



Veille de l'IREDU n°60

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1. Ressources sur le Web

Repéré sur : cafepedagogique.net

[La scolarisation des tout petits : Une rupture professionnelle ?](#) L'expresso du 5 avril 2016

Peut-on scolariser des moins de trois ans comme des enfants de trois ans ? A l'évidence, non. Le fait-on : A l'évidence, oui puisque 90% de ces enfants se retrouvent avec des enfants de petite section. Mais que se passe-t-il dans les rares classes de tout petits ? Existe-il une autre solution pour accueillir ces enfants dans l'éducation nationale ?

[Lecture : La révolution Cnesco.](#) L'expresso du 8 avril 2016

Comment en finir avec la dégradation des performances en lecture des jeunes français ? Comment enseigner la lecture à l'heure du numérique ? Comment prendre en compte la diversité des élèves ? C'est finalement pas moins de 47 recommandations qui sont publiées par le jury de la conférence de consensus réunie par le Cnesco et l'Ifé. La conférence est-elle trop ambitieuse ? Appliquer ses recommandations serait révolutionner les pratiques enseignantes à l'école et surtout au collège.

[Comment la lutte contre le décrochage interroge les établissements.](#) L'expresso du 8 avril 2016

Comment les établissements scolaires traitent-ils la lutte contre le décrochage ? Une étude du Cereq auprès de 120 établissements décrit 4 types de réponse. "Dans un premier type, la prévention s'organise autour d'un nombre réduit de personnels et d'une conception limitée à l'absentéisme. Le deuxième élargit son point de vue et associe un nombre plus large de personnels, mais toujours sans enseignants. Le troisième type s'ouvre aux enseignants et entend introduire la pédagogie dans ses réflexions et pratiques. Quant au dernier, il mobilise un collectif large et décline la prévention sous des aspects variés. Ces quatre modèles de fonctionnement éclairent la manière dont les chefs d'établissement interprètent un cadre national et le traduisent au plan local. Plus largement, ils permettent de montrer que le discours ministériel de promotion du travail collaboratif réinterroge les fonctionnements internes des établissements."

[Quel devenir scolaire pour les descendants d'immigrés ?](#) L'expresso du 13 avril 2016

" Longtemps, les sciences sociales françaises ont considéré que le destin social et scolaire des migrants et de leurs descendants n'était que le résultat de leur niveau socioéconomique, de leur « position de classe ». Georges Felouzis et Barbara Fouquet Chauprade, qui coordonnent ce numéro de la Revue Française de pédagogie (n°191) posent la question de l'origine des inégalités scolaires des enfants d'immigrés dans un numéro qui fait date. En effet, la question des facteurs d'inégalités scolaires divise les chercheurs et il faut rendre hommage aux coordonnateurs d'avoir su aller au-delà de leur propre thèse pour ce numéro qui fait date.

[De fortes inégalités salariales à l'Education nationale.](#) L'expresso du 14 avril 2016

Tous collègues Certes. Mais pas pour la feuille de paie. La publication du Bilan social de l'Education nationale jette un coup de projecteur sur les rémunérations réelles des enseignants et une vague lueur sur celle des non-enseignants. La surprise c'est que tout le monde n'est pas mal payée dans ce ministère...

[Quand les MOOCs sortent de leur berceau.](#) L'expresso du 15 avril 2016

L'apparition des Moocs (Massive Open Online Course) dans l'espace de l'enseignement supérieur a déclenché de nombreux débats, provoqué de nombreux écrits, mais aussi des recherches. Qu'ils soient X pour l'extension des cours traditionnels mis en ligne ou C pour le développement d'apprentissage au sein de communautés connectés, on parle alors de Mooc connectiviste, la littérature s'est d'autant plus développée que, comme à la fin des années 1990 avec le passage de la FAD à la Foad et au e-learning, il y a beaucoup d'imaginaire autour de ce phénomène. Une fois passé les premiers temps de la séduction de l'innovation, le temps du concept valise, s'effectue une stabilisation, voire une normalisation du concept. Même si aujourd'hui ce sont les xMoocs qui sont les plus présents, les formes de ces différentes propositions sont multiples. Et l'articulation entre xMooc et cMooc, au travers d'activités collaboratives en ligne, s'est aussi progressivement effectué, car finalement l'effet Mooc c'est d'abord l'émergence de communautés autour d'une thématique, communautés représentées par les usagers actifs et persévérants de ces Moocs. Certes il n'y a pas que ces groupements, il y a aussi de nombreuses démarches essentiellement individuelles, temporairement collaborative, qui montrent aussi l'émergence d'une nouvelle forme de consommation de formation.

[Comment l'Ecole peut causer et réparer le décrochage.](#) L'expresso du 18 avril 2016

Deux nouvelles études publiées par la revue Education & formations (n°90 avril 2016) interrogent l'Ecole sur sa participation au décrochage des élèves. Que le "marre de l'école" soit un facteur dominant du décrochage, on le savait depuis une étude nantaise, réalisée en 2013, de Pierre Yves Bernard et Christophe Michaut. Une nouvelle recherche réalisée par eux dans l'académie de Créteil ne change pas la donne. Mais elle montre que le fichier de décrocheurs utilisé par l'Education nationale sont loin de toucher à la réalité. Joël Zaffran et Juliette Vollet se sont attaqués à "l'accrochage" des jeunes. Et eux aussi mettent en avant les changements opérés dans la forme scolaire. Si les facteurs familiaux, sociaux ou économiques ont leur part dans le décrochage, c'est quand même toujours l'Ecole qui domine cette problématique.

[Où travaillent les enseignants ? L'expresso du 19 avril 2016](#)

En principe la question est simple : les professeurs des écoles travaillent dans les écoles et les certifiés et agrégés en collège et lycée. Mais en réalité ce n'est pas aussi simple. La preuve c'est que seulement 86% des enseignants des écoles sont affectés dans une école et que seulement 86% des enseignants du second degré sont dans des collèges et lycées. Où sont les autres et quelle logique se dégage des affectations ? Voilà la question...

[Comment motiver les élèves en CP ?](#) L'expresso du 20 avril 2016

A priori ils sont très motivés les élèves de CP pour apprendre à lire et à écrire. Mais Olivier Cosnefroy, Cécile Nurra et Philippe Dessus (Univ. Grenoble Alpes) montrent dans une étude publiée dan

Education & formations n°90, que ce n'est pas le cas de tous. Comment influencer leur motivation et améliorer en conséquence leur niveau ? Ils avancent des pistes....

[Les établissements inégaux face à l'absentéisme des élèves.](#) L'expresso du 20 avril 2016

Si en moyenne 4% des élèves ont été absents sans justification au moins 4 demi-journées par mois, le taux varie beaucoup d'un établissement à un autre, révèle une nouvelle Note de la Depp. Il dépend aussi des départements. Mieux, le privé et le public ne sont pas égaux. Autant de dimensions qui interrogent le rétablissement de la loi Ciotti promis par Les Républicains s'ils reviennent aux affaires.

[Deux études sur l'intégration des immigrés.](#) L'expresso du 20 avril 2016

Ce sont deux visions de l'intégration des immigrés que proposent l'Insee et l'Ined. Le premier évoque sa répartition, inégale, sur le territoire. Le second traite des difficultés d'insertion des immigrés subsahariens en France. Pour l'Ined elle tient plus aux discriminations et aux règlements qu'aux personnalités des migrants. Pour eux, l'insertion c'est en moyenne une décennie d'insécurité.

[Compte de l'éducation : Quels efforts depuis 2012 ?](#) L'expresso du 21 avril 2016

Alors que la ministre va réunir début mai des "Assises de la refondation" qui tourneront, volens, nolens, au bilan de l'action gouvernementale, la publication du "Compte de l'éducation" apporte un éclairage officiel et assez détaillé sur son aspect financier. Si celui-ci est loin de suffire pour ce bilan, et s'il laisse bien des points dans l'ombre, il permet de tirer quelques enseignements sur les priorités de l'action gouvernementale.

[Angleterre : Un service officiel d'évaluation des écoles ouvert aux parents.](#) L'expresso du 22 avril 2016

Cela s'appelle "Parent View". Ouvert par l'Ofsted, l'office d'évaluation des écoles et des établissements anglais, ce nouveau site invite les parents à déposer leurs remarques sur l'école de leur enfant. Le site demande l'adresse électronique des parents. Il leur garantit l'anonymat suite au dépôt de leur avis. En France des sites privés ont tenté de mettre en ligne des sites d'évaluation des écoles ou même des enseignants. Mais en Angleterre c'est l'administration qui inspecte les établissements qui prend les devants...

Repéré sur : campusfrance.org

Campus France. [Madagascar](#). Focus Pays, n°12, avril 2016

Cinquième île du monde par sa superficie, situé au cœur de l'océan Indien, et riche d'une biodiversité unique, Madagascar est un pays multiculturel doté d'une population jeune, et disposant de potentiels exceptionnels. Avec 4000 étudiants actuellement sur le sol français, Madagascar est le 20e pays d'origine des étudiants internationaux accueillis en France.

Ce Focus consacré à Madagascar fait le point sur les coopérations existantes et les priorités du gouvernement en termes de formations, tout en apportant un éclairage particulier sur les perspectives de collaborations à développer avec les entreprises françaises.

Repéré sur : cedefop.europa.eu

[Mainstreaming VET policies addressing early leaving from education and training](#). Briefing note, APRIL 2016

In 2014, the rate of early leaving from education and training in the EU had dropped to just one percentage point above the Europe 2020 benchmark of less than 10%. This encouraging trend is partly owed to the numerous projects and initiatives across Europe over the last three decades which have supported young people at risk of dropping out of education. Yet many of these initiatives have neither aroused attention nor found a market beyond their local context, in spite of their success. What has prevented policy makers and practitioners in other places reaping their benefits? What does it take to transfer successful practices and make them work in different settings?

Repéré sur : Cereq.fr

Hélène Couprie, Katia Melnik. [Les pratiques managériales peuvent-elles réduire les inégalités professionnelles de genre ? L'exemple de la promotion et de la formation](#). Net.Doc , n° 158 , 2016 , 54 p.

Ce document aborde la question du rôle des pratiques RH dans la réduction des disparités professionnelles de genre observées dans l'accès à la promotion et à la formation en entreprise. Les résultats sont issus de traitements économétriques effectués sur des données issues de l'enquête couplée entreprise-salariés conduite en 2010-2012 (Difes 2).

L'analyse montre ainsi que dans les entreprises ayant une politique RH plus structurée, les écarts des taux de promotion entre les femmes et les hommes diminuent de manière considérable ainsi que les écarts dans l'accès à la formation générale. L'écart dans les taux d'accès à la formation spécifique est quasi inexistant.

Jean-Marie Dubois, Isabelle Marion-Vernoux, Edmond Noack. [Le dispositif d'enquête Defis, un nouveau regard sur la formation en entreprise](#). Bref , n° 344 , 2016 , 4 p.

Le premier volet du dispositif d'enquêtes sur les formations et itinéraires des salariés (Defis), réalisé en 2015, permet de mieux cerner le recours à la formation par les entreprises. L'observation de nouvelles dimensions, comme l'importance des formations réglementaires et le recours à une expertise externe pour construire la politique de formation, renforce des résultats connus de longue date sur les écarts entre petites et grandes entreprises.

Fred Séchaud (coordination). [Négocier, réguler, accompagner. La relation formation-emploi au prisme des branches professionnelles. 4e Biennale formation-emploi du Céreq](#). Relief , n° 53 , 2016 , 102 p.

La relation entre les branches et la formation continue est une histoire ancienne. Sans être aussi longue, l'histoire des études du Céreq sur les branches est également riche et ancienne. Cette 4ème Biennale est l'occasion de présenter les travaux récents menés dans des cadres assez variés liés aux activités du Centre, mais aussi d'avoir un regard plus réflexif sur leurs apports, leurs limites et leurs perspectives.

Alexandra d'Agostino, Anne Delanoë. [Typologie sectorielle des modes de gestion de la main-d'oeuvre](#). Net.Doc , n° 157 , 2016 , 50 p.

Cette étude propose une lecture de l'hétérogénéité du marché du travail français à partir du niveau d'analyse de l'emploi sectoriel privé. La typologie s'appuie sur une approche statistique permettant de classer soixante-seize secteurs d'activités en sept profils distincts de mode de gestion et de mobilisation de la main-d'oeuvre. Les données mobilisées sont issues de sources telles que les données DADS, l'enquête Emploi de l'INSEE, les chiffres de l'Unedic ou encore des données de la Dares. L'ensemble est regroupé dans les portraits statistiques de branche produits par le Céreq.

Cette typologie sectorielle a été réalisée dans le cadre d'une convention avec la Direction générale à l'emploi et à la formation professionnelle (DGEFP). Elle constitue le « volet quantitatif » d'une étude plus générale sur la diversité des branches professionnelles en matière de politiques emploi/formation.

Repéré sur : Crifpe.com

Dieye, R. (2015). [Three essays on social interactions and education: theory and application](#). Mémoire de maîtrise inédit, Université Laval, Québec, Québec.

L'objectif principal de cette thèse est de proposer des méthodes d'identification des effets qui découlent des interactions sociales dans le contexte éducatif. La pertinence de ma recherche se trouve à trois niveaux : 1) elle nous aide à mieux mesurer l'impact du réseau social sur les comportements individuels ; 2) elle améliore notre compréhension de phénomènes sociaux négatifs tels que l'obésité ou le décrochage scolaire ; 3) elle permet de proposer des politiques publiques adaptées, qui permettent d'exploiter au mieux les effets qui découlent de ces interactions sociales en milieu scolaire

Gueye, N. (2015). [Négociation de sens et conception collective d'un dispositif de développement professionnel chez des enseignants](#). Thèse de doctorat inédite, Université Laval, Québec, Québec.

Notre étude s'attarde à décrire et à comprendre la négociation de sens (Wenger, 2005) telle qu'elle s'est déroulée chez une équipe du MELS ayant adopté la communauté de pratique comme dispositif de développement professionnel. Cette communauté, responsable de la mise en œuvre du plan d'action pour l'amélioration du français, se consacre à la formation et l'accompagnement des personnels de français des écoles primaires et secondaires du Québec. La collecte de données s'est déroulée sur une période de quatre ans. Inspirée de l'ethnographie, la méthodologie s'appuie sur l'observation participante à distance et en présence des travaux de cette communauté et la prise de notes. L'analyse de documents de travail incluant les traces écrites d'un forum électronique, la conduite d'entrevues et l'administration d'un questionnaire ont complété l'arsenal de collecte qui a été déployé tout au long. Une analyse croisée des données recueillies a permis de mettre en évidence avec plus d'acuité, à la fois, les processus clefs et les objets de la négociation de sens. Par la suite, nous avons dégagé de cette analyse les composants du dispositif de développement professionnel que la communauté s'est consacrée à édifier.

Plouffe, G. (2015). [Recherche-action-formation proposant un parcours professionnalisant relatif aux compétences des acteurs scolaires en éducation à la santé](#). Thèse de doctorat inédite, Université de Sherbrooke, Sherbrooke, Québec.

L'inclusion de la santé et du bien-être de l'élève dans le Programme de formation de l'école québécoise (PFÉQ) (Gouvernement du Québec, 2006a, 2006b et 2007) est prévue à la fois de façon disciplinaire et transversale afin de favoriser l'arrimage de l'ensemble des interventions éducatives. Or, les formations initiales et continues en éducation à la santé ne permettent pas aux acteurs des milieux scolaires de contribuer adéquatement à l'inclusion d'interventions qui lui sont spécifiques (Jourdan, 2010; Koelen et Van den Ban, 2004; Turcotte, Gaudreau et Otis, 2007). Dès lors, reconnaissant le potentiel d'impact de la santé et du bien-être sur la réussite éducative de ses élèves, une école secondaire de la Montérégie a sollicité l'aide de la Chaire de recherche du Canada en éducation à la santé afin d'outiller son équipe pédagogique à intervenir en ce domaine. Dans ce contexte, il est apparu nécessaire de former adéquatement les acteurs de l'école afin que chacun puisse assumer le rôle d'éducateur à la santé qui lui revient, en plus d'assurer l'amélioration des pratiques professionnelles. C'est par la mise en œuvre d'un parcours professionnalisant visant le développement des compétences professionnelles spécifiques à l'éducation à la santé qu'il a été décidé de répondre au problème de formation en éducation à la santé soulevé. Considérant les enjeux et les défis qui entourent l'offre de parcours professionnalisant et souhaitant favoriser une mise en œuvre optimale, un modèle conceptuel a été développé. Les ancrages qui en résultent reposent sur les perspectives, les définitions et les modèles de parcours professionnalisant de Lafortune (2008), Wittorski (2008) ainsi que Charlier et Biémar (2012), les référentiels de compétences professionnelles spécifiques en éducation à la santé ainsi que la théorie du sentiment d'efficacité (Bandura, 2007). Ce projet de recherche souhaite répondre aux objectifs suivants soit : 1) caractériser le parcours professionnalisant co-construit; 2) décrire les effets du parcours professionnalisant co-construit sur la poursuite du développement des compétences en éducation à la santé et 3) identifier et décrire les facteurs contextuels qui ont modulé le parcours professionnalisant. Ce parcours professionnalisant s'articule autour d'une stratégie de recherche-action-formation, conduite au cours des années scolaires 2010-2011, 2011-2012 et 2012-2013. Des données ont été recueillies tout au long du projet de recherche par des observations participantes et des entretiens semi-dirigés. Une approche inductive basée sur la théorisation ancrée proposée par Paillé (1994) a ensuite été menée afin de rendre compte le plus fidèlement possible de l'efficacité du parcours professionnalisant, de ses conditions d'implantation et des facteurs contextuels qui l'ont modulé. En posant un regard sur l'expérience vécue et racontée par les participants, les résultats de ce projet de recherche mettent en lumière la co-construction et les effets de la mise en œuvre du parcours professionnalisant en éducation à la santé chez les acteurs de l'école, permettant l'émergence d'un modèle conceptuel. Ainsi, le concept d'engagement des acteurs occupe une place centrale dans le modèle émergent. Celui-ci se décline en trois niveaux soit : 1) le désir d'engagement a priori; 2) l'engagement dans le processus et 3) le réengagement. Il ressort également que la mise en place de certaines stratégies liées au parcours professionnalisant peuvent contribuer à favoriser et à maintenir cet engagement, notamment par : 1) la compréhension du contexte par les chercheurs; 2) en faisant vivre des succès aux acteurs dans le développement et la réalisation d'initiatives en éducation à la santé et 3) la pratique réflexive. Enfin, les résultats montrent que les compétences professionnelles en éducation à la santé développées par les acteurs au fil de l'expérience vécue peuvent influencer leurs croyances en leur capacité et ainsi favoriser l'émergence de pratiques professionnelles renouvelées en éducation à la santé.

Sballil, I. (2015). [Le leadership en matière de justice sociale : cas d'une direction d'école primaire francophone de milieu défavorisé de Montréal](#). Mémoire de maîtrise inédit, 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. Ce portrait présente les trois constituantes du cadre conceptuel. Tout d'abord, il fera état des connaissances portant sur la notion de leadership de justice sociale, sur le contexte des élèves de milieu défavorisé et sur leurs attitudes et comportements liés à la justice sociale. Il présentera aussi des attitudes, croyances et valeurs traduisant la volonté du leader de changer les choses pour promouvoir plus de justice sociale au sein de son école. Finalement, ce portrait fera état des comportements (rapportés ou observés) qui traduisent la mise en place par la direction de l'école de stratégies pour changer les choses vers plus de justice sociale. Le portrait émergent placera la direction d'école étudiée dans la lignée des directions ayant un intérêt pour la justice sociale dans les milieux défavorisés de Montréal et qui mettent en œuvre des actions pour redresser les injustices au sein de leurs écoles (Archambault et Garon, 2013). Cette étude de cas présente, en plus, un portrait bâti sur la base de l'observation de la direction jumelée à des entrevues semi-dirigées avec elle-même, avec d'autres membres de l'équipe-école et des membres de la communauté scolaire en général; notre étude présente de ce point de vue un portrait assez complet et nuancé du leadership porté sur la justice sociale de la direction de l'école. Elle met également en évidence l'utilité du cadre opérationnel pour l'étude de leadership transformatif (Archambault et Garon, 2011a). Cette recherche n'aspire pas à une quelconque généralisation de ses résultats, c'est une étude de cas qui espère toutefois avoir présenté un cas exemplaire qui répondrait à l'intérêt pour l'étude du leadership de justice sociale dans le contexte des écoles primaires de milieux défavorisés de Montréal.

Conseil des statistiques canadiennes de l'éducation (CSCE) (2016). [Indicateurs de l'éducation au Canada : une perspective internationale. \(Rapport no. 81-604-X\)](#). : Conseil des statistiques canadiennes de l'éducation (CSCE).

Le présent rapport, Indicateurs de l'éducation au Canada : une perspective internationale, 2015, place dans un contexte international certains aspects des systèmes d'éducation des provinces et territoires du Canada. Cette série d'indicateurs est alignée sur les définitions et les méthodologies utilisées par l'Organisation de coopération et de développement économiques (OCDE). Ces indicateurs comparables au niveau international, fournissent les données statistiques portant sur ces thèmes clés:

Le chapitre A, Les résultats des établissements d'enseignement et l'impact de l'apprentissage, renseigne sur le niveau de scolarité de la population adulte. On y présente aussi de l'information sur le taux d'obtention des diplômes de fin d'études secondaires et sur les relations entre le niveau de scolarité et les résultats sur le marché du travail.

Le chapitre B, Les ressources financières investies dans l'éducation, se concentre sur les dépenses en matière d'éducation. On y présente de l'information sur les dépenses liées à l'éducation tant en

terme des dépenses par élève/étudiant qu'en relation à l'ensemble des ressources mesurées par le PIB. Les parts relatives des dépenses courantes et des dépenses en capital sont également décrites. Le chapitre C, Accès à l'éducation, participation et progression, examine l'étendue des effectifs en mobilité internationale dans les programmes universitaires et collégiaux au Canada et l'évolution de ceux-ci au fil du temps. Certains aspects de la transition de l'éducation à la population active sont examinés, incluant la situation des jeunes adultes qui ne sont ni scolarisés ni en emploi.

Le chapitre D, Environnement pédagogique et organisation scolaire, fait rapport sur le temps d'instruction en classe pour les élèves selon les directives publiques. Il présente également des données sur l'environnement de travail des enseignants au niveau primaire et secondaire : le temps d'enseignement (tel que mandaté) dans le contexte du temps de travail total et les salaires des enseignants.

Le chapitre E, Compétences des adultes, fournit certains résultats du Programme pour l'évaluation internationale des compétences des adultes âgés de 16 à 65 ans, qui évalue les compétences des adultes en littératie, en numératie et en résolution de problèmes. Dans ce chapitre, les résultats d'un test assisté par ordinateur sur la résolution de problèmes dans un environnement hautement technologique sont présentés.

De Paola, M. & Brunello, G. (2016). [Education as a tool for the economic integration of migrants](#). (Rapport no. 27). Luxembourg : Publications Office of the European Union.

Ce rapport examine le rôle de l'éducation dans le processus d'intégration économique des immigrés. Il est organisé en cinq parties. Il s'attache tout d'abord à comparer le niveau d'instruction des immigrés de première et deuxième génération en Europe et aux Etats-Unis. Dans une deuxième partie sont étudiés les liens chez les immigrés entre la maîtrise de la langue d'une part et le niveau d'instruction et l'intégration économique d'autre part. Dans les deux parties suivantes, il montre l'influence de l'organisation du système scolaire et des caractéristiques des enseignants sur les résultats scolaires des enfants issus de l'immigration et des natifs. Enfin, le rapport envisage le rôle de l'éducation supérieure pour les populations immigrées, et notamment son rôle potentiel dans une intégration plus aisée vis-à-vis des populations natives.

Le rapport montre tout d'abord que, bien que les immigrés de première génération en Europe soient en moyenne légèrement moins instruits que les natifs, il demeure une grande hétérogénéité entre les pays européens. Il montre par ailleurs que les immigrés de seconde génération réussissent en général mieux que les immigrés de première génération. Il se penche également sur les résultats d'études internationales sur les performances des élèves qui suggèrent que les enfants issus de l'immigration ont de moins bons résultats que leurs camarades natifs. Tandis que dans certains pays comme la France et le Danemark, cet écart s'explique presque entièrement par les différences de milieu socio-économique, dans d'autres (Finlande, Autriche, Belgique et Portugal), les facteurs à l'origine de ce retard sont plus complexes et vont puiser en dehors des conditions socio-économiques.

Parmi les facteurs qui expliquent les différences de résultats scolaires entre immigrés et natifs, on peut citer la maîtrise de la langue du pays d'accueil. L'étude passe ainsi en revue la littérature qui interroge la pertinence de la langue dans la réussite scolaire et se concentre ensuite sur le sous-champ qui s'intéresse plus particulièrement à l'estimation des retours sur les compétences langagières sur le marché du travail. Ces estimations sont ensuite discutées, notamment puisqu'elles apparaissent cruciales dans la perspective d'une analyse coût-bénéfice d'une politique de formation des migrants à la langue nationale. Le rapport met également en lumière les difficultés qui peuvent

survenir dans l'identification de l'effet causal des compétences langagières sur la réussite professionnelle et fournit une revue des solutions proposées par la littérature pour y remédier. Plus généralement, les études citées soulignent l'importance de la maîtrise de la langue pour l'intégration économique des immigrés et montrent que les défis qui attendent les pays européens sont différenciés : si les pays d'accueil dont une grande part d'immigrés parle déjà la langue nationale sont susceptibles d'encourir de moindres coûts d'intégration, ce n'est pas le cas de tous les pays concernés.

Le rapport montre ensuite comment l'école maternelle, la différenciation des parcours, la combinaison des caractéristiques des élèves et des professeurs et la composition des classes affectent les résultats scolaires des enfants issus de l'immigration. Si la maternelle semble avoir des effets bénéfiques sur ces enfants, les parcours adaptés semblent n'avoir d'effets positifs que sur les enfants avec une maîtrise imparfaite de la langue nationale. En ce qui concerne les combinaisons des caractéristiques des élèves et des professeurs, les études existantes insistent sur l'importance d'éviter les comportements stéréotypés de la part des professeurs. Des programmes de formation spécifiques et le recrutement accru d'enseignants issus de l'immigration semblent ainsi être des pistes à creuser dans la poursuite de cet objectif.

La composition des classes est particulièrement pertinente dans la mesure où les résultats scolaires peuvent être affectés par la manière dont les enfants natifs et ceux issus de l'immigration sont répartis dans différentes classes. Néanmoins, bien que l'analyse de l'influence des pairs soit très classique dans la littérature économique, l'impact de la concentration d'immigrés sur les résultats scolaires n'a été étudié que récemment et n'a fait l'objet que de peu d'études. Les résultats suggèrent que les élèves issus de l'immigration sont négativement impactés par la présence d'autres enfants d'immigrés dans la classe ou l'établissement. Les résultats pour les natifs sont plus controversés : certaines études obtiennent des effets négatifs significatifs tandis que d'autres n'en trouvent pas ou peu.

Pour finir, le rapport passe en revue les études empiriques qui suggèrent que l'instruction a un rôle très important dans la façon dont les citoyens natifs perçoivent les immigrés. Globalement, les résultats tendent à montrer que les migrants mieux instruits sont mieux accueillis. Cependant, plus de travaux seront nécessaires avant d'établir des conclusions certaines sur ce point.

Yuki, T., Igei, K. & Demas, A. (2016). [Measuring the Quality of Education Policies and Their Implementation for Better Learning: Adapting World Bank's SABER Tools on School Autonomy and Accountability to Senegal](#). (Rapport no. 113). Tokyo : JICA Research Institute

This paper examines the quality of policy intent and policy implementation in education policies related to school-based management (SBM) in rural Senegal. For this purpose, we adapted the World Bank diagnostic tool for the SBM system known as SABER-SAA (System Approach for Better Education Result for the policy domain of School Autonomy and Accountability), to conduct a survey of various actors in the education system of Senegal. In terms of policy intent, the results of the assessment show that Senegal is making progress on strengthening the participatory roles of school councils in school operations, and on the management of operational budgets at the municipal level. However, the field survey data show that there are differences between policy intent and implementation, and differences among stakeholders in the degree of policy implementation. In terms of the participation of school councils in school activities, we found that when school councils

were active in the implementation of procedural policies, such as holding general assemblies, the amount of financial contributions to the school were larger, and there were more council inspired activities. Furthermore, the variables indicating a more active role for school councils also had a positive and statistically significant association with pass rates in the primary graduation exam. The degree of functionality of the school council was also assisted by supporting measures, such as training and monitoring visits. Other factors positively associated with increased pass rates include: a shared vision by school directors and school councils on commune responsibility towards a school, and the use of comparisons of school performance with the performance of other schools as a motivator for making improvements in the subject school. These findings suggest that strengthening the implementation of policy in the area of participatory school councils, as well as improving linkages with sub-national administrations, is important for better learning outcomes. We also recommend that better use of student assessment information by schools should be promoted in the context of rural Senegal.

Repéré sur : Education.gouv.fr

Martine Jeljoul, Aline Landreau-Mascaro, Jean-pierre dalous et stéphanie Lemerle. [Le Compte de l'éducation : Principes, méthodes et résultats pour les années 2006 à 2014](#). Les dossiers de la DEPP, n°206

Combien coûte l'éducation ? Quels agents économiques, État, collectivités territoriales, ménages, entreprises, en assurent le financement ? Quelle est la dépense moyenne pour un élève ou pour un étudiant ? En répondant à ces questions, le Compte de l'éducation vise à apporter une mesure de l'effort monétaire que la collectivité nationale consacre au système éducatif. Il est en cohérence avec la Comptabilité nationale dont il constitue un compte satellite. Ce dossier actualise les principes et méthodes utilisés par le Compte de l'éducation pour rassembler et organiser dans un cadre synthétique l'ensemble des flux économiques relatifs aux dépenses d'éducation et à leur financement. Il comprend des résultats calculés avec les nouvelles méthodes qui constituent une série cohérente sur la période 2006-2014.

Repéré sur : Esen.education.fr

[L'insertion professionnelle des jeunes doctorants](#). Cour des comptes, 22 mars 2016.

Dans ce référentiel, la Cour estime que, malgré la réforme du doctorat à la fin des années 1990, l'information sur les doctorants et les financements doit être améliorée. Par ailleurs, les résultats en matière d'insertion professionnelle sont décevants au regard des moyens investis. En effet, le doctorat ne protège pas contre le chômage – avec des différences substantielles entre disciplines – et les débouchés en entreprise sont limités par une méconnaissance réciproque des compétences disponibles et de l'intérêt de telles carrières. La Cour formule cinq recommandations pour faire évoluer la situation.

Laurent COSNEFROY. [Enseignants du supérieur : formation et accompagnement](#). Lyon : Institut français de l'éducation (IFÉ), Novembre 2015

Afin d'orienter son action, la direction générale de l'enseignement supérieur et de l'insertion professionnelle (DGESIP) a souhaité procéder à un état des lieux des politiques, des acteurs, des

organisations et des pratiques de formation des enseignants dans les établissements d'enseignement supérieur. Ce rapport dresse notamment une typologie des obstacles à surmonter pour favoriser la transformation des pratiques pédagogiques et le développement des services d'accompagnement. Il s'interroge également sur le rôle que peut jouer la politique de site.

Jocelyne COLLET-SASSERE, Christian BIGAUT, François PAQUIS, Damien VERHAEGHE. [Enseignants-chercheurs : recrutement, déroulement de carrière et formation](#). Paris : Inspection générale de l'administration de l'éducation et de la recherche (IGAENR), Décembre 2015

Ce rapport traite des questions relatives à la qualification des enseignants-chercheurs par le conseil national des universités (CNU), de l'endorecrutement et des pratiques des établissements dans la gestion de la carrière et de la formation des enseignants-chercheurs. La mission d'inspection examine tout particulièrement le poids des activités pédagogiques ainsi que les dernières innovations en la matière.

Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche (MENESR). [Indicateurs de résultats des lycées 2015](#). Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche (MENESR), Mars 2016

Ces indicateurs permettent d'évaluer l'action propre de chaque lycée en prenant en compte la réussite des élèves au baccalauréat et leur parcours scolaire dans l'établissement. Ils concernent l'ensemble des lycées publics et privés sous contrat.

Inspection générale de l'éducation nationale ; Inspection générale de l'administration de l'éducation nationale et de la recherche. [Rapport annuel des inspections générales 2014](#). Paris : IGEN ; IGAENR, 2016

Ce rapport thématique est consacré aux transitions entre les degrés d'enseignement dans le système éducatif français. Il se propose de faire le point sur les différents paliers qui existent tout au long de la scolarité : accès à l'école maternelle et transition vers l'école élémentaire ; passage entre école et collège ; passage entre collège et lycée ; accès à l'enseignement supérieur ; discontinuité des parcours des élèves en situation de handicap. Le dernier chapitre présente l'organisation des degrés d'enseignement ailleurs en Europe et dans le monde (Finlande, Allemagne, Angleterre, États-Unis, Québec, Russie, Japon, etc.).

CNESCO. [Conférence de consensus lecture : vidéos des interventions et recommandations du jury Avril 2016](#)

À la suite de la conférence de consensus organisée les 16 et 17 mars dernier, le jury a rédigé des propositions articulées autour de 6 axes :

- identifier les mots ;
- développer la compréhension ;
- préparer "l'entrée en littérature" ;
- lire pour apprendre ;
- lire à l'heure du numérique ;
- prendre en compte la diversité des élèves.

DEPP. [Personnels de l'enseignement scolaire : bilan social 2014-2015](#). Paris : Ministère de l'Éducation Nationale, de l'Enseignement et de la Recherche, Avril 2016

Cette première partie du bilan social dresse un panorama actualisé de l'ensemble des personnels enseignants et non enseignants du ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche. Il présente des indicateurs utiles au pilotage des ressources humaines : effectifs détaillés et caractéristiques des agents, carrières, conditions de travail, formation continue (etc.).

Annie Dubujet. [Prévisions d'effectifs d'élèves du premier degré : stabilité en 2016, baisse en 2017](#). Note d'information - N° 09 - avril 2016

Le nombre d'élèves dans le premier degré devrait s'établir à 6 808 900 à la rentrée 2016, et à 6 796 800 à celle de 2017 ; il était de 6 805 200 à la rentrée 2015. À la rentrée 2017, les effectifs du premier degré devraient diminuer pour la première fois depuis la rentrée 2011, une baisse ressentie à la fois en préélémentaire et en élémentaire.

Nicolas Miconnet. [Prévisions d'effectifs d'élèves du second degré pour 2016 et 2017](#). Note d'information, n°10 - avril 20161111

Le nombre d'élèves du second degré devrait augmenter de 53 500 à la rentrée 2016 et de 58 000 à la rentrée 2017. Dans les lycées généraux et technologiques, les effectifs devraient connaître une forte hausse à la rentrée 2016 (près de 50 000 élèves supplémentaires) et plus modérée en 2017. Le niveau collège, après une stabilisation prévue en 2016, gagnera de l'ordre de 28 500 élèves à la rentrée 2017.

Sophie Cristofoli. [La moitié des élèves absentéistes concentrés dans 10 % des établissements](#). Note d'information, n° 11, avril 2016

En 2014-2015, 4,4 % des élèves ont été absents de façon non justifiée quatre demi-journées ou plus par mois, en moyenne. Le taux d'absentéisme annuel est de 2,8 % dans les collèges, de 5,2 % dans les lycées d'enseignement général et technologique (LEGT) et de 13,1 % dans les lycées professionnels (LP).

Ce taux augmente toujours au cours de l'année scolaire et il varie aussi fortement d'un établissement à l'autre : en janvier 2015, l'absentéisme touche moins de 1,7 % des élèves dans la moitié des établissements, alors que, dans un établissement sur dix, il dépasse 11,6 %. Ces 10 % d'établissements les plus touchés concentrent la moitié des élèves absentéistes. Du fait de leurs absences, quel que soit le motif, y compris pour maladie, les élèves perdent en moyenne 5,9 % de temps d'enseignement. Lorsque seules les absences non justifiées sont prises en compte, ce temps d'enseignement perdu passe à 1,3 %. Dans la plupart des départements, moins de 1 % des élèves sont signalés pour absentéisme aux directions académiques.

Julien Combe, Olivier Tercieux, Camille Terrier. [Améliorer la mobilité des enseignants sans pénaliser les académies les moins attractives ? Le rôle clé d'un nouvel algorithme d'affectation](#). Paris : Institut des politiques publiques, Avril 2016

Partant du constat que la procédure actuelle tend à limiter la mobilité des enseignants, ces chercheurs présentent une procédure d'affectation alternative qui permettrait d'augmenter le mouvement des enseignants titulaires tout en prenant en compte les spécificités des académies les moins attractives. Un outil de pilotage permettant de faire des simulations et de tester différentes stratégies de gestion des ressources humaines est également proposé.

Cnesco. [Éducation à la citoyenneté : état des lieux de la recherche](#). Paris : Cnesco, Avril 2016

À l'occasion de la réunion du comité interministériel égalité et citoyenneté, le Cnesco dresse un état des lieux de la recherche des effets de l'éducation à la citoyenneté sur les élèves. Il liste 4 conditions pour renforcer l'efficacité de cet enseignement :

- l'interactivité des méthodes pédagogiques ;
- l'usage informationnel d'internet ;
- l'implication des élèves dans le choix des sujets étudiés ;
- la participation des élèves à la vie collective de l'établissement.

Dominique Maillard, Fanette Merlin, Pascale Rouaud, Manon Olaria (collab.). ["Tous" mobilisés contre le décrochage scolaire - Variations autour d'un mot d'ordre national](#). Bref du Céreq, n° 345, Mars 2016

Le plan national contre le décrochage scolaire lancé à la rentrée 2014 entend renforcer la collaboration entre les professionnels de l'éducation pour améliorer la prévention du phénomène. L'expérience des groupes de prévention du décrochage scolaire (GPDS) montre comment les chefs d'établissement ont composé avec ce mot d'ordre national et comment, dans le contexte local des établissements, l'idée du travail collaboratif prend des formes concrètes plurielles.

Repéré sur : halshs.archives-ouvertes.fr

Claire Bonnard, Jean-François Giret. [Gender differences in French undergraduates' academic plans and wage expectations](#). Gender and Education, Taylor & Francis (Routledge), 2016. Résumé : Gender differences in wage expectations may affect investment in human capital and increase inequalities in the labour market. Our research based on a survey of first-year students at a French university aims to focus on expectations at the beginning of the career. Our results show that anticipated earnings differ significantly between men and women. One year after graduation, we find a gender gap in pay of 16 percent. A wage decomposition method indicates that most of this effect is due to anticipation of discrimination. Ten years after graduation, anticipated discrimination is still almost as dominant in explaining the gender gap in pay. Finally, using a survey of recent college graduates, we show that growth in the anticipated gender gap differs greatly from growth in the observed gender gap. Our findings highlight the importance of policies promoting higher educational aspirations for young women. Career guidance counselling for students may play a decisive role in contributing to[...]

María Del Socorro García González, Rosa María Farfán Márquez. [Attitudes of secondary school students towards work in learning situations](#). Konrad Krainer; Nad'a Vondrová. CERME 9 - Ninth Congress of the European Society for Research in Mathematics Education, Feb 2015, Prague, Czech Republic. pp.1311-1312, Proceedings of the Ninth Congress of the European Society for Research in Mathematics Education.

Résumé : The purpose of this paper is to characterize the attitudes of Mexican secondary school students (12–15 years old) when carrying out mathematical activities. In order to study attitude, the tripartite model of attitude was adopted and a methodological design was organized based on the adapted model. So far a learning situation focused on the subject of proportionality has been applied, in which we have been able to identify two attitudes: Acceptance and collaboration.



Erica Cavalcanti, Gilda Guimarães. [Statistical variability: Comprehension of children in primary school](#). Konrad Krainer; Naďa Vondrová. CERME 9 - Ninth Congress of the European Society for Research in Mathematics Education, Feb 2015, Prague, Czech Republic. pp.773-774, Proceedings of the Ninth Congress of the European Society for Research in Mathematics Education. Résumé : This study examined the understanding of 48 Brazilians students of 2nd and 5th grades (seven and ten years old) of statistical variability of data in bar charts. A Piaget's clinical interview was conducted involving four activities of variability: description or explanation of the variability; representation of variability; prediction results from the variability of the data; comparison between data sets. Students showed ease in recognizing endpoints, but did not make predictions based on what they had observed. The representation of the variability was shown to be an important factor in data interpretation. Make comparison between data sets was complex for most students. Therefore, it is necessary to promote interrelationship among different aspects in order to make students reflect on the data and predictions.

Davide Antognazza, Pietro Di Martino, Aline Pellandini, Silvia Sbaragli. [The flow of emotions in primary school problem solving](#). Konrad Krainer; Naďa Vondrová. CERME 9 - Ninth Congress of the European Society for Research in Mathematics Education, Feb 2015, Prague, Czech Republic. pp.1116-1122, Proceedings of the Ninth Congress of the European Society for Research in Mathematics Education.

Research into if, and how, students' emotions change during problem-solving, the factors behind the change, and the potential impact of a certain emotional change on mathematical activity, may provide significant indications regarding students' problem-solving difficulties, and regarding the link between affective and cognitive factors " in context ". In this paper, we describe the results of a pilot study conducted at primary school level, while also emphasising the methodological choices made in relation to the young ages of the students involved.

Élodie Simon. [L'Évaluation par compétences](#). Education. 2015.

Cet écrit fait le point sur la place de l'évaluation par compétences dans nos enseignements en mathématiques au lycée. L'une de nos premières missions face à ce travail a été de réfléchir à la définition de la notion de compétences, souvent confondue avec la notion de « savoir-faire ». Cette étude nous a permis de mettre en évidence les enjeux et les difficultés de l'évaluation par compétences. Nous avons travaillé d'une part sur le type d'activités qui peuvent être support de cette évaluation et d'autre part sur les outils de communication entre l'élève, sa famille et le professeur. Cet écrit présente différentes expérimentations d'évaluations : une par savoir-faire et plusieurs autres par compétences, réalisées dans nos classes de seconde. Ces expérimentations ont soulevé des problèmes liés à la signification des items de nos grilles d'évaluation et au degré d'acquisition des compétences par l'élève. En combinant l'autoévaluation et l'évaluation par compétences, nous posons enfin la[...]

Julien Besson. [Le décrochage scolaire](#). Accrocher les décrocheurs en Histoire-Géographie. Education. 2015.

Étudié depuis les années 1960 aux États-Unis, le décrochage scolaire est en vogue en France depuis les années 2000. Avec la « refondation de l'École » actée en 2012, le décrochage scolaire est une des luttes que souhaite menée l'institution, le Ministère de l'Éducation Nationale. Paradoxalement, les politiques de lutte demeurent dans la réparation plus que dans la prévention. Or, la littérature

scientifique montre que l'institution et les disciplines sont un facteur, mais également un levier pour lutter contre le décrochage. Partant de ce postulat, est-ce que l'enseignant en Histoire-Géographie, dans ses pratiques pédagogiques et didactiques, peut mettre en place des stratégies d'apprentissages pour prévenir le décrochage scolaire au sein de sa classe ? Si des réponses, nécessairement partielles, peuvent-être apportées, au regard des expérimentations qui ont été menées dans une classe de Quatrième considérée comme difficile, avec des élèves étiquetés comme décrocheurs, c'est aussi un[...]

Christian Germier. [Développement et changement. Le développement professionnel collectif des enseignants face aux réformes dans les lycées agricoles publics](#). Education. Université de Toulouse, 2015. Français.

Résumé : La dimension collective du travail enseignant constitue aujourd'hui un enjeu prégnant des réformes éducatives. Cette recherche ethnographique étudie les liens entre développement et changement. Nous envisageons le travail collectif des enseignants sous l'angle des interactions entre développement professionnel et changement institutionnel. Reprenant à notre compte l'hypothèse de l'émergence du collectif d'enseignants comme un nouvel acteur des systèmes éducatifs, nous lui attribuons la capacité de se développer professionnellement au contact de réformes. En appui sur les travaux existants d'une part sur le développement professionnel et d'autre part sur le travail collectif des enseignants, nous élaborons un modèle complexe de développement professionnel collectif que nous soumettons au terrain dans le cadre de l'implantation des dispositifs d'individualisation dans les lycées agricoles publics français. Les résultats de ce travail montrent que le processus de développement[...]

Marine Do. [Tuteurs et changement : la professionnalisation des infirmières en question : continuité, transformation ou mutation d'une profession](#). Education. Université Toulouse le Mirail - Toulouse II, 2015. Français. .

Résumé : Dans un monde de changement continu, les dispositifs de formation doivent trouver des logiques impulsant une dynamique d'adaptation au changement. Cette recherche porte sur le changement opéré en formation professionnelle infirmière suite à la réforme de 2009. Elle vise la compréhension des phénomènes liés au processus de transformation de cette profession et tente d'expliquer notamment les modalités de passage d'une logique de professionnalisation à une autre. Elle rend compte des pratiques de professionnalisation émergentes et de la manière dont les tuteurs-infirmiers ont su se saisir des nouvelles logiques de formation pour accompagner les étudiants dans leur parcours de professionnalisation. Nous sommes partie de l'hypothèse que le rôle de tuteur de stage, voire la professionnalisation de son activité de tutelle, peuvent être un vecteur significatif de la professionnalisation des novices mais aussi de la professionnalisation de toute une profession. La réflexion théorique proposée[...]

Pierre-Yves Bernard, Christophe Michaut. [Les motifs de décrochage par les élèves : un révélateur de leur expérience scolaire](#). Education et formations, Ministère de l'éducation nationale, de la recherche et de la technologie, 2016, pp.95-112.

Pour quelles raisons une partie des élèves interrompent-ils, au moins temporairement, leurs études ? Les recherches ont désormais bien établi les différents facteurs sociaux et scolaires conduisant au décrochage scolaire. Mais la perception qu'ont les jeunes des conditions et des situations justifiant leur décrochage est moins investiguée. Or on peut s'interroger sur les façons

dont les jeunes motivent eux-mêmes leur décrochage scolaire, et en quoi cela reflète, ou non, une forme spécifique de rapport à l'institution scolaire. une première enquête conduite en 2013 dans l'académie de Nantes révélait une forte lassitude du système scolaire considéré par une majorité des jeunes comme inadapté, sélectif et injuste [Bernard et Michaut, 2014]. Nous poursuivons ici ce travail, à partir d'une enquête réalisée dans l'académie de Créteil. Près d'un tiers des jeunes décrocheurs y ont ainsi été sollicités par téléphone et un échantillon représentatif de 762 jeunes a accepté de répondre au[...]

Christine Deasy, Barry Coughlan, Julie Pironom, Didier Jourdan, Patricia Mannix Mcnamara. [Psychological distress and help seeking amongst higher education students: findings from a mixed method study of undergraduate nursing/midwifery and teacher education students in Ireland](#). Irish Educational Studies, Taylor & Francis (Routledge), 2016, pp.(online first). <10.1080/03323315.2016.1146157>.

Résumé : Psychological distress as experienced by higher education students is of major concern because of its potential to adversely impact academic performance, retention, mental health and lifestyle. This paper reports a mixed method investigation of student self-reported psychological distress and help-seeking behaviour. The sample comprised all students (n = 1557) registered on undergraduate nursing/midwifery and teacher education programmes at an Irish university. Participants (n = 1112) completed the General Health Questionnaire (GHQ) to determine their self-reported psychological distress and the Lifestyle Behaviour Questionnaire to examine sources of distress, lifestyle and demographic variables. Individual interviews (n = 59) explored student experiences of psychological distress and their help-seeking behaviours. Forty two percent of respondents exceeded the GHQ threshold ≥ 5 , which signifies risk of mental or physical health problems. Sources of distress included academic, financial[...]

Repéré sur : ife.ens-lyon.fr

Catherine Reverdy. [Les cultures adolescentes, pour grandir et s'affirmer](#). Dossier de veille de l'IFÉ, n° 110, avril 2016

Les travaux de recherche spécifiques sur les pratiques culturelles des enfants et des adolescents sont relativement récents, puisqu'ils sont liés au développement du courant de la sociologie de l'enfance et que les enquêtes nationales mises en place par le ministère de la Culture depuis les années 1960 ne s'adressaient qu'aux plus de 15 ans. Pour appréhender l'ensemble des activités culturelles et de loisirs des enfants et des adolescents en dehors du temps scolaire, comme par exemple le temps qu'ils passent à jouer, à écouter de la musique, à communiquer avec leurs pairs, etc., les sociologues utilisent ainsi plusieurs sources : ils croisent les données des enquêtes nationales et celles de recherches plus détaillées et qualitatives sur de plus petits échantillons.

Avec l'élargissement des pratiques culturelles et la modification des frontières entre consommateurs et producteurs dus au développement du numérique, de nouvelles réflexions émergent, sur la notion même de public qui est au cœur des dispositifs d'offre des équipements culturels, et sur les théories de la hiérarchisation et de la domination culturelles construites par Bourdieu. Quel est actuellement le poids des influences familiales sur les pratiques réelles des enfants et des adolescents ? Peut-on toujours définir une culture « légitime » qui correspondrait à celle des classes favorisées et dont les

classes populaires seraient exclues ? Quel est le rôle des médias et de l'industrie culturelle dans l'envie de pratiquer telle ou telle activité culturelle ?

À travers ces questions, ce Dossier de veille de l'IFÉ aborde bien entendu des problématiques éducatives : l'école joue un rôle majeur d'ouverture et d'apprentissage culturels (en vue de l'acquisition d'un patrimoine culturel commun), et elle est en même temps le lieu principal de rencontres entre les enfants et les adolescents, porteurs chacun de marqueurs culturels familiaux, amicaux, territoriaux, etc. Ce dossier met en lumière les différentes manières dont les enfants et les adolescents se forment leur propre personnalité et prennent leur autonomie face à ces nombreuses influences, mais également les manières dont ils se conforment ou au contraire résistent aux pratiques culturelles de leurs pairs, à la pression scolaire qui les incite à choisir leur orientation et aux restrictions familiales qui limitent parfois leur désir d'autonomie.

CHERPION Gérard, GILLE Jean-Patrick. [Rapport d'information déposé \(...\) par la commission des affaires sociales sur la mise en application de la loi n° 2014-288 du 5 mars 2014 relative à la formation professionnelle, à l'emploi et à la démocratie sociale](#). Paris : Assemblée nationale (France), Commission des Affaires culturelles, familiales et sociales (France), mars 2016

Le présent rapport a pour objet de vérifier la mise en application de la loi n° 2014-288 du 5 mars 2014 relative à la formation professionnelle, à l'emploi et à la démocratie sociale. Il s'intéresse plus particulièrement aux quatre points suivants : la refonte du financement de la formation professionnelle (mise en place d'une contribution unique substituant à une obligation fiscale - « payer » - une obligation sociale - « former ») ; les dispositifs destinés à sécuriser les parcours professionnels, parmi lesquels le compte personnel de formation (CPF) ; la mise en oeuvre des nouvelles instances quadripartites, s'agissant notamment de la création des comités régionaux de l'emploi, de la formation et de l'orientation professionnelles (CREFOP), du renforcement de la compétence régionale et de l'articulation entre le Comité interprofessionnel pour l'emploi et la formation (COPANEF) et le Fonds paritaire de sécurisation des parcours professionnels (FPSPP) ; la relance de l'apprentissage, dans le contexte de la réforme de la taxe d'apprentissage et de sa collecte et de l'idée, parfois évoquée, d'un contrat unique d'alternance.

Audrey Baillot et Stéphanie Michel. [Femmes et hommes : regards régionaux sur l'égalité](#). Paris : INSEE, mars 2016

Globalement, en France, les jeunes filles réussissent mieux leurs études, les hommes occupent plus souvent un poste à la hauteur de leur niveau de diplôme, les femmes prennent davantage les transports en commun pour se rendre à leur travail...

D'une région à l'autre, ces différences entre femmes et hommes sont d'amplitude variable. Ainsi, c'est en Bretagne que les filles et les garçons ont les résultats scolaires les plus proches. L'Île-de-France est la région où les écarts sont les plus faibles sur le marché du travail, excepté en matière de rémunération. Au contraire, dans les départements d'outre-mer, les différences de salaires entre femmes et hommes sont bien moins importantes qu'en métropole, mais les taux de chômage diffèrent plus.

Aucune région ne présente des écarts plus faibles que la moyenne dans tous les domaines.

Juliette Robin. [Examens professionnels - session 2015 : dans la quasi-totalité des spécialités, les filles réussissent mieux que les garçons](#). Paris : Direction de l'évaluation, de la prospective et de la performance, mars 2016

À la session 2015, 538 400 diplômés de l'enseignement professionnel ont été délivrés par les ministères en charge de l'éducation nationale et de l'agriculture. Le taux de réussite global atteint 81,6 %, en recul de 0,7 point par rapport à la session précédente. Quel que soit l'examen présenté, les garçons sont majoritaires. Cependant, l'orientation par spécialité est très différente selon le sexe : elle est très importante dans le secteur des services pour les filles et dans celui de la production pour les garçons. Par ailleurs, dans la quasi-totalité des spécialités, les filles réussissent mieux que les garçons.

Fanny Thomas. [Résultats définitifs de la session 2015 du baccalauréat : 77 % d'une génération obtient le baccalauréat](#). Paris : direction de l'évaluation, de la prospective et de la performance, mars 2016

Avec 703 900 candidats et 618 800 bacheliers, le taux de réussite au baccalauréat 2015 atteint globalement 87,9 %, un chiffre stable par rapport à l'année précédente. L'effectif de candidats baisse de près de 50 000 dans la voie technologique depuis 2004, dont 4 500 depuis 2014. Sur la même période, celui de la voie professionnelle augmente de 96 000 candidats et celui de la voie générale de 29 000, dont 10 000 l'an dernier. Dans le même temps, la proportion de bacheliers dans une génération a gagné plus de 16 points et atteint 77,2 % en 2015.

[Campus Climate Matters](#). RAND Corporation (Transnational), 03/2016

L'amélioration du climat universitaire sur les campus influe sur la réussite des étudiants et est bénéfique à l'ensemble de la société. C'est ce que conclue un récent rapport de Rand.

Gabi Witthaus, Andreia Inamorato dos Santos, Mark Childs, Anne-Christin Tannhäuser, Grainne Conole, Bernard Nkuyubwatsi, Yves Punie. [Validation of Non-formal MOOC-based Learning: An Analysis of Assessment and Recognition Practices in Europe](#). European Commission (Transnational) JRC Science Hub ; 02/2016

This report presents the outcomes of research, conducted between May 2014 and November 2015, into emerging practices in assessment, credentialisation and recognition in Massive Open Online Courses (MOOCs). Following extensive research on MOOCs in European Member States, it provides a snapshot of how European Higher Education Institutions (HEIs) recognise (or not) non-formal learning (particularly MOOC-based), and how some employers recognise open badges and MOOC certificates for continuing professional development. We analyse the relationship between forms of assessment used and credentials awarded, from badges for self-assessment to ECTS credits for on-site examinations, and consider the implications for recognition. Case studies provide deeper insights into existing practices. The report introduces a model which guides MOOC conveners in positioning and shaping their offers, and also helps institutions and employers to make recognition decisions. It concludes with a set of recommendations to European HEIs and policy makers to enable wider recognition of open learning in higher education and at the workplace.

AMBLARD Denis. [Le référentiel personnel de l'agir professionnel, un instrument de la professionnalisation de formateurs d'un dispositif de formation par alternance ?](#) Thèse en Sciences de l'éducation, soutenue en 2015, sous la dir. de Gilles LECLERCQ (Université Lille 1)

« La recherche a pour objet la professionnalisation de formateurs d'un dispositif de formation par alternance. Elle postule que l'élaboration et l'usage d'un Référentiel Personnel de l'Agir Professionnel (RPAP) constituent une façon de se professionnaliser. Les formateurs emploient le RPAP pour agir

et/ou comprendre sur, hors, dans l'action et ce faisant construire sur elle du sens. L'auteur commence par étudier les deux dispositifs en jeu dans le contexte de la recherche : le dispositif de formation des Maisons Familiales Rurales (MFR) et le dispositif de professionnalisation de formateurs de cette institution. Il se dote, ensuite, d'un outillage conceptuel. Après avoir été construit et mis à l'épreuve, le référentiel personnel est considéré comme un outil de l'activité réflexive et un instrument du monde personnel des formateurs. La méthode retenue, une recherche en cours d'action, attribue au RPAP le statut d'objet frontière. L'objet est introduit dans le dispositif de professionnalisation afin d'étudier son influence sur l'une de ses propriétés, la réflexivité. Pour cela, des formateurs dits « novices » se prêtent à des entretiens d'auto-confrontation visant à appréhender leurs façons de mobiliser, hors et dans l'action pédagogique, leur référentiel personnel et d'en apprécier les effets sur l'agir professionnel. Un protocole similaire contribue à saisir en quoi et comment des formateurs dits « expérimentés » continuent à utiliser un RPAP. Après avoir « inventé » l'objet, la recherche fait du RPAP un artefact. Les résultats montrent que son usage relève de processus réflexifs pilotés par des schèmes d'action. Ces derniers mettent au travail des concepts pragmatiques qui concourent à la pragmatisation de savoirs théoriques et à l'émergence de savoirs d'action. Le RPAP joue un rôle d'instrument de médiation dans l'apprentissage et/ou le renforcement de savoirs et de gestes professionnels. Une synthèse propose des démarches d'expérimentation, de concrétisation et d'emploi du RPAP ainsi que de nouvelles pistes de recherche. »

GRAPIN Nadine. [Étude de la validité de dispositifs d'évaluation et conception d'un modèle d'analyse multidimensionnelle des connaissances numériques des élèves de fin d'école](#). Thèse en Mathématiques, soutenue en 2015, sous la dir. de Nathalie SAYAC & Brigitte GRUGEON-ALLYS (Université Paris-Diderot)

« Alors que les évaluations externes à grande échelle en mathématiques se développent de plus en plus, l'analyse de leur contenu en lien avec l'interprétation de leurs résultats est peu souvent étudiée, notamment en didactique des mathématiques. La thèse aborde la question de l'évaluation sous deux angles : l'étude de la validité des évaluations externes et le développement d'un modèle d'analyse multidimensionnelle des connaissances numériques des élèves en vue de la conception d'une évaluation diagnostique. Nous avons choisi de centrer notre travail sur l'évaluation des connaissances des élèves en fin d'école primaire dans le domaine numérique, plus précisément sur les nombres entiers à travers la numération décimale, les relations arithmétiques entre les nombres, le calcul et les problèmes numériques. Un bilan des travaux existant en didactique des mathématiques sur l'évaluation, en particulier sur les dispositifs d'évaluations externes bilan à grande échelle et sur les évaluations diagnostiques introduit notre problématique. Nous nous situons dans une approche anthropologique et cognitive afin de définir, sur le domaine étudié, un référent épistémologique à partir duquel il est possible d'analyser le contenu des évaluations et d'interpréter les résultats des élèves. Un premier axe de la thèse vise à développer une méthodologie d'analyse de la validité de dispositifs d'évaluation, en particulier externes, articulant des approches didactique, épistémologique, cognitive en complément d'approches psychométriques, spécifiques aux évaluations à grande échelle. Cette méthodologie est ensuite exploitée pour étudier les évaluations externes CEDRE fin d'école en 2008 et 2014 du point de vue de leur contenu (sur le domaine étudié) et de l'interprétation des résultats qui en est faite. Le second axe conduit à la définition d'un modèle d'analyse multidimensionnelle des connaissances numériques des élèves à partir de modes technologiques aboutissant à la définition de profils d'élèves. Dans la thèse, nous mettons ce modèle à l'épreuve à travers la conception et l'analyse des résultats d'une évaluation diagnostique menée en

fin de cycle 3, mais nous le destinons, à terme, à sous-tendre un diagnostic automatique permettant la mise en œuvre de parcours d'enseignement différencié. »

GERMIER Christian. [Développement et changement. Le développement professionnel collectif des enseignants face aux réformes dans les lycées agricoles publics.](#) Thèse en Sciences de l'éducation, soutenue en 2015 sous la dir. de Jean-François MARCEL (Université Toulouse - Jean Jaurès)

« La dimension collective du travail enseignant constitue aujourd'hui un enjeu prégnant des réformes éducatives. Cette recherche ethnographique étudie les liens entre développement et changement. Nous envisageons le travail collectif des enseignants sous l'angle des interactions entre développement professionnel et changement institutionnel. Reprenant à notre compte l'hypothèse de l'émergence du collectif d'enseignants comme un nouvel acteur des systèmes éducatifs, nous lui attribuons la capacité de se développer professionnellement au contact de réformes. En appui sur les travaux existants d'une part sur le développement professionnel et d'autre part sur le travail collectif des enseignants, nous élaborons un modèle complexe de développement professionnel collectif que nous soumettons au terrain dans le cadre de l'implantation des dispositifs d'individualisation dans les lycées agricoles publics français. Les résultats de ce travail montrent que le processus de développement professionnel collectif dépend de la nature du changement (forme, niveau, intensité), du contexte professionnel, organisationnel et institutionnel, et des caractéristiques (savoirs et identité professionnels) des membres du collectif. En effet, un texte particulièrement flou, prescrivant une nouvelle forme d'intervention auprès des élèves (accompagnement versus enseignement, individu versus groupe), appelle la construction de stratégies visant une mise en œuvre localement adaptée, sur la base de savoirs d'expérience et de savoirs nouveaux et, « acceptables » sur le plan de l'identité professionnelle. Ainsi, les quatre groupes enquêtés ont-ils réagi différemment face au changement, amendant par là même le modèle proposé. »

LIETART Armand. [Les TICE et l'innovation pédagogique dans l'enseignement supérieur : comment et pourquoi les modes de l'interaction humaine évoluent-ils dans les systèmes d'information pédagogique ?](#) Thèse en Sciences de l'information et de la communication, soutenue en 2015 sous la dir de Lise VIEIRA (Université Michel de Montaigne-Bordeaux 3)

« Dans le cadre du processus de Bologne et de l'évolution des pratiques traditionnelles vers des modes plus flexibles d'enseignement, notre projet de recherche en cours se propose d'analyser les modalités innovantes d'utilisation des TICE dans les processus d'apprentissage et d'enseignement ainsi que dans les communautés de pratique. Depuis plusieurs années, le concept d'eLearning est entré dans le langage pédagogique et dans les institutions d'enseignement. La plupart des sources consultées le définissent généralement comme un « apprentissage soutenu par les technologies de l'information et de la communication (TIC) » Il s'agit là de définitions intéressantes qui relient l'apprentissage (considéré comme objectif de l'action) avec les technologies (considérées le plus souvent comme un moyen). Cette proximité dans la définition ne signifie pas causalité. Jusqu'ici, toutes les recherches sur les différentes formes de technologies qui sont apparues dans les trente dernières années (de l'ÉAO au Cédérom interactif), ont conclu en l'importance du dispositif pédagogique dans lequel les outils technologiques sont immergés (Kadiyala & Crynes, 2000). Ceci peut expliquer une grande partie des recherches actuelles sur les conditions d'efficacité des

technologies de l'information et de la communication (Technology Enhanced Learning) dans l'éducation (Quelles méthodes ? Quels dispositifs ?) et la recherche des valeurs ajoutées (Quels résultats ?). D'autres recherches ont vu dans les technologies un catalyseur et un accélérateur de l'innovation pédagogique dans les institutions (Liétart, 2007). Dans ce sens, le contexte des Universités de la Communauté française de Belgique (et/ou européennes) est particulièrement intéressant à investiguer : le mélange actuel de formes d'enseignements très variées, les usages technologiques principalement autour de certaines plates-formes comme Claroline (pour bon nombre de partenaires potentiels), la présence de disciplines d'enseignement contrastées, les formes tout aussi variées de formation des enseignants, d'encouragement aux innovations pédagogiques, les dispositifs hybrides, ... constituent à la fois un terrain riche et des variables intéressantes à investiguer pour une meilleure compréhension des conditions et des facteurs de qualité de l'innovation technopédagogique et de l'interaction homme/ machine. »

COADOUR Damien. [Construire du sens autour d'une activité occasionnelle de formation : le cas des ingénieurs dans les transferts de technologie](#). Thèse en sciences de l'éducation soutenue en 2015 sous la dir. de Jean-Marie BARBIER & Denis LEMAÎTRE (Conservatoire national des arts et métiers)

« Les transferts de technologie sont des contrats de vente de grands systèmes (transport, énergie, défense) qui rassemblent de la fourniture de biens matériels et un ensemble de biens immatériels que sont la documentation, l'assistance technique et la formation. Cette dernière occupe aujourd'hui une place centrale dans ces grands contrats et les ingénieurs des grandes entreprises en charge de ces transferts deviennent formateurs. Pour faire face à cette situation les ingénieurs construisent un sens différent dans la finalité de leur action. A partir des entretiens réalisés, différentes constructions de sens apparaissent et montrent une grande hétérogénéité dans les réponses des ingénieurs face à cette mission de formation occasionnelle. Ces réponses conduisent vers des redéfinitions individuelles des buts et objectifs de la formation, et in fine des contrats de transferts de technologie. La formation à la construction d'un ethos de formateur occasionnel dans le cadre des transferts de technologie constitue ici une réflexion originale sur une activité peu étudiée et en plein développement. »

AIT-ALI Cédric. [Les contributions des dispositifs hors classe aux apprentissages : le cas des élèves de 4ème et 3ème de l'enseignement agricole](#). Thèse en Sciences de l'éducation soutenue en 2014 sous la dir. de Jean-François MARCEL & Cécile GARDIÈS (Université Toulouse - Jean Jaurès)

« Cette thèse cible les dispositifs hors classe dans l'établissement et, plus précisément, leur contribution aux apprentissages des élèves, qu'ils soient scolaires ou psychosociaux. Elle vise à rendre compte de l'organisation hors classe des établissements et à connaître les appropriations spatiales et temporelles des jeunes dans les temps non scolaires et dans les moments informels. Le cadre théorique s'appuie sur le concept de dispositif pour explorer

l'apprentissage, dans sa dimension "processus" et dans sa dimension "produit". La modélisation proposée permet de catégoriser et de caractériser les dispositifs hors classe et les dispositifs scolaires dans leur distance au formel. Le travail empirique a été conduit dans le contexte spécifique de l'enseignement agricole, et sur le public particulier des élèves de 4e et 3e, ayant modifié leurs trajectoires éducatives. Une méthode mixte, quantitative et qualitative, a été mobilisée. Elle permet de recueillir à la fois la parole des acteurs éducatifs et des enseignants intervenant hors de la classe et, surtout, celle des apprenants en utilisant des questionnaires, des interviews, des observations, des photographies et des agendas. Elle fait émerger des résultats significatifs dans la contribution différenciée des dispositifs hors classe aux apprentissages, tant au niveau des résultats scolaires que des scores psychosociaux. En prolongeant la remise en cause de la séparation du « dans la classe/hors la classe », par celle du "dans l'établissement/hors de l'établissement", elle pose l'hypothèse d'un curriculum éducatif qui interroge le rôle de l'école dans la société et la place de chaque acteur, notamment du jeune. »

BOSSARD Suzy. [Précarité et rapports sociaux dans les métiers de service aux personnes. Les auxiliaires de vie scolaire \(AVS\) dans l'Éducation nationale.](#) Thèse soutenue en 2015 sous la dir. de Geneviève CRESSON (Université Lille 1)

« Cette thèse porte sur le métier d'auxiliaire de vie scolaire (AVS), d'accompagnante d'enfants en situation de handicap à l'école. Nous interrogeons à la fois l'emploi et le travail d'AVS tels qu'ils ont été organisés et mis en pratique depuis 2003. L'analyse du métier d'AVS est multiscale – macro, méso et microsocial – et multidimensionnelle – politiques publiques, recrutement, trajectoires, contenu du travail prescrit et effectif, conditions d'emploi et de travail, mobilisations. L'analyse prend place à l'intersection de trois sociologies : des services aux personnes, de la précarité et des rapports sociaux. Elle est menée grâce à une enquête ethnographique qui explore deux terrains différents à partir d'observations, d'entretiens et d'analyses de documents administratifs et législatifs. L'ensemble montre que le métier d'AVS est ancré dans une division sexuelle et sociale du travail de service aux personnes et qu'il participe au développement du précarité. Plus spécifiquement, la thèse fait émerger trois résultats principaux. D'abord, les conditions de travail et d'emploi font système : les unes ne peuvent entièrement se comprendre sans les autres. Ensuite, le métier d'AVS est un métier de service aux personnes : il structure et est structuré par une division sexuelle du travail par laquelle le groupe des femmes est assigné aux tâches de service aux personnes. Enfin, notre troisième résultat est une contribution au concept de précarité : nous montrons que le précarité renouvelle une classe servile à travers les services aux personnes et les formes particulières d'emplois qui y sont associées. »

Katell Bellegarde. [Littéracie et appropriation : ruptures et continuités dans les rapports à l'écrit d'adultes en parcours d'insertion/formation.](#) Thèse soutenue le 30 novembre 2015, sous la dir. de Véronique Leclercq-Bovy (Université Lille 1)

La présente thèse porte sur l'appropriation de l'écrit chez des adultes "en situation d'insécurité à l'écrit" inscrits dans un parcours d'insertion par le travail, appropriation appréhendée en termes de

transformations des rapports des sujets. En outre, ce travail propose une réflexion sur les incidences de l'articulation formation/insertion sur les processus évolutifs des rapports à l'écrit. La notion de littéracie convoquée dans ce travail a constitué un cadre heuristique pour penser les multiples relations s'établissant entre le sujet et l'écrit. Ces apports ont été des repères pour appréhender les changements en cours, sous l'angle des continuités et ruptures dans les rapports à l'écrit. Notre approche globale et située du phénomène nous a conduits à développer une démarche d'enquête reposant sur la combinaison de plusieurs méthodes d'investigation mises en œuvre en vue de saisir, d'une part, les processus évolutifs des rapports à l'écrit, d'autre part, les contextes littéraciens (de travail et de formation) des vingt-huit témoins de l'enquête. L'analyse de notre corpus montre les effets limités du couplage parcours de formation/insertion; de façon majoritaire cette association donne lieu à des reconfigurations partielles et au maintien d'un ensemble de conceptions et attitudes face à l'écrit persistantes. Toutefois, les quatre figures de l'appropriation dégagées mettent en évidence les effets différenciés de ce couplage; c'est au confluent de trois critères explicatifs (le niveau à l'écrit, les contextes littéraciens et les modes d'action pédagogiques) que réside la compréhension de ces différences.

Pierre-Yves Bernard, Christophe Michaut. [Les motifs de décrochage par les élèves : un révélateur de leur expérience scolaire](#). Education et formations, Ministère de l'éducation nationale, 2016, pp.95-112.

Pour quelles raisons une partie des élèves interrompent-ils, au moins temporairement, leurs études ? Les recherches ont désormais bien établi les différents facteurs sociaux et scolaires conduisant au décrochage scolaire. Mais la perception qu'ont les jeunes des conditions et des situations justifiant leur décrochage est moins investiguée. Or on peut s'interroger sur les façons dont les jeunes motivent eux-mêmes leur décrochage scolaire, et en quoi cela reflète, ou non, une forme spécifique de rapport à l'institution scolaire. Une première enquête conduite en 2013 dans l'académie de Nantes révélait une forte lassitude du système scolaire considéré par une majorité des jeunes comme inadapté, sélectif et injuste [Bernard et Michaut, 2014]. Nous poursuivons ici ce travail, à partir d'une enquête réalisée dans l'académie de Créteil. Près d'un tiers des jeunes décrocheurs y ont ainsi été sollicités par téléphone et un échantillon représentatif de 762 jeunes a accepté de répondre au questionnaire. Interrogés sur les motifs de leur décrochage, les jeunes manifestent massivement leur souhait de rejoindre le marché du travail et leur rejet de l'institution scolaire. Les modélisations statistiques et les classifications révèlent que les motifs d'interruption sont davantage associés à l'expérience scolaire des jeunes qu'à leurs conditions sociales.

OCDE. [Governing Education in a Complex World](#). Paris : OCDE, 04/2016

Quels modèles de gouvernance sont efficaces pour les systèmes éducatifs ? Dans tous les systèmes, un nombre croissant d'acteurs sont impliqués dans la conception, la prestation et le suivi de l'éducation. Comme nos sociétés, les systèmes éducatifs sont de plus en plus diversifiées en ce qui concerne les étudiants, les enseignants et les communautés, ainsi que les valeurs et les identités qui s'y développent. Ces tendances ont accru la complexité des systèmes d'éducation, laissant les décideurs à tous les niveaux de gouvernance avec la dure

tâche d'essayer de manœuvrer avec succès dans ce domaine plus politique que pédagogique.

Equip (Enhancing quality through innovative policy and practice) project team. [Comparative analysis of the ESG 2015 and ESG 2005](#). European University Association (Transnational), European Association of Institutions in Higher Education (Transnational), European Association for Quality Assurance in Higher Education (Transnational), 03/2016

This paper provides an overview of the changes in the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) as they were adopted by the Ministers responsible for higher education in 2015 in Yerevan compared to the ESG first published in 2005, including an outline of the changes in the context, scope, purposes and principles; a description of changes in the wording of the standards; and an analysis of the content of the related guidelines.

The EQUIP project is also collecting examples of good practice on the use of the ESG 2015. If you have a good practice example of dealing with or using the ESG 2015 as a tool for change, or of good practice in quality assurance in line with the ESG 2015 you can submit it on their website.

Vicki Donlevy, Anja Meierkord & Aaron Rajania. [Study on the diversity within the teaching profession with particular focus on migrant and/or minority background: final report to DG education and culture of the European Commission](#). European Commission (Transnational), 03/2016

The European Commission has just published a new study on the diversity within the teaching profession with regard to migrant and/or minority background. Although data is limited, teaching staff with migrant and minority backgrounds are underrepresented compared to the actual diversity of learners in many European countries. The study identifies and analyses the existing statistical data, explores the prevalence of the different barriers to teacher diversity, maps the policies and initiatives implemented across Europe and examines the evidence on the effectiveness of the policies.

Maria de Paola & Giorgio Brunello. [Education as a tool for the economic integration of migrants](#). European Expert Network on Economics of Education (Transnational), 03/2016

This report examines the role of education in fostering the economic integration of immigrants. It is organized in five sections. In the first section, we look at the educational attainment of first and second generation immigrants in Europe, as compared to the US. In the second section, we consider how language skills affect the educational outcomes and the integration of immigrants. In the next two sections, we investigate how the organization of schools and the characteristics of teachers influence the educational outcomes of both children with an immigrant background and native children. In the final section, we discuss whether higher education can affect the attitudes of the native population towards immigrants and thereby favour their integration.

Paul Bacsich et al. Adult [education and open educational resources: study](#). European Parliament (Transnational), 09/2015

This study reviews the current use of Open Educational Resources in Adult Education, assesses its potential and makes recommendations for policy interventions, taking account of the European Commission's policy frameworks. It incorporates new research on over 12 Member States, leveraging on a synthesis of existing research from a range of projects including POERUP (Policies for OER Uptake) and a 2014-15 study on Shared OER for the Joint Research Centre, augmented by two more recent studies for JRC and LLP.

Elisabetta Pagnossin, Franca Armi & Alina Matei. [Documents informatifs et indicateurs de l'Espace romand de la formation : année 2015](#). Institut de recherche et de documentation pédagogique (Suisse), 04/2016

La publication répond à un mandat reçu par l'IRDP en juin 2011 de la part du secrétaire général de la Conférence intercantonale de l'instruction publique de la Suisse romande et du Tessin (CIIP).

Le dossier IRDP – année 2015 a dix sections et trente-deux sous-sections. Après des informations générales sur le système éducatif romand, on trouve des informations sur les élèves de la scolarité obligatoire et des données sur l'environnement pédagogique et sur l'organisation scolaire. Le sixième chapitre est consacré aux informations sur les compétences et les évaluations, suivi par les chapitres sur le degré secondaire II, le degré tertiaire et le personnel enseignant au sens large. Le dossier se termine par des informations sur le niveau de formation de l'ensemble de la population en Suisse, et sur des aspects financiers liés à l'éducation.

BUDOWSKI Max. [Apprentissage coopératif et formation des médecins : entre le "formel" et "l'informel"](#). Expérimentation de trois dispositifs pédagogiques utilisés en sciences médicales. Thèse en Sciences de l'éducation, soutenue en 2015, sous la dir. de Hélène BEZILLE (Université Paris-Est-Créteil-Val-de-Marne)

« L'objectif de la thèse est de parvenir à élaborer un modèle d'acquisition de la compétence du médecin. La question de recherche a été libellée ainsi : quelles implications peuvent avoir les expériences professionnelles, la vie quotidienne, les échanges entre pairs, enfin, tout ce qui peut correspondre à des ressources pédagogiques dites « informelles » dans l'amélioration des compétences professionnelles des étudiants en médecine et des médecins. J'ai fait l'hypothèse suivante : dans tout apprentissage, il y a du formel et de l'informel. Et cet informel pourrait être repéré dans un dispositif pédagogique de type coopératif, expérientiel et réflexif ; le contexte d'apprentissage « informel » et « non formel » a certainement un rôle dans l'acquisition des connaissances et des compétences des professionnels de santé. Trois dispositifs pédagogiques fréquemment utilisés au cours du 3e cycle de la formation initiale des médecins et en formation médicale continue ont été

proposés à des étudiants en médecine et des médecins installés en milieu ambulatoire. De tels dispositifs basés sur la mobilisation de l'expérience, la réflexion et la coopération entre les participants seraient susceptibles de contribuer à l'amélioration de la compétence des étudiants en médecine et des médecins. Il existe, dans chacun des dispositifs d'apprentissages éprouvés, et en tenant compte des cadres de références et des connaissances propres à chaque participant, des savoirs formels et informels. Ces savoirs ont contribué dans leur globalité à la transformation des apprenants. Cependant, la distinction entre ces deux modes d'apprentissages formels, informels est surtout théorique. Elle est notamment fonction des lieux et des moments où ces apprentissages ont été dispensés. Il existe en réalité un véritable continuum entre ces différents apprentissages. »

Repéré sur : Insee.fr

Amandine Ulrich, Régine Bordet-Gaudin. [Femmes et hommes en Bourgogne-Franche-Comté : les inégalités tendent à se réduire](#). Insee Flash Bourgogne Franche-Comté, Malgré un bon niveau de formation, les femmes de Bourgogne-Franche-Comté connaissent une plus grande précarité de l'emploi que les hommes, même si les inégalités dans ce domaine tendent à se réduire. Par ailleurs, dans le monde du travail ainsi que dans la vie politique locale, les femmes sont peu nombreuses à accéder à des responsabilités.

Axelle Bonzi. [Les salaires dans le secteur privé et les entreprises publiques en 2013](#). INSEE résultats, N° 181 Société - avril 2016

En 2013, en France, le salaire brut horaire moyen d'un salarié dans le secteur privé ou dans une entreprise publique s'élève à 18,9 euros, contre 18,7 euros en 2012. Cela représente une augmentation de 1,1 % en euros courants et de 0,2 % en euros constants.

En équivalent temps plein (EQTP), les salariés du secteur privé ou des entreprises publiques ont perçu en moyenne 34 949 euros en 2013, soit un salaire brut mensuel moyen de 2 912 euros.

Les disparités de salaires s'expliquent non seulement par les caractéristiques des salariés (qualification, sexe et âge) mais aussi par celles des entreprises qui les emploient (activité économique, taille de l'établissement et région d'implantation).

Repéré sur : Nber.org

Rebecca Diamond, Petra Persson. [The Long-term Consequences of Teacher Discretion in Grading of High-stakes Tests](#). NBER Working Paper No. 22207, April 2016

This paper analyzes the long-term consequences of teacher discretion in grading of high-stakes tests. Evidence is currently lacking, both on which students receive test score manipulation and on whether such manipulation has any real, long-term consequences. We document extensive test score manipulation of Swedish nationwide math tests taken in the last year before high school, by showing significant bunching in the distribution of test scores above discrete grade cutoffs. We find that teachers use their discretion to adjust the test scores of students who have "a bad test day," but that they do not discriminate based on gender or immigration status. We then develop a Wald estimator that allows us to harness quasi-experimental variation in whether a student receives test score

manipulation to identify its effect on students' longer-term outcomes. Despite the fact that test score manipulation does not, per se, raise human capital, it has far-reaching consequences for the beneficiaries, raising their grades in future classes, high school graduation rates, and college initiation rates; lowering teen birth rates; and raising earnings at age 23. The mechanism at play suggests important dynamic complementarities: Getting a higher grade on the test serves as an immediate signaling mechanism within the educational system, motivating students and potentially teachers; this, in turn, raises human capital; and the combination of higher effort and higher human capital ultimately generates substantial labor market gains. This highlights that a higher grade may not primarily have a signaling value in the labor market, but within the educational system itself.

Stefano DellaVigna, Devin Pope. What [Motivates Effort? Evidence and Expert Forecasts](#). NBER Working Paper No. 22193, April 2016

How much do different monetary and non-monetary motivators induce costly effort? Does the effectiveness line up with the expectations of researchers? We present the results of a large-scale real-effort experiment with 18 treatment arms. We compare the effect of three motivators: (i) standard incentives; (ii) behavioral factors like present-bias, reference dependence, and social preferences; and (iii) non-monetary inducements from psychology. In addition, we elicit forecasts by behavioral experts regarding the effectiveness of the treatments, allowing us to compare results to expectations. We find that (i) monetary incentives work largely as expected, including a very low piece rate treatment which does not crowd out incentives; (ii) the evidence is partly consistent with standard behavioral models, including warm glow, though we do not find evidence of probability weighting; (iii) the psychological motivators are effective, but less so than incentives. We then compare the results to forecasts by 208 experts. On average, the experts anticipate several key features, like the effectiveness of psychological motivators. A sizeable share of experts, however, expects crowd-out, probability weighting, and pure altruism, counterfactually. This heterogeneity does not reflect field of training, as behavioral economists, standard economists, and psychologists make similar forecasts. Using a simple model, we back out key parameters for social preferences, time preferences, and reference dependence, comparing expert beliefs and experimental results.

Repéré sur : OCDE.fr

OCDE. Les [compétences au service du progrès social : Le pouvoir des compétences socio-affectives](#). Paris : OCDE, 2016. 152 p.

Les enfants d'aujourd'hui auront besoin d'un ensemble équilibré de compétences cognitives, sociales et affectives pour réussir dans la vie moderne.

Centre for Educational Research and Innovation. [Les grandes mutations qui transforment l'éducation 2016](#). Paris : OCDE, 2016. 116 p. ISBN 9789264255487

La publication Les grandes mutations qui transforment l'éducation 2016 donne un aperçu des principales tendances économiques, sociales, démographiques et technologiques, et soulève une série de questions pertinentes concernant l'impact de ces tendances sur l'éducation. Ce recueil s'appuie sur diverses sources de données internationales faisant autorité, parmi lesquelles l'OCDE, la Banque mondiale et les Nations Unies.

[Compétences en TIC et en résolution de problèmes : Où en sont les enseignants ?](#) Les indicateurs de l'éducation à la loupe, n°40, 22 Apr 2016. 4 p.

Le secteur de l'éducation se positionne bien en matière de compétences en technologies de l'information et de la communication (TIC) et en résolution de problèmes, même s'il reste en deçà du secteur des activités spécialisées, scientifiques et techniques. Le niveau de compétences en TIC et en résolution de problèmes des enseignants du primaire et du secondaire est meilleur que celui de l'ensemble de la population, et similaire à celui des autres adultes diplômés de l'enseignement tertiaire. En Corée et au Japon, toutefois, les enseignants du primaire et du secondaire sont plus susceptibles – dans une mesure égale à plus de 40 points de pourcentage – d'avoir de bonnes compétences dans ce domaine que les autres diplômés de l'enseignement tertiaire, une fois l'âge pris en compte. En moyenne, dans les pays participant à l'enquête TALIS, 59 % des enseignants du premier cycle du secondaire font part de besoins de formation continue en matière de compétences en TIC à l'appui de leur enseignement.

OCDE. [Quel rapport entre l'âge et les compétences ?](#) Les compétences des adultes à la loupe, n°3, 03 May 2016

Les adultes âgés de 55 à 65 ans sont moins compétents en littératie et en numératie que ceux âgés de 25 à 34 ans. Les différences de compétences liées à l'âge varient sensiblement entre les pays, ce qui semble indiquer que les politiques mises en oeuvre dans le domaine des compétences peuvent avoir une incidence sur l'évolution de ces dernières au cours de la vie. Si les adultes plus âgés ont en général un niveau de compétences inférieur à celui des plus jeunes, ils ne sont pas moins bien lotis – voire réussissent parfois mieux – que ces derniers en termes de résultats sur le marché du travail.

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[Can Tracking Raise the Test Scores of High-Ability Minority Students?](#)

David Card ; Laura Giuliano

We study the impacts of a tracking program in a large urban school district that establishes separate “gifted/high achiever” (GHA) classrooms for fourth and fifth graders whenever there is at least one gifted student in a school-wide cohort. Since most schools have only a handful of gifted students per cohort, the majority of seats are filled by high achievers ranked by their scores in the previous year's statewide tests. We use a rank-based regression discontinuity design, together with between-cohort comparisons of students at schools with small numbers of gifted children per cohort, to evaluate the effects of the tracking program. We find that participation in a GHA class leads to significant achievement gains for non-gifted participants, concentrated among black and Hispanic students, who gain 0.5 standard deviation units in fourth grade reading and math scores, with persistent effects to at least sixth grade. Importantly, we find no evidence of spillovers on non-participants. We also investigate a variety of channels that can explain these effects, including teacher quality and peer effects, but conclude that these features explain only a small fraction (10%) of the test score gains of minority participants in GHA classes. Instead we attribute the effects to a combination of factors like teacher expectations and negative peer pressure that lead high-ability minority students to underperform in regular classes but are reduced in a GHA classroom environment.

[Decentralized Governance and the Quality of School Leadership](#)

Derek Laing ; Steven G. Rivkin ; Jeffrey C. Schiman ; Jason Ward

In response to widespread dissatisfaction with the schools, the 1988 Chicago School Reform Act decentralized school governance by forming elected local school councils (LSCs) responsible for principal hiring, evaluation, and contract renewal as well as other management functions. Subsequent legislation outlined circumstances in which the district could reclaim authority from the LSC, thereby limiting local control. This paper investigates the distribution of principal effectiveness under a system in which there is uncertainty over the locus of decision-making authority. We first establish the presence of significant variation in principal effectiveness based on both an analysis of variance approach and the estimation of principal fixed effects. Teacher survey responses support the findings based on the principal fixed effects, though the much smaller magnitude of the analysis of variance estimates suggest that unobserved shocks inflate many existing estimates of the variance in principal effectiveness. We next consider potential differences in LSC behavior that contribute to the variation. Following Aghion and Tirole (1997) we develop a model that highlights the tensions between formal and real authority and incorporates potential differences in LSC capacity and incentives to maximize school quality. Using proxies for managerial capacity and incentives we find evidence largely consistent with the theory, showing that LSCs with higher management capacity and stronger incentives to raise school quality experience larger gains in principal effectiveness following the end of contracts.

[Increased Instruction Hours and the Widening Gap in Student Performance](#)

Mathias Huebener ; Susanne Kuger ; Jan Marcus

Do increased instruction hours improve the performance of all students? Using PISA scores of students in ninth grade, we analyse the effect of a German education reform that increased weekly instruction hours by two hours (6.5 percent) over almost five years. In the additional time, students are taught new learning content. On average, the reform improves student performance. However, treatment effects are small and differ across the student performance distribution. While low-performing students do not benefit, highperforming students benefit the most. The findings suggest that increases in instruction hours can widen the gap between low- and high-performing students.

[Teacher Applicant Hiring and Teacher Performance: Evidence from DC Public Schools](#)

Brian Jacob ; Jonah E. Rockoff ; Eric S. Taylor ; Benjamin Lindy ; Rachel Rosen

Selecting more effective teachers among job applicants during the hiring process could be a highly cost-effective means of improving educational quality, but there is little research that links information gathered during the hiring process to subsequent teacher performance. We study the relationship among applicant characteristics, hiring outcomes, and teacher performance in the Washington DC Public Schools (DCPS). We take advantage of detailed data on a multi-stage application process, which includes written assessments, a personal interview, and sample lessons, as well as the annual evaluations of all DCPS teachers, based on multiple criteria. We identify a number of background characteristics (e.g., undergraduate GPA) as well as screening measures (e.g., applicant performance on a mock teaching lesson) that strongly predict teacher effectiveness. Interestingly, we find that these measures are only weakly, if at all, associated with the likelihood of being hired, suggesting considerable scope for improving teacher quality through the hiring process.

[Forming the next generation of bankers: the future of business education and ethics: remarks at the Symposium Celebrating the 50th Anniversary of the Frank G. Zarb School of Business at Hofstra University and Looking Ahead to the Next 50 Years of Business Education, The University Club, New York City](#)

Strine, Michael (Federal Reserve Bank of New York)

Remarks at the Symposium Celebrating the 50th Anniversary of the Frank G. Zarb School of Business at Hofstra University and Looking Ahead to the Next 50 Years of Business Education, The University Club, New York City.

[The Returns to College Persistence for Marginal Students: Regression Discontinuity Evidence from University Dismissal Policies](#)

Ost, Ben (University of Illinois at Chicago) ; Pan, Weixiang (University of Illinois at Chicago) ; Webber, Douglas A. (Temple University)

We estimate the returns to college using administrative data on college enrollment matched to administrative data on weekly earnings. Utilizing the fact that colleges dismiss low-performing students based on exact GPA cutoffs, we use a regression discontinuity design to estimate the earnings impacts of college. Dismissed students are permitted to apply for readmission, but since relatively few do so, these students end up completing fewer years of school and are approximately 10 percentage points less likely to graduate college. Our estimates suggest that low-performing students (on the margin of college dismissal) derive substantial earnings benefits from college.

[Heterogeneous Effects of High School Peers on Educational Outcomes](#)

Mendolia, Silvia (University of Wollongong) ; Paloyo, Alfredo R. (University of Wollongong) ; Walker, Ian (Lancaster University)

We investigate the relationship between peers' abilities and educational outcomes at the end of high school using data from the rich Longitudinal Study of Young People in England (LSYPE) matched to the National Pupil Database of children in state schools in England. In particular, we focus on the effect of peers' abilities, measured through achievements in Key Stage 3 (Age 14), on high powered test scores at Ages 16 and 18, and on the probability of attending university. Our identification strategy is based on a measure of the peers of peers' ability. In particular, for each individual, we look at her high school peers and select their primary school peers who do not attend the same high school and who did not attend the same primary school as the individual. We then use peers-of-peers ability, measured using Age 11 test scores as an instrument for high school average peer ability, measured using Age 14 test scores. We also use quantile regression to explore the effect of peers' ability on different parts of the distributions of the outcomes. Our results show that average of peers' abilities has a moderate positive effect on test scores at Ages 16 and 18, and that being in a school with a large proportion of low-quality peers can have a significantly detrimental effect on individual achievements. Furthermore, peers' ability seems to have a stronger effect on students at the bottom of the grade distribution, especially at Age 16.

[Teacher Quality and Learning Outcomes in Kindergarten](#)

Caridad Araujo, Maria (Inter-American Development Bank) ; Carneiro, Pedro (University College London) ; Cruz-Aguayo, Yyannú (Inter-American Development Bank) ; Schady, Norbert (Inter-American Development Bank)

We assigned two cohorts of kindergarten students, totaling more than 24,000 children, to teachers within schools with a rule that is as-good-as-random. We collected data on children at the beginning of the school year, and applied 12 tests of math, language and executive function (EF) at the end of the year. All teachers were filmed teaching for a full day, and the videos were coded using a well-known classroom observation tool, the Classroom Assessment Scoring System (or CLASS). We find substantial classroom effects: A one-standard deviation increase in classroom quality results in 0.11, 0.11, and 0.07 standard deviation higher test scores in language, math, and EF, respectively. Teacher behaviors, as measured by the CLASS, are associated with higher test scores. Parents recognize better teachers, but do not change their behaviors appreciably to take account of differences in teacher quality.

[The Educational Consequences of Language Proficiency for Young Children](#)

Yao, Yuxin (Tilburg University) ; Ohinata, Asako (University of Leicester) ; van Ours, Jan C. (Tilburg University)

This paper studies the educational consequences of language proficiency by investigating the relationship between dialect-speaking and academic performance of 5-6 year old children in the Netherlands. We find that dialect-speaking has a modestly negative effect on boys' language test scores. In addition, we study whether there are spillover effects of peers' dialect-speaking on test scores. We find no evidence for spillover effect of peers' dialect-speaking. The test scores of neither Dutch-speaking children nor dialect-speaking children are affected by the share of dialect-speaking peers in the classroom.

[Having an Older Brother Is Good or Bad for Your Education And Health? Evidence from Vietnam](#)

Tran, Dong Quang ; Nguyen, Viet Cuong

This study examines the sex of the first-born children on education and health outcome of later born children. We do not find a significant effect of the sex of the first-born children on health utilization of later born children. However, we find some small effects of education. Once controlled for the number of sibling, having a firstborn brother reduces the probability of school enrolment and the probability of having good academic performance. Although the education outcomes of girls are higher than boys, this evidence still indicates gender bias in education investment of parents in their children in Vietnam

[Education Policy and Intergenerational Transfers in Equilibrium](#)

Brant Abbott (University of British Columbia) ; Giovanni Gallipoli (University of British Columbia) ; Costas Meghir (Cowles Foundation, Yale University) ; Giovanni L. Violante (New York University)

This paper examines the equilibrium effects of alternative financial aid policies intended to promote college participation. We build an overlapping generations life-cycle, heterogeneous-agent, incomplete-markets model with education, labor supply, and consumption/saving decisions. Driven by both altruism and paternalism, parents make inter vivos transfers to their children. Both cognitive and non-cognitive skills determine the non-pecuniary cost of schooling. Labor supply during college, government grants and loans, as well as private loans, complement parental resources as means of funding college education. We find that the current financial aid system in the U.S. improves welfare, and removing it would reduce GDP by 4-5 percentage points in the long-run. Further expansions of government-sponsored loan limits or grants would have no salient aggregate effects because of substantial crowding-out: every additional dollar of government grants crowds out 3! 0 cents o f

parental transfers plus an equivalent amount through a reduction in student's labor supply. However, a small group of high-ability children from poor families, especially girls, would greatly benefit from more generous federal aid.

[French Fertility and Education Transition: Rational Choice vs. Cultural Diffusion](#)

David de la Croix (UNIVERSITE CATHOLIQUE DE LOUVAIN, Institut de Recherches Economiques et Sociales (IRES) and Center for Operations Research and Econometrics (CORE)) ; Faustine Perrin (Department of Economic History, Lund University)

We analyze how much a rational-choice model can explain the temporal and spatial variation in fertility and school enrollment in France during the 19th century. The originality of our approach is in our reliance on a structural estimation technique that exploits the restrictions implied by the first-order conditions to identify the deep parameters. Another new dimension is our use of gendered education data, allowing us to have a richer theory that includes mothers, fathers, boys and girls. Results indicate that the rational-choice model explains 38 percent of the variation of fertility over time and across counties, as well as 71 percent and 83 percent of school enrollment of boys and girls, respectively. The analysis of the residuals (unexplained by the economic model) indicates that additional insights might be gained by considering cross-county differences in family structure and cultural barriers.

[Do large departments make academics more productive? Sorting and agglomeration economies in research](#)

Clément Bosquet (Spatial Economic Research Center) ; Pierre-Philippe Combes (Département d'économie)

We study how departments' characteristics impact academics' quantity and quality of publications in economics. Individual time-varying characteristics and individual fixed-effects are controlled for. Departments' characteristics have an explanatory power at least equal to a fourth of that of individual characteristics and possibly as high as theirs. An academic's quantity and quality of publications in a field increase with the presence of other academics specialised in that field and with the share of the field's output in the department. By contrast, department's size, proximity to other large departments, homogeneity in terms of publication performance, presence of colleagues with connections abroad, and composition in terms of positions and age matter at least for some publication measures but only when individual fixed effects are not controlled for. This suggests a role for individual positive sorting where these characteristics only attract more able academics. A residual negative sorting between individuals' and departments' unobserved characteristics is simultaneously exhibited.

[Ethnic Inequality: Theory and Evidence from Formal Education in Nigeria](#)

Pritha Dev (Indian Institute of Management Ahmedabad, Vastrapur) ; Blessing U. Mberu (APHRC) ; Roland Pongou (Department of Economics, University of Ottawa)

We study the causes of inequality in human capital accumulation across ethnic and religious groups. An overlapping generations model in which agents decide how much time to invest in human capital versus ethnic capital shows that the demand for human capital is affected positively by parental and group's older cohort human capital, and negatively by group size. Two ex-ante identical groups may diverge in human capital accumulation, with the divergence mostly occurring among their low-ability members. Furthermore, group and ethnic fragmentation increases the demand for human capital.

We validate these predictions using household data from Nigeria where ethnicity and religion are the primary identity cleavages. We document persistent ethnic and religious inequality in educational attainment. Members of ethnic groups that historically converted to Christianity outperform those whose ancestors converted to Islam. Consistent with theory, there is little difference between the high-ability members of these groups, but low-ability members of historically Muslim groups choose Koranic education as an alternative to formal education, even when formal education is free. Moreover, more religiously fragmented ethnic groups fare better, and local ethnic fragmentation increases the demand for formal education. Our analysis sheds light on the political context that underlies the recent violent opposition to "western education" in this country.

[Paternal Unemployment During Childhood: Causal Effects on Youth Worklessness and Educational Attainment](#)

Steffen Müller ; R. Riphahn ; C. Schwientek

Using long-running data from the German Socio-Economic Panel (1984-2012), we investigate the impact of paternal unemployment on child labor market and education outcomes. We first describe correlation patterns and then use sibling fixed effects and the Gottschalk (1996) method to identify the causal effects of paternal unemployment. We find different patterns for sons and daughters. Paternal unemployment does not seem to causally affect the outcomes of sons. In contrast, it increases both daughters' worklessness and educational attainment. We test the robustness of the results and explore potential explanations.

[Are Universities Becoming More Unequal?](#)

Yan Lau (Reed College) ; Harvey S. Rosen (Princeton University)

Observers have expressed concern about growing inequality in resources across universities. But are universities really becoming more unequal? We argue that the typical approach of examining endowment growth alone is not sensible. In line with the literature on household inequality, we focus instead on a comprehensive income measure. We find that although there is considerable inequality among institutions, concerns about the inexorable growth of inequality are overblown. Whether one looks at income, endowment wealth, or expenditure, inequality has been high but stable, exhibiting only negligible increases in recent years. Furthermore, there has been little mobility within the higher education sector.

[The Impact of Partner Incarceration on Women's School Completion](#)

Angela Bruns (University of Washington)

A growing body of literature documents the spillover effects of mass incarceration on families as well as the implications of this experience for social stratification. We have learned that, for young people, having an incarcerated parent is negatively associated with graduating from high school and college. However, little research has considered the impact of having an incarcerated romantic partner on adult women's education. This paper uses data from the Fragile Families and Child Wellbeing Study and event history analysis to examine 1) the relationship between partner incarceration and women's completion of education and training programs and 2) mediators and moderators of this relationship (e.g., health, systems of support). The data provide detailed information about school and training program completion at every survey wave and thus an opportunity to explore different types of educational outcomes among an already disadvantaged group at a similar stage in the life course. This project sheds light on how involvement with the

penal system via the fathers of their children may contribute to racial and class inequality in women's educational access and achievement and long term economic outcomes.

[Validation of Non-formal MOOC-based Learning: An Analysis of Assessment and Recognition Practices in Europe \(OpenCred\)](#)

Gabi Witthaus (University of Leicester) ; Andreia Inamorato dos Santos (European Commission " JRC - IPTS) ; Mark Childs (University of Leicester) ; Anne-Christin Tannhäuser (ESCP Europe) ; Grainne Conole (University of Leicester) ; Bernard Nkuyubwatsi (University of Leicester) ; Yves Punie (European Commission " JRC - IPTS)

This report presents the outcomes of research, conducted between May 2014 and November 2015, into emerging practices in assessment, credentialisation and recognition in Massive Open Online Courses (MOOCs). Following extensive research on MOOCs in European Member States, it provides a snapshot of how European Higher Education Institutions (HEIs) recognise (or not) non-formal learning (particularly MOOC-based), and how some employers recognise open badges and MOOC certificates for continuing professional development. We analyse the relationship between forms of assessment used and credentials awarded, from badges for self-assessment to ECTS credits for on-site examinations, and consider the implications for recognition. Case studies provide deeper insights into existing practices. The report introduces a model which guides MOOC conveners in positioning and shaping their offers, and also helps institutions and employers to make recognition decisions. It concludes with a set of recommendations to European HEIs and policy makers to enable wider recognition of open learning in higher education and at the workplace.

[Using Computer Simulators for Teaching Macroeconomics at the Undergraduate Level](#)

Angelov, Aleks ; Vasilev, Aleksandar

The integration of technology in the educational process is becoming increasingly important for improving the 21st century student's understanding and retention of academic material. Being able to readily apply the theory covered in class and to automatically receive immediate feedback is invaluable. And with gamification now permeating into nearly every area of our lives, computer games are proving to be an effective way to successfully engage any audience. Presently, there are only a few freely available macroeconomic simulators on the Internet which are suitable for undergraduate students. The two most prominent ones are the European Central Bank's *€conomia* and the Chair the Fed game. But both of them focus solely on monetary policy. Thus, there is no educational simulator that allows students to examine the effects of fiscal policy. This is particularly problematic since Bulgaria and several other countries in the region, which are not part of the Eurozone, operate under a currency board, meaning that they do not have much control over their monetary policy, so the emphasis there is mainly on conducting fiscal policy. Hence, we developed the "Keynesian Macroeconomic Simulator of Fiscal Policy".

[Is memorisation a good strategy for learning mathematics?](#)

OECD

Fewer 15-year-olds in East Asian countries reported that they use memorisation than did 15-year-olds in some of the English-speaking countries to whom they are often compared. In no PISA-participating education system did boys report more intensive use of memorisation than girls when learning mathematics. Memorisation as a learning strategy may work with easy problems, but

it is unlikely to be effective if it is the only strategy used when confronted with complex mathematics problems.

[Interpreting Sheepskin Effects in the Returns to Education](#)

Alfonso Flores-Lagunes (University of Arizona) ; Audrey Light (Ohio State University)

Researchers often identify sheepskin effects by including degree attainment (D) and years of schooling (S) in a wage model, yet the source of independent variation in these measures is not well understood. We argue that S is negatively correlated with ability among degree-holders because the most able graduate the fastest, while a negative correlation exists among dropouts because the most able benefit from increased schooling. Using data from the NLSY79, we find that wages decrease with S among degree-holders and increase with S among dropouts. The independent variation in S and D needed for identification is not due to reporting error. Instead, we conclude that skill varies systematically among individuals with a given degree status.

[Migration in Vietnam: New Evidence from Recent Surveys](#)

Coxhead, Ian ; Vu, Linh ; Nguyen, Cuong

We investigate determinants of individual migration decisions in Vietnam, a country with increasingly high levels of geographical labor mobility. Using data from the Vietnam Household Living Standards Survey (VHLSS) of 2012, we find that probability of migration is strongly associated with individual, household and community-level characteristics. The probability of migration is higher for young people and those with post-secondary education. Migrants are more likely to be from households with better-educated household heads, female-headed households, and households with higher youth dependency ratios. Members of ethnic minority groups are much less likely to migrate, other things equal. Using multinomial logit methods, we distinguish migration by broad destination, and find that those moving to Ho Chi Minh City or Hanoi have broadly similar characteristics and drivers of migration to those moving to other destinations. We also use VHLSS 2012 together with VHLSS 2010, which allows us to focus on a narrow cohort of recent migrants—those present in the household in 2010, but who have moved away by 2012. This yields much tighter results. For education below upper secondary school, the evidence on positive selection by education is much stronger. However, the ethnic minority “penalty” on spatial labor mobility remains strong and significant, even after controlling for specific characteristics of households and communes. This lack of mobility is a leading candidate to explain the distinctive persistence of poverty among Vietnam’s ethnic minority populations, even as national poverty has sharply diminished.

[Imputation rules for the implementation of the pre-unification education variable in the BASiD data set](#)

Gürtzgen, Nicole ; Nolte, André

Using combined data from the German Pension Insurance and the Federal Employment Agency (BASiD), this study proposes different procedures for imputing the pre-unification education variable in the BASiD data. To do so, we exploit information on education-related periods that are creditable for the Pension Insurance. Combining these periods with information on the educational system in the former GDR, we propose three different imputation procedures, which we validate using external GDR census data for selected age groups in 1981. A common result from all procedures is that they tend to underpredict (overpredict) the share of high-skilled (low-skilled) for the oldest age groups. Comparing our imputed education variable with information on educational attainment from the

Integrated Employment Biographies (IEB) reveals that the best match is obtained for the vocational training degree. Although regressions show that misclassification with respect to IEB information is clearly related to observables, we do not find any systematic pattern across skill groups.

[Explicit vs. Statistical Preferential Treatment in Affirmative Action: Theory and Evidence from Chicago's Exam Schools](#)

Umut Mert Dur (North Carolina State University) ; Parag A. Pathak (MIT) ; Tayfun Sönmez (Boston College)

Affirmative action schemes must confront the tension between admitting the highest scoring applicants and ensuring diversity. In Chicago's affirmative action system for exam schools, applicants are divided into one of four socioeconomic tiers based on the characteristics of their neighborhood. Applicants can be admitted to a school either through a slot reserved for their tier or through a merit slot. Equity considerations motivate equal percentage reserves for each tier, but there is a large debate on the total size of these reserve slots relative to merit slots. An issue that has received much less attention is the order in which slots are processed. Since the competition for merit slots is influenced directly by the allocation to tier slots, equal size reserves are not sufficient to eliminate explicit preferential treatment. We characterize processing rules that are tier-blind. While explicit preferential treatment is ruled out under tier-blind rules, it is still possible to favor certain tiers, by exploiting the distribution of scores across tiers, a phenomenon we call statistical preferential treatment. We characterize the processing order that is optimal for the most disadvantaged tier assuming that these applicants systematically have lower scores. This policy processes merit slots prior to any slots reserved for tiers. Our main result implies that Chicago has been providing an additional boost to the disadvantaged tier beyond their reserved slots. Using data from Chicago, we show that the bias due to processing order for the disadvantaged tier is comparable to that from the 2012 decrease in the size of the merit reserve.

[What do you want to be when you grow up? Local institutional quality and the choice of the fields of study in Italy \(2004-2007\)](#)

Nifo, Annamaria ; Scalera, Domenico ; Vecchione, Gaetano

Students' choices about post-secondary fields of study vary widely across space and time, due to many psychological, social and economic motivations. Regarding these latter, the most important role in steering students' options has been often ascribed to expected returns from different occupations. This paper emphasizes in particular the link between local institutional quality, the reward structure and students' preferences. Based on a sample of 80,996 students graduated in Italy in 2004 and 2007, our econometric investigation, controlling for both individual characteristics (gender, residence, family background, high school track) and geographical variables (per capita GDP, industrial specialization), finds that in the choice of the field of study institutional quality definitely matters.

[Leisure and Learning - Activities and Their Effects on Child Skill Development](#)

Peter Funk ; Thorsten Kemper

This paper studies how variations in leisure time allocation help explain the variations in school children's cognitive skills. We use representative data on the time use of American children from the Child Development Supplement (CDS) to the Panel Study of Income Dynamics (PSID). Our findings suggest that 1) including time use data significantly contributes to explaining the variation in math

and reading test scores; 2) in a relative ranking of the effect of raising the time spent on a given activity on the math test score music is placed at the top, followed by learning, reading, sports, watching television, attending school and sleep (in descending order). For the reading test score music ranks first again and reading second, before learning, school, television, sports and sleep; 3) when comparing the effect of child activities with that of parental investments on test scores in the PSID data, it turns out that activities have no less explanatory power! than investments, proxied by an established investment measure, with higher explanatory power for the production of math skills.

[Children's opportunities in Germany: An application using multidimensional measures](#)

Bartels, Charlotte ; Stockhausen, Maximilian

Single parents and unmarried couples are increasingly replacing the traditional nuclear family. This paper investigates if the greater variety in living arrangements contributes to increased resource disparities among children in Germany. Children in single parent families are disadvantaged in at least three dimensions decisive for their later achievements: material standard of living, parental education, and parental childcare time. We compute multidimensional inequality and poverty indices using SOEP data from 1991-2012. We distinguish between parental and publicly provided childcare, which is an increasingly important in-kind benefit in Germany. We find that both multidimensional inequality and poverty declined as expanded public childcare strongly reduces resource disparities among children.

[How teachers teach and students learn: Successful strategies for school](#)

Alfonso Echazarra ; Daniel Salinas ; Ildefonso Méndez ; Vanessa Denis ; Giannina Rech

This paper examines how particular teaching and learning strategies are related to student performance on specific PISA test questions, particularly mathematics questions. The report compares teacher-directed instruction and memorisation learning strategies, at the traditional ends of the teaching and learning spectrums, and student-oriented instruction and elaboration learning strategies, at the opposite ends. Other teaching strategies, such as formative assessment and cognitive activation, and learning approaches, such as control strategies, are also analysed. Our analyses suggest that to perform at the top, students cannot rely on memory alone; they need to approach mathematics strategically and creatively to succeed in the most complex problems. There is also some evidence that most teaching strategies have a role to play in the classroom. To varying degrees, students need to learn from teachers, be informed about their progress and work independently! and collaborate; above all, they need to be constantly challenged. Ce document examine le lien entre certaines stratégies d'enseignement et d'apprentissage, et la performance des élèves dans certains items de l'évaluation PISA, en particulier en mathématiques. Il compare d'un côté (traditionnel), les stratégies d'instruction dirigée par l'enseignant et d'apprentissage par mémorisation, et de l'autre (à l'autre extrémité du spectre), les stratégies d'instruction centrée sur l'élève et d'apprentissage par élaboration. D'autres stratégies d'enseignement, telles que l'évaluation formative et l'activation cognitive, et approches de l'apprentissage, telles que les stratégies de contrôle, sont également examinées. Nos analyses semblent indiquer que pour être parmi les plus performants, les élèves ne peuvent pas compter uniquement sur leurs capacités de mémorisation ; pour réussir à résoudre les problèmes les plus complexes, ils doivent avoir une approche stratégique et créative des mathématiques. En outre, certains résultats indiquent que la plupart des stratégies d'enseignement ont un rôle à jouer en classe. À des degrés divers, les élèves

doivent apprendre de leurs enseignants, être informés de leurs progrès et travailler seuls ou en groupe ; mais avant tout, ils doivent se sentir stimulés en permanence.

[Punished for their Fathers: School Discipline Among Children of the Prison Boom](#)

Wade Jacobsen (Pennsylvania State University)

[Can A School Operational Assistance Fund Program \(BOS\) Reduce School Drop-Outs During The Post-Rising Fuel Prices In Indonesia? Evidence From Indonesia](#)

Kharisma, Bayu

This study aims to analyze the impact of school operational assistance fund program (BOS program) on the dropout rate during the post-rising fuel prices using difference in difference approach. BOS program is a further development of the social safety net programs (JPS) education of the government in the period 1998-2003 and a reduction in fuel subsidy compensation program implemented over 2003-2005. The results showed that the impact of BOS on the dropout rate of students aged 7-15 years during the period investigated in this study was lower than those who did not receive BOS fund, but it was not statistically significant. In the meantime, if the account of the research is to be limited to the influence of students aged 16-20 years who had previously received the benefit of BOS, it shows that BOS program had a positive influence to the dropout rates. However, children aged 16-20 years who had not previously received benefits BOS negatively affect the dropout rates. Based on this fact, the benefit of the BOS following the fuel price hike in Indonesia during the research period did not seem to be particularly effective in lowering the dropout rate.

[Examination Rules and Student Effort](#)

Jochen Michaelis (University of Kassel) ; Benjamin Schwanebeck (University of Kassel)

This paper contributes to the economics of examination rules. We show how rational students reallocate their learning effort as a response to a charge for the second exam attempt, a cap on the maximum resit mark, an adjustment of the passing standard, a variation of the time span between two attempts, a minimum requirement to qualify for the second attempt, and a malus points account. The effort maximizing rule is the malus account, a charge for the second attempt delivers the highest overall passing probability.

[Who Gained from the Introduction of Free Universal Secondary Education in England and Wales?](#)

Hart, Robert A. (University of Stirling) ; Moro, Mirko (University of Stirling) ; Roberts, J. Elizabeth (University of Stirling)

This paper investigates the introduction of free universal secondary education in England and Wales in 1944. It focuses on its effects in relation to a prime long-term goal of pre-war Boards of Education. This was to open secondary school education to children of all social backgrounds on equal terms. Adopting a difference-in-difference estimation approach, we do not find any evidence that boys and girls from less well-off home backgrounds displayed improved chances of attending selective secondary schools. Nor, for the most part, did they show increased probabilities of gaining formal school qualifications. One possible exception in this latter respect relates to boys with unskilled fathers.

[Education and equality of opportunity: what have we learned from educational reforms?](#)

Holmlund, Helena (IFAU - Institute for Evaluation of Labour Market and Education Policy)

Equality of opportunity has been one of the central ideas governing education policy in the Nordic welfare state. This paper takes its starting point in the shared history of educational reform in the Nordic countries, and presents evidence that the comprehensive school reforms that implied a shift from selective two-tier schooling systems to unified compulsory schools were beneficial for equality of opportunity. This evidence is compared to a choice and voucher reform that in the 1990's introduced pedagogical as well as organizational variety in the education system in Sweden. The Swedish choice reform is unique in an international perspective, and has reshaped the education sector dramatically as a growing number of pupils attend non-public independent schools. The current education debate shows a widespread concern that the introduction of choice has led to a backlash for equality of opportunity. Parental background remains a strong determinant of pupil performance. However, recent research finds no indication that family background has become more important over time in explaining pupil outcomes. The Swedish education system nevertheless faces a number of challenges if it is to level the playing field and create equal opportunities for all pupils: schools are becoming increasingly more segregated, much as a consequence of immigration, and disadvantaged pupils are less likely to exercise school choice compared to their more advantaged peers.

[Profile of second-level students exempt from studying Irish](#)

Darmody, Merike ; Smyth, Emer

Drawing on curriculum differentiation theory, this paper discusses exemptions from learning Irish granted to Irish post-primary students. In order to explore the profile of students granted such exemptions, the study utilises data from a national longitudinal study, Growing Up in Ireland. Additional information is provided by administrative data collected by the Department of Education and Skills to show trends in the number of exemptions granted over time. The findings show that factors impacting on being exempt include gender, social class, having a special educational need at primary school and being born outside Ireland.

[The More, the Better? The Impact of Instructional Time on Student Performance](#)

Cattaneo, Maria Alejandra (Swiss Co-ordination Center for Research in Education) ; Oggenfuss, Chantal (Swiss Co-ordination Center for Research in Education) ; Wolter, Stefan C. (University of Bern)

Although instruction time is an important and costly resource in education production, there is a remarkable scarcity of research examining the effectiveness of its use. We build on the work of Lavy (2015) using the variance of subject-specific instruction time within Switzerland to determine the causal impact of instruction time on student test scores, as measured by the international PISA test (2009). We extend the analyses in two ways and find that students must differ considerably in the time needed to learn. This difference is supported by our findings that the effectiveness of instructional time varies substantially between different school (ability) tracks and that additional instruction time significantly increases the within-school variance of subject-specific test scores.

[The Education Consequences of Language Proficiency for Young Children](#)

Yao, Yuxin (Tilburg University, Center For Economic Research) ; Ohinata, Asako (Tilburg University, Center For Economic Research) ; van Ours, Jan (Tilburg University, Center For Economic Research)

This paper studies the educational consequences of language proficiency by investigating the relationship between dialect-speaking and academic performance of 5-6 year old children in the

Netherlands. We find that dialect-speaking has a modestly negative effect on boys' language test scores. In addition, we study whether there are spillover effects of peers' dialect-speaking on test scores. We find no evidence for spillover effect of peers' dialect-speaking. The test scores of neither Dutch-speaking children nor dialect-speaking children are affected by the share of dialect-speaking peers in the classroom.

[What You Don't Know... Can't Hurt You? A Field Experiment on Relative Performance Feedback in Higher Education](#)

Azmat, Ghazala (Queen Mary, University of London) ; Bagues, Manuel F. (Aalto University) ; Cabrales, Antonio (University College London) ; Iriberry, Nagore (University of the Basque Country)

This paper studies the effect of providing feedback to college students on their position in the grade distribution by using a randomized control experiment. This information was updated every six months during a three-year period. In the absence of treatment, students' underestimate their position in the grade distribution. The treatment significantly improves the students' self-assessment. We find that treated students experience a significant decrease in their educational performance, as measured by their accumulated GPA and number of exams passed, and a significant improvement in their self-reported satisfaction, as measured by survey responses obtained after information is provided but before students take their exams. Those effects, however, are short lived, as students catch up in subsequent periods. Moreover, the negative effect on performance is driven by those students who underestimate their position in the absence of feedback. Those students who overestimate initially their position, if anything, respond positively.

[The Effect of Performance-Based Incentives on Educational Achievement: Evidence from a Randomized Experiment](#)

Steven D. Levitt ; John A. List ; Sally Sadoff

We test the effect of performance-based incentives on educational achievement in a low-performing school district using a randomized field experiment. High school freshmen were provided monthly financial incentives for meeting an achievement standard based on multiple measures of performance including attendance, behavior, grades and standardized test scores. Within the design, we compare the effectiveness of varying the recipient of the reward (students or parents) and the incentive structure (fixed rate or lottery). While the overall effects of the incentives are modest, the program has a large and significant impact among students on the threshold of meeting the achievement standard. These students continue to outperform their control group peers a year after the financial incentives end. However, the program effects fade in longer term follow up, highlighting the importance of longer term tracking of incentive programs.

[University differences in the graduation minorities in STEM fields: evidence from California](#)

Peter Arcidiacono ; Esteban M. Aucejo ; V. Joseph Hotz

We examine differences in minority science graduation rates among University of California campuses when racial preferences were in place. Less-prepared minorities at higher-ranked campuses had lower persistence rates in science and took longer to graduate. We estimate a model of students' college major choice where net returns of a science major differ across campuses and student preparation. We find less-prepared minority students at top-ranked campuses would have higher science graduation rates had they attended lower-ranked campuses. Better matching of science students to universities by preparation and providing information about students' prospects in different major-university combinations could increase minority science graduation.

[Impact of funding targeted pre-school interventions on school readiness: Evidence from the Netherlands](#)

Emre Akgunduz ; Suzanne Heijnen

We analyze the effectiveness of the early childhood programme (ECP) in the Netherlands. The programme is designed for 2.5 to 4 year olds from disadvantaged backgrounds. 37 municipalities received an additional subsidy to expand ECP programmes, which allows us to analyze the effects of the programme within a difference-in-difference-in-differences framework. Most children first enroll in primary schools at age 4 in the Netherlands, but pupils begin to learn reading and mathematics in grade 3 at age 6. We use grade repetition constructed from school registry data from 2008 to 2015 in the first two grades as an indicator of school readiness. Our results show significantly lower grade repetition rates for targeted boys who are in regions that receive the subsidy. Grade repetition drops by 1 to 3 percentage points from a mean of 10.5 percent for the disadvantaged group targeted by the programme.

[Redistribution without distortion: Evidence from an affirmative action program at a large Brazilian university](#)

Fernanda Estevan ; Thomas Gall, Louis-Philippe Morin

In this paper, we examine an innovative affirmative action policy designed to increase the representation of underprivileged students at UNICAMP, a large and highly ranked Brazilian university. The university awarded bonus points to targeted applicants (i.e., public high school applicants) on their admission exam, as opposed to imposing a typical quota system. Using a rich set of administrative data from UNICAMP, we assess the effect of this policy on the composition of admitted students, and investigate for possible behavioral responses at the extensive (participation) and intensive (preparation effort) margins. We find that the admission probability of public high school applicants, the targeted applicants, significantly increased following the adoption of the affirmative action program. The policy was also associated with sizable redistribution in the composition of admitted students, with a shift towards students from families with lower socio-economic status. Surprisingly, we find little evidence of behavioral reactions to the affirmative action policy, in terms of test performance or application decision.

[Dynamic Equality of Opportunity](#)

John E. Roemer (Dept. of Political Science & Cowles Foundation, Yale University) ; Burak Unveren (Yildiz Technical University)

What are the long-term effects of policies intended to equalize opportunities among different social classes of children? To find out, we study the stationary states of an intergenerational model where adults are either White or Blue collar employees. Both adults and the state invest in their children's education. Our analysis indicates that the major obstacle to equalizing opportunities in the long-run is private educational investment. Next we examine economies where only the state invests in education, motivated by the Nordic experience. In a majority of these economies, no child lags behind regarding future prospects, a theoretical result confirmed by simulations.

[Cognitive Ability and the Mortality Gradient by Education: Selection or Mediation?](#)

Bijwaard, Govert (NIDI - Netherlands Interdisciplinary Demographic Institute) ; Jones, Andrew M. (University of York)

Large differences in mortality rates across those with different levels of education are a well-established fact. This association between mortality and education may partly be explained by confounding factors, including cognitive ability. Cognitive ability may also be affected by education so that it becomes a mediating factor in the causal chain. In this paper we estimate the impact of education on mortality using inverse probability weighted (IPW) estimators, using either cognitive ability as a selection variable or as a mediating variable. We develop an IPW estimator to analyse the mediating effect in the context of survival models. Our estimates are based on administrative data, on men born in 1944-1947 who were examined for military service in the Netherlands between 1961-1965, linked to national death records. For these men we distinguish four education levels and we make pairwise comparisons. From the empirical analyses we conclude that the mortality differences observed by education are only attributable to education effects for highly educated individuals. For less educated individuals the observed mortality gain is mainly attributable to differences in cognitive ability.

[Higher education and the fall and rise of inequality](#)

Klaus Prettner (University of Hohenheim, Germany) ; Andreas Schaefer (ETH Zurich, Switzerland)

We investigate the effect of higher education on the evolution of inequality. In so doing we propose a novel overlapping generations model with three social classes: the rich, the middle class, and the poor. We show that there is an initial phase in which no social class invests in higher education of their children, such that the evolution of inequality is entirely driven by the level of bequests. Once a certain income threshold is surpassed, the rich start to invest in higher education of their children, which partially crowds out bequests and thereby reduces inequality in the short run. The better educated children of the rich, however, enjoy higher incomes and inequality starts to rise again. As time goes by, the middle class and eventually also the poor start to invest in higher education, but now the increase in inequality is driven by different levels of education. As the economy proceeds toward a balanced growth path, educational differences between social groups and thus inequality decline again. We argue that (1) the proposed mechanism has the potential to explain the U-shaped evolution of inequality in rich countries in the second half of the 20th Century and the first decade of the 21st Century and (2) the currently observed increase in inequality is rather a transitory phenomenon.

[Foreign aid, education and lifelong learning in Africa](#)

Asongu, Simplicie ; Tchamyou, Vanessa

This study investigates the effect of foreign aid on education and lifelong learning in 53 African countries for the period 1996-2010. Three main issues are assessed, notably: (i) the effect of aid on education; (ii) the incremental impact of aid on education and (iii) the effect of aid on lifelong learning. Lifelong learning is measured as the combined knowledge acquired during the primary, secondary and tertiary levels of education. Foreign aid dynamics include: Total aid, aid from Multilateral Donors (MD) and aid from the Development Assistance Committee (DAC) countries. The empirical evidence is based on an endogeneity-robust Generalized Method of Moments. The following findings are established. First, the aid variables have positive effects on primary school enrolment and lifelong learning, with the exception of aid from MD which positively affects only lifelong learning. Second, the positive effect on primary school enrolment consistently has a higher magnitude compared to the corresponding impact on lifelong learning. Third, the effects of aid

dynamics on secondary and tertiary school enrolments are not significant. We also contribute to the literature by proposing an indicator of lifelong learning for developing countries.

[The Educational Consequences of Language Proficiency for Young Children](#)

Ohinata, Asako ; van Ours, Jan C. ; Yao, Yuxin

This paper studies the educational consequences of language proficiency by investigating the relationship between dialect-speaking and academic performance of 5-6 year old children in the Netherlands. We find that dialect-speaking has a modestly negative effect on boys' language test scores. In addition, we study whether there are spillover effects of peers' dialect-speaking on test scores. We find no evidence for spillover effect of peers' dialect-speaking. The test scores of neither Dutch-speaking children nor dialect-speaking children are affected by the share of dialect-speaking peers in the classroom.

[Human Capital Sorting - the 'when' and 'who' of sorting of talents to urban regions](#)

Ahlin, Lina (CIRCLE & Department of Economics, Lund University) ; Andersson, Martin (Department of Industrial Economics, Blekinge Institute of Technology (BTH), Karlskrona & CIRCLE, Lund University) ; Thulin, Per (Department of Industrial Economics and Management, KTH Royal Institute of Technology, Stockholm & Swedish Entrepreneurship Forum, Stockholm)

Sorting of high-ability workers is a main source of urban-rural disparities in economic outcomes. Less is known about when such human capital sorting occurs and who it involves. Using data on 15 cohorts of university graduates in Sweden, we demonstrate significant sorting to urban regions on high school grades and education levels of parents, i.e. two attributes typically associated with latent abilities that are valued in the labor market. A large part of this sorting occurs already in the decision of where to study, because top universities are predominantly located in urban regions. Estimates from a selection model show that even after controlling for sorting prior to labor market entry, the 'best and brightest' are still more likely to start working in urban regions, and are also more likely to remain there over long time periods. We conclude that a) urban regions are true magnets for high-ability graduates, and that b) studies of human capital sorting need to account for selection processes to and from universities, because neglecting mobility prior to labor market entry is likely to lead to underestimation of the extent of sorting to urban regions.

[Education policy and intergenerational transfers in equilibrium](#)

Brant Abbott (Institute for Fiscal Studies) ; Giovanni Gallipoli (Institute for Fiscal Studies and University of British Columbia) ; Costas Meghir (Institute for Fiscal Studies and Yale University) ; Gianluca Violante (Institute for Fiscal Studies)

This paper examines the equilibrium effects of alternative financial aid policies intended to promote college participation. We build an overlapping generations life-cycle, heterogeneous-agent, incomplete-markets model with education, labor supply, and consumption/saving decisions. Driven by both altruism and paternalism, parents make inter vivos transfers to their children. Both cognitive and non-cognitive skills determine the non-pecuniary cost of schooling. Labor supply during college, government grants and loans, as well as private loans, complement parental resources as means of funding college education. We find that the current financial aid system in the U.S. improves welfare, and removing it would reduce GDP by 4-5 percentage points in the long-run. Further expansions of government-sponsored loan limits or grants would have no salient aggregate effects because of substantial crowding-out: every additional dollar of government grants crowds out 30 cents of

parental transfers plus an equivalent amount through a reduction in student's labor supply. However, a small group of high-ability children from poor families, especially girls, would greatly benefit from more generous federal aid.

[Interactions Between Family and School Environments: Evidence on Dynamic Complementarities?](#)

Ofek Malamud ; Cristian Pop-Eleches ; Miguel Urquiola

This paper explores whether conditions during early childhood affect the productivity of later human capital investments. We use Romanian administrative data to ask if the benefit of access to better schools is larger for children who experienced better family environments because their parents had access to abortion. We combine regression discontinuity and differences-in-differences designs to estimate impacts on a high-stakes school-leaving exam. Although we find that access to abortion and access to better schools each have positive impacts, we do not find evidence of significant interactions between these shocks. While these results suggest the absence of dynamic complementarities in human capital formation, survey data suggest that they may also reflect behavioral responses by students and parents.

[Higher Education Selection: Implications for Social Inequality](#)

Smyth, Emer ; Iannelli, Cristina ; Klein, Markus

[Explicit vs. Statistical Preferential Treatment in Affirmative Action: Theory and Evidence from Chicago's Exam Schools](#)

Umut Dur ; Parag A. Pathak ; Tayfun Sönmez

Affirmative action schemes must confront the tension between admitting the highest scoring applicants and ensuring diversity. In Chicago's affirmative action system for exam schools, applicants are divided into one of four socioeconomic tiers based on the characteristics of their neighborhood. Applicants can be admitted to a school either through a slot reserved for their tier or through a merit slot. Equity considerations motivate equal percentage reserves for each tier, but there is a large debate on the total size of these reserve slots relative to merit slots. An issue that has received much less attention is the order in which slots are processed. Since the competition for merit slots is influenced directly by the allocation to tier slots, equal size reserves are not sufficient to eliminate explicit preferential treatment. We characterize processing rules that are tier-blind. While explicit preferential treatment is ruled out under tier-blind rules, it is still possible to favor certain tiers, by exploiting the distribution of scores across tiers, a phenomenon we call statistical preferential treatment. We characterize the processing order that is optimal for the most disadvantaged tier assuming that these applicants systematically have lower scores. This policy processes merit slots prior to any slots reserved for tiers. Our main result implies that Chicago has been providing an additional boost to the disadvantaged tier beyond their reserved slots. Using data from Chicago, we show that the bias due to processing order for the disadvantaged tier is comparable to that from the 2012 decrease in the size of the merit reserve.

[Role of Parental Expectations in Determining Child Labour and Schooling](#)

Mukherjee, Conan (Department of Economics, Lund University) ; Pal, Rama (Department of Humanities and Social Sciences, Indian Institute of Technology Bombay)

The paper shows how parental expectations about child's future income affect the incidence of child labour and schooling. We present a theoretical framework where parents decide on the optimal

amount of time invested in child education in presence of uncertainty about returns to education. Here, the uncertainty is captured using the probability that parents attach to higher returns after education. Our theoretical findings underscore the need for policy interventions that affect time preferences of parents, for any wage regulations to enhance the extent of child education. On the empirical side, we use a longitudinal survey (Young Lives Survey) for children in Andhra Pradesh, India; to measure the effect of parental expectations on investment in schooling. This longitudinal survey allows us to first, estimate the probability that parents assign to the expectation that their child will get a skilled job in future. And then, we examine the impact of these! parental expectations on probability of schooling decision as well as the amount of child's time allocated for studies. Our findings suggest that child's inherent ability, parental education and parents' attitude towards education influence the parental expectations about child's future job. Parental expectations in turn positively affect the investment in human capital. Interestingly, we find a negative impact of the average child wage in community, on both probability of schooling and the proportion of study hours only for boys. This result reflects the ambiguity predicted by our theoretical model, in the effect of child wage on child labour. Our empirical results also indicate that even free education may not encourage child education if parents lack faith in the society to provide skilled jobs.

[Academics vs. Athletics: Career Concerns for NCAA Division I Coaches](#)

Christopher Avery ; Brian Cadman ; Gavin Cassar

We analyze the promotions and firings of NCAA Division 1 college basketball and college football coaches to assess whether these coaches are rewarded for the academic performance of their players in promotion and retention decisions. We find that an increase in Academic Progress Rate, as measured by the NCAA, for a college team in either sport significantly reduces the probability that the coach is fired at the end of the season. We find little to no evidence that an increase in the Academic Progress Rate enhances the chances of advancement (in the form of outside job offers) for these coaches.

[Does Financial Education Impact Financial Behavior, and if So, When?](#)

Tim Kaiser ; Lukas Menkhoff

In a meta-regression analysis of 115 microeconomic impact evaluation studies we find that financial education significantly impacts financial behavior, and to an even larger extent financial literacy. These results also hold for the subsample of RCTs. However, intervention impacts are highly heterogeneous: Financial education is less effective in low- and medium income countries; some target groups, such as low-income clients, or specific behaviors, such as borrowing, are difficult to influence; also mandatory financial education appears to be less effective. Thus, it is even more crucial for success to increase training intensity and offer financial education at a "teachable moment".

[Does education increase political participation? Evidence from Indonesia](#)

Parinduri, Rasyad

I examine whether education increases voter turnout and makes better voters using an exogenous variation in education induced by an extension of Indonesia's school term length, which fits a fuzzy regression discontinuity design. The longer school year increases education, but I do not find evidence that education makes people more likely to vote in elections or changes whether they consider political candidates' religion, ethnicity, or gender important when they vote. If anything,

education seems to make voters more likely to think candidates' development programs are important.

[The Distribution of Talent across Contests Feedback in Higher Education](#)

Ghazala Azmat (Queen Mary University of London and Centre for Economic Performance, LSE) ; Marc Möller (University of Bern)

Do the contests with the largest prizes attract the most-able contestants? To what extent do contestants avoid competition? In this paper, we show, theoretically and empirically, that the distribution of abilities plays a crucial role in determining contest choice. Complete sorting exists only when the proportion of high-ability contestants is sufficiently small. As this proportion increases, high-ability contestants shy away from competition and sorting decreases, such that, reverse sorting becomes a possibility. We test our theoretical predictions with a large panel data set containing contest choice over twenty years. We use exogenous variation in the participation of highly-able competitors to provide empirical evidence for the relationship among prizes, competition, and sorting.

[Sleepwalking through School: New Evidence on Sleep and Academic Performance](#)

Wang, Kurt (San Diego State University) ; Sabia, Joseph J. (San Diego State University) ; Cesur, Resul (University of Connecticut)

Policymakers advocating for later school starting times argue that increased sleep duration may generate important schooling benefits. Using data from the National Longitudinal Study of Adolescent Health, this study examines the relationship between sleep duration and academic performance, while carefully controlling for difficult-to-measure characteristics at the family- and individual-levels. We find that increased sleep time is associated with improvements in classroom concentration as well as increased educational attainment. However, we also find evidence of diminishing returns to increased sleep. We estimate an "academic optimum" number of sleep hours of, on average, 8.5 hours per night. Turning to sleep quality, we find that the onset of insomnia-like symptoms is associated with diminished contemporaneous academic concentration, but little change in longer-run educational attainment.

[Attitudes to Irish as a School Subject among 13-year-olds](#)

Darmody, Merike ; Smyth, Emer

The purpose of this study is to investigate the influence of background and school factors on second-level students' attitudes toward Irish as a school subject drawing on the Growing Up in Ireland study. The study focuses on the perceptions of the core subjects, English, Mathematics and Irish, and presents a profile of students who find the Irish language interesting or difficult. The study enables us to investigate the attitudes of teenagers towards the language in a systematic way, including personal, school and other characteristics that may have an impact on attitudes towards the Irish language.

[The role of institutional arrangements for youth employment and empowerment in Sierra Leone](#)

Molla Mekonnen Alemu (IPC-IG)

"Youth is defined in Sierra Leone as people aged from 15 to 35 (Government of Sierra Leone 2003). They account for about 34 per cent of the total population. More than 80 per cent of the country's youth population lives on less than USD2 per day. Sixty per cent of young Sierra Leoneans are

believed to be structurally unemployed (National Youth Commission of Sierra Leone and UNDP 2012) as a result of poverty, the weak private sector as a legacy of the civil war, the low level of coordination to create employment opportunities in the country and the mismatch between the skills demanded by the private sector and those provided by the education system."(?)

[Even at a Young Age: Exclusionary School Discipline and Children's Physically Aggressive Behaviors](#)

Wade Jacobsen (Pennsylvania State University) ; Garrett Pace (Princeton University) ; Nayan Ramirez (Pennsylvania State University)

Exclusionary school discipline has become an increasingly common experience among US children, with rates of suspension and expulsion highest among boys, minorities, and the poor. Although well documented among middle and high school students, less is known about the prevalence or consequences among younger children. We examine rates of school discipline across gender, race, and class for urban-born children by about age nine. We then estimate the effect of school discipline on physically aggressive behavior. Results reveal severe disparities, especially among poor children where 1 in 2 black boys and more than 1 in 3 black girls have been suspended or expelled, compared to fewer than 1 in 30 non-black non-Hispanic boys or girls. We find no evidence that school discipline reduces children's physically aggressive behaviors. Indeed, it appears to be associated with increases in such behavior, with similar effects across gender, race, and class.

[BRIGHT Improves Girls' School Enrollment, Test Scores \(Issue Brief\)](#)

Ali Protik ; Matt Sloan

Mathematica Policy Research and its partners recently completed a mid-term evaluation of BRIGHT's seven-year impact on enrollment, attendance, test scores, health, and child labor. This issue brief summarizes key findings from the evaluation and presents a preliminary benefit-cost analysis of the program, estimating its economic rate of return.

[Education and equality of opportunity: what have we learned from educational reforms?](#)

Holmlund, Helena (IFAU - Institute for Evaluation of Labour Market and Education Policy)

Equality of opportunity has been one of the central ideas governing education policy in the Nordic welfare state. This paper takes its starting point in the shared history of educational reform in the Nordic countries, and presents evidence that the comprehensive school reforms that implied a shift from selective two-tier schooling systems to unified compulsory schools were beneficial for equality of opportunity. This evidence is compared to a choice and voucher reform that in the 1990's introduced pedagogical as well as organizational variety in the education system in Sweden. The Swedish choice reform is unique in an international perspective, and has reshaped the education sector dramatically as a growing number of pupils attend non-public independent schools. The current education debate shows a widespread concern that the introduction of choice has led to a backlash for equality of opportunity. Parental background remains a strong determinant of pupil performance. However, recent research finds no indication that family background has become more important over time in explaining pupil outcomes. The Swedish education system nevertheless faces a number of challenges if it is to level the playing field and create equal opportunities for all pupils: schools are becoming increasingly more segregated, much as a consequence of immigration, and disadvantaged pupils are less likely to exercise school choice compared to their more advantaged peers.

[Modern Educational Methods - Gamification at Schools of Higher Education in Poland](#)

Aleksandra Ptak (Czestochowa University of Technology) ; Tomasz Lis (Czestochowa University of Technology) ; Paula Bajdor (Czestochowa University of Technology)

According to statistics, in recent years gamification has been listed as one of the most important trends. Among the gamification applications one should mention marketing, sales, recruiting, motivating, training and development of employees, health, personal development, education etc. The use of gamification in education brings with it enormous potential, increasingly often one talks today about it in the context of teaching at schools of higher education. This new approach to academic courses designing is used at Polish schools of higher education since 2012. The aim of the article is to introduce initiatives of gamification implementation in higher education in Poland and to examine whether the introduction of elements of games to courses of higher education may be attractive to students. The article presents the main assumptions of gamification and its most commonly used mechanisms. The authors present implemented gamification solutions, as well as the prospects of gamification in Polish schools of higher education. The article is enriched with the results of research conducted among the students of Czestochowa University of Technology on the state of their knowledge about gamification, the scale of interest in gamification mechanisms and finally their wish to take part in the gamified e-learning course.

[The Effect of Performance-Based Incentives on Educational Achievement: Evidence from a Randomized Experiment](#)

Steven D. Levitt ; John A. List ; Sally Sadoff

We test the effect of performance-based incentives on educational achievement in a low-performing school district using a randomized field experiment. High school freshmen were provided monthly financial incentives for meeting an achievement standard based on multiple measures of performance including attendance, behavior, grades and standardized test scores. Within the design, we compare the effectiveness of varying the recipient of the reward (students or parents) and the incentive structure (fixed rate or lottery). While the overall effects of the incentives are modest, the program has a large and significant impact among students on the threshold of meeting the achievement standard. These students continue to outperform their control group peers a year after the financial incentives end. However, the program effects fade in longer term follow up, highlighting the importance of longer term tracking of incentive programs.

[Education as a Tool for the Economic Integration of Migrants](#)

De Paola, Maria (University of Calabria) ; Brunello, Giorgio (University of Padova)

We examine the role of education in fostering the economic integration of immigrants. Although immigrants in Europe are – on average – slightly less educated than native individuals, there is a large heterogeneity across countries. We discuss evidence on student performance in international tests showing that children with an immigrant background display worse results than natives. While in some countries, such as Denmark and France, this gap is almost entirely explained by differences in socio-economic background, in others (Finland, Austria, Belgium and Portugal) the factors driving the gap are more complex and have roots also outside socio-economic conditions. We investigate how educational policies in the host country can affect the educational outcomes of immigrants. We focus our attention on pre-school attendance, school tracking, the combination of students and teacher characteristics, and class composition.

["The teacher life chose me": Investigating graduates' teaching career decision](#)

Juliana Shak (Universiti Brunei Darussalam)

Understanding what motivates prospective teachers to enter the profession has the potential to contribute to making teacher recruitment more attractive; to strengthening teacher education programmes, in order to meet the goals and aspirations of enrolled candidates; and to ensuring an overall positive school experience through the provision of appropriate mentor support. This information becomes even more important for universities which have undergone changes in the levels at which teacher education degrees are offered. Such is the case of Sultan Hassanal Bolkiah Institute of Education (SHBIE), a Graduate Faculty in Universiti Brunei Darussalam. Since 2009, SHBIE has become a Graduate School of Education. This means that the faculty no longer offers teacher education degrees at the undergraduate level. Instead, to prepare candidates for a career as a teacher, SHBIE offers an 18-month full time Master of Teaching qualification. With this in mind, the aims of the present study were twofold: first, to examine the motives of Master of Teaching students for choosing a career in teaching; and second, to compare the motives of these students with those who were in an undergraduate teacher preparation programme in SHBIE before it became a Graduate School of Education. Data for the present study were collected from 100 Master of Teaching students, using an open-ended questionnaire. Responses were coded and categorised according to extrinsic, intrinsic and altruistic motivations. This was done in order to compare the results of this study with those reported by Yong (1995). His study, conducted more than 2 decades ago, involved 133 SHBIE undergraduates who were training to become teachers in Brunei Darussalam. Findings revealed major differences between the two groups of students. For instance, while extrinsic motives were the dominant determinants for SHBIE students entering the teaching profession two decades ago, intrinsic motives were the most prominent amongst current SHBIE graduates. In addition, the graduates cited a number of intrinsic and altruistic reasons for choosing teaching, which are not found in Yong's study. Another interesting finding relates to the graduates' perceptions of their teaching-related abilities and perceived sense of expertise in areas related to their first degree. The results of the present study have important implications to facilitate teacher education.

[Impact of funding targeted pre-school interventions on school readiness: Evidence from the Netherlands](#)

Emre Akgunduz ; Suzanne Heijnen

We analyze the effectiveness of the early childhood programme (ECP) in the Netherlands. The programme is designed for 2.5 to 4 year olds from disadvantaged backgrounds. 37 municipalities received an additional subsidy to expand ECP programmes, which allows us to analyze the effects of the programme within a difference-in-difference-in-differences framework. Most children first enroll in primary schools at age 4 in the Netherlands, but pupils begin to learn reading and mathematics in grade 3 at age 6. We use grade repetition constructed from school registry data from 2008 to 2015 in the first two grades as an indicator of school readiness. Our results show significantly lower grade repetition rates for targeted boys who are in regions that receive the subsidy. Grade repetition drops by 1 to 3 percentage points from a mean of 10.5 percent for the disadvantaged group targeted by the programme.

[Higher education and the fall and rise of inequality](#)

Klaus Prettner (University of Hohenheim, Germany) ; Andreas Schaefer (ETH Zurich, Switzerland)

We investigate the effect of higher education on the evolution of inequality. In so doing we propose a novel overlapping generations model with three social classes: the rich, the middle class, and the poor. We show that there is an initial phase in which no social class invests in higher education of their children, such that the evolution of inequality is entirely driven by the level of bequests. Once a certain income threshold is surpassed, the rich start to invest in higher education of their children, which partially crowds out bequests and thereby reduces inequality in the short run. The better educated children of the rich, however, enjoy higher incomes and inequality starts to rise again. As time goes by, the middle class and eventually also the poor start to invest in higher education, but now the increase in inequality is driven by different levels of education. As the economy proceeds toward a balanced growth path, educational differences between social groups and thus inequality decline again. We argue that (1) the proposed mechanism has the potential to explain the U-shaped evolution of inequality in rich countries in the second half of the 20th Century and the first decade of the 21st Century and (2) the currently observed increase in inequality is rather a transitory phenomenon.

[The proposed Teaching Excellence Framework \(TEF\) for UK Universities](#)

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

The role of universities within society has been the subject of constant discussion and conjecture amongst politicians, the public, as well as within the Higher Education (HE) sector itself. However, this issue has come ever more to the forefront of people's minds in recent times due to the comprehensive spending review (CSR), related concerns regarding student fees and public debt, and governmental demands for the increased accountability of Universities in terms of student satisfaction and perceived "value for money". The Research Excellence Framework (REF), which replaced the Research Assessment Exercise (RAE), is accepted as a reasonably effective means by which universities, and their researchers, may be assessed periodically and subsequently allocated Quality Research (QR) funding in recognition, as well as to reinforce, research excellence in the HE sector. However, the results of any exercise will be interpreted in a number of ways and, inevitably, has led to claims that the "teaching" function of universities has become the poor relation to the sector's research agenda. There have been a number of initiatives which have sought to address this perceived imbalance, and to regulate, monitor or even promote the educational function of universities. Amongst these have been Teaching Quality Assessments, Centres of Excellence in Teaching and Learning (CETLs), and the most recent initiative in the form of the Teaching Excellence Framework (TEF). In many respects, it is hard to challenge the principle that universities should be assessed in the same way for their teaching function as they are for their research activities and outputs. Indeed, the incorporation of 'impact' into the REF offers a seductive promise of similar connections that may be made with teaching in the form of progression, achievement and employability statistics. After all, this is the era of analytics and Big Data, why shouldn't it be used as part of a new system if it is readily available across the HE sector? The authors don't, in principle, disagree with this direction of travel. However, as with any new initiative, time and thought should not only be given to the precise objective of this exercise, but also to the potential pitfalls that may result from making a less than perfect choice. In this respect, the consultation surrounding the current green paper '...' may be likened to the following passage from Lewis Carroll's "Alice's Adventures in Wonderland": "Would you tell me, please, which way I ought to go from here?"

[Interactions Between Family and School Environments: Evidence on Dynamic Complementarities?](#)

Ofer Malamud ; Cristian Pop-Eleches ; Miguel Urquiola

This paper explores whether conditions during early childhood affect the productivity of later human capital investments. We use Romanian administrative data to ask if the benefit of access to better schools is larger for children who experienced better family environments because their parents had access to abortion. We combine regression discontinuity and differences-in-differences designs to estimate impacts on a high-stakes school-leaving exam. Although we find that access to abortion and access to better schools each have positive impacts, we do not find evidence of significant interactions between these shocks. While these results suggest the absence of dynamic complementarities in human capital formation, survey data suggest that they may also reflect behavioral responses by students and parents.

[Why Does School Social Mix Matter?](#)

McCoy, Selina ; Quail, Amanda ; Smyth, Emer

[Can Basic Maternal Literacy Skills Improve Infant Health Outcomes? Evidence from the Education Act in Nepal](#)

Vinish Shrestha (Department of Economics, Towson University)

I evaluate the effect of basic maternal literacy skills such as the ability to read, write, and the highest level of schooling on child health outcomes in Nepal. The National Education System Plan in 1971 reshaped the education system of Nepal by increasing access to education among females. Using within cohort and across district variations in educational outcomes due to the reform, I find that improvements in basic maternal literacy skills reduce infant mortality. Access to clean water supply, and a reduction in gender inequality among relatively educated mothers are some potential mechanisms contributing to improvements in infant mortality.

[Academics vs. Athletics: Career Concerns for NCAA Division I Coaches](#)

Christopher Avery ; Brian Cadman ; Gavin Cassar

We analyze the promotions and firings of NCAA Division 1 college basketball and college football coaches to assess whether these coaches are rewarded for the academic performance of their players in promotion and retention decisions. We find that an increase in Academic Progress Rate, as measured by the NCAA, for a college team in either sport significantly reduces the probability that the coach is fired at the end of the season. We find little to no evidence that an increase in the Academic Progress Rate enhances the chances of advancement (in the form of outside job offers) for these coaches.

[Attitudes to Irish as a School Subject among 13-year-olds](#)

Darmody, Merike ; Smyth, Emer

The purpose of this study is to investigate the influence of background and school factors on second-level students' attitudes toward Irish as a school subject drawing on the Growing Up in Ireland study. The study focuses on the perceptions of the core subjects, English, Mathematics and Irish, and presents a profile of students who find the Irish language interesting or difficult. The study enables us to investigate the attitudes of teenagers towards the language in a systematic way, including personal, school and other characteristics that may have an impact on attitudes towards the Irish language.

[Cognitive Skills, Non-Cognitive Skills, and Family Background: Evidence from Sibling Correlations](#)

Silke Anger ; Daniel D. Schnitzlein

This paper estimates sibling correlations in cognitive and non-cognitive skills to evaluate the importance of family background for skill formation. Based on a large representative German dataset including IQ test scores and measures of non-cognitive skills, a restricted maximum likelihood model indicates a strong relationship between family background and skill formation. Sibling correlations in non-cognitive skills range from 0.22 to 0.46; therefore, at least one-fifth of the variance in these skills results from shared sibling-related factors. Sibling correlations in cognitive skills are higher than 0.50; therefore, more than half of the inequality in cognition can be explained by shared family background. Comparing these findings with those in the intergenerational skill transmission literature suggests that intergenerational correlations capture only part of the influence of family on children's cognitive and non-cognitive skills, as confirmed by decomposition analyses and in line with previous findings on educational and income mobility.

[Are Higher Education Institutions Responsive to Changes in the Labor Market?](#)

Orbeta, Aniceto Jr. C. ; Gonzales, Kathrina G. ; Cortes, Sol Francesca S.

Higher education is a key driver of the economic growth of countries. Any country hopes that its universities, including state colleges and universities (SUCs) and private higher education institutions (PHEIs), produce the manpower needed to propel the country into high, sustained, and equitable development. This can be achieved if its universities respond well to changes in the labor market. This study seeks to review and assess how well the SUCs and PHEIs respond to regional market demands through wage premium analysis and their experience in introducing new program offerings, changing curriculums, and closing programs. To achieve this, it analyzes the developments in labor market outcomes such as wage premiums at the discipline level derived using data from the Labor Force Survey. It also uses focus group discussions with both SUCs and PHEIs to document and understand the relative ease of introducing changes into their academic programs in response to labor market changes.

[Heterogeneous effects of high school peers on educational outcomes](#)

Mendolia, Silvia ; Paloyo, Alfredo R. ; Walker, Ian

We investigate the relationship between peers' abilities and educational outcomes at the end of high school using data from the rich Longitudinal Study of Young People in England (LSYPE) matched to the National Pupil Database of children in state schools in England. In particular, we focus on the effect of peers' abilities, measured through achievements in Key Stage 3 (Age 14), on high powered test scores at Ages 16 and 18, and on the probability of attending university. Our identification strategy is based on a measure of the peers of peers' ability. In particular, for each individual, we look at her high school peers and select their primary school peers who do not attend the same high school and who did not attend the same primary school as the individual. We then use peers-of-peers ability, measured using Age 11 test scores as an instrument for high school average peer ability, measured using Age 14 test scores. We also use quantile regression to explore the effect of peers' ability on different parts of the distributions of the outcomes. Our results show that average of peers' abilities has a moderate positive effect on test scores at Ages 16 and 18, and that being in a school with a large proportion of low-quality peers can have a significantly detrimental effect on individual achievements. Furthermore, peers' ability seems to have a stronger effect on students at

the bottom of the grade distribution, especially at Age 16. Durch die Zusammenführung des "Longitudinal Study of Young People in England" (LSYPE) Datensatzes und des "National Pupil Database" Datensatzes soll der Zusammenhang von Begabung im Umfeld des Schülers und dessen schulischen Leistungen untersucht werden. Insbesondere konzentriert sich die Untersuchung auf den Effekt von der Begabung des Umfeldes - messbar durch Testergebnisse der (Mit-)Schüler im Alter von 14 Jahren - auf die Wahrscheinlichkeit des Besuchs einer Universität, bzw. auf Testergebnisse im Alter von 16 und 18 Jahren. Die Identifikationsstrategie basiert auf der Messung der Begabung des Umfeldes der Schüler. Im Speziellen wird das Umfeld derjenigen Schüler, die zusammen mit einem Individuum die High School besucht haben, beleuchtet, indem Schüler ausgewählt werden, die mit diesen - jedoch nicht mit dem Individuum - die Grundschule, jedoch nicht die High School besucht haben. Diese "peers-of-peers" Begabung wird genutzt, indem Testergebnisse im Alter von 14 Jahren mit Testergebnissen im Alter von elf Jahren instrumentiert werden. Weiterhin werden Quantilsregressionen genutzt, um die Höhe des Einflusses von Mitschülern an verschiedenen Punkten der Ergebnisverteilung herauszuarbeiten. Die Ergebnisse zeigen, dass die Begabung der Mitschüler einen leichten Einfluss auf die Testergebnisse mit 16 bzw. 18 Jahren hat. Besonders groß ist der negative Einfluss auf die Ergebnisse eines Individuums an einer High School mit einem hohen Anteil vergleichsweise "schlechter" Mitschüler. Weiterhin konnte ein stärkerer Effekt auf Schüler am unteren Ende der Notenverteilung festgestellt werden, insbesondere im Alter von 16 Jahren.

[Web-Based Education Practices in Education of Nursing Students: Turkey Profile](#)

Menekşe Aker (Ankara University Health Science Faculty, Midwifery Department) ; Selma Anfal (Selcuk University Aksehir College of Health) ; Esra Uslu (Selcuk University Aksehir College of Health)
This systematic review assesses Web Based Education (WBE) applications that will be used in the education of the nursing students in Turkey, and the effects of these applications on nursing education. This study was conducted using scientific search engines such as Ulakbim Medical Data Base, Turkish Medline Data Base, National Thesis Center, Turkish Citation Index, Turkish Psychiatry Index, Academic Index. As determined, keywords were searched in several combinations. A total of two theses that met the inclusion criteria were involved in the evaluation. This systematic review shows that the studies on this issue are very limited in terms of quantitative perspective but the results are positive. In this context, it is suggested that similar studies, in which WBE is planned in a way that it improves different knowledge and skills in nursing education, are conducted.

[Student Stress and the Leaving Certificate](#)

Banks, Joanne ; Smyth, Emer

[Historical trades, skills and agglomeration economies](#)

Ehrl, Philipp ; Monteiro Monasterio, Leonardo

We exploit differences in the spatial distribution of industrial and liberal occupations in the years 1872 and 1920 to instrument for today's concentration of interpersonal and analytical skills in Brazil. The data suggest that the local supply of knowledge and manufacturing provided by these historical trades favored a growth path that has shaped the occupational structure until the present day, whereby the existence of a large local consumer market was a necessary condition for this development. By means of these instruments, we present causal evidence that the regional concentration of interpersonal and analytical skills generates positive wage externalities. Particularly

university graduates and workers without formal education benefit most from these agglomeration economies.

[People's Awareness of Natural Disaster Risks: Differences across Regions and Generations](#)

Erina Gyoba (International Research Institute of Disaster and Science of Tohoku University)

Abstract: Natural disasters have profound impacts on the sustainability of societies. Japan is a nation surrounded by the sea, and some regions are prone to suffer from natural disasters such as earthquakes and tsunamis due to geographical characteristics. To develop and maintain a sustainable society, appropriate preventive measures should be incorporated into the social system, taking into consideration the people's awareness of natural disaster risks. For this purpose, the present study investigated people's sensitivity to risks induced by natural disasters, specifically focusing on a tsunami disaster. The investigation focused on the 2011 East Japan Earthquake off the Pacific Coast, and included five different participant groups: a group of residents (approximately 40 to 70 years old) who directly suffered from the tsunami damage, two student groups (university and high school) located at the damaged regions, and two university student groups that were located in unaffected regions in Japan. The investigation was conducted by a questionnaire asking the participants to evaluate the safety or dangerousness of five different tsunami heights by using a five-point rating scale. The obtained data were subjected to a psychometric analysis calculating tsunami height thresholds regarded as safe. As a result, the lowest threshold of tsunami height regarded as safe was 0.94 meters for the group of residents in the damaged region. In contrast, the group of high school students in the damaged region revealed the highest threshold for the safe tsunami height, indicating that they do not feel danger until the tsunami height rises over 2.7 meters. Therefore, the residents in the damaged regions have the highest sensitivity to the risks posed by a tsunami, while the high school students in the damaged region have the lowest cautiousness despite the fact that they experienced the same disaster. Among the groups of university students, those who lived in the unaffected areas located furthest from the damaged region showed the highest threshold value of 2.56 meters, suggesting that they have very low risk sensitivity to tsunamis. These results clearly indicate that younger people and those who have not experienced a tsunami disaster are less conscious of the risks involved. Based on these differences in people's risk awareness for natural disasters, appropriate preventive measures and educational programs should be incorporated into the social system in order to develop and maintain a sustainable society, and these should consider generational and environmental differences of residents.

[Why the drivers of migration matter for the labour market](#)

Jed Armstrong ; Chris McDonald (Reserve Bank of New Zealand)

Net immigration increases both labour demand and labour supply. Historical data suggests that the demand impact is larger than the supply impact, but in the current migration cycle the boost to net demand appears to be smaller than expected. This paper explores why the unemployment rate has been higher than expected, given the high level of net immigration.

[Education in the colonies of the Jewish Colonization Association in Argentina](#)

Edgardo Zablotsky

The philanthropic activity of Baron de Hirsch was clearly marked by one characteristic: not providing charity but attempting the economic rehabilitation of the beneficiaries. Hirsch systematically suggests that education and professional training were the only way to break the vicious circle of

poverty. For instance, for more than a decade Baron de Hirsch spent his time and money in the economic rehabilitation of his coreligionists, both in the Ottoman Empire and in the Austro-Hungarian Empire, through education and professional training. In 1891, after discarding the possibility of improving the quality of life of Jews in the Russian Empire through the establishment of an educational system, similar to what was done in other societies, Hirsch founded the Jewish Colonization Association (J.C.A.) through which he would manage the immigration of thousands of people to Argentina and their settlement in agricultural colonies. The original rules of the J.C.A. gave Hirsch full control over the activities of the Association; therefore, this paper hypothesized that the educational actions of the Jewish Colonization Association in the colonies should have been all consistent with Hirsch's vision on education. The evidence presented clearly supports this hypothesis.

[The Causes and Consequences of Test Score Manipulation: Evidence from the New York Regents Examinations](#)

Thomas S. Dee ; Will Dobbie ; Brian A. Jacob ; Jonah Rockoff

In this paper, we show that the design and decentralized, school-based scoring of New York's high school exit exams – the Regents Examinations – led to the systematic manipulation of test scores just below important proficiency cutoffs. Our estimates suggest that teachers inflate approximately 40 percent of test scores near the proficiency cutoffs. Teachers are more likely to inflate the scores of high-achieving students on the margin, but low-achieving students benefit more from manipulation in aggregate due to the greater density of these students near the proficiency cutoffs. Exploiting a series of reforms that eliminated score manipulation, we find that inflating a student's score to fall just above a cutoff increases his or her probability of graduating from high school by 27 percent. These results have important implications for educational attainment of marginal high school graduates. For example, we estimate that the black-white graduation gap is about 5 percent larger in the absence of test score manipulation.

[Assessing the impacts of Mais Educacao on educational outcomes : evidence between 2007 and 2011](#)

Almeida,Rita Kullberg ; Bresolin,Antonio ; Pugialli Da Silva Borges,Bruna ; Mendes,Karen ; Menezes Filho,Naercio

To address the educational gap, many Latin American countries are focusing on extension of the school day and enrichment of the curriculum. In Brazil, a nationwide policy -- Mais Educação -- was implemented in 2008 with this objective. This paper explores the nationwide rollout of the program across the country and compares the performance of schools before and after implementation of the program. The paper quantifies the impacts of the program on student learning and dropout rates in urban areas, and investigates the heterogeneity of impacts by several characteristics of the program's implementation. Participating schools are compared with nonparticipating schools after controlling for school selection into the program based on observable characteristics using propensity score matching. The analysis finds that participation in Mais Educação has on average no impacts on school dropout rates and average negative impacts on mathematics test scores. The negative impacts on student achievement are stronger in the short term, which suggests that the negative effects may be reduced as the program improves its implementation. In addition, especially for fifth-grade schools, the level of student spending is associated with reduced dropout rates. Interestingly, in schools choosing the fields of Portuguese and/or sports in the added hours, the program is associated with lower test scores in Portuguese and mathematics. Finally, for the sample

of fifth-grade schools, heterogeneous impacts are seen in the program according to the GDP per capita of the city where the school is located. The higher the GDP per capita, the greater the positive impact of the program on mathematics test scores and on dropout rates.

[Secondary School as a Contraceptive: Quasi-Experimental Evidence from Burundi](#)

Philip Verwimp

It is well-known that more educated women have their first child at later age compared to less educated women. The causality of this relationship and the mechanisms behind it however are another matter. In this paper we use a regression discontinuity design to infer the causal effect of prolonged schooling on the timing of the first child as well as the drivers of the effect. We tracked and interviewed 375 young Burundian women who took part in their countries 'Concours Nationale', a nationwide test taken at age 15.5 on average that decides whether or not someone can continue their education. Failure or success in this test strongly affects age at first child. As a lot of girls manage to circumvent the test score cut-off point set by the Ministry of Education, we employ a fuzzy method whereby the assignment into treatment serves as an instrumental variable for effective treatment. We find an ITT of -13 and a LATE of -54 percentage points on the probability to have had a pregnancy four years after the test and of -27 before age 20. An additional year of secondary school reduces the probability to become pregnant by 8 percentage points. We also find evidence for several channels raised in the literature to explain the finding (incarceration, knowledge and modernization). The results are robust to alternative specifications.

[Self-concept amongst Emirati high school students: Differences and similarities](#)

joana stocker (Zayed University)

Although self-concept is a construct widely studied in the West, little is known about its features in Arab countries, especially considering high school students. Based on Marsh and Shavelson's multidimensional and hierarchical self-concept model, this study aims to uncover individual differences amongst self-concept dimensions within Emirati high school graders. Schools were selected with support from the Dubai Knowledge and Human Development Authority and each school selected respective classes. All the ethical approvals were ensured. A social-demographic questionnaire was built (22 items) and an adaptation of the Self-Description Questionnaire was used, with 75 items in a 6-points Likert agreement scale, distributed through seven self-concept dimensions (Verbal, Mathematics, Problem Solving, Academic, Arabic, English, Peers, and Parent Relations). Most students were females (53.7%), with ages between 13 and 20 years old ($M=15.66$; $SD=1.03$), and evenly distributed across the three high school grades: 31.8% from 10th grade, 33.4% from 11th grade, and 34.7% from 12th grade. SPSS was used to perform ANOVA and T-test analyses. Considering gender, male students present higher levels of Maths, Peers and Parents Relations self-concept than the female students. However, girls got significantly higher grades in all achievement domains (Maths, English, Arabic, GPA). They also perceive themselves as significantly studying more hours a week, actively participating more in group works, studying harder for tests, wishing to pursue higher educational levels, and feeling less anxious at school than boys. Considering school grades (10th, 11th, 12th), generally students from higher grades present higher academic achievement, being the differences in self-concept dimensions inconsistent. Some of these results corroborate Western and previous Arab researches, while others need additional studies. Further discussions will be presented.

[What you don't know... Can't hurt you? A field experiment on relative performance feedback in higher education](#)

Azmat, Ghazala ; Bagues, Manuel ; Cabrales, Antonio ; Iriberry, Nagore

This paper studies the effect of providing feedback to college students on their position in the grade distribution by using a randomized control experiment. This information was updated every six months during a three-year period. In the absence of treatment, students underestimate their position in the grade distribution. The treatment significantly improves the students' self-assessment. We find that treated students experience a significant decrease in their educational performance, as measured by their accumulated GPA and number of exams passed, and a significant improvement in their self-reported satisfaction, as measured by survey responses obtained after information is provided but before students take their exams. Those effects, however, are short lived, as students catch up in subsequent periods. Moreover, the negative effect on performance is driven by those students who underestimate their position in the absence of feedback. Those students who over estimate initially their position, if anything, respond positively.

[Explicit vs. Statistical Preferential Treatment in Affirmative Action: Theory and Evidence from Chicago's Exam Schools](#)

Umut Dur ; Parag A. Pathak ; Tayfun Sönmez

Affirmative action schemes must confront the tension between admitting the highest scoring applicants and ensuring diversity. In Chicago's affirmative action system for exam schools, applicants are divided into one of four socioeconomic tiers based on the characteristics of their neighborhood. Applicants can be admitted to a school either through a slot reserved for their tier or through a merit slot. Equity considerations motivate equal percentage reserves for each tier, but there is a large debate on the total size of these reserve slots relative to merit slots. An issue that has received much less attention is the order in which slots are processed. Since the competition for merit slots is influenced directly by the allocation to tier slots, equal size reserves are not sufficient to eliminate explicit preferential treatment. We characterize processing rules that are tier-blind. While explicit preferential treatment is ruled out under tier-blind rules, it is still possible to favor certain tiers, by exploiting the distribution of scores across tiers, a phenomenon we call statistical preferential treatment. We characterize the processing order that is optimal for the most disadvantaged tier assuming that these applicants systematically have lower scores. This policy processes merit slots prior to any slots reserved for tiers. Our main result implies that Chicago has been providing an additional boost to the disadvantaged tier beyond their reserved slots. Using data from Chicago, we show that the bias due to processing order for the disadvantaged tier is comparable to that from the 2012 decrease in the size of the merit reserve.

[Avatars and 3D virtual worlds for higher education at the University of Guadalajara, Mexico](#)

ALEJANDRO LOPEZ RODRIGUEZ (UNIVERSITY OF GUADALAJARA - CUCEA) ; JOSE ALBERTO BECERRA SANTIAGO (UNIVERSITY OF GUADALAJARA - CUCEA) ; DIEGO ARMANDO CHAVEZ COVARRUBIAS (UNIVERSITY OF GUADALAJARA - CUCEA)

The University of Guadalajara is the second largest in Mexico and has nearly 250,000 students. For years it has offered e-learning and b-learning on their academic programs using Learning Management Systems. However, thanks to the increasingly accessible and advanced technologies, it is important to offer students new ways of learning, with flexible and interactive activities. Now, it has begun experimenting with the use of 3D virtual worlds for education. It has built a three-dimensional

digital campus so that students can build their own avatars, and can carry out their learning activities and tasks in an advanced graphical atmosphere. Using virtual worlds in education allows high interactivity, voice communications, and environments that simulate reality. This work shows evidence of some interesting results obtained by making use of 3D virtual learning technologies (v-learning), supported by low-cost and high availability systems.

[Maybe the Boys Just Like Economics More - The Gender Gap and the Role of Personality Type in Economics Education](#)

Stephen Hickson (University of Canterbury)

Do females achieve lower grades in economics than males? What role does personality type play in any difference if one exists? This study examines a cohort of first year students who all took Principles of Economics courses and completed the Myers-Briggs Type Indicator questionnaire at a large publically funded New Zealand university. I find that males do enjoy a comparative advantage in economics (or females a comparative disadvantage). This does not disappear when personality type is controlled for but does persist. Some personality types also achieve higher grades in their study than others. Most studies in the literature have tended to focus on economics but I am able to conduct the same analysis on the other first year courses that these students take. This enables a point of comparison allowing me to examine if gender and personality type effects are unique to economics or whether economics is actually no different to other disciplines.

[A CASE STUDY ON THE ROLE OF MENTAL HOMES FOR THE EDUCATION OF MENTALLY RETARDED CHILDREN IN MANIPUR](#)

Taorem Surendra Singh

Education is must to all from cradle to grave in the life of a man. Due the importance of it, Government of India has already launched universalization of primary and secondary education throughout the nation for the children of India under the Sarva Shiksha Abhiyan (SSA), and Rashtriya Midhyamik Shiksha Abhiyan. The visions of nation can't be realised by giving education only the normal children as many number of disable children are in the population of India. Thereby, there is need of special education for disable children as they are also children of India having educational rights same to the normal children as per law. But, simply giving special education can't help the disable children to make them normalise. There is need of quality special education being provided at mental homes in Manipur. This paper examines critically that whether the mental homes in Manipur are providing quality special education in respect of Socio-Economic, Religious b! ackground of all students, Birth And Health history, Category of retardation and level of learning, Distribution of students in class wise, Student-Teacher Ratio, Infrastructural Facilities and Teaching-Learning Process etc. This paper also suggested to improve the status of special education being provided at different Mental Homes in Manipur, which will help the progress of inclusive education in Manipur. Key words: special Education, Special School, mentally retarded

[Regional Human Capital and University Orientation: A case study on Spain](#)

Sánchez-Barrioluengo, Mabel ; Consoli, Davide

This paper explores the relationship between regional human capital (HC) and the processes of knowledge creation and mobilization due to Higher Education Institutions (HEIs). Although the nexus between these dimensions emerges frequently in both the scholarly and policy discourses, no study has so far investigated explicitly how their connection works. Using occupations as a proxy for the

skill content of jobs, we analyse individual (gender, schooling and age) and regional (university orientation) factors that influence HC employment structure in Spanish regions over the period 2003-2010. The main finding is that teaching university mission is a robust predictor of high-skill employment, while the impact of engagement (research and knowledge transfer) activities is more sensitive to structural characteristics of the regional socio-economic context.

[EFFECTIVENESS OF SOCIAL NETWORKING EDUBLOG FOR TEACHING ECONOMICS](#)

Rajshree Vaishnav ; Vandana Ramteke

The present study is aimed at finding the effectiveness of Edublog in terms of students achievement. It was an experimental study conducted on students of class 9th studying in different schools affiliated to Central Board of Secondary Education of Nagpur city in the state of Maharashtra India. The researchers selected 200 students studying in two different schools and divided into two groups each comprising 100 students. The groups were labeled as Experimental group and Control group. The student of experimental group was taught through Edublog along with regular class room teaching while students of control group were taught using the traditional method of teaching for Economics subject. The pre-test was administered to students in both the groups before teaching commenced. After the treatment a post-test was administered. The data was analysed using t-test. Result revealed statistical significant effect of Edublog over traditional teaching method on academic achievement of students. Key words: Edublog, Traditional Method, Achievement, economics

[The Leadership Characteristics of Physical Education Teachers According to Turkey's Geographic Regional's](#)

Ferhat USTUN (Selcuk University Faculty of Sports Sciences) ; I. Bulent FISEKCIOGLU (Selcuk University Faculty of Sport Sciences)

The basic of research for determining the leadership characteristics of physical education teachers according to turkey's geographic regional's formed on 350 physical education teachers involving 237 male and 113 female chosen from 7 regional's by using accidental example method. The pattern of research is verbal. At first the literature of subject was combed, after this to the aim of this research for defining the leadership characteristics of physical education teachers according to turkey's geographic regional's we the doctorate working that was named "Comparison of School Directors and. physical education teachers in private and Official School According to Their Leadership Behaviors" (Can 2002) Before applying the questionnaire that we prepared we chose the inside of Anatolian as a pilot regional and we did a questionnaire for applying to a hundred physical education teachers that consist of 35 questions. Fusing through this questionnaire after examining them with the experts of this subject we decided to decrease the questions to 30, and after this we started to study for our aim. The questionnaire contains two main parts, personal and branch knowledge our questionnaire analyzed and interpreted on SPSS static programme. At the analyzing of findings Frequency Method was used. And Chi-square test was used for the analyze of the hypothesis between the physical education teachers that were working in Turkey's Geographic Regional's and the expression that is "I can be in an activity dealing with Physical Education by not asking to the student" As a result; according to the questionnaire we found that they great ration of Physical Education teachers that were in questionnaire had a leadership behaviors but they were focused on teachers behaviors at the subjects of physical education not student focused. And as a result of this we can say that the wanting and interest of students are at the back. Another finding of us is that the expression "I can be in an activity dealing with Physical Education by not asking to the

students" will be change between the regional's. We can say- that the cause of that is the difference of the looking's of Physical Education teachers in Akdeniz, Ege and Marmara regional are different from the others and the deficiency of communication between teacher and students.

[From Soviet to Europe: Returns to education puzzle in Bulgaria](#)

Anita Staneva (Department of Economics, Faculty of Business and Law, Auckland University of Technology) ; Hany Andel-Latif (Swansea University, UK)

This paper makes a systematic presentation of returns to education in Bulgaria, a country that has witnessed a number of dramatic structural changes over the last two decades. It examines the headway of returns to education for Bulgaria in two obverse economic regimes - from communism to EU membership. The findings show a steady increase in returns to education for both males and females until 2003. The average returns to one additional year of education rose from 1.1% in 1986 to 5.1% in 2003 for males and from 2.1% to 5.9% for females. Quantile regression estimations, between 1986 and 2003, evince that the most prominent increase in the wage premium occurred at the top end of the distribution, where the rate of returns to education, in particular for females increased from a negative and insignificant sign in 1986 to 7% in 2003. However, this increasing trend in returns to education seems to take an inverted-U-shape in 2007, the year when the country joined the E U, which poses a new puzzle to be resolved. To this end, the current paper introduces possible explanations for such a puzzle and sheds lights on a number of insightful policy implications.

[The Impact of Television Programmes on Teenage Career Aspirations: The 'MasterChef Effect'](#)

Di Pietro, Giorgio (University of Westminster)

In recent years, in Italy, a larger number of students have chosen to attend vocational hospitality and catering schools. This paper investigates the extent to which this increase may have been triggered by the growing popularity of the cooking reality show MasterChef, in which the chef profession is portrayed as exciting and glamorous. Using panel data methods and controlling for several potential confounding variables, the analysis attempts to separate the effect of MasterChef from that of other determinants of the decision to attend vocational hospitality and catering schools. The results show that an increase of one percentage point in the audience of MasterChef is associated with an increase in the proportion of final year lower secondary school students willing to enrol at vocational hospitality and catering schools of between 0.25 and 0.35 percentage points. This finding suggests that popular television programmes like MasterChef may play an important role in complementing and supplementing government measures aimed at promoting vocational training among youths.

[Testing means-tested aid](#)

Richard Murphy ; Gill Wyness

Billions of pounds per year is spent on aid for poor students in HE systems around the world, yet there remains limited evidence on the causal effect of these payments, particularly on the intensive margin. This is an empirical challenge since student aid is correlated with characteristics which influence both college enrolment and achievement. We overcome these challenges by studying a unique form of non-linear means tested financial aid which is unadvertised, varies substantially across institutions, and is subject to shifts in generosity across cohorts. Using student-level administrative data collected from 10 English universities, we study the effects of aid receipt on college completion rates, annual course scores, and degree class, using fixed effects and instrumental variables methods. Our findings suggest that each £1,000 of financial aid awarded increases the

chances of gaining a good degree by around 3 percentage points, driven by completion of the final year and course scores.

[A Longitudinal Analysis of Fast-Food Exposure On Child Weight Outcomes: Identifying Causality Through School Transitions](#)

Dunn, Richard A. (University of Connecticut) ; Nayga, Rodolfo M., Jr. (Bates College) ; Thomsen, Michael (University of Arkansas) ; Heather L. Rouse (University of Arkansas for Medical Sciences)

This paper employs a novel identification strategy based on changes in the route students would use to commute between their home and their school as they transition to higher grades housed in different schools to investigate the effect of fast-food availability on childhood weight outcomes by gender, race and location. Using a longitudinal census of height and weight for public school students in Arkansas, we find no evidence that changes in fast-food exposure are associated with changes in BMI z-score. Our findings suggest that laws restricting fast-food restaurants from areas near schools are neither effective nor efficient means of improving public health.

[The theory and practice of supervision--Remarks at the SIFMA Internal Auditors Society Education Luncheon, Harvard Club, New York City](#)

Stiroh, Kevin J. (Federal Reserve Bank of New York)

Remarks at the SIFMA Internal Auditors Society Education Luncheon, Harvard Club, New York City.

Keywords: Large Institution Supervision Coordinating Committee (LISCC); Comprehensive Capital Analysis and Review (CCAR); Comprehensive Liquidity Analysis and Review (CLAR); Supervisory Assessment of Recovery and Resolution Preparedness (SRP); New York Fed Supervision Group; asymmetric information; externalities; Supervision and Regulation letters; clarity and transparency; cybersecurity; Fintech; reputational risk

[From school to work : Muslim youths' education and employment strategies in a community in Uttar Pradesh, India](#)

Kabir, Humayun

India's Muslim community, which accounts for 14.4 percent of India's vast population and is thus the largest of all religious minorities, has been the subject of considerable development discourse as Muslims have the lowest level of educational attainment and standard of living among socio-religious groups in the country. This study addresses the meaning of education and career opportunities for Muslim youths in relation to their educational credentials and social position in the hierarchy of Muslim class and caste groups, with particular reference to a community in Uttar Pradesh. The author contends that the career opportunities, possibilities, and strategies of Muslim youths in Indian society depend on multiple factors: social hierarchy, opportunities to utilize economic resources, social networks, cultural capital, and the wider structural disparities within which the Muslims are situated and wherein they question the value of higher education in gaining them admission to socially recognized and established employment sectors.

[Private Returns to Education in Pakistan: A Statistical Investigation](#)

Jamal, Haroon

The paper statistically evaluates the trends in private returns to education in Pakistan for the period 1990-91 to 2012-13. The data of 16 nationally representative Labor Force Surveys during this period are utilized to estimate the standard Mincerian Earning Functions with some modifications. Trends

are also disaggregated for gender, region, province, sectors and educational attainments. In addition, the study also employs the pseudo-panel approach for the first time in Pakistan for estimating overall returns to education to control unobserved individual heterogeneity which is common to estimate returns from data on individuals. The estimate using the traditional approach with individual LFS cross-section data suggests 5.5 percent yearly returns for wage earners after controlling for the heterogeneity in the regional and provincial labor markets in Pakistan. Nonetheless, the study found considerably larger returns to education from the pseudo-panels with! year fixed effects. The estimates of earning equation with birth specific cohort data reveal about 9.2 percent returns for overall Pakistani labor market.

[State Variation in School-Based Disability Services Financed by Medicaid](#)

Julia B. Baller ; Colleen L. Barry

To understand the role of Medicaid in financing health services delivered through special education, program characteristics and covered services were compared from all 50 states and Washington, D.C.

[Culturally Responsive Teaching in the Higher Learning Institutions](#)

SITI ZUBAIDAH ANUAR (INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA)

This paper presents an evident that there is a need for Culturally Responsive Teaching (CRT) in English language classrooms in higher learning institutions. CRT is relatively a new concept to be explored in the Malaysian educational setting and studies have been conducted and researchers suggested trainings to help teachers to manage their racially diverse classroom should be carried out (Tengku Nor Rizan, Nooreiny, & Manisah, 2013; Faizah, 2014). With an increase enrolment of international students to Malaysian higher learning institutions, the teachers teaching in the universities who prepare the students with English language proficiency and also other related English courses should be equipped the with culturally responsive pedagogy. Semi-structured interviews were carried out to 9 English language teachers teaching in 2 different language faculties from two universities in the country to find out if the teachers do have traits of CRT. The findings show that teachers do have traits of becoming culturally responsive and welcoming the idea of becoming culturally responsive in the classroom.

[Multifaceted Aid for Low-Income Students and College Outcomes: Evidence from North Carolina](#)

Clotfelter, Charles T. (Duke University) ; Hemelt, Steven W. (University of North Carolina, Chapel Hill) ; Ladd, Helen F. (Duke University)

Launched in 2004, the Carolina Covenant combines grant-heavy financial aid with an array of non-financial supports for low-income students at an elite public university. We find that the program increased four-year graduation rates by about 8 percentage points for eligible students in the cohorts who experienced the fully developed program. For these cohorts, we also find suggestive effects on persistence to the fourth year of college, cumulative earned credits, and academic performance. We conclude that aid programs targeting low-income, high-ability students are most successful when they couple grant aid with strong non-financial supports.

[Education for All? Measuring inequality of educational outcomes among 15-year-olds across 39 industrialized nations](#)

Yekaterina Chzhen ; Zlata Bruckauf ; UNICEF Innocenti Research Centre

Measuring inequality of learning outcomes in a way that provides meaningful benchmarks for national policy while retaining a focus on those students who are 'hard to reach' and 'hard to teach' is a challenging but vital task in the light of the global post-2015 education agenda. Drawing on PISA 2012 data and its earlier rounds, this paper explores alternative approaches to measuring educational inequality at the 'bottom-end' of educational distribution within the cross-national context. Its main aim is to understand how far behind children are allowed to fall in their academic achievement compared to what is considered a standard performance in their country. Under the framework of relative (measured as achievement gap between the median and 10th percentile) and absolute (measured by the percentage of students achieving at a given benchmark) educational disadvantage it examines cross-country rankings as well as national trajectories with reference to overall academic progress. We find that on average across OECD countries around 11% of 15-year-olds lacked skills in solving basic reading, mathematical, as well as science, tasks in 2012, but variation across countries was large.

[Unraveling a secret : Vietnam's outstanding performance on the PISA test](#)

Parandekar,Suhas D. ; Sedmik,Elisabeth

This paper seeks to find an empirical explanation of Vietnam's outstanding performance on the Programme for International Student Assessment (PISA) in 2012. Only a few developing countries participate in the assessment. Those who do, with the unique exception of Vietnam, are typically clustered at the lower end of the range of the Programme for International student Assessment scores. The paper compares Vietnam's performance with that of a set of seven developing countries from the 2012 assessment's data set, using a cut-off per capita GDP (in 2010 purchasing power parity dollars) of \$10,000. The seven developing countries' average performance lags Vietnam's by more than 100 points. The "Vietnam effect" is difficult to unscramble, but the paper is able to explain about half of the gap between Vietnam and the seven countries. The analysis reveals that Vietnamese students may be approaching their studies with higher diligence and discipline, their parents may have higher expectations, and the parents may be following up with teachers regarding those expectations. The teachers themselves may be working in a more disciplined environment, with tabs being kept on their own performance as teachers. Vietnam may also be benefiting from investments in pre-school education and in school infrastructure that are disproportionately higher when compared with Vietnam's per capita income level.

[Tax Benefits for College Attendance](#)

Susan Dynarski ; Judith Scott-Clayton

National efforts to promote college enrollment are increasingly delivered through tax-based assistance, including tax credits and deductions for tuition and fees, tax-advantaged college savings plans, and student loan interest deductions. This paper outlines the main tax-based student aid programs and describes their history and growth over time. We then provide an economic perspective on tax-based student aid, and an assessment of their impact on student behavior. We conclude with a discussion of what the tax system does particularly well and what it does particularly poorly in comparison to traditional Department of Education-based student aid programs, and highlight opportunities for productive reform. At a minimum, a simpler system of education tax benefits would decrease the administrative and time costs of transferring funds to households with postsecondary expenses. At best, simplification would clarify incentives and increase investments in human capital.

[School grants and education quality : experimental evidence from Senegal](#)

Amaro Da Costa Luz Carneiro, Pedro Manuel ; Koussihouede, Oswald ; Lahire, Nathalie ; Meghir, Costas ; Mommaerts, Corina

The effect of increasing school resources on educational outcomes is a central issue in the debate on improving school quality. This paper uses a randomized experiment to analyze the impact of a school grants program in Senegal, which allowed schools to apply for funding for improvements of their own choice. The analysis finds positive effects on test scores at lower grades that persist at least two years. These effects are concentrated among schools that focused funds on human resource improvements rather than school materials, suggesting that teachers and principals may be a central determinant of school quality.

[Higher Education and Philanthropy Potential in the GCC States: Analysis of Challenges and Opportunities for FDI and Venture Philanthropy in the MENA Region](#)

Henry C., Alphin Jr ; Jennie, Lavine

In this chapter we aim to discuss the opportunities for FDI and venture philanthropy in higher education for the Middle East and North Africa. The MENA region has gathered interest due to the large population and increasing governmental influence on improving higher education in general in the region, and creating partnerships with organizations to better match higher educational options and employment. The GCC plays a large role in the impetus of foreign institutes wanting to invest in the economically developing MENA region. There are many challenges to overcome, some of which are great enough to discourage FDI; but overlooking the initial challenges, there are a wealth of opportunities awaiting exploration.

[Schooling, skills, and self-rated health: A test of conventional wisdom on the relationship between educational attainment and health](#)

Naomi Duke ; Ross Macmillan

Education is a key sociological variable in the explanation of health and health disparities. Conventional wisdom emphasizes a life course-human capital perspective with expectations of causal effects that are quasi-linear, large in magnitude for high levels of educational attainment, and reasonably robust in the face of measured and unmeasured explanatory factors. In this paper, we challenge this wisdom by offering an alternative theoretical account and an empirical investigation organized around the role of measured and unmeasured cognitive and non-cognitive skills as confounders in the association between educational attainment and health. Based on longitudinal data from the National Longitudinal Survey of Youth $\text{\textcircled{D}}$ 1997 spanning mid adolescence through early adulthood, results indicate that a) effects of educational attainment are very vulnerable to issues of omitted variable bias; b) that measured indicators of cognitive and non-cognitive skills account for a significant proportion of the traditionally observed effect of educational attainment; c) that such skills have effects larger than that of even the highest levels of educational attainment when appropriate controls for unmeasured heterogeneity are incorporated; and d) that models that most stringently control for such time-stable abilities show little evidence of a substantive association between educational attainment and health. Implications for theory and research are discussed.

[Student Dropout in Higher Education: An Application of Hazard Functions](#)

Maja Mihaljevic Kosor (Faculty of Economics, University of Split)

Hazard functions are a part of survival analysis which is a branch of statistics dealing with failure in mechanical systems and death in biological organisms e.g. lifetime or reliability of machine components, survival times of patients in clinical trials. Here, the interest is focused on a group of individuals, for which there is a defined point event, often referred to as failure, arising after a length of time, referred to as the failure time. To gain more insight into student dropout we examine the application of hazard functions in higher education. In such a model, the probability is investigated that the student will complete/leave a degree in a given year conditional on him/her having "survived" the programme up to that point. This may allow a wider analysis as it captures both students who have and have not completed their studies and examines the impact of selected variables for the duration of student's higher education course.

[The Educational Consequences of Language Proficiency for Young Children](#)

Ohinata, Asako ; van Ours, Jan C. ; Yao, Yuxin

This paper studies the educational consequences of language proficiency by investigating the relationship between dialect-speaking and academic performance of 5-6 year old children in the Netherlands. We find that dialect-speaking has a modestly negative effect on boys' language test scores. In addition, we study whether there are spillover effects of peers' dialect-speaking on test scores. We find no evidence for spillover effect of peers' dialect-speaking. The test scores of neither Dutch-speaking children nor dialect-speaking children are affected by the share of dialect-speaking peers in the classroom.

[Does education increase political participation? Evidence from Indonesia](#)

Parinduri, Rasyad

I examine whether education increases voter turnout and makes better voters using an exogenous variation in education induced by an extension of Indonesia's school term length, which fits a fuzzy regression discontinuity design. The longer school year increases education, but I do not find evidence that education makes people more likely to vote in elections or changes whether they consider political candidates' religion, ethnicity, or gender important when they vote. If anything, education seems to make voters more likely to think candidates' development programs are important.

[The patenting performance of second-generation immigrants in Sweden: differentiated by parents' region of origin](#)

Zheng, Yannu (CIRCLE, Lund University)

Children of immigrants inherit human capital attainment from their parents that impact on their innovative performance. Some of this stem from their migrant parents' positive and negative selection traits, part from their physical or cognitive proximity of country of origin to the host society. In this paper, I examine how second-generation immigrants (with at least one foreign-born parent), taking into consideration their parents' region of origin, perform in inventive activity compared with native Swedes (with two native-born parents) and how this is related to their parents' background. The study is based on a new Swedish database of inventors, which matched with the entire population between 1985 and 2007. The results show that, in terms of probability of becoming an inventor and number of forward citations to their patents, second-generation immigrants with non-Nordic European backgrounds perform better than native Swedes. Their better performance is related to the positive selection of their foreign-born parents and a certain distance of proximity to

Sweden. The study indicates that there is a trade-off effect between the selection and proximity of foreign-born parents on second-generation immigrants' patenting performance, but that differs between groups. For second-generation immigrants with other Nordic backgrounds, their less well performance is mainly attributed to their lower education level, which is further related to their less positively selected parents. However, for second-generation immigrants with one native-born parent and one parent from another non-European country, their large distance of proximity to Sweden seems to impede their performance.

[Why the Youth Are so Eager for Academic Education? Evidence from Iran's Labor Market](#)

Nader Habibi (Brandeis University) ; GholamReza Keshavarz Haddad (Haddad)

In this article we estimate the wage difference between over-educated and adequately educated workers in a sample of semi-skilled and low skill occupations in Iran's labor market. Our results show that the over-educated workers in these job categories enjoy a wage premium in the range of 10% to 25% for their excess education. While this relative advantage has gradually declined for private sector employees over (2001-2014), it has remained stable for public sector jobs. The result is attributable to the fact that salary and benefits for public sector employees are directly linked to education attainment and their work experience. Our findings offer an explanation for the strong desire of Iranian youth for university education. If a university graduate finds a job that matched her specialization she will enjoy a higher salary than a high school graduate. If she cannot find an adequate job and has to accept a job for which she is over-educated, she still ! enjoys a wage premium over her co-workers who are not over-educated. We observe that the over-education wage premium is larger for public sector employees.

[Attitude Formation toward Internalization of Educational Tourism in Agriculture: A Way to New Viable Role of Farm Sector](#)

Ohe, Yasuo

This paper econometrically evaluated the hypothesis that operators need to expand their identity from a traditional to an enlarged identity that will enable them to successfully embark on a new activity such as educational service that attracts the growing number of visitors by focusing on the Educational Dairy Farms (EDFs). First, the main findings were that the EDF successors tended to have longer and more varied training experience across the country and/or abroad than their counterparts in ordinary dairy farms and to have higher female involvement. This means that EDF successors have both a wider perspective and more extensive human networks from social learning opportunities. These aspects should be promoted further as factors that will enable the next generation of operators to develop an enlarged identity. Support measures will be more effective if expansion of identity is considered in addition to conventional training to improve technical skills.

[Shaping Future Agriculturalists: Does Agricultural Literacy and Demographic Background Influence Student Views about Farm Policy?](#)

Laqua, Kyle A. ; Nair, Shyam S. ; Mills, Foy D. Jr.

US food and agricultural policy can be a sensitive subject among numerous constituencies. Since university agricultural students may eventually become a part of these groups, does the level of agricultural literacy and personal backgrounds influence students' views of agricultural policy? The Food and Fiber System Literacy instrument and the Consumer Preferences for Farm Policy and the USDA Budget survey were administered to students enrolled in Introduction to Professional

Leadership Skills (Intro) and in Agriculture and Government Programs (Policy) at Sam Houston State University (SHSU). A student's one-tailed t-test variances compared agricultural literacy between students in the two courses. Results indicated students enrolled in Policy were significantly more agriculturally literate than students enrolled in Intro ($p < 0.001$). Subsequently, students' level of agricultural literacy and demographic background were regressed on a series of seven Likert-type scale questions related to farm policy. Select demographic characteristics were significantly different on three of the seven questions. Based on the findings from the policy questions posed, students' academic experience, enrolled course, level of agricultural literacy, age, political affiliation and being raised around a family farm influenced their views regarding programs to ensure food supply, programs to preserve rural landscape and government interference in markets.

[Why Do Some Young Adults Not Graduate from Upper Secondary School? On the Importance of Signals of Labour Market Failure](#)

Gustafsson, Björn Anders (University of Gothenburg) ; Katz, Katarina (Karlstad University) ; Österberg, Torun (University of Gothenburg)

In high-income countries, not completing secondary school often entails a high risk of social exclusion. Using data on young adults born in 1985 that grew up in metropolitan Sweden, we study factors associated with not graduating from upper secondary school at age 21. Our hypothesis is that if a young person sees examples of people who are not able to earn a living despite having a long education, such negative examples are influential. Results from estimated logistic models are consistent with the hypothesis.

[Chile: Better skills for inclusive growth](#)

Eduardo Olaberria

Improving education and skills is the linchpin to reduce income inequality and boost productivity growth. This paper argues that to improve, and make better use of, the skills of the labour force, Chile could gain a lot from a comprehensive and consistent Skills Strategy along three pillars: developing, activating and using skills effectively. Chile has made tremendous progress over the last decades attracting more students to the education system. Yet, educational outcomes remain below OECD standards, and are strongly linked to students' socio-economic status. Improving the quality and equity of education would help achieve stronger productivity growth and make Chile a more inclusive country. Therefore, Chile should set the goal of attaining universal skills by 2030. Reaching this goal requires investing more in early childhood education, making schools more inclusive and reshaping teacher careers. Chile also needs to improve access to quality tertiary education for students from medium and low socio-economic backgrounds. Finally, in terms of activating and using skills effectively, a key goal should be to reduce skill mismatch, which contributes to low productivity growth. This requires more flexible labour markets, investing more in vocational education and training, and promoting the participation of more women in the fields of engineering and computer science. This working paper relates to the 2015 OECD Economic Survey of Chile (www.oecd.org/eco/surveys/economic-survey-chile.htm). Chili : Meilleures compétences pour une croissance inclusive Améliorer l'éducation et les compétences est la clé de voûte pour réduire les inégalités de revenus et de stimuler la croissance de la productivité. Ce chapitre fait valoir que, pour améliorer et faire un meilleur usage de, les compétences de la main-d'oeuvre, le Chili pourraient gagner beaucoup d'une Stratégie des compétences globales et cohérentes sur trois piliers: le développement, l'activation et l'utilisation efficace des compétences. Le Chili a fait d'énormes

progrès au cours des dernières décennies, attirant davantage d'étudiants dans le système d'éducation. Pourtant, les résultats scolaires restent en deçà des normes de l'OCDE, et sont étroitement liées à la situation socio-économique des élèves. Améliorer la qualité et l'équité de l'éducation aiderait à atteindre croissance de la productivité plus forte et faire du Chili un pays plus inclusif. Par conséquent, le Chili devrait fixer l'objectif d'atteindre les compétences universelles d'ici 2030. Atteindre cet objectif nécessite d'investir davantage dans l'éducation de la petite enfance, ce qui rend les écoles plus inclusives et le remodelage des carrières des enseignants. Chili doit aussi améliorer l'accès à l'enseignement supérieur de qualité pour les étudiants issus de milieux socio-économiques moyenne et basse. Enfin, en termes de l'activation et l'utilisation efficace des compétences, un objectif clé devrait être de réduire l'inadéquation des compétences, ce qui contribue à la faible croissance de la productivité. Cela exige des marchés du travail plus flexibles, d'investir davantage dans l'éducation et la formation professionnelle, et la promotion de la participation de davantage de femmes dans les domaines de l'ingénierie et de l'informatique. Ce Document de travail se rapporte à l'Étude économique de l'OCDE de Chili 2015 (www.oecd.org/fr/eco/etudes/etude-economique-chili.htm)

[The Adverse Consequences of Tournaments: Evidence from a Field Experiment](#)

De Paola, Maria (University of Calabria) ; Gioia, Francesca (University of Edinburgh) ; Scoppa, Vincenzo (University of Calabria)

We run a field experiment to investigate whether competing in rank-order tournaments with different prize spreads affects individual performance. Our experiment involved students from an Italian University who took an intermediate exam in which one part was awarded on the basis of their relative performance. Students were matched in pairs on the basis of their high school grades and each pair was randomly assigned to one of three different tournaments. Random assignment neutralizes selection effects and allows us to investigate if larger prize spreads increase individual effort. We do not find any positive effect of larger prizes on students' performance and in several specifications we do find a negative effect. Furthermore, we show that the effect of prize spreads on students' performance depends on their degree of risk-aversion: competing in tournaments with large spreads negatively affects the performance of risk-averse students, while it does not produce any effect on students who are more prone to take risks.

[The Evolution of Awareness and Belief Ambiguity During the Process of High School Track Choice](#)

Pamela Giustinelli ; Nicola Pavoni

In this article, we provide novel survey evidence on mid schoolers' awareness and ambiguity perceptions and on how such perceptions evolve during the process of high school track choice. Children in our study display partial awareness about the set of available tracks. Additionally, children report substantial belief ambiguity about their likelihood of a regular high school path, especially for lower-ranked tracks. Students start 8th grade with greater information about their favorite alternatives and continue to concentrate their search on the latter during the months before pre-enrollment. Children from less advantaged families display lower initial perceived knowledge and acquire information at a slower pace, particularly about college-preparatory schools. JEL Codes: D83, I24, J24. Keywords: Subjective Beliefs, Learning under Ambiguity and Limited Awareness, School Choice.

[University-Industry Knowledge Transfer: The Role of UAS in Fostering Regional Innovation](#)

Curdin Pfister (Department of Business Administration, University of Zurich) ; Miriam Rinawi (Department of Business Administration, University of Zurich) ; Dietmar Harhoff (Max Planck Institute for Innovation and Competition, Munich) ; Uschi Backes-Gellner (Department of Business Administration, University of Zurich)

Previous research analyzing the importance of knowledge for firms' innovation activities has focused on knowledge taught at universities, i.e., tertiary level academic education. So far, research has largely neglected a new type of knowledge taught at Universities of Applied Sciences (UAS), i.e., tertiary level vocational education, which is based on more applied research. In this paper, we exploit a unique institutional setting, the foundation of UAS in Switzerland, to estimate the causal effect of this new type of knowledge on firms' innovation activity. We apply difference-in-differences estimation, comparing the innovation activity of firms in regions where UAS were founded with the innovation activity of firms in regions where no UAS were founded. In line with previous literature, we measure the innovation activity by the number of filed patents. Our results show that firms in regions with newly founded UAS increase their innovation activities by about 10 percent.

[Reconsideration of the Effects of University Education in Japan \(Japanese\)](#)

HAMANAKA Junko

Since the 1990s, reformation of university education in Japan has aimed at strengthening educational functions while being conscious of the demands from the labor market. However, there is still criticism by many people of the gap between what they learned in university and the knowledge and skills required in their professional lives. This paper examines the reason for the low evaluation of university education, focusing attention on the characteristics and experiences of company employees. In autumn 2015, we conducted a questionnaire survey with a sampling size of 1,100 company employees who, in the past three years, had conducted white-collar job interviews. Results show that: 1) A sizable number actually found the meaning of working hard at their studies during their academic life; 2) However, those working at influential organizations such as big companies tend to evaluate university education lowly; 3) Experiencing difficult situations such as entering new businesses or bad business performances may lead to appreciating the significance of university time, but not necessarily lead to evaluating education and research at university highly; 4) Job interviewers' own experience at university has a great impact on their recognition of university education. If they were not highly motivated to study while at university, they tend not to evaluate the university education as being useful. In addition, our analysis found that even in the case where the significance of study and research at university is evaluated by job interviewers, they may not ask enough questions about the education undertaken at the university during job interviews due to their lack of understanding of specialized research topics. As such, it suggests that experience of company employees greatly affects the evaluation of university education.

[When Can Financial Education Affect Savings Behavior? Evidence From A Randomized Experiment Among Low Income Clients of Branchless Banking in India](#)

Calderone, Margherita (University of Leuven) ; Fiala, Nathan (University of Connecticut) ; Mulaj, Florentina (The World Bank) ; Sadhu, Santadarshan (IFMR Research Foundation) ; Sarr, Leopold (The World Bank)

Financial literacy programs are popular, despite recent research showing no significant changes to savings behavior. We experimentally test the impact of financial literacy training on clients of a

branchless banking program that offers doorstep access to banking to low income households. The intervention had significant impacts: savings in the treatment group increased by 29% (\$27) within a period of one year. The increase in savings is due in part to decreases in expenditures on temptation goods. These results suggest that financial education interventions, when paired with banking experience, can be successful in changing savings outcomes.

Repéré sur : worldbank.org

Dante Contreras, Paulina Sepúlveda, [Effect of Lengthening the School Day on Mother's Labor Supply](#). Policy Research Working Paper, n° 7599

This article examines how a policy oriented toward a specific group within the population can have collateral effects on the economic decisions of other groups. In 1996, the Chilean government approved the extension of the school day from half- to full-day school. This article exploits the quasi-experimental nature of the reform's implementation by time, municipality, and age targeting of the program in order to examine how the maternal labor supply is affected by the childcare subsidy implicit in the lengthening of the school day. Using data from the Chilean socioeconomic household survey and administrative data from the Ministry of Education for 1990–2011, the authors estimate that, on average, there is a 5 percent increase in labor participation and employment rates of single mothers with eligible children (between 8 and 13 years old) with no younger children, who are the group that would be mainly affected by the policy. No significant labor supply responses are detected among others mothers with eligible children.

World Bank. [World Development Indicators 2016](#). Washington : World Bank, 2016. ISBN: 978-1-4648-0683-4

World Development Indicators 2016 provides a compilation of relevant, high-quality, and internationally comparable statistics about global development and the fight against poverty. It is intended to help policymakers, students, analysts, professors, program managers, and citizens find and use data related to all aspects of development, including those that help monitor progress toward the World Bank Group's two goals of ending poverty and promoting shared prosperity. Six themes are used to organize indicators—world view, people, environment, economy, states and markets, and global links.

2. Sommaires de revues en éducation

Revues francophones :

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- Inspecter dans l'enseignement agricole : quelles spécificités ?
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- La nouvelle circulaire sur les missions des personnels d'inspection
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- L'inspecteur peut-il favoriser l'autonomie ?
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[Éducation et formations, n° 90, avril 2016](#)

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- Analyse dynamique de la motivation des élèves en début de scolarité obligatoire en fonction de la nature de leurs interactions avec l'enseignant
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- Parcours des élèves en difficulté scolaire. Influence de l'offre de formation et de l'académie
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- L'espérance d'obtenir le baccalauréat pour un élève de sixième. Un indicateur de la mesure académique de l'accès au baccalauréat plus pertinent
Marie-Laurence Jaspar et Fanny Thomas
- Les motifs de décrochage par les élèves. Un révélateur de leur expérience scolaire
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- Comment faire pour refaire ? Les décrocheurs scolaires qui raccrochent
Joël Zaffran et Juliette Vollet

[Éducation et francophonie, Volume XLIV, numéro 1, printemps 2016](#)

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- Handicap, éducation et inclusion : perspective sociologique
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- Des étudiants ayant un trouble d'apprentissage associé à un trouble déficitaire de l'attention : possèdent-ils le bagage de stratégies pour réussir à l'université?
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- Sentiment d'efficacit , croyances et attitudes d'enseignants du coll gial   l' gard de l' ducation des  tudiants ayant des besoins particuliers
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- De quel bois fait-on les ébénistes ? Quand l'ordre professionnel trouble la forme scolaire : l'apprentissage en Suisse
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- Le temps des coachs ?? Trajectoires typiques d'une figure du « nouvel esprit du capitalisme »
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- Quitting and peer effects at work
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- Expansion of higher education, employment and wages: Evidence from the Russian Transition
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- Occupational skills and labour market progression of married immigrant women in Canada
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- Conceptions and Expectations of Mentoring Relationships in a Teacher Education Reform Context
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- Forming the Mentor-Mentee Relationship
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- So You Want to Be a Mentor? An Analysis of Mentor Competencies
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- The role of ethnic school segregation for adolescents' religious salience
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- Education and liberalism: pursuing the link
Paula Surridge
- Lucid education: resisting resistance to inquiry
Gilbert Burgh & Simone Thornton
- The unintended and intended academic consequences of educational reforms: the cases of Post-Soviet Estonia, Latvia and Russia
Tatiana Khavenson & Martin Carnoy
- Managers' and teachers' perspectives of dyslexic teachers in the English and Finnish Further Education workforce: new insights from organisational routines
Anthony Thorpe & Eila Burns
- Student teachers' perceptions of poverty and educational achievement
Ian Thompson, Jane McNicholl & Ian Menter
- How children living in poor areas of Dar Es Salaam, Tanzania perceive their own multiple intelligences | Open Access
Pauline Dixon, Steve Humble & David W. Chan

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- Rural Aspirations, Rural Futures: From "Problem" to Possibility
Mara Casey Tieken & Donna M. San Antonio
- Rural Education As Rural Development: Understanding the Rural School–Community Well-Being Linkage in a 21st-Century Policy Context
Kai A. Schafft
- Place-Based Stewardship Education: Nurturing Aspirations to Protect the Rural Commons
Erin Gallay, Lisa Marckini-Polk, Brandon Schroeder & Constance Flanagan
- School Characteristics and Experiences of African American, Hispanic/Latino, and Native American Youth in Rural Communities: Relation to Educational Aspirations

Matthew J. Irvin, Soo-yong Byun, Judith L. Meece, Karla S. Reed & Thomas W. Farmer

- College Talk and the Rural Economy: Shaping the Educational Aspirations of Rural, First-Generation Students
Mara Casey Tieken
- Perceived Local Job Prospects and School Connectedness in a Struggling Rural Economy: A Life-Course Perspective
Karen T. Van Gundy, Cesar J. Rebellon, Eleanor M. Jaffee, Nena F. Stracuzzi, Erin Hiley Sharp & Corinna Jenkins Tucker
- The Complex Decision-Making Processes of Rural Emerging Adults: Counseling Beyond Dualism
Donna M. San Antonio
- Rural Futures: Development, Aspirations, Mobilities, Place, and Education
Michael Corbett

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- Reported schooling experiences of adolescent Jews attending non-Jewish secondary schools in England
Daniel Moulin
- Multiracial matters – disrupting and reinforcing the racial rubric in educational discourse
Aurora Chang
- Racial diversity in the suburbs: how race-neutral responses to demographic change perpetuate inequity in suburban school districts
Sarah Diem, Anjalé D. Welton, Erica Frankenberg & Jennifer Jellison Holme
- Negotiating domination and resistance: English language learners and Foucault's Care of the Self in the context of English-only education
Jennifer M. Bondy
- The legacy of racism and Indigenous Australian identity within education
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- 'You are not born being racist, are you?' Discussing racism with primary aged-children
Naomi Priest, Jessica Walton, Fiona White, Emma Kowal, Brandi Fox & Yin Paradies
- Encounters between the 'oppressed' and the 'oppressor': rethinking Paulo Freire in anti-racist feminist education in Sweden
Chia-Ling Yang

- On the right track? Islamic schools in the Netherlands after an era of turmoil
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- Cyberbullying of teachers by students on YouTube: challenging the image of teacher authority in the digital age
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- An investigation into factors contributing to Iranian secondary school English teachers' job satisfaction and dissatisfaction
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- Making a drama out of transition: challenges and opportunities at times of change
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- The identity construction experiences of early career English language teachers in Hong Kong. Great expectations and practical realities
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- Up close and personal: theorising care work in adult education
Vaughn M. John
- The reliability of setting grade boundaries using comparative judgement
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- The acquisition and commercialization of invention in American manufacturing: Incidence and impact
Ashish Arora, Wesley M. Cohen, John P. Walsh
- Government-subsidized R&D and firm innovation: Evidence from China
Di Guo, Yan Guo, Kun Jiang
- Crowdsourcing ideas: Involving ordinary users in the ideation phase of new product development
Brita Schemmann, Andrea M. Herrmann, Maryse M.H. Chappin, Gaston J. Heimeriks
- Bundling of RAND-committed patents
Anne Layne-Farrar, Michael A. Salinger
- Inventor networks in renewable energies: The influence of the policy mix in Germany
Uwe Cantner, Holger Graf, Johannes Herrmann, Martin Kalthaus

- Why new crop technology is not scale-neutral—A critique of the expectations for a crop-based African Green Revolution
Klara Fischer
- How a product's design hierarchy shapes the evolution of technological knowledge—Evidence from patent-citation networks in wind power
Joern Huenteler, Jan Ossenbrink, Tobias S. Schmidt, Volker H. Hoffmann
- Towards green growth: How does green innovation affect employment?
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- Firms' innovation benefiting from networking and institutional support: A global analysis of national and firm effects
Thomas Schøtt, Kent Wickstrøm Jensen
- Managing the innovators: Organizational and professional commitment among scientists and engineers
Sara Jansen Perry, Emily M. Hunter, Steven C. Currall
- The link between R&D, innovation and productivity: Are micro firms different?
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- Framing the sun: A discursive approach to understanding multi-dimensional interactions within socio-technical transitions through the case of solar electricity in Ontario, Canada
Daniel Rosenbloom, Harris Berton, James Meadowcroft
- Training the scientific workforce: Does funding mechanism matter?
Margaret E. Blume-Kohout, Dadhi Adhikari
- Do return requirements increase international knowledge diffusion? Evidence from the Fulbright program
Shulamit Kahn, Megan MacGarvie

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- Assessing the impacts of traditional school year calendar start dates
Alan T. Murray
- Does class matter more than school? Evidence from a multilevel statistical analysis on Italian junior secondary school students
Chiara Masci, Francesca Ieva, Tommaso Agasisti, Anna Maria Paganoni

[Sociological Methods & Research, May 2016; Vol. 45, No. 2](#)

- Measuring Collective Efficacy: A Multilevel Measurement Model for Nested Data
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- The Pitfalls and Promise of Focus Groups as a Data Collection Method
Jennifer Cyr
- Statistical Power in Experimental Audit Studies: Cautions and Calculations for Matched Tests With Nominal Outcomes
Mike Vuolo, Christopher Uggen, and Sarah Lageson
- The Factorial Survey: Design Selection and its Impact on Reliability and Internal Validity
Hermann Dülmer
- Measurement Directiveness as a Cause of Response Bias: Evidence From Two Survey Experiments
Philip S. Brenner and John DeLamater

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- New Horizontal Inequalities in German Higher Education? Social Selectivity of Studying Abroad between 1991 and 2012
Nicolai Netz and Claudia Finger
- School Racial Composition and Parental Choice: New Evidence on the Preferences of White Parents in the United States
Chase M. Billingham and Matthew O. Hunt
- Ability Grouping's Effects on Grades and the Attainment of Higher Education: A Natural Experiment
Magnus Bygren
- Stratified Failure: Educational Stratification and Students' Attributions of Their Mathematics Performance in 24 Countries
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- Gender research: women, the academy and the workplace
Mary-Louise Kearney & Daniel Lincoln
- Women's leadership in the Asian Century: does expansion mean inclusion?
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- New public management and research productivity – a precarious state of affairs of academic work in the Netherlands
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- Power, jobs and bodies: the experiences of becoming a gender scholar in doctoral education
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- Gender equality in media content and operations: articulating academic studies and policy – a presentation
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- The role of institutional dual embeddedness in the strategic local adaptation of international branch campuses: evidence from Malaysia and Singapore
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- Critical and creative thinking nexus: learning experiences of doctoral students
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- Applied PhD research in a work-based environment: an activity theory-based analysis
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- Reflective learning in higher education: a qualitative study on students' perceptions
Judith Fullana, Maria Pallisera, Jordi Colomer, Rosario Fernández Peña & Marc Pérez-Burriel
- Understanding the early transition needs of diverse commencing university students in a health faculty: informing effective intervention practices
Keithia L. Wilson, Karen A. Murphy, Andrew G. Pearson, Barbara M. Wallace, Vanessa G.S. Reher & Nicholas Buys
- Developing student character through disciplinary curricula: an analysis of UK QAA subject benchmark statements
Kathleen M. Quinlan
- The power dynamics and politics of survey design: measuring workload associated with teaching, administering and supporting work-integrated learning courses
Lindie Clark, Anna Rowe, Alex Cantori, Ayse Bilgin & Valentine Mukuria
- Prevalence and socio-demographic correlates of psychological distress among students at an Australian university
Wendy Larcombe, Sue Finch, Rachel Sore, Christina M. Murray, Sandra Kentish, Raoul A. Mulder, Parshia Lee-Stecum, Chi Baik, Orania Tokatlidis & David A. Williams
- Borrowing brainpower – sharing insecurities. Lessons learned from a doctoral peer writing group
Charlotte Wegener, Ninna Meier & Karen Ingerslev
- Grants in Italian university: a look at the heterogeneity of their impact on students' performances
Tommaso Agasisti & Samuele Murtinu

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- Historicising teachers' learning: a case study of productive professional practice
Ian Hardy & Christine Edwards-Groves
- Characterizing cross-professional collaboration in research and development projects in secondary education
Wouter Schenke, Jan H. van Driel, Femke P. Geijsel, Henk W. Sligte & Monique L. L. Volman
- Emergent identity and dilemmatic spaces: pre-service teachers' engagement with EAL collaboration
Marianne Turner
- (Re)conceptualisation of ELT professionals: academic high school English teachers' professional identity in Korea

Insuk Han

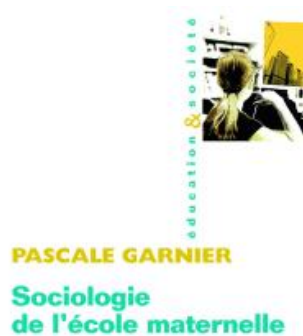
- Career orientations and career cultures: individual and organisational approaches to beginning teachers' careers
Mike Coldwell
- Being a teacher: altruistic and narcissistic expectations of pre-service teachers
Isaac A. Friedman

3. Livres intéressants



LE BRETON David, LACHANCE Jocelyn, JEFFREY Denis (dir.) **Penser l'adolescence : approche socio-anthropologique.** Paris : Presses universitaires de France, mars 2016. 272 p. (Hors Collection) - 24 €

Dans un monde où règnent des représentations parfois négatives de l'adolescence, la socio-anthropologie propose une lecture de cet âge de la vie à partir d'un exercice de compréhension reposant sur l'analyse de leurs discours. Que disent les adolescents de leurs propres comportements ? Quels sens leur donnent-ils ? À la fois représentants des sociétés contemporaines dans lesquelles ils grandissent et de l'histoire humaine qui se perpétue, ces adolescents réactualisent dans le contexte d'aujourd'hui des enjeux traditionnels liés au devenir adulte. Ainsi se révèlent-ils différents des adolescents d'hier tout en leur ressemblant... À partir des travaux de chercheurs en socio-anthropologie, cet ouvrage souligne la portée heuristique d'une approche spécifique de l'adolescence, qui redonne aux acteurs – les jeunes eux-mêmes – leur place, et qui invite le lecteur à se méfier des discours stigmatisants, voire pathologisants à leur égard.



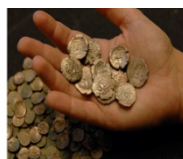
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GARNIER Pascale. **Sociologie de l'école maternelle**. Paris : Presses universitaires de France, mars 2016. 204 p. (Éducation et Société) - 28 €

À quoi sert l'école maternelle ? Comment la définir ? Est-elle une véritable « école » ou une « maternelle » qui prend soin des jeunes enfants et favorise leur développement ? Toutes ces questions font aujourd'hui débat.

Le but de cet ouvrage est précisément d'étudier ces controverses en les replaçant dans l'histoire récente de l'école maternelle et de les analyser grâce à une enquête approfondie réalisée dans trois écoles maternelles très contrastées en région parisienne. Il montre en particulier comment un même processus de scolarisation caractérise les transformations de l'institution et de son programme, s'inscrit dans les pratiques actuelles au sein des classes et exerce des effets spécifiques sur la vie des familles.

En combinant un travail de synthèse qui aborde les enjeux sociaux, politiques et culturels de l'école maternelle avec une enquête empirique qui met au jour la diversité des pratiques dans les classes et les établissements, l'ouvrage offre aux chercheurs, formateurs, étudiants et acteurs du système éducatif un véritable outil pour penser l'importance de ce moment de la petite enfance.



Lucie Tanguy

Enseigner
l'esprit d'entreprise
à l'école



TANGUY Lucie. **Enseigner l'esprit d'entreprise à l'école : le tournant politique des années 1980-2000 en France**. Paris : La Dispute, 2016. 224 p. (école) - 15 €

Dans un contexte de montée du chômage, l'école se trouve accusée d'inadaptation aux changements économiques et culturels, et sommée de remédier aux difficultés d'insertion professionnelle des

jeunes. En tête de file de ces accusateurs, les dirigeants des grandes entreprises et leurs organisations professionnelles qui revendiquent d'intégrer la communauté éducative. Ils s'emploient à montrer que l'Etat qui a, de longue date, incarné l'intérêt général, n'est plus en mesure de le faire. La décentralisation, l'intégration européenne, la crise économique ont, depuis les années 1980, bouleversé l'héritage des débuts de la IIIe République et permis d'installer de nouveaux modes d'administration construits en partenariat. Sous des formes diverses, encore limitées en nombre, l'entrée des entreprises dans l'école échappe au débat public et, de ce fait, reste méconnue y compris pour les enseignants.

La vaste enquête restituée dans cet ouvrage montre la mobilisation des milieux économiques et politiques en cours, en France et en Europe, pour promouvoir un régime appelé « entreprenariat » qui affiche le modèle de l'entrepreneur comme figure de l'individu et du travailleur moderne à former : motivé, dynamique, « flexible » et responsable de soi.