



# Veille de l'IREDU n°12

2 juillet 2012

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## 1. Ressources sur le Web

### ***Repéré sur : Amue.fr***

#### [Enquête > Qui sont les nouveaux présidents d'université ?](#)

Educpros publie une enquête consacrée à la nouvelle génération des présidents récemment élus. Parcours, âge, formation, discipline, le magazine dresse un portrait-robot à partir des biographies des 65 présidents élus début juin 2012. Ainsi, il montre que 94% des présidents élus sont professeurs d'université, que l'âge moyen est de 53 ans et que 32% d'entre eux sont issus des lettres et sciences humaines, contre 22% auparavant.

Inspection générale de l'administration de l'Éducation nationale et de la Recherche. [La fraude aux examens dans l'enseignement supérieur](#) : Rapport à Monsieur le ministre de l'Enseignement supérieur et de la recherche. Rapport - n° 2012-027, avril 2012

Ministère de l'enseignement supérieur et de la recherche. [Le crédit d'impôt recherche en 2010](#). Chiffres du CIR 2010, MESR Mai 2012

European University Association. [Rapport sur le financement des universités](#), juin 2012

L'EUA met en ligne un document intitulé « observatoire du financement » suite à son forum organisé début juin sur le thème du financement de l'enseignement supérieur. L'organisme constate que les pays du Nord et de l'Est tendent à « afficher une plus forte dépense dans ce domaine, par rapport à leur PIB ». Selon l'EUA, le fait qu'il y ait « des tendances divergentes » en Europe « diminue la possibilité de coopération scientifique et académique et compromet la réalisation d'un espace européen de l'enseignement supérieur et de la recherche ».

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

François Jarraud. [Un rapport parlementaire dénonce la "souffrance ordinaire" des enseignants](#)

François Jarraud. [Décrochage : Une priorité pour les régions selon une étude de la Fondation Jean Jaurès](#)

Bruno Suchaut. [Pour une nouvelle organisation du temps scolaire à l'école primaire : Une analyse et une simulation au niveau local](#). Lausanne : Unité de recherche pour le pilotage des systèmes pédagogiques, juin 2012

Marcel Brun. [Carte scolaire : Le rapport Cartron veut lutter contre la désignation et impliquer le privé](#)

François Jarraud. [Cyberharcèlement : que faire ?](#)

Jeanne-Claire Fumet. [« On ne peut pas faire peser sur l'école toute la responsabilité du décrochage scolaire »](#)

Gabriel Tavoularis. [La cantine scolaire garantit la diversité alimentaire, mais les ados résistent.](#)  
Consommation et modes de vie, n°53, juin 2012

Rebecca Swartz ; Nancy McElwain. [Les enseignants doivent apprendre aux enfants à gérer leurs émotions](#)

Selon une étude de l'université de l'Illinois (Nancy Mc Elwain), les enseignants ne savent pas aider les jeunes enfants à gérer leurs émotions. En étudiant les réactions de 24 étudiants en enseignement, N. Mc Elwain a mis en évidence le fait que les futurs enseignants géraient différemment les réactions des enfants selon qu'ils avaient eux même acquis un savoir faire pour faire face à leurs propres émotions.

***Repéré sur : Cereq.fr***

J.-P. Cadet, V. Gosseaume, S. Mahlaoui, F. Séchaud. ["Bonjour, que puis-je pour vous?" Les emplois d'accueil et leur professionnalité.](#) Bref , n° 297-1 , 2012 , 4p.

A. d'Agostino, A. Delanoë. [Les observatoires prospectifs des métiers et des qualifications: des outils pour agir.](#) Bref , n° 297-2 , 2012 , 4p.

[Plus de vingt rouages de la relation formation-emploi.](#)

Refaire le point sur les grands thèmes d'études du Céreq pour mieux comprendre les rouages de la relation formation-emploi. Formation, insertion, emploi, orientation, travail, autant de thèmes aujourd'hui revisités par la demande sociale, les professionnels et les acteurs des politiques publiques.

Parus ces trois dernières années, ces articles sont issus des Brèves du Céreq, la lettre d'information mensuelle du Céreq.

***Repéré sur : Ecs.org***

**New From ECS**

**School Funding**

[Understanding State School Funding: The First Step Toward Quality Reforms](#), the most recent issue of ECS' *The Progress of Education Reform*, sets out to help readers better understand the basics of state funding systems, with the hope that this knowledge will be used to encourage innovation and help support education reform in the states.

## Service-Learning

[Service-Learning After Learn and Serve America: How Five States Are Moving Forward](#) examines themes, outcomes and state policies surrounding service-learning. The report presents a set of case studies highlighting policy and practice in several states where service-learning experts are designing and implementing agendas to maintain and advance statewide service-learning initiatives with no federal aid and no new state aid.

## Boosting College Completion

ECS' [Boosting College Completion](#) project recently produced a [report](#) on the top ten legislative trends of 2012. The policy scan suggested a greater focus on meeting workforce needs through the creation of new programs of study and the streamlining of career pathways. Overall, seven of the 10 trends had a substantial workforce or economic element.

## ECS Research Studies Database

### Accountability

A recently-entered [research study](#) found that when accountability pressure is tied to the performance of specific groups of students, those groups tend to improve more than when the accountability system focuses on a greater aggregate of the student body.

### Postsecondary Readiness

The authors of a recently-entered [research study](#) found that students who take at least one rigorous course are significantly more likely to graduate high school and go to a four-year college. Also noted is a statistically significant increase in college credits earned, a college grade point average, and the likelihood of earning a bachelor's degree.

## What States Are Doing

### Technology: Laptops

Earlier this month, **Idaho** [announced](#) the 30 school districts and two charter schools that will be the first to achieve 1:1 ratios of laptop devices to students and teachers in the next two years. This first phase of deploying devices will reach large school districts as well as small, rural districts.

### Postsecondary Affordability

[Legislation](#) recently signed by **Kansas** Governor Sam Brownback overhauls a state financial aid program for postsecondary career/technical students. Among other changes, career/technical workforce grants will now be awarded to students in a program identified as a high-cost, high-demand, or critical industry field program.

### English Language Learners

**Massachusetts** Commissioner of Elementary and Secondary Education Mitchell Chester has [announced](#) a strategy to improve the academic achievement of English language learners (ELLs). The strategy includes strengthening the effectiveness of sheltered English immersion instruction, updating the qualifications required to earn an ESL License, and the transition to new English language development standards and assessments in the coming 2012-13 school year. These and

related components are part of a larger initiative called RETELL (Rethinking Equity and Teaching for English Language Learners) that provides a comprehensive blueprint for transforming ELL education in Massachusetts.

### At-Risk Students

[Check out](#) what's happened in legislatures so far this year regarding at-risk students.

### P-3

**Michigan** children who attended a public pre-K school program had greater success throughout their K-12 career, including graduating at a higher rate, according to a [study](#) presented to the state board. Researchers followed 500 children for 14 years and found that students who attended Michigan's public pre-K program, Great Start Readiness, received higher marks from K-12 teachers, were more likely to pass the 4th grade MEAP, and were less likely to be held back compared to their peers who did not attend pre-K.

### Performance Funding

Earlier this month, the **Arizona** Board of Regents (ABOR) [approved](#) a performance funding model to be used in the allocation of \$5 million appropriated in the recently enacted state budget for fiscal year 2013. The new output-driven model rewards the universities in proportion to their gains in producing more degrees, more completed student credit hours, and more externally financed research and public outreach expenditures.

### Charter Schools

**Hawaii** Governor Neil Abercrombie has signed [S.B. 2115](#), which replaces existing charter school legislation with policies based on recommendations of the Charter School Governance, Accountability, and Authority Task Force. In conducting its work, the task force looked at various sections of the charter school model law put forth by the National Alliance for Public Charter Schools and used the model law as a guide in compiling its recommendations to the legislature.

### Career and Technical Education

[Check out](#) what's happened in legislatures so far this year regarding career/technical education.

### Good Reads

#### Graduation Rates

This [report](#) from the National Center for Education Statistics (NCES) examines trends in high school dropout and completion rates. See Table 12 for the averaged freshman graduation rates by state.

#### School Revenues

A study by Nicola Alexander included in the Spring issue of [Educational Considerations](#) provides an analysis of the factors accounting for changes in real per-pupil revenues across the 50 states and the District of Columbia for school years 1997-1998 through 2005-2006.

### P-3 English Language Learners

A new [study](#) from the Public Policy Institute of California (PPIC) examined children who hear little or no English in their home environments, a group that is generally not served in center-based early

childhood education. Researchers found that when these children attended public preschool, their early reading skills significantly improved.

### Health

The Centers for Disease Control and Prevention released their annual [Youth Risk Behavior Surveillance](#) for 2011. The report details the occurrence of behaviors, often established during childhood and adolescence, which contribute to the leading causes of morbidity and mortality among youth and adults.

### P-3 Systems

This [paper](#) from [the Ounce of Prevention Fund](#) explores how states that won the Race To The Top Early Learning Challenge intend to sustain student gains in early childhood education into the early elementary grades. The authors offer strategies to support states' efforts to sustain children's learning and development by aligning early childhood practices and policies with those in early elementary grades.

### Charter Schools

A new [report](#) from the U.S. Government Accountability Office (GAO) found that charter schools enrolled a lower percentage of students with disabilities than traditional public schools (8% vs. 11%), but little is known about the factors contributing to these differences.

### Spelling

[Why Teach Spelling?](#), a compilation of reports from The [Center on Instruction](#), examines the importance of spelling in students' reading abilities, describes models of spelling development, outlines common approaches to spelling instruction, and links these approaches to grade-level expectations in the Common Core.

### Community College

This [report](#) from MDRC examines the City University of New York's ASAP program, which requires full-time attendance and offers comprehensive supports to community college students for three full years. Early results from a random assignment study show that ASAP increases credits earned, full-time enrollment, and completion of developmental (or remedial) coursework.

***Repéré sur : Education.gouv.fr***

Pascal Bessonneau et Irène Verlet . [Les compétences en langues des élèves en fin de scolarité obligatoire](#). Note d'information, n° 12.11, juin 2012

Une enquête internationale a permis pour la première fois en 2011 d'évaluer les compétences en langues vivantes étrangères des jeunes Européens âgés de 14 à 16 ans. Elle montre que les performances en anglais et en espagnol des élèves français n'atteignent pas les exigences formulées dans les programmes. Leur niveau est globalement plus faible que celui de leurs homologues des autres pays.

## ***Repéré sur : Esen.education.fr***

[Étudiants handicapés : quelle place dans l'enseignement supérieur ? : Livre Blanc sur la base des questions ouvertes pour les étudiants handicapés](#). Conseil National Handicap, Groupe Mornay , mars 2012

Cette recueil veut souligner la marge de progression dans la prise en compte des situations de handicap dans l'enseignement supérieur en proposant un guide des bonnes pratiques ainsi que des pistes d'action opérationnelles.

Ministère de l'Enseignement supérieur et de la Recherche. [Atlas régional des effectifs étudiants](#).

Paris : MESR, 5 juin 2012

La nouvelle édition de l'atlas régional présente les effectifs d'étudiants inscrits dans les établissements et les formations de l'enseignement supérieur.

Peraya, Daniel, TECFA, Université de Genève (Suisse); Peltier, Claire, TECFA, Université de Genève (Suisse); Villiot-Leclercq, Emmanuelle, Université de Grenoble1 (France); Nagels, Marc, Université Rennes 2 (France); Morin, Cyrille, Université Rennes 2 (France) Burton, Réginald, Université du Luxembourg (Luxembourg) ; Mancuso, Giovanna, Université du Luxembourg (Luxembourg). [Typologie des dispositifs de formation hybrides](#). Congrès 2012 de l'Association internationale de pédagogie universitaire, juin 2012

Cette typologie est organisée selon le degré d'exploitation du potentiel technopédagogique de ces dispositifs.

## ***Repéré sur : halshs.archives-ouvertes.fr***

Catherine Couturier, Abdelkarim Zaid. [Professionnalisation en master d'ingénierie, un dispositif pédagogique innovant](#). Colloque Questions de Pédagogie dans l'Enseignement Supérieur, Angers : France (2011)

Ce travail rend compte d'un dispositif pédagogique professionnalisant en master d'ingénierie, développant l'autonomie et la reconnaissance du professionnel en formation par rapport à une tâche spécifique. Nous décrivons les origines et caractéristiques d'un dispositif structuré par un apprentissage par problème dans une situation ludique. Le compte rendu de ce dispositif met en évidence un bilan positif pour les étudiants et les enseignants et en esquisse des pistes d'évolution.

Catherine Couturier, Abdelkarim Zaid, Nicolas Jean-Christophe. [Le management des stages dans un master d'ingénierie : aspects de l'évolution des pratiques](#). Colloque international Les stages et leur gouvernance en débat, regards croisés sur les enjeux, les pratiques et les stratégies, Université Paris-Est-Créteil. : France (2010)

Cette communication rend compte du dispositif de stage du master " Process Industriels et Innovation " de la Faculté des Sciences Appliquées de Béthune. Après avoir brièvement exploré quelques implications du point de vue de la 'gouvernance', un cadre d'analyse est proposé pour rendre compte des propriétés pédagogiques, organisationnelles, institutionnelles et des modalités de régulation du stage en formation concerné ici. En ce sens, le stage est conçu comme faisant partie

d'un système de formation en alternance à trois pôles en interaction : le pôle institutionnel (Ecole, Entreprise), le pôle organisationnel (école, entreprise) et le pôle actoriel (stagiaire, formateurs). Cette communication souligne le fait qu'approcher le stage en termes de gouvernance signifie de mettre l'accent sur les dynamiques à l'œuvre entre les trois pôles du dispositif de formation. Elle met aussi en évidence que les modes de gouvernance sont multiples, changeants, éminemment humains et reposent fortement sur l'équipe qui gère le dispositif.

Sylvie Cèbe, Jean-Louis Paour. [Engager tous les élèves, sans exception, dans la première étape des apprentissages fondamentaux : un défi pour l'école maternelle](#). Nouvelle revue de l'ASH, n° 25, 2004, p. 23-33

Si tous les enfants naissent libres et égaux, ils ne le restent pas longtemps au regard de l'accès aux savoirs et à la formation : les évaluations récentes de notre système éducatif prouvent que les effets des politiques éducatives compensatoires ne sont pas à la hauteur des efforts consentis. Les résultats de l'étude menée par le ministère de l'Éducation Nationale à partir de 1997 sur un échantillon de 10 000 élèves entrant au cours préparatoire attestent une fois de plus que l'origine sociale exerce une forte influence sur l'acquisition des compétences scolaires, au détriment des enfants de milieux populaires (Jeantheau et Murat, 1998). Ils démontrent qu'en dépit d'une scolarisation maternelle précoce et généralisée, tous les élèves n'arrivent pas à l'école élémentaire dotés des compétences qui leur permettent d'aborder les apprentissages fondamentaux, et en tout premier lieu celui de la lecture, dans de bonnes conditions.

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

[Avis du Haut Conseil de l'Éducation sur le projet d'arrêté fixant le cahier des charges de la formation des professeurs, documentalistes et conseillers principaux d'éducation](#), 13 juin 2012

***Repéré sur : [iiep.unesco.org](http://iiep.unesco.org)***

Gabriel Göttelmann-Duret and Klaus Bahr. [Strengthening of education systems](#). Paris : IIEP

Sustainable educational development cannot be achieved by concentrating efforts on a single goal; it requires a systems approach. Certain development partners, in particular the German Federal Ministry for Economic Cooperation and Development (BMZ) and the World Bank, have recently placed high on their current agendas the strengthening of education in a holistic manner.

Based on a review of relevant data, research results, and IIEP-UNESCO field experience, this paper, which applies the perspective of system analysis, discusses recent strategies of major development agencies and governments in the area of education. It concludes that major education development goals – access/ enrolment, quality, equity – have been pursued neither in an integrated manner (taking into account that they are interlinked and cut across different levels and sub-sectors), nor in close interaction with the environment of the education system.

[Financing education: Redesigning national strategies and the global aid architecture : A Report from the International Working Group on Education \(IWGE\)](#). Paris : IIEP

The International Working Group on Education (IWGE) is an informal network of aid agencies and foundations. Since its inception in 1972 it has provided a forum for donor agencies to exchange information and work closely together on education issues. The IWGE is guided by a Planning Committee, whose members are the Aga Khan Foundation, Sida, UNESCO, UNICEF, USAID and the World Bank. Its Secretariat, the International Institute for Educational Planning (IIEP), coordinates the Group's activities.

This Report provides an overview of the presentations, discussions and recommendations of the last IWGE meeting held in Stockholm, Sweden in June 2010. Among the issues discussed were: trends in the financing of education; the possibilities of achieving a better balance through intra-sectoral re-allocation of resources; the role of education aid in financing education; the implications of the financial crisis on educational development; national strategies; and the global aid architecture.

The paper recommends in particular the strengthening of certain regulatory mechanisms such as education sector planning, comprehensive quality management, social consultations, and policy research, which appear to play a highly relevant role in establishing interlinkages between quantitative, qualitative, and equity-related goals of education, and in maintaining effective exchanges between the education system and the surrounding society.

***Repéré sur : Insee.fr***

[Enquête Emploi du temps 2009-2010](#). Insee Résultats, n° 130 société, juin 2012

***Repéré sur : ife.ens-lyon.fr***

Olivier Rey. [Le défi de l'évaluation des compétences](#). Dossier d'actualité Veille et Analyses, n° 76, juin 2012

L'adoption du socle commun de connaissances et de compétences en 2005 en France a suscité de nombreux débats. Malgré diverses hésitations politiques, l'objectif global du socle a finalement été confirmé depuis et ne semble pas devoir être remis en cause par la nouvelle majorité.

La généralisation des livrets de compétence dans les établissements scolaires porte en revanche des questions concrètes qui font souvent de l'évaluation le vrai point d'entrée des compétences dans les classes.

Si de nombreux travaux ont permis de préciser ce que peuvent être les compétences dans l'éducation, leur évaluation reste en effet problématique.

Pour passer d'une évaluation traditionnelle des savoirs à une prise en compte des compétences, les acteurs du système éducatif semblent privilégier la voie de changements incrémentaux afin de faire l'économie d'une révolution traumatisante et donc probablement inefficace. Au risque de dénaturer les vrais changements dont devrait être porteuse une évaluation des compétences ?

Ce dossier, après un rappel de quelques controverses qui affectent les compétences, s'efforce de dresser les principales caractéristiques d'une évaluation des compétences qui semblent faire l'objet de convergences parmi les chercheurs francophones.

Sont alors mises en lumière les difficultés de concilier les évaluations scolaires traditionnelles et ce que devrait être une évaluation des compétences en contexte éducatif, ce qui pose notamment le problème de la place des notes.

Enfin, le dossier s'attache à voir comment l'évaluation des compétences a été prise en compte en France dans le cadre de la loi de 2005 sur le socle commun et des dispositifs qui y sont liés, comme par exemple l'introduction du livret personnel de compétences.

LOUVEAUX François, RAUCY Paul. [Évaluation de la réforme des classes préparatoires littéraires](#). Paris : Ministère de l'enseignement supérieur et de la recherche, juin 2012

"Le présent rapport propose une évaluation de la réforme des classes préparatoires aux grandes écoles littéraires. Selon la circulaire du 2 mai 2007, cette réforme a « pour but d'améliorer la lisibilité du dispositif, d'harmoniser les modes de recrutement des ENS et d'élargir les débouchés offerts à la sortie des CPGE littéraires, tout en favorisant l'ouverture sociale ». Elle prévoit, à ce titre, « la mise en place, dès la rentrée 2007 d'une hypokhâgne non déterminante et la constitution, pour la session 2009, d'une banque d'épreuves littéraires commune à plusieurs concours ». L'évaluation porte donc sur les différents objectifs à atteindre, prévus dans la circulaire."

PRÉVOS Albert, BERTHÉ Thierry. [L'ouverture européenne et internationale dans les politiques académiques](#). Paris : Inspection générale de l'administration de l'éducation nationale et de la recherche, juin 2012

La mission conjointe IGEN-IGAENR poursuivait plusieurs objectifs : identifier les politiques et initiatives académiques en matière d'action internationale et européenne, en signaler les bonnes pratiques, étudier le dispositif opérationnel en place, et plus généralement analyser la chaîne des acteurs concernés et suggérer des facteurs d'amélioration possibles.

GALICHER Annie, FLOREK Christian, BELLIER Jean-Pierre, SAGET Pierre. [Evaluation du dispositif des médiateurs de réussite scolaire - Un dispositif qui ne répond que partiellement à ses objectifs et dont l'impact reste à démontrer](#). Paris : Inspection générale de l'administration de l'éducation nationale et de la recherche, juin 2012.

Par note du 24 mars 2010, le ministre de l'éducation nationale a demandé aux deux inspections générales de procéder à l'évaluation du dispositif des médiateurs de réussite scolaire dans les établissements d'enseignement du second degré, mis en place le 1er février 2009 par instruction conjointe du ministère de l'éducation nationale et du secrétariat d'Etat en charge de la politique de la ville. Le présent rapport s'attache essentiellement à mettre en évidence les missions réellement assurées par les médiateurs de réussite scolaire. Il tente par ailleurs d'apprécier leur rôle dans les établissements et la manière dont ils ont été intégrés dans les équipes de vie scolaire. Il propose quelques recommandations pour une meilleure efficacité du dispositif. Les missions fixées aux médiateurs de réussite scolaire dans la lettre ministérielle du 27 janvier 2009 ont pour objectifs de prévenir l'absentéisme et de renforcer les liens avec les familles.

PERROT Norbert, PIETRYK Gilbert, ROJAT Dominique. [L'enseignement intégré de science et technologie \(EIST\)](#). Paris : Inspection générale de l'éducation nationale, juin 2012

"Le présent rapport répond à une commande exprimée dans le plan de travail de l'IGEN pour l'année scolaire 2008-2009. Il concerne une expérimentation pédagogique (l'EIST : Enseignement Intégré de Science et Technologie) prévue pour durer quatre ans et qui en est à sa troisième année d'existence."

BAJOU Brigitte, KAMOUN Josée, PERROT Norbert, SCHMITT Jean-Michel, SÉRÉ Alain, FATTET Jacques . [Contrôle de l'ouverture sociale et de la diversité dans les classes préparatoires aux grandes écoles](#). Paris : Ministère de l'éducation nationale : Ministère de l'enseignement supérieur et de la recherche, juin 2012

"Les inspections générales IGEN - IGAENR ont été chargées de réaliser un rapport sur le contrôle de l'ouverture sociale et de la diversité dans les Classes Préparatoires aux Grandes Ecoles (CPGE), dans le cadre de l'objectif, fixé par le Président de la République, d'atteindre 30 % de boursiers dans « chaque Grande Ecole » mais aussi « dans les études de droit ou de médecine, secteurs où la reproduction sociale est tout aussi importante »."

VOGLER Jean, MATRINGE Ghislaine. [Les contrats d'objectifs conclus entre les établissements scolaires et les autorités académiques](#). Paris : Ministère de l'éducation nationale, juin 2012

"Une étude thématique consacrée aux contrats d'objectifs conclus entre les établissements scolaires et les autorités académiques a été inscrite au programme de travail de l'inspection générale de l'éducation nationale et de l'inspection générale de l'administration de l'éducation nationale et de la recherche pour l'année scolaire 2008-2009. Les contrats d'objectifs constituent un des dispositifs destinés au renforcement du pilotage des académies et de la responsabilisation des établissements scolaires dans l'objectif d'améliorer leurs performances."

WEINLAND Katherine, ANTONMATTEI Pierre. [Mise en place de l'accompagnement éducatif](#). Paris : Ministère de l'éducation nationale, juin 2012

"La mission conjointe IGEN-IGAENR a pour mission de suivre la mise en place de l'accompagnement éducatif décidée pour l'année scolaire 2007-2008 dans les collèges relevant de l'éducation prioritaire. Dans le prolongement d'un rapport d'étape, le présent rapport poursuit un double objectif : d'une part, établir un constat et étudier la façon dont s'est mise en place une série d'actions regroupées sous ce terme générique d'accompagnement éducatif ; d'autre part, mener une analyse prospective, s'agissant d'une mesure ayant vocation à être généralisée à tous les collèges publics et privés sous contrat, à toutes les écoles élémentaires de l'éducation prioritaire, en particulier celles des réseaux « ambition réussite » à la rentrée 2008, ainsi qu'aux 200 lycées concernés par le dispositif expérimental de réussite scolaire au lycée, puis, éventuellement à toutes les écoles à la rentrée 2009."

SARAF Jacques, SAURAT Gérard. [Le devenir des élèves de BEP. Le développement des baccalauréats professionnels](#). Paris : Inspection générale de l'administration de l'éducation nationale et de la recherche ; Inspection générale de l'éducation nationale, juin 2012

"Le rapport se penche sur « le devenir des élèves de BEP ». Il revient notamment sur le rôle des BEP, l'image de l'enseignement professionnel, les types d'emplois occupés par les jeunes titulaires d'un BEP, l'évolution des pratiques pédagogiques et le travail demandé aux élèves, l'amélioration de l'orientation des élèves, etc."

OBIN Jean-Pierre, PEYROUX Christian. [Les nouvelles dispositions de la carte scolaire](#). Paris : Inspection générale de l'éducation nationale; Inspection générale de l'administration de l'éducation nationale et de la recherche, juin 2012

"Le rapport présente les conditions de mise en œuvre de l'assouplissement de la carte scolaire, ses effets, et formule des propositions pour préparer les prochaines étapes dans la perspective d'une suppression de la sectorisation en 2010."

["Turning on Mobile Learning : Illustrative Initiatives and Policy Implications" et "Exploring the Potential of Mobile Technologies to Support Teachers and Improve Practice"](#). ICT in Education, UNESCO, may 2012

L'UNESCO publie une série d documents de travail sur l'utilisation des outils nomades en éducation dans le monde avec un focus spécial sur l'apprentissage mobile en Europe et sur des projets pédagogiques financés par les gouvernements.

Ces publications sont accompagnées d'études sur les dispositifs mis en place par des enseignants qui utilisent des technologies mobiles (téléphones, tablettes numériques). Ces projets sont enrichis par l'expérience des apprenants et les applications qu'ils ont pu développer.

[Atlas électronique de l'UNESCO sur les enfants exclus de l'école](#). Institut de statistique de l'Unesco (ISU), juin 2012

L'institut de la statistique de l'Unesco met en ligne un atlas électronique qui permet de faire le point sur la déscolarisation des enfants dans le monde.

La navigation dans l'atlas est organisée autour de 4 grands chapitres :

1. les enfants en âge de fréquenter l'école primaire
2. les enfants et adolescents en âge de fréquenter l'école secondaire (collège)
3. les disparités de genre
4. une typologie des enfants exclus de l'école

Les résultats de cette étude statistique montrent qu'en 2010, 61 millions d'enfants en âge d'aller à l'école primaire n'étaient pas scolarisés. Depuis 15 ans, ce chiffre est en recul. Les filles, qui représentaient 58% des enfants non scolarisés en 2000 contre 53% en 2010, ont largement profité des efforts consentis pour améliorer l'accès à l'éducation. Mais ces progrès sont désormais à l'arrêt et le nombre des enfants exclus de l'école stagne depuis trois ans.

[Recueil de données mondiales sur l'éducation 2011. Focus sur l'enseignement secondaire](#). Institut de la statistique de l'Unesco (ISU), 2011

L'édition 2011 du Recueil de données mondiales sur l'éducation présente un large éventail d'indicateurs sur l'inscription des filles et des garçons ainsi que sur les élèves qui achèvent le cycle d'études secondaires. Pour enrichir les débats sur les politiques, le rapport examine également les ressources humaines et financières investies à ce niveau d'éducation.

Parue en anglais sous le titre Global education digest, la version française du Recueil (pdf) comporte 312 pages. Le Recueil est également disponible en arabe, ou en espagnol. Les principaux résultats sont présentés sur le site de l'ISU.

[Atlas mondial de l'égalité des genres dans l'éducation](#). Institut de la statistique de l'Unesco (ISU), 2012

Avec plus de 120 cartes, graphiques et tableaux, l'Atlas mondial de l'égalité des genres dans l'éducation permet de visualiser les parcours éducatifs des filles et des garçons en termes d'accès à l'éducation et de progression, de l'enseignement pré-primaire à l'enseignement supérieur, en s'attachant à la question cruciale de l'égalité des genres.

L'Atlas contient un grand nombre d'indicateurs produits par l'Institut de Statistique de l'UNESCO. Il illustre également l'évolution des disparités entre les sexes dans l'éducation depuis 1970 et le rôle de facteurs tels que la richesse nationale, la localisation géographique, l'investissement dans l'éducation et les sujets d'étude.

Hélène Desrosiers, Christa Japel, Pooja R. P. Singh et Karine Tétreault. [La relation enseignante-élève positive : ses liens avec les caractéristiques des enfants et la réussite scolaire au primaire](#). Institut de la Statistique, Québec, 06/2012

"Cette publication a été réalisée en collaboration avec des chercheurs de l'UQAM à partir des données de l'Étude longitudinale du développement des enfants du Québec (ÉLDEQ 1998-2010). On y décrit certains aspects de la relation entre l'enseignante et l'élève selon leur point de vue respectif, de la première à la quatrième année du primaire. On cherche aussi à évaluer dans quelle mesure cette relation est liée à certaines caractéristiques de l'élève telles que le sexe, le niveau de revenu du ménage, les problèmes de comportements extériorisés ou intériorisés ainsi qu'à son rendement scolaire."

CHEN Luchun. [L'identité et les stratégies éducatives des femmes chinoises en France : Entre traditions et intégration](#). Thèse en sciences de l'éducation, soutenue le 31 mai 2012, sous la dir. de Catherine AGULHON (Université Paris Descartes - Paris V)

« Comment les femmes de la diaspora chinoise parisienne éduquent-elles leurs enfants ? Comment se positionnent-elles entre la tradition multimillénaire qui a marqué leur propre éducation et les particularités du système éducatif du pays d'accueil ? Pour apporter quelques éléments de réponse à cette question peu ou pas débattue, nous avons recueilli en 2008-2009 et en 2012, sous la forme de longs entretiens semi-directifs, le témoignage de 23 personnes directement concernées. Mères de 50 enfants (dont 23 garçons) au total, elles ont toutes, après plus ou moins d'hésitations, accepté de participer complètement et sincèrement à notre étude. Leur préoccupation centrale est bien sûr d'assurer à leur progéniture un avenir meilleur que leur propre destin : filles et garçons doivent étudier assidûment pour travailler moins dur et avoir des activités plus intéressantes. Cependant aucune d'entre elles n'estime une intégration complète à la société française soit un idéal. Toutes veulent perpétuer certains aspects, qu'elles considèrent comme précieux et irremplaçables, de la culture ruïste (patriarcale et hiérarchique) qui a marqué leur propre éducation : devoirs envers la famille, le clan, la nation. Elles font de leur mieux pour que leurs enfants ne coupent pas les ponts avec la Chine, sa langue et son écriture. Elles pensent, même si certaines s'en défendent, qu'on ne peut ni ne doit abandonner complètement les châtiments physiques pour les préadolescents. Elles interdisent à leurs filles de passer la nuit hors du domicile familial de crainte que celles-ci ne prennent de "mauvaises habitudes". La plupart d'entre elles acceptent l'idée que leurs enfants fassent un mariage mixte, mais craignent de conflits culturels. Comme la composition et l'effectif de cet échantillon ne se prêtent guère aux calculs statistiques, nous avons illustré notre étude par les portraits plus détaillés de quelques femmes dont le parcours ou la pensée nous ont semblé particulièrement représentatifs. »

BRIOT Catherine. [L'effet du travail collectif sur les compétences professionnelles des formateurs en Soins Infirmiers dans les activités visant l'amélioration des processus réflexifs chez les étudiants](#). Thèse en sciences de l'éducation, soutenue en 2010, sous la dir. de Michel GRANGEAT (Université Pierre Mendès France - Grenoble II)

« Cette recherche s'intéresse aux modalités du développement professionnel des formateurs en IFSI, impliqués dans un travail collectif. Il s'agit de caractériser les processus de conceptualisation sous-tendant les activités individuelles articulées au cœur du collectif. L'hypothèse principale est que le développement des compétences résulte des interactions sociales entre les formateurs. La modification des compétences est identifiée par : 1) le modèle opératif des formateurs organisant leur activité ; 2) leur représentation opérative partagée. Le protocole expérimental instaure des autoconfrontations croisées entre deux groupes de formateurs et compare leurs conceptualisations face à deux situations de travail. La méthodologie a retenu une tâche critique dans le dispositif de formation professionnelle en soins infirmiers, nommée "entretien de suivi pédagogique individuel". Il s'agit pour les formateurs d'accompagner le développement de la réflexivité de l'étudiant au sujet de sa formation, déterminant ainsi la qualité du processus de professionnalisation. Les résultats montrent un développement professionnel pour quatre des cinq formateurs étudiés. 1) L'environnement professionnel, sur lequel s'appuient les formateurs quand ils conduisent leur activité, s'est élargi au profit d'une articulation entre l'espace le plus proche de la tâche et le plus éloigné. 2) Les modèles opératifs des formateurs démontrent un renforcement des processus métacognitifs et collectifs mobilisés dans la part constructive de leur activité en situation hautement dynamique. Enfin, la représentation opérative partagée, déduite des modèles opératifs, semble témoigner d'un travail collectif conséquent parmi les formateurs. »

ELMAEL Abdusalam Mohamed. [Les déterminants du succès de l'Intranet pédagogique dans trois écoles de management \(Clermont-Ferrand, Strasbourg, Tripoli\)](#). Thèse en sciences de gestion soutenue en 2011, sous la dir. de Rolande MARCINIAK (Université Paris Ouest Nanterre La Défense - Paris X)

« Cette recherche porte sur l'utilisation des technologies d'information et de communication (TIC) et notamment l'intranet chez les enseignants et les étudiants des trois écoles de management (ESC Clermont—Ferrand, EM Strasbourg, EM Tripoli). En nous inspirant de plusieurs études effectuées sur les modèles d'acceptation de technologie et sur les systèmes d'information, nous avons essayé de construire notre modèle de recherche qui explique l'usage des sites intranet. Des lors, la première partie de notre travail est consacrée à la revue de littérature, où nous décrivons les principaux apports des chercheurs dans le domaine, avant de présenter dans la deuxième partie notre modèle de recherche que nous voulons valider. A cet effet, nous avons mené une étude empirique sur un échantillon d'étudiants et d'enseignants des trois écoles de management. Ainsi, à travers l'analyse de fiabilité et la factorisation des construits en SPSS dans un premier temps, puis en utilisant la méthode d'équations structurelles en Smart PLS pour « épurer » le modèle, nous avons abouti aux facteurs influençant le succès du site intranet : la valeur patrimoniale et la maturité de l'utilisateur, tandis que les impacts de la valeur d'usage et les effets du site intranet ont été réfutés. Ces résultats aux différentes implications théoriques, méthodologiques et managériales sont synthétisés et repris dans la conclusion générale de notre recherche afin de discuter des enjeux, des limites et des perspectives futures qui découlent de notre approche. »

LEQUIEN Laurent. [Essais d'évaluation de politique publique dans les champs de l'éducation, de la santé et des politiques d'emploi](#). Thèse en sciences économiques, soutenue le 9 février 2011, sous la dir. de Marc GURGAND (EHESS Paris - École des hautes études en sciences sociales)

« Cette thèse présente 5 essais d'évaluation de politique publique. Nous étudions tout d'abord l'efficacité d'un programme d'accompagnement personnalisé vers l'emploi proposé à des allocataires

du Revenu Minimum d'Insertion, et montrons que son coût est supérieur aux économies réalisées sur les versements de l'allocation. Les analyses proposées mettent ensuite en lumière que la durée d'une interruption de carrière affecte négativement la trajectoire salariale des femmes après une naissance. Enfin, elles apportent un début d'explication à la formation de rendements de l'éducation sur la santé hétérogènes au sein de la population : la motivation des élèves à poursuivre leurs études augmenterait l'effet protecteur de l'éducation sur la santé. Sur le plan méthodologique, cette thèse met en oeuvre 5 modélisations économétriques différentes pour identifier l'impact causal : une expérimentation aléatoire (chapitre 1), des doubles différences (chapitre 2), une instrumentation sur données de panel avec un modèle structurel (chapitre 3), des régressions par discontinuité (chapitre 4), et enfin le cadre classique des variables instrumentales (chapitre 5).

ZIGLIARA Laurence Marie-Claire. [Le moment du vin, une éducation tout au long de la vie](#). Thèse en sciences de l'éducation, soutenue en 2011, sous la dir. de Rémi HESS (Université Paris VIII - Vincennes-Saint Denis)

« Cette recherche s'organise autour de la théorie des moments et de la construction de la personne. L'entrée dans un moment signe la mise en oeuvre délibérée d'un dispositif de formation librement choisi et autogéré. Henri LEFEBVRE est le premier à avoir théorisé cette idée. A ce jour, la théorie des moments et la construction de la personne sont des concepts mis au travail par Rémi HESS et la communauté de référence qui s'élabore autour de lui. La construction d'un moment met en oeuvre une posture et un dispositif de pensée qui donne du sens au quotidien en se désaliénant de son chaos ordinaire. Il inaugure un mouvement dialectique à l'origine d'une praxis entre les idées et la vie de tous les jours dont le but est la rénovation des idées, la transformation de la vie quotidienne et la construction de la personne. Cette posture intellectuelle place d'emblée le sujet dans une dynamique de recherche. La théorie des moments s'inscrit dans l'éducation tout au long de la vie et participe de la Bildung en appariant la construction de la personne et l'appropriation des savoirs auxquels celle-ci est confrontée. Elle se construit entre éducation formelle, informelle et non formelle et ouvre à la complexité par la prise en compte des facteurs transversaux et multiréférentiels. La construction d'un moment s'organise selon une méthode qui lui est propre, il s'agit de partir du temps présent, d'en explorer la genèse et d'envisager l'avenir conduisant, dans un mouvement transductif, du présent à tous les possibles. Le moment du vin illustre la mise en oeuvre de la théorie des moments. Parce que confrontée sans préambule au monde du vin, j'ai perçu cet univers de façon chaotique, il m'a fallu l'organiser et lui donner forme pour pouvoir l'appréhender et le penser de façon constructive. Pour ce faire je suis devenue membre de ce groupe. Ce travail inaugure une recherche qui donne une épaisseur singulière à ce nouvel espace-temps. »

### ***Repéré sur : Nber.org***

Silke J. Forbes, Nora E. Gordon. [When Educators Are the Learners: Private Contracting by Public Schools](#). NBER Working Paper, No. 18185, June 2012

We investigate decision-making and the potential for social learning among school administrators in the market for school reform consulting services. Specifically, we estimate whether public schools are more likely to choose given Comprehensive School Reform service providers if their "peer" schools—defined by common governance or geography—have performed unusually well with those

providers in the past. We find strong evidence that schools tend to contract with providers used by other schools in their own districts in the past, regardless of past performance. In addition, our point estimates are consistent with school administrators using information from peers to choose the plans they perceive to have performed best in the past. Despite choosing a market with an unusually comprehensive data source on contracts between public schools and private firms, our statistical power is sufficiently weak that we cannot reject the absence of social learning.

Evan Borkum, Fang He, Leigh L. Linden. [School Libraries and Language Skills in Indian Primary Schools: A Randomized Evaluation of the Akshara Library Program](#). NBER Working Paper, No. 18183, June 2012

We conduct a randomized evaluation of a school library program on children's language skills. We find that the program had little impact on students' scores on a language test administered 16 months after implementation. The estimates are sufficiently precise to rule out effects larger than 0.13 and 0.11 standard deviations based on the 95 and 90 percent confidence intervals. The finding of zero effects is robust to different modes of implementation, individual tested language competencies and various subsets of the student population. We also find no impact on test scores in other subjects or on school attendance rates.

William N. Goetzmann, Sharon Oster. [Competition Among University Endowments](#). NBER Working Paper, No. 18173, June 2012

The asset allocation of university endowments has recently shifted dramatically towards alternative investments. In this paper we examine the role played by strategic competition in motivating this shift. Using a metric capturing competition for undergraduate applications, we test whether endowment performance relative to a school's nearest competitor is associated with the likelihood of changing investment policy, and conditionally, whether the nature of that change is consistent with the goal of "catching up" to its closest rival. Conditional on indicating a policy change, we find that endowments appear to use marketable alternatives – i.e. hedge funds – to catch up to competitors. More generally, we find evidence that endowments with below median holdings of alternative investments tend to shift policies in that direction. Besides herding behavior we also find trend-chasing behavior. Endowments with recent positive experience with various alternative asset classes tend to increase exposure to them. We consider the long-run implications of this competitive and trending behavior for the ability of endowments to deliver intergenerational equity.

Steven D. Levitt, John A. List, Susanne Neckermann, Sally Sadoff. [The Behavioralist Goes to School: Leveraging Behavioral Economics to Improve Educational Performance](#). NBER Working Paper No. 18165, June 2012

A long line of research on behavioral economics has established the importance of factors that are typically absent from the standard economic framework: reference dependent preferences, hyperbolic preferences, and the value placed on non-financial rewards. To date, these insights have had little impact on the way the educational system operates. Through a series of field experiments involving thousands of primary and secondary school students, we demonstrate the power of behavioral economics to influence educational performance. Several insights emerge. First, we find that incentives framed as losses have more robust effects than comparable incentives framed as gains. Second, we find that non-financial incentives are considerably more cost-effective than financial incentives for younger students, but were not effective with older students. Finally, and

perhaps most importantly, consistent with hyperbolic discounting, all motivating power of the incentives vanishes when rewards are handed out with a delay. Since the rewards to educational investment virtually always come with a delay, our results suggest that the current set of incentives may lead to underinvestment. For policymakers, our findings imply that in the absence of immediate incentives, many students put forth low effort on standardized tests, which may create biases in measures of student ability, teacher value added, school quality, and achievement gaps.

Costas Meghir, Mårten Palme, Marieke Schnabel. [The Effect of Education Policy on Crime: An Intergenerational Perspective](#). NBER Working Paper No. 18145, June 2012

The intergenerational transmission of human capital and the extent to which policy interventions can affect it is an issue of importance. Policies are often evaluated on either short term outcomes or just in terms of their effect on individuals directly targeted. If such policies shift outcomes across generations their benefits may be much larger than originally thought. We provide evidence on the intergenerational impact of policy by showing that educational reform in Sweden reduced crime rates of the targeted generation and their children by comparable amounts. We attribute these outcomes to improved family resources and to better parenting.

***Repéré sur : Repec.org***

#### [Class size, type of exam and student achievement](#)

Madsen, Erik Strøjer (Department of Economics, Aarhus School of Business)

Education as a road to growth has been on the political agenda in recent years and promoted not least by the institutions of higher education. At the same time the universities have been squeezed for resources for a long period and the average class size has increased as a result. However, the production technology for higher education is not well known and this study highlights the relation between class size and student achievement using a large dataset of 80.000 gradings from the Aarhus School of Business. The estimations show a large negative effect of larger classes on the grade level of students. The type of exam also has a large and significant effect on student achievements and oral exam, take-home exam and group exam reward the student with a significantly higher grade compared with an on-site written exam

#### [Estimating Heterogeneous Returns to Education in Germany via Conditional Heteroskedasticity](#)

Nils Saniter

In this paper I investigate the causal returns to education for different educational groups in Germany by employing a new method by Klein and Vella (2010) that bases identification on the presence of conditional heteroskedasticity. Compared to IV methods, key advantages of this approach are unbiased estimates in the absence of instruments and parameter interpretation that is not bounded to local average treatment effects. Using data from the German Socio-Economic Panel Study (SOEP) I find that the causal return to education is 8.5% for the entire sample, 2.3% for graduates from the basic school track and 11% for graduates from a higher school track. Across these groups the endogeneity bias in simple OLS regressions varies significantly. This confirms recent evidence in the literature on Germany. Various robustness checks support the findings.

### [Current issues of motivation, academic performance and internet use- implications for an education of excellence](#)

Turtorean, Monica

Today's world is facing many problems caused by the economic crisis leading thus to an education crisis. Witnessing major changes in the curricula, at different ways of assessment, at teaching and learning in transdisciplinary manner which took by surprise the students who, in turn, feel disarmed and unable to cope with these changes that take place in a very fast rate. And internet has a big influence in students learning and their performance. Many universities try to introduce the internet and new technologies to facilitate student learning, to enhance their motivation for study and to improve their academic performance. Given that, if we want to provide an education of excellence, we have to know the student professional motivation, which determines them to obtain academic performance, to enhance their learning using internet to successfully cope with the challenges of knowledge-based society.

### [Education, Risk and Efficiency in Human Capital Investment](#)

David Mayston ; Juan Yang

University of York Beijing Normal University The efficiency of the process of investment in human capital through education is of considerable importance both to the individuals involved and to the wider economy. The paper develops an analytical framework in which issues of the efficiency of such investment can be considered alongside its interface with the operations of the labour market, and in which the risks posed by such educational investments when the labour market is less than fully efficient can be analysed. These issues are of particular relevance in the context of the major expansions in higher education which have taken place in recent years, not least in China, which is now second in its share of all 25 – 64 year olds internationally with tertiary education. The paper therefore complements its theoretical analysis with an empirical investigation of the risk factors which impact on the efficiency of this large-scale educational investment for individual graduates and for the wider economy

### [Estimating the causal effects of conflict on education in Côte d'Ivoire](#)

Dabalén, Andrew L. ; Paul, Saumik

This paper estimates the causal effects of civil war on years of education in the context of a school-going age cohort that is exposed to armed conflict in Cote d'Ivoire. Using year and department of birth to identify an individual's exposure to war, the difference-in-difference outcomes indicate that the average years of education for a school-going age cohort is .94 years fewer compared with an older cohort in war-affected regions. To minimize the potential bias in the estimated outcome, the authors use a set of victimization indicators to identify the true effect of war. The propensity score matching estimates do not alter the main findings. In addition, the outcomes of double-robust models minimize the specification errors in the model. Moreover, the paper finds the outcomes are robust across alternative matching methods, estimation by using subsamples, and other education outcome variables. Overall, the findings across different models suggest a drop in average years of education by a range of .2 to .9 fewer years.

### [The Jordan education initiative : a multi-stakeholder partnership model to support education reform](#)

Bannayan, Haif ; Guaqueta, Juliana ; Obeidat, Osama ; Patrinos, Harry Anthony ; Porta, Emilio

The Jordan Education Initiative, launched in 2003 under the umbrella of the World Economic Forum, is a public-private partnership, or multi-stakeholder partnership, that integrates information and communication technologies into the education process as a tool for teaching and learning in grades 1-12. This initiative fits within the ongoing reform of the education system in Jordan that began in the 1990s. The Jordan Education Initiative's main objective is to help Jordanian students develop critical knowledge economy skills crucial for competitiveness and economic growth. The Initiative also seeks to build the capacity of the local information technology industry for the development of innovative learning solutions, and to build a sustainable model of reform supported by the private sector that could be scaled nationally and replicated in other developing countries.

#### [Students' e-skills, organizational change and diversity of learning processes: Evidence from French universities in 2010](#)

Ben Youssef, Adel ; Dahmani, Mounir ; Omrani, Nessrine

Driven by ICT, universities are changing in depth the nature and forms of learning processes, which are intended to prepare students to a better entry into the labour market. In this paper, we focus on the evolution of students' use of ICT in such an institution characterized by organizational changes and we analyse the determinants of students' e-skills using a 2010 dataset of French university students. We show that students' involvement in the use of ICT increases their e-skills. ICT learning by doing and ICT learning by using also increase some categories of students' e-skills. In addition, collaborative and cooperative learning are positively associated with students' advanced e-skills.

#### [Education and the Quality of Government](#)

Juan Botero ; Alejandro Ponce ; Andrei Shleifer

Generally speaking, better educated countries have better governments, an empirical regularity that holds in both dictatorships and democracies. We suggest that a possible reason for this fact is that educated people are more likely to complain about misconduct by government officials, so that, even when each complaint is unlikely to succeed, more frequent complaints encourage better behavior from officials. Newly assembled individual-level survey data from the World Justice Project show that, within countries, better educated people are more likely to report official misconduct. The results are confirmed using other survey data on reporting crime and corruption. Citizen complaints might thus be an operative mechanism that explains the link between education and the quality of government.

#### [Corrupting Learning: Evidence from Missing Federal Education Funds in Brazil](#)

Claudio Ferraz ; Frederico Finan ; Diana B. Moreira

This paper examines if money matters in education by looking at whether missing resources due to corruption affect student outcomes. We use data from the auditing of Brazil's local governments to construct objective measures of corruption involving educational block grants transferred from the central government to municipalities. Using variation in the incidence of corruption across municipalities and controlling for student, school, and municipal characteristics, we find a significant negative association between corruption and the school performance of primary school students. Students residing in municipalities where corruption in education was detected score 0.35 standard deviations less on standardized tests, and have significantly higher dropout and failure rates. Using a rich dataset of school infrastructure and teacher and principal questionnaires, we also find that

school inputs such as computer labs, teaching supplies, and teacher training are reduced in the presence of corruption. Overall, our findings suggest that in environments where basic schooling resources are lacking, money does matter for student achievement.

#### [The effect of primary school closures on educational attainments of students](#)

Kristof De Witte ; Chris Van Klaveren

A combination of school mismanagement, weak financial situation and low student attainments led to a permanent closure of primary schools in Amsterdam, the Netherlands, in 2007. This study examines if the school closure positively affected the test scores that children achieved on a standardized and national test and if secondary school level advices children received at the end of primary education are higher. More specifically, we examine if receiving more years of education on a new and presumably better primary school leads to higher test scores and better secondary school level advices. In doing so, we compare children who switched schools because of the school closure with a control group of children at receiving schools and with a similar ideological background. The results indicate that student test scores are unaffected by the school closure. Secondary school advices, however, tend to be higher for children who received one year of education on a new primary school, but this effect fades out, and eventually becomes negative, for students who are enrolled for a longer period in the receiving school.

#### [Corrupting Learning: Evidence from Missing Federal Education Funds in Brazil](#)

Ferraz, Claudio (Pontifical Catholic University of Rio de Janeiro (PUC-Rio)) ; Finan, Frederico S. (University of California, Berkeley) ; Moreira, Diana B. (Harvard University)

This paper examines if money matters in education by looking at whether missing resources due to corruption affect student outcomes. We use data from the auditing of Brazil's local governments to construct objective measures of corruption involving educational block grants transferred from the central government to municipalities. Using variation in the incidence of corruption across municipalities and controlling for student, school, and municipal characteristics, we find a significant negative association between corruption and the school performance of primary school students. Students residing in municipalities where corruption in education was detected score 0.35 standard deviations less on standardized tests, and have significantly higher dropout and failure rates. Using a rich dataset of school infrastructure and teacher and principal questionnaires, we also find that school inputs such as computer labs, teaching supplies, and teacher training are reduced in the presence of corruption. Overall, our findings suggest that in environments where basic schooling resources are lacking, money does matter for student achievement.

#### [Date of birth, family background, and the 11 plus exam: short- and long-term consequences of the 1944 secondary education reforms in England and Wales](#)

Hart, Robert ; Moro, Mirko ; Roberts, Elizabeth

Research into socio-economic impacts of the 1944 Education Act in England and Wales has been considerable. We concentrate on its two most fundamental innovations. First, it provided free universal secondary education. Second, state-funded pupils were placed into grammar schools or technical schools or secondary modern schools depending on IQ tests at age 11. The secondary modern school pupils experienced relatively poor educational opportunities. This tripartite system dominated secondary education from 1947 to 1964. For this period, we use the British Household Panel Survey to investigate the influences of date of birth and family background on (a) the

probability of attending grammar or technical schools, (b) the attainment of post-school qualifications, (c) the longer-term labour market outcomes as represented by job status and earnings. We link results to research into the effects of increasing the school minimum leaving age from 14 to 15, also introduced under the 1944 Act.

#### [Decomposing the increase in TIMSS Scores in Ghana : 2003-2007](#)

Sakellariou, Chris

This paper attempts to explore certain aspects underlying the substantial improvement in 8th grade student performance in Ghana on the Trends in International Mathematics and Science Study from 2003 to 2007. The improvement was largely heterogeneous; in mathematics, performance improved more for students already performing well, while the opposite was the case for science, where students at the bottom of the score distribution experienced a spectacular increase in science scores. Most of the increase in scores for both mathematics and science is explained by over-time changes in coefficients (and a smaller part by improvements in characteristics). Contributors not accounted for (and therefore captured by changes in the constant) dominate the effects of the coefficients. One potentially important piece of information missing from the Ghana data is whether a school is private or public; this could potentially explain part of the over-time improvement. This is because over the short period between the two surveys, there was a large increase in the number of private schools in Ghana (by 36 percent between 2005/6 and 2007/8). Finally, an analysis of the over-time change in the test score gap by location (between large and small communities) revealed that the gap became more heterogeneous, narrowing for worse performing students and widening for better performing students.

#### [How to choose your minor? Decision making variables used in the selection of a minor by undergraduate students from a Dutch university of applied sciences.](#)

Rita van Deuren (Maastricht School of Management, Maastricht, the Netherlands (deuren@msm.nl))

Sicco C. Santema (Technische Universiteit Delft, Delft, the Netherlands)

In recent years the higher education sector (HE) has been influenced by a marketised approach in which students are perceived as customers and in which student satisfaction is used as a measure of educational quality. Demand-driven education can be looked at as one of the consequences of this marketisation. In response to this phenomenon Dutch universities of applied science have designed their undergraduate professional bachelor programs education in majors and minors thereby offering students the possibility to customize their educational program. However, hardly any knowledge is available on minor choices of students. This paper presents the results of a survey looking into decision making variables influencing the minor choice of undergraduate students from a consumer behaviour perspective. Bachelor students from a large university of applied sciences in the Netherlands participated in the survey. Analysis of the data led to the discovery of nine decision making attributes and five sources of information & advice. The learning value of the minor proved to be the most important minor characteristic students take into consideration when selecting a minor. The contribution of the minor to the future career opportunities of the student and to the broadening horizon of the student also proved important when choosing a minor. The same goes for the contribution of the minor to the development of the competences required for the bachelor degree. Students use several sources of information & advice to form an impression of the minor of their choice. The digital information & advice from the department that offers the minor programme is most important in finding out about the relevant minor characteristics. Students use the information that is in the digital minor catalogue and they consult minor-specific websites. Non-

digital information & advice seems less important. These results contribute to the theoretical knowledge about minor selection specifically and about student choices in higher education in general. The results of this study can be used by universities of applied sciences in developing the minor portfolio, in providing information and in coaching students. This study is one of the first into minor decision making variables. Further research is needed to test its results and to elaborate on aspects of minor-selection not dealt with in this study.

#### [Evaluating a bilingual education program in Spain: the impact beyond foreign language learning](#)

Anghel, Brindusa ; Cabrales, Antonio ; Carro, Jesus

We evaluate a program that introduced bilingual education in English and Spanish in primary education in some public schools of the Madrid region in 2004. Under this program students not only study English as a foreign language but also some subjects (at least Science, History and Geography) are taught in English. Spanish and Mathematics are taught only in Spanish. The first class receiving full treatment finished Primary education in June 2010 and they took the standardized test for all 6th grade students in Madrid on the skills considered 'indispensable' at that age. This test is our measure of the outcome of primary education to evaluate the program. We have to face a double self-selection problem. One is caused by schools who decide to apply for the program, and a second one caused by students when choosing school. We take several routes to control for these selection problems. The main route to control for self-selected schools is to take advantage of the test being conducted in the same schools before and after the program was implemented in 6th grade. To control for students self-selection we combine the use of several observable characteristics (like parents' education and occupation) with the fact that most students were already enrolled at the different schools before the program was announced. Our results indicate that there is a clear negative effect on learning the subject taught in English for children whose parents have less than upper secondary education, and no clear effect for anyone on mathematical and reading skills, which were taught in Spanish.

#### [When the Cat Is Near, the Mice Won't Play: The Effect of External Examiners in Italian Schools](#)

Bertoni, Marco (University of Padova) ; Brunello, Giorgio (University of Padova) ; Rocco, Lorenzo (University of Padova)

We use a natural experiment to show that the presence of an external examiner in standardized school tests reduces the proportion of correct answers in monitored classes by 5.5 to 8.5% – depending on the grade and the test – with respect to classes in schools with no external monitor. We find that the effect of external monitoring in a class spills over to other classes in the same school. We argue that the negative effect of external supervision is due to reduced cheating (by students and/or teachers) rather than to distraction from having a stranger in the class.

#### [Do Professors Really Perpetuate the Gender Gap in Science? Evidence from a Natural Experiment in a French Higher Education Institution](#)

Thomas Breda ; Son Thierry Ly

Stereotypes, role models played by teachers and social norms influence girls' academic self-concept and push girls to choose humanities rather than science. Do recruiters reinforce this strong selection by discriminating more against girls in more scientific subjects? Using the entrance exam of a French higher education institution (the Ecole Normale Supérieure) as a natural experiment, we show the opposite: discrimination goes in favor of females in more male-connoted subjects (e.g. math,

philosophy) and in favor of males in more female-connoted subjects (e.g. literature, biology), inducing a rebalancing of sex ratios between students recruited for a research career in science and humanities majors. We identify discrimination by systematic differences in students' scores between oral tests (non-blind toward gender) and anonymous written tests (blind toward gender). By making comparisons of these oral/written scores differences between different subjects for a given student, we are able to control both for a student's ability in each subject and for her overall ability at oral exams. The mechanisms likely to drive this positive discrimination toward the minority gender are also discussed.

#### [Education Policies and Practices: What Have We Learnt and the Road Ahead for Bihar](#)

Ranjan, Priya (University of California, Irvine) ; Prakash, Nishith (University of Connecticut)

This paper assesses the status of education, both quantity and quality, in Bihar in both absolute terms and relative to other states in India. It then performs a regression exercise using a panel data of Indian states to identify the correlates of educational outcomes. It also surveys the broader literature on education policies which provides a perspective on the current policies in the field of education in Bihar. Finally, it makes a case for several policy initiatives that should be accorded priority by the policymakers in Bihar.

#### [Using Social Media to Enhance Learning through Collaboration in Higher Education: A Case Study](#)

Wolf, Marianne McGarry ; Wolf, Mitch ; Frawley, Tom ; Torres, Ann ; Wolf, Shane

This research shows that when faculty in higher education engage their students by using a social media platform that is specially designed for higher education to bring their courses up to date with current information and combine knowledge management with social media the students experience enhanced critical thinking, written communication, and learning by collaborating with classmates. The social platform used for this research is ValuePulse.

#### [The Aftermath of Accelerating Algebra: Evidence from a District Policy Initiative](#)

Charles T. Clotfelter ; Helen F. Ladd ; Jacob L. Vigdor

In 2002/03, the Charlotte-Mecklenburg Schools in North Carolina initiated a broad program of accelerating entry into algebra coursework. The proportion of moderately-performing students taking algebra in 8th grade increased from half to 85%, then reverted to baseline levels, in the span of just five years. We use this policy-induced variation to infer the impact of accelerated entry into algebra on student performance in math courses as students progress through high school. Students affected by the acceleration initiative scored significantly lower on end-of-course tests in Algebra I, and were either significantly less likely or no more likely to pass standard follow-up courses, Geometry and Algebra II, on a college-preparatory timetable. Although we also find that the district assigned teachers with weaker qualifications to Algebra I classes in the first year of the acceleration, this reduction in teacher quality accounts for only a small portion of the overall effect.

#### [Youth Crime and Education Expansion](#)

Machin, Stephen (University College London) ; Marie, Olivier (ROA, Maastricht University) ; Vujić, Sunčica (University of Bath)

We present new evidence on the causal impact of education on crime, by considering a large expansion of the UK post-compulsory education system that occurred in the late 1980s and early 1990s. The education expansion raised education levels across the whole education distribution and,

in particular for our analysis, at the bottom end enabling us to develop an instrumental variable strategy to study the crime-education relationship. At the same time as the education expansion, youth crime fell, revealing a significant cross-cohort relationship between crime and education. The causal crime reducing effect of education is estimated to be negative and significant, and considerably bigger in (absolute) magnitude than ordinary least squares estimates. The education boost also significantly impacted other productivity related economic variables (qualification attainment and wages), demonstrating that the incapacitation effect of additional time spent in school is not the sole driver of the results.

#### [Effects of entrepreneurship education at universities](#)

Viktor Slavtchev (Friedrich-Schiller-University Jena, School of Economics and Business Administration)  
Stavroula Laspita (Technical University Munich, TUM School of Management, and EBS European Business School, Chair for Entrepreneurship, Strascheg Institute for Innovation and Entrepreneurship (SIIE)) ; Holger Patzelt (Technical University Munich, TUM School of Management)

This study analyzes the impact of entrepreneurship education at universities on the intentions of students to become entrepreneurs or self-employed in the short-term (immediately after graduation) and in the long-term (five years after graduation). A difference-in-differences approach is applied that relates changes in entrepreneurial intentions to changes in the attendance of entrepreneurship classes in the same period. To account for a potential bias due to self-selection into entrepreneurship classes, only individuals having no prior entrepreneurial intentions are analyzed. Our results indicate a stimulating effect of entrepreneurship education on students' intentions to become entrepreneurs or self-employed in the long-term but a discouraging effect on their intentions in the short-term. These results support the conjecture that entrepreneurship education provides more realistic perspectives on what it takes to be an entrepreneur, resulting in 'sorting'. Overall, the results indicate that entrepreneurship education may improve the quality of labor market matches, the allocation of resources and talent, and increase social welfare. Not distinguishing between short- and long-term intentions may lead to misleading conclusions regarding the economic and social impact of entrepreneurship education.

#### [Ability Composition Effects on the Education Premium](#)

Gregory Kurtzon (U.S. Bureau of Labor Statistics)

If higher ability individuals are more likely to attend college and if there is significant ability bias in the college education premium, then a significant portion of the observed complementarity between the college and non-college educated is due to changes in the ability composition of education groups. If college attainment rose to over half the population, this composition effect would reverse, as is illustrated with high school attainment. If there is little ability bias, the ability distribution is nearly degenerate, with the awkward implication that the most productive individuals would earn barely more without a college education than the least.

#### [The Role of Awareness, Information Gathering and Processing in School Choice](#)

Ghazala Azmat ; José Garcia-Montalvo

This paper studies the determinants of school choice, focusing on the role of information. We consider how parents' search efforts and their capacity to process information (i.e., to correctly assess schools) affect the quality of the schools they choose for their children. Using a novel dataset, we are able to identify parents' awareness of schools in their neighborhood and measure their

capacity to rank the quality of the school with respect to the official rankings. We find that parents' education and wealth are important factors in determining their level of school awareness and information gathering. Moreover, these search efforts have important consequences in terms of the quality of school choice.

#### [Causal Returns to Schooling and Individual Heterogeneity](#)

Pfeiffer, Friedhelm (ZEW Mannheim) ; Pohlmeier, Winfried (University of Konstanz)

In this paper, human capital investments are evaluated by assuming heterogeneous returns to schooling. We use the potential outcome approach to measure the causal effect of human capital investments on earnings as a continuous treatment effect. Empirical evidence is based on a sample of West German full-time employed males (BIBB/IAB survey on educational and vocational attainment and career 1998/99). Our estimate of the average partial effect (APE) of an additional year of schooling amounts to 8.7%, which is higher than OLS estimates and quite similar to conventional instrumental variable estimates.

#### [The Behavioralist Goes to School: Leveraging Behavioral Economics to Improve Educational Performance](#)

Steven D. Levitt ; John A. List ; Susanne Neckermann ; Sally Sadoff

A long line of research on behavioral economics has established the importance of factors that are typically absent from the standard economic framework: reference dependent preferences, hyperbolic preferences, and the value placed on non-financial rewards. To date, these insights have had little impact on the way the educational system operates. Through a series of field experiments involving thousands of primary and secondary school students, we demonstrate the power of behavioral economics to influence educational performance. Several insights emerge. First, we find that incentives framed as losses have more robust effects than comparable incentives framed as gains. Second, we find that non-financial incentives are considerably more cost-effective than financial incentives for younger students, but were not effective with older students. Finally, and perhaps most importantly, consistent with hyperbolic discounting, all motivating power of the incentives vanishes when rewards are handed out with a delay. Since the rewards to educational investment virtually always come with a delay, our results suggest that the current set of incentives may lead to underinvestment. For policymakers, our findings imply that in the absence of immediate incentives, many students put forth low effort on standardized tests, which may create biases in measures of student ability, teacher value added, school quality, and achievement gaps.

#### [Gender, Educational Attainment, and the Impact of Parental Migration on Children Left Behind](#)

Antman, Francisca M. (University of Colorado, Boulder)

Estimation of the causal effect of parental migration on children's educational attainment is complicated by the fact that migrants and non-migrants are likely to differ in unobservable ways that also affect children's educational outcomes. This paper suggests a novel way of addressing this selection problem by looking within the family to exploit variation in siblings' ages at the time of parental migration. The basic assumption underlying the analysis is that parental migration will have no effect on the educational outcomes of children who are at least 20 because they have already completed their educations. Their younger siblings, in contrast, may still be in school, and thus will be affected by the parental migration experience. The results point to a statistically significant positive effect of paternal U.S. migration on education for girls, suggesting that pushing a father's U.S. migration earlier in his daughter's life can lead to an increase in her educational attainment of up to 1

year relative to delaying migration until after she has turned 20. In contrast, paternal domestic migration has no statistically significant effect on educational attainment for girls or boys, suggesting that father absence does not play a major role in determining children's educational outcomes. Instead, these results suggest that the marginal dollars from U.S. migrant remittances appear to enable families to further educate their daughters. Thus, policymakers should view international migration as a potential pathway by which families raise educational attainments of girls in particular.

#### [The Quest for More and More Education: Implications for Social Mobility](#)

Lindley, Joanne (University of Surrey) ; Machin, Stephen (University College London)

In this paper, we discuss the quest for more and more education and its implications for social mobility. We document very rapid educational upgrading in Britain over the last thirty years or so and show that this rise has featured faster increases in education acquisition by people from relatively rich family backgrounds. At the same time, wage differentials for the more educated have risen. Putting these two together (more education for people from richer backgrounds and an increase in the payoff to this education) implies increasing within generation inequality and, by reinforcing already existent inequalities from the previous generation, this has hindered social mobility. We also highlight three important aspects that to date have not been well integrated into the social mobility literature: the acquisition of postgraduate qualifications; gender differences; and the poor education performance of men at the lower end of the education distribution.

#### [The Impact of an Unexpected Wage Cut on Corruption: Evidence from a "Xeroxed" Exam](#)

Borcan, Oana (University of Gothenburg) ; Lindahl, Mikael (Uppsala University) ; Mitrut, Andreea (Uppsala University)

This paper aims to understand how corruption responds to financial incentives and, in particular, it is an attempt to identify the causal impact of a wage loss on the prevalence of corruption in the education sector. Specifically, we exploit the unexpected wage cut in May 2010 that affected all Romanian public sector employees, including the public education staff, and examine its effect on students' scores on the high-stakes national exam which occurs at the end of high school – the Bacalaureate. To exploit the effect of an income shock on corruption, we use a difference-in-difference strategy and compare the change in the exam outcomes between the public schools – the treatment group – and the private schools – the control group, which were unaffected by the wage cut. Our findings suggest that the wage loss led the public schools to have better exam outcomes than the private schools in 2010 relative to 2009. We attribute this difference to the increased involvement in corrupt activities by public school staff, which was driven by financial incentives. These results match an unprecedentedly high number of allegations of fraud and bribery against school principals, which earned the 2010 Bacalaureate the title of the Xeroxed exam – akin to identical test answers found to have been distributed to numerous students.

#### [The unintended consequences of education policies on South African participation and unemployment](#)

Rulof Burger ; Servaas van der Berg and Dieter von Fintel ; Dieter von Fintel

In the late 1990s the South African Department of Education implemented two policies that were meant to reduce the large number of over-age learners in the school system: schools were no longer allowed to accept students who were more than two years older than the correct grade-age and

students could not be held back more than once in each of four schooling phases. Our analysis uses school administrative data and household survey data to show that these policies coincided with a decrease in school enrolment of at least 400,000 and possibly as many as 900,000 learners. This effect was most noticeable for over-aged learners who remained in school due to their poor labour market prospects. Most of these students seem to have been pushed into the labour market by these policies, which could explain much of the sudden increase in labour force participation and unemployment over this period. However, since these individuals would probably have entered the labour market sooner if not for their poor employment prospects, we argue that the increase in unemployment signifies a more accurate reflection of disguised unemployment that already existed in the mid-1990s rather than a deterioration of labour market conditions.

#### [Academic Dishonesty in Egypt: A Nation-wide Study of Students in Higher Education](#)

Menatallah Darrag (Faculty of Management Technology, The German University in Cairo) ; Dina Mohamed Yousri (Faculty of Management Technology, The German University in Cairo) ; Ahmed Badreldin (Faculty of Management, University of Marburg, Germany)

Academic dishonesty (AD) is an ongoing concern for authorities in higher education, where its importance is manifested in two folds. First, AD negatively affects the integrity and quality of research of individuals and institutions; and secondly it negatively affects the honesty level of the youth with far-reaching consequences for ethics and performance. Although AD is a challenge for all societies, there is strong evidence that developing countries are more prone to suffer from AD than developed countries. This exploratory paper follows similar studies for other countries, addressing the dimension of AD within higher education in Egypt. The results confirm significant levels of AD, with the top practice being to work cooperatively on individually assigned tasks. Interestingly, there are differences between the faculties, but not between public and private institutions. Management students, for example, showed by far the highest willingness to cheat on exams or to plagiarize.

#### [Are University Admissions Academically Fair?](#)

Debopam Bhattacharya ; Shin Kanaya ; Margaret Stevens

Selective universities are often accused of unfair admissions practices which favour applicants from specific socioeconomic groups. We develop an empirical framework for testing whether such admissions are academically fair, i.e., they admit students with the highest academic potential. If so, then the expected performance of the marginal admitted candidates - the admissions threshold - should be equalized across socioeconomic groups. We show that such thresholds are nonparametrically identified from standard admissions data if unobserved officers' heterogeneity affecting admission decisions is median-independent of applicant covariates and the density of past-admits' conditional expected performance is positive around the admission threshold for each socioeconomic group. Applying these methods to admissions data for a large undergraduate programme at Oxford and using blindly-marked, first-year exam-performance as the outcome of interest, we find that the admission-threshold is about 3.7 percentage-points (0.6 standard-deviations) higher for males than females and about 1.7 percentage-points (0.3 standard-deviations) higher for private-school than state-school applicants. In contrast, average admission-rates are equal across gender and school-type, both before and after controlling for applicants' background characteristics.

#### [The Impact of an Unexpected Wage Cut on Corruption: Evidence from a "Xeroxed" Exam](#)

Borcan, Oana (Department of Economics, School of Business, Economics and Law, Göteborg University) ; Lindahl, Mikael (Department of Economics, Uppsala University, CESifo) ; Mitrut, Andreea (Department of Economics, Uppsala University, UCLS)

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#### [The unintended consequences of education policies on South African participation and unemployment](#)

Rulof Burger (Department of Economics, University of Stellenbosch) ; Servaas van der Berg (Department of Economics, University of Stellenbosch) ; Dieter von Fintel (Department of Economics, University of Stellenbosch)

In the late 1990s the South African Department of Education implemented two policies that were meant to reduce the large number of over-age learners in the school system: schools were no longer allowed to accept students who were more than two years older than the correct grade-age and students could not be held back more than once in each of four schooling phases. Our analysis uses school administrative data and household survey data to show that these policies coincided with a decrease in school enrolment of at least 400,000 and possibly as many as 900,000 learners. This effect was most noticeable for over-aged learners who were inclined to remain in school due to their poor labour market prospects. These policies appear to have pushed many students into the labour market at earlier ages than was observed for previous generations, which explains much of the sudden increase in labour force participation and unemployment during this period. However, since these individuals would probably have entered the labour market sooner if not for their poor employment prospects, we argue that the resulting increase in unemployment signifies a more accurate reflection of disguised unemployment that already existed in the mid-1990s rather than a deterioration of labour market conditions.

#### [Overeducation at the start of the career - stepping stone or trap?](#)

Baert, Stijn (UGent) ; Cockx, Bart (UGent, Université Catholique de Louvain) ; Verhaest, Dieter (Hogeschool-Universiteit Brussel (HUB), UGent)

This study investigates whether young unemployed graduates who accept a job below their level of education accelerate or delay the transition into a job that matches their level of education. We adopt the Timing of Events approach to identify this dynamic treatment effect using monthly calendar data from a representative sample of Flemish (Belgian) youth who started searching for a

job right after leaving formal education. We find that overeducation is a trap. This trap is especially important early in the unemployment spell. Our results are robust across various specifications and for two overeducation measures.

### [How Is the Global Talent Pool Changing?](#)

OECD

At a time when having more education is increasingly necessary for success in the labour market, how is the talent pool of young higher education graduates changing around the world? According to the OECD's latest analysis, not only has it exploded over the last decade – it's likely to grow far larger by the year 2020. As detailed in the new issue of the OECD's brief series Education Indicators in Focus, by the year 2020, more than 200 million 25-34 year-olds in OECD and G20 countries will have higher education degrees, and 40% of them will be from China and India alone. By contrast, the United States and the European Union countries are expected to account for just over a quarter of young people with higher education degrees in OECD and G20 countries. What's more, the rapid expansion of higher education in non-OECD G20 countries has significantly altered the distribution of the talent pool among countries. A decade ago, one in six 25-34 year-olds with a higher education degree was from the United States, a similar proportion was from China, 12% came from the Russian Federation, and about 10% each were from Japan and India. But according to OECD estimates, in 2010 China moved to the head of the pack, accounting for 18% of 25-34 year-olds with higher education. The United States followed with 14%, the Russian Federation and India each had 11%, and Japan had 7%. These trends are likely to only intensify further in the years ahead – raising key questions as to how the labour market will absorb the swelling number of better-educated people in the future. Be sure to check your inbox for future issues of Education Indicators in Focus, which each month provides analysis and policy insights into the most pressing issues in education today, using evidence from Education at a Glance, the flagship publication of the OECD's Indicators of Education Systems (INES) programme.

### [Technologies for Education: Basic Guidelines for Project Evaluation](#)

Eugenio Severin ; Claudia Peirano ; Denise Falck

The use of technologies within educational settings has become a priority for governments of developing countries. Investment in Technologies for Education (TEd), which has the goal of improving the quality of education and making it relevant to 21st century realities, has grown steadily during the past decade. However, efforts involving the evaluation of such projects have been inadequate thus far. The evaluation of educational technology projects is critically important, since it allows us to learn from the experience of carrying out such programs while providing vital information on expected results. The present document is intended for those who design, implement, and make decisions with respect to TEd. Its purpose is to foster the development of increasingly rigorous monitoring and evaluation processes that in turn lead to richer experiences that are more focused, effective, and sustainable.

### [Can Value-Added Measures of Teacher Performance Be Trusted?](#)

Guarino, Cassandra (Indiana University) ; Reckase, Mark D. (Michigan State University) ; Wooldridge, Jeffrey M. (Michigan State University)

We investigate whether commonly used value-added estimation strategies can produce accurate estimates of teacher effects. We estimate teacher effects in simulated student achievement data sets that mimic plausible types of student grouping and teacher assignment scenarios. No one

method accurately captures true teacher effects in all scenarios, and the potential for misclassifying teachers as high- or low-performing can be substantial. Misspecifying dynamic relationships can exacerbate estimation problems. However, some estimators are more robust across scenarios and better suited to estimating teacher effects than others.

#### [Insuring student loans against the financial risk of failing to complete college](#)

Satyajit Chatterjee ; Felicia Ionescu

Participants in student loan programs must repay loans in full regardless of whether they complete college. But many students who take out a loan do not earn a degree (the dropout rate among college students is between 33 to 50 percent). We examine whether insurance, in the form of loan forgiveness in the event of failure to complete college, can be offered, taking into account moral hazard and adverse selection. To do so, we develop a model that accounts for college enrollment and graduation rates among recent US high school graduates. In our model students may fail to earn a degree because they either fail college or choose to leave voluntarily. We find that if loan forgiveness is offered only when a student fails college, average welfare increases by 2.40 percent (in consumption equivalent units) without much effect on either enrollment or graduation rates. If loan forgiveness is offered against both failure and voluntarily departure, welfare increases by 2.15 percent and both enrollment and graduation are higher.

#### [Employer Learning and the "Importance" of Skills](#)

Light, Audrey (Ohio State University) ; McGee, Andrew (Simon Fraser University)

We ask whether the role of employer learning in the wage-setting process depends on skill type and skill importance to productivity. Combining data from the NLSY79 with O\*NET data, we use Armed Services Vocational Aptitude Battery scores to measure seven distinct types of pre-market skills that employers cannot readily observe, and O\*NET importance scores to measure the importance of each skill for the worker's current three-digit occupation. Before bringing importance measures into the analysis, we find evidence of employer learning for each skill type, for college and high school graduates, and for blue and white collar workers. Moreover, we find that the extent of employer learning – which we demonstrate to be directly identified by magnitudes of parameter estimates after simple manipulation of the data – does not vary significantly across skill type or worker type. Once we allow parameters identifying employer learning and screening to vary by skill importance, we find evidence of distinct tradeoffs between learning and screening, and considerable heterogeneity across skill type and skill importance. For some skills, increased importance leads to more screening and less learning; for others, the opposite is true. Our evidence points to heterogeneity in the degree of employer learning that is masked by disaggregation based on schooling attainment or broad occupational categories.

#### [Private Tutoring and the Question of Equitable Opportunities in Turkey](#)

Tansel, Aysit (Middle East Technical University)

This paper focuses on the implications of private tutoring in Turkey for questions of equity regarding the provision of public education, based on an analysis of previously published research. The nature of the private tutoring and its relation to the two national selection examinations in Turkey are also discussed.

#### [The Effect of Education Policy on Crime: An Intergenerational Perspective](#)

Costas Meghir ; Mårten Palme ; Marieke Schnabel

The intergenerational transmission of human capital and the extent to which policy interventions can affect it is an issue of importance. Policies are often evaluated on either short term outcomes or just in terms of their effect on individuals directly targeted. If such policies shift outcomes across generations their benefits may be much larger than originally thought. We provide evidence on the intergenerational impact of policy by showing that educational reform in Sweden reduced crime rates of the targeted generation and their children by comparable amounts. We attribute these outcomes to improved family resources and to better parenting.

#### [Promoting sustainable food consumption: the case of nutrition education programs in public schools](#)

Gorgitano, Maria Teresa ; Sodano, Valeria

Within the realm of public policies for a sustainable food system, the focus has gradually shifted from production oriented towards consumption oriented interventions. Whilst changing consumer behavior can have a long-lasting positive environmental impact, choosing effective sustainable consumption policy instruments may be a challenging task. In the case of food consumption, the choice of interventions is particularly difficult because of the multiple aspects- psychological, cultural, economic, religious- associated with eating habits. The paper deals with one of the most commonly used forms of intervention, nutrition education programs in public schools. The main conclusion of the paper is that a major effort should be made by the Ministry of Education, school managers and educators, in the field of food education intervention. Food education activities should be able not only to encourage better food habits but also to involve children in all aspects of the food system, with the aim of promoting the emergence of a new culture of sustainability, sovereignty and food security. Moreover, a further research effort is required in order to understand the influence of psychological and socio-demographic variables on children's food habits, so as to provide policy makers with information which is of practical use when choosing the best strategies and tools for intervention.

#### [The Wage Premium of Foreign Education: New Evidence from Australia](#)

Chan, Gavin (Macquarie University, Sydney) ; Heaton, Christopher (Macquarie University, Sydney)  
Tani, Massimiliano (Macquarie University, Sydney)

We study whether Australian employers recognise immigrants' education acquired abroad, and if so how. Using data from the Longitudinal Surveys of Immigrants in Australia, we apply interval regression to model migrant hourly earnings. We find substantially higher returns from human capital obtained in Australia and other OECD countries compared with non-OECD countries. These results suggest that the transfer of human capital acquired abroad is mediated by the country in which it was acquired, as found for Israel (Friedberg (2000) and the US (Bratsberg and Ragan (2002)). The results also suggest that immigrants from non-OECD countries are the ones who can gain the most from obtaining further education in Australia, and that targeted rather than generic policies in this area could reduce the extent of the education-occupation mismatch amongst immigrants.

Keywords: immigration, education, economic assimilation

#### [Estimating the Relationship between Education and Food Purchases among Food Insecure Households](#)

Hogan, John J. ; Berning, Joshua P.

As food insecurity and obesity become more severe, researchers and policy makers have increased their efforts to understand the causes of these problems. The purpose of this paper is to examine what effect education has on household expenditure for healthful foods, especially among the food insecure. Using the 2009 Consumer Expenditure Survey, we estimate a two step model that addresses endogenous selection into different levels of education. We find that investments made in education can increase expenditure on fresh fruits and vegetables among food insecure households. Therefore policies that increase educational programs in conjunction with food assistance programs could reduce both food insecurity and obesity levels.

#### [Dynamic Education Signaling with Dropout](#)

Francesc Dilme (Department of Economics, University of Pennsylvania) ; Fei Li (Department of Economics, University of Pennsylvania)

We present a dynamic signaling model where wasteful education takes place over several periods of time. Workers pay an education cost per unit of time and cannot commit to a fixed education length. Workers face an exogenous dropout risk before graduation. Since low-productivity workers' cost is high, pooling with early dropouts helps them to avoid a high education cost. In equilibrium, low-productivity workers choose to endogenously drop out over time, so the productivity of workers in college increases along the education process. We find that (1) wasteful education signals exist even when job offers are privately made and the length of the period is small, (2) the maximum education length is decreasing in the prior about a worker being highly productive, and (3) the joint dynamics of returns to education and the dropout rate are characterized, which is consistent with previous empirical evidence.

#### [Female Labour Force Participation and Child Education in India: The Effect of the National Rural Employment Guarantee Scheme](#)

Afridi, Farzana (Indian Statistical Institute) ; Mukhopadhyay, Abhiroop (Indian Statistical Institute)  
Sahoo, Soham (Indian Statistical Institute)

We study the impact of India's National Rural Employment Guarantee Scheme (NREGS) on children's educational outcomes via women's labour force participation. Using data from the Young Lives Study and taking advantage of the spatial and temporal variation in the intensity of implementation of the NREGS, we find that greater participation of mothers in the program is associated with better educational outcomes of their children. Father's participation in the NREGS, on the other hand, has a negative effect on children's education. Further, the estimated impact of mother's program participation is over and above any income effect induced by the scheme and is robust to concerns about endogeneity of labour force participation and differences in economic trends between districts. We provide evidence which suggests that the mechanism through which children's educational outcomes improve is empowerment of mothers resulting from better labour market opportunities for females.

#### [Does Promoting School Attendance Reduce Child Labour? Evidence from Burkina Faso's BRIGHT Project](#)

de Hoop, Jacobus (Understanding Children's Work) ; Rosati, Furio C. (University of Rome Tor Vergata)  
Using data from BRIGHT, an integrated program that aims to improve school participation in rural communities in Burkina Faso, we investigate the impact of school subsidies and increased access to education on child work. Regression discontinuity estimates demonstrate that, while BRIGHT

substantially improved school participation, it increased children's participation in economic activities and chores. This combination of increased school participation and work can be explained by the introduction of a simple non convexity in the standard model of altruistic utility maximizing households. If education programs are implemented to achieve a combination of increased school participation and a reduction in child work, they may either have to be combined with different interventions that effectively reduce child work or they may have to be tuned more carefully to the incentives and constraints the child laborer faces.

### [Do Male-Female Wage Differentials Reflect Differences in the Return to Skill? Cross-City Evidence From 1980-2000](#)

Paul Beaudry ; Ethan Lewis

Over the 1980s and 1990s the wage differentials between men and women (with similar observable characteristics) declined significantly. At the same time, the returns to education increased. It has been suggested that these two trends may reflect a common change in the relative price of a skill which is more abundant in both women and more educated workers. In this paper we explore the relevance of this hypothesis by examining the cross-city co-movement in both male-female wage differentials and returns to education over the 1980-2000 period. In parallel to the aggregate pattern, we find that male-female wage differentials at the city levels moved in opposite direction to the changes in the return to education. We also find this relationship to be particularly strong when we isolate data variation which most likely reflects the effect of technological change on relative prices. We take considerable care of controlling for potential selection issues which could bias our interpretation. Overall, our cross-city estimates suggest that most of the aggregate reduction in the male-female wage differential observed over the 1980-2000 period was likely due to a change in the relative price of skill that both females and educated workers have in greater abundance.

### [Evaluating the Role of Science Philanthropy in American Research Universities](#)

Fiona E. Murray

Philanthropy plays a major role in university-based scientific, engineering and medical research in the United States contributing over \$4Billion annually to operations, endowment and buildings devoted to research. When combined with endowment income, university research funding from science philanthropy is \$7Billion a year. This major contribution to U.S. scientific competitiveness comes from private foundations as well as gifts from wealthy individuals. From the researcher's perspective, analysis in this paper demonstrates that science philanthropy provides almost 30% of the annual research funds of those in leading universities. And yet science philanthropy has been largely overshadowed by the massive rise of Federal research funding and, to a lesser extent, industry funding. Government and industry funding have drawn intensive analysis, partly because their objectives are measurable: governments generally support broad national goals and basic research, while industry finances projects likely to contribute directly to useful products. In contrast, philanthropy's contribution to overall levels of scientific funding, and, more importantly, the distribution of philanthropy across different types of research is poorly understood. To fill this gap, we provide the first empirical evaluation of the role of science philanthropy in American research universities. The documented extent of science philanthropy and its strong emphasis on translational medical research raises important questions for Federal policymakers. In determining their own funding strategies, they must no longer assume that their funding is the only source in shaping some fields of research, while recognizing that philanthropy may ignore other important fields.

### [Education and health outcomes for social minorities in India: An analysis using SUR model](#)

Bhupal, Ganita ; Sam, Abdoul G.

The current study analyzes the health and education outcomes of fifteen year old children in India and investigates the question of inequality of such outcomes for socio-religious categories. To study the effect of health on education, SUR estimation has been undertaken. The comparison of SUR and OLS results shows that SUR estimates have smaller standard errors than the OLS estimates. Of the three categories analyzed in the data, STs have worst outcomes for both education and health and SCs lag behind in the health field. The results have important implications for policy regarding education and health of the socio-religious minorities.

### [An Empirical Analysis of Higher Education and Economic Growth in West Virginia](#)

Bashir, Saima ; Herath, Janaranjana ; Gebremedhin, Tesfa

Investment in education to increase economic growth, as one form of human development, has gained economists' and policy makers' interest. It establishes human capital that makes a substantial contribution to economic and income growth and preserves returns in the form of skilled labor which leads to increased development and improved quality of life. Different theories and models have used to examine the relationship between education and economic growth. Most of them paid attention to human capital accumulation as source of acceleration in economic growth. Some of them used human capital as an engine of economic growth to technological change. But for human accumulation, a country should invest more on education. Thus, the main objective of the study is to analyze higher education growth and economic growth in West Virginia. A set of simultaneous equations with three endogenous variables of per capita income change, education change and population change was used for the analysis. Results indicate that income growth and education growth are positively related while education growth reduces population growth in West Virginia.

### [Competition in Public School Districts: Charter School Entry, Student Sorting, and School Input Determination](#)

Nirav Mehta (University of Western Ontario)

I develop a model of competition between charter schools and traditional public schools and estimate the model using administrative data from North Carolina. I use the model to quantify how existing charter schools have affected test scores for both charter and public school students and simulate charter school entry and student test scores were binding caps on charters lifted. I find that i) the mean effect of charter schools on attendant students (direct effect) is 25% of a standard deviation, ii) there is substantial heterogeneity in the mean direct effect by market, iii) the mean spillover effect on public school students is marginal, and iv) lifting caps on charter schools would more than double entry and cause increases in mean test scores similar to those under the capped scenario.

### [That's what friends are for? The impact of peer characteristics on early school-leaving](#)

Traag Tanja ; Lubbers Miranda Jessica ; Velden Rolf van der (ROA rm)

In this paper we investigate if peer relations affect a student's risk of early schoolleaving. We use the sociometric data collection from the Dutch "Secondary EducationPupil Cohort 1999" to identify peer

relations in a sample of almost 20,000 students in the first grade of secondary education (mean age 13). This information is matched to data on educational attainment from 1999 to 2010 for these students, to measure later early school-leaving by both the focal students as well as their peers. Our results show that both being friends with future early school-leavers as well as popularity among future early school-leavers increases the risk of students to be early school-leavers later in their educational career while other characteristics of the peer group such as gender composition, ethnic composition, average (non)cognitive skills and average socioeconomic background have no effects on the risk of early school-leaving. And while characteristics like gender, ethnicity and socioeconomic background play an important role in peer selection, the future dropout status does not have a major impact on peer selection.

#### [Consumers' Valuation of Level and Egalitarian Education Attainment of Schools in England](#)

Sofia N. Andreou and Panos Pashardes

This paper investigates the willingness of households to pay for level (mean score) and egalitarian (deprivation compensating) components of the Contextual Value Added (CVA) indicator of school quality, which is used in England. Semi-parametric and parametric analysis shows that consumers are willing to pay for houses in the catchment area of primary and secondary schools with high academic achievement as measured by mean score; whereas, the component of the CVA indicating egalitarian education attainment is found to have zero and negative valuation at primary and secondary education levels, respectively. The implications of our findings for recently proposed changes in school funding policy to combat education inequalities are discussed.

#### [The role of awareness, information gathering and processing in school choice](#)

Ghazala Azmat ; José Garcia Montalvo

This paper studies the determinants of school choice, focusing on the role of information. We consider how parents' search efforts and their capacity to process information (i.e., to correctly assess schools) affect the quality of the schools they choose for their children. Using a novel dataset, we are able to identify parents' awareness of schools in their neighborhood and measure their capacity to rank the quality of the school with respect to the official rankings. We find that parents' education and wealth are important factors in determining their level of school awareness and information gathering. Moreover, these search efforts have important consequences in terms of the quality of school choice.

#### [School Libraries and Language Skills in Indian Primary Schools: A Randomized Evaluation of the Akshara Library Program](#)

Evan Borkum ; Fang He ; Leigh L. Linden

We conduct a randomized evaluation of a school library program on children's language skills. We find that the program had little impact on students' scores on a language test administered 16 months after implementation. The estimates are sufficiently precise to rule out effects larger than 0.13 and 0.11 standard deviations based on the 95 and 90 percent confidence intervals. The finding of zero effects is robust to different modes of implementation, individual tested language competencies and various subsets of the student population. We also find no impact on test scores in other subjects or on school attendance rates.

#### [Composition of Public Education Expenditures and Human Capital Accumulation](#)

Naito, Katsuyuki ; Nishida, Keigo

This paper provides a simple theory to study how the allocation of public funds between primary and higher education affects human capital accumulation. The allocation is endogenously determined through majority voting. Public funding for higher education is not supported when a majority is poor. In some cases, higher education starts to be realized as a majority of individuals accumulate enough human capital through primary education. Although the emergence of higher education can accelerate aggregate human capital accumulation, it widens income inequality because the very poor are excluded from higher education and the declined budget share for primary education decreases its quality.

#### [When Educators Are the Learners: Private Contracting by Public Schools](#)

Silke J. Forbes ; Nora E. Gordon

We investigate decision-making and the potential for social learning among school administrators in the market for school reform consulting services. Specifically, we estimate whether public schools are more likely to choose given Comprehensive School Reform service providers if their “peer” schools—defined by common governance or geography—have performed unusually well with those providers in the past. We find strong evidence that schools tend to contract with providers used by other schools in their own districts in the past, regardless of past performance. In addition, our point estimates are consistent with school administrators using information from peers to choose the plans they perceive to have performed best in the past. Despite choosing a market with an unusually comprehensive data source on contracts between public schools and private firms, our statistical power is sufficiently weak that we cannot reject the absence of social learning.

#### [How do education, cognitive skills, cultural and social capital account for intergenerational earnings persistence? Evidence from the Netherlands](#)

Büchner Charlotte ; Cörvers Frank ; Traag Tanja ; Velden Rolf van der (ROA rm)

This study analyzes four different transmission mechanisms, through which father’s earnings affect son’s earnings: the educational attainment, cognitive skills, the cultural capital of the family and the social capital in the neighborhood. Using a unique dataset that combines panel data from a birth cohort with earnings data from a largenationwide income survey and national tax files, our findings show that cognitive skills and schooling of the son account for 50% of the father-son earnings elasticity. Education by far accounts for the largest part, while cognitive skills mainly work indirectly through educational attainment. Social capital of the neighborhood and cultural capital of the parents account for an additional 6% of the intergeneration income persistence. From these two additional mechanisms, social capital appears to play a stronger role than the cultural capital of the parents. This means that 44% of the intergenerational persistence is due to other unobserved characteristics for example personality traits or spillover effects of family assets.

#### [The Effect of College Education on Health](#)

Buckles, Kasey (University of Notre Dame) ; Malamud, Ofer (University of Chicago) ; Morrill, Melinda Sandler (North Carolina State University) ; Wozniak, Abigail (University of Notre Dame)

We exploit exogenous variation in college completion induced by draft-avoidance behavior during the Vietnam War to examine the impact of college completion on adult mortality. Our preferred estimates imply that increasing college completion rates from the level of the state with the lowest induced rate to the highest would decrease cumulative mortality by 28 percent relative to the mean.

Most of the reduction in mortality is from deaths due to cancer and heart disease. We also explore potential mechanisms, including differential earnings, health insurance, and health behaviors, using data from the Census, ACS, and NHIS.

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[Le métier d'enseignant au cœur d'une ambition émancipatrice](#). Rapport d'information de Mme Brigitte GONTHIER-MAURIN, fait au nom de la commission de la culture, de l'éducation et de la communication n° 601 (2011-2012) - 19 juin 2012

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- Learning outcomes: good, irrelevant, bad or none of the above?  
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- The missing link to connect education and employment: recognition of non-formal and informal learning outcomes ☆  
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- Standard Error of Linear Observed-Score Equating for the NEAT Design With Nonnormally Distributed Data  
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- Higher education policy in post-devolution UK: more convergence than divergence?  
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- Low-profile policy: the case of study support in education policy ensembles in England  
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- Inequality and the political economy of education: An analysis of individual preferences in OECD countries

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- Explaining the introduction of automatic pension indexation provisions in 17 OECD countries, 1945–2000  
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- Promoting Intercultural Contact on Campus: A Project to Connect and Engage International and Host Students  
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- Educational Experiences Associated With International Students' Learning, Development, and Positive Perceptions of Campus Climate  
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- The Influence and Implications of Chinese Culture in the Decision to Undertake Cross-Border Higher Education  
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- Transnational Student Voices: Reflections on a Second Chance  
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- Differential-associative processing or example elaboration: Which strategy is best for learning the definitions of related and unrelated concepts?  
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- Predicting adolescent truancy: The importance of distinguishing between different aspects of instructional quality  
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- Improving the efficiency of dialogue in tutoring  
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- Teacher-perceived supportive classroom climate protects against detrimental impact of reading disability risk on peer rejection  
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- The verbal facilitation effect in learning to tie nautical knots  
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- Market accountability in schools: policy reforms in England, Germany, France and Italy  
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- The irresistible rise of the SEN industry  
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- The weakening role of education studies and the re-traditionalisation of Swedish teacher education  
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- For philosophy of education in teacher education  
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- Formative assessment at the crossroads: conformance, deformative and transformative assessment  
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- Children's social behaviour, language and literacy in early years  
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- What Public and Religious Private Schools Can Learn From One Another  
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- What Private and Public Schools Can Learn From Each Other  
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- A Meta-Analysis on the Effects and Contributions of Public, Public Charter, and Religious Schools on Student Outcomes  
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- A History of Private School Choice  
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- Defining and Assessing Spiritual Health: A Comparative Study Among 13- to 15-Year-Old Pupils Attending Secular Schools, Anglican Schools, and Private Christian Schools in England and Wales  
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- Finding a Golden Mean in Education Policy: Centering Religious and Public Schools  
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- Building New Bridges to America's Schools: Lessons From the University of Notre Dame  
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- Reflections on the Law and Curricular Values in American Schools  
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- Student teachers' thinking about learning to teach: a study of student teachers of mathematics and science at the end of their initial training  
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- Capturing the object of initial teacher education by studying tools-in-use in four school subject departments  
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- Beyond compliance: teacher education practice in a performative framework  
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- Models of College Entry in the United States and the Challenges of Estimating Primary and Secondary Effects  
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- "You're Not Going to Call the Shots": Structural Conflicts between the Principal and the PTO at a Suburban Public Elementary School  
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- Revisiting the Role of Cultural Capital in East Asian Educational Systems: The Case of South Korea  
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- The Emergent European Model in Skill Formation: Comparing Higher Education and Vocational Training in the Bologna and Copenhagen Processes  
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- Intergenerational Educational Effects of Mass Imprisonment in America  
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- The Geography of Inequality: Why Separate Means Unequal in American Public Schools

John R. Logan, Elisabeta Minca, and Sinem Adar

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- Symposium on Race, Opportunity and Education : Race, culture, and educational opportunity  
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- Oppositional culture and educational opportunity  
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- Unequal chances: Race, class and schooling  
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- School choice and educational opportunity: Rationales, outcomes and racial disparities  
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- Education as initiation into the space of reasons  
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- Development Consequences of Armed Conflict  
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- Aid, Growth and Devolution  
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- Fiscal Spending and Economic Growth: Some Stylized Facts  
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- Impacts of Community-driven Development Programs on Income and Asset Acquisition in Africa: The Case of Nigeria  
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- Economic Liberalization and Rising College Premiums in Mexico: A Reinterpretation  
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- Poverty and Proximate Barriers to Learning: Vision Deficiencies, Vision Correction and Educational Outcomes in Rural Northwest China  
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[Questions vives, Vol. 6, n° 16, 2012](#)

- À propos de PISA : pourquoi, pour qui, évaluer et comparer les compétences des élèves ?  
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De l'usage et du mésusage du classement par rang en matière de médiatisation de l'évaluation internationale PISA
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L'influence des épreuves standardisées internationales sur l'évolution des dispositifs et des représentations en matière d'évaluation des acquis des élèves
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L'informatique à l'école : le modèle du « pair-expert » en mutation ?
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La question de l'efficacité des forums virtuels sur la réussite
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Orientations scientifiques des filles en France : un bilan contrasté

[Recherches en éducation, Hors Série n°4, Juin 2012](#)

Diversification des parcours des élèves : pratiques enseignantes et organisations scolaires en question

- Edito : De l'école pour tous à l'école pour chacun : vers un changement de paradigme ?  
Corinne Marlot & Marie Toullec-Théry
- Entre éthique de l'intégration et pratiques de la différenciation : (re)penser l'organisation du travail scolaire ?  
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- Des élèves en difficulté aux dispositifs d'aide : une nouvelle organisation du travail enseignant ?  
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- Au seuil de la classe le maître E régule différentes temporalités  
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- Le leadership pédagogique : un levier pour transformer l'organisation du travail au sein des établissements scolaires  
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- Les formes de régulation de l'activité des élèves  
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- L'organisation des savoirs enseignés et les difficultés d'apprentissage des élèves : l'effet du rapport au savoir de l'enseignant  
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- Efficacité et déterminations des pratiques d'Aide Personnalisée à l'école primaire : une approche didactique  
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- Comment les étudiants en formation à l'enseignement pensent-ils l'aide aux élèves en difficulté ?  
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- Spécificité des dimensions temporelle et contextuelle de l'aide spécialisée à dominante pédagogique  
Christine Pierrisnard & Marie-Paule Vannier

### 3. Livres intéressants



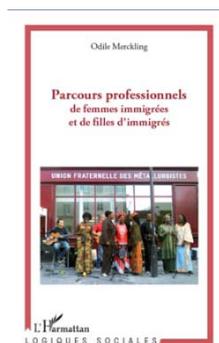
Claude Renoton-Lépine. **La construction identitaire des adolescentes face au genre**. Paris : L'harmattan, juin 2012. 256 p. (Savoir et formation - Genre et éducation). ISBN 978-2-296-96696-3

L'adolescence est une période cruciale pour la construction de l'identité car elle est classiquement définie comme une période de crise suite à la mutation pubertaire, en particulier, chez les filles, objets de cette recherche : confrontées aux changements corporels, à l'atteinte de la maturité sexuelle, les adolescentes doivent accepter leur nouveau corps avec ses nouvelles potentialités. Comment les adolescentes construisent leur identité, intègrent les normes et rôles de sexe ?



Jean-Emile Charlier, Sarah Croché, Bruno Leclercq. **Contrôler la qualité dans l'enseignement supérieur**. Paris : L'harmattan, juin 2012. 384 p. (éducation enseignement). ISBN 978-2-8061-0067-2

Une même architecture des études supérieures a été érigée en modèle universel, ce qui ouvre des possibilités d'échanges potentiellement infinies entre les établissements. Mais la standardisation des structures appelle le projet de différencier les établissements selon la qualité de la formation qu'ils donnent. Les contributions rassemblées dans ce volume cherchent à instruire le dossier de la qualité dans l'enseignement supérieur en croisant des points de vue contrastés.



Odile Merckling. **Parcours professionnels de femmes immigrées et de filles d'immigrés**. Paris : L'harmattan, juin 2012. 300 p. (logiques sociales). ISBN 978-2-296-96405-1



Delphine Rémillon, Héloïse Petit, Richard Duhautois. **La mobilité professionnelle**. Paris : La découverte, 2012. 128 p. (repères/économie).

Nombreux sont les travaux sur la mobilité professionnelle. Cet ouvrage en fait la synthèse en évoquant les différents champs d'étude, leurs hypothèses et leurs résultats. La perspective adoptée différencie le poids des caractéristiques des salariés et celui des caractéristiques des entreprises : les plus mobiles sont-ils les plus jeunes ? Les moins qualifiés ? Les femmes sont-elles plus mobiles que les hommes ? Est-on plus mobile dans les petites entreprises ? Dans le secteur tertiaire ? Quel est l'impact de la politique salariale sur les changements d'entreprise ?

L'ambition est d'aider à la compréhension du fonctionnement du marché du travail et notamment de ses transformations récentes. Comprendre les ressorts de la mobilité professionnelle représente également un enjeu majeur pour le débat public, que ce soit sur l'avenir des salariés en contrats courts ou les risques de chômage des salariés en emploi. Cet ouvrage souligne le rôle des entreprises et la nécessité de les intégrer au débat sur la sécurisation des trajectoires.

#### 4. Tableaux statistiques

→ [TS 7145](#) Les enseignants des classes sous contrat dans les écoles du 1er degré et les établissements du 2ND degré au 31 janvier 2012

→ [TS 7144](#) Le personnel de l'éducation nationale et de l'enseignement supérieur au 31 janvier 2012

→ [TS 7143](#) Établissements du second degré Répartition des élèves par matières : Enseignement obligatoire, ou de spécialité, ou options

→ [TS 7142](#) Sections de techniciens supérieurs Préparations diverses post-baccalauréat : Tableaux récapitulatifs

→ [TS 7141](#) Classes préparatoires aux grandes écoles : Tableaux récapitulatifs