



# Veille de l'IREDU n°51

15 novembre 2015

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## 1. Ressources sur le Web

### ***Repéré sur : Alternatives-economiques.fr***

Céline Mouzon. [Les inégalités femmes-hommes ont la vie dure](#). Alternatives Economiques, Hors-série n° 106 - octobre 2015

Salaires, santé, retraites..., en dépit du volontarisme affiché, les différences de traitement entre femmes et hommes perdurent tout au long de la vie.

### ***Repéré sur : cafepedagogique.net***

[Que veut dire "Un professeur pour 22 élèves"](#) ? L'expresso du 3 novembre 2015

Les classes sont-elles chargées ou pas ? Pour la Depp, direction des études du ministère de l'éducation nationale, un enseignant est face à 22 élèves en 2014. Un nombre qui ne manquera pas de surprendre les enseignants qui, très majoritairement, font face à davantage. Comment la Depp compte-elle ? Quel usage fait-elle de ces chiffres ? Surtout, comment ailleurs compare-t-on les effectifs ? Car il y a aussi tout ce que l'étude de la Depp ne dit pas et que le Café pédagogique rappelle...

[Démocratisation scolaire : individualistes contre généralistes selon C Lelièvre](#). L'expresso du 3 novembre 2015

"La version "individualiste" de la « démocratisation » est toujours celle qui domine ou que l'on a beaucoup de mal à surmonter dans les conceptions et les choix. En revanche, face à elle et chaque fois qu'il s'agit de choisir, la deuxième conception (celle d'une démocratisation "générale") a toujours beaucoup de difficultés à se frayer un chemin, ou même à être clairement perçue", explique C Lelièvre sur son blog. Une mise en perspective des difficultés actuelles de la réforme du collège...

[Harcèlement : Pour Nicole Catheline, il faut apprendre à faire vivre les groupes d'élèves](#). L'expresso du 5 novembre 2015

"Prendre en considération le harcèlement et les difficultés qu'il induit met en lumière les impensés de notre système scolaire". Alors que la ministre a fait du 5 novembre la Journée Non au harcèlement, Nicole Catheline publie un remarquable Que Sais-Je sur cette question. Pédo-psychiatre elle apporte son savoir de praticien psychologue pour aider à faire face à ce qui n'est pas, pour elle, une fatalité..

[Quel engagement scolaire pour les élèves issus de l'immigration ?](#) L'expresso du 3 novembre 2015

Les élèves issus de l'immigration se distinguent-ils au niveau de leur engagement en classe comparativement à leurs pairs d'implantation plus ancienne ? Une étude québécoise, dirigée par Isabelle Archambault, Université de Montréal, apporte des éclairages intéressants. Des informations

à adapter au cas français où les écarts de réussite scolaire entre jeunes issus de l'immigration et leurs camarades sont nettement plus grands qu'au Québec.

[Béatrice Fornari : De la bientraitance à l'école.](#) L'expresso du 5 novembre 2015

Alors que le mot "bienveillance" fait débat, c'est la "bientraitance" qu'évoque Béatrice Fornari. Conseillère pédagogique départementale dans l'Académie de Lyon, où elle est impliquée à de nombreux niveaux dans la formation initiale et continue des enseignants, ses travaux en sciences de l'éducation portent en ce moment sur ce sujet et notamment sur l'intelligence émotionnelle et la communication non violente dans la pratique de l'enseignement. C'est que la loi d'orientation du 8 juillet 2013, le nouveau programme de l'école maternelle préconisent d'être attentif au développement de l'enfant, de prendre conscience de priorités telles que l'épanouissement de soi, l'estime de soi, la confiance en soi. Les valeurs de communication et de relations aux autres sont également prégnantes et deviennent les fers de lance d'orientations novatrices qui visent à faire évoluer les postures de chacun vers davantage de « bientraitance ». Un nouveau défi pour l'école ?

[Mixité sociale au collège : Trois conditions à remplir.](#) L'expresso du 9 novembre 2015.

La mesure proposée par le gouvernement pour permettre davantage de mixité sociale au collège, la création de secteurs multi collèges, est-elle efficace ? Les études effectuées par le Cnesco, mais aussi des travaux plus anciens comme ceux qui ont suivi la tentative d'assouplissement d'Alain Savary (1984), amènent des réponses prudentes. Le dispositif est nécessaire mais pas suffisant. Trois conditions supplémentaires sont nécessaires à la réussite de l'opération..

[Rythmes scolaires : Les effets pervers des nouveaux rythmes scolaires sur les enseignements.](#)

L'expresso du 9 novembre 2015

"Il est à craindre que l'on glisse doucement vers un déséquilibre des domaines d'apprentissage". Ces propos d'un chef de bureau de la Dgesc, repris dans le rapport du Comité de suivi de la réforme des rythmes scolaires, marque la confusion introduite par la réforme. La Dgesc annonce deux évaluations différentes de la réforme. Elles seront publiées en 2017...

[VAE : Nouvelle baisse des diplômés en 2014.](#) L'expresso du 10 novembre 2015.

« Les chances d'ascension sociale des individus d'origine populaire (soit les enfants d'ouvriers et d'employés) varient du simple au double selon leur département de naissance<sup>1</sup>. L'ascenseur social fonctionne bien dans certaines régions — Île-de-France, Bretagne, Midi-Pyrénées — et mal dans d'autres — Poitou-Charentes, Picardie, Nord-Pas-de-Calais », indique une note de France stratégie. Pour elle, « la massification de l'enseignement secondaire puis supérieur a certes favorisé globalement la mobilité sociale ascendante qui a augmenté au cours des dernières décennies, mais sans faire disparaître les « trous noirs » de l'éducation et de la promotion sociale ».

[L'ascension sociale cartographiée.](#) L'expresso du 10 novembre 2015

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[Maths : Les mauvais résultats des écoliers français](#). L'expresso du 13 novembre 2015

A l'arrivée en 6ème, 40% des élèves ne maîtrisent pas les fondamentaux. Le nombre a été lancé par Nathalie Mons présidente du Cnesco, à l'ouverture de la conférence de consensus. Le constat est affiné en détail par trois experts font le point sur les résultats des écoliers français et leur évolution. Ils font état "d'experts apparents". Beaucoup d'élèves font illusion. La conceptualisation du nombre est difficilement acquise et particulièrement pour les enfants des milieux populaires

[Daniel Dalet : " Jamais le décalage entre les attentes scolaires et celles du monde professionnel n'a été aussi grand"](#). L'expresso du 13 novembre 2015

"Par notre conservatisme - toujours justifié au nom du maintien d'une certaine idée de notre mission éducative - nous enseignons certains savoir-faire obsolètes dans un environnement pédagogique d'un autre âge". Professeur d'histoire-géographie à Digne, Daniel Dalet ne mâche pas ses mots. Observateur critique de l'enseignement de l'histoire et de la géographie, c'est aussi un acteur et un producteur de ressources. Portrait.

[Quel statut pour les parents à l'école ?](#) L'expresso du 12 novembre 2015

"La co-éducation que la loi de 2013 a inscrite comme un principe est en train de prendre forme". En présentant le 10 novembre le rapport sur le statut du parent délégué, N Vallaud-Belkacem a annoncé son intention de faire avancer rapidement ce dossier. C'est qu'elle applique ainsi une promesse du candidat Hollande laissée en suspens depuis 2012.

Découvrez les nouveaux programmes des cycles 2, 3 et 4. Flash spécial du 13 novembre 2015

Le programme de cycle 2 :

<http://www.cafepedagogique.net/lexpresso/Documents/docsjoints/programme2nov.pdf>

Le programme de cycle 3 :

<http://www.cafepedagogique.net/lexpresso/Documents/docsjoints/programme3nov.pdf>

Le programme de cycle 4 :

<http://www.cafepedagogique.net/lexpresso/Documents/docsjoints/programme4nov.pdf>

***Repéré sur : cedefop.europa.eu***

CEDEFOP. [Tackling unemployment while addressing skill mismatch: Lessons from policy and practice in European Union countries](#). November 2015

This study reviews recent policies and practices aiming to tackle unemployment through addressing skill mismatch in the EU-28 Member States.

It examines skill mismatch policy instruments aimed at reducing unemployment as well as measures to prevent it. While much research and analysis on mismatch exists elsewhere, it is the first comprehensive study that maps actual skill mismatch policies and practices in the EU. In-depth case studies help identify promising features of policy practices and contribute to better understanding of

impact. The lessons support policy learning and can help Member States shape policies with a stronger focus on matching and pave the way for policy agendas that put skill matching centre stage.

CEDEFOP. [Making apprenticeships work for small and medium enterprises](#). Briefing note, November 2015

Small and medium-sized enterprises (SMEs) employ two thirds of the European workforce; one out of three creates new products and processes. They need to secure qualified workers to be competitive. But an unfavourable business environment, burdensome legislation and internal shortfalls make many of them reluctant to engage in training apprentices.

CEDEFOP. [Global inventory of regional and national qualifications frameworks. Volume II: national and regional cases](#). November 2015

How far is the world progressing towards comprehensive qualifications frameworks? The 2015 global inventory of regional and national qualifications frameworks, compiled by Cedefop, Unesco-HQ, the European Training Foundation and the Unesco Institute for Lifelong Learning, was launched on 25 April in Riga, Latvia.

***Repéré sur : Cereq.fr***

Aurélié Lainé, Florence Lacroix, Loïc Pulido. [Se préparer à apprendre à lire et à écrire au CP: l'éveil à l'écriture de mots à la maternelle](#). Les notes du CREN, n°21, novembre 2015

Un des mandats de l'école maternelle est de permettre à tous ses élèves de développer des compétences qui leur seront utiles dans leur scolarité ultérieure. Nombre de recherches, recensées notamment par le *national early literacy panel*, ont permis d'identifier des acquisitions qui, si elles sont faites par les enfants à l'école maternelle, prédisent un apprentissage plus facile de la lecture et de l'écriture au cours préparatoire. Permettre aux élèves de faire ces apprentissages n'est pas toujours simple. D'une part, leur nature (connaissances, compétences, habiletés ?) et leurs objets sont parfois complexes à circonscrire. Nous proposons donc, dans cette note du CREN, une brève synthèse de ce que l'on sait à ce sujet. D'autre part, les élèves de maternelle étant très jeunes, il ne serait pas opportun d'accompagner leur cheminement avec des activités trop formelles ou abstraites. Nous présenterons, en réponse à cette difficulté, un exemple d'outil, développé avec des enseignants, qui a pour objectif d'accompagner de manière ludique la découverte de la manière dont fonctionne l'écriture de la langue française par des élèves de grande section de maternelle.

***Repéré sur : Crifpe.com***

André, J. V. (2015). [Regards croisés sur la relation école-famille et la réussite scolaire d'élèves à l'école fondamentale en Haïti](#). Thèse de doctorat inédite, Université de Montréal, Montréal.

Cette recherche analyse la problématique de la collaboration école-famille et la réussite scolaire en Haïti. Considérant des cas d'élèves au profil social et scolaire contrasté, elle examine les points de vue d'une diversité d'acteurs impliqués dans l'éducation, tant au niveau formel qu'informel : 14 élèves, 17 parents, 7 enseignants, 7 membres de direction d'école, 3 inspecteurs, 2 conseillers

pédagogiques et 6 intervenants (prêtres, psychologues, sociologue, médecin). Une approche multicas, à caractère ethnographique basée sur des entretiens approfondis a permis de croiser les regards de ces acteurs sur le cheminement scolaire des 14 cas d'élèves répartis dans huit établissements scolaires, du privé et du public, avec autant de cas de réussite et que de difficulté scolaire.

Dulude, E. (2015). [A qualitative study of curriculum and instructional efforts in relation to high stakes federal and district policies in one low-performing elementary school](#). Thèse de doctorat inédite, Université de Montréal, Montréal.

Les enjeux liés aux politiques éducatives ont considérablement changé au cours des dernières décennies. Ces changements sont liés, entre autres, à l'accroissement de l'imputabilité et de la reddition de compte qui est devenue une caractéristique importante des réformes curriculaires et pédagogiques. Les politiques à enjeux élevés exercent une pression énorme sur les districts et les écoles états-unienne afin qu'ils augmentent le rendement des élèves en utilisant des systèmes de conséquences (Hall & Ryan, 2011; Loeb & Strunk, 2007). Ces politiques envoient de puissants messages sur l'importance de certaines matières scolaires au détriment d'autres - circonscrivant les exigences en termes de compétences et de connaissances. La langue maternelle d'enseignement et les mathématiques sont devenues des mesures centrales sur lesquelles reposent l'évaluation et le degré de performance des districts et des écoles. Conséquemment, les administrateurs de districts et les directions d'écoles ont souvent recours à des réformes curriculaires et pédagogiques comme moyen d'augmenter le rendement des élèves dans les matières scolaires visées par ces politiques. Les politiques contraignent les acteurs scolaires de concentrer les ressources sur les programmes curriculaires et les évaluations, le développement professionnel, et la prise de décision pilotée par les données (Anagnostopoulos & Ruthledge, 2007; Honig & Hatch, 2004; Spillane, Diamond, et al., 2002; Weitz White & Rosenbaum, 2008). Cette thèse examine la manière dont les politiques à enjeux élevés opèrent quotidiennement dans les interactions et les pratiques au sein des écoles. Nous analysons plus particulièrement les différents messages provenant de la politique transmis aux acteurs scolaires sur les manières d'apporter des changements substantiels dans le curriculum et l'enseignement. Nous élargissons l'analyse en prenant en compte le rôle des administrateurs de district ainsi que des partenaires universitaires qui façonnent également la manière dont certains aspects des messages provenant des politiques sont transmis, négociés et/ou débattus et d'autres sont ignorés (Coburn & Woulfin, 2012).

Sballil, I. (2015). [Le leadership en matière de justice sociale : Cas d'une direction d'école francophone de milieu défavorisé de Montréal](#). Thèse de doctorat inédite, Université de Montréal, Montréal.

Cette recherche consiste en une étude de cas qui a pour objectif de décrire en quoi consiste l'exercice d'un leadership porté sur la justice sociale par une direction d'école primaire de milieu défavorisé de Montréal (cas exemplaire). En utilisant le cadre opérationnel pour l'étude du leadership transformatif, un concept très proche de celui de la justice sociale élaboré par Archambault et Garon (2011a), nous avons tracé le portrait émergent du discours de la direction de l'école, des autres acteurs de l'école (enseignants et autres membres de l'équipe-école, parents et membres de la communauté) et de notre observation continue (shadowing) de la direction.

Tardif-Grenier, K. (2015). [La réussite éducative des élèves du primaire issus de l'immigration et l'implication parentale dans le suivi scolaire](#). Thèse de doctorat inédite, Université de Montréal, Montréal.

Reconnus comme des acteurs de premier plan dans l'éducation et la socialisation de l'enfant, les parents jouent un rôle important en ce qui a trait à sa réussite éducative. Cette thèse a conséquemment pour but d'étudier la contribution de l'implication parentale dans le suivi scolaire à la réussite éducative de l'élève du primaire issu de l'immigration.

European Commission/EACEA/Eurydice (2015). [Teachers' and School Head' Salaries and Allowance in Europe 2014/15](#). Bruxelles (Belgique) : ducation, Audiovisual and Culture Executive Agency (EACEA, Education and Youth Policy Analysis ).

Faber, B., Sanchis-Guarner, R. & Weinhardt, F. (2015). [ICT and Education: Evidence from Student Home Addresses](#). (Rapport no. 186). Londres : Spatial Economics Research Centre (SERC).

Governments are making it a priority to upgrade information and communication technologies (ICT) with the aim to increase available internet connection speeds. This paper presents a new empirical strategy to estimate the causal effects of these policies, and applies it to the questions of whether and how ICT upgrades affect educational attainment. We draw on a rich collection of microdata that allows us to link administrative test score records for the population of English primary and secondary school students to the available ICT at their home addresses. To base estimations on exogenous variation in ICT, we notice that the boundaries of usually invisible telephone exchange station catchment areas give rise to substantial and essentially randomly placed jumps in the available ICT across neighboring residences. Using this design across more than 20,000 boundaries in England, we find that even very large changes in available broadband connection speeds have a precisely estimated zero effect on educational attainment. Guided by a simple model we then bring to bear additional microdata on student time and internet use to quantify the potentially opposing mechanisms underlying the zero reduced form effect. While jumps in the available ICT appear to increase student consumption of online content, we find no significant effects on student time spent studying online or offline, or on their learning productivity.

Lamb, S., Jackson, J., Walstab, A. & Huo, S. (2015). [Educational opportunity in Australia 2015: Who succeeds and who misses out](#). Melbourne (Australie) : Mitchell Institute.

A enduring view of Australia is of a fair and egalitarian place in which opportunities exist for all to get ahead and succeed in building secure futures. Education is viewed as one of the main vehicles through which this happens. But to what extent is this true of modern Australia? To what extent are the benefits of success available to all? This study draws together information on the opportunities being provided to young Australians as they negotiate the various stages of education and training and attempt to establish themselves in the workforce during their transition to adulthood.

Four milestones are used, constructed as an index of opportunity. For the early years the milestone is the proportion of children who are developmentally ready at the point of entry to school, as measured across five domains: physical health and wellbeing, social competence, emotional maturity, language and cognitive skills, and communication skills. For the middle years it is the proportion of Year 7 students who meet or exceed international proficiency standards in academic skills. For the senior school years it is the proportion of young people who have completed school

and attained a Year 12 certificate or equivalent. For early adulthood it is the percentage of 24-year-olds who are fully engaged in education, training or work.

### ***Repéré sur : Education.gouv.fr***

Dominique Abriac. [Dispositif académique de validation des acquis de l'expérience : baisse de 3 % du nombre des diplômes délivrés par VAE en 2014](#). Note d'information, n° 39, novembre 2015

Le nombre des validations totales accordées après une validation des acquis de l'expérience (VAE) marque le pas pour la deuxième fois depuis la mise en place du dispositif. Ce recul concerne également deux moments du parcours VAE : la recevabilité, qui filtre l'accès au dispositif, et le dépôt de candidature au diplôme (près de 4 % de moins pour chacun).

Sandrine Prost-Dambélé. [La validation des acquis de l'expérience \(VAE\) dans les établissements d'enseignement supérieur : nouvelle baisse en 2014](#). Note d'information, n° 40, novembre 2015

La validation des acquis de l'expérience (VAE) dans les universités et le Cnam concerne 4 267 personnes en 2014, soit une nouvelle baisse de 5 % par rapport à 2013 après celle de 2,3 % enregistrée en 2012. Six validations sur dix conduisent à la délivrance en premier jury d'un diplôme complet de l'enseignement supérieur : cette part diminue de 4 points en un an.

IGEN. [Rapport sur la mise en place des nouveaux programmes de seconde année en CPGE \(IGEN\)](#), Août 2015

La rénovation des programmes de seconde année de CPGE fait suite à celle des programmes de première année et s'inscrit dans la continuité de la réforme du lycée. Les changements sont principalement liés à l'introduction, dans certaines disciplines, d'une approche par compétences, à la mise en place d'un enseignement d'informatique spécifique dans la filière scientifique, et à l'évolution des programmes dans leurs contenus comme dans les modalités pédagogiques des enseignements. Les enseignants et les étudiants ont été interrogés sur leur perception des nouveaux programmes, dans le contexte de la passation des concours d'entrées aux grandes écoles. Le rapport analyse de plus l'évolution des effectifs et la formation des professeurs.

I.G.A.E.N.R. [Premiers éléments de bilan sur la mise en œuvre de la réforme des GRETA \(IGAENR\)](#), Rapport n°2015-046, Juin 2015

Les premiers éléments de bilan sur la mise en œuvre de la réforme des GRETA montrent que le paysage et le mode de fonctionnement des réseaux de la formation continue des adultes de l'éducation nationale évoluent dans la direction fixée par les textes de 2013 et 2014. Les choix et les démarches d'organisation et d'action des académies empruntent des modalités variées adaptées aux stratégies mises en œuvre par chacune d'entre elles dans le contexte concurrentiel et décentralisé de la formation continue tant pour ce qui concerne la transformation en cours de la carte des GRETA qui va se traduire par un resserrement du nombre de GRETA sur le territoire autour de 130 en 2017 que pour le développement de l'expertise des nouveaux GIP FCIP au service des GRETA

IGAENR-IGAS. [Rapport sur le statut du parent délégué](#). Septembre 2015

Les parents d'élèves sont représentés, dans les écoles et les établissements publics locaux d'enseignement (EPLE), par les parents délégués qui sont élus pour siéger dans diverses instances



telles que les conseils d'écoles, les conseils d'administration des EPLE, les conseils de classe ou encore les conseils académiques ou départementaux de l'éducation nationale. L'exercice de ces mandats posant des difficultés d'articulation avec vie professionnelle et familiale, l'élaboration d'un statut pourrait notamment les autoriser à s'absenter de leur emploi pour participer aux réunions des instances. Le rapport présente les formes que pourrait revêtir ce statut, les bénéficiaires qui peuvent en résulter, son appréciation par les partenaires sociaux - organisations syndicales enseignantes et organismes patronaux - et son coût éventuel pour l'État. Il propose quatre scénarios possibles pour la création de ce statut.

### ***Repéré sur : Esen.education.fr***

[Programme d'investissements d'avenir \(PIA2\) : bilan et suivi de la mise en œuvre](#). Paris : Ministère des Finances et des Comptes publics - Direction du Budget, Octobre 2015

Ce rapport annexé au projet de loi de finances 2016 (le "jaune budgétaire") fait le bilan des investissements réalisés dans des secteurs prioritaires.

Ceux-ci concernent notamment la mission Recherche et enseignement supérieur avec :

- les "initiatives d'excellence" (IDEX) ;
- les "initiatives science – innovation – territoires –économie (I-Site) ;
- les "initiatives d'excellence en formations innovantes" (IDEFI) ;
- les "laboratoires d'excellence" (LABEX) ; ...

et la mission Enseignement scolaire avec les dispositifs suivants :

- les "internats d'excellence" et "internats de la réussite" ;
- le développement de la culture scientifique, notamment dans les quartiers de la politique de la ville.

[Adaptation des systèmes d'information à la gouvernance du premier degré et au pilotage des écoles](#).

Inspection générale de l'administration de l'éducation nationale et de la recherche (IGAENR), Septembre 2015

Les systèmes d'information du premier degré sont organisés principalement autour de deux bases : la base élèves premier degré (BE1D) dans le champ de la scolarité et la base AGAPE dans celui des ressources humaines. S'ils répondent globalement aux besoins de gestion pour lesquels ils ont été conçus, ils peinent à satisfaire les attentes de pilotage des différents acteurs du système, depuis l'école jusqu'au niveau rectoral. Ce constat s'accorde mal avec la priorité donnée à l'école primaire et avec les nouvelles exigences de la gouvernance académique. L'IGAENR propose notamment de créer un dossier numérique de l'élève qui justifie de rouvrir le dossier de BE1D dans les limites posées par la jurisprudence et de revoir les outils de pilotage pour le remplacement.

[Expérimentation du parcours individuel d'information, d'orientation et de découverte du monde professionnel \(PIIODEMP\)](#). Inspection générale de l'éducation nationale (IGEN), Juillet 2015

Ce rapport fait état des observations menées dans quatre académies (Bordeaux, Caen, Dijon et Strasbourg) ayant expérimenté le PIIODEMP (rebaptisé Parcours Avenir). Il montre la grande diversité des actions engagées dans les collèges expérimentateurs, une mobilisation réelle d'un certain nombre d'acteurs et des acquis intéressants en termes d'ouverture sur le monde économique. Les inspecteurs généraux soulignent cependant que ces actions mériteraient d'être mieux coordonnées

et que des démarches et des outils d'aide à l'individualisation des parcours devraient être développés.

[Relations école-entreprises : 23 mesures pour réussir le parcours Avenir](#). Conseil national éducation-économie (CNEE), Octobre 2015

Afin d'améliorer le stage en classe de 3e et de contribuer au développement du parcours Avenir, ce conseil recommande notamment d'identifier au sein de chaque établissement un référent, de créer un label "entreprises engagées pour l'école" ainsi qu'un baromètre national et académique de la relation école-entreprise.

[Agir sur le climat de classe et d'établissement par la coopération entre élèves au collège et au lycée](#).

Direction générale de l'enseignement scolaire, mission ministérielle de prévention et de lutte contre les violences en milieu scolaire, Septembre 2015

Destiné aux équipes éducatives et aux personnels de direction, ce mémento constitue un outil de compréhension et de développement durable d'un climat de classe et d'établissement de qualité. Il fait le point sur la coopération et les pratiques déjà en place, propose une méthodologie de mise en place, présente des scénarios pédagogiques possibles ainsi que des outils pratiques.

Muriel Letrait et Fanny Salane. [Temps consacré par les enseignant\(e\)s à leurs enfants et réussite scolaire](#). Économie et statistique n° 478-480, Octobre 2015

Les enfants d'enseignants sont généralement les mieux situés dans la course scolaire, y compris lorsqu'ils sont comparés aux enfants de cadres. Une des explications à cet effet "parent enseignant" est l'organisation temporelle spécifique de cette profession, et la synchronisation des temps familiaux qu'elle permet. Cet article analyse le temps parental et sa répartition sexuée chez les enseignants et les diplômés non enseignants. Trois temps ont été étudiés : le temps total consacré aux enfants, le temps consacré uniquement aux activités de soins et d'accompagnement. En comparant ces types de temps, la recherche met en évidence que les logiques de genre, de compétence et de disponibilité se combinent.

***Repéré sur : [halshs.archives-ouvertes.fr](https://halshs.archives-ouvertes.fr)***

Barbara Fontar, Mickaël Le Mentec, Rozenn Rouillard. [Le rôle des représentations générées dans les pratiques numériques adolescentes](#). Le genre dans les sphères de l'éducation, de la formation et du travail. Représentation(s) et mise(s) en image(s), Oct 2015, Reims, France. 2015.

Stéphane Couckuyt. [Le développement de l'expérience de futurs enseignants de karaté](#). Biennale internationale de l'Éducation, de la Formation et des Pratiques professionnelles, Jun 2015, Paris, France. Actes de la Biennale internationale de l'Éducation, de la Formation et des Pratiques professionnelles, 2015.

Entraîneur-responsable d'un club de karaté, nous formons en interne trois professeurs, parallèlement candidats au Diplôme d'Instructeur Fédéral. Leurs rôles futurs sont : 1/ assistants et 2/ professeurs autonomes sur des cours. Une analyse des tâches permet l'identification de compétences. S'inscrivant dans la formation et les pratiques professionnelles, notre démarche d'accompagnement individualisé vise le développement (Clot, 2008) de l'expérience (Zeitler & Barbier, 2012) et de la réflexivité (Schön, 1994). Observations, entretiens (d'autoconfrontation, semi-

dirigés), création et mutualisation de documents et ressources diverses sont utilisés à cette fin. L'accompagnateur est concerné par le développement : la « co-opération » est réelle. Dans une communication nous présenterons cette démarche innovante combinant cadre scientifique et objectifs professionnels.

Elena Bartoli, Edy Veneziano, Andrea Smorti. [The evaluative component in children's narratives: Comparison of two intervention procedures](#). Narrative and Interaction: Promoting and assessing the development of language, literacy and socio-cognitive skills., Jun 2015, Paris, France. Résumé : Les études sur le développement des compétences narratives utilisant une interaction focalisée sur les causes des événements ont montré des effets positifs sur le développement cognitif et linguistique des enfants, notamment pour ce qui concerne le discours de type 'évaluatif' (expression d'explications et des états mentaux des personnages d'une histoire) . En partant de l'idée que l'interaction entre pairs et la motivation d'explicitier l'histoire à un interlocuteur plus jeune pourraient aider davantage l'enfant (Vygotskij, 1934), ce travail se propose de comparer la conversation sur les causes (CosCau) à l'interaction entre pairs (INTP) - chez des enfants de 6 à 8 ans. Pour ce faire, on a comparé les récits de l'histoire de la pierre sur le chemin (Veneziano et Hudelot, 2005) de deux groupes d'enfants exposés soit à procédure CosCau soit à la procédure INTP, où l'enfant interagit avec une marionnette représentant un enfant qui ne connaît pas l'histoire.

Tiphaine Liu. [Quelles pédagogies pour former des innovateurs ?](#). Questions de Pédagogie dans l'enseignement supérieur - Innover, pourquoi, comment ?, Jun 2015, Brest, France. 2015. Pour susciter des innovations, encore faut-il des innovateurs. L'étude des caractéristiques des innovateurs mise en parallèle avec le système d'enseignement français actuel montre que celui-ci ne constitue pas le paradigme le plus à même de faire émerger l'innovation.

Julien Fuchs, Thierry Michot, Tanguy Philippe, Jean-Nicolas Renaud. [La formation universitaire aux métiers du sport et de l'éducation physique en Bretagne : acteurs et territoires \(1965-2015\)](#). Du pôle aux réseaux. Autour de la construction d'un système d'enseignement supérieur et de recherche en Bretagne (1945-2015). Entre déploiement territorial, diversifications et structurations, Jun 2015, Rennes, France.

***Repéré sur : ife.ens-lyon.fr***

DUBOURG-LAVROFF Sonia, CHAMPION Patrice, DELPECH de SAINT-GUILHEM Jean, NATTIEZ Renaud. [Bilan des enseignements non francophones dans l'enseignement supérieur](#). Paris : Inspection générale de l'administration de l'Éducation nationale et de la Recherche (France), Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche (France), octobre 2015

La mission propose d'améliorer la connaissance quantitative et qualitative de la réalité des enseignements non francophones (E.N.F.) dans l'enseignement supérieur, de préciser les conditions d'application de l'article 2 (langue de l'enseignement dans les établissements publics et privés) de la loi du 22 juillet 2013 dans certaines de ses dispositions et d'assurer aux E.N.F. un rôle stratégique dans l'internationalisation des établissements en présentant, à la lumière de bonnes pratiques, des solutions pédagogiques d'accompagnement des enseignants-chercheurs désireux de dispenser des

E.N.F.Béatrice Le Rhun et Olivier Monso. [De l'utilité d'obtenir son diplôme pour s'insérer : l'exemple des brevets de technicien supérieur](#). Paris : INSEE

Décrocher son diplôme au terme de son cursus d'études est-il associé à une meilleure insertion sur le marché du travail ? Pour les jeunes inscrits en section de technicien supérieur (STS), l'obtention du brevet de technicien supérieur (BTS) semble en effet offrir de meilleures opportunités. Les diplômés se distinguent des jeunes ayant échoué en année terminale par des caractéristiques a priori plus favorables à l'insertion du point de vue du passé scolaire et du contexte familial. Ils se signalaient par exemple tôt dans leur scolarité par de meilleurs résultats en mathématiques en 6<sup>e</sup>. Ces écarts sont plus ténus, au sein des jeunes non diplômés, entre ceux qui sont parvenus en année terminale et ceux qui ont arrêté leurs études en première année. Ces différences sont prises en compte à l'aide de régressions logistiques.

[Languages in Secondary Education: An Overview of National Tests in Europe 2014/15](#). Eurydice, 09/2015

Les tests nationaux en langues étrangères à l'école ont-ils une longue histoire? Quel est le but de ces tests? Combien de langues sont impliquées et quelles sont les langues et les compétences les plus souvent testées? Ces questions clés sont au cœur d'un nouveau rapport d'Eurydice sur les langues.

Les résultats de la première enquête de la Commission européenne sur les compétences en langues, publiée en 2012, a montré une grande variété dans la maîtrise des langues en Europe, et a mis en évidence la nécessité de soutenir les efforts de promotion et d'amélioration de l'enseignement et de l'apprentissage des langues à l'école. C'est dans ce contexte que s'inscrit ce rapport, en fournissant un aperçu à l'échelle européenne des tests nationaux pour l'évaluation des compétences linguistiques des élèves de l'enseignement secondaire (année de référence 2014/15 ; 28 États membres de l'UE + Liechtenstein, Norvège, Turquie, Monténégro et Serbie).

Voir aussi le [résumé en français](#) (pdf, 4 pages).

[Study on comparability of language testing in Europe](#). European Commission, 09/2015

Dans le cadre des engagements de la Commission européenne en faveur du multilinguisme, cette étude dresse un état des lieux des tests linguistiques qui sont utilisés dans les écoles secondaires en Europe, soit à un niveau régional, soit à un niveau national, dans la perspective d'évaluer leur comparabilité.

Les résultats montrent que la variabilité actuelle des tests, tant dans la nature des données collectées que dans leur format de présentation, ainsi que l'hétérogénéité des publics qu'ils ciblent et les exploitations qui en sont faites constituent un frein réel à la comparabilité des compétences en langues.

Voir aussi le [résumé](#) en français (pdf, 12 pages)

Luísa Araújo; Patrícia Dinis da Costa; Sara Flisi; Elena Soto Calvo. [Languages and Employability](#). Centre for Research on Lifelong Learning, 10/2015.

Ce rapport analyse les corrélations entre compétences linguistiques et probabilité d'être actif en Europe. Il rend compte des travaux de recherche qui considèrent la connaissance des langues vivantes comme une forme de capital humain, présente des statistiques descriptives et étudie les liens entre langues et emploi.

Les auteurs se basent sur les données de l'enquête européenne sur l'éducation des adultes (Adult Education Survey, AES 2011) pour extraire le nombre de langues connues et le niveau de compétences dans les deux meilleures langues et examiner le lien avec les taux d'emploi des 25-64 ans dans 25 pays membres de l'Union. Des analyses plus précises sont réalisées pour certaines langues (allemand, anglais, espagnol, français et russe) et pour certaines classes d'âge (25-40 et 41-64 ans).

Malgré les différences contextuelles mises en évidence, le rapport conclut à un rapport positif entre le nombre et le niveau de langue d'une part et le fait d'être actif d'autre part.

Abdelkrim Hasni, Patrice Potvin. [L'intérêt pour les sciences et la technologie à l'École](#).

Faculté d'éducation, Université de Sherbrooke (Canada), Université du Québec à Montréal (Canada)

CRIJEST - Chaire de recherche sur l'intérêt des jeunes à l'égard des sciences et de la technologie ; 10/2015

Ce rapport présente les résultats d'une enquête réalisée en 2013 auprès d'élèves du primaire et du secondaire des commissions scolaires partenaires de la Chaire de recherche sur l'intérêt des jeunes à l'égard des sciences et de la technologie (CRIJEST).

La Chaire poursuit les principales missions suivantes :

- 1) La compréhension des facteurs qui déterminent l'intérêt (ou le désintérêt) des jeunes pour les sciences et la technologie (ST) et pour les métiers associés à ces domaines;
- 2) L'identification et la diffusion de stratégies d'intervention auprès des jeunes des commissions scolaires partenaires pour éveiller davantage leur intérêt à l'égard des ST et des métiers associés à ces domaines;
- 3) L'identification et la diffusion de stratégies d'accompagnement du personnel scolaire pour la mise en place d'interventions qui favorisent l'intérêt des jeunes au regard des ST et des métiers associés à ces domaines.

Le rapport est composé de cinq chapitres :

- 1) Dans la problématique, nous rappelons les principaux enjeux scientifiques et sociaux qui entourent la question de l'intérêt des jeunes à l'égard des ST et nous présentons les objectifs de l'enquête;
- 2) Dans le cadre conceptuel, nous développons les significations accordées au concept d'intérêt et les dimensions qui sont retenues pour le recueil et l'analyse des données;
- 3) Le chapitre 3 est consacré à la présentation des procédures de recueil et d'analyse des données;
- 4) Dans le chapitre 4, nous présentons les principaux résultats en mettant l'accent, pour chacune des dimensions de l'enquête, sur le portrait général et sur la différenciation des réponses en fonction du genre et du niveau scolaire;
- 5) Le dernier chapitre sera consacré à la discussion des résultats et à la formulation de recommandations pour la pratique et pour la recherche.

Catherine Reverdy et Rémi Thibert. [Le leadership des enseignants au coeur de l'établissement](#). Dossier de veille de l'IFÉ, n° 104, octobre 2015

Il est admis que l'échelon essentiel du changement en éducation est l'établissement scolaire. Après s'être intéressé à l'« effet professeur » et l'« effet établissement », sans arriver pour ce dernier à déterminer précisément ce qui relève de l'« effet chef d'établissement », la recherche reconnaît que c'est au niveau du collectif que cela se joue. Les pratiques de leadership des chefs d'établissement sont interrogées, mais aussi le rôle que les enseignants y jouent : tous sont susceptibles d'exercer un leadership au sein de l'établissement, auprès de leurs élèves, auprès de leurs collègues et auprès de l'ensemble de la communauté éducative, au sein et au-delà de l'établissement. Leur rôle apparaît comme indispensable dans la mise en œuvre des réformes éducatives, mais il peut être vécu comme un renforcement de la ligne hiérarchique avec la création d'échelons intermédiaires. Pour autant, les formations au leadership ont des effets positifs, et en premier lieu sur les enseignants (empowerment, confiance en soi, développement professionnel, etc.).

Ce dossier de veille aborde cette évolution vers des enseignants leaders, avant d'analyser les positions formelles de leadership, qui sont souvent bien ancrées et repérables, et de passer à des pratiques de leadership plus informelles, plus diffuses, qui sont considérées comme étant plus pertinentes et efficaces en ce qui concerne la réussite des élèves. La mise en place de communautés d'apprentissage et d'organisation apprenante ne va pas nécessairement de soi et implique un changement de culture professionnelle, qui n'est pas évident à mettre en place.

***Repéré sur : injep.fr***

[Emplois d'avenir : regards croisés d'acteurs - Enquêtes auprès des jeunes, des professionnels des missions locales et de leurs partenaires](#). Cahiers de l'action : jeunesses, pratiques et territoires, n°45, octobre 2015. 91 p. 13 €

Ce numéro 45 des Cahiers de l'action présente les principaux résultats d'une étude-action, entre octobre 2013 et novembre 2014, réalisée par l'Institut Bertrand Schwartz, soutenu par l'Union nationale des missions locales (UNML) tout en intégrant l'analyse et les enjeux plus globaux des politiques publiques de l'emploi et du rapport au travail des jeunes, dont la connaissance est essentielle pour mobiliser les leviers les plus adaptés à la situation de chacun.

***Repéré sur : Insee.fr***

INSEE. [France, portrait social, édition 2015](#). Paris : INSEE, novembre 2015

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

- [La fécondité en France résiste à la crise](#)  
Luc Masson

À la suite de la crise économique débutée en 2008, la fécondité recule dans la plupart des pays européens. La France semble faire figure d'exception : elle est le seul pays d'Europe à avoir une féco...

- [L'inflexion des dépenses de santé dans les pays durement touchés par la crise nuit à l'accès aux soins](#)

Ysaline Padieu, Romain Roussel

Depuis les Trente Glorieuses, la part des dépenses de santé dans le produit intérieur brut avait tendance à progresser dans la plupart des pays européens. Toutefois, dans le courant des années 2000, c...

- [Les effets de la crise sur les marchés du travail européens : une intensité et une durée variables](#)

Anne-Juliette Bessone et Jorick Guillaneuf

Suite à la crise économique qui a débuté en 2008, les pays de l'Union européenne (UE) ont quasiment tous été confrontés à une montée du chômage, plus prononcée chez les jeunes, et à d'importantes dest...

- [Le risque de pauvreté des travailleurs à bas revenus d'activité dans les pays de l'Union européenne en 2008 et en 2012](#)

Hélène Guedj et Sophie Ponthieux

En 2012 dans l'Union européenne à 15 pays (UE15), 29 millions de travailleurs (18 %) sont « économiquement précaires ». Cela signifie que s'ils vivaient seuls et sans autres ressources que leurs rev...

- [Le sentiment d'aisance financière des ménages : stable au fil des générations, mais fluctuant au cours de la vie](#)

Élodie Kranklader, Amandine Schreiber

En France métropolitaine, six ménages sur dix se sentent peu à l'aise financièrement en 2011. Malgré un contexte économique qui a fortement varié depuis 30 ans, l'opinion des ménages sur leur situatio...

- [Partage des revenus et du pouvoir de décision dans les couples : un panorama européen](#)

Sophie Ponthieux

Dans tous les pays de l'Union européenne, la majorité des couples d'âge actif déclarent que leurs revenus sont totalement mis en commun. Les différences sont toutefois considérables quant à l'ampleur ...

- [Souhaiter entrer dans la fonction publique de l'État : quel rôle des déterminants économiques ?](#)

Jeanne-Marie Daussin-Benichou, Salah Idmachiche, Aude Leduc et Erwan Pouliquen

En 2012, près de 240 000 personnes ont passé un concours externe de la fonction publique de l'État (FPE) pour l'un des 23 000 postes offerts. Ces concours constituent un débouché important en fin d'ét...

- [Les réformes des prestations et prélèvements intervenues en 2014 pénalisent les 50 % des ménages les plus aisés et épargnent les 10 % les plus modestes](#)

Marie-Cécile Cazenave, Maëlle Fontaine, Juliette Fourcot, Antoine Sireyjol et Mathias André

Les nouvelles mesures sociales et fiscales intervenues en 2014 diminuent le niveau de vie moyen des ménages de 0,5 %. Cette diminution s'explique principalement par une hausse de l'impôt sur le revenu...

- [Fiches thématiques - Cadrage économique - France, portrait social - Insee Références - Édition 2015](#)

3 fiches : PIB, croissance et déficit public - Revenu disponible brut et pouvoir d'achat des ménages - Consommation et épargne des ménages...

- [Fiches thématiques - Population - France, portrait social - Insee Références - Édition 2015](#)  
6 fiches : Démographie - Ménages et familles - Immigrés et descendants d'immigrés - Femmes et hommes - Les enfants : population scolaire de 2 à 17 ans - Les jeunes : population scolaire et universitari...
- [Fiches thématiques - Marché du travail - France, portrait social - Insee Références - Édition 2015](#)  
7 fiches : Population active - Emploi - Chômage - Durée et conditions de travail - Formation et emploi - Salaires du secteur privé et des entreprises publiques - Salaires de la fonction publique...
- [Fiches thématiques - Niveaux de vie et redistribution - France, portrait social - Insee Références - Édition 2015](#)  
4 fiches : Niveaux de vie - Pauvreté - Protection sociale - Redistribution monétaire...
- [Fiches thématiques - Qualité de vie - France, portrait social - Insee Références - Édition 2015](#)  
11 fiches : Logement - Dépenses de logement - État de santé de la population - Dépenses de santé - Niveau d'éducation de la population - Dépenses d'éducation - Insécurité, délinquance - Justice - Vie ...
- [Fiches thématiques - Cadrage européen - France, portrait social - Insee Références - Édition 2015](#)  
7 fiches : Démographie - Éducation - Emploi et chômage - Salaires et revenus - Protection sociale - Consommation et conditions de vie - Mesures subjectives du bien-être...
- [Annexes - France, portrait social - Insee Références - Édition 2015](#)  
Chronologie - Organismes cités dans l'ouvrage - Liste des dossiers antérieurs...

Rosalinda Coppoletta-Solotareff, Aline Ferrante, Maud Romani, [Le patrimoine des ménages début 2015](#). INSEE Première, n° 1574, novembre 2015

Début 2015, 94 % des ménages vivant en France possèdent un patrimoine financier, immobilier ou professionnel. Près de six ménages sur dix détiennent au moins un actif financier autre qu'un compte-chèques et au moins un bien immobilier. Entre 2010 et 2015, les ménages ont délaissé les valeurs mobilières au profit de placements financiers peu risqués. En particulier, la détention de livret A a fortement augmenté et, début 2015, 75 % des ménages en possèdent un.

L'assurance-vie conforte également sa place parmi les produits privilégiés par les ménages : plus d'un tiers d'entre eux en sont détenteurs. Le Plan épargne logement retrouve de son attractivité, à la faveur d'une rémunération plus élevée que les livrets défiscalisés, si bien qu'un quart des ménages en possède un début 2015. La détention de biens immobiliers a également très légèrement progressé.

A.-J. Bessone, O. Dorothee, M. Robin et S. Vugdalic. [Emploi et chômage dans les nouvelles régions depuis la crise](#). Insee Focus N° 40 - novembre 2015

En 2014, l'emploi dépasse légèrement son niveau d'avant la crise en France métropolitaine, avec des situations toutefois contrastées dans les nouvelles régions. Entre 2008 et 2014, le chômage a augmenté partout. Celui des hommes est désormais systématiquement supérieur à celui des femmes, sauf en Corse. Le taux de chômage des jeunes a quant à lui davantage crû dans les régions de l'Ouest et du Sud depuis la crise.



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LIOUVILLE Evelyne, CHRISTMANN Philippe, CORMIER Béatrice, LE PIVERT Patrick. [Tutorat des futurs enseignants et conseillers principaux d'éducation](#). Inspection générale de l'administration de l'éducation nationale et de la recherche.

Ce rapport fait un premier point sur la mise en place du dispositif de tutorat, issu de la réforme de la formation des enseignants et des conseillers principaux d'éducation, par les académies et les Ecoles supérieures du professorat et de l'éducation (ESPE) en 2014. Malgré une réelle mobilisation des différents acteurs concernés, cet accompagnement personnalisé, et notamment le tutorat mixte, doit être renforcé, estime la mission. Dans cette perspective, la mission fait un certain nombre de préconisations concrètes susceptibles d'améliorer le dispositif actuel du tutorat, qui peuvent être déclinées en fonction de la situation des académies. Ces préconisations sont regroupées autour de trois thèmes : anticiper et mobiliser ; animer, informer et former ; évaluer.

QUENET Jean-Michel, CAZAJOUS Frédérique, DÉROCHE Jean, LHERMET Philippe. [Adaptation des systèmes d'information à la gouvernance du premier degré et au pilotage des écoles](#).

Les systèmes d'information du premier degré sont organisés principalement autour de deux bases - la base élèves premier degré (BE1D) dans le champ de la scolarité, la base AGAPE dans celui des ressources humaines. S'ils répondent globalement aux besoins de gestion pour lesquels ils ont été conçus, ils peinent à satisfaire les attentes de pilotage des différents acteurs du système, depuis l'école jusqu'au niveau rectoral. Ce constat s'accorde mal avec la priorité donnée à l'école primaire et avec les nouvelles exigences de la gouvernance académique, estime la mission. L'IGAENR propose notamment de créer un dossier numérique de l'élève qui justifie de rouvrir le dossier de BE1D dans les limites posées par la jurisprudence et de revoir les outils de pilotage pour le remplacement.

GALICHER Annie, COQUART Claude, ORTUSI Laura, TAUPIN Alain. [Bilan qualitatif des emplois d'avenir professeur](#). Inspection générale de l'administration de l'éducation nationale et de la recherche.

Mis en oeuvre en janvier 2013 dans le cadre de la réforme de la formation des enseignants, le dispositif Emploi Avenir Professeur s'adresse à des étudiants boursiers inscrits en L2, L3 ou M1 souhaitant devenir enseignant et leur offre une première expérience professionnelle. Le rapport dresse un bilan qualitatif du dispositif. Il éclaire les contraintes et difficultés rencontrées dans les deux premières campagnes de recrutement et propose des pistes d'amélioration. Il rend compte également de l'appréciation du dispositif par ses bénéficiaires, étudiants et établissements. En conclusion, ce dispositif montre l'intérêt d'une découverte progressive du métier d'enseignant.

Inspection générale de l'administration de l'éducation nationale et de la recherche. [Rapport d'activité 2014 de l'Inspection générale de l'administration de l'éducation nationale](#).

Le rapport présente les activités et l'organisation de l'Inspection générale de l'administration de l'éducation nationale (IGAENR). Le rapport d'activité 2014 revient notamment sur les différentes actions de l'Inspection (missions de l'enseignement scolaire, de l'enseignement supérieur et de la recherche, mission ministérielle d'audit interne, etc.).

TOBATY Annie, VINARD Pierre, ERIN Jonas, GOYHENEIX Joël, JEAUFFROY Bruno. [Mission sur l'expérimentation du parcours individuel d'information, d'orientation et de découverte du monde économique et professionnel \(PIIODMEP\)](#). Inspection générale de l'administration de l'éducation nationale et de la recherche

Prévu par la loi de juillet 2013 d'orientation sur la refondation de l'école, le PIIODMEP (rebaptisé depuis Parcours Avenir) a été expérimenté au cours de l'année 2014-2015 et généralisé à la rentrée 2015. L'expérimentation a été observée dans quatre académies : Bordeaux, Caen, Dijon et Strasbourg. Les collèges visités présentent une grande diversité dans les actions engagées, une mobilisation réelle d'un certain nombre d'acteurs, en particulier économiques, et des acquis intéressants en termes d'ouverture sur le monde économique. En revanche ces actions mériteraient d'être mieux coordonnées, au niveau de l'établissement ou mieux encore au niveau du bassin d'éducation, et l'ensemble des équipes pédagogiques devraient être mieux associées. Selon la mission, il reste à réfléchir sur la façon dont on aide l'élève à construire un parcours individuel, à acquérir les compétences et savoirs grâce aux expériences vécues pendant les quatre années du parcours Avenir en collège, et à en garder la trace. Le rapport donne quelques pistes pour atteindre ces objectifs.

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#### [Affirmative Action in Higher Education: Impacts of the National Exam in Brazil](#)

Joaquim Israel Ribas Pereira ; Mauricio Bittencourt ; Bernardo Braga

In recent years, educational issues have been of greater importance in economic analysis. Many papers suggest that education is essential for economic growth as well as an important tool to achieve better equality. These effects have been discussed and confirmed by several researchers, whose papers delineate evidence that education promotes growth, adoption of technologies, increased wages, and additional positive externalities (LANGE and TOPEL; ACEMOGLU and ANGRIST, 2000). As a result, education is primarily considered by governments as a social policy tool. Some of these social policy tools are associated with affirmative action, because their goal is to promote equality by affording better conditions to groups that are initially experiencing worse conditions. The Brazilian case consists of the designation of some proportion of vacancies in university to blacks, native Indians and low-income people. We can number two main reasons commonly used in Brazil! to justify affirmative action policy in higher education: a form of historical reparation for blacks, given that Brazil was the largest slave country in the world; and the small share of blacks, Indians and low-income individuals in higher education. This paper intends to contribute to the debate regarding the impact of quotas (social and racial) in the Brazilian higher education system, estimating their impacts on student grades as measured by a specific test ? ENADE ? or the National Survey of Student Performance. We use ENADE 2008 as the main source of data, which comprised 59 courses and surveyed more than 74,000 students. Within the theoretical discussion, we present Su?s Job Reservation Model (2005) and Bishop?s Effort Decision Model (2006); these models include factors such as degree, coursework selection, future wages, and quality of peers, as factors that affect the degree of effort and the human capital accumulation. We use a difference-in-differences (DD) method combined! with the propensity score matching (PSM), where the main goal is to control unobservable characteristics that are related to the performance and some selection biases related to the treated group. The results demonstrate that the implementation of quotas negatively and

significantly affected majors such as Pedagogy, History and Physics, and positively and significantly affected only Agronomy course.

#### [The impact of study guides on “matric” performance: Evidence from a randomised experiment](#)

Stephen Taylor (Department of Economics and Department of Basic Education) ; Patricia Watson (Department of Basic Education)

Most international literature on the impact of textbooks on educational achievement suggests that this is a relatively cost-effective intervention. However, recent experimental evidence from developing countries has called this into question, suggesting that resources alone are unlikely to impact on performance and that changes in school organisation, pedagogical methods or incentives facing teachers are more effective. South African studies, using observational data, typically show weak associations between achievement and additional resources, though in some studies textbooks emerge as an exception. Some argue that school management is a key mediating variable. This paper evaluates the impact of providing study guides to pupils shortly before their secondary school leaving examination (the “matric” exam). From a sampling frame of 318 schools in the Mpumalanga province, 79 schools were randomly selected to receive study guides, leaving 239 control schools. These study guides were developed by the National Department of Basic Education and distributed to treatment schools for four subjects – accounting, economics, geography and life sciences – resulting in four distinct treatments per school. The impact of the study guides was estimated using matric results from 2011 (baseline) and 2012 (endline). The accounting and economics guides did not have a significant impact on performance. However, the geography and life sciences guides improved scores in those subjects by approximately two percentage points. Treatment heterogeneity was apparent for geography where students in better-performing schools gained more from the guides than students in low-performing schools. This may relate to other studies suggesting that additional school resources matter conditionally upon overall school functionality, particularly management. A simulation indicated that distributing the geography and life science at scale could increase the overall matric pass rate by roughly one percentage point. A cost-benefit analysis calculating the standard deviations of impact on test scores per \$100 spent indicates that this intervention is amongst the most cost-effective of educational interventions internationally that have been tested using randomised experiments. Possible reasons why the guides were effective in two subjects but not the other two are discussed.

#### [The Effect of Contracting Out Low Performing Schools on Student Performance](#)

Whitney Ruble (Department of Economics, Tulane University)

Proponents of charter schools and portfolio management models argue that contracting out entire schools to management organizations can improve student performance and decrease costs by giving schools autonomy in exchange for accountability. Little evidence exists, however, on whether contracting is an effective policy in education. In New Orleans, most of the public schools have been contracted out to nonprofit management organizations over the past ten years (referred to as district to charter or D2C). Several of those contracts have been terminated and schools are then contracted out to new management organizations (charter to charter or C2C). This study uses difference-in-differences to analyze the effect that D2Cs and C2Cs have on students. The results indicate that student test scores increase by the second year after both D2Cs and C2Cs. The scores increase even sooner, after only one year for C2Cs. However, if failing schools are closed instead of being contracted out, students do not experience any change in test scores.

### [Entrepreneurship Education in Ethiopian universities: Institutional assessment Synthesis Report](#)

Huub Mudde (Maastricht School of Management) ; Dugassa Tessema Gerba ; Alemfrie Derese Chekol  
This report presents the findings of an entrepreneurship assessment of universities in Ethiopia, carried out within the context of the University Leadership and Management Capacity Development (ULMCD) project that has been implemented and coordinated by Maastricht School of Management (MSM), and funded by EP-Nuffic. Ethiopia is at the start of its second five year Growth and Transformation Plan (GTP2) which aspires to make Ethiopia a middle income county by 2025. As a result, the government of Ethiopia had been pursuing, as one of its strategies, measures to promote small and medium enterprises (SMEs) to spur the economies' growth and to increase youth employability (64.1% of the population is below 25 years of age). Universities play a significant role in the production of human resources the economy demands; education including entrepreneurship is critical as it contributes to job creation and leads to considerable reduction of poverty. Equally, universities have an important role to play in regional innovation systems. In Ethiopia, the number of graduates is growing fast and institutional challenges of universities are large because more than 20 new universities have been established in the last decade and the foundation of another 11 universities announced in 2015. It is this pertinent challenge of capacitating the growing number of students put upon the (mostly very young) Ethiopian universities in which this study is framed with the purpose to advise the Ethiopian universities on how to strengthen their entrepreneurial policy, activities, facilities, and educational programs, and to advise the Ethiopian Ministry of Education/Education Strategy Centre (ESC) on how it could support the Ethiopian universities on these matters.

### [Does community involvement affect teacher effort? Assessing learning impacts of Free Primary Education in Kenya.](#)

Atuhurra, Julius

While the school participation impacts of the Universal Primary Education policies in Sub-Saharan Africa have been impressive, learning impacts' assessment has received little attention. This study measures and explains the initial achievement impacts of the Free Primary Education (FPE) policy in Kenya using grade six pupils' reading and math standardized test scores. We find large achievement declines, spillover effects to private schools and heterogeneous impacts by gender and socioeconomic status. The declines are associated with decreased teacher efforts and local community disengagement. Policy studies on pathways to increased local community involvement in public schools will lead to improved learning.

### [Risk Management of Curriculum of Educational Administration Programs in Public Universities, Thailand](#)

Jaruwan Ployduangrat (Faculty of Education Srinakharinwirot University)

The purposes of this research are 1) the risk factors in curriculum management of educational administration program in public university, Thailand and 2) guidelines for the risk management. The research comprised of 3 phases: 1) analytical study to set the conceptual framework in risk management in curriculum management of educational administration program; 2) risk factors analysis in basic education schools; and 3) risk management analysis. The samples came from a management team, Teaching staff, Master and PhD student from 20 public universities. The risk management in curriculum management of educational administration program was acquired via

experts' references. The data collected by used document analysis, structured interviews, focus groups and questionnaires. The statistical data were analyzed by using frequency, percentage, and content analysis. The research findings revealed that : 1. Risk of curriculum management in educational program are Financial Risk , Lack of efficient technology, Educational management does not meet students need Risk , Organizational structure Risk ,Operation Risk , The curriculum management team Risk and , Result and service Risk , Competition risk ,Reputation risk 2. The guidelines for the risk management in each component were suggested as follows: are the approach strategy which can respond to the competitive circumstance, the complete database to plan for the implementation of curriculum management, The preparation of responsible staff, the reasonable budget allocation,and the increase in number and quality of permanent teaching staff.

#### [The relationship between talent management and turnover intentions of teachers in Botswana](#)

Nicolene Barkhuizen (Department of Industrial Psychology, North-West University) ; Elliot Diseko (Department of Industrial Psychology, North-West University) ; Nico Schutte (Department of Public Administration, North-West University)

Since independence, the Botswana education has developed very much, however, the National Commission on Education in Botswana has shown that Teachers are still experiencing some problems which can lead to them quitting the teaching profession. The main objective of this research was to determine the relationship between talent management and teacher's intention to quit in Botswana. A quantitative research approach was followed with data collected from secondary school teachers in Botswana (N=299). A Talent Management Measure and Intention to Quit scale was administered. The data was analysed using SPSS. The results showed that talent management practices are poorly applied for teachers in the sample. Workforce planning, Performance and Talent Retention practices were the most problematic. Teachers perceived that most of the talent management practices are important with Talent Commitment the most important. Significant gaps exist between the current ver! sus the i mportance of talent management practices Currently there seem to be limited empirical research studies on talent management in Botswana. Furthermore not much research has been done to determine the relationship between talent management and turnover intentions of teachers in Botswana. The results of this research will assist the Department of Education to detect the talent management problems among teachers in order to prevent future turnover.

#### [Human Capital Concentration and the Place-Based Policies in Chile](#)

Patricio Aroca ; Juan Pedro Eberhard

Chile is one of the most concentrated country in the world. Most of the 40 percent of the population live in the capital city, Santiago, where around 45 percent of the GDP is produced. At the same time, most of the policies promoting welfare are focus on people and they are spatially blind. This paper shows how the current array keeps concentrating people, especially with potential high human capital, around Santiago, and assesses whether this happened for difference in quality of life and opportunities or difference in the quality of the universities. The data available on individuals, who end the high school and take the university admission test, that lets students applying to the university and program that they wish to go, allows identifying the region of origin of the students, the region where the university that they apply is located and where they were selected. Three programs are chosen for this study given the quantity of people that apply to t! hem and b ecause they are available across different cities in the country are pedagogy, engineering and physician. In addition, in Chile they are more than 60 universities, however only the traditional 25 are the one that

use this selection system for the period of this study that goes from 2006 to 2009. Recently some new universities have get into the system. Assuming that most of the students end up working around the city where they got the degree, we use an aggregate discrete choice model to develop a methodology that consist in following the destination of the students who got the best scores in the university admission test. Those students can choose any university in the country, and the majority prefers to go to those in the capital city. Contrasting with these results, lower scores have an inverse pattern. When we test if it is explained by the difference in the quality of life between cities versus the differences among the quality of the universities, the former has a larger explanatory power, which bring back the discussion if the policy should be oriented to place or people. It means, that will not be enough focus on increase the quality of the universities across the territories to attract better student to universities outside Santiago. It will need and strong complementary policies making those cities more interesting for the potential high human capital applicant.

#### [The Readiness for Implementing STEM Education Through the Basic Schools](#)

Trairat Pipatpokkapole (Srinakharinwirot University,Prasanpimt Demonstration School (Elementary)) ; Sukunya Roipila (Srinakharinwirot University,Prasanpimt Demonstration School (Elementary))

This research aims to study the opinions of administrators, teachers and parents.About the availability of education in the STEM and proposed to guidelines for management STEM education. Research methodology by studying the documents and interviews with experts and questionnaires. In the following issues: The environment in teaching ,the preparedness planning, school administration, teacher, and educational resources. The samples in this study were teachers, administrators, parents in primary schools. And secondary education in a multi-stage random 370. And interviewed responsible for the Promotion of Teaching Science in Thailand. The results showed that the availability of STEM education and basic education in the country at a high level. But there is a limit on the policy of national education in the STEM activities used in teaching. In STEM teaching should start from kindergarten levels . And the development of teachers to understand the procedure. And! developm ent is Teachers should encourage innovative thinking by teaching school context . And units involved are The institute for the Promotion of Teaching Science and Technology is responsible for the creation and development of innovative teaching .

#### [Towards a conceptual framework for blended learning in a higher education institution: a case study](#)

Nico Schutte (North-West University - Mafikeng Campus) ; Annelize Cronje (North-West University - Mafikeng Campus) ; Mamolahluwa Mokoena (North-West University - Mafikeng Campus) ; Nicolene Barkhuizen (North-West University - Mafikeng Campus)

It becomes evident when we look at research and scholarly articles that the etymological emergences of ‘blended learning’ as a field of study and application are relatively new in educational practices. It is also become apparent that there are very limited references to the phrase before 2000; meanwhile, since then various articles encompassing the phrase have been published. Subsequently, it becomes noticeable that the term ‘blended learning’ has been grasped — in fact a growing body of literature on blended learning (BL) that is providing evidence on the fact that its use is undoubtedly on the rise in higher education The purpose of this paper is to explore the process of ‘blended learning’ in the context of higher education practice in a South African Higher Education Institution. A further aspect of this paper is to provide a discussion of the transformative potential of blended learning in the context of the challenges facing higher ed! ucation i n an emerging market such as South Africa. It is maintained that educationally useful research on blended learning needs to

focus on the relationships between different modes of learning (for example, face-to-face and on-line) and especially on the nature of their integration. Blended approaches to learning are not just popular technology driven ideas and gadgets that will disappear as fast as they come. Blended learning strategies exemplify how higher education could revisit and strengthen the essential values and practices that have been seriously compromised over the last half-century. A supposition is that blended learning is consistent with the values of traditional higher education institutions and has the established ability to enhance both the effectiveness and efficiency of significant learning experiences. This paper concludes with a conceptual framework for the best practice of blended learning in higher education.

#### [The Intergenerational Effect of Forcible Assimilation Policy on Education](#)

Donna Feir (Department of Economics, University of Victoria)

For nearly a century, the Canadian government separated Indigenous children from their families and placed them in live-in institutions known as residential schools. Many speculate that this policy contributes to the struggles Indigenous children face today. Using a unique confidential data set, I identify the effects of a mother attending a residential school on her children. I find that children whose mother attended residential school fare better along health dimensions and yet worse along educational dimensions. I provide suggestive evidence that these findings are due to residential schooling impacting parenting style and parental attitudes towards education.

#### [Inside Online Charter Schools](#)

Brian Gill ; Lucas Walsh ; Claire Smither Wulsin ; Holly Matulewicz ; Veronica Severn ; Eric Grau ; Amanda Lee ; Tess Kerwin

That National Study of Online Charter Schools is organized into three separate, topical report volumes. In Volume I, Mathematica describes the universe of online charter schools, the students they serve, and their operations. In Volume II, the Center on Reinventing Public Education (CRPE) at the University of Washington describes the policy environments of online charter schools and provides recommendations to state policymakers. In Volume III, the Center for Research on Education Outcomes (CREDO) at Stanford University describes the achievement effects of online charter schools.

#### [The Autonomy of High Schools and its importance for lifelong education in Albania after 90 years: A comparative analysis](#)

Mirela Tase (University of\ ) ; Manjola Xhaferri (University of\ )

Changes in the higher education system in Albania based on the requirements of the Bologna Process and European qualification for determining criteria of the workers. The Bologna process which began in 2003 with the signing of the Bologna declaration has led to the development of the European Higher Education Area combining respect for the diversity of programs, institutions and educational traditions in specific countries. As results of these process Albanian universities have introduced the following, training at three levels (licentiates, Master's and PhD). Through this paper we shall try to show what the tools are needed to achieve autonomy and put in the efficiency for our university system to serve a quality education and increase the academic quality of higher education institutions themselves

### [Government per pupil expenditure in Uttar Pradesh: Implications for the reimbursement of private schools under the RTE Act](#)

Geeta Kingdon ; Mohd Muzammil

The Right to Education (RTE) Act was enacted in August 2009 to guarantee free and compulsory education to all children aged 6-14 years old in India. It is a powerful piece of legislation that specifies the duties of the government in the provision of schooling, lays down some norms and standards for the recognition of private schools, and makes provision for the inclusion of disadvantaged children in all types of schools. This short note seeks to estimate the per pupil expenditure in government elementary schools in Uttar Pradesh using the government's own expenditure and enrolment data.

### [The Effect of Compulsory Schooling on Spatial Distribution of Educational Attainment](#)

Alpay Filiztekin ; Can Karahasan

Compulsory schooling increases average level of education in a country and provides other benefits, its effect on geographical distribution is, however, not obvious. We explore the effect of a sudden change in compulsory schooling in Turkey, that increased mandatory years of schooling from five to eight years, on spatial distribution of educational attainment. Using data on two cohorts, the cohort that had affected by the change and the immediate cohort that had not, we show that an increase in the dispersion of the shares of people with voluntary education across space. We find that that an increase in years of compulsory schooling makes local conditions that already generate heterogeneity more important to shape the distribution.

### [Evolution of long distance students? mobility: the role of transport infrastructures in Italy](#)

Mattia Cattaneo ; Paolo Malighetti ; Stefano Paleari ; Renato Redondi

There is a large consensus that the amount of human capital in areas plays a crucial role for regional economic development. Previous evidence on regional economics highlight that a higher concentration of human capital is associated with more population, employment growth, income and ability to innovate (e.g., Carlino et al., 2007; Glaeser and Saiz, 2004; Glaeser, 2005). Therefore, it is crucial to identify the factors that drives differences in human capital accumulation in specific areas (e.g., Boschma et al., 2013). Among others, universities have been identified as focal institutions for the attraction of highly skilled human capital toward specific areas, being firstly responsible for the attractiveness to students from different areas. Although some recent contributions have already investigated whether universities are able to affect the distribution of human capital at a regional level (Ciriaci, 2013; Abel and Deitz, 2012), less attention has been paid to the effects that the evolution of transport infrastructures play in this respect. Due to the growth of interest in the concept and the few attempts to deal with this topic, this paper aims to investigate how the Italian higher education system and transport infrastructures co-evolve over time, mainly focusing on the impact of transports infrastructures? changes on the long distance mobility of students. In the last decade, students aiming to increase their opportunities in the labour market and enhance their social status have become more prone to move, relocating in wealthier areas, whereas, at the same time, long distance students? mobility has been facilitated by the decrease of travel costs (e.g. Ryanair, Freccia Rossa). Data and Methodology Relying on the population of 75 private and public universities in Italy over the period 2002-2012 and the changes that affected both the air transportation and the high-speed rail system we investigate the long distance mobility of first-time first-year university students (more than 300 km from their households) departing from each Italian province. Consistently with the literature on spatial interaction analyses, we investigate



the effects of transport infrastructures rely on a competition destinations model (e.g., Sà et al. 2004, Cattaneo et al. 2014). Preliminary results suggest that long distance students' mobility has been affected by the evolution of transport infrastructures with an important impact of low cost airlines from Southern to Northern Italian regions. The change in the distribution of Italian students that has been occurred in the last years (Cattaneo et al. 2014; Long 2013) is found to be facilitated by the presence of more developed transport infrastructures, which have decreased the costs associated to long distance mobility.

#### [Are the children of uneducated farmers doubly disadvantaged ? farm, nonfarm and intergenerational educational mobility in rural China](#)

Emran, M. Shahe ; Sun, Yan - EAPCE

This paper relaxes the single-factor model of intergenerational educational mobility and analyzes heterogeneous effects of family background on children's education in villages, with a focus on the role of nonfarm occupations. The analysis uses data from rural China that cover three generations, and are not subject to coresident sample selection. Evidence from a battery of econometric approaches shows that the mean effects of parents' education miss substantial heterogeneity across farm-nonfarm occupations. Having nonfarm parents, in general, has positive effects, but children of low educated non-farmer parents (with higher income) do not enjoy any advantages over the children of more educated farmer parents. Estimates of cross-partial effects without imposing functional form show little evidence of complementarity between parental education and nonfarm occupation. The role of family background remains relatively stable across generations for girls, but for boys, family background has become more important after the market reform. The paper explores causality using three approaches: Rosenbaum sensitivity analysis, minimum biased inverse propensity weighted estimator, and heteroscedasticity-based identification. The analysis results suggest that the advantages of having more educated parents, especially with nonfarm occupations, are unlikely to be due solely to selection on genetic transmissions. However, the estimated positive effects of nonfarm over farmer parents among the low educated households may be driven entirely by moderate selection on genetic endowment.

#### [Competition Between and Within Universities: Theoretical and Experimental Investigation of Group Identity and the Desire to Win](#)

Chen, Zhuoqiong ; Ong, David ; Sheremeta, Roman

We study how salient group identity, created through competition between students from different universities, as well as differences in the value of winning impact competitive behavior. Our experiment employs a simple all-pay auction within and between two university subject pools. We find that when competing against their peers, students within the lower tier university bid more aggressively than students within the top-tier university. Also, students from the lower tier university, in particular women, bid more aggressively when competing against students from the top-tier university. These findings, interpreted through a theoretical model incorporating both group identity and differential value of winning, suggest that students at the lower tier university have a stronger group identity as well as higher desire to win.

#### [Ethiopian University Capacity: Findings of Piloting the Organizational Capacity Assessment Tool](#)

Rita van Deuren (Maastricht School of Management) ; Tsegazeab KASHU Abay (Aksum University) ; Seid Mohammed (Jigjiga University)

Ethiopian higher education in recent years has realized impressive quantitative growth in public higher education. However, the sector is also facing numerous challenges such as shortage of funding, shortage of qualified staff, programs lacking labour market relevance, limited research and community service output, gender issues and lack of adequate quality assurance. The quality of university leadership and management is considered a critical success factor in overcoming these challenges, especially where strategic planning and organisational capacity development are involved. Providing management information on the actual status of university organizational capacity aims to enhance managerial decision making. Organizational capacity assessment tools (OCAT) aim to provide management with this kind of information. The OCAT-project, as part of the EP-Nuffic funded University Leadership and Management Capacity Development project, aimed to develop an OCAT for Ethiopian New Public Universities. This paper informs on the findings and recommendations of piloting this tool at two Ethiopian universities belonging to the second generation of universities. The next paragraph introduces the capacity concept and capacity framework used in assessing university capacity. Then, in paragraph three the data-collections is described. The findings of using the OCAT in two universities are described and discussed in paragraph four. The policy brief ends with conclusions and recommendations resulting from the study. Part of the text in this paper draws from the document describing OCAT (Van Deuren, Abay & Mohammed, 2015).

#### [Expenditure and Displacement effects of Students in the Periphery: Impact on the Scottish Highlands and Islands](#)

Kristinn Hermannsson

A ubiquitous feature of life in peripheral communities is that school leavers have to move away to attend further and higher education. From the point of view of an individual student and his family significant amounts have to be spent to pay for term time costs. These are at least partially funded through saving incomes earned locally. These term time expenditures are then spent at the place of study, typically a central city. This gives rise to a spatial demand-shift effect, where students increase consumption where they study and reduce consumption where they are from. Because of this, the location of HEIs can have an important impact not only upon their host economies but also on the localities where students originate from. This paper analysis the flow of students within Scotland and the resulting spatial shift of consumption expenditures. The focus is on the peripheral region of the Highlands and Islands (HI) and its interaction with the Rest of Scotland (ROS). Student records data are used to determine the origin and destination of HE students in Scotland. This reveals a significant net-outflow of students from the HI to the ROS. Using survey-based expenditure profiles and a custom built 2-region Input-Output table the economic impact of these student flows are estimated for both sending and receiving regions.

#### [The An Appropriate STEM Education Design for Secondary School, Thailand](#)

Prapon Chaicharoen (Srinakharinwirot University) ; Jaruwan Ployduangrat (Faculty of Education, Srinakharinwirot University)

This research is aimed to study a STEM education (STEM; Science, Technology, Engineering, Mathematics) for secondary school. And assess the possibility of bringing the model into practice. The study consisted of two stages: creating patterns by studying documents, interviewing. A focus group of 22 people. And assess the possibility of bringing the model into practice by the opinion of the administrators and teachers of secondary school of 225 people. The results showed that the

modeling experts have agreed at the highest level. And steps to assess the possibility of bringing the model into practice. The development consists of five elements contain. 1) The course is flexible in line with the group on ethics issues. 2) Learning Management In terms of learning methods. Basic education is well equipped to handle teaching STEM. 3 ) evaluation of learning. Assess the knowledge, skills, experience, ethics. 4 ) administration and management . Teachers need to have a! better u nderstanding about the management of STEM education and resources are available to facilitate learning . 5 ) the involvement of parents and the community need to support their children's learning .Participation and support learning and teaching. Factors and conditions that encourage educational achievement in STEM related entities such as the office of the basic education, The university offered the course of Undergraduate Teaching Profession and The institute for the Promotion of Teaching Science and Technology . Policymakers must work together Cognition And to guide the activities of teaching.

['Giving students the third degree: Using authentic assessment techniques in extra and co-curricular activities \(ECCAs\) to improve teaching standards on academic law programmes'](#)

Charles Wild (University of Hertfordshire) ; Daniel Berger (University of Hertfordshire)

Authentic assessments are closely aligned with activities that take place in real work settings, as distinct from the often artificial constructs of university courses. The undergraduate law degree differs from many other degrees, in that it requires arguments to be constructed, at even the most academic level. While the traditional 'paper-based' assessment strategy provides a pragmatic solution to the problem of a general lack of time and resources to grade students en masse, the authors believe that the use of authentic assessment techniques, in accredited and university-run extra and co-curricular activities (ECCAs), are perfectly placed to augment legal education. As long as the ECCAs are delivered with academic law degree learning outcomes taken under consideration, and are rigorously delivered by staff who are trained and experienced to elicit optimum student performance, students will benefit from authentic assessment in other indirectly connected areas of their academic lives. By delivering authentic assessments methods in ECCAs, a combination of formative and summative techniques used throughout the assessment processes improves student performance, which thereby has positive cross-impact onto law degree academic performance. This two-way communicative assessment strategy allows students to benefit from continuous mid-assessment feedback, which serves to best demonstrate the adversarial nature of the legal system and the demands placed on lawyers to provide clear, simple, usable legal advice – a skill best learned in the ECCA authentic assessment environment, rather than in the artificial 'one-shot' approach to traditional coursework and paper-based exam assessments, which provides primarily a summative assessment and/or a weak/unusable formative element in future assessments. Further benefits, such as increased confidence in critical reasoning skills, also improves the students' academic performance. Since authentic assessment is a two-way process, the authors assert that the deployed techniques improve teaching performance on the law degree programmes by encouraging the identification of crucial critical analysis points in legal topics, and rewarding the construction of legal arguments. The authors have constructed a set of interactive questions which demonstrates that traditional paper-based assessment strategies are not the optimum way to monitor and improve teaching practices, and that authentic assessment, when used in conjunction with ECCAs, improves student performance on the academic law degree programme.

[Accounting for the Rise in College Tuition](#)

Grey Gordon (Indiana University) ; Aaron Hedlund (University of Missouri)

We develop a quantitative model of higher education to test explanations for the steep rise in college tuition between 1987 and 2010. The framework extends the quality maximizing college paradigm of Epple, Romano, Sarpca, and Sieg (2013) and embeds it in an incomplete markets, life-cycle environment. We measure how much changes in underlying costs, reforms to the Federal Student Loan Program (FSLP), and changes in the college earnings premium have caused tuition to increase. All these changes combined generate a 106% rise in net tuition between 1987 and 2010, which more than accounts for the 78% increase seen in the data. Changes in the FSLP alone generate a 102% tuition increase, and changes in the college premium generate a 24% increase. Our findings cast doubt on Baumol's cost disease as a driver of higher tuition.

#### [Is Shale Development Drilling Holes in the Human Capital Pipeline?](#)

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

Using the Synthetic Control Method (SCM) and a novel method for measuring changes in educational attainment we examine the link between educational attainment and shale oil and gas extraction for the states of Montana, North Dakota, and West Virginia. The three states examined are economically-small, relatively more rural, and have high levels of shale oil and gas reserves. They also are varied in that West Virginia is intensive in shale gas extraction, while the other two are intensive in shale oil extraction. We find significant reductions in high school and college attainment among all three states' initial residents because of the shale booms.

#### [New Public Management Also Came from the Left: The Case of Swedish Primary and Secondary Education](#)

Wennström, Johan (Research Institute of Industrial Economics (IFN))

New Public Management (NPM) reforms have emerged in the public administration systems of many Western countries in recent decades. The dominant view in international research on NPM is that these reforms are the product of neo-liberal ideas. In this article, I set out to nuance this view by studying the political ideas that paved the way for NPM in the Swedish school system. I analyze political books and articles on teaching and education and find that both Left and Right views on education are congruent with the central aspects of NPM as it is commonly defined and operationalized. This finding casts the ideological basis for NPM reforms in a new light, at least in the context of the Swedish school system.

#### [The Study of Multicultural Leadership of School Administrators Under The Department of Education Bangkok](#)

Wilaiwan Teanpranomkorn (Faculty of Education Srinakharinwirot University) ; Jaruwan Ployduangrat (Faculty of Education Srinakharinwirot University)

This research to study elements of multicultural leadership of school administrators under the department of education bangkok The purpose of research were to study the elements of multicultural leadership of school administrators under the department of education bangkok. Method comprised of 3 steps: 1. The study analyzed the synthesis and related research 2. Expert interviews for 12 people. 3. The results of the study of documents and interviews. The instruments used were the interviews. The results showed that : the elements of multicultural leadership of school administrators under the department of education bangkok There are 4 factors 15 variables.

1. Multicultural Competencies: Multicultural awareness, Multicultural knowledge, Multicultural skill.
2. Diversity Management: Commitment from Leadership, Part of Strategic Plan, Recruitment, Employee involvement, Diversity Training, Accountability and measurement.
3. Trust: Competence, Character.
4. Vision-oriented leadership: Communication, Empowerment, Create Image, Determining achieve the goal.

#### [Pension coverage for parents and educational investment in children: evidence from urban China](#)

Mu, Ren ; Du, Yang

When social security is established to provide pensions to parents, their reliance upon children for future financial support decreases, and their need to save for retirement also falls. In this study, the expansion of pension coverage from the state sector to the non-state sector in urban China is used as a quasi-experiment to analyze the intergenerational impact of social security on education investments in children. In a difference-in-differences framework, a significant increase in the total education expenditure is found to be attributable to pension expansion. The results are unlikely to be driven by other observable trends. They are robust to the inclusion of a large set of control variables and to different specifications, including one based on the instrumental variable method.

#### [International Inequalities in The Local Economic Impact of Universities: The Case of Hungary and France](#)

Balazs Kotosz ; Marie-France Gaunard-Anderson ; Miklos Lukovics

Nowadays the realization that certain economic units, universities or other objects have impact on the economy of their region comes more and more into prominence. A growing demand appears to generate more precise studies regarding the quantification of economic impact of these entities. The topic of the examination of economic impact is especially interesting and exciting when we can compare regions with different level of development, but with the presence of an internationally successful university. The local economic impact of a large tertiary education institution such as a university is an issue which has attracted considerable attention in literature. Different methods used in literature make results hardly comparable, we use the same method to investigate universities in different countries: in the lack of regional input-output matrices a multiplier based approach for first and second missions (education and research), while an application of Jongbloed's indicator set for third mission. Generally, there are four substantial problems. First, the definition of impact, second, measuring and estimating first-round expenditures and avoiding double-counting, third, estimating the correct value of the multiplier, fourth, the quantification of the third mission activities. The economic impact study has become a standard tool used by Western universities to persuade state legislatures of the importance of expenditures on higher education. As economic impact studies become a political tool in the review of education, conservative assumptions and methods should be used to promote objectivity in the research process. The goal of our study is to unravel the effects and impact of the University of Szeged (Hungary) and the University of Lorraine (France) regarding their local economy. The topic is quite unique, as the NUTS2 regions in which the examined universities are located in a lagging behind region compared to national average, but per capita GDP is 3.6 higher in Lorraine. On the other hand these universities have the institutional ranking around the 500th place as published on the Academic Ranking of World Universities and employers of about 7000 employees. The socio-economic welfare of the region supposedly depends on the university in Hungary, nevertheless the same amplitude in France. The goal of the study is to attempt the quantification of this presumption. As our results show, the impact per student is in the same

magnitude in both countries, however third mission is much more implemented in France. The reasons of this difference can be found in historical facts and in different level of economic development.

#### [Enrichment Curriculum Development Competency in Thai Language by Using Collaborative Learning via the Internet for Undergraduate Teacher Students, Thailand](#)

Warintorn Phon-noi (Faculty of Education, Srinakharinwirot University)

This research aims to develop enrichment curriculum for complementary competencies in Thai Language by using collaborative learning via the Internet for Student Undergraduate Teaching Profession, Srinakharinwirot University. Conducted by the research and development process is divided into four stages include. Step 1: The literature and research related to enrichment curriculum development. Step 2: Expert opinions about the use of Thai language competency needed and the promotion of Thai language competency for student undergraduate teaching profession. Step 3: Studies to strengthen the Thai language competencies of student Undergraduate teaching profession. Step 4: Enrichment curriculum sketch to develop Thai language competency by cooperative learning through the Internet for teacher students and improvement. The sample of students who study teaching undergraduate first-year students in 2014, 60 were selected by purposive sampling and includes teaching professionals and Thai language experts. Curriculum developed structures include the rationale of the courses, basic concepts in curriculum development and enhance collaborative learning via the Internet, the purpose of the curriculum aimed at developing competencies in Thai language, knowledge skills and attitude towards Thai. The course consists of five modules were included grammar of Thai language, developing listening skills, the development of speaking skills, developing reading skills and the development of writing skills. It takes four hours to one module, a total of five modules consists of 20 hours. Each module contains a description of the module, learning objectives, content outline, collaborative learning activities on the Internet, learning media and measurement and evaluation of learning.

#### [Life expectancy and education: Evidence from the cardiovascular revolution](#)

Hansen, Casper Worm ; Strulik, Holger

This paper exploits the unexpected decline of deaths from cardiovascular diseases since the 1970s as a large positive health shock that affected predominantly old-age mortality; i.e., the fourth stage of the epidemiological transition. Using a differences-in-differences estimation strategy, we find that U.S. states with higher levels of cardiovascular-disease mortality prior the 1970s experienced greater increases in adult life expectancy and higher education enrollment. Our estimates suggest that the cardiovascular revolution caused an increase in life expectancy of 1.5 years and an increase in education enrollment of 9 percentage points, i.e. 52 percent of the observed increase from 1960 to 2000.

#### [Research Assessment in the UK and Italy: Costly and Difficult, But Probably Worth it \(At Least For a While\)](#)

Aldo Geuna (Department of Economics) ; Matteo Piolatto (Department of Social and Political Studies, University of Milan)

This paper provides a comparative analysis of the development of the UK and Italian university research funding systems with a special focus on Peer Review-Based Research Assessment (PRBRA) and its cost. Much of the debate surrounding the value of performance-based allocation systems

hinges on the disadvantages versus the benefits of their implementation, and there is very little evidence on either their absolute cost or their cost relative to other allocation systems. Our objective is to fill this gap, collating the best possible estimates of the costs of alternative research funding methods to inform the ongoing policy debate. First, we compare funding in the UK and Italy during the period 2005-2012 and analyze the development of performance-based allocation in the two systems. Second, based on public reports and documents collected from universities, we discuss the public agency and university costs of RAE2008 and REF2014 and provide some estimates for VQR2012. We find that RAE2008 costs accounted for less than 1% of the total performance allocation in the related period while the VQR2012 efficiency ratio is estimated at around 2.5%. Finally, we compare the costs and efficiency ratios of PRBRA with metrics-based assessment and Research Council allocations and show that costs increase going from metrics to PRBRA to Research Council allocation.

#### [Transition Youth with Disabilities from Education to Labour Market in Slovenia](#)

Aleksandra Tabaj (University Rehabilitation Institute Republic of Slovenia)

The purpose is to present the transition of youth with disabilities from education to labour market in Slovenia. Youth unemployment during last years increased in all parts of the world, with the impact of prolonging the duration of unemployment. The programme presented is based on connecting vocational rehabilitation, education institutions and labour market as the key to successful integration into labour. In Slovenia, the transition of youth with disabilities from school to the labour market has not been satisfactory. Youth with disabilities are often left to themselves after finishing the education. Many of them stay at home, some register at the Employment Service of Slovenia, others enter vocational rehabilitation programs, and rare individuals become employed. Often a young person enters vocational rehabilitation after many years of having stayed at home unemployed and having lost the basic employability skills, professional knowledge, working habit and confidence. The action research theory was set as a framework for the training model. Quantitative and qualitative methods were used. Participants were trainers (15) and young people with disabilities (50) in the education system. To implement a successful and effective practice model of the transition of youth from school to labour in Slovenia, Racio Social, University Rehabilitation Institute and Auris launched a three-year project which started in December 2011 and closed in December 2013. The project comprised an analysis of the current transition from school to the Slovene labour market, theoretical and practice models, presentation of global good practices and a training program for transition trainers. At first, trainers were given training for working with transition of youth PwD. Young people with disabilities met with employers and gained practical insight into what awaits them when they successfully complete their studies and become active job seekers. A possible solution of vocational rehabilitation from education to labour market is presented.

#### [Research Quality and Gender Gap in Research Assessment](#)

Tullio Jappelli (Università di Napoli Federico II, CSEF and CEPR) ; Carmela Anna Nappi (ANVUR) ; Roberto Torrini (ANVUR)

The literature on the gender gap in science reveals differences in wages, productivity, access to funding and impact on the scientific community that disadvantage women. This paper contributes to work on the gender gap in science by investigating issues such as the presence of differences in research quality between genders, the effect of family responsibilities on research quality,

differences in collaborations and international co-authorships, the effect of evaluation methodology, i.e. whether bibliometric evaluation disadvantages women, and the presence of discrimination defined by referees' gender. We use the data from the National Research Assessment (VQR 2004-2010) conducted by the Italian Agency for the Evaluation of Universities and Research Institutes. These rich data allow us to control for individual variables, research output characteristics and university and scientific sector fixed effects. We find that gender differences in research quality are reduced if we control for researchers' observable characteristics, evaluation method, and referees. In particular, we find that maternity and the intensity of research collaborations and international co-authorships play no role in explaining research quality differences. Further analysis of a random sample of papers evaluated using bibliometric indicators and peer review reveals that bibliometric evaluation does not penalize women with respect to men.

#### [Occupational Switching and Self-Discovery in the Labor Market](#)

Satoshi Tanaka (University of Queensland) ; David Wiczer (FRB St. Louis) ; Burhanettin Kuruscu (University of Toronto) ; Fatih Guvenen (University of Minnesota)

This paper studies workers' occupational switching behavior and how lifetime earnings inequality is affected by the match between workers' ability and the skills required by their occupation. Using Armed Services Vocational Aptitude Battery (ASVAB), O\*NET, and National Longitudinal Survey of Youth 1979 (NLSY79), we create empirical measures of the match quality between each worker's ability and the skills emphasized by his/her occupation, and analyze their effects on workers' labor market outcomes. We find that low match quality---what we also call 'skill mismatch'---between one's skills and required occupational skills reduces wage growth during an occupational tenure. Furthermore there is a persistence across occupations: match quality in occupations held early in life has a strong effect on wages in future occupations. We view these findings within the context of a general equilibrium model of occupational choice and human capital accumulation. We believe that our study sheds light on the importance of (i) occupational match on determination of wages, and (ii) workers' learning on their ability and the skills required by occupations.

#### [Design of an organizational capacity assessment tool for enhanced leadership and management in Ethiopian new public universities](#)

Rita van Deuren (Maastricht School of Management, PO Box 1203, 6201 BE Maastricht, Netherlands. +31 43 38 70 808, E-mail: Deuren@msm.nl) ; Tsegazeab Kashu Abay ; Seid Mohammed

Design of an organisational capacity assessment tool for enhanced leadership and management in Ethiopian new public universities The Ethiopian higher education system has realized enormous growth in the recent years and its future ambitions require additional capacity development in quality and in quantity. In planning and monitoring capacity development, organisational assessment plays a major role. This paper outlines the design of an organisational capacity assessment tool for Ethiopian new public universities following a six-step design oriented research approach in which empirical research contributes to decision making in the design process.

#### [Labor Market Outcomes of Highly Educated Immigrants: Does Your Name Matter?](#)

Dafeng Xu

Prior empirical research shows that acculturation in the host country might be positively related to immigrants' labor market outcomes. However, whether acculturation helps highly educated immigrants in the labor market is in question, as they have completed a significant fraction of human



capital accumulation in their home country. In this paper, I attempt to identify the effect of acculturation on labor market outcomes of Chinese students with bachelor's degrees in Chinese colleges and graduate degrees in US schools. Acculturation is measured by the use of Westernized names on the online social networking site. Various statistical models show no evidence that the use of Westernized names has significant impacts on labor market outcomes.

### [The Concept of Intercultural Competence and the Fulbright Exchange as a Model of Intercultural Communication](#)

Reny Radkova (University of Sofia St. Kliment Ohridski)

The focus in the suggested research is on the role of intercultural communication in English language education and the program of English teacher assistant (ETA), which is part of the international Fulbright educational exchange in Bulgaria, for the enhancement of intercultural competence. It will present not only the context of English language acquisition in Bulgaria, but also the development of multicultural awareness and tolerance in the language classroom. The new concepts of teaching intercultural communication and competence promote the idea that they are not free from language learning and language-in-culture. The main goal of the ETA program is to improve the quality of English language teaching and learning in Bulgaria by assigning native speakers with adequate academic credentials to (English) language high schools all over the country and especially in underdeveloped regions. This model has real importance as it represents training by native ! speaker w ho functions as an intercultural moderator. The main goals of the research are: •To promote the Fulbright program •To strengthen educational advising. •To promote cultural sensitivity among Americans and Bulgarians. English language skills and intercultural communication should better be taught by native speakers. It is not only because they are a priceless tool and a natural way for learning English, but meanwhile they teach intercultural communication and intercultural competence. Also they use interactive and productive methods of teaching and presenting American and British culture and conversational English. As a part of the Fulbright program ETA gives the students, mentor teachers, teacher staff, and the local community the possibility to stay in touch with English and American language and culture, thus imperceptibly enhancing intercultural competence.

### [A Study Of Information Communication Technology \(ICT\) Competency for Students Of Teaching Profession](#)

Wijit Chalopatham (Srinakharinwirot University, Prasanpimt Demonstration School (Elementary)) ; Warintorn Phon-Noi (Faculty of Education, Srinakharinwirot University) ; Jaruwan Ployduangrat (Faculty of Education, Srinakharinwirot University)

This research aims to study the performance the information and communications technology (ICT) for teacher students . The the data collection information from education research papers related to and interviews depth technical expertise in the ICT. To determine the physical the ICT for teacher students. The results showed that performance of the information and communications technology (ICT) for teacher students are offered. 1 ) contain substantive knowledge of architecture or architectural information , communication technology, the design of the course on the Web. 2 ) skills include knowledge, to create the product knowledge, storage and night knowledge , knowledge exchange and collaboration with others ,integrating knowledge and to communicate with others. 3 ) Attitudes toward the information and communications technology include the desire to know .The regular class activities, to create the creation portfolio using information and communications tech!

nology (ICT) , trying to solve the problem occurs, have confidence in the use of information and communications technology (ICT). The results of the research will use the information in curriculum development to develop teacher students .

#### [Beyond Truth-Telling: Preference Estimation with Centralized School Choice](#)

Gabrielle Fack (CES - Centre d'économie de la Sorbonne - UP1 - Université Panthéon-Sorbonne - CNRS, EEP-PSE - Ecole d'Économie de Paris - Paris School of Economics) ; Julien Grenet (PSE - Paris-Jourdan Sciences Economiques - CNRS - Institut national de la recherche agronomique (INRA) - EHESS - École des hautes études en sciences sociales - ENS Paris - École normale supérieure - Paris - École des Ponts ParisTech (ENPC), EEP-PSE - Ecole d'Économie de Paris - Paris School of Economics) ; Yinghua He (TSE - Toulouse School of Economics - Toulouse School of Economics)

We propose novel approaches and tests for estimating student preferences with data from school choice mechanisms, e.g., the Gale-Shapley Deferred Acceptance. Without requiring truth-telling to be the unique equilibrium, we show that the matching is (asymptotically) stable, or justified-envy-free, implying that every student is assigned to her favorite school among those she is qualified for ex post. Having validated the methods in simulations, we apply them to data from Paris and reject truth-telling but not stability. Our estimates are then used to compare the sorting and welfare effects of alternative admission criteria prescribing how schools rank students in centralized mechanisms.

#### [An analysis of the characteristics of firms and universities in shaping geographical distance of university-industry linkages](#)

Garcia Renato ; Araujo Veneziano ; Mascarini Suelene ; Santos Emerson ; Costa Ariana

University has been playing an increasing role in supporting innovation. In this way, university-industry linkages has become a growing subject in the literature, in order to understand how these relationships are shaped on space. Recent issue is about the role of geographical distribution of these relations, since geographical proximity can provide important benefits for firms in accessing these sources of information and new knowledge. The aim of this paper is to examine the main factors that affect geographical distance of university-industry linkages, by analysing both sides of collaboration, the characteristics of firms and universities. Several studies show that there are important benefits related to the co-location of firms? R&D staff and academic researchers (Jaffe, 1989; Audrescht & Feldman, 1996; Arundel & Geuna, 2004; D'Este & Iammarino, 2010; De Fuentes & Dutrenit, 2014). However, recent analyses show that, several times, ! firms prefer to collaborate with geographically distant universities, since there are some factors that stimulate firms to go far to interact with university (D'Este & Iammarino, 2010; Laursen et al, 2011; Muscio, 2013). Hence, the main question that the literature are trying to answer is why firms go far to interact with university. General results points to two main drivers. First, firms look for distant universities when they cannot find local high-performance academic research. Second, firms must have high absorptive capacity in order to be able to search for universities that are able to solve their innovative problems. Previous studies show important evidence to this debate. However, they left an important gap that requires deeper analysis, since evidence presented in previous studies are based only on information about the university (D'Este & Iammarino, 2010; Muscio, 2013) or only of the firm (Laursen et al, 2011; De Fuentes & Dutrenit, 2014). Linked to this issue! , this paper aims to contribute to this debate not only by presenting new evidence on the main drivers of the pattern of geographical distance of university-industry linkages, but also by presenting a comprehensive analysis of the collaboration by using complete information of both universities and firms. To do that, a wide-ranging database of

interactions between university and industry was used in the scientific fields of Engineering and Agrarian Sciences in Brazil. Main results of the empirical analysis show that bigger firms with higher absorptive capacity tend to interact with more distant research groups, which shows the importance of the skills of the firm to find universities, local or distant, that are able to solve their innovative problems. On the side of the university, larger research groups and those who perform higher quality academic research presents higher average geographical distance of interactions, which shows that they are able to attract more distant firms to collaborate.

### [Education Mismatch, Human Capital and Labour Status of Young People across European Union Countries](#)

Fabrizio Pompei (University of Perugia) ; Ekaterina Selezneva

This paper analyses the influence of country-level education mismatch on the individual-level relationship between education and the probability of being unemployed or staying in alternative labour statuses, for young people aged 15–34 in 2006, 2008 and 2010, living in 21 EU countries. We assume that young people may fall in five labour market statuses: 1) Employee; 2) Self-employed; 3) Unemployed; 4) In Education; 5) Inactive, and perform a multinomial logit model to study the effects of years of education on relative probability of being in labour statuses 2, 3, 4, or 5, compared to the base category (Employee). Afterwards, we interact the individual-level years of education with a country-level indicator of education mismatch in order to identify the heterogeneous effects of the aggregate mismatch among people with different educational attainments. Results show that more years of education: i) reduce the relative probability of being unemployed; ii) have a cumulative effect by extending the period of education; iii) slightly raise the relative probability to be self-employed. As regards country-level education mismatch, we found that only after 2008 it produces an additional effect on better educated young people by further reducing their relative unemployment risk when it is compared to that of low educated youngsters. This outcome tells us that improving access to university degrees remains the main road to tackle youth unemployment caused by education mismatch, even after the outburst of the current financial and economic crisis.

### [Challenges to academic freedom and institutional autonomy in South African universities](#)

Edmore Kori (Department of Geography and Geo-Information Sciences, University of Venda)

Academic freedom can be defined as the absence of outside interference, censure or obstacles in the pursuit and practice of academic work. This freedom is embedded in the right to education. The United Nations Committee on Economic, Social and Cultural Rights views education as a window to other rights. Institutional autonomy speaks to self-regulation or the right of self-government; self-determination; autonomy with respect to local or internal matters. Academic freedom (and institutional autonomy) is a constitutional right in South Africa. There is debate whether there is a threat to the constitutionally guaranteed academic freedom in South Africa. This comes from the background that universities often function as centres of political and intellectual dissent, and regimes are thus reluctant to allow institutions the freedom and autonomy that may contribute to instability. This paper looks at academic freedom and institutional autonomy in South Africa before and after 1994. The pre-1994 era grouped the universities into two – the open universities, which enjoyed many privileges and the “other” universities which were tightly controlled by the government. The post-1994 era saw the national Constitution guaranteeing academic freedom. The new government adopted new policies creating a unitary tertiary education system. This was built around the “cooperative governance” framework. However, with dynamics in the higher education

system, this framework had to be amended. The amendments give the government more powers to intervene where necessary. Whatever justification, increased government involvement has implications on academic freedom and institutional autonomy.

#### [Computer Technology in Education: Evidence from a pooled Study of Computer Assisted Learning Programs among Rural Students in China](#)

Huang, Weiming ; Mo, Di ; Shi, Yaojiang ; Zhang, Linxiu ; Boswell, Matthew ; Rozelle, Scott

There is a great degree of heterogeneity among the studies that investigate whether computer technologies improve education and how students benefit from them – if at all. The overall goal of this study is to assess the effectiveness of computing technologies to raise educational performance and non-cognitive outcomes and identify what program components are most effective in doing so. To achieve this aim we pool the data sets of five separate studies about computer technology programs that include observations of 16,856 students from 148 primary schools across three provinces in China. We find that overall computing technologies have positive and significant impacts on student academic achievement in both math and in Chinese. The programs are found to be more effective if they are implemented out-of-school, avoiding what appear to be substitution effects when programs are run during school. The programs also have heterogeneous effects by gender. Specifically, boys gain more than girls in Chinese. We did not find heterogeneous effects by student initial achievement levels. We also found that the programs that help students learn math—but not Chinese—have positive impacts on student self-efficacy.

#### [The Long-Term Impacts of Low-Achieving Childhood Peers: Evidence from Project STAR](#)

Bietenbeck, Jan (Lund University)

This paper evaluates how sharing a kindergarten classroom with low-achieving repeaters affects the long-term educational performance of regular first-time kindergarten students. Exploiting random assignment of teachers and students to classes in Project STAR, I document three sets of causal impacts: students who are exposed to repeaters (1) score lower on standardized tests at the end of kindergarten, an effect that fades out in later grades; (2) show persistent improvements in non-cognitive skills such as effort and discipline; and (3) are more likely to graduate from high school and to take a college entrance exam around the age of eighteen. I show that the positive spillovers from repeaters on long-term educational attainment are likely driven by the differential accumulation of non-cognitive skills by repeater-exposed students during childhood. The improvements in these skills are in turn a result of behavioral adjustments by teachers, students, or parents to the presence of low-achieving repeaters in the classroom.

#### [Análisis y Propuestas en torno al Acceso a la Educación Superior chilena en el contexto de una reforma Educacional \(Agosto 2015\)](#)

Larraín, Clemente ; Valdés, Natalia

The Chilean Ministry of Education has presented to the public a document that outlines the main guidelines of the higher education reform. Even though this document is just preliminary, we can't let go unnoticed the insufficient development of one of the most important topics, being the access to the high education institutions. The thoughts presented in this report challenge the premises of the mentioned document and, at the same time, they bring in new initiatives and proposals recommended by experts, related to the access to high education. The topics that are addressed in depth are both the need to create a new framework in the admission system to the higher education

and an analysis of the two main selection instruments: the ranking and the “PSU”. Finally, this paper approaches the need to strengthen the platforms that aim to keep the students within the high education institutions, like the mentoring and the preparation programs.

### [A New Measure of College Quality to Study the Effects of College Sector and Peers on Degree Attainment](#)

Jonathan Smith ; Kevin Stange

Students starting at a two-year college are much less likely to graduate with a college degree than similar students who start at a four-year college but the sources of this attainment gap are largely unexplained. In this paper we simultaneously investigate the attainment consequences of sector choice and peer quality among over 3 million recent high school graduates. This analysis is enabled by data on all PSAT test-takers between 2004 and 2006 from which we develop a novel measure of peer ability for most two-year and four-year colleges in the United States- the average PSAT of enrolled students. We document substantial variation in average peer quality at two-year colleges across and within states and non-trivial overlap across sectors, neither of which has previously been documented. We find that half the gap in bachelor’s attainment rates between students who start at two-year versus four-year institutions is explained by differences in peers, leaving room for structural barriers to transferring between institutions to also play an important role. Also, having better peers is associated with higher attainment in both sectors, though its effects are quite a bit larger in the four-year sector. Thus, the allocation of students between and within sectors, some of which is driven by state policy decisions, has important consequences for the educational attainment of the nation’s workforce.

### [Where Does Voucher Funding Go? How Large-Scale Subsidy Programs Affect Private-School Revenue, Enrollment, and Prices](#)

Daniel M. Hungerman ; Kevin Rinz

Using a new dataset constructed from nonprofit tax-returns, this paper explores how vouchers and other large-scale programs subsidizing private school attendance have affected the fiscal outcomes of private schools and the affordability of a private education. We find that subsidy programs created a large transfer of public funding to private schools, suggesting that every dollar of funding increased revenue by a dollar or more. Turning to the incidence of subsidies and the impact of subsidies on enrollment, our findings depend on the type of program introduced, with programs restricting eligibility to certain groups of students creating relatively large enrollment gains and small price increases compared to unrestricted programs. We calculate elasticities of demand and supply for private schools, and discuss welfare effects.

### [The Gift of Time? School Starting Age and Mental Health](#)

Thomas S. Dee ; Hans Henrik Sievertsen

In many developed countries, children now begin their formal schooling at an older age. However, a growing body of empirical studies provides little evidence that such schooling delays improve educational and economic outcomes. This study presents new evidence on whether school starting age influences student outcomes by relying on linked Danish survey and register data that include several distinct, widely used, and validated measures of mental health that are reported out-of-school among similarly aged children. We estimate the causal effects of delayed school enrollment using a "fuzzy" regression-discontinuity design based on exact dates of birth and the fact that, in

Denmark, children typically enroll in school during the calendar year in which they turn six. We find that a one-year delay in the start of school dramatically reduces inattention/hyperactivity at age 7 (effect size = -0.7), a measure of self regulation with strong negative links to student achievement. We also find that this large and targeted effect persists at age 11. However, the estimated effects of school starting age on other mental-health constructs, which have weaker links to subsequent student achievement, are smaller and less persistent.

#### [Carrot and Stick? Impact of a Low-Stakes School Accountability Program on Student Achievement](#)

Woo, Seokjin (Myongji University) ; Lee, Soohyung (University of Maryland) ; Kim, Kyunghee (Korea Institute for Curriculum and Evaluation)

A key concern in the design of education policies relates to the structure of incentives in accountability systems. This paper examines a school accountability program that provides financial support to low-performing schools but has no direct punishment scheme for recipients who do not exhibit improvement. Although the program does not include high-stakes consequences, our estimates indicate that the program reduced the share of underperforming students by 18 percent. This paper's results suggest that to improve student achievement, a school accountability program does not need to set high-stakes consequences that potentially induce unwanted strategic behaviors on the part of school workers.

#### [Mapping the Educational Attainment in Turkey](#)

Alpay Filiztekin (Sabanci University, Department of Economics) ; Burhan Can Karahasan (Piri Reis University, Department of Economics & Finance)

This study demonstrates the distribution of educational attainment in Turkey based on district level data for 1990 and 2010. Focusing on the economically active working age population (25-64 age band) our results indicate that; even average years of schooling becomes spatially more alike, higher education levels witness an on-going divergence. Additionally our results indicate that different segments of the society realize different levels of improvement in education attainment. Female population and rural population are observed to be the most disadvantaged individuals. These results become even more remarkable once the spatial spillovers and the persistence of spatial heterogeneity is considered.

#### [OpenCases: A Catalogue on Mini Cases of Open Education in Europe](#)

Predrag LaÅ¾etiÄ‡ (University of Bath, UK) ; Manuel Souto-Otero (University of Bath) ; Robin Shields (University of Bath)

This catalogue contains 50 mini cases that highlight the practices of universities and educational institutions around open education in Europe. It showcases the different strategies followed by institutions that are embracing the open education movement and opening up their content, research, recognition mechanisms and teaching practices. The catalogue provides a 'taster' of what is being done and can be done in open education in the EU, prompting the reader to look further into the initiatives that raise their interest.

### [Does Competition Matter? The Efficiency of Regional Higher Education Systems and Competition: The Case of Russia](#)

Oleg V. Leshukov (National Research University Higher School of Economics.) ; Daria P. Platonova (National Research University Higher School of Economics.) ; Dmitry S. Semyonov (National Research University Higher School of Economics.)

This paper explores the relationship between the degree of competition between higher education institutions (HEIs) and the efficiency of regional higher education systems using evidence from the Russian Federation. The choice of the regional system of higher education as a unit of analysis is explained by features of the Russian system of higher education, especially by “closeness” in the borders of regions. Using data envelopment analysis (DEA) we investigate the efficiency of higher education systems in the regions and compare the results with the extent of higher education competition within them. The analysis finds that within the overall sample the correlation is positive, but not striking. However the extent of competition correlates with the efficiency of regional sets of HEIs more in less socio-economically developed regions.

### [Drought of Opportunities: Contemporaneous and Long-Term Impacts of Rainfall Shocks on Human Capital](#)

Shah, Manisha (University of California, Los Angeles) ; Millett Steinberg, Bryce (Harvard University)

Higher wages are generally thought to increase human capital production, particularly in the developing world. We introduce a simple model of human capital production in which investments and time allocation differ by age. Using data on test scores and schooling from rural India, we show that higher wages increase human capital investment in early life (in utero to age 2) but decrease human capital from ages 5-16. Positive rainfall shocks increase wages by 2% and decrease math test scores by 2-5% of a standard deviation, school attendance by 2 percentage points, and the probability that a child is enrolled in school by 1 percentage point. These results are long-lasting; adults complete 0.2 fewer total years of schooling for each year of exposure to a positive rainfall shock from ages 11-13. We show that children are switching out of school enrollment into productive work when rainfall is higher. These results suggest that the opportunity cost of schooling! , even for fairly young children, is an important factor in determining overall human capital investment.

### [Long-term Direct and Spillover Effects of Job Training: Experimental Evidence from Colombia](#)

Adriana Kugler ; Maurice Kugler ; Juan Saavedra ; Luis Omar Herrera Prada

We use administrative data to examine medium and long-term formal education and labor market impacts among participants and family members of a randomized vocational training program for disadvantaged youth in Colombia. In the Colombian program, vocational training and formal education are complementary investments: relative to non-participants, randomly selected participants are more likely to complete secondary school and to attend and persist in tertiary education eight years after random assignment. Complementarity is strongest among applicants with high baseline educational attainment. Training also has educational spillover effects on participants’ family members, who are more likely to enroll in tertiary education. Between three and eight years after randomization, participants are more likely to enter and remain in formal employment, and have formal sector earnings that are at least 11 percent higher than those of non-participants.

### [Catching Cheating Students](#)

Steven D. Levitt ; Ming-Jen Lin

We develop a simple algorithm for detecting exam cheating between students who copy off one another's exam. When this algorithm is applied to exams in a general science course at a top university, we find strong evidence of cheating by at least 10 percent of the students. Students studying together cannot explain our findings. Matching incorrect answers prove to be a stronger indicator of cheating than matching correct answers. When seating locations are randomly assigned, and monitoring is increased, cheating virtually disappears.

#### ["Bilingual Schooling and Earnings: Evidence from a Language-in-Education reform"](#)

Lorenzo Cappellari (Università Cattolica Milano) ; Antonio di-Paolo (Faculty of Economics, University of Barcelona)

We exploit the 1983 language-in-education reform that introduced Catalan alongside Spanish as medium of instruction in Catalan schools to estimate the labour market value of bilingual education. Identification is achieved in a difference-in-differences framework exploiting variation in exposure to the reform across years of schooling and years of birth. We find positive wage returns to bilingual education and no effects on employment, hours of work or occupation. Results are robust to education-cohort specific trends or selection into schooling and are mainly stemming from exposure at compulsory education. We show that the effect worked through increased Catalan proficiency for Spanish speakers and that there were also positive effects for Catalan speakers from families with low education. These findings are consistent with human capital effects rather than with more efficient job search or reduced discrimination. Exploiting the heterogeneous effects of the reform as an instrument for proficiency we find sizeable earnings effects of skills in Catalan.

#### [The Educational Achievement of Pupils with Immigrant and Native Mothers: Evidence from Taiwan](#)

Lin, Eric S. (National Tsing Hua University) ; Lu, Yu-Lung (National Tsing Hua University)

This paper takes advantage of the Taiwan Assessment of Student Achievement data set to empirically evaluate whether the test score differentials between pupils with immigrant and native mothers are substantial across subjects, grades and years. Our results show that there exist test score differentials between the two groups after controlling for the students' individual characteristics and family background. The Chinese, Math and English subjects exhibit larger test score gaps relative to Science and Society. We also find that the academic gaps between native students and pupils with mothers from Southeast Asian countries tend to widen, while the students' performance is about the same as that for native students if their mothers are from mainland China, confirming that the language proficiency of immigrant mothers significantly affects pupils' learning. Our empirical results may suggest that remedial teaching (or an equivalent preferential policy) for the lower-grade pupils with immigrant mothers might be required to create a fair environment for learning, and such a policy should take the nationality of those foreign mothers into account.

#### [Speaking in Numbers: The Effect of Reading Performance on Math Performance among Immigrants](#)

Isphording, Ingo E. (IZA) ; Piopiunik, Marc (Ifo Institute for Economic Research) ; Rodríguez-Planas, Núria (Queens College, CUNY)

This paper is the first to estimate a causal effect of immigrant students' reading performance on their math performance. To overcome endogeneity issues due to unobserved ability, we apply an IV approach exploiting variation in age-at-arrival and the linguistic distance between origin and destination country languages. Using four PISA waves, we find a strong influence of reading



performance on math performance, highlighting the importance of early language support for immigrants for their educational career.

#### [Study on the effect of parents' migrating on the education of the rural left-behind children](#)

Bian, Wei ; Ye, Chunhui ; Zhao, Yunin

With the increasing transfer of rural labor, the problems of the left-behind children attract extensive attention. This paper is based on a large sample random survey in Jiangxi Province and Anhui Province's primary and high school in China, researching students and their guardians, head teachers, headmasters. The research applied a combination of quantitative and qualitative methods to study on the effect of parents' migrant working on the education of the rural left-behind children in details. The study found that the effect changes with learning stages and subjects. The supervision of parents and teachers is helpful to the left-behind children at primary school stage, while it cannot show significant help to those at junior high school stage, which may even have the opposite effect. The number of siblings and living on campus do not have a negative effect on children's study, which even have a positive effect in some respects. Children's own prospect of their education have a significant positive effect on their learning performance, while parents' prospect only have a positive effect on learning performance of the left-behind children at junior high school stage.

#### [Peer Effects in Computer Assisted Learning: Evidence from a Randomized Experiment](#)

Fafchamps, Marcel ; Mo, Di

We conduct a large scale RCT to investigate peer effects in computer assisted learning (CAL). Identification of peer effects relies on three levels of randomization. It is already known that CAL improves math test scores in Chinese rural schools. We find that paired treatment improves the beneficial effects of treatment for poor performers when they are paired with high performers. We test whether CAL treatment reduces the dispersion in math scores relative to controls, and we find statistically significant evidence that it does. We also demonstrate that the beneficial effects of CAL could potentially be strengthened, both in terms of average effect and in terms of reduced dispersion, if weak students are systematically paired with strong students during treatment. To our knowledge, this is the first time that a school intervention has been identified in which peer effects unambiguously help weak students catch up with the rest of the class without imposing any learning cost on other students.

#### [The Analysis of Field Choice in College and Graduate School: Determinants and Wage Effects](#)

Joseph G. Altonji ; Peter Arcidiacono ; Arnaud Maurel

As the workforce has become more educated, educational decisions are no longer just about whether to acquire more, but rather what type of education to pursue. In college, individuals somewhat specialize through their choice of college major. Further specialization occurs in graduate school. This chapter investigates how majors and graduate school affect labor market outcomes as well as how the individuals make these potentially important decisions. To do so, we develop a dynamic model of educational decision-making. In light of the model, we examine the estimation issues associated with obtaining causal effects of educational choices on earnings. We then examine ways that authors have overcome the selection problem as well as the approaches authors have taken to estimate the process by which these educational decisions are made.

#### [The Causes of Gender Inequality in College Education in Turkey](#)

M. Kadir Doğan (Ankara University, Faculty Of Political Sciences, Department of Economics) ; Tolga Yuret (Istanbul Technical University, Faculty of Management, Department of Economics)

Participation in college education is lower for women than men in many developing countries including Turkey. In this paper, we explore the causes of lower participation rates of women in high education in Turkey by using the data set of student placement system (ÖSYS) which includes the data of approximately 1.8 million students for the year 2005. We determine seven reasons for lower participation rates of women in high education. Our findings are the following: (i) The women ratio among potential candidates for high education was lower than men, (ii) Women apply to student selection examination (LYS) less than men and, they are also less likely to apply LYS more than one compared to the men, (iii) Women prefer to attend to non-competitive programs less than men. Since it is easier to be accepted by non-competitive programs and women are less likely to prefer these programs, men's placement is higher for those programs, (iv) Women are more successful than men in verbal and foreign language score categories. The programs respecting scores in categories which women are more successful than men have only 20.2% of total capacity, (v) Women ratio among LYS applicants are even lower in the under-developed regions compared to that in developed regions, (vi) The men are more mobile than women in participating in college education. Women are more restricted to attend a college in their hometown than men. In addition, they choose to attend to colleges in closer cities to their hometowns compared to men, (vii) Women chose fewer programs to enroll in than men in their preference forms. Consequently, they have less chance for placement than men. In the paper we also point out the issues that policies should focus on in order to increase the participation of women in college education.

#### [Early effects of an early start: Evidence from lowering the school starting age in Poland](#)

Herbst, Mikołaj ; Strawinski, Paweł

This paper investigates some early outcomes of the reform to lower the school starting age in Poland. It explores data on the school performance of 6- and 7-year-old pupils, collected in the transitory period of the reform, when parents were welcomed to enroll their 6-year-old children in the first grade on a voluntary basis. It was found that the parental decision is largely based on a rational assessment of the child's readiness for school. There is strong evidence of positive selection for early enrollment in the 1st grade. At the beginning of the school year early entrants perform worse than 7-year-old children, but after one year the gap between the two age cohorts becomes substantially reduced in all subjects tested. Older students do perform better, but the separately measured effect of an early school start also seems to be beneficial. We point out a selection of unobservables as a possible explanation of the results obtained.

#### [Explaining Cross-Cohort Differences in Life Cycle Earnings](#)

Kong, Yu-Chien (La Trobe University, Australia) ; Ravikumar, B. (Federal Reserve Bank of St. Louis) ; Vandenbroucke, Guillaume (Federal Reserve Bank of St. Louis)

Earnings growth has been systematically decreasing from one cohort to the next, starting with the cohort that was 25-year-old in 1940. This cohort's labor earnings grew by a factor of 4 between the ages of 25 and 55. For the 1980 cohort the same calculation yields a factor of only 2.2. Why are the earnings profiles flatter for the recent cohorts? We build and calibrate a parsimonious model of schooling and human capital accumulation on the job. Our model accounts for more than 70 percent of the flattening in the earnings profiles between the 1940 and the 1980 cohorts. The flattening in our model is the result of a single exogenous factor: increasing aggregate productivity. Higher

productivity faced by the recent cohorts implies a higher marginal return to human capital which in turn increases the college enrollment and affects the educational composition of workers.

[The evolution of the gender test score gap through seventh grade: New insights from Australia using quantile regression and decomposition](#)

Nguyen, Ha

This paper documents the patterns of and examines factors contributing to a gender test score gap in five test subjects in early seven grades of schooling using a recent and nationally representative panel of Australian children. Regression results indicate that females excel at writing and grammar at later grades whereas males outperform females in numeracy in all grades, whether at the mean or along the distribution of the test score. Our results also reveal a widening gender test score gap in writing and numeracy as the students advance their schooling. Regression and decomposition results also highlight the importance of controlling for pre-school cognitive skills in examining the gender test score gap.

[When Evidence is Not Enough: Findings from a Randomized Evaluation of Evidence-Based Literacy Instruction \(EBLI\)](#)

Brian Jacob

This paper reports the results of an experimental evaluation of Evidence Based Literacy Instruction (EBLI). Developed over 15 years ago, EBLI aims to provide teachers with instructional strategies to improve reading accuracy, fluency and comprehension. Sixty-three teachers in grades 2-5 in seven Michigan charter schools were randomly assigned within school-grade blocks to receive EBLI training or a business-as-usual control condition. Comparing students in treatment and control classrooms during the 2014-15 school year, we find no significant impact on reading performance. Teacher survey responses and interviews with program staff suggest that several implementation challenges may have played a role in the null findings.

[Pathways from School to Work in the Developing World](#)

Manacorda, Marco (Queen Mary, University of London) ; Rosati, Furio C. (University of Rome Tor Vergata) ; Ranzani, Marco (World Bank) ; Dachille, Giuseppe (University of Rome Tor Vergata)

This paper uses micro data from the ILO-STWT surveys to provide novel evidence on the duration, end point and determinants of the transition from school to work in a sample of 23 low and middle-income countries around the world. The negative effects of low levels of human capital and high levels of population growth on job finding rates, seems to be at least in part offset by widespread poverty and lack of unemployment insurance, leading to overall faster transitions in low income economies compared to middle income economies. By lowering reservation wages and speeding transitions these latter forces lead overall to worse matches, as measured by the probability of attaining stable employment in the long-run.

[Do Students Know Best? Choice, Classroom Time, and Academic Performance](#)

Theodore J. Joyce ; Sean Crockett ; David A. Jaeger ; Onur Altindag ; Stephen D. O'Connell ; Dahlia K. Remler

We compare student academic performance in traditional twice-a-week and compressed once-a-week lecture formats in introductory microeconomics between one semester in which students were randomly assigned into the formats and another semester when students were allowed to choose

their format. In each semester we offered the same course with the sections taught at the same times in the same classrooms by the same professors using the same book, software and lecture slides. Our study design is modeled after a doubly randomized preference trial (DRPT), which provides insights regarding external validity beyond what is possible from a single randomized study. Our goal is to assess whether having a choice modifies the treatment effect of format. Students in the compressed format of the randomized arm of the study scored -0.19 standard deviations less on the combined midterm and final ( $p < .01$ ) and -0.14 standard deviation less in choice arm ( $p < .01$ ). There was little evidence of selection bias in choice of format. Future analyses of online learning formats employing randomization should consider DRPT designs to enhance the generalizability of results.

### [Estimation of Peer Effects with Predicted Social Ties: Evidence from Two Universities in Brazil and Russia](#)

Oleg V. Poldin (National Research University Higher School of Economics) ; Tania P. Simoes (University of Campinas (Unicamp).) ; Marcelo Knobel (University of Campinas (Unicamp).) ; Maria M. Yudkevich (National Research University Higher School of Economics.)

Social interactions with peers during learning have a significant impact on university students' academic achievement. As social ties are voluntary, an empirical estimation of peer effects is exposed to a potential endogeneity problem. To overcome this issue, we propose to define the peer group of an individual as their predicted friends. The specific features of the learning environment in higher education institutions may affect dimensions along which friendship ties form. To test the presence of peer effects in different educational and cultural contexts, we use data on students studying in two universities located in two different countries, Brazil and Russia. We assume that friendship is affected by homophily in student attributes, such as having the same region of origin, the same gender, and sharing the same study group. In both institutions, we find positive externalities from having high-ability peers.

### [Gender Gap in Application to Selective Schools: Are Grades a Good Signal?](#)

Miroslava Federicova

Grades are one of the most important factors in the transition between different levels of education. However, conditional on cognitive skills, grades differ substantially between girls and boys. This gender disparity in grade assignments according to cognitive skills may create asymmetrical signals of the probability of admission for girls and boys. This paper examines the role of grades in explaining the gender difference in application rates to selective schools. Using data about transition from primary to selective schools in the Czech Republic, the paper shows that girls apply at significantly higher rates. This difference remains the same after controlling for probability of admission. Test scores collected by an international testing program have no effect on gender differences in applications that are, however, explained by grades. This finding is consistent with grades acting as a signal that provides imperfect and incomplete information about the probability of being admitted, and consequently causes the gender difference in application.

### [Evaluación de la propuesta de Gratuidad para el 60% de alumnos vulnerables en la Educación Superior](#)

Barrientos Oradini, Nicolas ; Castillo Ramos, Sebastián

The Government proposal about free in superior education it has produce a socio-economic gap in potential beneficiaries, impose juridical an certification requirement to institution. This fact can produce that a lot student that was a potential beneficiaries not have access to a free education, this implies that some vulnerable student can't entry in a superior education (university, professional or technical institution) and some other may find an aid option to finance their studies. This fact produces the motivation to quantify the impact in the superior education scenario and the consequence that could be, in special the amount of student that not have access to a free education.

#### [Methodology of Assessment of Education Impact on Socio-Economic Development of the Russian Federation and its Constituents](#)

Klyachko, Tatiana (Russian Presidential Academy of National Economy and Public Administration (RANEPA)) ; Beliakov, Sergei (Government of the Russian Federation - Russian Ministry of General and Professional Education)

The paper focuses on the development of methodology fro assessment of the contribution of education in the socio-economic development of the constituents of the Russian Federation. Author proposed two approaches to the assesstem of the contribution of education to the socio-economic development of Russian regions: on the basis of salary bonus for the level of education and on the basis of salary differentiated according to employers age.

#### [Workfare and Human Capital Investment: Evidence from India](#)

Shah, Manisha (University of California, Los Angeles) ; Millett Steinberg, Bryce (Harvard University)

We examine the effect of India's National Rural Employment Guarantee Scheme (NREGS), one of the largest workfare programs in the world, on human capital investment. Since NREGS increases labor demand, it could increase the opportunity cost of schooling, lowering human capital investment even as incomes increase. We exploit the staged rollout of the program across districts for causal identification. Using a household survey of test scores and schooling outcomes for approximately 2.5 million rural children in India, we show that each year of exposure to NREGS decreases school enrollment by 2 percentage points and math scores by 2% of a standard deviation amongst children aged 13-16. In addition, while the impacts of NREGS on human capital are similar for boys and girls, adolescent boys are primarily substituting into market work when they leave school while adolescent girls are substituting into unpaid domestic work. We find mixed results for younger child! ren. We c onclude that anti-poverty programs which raise wages could have the unintended effect of lowering human capital investment.

#### [Educational Mismatches and Earnings in the New Zealand Labor Market](#)

Yeo, Jian Z. (University of Auckland) ; Maani, Sholeh A. (University of Auckland)

Mismatch of educational skills in the labor market is an emerging topic in the field of labor economics, partly due to its link to labor productivity. This is the first application of this question to New Zealand data. In this paper we examine the incidence of educational mismatch and its earnings effects. Using micro data drawn from the Household Labour Force Survey and the New Zealand Income Supplement (HLFS/NZIS) for the years 2004 to 2007, we find a noteworthy incidence of both over- and under-education. We also find that earnings returns to required years of education exceed the returns with over-and under-education, with a greater earnings penalty associated with under-education. We test hypotheses on three alternative models of educational mismatch and find

support for the assignment model of job allocations. We further examine results stratified by age group and for the native-born and immigrants, and find that our results are robust across these groups.

### [Technology and Education: Computers, Software, and the Internet](#)

Fairlie, Robert

A substantial amount of money is spent on technology by schools, families and policymakers with the hope of improving educational outcomes. This chapter explores the theoretical and empirical literature on the impacts of technology on educational outcomes. The literature focuses on two primary contexts in which technology may be used for educational purposes: i) classroom use in schools, and ii) home use by students. Theoretically, ICT investment and CAI use by schools and the use of computers at home have ambiguous implications for educational achievement: expenditures devoted to technology necessarily offset inputs that may be more or less efficient, and time allocated to using technology may displace traditional classroom instruction and educational activities at home. However, much of the evidence in the schooling literature is based on interventions that provide supplemental funding for technology or additional class time, and thus favor finding positive effects. Nonetheless, studies of ICT and CAI in schools produce mixed evidence with a pattern of null results. Notable exceptions to this pattern occur in studies of developing countries and CAI interventions that target math rather than language. In the context of home use, early studies based on multivariate and instrumental variables approaches tend to find large positive (and in a few cases negative) effects while recent studies based on randomized control experiments tend to find small or null effects. Early research focused on developed countries while more recently several experiments have been conducted in developing countries.

### [Do Boys and Girls Use Computers Differently, and Does It Contribute to Why Boys do Worse in School than Girls?](#)

Fairlie, Robert

Boys are doing worse in school than are girls, which has been dubbed "the Boy Crisis." An analysis of the latest data on educational outcomes among boys and girls reveals extensive disparities in grades, reading and writing test scores, and other measurable educational outcomes, and these disparities exist across family resources and race. Focusing on disadvantaged schoolchildren, I then examine whether time investments made by boys and girls related to computer use contribute to the gender gap in academic achievement. Data from several sources indicate that boys are less likely to use computers for schoolwork and are more likely to use computers for playing games, but are less likely to use computers for social networking and email than are girls. Using data from a large field experiment randomly providing free personal computers to schoolchildren for home use, I also test whether these differential patterns of computer use displace homework time and ultimately translate into worse educational outcomes among boys. No evidence is found indicating that personal computers crowd out homework time and effort for disadvantaged boys relative to girls. Home computers also do not have negative effects on educational outcomes such as grades, test scores, courses completed, and tardies for disadvantaged boys relative to girls.

### [Massive Open Online Courses: A Primer for Philippine State Universities and Colleges](#)

Philippine Institute for Development Studies ; Commission on Higher Education

They have been called the MP3s of higher education, surpassing and improving on the technology of compact discs that is online learning, and the outdated cassette tape that is the traditional classroom. They are called Massive Open Online Courses and their advent and rising popularity have had a profound impact on the sphere of education. Whether they are seen as an opportunity or a potentially disruptive threat to current pedagogies, their promise of offering low-cost quality education to all has certainly captured the imagination of everyone, especially those in higher education institutions, causing them to rethink their policies. But do they represent a new revolution in the often-changing world of education or are they merely an evolution of the same old pedagogies, updated and upgraded to appease the technologically obsessed masses? Are they hype...or simply hope? For stakeholders in Philippine state universities and colleges, the question is simple! r. Faced with shrinking budgets and rising costs, in a country where the price of quality education is high and access to it remains a serious concern, they ask: Does this new model present an opportunity to re-envision how they deliver instruction, giving greater accessibility to all students, or does it merely represent a fad, providing little or no assurance of improving student learning outcomes? This paper attempts to answer these questions by summarizing and analyzing the issues, challenges, threats, opportunities, and implications brought about by the phenomenon. It is intended to give these stakeholders a better understanding of the new paradigm that may guide them in formulating policies and specific strategies to address the continuing movement toward openness in education, and in so doing, they may ultimately fulfill the promise embodied in our Constitution—to provide affordable quality education accessible to all.

#### [Rank, Sex, Drugs, and Crime](#)

Elsner, Benjamin (IZA) ; Isphording, Ingo E. (IZA)

In this paper we show that a student's ordinal rank in a high school cohort is an important determinant of engaging in risky behaviors. Using longitudinal data from representative US high schools, and exploiting idiosyncratic variation in the cohort composition within a school, we find a strong negative effect of a student's rank on the likelihood of smoking, drinking, having unprotected sex, and engaging in physical fights. We further provide suggestive evidence that these results are driven by status concerns and differences in career expectations.

#### [Pension Reform in Public Higher Education](#)

Hyatt, James A.

#### [When Does Education Pay Off in Sub-Saharan Africa? Evidence from Two Cities of the Republic of Congo](#)

Kuepie, Mathias (LISER (CEPS/INSTEAD)) ; Nordman, Christophe Jalil (IRD, DIAL, Paris-Dauphine)

Using first-hand data from the 2009 Employment and Informal Sector Survey (EESIC) in the two largest cities of the Republic of Congo, Brazzaville and Pointe-Noire, we analyse the impact of education on labour market outcomes, and identify the segments where education pays off the most. Multivariate analyses of the risk of unemployment and sectoral choice indicate that young people face serious difficulties in the labour market: for most of them, their only choice is to remain unemployed or to join the informal sector. To measure the specific impact of schooling on earnings, we address issues related to sample selection and endogeneity of education in the earnings function. The results shed light on heterogeneity in the returns to schooling across the two main cities and institutional sectors. An important finding is that the informal sector does not systematically lag

behind the formal sectors in terms of returns to education. We emphasize convex returns to education, meaning that the last years in secondary and tertiary schooling yield the highest returns, while those of primary education are generally lower. This convexity is also apparent in the informal sector, where education (albeit on another scale) again appears as an important determinant of earnings.

#### [Risen from Chaos: What drove the spread of Mass Education in the early 20th century China](#)

Pei Gao (London School of Economics)

This paper uses the Chinese historical path to mass education in the early 20th century to tackle one hotly debated question: what factors explain the rise of mass schooling? Given China's political turmoil and economic backwardness through the early 20th century, the expansion of mass education that was mainly driven by increasing public efforts seems puzzling. Based on a newly assembled dataset, we find that economic factors had little explanatory power in the rise of mass schooling. In contrast, both regional political stability and informal governance imposed by gentry (one important elite group in Chinese history) presented their critical importance. In particular, first we find that counties where previously had more traditional gentry (degree holders via the civil service exam system) provided significantly more public primary schools under the new education system, therefore had higher primary enrolment ratios. This finding is robust to various checks, including adopting an IV strategy. Secondly, the positive effect of local gentry on mass education development were larger in regions where suffered higher level of administrative instability. The explanation this paper proposes is that the near collapse of formal institution through this political chaotic historical period allowed gentry members, as traditional elites in local communities, seized administrative responsibilities, and deliberately supported the mass education development due to their private interests in modern schooling as a potential way to preserve their elites statuses.

#### [Academy schools and pupil outcomes](#)

Andrew Eyles ; Stephen Machin

Nearly two thirds of secondary schools in England now have academy status. Andrew Eyles and Stephen Machin are tracking the impact of this unprecedented educational reform on pupil outcomes - in both the first wave of 'sponsored' academies introduced by Labour and the coalition's wider programme of 'converter' schools.

#### [The International Market of Educational Services: The Basic Characteristics and Development Trends](#)

Galichin, V. A. (Russian Presidential Academy of National Economy and Public Administration (RANEPA))

The paper analyzes the main characteristics and tendencies of international market of educational services, describes in detail the situation with the development of strategies of internationalization policy in the sphere of export education enforcement services and the development of academic mobility in different individual countries are considered the conditions and factors strengthening of Russia's position in international education. The results can be used by state and non-governmental organizations in activities.

#### [Does Education Affect Wages During and After Economic Crisis? Evidence from Latvia \(2006–2012\)](#)

Olegs Krasnopjorovs (Bank of Latvia)

We employ EU-SILC micro data for Latvia to study how returns to education have changed during the economic crisis of 2008–2009 and afterwards. We found that returns to education increased



significantly during the crisis and decreased slightly during the subsequent economic recovery. The counter-cyclical effect of education on wages was particularly strong for males; it was evident in majority of sectors and all age groups (except youth, for citizens of Latvia, resident non-citizens and other country citizens as well as in all regions of the country, particularly outside the capital city region. The share of career component (better access to higher paid occupations, sectors and positions) in the Mincer coefficient remained broadly constant over time. After the crisis, education became even more associated with a longer working week and higher chances to be employed. Furthermore, we show that returns to education in Latvia are generally higher in the capital city and its suburbs than outside the capital city region, for citizens of Latvia than for resident non-citizens and citizens of other countries, but lower for males and young people. Wage differential models reveal a relatively large wage premium for higher education and rather small for secondary education. In line with the previous findings for other countries, the estimates obtained with instrumental variable models significantly exceed the Mincer coefficient.

#### [The Effect of Linguistic Proximity on the Occupational Assimilation of Immigrant Men in Canada](#)

Adsera, Alicia (Princeton University) ; Ferrer, Ana (University of Waterloo)

This paper contributes to the analysis of the integration of immigrants in the Canadian labour market by focusing in two relatively new dimensions. We combine the large samples of the restricted version of the Canadian Census (1991-2006) with both a new measure of linguistic proximity of the immigrant's mother tongue to that of the destination country, and with information of the occupational skills embodied in the jobs immigrants hold. This allows us to assess the role that language plays in the labour market performance of immigrants and to better study their career progression relative to the native born. Weekly wage differences between immigrants and the native born are driven mostly by penalties associated with immigrants' lower returns to social skills, but not to analytical or manual skills. Interestingly, low linguistic proximity between origin and destination language imposes larger wage penalties to the university-educated, and significantly affects the status of the jobs they hold. The influence of linguistic proximity on the skill content of jobs immigrants hold over time also varies by the educational level of the migrant. We also show that immigrants settling in Quebec and whose mother tongue is close to French have similar or better labour market outcomes (relative to native-born residents in Quebec) than immigrants with close linguistic proximity to English settling outside Quebec (relative to native born residents in the rest of Canada). However, since wages in Quebec are lower than elsewhere, immigrants in Quebec earn less in absolute terms than those residing elsewhere.

#### [Monitoring of Continuing Professional Education: The Positions of Employers and Employees](#)

Avraamova, Elena M. (Russian Presidential Academy of National Economy and Public Administration (RANEPA)) ; Klyachko, Tatiana (Russian Presidential Academy of National Economy and Public Administration (RANEPA)) ; Loginov, Dmitriy (Russian Presidential Academy of National Economy and Public Administration (RANEPA))

This paper focuses on the development of education potential via system supplementary/continuous professional training as the task posed by the national economy amid growing sectoral competition.

Keywords: Russian economy, continuing professional education, education reform

#### [In brief...Parental job loss: the impact on children's school performance](#)

Jenifer Ruiz-Valenzuela

Unemployment is bad news not just for the individuals who lose their jobs but also for their families. Jenifer Ruiz-Valenzuela examines this underemphasised cost of economic downturns by measuring the impact of parental job loss on children's school results in Spain during the Great Recession.

[Do Early Warning Systems and Student Engagement Activities Reduce Dropout? Findings from the Four-Country SDPP Evaluation](#)

Nancy Murray

Mathematica designed, implemented, and rigorously evaluated evidence-based school dropout prevention pilot interventions in four Asian countries—India, Tajikistan, Cambodia, and Timor-Leste.

***Repéré sur : travail-emploi-sante.gouv.fr***

[Ségrégation professionnelle et écarts de salaires femmes-hommes](#) (novembre 2015), Dares Analyses n° 82 - Ministère du travail, de l'emploi, de la formation professionnelle et de l'égalité sociale

En 2012, le salaire horaire net des femmes était inférieur de 16,3 % en moyenne à celui des hommes. Cela reflète à la fois des écarts de salaire au sein de chaque famille professionnelle, mais aussi d'importantes différences de salaires entre métiers.

Les écarts salariaux intraprofessionnels représentent les trois quarts de l'inégalité salariale femmes-hommes. Dans chaque métier, les femmes se trouvent plus souvent que les hommes au bas de l'échelle des salaires et ont plus difficilement accès aux emplois les mieux rémunérés. Ces inégalités de salaires entre les femmes et les hommes croissent avec le niveau de qualification et de rémunération des métiers.

Les inégalités salariales tiennent aussi au fait que les femmes sont davantage que les hommes employées dans les métiers les moins rémunérateurs. En 2012, le salaire horaire net moyen des métiers dits « féminins » était inférieur de près de 19 % à celui des métiers « masculins ».

À caractéristiques observables identiques des salariés et des postes de travail au sein des familles professionnelles, les femmes sont moins bien rémunérées que les hommes. Cet écart « toutes choses égales par ailleurs » représente les deux tiers de l'écart salarial observé

***Repéré sur : worldbank.org***

World Bank. [Global Monitoring Report 2015/2016: Development Goals in an Era of Demographic Change](#). November 2015 (Aperçu en Français)

The Global Monitoring Report 2015/2016, produced by the World Bank Group in partnership with the International Monetary Fund, comes at an inflection point in both the setting of global development goals and the demographic trends affecting those goals. This year marks the end of the Millennium Development Goals (MDGs) and the launching of the Sustainable Development Goals (SDGs), while the World Bank Group has in parallel articulated the twin goals of sustainably ending extreme poverty and sharing prosperity. This report presents the latest global poverty numbers, based on the 2011 purchasing power parity (PPP) data, and examines the pace of development progress through the lens of the evolving global development goals. The special theme of this year's report examines the complex interaction between demographic change and development. With the number of children approaching a global ceiling of two billion, the world's population is growing slower. It is also aging faster, with the share of people of working age starting a decline in 2013. But

the direction and pace of these trends vary starkly across countries, with sizeable demographic disparities between centers of global poverty (marked by high fertility) and drivers of global growth (marked by rapid aging). These demographic disparities are expected to deeply affect the pursuit of the post-2015 agenda, accentuating existing challenges and creating new opportunities.

Husein Abdul-Hamid, Harry Patrinos, Joel Reyes, Jo Kelcey and Andrea Diaz Varela. [Learning in the Face of Adversity: The UNRWA Education Program for Palestine Refugees](#). Washington : World Bank, november 2015. ISBN: 978-1-4648-0706-0

The United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) operates one of the largest nongovernmental school systems in the Middle East. Palestine refugees in UNRWA schools are achieving higher-than-average learning outcomes in spite of the adverse circumstances they live under. This study uses a mixed methods research approach to address the complexity of the research question and its exploratory nature, namely, How do UNRWA schools continually and consistently outperform public schools? This study used the following data collection techniques: econometric techniques to analyze learning achievement data from international and national assessments; the Systems Approach for Better Education Results tools were used to assess different system components, such as teacher effectiveness, school autonomy, and student assessments; Stallings classroom observations provided a structured method to compare teachers' and students' interactions; qualitative data collected through interviews captured the lived experiences of a sample of students. Contrary to what might be expected from a resource-constrained administration serving refugee students who continually face a multitude of adversities, UNRWA students outperform public schools in the three regions-- West Bank and Gaza and Jordan-- by a year's worth of learning. The achievement is a result of the way these schools recruit, prepare, and support teachers; because of instructional practices and pedagogy in the classroom; and because of school leadership, accountability, and mutual support. This has created a distinguished learning community centered on the student. Of note: • UNRWA selects, prepares, and supports its education staff to pursue high learning outcomes. • Time-on-task is high in UNRWA schools, and is used more effectively than in public schools.

## 2. Sommaires de revues en éducation

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- The effects of sentiments and co-regulation on group performance in computer supported collaborative  
Lanqin Zheng, Ronghuai Huang
- Learning analytics should not promote one size fits all: The effects of instructional conditions in predicting academic success  
Dragan Gašević, Shane Dawson, Tim Rogers, Danijela Gasevic
- A mixed methods study of graduate students' self-determined motivation in synchronous hybrid learning environments  
Nikolaus T. Butz, Robert H. Stupnisky

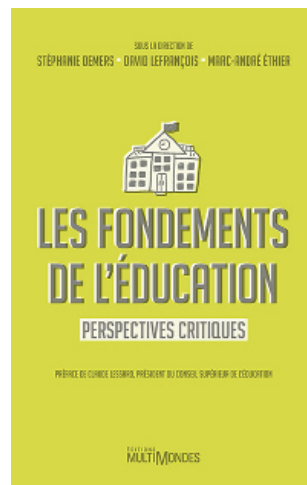
### 3. Livres intéressants



Benjamin Denecheau, Gérald Houdeville, Caroline Mazaud (dir.) **A L'ÉCOLE DE L'AUTONOMIE : Épreuves et enjeux des dispositifs de deuxième chance**. Paris : L'harmattan, 2015. 280 p. (défis formation) - ISBN : 978-2-343-07099-5 - 28 €

La situation des « jeunes sans qualification » face au système d'emploi est régulièrement jugée très préoccupante. Les différentes actions de « formation » étudiées dans cet ouvrage qui prennent ces jeunes pour cible (dans une École de la deuxième chance, dans un centre dépendant de l'Établissement public d'insertion de la Défense, dans des plateformes d'insertion) ne débouchent pas sur une qualification. Elles visent un engagement, une mobilisation de cette population en vue de faciliter ses conditions d'accès à un emploi ou à une formation qualifiante. De quelles ressources disposent ces jeunes dans leur pluralité (que l'expression « jeunes sans qualification » occulte) ? On ne connaît pas les effets sur les jeunes « accompagnés » de ces actions, exclusivement évaluées à l'aune du taux d'accès (conditionnant leur financement) à l'emploi ou à une formation qualifiante. Ce

livre s'emploie à rendre compte de cette prise en charge et de ce que les jeunes en retirent effectivement.



Demers, S., Lefrançois, D. & Éthier, M.-A. (2015). **Les fondements de l'éducation : perspectives critiques**. Québec : Éditions Multimondes. 488 p. ISBN : 978-2-89544-474-9

Pourquoi éduquer ? Pour qui ? Cet ouvrage collectif présente des textes de base sur les fondements mêmes de l'éducation :

- l'histoire de l'éducation occidentale,
- le rôle de l'école,
- les principes des systèmes éducatifs,
- le processus d'élaboration des savoirs,
- les idéologies sociales dans le cadre scolaire,
- le tri social et ses conséquences sur le parcours scolaire,
- l'apport de la philosophie à l'éducation,
- l'apprentissage et le développement humain,
- le développement d'une pensée critique à l'école,
- la non-neutralité de l'école québécoise.

Si les réponses à toutes les questions ne peuvent être trouvées textuellement dans ces pages, leurs auteurs souhaitent que les enseignantes et enseignants – en formation et en réflexion continues –, ainsi que tous ceux et celles qui s'intéressent à l'éducation, puissent y puiser des éléments leur permettant de construire leurs propres réponses et alimenter leur désir de mieux faire pour le bien commun.

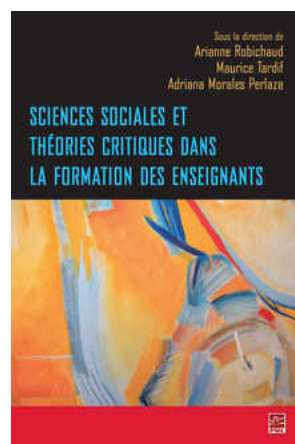


Sandrine Garcia, Anne-Claudine Oller. **Réapprendre à lire : de la querelle des méthodes à l'action pédagogique.** Paris : Seuil, août 2015. 336 p. (liber). 22 €

La controverse récurrente autour de l'usage des méthodes « globale » ou « syllabique » dans l'apprentissage de la lecture dissimule des choix pédagogiques plus profonds, qui ont durablement compromis la démocratisation de l'un des savoirs premiers les plus déterminants pour la réussite scolaire ultérieure.

Ce livre montre comment, au nom d'une conception savante et idéalisée de la « vraie lecture », les aspects pratiques et techniques de cet apprentissage fondamental ont progressivement été déniés et délégitimés. Il décrit la manière dont les enseignants ont été dépossédés de leur savoir pédagogique et ont peu à peu tendu à reporter sur les enfants eux-mêmes et leur milieu culturel les difficultés qu'ils constataient, favorisant une médicalisation et une psychologisation croissantes de l'échec scolaire.

À partir d'une expérimentation conduite au sein de plusieurs établissements et à rebours de la tendance dominante, cet ouvrage met en évidence les effets positifs d'une pédagogie basée sur l'enseignement explicite du déchiffrage en matière de réduction des inégalités sociales d'accès à l'écrit.



Arianne Robichaud, Maurice Tardif, Adriana Morales Perlaza (dir.) **Sciences sociales et théories critiques dans la formation des enseignants.** Laval : Presses de l'Université de Laval, 2015. 228 p. (Formation et profession). ISBN : 978-2-7637-2871-1 - 29.95 \$

Cet ouvrage s'intéresse à un enjeu souvent ignoré ou du moins de plus en plus minoré au sein des facultés et départements d'éducation au Québec, mais aussi par le ministère de l'Éducation : la place et le rôle des sciences sociales (histoire, sociologie, anthropologie, politique, démographie, économie, etc.) et des traditions culturelles, philosophiques et critiques dans les programmes de formation à l'enseignement. La question qui nous préoccupe est la suivante : peut-on en 2015 former des professionnels de l'enseignement en faisant abstraction de ces disciplines et traditions intellectuelles? Cette question mérite d'être justement soulevée, car on assiste au fil des décennies, comme nous le montrerons dans divers chapitres de ce livre, à une réduction systématique de ces disciplines et traditions intellectuelles au profit d'une vision de plus en plus étroitement technique de la formation des futurs enseignants.



Wentzel, B., Lussi Borer, V. & Malet, R. (2015). **Professionnalisation de l'enseignement : Fondements et retraductions**. Nancy (France) : Presses universitaires de Nancy. 286 p. ISBN-13 9782814302402 - 15 €

La professionnalisation de l'enseignement s'est transformée, en l'espace de quelques décennies, en un phénomène mondial lié à l'évolution des systèmes d'éducation et de formation. Les enseignants ont été largement concernés par la redéfinition des enjeux sociaux et économiques d'une école pour tous. La profession a donc connu de nombreuses réformes portant notamment sur la formation initiale et continue, le statut, les missions et les responsabilités, les conditions de travail ou encore les savoirs et les compétences servant à délimiter des modèles de professionnalités.

L'originalité et la pertinence de cet ouvrage résident notamment dans le croisement de plusieurs approches complémentaires sur l'internationalisation d'une problématique de la professionnalisation de l'enseignement, sa circulation et ses retraductions dans différents contextes. Certains concepts fondamentaux, dans le champ de la professionnalisation et, plus largement, issus de la sociologie des professions, se trouvent réinterrogés et stabilisés avec originalité par plusieurs contributeurs dans la première partie de l'ouvrage. L'idée de formation professionnalisante est devenue incontournable pour traiter de l'évolution des métiers de l'enseignement. Elle est abordée avec différents angles d'approche, dans la seconde partie de l'ouvrage, grâce aux analyses fines et approfondies proposées par les auteurs.