ("décrochages silencieux", concentration de difficultés, orientation rarement choisie, taux élevé de sorties sans diplôme).

Repéré sur : halshs.archives-ouvertes.fr

Aurélié Bayle. [La construction de la relation pédagogique à distance : Étude d'un dispositif de télécollaboration au sein d'un monde virtuel pour la formation des enseignants de FLE](#). Education. Université Blaise Pascal - Clermont-Ferrand, 2014. French.

Résumé : Cette recherche s'inscrit dans le contexte de la formation initiale des enseignants de français langue étrangère et s'intéresse à l'introduction des technologies de l'information et de la communication (TIC) dans les pratiques pédagogiques. Notre travail s'interroge sur les apports d'un dispositif de télécollaboration (SLIC – Second Life Interculturel) mettant en relation de futurs enseignants de Master FLE de l'université Blaise Pascal avec des apprenants de FLE de Carnegie Mellon University à Pittsburgh (États-Unis) autour de la réalisation de tâches collaboratives à visée interculturelle au sein du monde virtuel Second Life. Ce projet s'appuie sur deux dimensions de la

formation des enseignants : la mise en situation et la réflexivité. L'objectif de cette thèse est de comprendre comment se construit la relation pédagogique entre futurs enseignants et apprenants de français langue étrangère lorsqu'ils sont amenés à travailler ensemble dans le cadre d'un dispositif de[...]

Nathalie Younès. [L'évaluation de l'enseignement par les étudiants : le tournant du partage](#). Evaluer- Journal international de recherche en éducation et formation, lodel, 2015, http://www.e-jref.org/docannexe/file/92/e_jiref_1_1_younes_79_90.pdf.

Résumé : Réduite à une procédure formelle et stéréotypée de traitement d'appréciations individuelles sur la base d'un référentiel normatif, l'évaluation de l'enseignement par les étudiants (EEE) représente une forme appauvrie d'une contribution au projet d'amélioration de l'enseignement universitaire qui passe par la construction d'un en commun pédagogique. L'analyse de l'abondante littérature sur le sujet et la variété des démarches d'EEE invite à la repenser entre genericité transcontextuelle et spécificité contextuelle, ainsi qu'entre subjectivation et intersubjectivation. Une orientation féconde consiste à activer les dynamiques de partage à tous les niveaux du processus que ce soit en amont dans la définition des objectifs, des critères et des modalités de l'EEE ou en aval dans l'élaboration d'un sens partagé à travers la mise en relation et l'explicitation de la multiplicité des points de vue. Nous tentons de repérer les différentes figures de partage en nous référant à des expériences[...]

Repéré sur : ife.ens-lyon.fr

Ministère de l'Enseignement supérieur, de la Recherche, de la Science et de la Technologie - Québec (Canada). [Statistiques de l'enseignement supérieur](#) - Édition 2013, février 2015

Ce rapport présente un compte rendu de l'évolution des principales caractéristiques de l'éducation au Québec en matière d'enseignement collégial et d'enseignement universitaire. On y trouve également des données sur la formation professionnelle en ce qui concerne l'aide financière aux études. Le contenu du document s'articule autour de six thèmes :

- les organismes d'enseignement,
- l'effectif scolaire,
- les diplômes décernés,
- le personnel des organismes d'enseignement,
- les données financières,
- l'aide financière aux études.

MATTEÏ-MIEUSSET Claire. [Les dilemmes d'une pratique d'accompagnement](#). Thèse en sciences de l'éducation, soutenue en 2013, sous la dir. de Gilles BAILLAT (Université de Reims-Champagne-Ardenne)

« L'objet d'étude de cette thèse est l'activité du maître de stage (MS) dans sa fonction d'accompagnement et de conseil auprès d'un enseignant stagiaire (ES) dans le second degré. Historiquement présente dans la formation des enseignants, cette fonction n'est pas un véritable métier puisqu'elle est assumée occasionnellement par des enseignants. Nous avons choisi le cadre de la clinique de l'activité pour appréhender l'activité du MS en situation de travail. La méthode de l'instruction au sosie (IS) nous a permis d'accéder à l'activité réelle de 15 MS dans quatre disciplines

d'enseignement (Anglais, Education Physique et Sportive, Histoire-Géographie, Mathématiques). Nos résultats montrent que cette fonction ne se réduit pas à la visite et à l'entretien qui la suit mais se diversifie dans un ensemble de tâches réparties dans neuf facettes traversées de huit dilemmes. L'analyse de l'activité réelle réalisée à l'aide d'une matrice, révèle la singularité d'une activité en manque de repères professionnels. Le MS, confronté à des préoccupations qui s'opposent, oriente finalement son activité dans une des trois formes de pratique d'accompagnement et de conseil identifiées : MS « enseignant », MS « formateur », MS « relationnel ». En utilisant la conceptualisation développementale du « métier » (Clot, 2008), nous avons mis en évidence la présence des quatre instances (personnelle, interpersonnelle, impersonnelle, transpersonnelle) dans l'activité. Cependant, le déficit des parts transpersonnelle et impersonnelle engendre un fort déséquilibre dans la dynamique vitale du « métier » réduisant les possibilités de développement de l'activité. Ce travail aboutit à des propositions pour concevoir et mettre en oeuvre des dispositifs de formation qui visent à permettre aux MS de reprendre du pouvoir d'agir sur leur activité. »

LEHERICEY David. [L'implication des Technologies de l'Information et de la Communication dans le développement de l'autoformation des enseignants d'école élémentaire issus de la masterisation.](#)

Origine, représentations et enjeux. Thèse en Sciences de l'éducation, soutenue en 2014, Sous la dir. de Dominique OTTAVI (Université Paris-Ouest-Nanterre-La Défense)

« L'implication des technologies de l'information et de la communication dans le développement de l'autoformation des enseignants d'école élémentaire issus de la masterisation. Origines, représentations et enjeux La recherche présentée s'intéresse à l'implication des Technologies de l'Information et de la Communication (TIC) dans le développement de l'autoformation des professeurs des écoles stagiaires. Elle s'inscrit dans un double contexte. D'une part, celui de la mise en place de la réforme de la formation initiale des enseignants – la masterisation –, ayant eu cours, en France, de 2010 à 2013. D'autre part, celui des problématiques contemporaines liées à la question des usages du numérique à des fins d'autoformation. Dans cette perspective, ce travail s'appuie sur les données d'entretiens individuels, réalisés auprès de professeurs des écoles stagiaires issus de la masterisation, afin d'explorer leur rapport au métier, au(x) savoir(s) et aux technologies de l'information et de la communication. Il vise à mieux comprendre ce que représente, pour eux, l'autoformation aux et par les TIC et à saisir ce que cela soulève d'enjeux, en termes de construction et de développement professionnel. Il en ressort qu'à la complexité de cette période tout à fait particulière d'entrée dans le métier, s'ajoute aujourd'hui pour les enseignants débutants, celle d'enseigner mais également de se former et de s'autoformer dans un « monde numérique ». Il semble que les potentialités qu'offrent les technologies ne font que renforcer l'importance fondamentale d'une formation initiale solide, passant avant tout par un renforcement des interactions humaines, par un accompagnement éclairé et éclairant des enseignants débutants, leur permettant de développer au plus tôt leurs compétences professionnelles et d'être à même de les faire évoluer tout au long de leur carrière. »

IES National Center for Education Statistics. [Gender Differences in Science, Technology, Engineering, and Mathematics \(STEM\) Interest, Credits Earned, and NAEP Performance in the 12th Grade.](#) february 2015

De nombreux chercheurs ont étudié les différences selon le genre des élèves à propos de la performance pour les disciplines STEM. Bien que certaines recherches montrent que les écarts de performance entre filles et garçons se sont réduits ou ont disparu, d'autres recherches continuent de

signaler des différences entre les sexes en étudiant les dispositions affectives (ce est à dire, l'intérêt) envers les mathématiques et les sciences. Ce rapport se base sur les attitudes des diplômés du secondaire envers les cours stem et les performances au NAEP (national Evaluation of Educational Progress) en 2009.

Ares Abalde Macarena. [School size policies : a literature review](#). Paris : OCDE, 2014

Dans la littérature scientifique, la taille des écoles est souvent mise en relation avec les résultats scolaires. La question de la taille de l'école est particulièrement saillante dans les régions rurales isolées. Le rapport fait un nouveau tour de la question sur la relation taille/efficacité en prenant des exemples issus de plusieurs pays

DUSSARPS Clément - [Dimension socio-affective et abandon en formation ouverte et à distance](#). Thèse en Sciences de l'information et de la communication, soutenue en 2014, sous la dir. de Didier PAQUELIN (Université Michel de Montaigne-Bordeaux 3)

« L'abandon en formation ouverte et à distance (FOAD) constitue un enjeu important tant pour les apprenants que pour les organismes de formation, que ce soit pour des raisons économiques, sociales, ou encore d'image (de soi ou publique). Les besoins des apprenants en termes d'accompagnement sont tant techniques, cognitifs et métacognitifs, qu'affectifs. C'est cette dernière qui nous intéressera particulièrement dans cette thèse pour comprendre l'abandon. L'apprenant étant inscrit dans un environnement social (à la fois dans le dispositif de formation et hors dispositif), il sera question de dimension socio-affective. Nous mobilisons, pour mieux définir cette dimension et comprendre les enjeux de la communication médiatisée et de la distance en formation (en tant qu'objet social et technique), des auteurs issus de différentes disciplines des sciences humaines : des chercheurs en sciences de l'information et de la communication, des psychologues et des chercheurs en sciences de l'éducation. Nous proposons de caractériser la dimension socio-affective, pensée comme un système, par un modèle intégratif des émotions et sentiments proposés par l'ensemble de ces chercheurs : l'auto-efficacité, la confiance en l'Autre, l'appartenance sociale, la valorisation et la reconnaissance, l'isolement et la solitude, l'anxiété, l'autonomie et la dépendance, le plaisir et l'estime de soi. Les questions de motivation sont également centrales, puisqu'il est question d'abandon. Pour cette notion de motivation, nous mobilisons également des auteurs issus des mêmes disciplines afin de proposer un modèle de la motivation en formation. Dans cette thèse, nous cherchons à comprendre de quelle manière est vécue et perçue la dimension socio-affective en FOAD. Nous nous demandons alors quels sont les facteurs socio-affectifs expliquant l'abandon en formation à distance, ou inversement la persévérance ? Sont notamment questionnés l'importance des interactions dans (avec les enseignants et autres apprenants) et en dehors (avec l'entourage proche) du dispositif de formation, et les facteurs individuels des apprenants. »

AZAOUI Brahim - [Coconstruction de normes scolaires et contextes d'enseignement. Une étude multimodale de l'agir professoral](#). Thèse en Sciences du langage, soutenue en 2014 sous la dir. de Marion TELLIER & Nathalie AUGER (Université Paul Valéry-Montpellier 3)

« L'agir professoral fait l'objet de recherches approfondies en didactiques des langues et des cultures. Si la multimodalité est considérée comme un élément définitoire de cette notion, peu d'études se sont penchées en détail sur la compréhension de cet aspect de l'action enseignante. Notre travail, mené dans une approche ethnographique, vise à analyser la pratique multimodale de

deux enseignantes. Chacune intervient dans deux contextes pédagogiques : en cours de français langue première (FL1) et auprès de collégiens allophones apprenant le français langue seconde (FLS). Cela nous offre l'occasion d'étudier l'effet du contexte d'enseignement sur les actions professorales, en particulier celles mises en oeuvre dans la construction de normes scolaires (linguistique et interactionnelle). Ce travail vise également à analyser le style professoral de ces enseignantes pour mettre au jour les invariants pédagogiques, d'un contexte à l'autre, dans la gestion de ces normes. Cette recherche s'appuie essentiellement sur l'observation et l'analyse de deux types de corpus : des films de classe, transcrits et annotés à l'aide du logiciel ELAN, et trois différents formats de corpus vidéoscopiques (autoscopie, hétéroscopie et autohétéroscopie). Les procédés de normalisation linguistique et interactionnelle sont appréhendés en croisant une analyse quantitative des productions verbales et gestuelles et une analyse qualitative, qui emprunte des outils à la linguistique énonciative, à l'analyse des discours et à l'analyse conversationnelle, ou encore à la microsociologie. »

Repéré sur : Insee.fr

Régine Bordet-Gaudin, Amandine Ulrich. [L'emploi bourguignon se féminise](#). Insee Flash Bourgogne N° 21 - mars 2015

La population active âgée de 25 à 54 ans s'est féminisée en Bourgogne entre 1999 et 2011. L'économie bourguignonne compte ainsi 8 300 emplois féminins de plus et 30 600 emplois masculins de moins en douze ans. Les femmes accèdent davantage à des postes de cadres et recourent moins au temps partiel. Mais les écarts de salaires entre les hommes et les femmes persistent.

Robert Reynard et Pascal Vialette. [Trente ans de mutations fonctionnelles de l'emploi dans les territoires](#). Insee première, n° 1538

Entre 1982 et 2011, malgré les chocs économiques successifs, le nombre total d'emplois a augmenté de plus de 20 % en France métropolitaine, plus rapidement que la population (+ 16 % sur la même période). Mais certains territoires ont perdu des emplois, principalement en raison du recul des activités productives, notamment dans les fonctions de fabrication industrielle et de production agricole. En revanche, les territoires où l'emploi a progressé fortement ont souvent bénéficié d'une croissance simultanée des fonctions liées à l'économie de la connaissance et de celles tournées vers les services à la population.

Ainsi, en 2011, les activités dites présentes, car liées à la présence de population, représentent 65 % de l'emploi total contre 56 % en 1982. Leurs effectifs ont augmenté de 42 %, tandis que ceux de l'économie productive ont diminué de 6 %. En 2011, les fonctions de production abstraite ont pris le pas sur les fonctions de production concrète : ces dernières ne représentent plus que 30 % de l'économie productive contre 56 % en 1982

INSEE. [Tableaux de l'Économie Française - Édition 2015](#). Paris : INSEE, février 2015

[Trente ans de mutations économiques en Bourgogne et Franche-Comté : la croissance de l'emploi présentiel ne compense pas la baisse de l'emploi productif](#). Insee Analyses Bourgogne n° 6 - février 2015

Entre 1982 et 2011, l'emploi progresse moins rapidement en Bourgogne et en Franche-Comté qu'en moyenne en France métropolitaine. L'emploi recule fortement dans la sphère productive qui comprend les activités potentiellement exportatrices de biens et services. Dans cette sphère, l'augmentation de l'emploi dans les fonctions métropolitaines est très loin de compenser le fort recul de l'emploi dans les fonctions de production concrète c'est-à-dire concourant directement à la production de biens matériels. En revanche, l'emploi augmente dans la sphère présentielle qui regroupe les activités tournées vers la satisfaction des besoins des personnes présentes dans un territoire. La santé et le social, les services de proximité et l'administration publique participent le plus au développement de cette sphère, en particulier dans les territoires en forte croissance démographique. Sur les 25 zones d'emploi de Bourgogne et Franche-Comté, seules celles de Beaune et de Besançon figurent parmi les plus dynamiques de France métropolitaine.

[Les disparités territoriales de revenus se creusent en Bourgogne et en Franche-Comté](#)

Insee Flash Bourgogne, n° 19 - février 2015

Dans l'espace réunissant la Bourgogne et la Franche-Comté, les revenus sont plus élevés sur l'axe Dijon-Mâcon et le long de la frontière suisse. Les ménages résidant dans la couronne des pôles urbains déclarent en moyenne un revenu plus élevé que ceux qui habitent dans les pôles. Comme en métropole, la crise de 2008 a touché plus durement les ménages les plus modestes, en particulier ceux résidant dans les pôles urbains, accentuant ainsi les écarts entre pôles et couronnes. Par ailleurs, les revenus dans la bande frontalière progressent fortement en lien avec le développement du travail frontalier.

[Trente ans de mutations fonctionnelles de l'emploi dans les territoires](#)

Insee Première, N° 1538 - février 2015

Entre 1982 et 2011, malgré les chocs économiques successifs, le nombre total d'emplois a augmenté de plus de 20 % en France métropolitaine, plus rapidement que la population (+ 16 % sur la même période). Mais certains territoires ont perdu des emplois, principalement en raison du recul des activités productives, notamment dans les fonctions de fabrication industrielle et de production agricole. En revanche, les territoires où l'emploi a progressé fortement ont souvent bénéficié d'une croissance simultanée des fonctions liées à l'économie de la connaissance et de celles tournées vers les services à la population.

[L'emploi bourguignon se féminise](#). Insee Flash Bourgogne N° 21 - mars 2015

La population active âgée de 25 à 54 ans s'est féminisée en Bourgogne entre 1999 et 2011. L'économie bourguignonne compte ainsi 8 300 emplois féminins de plus et 30 600 emplois masculins de moins en douze ans. Les femmes accèdent davantage à des postes de cadres et recourent moins au temps partiel. Mais les écarts de salaires entre les hommes et les femmes persistent.

[Octobre - novembre 2014 : les touristes chinois dopent la fréquentation hôtelière en Bourgogne.](#)

Insee Flash Bourgogne N° 20 - février 2015

Durant le bimestre, les arrivées sont en hausse de 3,4 %. Les nuitées correspondantes progressent peu, de 0,7 %. Cette modeste amélioration est due à l'afflux des touristes étrangers, compensant le recul de la fréquentation française. Les touristes chinois occupent pendant cette période le premier rang, et de loin. Parmi les étrangers, 5 500 chinois étaient venus dans les hôtels bourguignons en octobre – novembre 2010. Ils sont maintenant près de 35 000. Les touristes américains ont délaissé

la Bourgogne, avec une baisse des nuitées de 11,3 %, ainsi que les Italiens dans une moindre mesure (- 1,4 %).

[La fonction publique hospitalière : 5,7 % de l'emploi total en Bourgogne](#). Insee Flash Bourgogne N° 17 - février 2015

En Bourgogne, la fonction publique hospitalière emploie 37 200 personnes. Avec 23 emplois pour mille habitants, la Bourgogne se classe ainsi aux premiers rangs des régions françaises, derrière le Limousin. Les deux tiers des salariés travaillent dans la filière soignante, très féminisée et un peu moins qualifiée qu'en moyenne de province. Les seniors tiennent une place importante chez les médecins, qui restent majoritairement des hommes, et parmi les salariées de la filière administrative.

Repéré sur : OCDE.fr

OCDE. [Comment la performance des élèves a-t-elle évolué au fil du temps ?](#) PISA à la loupe n°47, janvier 2015

OCDE. [Les jeunes atteignent-ils un niveau de formation supérieur à celui de leurs parents ?](#) Les indicateurs de l'éducation à la loupe, n°28, janvier 2015

OCDE. [Résultats de PISA 2012 : Des élèves prêts à apprendre \(Volume III\) Engagement, motivation et image de soi](#). Paris : OCDE, décembre 2014. Cet ouvrage passe en revue l'engagement des élèves par rapport à l'école, leur motivation à réussir et leur perception par rapport à l'apprentissage des mathématiques.

OCDE. [Plus de peur que de maths](#). PISA à la loupe, n°48, février 2015

Une plus grande anxiété vis-à-vis des mathématiques est associée à de moins bons résultats dans cette matière, que ce soit entre les pays ou au sein de ces derniers.

Plus les camarades de classe d'un élève sont bons en mathématiques, plus son anxiété vis-à-vis de cette matière est grande.

L'utilisation de pratiques d'évaluation formative par les enseignants est associée à une anxiété moindre vis-à-vis des mathématiques dans 39 pays et économies.

OCDE. [Better Skills, Better Jobs, Better Lives: A Strategic Approach to Education and Skills Policies for the United Arab Emirates](#). Paris : OCDE, 2015

OCDE. [Building Human Capital through Labor Migration in Asia](#). Paris : OCDE, 2015

José-Luis Álvarez-Galván. [OECD Reviews of Vocational Education and Training](#) Paris : OCDE, 2015

Higher level vocational education and training (VET) programmes are facing rapid change and intensifying challenges. This report on Egypt examines what type of training is needed to meet the needs of a changing economy, how programmes should be funded, how they should be linked to academic and university programmes and how employers and unions can be engaged. The country reports in this series look at these and other questions. They form part of Skills beyond School, the OECD policy review of postsecondary vocational education and training.

Marius Busemeyer, Janis Vossiek. [Reforming Education Governance Through Local Capacity-building - A Case Study of the "Learning Locally" Programme in Germany](#). OECD Education Working Papers, n°113, février 2015

Gabriela Moriconi, Julie Bélanger. [Student Behaviour and Use of Class Time in Brazil, Chile and Mexico: Evidence from TALIS 2013](#). OECD Education Working Papers, n°112, février 2015

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[Student assessment and grade retention: evidence from a natural experiment](#)

Kimura, Marlies ; Ochsén, Carsten

In Germany and many other countries, students are tracked into various secondary school types. This paper studies whether parents or teachers assess students potential educational performance more adequately. Educational attainment is measured by grade retention rates. We take advantage of a reform in the German state of North Rhine- Westphalia (NRW) in 2006. The reform replaced parents choice about their children s secondary school type by a binding teacher recommendation. Our data comprises class-level information on all public secondary schools in the state. We find that binding teacher recommendations cause less grade retentions. The effect is mainly driven by students from better situated districts. This finding may capture that with free parental choice, overambitious parents tend to select too demanding tracks for their children.

[School Management and Sexual Behavior of Teenagers](#)

Andrea Atencio ; Juan Gallego ; Darío Maldonado

This paper asks whether school based management may help reducing risky sexual behavior of teenagers. For this purpose we use student level data from Bogota to identify students from Concession School (CS), who are enrolled in public education system with a more school management autonomy at school level, and to compare them with those students at the traditional public education system. We use propensity score matching methods to have a comparable sample between pupils at CS and traditional schools. Our results show that on average the behavior of students from CS do not have a sexual behavior that differs from those in traditional public schools except for boys in CS who have a lower probability of being sexual active. However, there are important differences when heterogeneity is considered. For example we find that CS where girls per boys ratio is higher have lower teenage pregnancy rates than public schools with also high girls per boys ratios. We also find that teachers' human capital, teacher-pupil ratio or whether school offers sexual education are also related to statistically significant differences between CS and traditional public schools.

[Does the teacher beat the test? The additional value of teacher assessment in predicting student ability](#)

Bas ter Weel ; Eva Feron en Trudie Schils

This research investigates to what extent subjective teacher assessment of children's ability adds to the use of test scores in the explanation of children's outcomes in the transition from elementary to secondary school. This in terms of initial track allocation, track switching in the first three years of secondary education and subsequent test scores. We apply micro-data from the Netherlands about cognitive test scores and teacher assessment in elementary schools and about track placement, track

switching and test scores in secondary schools. Our estimates suggest that subjective teacher assessment is about twice as important as the elementary school cognitive test scores for initial track placement in secondary school. In addition, teacher assessment is more predictive of track allocation in 9th grade compared to cognitive test scores. Next, children who switch tracks are more likely to be placed in tracks based on test scores. Also, test scores in 9th grade are predicted by subjective teacher assessment, not by test scores in sixth grade. Finally, a back-of-the-envelope calculation shows that switching could be reduced by at least ten percent if children would have been allocated according to the teacher's assessment.

[Does higher learning intensity affect student well-being? Evidence from the National Educational Panel Study](#)

Quis, Johanna Sophie

Starting in 2004/2005, the German state Baden-Wuerttemberg reduced academic track duration from nine to eight years, leaving cumulative instruction time mostly unchanged. I use this change in schooling policy to identify the effect of schooling intensity on student well-being in life and school, perceived stress, mental health indicators and self-efficacy. Using rich data from the National Educational Panel Study (NEPS), estimates show higher strains for girls in terms of stress and mental health than for boys. Unexpectedly, male subjective general well-being slightly increases with the reform. Student well-being in school and self-efficacy remain mostly unchanged.

[Education Promoted Secularization](#)

Nagler, Markus ; Becker, Sascha O. ; Woessmann, Ludger

Why did substantial parts of Europe abandon the institutionalized churches around 1900? Empirical studies using modern data mostly contradict the traditional view that education was a leading source of the seismic social phenomenon of secularization. We construct a unique panel dataset of advanced-school enrollment and Protestant church attendance in German cities between 1890 and 1930. Our cross-sectional estimates replicate a positive association. By contrast, in panel models where fixed effects account for time-invariant unobserved heterogeneity, education but not income or urbanization is negatively related to church attendance. In panel models with lagged explanatory variables, educational expansion precedes reduced church attendance.

[Does Improved Local Supply of Schooling Enhance Intergenerational Mobility in Education? Evidence from Jordan](#)

Assaad, Ragui ; Saleh, Mohamed

This paper examines the effect of increased local supply of schooling on intergenerational mobility in education in Jordan. We use a unique data set that links individual data on own schooling and parents' schooling for adults, from a household survey, with the annual supply of schools in the sub-district of birth, from a school census. We identify the effect by exploiting the variation in the supply of basic and secondary public schools across cohorts and sub-districts of birth in Jordan, controlling for both cohort and sub-district of birth fixed effects. School availability is determined based on the number of sex-appropriate public schools in the individual's sub-district of birth at the time the individual was ready to start that schooling stage. Our findings show that the local availability of basic public schools does in fact increase intergenerational mobility in education. For instance, an increase in the supply of basic public schools of one school per 1,000 people reduces the father-son and mother-son associations of schooling by 10 percent and the father-daughter and mother-

daughter associations by nearly 30 percent. However, an increase in the local supply of secondary public schools does not seem to have a similar effect on intergenerational mobility in education.

[Education Policy, Occupation-Mismatch and the Skill Premium](#)

Francesc Obiols-Homs ; Virginia Sánchez-Marcos

A relatively low tertiary education wage premium and a large occupational mismatch are two salient features of the Spanish labor market that distinguish it with respect to the labor markets in other developed countries. In this paper we provide an equilibrium model of the labor market with frictions in which workers are heterogeneous in terms of ability and education. We specifically model an education policy as delivering either a particular selection of individuals into the tertiary education system or a higher ability of individuals, or both. Our model economy is calibrated to mimic several of the Spanish labor market statistics together with key aspects of the achievement levels from the Programme for International Student Assessment (PISA) and the Programme for the International Assessment of Adult Competencies (PIAAC). We then explore the implications of alternative education policies on mismatch and tertiary education wage premium. We find that under an education policy able to produce ability levels of tertiary educated workers comparable to the average of the OECD countries a 40% lower fraction of mismatched workers and a 10% higher tertiary education wage premium would be observed in Spain.

[On The Origins of Gender Human Capital Gaps: Short and Long Term Consequences of Teachers' Stereotypical Biases](#)

Victor Lavy ; Edith Sand

In this paper, we estimate the effect of primary school teachers' gender biases on boys' and girls' academic achievements during middle and high school and on the choice of advanced level courses in math and sciences during high school. For identification, we rely on the random assignments of teachers and students to classes in primary schools. Our results suggest that teachers' biases favoring boys have an asymmetric effect by gender— positive effect on boys' achievements and negative effect on girls'. Such gender biases also impact students' enrollment in advanced level math courses in high school—boys positively and girls negatively. These results suggest that teachers' biased behavior at early stage of schooling have long run implications for occupational choices and earnings at adulthood, because enrollment in advanced courses in math and science in high school is a prerequisite for post-secondary schooling in engineering, computer science and so on. This impact is heterogeneous, being larger for children from families where the father is more educated than the mother and larger on girls from low socioeconomic background.

[The Dutch vocational education and training system](#)

Verhagen A.M.C. (ROA)

The Dutch educational system is highly stratified from secondary education onwards³, and this also applies to MBO. Each MBO course can be followed in two different learning pathways, called the vocationally educating learning pathway beroepsopleidende leerweg BOL and the vocationally guiding learning pathway beroepsbegeleidende leerweg BBL.

[Do wage expectations influence the decision to enroll in nursing college?](#)

Schweri, Juerg ; Hartog, Joop

Given a severe nurse shortage in Switzerland, this paper investigates Swiss students' choice for nursing college education and the impact of their ex ante wage expectations on college enrolment. The analysis contributes to a small developing literature that uses subjective wage expectation data to predict education choice. We surveyed a full cohort of healthcare trainees on upper-secondary level in their third year of training. The main result is that trainees who expected a lower starting wage when working as healthcare employee were more likely to enroll in a nursing college later on. This result suggests a role for policies that increase returns from studying nursing to attract students to nursing. In addition, the result confirms that subjective wage expectation data is useful in modeling individual choice.

[The Economic Returns to Graduating with Honors - Evidence from Law Graduates](#)

Schumann, Mathias ; Freier, Ronny ; Siedler, Thomas

This paper studies the causal effects of graduating from university with an honors degree on subsequent labor market outcomes. While a rich body of literature has focused on estimating returns to human capital, few studies have analyzed returns at the very top of the education distribution. We highlight the importance of honors degrees for future labor market success in the context of German law graduates. Using a difference-in-differences research design combined with entropy balancing, we find that students of law who passed the state bar exam with an honors degree receive a significant earnings premium (about 14 percent), are more likely to work in public service (about 16 percentage points), are less likely to be self-employed (seven percentage points) and are more often engaged in Ph.D. studies (about 20 percentage points).

[Is university sports an advertisement in the higher education market? An analysis of the Hakone long-distance relay road race in Japan](#)

Eiji Yamamura

A university long-distance relay road race, the Hakone Ekiden, is widely acknowledged as the most popular New Year's sporting event in Japan. The event is held immediately prior to the university application period in Japan. Using Japanese panel data for 2001-2014, this study examined how the Hakone Ekiden race influences the behavior of students preparing for university entrance examinations. The major finding is that the number of applicants for a university is 3% larger when the university participated in the race than when it did not. Further, universities finishing in the top three in the race saw a 4% increase in the number of applicants compared with other universities that participated in the race. A 1% increase in the television viewing rate for the race led to a 1% increase in the number of applicants for the universities participating in the race. It follows that advertising universities on television would be effective in the university market.

[A Question of Degree: The Effects of Degree Class on Labor Market Outcomes high skill wage inequality, regression discontinuity design, statistical discrimination](#)

Feng, Andy (Singapore Ministry of Trade and Industry) ; Graetz, Georg (Uppsala University)

How does measured performance at university affect labor market outcomes? We show that degree class – a coarse measure of student performance used in the UK – causally affects graduates' industry and hence expected wages. To control for unobserved ability, we employ a regression discontinuity design that utilizes rules governing the award of degrees. A First Class (Upper Second) increases the probability of working in a high-wage industry by thirteen (eight) percentage points, and leads to

three (seven) percent higher expected wages. The results point to the importance of statistical discrimination, heuristic decision making, and luck in the labor market.

[Granting Birthright Citizenship - A Door Opener for Immigrant Children's Educational Participation and Success?](#)

Saurer, Judith ; Felfe, Christina

Does granting citizenship at birth help immigrant children to integrate in the host country's educational system and thus, to promote their educational success? Our identification strategy is based on a reform of the German naturalization law in 2000. We exploit this natural experiment and use a difference-in-difference design that compares children born shortly before and after the reform in years of policy change and years where no policy change took place. Our empirical analysis relies on two comprehensive datasets, administrative data from school entry examinations and the German Micro Census, Europe's largest household survey. We find positive effects on immigrant children's participation in non-mandatory preschool (by 3.2 percentage points) and referral to upper secondary school (by 7.8 percentage points).

[Emergence and evolution of learning gaps across countries: Linked panel evidence from Ethiopia, India, Peru and Vietnam](#)

Abhijeet Singh

There are substantial learning gaps across countries on standardized international assessments. In this paper, I use unique child-level panel data from Ethiopia, India, Peru and Vietnam with identical tests administered across these countries to children at 5, 8, 12 and 15 years of age to ask at what ages do gaps between different populations emerge, how they increase or decline over time, and what the proximate determinants of this divergence are. I document that a clear pattern of stochastic dominance is evident at the age of 5 years, prior to school enrolment, with children in Vietnam at the upper end, children in Ethiopia at the lower, and with Peru and India in between. Differences between country samples grow in magnitude at later ages, preserving the country rankings noted at 5 years of age over the entire age range studied. This divergence is only partly explained by home investments and child-specific endowments in a value-added production function approach. The divergence in achievement between Vietnam and the other countries at primary school age is largely explained by the differential productivity of a year of schooling. These findings are confirmed also using an IV approach, using discontinuities in grade competition arising between children born in adjacent months due to country-specific enrolment guidelines.

[Roots of Financial Literacy](#)

Grohmann, Antonia ; Kouwenberg, Roy ; Menkhoff, Lukas

Our study aims to uncover the roots of financial literacy. Better financial literacy predicts more informed savings and borrowing decisions in our sample, covering the urban middle-class in an emerging economy. We then test education at school, family background, parental teaching, and childhood experiences with money as potential determinants of financial literacy. In addition to risk tolerance and having basic numeracy skills, we find that family variables matter most, in particular better education of the mother and encouragement to save by parents. Our findings suggest that regular formal education may play only a limited role in shaping financial literacy

[The impact of one of the most highly cited university patents: formalisation and localization](#)

Azagra-Caro, Joaquín M. ; Barberá-Tomás, David ; Edwards-Schachter, Mónica

This paper examines the underlying mechanisms of knowledge diffusion and interrelationships between formal and informal channels attending to the localisation of spillovers between university and industry. With this aim we present a historical in-depth case study centred in one of the most highly cited university patents, developing and applying a theoretical approach that combines formalisation and localisation analytical dimensions. Our findings show how knowledge diffused through channels with different degrees of formalization (patent licenses, “pure” spillovers and consultancy contracts with the inventors). The case also evidences the pervasive delocalization of several knowledge diffusion channels and the complexity of achieving local impact, even at a privileged environment like California. The crucial diffusion mechanism channel stemmed from bidirectional knowledge flows between the university and a non-regional company, which provided the university with the specific fabrication capabilities needed to create an open-lab programme, which ultimately achieved local impact.

[Teaching Styles and achievement: Student and Teacher Perspectives](#)

Hidalgo-Cabrillana, Ana (Departamento de Análisis Económico (Teoría e Historia Económica). Universidad Autónoma de Madrid.) ; Lopez-Mayan, Cristina (Departamento de Economía Aplicada. Universidad Autónoma de Barcelona)

Using data from a Spanish assessment program of fourth-grade pupils, we analyze to what extent using certain teaching practices and materials in class is related to achievement in maths and reading. We distinguish using traditional and modern teaching styles. As a novelty, we measure in-class work using two different sources of information -teacher and students. Our identification strategy relies on between-class within-school variation of teaching styles. We find that modern practices are related to better achievement, specially in reading, while traditional practices, if anything, are detrimental. There are differences depending on the source of information: the magnitude of coefficients is larger when practices are reported by students. These findings are robust to considering alternative definitions of teaching practices. We obtain heterogeneous effects of teaching styles by gender and type of school but only when using students' answers. Our findings highlight the importance of the source of information, teacher or students, to draw adequate conclusions about the effect of teaching style on achievement.

[The Impact of a One Laptop per Child Program on Learning: Evidence from Uruguay](#)

de Melo Gioia ; Machado Alina ; Miranda Alfonso

We present evidence on the impact on students' math and reading scores of one of the largest deployments of an OLPC program and the only one implemented at a national scale: Plan Ceibal in Uruguay. We have unique data that allow us to know the exact date of laptop delivery for every student in the sample. This gives us the ability to use days of exposure as a treatment intensity measure. Given that there is some variation in the date of laptop delivery across individuals within the same school, we can identify the effect of the program net of potential heterogeneity in the rate schools gain improvements on students' achievement over time independently of the OLPC program. Our results suggest that in the first two years of its implementation the program had no effects on math and reading scores. The absence of effect could be explained by the fact that the program did not involve compulsory teacher training and that laptops in class were mainly used to search for information on the internet.

[A Field Study on University Enrolment: The Intentions of Prospective Students](#)

Martina Menon (Department of Economics (University of Verona)) ; Federico Perali (Department of Economics (University of Verona))

We study the university choice of prospective students using a unique dataset enriched with “lab-in-the-field” experiments aimed at eliciting risk and time preferences of students. Controlling for assortative mating, we find that father's rather than mother's education is significantly associated with the likelihood of children's enrolment in university indicating that the intergenerational transmission of human capital is mainly channelled through the father's education. Family possessions, as measured by homeownership, are positively associated with the likelihood of children's enrolment, while parental income has a small impact on this choice. This result suggests that in our sample there is equal access to university irrespective of short-time family liquidity constraints. We also find that economic preference parameters, such as risk and time preferences, account for a small part of the prospect of enrolling in university, while subjective expectations, effort and school ability of children are strong predictors of future schooling investment. In addition, through a counterfactual analysis, sports activities among children appear to increase the university enrolment rate. Our findings provide helpful directions for decision-makers to attract talented students to tertiary education.

[Does sector-specific experience matter? The case of European higher education ministers.](#)

Julien Jacqmin ; Mathieu Lefebvre

This paper looks at the relationship between higher education ministers and the performance of the sector that they govern. Using an original panel dataset with the characteristics of European higher education ministers, we find that having a past experience in the sector leads to a higher level of performance, as measured by ranking data. Making a parallel with the literature about the impact of education on the educated, we discuss potential explanations behind the impact of this on-the-job learning experience. As we find that this characteristic has no impact on the spendings of the sector, we argue that this academic experience makes them more prone to introduce adequate reforms. Furthermore, we find that this result is driven by ministers with both this sector-specific and an electoral experience, the latter measured by a successful election at the regional or national level. This tends to show that political credibility should not be overshadowed by the importance of the sector-specific experience of ministers.

[Do class size effects differ across grades?](#)

Anne Brink Nandrup (Department of Economics and Business, Aarhus University, Denmark)

This paper contributes to the class size literature by analyzing whether short-run class size effects are constant across grade levels in compulsory school. Results are based on administrative data on all pupils enrolled in Danish public schools. Identification is based on a government-imposed class size cap that creates exogenous variation in class sizes. Significant (albeit modest) negative effects of class size increases are found for children on primary school levels. The effects on math abilities are statistically different across primary and secondary school. Larger classes do not affect girls, non-Western immigrants and socioeconomically disadvantaged pupils more adversely than other pupils.

[Financial education, literacy and investment attitudes](#)

Brugiavini, Agar ; Cavapozzi, Danilo ; Padula, Mario ; Pettinicchi, Yuri

Based on a sample of university students, we provide field and laboratory evidence that a small scale training intervention has a both statistically and economically significant effect on subjective and objective assessments of financial knowledge. We also show that for a large part of students whose self-assessed financial knowledge has improved we do not find an increase in their actual skills.

[Impact of public funding of education on economic growth in Macedonia](#)

Bexheti, Abdylmenaf ; Mustafi, Besime

The main aim of this study is to investigate the relationship between public spending on education after the process of decentralization and economic growth in Macedonia as low income state. This paper do not have intention to make a picture of education system in Macedonia, how it functions or if education is open to all, but has the aim to measure the public spending on education as a determinant that has impact on economic growth even positive or negative. This paper raise the following important question: 'do all measures of public spending on education promote economic growth?' As a lack of data in developing countries like is Macedonia the specification of empirical models to test the causal effect on public spending on education and growth is paradox and this explain why the road through which public education expenditure affects economic growth is not yet well understood. The inter-relationships between government expenditure and education quality should b e taken into account when formulating education policy to promote economic growth (Corray, 2000). The channels by which education can promote growth maybe do not lie to quantity of public spending but on quality of the policy that means where youth end after their education. We investigate the link between public spending on education and economic growth in Macedonia using Logarithmic Multiple Regression Model. We came in conclusion that the model is significant. The result shows negative effect on public spending on education and economic growth in the case of Macedonia. The results also raise another statement 'what exactly are the highly educated workers doing together (that is so sensitive to their being highly educated) if it does not involve things changing at the margin?' (Aghion, et.al 2009). It ends with some key conclusions and recommendations that there has to be founded another channels to produce quality education - skilled labor by which will rise the productivity and economic growth.

[Socio-Economic Factors for Reading Performance in Pirls: Income Inequality and Segregation by Achievements](#)

Tamara I. Petrova (National Research University Higher School of Economics.) ; Daniel A. Alexandrov (National Research University Higher School of Economics.)

This study examines the relationship between family and school characteristics, and student reading performance; and how these vary across countries with different levels of economic inequality and stratification. Economic inequality is measured with the Gini index and stratification by the distribution of students by reading achievements. Reading tests and questionnaire responses of 190,456 fourth-graders, their parents and 6,987 school administrators in 41 countries were analysed using multilevel analyses. Students with lack of early home literacy activities have better test scores in schools with higher average socioeconomic status (SES), and reading scores in countries with a high level of economic inequality. The higher the stratification level, the better student reading achievements, despite the stratification measure indicating the inequality of their distribution among schools

[Separating State Dependence, Experience, and Heterogeneity in a Model of Youth Crime and Education](#)

Maria Antonella Mancino (University of Western Ontario) ; Salvador Navarro (University of Western Ontario) ; David A. Rivers (University of Western Ontario)

We study the determinants of youth crime using a dynamic discrete choice model of crime and education. We allow past education and criminal activities to affect current crime and educational decisions. We take advantage of a rich panel dataset on serious juvenile offenders, the Pathways to Desistance. Using a series of psychometric tests, we estimate a model of cognitive and social/emotional skills that feeds into the crime and education model. This allows us to separately identify the roles of state dependence, returns to experience, and heterogeneity in driving crime and enrollment decisions among youth. We find small effects of experience and stronger evidence of state dependence for crime and schooling. We provide evidence that, as a consequence, policies that affect individual heterogeneity (like social/emotional skills), and those that temporarily keep youth away from crime, can have important and lasting effects even if criminal experience has already accumulated.

[What Lies Behind Gender Inequality in Education?](#)

OECD

While PISA reveals large gender differences in reading, in favour of 15-year-old girls, the gap is narrower when digital reading skills are tested. Indeed, the Survey of Adult Skills suggests that there are no significant gender differences in digital literacy proficiency among 16-29 year-olds. Boys are more likely to underachieve when they attend schools with a large proportion of socio-economically disadvantaged students. Girls – even high-achieving girls – tend to underachieve compared to boys when they are asked to think like scientists, such as when they are asked to formulate situations mathematically or interpret phenomena scientifically. Parents are more likely to expect their sons, rather than their daughters, to work in a science, technology, engineering or mathematics field – even when their 15-year-old boys and girls perform at the same level in mathematics.

[Impact of education on inequality across the wage distribution profile in Cameroon: 2005-10](#)

Baye, Francis Menjo

This paper evaluates the impact of education on measured inequality across the wage distribution using pooled records from the 2005 and 2010 Cameroon labour force surveys, wage equations and standard inequality measures.

[Opening remarks at the Convening on Student Loan Data Conference](#)

Dudley, William (Federal Reserve Bank of New York)

Remarks at the Convening on Student Loan Data Conference, Federal Reserve Bank of New York, New York City.

[It's Not All About Parents' Education, It Also Matters What They Do: Parents' Employment and Children's School Success in Germany](#)

Christina Boll ; Malte Hoffmann

In this paper, we use SOEP data to explore whether parents' employment has an extra effect on the school achievement of their children, beyond the well-established effects of education, income and demography. First, we test whether the source of income or parents' unemployment determine children's school achievements. Second, we analyze the effect of job prestige and factors of societal engagement on children's performance. Our results indicate no clear income associations but the

existence of an employment channel as well as a social channel from mothers to their kids. A negative role model for girls is found for maternal housework. Moreover, the fathers' job prestige is substantial.

[Returns to Education and Experience in Criminal Organizations: Evidence from the Italian-American Mafia](#)

Nadia Campaniello ; Rowena Gray ; Giovanni Mastrobouni

Is there any return to education in criminal activities? This is the first paper that investigates whether education has not only a positive impact on legitimate, but also on illegitimate activities. We use as a case study one of the longest running criminal corporations in history: the Italian-American mafia. Its most successful members have been capable businessmen, orchestrating crimes that require abilities that might be learned at school: extracting the optimal rent when setting up a racket, weighting interests against default risk when starting a loan sharking business or organising supply chains, logistics and distribution when setting up a drug dealing system. We address this question by comparing mobsters with their closest (non-mobster) neighbors using United States Census data in 1940. We document that mobsters have one year less education than their neighbors on average. None of the specifications presented identified any significant difference in the returns to education between these two groups. Private returns to education exist also in the illegal activities characterised by a certain degree of complexity as in the case of organized crime in mid-twentieth century United States.

[Student Loans and Repayment: Theory, Evidence and Policy](#)

Lance Lochner (Department of Economics, University of Western Ontario, Canada; NBER, U.S.A; CESifo, Germany; The Rimini Centre for Economic Analysis, Italy) ; Alexander Monge-Naranjo (Federal Reserve Bank of St. Louis, U.S.A.; Washington University in St. Louis, U.S.A.)

Rising costs of and returns to college have led to sizeable increases in the demand for student loans in many countries. In the U.S., student loan default rates have also risen for recent cohorts as labor market uncertainty and debt levels have increased. We discuss these trends as well as recent evidence on the extent to which students are able to obtain enough credit for college and the extent to which they are able to repay their student debts after. We then discuss optimal student credit arrangements that balance three important objectives: (i) providing credit for students to access college and finance consumption while in school, (ii) providing insurance against uncertain adverse schooling or post-school labor market outcomes in the form of income-contingent repayments, and (iii) providing incentives for student borrowers to honor their loan obligations (in expectation) when information and commitment frictions are present. Specifically, we develop a two-period educational investment model with uncertainty and show how student loan contracts can be designed to optimally address incentive problems related to moral hazard, costly income verification, and limited commitment by the borrower. We also survey other research related to the optimal design of student loan contracts in imperfect markets. Finally, we provide practical policy guidance for re-designing student loan programs to more efficiently provide insurance while addressing information and commitment frictions in the market.

[University Prestige, Performance Evaluation, and Promotion: Estimating the employer learning model using personnel datasets](#)

ARAKI Shota ; KAWAGUCHI Daiji ; ONOZUKA Yuki

The employer learning model postulates that employers form employees' prior ability distribution from educational credentials and update its distribution by observing workers' performance on the job. This paper estimates the employer learning model for university-graduate white-collar workers using personnel datasets from two large manufacturers that contain rich information, including the name of the university from which the worker graduated, annual performance evaluations, and position in the promotion ladder. The estimates indicate that employers learn workers' ability relatively quickly through observing their performance on the job. The initial expectation errors on ability decline by a half in about three to four years in the two companies. Companies promote graduates of elite schools quickly mainly because they tend to perform better on the job.

[The Labor Market Effects of Skillbiased Technological Change in Malaysia](#)

Marouani, Mohamed Ali ; Nilsson, Björn

During the last half-century, the evolution of educational attainment among Malaysians has been spectacular, and current enrollment rates suggest this progression will continue, albeit at a slower pace. Such a transformation of the educational attainment of labor should bring about macroeconomic effects such as wage compression, sectoral shifts and/or high skill unemployment, unless compensatory mechanisms exist. This article examines the impact of this evolution using a dynamic general equilibrium model applied to Malaysia. We argue that skill biased technological change occurred in Malaysia in recent years, and permitted unemployment figures to remain low and skill premia not to sink, despite the shift in skill structure. We run a retrospective simulation, looking at how unemployment and wages would have reacted had skill biased technological change not been prevalent. We also simulate the effects of a restriction in the supply of education to understand the impact of recent educational policy in Malaysia. The results are fed to a microdata set using a microaccounting technique, addressing distributional concerns. Our results show that the reduction in wage inequalities could have been substantially more important had skill biased technological change not been present. Furthermore, they suggest that the open-door higher education policy has contributed heavily to a reduction in wage inequalities

[Determinants of Academic Startup's Orientation toward International Business Expansion](#)

SUZUKI, Shinya ; OKAMURO, Hiroyuki

This study explores the determinants of orientation toward international business expansion by academic startups, focusing on their technological capabilities, availability of public support, regional characteristics of their location, and research standards of their parent universities. Based on unique survey data of 457 academic startups in Japan and by estimating an ordered logit model, we find that academic startups are strongly oriented toward expanding its business internationally if they have high technological capabilities, received public support, are established in locations with a high ratio of exporting small firms, or are affiliated with a parent university with an excellent level of research.

[Structural Estimation of a Model of School Choices: the Boston Mechanism vs. Its Alternatives](#)

Caterina Calsamiglia ; Chao Fu ; Maia Güell

An important debate centers on what procedure should be used to allocate students across public schools. We contribute to this debate by developing and estimating a model of school choices by households under one of the most popular procedures known as the Boston mechanism (BM). We recover the joint distribution of household preferences and sophistication types using administrative data from Barcelona. Our counterfactual policy analyses show that a change from BM to the Gale-

Shapley student deferred acceptance mechanism would create more losers than winners, while a change from BM to the top trading cycles mechanism has the opposite effect.

[Intergovernmental transfers and public spending in Brazilian municipalities](#)

ARVATE, PAULO ; MATTOS, Enlison ; ROCHA, Fabiana

We estimate the effects of unconditional (full fiscal decentralization) versus conditional (partial fiscal decentralization) block grants on local public spending in Brazilian municipalities. Our results suggest that the effect of unconditional and conditional transfers do not differ statistically. Their combination promotes a full crowding-in effect on aggregate public spending — i.e., for \$1 of unconditional and conditional grant receipts; we find \$1 of additional local public expenditures, greater than the corresponding effect of local income, providing further evidence for the flypaper effect. Moreover, the effect of unconditional transfers on education (health) spending is smaller than the effect of conditional education (health) transfers but greater than the corresponding effect of local income. We consider four strategies to identify causal effects of federal grants and the local income on fiscal responses regarding Brazilian local governments: (i) a fuzzy regression discontinuity design, (ii) Redistributive rules of education funds, (iii) Oil and Gas production, and (iv) Rainfall deviations from the historical mean.

[The Illusion of School Choice: Empirical Evidence from Barcelona](#)

Caterina Calsamiglia ; Maia Güell

The Boston mechanism is a school allocation procedure that is widely used around the world. To resolve overdemand, priority is often given to families who live in the neighborhood school. We note that such priorities define some schools as being safer. We exploit an unexpected change in the definition of neighborhood in Barcelona to show that when allowing school choice under the BM with priorities: (1) the resulting allocation is not very different from a neighborhood-based assignment, and (2) important inequalities emerge beyond parents' naivete found in the literature.

[Why are Higher Skilled Workers More Mobile Geographically? The Role of the Job Surplus](#)

Michael Amior

The skill gap in geographical mobility is entirely driven by workers who report moving for a new job. A natural explanation lies in the large expected surplus accruing to skilled job matches. Just as large surpluses ease the frictions which impede job search in general, they also help overcome those frictions (specifically moving costs) which plague cross-city matching in particular. I reject the alternative hypothesis that mobility differences are driven by variation in the moving costs themselves, based on PSID evidence on self-reported willingness to move. Evidence on wage processes also supports my claims.

[As my parents at home? Gender differences in childrens' housework between Germany and Spain](#)

Giménez-Nadal, J. Ignacio ; Molina, Jose Alberto ; Ortega, Raquel

This paper analyzes the relationship between parents' time devoted to housework and the time devoted to housework by their children. Using data of Germany and Spain from the Multinational Time Use Study, we find positive correlations, but gender differences, between parents and children's housework time, which indicates that the more time parents devote to housework the more time their children devote to housework. While in Germany both fathers and mothers' housework is positively related with the time devoted to housework by the children, in Spain it is

only father's time in housework that is positively related to children's housework time. Thus, we find a different relationship between parents and children's housework time in Mediterranean countries compared to other European countries. We also obtain that these results are not applicable to all sub-groups of population, as our analysis considering the labor force status and education of the parents yield mixed results.

[Young Black America Part One: High School Completion Rates are at their Highest Ever](#)

Cherrie Bucknor

By most measures, the educational attainment of blacks is currently at the highest it has ever been. After decades of stagnation, high school completion rates for blacks have increased rapidly since 2000. This issue brief will focus on the high school status completion rates of blacks ages 20 to 24 since 1975.

[The use \(and misuse\) of Pisa in guiding policy reform: the case of Spain](#)

Álvaro Choi (Universidad de Barcelona & IEB) ; John Jerrim (University College of London)

In 2013 Spain introduced a series of educational reforms explicitly inspired by the Programme for International Student Assessment (PISA) 2012 results. These reforms were mainly implemented in secondary education – based upon the assumption that this is where Spain's educational problems lie. This paper questions this assumption by attempting to identify the point where Spanish children fall behind young people in other developed countries in terms of their reading skills. Specifically, by drawing data from multiple international assessments, we are able to explore how cross-national differences in reading skills change as children age. Consideration is given to both the average level of achievement and the evolution of educational inequalities. Our conclusion is that policymakers have focused their efforts on the wrong part of the education system; educational achievement is low in Spain (and educational inequalities large) long before children enter secondary school. This study therefore serves as a note of caution against simplistic interpretation of the PISA rankings; policymakers must take a more nuanced approach when enacting important educational reforms.

[Assessing quality in Higher Education: some caveats](#)

Ferrante, Francesco

The technology of cognitive and non-cognitive skills formation is characterized by the cumulative nature of learning processes and by the presence of significant complementarities and irreversibilities in the acquisition of such skills [Cunha and Heckman, 2007]. From this it follows that, in order to evaluate the quality of individual phases of skills formation, it is necessary to take account of the quality of the human capital entering the training process. It is evident that this aspect is more important, the more advanced the level of education. This paper evaluates the effects of the quality of Italian matriculants at 24 engineering faculties measured with the results of the CISIA standardized test on the regularity of university studies. The preliminary results confirm that failing to take account of the incoming quality of students may give rise to significant distortions in the evaluation of the academic productivity of universities.

[Teachers' Pay for Performance in the Long-Run: Effects on Students' Educational and Labor Market Outcomes in Adulthood](#)

Victor Lavy

The long term effect of teachers' pay for performance is of particular interest, as critics of these schemes claim that they encourage teaching to the test or orchestrated cheating by teachers and schools. In this paper, I address these concerns by examining the effect of teachers' pay for performance on long term human capital outcomes, in particular attainment and quality of higher education, and labor market outcomes at adulthood, in particular employment and earnings. I base this study on an experiment conducted a decade and a half ago in Israel and present evidence that the pay for performance scheme increased a wide range of long run human capital measures. Treated students are 4.3 percentage points more likely to enroll in a university and to complete an additional 0.17 years of university schooling, a 60 percent increase relative to the control group mean. These gains are mediated by overall improvements in the high school matriculation outcomes due to the teachers' intervention at 12th grade. The pay scheme led also to a significant 7 percent increase in annual earnings, to a 2 percent reduction in claims for unemployment benefits, and a 1 percent decline in eligibility for the government disability payment.

[16th ALMALAUREA REPORT ON ITALIAN UNIVERSITY GRADUATES' PROFILE Opportunities and Challenges for Higher Education in Italy](#)

Andrea Cammelli (AlmaLaurea) ; Giancarlo Gasperoni

The 16th ALMALAUREA Report on Italian University Graduates' Profile was presented at the Conference in Pollenzo-Bra – hosted by the University of Gastronomic Sciences. The data on which this Report is based refers to 64 universities (out of the 65 which are part of the consortium) which have been part of ALMALAUREA for at least one year, and almost 230 thousand graduates in 2013 – which is almost 80% of students who graduated from Italian universities. This Report devotes particular attention to a number of issues which characterize the debate on higher education. These include: graduates' features at the beginning of their university studies; working students and class attendance; traineeships; study experiences abroad; degree completion times; the significance of exam and graduation grades; graduates' evaluation of their university experience; student support services; student living conditions in university towns; study and employment prospects after graduation; adults at university; graduates with foreign citizenship. An overview of the outcomes achieved by graduates in 2013 confirms – despite the country's negative economic and social context – an overall promising situation. Indeed, more students have completed their studies within the prescribed time frame, class attendance has improved, students have carried out more traineeships and internships and continue to take advantage of opportunities to study abroad.

[Fighting Corruption in Education: What Works and Who Benefits?](#)

Orcan, Oana B (University of Gothenburg) ; Lindahl, Mikael (Uppsala Center for Labor Studies) ; Mitrut, Andreea (Uppsala Center for Labor Studies)

We investigate the efficiency and distributional consequences of a corruption-fighting initiative in Romania targeting the endemic fraud in a high-stakes high school exit exam, which introduced CCTV monitoring of the exam and credible punishment threats. We find that punishment coupled with monitoring was effective in reducing corruption. Estimating the heterogeneous impact for students of different ability, poverty status, and gender, we show that fighting corruption led to efficiency gains (ability predicts exam outcomes better) but also to a worrisome score gap increase between poor and non-poor students. Consequently, the poor students have reduced chances to enter an elite university.

[Does Early Educational Tracking Increase Migrant-Native Achievement Gaps? Differences-In-Differences Evidence Across Countries](#)

Jens Ruhose (Ifo Institute and IZA, Munich, Germany) ; Guido Schwerdt (Department of Economics, University of Konstanz, Germany)

We study whether early tracking of students based on ability increases migrant-native achievement gaps. To eliminate confounding impacts of unobserved country traits, we employ a differences-in-differences strategy that exploits international variation in the age of tracking as well as student achievement before and after potential tracking. Based on pooled data from 12 large-scale international student assessments, we show that cross-sectional estimates are likely to be downward-biased. Our differences-in-differences estimates suggest that early tracking does not significantly affect overall migrant-native achievement gaps, but we find evidence for a detrimental impact for less integrated migrants.

[Strengthening Kazakhstan's Education Systems : An Analysis of PISA 2009 and 2012](#)

World Bank Group

[What really works to improve learning in developing countries ? an analysis of divergent findings in systematic reviews](#)

Evans,David-000213993 ; Popova,Anna

In the past two years alone, at least six systematic reviews or meta-analyses have examined the interventions that improve learning outcomes in low- and middle-income countries. However, these reviews have sometimes reached starkly different conclusions: reviews, in turn, recommend information technology, interventions that provide information about school quality, or even basic infrastructure (such as desks) to achieve the greatest improvements in student learning. This paper demonstrates that these divergent conclusions are largely driven by differences in the samples of research incorporated by each review. The top recommendations in a given review are often driven by the results of evaluations not included in other reviews. Of 227 studies with student learning results, the most inclusive review incorporates less than half of the total studies. Variance in classification also plays a role. Across the reviews, the three classes of programs that are recommended with some consistency (albeit under different names) are pedagogical interventions (including computer-assisted learning) that tailor teaching to student skills; repeated teacher training interventions, often linked to another pedagogical intervention; and improving accountability through contracts or performance incentives, at least in certain contexts. Future reviews will be most useful if they combine narrative review with meta-analysis, conduct more exhaustive searches, and maintain low aggregation of intervention categories.

[College Access, Initial College Choice and Degree Completion](#)

Joshua Goodman ; Michael Hurwitz ; Jonathan Smith

The relatively low degree completion rate of U.S. college students has prompted debate over the extent to which the problem is attributable to the students or to their choice of colleges. Estimating the impact of initial college choice is confounded by the non-random nature of college selection. We solve this selection problem by studying the universe of SAT-takers in the state of Georgia, where minimum SAT scores required for admission to the four-year public college sector generate exogenous variation in initial college choice. Regression discontinuity estimates comparing the relatively low-skilled students just above and below this minimum threshold show that access to this

sector increases enrollment in four-year colleges, largely by diverting students from two-year community colleges. Most importantly, access to four-year public colleges substantially increases bachelor's degree completion rates, particularly for low-income students. Conditional on a student's own academic skill, the institutional completion rate of his initial college explains a large fraction of his own probability of completion. Consistent with prior research on college quality and the two-year college penalty, these results may explain part of the labor market return to college quality.

[National minorities: levels of educational analysis](#)

Brie, Mircea

The issue of national minorities is, in the process of European construction, one of the most important aspects that European countries have had to manage. The European legislation and practice promote the idea of living together in the sense of social value consisting in accepting otherness, good understanding of the various ethnic groups within the same local communities and openness to communication and cooperation. The European education should not be directed exclusively to knowing the minority communities, but also to understanding the mechanisms of management and development of partnership relations between the minority and the majority. The complexity of education concerning national minorities is given by the need for multiple approaches on different levels and with various depths of analysis that require interdisciplinary conceptual and methodological references. Thus the diachronic analysis of demographic realities is combined with the analysis regarding legislative, administrative-political, cultural-educational, social-economic, linguistic issues, all filtered by European values, framework and national or European framework. In terms of education for and about minorities there is a need to develop a legal and institutional framework to enable and to promote an intercultural education system. National minorities should not only be able to express themselves freely and without any restrictions from the majority by adequate education, but their specific characteristics and particularities should be included in school curricula of the majority.

[Capitalization of Charter Schools into Residential Property Values](#)

Scott A. Imberman ; Michael Naretta ; Margaret O'Rourke

While prior research has found clear impacts of schools and school quality on property values, little is known about whether charter schools have similar effects. Using sale price data for residential properties in Los Angeles County from 2008 to 2011 we estimate the neighborhood level impact of charter schools on housing prices. Using an identification strategy that relies on census block fixed-effects and variation in charter penetration over time, we find little evidence that the availability of charter schools affect housing prices on average. However, we do find that when restricting to charter schools located in the same school district as the household, housing prices outside Los Angeles Unified School District fall in response to an increase in nearby charter penetration.

[Good Things Come to Those Who \(Are Taught How to\) Wait: Results from a Randomized Educational Intervention on Time Preference](#)

Sule Alan (University of Essex) ; Seda Ertac (Koc University)

We report results from the impact evaluation of a randomized educational intervention targeted at elementary school children. The program uses case studies, stories and classroom activities to improve the ability to imagine future selves, and emphasizes forward-looking behavior. We find that treated students make more patient intertemporal choices in incentivized experimental tasks. The

effect is stronger for students who are identified as present-biased in the baseline. Furthermore, using official administrative records, we find that treated children are significantly less likely to receive a low "behavioral grade". These results are persistent one year after the intervention, replicate well in a different sample, and are robust across different experimental elicitation methods.

[Great expectations. The unintended consequences of educational choices](#)

FERRANTE, FRANCESCO

Human capital is invariably found to be an important explanatory variable of various proxies of well being (WB), i.e. income, happiness, job and life satisfaction, health status. Nevertheless, to date few systematic efforts have been made to explain its various and interconnected functions. The U-shaped age-SWB relation found in many empirical studies suggest that investigating the pattern of different measures of WB over people's life cycle may reveal important information and provide useful insights about the main mechanisms connecting human capital and WB. In this paper I contend that there are four of such links. First, human capital improves the skills in decision making in different life domains. Second, it improves the skills and knowledge in doing things and enjoying life. Third, human capital shapes our identity/personality traits and, fourth, by doing so, it fuels our aspirations in different life domains. The first two effects can be expected to improve people's performance and subjective well being. Building on Ferrante (2009), more ambiguous is the impact of human capital through the joint action of people's identity and aspirations. In this paper, I explore data drawn from the Survey on Household Income and Wealth (SHIW) conducted by the Bank of Italy (2008), containing rich information on people's socioeconomic and educational background, educational and skill mismatch in the workplace and various measures of WB such as income, happiness, job satisfaction and health status. The tentative explanations of my empirical findings are: (a) people experience large mismatches in aspirations/expectations early in adult life; (d) the latter mismatches depend on education and are largely confined to the labour market; (c) the curvature of the U-shaped age-happiness relationship depends on the level of education. The suggested interpretation of these results is that education affects both people's expect ations and the way they react to unfulfilled aspirations.

[Testing for Changes in the SES-Mortality Gradient When the Distribution of Education Changes Too](#)

Thomas Goldring ; Fabian Lange ; Seth Richards-Shubik

We develop a flexible test for changes in the SES-mortality gradient over time that directly accounts for changes in the distribution of education, the most commonly used marker of SES. We implement the test for the period between 1984 and 2006 using microdata from the Census, CPS, and NHIS linked to death records. Using our flexible test, we find that the evidence for a change in the education-mortality gradient is not as strong and universal as previous research has suggested. Our results indicate that the gradient increased for females during this time period, but we cannot rule out that the gradient among males has not changed. Informally, the results suggest that the changes for females are mainly driven by the bottom of the education distribution.

[Tajikistan : Higher Education Sector Study](#)

World Bank

Curriculum and Instruction Access and Equity in Basic Education Education - Primary Education Education - Education For All Tertiary Education

[Botswana : Skills for Competitiveness and Economic Growth](#)

World Bank

Teaching and Learning Education - Primary Education Education - Education For All Tertiary Education
Education - Access & Equity in Basic Education

[Education in transition and job mismatch: Evidence from the skills survey in non-EU transition economies](#)

Olga Kupets (Associate Professor, Department of Economics, National University of "Kyiv-Mohyla Academy")

This paper explores the incidence and determinants of education-job vertical mismatch in four non-EU transition economies, namely Armenia, Georgia, Macedonia and Ukraine. It uses cross-section data from the recent World Bank's Skills toward Employment and Productivity (STEP) surveys of working-age urban population and applies several methods of measuring the incidence of education-job mismatch. The particular interest is to examine whether the young generation that acquired education in modern economic environment is different from the older generation that studied before or shortly after the onset of transition, and whether overeducated and undereducated workers are different from those who are well-matched in terms of cognitive and non-cognitive skills. Our study shows that although workers from the older pre-transition cohort have relatively higher incidence of overeducation in Georgia and Armenia and lower incidence of overeducation in Ukraine and Macedonia as compared to younger workers from the transition cohort, the effect of cohort and age is rarely significant when other important characteristics are taken into account. Overeducated individuals seem to possess a relatively worse bundle of skills than workers who are adequately matched to their jobs in terms of formal education, undereducated individuals often perform better than well-matched workers, but the differences are not always significant.

[Skills and Wage Inequality: Evidence from PIAAC](#)

Marco Paccagnella

This paper exploits data from the Survey of Adult Skills (PIAAC) to shed light on the link between measured cognitive skills (proficiency), (formal) educational attainment and labour market outcomes. After presenting descriptive statistics on the degree of dispersion in the distributions of proficiency and wages, the paper shows that the cross-country correlation between these two dimensions of inequality is very low and, if anything, negative. As a next step, the paper provides estimates of the impact of both proficiency and formal education at different parts of the distribution of earnings. Formal education is found to have a larger impact on inequality, given that returns to education are in general much higher at the top than at the bottom of the distribution. The profile of returns to proficiency, by contrary, is much flatter. This is consistent with the idea that PIAAC measures rather general skills, while at the top end of the distribution the labour market rewards specialised knowledge that is necessarily acquired through tertiary and graduate education. Finally, a decomposition exercise shows that composition effects are able to explain a very limited amount of the observed cross-country differences in wage inequality. This suggests that economic institutions, by shaping the way personal characteristics are rewarded in the labour market, are the main determinants of wage inequality.

Ce document exploite les données de l'Évaluation des compétences des adultes (PIAAC) pour tenter de mieux comprendre le lien entre les compétences cognitives mesurées (le niveau de compétence), le niveau de formation (dans le cadre institutionnel) et les résultats sur le marché du travail. Après la présentation de statistiques descriptives sur le degré de dispersion des distributions des niveaux de compétence et des revenus, le document montre que

la corrélation internationale entre ces deux dimensions d' inégalité est très faible et, le cas échéant, négative. Le document présente ensuite des estimations de l'incidence à la fois du niveau de compétence et du niveau de formation dans le cadre institutionnel à différents points de la distribution des revenus. Le niveau de formation dans le cadre institutionnel s'avère avoir une incidence plus importante sur l'inégalité, les rendements de l'éducation étant en général bien plus élevés dans la partie supérieure de la distribution que dans sa partie inférieure. Les rendements du niveau de compétence présentent, en revanche, un profil beaucoup plus plat. Ce constat concorde avec le fait que le PIAAC évalue des compétences plutôt générales, tandis qu'au sommet de la distribution, le marché du travail récompense des connaissances spécialisées nécessairement acquises dans l'enseignement supérieur et universitaire. Enfin, un exercice de décomposition montre que les effets de composition ne sont en mesure d'expliquer qu'un nombre très limité des différences d'inégalité des revenus observées entre les pays. Ce constat laisse penser qu'en façonnant la manière dont les caractéristiques personnelles sont récompensées sur le marché du travail, les institutions économiques sont les principaux déterminants de l'inégalité des revenus.

[The Rise in Education Attainment in MENA in Comparative Perspective](#)

Farrukh Iqbal

Access and Equity in Basic Education Teaching and Learning Gender - Gender and Education Education - Education For All Macroeconomics and Economic Growth - Regional Economic Development

[Raising Botswana's Human Resource Profile to Facilitate Economic Diversification and Growth](#) [World Bank](#)

[Skills Needs of the Private Sector in Botswana](#)

World Bank

[Business and initial vocational education and training in the Netherlands : a schematic overview](#)

Liemt, Gijsbert van

This paper was written by Gijsbert van Liemt, an independent consultant on employment and skills policies, and a former ILO official working on Active Labour Market Policies. His paper discusses secondary technical and vocational education and training (TVET) in the Netherlands, highlighting the role of TVET in regional training centres which offer a broad range of programmes at different levels. It identifies reasons why Dutch TVET has received international attention, and examines the role of the social partners in this system, as well as the initiatives by the Ministry of Education, Culture and Science to change the framework over recent years. It provides a brief overview of the Dutch labour market and labour relations and of the main sources of labour market information, before discussing the role of business in secondary TVET, its place in the overall education system, government policies and related issues. It also covers the salaries, working conditions and job satisfaction of teachers and trainers.

The effect of self-confidence on financial literacy

Alfonso Arellano ; Noelia Camara ; David Tuesta

This study analyses whether self-confidence affects financial abilities of young people in Spain, through financial literacy. We use data from the Programme for International Student Assessment

(PISA) Financial Literacy (2012) report, conducted by the OECD. Our hypothesis is that non-cognitive factors are important to establish young people's financial literacy. Financial knowledge, together with other personal attitudes, determines people's financial behaviour. We focus on the role of self-confidence in four dimensions. First, the student's self-confidence in the environment of their college; second, self-confidence referring to the utility found at school; third, self-confidence in relation to the results obtained; and finally, self-confidence in a broader sense. Our multi-level estimates show that students with higher levels of self-confidence score higher in financial literacy tests, whatever the dimension considered. Beyond the individual's inherent characteristics, there are other factors such as maturity, gender, socio-economic characteristics and the surroundings, which also influence financial literacy.

[ASEAN Economic Community 2015 enhancing competitiveness and employability through skill development](#)

Aring, Monika

This paper examines the skills needs in the Association of Southeast Asian Nations (ASEAN) and how Member States can strengthen their skills and training systems to benefit from emerging opportunities of integration and boost competitiveness. Maximizing the benefits of regional integration will necessitate leveraging the knowledge, skills and creativity of ASEAN's labour force of 317 million women and men. This paper looks at statistical trends since 2005 regarding education and skills attainment, and technical and vocational education and training enrolment in ASEAN. It assesses the quality of education and vocational training and the readiness of ASEAN's labour force, including young people making the school-to-work transition, to take advantage of new opportunities in a more integrated and dynamic region. The paper also examines the challenge of skills mismatch and skilled labour shortages in the region.

[Botswana Labor Market Signals on Demand for Skills](#)

World Bank

[Your development or mine? Effects of donor-recipient cultural differences on the aid-growth nexus](#)

Anna Minasyan (Georg-August-University Göttingen)

Development aid from the West may lead to adverse growth effects in the global South due to the neglected cultural context in the development framework. There is evidence that development agendas are mainly premised upon western thought and belief systems. Therefore, I hypothesize that the expected effect of development aid on the economic growth of recipients is impaired by cultural differences between western donors and aid recipients. I test this hypothesis empirically by augmenting an aid-growth model with proxy variables of cultural distance between donors and recipients. Namely, based on the theory of cultural transmission, I use donor-recipient weighted genetic distance, to capture vertical transmission of culture. Then, I use western education of the chief executive of the recipient country to capture horizontal transmission of culture. Results of OLS panel estimation in first differences for 1961-2010 period show that a one unit increase in donor-recipient genetic distance reduces the effect of aid on growth by 0.2 percentage points, if aid is increased by one percentage point. In turn, a one percentage point increase in aid yields, on average, 0.3 percentage point increase in growth after a decade, if the leader in power has western education.

[Developing Knowledge States: Technology and the Enhancement of National Statistical Capacity](#)

Derrick M. Anderson ; Andrew B. Whitford

National statistical systems are the enterprises tasked with collecting, validating and reporting societal attributes. These data serve many purposes - they allow governments to improve services, economic actors to traverse markets, and academics to assess social theories. National statistical systems vary in quality, especially in developing countries. This study examines determinants of national statistical capacity in developing countries, focusing on the impact of general purpose technologies (GPTs). Just as technological progress helps to explain differences in economic growth, states with markets with greater technological attainment (specifically, general purpose technologies) arguably have greater capacity for gathering and processing quality data. Analysis using panel methods shows a strong, statistically significant positive linear relationship between GPTs and national statistical capacity. There is no evidence to support a non-linear function in this relationship. Which is to say, there does not appear to be a marginal depreciating National Statistical Capacity benefit associated with increases in GPTs.

[The Coalition's Record on Schools: Policy, Spending and Outcomes 2010-2015](#)

Ruth Lupton ; Stephanie Thomson

[Wealth Distribution and Human Capital: How Borrowing Constraints Shape Educational Systems](#)

Marti Mestieri (Toulouse School of Economics)

This paper provides a theory of how the wealth distribution of an economy affects the optimal design of its educational system. The model features two key ingredients. First, agents are heterogeneous both in their ability and wealth levels, neither of which is observable. Second, returns to schooling depend on the ability-composition of agents attending each school tier, for example, because of choices of common curricula. An educational system is characterized by an assignment rule of agents to schools and by endogenous sizes of tiers. I find that a benevolent planner seeking to maximize economic efficiency implements "elitist" educational systems in economies with poor, borrowing-constrained, agents. Compared to the first best, the optimal solution features (i) relatively low-ability, rich agents selecting into higher education and (ii) higher education schools with less capacity. The same qualitative results obtain when only two commonly used instruments are available to the planner: school fees and exams. In addition, I show that economies with relatively tighter borrowing constraints rely more extensively on exams and that agents performing better on exams are rewarded with lower school fees.

[Earnings Returns to Different Educational Careers: The Relative Importance of Type vs. Field of Education](#)

Curdin Pfister (Department of Business Administration, University of Zurich) ; Simone Tuor Sartore (Department of Business Administration, University of Zurich) ; Uschi Backes-Gellner (Department of Business Administration, University of Zurich)

The two choices that students in many Western European countries must make during their educational career are the type of education (vocational vs. academic) and the subject area (the specific field of education). However, most studies on the effect of education on earnings consider only one of these two factors. In addition, most of these studies focus exclusively on average returns and neglect the variance of the returns, thus overlooking important aspects of the nature of the returns to education such as the risk in human capital investments. In this study, we consider both

factors type of education and subject area at the same time to estimate earning returns and to examine how much these two factors contribute to the variance of earnings in later careers. We use the Swiss Adult Education Survey from 2011 and construct a sample of individuals with tertiary level educational degree, estimating earnings regressions and decomposing the variance in earnings for type of education and subject area. Decomposition results show that field of education, relative to subject area, explains double the variation in earnings. Given our findings that earnings relate more to subject area than to type of education, the question of which type of education—academic or vocational—an individual chooses is less relevant than the question of which field he or she chooses to specialize in.

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Cristina Lopez-Mayan (Departament d'Economia Aplicada, Universitat Autònoma de Barcelona) ; Ana Hidalgo-Cabrillana (Departamento de Análisis Económico, Universidad Autónoma de Madrid)

Using data from a Spanish assessment program of fourth-grade pupils, we analyze to what extent using certain teaching practices and materials in class is related to achievement in maths and reading. We distinguish using traditional and modern teaching styles. As a novelty, we measure in-class work using two different sources of information -teacher and students. Our identification strategy relies on between-class within-school variation of teaching styles. We find that modern practices are related to better achievement, specially in reading, while traditional practices, if anything, are detrimental. There are differences depending on the source of information: the magnitude of coefficients is larger when practices are reported by students. These findings are robust to considering alternative definitions of teaching practices. We obtain heterogeneous effects of teaching styles by gender and type of school but only when using students' answers. Our findings highlight the importance of the source of information, teacher or students, to draw adequate conclusions about the effect of teaching style on achievement.

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Nicolas Contreras (Centre d'Economie de la Sorbonne - Paris School of Economics)

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Peter Arcidiacono ; Michael Lovenheim

This paper reviews the literature on affirmative action in undergraduate education and law schools, focusing in particular on the tradeoff between the quality of an institution and the fit between a school and a student. We first discuss the conditions under which affirmative action for under-represented minorities (URM) could help or harm their educational outcomes. We then provide descriptive evidence on the extent of affirmative action in law schools, as well as a review of the contentious literature on how affirmative action affects URM student performance in law school. We present a simple selection model that we argue provides a useful framework for interpreting the

disparate findings in this literature. The paper then turns to a similar discussion of affirmative action in undergraduate admissions, focusing on evidence of the extent of race-based admissions practices and the effect such preferences have on the quality of schools in which minority students enroll, graduation rates, college major and earnings. We pay much attention to the evidence from state-level bans on affirmative action and argue these bans are very informative about how affirmative action affects URM students. Finally, we discuss the evidence on "percent plans," which several states have enacted in an attempt to replace affirmative action.

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Behavioral economics attempts to integrate insights from psychology, neuroscience, and sociology in order to better predict individual outcomes and develop more effective policy. While the field has been successfully applied to many areas, education has, so far, received less attention – a surprising oversight, given the field's key interest in long-run decision-making and the propensity of youth to make poor long-run decisions. In this chapter, we review the emerging literature on the behavioral economics of education. We first develop a general framework for thinking about why youth and their parents might not always take full advantage of education opportunities. We then discuss how these behavioral barriers may be preventing some students from improving their long-run welfare. We evaluate the recent but rapidly growing efforts to develop policies that mitigate these barriers, many of which have been examined in experimental settings. Finally, we discuss future prospects for research in this emerging field.

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Makiko Nakamuro ; Kenji Ishida ; Ayumi Takenaka ; Tomohiko Inui

This study analyzes the educational achievement of immigrant children in Japan. Since foreign migrants began to enter Japan in large numbers in the early 1990s, their children, or the second generation born or raised in Japan, have largely come of age. A growing number of studies have pointed out various problems associated with the educational achievement of immigrant children, such as a lack of Japanese language proficiency, parental commitment to education, and of social support networks. Since most of these studies are limited in scale based on qualitative observations

of a particular population in a particular region, however, we do not know how immigrant children actually fare in school and what explains their performance. Since past studies tend to focus solely on the foreign population, we also do not know what determines their educational outcomes in comparison with native-born Japanese children. In this study, we focus on school- aged immigrant children who have resided in Japan for at least ten years and are proficient in the Japanese language. Using data from a unique and nationally representative dataset, the Longitudinal Survey of Babies in the 21st Century, we compare the determinants of their school performance, measured by the hours spent studying at home, with those of their native Japanese counterparts. The results suggest that parental commitment to children's education and support network are indeed important in determining the number of study hours for both foreign and Japanese children. However, once unobserved individual traits are controlled for, such as cultural views and orientation on schooling, motivation, and genetic endowments, parental commitment and support network are no longer crucial. What is truly important is access to shadow education, or extra-curricular learning, such as cram schools, private tutoring and distance-learning. Unlike what has been reported by previous studies, therefore, immigrant children under-perform academically in comparison with native children, not because they lack parental support or support networks; rather, their academic disadvantage lies in their lack of access to such extra-curricular learning.

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This paper looks at the relationship between higher education ministers and the performance of the sector that they govern. Using an original panel dataset with the characteristics of European higher education ministers, we find that having a past experience in the sector leads to a higher level of performance, as measured by ranking data. Making a parallel with the literature about the impact of education on the educated, we discuss potential explanations behind the impact of this on-the-job learning experience. As we find that this characteristic has no impact on the spendings of the sector, we argue that this academic experience makes them more prone to introduce adequate reforms. Furthermore, we find that this result is driven by ministers with both this sector-specific and an electoral experience, the latter measured by a successful election at the regional or national level. This tends to show that political credibility should not be overshadowed by the importance of the sector-specific experience of ministers.

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We estimate structural quantile treatment effects to analyze the relationship between household income and sorting into private or public education, using Italian data. Public education provision is redistributive when rich families, who contribute to its financing, find it optimal to sort out of the public system to buy the educational services in the private market. This may occur when the education quality is lower in the public compared to the private sector, meaning that households with higher income capacity face lower opportunity costs from sorting out of the public system. We exploit heterogeneity in expected tax deductions to exogenously manipulate the distribution of net of taxes income, equalized by family needs, and explore the consequences of this manipulation on various quantiles of the distribution of the amount of the educational transfers in-kind accruing to

the households, valuing public education. We find that an increase in income reduces the amount of educational transfers in-kind (i) more for higher quantiles of the educational transfers in-kind, indicating that households with higher preferences for quality sort out of the public education system; (ii) more for lower quantiles of the households' income capacity, indicating that richer households receive lower transfers for a given preference quality.

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The authors provide first evidence on whether the direct relationship between educational mismatch and firm productivity varies across working environments. Using detailed Belgian linked employer-employee panel data for 1999-2010, they find the existence of a significant, positive (negative) impact of over- (under-)education on firm productivity. Moreover, their results show that the effect of over-education on productivity is stronger among firms: (i) with a higher share of high-skilled jobs, (ii) belonging to high-tech/knowledge-intensive industries, and (iii) evolving in a more uncertain economic environment. Interaction effects between under-education and working environments are less clear-cut. However, economic uncertainty is systematically found to accentuate the detrimental effect of under-education on productivity.

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Policy-makers face a trade-off between the provision of higher levels of schooling and earlier labour market entries. A fundamental education reform in Germany tackles this trade-off by reducing high school by one year while leaving the total instructional time unchanged. Employing administrative data on all high school graduates in 2002-2013 in Germany, we exploit both temporal and regional variation in the implementation of the reform and study the overall effectiveness of this reform. We find that compressing the high school track by one year reduces the mean high school graduation age by about 10 months. The probability to repeat a grade level in the course of high school increases by 21 percent (3 percentage points), peaking in the final three years before graduation. However, the high school graduation rate is not affected. The results indicate the reform's success in reducing the graduation age, though it stays behind its potential benefits for labour markets and social security schemes because of higher grade repetition rates.

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In the context of cross-border cooperation, the border between Romania and Hungary is a very active one, with cooperation between the two countries reaching diverse fields of interest. At the same time there is a great interest for this cooperation in the Bihor-Hajdu Bihar Euroregion and in Oradea and Debrecen, the centers of the Bihor and Hajdu Bihar counties, respectively. Out of all the fields that benefit from this cooperation, the educational field is the one that stands out the most, especially higher education – with the two university centers in question being the University of Oradea and the University of Debrecen. Between the two institutions the cooperation in the field of medicine will be our subject of study. Given the territorial proximity of the two institutions and the growing interest in the private medical sector in this area, we can talk about a strong cross-border medical pole, Oradea – Debrecen at the border between Romania and Hungary. The experience

gained in the field of medicine, coupled with the application of good practice examples, internationally recognized study of medicine and increased visibility of the two centers has attracted more and more foreign students from all over the world that choose to study medicine here. The research methodology applied in this paper has its basis in the analysis of social documents and the statistical analysis of data provided by the two institutions, with the target group being the University of Oradea and the University of Debrecen. Our aim is to highlight the importance of the two centers in the field of medicine and their ability to attract students for study at these universities. We will employ a comparative analysis between the two universities.

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This paper combines the approach by Guimarães and Portugal (2010) with the methodology of Gelbach (2015) to investigate the determinants of the least squares bias of the wage return to education. We find that disregarding individual fixed effects is highly problematic, accounting for 95% of the bias. In contrast, disregarding firm fixed effects has marginal consequences.

[International Careers of Researchers in Biomedical Sciences: A Comparison of the US and the UK.](#)

Lawson, Cornelia ; Geuna, Aldo ; Ana Fernández-Zubieta ; Toselli, Manuel ; Kataishi, Rodrigo (University of Turin)

This chapter analyses the mobility of academic biomedical researchers in the US and the UK. Both countries are at the forefront of research in biomedicine, and able to attract promising researchers from other countries as well as fostering mobility between the US and the UK. Using a database of 292 UK based academics and 327 US based academics covering the period 1956 to 2012, the descriptive analysis shows a high level of international mobility at education level (BA, PhD and Postdoc) with small, but significant transatlantic exchanges, and shows high levels of cross-border mobility amongst senior academics based in the UK. There is a high level of career mobility with 50% of the sample having changed jobs at least once, and 40% having moved within academia. There is no significant difference in job-job mobility between the two countries although there are some interesting institutional differences concerning international and cross-sector mobility. The empirical analysis focuses on the importance of postdoctoral training in the US and the UK. The results indicate that working in the US is correlated to higher researcher performance in terms of both publication numbers and impact/quality adjusted publications (in top journals and average impact). The publications of researchers with postdoctoral experience are generally of a higher average impact. This applies especially to postdoc experience at top-quality US institutions although a postdoc at a UK top institution is associated with higher top journal publications and higher average impact. In relation to the UK sample, we find that a US postdoc (especially in a top institution) is correlated to subsequent performance in the UK academic market. Finally, we see that US postdocs that stay in the US publish more and publications with higher impact/quality than those that move to the UK; however, these effects are stronger for those who studied for their PhD degree outside the US. Therefore, we find some evidence that the US is able to retain high performing incoming PhD graduates.

[Russian University Students And The Combination Of Study And Work: Is It All About Earning, Learning Or Job Market Signaling?](#)

Sergey Roshchin (National Research University Higher School of Economics.) ; Victor Rudakov (National Research University Higher School of Economics)

The issue of how Russian students combine work and study can be analyzed through the quality of university, the quality of students and a number of financial, academic, social and demographic factors. These factors may have an effect on student employment and student labor supply, and help shed light on what motivates students to enter the labor market. We discovered that 64.7% of Russian students combined study and work and most of them begin working during their 3rd year of study. Our results indicate that factors associated with the quality of students, such as studying in a top university and participating in research activities, positively affect the probability of student employment, but negatively affect the labor supply. Financial motivations for student employment are also significant. However, we found no evidence that combining study and work affects students' academic achievements

[The Coalition's Record on Schools: Policy, Spending and Outcomes 2010-2015](#)

Ruth Lupton ; Stephanie Thomson

[Wealth Distribution and Human Capital: How Borrowing Constraints Shape Educational Systems](#)

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This paper provides a theory of how the wealth distribution of an economy affects the optimal design of its educational system. The model features two key ingredients. First, agents are heterogeneous both in their ability and wealth levels, neither of which is observable. Second, returns to schooling depend on the ability-composition of agents attending each school tier, for example, because of choices of common curricula. An educational system is characterized by an assignment rule of agents to schools and by endogenous sizes of tiers. I find that a benevolent planner seeking to maximize economic efficiency implements "elitist" educational systems in economies with poor, borrowing-constrained, agents. Compared to the first best, the optimal solution features (i) relatively low-ability, rich agents selecting into higher education and (ii) higher education schools with less capacity. The same qualitative results obtain when only two commonly used instruments are available to the planner: school fees and exams. In addition, I show that economies with relatively tighter borrowing constraints rely more extensively on exams and that agents performing better on exams are rewarded with lower school fees.

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[International Careers of Researchers in Biomedical Sciences: A Comparison of the US and the UK.](#)

Lawson, Cornelia ; Geuna, Aldo ; Ana Fernández-Zubieta ; Toselli, Manuel ; Kataishi, Rodrigo (University of Turin)

This chapter analyses the mobility of academic biomedical researchers in the US and the UK. Both countries are at the forefront of research in biomedicine, and able to attract promising researchers from other countries as well as fostering mobility between the US and the UK. Using a database of 292 UK based academics and 327 US based academics covering the period 1956 to 2012, the descriptive analysis shows a high level of international mobility at education level (BA, PhD and Postdoc) with small, but significant transatlantic exchanges, and shows high levels of cross-border mobility amongst senior academics based in the UK. There is a high level of career mobility with 50% of the sample having changed jobs at least once, and 40% having moved within academia. There is no significant difference in job-job mobility between the two countries although there are some interesting institutional differences concerning international and cross-sector mobility. The empirical analysis focuses on the importance of postdoctoral training in the US and the UK. The results indicate that working in the US is correlated to higher researcher performance in terms of both publication numbers and impact/quality adjusted publications (in top journals and average impact). The publications of researchers with postdoctoral experience are generally of a higher average impact. This applies especially to postdoc experience at top-quality US institutions although a postdoc at a UK top institution is associated with higher top journal publications and higher average impact. In relation to the UK sample, we find that a US postdoc (especially in a top institution) is correlated to subsequent performance in the UK academic market. Finally, we see that US postdocs that stay in the US publish more and publications with higher impact/quality than those that move to the UK; however, these effects are stronger for those who studied for their PhD degree outside the US. Therefore, we find some evidence that the US is able to retain high performing incoming PhD graduates.

[Russian University Students And The Combination Of Study And Work: Is It All About Earning, Learning Or Job Market Signaling?](#)

Sergey Roshchin (National Research University Higher School of Economics.) ; Victor Rudakov (National Research University Higher School of Economics)

The issue of how Russian students combine work and study can be analyzed through the quality of university, the quality of students and a number of financial, academic, social and demographic

factors. These factors may have an effect on student employment and student labor supply, and help shed light on what motivates students to enter the labor market. We discovered that 64.7% of Russian students combined study and work and most of them begin working during their 3rd year of study. Our results indicate that factors associated with the quality of students, such as studying in a top university and participating in research activities, positively affect the probability of student employment, but negatively affect the labor supply. Financial motivations for student employment are also significant. However, we found no evidence that combining study and work affects students' academic achievements

[Are 12 Years of Schooling Sufficient for Preparation for Tertiary Education? Evidence from the Reform of Secondary School Duration in Germany](#)

Meyer, Tobias ; Thomsen, Stephan

An important education reform in Germany reduced the duration of university preparatory schooling from 13 to 12 years, but left the curriculum unchanged. In the state of Saxony-Anhalt the reform was completed in 2007 with a double cohort of graduates, providing a natural experiment. We use primary panel data from this double cohort to evaluate the effects on success in tertiary education. Our findings show that the reform has heterogeneous effects on success in university education. Among others, students with only 12 years of schooling have some difficulties and skill deficits at university, but no higher drop-out probability.

[Disruptive School Peers and Student Outcomes](#)

Kristoffersen, Jannie H. G. (Copenhagen Business School) ; Kraegpøth, Morten Visby (Aarhus University) ; Nielsen, Helena Skyt (Aarhus University) ; Simonsen, Marianne (Aarhus University)

This paper estimates how peers' achievement gains are affected by the presence of potentially disruptive and emotionally sensitive children in the school-cohort. We exploit that some children move between schools and thus generate variation in peer composition in the receiving school-cohort. We identify three groups of potentially disruptive and emotionally sensitive children from detailed Danish register data: children with divorced parents, children with parents convicted of crime, and children with a psychiatric diagnosis. We find that adding potentially disruptive children lowers the academic achievement of peers by about 1.7-2.3 percent of a standard deviation.

[Wage dynamics, turnover, and human capital : evidence from adolescent transition from school to work in the Philippines](#)

Yamauchi, Futoshi

This paper examines wage dynamics and turnover using tracking data of adolescents from the Philippines. The analysis uses individual test scores in grade 6 to proxy abilities. The empirical results show that (i) returns to labor market experience are large, nearly a half of the conventional estimate of returns to schooling; (ii) returns to experience are higher if educational attainment and/or test scores are higher; and (iii) ability, measured by test scores, positively influences the upgrading of occupations toward more skilled categories, although educational attainment plays an important role in determining the first occupation. The complementarity between schooling and experience is greater among good performers who show high test scores; education and ability augment gains from accumulating labor market experiences.

[Extracurricular educational programs and school readiness: Evidence from a quasi-experiment with preschool children](#)

Makles, Anna ; Schneider, Kerstin

The paper adds to the literature on extracurricular early childhood education and child development by exploiting unique data on an educational project in Germany, the Junior University (JU). By utilizing a quasi-experimental study design we estimate the causal short-term effect of JU enrollment and show that attending JU significantly leads to higher school readiness, i.e. higher cognitive and non-cognitive abilities. Although the effect of attending JU on school readiness is quite small, the results are plausible and pass various robustness checks.

[Birthright citizenship and education - Do immigrant children need a passport to thrive?](#)

Sajons, Christoph ; Clots-Figueras, Irma

This paper evaluates the effect of becoming citizen of the host-country at birth on educational outcomes of immigrant children in Germany. We exploit the introduction of birthright citizenship for newborn children in Germany starting on the 1st of January, 2000, to obtain difference-in-differences estimates for the effect of citizenship on the children's educational performance, in particular, their transition to different tracks of secondary school. Using data from the newly established National Education Panel Study (NEPS), the empirical results indicate an increase in the probability of migrant children to enter the middle school track rather than the lower one. This suggests that growing up with the citizenship of the host country has a beneficial impact on the later integration of migrant children.

[The Earnings Returns to Graduating with Honors: Evidence from Law Graduates](#)

Freier, Ronny (DIW Berlin) ; Schumann, Mathias (University of Hamburg) ; Siedler, Thomas (University of Hamburg)

This paper studies the causal effects of graduating from university with an honors degree on subsequent earnings. While a rich body of literature has focused on estimating returns to human capital, few studies have analyzed returns at the very top of the education distribution. We highlight the importance of honors degrees for future labor market success in the context of German law graduates. Using a difference-in-differences research design combined with entropy balancing, we find that students of law who passed the state bar exam with an honors degree receive a significant earnings premium of about 14 percent. The results are robust to various sensitivity analyses.

[How risky is college investment?](#)

Hendricks, Lutz ; Leukhina, Oksana

This paper is motivated by the fact that nearly half of U.S. college students drop out without earning a bachelor's degree. Its objective is to quantify how much uncertainty college entrants face about their graduation outcomes. To do so, we develop a quantitative model of college choice. The innovation is to model in detail how students progress towards a college degree. The model is calibrated using transcript and financial data. We find that more than half of college entrants can predict whether they will graduate with at least 80% probability. As a result, stylized policies that insure students against the financial risks associated with uncertain graduation have little value for the majority of college entrants.

[Does Improved Local Supply of Schooling Enhance Intergenerational Mobility in Education? Evidence from Jordan](#)

Assaad, Ragui ; Saleh, Mohamed

This paper examines the effect of increased local supply of schooling on intergenerational mobility in education in Jordan. We use a unique data set that links individual data on own schooling and parents' schooling for adults, from a household survey, with the annual supply of schools in the sub-district of birth, from a school census. We identify the effect by exploiting the variation in the supply of basic and secondary public schools across cohorts and sub-districts of birth in Jordan, controlling for both cohort and sub-district of birth fixed effects. School availability is determined based on the number of sex-appropriate public schools in the individual's sub-district of birth at the time the individual was ready to start that schooling stage. Our findings show that the local availability of basic public schools does in fact increase intergenerational mobility in education. For instance, an increase in the supply of basic public schools of one school per 1,000 people reduces the father-son and mother-son associations of schooling by 10 percent and the father-daughter and mother-daughter associations by nearly 30 percent. However, an increase in the local supply of secondary public schools does not seem to have a similar effect on intergenerational mobility in education.

[Segregation in Education and Labour Market Discrimination: The Role of Peer Beliefs](#)

Levy, Gilat ; Razin, Ronny

In this paper we examine the long term effects of socialization and segregation in schools, on labour market outcomes. We incorporate a model of "informational" peer influence by which beliefs of pupils are affected by exposure to other pupils' posterior beliefs. Specifically, we focus on the beliefs of private school graduates about the productivity of state school graduates. We incorporate this into a dynamic model of parental school choice (state versus private) and labour market decisions (whether to hire a state or a private school graduate). We provide necessary and sufficient conditions for segregation in education and discrimination in the labour market to hold.

[The Effect of Early Childhood Language Training Programs on the Contemporary Formation of Grammar Skills](#)

Kamhöfer, Daniel

While there is a big literature on the benefits of pre-school education, only little is known why kindergarten attendance improves later-life outcomes. This is partly because most studies analyze the effect of complete 2 years pre-school programs. In order to shed light into the black box of kindergarten education, I am using the German National Educational Panel Study and regress the level of grammar skills - a main intelligence component - on the participation in a nationwide-used language training program and a rich set of conditioning variables. Taking information on mathematical skills into account, this paper also employs matching and differences-in-differences methods as well as a combination of both. The estimated effects of participating in a language training program at the kindergarten on grammar skills range between 11% and 17% of a standard deviation.

[The Coalition's Record on Further Education, Skills and Access to Higher Education: Policy, Spending and Outcomes 2010-2015](#)

Ruth Lupton ; Stephanie Thomson ; Lorna Unwin

The Coalition inherited some long-term problems in the provision of further education (FE) and skills training as well as unresolved challenges about the funding of higher education (HE). What did it do and with what result?

[Tuition Fees and Student Achievement - Evidence from a Differential Raise in Fees](#)

Fricke, Hans

This study analyses the effect of an increase in college costs on student achievement, particularly time-to-degree and performance. I exploit a unique policy at a Swiss university to identify and estimate the causal effect of an increase in tuition. Students faced an unexpected raise in tuition. This raise varied substantially across different students. The fees were increased by 81.7% for international students and by 20.2% for Swiss students. This variation allows me to follow a difference-in-differences strategy. I formally discuss identification with multiple treatments. I find at best modest effects of the increase on student achievement. Results suggest small positive anticipation effects on the probability to graduate and the credit accumulation for students at the end of their studies. These increased effort levels do not affect the grade average of the students. After the raise, the effects on the probability to graduate and the credit accumulation disappear. There is weak evidence of negative effects on credit accumulation and grades for students further away from graduation.

[Average and Heterogeneous Effects of Class Size on Educational Achievement in Lesotho](#)

Ramaele Moshoeshe

Understanding class size effects on educational achievement remains a preoccupation of many economists. But empirical results are, to this far, still inconclusive. I use the two-stage least squares and the instrumental variable quantile regression methods on Lesotho's grade 6 students maths and reading test scores to estimate, respectively, the mean and distributional effects of class size. I find strong evidence for putative class size effects on reading achievement, but not on maths achievement. Using the bounds methods of Conley et al (2012), I show that these findings are robust to weak violations of the instrumental variable exclusion restriction requirement. I also find that a small class size generally benefits the low-ability students the most.

[Class size, Instrumental variable, Quantile Treatment Effects](#)

Measuring the option value of education

Francis Teal ; Rulof P. Burger

Many recent descriptive studies find convex schooling-earnings profiles in developing countries. In these countries forward-looking students should attach option values to completing lower levels of schooling. Another option value may arise due to the uncertain economic environment in which the sequence of enrolment decisions is made. Most theoretical models that are used to motivate and interpret OLS or IV estimates of the returns to schooling assume away convexity in the schooling-earnings profile, uncertainty and the inherently dynamic nature of schooling investment decisions. This paper develops a decomposition technique that calculates the relative importance of different benefits of completing additional schooling years, including the option values associated with convex schooling returns and uncertainty. These components are then estimated on a sample of workers who has revealed a highly convex schooling-earnings profile, and who face considerable uncertainty regarding future wage offers: young black South African men. We find that rationalising the observed school enrolment decisions requires large option values of early schooling levels (mainly

associated with convexity rather than uncertainty), as well as a schooling cost function that increases steeply between schooling phases.

[Curbing Adult Student Attrition: Evidence from a Field Experiment](#)

Raj Chande (University of Bristol) ; Michael Luca (Harvard Business School, Negotiation, Organizations & Markets Unit) ; Michael Sanders (Harvard Kennedy School of Government) ; Xian-Zhi Soon (Behavioural Insights Team) ; Oana Borcan (University of Gothenburg) ; Netta Barak-Corren (Harvard Law School) ; Elizabeth Linos (Harvard Kennedy School of Government) ; Elspeth Kirkman (Behavioural Insights Team) ; Sean Robinson (Behavioural Insights Team)

Roughly 20% of adults in the OECD lack basic numeracy and literacy skills. In the UK, many colleges offer fully government subsidized adult education programs to improve these skills. Constructing a unique dataset consisting of weekly attendance records for 1179 students, we find that approximately 25% of learners stop attending these programs in the first ten weeks and that average attendance rates deteriorate by 20% in that time. We implement a large-scale field experiment in which we send encouraging text messages to students. Our initial results show that these simple text messages reduce the proportion of students that stop attending by 36% and lead to a 7% increase in average attendance relative to the control group. The effects on attendance rates persist through the three weeks of available data following the initial intervention.

[International mobility of students – Its impact on labour market forecasts and its contribution to the Dutch economy](#)

Fouarge D. ; Özer M.N. (ROA)

International student mobility has rapidly increased in the past three decades the number of students enrolled in tertiary education outside of their country of citizenship was 0.8 million in 1975, but it increased to 4.3 million in 2011 OECD, 2013.¹ This rapid increase can be explained by several factors internationalization and standardization of higher education e.g., the Bologna process in European Union countries, global increase in demand for tertiary education, faster information flows thanks to the advancements in communication and transportation opportunities, and policies to encourage student exchange through bilateral agreements Tremblay, 2005; OECD, 2013; Van Bouwel Veugelers, 2013.

[Returns to Skills around the World: Evidence from PIAAC](#)

Wößmann, Ludger ; Hanushek, Eric A. ; Schwerdt, Guido ; Wiederhold, Simon

Existing estimates of the labor-market returns to human capital give a distorted picture of the role of skills across different economies. International comparisons of earnings analyses rely almost exclusively on school attainment measures of human capital, and evidence incorporating direct measures of cognitive skills is mostly restricted to early-career workers in the United States. Analysis of the new PIAAC survey of adult skills over the full lifecycle in 22 countries shows that the focus on early-career earnings leads to underestimating the lifetime returns to skills by about one quarter. On average, a one-standard-deviation increase in numeracy skills is associated with an 18 percent wage increase among prime-age workers. But this masks considerable heterogeneity across countries. Eight countries, including all Nordic countries, have returns between 12 and 15 percent, while six are above 21 percent with the largest return being 28 percent in the United States. Estimates are remarkably robust to different earnings and skill measures, additional controls, and various

subgroups. Intriguingly, returns to skills are systematically lower in countries with higher union density, stricter employment protection, and larger public-sector shares.

[Students' Wage Expectations in Germany - New Evidence considering Tax Adjusted Estimates](#)

Pfeifer, Gregor ; Witte, Stefan

This paper uses a rich dataset derived from a three-year survey to gain insights about the informational background of University applicants. We analyze the extent to which students' expectations of their starting and future salary depend on different characteristics. More precisely, the paper investigates whether students with different backgrounds tend towards making larger or smaller errors when estimating salaries. The results point out that students' salary estimates are heterogeneous and that this variation is correlated with individual traits and chosen subjects. Overall, students substantially underestimate actual starting salaries by about 20 percent. However, a prime finding of this paper is that estimation errors are highly attributable to students' misconception of the German progressive income tax system. Correcting for the erroneous gross-net conversion, we find applicants to have a quite correct idea about what salaries to expect in the future. Overall, applicants' adjusted expectations are in line with labor market outcomes. However, expectations remain strongly correlated with personal traits.

[The Impact of Teacher Skills on Student Performance across Countries](#)

Piopiunik, Marc ; Hanushek, Eric A. ; Wiederhold, Simon

Student performance differs greatly across countries, but little is known about the role of teacher quality in explaining these differences. New international data from the PIAAC survey of adult skills allow for the first time to quantify teacher skills in numeracy and literacy, providing country-level measures of teacher subject knowledge. Our student-level regressions with PISA data exploit between-subject variation to overcome bias from unobserved country heterogeneity and control for parent skills to account for the persistence of skills across generations. We find that a one-standard-deviation increase in subject-specific teacher skills raises student performance by 7 percent of a standard deviation in math and 6 percent in reading.

[Explaining low high school attainment in Northern Aboriginal Communities: An analysis of the Aboriginal Peoples' Surveys](#)

Melanie O'Gorman ; Manish Pandey

Within the off-reserve Canadian Aboriginal population, high school graduation rates are about 45 percent lower in Northern communities (North) than the rest of Canada (South). Using data from the Aboriginal Peoples' Surveys, we document that economic incentives do not appear to be important in explaining the North-South gap in graduation rates. We then consider individual-specific and schooling-related determinants of high school graduation and find that these factors can explain between 31 percent and 59 percent of the gap in the probability of graduation in 2000/2005. Further, much of the gap is attributable to a respondent speaking/understanding or being taught an Aboriginal language. We discuss the possible implications of these results for language and curricular programming in the North.

[Pounds that Kill](#)

Anderson, Michael L. ; Auffhammer, Maximilian

[Teacher Characteristics, Actions and Perceptions: What Matters for Student Achievement in Pakistan?](#)

Shenila Rawal ; Monazza Aslam ; Baela Jamil

Substandard teaching is believed to be the foremost reason for poor quality schooling in the developing world. This paper uses unique data from primary schools in the state of Punjab in Pakistan to delve into the issues that may determine what makes one teacher more effective than another. The hypothesis that differential teacher effectiveness stems from far more than observable teacher characteristics is tested and more nuanced reasons behind these differences are examined. In particular, teacher attitudes and opinions are investigated to give a more holistic approach to researching teacher effectiveness and its impact on student learning.

[Is education really underfunded in resource-rich economies? Evidence from a panel of U.S. states](#)

Alexander James (Department of Economics and Public Policy, University of Alaska Anchorage)

Existing development literature has argued that natural-resource endowments "curse" economic prosperity by reducing expenditures on education. According to this theory, public and private agents lack sufficient foresight to make optimal economic decisions and become poor as a result. Using a panel of U.S. state-level data, this paper offers evidence to the contrary. Public spending on education in resource-rich states greatly exceeds that in resource-scarce ones, and private education services are imperfectly crowded out as a result. More generally, this paper highlights the importance of exploiting both spatial and temporal variation in resource wealth when studying resource-rich economies.

[Government spending in education and economic growth in Cameroon: a Vector error Correction Model approach](#)

Douanla Tayo, Lionel ; Abomo Fouda, Marcel Olivier

This study aims at assessing the effect of government spending in education on economic growth in Cameroon over the period 1980-2012 using a vector error correction model. The estimated results show that these expenditures had a significant and positive impact on economic growth both in short and long run. The estimated error correction model shows that an increase of 1% of the growth rate of private gross fixed capital formation and government education spending led to increases of 5.03% and 10.145 % respectively in the long-run on economic growth. Education spending thus appears as one of the main driving force of the economic growth process in Cameroon.

[The role of universities in the location of innovative start-ups](#)

Giorgio Calacagnini (Department of Economics, Society & Politics, Università di Urbino "Carlo Bo") ;
Ilario Favaretto (Department of Economics, Society & Politics, Università di Urbino "Carlo Bo") ;
Germana Giombini (Department of Economics, Society & Politics, Università di Urbino "Carlo Bo") ;
Francesco Perugini (Department of Economics, Society & Politics, Università di Urbino "Carlo Bo") ;
Rosalba Rombaldoni (Department of Economics, Society & Politics, Università di Urbino "Carlo Bo")

Start-ups increasingly find the prospect of university-industry collaborations to be a powerful driver of innovation and entrepreneurship activity. Moreover, at the geographical level, they are attracted by teaching and research institutions, either public or private. This paper focuses on the role played by universities. Our hypothesis is that geographical proximity favors the transfer of knowledge and technology from universities to industries and, consequently, represents a positive factor for regional economic development. Results show that university spillovers are positively correlated with the

creation of innovative start-ups. Furthermore, the presence of human capital (graduates) exerts a significant influence on the location decisions of start-ups, being a source for competitiveness for firms close to universities. Research quality, especially in the social sciences area, attracts innovative start-ups, while third-mission activities have a weak impact on location al choice.

URL:

2. Sommaires de revues en éducation

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[Journal of Educational Measurement, Volume 52, Issue 1, Spring 2015](#)

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- Asymptotic Standard Errors for Item Response Theory True Score Equating of Polytomous Items
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- Housing markets and residential segregation: Impacts of the Michigan school finance reform on inter- and intra-district sorting
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- Physical appearance and earnings, hair color matters
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- Social contacts and referrals in a labor market with on-the-job
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- Watching corresponding gestures facilitates learning with animations by activating human mirror-neurons: An fNIRS study
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- Enhancing learning in a virtual world using highly elaborative reminiscing as a reflective tool
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- Neuromyths Among Teachers and Student Teachers
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[Race Ethnicity and Education, Volume 18, Issue 3, May 2015](#)

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- Education 'reform' in Latino Detroit: achievement gap or colonial legacy?
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- Indigenous Mexican culture, identity and academic aspirations: results from a community-based curriculum project for Latina/Latino students
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- 'Hella ghetto!': (dis)locating race and class consciousness in youth discourses of ghetto spaces, subjects and schools
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- Indigenous schooling grants in Chile: the impacts of an integrationist affirmative action policy among Mapuche pupils
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- The international state of research on measurement of competency in higher education
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- How to reason with economic concepts: cognitive process of Japanese undergraduate students solving test items
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- Effects of prior economic education, native language, and gender on economic knowledge of first-year students in higher education. A comparative study between Germany and the USA
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- Competencies for successful self-regulated learning in higher education: structural model and indications drawn from expert interviews
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- Methodological challenges in international comparative post-secondary assessment programs: lessons learned and the road ahead
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- Self-assessments or tests? Comparing cross-national differences in patterns and outcomes of graduates' skills based on international large-scale surveys
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- Dilemmatic spaces: high-stakes testing and the possibilities of collaborative knowledge work to generate learning innovations
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- Nothing to do with me! Teachers' perceptions on cultural diversity in Spanish secondary schools
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- Promoting a willingness to wonder: moving from congenial to collegial conversations that encourage deep and critical reflection for teacher educators
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- Student teachers, socialisation, school placement and schizophrenia: the case of curriculum change
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- Centering embodied learning in anti-oppressive pedagogy
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- Teaching business ethics in the global South: control, resistance, and phronesis
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- Pedagogical distance: explaining misalignment in student-driven online learning activities using Activity Theory
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- Student engagement, ideological contest and elective affinity: the Zepke thesis reviewed
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- Understanding non-traditional PhD students habitus – implications for PhD programmes
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- Ethical and epistemic dilemmas in knowledge production: Addressing their intersection in collaborative, community-based research
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- The ethics of pandering in Boston Public Schools' school assignment plan
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- Race and class categories and subcategories in educational thought and research
Lawrence Blum
- Evangelical released time for religious education in South Carolina: A normative case study
Benjamin J Bindewald
- Teachers in the social trenches: Teaching civics in divided societies
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- Consequences of Aid Volatility for Macroeconomic Management and Aid Effectiveness
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3. Livres intéressants



Michel Fabre, Christiane Gohier. **Les valeurs éducatives au risque du néo-libéralisme**. Rouen : Presses universitaires de Rouen et du Havre, 2015. 170 p. ISBN-13 9791024004204

Les politiques éducatives (les réformes des dispositifs et des curricula, les propositions méthodologiques) ne cachent pas leur inspiration néo-libérale. L'école et l'université sont désormais sommées d'intérioriser les valeurs du marché, de sorte que l'entreprise peut apparaître aujourd'hui (après la religion et l'État) comme une source nouvelle de valeurs éducatives. L'idéologie néo-libérale semble porteuse d'un bon sens difficilement critiquable et sans alternatives possibles.

Comment refuser une saine gestion, une évaluation au mérite? Peut-on ignorer la relation formation emploi? Peut-on vouloir enseigner des savoirs parfaitement inutiles? Par quelles ruptures historiques (idéologiques, politiques, économiques) en sommes-nous arrivés là? De quelles ambiguïtés les nouvelles orientations pédagogiques sont-elles porteuses? Le néo-libéralisme dessine-t-il un monde unidimensionnel ou permet-il au contraire une multiplicité de jeux de langages dans un monde ouvert? Quelles pourraient être les conditions d'une posture critique qui ne soit ni nostalgique ni utopique?

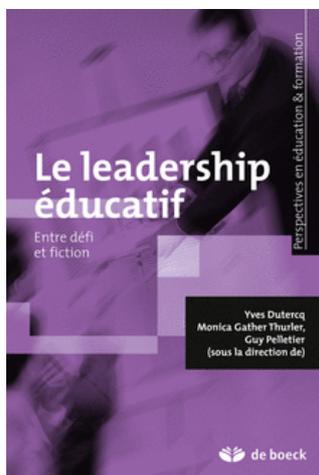
Autant de questions auxquelles cet ouvrage tente d'apporter des réponses.



Olivier Maulini, Julie Desjardins, Richard Etienne, Pascal Guibert, Léopold Paquay. **À qui profite la formation continue des enseignants ?** Bruxelles : De Boeck, janvier 2015. 272 p. ISBN-13-9782804190972 - 34 €

À qui profite la formation continue des enseignants ? La recherche et l'expérience des professionnels montrent un paradoxe : dans un monde qui change constamment, aucune formation initiale n'a le pouvoir de tout faire. Interroger, consolider et développer les pratiques pédagogiques en cours d'emploi peut, par contre, coûter peu et rapporter beaucoup. Malgré cela, la formation continue des enseignants semble rester le parent pauvre des politiques éducatives, voire des revendications des professionnels. Peut-être parce qu'elle se trouve au centre de conflits d'intérêts difficiles à résoudre.

Ce livre propose pour la première fois un panorama des pratiques et des perspectives de formation continue des enseignants dans des pays francophones à la fois aussi proches et divers que la Belgique, la France, le Québec et la Suisse. Obligatoire ou pas, intégrée ou non dans l'emploi du temps, adressée aux individus ou aux équipes dans les établissements, conçue entre pairs ou décrétée par la hiérarchie, plus ou moins adossée aux projets du terrain, aux innovations pédagogiques et à la recherche en éducation, qualifiante par endroits, à d'autres non, la formation continue est polymorphe, foisonnante ou hésitante, mais peut-être en voie d'institutionnalisation. C'est à la fois un enjeu et un analyseur du processus de professionnalisation. Qu'en pensent et qu'en font concrètement les acteurs ? Comment l'articulent-ils avec leur travail ordinaire ? Pour quel bénéfice estimé, quelle réflexivité, quelle efficacité, en vertu de quels critères de validité ? Les chercheurs confrontent ici des analyses ancrées dans différents contextes, moins pour dessiner une formation continue idéale que pour identifier les orientations observables et les choix que ces orientations revendiquent ou dissimulent de facto, d'autant plus tant qu'elles ne sont pas questionnées.



Yves Dutercoq, Monica Gather Thurler, Guy Pelletier. **Le leadership éducatif : entre défi et fiction.** Bruxelles : De Boeck, janvier 2015. 184 p. ISBN-13 9782804190989 - 32 €

Les auteurs de cet ouvrage cherchent à interroger un concept emprunté à la culture anglo-saxonne, dont les tenants et aboutissants manquent trop souvent de précision dans la littérature francophone.

Six contributions d'auteurs appartenant à différents systèmes éducatifs francophones tentent une mise en perspective de la problématique à partir de trois volets de questionnement clairement délimités :

- dans quelle mesure le leadership est-il autre chose qu'une rhétorique de la transformation des systèmes éducatifs ?
- quelles sont donc les conditions favorables à une mutation de l'exercice de la fonction administrative traditionnelle ?
- quels moyens, outils, connaissances les gestionnaires scolaires doivent-ils maîtriser pour diffuser leur influence ?

Tout en s'appuyant sur les enseignements qu'on peut tirer des recherches empiriques existantes et en tentant de prendre au sérieux la notion de leadership éducatif, les contributions de cet ouvrage tentent d'aller plus loin. Elles suggèrent d'abord de ne méconnaître ni les contradictions de sa genèse ni les dérives potentielles de sa mise en œuvre, pour proposer ensuite des points de repère, des balises, des pistes d'orientation susceptibles de le mettre au service d'une meilleure efficacité de l'école dans toutes ses missions.

4. Tableaux statistiques