



# Veille de l'IREDU n°80

15 avril 2017

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## 1. Ressources sur le Web

### ***Repéré sur : Alternatives-economiques.fr***

Eva Mignot. [La réforme des rythmes scolaires a réduit les inégalités hommes-femmes](#). Alternatives économiques, avril 2017

La réforme des rythmes scolaires a beaucoup fait parler d'elle lors de sa mise en place en septembre 2013. Elle a divisé psychologues, parents d'élèves, instituteurs et collectivités territoriales. Ses détracteurs l'estimaient coûteuse et perturbante pour les enfants. Mais, ce qu'elle a surtout changé, c'est bien le rythme de travail des femmes. Selon une étude publiée mercredi 5 avril par l'Institut des politiques publiques (IPP), la réforme a été bénéfique pour l'activité professionnelle des femmes : les mères travaillent désormais davantage le mercredi.

Avant septembre 2013, selon l'Insee, plus de 40 % des mères dont le plus jeune enfant était en âge d'aller à l'école ne travaillaient pas le mercredi, contre 20 % pour les pères. Si les mentalités évoluent, les stéréotypes de genre sont encore bien présents : les mères adaptent davantage leur emploi du temps professionnel à la garde des enfants que leurs conjoints.

### ***Repéré sur : cafepedagogique.net***

[Yves Dutercq : Autonomie des établissements : L'efficacité à quelles conditions ?](#) L'expresso du 3 avril 2017

L'autonomie des établissements peut-elle améliorer l'efficacité du système éducatif français , notamment réduire les inégalités ? Professeur à l'université de Nantes et codirecteur du CREN, Yves Dutercq décrypte pour le Café pédagogique les réformes françaises et étrangères. Pour lui, l'autonomie des établissements ne fonctionne au profit de tous que là où elle est "d'ordre collectif et pas seulement fondée sur celle de l'équipe de direction".

[Brevet : Des inégalités persistantes](#). L'expresso du 3 avril 2017

Les inégalités sociales de réussite se maintiennent au brevet. C'est le principal enseignement de la nouvelle Note de la Depp (division des études du ministère de l'éducation nationale) publiée le 31 mars. Avec 87% de reçus le brevet passe un nouveau cap. La réforme de l'examen promet de nouveaux sommets. Réduira-t-elle les inégalités ?

[Réussite en hausse aux examens professionnels](#). L'expresso du 3 avril 2017

Le taux de réussite aux examens professionnels 2016 est en hausse de près de 2 points, relève la Depp dans une nouvelle Note. 649 000 candidats se sont présentés et 540 000 ont été reçus. Cela concerne 216 000 candidats au CAP (84% de reçus). " Il existe environ 200 spécialités de CAP proposées mais les candidats se concentrent sur un petit nombre d'entre elles", note la Depp. "Le secteur de la production regroupe 55 % des lauréats. Dans ce secteur, les métiers de « l'Agroalimentaire, alimentation et cuisine » regroupent 32 % des admis. Dans le domaine des

services, trois groupes de spécialités se démarquent : « Travail social », qui est constitué seulement de la spécialité « Petite enfance » (31 % des admis du secteur Services), « Coiffure et esthétique » (23 % des admis du secteur Services) et « Commerce et vente » (17 % des admis de ce secteur)". (...)!

[Que sait-on de l'absentéisme des élèves ?](#) L'expresso du 3 avril 2017

Comment appréhender l'absentéisme des élèves ? La Depp publie une nouvelle Note basée sur les déclarations d'un panel d'établissements et des Dasen, l'absentéisme étant défini comme au moins 4 demi journées d'absence par mois. Selon la Depp, " 4,5 % des élèves ont été absents de façon non justifiée quatre demi-journées ou plus par mois, en moyenne. Ce taux d'absentéisme moyen est de 2,8 % dans les collèges, de 5,1 % dans les lycées d'enseignement général et technologique (LEGT) et de 13,8 % dans les lycées professionnels (LP)." Des taux moyens qui occultent le fait que la moitié des absences a lieu dans 10% des établissements.

[Héloïse Durler : Les pièges de l'autonomie obligatoire.](#) L'expresso du 4 avril 2017

L'autonomie ne concerne pas que les établissements scolaires et le fonctionnement de l'éducation nationale. Elle s'est glissée dans nos manuels scolaires et dans nos salles de classe. C'est la thèse d'Héloïse Durler, Ecole pédagogique de Lausanne, qui montre comment en demandant à l'élève d'accepter et d'organiser son travail scolaire, l'Ecole fabrique de nouvelles inégalités.

[Quelles leçons tirer de l'échec d'une réforme de l'éducation prioritaire en Belgique ?](#) L'expresso du 4 avril 2017

Que se passe-t-il quand on donne aux établissements scolaires une aide financière en leur demandant d'imaginer eux-mêmes comment ils vont l'utiliser ? C'est ce que vivent les établissements scolaires de la Belgique francophone avec le décret "encadrement différencié". Laetitia Desmet, Vincent Dupriez et Benoit Galand étudient les résultats du décret dans 5 établissements pour conclure à des résultats très modestes de cette aide donnée à des établissements totalement autonomes.

[Un Dictionnaire pour l'éducation.](#) L'expresso du 5 avril 2017

Un "Dictionnaire de l'éducation" à quoi et à qui ça sert ? Bien sur aux chercheurs qui veulent avoir un état de la recherche sur un point précis. Mais aussi à tous ceux qui s'intéressent à l'Ecole, à commencer par les professeurs, qui cherchent à comprendre un système éducatif de plus en plus complexe. De Accountability à Violence en milieu scolaire, le Dictionnaire co dirigé par Agnès Van Zanten et Patrick Rayou, fait un portrait encyclopédique de l'Ecole.

[A qui profite la réforme des rythmes scolaires ?](#) L'expresso du 5 avril 2017

La réforme des rythmes scolaires a-t-elle profité aux femmes ? C'est l'hypothèse qu'étudie Emma Duchini et Clémentine Van Effenterre dans une nouvelle Note de l'Institut des politiques publiques, Ecole d'économie de Paris. Dans ce travail elles observent une évolution du travail des femmes. La réforme a permis à un plus grand nombre de femmes de travailler le mercredi ce qui ne sera pas sans effets sur leur carrière.

[Etats-Unis : Avoir eu un professeur noir diminue l'échec des élèves noirs.](#) L'expresso du 6 avril 2017

Dans une société où l'appartenance raciale est légale, la "race" du professeur joue dans la réussite à court et long terme des élèves. C'est ce que vient de démontrer une étude de la John Hopkins

University. Elle porte sur plus de 100 000 élèves qui se sont déclarés comme "noirs" en Caroline du Nord et dans le Tennessee. On savait déjà qu'avoir un professeur noir avait un effet sur les élèves noirs en terme de résultats immédiats. Ce que montre l'étude c'est qu'avoir eu au moins un professeur des écoles noirs a un effet sur la poursuite des études des élèves noirs défavorisés. Selon l'étude leur chance de poursuivre des études post bac augmente de 29% et celle de décrocher de 39%. Les professeurs noirs apparaîtraient comme des modèles positifs pour ces enfants défavorisés.

[Jean-Claude Meyer : Comment installer le travail collaboratif ?](#) L'expresso du 7 avril 2017

"La question du travail d'équipe des enseignants est fortement marquée par le désenchantement ou la crainte d'une impasse". Pourtant l'inspection, les instructions officielles, les programmes et le socle, la réforme du collège, l'accompagnement personnalisé en lycée, bref toute la puissance de l'institution pousse dans le sens du travail collaboratif des enseignants. Alors comment faire pour qu'il s'installe vraiment C'est la question que Jean-Claude Meyer, professeur de français et formateur, prend à bras le corps dans un nouveau livre publié par ESF. L'ouvrage donne des pistes concrètes, particulièrement en français, pour impulser le travail collaboratif dans une équipe disciplinaire et dans un établissement.

[Mixité sociale et pilotage des établissements au programme de la Depp.](#) L'expresso du 7 avril 2017

Entre construction d'un appareil statistique et diffusion de l'information scientifique sur l'éducation, la direction de l'évaluation, de la prospective et de la performance (Depp) annonce un programme chargé pour 2017. Au programme un tableau de bord pour les écoles, un nouveau modèle d'allocation des moyens pour le 2d degré, et le suivi des expérimentations en cours.

[Mixité sociale à l'Ecole : Les recommandations de Choukri Ben Ayed.](#) L'expresso du 7 avril 2017

"Il n'y aura pas de recette « miracle ». Les expressions que l'on entend encore, notamment en période électorale, d'une « nouvelle sectorisation », n'ont pas vraiment de sens. La mixité sociale relève d'une politique publique complexe qui implique certes des enjeux de sectorisation mais également des systèmes d'accord à construire au sein de la chaîne hiérarchique de l'Éducation nationale (entre le niveau national et local) et entre cette dernière et les institutions locales. Au fond c'est là que les difficultés se sont concentrées". Sociologue de l'éducation, Choukri Ben Ayed travaille actuellement sur les expérimentations en matière de mixité sociale lancée par le ministère. Il se confie dans un entretien donné à l'observatoire de la réussite éducative.

[Même la prison ne fait pas reculer l'absentéisme.](#) L'expresso du 7 avril 2017

Rétablir la suppression des allocations familiales pour faire baisser le taux d'absentéisme des élèves est inscrit au programme de F Fillon pour la présidentielle. En Angleterre on va nettement plus loin puisque l'absentéisme relève du code pénal et est passible d'amende et de prison. Les derniers chiffres viennent de sortir. Le nombre de cas poursuivis a presque doublé depuis 2011 passant de 12 000 à 20 000 en 2015. Le montant des amendes a lui aussi grimpé : l'absentéisme est sanctionné de 176 livres (plus de 200 €). Enfin 8 parents ont été condamnés à de la prison en 2015 (33 depuis 2013). Malgré tout cela l'absentéisme est toujours là...

## ***Repéré sur : Cereq.fr***

Paul Kalck. [L'apport des associations d'écoconstruction au verdissement du secteur du bâtiment](#). Céreq Etudes, n°8 avril 2017 171 p.

Dans le cadre d'une commande du Commissariat général au développement durable (CGDD), le Céreq a étudié les politiques de verdissement de ces dix dernières années dans différents secteurs d'activités économique puis s'est interrogé sur les infléchissements à apporter pour mieux accompagner le développement d'approches écoresponsables.

Dans le bâtiment, l'état des lieux a abouti à la mise en évidence de nombreuses controverses qui s'organisent autour d'une opposition entre approches énergétiques et réductionnistes et approches écologiques et holistiques. Ces approches, décrites dans leurs postulats et leurs conséquences pratiques, ont connu un développement inégal. L'approche énergétique et réductionniste apparaît largement dominante. Cette approche est loin d'être à la hauteur des enjeux environnementaux et sociétaux mis en avant par les tenants d'une approche écologique et holistique, souvent regroupés au sein d'associations.

C'est ce premier constat qui a conduit à étudier l'apport des associations d'écoconstruction au verdissement du secteur du bâtiment. Comment donnent-elles corps à des démarches fondées sur une approche écologique et holistique? Sont-elles en mesure de promouvoir ces démarches efficacement et dans la durée ?

## ***Repéré sur : Crifpe.com***

Gouin, J.-A. (2017). [Processus menant à la coproduction d'une trajectoire de développement pour une compétence professionnelle visant à concevoir des situations d'enseignement apprentissage pour les étudiants-stagiaires en enseignement secondaire](#). Thèse de doctorat inédite, Université Laval, Québec, Québec.

Au cours des deux dernières décennies, la formation pratique semble s'être imposée comme un incontournable pour assurer le développement des compétences des futurs enseignants québécois du primaire et du secondaire dans une perspective professionnalisante. Cette recherche collaborative comporte trois grandes phases à partir desquelles nous nous sommes inspirées pour rédiger trois articles. Ces trois phases sont liées à l'objet de la recherche doctorale : l'élaboration, par des formateurs d'étudiants-stagiaires, d'une trajectoire de développement pour la compétence professionnelle Concevoir des situations d'enseignement-apprentissage et ce, pour les quatre stages à l'intérieur du baccalauréat en enseignement au secondaire. La première de ces phases permet de s'intéresser aux perceptions des formateurs d'étudiants-stagiaires quant au développement et à l'évaluation formative des quatre compétences professionnelles liées à l'acte d'enseigner. Par un questionnaire électronique envoyé à 352 formateurs dont 52 ont répondu, nous avons voulu identifier leurs perceptions avant d'amorcer la cosituation de la recherche. Ceci dans le but d'obtenir des pistes de travail par rapport au choix de la compétence professionnelle qui serait mise à plat par la coproduction d'une trajectoire de développement. La deuxième phase correspond à celle de la cosituation de la recherche collaborative. Nous avons analysé le discours de sept formateurs dans la négociation de sens qu'ils menaient pour définir le concept de compétence professionnelle et la compétence de la conception de situations d'enseignement apprentissage. Finalement, la dernière phase correspond à la coopération et à la coproduction de l'objet, soit l'élaboration d'une trajectoire

de développement accompagnée de situations professionnelles dans lesquelles se mobilisera la compétence professionnelle ainsi que les domaines de ressources disponibles pour les étudiants-stagiaires. Le dernier article analyse le contenu des trois rencontres qui se sont déroulées avec les formateurs d'étudiants-stagiaires pour arriver à la coproduction du parcours. Les résultats amènent à s'intéresser, outre la trajectoire de développement, aux défis que rencontrent les formateurs d'étudiants-stagiaires dans leur travail d'accompagnement : leurs représentations des compétences professionnelles liées à l'acte d'enseigner ne sont pas partagées étant donné le peu de moments dont ils disposent pour en discuter. Les résultats démontrent également la nécessité de négocier le sens de leurs représentations afin de pouvoir élaborer la trajectoire de développement. De plus, les deux derniers articles jettent un regard expérientiel sur les deux communautés de pratique implantées pendant cette recherche et présentent les défis relevés avec les formateurs.

Grandjean Lapierre, É. (2017). [Enseignement et apprentissage autorégulé: une étude qualitative.](#) Mémoire de maîtrise inédit, Université Laval, Québec, Québec.

La présente recherche porte sur le développement de la gestion du temps en tant que composante de l'apprentissage autorégulé chez des élèves de cinquième et de sixième année fréquentant une école à pédagogie Montessori. Cette étude qualitative réalisée auprès de trois élèves, un de leur parent et leur enseignant nous permet de mettre en lumière le niveau actuel de développement de leur compétence de gestion du temps dans un contexte d'interaction autour d'un outil de gestion du temps inclut dans un plan de travail. La source et le mode de transmission des médiations établis par Buysse (2012a) sont analysés et permettent d'identifier les processus de monitoring et d'évaluation déjà intériorisés par les élèves et celles qui nécessitent encore le soutien de l'enseignant et/ou de l'outil.

Guay, A. (2016). [La controverse structurée comme stratégie d'enseignement-apprentissage pour caractériser l'argumentation auprès d'élèves québécois du secondaire.](#) Mémoire de maîtrise inédit, Université Laval, Québec, Québec.

Notre mémoire caractérise la façon dont des élèves argumentent lorsqu'une controverse structurée leur est présentée en contexte scolaire. Cette stratégie d'enseignement-apprentissage veut nous amener à proposer une grille pour guider les élèves et les enseignants lors de la construction d'arguments. Notre texte illustre la place de l'argumentation en contexte scolaire lors de l'exploration d'une question socioscientifique pour favoriser le développement d'une alphabétisation scientifique et technique chez les élèves. Cette recherche interventionniste s'inspire de l'approche du Developmental Work Research (DWR) qui est ancrée dans la troisième génération de la théorie de l'activité. Travaillant à partir du principe épistémologique de la double stimulation, nous analysons la façon par laquelle les élèves se sortent de la situation problématique que pose l'argumentation en contexte scolaire. La cueillette de données est réalisée avec un groupe d'élèves québécois du premier cycle du secondaire dans une école du Québec, Canada. L'argumentation a lieu dans le cadre d'un projet interdisciplinaire intitulé Scientific idol lors de cours de Science et technologie et de Français. Nos analyses nous permettent de dégager les interactions qui ont émergé entre un élève et son groupe de pairs ainsi que certaines tensions récurrentes. De plus, les caractéristiques de l'argumentation mise de l'avant par ces élèves furent ressorties et ont contribué au développement de notre grille d'analyse. Par cette grille, nous voulons aider les élèves à développer des compétences argumentatives lors de l'étude de controverses en favorisant le partage d'idées au sein d'une équipe et en les aidant à formuler leurs arguments pour favoriser le développement d'une

alphabétisation scientifique et technique. Nous avons plus particulièrement identifié la dialectique individu/collectif présente alors que l'élève agit sur son environnement. Cela constitue l'originalité de notre contribution au-delà de l'apport de la grille d'analyse. Mots clés : Argumentation, controverse structurée, questions socioscientifiques, alphabétisation scientifique et technique, théorie de l'activité, double stimulation, construction d'arguments

Marquis, A. (2016). [Analyse argumentative de discours pédagogiques au regard de la réussite scolaire](#). Mémoire de maîtrise inédit, UQAM, Montréal, Québec.

Cette recherche s'interroge sur la réussite scolaire. Depuis les années 1980, cette notion a pris une place prépondérante dans l'environnement scolaire, elle est de tous les discours, de tous les plans d'action. L'urgence de réussir s'étend désormais à la société citoyenne. En effet, des citoyens interviennent de plus en plus que ce soit à titre personnel ou au sein d'un groupe influent. Le modèle d'analyse argumentative que nous privilégions nous amène à déterminer les fondements, les croyances que sous-tendent ces discours, à décrire la réalité qui les incite à promouvoir certaines actions. Ces données nous permettent de déterminer les divergences et les convergences de ces différents discours axés sur la réussite qu'elle soit scolaire ou éducative. L'identification des paradigmes utilisés par les auteurs qui découle de cette analyse nous permet de réaliser la multitude de préoccupations reliées à la réussite et la dichotomie des discours. Cette diversité a des répercussions sur les actions posées et les exigences envers le milieu. Nous constatons surtout que la réussite scolaire est un sujet en perpétuel mouvement.

Conseil des statistiques canadiennes de l'éducation (2017). [Indicateurs de l'éducation au Canada : rapport du Programme d'indicateurs pancanadiens de l'éducation Mars 2017](#). (Rapport no. 81-582-X). Toronto, Ontario : Conseil des statistiques canadiennes de l'éducation.

Ces tableaux viennent mettre à jour ou augmenter ceux publiés dans les numéros précédents d'Indicateurs de l'éducation au Canada : rapport du Programme d'indicateurs pancanadiens de l'éducation.

Le Programme d'indicateurs pancanadiens de l'éducation (PIPCE) trace un portrait statistique des systèmes d'éducation primaire, secondaire et postsecondaire grâce à ces tableaux et à d'autres produits.

Education Week Research Center (2017). [Quality Counts 2017: Under Construction—Building on ESSA's K-12 Foundation](#). (Rapport no. 36 (16)). Bethesda (Maryland, U.S.A.) : Editorial Projects in Education (EPE).

Education Week today releases Quality Counts 2017: Under Construction—Building on ESSA's K-12 Foundation, the latest installment of its long-running annual report on the state of education in the United States. The 2017 edition of Quality Counts takes a comprehensive look at the steps states are taking to turn the federal Every Student Succeeds Act's blueprint into a finished structure. The challenge of doing it by the start of the 2017-18 school year will likely be compounded by leadership changes at both the White House and the U.S. Department of Education.

Many features of ESSA will be familiar from the No Child Left Behind Act, the previous version of the half-century old Elementary and Secondary Education Act. That includes mandatory state testing at certain grade levels, tagging and intervening in low-performing schools, and federal sign-off on state accountability plans.

But the new law, passed with bipartisan support in Congress just over a year ago, also offers the prospect of new flexibility and a lighter federal rein on how states shape the specifics in such contentious areas as teacher evaluation, how to fix low-performing schools, and assessment. In addition to traditional school quality accountability measures, the law requires all states to incorporate at least one “other indicator” into their systems, opening the door to a variety of options.

“ESSA’s implementation remains very much a work in progress at both the federal and state levels,” said

Mark W. Bomster, an assistant managing editor at Education Week and the report’s executive project editor. “Quality Counts 2017 examines a wide range of efforts now underway, as well as the capacity challenges state policymakers face and the views of education leaders at various levels about the new law, its challenges and opportunities.”

In addition to original reporting on the implementation of the new law in this postelection environment, Quality Counts 2017: Under Construction—Building on ESSA’s K-12 Foundation includes original

Education Week Research Center survey data on teacher and administrator perceptions of the new law. District leaders weighed in on their priorities for implementing the new law, while teachers shared their views about which “non-academic” factor should be included in state accountability systems and how those factors should be assessed.

Loveless, T. (2017). [The 2017 Brown Center Report on American Education How Well Are American Students Learning? With sections on the latest international test scores, foreign exchange students, and school suspensions.](#) Washington, D.C. : The Brown Center on Education Policy, The Brookings Institution.

This Brown Center Report (BCR) on American Education is the sixth and final edition in the third volume and the 16th issue overall. The series began in 2000. As in the past, the report comprises three studies. Also in keeping with tradition, the first section features recent results from state, national, or international assessments; the second section investigates a thematic topic in education, either by collecting new data or by analyzing existing empirical evidence in a novel way; and the third section looks at one or more education policies.

***Repéré sur : Education.gouv.fr***

[Bilan social du ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche 2015-2016. Partie 1. Enseignement scolaire.](#) Avril 2017. 210 p.

Le bilan social national dresse un panorama actualisé de l'ensemble des personnels enseignants et non enseignants du ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche au cours de l'année 2015-2016. Il présente les indicateurs utiles au pilotage des ressources humaines : effectifs et caractéristiques des agents, recrutement, rémunération, carrières, conditions de travail, retraite. Cette première partie porte sur les personnels rémunérés par le ministère au titre de la mission « enseignement scolaire ». À partir d'informations statistiques objectives, le bilan social offre une vision à la fois globale et détaillée du potentiel humain du ministère. Il vise à nourrir la réflexion des acteurs du système éducatif et de la fonction publique et celle du grand public.



Xavier CHASTEL, Patrick LE PIVERT, Isabelle MENANT, Philippe SANTANA, Philippe SULTAN. [Evaluation de la politique publique de validation des acquis de l'expérience](#). Rapport I.G.A.E.N.R., Octobre 2016

Lancée en décembre 2015, l'évaluation de la validation des acquis de l'expérience a été confiée à une mission composée de membres de l'inspection générale des affaires sociales (IGAS), de l'inspection générale de l'éducation nationale (IGEN) et de l'inspection générale de l'administration de l'éducation nationale et de la recherche (IGAENR).

L'évaluation a permis d'identifier 20 mesures de transformation du dispositif de VAE qui permettent notamment :

- un raccourcissement des délais pour les candidats
- un allègement des démarches et formalités à remplir pour s'engager dans le dispositif
- une aide à l'orientation renforcée pour permettre une meilleure garantie de succès aux candidats
- un ciblage de la VAE en priorité vers des publics sans emploi ou en risque de perte d'emploi, sur des secteurs d'activité porteurs ou des territoires particulier (en lien avec les politiques de la ville par exemple) afin de faire de la VAE un outil au service de la politique de l'emploi
- le développement de projets collectifs de VAE en lien avec les bassins d'emploi

***Repéré sur : ife.ens-lyon.fr***

Laure Endrizzi. [Recherche ou enseignement : faut-il choisir ?](#) Dossier de veille de l'IFÉ, n° 116, mars 2017

Toutes les universités, tous les universitaires s'engagent-ils simultanément sur la qualité de la recherche et de l'enseignement ? Ce dossier examine les tensions propres à ce couplage fondateur à la lumière de quelques travaux de recherche récents, français et européens.

Une première partie s'intéresse à l'évolution des missions dévolues aux universités et aux processus de différenciation qui revisitent le modèle humboldtien du XIXe siècle. Une deuxième partie analyse la diversification des modes d'entrée dans la carrière académique et la structure française des emplois scientifiques et pédagogiques. La troisième partie porte sur le travail académique et les asymétries fonctionnelles liées aux tâches de recherche et d'enseignement, et examine les facteurs influençant l'orientation différenciée des activités.

Sarah Nowak, Luke Joseph Matthews, Andrew Parker. [A General Agent-Based Model of Social Learning](#). RAND Corporation, 04/2017

When engaging in behaviors that may entail risks or outcomes that are unknown or uncertain, individuals often look beyond their own experiences (including past behaviors and subsequent outcomes) to consider the experiences of others in their immediate social networks. This social influence at the micro-scale (i.e., the way in which individuals are influenced by their immediate social networks) can affect change in the greater social web in such a way that social networks may have profound effects on decisionmaking at the population level. Such micro-level social influence is central to many theories of individual decisionmaking and behavior. Observations of population-level dynamics at the macro-level demonstrate the end result of these processes — for example, over time, people's behavior tends to look more like that of their peers. This report describes a general

agent-based model (ABM) for studying social influence, and uses that general ABM to explore the relationship between micro-influence and macro-dynamics for broad classes of problems. We also describe an approach to tailor the general ABM to model a specific behavior influenced by social learning, which we illustrate using surveys designed to inform the ABM.

The framework we developed could be useful for studying any system in which social learning may occur. But while our general ABM can produce dynamics reminiscent of those that might result from many different types of behaviors, it will typically need to be tailored when used to model any particular behavior.

Simon Collin et Hamdi Saffari. [Le numérique en pédagogie universitaire : du constat d'efficacité à l'adoption](#). Université du Québec à Montréal (UQAM) - Consortium d'animation sur la persévérance et la réussite en enseignement supérieur, 04/2017

Simon Collin et Hamdi Saffari, respectivement professeur et doctorant à la Faculté des sciences de l'éducation de l'Université du Québec à Montréal (UQAM) proposent, sous forme de fiche, une réflexion critique sur l'enjeu de l'adoption du numérique par une masse critique de professeurs, un enjeu passant souvent au second rang derrière celui de l'intégration du numérique dans la pédagogie (et l'efficacité de ce processus).

Barbara Herzog-Punzenberger, Emmanuelle Le Pichon-Vorstman, Hanna Siarova. [Multilingual Education in the Light of Diversity: Lessons Learned](#). Network of Experts in Social Sciences of Education and Training, 02/2017

Fournir une éducation de qualité qui tienne compte des besoins des apprenants et de leurs ressources personnelles en termes linguistique et culturel constitue un défi important pour les systèmes éducatifs. Ce rapport s'appuie sur les travaux antérieurs (Language teaching and learning in multilingual classrooms, 2015) pour analyser plus en profondeur les bonnes pratiques en matière d'implémentation d'approches multilingues dans les pays membres de l'Union européenne et explorer les méthodes pédagogiques à l'œuvre.

Observatoire européen de l'audiovisuel. [Cartographie des pratiques et des activités d'éducation aux médias dans l'UE-28](#). Conseil de l'Europe (CoE), mars 2017

Cette étude a été financée par la Commission européenne dans le but d'analyser les diverses initiatives d'éducation aux médias prises au niveau national ou régional afin de dresser un état des lieux de la situation. Il s'agit du premier exercice majeur de cartographie portant sur le sujet en Europe. Bien que cette étude ne vise pas à couvrir la totalité des initiatives en matière d'éducation aux médias, elle présente une analyse détaillée des principales tendances, en s'appuyant sur une sélection de 547 projets impliquant 939 parties prenantes dans l'ensemble de l'Union européenne, identifiées grâce à un questionnaire adressé à des experts nationaux des États membres de l'EU-28.

Secrétariat d'État à la formation, à la recherche et à l'innovation (SEFRI). [L'enseignement supérieur et la recherche en Suisse](#). Confédération suisse, 04/2017

Cette nouvelle édition analyse les évolutions de l'enseignement supérieur en Suisse, tant sur le plan de la formation que sur celui de la recherche. L'offre des hautes écoles suisses et l'implication des secteurs public et privé dans la recherche sont analysés.

[Global University Network for Innovation - Higher Education in the World 6 - Towards a Socially Responsible University: Balancing the Global with the Local](#). Global University Network for Innovation (GUNI), mars 2017

Cette 6e édition du rapport HEIW produit par le réseau GUNI s'intéresse à la double implication, locale et globale, des universités, explorant les potentiels points de friction et les difficultés intrinsèques relevant de cette dualité : comment répondre à la demande sociale basée à la fois sur une course à la compétitivité globale et à une responsabilité dans l'évolution vers un société plus équitable et durable, tant au niveau global que local ? 86 experts issus de 28 pays apportent leur analyse et identifient les bonnes pratiques susceptibles d'aider les décideurs et les gouvernants dans leurs décisions.

ROCHE Julia. [Mieux comprendre la persévérance dans l'enseignement supérieur en France dans la transition lycée - études supérieures](#). Thèse en sciences de l'éducation, soutenue le 7 mars 2017, sous la dir. de Catherine BLAYA (Université côte d'azur)

"Cette thèse vise à mieux comprendre la persévérance en première année d'études supérieures. Avant et après cette période, deux séries d'entretiens semi-directifs sont menés auprès de 47 individus, construits à partir du modèle de l'intégration de l'étudiant de Tinto (1999) et du concept de type d'études de Lahire (1997). Leurs analyses combinant méthodes qualitatives et quantitatives montrent les processus mis en oeuvre dans la persévérance en montrant des liens significatifs avec certains facteurs de pré-admission et la majorité des facteurs relatifs à l'expérience étudiante. Les résultats différencient quatre types de persévérance, définis en fonction de deux critères : la réussite/l'échec académique et la persévérance dans le même cursus/réorientation dans d'autres études supérieures."

BOUZIGNAC Vincent. [Trajectoire scolaire et sens de l'orientation des collégien\(ne\)s scolarisé\(e\)s vers le Dispositif d'initiation aux métiers en alternance \(DIMA\) : entre expérience scolaire et rapport à l'avenir](#). Thèse en Psychologie, psychologie clinique, psychologie sociale, soutenue en 2015, sous la dir. de Myriam DE LEONARDIS & Valérie CAPDEVIELLE-MOUGNIBAS (Université Toulouse - Jean Jaurès)

"L'objectif de cette thèse est d'analyser l'influence du sens de l'expérience scolaire et du rapport à l'apprendre sur le sens que les collégiens qui entrent en DIMA accordent à leur orientation. Le sens de l'orientation est étudié à partir du modèle de la socialisation active de Malrieu (2003). La population est composée de 416 collégiens de la région Midi-Pyrénées dont 217 ont été orientés en DIMA et 199 sont scolarisés en classe de 3ème Préparatoire aux Formations Professionnelles (3ème PFP). Tous ont répondu à un questionnaire informatisé dans le cadre d'une passation collective en classe. Une première analyse descriptive, comparative entre les deux groupes d'élèves permet d'étudier les spécificités de la trajectoire et des caractéristiques psychosociales de la population des élèves de DIMA. Une seconde analyse multi variée réalisée uniquement sur les réponses au questionnaire des élèves de DIMA, révèle trois profils d'élèves développant des formes de rapport à l'orientation hétérogènes. Six collégiens représentatifs ont été sélectionnés pour une étude approfondie, par entretiens semi-directifs de recherche. Les résultats montrent que les élèves scolarisés en DIMA, majoritairement issus des milieux populaires, présentent une trajectoire scolaire spécifique marquée par des difficultés précoces dans les apprentissages. Ce sont des collégiens qui ont développé un rapport à l'école souvent à l'opposé des demandes et attentes institutionnelles. Les collégiens ont construit une représentation positive du DIMA et cette orientation suscite une

forte adhésion. Si l'engagement vers le préapprentissage s'articule autour du souhait de rupture avec un passé scolaire aliénant, il s'inscrit également dans le désir d'apprendre autrement. Nos résultats montrent l'influence fondamentale de la socialisation familiale et scolaire dans les remaniements du rapport au savoir qui contribuent à donner du sens à cette orientation. Cette dernière apparaît comme une fonction subjective permettant à l'adolescent de palier les antagonismes et les différents conflits construits au cœur des espaces de socialisation. Le DIMA permet à une grande majorité de jeunes de renouer avec une image de soi ouvrant l'espace des possibles et contribuant au « projet de soi ». L'orientation vers le DIMA représente un point d'ancrage entre espace social et sujet étayant le processus de personnalisation de l'adolescent."

ARMOUDON Nicole. [Rapport à l'école et perception de la réussite des collégiens d'Apatou de Guyane](#). Thèse en Sciences de l'éducation, soutenue en 2015, sous la dir. de Jacques PAIN (Université Paris-Ouest-Nanterre-La Défense)

"Les recherches menées en Guyane sur l'Ecole, mettent en avant l'inadaptation du système scolaire au regard de la situation géographique et sociolinguistique du territoire. Les résultats scolaires rapportés au niveau national, placent l'Académie de la Guyane en queue de peloton. Dans une société si diversifiée, composée de groupes dont l'installation est très ancienne, doivent cohabiter des populations très récemment installées. Les difficultés linguistiques sont propulsées comme vecteurs de l'échec scolaire. La réussite scolaire s'impose sur tous les sites et auprès de l'ensemble de la population scolarisée. Avant les années 70, les populations bushinengué, considérées comme « indigènes » ou « tribales », selon la terminologie de l'époque étaient écartées du système politique, économique, social et éducatif. Elles étaient essentiellement régies par des règles coutumières. Après 40 ans de changement administratif et statutaire : comment les jeunes bushinengué habitant Apatou, appréhendent le système scolaire ? Que signifie aller à l'école, y travailler, y apprendre les savoirs proposés ? Comment vivent-ils leur scolarité ? Quels sont leurs ambitions, leurs projets ? Quels regards portent-ils sur l'Ecole ? sur leur commune ? Cette recherche vise à comprendre, dans une société en pleine mutation, comment les collégiens d'Apatou à travers le rapport au savoir, se construisent, se projettent et cultivent la réussite dans l'espace scolaire. Les données sur la singularité des histoires scolaires des élèves de la 6ème à la 3ème, seront recueillies à partir d'observations, d'entretiens et de questionnaires."

LE CHAPELAIN Alexis. [Marché de l'éducation et réussite scolaire](#). Thèse en sciences économiques, soutenue en 2014, sous la dir. de Jean-Marc ROBIN (Institut d'études politiques de Paris)

"Cette thèse vise à discuter de la pertinence de l'introduction de mécanismes de marché au sein du système éducatif. En particulier, elle s'interroge sur la capacité de ces mécanismes à améliorer la réussite des élèves. Elle montre dans une première partie que des mécanismes de marché n'ont que peu de chance de permettre un meilleur appariement des élèves aux écoles, des mécanismes centralisés étant préférables. Elle mesure ensuite l'ampleur des effets de pair dans le système scolaire français, et montre qu'ils sont non négligeables. Elle montre ensuite que le système éducatif public français est peu capable de rémunérer ses enseignants au mérite. Enfin, elle analyse l'impact d'une ouverture à la compétition du marché scolaire sur le niveau d'effort des écoles et montre qu'une telle ouverture est susceptible de réduire le niveau d'effort des écoles en augmentant la différenciation vertical entre école, et donc leur pouvoir de marché. En conclusion, les mécanismes de marché semblent peu capables d'améliorer la réussite scolaire."

### ***Repéré sur : Insee.fr***

Laurent Bisault, Tristan Picard. [La culture : une activité capitale](#). Insee Première, n°1644, avril 2017  
Paris et l'Île-de-France occupent une place privilégiée en matière d'emploi dans les activités culturelles, notamment dans l'audiovisuel et le multimédia, les activités liées au patrimoine, l'édition écrite, les arts visuels et la publicité. Mais l'architecture, l'enseignement culturel et le spectacle vivant irriguent davantage les autres territoires de métropole et d'outre-mer. Les emplois de la culture représentent 3 % de ceux de l'ensemble de l'économie. Ils se caractérisent souvent par une multiplicité de postes occupés dans l'année. Le cumul des statuts de salarié et d'indépendant est également fréquent.

### ***Repéré sur : ladocumentationfrancaise.fr***

ROMAN-AMAT Bernard, GARO Philippe, ANDRAL Bruno, SAÏ Pierre. [Liaisons entre l'enseignement supérieur du Ministère chargé de l'agriculture et les entreprises - Etat des lieux et propositions](#). Paris : Ministère de l'agriculture, de l'agroalimentaire et de la forêt, mars 2017. 94 p.

Le CGAAER a été chargé d'étudier les relations entre les établissements d'enseignement supérieur et les entreprises. Ces relations sont nécessaires à l'accomplissement de la mission de formation de ces établissements. Elles se développent et prennent des formes nouvelles. Ce développement doit cependant se faire dans le respect des règles déontologiques.

### ***Repéré sur : OCDE.fr***

[Educational attainment and investment in education in Ibero-American countries](#). Education Indicators in Focus, n°50, 31 Mar 2017. 4 p.

Despite the geographical distances between them, Ibero-American countries share some similarities in their educational attainment rates and private expenditure on educational institutions as a percentage of GDP. Across all Ibero-American countries covered in Education at a Glance, there is a higher than average share of adults without an upper secondary education. Even though the gap is declining, the share of less well-educated adults still remains higher than the OECD average among the younger generation. In parallel, private expenditure on educational institutions as a percentage of GDP is generally higher in Ibero-American countries than on average across OECD countries.

[How can professional development enhance teachers' classroom practices?](#) Teaching in Focus, n°16, 10 Apr 2017, 5 p.

Teacher professional development is deemed to be high quality when it includes opportunities for active learning methods, an extended time period, a group of colleagues, and collective learning activities or research with other teachers. The higher the exposure of teachers to high-quality professional development, the more likely they are to use a wide variety of teaching practices in the classroom. Professional development activities that focus on curriculum knowledge (rather than subject knowledge or pedagogy) and that involve collaborating with other teachers seem particularly well suited to enhancing teachers' classroom practices. However, these types of professional



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development are not those that are most widely used around the world. Not all teachers have equal access to high-quality professional development. In some countries and economies, different participation rates in high-quality professional development are observed between male and female teachers, as well as between teachers who have and have not completed initial teacher education.

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[Do socio-economic disparities in skills grow between the teenage years and young adulthood?](#)

[OECD](#)

The striking cross-national variation in socio-economic disparities in skills gaps among 15-year-olds, and the evolution of these gaps between the ages of 15 and 27, raises the question of what policies and institutional arrangements may explain such variability. Extensive policy analysis and research has been devoted to the features of education systems which are most strongly associated with such socio-economic gradients (or the lack of them) in literacy and numeracy. However, much less is known about which factors contribute to narrowing or widening socio-economic gaps after the end of compulsory schooling. Results on the widening gap at the bottom end of the performance distribution identify a target group for policy interventions – socio-economically disadvantaged students who are low-achievers at the age of 15. These results also help to formulate hypotheses as to why gaps widen in many countries after schools are no longer able to exert their equalising effect, since this is the group which is less likely to enjoy opportunities for further skill development through education and training.

[Teacher Quality, Test Scores and Non-Cognitive Skills: Evidence from Primary School Teachers in the UK](#)

Sarah Flèche

Schooling can produce both cognitive and non-cognitive skills, both of which are important determinants of adult outcomes. Using very rich data from a UK birth cohort study, I estimate teacher value added (VA) models for both pupils' test scores and non-cognitive skills. I show that teachers are equally important in the determination of pupils' test scores and non-cognitive skills. This finding extends the economics literature on teacher effects, which has primarily focused on pupils' test scores and may fail to capture teachers' overall effects. In addition, the large estimates reveal an interesting trade-off: teacher VA on pupils' test scores are weak predictors of teacher VA on non-cognitive skills, which suggests that teachers recourse to different techniques to improve pupils' cognitive and non-cognitive skills. Finally, I find that teachers' effects on pupils' non-cognitive skills have long-run impacts on adult outcomes such as higher education attendance, employment and earnings, conditional on their effects on test scores. This result indicates that long-run outcomes are improved by a combination of teachers increasing pupils' test scores and non-cognitive skills and has large policy implications.

[Value Subtraction in Public Sector Production: Accounting vs Economic Cost of Primary Schooling in India](#)

Lant Pritchett (Center for International Development at Harvard University) ; Yamini Aiyar

We combine newly created data on per student government expenditure on children in government elementary schools across India, data on per student expenditure by households on students

attending private elementary schools, and the ASER measure of learning achievement of students in rural areas. The combination of these three sources allows us to compare both the "accounting cost" difference of public and private schools and also the "economic cost"—what it would take public schools, at their existing efficacy in producing learning, to achieve the learning results of the private sector. We estimate that the "accounting cost" per student in a government school in the median state in 2011/12 was Rs. 14,615 while the median child in private school cost Rs. 5,961. Hence in the typical Indian state, educating a student in government school costs more than twice as much than in private school, a gap of Rs. 7,906. Just these accounting cost gaps aggregated state by state suggests an annual excess of public over private cost of children enrolled in government schools of Rs. 50,000 crores (one crore=10 million) or 0.6 percent of GDP. But even that staggering estimate does not account for the observed learning differentials between public and private. We produce a measure of inefficiency that combines both the excess accounting cost and a money metric estimate of the cost of the inefficiency of lower learning achievement. This measure is the cost at which government schools would be predicted to reach the learning levels of the private sector. Combining the calculations of accounting cost differentials plus the cost of reaching the higher levels of learning observed in the private sector state by state (as both accounting cost differences and learning differences vary widely across states) implies that the excess cost of achieving the existing private learning levels at public sector costs is Rs. 232,000 crores (2.78% of GDP, or nearly US\$50 billion). It might seem counterintuitive that the total loss to inefficiency is larger than the actual budget, but that is because the actual budget produces such low levels of learning at such high cost that when the loss from both higher expenditures and lower outputs are measured it exceeds expenditures.

#### [Marginal Returns to Schooling and Education Policy Change in Japan](#)

Nobuyoshi Kikuchi

This paper examines the returns to university education in Japan, using tuition, availability of universities, and labor market conditions as instrumental variables. To measure availability of universities, this paper uses total accredited capacity of all universities in the prefecture of residence at the age of 15. This measure captures cross-time and cross-prefecture variations, because birth cohort and prefecture dummies are also controlled. A set of education policy-relevant instruments allows for estimation of the marginal effects for individuals who are induced to enroll in university by policy changes. Using the estimated marginal treatment effect, this paper recovers the average treatment effect parameters. The main empirical result shows that an additional year of university education increases hourly wage by about 9% on the population average. This paper also finds heterogeneous effects by subpopulation groups: the average effect of a year of university education for those enrolled in university is about 17%, but less than 2% for those who did not enroll. Finally, this paper investigates the average returns for those who are induced to enroll in university by a particular policy shift, such as free tuition or an increase in the capacity of local universities. The results suggest that such policy changes bring about positive effects of university education.

#### [A Typology of European Universities. Differentiation and resource distribution.](#)

Benedetto, Lepori ; Geuna, Aldo ; Veglio, Valerio (University of Turin)

The aim of this paper is to develop a theory-based typology of Higher Education Institutions (HEIs) based on three dimensions of differentiation, i.e. their activity profile (education vs. research), the subject scope (generalist vs. specialist) and regulatory characteristics which constrain the previous two. We examine the financial environment of HEIs as a possible selection mechanism. Particular

attention is devoted to the identification of European Research Universities. By testing this typology on a large sample of European HEIs, we show systematic differences between types in their activity profile and in the level of funding, therefore providing evidence that types are associated with different market positioning. We identify a small group of research universities, characterized by a high level of research volume and intensity and by a volume of funding far higher than all other HEIs in the sample, suggesting that their emergence is critically linked to the concentration of resources.

### [Trust, Voice, and Incentives: Learning from Local Success Stories in Delivery in MENA](#)

Hana Brixl ; Ellen Lust ; Michael Woolcock (Center for International Development at Harvard University)

The Middle East and North Africa (MENA) is a rising middle-income region, and its citizens rightly expect quality public services. Yet too often they experience disappointment: students attending local schools are insufficiently prepared for the 21st century economy, and those needing health care too often find that public clinics have no doctors or medicines. Few in positions of authority are held accountable for such shortcomings. This situation both undermines the potential for improvement and heightens people's unhappiness with the delivery system. Although dissatisfaction with education and health services is widespread in the MENA region, local successes do exist and offer inspiration. At the Kufor Quod Girls' Secondary School in the rural West Bank, for example, Ms. Abla Habayeb, the school's principal, provides her teachers with daily encouragement and support, and she involves community members, parents, and teachers in decisions about improving the school. Teachers, students, and the community then reciprocate that commitment. Thus, amid the surrounding poverty and instability, Kufor Quod girls excel in national tests. Similarly, in some poor villages in Jordan and Morocco, the leaders of schools and clinics are reaching out to the community, inspiring citizens' trust and engagement through transparent and inclusive decision making and the delivery of excellent services. Learning from such local successes is vital because there are no blueprints for solving service quality problems. Countries around the world are striving to improve education and health care quality. But simply modernizing school and hospital facilities and training staff are no longer sufficient. Delivering quality services requires motivated staff. And staff motivation arises in turn from values and accountability, which are grounded in the wider political, administrative, and social rules, practices, and relationships. Providing high-quality services is hard; the World Bank itself has struggled to ensure that its projects enhance incentives in country systems to achieve better learning and health outcomes. We argue that because of the complex circumstances found in MENA countries, it is necessary to build on evidence of local successes and positive trends at the level of institutions, performance, and citizens' trust and engagement. We hope that this report and its recommendations will help citizens, civil servants, policy makers, and donors alike jointly identify and build on the present foundation to improve the delivery of social services, shifting the cycle of performance into a virtuous gear. An improved cycle of performance is what those living in the MENA countries deserve and what would enable them to fulfill their hopes and dreams for the future.

### [The Intergenerational Transmission of Math Culture](#)

Gianna Giannelli (Dipartimento di Scienze per l'Economia e l'Impresa) ; Chiara Rapallini (Dipartimento di Scienze per l'Economia e l'Impresa)

We provide evidence that parents' beliefs about the value of math have a positive impact on children's math scores. This result is robust to the reverse causality that characterizes the



relationship between parental attitude and children's performance. Our model is estimated on a sample drawn from PISA 2012 of second-generation students and first-generation students who migrated before starting primary education. We instrument parental attitude with the country of origin math performance. We find that one additional score point in the origin country performance in math increases student performance by 21 percent of one standard deviation of the student math score.

#### [Educational attainment and investment in education in Ibero-American countries](#)

Despite the geographical distances between them, Ibero-American countries share some similarities in their educational attainment rates and private expenditure on educational institutions as a percentage of GDP. Across all Ibero-American countries covered in Education at a Glance, there is a higher than average share of adults without an upper secondary education. Even though the gap is declining, the share of less well-educated adults still remains higher than the OECD average among the younger generation. In parallel, private expenditure on educational institutions as a percentage of GDP is generally higher in Ibero-American countries than on average across OECD countries.

#### [The Effect of Fibre Broadband on Student Learning](#)

Arthur Grimes (Motu Economic and Public Policy Research) ; Wilbur Townsend (Motu Economic and Public Policy Research)

We estimate the impact of ultra-fast broadband on schools' academic performance using a difference-in-difference study of a new fibre broadband network. We show that fibre broadband increases primary schools' passing rates in standardised assessments by roughly one percentage point. Estimates are robust to alternative specifications, such as controlling for time-varying covariates. We find no evidence that gender, ethnic minorities or students enrolled in remote schools benefit disproportionately. However, we find some evidence of a larger benefit within schools that have a greater proportion of students from lower socio-economic backgrounds

#### [HOW DOES ECONOMIC SOCIAL AND CULTURAL STATUS AFFECT THE EFFICIENCY OF EDUCATIONAL ATTAINMENTS? A COMPARATIVE ANALYSIS ON PISA RESULTS](#)

Paolo Liberati ; Raffaele Lagravinese ; Giuliano Resce

This paper aims at investigating the effect of Economic Social and Cultural Status (ESCS) on the education performances of students, using the latest available waves of Programme for International Student Assessment (PISA) survey (2009, 2012). The analysis is conducted at student level for all countries included in the PISA sample. The estimates are based on the conditional Data Envelopment Analysis (DEA), applied for the first time in the Slack Based Measure. This method allows a detailed evaluation of the additional effort the students should do when they are operating in an ESCS that has a comparative disadvantage. Evidence is provided of a significant effect of the ESCS on student performances, with a strong heterogeneity among countries. It follows that some problems with the education sector may not be due to the education systems themselves, but to the economic, social and cultural gaps, which determine a persistence of inequality of opportunity.

#### [Does early child care attendance influence children's cognitive and non-cognitive skill development?](#)

Kuehnle, Daniel ; Oberfichtner, Michael

While recent studies mostly find that attending child care earlier improves the skills of children from low socio-economic and non-native backgrounds in the short-run, it remains unclear whether such

positive effects persist. We identify the short- and medium-run effects of early child care attendance in Germany using a fuzzy discontinuity in child care starting age between December and January. This discontinuity arises as children typically start formal child care in the summer of the calendar year in which they turn three. Combining rich survey and administrative data, we follow one cohort from age five to 15 and examine standardised cognitive test scores, non-cognitive skill measures, and school track choice. We find no evidence that starting child care earlier affects children's outcomes in the short or medium-run. Our precise estimates rule out large effects for children whose parents have a strong preference for sending them to early child care.

#### [Teacher assessments versus standardized tests: is acting 'girly' an advantage?](#)

A. Di Liberto ; L. Casula

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 language, while in math boys perform better than girls in the blind test. Moreover, our analysis suggests 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.

#### [Access to Credit and Quality of Education in Vietnam](#)

Hur, Yoon Sun (Korea Institute for International Economic Policy)

This paper tries to determine the relationship between two of growth engines in Vietnam: access to credit and education. To avoid potential bias due to the endogeneity of access to credit variable, this paper utilizes the propensity score matching. This paper takes advantage of the Young Lives Survey of Vietnam that collected information on children of various ages to observe the effect of credit access in different stage of childhood. The result of propensity score matching analysis shows that the quality of education, measured by test scores, is impacted significantly by access to credit when the child is young and household income is low. However, when the child is older, most of the input to enhance the quality of education comes from outside of household resources, such as school, friends, and teachers, and the access to credit status of the household does not have significant effects on the quality of education.

#### [Educational Pathways of students who enrolled in a subject-specific teacher training in Flanders: An Optimal Matching Approach.](#)

Mike Smet ; Barbara Janssens

In recent years, concerns have risen regarding the Flemish teacher labour market : there is a fear of a decreasing quality of inflowing students in teacher education programmes. The focus in this paper is on the profiles and educational pathways of students who enrolled in a subject-specific teacher training programme in university colleges and universities in Flanders (i.e. a one year specialized teacher education program after having obtained a regular master's degree). The main aim of this report is to gain insight in the entire educational pathways of the subject-specific teacher training programmes. Optimal Matching Analysis (OMA) will be used to gain insight into the educational pathways of students who entered a subject-specific teacher training. OMA is a technique that only found its entrance relatively recently in the social sciences but has known an increasing number of applications in this domain (Kovalenko and Mortelmans 2011). This method makes it possible to

consider trajectories from a more holistic point of view, rather than focusing on the occurrence of a single event. OMA allows to consider state sequences, which can be defined as an ordered list of states on a time axis (Gabadinho, Ritschard et al. 2011). In order to conduct this type of analysis, one has to define a cost matrix that assigns costs to every possible substitutions, insertions and deletions required to transform one sequence into another. Next, various types of algorithms can be applied to minimize the cost paths or distances between the different sequences. Once this is done, classical tools such as cluster analysis can be applied in order to create a career taxonomy of these trajectories (Abbott and Forrest 1986; Gabadinho, Ritschard et al. 2011). This typology can then be related with covariates using traditional (multinomial) logistic regression techniques (Gabadinho, Ritschard et al. 2011). Optimal Matching Analysis (OMA) allowed to identify the most representative and most frequent trajectories of entering teacher education after having obtained a master's degree. The application of additional cluster analyses led to a clear distinction of the students in two groups, more specifically a group of students who completed a professional bachelor and a group who completed an academic bachelor before enrolling in the subject-specific teacher training programme. Cluster analyses wherein more than two clusters were allowed led to different subdivision of the academic group. An attempt to use multinomial regression analyses to explain different cluster memberships made clear that different cluster membership cannot be explained by differences in characteristics such as gender, grade retention, nationality and education form in secondary education. It is however likely that students with different education pathways differ in interests, motivation and backgrounds. Further research is necessary to define the reasons certain students opt for other educational pathways than others.

#### [E-learning adoption in hospitality education: An analysis with special focus on Singapore](#)

Nair, Revi ; George, Babu P.

This paper explores issues and challenges in the adoption of e-learning in hospitality education, with special reference to Singapore. Hospitality being a 'high-touch' profession and many hospitality related skills being largely intangible, there has been significant industry resistance in technology adoption. There has been concerns from multiple stakeholder groups as to how effectively can technologies compensate for the loss of social context of traditional hands-on learning. However, in Singapore, some polytechnic based schools have practically demonstrated the ways by which technology could be meaningfully integrated into hospitality education.

#### [College Admission and High School Integration](#)

Fernanda Estevan (University of Sao Paulo) ; Thomas Gall ; Patrick Legros ; Andrew Newman (Boston University)

We investigate whether a policy that bases college admission on relative performance can modify the degree of racial or ethnic segregation in high schools by inducing students to relocate to schools with weaker competition. Theoretically, such school arbitrage will neutralize the admissions policy at the college level. It will result in partial desegregation of the high schools if flows are sufficiently unbiased. These predictions are supported by empirical evidence on the effects of the Texas Top Ten Percent Law, indicating that a policy intended to support diversity at the college level actually helped achieve it in the high schools.

#### [College Admission and High School Integration](#)

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#### [Fiscal sustainability under physical and human capital accumulation in an overlapping generations model](#)

Takumi Motoyama (Graduate School of Economics, Osaka University)

We consider fiscal sustainability by using an overlapping generations model with human capital accumulation (private and public education) and public debt. Based on this model, we explicitly show (i) the parameter region in which the economy cannot be fiscally sustainable for any initial endowment, and (ii) the threshold of initial endowment over (under) which the economy diverges (converges) to the steady state. Importantly, the threshold is neutral to the level of initial human capital. Further, we show the existence and uniqueness of the growth-maximizing level of each policy variable (i.e., the tax rate and public education/production ratio).

#### [Targeting the Wrong Teachers? Linking Measurement with Theory to Evaluate Teacher Incentive Schemes](#)

Nirav Mehta (University of Western Ontario)

Measurement is crucial to the implementation of output-based incentive schemes. This paper uses models to study the performance of teacher quality estimators that enter teacher incentive schemes. I model an administrator tasked with (i) categorizing teachers with respect to a cutoff, (ii) retaining teachers in a hidden type environment, and (iii) compensating teachers in a hidden action environment. The preferred estimator would be the same in each model and depends on the relationship between teacher quality and class size. I use data from Los Angeles to show that simple fixed effects would almost always outperform more popular empirical Bayes.

#### [Does the More Educated Utilize More Health Care Services? Evidence from Vietnam Using a Regression Discontinuity Design](#)

Dang, Thang

In 1991 Vietnam implemented a compulsory schooling reform that provides this paper a natural experiment to estimate the causal effect of education on health care utilization measured by the probability of doctor visit, the frequency of doctor visit and per visit out-of-pocket expenditure with a regression discontinuity design. The paper finds that schooling induces considerable impacts on health care utilization although the signs of the impacts changes with specific types of health care service examined. In particular, increased education aggrandizes inpatient utilization whereas it reduces outpatient health care utilization for both public and private health sectors. The estimates are strongly robust to various windows of the sample choice. The paper also discovers that the links between education and health insurance or income play very essential roles as potential mechanisms to explain the causal impacts of education on health care utilization in Vietnam.

### [Individual Disadvantage and Training Policies: The Makings of "Model-based" Composite Indicators](#)

Cataldo Rosanna (Università Federico II, Napoli) ; Grassia Maria Gabriella (Università Federico II, Dipartimento di Scienze Sociali, Napoli) ; Lauro Natale Carlo (Università Federico II, Dipartimento di matematica e statistica, Napoli) ; Ragazzi Elena (National Research Council of Italy, Research Institute on Sustainable Economic Growth, CNR-IRCrES Via Real Collegio 30, Moncalieri (TO).) ; Sella Lisa (National Research Council of Italy, Research Institute on Sustainable Economic Growth, CNR-IRCrES Via Real Collegio 30, Moncalieri (TO).)

In evaluating a policy, it is fundamental to represent its multiple dimensions and the targets it affects. Indeed, the impact of a policy generally involves a combination of socio-economic aspects that are difficult to represent. In this study, regional training policies are addressed, which are aimed at recovering the huge gaps in employability and social inclusion of weak Italian trainees. Previous counterfactual estimates of the net impact of regional training policies show the mess to observe and take into account the manifold aspects of trainees' weakness. In fact, the target population consists of very disadvantaged individuals, who experience hard situations in the labour market. To overcome this shortfall, the present paper proposes a Structural Equation Model, that considers the impact of trainees' socio-economic conditions on the policy outcome itself. In particular, the ex ante human capital is estimated from educational, social and individual backgrounds. Then, labour and training policies augment the individual human capital, affecting labour market outcomes jointly with individual job search behaviour. All these phenomena are expressed by a wide set of manifest variables and synthesised by composite indicators calculated with Partial Least Squares SEM. The makings of SEM are appraised, applied to the case of trainees in compulsory education.

### [The Arab Spring and the Employability of Youth: Early evidence from Egypt](#)

Selwaness, Irene ; Roushdy, Rania

This paper investigates the school-to-work transition of young people from subsequent graduation cohorts between 2005 and 2012 in Egypt. The analysis compares the early employment outcomes of those who left school after the January 25th 2011 revolution to that of those who graduated before 2011. Using recent data from the 2014 Survey of Young People in Egypt (SYPE), we estimate the probability of transition to any first job within 18-month of finishing education and that of transitioning to a good quality job, controlling for the year of end of schooling. Preliminary findings show that while transitioning to a first job seemed not to be affected by the event of the 2011 revolution, young people experienced significantly lower chances to transition to good quality jobs.

### [Elevating Alumni Voices: Insights from 2014 and 2015 Graduates of the MasterCard Foundation Scholars Program](#)

Sarah Hughes ; Caroline Lauver ; Isabel Krakoff

Mathematica gathered personal reflections from graduates of The MasterCard Foundation Scholars Program to understand their experiences as they transitioned out of secondary or tertiary education. The information is helping shape the supports provided through the program to the next generation of scholars.

### [Monitoring the knowledge transfer performance of universities: An international comparison of models and indicators](#)

Matthew Ainurul Rosli (University of Wolverhampton) ; Federica Rossi (Birkbeck, University of London)

### [How Does Early Childcare Enrollment Affect Children, Parents, and Their Interactions?\\*](#)

Shintaro Yamaguchi ; Yukiko Asai ; Ryo Kambayashi

We estimate the effects of childcare enrollment on child outcomes by exploiting a staggered childcare expansion across regions in Japan. We find that childcare improves language development among boys and reduces aggression and the symptoms of ADHD among the children of low-education mothers. Estimates show that the improved child behavior is strongly associated with better parenting quality and maternal wellbeing. Evidence also suggests that promoting positive parenting practices is an important element of an effective childcare program. Our estimates for marginal treatment effects indicate that children who would benefit most from childcare are less likely to attend, implying inefficient allocation.

### [Transition from secondary to higher education : a multilevel model for students graduating from technical and vocational secondary education](#)

Mike Smet

Mainstream secondary education in Flanders (i.e. the Dutch speaking part of Belgium) is divided into four major education forms : general education, technical education, vocational education and arts education. The focus of this paper is on pupils graduation from technical and vocational education. Although technical education is more oriented towards higher education and vocational education is more labor market oriented, both degrees allow access to higher education and should also prepare students to start working. Despite the distinction between technical and vocational education, a number of similar study fields coexist both in the technical and the vocational form. A first aim of this paper is to investigate whether students from similar study fields in technical and vocational education do have different transition probabilities from secondary to higher education. In addition we will quantify the impact of individual, school and local (labor market) characteristics on the probability of continuing their educational career after having obtained a degree in secondary education. International literature has been examining the impact of determinants of the transition from secondary to higher education. Four main categories of determinants have been distinguished. First, individual characteristics e.g. gender, age, ability and nationality are found to significantly influence the choice of field of study (Ayalon and Yogev, 2005, Benito and Alegre, 2012). Second, the transition choice is found to be highly influenced by family background characteristics such as type of family, number of siblings, education of the parents and family income (Van de Werfhorst et al., 2001, Van de Werfhorst et al., 2003, Ayalon and Yogev, 2005, Nguyen and Taylor, 2003). Third, Nguyen and Taylor (2003) and Benito and Alegre (2012) found the impact of certain secondary school characteristics (e.g. percentage of students from families with a low educational level and school type) to have a significant impact on the transition choices after secondary education. Finally, regional characteristics such as geographic location have been found to play a part in educational achievement and the transition from secondary to tertiary education. For example, higher unemployment levels in the region you live can make you choose for programmes that lead to higher job security (Ayalon and Yogev, 2005, Nguyen and Taylor, 2003, Kauppinen, 2008). Methodologically, the most frequently used techniques to investigate the impact of student, family and school characteristics on transition probabilities are the estimation of (multinomial) probit or logit models (Breen and Jonsson 2000; Lucas 2001; Ayalon and Yogev 2005; Benito and Alegre 2012). Since pupils are nested in schools, the multilevel structure of the data should be accounted for. Therefore a multilevel logistic regression will be used in the empirical part of this paper. The results of various

multilevel logistic regressions clearly indicate differences in transition probabilities between students graduating from vocational secondary education versus students graduating from technical secondary education. In addition, a number of individual characteristics (e.g. grade retention and problematic non-attendances) also have a significant impact on transition probabilities. Evidence of the impact of school characteristics and regional characteristics (e.g. local unemployment rate or an index of urbanization) is mixed.

#### [The Prospects of Achievement Tests to Measure the Cognitive Skills of School-aged Children: The role of achievement tests to implement evidence-based policy making in education \(Japanese\)](#)

ISHIKAWA Yoshiki ; ITO Hirotake ; UEMURA Aya ; TABATA Shin ; TOYAMA Risako ; NAKAMURO Makiko ; BUNJI Kyosuke ; HOSHINO Takahiro ; MATSUOKA Ryoji ; YAMAGUCHI Kazuhiro

In this paper, we review the "achievement tests" conducted in Japan and abroad over the past decades and then introduce the newly developed achievement test started by the local government in Saitama prefecture in 2015, which contains rich information to allow researchers to examine the optimal resource allocation in public education. Some prominent prospects of this achievement test include: (i) the academic ability of a group of students are estimated by using the Item Response Theory (IRT), making the students comparable even in different grades and years when the test was taken; (ii) the test was designed as panel data, which have tracked all student from G4 through G12; (iii) the questionnaires alongside the test include information on non-cognitive skills, parental socio-economic status, school/classroom resources, teacher quality, etc. This paper introduces the findings drawn from this achievement test and discusses the additional information needed for further improvement.

#### [Does more education always improve mental health? Evidence from a British compulsory schooling reform](#)

Avendano, M.; de Coulon, A.; Nafilyan, V.;

In this paper, we test whether education has a causal effect on mental health by exploiting a compulsory schooling reform in 1972, which raised the minimum school leaving age from 15 to 16 years old in Great Britain. Using a regression discontinuity design, we provide robust evidence that although the reform increased educational attainment, it also increased the prevalence of depression and other mental health conditions in adulthood. Our results do not imply that more schooling per se leads to poorer mental health, but rather suggest that forcing low achieving teenagers to remain in an academic environment may have long-term unintended consequences on their mental health.

#### [STEM graduates and secondary school curriculum: does early exposure to science matter?](#)

Marta De Philippis (Bank of Italy)

This paper focuses on students at the very top of the ability distribution and explores whether strengthening high school science curricula affects their choice of enrolling in and completing a Science, Technology, Engineering and Maths (STEM) degree at university. The paper solves the standard endogeneity problems by exploiting the different timing in the implementation of a reform that encouraged secondary schools in the UK to offer more science to high ability 14- year-olds. Taking five more hours per week of science in secondary school increases the probability of enrolling in a STEM degree by 1.2 percentage points and the probability of graduating in these degrees by 3 percentage points. The results mask substantial gender heterogeneity: while girls are as willing as boys to take advanced science in secondary school - when offered -, the results on pure STEM

degrees at university are entirely driven by boys. Girls are encouraged to choose more challenging subjects, but still opt for the most female-dominated ones.

### [The Importance of the Quality of Education: Some Determinants and its Effects on Earning Returns and Economic Growth](#)

Lisa Grazzini (Dipartimento di Scienze per l'Economia e l'Impresa)

The aim of this paper is to provide a selective overview on the role played by the quality of education versus the quantity of education. After a presentation of some possible effects of the quality of education on both individual earnings and growth, the paper analyses some important school inputs and institutional characteristics of the education system which have been examined in the economic literature and could affect education achievements

### [The Political Economy of Higher Education Admission Standards and Participation Gap](#)

Philippe De Donder ; Francisco Martinez-Mora

We build a political economy model in order to shed light on the empirically observed simultaneous increase in university size and participation gap. Parents differ in income and in the ability of their unique child. They vote over the minimum ability level required to attend public universities, which are tuition-free and financed by proportional income taxation. Parents can invest in private tutoring to help their child pass the admission test. A university participation gap emerges endogenously with richer parents investing more in tutoring. A unique majority voting equilibrium exists, which can be either classical or “ends-against-the-middle” (in which case parents of both low- and high-ability children favor a smaller university). Four factors increase the university size (larger skill premium enjoyed by university graduates, smaller tutoring costs, smaller university cost per student, larger minimum ability of students), but only the former two also increase the participation gap. A more unequal parental income distribution also increases the participation gap, but barely affects the university size.

### [The private schooling phenomenon in India: A review](#)

Geeta Gandhi Kingdon (UCL Institute of Education)

This paper examines the size, growth, salaries, per-pupil-costs, pupil achievement levels and cost-effectiveness of private schools, and compares these with the government school sector. Official data show a steep growth of private schooling and a corresponding rapid shrinkage in the size of the government school sector in India, suggesting parental abandonment of government schools. Data show that a very large majority of private schools in most states are 'low-fee' when judged in relation to: state per capita income, per-pupil expenditure in the government schools, and the officially-stipulated rural minimum wage rate for daily-wage-labour. This suggests that affordability is an important factor behind the migration towards and growth of private schools. The main reason for the very low fee levels in private schools is their lower teacher salaries, which the data show to be a small fraction of the salaries paid in government schools; this is possible because private schools pay the market-clearing wage, which is depressed by a large supply of unemployed graduates in the country, whereas government schools pay bureaucratically determined minimum-wages. Private schools' substantially lower per-student-cost combined with their students' modestly higher learning achievement levels, means that they are significantly more cost-effective than government schools. The paper shows how education policies relating to private schools are harmful when formulated without seeking the evidence.



### [Where Credit is Due : The Relationship between Family Background and Credit Health](#)

Sarena Goodman ; Alice M. Henriques ; Alvaro A. Mezza

Using a novel dataset that links an individual's background, education, and federal financial aid participation to her future credit records, we document that, even though it is not, and cannot be, used by credit agencies in assigning risk, family background is a strong predictor of early-career credit health (that is, an individual's credit score when she is around 30 years old). This relationship persists even after controlling for achievement, a range of postsecondary schooling variables (e.g., educational attainment, institutional quality, undergraduate borrowing), and key elements of early credit histories (e.g., default on educational loans). Interestingly, undergraduate borrowing, which is not underwritten, correlates with background and appears to explain some of the difference in scores. In light of the many important contexts in which credit scores are relied upon to evaluate consumers (e.g., lending, insurance, employment), our study offers a new dimension in understanding the transmission of socioeconomic status across generations.

### [Books or Laptops? The Cost-Effectiveness of Shifting from Printed to Digital Delivery of Educational Content](#)

Rosangela Bando ; Francisco Gallego ; Paul Gertler ; Dario Romero Fonseca

Information and communication technologies, such as laptops, can be used for educational purposes as they provide users with computational tools, information storage and communication opportunities, but these devices may also pose as distractors that tamper with the learning process. This paper presents results from a randomized controlled trial in which laptops replaced traditional textbook provision in elementary schools in high poverty communities in Honduras in 2013 through the program Educatracho. We show that at the end of one school year, the substitution of laptops for textbooks did not make a significant difference in student learning. We additionally conducted a cost-effectiveness analysis, which demonstrated that given the low marginal costs of digital textbook provision, the substitution of three additional textbooks in the program (for a total of five) would guarantee computers to be more cost-effective than textbooks. Therefore, textbook substitution by laptops may be a cost-effective manner to provide classroom learning content.

### [The Effects of Education on Canadians? Retirement Savings Behaviour](#)

Messacar, Derek

This paper assesses the extent to which education affects how Canadians save and accumulate wealth for retirement. The paper makes three contributions. First, a descriptive analysis is presented of differences in savings and home values across individuals based on their levels of educational attainment. To this end, new datasets that link survey respondents from the 1991 and 2006 censuses of Canada to their administrative tax records are used. These data provide a unique opportunity to jointly observe education, savings, home values, and a plethora of other factors of relevance. Second, the causal effect of high school completion on savings rates in tax-preferred accounts is estimated, exploiting compulsory schooling reforms in the identification. Third, building on a recent study by Messacar (2015), education is also found to affect how individuals re-optimize their savings rates in response to an automatic change in pension wealth accumulation. The implications of this study's findings for the "nudge paradigm" in behavioural economics are discussed.

### [Three measures to safeguard funding for research and education](#)

Määttänen, Niku ; Vihriälä, Vesa

Funding for research and education needs to be increased relative to the existing plans. This is difficult, given the state of the public finances. We propose three measures to solve the problem. 1. Industrial subsidies that do not support innovation activity should be reduced and the savings should be channelled to Tekes, the Finnish Funding Agency for Innovation. 2. The government should sell shares in state-owned companies or transfer such shares to universities in order to rapidly strengthen universities' capacity to improve research activity and education. 3. The universities and other higher education establishments should be allowed to charge moderate tuition fees to increase their resources on a permanent basis. The decisions on Tekes funding and transfer of resources to the universities should be taken by the government in its mid-term policy review in April. On the introduction of tuition fees the government should start preparatory work to allow a well-thought-through decision to be taken later.

#### [Long term impacts of class size in compulsory school](#)

Edwin Leuven ; Sturla A. Løkken (Statistics Norway)

How does class size in compulsory school affect peoples' long run education and earnings? We use maximum class size rules and Norwegian administrative registries allowing us to observe outcomes up to age 48. We do not find any indication of beneficial effects of class size reduction in compulsory school. For a 1 person reduction in class size we can rule out effects on income as small as 0.087 percent in primary school and 0.12 percent in middle school. Population differences in parental background, school size or competitive pressure do not appear to reconcile our findings with previous studies.

#### [How Relevant Are Academic Degrees In The Workplace?](#)

Bosupeng, Mpho

Education expenditure is vital to most economies. Many countries aim to allocate the largest share of their national budget to education with the hope of obtaining high returns. Lately, unemployment among the youth with degrees has been soaring in developing economies such as Botswana. In addition, many successful young entrepreneurs have made a living using their own talents without college training. This raise eyebrows and makes one think- how relevant are academic degrees in the workplace? This paper evaluates how contributive a college degree is in the workplace and if it is still necessary to invest in education. This paper is structured as follows. Firstly, an examination of the importance of a university degree in the workplace is discussed. This will be followed by reasons why a college degree is not critical in the work environment. Lastly, a conclusion of the research follows with implications and recommendations.

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

Caterina Calsamiglia ; Francisco Martinez-Mora ; Antonio Miralles

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 nonelitist 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.

### [Türkiye'de Yüksek Öğretim ve Ekonomik Büyüme](#)

Turan, Güngör

In this empirical paper, the long-run relations between higher education and economic growth in Turkey has been investigated. ARDL bound test which is a long-term co-integration test has been used based on Turkish real gross domestic product and the number of higher education graduates time series in 1961-2012. The results of bound test concluded that there is no evidence of a long-run relationship between higher education and economic growth in Turkey. This empirical study supports the availability of "non-qualified" growth notion which has been debated in Turkey.

### [Modern universities in a digital environment](#)

Lukovics, Miklós ; Zuti, Bence

Nowadays the digitalization of all aspects of our lives is becoming more and more general. This pattern is also true in case of modern institutions of higher education. In case of the operation of universities, we can identify a shift towards a growingly increasing approach, which is proactive strategic thinking done by university management. Many successful examples throughout the globe prove that universities may positively affect the level of economic development in given regions. This can happen with the collective presence of three key activities carried out by these institutions. Excellent education, successful research and embedment in the local economy are all necessary activities. It is recognized that without a proper knowledge management system, universities are less competitive. They need to possess outstanding IT-infrastructures, large databases and host professional forums that can enhance knowledge transfer. Thus, knowledge management and a vision for digitalization in the everyday lives of universities should be considered as an integral and inevitable part of university strategies. The study has two goals: It attempts to identify, how digitalization can contribute to the excellence of the first mission of universities and also examines the role of modern universities in activities that can enhance knowledge-transfer.

### [The Power of Big Data: Historical Time Series on German Education.](#)

Claude Diebolt ; Gabriele Franzmann ; Ralph Hippe ; Jürgen Sensch

Numerous primary investigators collected and processed long termed time series on German educational statistics in the context of their studies. As a result there are a multitude of quantitative empirical studies. On the one hand there is the project group on German Educational Statistics. Its projects were targeted at describing and analysing the long-term structural changes of the German educational system on a broad empirical and statistical basis. On the other hand there are comprehensive data compilations of individual research projects, focusing on a wide variety of special educational research topics. The online database 'histat' provides central digital access to these datasets on German educational history. Currently, it offers more than 120,000 long-term time series on the German educational system for a period of 200 years. The striking size of the database shows its key importance for researchers in the field of education. Thus, this paper aims to provide useful insights into the background of the database, the special characteristics of the data compilations and their analytical potential. Additionally, examples are given of how the data have already been used by researchers.

[Does practicing literacy skills improve academic performance in first-year university students? Results from a randomized experiment](#)

Estelle Bellity ; Fabrice Gilles ; Yannick L'Horty

[Effect of School Factors on Gender Gaps in Learning Opportunities in Rural Senegal: Does School Governance Matter?](#)

Nishimura, Mikiko

In the international sphere, gender equality is primarily discussed in relation to the gender parity index (GPI), a female to male ratio of enrollment. This paper attempts to adopt a wider scope of gender equality that includes continuous learning and achievement. By using the data from 306 primary schools in rural Senegal, collected by the Japan International Cooperation Agency Research Institute (JICA-RI), this paper examined school factors that affect the gender gaps in internal efficiency and learning achievement by considering policy input and the environment at the school level. The results show that the existence of a school management committee ("CGE"), is associated with lower dropout rates for both boys and girls and that the amount of financial contribution made by a CGE is correlated with fewer gender gaps in the number of dropouts and the repetition rate. We also found that providing parents with a periodic report on students' attendance and learning achievements as well as offering remedial lessons is negatively correlated with gender gaps in the repetition rate. Although we need to further investigate the mechanism that brought about this result, learning support initiatives may affect students differently according to gender depending on how one plans and implements them. School-level interventions should mainstream gender considerations so as to ensure gender equality in learning processes and achievements.

[A hybrid space to support the regeneration of competences for re-industrialization. Lessons from a research-action](#)

Paola Mengoli ; Margherita Russo

Since the 1970s, in many European industrialized areas, cities have undergone radical transformations to cope with de-industrialization but also with the new needs of the post Fordistic organization of the factories and their ecosystems: logistics and transport requirements were demanding new functional areas, business services - from individual units up to big service companies - needed different configurations of working spaces, urban sprawling increased to satisfy residential needs. A huge amount of manufacturing buildings has become no longer appropriate for many production processes and the future of the old industrial premises has punctuated the public debate of the past forty years: from their restoring (to keep traces of local socio-technical identity), to their demolition (to provide new appropriate production or living spaces), to their re-use (for hosting new activities). In the somewhat drastic passage from the past industrial era to the future digital economy, medium size cities in industrialized areas present some specific challenges when they have to support the new manufacturing age: not only with new spaces, but also with new skills. In recent years, many public (and also private) initiatives have proposed and implemented the transformation of old manufacturing building in new settings to foster creativity-andinnovation, a condition considered essential, among others, to create new opportunities for growth. Are the re-uses of buildings effective for that goal? Is contamination in hybrid spaces the crucial ingredient for their success in supporting creativity? These questions appear even more critical when we are confronted with the creation of new skills for re-industrialization in areas that are still pillars of manufacturing activities but that are progressively lost the social fabric that reproduced skills.

Although their general character is to enable information and communication flows, cities in industrialized areas have lost some important pieces of knowledge on material processes. In this contribution we address some of those issues by investigating the action-research called "Officina Emilia" that was initiated in Italy exactly with the goal of regenerating competence networks in a manufacturing area. Officina Emilia developed some distinctive features: the creation of an original space, Museolaboratorio, designed as a hybrid space; the action-research program to introduce changes through the context-based technology education; the intent to build on a large and qualified network, supporting the innovation in the education system at regional level. These features will be discussed below. The rationale for this analysis is to single out which are the agents, the processes and some conditions that may hamper similar initiatives. In this chapter we first introduce, in section 2, the interdependencies between economic system and education system. We discuss a new approach to technology education in context, and the specific characters of what is needed to improve such context-based education. In section 3 we present the education activities produced by Officina Emilia. In section 4 we comment on the lessons learned from the action-research that created a hybrid space. Our focus is on the relevant agents, artefacts and interaction processes that can support social innovation in education to enhance significant learning, to meet the changes of the world of production and to address the complexity of concrete situations. Section 5 concludes with some remarks on the lost and missing links hampering the action-research to become a driver of change.

[The Causal Impact of Human Capital on R&D and Productivity: Evidence from the United States](#)  
[Verónica Mies ; Matías Tapia ; Ignacio Loeser](#)

This paper contributes to the empirical literature on the impact of human capital on technology adoption and the production structure of the economy by using census micro data aggregated at the state level data for US cohorts born between 1915 and 1939. We test the impact of secondary and tertiary schooling in the US at the state-cohort level on R&D and TFP growth across industries in 1970. While we follow the literature in using the variation in the timing of compulsory schooling laws across states to instrument secondary schooling, we propose a novel instrument for tertiary enrollment. In particular, we exploit, as in Acemoglu, Autor and Lyle (2004), the differences across states and cohorts in World War II mobilization rates. While Acemoglu, Autor, and Lyle (2004) used this variation as an exogenous shift in female labor supply, we exploit the fact that WWII veterans were benefited by the GI Bill Act (1944), which granted them free college education once they were discharged from service. This provides a clean source of variation in the costs of attending college, which allows us to exploit differences in college enrollment across states and cohorts. Our results suggest that, consistent with the initial discussion, different types of human capital are associated to different effects on the productive structure of the economy. Two-stage least squared regressions find no effect of the share of population with secondary schooling over outcomes such as R&D per worker or TFP growth. On the other hand, the share of population with tertiary education has a significant effect on both R&D per worker or TFP growth. In particular, a 1% increase in the share of workers with tertiary education increases R&D per worker by 1.8 percentage points, and annual TFP growth by 1% for 17 years. Creation-Date: 2015

[To What Extent Can Long-Term Investment in Infrastructure Reduce Inequality?](#)  
E. Hooper ; S. Peters ; P. Pintus

By reviewing US state-level panel data on infrastructure spending and on per capita income inequality from 1950 to 2010, this paper sets out to test whether there is an empirical link between infrastructure and inequality. Our main result, obtained from panel regressions with both state and time fixed effects, shows that highways and higher education spending growth in a given decade correlates negatively with Gini indices at the end of the decade. Such a finding suggests a causal effect from growth in infrastructure spending to a reduction in inequality, through better access to job and education opportunities. More significantly, this relationship is stronger with inequality at the bottom 40 per cent of the income distribution. In addition, infrastructure expenditures on highways are shown to be more effective at reducing inequality. A counterfactual experiment reveals which US states ended up with a significantly higher bottom Gini coefficient in 2010 that is attributed to underinvestment in infrastructure over the first decade of the 21st century. From a policy making perspective, this paper aims to present innovations in finance for infrastructure investments, for the US, other industrially advanced countries and also for developing economies.

### [PdM-Agile : Una Proposta di Applicazione dei Metodi Agili al Processo di Miglioramento delle Istituzioni Scolastiche](#)

Domenico Lembo (Department of Computer, Control and Management Engineering Antonio Ruberti (DIAG), University of Rome La Sapienza, Rome, Italy) ; Mario Vacca (Ministero dell'Istruzione, dell'Università e della Ricerca)

The National Evaluation System (SNV - Sistema Nazionale di Valutazione), as well as having the objective of evaluating the efficiency and effectiveness of the system of education and training, makes available to schools the tools - the Self-Evaluation Report (RAV) and the Improvement Plan (PdM) - which serve to schools themselves to evaluate themselves in order to improve its services. Models have been proposed for the PdM and software designed to produce more easily the PdM, although "For the PdM, unlike the RAV, there are no models or format established centrally as intentionally the law wanted to leave schools schools to follow paths and approaches relevant to their own situation and their own context." In this paper we consider the problem of the dynamics of the Improvement Plan and the involvement of the school community in the Improvement Process, proposing a solution, the Agile Improvement Plan (PDM-Agile) based on agile methods and in particular on the methodology called Programming extreme (XP).

### [How to Measure Enabling and Supportive Systems for Adolescent Health](#)

Russell Viner ; UNICEF Office of Research - Innocenti

Enabling and protective systems for adolescents are the family, peers and the education and legal systems. In addition to research that focuses on individual adolescents, it is also important for researchers to consider measuring social determinants when conducting research on adolescent well-being. This brief reviews the key concepts of social and structural determinants of health and the methodological issues related to their measurement in adolescence. The brief is one of seven on research methodologies designed to expand and improve the conduct and interpretation of research on adolescent health and well-being in low- and middle-income countries (LMICs). Building on the recent Lancet Commission on Adolescent Health and Wellbeing, these briefs provide an overview of the methodological quality of research on adolescents. They cover topics including: indicators and data sources; research ethics; research with disadvantaged, vulnerable and/or marginalized populations; participatory research; measuring enabling and protective systems for adolescent health; and economic strengthening interventions for improving adolescent well-being.

### [Les effets de l'éducation sur le comportement d'épargne-retraite des Canadiens](#)

Messacar, Derek

La présente étude évalue la mesure dans laquelle l'éducation influence la façon dont les Canadiens économisent et se constituent un patrimoine pour leur retraite. À cet égard, elle apporte trois contributions. Premièrement, une analyse descriptive des différences sur les plans de l'épargne et de la valeur des logements pour l'ensemble des particuliers, selon le niveau de scolarité qu'ils ont atteint, est présentée. Cette analyse s'appuie sur de nouveaux ensembles de données qui permettent de coupler des répondants des recensements de 1991 et de 2006 à des dossiers fiscaux administratifs. Ces données fournissent une occasion unique d'observer conjointement la scolarité, l'épargne, la valeur des logements ainsi qu'une multitude d'autres facteurs pertinents. Deuxièmement, le lien de cause à effet qu'a l'achèvement des études secondaires sur le taux d'épargne dans des comptes d'épargne comportant des avantages fiscaux est estimé à l'aide des réformes de la scolarité obligatoire qui ont servi à cerner ce lien de cause à effet. Troisièmement, selon une récente étude de Messacar (2015), il s'avère également que la scolarité influence la façon dont les particuliers modifient leur taux d'épargne en vue de l'optimiser, à la suite d'un changement automatique dans la constitution du patrimoine retraite. Les répercussions des résultats de l'étude à l'égard du comportement économique sont également abordées.

Keywords: Education, training and learning, Income, pensions, spending and wealth, Outcomes of education, Pension plans and funds and other retirement income programs

### [Global Kids Online research toolkit: getting started with the Global Kids Online research toolkit](#)

Jasmina Byrne ; Daniel Kardefelt-Winther ; Sonia Livingstone ; Mariya Stoilova

The Global Kids Online research toolkit has been developed with country partners, experts, and international advisors. The Getting started guide introduces the research principles and resources.

### [Global and regional comparative analysis of children's internet use](#)

Uwe Hasebrink

This Method Guide discusses the opportunities and challenges linked with international comparisons. Comparative research can help widen the horizon of options for (political) action, enhance the knowledge base, define political priorities, explain differences between countries and understand transnational phenomena. In order to achieve these benefits, research has to be carefully designed with regard to the unit of comparison, the cases to be compared, the definition of functionally equivalent samples, and the practical issues of organizing research in different countries. Data analysis has to distinguish between at least two levels of analysis: the level of the individual child with the child's personal characteristics, and the country level with indicators that have been assessed for the whole country. As an important objective of comparative research is to classify countries with respect to the context they provide for children's online experiences, different approaches to country classifications are discussed, and a conceptual framework proposed to identify relevant country contexts. As an example of good practice, the EU Kids Online approach of comparing existing empirical evidence from different countries is described. Finally, key resources are listed with regard to all relevant dimensions of country contexts.

### [Estimating Regional Returns to Education in India](#)

Prabir BHATTACHARYA (Research Institute for Economics & Business Administration (RIEB), Kobe University, Japan, and School of Social Sciences, Heriot-Watt University, Edinburgh, Scotland, UK) ; Takahiro SATO (Research Institute for Economics & Business Administration (RIEB), Kobe University, Japan)

This study analyzes the effects of socio-economic factors on the real wage rates for male workers in India over the period 1983 to 2010. In particular, we examine the role of human capital by estimating the Mincerian wage equation. We construct a regional level pseudo panel data set for our analysis. Our findings show that while the return to primary education is remarkably high, the returns to other, higher, levels of education are equally remarkably low for all of India taken together, becoming progressively so as the level of education increases. These findings are in contradistinction to those of the other studies on returns to education in India, all of which, however, have relied on cross-sectional data for their analyses. We also find relatively little effects of caste, tribe and religion on real wage rates in India, suggesting that that these factors may not be as important as is sometimes believed.

***Repéré sur : worldbank.org***

Rachid Laajaj and Karen Macours. [Measuring Skills in Developing Countries](#), Policy Research Working Paper;No. 8000. World Bank, Washington, DC.

Measures of cognitive, noncognitive, and technical skills are increasingly used in development economics to analyze the determinants of skill formation, the role of skills in economic decisions, or simply because they are potential confounders. Yet in most cases, these measures have only been validated in high-income countries. This paper tests the reliability and validity of some of the most commonly used skills measures in a rural developing context. A survey with a series of skills measurements was administered to more than 900 farmers in western Kenya, and the same questions were asked again after three weeks to test the reliability of the measures. To test predictive power, the study also collected information on agricultural practices and production during the four following seasons. The results show the cognitive skills measures are reliable and internally consistent, while technical skills are difficult to capture and very noisy. The evidence further suggests that measurement error in noncognitive skills is non-classical, as correlations between questions are driven in part by the answering patterns of the respondents and the phrasing of the questions. Addressing both random and systematic measurement error using common psychometric practices and repeated measures leads to improvements and clearer predictions, but does not address all concerns. The paper provides a cautionary tale for naïve interpretations of skill measures. It also points to the importance of addressing measurement challenges to establish the relationship of different skills with economic outcomes. Based on these findings, the paper derives guidelines for skill measurement and interpretation in similar contexts.

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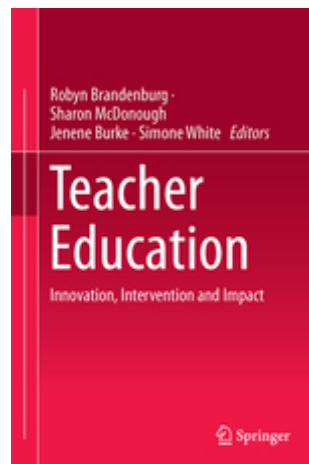
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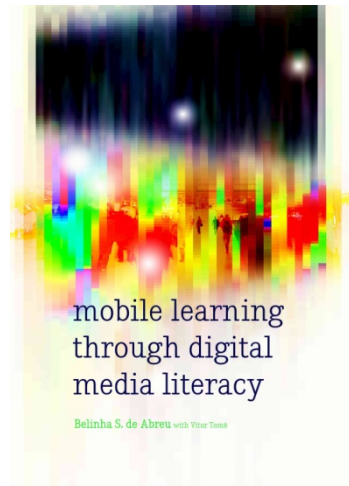
### 3. Livres intéressants



Brandenburg, R., McDonough, S., Burke, J. & White, S. (2016). ***Teacher Education. Innovation, Intervention and Impact.*** Singapore : Springer.

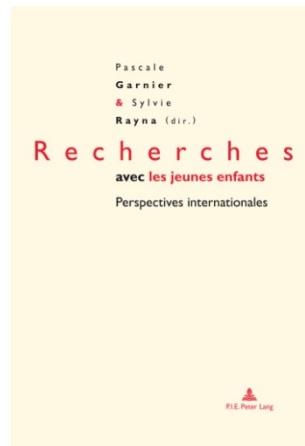
This book, an inaugural publication from the Australian Teacher Education Association (ATEA), *Teacher Education: Innovation, Intervention and Impact* is both a product of, and seeks to contribute to, the changing global and political times in teacher education research. This book marks an historically significant shift in the collective work and outreach of the Australian Teacher Education Association (ATEA) as it endeavours to become an even more active contributor to a research-rich foundation for initial teacher education and to a research-informed teaching profession. The book showcases teacher education research and scholarship from a wide range of institutional collaborations across Australia. Studies highlight the multiple ways in which teacher education researchers are engaging with

students, teachers, schools and communities to best prepare future teachers. It informs both teacher education policy and practice and is 'a must read' for those engaged in the education community. Above all it marks a shift for teacher educators to build a research rich teaching profession.



De Abreu, B. S. (2017). *Mobile Learning through Digital Media Literacy*. New York, Bern, Berlin, Bruxelles, Frankfurt am Main, Oxford, Wien : Peter Lang

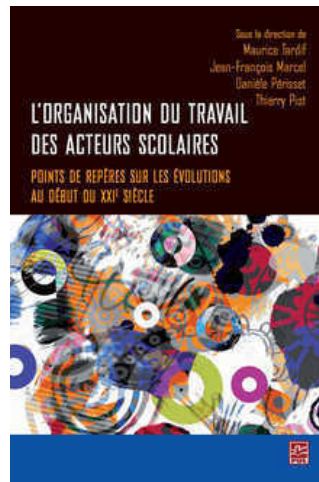
Mobile Learning through Digital Media Literacy proposes media literacy education as a conceptual framework for bridging mobile technologies in teaching and learning. As cell phones have become more advanced and applications more innovative and fitting, candid conversations are taking place as to how technology can be a purposeful tool in the classroom. Mobile technology already attracts students and encourages text-language development; yet its accessibility affords the potential for more extended use, offering enhancement and flexibility for instructional development. In light of a shared vision of collaboration and growth developing globally within educational circles, this book examines mobile learning as a formal literacy, as a productivity environment for creative growth in and out of the classroom, and as an advancement to social learning through online networks. The book surveys media literacy education—both within the classroom and its extended implications—for concerns of civic participation and data privacy, as more educators and policymakers internationally consider the possibilities of connected classrooms and m-learning on a universal scale.



Garnier, P. & Rayna, S. (2016). **Recherches avec les jeunes enfants : perspectives internationales**. Bruxelles, Bern, Berlin, Frankfurt am Main, New York, Oxford, Wien : Peter Lang.

Dans le contexte préscolaire francophone, rares sont les études qui considèrent les jeunes enfants comme de véritables interlocuteurs des chercheurs. Grâce à la traduction de chercheuses, anglaise, islandaise, néo-zélandaise et suédoise, l'objectif de cet ouvrage est de diffuser des recherches réalisées avec les enfants et visant à rendre compte de leurs points de vue. Il montre des pratiques mises en œuvre concrètement avec les enfants pour faire entendre leur voix et comment s'en réapproprier les perspectives dans la recherche et les politiques de la petite enfance.

À travers la diversité des investigations réalisées dans les établissements d'accueil et d'éducation des jeunes enfants, les contributions insistent sur une éthique et une déontologie des chercheurs. Elles ouvrent de nouvelles démarches, proposent de nouveaux outils, en soulignant notamment l'importance des méthodologies visuelles pour permettre aux jeunes enfants d'exprimer, de différentes manières, leurs points de vue. À l'heure où la qualité de leur accueil et de leur éducation est réinterrogée, il est essentiel de se saisir de ces nouvelles perspectives qui permettent aux jeunes enfants d'être considérés comme experts de leur propre vie et parties prenantes d'une nouvelle vision du préscolaire.



Tardif, M., Marcel, J.-F., Périsset, D. & Piot, T. (2017). ***L'organisation du travail des acteurs scolaires. Points de repères sur les évolutions au début du XXI<sup>e</sup> siècle.*** Québec, Québec : PUL.

Décentralisation des systèmes scolaires, concurrence entre les établissements, nouveaux modes de régulation de l'éducation et nouvelles politiques éducatives, pression pour le travail collectif, professionnalisation de l'enseignement, programmes scolaires basés sur des compétences, multiplication de nouveaux agents scolaires, ouverture de l'école aux parents et aux communautés locales, introduction des technologies de l'information et de la communication (TIC), voilà seulement quelques-uns des principaux changements qu'a subis l'organisation scolaire depuis une trentaine d'années. Quelles répercussions ont-ils sur le personnel scolaire et son travail ? Comment les acteurs scolaires, à commencer par les enseignants, y font-ils face ? Comment sont conçues et négociées aujourd'hui les interactions entre ces acteurs au sein des établissements : collaboration ou conflit, partage ou division ? Partant de ces questions, cet ouvrage décrit, analyse et conceptualise dans trois sociétés, soit la France, le Québec et la Suisse, la situation de l'école contemporaine à la lumière des transformations de l'organisation du travail des acteurs scolaires.