



Veille de l'IREDU n°16

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1. Ressources sur le Web

Repéré sur : alternatives-economiques.fr

Camille Peugny. [Rendez-nous nos mines!](#) (blog)

Tel est le système éducatif français : il élimine précocement la majorité des enfants des classes populaires, et lorsque les rescapés parviennent au seuil de l'enseignement supérieur, il les ignore. Témoignage d'un responsable de licence et enseignant-chercheur dans une université de banlieue

[Dépense moyenne pour un élève de l'élémentaire \(public et privé\), en équivalent dollars de 2009.](#)

Alternatives Economiques, n° 317, octobre 2012

Repéré sur : Amue.fr

APEC. [L'insertion des jeunes diplômés : quelles évolutions en 15 ans ? : Synthèse des études d'insertion 2 ans après le diplôme menées entre 1996 et 2009.](#)

L'Apec publie une analyse des évolutions de l'insertion professionnelle des jeunes diplômés (Bac + 4) depuis 15 ans. Celle-ci confirme que les taux d'emploi et d'insertion suivent la conjoncture économique. La hiérarchie des diplômes reste semblable : les écoles ou les formations les plus professionnalisantes offrent toujours de meilleures chances d'insertion. La seule modification concerne la nature du contrat de travail : les jeunes diplômés obtiennent tendanciellement de moins en moins souvent un CDI.

Romain DESPALINS, Thibaut de SAINT POL. [L'entrée dans la vie adulte des bacheliers sous l'angle du logement.](#) *Études et résultats (DREES)*, N° 813, octobre 2012

Une étude de la DREES (Direction de la recherche, des études, de l'évaluation et des statistiques) montre que les titulaires du baccalauréat sont de moins en moins nombreux à résider chez leurs parents au fil des années qui suivent l'obtention de celui-ci. Pour les étudiants qui résident dans un logement indépendant trois ans après le baccalauréat, ils bénéficient à 63 % d'une allocation logement et à 68 % d'une aide de leur famille.

Association Jeunesse et Entreprises. [Enquête sur la connaissance de l'entreprise par les étudiants de l'enseignement supérieur : étudiants / Enseignants du supérieur / Entreprises : Une volonté réciproque de rapprochement.](#) Octobre 2012

Educpros met en ligne une enquête réalisée par l'Association Jeunesse et Entreprises (AJE) sur la connaissance de l'entreprise par les étudiants de l'enseignement supérieur. Elle montre que les séjours en entreprise, sous forme de stages, de jobs ou de contrats en alternance, sont fortement plébiscités par les étudiants (89%). 90% disent avoir une bonne image des PME (65% pour les grandes entreprises). Enfin du côté des entreprises, les responsables estiment à 79% que la culture économique reste un point faible chez les étudiants.

Confédération des jeunes chercheurs. [Les jeunes chercheurs étrangers en France : Résultats de l'enquête réalisé par la CJC en 2010](#). Septembre 2012

La CJC a lancé en mai 2010 un sondage consacré à la situation des jeunes chercheurs étrangers en France. L'enquête montre que 44 % des doctorants étrangers n'ont pas de contrat de travail. 59 % ont une carte de séjour inadaptée et près d'un quart n'ont pas de carte Vitale. 56 % estiment que leur accueil administratif à l'ambassade ou à la préfecture est médiocre ou mauvais. Des résultats qui montrent que l'attractivité scientifique de la France et l'accueil des jeunes chercheurs étrangers restent à s'améliorer.

Repéré sur : cafepedagogique.net

Marcel Brun. [Devoirs : Réorienter l'école, pour ne plus désorienter les parents ?](#)

François Jarraud. [Devoirs : Autour d'un malentendu. Entretien avec Patrick Rayou](#)

Mahrez Okba. [Métiers des pères et des descendants d'immigrés : une mobilité sociale davantage liée à l'origine sociale qu'à l'origine géographique](#). DARES ANALYSES, Septembre 2012, n° 058

François Jarraud. [Rythmes scolaires : A Issy, les difficultés du consensus](#)

François Jarraud. [Les régions confirment leurs ambitions en matière de formation professionnelle.](#)

François Jarraud. [Duru-Bellat sceptique sur la refondation](#)

François Jarraud. [Les enfants d'immigrés ont du mal à s'insérer](#)

Repéré sur : cee-recherche.fr

Bernard Gomel, Alberto Lopez. [Effets des emplois jeunes sur les trajectoires professionnelles. Connaissance de l'emploi](#), n°94, juillet 2012

Repéré sur : Ecs.org

New From ECS

P-3 Reading Proficiency

[A Problem Still in Search of a Solution: A State Policy Roadmap for Improving Early Reading](#)

[Proficiency](#) provides a framework to help state leaders and policymakers create more effective policies that will result in improved reading performance.

Check out [recent state policy changes](#) regarding reading and literacy.

Workforce Development

"Producing Quality Credentials: Why Data and Analytics Matter" is the latest [issue](#) of *The Progress of Education Reform*. The report highlights ways that states can leverage data and accompanying strategies to strengthen the fit between the production of credentials and workforce demand.

ECS Research Studies Database

Mathematics Curriculum and Equality

A recently-entered [research study](#) investigates the consequences of academic intensification for social stratification in American high schools, particularly focusing on inequalities in access to higher-level math courses such as calculus. The authors found that, rather than eliminating the tiered and socially unequal track structure of American high schools, the trend toward academic intensification over the past several decades has reproduced that hierarchy at a more advanced level.

What States Are Doing

Digital Instructional Materials

In September, **Florida** Commissioner of Education Pam Stewart [announced](#) the creation of a new group that will plan the state's transition to digital instructional materials. 2012 [House Bill 5101](#) established the nine-member Digital Instructional Materials Work Group to ensure districts are ready for the digital instructional material requirements that begin in 2015. The taskforce members will focus on developing an implementation plan that specifies options for providing access for students; providing content by subject area; providing training and professional development for teachers; and identifying funding sources, including the reprioritization of existing resources and recommendations for new funding.

Charter Schools

The **Texas** Education Agency has [announced](#) the creation of the Texas Charter School Technical Assistance Network (TCSA), an extensive support system for the state's charter schools. TCSA services will include a telephone and e-mail support center; on-site technical support; training webinars on fiscal matters, academic issues, and data analysis; intensive budget training; and orientation sessions for those interested in submitting a charter application and for groups that have just been awarded a charter. The association will also oversee recruitment and training for reviewers who score charter applications.

Economic/Workforce Development

Missouri Governor Jay Nixon [announced](#) last month that Missouri community colleges will receive nearly \$18 million in competitive funds to prepare adult students for high-demand careers in advanced manufacturing and public safety. Nearly \$15 million of the funds will support [MoManufacturingWINS](#), which will allow students to earn skill certificates recognized by the National Association of Manufacturers, and show demonstrated skills in such specific areas as production, industrial maintenance, welding, machining, and transportation and logistics.

ECS State Policy Database

Check out recent state policy changes related to [dual enrollment](#). Questions on this issue? Contact Jennifer Dounay Zinth at 303.299.3689 or jdounay@ecs.org.

Early Literacy

Massachusetts [legislation](#) enacted last month establishes an Early Literacy Expert Panel to develop recommendations to have all students reading proficiently by the end of 3rd grade. The bill directs the panel to make recommendations on the alignment, coordination, and implementation of six critical issues, including comprehensive P-3 curricula on language and literacy development, effective instructional practices, and developmentally appropriate screening and assessment.

Postsecondary and Economic Development

Last week, **Alabama** Governor Robert Bentley [announced](#) the awarding of \$4 million in grants from the Alabama Innovation Fund, which supports research and economic development initiatives from the state's public colleges and universities. Criteria used in awarding the grants include the existence of a public-private partnership and the likelihood of a project being capable of successful commercialization, stimulating further research and development in Alabama, and contributing to the creation of additional jobs in the state.

Postsecondary Affordability

D.C. Mayor Vincent C. Gray [announced](#) last Friday that, starting this fall, D.C. students will have the opportunity to receive need-based financial support from the city government while attending colleges and universities in the District. The announcement marks the first local need-based-grant program for D.C. students that can be applied toward the cost of attending the University of the District of Columbia (UDC) and the UDC Community College (UDCCC).

ECS State Policy Database

Check out [recent state policy changes](#) regarding postsecondary financial aid.

Good Reads

Three-Year Bachelor's Degrees

This [report](#) from the American Association of State Colleges and Universities explores the various goals and models of three-year degrees. The authors examine the growing popularity of three-year degrees, discuss state-led initiatives, and consider the potential benefits and drawbacks of the degree as a meaningful answer to college costs and campus productivity challenges.

Career and Technical Education (CTE)

The Georgetown Public Policy Institute has [released](#) *Career and Technical Education: Five Ways that Pay along the WAY to B.A.*, which outlines the five major CTE pathways at the sub-baccalaureate level and the occupations for which CTE prepares American workers. The authors recommend that federal investments in CTE better align secondary and postsecondary education, and use transcript

data and wage records to determine how successful various programs are at producing job-ready graduates.

College Readiness

The seventh [annual report](#) from [Achieve](#) provides the latest results of an annual survey of all 50 states and the District of Columbia on key college- and career-ready policies, including aligning standards, graduation requirements, assessments, and data and accountability systems with the expectations of postsecondary institutions and employers. For the first time, this year's survey and report also address issues regarding the implementation of these policies.

Physical Activity

Active Living Research has provided a [list of resources](#) that present the best evidence available surrounding a variety of school-based strategies for promoting physical activity. The reports highlight health and policy implications to make changes that can help children be active before, during, and after school.

Teacher Quality

The National Council on Teacher Quality (NCTQ) has released a [State of the States 2012: Teacher Effectiveness Policies](#). The report outlines current state policies aimed at identifying effective teachers. The authors found that student achievement is required to be a significant or the most significant factor in teacher evaluations in more states than ever before, and that half of states now require annual evaluation of all teachers.

School Finance

The Rennie Center for Education Research & Policy has created a [toolkit](#) intended to push school leaders to take a more deliberative approach to school budgeting. The report provides a summary of existing literature and tools on school finance, budgeting, and resource allocation that directs district leaders and school business officials to practical and useful information to shape resource decisions.

Literacy

A new [policy brief](#) included in the latest issue of Brookings' and Princeton University's journal, [The Future of Children](#), examines the ability of standards to boost literacy and close the achievement gap. The authors assert that Common Core State Standards are one part of solving the nation's literacy problem and will need to be paired with other initiatives, including developing and adopting assessments linked to the new standards, improving curriculum, and providing better professional development for teachers in order to improve student literacy nationwide.

School Accountability

This [brief](#) from the Center for Evaluation and Education Policy (CEEP), presents the history of and potential future trajectories for Indiana's accountability system. The paper offers insights into details and perspectives that could benefit other states.

Names in the News

Milton Goldberg

Milton Goldberg has been [selected](#) to fill the role of University Chancellor at Jones International University. Dr. Goldberg is a recognized leader and consultant on education policy, research and practice, and previously served as a Distinguished Senior Fellow with ECS.

Education Fact

Retention

"According to parent reports, in 2009, some 13% of 9th-grade students had been retained in any of grades kindergarten through 9. In 2009, a higher percentage of males than females had been retained in any grade."

Source: Ross, T., Kena, G., Rathbun, A., KewalRamani, A., Zhang, J., Kristapovich, P., and Manning, E. (2012). *Higher Education: Gaps in Access and Persistence Study* (NCES 2012-046). U.S. Department of Education, National Center for Education Statistics. Washington, DC: Government Printing Office. Retrieved August 31, 2012 from <http://nces.ed.gov/pubsearch>.

Teacher Evaluations

In 2012, "15 states have made teacher evaluation and/or tenure policy changes with seven states- Connecticut, Hawaii, Louisiana, New Jersey, Oregon, Pennsylvania and South Dakota-adopting significant new policies."

Source: National Council on Teacher Quality (NCTQ). (2012). *State of the States 2012: Teacher Effectiveness Policies*. NCTQ. Washington, DC. Retrieved October 2, 2012 from <http://www.nctq.org/p/>.

Repéré sur : Education.gouv.fr

Sandrine Prost-Dambélé. [PACEM : une expérimentation de formation continue d'enseignants en mathématiques : Résultats en CM1](#). Note d'information, n°12.16, octobre 2012

Repéré sur : Esen.education.fr

Cour des comptes. [Égalité des chances et répartition des moyens dans l'enseignement scolaire](#)

Dans un référé adressé le 11 juillet 2012 au ministre de l'éducation nationale, "la Cour relève que si une partie des inégalités constatées en matière scolaire trouve son origine dans des conditions externes au système éducatif, l'organisation et les procédures mises en œuvre par le ministère les corrigent mal, et peuvent même dans certains cas les renforcer."

Ministère de l'éducation nationale - Ministère de l'Enseignement supérieur et de la Recherche
Projet de loi de finances 2013, Octobre 2012

Présentation du budget 2013 des deux ministères :

- [Ministère de l'éducation nationale](#)
- [Ministère de l'Enseignement supérieur et de la Recherche](#)

Nicolas Bignon. [Projections des effectifs dans l'enseignement supérieur de 2012 à 2021](#). Note d'information n° 12.12, Septembre 2012

"À la rentrée 2012, selon les projections effectuées à partir des résultats provisoires au baccalauréat et des choix d'orientation observés les années précédentes, les effectifs étudiants augmenteraient de 1,5 % dans l'ensemble de l'enseignement supérieur. Les flux d'entrée dans le supérieur seraient plus importants. Cette hausse serait notamment liée à un nouvel afflux de bacheliers professionnels lors de la session 2012 du baccalauréat."

[Audit du pilotage et de l'organisation de la fonction formation dans les universités](#). Les rapports de l'I.G.A.E.N.R, n° 2012-085, juillet 2012

Inspection générale de l'administration de l'éducation nationale et de la recherche (IGAENR)

La mission d'audit a étudié en premier lieu les processus de définition de la politique de formation, de construction et de mise en œuvre de l'offre de formation ainsi que l'organisation de la fonction "soutien à la formation" à partir d'un échantillon représentatif de la diversité des universités françaises. Ces travaux ont permis de décrire les processus en jeu, de faire apparaître les évolutions en cours et de mettre en évidence les points de progrès. Dans une seconde phase, la mission s'est attachée, un an après, à observer les changements opérés et à repérer les difficultés rencontrées. Afin de compléter son analyse, elle a cherché, en outre, à connaître comment des universités francophones, abordaient cette problématique. Elle s'est appuyée, pour ce faire, sur les exemples des universités de Genève, Louvain-la-Neuve et Montréal.

[L'évaluation des acquis des élèves](#), Lettre de l'innovation, Septembre 2012

Ce nouveau numéro porte sur l'évaluation comme pratique innovante, il présente des démarches et outils qui visent l'amélioration des acquis des élèves.

Repéré sur : Eurydice.org

European Commission. [National Student Fee and Support Systems 2011/2012](#).

Repéré sur : halshs.archives-ouvertes.fr

Catherine Delgoulet, Corinne Gaudart, Karine Chassaing. [Job entry and on-the-job skills acquisition in the construction sector](#). The XVIIth Triennial congress of the International Ergonomics Association, Beijing : China (2009)

This paper presents a research project focused on induction in the construction sector in France, in which employers report difficulty in retaining newly hired employees. The objective was to identify the various types of job status of these new workers and to understand what happens after they are hired, with a particular focus on the ways in which skills are acquired and transmitted by the various protagonists. To explore these issues, 26 interviews were conducted with employees of a large construction company. An analysis of the responses showed that despite the variation in the job

status of these new employees, the way in which they learn the job is relatively uniform and rudimentary. Skills are acquired opportunistically, often at the initiative of the newly hired employee, with older employees lacking the resources and the time to pass on their know-how. These findings raise issues relating to workplace safety and organization - a dual focus of the debate about conditions conducive to skills transmission.

Catherine Delgoulet , Jean-Claude Marquié. [Active ageing, development of skills and Long-life Learning at work](#). First congress of FEES "Quality of life: social, economic & ergonomics challenges for ageing people at work", Bruges : Belgium (2010)

This paper presents directions worth being explored to improve skill development and long-life learning at work. It also highlights learning specificities of the older workers and difficulties they may encounter in training situations. Measures that come within an ergonomics framework are proposed.

Olivier Las Vergnas. [Les acteurs de l'éducation populaire et de la CSTI face aux conséquences de la catégorisation scolaire en scientifiques ou non](#). Journées Hubert Curien de la culture scientifique et technique 2012, International conference on science communication, NANCY : France (2012)

Les discours prônant le développement d'une culture scientifique, technique et industrielle (CSTI) pour tous se répètent depuis trente ans à cause de leurs ambiguïtés et des effets secondaires de l'organisation des filières scolaires. Imaginant des actions de CSTI capables à la fois d'améliorer la détection de l'élite et le partage des savoirs, ils oublient que le système d'enseignement catégorise les élèves en $\frac{1}{4}$ de scientifiques et $\frac{3}{4}$ de non-scientifiques. Aux obstacles cognitifs individuels, s'ajoute pour ces derniers un obstacle " conatif " qui entraînera une résignation apprise, voire une auto-prophétie de ne plus être capable de s'intéresser aux sciences. De plus, cette CSTI volontariste - qui est une culture prescrite et non la valorisation des dimensions scientifiques et techniques de la culture vécue par chacun - renforce la rupture épistémologique entre savoirs scientifiques et savoirs issus du quotidien : au lieu de mettre en valeur les opportunités d'acculturation scientifique que fournissent des pratiques techniques, elle introduit un obstacle " scolastique ". Le champ des actions de la CSTI pour adultes devrait alors s'analyser en deux familles. La première organisant le dialogue entre scientifiques et "profanes", donc ne remettant pas en cause la fabrication de ce clivage mais l'instituant plus encore. La seconde favorisant a contrario l'appropriation de savoirs et de méthodes qui transgressent ce clivage scolaire. Mais le rôle de l'éducation populaire ne devrait-il pas être avant tout de le dénoncer ? De le déclarer vétuste en arguant que le caractère scientifique ne devrait pas être vu comme une catégorie scolaire, mais comme une composante de toutes les qualifications professionnelles et une perspective appropriable par toutes et tous les citoyens ?

Catherine Delgoulet , Laurie Rafis. [Précarité de l'emploi et travail des formateurs : quelles conséquences sur la santé ?](#) Didactique Professionnelle - Deuxième Colloque International "Apprentissage et Développement professionnel", Nantes : France (2012)

Cette étude rend compte d'un travail mené auprès de 11 formateurs en formation professionnelle pour adulte. Il vise à identifier comment se déclinent, en situation, les conditions d'emploi et de travail de cette population (connue dans la littérature comme " fragmentée ") et à décrire leurs incidences sur l'accomplissement des tâches, les possibilités de développement des compétences et la préservation de la santé. A l'aide d'entretiens semi-directifs et de relevés d'agendas de travail, il pointe la précarité des situations, les contraintes temporelles auxquelles font face les formateurs et les troubles de santé induits.

Sylvie Elcheroth. [Modalités du développement professionnel d'enseignants du préscolaire et du primaire, dans le domaine de la pédagogie du plurilinguisme: conception et évaluation d'une formation continue dans un pays plurilingue \(Luxembourg\)](#). Thèse en sciences de l'éducation et en psychologie de l'éducation, soutenue le 16/12/2010, sous la dir. de Annick Weil-Barais (Université d'Angers) et Dominique Portante (Université du Luxembourg)

Cette recherche-action consiste à concevoir, mettre en oeuvre et évaluer une formation continue pour enseignants du préscolaire et du primaire, portant sur la pédagogie du plurilinguisme. Au cours de la formation, des extraits vidéo de pratiques langagières en classe ont été étudiés, des projets plurilingues ont été conçus et mis en oeuvre dans les classes des participants, et des échanges et discussions ont eu lieu durant dix séances de formation mensuelles. Les questions de recherche ont été les suivantes : Quel est le développement professionnel des enseignants, réalisé au cours de la formation ? Quelles sont les caractéristiques de la formation qui ont favorisé ce développement ? La recherche s'inscrit dans un cadre socioconstructiviste et socioculturel. La méthodologie prend appui sur l'analyse thématique, la théorisation ancrée, l'analyse des interactions et l'analyse des pratiques. Elle implique le recueil de données de différents types : questionnaires, enregistrements vidéo et transcriptions des séances de formation, journal de la formatrice-chercheuse, enregistrements et descriptions des pratiques innovantes. Au cours du processus de recherche, des grilles descriptives et d'analyse sont utilisées et développées, et des résultats sont croisés. Une réflexion est menée sur le double rôle de formatrice et de chercheuse. L'analyse donne à voir les représentations concernant l'apprentissage de langues, les pratiques plurilingues et le contexte institutionnel, ainsi que les démarches d'analyse portant sur les processus d'apprentissage des élèves, que les participants ont co-construites, et elle montre la manière dont ces co-constructions ont eu lieu. Elle caractérise les pratiques innovantes plurilingues que les participants ont développées dans leurs classes, et elle donne à voir le processus d'accompagnement sollicité par la formatrice. Elle montre la manière dont les différents éléments de la formation ont contribué au développement professionnel mentionné. Elle ouvre finalement des voies pour une formation ultérieure, enrichie par la présente recherche.

Repéré sur : iiep.unesco.org

Phyllis Kotite. [Education for conflict prevention and peacebuilding: Meeting the global challenges of the 21st century](#). IIEP occasional paper, 06/2012

Repéré sur : Insee.fr

Catherine Sourd. [L'attractivité économique des territoires : attirer des emplois, mais pas seulement](#). Insee Première, n° 1416, octobre 2012

Pour se développer, les territoires ont plusieurs cordes à leur arc : accueillir usines et bureaux, mais aussi miser sur la venue de touristes, de retraités ou de salariés travaillant ailleurs. Une carte de l'attractivité économique française se dessine à travers l'importance des loisirs, le développement des transports ou encore la recherche de meilleures conditions de résidence. Ainsi émergent des territoires maritimes ou montagneux qui font valoir leur patrimoine naturel et leur qualité de vie. Mais aussi la périphérie de grandes métropoles où vivent des salariés et leurs familles venus y

trouver des logements abordables sans pour autant y travailler. Ce sont d'abord le nord de la France, le sillon rhodanien et les grandes villes du Sud qui attirent des emplois. L'arrivée de salariés qualifiés se concentre à Paris et dans quelques grandes métropoles régionales. En dehors de ces zones, le Grand Sud-Ouest peine à faire valoir son attractivité résidentielle, et une partie de la France industrielle du Nord-Est demeure ignorée de ces flux économiques.

[Immigrés et descendants d'immigrés en France](#) - Insee Références - Édition 2012

Repéré sur : ife.ens-lyon.fr

[From education to working life](#). Cedefop, 09/2012

Un étudiant avec un diplôme professionnalisant trouvera-t-il plus facilement du travail qu'un étudiant avec un diplôme plus général ? et trouvera-t-il un meilleur emploi, plus stable, mieux rémunéré ?

C'est à ce type de questions que ce rapport répond en examinant les débouchés des jeunes Européens diplômés de l'enseignement supérieur professionnel, à partir des données de l'enquête EU Labour Force Survey 2009.

Ofsted. [Getting to good: how headteachers achieve success](#). OFSTED, 09/2012

Ce rapport de l'Ofsted (Angleterre) s'intéresse aux chefs d'établissement qui ont amélioré la qualité de l'éducation dans leur établissement. Pour ce faire, le leadership doit être déterminé et assumé, et ces chefs d'établissement n'ont d'autre objectif que l'amélioration de leur école.

Repéré sur : ladocumentationfrancaise.fr

PREVOST Jean-Baptiste. [L'emploi des jeunes](#). Paris : Éditions des journaux officiels, 2012. 154 p. (les avis du conseil économique, social et environnemental)

Dans le présent avis, le CESE se penche sur la problématique du chômage des moins de 25 ans, dont le niveau s'établit à 22,7 % de cette population au cours du second semestre 2012. Il revient tout d'abord sur la situation des jeunes sur le marché du travail, tant en ce qui concerne leurs difficultés d'accès à l'emploi que la nature même de cet emploi, souvent précaire. Il s'interroge sur le système éducatif, le service public de l'emploi ainsi que les politiques de recrutement pour tenter d'expliquer, au-delà du contexte économique général, la situation actuelle. Il constate par ailleurs que si les pouvoirs publics, comme les partenaires sociaux et les employeurs, se mobilisent afin de favoriser l'emploi des jeunes actifs, ces politiques ou actions volontaristes peinent à produire tous les effets escomptés. Sur la base de ce constat, le CESE formule 18 recommandations autour de 5 axes : agir sur les causes structurelles du sur-chômage des jeunes ; assurer une meilleure transition entre le système éducatif et l'emploi ; faire de l'emploi des jeunes les moins qualifiés une priorité ; améliorer le fonctionnement du marché du travail ; améliorer l'accompagnement des jeunes demandeurs d'emploi.

DULOT Alain, BONNEAU François, COLOMBANI Marie-Françoise, FORESTIER Christian, MONS Nathalie. [Refondons l'Ecole de la République : le rapport de la concertation](#). Paris : Ministère de l'éducation nationale, Octobre 2012. 52 p.

Le rapport de la concertation sur la refondation de l'école remis au ministre de l'éducation dresse un bilan du système éducatif, et formule une série de propositions pour le rénover. Le rapport réaffirme la nécessité d'affecter en priorité à l'école primaire, les moyens supplémentaires en personnels, en ciblant d'abord les territoires en difficulté. Il préconise également d'assurer une plus grande continuité avec le primaire, en fluidifiant la transition école-collège, et en passant progressivement du maître unique aux professeurs spécialisés. En termes de rythme scolaire, le rapport préconise des journées plus courtes (5h en primaire, en 6ème et 5ème et 6h en 4ème et 3ème). De plus, en primaire le nombre de jours de classes préconisé est de 4 jours et demi avec une demi-journée supplémentaire le mercredi.

ASCHIERI Gérard. [Réussir la démocratisation de l'enseignement supérieur : l'enjeu du premier cycle](#). Paris : Éditions des journaux officiels, Septembre 2012. 60 p. ((les avis du conseil économique, social et environnemental)

Si la France affiche un taux élevé de diplômés du supérieur (43% dans la population des 30-34 ans en 2010), le paysage de l'enseignement supérieur est marqué par une grande hétérogénéité des formations et filières proposées. Cette situation conduit à un taux d'échec très important dans le premier cycle universitaire, particulièrement pour les jeunes des classes populaires, notamment ceux issus des baccalauréats professionnels et technologiques. Tel est le constat rappelé dans le présent avis du CESE. Celui-ci préconise une meilleure articulation des diverses voies de l'enseignement supérieur, en redonnant toute leur attractivité aux universités, et en ouvrant plus largement les IUT et les sections de techniciens supérieurs aux bacheliers technologiques et professionnels. Pour atteindre ces objectifs, il recommande la mise en oeuvre d'un véritable plan de réussite en premier cycle portant sur l'accueil des étudiants, les conditions d'enseignement et la transition entre lycée et université.

Repéré sur : Nber.org

Jakob Madsen. [Health, Human Capital Formation and Knowledge Production: Two Centuries of International Evidence](#). NBER Working Paper, n° 18461, October 2012

Recent medical research shows that health is highly influential for learning and the ability to think laterally; however, past economic studies have failed to empirically examine the influence of health on learning, schooling, and ideas production; the main drivers of growth in endogenous growth models. This paper constructs a measure of health-adjusted educational attainment among the working age population based on their health status during the time they did their education. Using annual data for 21 OECD countries over the past two centuries it is shown that health has been highly influential for the quantity and quality of schooling, innovations and growth.

Scott A. Imberman, Michael F. Lovenheim. [Incentive Strength and Teacher Productivity: Evidence from a Group-Based Teacher Incentive Pay System](#). NBER Working Paper, No. 18439, October 2012
Using data from a group incentive program that provides cash bonuses to teachers whose students perform well on standardized tests, we estimate the impact of incentive strength on student

achievement. These awards are based on the performances of students within a grade, school and subject, providing substantial variation in group size. We use the share of students in a grade-subject enrolled in a teacher's classes as a proxy for incentive strength since, as the teacher share increases, a teacher's impact on the probability of award receipt rises. We find that student achievement improves when a teacher becomes responsible for more students post program implementation: mean effects are between 0.01 and 0.02 standard deviations for a 10 percentage point increase in share for math, English and social studies, although mean science estimates are small and are not statistically significant. As predicted in our theoretical model, we also find larger effects at smaller shares that fall towards zero as share increases. For all four subjects studied, effect sizes start at 0.05 to 0.09 standard deviations for a 10 percentage point increase in share when share is initially close to zero and fade out as share increases. These findings suggest that small groups provide productivity gains over large groups. Further, they suggest that the lack of effects found in US teacher incentive pay experiments probably are in some part due to specific aspects of program design rather than failure of teachers to respond to incentives more generally.

Ian Fillmore, Devin G. Pope. [The Impact of Time Between Cognitive Tasks on Performance: Evidence from Advanced Placement Exams](#). NBER Working Paper, No. 18436, October 2012

In many education and work environments, economic agents must perform several mental tasks in a short period of time. As with physical fatigue, it is likely that cognitive fatigue can occur and affect performance if a series of mental tasks are scheduled close together. In this paper, we identify the impact of time between cognitive tasks on performance in a particular context: the taking of Advanced Placement (AP) exams by high-school students. We exploit the fact that AP exam dates change from year to year, so that students who take two subject exams in one year may have a different number of days between the exams than students who take the same two exams in a different year. We find strong evidence that a shorter amount of time between exams is associated with lower scores, particularly on the second exam. Our estimates suggest that students who take exams with 10 days of separation are 8% more likely to pass both exams than students who take the same two exams with only 1 day of separation.

Jesse Rothstein. [Teacher Quality Policy When Supply Matters](#). NBER Working Paper, No. 18419, September 2012

Recent proposals would strengthen the dependence of teacher pay and retention on performance, in order to attract those who will be effective teachers and repel those who will not. I model the teacher labor market, incorporating dynamic self-selection, noisy performance measurement, and Bayesian learning. Simulations indicate that labor market interactions are important to the evaluation of alternative teacher contracts. Typical bonus policies have very small effects on selection. Firing policies can have larger effects, if accompanied by substantial salary increases. However, misalignment between productivity and measured performance nearly eliminates the benefits while preserving most of the costs.

Repéré sur : Repec.org

[Estimating Heterogeneous Returns to Education in Germany via Conditional Heteroskedasticity](#)
Saniter, Nils (DIW Berlin)

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.

[Parental education and offspring outcomes: evidence from the Swedish compulsory schooling reform.](#)

Petter Lundborg ; Anton Nilsson ; Dan-Olof Rooth

In this paper, we use the Swedish compulsory school reform to estimate the causal effect of parental education on sons' outcomes. We use data from the Swedish military enlistment register of the entire population of males and focus on outcomes such as cognitive skills, noncognitive skills, and various dimensions of health at the age of 18. We find significant and positive effects of maternal education on sons' skills and health status. Although the reform had equally strong effects on fathers' and mothers' education, we find little evidence that paternal education improves sons' outcomes.

[Test score disclosure and school performance](#)

Camargo, Braz ; Firpo, Sergio ; Ponczek, Vladimir P.

In this paper we test whether the disclosure of test scores has direct impacts on student performance, school composition and school inputs. We take advantage of the discontinuity on the disclosure rules of The National Secondary Education Examination (ENEM) run in Brazil by the Ministry of Education: In 2006 it was established that the 2005 mean score results would be disclosed for schools with ten or more students who took the exam in the previous year. We use a regression discontinuity design to estimate the effects of test disclosure. Our results indicate that private schools that had their average scores released in 2005 outperformed those that did not by 0.2-0.6 in 2007. We did not find same results for public schools. Moreover, we did not find evidence that treated schools adjusted their inputs or that there was major changes in the students composition of treated schools. These findings allow us to interpret that the main mechanism driving the differences in performance was the increased levels of students', teachers' and principals' effort exerted by those in schools that had scores publicized.

[State Merit-based Financial Aid Programs and College Attainment](#)

Sjoquist, David L. (Georgia State University) ; Winters, John V. (University of Cincinnati)

We examine the effects of recently adopted state merit-based financial aid programs on college attendance and degree completion. Our primary analysis uses microdata from the 2000 Census and 2001-2010 American Community Survey to estimate the effects of merit programs on educational outcomes for 25 merit aid adopting states. We also utilize administrative data for the University System of Georgia to look more in depth at the effects of the HOPE Scholarship on degree completion in Georgia. We find strong consistent evidence that state merit aid programs have no meaningfully positive effect on college completion. Coefficient estimates for our preferred

specifications are small and statistically insignificant. State merit aid programs do not appear to increase the percentage of young people with a college education.

[The Elite Illusion: Achievement Effects at Boston and New York Exam Schools](#)

Abdulkadiroğlu, Atila (Duke University) ; Angrist, Joshua (MIT) ; Pathak, Parag A. (MIT)

Parents gauge school quality in part by the level of student achievement and a school's racial mix. The importance of school characteristics in the housing market can be seen in the jump in house prices at school district boundaries where peer characteristics change. The question of whether schools with more attractive peers are really better in a value-added sense remains open, however. This paper uses a fuzzy regression-discontinuity design to evaluate the causal effects of peer characteristics. Our design exploits admissions cutoffs for Boston and New York City's heavily over-subscribed exam schools. Successful applicants near admissions cutoffs for the least selective of these schools move from schools with scores near the bottom of the state SAT score distribution to a school with scores near the median. Successful applicants near admissions cutoffs for the most selective of these schools move from above-average schools to schools with students drawn from the extreme upper tail. Exam school students can also expect to study with fewer nonwhite classmates than unsuccessful applicants. Our estimates suggest that the marked changes in peer characteristics at exam school admissions cutoffs have little causal effect on test scores or college quality.

[Anti-Lemons: School Reputation, Relative Diversity, and Educational Quality](#)

MacLeod, W. Bentley (Columbia University) ; Urquiola, Miguel (Columbia University)

Friedman (1962) observed that the ability of firms to acquire and maintain reputations for quality is a key ingredient for the efficient provision of goods and services in a market economy. This paper explores the implications of school reputation for skill acquisition and labor market outcomes in an otherwise competitive market. We find that reputation effects can explain several puzzling findings in the economics of education, including the fact that competition can, but does not always, improve skill acquisition. This result follows from an anti-lemons effect (in contrast to Akerlof's lemons effect) that arises when schools can enhance their reputation by positively selecting their students. This leads to excess demand for "high quality" selective schools that drive out non-selective schools. This in turn reduces "relative diversity", a measure of ability dispersion in a school, leading to lower skill acquisition.

[The Returns to Education for Opportunity Entrepreneurs, Necessity Entrepreneurs, and Paid Employees](#)

Fossen, Frank M. (Free University of Berlin) ; Büttner, Tobias J. M. (Technical University of Berlin)

We assess the relevance of formal education for the productivity of the self-employed and distinguish between opportunity entrepreneurs, who voluntarily pursue a business opportunity, and necessity entrepreneurs, who lack alternative employment options. We expect differences in the returns to education between these groups because of different levels of control. We use the German Socio-economic Panel and account for the endogeneity of education and non-random selection. The results indicate that the returns to a year of education for opportunity entrepreneurs are 3.5 percentage points higher than the paid employees' rate of 8.1%, but 6.5 percentage points lower for necessity entrepreneurs.

[Education, Personality and Separation: The Distribution of Relationship Skills across Society](#)

Diederik Boertien ; Christian von Scheve ; Mona Park

The reasons why the lower educated divorce more than the higher educated in many societies today are poorly understood. Distinct divorce risks by education could be caused by variation in pressures to the couple, commitment, or relationship skills. We concentrate on the latter explanation by looking at the distribution of personality traits across society and its impact on the educational gradient in divorce in Germany. Using data on married couples from the German Socio Economic Panel (N = 9 417) we first estimate the effect of several personality traits on divorce: the tendency to forgive, negative reciprocity, positive reciprocity, and the Big Five. We also account for and find non-linear effects of several personality traits on divorce risk, which is relevant for future research on the effects of personality. In addition, effects differ by level of education. We find personality traits that affect divorce risk to be ! unevenly distributed over educational groups, but contrary to expectation to favor the lower educated. Once taking into account personality the educational gradient in divorce becomes more negative. This is due to especially high scores on openness to experience for the higher educated, which is a very significant predictor of divorce risk. Overall, we find no support for the hypothesis that the lower educated have less relationship skills in Germany.

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

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

[Changes in test scores distribution for students of the fourth grade in Brazil: A relative distribution analysis for the years 1997 to 2005](#)

Rodrigues, Clarissa G. ; Rios-Neto, Eduardo L G ; Pinto, Cristine Campos de Xavier

To assess the quality of school education, much of educational research is concerned with comparisons of test scores means or medians. In this paper, we shift this focus and explore test scores data by addressing some often neglected questions. In the case of Brazil, the mean of test scores in Math for students of the fourth grade has declined approximately 0,2 standard deviation in the late 1990s. But what about changes in the distribution of scores? It is unclear whether the decline was caused by deterioration in student performance in upper and/or lower tails of the distribution. To answer this question, we propose the use of the relative distribution method developed by Handcock and Morris (1999). The advantage of this methodology is that it compares two distributions of test scores data through a single distribution and synthesizes all the differences between them. Moreover, it is possible to decompose the total difference between two distributions in a level effect (changes in median) and shape effect (changes in shape of the distribution). We find that the decline of average-test scores is mainly caused by a worsening in the position of all students throughout the distribution of scores and is not only specific to any quantile of distribution.

[Rational Students and Resit Exams](#)

Kooreman, Peter (Tilburg University)

Resit exams – extra opportunities to do an exam in the same academic year – are widely prevalent in European higher education, but uncommon in the US. I present a simple theoretical model to compare rational student behavior in the case of only one exam opportunity versus the case of two exam opportunities. Numerical examples for a wide range of plausible parameter values show that a second exam opportunity increases the ultimate passing probability only slightly, but strongly reduces average total student effort.

[What Do Teachers Do? Teacher Quality Vis-a-vis Teacher Quantity in a Model of Public Education and Growth](#)

MAUSUMI DAS (Department of Economics, Delhi School of Economics, Delhi, India) ; SUBRATA GUHA (Centre for Economic Studies & Planning, Jawaharlal Nehru University New Delhi 110067)

This paper analyses the contribution of teachers in a public education system and its implication for growth. We focus exclusively on two teacher-specific inputs (teacher quality and teacher quantity), and two student-specific inputs (ability and effort). We argue that all these factors enter separately in the education technology and therefore have differential impact of the process of human capital formation. In a public education system where teachers remunerations are paid by the government and financed by taxation, for any given amount of government revenue, there exists a trade-off between teacher quality and teacher quantity. At the same time, the imposed tax rate has an impact on the export choice of an agent. Thus human capital formation and growth in the model depends on a complex interaction between teacher quality, teacher quantity, student ability and student effort. In this context we discuss the optimal education policy as well the optimal taxation policy of the government.

[First Degree Earns: The Impact of College Quality on College Completion Rates](#)

Cohodes, Sarah (Harvard University) ; Goodman, Joshua (Harvard University)

We use a Massachusetts merit aid program to provide the first clear causal evidence on the impact of college quality on students' postsecondary enrollment decisions and rates of degree completion, where college quality is defined by a variety of measures including on-time graduation rates. High school students with test scores above multiple thresholds were granted tuition waivers at in-state public colleges of lower quality than the average alternative available to such students. A binding score regression discontinuity design comparing students just above and below these thresholds yields two main findings. First, students are remarkably willing to forego college quality for relatively small amounts of money. Second, choosing a lower quality college significantly lowers on-time completion rates, a result driven by highskilled students who would otherwise have attended higher quality colleges. For the marginal student, enrolling at an in-state public college lowered the probability of graduating on time by more than 40%. The low completion rates of scholarship users imply the program had little impact on the in-state production of college degrees. More broadly, these results suggest that the critically important task of improving college quality requires steps beyond merely changing the composition of the student body.

[The Impact of Physical Education on Obesity among Elementary School Children](#)

Cawley, John (Cornell University) ; Frisvold, David (Emory University) ; Meyerhoefer, Chad D. (Lehigh University)

In response to the dramatic rise in childhood obesity, the Centers for Disease Control (CDC) and other organizations have advocated increasing the time that elementary school children spend in physical education (PE) classes. However, little is known about the effect of PE on child weight. This paper measures that effect by instrumenting for child PE time with state policies, using data from the Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K) for 1998-2004. Results from IV models indicate that PE lowers BMI z-score and reduces the probability of obesity among 5th graders (in particular, boys), while the instrument is insufficiently powerful to reliably estimate effects for younger children. This represents some of the first evidence of a causal effect of PE on youth obesity, and thus offers at least some support to the assumptions behind the CDC recommendations. We find no evidence that increased PE time crowds out time in academic courses or has spillovers to achievement test scores.

['Value Education' in Higher Education Institute](#)

Roy, Chandan Roy

This paper focuses interlinkage between 'Value Education' and 'Sustainable Development' in special reference to Higher Education Institutes of India. Sustainable Development, which accepts the responsibility of future generations, cannot be possible without morality being imbibed in human nature and that should be done in adolescence when he passes through several confusions and queries. This paper suggests few curricular and co-curricular modifications of Higher Education Institutes and explains within an era of consumerism, an urgent need of altruist approach is a dire necessity to save this earth from its forthcoming danger.

[Young Immigrant Children and their Educational Attainment](#)

Ohinata, Asako (Tilburg University) ; van Ours, Jan C. (Tilburg University)

We analyze the determinants of reading literacy, mathematical skills and science skills of young immigrant children in the Netherlands. We find that these are affected by age at immigration and whether or not one of the parents is native Dutch.

[Spillovers of health education at school on parents' physical activity.](#)

Lucila Berniell ; Dolores de la Mata ; M. Nieves Valdes

To prevent modern health conditions like obesity, cancer, cardiovascular illness, and diabetes, which have reached epidemic-like proportions in recent decades, many health experts argue that students should receive Health Education (HED) at school. Although this type of education aims mainly to improve children's health proles, it might affect other family members as well. This paper exploits state HED reforms as quasi-natural experiments to estimate the causal impact of HED received by children on their parents' physical activity. We use data from the Panel Study of Income Dynamics (PSID) for the period 1999-2005 merged with data on state HED reforms from the National Association of State Boards of Education (NASBE) Health Policy Database, and the 2000 and 2006 School Health Policies and Programs Study (SHPPS). To identify the spillover effects of HED requirements on parents' behavior we use a "differences-in-differences! s in- differences" (DDD) methodology in which we allow for different types of treatments. We find a positive effect of HED reforms at the elementary school on the probability of parents doing light physical activity. Introducing major changes in HED increases the probability of fathers engaging in physical activity by 12.4 percentage points, while this probability for mothers does not seem to be affected. We find evidence of two channels that may drive these spillovers. We conclude that the gender specialization

of parents in childcare activities, as well as information sharing between children and parents, may play a role in generating these indirect effects and in turn, in shaping healthy lifestyles within the household.

[Estimating and Testing a Quantile Regression Model with Interactive Effects](#)

Harding, Matthew (Stanford University) ; Lamarche, Carlos (University of Kentucky)

This paper proposes a quantile regression estimator for a panel data model with interactive effects potentially correlated with the independent variables. We provide conditions under which the slope parameter estimator is asymptotically Gaussian. Monte Carlo studies are carried out to investigate the finite sample performance of the proposed method in comparison with other candidate methods. We discuss an approach to testing the model specification against a competing fixed effects specification. The paper presents an empirical application of the method to study the effect of class size and class composition on educational attainment. The findings show that (i) a change in the gender composition of a class impacts differently low- and high-performing students; (ii) while smaller classes are beneficial for low performers, larger classes are beneficial for high performers; (iii) reductions in class size do not seem to impact mean and median student performance; (iv) the fixed effects specification is rejected in favor of the interactive effects specification.

[Modeling the Optimization Problem of a Public University](#)

Philippe Cyrenne ; Hugh Grant

In this paper, we examine the factors that influence the reputation or prestige of a public university. We develop a model of university behavior that indicates how the decisions made by university officials would be chosen in order to maximize their respective reputations. In doing so, we assume that reputation is enhanced by the quality of teaching and research produced as well as the service provided to the community in terms of the provision of publicly funded education services. We argue that the relative weights placed on these intermediate outputs may vary by university type as well as the means of producing them. Given the optimization problem of a university, a number of interesting conditions governing the policy variables chosen by the officials of public universities are obtained.

[Returns to Schooling in Urban China: New Evidence Using Heteroskedasticity Restrictions to Obtain Identification Without Exclusion Restrictions](#)

Vinod Mishra ; Russell Smyth

We estimate the returns to schooling using matched employer-employee data from Shanghai. To do so, we use a novel identification strategy, proposed by Lewbel (2012), which utilizes a heteroscedastic covariance restriction to construct an internal instrumental variable (IV). We find that, for the full sample, the Lewbel (2012) IV estimation suggests returns to schooling generally in the range 25-30 per cent, which is higher than extant studies using conventional IVs. The findings in this study underpin the need for the Chinese government to continue to invest in education and help explain why private demand for education remains strong, despite rising cost.

[The Intergenerational Transmission of Human Capital. The Role of Skills and Health](#)

Lundborg, Petter (Department of Economics, Lund University) ; Nordin, Martin (Department of Economics, Lund University) ; Rooth, Dan Olof (Linnaeus University)

We provide new evidence on the causal mechanisms reflected in the intergenerational transmission of human capital. Applying both an adoption and a twin design to rich data from the Swedish military enlistment, we show that greater parental education increases son's cognitive and non-cognitive skills, as well as their health. The estimates are in many cases similar across research designs and suggest that a substantial part of the effect of parental education on the children's education works through improving children's skills and health.

[Grades, Aspirations and Post-Secondary Education Outcomes](#)

Christofides, Louis N. (University of Cyprus) ; Hoy, Michael (University of Guelph) ; Milla, Joniada (University of Guelph) ; Stengos, Thanasis (University of Guelph)

We explore the forces that shape the development of aspirations and the achievement of grades during high school and the role that these aspirations, grades, and other variables play in educational outcomes such as going to university and graduating. We find that parental expectations and peer effects have a significant impact on educational outcomes through grades, aspirations, and their interconnectedness, an issue explained in the context of a rich, longitudinal data set. Apart from this indirect path, parents and peers also influence educational outcomes directly. Policy measures that operate on parental influences may modify educational outcomes in desired directions.

[Access to Public Schools and the Education of Migrant Children in China](#)

Chen, Yuanyuan (Shanghai University of Finance and Economics) ; Feng, Shuaizhang (Shanghai University of Finance and Economics)

A significant proportion of migrant children in China are not able to attend public schools for lack of local household registration (HuKou), and turn to privately-operated migrant schools. This paper examines the consequences of such a partially involuntary school choice, using survey data and standardized test scores from field work conducted in Shanghai. We find that migrant students who are unable to enroll in public schools perform significantly worse than their more fortunate counterparts in both Chinese and Mathematics. We also use parental satisfaction and parental assessment of school quality as alternative measures of the educational outcome and find similar results. Our study suggests that access to public schools is the key factor determining the quality of education that migrant children receive.

[Student awareness of the costs and benefits of higher education](#)

Martin McGuigan ; Sandra McNally ; Gill Wyness

Sandra McNally and colleagues report the results of a 'light-touch' information campaign about the value and affordability of going to university.

[Assessment for Qualification and Certification in Upper Secondary Education: A Review of Country Practices and Research Evidence](#)

Stefanie Dufaux

Within the policy field of student assessment, the assessment of students for qualification and certification in upper secondary education has special importance since key decisions for the progression of students may be taken on the basis of assessment results. Students in most OECD countries face increased specialisation in upper secondary education and high stakes are associated to their performance when assessment results are used as a criterion for selection, both for access to

higher education and other educational programmes and for access to the labour market. On the basis of research findings and country practices, this paper describes key features of assessment for qualification and certification in upper secondary education and discusses issues regarding its design and implementation.

Dans le domaine de l'évaluation des élèves, les évaluations pour qualification et l'obtention d'un diplôme ! au deuxième cycle de l'enseignement secondaire ont une importance particulière puisque des décisions clés sur la progression des élèves peuvent être prises sur la base des résultats d'évaluation. Les élèves dans la plupart des pays de l'OCDE font face à une spécialisation accrue au deuxième cycle de l'enseignement secondaire et à des enjeux élevés associés à leurs performances, lorsque les résultats d'évaluation peuvent être utilisés comme critère de sélection à la fois pour l'accès à l'enseignement supérieur et autres programmes d'éducation, et au marché du travail. Dans ce rapport, les caractéristiques principales des évaluations pour qualification et l'obtention d'un diplôme au deuxième cycle de l'enseignement secondaire, ainsi que les thématiques associées à leurs conceptions et mises en oeuvre sont présentées à la lumière des résultats de la recherche et des pratiques nationales.

[The impact of structured teaching methods on the quality of education](#)

Leme, Maria Carolina da Silva ; Lozano, Paula ; Ponczek, Vladimir P. ; Souza, André Portela

This paper estimates the impact of the use of structured methods on the quality of education of the students in primary public school in Brazil. Structure methods encompass a range of pedagogical and managerial instruments applied to the education system. In recent years, several municipalities in the State of São Paulo have contracted out private educational providers to implement these structured methods in their schooling system. Their pedagogical proposal involves structuring curriculum contents, elaboration and use of teachers and students textbooks, and training and supervision of the teachers and instructors. Using a difference in differences estimation strategy, we find that the fourth and eighth grader students in the municipalities with structured methods performed better in Portuguese and Math than students in municipalities not exposed to the methods. We find no differences in approval rates. However, a robustness check is not able to discard the possibility that unobserved municipal characteristics may affect the results.

[School inspections: can we trust Ofsted reports?](#)

Iftikhar Hussain

Ofsted inspections of schools have been a central feature of state education in England for nearly 20 years. Research by Iftikhar Hussain explores the validity of the school ratings that Ofsted produces, the impact of a fail rating on subsequent pupil performance and the extent to which teachers can 'game' the system.

[AD/HD Symptoms and Entrepreneurship Intentions](#)

Verheul, I. ; Block, J.H. ; Burmeister-Lamp, K. ; Thurik, A.R. ; Tiemeier, H. ; Turturea, R.

This study examines the relationship between AD/HD symptoms and entrepreneurship intentions in a sample of 13,121 students in higher education. We show that the degree to which students experience AD/HD symptoms increases the likelihood of intending to start up a business directly after completion of their studies. We also find evidence of partial mediation for two salient motives for entrepreneurship: students with AD/HD symptoms place a relatively high value on independence and innovation, partly explaining their preference for an entrepreneurial career.

[Are all High-Skilled Cohorts Created Equal? Unemployment, Gender, and Research Productivity](#)

Conley, John P. (Vanderbilt University) ; Önder, Ali Sina (Department of Economics) ; Torgler, Benno (Queensland University of Technology and EBS Business School)

Using life cycle publication data of 9,368 economics PhD graduates from 127 U.S. institutions, we investigate how unemployment in the U.S. economy prior to starting graduate studies and at the time of entry into the academic job market affect economics PhD graduates' research productivity. We analyze the period between 1987 and 1996 and find that favorable conditions at the time of academic job search have a positive effect on research productivity (measured in numbers of publications) for both male and female graduates. On the other hand, unfavorable employment conditions at the time of entry into graduate school affects female research productivity negatively, but male productivity positively. These findings are consistent with the notion that men and women differ in their perception of risk in high skill occupations. In the specific context of research-active occupations that require high skill and costly investment! in human capital, an ex post poor return on undergraduate educational investment may cause women to opt for less risky and secure occupations while men seem more likely to "double down" on their investment in human capital. Further investigation, however, shows that additional factors may also be at work.

[Life-cycle Productivity of Industrial Inventors: Education and other determinants](#)

ONISHI Koichiro ; NAGAOKA Sadao

This paper analyzes the life-cycle inventive productivity of Japanese industrial inventors, based on panel data of 1,731 inventors matched with firm data. We focus on two issues: whether inventors with PhD degrees perform better, even taking into account the late start in their business careers, and if those with PhD degrees based only on dissertation (PhDs (DO)), for which a university performs only a certification function, are similarly as productive as the regular PhD holders. Our main findings are the following. Inventors with regular PhD degrees have significantly higher annual productivity than those with other education levels in terms of both patent and forward citation counts, and they can easily compensate for the late start in their business careers. This is the case even after controlling for workplace, research stage, and inventor ability. PhDs (DO) also have high patent productivity (rising more rapidly with experience), although their level is lower than that of regular PhD holders. They work in independent laboratories and in projects involving basic research as frequently as do the regular PhD holders. Furthermore, the exits of PhDs (DO) from inventions are significantly late even when controlling for project type and inventor ability, so that they work longer as inventors.

[Enrolment Decision and University Choice;of Italian Secondary School Graduates.](#)

Stefano STAFFOLANI (Universit... Politecnica delle Marche, Dipartimento di Scienze Economiche e Sociali) ; Claudia PIGINI (Universit... Politecnica delle Marche, Dipartimento di Scienze Economiche e Sociali)

This paper examines the enrolment decision and the university choice of Italian secondary school graduates. We extend previous analyses by means of a theoretical model where student's choices depend on both universities attributes and individual characteristics. Empirical evidence of theoretical predictions is provided by the estimation of a conditional logit model mainly using the Italian Institute of Statistics (ISTAT) survey of secondary school graduates in 2004. Results show that geographical distance, tuition fees and university quality play a major role in higher education

choices. In addition, Italian students seem to self-sort by their own ability across different levels of university standards: high ability students tend to seek a higher quality. The sorting process is strongly influenced by parents characteristics and previous fields of study.

[The headmaster ritual: the importance of management for school outcomes](#)

Böhlmark, Anders (Swedish Institute for Social Research (SOFI)) ; Grönqvist, Erik (IFAU - Institute for Evaluation of Labour Market and Education Policy) ; Vlachos, Jonas (Department of Economics, Stockholm University)

The role of school principals largely resembles that of corporate managers and the leadership they provide is often viewed as a crucial component for educational success. We estimate the impact of individual principals on various schooling outcomes, by constructing a principal-school panel data set that allows us to track individual principals as they move between schools. We find that individual principals have a substantive impact on school policies, working conditions and student outcomes. Particularly, students who attend a school with a one standard deviation better principal receive on average 0.12 standard deviations higher test scores. Despite having very rich background information on principals, it is difficult to determine which principal characteristics that form the basis for successful school management. We also find a somewhat mixed picture on what management style characterizes a successful principal. We ! further show that the scope for principal discretion—for better or for worse—is larger in small schools, in voucher schools and in areas with more school competition.

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

Nirav Mehta (University of Western Ontario)

The model successfully fits key endogenous outcomes as observed in the data: 1) charter schools enter larger markets and markets where they would have higher per-pupil resources, 2) charter schools and public schools in markets in which charter schools are present both choose higher input levels than public schools in markets where there are no charters, and 3) charter schools have the highest average test scores, followed by public schools in markets with charter school competition, followed by public schools in monopoly markets. I use the estimated model to simulate changes in the test score distribution for three counterfactual scenarios: 1) ban charter schools, 2) lift the currently binding statewide cap on the number of charter schools, and 3) equate charter and public school per-pupil resources. In the first and second counterfactuals, charter school entry increases test scores for students who would attend charter! s by one fifth of a standard deviation. Test scores for public school students in markets with charter schools increase marginally. Equating charter and public school capital triples the fraction of markets with charters and increases the test scores of students attending charters over the monopoly outcome by an even larger amount.

[Rural-urban differences in educational outcomes: Evidence for Colombia using PISA microdata](#)

Sandra Nieto ; Raul Ramos ; Juan Carlos Duque

Although there are hundreds of works using PISA microdata to analyse the determinants of educational outcomes, only a few of them have considered the relevance of geography. In this paper, we focus on the analysis of differences in educational outcomes between students in rural and urban schools. Previous studies on this topic started in the United States during the eighties and they have not arrived to a sound conclusion yet. Some authors do not find significant differences between rural

and urban students while others find better outcomes for urban ones. It is not clear if this gap is explained by family characteristics or it is related to lower spending in rural schools. The policy debate on how public spending in education should be distributed between rural and urban areas in developing countries is very intense, although academic studies are scarce. However, during the last decades some studies have focused on some Latinamerican countries (Argentina, Peru, Brazil, Chile and Colombia), but again, there is no consensus on the factors behind the rural-urban gap in educational outcomes. Taking into account this background, we use microdata from the 2006 and 2009 PISA waves for Colombia. The Colombian case is particularly interesting from this perspective due to the structural changes suffered by this country during the last years, both in terms of political stability and educational reforms. The descriptive analysis of the data shows that the educational outcomes of urban students are higher than the rural ones in the three subjects covered by the PISA study: Mathematics, Reading and Science in both samples. In order to identify the factors behind this differential, we apply decomposition techniques that have been extensively in Labour Economics but not so much in the context of Economics of Education. In particular, in a first step we use the Oaxaca-Blinder decomposition and, next, we exploit the time variation of the data using the methodology proposed by Juhn-Murphy-Pierce. The results show that most part of the differential is related to family characteristics more than to school characteristics. From a policy perspective, the obtained evidence support actions addressed to improve family conditions and not so much to positive discrimination of rural schools

[Student Networks and Long-Run Educational Outcomes: The Strength of Strong Ties](#)

Patacchini, Eleonora ; Rainone, Edoardo ; Zenou, Yves

The aim of this paper is to investigate and understand the effect of high-school friends on years of schooling. We develop a simple network model where students first choose their friends and then decide how much effort they put in education. The empirical salience of the model is tested using the four waves of the AddHealth data by looking at the impact of school peers nominated in the first two waves in 1994-1995 and in 1995-1996 on the educational outcome of teenagers reported in the fourth wave in 2007-2008 (when adult). We find that there are strong and persistent peer effects in education but peers tend to be influential only when they are strong ties (friends in both wave I and II) and not when they are weak ties (friend in one wave only). We also find that this is not true in the short run since both weak and strong ties tend to influence current grades.

[The Impact of Time Between Cognitive Tasks on Performance: Evidence from Advanced Placement Exams](#)

Ian Fillmore ; Devin G. Pope

In many education and work environments, economic agents must perform several mental tasks in a short period of time. As with physical fatigue, it is likely that cognitive fatigue can occur and affect performance if a series of mental tasks are scheduled close together. In this paper, we identify the impact of time between cognitive tasks on performance in a particular context: the taking of Advanced Placement (AP) exams by high-school students. We exploit the fact that AP exam dates change from year to year, so that students who take two subject exams in one year may have a different number of days between the exams than students who take the same two exams in a different year. We find strong evidence that a shorter amount of time between exams is associated with lower scores, particularly on the second exam. Our estimates suggest that students who take

exams with 10 days of separation are 8% more likely to pass both exams than students who take the same two exams with only 1 day of separation.

[Education-Job \(Mis\)Matching And Interregional Migration: Italian University Graduates' Transition To Work](#)

Simona Iammarino (Department of Geography & Environment, London School of Economics and Political Science) ; Elisabetta Marinelli (European Commission JRC-IPTS, Sevilla, Spain)

[The Educational Development Index: A Multidimensional Approach to Educational Achievements through PISA](#)

Antonio Villar (Department of Economics, Universidad Pablo de Olavide; IVIE)

This paper proposes a multidimensional index that summarizes three relevant aspects of the educational achievements, out of the data provided by the PISA Report, concerning reading abilities of 15-year-old students of 65 countries. The three aspects considered are: performance, equity, and quality. The Educational Development Index (EDI) is the geometric mean of the normalized values of those three variables. We analyze the distribution of the variables that approach those three aspects and the resulting index, relative to the corresponding means of the OECD countries.

[Incentive Strength and Teacher Productivity: Evidence from a Group-Based Teacher Incentive Pay System](#)

Scott A. Imberman ; Michael F. Lovenheim

Using data from a group incentive program that provides cash bonuses to teachers whose students perform well on standardized tests, we estimate the impact of incentive strength on student achievement. These awards are based on the performances of students within a grade, school and subject, providing substantial variation in group size. We use the share of students in a grade-subject enrolled in a teacher's classes as a proxy for incentive strength since, as the teacher share increases, a teacher's impact on the probability of award receipt rises. We find that student achievement improves when a teacher becomes responsible for more students post program implementation: mean effects are between 0.01 and 0.02 standard deviations for a 10 percentage point increase in share for math, English and social studies, although mean science estimates are small and are not statistically significant. As predicted in our theoretical model, we also find larger effects at smaller shares that fall towards zero as share increases. For all four subjects studied, effect sizes start at 0.05 to 0.09 standard deviations for a 10 percentage point increase in share when share is initially close to zero and fade out as share increases. These findings suggest that small groups provide productivity gains over large groups. Further, they suggest that the lack of effects found in US teacher incentive pay experiments probably are in some part due to specific aspects of program design rather than failure of teachers to respond to incentives more generally.

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- Exploring individual differences as determining factors in student academic achievement in higher education
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- Relations between students' approaches to learning, experienced emotions and outcomes of learning
Keith Trigwell, Robert A. Ellis & Feifei Han
- University performance evaluations: what are we really measuring?
Rowan E. Bedggood & Jerome D. Donovan
- Evaluating industry-based doctoral research programs: perspectives and outcomes of Australian Cooperative Research Centre graduates
Catherine Manathunga, Rachael Pitt, Laura Cox, Paul Boreham, George Mellick & Paul Lant
- Re-visioning disability and dyslexia down the camera lens: interpretations of representations on UK university websites and in a UK government guidance paper
Craig Collinson, Linda Dunne & Clare Woolhouse
- Professor age and research assistant ratings of passive-avoidant and proactive leadership: the role of age-related work concerns and age stereotypes
Hannes Zacher & P. Matthijs Bal

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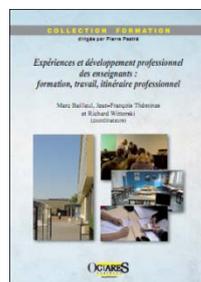
PISA, TIMSS : regards croisés et enjeux actuels

- Edito : Les enjeux des évaluations internationales
Faouzia Kalali & Edgar W. Jenkins
- Quels enseignements peut-on tirer du PISA : l'exemple des écarts de performances entre les sexes
Maciej Jakubowski & Francesca Borgonovi
- Using TIMSS and PIRLS to improve teaching and learning

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- L'évaluation de la culture scientifique des élèves français de 15 ans dans PISA 2009
Nicolas Coppens
- PISA : politique, problèmes fondamentaux et résultats paradoxaux
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- De la crise de l'éducation et de ses nouveaux avatars
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- Retour sur un paradoxe de la normativité éducative
Henri Louis Go
- L'École Républicaine est-elle le fruit des idées et de valeurs protestantes ?
Anne Ruolt
- La mise au jour d'un contrat réflexif comme régulateur de démarches de recherche participative : le cas d'une recherche-action et d'une recherche collaborative
Nadine Bednarz, Serge Desgagné, Jean-François Maheux, Lorraine Savoie Zajc
- Le métier impossible des moniteurs de Maison Familiale Rurale : analyse de l'activité, entre l'audace d'un projet et la réalité du terrain
Violaine Charil
- Quel(s) besoin(s) d'accomplissement pour quelles carrières ? Une exploration dans le contexte tunisien pour mieux comprendre l'attrait pour la carrière entrepreneuriale
Ilia Taktak Kallel

3. Livres intéressants



Marc Bailleul, Jean-François Thémines et Richard Wittorski (coord.). **Expériences et développement professionnel des enseignants : formation, travail, itinéraire professionnel**. Toulouse : Octarès, 2012. 224 p. ISBN : 9782366300048

Se centrer sur le développement professionnel des enseignants, c'est explorer ce que l'injonction de professionnalisation produit chez les sujets au travail et/ou en formation. Comment les sujets investissent-ils les dispositifs de professionnalisation ? De quelle manière la transformation identitaire du sujet prend-elle appui sur le cadre institutionnel et quelles autres ressources mobilise-t-elle ? Comment opère dans cette transformation, le jeu complexe entre d'un côté, une demande de reconnaissance de la part de l'institution, pour les efforts que font les sujets au travail, et d'un autre côté, les dispositifs institutionnels de reconnaissance de compétences prévus ? L'ouvrage pose quelques jalons de réponse en apportant différents éclairages : que signifie se préoccuper de développement professionnel ? (J.-M. Barbier) ; comment l'écriture peut-elle contribuer à celui-ci ? (F. Cros) ; quelle contribution de l'évaluation ? (A. Jorro). La deuxième partie s'attache à comprendre le point de vue des enseignants à l'égard de leurs apprentissages en cours de formation et lors de la première année d'exercice. La troisième partie étudie les relations entre des « discontinuités » dans la formation, au travail ou dans les parcours des individus et le développement professionnel : à quelles conditions certains « passages à risque » sont-ils porteurs de développement professionnel ?

L'ouvrage conclut à la nécessité de penser ce dernier en termes d'épreuves traversées par les sujets ainsi que de variabilité et d'importance des contextes. Il invite à lier le développement professionnel avec la notion d'itinéraire au sens où le professionnel identifie, dans le cadre d'une analyse de pratiques, des déplacements identitaires ou des connaissances nouvelles à propos de son expérience « en actes ».

4. Tableaux statistiques

[TS 7158](#) **Les écoles d'ingénieurs.** Effectifs des élèves en 2011-2012. Diplômes délivrés en 2011, à l'issue de l'année scolaire 2010-2011. Public, privé.