



Veille de l'IREDU n°66

1^{er} septembre 2016

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1. Ressources sur le Web

Repéré sur : alternatives-economiques.fr

[École : peut-on encore réussir sans argent ?](#) Alternatives Economiques n° 360 - septembre 2016

Cours particuliers, prépas privées, frais de scolarité en hausse, séjours à l'étranger onéreux..., les parents doivent investir de plus en plus d'argent dans les études de leurs enfants. Une course que toutes les familles n'ont pas les moyens d'assumer. Et qui remet en cause les promesses de l'école républicaine.

Repéré sur : cafepedagogique.net

[Recrutement des enseignants : Les femmes favorisées ?](#) L'expresso du 11 août 2016

Rares dans les disciplines scientifiques, les femmes sont-elles avantagées lors des épreuves des concours de recrutement ? C'est ce qu'affirment Thomas Breda (CNRS, École d'économie de Paris) et Mélina Hillion (Insee, École d'économie de Paris), qui ont analysé l'évolution, entre les écrits (anonymes) et les oraux, des résultats de 100 000 candidats des sessions 2006 à 2013. Leur étude interroge par ricochet l'enseignement des disciplines scientifiques avant les concours, principalement durant la scolarité.

[L'anxiété des filles devant les maths est un phénomène universel.](#) L'expresso du 24 août 2016

"L'anxiété devant les mathématiques n'est pas un problème que dans les pays développés". C'est un des apports de l'étude de G Stoet (Université de Glasgow), D H Bailey (Univ. De Californie), A M Moore et D C Geary ((Univ. Du Missouri). Ils proposent comme remède davantage d'égalité entre les sexes.

[Parcours d'excellence : Une mise en place dès cette rentrée pour quelle efficacité ?](#) L'expresso du 26 août 2016

" Créer les conditions d'une égalité réelle permettant à tous de réussir nécessite d'assurer dès le collège un meilleur accompagnement des élèves issus des milieux modestes dans l'élaboration de leur parcours de formation. Tel est le sens des parcours d'excellence que vous mettrez en place, sur l'ensemble du territoire, à partir de la rentrée scolaire 2016". Une instruction publiée au B.O. du 25 août demande aux principaux des collèges Rep+ de les mettre ne place dès cette année. Mais est ce vraiment un dispositif utile ?

[Les parents plus insatisfaits du collège... en 2011.](#) L'expresso du 31 août 2016

Entre 2008 et 2011 le niveau d'insatisfaction envers le collège a monté, révèle une nouvelle étude de la Depp. L'étude pointe particulièrement l'aide apportée aux élèves.

[Mixité sociale : Changer la donne pour le privé demande T. Piketty](#). L'expresso du 1er septembre 2016

"Il existe des façons d'améliorer la situation. En faisant rentrer les collèges publics et privés dans un même système d'affectation des élèves, il est possible de faire fortement progresser la mixité sociale au collège", explique Thomas Piketty sur son blog.

Repéré sur : campusfrance.org

[Amérique centrale : Belize, Costa Rica, Guatemala, Honduras, Nicaragua, Panama, Salvador](#). Focus Pays, n°14, août 2016

L'Amérique centrale est une zone à fort potentiel concernant la mobilité étudiante et la coopération universitaire. La France bénéficie d'un véritable capital de sympathie dans la région et les étudiants centraméricains sont de plus en plus intéressés par un séjour d'études en France.

Ce Focus fait le point sur les coopérations existantes et les priorités des gouvernements des pays de la zone en termes de formations, tout en apportant un éclairage particulier sur le programme régional CentrAm Sup visant à structurer les relations entre établissements supérieurs français et centraméricains et les grands instituts de recherche français présents dans la région.

Repéré sur : Cereq.fr

Delphine Beraud. [Les formations obligatoires en entreprise](#). Net.Doc , n° 163 , 2016 , 71 p.

63 % des entreprises ont financé des formations obligatoires en 2014. Ces dernières regroupent les formations en hygiène et sécurité et celles visant des habilitations ou certifications obligatoires. A partir de l'enquête Defis, complétée par les données des enquêtes CVTS et Difes, ce document analyse le recours à ce type de formations selon les caractéristiques des entreprises ainsi que leur place dans la politique globale de formation.

Repéré sur : Crifpe.com

Benoit, B. A. (2016). [Understanding the teacher self: learning through critical autoethnography](#). Thèse de doctorat inédite, McGill University, Montréal.

Cette thèse examine comment les souvenirs peuvent façonner la manière dont nous percevons le présent et l'avenir dans le cadre de la formation des enseignants et du développement professionnel. En utilisant une enquête qualitative, en m'inspirant de l'auto-apprentissage et de la mémoire-travail, j'explore les façons dont l'autoethnographie critique peut servir d'outil de croissance personnelle et professionnelle dans le contexte de l'identité des enseignants. Cette thèse étudie la relation entre l'autoethnographie, la pédagogie critique et l'autoethnographie critique. Dans mon travail sur le terrain, j'examine trois lieux de la mémoire. Le premier site de recherche est une étude influencée par l'art des souvenirs associés aux terrains de jeux de l'école primaire et aux quartiers que je fréquentais durant mon enfance dans les années 1980, dans la région de Montréal. J'identifie et apporte des précisions sur trois importantes approches d'enquête narrative : a) en me penchant sur la mémoire et les histoires comme outil pédagogique; b) en me concentrant sur les lieux comme marqueurs d'identité; et c) en utilisant l'auto-apprentissage comme forme de développement professionnel. Le deuxième lieu de la mémoire est tiré de mon observation personnelle et de ma

lecture attentive d'une télésérie, *Les Bougon*, une série populaire québécoise ayant été diffusée entre 2004 et 2006. J'observe comment les concepts de genre, de race et de classe ont été utilisés pour fournir un mince vernis de normalité contribuant à la fabrication et au renforcement d'un type spécifique de répression culturelle au Québec. Le troisième lieu de la mémoire porte sur le développement de ma propre ethnographie qui se rapporte à la réflexivité de l'auto-conscience professionnelle. Je présente des récits liés à ma formation d'enseignant dans le but de définir mes expériences vécues comme des « textes » menant à une plus grande compréhension de mon développement professionnel en tant que formateur d'enseignants. Le fait d'identifier et d'incorporer les souvenirs comme de la pédagogie en employant des récits autoethnographiques critiques joue sur la relation symbiotique entre le processus et le produit qui a permis d'inclure ma propre voix au sein de ma recherche. Prendre davantage conscience de moi-même en tant qu'enseignant par l'utilisation de l'autoethnographie critique m'a permis d'approfondir simultanément ma compréhension de mon identité auto-professionnelle et personnelle. L'étude a des implications pour l'utilisation de la mémoire-travail en autoethnographie critique en tant qu'outil pour le renouvellement personnel et pédagogique de l'enseignant. Les enseignants doivent être en mesure de se situer au sein de leurs propres dynamiques culturelles, en étant capable de se voir de façon critique dans un contexte plus large en abordant des questions telles que la classe et la race. Ainsi, cela peut les amener à découvrir les injustices dans leur travail avec les élèves.

Gariépy, M. (2016). [The first five: A short story inquiry into the beginning years of teaching](#). Mémoire de maîtrise inédit, McGill University, Montréal.

Ce mémoire de maîtrise utilise la méthodologie de l'étude des récits à fin de mener une réflexion personnelle sur les difficultés rencontrées par les nouveaux enseignants du système scolaire québécois et ce, à travers le yeux de l'écrivain. Les six nouvelles littéraires présentées traversent le temps en suivant la carrière d'enseignement du chercheur. Cette ligne temporelle apporte une cohésion et une cohérence à l'ensemble de l'oeuvre. Le but est donc d'offrir un interlocuteur silencieux aux nouveaux enseignants pour qu'ils puissent avoir une conversation intérieure sur leurs difficultés en enseignement et celles vécues par les personnages de l'écrivain. Il faut comprendre ici que l'écrivain et le chercheur sont la même personne, mais ils répondent à différents critères d'écriture. L'écrivain, lui, raconte des histoires et laisse sa créativité le guider. Le chercheur, pour sa part, encadre les récits avec les principes de l'étude des récits: les espaces communes (Commonplaces) et le contenu pédagogiques des lieux (Curriculum of Place). Je souhaite que ces nouvelles littéraires aident les nouveaux enseignants à rester dans la profession pour qu'ils puissent avoir une longue et enrichissante carrière.

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Victor, S.-A. (2016). [Learning to bridge language and content: Teachers' experiences during a professional development initiative on content-based instruction](#). Mémoire de maîtrise inédit, McGill University, Montréal.

La recherche démontre que les élèves dans les programmes de l'enseignement axé sur le contenu (EAC), dans lesquels ils apprennent une langue seconde à travers une matière comme l'histoire, ont souvent des difficultés avec la précision linguistique. De plus, les enseignants dans ces programmes ne reçoivent pas la formation nécessaire afin de focaliser sur les formes langagières pendant leur enseignement. Cette étude qualitative vise à dévoiler les expériences vécues de huit enseignantes en univers social au cours d'une année de formation continue et professionnelle menée par l'Université McGill en partenariat avec la Commission Scolaire Eastern Townships (CSET). La formation avait pour but d'encadrer les enseignantes pendant la planification de modules scolaires visant à la fois la langue et le contenu qu'elles ont mises en œuvre en français auprès de leurs élèves dans des écoles anglophones. Bien que l'appel à la formation continue et professionnelle pour l'EAC efficace soit répandu, les réalités phénoménologiques et les voix des enseignants et des enseignantes au cœur de cette approche s'avèrent souvent à l'écart dans la recherche actuelle. À travers des questionnaires, des entretiens, et des observations proches pendant toute la participation des enseignantes, les résultats ont découvert six composantes principales et émotions essentielles qui caractérisent leurs expériences : l'enthousiasme, l'éclaircissement, la confusion, la collaboration, la satisfaction, et, enfin, la réticence. Plusieurs recommandations pour de futures initiatives de formation continue et professionnelle concernant l'EAC sont suggérées.

Webster, M. (2016). [A decomposition of the practices of high quality professional development facilitation for teacher](#). Thèse de doctorat inédite, McGill University, Montréal.

Alors que la littérature sur le développement professionnel (DP) des enseignants indique clairement que prendre en charge une formation pour les enseignants requiert un formateur qualifié, peu de recherches s'intéressent à ce qui constitue ces qualifications en soi. Afin de dresser un portrait de la formation de haute qualité en DP, j'ai représenté et décomposé les habitudes d'animation d'un formateur accompli auprès des enseignants de mathématiques. J'ai donc fait l'analyse de documents vidéo recueillis lors d'une étude longitudinale afin d'étudier ce qui détermine la haute qualité des activités, les structures participatives ainsi que les stratégies d'enseignement de ce formateur accompli. Cette étude qualitative montre que la formation efficace en DP pour les enseignants entraîne le développement d'une communauté d'apprentissage, permet de diriger l'attention des enseignants sur les cibles d'apprentissage des élèves comme de l'enseignant, inscrit le DP au cœur des tâches éducatives complexes et encourage les enseignants à développer et à articuler leur raisonnement pédagogique. Les résultats de recherche touchent le développement professionnel des enseignants, l'éducation des enseignants ainsi que la théorie et la pratique du leadership éducationnel.

Carraud, F., Coste, S., Croce-Spinelli, H., Lantheaume, F. & Magogeat, Q. (2015). [Le dispositif Plus de maitres que de classes : entre nouvelle division du travail et évolution de la professionnalité enseignante dans la durée](#). Lyon (France) : ECP Lyon 2.

Le laboratoire Éducation, Cultures, Politiques(ECP –EA 4571)(Lyon 2, Ifé-ENS, UJM Saint-Etienne), sollicité par le Centre-Alain-Savary (Ifé-ENS) agissant dans le cadre d'une convention avec la DEPP, a conduit une recherche sur le dispositif Plus de maîtres que de classes, en l'intégrant à des projets déjà en cours sur les évolutions de la professionnalité des enseignants tout au long de leur vie professionnelle.

Cette étude est ainsi réalisée en lien avec une recherche sur la manière dont les enseignants durent dans le métier (Comment les enseignants durent-ils dans le métier ? Usure, adaptation, épreuves et ressources. <http://recherche.univ-lyon2.fr/ecp>). Elle s'intègre aussi au projet intitulé Travailler à plusieurs (dans l'école ou dans d'autres univers professionnels). Ces deux recherches font partie du programme de l'axe 1 du laboratoire ECP: Activités, professionnalités. Cette étude, complémentaire aux travaux précédemment présentés dans ce rapport, propose un gros-plan sur deux écoles spécifiques: l'école Sébastien Gryphe, située en centre ville, accueillant un public socialement mixte, anciennement inscrite dans le dispositif de l'éducation prioritaire, en Réseau de réussite scolaire (RRS) ; l'école Jules Renard, située dans un quartier excentré de la même ville, accueillant un public homogène et défavorisé, elle aussi inscrite dans le dispositif de l'éducation prioritaire et actuellement en REP+. L'enquête s'est déroulée sur deux années scolaires (2013/2014 et 2014/2015) avec cinq à six visites des cinq chercheurs dans ces deux écoles, une cinquantaine d'entretiens avec les enseignants et les autres professionnels, ainsi qu'une quinzaine de demi-journées d'observations plurielles, réalisées par plusieurs chercheurs en même temps, et combinant des enregistrements audio et vidéo, des prises de notes et des entretiens post-observation (voir annexe 1). La réflexion est également nourrie d'entretiens formels et informels concernant le dispositif mais dans d'autres écoles ou d'autres villes. Une première partie de cette enquête a donné lieu à un rapport intermédiaire remis en octobre 2014. Ce présent rapport reprend les résultats déjà présentés, les complète, les affine et les approfondit

Johnson, L., Adams Becker, S., Cummins, M., Estrada, V., Freeman, A. & Hall, C. (2016). [NMC Horizon Report : 2016 Higher Education Edition](#). Austin (Texas, USA) : The New Media Consortium.

The NMC Horizon Report > 2016 Higher Education Edition is a collaborative effort between the NMC and the EDUCAUSE Learning Initiative (ELI). This 13th edition describes annual findings from the NMC Horizon Project, an ongoing research project designed to identify and describe emerging technologies likely to have an impact on learning, teaching, and creative inquiry in education. Six key trends, six significant challenges, and six important developments in educational technology are placed directly in the context of their likely impact on the core missions of universities and colleges, and detailed in succinct, non-technical, and unbiased presentations. Each has been tied to essential questions of relevance, policy, leadership, and practice. The three key sections of this report constitute a reference and straightforward technology-planning guide for educators, higher education leaders, administrators, policymakers, and technologists. It is our hope that this research will help to inform the choices that institutions are making about technology to improve, support, or extend teaching, learning, and creative inquiry in higher education across the globe. All of the topics were selected by an expert panel that represented a range of backgrounds and perspectives.

Bélangier, C. (2016). [Les déterminants du développement des compétences de leader chez des étudiants en gestion participant à une expédition en région isolée organisée dans le cadre d'une formation expérientielle en leadership.](#) Mémoire de maîtrise inédit, Université du Québec à Chicoutimi, Chicoutimi, Québec.

L'environnement dans lequel les organisations oeuvrent a grandement évolué au cours du dernier siècle. Dans le contexte actuel, c'est-à-dire hautement complexe, évolutif et instable, les gestionnaires doivent maintenant détenir de solides habiletés de leader (Hernez-Broome et Hughes, 2004; Kass et Grandzol, 2011; Naquin et Holton, 2006). Les habiletés managériales, à elles seules, ne sont plus suffisantes (Mintzberg, 2005). Les écoles de gestion et les organisations doivent répondre à un défi majeur: développer de bons leaders! L'efficacité des méthodes actuellement utilisées pour y arriver est toutefois mitigée (Boatman et Wellins, 2011; Boatman, Wellins, et Kligyte-Culver, 2011).

Sur le plan scientifique, le développement du leadership est un sujet en émergence auquel s'est intéressé un nombre grandissant de chercheurs au cours des 15 dernières années (Berkovich, 2014; Guillen & Ibarra, 2009). Dans la littérature, un consensus se dégage chez les auteurs à l'effet que le leadership se développe plus efficacement par la pratique et la réflexion, que par la transmission de connaissances (Berkovich, 2014; Bevan, Kipka, & Gitsham, 2012; Crossan, Mazutis, Seijts, & Gandz, 2012; Day, Fleenor, Atwater, Sturm, & McKee, 2014; Gallagher, 2013; Kass & Grandzol, 2011; Mabey, 2013; McCarthy & McCarthy, 2006; Mintzberg, 2005; Quigley, 2013). Ainsi, plusieurs grandes organisations et écoles de gestion recourent aujourd'hui à des formations expérientielles où l'aventure et le plein air sont utilisés comme outils pédagogiques générateurs d'expériences. Ces formations, couramment nommées Outdoor Management Development (OMD), gagnent aujourd'hui en popularité (Aufschnaiter & Wurzenrainer, 2011; Kass et al., 2011; Lau & McLean, 2013) et ont fait l'objet de plusieurs études. Bien que plusieurs chercheurs se soient intéressés aux retombées de ces formations peu orthodoxes, les déterminants du développement du leadership lors de celles-ci ont très peu été étudiés (Kass et al., 2011; Sibthorp, Furman, Paisley, & Gookin, 2008). Bref, ces formations favoriseraient le développement du leadership sans que l'on sache pourquoi.

En lien avec cette problématique, l'objectif de la présente étude est de mieux comprendre comment se développe le leadership d'étudiants de 2e cycle en gestion lors d'une formation expérientielle en contexte d'expédition. C'est par la réalisation d'une étude de cas qualitative et exploratoire que l'on compte atteindre cet objectif.

Bergeron, J. (2016). [L'importance du rendement, du soutien des adultes, des attentes de réussite et de la valeur accordée aux mathématiques dans les choix de filières de formation préuniversitaire des étudiantes issues des séquences de mathématiques enrichies.](#) Thèse de doctorat inédite, Université de Montréal, Montréal, Québec.

La présente étude s'intéresse aux choix de filières de formation des filles comparées aux garçons. La présence des filles dans les filières de formation dans le domaine des sciences, de la technologie, du génie et de la mathématique (STGM) est moins importante que celle des garçons. Ce fait est documenté dans la plupart des pays industrialisés (OCDE, 2013). Les décideurs sont préoccupés par cette sous-représentation des filles et des femmes dans ces domaines et s'affairent à comprendre le phénomène, dans le but d'agir pour changer la situation (Drouin et al., 2008; MCCCCF, 2011). Or, les facteurs d'influence pour expliquer cet écart entre les garçons et les filles sont nombreux et ne font pas l'objet d'un consensus dans la littérature (Ceci et al., 2009). Toutefois, plusieurs s'entendent pour dire que les mathématiques, importantes dans les profils de formation en STGM, et la façon dont les filles les perçoivent pourraient expliquer, en partie, leurs choix (Rowan-Kenyon et al., 2012 et Wang

et al., 2013). Ces auteurs ont aussi suggéré que le contexte social et les croyances des filles au sujet des mathématiques seraient déterminants dans le processus de choix impliquant cette discipline. Un modèle théorique sociocognitif, inspiré par les travaux de Lent et al, (1994-2006), expliquant le processus de choix scolaires et professionnels a permis de conceptualiser les liens entre les déterminants socio-motivationnels spécifiques aux mathématiques. L'objectif général de la présente étude était de mieux documenter l'importance des mathématiques dans les choix de filières de formation menant aux carrières en STGM. Spécifiquement, nous avons examiné les relations entre le rendement en mathématiques, la perception des élèves quant au contexte social (soutien des parents et enseignants), leurs attentes de réussite, la valeur qu'ils accordent aux mathématiques (sentiment d'autoefficacité, anxiété, perception de l'utilité et intérêt) et les choix de filières de formation générale après leur secondaire (sciences humaines sans mathématiques, sciences humaines avec mathématiques, sciences de la santé et sciences pures). Nous avons exploré les distinctions entre les filles et les garçons. Pour ce faire, 1129 élèves finissants ont été questionnés au sujet de leurs motivations en mathématiques et de leurs intentions de formation post-secondaire. Par la suite, une comparaison entre les 583 filles et les 543 garçons a été réalisée par des analyses de régression logistiques multinomiales. Les résultats montrent que plusieurs déterminants permettent de dégager des similitudes et des différences quant aux choix de filières de formation des filles et des garçons. D'abord, il semble que pour la plupart des élèves, filles ou garçons, un rendement élevé et un important soutien des enseignants tel que perçu par les élèves à la fin du secondaire est davantage lié aux choix de filières en sciences pures et en sciences de la santé qu'en sciences humaines avec ou sans mathématiques. Toutefois, le soutien des parents perçu est plus déterminant pour les filles qui choisissent les sciences de la santé que pour les garçons. Le soutien des enseignants perçu est plus déterminant pour les garçons qui choisissent les sciences humaines que pour les filles. Aussi, un faible sentiment d'autoefficacité en mathématiques serait associé au choix de filières en sciences humaines, alors qu'une forte anxiété en mathématiques chez les filles serait associée aux filières en sciences de la santé. Pour les garçons, c'est davantage l'intérêt en mathématiques qui est déterminant pour choisir la filière des sciences pures. La perception de l'utilité des mathématiques est déterminante à la fois pour les garçons et pour les filles qui choisissent les filières de sciences menant à des carrières en STGM. En somme, nos résultats suggèrent que le soutien en mathématiques de la part des adultes significatifs, tel que perçu par les élèves, est moins prépondérant que les attentes de réussite (sentiment d'autoefficacité et anxiété) et la valeur accordée aux mathématiques (intérêt et utilité perçue) pour comparer les garçons et les filles dans leurs choix de filières. À la lumière des résultats obtenus, il nous semble que l'implantation de mesures, dans les milieux scolaires, pour renforcer le sentiment d'autoefficacité des jeunes filles en mathématiques et surtout pour diminuer leur taux d'anxiété dans cette matière serait une voie prometteuse pour atteindre la parité entre les garçons et les filles dans les filières en STGM.

Boutin, G., Bessette, L. & Dridi, H. (2015). [Rapport de recherche 2013-2015 : l'intégration scolaire telle que vécue par des enseignants dans des écoles du Québec \(ISVEQ\) : rapport final déposé le 21 décembre 2015 à la Fédération autonome de l'enseignement](#). Montréal, Québec : Université du Québec à Montréal.

Notre recherche s'est étalée sur plusieurs mois et a consisté notamment à effectuer de nombreuses collectes de données auprès de représentants de neuf (9) commissions scolaires intervenant auprès d'élèves de la maternelle au secondaire. La méthodologie que nous avons choisie d'utiliser auprès des enseignants en classe ordinaire était de type mixte alliant le qualitatif par le biais d'entrevues de

recherche et le quantitatif par celui d'un questionnaire informatisé. Les autres prises de données conduites auprès des personnels de soutien pédagogique se sont appuyées uniquement sur des entretiens de groupe. Cette façon de procéder nous a permis d'en arriver à des résultats significatifs dans l'ensemble. Nous tenons particulièrement à remercier tous les répondants qui ont bien voulu participer à nos groupes de recherche ou répondre au questionnaire d'enquête. Sans cette collaboration, une telle recherche n'aurait pas été possible.

Nous sommes heureux de présenter aujourd'hui le fruit de ce travail de longue haleine qui devrait permettre d'éclairer certaines zones d'ombre d'une problématique éminemment complexe. Le rapport que vous allez lire se déploie en trois grandes parties comportant chacune deux chapitres. Il se termine par des pistes de réflexion et d'action ainsi que par des indications sur les points forts et les limites du travail réalisé.

CROP (2016). [CSQ Sondage d'opinions : Les enjeux en matière d'éducation](#) - Rapport – mars 2016 - Sylvain Gauthier, vice-président - de la vie aux idées. : CROP.

La Centrale des syndicats du Québec (CSQ) a mandaté CROP afin de sonder la population Québécoise sur leurs perceptions à l'égard de divers enjeux d'actualité en matière d'éducation. Perceptions des Québécois à l'égard de diverses opinions en matière d'éducation

De manière générale, la majorité des Québécois sont en accord avec les opinions évaluées en matière d'éducation.

La population Québécoise appuie massivement des mesures visant à...

- ...améliorer le système d'éducation pour offrir des chances égales à tous enfants,
- ...investir en éducation,
- ...mettre fin aux compressions dans les écoles, etc.

De plus, la majorité des Québécois sont en désaccord avec le fait que l'école québécoise s'occupe avec équité et efficacité des élèves en difficulté ou issus de milieux défavorisés. Cette opinion est plus probante dans les foyers avec enfant(s) et chez ceux connaissant un enfant ayant des difficultés à l'école et qui ne reçoit pas les services particuliers dont il a besoin.

Repéré sur : Education.gouv.fr

Claudine Pirus. [En 2011, une famille sur trois était insatisfaite de l'aide apportée aux élèves en difficulté au cours du collège](#). Note d'information - N° 23 - août 2016

Plus de huit parents de collégiens sur dix portent un jugement positif sur l'établissement de leur enfant en fin de sixième. Leur perception reste globalement favorable en fin de troisième, mais elle est plus contrastée en ce qui concerne l'aide, l'encadrement et l'enseignement reçu. L'appréciation des familles apparaît très liée à leur perception du niveau scolaire de l'enfant et diffère aussi selon la composition sociale du collège

Repéré sur : halshs.archives-ouvertes.fr

Bardin Bahouayila. [Les déterminants du décrochage scolaire chez les adolescents au Congo](#). 2016. Résumé : Au Congo, le problème du décrochage scolaire chez les adolescents n'est pas un phénomène nouveau, il faut même dire qu'il est aussi vieux que le travail des enfants. Seulement, l'étude de ses facteurs reste l'un des « parents pauvres » de la recherche en éducation. Cette étude a

pour objectif principal de rechercher les facteurs explicatifs du décrochage scolaire chez les enfants de 13 à 15 ans au Congo. Dans cette étude, nous analysons le décrochage à l'aide du modèle logit en utilisant des données issues de la deuxième Enquête Congolaise auprès des Ménages (ECOM 2) réalisée en 2011 par l'Institut National de la Statistique (INS). Les résultats font apparaître la plus forte exposition au risque de décrochage scolaire des enfants issus de groupes vulnérables. De même, il ressort de ces résultats que le niveau scolaire et la situation d'activité du chef de ménage influent sur l'espérance de vie scolaire des adolescents. Enfin, les abandons précoces frappent davantage les adolescents[...]

Floriane Bourmault. [Projet pédagogique et engagement professionnel du professeur des écoles débutant](#). Éducation. 2015.

La désertion professionnelle, aussi appelée attrition, est un sujet tabou dans l'enseignement, et pourtant cette profession semble en faire de plus en plus souvent les frais. En effet, des débuts professionnels souvent jonchés d'obstacles, des conditions d'exercice compliquées et le manque de reconnaissance de leur travail sont autant de facteurs qui peuvent pousser l'enseignant débutant à se désengager de sa tâche et, à terme, renoncer à sa carrière. Néanmoins, bien que le taux de démission soit important, la majorité des professeurs des écoles font le choix de poursuivre dans cette voie. Ainsi, il convient de s'interroger sur les raisons qui poussent ces enseignants à persévérer dans leur carrière et à s'engager dans leur travail. Des études démontrent que ces derniers disposent de stratégies diverses pour nourrir leur engagement et pointent notamment l'importance d'avancer à l'aide de projets. Nous nous intéressons alors aux gains que peut percevoir le professeur des écoles débutant[...]

Jérôme Eneau, Stéphane Simonian. [Équité et éthique : enjeux sociaux de la formation d'adultes à l'heure du numérique](#). Version française préalable de : Eneau, J., & Simonian, S. (2013). Desafío sociales en la formaci.. 2011.

Résumé : La question de l'éthique dans le domaine de la formation des adultes est apparue récemment, en France, suivant en cela l'émergence, aux Etats-Unis, des différents champs de « l'éthique appliquée ». Avec l'introduction massive des Technologies de l'Information et de la Communication dans l'Éducation (TICE), on a vu émerger cette question de manière plus fréquente dans les recherches. Au regard de ces travaux, différents concepts paraissent importants à travailler, pour les dispositifs de formation d'adultes « médiatisée » ou « à distance », en dehors de la question de la distance elle-même : le rôle de l'expérience, de l'identité et de l'autonomie des apprenants, la place de l'équité et de l'altérité dans les dispositifs, mais aussi les présupposés et les finalités de la formation, du point de vue des concepteurs et des responsables de formation.

Christelle Barbet, Sophie Launay. [Littérature de jeunesse et représentations « genrées » chez les élèves de 6 à 10 ans](#). Éducation. 2016.

De par sa place dans l'univers de l'enfance et de l'éducation, la littérature de jeunesse joue un rôle crucial dans les valeurs et représentations transmises aux enfants. Longtemps accusée de transmettre aux enfants des représentations stéréotypées, elle a évolué au fil du temps. Les albums de jeunesse tendent désormais à se séparer progressivement des stéréotypes à travers l'émergence d'albums contre-stéréotypés. Or, la lecture d'albums contre-stéréotypés influence-t-elle les représentations « genrées » des élèves au sein d'une école qui se base sur le principe d'égalité ? Au travers d'une étude fondée sur deux albums de littérature de jeunesse contre-stéréotypés « fille »

(Le meilleur cow-boy de l'Ouest) et « garçon » (Hector, l'homme extraordinairement fort) étudiés dans deux classes de cycles 2 (CP) et 3 (CE2-CM1-CM2), il est apparu que les enfants âgés de 6 à 10 ans avaient une représentation des genres masculin et féminin empreinte de stéréotypes. Suite à la lecture d'albums[...]

Amélie Duguet, Marielle Le Mener, Sophie Morlaix. [The Key Predictors of Success in University in France: What Are the Contributing Factors and Possible New Directions in Educational Research?](#) .

International Journal of Higher Education, 2016, 5 (3), pp.222-235.

Résumé : In France, the university has been experiencing a major crisis for several decades in the form of a high rate of student failure, particularly during the licence, or first cycle of studies. This prolonged crisis has led educational researchers to focus on the predictors of student failure in University. This paper reviews the existing literature on both student failure and success in University in the French context. We first conduct a thorough analysis of the various factors explaining failure rates, and then explore in more depth the factors explaining student success, which have thus far been under-researched in France. We identify several types of predictors, including individual-level factors, which have been the focus of extensive research in France over the past number of years, and contextual factors, such as professors' teaching practices, which constitute a relatively novel focus in French educational research.



Amélie Duguet. [Perception des pratiques pédagogiques des enseignants par les étudiants de première année universitaire et effets sur leur scolarité](#). Revue Française de Pédagogie, INRP/ENS

éditions, 2015, pp.73-94. .

Résumé : En France, peu de recherches se sont penchées sur les effets du contexte universitaire et plus particulièrement des pratiques pédagogiques telles que perçues par les étudiants entrant en première année universitaire sur leur scolarité. Aussi ce travail se propose-t-il d'étudier l'effet de la perception de ces pratiques par les étudiants sur leur motivation, leurs manières d'étudier et leur réussite. À l'appui de données recueillies par questionnaires auprès de 734 étudiants inscrits en première année universitaire au sein de cinq filières, il est montré que la perception des pratiques par les étudiants influe particulièrement sur leur motivation et par ce biais, de façon indirecte, sur leurs manières d'étudier et leur réussite ?



Jean-François Giret. [Les mesures de la relation formation-emploi](#). Revue Française de Pédagogie, INRP/ENS éditions, 2015, pp.23-36.

Résumé : Depuis les années 1960, l'analyse de la relation formation-emploi a fait en France l'objet de nombreux travaux, à partir notamment de grandes enquêtes statistiques comme les enquêtes emploi de l'INSEE ou les enquêtes du Céreq sur l'insertion des jeunes. Plusieurs mesures du lien formation-emploi ont été proposées, certaines d'entre elles se référant plus au moins explicitement à une logique adéquationniste qui a émergé lors des travaux des IVe et Ve Plans. Toutes les mesures montrent cependant que la relation formation-emploi est plurielle et que l'adéquation d'une formation à un emploi, à l'exception de quelques professions, n'est pas la norme sur le marché du travail.



Géraldine Farges, Toby Matthews. [A Long-term Approach to Teachers' Legitimate Cultural Practices: Stability in a Time of Change?](#). Revue française de sociologie (English selection), 2015, 56 (2), pp.261-300.



Résumé : While the link between legitimate culture and categories of graduates has been redefined in recent years, how much is this also true for schoolteachers? Sharing many of the dynamics experienced by other graduates and facing changes in their sociological characteristics, primary and secondary school teachers may have developed new cultural practices. Using Ministry of Culture and Communication surveys, I demonstrate that variations over time in cinema and theatre attendance and regular book reading are not the same for "primary school teachers and comparable occupations," "teachers in secondary and tertiary education, scientific occupations" and other categories of graduates. In order to investigate further I use a method based on a comparison of two surveys conducted in 1970 and 2008, which enables me to analyse changes in the cultural practices of teachers in secondary education alone. A decline in the consumption of legitimate culture is observed that is only partially explained by[.

Repéré sur : ife.ens-lyon.fr

Arthur Heim, Jincheng Ni. [L'éducation peut-elle favoriser la croissance ?](#) Paris : France stratégie, 06/2016

Depuis le début des années 2000, la question du lien entre croissance (du PIB) et éducation connaît un regain d'intérêt avec l'amélioration des données disponibles. S'il y a dès lors un relatif consensus pour affirmer que l'éducation a bien des effets positifs sur la croissance, l'amplitude de ces effets varie considérablement d'une étude à l'autre.

Parce qu'elle utilise une mesure de la qualité du capital humain fondée sur une évaluation empirique des compétences des élèves de type PISA (et non une estimation de la quantité d'éducation), l'étude de Hanushek et Woebmann* sort néanmoins du lot.

KENNEL Guy-Dominique. [Une orientation réussie pour tous les élèves.](#) Paris : Sénat, 07/2016

Etabli après plus d'un an de travaux, le rapport de la mission d'information présente douze recommandations en faveur d' « une orientation réussie pour tous les élèves ». Il recommande notamment de : définir des objectifs d'insertion professionnelle pour le système éducatif ; transférer le réseau « Information Jeunesse » ainsi que les CIO (centres d'information et d'orientation) aux régions ; intégrer la formation au conseil en orientation dans la formation initiale et continue des enseignants et rendre obligatoire un stage en milieu professionnel ; valoriser les réussites de l'enseignement professionnel et de l'apprentissage ; renforcer la présence des représentants du monde professionnel dans la gouvernance des établissements ; faire du lycée polyvalent la norme ; rendre plus transparents les barèmes et les critères d'AFFELNET (Affectation des élèves par Internet) et d'APB (Admission post bac) ; autoriser l'édiction de prérequis pour les filières à effectifs limités dans l'enseignement supérieur.

MESNIL du BUISSON Marie-Ange du, DUPAYS Stéphanie, VINCENT Bruno. [Evaluation des informations statistiques disponibles sur les politiques publiques et paritaires de formation professionnelle continue.](#) Paris : Inspection générale des Affaires sociales, 07/2016

L'IGAS a été saisie par le ministre du travail, de l'emploi, de la formation professionnelle et du dialogue social d'une mission relative à l'évaluation des informations disponibles sur les politiques publiques et paritaires de formation professionnelle continue, en vue d'améliorer les dispositifs statistiques et d'alimenter les réflexions et travaux du Conseil national de l'emploi, de la formation et de l'orientation professionnelle (CNEFOP).

Dans le cadre du CNEFOP, l'Etat, les régions et les partenaires sociaux doivent assurer un suivi partagé des politiques d'emploi et de formation professionnelle. Dans ce champ de la formation continue, la complexité du système d'acteurs crée une difficulté structurelle pour réunir des données cohérentes et fiables. Parmi les difficultés, celles jugées les plus gênantes portent sur le caractère tardif des informations et le manque de données de pilotage en particulier sur la formation des demandeurs d'emploi. On constate aussi des problèmes de cohérence entre les différentes sources, des incertitudes sur la complétude et la fiabilité de certaines informations. Ce rapport affine ce diagnostic source par source et propose des solutions pour fiabiliser les statistiques sur la formation professionnelle des demandeurs d'emploi et des salariés, améliorer la rapidité de mise à disposition de l'information et sa diffusion.

Mascherini Massimiliano & Ledermaier Stefanie. Exploring the diversity of NEETs. European Foundation for the Improvement of Living and Working Conditions (Eurofound), 07/2016

Cette étude Eurofound explore la diversité des profils des NEETs (Not in Education, Employment or Training), ces jeunes européens qui ne sont ni étudiants, ni employés, ni stagiaires. À partir de données sur la population active de l'Union Européenne, elle propose d'envisager ces profils au travers de sept sous-groupes.

Rapport spécial n°16/2016. [Éducation : les programmes sont alignés sur les objectifs de l'UE mais la mesure de la performance est insuffisante](#). European Court of Auditors (ECA), 06/2016

Il est capital d'investir dans l'éducation si l'on veut améliorer la productivité du travail, le développement professionnel et la croissance économique. Le niveau d'éducation atteint est directement lié à l'employabilité et à la qualité de l'emploi obtenu. Le Fonds social européen a contribué à hauteur de près de 34 milliards d'euros aux mesures d'éducation entre 2007 et 2013 et prévoit de leur allouer 27 milliards supplémentaires entre 2014 et 2020.

Ce rapport cherche à évaluer si les objectifs de l'UE en matière d'éducation ont été pris en considération de manière appropriée dans les programmes et les projets concernés entrepris avant 2013, ainsi que lors de leur conception pour les années à venir. Globalement, il conclut que c'est le cas mais constate que certaines insuffisances dans le suivi et la performance des projets ne peuvent pas être démontrées en raison de l'absence d'objectifs quantifiés et d'indicateurs.

[Young people not in employment, education or training \(NEET\): an overview in ETF partner countries](#). European Training Foundation, 08/2015

Ce rapport s'intéresse aux jeunes qui n'ont pas d'emploi et ne suivent ni études ni formation, formant le groupe dit des NEETs (Neither in employment nor in education or training), dans les pays partenaires de la Fondation européenne pour la formation (ETF). Il discute des avantages et des inconvénients de cette analyse pour les politiques publiques et vise à sensibiliser les décideurs politiques des pays partenaires sur l'ampleur du phénomène ainsi qu'à d'identifier les actions politiques pour y remédier. Après une revue de la littérature et un examen du concept et de son utilisation dans les pays industrialisés, les auteurs présentent une analyse de la situation dans les 18 pays partenaires et présente les principaux facteurs de risque dans 12 pays. Ils fournissent un aperçu des réponses politiques qui peuvent être apportées pour résoudre le problème, classées en 3 groupes d'intervention (politiques de prévention, politiques de réinsertion, politiques de compensation).

Nick Hillman & Nicholas Robinson. [Boys to men: the underachievement of young men in higher education - and how to start tackling it](#). Higher Education Policy Institute, 05/2016

En Grande Bretagne, les chances d'accès et de réussite dans l'enseignement supérieur sont moindres pour les jeunes hommes que pour les jeunes femmes. Ce rapport, publié par le think tank HEPI analyse les données, cherche à évaluer les causes et propose 7 recommandations pour lutter contre cette tendance, qui s'i elle se confirme, amènera à ce que l'écart entre hommes et femmes soit plus prononcé qu'entre étudiants riches et étudiants pauvres.

Gabor Halasz. Research [for cult committee: evaluation of education at the European level](#). European Parliament, 02/2016

Cette étude explore les possibilités d'améliorer le système d'évaluation de l'éducation dans l'Union européenne et s'intéresse en particulier à l'utilisation des indicateurs de l'éducation, à l'évaluation des compétences des élèves et à la coopération entre l'UE et d'autres organismes externes, dont l'OCDE qui présente des approches convergentes.

La nécessité de mieux soutenir les États membres dans le développement de leurs propres instruments d'évaluation est soulignée.

Repéré sur : inegalites.fr

Marie Duru-Bellat. [Refonder enfin l'école](#). 29 août 2016

Moderniser les contenus, favoriser la mixité sociale, apporter davantage d'aide au sein de la classe aux élèves en difficulté : contre les inégalités, l'école peut mieux faire. Par Marie Duru-Bellat, sociologue, chercheuse à l'Observatoire sociologique du changement et à l'Institut de recherche en Éducation.

[De moins en moins de jeunes sans diplôme](#). 15 juillet 2016

9 % des 18-24 ans ont quitté l'école avec, au maximum, le brevet. Ils étaient 41 % en 1978. Article extrait du Centre d'observation de la société.



Repéré sur : ined.fr

Hélène Juillard. [Estimation de la variance pour l'enquête ELFE](#). Documents de travail de l'INED, n° 226, 2016, 22 pages

Chaque échantillonnage conduit à une variance dite d'échantillonnage. Cette variance est une mesure d'incertitude (ou de précision), relative au fait de sélectionner un échantillon et reflète la façon dont l'échantillon a été tiré. La cohorte Elfe (2011) comprend plus de 18 000 enfants dont les parents ont donné leur consentement à la maternité. Dans chacune des maternités sélectionnées, les nourrissons (de la population d'inférence), nés durant quatre périodes spécifiques représentant chacune des quatre saisons de l'année 2011, ont été sélectionnés. Le plan d'échantillonnage utilisé pour l'étude Elfe n'est pas standard, il s'agit d'un plan d'échantillonnage produit (cross-classified sampling design), avec les sélections indépendantes d'un échantillon de maternités et d'un échantillon de jours. Dans ce travail, des estimateurs sans biais sont dérivés, ainsi que des estimateurs spécifiques adaptés au plan Elfe. Les résultats sont illustrés et les procédures dans les logiciels R, SAS et Stata sont décrites.

Repéré sur : Insee.fr

Grégory Verriest et Olivier Dorothée. [L'emploi départemental et sectoriel \(1989-2014\)](#). Insee Résultats, N° 184 Société - août 2016

Cette publication présente pour chaque département, les estimations annuelles et sectorielles d'emploi sur la période 1989 - 2014.

Repéré sur : Nber.org

Jane Arnold Lincove, Kalena E. Cortes. [Match or Mismatch? Automatic Admissions and College Preferences of Low- and High-Income Students](#). NBER Working Paper No. 22559, August 2016

We examine the role of information in the college matching behavior of low- and high-income students, exploiting a state automatic admissions policy that provides some students with perfect a priori certainty of college admissions. We find that admissions certainty encourages college-ready low-income students to seek more rigorous universities. Low-income students who are less college-ready are not influenced by admissions certainty and are sensitive to college entrance exams scores. Most students also prefer campuses with students of similar race, income, and high school class rank, but only highly-qualified low-income students choose institutions where they have fewer same-race and same-income peers.

Repéré sur : OCDE.fr

OCDE (2016), [Skills Matter : Further Results from the Survey of Adult Skills](#), Paris : OCDE, juin 2016.

In the wake of the technological revolution that began in the last decades of the 20th century, labour market demand for information-processing and other high-level cognitive and interpersonal skills is growing substantially. The Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), was designed to provide insights into the

availability of some of these key skills in society and how they are used at work and at home. The first survey of its kind, it directly measures proficiency in several information-processing skills – namely literacy, numeracy and problem solving in technology-rich environments.

This volume reports results from the 24 countries and regions that participated in the first round of the survey in 2011-12 (first published in OECD Skills Outlook 2013: First Results from the Survey of Adult Skills) and from the nine additional countries that participated in the second round in 2014-15 (Chile, Greece, Indonesia [Jakarta], Israel, Lithuania, New Zealand, Singapore, Slovenia and Turkey). It describes adults' proficiency in the three information-processing skills assessed, and examines how skills proficiency is related to labour market and social outcomes. Another related report, The Survey of Adult Skills: Reader's Companion, Second Edition, describes the design and methodology of the survey and its relationship to other international assessments of young students and adults.

OCDE (2016), [Tous égaux face aux équations ? : Rendre les mathématiques accessibles à tous - Principaux résultats](#). Paris : OCDE, juin 2016. 52 p.

Plus que jamais, les élèves doivent appréhender des concepts mathématiques, mener des raisonnements quantitatifs et analytiques, et communiquer à l'aide des mathématiques. Toutes ces compétences jouent un rôle central dans la capacité des jeunes à faire face aux problèmes qu'ils pourront rencontrer dans leur vie professionnelle ou privée une fois leur scolarité terminée. Néanmoins, la réalité est tout autre. Nombreux sont les élèves qui ne se sont pas familiarisés avec les concepts fondamentaux de mathématiques. Et trop d'élèves ne s'exercent à l'école qu'à des tâches routinières ne leur permettant pas d'améliorer leur capacité à raisonner de façon quantitative et à résoudre des problèmes complexes de la vie réelle.

Comment inverser cette tendance ? Selon ce nouveau rapport, fondé sur les résultats de l'enquête PISA 2012, une solution consisterait à garantir l'acquisition des concepts fondamentaux de mathématiques par tous les élèves et leur exposition en classe à des problèmes complexes de mathématiques. Une part importante des écarts de performance observés dans les épreuves PISA entre les élèves issus de milieux socio-économiques favorisés et leurs pairs issus de milieux défavorisés peut s'expliquer par des différences de familiarité avec les concepts mathématiques. L'élargissement de l'accès aux contenus mathématiques pourrait permettre de relever les niveaux moyens de réussite et, par là même, de réduire les inégalités dans l'éducation et la société dans son ensemble.

Cette synthèse en français résume les principaux résultats du rapport thématique PISA Equations and Inequalities: Making Mathematics Accessible to All afin de faciliter leur diffusion auprès du grand public francophone.

OCDE (2016), « [Are there differences in how advantaged and disadvantaged students use the Internet?](#) », *PISA in Focus*, No. 64

Even when all students, including the most disadvantaged, have easy access to the Internet, a digital divide, based on socio-economic status, still persists in how students use technology. In the five Nordic countries, as well as in Hong Kong-China, the Netherlands and Switzerland, over 98% of disadvantaged students have access to the Internet at home. By contrast, in some low- and middle-income countries, many disadvantaged students have access to the Internet only at school, if at all. In 2012, disadvantaged students spent at least as much time on line as advantaged students, on average across OECD countries. In 21 out of 42 countries and economies, disadvantaged students spent more time on line than advantaged students. In all countries/economies, what students do

with computers, from using e-mail to reading news on the Internet, is related to students' socio-economic status. Advantaged students are more likely than disadvantaged students to search for information or read news on line. Disadvantaged students, on the other hand, tend to use the Internet to chat or play videogames at least as often as advantaged students do.

OCDE (2016), [« Subnational variations in educational attainment and labour market outcomes »](#), *Education Indicators in Focus*, No. 43, Éditions OCDE, Paris.

Levels of educational attainment do not only vary among countries, but also within them. In many countries, people with tertiary education – usually the most skilled people – are more highly represented in the capital region. Regional employment rates in many countries vary more widely among adults without upper secondary education than among those with upper secondary education or higher. In many countries, the percentage of young people neither in employment nor in education or training (NEET) is twice as high in some regions as in others.

Looi, C., et al. (2016), [« The Neuroscience of Mathematical Cognition and Learning »](#), *OECD Education Working Papers*, No. 136, Éditions OCDE, Paris. 69 p.

The synergistic potential of cognitive neuroscience and education for efficient learning has attracted considerable interest from the general public, teachers, parents, academics and policymakers alike. This review is aimed at providing 1) an accessible and general overview of the research progress made in cognitive neuroscience research in understanding mathematical learning and cognition, and 2) understanding whether there is sufficient evidence to suggest that neuroscience can inform mathematics education at this point. We also highlight outstanding questions with implications for education that remain to be explored in cognitive neuroscience. The field of cognitive neuroscience is growing rapidly. The findings that we are describing in this review should be evaluated critically to guide research communities, governments and funding bodies to optimise resources and address questions that will provide practical directions for short- and long-term impact on the education of future generations.

OCDE (2016), [The Survey of Adult Skills : Reader's Companion](#), *Second Edition*, Éditions OCDE, Paris.

In the wake of the technological revolution that began in the last decades of the 20th century, labour market demand for information-processing and other high-level cognitive and interpersonal skills is growing substantially. The Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), was designed to provide insights into the availability of some of these key skills in society and how they are used at work and at home. The first survey of its kind, it directly measures proficiency in several information-processing skills – namely literacy, numeracy and problem solving in technology-rich environments.

The Survey of Adult Skills: Reader's Companion, Second Edition describes the design and methodology of the survey and its relationship to other international assessments of young students and adults. It is a companion volume to Skills Matter: Further Results from the Survey of Adult Skills. Skills Matter reports results from the 24 countries and regions that participated in the first round of the survey in 2011-12 (first published in OECD Skills Outlook 2013: First Results from the Survey of Adult Skills) and from the nine additional countries that participated in the second round in 2014-15 (Chile, Greece, Indonesia [Jakarta], Israel, Lithuania, New Zealand, Singapore, Slovenia and Turkey).

Kools, M. et L. Stoll (2016), « [What Makes a School a Learning Organisation?](#) », *OECD Education Working Papers*, No. 137, Éditions OCDE, Paris.

What are the characteristics of a school as learning organisation? This paper should be seen as an attempt to work towards a common understanding of the school as learning organisation concept that is both solidly founded in the literature and is recognisable to all parties involved, i.e. educators, policy makers, parents and others alike. The paper provides an in-depth analysis of the learning organisation literature in general, and within a school context. It identifies and operationalises the characteristics of the school as learning organisation in an integrated model that consists of seven overarching 'action-oriented' dimensions: 1) developing and sharing a vision centred on the learning of all students; 2) creating and supporting continuous learning opportunities for all staff; 3) promoting team learning and collaboration among staff; 4) establishing a culture of inquiry, innovation and exploration; 5) establishing embedded systems for collecting and exchanging knowledge and learning; 6) learning with and from the external environment and larger learning system; and 7) modelling and growing learning leadership. The dimensions and underlying key characteristics are intended to provide practical guidance on how schools can transform themselves into a learning organisation and ultimately enhance student outcomes.

[Attainment and labour market outcomes among young tertiary graduates](#) . Education Indicators in Focus, n°44

Among 25-34 year-olds with a tertiary degree, the proportion of those who obtained at least a master's or equivalent degree varies from 4% in Chile to 79% in the Slovak Republic. Tertiary attainment also varies across generations: while 49% of tertiary-educated 25-34 year-olds have a bachelor's or equivalent degree as their highest educational attainment, this falls to 39% among 55-64 year-olds. Employment prospects tend to improve with tertiary attainment levels: the average employment rate of 25-34 year-olds with a doctorate is 88%, for those with a master's or equivalent degree it is 84% and for those with at most a short-cycle or a bachelor's degree it is around 80%. In some countries, however, increased tertiary attainment is not associated with improved employment prospects among 25-34 year-olds, except for doctorate holders. In other countries, short-cycle tertiary graduates are more likely to be employed than those with a bachelor's degree.

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[Returns to Schooling among Immigrants in Spain: A Quantile Regression Approach](#)

Budría, Santiago (Universidad Pontificia Comillas) ; Swedberg, Pablo (St. Louis University) ; Fonseca, Marlene

This paper explores the impact of educational attainment on immigrant earnings in Spain using a Quantile Regression approach. Most of the previous research on the impact schooling on earnings has focused on the mean effect neglecting the discrepancies that arise from unobserved heterogeneity. This paper uses the Spanish National Immigrant Survey (NIS), a large-scale immigration survey published by the Spanish National Statistics Institute in 2008. We find that the return to higher education is on average roughly 17%. Interestingly, the impact is twice as strong (20.7%) for immigrants at the top two quintile(s) of the conditional earnings distribution than for those at the bottom of the distribution (10%). This result suggests that the benefits derived from higher education are particularly relevant for individuals with stronger unobserved abilities and

marketable skills. By contrast, individuals in the middle and particularly lower quintiles fail to reap a significant return. The large degree of heterogeneity for the returns to schooling found in our research suggests that higher education may be less effective among specific population groups.

[How High Schools Explain Students' Initial Colleges and Majors](#)

Rajeev Darolia (University of Missouri) ; Cory Koedel (University of Missouri)

We use statewide administrative data from Missouri to examine the role of high schools in explaining students' initial college and major placements at 4-year public universities. Conditional on a student's own academic preparation, the high school attended predicts the rigor of the initial university, and within the university, the rigor of the initial major. We identify a relatively sparse set of school characteristics – and characteristics of schools' local communities – that account for much of the explanatory power of high schools. Complementing previous studies, we show that students from low-SES high schools enroll in less rigorous universities than their similarly-qualified peers from high-SES high schools. Students from low-SES schools also enroll in less rigorous majors within universities. Black-white gaps in the rigor of the initial college and major can be explained entirely by students' own pre-entry academic preparation and a small number of high school and neighborhood characteristics.

[The Impact of Mass Layoffs on the Educational Investments of Working College Students](#)

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

Analyzing how working students weather personal economic shocks is increasingly important as the fraction of college students working substantial hours has increased dramatically over the past few decades. Using administrative data on Ohio college students linked to matched firm-worker data on earnings, we examine how layoff affects the educational outcomes of working college students. Theoretically, layoff decreases the opportunity cost of college enrollment, but it could also make financing one's education more difficult, so the net effect is ambiguous. We find that layoff leads to a considerable reduction in the probability of employment while in school, but it has little impact on enrollment decisions at the extensive margin. On the intensive margin, we find that layoff leads to an increase in enrolled credits, consistent with the fact that the opportunity cost of college has decreased.

[Ethnic and Racial Disparities in Children's Education: Comparative Evidence from Ethiopia, India, Peru and Vietnam](#)

Mohamed Aroui (Centre Clermontois de Recherche en Gestion et Management (CRCGM)) ; Adel Ben Youssef (Université Côte d'Azur, France) ; Cuong Nguyen (National Economic University, Hanoi, Vietnam)

We investigate whether there are racial and ethnic disparities in children's education in Ethiopia, India, Peru and Vietnam. We find that in all four countries, and especially Vietnam, children from small ethnic groups have lower education attainment and cognitive ability. The gap in educational attainment and cognitive ability among ethnic children is larger than the gap in school enrolment, and the gap tends to be wider for older children. Using the Oaxaca-Blinder decomposition, we find that the main contribution to the gap in education between children from small ethnic groups and children from large ethnic groups in India, Peru and Vietnam is the difference in endowments (i.e., characteristics of children and their families) rather than a bias in the coefficients of endowments.

However, in Ethiopia, the difference in the coefficients contributes more than the difference in endowments to the gap in education. Child health, parental education, household expenditure and an urban environment are important variables for explaining the gap in education between children from small and large ethnic groups.

[How Much Is That Star in the Window? Professorial Salaries and Research Performance in UK Universities](#)

Gianni De Fraja ; Giovanni Facchini ; John Gathergood

Using individual level data on the salary of all UK university professors, matched to results on the performance of academic departments from the 2014 Research Excellence Framework, we study the relationship between academic salaries and research performance. The UK higher education sector is particularly interesting because professorial salaries are unregulated and the outcome of the official research evaluation is a key financial concern of universities. To frame our analysis, we present a simple model of university pay determination, which shows that pay level and pay inequality in a department are positively related to performance. Our empirical results confirm these theoretical predictions; we also find that the pay-performance relationship is weaker for the more established and better paying universities. Our findings are also consistent with the idea that higher salaries have been used by departments to recruit academics more likely to improve their performance.

[Socio-Economic Predictors of Student Mobility](#)

Ilya Prakhov (National Research University Higher School of Economics) ; Maria Bocharova (National Research University Higher School of Economics)

This paper analyses the determinants of student mobility under the unified system of admission in Russia and evaluates the barriers which still limit educational mobility. It is argued that even under the Unified State Examination (USE) and the decreased transaction costs of applying to universities, student mobility is directed towards more developed regional educational markets and richer regions, but is still limited due to the financial constraints in the absence of the additional student support. Russia is a unique case, because it consists of regions with a high variation in socio-economic development and has local higher education markets with different levels of competition between universities. This study shows the importance of the institutional characteristics of regions in student mobility

[School Feeding and Learning Achievement: Evidence from India's Midday Meal Program](#)

Chakraborty, Tanika (Indian Institute of Technology Kanpur) ; Jayaraman, Rajshri (European School of Management and Technology (ESMT))

We study the effect of the world's largest school feeding program on children's learning outcomes. Staggered implementation across different states of a 2001 Indian Supreme Court Directive mandating the introduction of free school lunches in public primary schools generates plausibly exogenous variation in program exposure across different birth cohorts. We exploit this to estimate the effect of program exposure on math and reading test scores of primary school-aged children. We find that midday meals have a dramatic positive effect on learning achievement: children with up to 5 years of primary school exposure improve their test scores by approximately 10-20%. We further investigate various channels that may account for this improvement including enrollment and nutrition-learning effects, heterogeneous responses by socio-economic status, complementary schooling inputs, and intra-household redistribution.

[The Impact of Immigrant Peers on Native Students' Academic Achievement in Countries Where Parents of Immigrants Are Relatively Skilled](#)

Seah, Kelvin (National University of Singapore)

This study examines how exposure to immigrant students affects the academic achievement of native students in the three largest immigrant-receiving countries – United States, Australia, and Canada. Using a large cross-country dataset, variation in the share of immigrant children between different grade levels within schools is exploited to identify the impact of immigrant peers. I find that exposure to immigrant children has dissimilar effects on native students' achievements across the three countries. While exposure has a positive impact on Australian natives, it has a negative impact on Canadian natives. Exposure has no effect on U.S. natives. More importantly, I find that institutional factors, such as the way in which countries organise their educational systems, have a crucial bearing on how immigrant students affect their peers.

[What Can We Learn from Student Attitudes for International Achievement Tests?](#)

Kyle Peyton (Melbourne Institute of Applied Economic and Social Research, The University of Melbourne) ; Chris Ryan (Melbourne Institute of Applied Economic and Social Research, The University of Melbourne; ARC Centre for Excellence for Children and Families over the Life Course) ; Justin van de Ven (ARC Centre for Excellence for Children and Families over the Life Course)

This study looks at whether differences in student attitudes towards mathematics and science between Victorian students and those in selected other countries can explain differences in student achievement between them. We find that they cannot. In general, in the 2011 Trends in Mathematics and Science Study (TIMSS) data used here, Victorian school students have more positive attitudes towards mathematics and science than students in high achievement countries. These results also hold where we remove any language effects from the way people respond to attitudinal questions, or any cultural or social-desirability induced elements of the responses. Further, the most reliable estimates of the relationship between attitudes and achievement point to quite small effects, suggesting any increase in achievement associated with improved student attitudes could only be small.

[Challenges facing higher education in Russia in 2015](#)

Klyachko Tatiana (Gaidar Institute for Economic Policy)

The following public's common perception of higher education continues to be prevalent in Russia: the quality of higher education keeps deteriorating; higher education fails to meet the requirements of the labor market; higher education graduates do not work in jobs strictly or closely related to their degrees or major; there is an oversupply of students in the country; there is need to train specialists with secondary vocational education and blue collar workers that are in shortage.

[Cultural Transmission and Socialization Spillovers in Education](#)

Del Bello, Carlo ; Panebianco, Fabrizio ; Verdier, Thierry ; Zenou, Yves

We propose a model of the intergenerational transmission of education where children belong to either high-educated or low-educated families. Children choose the intensity of their social activities while parents decide how much educational effort to exert. We characterize the equilibrium and show under which condition cultural substitution or complementarity emerges. There is cultural substitution (complementarity) if parents decrease (increase) their education effort when their child

socializes more with other children of the same type. By structurally estimating our model to the AddHealth data in the United States, we find that there is cultural complementarity for high-educated parents and cultural substitution for low-educated parents. This means that, for both parents, the more their children interact with kids from high-educated families, the more parents exert educational effort. We also perform some policy simulations. We find that policies aiming at mixing high and low educated children perform well in terms of average educational outcomes. We also show that a policy that gives vouchers to children from high-educated families have a positive and significant impact on the educational outcomes of all children while a policy that gives vouchers to children from low-educated families has a negative effect on the outcomes of both groups.

[Gender Bias in Education during Conflict: Evidence from Assam](#)

Roy, Sutanuka (London School of Economics) ; Singh, Prakarsh (Amherst College)

Using a large-scale novel panel dataset (2005–14) on schools from the Indian state of Assam, we test for the impact of violent conflict on female students' enrollment rates. We find that a doubling of average killings in a district-year leads to a 13 per cent drop in girls' enrollment rate with school fixed effects. Additionally, results remain similar when using an alternative definition of conflict from a different dataset. Gender differential responses are more negative for lower grades, rural schools, poorer districts, and for schools run by local and private unaided bodies.

[Over-education among Italian Ph.D. graduates. Does the crisis make a difference?](#)

Barbara Ermini (Università Politecnica delle Marche, Dipartimento di Scienze Economiche e Sociali) ; Luca Papi (Università Politecnica delle Marche, Dipartimento di Scienze Economiche e Sociali, MoFiR) ; Francesca Scaturro (Università Politecnica delle Marche, Dipartimento di Scienze Economiche e Sociali)

The paper examines the determinants of over-education among Italian Ph.D graduates drawn from the four cohorts 2004, 2006, 2008, 2010 surveyed by the Italian National Institute of Statistics (ISTAT). We attempt to disentangle the differentiated effects of the economic crisis and the university reform that recently hit the Italian labour market. We examine over-education through the definitions of over-skilling, over-qualification and a combination of the two. The results show that socio-demographic variables do not exert a relevant influence on over-education. Conversely, job attributes such as working in academia or carrying out R&D activities reduce the likelihood of incurring into over-education. Instead, accessing the job via informal channels or working as self-employed increase the risk of over-education, with a stronger effect during the recession. Among Ph.D related features, visiting abroad is always a driver to overcome any kind of job mismatch. Generally, benefiting from financial support is a propelling factor to reduce over-education; it is effective in reducing qualification mismatch especially during the downturn. In the light of the above findings, some policy advices are proposed.

[Cognitive Performance and Labor Market Outcomes](#)

Lin, Dajun (University of Virginia) ; Lutter, Randall (University of Virginia) ; Ruhm, Christopher J. (University of Virginia)

We use information from the National Longitudinal Survey of Youth 1979 (NLSY79) and supplementary data sources to examine how cognitive performance, measured at approximately the end of secondary schooling, is related to the labor market outcomes of 20 through 50 year olds. Our estimates control for a wide array of individual and family background characteristics, a limited set of

non-cognitive attributes, survey year dummy variables and, sometimes, geographic place effects. The analysis reveals five main findings. First, cognitive performance is positively associated with future labor market outcomes at all ages. The relationship is attenuated but not eliminated by the addition of controls for non-cognitive characteristics, while the inclusion of place effects does not change the estimated associations. Second, the returns to cognitive skill increase with age. Third, the effect on total incomes reflects a combination of positive impacts of cognitive performance on both hourly wages and annual work hours. Fourth, the returns to cognitive skill are greater for women than men and for blacks and Hispanics than for non-Hispanic whites, with differential effects on work hours being more important than corresponding changes in hourly wages. Fifth, the average gains in lifetime incomes predicted to result from greater levels of cognitive performance are only slightly above those reported in prior studies but the effects are heterogeneous, with larger relative and absolute increases, in most models, for nonwhites or Hispanics than for non-Hispanic whites, and higher relative but not absolute returns for women than men.

[Innovative Strategies in Higher Education for Accelerated Human Resource Development in South Asia: Sri Lanka](#)

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 is part of a series of six country reports on technical and vocational education and training (TVET) and higher education in Bangladesh, Nepal, and Sri Lanka. Each report presents current arrangements and initiatives in the respective country's skills development strategies. These are complemented by critical analyses to determine 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 finalized in 2013 under the Australian AID-supported Phase 1 of Subproject 11 (Innovative Strategies for Accelerated Human Resource Development) of Regional Technical Assistance 6337 (Development Partnership Program for South Asia).

[Innovative strategies in higher education for accelerated human resource development in South Asia: Bangladesh](#)

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

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STREET CHILDREN: EDUCATION & REFORMS

Veena Jha ; Aneesh Jose

The word 'Children' seems to be equal to 'joyful'. We bear in mind so many smiling faces of young beautiful kids. But the term street children give an opposite impression. A street child is a term for children experiencing homelessness who live on the streets of a city, town or village. Other words a street child is someone for whom the street has become his or her habitual abode and or source of livelihood, and who is inadequately protected, supervised, or directed by responsible adults. Homeless youth are often called street kids and street youth. Some street children, notably in more developed nations are part of a subcategory called thrown away children who are children that have been forced to leave home. Thrown away children are more likely to come from single-parent homes. Street children are often subject to abuse, neglect, exploitation, or in extreme cases, murder by clean-up squads that have been hired by local businesses or police. In western societies, such children are sometimes treated as homeless children rather than criminals or beggars. It is estimated that more than 400000 street children in India exist. Mainly because of family conflict, they come to live on the streets and take on the full responsibilities of caring for themselves, including working to provide for the protecting themselves. Boys and girls of all ages are found living and working in public spaces, and are visible in the great majority of the world's urban centres. Though street children do sometimes band together for greater security, they are often exploited by employers and the police.

Are migrants more productive than stayers? Some evidence for a set of highly productive academic economists

Ruiz-Castillo, Javier ; Carrasco, Raquel ; Albarrán, Pedro

This paper compares the average productivity of migrants (who work in a country different from their country of origin) and stayers (whose entire academic career takes place in their country of origin) in a set of 2,530 highly productive economists that work in 2007 in a selection of the top 81 Economics departments worldwide. The main findings are the following two. Firstly, productivity comparisons between migrants and stayers depend on the cohort and the type of department where individuals work in 2007. For example, in the top U.S. departments, foreigners are more productive than stayers only among older individuals; in the bottom U.S. departments, foreigners are more productive than stayers for both cohorts, while in the other countries with at least one department in the sample the productivity of foreigners and stayers is indistinguishable for both cohorts. Secondly, when we restrict our attention to an elite consisting of economists with above average productivity, all productivity differences between migrants and stayers in the U.S. vanish. These results are very robust. However, our ability to interpret these correlations is severely limited by the absence of information on the decision to migrate.

The Human Development Index in Canada: Ranking the Provinces and Territories Internationally, 2000-2014

James Ugucioni

We develop internationally comparable estimates of the Human Development Index (HDI) for the Canadian provinces and territories over the 2000-2014 period. The HDI is a composite index composed of three dimensions (life expectancy, education and income) measured by four indicators (life expectancy at birth, average years of education, expected years of schooling and GNI per capita). We first replicate the Canadian estimates from the most recent Human Development Report (HDR) using data from Statistics Canada. Next, we generate estimates for the provinces and territories

following the same methodology and using the same Canadian data sources. We make these estimates internationally comparable by scaling each province or territory's estimate to Canada's in the most recent HDR. This allows the provinces and territories to be ranked in the most recent HDR international rankings for all four component variables as well as the overall HDI. The highest HDI score in 2014 among the provinces and territories belongs to Alberta, which would be fourth in the international rankings, while the lowest ranking region is Nunavut, which would be in 46th place. Overall, our report highlights the diverse human development experiences of Canadians that are concealed by Canada's overall HDI.

[The Attitudes of Boys and Girls towards Science and Mathematics as They Progress through School in Australia](#)

Chris Ryan (Melbourne Institute of Applied Economic and Social Research, The University of Melbourne, and; ARC Centre of Excellence for Children and Families over the Life Course)

Differences between boys and girls in their attitudes towards mathematics are apparent among students in Year 4 in Australia. While not more engaged in their classes, boys indicate that they like mathematics and are more confident about their ability in it than girls. These differences increase between Year 4 and Year 8, while differences in similar directions in reported attitudes towards science develop. In Year 8, these differences in attitudes exist across all school sectors, social backgrounds and student levels of achievement, aspirations about future levels of completed education, language backgrounds and the genders of their teachers. These differences at Year 8 exist within schools, not between schools of different types or who cater for different types of students. There appears to be one exception to this statement: girls in single sex schools are more likely to like and be as confident about mathematics and science as boys in single sex schools.

[The impact of upper-secondary voucher school attendance on student achievement - Swedish evidence using external and internal evaluations](#)

Tyrefors Hinnerich, Björn (Department of economics, Stockholm University) ; Vlachos, Jonas (Department of economics, Stockholm University)

Sweden has a school voucher system with universal coverage and full acceptance of corporate providers. Using a value added approach, we find that students at upper-secondary voucher schools on average score 0.06 standard deviations lower on externally graded standardized tests in first year core courses. The negative impact is larger among lower achieving students (but not among immigrant students), the same students who are most prone to attend voucher schools. For high achieving students, the voucher school impact is around zero. Comparing internal and external evaluations of the same standardized tests, we find that voucher schools are 0.14 standard deviations more generous than municipal schools in their internal test grading. The greater leniency in test grading is relatively uniform across different groups, but more pronounced among students at academic than vocational programs. The findings are consistent with voucher schools responding more to differences in educational preferences than municipal schools.

[STEM Graduates and Secondary School Curriculum: Does Early Exposure to Science Matter?](#)

Marta De Philippis

Increasing the number of Science, Technology, Engineering and Math (STEM) university graduates is considered a key element for long-term productivity and competitiveness in the global economy. Still, little is known about what actually drives and shapes students' choices. This paper focusses on

secondary school students at the very top of the ability distribution and explores the effect of more exposure to science on enrolment and persistence in STEM degrees at the university and on the quality of the university attended. The paper overcomes the standard endogeneity problems by exploiting the different timing in the implementation of a reform that induced secondary schools in the UK to offer more science to high ability 14 year-old children. Taking more science in secondary school increases the probability of enrolling in a STEM degree by 1.5 percentage point and the probability of graduating in these degrees by 3 percentage points. The results mask substantial gender heterogeneity: while girls are as willing as boys to take advanced science in secondary school - when offered -, the effect on STEM degrees is entirely driven by boys. Girls are induced to choose more challenging subjects, but still the most female-dominated ones.

[The Role of Fees in Foreign Education: evidence from Italy and the UK](#)

Michel Beine (CREA, Université du Luxembourg) ; Marco Delogu (CREA, Université du Luxembourg) ; Lionel Ragot (Université de Paris Ouest)

This paper studies the determinants of international students mobility at the university level, focusing specifically on the role of tuition fees. We derive a gravity model based on a Random Utility Maximization model of location choice for international students. The last layer of the model is estimated using new data on students migration flows at the university level for Italy and the UK. The particular institutional setting of the two destination countries allows to control for the potential endogeneity of tuition fees. We obtain evidence for a clear and negative effect of fees on international student mobility and confirm the positive impact of quality of education. The estimations find also support for an important role of additional destination-specific variables such as host capacity, expected return of education and cost of living in the vicinity of the university.

[Social Origin Effects on Educational Mobility and Labor Market Outcomes: A closer look at technical educational enrollment in Mexico.](#)

Paola Vela de la Garza Evia (Division of Economics, CIDE)

Educational decisions may have a distinctive social origin pattern when an educational system offers parallel branches of study, a phenomenon termed as class inequality in educational attainment. In Mexico, the educational system allows students to choose between obtaining technical or academic degrees at both lower and upper secondary educational levels. The present study aims at analyzing 1) the effect of the social origin on educational track choice and 2) the relationship between type of educational attainment and labor market outcomes in Mexico. A two-part multinomial logit model is used to identify the effect of social origin on educational track decisions. Our results show that the social origin does have an effect on the type of education students opt for. Individuals with more favorable social origin characteristics are less likely to pursue technical educational programs; evidence confirming the presence of class inequality in educational enrollment in Mexico. An OLS regression was then used to analyze the effect of type of educational attainment on labor market outcomes. Once we control for the non-random allocation process by including as additional regressors the predicted probabilities of the multinomial stages we find that there's no statistically significant effect of technical educational track selection on hourly income nor labor market participation; suggesting that although the Mexican educational system generates class inequality in educational attainment, no real labor market advantage is gained or lost from obtaining a distinct type of education.

[Elements of a Sound Online Education Program: A Blueprint for a Food Industry Management Administration Certificate](#)

Tavernier, Edmund M.

Internet technologies are making online education the fastest form of education delivery system in the U.S. While the delivery structures for offering online courses or programs often vary, the rationale for doing so centers around the need to mitigate costs of education delivery, enhancing educational quality, granting greater access to university courses to non-traditional students, accommodating the demands of the changing student population, and providing an alternative source of revenue for universities. This paper examines the elements that are crucial to successful online educational programs and proposes a blueprint for an online certificate program.

[Bride Price and Female Education](#)

Nava Ashraf ; Natalie Bau ; Nathan Nunn ; Alessandra Voena

Traditional cultural practices can play an important role in development, but can also inspire condemnation. The custom of bride price, prevalent throughout sub-Saharan Africa and parts of Asia as a payment by the groom to the family of the bride, is one example. In this paper, we show a perhaps surprising economic consequence of this practice. We revisit one of the best-studied historical development projects, the INPRES school construction program in Indonesia, and show that previously found small effects on female enrollment mask heterogeneity by bride price tradition. Ethnic groups that traditionally engage in bride price payments at marriage increased female enrollment in response to the program. Within these ethnic groups, higher female education at marriage is associated with a higher bride price payment received, providing a greater incentive for parents to invest in girls' education and take advantage of the increased supply of schools. However, we see no increase in education following school construction for girls from ethnicities without a bride price tradition. We replicate these findings in Zambia, where we exploit a similar school expansion program that took place in the early 2000s. While there may be significant downsides to a bride price tradition, our results suggest that any change to this cultural custom should likely be considered alongside additional policies to promote female education.

[Impact of the More Education programme on educational indicators](#)

Luís Felipe Batista de Oliveira (IPC-IG) ; Rafael Terra (IPC-IG)

"There are many particularities to public policies required to reduce educational disparities among students. They comprise issues related to infrastructure, remuneration and training of education professionals, debates regarding unifying content at the national level and on forms of public service provision and delivery. While there are many initiatives that focus on all of these aspects, their impacts are not always subject to a causal analysis capable of providing the information necessary to improve these interventions. This One Pager seeks to summarise the evidence found in a larger Working Paper (de Oliveira and Terra 2016) regarding the impact of the extended school days implemented under the 'More Education' programme (Programa Mais Educação?PME), an initiative of the Brazilian federal government. The PME transfers funds directly to educational institutions, which purchase educational materials and fund monitoring grants so that students may take part in extracurricular activities". (?)

[Dynamic Effects of Teacher Turnover on the Quality of Instruction](#)

Eric A. Hanushek ; Steven G. Rivkin ; Jeffrey C. Schiman

It is widely believed that teacher turnover adversely affects the quality of instruction in urban schools serving predominantly disadvantaged children, and a growing body of research investigates various components of turnover effects. The evidence at first seems contradictory, as the quality of instruction appears to decline following turnover despite the fact that most work shows higher attrition for less effective teachers. This raises concerns that confounding factors bias estimates of transition differences in teacher effectiveness, the adverse effects of turnover or both. After taking more extensive steps to account for nonrandom sorting of students into classrooms and endogenous teacher exits and grade-switching, we replicate existing findings of adverse selection out of schools and negative effects of turnover in lower-achievement schools. But we find that these turnover effects can be fully accounted for by the resulting loss in experience and productivity loss following the reallocation of some incumbent teachers to different grades.

[The Economic Impact of Universities: Evidence from Across the Globe](#)

Anna Valero ; John Van Reenen

We develop a new dataset using UNESCO source materials on the location of nearly 15,000 universities in about 1,500 regions across 78 countries, some dating back to the 11th Century. We estimate fixed effects models at the sub-national level between 1950 and 2010 and find that increases in the number of universities are positively associated with future growth of GDP per capita (and this relationship is robust to controlling for a host of observables, as well as unobserved regional trends). Our estimates imply that doubling the number of universities per capita is associated with 4% higher future GDP per capita. Furthermore, there appear to be positive spillover effects from universities to geographically close neighbouring regions. We show that the relationship between growth and universities is not simply driven by the direct expenditures of the university, its staff and students. Part of the effect of universities on growth is mediated through an increased supply of human capital and greater innovation (although the magnitudes are not large). We find that within countries, higher historical university presence is associated with stronger pro-democratic attitudes.

[Transfer Students from Community Colleges to an Ontario University: Graduation Rates and Degrees Awarded](#)

Felice Martinello (Department of Economics, Brock University) ; Jo Stewart (Yukon College)

This research note updates the tentative, four year graduation results of Martinello and Stewart (2015). After six years, transfer students from community colleges were more likely than non-transfer students to have graduated earlier and with Pass (rather than Honours) Bachelors level degrees. Overall, however, college transfer students had lower six year university graduation rates than non-transfer students.

[The effects of conditionality monitoring on educational outcomes: evidence from Brazil's Bolsa Família programme](#)

Luis Henrique Paiva (IPC-IG) ; Fábio Veras Soares (IPC-IG) ; Flavio Cireno (IPC-IG) ; Iara Azevedo Vitelli Viana (IPC-IG) ; Ana Clara Duran (IPC-IG)

"Conditional cash transfer programmes have been increasingly adopted by several low and middle-income countries. Despite this overall acceptance, conditionalities remain under scrutiny regarding their possible independent effects on educational and health indicators. This paper is an ecological study of conditionalities in Brazil's Bolsa Família programme. As programme coverage (taken as a proxy of cash transfers) and monitoring and enforcement of the educational conditionalities (proxy

of conditionalities) are not correlated at the municipal level, this study fits a number of different ordinary least square (OLS) and growth-curve models to explain variations in drop-out rates and school progression in basic education in public schools across municipalities". (?)

[Cognitive Performance and Labor Market Outcomes](#)

Dajun Lin ; Randall Lutter ; Christopher J. Ruhm

We use information from the National Longitudinal Survey of Youth 1979 (NLSY79) and supplementary data sources to examine how cognitive performance, measured at approximately the end of secondary schooling, is related to the labor market outcomes of 20 through 50 year olds. Our estimates control for a wide array of individual and family background characteristics, a limited set of non-cognitive attributes, survey year dummy variables and, sometimes, geographic place effects. The analysis reveals five main findings. First, cognitive performance is positively associated with future labor market outcomes at all ages. The relationship is attenuated but not eliminated by the addition of controls for non-cognitive characteristics, while the inclusion of place effects does not change the estimated associations. Second, the returns to cognitive skill increase with age. Third, the effect on total incomes reflects a combination of positive impacts of cognitive performance on both hourly wages and annual work hours. Fourth, the returns to cognitive skill are greater for women than men and for blacks and Hispanics than for non-Hispanic whites, with differential effects on work hours being more important than corresponding changes in hourly wages. Fifth, the average gains in lifetime incomes predicted to result from greater levels of cognitive performance are only slightly above those reported in prior studies but the effects are heterogeneous, with larger relative and absolute increases, in most models, for nonwhites or Hispanics than for non-Hispanic whites, and higher relative but not absolute returns for women than men.

[The Measurement of Student Ability in Modern Assessment Systems](#)

Brian Jacob ; Jesse Rothstein

Economists often use test scores to measure a student's performance or an adult's human capital. These scores reflect non-trivial decisions about how to measure and scale student achievement, with important implications for secondary analyses. For example, the scores computed in several major testing regimes, including the National Assessment of Educational Progress (NAEP), depend not only on the examinees' responses to test items, but also on their background characteristics, including race and gender. As a consequence, if a black and white student respond identically to questions on the NAEP assessment, the reported ability for the black student will be lower than for the white student—reflecting the lower average performance of black students. This can bias many secondary analyses. Other assessments use different measurement models. This paper aims to familiarize applied economists with the construction and properties of common cognitive score measures and the implications for research using these measures.

[Do cognitive skills Impact Growth or Levels of GDP per capita?](#)

Sarid, Assaf ; Eckstein, Zvi ; Tamir, Yuli (Yael)

Incredible policy attention has been given to the claim that an increase in the quality of education as measured by international tests (e.g. PISA tests) has a significant impact on the GDP long-run growth rate (Hanushek and Woessmann, 2015). This study is based mostly on aggregate data from the second half of the century, and never addresses the question of the current paper, which is whether the impact of the quality of cognitive skills affects the level of GDP per capita or the long run growth

rate. Focusing on this question, we construct a variant standard growth model in which cognitive skills have theoretically both a level and growth rate effects by assumption. Estimating this model using standard cross-country data and panel data, cognitive skills measured by the methodology of Hanushek and Woessmann (2015) have a significant level effect on GDP but not a growth effect. Therefore, the cognitive skills improvement impact economic growth is bounded.

[Determinants of Social Progress and its Scenarios under the role of Macroeconomic Instability: Empirics from Pakistan](#)

Ali, Amjad ; Bibi, Chan

This study has analyzed the determinants of social progress in the presence of macroeconomic instability in Pakistan over the period of 1980 to 2015. Under-five survival rate is used for measuring social progress and a comprehensive macroeconomic instability index is constructed by incorporating inflation rate, unemployment rate, budget deficit and trade deficit. Augmented Dickey-Fuller (ADF), Philips-Perron (PP) and Dickey-Fuller Generalized Least Square (DF-GLS) unit root tests are used for examining the stationarity of the variables. ARDL bound testing approach is used for co-integration among the variables of the model. Granger causality test is used for causal relationship among variables of the model. The estimated results of the study show that macroeconomic instability has negative and significant impact on under-five survival rate in Pakistan. The results reveal that female education, family planning & health cares and availability of food have positive and significant impact on under-five survival rate in Pakistan. Hence, for increasing social progress there is dire need of stable macroeconomic environment. Moreover, for increasing social progress much attention should be paid on female education, family planning & health cares and availability of food in Pakistan.

[Information and Preferences for Public Spending: Evidence from Representative Survey Experiments](#)

Lergetporer, Philipp (University of Munich) ; Schwerdt, Guido (University of Konstanz) ; Werner, Katharina (University of Munich) ; Woessmann, Ludger (University of Munich)

The electorates' lack of information about the extent of public spending may cause misalignments between voters' preferences and the size of government. We devise a series of representative survey experiments in Germany that randomly provide treatment groups with information on current spending levels. Results show that such information strongly reduces support for public spending in various domains from social security to defense. Data on prior information status on school spending and teacher salaries shows that treatment effects are strongest for those who initially underestimated spending levels, indicating genuine information effects rather than pure priming effects. Information on spending requirements also reduces support for specific education reforms. Preferences on spending across education levels are also malleable to information.

[Science, university-firm R&D collaboration and innovation across Europe](#)

Barra, Cristian ; Maietta, Ornella Wanda ; Zotti, Roberto

According to the National Innovation System (NIS) approach, the innovative capabilities of a firm are explained by its interactions with other national agents involved in the innovation process and by formal and informal rules that regulate the system. This paper intends to verify how product and process innovation in the European food and drink industry are affected by: i) the NIS structure in terms of universities vs public research labs, faculties/department mix and size; ii) the NIS output in terms of WoS indexed publications vs the supply of graduates; iii) the NIS fragmentation and

coordination and iv) the NIS scientific impact and specialisation. The source of data on firm innovation is the EU-EFIGE/Bruegel-UniCredit dataset supplemented by information from the International Handbook of Universities, Eurostat and the bibliometric analysis of academic research quality. The results obtained suggest that large size of public research institutions are detrimental to interactions between university and industry and the indicators used for public research assessment are not appropriate proxies of local knowledge spillovers.

[Naturalisation and Investments in Children's Human Capital: Evidence from a Natural Experiment](#)

Friedericke von Haaren-Giebel

This paper assesses educational attainment of immigrant children, in particular evaluating whether naturalised parents invest more in their children's human capital than non-naturalised parents. Findings of the literature indicate that citizenship is associated with lower return migration probability. Since the returns to investments in (country-specific) human capital increase with the duration of residence, naturalised parents may have more incentives to invest in the educational success of their children. I exploit a natural experiment that took place in Germany in the year 2000 that reduced the required years of residence for naturalisation from 15 to 8 and therefore exogenously increased naturalisation. Multivariate estimations (based on the German Socio-Economic Panel) show a positive and significant correlation between parents' citizenship status and their children's educational attainment. Results of difference-in-differences and instrumental variable models are also positive but not significant.

[Desigualdad de oportunidad en educación e ingresos laborales en México.](#)

Juan Javier Santos Ochoa (Division of Economics, CIDE)

En este trabajo se calcula el grado de desigualdad de oportunidades en educación e ingresos laborales en México, esto es, la parte de la desigualdad total que puede considerarse injusta porque se debe a circunstancias que los individuos no tienen bajo su control. Se usan datos de personas entre 25 y 64 años provenientes de la Encuesta de Movilidad Social de México 2011 y se construyen índices que miden la desigualdad entre grupos de personas que tienen diferentes características de origen social. Los resultados obtenidos indican que un poco más de la tercera parte de la desigualdad en los años de escolaridad y la quinta parte de la desigualdad en los ingresos laborales observados en los datos se debe a la desigualdad de oportunidades. En general, el grado de desigualdad de oportunidades es más alto en las mujeres que en los hombres.

[Education, Participation, and the Revival of U.S. Economic Growth](#)

Dale W. Jorgenson ; Mun S. Ho ; Jon D. Samuels

Labor quality growth captures the upgrading of the labor force through higher educational attainment and greater experience. Our first finding is that average levels of educational attainment of new entrants will remain high, but will no longer continue to rise, so that growing educational attainment will gradually disappear as a source of U.S. economic growth. Our second finding is that the investment boom of 1995-2000 drew many younger and less-educated workers into employment. Participation rates for these workers declined during the recovery of 2000-2007 and dropped further during the Great Recession of 2007-2009. In order to assess the prospects for recovery of participation as a potential source U.S. economic growth, we project the participation rates of each age-gender-education group. Our third finding is that the recovery of participation rates will provide an important opportunity for the revival of U.S. economic growth. Participation rates for

! less-educated workers are unlikely to recover the peak levels that followed the investment boom of 1995-2000. However, these rates can achieve the levels that preceded the Great Recession. While labor quality will grow more slowly, hours worked will grow much faster.

[Human Capital Formation during the First Industrial Revolution: Evidence from the Use of Steam Engines](#)

Pleijt, Alexandra M. de (London School of Economics and Utrecht University) ; Nuvolari, Alessandro (Sant' Anna School of Advanced Studies) ; Weisdorf, Jacob (University of Southern Denmark, CEPR and CAGE)

This paper explores the effect of technological change on human capital formation during the early phases of England's Industrial Revolution. Following the methodology used in Franck and Galor (2016), we consider the adoption of steam engines as an indicator of technical change, examining the correlation between industrialisation and human capital by performing cross-sectional regression analyses using county-level variation in the number of steam engines installed in England by 1800. Using exogenous variation in carboniferous rock strata as an instrument for the regional distribution of steam engines, we find that technological change as captured by steam technology significantly improved the average working skills of the labour force. In particular, places with more steam engines had lower shares of unskilled workers and higher shares of highly-skilled mechanical workmen deemed important by Mokyr (2005) in the Industrial Revolution. Technological change was, however, not conducive to elementary education. Literacy rates and school enrollment rates were not systematically different in places with more steam engines. This diverse response to new technology highlights the ambiguous effects of early industrialisation on the formation of human capital.

[The Gap within the Gap: Using Longitudinal Data to Understand Income Differences in Student Achievement](#)

Katherine Michelmore ; Susan Dynarski

Gaps in educational achievement between high- and low-income children are growing. Administrative datasets maintained by states and districts lack information about income but do indicate whether a student is eligible for subsidized school meals. We leverage the longitudinal structure of these datasets to develop a new measure of persistent economic disadvantage. Half of 8th graders in Michigan are eligible for a subsidized meal, but just 14 percent have been eligible for subsidized meals in every grade since kindergarten. These children score 0.94 standard deviations below those never eligible for subsidies and 0.23 below those occasionally eligible. There is a negative, linear relationship between grades spent in economic disadvantage and 8th grade test scores. This is not an exposure effect: the relationship is almost identical in 3rd grade, before children have been differentially exposed to five more years of economic disadvantage. Survey data show that the number of years that a child will spend eligible for subsidized lunch is negatively correlated with her current household income. Years eligible for subsidized meals can therefore be used as a reasonable proxy for income. Our proposed measure can be used in evaluations to estimate heterogeneous effects, to improve value-added calculations, and to better target resources.

[Impact of public-private-partnership programs on students' learning outcomes: Evidence from a Quasi-Experiment](#)

Hafeez, Fatima ; Haider, Adnan ; Zafar, Naeem uz

Learning outcomes refer to the performance of the students in academic tests pertaining to the respective grade level. In Pakistan, survey evidences from Annual Status of Education Report (ASER) show a significant dispersion in learning outcomes of public schools as compared with private sector counterpart. The perceived results of learning outcomes in private schools very clear but less evidence is found for educational outcome of schools run under public-private partnership programs. This becomes especially relevant when status of curricular, co-curricular, and extra-curricular activities is compared between public school, private schools, and schools run under public private partnership. In recent literature, it is found that schools taken up by public-private partnership have been providing a better learning environment - Infrastructure Rehabilitation and Development, Administrative changes, Academic Innovation and Planning, Teacher Reform and Student! Affairs - is perceived to have a positive impact on learning outcomes. It is to investigate and document that the investments in these areas are justifiable. To promote this fact, we conduct a quasi-experiment to examine the profiles of students in a public-private partnership school at Karachi (running under Zindagi Trust program) and a public school (as counterfactual) in the same neighbourhood. We also recorded the household and socioeconomic characteristics to create a good set of control variables. The propensity-score results show that public-private school is performing better than that of comparison group in attaining learning outcomes thus showing positive effects of PPP. Finally, the study probed into household and parental covariates of student's educational outcomes to enhance internal validity of results.

[Money or Fun? Why Students Want to Pursue Further Education](#)

Belfield, Chris (Institute for Fiscal Studies, London) ; Boneva, Teodora (University College London) ; Rauh, Christopher (University of Cambridge) ; Shaw, Jonathan (Institute for Fiscal Studies, London)

We study students' motives for educational attainment in a unique survey of 885 secondary school students in the UK. As expected, students who perceive the monetary returns to education to be higher are more likely to intend to continue in full-time education. However, the main driver is the perceived consumption value, which alone explains around half of the variation of the intention to pursue higher education. Moreover, the perceived consumption value can account for a substantial part of both the socio-economic gap and the gender gap in intentions to continue in full-time education.

[2d:4d and Lifetime Educational Outcomes: Evidence from the Russian RLMS Survey](#)

John V. Nye (National Research University Higher School of Economics) ; Maksym Bryukhanov (National Research University Higher School of Economics) ; Sergiy Polyachenko (National Research University Higher School of Economics)

Is in utero exposure to testosterone (T), measured by the second to fourth digit ratio (2D:4D), associated with lifetime educational attainment? A growing body of work finds exposure to prenatal T to be associated with aggression, physical fitness, performance in computer science, and type of occupation. However, there has not yet been substantial research its relationship with lifetime educational outcomes. Using a large sample drawn from families in Moscow and in the Moscow region from the Russian Longitudinal Measurement Survey (RLMS), we observe clear links between measured 2D:4D and the levels of education obtained by men. Statistically significant positive associations between higher 2D:4D (lower prenatal T) and higher levels of education were found, using difference in means analysis and generalized ordered logit (gologit) regressions. These findings were also robust to using a different subsample. Weaker findings were seen for women. Since many

of! the earlier findings have shown the benefits of higher prenatal T for achievement, the current finding of a negative effect of prenatal T on educational attainment raises interesting issues about the ambiguous effects of prenatal T and the degree to which the traits it promotes interact with different tasks and social contexts

[¿La localización de la escuela importa?. Condicionantes espacio-contextuales de la tasa de repitencia en un panel de datos georreferenciados.](#)

Herrera Gómez, Marcos

Many studies have examined the determinants of the grade repetition at different levels (student, school, country) without considering the geographical-social environment of school localization. This work uses a panel data of 220 primary schools with georeferenced information, between years 2008 and 2011, exploring the determinants of repetition rate at school, context and geographical neighborhood levels. Results show that the matriculation is a significant variable at school level. Contextual factors such as unemployment rate and percentage of female youth of primary school age are related to the grade repetition rate in primary school. In addition, the unemployment and the women's proportion of the contiguous areas show significant effects. These results reflect the importance to consider the school's localization and their social context if we want to establish suitable educational policies that contemplate the rate of repetition.

[Opening up Education: A Support Framework for Higher Education Institutions](#)

Andreia Inamorato dos Santos (European Commission - JRC) ; Yves Punie (European Commission - JRC) ; Jonatan Castaño Muñoz (European Commission - JRC)

This report presents a support framework for higher education institutions (HEIs) to open up education. This framework proposes a wide definition of the term "open education", which accommodates different uses, in order to promote transparency and a holistic approach to practice. It goes beyond OER, MOOCs and open access to embrace 10 dimensions of open education. The framework can be used as a tool by HEI staff to help them think through strategic decisions: pedagogical approaches, collaboration between individuals and institutions, recognition of non-formal learning and different ways of making content available. Contemporary open education is mostly enabled by ICTs and because of this, there is almost limitless potential for innovation and reach, which in turn contributes to the modernisation of higher education in Europe.

[Charter Schools and Labor Market Outcomes](#)

Will S. Dobbie ; Roland G. Fryer, Jr

We estimate the impact of charter schools on early-life labor market outcomes using administrative data from Texas. We find that, at the mean, charter schools have no impact on test scores and a negative impact on earnings. No Excuses charter schools increase test scores and four-year college enrollment, but have a small and statistically insignificant impact on earnings, while other types of charter schools decrease test scores, four-year college enrollment, and earnings. Moving to school-level estimates, we find that charter schools that decrease test scores also tend to decrease earnings, while charter schools that increase test scores have no discernible impact on earnings. In contrast, high school graduation effects are predictive of earnings effects throughout the distribution of school quality. The paper concludes with a speculative discussion of what might explain our set of facts.

[Access to Education and Teenage Pregnancy](#)

Martin Foureaux Koppensteiner (Department of Economics at the University of Leicester) ; Jesse Matheson (Department of Economics at the University of Leicester)

Little is known about the causal impact of education opportunities on the decision of young women to have children. Expanding education opportunities may lead to a greater number of young women putting off childbearing until after their teenage years. In this study we look at the effect of one of the largest secondary school expansions on record, providing quasi-experimental evidence to uncover the causal impact of education opportunity on teenage fertility. After achieving near universal enrolment in primary education in the mid- 1990s, Brazil went through an ambitious program of expanding secondary schooling. Between 1996 and 2009 more than 10,269 secondary schools were introduced, increasing the average enrolment rate for teens age 15 to 19 from 21% to 48%. We combine data from the Brazilian School Census, and Brazilian Vital Statistics data capturing 45 million live births by age of mother into an extraordinarily rich data set. Plausibly exogenous variation in the introduction of schools across municipalities over time is used to estimate the effect of education opportunity on teenage births. We find a significant negative effect of secondary school availability on teenage pregnancy. Our results suggest that the addition of one school at age 15 will reduce average cumulative births by 19 by, on average, 4.4 births or 4.6% relative to the mean. These results suggest that the expansion in secondary schools across Brazil can account for roughly 27% of the large decline in teenage childbearing observed between 1997 and 2009 in Brazil.

[Bridging the Gap of Education and the Requirements of the Business](#)

Muntean, Mihaela

Best practices in Business Information Systems recognize the importance of ERPs in supporting business processes in organizations, SAP solutions being a key player in enterprise applications for large companies. Impediments in managing SAP projects in multinational companies or autochthon companies in Romania have been identified, e.g. Lack of skills/training/education; Inadequate support from executives; Data is not integrated; Poor data quality; Inadequate support from business organizations; Inadequate access to data; Inadequate support from IT. Nowadays, beyond the SAP Basis modules, the enterprise applications are enriched with Business Intelligence solutions capable for advanced analysis and reporting. Therefore, the demand of specialists is highly required, companies beginning to act as promoters of a business oriented education. The demarche is developed based on a successful university-business collaboration materialized in the Master program in Business Information Systems organized by the West University of Timisoara, Romania. The rise of a global knowledge economy has intensified the need for strategic partnerships that go beyond the traditional cooperation between university and companies. Lessons learned from this successful project can contribute to the development of further similar projects in the area of business engagement with universities over skills and training.

[The Economic Impact of Universities: Evidence from Across the Globe](#)

Anna Valero ; John Van Reenen

We develop a new dataset using UNESCO source materials on the location of nearly 15,000 universities in about 1,500 regions across 78 countries, some dating back to the 11th Century. We estimate fixed effects models at the sub-national level between 1950 and 2010 and find that increases in the number of universities are positively associated with future growth of GDP per capita (and this relationship is robust to controlling for a host of observables, as well as unobserved regional trends). Our estimates imply that doubling the number of universities per capita is associated with

4% higher future GDP per capita. Furthermore, there appear to be positive spillover effects from universities to geographically close neighboring regions. We show that the relationship between growth and universities is not simply driven by the direct expenditures of the university, its staff and students. Part of the effect of universities on growth is mediated through an increased supply of human capital and greater innovation (although the magnitudes are not large). We find that within countries, higher historical university presence is associated with stronger pro-democratic attitudes.

[Does Higher Education Contribute to a Change in Attitudes to Government Price Control in Russia?](#)

John V. Nye (National Research University Higher School of Economics) ; Maksym Bryukhanov (National Research University Higher School of Economics) ; Sergiy Polyachenko (National Research University Higher School of Economics)

Does the educational process itself transform an individual's world outlook towards pro-market values in transition? Much evidence indicates that education correlates with liberal values. However, it is not clear whether this association is the result of selection into education or whether education itself makes people liberal as education and liberal values both are linked to unobservable characteristics such as cognitive abilities, household traits, and the social environment, implying biased ordinary least squares estimates. We employ unique data from 2 waves of the Russian Longitudinal Measurement Survey (RLMS) which contains individual attitudes towards government price control. To overcome the issue of the mutual correlation of liberal values, education, and predetermined and time stable characteristics (fixed effects), we use regressions in first-differences. A negative link between obtaining higher education and support for government price control is documented. The results are also robust to different indicators of the dependent variable and for different sub-samples. Additionally, based on a cross-section sample, we provide evidence that the psychodynamic channel of educational impact on pro-market attitudes is important: white-collar occupations can be considered as insurance against possible market price shocks. The liberal effect of education shows the importance of research on educational policy in the process of the formation of pro-market attitudes in Russia and in other transition economies.

[Is There a Role for Higher Education Institutions in Improving the Quality of First Employment?](#)

McGuinness, Seamus (Economic and Social Research Institute, Dublin) ; Whelan, Adele (ESRI, Dublin) ; Bergin, Adele (ESRI, Dublin)

This paper examines the potential role of higher education institutions in reducing labour market mismatch amongst new graduates. The research suggests that increasing the practical aspects of degree programmes, irrespective of the field of study, will reduce the incidence of initial mismatch. In terms of routes into the labour market, higher education work placements with the potential to develop into permanent posts and the provision of higher education job placement assistance were found to have substantial impacts in reducing the incidence of graduate mismatch. The use of private employment agencies was found to significantly heighten the risk of subsequent mismatch.

[Evaluation of the Formal Technical Education Sub-Activity of the Human Development Project, El Salvador](#)

Larissa Campuzano ; Randall Blair ; Virginia Poggio ; Ivonne Padilla ; Seth Morgan ; Michael Brannan
This report presents the final results of the evaluations of three interventions funded under the Formal Technical Education Sub-Activity of the first Millennium Challenge Corporation El Salvador compact.

[Intergenerational Wealth Mobility and the Role of Inheritance: Evidence from Multiple Generations](#)

Adermon, Adrian (IFAU) ; Lindahl, Mikael (University of Gothenburg) ; Waldenström, Daniel (Paris School of Economics)

This study estimates intergenerational correlations in mid-life wealth across three generations, and a young fourth generation, and examines how much of the parent-child association that can be explained by inheritances. Using a Swedish data set we find parent-child rank correlations of 0.3–0.4 and grandparents-grandchild rank correlations of 0.1–0.2. Conditional on parents' wealth, grandparents' wealth is weakly positively associated with grandchild's wealth and the parent-child correlation is basically unchanged if we control for grandparents' wealth. Bequests and gifts strikingly account for at least 50 per cent of the parent-child wealth correlation while earnings and education are only able to explain 25 per cent.

[Gender Differences in Job Entry Decisions: A University-Wide Field Experiment](#)

Anya Samek

The gender difference in competitiveness has been cited as an important factor driving the gender gap in labor market outcomes. Using a natural field experiment with 35,000 university students, I explore the impact of compensation scheme on willingness to apply for a job. I find that competitive compensation schemes disproportionately deter women from applying, which cannot be explained by differences in risk preferences alone. I also vary whether the job is introduced as helping a non-profit, which increases application rates, suggesting a role for social preferences in application decisions. Finally, I observe a correlation between competitiveness preferences and career choice.

URL:

[Education, Cognitive Ability and Cause-Specific Mortality: A Structural Approach](#)

Bijwaard, Govert (NIDI - Netherlands Interdisciplinary Demographic Institute) ; Myrskylä, Mikko (Max Planck Institute for Demographic Research) ; Tynelius, Per (Karolinska Institutet) ; Rasmussen, Finn (Karolinska Institutet)

Education is negatively associated with mortality for most major causes of death. The literature ignores that cause-specific hazard rates are interdependent and that education and mortality both depend on cognitive ability. We analyze the education-mortality gradient at ages 18-63 using Swedish register data. We focus on months lost due to a specific cause of death which solves the interdependence problem, and use a structural model that derives cognitive ability from military conscription IQ scores. We derive the educational gains in months lost and the selection effects for each cause of death, and quantify the selection contribution of observed characteristics and unobserved cognitive ability. In a standard Cox model that controls for observed IQ, primary education was associated with 6 months lost when compared to secondary education. In a structural model that accounts for cognitive ability the difference was 43% larger. In addition, the largest educational gains were achieved for the lowest education group in the reduction of external cause mortality. The educational gains in cardiovascular mortality was small, mainly due to large selection effects. These results suggest that educational differences in cause specific mortality may be biased by conventional Cox regression analyses.

[Conditions and Practices Associated with Teacher Professional Development and Its Impact on Instruction in TALIS 2013](#)

Darleen Opfer

A key lever for improving teaching is provision of effective professional development. This paper uses TALIS 2013 data to consider personal and school-level factors associated with teacher participation in effective professional development and reports of impact on instruction. Results of the analyses indicate that levels of teacher co-operation and instructionally-focused leadership in schools are associated with higher levels of effective professional development participation and reported instructional impact. Systems also vary significantly on the percentage of teachers in schools with supportive conditions and this is associated with differences in teacher participation in professional development types and reported instructional impact. Offrir des possibilités de formation continue constitue assurément un levier efficace pour améliorer la qualité de l'enseignement. Ce document utilise les données issues de l'enquête TALIS 2013 pour étudier les facteurs, tant au niveau des individus qu'au niveau des établissements scolaires, qui interviennent dans la participation des enseignants à des programmes de formation continue. Il rend compte également de l'effet de ces programmes sur l'enseignement. Les résultats de cette étude indiquent que la coopération entre enseignants et un leadership des chefs d'établissement centré sur l'instruction sont associés à une plus grande participation des enseignants à des programmes de formation continue et à de plus grandes retombées pour l'enseignement. Le pourcentage d'enseignants qui bénéficient de conditions favorables dans leur environnement de travail varie de manière significative d'un système d'éducation à l'autre. Cette réalité est associée à des niveaux différents de participation à des programmes de formation continue et à des effets différents sur l'enseignement.

[Multilevel Transmission of Cultural Attitudes and Entrepreneurial Intention: Evidence from High-School Students](#)

Annie Tubadji (Department of Economics, University of Bologna, Italy) ; Enrico Santarelli (Department of Economics, University of Bologna, Italy) ; Roberto Patuelli (Department of Economics, University of Bologna, Italy; The Rimini Centre for Economic Analysis, Italy)

Intention toward any occupational choice can be widely categorized as a rational choice process combined with a subjective attitude function. There is extensive literature dealing with the formation of intention toward entrepreneurship in adolescents, in particular as a result of either parental (vertical) transmission of social capital or network effects from peers or neighbours (the latter two being two different levels of horizontal transmission varying in proximity in terms of bonding and bridging). We contribute to this literature by considering the joint effect of all these three levels simultaneously, in order to avoid an underspecification of the model due to omission of important cultural factors. We hypothesize that such three levels identify a mechanism where the individual perception of their importance interacts with their objective characteristics. With data for second-year high-school students, and employing empirical triangulation through ! Logit and 3SLS methods, we find evidence for a strong parental effect and of secondary peer effects on student intention. We also detect clear endogenous effects from the neighbourhood and the overall cultural context. Moreover, entrepreneurship is confirmed to be perceived, even by students, as a buffer for unemployment and social mobility.

[Where Households Get Food in a Typical Week: Findings From USDA's FoodAPS](#)

Todd, Jessica E. ; Scharadin, Benjamin

Understanding where U.S. households acquire food, what they acquire, and what they pay is essential to identifying which food and nutrition policies might improve diet quality. USDA's National

Household Food Acquisition and Purchase Survey (FoodAPS) provides a complete picture of where households acquire food, what they acquire, and how much they pay during a 7-day period in 2012. Nearly all households acquire food at least once during the week; 87 percent visited large grocery stores and supermarkets, and 85 percent visited restaurants and other eating places at least once. Households acquired food at no cost on 22 percent of occasions, and these events occurred mainly at food pantries/Meals on Wheels, schools, meals with family or friends, community events, and workplaces.

[Academic achievement and tracking: A theory based on grading standards](#)

Ehlers, Tim ; Schwager, Robert

We present a theory explaining the impact of ability tracking on academic performance based on grading policies. Our model distinguishes between initial ability, which is mainly determined by parental background, and eagerness to extend knowledge. We show that achievements of low ability students may be higher in a comprehensive school system, even if there are no synergy effects from teaching different students together. This arises because the comprehensive school sets a compromise standard which exceeds the standard from the low ability track. Moreover, if students with lower initial ability have higher eagerness to learn, merging classes will increase average performance.

[Long-Term Orientation and Educational Performance](#)

David Figlio ; Paola Giuliano ; Umut Özek ; Paola Sapienza

We use remarkable population-level administrative education and birth records from Florida to study the role of Long-Term Orientation on the educational attainment of immigrant students living in the US. Controlling for the quality of schools and individual characteristics, students from countries with long term oriented attitudes perform better than students from cultures that do not emphasize the importance of delayed gratification. These students perform better in third grade reading and math tests, have larger test score gains over time, have fewer absences and disciplinary incidents, are less likely to repeat grades, and are more likely to graduate from high school in four years. Also, they are more likely to enroll in advanced high school courses, especially in scientific subjects. Parents from long term oriented cultures are more likely to secure better educational opportunities for their children. A larger fraction of immigrants speaking the same language in the school amplifies the effect of Long-Term Orientation on educational performance. We validate these results using a sample of immigrant students living in 37 different countries.

[Long-Term Orientation and Educational Performance](#)

Figlio, David N. (Northwestern University) ; Giuliano, Paola (University of California, Los Angeles) ; Özek, Umut (American Institutes for Research) ; Sapienza, Paola (Northwestern University)

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long term oriented cultures are more likely to secure better educational opportunities for their children. A larger fraction of immigrants speaking the same language in the school amplifies the effect of Long-Term Orientation on educational performance. We validate these results using a sample of immigrant students living in 37 different countries.

[Learning Achievement in Morocco: a Status Assessment](#)

Aomar Ibourk

The 2015-2030 strategic vision innovates the Moroccan educational system. Unlike previous reforms, this vision addresses problems that have long been ignored. Among these problems is the quality of education. Although educational quality may have been included in previous reform programs, it is considered as one of the priorities in this new vision. The purpose of this Policy Brief is to assess the status of learning achievement, which is an integral part of educational quality, of students in the fourth grade. We rely on the international comparative assessments "Trends in Mathematics and Science Study" (TIMSS) and "Progress In Reading and Literacy Study" (PIRLS) in which Morocco participated. The aim is to highlight the deficits accumulated throughout the years.

[Who wears the trousers in the family? Intra-household resource control, subjective expectations and human capital investment](#)

Alex Armand (Navarra Center for International Development)

This paper studies how the interaction between intra-household allocation of resources and parental beliefs about the returns to education influences human capital investment among poor households. For this purpose, I study a conditional cash transfer program in the Republic of Macedonia, aiming at improving secondary school enrollment among children in poor households. For identification I exploit the random allocation of payments either to mothers or household heads, together with a unique information on parental subjective expectations of returns to schooling. I show that targeting mothers leads to an increase in secondary school enrollment only for children whose parental returns are sufficiently high at the beginning of the program. This effect is associated with an increase in individual expenditure shares on education for this group. I find no differential impact for other inputs, such as monitoring of school attendance and time use. Overall, I show that the effect of channeling resources to mothers is strictly related to heterogeneity in parental perceived returns to schooling.

[Match or Mismatch? Automatic Admissions and College Preferences of Low- and High-Income Students](#)

Lincove, Jane Arnold (University of Maryland, Baltimore County) ; Cortes, Kalena E. (Texas A&M University)

We examine the role of information in the college matching behavior of low- and high-income students, exploiting a state automatic admissions policy that provides some students with perfect a priori certainty of college admissions. We find that admissions certainty encourages college-ready low-income students to seek more rigorous universities. Low-income students who are less college-ready are not influenced by admissions certainty and are sensitive to college entrance exams scores. Most students also prefer campuses with students of similar race, income, and high school class rank, but only highly-qualified low-income students choose institutions where they have fewer same-race and same-income peers.

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

Sujata Visaria ; Rajeev Dehejia ; Melody M. Chao ; Anirban Mukhopadhyay

In an experiment in non-formal schools in Indian slums, a reward scheme for attending a target number of school days increased average attendance when the scheme was in place, but had heterogeneous effects after it was removed. Among students with high baseline attendance, the incentive had no effect on attendance after it was discontinued, and test scores were unaffected. Among students with low baseline attendance, the incentive lowered post-incentive attendance, and test scores decreased. For these students, the incentive was also associated with lower interest in school material and lower optimism and confidence about their ability. This suggests incentives might have unintended long-term consequences for the very students they are designed to help the most.

[Human Capital Investments and Expectations about Career and Family](#)

Matthew Wiswall ; Basit Zafar

This paper studies how individuals "believe" human capital investments will affect their future career and family life. We conducted a survey of high-ability currently enrolled college students and elicited beliefs about how their choice of college major, and whether to complete their degree at all, would affect a wide array of future events, including future earnings, employment, marriage prospects, potential spousal characteristics, and fertility. We find that students perceive large "returns" to human capital not only in their own future earnings, but also in a number of other dimensions (such as future labor supply and potential spouse's earnings). In a recent follow-up survey conducted six years after the initial data collection, we find a close connection between the expectations and current realizations. Finally, we show that both the career and family expectations help explain human capital choices.

[Women's Enfranchisement and Children's Education: The Long-Run Impact of the U.S. Suffrage Movement](#)

Kose, Esra (University of California, Davis) ; Kuka, Elira (Southern Methodist University) ; Shenhav, Na'ama (Dartmouth College)

While a growing literature has shown that empowering women leads to increased short-term investments in children, little is known about its long-term effects. We investigate the effect of women's political empowerment on children's human capital accumulation by exploiting plausibly exogenous variation in U.S. state and federal suffrage laws. We estimate that exposure to women's suffrage during childhood leads to large increases in educational attainment for children from economically disadvantaged backgrounds, in particular blacks and Southern whites. An investigation into the mechanisms behind these effects suggests that the educational gains are plausibly driven by the rise in public expenditures following suffrage.

[A Complexity-Theoretic Perspective on Innovation Policy](#)

Koen Frenken

It is argued that innovation policy based on notions of market failure or system failure is too limited in the context of current societal challenges. I propose a third, complexity-theoretic approach. This approach starts from the observation that most innovations are related to existing activities, and that policy's additionality is highest for unrelated diversification. To trigger unrelated diversification into

activities that contribute to solving societal challenges, government's main task is to organize the process of demand articulation. This process leads to clear and manageable societal objectives that effectively guide a temporary collation of actors to develop solutions bottom-up. The combination of a broad coalition, a clear objective and tentative governance are the means to cope with the inherent complexity of modern-day innovation

[Hidden Human Capital: Psychological Empowerment & Adolescent Girls' Aspirations in India](#)

Sanchari Roy (Department of Economics, University of Sussex) ; Matthew Morton (World Bank) ; Shryana Bhattacharya (World Bank)

This paper studies the role of social-emotional or psychological capital in determining education and employment aspirations of adolescent girls and young women in India. We find that girls' self-efficacy and mental health are important determinants of their educational and employment aspirations, suggesting that these hidden forms of human capital may serve as critical targets for interventions aiming to alter girls' educational and economic trajectories. We also identify factors that correlate with girls' level of self-efficacy, and find that an "enabling" and supportive family and community environment appears to be important

[Are Parental Perceived Returns to Schooling predicting Future Schooling Decisions? Evidence from Macedonia](#)

Alex Armand (Navarra Center for International Development)

This paper investigates the role of parental expected returns to schooling as determinants of future schooling decisions. I show that when observing schooling decisions two years after the collection of information about perceived returns, parental subjective expectations are strong predictors for the probability of the child to be enrolled in secondary school. I provide evidence that this relation is distinctively different when looking at boys and girls. By using the unique longitudinal dimension of the dataset, I provide evidence against cognitive biases in expectation reporting and against endogeneity issues, which supports the use of subjective data in decision models.

[Learning from the Past and Shaping the Future: How School Nutrition Dietary Assessment Studies Helped Change School Meals](#)

Anne Gordon ; Katherine Niland ; Mary Kay Fox

This brief describes how School Nutrition Dietary Assessment (SNDA) studies have informed policies governing the content of school meals.

[Compartilhamento de Custos e Crédito Estudantil Contingente à Renda: possibilidades e limitações de aplicação para o Brasil](#)

Paulo A. Meyer M. Nascimento

O debate contemporâneo sobre financiamento estudantil passa por duas questões-chave: i) maneiras fiscalmente responsáveis de viabilizar mais recursos para instituições públicas, inclusive mediante maior participação do corpo discente nos custos de seus estudos, mas sem erigir barreiras adicionais ao acesso; e ii) desenhos de programas nacionais de crédito educativo que privilegiem objetivos de equidade, ao mesmo tempo que limitem o aporte de subsídios públicos. São questões ainda pouco discutidas no Brasil, mas que tendem a entrar na agenda pública diante dos problemas fiscais do Estado brasileiro e da deterioração dos indicadores econômicos do país. Este Texto para Discussão (TD) busca encaminhar tal debate a partir da apresentação das características principais e

das variações mundo afora de empréstimos com amortizações contingentes à renda (ECRs) como política de crédito educativo, introduzindo em seguida uma discussão geral sobre os limites e as possibilidades de sua adoção no Brasil. Discorre-se especificamente sobre: i) a transformação em um ECR do Fundo de Financiamento Estudantil (Fies); ii) a introdução de uma sistemática de financiamento compartilhado dos estabelecimentos públicos, por meio de um ECR atrelado a contribuições financeiras de seus ex-estudantes; iii) a utilização de mecanismos de ECR para expandir crédito destinado ao financiamento do custo de vida durante períodos de estudos; e iv) a utilização de instrumentos financeiros de capital próprio correlatos aos ECRs para reformular modalidades do Fies que não vieram a ser implementadas de fato ou não se mostraram viáveis no formato inicialmente planejado, como o Fies técnico, o Fies empresa e o Fies pós-graduação. Busca-se, com essa discussão preliminar, iniciar uma agenda de pesquisas sobre a viabilidade, o alcance e a pertinência, do ponto de vista econômico, social, legal, político, técnico e gerencial, do funcionamento no país de sistemas de ECR para o financiamento da formação superior e profissional. The contemporary debate on postsecondary student funding involves two key issues: a) fiscally responsible ways to allocate more resources to public institutions, as by increasing student participation on the costs of their studies in a manner that avoids additional barriers to access; b) design of student aid programs emphasizing equity goals, while limiting the amount of public subsidies. These are usually poorly discussed topics in the Brazilian context. Nonetheless, the current scenario of fiscal restriction and deteriorating economic indicators may bring to light topics such as cost sharing in public universities and the provision of income contingent loans (ICL). This paper presents a literature review on ICL, which are little known in Brazil, and discusses possible ways to implement them in the Brazilian context. The major objective is twofold: i) to introduce a research agenda on cost sharing in public higher education institutions; ii) to propose a reformulation of the existing federal student aid program designed for low-income students enrolled in private institutions. Besides that, ICL and equity-like financial instruments are briefly discussed as alternatives to: iii) expand the availability and decrease the costs of loans to finance student living costs; iv) finance professional certificates and postgraduate courses. This paper is an initial approach to these issues, yet to be further developed in future studies.

[Grading systems of degree projects and labor market entry: Students choices and perceptions of the importance of grading scales in the labor market](#)

Nyström, Kristina (Department of Industrial Economics and Management, Royal Institute of Technology, Stockholm)

This paper studies which grading systems students choose for their degree projects if they are to choose, and what the motivational factors behind making this choice are. Furthermore, students' perception the importance of grades and the quality of their degree project for their competitiveness in the labor market are studied. Student record data and a survey dataset to students conducting their degree project at the Department of Industrial Economics and Management at KTH Royal Institute of Technology in Stockholm, Sweden during 2016 are used to study students grading scale choices. During spring semester 2016 students were able to choose between the Pass/fFail or A-F grading scale for their degree project which implies that the data reflect students revealed preferences for grading scale. Data from study record transcripts show that 55 percent selected the two-step (Pass/Fail) grading scale, while 45 percent of the students selected the seven-step grading scale (A-F). The GPA score among students choosing the Pass/Fail scale is somewhat higher compared to students choosing A-F grading scale. Among the empirical findings it could be

mentioned that perceptions of how a Pass/Fail grading scale promotes good learning and to what extent it motivates students to do a good job on the degree project are rather dispersed among students. What they do agree on is that the Pass/Fail grading system reduces stress.

[Análise do Uso das TICs em Escolas Públicas e Privadas a partir da Teoria da Atividade](#)

Willian Washington Wives ; Luis Claudio Kubota ; Tel Amiel

A introdução de novas tecnologias em ambiente escolar raramente parte apenas de uma decisão individual do educador. Ela se insere em um contexto mais amplo, em que se apresentam questões internas e externas à instituição de ensino. O objetivo deste Texto para Discussão é investigar as condições sistêmicas que contribuem ou inibem o desenvolvimento de diferentes atividades preparadas pelos docentes com o uso de novas tecnologias da informação e comunicação (TICs), por meio de quatro estudos de caso. As unidades de análise foram dois colégios particulares e duas escolas públicas de Brasília. O arcabouço conceitual para a análise foi a teoria da atividade (TA). Conduzimos um múltiplo estudo de caso em quatro escolas, particulares e públicas. Entre os principais resultados, podem-se destacar: a importância da liderança para que o uso das TICs se dê de forma integrada na instituição de ensino; a proatividade como modo de superar as limitações materiais (no caso das públicas); o fato de as condições materiais não necessariamente significarem práticas mais arrojadas no uso das TICs; e o fato de os níveis de inserção das tecnologias não indicarem qualquer relação fundamental com a mudança nos papéis tradicionais de professores e estudantes. Trabalhos dessa natureza devem ser analisados com cautela, ao se inferirem suas conclusões para o conjunto. No entanto, permitem vislumbrar uma série de nuances que não seria possível captar de outro modo. School technology integration rarely begins with school or educator choice. It is part of a wider context where external and internal factors have direct influence on the goals and tools that are adopted over time. The objective of this discussion paper is to investigate the systemic conditions that contribute or inhibit the development of different activities by teachers making use of new media. We compiled a list of well-known conditions for technology integration success and mapped these in the historical and culturally bound perspective of cultural-historical activity theory (CHAT). We conducted a multiple case-study analysis of four schools, public and private. Among the main results, we can highlight the following: the importance of the leadership for an integrated use of ICTs in the schools, proactivity as a means to overcome material limitations (for the public schools), material conditions do not necessarily translate in more advanced practices in ICT use, different levels of ICT use do not have any structural relation with the change in traditional teacher and student roles. Case studies such as this have to be analyzed with caution when trying to generate inferences to school systems as a whole. On the other hand, study proposes a methodology that can help elicit tensions in technology integration, pointing to avenues for school development.

[Evaluation of the Teacher Incentive Fund: Implementation and Impacts of Pay-for-Performance After Three Years \(Final Report\)](#)

Alison Wellington ; Hanley Chiang ; Kristin Heallgren ; Cecilia Speroni ; Mariesa Herrmann ; Paul Burkander

This report is the third report from the national evaluation of the Teacher Incentive Fund. It provides findings on the implementation of pay-for-performance bonuses for teachers and principals and the impacts of the bonuses on educator and student outcomes after three years.

[Education, cognitive ability and cause-specific mortality: a structural approach](#)

Govert E. Bijwaard ; Mikko Myrskylä (Max Planck Institute for Demographic Research, Rostock, Germany) ; Per Tynelius ; Finn Rasmussen

Education is negatively associated with mortality for most major causes of death. The literature ignores that cause-specific hazard rates are interdependent and that education and mortality both depend on cognitive ability. We analyze the education-mortality gradient at ages 18-63 using Swedish register data. We focus on months lost due to a specific cause of death which solves the interdependence problem, and use a structural model that derives cognitive ability from military conscription IQ scores. We derive the educational gains in months lost and the selection effects for each cause of death, and quantify the selection contribution of observed characteristics and unobserved cognitive ability. In a standard Cox model that controls for observed IQ, primary education was associated with 6 months lost when compared to secondary education. In a structural model that accounts for cognitive ability the difference was 43% larger. In addition, the largest educational gains were achieved for the lowest education group in the reduction of external cause mortality. The educational gains in cardiovascular mortality was small, mainly due to large selection effects. These results suggest that educational differences in cause specific mortality may be biased by conventional Cox regression analyses.

2. Sommaires de revues en éducation

Revues francophones :

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- « Alors c'est quoi, une fille ou un garçon ? ». Travail de préparation autour du genre pendant la grossesse
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- Intentions de fécondité et arrivée du premier enfant. Éléments de cadrage statistique dans la France contemporaine
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- « Au nom de la famille ». Entretien avec Judith Stacey
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- Measuring Adolescent Attitudes Toward Classroom Incivility: Exploring Differences Between Intentional and Unintentional Incivility
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- Validation of the Self-Regulation Scale in Chinese Children
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- Orthogonal Higher Order Structure of the WISC-IV Spanish Using Hierarchical Exploratory Factor Analytic Procedures
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- A review of the linkage between student participation in the International Baccalaureate Continuum and student learning attributes
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- Not blogging, drinking: Peer learning, sociality and intercultural learning in study abroad
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- Structures and programme supports for Creativity, Action, Service in the International Baccalaureate Diploma Programme: An implementation study in Turkey
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- Mozart or Pelé? The effects of adolescents' participation in music and sports
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- Foreign human capital and the earnings gap between immigrants and Canadian-born workers
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- Job insecurity, unemployment insurance and on-the-job search. Evidence from older American workers
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- Heterogeneous impacts on earnings from an early effort in labor market programs

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- What Connections Can We Draw Between Research on Long-Term Memory and Student Learning?
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- Enhanced Memory as a Common Effect of Active Learning
Douglas B. Markant, Azzurra Ruggeri, Todd M. Gureckis and Fei Xu
- Effects of Prior Knowledge on Memory: Implications for Education (pages 153–161)
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- Childhood Markers of Health Behavior Relate to Hippocampal Health, Memory, and Academic Performance
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- The Learning Hippocampus: Education and Experience-Dependent Plasticity
Elisabeth Wenger and Martin Lövdén
- A Naturalistic Assessment of the Organization of Children's Memories Predicts Cognitive Functioning and Reading Ability

Natália Bezerra Mota, Janaína Weissheimer, Beatriz Madruga, Nery Adamy, Silvia A. Bunge, Mauro Copelli and Sidarta Ribeiro

- The Neurocognitive Development of Episodic Propection and Its Implications for Academic Achievement
Janani Prabhakar, Christine Coughlin and Simona Ghetti

[Race Ethnicity and Education, Volume 19, Issue 6, November 2016](#)

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- Smartness as cultural wealth: an AsianCrit counterstory
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- Undocumented intelligence: laying low by achieving high – an ‘illegal alien’s’ co-option of school and citizenship
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- ‘We did all the work’: seeing smartness in a Poarch Creek way
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- Diasporic community smartness: saberes (knowings) beyond schooling and borders
Luis Urrieta Jr.
- ‘Fool me once, shame on you; fool me twice, shame on me’: African American students’ reclamation of smartness as resistance
Pamela Twyman Hoff
- Mujeres truchas: urban girls redefining smartness in a dystopic global south
Claudia G. Cervantes-Soon
- Freedom lessons: black mothers asserting smartness of their children
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- She doesn’t even act Mexican: smartness trespassing in the new south
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- ‘A sort of black and white past and present thing’: high school students’ subject positions on South Africa’s recent past
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- Strict fathers, competing culture(s), and racialized poverty: white South African teachers’ conceptions of themselves as racialized actors

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- Context, complexity and change: education as a conversion factor for non-racist capabilities in a South African university
Melanie Walker
- A grammar for black education beyond borders: exploring technologies of schooling in the African Diaspora
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- Teaching black history as a racial literacy project
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- Collaboration across difference: a joint autoethnographic examination of power and whiteness in the higher education anti-cuts movement
Erin Rose Ellison & Regina Day Langhout
- Unfulfilled promises of equity: racism and interculturalism in Chilean education | Open Access
Andrew Webb & Sarah Radcliffe
- Racialized classroom practices in a diverse Amsterdam primary school: the silencing, disparagement, and discipline of students of color
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- Knowledge management practices and absorptive capacity in small and medium-sized enterprises: is there really a linkage?
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- Empowering leadership in R&D teams: a closer look at its components, process, and outcomes
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- Generating new service ideas: the use of hybrid innovation tools to reflect functional heterogeneity of services
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- Analysing the stakes of stakeholders in research and development project management: a systems approach
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- Towards an attention-based view of technology decisions
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- Dynamic capabilities for service innovation: conceptualization and measurement
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[Review of International Economics, Volume 24, Issue 4, September 2016](#)

- International Trade in General Oligopolistic Equilibrium
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- Testing the Core-competency Model of Multi-product Exporters
Carsten Eckel, Leonardo Iacovone, Beata Javorcik and J. Peter Neary
- Global Engagement, Complex Tasks and the Distribution of Occupational Employment
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- Exports and Job Training
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- ICT and Exporting: The Effects of Broadband on the Extensive Margin of Business Service Exports
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- Quality Selection, Sectoral Heterogeneity and Chinese Exports
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[Scandinavian Journal of Educational Research, Volume 60, Issue 5, October 2016](#)

- Professional Content Knowledge of Grades One—Three Teachers in Sweden for Reading and Writing Instruction: Language Structures, Code Concepts, and Spelling Rules
Tarja Alatalo

- “What’s in it for Me?” A Study on Students’ Accommodation or Resistance during Group Work
Karin Forslund Frykedal & Marcus Samuelsson
- What Makes the Difference in Reading Achievement? Comparisons Between Finland and Shanghai
Bo Ning, Jan Van Damme, Sarah Gielen, Gudrun Vanlaar & Wim Van den Noortgate
- Equity Through Assessment? Teachers’ Mediation of Outcome-Focused Reforms in Socioeconomically Different Schools
Ola Strandler
- A Review of Practical Reasoning in Child and Youth Research
Anders Kruse Ljungdalh

[Teachers and Teaching, Volume 22, Issue 8, November 2016](#)

- Highly committed teachers: what makes them tick? A study of sustained commitment
Göran Fransson & Anneli Frelin
- Veteran teachers’ job satisfaction as a function of personal demands and resources in the relationships with their students
Ietje Veldman, Wilfried Admiraal, Jan van Tartwijk, Tim Mainhard & Theo Wubbels
- Redefining ‘community’ through collaboration and co-teaching: a case study of an ESOL specialist, a literacy specialist, and a fifth-grade teacher
Afra Ahmed Hersi, Deborah A. Horan & Mark A. Lewis
- Integrating the ontological, epistemological, and sociocultural aspects: a holistic view of teacher education
Teng Huang
- Fostering teacher educators’ professional development in research and in supervising student teachers’ research
Gerda Geerdink, Fer Boei, Martijn Willemse, Quinta Kools & Haske Van Vlokhoven
- Enhancing student engagement in pre-vocational and vocational education: a learning history
J. M. van Uden, H. Ritzen & J. M. Pieters

[Teaching in Higher Education, Volume 21, Issue 7, October 2016](#)

- Curricula and pedagogic potentials when educating diverse students in higher education: students’ Funds of Knowledge as a bridge to disciplinary learning
Angela Daddow

- Pulled in many directions: tensions and complexity for academic staff responding to international students
Gillian Skyrme & Alyson McGee
- Researching undergraduate social science research
Jane Rand
- The use of work-based learning pedagogical perspectives to inform flexible practice within higher education
Paula Nottingham
- Authenticity in teaching and teachers' emotions: a hermeneutic phenomenological study of the classroom reality
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- A diffractive reading of dialogical feedback through the political ethics of care
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- The performative turn in the assessment of student learning: a rights perspective | Open Access
Bruce Macfarlane
- How do university teachers combine different approaches to teaching in a specific course? A qualitative multi-case study
Kaire Uiboleht, Mari Karm & Liisa Postareff
- Disciplining the disciplines? How qualification schemes are written up at study program level in Norwegian higher education
Philipp E. Friedrich, Tine S. Prøitz & Bjørn Stensaker

3. Livres intéressants



Louis Maurin et Nina Schmidt (dir.) *Que faire contre les inégalités ? 30 experts s'engagent* ». Paris :

Sous la direction de Louis Maurin et Nina Schmidt, édition de l'Observatoire des inégalités, juin 2016, 120 p., 7,50 €.

Et si l'on agissait au lieu de s'agiter ? En matière d'inégalités, l'écart entre les discours et les actes est trop grand. L'ouvrage de l'Observatoire des inégalités donne la parole à des chercheuses et chercheurs qui travaillent au quotidien sur ces questions depuis des années. Certains viennent de publier leurs premiers travaux, d'autres y ont consacré toute leur carrière professionnelle. De l'école aux revenus, en passant par les services publics, la santé ou les inégalités entre les femmes et les hommes, ils dessinent leur champ des possibles.

Économistes, sociologues, juristes, philosophes, démographes : l'ouvrage « Que faire contre les inégalités ? 30 experts s'engagent » rend justice à des travaux trop souvent méconnus des responsables politiques. Des chercheurs qui « trouvent », on en trouve pour peu que l'on cherche. Si ces femmes et ces hommes étaient autant écoutés que les pseudo-experts des plateaux télé, leurs propositions pourraient nourrir des politiques publiques plus conformes aux attentes de la population et redonner du sens à la politique.

Un an avant l'élection présidentielle, ce « Que faire ? » n'est pas un bréviaire du militant de l'égalité, un discours-programme de parti politique. Ses contributeurs ne se sont pas concertés, ne sont pas toujours d'accord entre eux et l'Observatoire des inégalités ne partage pas nécessairement chacune des idées avancées. Mais ils partagent le sentiment qu'il est urgent de faire un pas en avant et de débattre sur les moyens d'avancer. Nous avons voulu ouvrir une boîte à idées, qui demande à être complétée au gré de l'avancée des travaux des spécialistes, de l'actualité des inégalités. Ce nouvel ouvrage s'adresse à toutes celles et ceux qui souhaitent plus d'égalité dans les faits. Et, bien sûr, à celles et ceux qui nous gouvernent et qui ont les moyens d'agir.

4. Tableaux statistiques

[TS 7202](#) : le personnel de l'éducation nationale et de l'enseignement supérieur au 31 janvier 2015

[TS 7203](#) : les enseignants des classes sous contrat dans les écoles du 1er degré et les établissements du 2nd degré au 31 janvier 2015

[TS 7204](#) : effectifs universitaires : tableaux divers 2014 - 2015 - universités et CUFR - effectifs par discipline, sexe, nouveaux entrants, nouveaux bacheliers ; par PCS ; série du baccalauréat

[TS 7205](#) : effectifs dans les instituts universitaires de technologie 2014 - 2015

[TS 7206](#) : effectifs universitaires : tableaux divers - établissements assimilés : UT, INP, autres - effectifs par discipline, sexe, nouveaux entrants, nouveaux bacheliers ; par PCS ; année d'études

[TS 7207](#) : les étudiants étrangers inscrits en universités et CUFR par nationalité, discipline, cursus

[TS 7208](#) : effectifs universitaires en cursus licence universités et CUFR - disciplines, diplômes préparés, années d'études, secteurs disciplinaires

[TS 7209](#) : effectifs universitaires en cursus master universités et CUFR - disciplines, diplômes préparés, années d'études, secteurs disciplinaires

[TS 7210](#) : effectifs universitaires en cursus doctorat universités et CUFR - disciplines, diplômes préparés, années d'études, secteurs disciplinaires