



Veille de l'IREDU n°61

15 mai 2016

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1. Ressources sur le Web

Repéré sur : cafepedagogique.net

[Les pères et l'apprentissage de la lecture.](#) L'expresso du 4 mai 2016

"Les pères sous-estiment-ils l'influence qu'ils ont sur le développement des compétences en littératie de leur enfant? S'impliquent-ils suffisamment dans la découverte et l'apprentissage de la lecture chez le jeune? Leur implication diffère-t-elle en fonction du genre de l'enfant?" Le site québécois RIRE fait le point à partir d'une enquête britannique. Elle montre que " 70,6% des filles d'âge préscolaire se feraient lire quotidiennement des histoires, comparativement à 61,1% des garçons. Les parents seraient donc plus enclins à faire la lecture de manière quotidienne aux filles qu'aux garçons." Le deuxième apport est encore plus important : les parents sous estiment leur influence sur les habitudes de lecture de leur enfant. Ils sur estiment celle des autres adultes.

[Un temps scolaire qui reste trop concentré ?](#) L'expresso du 4 mai 2016

Comment les pays gèrent le temps éducatif et le temps scolaire ? L'Ocde a publié une synthèse qui montre une singularité forte de la France par rapport à ses voisins avec un temps scolaire trop concentré.

[L'entraide entre enseignants, clé de la réussite scolaire ?](#) L'expresso du 6 mai 2016

"Les meilleures conditions d'apprentissage possibles sont plutôt rencontrées lorsque les enseignants travaillent ensemble et s'entraident". L'analyse de Pasi Sahlberg, un expert finlandais, professeur à Harvard, dans un magazine québécois, fait évidemment écho à des projets français.

[France Stratégie invite à dépenser plus et autrement pour l'Ecole.](#) L'expresso du 10 mai 2016

" La France investit moins dans l'éducation que les pays qui font mieux qu'elle., notamment en ce qui concerne la scolarité primaire et préprimaire. De même, au niveau du supérieur, l'effort financier demeure en dessous des pays les plus performants. Mais un effort pécuniaire supplémentaire pour l'éducation ne saurait améliorer nos résultats sans une évolution des contenus et des modalités de l'enseignement, tout comme de l'organisation et de la gouvernance du système éducatif". Quelques jours après les Journées de la refondation, France Stratégie, un organisme officiel placé auprès du Premier ministre, publie une étude qui invite à financer davantage et à gouverner autrement l'éducation. Les premiers bénéficiaires ne seraient pourtant pas le primaire mais le supérieur dont le budget doublerait...

[L'enseignement catholique champion de la mixité sociale ?](#) L'expresso du 10 mai 2016

C'est ce que proclame la Une de La Croix du 10 mai. En s'appuyant sur une étude réalisée par un professeur d'école de commerce , et au prix d'une argumentation subtile, le quotidien veut faire gagner l'école privée dans un "match public privé" annoncé en titre...

[Avoir un ordinateur par élève améliore-t-il les apprentissages ?](#) L'expresso du 10 mai 2016

"Les écoles qui procurent un ordinateur à chaque élève voient leurs résultats s'améliorer", affirme une étude publiée par une équipe du prestigieux Michigan State University. Sans aucun doute elle va faire le tour de la planète. En France, elle tombe singulièrement bien pour appuyer les investissements des collectivités locales engagées dans le plan numérique.

Repéré sur : campusfrance

Focus Pays de Campus France : [Pakistan](#), Mai 2016

A l'occasion de la journée d'information dédiée au Pakistan et à son système d'enseignement supérieur, organisée par Campus France et l'Ambassade de France au Pakistan le 2 juin prochain à l'INSEEC, un Focus présentant un état des lieux synthétique de la mobilité pakistanaise a été publié. En 2015, le Pakistan comptait environ 1 400 000 étudiants, inscrits dans 171 universités placées sous la tutelle de la Higher Education Commission (HEC).

L'attente de la HEC est clairement exprimée : elle souhaite que la France propose un support de formation pour les doctorants pakistanaïes. Afin de répondre à cette attente, notre coopération universitaire avec le Pakistan s'adresse prioritairement à des étudiants en master, thèse ou post-doctorat.

Ce Focus consacré au Pakistan fait le point sur les coopérations existantes et les priorités du gouvernement en termes de formations, tout en apportant un éclairage particulier sur les partenariats à développer pour des coopérations durables.

Repéré sur : cedefop.europa.eu

CEDEFOP. [Promoting learning for work](#). Update 2016. ISBN: 978-92-896-2155-717/05/2016

Repéré sur : Cereq.fr

Samira Mahlaoui, Jean-Paul Cadet. [Les enjeux liés à la gestion et à la sécurisation des parcours au sein des métiers de la relation client](#). Net.Doc, n° 159, 2016, 55 p.

L'Institut National de la Relation Client (INRC) et le Céreq ont lancé une réflexion sur les parcours au sein des métiers de la relation client. Cette réflexion visait précisément deux objectifs :

- établir un diagnostic des enjeux liés à la gestion et à la sécurisation des parcours au sein des métiers de la relation client, en les identifiant, en les formulant, et si possible en les hiérarchisant et en repérant ceux qui sont prioritaires ;
- formuler à partir de ce diagnostic des propositions pour l'élaboration par l'INRC d'un futur projet d'étude sur ces parcours et leur gestion, suivant les attentes et les préoccupations des entreprises et des partenaires sociaux.

Alberto Lopez, Emmanuel Sulzer. [Insertion des apprentis : un avantage à interroger](#). Bref, n° 346, 2016, 4p.

Des apprentis toujours plus nombreux, d'un niveau de formation toujours plus élevé et qui conservent, en dépit de la crise, une insertion nettement plus favorable que les jeunes issus de la voie scolaire. La tonalité globalement positive de ce tableau général cache cependant des écarts

entre niveaux de diplôme, entre filières, et surtout une sélectivité à l'entrée de cette voie de formation dont les effets restent à apprécier.

Repéré sur : Education.gouv.fr

Nathalie Marchal. [Le niveau de formation et de diplôme demeure toujours déterminant dans l'insertion des apprentis](#) - Note d'information - N° 13 - mai 2016

Quel que soit le niveau de formation, obtenir le diplôme demeure toujours déterminant dans l'insertion des jeunes. En effet, en février 2015, sept mois après leur sortie d'un centre de formation d'apprentis, 66 % des diplômés travaillent contre 47 % des sortants n'ayant pas obtenu le diplôme préparé.

Au total, 62 % des jeunes ayant suivi des études du niveau de CAP à BTS en apprentissage ont un emploi. Les autres sont au chômage ou inactifs. La part des apprentis en emploi est semblable à celle observée en 2014. Parmi eux, la moitié est en emploi à durée indéterminée.

Philippe Arzoumanian et Claire Steinmet; Jean-Philippe Rivière; Fanny De La Haye; Jean-Émile Gombert. [Journée Défense et Citoyenneté 2015 : un jeune Français sur dix en difficulté de lecture](#). Note d'information - N° 14 - mai 2016

Évalués dans le cadre de la Journée Défense et Citoyenneté en 2015, 80,7 % des jeunes Français et Françaises de 17 ans maîtrisent les apprentissages fondamentaux de la langue française. Près de 10 % des jeunes sont des lecteurs inefficaces. Pour une partie d'entre eux (4,3 % de l'ensemble), ces difficultés s'apparentent à un handicap.

Repéré sur : Esen.education.fr

Nathalie Marchal. [Le niveau de formation et de diplôme pour obtenir un emploi : déterminant dans l'insertion des lycéens professionnels](#). Note d'information n°12, avril 2016

Quel que soit le niveau de formation, obtenir le diplôme demeure déterminant dans l'insertion des jeunes. En effet, en février 2015, sept mois après la fin de leurs études professionnelles en lycée, le taux d'emploi est de 46 % pour les diplômés contre 32 % pour les jeunes qui n'ont pas obtenu le diplôme préparé.

Mathias DENJEAN. [Les étudiants en section de techniciens supérieurs \(STS\) en 2015-2016](#). Note flash Enseignement supérieur et recherche, n°4, Avril 2016

Cette note montre qu'à la rentrée 2015, les effectifs en STS sont en légère hausse et dépassent désormais les 256 000 étudiants en formation initiale (hors apprentissage). Plus de 90% des inscrits sont dans un établissement sous tutelle du ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche. Parmi les nouveaux entrants dans ces sections, les bacheliers technologiques sont les plus nombreux.

Rodica Ailincăi, Zehra Gabillon, Jacques Vernaudo, Mirosė Paia, Maurizio Alì. [School and Family Involvement in Educational Practices in French Polynesia](#). The IAFOR International Conference on Education - Hawaii 2016, Jan 2016, Honolulu, Hawaii, United States. The IAFOR International Conference on Education - Hawaii 2016 - Official Conference Proceedings, pp.199-215, 2016, .
Résumé : The purpose of this paper is to present an ongoing research project financed by the Ministry of Overseas in France. The paper describes a longitudinal exploratory study that aims at gathering a large scale corpus on educational practices both from classroom and family environments from five French Polynesian archipelagos. To our knowledge no other study has looked into educational practices that combine both school and family environments and the impact of the interaction between these two milieus on French Polynesian children. We have been gathering corpus on four disciplines: Polynesian languages which are taught at schools; English as a foreign language; mathematics; and science. The use of French (which is the medium of instruction) will be analyzed across situations observed. The data for this research project have been gathered via video/audio recordings, observations, interviews and questionnaires. In each archipelago, the data are collected by two observers: a researcher and[...]

Marie-Sophie Gottloeber-Raouafi. [Évaluer sans dévaluer](#). Éducation. 2016.
Résumé : Ce mémoire traite de l'évaluation en cours de langue vivante, en l'occurrence de l'allemand en classe bilingue, de deux manières différentes. Dans un premier temps, il s'intéresse au regard que les parents d'élève portent sur cette dernière et interroge la possibilité d'une évolution des formes d'évaluation, notamment en abandonnant les notations chiffrées. Dans un deuxième temps, deux dispositifs différents de préparation à l'évaluation ont été mis en place et analysés afin d'en faire émerger des critères positifs et des limites. Ces deux points de vue différents se croisent dans la problématique qui approche le souci de l'explicitation et de la verbalisation des objectifs et des modalités d'évaluation.

Jannik Laval, Mathieu Vermeulen. [LES A .L.P.E.S. : APPROCHES AGILES POUR L'ENSEIGNEMENT SUPERIEUR : Un outil de personnalisation de la formation pour les enseignants du supérieur](#) . 29ème Congrès de l'Association Internationale de Pédagogie Universitaire (AIPU 2016), Jun 2016, Lausanne, Suisse. 2016

Les approches agiles de gestion de projet sont utilisées en informatique permettant notamment d'adapter en continu les projets au besoin du client, tout en replaçant l'humain au centre du projet. Ces approches ont été adaptées à la pédagogie en enseignement supérieur, les A.L.P.E.S. [Vermeulen, 2015]. Les A.L.P.E.S. s'inscrivent dans une démarche socioconstructiviste en valorisant « la co-construction en contexte des connaissances et des compétences plutôt que la transmission de savoirs, décontextualisés et désincarnés. » [Jonnaert, 2002]. Le dispositif reprend le principe des classes inversées [Bishop, 2013] avec une phase transmissive effectuée via des documents en ligne consultables progressivement. Les séances de TP mettent en avant le travail collaboratif en binôme en partant des principes de base du pair-programming [McDowell, 2002]. Une séance de TP est rythmée par les longueurs, des sessions de 25 minutes, entrecoupées de pauses de 5 minutes (étendue à 15 minutes au bout de 2[...])

Conseil supérieur des programmes - [Rapport d'activité Octobre 2013](#) - Décembre 2015. Paris : Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche (France), avril 2016

Institué par la loi d'orientation et de programmation pour la refondation de l'École de la République, le Conseil supérieur des programmes (CSP) émet des avis et formule des propositions à la fois sur la conception générale des enseignements dispensés, le contenu du socle commun et des programmes scolaires, la nature et le contenu des épreuves des examens nationaux et des concours de recrutement des enseignants. Le CSP présente son premier rapport d'activité pour la période d'octobre 2013 à décembre 2015.

RINGARD Jean-Charles, FLEGES Amaury. [L'affectation en première année de licence dans les formations à capacité d'accueil limitée - Etat des lieux et propositions](#). Paris : Inspection générale de l'administration de l'Éducation nationale et de la Recherche (France), Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche (France), 04/2016

La mission d'inspection générale a étudié les moyens permettant de réduire le nombre de premiers vœux non satisfaits à l'issue de la procédure d'affectation, admission post bac (A.P.B.), notamment dans les formations à capacité d'accueil limitée. Le premier volet du rapport est consacré à l'examen du cadre réglementaire de la procédure d'affectation et comprend un état des lieux des formations les plus en tension en 2014 et 2015. Le second volet analyse les différents leviers qui pourraient permettre de réduire le nombre de formations et de candidats concernés par le tirage au sort.

PERETTI Claudine, GIAMI Anne, ROLLAND Marc, OTT Marie-Odile. [Les évolutions de l'emploi scientifique : constats et perspectives](#). Paris : Inspection générale de l'administration de l'Éducation nationale et de la Recherche (France), Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche (France), 03/2016

Quelle connaissance a-t-on des évolutions de l'emploi scientifique et singulièrement des débouchés des docteurs formés en France ? Ces évolutions sont-elles convergentes avec celles observées dans les pays comparables ? Au terme de ses investigations, et après avoir dressé un constat des lacunes du système d'information existant, la mission préconise un ensemble de mesures destinées à combler ces lacunes et à accroître la diversification des débouchés.

AIMÉ Pascal, BÉZAGU Philippe, BONHOTAL Jean-Pascal, ELSHOUD Stéphane, FLÉGES Amaury, FOUCAULT Marc, PERREY Philippe, PIMMEL Éric, ROUSSEL Isabelle, VERHAEGHE Damien. [Simplification du fonctionnement des établissements d'enseignement supérieur et de recherche et de leurs laboratoires](#). Paris : Inspection générale de l'administration de l'Éducation nationale et de la Recherche (France), Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche (France), février 2016

L'IGAENR formule dans ce rapport 70 propositions dont l'objectif est de simplifier le fonctionnement des établissements d'enseignement supérieur, à savoir rendre moins complexes les actes de gestion, les démarches faites par les étudiants et les personnels des établissements et ceci en n'en retenant que les éléments jugés essentiels.

SCHECHTER François, BERGMANN Claude, GAUBERT-MACON Christine, AZÉMA Ariane, CHRISTMANN Philippe, CASTELLAZZI Mario, LAVAL Didier. [Les besoins et l'offre de formation aux métiers du numérique](#). Paris : Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche (France), Ministère du travail, de l'emploi, de la formation professionnelle et du dialogue social (France), Ministère de l'économie, de l'industrie et du numérique (France), 04/2016

Le développement des technologies numériques et de leurs usages nécessite du personnel qualifié, qui manque sur le marché du travail, et des enseignants compétents dans ce domaine. Après avoir proposé une définition des métiers du numérique, la mission conjointe IGEN, IGAENR, CGEJET, IGAS s'est attachée à analyser les besoins quantitatifs et qualitatifs des métiers du numérique, et les formations y afférentes.

KAMPYLIS Panagiotis, PUNIE Yves, DEVINE Jim. Promoting Effective Digital-Age Learning: A European Framework for Digitally-Competent Educational Organisations. JRC Institute for Prospective Technological Studies (Transnational), 12/2015

Digital technologies are being incorporated in exciting and promising ways at all levels of education. To consolidate progress and to ensure scale and sustainability education institutions need to review their organisational strategies in order to enhance their capacity for innovation and to exploit the full potential of digital technologies and content. This report presents the European Framework for Digitally-Competent Educational Organisations (DigCompOrg). This framework can facilitate transparency and comparability between related initiatives throughout Europe and play a role in addressing fragmentation and uneven development across the Member States. The primary purposes of DigCompOrg framework are (i) to encourage self-reflection and self-assessment within educational organisations as they progressively deepen their engagement with digital learning and pedagogies (ii) to enable policy makers to design, implement and evaluate policy interventions for the integration and effective use of digital learning technologies.

European Training Foundation (Transnational). [Les compétences locales sont importantes : un voyage dans les communautés entrepreneuriales](#). European Training Foundation (Transnational), 03/2016

Les communautés entrepreneuriales sont des partenariats volontaires, visionnaires, innovants, ancrés au niveau local et proactifs qui créent des emplois efficaces et durables en développant les ressources humaines locales. L'initiative de l'ETF «Communautés entrepreneuriales», qui a duré deux ans, a confirmé le dynamisme des acteurs locaux, qui rassemblent des ressources dans le but de créer des partenariats pour les compétences. Les dix partenariats sélectionnés présentés dans cette publication illustrent des approches innovantes de l'enseignement.

Philipp Dubach, Thomas Oesch et Jolanda Jäggi. [«Dr. Arbeitslos»? L'insertion professionnelle des titulaires de doctorat en Suisse](#). Conseil suisse de la science et de l'innovation (Suisse), 11/2015

La notion de «Dr. Arbeitslos» s'est répandue dans les médias. À cette notion sont liées les deux thèses suivantes. D'une part, lorsque la situation sur le marché du travail leur est défavorable, les jeunes diplômés décideraient plus fréquemment d'entreprendre des études doctorales. D'autre part, cela réduirait leurs chances sur le marché du travail, parce qu'une fois le doctorat en poche, ces personnes seraient soit trop âgées, soit surqualifiées. L'étude mandatée par le Conseil suisse de la science et de l'innovation (CSSI) évalue ces deux thèses sur la base d'analyses statistiques.

Repéré sur : Insee.fr

Damien Richet, Sylvie Rousseau et Henri Mariotte. [Auto-entrepreneurs immatriculés en 2010 : trois ans après, 30 % sont encore actifs](#). Insee Première, n° 1595 - mai 2016

Trois ans après leur immatriculation, seuls 30 % des auto-entrepreneurs inscrits au premier semestre 2010 sont toujours actifs sous ce régime. Parmi les 62 % qui ont réellement démarré une activité, 49 % sont pérennes à trois ans, soit beaucoup moins que les créateurs d'entreprises individuelles classiques de la même génération (62 %). Les auto-entrepreneurs ayant démarré en activité principale sont davantage pérennes à trois ans (52 %) que ceux ayant débuté en activité de complément (45 %). Toutefois, pour près d'un tiers des premiers, l'activité principale au démarrage devient une simple source de revenu d'appoint quelques années plus tard.

Comme pour les créateurs individuels classiques, la pérennité dépend beaucoup du secteur d'activité. C'est dans la santé humaine-action sociale qu'elle est la plus élevée (71 %). À l'opposé, elle est plus faible dans les activités spécialisées, scientifiques et techniques (45 %), le commerce (46 %) et la construction (50 %), qui concentrent pourtant plus de la moitié des immatriculations de 2010. De plus, la pérennité s'accroît fortement avec l'âge de l'auto-entrepreneur, passant de 40 % avant 30 ans à 55 % au-delà de 50 ans.

Repéré sur : ladocumentationfrancaise.fr

Ministère de la fonction publique. [Rapport annuel sur l'égalité professionnelle entre les femmes et les hommes dans la fonction publique - Edition 2015](#). Paris : Direction de l'information légale et administrative, Avril 2016. 384 p.

Remis au Parlement, ce deuxième rapport annuel sur l'égalité professionnelle entre les femmes et les hommes dans la fonction publique présente l'actualité de la politique d'égalité en 2015, des retours d'expérience issus de la pratique des employeurs publics, ainsi que les enjeux pour 2016-2017. De nombreuses données statistiques sexuées sur les effectifs, les recrutements, les rémunérations, les conditions de travail et l'action sociale, notamment, offrent un panorama complet et comparé de la situation des agents publics. Enfin, le rapport sur les nominations équilibrées aux emplois de direction et à la décision du Gouvernement en 2014 met en perspective les avancées de cette politique instauré par la loi n°2012-347 du 12 mars 2012.

RINGARD Jean-Charles, FLEGES Amaury. [L'affectation en première année de licence dans les formations à capacité d'accueil limitée - Etat des lieux et propositions](#). Paris : Inspection générale de l'administration de l'éducation nationale et de la recherche ; Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche, Avril 2016. 128 p.

La mission d'inspection générale a étudié les moyens permettant de réduire le nombre de premiers vœux non satisfaits à l'issue de la procédure d'affectation, admission post bac (A.P.B.), notamment dans les formations à capacité d'accueil limitée. Le premier volet du rapport est consacré à l'examen du cadre réglementaire de la procédure d'affectation et comprend un état des lieux des formations les plus en tension en 2014 et 2015. Le second volet analyse les différents leviers qui pourraient permettre de réduire le nombre de formations et de candidats concernés par le tirage au sort.

COLLET-SASSERE Jocelyne, BIGAUT Christian, PAQUIS François, VERHAEGHE Damien. [Le recrutement, le déroulement de carrière et la formation des enseignants-chercheurs](#). Paris : Inspection générale de l'administration de l'éducation nationale et de la recherche ; Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche, Mars 2016. 165 p.

Ce rapport traite des questions relatives à la qualification des enseignants-chercheurs par le Conseil national des universités (C.N.U), de l'endorecrutement et des pratiques des établissements dans la gestion de la carrière et de la formation des enseignants-chercheurs, en examinant tout particulièrement le poids des activités pédagogiques ainsi que les dernières innovations en la matière.

PERETTI Claudine, GIAMI Anne, ROLLAND Marc, OTT Marie-Odile. [Les évolutions de l'emploi scientifique : constats et perspectives](#). Paris : Inspection générale de l'administration de l'éducation nationale et de la recherche ; Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche, Mars 2016. 215 p.

Quelle connaissance a-t-on des évolutions de l'emploi scientifique et singulièrement des débouchés des docteurs formés en France ? Ces évolutions sont-elles convergentes avec celles observées dans les pays comparables ? Au terme de ses investigations, et après avoir dressé un constat des lacunes du système d'information existant, la mission préconise un ensemble de mesures destinées à combler ces lacunes et à accroître la diversification des débouchés.

AIMÉ Pascal, BÉZAGU Philippe, BONHOTAL Jean-Pascal, ELSHOUD Stéphane, FLÉGES Amaury, FOUCAULT Marc, PERREY Philippe, PIMMEL Éric, ROUSSEL Isabelle, VERHAEGHE Damien. [Simplification du fonctionnement des établissements d'enseignement supérieur et de recherche et de leurs laboratoires](#). Paris : Inspection générale de l'administration de l'éducation nationale et de la recherche ; Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche, Avril 2016. 221 p.

L'IGAENR formule dans ce rapport 70 propositions dont l'objectif est de simplifier le fonctionnement des établissements d'enseignement supérieur, à savoir rendre moins complexes les actes de gestion, les démarches faites par les étudiants et les personnels des établissements et ceci en n'en retenant que les éléments jugés essentiels.

Repéré sur : Nber.org

Repéré sur : Nces.ed.gov

Repéré sur : OCDE.fr

[Combien les étudiants paient-ils et de quelles aides publiques bénéficient-ils ?](#) Les indicateurs de l'éducation à la loupe, n°41, 13 mai 2016

Les pays de l'OCDE diffèrent sensiblement dans la façon dont les dépenses au titre de l'enseignement tertiaire sont réparties entre les sources de financement publiques et privées, et dans les aides financières qu'ils accordent aux étudiants. Les pays où les frais de scolarité sont élevés tendent également à être ceux où les entités privées autres que les ménages contribuent de façon plus significative au financement des établissements d'enseignement tertiaire. Par contraste, dans les pays présentant des régimes fiscaux plus progressifs, les étudiants s'acquittent souvent de frais de scolarité peu élevés, voire nuls, et ont accès à des aides publiques généreuses pour financer leurs études dans l'enseignement tertiaire, mais sont ensuite soumis à des taux élevés d'imposition sur le revenu. Un nombre croissant de pays de l'OCDE pratiquent des frais de scolarité plus élevés pour les étudiants en mobilité internationale que pour leurs ressortissants nationaux, et nombre d'entre eux différencient également les frais de scolarité selon les domaines d'études, en grande partie en raison des différences de retombées auxquelles ils donnent accès en termes de rémunération. Dans les pays où les frais de scolarité sont élevés, les systèmes d'aide financière offrant à tous les étudiants une combinaison de prêts avec remboursement subordonné aux revenus et d'allocations sous condition de ressources peuvent s'avérer un moyen efficace de promouvoir l'accès à l'enseignement tertiaire et son équité, tout en partageant le coût de ce dernier entre les contribuables et les étudiants.

Rolando Avendaño, Felipe Barrera-Osorio, Sebastián Nieto Parra, Flora Vever. [Understanding student performance beyond traditional factors: Evidence from PISA](#). OECD Development Centre Working Papers, n°331, may 2016

This paper studies the linkages between schools' inputs and students' performance in Latin America. We exploit the richness of PISA 2012 questionnaires at the student and school level to study the association between a different set of inputs and students' performance in mathematics. First, this research shows that students' characteristics and their environment (i.e. sex, age and economic, social and cultural status of students and schools) explain close to 30% of the variation in education performance in Latin America, a higher percentage than in OECD and other economies which participated in PISA 2012. Second, after controlling for students' characteristics and their environment, our results show that in Latin America, some non-traditional school inputs, such as the feedback provided by the principal to the teacher, weekly instructional time or the attitude and motivation of teachers, are associated with student performance, whereas more traditional inputs (e.g. school infrastructure, share of certified teachers and teacher qualifications) are not always related to better learning outcomes. These findings suggest that some pedagogical initiatives, which are also more cost-effective, could improve students' performance in the region.

Viktoria Kis. [Work, train, win: work-based learning design and management for productivity](#). OECD Education Working Papers, n°135, may 2016

Realising the potential of work-based learning schemes as a driver of productivity requires careful design and support. The length of work-based learning schemes should be adapted to the profile of productivity gains. A scheme that is too long for a given skill set might be unattractive for learners and waste public resources, but a scheme that is too short will fail to attract employer interest. Ensuring that the design of work-based learning schemes balances the interests of both employer and trainee is key to successful implementation. Carefully organising what trainees do while in the workplace and integrating learning into productive work can yield higher benefits for firms, while maintaining the quality of learning. Strengthening capacity within firms to effectively manage work-based learning can help achieve this. Enhancing that capacity, for example through training for

trainee supervisors can help employers reap more benefits from work-based learning schemes while meeting quality requirements.

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[The Long-term Consequences of Teacher Discretion in Grading of High-stakes Tests](#)

Rebecca Diamond ; Petra Persson

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.

[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.

[Treating schools to a new administration: Evidence from South Africa of the impact of better practices in the system-level administration of schools](#)

Martin Gustafsson (Department of Economics, University of Stellenbosch) ; Stephen Taylor (Department of Economics and Department of Basic Education)

School examination results are far from ideal measures of progress in schooling systems, yet if analysed with sufficient care these data, which are common in education systems, can serve this purpose. The paper partly deals with how various student selection and year-on-year comparability issues in examinations data can be dealt with. This is demonstrated using South African student-level results, aggregated to the school level, for Grade 12 mathematics in the years 2005 to 2013. This was

a period during which provincial boundaries changed, creating a quasi-experiment which is amenable to impact evaluation techniques. Value-added school production functions and fixed effects models are used to establish that movement into a better performing province was associated with large student performance improvements, equal in magnitude to around a year's worth of progress in a fast improving country. Improvements were not always immediate, however, and the data seem to confirm that substantial gains are only achieved after several years, after students have been exposed to many grades of better teaching. The institutional factors which might explain the improvements are discussed. Spending per student was clearly not a significant explanatory variable. What did seem to matter was more efficient use of non-personnel funds by the authorities, with a special focus on educational materials, the brokering of pacts between stakeholders, including teacher unions, schools and communities, and better monitoring and support by the district office. Moreover, the education department in one province in question, Gauteng, has for many years pursued an approach which is unusual in the South African context, of hiring a substantial number of senior managers within the bureaucracy on fixed term contracts, as opposed to on a permanent basis, the aim being to improve accountability and flexibility at the senior management level.

[Falling Behind: Socio-demographic profiles of educationally disadvantaged youth. Evidence from PISA 2000-2012](#)

Zlata Bruckauf ; UNICEF Innocenti Research Centre

Early identification of students who fail to reach basic, age-appropriate literacy skills is the first step to ensure timely support of their learning. Understanding those drivers of low achievement that are beyond students' control enables policy makers to foster equal opportunity for achievement. Drawing on the OECD Programme for International Student Assessment (PISA) 2000 to 2012 data, this paper examines the risk factors of low achievement, defined here as scoring below the 10th percentile of the distribution, and their evolution over time, across 39 industrialized nations. These include an aggregate measure of socio-economic status (SES), immigration background, non-test language spoken at home, living in a single parent household, and gender. We find that family SES, is one of the most consistent predictors of low-achievement (across a diverse range of educational systems) and most persistent (across time). Amongst other results, we also find no evidence that the gender gap in reading – in favour of girls – narrowed over time, leaving boys at risk of educational disadvantage in the majority of countries.

[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.

[The causal effects of an intensified curriculum on cognitive skills : evidence from a natural experiment](#)

Andrietti, Vincenzo

This paper exploits a unique universal educational policy - implemented in most German states between 2001 and 2008 - that compressed the academic-track high school curriculum into a (oneyear) shorter time span, thereby increasing time of instruction and share of curriculum taught per grade. Using 2000-2012 PISA data and a quasi-experimental approach, I estimate the impacts of this intensified curriculum on cognitive skills. I find robust evidence that the reform improved, on average, the reading, mathematical, and scientific literacy skills acquired by academic-track ninthgraders upon treatment. However, I also provide evidence that the reform widened the gap in student performance with respect to parental migration background and student ability. Finally, although the reform did not affect, on average, high school grade retention, I find that the latter increased for students with parental migration background. Taken together, these findings suggest that moving to a compressed high-school curriculum did not compromise and benefited, on average, students' cognitive skills. However, they also raise equity concerns that policy-makers should be aware of.

[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.

[The 'Pupil' Factory: Specialization and the Production of Human Capital in Schools](#)

Roland G. Fryer, Jr

Starting in the 2013-2014 school year, I conducted a randomized field experiment in fifty traditional public elementary schools in Houston, Texas designed to test the potential productivity benefits of teacher specialization in schools. Treatment schools altered their schedules to have teachers specialize in a subset of subjects in which they have demonstrated relative strength (based on value-add measures and principal observations). The average impact of teacher specialization on student achievement is -0.042 standard deviations in math and -0.034 standard deviations in reading, per year. Students enrolled in special education and those with younger teachers demonstrated marked negative results. I argue that the results are consistent with a model in which the benefits of specialization driven by sorting teachers into a subset of subjects based on comparative advantage is outweighed by inefficient pedagogy due to having fewer interactions with each student. Consistent

with this, specialized teachers report providing less attention to individual students (relative to non-specialized teachers), though other mechanisms are possible.

[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.

[Addressing the challenges in higher education in Norway](#)

Vassiliki Koutsogeorgopoulou

Norway's predominately public and tuition-fee free tertiary education system encourages participation and has high attainment rates. However, challenges in spending efficiency, study times, skills demand, inclusiveness and quality remain. Also, learning outcomes could improve further. Moreover, few Norwegian universities rank high in international comparisons on the basis of research-related and other indicators, and spending per student or GDP is relatively high. Many small institutions, aiming to meet regional needs, do not reach critical mass in staff and student numbers. Many students take considerable time to finish their studies despite financial incentives, and students from lower income groups have low tertiary participation and completion rates despite a strong focus on inclusiveness. Enrolments remain low in fields such as science and engineering, although they have increased in recent years, and supply shortages in some professional areas indicate room for improvement. Better incentives for both students and institutions to ensure timely completions, with a special emphasis on disadvantaged students and labour market needs, a structure that paves the way for adequately sized institutions, and effective governance are essential for higher quality education and research. Effective monitoring of the outcomes is also vital. The government's comprehensive quality-enhancing agenda, with a focus on these fronts, is welcome. This working paper relates to the 2016 OECD Economic Survey of Norway (www.oecd.org/eco/surveys/economic-survey-norway.htm).
Relever les défis liés à l'enseignement supérieur en Norvège En Norvège, le système d'enseignement supérieur, essentiellement public et sans frais de scolarité, encourage la participation, et les taux de réussite y sont élevés. Toutefois, des difficultés subsistent en termes d'efficacité des dépenses, de durée des études, de demande de compétences, d'inclusivité et de qualité. De plus, les retombées de l'enseignement pourraient être encore améliorées. En outre, peu d'universités norvégiennes figurent dans le haut des classements internationaux établis à partir d'indicateurs fondés sur les recherches ou autres, et les dépenses par étudiant ou par rapport au PIB sont relativement élevées. Beaucoup d'établissements de taille modeste ayant vocation à répondre à des besoins régionaux n'atteignent pas la masse critique en termes d'effectifs et de nombre d'étudiants. Nombre d'étudiants mettent énormément de temps à finir leurs études, malgré les incitations financières, et les étudiants issus de groupes à faible revenu sont peu nombreux à fréquenter l'enseignement supérieur et leur taux de réussite est faible, malgré la priorité donnée à l'inclusivité. Même s'ils ont augmenté au cours des dernières années, les

effectifs restent faibles dans des domaines comme la science et l'ingénierie, et les pénuries d'offre dans certains domaines professionnels sont le signe qu'une marge d'amélioration existe. Pour améliorer la qualité de l'enseignement et de la recherche, il est essentiel d'instaurer, en direction des étudiants comme des établissements, de meilleures incitations afin de garantir un achèvement des cycles d'études dans des délais convenables, en mettant tout particulièrement l'accent sur les étudiants défavorisés et les besoins du marché du travail, de mettre en place une structure propre à favoriser l'émergence d'établissements ayant une taille adéquate et de prévoir une gouvernance efficace. Assurer un suivi efficace des résultats est également indispensable. Le vaste programme d'amélioration de la qualité adopté par le gouvernement, qui met l'accent sur tous ces points, est le bienvenu. Ce Document de travail se rapporte à l'Étude économique de l'OCDE de la Norvège 2015 (www.oecd.org/fr/eco/etudes/etude-economique-norvege.htm).

[Entrepreneurial skills and wage employment](#)

Aleksander Kucel (Universitat de Barcelona) ; Montserrat Vilalta-Bufí (Universitat de Barcelona)

Promotion of entrepreneurial skills among the population is often considered as an adequate policy to enhance job creation and economic growth. However, neither the definition of entrepreneurial skills, nor the costs and benefits of such a policy are clear. Our aim is to check whether the benefits of entrepreneurial skills extend beyond self-employment. We use a sample of higher education graduates from Spain, from the year 2000 interviewed in 2005 (REFLEX survey). We denote entrepreneurial skills as those competencies that enhance the likelihood of self-employment. Then we analyze whether they are rewarded in wage employment. We find that alertness to new opportunities, ability to mobilize others and knowledge of other fields are the competencies that enhance self-employment in Spain. Yet, these skills are not rewarded in a salaried job. Therefore, benefits of policies fostering entrepreneurial skills do not extend to wage employment in Spain.

[Studying Alone or Together: How do the incentives make students more productive? \(Japanese\)](#)

NAKAMURO Makiko ; KAYABA Yutaka

In labor economics, a large body of research empirically suggests that assembling teams with a small number of workers improves worker productivity when the rewards are incentivized to team production. This may be explained by collaboration, mutual learning, knowledge and skills spillover, and social pressure among workers. Is this applicable for studying?. This paper examines the causal effect of team participation and team composition on student productivity using the datasets from an e-learning material called "Sulala" where students are randomly assigned into schools with either individual competition or team competition at the "Sulala Cup" implemented during the summer of 2015. According to the empirical results, students who are assigned into team competition on average are 14%-20% more productive than their counterparts who are assigned into individual competition. In addition to the productivity, it is found that students who are engaged in team competition improve their test scores as well. Once the sample is separated by gender, the effects to participate in team competition, however, appear to be positive and statistically significant only for male students. Looking at the effect of team composition on productivity, peer effects in forming teams with only male students are stronger than with only females or both male and female students.

[The Impact of Investment in Human Capital on Economic Development: An Empirical Exercise Based on Height and Years of Schooling in Spain \(1881-1998\)](#)

Enriqueta Camps

Throughout the 19th century and until the mid-20th century, in terms of long-term investment in human capital and, above all, in education, Spain lagged far behind the international standards and, more specifically, the levels attained by its neighbours in Europe. In 1900, only 55% of the population could read; in 1950, this figure was 93%. This paper provides evidence that these conditions contributed to a pattern of slower economic growth in which the physical strength required for agricultural work, measured here through height, had a larger impact than education on economic growth. It was not until the 1970s, with the arrival of democracy, that the Spanish education system was modernized and the influence of education on economic growth increased.

[In-school savings accounts enhance effective financial education: learnings from OpportunityTexas](#)

Hubbert Doyle, Molly (Federal Reserve Bank of Dallas)

[High times: The effect of medical marijuana laws on student time use](#)

Chu, Luke Yu-Wei ; Gershenson, Seth

Twenty-three states and the District of Columbia have passed medical marijuana laws. Previous research shows that these laws increase marijuana use among adults. In this paper, we estimate the effects of medical marijuana laws (MML) on secondary and post-secondary students' time use using time diaries from the American Time Use Survey. We apply a difference-in-differences research design and estimate flexible fixed effects models that condition on state fixed effects and state-specific time trends. We find that on average, part-time college students in MML states spend 42 fewer minutes on homework, 37 fewer minutes attending class, and 60 more minutes watching television than their counterparts in non-MML states. However, we find no effects of MMLs on secondary or full-time college students. These results provide evidence on the mechanisms through which marijuana use affects educational outcomes, young peoples' behavioural responses to MMLs (and reduced costs of obtaining marijuana), and that the impact of MMLs on student outcomes are heterogeneous and stronger among disadvantaged students.

[High Times: The Effect of Medical Marijuana Laws on Student Time Use](#)

Chu, Yu-Wei Luke (Victoria University of Wellington) ; Gershenson, Seth (American University)

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[A STUDY OF EXAMINATION STRESS IN RELATION TO MEMORY AND LEARNING STYLES](#)

Jyoti Baijal

In the present study, memory and learning styles of secondary school students have been examined, so as to know how they co-relate with and influence examination stress in students. The objectives of the study are : (i) to study the relationship between examination stress and memory, (ii) to study the relationship between examination stress and learning-styles, (iii) to compare examination stress among students with high, moderate and low memory, (iv) to compare examination stress among students who adopt high and low reproducing/constructive learning styles. The sample for the present study consisted of 640 students studying in class XI of four U.P. Board schools and four C.B.S.E. Schools of Allahabad. 'Examination Stress Scale' of K.S. Misra was used to measure examination stress among secondary school students. 'Learning Styles Inventory' of K.S. Misra was used to identify the learning styles preferred by secondary school students. A Test on Memory constructed by the researcher was used to assess short term memory. The test consists of items based on recall and information processing. The findings are : (i) there is negative relationship between examination stress and memory, (ii)(a) examination stress is positively related to reproducing learning-style, (ii)(b) no significant relationship exists between examination stress and constructive learning-style, (iii) students with high, moderate and low memory differ from one another in their experience of examination stress, (iv)(a) students adopting high, moderate and low reproducing learning-style differ from one another on examination stress, (iv)(b) students adopting high, moderate and low level of constructive learning-style do not differ from one another in their experience of examination stress. Key words: stress, memory, learning style

[Augmenting Food Security Through Agricultural Input Subsidy: Anevaluation of National Agricultural Input Voucher Scheme \(NAIVS\) with impact on Female-headed Households in Tanzania](#)

Kriti, Malhotra

Agricultural input subsidies have often been promoted as the solution to target food insecurity. This paper aims to investigate the impact of the National Agricultural Input Subsidy (NAIVS) on small-scale farmers in Tanzania particularly, for household food security, while investigating if the programme had any differential impact on female-headed households. On examining the general impact of the NAIVS on small-scale farmers, it is clear that the programme did affect food-security at the household level. Literacy also had a significant impact on household food-security and in terms of production. In terms of the specific impact of the programme on female-headed households, beneficiary female-headed households preferred spending more on education, birth control and family planning. They were also more food-secure and consumed more meals on an average, while the non-beneficiary households preferred spending more on food -- suggesting a lack of food self-sufficiency. However this cannot be attributed the input subsidy alone and needs further research. This paper aims to inform policy-making around agricultural input subsidies and its impacts on female headed households.

[Impact of Vegetable Integration and Consumption in the National School Lunch Program](#)

Dunn, Caroline ; Shelnutt, Karla ; House, Lisa ; Karavolias, Joanna

[Maternal Education, Divorce, and Changes in Economic Resources: Evidence from Germany](#)

Liliya Leopold ; Thomas Leopold

This study investigated the effects of divorce on educational gaps in mothers' economic resources. The results shed new light on two opposing theoretical positions that have informed research on social inequality in the consequences of divorce. Recent extensions of the "diverging destinies"

perspective posit that divorce is more consequential among the disadvantaged than among the privileged. The notion of “divorce as an equalizer” posits the reverse. Based on data from the German SOEP, we estimated correlated random-effects models to examine educational gaps in divorce-related changes of mothers’ household income and risk of poverty. The results are inconsistent with the diverging destinies perspective, as educational gaps in mothers’ economic resources did not widen after divorce. Instead, we found partial support for the competing notion of divorce as an equalizer, as higher educated mothers experienced larger declines in household income! . Educational gaps in the risk of poverty remained constant.

[Economic Impacts of Integrated Pest Management \(IPM\) Farmer Field Schools \(FFS\): Evidence from Onion Farmers in the Philippines](#)

Sanglestawai, Santi ; Rejesus, Roderick M. ; Yorobe, Jose M. Jr.

Economic Impacts of Integrated Pest Management (IPM) Farmer Field Schools (FFS): Evidence from Onion Farmers in the Philippines

[Food Buying Practices of College Students](#)

Hardy, Deric ; Ejimakor, Godfrey ; Amoakon, Joel ; Ralph, Okafor

As young adults, many college students are independently buying their food for the first time. What they buy, how, and where they buy food are dependent on a set of factors. One of the factors that influences how students buy food may be practices learned while living at home. Food buying is for the most part a new experience for college students. In order to better serve their customers, food service establishments and food outlets in and around college areas will need information on the food buying habits of students. It is also important to understand the preferred sources of food for college students. This study assesses factors that are important to college students in their food buying practices.

[Child Access Prevention Laws, Youth Gun Carrying, and School Shootings](#)

Anderson, D. Mark (Montana State University) ; Sabia, Joseph J. (San Diego State University)

Despite intense public interest in keeping guns out of schools, next to nothing is known about the effects of gun control policies on youth gun carrying or school violence. Using data from the Youth Risk Behavior Surveys (YRBS) for the period 1993-2013, this study is the first to examine the relationship between child access prevention (CAP) gun controls laws and gun carrying among high school students. Our results suggest that CAP laws are associated with a 13 percent decrease in the rate of past month gun carrying and an 18 percent decrease in the rate at which students reported being threatened or injured with a weapon on school property. In addition, we find that CAP laws are associated with a lagged decline in the probability that students miss school due to feeling unsafe. These results are concentrated among minors, for whom CAP laws are most likely to bind. To supplement our YRBS analysis, we collect a novel dataset on school shooting deaths for the period 1991-2013. We find that while CAP laws promote a safer school environment, they have no observable impact on school-associated shooting deaths.

[School Entry, Compulsory Schooling, and Human Capital Accumulation: Evidence from Michigan](#)

Hemelt, Steven W. (University of North Carolina, Chapel Hill) ; Rosen, Rachel B.

Extant research on school entry and compulsory schooling laws finds that these policies increase the high school graduation rate of relatively younger students, but weaken their academic performance

in early grades. In this paper, we explore the evolution of postsecondary impacts of the interaction of school entry and compulsory schooling laws in Michigan. We employ a regression-discontinuity (RD) design using longitudinal administrative data to examine effects on high school performance, college enrollment, choice, and persistence. On average, we find that children eligible to start school at a relatively younger age are more likely to complete high school, but underperform while enrolled, compared to their counterparts eligible to start school at a relatively older age. In turn, these students are 2 percentage points more likely to first attend a two-year college, and enroll in fewer postsecondary semesters, relative to their older counterparts. We explore heterogeneity in these effects across subgroups of students defined by gender and poverty status. For example, we illustrate that the increase in the high school graduation rate of relatively younger students attributable to the combination of school entry and compulsory schooling laws is driven entirely by impacts on economically disadvantaged students.

[The Effect of Single-Sex Education on Academic Outcomes and Crime: Fresh Evidence from Low-Performing Schools in Trinidad and Tobago](#)

C. Kirabo Jackson

In 2010, the Ministry of Education in Trinidad and Tobago converted 20 low-performing pilot secondary schools from coed to single-sex. I exploit these conversions to identify the causal effect of single-sex schooling holding other school inputs (such as teacher quality and leadership quality) constant. After also accounting for student selection, both boys and girls in single-sex cohorts at pilot schools score 0.14 σ higher in the academic subjects on national exams. There is no robust effect on non-academic subjects. Additionally, treated students are more likely to earn the secondary-school leaving credential, and the all-boys cohorts have fewer arrests. Survey evidence reveals that these single-sex effects reflect both direct gender peer effects due to interactions between classmates, and also indirect effects generated through changes in teacher behavior. Importantly, these benefits are achieved at zero financial cost.

[Education Curriculum and Student Achievement: Theory and Evidence](#)

Andrietti, Vincenzo ; Su, Xejuan

This paper proposes a theory of education curriculum and analyzes its distributional impact on student learning outcomes. Different curricula represent horizontal differentiation in the education technology, thus a curriculum change has distributional effects across students. We test the model using the quasi-natural experiment of the G8 reform in Germany. We find evidence of heterogeneous reform effects consistent with our theory. While the reform improves student test scores on average, such benefits are more pronounced for well-prepared students. In contrast, less-prepared students do not benefit from the reform.

[Achievement Effects from New Peers: Who Matters to Whom?](#)

Duncan McVicar (Queen's Management School, Queen's University Belfast) ; Julie Moschion (Melbourne Institute of Applied Economic and Social Research, The University of Melbourne; EconomiX, University of Nanterre) ; Chris Ryan (Melbourne Institute of Applied Economic and Social Research, The University of Melbourne)

This paper presents estimates of achievement-related peer effects on school pupils' literacy using data from national test scores, across multiple literacy or language-related measures and student cohorts, for the population of public secondary school pupils in Years 7 and 9 (aged 12/13 and 14/15 years) in the Australian state of Victoria. Identification is achieved via individual fixed effects and by

distinguishing between secondary school peers who attended the same primary school as the individual and those who did not. Estimates of peer effects are based on the new peers, whose primary school achievement could not have been affected by the individual. The results provide evidence for the existence of achievement-related peer effects, with small but positive and statistically significant effects from having higher-achieving peers on average and from having a higher proportion of very high achieving peers (in the top 10% of the prior achievement distribution). We do not find a penalty from having 'bad' peers (from the bottom 10% of the prior achievement distribution). Further, it is low achievement individuals who benefit most from having high achievement peers. Classification-I21, I24, J24

[Identifying National Level Education Reforms in Developing Settings: An Application to Ethiopia](#)

Chicoine, Luke E. (DePaul University)

Increasing enrollment in primary education has been at the center of international education policy for well over a decade. In developing parts of the world, significant increases in primary enrollment are often generated by large national level programs, which can simultaneously promote overcrowding and reductions in education quality. However, to analyze the trade-off between increased enrollment and potential reductions in quality one must first identify and evaluate the impact of the national reform on schooling. This paper provides a method with which these types of reforms can be identified in developing settings using both temporal and geographic variation, and readily available data. The method is applied to an early 1990s reform in Ethiopia based around the release of the Education and Training Policy, which removed schooling fees from grades one to ten. The model estimates that the reform led to an increase in schooling of at least 1.2 years, and provide s initial evidence that the increased enrollment in Ethiopia outweighed any cost due to reductions in quality.

[Graduate returns, degree class Premia and higher education expansion in the UK](#)

Robin Naylor ; Jeremy Smith ; Shqiponja Telhaj

We investigate the extent to which graduate returns vary according to the class of degree achieved by UK university students and examine changes over time in estimated degree class premia. Using a variety of complementary datasets for individuals born in Britain around 1970 and aged between 30 and 40, we estimate an hourly wage premium for a 'good' (relative to a 'lower') class of degree of 7% to 9%, implying a wide spread around the average graduate premium. We also estimate the premium for a good relative to a lower degree for different cohorts (those born between the mid-1960s and early-1980s) and find evidence that the premium for a good degree has risen over time as the proportions of cohorts participating in higher education have increased.

[Relative Age, Class Assignment and Academic Performance: Evidence from Brazilian Primary Schools](#)

Martin Foureaux Koppensteiner

Students in Brazil are typically assigned to classes based on the age ranking in their cohort. I exploit this rule to estimate the effects on maths achievement of being in class with older peers for students in fifth grade. I find that being assigned to the older class leads to a drop in Math scores of about 0.4 of a standard deviation for students at the cut-off. I provide evidence that heterogeneity in age is an important factor behind this effect. Information on teaching practices and student behaviour sheds light on how class heterogeneity harms learning.

[Financing workforce development in a devolutionary era](#)

Andreason, Stuart (Federal Reserve Bank of Atlanta)

Workforce development financing has changed significantly over the last 25 years. In 2008, federal funding for the traditional workforce development system was 83 percent lower in real terms than it had been in 1980. As the federal system plays a smaller role in workforce development financing, the job training landscape better represents a "marketplace" where students and job seekers use federal training vouchers and grant and student loan money from various sources, primarily the Higher Education Act's Pell Grant and Federal Student Loan programs. Additionally, increasing volatility in the labor market has changed the relationship between employer and employee, leading to the need for a very different workforce development delivery and financing system than currently exists. These trends mark changes in the way that the broad workforce development financing system is consumer driven rather than driven by government or institutional priorities. Also, federal workforce development financing often carries significant restrictions on its use, limiting access to funding for innovative workforce development programs. In the context of less centralized decision making, declining federal formula funding for workforce development financing, and increasingly complex and changing training needs, workforce development programs and state and local governments often find themselves responsible for developing and funding training. Devolution of responsibility for workforce funding has led to nascent innovation in state and local financing of workforce training, but many of the models have not been widespread. This paper examines the potential for some of these newer models of financing, such as bonding incremental payroll tax and social impact bonds as well as several prospective training models, including income-share agreements.

[What Do Test Scores Miss? The Importance of Teacher Effects on Non-Test Score Outcomes](#)

C. Kirabo Jackson

This paper extends the traditional test-score value-added model of teacher quality to allow for the possibility that teachers affect a variety of student outcomes through their effects on both students' cognitive and noncognitive skill. Results show that teachers have effects on skills not measured by test-scores, but reflected in absences, suspensions, course grades, and on-time grade progression. Teacher effects on these non-test-score outcomes in 9th grade predict effects on high-school completion and predictors of college-going—above and beyond their effects on test scores. Relative to using only test-score measures of teacher quality, including both test-score and non-test-score measures more than doubles the predictable variability of teacher effects on these longer-run outcomes.

[Seven-Year Impacts of Burkina Faso's BRIGHT Program](#)

Harounan Kazianga ; Leigh Linden ; Cara Orfield ; Ali Protik ; Matt Sloan

Less than half of the girls living in Burkina Faso in 2004 attended primary school. In the same year, only a quarter of all girls were enrolled in the last grade of primary school.

[Ewing Marion Kauffman School Evaluation Impact Report Year 3](#)

Matthew Johnson ; Eric Lundquist ; Alicia Demers ; Cleo Jacobs Johnson ; Claudia Gentile

The Kauffman School is a charter school in Kansas City, Missouri that opened in 2011 to serve middle and high school students from the city's most economically disadvantaged neighborhoods. This

report evaluates the effectiveness of the school at improving student achievement, attendance, and suspension outcomes during its first three years of operation.

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

Anger, Silke (Institute for Employment Research (IAB), Nuremberg) ; Schnitzlein, Daniel D. (DIW Berlin)

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.

[Economic Gains for U.S. States from Educational Reform](#)

Eric A. Hanushek ; Jens Ruhose ; Ludger Woessmann

There is limited existing evidence justifying the economic case for state education policy. Using newly-developed measures of the human capital of each state that allow for internal migration and foreign immigration, we estimate growth regressions that incorporate worker skills. We find that educational achievement strongly predicts economic growth across U.S. states over the past four decades. Based on projections from our growth models, we show the enormous scope for state economic development through improving the quality of schools. While we consider the impact for each state of a range of educational reforms, an improvement that moves each state to the best-performing state would in the of long-run economic gains of over four times current GDP.

["Teaching to Teach" Literacy](#)

Stephen Machin ; Sandra McNally ; Martina Viarengo

Significant numbers of people have very low levels of literacy in many OECD countries and, because of this, face significant labour market penalties. Despite this, it remains unclear what teaching strategies are most useful for actually rectifying literacy deficiencies. The subject remains hugely controversial amongst educationalists and has seldom been studied by economists. Research evidence from part of Scotland prompted a national change in the policy guidance given to schools in England in the mid-2000s about how children are taught to read. We conceptualise this as a shock to the education production function that affects the technology of teaching. In particular, there was phasing in of intensive support to some schools across Local Authorities: teachers were trained to use a new phonics approach. We use this staggered introduction of intensive support to estimate the effect of the new 'teaching technology' on children's educational attainment. We find there to be effects of the teaching technology ('synthetic phonics') at age 5 and 7. However, by the age of 11, other children have caught up and there are no average effects. There are long-term effects only for those children with a higher initial propensity to struggle with reading.

[Spatial divergence of primary education development in Bangladesh through the lens of Education Development Index \(EDI\)](#)

Raihan, Selim ; Ahmed, Mansur

This paper addresses the issue of spatial divergence in educational performances in primary education sector through the construction of education development index (EDI). The paper uses principal component analysis to generate weights for indicators used in the construction of multidimensional general EDI. The paper finds that upazilas are, in general, performing poorly in terms of school access, school infrastructure, and school outcome. While upazilas from metropolitan areas perform very well and remain at the high range of each EDIs; upazilas from the 'haor' region, the Chittagong Hill Tracts (CHT), the coastal region and the regions along the Jamuna River perform poorly and remain at the very bottom range of each EDIs.

[Case Studies of Schools Receiving School Improvement Grants: Final Report](#)

Kerstin Carlson Le Floch Jennifer O'Day ; Beatrice Birman ; Steven Hurlburt ; Michelle Nayfack ; Clare Halloran ; Andrea Boyle ; Seth Brown ; Diana Mercado-Garcia ; Rose Goff ; Linda Rosenberg ; Lara Hulsey

The Study of School Turnaround (SST) examines the change process in a diverse, purposive sample of schools receiving federal School Improvement Grants (SIG) from 2010â€“11 to 2012â€“13.

[Teachers' ICT and problem-solving skills: Competencies and needs](#)

OECD

The education sector performs well for information and communication technology (ICT) and problem-solving skills, although it still lags behind the professional, scientific and technical activities sector. Primary and secondary teachers have better ICT and problem-solving skills than the general population, and similar skills to other tertiary-educated adults. In Japan and Korea, however, primary and secondary teachers are over 40 percentage points more likely than other tertiary graduates to have good skills when age is taken into account. On average, across the countries participating to the TALIS survey, 59% of lower secondary teachers expressed a need for professional development in ICT skills for teaching.

[Integrating Computer Assisted Learning into a Regular Curriculum: Evidence from a Randomized Experiment in Rural Schools in Shaanxi](#)

Mo, Di ; Zhang, Linxiu ; Luo, Renfu ; Qu, Qinghe ; Huang, Weiming ; Wang, Jiafu ; Qiao, Yajie ; Boswell, Matthew ; Rozelle, Scott

Recent attention has been placed on whether computer assisted learning (CAL) can effectively improve learning outcomes. However, the empirical evidence of its impact is mixed. Previous studies suggest that the lack of an impact in developed countries may be attributable to substitution of effort/time away from productive, in-school activities. However, there is little empirical evidence on how effective an in-school program may be in developing countries. In order to explore the impact of an in-school CAL program, we conducted a clustered randomized experiment involving over 4000 third and fifth grade students in 72 rural schools in China. Our results indicate that the in-school CAL program has significantly improved the overall math scores by 0.16 standard deviations. Both the third graders and the fifth graders benefited from the program.

[Graduate unemployment and Higher Education Institutions in South Africa](#)

Hendrik van Broekhuizen (Department of Economics, University of Stellenbosch)

The emerging consensus regarding high and rising levels of graduate unemployment in South Africa in recent years has primarily been based on a select number of studies, all of which have serious shortcomings ranging from deficient definitions of “graduates” to the use of outdated, incomplete, or unrepresentative data. Moreover, given the heterogeneity in the quality of higher education in South Africa, existing findings regarding aggregate graduate unemployment in the country, even if accurate, mask the substantial variation in labour market outcomes which are likely to be faced by graduates from different higher education institutions. This paper attempts to address these issues by examining graduate unemployment and employment in South Africa with specific emphasis on the type and quality of higher education using multiple labour force survey and administrative datasets. Its primary contribution is to incorporate the effect of potential measures of ! higher education institution type and quality on the likelihood of graduate unemployment and employment by probabilistically linking graduates that are observed in labour force survey data to the institutions from which they are likely to have graduated given their time-invariant observable characteristics and the known demographic composition of the graduates produced by each of South Africa’s formal higher education institutions every year. The analysis shows that graduate unemployment in South Africa is not only low in relation to overall unemployment in the country, but that much of the racially-delineated differentials in graduate unemployment and employment outcomes can likely be attributed to heterogeneity in the quality and type of higher education institutions commonly attended by individuals from different racial backgrounds.

[Child Labor, Schooling, and Child Ability \(Professional Paper\)](#)

Richard Akresh ; Emilie Bagby ; Damien de Walque ; Harounan Kazianga

Using data we collected in rural Burkina Faso, the authors examine how children’s cognitive abilities influence households’ decisions to invest in their education.

[Learning inequalities between primary and secondary school. Difference-in-difference with international assessments](#)

Contini, Dalit ; Cugnata, Federica (University of Turin)

Evaluating the effect of institutional features by exploiting cross-country variability with cross-sectional data is difficult. Difference-in-difference strategies are sometimes employed to reach identification. In this paper, we discuss the difference-in-difference strategies adopted in the literature to evaluate the effect of early tracking on learning inequalities using surveys administered to children of different grades. In their seminal paper: “Does educational tracking affect performance and inequality? Differences-in-differences evidence across countries” Economic Journal (2006), Hanushek, and Woessmann analyze the effect of early tracking on inequalities with two-step analysis. Other scholars, instead, focus on the social background regression coefficient, using individual-level models applied to pooled data from all countries. We demonstrate that since test scores are measured on different scales at different surveys, pooled data strategies may yield to completely uninformative results. Against this background, we use data on reading literacy in PIRLS 2006 and PISA 2012 and carry out two-step difference-in-difference analyses on the effect of early tracking on social background learning inequalities.

[The Requirements of Jobs: Evidence from a Nationally Representative Survey](#)

Maury Gittleman ; Kristen Monaco ; Nicole Nestoriak

The Occupational Requirements Survey (ORS) is a new survey at the Bureau of Labor Statistics which collects data on the educational, cognitive, and physical requirements of jobs, as well as the environmental conditions in which the work is performed. Using pre-production data, we provide estimates of a subset of elements by broad industry and occupation and examine the relationship between the cognitive elements and measures of education and training. We exploit the overlap between ORS and the National Compensation Survey to estimate models of the returns to different occupational requirements. Finally, we examine the relationship between occupational requirements and occupational safety measures and outline potential research uses of the Occupational Requirements Survey.

Repéré sur : worldbank.org

Vaikalathur Ravishankar, Safaa El-Tayeb El-Kogali, Deepa Sankar, Nobuyuki Tanaka and Nelly Rakoto-Tiana. [Primary Education in Malawi: Expenditures, Service Delivery, and Outcomes](#). Washington : World Bank, april 2016. ISBN: 978-1-4648-0794-7

The objective of this report is to inform an improved understanding of expenditure allocations and processes, the quality of service delivery in terms of inputs and outputs, and educational outcomes associated with primary education in Malawi. The report will also assess the government's own diagnosis of challenges in the primary education sub-sector, and the reform program intended to address them. The findings of this report are intended to inform discussions as to how to strengthen the government program and associated financing mechanisms, to enhance the likelihood of success.

2. Sommaires de revues en éducation

Revues francophones :

[Questions Vives, recherches en éducation, N° 24, 2015](#)

Thème : Accompagnement des transitions professionnelles et dispositifs réflexifs en formation initiale et continue

- Accompagnement des transitions professionnelles et dispositifs réflexifs en formation initiale et continue
Thérèse Pérez-Roux

- Faire de l'expérience vidéoscopée un moyen de formation au métier d'enseignant: l'appropriation d'un dispositif multimédia par des étudiants en éducation physique
Nathalie Gal-Petitfaux

- Stages et transition professionnelle dans l'enseignement supérieur. Une approche psychosociale du cursus vétérinaire
Sylvain Dernas et Arnaud Siméone

- Appropriation réflexive des modalités d'usage du tableau noir par des enseignant(e)s en formation initiale
Gaëtan Temperman, Dominique Lucas et Bruno De Lièvre
- Transitions identitaires chez les entrants en études de médecine
Céline Avenel
- Accompagner des enseignants de l'enseignement professionnel dans un changement de posture entre héritage du métier et transmission en enseignement
André Balleux et Claudia Gagnon
- Écriture de cas entre stagiaires, étudiants de pédagogie et leurs tuteurs, professeurs en exercice : un dispositif pour la professionnalisation enseignante
Mauricio Núñez Rojas
- L'analyse des pratiques et l'approche de « l'argumentation pratique »: un dispositif de formation et de transformation
Cecilia Borges et Colette Gervais
- Le groupe de codéveloppement : un levier de réflexivité des enseignants en transition professionnelle ?
Joëlle Morrissette et Yasmine Charara
- Accompagner un changement de fonction à partir d'un dispositif réflexif: l'analyse de pratiques comme lieu d'émergence d'un «genre professionnel»?
Thérèse Pérez-Roux
- La méta-analyse, espace transitionnel de trans-formation en formation de formateurs
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- Accompagner la maîtrise de la formation des enseignants en France : un dispositif de régulation pour les formateurs des IUFM
Vincent Grosstephan
- La visée réflexive des dispositifs d'accompagnement à l'entrée dans le métier des enseignants du premier degré : étude diachronique par les missions des maîtres formateurs,
Éric Maleyrot

[STICEF - Sciences et Technologies de l'Information et de la Communication pour l'Éducation et la Formation, Vol. 23, 2016](#)

Thème : Enseigner, accompagner, apprendre, quels changements à l'heure d'Internet ?

- La classe virtuelle synchrone une substitution médiatique de l'enseignant pour renforcer la présence en formation à distance ?
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- De l'évolution du métier d'enseignant à distance
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- Carte conceptuelle et intégration des TIC chez les futurs enseignants : les concepts récurrents
Martine PETERS, Judith OUELLET ST-DENIS, Jacques CHEVRIER, Raymond LEBLANC
- La radio scolaire : quelles formations pour les maîtres au Burundi et en France?
Emmanuelle VOULGRE, Stéphanie NETTO

[Savoirs, N° 40 - 2016/1](#)

L'analyse de l'activité et sa verbalisation

- Comprendre l'activité en situation : articuler l'action et la verbalisation de l'action
Alain Mouchet
- L'engagement dans une formation immersive en langue bretonne. Le cas de KEAV – Kamp Etrekeltiek ar Vrezhonegerion
Hugues Pentecouteau, Pierre Servain
- Développement professionnel d'enseignants et réflexivité Quels seuils ? Quelles étapes ?
Alain Colsoul, Françoise Robin

[Sociologie du Travail, Volume 58, Issue 2 , April–June 2016](#)

- L'innovateur comme acheteur : Howard Head et l'invention des skis composites (1947-1949)
Franck Cochoy
- La recette de la mondialisation. Sociologie du travail d'un organisateur de salon
Guillaume Favre, Julien Brailly
- Produire « l'évidence ». Le travail d'appariement et de recrutement dans le monde du cinéma
Vincent Cardon
- Une structure sociale illisible ? Apports de la sociologie allemande contemporaine
Jay Rowell

Revues anglophones :

[American Journal of Distance Education, Volume 30, Issue 2, April-June 2016](#)

- Flipped Classrooms, Study Centers Andragogy and Independent Learning
Michael Grahame Moore
- Self-Regulated Learning and a Sense of Achievement in MOOCs Among High School Science and Technology Students
Lizi Cohen & Noga Magen-Nagar
- Interaction of African American Learners Online: An Adult Education Perspective
Haijun Kang & Yang Yang
- Does Delivery Format Make a Difference in Learning About Global and Cultural Understanding?
Janita Rawls & Stacy A. Hammons
- Development of an Instrument for Measuring Learner–Teacher Transactional Distance
Yiannis Giossos, Maria Koutsouba & Ilias Mavroidis
- Evaluating Characteristics of Top and Bottom Performance: Online Versus In-Class
Richard J. Fendler, Craig Ruff & Milind Shrikhande
- Speaking Personally—With Amin Qazi
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[British Journal of Sociology of Education, Volume 37, Issue 4, June 2016](#)

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- Race, school choice and transfers to opportunity: implications for educational stratification in South Africa
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- Not just racial quotas: affirmative action in Brazilian higher education 10 years later
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- Indicators of esteem: gender and prestige in academic work
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- Recruiting young volunteers in an area of selective education: a qualitative case study
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[Comparative Education, Volume 52, Issue 2, May 2016](#)

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- Quantitative and qualitative teacher shortage and the turnover phenomenon
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- The efficacy of interventions for test anxiety in university students: A protocol for a systematic review and meta-analysis
Christopher D. Huntley, Bridget Young, Vikram Jha, Peter L. Fisher
- Maternal literacy teaching, causal attributions and children’s literacy skills in Finnish-speaking and language minority families
Riitta Sikiö, Leena Holopainen, Martti Siekkinen, Gintautas Silinskas, Marja-Kristiina Lerkkanen, Jari-Erik Nurmi
- ADHD-specific knowledge and attitudes of teachers (ASKAT): Development and validation of a new research instrument
Sarah Mulholland
- Understanding teachers’ attitude toward educational reforms through metaphors
Orit Avidov Ungar
- Education for global citizenship in Scotland: Reciprocal partnership or politics of benevolence?
Alison MacKenzie, Penny Enslin, Nicki Hedge
- Sitting on a stability ball improves attention span and reduces anxious/depressive symptomatology among grade 2 students: A prospective case-control field experiment
Anca Gaston, Sherri Moore, Leslie Butler
- Adding nuance to the challenge-skill relationship: The interaction of perceived and actual skill
Sara M. Fulmer, Maria Tulis

[International Journal of Training and Development, Volume 20, Issue 2, June 2016](#)

Special Issue: Special Issue on Training and Development in Africa

- Assessment training: a precondition for teachers' competencies and use of classroom assessment practices
Setlhomo Koloi-Keaikitse
- Psychological capital, career identity and graduate employability in Uganda: the mediating role of social capital
Muhammad Ngoma and Peter Dithan Ntale
- Training for innovation: capacity-building in agricultural research in post-war Sierra Leone (pages 140–151)
Matthew L. S. Gboku and Jenneh F. Bebeley
- Career workshops as a non-traditional research model for enhanced relationships between higher education and the labour market
Oitshepile MmaB Modise
- Delivery strategies to enhance the sustainability of training: lessons from the Food and Agriculture Organization of the United Nations
Cecilia de Rosa, Andrew Nadeau, Emilio Hernandez, Fred Kafeero and Jacques Zahiga

[Journal of Cases in Educational Leadership, June 2016; Vol. 19, No. 2](#)

- #BlackLivesMatter: A Call for Transformative Leadership
Terri N. Watson and Rosa L. Rivera-McCutchen
- Decision-Making in School Racial Conflict: Challenges of Leadership for Social Justice
Allison Martin, Irene H. Yoon, and J. Janell Fluckiger
- More Than Just Test Scores: Leading for Improvement With an Alternative Community-Driven Accountability Metric
Angeline Spain and Kelly McMahon
- Trade-Offs at Ella Baker Public Charter School
Kate O'Donnell and Jessica Swanson
- "This Too Shall Pass": A New Principal's Experience With School Improvement
James C. Coviello and David E. DeMatthews
- Inclusivity, Educators, and Non-Conformists
Laura Elizabeth Pinto and Andrea Pemberton

- Balancing Communities, Cultures, and Conflict: Lessons Learned From the East Ramapo School District Legal Battle
Patrick Ober and Janet R. Decker
- Shock, Chaos, and Change: An Elementary School Turned Upside Down
Yvette Cantú, Patricia Rocha, and Melissa A. Martinez
- The Racial Discipline Gap: Critically Examining Policy, Culture, and Leadership in a Struggling Urban District
David E. DeMatthews

[Journal of Education and Work, Volume 29, Issue 4, June 2016](#)

- Governing good, bad and ugly workplaces? Explaining the paradox of state-steered voluntarism in New Labour's Skills Strategy
Hannah Durrant
- Degrees of closure and economic success in the Norwegian labour market: field of study and non-Western immigrant performance
Ida Drange
- Regions and their relations: sustaining authoritative professional knowledge
Jim Hordern
- Utilising Biographical Narrative Interpretive Methods: rich perspectives on union learning journeys and learner motivations
C. Ross & S. Moore
- Factors affecting completion of apprenticeship training in England
Lynn Gambin & Terence Hogarth
- Earnings among young and mature Danish university graduates
Trond Beldo Klausen

[Journal of Educational and Behavioral Statistics, June 2016; Vol. 41, No. 3](#)

- Response Styles in Rating Scales: Simultaneous Modeling of Content-Related Effects and the Tendency to Middle or Extreme Categories
Gerhard Tutz and Moritz Berger
- The Validity and Precision of the Comparative Interrupted Time-Series Design: Three Within-Study Comparisons
Travis St.Clair, Kelly Hallberg, and Thomas D. Cook
- Grade of Membership Response Time Model for Detecting Guessing Behaviors

Artur Pokropek

- Propensity Score Analysis in R: A Software Review
Bryan Keller and Elizabeth Tipton

[Journal of Higher Education Policy and Management, Volume 38, Issue 3, June 2016](#)

Special Issue: Massifying and internationalising higher education, changing labour markets and social mobility in Asia.

- Massifying and internationalising higher education, changing labour markets and social mobility: challenges for education and urban governance
Ka Ho Mok
- Expansion of higher education and inequality of opportunities: a cross-national analysis
Ye Liu, Andy Green & Nicola Pensiero
- Employability and mobility in the valorisation of higher education qualifications: the experiences and reflections of Chinese students and graduates
Ka Ho Mok, Zhuoyi Wen & Roger Dale
- Aiming for better employment: a holistic analysis from admission to labour market
Sheng-Ju Chan & Jing-Wen Lin
- Influence of university prestige on graduate wage and job satisfaction: the case of South Korea
Jisun Jung & Soo Jeung Lee
- Managing and mobilising talent in Malaysia: issues, challenges and policy implications for Malaysian universities
Norzaini Azman, Morshidi Sirat & Vincent Pang
- International mobility of PhD students since the 1990s and its effect on China: a cross-national analysis
Wenqin Shen, Chuanyi Wang & Wei Jin
- Connectivity for whom and for what? A normative dimension of education hub
William Yat Wai Lo & Felix Sai Kit Ng
- From 'brain drain' to 'brain bridging': transnational higher education development and graduate employment in China
Ka Ho Mok & Xiao Han

[Journal of Psychoeducational Assessment, June 2016; Vol. 34, No. 3](#)

- Measuring the Process and Outcomes of Team Problem Solving

Bob Algozzine, Robert H. Horner, Anne W. Todd, J. Stephen Newton, Kate Algozzine, and Dale Cusumano

- Scale Comparability Between Nonaccommodated and Accommodated Forms of a Statewide High School Assessment: Using Iz Person-Fit
Dong Gi Seo and Shiqi Hao
- Comparing Children's Performance on and Preference for a Number-Line Estimation Task: Tablet Versus Paper and Pencil
Carley Piatt, Marian Coret, Michael Choi, Joanne Volden, and Jeffrey Bisanz
- Measuring University Students' Approaches to Learning Statistics: An Invariance Study
Francesca Chiesi, Caterina Primi, Ayse Aysin Bilgin, Maria Virginia Lopez, Maria del Carmen Fabrizio, Sitki Gozlu, and Nguyen Minh Tuan
- A Study of the Relationship Between the ACT College Mathematics Readiness Standard and College Mathematics Achievement
Michael Harwell, Mario Moreno, and Thomas Post
- Pedagogical and Social Climate in School Questionnaire: Factorial Validity and Reliability of the Teacher Version
Radosveta Dimitrova, Laura Ferrer-Wreder, and Maria Rosaria Galanti
- A Cross-National Validation of the Academic Expectations Stress Inventory With Chinese and Korean High School Students
Xiaozhou Zhang, Virginia M. C. Tze, Erin Buhr, Robert M. Klassen, and Lia M. Daniels
- Intelligence Score Profiles of Female Juvenile Offenders
Shelby Spare Werner, Kathleen J. Hart, and Susan L. Ficke

[LABOUR, Volume 30, Issue 2, June 2016](#)

- Quantile Peer Effects of Immigrant Children at Primary Schools
Asako Ohinata and Jan C. van Ours
- Unemployment Insurance and Underemployment
Anna Godøy and Knut Røed
- The Role of Entrepreneurship in the Context of Career Trajectories: Moving Back into Wage Employment or into Unemployment?
Jonas Debrulle
- Determinants of the Annual Duration of Sickness Presenteeism: Empirical Evidence from European Data
Daniel Arnold

- The Differential Earnings and Income Effects of Involuntary Job Loss on Workers with Disabilities — Evidence from Sweden
Nikolay Angelov and Marcus Eliason

[Learning and Instruction, Volume 43, June 2016](#)

Special Issue: Student engagement and learning: theoretical and methodological advances

Edited by Jennifer Fredricks, Michael Filsecker and Michael Lawson EARLI

- Student engagement, context, and adjustment: Addressing definitional, measurement, and methodological issues
Jennifer A. Fredricks, Michael Filsecker, Michael A. Lawson
- Using qualitative methods to develop a survey measure of math and science engagement
Jennifer A. Fredricks, Ming-Te Wang, Jacqueline Schall Linn, Tara L. Hofkens, Hannah Sung, Alyssa Parr, Julia Allerton
- The Math and Science Engagement Scales: Scale development, validation, and psychometric properties
Ming-Te Wang, Jennifer A. Fredricks, Feifei Ye, Tara L. Hofkens, Jacqueline Schall Linn
- Why students become more engaged or more disengaged during the semester: A self-determination theory dual-process model
Hyungshim Jang, Eun Joo Kim, Johnmarshall Reeve
- How do types of interaction and phases of self-regulated learning set a stage for collaborative engagement?
Sanna Järvelä, Hanna Järvenoja, Jonna Malmberg, Jaana Isohätälä, Márta Sobocinski
- Student engagement as a function of environmental complexity in high school classrooms
David J. Shernoff, Sean Kelly, Stephen M. Tonks, Brett Anderson, Robert F. Cavanagh, Suparna Sinha, Beheshteh Abdi
- Integrating the light and dark sides of student engagement using person-oriented and situation-specific approaches
Katariina Salmela-Aro, Julia Moeller, Barbara Schneider, Justina Spicer, Jari Lavonen
- Engagement: Where to next?
Jacquelynne S. Eccles
- Engagement as an inherent aspect of the learning process
Monique Boekaerts

[Open Learning: The Journal of Open, Distance and e-Learning, Volume 31, Issue 1, February 2016](#)

- Sustainable distance learning for a sustainable world
Simon Bell
- Syrians' acceptance of digital lectures: a case study
Reem Ramadan
- A cross-national study of teacher's perceptions of online learning success
Elena Barberà, Pilar Gómez-Rey & Francisco Fernández-Navarro
- Social technologies for online learning: theoretical and contextual issues
Karen Kear, Allan Jones, Georgina Holden & Mark Curcher
- Individual and collaborative technology-mediated learning using question & answer online discussion forums – perceptions of Public Health learners in Dubai, UAE
Niyi Awofeso, Moustafa Hassan & Samer Hamidi
- Cutting through the hype: evaluating the innovative potential of new educational technologies through business model analysis
Yoram M. Kalman

[Public Management Review, Volume 18, Issue 7, August 2016](#)

- Decision-Making Patterns in Multilevel Governance: The contribution of informal and procedural interactions to significant multilevel decisions
Jitske van Popering-Verkerk & Arwin van Buuren
- Comparing Nonprofit Charter and Traditional Public School Board Member Perceptions of the Public, Conflict, and Financial Responsibility: Is there a difference and does it matter?
Michael R. Ford & Douglas M. Ihrke
- Sustainable Procurement in Australian and UK Universities
Suzanne Young, Swati Nagpal & Carol A. Adams
- Strategic Planning and Implementation Success in Public Service Organizations: Evidence from Canada
Said Elbanna, Rhys Andrews & Raili Pollanen
- Managing Austerity: Comparing municipal austerity plans in the Netherlands and North Rhine-Westphalia
Tom Overmans & Klaus-Peter Timm-Arnold
- Self-Organization and the Role of Government: How and why does self-organization evolve in the shadow of hierarchy?
José Nederhand, Victor Bekkers & William Voorberg

- Bringing History In: Policy accumulation and general policy alienation
Nadine van Engen, Lars Tummers, Victor Bekkers & Bram Steijn

[Review of Educational Research, June 2016; Vol. 86, No. 2](#)

- Culturally Responsive Experimental Intervention Studies: The Development of a Rubric for Paradigm Expansion
Aydin Bal and Audrey A. Trainor
- The Trans-Contextual Model of Autonomous Motivation in Education: Conceptual and Empirical Issues and Meta-Analysis
Martin S. Hagger and Nikos L. D. Chatzisarantis
- Teaching Children With Autism Spectrum Disorder With Restricted Interests: A Review of Evidence for Best Practice
Kerry C. M. Gunn and Jonathan T. Delafield-Butt
- Does College Teach Critical Thinking? A Meta-Analysis
Christopher R. Huber and Nathan R. Kuncel
- A Critical Review of the Model Minority Myth in Selected Literature on Asian Americans and Pacific Islanders in Higher Education
OiYan Poon, Dian Squire, Corinne Kodama, Ajani Byrd, Jason Chan, Lester Manzano, Sara Furr, and Devita Bishundat
- A Systematic Review of School-Based Social-Emotional Interventions for Refugee and War-Traumatized Youth
Amanda L. Sullivan and Gregory R. Simonson
- Systematic Review of Key Leader Practices Found to Influence Student Achievement: A Unified Framework
Dallas Hambrick Hitt and Pamela D. Tucker
- The Relationship Between Component Skills and Writing Quality and Production Across Developmental Levels: A Meta-Analysis of the Last 25 Years
Shawn C. Kent and Jeanne Wanzek
- Motivation Interventions in Education: A Meta-Analytic Review
Rory A. Lazowski and Chris S. Hulleman

[Research in Human Development, Volume 13, Issue 2, January-June 2016](#)

- Character Development Within the Relational Developmental Systems Metatheory: A View of the Issues

Jun Wang, Milena Batanova, Kaitlyn A. Ferris & Richard M. Lerner

- Exploring the Out-of-School Time Program Ecology of Boy Scouts
Robey B. Champine, Jun Wang, Kaitlyn A. Ferris, Rachel M. Hershberg, Karl Erickson, Byron R. Johnson & Richard M. Lerner
- Examining Cross-Age Peer Conversations Relevant to Character: Can a Digital Story About Bullying Promote Students' Understanding of Humility?
Milena Batanova, Edmond P. Bowers, Lacey J. Hilliard, Jonathan M. Tirrell, Danielle C. Stacey, AnneMarie McClain & Richard M. Lerner
- Adolescents' Character Role Models: Exploring Who Young People Look Up to as Examples of How to Be a Good Person
Sara K. Johnson, Mary H. Buckingham, Stacy L. Morris, Sara Suzuki, Michelle B. Weiner, Rachel M. Hershberg, Etya R. Fremont, Milena Batanova, Caitlin C. Aymong, Cristina J. Hunter, Edmond P. Bowers, Jacqueline V. Lerner & Richard M. Lerner
- Adolescents Athletes' Perceptions of the Peer-Motivational Climate in Sport: Do They Matter for Empathic Concern?
Andrea Vest Ettekal, Kaitlyn A. Ferris, Milena Batanova & Tina Syer
- Perceptions of Character Development at a Trade College: Triangulating Student, Alumni, Administrator, and Teacher Perspectives
Rachel M. Hershberg, Rachel O. Rubin, Sara K. Johnson, Kristina Schmid Callina & Richard M. Lerner

[R&D Management, volume 46, Issue 3, June 2016](#)

Special Issue: Business Model (&) Innovation

- Exploring the linkage between business model (&) innovation and the strategy of the firm
Patrick Spieth, Dirk Schneckenberg and Kurt Matzler
- Business model innovation and strategy making nexus: evidence from a cross-industry mixed-methods study
Marcelo Nogueira Cortimiglia, Antonio Ghezzi and Alejandro Germán Frank
- The impact of organizational culture on a firm's capability to innovate the business model
Marianne Hock, Thomas Clauss and Esther Schulz
- Business model innovation and owner–managers: the moderating role of competition
Chander Velu and Arun Jacob
- Managing dual business models in emerging markets: an ambidexterity perspective
Stephan Winterhalter, Marco B. Zeschky and Oliver Gassmann

- Business model adaptation for emerging markets: a case study of a German automobile manufacturer in India
Christian Landau, Amit Karna and Miriam Sailer
- Sustainability and scalability of university spinouts: a business model perspective
Ali Ziaee Bigdeli, Feng Li and Xiaohui Shi

[Studies in Higher Education, Volume 41, Issue 7, July 2016](#)

- Influence of multiculturalism on the study programs in Malaysian public universities: international students' perceptions
Ambigapathy Pandian, Shanthi Balraj Baboo & Omer Hassan Ali Mahfoodh
- The effect of the total quality management on organizational innovation in higher education mediated by organizational learning
Aliakbar Aminbeidokhti, Laleh Jamshidi & Ahmad Mohammadi Hoseini
- New faculty members' emotions: a mixed-method study
Robert H. Stupnisky, Reinhard Pekrun & Stephanie Lichtenfeld
- 'Teachers' to 'academics': the implementation of a modernisation project at one UK post-92 university
Clive Hunt
- Understanding 'fairness' in student selection: are there differences and does it make a difference anyway?
Tim Pitman
- Understanding and enacting learning outcomes: the academic's perspective
Kerry Dobbins, Sara Brooks, Jon J.A. Scott, Mark Rawlinson & Robert I. Norman
- A value beyond money? Assessing the impact of equity scholarships: from access to success
Richard J. Reed & Brian Hurd
- Boundary management in doctoral supervision: how supervisors negotiate roles and role transitions throughout the supervisory journey
Anne Benmore
- No point worrying? Potential undergraduates, study-related debt, and the financial allure of higher education
James Esson & Hubert Ertl
- Understanding successful sandwich placements: A Bourdieusian approach
Martyn Clark & Miriam Zukas

- Embedding academic literacies in university programme curricula: a case study
Neil Murray & Shashi Nallaya
- Skill mastery and the formation of graduate identity in Bachelor graduates: evidence from Australia
Denise Jackson

[Teachers and Teaching, Volume 22, Issue 6, August 2016](#)

- A model of professional development: teachers' perceptions of their professional development
Orit Avidov-Ungar
- The significance of critical incidents and voice to identity and agency
Jamie Huff Sisson
- Using video-stimulated recall to investigate teacher awareness of explicit and implicit gendered thoughts on classroom interactions
Els Consuegra, Nadine Engels & Vicky Willegems
- Beginning early childhood education teachers' classroom management concerns
Zeynep Akdağ & Çiğdem Haser
- A spatial re-consideration of the early childhood-school relationship
Linda Henderson, Joce Nuttall, Lili-Ann Kriegler & Helen Schiele
- Students' perceptions of teachers' interpersonal behaviour across four different school subjects: control is good but affiliation is better
Sibel Telli
- Teaching one thing at a time or several things together? – teachers changing their way of handling the object of learning by being engaged in a theory-based professional learning community in mathematics and science
Angelika Kullberg, Ulla Runesson, Ference Marton, Anna Vikström, Pernilla Nilsson, Pernilla Mårtensson & Johan Häggström

[Teaching and Teacher Education, Volume 57, July 2016](#)

- A literature review on how need-supportive behavior influences motivation in students with sensory loss
Ineke Haakma, Marleen Janssen, Alexander Minnaert
- Teacher professional development as a means of transforming student classroom talk
Klara Sedova, Martin Sedlacek, Roman Svaricek

- Relating school leadership to perceived professional learning community characteristics: A multilevel analysis
Bénédicte Vanblaere, Geert Devos
- The quality of classroom experiences in Chinese kindergarten classrooms across settings and learning activities: Implications for teacher preparation
Bi Ying Hu, Lisa Dieker, Yi Yang, Ning Yang
- Stressors and coping strategies through the lens of Early Childhood/Special Education pre-service teachers
Kelli R. Paquette, Sue A. Rieg
- Beyond the official language of learning: Teachers engaging with student voice research
Roseanna Bourke, Judith Loveridge
- Initial teacher education: What does it take to put equity at the center?
Marilyn Cochran-Smith, Fiona Ell, Lexie Grudnoff, Mavis Haigh, Mary Hill, Larry Ludlow
- The examination of a teacher candidate assessment rubric: A confirmatory factor analysis
Camille L. Bryant, Saoussan Maarouf, Jan Burcham, Deirdre Greer
- Edcamp unconferences: Educators' perspectives on an untraditional professional learning experience
Jeffrey Paul Carpenter, Jayme Nixon Linton
- The chair's dispositions as virtues
Wayne Melville, Molly Weinburgh, Anthony Bartley, Doug Jones, Andrea Lampo, Jane Lower, Nick Sacevich
- Targets of peer mistreatment: Do they tell adults? What happens when they do ?
Sheri Bauman, Diana J. Meter, Charisse Nixon, Stan Davis
- Reconsidering the contribution of teacher knowledge to student learning: Linear or curvilinear effects?
Sofia A. Agathangelou, Charalambos Y. Charalambous, Mary Koutselini
- A study of the quality of interaction among participants in online animation-based conversations about mathematics teaching
Vu Minh Chieu, Patricio Herbst
- Induction and mentoring in early childhood educational organizations: Embracing the complexity of teacher learning in contexts
Frances J. Langdon, Patricia A. Alexander, Sandy Farquhar, Marek Tesar, Matthew G.R. Courtney, Melanie Palmer

- Using lesson study to support knowledge development in initial teacher education: Insights from early number classrooms
Aisling M. Leavy, Mairéad Hourigan
- Teachers as leaders: Pre-service teachers' aspirations and motivations
Todd D. Reeves, Rebecca J. Lowenhaupt

3. Livres intéressants



Maela Paul. **La démarche d'accompagnement : Repères méthodologiques et ressources théoriques.** Bruxelles : De Boeck, 2016. 160 p. (Perspectives en éducation et formation) - ISBN 9782807301870

Cet ouvrage, méthodologique et théorique, aborde le concept d'accompagnement au-delà des dispositifs, des publics, des secteurs professionnels ou des formes de l'accompagnement. Il a été conçu par, pour et avec des professionnels de l'accompagnement.