



Veille de l'IREDU n°46

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1. Ressources sur le Web

Repéré sur : acadienouvelle.com

David Caron. [L'éducation pour combattre la pauvreté](#). 3 mai 2015

Repéré sur : Alternatives-economiques.fr

Naïri Nahapétian. [Une deuxième chance pour les décrocheurs](#). Alternatives Economiques n° 346 - mai 2015

Les écoles de la deuxième chance accueillent des jeunes sans diplôme et sans qualification professionnelle pour les amener progressivement vers l'emploi. Reportage.

Repéré sur : Amue.fr

Le 24 avril, l'EUA a publié un rapport consacré aux fusions universitaires qui place la France en tête du classement européen. Dans ce document, l'Association recommande de garantir l'autonomie des établissements lors de processus de fusion dans lesquels les autorités politiques sont impliquées. Elle publie également un tableau recensant le nombre de fusions en Europe entre 2000 et 2015. Résultats : la France arrive en tête avec 16 fusions, devant l'Estonie et le Royaume-Uni (11).

[Quelle évolution de l'État territorial pour l'éducation nationale, l'enseignement supérieur et la recherche ?](#) Rapport I.G.A.E.N.R. - Avril 2015

Quelle évolution de l'État territorial pour l'éducation nationale, l'enseignement supérieur et la recherche ? C'est la question à laquelle s'efforce de répondre le rapport de l'IGAENR, suite à une saisine du premier ministre consécutive à la nouvelle carte des régions. Ce rapport plaide pour une convergence de la carte des académies avec celle des régions mais sans alignement systématique.

Diane Marlat et Ophélie Rogel. [Les effectifs universitaires en hausse de 1,2 % en 2014-2015](#). Note Flash, n°3- avril 2015

En 2014-2015, le nombre d'étudiants inscrits à l'université est de 1 518 100, soit une hausse de 1,2 % en un an. Les effectifs sont en hausse dans les cursus licence (+1,2 %) et master (+1,6 %), et diminuent en cursus doctorat (-2,4 %)

Repéré sur : cafepedagogique.net

[Citoyenneté : Une autre école pour plus de 15 000 décrocheurs](#). L'expresso du 16 avril 2015

Dix ans après la création de leur réseau, les écoles de la deuxième chance vont passer le cap des 15 000 jeunes inscrits. Proches des chambres de commerce et d'industrie, les écoles de la deuxième chance (E2C) se voient comme "un complément aux efforts de l'enseignement initial sur les

décrocheurs et un outil des politiques publiques pour les emplois de demain". C'est une formulation polie pour des structures où l'éducation nationale ne jouit souvent pas d'un préjugé favorable... Mais ces écoles affichent un taux de sortie positive de 58% , particulièrement élevé compte tenu du public concerné. Comment arrivent-elles à remettre sur les rails de vieux décrocheurs ?

[Accès au supérieur : Le ministère anticipe l'échec de l'orientation prioritaire.](#) L'expresso du 21 avril 2015

La France réussira-t-elle à démocratiser l'accès à l'enseignement supérieur ? Si l'on en croit les prévisions statistiques livrées par le la DEPP (division des études) du ministère de l'éducation nationale, il n'y a pas lieu d'être exagérément optimiste. Si le nombre d'étudiants devrait continuer à croître d'ici 2023 de 8%, l'enseignement supérieur ne saura toujours pas trop quoi faire des bacheliers professionnels qui sont le vrai moteur de la croissance démographique du supérieur.

[Décrochage, diplomation : L'Europe se rapproche des objectifs 2020.](#) L'expresso du 21 avril 2015

"Dans l'UE, la part des personnes âgées de 30 à 34 ans diplômées de l'enseignement supérieur a augmenté constamment, passant de 23,6% en 2002, lorsque la série a débuté, à 37,9% en 2014. Cette tendance est encore plus significative pour les femmes (de 24,5% en 2002 à 42,3% en 2014) que pour les hommes (de 22,6% à 33,6%). L'objectif de la stratégie Europe 2020 est qu'au moins 40% des 30-34 ans dans l'UE obtiennent, d'ici 2020, un diplôme d'enseignement supérieur". L'Union européenne se rapproche ainsi des objectifs qu'elle s'est fixée, estime Eurostat dans une nouvelle livraison.

[Marcel Lebrun : C'est quoi une classe inversée ?](#) L'expresso du 21 avril 2015

"S'agit-il de savoirs en boîte promus par les super-campus d'une éducation devenue mondiale et dont les Mooc seraient les vitrines ? D'un soubresaut médiatisé d'un enseignement ex cathedra hérité d'une époque où la « lecture » était la seule voie de la transmission ?.. Ou alors, plus positivement, dans la lignée de l'intelligence collective, des communautés d'apprentissage et de pratiques, d'une occasion historique de construire ensemble un nouvel humanisme numérique dont les apprenants (nous tous) seraient les apprentis ?" Marcel Lebrun analyse pour la revue Projet l'impact de la classe inversée dans l'enseignement.

[Maternelle : La formation des enseignants impacte-elle les compétences émotionnelles et sociales des enfants ?](#) L'expresso du 22 avril 2015

Peut-on établir un lien direct entre la formation des enseignants et les compétences émotionnelles et sociales développées par les enfants ? Suffit-il de mieux former les enseignants pour les améliorer ? Trois chercheurs de l'Université d'Aarhus (Danemark) viennent de publier une étude portant sur des enfants de 3 à 5 ans. Ils ont pu comparer les effets d'un programme de formation auprès d'échantillons représentatifs en les croisant avec les caractéristiques sociales des enfants. Le principal enseignement c'est que la formation a un impact. Mais elle profite davantage aux enfants des milieux favorisés que défavorisés. Pour améliorer les compétences des enfants défavorisés il ne suffit pas d'améliorer le savoir faire des enseignants. Un point à méditer quand l'éducation prioritaire s'oriente dans cette voie.

[Harcèlement : La médiation efficace au collège selon une étude de Sciences Po.](#) L'expresso du 4 mai 2015

Un programme de médiation peut faire baisser nettement le harcèlement au collège, établit un rapport réalisé par Yann Algan, Nina Guyon et Elise Huillery (LIEPP Sciences Po). La même étude montre par contre l'absence de résultats d'un programme de sensibilisation des enseignants.

[Colloque Jeunesse : La mécanique des inégalités scolaires mise à nu](#). L'expresso du 7 mai 2015

De la maternelle à la terminale, l'école française a une constante : elle est inégalitaire. Les enfants de milieux défavorisés y réussissent en moyenne moins bien que les autres. Et cela se retrouve même après le bac : à même niveau scolaire, ils atterrissent dans des filières moins prestigieuses. Les experts réunis à la table ronde sur les inégalités à l'école, organisée hier dans le cadre de la Journée sur les politiques de la jeunesse, n'ont pu que répéter ce constat déprimant, sans vraiment dégager de motifs d'espoir.

[Denis Meuret : Faut-il se réjouir de la fin de No Child Left Behind ?](#). L'expresso du 12 mai 2015

Il est certainement possible d'imaginer des systèmes de régulation meilleurs que NCLB, mais une appréciation plus juste (plus exacte, mais aussi rendant davantage justice aux efforts des enseignants) des effets de NCLB que celle qui prévaut dans le débat américain est une condition nécessaire à ce qu'on les imagine". Denis Meuret prend parti pour la loi No Child Left Behind, critiquée aux Etats-Unis et en France par le Café pédagogique qui conteste l'évaluation par les résultats. D Meuret s'en explique.



Repéré sur : Ecs.org

New from ECS

Community colleges expand role

A growing number of states allow community colleges to award bachelor's degrees as one strategy to meet workforce demands, address affordability and increase access to educational opportunities. A new [ECS Education Policy Analysis](#) examines state policies that allow community colleges to offer four-year degrees, summarizes arguments for and against and offers key policy considerations related to community college bachelor's degree programs.

A redesign for state financial aid

Changing demographics and shifting expectations for higher education create fertile ground for states to redesign and re-conceptualize financial aid programs. A new [paper](#) from Education Commission of the States advances the idea that such a redesign should be student centered, goal driven and data informed, timely and flexible, and broadly inclusive of all students' educational pathways.

Free and compulsory school age requirements

More and more, state policymakers are exploring options to increase the age range that a student is required to attend school -- with goals of boosting high school graduation rates and creating a better prepared workforce that can meet the needs of modern employers. A [new 50-state review](#) examines how states address the issue.

Reverse transfer could raise completion rates

Higher rates of degree completion for students in higher education cannot be reached without innovation, for example [reverse transfer](#). A unique process for awarding associate degrees to students who have transferred to four-year institutions from community colleges, reverse transfer policies and programs allow students to combine credits they earned at two- and four-year institutions. They earn an associate degree while also working toward a bachelor's degree.

More from ECS

It's about time

Expanded-time district schools, those that provide learning time for seven-plus hours per day, outnumber expanded-time charter schools for the first time. Largely in urban communities, these schools serve more than a million students in at least 10 states. A joint [report](#) from the National Center on Time & Learning and Education Commission of the States identifies more than 50 laws related to school time.

High school computer science tends to be white, male

Although the Bureau of Labor Statistics projects 37.5 percent growth from 2012-22 in computer systems design and related services, in 2013, 81 percent of exam takers in AP Computer Science A were male and 82.5 percent were white. A new ECS Education Trends [report](#) identifies states that are allowing or requiring districts to apply computer science coursework toward graduation requirements in math, science or foreign language.

Expanding the age range of attendance

More and more, state policymakers are exploring [options](#) to increase the age range that a student is required to attend school -- with goals of boosting high school graduation rates and producing a better prepared workforce that can meet the needs of modern employers.

How does instructional alignment predict effective teaching?

The authors of this [study](#) found that the correlations between instructional alignment and indicators of effective teaching were much smaller than expected. The findings raise questions about the validity of inferences made on the basis of value-added assessment data and suggest that policymakers should consider whether state tests should be used to differentiate effective from ineffective teaching. *(New to the ECS Research Studies Database)*

What States Are Doing

MT STEM mentors

Montana's [STEM Mentors Initiative](#) surpassed its goal of 100 STEM mentors who agree to provide guidance for women and girls interested in pursuing a career in the STEM fields. The announcement was made by Lt. Gov. Angela McLean and First Lady Lisa Bullock, a software engineer. Studies have shown that a contributing factor to the gender pay gap is underrepresentation of women in STEM fields.

AR workforce development

Arkansas' Workforce [Initiative](#) directs the Department of Higher Education to seek requests for proposals from alliances of K-12, postsecondary and workforce partners. Planning and implementation grant proposals will include dual enrollment courses that can be applied to a certificate or degree aligned with local industry sectors and skills.

IA Reading Corps for preschoolers

Iowa [legislation](#) authorized creation of the Iowa Reading Corps program to provide AmeriCorps members with a data-based, problem-solving model of literacy instruction to use in tutoring preK-3 students who are not proficient in reading.

Specialized instruction, hands-on training, college credit

Fifteen Delaware high schools will share \$500,000 in grants to implement career and technical education in biomedical science, computer science, culinary arts and hospitality management, and engineering beginning in the 2015-16 school year. The program, a partnership between districts, higher education and employers, is part of Gov. Jack Markell's [Pathways to Prosperity](#) initiative.

Do well on PARCC and skip remedial

Illinois community college presidents joined several other states that will accept scores on the Partnership for Assessment of Readiness for College and Careers (PARCC) to determine a high school student's readiness for college-level courses. This raises the possibility of students avoiding time and money spent in remedial classes for no credit, according to the [Illinois Department of Education](#).

Dual enrollment increases college completion, decreases dropout rates

A growing number -- about 31,000 Colorado students -- participated in dual enrollment programs in 2013-14. Since dual enrollment's inception in 2009, the programs have diversified and now resemble the composition of public high schools. One program, ASCENT, allows students to tack on a fifth year of high school, enroll in free community college courses and graduate from high school with an associate degree, according to a [report](#) by the Colorado Departments of Education and Higher Education.

In Washington, Gov. Jay Inslee signed [legislation](#) that expands the age at which high school students can participate in dual-credit programs, Running Start and College in the High School programs. Previously, only juniors and seniors could take dual-credit classes. Now, 10th graders can participate in College in the High School. Students can use Guaranteed Education Tuition units to pay costs associated with both programs.

In April, the Rhode Island [Board of Education](#) adopted regulations that provide all high school students access to college level work while still in high school. Gov. Gina Raimondo's Prepare RI Dual Enrollment Fund, if approved by the General Assembly, will cover the cost of tuition and fees.

Good Reads

Guided pathways to reform

College students are more likely to complete a degree in a timely manner if they choose a program and develop an academic plan early, have a clear road map of the courses they need to take for completing a credential, and receive guidance and support to help them stay the path. This [brief](#)

describes the guided pathways reform model and summarizes evidence supporting its design principles. There are two companion pieces: one on [implementing guided pathways](#), and a [case study](#) on implementation at Miami Dade College. (CCRC)

Trends in state funding for higher education

The Great Recession cut state revenue and ended the growth in state and local support for higher education achieved between 2004-08, according to this annual [report](#) on higher education finance. In 2014, for the second year in a row, state and local support for higher education increased, but still was below 2008-11 levels. Enrollment at public institutions increased over the past 25 years, but has declined in each of the last three years. (SHEEO)

District facilities and charter schools

Access to facilities is often a challenge for charter schools. So far, 27 states have enacted policies that make it easier for charters to access district buildings. This [brief](#) summarizes state activity and advocates for creating an entity that collects and shares information on available buildings, giving charters first refusal rights, determining what price -- if any -- charters will pay to lease or acquire buildings and determining who will pay for upkeep. (National Alliance for Public Charter Schools)

Condition of future teachers declining

A national [study](#) on future educators finds the number of students interested in becoming educators continues to drop significantly. Those students who are interested in going into education have lower-than-average achievement levels, especially in STEM areas. There is a general lack of diversity among future teachers and they tend to be female. Recommendations include recruiting high-achieving students who are undecided about their future careers, promoting alternative pathways to teaching and improving benefits. (ACT)

Data can better prepare students for jobs

Data can inform improvements to the variety of routes young people take through education and career pathways, according to this [brief](#). By sharing information about how graduates fare as they move from education into the workforce, the K-12, postsecondary, and workforce sectors can identify best practices or make adjustments to programs or curriculum. Forty-three states link K-12 data with postsecondary data, 19 states link K-12 and workforce data and 27 states link postsecondary and workforce data. (DQC)

Policy wonks rejoice

The National Center for Education Statistics released its [Digest](#) of Education Statistics, chock full of every imaginable factoid concerning things educational from preschool to graduate school. There's good news: fall 2013 marked a new record for public elementary enrollment, which will continue increasing; dropout rates declined from 12.1 percent in 1990 to 6.6 percent in 2012; Americans are completing more years of education. (NCES)

Completion for homeless students

Since the College Cost Reduction and Access Act was signed into law in September 2007, the issue of college access for homeless youth has garnered increased attention. Among other provisions, the CCRAA confers independent student status on unaccompanied homeless youth, helping to ensure that they have access to the financial support necessary to pay for college. Gaining entry to college

and securing financial aid are only the first steps to degree completion. This [brief](#) explores how colleges are supporting their homeless student populations. (*National Center for Homeless Education*)

Target high schools to improve readiness

Nearly 75 percent of recent high school graduates who enrolled in an Oregon community college took at least one remedial course. [Research](#) suggests the influence of school-level quality on college readiness persists over time and continues to influence academic preparedness. Findings also indicate a direction for improving students' college readiness: targeting academic weakness at the high school level, well before students graduate. (*REL-Northwest*)

Turnaround isn't easy

Most states reported prioritizing [turnaround](#) as a statewide education policy in spring 2012 and spring 2013. However, they also reported that turnaround was one of their three most difficult policy goals to achieve. Factors contributing to this difficulty may include significant gaps in expertise for supporting school turnaround, which 21 of these states reported in both spring 2012 and spring 2013. (*National Center for Education Evaluation and Regional Assistance*)

Repéré sur : halshs.archives-ouvertes.fr

Denis Lemaître. [Normalisation des pratiques pédagogiques dans l'enseignement supérieur : le modèle des apprentissages par projets et par problèmes. Les processus de normalisation. Enjeux et pratiques professionnelles dans les organisations](#), 2015.

Marc Nagels. "[Tenez-bon](#)". [Le lâcher-prise du tutorat entre pairs](#). Huitième colloque sur l'autoformation, Oct 2014, Strasbourg, France. Actes du huitième colloque sur l'autoformation, 2014

Le tutorat entre pairs, dans le dispositif de formation des directeurs des soins, est centré sur l'analyse de situations qui présentent des caractéristiques suffisamment significatives aux yeux des protagonistes. Le tuteur facilite la production par l'étudiant d'un nombre croissant de jugements pragmatiques (Pastré, 2011a). Ces énoncés, destinés à convaincre de la nécessité d'entreprendre une action, sont perçus le reflet du développement professionnel et du niveau atteint de conceptualisation dans l'action (Vergnaud, 1998). Notre analyse s'appuie sur la transcription des entretiens de tutorat entre un tuteur et un étudiant directeur des soins à l'École des hautes études en santé publique. Nous constaterons en analysant la structure et la dynamique longitudinale des discours du tuteur et de l'étudiant que le tuteur intervient de moins en moins sur un plan normatif ou méthodologique (Villeret, 2007). Il se contente d'accompagner celui qu'il va accepter de plus en plus comme un collègue. Nous observons que dans ce processus interactionniste, l'étudiant maintient un niveau élevé de réflexivité et émet de plus en plus de jugements pragmatiques. Son auto-efficacité (Bandura, 2003) se construit et s'exprime plus fortement. Comme nos résultats le montrent, nous parvenons à une analyse fine du processus de professionnalisation-en-acte. Il se caractérise par un appel à autodiriger ses apprentissages et à poursuivre sa socialisation professionnelle. C'est donc en affirmant : « Tenez-bon » que le tuteur lâche prise et crée les conditions d'une autoformation cognitive de l'étudiant

Basma Frangieh, Nathalie Gavens. [Les représentations conceptuelles de l'estime de soi et de la motivation chez les enseignants spécialisés](#).. Recherches en éducation (CREN), 2015.

Cet article traite du soutien qu'une formation peut apporter à la pratique enseignante, en basant l'échange autour de concepts clés, tels que l'estime de soi et la motivation. L'objectif de cette étude est de recueillir et discuter les représentations conceptuelles que des enseignants spécialisés suivant une formation certifiante (CAPA-SH), se font de ces concepts. La recherche s'est déroulée en trois étapes : le recueil des représentations conceptuelles initiales, les échanges autour des représentations conceptuelles évoquées et les actions éducatives qui peuvent être mises en place en classe pour développer les sentiments de motivation et d'estime de soi auprès des élèves à besoins éducatifs particuliers. Nos résultats indiquent que les conceptions des enseignants ne sont que partielles et que les actions proposées sont limitées. Cependant, en éclairant les représentations des professionnels, on leur permet d'être plus efficaces dans leur pratique éducative et d'évoluer dans leurs[...]

Sophie Kennel. [Pratiques et compétences informationnelles des étudiants dans les espaces de formation en ligne](#). Education. Université de Strasbourg, 2014. French. .

Résumé : Au croisement des études sur la réussite à l'université, la culture informationnelle et plus largement la culture numérique, l'étude de cas proposée interroge les liens entre les apprentissages en ligne et les pratiques et compétences informationnelles des étudiants. Une première enquête a permis d'identifier les profils académiques et sociologiques des étudiants inscrits dans un dispositif de remise à niveau et d'aide à l'orientation proposé par l'université de Strasbourg. D'autres enquêtes et tests ont été menés pour connaître les pratiques informationnelles de ces étudiants dans les contextes de formation en ligne et évaluer leurs compétences à l'entrée et à la sortie du dispositif. Les résultats montrent que notre population ne correspond pas au profil type de l'étudiant en échec. Par ailleurs, nos conclusions rejoignent en partie nos hypothèses sur la pauvreté des pratiques informationnelles en e-learning et le manque de compétences expertes dans ce domaine malgré les modules de[...]

Rowayda Zein. [Contribution à l'identification des déterminants psychologiques et sociaux des risques de décrochage scolaire chez des collégiens de 5ème au Liban](#).. Psychology. Conservatoire national des arts et métiers - CNAM, 2014..

Au Liban, le taux d'abandon scolaire est élevé entre le primaire et le complémentaire (l'équivalent du collège en France). Notre objectif est d'identifier certains facteurs psychologiques et sociaux impliqués dans le risque d'abandon scolaire. Nous avons choisi la théorie sociale cognitive d'Albert Bandura (2003) - qui étudie les interactions dynamiques entre facteurs contextuels et facteurs individuels – comme cadre d'analyse systémique des facteurs en jeu dans le risque d'abandon scolaire. L'étude a été menée auprès de 504 adolescents scolarisés (à un niveau équivalent à celui de la classe de 5e de collège en France) dans l'enseignement public libanais dans un quartier populaire. Les analyses multivariées effectuées sur les données de notre recherche ont montré que l'anxiété scolaire, les expériences d'apprentissages scolaires, les sentiments d'efficacité personnelle relatifs aux apprentissages scolaires, les attentes par rapport à l'école, les intentions d'avenir scolaire et[...]

Rémi Bachelet, Drissa Zongo, Aline Bourelle. [Does peer grading work? How to implement and improve it? Comparing instructor and peer assessment in MOOC GdP. European MOOCs Stakeholders Summit 2015, May 2015, Mons, Belgium. Proceedings of the Research Track.](#)

Large scale peer assessment is arguably the most critical innovation required for development of MOOCs. Its core principle is to involve students in the evaluation and feedback process of correcting assignments. However, it has been criticized for being less rigorous than instructor assessment, too demanding on students and not reliable or fair due to student biases. This paper is drawn from data and practical hands-on experience from MOOC GdP2, in which assignments were both graded by instructors and by peers. Using data from 4650 papers, each graded by 3-5 peers and by an instructor, we test hypotheses and discuss a series of questions: How to train MOOC students to grade their peers? Is peer grading as accurate as instructor grading? What data pre-processing is to be used prior to testing hypotheses on peer grading? Which grading algorithm is best for processing peer-produced data? Is anonymity in peer assessment preferable to increased student interaction? We also present the[...]

Repéré sur : ife.ens-lyon.fr

Cour des comptes. [La formation continue des enseignants.](#) Paris : Cour des comptes, 2015

"La Cour des comptes rend public, le 14 avril 2015, un référé sur la formation continue des enseignants. Les enseignants de l'éducation nationale ne sont pas dans une situation aussi favorable qu'elle pourrait le paraître en matière de formation continue, en comparaison avec les autres agents de catégorie A, aussi bien qu'avec leurs homologues étrangers. La Cour estime que la formation continue, avant tout conçue comme un vecteur de mise en œuvre des réformes pédagogiques, n'est pas utilisée par le ministère de l'éducation nationale comme un véritable levier de gestion des ressources humaines. Par ailleurs, l'offre de formation devrait être mieux adaptée aux besoins des enseignants tout au long de leurs carrières. Enfin, certains risques budgétaires pourraient être réduits et la qualité de la gestion améliorée. La Cour formule trois recommandations. "

Repéré sur : Insee.fr

Émilie Sénigout, Jonathan Duval. [Hausse des effectifs dans les trois versants de la fonction publique.](#) Insee Première N° 1544 - avril 2015

Repéré sur : ladocumentationfrancaise.fr

Philippe Tronquoy (coord.) [Les inégalités : un phénomène à plusieurs dimensions.](#) Cahiers français n° 386. Paris : la documentation française.

Ce dossier s'attache à comprendre la nature, les causes et l'évolution des inégalités, en France, et s'interroge sur les moyens de les réduire. Il donne aussi d'intéressantes mises en perspective sur la notion même d'égalité.

COLIN Jean-François, ABOUBADRA Sandrine, JOLLY Cécile, LAINÉ Frédéric, ARGOUARC'H Julie, BESSIERE Sabine. [Les métiers en 2022 : rapport du groupe Prospective des métiers et qualifications.](#)

Paris : Commissariat général à la stratégie et à la prospective ; Direction de l'animation de la recherche, des études et des statistiques

Repéré sur : ove-national.education.fr

Feres BELGHITH. [L'activité rémunérée des étudiants : Une diversité de situations aux effets contrastés](#) . OVE Infos, n°30, avril 2015

A partir des données de l'enquête *Conditions de vie des étudiants* 2013, cet *OVE Infos* propose une analyse des différentes formes de l'activité rémunérée et de la place qu'elles occupent dans le financement des étudiants. Parallèlement, il interroge les effets différenciés des types d'activités rémunérées sur les conditions d'études, de travail et de réussite des étudiants.

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[Education and Software Piracy in the European Union](#)

Nicolas Dias Gomes (Faculty of Economics, University of Coimbra, Portugal) ; Pedro André Cerqueira (Faculty of Economics, University of Coimbra and GEMF, Portugal) ; Luís Alçada Almeida (Faculty of Economics, University of Coimbra and INESC-Coimbra, Portugal)

In this paper we construct a panel data set from 2000 to 2011 for the EU 28, studying the impact of education on the levels of software piracy in a country. When an aggregated analysis is made, e.g. considering all ISCED (International Standard Classification of Education) levels, expenditure on public educational institutions as well as public spending on education have a deterrent effect on piracy, being significant. However, the effect of financial aid to students is positive. When the analysis is made taking into account the ISCED 1997 disaggregation, expenditure on ISCED 5-6 has a negative and significant effect. Taking into account the type of educational institutions, more expenditure on ISCED 1 to 4 will lower piracy. We also found that more financial help to students on higher levels of education, e.g. ISCED 5-6, have a positive and significant effect. Finally, more years of schooling of both primary and secondary education will have a deterrent effect on software piracy.

[The Growing Segmentation of the Charter School Sector in North Carolina](#)

Helen F. Ladd ; Charles T. Clotfelter ; John B. Holbein

A defining characteristic of charter schools is that they introduce a strong market element into public education. In this paper, we examine the evolution of the charter school sector in North Carolina between 1999 and 2012 through the lens of a market model. We examine trends in the mix of students enrolled in charter schools, the racial imbalance of charter schools, the quality of the match between parental preferences in charter schools relative to the quality of match in traditional public schools, and the distribution of test score performance across charter schools relative those in traditional public schools serving similar students over time. Taken together, our findings imply that the charter schools in North Carolina are increasingly serving the interests of relatively able white students in racially imbalanced schools.

[Challenges in Educational Reform: An Experiment on Active Learning in Mathematics](#)

Samuel Berlinski ; Matías Busso

This paper reports the results of an experiment with secondary school students designed to improve their ability to reason, argument, and communicate using mathematics. These goals are at the core of many educational reforms. A structured pedagogical intervention was created that fostered a more active role of students in the classroom. The intervention was implemented with high fidelity and was internally valid. Students in the control group learned significantly more than those who received treatment. A framework to interpret this result is provided in which learning is the result of student-teacher interaction. The quality of such interaction deteriorated during the intervention.

[Do teacher-student relations affect students' well-being at school?](#)

OECD

Children spend about a third of their waking hours in school during most weeks in the year. Thus, schools have a significant impact on children's quality of life – including their relationships with peers and adults, and their dispositions towards learning and life more generally. Longitudinal studies suggest that students' results on the PISA test are correlated with how well students will do later on in life; but strong performance in standardised assessments like PISA explains only so much of future results in other endeavours. Success and well-being in life also depend on how well students have been able to develop socially and emotionally.

[Decentralizing Education Resources: School Grants in Senegal](#)

Costas Meghir (Economics Department, Yale University) ; Corina Momaerts (Economics Department, Yale University) ; Pedro Carneiro (University College London) ; Oswald Koussihouede (University Gaston Berger) ; Nathalie Lahire (World Bank)

The impact of school resources on the quality of education in developing countries may depend crucially on whether resources are targeted efficiently. In this paper we use a randomized experiment to analyze the impact of a school grants program in Senegal, which decentralized a portion of the country's education budget. We find large positive effects on test scores at younger grades that persist at least two years. We show that these effects are concentrated among schools that focused funds on human resources improvements rather than school materials, suggesting the teachers and principals may be a central determinant of school quality.

[A Simple Model of Learning Styles](#)

Gervas Huxley ; Mike Peacey

Much of the economic literature on education treats the process of learning as a 'black box'. While such models have many interesting uses, they are of little use when a college seeks advice about reallocating resources from one input to another (e.g. from lecture hours to seminars). Commenting on such questions requires us to 'open up' the black box. This paper shows what one such model would look like by explicitly modelling how students vary in their 'learning styles'. We apply this framework to investigate how reforms to higher education (e.g. MOOCs) would affect students with different learning styles.

[Selective schooling systems increase inequality](#)

Simon Burgess ; Matt Dickson

We investigate the impact on earnings inequality of a selective education system in which school assignment is based on initial test scores. We use a large, representative household panel survey to compare adult earnings inequality of those growing up under a selective education system with

those educated under a comprehensive system. Controlling for a range of background characteristics and the current location, the wage distribution for individuals who grew up in selective schooling areas is quantitatively and statistically significantly more unequal. The total effect sizes are large: 14% of the raw 90-10 earnings gap and 18% of the conditional 90-10 earnings gap can be explained by differences across schooling systems.

[The educational system – causing both skills shortages and low youth labour participation?](#)

Malm Lindberg, Henrik (The Ratio Institute)

The educational system is perhaps the most important feature for labour market entry. During the last decades huge investments have been made at different levels in this system, the Knowledge lift and a doubling of the number of students in tertiary education are examples, but what are the effects of these investments? The age of labour market entry has risen dramatically since the 1990s and in particular among those without fulfilled secondary schooling. In the paper I analyse the educational system in Sweden, mainly from secondary sources, in three dimensions – in terms of quality, efficiency and relevance. These are seen as essential in order to deliver both competence to businesses and to give young people opportunities in the labour market. Because of deficiencies in all three dimensions: foremost lack of quality at primary and secondary level, which is visible at PISA-tests, lack of efficiency at secondary and tertiary level that is visible when we measure examination frequency and graduation age, and lastly lack of relevance which is mostly notable in the vocational training.

[The Impact of Financial Education for Youth in Ghana](#)

Dean Karlan (Economic Growth Center, Yale University) ; James Berry (Cornell University) ; Menno Pradhan (VU University Amsterdam)

We evaluate, using a randomized trial, two school-based financial literacy education programs in government-run primary and junior high schools in Ghana. One program integrated financial and social education, whereas the second program only offered financial education. Both programs included a voluntary after-school savings club that provided students with a locked money box. After nine months, both programs had significant impacts on savings behavior relative to the control group, mostly because children moved savings from home to school. We observed few other impacts. We do find that financial education, when not accompanied by social education, led children to work more compared to the control group, whereas no such effect is found for the integrated curriculum; however, the difference between the two treatment effects on child labor is not statistically significant.

[Curbing adult student attrition. Evidence from a field experiment](#)

Raj Chande ; Michael Luca ; Michael Sanders ; Zhi Soon ; Oana Borcan ; Netta Barak-Corren ; Elizabeth Linos ; Elspeth Kirkman

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.

[An Economic Model of Learning Styles](#)

Gervas Huxley ; Mike Peacey

Much of the economic literature on education treats the actual process of learning as a 'black box'. While these 'black box' models have many interesting uses, they are of little use when a college seeks advice about reallocating resources from one input to another (e.g. from lecture hours to tutorials). Commenting on such questions requires us to 'open up' the black box. In this paper, we show what one such model would look like by explicitly modelling how students vary in their 'learning styles'. This model allows us to simulate how reforms to higher education would affect students with different learning styles. We consider alternative tuition fee structures and the technological change that has led to the introduction of massive open online courses (MOOCs).

[Returns to Higher Education in Chile and Colombia](#)

Carolina González-Velosa ; Graciana Rucci ; Miguel Sarzosa ; Sergio Urzúa

In the last decades, countries in Latin America and the Caribbean have experienced a dramatic increase in the levels of higher education enrollment. Using administrative data from Chile and Colombia, we find that this phenomenon is not always associated with higher private individual returns. In both countries, there is a significant dispersion in the net returns to higher education and a significant proportion of graduates could be facing negative returns. This means that, for many higher education graduates, net earnings might have been higher if they had not earned a higher education degree. We hypothesize that while there have been major policy efforts to increase coverage, institutional arrangements that encourage quality and relevance has been insufficient. Corrective measures in this direction are urgent. Sustainable growth requires a labor force with relevant skills and capabilities. In light of our results, it is not clear that the higher education system s in these countries are delivering these outcomes.

[The Bangladesh gender gap in education : biased intra-household educational expenditures](#)

Shonchoy, Abu S. ; Rabbani, Mehnaz

By investigating the educational expenditure of children over the ten years (2000 to 2010), we evaluate whether there exists any gender specific discrepancy at the household level and the trend of such discrepancy over the years. Using three rounds of nationally representative Household Income & Expenditure Surveys this study reveals that households spend less on education for their school-going girls compared to boys. By disaggregating the total expenditure into fixed and variable components, we find persistent gender imbalance in educational expenditure where households provide better quality of education for boys. Moreover, we find that gender based discrepancy has a very persistent trend and does not show any significant sign of narrowing the gap over the years. Cohort wise difference-in-difference estimation also reveals that the gap has initially widened and later converged but has not diminished beyond the initial level of discrepancy, which may warrant targeted policy intervention.

[Virtually No Effect? Different Uses of Classroom Computers and their Effect on Student Achievement](#)

Falck, Oliver (University of Munich) ; Mang, Constantin (University of Munich) ; Woessmann, Ludger (University of Munich)

Most studies find little to no effect of classroom computers on student achievement. We suggest that this null effect may combine positive effects of computer uses without equivalently effective alternative traditional teaching practices and negative effects of uses that substitute more effective teaching practices. Our correlated random effects models exploit within-student between-subject variation in different computer uses in the international TIMSS test. We find positive effects of using computers to look up information and negative effects of using computers to practice skills, resulting in overall null effects. Effects are larger for high-SES students and mostly confined to developed countries.

[Supply and Demand in the Training of Pedagogical Personnel](#)

Lenskàya, Å. (Russian Presidential Academy of National Economy and Public Administration (RANEPA))

The situation in the Russian education in recent decades has changed dramatically - there is a new electronic environment; changed enrollment (migrants, inclusion of children with HIA), new educational standards, built on the competent approach and new forms of educational measurement. International surveys (PISA, TALIS, PIRLS, McKinsey research fund) indicate that the quality of modern education is directly dependent on the quality of teacher training. However, the form and content of the training and professional development of teachers not take sufficient account of these changes. These studies suggest that Russian teachers do not get a lot of services that they demand, or the quality of these services does not suit them. Building Skills in fact no one is accountable and responsible for their performance. Interest in professional development of teachers in falls. The main objective: To evaluate the needs of teachers in Russia in the content, forms and methods of training and the degree of satisfaction of the system training, to compare them with those of the countries that demonstrate high educational results and make recommendations to optimize system performance.

[Adolescents that do not attend junior high: characterization of their academic trajectory, living conditions and decision to drop out.](#)

Gioia de Melo (Universidad de la República (Uruguay). Facultad de Ciencias Económicas y de Administración. Instituto de Economía) ; Elisa Failache (Universidad de la República (Uruguay). Facultad de Ciencias Económicas y de Administración. Instituto de Economía) ; Alina Machado (Universidad de la República (Uruguay). Facultad de Ciencias Económicas y de Administración. Instituto de Economía)

This article analyzes a survey among 15 year-old adolescents that dropped out of the formal educational system before completing junior high. It is the first study that uses data on cognitive skills, self-perception of skills and expectations of future studies that were gathered when these adolescents were attending primary school. Over two thirds dropped out when they were 14 year old or younger and 40% never enrolled in junior high. This suggests that the decision of dropping out of school is also significant at earlier ages than those generally discussed in prior studies. In most cases the decision to drop out of school was supported by the family or made together.

[Understanding the success of London's schools](#)

Simon Burgess

This paper contributes to understanding the 'London Effect', focussing on the role of the ethnic composition. The aim is to understand the statistical contribution to the London premium of ethnic

composition. I also analyse data on the performance of recent immigrants. The results confirm that pupil progress on standard measures is significantly higher than the rest of England, 9.8% of a standard deviation. This is entirely accounted for by ethnic composition. The last decade of results shows the same result. I show that for other measures of attainment, the London premium is halved but remains significant.

[Does Wage Regulation Harm Children? Evidence from English Schools](#)

Jack Britton ; Carol Propper

Teacher wages are commonly set in a manner that results in flat wages across heterogeneous labor markets. Consequently teacher wages will be relatively worse in areas where local labor market wages are high. The implication is that teacher output will be lower in high outside wage areas. This paper exploits the centralized wage regulation of teachers in England to examine the effect of wages on school performance. It uses data on over 3000 schools containing around 200,000 teachers who educate around half a million children per year. We find that teachers respond to pay and schools add less value to their pupils where the regulation bites harder. Our calculations suggest that the removal of regulation would have positive social benefits.

[Scholarships vs. training for happiness gained from education in creativity: an analytical model](#)

F. Zagonari

This paper presents an analytical model of the dynamic interrelationships between education, creativity, and happiness based on both theoretical insights and recent empirical neurological studies. In the model, the outcome is conditional on individual intelligence and risk aversion. Specifically, it focuses on two main determinants of creativity (divergent and convergent thinking), and compares two main educational policies (scholarships vs. training) in terms of their impacts on the happiness gained from creativity in the general and healthy population. An empirical test is provided by matching the model's predictions with the results of recent neuroscience research. Numerical simulations suggested that improving convergent thinking is more important than improving divergent thinking for creativity to generate happiness throughout an individual's life, provided both divergent and convergent thinking have achieved a sufficiently large degree; and that unstructured training in divergent thinking (e.g., in accounting schools) is necessary to reach richer but less intelligent people, whereas scholarships or unstructured training in convergent thinking (e.g., in art schools) are necessary to reach more intelligent but less rich people.

[Discrimination Against The Obese And Very Thin Students in Brazilian Schools](#)

Luis Claudio Kubota

PeNSE 2012 is a survey conducted by the Brazilian Institute of Geography and Statistics (IBGE), in partnership with the Ministry of Health. PeNSE covers a broad range of subjects, especially risk behavior. This article has the aim of analyzing discrimination against obese and very thin students using PeNSE microdata. Data indicate that students that classify themselves as "very fat" or "very thin" are much more prone to risk behaviors like consumption of illicit drugs, alcohol, cigarettes and laxatives (or vomit inducing), when compared to "normal" pupils. They are also much more likely to suffer from frequent bullying (FB), especially that motivated by their body appearance, to be active bullies, to feel frequently lonely, to suffer from insomnia, family violence, aggressions and injuries. A great percentage was involved in fights and feel that their parents rarely or never understand their problems and preoccupations. Econometric model shows that non "normal" students have a greater

chance of suffering FB than “normal” pupils. Male students have greater chance of being frequently discriminated when compared to the female ones. There is no statistical difference between public and private schools. Black, yellow and Indian students have greater chance of suffering FB than white pupils. Students whose mothers didn’t study have greater chance of suffering FB than those whose mothers have completed high school education. A Pesquisa Nacional de Saúde do Escolar (PeNSE) 2012, realizada pelo Instituto Brasileiro de Geografia e Estatística (IBGE), em parceria com o Ministério da Saúde (MS), abrange um amplo leque de assuntos, com destaque para comportamentos de risco. Este artigo tem o objetivo de analisar a discriminação contra estudantes obesos e muito magros, utilizando microdados da PeNSE. Os dados indicam que alunos que se autotransclassificam “muito gordos” ou “muito magros” são muito mais propensos a comportamentos de risco, como o consumo de drogas ilícitas, álcool, cigarros e laxantes (ou indução ao vômito), quando comparados com alunos “normais”. Eles também são muito mais sujeitos a sofrer bullying frequente (BF) – especialmente aquele motivado por sua aparência corporal, a serem bullies ativos, a sentirem solidão, a sofrerem de insônia, violência familiar, agressões e lesões. Um elevado percentual está envolvido em brigas e avalia que seus pais raramente ou nunca entendem seus problemas e preocupações. O modelo econométrico implementado mostra que estudantes não “normais” têm mais chance de sofrer BF que os “normais”. Os alunos do sexo masculino têm maior chance de ser discriminados em relação às alunas. Não há diferença estatisticamente significativa entre escolas públicas e privadas. Alunos pretos, amarelos e indígenas têm maior chance de sofrer BF em relação aos brancos. Estudantes cujas mães não estudaram têm maior chance de sofrer BF em relação àqueles cujas mães têm ensino médio completo.

[A Model of Educational Investment and Social Status](#)

Andrea Gallice ; Edoardo Grillo

We consider a model in which educational investments entail productivity gains, signaling power, and social returns. The latter depend on the relative position the agent occupies in one of three different dimensions: (i) his innate characteristics, (ii) his level of schooling, and (iii) his level of income. The agent enjoys social prestige (or suffers from social stigma) if he overperforms (or underperforms) in the relevant dimension. If prestige is relatively stronger than stigma, we show that social concerns always lead to an increase in inequality both in terms of educational achievements and income. In contrast, if stigma is stronger than prestige, we show that inequality may either increase or decrease depending on the relevant social dimension. Furthermore, the dimension of social concerns and the relative importance of prestige against stigma also affect the reaction of the economy to policy interventions and exogenous shocks.

[Sources of Financing Knowledge-Based Economy: the Case of Formal, Non-Formal and Informal Education in Poland](#)

Iwona Kowalska (Warsaw University of Life Sciences)

Globalization, negative demographic trends, new sources of knowledge and volatile job market are the determining factors behind the change in approach to the education system in Poland. Formal, non-formal and informal education is the sine qua non of the implementation of a knowledge-based economy in Poland. This process, however, requires an in-depth analysis of the funding of education. So far there have been no Polish publications analyzing the funding of the three aforementioned forms of education. Therefore, the aim of this article is to assess the possibilities to implement knowledge-based economy with regard to the current funding of formal, non-formal and informal

education in Poland. The study involved the analysis of national and EU documents on subject and object oriented funding of educational tasks and procedures for determining the amount of funding allocated to these tasks. The analysis showed that the barrier inhibiting the implementation of knowledge-based economy is the lack of legal regulations enabling the implementation of new solutions for financing education in Poland. These solutions involve the effective joint funding from the state budget, local government budgets and private funds (provided by employers and learners). This requires urgent conceptual work and initiating implementation projects in the area of public finance in Poland.

[Sheepskin Effects and the Relationship Between Earnings and Education: Analyzing the Evolution Over Time in Brazil](#)

Anna Crespo ; Maurício Cortez Reis

This paper seeks to analyze trends in sheepskin effects and earnings-education relationship on the Brazilian labor market from 1982 to 2004. Using data from the Brazilian National Household Sample Survey (Pnad) are estimated earnings equations including linear years of schooling, and splines and discontinuous functions for completed degrees, as well as semi-parametric regressions. Empirical evidence reports a reduction in the sheepskin effects from 1982 to 2004, indicating that a diploma or degree completion in Brazil has been losing its value over time. At the same time, the relationship between log earnings and education has become more convex. Similar trends are verified when the analysis is carried out separately by region. Este artigo procura analisar tendências no efeito-diploma e na relação entre rendimentos e educação no mercado de trabalho brasileiro de 1982 até 2004. Usando dados da Pesquisa Nacional por Amostra de Domicílios (Pnad) são estimadas equações de rendimentos incluindo funções com saltos e mudanças de inclinação nos anos de educação correspondentes à obtenção de diploma ou à conclusão de um determinado grau, assim como regressões semiparamétricas. Os resultados mostram uma redução no efeito-diploma entre 1982 e 2004, indicando que a conclusão de um ciclo educacional no Brasil vem perdendo valor ao longo do tempo. Também, a relação entre o logaritmo dos rendimentos e o nível de escolaridade tem se tornado mais convexa.

[Unaccompanied Minors and Separated Refugee Children in Sweden: An Outlook on Demography, Education and Employment](#)

Celikaksoy, Aycan (SOFI, Stockholm University) ; Wadensjö, Eskil (Stockholm University)

The number of unaccompanied minors has increased over the past ten years in Sweden, the European country that receives the most children from this group. Some of them emigrate after a period of time in Sweden, but the vast majority stay. Most of the arriving children are teenage boys who have not yet turned 18. However, the largest increase over the latest years is observed for the younger age groups. Furthermore, gender composition is also age dependent, where it is quite balanced for the younger age groups unlike the oldest age group. In the years following their arrival, most of them are enrolled in schools. When it comes to those aged 20 or over, the proportion undergoing education is higher among women but a higher proportion of men are employed. The group that neither works nor studies is much larger among women than among men.

["The Impact of Working while Enrolled in College on Wages"](#)

Wade Nelson, Owen Wade Nelson Jr

Those students who work while enrolled in college are investing in their human capital, and therefore, corporations looking to employ new workers entering the labor market may favor these types of students, and create incentives for non-working students to seek employment. Using NLSY97 data, this paper finds that working while enrolled in college decreases the wages one receives. Therefore, students who are not working while enrolled in school may have higher grades and graduate more frequently on time, causing firms to hire the non-working students more favorably.

[The gender gap in mathematics: evidence from a middle-income country](#)

Bharadwaj, Prashant ; De Giorgi, Giacomo (Federal Reserve Bank of New York) ; Hansen, David ; Neilson, Christopher

Using a large administrative data set from Chile, we find that, on average, boys perform better than girls in mathematics. In this paper, we document several features of their relative performance. First, we note that the gender gap appears to increase with age (it doubles between fourth grade and eighth grade). Second, we test whether commonly proposed explanations such as parental background and investment in the child, unobserved ability, and classroom environment (including teacher gender) help explain a substantial portion of the gap. While none of these explanations help in explaining a large portion of the gender gap, we show that boys and girls differ significantly in perceptions about their own ability in math. Conditional on math scores, girls are much more likely to state that they dislike math, or find math difficult, compared to boys. We highlight differences in self-assessed ability as areas for future research that might lead to a better understanding of the gender gap in math.

[A Framework for Comparative Analysis of National Knowledge Networks in UK and India](#)

Jain, Rekha ; Singh, Manjari

Recognizing that national competitiveness depends on the availability and quality of national Information and Communication Technology networks that support higher education (HE) and research, many countries have developed such infrastructure for their publicly funded HE and research institutes. The National Knowledge Network (NKN), India set up in 2009-10, and the Joint Academic Network (JANET), UK set up in 1984 are examples. These national knowledge networks are embedded within the larger context of HE and research institutions and ICT infrastructure in the country. For an emerging economy like India, effectiveness of NKN is important as resource availability for investment in such a network has to compete with other developmental priorities. A Joint Information Systems Committee (JISC) was set up in 1993 with the objective of overseeing ICT in HE and research and managing JANET. In comparison to JANET, set up in 1984, NKN set up in 2009-10 is still at an early stage. However, it is an opportune time to review its effectiveness as it has a huge potential for all educational and research organizations in India. The evolution of JANET/JISC, not only in terms of the technical capability, but also its organizational form would be of importance to researchers and policy makers in India to formulate the implications for NKN. Towards this end, in this study we develop a framework for analysing elements that have contributed JANET/JISC to support HE and research. These include rationale, objectives, organizational structure and processes, funding, pricing, outcomes and review mechanisms. We also aim to suggest possible learning from this for NKN. This would have implications for other countries planning similar infrastructure

[Spillovers from Universities: Evidence from the Land-Grant Program](#)

Shimeng Liu

This paper estimates the short- and long-run effects of universities on geographic clustering of economic activity, labor market composition and local productivity and presents evidence of local spillovers from universities. I treat the designation of land-grant universities in the 1860s as a natural experiment after controlling for the confounding factors with a combination of synthetic control methods and event-study analyses. Three key results are obtained. First, the designation increased local population density by 6 percent within 10 years and 45 percent in 80 years. Second, the designation did not change the relative size of local manufacturing sector. Third, the designation enhanced local manufacturing output per worker by \$2136 (1840 dollars; 57 percent) in 80 years while the short-run effects were negligible. This positive effect on the productivity in non-education sectors suggests the existence of local spillovers from universities. Over an 80-year horizon, my results indicate that the increase in manufacturing productivity reflects both the impact of direct spillovers from universities and general agglomeration economies that arise from the increase in population.

[Mozart or Pelé? The effects of teenagers' participation in music and sports](#)

Cabane, Charlotte ; Hille, Adrian ; Lechner, Michael

Using data from the German Socio-Economic Panel, this paper analyses the effects of spending part of adolescents' leisure time on playing music or doing sports, or both. We find that while playing music fosters educational outcomes compared to doing sports, particularly so for girls and children from more highly educated families, doing sports improves subjective health. For educational outcomes, doing both activities appeared to be most successful. The results are subjected to an extensive robustness analysis including instrumental variable estimation and a formal sensitivity analysis of the identifying assumptions, which does not reveal any serious problems.

[Parental human capital and effective school management : evidence from The Gambia](#)

Blimpo, Moussa P. ; Evans, David ; Lahire, Nathalie

Education systems in developing countries are often centrally managed in a top-down structure. In environments where schools have different needs and where localized information plays an important role, empowerment of the local community may be attractive, but low levels of human capital at the local level may offset gains from local information. This paper reports the results of a four-year, large-scale experiment that provided a grant and comprehensive school management training to principals, teachers, and community representatives in a set of schools. To separate the effect of the training from the grant, a second set of schools received the grant only with no training. A third set of schools served as a control group and received neither intervention. Each of 273 Gambian primary schools were randomized to one of the three groups. The program was implemented through the government education system. Three to four years into the program, the full intervention led to a 21 percent reduction in student absenteeism and a 23 percent reduction in teacher absenteeism, but produced no impact on student test scores. The effect of the full program on learning outcomes is strongly mediated by baseline local capacity, as measured by adult literacy. This result suggests that, in villages with high literacy, the program may yield gains on students' learning outcomes. Receiving the grant alone had no impact on either test scores or student participation.

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

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

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

[Investing in technical&vocational education and training : does it yield large economic returns in Brazil ?](#)

Almeida,Rita Kullberg ; Anazawa,Leandro ; Menezes Filho,Naercio ; Vasconcellos,Ligia Maria De
Technical education and training has been dramatically expanding in Brazil recently. However, there remains no evidence on the cost effectiveness of this alternative track to a more general education. This paper quantifies the wage returns of completing technical and vocational education and training compared with the returns of completing the general education track, for individuals with similar observable characteristics. Exploring data from the Brazilian National Household Sample Survey, the paper profiles the students taking up this track and quantifies the impact of different types of technical and vocational education and training courses on individuals' hourly wages. After controlling for selection on observables with propensity score matching, the analysis shows positive and statistically significant wage premiums for students completing technical school at the upper secondary level (on average 9.7 percent) and for those completing short-term training courses (2.2 percent on average). The paper also documents significant heterogeneity of impacts depending on the courses and the profile of students. For realistic unitary costs of providing technical and vocational education and training, the evidence suggests technical education is a cost-effective modality. The courses offered by the publically financed and privately managed 'Sistema S,' together with courses in the manufacturing area have the highest positive impacts.

[Higher Education, High-impact Research and University Rankings: A Case of India](#)

Reddy, Kotapati Srinivasa

Purpose: The purpose of this paper is to discuss the current state of higher education, high-impact research and university rankings in Asian emerging market-India. Firstly, overview of higher education and government schemes for academic research is presented. Secondly, progress of high-impact research in India and China for citable documents, number of citations, cites per document and H-index in three subject categories is assessed. Lastly, we discuss potential challenges in the university education and recommend policy guidelines for betterment of the existing practices. Methodology: Being a qualitative study we have collected data from archival sources and thereby accomplished our goals based on inductive and deductive logics. Findings: Overall, Chinese universities are found to be outperforming Indian universities, especially in citable documents, number of citations, international collaboration, collaborative research projects, publications and

editorship, and university rankings. For citable documents in all subjects category, United States is ranked 1st, followed by China 2nd, United Kingdom 3rd ..., and India 9th. We therefore suggest that individual-, university- and country-specific factors have significant impact on high-impact research. Research limitations: The study is restricted to India. Hence, conducting a survey among government and private universities with regard to academics and research assessment measures deserves future research. Practical implications: A set of policy guidelines (research funding, collaborative research projects and research assessment council) is suggested for imparting quality academic practices and standards. Originality: This paper indeed is an original attempt while no earlier study links higher education, high-impact research and university rankings in India.

[The Impact of Financial Education for Youth in Ghana](#)

James Berry (Cornell University, United States) ; Dean Karlan (Yale University, United States) ; Menno Pradhan (VU University Amsterdam, University of Amsterdam)

We evaluate, using a randomized trial, two school-based financial literacy education programs in government-run primary and junior high schools in Ghana. One program integrated financial and social education, whereas the second program only offered financial education. Both programs included a voluntary after-school savings club that provided students with a locked money box. After nine months, both programs had significant impacts on savings behavior relative to the control group, mostly because children moved savings from home to school. We observed few other impacts. We do find that financial education, when not accompanied by social education, led children to work more compared to the control group, whereas no such effect is found for the integrated curriculum; however, the difference between the two treatment effects on child labor is not statistically significant.

[Changes in Financial Aid and Student Enrollment at Historically Black Colleges and Universities After the Tightening of PLUS Credit Standards](#)

Matthew Johnson ; Julie Bruch ; Brian Gill

The federal Parent Loans for Undergraduate Students (PLUS) program provides loans to parents of dependent undergraduate students to help pay for education expenses. To bring the standards in line with those used by banks, the U.S. Department of Education tightened the credit standards for PLUS loans in October 2011. In the first full school year that the new standards were in place (2012/13), the total dollar amount of federal loans approved for parents decreased substantially.

Keywords: financial aid and scholarships, postsecondary, grades 13-16, Black or African American students, university/four year college, Black colleges, student loan programs, enrollment

[Long Run Returns to Education: Does Schooling Lead to an Extended Old Age?](#)

Hans van Kippersluis (Erasmus University Rotterdam) ; Owen O'Donnell (Erasmus University Rotterdam, University of Macedonia, Thessaloniki, Greece) ; Eddy van Doorslaer (Erasmus University Rotterdam)

This discussion paper led to an article in the *Journal of Human Resources* (2011). Volume 46(4), pages 695-721. While there is no doubt that health is strongly correlated with education, whether schooling exerts a causal impact on health is not yet firmly established. We exploit Dutch compulsory schooling laws in a Regression Discontinuity Design applied to linked data from health surveys, tax files and the mortality register to estimate the causal effect of education on mortality. The reform provides a powerful instrument, significantly raising years of schooling, which, in turn,

has a large and significant effect on mortality even in old age. An extra year of schooling is estimated to reduce the probability of dying between ages of 81 and 88 by 2-3 percentage points relative to a baseline of 50 percent. High school graduation is estimated to reduce the probability of dying between the ages of 81 and 88 by a remarkable 17-26 percentage points but this does not appear to be due to any sheepskin effects of finishing high school on mortality beyond that predicted in early by additional years of schooling.

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

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

This paper employs a unique set of micro-data covering almost one third of the Dutch labor force, to estimate the relationship between agglomeration externalities and the level of education. While the positive relationship between economic density and productivity and wages has long been established in the economic literature, less is known about the effects of density on the productivity of different types of workers. This paper shows that there is substantial heterogeneity in the relationship between density and productivity for workers with different types of education. Apart from estimating the impact of aggregate density, we also estimate whether the composition of the local labor market in terms of education is related to the productivity of different types of workers. Using the presence of universities as an instrument, we estimate the effect of the supply of university graduates on wages, i.e. the social return to education.

[Local Tax Limits, Student Achievement, and School-Finance Equalization](#)

Davis, Matt ; Vedder, Andrea ; Stone, Joe

Evidence that local tax and expenditure limits (TELs) for public K-12 schools lower student achievement is widely attributed to the effects of reduced funding, but our results cast doubt on reduced funding as the primary explanation for negative effects of TELs in the context of school-finance equalization (SFE) and instead suggest the importance of predictable funding. Students in districts subject to more severe local tax limits in Oregon score less well on eighth-grade tests in mathematics, but reduced funding is not the reason. Our analysis expands prior work by accounting for the extent to which TELs are actually binding, as well as for both pecuniary and non-pecuniary effects of TELs. Distinguishing pecuniary and non-pecuniary effects allows us to document that the negative effect of TELs in Oregon is not due to reduced expenditures. The state's school-finance equalization (SFE) tends to offset funding differentials, so TELs have no significant effect on funding, but even if TELs did affect funding, the negative effect of TELs on achievement is significant even if district expenditures are held constant. Instead, the negative effect of more restrictive TELs appears to work by disrupting local planning. We isolate this effect by distinguishing the more uncertain first year of each biennial budget from the second year. Our quasi-experimental design accounts for district and year fixed effects, as well as for district-specific variations in expenditures and student attributes. Results are robust to a placebo test to reveal spurious correlation and to several alternative specifications.

[Soft, hard or smart power? International students and investments abroad](#)

Marina Murat

This paper analyses the impact of education networks on the FDI from the United States and United Kingdom to 167 countries during 1999 - 2011. Proxies of networks are international students in the US and UK and alumni associations abroad. Results show that international students boost the British FDI to their home countries, while their influence on American FDI is weak, except for students from developing economies and for international students who attended university during the Cold War. Alumni associations have a substantial impact on both American and British FDI, but especially on the latter. The stronger impact of education networks on British FDI is partly related to the different political and economic roles played by the US and UK on the world stage, and to their different use of soft and hard power. Results are robust to different econometric specifications.

[Masters of the Stock Market](#)

Kristjan Liivamägi ; Tarvo Vaarmets ; Tõnn Talpsepp

We analyze how intellectual abilities and education affect investors' risk-adjusted returns in the stock market. To investigate such effects, we use educational performance measured by standardized exams and the type and specialty of a university degree obtained. The data used covers one complete business cycle and includes detailed transactions and performance on the national stock exchange for all Estonian individual investors along with their past educational records from a national registry. Controlling for trading style, wealth, experience and variety of educational characteristics, we provide empirical evidence that investors with higher mathematical skills combined with overall high intellectual ability, have higher probability to outperform market. We also show that investors holding higher university degrees or specialize in certain fields achieve higher risk-adjusted return in the stock market.

[Primary School Choice in Tallinn: Data and Simulations](#)

Andre Veski (Tallinn University of Technology) ; Kaire Põder (Tallinn University of Technology)

Within the first 20 years of the market economy in Estonia, the public school market has been decentralized in Tallinn. Firstly, we describe how students are allocated to primary schools in a narrative, and secondly, in a formal mechanism design language. We indicate the closest equivalent algorithms from the matching markets design theory and conclude that the current system in Tallinn is a hybrid. The decentralized part of the market namely inter-district exam schools apply autonomous school proposing deferred acceptance; and the centralized part of the market intra-district regular schools apply school random serial dictatorship. Finally using data from Tallinn primary school matching, we show by an empirical evaluation of matching mechanisms. Since the currently the collected data does not reveal the students preference ordering we simulate some potential orderings for comparison.

[The Health Returns to Education - What can we learn from Twins?](#)

Petter Lundborg (Free University Amsterdam)

This paper estimates the health returns to education, using data on identical twins. I adopt a twin-differences strategy in order to obtain estimates that are not biased by unobserved family background and genetic traits that may affect both education and health. I further investigate to what extent within-twin-pair differences in schooling correlates with within-twin-pair differences in early life health and parent-child relations. The results suggest a causal effect of education on health. Higher educational levels are found to be positively related to self-reported health but negatively related to the number of chronic conditions. Lifestyle factors, such as smoking and overweight, are

found to contribute little to the education/health gradient. I am also able to rule out occupational hazards and health insurance coverage as explanations for the gradient. In addition, I find no evidence of heterogeneous effects of education by parental education. Finally, the results suggest that factors that may vary within twin pairs, such as birth weight, early life health, parental treatment and relation with parents, do not predict within-twin pair differences in schooling, lending additional credibility to my estimates and to the general validity of using a twin-differences design to study the returns to education.

[Electrification and Time Allocation: Experimental Evidence from Northern El Salvador](#)

Barron, Manuel ; Torero, Maximo

We implemented an experimental study to better understand how electrification affects the economic lives of rural households. By randomly allocating incentives to get a grid connection we generate exogenous variation in the probability that households connect to the grid, which we exploit to study the effects of electrification on time allocation. We find that electrification leads to (i) increased investment in education among school-age children, in the form of a 78 percent higher participation in activities related to education (e.g. time studying, time at school); and (ii) higher participation in income generating activities among adult women: electrification led to a 46 percentage point increase in participation in non farm employment and 25 percentage point higher probability of operating a home business. These are mostly home production activities that don't require large monetary investments or the participation of the male head. However, average profits from these activities are around \$1,000 per year, suggesting that income increases due to electrification are potentially important.

[Teaching through television: Experimental evidence on entrepreneurship education in Tanzania.](#)

Bjorvatn, Kjetil (Dept. of Economics, Norwegian School of Economics and Business Administration) ; Cappelen, Alexander W. (Dept. of Economics, Norwegian School of Economics and Business Administration) ; Sekei, Linda Helgesson (Development Pioneer Consultants) ; Sørensen, Erik Ø. (Dept. of Economics, Norwegian School of Economics and Business Administration) ; Tungodden, Bertil (Dept. of Economics, Norwegian School of Economics and Business Administration)

Can television be used to teach and foster entrepreneurship among youth in developing countries? We report from a randomized control field experiment of an edutainment show on entrepreneurship broadcasted over almost three months on national television in Tanzania. The field experiment involved more than two thousand secondary school students, where the treatment group was incentivized to watch the edutainment show. We find short-term evidence of the edutainment show inspiring the viewers to become more interested in entrepreneurship and business and shaping non-cognitive traits such as risk- and time preferences, and long-term evidence of more business startups; in general, the treatment effects are more pronounced for the female viewers. However, we also find evidence that the encouragement of entrepreneurship discouraged investment in schooling ; administrative data show a negative treatment effect on school performance and long-term survey data show that fewer treated students continue schooling.

[The college gender gap reversal](#)

Reijnders, L.S.M. (Groningen University)

Why have women surpassed men in terms of educational attainment, even though they appear to have less incentives to go to college? The aim of this paper is to set up a basic theoretical life-cycle model in order to study the potential role of gender differences in the benefit of education in

explaining the college gender gap reversal. Its main contribution is to show under which conditions the model can generate a reversal in college graduation rates, and to highlight the importance of the curvature of the utility function and the presence of subsistence constraints in this respect. In particular, I show that the labour market benefit of education for women can be higher than for men even if they have the same college wage premium if the elasticity of the marginal utility of wealth is greater than unity or there are fixed costs. Initially this might be dominated by a lower marriage market return, but a decrease in the probability of marriage can induce women to overtake men in educational attainment.

[Thought for Food: Understanding Educational Disparities in Food Consumption](#)

Hale Koç (Erasmus School of Economics, Erasmus University Rotterdam) ; Hans van Kippersluis (Erasmus School of Economics, Erasmus University Rotterdam)

Higher educated individuals are healthier and live longer than their lower educated peers. One reason is that lower educated individuals engage more in unhealthy behaviours including consumption of a poor diet, but it is not clear why they do so. In this paper we develop an economic theory of unhealthy food choice, and use a Discrete Choice Experiment to discriminate between the theoretical parameters. Differences in health knowledge appear to be responsible for the greatest part of the education disparity in diet. However, when faced with the most explicit health information regarding diet, lower educated individuals still state choices that imply a lower concern for negative health consequences. This is consistent with a theoretical prediction that part of the education differences across health behaviours is driven by the "marginal value of health" rising with education.

[Supporting teachers and schools to promote positive student behaviour in England and Ontario \(Canada\): Lessons for Latin America](#)

Gabriela Moriconi ; Julie Bélanger

This paper presents the findings based on case studies of the educational systems of England and of the Canadian province of Ontario, as part of a research project funded by the Thomas J. Alexander Fellowship Programme.¹ This research project aims to provide inputs to policymakers and school leaders, especially in Latin America, to support teachers and schools with student behaviour issues and improve classroom and school climate. The purpose of these case studies is to investigate how system-level policies in four main areas (initial teacher education, professional development, professional collaboration and participation among stakeholders) and other types of system-level initiatives (such as student behaviour policies) have been implemented in order to improve disciplinary climate and help teachers to deal with student behaviour issues. It also aims to identify the conditions in which teaching and classroom practices take place, in order to understand the context of student behaviour and disciplinary climate in these educational systems.

Ce document présente les conclusions d'études de cas menées sur les systèmes d'éducation en Angleterre et dans la province canadienne de l'Ontario, dans le cadre d'un projet de recherche financé par le Programme de bourses Thomas J. Alexander². L'objectif de ce projet est de fournir aux décideurs et aux chefs d'établissement, notamment en Amérique latine, des propositions sur la manière de soutenir les enseignants et les établissements confrontés à des problèmes de comportement de la part de leurs élèves, et d'améliorer le climat des classes et des établissements. Ces études de cas visent à examiner la façon dont des mesures systémiques dans quatre grands domaines (formation initiale des enseignants, développement professionnel, collaboration

professionnelle et participation des parties prenantes) et d'autres types d'initiatives systémiques (telles que les mesures relatives au comportement des élèves) ont été mises en oeuvre afin d'améliorer le climat de discipline et d'aider les enseignants à faire face aux problèmes de comportement de leurs élèves. L'un des autres objectifs est d'analyser les conditions dans lesquelles s'inscrivent les pratiques pédagogiques afin de mieux comprendre le contexte du comportement des élèves et du climat de discipline dans ces systèmes d'éducation.

[Efficiency of Health Investment: Education or Intelligence?](#)

Govert Bijwaard (University of Groningen, the Netherlands) ; Hans van Kippersluis (Erasmus School of Economics, Erasmus University Rotterdam, the Netherlands)

In this paper we hypothesize that education is associated with a higher efficiency of health investment, yet that this efficiency advantage is solely driven by intelligence. We operationalize efficiency of health investment as the probability of dying conditional on a certain hospital diagnosis, and estimate a multistate structural equation model with three states: (i) healthy, (ii) ill (in hospital), and (iii) death. We use data from a Dutch cohort born around 1940 that links intelligence tests at age 12 to later-life hospitalization and mortality records. The results suggest that higher Intelligence induces the higher educated to be more efficient users of health investment - intelligent individuals have a clear survival advantage for most hospital diagnoses - yet for unanticipated health shocks and diseases that require complex treatments such as COPD, education still plays a role.

[Will Choice Hurt? Compared to What? School Choice Experiment in Estonia](#)

Kaire Põder (Tallinn University of Technology) ; Triin Lauri (Tallinn University)

This article presents empirical analysis of the effects of school choice policy in Estonia. We show that relying on market and giving autonomy to the schools over student selection without any central priority matching or other central guidelines will produce admission tests, even in elementary school level. The latter will bring with it intensive prep-schooling. Our contribution is to show that in the current case choice-policy experiment will produce between schools segregation effects based on residential and background characteristics. However, the interpretation of these effects is complex because, when compared with the pre-market, topped-off voucher-based residential choice model, it diminishes segregation based on income and family socio-economic status.

[The brilliant mind of investors](#)

Tarvo Vaarmets ; Kristjan Liivamägi ; Tõnn Talpsepp

Combining two exhaustive datasets from NASDAQ OMX Tallinn and Estonian national educational registry we dig deeper into the behaviour of the individual investor and paint a picture about how mental abilities in very different areas influence stock market participation. We use different tools of statistical analysis including probit regression models to determine what distinguishes investors from other people. The main contribution of the paper is a substantial step forward in determining how education and mental abilities influence stock market participation. We prove that investors achieve significantly higher results in their national final high school exams than non-investors. This is consistent with our main contribution – we offer strong evidences that people with higher mental abilities in very different areas are more likely to participate in the stock market. The most important factors for stock market participation are mathematics and physics. Finally we conclude that investors are not only more educated as found in previous studies, but investors also outsmart other people in every field, including both so called soft and hard sciences.

[Ethnic Complementarities after the Opening of China: How Chinese Graduate Students Affected the Productivity of Their Advisors](#)

George J. Borjas ; Kirk B. Doran ; Ying Shen

The largest and most important flow of scientific talent in the world is the migration of international students to the doctoral programs offered by universities in industrialized countries. This paper uses the opening of China in 1978 to estimate the causal effect of this flow on the productivity of their professors in mathematics departments across the United States. Our identification strategy relies on both the suddenness of the opening of China and on a key feature of scientific production: intra-ethnic collaboration. The new Chinese students were more likely to be mentored by American professors with Chinese heritage. The increased access that the Chinese-American advisors had to a new pool of considerable talent led to a substantial increase in their productivity. Despite these sizable intra-ethnic knowledge spillovers, the relatively fixed size of doctoral mathematics programs (and the resulting crowding out of American students) implied that comparable non-Chinese advisors experienced a decline in the number of students they mentored and a concurrent decline in their research productivity. In fact, the productivity gains accruing to Chinese-American advisors were almost exactly offset by the losses suffered by the non-Chinese advisors. Finally, it is unlikely that the gains from the supply shock will be more evident in the next generation, as the Chinese students begin to contribute to mathematical knowledge. The rate of publication and the quality of the output of the Chinese students is comparable to that of the American students in their cohort.

[Congestible Goods and Hoarding: A Test based on Students' Use of University Computers](#)

Martijn B.W. Kobus (VU University) ; Jos N. van Ommeren (VU University) ; Hans R.A. Koster (VU University) ; Piet Rietveld (VU University)

For certain goods, higher levels of congestion imply higher levels of expected future entry costs. This provides current users of the good with an incentive to hoard, that is, to lengthen their duration of good use, in order to avoid entry costs later on. We test for hoarding of university computers by students. Endogeneity of congestion is acknowledged by using an instrumental variable approach. Our results indicate that congestion has a strong effect on hoarding behaviour. More specifically, it is shown that the congestion elasticity of computer duration is about 0.57.

[Childhood Intelligence and Adult Mortality, and the Role of Socio-Economic Status](#)

Jan S. Cramer (University of Amsterdam)

The initial purpose of this study was to establish the effect of childhood conditions on longevity from the Brabant data set. This data set combines information at ages 12, 43, 53 and mortality between 53 and 71 for a sample of some 3000 individuals born around 1940 in the Dutch province of North Brabant. Proportional hazard analysis confirms the known association of early intelligence or cognitive ability with longevity, with a standardized hazard ratio of .80; this is the only significant childhood influence. Among men, the effect of some elements of adult socio-economic status can also be ascertained: education, income and wealth are each found to contribute about as much to a longer life as intelligence. The joint effect of all four variables is dominated by childhood intelligence and adult wealth at the expense of education and income.

[Examining school context and its influence on teachers: linking Talis 2013 with PISA 2012 student data](#)

Bruce Austin ; Olusola O. Adesope ; Brian F. French ; Chad Gotch ; Julie Bélanger ; Katarzyna Kubacka

The Organisation for Economic Cooperation and Development (OECD) has linked data from the Teaching and Learning International Survey (TALIS) of teachers of 15-year-old students with school-level data from the Programme for International Student Assessment (PISA), a survey of 15-year-old students. The purpose of this study is to present an exploratory analysis of the combined TALIS-PISA data by examining the relationship of school-level student measures to teacher outcomes. In other words, this paper examines how student factors in a school may influence teachers' work, their attitudes, and their perceived needs for support. Survey responses were collected from teachers and students in eight countries. Data from 26 610 teachers were combined with student measures, aggregated by school, from 103 077 students. Regression, hierarchical linear and multilevel models were used to analyse the data. Teacher outcomes that were modelled included professional development, collaboration, and self-efficacy. Student measures included attitudes about math and school, PISA math achievement, and Economic, Social and Cultural Status (ESCS). Interactions involving teacher measures such as gender and years of experience crossed with student outcomes were examined. Separate models for mathematics teachers were also explored. Findings varied dramatically across countries, and many significant differences were found between male and female teachers as well as between mathematics and all teachers. The paper concludes with practical implications of the research.

L'Organisation de Coopération et de Développement Économiques (OCDE) a rapproché les données de l'Enquête internationale sur l'enseignement et l'apprentissage (TALIS), menée auprès d'enseignants ayant des élèves de 15 ans, de celles recueillies dans les établissements auprès d'élèves âgés de 15 ans dans le cadre du Programme international pour le suivi des acquis des élèves (PISA). Cette étude a pour but de présenter une analyse exploratoire des données combinées de TALIS-PISA en examinant le lien qui existe entre les réponses des élèves au niveau des établissements et celles des enseignants. En d'autres termes, le présent document examine comment les facteurs liés aux élèves dans un établissement peuvent influencer la pratique professionnelle des enseignants, leurs attitudes et l'aide dont ils estiment avoir besoin. Les réponses aux enquêtes ont été recueillies auprès d'enseignants et d'élèves dans huit pays. Les données relatives à 26 610 enseignants ont été associées aux réponses fournies par 103 077 élèves et regroupées par établissement. Des modèles de régression, des modèles linéaires hiérarchiques et des modèles multiniveaux ont été utilisés pour analyser les données. Parmi les indices des enseignants qui ont été modélisés figuraient le développement professionnel, la collaboration et l'efficacité personnelle. Les indices des élèves portaient notamment sur les attitudes vis-à-vis des mathématiques et de l'école, les résultats PISA en mathématiques, et le statut économique, social et culturel (SESC). Ont également été examinées les interactions entre les données relatives aux enseignants, comme le sexe et les années d'expérience, et les résultats des élèves. Des modèles distincts pour les professeurs de mathématiques ont également été étudiés. Les résultats étaient très différents d'un pays à l'autre, et de nombreux écarts importants ont été observés entre les enseignants et les enseignantes mais aussi entre les professeurs de mathématiques et les autres. Pour conclure, le document expose les implications pratiques de ces travaux de recherche.

[Reflections on the one-minute paper](#)

Damian Whittard (University of the West of England, Bristol)

This paper captures the perceptions of both a new academic and his students on the use of the one-minute paper (OMP). Much of the originality of this paper derives from the multi-layered qualitative approach which provides a deeper insight into the direct and indirect mechanism through which the

OMP is perceived to work. This paper argues, more than the prevailing literature suggests, that in order to increase the benefits of using the OMP then considerable investment in time is required. The findings show that the academic's cost in terms of time is greatest when asking 'lecturer effectiveness' type questions, but the benefits derived are potentially longer term than standard 'lecture content' based question. Students value the use of the OMP, principally because it demonstrates respect for them; this helps to create an atmosphere of trust which can encourage engagement and an active approach to student learning. The research informs a discussion on how practical implementation techniques can be used to maximise the benefits and limit the costs.

[Ethnic Diversity and Team Performance: A Field Experiment](#)

Sander Hoogendoorn (University of Amsterdam) ; Mirjam van Praag (University of Amsterdam)

One of the most salient and relevant dimensions of team heterogeneity is ethnicity. We measure the impact of ethnic diversity on the performance of business teams using a field experiment. We follow 550 students who set up 45 real companies as part of their curriculum in an international business program in the Netherlands. We exploit the fact that companies are set up in realistic though similar circumstances and that we, as outside researchers, had the unique opportunity to exogenously vary the ethnic composition of otherwise randomly composed teams. The student population consists of 55% students with a non-Dutch ethnicity from 53 different countries of origin, enabling us to include extremely diverse teams in our study. We find that a moderate level of ethnic diversity has no effect on team performance in terms of business outcomes (sales, profits and profits per share). However, if at least the majority of team members is ethnically diverse then more ethnic diversity seems to affect the performance of teams positively. Our data suggest that this positive effect might be related to the more diverse pool of relevant knowledge facilitating (mutual) learning within ethnically diverse teams.

[Public service activities among University staff](#)

Sanna Nivakoski (UCD Geary Institute for Public Policy) ; Philip O'Connell (UCD Geary Institute for Public Policy) ; Mark Hargaden (UCD Geary Institute for Public Policy)

University staff frequently engage in Public Service Activities (PSAs), over and above their core roles, making a valuable contribution to society and the economy, although little is known about such activity. This study examines the extent of PSA among university staff - both academic and non-academic. The data come from a survey carried out in 2014 of the staff of University College Dublin (UCD), an Irish research university with a wide disciplinary coverage. The survey collected information about whether staff have taken part in PSAs and the amount of time spent engaging in these activities. Overall, 59 per cent of UCD academics and senior administrative staff report having taken part in PSAs over the past 12 months. The most common type of PSA is public engagement which encompasses talks, lectures and involvement in public debate through various media. Academic staff are much more likely than administrative staff to engage in PSA, but there is a significant contribution also from senior administrative staff. PSA engagement varies by discipline (with Arts and Humanities staff having the highest rates of PSA), by seniority and by length of tenure. Among those who have taken part in PSAs, the mean total yearly number of hours engaged in these activities is 167, ranging from 122 hours among researchers to 218 hours among professors. We estimate that all academics and senior administrators at UCD contributed over 150,000 hours in PSA over the course of the 2013-14 academic year, with an estimated value of nearly €11.5 million.

[Magnet High Schools and Academic Performance in China: A Regression Discontinuity Design](#)

Albert Park (Department of Economics, Hong Kong University of Science and Technology) ; Xinzheng Shi (School of Economics and Management, Tsinghua University) ; Xuehui An (National Center for Education Development Research, China Ministry of Education)

This paper investigates the impact of high school quality on students' educational attainment using a regression discontinuity research design based on entrance examination score thresholds that strictly determine admission to the best high schools. Using data from rural counties in Western China, we find that attending a magnet school significantly increases students' college entrance examination scores and the probability of being admitted to college.

[The effect of non-personnel resources on educational outcomes: Evidence from South Africa](#)

Miquel Pellicer (GIGA Institute of Middle East Studies and SALDRU, School of Economics, University of Cape Town) ; Patrizio Piraino (School of Economics, University of Cape Town)

Little credible evidence exists on the effect of material resources on school quality in developing countries. This paper studies the impact of non-personnel funding on educational outcomes exploiting the peculiar way in which these resources are allocated in South Africa. Government funding follows quintiles constructed on the basis of school poverty scores. This creates discrete jumps in the allocation of funding and we use a regression discontinuity approach to analyze its effects on school outcomes at the end of high school. Our results show a small but positive effect of resources on student throughput during the last years of high school, and on the number of students writing the matriculation exam. However, additional resources do not translate into a higher number of successful exams, leading to an overall negative effect on pass rates. We suggest that these findings may have to do with schools reacting to the per-pupil nature of funding.

[The Effects of a High School Curriculum Reform on University Enrollment and the Choice of College Major](#)

Görlitz, Katja (Free University of Berlin) ; Gravert, Christina (University of Gothenburg)

This paper evaluates the effects of a high school curriculum reform on students' probability to enroll at university and to choose Science, Technology, Engineering or Mathematics (STEM) as college major. The reform that was introduced in one German state increased the degree of difficulty to graduate from high school by increasing the mandatory instruction time in the core subjects German, a foreign language, mathematics and natural sciences and by raising the graduation requirements. Based on administrative data covering all students, the empirical analysis is carried out by applying a difference-in-differences model. The results show that the reform increased university enrollment rates for both gender. With regard to choosing STEM as college major, we only find a robust positive effect for males.

[Does Greater School Autonomy Make a Difference? Evidence from a Randomized Natural Experiment in South Korea](#)

Youjin Hahn ; Liang Choon Wang ; Hee-Seung Yang

We study the effects of school autonomy using a randomized natural experiment in Seoul. Private and public schools subject to the equalization policy in Seoul admit students assigned randomly to them, receive equal government funding, charge identical fees, and use similar curricula, while private schools have greater flexibility in personnel decisions, and their principals and teachers face stronger incentives to perform. We find that private high schools have on average fewer violent

incidents per student, a higher four-year college entrance rate, and better test scores. The effects appear to channel through the within-school dispersions of teacher salary and types.

[Inequality of Opportunities of Educational Achievement in Turkey over Time](#)

Tansel, Aysit (Middle East Technical University)

This study investigates inequality of opportunity in educational achievements in Turkey over time. For this purpose we use test scores of PISA in mathematics, science and reading achievement of 15-year-olds over the period 2003-2012. Since the different waves of the samples cover only a fraction of the cohorts of 15-year olds we take into account the inequality of opportunity in access to the PISA test as well as the inequality of opportunity of the academic achievement in the PISA test. This procedure enables proper over time comparisons. We estimate the effect of circumstances children are born into on their academic achievement as evidenced in their PISA test scores. The main findings are as follows. First, confirming the previous studies we find that inequality of opportunity is a large part of the inequality of educational achievement in Turkey. Second, the inequality of opportunity in educational achievement shows a slightly decreasing trend over time in Turkey. Third, the inequality of opportunity figures based on the mathematics, science and reading achievements exhibited the similar trend over time. Fourth, the family background variables are the most important determinants of the inequality in educational achievement which is a consistent pattern over time. However, there is also evidence of slight weakening of these factors over time. Policies are necessary to improve equality of opportunity in education in Turkey.

[Unintended Negative Consequences of Rewards for Student Attendance: Results from a Field Experiment in Indian Classrooms](#)

Melody M. Chao (Department of Management, Hong Kong University of Science and Technology) ; Rajeev Dehejia (Wagner School of Public Policy, New York University) ; Anirban Mukhopadhyay (Department of Marketing, Hong Kong University of Science and Technology) ; Sujata Visaria (Department of Economics, Hong Kong University of Science and Technology)

In an experiment in non-formal schools in Indian slums, an incentive for attending a target number of school days increased average attendance when the incentive was in place, but had heterogeneous effects after it was removed. Among students with high baseline attendance, the post-incentive attendance returned to previous levels and test scores were unaffected. Among students with low baseline attendance, post-incentive attendance dropped even below previous levels, and test scores decreased. These students also reported lower interest in school material and lower expectations of themselves. Thus incentives might have unintended negative consequences in the long term for the very students they are most expected to help.

[Curbing adult student attrition. Evidence from a field experiment](#)

Raj Chande ; Michael Luca ; Michael Sanders ; Zhi Soon ; Oana Borcan ; Netta Barak-Corren ; Elizabeth Linos ; Elspeth Kirkman

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.

[Immigrant Student Performance in Math: Does it Matter Where You Come From?](#)

Gianna Claudia Giannelli (Dipartimento di Scienze per l'Economia e l'Impresa) ; Chiara Rapallini (Dipartimento di Scienze per l'Economia e l'Impresa)

The performance gap in math of immigrant students is investigated using PISA 2012. The gap with respect to non-immigrant schoolmates is first measured. The hypothesis that first (second) generation students coming from (whose parents come from) countries with a higher performance in math fare better than their immigrant peers coming from lower-ranked countries is then tested on a sample of about 13,000 immigrant students. The estimated average immigrant-native score gap in math amounts to -12 points. The results show that immigrant students coming from higher-ranked origin countries have a significantly lower score gap, and are thus relatively less disadvantaged. For example, coming from a country in the top quintile for math and having attended school there for one year improves the absolute score gap by nearly 39 points, the highest coefficient among the variables that reduce the gap, such as parental education and socio-economic status.

[Giving a little help to girls? evidence on grade discrimination and its effect on students' achievement](#)

Camille Terrier

This paper tests if gender-discrimination in grading affects pupils' achievements and course choices. I use a unique dataset containing grades given by teachers, scores obtained anonymously by pupils at different ages, and their course choice during high school. Based on double-differences, the identification of the gender bias in grades suggests that girls benefit from a substantive positive discrimination in math but not in French. This bias is not explained by girls' better behavior and only marginally by their lower initial achievement. I then use the heterogeneity in teachers' discriminatory behavior to show that classes in which teachers present a high degree of discrimination in favor of girls are also classes in which girls tend to progress significantly more than boys, during the school year but also during the next four years. Teachers' biases also increase the relative probability that girls attend a general high school and chose science courses.

[Is there a Gatsby Curve for Educational Attainment in Arab Countries?](#)

driouchi, ahmed ; Gamar, Alae

This is to assess intergenerational mobility and inequalities in educational attainment in Arab countries with the aim of finding out about the existence of a Gatsby curve for education. The existence of links between intergenerational mobility and inequalities provide useful insights to new inclusive economic policies. The paper uses descriptive and regression analyzes based on Barro and Lee data (2014) for the period 1950-2010. The attained results confirm the existence of a relationship between education mobility and inequality in educational attainment. This negative relationship between inequalities and intergenerational mobility in education attainment confirms the existence of Gatsby curve for education in Arab countries. This allows for new directions for further economic policies for reducing education inequalities and enhancing more access of new generations to knowledge, in Arab countries.

[Adjusted State Teacher Salaries and the Decision to Teach](#)

Rickman, Dan S. (Oklahoma State University) ; Wang, Hongbo (Oklahoma State University) ; Winters, John V. (Oklahoma State University)

Using the 3-year sample of the American Community Survey (ACS) for 2009 to 2011, we compute public school teacher salaries for comparison across U.S. states. Teacher salaries are adjusted for state differences in teacher characteristics, cost of living, household amenity attractiveness and federal tax rates. Salaries of non-teaching college graduates, defined as those with occupations outside of education, are used to adjust for state household amenity attractiveness. We then find that state differences in federal tax-adjusted teacher salaries relative those of other college graduates significantly affects the share of education majors that are employed as teachers at the time of the survey.

[Can Conditional Grants Attract Better Students: Evidence from Chinese Normal Universities](#)

Li Han (Division of Social Science, Hong Kong University of Science and Technology) ; Jiaxin Xie (Division of Social Science, Hong Kong University of Science and Technology)

One recent policy tend to improve teacher quality is providing conditional grants to trainees in teacher colleges and commit them to working in disadvantaged areas upon graduation. Yet little is known whether such policies attract better trainees. This paper evaluates a conditional grant program in Chinese teachers' colleges, which commits students to teaching in their home province. Using a triple difference method, we find that teaching majors obtain better students due to the conditional grants. Exploring the heterogeneous treatment effects across regions, the policy effects not only increase as the costs of living during college decrease, but are larger in provinces with larger shares of disadvantaged students “ i.e. rural, female, rural female, and with more siblings. These results suggest that the Chinese free teacher education program successfully attracts high quality students into the teaching force, and these high quality teacher trainees are likely to be credit constrained.

[Italian students' performance in the PISA digital test](#)

Pasqualino Montanaro (Bank of Italy) ; Paolo Sestito (Bank of Italy)

PISA 2012 included an optional computer-based assessment (CBA) focusing on mathematics, reading skills and problem solving. Italian students performed better in the CBA than in the paper-based assessment (PBA). This was not due to any specific features of the student samples in Italy and in the other countries included in the comparison. One of the reasons seems to be that Italian students are less determined in their approach to paper-based tests, during which they often fail to read all the questions and have trouble in finishing in the allotted time. Furthermore, this study finds that students' competencies as revealed by the CBA are, other things being equal, strongly correlated with those in the paper-based tests, especially in mathematics, and that the pattern of results is almost the same for both kinds of test. Competencies in problem solving are in turn positively associated with a greater familiarity with digital tests. Nevertheless, being excellent in the PBA is not strictly necessary to obtain an excellent result in the CBA as well, since the latter test probably shows talents which are not revealed in paper-based tests, more similar to traditional school exams.

[Between facts and perceptions: The area close to school as a context factor in school leadership](#)

Alexandra Schwarz (Wuppertal Research Institute for the Economics of Education, University of Wuppertal) ; Stefan Brauckmann (Department of Instructional and School Development, Alpen-Adria-University Klagenfurt)

Concepts of new school governance did considerably change the role and responsibilities of school principals. Due to the shift in their role from administrator to manager, recent research tends to focus on management activity, but little is still known about the interrelation between changing contexts and management activities. In the present paper we propose to expand the school context to embrace the school-related environment, and we examine this broader context with respect to its impact on leadership activities. We illustrate our approach by combining German survey and administrative data to analyze the social composition of schools and their environment. Our results suggest that using administrative data to identify objective challenges to leadership improves the measurement of contextual conditions at school.

[Educação e o Rendimento dos Ricos no Brasil](#)

Marcelo Medeiros ; Juliana Castro Galvão

Neste texto, avalia-se em que medida a educação pode ser considerada um dos principais determinantes da riqueza no Brasil. O foco deste estudo é nos trabalhadores que compõem o 1% mais rico da distribuição da renda do trabalho. Para isso, foram utilizados os dados de formação universitária específica da amostra do Censo Demográfico de 2010, do Instituto Brasileiro de Geografia e Estatística (IBGE). A principal conclusão é a de que a educação pode ser importante para explicar a desigualdade total, mas não há evidências de que a educação de massa seja um dos fatores mais relevantes para esclarecer as diferenças entre os ricos e o restante da população brasileira. Nem mesmo a educação de elite pode ser tomada como um dos principais determinantes dos níveis atuais de riqueza. Há, portanto, uma parte importante da desigualdade total que não será reduzida por políticas educacionais. We examine the extent to which education is a main determinant of affluence in Brazil. We focus on workers in the top 1% of the labor earnings distribution. We use university courses data from the Sample Questionnaire of the 2010 Census. Our main conclusion is that while education may be important to explain total inequality, there is no evidence that mass education is a major factor explaining the differences between the rich and the rest of the population. Not even elite education can be assumed to be a main determinant of the current levels of affluence. Consequently, an important part of total inequality cannot be reduced by educational policies.

[Rethinking the crime reducing effect of education? Mechanisms and evidence from regional divides](#)

Ylenia Brilli (European University Institute) ; Marco Tonello (Bank of Italy)

We estimate the contemporaneous effect of education on adolescent crime by exploiting the variation in crime rates between different cohorts and at different ages that followed a reform that raised the school-leaving age in Italy. A 1 percentage-point increase of the enrollment rate reduces adolescent crime by 1.3 per cent in the North of Italy but increases it by 3.9 per cent in the South. The crime-reducing effect depends mainly on incapacitation (i.e. adolescents stay in school instead of on the street); the crime-increasing effect is consistent with a channel of criminal capital accumulation, operating through social interactions and organized-crime networks.

[Reducing Schooling Inequality in Brazil: Demographic Opportunities and Inter-cohort Differentials](#)

Carlos Eduardo Velez ; Sergei Soares ; Marcelo Medeiros

The objective of this paper is to explore the interplay between schooling and demographics in Brazil. We would like to provide a preliminary answer to the question of how long will improvements in schooling of younger cohorts take to change the distribution of educational endowments of the total

labor force. This answer depends on two factors. The first is the demographic composition of the working age population — the weight each cohort has in the 16 to 70 year old population. The second is the distribution of schooling within each cohort — its average educational level and the inequality within each cohort. These two factors — demography and education by cohort — define the average educational level and the distribution of education for the working age population in any given year. This paper takes a standard demographic projection and makes various hypotheses about the evolution of education — both the mean and inequality. According to these hypotheses, we will calculate how long improvements in the schooling of successive cohorts take to translate into significant improvements in the schooling of the working age population. Our results are somewhat pessimistic. We calculate that even very strong departures from the observed trend will take many years or decades to translate into significantly different educational endowments for the working age population. In other words, we show that demographic inertia is a strong factor preventing changes in educational endowments in periods shorter than a few decades.

[Measuring relative efficiency of secondary education in selected EU and OECD countries: the case of Slovenia and Croatia](#)

Aristovnik, Aleksander ; Obadić, Alka

This article continues on a number of previous studies by other scientists in investigating secondary education efficiency by applying a non-parametric methodology. In this respect, the purpose of the article is to review some previous studies on measuring the efficiency of public (secondary) education sector as well as some conceptual and methodological issues of a non-parametric approach. Most importantly, the Data Envelopment Analysis (DEA) technique is presented and then applied to a wide range of EU and OECD countries, including Slovenia and Croatia, to evaluate the technical efficiency of secondary education. The empirical results show that technical efficiency in secondary education varies significantly across the great majority of EU and OECD countries. Both Slovenia and Croatia show a relatively high level of technical inefficiency in their secondary education as they respectively only rank in the third and fourth quartiles among selected countries. Therefore, rationalising public secondary education spending is strongly recommended with possible redirecting of some excessive resources to the tertiary education sector.

[Economic Uncertainty, Parental Selection, and Children's Educational Outcomes](#)

Chevalier, Arnaud (IZA) ; Marie, Olivier (Maastricht University)

After the fall of the Berlin Wall, East Germany experienced an unprecedented temporary drop in fertility driven by economic uncertainty. Using various educational measures, we show that the children born during this nativity slump perform worse from an early age onwards. Consistent with negative selection, mothers who gave birth in that period had worse observed personal characteristics. These children are also less likely to have grown up within stable family environment. Investigating underlying mechanisms reveals that parental educational input and emotional attachment were also lower for these children. Finally, sibling analysis enables us to reject time of birth effects.

[Mozart or Pelé? The effects of teenagers' participation in music and sports](#)

Cabane, Charlotte ; Hille, Adrian ; Lechner, Michael

Using data from the German Socio-Economic Panel, this paper analyses the effects of spending part of adolescents' leisure time on playing music or doing sports, or both. We find that while playing

music fosters educational outcomes compared to doing sports, particularly so for girls and children from more highly educated families, doing sports improves subjective health. For educational outcomes, doing both activities appeared to be most successful. The results are subjected to an extensive robustness analysis including instrumental variable estimation and a formal sensitivity analysis of the identifying assumptions, which does not reveal any serious problems.

[Improving the Allocation of Spots in Child Care Facilities for Toddlers in Germany: A Mechanism Design Approach](#)

Carlsson, Sissa (NIW Hannover, Leibniz Universität Hannover) ; Thomsen, Stephan L. (NIW Hannover, The undersupply of spots in German daycare facilities for toddlers challenges parents' possibilities to work. To ease the situation, the government implemented a new law entitling every child between ages one and three to daycare supervision for about four hours per day. Nevertheless, the stressed situation of matching demand and supply does not only result from limited spaces but also from inefficient allocation. By means of simulations under different scenarios, we contrast a stylized version of decentralized allocation to a centralized allocation mechanism which applies a deferred-acceptance algorithm. This centralized system results in better and faster matches.

[The pre-tracking effects of parental background](#)

Korthals R.A. (ROA)

Tracking students in secondary school could increase the effect of parental background PB on student performance, especially if parents can influence the track choice. This influence can be either direct or indirect, and either purposefully or not. Little is known about these indirect effects of PB that could arise before tracking has taken place. In the Netherlands the track placement decision of individual students is made by secondary schools that base their decision on two performance signals that they receive from the elementary school of applying students an elementary school exit test score and an elementary school teacher track recommendation. Using longitudinal data from the Netherlands, I find that high PB parents are able to increase their child's teacher recommendation purposefully or not. The odds of having the highest track recommendation as compared to the other recommendations, for students whose parents have a tertiary education degree are between 1.6 and 3.6 times greater than for students whose parents only have a primary education degree. For the math exit test score I find no effect, while for reading an effect is found but not robust.

[ДЕРЖАВНО-ПРИВАТНЕ ПАРТНЕРСТВО В СИСТЕМІ ВИЩОЇ ОСВІТИ УКРАЇНИ](#)

Khusainov, Ruslan

Theoretical issues of the formation of the mechanism of public-private partnership (PPP) in the system of higher education of Ukraine are studied. The role of higher educational institutions in the process of Ukraine's economy transformations, the prospects of their cooperation with the private sector of economy within the framework of the mechanism of PPP are specified. The advantages of the mechanism of PPP in the system of higher education and private business are presented, the author's definition of PPP in the system of higher education is formulated. The necessity of active introduction of the mechanism of public-private partnership in the system of higher education in the realities of development of Ukraine is substantiated.

[СОЦІАЛЬНА ВІДПОВІДАЛЬНІСТЬ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДІВ: КОНЦЕПТУАЛЬНИЙ АНАЛІЗ](#)

Smentyna, Nataly ; Khusainov, Ruslan

The article is devoted to questions of social responsibility and social activities of higher educational institutions (universities). It is analyzed the theoretical concept of social responsibility of higher educational institutions. It is outlined the role of stakeholders in the acting of university. It is given the author's definition of "social responsibility of higher education institution". It is determined the development priority areas of social responsibility of higher educational institutions in conditions of globalization and highly competitive environment.

[The effect of schooling vouchers on higher education enrollment and completion of teachers: A regression discontinuity analysis](#)

Marc van der Steeg ; Roel van Elk

This paper investigates the effects of education vouchers for teachers. We study effects on enrollment and completion of higher education programs, and on the retention of teachers in the education sector. We do this by exploiting a fuzzy regression discontinuity design. Read also the accompanying [Background Document](http://www.cpb.nl/publicatie/evaluatie-van-de-lerarenbeurs-aanvragers-deelname-en-afroending) (only in Dutch). The discontinuity in the probability of being assigned a voucher arises due to budget constraints in the first application period. Our estimates suggest that effects of voucher assignment on both higher education enrollment and completion rates are in the order of 10 to 20 percentage points as measured five and a half years after application. Relative to a baseline enrollment rate of 77 percent and a baseline completion rate of 54 percent (i.e. of applicants that were not assigned a voucher), these effect estimates correspond to a 12 to 29 percent higher enrollment and to a 17 to 42 percent higher completion. Effects on enrollment and completion are relatively small for shorter studies (up to one year) and for teachers that had already started at the time of application. The teacher voucher crowds out both funding by schools out of their regular professional development budgets as well as financial contributions by teachers themselves. Our results suggest small positive effects of voucher assignment on retention in education as measured four years after application.

[Tracking in the Tracks in the Italian Schooling: Inequality Patterns in an Urban Context](#)

Luigi Benfratello (Department of Economics and Statistics, University of Napoli "Federico II", Italy) ; Giuseppe Sorrenti (Department of Economics and Statistics (Dipartimento di Scienze Economico-Sociali e Matematico-Statistiche), University of Torino, Italy) ; Gilberto Turati (Department of Economics and Statistics (Dipartimento di Scienze Economico-Sociali e Matematico-Statistiche), University of Torino, Italy)

We study whether, alongside with an explicit tracking system separating students in general versus vocational curricula typically observed in European countries, the Italian highly centralized public schooling is also characterised by an implicit tracking system " typical of the US " which separates students by ability and income within the same track. We pursue this aim by considering the municipality of Turin, a post-industrialized urban context in Northern Italy. We proxy students' ability with the score obtained at the standardised admission test at the School of Economics and Business of the local university, and we first check whether students are stratified by ability not only between tracks but also across schools within the same track. A stark heterogeneity across tracks and schools emerges, thereby strongly suggesting that the inequality patterns common in the Italian schooling system are affected by both types of tracking. We then discuss some potential sources of this US-style tracking, namely self-selection and observed and unobserved school characteristics, all of which can be relevant factors in explaining within-track school

heterogeneity. We also investigate whether stratification is linked with income and residential segregation, and we find limited evidence of segregation. Finally, the low mobility of students suggests the need for disclosing more information on each school quality.

['High' achievers? Cannabis access and academic performance](#)

Marie O. ; Zölitz U.N. (GSBE)

This paper investigates how legal cannabis access affects student performance. Identification comes from an exceptional policy introduced in the city of Maastricht which discriminated legal access based on individuals nationality. We apply a difference-in-difference approach using administrative panel data on over 54,000 course grades of local students enrolled at Maastricht University before and during the partial cannabis prohibition. We find that the academic performance of students who are no longer legally permitted to buy cannabis increases substantially. Grade improvements are driven by younger students, and the effects are stronger for women and low performers. In line with how THC consumption affects cognitive functioning, we find that performance gains are larger for courses that require more numerical/mathematical skills. We investigate the underlying channels using students course evaluations and present suggestive evidence that performance gains are driven by improved understanding of material rather than changes in students study effort.

[Does Exposure to Economics Bring New Majors to the Field? Evidence from a natural Experiment.](#)

Hans Fricke ; Jeffrey Grogger ; Andreas Steinmayr

This study investigates how being exposed to a field of study influences students' major choices. We exploit a natural experiment at a Swiss university where all first-year students face largely the same curriculum before they choose a major. An important component of the first-year curriculum that varies between students involves a multi-term research paper in business, economics, or law. Due to oversubscription of business, the university assigns the field of the paper in a standardized way that is unrelated to student characteristics. We find that being assigned to write in economics raises the probability of majoring in economics by 2.7 percentage points, which amounts to 18 percent of the share of students who major in economics.

[Career Technical Education and Labor Market Outcomes: Evidence from California Community Colleges](#)

Ann Huff Stevens ; Michal Kurlaender ; Michel Grosz

This paper estimates the earnings returns to vocational, or career technical, education programs in the nation's largest community college system. While career technical education (CTE) programs have often been mentioned as an attractive alternative to four-year colleges for some students, very little systematic evidence exists on the returns to specific vocational certificates and degrees. Using administrative data covering the entire California Community College system and linked administrative earnings records, this study estimates returns to CTE education. We use rich pre-enrollment earnings data and estimation approaches including individual fixed effects and individual trends, and find average returns to CTE certificate and degrees that range from 12 to 23 percent. The largest returns are for programs in the healthcare sector; among non-health related CTE programs estimated returns range from five to ten percent.

[Evaluación externa y calidad de la educación en Colombia](#)

Jhorland Ayala-García

Colombia is one of the countries with the lowest score on the mathematics component of the PISA assessment for 2012. This country also recorded the largest gender gap in the same test score among 65 participating countries. For this reason, this paper describes and analyzes the National Evaluation System in Colombia for the specific case of the mathematics component. According to the analysis, it is evident that the expected achievements of the National Evaluation System are not being reached, and it does not appear that the strategy of improving the quality of education through the evaluation is yielding positive results. Quality does not improve in educational institutions and gender gaps in mathematics are not been reduced.

[Measuring Teacher and School Value Added in Oklahoma, 2013-2014 School Year](#)

Elias Walsh ; Albert Y. Liu ; Dallas Dotter

[Alfabetismo financiero y matemáticas: un estudio entre jóvenes preparatorianos en México](#)

Alejandro Villagómez (Division of Economics, CIDE) ; José Antonio Hidalgo (Division of Economics, CIDE)

This work analyzes the incidence of mathematical abilities in financial literacy for Mexicans between 15 and 18 years old attending school in Mexico City and the State of Mexico. Our results confirm that the levels of financial literacy are low. Considering the "L&M Focus", only 6.6% of the sample answered the three questions. Using the "OECD Focus" only 40% of the sample has a sufficient level of financial knowledge. Our econometric analysis offers evidence of the determinants of financial literacy, but particularly of the positive and significant impact of mathematical knowledge.

[Entry into working life: Spatial mobility and the job match quality of higher-educated graduates](#)

Venhorst V. ; Cörvers F. (GSBE)

We estimate the impact of spatial mobility on job match quality by using a data set of recent Dutch university and college graduates. We find positive wage returns related to spatial mobility. However, after controlling for the self-selection of migrants with an IV approach, this effect is no longer significant. We also find that, for our alternative job-match measures, where there is evidence of migrant self-selection, controlling for self-selection strongly reduces the effect of spatial mobility on job match quality. In some cases, the returns on spatial mobility are found to be negative, which may signal forced spatial mobility.

[The Effect of Shocks to College Revenues on For-Profit Enrollment: Spillover from the Public Sector](#)

Goodman, Sarena (Board of Governors of the Federal Reserve System (U.S.)) ; Henriques, Alice M. (Board of Governors of the Federal Reserve System (U.S.))

This paper investigates whether declines in public funding for post-secondary institutions have increased for-profit enrollment. The two primary channels through which funding might operate to reallocate students across sectors are price (measured by tuition) and quality (measured by resource constraints). We estimate, on average, that a 10 percent cut in appropriations raises tuition about 1 to 2 percent and decreases faculty resources by 1/2 to 1 percent, creating substantial bottlenecks for prospective students on both price and quality. These cuts, in turn, generate a nearly one percentage point increase in the for-profit market share of "elastic" enrollment (i.e. attendees of community colleges plus for-profit institutions), owing entirely to students who, in a better funding environment, would have attended a public institution. We estimate an elasticity of for-profit enrollment with respect to state and local appropriations of 0.2. Finally, we extend our analysis to show that for

every 1 percent increase in flagship tuition generated by funding shortfalls, for-profit attendance increases by 1-1/2 percent.

[When the Brightest are not the Best](#)

Marco Valente

Selection procedures for new recruits in research organizations, supposedly aiming at identifying the candidates with the highest potential, relies necessarily on indirect information concerning the quality of a researcher. It is safe to assume that this information is correlated to, but not coinciding with, the un-observable future contributions of the candidates to a position. We show that using exceedingly selective criteria operating on observable proxy indicators of research quality may hinder the overall goal to ensure the highest expected research quality in the hiring organization. The paper presents a simple abstract model showing how pursuing the absolute best is a strategy very likely to produce results worse than alternative approaches, humbly aiming at identifying the good.

[Inter-ethnic dating preferences of Roma and non-Roma secondary school students](#)

László Lőrincz (Institute of Economics, Centre for Economic and Regional Studies, Hungarian Academy of Sciences)

Adolescent romantic relationships are sources of social influence concerning educational achievement and delinquent behavior. Integrated schooling is known to induce inter-ethnic friendship relations, however, it also creates the opportunity of inter-ethnic dating. Based on contact theory, inter-ethnic personal relationships or long-term exposure decreases ethnic prejudice, thus it is proposed that willingness to date between ethnic groups may also increase. The question arises, whether in the school context exposure is enough for this mechanism to emerge, or personal contact is necessary. It must be also taken into account, that romantic relationships are embedded in status relations within schools. Previous studies on intermarriage and homogamy found a “social exchange” mechanism, that lower status members of majority groups are more likely to choose minority partners. Translated to the adolescent society, it is assumed, that the less popular members of the majority groups are those, who are more willing to form inter-ethnic dating relations. To address the above questions empirically, the first wave of the Hungarian network panel “Wired into Each Other” was analyzed, containing data of 1214 9th grade students in 43 classes of seven secondary schools. Inter-ethnic dating preferences of Roma and non-Roma students were measured by dyadic attribution of physical attractiveness, and nominations of willingness to date. Statistical analysis was carried out using multilevel p2 models. They suggest that mixed groups are not sufficient, but personal contacts are necessary to decrease same ethnicity preferences in dating. An additional tendency is that among majority students, those who are isolated from the friendship networks are the ones who are more willing to date with the minority group.

[Entry into working life: Spatial mobility and the job match quality of higher-educated graduates](#) [Venhorst V. ; Cörvers F. \(ROA\)](#)

We estimate the impact of spatial mobility on job match quality by using a data set of recent Dutch university and college graduates. We find positive wage returns related to spatial mobility. However, after controlling for the self-selection of migrants with an IV approach, this effect is no longer significant. We also find that, for our alternative job-match measures, where there is evidence of migrant self-selection, controlling for self-selection strongly reduces the effect of spatial mobility on

job match quality. In some cases, the returns on spatial mobility are found to be negative, which may signal forced spatial mobility.

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- Empire and co-operation: How the British Empire used co-operatives in its development strategies 1900–1970. Par Rita RHODES
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Mind the Gap! Studies on the Development of the Rational Number Concept, edited by Wim Van Dooren, Erno Lehtinen and Lieven Verschaffel.

- Unraveling the gap between natural and rational numbers
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- Bridging the gap: Fraction understanding is central to mathematics achievement in students from three different continents.
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- Playing it down/playing it up: girls' strategic negotiations of academic success
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- Reconceptualising learning as a form of relational reflexivity
Martin Dyke
- 'Don't be a smart arse': social enterprise-based transitional labour-market programmes as neo-liberal technologies of the self
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- The Effects of Motivational Instruction on College Students' Performance on Low-Stakes Assessment
Ou Lydia Liu, Joseph A. Rios & Victor Borden
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- Understanding the Gap in Special Education Enrollments Between Charter and Traditional Public Schools: Evidence From Denver, Colorado
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Leading Schools in Contexts of Multiple Deprivation in South Africa

- Leading schools in circumstances of multiple deprivation in South Africa: Mapping some conceptual, contextual and research dimensions
Felix Maringe and Relebohile Moletsane
- Distinctive features of schools in multiple deprived communities in South Africa: Implications for policy and leadership
Felix Maringe, Alfred Masinire, and Thabisile Nkambule
- Managing teacher leave and absence in South African rural schools: Implications for supporting schools in contexts of multiple-deprivation
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- Leading schools in communities of multiple deprivation: Women principals in South Africa
Jacky Lumby
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- The Perceptions and Experiences of School Management Teams and Teachers of the Management of Physical Resources in Public Schools
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- Conceptions of early childhood leadership: driving new professionalism?
Margaret Sims, Rhonda Forrest, Anthony Semann & Colin Slattery
- Introducing the concept of salutogenesis to school leadership research: problematizing empirical methodologies and findings
Anthony Kelly
- Leadership for creativity
Lejf Moos
- Job realities of primary school principals in Greece: similarities and variations in a highly centralized system
Kostas Dimopoulos, Katerina Dalkavouki & Vasilis Koulaidis
- Basic school leaders in Ghana: how equipped are they?
Anthony Kudjo Donkor
- The directive communication of Australian primary school principals
John De Nobile

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Policy Actors, policy subjects

- Changing headship, changing schools: how management discourse gives rise to the performative professionalism in England (1980s–2010s)
Chun-Ying Tseng
- The gendered, hierarchical construction of teacher identities: exploring the male primary school teacher voice in Hong Kong
John Trent
- Consultants, consultancy and consultocracy in education policymaking in England
Helen M. Gunter, David Hall & Colin Mills
- Teacher evaluation reform implementation and labor relations
Ben Pogodzinski, Regina Umpstead & Jenifer Witt
- Something old, something new. Educational inclusion and head teachers as policy actors and subjects in the City of Buenos Aires
Analía Inés Meo
- Local quality work in an age of accountability – between autonomy and control

Andreas Bergh

[Economics of Education Review, Volume 46 , Pages 1-148, June 2015](#)

- Do the maths: An analysis of the gender gap in mathematics in Africa
Andy Dickerson, Steven McIntosh, Christine Valente
- The effect of ACT college-readiness measures on post-secondary decisions
Andrew Foote, Lisa Schulkind, Teny M. Shapiro
- Can you leave high school behind?
Sandra E. Black, Jane Lincove, Jennifer Cullinane, Rachel Veron
- Does classroom time matter?
Ted Joyce, Sean Crockett, David A. Jaeger, Onur Altindag, Stephen D. O'Connell
- The effect of the intergenerational transmission of noncognitive skills on student performance
Ildefonso Mendez
- Peer turnover and student achievement: Implications for classroom assignment policy
Marc Luppino
- Grade-specific experience, grade reassignments, and teacher turnover
Ben Ost, Jeffrey C. Schiman
- Increasing educational attainment in Egypt: The impact of early childhood care and education
Caroline Krafft
- High school grades, admissions policies, and the gender gap in college enrollment
Dylan Conger

[Community College Journal of Research and Practice, Volume 39, Issue 9, September 2015](#)

- A Methodology for Determining the Transferability Rate of Courses
Kelly Perez-Vergara & Martin Orłowski
- Facilitating Self-Regulated Learning Skills and Achievement With a Strategic Content Learning Approach
Monica L. Heller & Gregory J. Marchant
- The Scope and Design of Structured Group Learning Experiences at Community Colleges
Deryl K. Hatch & E. Michael Bohlig

- Creating and Implementing a Faculty Interest Group for Historically Underrepresented Faculty
Lourdes D. Follins, Lisa K. Paler & Jose E. Nanin
- “Dangerous Work”: Improving Conditions for Faculty of Color in the Community College
John S. Levin, Adam Jackson-Boothby, Zachary Haberler & Laurencia Walker
- Group Differences in California Community College Transfers
Deborah Budd & Genie N. L. Stowers

[Studies in Educational Evaluation, Volume 45 , Pages 1-70, June 2015](#)

- The language of praise and criticism in a student evaluation survey
Martyn Stewart
- Evaluating construct validity and internal consistency of early childhood individualized family service plans
Lee Ann Jung, Kelly D. Bradley, Shannon O. Sampson, Robin A. McWilliam, Michael D. Toland
- Evaluating the impact of differentiated instruction on literacy and reading in mixed ability classrooms: Quality and equity dimensions of education effectiveness
Stavroula Valiandes
- The creation and pilot implementation of an NGSS-based instrument to evaluate early childhood science teaching
Joan N. Kaderavek, Tamala North, Regina Rotshtein, Hoangha Dao, Nicholas Liber, Geoff Milewski, Scott C. Molitor, Charlene M. Czerniak
- “Your career will be over”—Power and contradictions in the work of educational evaluators
Paivi Atjonen
- The disjuncture between raw scores and pass rates in New York State public schools: Turning success into failure
William Mangino, Marc Silver, Jonathan Cavalieri
- Preservice teachers’ implicit attitudes toward racial minority students: Evidence from three implicit measures
Sabine Glock, Julia Karbach
- The washback effect of Iranian high school final examinations on students’ test-taking and test-preparation strategies
Meysam Damankesh, Esmat Babaii

[Labour Economics, Volume 34 , Pages 1-162, June 2015](#)

- Promoting integration of immigrants: Effects of free child care on child enrollment and parental employment
Nina Drange, Kjetil Telle
- Educational spillovers and parental migration
Joanna Clifton-Sprigg

[Compare: A Journal of Comparative and International Education, Volume 45, Issue 3, May 2015](#)

- Conjunctions of power and comparative education
Roger Dale
- The value of literacy practices
Lucio Esposito, Bereket Kebede & Bryan Maddox
- The stark reality of the ‘White Saviour’ complex and the need for critical consciousness: a document analysis of the early journals of a Freirean educator
Rolf Straubhaar
- Becoming a secondary school teacher in England and France: contextualising career ‘choice’
Marie-Pierre Moreau
- Exploring teachers’ beliefs about teacher learning in professional learning communities and their influence on collegial activities in two departments
Angela Choi Fung Tam
- Student teachers’ views of practicums (teacher training placements) in Turkish and English contexts: a comparative study
Hugh Busher, Müge Gündüz, Melek Cakmak & Tony Lawson

3. Livres intéressants



Denise Curchod-Ruedi, Pierre-André Doudin. **Comment soutenir les enseignants face aux situations complexes ? : Soutien social, Modèle d'intervention.** Bruxelles : De Boeck, avril 2015. 216 p. ISBN-13 9782804191146 - 20 €

Cet ouvrage approfondit la pratique du soutien des enseignants confrontés aux situations professionnelles complexes. Un modèle de supervision spécifique aux besoins du contexte scolaire est ensuite développé.



MARMOZ Louis, MARMOZ Raoul (dir.). **La recherche en éducation Pluralité et complexité.** Paris : AFIRSE, 254 pages, 25€. ISBN : 978-2-343-04952-6

Cet ouvrage ose assumer tout à fait le caractère multiple de la recherche en éducation, en montrant un grand nombre de facettes, mises en évidence grâce aux apports de plus de trente auteurs, chercheurs réputés, d'une douzaine de nationalités distinctes. Ce sont autant de regards sur les différents aspects de cette recherche, sur des questions ou des dimensions -des problèmes donc- précises.

Les textes ici réunis, issus d'un colloque de l'AFIRSE, sont présentés en cinq parties :

- Complexité et scientificité

- Réalités et pluralité
- Savoirs et pratiques
- Approches plurielles
- Spécificités et différence