



Veille de l'IREDU n° 35
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1. Ressources sur le Web	2
2. Sommaires de revues en éducation	36
3. Livres intéressants	48
4. Tableaux statistiques	52

1. Ressources sur le Web

Repéré sur : Afd.fr

Rohen d'AIGLEPIERRE. [L'enseignement privé en Afrique subsaharienne : enjeux, situations et perspectives de partenariats public-privé](#). A Savoir, n° 22

Au regard des engagements des États en matière d'éducation, de leur situation éducative actuelle et de nombreux défis pour l'avenir, la question de l'enseignement privé constitue en effet un enjeu essentiel pour la région. En analysant le fonctionnement de l'enseignement privé en Afrique subsaharienne, notamment la situation de son offre et de sa demande, de son encadrement, de ses financements et de ses réalisations, l'auteur montre à quel point il est important de mieux l'encadrer et de l'inciter à améliorer l'accès, la qualité et l'équité de l'éducation dans la région.

Repéré sur : Amue.fr

Nicolas Charles et Cécile Jolly, avec la contribution de Frédéric Lainé. [Étudiants étrangers et marché du travail : une comparaison Allemagne, France, Royaume-Uni](#). Commissariat général à la stratégie et à la prospective, Rapports et documents, novembre 2013

Un rapport du CGSP (Commissariat général à la stratégie et à la prospective) compare les politiques publiques d'attractivité envers les étudiants étrangers de trois pays européens (Allemagne, France et Royaume-Uni). Il formule six propositions pour améliorer le dispositif administratif français, comme par exemple donner un rôle plus central aux entreprises et aux établissements d'enseignement supérieur en tant que sponsors des étudiants et diplômés étrangers et simplifier les conditions d'obtention d'une autorisation provisoire de séjour (APS).

TNS Opinion & Social. [Recherche responsable et innovation \(RRI\), sciences et technologies](#). Commission européenne, Direction générale de la recherche et de l'innovation, novembre 2013

La Commission européenne publie une étude consacrée aux attitudes générales des citoyens européens par rapport aux sciences et technologies et à la recherche. Elle montre notamment que les scientifiques travaillant dans les universités ou la fonction publique sont considérés comme étant les mieux qualifiés pour expliquer l'impact des développements en sciences et technologies (66%), les scientifiques travaillant dans les laboratoires privés étant classés en seconde position (35%).

Samuel Fouquet. [Réussite et échec en premier cycle](#). Note d'information Enseignement supérieur & Recherche, n°13.10, novembre 2013

Une nouvelle note d'information mise en ligne sur le site du MESR établit un état des lieux de la situation des étudiants en termes de parcours et de réussite dans les formations post-bac. On apprend que deux étudiants sur quatre passent directement en deuxième année de licence (un sur

quatre redouble et un sur quatre se réoriente ou abandonne ses études supérieures). Pour ceux qui parviennent en troisième année de licence, ils sont près de sept sur dix à obtenir le diplôme en un an.

Duguet A. ; Morlaix S. [Les pratiques pédagogiques des enseignants universitaires : Quelle variété pour quelle efficacité ?](#).- Questions Vives, Vol. 8 n° 18, 2012



L'Institut de recherche sur l'éducation (IREDU) publie un dossier consacré aux pratiques enseignantes à l'université et recense les travaux français et internationaux sur la description de ces pratiques. Les auteurs analysent également les effets induits par celles-ci sur les étudiants.

Institute of International Education (In partnership with the Bureau of Educational and Cultural Affairs). [Open Doors 2013 Report on International Educational Exchange](#). Washington : U.S. Department of State National Press Club, November 2013

Le rapport « Open Doors 2013 » publié par l'Institute of International Education en novembre, relève un nombre record d'étudiants français aux États-Unis pour l'année 2012-2013 : environ 8 300 (+ 11,8 % par rapport à 2009). Un nombre qui place la France en 16e position des pays les plus représentés aux États-Unis. C'est également le 3e pays européen après l'Allemagne et le Royaume-Uni.

Repéré sur : cafepedagogique.net

François Jarraud. [Rythmes : Le plaidoyer de G. Fotinos et F. Testu](#). L'expresso 15 novembre 2013

François Jarraud. [Un élève sur quatre décroche en France](#). L'expresso du 15 novembre 2013

François Jarraud. [Educatice : Où en est le numérique éducatif en France ?](#) L'expresso du 20 novembre 2013

François Jarraud. [Lecture : quelles compétences clés ?](#) L'expresso du 20 novembre 2013

François Jarraud. [A quoi servent les parents ?](#) L'expresso du 21 novembre 2013

Repéré sur : Ecs.org

November 20, 2013

New From ECS

Time Is Running Out!

ECS is soliciting nominations for three prestigious awards ([download the brochure](#)). All nominations must be received today, Wednesday, November 20, 2013. The awards will be presented at the 2014 ECS National Forum on Education Policy in Washington D.C., June 30 to July 2. Complete the nomination form ([PDF](#) or [Word](#)) and submit it, along with your statement of support, to Heidi Normandin by e-mail (hnormandin@ecs.org). If you have any questions about the nomination process, please call Heidi at 303.299.3629.

What States Are Doing

Drug-Dependent Newborns

In his weekly [message](#), **Maine** Governor Paul LePage addressed the issue of babies born with drugs in their systems, half of whose mothers used opiates. About one in 12 babies in Maine is born drug-affected, and he said it is believed that those numbers are under-reported in the state and in the nation. LePage is working with Commissioner Mary Mayhew of the Department of Health and Human Services to address the problem. The University of Maine and Eastern Maine Medical Center are conducting research, and they are looking at how other states address the problem.

Free Information Technology Training Program for Veterans

Michigan Governor Rick Snyder [announced](#) a new public-private partnership this week that will provide information, technology training, and certification to Michigan veterans. Service members may be the most highly trained in the country, but transferring that training into civilian jobs can be a struggle, Snyder said. "This program will provide vets who worked in IT fields with the fast-track training they need to successfully transition into civilian employment." At no cost to veterans, the program will provide American National Standards Institute-accredited Cisco training leading to Cisco Certified Network Associate (CCNA) certification as well as virtual access to Cisco Learning Labs.

Literacy Roadmap Incorporates Proven Programs

A "Reading Roadmap" in **Kansas** that coordinates several programs with proven track records of success in literacy achievement was [launched](#) last week by Governor Sam Brownback. The Rural School and Community Trust was awarded a \$9 million TANF grant to partner with Families and School Together (FAST) and Save the Children to provide after-school programs focused on rural students. The Boys and Girls Club will grow its after-school and summer programs to incorporate a research-based literacy component in the urban areas of the state: Topeka, Hutchinson, Wichita, Lawrence, Manhattan, and Kansas City.

Good Reads

Improving Gainful Employment

The New America Foundation [lays out](#) recommendations for strengthening the Obama administration's proposal to ensure that career training programs provide students with high-quality options. Among those recommendations are tests which measure withdrawal rates, student loan repayment rates, and minimum income rates as well as the amount of debt graduates have compared to their incomes. Failing or struggling programs would be given opportunities to improve.

College- and Career-Ready Diplomas for Students with Disabilities

Only 10% to 15% of students with disabilities have disabilities that require different achievement standards. This [brief](#) recommends: setting high college and career expectations for students with disabilities, limiting the number of diploma options, identifying multiple rigorous paths to a diploma, identifying diploma options for the few students with significant cognitive disabilities, and researching the impact of state graduation requirements on student outcomes. (National Center on Educational Outcomes and Achieve)

Federal Voucher Program Found Lacking

The District of Columbia Children and Youth Investment Trust Corporation (the Trust) is charged with providing information to prospective and current families of children about the District of Columbia Opportunity Scholarship (voucher) Program (OSP). The GAO [found](#) information about participating schools disseminated by the Trust to be untimely and incomplete. Further, its internal controls did

not provide effective oversight of OSP, there were weaknesses in the Trust's database, and it was years behind in submitting mandatory financial reports. (GAO Highlights)

Readiness Assessment, Transition Curricula in Four States

Initiatives to implement college readiness assessments and transition curricula vary across states. This [report](#) describes those initiatives in California, New York, Tennessee, and West Virginia, then compares interventions nationally. Authors recommend strong collaboration between high schools and higher education institutions, as well as legislation to build support and momentum. Program designers need to weigh competing priorities concerning goals, populations served, and course content. (Community College Research Center)

New Look at College Student Engagement

The 15th annual [survey](#) of student engagement is an updated model documenting aspects of undergraduate programs that pay in terms of learning, retention, persistence, and completion. New measures reveal differences in majors; for example, arts and humanities seniors experienced the highest levels of effective teaching practices, while engineering seniors observed the lowest. Another factoid: online students spent more hours per week preparing for class and reading assignments than traditional students, and were more likely to report their classes were highly challenging. (Indiana Center for Postsecondary Research)

Data for Action

A new [analysis](#) of 49 states and the District of Columbia finds states have made great progress in their use of education data, shifting their vision from collection for compliance to effective use in the statehouse, in the district office, and in the classroom. While states have more capacity to use secure information, they need to concentrate on using the right data to answer the right questions to improve student success. This is the ninth version of an annual look at states' use of data and for the first time two states -- Arkansas and Delaware -- have achieved all of the Data Quality Campaign's 10 Actions to Ensure Effective Data Use.

November 27, 2013

New From ECS

Engineering Innovation in Northeastern Minnesota (STEM)

Everybody wins when local youth can attend engineering school closer to home, when local industries support the school and its students, and when those industries get engineers who, upon graduation, already are trained because their third and fourth years are spent not in a classroom, but on industry projects. The school is [Iron Range Engineering](#), and it is garnering attention worldwide.

What States Are Doing

New Jersey Website to Assist Teachers, Parents

New Jersey [launched](#) a website recently that will allow teachers to search for, download, and contribute to a massive inventory of lesson plans, assessment items, homework assignments, and other educational resources. Videos, classroom activities, slideshows, curriculum guides, quizzes, and tests are included. Parents can access the same resources to help their children at home, but they will not be able to upload or rate materials. The new website is aligned to the Common Core and New Jersey's Core Curriculum Content Standards and also includes science and social studies.

Collaboration for Access, Affordability, and Excellence

Six [recommendations](#) to increase access and affordability as well as to better serve students have been voted on by the Board of Trustees for the 31 **Minnesota** State Colleges and Universities. Calling for greater collaboration, the recommendations are intended to 1) increase the success of all learners, especially those in diverse populations; 2) develop collaborative planning that advances affordability, transfer, and access; 3) certify student competencies and accelerate degree completion through credit for prior learning; 4) expand technology use; 5) deliver workplace solutions; and 6) redesign financial and administrative models to reward collaboration, drive efficiencies, and strengthen access to higher education.

Green Zone Initiative

Nevada is marshalling all resources in wellness, education, and employment for the veterans it has and those it hopes to attract. Called the [Green Zone Initiative](#) (GZI), its intent is to coordinate state, federal, and nonprofit service providers, close service gaps, and end duplication of services. In education, the objective is to give service members, veterans, and their families access to high-quality higher education programs and to ensure they have the financial means to attend the state's colleges, universities, and other degree-producing institutions of higher learning. Once enacted, GZI will be augmented by a social networking community where information can be shared by veterans and providers.

Good Reads

Higher Education and Western Legislatures

For the first time in years, revenues have increased to the point that some states were able to appropriate more money for higher education. This [brief](#) on legislative activity in the West also highlights such issues as performance funding, college affordability, in-state tuition for undocumented students, guns on campus, and state authorization of online education. (WICHE)

Career and Technical Education Participation Declines

The average number of Career and Technical Education (CTE) credits earned by public high school graduates declined from 1990 to 2009, from 4.2 to 3.6 credits, while the number of credits earned in other areas -- English, math, science, and social studies -- increased, according to this [report](#). However, *within* occupational CTE, some areas saw increased participation: communications and design, health care, public services, and consumer and culinary services. Meanwhile, participation in business, manufacturing, computer and information sciences, engineering technologies, and repair and transportation dropped. (NCES)

Algebra and Its Partner Called Support

Blending use of a conventional algebra textbook with tutoring software -- Cognitive Tutor Algebra I -- resulted in an overall increase in achievement equivalent to moving from the 50th percentile to the 58th. In a [study](#) which looked at algebra students in 73 high schools and 74 middle schools in seven states, improvements occurred in the second year perhaps because teachers and schools needed time to implement CTAI effectively. The cost was about \$70 more per student than a traditional textbook algebra course. (Rand)

Considering Teaching

Anticipating a teacher shortage -- especially of teachers of color, male teachers, science, and math -- this Statistics in Brief [compared](#) four groups of bachelor's degree recipients from 2007-08 and found that the representation of males and Black and Hispanic graduates was higher among those who considered teaching but didn't teach prior to graduation or after graduation. The highest proportion of STEM majors did not consider teaching. College graduates who taught before or after graduation

earned higher annual incomes in 2009 and reported higher job satisfaction than those who considered or who prepared for teaching but didn't teach. (National Center for Education Statistics)

Assistance with Looming College Applications

College application deadlines are looming, so here are [tips](#) on successful application and enrollment from a trustworthy source. States could promote these practice guides to inspire counselors and help college-bound students and their families navigate financial aid, exams, applications, and remain enrolled in high school. (What Works Clearinghouse)

Incremental Progress with School Improvement Grants

The U.S. Department of Education released an [analysis](#) of the School Improvement Grant (SIG) program this week, finding that -- on average -- schools of all levels demonstrated increases or constant proficiency rates since receiving the grants. However, 30% to 38% of the schools exhibited declines in proficiency (see graph, page 3). (U.S. Department of Education)

Repéré sur : Education.gouv.fr

Solène Hilary et Alexandra Louvet. [L'attractivité des académies pour les enseignants du second degré public en 2012](#). Note d'information, n° 13.21, octobre 2013

Aurélie Demongeot. [Apprentissage : les formations du supérieur dopent la croissance en 2010 et 2011](#). Note d'information, N° 13.22, octobre 2013

Catherine Valette. [Augmentation du nombre de candidats aux concours de recrutement de personnels enseignants du second degré public en 2012](#). Note d'information, N° 13.23, octobre 2013

Claudine Pirus. [Orientation en fin de troisième : une procédure marquée par de fortes disparités scolaires et sociales](#). Note d'information, N° 13.24, novembre 2013

Le déroulement de la procédure d'orientation en fin de troisième reste marqué par de fortes disparités scolaires et sociales

Repéré sur : Esen.education.fr

Robert Rakocevic. [Langues étrangères à l'école en Europe : un cadre commun de référence et une diversité de pratiques](#). Note d'information, n° 13.25, novembre 2013

"La France suit la tendance des pays européens à introduire de plus en plus précocement l'apprentissage d'une première langue étrangère à l'école, généralement l'anglais. Les comparaisons internationales du réseau Eurydice montrent que les enseignants français passent plus de temps que leurs homologues européens dans les pays des langues enseignées, que ce soit en vacances ou pour se former."

Repéré sur : halshs.archives-ouvertes.fr

Valérie Emin-Martinez, Muriel Ney. [Accompagner les enseignants dans le processus d'adoption d'une pédagogie par le jeu](#). EIAH 2013, Toulouse : France (2013)

L'évolution des pratiques enseignantes est au cœur des préoccupations de nombreuses recherches en sciences de l'éducation et en EIAH. Les pédagogies actives proposées depuis de nombreuses années peinent à s'intégrer à l'enseignement formel en milieu scolaire, notamment les démarches d'investigation, la résolution de problèmes, l'apprentissage par projet et l'apprentissage par le jeu. Ce papier s'intéresse à la manière dont les enseignants peuvent introduire les jeux dans leur pratique usuelle et tente de dégager les éléments d'un modèle d'adoption. Les deux questions de recherche auxquelles nous tentons de répondre ici sont : (1) quelles sont les questions qui se posent à un enseignant qui introduit des jeux dans sa classe ? et (2) quel processus d'adoption peut-on observer chez des enseignants introduisant un jeu dans leur classe pour la première fois ? Les jeux étudiés ici ont une composante numérique plus ou moins présente, allant des jeux vidéo au scénario pédagogique intégrant une courte phase de jeu médiatisé. Cet article propose une grille de questions élaborées à partir d'une revue de la littérature et d'une série d'entretiens, ainsi qu'un modèle d'adoption basé sur la théorie de la diffusion de l'innovation de Rogers et une étude de cas. Nous terminons sur quelques perspectives en ce qui concerne l'accompagnement des enseignants dans le processus d'adoption d'une pédagogie par le jeu.

Repéré sur : ife.ens-lyon.fr

Olivier Rey. [PISA : savoir regarder au delà de l'effet palmarès](#). 26 novembre 2013

ARMAND Anne, BISSON-VAIVRE Claude, LEHERMET Philippe. [Agir contre le décrochage scolaire : alliance éducative et approche pédagogique](#). Paris : Ministère de l'Éducation nationale, 06/2013

"La prévention du décrochage scolaire est un phénomène qui n'épargne aucun système éducatif et son coût financier, social et humain est particulièrement élevé. L'Europe s'est engagée sur un objectif de réduction du taux moyen des "sorties précoces" à 10% en 2020. Les causes du décrochage, largement connues et partagées, sont multifactorielles et leur combinaison en système rend leur traitement complexe. L'institution elle-même doit assumer ses propres responsabilités dans la persistance et le développement du phénomène.

S'il existe plusieurs mesures du décrochage qui produisent des données non identiques, celles-ci sont convergentes et marquent son importance. Les concepts méritent d'être clarifiés pour mieux fonder les politiques et assurer la prise en charge des décrochés actuels. Le dispositif des réseaux formation qualification emploi (FOQUALE) de l'éducation nationale qui s'articule avec le système interministériel d'échange d'information (SIEI) devrait y contribuer. Mais la démarche de prévention est essentielle, et les moyens de la mission de lutte contre le décrochage scolaire (MLDS) doivent être redéployés dans ce sens.

Absentéisme et décrochage sont souvent l'expression d'un rejet des apprentissages. Jusqu'à présent les réponses proposées ont généralement externalisé la prise en charge des décrochés dans des dispositifs de rattrapage, très dépendants de financements non pérennes, alors que tout se joue dans la classe et dans l'établissement. En se fondant sur des approches pédagogiques vigilantes et des alliances éducatives autour de l'élève et de sa famille, une prévention plus efficace du décrochage doit être menée."

Thierry Chanier. [OpenData : au-delà des publications, le partage des données de la recherche en sciences humaines. Pour qui ? Comment ?](#). Clermont Ferrand : Laboratoire de Recherche sur le Langage, Université de Clermont Ferrand, novembre 2013

"Le monde universitaire est producteur de données de différentes natures. L'ouverture et le partage de chaque type de données introduit des problématiques spécifiques. Cette variété s'explique en premier lieu par les situations particulières qui ont gouverné leur création. Mais les enjeux d'utilisation, par les communautés universitaires, les communautés de chercheurs ou la société en général, diffèrent aussi suivant chaque type de données. Nous évoquerons brièvement un premier type de données, celles pédagogiques, en lien avec le mouvement en accès libre intitulé Open Educational Resources (OER). Le second type de données, cette fois faisant partie du résultat de la recherche, concerne les publications. Notre communication rappellera brièvement, afin de mieux les distinguer du dernier type de données, les contraintes particulières qui ont motivé le développement de l'accès libre (open access) aux publications, les différentes voies suivies, l'état actuel après plus de 10 ans d'existence.

L'essentiel de notre propos sera consacré au partage des données de la recherche, qui peuvent ou non être reliées aux publications. Nous décrirons les motivations de ce mouvement OpenData, les enjeux pour les chercheurs, les conditions particulières de mise à disposition que devront avoir ces données pour être réellement OpenData. Nous évoquerons enfin les transformations profondes du métier de chercheur qui peuvent en résulter, en nous appuyant sur des exemples provenant principalement des sciences humaines."

Bruno Suchaut. [Les rythmes prisonniers du temps : Enjeux, constats et perspectives de la réforme](#). Dijon : IREDU, 10/2013

"Cette communication interroge la mise en place de la réforme des rythmes scolaires en France. Ces nouveaux rythmes vont-ils contribuer à donner plus de souplesse au fonctionnement de l'école ou, au contraire, produire des effets non escomptés en enfermant les acteurs dans un cadre plus contraignant ? Le morcellement du temps éducatif avec ses différentes composantes (accueil périscolaire, temps d'enseignement, temps d'activités périscolaires, APC etc.) et la multiplicité des intervenants peut -être perçu comme un risque pour la continuité éducative. Par ailleurs, les intérêts divergents des acteurs et le contexte politique particulier peuvent être considérés comme des obstacles à la généralisation future de la réforme."

Jérôme Deauvieu, Odile Espinoza, Anne-Marie Bruno. [Lecture au CP : un effet-manuel considérable](#). Laboratoire Printemps, Université de Versailles Saint Quentin en Yvelines / CNRS, Novembre 2013

Extrait : "La recherche que nous présentons ici part du principe qu'il ne peut y avoir d'apprentissage sans supports pédagogiques matériels. Ces supports guident le travail de lecture et d'écriture des élèves. L'enseignant dispose dans la façon de les utiliser d'une marge de jeu qui, sans être négligeable, est loin d'être illimitée. Notre objectif n'était pas de mesurer la compétence propre des enseignants et leur habileté distinctive dans l'usage de cette marge de jeu (on reviendra ci-après sur la question des « effets-maîtres »), mais d'évaluer ce qu'on pourrait appeler le « rendement pédagogique moyen » des systèmes d'apprentissage, tels que les manuels les mettent en oeuvre sous telle ou telle forme."

Steve Jefferys, Janroj Keles, Nick Clark & Sylvie Contrepois (dir.). [Precarious work amongst students in Europe \(PRECSTUDE\)](#). Working Lives Research Institute (WLRI) at London Metropolitan University ; 12/2012

Researchers at the Working Lives Research Institute (WLRI) at London Metropolitan University are conducting a study across 7 member states (Czech Republic, France, Italy, Spain, Poland, Latvia and UK) to find out what sort of paid work is undertaken by students during their studies, and to what extent it could be described as “precarious”. The research is funded by the European Commission (DG Employment) under Agreement Number VS/2011/0505, as part of a programme looking at how precarious work might be converted into work with better rights.

Among other issues, the Commission is interested in projects which analyse the economic significance, causes and effects of precarious work, and the extent to which it contributes to the flexibility of the labour market. They are also concerned to see analysis of “Measures and incentives aimed at enabling the transformation of precarious employment relationships into contracts carrying more social rights, including the collective representation of workers”.

Les rapports des pays participants sont disponibles en ligne :

- Royaume Uni (12 pages)
- France (17 pages)
- Italie (22 pages)
- Lettonie (15 pages)
- Pologne (16 pages)
- Espagne (12 pages)
- République Tchèque (7 pages)

AGBODJOGBE Basile Djessounounkon. [L'implémentation des nouveaux programmes par compétences au Bénin : des textes officiels aux pratiques d'enseignement : analyses didactiques en éducation physique et sportive et en sciences de la vie et de la terre en classe de 5^{ème}](#). Thèse en Sciences de l'éducation, soutenue en 2013, sous la dir. de Chantal AMADE-ESCOT (Université de Toulouse 2-Le Mirail)

« La thèse analyse l'implémentation des nouveaux programmes d'EPS et de SVT au Bénin dans le cadre de la réforme curriculaire selon l'approche par les compétences. Cette question est envisagée selon une approche comparative en termes de transposition didactique. Trois études emboîtées structurent le travail empirique. La première caractérise les nouvelles matrices disciplinaires en EPS et en SVT à partir d'une analyse de contenus des documents officiels. La seconde s'intéresse aux points de vue des acteurs impliqués dans cette réforme depuis dix ans (inspecteurs, conseillers pédagogiques, enseignants). La troisième rend-compte, sous couvert de la théorie de l'action conjointe en didactique, des pratiques d'enseignement de 6 enseignants (3 en EPS : basket-ball et 3 en SVT : relations d'exploitation interspécifiques). Les résultats mettent en évidence les contraintes qui pèsent sur la mise en œuvre de ces nouveaux programmes. »

GOIRAND Stéphanie. [La production d'une adhésion "relative" à une nouvelle politique sociale : le cas du dispositif de Réussite éducative à Toulouse de 2006 à 2009](#). Thèse en Sociologie, démographie, soutenue en 2012, sous la dir. de Vincent SIMOULIN (Université de Toulouse 2-Le Mirail)

« Cette thèse montre comment une politique socioéducative locale, déployée à la croisée de plusieurs secteurs publics (éducatif, social, santé, loisir,...) et révélatrice de l'évolution actuelle des modes d'intervention sociale (individualisation, activation, contractualisation,...), est appropriée,

construite et transformée par les acteurs de terrain, ainsi que dans l'interaction avec les usagers. À partir de l'étude du dispositif de Réussite éducative à Toulouse de 2006 à 2009, ce travail de recherche met en exergue les différentes phases qui ont balisé l'intégration et la structuration de cette nouvelle action publique sociale locale. D'une réception critique de la part des professionnels socioéducatifs locaux à une acceptation et une mobilisation progressives, nos investigations montrent comment les acteurs locaux ont contribué à transformer ce dispositif en une politique " palliative " et présentiste afin de répondre aux carences, aux dysfonctionnements du système socioéducatif local. C'est alors une adhésion " relative " à cette nouvelle politique publique que nous observons, dans le sens où les réticences exprimées au départ par les acteurs ne disparaissent pas, mais sont mises de côté compte tenu des besoins existants et de l'urgence des situations. Les acteurs ne sont pas dupes des tentatives de modification du système et continuent à y résister en cherchant à instrumentaliser le dispositif. Toutefois, l'adhésion, si relative soit-elle, finit par ouvrir progressivement la voie du changement sous l'effet de la création d'une succession de dispositifs, dont la Réussite éducative fait partie, qui tendent à promouvoir un nouveau paradigme social. »

Repéré sur : Insee.fr

Franck Piot. [Travailler pour des particuliers : essor des métiers de la garde d'enfants](#). INSEE première, N°1472 - novembre 2013

En 2012, en France métropolitaine, 1,6 million de personnes ont travaillé pour des particuliers. Parmi elles, 29 % ont gardé des enfants, chez elles ou chez l'employeur. Cette part a crû de plus de trois points en quatre ans. Neuf salariés de particuliers sur dix sont des femmes et deux sur cinq ont 50 ans ou plus. En moyenne, ces salariés ont travaillé pour 3,2 employeurs en 2012.

Entre 2008 et 2012, le revenu annuel moyen des salariés de particuliers a augmenté de 10 % en euros constants. Cette hausse traduit celle du nombre d'assistantes maternelles ; ces dernières touchent les rémunérations les plus importantes et les plus dynamiques. Les revenus des gardes d'enfants à domicile, dont les effectifs progressent également, baissent fortement, car leur durée moyenne de travail se replie.

En 2011, les salariés de particuliers ont perçu en moyenne 5 200 euros au cours de l'année. Les assistantes maternelles ont touché un revenu presque deux fois plus important (10 200 euros).

Pour un tiers des salariés, l'emploi auprès de particuliers est secondaire : il apporte un complément de revenu annuel de 1 800 euros en 2011.

Thomas Morin, Laurence Jaluzot, Sébastien Picard. [Femmes et hommes face à la violence : les femmes sont plus souvent victimes d'un proche ou de leur conjoint](#). INSEE Première, n 1473, novembre 2013

En 2010 ou 2011, 2,2 millions de personnes de 18 à 75 ans ont subi des violences physiques ou sexuelles. Les hommes sont beaucoup moins souvent que les femmes victimes de viols et d'autres atteintes sexuelles. Les jeunes adultes et les parents de familles monoparentales sont plus exposés à toutes les formes de violences. Pour un homme sur deux victime de violence, l'auteur est un inconnu. À l'opposé, les trois quarts des femmes victimes de violence connaissent leur agresseur. Notamment, pour plus de 30 % d'entre elles, il s'agit du conjoint ou de l'ex-conjoint. Ces violences conjugales sont rarement suivies de plaintes, en particulier lorsqu'il s'agit d'agressions à caractère sexuel.

Jonathan Brendler. [Les personnes en difficulté à l'écrit : des profils régionaux variés](#). INSEE première, n°1475, novembre 2013

L'enquête sur l'usage de l'information dans la vie quotidienne, réalisée en 2011, apporte des résultats régionaux pour cinq régions de France métropolitaine (Haute-Normandie, Île-de-France, Nord - Pas-de-Calais, Picardie et Provence - Alpes - Côte d'Azur). Si la fréquence des situations préoccupantes à l'écrit varie relativement peu d'une région à l'autre, les profils des personnes en difficulté à l'écrit apparaissent néanmoins bien différents. En Île-de-France, c'est l'immigration récente qui en explique une partie. En Picardie, ce sont les hommes qui sont particulièrement touchés. En Haute-Normandie, le niveau d'études a moins d'impact sur la compréhension écrite. En Nord - Pas-de-Calais et en Provence - Alpes - Côte d'Azur, le fort poids du chômage est en partie cause et conséquence des difficultés face à l'écrit.

[Formations et emploi - Insee Références - Édition 2013](#). Paris : INSEE, décembre 2013

- [Face à la crise, le diplôme protège du chômage et favorise l'accès à la formation continue](#)

Daniel Martinelli, Claude Minni

Le niveau de formation des jeunes a beaucoup progressé au cours des années 1990, suite à une forte hausse du nombre de bacheliers et à des poursuites d'études massives dans le supérieur.

- [Origine et insertion des jeunes sans diplôme](#)

Béatrice Le Rhun, Daniel Martinelli, Claude Minni, Isabelle Recotillet

La part des jeunes sortant de formation initiale sans diplôme s'est stabilisée autour de 17 % depuis le milieu des années 1990. Ces jeunes sont plus souvent que les autres issus de milieux défavorisés...

- [Les défis des demandeurs d'emploi face à la formation professionnelle : accéder aux formations et s'insérer](#)

Johanne Aude, Patrick Pommier

Selon une enquête réalisée en 2012, les personnes qui sont au chômage ont moins fréquemment

- [Fiches thématiques - L'école et ses sortants - Formations et emploi - Insee Références - Édition 2013](#)

6 fiches : Durée de scolarisation - Niveau de formation - Diplômes de l'enseignement supérieur - Apprentis en formation - Cumul emploi-études - Éducation, comparaisons européennes...

- [Fiches thématiques - L'insertion des jeunes - Formations et emploi - Insee Références - Édition 2013](#)

13 fiches : Jeunes actifs de 15 à 29 ans - Chômage en phase d'insertion professionnelle - Sous-emploi - Statuts des emplois - Jeunes dans les emplois aidés - Catégories socioprofessionnelles

- [Fiches thématiques - La formation tout au long de la vie - Formations et emploi - Insee Références - Édition 2013](#)

5 fiches : Formation des adultes - Demandeurs d'emploi en formation - Diplômes en formation continue - Validation des acquis de l'expérience - Formation continue financée par les entreprises ...

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[Credit Constraints and the Racial Gap in Post-Secondary Education in South Africa](#)

David Lam ; Cally Ardington ; Nicola Branson ; Murray Leibbrandt

This paper analyzes the impact of high school household income and scholastic ability on post-secondary enrollment in South Africa. Using longitudinal data from the Cape Area Panel Study (CAPS), we analyze the large racial gaps in the proportion of high school graduates who enroll in university and other forms of post-secondary education. Our results indicate that family background and high school achievement (measured by a literacy and numeracy exam and performance on the grade 12 matriculation exam) are strong predictors of post-secondary enrollment and statistically account for all of the black-white difference in enrollment. Controlling for parental education and baseline scholastic ability reduces the estimated impact of household income on university enrollment, though there continues to be an effect at the top of the income distribution. We also find evidence of credit constraints on non-university forms of post-secondary enrollment. Counterfactual estimates indicate that if all South Africans had the incomes of the richest whites, African university enrollment would increase by 65%, even without changing parental education or high school academic achievement. The racial gap in university enrollment would narrow only slightly, however as our results suggest that this gap in postsecondary enrollment results mainly from the large racial gap in high school academic achievement.

[Analyzing Zero Returns to Education in Germany – Heterogeneous Effects and Skill Formation](#)

Daniel A. Kamhöfer ; Hendrik Schmitz

We analyze the effect of education on wages using German Socio-Economic Panel data and regional variation in mandatory years of schooling and the supply of schools. This allows us to estimate more than one local average treatment effect and heterogeneous effects for different groups of compliers. Our results are in line with previous studies that do not find an effect of compulsory schooling on wages in Germany. We go beyond these studies and test a potential reason for it, namely that basic skills are learned earlier in Germany and additional years of schooling are not effective anymore. This is done by also estimating the effect of education on cognitive skills. The results suggest that education after the eighth year does not seem to have a causal effect on cognitive skills in Germany. This is consistent with the explanation for zero effects of schooling on earnings.

[Tracking in the Tracks Understanding Inequality Patterns in the Italian Public Schooling System](#)

Luigi Benfratello ; Giuseppe Sorrenti ; Gilberto Turati

We study whether – beyond an EU-style tracking separating students in general versus vocational curricula – the Italian highly centralized public schooling is characterized by an implicit US-style tracking system separating students by ability within the same track. We pursue this aim by using administrative data on a standardized admission test at the School of Economics in Turin. We proxy students' ability with the test score and check whether students across schools within the same track

are stratified by ability and household income. Our findings strongly suggest that the inequality patterns common in Italian schooling are affected by both types of tracking.

[A comparison of public and private schools in Spain using robust nonparametric frontier methods](#)

Cordero, José Manuel ; Prior, Diego ; Simancas Rodríguez, Rosa

This paper uses an innovative approach to evaluate educational performance of Spanish students in PISA 2009. Our purpose is to decompose their overall inefficiency between different components with a special focus on studying the differences between public and state subsidized private schools. We use a technique inspired by the non-parametric Free Disposal Hull (FDH) and the application of robust order-m models, which allow us to mitigate the influence of outliers and the curse of dimensionality. Subsequently, we adopt a metafrontier framework to assess each student relative to the own group best practice frontier (students in the same school) and to different frontiers constructed from the best practices of different types of schools. The results show that state-subsidised private schools outperform public schools, although the differences between them are significantly reduced once we control for the type of students enrolled in both type of centres.

[Incentives and teacher effort: further evidence from a developing country](#)

Dang, Hai-Anh H. ; King, Elizabeth M.

Few would contest that teachers are a very important determinant of whether students learn in school. Yet, in the face of compelling evidence that many students are not learning what they are expected to learn, how to improve teacher performance has been the focus of much policy debate in rich and poor countries. This paper examines how incentives, both pecuniary and non-pecuniary, influence teacher effort. Using school survey data from Lao PDR, it estimates new measures of teacher effort, including the number of hours that teachers spend preparing for classes and teacher provision of private tutoring classes outside class hours. The estimation results indicate that teachers increase effort in response to non-pecuniary incentives, such as greater teacher autonomy over teaching materials, and monitoring mechanism, such as the existence of an active parent-teacher association and the ability of school principals to dismiss teachers. Methodologically, the paper provides a detailed derivation of a simultaneous ordinary least squares-probit model with school random effects that can jointly estimate teacher work hours and tutoring provision.

[Why Should Business Education Care About Care? Toward an Educare Perspective](#)

André, Kévin (ESSEC Business School)

This article considers the potential contribution of care ethics in business education through the lens of a new perspective, called "educare." This paper will first give a definition of educare as a pedagogical strategy which aims to make all students free to care. We will then look at why the educare strategy is relevant for business ethics education, given the intense challenges it is presently facing. Lastly, we will see how educare could be implemented effectively through service-learning.

[A Randomized Controlled Trial of Teaching Methods: Do Classroom Experiments Improve Economic Education in High Schools?](#)

Gerald Eisenkopf (Department of Economics, University of Konstanz, Germany) ; Pascal Sulser (Department of Economics, University of Konstanz, Germany)

We present results from a field experiments at Swiss high schools in which we compare the effectiveness of teaching methods in economics. We randomly assigned classes into an experimental

and a conventional teaching group, or a control group that received no specific instruction. Both of our teaching treatments improve economic understanding considerably while effect sizes are almost identical. However, student ability crucially affects learning outcomes as more able students seem to benefit disproportionately from classroom experiments while weaker students lose out. Supplemental data indicates that our experimental treatment crowded out time for adequately discussing the subject, which may have limited less able students to generate a profound understanding. Furthermore there is no robust impact of economic training on social preferences, measured as both individual behavior in incentivized decisions or political opinions.

[Applying the Capability Approach to the French Education System: An Assessment of the "Pourquoi pas moi ?"](#)

André, Kévin (ESSEC Business School)

This paper attempts to re-examine the notion of equality, going beyond the classic opposition in France between affirmative action and meritocratic equality. Hence, we propose shifting the French debate about equality of opportunities in education to the question of how to raise equality of capability. In this paper we propose an assessment based on the capability approach of a mentoring programme called 'Une grande école: pourquoi pas moi?' ('A top-level university: why not me?' (PQPM) launched in 2002 by a top French business school. The assessment of PQPM is based on the pairing of longitudinal data available for 324 PQPM students with national data. Results show that the 'adaptive preferences' of the PQPM students change through a process of empowerment. Students adopt new 'elitist' curricula but feel free to follow alternative paths.

[Spillover Effects of Studying with Immigrant Students: A Quantile Regression Approach](#)

Ohinata, A. ; Ours, J.C. van (Tilburg University, Center for Economic Research)

We analyze how the share of immigrant children in the classroom affects the educational attainment of native Dutch children in terms of their language and math performance at the end of primary school. Our paper studies the spill-over effects at different parts of the test score distribution of native Dutch students using a quantile regression approach. We find no evidence of negative spillover effects of the classroom presence of immigrant children at the median of the test score distribution. In addition, there is no indication that these spill-over effects are present at other parts of the distribution.

[The choice to enrol in a small university: A case study of Piemonte Orientale](#)

Caliman, Tiziana ; Cassone, Alberto

In the recent past, expectations concerning universities have emphasised their active role in enhancing economic and regional development. The universities in geographical areas suffering from structural problems are particularly required to play this role. Moreover, the correlation between the socioeconomic status (and the education) of parents and that of their adult offspring is positive and significant, in both the statistical and practical senses. This paper investigates the experience of a small Italian University (Piemonte Orientale 'Amedeo Avogadro'), in order to evaluate its role in human capital accumulation, necessary to economic development. The aim of this article is to verify whether this small university satisfies a specific demand which would never be satisfied by a larger university. We found important role of small Universities in the human capital accumulation in the recruitment basin, a phenomenon with medium and long term implications. The empirical results show that the representative graduate student of Piemonte Orientale is characterized by modest

parental socioeconomic conditions and education. Its demographic recruitment basin is a specific and well defined geographical area. These factors have a positive impact on the choice of enrolment (Piemonte Orientale versus other Universities). The choice is modelled by a probit (logit) binary outcomes model using the Almalaurea cross-section sample on graduates in year 2008. We also update the dataset and re-estimate the models in order to verify the robustness of empirical results and to identify changes in the representative student, using the Almalaurea cross-section sample on graduates for year 2010. The crucial role of the modest socioeconomic background and the low mobility of the students are confirmed. The 2010 analysis does not confirm a result for year 2008, i.e. that a poor performance in secondary school increases the probability to choose Piemonte Orientale vs larger and well established universities: the result underlines a positive evolution of this small university recruitment performance.

[Supplementary Education in Turkey: Recent Developments and Future Prospects](#)

TANSEL, AYSIT

Purpose: This paper aims to provide the recent developments on the supplementary education system in Turkey. The national examinations for advancing to higher levels of schooling are believed to fuel the demand for Supplementary Education Centers (SEC). Further, we aim to understand the distribution of the SECs and of the secondary schools across the provinces of Turkey in order to evaluate the spatial equity considerations. **Design/Methodology/Approach:** The evolution of the SECs and of the secondary schools over time are described and compared. The provincial distribution of the SECs, secondary schools and the high school age population are compared. The characteristics of these distributions are evaluated to inform the about spatial equity issues. The distribution of high school age population that attend secondary schools and the distribution of the secondary school students that attend SECs across the provinces are compared. **Findings:** The evidence points out to significant provincial variations in various characteristics of SECs and the secondary schools. The distribution of the SECs is more unequal than that of the secondary schools. The provinces located mostly in the east and south east of the country have lower quality SECs and secondary schools. Further, the SEC participation among the secondary school students and the secondary school participation among the relevant age group are lower in some of the provinces indicating major disadvantages. **Originality/Value:** The review of the most recent developments about the SECs, examination and comparison of provincial distributions of the SECs and of the secondary schools are novelties in this paper.

[Can free provision reduce demand for public services ? evidence from Kenyan education](#)

Bold, Tessa ; Kimenyi, Mwangi ; Mwabu, Germano ; Sandefur, Justin

In 2003 Kenya abolished user fees in all government primary schools. Analysis of household survey data shows this policy contributed to a shift in demand away from free schools, where net enrollment stagnated after 2003, toward fee-charging private schools, where both enrollment and fee levels grew rapidly after 2003. These shifts had mixed distributional consequences. Enrollment by poorer households increased, but segregation between socio-economic groups also increased. The shift in demand toward private schooling was driven by more affluent households who (i) paid higher ex ante fees and thus experienced a larger reduction in school funding, and (ii) appear to have exited public schools partially in reaction to increased enrollment by poorer children.

[Does malaria control impact education? A study of the Global Fund in Africa.](#)

Maria Kuecken (Centre d'Economie de la Sorbonne - Paris School of Economics) ; Josselin Thuilliez (Centre d'Economie de la Sorbonne - Paris School of Economics) ; Marie-Anne Valfort (Centre d'Economie de la Sorbonne - Paris School of Economics)

We examine the middle-run effects of the Global Fund's malaria control programs on the educational attainment of primary schoolchildren in Sub-Saharan Africa. Using a quasi-experimental approach, we exploit geographic variation in pre-campaign malaria prevalence (malaria ecology) and variation in exogenous exposure to the timing and expenditure of malaria control campaigns, based on individuals' years of birth and year surveyed. In a large majority of countries (14 of 22), we find that the program led to substantial increases in years of schooling and grade level as well as reductions in schooling delay. Moreover, although by and large positive, we find that the marginal returns of the Global Fund disbursements in terms of educational outcomes are decreasing. Our findings, which are robust to both the instrumentation of ecology and use of alternative ecology measures, have important policy implications on the value for money of malaria control efforts.

[Labor Market Effects of Adult Education Vouchers: Evidence from a Randomized Field Experiment](#)

Dolores Messer (University of Bern, Switzerland) ; Guido Schwerdt (Ifo Institute for Economic Research and CESifo, Munich, Germany) ; Ludger Woessmann (University of Munich, Ifo Institute for Economic Research, CESifo) ; Stefan C. Wolter (Swiss Coordination Centre for Research in Education, University of Bern, CESifo, IZA; University of Bern, Centre for Research in Economics of Education,)

Lifelong learning is often promoted in ageing societies, but little is known about its returns or governments' ability to advance it. This paper evaluates the effects of a large-scale randomized field experiment issuing vouchers for adult education in Switzerland. We find no significant average effects of voucher-induced adult education on earnings, employment, and subsequent education one year after treatment. But effects are heterogeneous: Low-education individuals are most likely to profit from adult education, but least likely to use the voucher. The findings cast doubt on the effectiveness of existing unrestricted voucher programs in promoting labor market outcomes through adult education.

[Value Added and Contextual Factors in Education: Evidence from Chilean Schools](#)

Thieme Claudio (Universidad Diego Portales) ; Prior Diego (Universidad Autónoma de Barcelona) ; Tortosa-Ausina Emili (INSTITUTO VALENCIANO DE INVESTIGACIONES ECONÓMICAS (Ivie) UNIVERSITY JAUME I) ; Gempp René (Diego Portales University)

There is consensus in the literature about the need to control for socioeconomic status and other contextual variables at student and school level in the estimation of value added models, for which methodologies rely on hierarchical linear models. However, this approach is problematic because the nature of their estimate is a comparison with a school mean, implying no real incentive for performance excellence. Meanwhile, activity analysis models recently developed to estimate school value added have been unable to control for contextual variables. We propose a robust frontier model to estimate contextual value added which integrates recent advances in the activity analysis literature. We provide an application to a sample of schools in Chile, where reforms have been made in the educational system focusing on the need for accountability measures. Results indicate the general relevance of including contextual variables, and explain the performance differentials found for the three school types.

[Public Education Spending, Sectoral Taxation and Growth](#)

Marion Davin (Aix-Marseille University (Aix-Marseille School of Economics), CNRS & EHESS)

This paper examines the interplay between public education expenditure and economic growth in a two-sector model. We reveal that agents' preferences for services, education and savings play a major role in the relationship between growth and public education expenditures, as long as production is taxed at a different rate in each sector.

[Returns to Foreign Language Skills in a Developing Country: The Case of Turkey](#)

Antonio Di Paolo (Department of Econometrics, University of Barcelona) ; Aysit Tansel (Department of Economics, METU)

Foreign language skills represent a form of human capital that can be rewarded in the labor market. Drawing on data from the Adult Education Survey of 2007, this is the first study estimating returns to foreign language skills in Turkey. We contribute to the literature on the economic value of language knowledge, with a special focus on a country characterized by fast economic and social development. Although English is the most widely spoken foreign language in Turkey, we initially consider the economic value of different foreign languages among the employed males aged 25 to 65. We find positive and significant returns to proficiency in English and Russian, which increase with the level of competence. Knowledge of French and German also appears to be positively rewarded in the Turkish labor market, although their economic value seems mostly linked to an increased likelihood to hold specific occupations rather than increased earnings within occupations. Focusing on English, we also explore the heterogeneity in returns to different levels of proficiency by frequency of English use at work, birth-cohort, education, occupation and rural/urban location. The results are also robust to the endogenous specification of English language skills.

[Assessing the impact of blended learning on student performance](#)

Do Won Kwak (School of Economics, The University of Queensland) ; Flavio Menezes (School of Economics, The University of Queensland) ; Carl Sherwood (School of Economics, The University of Queensland)

This paper assesses quantitatively the impact on student performance of a blended learning experiment within a large undergraduate first year course in statistics for business and economics students. We employ a differences-in-differences econometric approach, which controls for differences in student characteristics and course delivery method, to evaluate the impact of blended learning on student performance. Although students in the course manifest a preference for live lectures over online delivery, our empirical analysis strongly suggests that student performance is not affected (either positively or negatively) by the introduction of blended learning.

[The creation of the national educational system of Uzbekistan and establishment of bilateral educational relations with leading European countries](#)

Mamajonov, Nuriddin

Education, Capacity Building, Uzbekistan, International Development, International Relations/Trade, Political Economy, Teaching/Communication/Extension/Profession

[Schooling Supply and the Structure of Production: Evidence from US States 1950–1990](#)

Ciccone, Antonio (Universitat Pompeu Fabra) ; Peri, Giovanni (University of California)

We find that over the period 1950–1990, states in United States absorbed increases in the supply of schooling due to tighter compulsory schooling and child labor laws mostly through within-industry

increases in the schooling intensity of production. Shifts in the industry composition towards more schooling-intensive industries played a less important role. To try and understand this finding theoretically, we consider a free trade model with two goods/industries, two skill types, and many regions that produce a fixed range of differentiated varieties of the same goods. We find that a calibrated version of the model can account for shifts in schooling supply being mostly absorbed through within-industry increases in the schooling intensity of production even if the elasticity of substitution between varieties is substantially higher than estimates in the literature.

[Potencial de Convergência Regional em Educação no Brasil](#)

Marcelo Medeiros ; Luis Felipe Batista de Oliveira

Este estudo analisa fatores que afetam as desigualdades educacionais entre e dentro de regiões do Brasil, com foco em determinar como diferenças de características das populações e a forma diferenciada como essas características se distribuem influenciam resultados educacionais em cada região do país. Para isso, é analisada a população de jovens de 14 a 17 anos, em todo o Brasil, a partir de dados da Pesquisa Nacional por Amostra de Domicílios (PNAD). Por meio da decomposição da desigualdade entre efeitos de atributos observados, respostas observadas a esses atributos e resíduos das regressões lineares de predição da educação, conclui-se que, para explicar desigualdades entre e intrarregionais, as respostas aos atributos são mais importantes que diferenças nas distribuições de atributos. Há, portanto, a possibilidade de se reverter uma parte da desigualdade educacional por meio de políticas educacionais que promovam uma convergência regional na direção das regiões em melhores condições. We analyze the factors determining educational inequalities within and between regions in Brazil. We are interested in how characteristics and the return to these characteristics in each region affect educational outcomes. For this we analyze the population of people aged 14 to 17 years in Brazil using PNAD data. By decomposing inequality in the effect of observed attributes, return to these attributes and residuals from the linear regressions used for prediction, we conclude that differences in the returns to the attributes are more important to inequality than differences in the distributions of attributes. Therefore, it is possible to reduce at least part of regional inequalities by means of educational policies if education in the worst off regions improves in the direction of the better off regions.

[Determinants of transition from secondary education to teacher education in Flanders.](#)

Janssens, Barbara ; Smet, Mike

Determinants of the decision to enroll in teacher education. Newly linked administrative data from the ministry of education enable us to consider the transition from secondary to higher education of an entire population cohort of students who graduated from secondary education in the academic year 2004-2005. These data allow tracking individual students during their higher education career from the academic year 2005-2006 until 2011-2012. The data include individual student characteristics, detailed individual enrolment information in secondary education and higher education, a number of secondary school and college or university characteristics, as well as regional socioeconomic indicators. The results show that a number of individual characteristics as well as the socio-economic background of the school leavers are significant covariates in explaining the probability to enroll in teacher education.

[From secondary to higher education in Flanders: individual, school and socioeconomic impact on the transition probabilities.](#)

Smet, Mike

In this paper we investigate the transition from secondary school to higher education in Flanders, more specifically the transition of students from technical and vocational education. We used merged administrative databases from the Flemish Department of Education in order to construct a longitudinal dataset, enabling to track individual students from secondary to higher education. We obtained data from the entire population of school leavers from ten study fields in technical and vocational secondary education (n=9991). The data include individual demographic student characteristics, detailed individual enrolment information in secondary education and higher education for four school years, a number of secondary school characteristics as well as regional socioeconomic indicators. These data allow us to explain differences in transition probabilities to a 7th year vocational training, college or university and to quantify the impact of the various explanatory variables. Results from logistic regression models indicate that a number of individual pupil characteristics, as well as school level characteristics are significant covariates in explaining transition probabilities to post-secondary education. In addition, the estimation results also show that specific secondary education study fields have a significant impact on the transition rate to higher education.

[Open Enrolment and Student Achievement](#)

Friesen, Jane ; Harris, Benjamin Cerf ; Woodcock, Simon

We investigate the effects of public school open enrolment, which allows students to enroll in any public school with available space, on fourth grade test scores. We find a small, positive effect on the average student; this benefit appears to stem from increased competition among schools, rather than directly through expanded choice opportunities. Among students whose catchment school is locally top-ranked according to test scores, greater choice is of no direct benefit; however, students whose catchment school is locally lowest-ranked earn higher scores when they have access to better local schools. Students in both groups benefit from increased school competition.

[Re-testing PISA Students One Year Later: On School Value Added Estimation Using OECD-PISA](#)

Bratti, Massimiliano (University of Milan) ; Checchi, Daniele (University of Milan)

Thanks to the effort of two local educational authorities, in two regions of North Italy (Valle d'Aosta and the autonomous province of Trento) the PISA 2009 test was re-administered to the same students one year later. This paper is the first to analyse in the OECD-PISA context the potential advantages of re-testing the same students in order to provide better measures of schools' contributions to student achievement. We show that while cross-sectional measures of school value added based on PISA student literacy, which measures "knowledge for life", tend to be very volatile over time whenever there is a high year-to-year attrition in the student population, longitudinal measures of school value added are very robust to student attrition (even without controlling for sample selection). Moreover, persistence in individual test scores tends to be higher in highly "selective" (i.e. high drop-out) school environments.

[Spillover Effects of Studying with Immigrant Students: A Quantile Regression Approach](#)

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

We analyze how the share of immigrant children in the classroom affects the educational attainment of native Dutch children in terms of their language and math performance at the end of primary school. Our paper studies the spill-over effects at different parts of the test score distribution of native Dutch students using a quantile regression approach. We find no evidence of negative

spillover effects of the classroom presence of immigrant children at the median of the test score distribution. In addition, there is no indication that these spill-over effects are present at other parts of the distribution.

[Does malaria control impact education? A study of the Global Fund in Africa](#)

Maria Kuecken (CES - Centre d'économie de la Sorbonne - CNRS : UMR8174 - Université Paris I - Panthéon-Sorbonne) ; Josselin Thuilliez (CES - Centre d'économie de la Sorbonne - CNRS : UMR8174 - Université Paris I - Panthéon-Sorbonne) ; Marie-Anne Valfort (CES - Centre d'économie de la Sorbonne - CNRS : UMR8174 - Université Paris I - Panthéon-Sorbonne, EEP-PSE - Ecole d'Économie de Paris - Paris School of Economics - Ecole d'Économie de Paris)

We examine the middle-run effects of the Global Fund's malaria control programs on the educational attainment of primary schoolchildren in Sub-Saharan Africa. Using a quasi-experimental approach, we exploit geographic variation in pre-campaign malaria prevalence (malaria ecology) and variation in exogenous exposure to the timing and expenditure of malaria control campaigns, based on individuals' years of birth and year surveyed. In a large majority of countries (14 of 22), we find that the program led to substantial increases in years of schooling and grade level as well as reductions in schooling delay. Moreover, although by and large positive, we find that the marginal returns of the Global Fund disbursements in terms of educational outcomes are decreasing. Our findings, which are robust to both the instrumentation of ecology and use of alternative ecology measures, have important policy implications on the value for money of malaria control efforts.

[The role of merit-based and need-based financial aid: Evidence from Trieste University's grant programs](#)

Graziosi, Grazia

The aim of this article is to investigate whether the Italian University grants are an effective tool to prevent student drop-out and to favor the degree attainment, both for merit and need-based financial aids. The survey units are Italian students enrolled on a degree course in Chemistry, Physics and Mathematics from 2002/03 until 2007/08 in the University of Trieste. On the one hand, the Regional Agency for the Right to Education offers some grants every year to eligible students from low-income families (rarely related to merit). On the other hand, Fonda Foundation offers some (only) merit-based grants to the best students enrolled in Chemistry, Physics and Mathematics degree courses. In order to estimate the causal effect of receiving a grant, we follow the counterfactual analysis and we match treated and control units using Genetic matching and Coarsened Exact Matching. The results suggest that the income-based financial aids have a positive impact to prevent drop-out at 2nd year, but a nonsignificant effect on graduation time, whereas the merit-based scholarships increase the probability to achieve the degree in the time allotted.

[Analysis of group performance with categorical data when agents are heterogeneous: The case of compulsory education in the OECD](#)

Ildefonso Méndez Martínez (Dpto. Economía Aplicada) ; Antonio Villar Notario (Instituto Valenciano de Investigaciones Económicas) ; Carmen Herrero Blanco (Instituto Valenciano de Investigaciones Económicas)

This paper analyses the evaluation of the relative performance of a set of groups when their outcomes are defined in terms of categorical data and the groups' members are heterogeneous. This type of problem has been dealt with in Herrero and Villar (2012) for the case of a homogenous

population. Here we expand their model controlling for heterogeneity by means of inverse probability weighting techniques. We apply this extended model to the analysis of compulsory education in the OECD countries, using the data in the PISA. We evaluate the relative performance of the different countries out of the distribution of the students' achievements across the different levels of competence, controlling by the students' characteristics (explanatory variables regarding schooling and family environment). We find that differences in reading ability across OECD countries would lower by 35% if their endowment of students' characteristics would be that for the OECD average.

[Immigrants' Educational Mismatch and the Penalty of Over-Education](#)

Kalfa, Eleni (University of Kent) ; Piracha, Matloob (University of Kent)

This paper analyses immigrants' education-occupation mismatch as well as its impact on their wages in Spain. Using cross-sectional data from the National Immigrant Survey of Spain 2007, we estimate a probit model taking into account the possible problem of selection bias. We show that the incidence of immigrants' education-occupation mismatch in the Spanish labour market can largely be explained by the incidence of education-occupation mismatch in the last job held in the home country. The probability of having been over-educated at home shows to have a higher effect on the probability of being over-educated in the first job upon arrival where work experience gained in the home country shows to be highly valued by Spanish employers. In addition, our results show that those who were over-educated in their first job after arrival are more likely to continue in being overeducated in their current/last job in Spain. Furthermore, we analyse the performance of immigrants in Spain by estimating the wage penalty of over-education. Using log wage equation as well as predicted and counterfactual values distinguishing between immigrants being in the correctly matched occupation and those who are over-educated, we show that over-educated immigrants earn significantly lower wage compared to their correctly-matched counterparts, while over-educated immigrants' would have earned an even larger amount if the same individuals were employed in a correctly matched job instead. Significant differences are also apparent when restricting the models to the level of education.

[Why do students leave education early? Theory and evidence on high school dropout rates.](#)

Cabus, S. ; De Witte, Kristof

This paper contributes to the growing literature on school dropout by proposing and empirically testing a theoretical framework on the enrollment decision of youngsters in secondary education. The model relates school dropout to time preferences, motivation, opportunity costs, and policy measures, and is empirically tested on longitudinal data of about 5,000 Dutch vocational students. We evaluate the enrollment decision of students for (1) different intensity levels of dropout prevention policy, and for (2) different levels of economic development. The results indicate that the model can accurately predict actual enrollment rates over the period 2000-2011. Using the model to forecast the level of school dropout in the Netherlands by the year 2020, it is observed that a very strict dropout prevention policy could yield nearly maximum enrollment rates (i.e., 97%) in schools. However, the annual budget for a similar dropout prevention policy is estimated at e574 million or 0.10% of the Dutch GDP.

[Framework for the reform of education systems and planning for quality](#)

Patrinos, Harry Anthony ; Velez, Eduardo ; Wang, Catherine Yan

In 2000, the goal that, by 2015, all children will have access to, and complete, free and compulsory primary education of good quality, was set. Despite the progress in terms of student enrollment and completion, the quality of learning produced in developing countries remains poor. Existing models of education production are inadequate for informing education reform for the purpose of improving school quality, as measured by student learning. Thus, a broader and more integrated approach of policy making is put forward. Building on theory and empirical evidence on what works, the paper puts forward a framework for improving the quality of education. The framework includes six factors: (1) assessment; (2) autonomy; (3) accountability; (4) attention to teachers; (5) attention to early childhood development; and (6) attention to culture. Going forward, there is a need to develop a system of international quality benchmarks drawing on a larger body of evidence. Most importantly, more empirical evidence from impact evaluations is needed.

[Female labor force participation and child education in India: The Effect of the National Rural Employment Guarantee Scheme](#)

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

The National Rural Employment Guarantee Scheme (NREGS) of India mandates 1/3rd of beneficiaries to be women and equal wages across gender. We study its impact on children's educational attainment via women's increased access to labor market opportunities. Using child level panel data, and taking advantage of the temporal, subdistrict level variation in the intensity of implementation of the NREGS, we find that a rise in mother's share in parental NREGS workdays increases school attendance and grade attainment of her children, particularly girls. This impact is over and above any income effect induced by the scheme.

[Access to Effective Teaching for Disadvantaged Students.](#)

Eric Isenberg ; Jeffrey Max ; Philip Gleason ; Liz Potamites ; Robert Santillano ; Heinrich Hock ; Michael Hansen

[Climate Variability, Child Labour and Schooling: Evidence on the Intensive and Extensive Margin](#)

Jonathan Colmer

How does future income uncertainty affect child labour and human capital accumulation? Using a unique panel dataset, we examine the effect of changes in climate variability on the allocation of time among child labour activities (the intensive margin) as well as participation in education and labour activities (the extensive margin). We find robust evidence that increased climate variability increases the number of hours spent on farming activities while reducing the number of hours spent on domestic chores, indicating a substitution of time across child labour activities. In addition, we find no evidence of climate variability on enrolment decisions or educational outcomes, suggesting that households may spread the burden of labour across children to minimise its impact on formal education.

[A Normative Justification of Compulsory Education](#)

Alessandro Balestrino ; Lisa Grazzini (Università degli Studi di Firenze) ; Annalisa Luporini (Università degli Studi di Firenze)

Using a household production model of educational choices, we characterise a free market situation in which some agents ("high-wagers") educate their children full-time and spend a sizable amount of

resources on them, while others ("low-wagers") educate them only partially. The free-market equilibrium is inefficient and iniquitous. Public policy is thus called for: however, redistributive taxation alone is counter-productive, as it forces some agents to move away from full-time education for their kids, and educational price subsidies are only moderately effective, since they only work on the intensive margin. It is instead socially optimal to introduce a compulsory education package, using a redistributive tax system to finance it. Redistributive taxation and compulsory education are therefore best seen as complementary policies.

[University spinoffs and the "Performance Premium".](#)

Czarnitzki, Dirk ; Rammer, Christian ; Toole, Andrew A.

The creation of spinoff companies is often promoted as a desirable mechanism for transferring knowledge and technologies from research organizations to the private sector for commercialization. In the promotion process, policymakers typically treat these "university" spinoffs like industry startups. However, when university spinoffs involve an employment transition by a researcher out of the not-for-profit sector, the creation of a university spinoff is likely to impose a higher social cost than the creation of an industry startup. To offset this higher social cost, university spinoffs must produce a larger stream of social benefits than industry startups, a performance premium. This paper outlines the arguments why the social costs of entrepreneurship are likely to be higher for academic entrepreneurs and empirically investigates the existence of a performance premium using a sample of German startup companies. We find that university spinoffs exhibit a performance premium of 3.4 percentage points higher employment growth over industry startups. The analysis also shows that the performance premium varies across types of academic entrepreneurs and founders' academic disciplines.

[Economic Benefits of Studying Economics in Canada: A Comparison of Wages of Economics Majors with those in Other Disciplines Circa 2005](#)

Akbari, Ather H. ; Aydede, Yigit

In universities across many western countries, student enrolments in economics discipline rose sharply towards the end of last decade but not in Canada. One reason for this outcome may be the continued perception of Canadian students of a lower economic reward to an economics degree. Using micro data from the 2006 census, we perform a comparative analysis of the wages earned by university degree holders in 50 disciplines in relation to economics. At undergraduate level, economics majors earned the 9th highest average wage in 2005, after controlling for demographic variables. On average, after controlling for demographic differences, workers whose wages were below those of economics majors earned about 16 percent lower while those who earned above economics majors earned about 10 percent higher. Similarity of their wages with physical science majors and their wage advantage over political science majors are also striking findings of this study. At graduate level, economics majors have greater wage advantage over other disciplines except for the business majors.

[Sensitivity of Teacher Value-Added Estimates to Student and Peer Control Variables.](#)

Matthew Johnson ; Stephen Lipscomb ; Brian Gill

[Industrial Actions in Schools: Strikes and Student Achievement](#)

Baker, Michael

Many jurisdictions ban teacher strikes on the assumption that they negatively affect student achievement, but there is surprisingly little research on this question. The majority of existing studies make cross section comparisons of the achievement of students who do or do not experience a strike. They conclude that strikes do not have an impact. I present new estimates of this impact of strikes using an empirical strategy that controls for fixed student characteristics at the school cohort level, and a sample of industrial actions by teachers in the province of Ontario. The results indicate that teacher strikes in grades 5 or 6 have negative, statistically significant impact on test score growth between grade 3 and grade 6. The largest impact is on math scores: 29 percent of the standard deviation of test scores across school/grade cohorts.

[Returns to Foreign Language Skills in a Developing Country: The Case of Turkey](#)

Di Paolo, Antonio (University of Barcelona) ; Tansel, Aysit (Middle East Technical University)

Foreign language skills represent a form of human capital that can be rewarded in the labor market. Drawing on data from the Adult Education Survey of 2007, this is the first study estimating returns to foreign language skills in Turkey. We contribute to the literature on the economic value of language knowledge, with a special focus on a country characterized by fast economic and social development. Although English is the most widely spoken foreign language in Turkey, we initially consider the economic value of different foreign languages among the employed males aged 25 to 65. We find positive and significant returns to proficiency in English and Russian, which increase with the level of competence. Knowledge of French and German also appears to be positively rewarded in the Turkish labor market, although their economic value seems mostly linked to an increased likelihood to hold specific occupations rather than increased earnings within occupations. Focusing on English, we also explore the heterogeneity in returns to different levels of proficiency by frequency of English use at work, birth-cohort, education, occupation and rural/urban location. The results are also robust to the endogenous specification of English language skills.

[Das "PISA Phänomen": Ein Plädoyer für einen interdisziplinären Ansatz zur Erforschung von Bildungsproduktion im Kontext von Large-Scale-Assessments](#)

Martens, Kerstin ; Breiter, Andreas ; Idel, Till-Sebastian ; Knipping, Christine ; Teltemann, Janna

International vergleichende Schulleistungsuntersuchungen wie das Programme for International Student Assessment (PISA) der Organisation for Economic Cooperation and Development (OECD), Trends in International Mathematics and Science Study (TIMSS) oder die Internationale Grundschul-Leseuntersuchung (IGLU; englisch: Progress in International Reading Literacy Study/PIRLS) zeigen Schwächen und Stärken der Bildungssysteme teilnehmender Länder auf. Sie zielen darauf ab, die Produktionsleistung von Bildungssystemen messbar zu machen, und erlauben es, Bildungsansätze verschiedener Länder und Regionen bis auf die Ebene einzelner Schulen hinsichtlich ihrer Leistungskapazitäten zu quantifizieren und miteinander zu vergleichen. In diesem Beitrag argumentieren wir für eine interdisziplinäre Perspektive auf den Prozess der Bildungsproduktion nach bzw. durch PISA und ähnliche Studien, um die Existenz von Konvergenzprozessen im Bildungsbereich und eventuelle Wechselwirkungen zu analysieren. Wie wir zeigen werden, untersuchen die einzelnen Fachdisziplinen aufgrund ihrer disziplinär verankerten Fragestellungen und Foki jeweils für sich unterschiedliche Aspekte des Forschungsgegenstandes. Nach nunmehr gut zehn Jahren mit einer weitestgehend disziplinären Beschäftigung mit PISA und ihren Folgen ist es notwendig, sich auf einer übergreifenden Ebene mit den Veränderungen in der Organisation und Produktion von Bildung nach und durch PISA zu befassen. Eine solche Meta-Perspektive auf den Wandel verspricht besonders

erkenntnisfördernd zu sein, wenn sie interdisziplinär verschiedene sozialwissenschaftliche Perspektiven und Zugänge integriert. Gerade auf diese Weise lassen sich Zusammenhänge und Wechselwirkungen von Prozessen im Bildungsbereich rekonstruieren, die Konvergenzen befördern. Infolgedessen vermittelt ein interdisziplinärer Forschungsansatz ein umfassenderes und genaueres Bild der Folgen internationaler Schulleistungsstudien, als es aus einer isolierten Fachperspektive möglich wäre. -- International comparative studies of student achievement like the Programme for International Student Assessment (PISA) of the Organisation for Economic Cooperation and Development (OECD), Trends in International Mathematics and Science Study (TIMSS) or the Progress in International Reading Literacy Study (PIRLS) demonstrate the strengths and weaknesses of participating countries' education systems. These comparative studies aim to create a measurement for the performance of education systems. Thus, they allow for the quantification and comparison of educational approaches in different countries, regions and types of schools or even individual schools. The present contribution argues for an interdisciplinary perspective on changes of education production induced by PISA and similar studies in order to analyze convergence processes and potential interdependencies in the educational sector. As will be shown, the particular disciplines will, due to their specialized foci, study the various aspects of the research topic in question. After having dealt with PISA and its ramifications for about ten years primarily from a single disciplinary viewpoint it has become necessary to conduct research on a more comprehensive level. Thus an interdisciplinary approach in studying PISA induced changes in education organization and production is essential. If different social-scientific perspectives are integrated, such meta-perspective on the transition processes promises to produce enhanced and deepened knowledge in the relevant research topic. This particular approach helps to reconstruct nexuses and interdependencies of processes fostering convergences in the educational field. Consequently an interdisciplinary assessment can uncover the impact of international comparative school performance studies in the field of education more comprehensively than an isolated disciplinary perspective.

[Does Education Promote Stable Property Rights?](#)

Biniam E. Bedasso

This paper sets out to establish an empirical link between education and property rights. The analysis is based on a new index of property rights derived from a set of commonly used indicators. As expected, education has a generally positive impact on property rights. But the relationship is not linear. The effect also depends on level of income. More education might not always be good for property rights in low-income countries. Instrumental variable estimation demonstrates that the schooling of the least educated 60 percent population is better identified to measure the impact of human capital on property rights than mean years of schooling. The dynamic panel estimation of the relationship reveals that it takes some time before an increase in the human capital of the least educated 60 percent population bears a positive impact on property right institutions. The independent influence of education on property rights is found to be stronger than that of income in most specifications.

[An analysis of a foundational learning program in BC: the Foundations Workplace Skills Program \(FWSP\) at Douglas College](#)

Gray, David ; Morin, Louis-Philippe

In this paper, we analyze the workings of a small-scale program involving foundational learning that is targeted at unemployed workers in Surrey, BC by exploiting information contained in the administrative data set that was compiled through its execution. Although this data set contains huge gaps and has a structure that is far from ideal, it contains some information regarding outcomes for the participants and outputs generated by the operations of the program. We investigate three outcomes for the participants of this program, namely i) a return to work, ii) a return to school, and iii) an improvement in the score obtained from a diagnostic test that gauges literacy and essential skills. We also make recommendations in regards to developing a data set that would be suitable for designing and carrying out an evaluation of labour market interventions such as the one covered in this paper.

[Incentives for Teacher Relocation: Evidence from the Gambian Hardship Allowance](#)

Pugatch, Todd (Oregon State University) ; Schroeder, Elizabeth (Oregon State University)

We evaluate the impact of the Gambian hardship allowance, which provides a salary premium of 30-40% to primary school teachers in remote locations, on the distribution and characteristics of teachers across schools. A geographic discontinuity in the policy's implementation and the presence of common pre-treatment trends between hardship and non-hardship schools provide sources of identifying variation. We find that the hardship allowance increased the share of qualified (certified) teachers by 10 percentage points. The policy also reduced the pupil-qualified teacher ratio by 27, or 61% of the mean, in recipient schools close to the distance threshold. Further analysis suggests that these gains were not merely the result of teachers switching from non-hardship to hardship schools. With similar policies in place in more than two dozen other developing countries, our study provides an important piece of evidence on their effectiveness.

[Towards a Basic Qualification for All in the EU. A Social, Educational and Economic Agenda.](#)

Nicaise, Ides ; De Witte, Kristof ; Lavrijsen, Jeroen ; Lamote, Carl ; Van Landeghem, Georges

The reduction of early school leaving (ESL) to less than 10% in all EU member states is one of the headline targets of the Europe 2020 agenda linking 'smart' with 'inclusive' growth. Following the priorities of the European Commission's Action Plan against ESL, we will first examine how systemic reforms can help prevent ESL; next, in the sphere of remediation, the system-level determinants of participation in non-formal education as a 'second chance' are analysed. To do so, this article explores whether and how differences in ESL correlate with characteristics of the educational system and the general environment in the individual EU countries. Both strategies may contribute to preparing young people better for the knowledge economy. However, as we will demonstrate, the quantitative impact of this approach on social inclusion remains rather marginal in the short and medium term. Therefore, we advocate a large-scale campaign of compensatory adult education, which potentially has a much stronger impact on poverty reduction.

[Health and Education: Challenges and Financial Constraints](#)

Lisa Grazzini (Università degli Studi di Firenze) ; Alessandro Petretto (Università degli Studi di Firenze)

Even if both the health and the educational sector are under the state supervision in basically all countries, there are wide differences in the mix of their public/private provision and financing across them. The debate on the proper mix between the private and the public involvement has also been re-enlightened by the recent financial crisis which has stressed many countries' public finances. The aim of this paper is twofold. On the one hand, it aims at presenting the incentive mechanisms both

for the public and the private sector behind different types of mix between private and public involvement according to the industrial organization design of the health and the educational sector. On the other hand, the paper aims at presenting some recent case studies on Public Private Partnerships in both the health and the educational sector in countries such as the U.K., the U.S.A., and the Netherlands.

[Fostering and Measuring Skills: Interventions That Improve Character and Cognition](#)

James Heckman (University of Chicago) ; Tim Kautz (University of Chicago)

This paper reviews the recent literature on measuring and boosting cognitive and noncognitive skills. The literature establishes that achievement tests do not adequately capture character skills-- personality traits, goals, motivations, and preferences--that are valued in the labor market, in school, and in many other domains. Their predictive power rivals that of cognitive skills. Reliable measures of character have been developed. All measures of character and cognition are measures of performance on some task. In order to reliably estimate skills from tasks, it is necessary to standardize for incentives, effort, and other skills when measuring any particular skill. Character is a skill, not a trait. At any age, character skills are stable across different tasks, but skills can change over the life cycle. Character is shaped by families, schools, and social environments. Skill development is a dynamic process, in which the early years lay the foundation for successful investment in later years. High-quality early childhood and elementary school programs improve character skills in a lasting and cost-effective way. Many of them beneficially affect later-life outcomes without improving cognition. There are fewer long-term evaluations of adolescent interventions, but workplace-based programs that teach character skills are promising. The common feature of successful interventions across all stages of the life cycle through adulthood is that they promote attachment and provide a secure base for exploration and learning for the child. Successful interventions emulate the mentoring environments offered by successful families.

[Institutional Change and Academic Patenting: French Universities and the Innovation Act of 1999.](#)

Della Malva, Antonio ; Lissoni, Francesco ; Llerena, Patrick

[Reaching for the Stars: Exclusivity in Firm-University Links in the Pharmaceutical Industry.](#)

Kelchtermans, Stijn ; Belderbos, Rene ; Leten, Bart ; Desair, Steven

This paper analyzes under which conditions joint basic research with academic 'star' scientists improves firms' technological performance. Using data on 61 of the most R&D intensive firms in the biopharmaceutical sector in 1991-2003, we find that collaboration with academic stars for basic research increases inequality in technological performance across firms, with only the upper tail of the performance distribution benefiting from such partnerships. Further, we find that joint basic research with top academic scientists is more beneficial if the firm and the star also do joint applied work. Finally, we find a dual effect of firms' exclusive access to academic stars, with a positive impact on technological performance for exclusive access to 'translational' stars versus a negative effect for exclusive access to 'ivory tower' stars.

[Why Immigrant Background Matters for University Participation: A Comparison of Switzerland and Canada](#)

Hou, Feng ; Picot, Garnett

This paper extends our understanding of the difference in university participation between students with and without immigrant backgrounds by contrasting outcomes in Switzerland and Canada, and by the use of new longitudinal data that are comparable between the countries. The research includes family socio-demographic characteristics, family aspirations regarding university education, and the student's secondary school performance as explanatory variables of university attendance patterns. In Switzerland, compared to students with Swiss-born parents, those with immigrant backgrounds are disadvantaged regarding university participation, primarily due to poor academic performance in secondary school. In comparison, students with immigrant backgrounds in Canada display a significant advantage regarding university attendance, even among some who performed poorly in secondary school. The included explanatory variables can only partly account for this advantage, but family aspirations regarding university attendance play a significant role, while traditional variables such as parental educational attainment are less important. In both countries source region background is important. Possible reasons for the cross-country differences are discussed.

[School inputs and skills: Complementarity and self-productivity](#)

Cheti Nicoletti ; Birgitta Rabe

Using administrative data on schools in England, we estimate an education production model of cognitive skills at the end of secondary school. We provide empirical evidence of self-productivity of skills and of complementarity between secondary school inputs and skills at the end of primary school. Our inference relies on idiosyncratic variation in school expenditure and child fixed effect estimation that controls for the endogeneity of past skills. The persistence in cognitive ability is 0.22 and the return to school expenditure is three times higher for students at the top of the past attainment distribution than for those at the bottom.

[Big five personality traits and academic performance in Russian universities](#)

John Nye (George Mason University and National Research University – Higher School of Economics, Moscow, academic advisor of International Laboratory for Institutional Analysis of Economic Reforms.)

Ekaterina Orel (National Research University-Higher School of Economics, Moscow, research fellow in International Laboratory for Institutional Analysis of Economic Reforms.) ; Ekaterina Kochergina (National Research University – Higher School of Economics, Moscow, research assistant in International Laboratory for Institutional Analysis of Economic Reforms.)

We study which Big Five personality traits are associated with academic performance among a sample of Russian university students using results from the Unified State Examination (for university admissions) and their current grade point averages as measures of academic performance. We find that Introversion, Agreeableness, Neuroticism, and Openness to experience have observable ties to academic performance. Those results partially confirm existing international studies, but our findings are notable for the relative unimportance of conscientiousness for success in our Russian sample. We suggest that cross-cultural differences in educational environment may explain why this trait seems less obviously important in the analysis

[Declining Higher Education Quality Affects Postsecondary Choices: a Peruvian Case](#)

Juan Francisco(F.) Castro (Departamento de Economía, Universidad del Pacífico) ; Gustavo Yamada (Departamento de Economía, Universidad del Pacífico)

Few adolescents in the developing world receive sufficient guidance to make crucial life decisions during the transition from secondary to postsecondary education and into the labor market. Consequently, a significant number of graduates regret the decisions they make. The excessive rigidity of most higher education systems prevents lateral shifts between programs or from technical to university education. In addition, in Peru limited information about the range of programs and their labor market outcomes, combined with an increasing number of low-quality providers, contribute to the problem. A recent survey of Peru's urban working-age population revealed that only 35 percent of young professionals (ages 22 to 30) were satisfied with the postsecondary choices they had made. This implies that, if given the opportunity, nearly two-thirds of young professionals would choose another career or institution, a different degree (university or technical), or would have entered the labor market directly after completing their secondary education.

[Positive Impacts of Playworks on Students' Healthy Behaviors: Findings from a Randomized Controlled Trial.](#)

Jane Fortson

[Retention of and Access to Effective Teachers in DC Public Schools.](#)

Elias Walsh

[Basking in the glory of schools: school characteristics and the self-concept of students in mathematics](#)

Ksenia Tenisheva (National Research University Higher School of Economics in Saint Petersburg, Sociology Education and Science Laboratory, Researcher) ; Daniel Alexandrov (National Research University Higher School of Economics in Saint Petersburg, Sociology Education and Science Laboratory, Director)

Our study contributes to the debate on the interaction between academic context, individual achievement, and mathematics self-concept in schools. It is known that high-achieving peers positively influence the individual achievements of all group members. At the same time, it has been shown that the self-concept of students tends to decrease in the presence of high-achieving peers, as individuals make relative judgments of their abilities vis-a-vis their peer group. Students with mediocre performance feel more confident about their abilities in a group of poor achievers (the Big-Fish-Little-Pond Effect – BFLPE – introduced by H.Marsh). On the other hand, perceived prestige of a school enhances the self-confidence of students as people tend to “bask in the glory” of others (the “reflected glory” effect). We test the two effects mentioned above – BFLPE and the “reflected glory” effect. We hypothesize that both effects are stronger in highly stratified education systems where there is a stronger explicit difference between high- and poor-achieving students, and schools are ranked by their prestige. We compare the interaction of academic context, achievement, and mathematics self-concept in stratified (Russia and Czech Republic) and non-stratified (Norway and Sweden) educational systems on the TIMSS'07 database using HLM7. Our study shows: 1) an absence of BFLPE for all four countries, i.e. the achievement of others is positively related to an individual's math self-concept; 2) strong support for the “reflected glory” effect is found only in stratified educational systems; and 3) greater positive effect on self-concept for students with poor achievement who study in the best schools.

[On Standards of Budget Funding and Adjusting the Fees in State Universities](#)

Tatiana Klyachko (Gaidar Institute for Economic Policy) ; Sergey Sinelnikov-Murylev (Gaidar Institute for Economic Policy)

The paper analyzes the implications of the financial regulations implementing a state order (standards of budget financing based on one student) in the higher education system and the use of them to regulate fees in the universities. It is demonstrated that the establishment of standards in the field of budgetary financing (field of study) does not allow to pay attention to differences in historical property complexes, schools, differences in socio-economic position of the Russian Federation where universities are located affecting the wages of faculty in relation to the average for the economy of the region, raises the question of the adequacy of the state accreditation of higher education institutions. Purely economic approach in the allocation of budget funds obscures difficult political decisions on restructuring the higher education network: the elimination of schools that do not meet the requirements for licensing and accreditation of universities, uniting weak with strong ones, opening of new schools on the basis of material liquidation, the implementation of programs to support the weak, but necessary institutions, replacing weak management in universities, etc. Accordingly, the regulation of fees would have a negative economic and social consequences.

[Spillover effects of studying with immigrant students; a quantile regression approach](#)

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

We analyze how the share of immigrant children in the classroom affects the educational attainment of native Dutch children in terms of their language and math performance at the end of primary school. Our paper studies the spill-over effects at different parts of the test score distribution of native Dutch students using a quantile regression approach. We find no evidence of negative spillover effects of the classroom presence of immigrant children at the median of the test score distribution. In addition, there is no indication that these spill-over effects are present at other parts of the distribution.

[Standardized Testing: Mend It, Don't End It.](#)

Steven Glazerman

[Landownership Concentration and the Expansion of Education](#)

Cinnirella, Francesco (Ifo Institute, CESifo and CEPR) ; Hornung, Erik (Max Planck Institute for Tax Law and Public Finance)

This paper studies the effect of landownership concentration on school enrollment for nineteenth century Prussia. Prussia is an interesting laboratory given its decentralized educational system and the presence of heterogeneous agricultural institutions. We find that landownership concentration, a proxy for the institution of serfdom, has a negative effect on schooling. This effect diminishes substantially towards the end of the century. Causality of this relationship is confirmed by introducing soil texture to identify exogenous farm-size variation. Panel estimates further rule out unobserved heterogeneity. We present several robustness checks which shed some light on possible mechanisms.

[Do Faculty Matter? Effects of Faculty Participation in University Decisions](#)

Kathleen Carroll (UMBC) ; Lisa M. Dickson (UMBC) ; Jane E. Ruseski (West Virginia University)

This paper models faculty participation in university decision-making and the effects on enrollment, academic quality and non-academic quality. The model predicts that faculty participation positively

academic quality and non-academic quality. The model predicts that faculty participation positively affects student enrollment and investments in academic quality. Without faculty involvement in decision making, universities may choose to overinvest in non-academic quality (e.g. athletics, recreational activities) relative to academic quality. If academic quality provides positive externalities as the economic literature indicates, then faculty involvement in decision-making is socially preferred to having decisions made only by university administrators.

[Explaining Educational Attainment across Countries and over Time](#)

Diego Restuccia ; Guillaume Vandenbroucke

Consider the following facts. In 1950 the richest ten-percent of countries attained an average of 8 years of schooling whereas the poorest ten-percent of countries attained 1.3 years, a 6-fold difference. By 2005, the difference in schooling declined to 2-fold. The fact is that schooling has increased faster in poor than in rich countries. What explains educational attainment differences across countries and their evolution over time? We develop an otherwise standard model of human capital accumulation with two important features: non-homothetic preferences and an operating labor supply margin. We use the model to assess the quantitative contribution of productivity and life expectancy differences across countries in explaining educational attainment. Calibrating the parameters of the model to reproduce the historical time-series data for the United States, we find that the model accounts for 90 percent of the difference in schooling levels between rich and poor countries in 1950 and 64 percent of the increase in schooling over time in poor countries. The model generates a faster increase in schooling in poor than in rich countries consistent with the data. These results highlight the importance of productivity and development in education, emphasizing the crucial role of productivity improvements in poor countries relative to often-discussed educational policies.

[Nuns and the Effects of Catholic Schools: Evidence from Vatican II](#)

Gihleb, Rania (Boston University) ; Giuntella, Osea (University of Oxford)

This paper examines the causal effects of Catholic schooling on educational attainment. Using a novel instrumental-variable approach that exploits an exogenous shock to the Catholic school system, we show that the positive correlation between Catholic schooling and student outcomes is explained by selection bias. Spearheaded by the universal call to holiness and the opening to lay leadership, the reforms that occurred at the Second Vatican Council (Vatican II) in the early 1960s produced a dramatic exogenous change in the cost/benefit ratio of religious life in the Catholic Church. The decline in vocations that followed contributed to a significant increase in costs and, in many cases, to the closure of Catholic schools. We document that this decline was heterogeneous across US dioceses, and that it was more marked in those dioceses governed by a liberal bishop. Merging diocesan data drawn from the Official Catholic Directory (1960-1980) and the US Census, we show that the variation in the supply of female religious teachers across US dioceses is strongly related to Catholic schooling. Using the abrupt decline in female vocations as an instrument for Catholic schooling, we find no evidence of positive effects on student outcomes.

[Treating schools to a new administration. The impact of South Africa's 2005 provincial boundary changes on school performance](#)

Martin Gustafsson (Department of Economics, University of Stellenbosch) ; Stephen Taylor (Department of Basic Education)

The impact that the systems and practices of the education authorities, as opposed to the management at the school, have on school performance is usually difficult to quantify. Provincial boundary changes occurring in South Africa after 2005 appear to create a quasi-experiment that lends itself to impact evaluation techniques. A total of 158 secondary schools experienced a switch in provincial administration and at least two types of switches, one from Limpopo to Mpumalanga and another from North West to Gauteng, were sufficiently common to make statistically significant trends a possibility. Various indicators of Grade 12 mathematics performance are explored which take into account passes at a low threshold, achievement at an excellent level and selection into mathematics. Models used and critically discussed include a simple value-added school production function, a difference-in-difference model and a fixed effects panel data analysis. The data include annual Grade 12 examination results for the period 2005 to 2012, which allow for lags in the impact to be explored. Spatial analysis is used to identify schools located close to switching schools to establish whether student commuting effects could have confounded the results. A key finding is that schools moving from North West to Gauteng appear to enjoy benefits associated with the treatment especially as far as the production of students excelling in mathematics is concerned. However, a strong caveat is that the finding depends heavily on just 2012 values and that 2013 examination data will have to be included in the analysis before the study can inform policy recommendations. A brief comparison of institutional aspects of the education authorities in the two provinces North West and Gauteng, drawing from publicly available plans and reports, is provided to help interpret the differences seen in the data. The paper ends with some tentative conclusions in relation to how governance responsibilities in education can be optimally spread across the national, provincial and local levels in South Africa.

[The Teacher-Student Data Link Project: First-Year Implementation.](#)

Kristin Hallgren ; Cassie Pickens Jewell ; Celina Kamler

[No disabled student left behind? - Evidence from a social field experiment](#)

Deuchert, Eva ; Kauer, Lukas ; Liebert, Helge ; Wuppermann, Carl

We conduct a field experiment to study if student counseling offices discriminate against disabled students based on their impairment. The offices receive randomized emails from fictitious high-school graduates, requesting information on the admission process and special accommodations to ease studying. Responses are evaluated using content analysis, allowing us to examine different theoretical mechanisms how discriminative behaviour can emerge. Results show that students with depression or dyslexia are discriminated against compared to students with physical impairments. We find no evidence for taste-based or statistical discrimination. Instead, results indicate that general information deficits about health conditions exist, leading to non-purposeful discrimination. Psychological and learning impairments are not recognized as disabilities and counselors are unaware of the limitations they entail. If discrimination translates in to lower access to higher education and a lower probability to graduate, disadvantages for disabled individuals on the labor market are reinforced.

["High"-School: The Relationship between Early Marijuana Use and Educational Outcomes](#)

Deborah A. Cobb-Clark (Melbourne Institute of Applied Economic and Social Research, The University of Melbourne; and Institute for the Study of Labor (IZA)) ; Sonja C. Kassenboehmer (Melbourne Institute of Applied Economic and Social Research, The University of Melbourne; and Institute for the

Study of Labor (IZA)) ; Trinh Le (Department of Economics, The University of Waikato) ; Duncan McVicar (Queen's University Management School, Queen's University, Belfast) ; Rong Zhang (Melbourne Institute of Applied Economic and Social Research, The University of Melbourne)

We use unique survey data linked to nearly a decade of administrative welfare data to examine the relationship between early marijuana use (at age 14 or younger) and young people's educational outcomes. We find evidence that early marijuana use is related to educational penalties that are compounded by high-intensity use and are larger for young people living in families with a history of welfare receipt. The relationships between marijuana use and both high school completion and achieving a university entrance score appear to stem from selectivity into the use of marijuana. In contrast, early marijuana use is associated with significantly lower university entrance score for those who obtain one and we provide evidence that this effect is unlikely to be driven by selection. Collectively, these findings point to a more nuanced view of the relationship between adolescent marijuana use and educational outcomes than is suggested by the existing literature.

[The Risk and Return of Human Capital Investments](#)

Koerselman, Kristian (Abo Akademi University) ; Uusitalo, Roope (HECER)

Investing in human capital increases lifetime income, but these investments may involve substantial risk. In this paper we use a Finnish panel spanning 22 years to predict the mean, the variance and the skew of the present value of lifetime income, and to calculate certainty equivalent lifetime income at different levels of education. We find that university education is associated with about a half a million euro increase in discounted lifetime disposable income compared to vocational high school. Accounting for risk does little to change this picture. By contrast, vocational high school is associated with only moderately higher lifetime income compared to compulsory education, and the entire difference is due to differential nonemployment.

[How social ties affect peer-group effects: a case of university students](#)

Oleg Poldin (Associate professor, National Research University Higher School of Economics (HSE), 25/12 Bolshaja Pecherskaja Ulitsa, Nizhny Novgorod 603155, Russia, researcher at Center for Institutional Studies, HSE.) ; Dilyara Valeeva (Junior researcher, Center for Institutional Studies, HSE.) ; Maria Yudkevich ((Corresponding Author) Director, Center for Institutional Studies, HSE, Russia, 101000 Moscow, Myasnitskaya street, 20.)

Among the key issues of peer effects estimation is the correct identification of relevant peers. In this study, we explore how the individual performance of university students is influenced by characteristics and achievements of peers from individual's social network. The analysis uses data from two directed networks: a network of friends and a network of study partners for thirdyear students at a top-tier Russian university. Data on network ties in randomly formed student groups enables us to address the endogeneity problem and disentangle the influence of peers' performance from the effect that a peer's background has on students. We show that both the GPA of peers and their ability measures are significant in the estimated regression model. A onepoint increase in the average GPA of peers is associated with an increase in an individual student's own GPA of approximately one fourth. The regression on the data from the network of study partners has slightly greater explanatory power than the analysis based on data from the network of friends. No effect from a student's classmates is found in the model that assumes group interactions occur between group mates

[Escaping from a human capital trap? Italy's regions and the move to centralized primary schooling, 1861 - 1936](#)

Gabriele Cappelli

The present paper explores the role of public policy in the development of Italy's human capital in the late 19th century and the Interwar period. It aims at understanding whether a system of decentralized primary education slowed down regional convergence in schooling. This work puts forward the hypothesis that, under such a system, the country was subject to a human capital trap – since poor and backward areas could not afford to invest a suitable amount of resources in schooling. Additionally, it investigates whether a more centralized system, introduced in 1911, loosened up the trap, fostered the accumulation of human capital and reduced the country's regional disparities. Original qualitative evidence and new data on schooling confirm the existence of such a trap, and underline the positive role of centralization in the Interwar period. The econometric model implemented strengthens these findings: poor regions could not improve the quality of education, which in turn would give rise to a vicious circle. Centralized primary education certainly fostered the development of Italy's schooling in the Interwar period. However, human capital regional disparities across the country persisted, a result that calls for further research on the topic.

[Research and Teaching in Higher Education: Complements or Substitutes?](#)

Epstein, Gil S. (Bar-Ilan University) ; Menis, Joseph (Bar-Ilan University)

In this note we use unique data from Bar-Ilan University, over a period of four years (2005-2008), to estimate simultaneous equations with regard to the relationship between publications and teaching loads. The study shows that students studying for a bachelor's degree are a liability while PhD students are an asset in terms of publications. Those studying for a master's degree may be a liability or an asset depending on the department characteristics. Increasing the number of faculty members increases publications however it may not increase the publications per capita and is department specific.

[The Long Term Effects of Forcible Assimilation Policy: The Case of Indian Boarding Schools](#)

Donna Feir (Department of Economics, University of Victoria)

For decades in North America and Australia, indigenous children were forcibly removed from their homes and placed in boarding schools. These schools had the stated goal of cultural assimilation and are perceived to have been an educational failure. I offer the first causal evidence on the long run effects of these schools using the interaction of changes in Canadian national policy and variation in the power of the Catholic Church. I find that the average boarding school had substantial effects on both cultural and economic assimilation. However, I find suggestive evidence that highly abusive schools only affected cultural connection.

[Determinants of Student Satisfaction with Campus Residence Life at a South African University](#)

Ferdi Botha, Jen Snowball, Vivian de Klerk & Sarah Radloff

Although there are a number of studies on the determinants of general quality of life among university students, these occur mainly in developed countries and do not focus specifically on campus-based residence life. It has long been accepted that factors outside the classroom (œthe other curriculumœ) can contribute to academic success, as well as the achievement of other important outcomes such as the appreciation of human diversity. Striving towards equality of residence life satisfaction across different racial and gender groups, for example, is thus important

for academic outcomes and for the development of well-functioning citizens. This study is based on the 2011 Quality of Residence Life (QoRL) Survey, conducted at a South African university, comprising roughly 2 000 respondents. Based on descriptive analyses and ordered probit regressions, the study investigates the association between satisfaction with QoRL and (i) residence milieu and characteristics, (ii) direct and indirect discrimination, (iii) perceptions of drug and alcohol issues in residence, (iv) safety, and (v) individual student characteristics. One of the main findings is that there are no significant differences in satisfaction with QoRL across racial and gender groups; a finding that suggests significant progress in university transformation and equity goals. The general atmosphere and characteristics of residences are also important predictors of QoRL satisfaction.

Repéré sur : Scienceshumaines.fr

Renaud Chartoire. [Enseignants : quel temps de travail ?](#) Sciences humaines, n°254, décembre 2013

Nicolas Journet. [École buissonnière ou phobie scolaire ?](#) Sciences humaines, n°254, décembre 2013

Héloïse Lhéréty. [La solitude du thésard de fond.](#) Sciences humaines, n°254, décembre 2013

Dossier Web : [La société, l'école et la violence.](#)

La violence des jeunes dans les établissements scolaires est devenue une question de société. Amplifiée par des faits divers - parfois dramatiques - fortement médiatisés, elle suscite émotion et polémiques. L'école est-elle cet univers ultra-violent que l'on présente parfois ? Peut-on vraiment mesurer la violence ? Comment la prévenir ? Existe-t-il des explications rationnelles et des remèdes ? Comment doivent intervenir les enseignants, les CPE, les éducateurs, les psychologues, les parents... ? Les sciences sociales s'interrogent sur le phénomène lui-même, mais aussi sur le regard que la société porte sur cette violence.

Renaud Chartoire. [Lycéens : le travail paie.](#) Sciences humaines, n°254, décembre 2013

Productifs, laborieux, dilettantes ou oisifs une étude montre que les profils des élèves sont corrélés aux résultats.

2. Sommaires de revues en éducation

[American Journal of Distance Education, Vol. 27, No. 4, 01 Oct 2013](#)

- Transactional Distance and Student Ratings in Online College Courses
Stephen L. Benton, Dan Li, Amy Gross, William H. Pallett & Russell J. Webster
- Experiences in MOOCs: The Perspective of Students
Samar Zutshi, Sheena O'Hare & Angelos Rodafinos

- Effectiveness of Online Discussion Strategies: A Meta-Analysis
Aubteen Darabi, Xinya Liang, Rinki Suryavanshi & Hulya Yurekli
- Student Access of Supplemental Multimedia and Success in an Online Course
Nathan B. Miller
- Do Nonverbal Emotional Cues Matter? Effects of Video Casting in Synchronous Virtual Classrooms
Heeyoung Han
- Speaking Personally—With John “Pathfinder” Lester
Terry Beaubois

[Child Indicators Research, Volume 6, Number 4](#)

- Children’s Subjective Well-Being in Rich Countries
Jonathan Bradshaw , Bruno Martorano , Luisa Natali & Chris de Neubourg
- Counting What Counts. How Children are Represented in National and International Reporting Systems
Tanja Betz
- The Connection between Psychosocial Health, Health Behaviors and the Environment In Rural Children
Hope Bilinski , Carol Henry , Louise Humbert & Paul Spriggs
- What Matters in Child Health: An Instrumental Variable Analysis
Uzma Afzal
- Associations Between the Early Development Instrument at Age 5, and Reading and Numeracy Skills at Ages 8, 10 and 12: a Prospective Linked Data Study
Sally Brinkman , Tess Gregory , John Harris , Bret Hart , Sally Blackmore & Magdalena Janus
- Early Childhood Education Activities and Care Arrangements of Disadvantaged Children in Germany
Pia S. Schober & C. Katharina Spiess
- Unequal Distribution of Educational Outcomes between Social Categories: ‘Children at Risk’ from a Sociological Perspective
Birgit Becker & Julia Tuppatt
- Preliminary Development of the Positive Experiences at School Scale for Elementary School Children
Michael J. Furlong , Sukkyung You , Tyler L. Renshaw , Meagan D. O’Malley & Jennica Rebelez

- An Assessment of the “Capital” Indicators for Measuring Socioeconomic Status of High School Students and the Influence on Family and School Stressors
Sharifah Muhairah Shahabudin & Wah Yun Low
- Evaluation of the Children’s Hope Scale in Serbian Adolescents: Dimensionality, Measurement Invariance Across Gender, Convergent and Incremental Validity
Veljko Jovanovi?

[Computers & Education, volume 71, February 2014](#)

- Experimenting with electromagnetism using augmented reality: Impact on flow student experience and educational effectiveness
María Blanca Ibáñez, Ángela Di Serio, Diego Villarán, Carlos Delgado Kloos
- Detecting students' perception style by using games
Juan Feldman, Ariel Monteserin, Analía Amandi
- Positive technological and negative pre-test-score effects in a four-year assessment of low socioeconomic status K-8 student learning in computer-based Math and Language Arts courses
Patrick Suppes, Tie Liang, Elizabeth E. Macken, Daniel P. Flickinger
- The VELscience project: Middle schoolers' engagement in student-directed inquiry within a virtual environment for learning
Susan Pedersen, Travis Irby
- Exploring mobile tablet training for road safety: A uses and gratifications perspective
Iris Reychav, Dezhi Wu
- Exploring feedback and student characteristics relevant for personalizing feedback strategies
Susanne Narciss, Sergey Sosnovsky, Lenka Schnaubert, Eric Andrès, Anja Eichelmann, George Gogvadze, Erica Melis
- Effects of an integrated concept mapping and web-based problem-solving approach on students' learning achievements, perceptions and cognitive loads
Gwo-Jen Hwang, Fan-Ray Kuo, Nian-Shing Chen, Hsueh-Ju Ho
- Peer Instruction in computing: The value of instructor intervention
Daniel Zingaro, Leo Porter
- An adaptation algorithm for an intelligent natural language tutoring system
Annabel Latham, Keeley Crockett, David McLean
- Modelling students' flow experiences in an online learning environment

Irene Esteban-Millat, Francisco J. Martínez-López, Rubén Huertas-García, Antoni Meseguer, Inma Rodríguez-Ardura

- The effect of reflective learning e-journals on reading comprehension and communication in language learning
Mei-Mei Chang, Mei-Chen Lin
- Peer versus expert feedback: An investigation of the quality of peer feedback among secondary school students
Tasos Hovardas, Olia E. Tsivitanidou, Zacharias C. Zacharia
- How patterns support computer-mediated exchange of knowledge-in-use
Franziska Bokhorst, Johannes Moskaliuk, Ulrike Cress
- Changing teachers, changing students? The impact of a teacher-focused intervention on students' computer usage, attitudes, and anxiety
Philip A. Gibson, Kristi Stringer, Shelia R. Cotten, Zachary Simoni, LaToya J. O'Neal, Michael Howell-Moroney
- Children's engagement with educational iPad apps: Insights from a Spanish classroom

Natalia Kucirkova, David Messer, Kieron Sheehy, Carmen Fernández Panadero
- Development and behavioral pattern analysis of a mobile guide system with augmented reality for painting appreciation instruction in an art museum
Kuo-En Chang, Chia-Tzu Chang, Huei-Tse Hou, Yao-Ting Sung, Huei-Lin Chao, Cheng-Ming Lee
- The cognitive impact of interactive design features for learning complex materials in medical education
Hyuksoon S. Song, Martin Pusic, Michael W. Nick, Umut Sarpel, Jan L. Plass, Adina L. Kalet
- Investigating the impact of an integrated approach to the development of preservice teachers' technological pedagogical content knowledge (TPACK)
Chrystalla Mouza, Rachel Karchmer-Klein, Ratna Nandakumar, Sule Yilmaz Ozden, Likun Hu
- Enacting a technology-based science curriculum across a grade level: The journey of teachers' appropriation
Chee-Kit Looi, Daner Sun, Peter Seow, Gean Chia
- Children's engagement during digital game-based learning of reading: The effects of time, rewards, and challenge
Miia Ronimus, Janne Kujala, Asko Tolvanen, Heikki Lyytinen
- Using an adapted, task-level technology acceptance model to explain why instructors in higher education intend to use some learning management system tools more than others

Judith Schoonenboom

- Learning from the folly of others: Learning to self-correct by monitoring the reasoning of virtual characters in a computer-supported mathematics learning environment
Sandra Y. Okita
- Community knowledge assessment in a knowledge building environment
Huang-Yao Hong, Marlene Scardamalia
- Influence of group configuration on online discourse writing
Mingzhu Qiu, Jim Hewitt, Clare Brett
- Design and evaluation of instructor-based and peer-oriented attention guidance functionalities in an open source anchored discussion system
Evren Eryilmaz, Ming Ming Chiu, Brian Thoms, Justin Mary, Rosemary Kim

[Curriculum Journal, Vol. 24, No. 4, 01 Dec 2013](#)

- For group, (f)or self: communitarianism, Confucianism and values education in Singapore
Charlene Tan
- Learning from each other: what social studies can learn from the controversy surrounding the teaching of evolution in science
Wayne Journell
- Time for curriculum reform: the case of mathematics
Andrew Noyes, Geoff Wake & Pat Drake
- An analysis of the GCE A* grade
Daniel K. Acquah
- Readability revisited? The implications of text complexity
David Wray & Dahlia Janan
- Resisting reductionism in mathematics pedagogy
Colin Foster
- Teachers and school culture in the Czech Republic before and after 1989
Dana Moree

[Educational Studies, Vol. 49, No. 6, 01 Nov 2013](#)

- A Nonviolent Approach to Social Justice Education
Hongyu Wang

- The “Crisis of Pity” and the Radicalization of Solidarity: Toward Critical Pedagogies of Compassion
Michalinos Zembylas
- Enrollment of Education Majors at Public, Not-For-Profit, and For-Profit Postsecondary Institutions: An Empirical Analysis
Bonnie K. Fox Garrity
- An Empirical Study: To What Extent and In What Ways Does Social Foundations of Education Inform Four Teachers’ Educational Beliefs and Classroom Practices?
Jacquelyn R. Benchik-Osborne

[European Journal of Political Economy, Volume 32, December 2013](#)

- Why do education vouchers fail at the ballot box? Original Research Article
Peter Bearse, Buly A. Cardak, Gerhard Glomm, B. Ravikumar

[International Journal of Comparative Sociology, August 2013; Vol. 54, No. 4](#)

- Helpful friends? Personal contacts and job entry among youths in transformation societies
Irena Kogan, Teo Matkovic, and Michael Gebel
- A configurational analysis of ethnic protest in Europe
Victor Cebotari and Maarten P Vink
- Influences on the knowledge and beliefs of ordinary people about developmental hierarchies
Georgina Binstock, Arland Thornton, Mohammad J Abbasi-Shavazi, Dirgha Ghimire, Yu Xie, and Kathryn M Yount
- Does respect for human rights vary across ‘civilizations’? A statistical reexamination
Wade M Cole

[International Journal of Educational Development, volume 33, Issue 6, November 2013](#)

Gender Justice, Education and International Development: Theory, Policy and Practice

- Conceptualising gender and violence in research: Insights from studies in schools and communities in Kenya, Ghana and Mozambique
Jenny Parkes, Jo Heslop, Samwel Oando, Susan Sabaa, Francisco Januario, Asmara Figue
- Gender discourses in an NGO education project: Openings for transformation toward gender equality in Bangladesh

Joan DeJaeghere, Nancy Pellowski Wiger

- Girls claiming education rights: Reflections on distribution, empowerment and gender justice in Northern Tanzania and Northern Nigeria
Elaine Unterhalter, Jo Heslop, Andrew Mamedu
- Negotiating meanings of gender justice: Critical reflections on dialogs and debates in a non-governmental organization (NGO)
Parul Sharma, Geeta Verma, Aditi Arur
- A question of gender justice: Exploring the linkages between women's unpaid care work, education, and gender equality
Akanksha A. Marphatia, Rachel Moussié
- Reading and writing between different worlds: Learning, literacy and power in the lives of two migrant domestic workers
Amy North
- Just men? Towards the education of men for gender justice in a context of religiously legitimised patriarchy: A South African case study
Adam D. Walton
- Proving “The Girl Effect”: Corporate knowledge production and educational intervention
Kathryn Moeller

[International Journal of Educational Research, Volume 63, 2014](#)

Special Issue: Representing Diversity in Education: Student identities in contexts of learning and instruction

- Representing diversity in education: Student identities in contexts of learning and instruction
Eva Hjörne, Roger Säljö
- Analysing and preventing school failure: Exploring the role of multi-professionality in pupil health team meetings

Eva Hjörne, Roger Säljö
- Dealing with clients’ diversity in test situations: Client categorisations in psychologists’ accounts of their practices
Michèle Grossen, Douchka Florez, Stéphanie Lauvergeon
- Conceptualising teachers’ understanding of the immigrant learner
Guida de Abreu, Hannah Hale
- Disabled students in higher education: Discourses of disability and the negotiation of identity
Sheila Riddell, Elisabet Weedon

- Diverse disability identities: The accomplishment of 'Child with a disability' in everyday interaction between parents and teachers
Peter Renshaw, Juliet Choo, elke emerald
- The prevalence and use of the psychological–medical discourse in special education
Hugh Mehan

Special Issue: Classroom-Based Talk

- Developments in classroom-based talk
Robyn M. Gillies
- The role of dialog in philosophy for children
K.J. Topping, S. Trickey
- Engaging with others' mathematical ideas: Interrelationships among student participation, teachers' instructional practices, and learning
Noreen M. Webb, Megan L. Franke, Marsha Ing, Jacqueline Wong, Cecilia H. Fernandez, Nami Shin, Angela C. Turrou
- Meaning making as an interactional accomplishment: A temporal analysis of intentionality and improvisation in classroom dialogue
Alison Twiner, Karen Littleton, Caroline Coffin, Denise Whitelock
- Optimizing small group discourse in classrooms: Effective practices and theoretical constraints
Christine Howe
- Fostering learner independence through heuristic scaffolding: A valuable role for teaching assistants
Julie Radford, Paula Bosanquet, Rob Webster, Peter Blatchford, Christine Rubie-Davies
- Primary students' scientific reasoning and discourse during cooperative inquiry-based science activities
Robyn M. Gillies, Kim Nichols, Gilbert Burgh, Michele Haynes

[The Internet and Higher Education, Volume 20, January 2014](#)

- Correlating community college students' perceptions of community of inquiry presences with their completion of blended courses
Amy E. Traver, Edward Volchok, Temi Bidjerano, Peter Shea
- Impacts of role assignment and participation in asynchronous discussions in college-level online classes
Kui Xie, Chien Yu, Amy C. Bradshaw

- A thematic analysis of the most highly cited scholarship in the first decade of blended learning research
Lisa R. Halverson, Charles R. Graham, Kristian J. Spring, Jeffery S. Drysdale, Curtis R. Henrie
- Interaction, Internet self-efficacy, and self-regulated learning as predictors of student satisfaction in online education courses
Yu-Chun Kuo, Andrew E. Walker, Kerstin E.E. Schroder, Brian R. Belland
- Factors influencing the institutional commitment of online students
Hall P. Beck, Meg Milligan

Special Section: Digital Teaching Portfolios and the Professional Learning University Community,
Edited by Cher Ping Lim and John Chi-Kin Lee

- Teaching e-portfolios and the development of professional learning communities (PLCs) in higher education institutions
Cher Ping Lim, John Chi-Kin Lee
- Digital teaching portfolio in higher education: Examining colleagues' perceptions to inform implementation strategies
Ricci Wai-tsz Fong, John Chi-kin Lee, Chun-yen Chang, Zhonghua Zhang, Alexandra Chiu-yee Ngai, Cher Ping Lim
- [e]portfolios for learning and as evidence of achievement: Scoping the academic practice development agenda ahead
Chris Trevitt, Anne Macduff, Aliya Steed
- Building an effective online learning community (OLC) in blog-based teaching portfolios
Eunice Tang, Cherlotte Lam

[Journal of Curriculum Studies, Vol. 45, No. 6, 01 Dec 2013](#)

- Organizing for instruction in education systems and school organizations: how the subject matters
James P. Spillane & Megan Hopkins
- Modern education: a tragedy of the commons
Smith Grinell & Colette Rabin
- Towards a pedagogy of listening: teaching and learning from life stories of human rights violations
Bronwen E. Low & Emmanuelle Sonntag

- Boundary objects and curriculum change: the case of integrated versus subject-based teaching
Magnus Hultén
- Harmony and disharmony in an educational reform concert: towards a Parsons' inspired dynamic model of tuning
Thérèse Carpay, Johan Luttenberg, Wiel Veugelers & Jules Pieters
- Opportunities to learn about Europe at school. A comparative analysis among European adolescents in 21 European member states
Soetkin Verhaegen, Marc Hooghe & Cecil Meeusen

[Oxford Review of Education, Vol. 39, No. 6, 01 Dec 2013](#)

- Silver bullet or red herring? New evidence on the place of aspirations in education
Ralf St. Clair, Keith Kintrea & Muir Houston
- Different pathways towards dropout: the role of engagement in early school leaving
Carl Lamote, Sara Speybroeck, Wim Van Den Noortgate & Jan Van Damme
- Inter-group contact at school and social attitudes: evidence from Northern Ireland
Joanne Hughes, Andrea Campbell, Simon Lolliot, Miles Hewstone & Tony Gallagher
- Home–school agreements: explaining the growth of ‘juridification’ and contractualism in schools
Howard Gibson
- Governing the academic subject: Foucault, governmentality and the performing university
John Morrissey
- On the need for well-founded educational authority in England
Geoffrey Hinchliffe

[Quality in Higher Education, Vol. 19, No. 3, 01 Nov 2013](#)

- Knowledge, power and meanings shaping quality assurance in higher education: a systemic critique
Don Houston & Shelley Paewai
- The association between medical education accreditation and examination performance of internationally educated physicians seeking certification in the United States
Marta van Zanten & John R. Boulet
- Shortening the Inventory of Learning Styles for quality assurance in a Hong Kong post-secondary education context

Dennis C.S. Law

- Standards for quality? A critical appraisal of the Berlin Principles for international rankings of universities
Ingemund Hägg & Linda Wedlin
- Running around in circles: quality assurance reforms in Georgia
Elene Jibladze
- The effectiveness of external quality audits: a study of Australian universities
Mahsood Shah

[Scandinavian Journal of Educational Research, Vol. 57, No. 6, 01 Dec 2013](#)

Special Issue: Narrative

- A Return to Methodological Commitment: Reflections on Narrative Inquiry
Vera Caine, Andrew Estefan & D. Jean Clandinin
- Teaching and Learning, Stories and Arguments
Trudy Govier
- Normativity in Fairy Tales: Scope, Range and Modes of Communication
Hansjörg Hohr
- Personal Narratives in Life History Research
Sidsel Germeten
- From a Narrative of Suffering towards a Narrative of Growth: Norwegian History Textbooks in the Inter-War Period
Brit Marie Hovland
- Narrative Configuration: Some Notes on the Workings of Hindsight
Tone Kvernbekk

[Studies in Higher Education, Vol. 38, No. 9, 01 Nov 2013](#)

- Inquiry-based learning in higher education: principal forms, educational objectives, and disciplinary variations
Anindito Aditomo, Peter Goodyear, Ana-Maria Bliuc & Robert A. Ellis
- Reclaiming creativity in the era of impact: exploring ideas about creative research in science and engineering
Elaine Walsh, Katie Anders, Sally Hancock & Liz Elvidge

- Academic boards: less intellectual and more academic capital in higher education governance?
Julie Rowlands
- Student engagement: stakeholder perspectives on course representation in university governance
Philip Carey
- The tension between marketisation and academisation in higher education
Anne-Charlotte Ek, Malin Ideland, Sandra Jönsson & Claes Malmberg
- Features of a post-identitarian pedagogy (with reference to postgraduate student writing and the continuing professional development of teachers)
Elizabeth Done & Helen Knowler
- A qualitative study of the lived experiences of disabled post-transition students in higher education institutions in Northern Ireland
Jennifer Redpath, Patricia Kearney, Peter Nicholl, Maurice Mulvenna, Jonathan Wallace & Suzanne Martin
- Socialization as sensemaking: a semiotic analysis of international graduate students' narratives in the USA
Tatiana Suspitsyna
- Emergent cultural change: unintended consequences of a Strategic Information Technology Services implementation in a United Kingdom university
Teresa Waring & Dimitra Skoumpopoulou
- Technology-mediated supervision of undergraduate students' dissertations
Jimmy Jaldemark & J. Ola Lindberg
- Predicting undergraduates' academic achievement: the role of the curriculum, time investment and self-regulated learning
Marjolein Torenbeek, Ellen Jansen & Cor Suhre
- Globalisation, internationalisation, multilingualism and linguistic strains in higher education
Aintzane Doiz, David Lasagabaster & Juan Sierra

[Youth & Society, December 2013; Vol. 45, No. 4](#)

- Impulsivity, School Context, and School Misconduct
Matt Vogel and Michael S. Barton
- Gay-Straight Alliances, Social Justice Involvement, and School Victimization of Lesbian, Gay, Bisexual, and Queer Youth: Implications for School Well-Being and Plans to Vote

Russell B. Toomey and Stephen T. Russell

- Racial and Ethnic Stereotypes and Bullying Victimization
Anthony A. Peguero and Lisa M. Williams

3. Livres intéressants



Pierre Duriot. **Comment l'éducation change la société : "Les jeunes" Discours non officiel.** Paris : L'harmattan, 2013. 134 p. (Enfance éducation et société). ISBN : 978-2-343-01737-2

Le comportement des jeunes d'aujourd'hui est souvent sujet d'effarement pour les adultes des générations passées, dans la vie sociale, scolaire ou au travail. En fait le sujet est tabou, il ne faut pas stigmatiser. Les jeunes d'aujourd'hui ne sont plus les mêmes que les jeunes d'antan, tout simplement parce qu'ils n'ont pas été éduqués de la même manière. Issu du terrain, sans concession mais sans procès non plus, cet ouvrage fait l'état des lieux sur ce qui a changé et comment la roue a tourné.



Samuel Mayol, Jacques-Adrien Perret. **Pour un système éducatif réaliste et sans élitisme.** Paris : l'harmattan, 2013. 132 p. (Questions contemporaines). ISBN : 978-2-343-01941-3

Comment rendre notre système éducatif plus réaliste et moins élitiste ? Voici un examen de notre système éducatif pour voir de quelle manière on peut alléger ses pesanteurs et répondre ou pas à la mise en valeur des aptitudes de chacun et des différentes formes d'intelligence. Un propos pour tous les acteurs de l'Education (élèves, étudiants et parents compris).



Robert Chaudenson. **Université : l'impossible réforme : Edgar, Valérie, Geneviève et les autres.** Paris : l'harmattan, 2013. 186 p. (Enseignement Europe France). ISBN : 978-2-343-01943-7

Edgar, Valérie, Geneviève... et les autres » est un peu injuste pour tous ces autres qui sont passés par les rues de Grenelle, Descartes ou Dutot sans laisser leur empreinte au ministère, au demi-ministère voire au secrétariat d'État qui a eu la charge de l'enseignement supérieur. On n'a donc retenu ici que ceux qui ont explicitement fait de l'autonomie des universités un objectif majeur d'une impossible réforme, à commencer par Edgar Faure lui-même dont la loi éponyme, en novembre 1968, fut pourtant votée à l'Assemblée nationale à l'unanimité, moins les communistes !



Jérôme Aust. **Bâtir l'université : gouverner les implantations universitaires à Lyon (1958-2004).** Paris : l'harmattan, 2013. 300 p. (logiques politiques). ISBN : 978-2-343-00699-4

Dans les années 1960, les politiques universitaires sont peu investies par des élus locaux, souvent distants à l'égard de l'université. Aujourd'hui, le dynamisme de la population estudiantine et l'agrément des campus univesitaires contribuent à l'attractivité d'un territoire. En comparant les politiques d'implantation universitaire dans les années 1960 et 1990 à Lyon, l'ouvrage éclaire sur les conditions et les incidences du rapprochement des universités, des territoires locaux et les conséquences sur l'action de l'État.



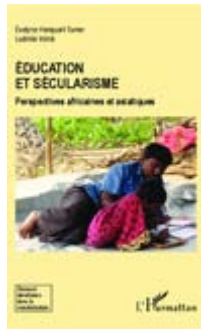
Loïc Chalmel (coord.). **Espaces et dispositifs en éducation**. Paris : l'harmattan : Institut de recherche LISEC Alsace-Lorraine, 2013. 158 p. ISBN 978-2-343-00478-5

Le présent ouvrage cherche à approfondir l'articulation entre les concepts d'espace et de dispositifs en éducation, du triple point de vue de l'histoire, de la philosophie et de l'anthropologie. Ce travail d'intelligence collective est soumis au conflit des interprétations, à trois niveaux : celui de l'expertise externe, de l'expertise interne et enfin d'une élaboration collective des savoirs.

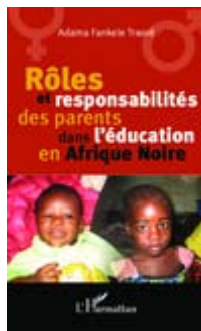


Minna Puustinen. **La demande d'aide chez l'élève : Avancées conceptuelles, méthodologiques et nouvelles données**. Paris : l'harmattan, 2013. 134 p. (figures de l'interaction). ISBN : 978-2-343-01337-4

Comment, dans une interaction verbale avec l'adulte expert (le professeur par exemple), l'enfant ou l'adolescent est-il capable de formuler une demande d'aide dont la réponse va lui permettre de progresser dans son apprentissage ? L'élève qui prend conscience de son besoin d'aide, puis qui formule sa demande, gère son apprentissage de façon autonome. Voici analysé ce processus complexe qu'est la demande d'aide.



Evelyne HANQUART-TURNER, Ludmila Volnà. **Éducation et sécularisme : perspectives africaines et asiatiques**. Paris : L'harmattan, 2013. 244 p. (Discours identitaires dans la mondialisation). ISBN : 978-2-343-01916-1



Adama Fankéle Traoré. **Rôles et responsabilité des parents dans l'éducation en Afrique noire**. Paris : l'harmattan, 2013. 112 p. (éducation Afrique Noire). ISBN : 978-2-343-00984-1

Face au constat de la perte d'autorité des parents, l'auteur nous propose un guide soulignant les rôles des adultes dans la protection et l'épanouissement de leurs enfants. Abordant différents domaines comme l'hygiène, la santé, l'éducation morale, l'instruction, cet ouvrage veut permettre la prise de conscience et l'échange pour une meilleure responsabilisation des parents.



Sous la Direction de Svetla Moussakova. **Vers de nouvelles pratiques académiques est-ouest : acteurs et passeurs dans la culture universitaire en France**. Paris : l'harmattan, 2013. 146 p. (Cahiers européens de la Sorbonne Nouvelle, n°9). ISBN : 978-2-8061-0124-2

4. Tableaux statistiques

→ [TS 7177](#) Statistiques des boursiers de l'enseignement supérieur. Public, privé, 2012-2013.