



# Veille de l'IREDU n°62

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## 1. Ressources sur le Web

**Repéré sur : [cafepedagogique.net](http://cafepedagogique.net)**

[Apprend-on mieux dans de beaux bâtiments scolaires ?](#) L'expresso du 18 mai 2016

Apprend-on mieux dans une belle salle de classe ? L'architecture scolaire a-t-elle une influence sur la réussite scolaire ? Commande-t-elle la pédagogie ? Peut-on définir ce que seront les espaces scolaires de demain ? De recherches récentes aident à trouver la réponse , pour peu que la question soit bien posée

[Bilan critique du périscolaire parisien.](#) L'expresso du 18 mai 2016

Le rapport de la Mission d'information sur le périscolaire parisien était attendu. Il valide globalement le travail effectué mais propose de nombreux ajustements notamment en maternelle.

[Bilan positif du dispositif "Plus de maitres que de classes " selon l'IFé.](#) L'expresso du 18 mai 2016

Fer de lance de la réforme du primaire souhaité à la fois par les syndicats et par le ministère, le déploiement du dispositif Plus de maitres que de classes (PDMQC) est évalué très positivement par Patrick Picard (Centre Savary Ifé) dans une étude portant sur une centaine de maitres surnuméraires (M+).

[Le Céreq interroge les bienfaits de l'apprentissage.](#) L'expresso du 18 mai 2016

" En termes d'accès à l'emploi comme de salaire, l'avantage des apprentis est très net mais surtout très variable selon les niveaux de diplôme", écrit le Céreq dans un nouveau Bref. "Pour les bacheliers professionnels, les écarts de chômage à trois ans de vie active, entre ex-apprentis et ex-lycéens sont de 13 points. Pour les sortants de l'enseignement supérieur, ces écarts sont de 6 points. Par exemple, pour les diplômés d'un master professionnel par la voie scolaire le taux de chômage est de 16% contre 10% pour ceux issus de l'apprentissage. Pour un niveau de diplôme donné, les apprentis perçoivent aussi des salaires plus élevés que les jeunes sortis de la voie scolaire".

[Qui garde les moins de trois ans ?](#) L'expresso du 18 mai 2016

"En 2014, l'Union européenne (UE) comptait près de 15,5 millions d'enfants âgés de moins de trois ans. La moitié (50%) d'entre eux étaient gardés uniquement par leurs parents, tandis que 28% fréquentaient au moins partiellement des systèmes formels d'accueil", écrit Eurostat. En France 40% des enfants de moins de 3 ans sont gardés dans des systèmes d'accueil (maternelle, crèches etc.). C'est nettement plus que la moyenne européenne (28%). 5 pays européens seulement font mieux : la Norvège, la Belgique, le Luxembourg, la Suède et le Portugal.

[Enseignement professionnel : Un outil d'émancipation ?](#) L'expresso du 19 mai 2016

Peut-on réduire l'enseignement professionnel à un simple lieu de domination ? Pour Aziz Jellab, inspecteur général et sociologue associé au CERIES (Lille III), la réalité de l'enseignement

professionnel est plus complexe. Réagissant à la lecture bourdieusienne traditionnelle, il montre, dans L'émancipation scolaire (Presses universitaires du Mirail), les nombreux défis qu'a relevé récemment cet enseignement : effets de la massification de l'enseignement, désouvriérisme, réforme du bac pro, développement de l'alternance... Pour lui ce qui est agent de domination dans l'enseignement professionnel peut aussi servir l'émancipation, qui reste l'objectif de l'Enseignement professionnel. Son livre s'appuie sur une connaissance intime des élèves et des enseignants de l'enseignement professionnel. En restituant la complexité et la vérité de ces femmes et de ces hommes avec ! un grand respect il leur rend aussi hommage. Il répond à nos questions sur la domination, la ségrégation ethnique dans cet enseignement. Il revient sur les pratiques pédagogiques des enseignants dans des lycées qui croient vraiment au primat de l'éducabilité.

[Enseignement professionnel : Comment c'est ailleurs ?](#) L'expresso du 19 mai 2016

" Un nombre croissant de pays s'accordent à reconnaître qu'un enseignement et une formation professionnels de qualité peuvent contribuer de façon déterminante à leur compétitivité économique. Dans le deuxième cycle du secondaire, les filières d'Enseignement et Formation Professionnelle (EFP) sont plus fortement corrélées à l'employabilité que les filières générales", reconnaît une étude de l'OCDE publiée cet été. Mais l'enseignement professionnel traîne une image négative qui rend difficile les poursuites d'études. Selon l'OCDE c'est plus vrai en France qu'ailleurs.

[Lecture : Les fortes inégalités régionales se maintiennent.](#) L'expresso du 19 mai 2016

Les résultats des tests de lecture réalisés sur tous les jeunes lors de la Journée défense et citoyenneté 2015 ne montre pas d'évolution sensible depuis 2011. 10% des jeunes sont en situation d'illettrisme avec des difficultés très sévères aussi bien en vocabulaire que pour les mécanismes de traitement de l'écrit. C'est notamment le cas de la moitié des jeunes qui n'ont qu'un niveau collège. 81% des jeunes sont par contre des lecteurs efficaces. Ce que montre surtout cette étude c'est le maintien de forts écarts régionaux. Le pourcentage de jeunes en difficulté de lecture dépasse 20% en Picardie, dans le pourtour de la région parisienne et dans les DOM.

[Cnesco : Quatre questions sur l'avenir de l'enseignement professionnel.](#) L'expresso du 20 mai 2016

Comment imaginer l'enseignement professionnel dans l'avenir ? C'est seulement en juin que le Cnesco publiera des recommandations à la suite de la conférence de comparaisons internationales qu'il organise, avec le CIEP, à Paris les 19 et 20 mai. Mais au terme de la première journée, des thèmes émergent et des questions sont posées. Nathalie Mons, présidente du Cnesco, Eric Verdier du Cereq, co organisateur de l'événement, et Isabelle Recotillet, du LEST, un autre partenaire, font un premier point.

[Malgré des rapports négatifs le ministère maintient son soutien aux "coups de pouce".](#) L'expresso du 20 mai 2016

L'association Coup de pouce, ex Apfée, annonce le renouvellement de sa convention avec l'Education nationale. L'association propose un dispositif de soutien scolaire dans près de 1300 écoles auprès de 9000 enfants. La convention reconnaît donc cette action et annonce même sa diffusion dans les Espe. De grandes voix étaient montées au créneau récemment pour soutenir les Coups de pouce comme Nicole Notat ou Jean-Louis Borloo. Or plusieurs rapports scientifiques ont estimé que ce dispositif est inopérant. L'étude de D Goux, M Gurgand et E Maurin (école économique de Paris) publiée en 2013 n'a trouvé aucun effet sur les performances des élèves. En 2014, une

nouvelle étude réalisée par A Florin, P Guimard et I Nocus est arrivée à des conclusions identiques. Apparemment une tribune du Monde pèse plus lourd que deux études scientifiques...

[Philippe Meirieu : Autonomie des établissements : de quoi parle-t-on ?](#) L'expresso du 20 mai 2016

Avec les échéances électorales qui approchent, les positions sur l'école s'exacerbent, sans, pour autant, beaucoup se renouveler. On demande, ici ou là, la fin du collège unique et le développement de la formation en apprentissage ; on appelle à une décentralisation radicale et à un changement complet du statut des enseignants ; on affirme vouloir rétablir « les bonnes vieilles méthodes » ou bien remplacer les classes traditionnelles par un enseignement entièrement individualisé grâce au numérique ; on légifère dans l'abstrait, à tort et à travers, sur les méthodes de lecture et l'autorité des enseignants, l'enseignement des langues vivantes et les effectifs des classes. Certains candidats publient des ouvrages, d'autres font de solennelles déclarations. Tous disent qu'il est temps de donner la priorité à l'éducation.

[Catherine Becchetti-Bizot : Changer l'Ecole par le numérique ?](#) L'expresso du 24 mai 2016

Faire entrer l'Ecole dans la culture numérique : voilà pour tous un enjeu majeur, que Catherine Becchetti-Bizot, Inspectrice générale de lettres, porte depuis des années. Elle mène actuellement une mission nationale d'étude des « pratiques mobilisant des pédagogies actives liées à l'utilisation des outils et ressources numériques ». A l'occasion du colloque écritTech'7 qui vient de se tenir à Nice autour des nouvelles pratiques d'écriture, elle fait un point d'étape sur ses observations et réflexions : qu'est-ce qui change en profondeur avec le numérique ? quelles sont les pratiques qui lui semblent les plus neuves et les plus intéressantes ? comment les diffuser au mieux dans les classes sans enfermer « les initiatives foisonnantes dans des cadres contraints » ? comment remettre la pédagogie au centre du Plan numérique pour l'éducation et ainsi « construire une culture commune qui fera changer l'école » ?

[Le CPE et les compétences sociales et civiques des collégiens.](#) L'expresso du 25 mai 2016

« Pour obtenir de bonnes conditions de travail dans les classes, les professeurs ont quelquefois tendance à demander une sous-traitance des élèves difficiles par les professionnels de la Vie Scolaire ». Massamba MBaye est chercheur en sciences de l'éducation. Depuis trois ans il consacre ses travaux à un collège de Paris, accueillant environ 545 élèves. L'établissement est classé en zone d'éducation prioritaire et offre de nombreux dispositifs de soutien scolaire. Les résultats au brevet sont d'environ 60% pour une moyenne académique de 83 %. Le taux d'orientation en seconde générale est de 50 %. Selon les critères du ministère, la part d'élèves défavorisés est de 49 % pour une moyenne académique de 19 %. La part d'élèves très favorisés est de 6 % pour un taux académique de 46 %.

[La France est-elle résistante aux réformes éducatives ?](#) L'expresso du 26 mai 2016

Est-il impossible de réformer l'Ecole en France ? Ce pourrait être la conclusion des travaux présentés le 24 mai au Laboratoire interdisciplinaire d'évaluation des politiques publiques de Sciences-Po. Beatriz Pont (Ocde) rendait compte de son étude sur les directions d'établissement dans les pays de l'Ocde. De tous les pays de l'Organisation, la France s'avère la plus rétive à l'idée de l'autonomie des établissements. Hélène Buisson-Fenet dévoilait la partie française d'une recherche sur le pilotage par les résultats. Impulsée par l'administration centrale, portée par les recteurs, elle montre comment

cette réforme s'englupe petit à petit dans les résistances du système éducatif français. Alors, impossibles les réformes ?

[Des projets indonésien et zimbabwéen d'éducation des filles primés par l'Unesco.](#) L'expresso du 26 mai 2016

La Direction du service de l'éducation de la petite enfance (Indonésie) est récompensée pour son projet défendant l'égalité des chances de la naissance jusqu'à l'âge de huit ans afin d'améliorer l'accès des filles à une éducation de qualité à long terme, a annoncé l'Unesco le 25 mai. Le projet vise à augmenter la participation des filles à l'école et renforcer leur confiance en elles, tout en impliquant la communauté et les gouvernements locaux dans une approche interdisciplinaire et globale.

[L'école et la fabrication inégalitaire des élites, un mal français ?](#) L'expresso du 27 mai 2016

Consacré à la formation des élites, le dernier numéro de L'Année sociologique analyse les processus de fabrication des élites dans plusieurs pays dont la France. La remarquable synthèse d'Agnès van Zanten éclaire particulièrement le cas français. Ce qui caractérise la fabrication des élites en France c'est qu'elle est à la fois familiale et scolaire. Autrement dit, le système éducatif contribue aux mécanismes qui permettent aux classes favorisées de se réserver les positions d'élite et de bloquer l'ascension sociale des autres. A van Zanten montre en détail comment fonctionne ce "parrainage institutionnel" qui ouvre la porte des grandes écoles aux plus favorisés au nom de la méritocratie. Serait-ce le plus gros échec de la politique éducative de la gauche ?

[Agnès Van Zanten : Accompagner la mise en place des réformes pour lutter contre les processus inégalitaires.](#) L'expresso du 27 mai 2016

Comment un système éducatif qui a la passion de l'égalité peut-il devenir une machine à reproduire les inégalités sociales ? Agnès van Zanten revient sur la part de l'institution scolaire et sur celle des enseignants. Elle propose un accompagnement réel des réformes pour lutter contre les pratiques inégalitaire du terrain.

[Bruno Devauchelle : Les fractures numériques sont aussi scolaires...](#) L'expresso du 27 mai 2016

Il est désormais admis, les statistiques le confirment, que la quasi-totalité de la population française, en particulier les familles avec enfants, est équipée en ordinateur et accès à Internet. Nos récentes investigations confirment, en particulier dans la population des 12 - 20 ans, que les équipements personnels, smartphone, tablettes ou ordinateurs portables font désormais partie des "attributs" ordinaires de chacun. Aussi parler de "fractures numériques" demande à être précisé, affiné et situé. Ce qui vient en premier à l'esprit c'est souvent l'usage qui est différent selon les origines sociales, culturelles, professionnelles. Cela semble se vérifier quand on analyse les statistiques individuelles d'usage. Certes il faudrait affiner rapidement ces approches, en utilisant en particulier les big datas qui peuvent être collectées sur les appareils de chaque individu ou encore dans les ENT établissements scolaires. Cette manière de faire est problématique sur le plan du droit et surtout du respect de la vie privée. Cependant si l'on s'en tient au déclaratif des personnes interrogées et/ou sondées, on peut déjà repérer des tendances et des différences. Si l'on va du côté des données collectées par des entreprises de moteur de recherche ou de vente en ligne, il devrait être possible d'observer aussi des comportements, mais sans aller dans le détail de chaque personne, de manière nominative.

***Repéré sur : campusfrance.org***

[Les États-Unis dans la mobilité étudiante internationale - Synthèse Open Doors 2015](#). Les Notes, n°50, mai 2016

Le rapport Open Doors est réalisé chaque année par l'Institut of International Education (IIE) sur la base d'une enquête statistique menée auprès des établissements d'enseignement supérieur américains. Il présente un panorama général de la mobilité étudiante internationale du point de vue des États-Unis en s'intéressant particulièrement à l'accueil des étudiants étrangers sur le territoire américain et à la mobilité sortante des étudiants nationaux. Publié depuis 1972 par l'IIE en partenariat avec le Department of State's Bureau of Educational and Cultural Affairs, le rapport Open Doors constitue un document de référence pour comprendre les évolutions et enjeux de la mobilité étudiante internationale. Cette note N° 50 de Campus France analyse ce rapport et le complète d'informations issues d'études et de rapports annexes.

***Repéré sur : cedefop.europa.eu***

CEDEFOP. [European sectoral trends: the next decade](#). 8 p.

Cedefop's 2016 skills forecast offers insights into future trends in skill demand and supply across the European Union (EU).

Trends are being driven mainly by demographic change, better access to education, technological advance and climate change. These drivers are expected to impact employment, occupations and qualifications in all sectors across the EU between now and 2025 in different ways.

***Repéré sur : cee-recherche.fr***

Jeanne Thébault. [La transmission professionnelle : mettre à distance les idées reçues](#). Connaissance de l'emploi, n°130, Mai 2016

La transmission des savoirs professionnels en situation de travail est devenue un enjeu essentiel des politiques publiques ces dernières années. Mais en entrevoit-on toutes les dimensions ? Celle-ci est en effet souvent envisagée comme se jouant uniquement dans la rencontre de deux individus, un ancien et un jeune, et visant au transfert, à sens unique, de savoirs spécifiques au sein de ce binôme. Ce Connaissance de l'emploi invite à penser différemment la transmission des savoirs dans le monde professionnel. L'analyse qu'il propose, fondée sur des recherches de terrain, entend appréhender le processus dans une acception plus large. Il s'agit ici de déplacer le regard pour envisager ce processus en termes d'activité collective, interactive et multidimensionnelle. C'est une invitation à élargir la réflexion sur la transmission, notamment dans les négociations entre partenaires sociaux, dans la conception des dispositifs publics cherchant à la promouvoir, ou encore dans sa mise en œuvre au sein des entreprises.

***Repéré sur : Cereq.fr***

Dominique Maillard, Fanette Merlin, Pascale Rouaud, Manon Olaria. [How do education professionals cooperate to tackle early school leaving](#). Training and Employment, n° 122, 2016, 4p.

The French national plan against early school leaving, which was launched at the start of the school year in 2014, is intended, among other things, to strengthen collaboration between education professionals in order to make headway in preventing the phenomenon. The experience of the groups for the prevention of early school leaving shows how headteachers have sought to tackle this issue of national concern and how the idea of collaborative work is taking a variety of forms at the level of the individual school.

***Repéré sur : Crifpe.com***

CEFRIO (2016). [Portrait des compétences numériques parentales : résultats d'une enquête menée auprès de parents d'enfants d'âge scolaire](#). Québec, Québec : CEFRIO.

Actuellement, les écoles du Québec intègrent de plus en plus les technologies de l'information et des communications (TIC) dans leurs pratiques éducatives. Dans ce contexte, le ministère de l'Éducation et de l'Enseignement supérieur a confié au CEFRIO le mandat de réaliser une enquête sur les compétences numérique des parents québécois et les équipements dont ils disposent à la maison pour accompagner leurs enfants dans les devoirs et travaux scolaires en utilisant le numérique.

L'enquête a mesuré cinq compétences numériques :

- Compétences sociales
- Compétences opérationnelles
- Compétences mobiles
- Compétences de navigation et de recherche d'information
- Compétences créatives

Les objectifs visés par cette enquête étaient les suivants :

- Évaluer le point de vue des parents de leurs niveaux de compétences « numériques » avec Internet et dans quelle mesure ces compétences sont mises à contribution pour aider leurs enfants à l'école;
- Évaluer les perceptions et attentes des parents concernant la place du numérique à l'école;
- Identifier les types de comportement les plus usuels chez les parents à l'égard du suivi scolaire impliquant l'usage du numérique;
- Évaluer le degré d'importance et le sentiment de compétence des parents à l'égard de l'encadrement de leurs enfants impliquant des usages du numérique;
- Évaluer les attentes des parents en matière de matériel didactique numérique (logiciels, manuels sur iPad, plateformes, jeux éducatifs, etc.).

L'analyse des résultats de l'enquête a permis de dégager que les enfants n'ont pas tous accès aux mêmes ressources lorsqu'il est question de faire usage du numérique dans un contexte pédagogique. Néanmoins, leurs parents s'évaluent positivement dans quatre des cinq catégories de compétences numériques mesurées dans l'enquête.

Kena, G., Hussar, W., McFarland, J., de Brey, C., Musu-Gillette, L., Wang, X. et al. (2016). [The Condition of Education 2016 \(NCES 2016-144\)](#). Washington, DC. : U.S. Department of Education, National Center for Education Statistics.

NCES has a mandate to report to Congress on the condition of education by June 1 of each year. The Condition of Education 2016 summarizes important developments and trends in education using the latest available data. The 2016 report presents 43 key indicators on the status and condition of education and are grouped under four main areas: (1) population characteristics, (2) participation in education, (3) elementary and secondary education, and (4) postsecondary education. Also included in the report are 3 Spotlight indicators that provide a more in-depth look at some of the data.

Pagnossin, E., Armi, F. & Matei, A. (2016). [École enfantine et compétences des jeunes romands : Quelques résultats des enquêtes PISA 2003, 2009 et 2012. \(Rapport no. 16.2\)](#). Neuchâtel (Suisse) : Institut de recherche et de documentation pédagogique (IRD).

L'impact de la fréquentation d'un enseignement préprimaire sur les performances des élèves a été évoqué à plusieurs reprises dans la littérature internationale. Toutefois, comme ce document le montre, les études sur ce sujet en Suisse sont rares et souvent lacunaires. Les enquêtes PISA donnent la possibilité de mettre en lien les compétences des jeunes et leur fréquentation d'un enseignement préprimaire. Ce lien a déjà été étudié au niveau international par l'Organisation de coopération et de développement économiques (OCDE) et ces analyses concluent que l'absence d'éducation préprimaire peut avoir des conséquences importantes sur les résultats scolaires ultérieurs. En Suisse, dans le contexte PISA, l'enseignement préprimaire correspond à l'école enfantine. L'OCDE a montré qu'en Suisse, en 2009, les scores moyens en compréhension de l'écrit des jeunes ayant fréquenté une école enfantine (publique ou privée) sont significativement plus grands que ceux qui ne l'ont pas ou peu fréquenté, avant et après le contrôle de leur milieu socioéconomique. La même conclusion a été tirée par l'OCDE, en 2012, par rapport aux scores moyens suisses en culture mathématique.

En partant de l'exemple du contexte international, nous analysons l'impact de la fréquentation de l'école enfantine sur les scores PISA 2012, avec un regard également sur les scores de 2003 et 2009, en Suisse romande. La diversité de l'organisation et des contenus d'enseignement dispensés à l'école enfantine des cantons romands, dans un passé plus ou moins proche, constitue une limite majeure à cette étude. Néanmoins, sans pouvoir attester d'une relation cause-effet entre la fréquentation de l'école enfantine et les scores PISA, nous constatons, en 2012, un lien significatif entre cette fréquentation et les performances des jeunes uniquement en compréhension de l'écrit, avant et après le contrôle de certaines variables contextuelles.

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

Catherine Valette. [Concours de professeurs des écoles dans l'enseignement public : 40 % de recrutements externes en plus en 2015](#). Note d'information n°15, mai 2016

Un peu plus de 12 000 postes ont été ouverts au recrutement d'enseignants du premier degré public à la session 2015, dont 97,3 % aux concours externes. Pour ces derniers, le nombre d'admis a fortement augmenté, de 40 %, au même rythme que les postes ouverts. Les étudiants issus des ESPÉ constituent le vivier principal des recrutements externes. Ils ont en moyenne 25,7 ans, pour 28,2 ans tous lauréats confondus. Les recrutements externes restent très largement féminisés (86 %).

Catherine Valette. [Concours enseignants 2015 du secondaire public : 20 % d'admissions en plus aux concours externes renouvelés](#). Note d'information n°16, mai 2016



Près de 17 600 postes ont été ouverts au recrutement d'enseignants du second degré public en 2015 pour la France entière, dont 72 % par la voie externe, 12 % par la voie interne et 16 % par la voie réservée. Entre les sessions 2014 et 2015 renouvelées, les admissions aux concours externes ont progressé de 20 %, au même rythme que les postes. Elles restent toutefois inférieures de 13 % à l'offre, avec des déficits concentrés sur quelques disciplines. Près d'un admis sur deux est un étudiant issu des écoles supérieures du professorat et de l'éducation (ESPE).

Alain Duran, sénateur de l'Ariège. [Rapport à monsieur le premier ministre sur la mise en œuvre des conventions ruralité](#). Remis le 20 mai 2016

À l'occasion du 3e comité interministériel aux ruralités, Alain Duran, sénateur de l'Ariège, a remis son rapport sur la mise en œuvre des conventions ruralité, le 20 mai 2016, au Premier ministre Manuel Valls, en présence de Najat Vallaud-Belkacem, ministre de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche et de Patrick Kanner, ministre de la Ville de la Jeunesse et des Sports. Ce rapport présente 12 recommandations pour une contractualisation efficace entre l'éducation nationale et les élus locaux en intégrant l'ensemble des problématiques auxquelles sont confrontés les territoires ruraux et de montagne.

Françoise Cartron, sénatrice de la Gironde. [Rythmes scolaires : rapport sur la mise en place des projets éducatifs territoriaux \(PEDT\)](#). Remis le 20 mai 2016

À l'occasion du 3e comité interministériel aux ruralités, Françoise Cartron, sénatrice de la Gironde, a remis son rapport sur la mise en place des projets éducatifs territoriaux (PEDT), le 20 mai 2016, au Premier ministre Manuel Valls, en présence de Najat Vallaud-Belkacem, ministre de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche et de Patrick Kanner, ministre de la Ville de la Jeunesse et des Sports. Ce rapport identifie 25 propositions concrètes pour mieux accompagner encore les petites communes et communes rurales dans la mise en place de la réforme des rythmes scolaires.

### ***Repéré sur : [Esen.education.fr](http://Esen.education.fr)***

Secrétariat d'État en charge de l'enseignement supérieur et de la recherche ; Inspection générale de l'administration de l'éducation nationale et de la recherche (IGAENR). [Les 50 premières mesures de simplification de l'enseignement supérieur et de la recherche](#). 28 avril 2016

Le ministère annonce 50 premières mesures de simplification de l'enseignement supérieur et de la recherche, autour de 4 axes : études, carrière, recherche, pilotage. Elles sont l'aboutissement d'un large processus de réflexion et de concertation. Une seconde vague de mesures sera annoncée à l'automne.

Jean-Charles RINGARD, Amaury FLÉGES. [L'affectation en première année de licence dans les formations à capacité d'accueil limitée - Etat des lieux et propositions](#). Rapport n° 2016-004, Janvier 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, 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.

Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche (MENESR). [Rapport 2015 du médiateur de l'éducation nationale et de l'enseignement supérieur](#), Mai 2016

Le rapport met l'accent cette année sur :

- la gestion des ressources humaines, et plus particulièrement sur les affectations des enseignants de l'enseignement primaire, secondaire et supérieur ainsi que sur les risques psychosociaux ;
- le principe de souveraineté des jurys d'examens.

Consulter le rapport 2015 du médiateur de l'éducation nationale, de l'enseignement supérieur et de la recherche.

Secrétariat d'État en charge de l'enseignement supérieur et de la recherche. [Les étudiants en classes préparatoires aux grandes écoles \(CPGE\) en 2015-2016](#). Note Flash n° 5, Mai 2016

A la rentrée 2015, les effectifs en CPGE sont en hausse et atteignent près de 86 000 étudiants. Cette note montre notamment que :

- la filière scientifique concentre près des deux tiers des effectifs, filière dans laquelle les filles représentent moins d'un tiers des inscrits ;
- les établissements publics accueillent 83% des effectifs, contre 17% pour les établissements privés.

Daniel Agacinski, Mohamed Harfi et Son Thierry Ly. [2017-2027 : quelles priorités éducatives ?](#) France stratégie, Mai 2016

Cette étude prospective analyse les enjeux auxquels sera confrontée l'école dans les 10 prochaines années et ouvre le débat sur les questions suivantes :

- que faut-il changer dans l'école pour qu'elle fasse progresser l'ensemble des élèves et réduise le poids des déterminismes sociaux ?
- faut-il investir davantage ?
- comment enseigner autrement ?
- comment réformer la gouvernance et la pilotage du système éducatif.

***Repéré sur : ife.ens-lyon.fr***

Ministère de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche. [Regards croisés sur le statut d'étudiant-entrepreneur](#), mai 2016

Les étudiants-entrepreneurs livrent une photographie d'eux-mêmes teintée de combativité, de détermination, d'optimisme et d'esprit d'aventure, un portrait qui se distingue de l'ensemble des étudiants qui semblent porter un regard moins enjoué sur eux-mêmes, leur avenir (95% des étudiants entrepreneurs déclarent être optimistes pour leur avenir personnel, pour 70% de l'ensemble des étudiants) et celui de la société française (57% des premiers se disent pessimistes pour l'avenir de leur pays, pour 71% des seconds).

Cet état d'esprit plus positif peut s'expliquer par un fort engagement des étudiants-entrepreneurs dans leur activité : ces derniers sont en effet concentrés sur leur projet d'entreprise (52% d'entre eux indiquent que c'est le domaine auquel ils accordent le plus d'importance dans leur vie). L'engagement dans un projet entrepreneurial opère une réévaluation manifeste des priorités et a pour conséquences des perceptions globalement plus positives chez les étudiants-entrepreneurs qui s'approprient pleinement leur statut. Marion, fondatrice de "Trafalgar, maison de portraits" en témoigne : "il faut avoir des capacités de leadership certes, mais on n'est pas entrepreneur à moitié. Il faut se donner à 200 %, et accepter de faire des sacrifices."

Rolando Avendaño, Felipe Barrera-Osorio, Sebastián Nieto Parra, Flora Vever. [Understanding student performance beyond traditional factors Evidence from PISA](#). Paris : OCDE, 05/2016

Étude sur les relations cause à effet entre certains facteurs et critères scolaires et la réussite des élèves en Amérique latine.

ROUZIC Sylvain. [Les logiques de professionnalisation des entraîneurs sportifs : entre modèles socioculturels et profils individuels](#). Thèse en sciences de l'éducation, soutenue en 2015, sous la dir. de Denis LEMAÎTRE (Conservatoire national des arts et métiers)

« Le statut et la fonction de l'entraîneur sportif se sont progressivement développés avec la naissance du sport moderne, à partir de la fin du XVIIIe siècle. Du début du XXe siècle à aujourd'hui, le modèle le plus prégnant est celui du technicien de « terrain » dont les méthodes se construisent avant tout sous l'influence socioculturelle dans laquelle il est « baigné ». À partir des années 1980, le processus de professionnalisation qui s'est développé a eu comme conséquence une subdivision des modèles stabilisés en nombreux profils individuels, qui vont bien au-delà du simple triptyque technicien-meneur d'hommes-stratège, mis en avant dans les différentes représentations de sens commun. L'analyse des discours de vingt entraîneurs sportifs, choisis pour représenter au mieux l'ensemble de cette population, nous permet de confirmer les modèles socioculturels connus, et de faire apparaître des profils individuels variés. Elle permet surtout de mettre en évidence l'ensemble des logiques de professionnalisation de cette population. Qu'elles soient communicationnelles, techniques, organisationnelles ou de formation, ces logiques ont comme intérêt scientifique de montrer comment les entraîneurs sportifs se construisent professionnellement aujourd'hui. »

***Repéré sur : inegalites.fr***

[16 % de la population a un diplôme supérieur à bac +2](#). 31 mai 2016

16 % de la population dispose d'un diplôme d'études supérieures à bac +2 et 25 % détient au mieux le certificat d'études primaires. On est loin de la vision d'une société où le diplôme du supérieur serait la norme.

[Les inégalités de salaires entre les femmes et les hommes : état des lieux](#). 27 mai 2016

Tous temps de travail confondus, les hommes gagnent 23,5 % de plus que les femmes. Près de 11 % des écarts de salaires entre les deux sexes sont inexpliqués et relèvent d'une discrimination « pure ».

***Repéré sur : Nber.org***

James J. Heckman, John Eric Humphries, Gregory Veramendi. [Returns to Education: The Causal Effects of Education on Earnings, Health and Smoking](#). NBER Working Paper No. 22291, May 2016

This paper estimates returns to education using a dynamic model of educational choice that synthesizes approaches in the structural dynamic discrete choice literature with approaches used in the reduced form treatment effect literature. It is an empirically robust middle ground between the two approaches which estimates economically interpretable and policy-relevant dynamic treatment effects that account for heterogeneity in cognitive and non-cognitive skills and the continuation values of educational choices. Graduating college is not a wise choice for all. Ability bias is a major component of observed educational differentials. For some, there are substantial causal effects of education at all stages of schooling.

***Repéré sur : OCDE.fr***

OCDE. [Les adultes, l'informatique et la résolution de problèmes. Où est donc le problème ?](#) Paris : OCDE, 2016. 196 p. ISBN: 9789264251069 (PDF) ;9789264251045(print)

Ce rapport présente une analyse approfondie des résultats de l'Évaluation des compétences des adultes dans le domaine de la résolution de problèmes dans des environnements à forte composante technologique, ainsi que des indicateurs sur l'utilisation des TIC et la résolution de problèmes. Les pays nordiques et les Pays-Bas affichent les pourcentages les plus élevés d'adultes (environ 40 %) aux niveaux supérieurs de l'échelle de compétences en résolution de problèmes, tandis que l'Irlande, la Pologne et la République slovaque accusent les pourcentages les plus faibles (environ 20 %) d'adultes à ces niveaux. La variation des niveaux de compétences en résolution de problèmes à l'aide des TIC s'observant entre les pays reflète des différences d'accès à Internet et de fréquence d'utilisation du courrier électronique parmi les adultes. Ce rapport met au jour une forte corrélation entre d'un côté, les compétences en résolution de problèmes, et de l'autre, l'âge et les compétences cognitives génériques, même après contrôle d'autres facteurs pertinents. Il montre l'existence d'un lien entre la maîtrise des compétences en résolution de problèmes à l'aide des TIC et l'élévation du taux d'activité, la baisse du taux de chômage et l'augmentation de la rémunération. Par contraste, il souligne la forte incidence négative d'un manque d'expérience en informatique sur la situation sur le marché du travail, même après contrôle d'autres facteurs. L'analyse examine les politiques permettant de promouvoir l'accès aux TIC et leur utilisation, les possibilités de développer les compétences en résolution de problèmes à l'aide de la formation scolaire ou de l'apprentissage tout au long de la vie, et l'importance des compétences en résolution de problèmes dans le cadre des services publics en ligne.

Viktoria Kis. [Work, train, win: work-based learning design and management for productivity gains](#). OECD Education Working Papers, n°135, 20 may 2016. 33 p.

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.

[Les élèves peu performants manquent-ils de possibilités d'apprentissage ?](#) PISA à la loupe, n°62, 24 May 2016

Dans la quasi-totalité des systèmes d'éducation participant à l'enquête PISA, les élèves peu performants font preuve d'un niveau moindre de persévérance que leurs pairs plus performants. Quelque 32 % des élèves peu performants affirment ainsi abandonner facilement face à un problème à résoudre, contre seulement 13 % de leurs pairs plus performants.

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[Education curriculum and student achievement : theory and evidence](#)

Su, Xuejuan ; Andrietti, Vincenzo

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.

[Social Promotion in Primary School: Immediate and Cumulated Effects on Attainment](#)

Margaret Leighton (University of St Andrews) ; Priscila Souza (Climate Policy Initiative/Pontifical Catholic University of Rio de Janeiro) ; Stéphane Straub (Toulouse School of Economics)

Does social promotion perpetuate shortfalls in student achievement, or can low-achieving students catch up with their peers when they are pushed ahead? Using data from Brazilian primary schools, this paper presents evidence of substantial catch up among socially promoted students. After documenting sorting across schools in response to the policy, in particular away from gated-promotion private schools, we show that social promotion cycles has no significant effect on municipality enrolment figures or on the percentage of students dropping out mid-year. Cohorts of students exposed to episodes of social promotion display higher rates of age-appropriate study than their peers who faced the threat of repetition each year: by age eleven, 5.6 fewer students out of 100 have fallen behind in their studies, while 5.1 fewer students out of 100 are two or more years delayed. These gains, which arise mechanically during the period of social promotion, are highly persistent over time – even through educational stages which are typically high-stakes. This evidence suggests that, absent the social promotion policy, retention rates in Brazilian primary schools are inefficiently high: many promoted students successfully pass gateway exams after being pushed ahead, and go on to complete junior primary school on time.

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

Charles T. Clotfelter ; Steven W. Hemelt ; Helen F. Ladd

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

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

Ghazala Azmat (Queen Mary University of London and Centre for Economic Performance, LSE) ; Manuel Bagues (Aalto University and IZA) ; Antonio Cabrales (University College London) ; Nagore Iriberry (University of the Basque Country PV/EHU, IKERBASQUE, Basque Foundation for Science)

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

### [Higher Education Policies in Promoting ASEAN Community: The case of Myanmar](#)

Koolchalee Chongcharoen (Sukhothai Thammatirat Open University) ; Ratana Daungkaew (Sukhothai Thammatirat Open University)

The purposes of this paper were to present a general overview of the background of Myanmar higher education, the higher education policy formulation, and the faced challenges related to its higher educational policies for promoting ASEAN community. In order to achieve the purposes, two research methods; documentary research and in-depth interviews were employed. The purposive random sampling was used to select the participants. The key informants were the executives in higher educational policy setting and the stakeholders. The data were analyzed by content analysis. The study demonstrated that higher institutions in Myanmar have been under the supervision of 13 ministries and are allocated budgets by Ministry of Education. At the same time, the universities are concerned with their own governance, administration, and respective ministries. The findings showed that the policy development process of the higher education has gradually transition from the highly centralized to be the part of the participation of many relevant groups from educational stakeholders. The research also revealed the faced challenges related to Myanmar higher educational policies for promoting ASEAN community. The major challenges were concern with

student equity, access, autonomy and choices; language; information technology and facilities; human resource; financial; research; and quality assurance and credit transfer.

#### Position of Entrepreneurial Thinking in Iran's Education System

Mohammad Alizadeh Jamal (Emam Mohammad Bagher Branch, Farhangian University, Bojnord, Iran) ; Habib Safarzadeh (Emam Mohammad Bagher Branch, Farhangian University, Bojnord, Iran) ; seyed Jalal Langari (Emam Mohammad Bagher Branch, Farhangian University, Bojnord, Iran) ; Mouna bibi Langari (Emam Mohammad Bagher Branch, Farhangian University, Bojnord, Iran)

Objectives of education systems of various societies will face new challenges through the path leads them into new and variable situation of new industrial technologies of the third millennium in which philosophical, scientific, cultural, social and economic foundations of societies will experience deep developments. The education system can play a key role to adapt societies to the new situation. The education system should pave the way for developing certain features such as independence-seeking, risk-taking, innovation, self-esteem and foresight in students through proposing proper training programs. Based on promoting entrepreneurial thinking, the education system can provide a condition in which the educated may act as producers instead of job seekers and may start businesses not only for themselves, but also for others. Thus, this study tries to analyze the position of entrepreneurial thinking in Iran's education system using examining the entrepreneurial features of students. To do so, a number of 335 students (third grade of high school) were selected through stratified random sampling based on discipline and gender. Then a questionnaire was used to collect and analyze the required data. The results gained from analysis of data imply that the educational programs of Iran's education system have failed to provide a proper condition to improve the entrepreneurial features of students. The results of the analysis of the variance, used to compare the performance of training programs in different schools, indicate that there was no difference among various schools in improving entrepreneurial spirit for students. There was no significant difference between students of various schools in terms of having entrepreneurial spirit, as well. Likewise T-test, used to compare the entrepreneurial spirit of girl and boy students in average, showed that there is no significant relationship between gender and entrepreneurial spirit.

#### Technology and Education: Computers, Software, and the Internet

George Bulman ; Robert W. Fairlie

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

negative) effects while recent studies based on randomized control experiments tend to find small or null effects. Early research focused on developed countries while more recently several experiments have been conducted in developing countries.

#### [Ready to learn: the role of childcare attendance on children's school outcomes in Italy](#)

Gloria Di Caprera (CEIS, University of Rome "Tor Vergata")

This work investigates the casual effect of childcare attendance on children's school achievements. We analyse data about children's school outcomes in mathematics and language focusing on pupils attending second and fifth grade in Italian primary school in conjunction with data providing public childcare coverage at provincial level. Using IV identification strategy, we show that childcare attendance leads to better school outcomes and early investment in education boosts both mathematics and language skills. For both school grades our results highlight a positive and significant effect of childcare attendance on children's school achievements which does not dissipate over time.

#### [A Student's Dilemma: Is There a Trade-off Between a Higher Salary or Higher GPA](#)

Timothy M. Diette (Department of Economics, Washington and Lee University) ; Manu Raghav (Department of Economics and Management, DePauw University)

While students typically want to earn high grades in college, they also, and perhaps even more so, want to earn high salaries after graduating college. In this paper, we explore whether there is a relationship between average grades earned in classes and the future salaries earned by graduates with the major associated with that course. Using student level data from a selective private liberal arts college, we find an inverse relationship between grades in courses offered by different departments and the national average mid-career salaries of college graduates from these majors. This suggests students face a trade-off between current grades while in college versus higher expected earnings in the future. Furthermore, students with low Math SAT scores are likely to get much worse grades in majors with higher salaries and students with low Verbal SAT scores are likely to get higher grades in majors with higher salaries, even after controlling for whether the individual is an international student. Finally, the advantage that females have over males in average course grade diminishes significantly in majors with higher salaries.

#### [Catching-up: The educational mobility of migrants' and natives' children in Europe](#)

Daniel Rais

The research highlights that immigrants' dependence on welfare assistance negatively affects immigration attitudes. Such dependence is often related to the relatively low education of immigrants as compared to natives. Thus, it is important to understand whether immigrants' offsprings are able to catch-up in education to their native peers.

#### [The contribution of education to economic growth: Evidence from Nepal](#)

Gangadhar Dahal (University of Warsaw)

This paper investigates the long run relationship between education and economic growth in Nepal between 1995 and 2013 through application of Johansen Cointegration technique and OLS. The results from OLS show that secondary and higher education contributes significantly to the Real GDP Per Capita in Nepal. The elementary education also positively influences economic growth but the results are statistically less significant. The cointegration test results confirmed the existence of long run relationship in education (a well-educated human capital) and Real GDP Per Capita. It is



therefore, suggested to keep education on top priority in public policies, make serious efforts for Universalization of Primary Education and discourage the drop-out rate at all levels of education to achieve sustained economic growth.

#### [Maternal Education, Parental Investment and Non-Cognitive Skills in Rural China](#)

Jessica Leight ; Elaine M. Liu

The importance of non-cognitive skills in determining long-term human capital and labor market outcomes is widely acknowledged, but relatively little is known about how educational investments by parents may respond to non-cognitive skills early in life. This paper evaluates the parental response to variation in non-cognitive skills among their children in rural Gansu province, China, employing a household fixed effects specification; non-cognitive skills are defined as the inverse of both externalizing challenges (behavioral problems and aggression) and internalizing challenges (anxiety and withdrawal). The results suggest that on average, parents invest no more in terms of educational expenditure in children who have better non-cognitive skills relative to their siblings. However, there is significant heterogeneity with respect to maternal education; less educated mothers appear to reinforce differences in non-cognitive skills between their children, while more educated mothers compensate for these differences. Most importantly, there is evidence that these compensatory investments lead to catch-up in non-cognitive skills over time for children of more educated mothers.

#### [Labor Market Rigidities and Production Efficiency in Public Schools](#)

Dongwoo Kim (Department of Economics, at the University of Missouri, Columbia) ; Cory Koedel (Department of Economics and Truman School of Public Affairs, at the University of Missouri, Columbia) ; Shawn Ni (Department of Economics, at the University of Missouri, Columbia) ; Michael Podgursky (Department of Economics, at the University of Missouri, Columbia)

Economic theory predicts that incomplete licensing reciprocity and mobility penalties built into teacher pension plans create costly labor frictions for schools operating near state boundaries. We empirically test for boundary effects on production efficiency in public schools by comparing achievement across otherwise similar schools that differ by the extent to which a state line divides the local labor market area. We find highly localized but robust negative effects of state boundaries on student achievement. To the best of our knowledge, our study is the first to link labor-market rigidities to a direct measure of output in any sector.

#### [The impact of welfare benefits on natives' and immigrants' attitudes towards immigration](#)

Daniel Rais

As migrants' dependence on social assistance from the welfare state which is often related to the relatively low skill level of immigrants acts as a main driver of immigration attitudes, we investigate whether migrants' children are able to catch up in education to their native peers and compare their degree of intergenerational educational upward mobility to those of natives.

#### [Does Family Background Affect Earnings through Education? A Generalised Approach to Mediation Analysis](#)

Mendolia, Silvia (University of Wollongong) ; Siminski, Peter (University of Wollongong)

We seek to quantify the role of education as a mechanism through which family background affects earnings. To this end, we propose a generalisation of statistical 'mediation analysis'. In our approach,

the treatment and mediator can be multidimensional. This allows us to directly and flexibly account for a range of background characteristics which affect child earnings through the pathway of education and through other mechanisms. The results suggest that educational attainment explains 24%-39% of the overall family background effect on earnings in Australia. The mediating role of education seems to be larger for Australia than for the UK.

#### [Parental Alcohol Consumption and Adult Children's Educational Attainment](#)

Lucia Mangiavacchi (Universitat de les Illes Balears) ; Luca Piccoli (Universitat de les Illes Balears)

This study analyses whether parents' alcohol consumption can affect long run children's educational attainments. Using 19 waves of the Russia Longitudinal Monitoring Survey (RLMS), where individuals and their families are followed from childhood to adulthood, this study analyses how parental alcohol consumption during childhood (between 1994 and 2001) may affect children's educational attainment about twelve years later (from 2006 to 2014). Panel estimations show that mother total grams of alcohol consumption during childhood is consistently negatively associated with adult children educational outcomes, as the probability of having an university degree, the highest level of education achieved and years of schooling. By using direct observation of past parental behaviour, the proposed empirical strategy avoids endogeneity issues that may arise when using contemporaneous retrospective information, while endogeneity deriving from unobserved characteristics ! determini ng both parental drinking and adult children educational attainment is addressed using an Hausman-Taylor estimator. This permits the identification of a negative causal relationship between mother alcohol consumption during childhood and long-run children's educational attainment. The study also explores the transmission mechanisms suggested by the literature, identifying a possible role for possible excessive prenatal exposure to alcohol, family disruption, health issues during childhood, parental care needs and intergenerational transmission of drinking habits of the father.

#### [Intergenerational Mobility under Education-Effort Complementarity](#)

Jaime Alonso-Carrera ; Jordi Caballé ; Xavier Raurich

In this paper, we build a model that, according to the empirical evidence, gives raise to oscillations in wealth within a dynasty while keeping intergenerational persistence in education attainment. The mechanism that we propose is based on the interaction between effort and wealth suggested by the Carnegie effect, according to which wealthier individuals make less effort than the poorer. The oscillations in wealth arise from changes in the effort exerted by different generations as a response to both inherited wealth and college premium. Our mechanism generates a rich social stratification with several classes in the long run as a consequence of the combination of different levels of education and effort. Furthermore, we generate a large mobility in wealth among classes even in the long run. Our model highlights the role played by the minimum cost on education investment, the borrowing constraints, and the complementarity between effort and education.

#### [The Cost of Decentralization: Linguistic Polarization and the Provision of Education](#)

Cinnirella, Francesco ; Schueler, Ruth M.

In this paper we argue that different preferences in a decentralized system lead to under provision of public goods. We analyze the provision of public primary education in nineteenth-century Prussia which was characterized by a linguistically polarized society and a decentralized education system. Using unique county-level data on education spending we show that linguistic polarization has a

negative impact on local spending. Instrumental variable estimates using distance to the eastern border suggest that the relationship can be causally interpreted. Exploiting a reform of education spending, we show that centralization increases the provision of primary education relatively more in linguistically polarized counties.

### [Gender Matters](#)

Kimberly V. Smith ; Claire Dye ; Elizabeth Cook ; Kristina Rosinsky ; Mindy Scott

Gender Matters program, an innovative comprehensive sexuality education curriculum that aims to reduce teen pregnancy and associated sexual risk behaviors.

### [Increased Trade of Education Services for Regional Labor Market Integration](#)

El-Hakim, Nadine ; Rogers, Glenn

Services trade is crucial for growth of labor productivity and total factor productivity. Regional integration is growing the size of markets for trade in services and regional trade in education services promises to be an increasingly critical component of achieving the post-2015 development goals. This paper frames the role of trade in education services to accelerate inclusive economic growth as labor markets become regionalized. African regional integration efforts, growth of trade in education services, and the benefits of these trends are summarized in context of the global shift to a services-based economy. Selected questions for discussion at the Organized Symposium in Milan are included in the conclusions of this pre-conference paper.

### [The Effect of Out-of-School Activities on Selected Future Outcomes, Using Path Analysis](#)

Seira Suzuki (Osaka School of International Public Policy, Osaka University)

It is common for Japanese children and adolescents to dedicate themselves to out-of-school activities such as dancing, playing sports and studying at cram schools. These activities are divided into three categories: cultural experiences, sports experiences, and educational (specialized-school) experiences. So far, the effects of these activities have been analyzed separately, especially sports experiences, and educational experiences were focused on. However, the effect of those activities are well connected and because of the recent trend, many people experience the multiple activities in their childhood. In order for the appropriate analysis, those three categories should be analyzed totally. As a result, it was found that experiences in cultural activities have an influence on participants' future. In the case of women, cultural activities enhanced their academic progress along with income. In the case of men, cultural activities have a synergy with other activities and affect educational progress.

### [Social inequalities in higher education participation in a period of educational reforms and economic recession: Evidence from an Italian province](#)

Loris Vergolini

In this paper, we analyse the role of social origins in the shaping of university participation in the province of Trento (North-East of Italy) from 2000 to 2012. This long-term view gives us the chance to test the role played by the Bologna process and by the economic crisis. More precisely, this setting allows us to analyse its effects on inequality of educational opportunity in the face of two opposite situations. The first, subsequent to the Bologna process, is characterised by a huge increase in the enrolment rate at the university. In the second situation, subsequent to the economic crisis, a huge decline in higher education participation can be observed. Using data on upper secondary school

graduates in the province of Trento and applying logistic models, we find that inequality of educational opportunity tends to diminish during educational expansion, while it increases with the persistence of the economic crisis.

#### [Public school teacher management in Sri Lanka: issues and options](#)

Raju, Dhushyanth

Sri Lanka is increasingly seeking to ensure that its public school system not only delivers greater shares of students who have completed higher secondary and tertiary education, but also that all students obtain a much better education. Raising teacher effectiveness is considered as crucial for achieving these aims. This paper reviews the literature on teacher management in Sri Lanka, and points to what may be critical teacher management issues. The paper also outlines considerations and options for addressing these issues, informed by international evidence on approaches to improve teacher effectiveness.

#### [The effect of ratio between PTA teachers and Government employed teachers on Education outcomes in Kenya Primary Schools](#)

Ayako Wakano (Graduate School of Economics, Osaka University)

Do locally hired teachers benefit pupils of school achievements more than governmental employed teachers? This is the question to examine in this paper. Although social experiment results have shown that the marginal product in terms of test score is positive and significant when pupils are taught by PTA teachers, it is not yet known about the relative effectiveness between government teacher and locally hired teachers. This paper is going to find whether the PTA teacher ratio (the ratio of locally hired PTA teachers against total number of teachers in one primary school) has statistically significant explanatory power on pupil test score, after controlling various factors. In Republic of Kenya (below referred as Kenya), there are two types of teachers teaching in public primary schools. One is those teachers employed by the government and the other is those hired by the local school community, named gPTA teacher. Although wage level for PTA teachers in public primary schools in Kenya is one fourth of that of government teachers, school outcomes of pupils taught by locally hired contract teachers are higher than those of pupils taught in controlled group schools, according to the result of social experiment (Duflo et al. 2012). This paper will examine, by using nationally representing observational data, to estimate the relative effect of PTA teachers on school outcome. In the end, by using Propensity Score Matching Estimation method, the result shows that the effect of PTA teacher ratio is positive and significant on school test score in all three subjects for lower standard grade pupils except Kernel and Radius matching and in Kiswahili subject for all seven different matching algorithms, though the magnitude of coefficient is relatively small. Although background mechanism of this finding is not solely determined, this paper is to assume that the effort level of PTA teacher in teaching tends to be higher than that of governmental teachers, based on several reasons.

#### [How much do tertiary students pay and what public support do they receive?](#)

OECD

OECD countries differ significantly in the way spending on tertiary education is shared between public and private sources of funding, and in the financial support they provide to students. Countries with high tuition fees tend to also be those where private entities other than households make a more significant contribution to funding tertiary institutions. By contrast, in countries with

more progressive tax regimes, students often pay low or no tuition fees and have access to generous public subsidies for tertiary education, but then face high income tax rates. An increasing number of OECD countries charge higher tuition fees for international students than for national students, and many also differentiate tuition fees by field of education, largely because of the divergent returns on wages. In countries with high tuition fees, student financial support systems that offer all students loans with income-contingent repayments combined with means-tested grants can be an effective way to promote access and equity while sharing the costs of tertiary education between taxpayers and students.

#### [The “true” private school effect across countries using PISA-2012 Mathematics](#)

Chris Sakellariou (Division of Economics, Nanyang Technological University, 14 Nanyang Drive, Singapore 637332.)

It is known that in most countries, students of private schools perform better in international assessments compared to students in the public school system. However, when one controls for observable socioeconomic background characteristics at the individual and school level, public school students perform equally well. Furthermore, sorting to private vs. public schools based on unobservable characteristics takes place, which biases econometric estimates. I account for selection on unobservables using an approach based on the idea that the amount of selection on the observed explanatory variables in a model provides a guide to the amount of selection on the unobservables (Altonjic et al. 2005; Oster 2013). I use PISA-2012 data for Mathematics to derive bias-corrected estimates of the “true” private-dependent and independent school effect for 40 countries. With few exceptions, public schools outperform private schools (especially independent schools). Accounting for both peer effects and selection is necessary when evaluating school effectiveness.

#### [Innovations in Knowledge and Learning for Competitive Higher Education in Asia and the Pacific](#)

Asian Development Bank (ADB) ; Asian Development Bank (ADB) (Sustainable Development and Climate Change Department, ADB) ; Asian Development Bank (ADB) (Sustainable Development and Climate Change Department, ADB) ; Asian Development Bank (ADB)

Higher education institutions in Asia and the Pacific are modeled on industrial age thinking that promotes routinized capacities and lacks the ability to innovate and create new knowledge enterprises. The transition to a knowledge economy is affecting the purpose, content, pedagogy, and methodologies of higher education. Nontraditional stakeholders such as professional bodies, industry experts, think tanks, research institutes, and field experts/practitioners are now involved not only in planning but in providing higher education services. The traditional model of “knowledge versus skills” is no longer relevant. Higher education programs must consider lived experiences, contextual knowledge, and indigenous knowledge.

#### [Does the Early Bird Catch the Worm or a Lower GPA? Evidence from a Liberal Arts College](#)

Timothy M. Diette (Department of Economics, Washington and Lee University) ; Manu Raghav (Department of Economics and Management, DePauw University)

Colleges and universities with capacity constraints like to offer early morning classes to maximize the use of classrooms. Moreover, evenings are often reserved for extra-curricular activities. However, research from psychology has shown that a teenager’s mind benefits from additional sleep during early morning hours. We use data from a selective liberal arts college that assigns students randomly to different sections of the same course. This creates a natural experiment. Our paper shows that

after controlling for other factors, students in early morning sections earn lower grades than students in sections of the same course offered later in the day. The result holds for all the courses offered at this institution. Grades are especially low for 8 am and 9 am classes for both genders, although the effect is larger for male students. This suggests that trade-offs exist between optimal use of classroom space and learning outcomes for students.

#### [Review and Assessment of the Students Grants-in-Aid Program for Poverty Alleviation \(SGP-PA\) and Expanded SGP-PA](#)

Silfverberg, Denise Valerie ; Orbeta, Aniceto Jr. C.

Making higher education more accessible for the poor serves the equity objective. Until today, the main policy tool to achieve this objective is funding public higher institutions. This has been shown to have no significant correlation on the enrollment of the poor by earlier studies. This paper assesses a new initiative of the Philippine government called the Students Grants-in-Aid Program for Poverty Alleviation (SGP-PA) implemented starting 2012. While there are other grants-in-aid programs, SGP-PA has two important unique features, namely, (a) it is well-targeted to identified Pantawid Pamilya households and (b) it provides a grant amount that is sufficient to cover all normal education expenses including living allowance. The assessment is done by comparing the academic performance of grantees to that of their peers. The results show that their poorer socioeconomic background appears to be reflected only in their poorer grades in the first year. By their second year, they are already performing at par in Math and even better than their peers in Science and English. The study also highlights the importance of entrance exam scores in the academic performance of both grantees and their peers. Finally, the study also documents the challenges that the program is facing and provides recommendations on how to address these challenges.

#### [University merging process: a guideline proposal for excellence-enhancing](#)

Marisa Hidalgo-Hidalgo (Department of Economics, Universidad Pablo de Olavide) ; Guadalupe Valera (Department of Economics, Universidad Pablo de Olavide)

There is a recent trend toward encouraging universities to merge. This policy is based on the idea that mergers create synergy gains that enhance the prestige of universities by increasing their international visibility. However, this process may reduce competition for both research funds and professors in national higher education markets. This paper analyses whether mergers among universities are optimal from an excellence perspective. We find that the higher the heterogeneity between the initial reputations of potentially merging institutions, the greater the amount of funds required for mergers to achieve higher excellence than competition.

#### [importance of Internationalization and Valorization in technical universities supported by Information systems](#)

Arturs Zeps (Riga Technical University) ; Leonāks Ribickis (Riga Technical University) ; Juris Iljins (Riga Technical University)

This article explores the importance of internationalization and valorization in technical Universities as one of core priorities for achieving international excellence and strengthening university – industry collaboration. The World is becoming more interconnected and Higher Education institutions can no more act on their own – they are motivated and even forced to become international. But an important topic for management of each University, especially technical, is to strengthen the collaboration with business in global environment. Valorization or creation of new

products and services through innovation process is an important task for all technical Universities that want to maintain strong bond with the industry and capitalize on this process. This article is based on research conducted between technical Universities in Baltic States, where different processes in university internationalization and valorizations have been distinguished! as main driving forces of institutional development. The conducted research shows that this task can be achieved by increased international research, student mobility, large scale jointly managed projects and other international activities. After internationalization and valorization processes have been analyzed, establishing the most critical key elements for fostering both of these processes, authors present an evaluation of Riga Technical University's case as an example on how internal Information Systems provide the possibility for management to both implement strategic settings of the University and accelerate valorization within the University. This can be achieved through correct strategy development based on key elements of valorization and internationalization, effective strategy implementation, monitoring and creating of appropriate incentive mechanism where IT support play an important role.

#### [Opportunities in education: are factors outside individual responsibility really persistent? Evidence from Indonesia, 1997-2007](#)

Rajius Idzalika (University of Goettingen, Germany) ; Maria C. Lo Bue (University of Verona, Italy)  
Education is a strong predictor for economic performance. Therefore, educational inequality particularly in opportunity could make significant contribution to earning disparities. Following Ferreira and Gignoux (2014) parametric method, we construct aggregate indices of inequality of educational opportunities for fourteen Indonesian provinces in the years 1997, 2000 and 2007. Our particular and original contribution is to define individual indices of the power of circumstances which measure the strength of the influence that the accumulation of factors outside individual responsibility has in the short and in the long run on individual educational achievements and on earnings. We found that-along the period considered- there has been a declining trend in inequality of educational opportunities but not in all the provinces. Our findings also suggest that parental educational background is the most significant factor for school survival and that the effect ! that circumstances exert on future individual educational achievements and on early earnings perspectives tend to persist over time, but only to a very small extent. Moreover, our causal model which relates educational budget policy to equality of opportunity shows a negative impact of educational budget for the youngest cohorts, questioning therefore the effectiveness of the allocation of resources to primary and intermediate schools.

#### [Social Policy for Education: Assessing Needs of Turkey](#)

NURULLAH CALIS (HACETTEPE UNIVERSITY) ; SIRIN TARGAN CALIS (YBU EGITIM VE ARASTIRMA)  
Social policies generally refer to the social welfare interventions aimed to resolve social problems on employment, housing, education, health and social services. Education, as a major field of welfare system, is quite significant for social policy framework. Hence, social welfare state has important responsibilities on providing education facilities and services for whole society. At this point, there is a strong need for effective policies which can resolve problems in education settings and optimise education processes for best learning and teaching. When examining the case of Turkey, it can be seen that there are some social policy practices in education which mainly consist of social assistance programs and social responsibility initiatives. Stipends, course materials and other supports for students, food and housing services of schools, preventive health services are some of welfare

practices for education. There are also some education policies pursued by National Education Ministry to increase schooling rates at all education levels, decrease drop-out rates, bring more special education facilities into service and provide technical and material support for all government schools. Besides, some civil initiatives and private institutions conduct various projects to improve vocational education, promote school attending and provide needed equipments for schools. Unfortunately, all these efforts can not be an effective and holistic framework towards solution of school problems. It is obvious that there has been various ongoing social problems in school settings in Turkey such as violence, harassment, substance abuse, family-related problems, mental health problems. There is a remarkable lack of social policy in this field. This actually indicate a need for enhanced social services and social work in schools. In this regard, this study suggests some effective social policies for education and refers to the significance of school social work services in Turkish school settings.

### [Top incomes and human well-being around the world](#)

Richard V. Burkhauser ; Jan-Emmanuel De Neve ; Nattavudh Powdthavee

The share of income held by the top 1 percent in many countries around the world has been rising persistently over the last 30 years. But we continue to know little about how the rising top income shares affect human well-being. This study combines the latest data to examine the relationship between top income share and different dimensions of subjective well-being. We find top income shares to be significantly correlated with lower life evaluation and higher levels of negative emotional well-being, but not positive emotional well-being. The results are robust to household income, individual's socio-economic status, and macroeconomic environment controls.

### [“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.

### [Universities and RIS3: the case of Catalonia and the RIS3CAT Communities](#)

Elisabetta Marinelli (European Commission – JRC - IPTS) ; Susana Elena Pérez (European Commission – JRC - IPTS) ; Josep Alias (ACUP (Catalan Association of Public Universities))

Regional Smart Specialisation Strategies (RIS3) are aimed at developing national/regional competitive advantages following a vertical prioritisation logic based on the bottom-up identification of a limited set of priorities where regions believe they have potential to obtain a comparative



advantage. Priorities are identified and pursued through the interaction of stakeholders across the quadruple helix of government, industry, academia and society at large. This is because entrepreneurial knowledge is most often distributed across a regional system. This cyclical and recursive process of identification and prioritisation is referred to as an Entrepreneurial Discovery Process (EDP). In this context, universities and regions have a unique opportunity to form partnerships, together with the business sector, to maximise the use of European Structural and Investment Funds (ESIF), and particularly the European Regional Development Fund (ERDF), hence contributing to the local knowledge-based development. Although universities are placed in a good position to contribute significantly to the process of local development, it is difficult to evaluate whether and how such potential can be untapped (Kempton et al., 2013). This report, which is based on collaboration between the JRC-IPTS and the Catalan Association of Public Universities (ACUP), contributes to this debate by exploring universities' role within RIS3 in the case of Catalonia. The paper first assesses the role of universities in the overall design and implementation of the Catalan RIS3 and EDP, and then goes in depth into one of its key instruments, namely the RIS3CAT Communities. Catalonia's Smart Specialization Strategy (RIS3CAT) lays the framework under which the Government of Catalonia carries out RDI (Research Development and Innovation) policies in the current programming period (2014-2020) and supports the generation and development of innovative projects aiming to further develop the region. RIS3CAT establishes that the sectors defined as strategic for Catalonia are structured into RIS3CAT Communities. Each community is expected to carry out initiatives to facilitate collaboration among sectorial stakeholders, to improve competitiveness and to generate solutions to society's changing needs. These communities will be one of the key tools through which universities and other stakeholders in strategic sectors are able to apply for ERDF-funded grants. The case of Catalonia is particularly interesting as the region is home to several public universities displaying remarkable differences in terms of size, scientific specialisation and relationship to the territory. In this respect Catalonia provides the opportunity to test how different types of Higher Education Institutions (HEIs) can respond to the RIS3.

### [How an effective leadership and governance supports to achieve institutional vision, mission and objectives](#)

Aithal, Sreeramana

Effective leadership by setting values and participative decision-making process is key not only to achieve the vision, mission and goals of the institution but also in building the organizational culture. The formal and informal arrangements in the institution to co-ordinate the academic and administrative planning and implementation reflects the institutions efforts in achieving its vision. This paper focus on the vision, mission and the objectives identified for a higher education institution and needs to be addressed through its distinctive characteristics by considering Srinivas Institute of Management Studies as an example. The role of top management, principal and faculty in design and implementation of its quality policy and plans both in Teaching and Services are identified. The involvement of the leadership in ensuring the policy statements and action plans for fulfillment of the stated mission, formulation of action plans for all operations and incorporation of the same into the institutional strategic plan, Interaction with stakeholders, Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders, Reinforcing the culture of excellence, and Champion organizational change. The various procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time are discussed. Details of the academic

leadership provided to the faculty by the top management, the college strategy to groom leadership at various levels, How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system, and the strategy of college to promote a culture of participative management are elaborated.

#### [The impact of ex-ante subsidies to researchers on researcher's productivity: Evidence from a developing country](#)

Aboal, Diego (Centro de Investigaciones Económicas (CINVE), and Universidad ORT Uruguay, Montevideo, Uruguay) ; Tacsir, Ezequiel (UNU-MERIT, Maastricht University, and Universidad de la República, Montevideo, Uruguay.)

In this paper we perform a short-run (two years after the programme) impact evaluation of a programme that provides ex-ante subsidies to researchers in Paraguay. The analysis of the effects of this type of subsidies, that are prevalent in Latin America, has received little attention in the literature. Thanks to the availability of data coming from electronic CVs of applicants we are able to analyse the impact of the programme in dimensions of researchers' productivity that have been mostly overlooked previously, such as technical production, own education, the training of other researchers and other dimensions of the bibliographic production different to published articles. We also provide estimations of the impact on quantity and quality of publications based on more traditional sources of data. We find some positive impacts of the programme. However, some of the results are not robust to alternative methods of estimation.

#### [Does Host-Country Education Mitigate Immigrant Inefficiency? Evidence from Earnings of Australian University Graduates](#)

Dipanwita Sarkar ; Trevor Collier

transferability of skills remains a dominant argument in explaining lower earnings of immigrants. Acquisition of host-country education plays a critical role in overcoming this disadvantage. Using a stochastic frontier approach to compare earnings of native and foreign-born graduates from Australian universities, the authors evaluate the importance of host-country education in reducing earnings inefficiency of immigrants. Although immigrants are found to be initially more inefficient than natives, they assimilate towards the earnings frontier over time. Substantial variation in inefficiency and assimilation patterns exist across immigrants with differing residency status and ethnicity. Non-English background increases inefficiency for immigrants, but more so for non-residents. Consistent with the tightening of selection criteria in Australia, recent immigrant cohorts are found to be more efficient.

#### [Measuring Teacher and School Value Added in Oklahoma, Spring 2016](#)

Albert Y. Liu ; Elias Walsh ; Dallas Dotter

This issue brief provides an overview of the approach that Mathematica Policy Research applied to produce the value-added results used in the evaluation system. It also describes updates to the value-added models that were used to produce the results distributed in spring 2016.

#### [Head Start and the Distribution of Long Term Education and Labor Market Outcomes](#)

de Haan, Monique (University of Oslo) ; Leuven, Edwin (University of Oslo)

In this paper we investigate the effect of Head Start on long term education and labor market outcomes using data from the NLSY79. The contributions to the existing literature on the

effectiveness of Head Start are threefold: (1) we are the first to examine distributional effects of Head Start on long term outcomes (2) we do not rely on quasi-experimental variation in Head Start participation but instead perform a nonparametric bounds analysis that relies on weak stochastic dominance assumptions and (3) we consider education and labor market outcomes observed for individuals in their early 30s. The results show that Head Start has a statistically significant positive effect on years of education, in particular for women, blacks and Hispanics. For wage income we also find evidence that Head Start has beneficial impacts, with effects located at the lower end of the distribution.

#### [The Future of the University? The voice of young Polish scholars](#)

Anna M. Kola (Nicolaus Copernicus University, Faculty of Education, Torun, Poland) ; Krzysztof Leja (Gdansk University of Technology, Gdansk, Poland)

Changes of universities should not be a result of administrators' and university managers' decisions (as a top-down approach), but of initiatives from the academic community. It is a kind of third way, which goes beyond the liberal discourse of the capitalist, who want to turn universities into companies, but it is not only the realization of the vision of the university officials. Taking into account our research and educational experience, we would like to introduce a wider perspective on the role of the contemporary university – regarding the core-periphery position of universities in a global world. In addition, our aim is to show how strategies of resistance can be built, which will result in effective and sustainable conversion of thinking about the university as an institution in shaping and creating an elite, as well as developing mechanisms of pro-quality, taking into account social factors. To reveal this way of thinking and show possibilities of taking action, we describe the main Polish initiatives that can change the university world in every field. An example of such a social movement is Citizens of Academia (Obywatele Nauki). Its members are young (usually post-doctoral), as well as more experienced scholars, who, despite the fact of achieving scientific and academic success, are working for the common good and the good of the university seen as an important social institution. The university ought to be an institution responsible for the process of social and cultural development. We agree that research on the role and activity of the movement is important to understand the direction of changes of the (post)modern university and society. The goal of such ethnographically inspired research is diagnosis of a specific engaged academic community. The article will present conclusions of the pilot study, conducted among the founders and initiators of the ON movement. Additional important objectives of the paper are to provide practical recommendations for policymakers, academic communities, research institutions and university administration, as well as answers to the question about possibilities of using the intellectual potential of young, talented, rebel and open scholars, to become a catalyst for desired change of the university, as well as development of personal careers of Polish academicians

#### [Challenges and Opportunities for Skills Development in Asia: Changing Supply, Demand and Mismatches](#)

Asian Development Bank (ADB) ; Asian Development Bank (ADB) (South Asia Department, ADB) ; Asian Development Bank (ADB) (South Asia Department, ADB) ; Asian Development Bank (ADB)

This report discusses six key global trends on skills supply and demand in Asia. These are (i) the doubling of the labor pool, (ii) expansion of education access, (iii) economic and industrial transformation, (iv) technological advancement, (v) globalization and regional integration, and (vi) demographic shifts. The report highlights the need for Asia's education systems to transform. It

proposes four pillars on policies to address skills mismatch including (i) developing comprehensive national strategies and planning, (ii) reorienting and rebalancing education systems, (iii) prioritizing reforms in technical vocational education and training relevance and quality, and (iv) advancing international cooperation.

#### [Innovative Strategies in Technical and Vocational Education and Training for Accelerated Human Resource Development in South Asia: Nepal](#)

Asian Development Bank (ADB) ; Asian Development Bank (ADB) (South Asia Department, ADB) ; Asian Development Bank (ADB) (South Asia Department, ADB) ; Asian Development Bank (ADB)

This publication consists of six country reports on technical and vocational education and training and higher education in Bangladesh, Nepal, and Sri Lanka. Each report presents current arrangements and initiatives in each of the three countries' skills development strategies, complemented by critical analysis to reveal key issues, challenges, and opportunities for innovative strategies toward global competitiveness, increased productivity, and inclusive growth. The emphasis is to make skills training more relevant, efficient, and responsive to emerging domestic and international labor markets. The reports were conducted under the Australian AID-supported Phase 1 of Subproject 11 (Innovative Strategies for Accelerated Human Resource Development) of RETA 6337 (Development Partnership Program for South Asia).

Keywords: nepal tvet, nepal skills development, south asia, human capital, nepal human resources, vocational education, technical education, skills training, global competitiveness, increased productivity, inclusive growth, labor markets, adb ta 6337

#### [The Downside of Good Peers: How Classroom Composition Differentially Affects Men's and Women's STEM Persistence](#)

Stefanie Fischer (Department of Economics, California Polytechnic State University)

This paper investigates whether class composition can help explain why women are disproportionately more likely to fall out of the "STEM" pipeline. Identification comes from a standardized enrollment process at a large public university that essentially randomly assigns freshmen to different mandatory introductory chemistry lectures. Using administrative data, I find that women who are enrolled in a class with higher ability peers are less likely to graduate with a STEM degree, while men's STEM persistence is unaffected. The effect is largest for women in the bottom third of the ability distribution. I rule out that this is driven solely by grades.

#### [Skill use, skill deficits, and firm performance in formal sector enterprises : evidence from the Tanzania enterprise skills survey, 2015](#)

Tan,Hong W. ; Bashir,Sajitha ; Tanaka,Nobuyuki

Inadequacies in Tanzania's education and training systems compromise the quality of workforce skills, giving rise to skill shortages, and constraining the operations and growth of formal sector firms in the country. This study addressed these concerns using data from a unique Enterprise Skills Survey that asked Tanzanian employers about the education, training, and occupational mix of their workforce, the skill gaps in cognitive, noncognitive, and job-specific competencies affecting their operations, and the strategies they are using to overcome these skill gaps. The study investigates the consequences for firm productivity of employers' choices about their optimal skills mix, and their strategies to mitigate shortfalls in skills supply. Compared with noninnovators and firms primarily serving the domestic market, exporters and innovators face greater skill demand and suffer from skill

shortages that are more likely to constrain their operations in such areas as quality assurance, use of new technology, and introducing new products and services. In analyzing firm performance and its relation to skill mix, the study found that firms with higher shares of tertiary-educated workers are more productive; it found no impact, however, from secondary education and technical vocational education and training qualifications, possibly reflecting the universally acknowledged poor quality of secondary education in Tanzania. Employers use a range of strategies to address skill deficiencies, from hiring new workers, to training current workers in-house or externally, using high-skill expatriate workers, or outsourcing professional services. Almost all were associated with higher labor productivity. The exception, employer provided in-house training, had no measurable impact on productivity.

#### [K-12 Transitions: Approaches and Lessons Learned](#)

Asian Development Bank (ADB) ; Asian Development Bank (ADB) (Sustainable Development and Climate Change Department, ADB) ; Asian Development Bank (ADB) (Sustainable Development and Climate Change Department, ADB) ; Asian Development Bank (ADB)

Preparing and executing a transition to K–12 requires political commitment and financial investment as well as enough human resources capable of planning, developing, implementing, and sustaining a complex reform. More than 140 countries offer what has become the international norm for pretertiary education, a kindergarten through grade 12 (K-12). Research attests to the long-term learning and social benefits of school readiness programs. Experience in many countries also shows that a K–12 system of schooling is the minimum necessary to acquire the knowledge and expertise for university education, employment training, or decent work.

#### [The Effect of Moving during Childhood on Long Run Income: Evidence from Swedish Register Data](#)

Heidrich, Stefanie (Department of Economics, Umeå University)

In this paper I study the long-term effects of inter-municipal moving during childhood on income using Swedish register data. Due to the richness of the data I am able to control for important sources of selection into moving, such as parent separation, parents' unemployment, education, long run income, and immigration background. I find that children's long run incomes are significantly negatively affected by moving during childhood, and the effect is larger for those who move more often. For children who move once, I also estimate the effect of the timing and the quality of the move. I measure the quality of each neighborhood based on the adult outcomes for individuals who never move; the quality of a move follows as the difference in quality between the origin and the destination. Given that a family moves, I find that the negative effect of childhood moving on adult income is increasing in age at move. Children benefit economically from the quality of the region they move to only if they move before age 12 (sons) and age 16 (daughters).

#### [The Evolution of Human Capital in Africa, 1730 -1970: A Colonial Legacy?](#)

Baten, Jörg ; Cappelli, Gabriele

How did colonialism interact with the development of human capital in Africa? We create an innovative panel dataset on numeracy across African countries before, during and after the Scramble for Africa (1730 -1970) by drawing on new sources and by carefully assessing potential selection bias. The econometric evidence that we provide, based on OLS, 2SLS and Propensity Score Matching, shows that colonialism had very diverse effects on human capital depending on the education policy of the colonizer. Although the average marginal impact of colonialism on the growth of numeracy was positive, the premium that we find was driven by the British educational system. Especially after

1900, the strategies chosen by the British were associated with faster human-capital accumulation, while other colonies were characterized by a negative premium on the growth of education. We connect this finding to the reliance of British education policy on mission schools, which used local languages and the human capital of local teachers to expand schooling in the colonies. We also show that this, in turn, had long-lasting effects on economic growth, which persist to the present day.

#### [Large Depreciations: Recent Experience in Historical Perspective](#)

José De Gregorio (Peterson Institute for International Economics)

Data for a large sample of countries dating back to the early 1970s reveal that the large depreciations against the dollar that are occurring in many countries are not unprecedented in magnitude or duration. The pass-through to inflation from exchange rate depreciation has been slightly more muted than in previous occasions, but it is not out of line with experience since the mid-1990s. The current account adjustment has been more limited than in the past, possibly suggesting that the period of weak currencies may be prolonged.

#### [Higher Education Policies in Promoting ASEAN Community in Thailand](#)

Ratana Daungkaew (Sukhothai Thammathirat Open University) ; Koolchalee Chongcharoen (Sukhothai Thammathirat Open University)

This study aims to explore any relevant information related to higher education policies in Thailand in promoting ASEAN Community. The study was guided by three broad questions: (1) What is the background of current higher education policies in Thailand; (2) What are the key domestic higher education policies currently in place that could be relevant to the AC; and (3) What could be some foreseeable challenges to the implementation of higher education policies promoting the AC? A qualitative approach was employed using document analyses and in-depth interviews with relevant government officials. The findings provide readers with a broad background on higher education in Thailand and the country's formulation of higher education policies for supporting the AC, as well as an overview of the latest National Education Reform (2009-2018) that emphasizes Thailand's potential to play a more active role as a higher education hub that develops human resources with the knowledge and skills sought by ASEAN countries. In addition, the study looks at current factors in the existing Thai higher education system that could potentially act as barriers in the implementation of policies promoting the AC, such as the English-language proficiency of Thai graduates; lack of manpower in technical and vocational fields; teacher preparation and quality assessment; and quality of higher education.

#### [Human Capital and Education: The State of the Art in the Economics of Education](#)

Burgess, Simon (University of Bristol)

This review describes the research frontier on human capital and education in economics research. It delineates what is known and largely agreed, and what are the most promising lines for future research. The approach will be to explain clearly and precisely the research evidence, in a way that makes this accessible to a wide audience. The survey has two particular aims. First, it draws out the implications for key education policy issues, highlighting which policy ideas can be supported by the economics research. To do this, my focus is on research that identifies causal effects. Second, it tries to identify some of the big open research questions and policy knowledge gaps in this field.

### [Public-Private Partnerships in Information and Communication Technology for Education](#)

Asian Development Bank (ADB) ; Asian Development Bank (ADB) (Sustainable Development and Climate Change Department, ADB) ; Asian Development Bank (ADB) (Sustainable Development and Climate Change Department, ADB) ; Asian Development Bank (ADB)

A study of how PPPs have been employed by ADB developing member countries in Asia and the Pacific identified seven initiatives that adopted the underlying principles of PPP in developing and delivering ICT for education services. Public-private partnerships (PPPs) have generated a lot of interest from governments around the world for leveraging private sector involvement in developing and sustaining public infrastructure and services. Initially, PPPs were favored by transport, energy, and other large infrastructure-intensive sectors. More recently, the concept has been expanded to include social sectors such as education.

### ***Repéré sur : worldbank.org***

Raju, Dhushyanth. [Public School Teacher Management in Sri Lanka: Issues and Options](#). Washington : World Bank, april 2016

Sri Lanka is increasingly seeking to ensure that its public school system not only delivers greater shares of students who have completed higher secondary and tertiary education, but also that all students obtain a much better education. Raising teacher effectiveness is considered as crucial for achieving these aims. This paper reviews the literature on teacher management in Sri Lanka, and points to what may be critical teacher management issues. The paper also outlines considerations and options for addressing these issues, informed by international evidence on approaches to improve teacher effectiveness.

Sosale, Shobhana; Majgaard, Kirsten. [Fostering Skills in Cameroon: Inclusive Workforce Development, Competitiveness, and Growth](#). Washington : World Bank, april 2016

Cameroon has strong goals for its growth and development. By 2035, it aims to be an emerging economy. The country's medium-term goals are focused on alleviating poverty, consolidating democracy, and achieving national unity—while respecting diversity.

This report contributes substantively to the Government's vision on Strategy for Growth and Employment, putting human development and employment at center stage. Cameroon faces three main challenges:

- Developing more robust formal and informal employment opportunities by strengthening human development.
- Increasing productivity in agriculture, mining, and key value chains (timber, tourism, and information and communication technology).
- Advancing growth by investing in infrastructure and improving the business climate and regional integration.

The Strategy sets a target for reducing underemployment from 76 percent of the workforce to 50 by 2020 by creating tens of thousands of formal jobs. But based on results from the first two years of its implementation, the strategy is far from achieving that target.

This report is meant to support Cameroon's efforts to build the skills of its workers.

This report reaches conclusions and offers policy recommendations to answer six questions:

- What has been the trajectory of Cameroon’s economic growth? Which sectors have contributed to growth?
- What jobs are being created?
- What types of skills are being used in the sectors where the highest percentages of the population are employed?
- What are the demand and supply barriers to skills?
- Which policies and institutions are in play? Are they sufficient?
- What needs to or could be reformed?
- Cameroon has good prospects for moving to middle-income status. It can create a more dynamic, responsive workforce. But a new strategy is required. It can be done. This report proposes new directions and provides recommendations. Outcomes are expected. Work has never been easy. But many have been working—and Cameroon can work.

Blom, Andreas; Raza, Reehana Rifat; Kiamba, Crispus Makau; Bayusuf, Himdat Iqbal; Adil, Mariam Nusrat. [Expanding Tertiary Education for Well-Paid Jobs: Competitiveness and Shared Prosperity in Kenya](#). Washington : World Bank, april 2016

In order to realize the ideals of the 2010 Constitution and the government of Kenya’s 2030 Vision, which aims to transform the country into a newly industrializing, middle income, globally competitive and prosperous country, it will be imperative for Kenya to expand equitable access to quality tertiary education in alignment with the economic and developmental needs of the country. The analysis contained in this report, and the accompanying and policy options, are intended to support the government of Kenya (GoK), leaders of the tertiary education sector, and other stakeholders in the system, manage the pressures associated with significantly increased demand for higher education, and inform decision-making as the country moves to expand access to quality tertiary education. The report is structured in the following manner: It commences with a discussion of the motivation for the report, and its three focus areas:(i) quality and relevance; (ii) governance; and (iii) student financing. Thereafter the report reviews findings for each focus area in the form of three policy notes, each of which concludes with a set of policy recommendations.

## 2. Sommaires de revues en éducation

### Revues francophones :

[Animation & éducation, n° 252, mai 2016](#)

Thème : [R]accrochage scolaire : que peut la pédagogie ?

- Les inégalités scolaires en France, des structures aux pratiques  
Jean-Yves Rochex
- La coopération et climat scolaire  
Sylvain Connac



- Des pistes pédagogiques pour prévenir et agir contre le décrochage  
Marie-Anne Hugon
- Axer sur la persévérance scolaire  
Claude Bisson-Vaivre
- L'atelier philo. Mieux penser ensemble pour ne pas décrocher  
Marie-Laure Dupin
- «Exclusion temporaire et amélioration du climat scolaire»  
Benjamin Moignard
- «Socrate dans la cité», partir du concept des origines  
Frédérique Landoeuer
- Et si on se préoccupait d'abord de l'humain?  
Rozenn Thomas , Annie Boulard
- Collège de Brive. Création d'un service d'accrochage scolaire  
Jérôme Chauvignat
- Micro-lycée de Talence. Faut-il "raccrocher" ou "repenser" la norme?  
Jean-Jacques Laisné
- Penser le collège comme "organisation scolaire inclusive"  
Christine Boireau-Canet
- Il n'est jamais trop tard !  
Béatrice Musielak
- Nous avons une lecture trop sélective des fonctions de l'éducation  
Marie Duru-Bellat



[Les Sciences de l'éducation - Pour l'ère nouvelle, vol. 49, n°1, 2016](#)

- Rythmes scolaires des enfants : discussion autour des contraintes et opportunités économiques des familles  
Claire BONNARD et Cathy PERRET
- Parcours de formation et production identitaire : des animateurs socioculturels engagés en VAE  
Goucem REDJIMI



- La construction des collectifs dans l'apprentissage collaboratif à distance : l'affordance socioculturelle des objets numériques  
Stéphane SIMONIAN, Jean-Jacques QUINTIN et Sébastien URBANSKI
- Orientation scolaire et professionnelle des filles et des garçons au collège. Évaluation d'un dispositif de sensibilisation aux métiers non-traditionnels  
Biljana STEVANOVIC, Pierre GROUSSON et Alix DE SAINT-ALBIN

[Sciences sociales et sport, N° 9 - 2016/1](#)

- Le sport à côté. Les logiques sociales de la permanence d'un investissement associatif en milieu populaire  
Cyrille Rougier
- Construire le street workout, faire le genre : snapshots ethnographiques sur le bricolage identitaire engagé par les pratiquant-e-s de « fitness des rues »  
Alain Mueller
- Entre transgression et reproduction des normes de genre. Les effets paradoxaux du goût du sport sur l'orientation scolaire et professionnelle des normaliennes en sciences du sport et éducation physique  
Carine Érard, Catherine Louveau
- Quand le mandat s'étirole. Des cadres du ministère chargé des Sports saisis par l'affaiblissement et la mise en concurrence de leur activité professionnelle  
Marina Honta, Samuel Julhe
- Le profil social et politique des adjoint-e-s aux sports des villes françaises  
Michel Koebel



**Revue francophones :**

[American Journal of Evaluation, June 2016; Vol. 37, No. 2](#)

- Does Research on Evaluation Matter? Findings From a Survey of American Evaluation Association Members and Prominent Evaluation Theorists and Scholars  
Chris L. S. Coryn, Satoshi Ozeki, Lyssa N. Wilson, Gregory D. Greenman II, Daniela C. Schröter, Kristin A. Hobson, Tarek Azzam, and Anne T. Vo
- Building an Assessment Argument to Design and Use Next Generation Science Assessments in Efficacy Studies of Curriculum Interventions  
Angela Haydel DeBarger, William R. Penuel, Christopher J. Harris, and Cathleen A. Kennedy

- Introducing Evidence-Based Principles to Guide Collaborative Approaches to Evaluation: Results of an Empirical Process  
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- Critical Realism and Realist Review: Analyzing Complexity in Educational Restructuring and the Limits of Generalizing Program Theories Across Borders  
Denise E. De Souza
- NIH Peer Review: Scored Review Criteria and Overall Impact  
Mark D. Lindner, Adrian Vancea, Mei-Ching Chen, and George Chacko
- What is Essential in Developmental Evaluation? On Integrity, Fidelity, Adultery, Abstinence, Impotence, Long-Term Commitment, Integrity, and Sensitivity in Implementing Evaluation Models  
Michael Quinn Patton
- On Messes, Systems Thinking, and Evaluation: A Response to Patton  
Robin Lin Miller
- Multivariate Models for Normal and Binary Responses in Intervention Studies  
Keenan A. Pituch, Tiffany A. Whittaker, and Wanchen Chang
- The Oral History of Evaluation: The Professional Development of Robert Stake  
Robin Lin Miller, Jean A. King, Melvin M. Mark, and Valerie Caracelli

[Applied Measurement in Education, Volume 29, Issue 3, July-September 2016](#)

- Comparing Human and Automated Essay Scoring for Prospective Graduate Students With Learning Disabilities and/or ADHD  
Heather Buzick, Maria Elena Oliveri, Yigal Attali & Michael Flor
- A New Procedure for Detection of Students' Rapid Guessing Responses Using Response Time  
Hongwen Guo, Joseph A. Rios, Shelby Haberman, Ou Lydia Liu, Jing Wang & Insu Paek
- Parameter Recovery and Classification Accuracy Under Conditions of Testlet Dependency: A Comparison of the Traditional 2PL, Testlet, and Bi-Factor Models  
Natalie A. Koziol
- Evaluating the Psychometric Characteristics of Generated Multiple-Choice Test Items  
Mark J. Gierl, Hollis Lai, Debra Pugh, Claire Touchie, André-Philippe Boulais & André De Champlain
- Evaluating Comparative Judgment as an Approach to Essay Scoring  
Jeffrey T. Steedle & Steve Ferrara

- Bi-Factor MIRT Observed-Score Equating for Mixed-Format Tests  
Guemin Lee & Won-Chan Lee

[Assessment & Evaluation in Higher Education, Volume 41, Issue 5, August 2016](#)

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- Assessing student learning outcomes in higher education: challenges and international perspectives  
Olga Zlatkin-Troitschanskaia, Hans Anand Pant & Hamish Coates
- Assessing student learning outcomes internationally: insights and frontiers  
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- Assessing critical thinking in higher education: the HEIghten™ approach and preliminary validity evidence  
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- On the practices and challenges of measuring higher education value added: the case of Colombia  
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- Assessing scientific reasoning: a comprehensive evaluation of item features that affect item difficulty  
Jurik Stiller, Stefan Hartmann, Sabrina Mathesius, Philipp Straube, Rüdiger Tiemann, Volkhard Nordmeier, Dirk Krüger & Annette Upmeier zu Belzen
- Comparing future teachers' beliefs across countries: approximate measurement invariance with Bayesian elastic constraints for local item dependence and differential item functioning  
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- Student motivation in low-stakes assessment contexts: an exploratory analysis in engineering mechanics  
Frank Musekamp & Jacob Pearce
- Developing instruments to assess and compare the quality of engineering education: the case of China and Russia  
Elena Kardanova, Prashant Loyalka, Igor Chirikov, Lydia Liu, Guirong Li, Huan Wang, Ekaterina Enchikova, Henry Shi & Natalie Johnson
- Macroeconomic knowledge of higher education students in Germany and Japan – a multilevel analysis of contextual and personal effects  
Olga Zlatkin-Troitschanskaia, Susanne Schmidt, Sebastian Brückner, Manuel Förster, Michio Yamaoka & Tadayoshi Asano

[Community College Journal of Research and Practice, Volume 40, Issue 9, September 2016](#)

- The Effect of Athletic Identity and Locus of Control on the Stress Perceptions of Community College Student-Athletes  
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- A Systematic Replication Comparing Interteaching and Lecture in the Community College Classroom  
Theresa A. Felderman
- A Framework for Evaluating Implementation of Community College Workforce Education Partnerships and Programs  
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- Where is the Research on Community College Students?  
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- Strategies for Broadening Participation in Advanced Technological Education Programs: Practice and Perceptions  
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- Family Incomes Fall While Admission Requirements Rise: Implications for Community Colleges  
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- Male Program Assessment for College Excellence (M-PACE): Content Validation Summary  
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[The Curriculum Journal, Volume 27, Issue 2, June 2016](#)

- The Wheel of Writing: a model of the writing domain for the teaching and assessing of writing as a key competency  
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- Learning intentions and success criteria: learners' and teachers' views  
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- Opportunity to learn about disciplinary literacy in senior secondary English classrooms in New Zealand  
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- Standards as a tool for teaching and assessing cross-curricular writing  
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- Learning to learn: improving attainment, closing the gap at Key Stage 3  
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- Visibility and differentiation: systemic testing in a developing country context  
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[The Economic Journal, Volume 126, Issue 592, May 2016](#)

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- Universal Pre-school Education: The Case of Public Funding with Private Provision  
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Access to Higher Education

- Improving college access in the United States: Barriers and policy responses  
Lindsay C. Page, Judith Scott-Clayton
- The effects of the tax deduction for postsecondary tuition: Implications for structuring tax-based aid  
Caroline M. Hoxby, George B. Bulman
- Enlist or enroll: Credit constraints, college aid, and the military enlistment margin  
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- Denying loan access: The student-level consequences when community colleges opt out of the Stafford loan program  
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- Aid for all: College coaching, financial aid, and post-secondary persistence in Tennessee  
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- Reprint of “Stay late or start early? Experimental evidence on the benefits of college matriculation support from high schools versus colleges”  
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- Reprint of “The relationship between siblings’ college choices: Evidence from one million SAT-taking families”  
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- (Un)informed college and major choice: Evidence from linked survey and administrative data  
Original Research Article  
Justine S. Hastings, Christopher A. Neilson, Anely Ramirez, Seth D. Zimmerman

- The costs and benefits of enrolling in an academically matched college Original Research Article  
Jessica S. Howell, Matea Pender
- The returns to higher education for marginal students: Evidence from Colorado Welfare recipients  
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[Economics of Education Review, Volume 52 , June 2016](#)

- Should student employment be subsidized? Conditional counterfactuals and the outcomes of work-study participation  
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- Class size and teacher effects in higher education  
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- Why has wage inequality evolved so differently between Japan and the US? The role of the supply of college-educated workers  
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- The returns to voucher-financed training on wages, employment and job tasks  
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- Does early educational tracking increase migrant-native achievement gaps? Differences-in-differences evidence across countries  
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- Mean and distributional impact of single-sex high schools on students' cognitive achievement, major choice, and test-taking behavior: Evidence from a random assignment policy in Seoul, Korea  
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- The effect of university attended on graduates' labour market prospects: A field study of Great Britain  
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- Who believes in me? The effect of student–teacher demographic match on teacher expectations  
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- Credit constraints in higher education in a context of unobserved heterogeneity  
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- Does more general education reduce the risk of future unemployment? Evidence from an expansion of vocational upper secondary education  
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- Are all schools created equal? Learning environments in small and large public high schools in New York City  
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- Immigrant student performance in Math: Does it matter where you come from?  
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- The influence of conditional cash transfers on eligible children and their siblings  
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- The structure and determinants of expected and actual starting salaries of higher education students in Germany: identical or different?  
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- Health, SES, and the timing of education among military retirees  
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- Effect of religious attendance on years of schooling in the USA  
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- The impact of MBA programme attributes on post-MBA salaries  
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[Educational Researcher, May 2016; Vol. 45, No. 4](#)

- Recognizing the Political in Implementation Research  
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- Alignment and Accountability in Policy Design and Implementation: The Common Core State Standards and Implementation Research  
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- A Call for a More Measured Approach to Reporting and Interpreting PISA Results  
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- A Multigrade, Multiyear Statewide Examination of Reading Achievement: Examining Variability Between Districts, Schools, and Students  
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- Who Is Opposed to Common Core and Why?  
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- Exploring school regulation of students' technology use – rules that are made to be broken?  
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- Teachers' views of the Common Core State Standards and its implementation  
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- A review of literature: what is an ideal internationalised school?  
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- Beyond the excused/unexcused absence binary: classifying absenteeism through a voluntary/involuntary absence framework  
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- What can school principals do to support students and their learning during and after natural disasters?  
Jo Fletcher & Karen Nicholas

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Special Issue: The Economics of Entrepreneurship

- Advancing the economics of entrepreneurship  
David B. Audretsch, Albert N. Link, Robert M. Sauer, Donald S. Siegel
- Where has all the skewness gone? The decline in high-growth (young) firms in the U.S.  
Ryan A. Decker, John Haltiwanger, Ron S. Jarmin, Javier Miranda
- Taxation, corruption, and growth  
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- Industry structure, entrepreneurship, and culture: An empirical analysis using historical coalfields  
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- Personality traits and the evaluation of start-up subsidies  
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- On the economic performance of nascent entrepreneurs  
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- The entrepreneur's idea and outside finance: Theory and evidence about entrepreneurial roles  
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- Knowledge Creates Markets: The influence of entrepreneurial support and patent rights on academic entrepreneurship  
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- The impact of private equity on firms' patenting activity Original Research Article  
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- Job creation and job types – New evidence from Danish entrepreneurs  
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- Dynamic capabilities and entrepreneurial management in large organizations: Toward a theory of the (entrepreneurial) firm  
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- For a revival of feminist consciousness-raising: horizontal transformation of epistemologies and transgression of neoliberal TimeSpace  
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- From performativity to Aporia: taking 'tremendous responsibility' towards feminism and the university  
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- Gender machineries vs. feminist movements? Collective political subjectivity in the time of passive revolution  
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- Our stories matter: storytelling and social justice in the Hollaback! movement  
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- Finding feminism, finding voice? Mobilising community education to build women's participation in Myanmar's political transition  
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- Is there a right time for gender-just peace? Feminist anti-war organising revisited

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- Feminist tales of teaching and resistance: reimagining gender in early childhood education (Reggio Emilia, Italy)  
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- 'Start from your own situation': a political analysis on the relationship between gender and education in an Italian University course  
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- Editor's Choice: Comparing the productivity impacts of knowledge spillovers from network and arm's length industries: findings from business groups in Korea  
Keun Lee, Kineung Choo, and Minh Yoon
- Remote collaboration and innovative performance: the moderating role of R&D intensity  
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- A note on merger and acquisition evaluation  
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- Global competition for scientific talent: evidence from location decisions of PhDs and postdocs in 16 countries  
Paula Stephan, Chiara Franzoni, and Giuseppe Scellato
- Publish or teach? The role of the scientific environment on academics' multitasking  
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- Developing new products in the automotive industry: exploring the interplay between process clockspeed and supply chain integration  
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- The board of directors and dividend policy: the effect of gender diversity  
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- Improving supervision for students at a distance: videoconferencing for group meetings  
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- Enhancing the assessment experience: improving student perceptions, engagement and understanding using online video feedback  
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- The influences of cognitive styles on individual learning and collaborative learning  
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- Parents supporting learning: a non-intensive intervention supporting literacy and numeracy in the home learning environment  
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- Social competence, cultural orientations and gender differences: a study of Mandarin–English bilingual preschoolers  
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- Children’s sense of agency in preschool: a sociocultural investigation  
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- Diversity in New Zealand early childhood education: challenges and opportunities  
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- Aistear vis-à-vis the Primary Curriculum: the experiences of early years teachers in Ireland  
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- Enquiry-based science in the infant classroom: ‘letting go’  
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- Ready, steady ... pause: integrating ICT into Shanghai preschools  
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[International Journal of Educational Development, Volume 48 , May 2016](#)

- International organizations and the future of education assistance  
Stephen P. Heyneman, Bommi Lee
- The effectiveness of foreign aid to education: What can be learned?  
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- Making aid work for education in developing countries: An analysis of aid effectiveness for primary education coverage and quality  
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- What works to improve the quality of student learning in developing countries?  
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- How does classroom composition affect learning outcomes in Ugandan primary schools?  
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- Costs, and cost-outcome of school feeding programmes and feeding programmes for young children. Evidence and recommendations  
E.A. Kristjansson, A. Gelli, V. Welch, T. Greenhalgh, S. Liberato, D. Francis, F. Espejo

[International Journal of Inclusive Education, Volume 20, Issue 8, August 2016](#)

- The school staff's perception of their ability to teach special educational needs pupils in inclusive settings in Finland  
Birgit Paju, Lauri Rätty, Raija Pirttimaa & Elina Kontu
- Voices of children and parents from elsewhere: a glance at integration in Italian primary schools  
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- The special education teacher between the priorities of inclusion and specialisation  
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- The discourse of language learning strategies: towards an inclusive approach  
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- 'We are inclusive. We are a team. Let's just do it': commitment, collective efficacy, and agency in four inclusive schools  
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[International Journal of Qualitative Studies in Education, Volume 29, Issue 7, August 2016](#)

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- Cyborg and autism: exploring new social articulations via posthuman connections  
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- Terror(ism) in the classroom: censorship, affect and uncivil bodies  
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- Praxis, educational development and the university sector in Australia  
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- Counter-stories as representations of the racialized experiences of students of color in higher education and student affairs graduate preparation programs  
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- Parents' views of an optimal school life: using Social Role Valorization to explore differences in parental perspectives when children have intellectual disability  
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[International Journal of Leadership in Education, Volume 19, Issue 3, may 2016](#)

- Birth pains: emerging school leadership policies in eight school systems of Latin America  
José Weinstein & Macarena Hernández
- Understanding leadership in schools facing challenging circumstances: a Chilean case study  
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- Translation of the UNESCO/OECD guidelines for quality provision in cross-border higher education into local policy contexts: a comparative study of Finland and Russia  
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- A quantitative and model-driven approach to assessing higher education in the United States of America  
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Special Section on Patent Use; Guest Edited by Ashish Arora & Suma Athreye

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- The paradox of openness revisited: Collaborative innovation and patenting by UK innovators  
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- The effects of university rules on spinoff creation: The case of academia in Italy  
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- Inverted-U relationship between R&D intensity and survival: Evidence on scale and complementarity effects in UK data  
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- Curriculum mapping as deliberation – examining the alignment of subject learning outcomes and course curricula  
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- Employability deconstructed: perceptions of Bologna stakeholders  
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- Understanding the up, back, and forward-component in master's thesis supervision with adaptivity  
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- Leading and managing in complexity: the case of South African deans  
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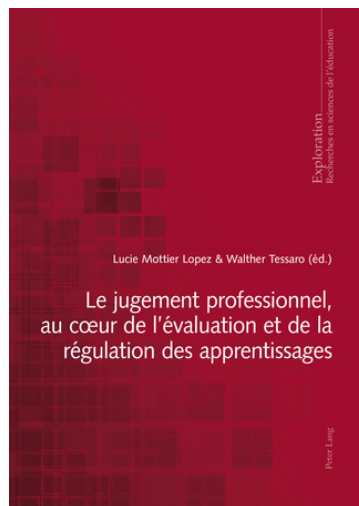
- When Bible and science interact: teachers' pedagogic and value challenges in teaching religious minority students in higher education settings  
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[Youth & Society, July 2016; Vol. 48, No. 4](#)

- School Bonding, Peer Associations, and Self-Views: The Influences of Gender and Grandparent Attachment on Adolescents in Mainland China  
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- General Strain Theory and Delinquency: Extending a Popular Explanation to American Indian Youth  
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- A Critical Interpretive Synthesis of the Literature Linking Music and Adolescent Mental Health  
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- Mapping the Life Satisfaction of Adolescents in Hong Kong Secondary Schools With High Ethnic Concentration  
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- Trajectories of School Connectedness Across the Middle School Years: Examining the Roles of Adolescents' Internalizing and Externalizing Problems  
Alexandra Loukas, Jessica Duncan Cance, and Milena Batanova
- Youth Narratives on Community Experiences and Sense of Community and Their Relation to Participation in an Early Childhood Development Program  
Julian Hasford, Colleen Loomis, Geoffrey Nelson, and S. Mark Pancer

### 3. Livres intéressants



Mottier Lopez, L. & Tessaro, W. (2016). *Le jugement professionnel, au cœur de l'évaluation et de la régulation des apprentissages*. Bern, Berlin, Bruxelles, Frankfurt am Main, New York, Oxford, Wien : Peter Lang.

Le jugement professionnel est au cœur des pratiques d'enseignement. Il représente un enjeu crucial pour l'évaluation formative et certificative des apprentissages des élèves. Il oriente le regard sur les compétences professionnelles nécessaires à l'exercice d'une évaluation pédagogique de qualité, inscrite dans un cadre éthique et déontologique. À travers le jugement professionnel, l'ouvrage a pour objectif de mieux comprendre le caractère complexe de l'évaluation située des apprentissages des élèves. Les chapitres présentent des recherches menées dans différents ordres d'enseignement et contextes de formation. Les auteurs ont choisi diverses entrées de problématisation : pratiques de notation, implication de l'élève dans l'évaluation, régulations dans des situations d'évaluation de compétences, négociation des cultures d'évaluation y compris au-delà de la salle de classe.