



Veille de l'IREDU n° 77

1^{er} mars 2017

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1. Ressources sur le Web

Repéré sur : Alternatives-economiques.fr

Dominique Méda. [Peut-on encore réduire le temps de travail ?](#) 21 février 2017

Repéré sur : cafepedagogique.net

[L'efficacité des Rased mise en cause par une étude.](#) L'expresso du 20 février 2017

Les réseaux d'aides spécialisées aux élèves en difficulté (Rased) vont-ils faire à nouveau les frais de la probable alternance politique ? C'est ce que craignent les associations d'enseignants spécialisés après la publication par l'IREDU d'une étude qui met en doute leur efficacité. Réalisée par Claire Bonnard, Jean-François Giret et Céline Sauvageot, l'étude pointe un recrutement trop large des élèves, un effet d'étiquetage néfaste à leur carrière scolaire et des résultats neutres ou négatifs. Les associations de maîtres des Rased pointent des failles dans l'étude et craignent des suites politiques. Des enseignants du premier degré sont inquiets.

[Le rapport très critique du Comité de suivi de la refondation.](#) L'expresso du 21 février 2017

Élection oblige ? Le deuxième rapport du Comité de suivi de la loi sur la refondation, présidé par le député Yves Durand, est moins sévère que celui de 2015. Il montre une "montée en charge" de la refondation en 2016 avec un "effet systémique". Mais, mise en place de façon précipitée, la refondation est appliquée de façon inégale particulièrement au collège où sur le terrain les nouveaux dispositifs restent formels. Le rapport pointe particulièrement le cycle 3 et l'évaluation avec un livret numérique toujours en attente. Moins critique qu'en 2015 sur le Cnesco et le CSP en apparence, le rapport envisage quand même de les recadrer, voire les chapeauter. C'est pour leur bien ?

[Qu'est ce qu'apprendre ?](#) L'expresso du 22 février 2017

"Qu'apprend-on exactement à l'école ? Comment apprend-on ?" Ce sont ces questions centrales pour l'éducation que la revue Administration & Education soulève à travers une mise en parallèle d'approches différentes qui rendent ce numéro (2016 n°4) particulièrement intéressant. À l'entrée par les sciences cognitives, privilégiée dans ce numéro, s'oppose presque une analyse toute en finesse des programmes de maternelle par Viviane Bouysse. André Tricot apporte un éclairage original et puissant en essayant d'expliquer pourquoi les élèves apprennent si peu avec le numérique à l'école. Un numéro qui fait date pour les enseignants qui sur le terrain essaient de faire apprendre.

[La discipline plus importante que le financement ?](#) L'expresso du 22 février 2017

"L'investissement financier dans l'éducation n'est pas suffisant pour augmenter les performances en éducation. Cette étude établit qu'un outil beaucoup plus efficace pour améliorer ces performances est de se focaliser sur la discipline". C'est ce qu'affirme une nouvelle étude réalisée par deux enseignants australiens Hana Krskova et Chris Baumann (Macquarie University).

[L'Ecole sommée de faire avancer l'égalité filles - garçons](#). L'expresso du 23 février 2017

"Les garçons apprennent à l'école à défier l'autorité et à s'affirmer. Les filles à se soumettre. Les enseignants doivent prendre conscience des stéréotypes à l'oeuvre". Le 22 février, Danielle Bousquet, présidente du Haut Conseil à l'Egalité entre les femmes et les hommes (HCE) a clairement demandé à l'école de s'investir davantage dans le combat pour l'égalité. Pour le HCE cela passe par un net effort de formation initiale et continue. Problème : la demande de formation est faible. L'Ecole peut-elle porter ce changement de valeurs ?

[Francoise Cahen : Favoriser en classe l'égalité filles-garçons](#). L'expresso du 23 février 2017
Comment favoriser jusque dans la classe l'égalité filles-garçons ? Professeure de lettres au Lycée Maximilien Perret d'Alfortville, Françoise Cahen a lancé il y a quelques mois une pétition au fort retentissement contre le sexisme des programmes de littérature en terminale L : jamais encore une auteure n'y a été proposée à l'étude, dans des classes qu'un système discriminant compose pourtant essentiellement de filles ... Elle montre ici combien chaque enseignant.e peut tenter d'agir à son niveau pour transformer les représentations et les habitudes, pour combattre les déterministes et le fatalisme. Combien pour "secouer la société" il faut aussi travailler à l'égalité en soulevant les questions de la formation et de l'orientation.

[Claire Berest : Vers une culture de l'égalité filles-garçons à l'Ecole ?](#) L'expresso du 23 février 2017

L'Ecole peut-elle devenir le lieu où apprendre à construire ensemble l'égalité entre filles et garçons ? Assurément pour Claire Berest, enseignante au lycée de l'Iroise à Brest, qui travaille concrètement à tisser cette culture de l'égalité. En tant que professeure de lettres, elle mène des projets divers pour combattre avec les élèves les stéréotypes de sexe ou les déterminismes d'orientation. En tant que « référente mixité » de son établissement, elle anime un groupe de travail avec ses collègues pour élaborer une charte de l'égalité entre filles et garçons susceptible d'interroger les comportements dans la cité scolaire. Eclairages sur les défis à relever, essentiels, et les actions menées, transférables...

[Egalité filles - garçons : L'EPS en pointe](#). L'expresso du 23 février 2017

S'il est une discipline qui a travaillé la question de l'égalité filles - garçons c'est l'EPS. Claire Pontais, formatrice en Espe, montre comment cet impératif a changé les contenus et la façon d'enseigner.

[Cnesco : Quel bilan !](#) L'expresso du 24 février 2017

Nouvelle institution de l'éducation, le Cnesco publie à mi mandat un bilan d'action impressionnant de ses trois premières années. Les 21 rapports, 3 conférences de comparaisons internationales, 3 conférences de consensus tous de très haut niveau ont généré 500 000 pages vues et près de 40 000 visionnages de vidéo. Le Cnesco aurait-il réussi à rendre le débat sur l'Ecole audible et populaire ? Et si oui, quelle est sa formule ?

[Nathalie Mons \(Cnesco\) : Informer le citoyen pour lutter contre le populisme](#). L'expresso du 24 février 2017

Vingt et un rapports scientifiques d'évaluation couvrant les champs cruciaux de l'école française (mathématiques et lecture, inégalités sociales, enseignement professionnel, métier d'enseignant...), 200 chercheurs mobilisés dans des diagnostics scientifiques de l'école, 600 praticiens associés à cette

réflexion collective : en trois ans, le travail accompli par le Cnesco permet de mettre à la disposition de l'école et du débat public un bilan du système scolaire français. A l'occasion de la parution du rapport annuel 2016, Nathalie Mons, présidente, revient sur la démarche du Cnesco - une évaluation scientifique et participative - ainsi que sur la place particulière qu'y occupent les enseignants.

[Insee : L'Ecole au coeur de la reproduction sociale](#). L'expresso du 28 février 2017

" En 2011, 54 % des personnes âgées de 25 à 66 ans estiment que leur situation financière est meilleure, voire bien meilleure, que celle de leur famille quand elles-mêmes étaient adolescentes", annonce une étude Insee qui souligne aussi que ce pourcentage est en baisse. La plupart des caractéristiques parentales jouent un rôle dans la formation du niveau de vie de leurs enfants. En particulier, la situation financière des parents se transmet partiellement à leurs enfants : 59 % des personnes dont les parents joignaient très difficilement les deux bouts ont un niveau de vie inférieur à la médiane, contre 44 % de celles dont les parents ne rencontraient aucune difficulté pour payer les dépenses nécessaires. Cette transmission s'effectue principalement via le niveau d'éducation atteint par les enfants précise l'Insee : le niveau de vie de ces derniers dépend en grande partie de leur niveau de diplôme, qui est lui-même fortement lié à celui de leurs parents.

Repéré sur : campusfrance.org

Campus France. [Les chiffres clés](#), n°11, Février 2017

La nouvelle version des Chiffres clés Campus France, publiée en février 2017, permet d'accéder dans un seul document à toutes les données sur la mobilité étudiante dans le monde comme en France.

A retenir notamment :

- Le nombre d'étudiants en mobilité internationale a doublé en douze ans pour atteindre 4,3 millions en 2014. La France, première destination non anglophone, occupe le 4e rang des pays d'accueil derrière les États-Unis, le Royaume-Uni et l'Australie (source UNESCO).
- Le nombre d'étudiants en mobilité Erasmus a augmenté de +53 % en 5 ans et de +7 % en 1 an. La France perd deux places en 5 ans et recule en 4e position des pays en mobilité Erasmus derrière l'Espagne, l'Allemagne et le Royaume-Uni. À l'inverse, la France passe en première position des pays d'origine, juste devant l'Allemagne (source Commission européenne)
- Le nombre d'étudiants étrangers en France a augmenté de 8,7 % en 5 ans pour atteindre 309 642 à la rentrée 2015-2016, une évolution continue mais moins rapide que celle de la mobilité mondiale. La croissance du nombre d'étudiants étrangers en France est plus marquée dans les grandes écoles et les formations hors universités (+26,6 % en 5 ans) qu'à l'université (+3,2 %). La première zone d'origine des étudiants étrangers en mobilité en France est l'Afrique du Nord (23 %), suivie de l'Afrique subsaharienne et de l'Union européenne (20 % chacune), puis de l'Asie-Océanie (17 %). On observe un léger recul des étudiants chinois et une nette hausse des étudiants italiens et ivoiriens (source MENESR)
- Le nombre d'étudiants français en mobilité diplômante ne cesse d'augmenter depuis 2008, pour atteindre 78 758 en 2014, soit une évolution de 31 % en 3 ans (source UNESCO).

Repéré sur : Cereq.fr

Fanny Brémond, Séverine Landrier, Pascale Rouaud, Aline Valette-Wursthén. [La formation professionnelle diplômante, un pari gagnant pour l'emploi ? Le cas de la région Paca](#)

Céreq Bref n°352 février 2017 4 p.p.

La formation professionnelle est-elle réellement un outil de lutte contre le chômage des jeunes et des adultes ? Une évaluation de l'impact de formations diplômantes financées par la région Paca aboutit à des résultats allant dans ce sens. Deux ans après avoir suivi une formation diplômante, les stagiaires affichent un taux d'emploi nettement supérieur à celui des jeunes et adultes de mêmes caractéristiques n'ayant pas suivi ce type de formation. Pour autant, au terme de ces deux années, les conditions d'emploi des stagiaires ne sont pas meilleures que celles des autres.

Françoise Amat, Françoise Berho, Michel Blachère, Anne-Marie Charraud, Jean-Michel Hotyat, Chantal Labruyère, Alain Mamessier, Yveline Ravary. [Les blocs de compétences dans le système français de certification professionnelle : un état des lieux](#). Céreq Echanges, n°4, février 2017, 110 p.

Depuis la loi de 2002, qui a instauré la VAE et créé la Commission nationale de la certification professionnelle, les diplômes et titres professionnels sont répertoriés au sein d'un vaste ensemble de « certifications » toutes revues à l'aune des compétences et regroupées dans un registre commun : le Répertoire national des certifications professionnelles (RNCP).

Hélène Couprie, Xavier Joutard. [La place des emplois atypiques dans les trajectoires d'entrée dans la vie active : évolutions depuis une décennie](#). Working paper n°2 décembre 2016 20p.

Les formes atypiques d'emploi dévient de la norme constituée par l'emploi salarié à temps complet et en contrat à durée déterminée. Elles concernent en premier lieu la jeunesse et peuvent constituer un préalable à une insertion durable ou laisser des cicatrices sur leurs chances d'emploi à moyen terme. Dans cet article, les auteurs comparent les trajectoires d'entrée sur le marché du travail de cohortes de primo-sortants du système éducatif de 1998, 2004 et 2010 à partir des enquêtes Génération.

Leurs analyses montrent que la norme d'emploi est de plus en plus difficile à atteindre. Les évolutions récentes des dynamiques de transitions sur le marché du travail, en lien avec la crise de 2008, apparaissent fortement hétérogènes.

Philippe Lemistre, Boris Ménard. [Les parcours des diplômés de licence scientifique au croisement des libertés individuelles et de la reproduction sociale](#). Working paper, n°3, janvier 2017 22 p.

Dans cet article, les auteurs associent les théories de Bourdieu et Sen, afin de comprendre les processus qui influencent les parcours d'études de jeunes ayant obtenu une licence générale dans une université scientifique française. La pondération par les capitaux économiques et culturels des parcours dans le secondaire et dans le premier cycle du supérieur, permet de caractériser les éléments de parcours qui contrecarrent ou renforcent une reproduction qui n'en demeure pas moins dominante.

Repéré sur : Crifpe.com

DesBiens, V. (2016). [Effet du programme d'animation scientifique Débrouillards sur la motivation en science des élèves du primaire](#). Mémoire de maîtrise inédit, Université Laval, Québec, Québec.

Les programmes d'animation scientifique comme celui des Débrouillards sont utilisés par les enseignants afin d'enrichir l'enseignement des sciences au primaire. Ces activités cherchent à susciter la motivation envers les sciences des élèves, mais peu de recherches avec groupe contrôle ont tenté de déterminer leur contribution. Notre recherche à devis quantitatif et quasi-expérimental avait pour but 1) de mesurer l'effet de ce programme sur les processus motivationnels des élèves et 2) d'explorer les effets modérateurs de certaines caractéristiques des élèves de l'effet du programme sur leur motivation en sciences : âge, genre, adversité sociofamiliale et culture scientifique (c.-à-d. visite de musées scientifiques, lire un magazine scientifique, regarder une émission de sciences, etc.). Vingt-huit classes d'élèves de 5e et 6e année (n=526) ont été assignées aléatoirement à une participation à 0, 1, 2 ou 3 animations. Les élèves ont rempli un questionnaire pré et posttest afin d'évaluer leur sentiment d'efficacité personnelle (Bandura, 2007) envers les tâches scientifiques, ainsi que la valeur (Eccles et Wigfield, 2002) qu'ils accordent aux sciences. Les résultats des régressions hiérarchiques indiquent que l'exposition au programme n'a pas eu d'effet sur l'ensemble des élèves. Cependant, des effets ont été observés pour certaines catégories d'élèves. Nos résultats suggèrent que le programme est plus bénéfique à la motivation en sciences des élèves plus vieux (en contrant le déclin développemental observé), à ceux qui ont peu d'adversité sociofamiliale, aux garçons, mais surtout aux élèves qui ont peu de culture scientifique. La participation au programme semble donner à ces derniers un « capital culturel » qu'ils ne possédaient pas et qui leur permet de rattraper la moyenne des élèves. La participation à 3 animations scientifiques a produit presque tous les effets observés, ce qui suggère qu'une exposition à un grand nombre d'expériences est nécessaire pour contribuer à la motivation en sciences.

El Fadil, B. (2017). [La démarche de conception technologique dans les pratiques d'enseignement au secondaire au Québec : résultats d'une enquête par entrevues](#). Thèse de doctorat inédite, Université de Sherbrooke, Sherbrooke, Québec.

Cette recherche s'inscrit dans les préoccupations récentes du système éducatif québécois à l'égard de l'éducation technologique d'une manière générale, et de l'enseignement de la démarche de conception technologique en particulier, au niveau secondaire. La récente réforme des programmes de formation de l'école québécoise marque une rupture avec les anciens programmes. Parmi les changements curriculaires majeurs qui marquent la récente réforme, il y a l'intégration des sciences et des technologies en une seule discipline scolaire obligatoire pour les quatre premières années du secondaire, le recours à l'approche par compétences, la prise en compte des problématiques sociales et l'adoption d'une perspective épistémologique constructiviste. Pour rendre compte de la contribution de l'éducation technologique à la formation des élèves, nous avons considéré une analyse à trois niveaux en nous basant sur les pratiques déclarées d'enseignants de science et technologie au secondaire.

McElroy, B. (2017). [Pre-Service Teachers' Perspectives: Discussion Boards to Foster Critical Thinking and Knowledge Growth](#). Mémoire de maîtrise inédit, Université d'Ottawa, Ottawa, Ontario.

In today's society it is expected that individuals completing teacher education programs harness the skill of critical thinking before entering into the classroom practice. This qualitative case study focuses on three (3) pre-service teachers' experience in a teacher education course that was redesigned to foster and develop critical thinking skills and knowledge growth by the introduction of

online discussion forums. This study was guided by the following question “How has the implementation of online discussion boards in the redesign of the two sections of a mandatory course of the Bachelor of Education program at a Canadian university supported the development of pre-service teachers critical thinking and contributed to their knowledge growth related to course content”? Data was collected from three (3) participants enrolled in the course, using semi-structured interviews and the data from the online discussion threads. Results show participants do not have a unified understanding of critical thinking and that online discussion boards can impact participant’s critical thinking development and knowledge growth provided they are given a strong foundation in the content area and have adequate time to reflect on the information presented. As well, findings revealed that participants used online discussion boards as a type of social media interface. By examining the participant’s perceptions and postings of online discussion boards, this study provides insights into how critical thinking can be developed in pre-service teachers through an online medium. Additionally, this study considers and how these skills might be translated into classroom practice.

Roch, M.-J. (2016). Les [conceptions de l'apprentissage chez les futur\(e\)s enseignant\(e\)s](#). Mémoire de maîtrise inédit, Université du Québec à Montréal (UQAM), Montréal, Québec.

Que signifie apprendre pour les futur(e)s enseignant(e)s? Depuis 2001, la formation initiale en enseignement s'inscrit dans une perspective de professionnalisation, ce qui signifie que l'enseignant doit s'engager dans une démarche personnelle et collective pour développer son expertise tout au long de sa carrière. Dans ce contexte, la formation initiale doit permettre aux futur(e)s enseignant(e)s de développer leur aptitude à apprendre afin d'être en mesure de produire des compétences au gré des besoins et d'acquérir différents savoirs durant l'exercice de leur profession. Cependant, pour développer efficacement cette aptitude à apprendre chez les futur(e)s enseignant(e)s, il faut d'abord connaître ce que l'apprentissage représente pour eux. C'est pourquoi l'objectif de la présente recherche est d'examiner la mise en discours du concept de l'apprentissage chez les étudiants finissants au baccalauréat en enseignement au secondaire. Pour ce faire, il s'agit, à partir de leurs représentations sociales du concept de l'apprentissage, d'effectuer une analyse pour identifier les différents critères à ce concept selon une approche théorique inspirée de la philosophie analytique. Cette démarche méthodologique permet ainsi de décrire les usages du concept de l'apprentissage en regard de la typologie du terme apprendre de Reboul, d'examiner les différents discours sur l'apprentissage et leurs significations selon la classification des discours de Scheffler, de connaître les finalités attribuées à l'apprentissage suivant la démarche heuristique de Peters et d'identifier les fondements épistémologiques dans lesquels se fonde le concept à l'instar des travaux de Hamlyn. En somme, cette approche analytique, peu fréquente dans les recherches en sciences de l'éducation au Québec, ouvre un nouvel espace de réflexion sur le concept de l'apprentissage et de sa fonction comme modalité de l'action pour acquérir des capacités qui ne sont pas des finalités en soi dans une perspective de professionnalisation des enseignant(e)s.

Budginaitė, I., Slarova, H. & Algirdas Spurga, S. (2016). [Policies and practices for more equality and inclusion in and through education: Evidence and policy guidance from European research projects funded under FP6 and FP7, NESET II report.. Luxembourg \(Luxembourg\) : Publications Office of the European Union.](#)

Education policy needs to cater for diversity and enable all citizens to succeed in education and to develop their full potential according to their specific needs and irrespective of their backgrounds. However, in reality, educational inequalities are a key challenge to education systems across the EU, often linked to socioeconomic disadvantage, low participation rates in early childhood education, low parental educational level and family support, ethnic or migrant background amongst others. This report highlights concrete policies and practices that work to disrupt or prevent educational disadvantage. The Key Findings are based on a review of 20 research projects funded under the Sixth and Seventh EU Framework Programmes for Research and Development (FP6 and FP7). The review was commissioned by the Directorate General for Education and Culture (DG EAC) and carried out by the Network of Experts on Social Aspects of Education and Training (NESET II). The Key Findings and Lessons for Policy and Practice described below will help to support Member States in their efforts to deliver on the objectives set out in the Paris Declaration 'Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education' as well as the 2015 Joint Report on the implementation of the Education and Training 2020 Strategic Framework. This summary presents Key Messages stemming from the review of 20 research projects, followed by an overview of more specific Challenges and Lessons for Policy and Practice according to the following four themes: 1. Lifelong learning, skills and employability; 2. Inclusive education for disadvantaged children; 3. Equity and efficiency of education and training systems; 4. Empowering educators and the teaching staff

Gouvernement du Québec Ministère de l'Éducation et de l'Enseignement supérieur (2016). [Statistiques de l'éducation - Éducation préscolaire, enseignement primaire et secondaire - Édition 2015. \(Rapport no. 15 -00503\)](#). Québec, Québec : Gouvernement du Québec Ministère de l'Éducation, de l'Enseignement supérieur.

Le ministère présente l'essentiel des statistiques officielles d'une année scolaire complète. L'objectif premier poursuivi dans le présent document est de faire un compte rendu statistique de l'évolution récente des principales caractéristiques de l'éducation préscolaire et de l'enseignement primaire et secondaire au Québec. On y trouve des données sur les organismes d'enseignement, sur l'effectif scolaire, sur les diplômes décernés, sur le personnel des organismes d'enseignement, sur les données financières et sur l'aide financière aux études.

UNESCO (2016). [3rd Global Report on Adult Learning and Education. The Impact of Adult Learning and Education on Health and Well-Being; Employment and the Labour Market; and Social, Civic and Community Life](#). Hambourg (Allemagne) : UNESCO Institute for Lifelong Learning.

The third Global Report on Adult Learning and Education (GRALE III) draws on monitoring surveys completed by 139 UNESCO Member States to develop a differentiated picture of the global state of adult learning and education (ALE). It evaluates countries' progress in fulfilling the commitments they made in the Belém Framework for Action, which was adopted at the Sixth International Conference on Adult Education (CONFINTEA VI) in 2009. In addition, the report examines the impact of ALE on three major areas: health and well-being; employment and the labour market; and social, civic and community life. GRALE III provides policymakers, researchers and practitioners with compelling evidence for the wider benefits of ALE across all of these areas. In so doing, it highlights some of the major contributions that ALE can make to realizing the 2030 Agenda for Sustainable Development.

Repéré sur : Education.gouv.fr

[Les structures ayant une activité d'adaptation des œuvres au bénéfice des personnes en situation de handicap - réalités observées et perspectives](#). Rapport I.G.A.E.N.R. - Décembre 2016

Le présent rapport qui porte sur un bilan et une expertise des structures en charge de l'adaptation des œuvres aux personnes handicapées empêchées de lire, présente 26 recommandations pour contribuer à développer l'accessibilité, encore faible, des œuvres en France. La mission a procédé à une analyse cartographique des 103 structures agréées au 1er janvier 2015, qui sont majoritairement de statut associatif et se répartissent entre établissements et services médico-sociaux pour les déficients visuels, associations à vocation nationale, associations de proximité, organismes publics en plus faible nombre : universités et bibliothèques.

Deux scénarios sont proposés afin de lancer un plan de l'adaptation prioritaire destiné à rattraper le retard français, maintenir des productions rares et dans des formats indispensables (le braille), coordonner l'expertise et encourager la recherche, en particulier dans le domaine des troubles « dys », assurer une médiation entre l'ensemble des acteurs dans une période d'évolution et de transition.

Repéré sur : Enseignementsup-recherche.gouv.fr

Claudette-Vincent Nisslé et Laurent Perrain. [Le financement de la R&T par les collectivités territoriales : 1,2Md€ en 2015](#). Note flash, 17.01, février 2017

Au cours des sept derniers exercices budgétaires, les financements locaux en faveur de la R&T sont relativement stables. En 2015, la mise en place progressive des dernières lois de décentralisation entraîne cependant une augmentation de la part des régions et un recul de celle des départements.

Samih Atmane, Anna Testas. [Les coopérations public-privé pour l'innovation en France](#). Note d'information enseignement supérieur & recherche, n° 17.04, février 2017

Entre 2010 et 2012, 35 % des entreprises françaises qui ont des activités d'innovation réalisent celles-ci avec des partenaires, notamment des clients ou des fournisseurs. Elles sont 14 % à coopérer avec la recherche publique. Cette propension à coopérer avec un partenaire public est plus élevée pour les entreprises des secteurs de haute technologie, les grandes entreprises et, quelle que soit leur taille, celles dont le marché est mondial. Les petites entreprises des services à forte intensité de savoir ont également une forte propension à coopérer avec la recherche publique. À caractéristiques comparables, les entreprises coopérant avec la recherche publique ont une probabilité plus forte de déposer un brevet que celles qui le font avec un autre type de partenaire. Au total, les entreprises qui coopèrent avec la recherche publique pour innover apparaissent fortement innovatrices et présentes sur les marchés internationaux.

[Egalité filles - garçons : Catherine Nave-Bekhti \(SGEN\) : L'Ecole doit travailler à la construction d'une société égalitaire](#). L'expresso du 23 février 2017

"L'égalité filles - garçons fait bien partie des missions de l'école". Catherine Nave-Bekhti, secrétaire générale du Sgen Cfdt, souhaite des formations en établissement par l'analyse de pratiques pédagogiques pour faire prendre conscience des stéréotypes.

[L'égalité filles - garçons, c'est bon pour les garçons !](#) L'expresso du 23 février 2017

La mode médiatique serait plutôt au retour des écoles non mixtes et à la séparation entre filles et garçons. Pourtant, en dehors de ses vertus sociales et politiques, la mixité a tendance à améliorer les résultats scolaires et particulièrement ceux des garçons. C'est ce que montrent plusieurs travaux, y compris l'Insee...

[Les Internats d'excellence entre aide sociale et sélection.](#) L'expresso du 23 février 2017

Impulsée en 2010, la politique des internats d'excellence visait à prélever de bons élèves de banlieue pour les sortir de leur quartier. En 2014, cette politique a été infléchiée et les internats d'excellence sont devenus "internats de la réussite". Un nouvel avenant au contrat entre l'Etat et l'Anru fixe les priorités des internats.

[Les stéréotypes sexuels facteurs de décrochage.](#) L'expresso du 23 février 2017

" Les élèves qui adhèrent le plus aux stéréotypes sexuels sont ceux qui décrochent le plus. Par conséquent, les chances de réussite scolaire s'améliorent quand on diminue les références aux stéréotypes sexuels chez les jeunes". C'est ce qu'affirment chiffres à l'appui, le Réseau Réussite de Montréal, un organisme qui lutte pour la persévérance scolaire.

Repéré sur : Esen.education.fr

[La contribution des formations scientifiques, techniques et industrielles au développement de l'industrie.](#) Inspection générale de l'éducation nationale (IGEN) ; Inspection générale de l'administration de l'éducation nationale et de la recherche (IGAENR) ; Conseil général de l'économie, de l'industrie, de l'énergie et des technologies, Décembre 2016

Ce rapport montre que les entreprises de ce secteur peinent à recruter et se plaignent de la difficulté à embaucher aux niveaux bac+2 et bac+3. Le monde de l'entreprise souffre par ailleurs d'un déficit d'information auprès des jeunes. La mission d'inspection souligne la nécessité de développer les contacts entre le système éducatif et les filières industrielles et de renforcer les vocations scientifiques et technologiques. Elle fait par ailleurs des propositions concrètes concernant les différents niveaux d'enseignement ainsi que l'ensemble des acteurs concernés (élèves, étudiants, parents, enseignants, entreprises).

Repéré sur : halshs.archives-ouvertes.fr

Olivier Las Vergnas. [Répétitions des discours sur la culture scientifique et technique et effets de la catégorisation scientifique scolaire.](#) Innovations - Revue d'économie et de management de l'innovation, De Boeck Supérieur, 2017, Techno-sciences en société, 2017/1 (52), pp 85-109.

Les plus récents rapports ou programmes politiques concernant les cultures scientifiques, techniques et industrielles (CSTI) en France continuent de répéter les mêmes analyses et les préconisations que celles déjà formulées régulièrement dans ce type de discours depuis plusieurs décennies. Ils ne prennent pas plus en compte que leurs prédécesseurs le fait que le système d'enseignement secondaire français crée avec le Bac S une catégorisation déterminante pour tous les élèves, du point de vue de la reconnaissance comme « scientifiques » ou non. Sachant que ce diplôme clef réserve chaque année le titre de « scientifique » à un seul quart de chaque génération, le champ des actions

de la CSTI pour adultes devrait alors s'analyser en séparant deux groupes aux objectifs divergents : l'un ne remettant pas en cause les effets a posteriori de cette catégorisation mais les confirmant, l'autre favorisant a contrario l'appropriation de savoirs et de méthodes qui transgressent ce clivage scolaire.[...]

Jean Simon. [Data preprocessing using a priori knowledge. The 6th International Conference on Educational Data Mining \(EDM 2013\)](#), Jul 2016, Memphis, United States. Proceedings of the 6th International Conference on Educational Data Mining (EDM 2013), 2013. Résumé : In this paper we propose one possible way to preprocess data according to Activity theory. Such an approach is particularly interesting in Educational Data Mining.

Jean Simon. [Analyse du travail collaboratif des enseignants stagiaires de La Réunion](#). Philippe Bonfils; Philippe Dumas; Luc Massou. TICE et multiculturalités. Usages, publics et dispositifs, Presses universitaires de Nancy - Editions universitaires de Lorraine, pp.183-200, 2015. Résumé : Nous confrontons les représentations que les professeurs des écoles stagiaires (pe2) ont de leur activité sur une plate-forme de travail coopératif assisté par ordinateur (tcao), avec les résultats obtenus par le biais des analyses des traces précédemment effectuées. Les pe2 confirment qu'ils sont plus actifs dans les dossiers partagés avec les formateurs. Ils travaillent assez peu de manière collaborative et ils le font davantage en présentiel que sur la plate-forme. Les documents qu'ils recherchent sont surtout des documents facilement exploitables en classe et, de préférence, déposés ou validés par les formateurs. Malgré la multiculturalité de l'île, les résultats qui y sont obtenus ne sont pas fondamentalement différents de ceux de métropole.

Gaëlle Molinari, Bruno Poellhuber, Jean Heutte, Elise Lavoué, Denise Sutter Widmer, et al.. [L'engagement et la persistance dans les dispositifs de formation en ligne : regards croisés](#). Distances et Médiations des Savoirs, CNED-Centre national d'enseignement à distance, 2016, 2016 (13), . Résumé : Les auteurs présentent ici les approches théoriques et méthodologiques qu'ils mobilisent dans leurs recherches pour étudier l'engagement et la persistance dans les dispositifs de formation à distance (FAD). Cet article s'organise en trois parties, correspondant à trois perspectives différentes de l'engagement : une partie sur l'engagement en FAD et dans les MOOC ; une partie sur l'engagement dans les jeux sérieux ; et une partie sur l'engagement dans les communautés et l'apprentissage collaboratif à distance. Chaque partie se propose de définir l'engagement, d'identifier les facteurs d'engagement et de rendre compte des mesures existantes de l'engagement. L'article s'achève par une synthèse des perspectives présentées, laquelle donne lieu à de nouveaux questionnements.

Caroline Desombre, Annick Durand-Delvigne, Jean Heutte, Célénie Basselet. [Sentiment d'efficacité personnelle des garçons et des filles : L'importance des conditions de travail](#). Enfance- Paris-, Universitaires de France, 2016, 2016 (3), pp.287-298.

L'objectif de cette étude est de mesurer l'impact des conditions de travail – travail collectif ou travail individuel – sur le Sentiment d'efficacité personnelle (SEP) en français des garçons et des filles. Trente élèves de cycle 3 ont répondu à un questionnaire de SEP scolaire en Français à deux moments différents : suite à une activité réalisée individuellement et suite à une activité réalisée de manière collective. Les résultats indiquent que les conditions de travail influencent différemment le SEP des garçons et des filles. Plus précisément, le SEP des filles est supérieur à celui des garçons en situation

de travail collectif mais pas en situation de travail individuel. Les résultats sont discutés au regard de leurs implications théoriques et pratiques.

Repéré sur : iiep.unesco.org

Sack, Richard; Jalloun, Omar; Zaman, Husam; Alenazi, Batool. [Merging education ministries: lessons learned from international practices](#). Paris : UNESCO. IIEP ; Regional Center for Quality and Excellence in Education (Saudi Arabia), 2016. 122 p.

This study has been carried out for the International Institute for Education Planning, UNESCO, and for the Regional Center of Quality and Excellence in Education, by Richard Sack, Omar Jalloun, Husam Zaman, and Batool Alenazi.

[Rapport d'état du système éducatif national du Tchad, Éléments d'analyse pour une refondation de l'école](#), République du Tchad, IIEP Pôle de Dakar - UNESCO, UNICEF, 2016. ISBN : 978-92-803-2408-2

Ce rapport d'état sur le système éducatif national (RESEN) a été produit pour nourrir les discussions dans le cadre de l'élaboration du plan décennal de développement de l'éducation et de l'alphabétisation (PDDEA) 2016-2025 du Tchad. Il est le fruit d'une collaboration entre une équipe multisectorielle nationale et une expertise internationale mise à disposition par les partenaires techniques et financiers (PTF) du gouvernement. Basé sur des données scolaires, démographiques et macroéconomiques pertinentes, le rapport fait un diagnostic en profondeur des forces et faiblesses du fonctionnement du système éducatif tchadien, donnant la possibilité aux responsables nationaux de l'éducation (gouvernement, PTF, société civile) de trouver les pistes les plus appropriées pour refonder l'école tchadienne sur de nouvelles bases.

[Zimbabwe – Technical handbook on data processing : An approach to national education accounts](#).

IIEP Pôle de Dakar - UNESCO, 2016.

Focusing on equity and efficiency in Zimbabwe from June 2014 to September 2015, the study on public resources allocation in education is one component of a broader GPE funded project related to improving reporting on education finance, jointly implemented by UNESCO Institute for Statistics (UIS), UNESCO International Institute for Educational Planning (IIEP Paris and IIEP Pôle de Dakar).

For all countries involved in the project, the work includes an analysis of the public spending for education and the preparation of financing tables. Zimbabwe participated in stream A of the project, which deals with the allocation of public resources. In Zimbabwe, the analysis of public spending for education was complemented by additional analyses on equity in resource allocation and public spending efficiency.

This technical manual explains the methodology that was used to develop the various analyses described in the report. Zimbabwe

Repéré sur : ined.fr

Mathieu Ichou, Anne Goujon, et l'équipe de l'enquête DiPAS. [Le niveau d'instruction des immigrés : varié et souvent plus élevé que dans les pays d'origine](#). Population et Sociétés, n° 541, février 2017

Les immigrés vivant en France et les réfugiés arrivés en Autriche sont plus instruits que la plupart des personnes restées dans leur pays de naissance. Par comparaison à la population de leur pays

d'accueil, leur niveau d'instruction est varié : certains groupes comme les immigrés portugais vivant en France sont relativement peu instruits alors que d'autres, comme les immigrés roumains, sont plus souvent diplômés de l'enseignement supérieur que les personnes nées en France.

Repéré sur : ladocumentationfrancaise.fr

ROUSSELLE Olivier, PANNIER Pauline. Les écoles de service public et la diversité. FRANCE : Premier ministre; Ministère de la fonction publique, Février 2017. 74 p.

Dans le prolongement du rapport de Yannick L'Horty sur [les discriminations dans l'accès à l'emploi public](#), Oliver Rousselle, conseiller d'Etat, s'est vu confier une mission par le Premier ministre. Cette mission visait à accompagner les 75 écoles de service public (ESP), qui recrutent et forment des fonctionnaires, dans une démarche d'état des lieux et d'élaboration de programmes d'action en vue de favoriser la diversité en leur sein. La mission propose tout d'abord un bilan de cet accompagnement, caractérisé par une mobilisation très variable et dans l'ensemble limitée des ESP. Elle note en outre que l'appropriation des différentes mesures à prendre pour favoriser la diversité est apparue très inégale. Si le travail avec les écoles et leurs administrations de tutelle a permis d'identifier des marges de manoeuvre existantes, la mission estime qu'il ne peut à lui seul suffire à répondre au défi que représente la poursuite de la diversification de la fonction publique. En effet, cet objectif reste à atteindre, tant en ce qui concerne la diversité que la lutte contre les discriminations ; si les acteurs publics sont confrontés à des contraintes de divers ordres, il reste néanmoins des marges de manoeuvre importantes, notamment sur des sujets stratégiques, observe la mission.

DE CARLOS Jésus. [Les agent\(e\)s territoriaux spécialisé\(e\)s des écoles maternelles](#). FRANCE. Conseil supérieur de la fonction publique territoriale, Février 2017. 92 p.

Agents territoriaux ayant un rôle éducatif auprès des enfants de moins de 6 ans, les agents spécialisés des écoles maternelles (ATSEM) ont vu leurs missions professionnelles évoluer, en raison de la réforme des rythmes scolaires et du développement des politiques publiques d'éducation. Dans le même temps, leur conditions de travail et de carrière se sont fragilisées compte-tenu de l'imprécision voire de l'absence de cadre réglementaire en matière de présence, d'interventions floues sur certaines tâches et d'encadrement de groupes d'enfants dans la classe de maternelle et pendant le temps scolaire. Dans son rapport présenté à la ministre de la fonction publique, le CSFPT propose notamment de renforcer la formation de ces agents, de permettre une meilleure sélectivité par les concours et de faciliter l'accès à la catégorie B, afin de permettre aux ATSEM de mener une carrière plus attractive.

MARIE Etienne, MOCHEL France. [Evaluation des outils de mesure par les entreprises des écarts de rémunération entre les femmes et les hommes](#). Paris : Inspection générale des affaires sociales, février 2017. 133 p.

Les ministres chargées des droits des femmes, d'une part, du travail et de l'emploi, d'autre part, ont saisi l'IGAS d'une mission visant à évaluer les outils de mesure de l'écart de rémunération entre les femmes et les hommes dans les entreprises et à élaborer, en conséquence, des recommandations de politique publique. En menant son état des lieux, la mission a constaté que les très nombreux concepts en matière d'égalité salariale n'étaient pas acquis par les diverses parties prenantes. Parmi

les six grandes familles identifiées d'outils de mesure des écarts de rémunération, quatre sont relatives aux politiques d'égalité salariale, deux concernent le suivi des déroulements de carrière et l'analyse des ségrégations de métier. Concernant les outils de mesure eux-mêmes : l'outil de classification d'emplois neutre entre les sexes, développé au Québec, n'est pas opérationnel en France ; les outils de comparaison par groupes homogènes et de décomposition statistique de l'écart global sont utiles, mais doivent être cadrés ; les outils concernant la ségrégation verticale (moindre accès des femmes aux postes de responsabilité) et la ségrégation horizontale (moindre accès des femmes aux métiers les plus rémunérés) sont encore en devenir. La mission propose de tirer les conséquences au niveau national de ses propositions en matière de développement d'outils d'égalité salariale au niveau des entreprises.

Repéré sur : Repec.org ©2013 by Joao Carlos Correia Leitao

[Stratified higher education, social mobility at the top and efficiency: The case of the French 'Grandes écoles'](#)

Hellier, Joël

We show that the system of 'Grandes écoles' (GEs) is a key determinant of social stratification, low intergenerational mobility at the top and low educational efficiency in France. A stylised model of the French higher education system is constructed. This system is composed of two types of establishment, the GEs and the universities, which differ (i) in the strictness and shape of their admission, and (ii) in their per-student expenditures. The GE system is compared with a unified system in which there is one type of establishment only with two successive levels and two admission procedures. The GE system favours family background at the detriment of personal aptitudes, which lessens intergenerational mobility. Rising expenditure on the highest education level favours skill upgrading of the population in the unified system whereas it insulate a narrow elite in the GE system. With similar education expenditures, the unified system results in higher human capital accumulation than the GE system in both the upper skill group and the whole population. Consequently, the GE system hurts both social mobility at the top and human capital accumulation. The simulations show that the former effect is larger than the latter. The US and the UK display tertiary education systems which are close to the GE system in terms of selective admission and results. Our approach provides theoretical bases for the analysis of selective versus comprehensive education systems (Turner, 1960) and a demonstration that highly stratified and selective systems reinforce family backgrounds and reduce mobility (Kirckhoff, 1995).

[University Selectivity and the Graduate Wage Premium: Evidence from the UK](#)

Walker, Ian (Lancaster University) ; Zhu, Yu (University of Dundee)

We study the relative labour market wage outcomes of university graduates in the UK using the Labour Force Survey (LFS), matched to mean standardised admission scores at the institution*subject*cohort level using data on high school achievement scores of students admitted to these courses. Unlike earlier UK studies, we are able to consider the effect of differences in undergraduate degree subjects, degree class, and in particular the selectivity of the subject at the Higher Education Institution (HEI) attended. Our results show that selectivity of undergraduate degree programmes plays an important role in explaining the variation in the graduate wage

premium across HEIs and subjects. In fact, much of the observed differential in relative wage outcomes across institutions*subjects is due to the quality of students that HEIs select.

[Denial of academic freedom exposed: the case of academics for peace in Turkey](#)

Ugur, Mehmet

Lack of academic freedom has always been a hallmark of the Turkish higher education system. Any de facto respect for it has been wrenched from the Turkish state apparatus (including the government, the military and the YÖK) as a result of resistance by academics and students alike. A salient fact about Turkish higher education is that universities that have toed the government line have remained poor performers, whereas those where staff and students showed resistance to state intrusion have done better in terms of research quality, graduate employability and international recognition. Nevertheless, successive AKP governments since 2003, with Erdoğan as prime minister or president, have been determined to maintain the long-standing state tutelage over Turkey's higher education system. The expected prize is the production of graduates disposed to submit to authority – particularly state authority – without much questioning.

[Cohort Changes in Educational Pathways and Returns to Education](#)

Zimmermann, Markus ; Fitzenberger, Bernd ; Osikominu, Aderonke

This paper analyzes educational pathways of West German birth cohorts 1957 to 1986. We use a new data set including survey data with detailed information on educational biographies linked to administrative social security records. We find a strong expansion of higher secondary school degrees over time, which is mostly driven by changes in social-background characteristics, in particular rising parental education and a decrease in family size. Moreover, a sizeable share of those pupils that had a lower or middle secondary degree as their first degree upgrade to the next school degree, suggesting that the German education system provides "second chances" to revise decisions made after early tracking at age 10. However, these upgraders are less likely to continue with university education, and they also tend to have lower earnings premia than students who obtained the degree on the direct path. Finally, concerning labour market returns, we find rising inequality in employment and earnings at the bottom of the education distribution, i.e. between lower and middle secondary graduates, as well as rising returns to tertiary compared to vocational education.

[Market Reform and School Competition: The Lesson from Sweden](#)

Wennström, Johan (Research Institute of Industrial Economics (IFN))

In a radical school choice reform in 1992, Sweden's education system was opened to private competition from independent for-profit and non-profit schools funded by vouchers. Competition was expected to produce higher-quality education at lower cost, in both independent and public schools. This article analyzes whether the school choice reform was institutionally secured against school competition based on phenomena that are unrelated with educational quality. Interviews with key personalities reveal that the architects of the reform overemphasized the virtues of market reforms and therefore did not deem it necessary to establish appropriate rules and institutions for school competition. Instead, ill-conceived grading and curriculum reforms paved the way for moral hazard resulting in grade inflation and other forms of unintended school competition. The lesson from Sweden's experience is that market reforms of public services production, particularly those that introduce for-profit producers, must account for how institutions and incentive structures affect behaviour.

[Denominational Schools and Returns to Education - Gender Socialization in Multigrade Classrooms?](#)

Gerhardtts, Ilka ; Sunde, Uwe ; Zierow, Larissa

Denominational schools are an important provider of education in many countries around the world. Due to their focus, these schools often operate with multigrade classes, in which more than one age cohort is taught in one classroom. Multigrade classes are a cost-effective way to provide education and play a crucial role in education policy in the context of demographic change. This paper presents estimates of the causal effect of attending denominational schools with multigrade classes on schooling and short-run labor market outcomes. The analysis combines administrative records of schools with comprehensive population census data, and exploits the abolition of denominational schools in the Saarland, a German state, in 1969, for identification of the effect. The findings document significantly detrimental effects on final grade attainment, labor market participation and socioeconomic mobility. Notably, the negative impact is most pronounced in the outcomes of girls. Disentangling the confounding role of variation between Catholic and Protestant schools suggests that this effect might be driven by socialization early in life.

[Student Academic Performance and Professional Training Year](#)

Panagiotis Arsenis (University of Surrey) ; Miguel Flores (University of Surrey)

This paper studies the relationship between students' academic performance and work experience during their undergraduate studies. The econometric analysis based on a sample of students from the School of Economics at the University of Surrey shows that the average of first-year marks is positively related to securing a placement year. The mean predicted probability of obtaining a placement position is approximately 50% if a student's average first-year grade is 50, and the probability rises to 67% and 80% if the student achieves an average of 60 and 70, respectively. Other relevant factors that affect the likelihood of securing a placement are the type of programme of studies, the student's nationality and ethnic group. On the other hand, school type and A-levels scores in mathematics or in economics have no effect on the chances of securing a placement year.

[Additional Career Assistance and Educational Outcomes for Students in Lower Track Secondary Schools](#)

Fitzenberger, Bernd ; Lickleder, Stefanie

This paper estimates the effect of Additional Career Assistance (ACA) on educational outcomes for students in Lower Track Secondary Schools (LTSS) for the area of Freiburg (Germany). The analysis uses individual data during the late 2000's on grades in LTSS and educational outcomes after leaving LTSS. Compared to LTSS students in the surroundings of Freiburg, students in the City of Freiburg receive more intensive information, counselling, and mentoring regarding the school-to-work transition and vocational training (ACA). The goal of ACA is to foster the transition to the labor market. Many LTSS students with good grades participate in additional teaching during the last two years in LTSS, thus preparing themselves for a higher educational degree after leaving LTSS. We investigate the effect of ACA on grade development in LTSS and on educational upgrading after leaving LTSS. Our empirical analysis shows negligible effects of ACA on educational outcomes, which, however, mask quite heterogeneous effects. In fact, educational outcomes worsen (improve) for German students who (do not) participate in additional teaching. We find no significant effects for students with a migration background.

[Measuring Loan Outcomes at Postsecondary Institutions: Cohort Repayment Rates as an Indicator of Student Success and Institutional Accountability](#)

Tiffany Chou ; Adam Looney ; Tara Watson

Low- and middle-income college borrowers often struggle with economic opportunity and loan burdens after leaving school. However, some institutions, including some non-selective schools, do a good job of providing economic mobility to low-income students. This implies that there is scope for a policy to redirect loan dollars – and therefore students – from low-performing schools to higher-performing ones. Here we define a particular metric of institutional loan performance, the cohort repayment rate, and describe its distribution. We demonstrate that the cohort repayment rate is correlated with other institutional outcomes of interest, and thus could be used as an institutional accountability tool.

[The Youngest Get the Pill: ADHD Misdiagnosis and the Production of Education in Germany](#)

Wuppermann, Amelie ; Schwandt, Hannes

Attention Deficit/Hyperactivity Disorder (ADHD) is a leading diagnosed health condition among children in many developed countries but the causes underlying these high levels of ADHD remain highly controversial. Recent research for the U.S., Canada and some European countries shows that children who enter school relatively young have higher ADHD rates than their older peers, suggesting that ADHD may be misdiagnosed in the younger children due to their relative immaturity. Using rich administrative health insurance claims data from Germany we study the effects of relative school entry age on ADHD risk in Europe's largest country and relate the effects for Germany to the international evidence. We further analyze different mechanisms that may drive these effects, focusing on physician supply side and demand side factors stemming from the production of education. We find robust evidence for school-entry age related misdiagnosis of ADHD in Germany. Within Germany and internationally, a higher share of misdiagnoses are related to a higher overall ADHD level, suggesting that misdiagnoses may be a driving factor of high ADHD levels. Furthermore, the effects in Germany seem to be driven by teachers and parents in an attempt to facilitate and improve the production of education.

[Quality in Early Years Settings and Children's School Achievement](#)

Jo Blanden ; Kistine Hansen ; Sandra McNally

Childcare quality is often thought to be important for influencing children's subsequent attainment at school. The English Government regulates the quality of early education by setting minimum levels of qualifications for workers and grading settings based on a national Inspectorate (OfSTED). This paper uses administrative data on over two million children to relate performance on national teacher assessments at ages 5 and 7 to the quality characteristics of the nursery they attended before starting school. Results show that staff qualifications and childcare quality ratings have a weak association with teacher assessments at school, based on comparing children who attended different nurseries but attended the same primary school. Our results suggest that although children's outcomes are related to the nursery they attend, which nurseries are good cannot be predicted by staff qualifications and OfSTED ratings; the measures of quality that Government has focused on.

[The fall and rise of inequality](#)

Schäfer, Andreas ; Prettnner, Klaus

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

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

Prakarsh Singh ; Sutanuka Roy

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

[Parents and Peers: Parental Neighbourhood- and School-Level Variation in Individual Neighbourhood Outcomes over Time](#)

de Vuijst, Elise (Delft University of Technology) ; van Ham, Maarten (Delft University of Technology)

There is a link between the socio-economic outcomes of parents and their children over the life course. Intergenerational transmissions were repeatedly shown for socioeconomic characteristics and (dis)advantage, but recently also for residential neighbourhood status. Previous research from the Netherlands, Sweden, and the US shows that children from disadvantaged parental neighbourhoods experience long-term exposure to similar neighbourhoods as adults. However, there are multiple parallel socio-spatial contexts besides the residential space to which individuals are exposed on a daily basis, such as households, schools, and places of work and leisure, which may also influence their outcomes. For children and adolescents, the school environment may be especially important. This study contributes to the literature by examining the joint influence of the parental background, the parental neighbourhood, and a compositional measure of the school environment, on the neighbourhood trajectories of Dutch adolescents after leaving the parental home. We use longitudinal register data from the Netherlands to study a complete cohort of school-going home-leavers, who were followed from 1999 to 2012. We fit cross-classified multilevel models, in order to split up the variance components of schools and parental residential neighbourhoods over time. We find that poverty concentration in the parental neighbourhood plays an important role in determining their children's residential outcomes later in life. Some variation in individual neighbourhood outcomes at the level of the secondary school remains unexplained.

[Pathways from school to work in the developing world](#)

Marco Manacorda ; Furio Camillo Rosati ; Marco Ranzani ; Giuseppe Dachille

This paper uses novel micro data from the ILO-STWT surveys to provide evidence on the duration, endpoint, and determinants of the transition from school to work in a sample of 23 low- and middle-income countries around the world. The paper analyzes both transition to the first job and to the first stable job. It also illustrates the effects of several correlates, including age of school leaving, gender, work while attending school, and others on the probability of transition and on its duration. The negative effects of low levels of human capital and high levels of population growth on job finding rates are offset by widespread poverty and lack of unemployment insurance, which lead overall to faster transitions in low-income compared to middle-income economies. By lowering reservation wages and speeding transitions, however, these forces lead to worse matches, as measured by the probability of attaining stable employment in the long run, highlighting the trade-off that policy makers face in developing countries

[Combining Behavioral Economics and Field Experiments to Reimagine Early Childhood Education](#)

John List ; Anya Samek ; Dana Suskind

Behavioral economics and field experiments within the social sciences have advanced well beyond academic curiosum. Governments around the globe as well as the most powerful firms in modern economies employ staffs of behavioralists and experimentalists to advance and test best practices. In this study, we combine behavioral economics with field experiments to reimagine a new model of early childhood education. Our approach has three distinct features. First, by focusing public policy dollars on prevention rather than remediation, we call for much earlier educational programs than currently conceived. Second, our approach has parents at the center of the education production function rather than at its periphery. Third, we advocate attacking the macro education problem using a public health methodology, rather than focusing on piecemeal advances.

[Changes in Financial Aid and Student Enrollment of Historically Black Colleges and Universities After the Tightening of PLUS Credit Standards: An Update for the 2013/14 School Year](#)

Matthew Johnson ; Julie Bruch ; Brian Gill

This follow-up study looks at changes in financial aid and enrollment after the summer of 2013, when the Department of Education changed the appeals process for families denied PLUS loans.

[Illusory Gains from Chile's Targeted School Voucher Experiment](#)

Benjamin Feigenberg ; Steven Rivkin ; Rui Yan

In 2008, Chile implemented a targeted voucher program that increased voucher values for disadvantaged students at participating schools by approximately 50%. Although disadvantaged students made substantial fourth grade test score gains that other studies have attributed to the program, our analysis raises serious doubts that the program had a substantial effect on cognitive skills. First, there was only a minor reduction in class size and little evidence of increases in any inputs. An audit showed that many schools were not using additional revenues for permitted expenditures, and estimates that exploit a discontinuity in the revenues allocated to schools show no evidence of positive effects of allocated funds on achievement growth. In addition, there is limited evidence of competitive or incentive effects on school quality or that disadvantaged students transitioned to higher quality schools. The much smaller gains made by disadvantaged students in low-stakes eighth grade test scores along with an increased rate of missing scores on fourth grade

tests is consistent with extensive strategic behavior by schools. In contrast, increases in parental education and income among disadvantaged children indicate a primary role for improvements in family circumstances of tested students in explaining the meaningful decline in the achievement gap.

[Top of the Class: The Importance of Ordinal Rank](#)

Weinhardt, Felix ; Murphy, Richard

This paper establishes a new fact about educational production: ordinal academic rank during primary school has long-run impacts on later achievement that are independent from underlying ability. Using data on the universe of English school students, we examine a setting in which the same baseline score on a national standardized test can correspond to different ranks among students situated in different primary school classes, where we calculate ranks using this baseline score. Institutional factors cause students to be re-assigned to a new set of secondary school peers and teachers that are unaware of the student's prior ranking. We find large and significant positive effects on test scores and subject choices during secondary school from experiencing a high primary school rank, conditional on the underlying primary baseline score. The effects are especially large for boys, contributing to an observed gender gap in end-of-high school STEM subject choices. Merged survey data suggest that the development of confidence is a likely mechanism.

[Family and Peer Social Identity Effects on Schooling Attitudes and Performance](#)

Norris, Jonathan (University of North Carolina at Greensboro, Department of Economics)

An adolescent's family and peers, impart incentives on education through social identity shaping attitudes about school and performance. I model identity related mechanisms from family and peer ideals about education in a network model of adolescent effort in school and link it empirically with spatial econometrics. Both groups influence attitudes and changes in family ideals create spill-overs in attitudes. Attitudes impact performance in school, and changes in attitudes influence performance over the network. Thus, targeting family and peer ideals and attitudes about school can positively impact an adolescent's educational traits and outcomes; effects that in turn ripple across a school.

[The effect of compressing secondary schooling on higher education decisions](#)

Zambre, Vaishali ; Marcus, Jan

A major education reform in Germany reduced the length of the academic high school track by one year, while leaving the number of overall instruction hours unchanged. Accordingly, the fixed number of instruction hours was distributed over fewer years of schooling, such that learning intensity and weekly workload increased. We investigate the consequences of this so-called G8 reform on students' higher education decisions. Based on a difference-in-differences approach using high-quality, administrative data on all students in Germany, we find that the G8 reform not only resulted in delayed university enrollment, but also in decreased enrollment rates. Moreover, students are more likely to drop out of university and change their major. The results of our study are not only informative for the German context but also for policy makers in many other OECD countries, trying to increase the number of active labor market participants in order to address the challenges of an aging society.

[University Students and Entrepreneurship. Some insights from a population-based survey](#)

Ferrante, Francesco ; Federici, Daniela ; Parisi, Valentino

Start-ups founded by university students and graduates play a substantial role in bringing new knowledge to the market and in employment creation; a role that appears to be even more important than the one played by the typical technology transfer activities carried out by universities, i.e. patenting and licensing activities, or spin-offs founded by academic staff. Indeed, robust empirical evidence suggests that entrepreneurs' education is a good predictor of firms' performance. Unfortunately, data show that the share of Italian entrepreneurs with tertiary educations is quite small, and this is especially the case of the younger generation. In this paper, we use a population-based approach to explore entrepreneurship among 61,115 graduates, alumni of the 64 Italian universities that belong to the AlmaLaurea consortium, in the second half of 2014, at the time when they completed their academic experience. We detect various levels of engagement and intentions to be involved in entrepreneurship, and we assess which factors appear to weigh more in a positive or negative manner. The bad news is that also our analysis finds that the share of Italian graduates who have started a business after their enrolment at university (1.3%) or who have taken concrete actions to start a business (4.5%) is quite small. The good news is that the number of intentional, i.e. potential highly educated, entrepreneurs among university students is much larger (at least 23%). On the basis of our results, we argue that the provision by universities of entrepreneurial education and training, internships, and ICT skills can be effective tools with which to cultivate entrepreneurial attitudes and skills, thereby fostering entrepreneurship and entrepreneurship among university graduates and enhancing their employability.

[Sectoral Cognitive Skills, R&D, and Productivity: A Cross-Country Cross-Sector Analysis](#)

Sasso, Simone (Maastricht University) ; Ritzen, Jo (IZA and Maastricht University)

We focus on human capital measured by education outcomes (skills) and establish the relationship between human capital, R&D investments, and productivity across 12 OECD economies and 17 manufacturing and service industries. Much of the recent literature has relied on school attainment rather than on skills. By making use of data on adult cognitive skills from the Programme for the International Assessment of Adult Competences (PIAAC), we compute a measure of sectoral human capital defined as the average cognitive skills in the workforce of each country-sector combination. Our results show a strong positive relationship between those cognitive skills and the labour productivity in a country-sector combination. The part of the cross-country cross-sector variation in labour productivity that can be explained by human capital is remarkably large when it is measured by the average sectoral skills whereas it appears statistically insignificant in all our specifications when it is measured by the mere sectoral average school attainment. Our results corroborate the positive link between R&D investments and labour productivity, finding elasticities similar to those of previous studies. This evidence calls for a focus on educational outcomes (rather than on mere school attainment) and it suggests that using a measure of average sectoral cognitive skills can represent a major step forward in any kind of future sectoral growth accounting exercise.

[Bank Branching Deregulation and High School Graduation](#)

Patrick Reilly (West Virginia University, Department of Economics)

This paper utilizes variation in timing of deregulation to investigate the relationship between bank branching deregulation and educational outcomes for individuals in 39 states over the period 1977 - 1999. In order to investigate the labor market channel, this paper focuses on the relationship between deregulation and high school graduation, as opposed to recent studies focusing on the relationship between deregulation and college attendance via the credit market channel. Results

indicate increases in the likelihood of graduating high school after deregulation. Results also suggest heterogeneity in effects due to race and age at deregulation. Finally, models testing the relationship between bank deregulation and post-secondary education outcomes generate similar results to findings from previous studies.

[Does the economic crisis have an influence on the higher education dropout rate?](#)

Fernandes, Graca ; CHAGAS LOPES, MARGARIDA

This research aims to identify the effects of the economic crisis on higher education (HE) dropout rates at Lisbon School of Economics and Management (ISEG) – Universidade de Lisboa, after having controlled for individual characteristics, family background, High School and HE trajectories. Our main hypothesis is that the economic crisis induces higher dropout rates. The research emphasizes that, in the context of the European crisis, social, economic and political context should be taken into account in the dropout analysis model, together with university and student behaviour determinants. To analyse the impact of the economic crisis on dropout rates, we use longitudinal data from the ISEG database, and apply statistical methodologies such as Chi-square tests for independence, and t-tests for the equality of means and proportions. Our main results point to the fact that the economic and social crisis has significantly affected the dropout rate of Portuguese students. Dropout during the crisis period spared neither younger students nor those with better High School trajectories. Moreover, during the crisis period, Portuguese students dropped out earlier during their HE trajectory. We believe that our conclusions can be extended to other European countries within a crisis context.

[Stereotype Threat, Role Models, and Demographic Mismatch in an Elite Professional School Setting](#)

Birdsall, Christopher (Boise State University) ; Gershenson, Seth (American University) ; Zuniga, Raymond (American University)

Ten years of administrative data from a diverse, private, top-100 law school are used to examine the ways in which female and nonwhite students benefit from exposure to demographically similar faculty in first-year required law courses. Arguably causal impacts of exposure to same-sex and same-race instructors on course-specific outcomes such as course grades are identified using a two-way (student and classroom) fixed effects strategy. Impacts of faculty representation on long-run, student-specific outcomes such as graduation are identified using an instrumental variables (IV) strategy that exploits transitory variation in the demographic makeup of the faculty. Having an other-sex instructor reduces the likelihood of receiving a good grade (A or A-) by one percentage point (3%) and having an other-race instructor reduces the likelihood of receiving a good grade by three percentage points (10%). The effects of student-instructor demographic mismatch are particularly salient for nonwhite female students. The IV estimates suggest that the share of first-year courses taught by nonwhite instructors increases the probabilities that nonwhite students persist into the second year and graduate on time. These results provide novel evidence of the pervasiveness of role-model effects in elite settings and of the graduate-school education production function.

[Knowledge Capital and Aggregate Income Differences: Development Accounting for U.S. States](#)

Ruhose, Jens ; Hanushek, Eric A. ; Woessmann, Ludger

Although many U.S. state policies presume that human capital is important for state economic development, there is little research linking better education to state incomes. We develop detailed measures of skills of workers in each state based on school attainment from census micro data and

on cognitive skills from state- and country-of-origin achievement tests. These new measures of knowledge capital permit development accounting analyses calibrated with standard production parameters. We find that differences in knowledge capital account for 20-35 percent of the current variation in per-capita GDP among states, with roughly even contributions by school attainment and cognitive skills. Similar results emerge from growth accounting analyses, emphasizing the importance of appropriately measuring worker skills. These estimates support emphasis on school improvement as a strategy for state economic development.

[Do Teaching Practices Impact Socio-emotional Skills?](#)

Vaclav Korbek (Institute of Economic Studies, Faculty of Social Sciences, Charles University in Prague, Smetanovo nabrezi 6, 111 01 Prague 1, Czech Republic) ; Michal Paulus (Institute of Economic Studies, Faculty of Social Sciences, Charles University in Prague, Smetanovo nabrezi 6, 111 01 Prague 1, Czech Republic)

Recent studies emphasize the importance of socio-emotional skills for the success in school as well as for later economic outcomes. However, little is known how practices used by teachers everyday in classrooms impact socio-emotional skills. We show that modern practices such as working in small groups improve them. Especially intrinsic motivation and self-confidence are positively affected. Moreover, modern practices have no adverse effects on test scores. Standard practices such as lecturing or memorizing have no impact on socio-emotional skills. Splitting the sample reveals detrimental effects of standard practices on socio-emotional outcomes of boys and positive for high-achieving girls. On the contrary, both genders gain similarly from modern practices.

[Cooperación académica e internacionalización de las universidades públicas colombianas](#)

Alma Rodero Acosta ; Gustavo Rodríguez Albor

La urgencia de mejores indicadores de gestión de la educación superior colombiana, evidencia necesidad de mayor eficacia en los procesos de internacionalización. Las Instituciones de Educación Superior (IES) públicas presentan dificultades para enfrentar esos retos. Este artículo analiza la cooperación académica en dichas instituciones, como instrumento idóneo para mejorar los procesos de internacionalización. Los hallazgos muestran concentración de capacidades en pocas IES públicas, comprometiendo su contribución al desarrollo económico y social de las regiones. Asimismo, la internacionalización de estas instituciones, experimenta actualmente un estado de transición entre un modelo pasivo y organizacionalmente aislado, y uno de entendimiento estratégico y de ejecución dinámica y participativa del proceso. La cooperación académica no es adecuadamente asimilada en la mayoría de los casos. El estudio identificó significativa relación entre altos niveles de ejecución de la cooperación académica y el índice calculado de internacionalización; entre altos niveles de manejo del idioma inglés y altos índices de internacionalización. ***** The need for better management indicators in Colombian higher education is an evidence of the lack of greater efficiency in internationalization processes. Public higher education institutions present difficulties while facing these challenges. This article analyses the academic cooperation as an ideal instrument for improving internationalization processes in these institutions. Our findings show abilities concentration in few public universities committing their contributions to the economic and social development of the regions. In this regard, the internalization of these institutions is currently experiencing a state of transition between a passive and organizationally isolated model and a model about strategic understandings and dynamic and participative execution of the process. In most cases, academic cooperation is not properly assimilated. Throughout our study, we identified a significant relationship

between the academic cooperation's high levels of implementation and the calculated index of internationalization in high levels of English proficiency and internationalization.

[Classroom Peer Effects and Teachers: Evidence from Quasi-random Assignment in a Chinese Middle School](#)

Leshui He (Bates College) ; Stephen L. Ross (University of Connecticut)

This paper examines peer effects in a Chinese middle school where: 1. classes are randomly assigned to teachers, and 2. student quality across classes varies because student assignment is based on a noisy measure of student quality. Peer effects are concentrated primarily on math scores, as opposed to Chinese or English scores. Improvements in peers at the bottom of the distribution of ability leads to improvements in student performance both for the student's own class and for sibling classes that share the same teachers, but are not connected in any other way. For middle and top tercile peers, improvements in peers appear to reduce student test scores. The positive effects of peers at the bottom of the distribution are primarily associated with the ability of boys in the class and the sibling class, while the negative effect of peers seems to be driven by same gender peers. Finally, the positive own class and sibling class peer effects arise primarily when the head teacher of the class or the sibling class, respectively, teaches math.

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[Factors Affecting College Attainment and Student Ability in the U.S. since 1900](#)

Kevin Donovan (University of Notre Dame) ; Christopher Herrington (Virginia Commonwealth University)

We develop a dynamic lifecycle model to study long-run changes in college completion and average ability of college students in cohorts born from 1900 to 1972. The model is disciplined in part by constructing a historical time series on real college costs from printed government documents covering this time period. The model captures nearly all of the increase in attainment for 1900 to 1950 cohorts. In counterfactual exercises we show that attainment would have been lower by almost half, on average, for 1925 to 1950 cohorts absent a large decrease in college costs relative to income. For post-1950 cohorts simultaneously rising college costs and education premia act in opposite directions to result in low college enrollment growth; however, endogenously declining average ability of college students lowers overall completion rates in the model. Furthermore, we find that

economic factors have little impact on average student ability; rather, the precision of signals about true ability are the key driver of changes in average ability. We utilize historical data on the share of students who take SATs as a proxy for the increasing precision of ability signals, and show that this allows the model to match the aggregate ability sorting patterns.

[The Effect of All-Day Primary School Programs on Maternal Labor Supply](#)

Nemitz, Janina

This study analyzes the effect of all-day (AD) primary school programs on maternal labor supply. To account for AD school selectivity and selection into AD primary school programs I estimate bivariate probit models. To identify these models I exploit variation in the allocation of investments to AD primary schools across time and counties. This variation results from the public investment program “Future Education and Care” (IZBB) which was introduced by the German federal government in 2003. My results indicate for mothers with primary school-aged children in Germany (excluding Bavaria) a significantly positive effect of AD primary school programs on labor supply at the extensive margin. On average, mothers who make use of AD primary school programs are 26 ppts more likely to be employed than mothers who do not make use of these programs. This large effect is robust to alternative specifications and estimation methods and mainly concentrated in states with AD primary school student shares of up to 20%. On the contrary, there is no evidence for an impact of these programs on maternal labor supply at the intensive margin (full-time vs. part-time).

[The Long Shadow of the Chinese Cultural Revolution: The Intergenerational Transmission of Education](#)

Meng, Xin (Australian National University) ; Zhao, Guochang (Southwest University of Finance and Economics, Chengdu)

Between 1966 and 1976, China experienced a Cultural Revolution (CR). During this period, the education of around 17 birth cohorts was interrupted by between 1 and 8 years. In this paper we examine whether, and by how much, this large-scale schooling interruption affected their children's education. We find a strong effect: more interrupted education for parents, less completed education for their children. On average the CR cohort had 2.9 years interrupted education. If they failed to catch up after the CR, this translates to a reduction of 0.87 years of schooling and a 9 percentage points (or 50%) reduction in the probability of completing a university degree for their children relative to the children whose parents did not have interrupted schooling. Our results have strong implications for developing countries prone to long-term conflicts which often adversely affect children's education. As human capital accumulation is one of the main drivers of economic development, these negative schooling shocks affecting current generation education levels will have an impact far beyond the immediate economic development of these war-torn economies and extend to the next generation.

[Sorting in public school districts under the Boston Mechanism](#)

Caterina Calsamiglia (Universitat Autònoma de Barcelona) ; Francisco Martínez-Mora (University of Leicester) ; Antonio Miralles (Universitat Autònoma de Barcelona)

We show that the widely used Boston Mechanism (BM) fosters ability and socioeconomic segregation across otherwise identical public schools, even when schools do not have priorities over local students. Our model includes an endogenous component of school quality--determined by the peer group--and an exogenous one. If there is an exogenously worse public school, BM generates

sorting of types between a priori equally good public schools: an elitist public school emerges. A richer model with some preference for closer schools and flexible residential choice does not eliminate this effect. It rather worsens the peer quality of the non-elitist school. The existence of private schools makes the best public school more elitist, while reducing the peer quality of the worst school. The main alternative assignment mechanism, Deferred Acceptance, is resilient to such sorting effects.

[What kind of careers in science do 15-year-old boys and girls expect for themselves?](#)

OECD

On average across OECD countries, almost one in four students – whether boy or girl – expects to work in an occupation that requires further science training beyond compulsory education. This brief highlights the kinds of science careers 15-year-olds anticipate for themselves in the future.

[Actual and perceived financial sophistication and wealth accumulation: The role of education and gender](#)

Neubert, Milena ; Bannier, Christina E.

This study examines the role of actual and perceived financial sophistication (i.e., financial literacy and confidence) for individuals' wealth accumulation. Using survey data from the German SAVE initiative, we find first of all strong gender- and education-related differences in the distribution of the two variables: Whereas financial literacy rises in formal education, confidence increases in education for men but decreases for women. As a consequence, highly-educated women become strongly underconfident, while men remain overconfident. We then show that these differences influence wealth accumulation: The positive effect of financial literacy is stronger for women than for men and is increasing in women's education but decreasing in men's. For highly-educated men, however, overconfidence closes this gap by increasing wealth via stronger financial engagement. Interestingly, female underconfidence does not reduce current wealth levels though it weakens future-oriented financial engagement and may thus impair future wealth accumulation.

[Beyond the Classroom: The Implications of School Vouchers for Church Finances](#)

Daniel M. Hungerman ; Kevin J. Rinz ; Jay Frymark

Governments have used vouchers to spend billions of dollars on private education; much of this spending has gone to religiously-affiliated schools. We explore the possibility that vouchers could create a financial windfall for religious organizations operating private schools and in doing so impact the spiritual, moral, and social fabric of communities. We use a dataset of Catholic-parish finances from Milwaukee that includes information on both Catholic schools and the parishes that run them. We show that vouchers are now a dominant source of funding for many churches; parishes in our sample running voucher-accepting schools get more revenue from vouchers than from worshipers. We also find that voucher expansion prevents church closures and mergers. Despite these results, we fail to find evidence that vouchers promote religious behavior: voucher expansion causes significant declines in church donations and church spending on non-educational religious purposes. The meteoric growth of vouchers appears to offer financial stability for congregations while at the same time diminishing their religious activities.

[A local idea space: the value of personal and thematic proximity in academic research](#)

Lukas Kuld (Department of Economics, Trinity College Dublin)

While recent research has found no strong overall effects between colleagues in university departments, this paper shows a clear link between the success of individual research articles and local colleagues when their research is directly related. Using data from the CVs of around 1,000 academic economists, I study research links between department colleagues and their impact on citations. The novel focus on articles also addresses endogeneity concerns using differences in the scope of the effect for article quality and dissemination by publication type and peer group. The estimates show that articles in top 25 journals that draw on research of local colleagues receive significantly more citations than comparable work by the same authors. Conversely, the co-author network is primarily correlated with low-profile journals and arguably reflect widely the authors' field-specific standing.

[The International Epidemiological Transition and the Education Gender Gap](#)

Klasing, Mariko Jasmin ; Klasing, Mariko J. ; Milionis, Petros

We explore the impact of the international epidemiological transition on educational outcomes of males and females over the second half of the 20th century. We provide strong evidence that the large resulting declines in mortality rates from infectious diseases gave rise to differential life expectancy gains across genders, with females benefiting mostly from them due to their greater responsiveness to vaccination. We also document that these gender differences in life expectancy gains are subsequently reflected in similar differential increases in educational outcomes for males and females. Using an instrumental variables strategy that exploits pre-intervention variation in mortality rates across different infectious diseases we confirm the causal nature of these effects and show that the magnitude of the effects account for a large share of the reduction in the education gender gap that emerged over this period.

[Teacher Assessments versus Standardized Tests: Is Acting "Girly" an Advantage?](#)

Di Liberto, Adriana (University of Cagliari) ; Casula, Laura (University of Cagliari)

We study if Italian teachers do apply gender discrimination when judging students. To this aim, we use a difference-in-differences approach that exploits the availability of both teachers (non-blind) and standardized test (blind) scores in math and language that Italian students receive during the school year. Using data for all sixth graders, descriptives show that in both scores girls are better than boys in the language scores, while in math boys perform better than girls in the blind test. Moreover, our analysis suggest that boys are always discriminated by teachers in both subjects. This result holds also when we control for class fixed effects, students noncognitive skills, gender specific-attitude towards cheating and possible cultural differences towards gender attitudes in math or language.

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

Cinnirella, Francesco ; Schueler, Ruth

Decentralization is expected to improve the provision of public goods as it can better respond to people's preferences. In this paper we argue that decentralization of education policy in a context of heterogeneous local preferences and with high coordination costs can lead to underprovision of education. To test this hypothesis we analyze the provision of public education in nineteenth-century Prussia which was characterized by a decentralized education system and a linguistically polarized society. Using unique county-level data on education expenditure we show that linguistic polarization had a negative impact on local spending. Instrumental variable estimates using distance

to the eastern border suggest that the negative relationship can be interpreted as causal. Fixed-effect estimates exploiting a policy change in education spending show that centralization increased the provision of teachers in more linguistically polarized counties. Overall our results are consistent with the interpretation that decentralization can have heterogeneous effects.

[Making it right? Social norms, hand writing and cognitive skills](#)

Guber, Raphael

Forcing a left-handed child to use the right hand for writing was long common practice in the Western world. Although it is rare now in these societies, it is still highly prevalent in developing countries and across various cultures. Forced right-hand writing is a rare early childhood intervention that was performed on a large scale and throughout history. In this paper we investigate how this intervention affected educational outcomes and cognitive skills in German adults in the mid and long run. To identify causal effects we use the decline of the right-hand writing norm across cohorts in a difference-in-differences first stage, where right-handers serve as counterfactual group. While OLS estimates indicate that treated individuals obtained more years of education and better math grades (compared to all others), our 2SLS coefficients suggest zero or negative effects for educational outcomes, and strong negative effects on cognitive skills. These findings are in line with brain scans that show reduced gray matter in the putamen of switched German adults, which is responsible for motor skills and cognitive functioning.

[Human Assets Index retrospective series: 2016 update](#)

Sosso FEINDOUNO (Ferdì) ; Michaël GOUJON (University of Auvergne)

Human capital, a broad concept including education and health, is considered as an essential driver of development patterns and human well-being. Undernourishment, poor health and low education attainment remain considerable obstacles to economic and social progress in Developing Countries (DCs) and particularly in the Least Developed Countries (LDCs). The Millennium Development Goals adopted by the United Nations in September 2000, where five of the eight Goals relate to education or health, portray the outstanding importance of human development. This importance has been renewed with the adoption of the Sustainable Development Goals in September 2015 that maintain the goals of “zero hunger”, “good health and well-being” and “quality education”...../.....

[Choosing the optimal public choice scenario through a democratic educational procedure: A history from ancient Athens](#)

Economou, Emmanouel/Marios/Lazaros ; Kyriazis, Nicholas

In the present essay we argue that the Athenians were well aware that for a smooth functioning of democracy the citizens, who voted in the Assembly under direct democracy procedures, had to be educated. We argue that they had to find good solutions in the decision process of the Assembly. We analyse a public choice issue: the case of shipbuilding of the Athenian fleet that played a crucial defeat of the Persians in 480 BCE. The Athenians actually had to decide on a public choice set issue: sacrifice personal consumption in favour of the public good defence. We argue that the Athenians finally reached to the optimal choice, after having received at first undergone a process of democratic education.

[The Life-cycle Benefits of an Influential Early Childhood Program](#)

García, Jorge Luis (University of Chicago) ; Heckman, James J. (University of Chicago) ; Leaf, Duncan Ermini (University of Southern California) ; Prados, Maria José (University of Southern California)

This paper estimates the long-term benefits from an influential early childhood program targeting disadvantaged families. The program was evaluated by random assignment and followed participants through their mid-30s. It has substantial beneficial impacts on health, children's future labor incomes, crime, education, and mothers' labor incomes, with greater monetized benefits for males. Lifetime returns are estimated by pooling multiple data sets using testable economic models. The overall rate of return is 13.7% per annum, and the benefit/cost ratio is 7.3. These estimates are robust to numerous sensitivity analyses.

[The formalization of organizational capabilities and learning: results and challenges](#)

Giovanni Dosi ; Marco Faillo ; Virginia Cecchini Manara ; Luigi Marengo ; Daniele Moschella

This work offers an overview of recent formalizations of organizational capabilities and learning. We first present the main characteristics both of NK models and of the approach based on Classifier Systems, focusing on their early applications to organization studies. We then discuss how the use of these models has contributed, in the recent years, to the formal analysis of the development and change of firm's dynamic capabilities by improving our understanding of processes of organizational learning and adaptation, and of the relationship between cognitive and governance issues.

Repéré sur : Senat.fr

[Proposition de loi visant à agir concrètement en faveur de l'égalité professionnelle entre les femmes et les hommes](#). Texte transmis au Sénat le 3 février 2017

2. Sommaires de revues en éducation

Revue anglophones :

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- Researching and reporting on international teacher education agendas: signalling change
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- “I chose to become a teacher because”. Exploring the factors influencing teaching choice amongst pre-service teachers in Ireland
Jennifer Hennessy & Raymond Lynch
- Pathways to resilience: how drawings reveal pre-service teachers' core narratives underpinning their future teacher-selves
Judith Dinham, Beryl Chalk, Susan Beltman, Christine Glass & Bich Nguyen
- The global education practicum: perspectives from accompanying academics

Catherine Lang, Marcelle Cacciattolo & Gillian Kidman

- Dialogue and reciprocity in an international teaching practicum
Graham Parr, Julie Faulkner & Craig Rowe
- Re-envisaging and reinvigorating school–university practicum partnerships
Lexie Grudnoff, Mavis Haigh & Vivienne Mackisack
- Heroes and villains: the insistence of the imaginary and the novice teacher’s need to believe
Matthew Clarke & Lynn Sheridan

[Australian Economic Review, Volume 50, Issue 1, March 2017](#)

- The Australian Economy in 2016–17: Looking Beyond the Apartment Construction Boom
Tim Robinson, Viet H. Nguyen and Jiao Wang
- Improved Forecasts of Tax Revenue via the Permanent Income Hypothesis
Lance A. Fisher and Geoffrey Kingston
- Inequality and Growth: Reviewing the Economic and Social Impacts
Tony Ward
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Tim Lefroy, James Key and Ross Kingwell
- Policy Forum: On the Macroeconomic Effects and Policy Implications of Uncertainty
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- A Short Review of the Recent Literature on Uncertainty
Efrem Castelnuovo, Guay Lim and Giovanni Pellegrino
- Observations on Uncertainty
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- Uncertainty and Monetary Policy
Christopher Kent
- Accounting for Uncertainty in Public Debt Targets
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C. John McDermott
- Uncertainty and Macroeconomic Policy
John Swieringa

- Getting Started with PATSTAT Register
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- Measurement of Peer Effects
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[British Journal of Educational Technology, Volume 48, Issue 2, March 2017](#)

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Mohamed Ali Khenissi, Fathi Essalmi, Mohamed Jemni, Kinshuk, Ting-Wen Chang and Nian-Shing Chen
- Is immersion of any value? Whether, and to what extent, game immersion experience during serious gaming affects science learning
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- Educational games as stand-alone learning tools and their motivational effect on L2 vocabulary acquisition and perceived learning gains
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- Examining a one-hour synchronous chat in a microblogging-based professional development community
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- The complementary use of audience response systems and online tests to implement repeat testing: A case study
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- International Demand For Spanish University Education: an analysis in the context of the European Higher Education Area

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- Exploring the ethical issues related to visual methodology when including young children's voice in wider research samples
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- Ethical issues in listening to young children in visual participatory research
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- Shopping for schools or shopping for peers: public schools and catchment area segregation
Emma E. Rowe & Christopher Lubienski
- ‘Shit shows’ or ‘like-minded schools’: charter schools and the neoliberal logic of Teach For America
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- Stress among UK academics: identifying who copes best
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- Is there a technological fix for the current global stagnation?: A response to Daniele Archibugi, Blade Runner economics: Will innovation lead the economic recovery?
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Colin Simpson
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Lilia Mantai
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Syed Zamberi Ahmad & Frederick Robert Buchanan
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- The value of service-learning: the student perspective
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- Am I a STEM professional? Documenting STEM student professional identity development
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- Student-centred learning (SCL): roles changed?
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- Teachers' perspective on institutional barriers to academic entrepreneurship – a case of Uttarakhand state, India
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- Using action, reflection and modelling (ARM) in Malaysian primary schools: connecting 'the ARM theory' with student teachers' reported practice
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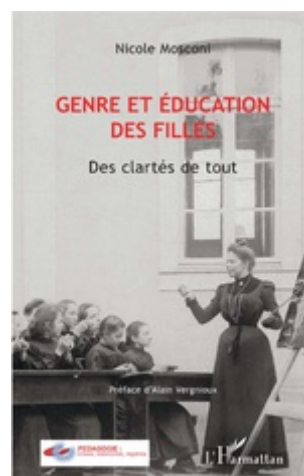
3. Livres intéressants



Soufiane Rouissi, Lidwine Portes et Ana Stulic. **Dispositifs numériques pour l'enseignement à l'université**. Paris : l'harmattan, février 2017. 200 p. ISBN : 978-2-343-11253-4 - 21.5 €

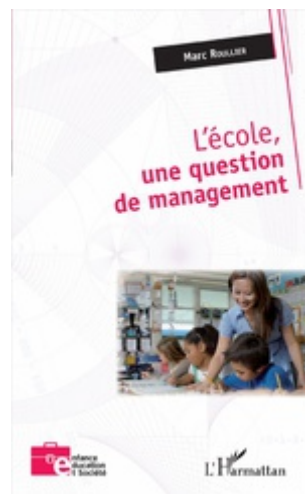
Le recours au numérique pour enseigner les langues, les littératures et civilisations étrangères

Cet ouvrage rassemble des travaux scientifiques portant sur l'usage du numérique pour l'enseignement des langues, littératures et civilisations étrangères. Il présente des réflexions théoriques et des cas d'études pratiques menées à l'université en France, en Espagne, au Maroc et au Québec. Pour de nombreuses disciplines enseignées à l'université, si le contexte numérique n'est pas nouveau, il n'en demeure pas moins que les développements actuels des technologies du Web et des outils numériques mis à disposition pour des usages individuels et collectifs invitent à des observations ciblées.



Nicole Mosconi. **Genre et éducation des filles : Des clartés de tout.** Paris : l'harmattan, février 2017. 210 p. (Pédagogie : crises, mémoires, repères) - EAN : 9782343111094 - 22.5 €

Comment expliquer le retard et les inégalités dans l'instruction et la scolarisation des filles par rapport à celles des garçons ? Cet ouvrage met en évidence les croyances et les préjugés dans lesquels ceux-ci sont enracinés et il interroge le caractère normal et naturel de ces privilèges accordés aux garçons. Par une approche à la fois historique et philosophique, il analyse les "théorisations" qui sont censées les légitimer. Mais la mise en perspective historique montre aussi que les conceptions de l'éducation des filles ne vont pas sans susciter des paradoxes et des conflits.



Marc Roullier. **L'école, une question de management.** Paris : l'harmattan, février 2017. 174 p. ISBN : 978-2-343-10844-5 - 18.5 €

Depuis plus d'une décennie, les chiffres de la réussite scolaire des élèves sont décevants. Même s'ils ne sont pas aussi catastrophiques qu'on le laisse entendre, ils n'en restent pas moins un motif de querelle. Et lorsqu'une organisation aussi puissante que l'Éducation nationale délivre une performance médiocre, il est probable que cela soit plus un problème d'organisation que de compétences. Les difficultés de l'école sont avant tout un problème managérial. Cet ouvrage pointe le déficit organisationnel de l'école. L'instruction de nos enfants vaut sans doute que l'on interroge le management du système éducatif.