



Veille de l'IREDU n°70
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1. Ressources sur le Web	2
2. Sommaires de revues en éducation.....	28
3. Livres intéressants.....	44

1. Ressources sur le Web

Repéré sur : cafepedagogique.net

[Décrochage : Quel effet de l'ouverture de nouveaux lycées ?](#) L'expresso du 18 octobre 2016

L'offre de formation a-t-elle un effet sur les parcours des élèves ? La question posée au séminaire du Liepp Sciences Po, dirigé par Denis Fougère et Agnès Van Zanten, le 11 octobre, a notamment abordé une question hautement politique pour les conseils régionaux : celle de l'ouverture de nouveaux lycées. Quel genre de lycée faut-il ouvrir ? Pour quels effets et où ?

[Ségrégation urbaine et scolaire en Ile-de-France.](#) L'expresso du 20 octobre 2016

L'Insee publie des cartes de la ségrégation urbaine en Ile-de-France à propos de la réussite au brevet. L'Institut établit un parallèle entre le niveau de revenu des résidents et le taux de réussite aux mentions du brevet des enfants. Il montre ainsi 5 espaces différents en Ile-de-France. Celui de la réussite scolaire qui correspond à l'ouest parisien, aux Hauts de Seine et à l'est des Yvelines, ainsi qu'à un niveau moindre à un milieu péri urbain favorisé (grande couronne sauf l'est du 77). S'y oppose un milieu urbain très défavorisé avec les taux les plus faibles de mentions au brevet. Il s'agit de la Seine Saint Denis et de parties du 94 et du 95. On notera aussi une zone où les mentions sont rares dans l'est parisien et l'ouest du 94. Les cartes de l'Insee montrent aussi des exceptions à cette corrélation entre revenu et réussite au brevet, par exemple à Marne la Vallée. Mais cette carte, qui porte sur le lieu de résidence des élèves, ne dit rien sur les écarts entre établissements et la ségrégation scolaire qui disparaît de l'étude.

[Quand l'inégalité sociale s'ajoute au handicap.](#) L'expresso du 31 octobre 2016

Selon une nouvelle étude de la Depp, « alors que la plupart des élèves de dix ans entrent en CM2, moins d'un élève en situation de handicap sur quatre parvient à ce niveau à cet âge ». Pourtant à l'entrée en CP, 6 jeunes handicapés sur dix étaient entrés à l'heure en classe. « Entrant moins souvent à l'école maternelle dès trois ans, et moins souvent « à l'heure » au début de l'école élémentaire, une moitié de ces enfants va progressivement passer dans une classe ou un établissement spécialisé », explique la Depp.

Repéré sur : campusfrance.org

[La mobilité internationale des étudiants africains.](#) Les notes campus France, HS, n°16, octobre 2016

Cette note Campus France présente une analyse statistique globale de la mobilité internationale des étudiants africains, et particulièrement vers la France.

Repéré sur : cedefop.europa.eu

CEDEFOP. [Skill shortage and surplus occupations in Europe.](#) Briefing note, n°9115, octobre 2016

European policymakers have long-standing interest in the extent, causes and consequences of skill mismatch. Problems posed by skill shortages and surpluses are of particular concern. Cedefop has developed an innovative risk-based approach that helps identify occupations that European and national policymakers should prioritise due to

CEDEFOP. [Labour market information and guidance skill mismatch](#). Cedefop research papers, n°5555, october 2016

This study analyses the role of labour market information (LMI) in career guidance and career education, including the main challenges.

It examines relevant national cases and highlights the fundamental role of guidance in enabling citizens to use LMI successfully to make decisions about learning and their careers. Important policy messages are extracted, dealing with stakeholder cooperation, quality of LMI, appropriate use of LMI in schools and employment services, new technologies and the skills of practitioners and teaching staff.

The practitioner LMI toolkits presented in the study were discussed at Cedefop's 'LMI for lifelong guidance' workshop on 16 May 2016. Read the meeting's conclusions on how to develop and take these blueprints further to serve Member States' interests

CEDEFOP. [Leaving education early: putting vocational education and training centre stage](#). Volume II: evaluating policy impact. Cedefop research papers, n°5558, october 2016

This Cedefop study focuses on the contribution that vocational education and training (VET) can make to reducing early leaving from education and training (ELET).

Published in two volumes, the first is dedicated to understanding better the learning pathways of young students, providing measurements of early leaving in VET, and understanding the role of VET in breaking the vicious cycle of early leaving and unemployment. This second volume reviews VET-related measures to tackle ELET, either by preventing learners dropping out and/or by bringing those who have already left back to education and training. This volume identifies and discusses the key features of successful policies and practices, plus the conditions necessary to evaluate and upscale successful regional and local practices to national strategies.

Repéré sur : Cereq.fr

Pauline Devie, Félicie Drouilleau, Chantal Labruyère (coordination), Aurélie Mazouin, Gérard Podevin. [La filière éolienne terrestre - Perspectives pour l'emploi et la formation](#). Céreq Etudes , n° 1 , 2016 , 111 p.

Ce rapport analyse successivement les différents maillons de la filière éolienne. Il en décrit les principaux métiers et fait le point dans un premier temps sur les compétences qui sont attendues par les employeurs, puis sur les réponses formatives qui sont apportées par les différents opérateurs de formation. Il se conclut par des préconisations sur les différents segments de la filière.

Julien Calmand, Pascale Rouaud, Emmanuel Sulzer. [Studying or working abroad: does it ease the education-to-work transition for young people in France?](#) Training and Employment , n° 124, 2016, 4 p.

A period of living and studying or working abroad is generally regarded as an advantage for young people when they enter the labour market. And young people who go abroad during their final course of study do indeed enter the labour market on more favourable terms. However, this apparent advantage is in fact linked to the establishments they attended and the social milieus in which they grew up.

Stéphane Michun. Etat [des lieux du développement durable dans l'hôtellerie de plein air](#). Céreq Etudes, n° 2 , 2016 , 37 p.

Dans un contexte de modernisation du secteur, l'hôtellerie de plein air n'échappe pas à l'emprise croissante du développement durable. L'importance de la saisonnalité et la place des très petites entreprises sont des caractéristiques à prendre en compte dans les problématiques actuelles de qualité paysagères, d'économies d'énergie, de gestion durable des ressources mais aussi de gestion des ressources humaines. Ce rapport, réalisé dans le cadre d'une convention avec le CGDD, présente également les initiatives prises par la profession en la matière.

Nathalie Bosse. [Les réseaux électriques intelligents : vers de nouveaux besoins en compétences et en formation](#). Céreq Etudes , n° 3 , 2016 , 59 p.

Rendre les réseaux électriques intelligents consiste, en grande partie, à les instrumenter pour les rendre communicants. L'objectif de l'étude est de comprendre les transitions professionnelles induites par cette évolution du système électrique et d'identifier les nouveaux besoins en compétences et en formation (initiale et continue) inhérents au développement des REI. Il s'agit de recueillir les besoins exprimés par les professionnels de la filière et de proposer des préconisations afin d'y répondre. Le périmètre de l'étude concerne le transport et la distribution d'électricité en amont du compteur tarifaire. Deux catégories d'entreprises ont été retenues : les équipementiers et les gestionnaires de réseaux de transport et de distribution.

Repéré sur : Education.gouv.fr

Sylvie Le Laidier, Patricia Prouchandy. [Pour la première fois, un regard sur les parcours à l'école primaire des élèves en situation de handicap](#). Note d'information - N° 26 - octobre 2016

Alors que la plupart des élèves de dix ans entrent en CM2, moins d'un élève en situation de handicap sur quatre parvient à ce niveau à cet âge. Quatre ans auparavant, à six ans, six sur dix entraient pourtant en CP. Entrant moins souvent à l'école maternelle dès trois ans, et moins souvent « à l'heure » au début de l'école élémentaire, une moitié de ces enfants va progressivement passer dans une classe ou un établissement spécialisé, les enfants de milieux défavorisés davantage que ceux d'origine sociale plus élevée.

Joëlle Grille. [La formation continue universitaire forme toujours plus de salariés](#). Note d'information - N° 27 - Octobre 2016

Les établissements d'enseignement supérieur publics (universités, écoles et Conservatoire national des arts et métiers) ont accueilli près de 480 000 stagiaires en formation continue en 2014, pour un chiffre d'affaires de 455 millions d'euros. Près de 90 000 diplômes ont été délivrés en formation continue, dont les deux tiers sont des diplômes ou titres nationaux. Ils représentent 11 % de l'ensemble des diplômes nationaux délivrés en formation initiale et continue.

I.G.A.E.N.R. [Bilan de la mise en place des décrets sur les nouvelles obligations réglementaires de services et le régime indemnitaire des enseignants du second degré](#). Septembre 2016

Les missions et obligations réglementaires de service (ORS) des enseignants des établissements publics d'enseignement du second degré ont été revues et ont fait l'objet de nouveaux textes réglementaires en 2014 et 2015. Ce rapport dresse un bilan de la mise en place des décrets sur les nouvelles ORS et le régime indemnitaire des enseignants du second degré en 2015-2016 à partir d'observations en académie sur la façon dont cette mise en place avait pu se faire, les difficultés rencontrées et les évolutions prévues.

La refonte des décrets de 1950 sur les obligations de service des enseignants était attendue depuis longtemps. La définition des missions des enseignants a apporté une clarification bienvenue et les nouveaux textes sont globalement plutôt bien acceptés par les enseignants. La création d'un dispositif indemnitaire pour rémunérer des missions particulières hors face à face pédagogique est unanimement appréciée, même si des assouplissements sont souhaités par les chefs d'établissement.

Repéré sur : Esen.education.fr

[La politique des pôles de compétitivité](#). Cour des comptes, Juillet 2016

Saluant une politique bien construite et qui a été poursuivie depuis une dizaine d'années, la Cour des comptes appelle néanmoins à des clarifications et à des adaptations des missions et des activités des pôles. Elle souhaite en particulier qu'une réflexion stratégique reposant sur une évaluation de leur activité permette d'adapter leur positionnement et leur action, en tenant compte des interventions du programme d'investissements d'avenir (PIA) en matière d'innovation et de recherche partenariale d'une part, et de la décentralisation croissante, notamment en matière économique, de recherche et de formation, d'autre part. Elle formule à cet effet 6 recommandations.

Michel Ménard. [Formation des enseignants](#). Paris : Assemblée nationale, Octobre 2016

Ce rapport dresse le bilan du "rétablissement réussi d'une formation initiale ambitieuse, unifiée et professionnalisante" et souligne la nécessité d'une formation continuée intensifiée pendant l'entrée dans le métier et relayée par une formation continue à la hauteur des enjeux.

[Égalité professionnelle entre les femmes et les hommes du MENESR](#). Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche (MENESR), Octobre 2016

Ce rapport de situation comparée réalisé à partir des bilans sociaux du ministère étudie, sous l'angle de l'égalité des femmes et des hommes, les effectifs, les carrières, les rémunérations, la formation, l'organisation du temps de travail et les conditions de travail de ses agents.

Repéré sur : halshs.archives-ouvertes.fr

Charlène Floret. [L'influence du contexte de la tâche sur la peur ressentie par les élèves et leurs résultats scolaires](#). Éducation. 2016.

Résumé : Les situations d'évaluation sont souvent anxiogènes pour les élèves. Or, la peur de l'évaluation affecte l'attention des élèves et par conséquent, influence les résultats de ces derniers.

L'importance de la réussite dans notre société due à la perception de l'intelligence majoritairement stable impacte la perception et la place de l'erreur ce qui est en partie responsable de cette peur. Ainsi, nous avons tenté de montrer que modifier le contexte de la tâche d'un exercice influence la peur ressentie par les élèves ainsi que leurs résultats. Pour cela, nous avons mené une étude dans six classes de cycle 3. Nous avons proposé aux élèves des problèmes de mathématiques dans deux conditions différentes, une condition d'évaluation et une condition d'entraînement et nous avons regardé leurs choix concernant la difficulté des exercices ainsi que leurs performances en fonction de leur perception des capacités ainsi que de leur niveau. Après analyse des résultats, le seul effet significatif[...]

Simon Flandin, Marine Auby, Luc Ria. [Étude de l'utilisation d'un environnement numérique de formation : méthode de remise en situation à l'aide de traces numériques de l'activité](#). @ctivités, Association Recherches et Pratiques sur les ACTivités, 2016, Clinique de l'usage : les artefacts technologiques comme développement de l'activité, 13 (2), pp.1-24. . <10.4000/activites.2838>. Résumé : Cet article est une contribution empirique au domaine de la formation instrumentée par le numérique mais aussi — et surtout — une contribution méthodologique à l'analyse des activités produites dans ce domaine. Il rend compte d'une étude pilote menée dans le cadre d'une recherche doctorale et qui a consisté à décrire, analyser et modéliser l'activité d'un enseignant stagiaire en situation d'utilisation autonome d'un environnement numérique de formation (ENF) basé sur des extraits vidéo. Un soin particulier est apporté à la description de la méthode. Deux types de données ont été recueillis et traités selon l'approche du programme « cours d'action » : (i) des données d'observation de l'activité (capture dynamique d'écran) et (ii) des données d'entretien de remise en situation à l'aide des traces numériques de cette activité. Les résultats (i) valident la pertinence de la méthode vis-à-vis de l'objet et de la question de recherche ; (ii) montrent des structures de différents niveaux dans[...]

Mylène Fromholtz. [Le travail collectif des enseignants au sein du conseil école-collège : une opportunité pour renforcer la continuité pédagogique inter-degrés ?](#). Éducation. 2016. Résumé : Le passage des élèves au collège est souvent présenté comme une rupture avec l'école primaire. Depuis la création du collège unique en 1975, la question du renforcement de la liaison CM2-sixième est une préoccupation du ministère de l'éducation nationale qui impulse des mesures visant à organiser la transition entre l'école et le collège. L'introduction du socle commun de connaissances et de compétences (2005), la mise en place d'un « nouveau cycle 3 » et la création du conseil école-collège (CEC) en 2013 engagent enseignants du primaire et du secondaire à travailler ensemble pour assurer la continuité pédagogique entre l'école et le collège. Le dispositif CEC peut être l'occasion de faciliter la mise en cohérence du nouveau cycle 3 (CM1, CM2, sixième) qui entrera en vigueur à la rentrée 2016. Ce projet de recherche s'intéresse au fonctionnement des temps de travail collectif dans le dispositif C.E.C. À partir d'un cadre de référence qui mobilise les apports de l'analyse ergonomique du[...]

Manon Pricot. [Les stéréotypes mis en pièce : interroger les représentations de genre au collège par l'écriture théâtrale et le jeu](#). Mémoire de Diplôme Universitaire Métiers de l'enseignement, de l'éducation et de la formation École supérieure du professorat et de l'éducation - Grenoble, 10/2016
Qui dit « mixité scolaire » ne signifie pas « relations filles-garçons pacifiées » : ces dernières doivent faire l'objet d'un travail continu, notamment sur les représentations de l'autre sexe. Les stéréotypes de genre parasitent les représentations des élèves, et celles-ci nuisent non seulement à leur relation à l'autre mais aussi à leur perception d'eux-mêmes. Il s'agira d'étudier comment l'on peut déconstruire, reconstruire, affiner ces représentations de l'autre sexe par l'écriture théâtrale et le jeu.

LELOUP Marie-Hélène, LUSSIANA Pierre, JARDIN Pascal, LAPORTE Elisabeth, JOLIAT Michèle, OTT Marie-Odile, PLAUD Alain, THOMAS Frédéric. [Expertise sur la continuité pédagogique entre l'école et le collège](#). Paris : Inspection générale de l'Éducation nationale - Inspection générale de l'administration de l'Éducation nationale et de la Recherche, 10/2016

Le rapport conjoint IGEN - IGAENR au terme d'une investigation de terrain, s'est attaché à faire la part au sein des freins recensés en matière de continuité école - collège, entre ceux qui apparaissent comme de véritables obstacles auxquels il convient de trouver des solutions et ceux qui ne résistent pas à une analyse objective. Le rapport met en lumière des contraintes juridiques et organisationnelles aux effets surestimés et des initiatives de terrain nombreuses, diverses mais à faible impact pédagogique. Sur la base de ce constat et des analyses de la mission, tant dans l'enseignement public que privé, le rapport identifie les leviers à privilégier pour la mise en oeuvre d'une professionnalité spécifique et relativement complexe au service d'une continuité école-collège efficace.

Paul Messerli, Christian Pohl, Urs Neu. [Engaging politics with science. Experience and recommendations based on more than 20 years of practice of three dialogue platforms of the Swiss Academy of Sciences](#). Académies suisses des sciences, 10/2016

Ce rapport analyse les expériences de médiation entre recherches et politiques au travers de trois plateformes de dialogue mise en oeuvre par l'Académie suisse des sciences. Les questions suivantes sont abordées :

- comment ces forums sont organisés et financés ?
- comment fonctionnent-ils et avec quelle réussite ?
- quelles bonnes pratiques peut-on en retirer ?

BEAUNE Aurélie. [Contribution à l'étude des pratiques instrumentées des formateurs d'adultes : le cas du DILF](#). Thèse en sciences de l'éducation, soutenue en 2015, sous la dir. de Margaret BENTO & Georges-Louis BARON (Université Paris-Descartes)

"À partir du début des années 2000, les gouvernements français ont engagé une série de réformes relatives au cadre institutionnel de la formation des migrants, comprenant notamment la création du DILF (Diplôme Initial de Langue Française) et des indications variées pour l'utilisation de Technologies de l'Information et de la Communication (TIC). Dans cette thèse, on a interrogé, à l'aide des théories de l'activité et, particulièrement, de la théorie des apprentissages expansifs (Engeström, 1987),

l'impact de ces réformes sur les pratiques des formateurs. Il ressort des analyses que ces réformes ont modifié l'objet des activités de formation des migrants mais qu'au lieu de renvoyer à une transformation expansive, comme le suppose le cadre théorique mobilisé, elles renvoient davantage à une transformation restrictive."

BROUSSOULOUX Sandrine. [Evaluation du processus d'implantation d'un dispositif global de promotion de la santé en milieu scolaire, liens avec le climat scolaire et la réussite scolaire](#). Thèse en sciences de l'éducation, soutenue en 2016, sous la dir. de Dominique BERGER (Université Claude Bernard-Lyon 1)

"ABMA (aller bien pour mieux apprendre) est un dispositif de promotion de la santé en milieu scolaire élaboré à partir des données de la littérature internationale. Il a été expérimenté dans 19 établissements volontaires de l'académie de Lyon. Le dispositif a pour objectif de rendre l'établissement promoteur de santé. Les établissements bénéficient d'un accompagnement par un référent académique, de formations et de conseils méthodologiques. C'est un dispositif expérimental innovant élaboré dans le cadre du fonctionnement académique. Il s'appuie sur une démarche de projet construite avec les équipes d'établissement. Le dispositif de recherche est celui d'une recherche-intervention et repose sur une co-construction avec les établissements et les personnels académiques afin d'obtenir des données probantes sur l'approche globale de la santé en milieu scolaire. L'évaluation de processus a été mise en place dès le début de l'expérimentation. La question de recherche porte sur l'analyse des freins et des leviers pour intégrer ce type de dispositif au système éducatif français. La méthode d'évaluation est mixte, qualitative et quantitative et fait appel à des entretiens semi-directifs, à une analyse documentaire et des données quantitatives. Les variables indépendantes renvoient aux caractéristiques de l'établissement, aux résultats scolaires et au climat scolaire. Les variables dépendantes renvoient au niveau et à la qualité d'implantation du dispositif dans l'établissement. Les résultats confirment l'importance d'un accompagnement méthodologique des établissements et montrent que l'implantation du dispositif au niveau académique est essentielle dans ce type de démarche, d'abord centré sur les établissements"

MAPFALA Aniceto. [La formation des enseignants de Français Langue Etrangère à l'université dans les contextes plurilingues et multiculturels du Mozambique](#). Thèse en sciences de l'éducation, soutenue en 2016 sous la dir. de Jean-Claude REGNIER (Université Lumière-Lyon 2)

"Le travail recherche ci-présent aborde la question de la formation des enseignants du FLE pour les écoles secondaires du Mozambique. Le Mozambique, comme la majorité des pays en Afrique est caractérisé par la présence de plusieurs langues (20 langues d'origine africaine sont répertoriées) partagées par différentes ethnies qui les intègrent dans leur communication quotidienne. L'objectif de cette recherche est de comprendre le contexte dans lequel la formation des enseignants mozambicains se déroule. Dans cette perspective nous nous sommes appuyé sur les approches actuelles de la formation d'enseignants ainsi que sur le développement de la recherche dans le domaine de l'enseignement des langues étrangères et de la langue française en particulier. Dans ce travail, nous analysons l'origine linguistique et culturelle des futurs enseignants du FLE et son implication dans le processus de formation en didactique et culture françaises. Nous chercherons donc à percevoir tout d'abord à quel point le plurilinguisme des apprenants influence la formation en langue française. Ensuite, nous analysons la perception des étudiants par rapport à leur propre culture et son implication dans la compréhension et représentation de la culture cible qui est celle

liée à la langue française. Autrement dit, c'est le jeu interculturel, voire le jeu de la multiculturalité et de la multiplicité des langues en contact qui nous a intéressé afin de comprendre la manifestation de ces deux concepts dans une classe où se trouvent des apprenants porteurs de diverses langues-cultures et qui ont tous pour objectif d'apprendre et de se former dans une nouvelle langue en s'appropriant aussi la culture qui lui est liée. Nous avons élaboré une enquête par questionnaire qui a été distribué à 600 exemplaires dans quatre villes du Mozambique où la formation des enseignants du FLE a lieu. Un premier résultat obtenu à partir de l'analyse des 422 questionnaires retournés par les étudiants est que les langues mozambicaines sont utilisées de façon assez forte dans les classes pendant la formation et que cela influence la pratique de la langue en apprentissage. Un autre résultat indique que les différences entre la culture des étudiants et la culture française ou francophone est assumée comme un aspect positif pour les étudiants mais, des témoignages sur ces différences montrent l'existence de stéréotypes et de représentations. Ceux-ci provoquent des chocs culturels qui peuvent tromper ces étudiants dans le regard qu'ils ont sur l'Autre (natif français ou francophone)."

Repéré sur : inegalites.fr

[« L'école française ne fait pas assez pour réduire les inégalités sociales ». Entretien avec Marie Duru-Bellat.](#) 4 octobre 2016

L'école française n'est pas le pire modèle qui soit. Mais elle est loin de faire tout ce qu'elle peut pour garantir des chances équitables aux enfants de milieux sociaux inégaux. Entretien avec Marie Duru-Bellat, professeure émérite de sociologie.

Pierre Mercklé. [Comment mesurer l'évolution des inégalités sociales à l'école : l'exemple de l'accès au bac.](#) 4 octobre 2016

Il y a un demi-siècle, 45 % des enfants de cadres obtenaient le baccalauréat, contre seulement 5 % des enfants d'ouvriers. Désormais, 90 % des enfants de cadres l'obtiennent, contre 45 % des enfants d'ouvriers. Pierre Mercklé, sociologue, analyse les différents instruments de mesure de l'égalité des chances à l'école.

[Un tiers des jeunes travailleurs non diplômés en emploi précaire.](#) 7 octobre 2016

Cinq ans après leur entrée dans la vie active, un dixième des diplômés du supérieur occupe un emploi précaire, contre 34 % de ceux qui n'ont aucun diplôme. Le rapport à l'emploi des jeunes travailleurs n'a rien à voir selon leur qualification.

[L'évolution de la précarité de l'emploi selon l'âge.](#) 7 octobre 2016

La moitié des jeunes de 15 à 24 ans ont un emploi précaire en 2014 contre 17 % au début des années 1980. Pour les 25-49 ans, le taux est passé de 3 à 10 %.

[3,2 millions de salariés précaires en France.](#) 7 octobre 2016

La France compte 25,8 millions d'emplois, occupés par 22,8 millions de salariés et trois millions d'indépendants. 12,3 % des emplois, soit 3,2 millions de personnes, ont un statut précaire.



Repéré sur : Insee.fr

Flore Cornuet, Yaëlle Hauseux et Julien Pramil. [Les raisons d'une croissance plus forte au Royaume-Uni qu'en France de mi-2013 à mi-2016](#). Insee Analyses N° 27 - octobre 2016

Le résultat du référendum du 23 juin 2016 décidant du « Brexit » crée une forte incertitude sur les perspectives de croissance au Royaume-Uni et dans la zone euro, dont la France. Pendant les trois ans qui ont précédé, entre mi-2013 et mi-2016, le produit intérieur brut (PIB) a crû nettement plus outre-Manche (+ 7,7 %) qu'en France (+ 2,8 %), soit 0,4 point d'écart en moyenne par trimestre. Les différences étaient moins marquées auparavant.

Sur le plan comptable, cet écart provient principalement des dépenses des ménages et, dans une moindre mesure, des dépenses publiques, toutes deux plus dynamiques au Royaume-Uni sur la période.

Une analyse économétrique permet de préciser les mécanismes sous-jacents. Le taux d'épargne des ménages britanniques est très sensible au taux de chômage ; leur consommation a donc fortement réagi à une politique ayant privilégié l'emploi plutôt que les salaires. Ce facteur aurait contribué pour + 1,9 point au différentiel de croissance de 4,9 points.

Le contexte monétaire et financier expliquerait 2,0 points supplémentaires d'écart. La politique monétaire a été accommodante dans les deux pays. Toutefois, au Royaume-Uni, elle a entraîné une forte hausse du prix des actifs. Celle-ci s'est répercutée sur la consommation et l'investissement des ménages par des « effets de richesse » puissants, sans équivalent en France.

Enfin, la politique budgétaire aurait contribué pour 2,2 points de plus, au prix d'un déficit public bien plus important qu'en France : en 2015, le déficit « structurel » y était estimé à 5,8 % du PIB, contre 2,5 % en France.

Au premier semestre 2016, avant même le référendum, ces facteurs semblaient s'estomper, laissant présager une convergence de la croissance des deux pays. En augmentant l'incertitude auprès des investisseurs, la perspective du « Brexit » pourrait accélérer cette convergence, voire inverser le différentiel de croissance.

Repéré sur : Nber.org

Rachel Heath, Seema Jayachandran. [The Causes and Consequences of Increased Female Education and Labor Force Participation in Developing Countries](#). NBER Working Paper No. 22766, octobre 2016

This article describes recent trends in female education and labor force participation in developing countries. It also reviews the literature on the causes and effects of the recent changes in female education and employment levels.

Repéré sur : OCDE.fr

Claire Shewbridge, Jan Herczyński, Thomas Radinger, Julie Sonnemann. [OECD Reviews of School Resources: Czech Republic 2016](#). Paris : OCDE, octobre 2016

The effective use of school resources is a policy priority across OECD countries. The OECD Reviews of School Resources explore how resources can be governed, distributed, utilised and managed to improve the quality, equity and efficiency of school education.

Juan Francisco Jimeno, Aitor Lacuesta, Marta Martínez-Matute, Ernesto Villanueva. Education, [Labour Market Experience and Cognitive Skills : A First Approximation to the PIAAC Results](#). OECD Education Working Papers, n°146, 26 Oct 2016, 45 p.

This paper examines how formal education and experience in the labour market correlate with measures of human capital available in The Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC). The findings are consistent with the notion that, in producing human capital, work experience substitutes formal education at the bottom of the schooling distribution. First, the number of years of working experience correlates with literacy proficiency only among low-educated individuals. Secondly, low-educated workers who only perform simple tasks on their jobs (calculating percentages or reading emails) do better in numeracy and literacy tests than similar employees who did not perform those tasks. Thirdly, workers in jobs intensive in numeric tasks perform relatively better in the numeracy section of the PIAAC test than in the literacy part. Overall, our results suggest that the contribution of on-the-job learning to skill formation is about a third of that of compulsory schooling in most of the countries that participated in PIAAC.

Garry Barrett, W. Craig Riddell. [Ageing and Literacy Skills: Evidence from IALS, ALL And PIAAC](#). OECD Education Working Papers, n°145, 26 Oct 2016, 48 p.

This paper examines the relationship between age and literacy using data from the International Adult Literacy Survey (IALS), the Adult Literacy and Life Skills Survey (ALL) and The Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC). A negative partial relationship between literacy and age exists with literacy declining with age, especially after age 45. However, this relationship could reflect some combination of age and birth cohort effects. The analysis shows that in most participating countries the negative literacy-age profile observed in cross-sectional data arises from offsetting ageing and cohort effects. With some exceptions, more recent birth cohorts have lower levels of literacy and individuals from a given birth cohort lose literacy skills after they leave school at a rate greater than indicated by cross-sectional estimates. The results for birth cohort suggest that there is not a general tendency for literacy skills to decline from one generation to the next, but that the majority of the countries examined are doing a poorer job of developing literacy skills in successive generations.

[Domaines d'études et marché du travail : où en sont les hommes et les femmes ?](#) Les indicateurs de l'éducation à la loupe, n°45, 28 Oct 2016. 4 p.

Les adultes sont de plus en plus nombreux à obtenir un diplôme de l'enseignement tertiaire, mais tous les diplômes de ce niveau d'enseignement n'ont pas la même valeur sur le marché du travail. Les diplômes post-licence, tels que les masters et les doctorats, sont en général associés à des taux d'emploi et une rémunération plus élevés que les diplômes de licence. En outre, les débouchés professionnels varient également en fonction du domaine d'études. La composition hommes-femmes diffère sensiblement dans certains domaines d'études, reflétant les stéréotypes de genre prévalant dans certaines professions. Le domaine d'études des diplômés est étroitement lié à leurs choix professionnels ; c'est pourquoi une meilleure compréhension des disparités hommes-femmes à cet égard peut aider à identifier certains des mécanismes sous-tendant les différences entre les sexes sur la marché du travail et au-delà.

[Teacher Incentives and Student Performance: Evidence from Brazil](#)

Andrea Lepine

This paper provides evidence on a large-scale teacher incentive program in the state of São Paulo, Brazil, which awarded group bonuses to teachers and school staff conditional on improvements in student performance. By using a difference-in-differences and triple-differences framework, I show that the program had overall positive effects on student achievement, although improvements vary across grades and subjects. The robustness of the results is assessed through the use of a series of alternative counterfactuals. I also investigate whether initial school characteristics affect the impact of the program. Although it could be expected that free-riding effects increase with the number of teachers in schools, therefore limiting the impact of the program, this does not seem to be the case. More sizeable differences are found according to school's previous performance. Initially low-performing schools improved much more than the average, suggesting there may be considerable differences in the ability of schools to respond to this type of policy.

[Long Term Educational Attainment of Private High School Students in Québec: Estimates of Treatment Effects from Longitudinal Data](#)

David Lapierre (Department of Economics, University of Quebec in Montreal) ; Pierre Lefebvre (Department of Economics, University of Quebec in Montreal) ; Philip Merrigan (Department of Economics, University of Quebec in Montreal)

Very few studies analyze the long-term educational effects of private secondary school attendance while controlling for socioeconomic status. In Québec, the second most populous Canadian province, twenty percent of students at this level are enrolled in private schools subsidized by the government that however sets a relatively low ceiling for the fees in exchange for subsidies. Selection bias arising from a host of factors, preclude simplistic comparisons of their educational results with those of their public sector peers. This study uses the first four longitudinal waves of the two cohorts from Statistics Canada's Youth in Transition Survey (YITS) to estimate the average treatment on the treated effect of private school on the high school graduation rate within the expected number of years after starting high school (5), enrollment in postsecondary institutions at age 19, university enrollment at age 21 or more, university graduation at age 24 or more, and enrollment in a professional degree program. The econometric estimation of treatment effects is based on a particular entropy balancing algorithm with a large set of key balancing covariates. Results are validated by a simulation-based sensitivity analysis for matching estimators. We find large, positive, robust, and statistically significant effects of private schooling on almost all outcomes analyzed. Most results are not sensitive to simulations of omitted variable bias.

[Money or Grit? Determinants of MisMatch by Race and Gender](#)

Russell Cooper ; Huacong Liu

This paper studies mismatch in educational attainment. Mismatch arises when high ability individuals do not obtain a college degree and/or low ability individuals do obtain such a degree. Using data from the NLSY97 survey, the paper estimates a structural model of education choice that matches the moments of mismatch, college attainment and labor market outcomes. The analysis conditions on both gender and race. The model with occasionally binding borrowing constraint fits the moments

better than a model with perfect capital markets, indicating that capital market frictions may contribute to mismatch. The influence of parents on educational attainment is present though this channel appears to operate through attitudes rather than through the provision of resources. Once this link between parents and children is taken into account, the influence of borrowing constraints disappears. In this case, mismatch reflects differences in tastes rather than borrowing constraints. The paper also presents a decomposition of the college wage premium into the returns to schooling and the selection into higher education. The analysis highlights the power of selection into higher education as an explanation of the college wage premium by gender and race.

[Performance Standards in Need-Based Student Aid](#)

Judith Scott-Clayton ; Lauren Schudde

College attendance is a risky investment. But students may not recognize when they are at risk for failure, and financial aid introduces the possibility for moral hazard. Academic performance standards can serve three roles in this context: signaling expectations for success, providing incentives for increased student effort, and limiting financial losses. Such standards have existed in federal need-based aid programs for nearly 40 years in the form of Satisfactory Academic Progress (SAP) requirements, yet have received virtually no academic attention. In this paper, we sketch a simple model to illustrate not only student responses to standards but also the tradeoffs faced by a social planner weighing whether to set performance standards in the context of need-based aid. We then use regression discontinuity and difference-in-difference designs to examine the consequences of SAP failure. In line with theoretical predictions, we find heterogeneous effects in the short term, with negative impacts on persistence but positive effects on grades for students who remain enrolled. After three years, the negative effects appear to dominate. Effects on credits attempted are 2–3 times as large as effects on credits earned, suggesting that standards increase the efficiency of aid expenditures. But it also appears to exacerbate inequality in higher education by pushing out low-performing low-income students faster than their equally low-performing, but higher-income peers.

[The Impact of the Bologna Reform on Student Outcomes – Evidence from Exogenous Variation in Regional Supply of Bachelor Programs in Germany](#)

Bernhard Enzi ; Benedikt Siegler

How did the introduction of the Bachelor-degree system affect students in Germany? Combining rich data on university students with administrative data on universities' study programs, we exploit variation in the timing of Bachelor-degree implementation across departments. To account for endogeneity in students' enrollment decisions, we apply an instrumental-variable approach based on the distance differential between an individual's nearest universities with a Bachelor's and a traditional degree program. Overall, we do not find reform effects on students' mobility, dropout, and internship participation, although there is indication that the reform reduced dropout for females and for high-achieving students and increased study satisfaction.

[The Impact of the Bologna Reform on Student Outcomes](#)

Siegler, Benedikt ; Enzi, Bernhard

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[Persistent inefficiency in the higher education sector: Evidence from Germany](#)

Gralka, Sabine

Evaluations of the Higher Education Sector are receiving increased attention, due to the rising expenditures and the absence of efficiency enhancing market pressure. To what extent universities are able to eliminate inefficiency is a question that has only partially been answered. This paper argues that heterogeneity among universities as well as persistent inefficiency hinder the institutions to achieve full efficiency - at least in the short run. Two standard and one novel specification of the Stochastic Frontier Analysis are applied to a new, comprehensive set of panel data to show how the standard efficiency evaluation changes when both aspects are taken into account. It is the first time that the idea of persistent inefficiency is considered in the analysis of the German Higher Education Sector. The comparison reveals that the disregard of heterogeneity distorts the estimation results towards lower efficiency values. The newly introduced specification improves the accuracy of the heterogeneity assumption and exposes that inefficiency tends to be long term and persistent rather than short term and residual. This implies that increasing efficiency requires a comprehensive change of the university structure.

[Compulsory Schooling and the Returns to Education: A Re-examination](#)

Sophie van HÃ,llen (Department of Economics, SOAS, University of London, UK) ; Duo Qin (Department of Economics, SOAS, University of London, UK)

We re-examine the effect of compulsory school law on education in the US pioneered by Angrist and Krueger (1991). We show that the standard instrumental variable approach of the education variable not only yields empirically inconsistent estimates, but is conceptually confused. The confusion arises from the rejection of the key causal variable as a valid conditional variable. By route of a causally explicit model design we are able to identify the circumstances under which the formerly rejected variable can yield valid inference values. Our investigation demonstrates the importance of building data-consistent models over estimator choice in successful research designs.

[Parent's Participation, Involvement and Impact on Student Achievement: Evidence from a Randomized Evaluation in South Africa](#)

Adrien Bouguen (PSE - Paris-Jourdan Sciences Economiques - CNRS - Centre National de la Recherche Scientifique - INRA - Institut National de la Recherche Agronomique - EHESS - École des hautes études en sciences sociales - ENS Paris - École normale supérieure - Paris - École des Ponts ParisTech (ENPC), PSE - Paris School of Economics) ; Kamilla Gumede (Aarhus University [Aarhus]) ; Marc Gurgand (PSE - Paris-Jourdan Sciences Economiques - CNRS - Centre National de la Recherche Scientifique - INRA - Institut National de la Recherche Agronomique - EHESS - École des hautes études en sciences sociales - ENS Paris - École normale supérieure - Paris - École des Ponts ParisTech (ENPC), PSE - Paris School of Economics)

This article investigates the role of parents by looking at the effect of a parental involvement program implemented in poor primary school in South Africa. Based on a random variation of the program assignment and on a partial population design, it allows to rigorously identify impacts on parental involvement, on the relationship between parents and teachers and on student outcomes.

We find mixed results suggesting that parents who volunteer to attend the meetings changed their behavior toward more involvement at home and at school. Such behavioral change appears stronger for a subgroup of parents whose children is enrolled in the facilitating teacher's class, suggesting positive interactions between parents and teachers. Yet, no cognitive or non cognitive impact on students can be detected. We interpret these disappointing results as evidence that in a developing country context, parents face constraints that makes such program unable to have significant effects on student performances

[Education Quality and Teaching Practices](#)

Marina Bassi ; Costas Meghir ; Ana Reynoso

This paper uses a RCT to estimate the effectiveness of guided instruction methods as implemented in under-performing schools in Chile. The intervention improved performance substantially for the first cohort of students, but not the second. The effect is mainly accounted for by children from relatively higher income backgrounds. Based on the CLASS instrument we document that quality of teacher-student interactions is positively correlated with the performance of low income students; however, the intervention did not affect these interactions. Guided instruction can improve outcomes, but it is a challenge to sustain the impacts and to reach the most deprived children.

[Outcomes of Competency-Based Education in Community Colleges: Summative Findings from the Evaluation of a TAACCCT Grant](#)

Ann E. Person ; Jaime Thomas ; Julie Bruch ; Alexander Johann ; Nikhail Maestas

Competency-based education models allow students to move through material independently, advancing when they demonstrate content mastery.

[Self-Control and Peer Groups: An Empirical Analysis](#)

Battaglini, Marco ; Díaz, Carlos ; Patacchini, Eleonora

We exploit the exogenous variation in peer groups generated by high school to college transitions to study the theoretical predictions of Battaglini, Benabou and Tirole's (2005) model of self-control in peer groups. We find evidence consistent with the two key predictions of this theory regarding the relationship between an agent's expected self-control problems and the size and composition of his or her social circles: (i) students embedded in social circles have more self-control than those who are alone and their self-control is increasing in the size of their social group; (ii) students' self-control is, however, a non-monotonic hump-shaped function of the average self-control of their friends.

[Implementation and Outcomes of Competency-Based Education in Three Community Colleges: Findings from the Comprehensive Evaluation of a TAACCCT Grant \(Executive Summary\)](#)

Ann E. Person ; Jaime Thomas ; Lisbeth Goble

Competency-based education models allow students to move through material independently, advancing when they demonstrate content mastery.

[Financial incentives and academic performance: An experimental study](#)

Noemí Herranz-Zarzoso (LEE and Department of Economics, Universitat Jaume I, Castellón, Spain) ; Gerardo Sabater-Grande (LEE and Department of Economics, Universitat Jaume I, Castellón, Spain)

This paper analyzes the effect of financial incentives on academic performance by means of a randomized field experiment. Using two alternative payment mechanisms we implement two

experimental treatments designed to motivate students depending on their absolute or relative academic performance. Subjects, recruited among students from Microeconomics, were split in two groups depending on whether they had a failed background in the aforementioned subject (returning students) or not (new students). New students were informed that they would receive a reward depending on their bet (the grade they thought would achieve) and the real grade obtained. In the case of the returning students, the reward was calculated taking into account the bet, the obtained real grade and their improvement with respect to previous semesters. In the first treatment students were rewarded according to a piece rate system whereas in the second one we established two rankings (one for new students and another one for returning students) classifying them depending on their academic performance. In both treatments we find that the implemented incentives are effective to increase the average of grades for both types of students (new and returning), but the piece rate mechanism is more powerful to motivate a higher number of students.

[Education Choices, Longevity and Optimal Policy in a Ben-Porath Economy](#)

Yukihiko Nishimura (Osaka University [Osaka]) ; Pierre Pestieau (CEPR - Center for Economic Policy Research - CEPR, CORE - Center of Operation Research and Econometrics [Louvain] - UCL - Université Catholique de Louvain, PSE - Paris-Jourdan Sciences Economiques - CNRS - Centre National de la Recherche Scientifique - INRA - Institut National de la Recherche Agronomique - EHESS - École des hautes études en sciences sociales - ENS Paris - École normale supérieure - Paris - École des Ponts ParisTech (ENPC), PSE - Paris School of Economics) ; Grégory Ponthière (ERUDITE - Equipe de Recherche sur l'Utilisation des Données Individuelles en lien avec la Théorie Economique - UPEM - Université Paris-Est Marne-la-Vallée - UPEC UP12 - Université Paris-Est Créteil Val-de-Marne - Paris 12, PSE - Paris-Jourdan Sciences Economiques - CNRS - Centre National de la Recherche Scientifique - INRA - Institut National de la Recherche Agronomique - EHESS - École des hautes études en sciences sociales - ENS Paris - École normale supérieure - Paris - École des Ponts ParisTech (ENPC), PSE - Paris School of Economics)

We develop a 3-period overlapping generations (OLG) model where individuals borrow at the young age to finance their education. Education does not only increase future wages, but, also, raises the duration of life, which, in turn, affects education choices, in line with Ben Porath (1967). We first identify conditions that guarantee the existence of a stationary equilibrium with perfect foresight. Then, we reexamine the conditions under which the Ben-Porath effect prevails, and emphasize the impact of human capital decay and preferences. We compare the laissez-faire with the social optimum, and show that the latter can be decentralized provided the laissez-faire capital stock corresponds to the one satisfying the modified Golden Rule. Finally, we introduce intracohort heterogeneity in the learning ability, and we show that, under asymmetric information, the second-best optimal non-linear tax scheme involves a downward distortion in the level of education of less able types, which, quite paradoxically, would reinforce the longevity gap in comparison with the laissez-faire.

[ASEAN Economic Community 2015 enhancing competitiveness and employability through skill development](#)

Aring, Monika.

This paper examines the skills needs in the Association of Southeast Asian Nations (ASEAN) and how Member States can strengthen their skills and training systems to benefit from emerging opportunities of integration and boost competitiveness. Maximizing the benefits of regional

integration will necessitate leveraging the knowledge, skills and creativity of ASEAN's labour force of 317 million women and men. This paper looks at statistical trends since 2005 regarding education and skills attainment, and technical and vocational education and training enrolment in ASEAN. It assesses the quality of education and vocational training and the readiness of ASEAN's labour force, including young people making the school-to-work transition, to take advantage of new opportunities in a more integrated and dynamic region. The paper also examines the challenge of skills mismatch and skilled labour shortages in the region.

Keywords: labour market, interindustry shift, skill requirements, competitiveness, employability, ASEAN countries, marché du travail, mutation interindustrielle, besoins en travailleurs qualifiés, compétitivité, aptitude à l'emploi, pays de l'ANASE, mercado de trabajo, desplazamiento industrial, requisitos de cualificación, competitividad, empleabilidad, países del ASEAN

[What Makes a Good Trader? On the Role of Intuition and Reflection on Trader Performance](#)

Brice Corgnet (EMLYON Business school - EMLYON Business School, GATE Lyon Saint-Étienne - Groupe d'analyse et de théorie économique - CNRS - Centre National de la Recherche Scientifique - UCBL - Université Claude Bernard Lyon 1 - UL2 - Université Lumière - Lyon 2 - Université Jean Monnet - Saint-Etienne - PRES Université de Lyon - ENS Lyon - École normale supérieure - Lyon) ; Mark Desantis (Chapman University - Chapman University, Argyros School of Business and Economics) ; David Porter (Argyros School of Business and Economics, Chapman University - Chapman University) Using simulations and experiments, we pinpoint two main drivers of trader performance: cognitive reflection and theory of mind. Both dimensions facilitate traders' learning about asset valuation. Cognitive reflection helps traders use market signals to update their beliefs whereas theory of mind offers traders crucial hints on the quality of those signals. We show these skills to be complementary because traders benefit from understanding the quality of market signals only if they are capable of processing them. Cognitive reflection relates to previous Behavioral Finance research as it is the best predictor of a trader's ability to avoid commonly-observed behavioral biases.

[Do Youth Employment Programs Improve Labor Market Outcomes? A Systematic Review](#)

Kluge, Jochen (Humboldt University Berlin, RWI) ; Puerto, Olga Susana (Youth Employment Network (UN, ILO, World Bank)) ; Robalino, David A. (World Bank) ; Romero, Jose M. (World Bank) ; Rother, Friederike (World Bank) ; Stöterau, Jonathan (RWI) ; Weidenkaff, Felix (ILO International Labour Organization) ; Witte, Marc (University of Oxford)

This study reviews the evidence on the impact of youth employment programs on labor market outcomes. The analysis looks at the effectiveness of various interventions and the factors that influence program performance including country context, targeted beneficiaries, program design and implementation, and type of evaluation. We identify 113 counterfactual impact evaluations covering a wide range of methodologies, interventions, and countries. Using meta-analysis methods, we synthesize the evidence based on 2,259 effect sizes (Standardized Mean Differences, or SMD) and the statistical significance of 3,105 treatment effect estimates (Positive and Statistically Significant, or PSS). Overall, we find that just more than one-third of evaluation results from youth employment programs implemented worldwide show a significant positive impact on labor market outcomes – either employment rates or earnings. In general, programs have been more successful in middle- and low-income countries; this may be because these programs' investments are especially helpful for the most vulnerable population groups – low-skilled, low-income – that they target. We also conjecture that the more-recent programs might have benefited from innovations in design and

implementation. Moreover, in middle and low income countries, skills training and entrepreneurship programs seem to have had a higher impact. This does not imply, however, that those programs should be strictly preferred to others; much depends on the needs of beneficiaries and program design. In high-income countries, the role of intervention type is less decisive – much depends on context and how services are chosen and delivered, a result that holds across country types. We find strong evidence that programs that integrate multiple interventions are more likely to succeed because they are better able to respond to the different needs of beneficiaries. We also find evidence about the importance of profiling and follow-up systems in determining program performance, and some evidence about the importance of incentive systems for services providers.

[Reforming student financial aid – estimates from a structural model](#)

Karhunen, Hannu ; Määttänen, Niku ; Uusitalo, Roope

We analyse how alternative reforms of the student financial aid would influence average study duration, government expenditures, and tax revenues. We also consider the reform that has been proposed by the current government (in 2016) which consists of lowering the monthly student grant and decreasing the maximum eligibility period while increasing the maximum study grant. Our results are based on a structural model that describes the financial constraints and incentives faced by the students. The model is calibrated with register based panel data on students' study progress, withdrawal of study grants and student loans, and wage income. According to the results, the reform proposed by the current government will reduce government expenditures on student aid by about 20 percent, which is close to the government's target. However, the reform is also likely to increase the average study duration. The size of this effect depends on how willing the students are to take student loans.

[Parole, soltanto parole, parole tra noi](#)

Fabrizio Alboni (Università di Bologna) ; Giorgio Tassinari (Università di Bologna)

In recent years there has been a fair amount of debate in Italy about regional differences in student achievements at the end of the high school cycle (Esame di Stato). In particular, concerns have been expressed about the performance of students in Southern Italy, higher than the national average, while standardized tests of learning outcomes point to a very different situation. The paper investigates this issue using simple statistical methods to disentangle the geographical area effect from the effects of other characteristics. The main finding is that a regional effect is present in final grades, but it is more important in the area of Central Italy rather than in Southern Italy.

[Does distance determine who is in higher education?](#)

Sørensen, Elise Stenholt ; Høst, Anders Kamp

We assessed the effect of distance to higher education institutions on education enrolment. Furthermore, we analysed how parental education and geographic region affect the relationship between distance and enrolment. We employed Danish administrative data of high school students from 2006–2013 and found no relationship between distance and the decision to enrol in higher education, when controlling for individual and parental characteristics. However, the results did suggest a small negative association between distance and enrolment among students in cases where neither of their parents completed a higher education. However, this only applied in Central Jutland Region and Southern Denmark Region.

[Does increasing compulsory education decrease or displace adolescent crime? New evidence from administrative and victimization data](#)

Brilli, Ylenia (Department of Economics, School of Business, Economics and Law, Göteborg University) ; Tonello, Marco (Bank of Italy, Economic Research Department, Territorial Economic Research Unit)

This paper estimates the contemporaneous effect of education on adolescent crime by exploiting the implementation a reform that increases the school leaving age in Italy by one year. We find that the Reform increases the enrollment rate of all ages, but decreases the offending rate of 14-year-olds only, who are the age group explicitly targeted by the Reform. The effect mainly comes from natives males, while females and immigrants are not affected. The Reform does not induce crime displacement in times of the year or of the day when the school is not in session, but it increases violent crimes at school. By using measures of enrollment and crime, as well data at the aggregate and individual level, this paper shows that compulsory education reforms have a crime reducing effect induced by incapacitation, but may also lead to an increase of crimes in school facilities plausibly due to a higher students concentration.

[What's in a Name? The Effect of Brand on the Level of English Universities' Fees](#)

Andrew Jenkins (Department of Social Science, University College London) ; Alison Wolf (School of Management, King's College London)

Higher education is increasingly competitive and international in its recruitment of both students and faculty, and international 'league tables' are increasingly publicised and discussed. In many jurisdictions, universities also now have freedom to set fees for at least some students, and those with a high reputation are well placed to charge large amounts. England has a university sector which is highly differentiated in reputational terms, and a fee regime which allows universities to set fees for a large proportion of their students. It is therefore possible, using administrative and income data, to examine how far commonly recognised measures of reputation explain universities' teaching income per student, after controlling for a wide range of other factors. The results confirm that reputation, or 'brand', appears to have a very large impact on fee and teaching income, and that it is therefore entirely rational for English universities to prioritise activities which raise their international visibility and reputation.

[Understanding the response to financial and non-financial incentives in education: Field experimental evidence using high-stakes assessments](#)

Simon Burgess ; Robert Metcalfe ; Sally Sadoff

We analyze the impact of incentivizing students' effort during the school year on performance on high-stakes assessments in a field experiment with 63 low-income high schools and over 10,000 students. We contribute to the literature on education incentives by incentivising inputs rather than output, by focusing on high stakes outcomes, and by comparing financial and non-financial rewards. We take advantage of our large sample and rich data to explore heterogeneity in the effects of incentives, and identify a "right tail" of underperforming students who experience a significant impact on high stakes assessments. Among students in the upper half of the distribution of incentive effectiveness, exam scores improve by 10% to 20% of a standard deviation, equal to about half the attainment gap between poor and non-poor students.

[Student earnings expectations: Heterogeneity or noise?](#)

Díaz Serrano, Lluís ; Hartog, Joop ; Nilsson, William ; Ophem, Hans van ; Yang, Po

Students' choices in education can only be based on expected outcomes. Econometric models that infer expectations based on ex post outcomes impose a rational structure of expectations on school performance and post-graduation earnings. Direct surveys suggest much ignorance and fuzziness. We use survey data on expectations in four universities in three countries and check for relations of expected probability to graduate and of expected earnings with personal abilities and attitudes. We find that most of the difference in expectations among individuals is just noise.

[Does malaria control impact education? Evidence from Roll Back Malaria in Africa](#)

Maria Kuecken (CES - Centre d'économie de la Sorbonne - UP1 - Université Panthéon-Sorbonne - CNRS - Centre National de la Recherche Scientifique, PSE - Paris School of Economics) ; Josselin Thuilliez (CES - Centre d'économie de la Sorbonne - UP1 - Université Panthéon-Sorbonne - CNRS - Centre National de la Recherche Scientifique) ; Marie-Anne Valfort (CES - Centre d'économie de la Sorbonne - UP1 - Université Panthéon-Sorbonne - CNRS - Centre National de la Recherche Scientifique)

Relying on microeconomic data, we examine the impact of the Roll Back Malaria (RBM) control campaigns on the educational attainment of primary school children in 14 Sub-Saharan African countries. Combining a difference-in-differences approach with an IV analysis, we exploit exogenous variation in pre-campaign malaria prevalence and exogenous variation in exposure to the timing and disbursements of the RBM campaign. In all 14 countries, the RBM campaign reveals itself as a particularly cost-effective strategy to improve primary school children's educational attainment.

[What Happens to Students with Low Reading Proficiency at 15? Evidence from Australia](#)

Cain Polidano (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)

While it is widely accepted that adults with poor reading skills have inferior labour market outcomes, little is known about whether low reading proficiency in school is a precursor to inferior labour market outcomes in adulthood. We fill this gap in the literature using education and labour market information to age 25 years for participants in the 2003 Program of International Student Assessment (PISA) who were tracked from age 15 in the 2003 Longitudinal Survey of Australian Youth. We find no difference in full-time employment rates or earning capacity of jobs attained at age 25 between those who had low and medium reading proficiency at age 15. Supporting analysis suggests that high rates of participation and positive outcomes from vocational education and training (VET) among those with low reading proficiency helps them avoid any negative effects from poor achievement in school. These results highlight the role of accessible VET pathways in facilitating the labour market participation of youth who may become disengaged from learning in school.

[Centralized Admission and the Student-College Match](#)

Machado, Cecilia (Fundação Getúlio Vargas) ; Szman, Christiane (Pontifical Catholic University of Rio de Janeiro (PUC-Rio))

Decentralized assignments in the education market have been increasingly replaced by centralized ones. However, empirical evidence on these transitions are scarce. This paper examines the adoption of centralized admissions in the Brazilian higher education market. Using rich administrative data, we exploit time variation in the adoption of a clearinghouse across institutions to investigate its impact on student sorting, migration and enrollment. We find that institutions under the centralized

assignment are able to attract students with substantially higher test scores and that geographical mobility of admitted students increases. While there are no sizable effects on final enrollment rates, search is intensified. Overall, our findings indicate positive impacts of centralization on the college market.

[High-Stakes Accountability and Teacher Turnover: how do different school inspection judgements affect teachers' decisions to leave their school?](#)

Sam Sims (Department of Social Science, University College London)

High teacher turnover damages pupil attainment (Borg et al., 2012; Ronfeldt et al., 2012). But while the effects of pupil and teacher characteristics on turnover are well documented, relatively little attention has been paid to the impact of the accountability system. This paper is the first to evaluate the effect on turnover of schools receiving different judgements from the English national schools inspectorate, Ofsted. Theoretically, the effects of inspection judgements are ambiguous. An 'Inadequate' rating may harm teachers' self-efficacy, increasing the chance of them leaving their current school. On the other hand, an 'Inadequate' rating provides a negative signal about the quality of teachers working in that school, decreasing the chance of them finding employment elsewhere. I use a difference in difference approach to estimate this empirically and find that an 'Inadequate' rating leads to an increase in turnover of 3.4 percentage points. By contrast, schools receiving an 'Outstanding' rating see no change in turnover. The results are robust to a number of specifications, sample restrictions and a placebo test.

[The Effect of Increasing Education Efficiency on University Enrollment: Evidence from Administrative Data and an Unusual Schooling Reform in Germany](#)

Jan Marcus ; Vaishali Zambre

We examine the consequences of compressing secondary schooling on students' university enrollment. An unusual education reform in Germany reduced the length of academic high school while simultaneously increasing the instruction hours in the remaining years. Accordingly, students receive the same amount of schooling but over a shorter period of time, constituting an efficiency gain from an individual's perspective. Based on a difference-in-differences approach using administrative data on all students in Germany, we find that this reform decreased enrollment rates. Moreover, students are more likely to delay their enrollment, to drop out of university, and to change their major. Our results show that it is not easy to get around the trade-off between an earlier labor market entry and more years of schooling.

[Learning by doing, low level equilibrium trap, and effect of domestic policies on child labour](#)

Chakraborty, Kamalika ; Chakraborty, Bidisha

This paper builds an overlapping generations household economy model with learning by doing effect in unskilled work. We study the short run equilibrium of schooling, relationship between child schooling and parental schooling, long run dynamics of schooling and human capital and relative effectiveness of two domestic policies- child labour ban and education subsidy on schooling. We find some interesting results. If parents working in unskilled sector do not experience any schooling at their childhood, they will never send their children for schooling. But the relationship between parental schooling and child schooling may not be monotonic. This relationship depends on other factors like subsistence consumption expenditure, learning by doing effect, responsiveness of wage to human capital in skilled sector, efficiency of education technology. Existence of low level

equilibrium trap for unskilled parent depends on the specific form of human capital accumulation function. For a certain range of parental schooling time path of child schooling will be oscillating in nature. Decrease in child wage increases steady state schooling only if the maximum possible adult unskilled wage exceeds the sum of the schooling cost and subsistence expenditure of the household. If unskilled adult wage is sufficiently small, education subsidy is more effective in enhancing schooling than banning child labour.

[The Competitive Effects of Online Education](#)

David J. Deming ; Michael Lovenheim ; Richard W. Patterson

We study the impact of online degree programs on the market for U.S. higher education. Online degree programs increase the competitiveness of local education markets by providing additional options in areas that previously only had a small number of brick-and-mortar schools. We show that local postsecondary institutions in less competitive markets experienced relative enrollment declines following a regulatory change in 2006 that increased the market entry and enrollment of online institutions. Impacts on enrollment were concentrated among private non-selective institutions, which are likely to be the closest competitors to online degree programs. We also find increases in per-student instructional spending among public institutions. Our results suggest that by increasing competitive pressure on local schools, online education can be an important driver of innovation and productivity in U.S. higher education.

["DVD-based Distance-learning Program for University Entrance Exams: Experimental Evidence from Rural Bangladesh"](#)

Hisaki Kono (Faculty of Economics, Kyoto University) ; Yasuyuki Sawada (Faculty of Economics, The University of Tokyo) ; Abu S. Shonchoy (New York University and Institute of Developing Economies)

In contrast to the remarkable improvement in basic education globally, access to higher education remains limited in many developing countries, particularly in rural areas where the quantity and quality of supply is inadequate. In this study, we evaluate a unique DVD-based distance-learning program, targeting students who aim to take university entrance exams in rural Bangladesh, by conducting two experiments: one to evaluate the impact of the program and the second to examine its price sensitivity. Our findings demonstrated that the DVD program had a considerable positive effect on the probability of students passing entrance exams. This effect does not depend on students' cognitive scores, but does depend on non-cognitive attributes—particularly self-control abilities—indicating the importance of a commitment mechanism in applying the DVD program. In the second experiment, we offered a randomized subsidy to interested participants; however, price sensitivity was not correlated with students' socio-economic status, suggesting that imposing a cost for such a program may not disproportionately exclude poor students. We also found evidence that a higher price induced a greater attendance rate due to the sunk cost effect.

[Student Aid, Academic Achievement, and Labor Market Behavior.](#)

Elena Mattana (University of Chicago) ; Juanna Joensen (University of Chicago)

Does it matter whether study aid is provided as grants or loans? We provide a framework for quantifying the impacts of financial aid on student debt, academic capital, and labor market outcomes. We specify and estimate a dynamic discrete choice model of simultaneous education, work, and student loan take-up decisions. We use administrative panel data and exploit exogenous variation from the 2001 Swedish Study Aid reform for identification of the model parameters. This

enables ex-ante evaluation of various changes to financial aid schemes. We find that additional years of aid and more generous means testing on student income substantially reduce dropout rates and increase graduation rates with more advanced degrees, but at the cost of students staying enrolled longer and accumulating more debt. Moving from an income-contingent to an annuity-based loan repayment scheme decreases student debt accumulation and improves the effectiveness of academic capital accumulation. If study aid consists mostly of grants, a reduction in loans and increase in grants reduces graduation rates. However, once loans are larger than grants, further changes have little impact on dropout and graduation rates. This means that in some cases, the government can decide who bears the college cost without affecting human capital accumulation.

[Fields of education, gender and the labour market](#)

OECD

More and more adults are earning a tertiary qualification, but not all tertiary degrees have the same value on the labour market. In general, postgraduate degrees such as master's and doctoral degrees are associated with higher employment rates and earnings than bachelor's degrees. Labour market outcomes also vary by field of education. Some fields of education differ markedly in their gender composition, reflecting the sex-typing of occupations and gender stereotypes. Graduates' field of education is closely related with their occupational choices; therefore a better understanding of gender disparities in this area can help to identify some of the mechanisms that lie behind gender differences in the labour market and beyond.

[Higher education expansion, economic reform and labor productivity](#)

Yao, Yao

This paper studies the impact of higher education expansion, along with economic reform of the state sector, in the late 1990's in China on its labor productivity. I argue that in an economy such as China, where allocation distortions widely exist, an educational policy affects average labor productivity not only through its effect on human capital stock, but also through its effect on human capital allocation across sectors. Thus, its impact could be very limited if misallocation becomes more severe following the policy. I construct a two-sector general equilibrium model with private enterprises and state-owned enterprises, with policy distortions favoring the latter. Households, heterogeneous in ability, make educational choices and occupational choices in a three-period overlapping-generations setting. Counterintuitively, quantitative analysis shows an overall negative effect of higher education expansion on average labor productivity (by 5 percent). Though it did increase China's skilled human capital stock significantly (by nearly 50 percent), the policy had the effect of reallocating relatively more human capital toward the less-productive state sector. This also directed physical capital allocation toward the state sector and further dampened average labor productivity. It was the economic reform that greatly improved the allocation efficiency and complemented educational policy in enhancing labor productivity (by nearly 50 percent).

[Adjusting content to individual student needs: Further evidence from an in-service teacher training program](#)

Adrien Bouguen (PSE - Paris-Jourdan Sciences Economiques - CNRS - Centre National de la Recherche Scientifique - INRA - Institut National de la Recherche Agronomique - EHESS - École des hautes études en sciences sociales - ENS Paris - École normale supérieure - Paris - École des Ponts ParisTech (ENPC), PSE - Paris School of Economics)

Adapting instruction to the specific needs of each student is a promising strategy to improve overall academic achievement. In this article, I study the impact of an intensive in-service teacher training program on reading skills offered to kindergarten teachers in France. The program modifies the lesson content and encourages teachers to adapt instruction to student needs by dividing the class according to initial achievement. While assessing impact is usually difficult due to the presence of ability bias and teacher selection, I show that in this context, a value-added model that controls for school and teacher characteristics constitutes a legitimate strategy to estimate the treatment effect. Results show that all students benefiting from the program progressed in reading skills at the end of the year. Besides, weaker students progressed faster on less-advanced competences (such as letter recognition), while stronger students improved their reading skills. This suggests that teachers adjusted content to students' needs. Finally, a cost-effectiveness analysis reveals that the program is approximately three times more cost-effective than reducing class size in France.

[School Hours and Maternal Labour Supply: A Natural Experiment from Germany](#)

Nikki Shure (Department of Social Science, University College London)

This paper examines the recent German reform to increase primary school hours and the effect this has had on maternal labour supply. The introduction of Ganztagschulen, or full day schools, has been one of the largest and most expensive reforms in the German education landscape over the past 15 years, but with little evaluation. While the impetus for the reform came from improving pupils' learning outcomes, it was also motivated by a desire to increase maternal labour supply, which had been traditionally low in Germany as compared to other countries. I exploit the quasi-experimental nature of reform to assess whether or not gaining access to a full day school increases the likelihood that mothers enter into the labor market or extend their working hours if already employed. I use the German Socio-Economic Panel data set (GSOEP) and link it to a school-level data set with geographical information software (GIS). Using a flexible difference-in-difference approach in my estimation of linear probability and logit models, I find that the policy has a statistically significant effect of approximately five percentage points at the extensive margin, drawing more women into the labor market. I find no significant impact of the policy at the intensive margin; women who were already working do not extend their hours and in some cases even shorten them. These results are robust to a variety of checks and comparable to previous findings in the literature on childcare and maternal labor supply. This is one of the few papers, however, to look at the relationship between primary school and maternal labor supply at the level of treatment.

[Rising Aspirations Dampen Satisfaction](#)

Andrew E. Clark (PSE - Paris-Jourdan Sciences Economiques - CNRS - Centre National de la Recherche Scientifique - INRA - Institut National de la Recherche Agronomique - EHESS - École des hautes études en sciences sociales - ENS Paris - École normale supérieure - Paris - École des Ponts ParisTech (ENPC), PSE - Paris School of Economics) ; Akiko Kamesaka (Aoyama Gakuin University, ESRIN - European State Research Institute - ESA) ; Teruyuki Tamura (Sophia University - Sophia University)

It is commonly-believed that education is a good thing for individuals. Yet its correlation with subjective well-being is most often only weakly positive, or even negative, despite the many associated better individual-level outcomes. We here square the circle using novel Japanese data on happiness aspirations. If reported happiness comes from a comparison of outcomes to aspirations, then any phenomenon raising both at the same time will have only a muted effect on reported well-

being. We find that around half of the happiness effect of education is cancelled out by higher aspirations, and suggest a similar dampening effect for income.

[Giving a Little Help to Girls? Evidence on Grade Discrimination and its Effect on Students Achievement](#)

Camille Terrier (PSE - Paris-Jourdan Sciences Economiques - CNRS - Centre National de la Recherche Scientifique - INRA - Institut National de la Recherche Agronomique - EHESS - École des hautes études en sciences sociales - ENS Paris - École normale supérieure - Paris - École des Ponts ParisTech (ENPC), PSE - Paris School of Economics)

This paper tests whether we observe sex-discrimination in teachers' grades, and whether such biases affect pupils' achievement during the school year. I use a unique dataset containing standardized tests, teachers' attributed grades, and pupil's behavior, all three at different periods in time. Based on double-differences, the identification of the gender bias in teachers' grades suggests that (i) girls benefit from a substantive positive discrimination in math but not in French, (ii) girls' better behavior than boys, and their initial lower achievement in math do not explain much of this gender bias. Then, I use the heterogeneity in teachers' discriminatory behavior to show that classes in which teachers present a high degree of discrimination in favor of girls at the beginning of the year are also classes in which girls tend to progress more over the school year compared to boys.

[Mobile Phones, Civic Engagement, and School Performance in Pakistan](#)

Minahil Asim ; Thomas Dee

The effective governance of local public services depends critically on the civic engagement of local citizens. However, recent efforts to promote effective citizen oversight of the public-sector services in developing countries have had mixed results. This study discusses and evaluates a uniquely designed, low-cost, scalable program designed to improve the governance and performance of primary and middle schools in the Punjab province of Pakistan. The School Council Mobilization Program (SCMP) used mobile-phone calls to provide sustained and targeted guidance to local school-council members on their responsibilities and authority. We examine the effects of the SCMP on school enrollment, student and teacher attendance, and school facilities using a “difference in difference in differences” (DDD) design based on the targeted implementation of the SCMP. We find that this initiative led to meaningful increases in primary-school enrollment, particularly for young girls (i.e., a 12.4 percent increase), as well as targeted improvements in teacher attendance and school facilities, most of which were sustained in the months after the program concluded.

[Are They All Like Bill, Mark, and Steve? The Education Premium for Entrepreneurs](#)

Fabiano Schivardi (Bocconi University) ; Claudio Michelacci (EIEF)

We study how the educational composition and the return to education of US entrepreneurs has evolved since the late 80's. The fraction of entrepreneurs with a college degree has increased, while the fraction of entrepreneurs with a post-college degree has remained stable over time at around one third. The premium of having a college degree relative to a high school degree has increased, but roughly as much as the analogous premium for workers. The premium for postgraduate education relative to college education has increased substantially more for entrepreneurs than for workers: now an entrepreneur with a post-graduate degree earns more than twice as much as he used to earn in the 90's. The analogous percentage increase for entrepreneurs with a college degree is just 50 percent. The sharp increase in the skill premium for entrepreneurs with post-graduate education is

partly due to the higher value of their businesses (in terms of dividend payments and firm valuation) and partly due to the greater speed at which they sell their businesses. The premium to post-graduate education has remained high during the Great Recession and is still present when looking at the higher deciles of the entrepreneurs income distribution.

[Mathematics Curriculum Effects on Student Achievement in California](#)

Cory Koedel (University of Missouri) ; Diyi Li ; Morgan S. Polikoff ; Tenice Hardaway ; Stephani L. Wrabel

We estimate relative achievement effects of the four most commonly adopted elementary-mathematics textbooks in the fall of 2008 and fall of 2009 in California. Our findings indicate that one book, Houghton Mifflin’s California Math, is more effective than the other three, raising student achievement by 0.05-0.08 student-level standard deviations of the grade-3 state standardized math test. We also estimate positive effects of California Math relative to the other textbooks in higher elementary grades. The differential effect of California Math is educationally meaningful, particularly given that it is a schoolwide effect and can be had at what is effectively zero marginal cost.

[Giving Peru a Productivity Boost: Towards a System of Continuous Education and Training](#)

Pablo Lavado (Departamento de Economía, Universidad del Pacífico) ; Jamele Rigolini (Banco Mundial) ; Gustavo Yamada (Departamento de Economía, Universidad del Pacífico)

In spite of impressive rates of economic growth, the quality of the labor force’s human capital is considered a major challenge for sustaining medium term economic growth in Peru. This note reviews the skills of the Peruvian labor force, and the status of the continuous education and training system. Based on such an assessment and on learnings from international best practices, it proposes a system of continuous education and training that draws from international best practices, but that addresses local capacity and institutional issues.

[Education, Labour Market Experience and Cognitive Skills: A First Approximation to the PIAAC Results](#)

Juan Francisco Jimeno ; Aitor Lacuesta ; Marta Martínez-Matute ; Ernesto Villanueva

This paper examines how formal education and experience in the labour market correlate with measures of human capital available in The Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC). The findings are consistent with the notion that, in producing human capital, work experience substitutes formal education at the bottom of the schooling distribution. First, the number of years of working experience correlates with literacy proficiency only among low-educated individuals. Secondly, low-educated workers who only perform simple tasks on their jobs (calculating percentages or reading emails) do better in numeracy and literacy tests than similar employees who did not perform those tasks. Thirdly, workers in jobs intensive in numeric tasks perform relatively better in the numeracy section of the PIAAC test than in the literacy part. Overall, our results suggest that the contribution of on-the-job learning to skill formation is about a third of that of compulsory schooling in most of the countries that participated in PIAAC. Ce document étudie les liens entre, d’une part, la scolarité et l’expérience professionnelle, et d’autre part, les indicateurs du capital humain présents dans l’Évaluation des compétences des adultes, lancée dans le cadre du Programme de l’OCDE pour l’évaluation internationale des compétences des adultes (PIAAC). Les résultats concordent avec l’idée selon laquelle, dans le contexte de la production de capital humain, l’expérience professionnelle se substitue à la scolarité à l’extrémité inférieure de la distribution des niveaux d’instruction. Premièrement, le nombre d’années

d'expérience professionnelle n'est corrélé au niveau de compétences à l'écrit que chez les individus peu qualifiés. Deuxièmement, les actifs peu qualifiés qui n'effectuent que des tâches simples (calculer des pourcentages ou lire des courriers électroniques) obtiennent de meilleurs résultats aux tests de compétences en calcul et à l'écrit que des salariés similaires qui n'effectuent pas ce type de tâches. Troisièmement, les salariés qui effectuent des nombreuses tâches de calcul obtiennent des résultats relativement meilleurs en calcul qu'à l'écrit au test du PIAAC. Dans l'ensemble, nos résultats semblent indiquer que la contribution de l'expérience professionnelle aux compétences acquises représente un tiers environ de celle de la scolarité obligatoire dans la plupart des pays ayant participé au PIAAC.

[Financial Literacy: Thai Middle Class Women Do Not Lag behind](#)

Antonia Grohmann ; Olaf Hübler ; Roy Kouwenberg ; Lukas Menkhoff

This research studies the stylized fact of a "gender gap" in that women tend to have lower financial literacy than men. Our data which samples middle-class people from Bangkok does not show a gender gap. This result is not explained by men's low financial literacy, nor by women's high income and good education. Rather, it seems influenced by country characteristics on general gender equality and finance-related equality, such as little gender gaps regarding pupils' mathematics abilities or secondary school enrollment, and women's strong role in financial affairs. This may indicate ways to reduce the gender gap in financial literacy elsewhere.

[Determinants of Regional Differences in Rates of Overeducation in Europe](#)

Davia, Maria A. (Universidad de Castilla – La Mancha) ; McGuinness, Seamus (Economic and Social Research Institute, Dublin) ; O'Connell, Philip J. (ESRI, Dublin)

This paper examines the factors determining variations in spatial rates of overeducation. A quantile regression model has been implemented on a sample of region-yearly data drawn from the EU Survey on Income and Living Conditions (EU-SILC) and several institutional and macroeconomic features captured from other data-sets. Potential determinants of overeducation rates include factors such as labour market risk, financial aid to university students, excess labour demand and institutional factors. We find significant effects both for labour market structural imbalances and institutional factors. The research supports the findings of micro based studies which have found that overeducation is consistent with an assignment interpretation of the labour market.

[The Causes and Consequences of Increased Female Education and Labor Force Participation in Developing Countries](#)

Rachel Heath ; Seema Jayachandran

This article describes recent trends in female education and labor force participation in developing countries. It also reviews the literature on the causes and effects of the recent changes in female education and employment levels.

[Time Series Analysis & Choices for General and Vocational Education in Arab Economies](#)

Harkat, Tahar ; Driouchi, Ahmed ; Achehboune, Amale

Abstract: The current research focuses on the analysis of the determinants of educational choices in Arab countries using time series. This is to reveal the likely model of choice between general and vocational training in these economies. The selected theoretical framework considers that educational choices are globally influenced by education and macroeconomic variables. These

include unemployment, GDP growth, and GDP per capita. The empirical analysis is based on regression, time series analysis and causality tests as inspired by the above theoretical framework. The findings show different outcomes for each of the Arab countries as such revealed decisions depend globally on the macroeconomics and performance of education in each country. These economies show that vocational education accounts differently for the macroeconomic variables while few accounts but also differently, for the schooling performance. Even with these differences that are related to signs of the effects, the monitoring of vocational education versus general training in Arab countries needs to be pursued as this allows for a more balanced educational and employment systems.

Repéré sur : worldbank.org

Shobhana Sosale and Kirrsten Majgaard. [Renforcer les compétences au Cameroun: Développement inclusif de la main-d'oeuvre, compétitivité et croissance](#). World Bank, October 2016. 247 p.

Les objectifs du Cameroun en matière de croissance et de développement sont ambitieux : figurer d'ici à 2035 parmi les économies émergentes, et à moyen terme réduire la pauvreté, consolider la démocratie et réaliser l'unité nationale dans le respect de la diversité. Le présent rapport Renforcer les compétences au Cameroun contribue de façon fondamentale à la vision du Gouvernement sur la stratégie pour la croissance et l'emploi, car il place le développement humain et l'emploi au coeur de celle-ci. L'avenir, ce sont très clairement les jeunes. Le Cameroun fait actuellement face à trois grands défis : • Créer des opportunités d'emploi formelles et informelles plus solides en favorisant le développement humain. • Accroître la productivité de l'agriculture, de l'exploitation minière et des chaînes de valeur-clés, telles que le bois, le tourisme et les technologies de l'information et des communications. • Stimuler la croissance grâce à des investissements dans les infrastructures et à l'amélioration du climat des affaires et de l'intégration régionale. La stratégie a pour ambition de faire baisser le sous-emploi de 76 pour cent à 50 pour cent de la main-d'oeuvre d'ici à 2020 grâce à la création de dizaines de milliers d'emplois formels. Hélas, les résultats des deux premières années de mise en oeuvre indiquent que la stratégie est loin d'atteindre cet objectif. Le rapport Renforcer les compétences au Cameroun a été élaboré pour soutenir les efforts du Cameroun à renforcer les compétences de ses travailleurs.

2. Sommaires de revues en éducation

Revues francophones :

[Recherches sociologiques et anthropologiques, n° 47-1, 2016](#)

- Présentation. Les universités en quête d'identité ?
Hugues Draelants, Xavier Dumay et Aubépine Dahan
- Public Engagement and Organizational. Identity in U.S. Higher Education
David Weerts et Gwendolyn Freed

- Mission Statements and the Transformation of German Universities into Organizational Actors
Anna Kosmützky
- Entre logiques institutionnelles et pratiques individuelles. La recherche biomédicale dans l'espace académique suisse
Martin Benninghoff, Andrea Lutz et Raphaël Ramuz
- Des alumni à l'université française. Comment créer ex nihilo un réseau de diplômés ?
Marie-Pierre Bès
- Quand être soi ne suffit plus. Les nouvelles modalités du travail identitaire des universités belges francophones
Aubépine Dahan, Hugues Draelants et Xavier Dumay
- Branding of UK Higher Education Institutions. An Integrated Perspective on the Content and Style of Welcome Addresses
Jelle Mampaey et Jeroen Huisman
- De quoi Radius est-il le nom ? Enjeux et enseignements de la création d'une cellule de reporting institutionnel dans une université
Céline Hoerner et Jean-François Bachelet
- Transformer l'université en un acteur organisationnel par les acquis d'apprentissage
Miguel Souto Lopez

[Revue internationale d'éducation, n° 72, septembre 2016](#)

- Pour une culture pratique de la confiance, utopie concrète
Laurence Cornu
- La confiance en éducation entre l'autorité et le pouvoir. Quelques réflexions sur les réalités éducatives au Portugal
Adalberto Dias de Carvalho, Nuno Fadigas
- La relation maître-élève et la question de l'autorité. Une étude sur le Bénin
Clarisse Napporn
- Éduquer à la confiance dans une société de défiance. Le cas de la France
Denis Meuret
- Confiances multiples (et parfois dissociées) des enseignants chiliens. Une étude dans les écoles primaires de la région de Valparaíso
José Weinstein, Dagmar Raczynski, Macarena Hernández



- Des rapports à l'école à Djibouti : entre confiance et défiance
Rachel Solomon Tsehaye
- Kia tu-taiea : honorer les liens; Confiance, éducation et autorité en Nouvelle-Zélande
Mere Skerrett, Jenny Ritchie
- Autorité, responsabilité, pédagogie et évaluation dans les établissements scolaires anglais
Peter Kelly
- Confiance, défiance et (abus d') autorité dans l'éducation au Cambodge. Leçons tirées de l'école de l'ombre
- Mark Bray, Junyan Liu, Wei Zhang, Magda Nutsa Kobakhidze
- Des lycéens se constituent en « groupe sujet »... et réinventent une confiance politique. Le cas des écoles de l'État de São Paulo au Brésil
Sílvio Gallo, Alexandre Filordi de Carvalho
- La confiance, pierre angulaire du système éducatif en Finlande
Irmeli Halinen, Hannele Niemi, Auli Toom

[Revue suisse des sciences de l'éducation, Vol. 38, n°2, 2016](#)

- Häufigkeitsunterschiede von Cyberviktimisierung zwischen verschiedenen Bildungsgängen – Das Ergebnis unterschiedlich ausgeprägter Mediennutzung?
Christoph Michael Müller, Verena Hofmann, Chantal Hinni, Xenia Müller, Thomas Begert und Carmen Zurbriggen
- Technologies numériques et pratiques enseignantes: permanences ou évolutions de la forme scolaire?
François Villemonteix
- Ein Vergleich der gymnasialen Maturitätsquoten und der Studienleistung am Beispiel der Universität St.Gallen
Anja Zwingenberger und Samuel Obrecht
- L'éducation prioritaire à Genève au regard d'autres expériences de pays voisins
Anne Soussi
- Ein theoretischer Bezugsrahmen für «Schulentwicklung»
Paul Reinbacher
- Les dispositifs d'éducation parentale destinés aux parents d'enfants d'âge pré-scolaire utilisant des vidéo/débats
Rodica Ailincăi et Annick Weil-Barais

- La planification de leçons: cognitions et pratiques déclarées d'enseignants en formation pour le secondaire
Philippe Wanlin
- À propos de la structuration, de l'enracinement culturel et de la modifiabilité des croyances des enseignants sur le redoublement: synthèse d'un programme de recherche FNS
Géry Marcoux, Fanny Boraita et Marcel Crahay

[Sociologie du Travail, Volume 58, Issue 3, July–September 2016](#)

- Des indicateurs pour gouverner la qualité hospitalière. Sociogenèse d'une rationalisation en douceur
Hugo Bertillot
- Pouvoir statutaire, pouvoir relationnel. Une analyse organisationnelle des architectes en situation de travail
Marie Piganiol
- Surveiller par les bases de données : construction et gestion des faits de sécurité et de sûreté dans le milieu ferroviaire
Florent Castagnino
- Faire preuve de sa spécificité pour se maintenir. Le travail d'entretien du territoire professionnel des rééducateurs de l'Éducation nationale (2007-2015)
Lorenzo Barrault-Stella, Sandrine Garcia, Anne-Élise Vélu



[Sociologie du travail, vol. 58, n°4, octobre-décembre 2016](#)

Thème : Le gouvernement par les indicateurs

- Introduction : la tension savoirs-pouvoirs à l'épreuve du gouvernement par les indicateurs de performance
Philippe Bezes, Ève Chiapello, Pierre Desmarez
- Cultural Dimensions of Power/Knowledge : The Challenges of Measuring Violence against Women
Sally Engle Merry
- Les instruments et l'institution : le cas de l'école
François Dubet
- Quantifying, Economising, and Marketising : Democratising the Social Sphere ?
Liisa Kurunmäki, Andrea Mennicken, Peter Miller
- Ranking Academic Research Performance : A Recipe for Success ?
Ruth Dixon, Christopher Hood

- Pratiques d'emploi et figures du patron en agriculture biologique. Contribution à une sociologie du travail indépendant
Madlyne Samak
- Évaluer le temps de travail hors les murs. Incertitudes et tensions chez les visiteurs médicaux de l'industrie pharmaceutique
Jérôme Greffion

[Tréma, n° 44, 2016](#)

Thème : Une formation universitaire numérique : enjeux, conditions et limites

Sous la direction de Serge Leblanc

- Avant-propos : Une formation universitaire numérique : enjeux, conditions et limites
Serge Leblanc, Céline Garant et Colette Deaudelin
- Réussir l'implantation d'une innovation en formation à distance : à la recherche des conditions propices
André Beauchesne et Colette Deaudelin
- Accompagner le personnel enseignant dans les choix d'utilisation d'une ressource technopédagogique : Un questionnement technopédagogique utile à l'intégration des technologies en enseignement dans les programmes d'études au collégial
Christine Gaucher, Claude Martel et Léane Arsenault
- Vers une plateforme sémantique pour l'enseignement des sciences et de la culture numérique
Thibaud Hulin
- Serious Games pour l'éducation : utiliser, créer, faire créer ?
Damien Djaouti
- Une recherche exploratoire pour accéder à la motivation de l'apprenant universitaire en formation à l'enseignement dans son expérience de formation en ligne
Caroline Bourque et Céline Garant
- Assurer la présence enseignante en formation à distance : des résultats de recherche pour guider la pratique en enseignement supérieur
Colette Deaudelin, Matthieu Petit et Louis Brouillette
- Usages de la vidéo dans le contexte sherbrookoïse de la formation en ligne à l'enseignement
Florian Meyer et Caroline Bourque

- Alloconfrontations réflexives par vidéoformation : Analyse de l'utilisation de la plateforme Néopass@ction par des formateurs et des professeurs des écoles stagiaires
Serge Leblanc et Céline Blanes Maestre

Revues anglophones :

[African Development Review, Volume 28, Issue S2, October/Octobre 2016](#)

- Introduction: Poverty Issues in South Sudan and Sudan
Audrey Verdier-Chouchane
- A Comparative Analysis of Multidimensional Poverty in Sudan and South Sudan
Paola Ballon and Jean-Yves Duclos
- The Key Role of Education in Reducing Poverty in South Sudan
Abebe Shimeles and Audrey Verdier-Chouchane
- Child Labour and Schooling in South Sudan and Sudan: Is There a Gender Preference?
Valérie Bérenger and Audrey Verdier-Chouchane
- Sudan and South Sudan: Distributional Impact of Public Spending and Taxation
David E. Sahn and Stephen D. Younger

[Canadian Journal of School Psychology, December 2016; Vol. 31, No. 4](#)

- Social Relationships, Prosocial Behaviour, and Perceived Social Support in Students From Boarding Schools
Jens P. Pfeiffer, Martin Piquart, and Kathrin Krick
- Linguistic Demands of the Oral Directions for Administering the WISC-IV and WISC-V
Damien C. Cormier, Kun Wang, and Kathleen E. Kennedy
- Relationships of French and English Morphophonemic Orthographies to Word Reading, Spelling, and Reading Comprehension During Early and Middle Childhood
Robert D. Abbott, Michel Fayol, Michel Zorman, Séverine Casalis, William Nagy, and Virginia W. Berninger

[Education, Citizenship and Social Justice, November 2016; Vol. 11, No. 3](#)

- 'If an apple is a foreign apple you have to wash it very carefully': Youth discourses on racism
Aminkeng A Alemanji and Fred Dervin
- Citizenship education for proactive democratic life in rural communities
Robert A Waterson and Eric D Moffa

- Marching toward justice: Lessons learned from the Shaw High School Mighty Cardinals Marching Band in East Cleveland
Misty Luminais and Rhonda Y Williams
- Experiences of second-class citizenship related to continued poor academic performance of minority Xhosa learners
Lorna M Dreyer and Suzanne AM Singh
- From Minnesota to Cairo: Student perceptions of community-based learning
Mona M Ibrahim, Marnie R Rosenheim, Mona M Amer, and Haley A Larson

[Educational Administration Quarterly, December 2016; Vol. 52, No. 5](#)

- Can Principals Promote Teacher Development as Evaluators? A Case Study of Principals' Views and Experiences
Matthew A. Kraft and Allison F. Gilmour
- Social Justice Leadership and Family Engagement: A Successful Case From Ciudad Juárez, Mexico
David E. DeMatthews, D. Brent Edwards, Jr., and Rodolfo Rincones
- Tied to the Common Core: Exploring the Characteristics of Reform Advice Relationships of Educational Leaders
Yi-Hwa Liou
- Social Networks and Parent Motivational Beliefs: Evidence From an Urban School District
Katherine A. Curry, Gaëtane Jean-Marie, and Curt M. Adams

[Educational and Psychological Measurement, December 2016; Vol. 76, No. 6](#)

- A Note on Testing Mediated Effects in Structural Equation Models: Reconciling Past and Current Research on the Performance of the Test of Joint Significance
Matthew J. Valente, Oscar Gonzalez, Milica Miočević, and David P. MacKinnon
- Survey Satisficing Inflates Reliability and Validity Measures: An Experimental Comparison of College and Amazon Mechanical Turk Samples
Tyler Hamby and Wyn Taylor
- Extracting Spurious Latent Classes in Growth Mixture Modeling With Nonnormal Errors
Kiero Guerra-Peña and Douglas Steinley
- An Approach to Scoring and Equating Tests With Binary Items: Piloting With Large-Scale Assessments
Dimitar M. Dimitrov

- Reliability and Model Fit
Leanne M. Stanley and Michael C. Edwards
- An Entropy-Based Measure for Assessing Fuzziness in Logistic Regression
Brandi A. Weiss and William Dardick
- Evaluating Rater Accuracy in Rater-Mediated Assessments Using an Unfolding Model
Jue Wang, George Engelhard, Jr., and Edward W. Wolfe
- Evaluation of Measurement Instrument Criterion Validity in Finite Mixture Settings
Tenko Raykov, George A. Marcoulides, and Tenglong Li
- Effort in Low-Stakes Assessments: What Does It Take to Perform as Well as in a High-Stakes Setting?
Yigal Attali

[Educational Management Administration & Leadership, November 2016; Vol. 44, No. 6](#)

- Enabling school structures, collegial trust and academic emphasis: Antecedents of professional learning communities
Julie Gray, Sharon Kruse, and C. John Tarter
- Search for Trustful Leadership in Secondary Schools: Is Empowerment the Solution?
Carla Freire and António Fernandes
- Ethnic, gender and class intersections in British women's leadership experiences
Victoria Showunmi, Doyin Atewologun, and Diane Bebbington
- The struggle to improve schools: Voices of South African teacher mentors
Vuyisile Msila
- The multifaceted nature of mentors' authentic leadership and mentees' emotional intelligence: A critical perspective
Orly Shapira-Lishchinsky and Tania Levy-Gazenfrantz
- Human Resource Architectures for New Teachers in Flemish Primary Education
Eva Vekeman, Geert Devos, and Martin Valcke
- Internal whole-school evaluation in South Africa: The influence of holistic staff capacity
Neelan Govender, Bennie Grobler, and Raj Mestry
- Role of Department Heads in Academic Development: A Leader–Member Exchange and Organizational Resource Perspective
Andre Leonard Horne, Yvonne du Plessis, and Stella Nkomo

- Role of academic managers in workload and performance management of academic staff: A case study
Andrew T. Graham

[Educational Media International, Volume 53, Issue 3, September 2016](#)

- Digital identity formation: socially being real and present on digital networks
Aras Bozkurt & Chih-Hsiung Tu
- Perceived learning in three MOOCs targeting attitudinal change
WooRi Kim, Sunnie L. Watson & William R. Watson
- Quality indicators: developing “MOOCs” in the European Higher Education Area
Montserrat Yepes-Baldó, Marina Romeo, Carolina Martín, María Ángeles García, Gemma Monzó & Andrés Besolí
- Teachers’ perceptions of the benefits and challenges of three-dimensional virtual worlds for social skills practice
Natalie Nussli & Kevin Oh
- Mathematics and science teachers’ perceptions about using drama during the digital story creation process
Gozen Yuksekyalcin, Isil Tanriseven & Hatice Sancar-Tokmak

[Educational Policy, Vol. 30, No. 7, November 2016](#)

- Culture, Politics, and Policy Interpretation: How Practitioners Make Sense of a Transfer Policy in a 2-Year College
Megan M. Chase
- A Historical Mission in the Accountability Era: A Public HBCU and State Performance Funding
Tiffany Jones
- Leveraging the Delphi Technique to Enrich Knowledge and Engage Educational Policy Problems
Daniel Maxey and Adrianna Kezar

[Evaluation, October 2016; Vol. 22, No. 4](#)

- Reconceptualizing regulation: Formative evaluation of an experiment with System-Based Regulation in Dutch healthcare
Annemiek Stoopendaal, Martin de Bree, and Paul Robben
- Expert views on applying complexity theory in evaluation: Opportunities and barriers
Mat Walton

- Evaluation and bureaucracy: the tricky rectangle
Robert Picciotto
- Network analysis as a method of evaluating enterprise networks in regional development projects
Tamás Lahdelma and Seppo Laakso
- Practising environmental policy evaluation under co-existing evaluation imaginaries
Eva-Maria Kunseler and Eleftheria Vasileiadou
- Understanding evaluation practice within the context of social investment
Anne T. Vo, Christina A. Christie, and Kristen Rohanna
- Professionalization and evaluation: A European analysis in the digital era
Maria Pia Castro, Stefania Fragapane, and Francesco Mazzeo Rinaldi

[Gender and Education, Volume 28, Issue 6, October 2016](#)

Special Issue: Theorising Curriculum in Colour and Curves: Black Women with/in Curriculum Studies

- When, where, and why we enter: Black women's curriculum theorising
Kirsten T. Edwards, Denise Taliaferro Baszile & Nichole A. Guillory
- Towards decolonial praxis: reconfiguring the human and the curriculum
Karishma Desai & Brenda Nyandiko Sanya
- 'I know what you are about to enter': lived experiences as the curricular foundation for teaching citizenship
Amanda E. Vickery
- 'You can't see for lookin'': how southern womanism informs perspectives of work and curriculum theory
Berlisha Morton
- The Black Women's Gathering Place: reconceptualising a curriculum of place/space
Arianna Howard, Ashley Patterson, Valerie Kinloch, Tanja Burkhard & Ryann Randall
- Curriculum homeplacing as complicated conversation: (re)narrating the mentoring of Black women doctoral students
Ebony C. Pope & Kirsten T. Edwards
- Complicated contradictions amid Black feminism and millennial Black women teachers creating curriculum for Black girls
Tiffany M Nyachae

- Talking back in cyberspace: self-love, hair care, and counter narratives in Black adolescent girls' YouTube vlogs
Robin J. Phelps-Ward & Crystal T. Laura

[Improving Schools, November 2016; Vol. 19, No. 3](#)

- Towards a democratic school: The experience of secondary school pupils
Núria Simó, Alba Parareda, and Laura Domingo
- Helping mixed heritage children develop 'character and resilience' in schools
Kirstin Lewis
- Third space epistemologies: Ethnicity and belonging in an 'immigrant'-dominated upper secondary school in Norway
Paul Thomas, Sofie Haug Changezi, and Martin Enstad
- Progressive mastery through deliberate practice: A promising approach for improving writing
Nell Scharff Panero
- Can ICT in biology courses improve AD/HD students' achievement?
Antonia Vassilopoulou and Evangelia Mavrikaki
- Repositioning science reform efforts: Four practical recommendations from the field
Daniel Ness, Stephen J Farenga, Vishal Shah, and Salvatore G Garofalo
- Project-based learning: A review of the literature
Dimitra Kokotsaki, Victoria Menzies, and Andy Wiggins

[Journal of Education and Work, Volume 29, Issue 8, December 2016](#)

- A systematic review of current understandings of employability
Stella Williams, Lorna J. Dodd, Catherine Steele & Raymond Randall
- Work integrated learning for engineering qualifications: a spanner in the works?
Sybert Mutereko & Volker Wedekind
- Human capital linkages to labour productivity: implications from Thai manufacturers
Pungpond Rukumnuaykit & Piriya Pholphirul
- Multitasking, but for what benefit? The dilemma facing Nigerian university students regarding part-time working
Gbolahan Gbadamosi, Carl Evans & Musa Adebayo Obalola
- Strange things happen at sea: training and new technology in a multi-billion global industry | Open Access

Helen Sampson & Lijun Tang

[Journal of Education for Teaching, Volume 42, Issue 5, December 2016](#)

- Education for purposeful teaching around the world
Kirsi Tirri, Seana Moran & Jenni Menon Mariano
- Finnish student teachers' perceptions on the role of purpose in teaching
Kirsi Tirri & Elina Kuusisto
- Finnish and Iranian teachers' views on their competence to teach purpose
Elina Kuusisto, Khalil Gholami & Kirsi Tirri
- Principles and methods to guide education for purpose: a Brazilian experience
Ulisses F. Araujo, Valeria Amorim Arantes, Hanna Cebel Danza, Viviane Potenza Guimarães
Pinheiro & Monica Garbin
- The influence of Chinese college teachers' competence for purpose support on students'
purpose development
Fei Jiang, Shan Lin & Jenni Menon Mariano
- What do teachers think about youth purpose?
Seana Moran
- Learning from the wisdom of practice: teachers' educational purposes as pathways to
supporting adolescent purpose in secondary classrooms
Brandy P. Quinn

[Management in Education, October 2016; Vol. 30, No. 4](#)

- Distributed leadership in practice: Evidence, misconceptions and possibilities
Alma Harris and John DeFlaminis
- School leadership and management from a distributed perspective: A 2016 retrospective and
prospective
John B Diamond and James P Spillane
- Authority, power and distributed leadership
Philip A. Woods
- Distributed leadership as fashion or fad
Jacky Lumby
- Fit for purpose no more?
Peter Gronn

[Race Ethnicity and Education, Volume 20, Issue 1, January 2017](#)

- Standardized testing and school segregation: like tinder for fire?
Matthew Knoester & Wayne Au
- White historical activity theory: toward a critical understanding of white zones of proximal development
Zeus Leonardo & Logan Manning
- Two nations underground: building schools to survive nuclear war and desegregation in the 1960s
John Preston
- Fanon's other children: psychopolitical and pedagogical implications
Erica Burman
- School (non-)attendance and 'mobile cultures': theoretical and empirical insights from Indigenous Australia
Sarah Prout Quicke & Nicholas Biddle
- The Poverty Pimpin' Project: how whiteness profits from black and brown bodies in community service programs
Colette N. Cann & Erin McCloskey
- Making it relevant: how a black male teacher sustained professional relationships through culturally responsive discourse
Ebony Elizabeth Thomas & Chezare A. Warren
- 'Are you gonna show this to white people?': Chicana/o and Latina/o students' counter-narratives on race, place, and representation
Ramón Antonio Martínez
- College teaching on sacred ground: Judeo-Christian influences on Black women faculty pedagogy
Kirsten T. Edwards
- Galatea and Pygmalion glances: perception and strategies of the 'other' in front of (pre)judices
Andreu Termes López

[Research Papers in Education, Volume 31, Issue 5, November 2016](#)

- The impact of large-scale assessments in education on education policy: evidence from around the world

Petra Lietz & Mollie Tobin

- International large-scale assessment studies and educational policy-making in Chile: contexts and dimensions of influence
Cristián Cox & Lorena Meckes
- The use of large-scale assessment (PISA): insights for policy and practice in the case of Hong Kong
Esther Sui Chu Ho
- Large-scale assessments and educational policies in Italy
Valeria Damiani
- TIMSS and PISA impact – the case of Jordan
Emad Ababneh, Ahmad Al-Tweissi & Khattab Abulibdeh
- Impact of large-scale assessment on Mexico's education policies
Felipe Martínez-Rizo & Juana E. Silva-Guerrero
- Influencing public school policy in the United States: the role of large-scale assessments
William H. Schmidt & Nathan A. Burroughs
- Large-scale assessments of students' learning and education policy: synthesising evidence across world regions
Mollie Tobin, Dita Nugroho & Petra Lietz

[Research Policy, Volume 45, Issue 10, December 2016](#)

- Emergent phenomena in scientific publishing: A simulation exercise
Jakob Kapeller, Stefan Steinerberger
- Migrant entrepreneurs and local networks in industrial districts
Jacopo Canello
- Do deployment policies pick technologies by (not) picking applications?—A simulation of investment decisions in technologies with multiple applications
Tobias S. Schmidt, Benedikt Battke, David Grosspietsch, Volker H. Hoffmann
- Cluster and co-located cluster effects: An empirical study of six Chinese city regions
Ren Lu, Min Ruan, Torger Reve
- Firm R&D, innovation and easing financial constraints in China: Does corporate tax reform matter?
Anthony Howell

- The role of interpartner dissimilarities in Industry-University alliances: Insights from a comparative case study
Isabel Estrada, Dries Faems, Natalia Martin Cruz, Pilar Perez Santana
- The effectiveness of tax incentives for R&D+i in developing countries: The case of Argentina
Gustavo Crespi, David Giuliodori, Roberto Giuliodori, Alejandro Rodriguez
- Complementarities in the search for innovation—Managing markets and relationships
Christoph Grimpe, Wolfgang Sofka
- Intellectual property rights hinder sequential innovation. Experimental
Julia Brüggemann, Paolo Crosetto, Lukas Meub, Kilian Bizer
- R&D and productivity in OECD firms and industries: A hierarchical meta-regression analysis
Mehmet Ugur, Eshref Trushin, Edna Solomon, Francesco Guidi
- Product market regulation, innovation, and productivity
Bruno Amable, Ivan Ledezma, Stéphane Robin
- Why are researchers paid bonuses? On technology spillovers and market rivalry
Diego d’Andria
- Non-compete clauses, employee effort and spin-off entrepreneurship: A laboratory experiment
Guido Buenstorf, Christoph Engel, Sven Fischer, Werner Gueth
- Is it better to “Stand on Two Boats” or “Sit on the Chinese Lap”? Examining the cultural contingency of network structures in the contemporary Chinese academic labor market
Xiao Lu, Paul-Brian McInerney
- An institutionalized policy-making mechanism: China’s return to techno-industrial policy
Ling Chen, Barry Naughton
- Knowledge acquisition and complementary specialization in alliances: The impact of technological overlap and alliance experience
Korcan Kavusan, Niels G. Noorderhaven, Geert M. Duysters

[Studies in Higher Education, Volume 41, Issue 12, December](#)

- University students’ unions: changing functions, a UK and comparative perspective
Lu Guan, Michael Cole & Frank Worthington
- The diversity and complexity of settings and arrangements forming the ‘experienced environments’ for doctoral candidates: some implications for doctoral education
Margot Pearson, Terry Evans & Peter Macauley

- A methodological review of structural equation modelling in higher education research
Teegan Green
- Understanding undergraduate student perceptions of mental health, mental well-being and help-seeking behaviour
Anita Laidlaw, Julie McLellan & Gozde Ozakinci
- Academic entrepreneurship and traditional academic duties: synergy or rivalry?
Muthu De Silva
- Newer researchers in higher education: policy actors or policy subjects?
Paul Ashwin, Rosemary Deem & Lynn McAlpine
- Beyond the amusement, puzzlement and challenges: an enquiry into international students' academic acculturation
Dely Lazarte Elliot, Kate Reid & Vivienne Baumfield
- Defensive stakeholder management in European universities: an institutional logics perspective
Jelle Mampaey & Jeroen Huisman
- The effects of social identification and organizational identification on student commitment, achievement and satisfaction in higher education
Stephen Wilkins, Muhammad Mohsin Butt, Daniel Kratochvil & Melodena Stephens Balakrishnan
- Employing the 'unemployable': employer perceptions of Malaysian graduates
Kee-Cheok Cheong, Christopher Hill, Rozilini Fernandez-Chung & Yin-Ching Leong
- Public intellectuals vs. new public management: the defeat of public engagement in higher education
Richard Watermeyer

[Teaching Education, Volume 27, Issue 4, December 2016](#)

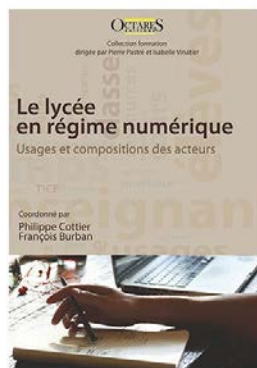
- Teacher perspectives on their alternative fast-track induction
Orly Haim & Lisa Amdur
- Teachers' beliefs of behaviors, learning, and teaching related to minority students: a comparison of Han and Mongolian Chinese teachers
Jian Wang & Xing Teng
- Globalisation and internationalisation of teacher education: a comparative case study of Canada and Greater China
Marianne A. Larsen

- Teaching diversity: a reflexive learning opportunity for a teacher educator
Sophia Han
- Creating home–school partnerships: examining urban and suburban teachers’ practices, challenges, and educational needs
Alisa Hindin & Mary Mueller

[The World Bank Research Observer, Vol. 31, No. 2, August 2016](#)

- Decentralization of Health and Education in Developing Countries: A Quality-Adjusted Review of the Empirical Literature
Anila Channa and Jean-Paul Faguet
- What Really Works to Improve Learning in Developing Countries? An Analysis of Divergent Findings in Systematic Reviews
David K. Evans and Anna Popova
- Producer Insurance and Risk Management Options for Smallholder Farmers
Vincent H. Smith
- Payment by Results in Development Aid: All That Glitters Is Not Gold
Paul Clist

3. Livres intéressants



P. Cottier, F. Burban (coord.). **Le lycée en régime numérique : usages et compositions des acteurs.** Toulouse : Octares, 2016. 234 p. (formation) - ISBN : 978-2-36630-057-4 - 25 €

En ce début de XXI^e siècle, le lycée n’échappe pas à un mouvement généralisé de propagation massive et accélérée de technologies numériques. Ordinateurs, tableaux interactifs, tablettes tactiles, environnements numériques de travail, manuels scolaires se sont installés dans le quotidien des professionnels de l’enseignement et des élèves.

Comment ces technologies sont-elles utilisées ? Ont-elles une utilité pour l'enseignement et les apprentissages ? Que produisent-elles ? Au-delà des sermons apologétiques sur les vertus supposées du numérique pour les apprentissages et leurs antithèses apocalyptiques dénonçant leur inefficacité, que sait-on vraiment de ce que font les protagonistes de l'enseignement et les élèves de ces technologies et des discours qui les accompagnent ?

Conjuguant la pluralité des références théoriques, par des approches quantitatives et qualitatives, cet ouvrage s'intéresse d'abord aux acteurs de la scène lycéenne. Il donne une large part à la parole des lycéens, enseignants, conseillers principaux d'éducation et chefs d'établissements qui ont été rencontrés et observés dans leurs activités quotidiennes par des chercheurs en sciences de l'éducation.



Marianne Blanchard, Sophie Orange, Arnaud Pierrel. **Filles + sciences = une équation insoluble ? : enquête sur les classes préparatoires scientifiques**. Paris : CEPREMAP, 2016. 145 p. ISBN : 978-2-7288-0556-3

Les filles constituent quasiment la moitié des bacheliers scientifiques et réussissent mieux à cet examen que les garçons. Pourtant les écoles d'ingénieurs demeurent aujourd'hui des bastions masculins. Partant de ce postulat, cette étude vise à résoudre cette énigme en mobilisant des sources statistiques et une enquête auprès des élèves de classes préparatoires scientifiques.